

# 3

## Core Element I - Mapping

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120 minutes



### Learning Objectives

- Explore the first phase of the CCW model – MAPPING
- Review effective strategies to administer the LSI-R
- Introduce some advanced interviewing skills
- Learn the art of Case Mapping- integrate assessment information and identify the priority targets for supervision and intervention.



### Contents of this Chapter

- 3.1: MAPPING- Phase 1 of CCW
- 3.2: The Level of Service Inventory- Revised (LSI-R)
- 3.3: Case Assignment #1 - Part 1
- 3.4: Mapping the Case
- 3.5: Case Assignment #1 - Part 2



### Materials

- Case Folder - Ryan
- Case Folder - Keoki
- Case Assignment #1
- Case Mapping Worksheet

## **A Snap-Shot of This Chapter...**

During this segment of the training we will demonstrate how the skills and spirit of MI can be applied to complete MAPPING- the first phase of the case planning process. You have two critical tasks to complete during this phase. First, it is essential that you build rapport and work intentionally to engage the client. The use of MI is important particularly during your initial contact with the client. By demonstrating empathy, respect, and genuine concern you show the client that you are willing to work in a collaborative way. Rolling with resistance and listening closely to understand what concerns the client about his or her behavior and what is sustaining the behavior is invaluable information that can guide the completion of the assessment and the case plan.

The second task during the Mapping stage is to gather enough information to complete the LSI-R assessment. Once again the use of MI is fundamental to this process. Use foundation skills like open-ended questions, reflections, summarizations and affirmations to elicit detailed information from the client and to get a more complete understanding of the strengths, hopes, aspirations and challenges he or she faces.

**Before we can develop a case plan we need to have a complete picture of the client's strengths, challenges, motivation to change and life circumstances. MI is an evidence-based approach that can assist you to engage and assess the client.**

### 3.1 : Phase 1: Mapping

ELEMENT	TASKS	ANTICIPATED OUTCOMES
<p><b>MAPPING</b></p> <p><b>Primary task:</b> <i>“Discovery”</i></p>	<ul style="list-style-type: none"> <li>■ Build rapport and establish a working relationship with the client</li> <li>■ Explore parameters of the court order</li> <li>■ Conduct the assessment</li> <li>■ Map the case</li> <li>■ Identify priority targets</li> </ul>	<ul style="list-style-type: none"> <li>■ Increased awareness of the risk factors (personal, situational and contextual) that contribute to criminal justice involvement.</li> <li>■ Increased awareness of strengths that can be mobilized to mediate the impact of risk.</li> </ul>
<p><b>FINDING THE HOOK</b></p> <p><b>Primary task:</b> <i>“Enhance Motivation”</i></p>	<ul style="list-style-type: none"> <li>■ Work intentionally to enhance motivation</li> <li>■ Provide feedback by summarizing the assessment results</li> <li>■ Discuss the priority targets</li> <li>■ Review potential barriers and obstacles</li> <li>■ Work collaboratively with the client to complete the case plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ The priority target(s) are chosen in collaboration with the client</li> <li>■ Client is committed to focus on one or more of the priority targets.</li> <li>■ A goal statement is prepared.</li> </ul>
<p><b>MOVING FORWARD</b></p> <p><b>Primary task:</b> <i>“Provide Opportunities for Success”</i></p>	<ul style="list-style-type: none"> <li>■ Identify personal and social resources that will augment the case plan</li> <li>■ Provide opportunity to explore service and treatment options across criminogenic needs and stability factors</li> <li>■ Apply cognitive behavioral interventions</li> <li>■ Promote healthy informal relationships that will support change efforts.</li> </ul>	<ul style="list-style-type: none"> <li>■ Goals and objectives are formalized and the case plan is completed.</li> <li>■ Client can identify personal and social supports necessary to achieve personal goals.</li> </ul>
<p><b>REVIEWING AND SUPPORTING</b></p> <p><b>Primary task:</b> <i>“Reinforce Successes and Build Self-Efficacy”</i></p>	<ul style="list-style-type: none"> <li>■ Review and update progress</li> <li>■ Reinforce successes</li> <li>■ Introduce the standardized supervision session</li> <li>■ Explore obstacles and challenges</li> </ul>	<ul style="list-style-type: none"> <li>■ Client continues to work on goals and objectives.</li> <li>■ Goals are updated and new objectives are added</li> <li>■ Client masters strategies, supports and services</li> </ul>

## MAPPING

Mapping involves “**DISCOVERY**” and the “**INTEGRATION**” of large amounts of information so that we can set the course for supervision and intervention.

*“If you don’t know where you are going  
then you will probably end up somewhere else...”*

During the management of a case it includes the following tasks that correspond to the acronym **FOAM**.

### 1: **FILE REVIEW (prior to meeting with the client)**

- Review the case file:
  - Legal History - past criminal behavior history
  - Response to Supervision (in custody or on probation or parole)
  - Community Assessment
  - Social History Information

### 2: **ORIENTATION**

- Introductions
- Work to engage the client
- Describe the probation process
- Review confidentiality issues

### 3: **ASSESSMENT**

- Provide a rationale for the LSI-R assessment
- Use foundation skills to identify risk and protective factors
- Listen and elicit DARN-C talk – or incentives for change.
- Verify self-report information elicited during the interview with information from collaterals (file, family, other professionals working with the client).
- Score the assessment.

### 4: **MAPPING THE CASE**

- Integrate the information from collaterals and the LSI-R
- Rate each domain- using the percentage indicated by the LSI-R assessment results
- Prioritize the top three domains of the central eight that present the greatest risk for recidivism.
- Define the major risk factors by exploring what contributes to risk. Identify the internal and external triggers for problem behavior.
- Identify protective factors across each domain of the LSI-R.
- Identify personal incentives for change.

## 3.2 : The Level of Service Inventory – Revised

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Assessment is the driver for targeting interventions, providing clients the right interventions, coordinating services and support in the community, and to measure organizational performance. Combining the use of good assessment with other tools aimed at motivating clients, building skill and increasing positive reinforcement, can provide professionals with powerful tools for increasing public safety and lowering recidivism within their caseloads.

### Three TIPS to elicit information

In order to elicit information that will be helpful in supervising the client, completing the LSI-R and in developing the case plan you need start by building rapport.

#### 1: Start by Building Rapport

Most people will be reluctant to give you details about their lives until a professional working relationship has been established.

### EXERCISE

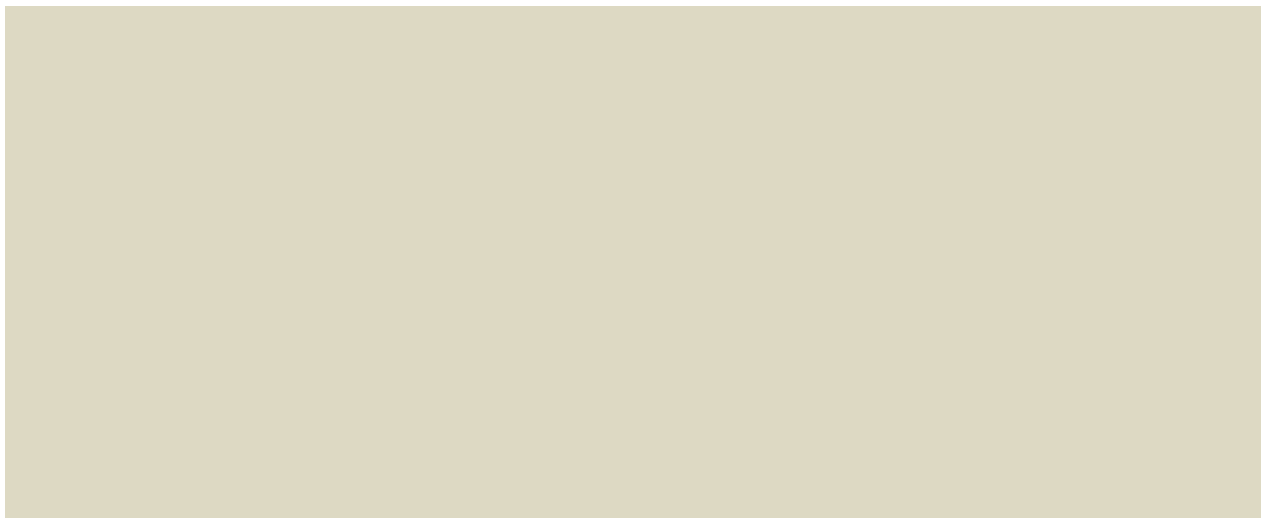
#### 3.1 Toward a Professional Working Relationship

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##### Large group discussion

What strategies would you use to engage someone prior to administering the risk assessment? Why is it necessary to build rapport?

**TIP:** Draw from Chapter 2: Motivational Interviewing.



## 2: Use Foundation Skills to Elicit Assessment Information

**Open and Closed Questions**

**Affirmations**

**Reflections**

**Summaries**



### EXERCISE

#### 3.2 Discovering the Presenting Problem

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#### **Working in Pairs:**

You will be asked to pair up with someone that you do not know and to play the role of Interviewer or Client.

#### **Interviewer:**

You are working for the World Health Organization in a country that has only recently introduced medical, lifestyle and mental health care. You are working under extremely stressful conditions and are responsible for processing a minimum of 15 cases per hour. Your goal is to try to determine the primary need of your client. Find out as much about the problem as you can so that you can make a recommendation for intervention.

Most of your clients are extremely shy and embarrassed. They are reluctant to give you information because you are not a citizen of the country and they do not know you. You have 7 minutes to determine your client's primary need before the next client is brought into your office.

#### **Client:**

You will be given an index card that gives you information about a medical, lifestyle, or mental health problem that you are currently experiencing. You are extremely shy and find it quite embarrassing to discuss the problem.

### 3: Use Advanced Skills to Elicit Assessment Information: The Behavioral Analysis

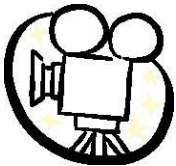
Check each item below that you agree with...

- Are you interested in saving time doing the assessment?
- Have you ever felt as though the client is not really telling you the whole story?
- Do you sometimes feel as if you don't have a really good understanding of what is motivating the client or his/her intentions for doing crime?
- Have you wondered how best to assess the Emotional/Personal or the Attitudes/Orientation Domain?
- Have you asked yourself how this assessment is supposed to help you identify strategies, cognitive skills and resources that the client will need?

If you have checked off any of the items above then we would like to introduce you to an advanced interviewing technique call the Behavioral Analysis.

The Behavioral Analysis permits you to collect information on the attitudes, behaviors and events that occurred in and around a specific problem behavior. You can use this tool to look at criminal behavior, substance use, financial, employment, academic difficulties, and aggression, etc.

#### Example: Using the Behavioral Analysis to Focus on Criminal Behavior



Imagine you are working on a documentary and your task is to capture actual footage of the client's offense history. You are being asked to take a step back in time and to record exactly what happened before each offense occurred.

Once you have a "visual" of what happened you are going to document the actual "impact" of the offense by looking at how it has and continues to affect the client, his/her family and the victim(s).

Begin with the first offense and then continue until you have information on each major contact with the police. Provide a summary at the end of your documentary by looking for contributing factors and any shifts in attitudes and behavior.

### The Blueprint for a Behavioral Analysis *(Example: Focus on Criminal Behavior)*

<p><b>STEP 1:</b> <b>Looking Back</b></p>	<p><b>WHO...</b> <b>WHAT...</b> <b>WHERE...</b> <b>WHEN...</b> <b>HOW...</b></p> <p><i>What were you thinking?</i> <i>What did you do?</i></p>	<ul style="list-style-type: none"> <li>● Tell me what brought you here this time...</li> <li>● Tell me exactly what happened at the time... what happened next... then what happened?</li> <li>● Who were you with?</li> <li>● Where were you?</li> <li>● When did it happen?</li> <li>● What was going on in your life at that time?</li> <li>● What were you thinking at the time?</li> <li>● What were you feeling?</li> </ul>
<p><b>STEP 2:</b> <b>Consequences</b></p>	<p><i>What happened as a result of the behavior?</i></p>	<ul style="list-style-type: none"> <li>● What happened as a result of the offense (What was the disposition/consequence)?</li> <li>● How did it affect you?</li> <li>● How did it affect your family/friends?</li> <li>● Who else was affected?</li> <li>● How did it affect them?</li> <li>● What do you think about it now?</li> <li>● How do you feel about what happened?</li> <li>● Would you do anything different now if the same situation occurred again?</li> <li>● What would you do?</li> </ul>
<p><b>Repeat Step 1 and 2 for remaining offenses or until you feel that you have enough information to establish a pattern.</b></p>		
<p><b>STEP 3:</b> <b>Summarizing</b></p>	<p><i>What are the high risk situations?</i></p>	<ul style="list-style-type: none"> <li>● If we look across each of the offenses can you tell me what was going on right before?</li> <li>● Can you see any patterns? Things that go on before you do crime?</li> <li>● What have you learned from this?</li> </ul>
<p><b>Ensure that you complete Step 3 to summarize the information gathered in Step 1 and Step 2.</b></p>		
<p><b>STEP 4:</b> <b>Looking Forward</b></p>	<p><i>What will you do differently next time?</i></p>	<ul style="list-style-type: none"> <li>● What will have to be different in order for the behavior not to happen again?</li> <li>● How confident are you that you can manage your behavior?</li> <li>● How important is it for you to work on this?</li> <li>● Would you do something differently the next time?</li> <li>● What would you do?</li> </ul>



## EXERCISE

**3.3** **Demonstration: Behavioral Analysis with Ryan**

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**Working Alone:**


**Step 1:** The trainer will introduce you to Ryan. Briefly review the case file.

**Step 2:** You will have the opportunity to observe how the behavioral analysis is completed with Ryan. The focus of this behavioral analysis will be Ryan's criminal history. Listen carefully to the demonstration.

**Step 3:** Use the Observation Checklist below to rate how effective the interviewer was in gathering information to complete the behavioral analysis worksheet.

### Observation Checklist

PLACE A CHECK MARK UNDER THE APPROPRIATE TIME SEQUENCE IF THE INFORMATION BELOW WAS GATHERED.	Offense 1	Offense 2	Offense 3
Age when offense/problem behavior occurred			
When the offenses/behavior occurred			
Where the offenses/behavior occurred			
Who the client was with			
What happened before the offenses/behavior occurred			
The actual offenses/behavior in detail.			
The disposition or immediate outcome/consequence			
How the behavior affected the client and others			

PLACE A CHECK MARK IF YOU FEEL THE SUMMARY INFORMATION BELOW WAS GATHERED FOR THIS CASE	
a) Internal triggers (feelings, thoughts, behaviors that contribute to problems)	
b) External triggers (people, places, things, events that occur immediately before the problem behavior)	
c) High risk situations	
d) Motivation to change	

## EXERCISE

**3.4 Behavioral Analysis: Practice**

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**Working in Triads:**

During this exercise we would like you to practice using the four steps of the behavioral analysis by focusing on a behavior that you would like to change.

**Client:** Identify a lifestyle behavior that you are concerned about. It could be any behavior (e.g. gaining weight, eating fast food, etc.) or it could be a strong negative emotion that you have experienced more than once in the last few months (e.g., anger, anxiety, worry, fear, jealousy, frustration, stress, etc.).

Pick a behavior or emotion that you would like to focus on and tell the interviewer.

**Interviewer:** Conduct a behavioral analysis repeating Step 1 and Step 2 until you have a sense of the internal and external triggers associated with the emotion.

A step-by-step guide to complete the behavioral analysis is attached. When conducting the behavioral analysis use OARS. That is, after one or more questions ensure that you affirm, or reflect or summarize.

**Observer:** You will be providing feedback to the interviewer with respect to how closely they followed the four steps of the behavioral analysis. Remember, it is important that the interviewer repeat Step 1 and Step 2 until a pattern has been established. Typically, 2-3 times is sufficient.

## The Behavioral Analysis Worksheet

<p><b>Step 1: Looking Back</b></p> <p><i>Think of the last time that you felt really [angry]. Try to put yourself back into the situation where you felt [angry]. Think of who you were with, where you were, the time of day... Just picture yourself in the actual situation [pause]. Let me know when you have a picture in your mind.</i></p>	
<p><b>Elaboration</b></p> <p><i>Now tell me exactly what happened at the time? ...And then what happened?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>Let me see if I have this right....</i></p> <p><i>I am not sure if I can really picture what you were experiencing. Can you tell me a bit more about [who you were with, what you were doing, etc.]?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What were you thinking at the time you were really [angry]?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>I think I have a good understanding of what it was like for you.</i></p>	

<p><b>Step 2: Consequences</b></p> <p><i>Tell me what happened as a result of your getting [angry]? How did things turn out or how did this affect you?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What other consequences were there? Or How did this affect other people?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What do you think about it now? Or How do you feel about what happened?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>Would you do anything different now if the same situation occurred again? What would you do?</i></p>	

<p><b>Step 1: Looking Back - AGAIN</b></p> <p>One way to get a better understanding of the things that lead you to feel [angry] is to look at other times when you felt the same way.</p> <p>Think of another time that you felt really [angry]. A time before this one. Try to put yourself back into the situation where you felt [angry]. Think of who you were with, where you were, the time of day... Just picture yourself in the actual situation (pause)... Let me know when you have a picture in your mind.</p>	
<p><b>Elaboration</b></p> <p>Now tell me exactly what happened at the time? And then what happened?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>Let me see if I have this right...</p> <p>I am not sure if I can really picture what you were experiencing. Can you tell me who you were with, what you were doing, etc.?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>What were you thinking at the time you were really [angry]?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>I think I have a good understanding of what it was like for you.</p>	

<p><b>Step 2: Consequences</b></p> <p>Tell me what happened as a result of your getting [angry]? How did things turn out or how did this affect you?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>What other consequences were there? Or How did this affect other people?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>What do you think about it now? Or How do you feel about what happened?</p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p>Would you do anything different now if the same situation occurred again? What would you do?</p>	

**If necessary- repeat Step 1 and 2 again to establish a pattern...**

<p><b>Step 3: Summarizing the High Risk Situations</b></p> <p><i>If we look across the last few times that you felt [angry] can you tell me what was going on right before?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>Let me see if I have this right...</i></p> <p><i>Can you see any patterns? Things that go on before you get [angry]?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What have you learned from this?</i></p>	

<p><b>Step 4: Looking Forward</b></p> <p><i>It seems that when you get [angry] there are some costs for you and [others]. How important is it for you to manage your anger?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What would have to be different to prevent this from happening again?</i></p> <p><i>How confident are you that you can manage your [anger]?</i></p>	
<p><b>Reflection/ Summary or Elaboration</b></p> <p><i>What will you do differently next time?</i></p>	

## 3.3 : Case Assignment #1: Part 1

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### Team Activity



You will now have the opportunity to work with your team and to practice the behavioral analysis.

## 3.4 : Mapping the Case

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In this section we are going to introduce you to the Case Mapping worksheet.

### The Mapping Worksheet

The Mapping Worksheet is just one tool that you can use to summarize information from the case file, the LSI-R and other supplementary assessments. It should be completed by you or with members of the professional team before providing feedback to the client.

### How Do You Use The Tool?

This tool requires you to consider the following information:

#### 1: REVIEW THE RATINGS

Review the assessment results across each of the domains of the LSI-R to determine level of risk for reoffending. You may discover that multiple domains pose a significant risk for the client. It is unlikely that any high risk client will be able to focus on more than three problem domains at one time so it is important to prioritize the domains that pose the greatest risk. Before prioritizing the domains consider the results of the Behavioral Analysis.

#### 2: BEHAVIORAL ANALYSIS (Tell the Story)

- A: Briefly describe the pattern of behavior that needs to change.
- B: What are the internal and external triggers?
- C: What was the intent and motivation behind the behavior?
- D: What are the incentives for change?

What did you learn when you conducted the behavioral analysis? Is there a behavioral pattern that leads to offending behavior? What internal and external triggers pose a risk for this client? What motivates the client to do crime?

#### 3: IDENTIFY AND DESCRIBE THE PRIORITY DOMAINS

After reviewing the ratings and the results of the behavioral analysis identify up to three domains to be the initial focus of case planning. Prioritize the domains by choosing those that have **both** the highest scores (pose the greatest risk) and that you feel are most likely to contribute to problems in the immediate future.

Record the top three priorities and describe what contributes to a high-risk score for each. For example, if “employment” is identified as one of the priority domains, look at the items for that domain to determine what is contributing to a high-risk score. Record this information in the space available.



#### 4: IDENTIFY THE STRENGTHS

List strengths that you feel will help to mitigate risk with respect to the challenges faced by this client. Ensure that you identify strengths across all domains that may be mobilized to buffer risk as you work with the client to address the top three domains.

#### EXERCISE

### 3.5 Completing the Case Mapping Worksheet for Ryan

#### Demonstration



Work with the facilitator to complete the case mapping worksheet for Ryan.

#### 1: REVIEW THE RATINGS

Review the results of the LSI-R for Ryan. What are the highest risk domains?

#### 2: RECALL THE RESULTS OF THE BEHAVIORAL ANALYSIS

What did you learn from the behavioral analysis that was conducted with Ryan? What was the behavioral pattern that leads to offending behavior? What were the internal and external triggers for Ryan? What do you think is most likely to get Ryan into trouble in the future?

#### 3: IDENTIFY AND DESCRIBE THE PRIORITY DOMAINS.

What are the top three priority domains for Ryan? How would you describe each of them?

#### 4: IDENTIFY THE STRENGTHS

Look across each of the domains of the LSI-R, what strengths, protective factors, assets or DARN talk can we list for Ryan that might help to mitigate risk or to increase motivation for change?

## 3.5 : Case Assignment #1: Part 2

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### Team Activity



You will now have the opportunity to work with your team to complete the Mapping Worksheet for Ryan.