



Resource Intervention Center (RIC)

Winnebago County Department of Court Services

WHAT IS THE RIC?

- ▶ One-stop shop for interventions and treatment
 - ▶ RIC staff and service providers from the community are co-located to provide coordinated services to individuals on probation and/or pretrial supervision in Winnebago County
 - ▶ Most services are free
 - ▶ Located in the Adult Probation Center

MISSION OF THE RIC

To enhance community safety by providing evidence-based targeted interventions



HOW IS THE RIC FUNDED?



- ▶ The RIC opened for service on February 11, 2008
- ▶ Public Safety Sales Tax (PSST)
 - ▶ Approved by voters in 2002
- ▶ Probation fees
- ▶ Grants
- ▶ Other
 - ▶ Community provider obtains funding
 - ▶ Rock Valley College funded by a grant RVC obtained
 - ▶ Rosecrance funded by insurance or DASA
 - ▶ Highland Community College receives federal funding for TRIO programs

RISK



- ▶ Risk tells us “who” to target
- ▶ The lead PO completes the Adult Risk Assessment (ARA) prior to referring to the RIC
- ▶ Referrals to the RIC target clients who are identified as higher risk
- ▶ The RIC does not accept referrals for clients identified as lower risk

NEED



- ▶ Need tells us “what” to target
- ▶ Lead PO’s use the Adult Risk Assessment (ARA) to identify criminogenic risk factors and make referrals to the RIC to target those areas
- ▶ For example; if attitudes, values and beliefs are identified as a factor, a referral to Thinking for a Change would be appropriate

RESPONSIVITY

How

- ▶ Responsivity tells us “how” to change behavior
- ▶ We know the “how” includes the use of evidence-based programs, cognitive behavioral programs and addressing barriers prior to programming
 - ▶ RIC programs do include structured social learning programs and cognitive behavioral programs
 - ▶ Lead PO’s address barriers prior to making referrals to the RIC
 - ▶ RIC PO’s also address on-going barriers, such as transportation and childcare
 - ▶ Problem-solving
 - ▶ Referring to the Kid’s Place (free child care)
 - ▶ Assisting with arranging transportation through insurance when that is an option
 - ▶ Providing bus passes
 - ▶ Assisting with program homework when literacy is a barrier

DOSAGE

- ▶ Intervention dosage is the amount of structured programming and intervention a person receives based on the individual's risk needs assessment
- ▶ Higher risk program participants require a much higher dosage of intervention
 - ▶ 100-150 hours for moderate risk
 - ▶ 200+ hours for high risk
 - ▶ This does not include work, school and other activities that are not directly addressing criminogenic risk factors
- ▶ The RIC offers cognitive behavioral change programs and other programs that include a cognitive behavioral approach that can be used along with Core Correctional Practices (CCP) to achieve appropriate dosage



THE RIC TEAM

Jodi Gerue, Deputy Director	Karen Mohr, RIC Supervisor
Steve Salvato, RIC PO	Misty Owens, RIC PO
Cassidy Parker, RIC PO	Adrian Avila, RIC PO
Brooke Acosta, RIC Therapist	Kim Petrus, Administrative Assistant

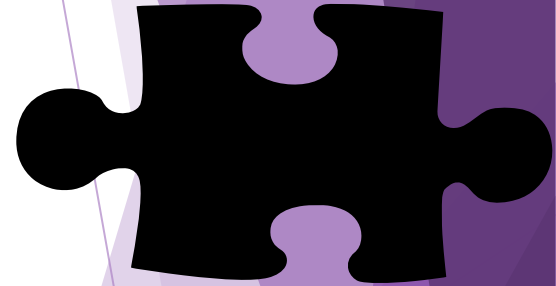


TEAMWORK

ROLE OF RIC DEPUTY DIRECTOR

RIC Deputy Director Responsibilities Include

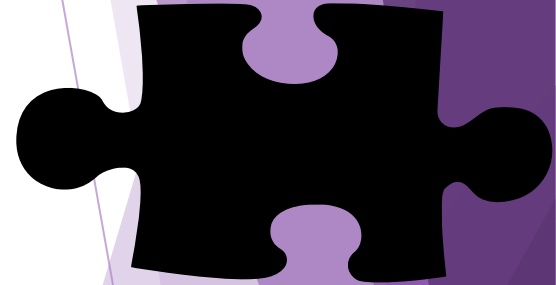
- ▶ Providing oversight of the RIC, including day-to-day operations, hiring, staff training and development, production of reports, data, and grants associated with the RIC
- ▶ Managing programs and ensuring programs meet organizational goals
- ▶ Developing and implementing policies and procedures
- ▶ Monitoring and evaluating performance of staff and providing coaching
- ▶ Building partnerships with community providers and other organizations
- ▶ Reviewing and selecting evidence-based curriculum for use at the RIC
- ▶ Ensuring the fidelity of program implementation
- ▶ Addressing concerns with providers
- ▶ Training Thinking for a Change (T4C) facilitators
- ▶ Facilitating Thinking for a Change programs as needed



ROLE OF RIC SUPERVISOR

RIC Supervisor Responsibilities Include

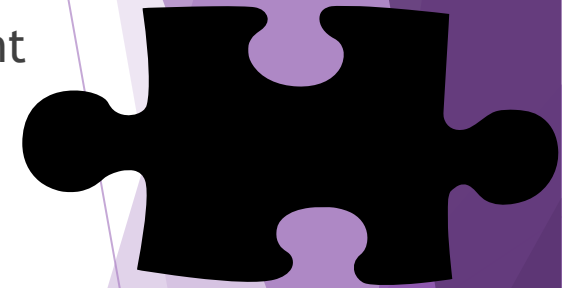
- ▶ Assigning cases and tasks to team members and overseeing their workflow
- ▶ Providing guidance, support and feedback to team members
- ▶ Completing program observation and quality assurance
- ▶ Monitoring and evaluating performance and providing coaching
- ▶ Communicating and coordinating services with staff and providers
- ▶ Addressing concerns with providers
- ▶ Training Thinking for a Change (T4C) facilitators
- ▶ Facilitating Thinking for a Change programs and other programs as needed
- ▶ Completing statistical reports
- ▶ Grant reporting



ROLE OF RIC PO

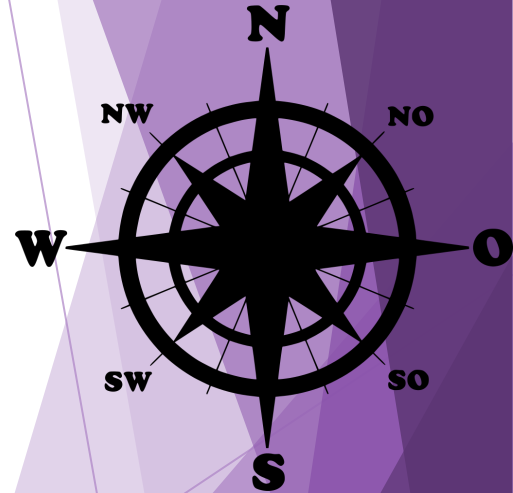
Each person attending programming at the RIC is assigned A RIC PO

- ▶ RIC PO responsibilities include
 - ▶ Facilitating cognitive behavioral programs with fidelity
 - ▶ Collaborating with the court, outside agencies and RIC providers
 - ▶ Monitoring program participant referrals and attendance in the case management system
 - ▶ Communicating with adult, juvenile, and pretrial officers regarding program attendance, progress and compliance with RIC programs
 - ▶ Having knowledge of all services offered at the RIC and how those services can build pro-social supports, target criminogenic needs and address barriers
 - ▶ Referring to additional programming at the request of participant or as other needs are identified
 - ▶ Providing community resources
 - ▶ Being a resource for providers
 - ▶ Acting as a liaison between providers and lead PO's



RIC ORIENTATION

- ▶ All clients referred to RIC programs must attend Orientation
- ▶ The purpose of Orientation is to
 - ▶ Introduce people to the RIC and the programs available
 - ▶ Advise them of what they can expect
 - ▶ Help them feel welcomed
 - ▶ Integrate them into programming by providing them with the necessary information, such as assessment dates, program start dates and times
- ▶ Orientation includes
 - ▶ A brief PowerPoint presentation of various programs at RIC
 - ▶ Completion of required forms to start programming, such as releases of information
 - ▶ The administration of the University of Rhode Island Change Assessment scale (URICA) to assess readiness for change
 - ▶ Referral recommendations to cognitive programming to enhance motivation for change based on URICA results



COGNITIVE BEHAVIORAL CHANGE PROGRAMS

Thinking For A Change (T4C)

- ▶ Facilitated by RIC staff using the NIC Thinking for a Change 4.0 curriculum
- ▶ Integrated, cognitive behavioral change program
- ▶ Helps clients take control of their behavior by taking control of their thinking
- ▶ Three components: cognitive self change, social skills, problem solving skills
- ▶ Uses structured skill building
- ▶ Includes homework
- ▶ 25 lessons
- ▶ Meets twice a week for 2 hours
- ▶ Closed group
- ▶ We are currently offering 3 groups and a fourth group is coming soon
- ▶ 5.0 curriculum is coming soon



COGNITIVE BEHAVIORAL CHANGE PROGRAMS

T4C Aftercare

- ▶ Facilitated by RIC staff using the NIC Thinking for a Change 4.0 curriculum
- ▶ Integrated, cognitive behavioral change program
- ▶ Targeted at clients who have successfully completed T4C
- ▶ Focuses on new social skills, review and practice of cognitive self-change and problem solving skills
- ▶ Uses structured skill building
- ▶ Includes homework
- ▶ 13 lessons
- ▶ Meets once a week for 2 hours
- ▶ Open group
- ▶ Facilitated via zoom



COGNITIVE BEHAVIORAL CHANGE PROGRAMS

Moral Reconciliation Therapy (MRT)

- ▶ This program is facilitated by Rosecrance staff using the MRT curriculum
- ▶ MRT is a systematic treatment strategy that seeks to decrease recidivism by increasing moral reasoning
- ▶ Its cognitive-behavioral approach combines elements from a variety of psychological traditions to progressively address ego, social, moral, and positive behavioral growth
- ▶ This program serves Problem-Solving Court participants only
- ▶ 24-36 sessions
- ▶ Meets once a week for 2 hours

COGNITIVE BEHAVIORAL PROGRAMS

Anger Management

- ▶ Facilitated by RIC staff using the SAHMSA Anger Management for SUD and MH Clients curriculum
- ▶ Cognitive-behavioral treatment model
- ▶ Program includes
 - ▶ Relaxation training that targets emotional and physiological components of anger
 - ▶ Cognitive interventions
 - ▶ Communication skills that strengthen assertiveness and conflict resolution skills
 - ▶ Homework
- ▶ Men and women's group
- ▶ 12 sessions
- ▶ Meets once a week for 1.5 hours
- ▶ Closed group



COGNITIVE BEHAVIOR PROGRAMS

Beyond Violence: A Prevention Program For Criminal Justice-Involved Women

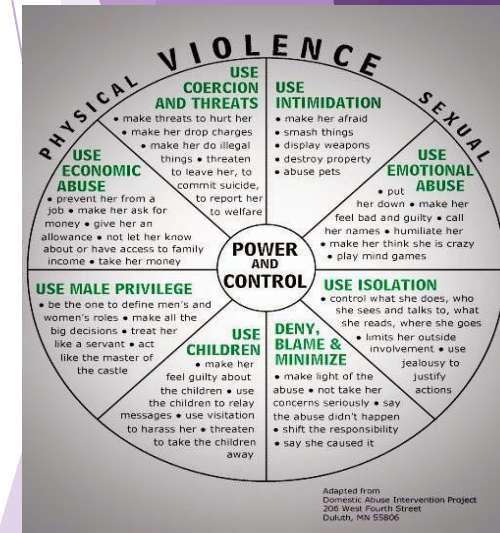
- ▶ Facilitated by RIC staff using the Beyond Violence: A Prevention Program for Justice-Involved Women curriculum
- ▶ Evidence-based manualized curriculum targeted towards women in criminal justice settings with histories of aggression and/or violence
- ▶ Addresses violence and trauma participants have experienced, as well as the violence they may have perpetrated. For this reason, this program would be appropriate for women identified as a non-primary aggressor on a domestic violence assessment
- ▶ **Program includes**
 - ▶ Psycho-education
 - ▶ Role playing
 - ▶ Mindfulness activities
 - ▶ Cognitive-behavioral restructuring
 - ▶ Grounding skills for trauma triggers
 - ▶ Homework
- ▶ 20 weeks
- ▶ Meets once a week for 2 hours
- ▶ Closed group



COGNITIVE BEHAVIORAL PROGRAMS

Partner Abuse Intervention Program (PAIP)

- ▶ Facilitated by Remedies Renewing Lives staff using the Cognition Work's Change curriculum (for men)
- ▶ This program is for individuals on probation with charges that include intimate partner violence
- ▶ Uses a cognitive behavioral approach
- ▶ Includes role play, problem solving and homework
- ▶ Focuses on prevention, intervention, and change of irresponsible behavior
- ▶ Program duration is 26 weeks
- ▶ Meets once per week for 2 hours
- ▶ Open group
- ▶ We are currently offering six different class times, including 2 evenings



SUBSTANCE USE DISORDER ASSESSMENT AND TREATMENT

Remedies Renewing Lives

- ▶ Provides SUD assessment and outpatient treatment using the Matrix Model curriculum
- ▶ The Matrix Model is a structured, evidence-based behavioral treatment model that integrates multiple modalities, including relapse prevention, group education and therapy, and self-help involvement
- ▶ The Matrix Model combines various therapeutic techniques, with cognitive behavior therapy being a significant part, helping individuals identify and modify harmful thoughts and behaviors related to substance use
- ▶ Open group

SUBSTANCE USE DISORDER ASSESSMENT AND TREATMENT

Rosecrance Behavioral Health

- ▶ Provides SUD assessment and outpatient treatment using the Matrix Model curriculum and the Mindfulness Based Relapse Prevention (MBRP) curriculum
- ▶ The Matrix Model
 - ▶ Is a structured, evidence-based behavioral treatment model that integrates multiple modalities, including relapse prevention, group education and therapy, and self-help involvement
 - ▶ The Matrix Model combines various therapeutic techniques, with cognitive behavior therapy being a significant part, helping individuals identify and modify harmful thoughts and behaviors related to substance use
- ▶ Mindfulness Based Relapse Prevention
 - ▶ Includes identification of personal triggers and situations in which participants are particularly vulnerable, along with practical skills to use in such times
 - ▶ The curriculum combines CBT and mindfulness to address relapse prevention
- ▶ Open group

RECOVERY

A New Direction: Relapse Prevention Program

- ▶ Facilitated by RIC staff using the A New Direction: Relapse Prevention curriculum
- ▶ Targets people who have recently relapsed after a period of sobriety or who could benefit from additional intervention focused on relapse prevention
- ▶ A New Direction is a flexible, evidence-based, cognitive behavioral therapy curriculum designed to help participants recover from addiction and reduce recidivism
- ▶ Participants learn to
 - ▶ Identify personal relapse warning signs, triggers, cravings, and high risk situations
 - ▶ Utilize healthy coping and stress management skills
 - ▶ Explore the connection of spirituality in recovery
 - ▶ Recognize the importance of healthy relationships in recovery and increase communication skills
 - ▶ Create recovery goals and make a relapse prevention plan
- ▶ 9 sessions
- ▶ Meets once a week for 2 hours
- ▶ Closed group



MENTAL HEALTH SERVICES

RIC Therapist and Freedom Behavioral Health

- ▶ Provide mental health assessments and individual therapy
- ▶ They use the mental health assessment to determine diagnosis and appropriate interventions
- ▶ Individual therapy can include CBT
- ▶ They provide advocacy and linkage to community resources as needed



MENTAL HEALTH SERVICES

Dialectical Behavioral Therapy (DBT)

- ▶ Facilitated by Freedom Behavioral Health staff
- ▶ Also facilitated by Rosecrance staff to Problem-Solving Court participants
- ▶ DBT is a type of cognitive behavioral therapy that helps individuals manage intense emotions, improve relationships, and develop coping skills
- ▶ DBT usually lasts around 24 weeks
- ▶ Meets once a week for 1.5 hours
- ▶ Open group

TRAUMA

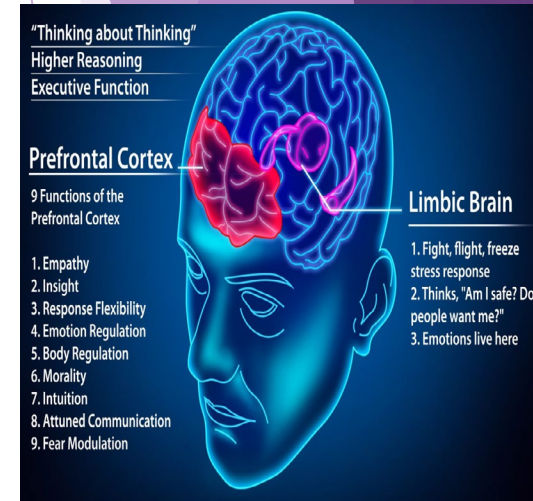
Seeking Safety

- ▶ Facilitated by Freedom Behavioral Health staff using the Seeking Safety curriculum
- ▶ Also facilitated by Rosecrance staff to Problem-Solving Court participants
- ▶ Seeking safety is an evidence-based, present-focused counseling model to help people attain safety from trauma and harmful substance use by emphasizing coping skills, grounding techniques and education
- ▶ Uses cognitive behavioral therapy
- ▶ Includes structured-skill building
- ▶ Does not require participants to delve into the trauma narrative (the detailed account of disturbing trauma memories)
- ▶ Up to 25 topics
- ▶ Meets once a week for 2 hours
- ▶ Open group

TRAUMA

Beyond Trauma: A Healing Journey For Women

- ▶ Facilitated by RIC staff using the Beyond Trauma: A Healing Journey for Women curriculum
- ▶ Is a gender responsive, evidence-based curriculum designed to help women recover from the effects of trauma in their lives
- ▶ Is based on the principles of relational therapy; it uses cognitive-behavioral techniques (CBT), mindfulness, expressive arts, body-oriented exercises (including yoga)
- ▶ Participants learn about
 - ▶ The trauma process
 - ▶ The impact of trauma, including how it impacts thoughts, feelings, beliefs, and behavior
 - ▶ Coping strategies
- ▶ 12 sessions
- ▶ Meets once a week for 2 hours
- ▶ Closed group



TRAUMA

Exploring Trauma: A Brief Intervention For Men And Gender-Diverse People

- ▶ Facilitated by RIC staff using the Exploring Trauma: A Brief Intervention for Men and Gender-Diverse People curriculum
- ▶ Is a gender-responsive, brief intervention program designed for people who have experienced abuse and trauma
- ▶ Is an evidence based manualized curriculum that uses inclusive pronouns and language
- ▶ This program focuses on
 - ▶ Understanding and managing trauma
 - ▶ Building resilience
 - ▶ Developing healthy coping mechanisms
- ▶ 6 sessions
- ▶ Meets once a week for 1.5 hours
- ▶ Closed group

GRIEF

Grief and Loss Group

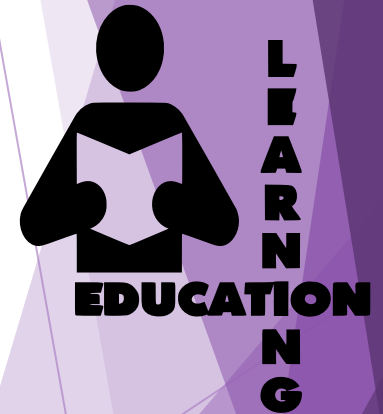
- ▶ Facilitated by RIC staff using the Grief and Loss Support Group curriculum
- ▶ Participants
 - ▶ Gain an understanding of the grieving process
 - ▶ Are guided through healthy activities that direct them towards relief, healing, and closure
 - ▶ Identify and apply healthy coping mechanisms
 - ▶ Learn to provide feedback and support others going through the grieving process
- ▶ 10 sessions
- ▶ Meets once a week for 1.5 hours
- ▶ Closed group



EDUCATIONAL PROGRAMMING

Enrollment Testing And High School Equivalency (HSE)

- ▶ Facilitated by Rock Valley College (RVC) staff
- ▶ Enrollment testing and orientation sessions are available and required prior to start
- ▶ Participants that test below a 4th grade reading level are referred to literacy counseling
- ▶ Classes are comprised of mixed level participants
- ▶ Computer lab
- ▶ RVC provides coordination and financial assistance for GED testing



PARENTING CLASS

Active Parenting Now

- ▶ Facilitated by Youth Services Bureau staff using the Active Parenting Now curriculum
- ▶ The primary areas covered in this ten week parenting program are as follows, but not limited to
 - ▶ Enhancing parent and child's relationship
 - ▶ Understanding behavior and age-appropriate discipline techniques
 - ▶ Establishing equality
 - ▶ Developing responsibility in parent and child
 - ▶ Building better communication skills between parent and child
 - ▶ Developing courage and instilling tools of self-esteem
 - ▶ Winning cooperation within their family
 - ▶ Child safety
 - ▶ Managing stress and developing coping skills
 - ▶ Role play exercises and family enrichment activities
- ▶ 10 sessions
- ▶ Meets once a week for 2 hours
- ▶ Closed group

LIFE SKILLS

Essential Organizational Skills For Success

- ▶ Facilitated by RIC staff
- ▶ Participants learn practical tips, techniques, and strategies for getting organized and taking responsibility, including
 - ▶ Reviewing and prioritizing expected tasks and activities
 - ▶ Identifying barriers to success
 - ▶ Assessing personal organizational skills
 - ▶ Engaging in practical application of the top five organizational skills
 - ▶ Creating realistic goals for organizational success
- ▶ One day class

LIFE SKILLS

TRIO-Workforce Success

- ▶ This series includes the following five workshops
 - ▶ Career exploration and employment opportunities
 - ▶ Barriers to education
 - ▶ Interviews and resumes
 - ▶ Teamwork and leadership
 - ▶ Workforce success skills

TRIO-EOC Financial Literacy

- ▶ This workshop helps participants begin their journey towards building generational wealth. In this 3-part workshop, participants learn
 - ▶ Budgeting
 - ▶ Banking basics
 - ▶ Understanding credit cards and loans
- ▶ These workshops are facilitated by Highland Community College TRIO and Project Succeed staff
- ▶ TRIO is a series of federally-funded outreach and student services programs designed to help students from disadvantaged backgrounds

ADDITIONAL PROGRAMMING

Wake Up Group With Tommy Meeks

- ▶ Facilitated by Winnebago County staff, Tommy Meeks
- ▶ Includes
 - ▶ Discussion of African American history and culture
 - ▶ Mentorship for participants
 - ▶ Meets once a week for 1.5 hours
 - ▶ Open group
 - ▶ Currently offering a morning and afternoon group

PRETRIAL SERVICES

Pretrial Referrals

- ▶ We do accept referrals from Pretrial Services
- ▶ Our Pretrial Services does keep least-restrictive conditions in mind
- ▶ Pretrial Services completes the pretrial assessment and addresses barriers prior to making a referral
- ▶ Individuals scoring level 3-6 may be referred to the RIC for supportive services
- ▶ We do not accept referrals for individuals scoring level 1-2
- ▶ Referrals made address factors identified in the pretrial assessment and are intended to increase likelihood of court appearance and/or public safety during the pretrial stage
- ▶ Referrals are not about behavior change or rehabilitation

Things We Keep Me In Mind

- ▶ This population has the presumption of innocence
 - ▶ This population should not have to pay for services
- ▶ The population has the right to not self-incriminate
 - ▶ We do not talk about the pending case with them
 - ▶ We advise participants not to talk about their pending cases
 - ▶ If someone is referred to T4C by probation and also has a pending case, we would not ask them to do a thinking report or behavior chain on the situation connected to the pending charge
- ▶ Pretrial legal foundations

Highlights

- ▶ One-stop shop, located directly across the bus station
- ▶ Located within the Adult Probation Center allowing for coordination of PO visits at times when the program participant is already in the building
- ▶ The Kids' Place is nearby which is a supervised free drop-in center for children ages 2-12 available for use by parents or guardians who have business in any Winnebago County court complex. The Kids' Place is located in the lower level of the Winnebago County courthouse
- ▶ Can be selective about the curriculum being used to ensure that programs are evidence-based and/or include CBT
- ▶ Can complete program observation to ensure fidelity to the program/adherence to curriculum (if written into contract with that provider)
- ▶ Most programs are free to participants
- ▶ The RIC offers cognitive behavioral change programs and other programs that include a cognitive behavioral approach that can be used along with core correctional practices to achieve appropriate dosage
- ▶ RIC staff provide program updates at midpoint and discharge for any programs they facilitate



RIC T4C UPDATE PAGE 1

Jodi GeRue, Deputy Director
Karen Mohr, Supervisor

526 West State Street
Rockford, IL 61101
Phone: (815)516-2600
Fax: (815)516-2601

RIC T4C Update

Date: TodayDateLong
To: SupervisionCaseOfficer
From: UserNameFirstFirst
Re: SupervisedPersonName

The Thinking for a Change (T4C) Class has been working on the following:

- On [redacted], participants completed Lesson 1: Overview and Introduction.
- On [redacted], participants completed Lesson 2: Active Listening (social skill).
- On [redacted], participants completed Lesson 3: Asking Questions (social skill).
- On [redacted], participants completed Lesson 4: Giving Feedback (social skill).
- On [redacted], participants completed Lesson 5: Knowing Your Feelings (social skill).
- On [redacted], participants completed Lesson 6: Thinking Controls Behavior (overview of cognitive self-change).
- On [redacted], participants completed Lesson 7: Pay Attention to Our Thinking (Step 1 of cognitive self-change).
- On [redacted], participants completed Lesson 8: Recognize Risk (Step 2 of cognitive self-change).
- On [redacted], participants completed Lesson 9: Use New Thinking (Step 3 of cognitive self-change).
- On [redacted], participants completed Lesson 10: Thinking Check In (cognitive-self change).
- On [redacted], participants completed Lesson 11: Understanding the Feelings of Others (social skill).
- On [redacted], participants completed Lesson 12: Making a Complaint (social skill).
- On [redacted], participants completed Lesson 13: Apologizing (social skill).
- On [redacted], participants completed Lesson 14: Responding to Anger (social skill).
- On [redacted], participants completed Lesson 15: Negotiating (social skill).
- On [redacted], participants completed Lesson 16: Introduction to Problem Solving.
- On [redacted], participants completed Lesson 17: Stop and Think (Skill 1 of Problem Solving).
- On [redacted], participants completed Lesson 18: State the Problem (Skill 2 of Problem Solving).
- On [redacted], participants completed Lesson 19: Set a Goal and Gather Information (Skill 3 of Problem Solving).
- On [redacted], participants completed Lesson 20: Practice Problem Solving Skills 1, 2, and 3.
- On [redacted], participants completed Lesson 21: Think of Choices and Consequences (Skill 4 of Problem Solving).
- On [redacted], participants completed Lesson 22: Make a Plan (Skill 5 of Problem Solving).
- On [redacted], participants completed Lesson 23: Do and Evaluate (Skill 6 of Problem Solving).
- On [redacted], participants completed Lesson 24: Problem Solving Practice.
- On [redacted], participants completed Lesson 25: Next Steps/Graduation.

RIC T4C UPDATE PAGE 2

Jodi GeRue, Deputy Director
Karen Mohr, Supervisor

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Attendance:

To date, _____ has attended _____ of _____ classes.

They failed to report as directed for class the following classes:

Absence(s) from the following class(es) was/were excused:

As a result, they missed the following Lessons/Topics, which may be an area of CCP opportunity:

Homework:

Participation:

Additional Comments:

Please contact _____ or I if you have any questions regarding _____ progress in this program.



- ▶ That concludes the presentation
- ▶ Thank you for attending!
- ▶ jgerue@17thcircuit.illinoiscourts.gov

