

Offender Employment Retention Specialist Training



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INTRODUCTION

PURPOSE

The purpose of this workshop is to build on the knowledge and skills you gained in OWDS training by applying cognitive behavioral relapse prevention and motivational interviewing models to job retention. Through a combination of online and classroom-based learning activities, you will learn to assess risk factors for job loss, identify offender strengths and resources, and build motivation for changes linked to employment retention.

OBJECTIVES

At the end of this workshop, you will be able to:

- ◆ Describe the four models of career development presented in OWDS training.
- ◆ Administer an Employment Services Inventory to identify risk factors for offender job loss.
- ◆ Use motivational interviewing techniques to elicit and strengthen motivation for employment retention.
- ◆ Set agendas for employment retention meetings.
- ◆ Apply a cognitive behavioral relapse prevention model to the employment retention process.

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NIC is fully committed to equal employment opportunity and to ensuring full representation of minorities, women and disabled persons in the workforce. NIC recognizes the responsibility of every employer to have a workforce that is representative of the nation's diverse population. To this end, NIC urges agencies to provide the maximum feasible opportunity to employees to enhance their skills through on-the-job training, work-study programs, and other training measures so they may perform at their highest potential and advance in accordance with their abilities.

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PRE-ASSESSMENT

Directions: Please circle the letter of the best response to each question or statement.

1. Which of the following is an open-ended question?
 - A. Will you lose your job if you can't get to work on time?
 - B. What ideas do you have for getting to work on time?
 - C. Do you think your family will be upset if you start drinking again?
 - D. Did you talk to your parole officer last week?

2. The offender says, "Every day without a cigarette feels like it lasts forever." Which statement shows you are listening?
 - A. You miss the cigarettes because they helped to make the day go faster.
 - B. Without some form of nicotine replacement, you won't last much longer.
 - C. The benefits of quitting smoking are important to you and your family.
 - D. You're focusing on just taking it one day at a time.

3. Which of the following is NOT true about reflections?
 - A. Reflections are used to show the OERS is listening.
 - B. Reflections are statements that make a guess about what the offender means.
 - C. Reflections can be selectively used to guide an offender towards change.
 - D. Reflections can be phrased as questions, as long as they are open-ended questions.

4. Which of the following affirmations most directly guides the offender toward being more assertive?
 - A. That is a good insight into how your parents made you feel submissive as a child.
 - B. You are wise beyond your years to recognize we're part of a bigger system.
 - C. You are kind to ask about how you can make our meetings easier for me.
 - D. You are courageous to share your disappointment about our last meeting.

5. "You're not willing to go to meetings, but you want to quit cocaine" is an example of:
 - A. Double-sided reflection
 - B. Coming alongside
 - C. Amplified affirmation
 - D. Agreement with a twist

(continued)

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6. When using MI, client resistance is viewed as:
 - A. A character flaw in the client that needs to be confronted at some point
 - B. A positive outcome showing that the OERS found the root cause of the problem
 - C. A predictable outcome resulting from interaction between OERS and client
 - D. Unavoidable, and therefore it should be ignored whenever possible

7. Cognitive behavioral therapy (CBT) is based on the premise that:
 - A. A person's behavior is largely dependent on external events
 - B. A person's behavior is learned by observing and modeling other people
 - C. A person's behavior is a result of his/her thoughts and feelings
 - D. Behavior of an individual at any point in time is almost entirely dependent on the situation the individual is in

8. When applying the Relapse Prevention (RP) Model to employment retention, offender job loss is viewed as:
 - A. Failure to respond to parole requirements and coaching
 - B. A relapse to a previous behavior pattern
 - C. A sure sign that the offender will return to criminal behavior
 - D. An indicator of offender immaturity and irresponsibility

9. Agenda setting for an RP meeting with an offender involves:
 - A. Preparing the agenda at least one day before the meeting to be sure you're prepared
 - B. Sending the agenda to the offender before the meeting so he/she can be prepared
 - C. Preparing the agenda at the beginning of the meeting with the offender's input
 - D. Both A and B

10. To increase the likelihood an offender will follow through with a referral:
 - A. Ask the offender what he/she already knows about the referral
 - B. Tell the offender about referral options
 - C. Ask for permission to give referral information
 - D. Tell the offender you will ask about the referral at your next meeting