

EPICS RATING FORM

File Name:
 Length of Session:
 Date of Session:
 Audio Session #:

Staff Name:
 Client Name:
 Agency:

Coder Name:

Coding Date:

Coding Key	
Satisfactory (S)	Staff captured the major components of this skill/concept
Needs Improvement (I)	Staff attempted the skill/concept, but missed components or needs improvement
Missed Opportunity (M)	Staff had the opportunity to use this skill, but did not
Not Applicable (N)	There was no opportunity to use this skill

Session Structure	
CHECK-IN	
Promoted a collaborative relationship with client	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> M <input type="checkbox"/> N
<input type="checkbox"/> Set the tone by being genuine <input type="checkbox"/> Set the tone by being collaborative <input type="checkbox"/> Set the tone by showing concern and empathy <input type="checkbox"/> Set the tone by engaging client	
Assessed for crisis/acute needs	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> M <input type="checkbox"/> N
<input type="checkbox"/> Asked the client how s/he is doing at the beginning of the session <input type="checkbox"/> Asked the client about specific need areas (e.g., school, relationships, employment, etc.) <input type="checkbox"/> Asked the client if there have been any significant changes in the client's life since the last session <input type="checkbox"/> Asked the client if there is anything bothering her/him <input type="checkbox"/> If an acute need/crisis was identified, listened and responded with concern <input type="checkbox"/> Noted any areas of concern that need to be addressed later in the session	
Assessed for compliance with conditions	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> M <input type="checkbox"/> N
<input type="checkbox"/> Inquired about the client's compliance with major conditions/expectations of supervision <input type="checkbox"/> Noted any areas of concern that need to be addressed later in the session	
COMMENTS:	

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REVIEW

Set or reviewed goals with the client

 S I M N

- Set goals or checked-in on goal progress
- Discussed steps client has or will need to take to accomplish goals
- Distinguished between long- and short-term goals
- Provided feedback on goal progress (or lack of progress)
- Discussed barriers to goals

Discussed community agency referrals

 S I M N

- Inquired about progress if client is participating in a community-based program
- Asked what client is learning or doing in programs
- Encouraged and supported prosocial activities and skills learned in programs
- Assessed for and addressed any barriers that may inhibit client's participation

Enhanced learning by reviewing previous intervention

 S I M N

- Reviewed intervention taught in previous sessions
- Clarified concepts related to previous skills
- Reinforced understanding and comprehension

Reviewed previous homework assignment

 S I M N

- Asked client to report out on the homework assignment
- Provided substantive feedback regarding the homework
- Clarified terms and concepts that the client was unclear about in the homework

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INTERVENTION						
ABC model / Behavior Chain			S	I	M	N
<input type="checkbox"/> Introduced the model/tool						
<input type="checkbox"/> Discussed importance or usefulness of model/tool						
<input type="checkbox"/> Explained the different components of model: situation, thoughts, feelings, behaviors, consequences						
<input type="checkbox"/> Emphasized how the components are linked together (i.e., how thoughts influence behavior, and how behavior is tied to consequences)						
<input type="checkbox"/> Applied the different steps to a specific situation of the client						
Cognitive Restructuring			S	I	M	N
<input type="checkbox"/> Helped client recognize risky, antisocial thoughts						
<input type="checkbox"/> Helped client replace risky, antisocial thoughts with prosocial thoughts (i.e., cognitive restructuring)						
<input type="checkbox"/> Modeled new prosocial thoughts (i.e., “play” the client and walk through the new thinking)						
<input type="checkbox"/> Had the client role play or practice the new restructured thoughts						
<input type="checkbox"/> Gave the client feedback after the role play is complete						
Cost-Benefit Analysis			S	I	M	N
<input type="checkbox"/> Introduced the tool						
<input type="checkbox"/> Discussed importance or usefulness of tool						
<input type="checkbox"/> Explained the different components of the tool: short and long-term pros and cons						
<input type="checkbox"/> Helped client recognize risky situations or decisions for which CBA could be used						
<input type="checkbox"/> Helped client brainstorm pros and cons of chosen situation or decision						
<input type="checkbox"/> Gave the client feedback after the CBA is complete						
<input type="checkbox"/> Had the client complete a CBA on an alternative pro-social behavior						
<input type="checkbox"/> Helped client summarize the results of CBA (e.g., were there more short/long-term pros or cons listed; what implications does this have for future behavior, etc.)						

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Structured Skill Building (Skill: <i>List</i>)	S	I	M	N
<input type="checkbox"/> Introduced the skill to be taught <input type="checkbox"/> Discussed importance or usefulness of skill <input type="checkbox"/> Taught and explained the different steps of the new skill <input type="checkbox"/> Applied the different steps to a specific situation of the client <input type="checkbox"/> Solicited client input on the skill steps <input type="checkbox"/> Modeled the steps (i.e., "play" the client and walk through the steps of the skill) <input type="checkbox"/> Had the client role play or practice the skill with the specific situation of the client <input type="checkbox"/> Gave the client feedback after the role play is complete				
Graduated Rehearsal / Practice	S	I	M	N
<input type="checkbox"/> Had the client practice a recently learned technique again, but in a different situation				
Other (Tool: <i>Name</i>)	S	I	M	N
<input type="checkbox"/> Introduced the skill/tool <input type="checkbox"/> Discussed importance or usefulness of skill/tool <input type="checkbox"/> Taught and explained the different components/steps of the new skill/tool <input type="checkbox"/> Applied the different steps to a specific situation of the client <input type="checkbox"/> Modeled skill/tool for client <input type="checkbox"/> Had client practice use of skill/tool <input type="checkbox"/> Provided feedback to client on use of skill/tool (reinforcement or constructive feedback)				
COMMENTS:				

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HOMEWORK						
Generalized to new situations			S	I	M	N
<input type="checkbox"/> Discussed with the client how the skill can be used in other situations						
<input type="checkbox"/> Discussed with the client situations in the client's past that this skill could have been helpful						
Assigned appropriate homework			S	I	M	N
<input type="checkbox"/> Assigned homework around an intervention taught in a previous session (e.g., the Behavior Chain)						
<input type="checkbox"/> Gave client clear expectations about how to complete the homework and when it is due						
<input type="checkbox"/> Encouraged the client to use the skill on a risky situation outside of the session						
<input type="checkbox"/> Identified or assigned a specific situation						
COMMENTS:						
Behavioral Practices						
Effective Reinforcement			S	I	M	N
<input type="checkbox"/> Told the client that s/he liked the type of behavior or speech exhibited						
<input type="checkbox"/> Provided specific reasons why s/he liked what the client said or did						
<input type="checkbox"/> Gave more emphasis to the behavior being reinforced than the support normally offered						
<input type="checkbox"/> Explored with client the short- and long-term benefits of continuing prosocial behavior						
COMMENTS:						
Effective Disapproval			S	I	M	N
<input type="checkbox"/> Told the client that s/he did not like the type of behavior or speech exhibited						
<input type="checkbox"/> Provided specific reasons why s/he did not like what the client said or did						
<input type="checkbox"/> Explored with client short- and long-term negative consequences of continuing antisocial behavior						
<input type="checkbox"/> Discussed and identified prosocial alternatives						
COMMENTS:						

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Effective Use of Authority	S	I	M	N
<input type="checkbox"/> Focused on behavior <input type="checkbox"/> Kept a calm voice <input type="checkbox"/> Specified the choices the client has (e.g., continuing to use drugs or maintaining sobriety) <input type="checkbox"/> Specified the consequences for each of the choices identified <input type="checkbox"/> Encouraged compliance				
COMMENTS:				
General Ratings				
Staff was an anti-criminal model	S	I	M	N
<input type="checkbox"/> Used a respectful tone of voice and appears genuine in interactions <input type="checkbox"/> Used language that is respectful and not derogatory <input type="checkbox"/> Used verbal praise frequently throughout session <input type="checkbox"/> Encouraged client's behavioral change <input type="checkbox"/> Avoided inappropriate remarks				
Used reflective listening statements	S	I	M	N
<input type="checkbox"/> Listened to the client and responded appropriately <input type="checkbox"/> Paraphrased or summarized what the client has said <input type="checkbox"/> Summarized the content of the contact session				
Communication was clear and concise	S	I	M	N
<input type="checkbox"/> Conversation with client was clear and easy to follow <input type="checkbox"/> Provided clear instructions and/or expectations <input type="checkbox"/> Explained items the client seems confused or uncertain about <input type="checkbox"/> Redirected client if client got off topic				

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Engaged the client throughout the session	S	I	M	N
<input type="checkbox"/> Prompted the client to speak <input type="checkbox"/> Asked open-ended questions <input type="checkbox"/> Asked questions that elicited feedback from client on thoughts, behaviors, consequences				
Length of session	S	I	M	N
<input type="checkbox"/> Provided enough time to help client address any crises or criminogenic needs that were being targeted <input type="checkbox"/> Delivered session in a reasonable time frame <input type="checkbox"/> Remained focused and deliberate while completing the EPICS model <input type="checkbox"/> Avoided lecturing and giving orders to the client				
Outside Referrals	S	I	M	N
<input type="checkbox"/> Made referrals to community-based providers based on criminogenic needs <input type="checkbox"/> Made referrals to community-based providers to address responsivity issues (e.g., mental health issues, housing, transportation, etc.)				
Role Clarification	S	I	M	N
<input type="checkbox"/> Helped the client understand the role of the staff and the role of the client in the supervision process <input type="checkbox"/> Explored client's expectations of staff and time on supervision <input type="checkbox"/> Discussed negotiable and non-negotiable areas <input type="checkbox"/> Noted confidentiality limitations <input type="checkbox"/> Helped the client understand the purpose of supervision <input type="checkbox"/> Moved between the surveillance role and helping role throughout the session				
COMMENTS:				

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Criminogenic Needs	
Targeted a criminogenic need	<input type="checkbox"/> YES <input type="checkbox"/> NO
Focused on a criminogenic need area	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> M <input type="checkbox"/> N
<input type="checkbox"/> Main focus of session was a criminogenic need <input type="checkbox"/> Used an intervention focused on one of these areas <input type="checkbox"/> Spent sufficient time discussing strategies to help client in one of these areas	
Which criminogenic needs were targeted? (check all that apply)	Which non-criminogenic needs were targeted? (check all that apply)
<input type="checkbox"/> Criminal attitude/beliefs <input type="checkbox"/> Peer associations <input type="checkbox"/> Antisocial personality (weak self control, weak anger management, poor problem solving skills) <input type="checkbox"/> Substance abuse <input type="checkbox"/> Family <input type="checkbox"/> Vocational skills and employment <input type="checkbox"/> Education <input type="checkbox"/> Constructive leisure time	<input type="checkbox"/> Stress/anxiety <input type="checkbox"/> Self-esteem <input type="checkbox"/> Transportation <input type="checkbox"/> Child care <input type="checkbox"/> Mental health <input type="checkbox"/> Vague emotional problems <input type="checkbox"/> Physical health <input type="checkbox"/> Motivation <input type="checkbox"/> Other: <input style="width: 100px;" type="text"/>
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AUDIO NOTES: