Effective Interventions for Offenders Across the Globe

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CJAB

- Aim to improve the lives of those who come into your criminal justice system and return to your local community

- Share a desire to help

- Share a commitment to evidence based practices

- Share a commitment to making changes that are both effective and efficient

Key Definition

Evidence-Based Practice:

A practice that has been shown to work through use of scientific research.

Anecdotal Evidence   Empirical Evidence

Evidence Based Practice is:

- Easier to think of as **Evidence Based Decision Making**

- Involves several steps and encourages the use of validated tools and treatments.

- Not just about the tools you have but also *how* you use them

Evidence-Based Decision Making Requires

1. Assessment information
   - Valid and reliable offender assessment process
   - Assessment of programs and practices
2. Relevant research
   - Consult research
   - Design and fund programs that are based on empirical evidence
   - Use existing resources (i.e., Crimesolutions.gov)
3. Available programming
   - To reduce risk
   - Improve existing programs
   - Develop new programs

Evidence-Based Decision Making Requires:

4. Evaluation

  - Offenders

  - Quality assurance processes

  - Performance measures

  - Data

5. Professionalism and knowledge from staff

  - Understand EBP

  - Trained, coached, and skilled

  - Commitment

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What does the Research tell us?

There is often a Misapplication of Research: "XXX Study Says"

- the problem is if you believe every study we wouldn't eat anything (but we would drink a lot of red wine!)

- Looking at one study can be a mistake

- Need to examine a body of research

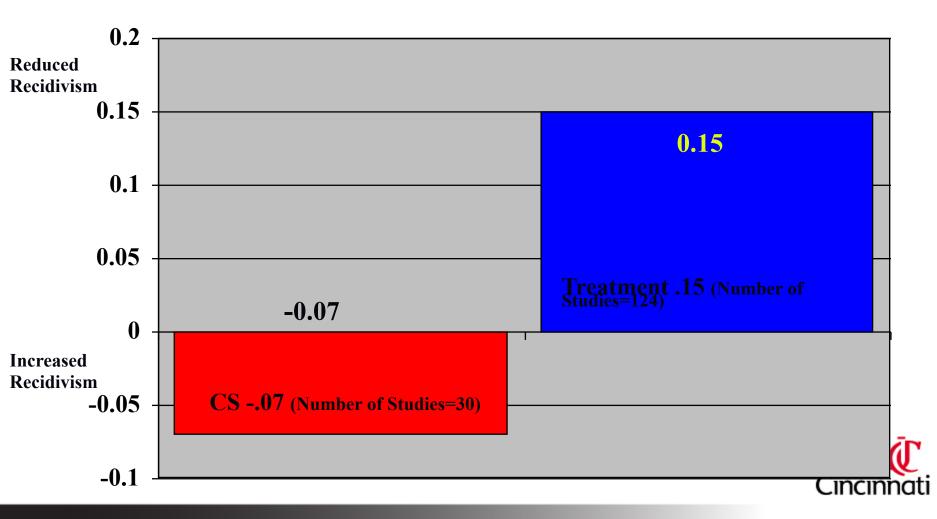- So, what does the body of knowledge about correctional interventions tell us?

From the Earliest Reviews

- Not a single reviewer of studies of the effects of official punishment alone (custody, mandatory arrests, increased surveillance, etc.) has found consistent evidence of reduced recidivism.

- At least 40% and up to 60% of the studies of correctional treatment services reported reduced recidivism rates relative to various comparison conditions, in every published review.

Results from Meta Analysis: Criminal Sanctions versus Treatment

Mean Phi

Reduced
Recidivism

Increased
Recidivism

0.15

Treatment .15 (Number of Studies=124)

-0.07

CS -.07 (Number of Studies=30)

0.2

0.15

0.1

0.05

0

-0.05

-0.1

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People Who Appear to be Resistant to Punishment

- Psychopathic risk takers

- Those under the influence of a substance
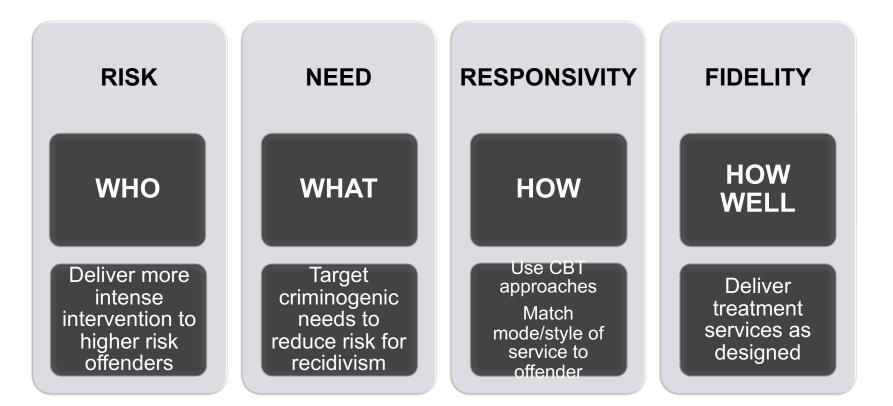
- Those with a history of being punished

What Does the Research Tell Us…

Correctional services and interventions can be effective in reducing recidivism for offenders, however, not all programs are equally effective

- The most effective programs are based on some principles of effective interventions

  - Risk (Who)

  - Need (What)

  - Responsivity (How)

  - Program Fidelity (How Well)

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Principles of Effective Intervention

RISK	NEED	RESPONSIVITY	FIDELITY
WHO	**WHAT**	**HOW**	**HOW WELL**
Deliver more intense intervention to higher risk offenders	Target criminogenic needs to reduce risk for recidivism	Use CBT approaches Match mode/style of service to offender	Deliver treatment services as designed

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Taking Stock of the
Principles of Effective Intervention

- There are more than 40 published meta-analyses of the correctional treatment literature.

- Results have been replicated with remarkable consistency; there is considerable support for the RNR framework across quantitative reviews of the literature.

Smith et al. (2009)

RNR and Reductions in Recidivism: General Recidivism

Andrews and Bonta (2010)

# of Conditions Present

Let's Start with the Risk Principle

Risk refers to risk of reoffending
and not
the seriousness of the offense.

The Risk Principle:
Predictors of General Recidivism

Criminal History
Antisocial Attitudes/Cognitive-Emotional States
Antisocial Peers
Temperamental and Personality Factors

Family and Marital Factors
Education and Employment
Substance Abuse
Leisure and Recreation

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The Risk Principle

If you intend to reduce recidivism, then it is critical to focus on the offenders who are most likely to re-offend!

Assess and identify higher risk offenders.

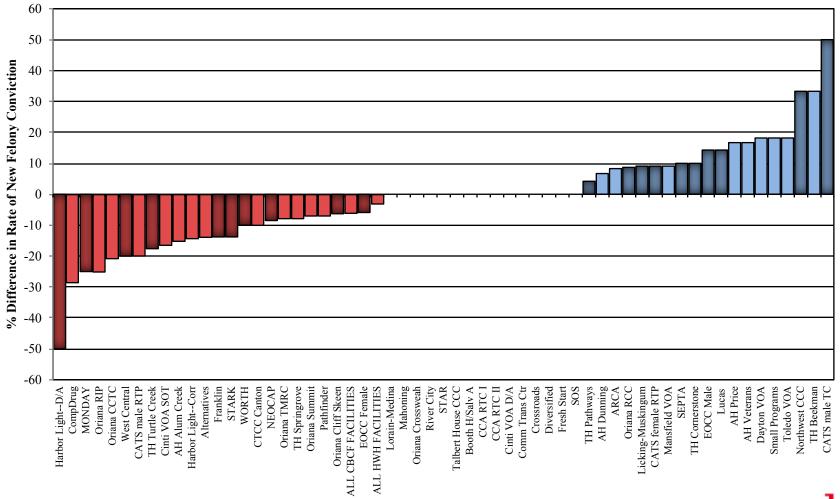Deliver greater dosage of treatment to higher risk offenders.

2010 Study of Community Corrections Programs in Ohio

- Over 20,000 offenders – 44 Halfway Houses and 20 Community Based Correctional Facilities (CBCFs) were included in the study.
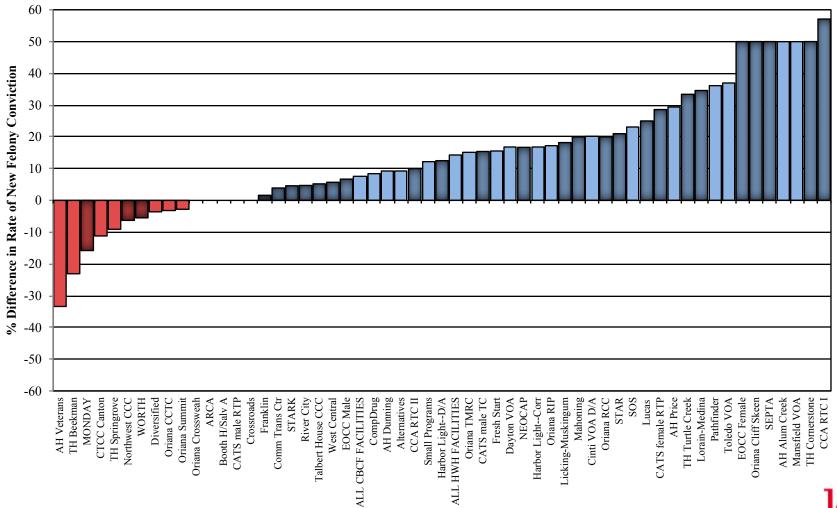
- Two-year follow-up conducted on all offenders

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Treatment Effects for Low Risk

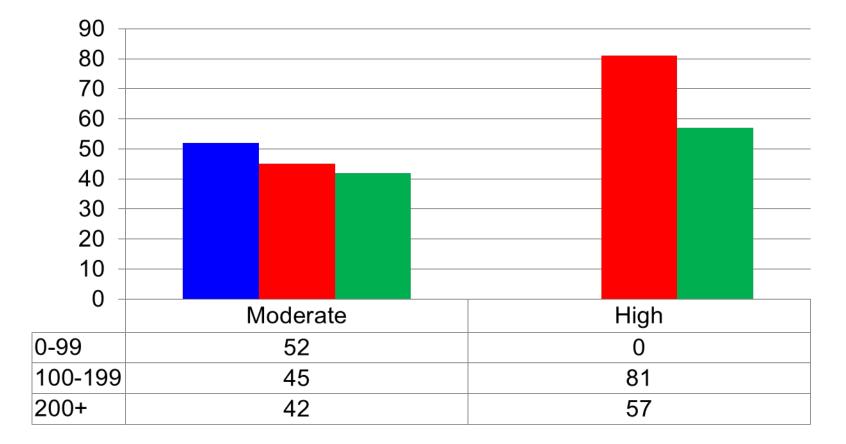# Treatment Effects for High Risk

Results from a 2010 Ohio Study of 689 Offenders

- 100-bed secure residential facility for adult male offenders

- Cognitive-behavioral treatment modality

- Average age 33

- 60% single, never married

- 43% less than high school education

- 80% moderate risk or higher

- 88% have probability of substance abuse per SASSI

Sperber,, Latessa & Makarios (2013). Examining the Interaction between Level of Risk and Dosage of Treatment. *Criminal Justice and Behavior, 40(3)*.

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2010 Dosage Study of 689 Offenders

	Moderate	High
0-99	52	0
100-199	45	81
200+	42	57

Sperber,, Latessa & Makarios (2013). Examining the Interaction between Level of Risk and Dosage of Treatment. *Criminal Justice and Behavior, 40(3)*.

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Provide Most Intensive Interventions to Higher Risk Offenders

- Higher risk offenders will require much higher dosage of treatment

  - 100-150 hours for moderate risk

  - 200+ hours for high risk

  - 100 hours for high risk will have little effect

  - Does not include work/school and other activities that are not directly addressing criminogenic risk factors

Translating the Risk Principle into Practice

ASSESS RISK FACTORS USING STANDARDIZED AND VALIDATED TOOLS

- Assessment is the engine that drives effective correctional programs

- Assess both static and dynamic risk factors

Static factors are those that are related to risk and do not change.

Dynamic factors are related to risk and *can change*.

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Maximizing the Results of the Assessment

Match density and intensity of services to risk level:

Case Plan

Referrals

Contact session

Monitoring plan

**Remember higher risk offenders need a greater number of referrals, meaningful contacts with supervision officers, and mechanisms to monitor behavior and high-risk situations.

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The Need Principle:

The Need Principle states that criminogenic needs should be targeted for change in order to reduce the risk to reoffend.

The Need Principle:
Predictors of General Recidivism

To understand **the Need Principle** we need to review the body of knowledge related to risk factors

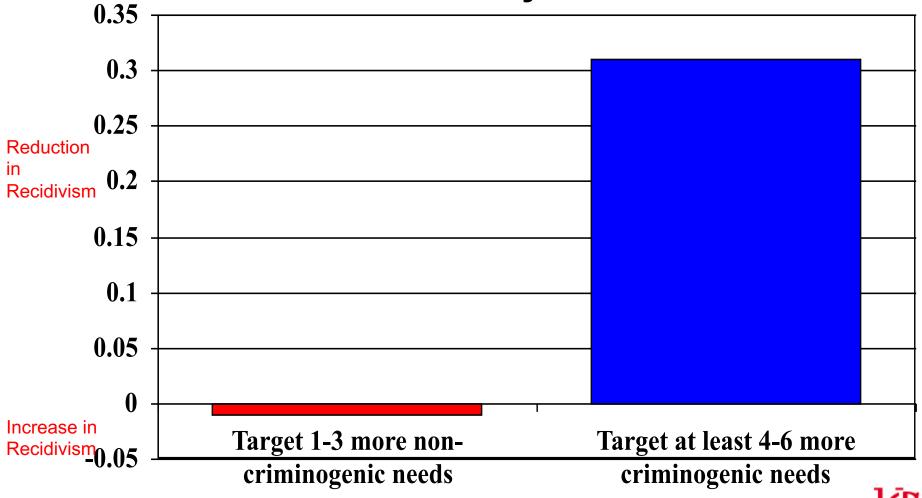What are the risk factors correlated with criminal conduct?

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The Need Principle:
Predictors of General Recidivism

Criminal History
Antisocial Attitudes/Cognitive-Emotional States
Antisocial Peers
Temperamental and Personality Factors

Family and Marital Factors
Education and Employment
Substance Abuse
Leisure and Recreation

Targeting Criminogenic Needs: Results from Meta-Analyses

Reduction in Recidivism

Increase in Recidivism

0.35
0.3
0.25
0.2
0.15
0.1
0.05
0
-0.05

Target 1-3 more non-criminogenic needs

Target at least 4-6 more criminogenic needs

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Translating the Need Principle into Practice

ASSESS DYNAMIC RISK FACTORS USING STANDARDIZED AND VALIDATED TOOLS

- Focus on criminogenic need factors (dynamic risk factors)
  - General Risk/Need Tools
  - Need Specific Tools

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Maximizing the Results of the Assessment

Case Plan: prioritize need areas by score on assessment

Referrals: refer to CBT programs to address high need areas

Contact session: use CBT techniques to teach offenders how to recognize and anticipate high-risk situations and skills to manage/avoid those high need areas *(be an active agent of change!)*

Monitoring plan: offer support by monitoring high need areas

The Responsivity Principle

Use cognitive-behavioral strategies to decrease antisocial behaviors and increase prosocial behaviors.

Match the style and mode of service to key offender characteristics and learning styles.
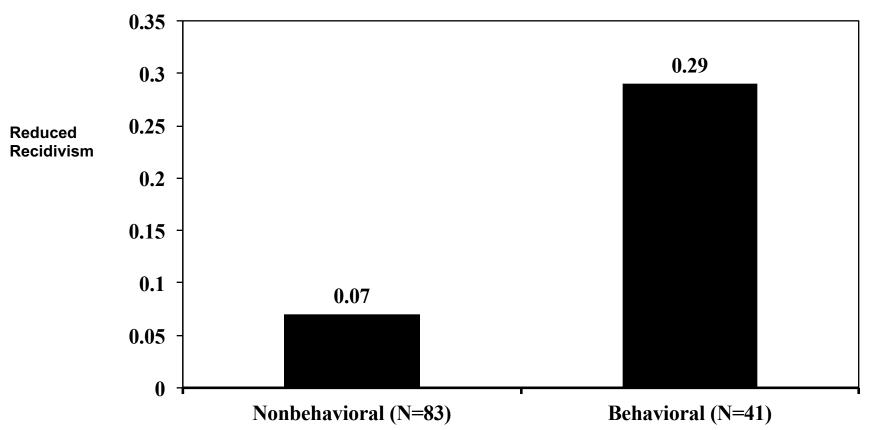
General Responsivity Principle
AKA: The Treatment Principle

The most effective interventions are behavioral:

- Focus on current factors that influence behavior

- Action oriented

Results from Meta Analysis: Behavioral vs. Non-Behavioral

Andrews, D.A. 1994. An Overview of Treatment Effectiveness. Research and Clinical Principles, Department of Psychology, Carleton University. The N refers to the number of studies.
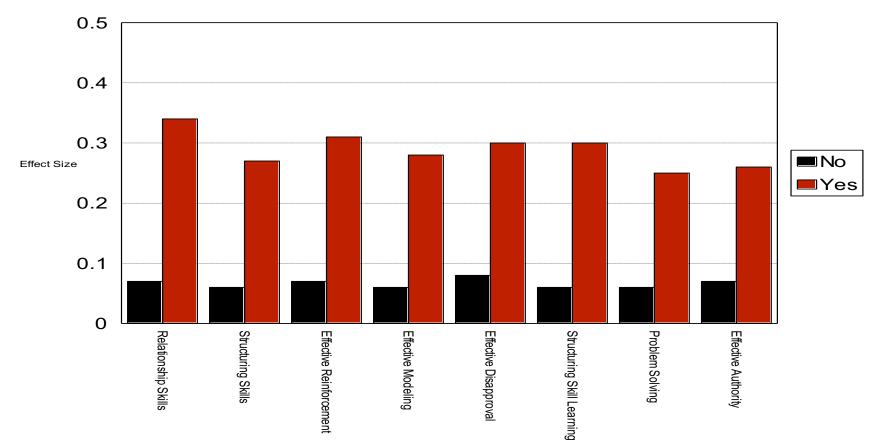
Core Correctional Practices

Effective Reinforcement

Effective Disapproval

Effective Use of Authority

Quality Interpersonal Relationships

Anti-criminal Modeling

Cognitive Restructuring

Structured Learning

Skill Building

Problem Solving Techniques

Core Correctional Practices

Elements of Effective Correctional Practice and Recidivism

Effect Size

Legend: ■ No ■ Yes

Categories: Relationship Skills, Structuring Skills, Effective Reinforcement, Effective Modeling, Effective Disapproval, Structuring Skill Learning, Problem Solving, Effective Authority

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Change versus Compliance

- Our goal is to help the client:
  - Gain self-control
  - Regulate emotions
  - Manage behavior in a prosocial way

- In unsupervised situations and sustained across environment and time

Most Effective Behavioral Models in Corrections

- Structured social learning where new skills and behaviors are modeled

- Cognitive behavioral approaches that target criminogenic risk factors

Social Learning

Refers to several processes through which individuals acquire attitudes, behavior, or knowledge from the persons around them. Both modeling and instrumental conditioning appear to play a role in such learning
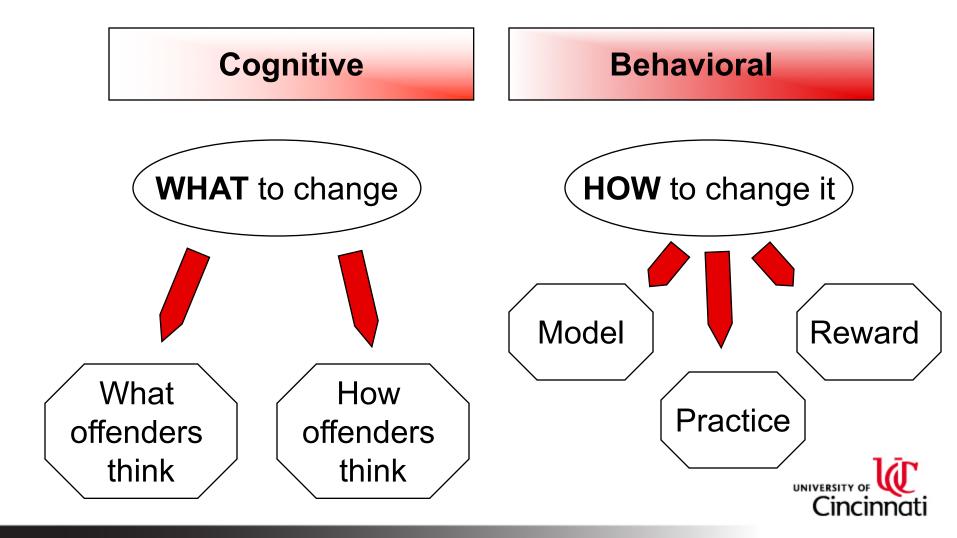
Cognitive Model

External
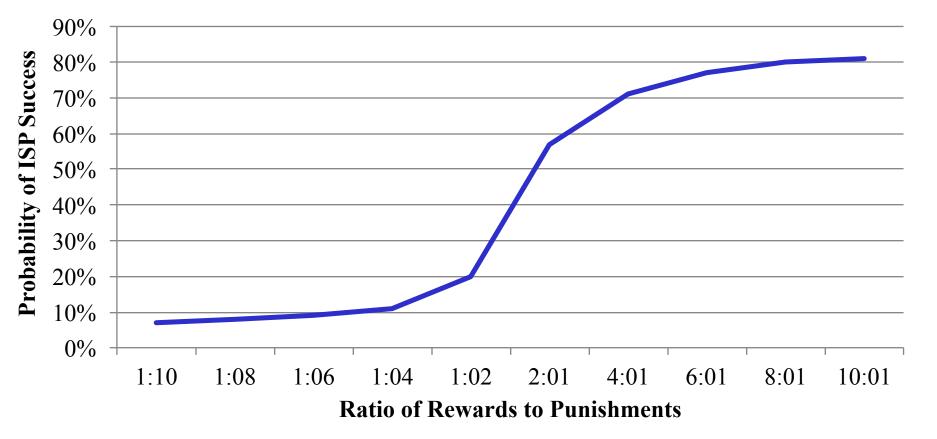
Actions

Internal

Thoughts

Feelings

Attitudes/Beliefs

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Cognitive-Behavioral Interventions

Cognitive	Behavioral

WHAT to change

HOW to change it

What offenders think

How offenders think

Model

Practice

Reward

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Ratio of Rewards to Punishers and Probability of Success

Widahl, E. J., Garland, B. Culhane, S. E., and McCarty, W.P. (2011). Utilizing Behavioral Interventions to Improve Supervision Outcomes in Community-Based Corrections. Criminal Justice and Behavior, 38 (4).

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Meta-Analysis of Cognitive Behavioral Treatment for Offenders

- Reviewed 58 studies:

  19 random samples

  23 matched samples

  16 convenience samples

- Found that on average CBT reduced recidivism by 25%, but the most effective configurations found more than 50% reductions

Landenberger & Lipsey (2005)*

Significant Findings (effects were stronger if):

- Sessions per week (2 or more) - RISK

- Implementation monitored - FIDELITY

- Staff trained on CBT - FIDELITY

- Higher proportion of treatment completers - RESPONSIVITY

- Higher risk offenders - RISK

- Higher if CBT is combined with other services - NEED

Translating Responsivity into Practice

Being an effective agent of change

- Match staff characteristics to learning styles of offenders

- Develop a collaborative relationship

- Target and restructure antisocial thinking

- Teach and model new social and coping skills

- Teach problem solving

- Reinforce prosocial behavior

- Sanction antisocial behavior

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In Summary: Translating Risk, Need, and Responsivity into Practice

ASSESS RISK, NEED, AND RESPONSIVITY FACTORS USING STANDARDIZED AND VALIDATED TOOLS

- Level of Service Inventory- R / Level of Service – Case Management Inventory (LSI;LS/CMI)

- Ohio Risk Assessment System (OYAS)

- Women's Risk Need Assessment

- Wisconsin Risk Need Assessment

- Static-99, Stable, and Acute

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In Summary: Translating Risk, Need, and Responsivity into Practice

USE RESULTS OF RISK, NEED, AND RESPONSIVITY ASSESSMENTS

- Target moderate and high risk offenders

- Focus on criminogenic need factors

- Match staff characteristics to learning styles of offenders

- Use CBT and social learning theory processes

DURING CONTACT SESSIONS AND STRUCTURED GROUP INTERVENTIONS
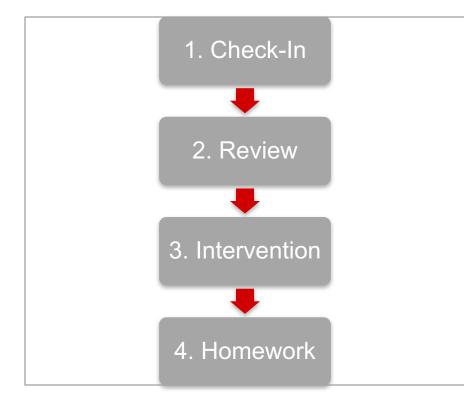
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Structured Cognitive Behavioral Curricula

- Thinking for a Change, NIC
- Aggression Replacement Training ®
- Strategies for Self-Improvement and Change

- UC Cognitive Behavioral Interventions
  - A Comprehensive Curriculum
  - For Offenders Seeking Employment
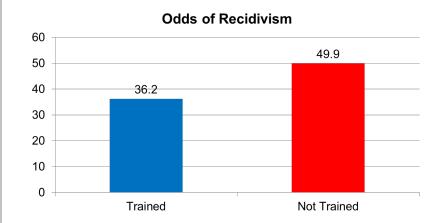 - For Sexual Offending
  - For Substance Abuse

Effective Practices in Community Supervision

Each session should be structured in the following way:

1. Check-In
↓
2. Review
↓
3. Intervention
↓
4. Homework

Meta-Analysis: POs Trained in Core Correctional Practices (i.e. EPICS): Effects on Recidivism

Odds of Recidivism

	Trained	Not Trained
Value	36.2	49.9

Effective Practices in Community Supervision

Helps bring together EBP efforts:

- Risk assessment and priority on higher risk offenders
- Focus on criminogenic needs
- Takes motivational interviewing to the next level
- Supports programs and services
- Helps PO become a more effective agent of change
- Increases compliance
- Reduces recidivism

Effective Practices in Community Support for Influencers

- Designed to identify those people in the offender's life that want to help them stay out of trouble and train them on some of the core skills taught in EPICS.

- Includes training of coaches to provide on-going support

- Build a pro-social network with some actual skills to help offenders avoid risky situations

- Increase "dosage"

Research shows that relapse prevention programs that trained significant others and family members in cognitive-behavioral approaches were three times as effective as programs that did not.

These approaches help us….

- Structure our interventions

- Teach and model new skills

- Reinforce the behavior

- Create graduated practice opportunities for offenders

In Summary: Translating Risk, Need, and Responsivity into Practice

DEVELOP STAFF COMPETENCY WITH CORE CORRECTIONAL PRACTICES

- Develop a collaborative relationship

- Target and restructure antisocial thinking

- Teach and model new social and coping skills

- Teach problem solving

- Reinforce prosocial behavior

- Sanction antisocial behavior

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The Fidelity Principle:

Making sure the program is delivered as designed and with integrity:

- Ensure staff are modeling appropriate behavior, are qualified, well trained, well supervised, etc.

- Make sure barriers are addressed but criminogenic needs are targeted

- Make sure appropriate dosage of treatment is provided

- Monitor delivery of programs & activities, etc.

- Reassess offenders in meeting target behaviors

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Behind Closed Doors

Ever Make
you Nervous???

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Fidelity Monitoring

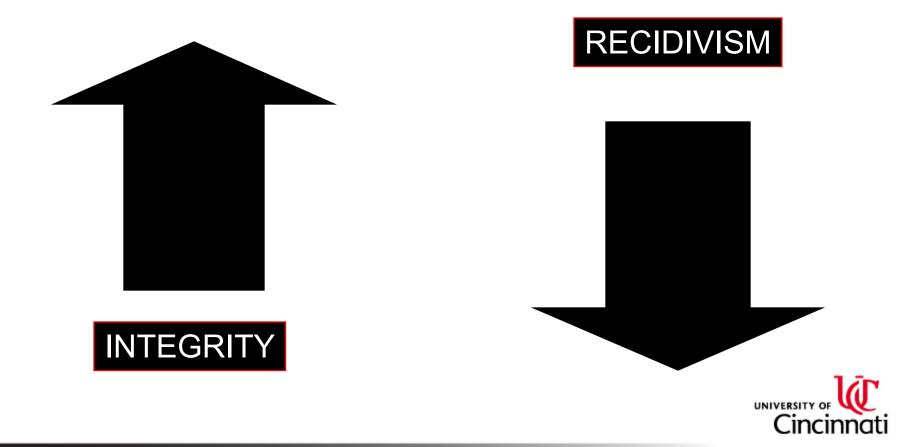Effective programs utilize Continuous Quality Improvement to help ensure program fidelity

Not a discussion of **RIGHT** or **WRONG**

Rather it is about

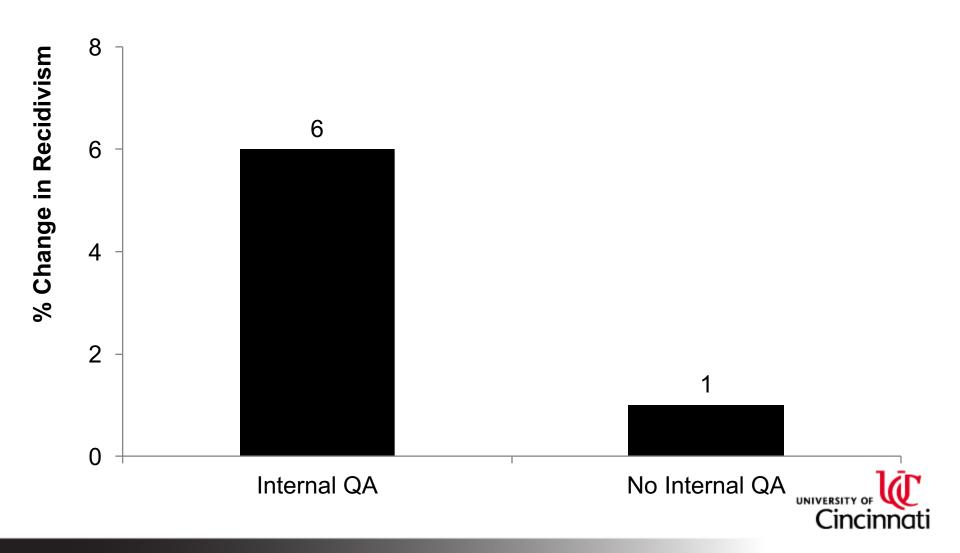Identifying what is **CONSISTENT** or **INCONSISTENT**

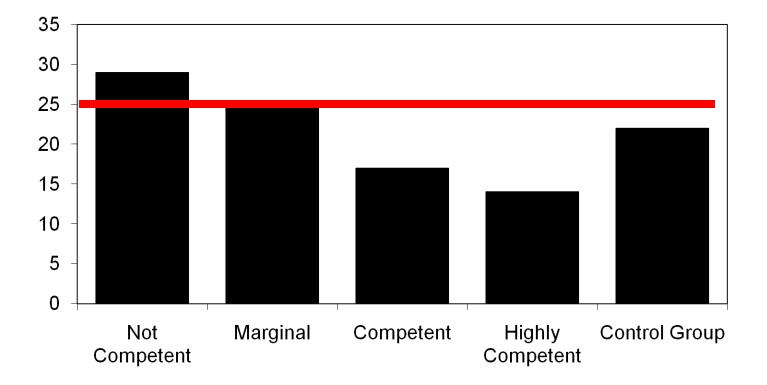# Every Major Study Shows a Strong Relationship Between Program Integrity and Recidivism

RECIDIVISM

INTEGRITY

The Role of QA/QI in Community Corrections

(based on UC Halfway House and CBCF study)

Therapist Competency Ratings and Recidivism
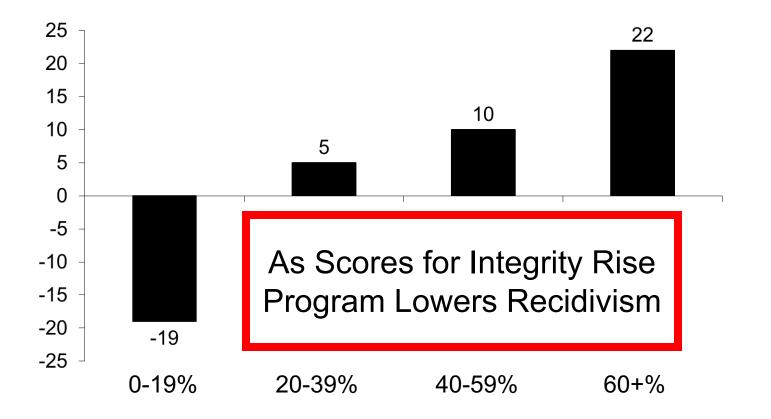
Community Supervision Example: EPICS Research

Legend:
- High Fidelity/High Risk
- Low Fidelity/High Risk

As Scores for Integrity Rise Program Lowers Recidivism

Latessa et al. (2013)

Program Integrity and Treatment Effect in Community Programs

What Do We Know About Fidelity?

- Fidelity is related to successful outcomes (i.e., recidivism reductions)
- Poor fidelity can lead to null effects or even iatrogenic effects
- Fidelity can be measured and monitored
- Fidelity cannot be assumed

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Some Lessons Learned from the Research: *Be an Active Agent of Change!*

Adhere to the principles of effective intervention:

- Assess risk and need levels
- Target moderate and high risk offenders
- Target criminogenic needs
- Use cognitive behavioral interventions
- Measure program integrity

Use core correctional practices:

- Quality collaborative relationship
- Reinforcement, Disapproval, Use of Authority
- Cognitive restructuring
- Structured skill building
- Problem solving skills

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A special thank you to the UCCI for allowing me the use of these slides.

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