

**PROMOTING PUBLIC SAFETY
USING EFFECTIVE INTERVENTIONS WITH OFFENDERS**

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U. S. Department of Justice

National Institute of Corrections

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Longmont, Colorado 80501

Dear Participant,

Welcome to the workshop, **"Promoting Public Safety Using Effective Interventions with Offenders"**, a joint project sponsored by the National Institute of Corrections, the International Community Corrections Association, and the agency hosting this event. These workshops will be hosted across the country in 1999.

Protecting society from the risk of criminal behavior by offenders is an accepted function of corrections. The controversy comes in choosing ways to manage that risk. As a society, we continue to debate which strategies best promote public protection and keep individuals from committing crimes. Since the 1970s when rehabilitation was abandoned as a major goal for corrections, our focus has been on punishment by imposing longer sentences and using prisons and jails to incapacitate.

In recent years, many policymakers and correctional practitioners are questioning this approach. While punishment plays an important symbolic role, experience and research show it does little to prevent offenders from committing new crimes. Agreement is emerging around an alternate notion, called risk management, as better defining the central function of corrections. It balances punishment with a responsibility to manage risk through a variety of strategies. This approach builds on a body of research knowledge that identifies appropriate and effective correctional interventions for controlling and changing criminal behavior.

We hope you will find this workshop helpful in thinking about the work you do in corrections and in giving you new insights for dealing with offenders.

Sincerely,

Dave Dillingham
Chair
NIC "What Works" Committee

Peter Kinziger
Executive Director
ICCA

PROMOTING PUBLIC SAFETY USING EFFECTIVE INTERVENTIONS WITH OFFENDERS

GOALS and OBJECTIVES

GOAL: The goal of this workshop is to increase awareness and develop an understanding of the principles of effective intervention and to learn to apply those principles in designing correctional programs for offenders.

OBJECTIVES: At the conclusion of this seminar participants will be able to:

1. Identify and discuss the goals of corrections and the purpose of sanctioning within the criminal justice system;
2. Discuss accurately public opinion concerning criminal justice;
3. State the empirical basis for correctional interventions in managing risk and promoting public safety;
4. Examine the implications of these interventions for correctional management and programs;
5. Develop strategies for applying the principles.

SECTION 1

TREATMENT

VS.

PUNISHMENT

PURPOSE OF SANCTIONING

Retribution

Just Deserts

Restoration

General Deterrence

Incapacitation

Specific Deterrence





Treatment/Rehabilitation

JUSTIFICATIONS FOR PUNISHMENT

- **RETRIBUTION:** punishment is justified simply and precisely because a person has offended against the legal requirements of society
- **GENERAL DETERRENCE:** punishment deters potential offenders by inflicting suffering on actual ones (certainty and severity of the response are key, and the former is more important than the latter)
- **RESTORATIVE:** crime control lies primarily in the community, victims are central to process of resolving crime, restoring victims, community, offenders
- **SPECIFIC DETERRENCE:** punishment is applied to convince the convicted offender not to offend again
- **INCAPACITATION:** limits offender's ability to commit another crime
- **REHABILITATION (treatment):** change in behavior of the offender produced by intervention (offender chooses to refrain from new crimes rather than being unable to)

PUBLIC OPINION

What are the Public's Attitudes toward Rehabilitation and Punishment?

-  Penal harm movement has involved decreasing amenities for prisoners, three strikes laws, chain gangs, and other punitive measures.
-  Policy makers suggest that these policies are implemented with the public will.
-  While citizens want criminals to be punished, the public is not monolithically punitive: most support the rehabilitation of offenders
-  SO, WHAT DOES THE PUBLIC WANT?

Source: Applegate, B. K., F. T. Cullen, and B. S. Fisher (1997) Public Support for Correctional Treatment: The Continuing Appeal of the Rehabilitative Ideal. *Prison Journal*, 77: 237-258.

Public Opinion

- Public has grown more intolerant of crime
- Policy makers consistently overestimate public punitiveness
- Policy makers consistently underestimate public support for rehabilitation
- Public continues to support rehabilitation as a major purpose of corrections

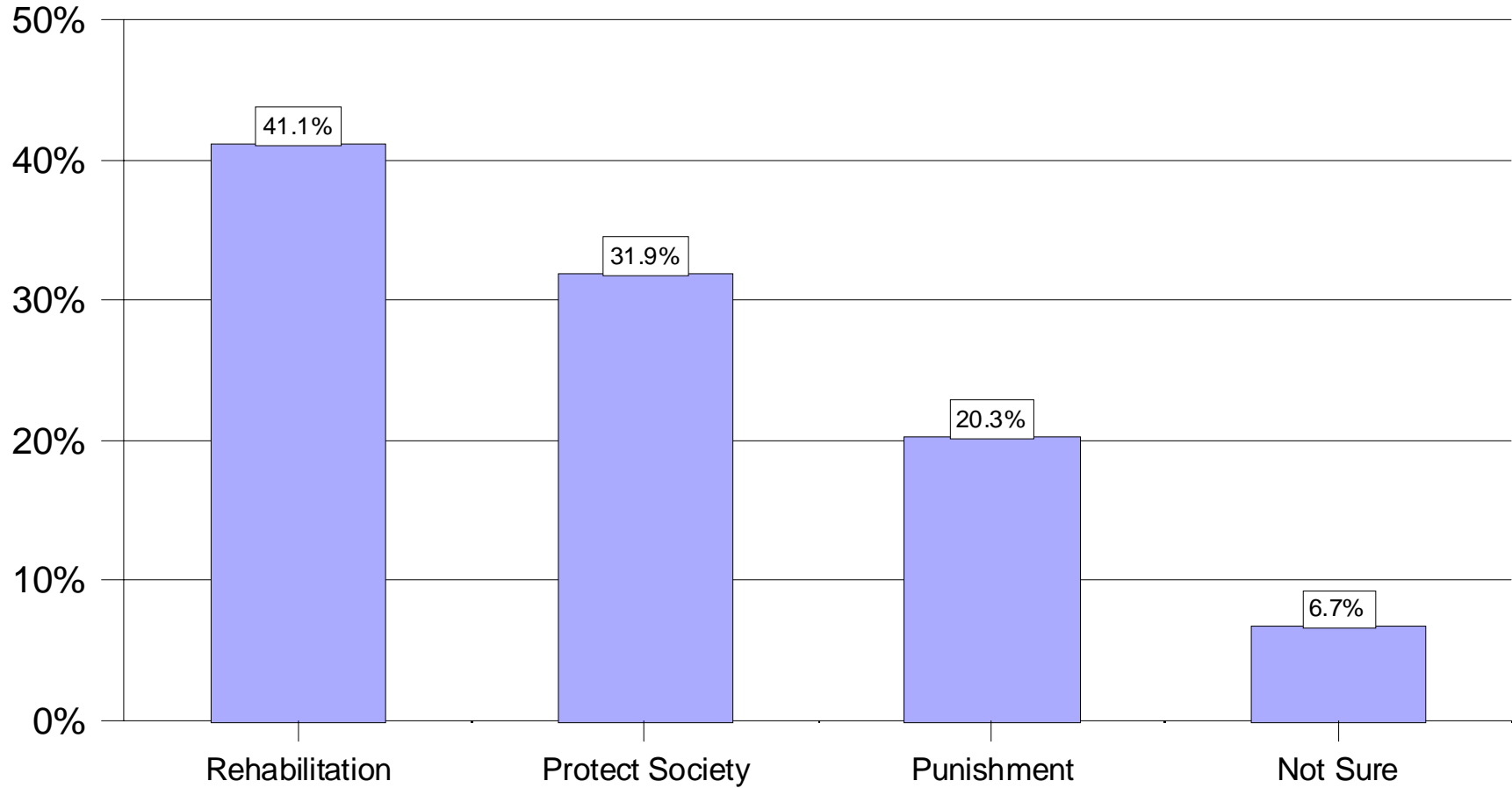
SUMMARY OF PUBLIC OPINION RESEARCH

The public wants the correctional system to act responsibly. They are rational in their views: they favor a BALANCED approach to dealing with offenders

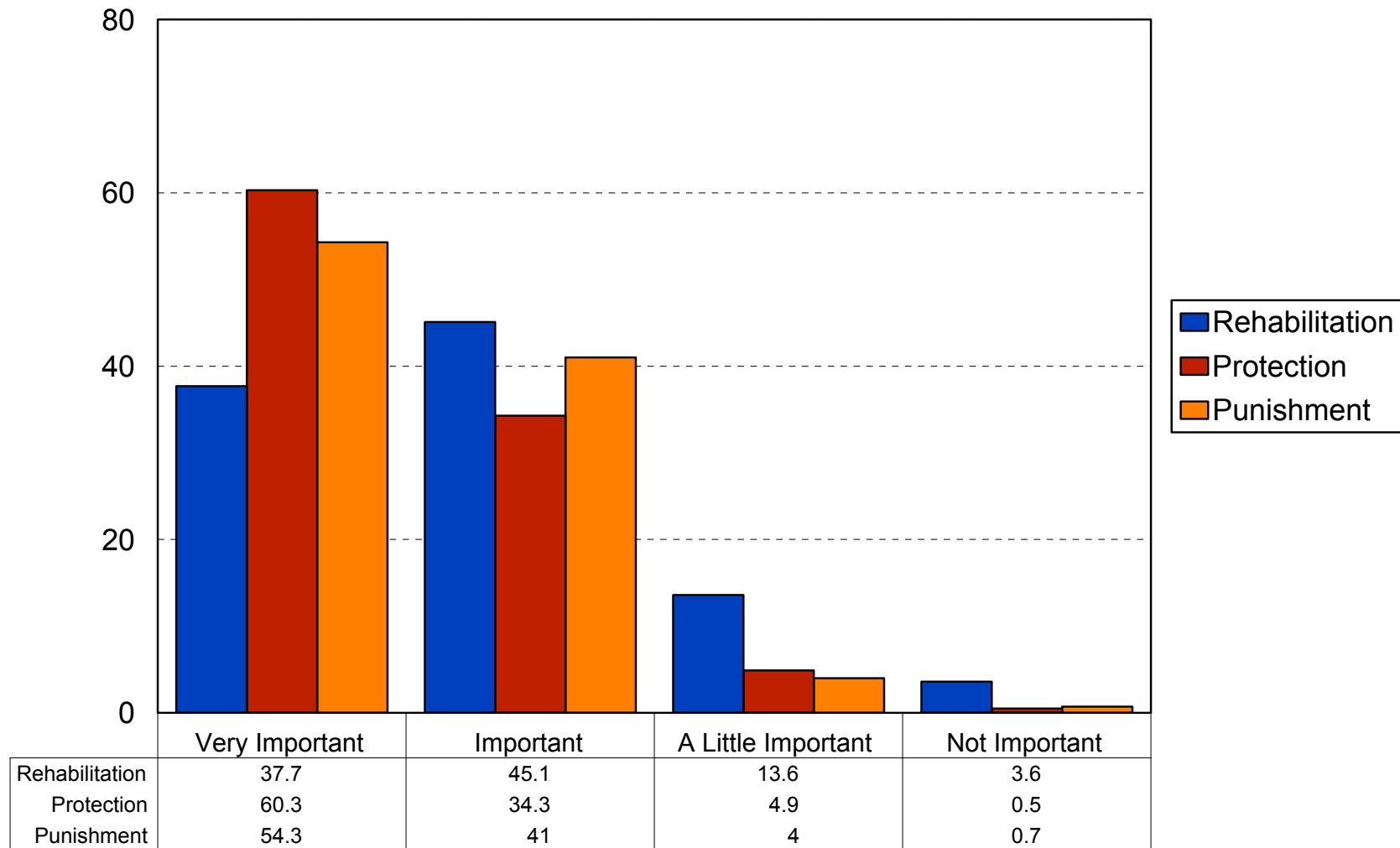
- --they want something *sensible* done
- --they reject sanctions that are both lenient and ineffective
- --they support punishment or getting tough, but they also believe it is important to rehabilitate offenders, whether in prison or in the community
- --they want truly dangerous offenders locked up; but they are open to other offenders being placed in the community if it includes supervision & treatment
- --they are *very* supportive of rehabilitation for juveniles
- --they are very supportive of early intervention programs, even favoring using tax dollars for these programs over building more prisons

1996 Survey of Ohio Citizens (N=551)

The main emphasis of prison should be.....



Percentage Reporting the Importance of Each Goal of Imprisonment (N=551)



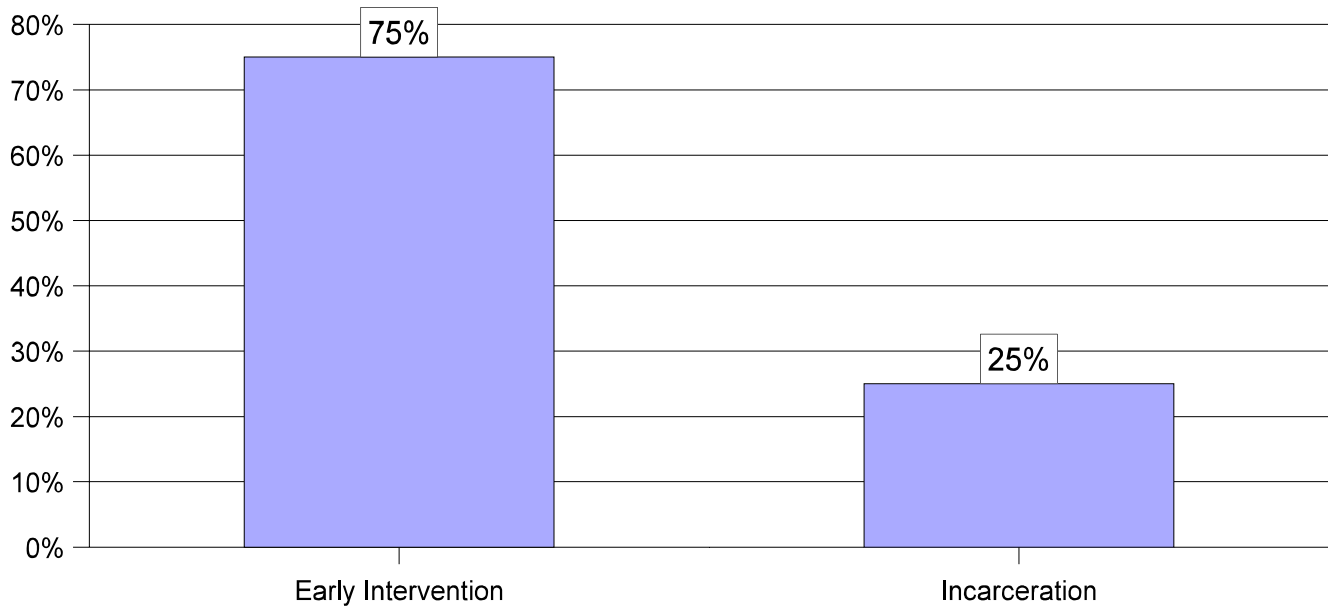
Based on a random sample of respondents in Ohio. Applegate, Cullen, and Fisher, 1997. Public Support for Correctional Treatment: The Continuing Appeal of the Rehabilitative Ideal. Prison Journal, 77: 237-258.

1997 Survey of Tennessee Citizens (N = 383)

Would you support the following programs to reduce crime, even if it might mean raising taxes?

	%Support	%Oppose
Expanding pre-school programs, such as Head Start, that are aimed at preparing children from disadvantaged and troubled families for school....	78%	22%
For parents who have kids who get into trouble at school or in the community, programs that show these parents how to discipline, guide, and support their children more effectively....	84%	16%
Programs that are specifically aimed at keeping delinquent youths in school, so that they do not drop out of school and spend their time on the streets....	86%	14%
Programs set up in schools that have teachers identify youths who have behavioral problems, and that then try to provide psychological services to youths so that they do not develop into delinquents and ,later into adult criminals...	81%	19%
When youths are first convicted of a crime, programs that require the youths and their parents to participate in rehabilitation programs so that the problem causing the behavior can be dealt with.....	94%	6%

Incarceration or Early Intervention?



Question:

Sometimes the government has a shortage of money and has to make a decision on where to spend tax dollars. In trying to stop crime in Tennessee, which of the following options would you most want your tax dollars to be spent on (please circle one only)?

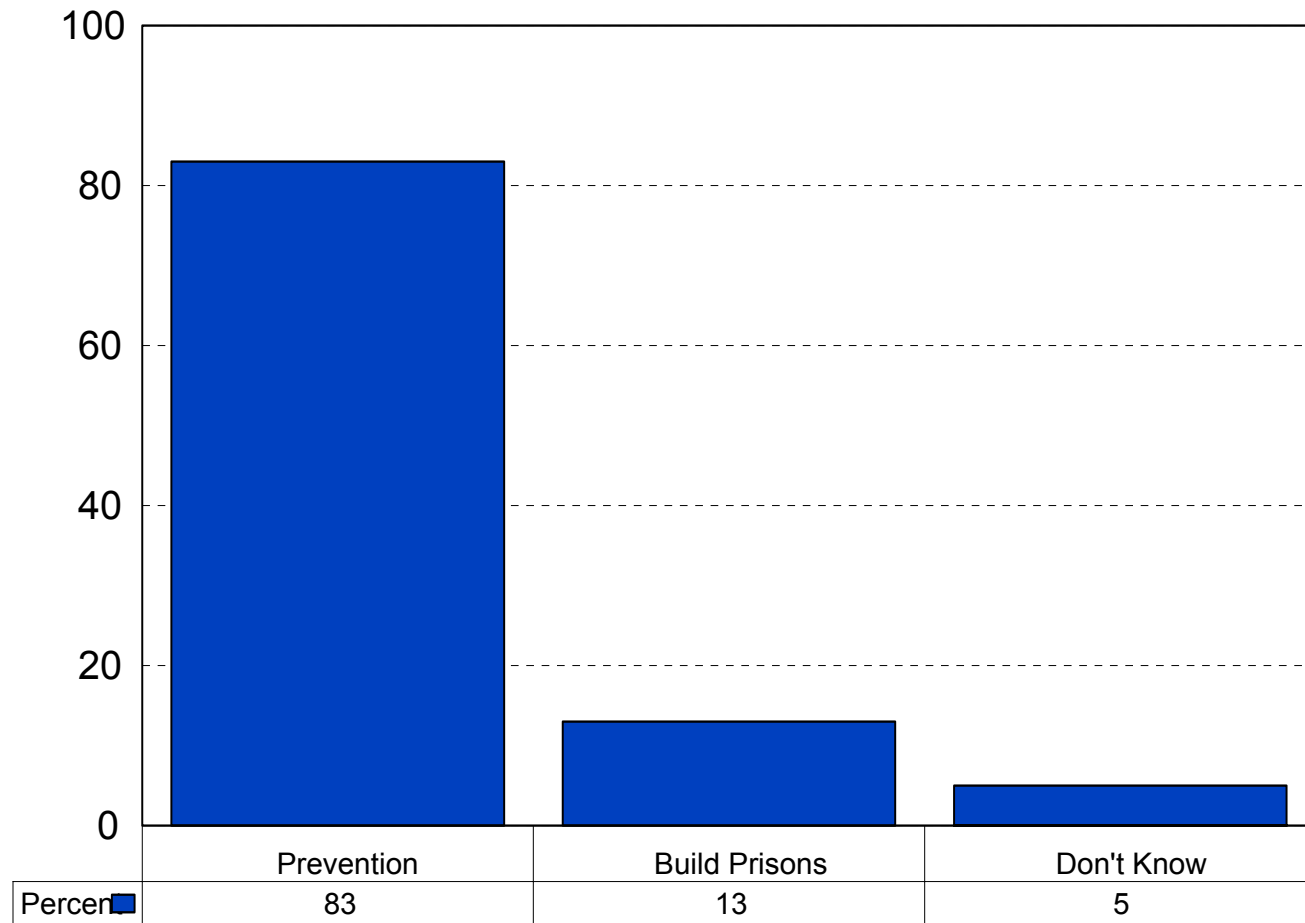
- A. *The Incarceration Option*: Spending tax dollars to build more prisons so that more criminals can be locked for longer periods of time.

or

- B. *The Early Intervention Option*: Spending tax dollars on programs that try to prevent crime by identifying youths early in life and rehabilitating them so that they do not grow up to become criminals.

Public Opinion in California for Incarceration versus Prevention

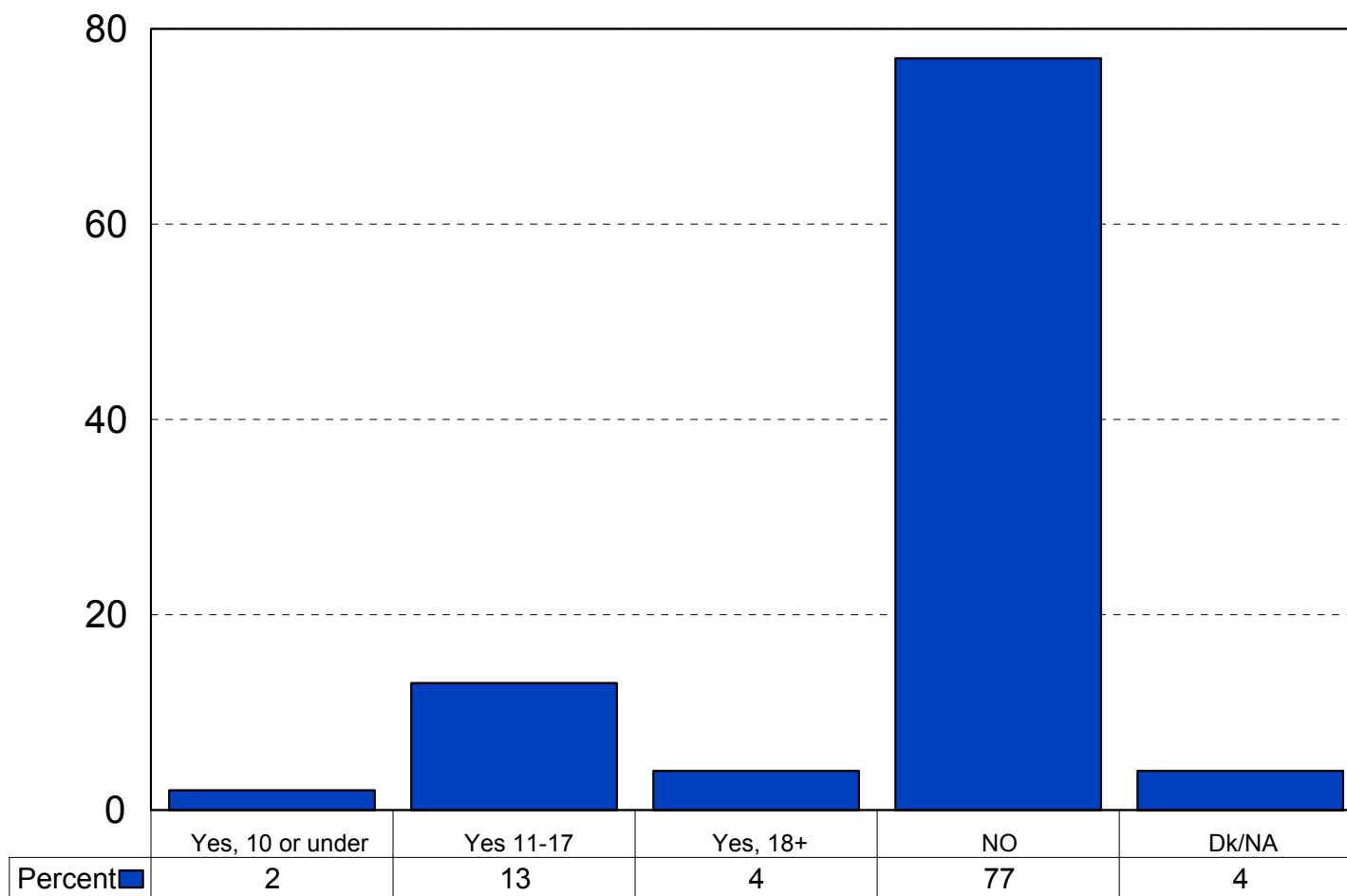
Conducted in 1997: Sample of 1,700



Source: Fairbank, Maslin, Maullin & Associates (1998) Resources for Youth California Survey

Public Opinion in California: Do you think there is an age at which it is too late to help a young person who has gotten involved in violence or crime?

Conducted in 1997: Sample of 1,700



Source: Fairbank, Maslin, Maullin & Associates (1998) Resources for Youth California Survey

SECTION 2

WHAT WORKS:

OVERVIEW OF

TREATMENT EFFECTIVENESS

Misapplication of Research “XXX Study Says”

- If you believed every study we wouldn't eat anything (but we could drink a lot of red wine!)
- Looking at one study can be a mistake - need to examine a body of research

TERMS:

Evidence: Refers to results from controlled studies, involving distinguishing between experimental groups and control or comparison groups.

Risk: Refers to risk of reoffending. Recidivism rates are compared over a standard and specified follow-up period.

FROM THE EARLIEST REVIEWS:

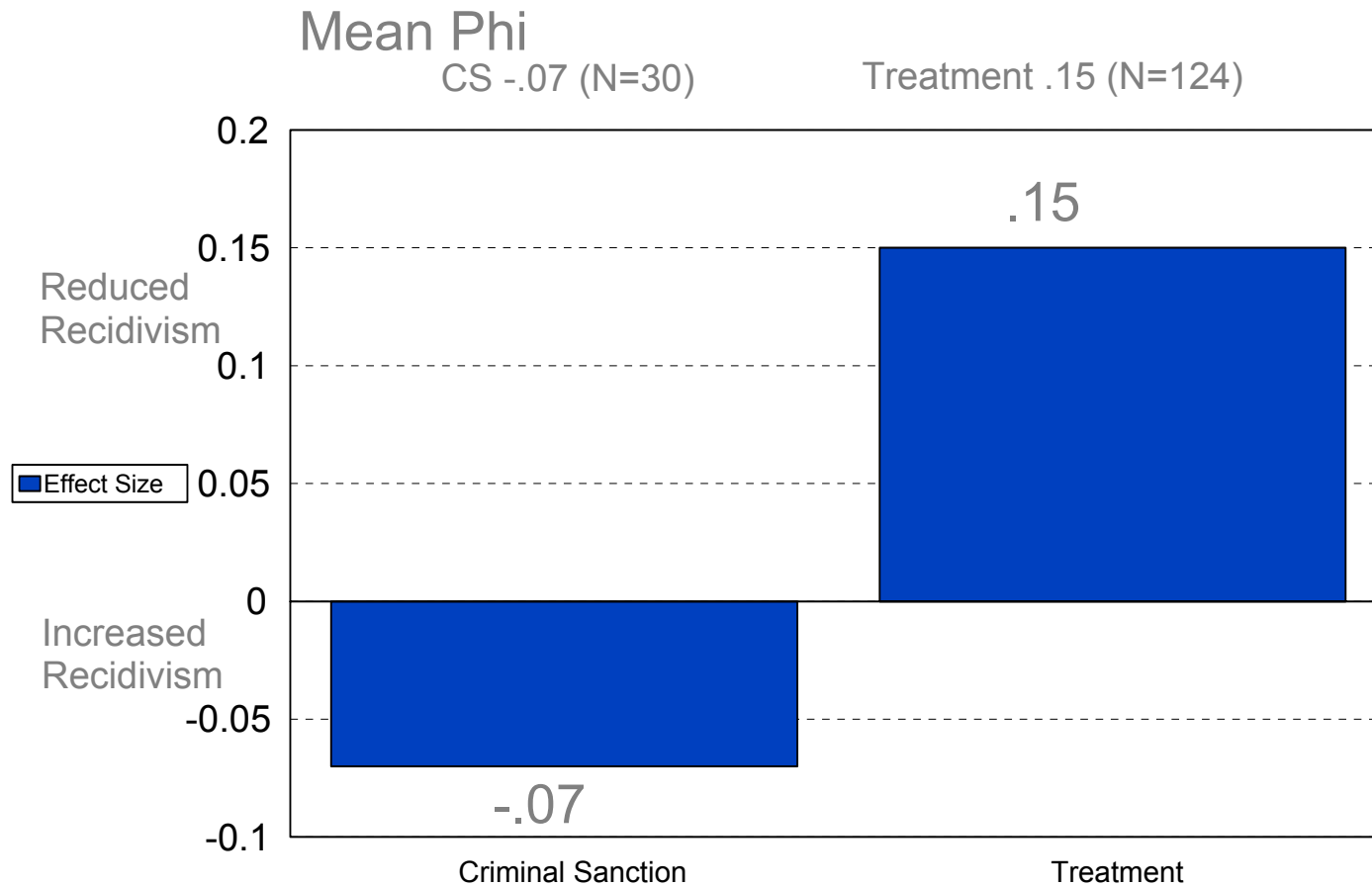
- ◆ Not a single reviewer of studies of the effects of official punishment (custody, mandatory arrests, probation, increased surveillance, etc.) has found consistent evidence of reduced recidivism.
- ◆ At least 40% and up to 60% of the studies of correctional treatment services reported reduced recidivism rates relative to various comparison conditions, in every published review.

CONTROLLED STUDIES OF CORRECTIONAL TREATMENT REPORTING POSITIVE EFFECTS

KIRBY (1954)	3/4	75%
BAILEY (1966)	13/22	60%
LOGAN (1972)	9/18	50%
LOGAN (1972)	14/18	78%
ANDREWS (1975)	19/33	58%
PALMER (1975)	39/82	48%
GENDREAU AND ROSS (1979)	82/95	86%
*LAB AND WHITEHEAD (1988)	40/85	47%
*LIPSEY (1990)	285/443	64%

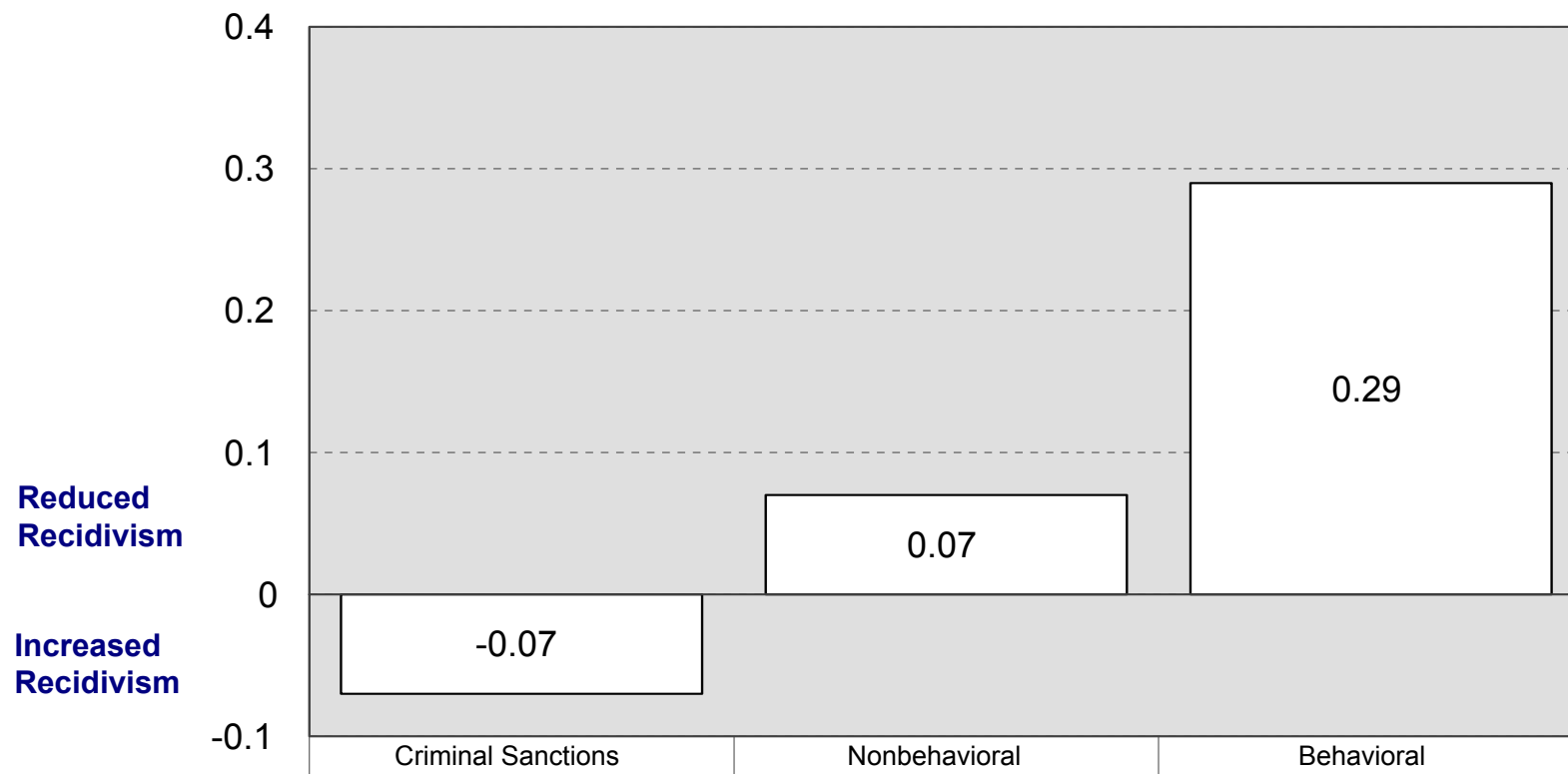
*WITHOUT EXCLUDING STUDIES OF THE EFFECTS OF VARIATION IN CRIMINAL
SANCTIONS

Criminal Sanctions versus Treatment



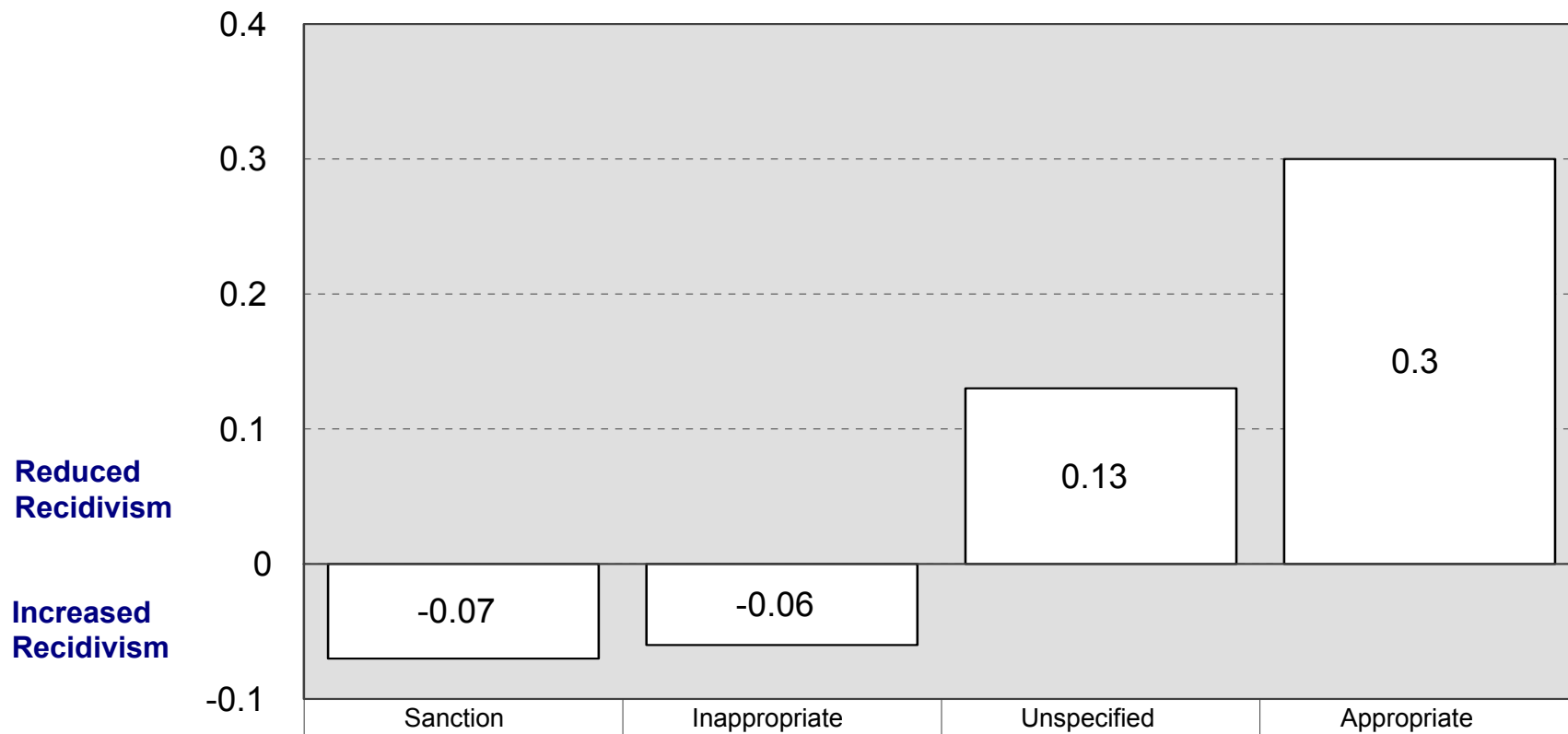
Behavioral vs. Nonbehavioral

Mean Phi



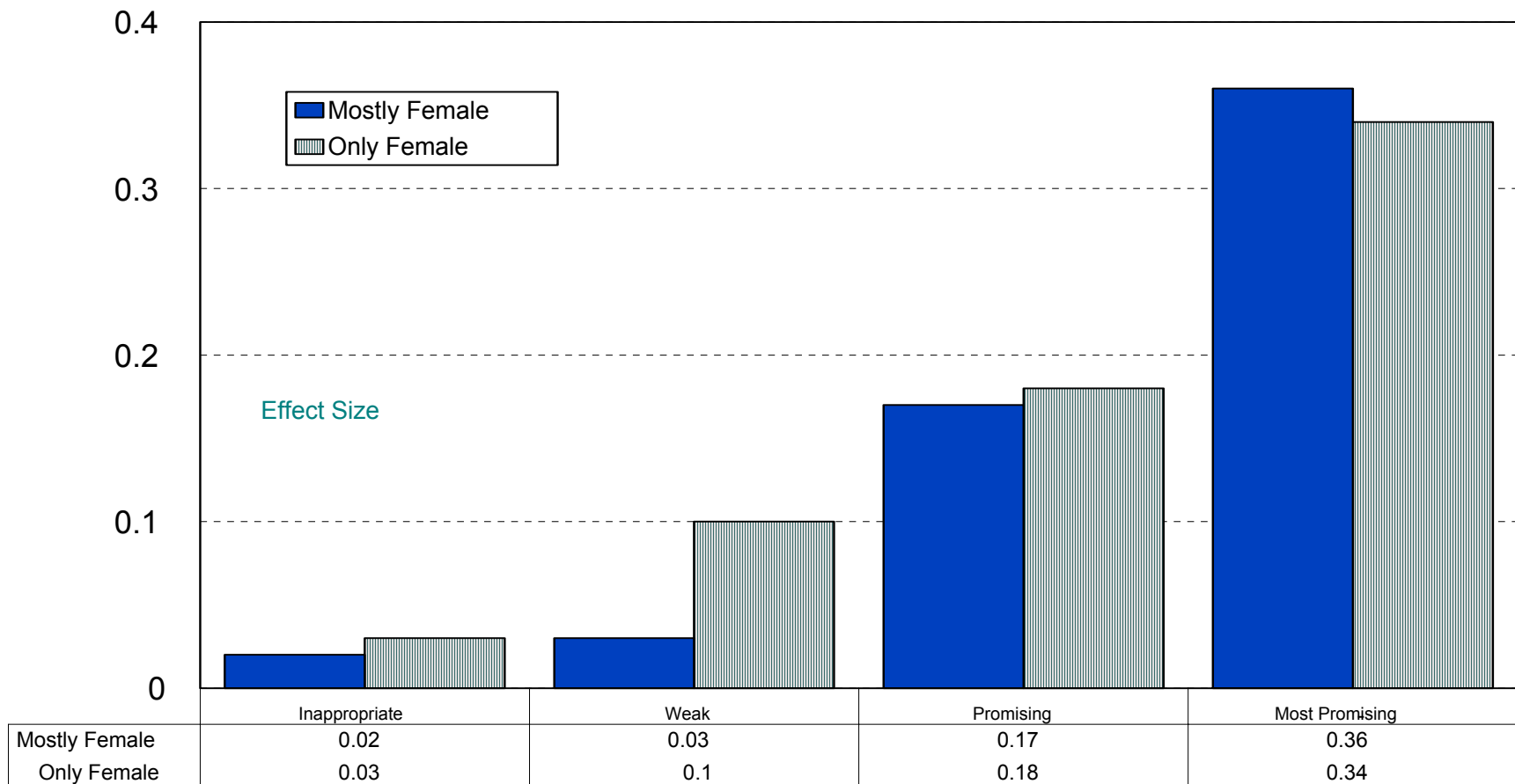
Effect Size by Treatment Type

Mean Phi



Meta-Analysis of Treatment for Females

by Dowden and Andrews



Dowden, C. and D. Andrews (1999) What Works for Female Offenders: A Meta-Analytic Review, Crime and Delinquency, Vol. 45, No 4.

EFFECTS OF METHODOLOGY AND OTHER FACTORS IN
ANDREWS ET AL. (1990)

JUVENILE VS ADULT	NS
QUALITY OF RESEARCH DESIGN	NS
SAMPLE OF STUDIES	NS
MORE RECENT STUDIES	STRONGER EFFECTS
COMMUNITY-BASED TREATMENT	STRONGER EFFECTS

THE LATEST UNPUBLISHED REVIEWS: THE EFFECTS OF CRIMINAL SANCTIONS

PAUL GENDREAU

NO EVIDENCE OF POSITIVE
EFFECTS

DON ANDREWS

NO EVIDENCE OF POSITIVE
EFFECTS

AVERAGE EFFECTS
APPROACHING ZERO

SHERMAN

ARREST OF EMPLOYED WIFE
BATTERERS; MILD REDUCTION IN
RECIDIVISM

ARREST OF UNEMPLOYED WIFE
BATTERERS: INCREASE IN
RECIDIVISM

AVERAGE EFFECT IF MILDLY
NEGATIVE

SECTION 3

CRIMINAL BEHAVIOR

AND

PREDICTORS OF RISK

Factors Correlated With Risk

	Mean r	# of studies
Lower class origins	0.06	97
Personal distress/psychopathology	0.08	226
Educational/vocational achievement	0.12	129
Parental/family factors	0.18	334
Temperament/misconduct personality	0.21	621
Antisocial attitudes/associates	0.22	168

Note: A re-analysis of Gendreau, Andrews, Goggin & Chanteloupe (1992) by Andrews & Bonta (1994)

Linda Simourd (1993): Mean Adjusted r

Lower Class Origins	.05 (38)
Personal Distress/Psychopathology	.07 (34)
Family Structure/Parent Problems	.07 (28)
Minor Personality Variables	.12 (18)
Poor Parent-Child Relations	.20 (82)
Personal educational/vocational achievement	.28 (68)
Temperment/misconduct/self control	.38 (90)
Antisocial Attitudes/Associates	.48 (106)

Correlates of Criminal Conduct and Gender

Factor	Male	Female
Lower class origins	.04 (58)	.03 (12)
Personal distress/Psychopathology	.09 (157)	.08 (19)
Personal education/Vocational achievement	.11 (96)	.13 (7)
Parental/family factors	.16 (180)	.16 (43)
Temperament/Misconduct/Personality	.18 (461)	.23 (38)
Antisocial attitudes/associates	.21 (113)	.23 (12)
Overall	.16 (1065)	.16 (131)

Simourd and Andrews (1994)

Factors Correlated with Risk

Simourd & Andrews (1994): Mean Adj. r by Gender

	Female	Male
Lower Class Origins	0.07	0.06
Personal Distress/Psychopathology	0.1	0.09
Family Structure/Parent Problems	0.07	0.09
Minor Personality Variables	0.18	0.22
Poor Parent-Child Relations	0.2	0.22
Personal educational/vocational achievement	0.24	0.23
Temperament/Misconduct/ Self Control	0.35	0.36
Antisocial Attitudes/Associates	0.39	0.4

Identified Needs of Male & Female Maximum-security Offenders

Type of Need	Male (n=54)	Female (n=37)
Employment	90.7%	97.2%
Marital/Family*	79.6%	94.4%
Substance Abuse	87.0%	86.1%
Associates	87.0%	86.1%
Community Functioning	81.5%	94.4%
Personal/Emotional	96.3%	97.2%
Attitude	83.3%	75.0%

Note: *p<.05 Taken from: Blanchette, K., & Motiuk, L.L. (1997). *Published Report*. Research Branch, CSC

Major Set of Risk/Need Factors

1. Antisocial/procriminal attitudes, values, beliefs and cognitive-emotional states
2. Procriminal associates and isolation from anticriminal others
3. Temperamental and personality factors conducive to criminal activity including:
 - psychopathy
 - weak socialization
 - impulsivity
 - restless/aggressive energy
 - egocentrism
 - below average verbal intelligence
 - a taste for risk
 - weak problem-solving/self-regulation skills

Major Set of Risk/Need Factors

4. A history of antisocial behavior:

- evident from a young age
- in a variety of settings
- involving a number and variety of different acts

5. Familial factors that include criminality and a variety of psychological problems in the family of origin including:

- low levels of affection, caring and cohesiveness
- poor parental supervision and discipline practices
- outright neglect and abuse

6. Low levels of personal educational, vocational or financial achievement.

Antisocial/Procriminal Attitudes

- ▶ Views are supportive of a criminal lifestyle
- ▶ Rationalizations concerning their:
 - Role
 - Victims
 - Friendships
 - Substance Abuse
 - Behavior

Procriminal Associates

- Associates act as role models
- Associates provide the context
- Associates provide reinforcement
- Isolation from prosocial others increases risk

History of Antisocial Behavior

Lifecourse studies indicate that:

- By age 12, up to 40% of later serious offenders have committed their first criminal act
- By age 14, up to 85% have committed their first criminal act
- Variety of settings including home, school, streets
- Escalating behavior

Minor Set of Risk/Need Factors

1. Lower class origins as assessed by adverse neighborhood conditions and/or parental educational/vocational/economic achievement
2. Personal distress including:
 - ▶ sociological constructs of anomie, strain and alienation
 - ▶ clinical psychological constructs of low self-esteem, anxiety, depression, worry, or officially labeled "mentally disordered"
3. A host of biological/neuropsychological indicators

Recent Study of NCAA Division I Football and Basketball Players Found:

Infractions were higher among student-athletes who:

- ▶ were highly recruited
- ▶ associated with fellow athletes that broke rules or saw nothing wrong with cheating
- ▶ personally embraced values defining rule violations as acceptable
- ▶ did not have close relationships with their parents
- ▶ reported prior delinquent behavior

Recent Study of NCAA Division I Football and Basketball Players Found:

Violations were unrelated to:

- ▶ Economic deprivation: coming from an impoverished background and having a lack of money while in college do not appear to be major sources of rule infractions.
- ▶ Organizational context: how strongly winning was emphasized, success or failure of the program, league, region of the country, etc. were not factors.
- ▶ Threats of sanctions: certainty and severity of punishment for violating rules were not related to infractions.

Cullen, F., and Latessa, E. (1996)

PRINCIPLES OF EFFECTIVE CORRECTIONAL INTERVENTION

- **RISK PRINCIPLE:** Treatment interventions should be used primarily with higher risk offenders
- **NEED PRINCIPLE:** Target the known criminogenic predictors of crime & recidivism
- **TREATMENT PRINCIPLE:** Treatment & services should be behavioral in nature:
 - ✓ Cognitive behavioral
 - ✓ Social learning models
 - ✓ Graduated practice
 - ✓ Role playing
 - ✓ Reinforcement
 - ✓ Extinction
 - ✓ Resource provision
 - ✓ Concrete verbal suggestions
 - ✓ Cognitive restructuring
- **A range of other considerations, if addressed, will increase treatment effectiveness**
 - ✓ Responsivity – targeting lack of offender motivation
 - ✓ Interventions in community rather than institution
 - ✓ Well trained, interpersonally sensitive staff
 - ✓ Assist with other needs of offenders
 - ✓ Close monitoring of offender whereabouts & associates
 - ✓ Follow offenders after they have completed the program & give structured relapse prevention & aftercare

Source: Adapted from Cullen, F. T. and Gendreau, P.

SECTION 4

CLASSIFICATION AND ASSESSMENT

Classification and Assessment are Important:

- Guides decision making
- Reduces bias
- Improves placement of offenders for treatment and security
- Helps manage the population in a more effective manner
- Aids in legal challenges
- Helps us better utilize resources

The Evolution of Classification

- . First generation -- “Gut Feelings”
- . Second generation -- Static Predictors, e.g. Burgess Scale
- . Third generation -- Incorporates Dynamic and Static Factors, e.g. Level of Service Inventory

Caveats for Risk Assessment/Prediction

- Use many sources of information
- Watch out for illusory correlations
- Be sensitive to cultural and gender differences
- Keep in mind how the results of risk assessments will be used
- Provide as much specificity as possible

Caveats for Risk Assessment/Prediction

- ▶ Specify, as much as possible, the situations under which the person may behave violently:
 - "If (the following risk factors are present) then there is a (high, medium, low) probability that the person will engage in (some specific) behavior within (specify period of time) that may place (specify victim) at risk for (specify type and severity of harm)."
 - It is never enough just to say that the person is dangerous or violent.

Points to Remember about Classification

- ▶ There is no "one size fits all" approach
- ▶ Validate instruments with your population and use different outcome measures
- ▶ Each institution or agency has different needs
- ▶ Classification and assessment are not "one time" events
- ▶ Statistical prediction is more accurate than clinical prediction
- ▶ Classification based on standardized factors are more reliable, easier to make, less time consuming, and less expensive
- ▶ Decisions based on "objective" criteria are less vulnerable to legal challenge
- ▶ Need to train and retrain staff
- ▶ Classification involves making decisions. Instruments give guidance and information. People make decisions.

SECTION 5

THE CORRECTIONAL PROGRAM ASSESSMENT INVENTORY©

©Developed by Paul Gendreau and Don Andrews

Impediments to Conducting Successful Program Evaluations

- ▶ Political nature of programs
- ▶ Lack of financial and organizational support
- ▶ Considered as an afterthought
- ▶ Condition, accessibility, and accuracy of the data
- ▶ Measurement issues
- ▶ Methodological concerns

Ways to Deal with Impediments to Evaluation

- **View evaluation as a means to improve program performance and quality
- not an "all or nothing" approach**
- **Build evaluation into your budget**
- **Involve staff in evaluation**
- **Select and involve evaluator before program begins**
- **Measure what is important in ways that are meaningful and feasible**
- **Work with evaluator to develop comparison group - consider random assignment if at all possible**

Correctional Program Assessment Inventory*

- Based on results from Meta-analysis of correctional effectiveness studies
- Gendreau and Andrews identified Principles of Effective Intervention
- Tool for assessing programs based on empirical criteria: unlike traditional process evaluations or audits that simply measure if you are doing what you say you are – maybe, but practice may not be effective
- Designed to assess a program like you would an offender
- Can be used to: Evaluate
Improve
Fund
Design

* Developed and copyrighted by Paul Gendreau and Don Andrews

What are we measuring?

- Program Integrity: degree to which a program meets the Principles of Effective Intervention
- Program Quality: degree to which a program delivers interventions and services in a systematic & consistent manner

Correctional Program Assessment Inventory

Examines Six Areas:

1. Program Implementation
 - a. influence and involvement of program director
 - b. leadership and qualifications
 - c. overall implementation of the program
2. Client Assessment
 - a. selection of clients
 - b. assessment of specific client characteristics
 - c. manner in which clients are assessed
3. Program Characteristics
 - a. ability to target criminogenic behaviors
 - b. types of treatment used
 - c. how treatments are used
 - d. preparation of clients to return to community

CPAI Continued

4. Staff Characteristics

- a. type and education level of staff
- b. experience, longevity, and involvement of staff
- c. assessment and training of staff

5. Evaluation

- a. types of feedback
- b. program assessment and evaluation
- c. quality assurance

6. Other

- a. ethical guidelines
- b. completion of client files
- c. advisory board
- d. stability of funding
- e. community support

How is the CPAI Scored?

There are 77 items scored across areas

Each of the six areas are scored as either:

"Very satisfactory" (70 to 100%)

"Satisfactory" (60 to 69%)

"Satisfactory but needs improvement"
(50 to 59%)

"Unsatisfactory" (less than 50%)

The scores from all six areas are totaled and the same scale is used for the overall assessment score

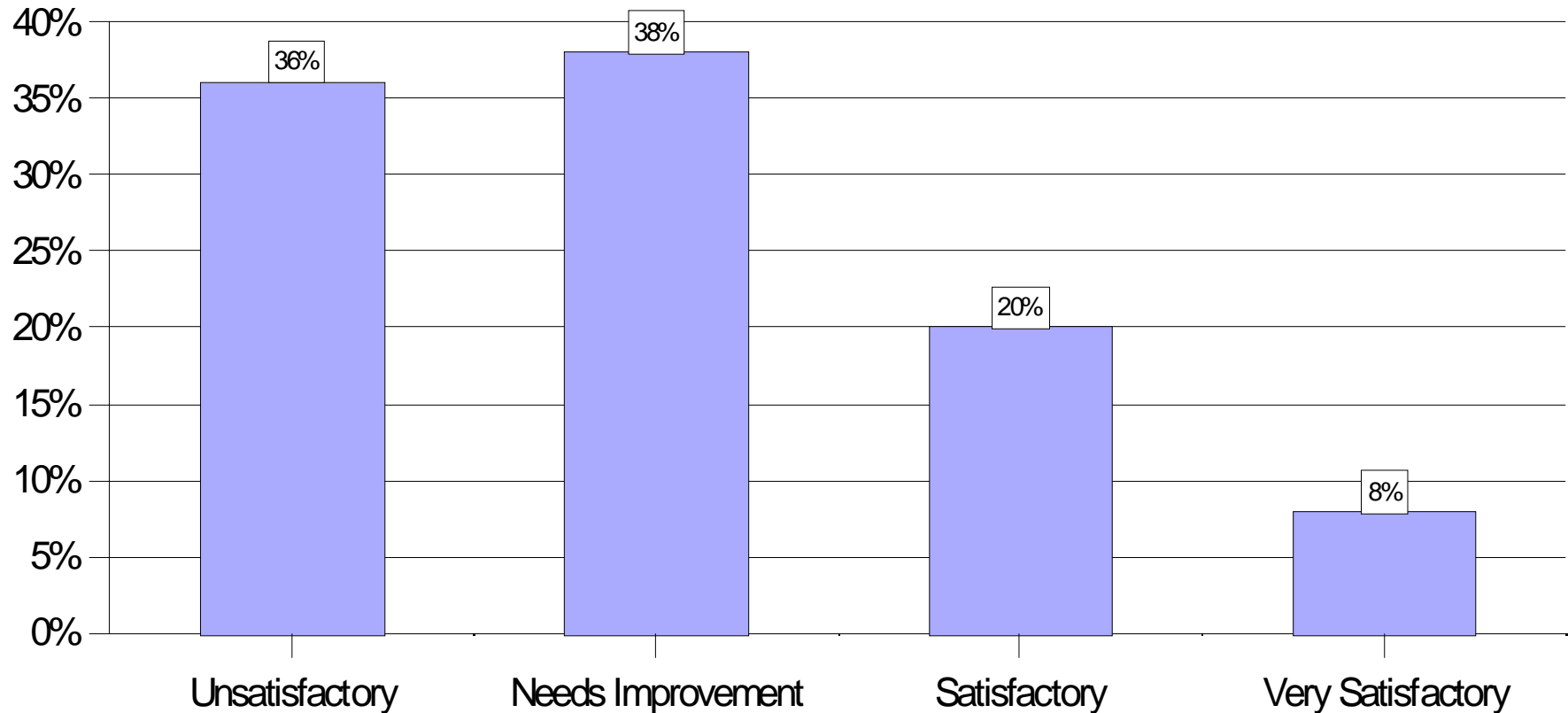
Not all of the six areas are given equal weight, and some items may be "non applicable"

Data Collection for the Correctional Program Assessment Inventory

Information is gathered through structured interviews with selected program staff

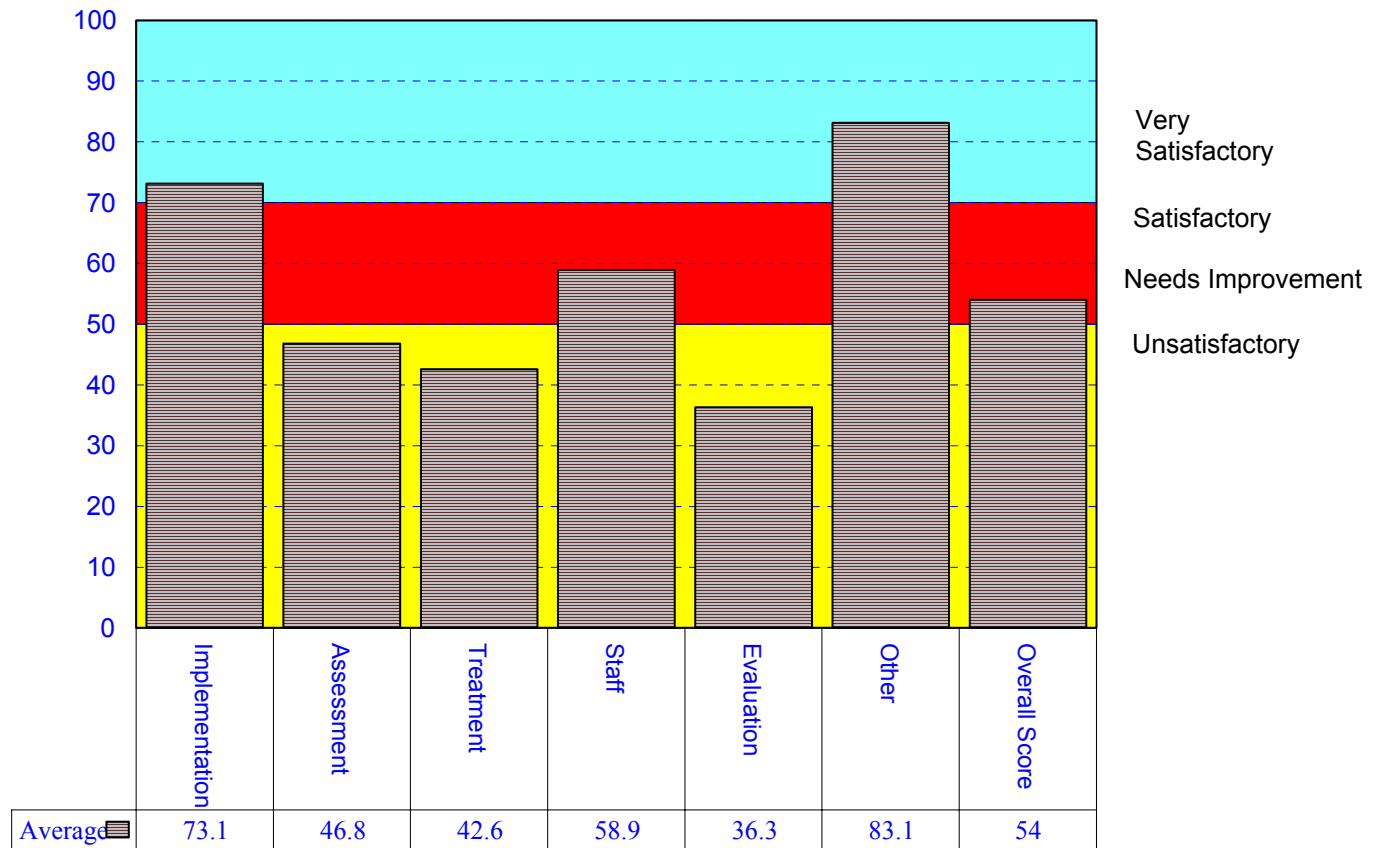
Other sources of information include policy and operating manuals, program curriculum, observation of groups, random case file review, and other selected program materials

Percentage of Programs in Each CPAI Category



Based on 167 CPAI assessments across a wide variety of correctional programs

Average Correctional Program Assessment Inventory Scores*



*The average scores are based on 167 CPAI results across a wide range of programs. Very Satisfactory=70% or higher; Satisfactory=60-69%; Needs Improvement=50-59%; Unsatisfactory=less than 50%.

CPAIPRODUCT

A report that identifies for each of the six areas:

- ◆ Strengths
- ◆ Areas that Need Improvement
- ◆ Recommendations
- ◆ Rating for Each Area
- ◆ Score for Each Area
- ◆ Overall Score
- ◆ Comparison of Program Scores to Average Scores Across All Programs Assessed

CPAI AREA 1:

PROGRAM IMPLEMENTATION

Effective Programs are Based on Theory & Research

- Program development includes extensive literature review
- There is a theoretical foundation to the program and its components
- The interventions selected are linked to criminogenic needs
- The staff understands the interventions, why they are being used, and how to apply them

Effective programs have leadership:

- At least 3 years experience working with offenders
- Trained in a helping profession
- Directly involved in designing program
- Directly involved in hiring, training, and supervising staff
- Provide some direct service delivery to offenders

Effective programs are implemented as designed:

- Interventions are piloted & tested before full implementation
- A need exists for the program
- Goals and objectives are clearly stated
- Valued and supported by community or institution
- Perceived as cost effective
- Funding is adequate to operate the program as designed

CPAI AREA 2:

OFFENDER CLASSIFICATION

AND

ASSESSMENT

Offender Assessment

General Principles of Classification & Assessment for Effective Intervention

RISK:

- 1) Prediction of future criminal behavior
- 2) Matching levels of treatment services to the risk level of offender
- 3) Target higher risk offenders

NEED:

- 1) Identification of crime producing needs
- 2) Matching offenders to programs & interventions that address crime producing needs
- 3) Provide most intense service to higher need offenders

RESPONSIVITY:

- 1) Identification of offender characteristics that can affect engagement in treatment
- 2) Delivering intervention programs in a style and manner that is consistent with ability and learning style of the offender
- 3) Recognizing that offenders may be more responsive to certain staff members

Effective programs assess offenders:

- Program receives appropriate offenders
- Offenders are assessed on risk, need, & responsivity factors
- Assessment process is objective and standardized
- Levels of risk, need, & responsivity are determined by assessment process
- Instruments are normed & validated on local population

RISK MANAGEMENT: Involves determining risk level of offender & providing appropriate sanctions & supervision

RISK REDUCTION: Involves determining risk level & criminogenic needs, & reducing risk factors through effective interventions & appropriate supervision

Making Sense of the Risk Principle

- RESERVE REHABILITATION PROGRAMS FOR HIGH RISK OFFENDERS

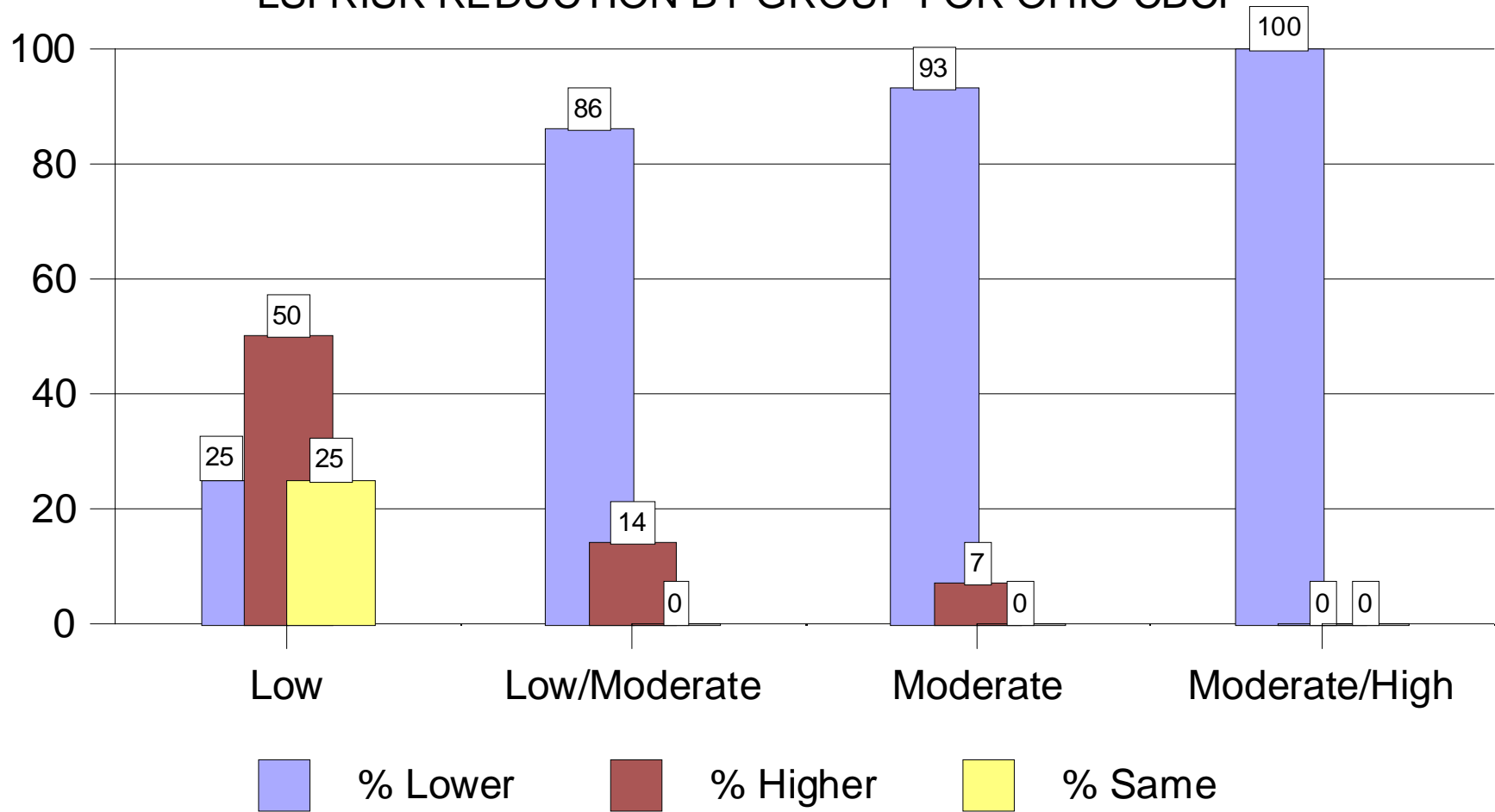
Minimal service example of risk prediction:

High risk offenders	Probability of Failure	75%
Low risk offenders	Probability of Failure	7%

Intensive service example of risk prediction:

Higher risk offenders	Probability of Failure	45%
Low risk offenders	Probability of Failure	14%

LSI RISK REDUCTION BY GROUP FOR OHIO CBCF



CPAI AREA 3:

PROGRAM CHARACTERISTICS

Effective programs:

- The vast majority of activities & interventions target risk factors & crime producing needs
- Use treatment models that have demonstrated effectiveness in reducing recidivism

SOME CRIMINOGENIC NEEDS

- Antisocial peers
- Antisocial beliefs, values, & attitudes favorable to crime
- Substance abuse
- Anger/hostility
- Poor self-management skills
- Inadequate social skills (e.g., conflict management)
- Inadequate work/school skills
- Poor attitudes toward work/school
- Poor parental supervision/monitoring/contingencies
- Other family problems (e.g., affection, problem solving)

Most Successful Types of Treatment Models

Type

Example

I. Social Learning	Anti-criminal modeling Skills development
II. Cognitive Behavioral	Cognitive therapy Problem solving Rational emotive therapy Self-control skills Stress-inoculation training Criminal personality groups Aggression Replacement training
III. Radical Behavior	Classical Conditioning: desensitization Operant Conditioning token economies contingency management
IV. Family Based Therapies	Multi-Systemic Therapy Functional Family Therapy
V. Targeting of Specific Criminogenic Needs	Treatment to Specific types of offenders (e.g. sex offenders, violence, mentally disordered, etc.)

SOCIAL LEARNING

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

Cognitive Behavioral Strategies Often Include:

Cognitive self-control

Anger management

Social perspective taking

Moral reasoning

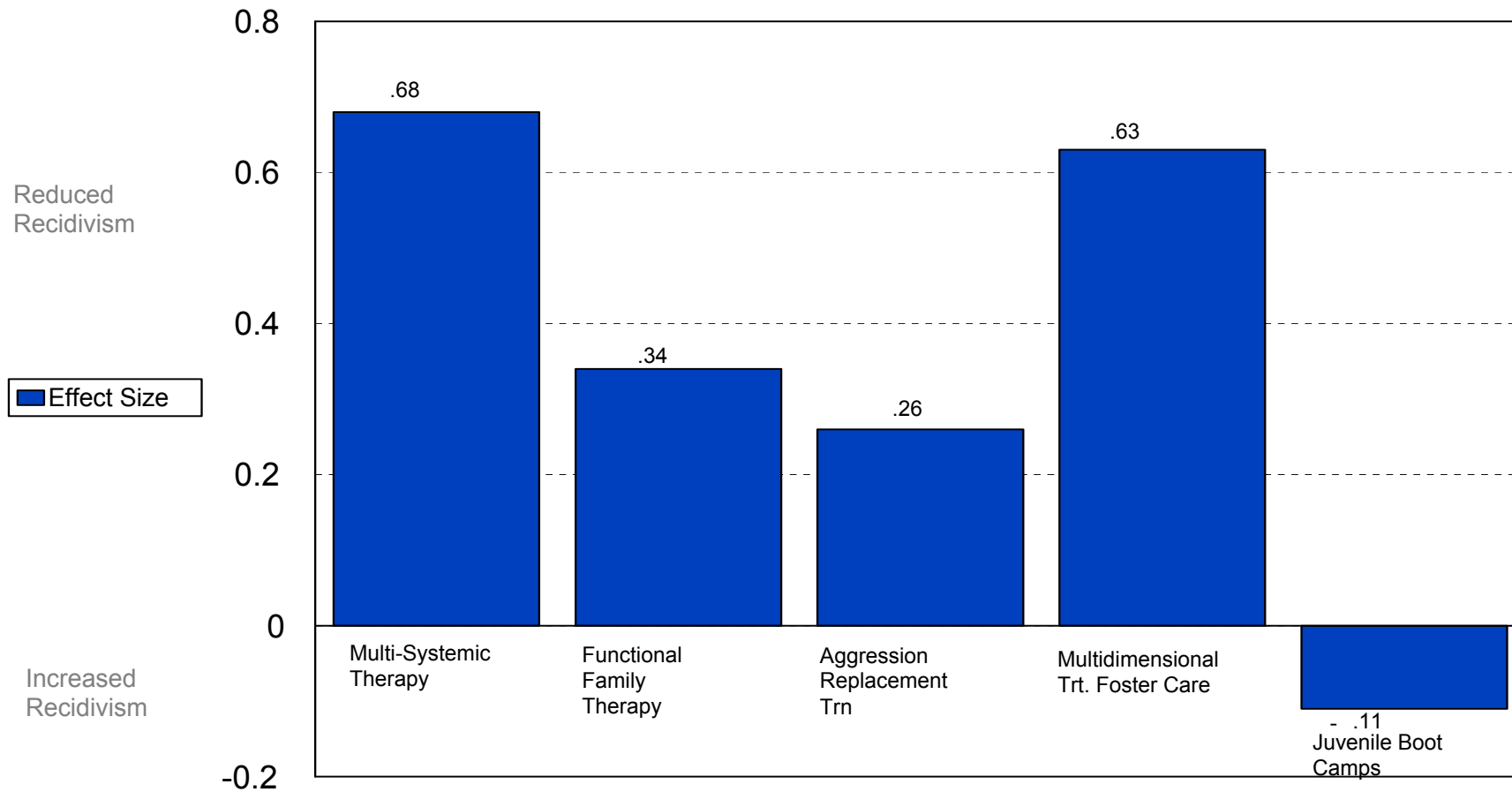
Social problem solving

Attitudinal change

Cognitive behavioral programs that include multiple components appear to have the greatest potential for reducing antisocial or violent behavior

Effects may be short term unless other social system factors are addressed (such as family, peers, and school)

Recent Meta-Analysis of Juvenile Programs by Washington State Institute for Public Policy



Aos, P., Phillips, R. Barnoski, R. Lieb (1999) The Comparative Costs and Benefits of Programs to Reduce Crime: A Review of National Research Findings with Implications for Washington State. Washington State Institute for Public Policy.

What Doesn't Work with Offenders?

- Talking cures
- Non-directive client-centered counseling
- Freudian approaches
- Increasing cohesiveness of delinquent/criminal groups
- Targeting non-crime producing needs
- Programs that involve intense group interactions without regard to personal responsibility
- Vague unstructured rehabilitation programs
- Good relationship with offender as primary goal
- Fostering positive self-regard (self-esteem)
- Self-actualization through self-discovery (self-help)
- “Medical Model” approaches

What Doesn't Work with Offenders? *(continued)*

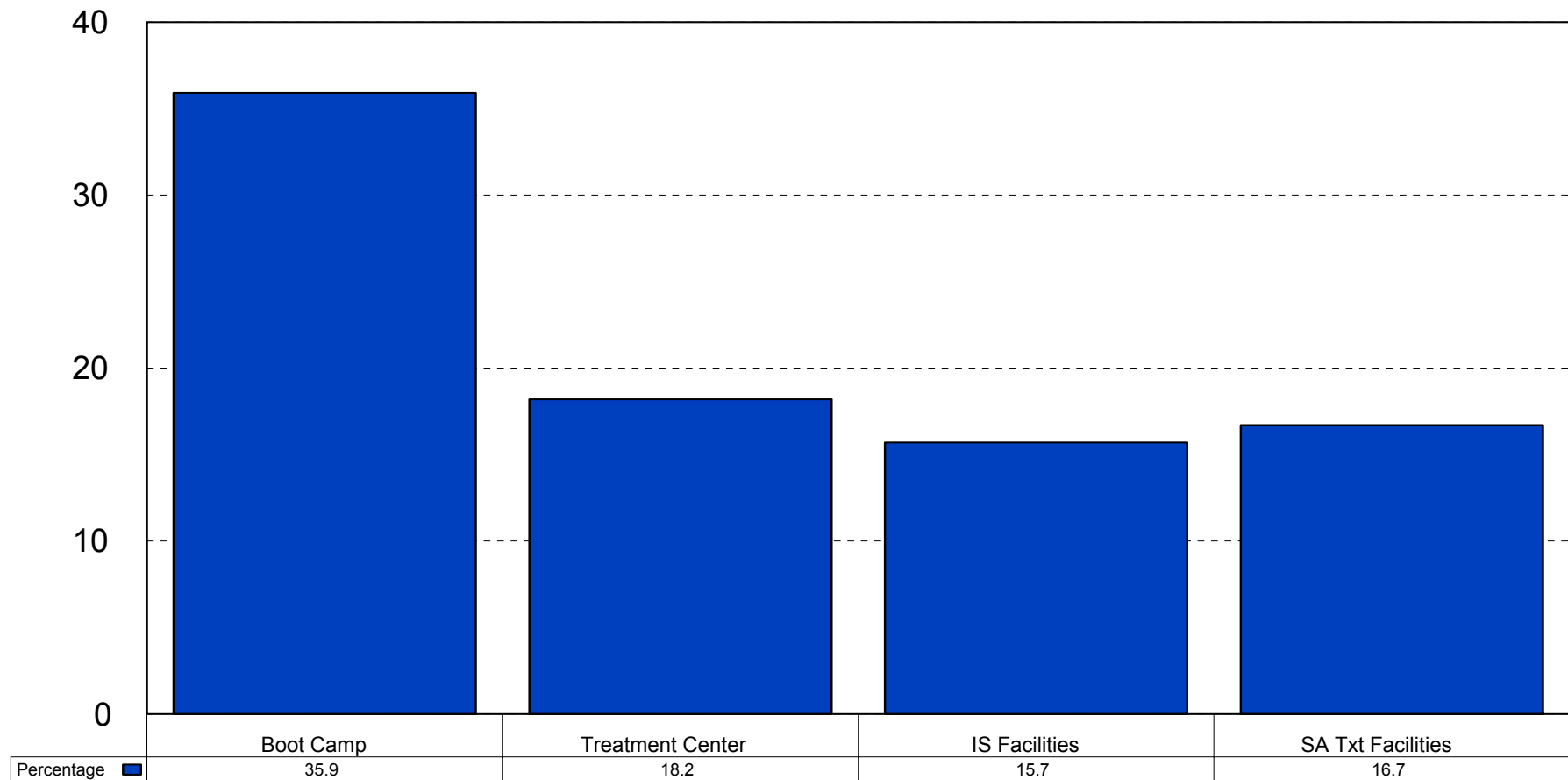
- Radical non-intervention (doing nothing)
- Targeting low risk offenders
- Chemotherapies
- Punishing smarter
- Increasing conventional ambitions in area of school & work without concrete assistance in realizing ambitions
- Increasing self-esteem (without reductions in antisocial thinking and & associations)
- Focusing on vague emotional and personal complaints that have not been linked with criminal behavior
- Improving neighborhood-wide living conditions, without touching the crime producing needs of higher risk individuals & families

Recent Review of Seven Experimental Studies of “Scared Straight” Programs

Year	Site	Measure	Percent Change
1967	Michigan	% delinquent	+26% increase in failure
1979	Illinois	% contact by police	+5 % increase in failure
1979	Michigan	% new offense	+1% increase in failure
1981	Virginia	% new court intakes	+2% increase in failure
1981	Texas	% official delinquency	+11% increase in failure
1982	New Jersey	% new offense	+30% increase in failure
1982	California	% new arrests	+1% increase in failure
1986	Kansas	crime outcomes	No Difference
1992	Mississippi	crime outcomes	No Difference

Petrosino, A., C. Turpin-Petrosino, J. O. Finkenauer, 2000. Well-Meaning Programs Can Have Harmful Effects! Lessons from Experiments of Programs Such as Scared Straight, *Crime and Delinquency*, 46:354-371.

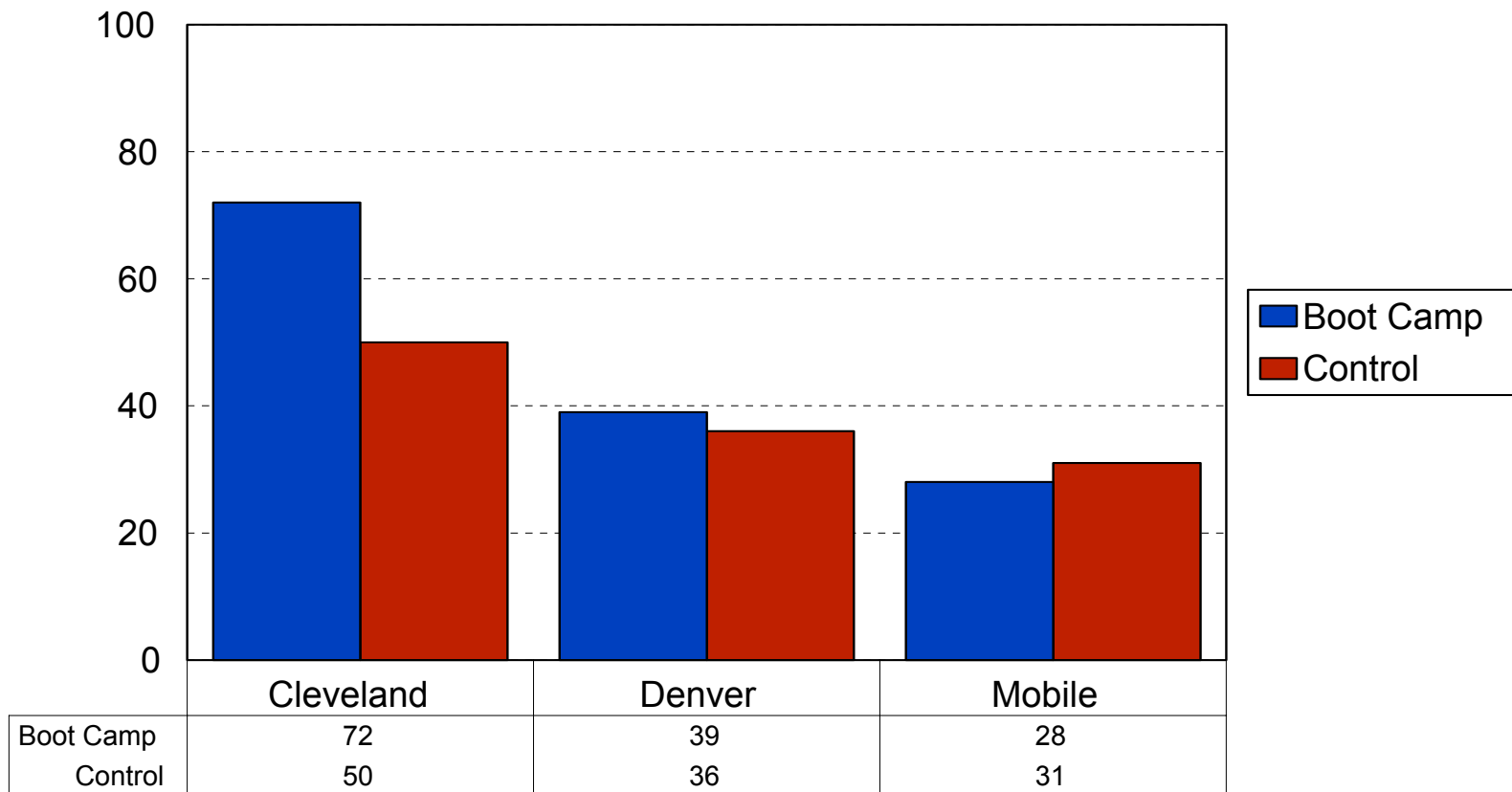
Rearrest Rates for Residents Discharged from Community Correctional Facilities in Texas: Two Year Follow-up



Community Corrections Facilities Outcome Study, Texas Department of Criminal Justice, January 1999

Juvenile Boot Camps Rates of Recidivism Following Release from Confinement

RECIDIVISM RATES: Percent Who Reoffended*



* Recidivism was defined as a court-adjudicated new offense from time of release to cutoff date. Source: Peters, M., D. Thomas, C. Zamberlan (1997) Boot Camps for Juvenile Offenders Program Summary. Office of Juvenile Justice and Delinquency Prevention, U.S. Dept. of Justice.

Why Aren't Boot Camps Effective in Reducing Recidivism?

- ✧ Bond criminal & delinquent groups together
- ✧ Target non-crime producing needs
- ✧ Mix low, medium, & high risk offenders together
- ✧ Social learning is actually modeling aggressive behavior

Review of Drug Treatment Effectiveness by Lightfoot*

What treatment types were effective in quasi-experimental and/or controlled studies:

- ⇒ Social-Learning Based Treatments
- ⇒ Aversion Therapy: Electrical/Chemical Counter-conditioning
- ⇒ Covert Sensitization
- ⇒ Contingency Management/Contingency Contracting
- ⇒ Broad Spectrum Therapies
- ⇒ Individualized Behavior Therapy
- ⇒ Community Reinforcement
- ⇒ Behavior Self-Control Thinking
- ⇒ Relapse Prevention

What treatment types showed no clear evidence of effectiveness from controlled

- ⇒ Acupuncture
- ⇒ Education
- ⇒ Lectures
- ⇒ Bibliotherapy
- ⇒ Self-help
- ⇒ Alcoholics Anonymous
- ⇒ Narcotics Anonymous
- ⇒ Al-Anon
- ⇒ Adult Children of Alcoholics
- ⇒ Psycho-therapy
- ⇒ Supportive
- ⇒ Confrontational
- ⇒ Pharmacotherapies

Review of Drug Treatment Effectiveness by Taxman*

What treatment types were successful at reducing recidivism?



Directive Counseling

⇒ Behavior Modification

⇒ Therapeutic Community

⇒ Moral Reasoning

⇒ Social Competency Cognitive Behavior Models

⇒ Emotional Skill Development

⇒ Cognitive Skills

⇒ Behavioral Skills

What treatment types showed no clear evidence of effectiveness of reduced recidivism?

Nondirective counseling

⇒ Reality Therapy

⇒ Psycho-social education

⇒ 12 Step or other self-help groups

⇒ Psychoanalytical

Source: Taxman, F. S., 2000. Unraveling "What Works" for Offenders in Substance Abuse Treatment Services. *National Drug Court Institute Review*, Vol. II, 2.

Some findings from the substance abuse literature:

- No “magic bullet”
- In general, treatment is superior to no treatment
- No evidence that residential treatment is more effective than outpatient treatment
- Drug addiction is a chronic relapsing condition. Applying short term, education-based treatment services, will not effectively reduce it.
- Traditional models used by substance abuse programs, such as drug/alcohol education and 12-Step models have not been found as effective as cognitive-behavioral models
- Some evidence that providing more treatment than needed may reduce treatment effectiveness
- Criminality is a significant factors that independently affects a treatment outcome

What you should do?

- Require that substance abuse programs include behavioral treatment based on cognitive techniques
- Intensity of treatment should vary according to risk and should be sufficiently intensive to be effective
- Any program lasting less than 90 days will likely be ineffective
- Treatment should be at least 100 hours or direct services over a 3-4 month period, however, intensive treatment programs lasting over one year (excluding aftercare) might begin to see diminishing results
- Include aftercare services

RECENT REVIEW FROM THE NATIONAL INSTITUTE OF JUSTICE

What Doesn't Work?

- Correctional boot camps using traditional military basic training
- Drug prevention classes focused on fear and other emotional appeals, including self-esteem
- D.A.R.E.
- School-based leisure time enrichment programs
- “Scared Straight” programs where juvenile offenders visit adult prisons
- Shock probation, shock parole, & split sentences adding time to probation or parole
- Home detention with electronic monitoring
- Intensive supervision
- Rehabilitation programs using vague, unstructured counseling
- Residential programs for juvenile offenders using challenging experiences in rural settings

Source: Sherman, Gottfredson, Mackenzie, Eck, Reuter, and Bushway (1998) *Preventing Crime: What Works, What Doesn't, What's Promising*. National Institute of Justice, Research in Brief.

Effective programs provide services & treatment:

- Behavioral in nature
- That vary based on risk and need of offender
- That occupy 40-70% of the offender's time
- That last between 3 and 9 months in duration

Effective programs disrupt criminal networks:

- If in the community, offender's whereabouts and associates are closely monitored
- If in an institution, offenders in treatment should be kept separate from general population

Effective programs deliver treatment & services consistently:

- Have detailed curriculums and manuals
- Rewards and punishers are used effectively
- Offenders are trained in prosocial behaviors
- Completion criteria are based on acquisition of prosocial skills
- Offenders are referred to other services
- Family members are trained to provide support
- Aftercare is provided

Maximizing the Effectiveness of Punishers

- Escape should be impossible
- Should be applied immediately
- Should be applied at maximum intensity
- After every occurrence of deviant behavior
- Punishers should not be spread out and should be varied
- Punishers only train a person what not to do: must also teach prosocial alternatives
- When punishment is inappropriately applied several negative consequences can occur (unwanted emotional reactions, aggression, withdrawal, or increase in the behavior that is being punished)

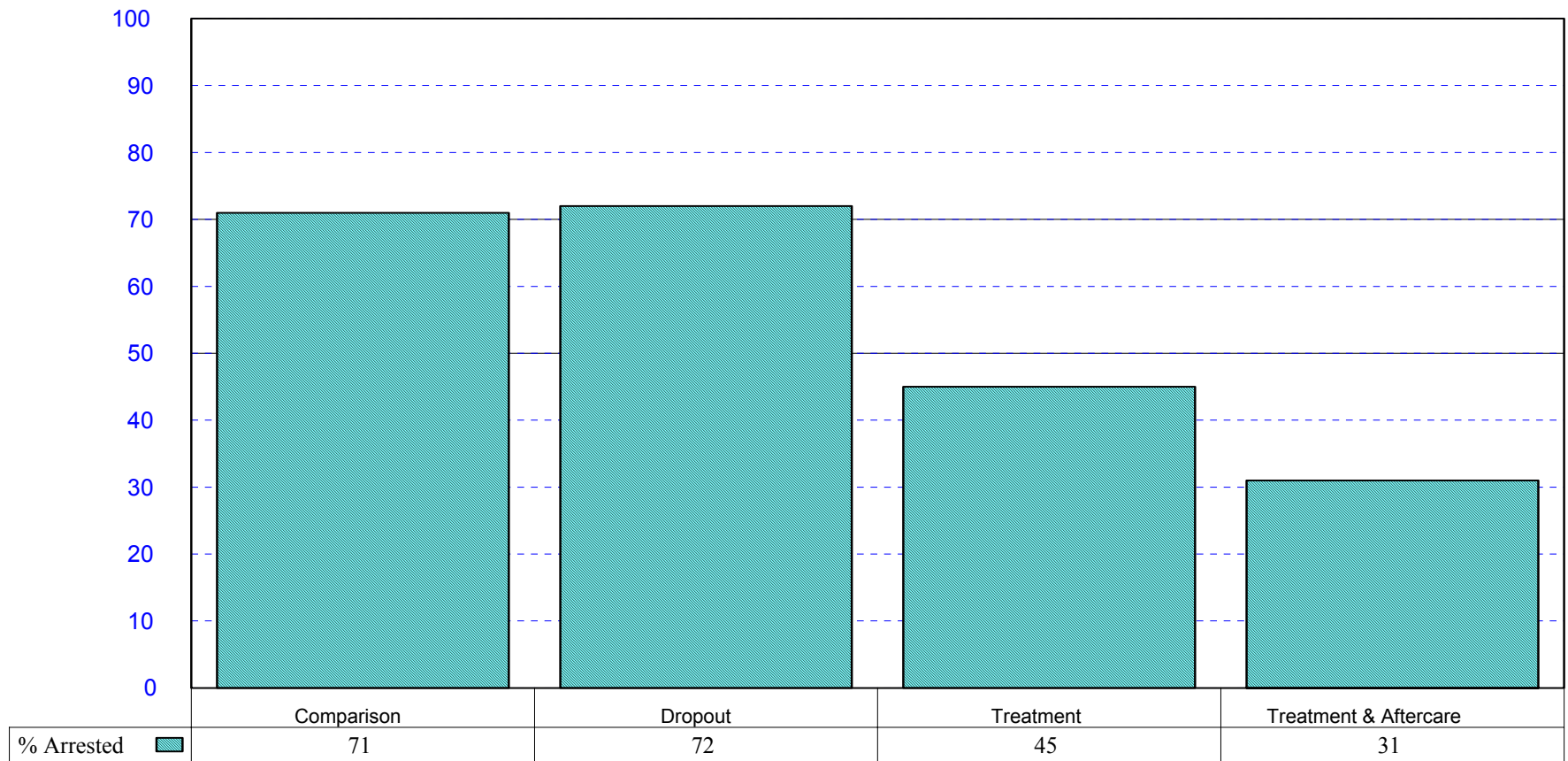
People Who Appear to be Resistant to Punishment:

- ✓ Psychopathic risk takers
- ✓ Those under the influence of a substance
- ✓ Those with a history of being punished

Effective Programs Provide Structured Aftercare

- Planning begins during treatment phase
- Family involvement
- Frequent meetings, including home visits
- Reassessment occurs
- Duration and intensity is based on risk and need levels
- Services are available to address offender needs

Therapeutic Community Treatment: Arrest Rates after a Three Year Follow-Up



Martin, S. S., C. A. Butzin, C.A. Saum, and J.A. Inciardi, 1999. Three-Year Outcomes of Therapeutic Community Treatment for Drug-Involved Offenders in Delaware. *The Prison Journal*, 79:294-320.

CPAI AREA 4:

STAFF CHARACTERISTICS

Effective programs have qualified staff:

- Educated
- Experienced
- Remain with the program
- Hired on personal qualities
- Have input into the program
- Are well trained
- Are well supervised & regularly evaluated

Staff Characteristics

- Education - 75% of service delivery staff have an undergraduate degree, 10% have an advanced degree
- Area of study - 75% of staff have degree in a helping profession
- Experience - 75% of staff have worked in treatment programs with offenders for at least two years
- Personal Qualities - Staff are hired on personal factors (e.g., empathy, fairness, life experiences, problem solving, non-confrontational but firm, etc.)

Staff Characteristics

(continued)

- Stability - 50% of staff have remained on job for at least two years
- Assessment - Staff are assessed annually on clinical skills, staff receive regular clinical supervision
- Training - Initial training in interventions employed (3 to 6 months), ongoing training (at least one per year)
- Program input - Staff are able to modify program structure

CPAI AREA 5:

EVALUATION

Effective programs evaluate what they do:

- Quality assurance processes (both internal and external)
- Assess progress of offenders in meeting target behaviors
- Track offender recidivism
- Have an evaluator working with the program

Quality Assurance

- 1) Internal - processes to ensure that assessments, services & interventions provided by the program are delivered as designed
- 2) External - processes to ensure services and interventions provided by outside providers are delivered as designed

Can include:

- Case file audits
- Video taping groups
- Client satisfaction surveys/exit interviews
- Clinical supervision
- Program audits
- Site visits and observation
- Certification process

Assessing Progress of Offenders in Acquiring Prosocial Behavior

Should be standardized and objective & can include:

- ✓ Assessing dynamic risk factors and then reassessing
- ✓ Developing treatment & supervision plan based on assessment
- ✓ then closely monitoring attainment of goals
- ✓ Measuring behavioral indicators linked to recidivism & risk
- ✓ Pre/Post testing on attitudes, knowledge, & behavior

Outcome Studies

Should include:

- Tracking of recidivism using as many measures as possible (e.g. rearrest, reconviction, incarceration)
- A comparison group
- A report or published results
- Be done periodically (e.g. every five years)

CPAI AREA 6:

OTHER

Effective programs have sufficient resources and support:

- Stable program
- Stable funding
- Stable community support

CPAI:

PULLING IT ALL TOGETHER

Limitations to the CPAI

- Easier to administer to a self-contained program
- Copyrighted instrument
- Based on “ideal” type - impossible to achieve
- Objectivity is critical; self-administered results are questionable
- Extensive knowledge of correctional treatment is needed
- Reliability can be a problem
- Time specific- based on program at the time of assessment
- Does not take into account “system” issues
- Does not address “why” a problem exists within a program

Advantages to CPAI

- Applicable to a wide range of programs
- Based on empirically achieved principles
- Provides a measure of program integrity
- Provides a measure of program quality
- Results can be obtained quickly
- Identifies *strengths & weaknesses* of program
- Provides recommendations for program improvement
- Can be used for benchmarking

Most Common Shortcomings:

- ◆ Programs are atheoretical
- ◆ Lack of standardized, objective assessments (especially juveniles)
- ◆ Assessments conducted: everyone gets the same treatment
- ◆ Little attention to responsivity
- ◆ Staff training inadequate—quality of staff varies greatly
- ◆ Few rewards—plenty of punishers
- ◆ Few measures of program performance
- ◆ Family not involved in treatment process
- ◆ Boosters sessions and aftercare lacking
- ◆ Few formal evaluations

SECTION 6

PROMISING TARGETS AND THE RESPONSIVITY PRINCIPLE

General Principles of Classification

- ▶ Risk
- ▶ Need
- ▶ Responsivity
- ▶ Professional discretion

General Principles of Classification

Risk

- ▶ Predicting future criminal behavior
- ▶ Matching levels of treatment/services to the risk level of the offender

General Principles of Classification Need

- ▶ Matching offenders to programs that address their criminogenic needs

General Principles of Classification

Responsivity

- ▶ Delivering intervention in a style and mode that is consistent with the ability and learning style of the offender
- ▶ Recognizing that individuals may be more responsive to certain staff

Responsivity refers to learning style and characteristics of the offender, which can affect their engagement in treatment

Responsivity areas to assess can include:

- Motivation to change
- Anxiety/Psychopathy
- Levels of psychological development
- Maturity
- Cognitive functioning
- Mental disorders

Assessment of Responsivity

- ❑ Multiple Factors
 - Case Management Classification
 - Treatment Readiness, Responsivity & Gain
- ❑ Motivation
 - Personal Drug Use Questionnaire
 - Socrates
- ❑ Cognitive Maturity/Functioning
 - Jesness Inventory
 - Conceptual Level
 - Cultural Fair Test (IQ)
- ❑ Personality
 - Jesness Inventory
 - Multidimensional Personality Questionnaire

General Principles of Classification

Professional Discretion

- ▶ Having considered risk, need, and responsivity, decisions are made as appropriate under present conditions.

Promising Targets For Change

(Andrews & Bonta 1994)

- ☐ Changing Antisocial Attitudes
- ☐ Changing/Managing Antisocial Feelings
- ☐ Reducing Antisocial Peer Associations
- ☐ Promoting Familial Affection/Communication
- ☐ Promoting Familial Monitoring and Supervision
- ☐ Promoting Child Protection (Prevention)
- ☐ Promoting Identification/Association & Anticriminal Role Models
- ☐ Increasing Self Control, Self Management & Problem Solving Skills

Promising Targets For Change

(Andrews & Bonta 1994)

- ❑ Replacing the Skills of Lying, Stealing and Aggression with More Prosocial Alternatives
- ❑ Reducing Chemical Dependencies & Substance Abuse
- ❑ Shifting the Density of the Personal, Interpersonal & Other Rewards & Costs for Criminal & Noncriminal Activities in Familial, Academic, Vocational, Recreational & Other Behavioral Settings, So That the Noncriminal Alternatives are Favoured

Promising Targets For Change

(Andrews & Bonta 1994)

- ❑ Providing the Chronically Psychiatrically Troubled With Low Pressure, Sheltered Living Arrangements and/or Effective Medication
- ❑ Insuring That the Client Is Able To Recognize Risky Situations & has a Concrete & Well Rehearsed Plan For Dealing With Those Situations

Less Promising Targets For Change

(Andrews & Bonta 1994)

- ❑ Increasing Self-Esteem (Without Simultaneous Reductions In Antisocial Thinking, Feeling & Peer Associations)
- ❑ Focusing On Vague Emotional/Personal Complaints That Have Not Been Linked With Criminal Conduct
- ❑ Increasing The Cohesiveness of Antisocial Peer Groups

Less Promising Targets For Change

(Andrews & Bonta 1994)

- ❑ Improving Neighbourhood-Wide Living Conditions Without Touching the Criminogenic Needs of Higher-Risk Individuals & Families
- ❑ Showing respect For Antisocial Thinking On The Grounds That The Values of One Culture Are as Equally Valued As The Values of Another Culture

Less Promising Targets For Change

(Andrews & Bonta 1994)

- ❑ Increasing Conventional Ambition In The Areas of School, & Work Without Concrete Assistance In Realizing These Ambitions
- ❑ Attempting to Turn the Client Into a “**Better Person**” When the Standards For Being a “**Better Person**” Do Not Link With Recidivism

Responsivity

Responsivity

- Offender Motivation
- Offender Personality Characteristics
- Offender Cognitive/Intellectual Ability
- Offender Other (Age, Gender, Race, Ethnicity)



Therapist
Characteristics



Setting

Client Responsivity Factors

(Bonta 1995)

General Population

- Anxiety
- Self-Esteem
- Depression
- Mental Illness
- Age
- Gender
- Race/Ethnicity

Factors More Common With Offenders

- Poor Social Skills
- Inadequate Problem Solving
- Concrete Oriented Thinking
- Poor Verbal Skills

Motivation

- Traditional View
- Internal Factors
- Personality Characteristics
- Narrow & Simplistic View
- Interactional View
- Internal & External Factors
- Interactions with Others
- Complex & Comprehensive

Setting Characteristics

- Institution
- Community
- Group
- Individual

Responsivity

■ **Match:** *Learning Style and Personality of the Offender with the Program (Treatment Approach)*

(impulsive offenders and those who prefer a high degree of structure may benefit from a token economy program)

Gendreau (1996)

Responsivity

■ *Match: Offender Characteristics with Therapist Characteristics*

(anxious offenders may respond better to therapists exhibiting higher levels of interpersonal sensitivity)

Gendreau (1996)

Responsivity

■ *Match: Skills of the Offender with the Type of Program*

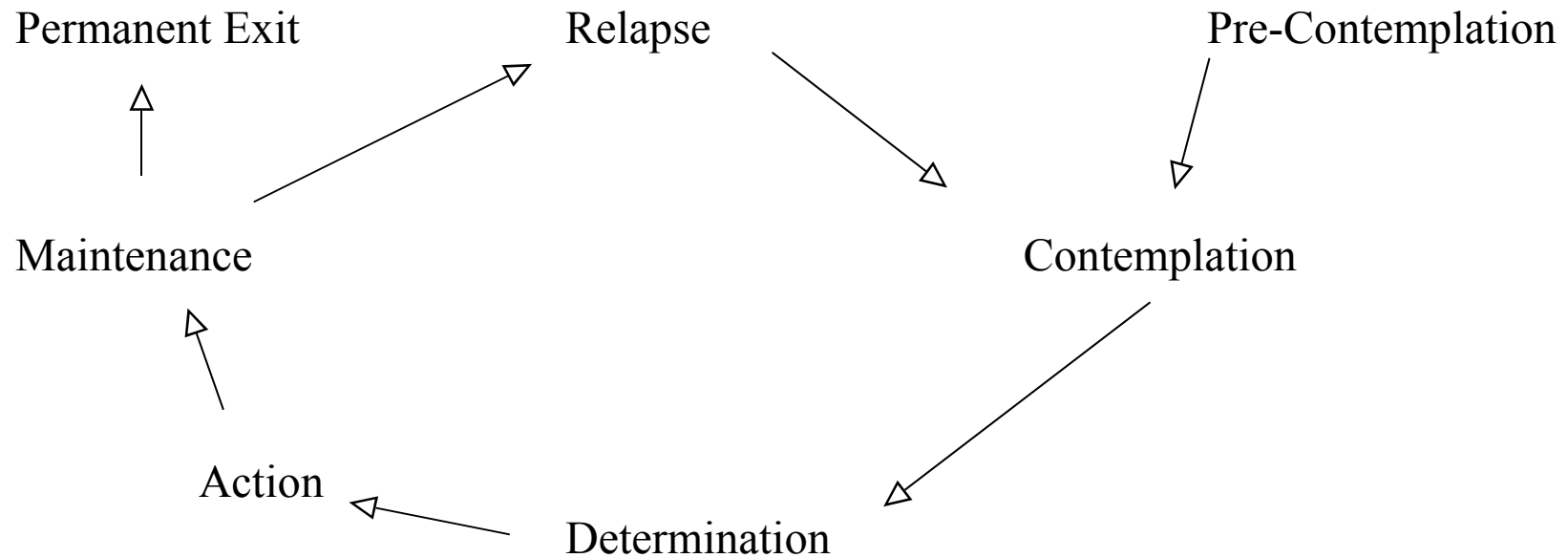
(offenders who have a concrete conceptual level for problem solving may function best in a radical behavioural program)

Gendreau (1996)

SECTION 7

INTRODUCTION TO MOTIVATIONAL INTERVIEWING

Stages Of Change



Prochaska and DiClemente's "six stages of change." Taken from: Miller and Rollnick (1991), *Motivational Interviewing*, Guilford Press.

Benefits of Motivational Interviewing

- Provides a model for the process of change
- Reframes "denial" as "ambivalence"
- Shows the counselor how to manage ambivalence about change
- Identifies client motivational structure
- Correlates with compliance

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

Benefits of Motivational Interviewing

- Counselor doesn't have to work so hard
- Improve treatment planning by focusing on client stage of readiness-for-change
- Helps tune into client more accurately
- Affirms the client
- Increases rapport with client

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

Benefits of Motivational Interviewing

- Helps client make progress toward change
- Empowers client to be involved in treatment plan
- Puts client in control
- Produces significantly better outcomes

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

General Principles Underlying Motivational Interviewing

- Express Empathy
- Develop Discrepancy
- Avoid Argumentation
- Roll With Resistance
- Support Self-Efficacy

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press.

Major Motivational Interviewing Strategies

- Open-ended Questions
- Reflective Listening
- Affirmation
- Summarization
- Elicitation of Self-Motivational Statements

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

Major Motivational Interviewing Strategies

- Techniques for Eliciting Self-Motivational Statements
- Cost/Benefit Analysis
- Elaboration Questions

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press.

Traps To Avoid

- The Question - Answer Trap
- The Confrontation - Denial Trap
- The Expert Trap
- The Labeling Trap
- The Premature Focus Trap
- The Blaming Trap

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

Signs Of Readiness For Change

- Decreased Resistance
- Decreased Questions About The Problem
- Resolve
- Self-Motivational Statements
- Increased Questions About Change
- Envisioning
- Experimenting

Miller and Rollnick (1991), "Motivational Interviewing", Guilford Press

SECTION 8

OVERVIEW OF COGNITIVE RESTRUCTURING

Anti-Social Logic

Objectives

By the end of the session you will be able to:

- ❑ Describe the logic of criminal thinking, how it produces criminal behavior, how it is associated with criminogenic risk factors, and how it imposes limitations on the offender's ability to perceive.
- ❑ Write and process a thinking report.

Offender Behaviors & Attitudes

- Describe offender behaviors that you typically have to respond to in a correctional environment.
- Describe the attitudes you see in the majority of offenders relative to authority and rules.
- Describe the kind of thoughts that you hear from offenders when they talk.
- Describe the offender's belief system. What beliefs do offenders have?

Cognitive Structure

- A particular way of viewing the world and daily events that make up our lives
- Paradigm
- Developed and reinforced over time
- Evident in our self-talk
- Helpful or harmful
- Shapes attitudes, values, beliefs
- Changing it allows us to target our #1 criminogenic need

Criminal Thinking Patterns

Recognizing these patterns

- ✧ Victim Stance
- ✧ Entitlement
- ✧ Righteous Rage

..... will help us to know when a person is at risk.

Cognitive Programs

1. How we think controls how we act
2. Change thinking to change behavior
3. Change = Self-Change

I. Cognitive Restructuring

Attitudes, Beliefs, Thinking Patterns

Define how we see others, ourselves the world

Determine how we act

II. Cognitive Thinking Skills

Problem solving

Used to cope with life situations

Social Skills

Interacting with groups

Parenting, family relationships, relationship

III. Living Skills

Tools for Responsible Functions

Budget/Finance

Job skills

Cognitive Techniques

Objectives

- * Write a “Thinking Report”
- * Apply the 4 Steps of Cognitive Self-Change

Steps to Change

Step 1

Pay attention to thoughts/feelings.

Step 2

Recognize thought/feelings that risk leading to hurtful/irresponsible behavior.

Step 3

Use new thinking to reduce risk.

Step 4

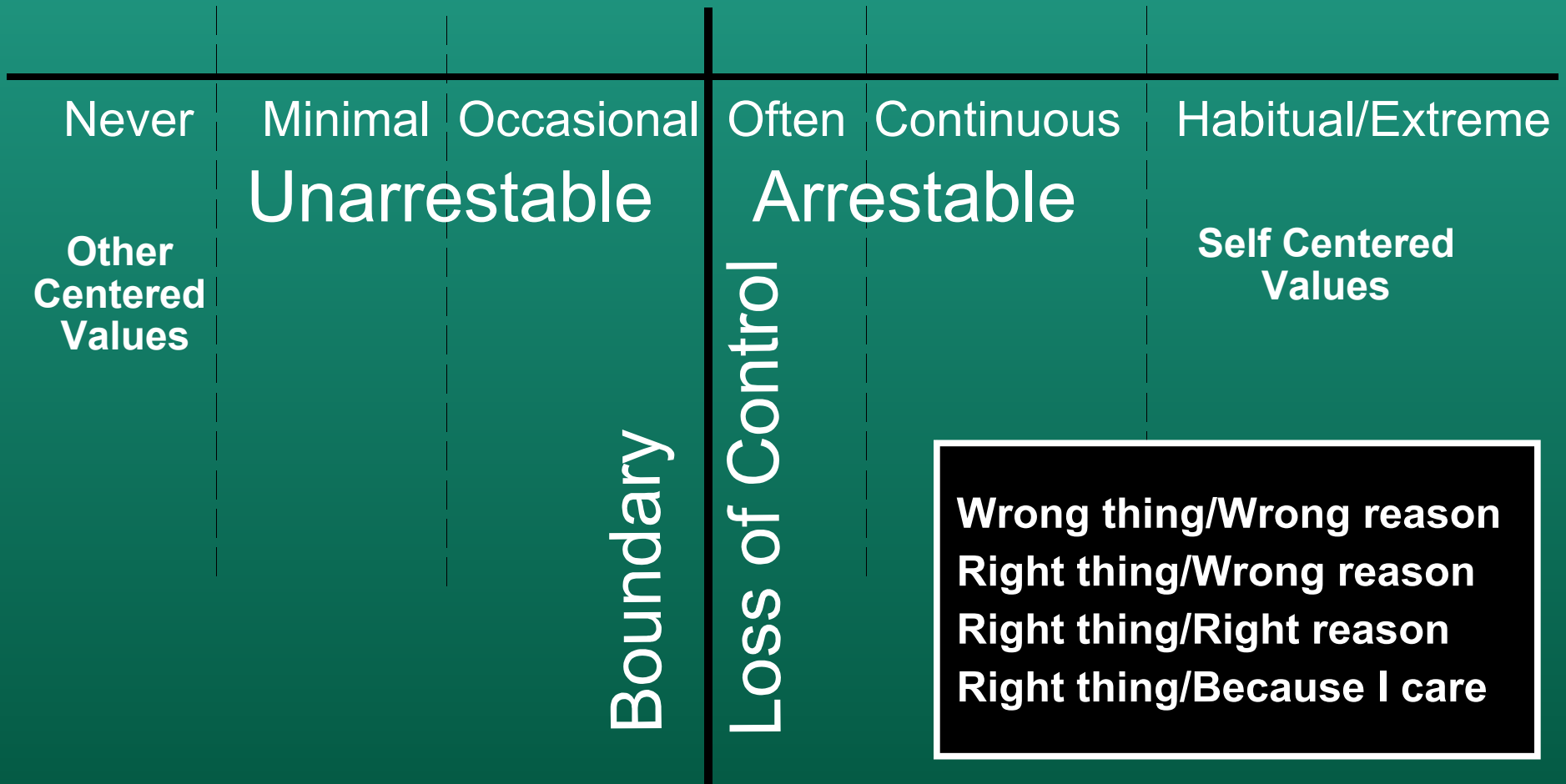
Practice until you get good at it.

Continuum of Criminal Logic

Objectives

- Describe the scope, frequency and context of criminal thinking.
- Explain the concept of “right thing, wrong reason”.

Criminal Continuum



Legal Consequences, Social norms, Ethics, Morals

Cognitive Reflective Communication

Objective

By the end of the session you will be able to:

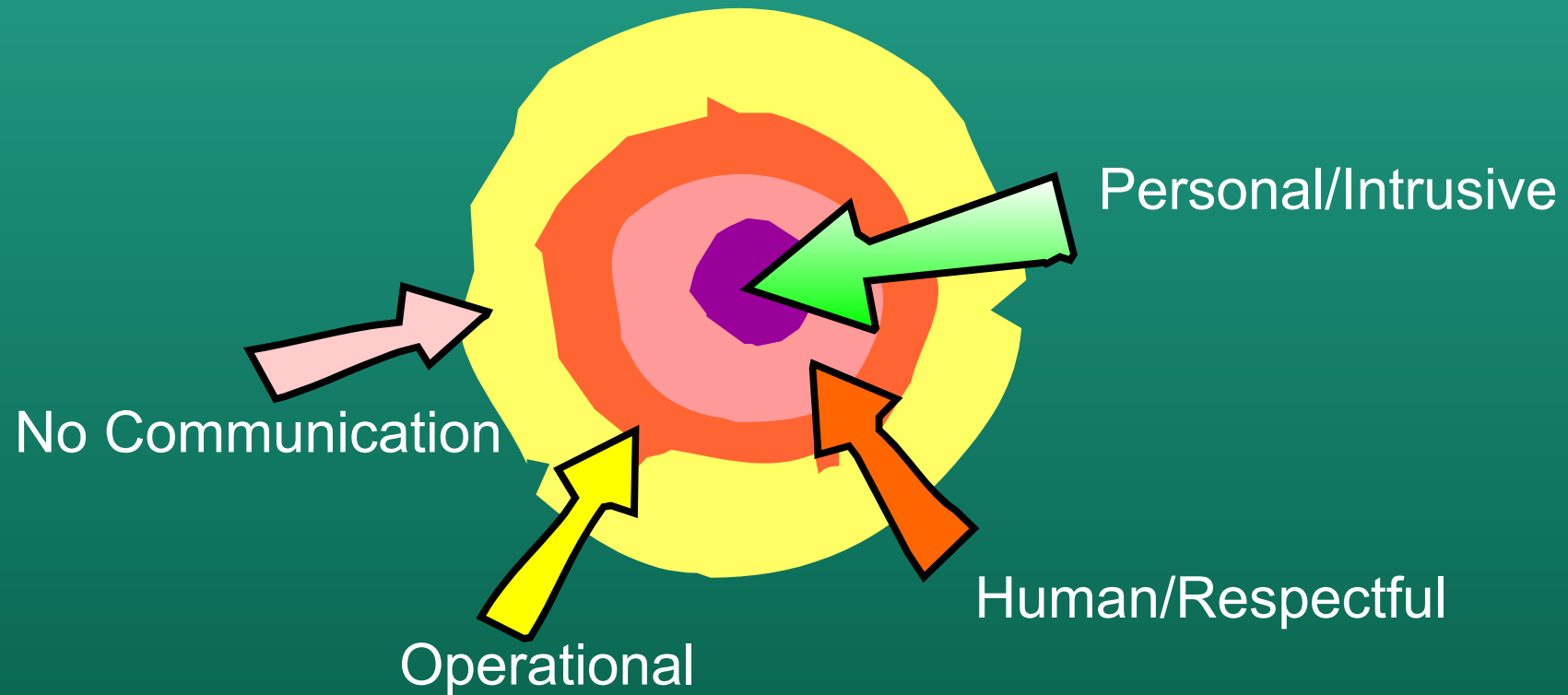
- ❑ Use the five step cognitive reflective communication technique.

Cognitive Reflective Communication

Goals

- * Learn to self-reflect
- * See and own the connection between thoughts, feelings & behavior
- * Develop awareness of internal risk
- * Learn to focus on internal self-responsibility
- * Develop ability to be honest with self

Levels of Human Communication/Interaction



Steps to Change

Step 1

Pay attention to thoughts/feelings.

Step 2

Recognize thought/feelings that risk leading to hurtful/irresponsible behavior.

Step 3

Use new thinking to reduce risk.

Step 4

Practice until you get good at it.

Stages of Cognitive Reflection

Step 1

Observe the behavior.

Step 2

Think about the thinking.

Step 3

Plan approach strategy.

Step 4

Dig at the risk roots.

Step 5

Reflect the connection.

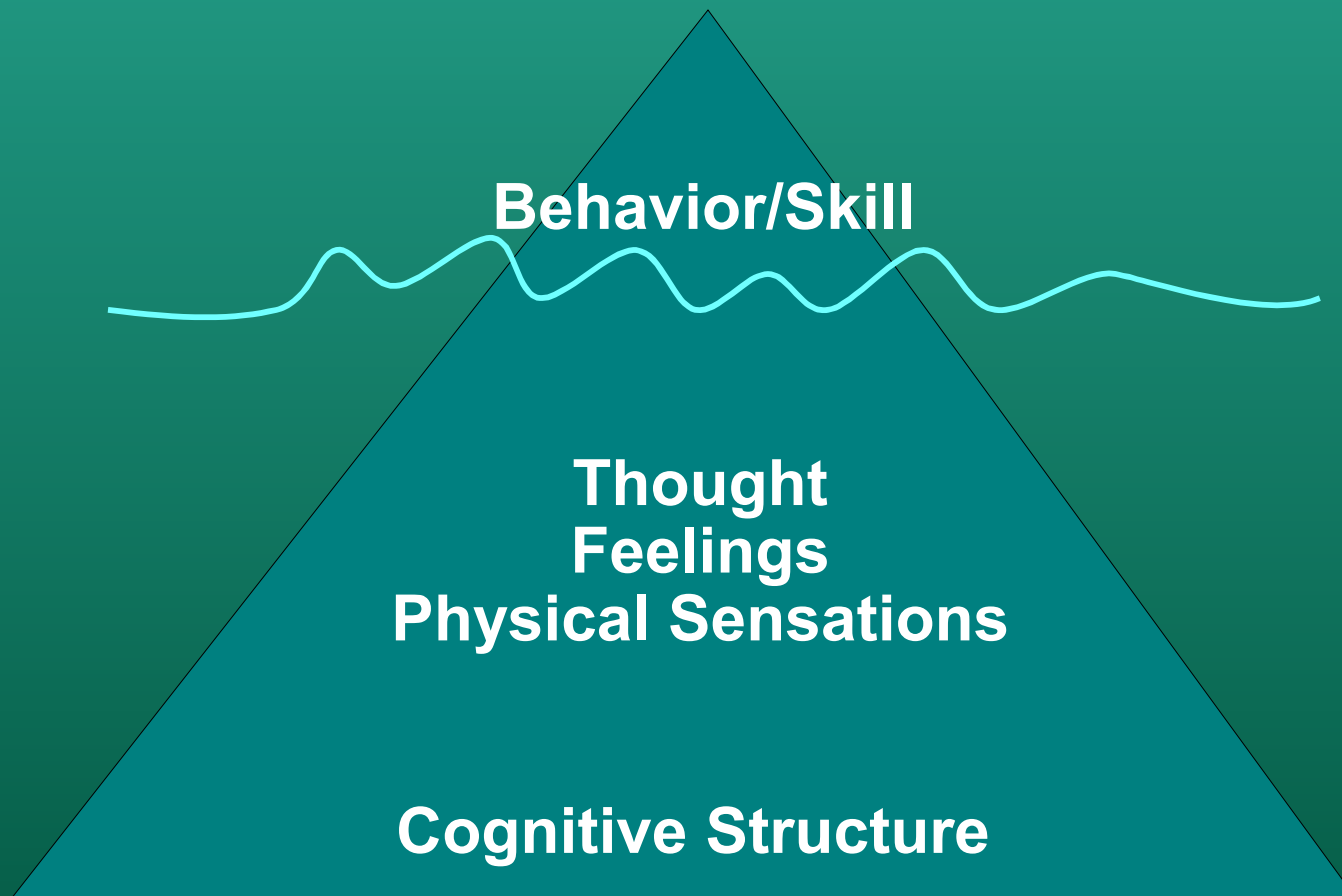
Staff Development & Supervision

Objective

By the end of the session you will be able to:

- ❑ Use cognitive behavioral strategies to improve the job performance of those who work for you.

Staff Development & Supervision



RESPONSIBLE AUTHORITY

Autonomy

- Degree of freedom to use formal authority
- Discretionary force

1. Situation Type

- Risk
- Uncertainty
- Seriousness

External Controls

Degree to which:

- Values of management
- Probability of discipline
- Fear of group rejection
- Organizational support or constrain affect your use of force/author

2. Choices/Options Discretionary Use of Authority or Force

I.D. & Classify Offender Behavior

Understanding & appreciation for criminal logic & behavior & best approaches to address it.

3. Judgement

4. Action Taken

Individual Values

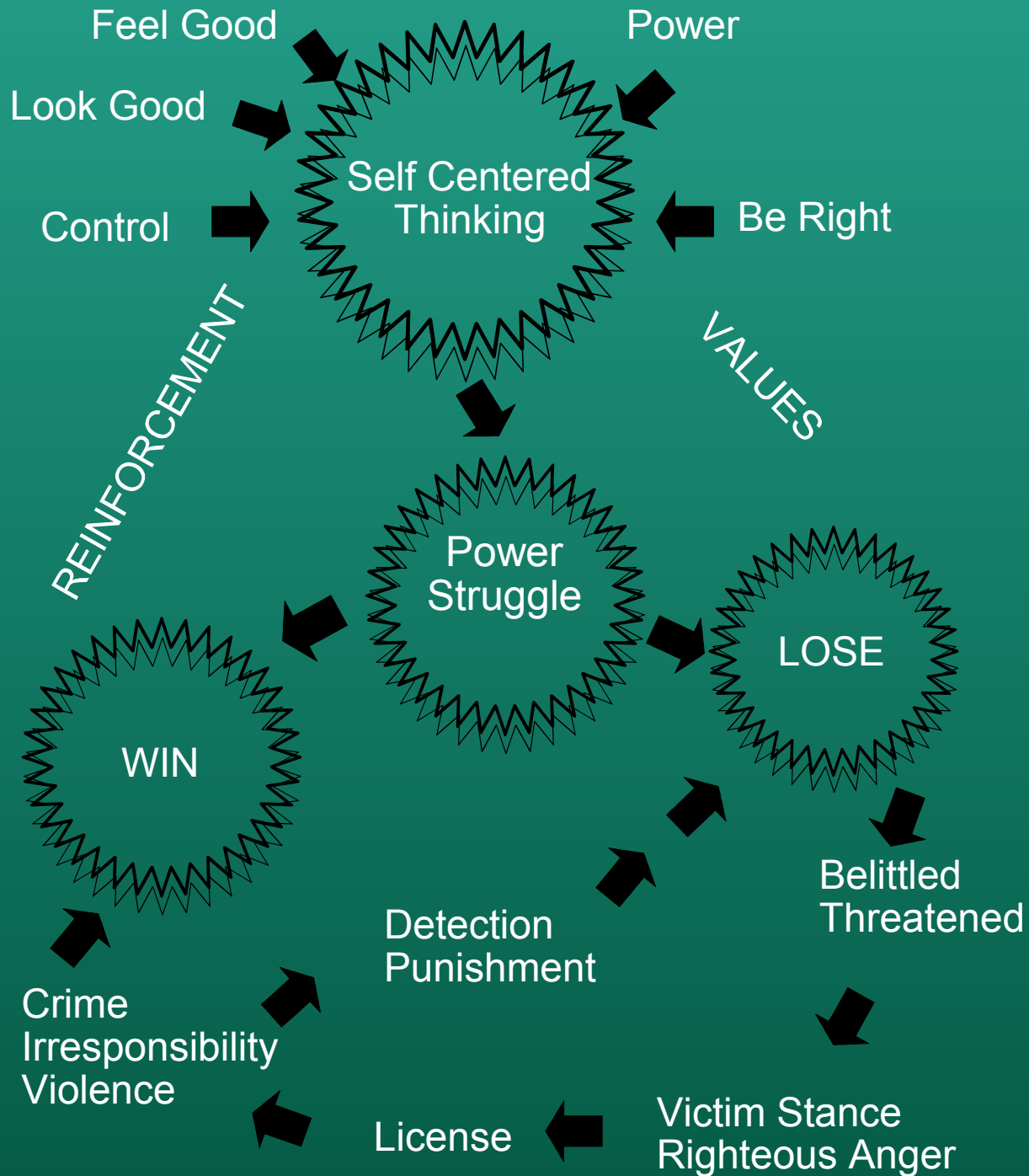
Values, beliefs, attitudes

- Use of force
- Empathy for offender
- Use of risk reduction



Criminal Thinking

Learning The Rewards



SECTION 9

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