Effective Practices in Community Supervision

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A Large Body of Research Has Indicated….

….that 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)
Principles of Effective Intervention

**RISK**

**WHO**
Deliver more intense intervention to higher risk offenders

**NEED**

**WHAT**
Target criminogenic needs to reduce risk for recidivism

**RESPONSIVITY**

**HOW**
Use CBT approaches
Match mode/style of service to offender

**FIDELITY**

**HOW WELL**
Deliver treatment services as designed
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. Including lower risk offenders in higher-end programs may increase their risk and failure rates.
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
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.
Before Assessing Risk of Re-Offending...

High
Supervision/Program Intensity

Moderate
Supervision/Program Intensity

Low
Supervision/Program Intensity

Risk of Re-offending

LOW RISK
10% re-arrested
n = ?

MODERATE RISK
35% re-arrested
n = ?

HIGH RISK
70% re-arrested
n = ?
After Assessing Risk of Re-Offending...

- **High** Supervision/Program Intensity
- **Moderate** Supervision/Program Intensity
- **Low** Supervision/Program Intensity

Risk of Re-offending:
- **LOW RISK** 10% re-arrested
- **MODERATE RISK** 35% re-arrested
- **HIGH RISK** 70% re-arrested
After Applying the Risk Principle...

- **High** Supervision/Program Intensity
- **Moderate** Supervision/Program Intensity
- **Low** Supervision/Program Intensity

Risk of Re-offending:
- **LOW RISK** 10% re-arrested
- **MODERATE RISK** 35% re-arrested
- **HIGH RISK** 70% re-arrested
The Question is: What does more “intensive” treatment mean in practice?

- Most studies show that the longer someone is in treatment the greater the effects, however:
  - Effects tend to diminish if treatment goes too long
  - *Consider the dosage of treatment*…
Dosage study of 689 program participants

<table>
<thead>
<tr>
<th></th>
<th>Moderate</th>
<th>High</th>
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<tbody>
<tr>
<td>0-99 Tx hours</td>
<td>52</td>
<td>0</td>
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<tr>
<td>100-199 Tx hours</td>
<td>45</td>
<td>81</td>
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<tr>
<td>200 + Tx hours</td>
<td>42</td>
<td>57</td>
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Results from 2014 study

• Sample expanded
• Hours examined by increments of 50
• Looked at low/moderate, moderate, and high risk participants
2014 dosage study involving 903 program participants

Provide Most Intensive Interventions to Higher Risk Offenders

• Higher risk offenders will require much higher dosage of treatment
  – Rule of thumb: 100 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
The Need Principle & The 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
Translating the Need Principle into Practice

ASSESS DYNAMIC RISK FACTORS USING STANDARDIZED AND VALIDATED TOOLS

• Focus on criminogenic need factors (dynamic risk factors)

<table>
<thead>
<tr>
<th>Need Area</th>
<th>Target for Change</th>
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<tbody>
<tr>
<td>Antisocial</td>
<td>Build problem-solving, self-control, anger mgt &amp; coping skills within the offender</td>
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</table>
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.
The Specific Responsivity Principle

- Specific responsivity
  - Remove barriers to treatment
  - Match style and mode of service delivery to key participant characteristics
  - Be responsive to temperament, learning style, motivation, gender and culture
The General Responsivity Principle

• General responsivity
  – Cognitive behavioral interventions have been shown to be most effective when trying to change offender behavior
Defining Characteristics of CBT

- Scientific
- Active
- Present-focused
- Based on theories of learning
- Individualized
- Brief
- Step-wise progression
- Treatment packages
Use Core Correctional Practices

• Core correctional practices were first introduced in the 1980s as a way to increase the therapeutic potential of rehabilitation programs


• These are concrete practices that correctional staff can use with offenders to be more effective at changing behavior and reducing recidivism

• Over 700 evaluations show that programs that incorporate these practices with an RNR model have been associated with better treatment effects compared to programs that don’t

Core Correctional Practices

1. Effective Reinforcement
2. Effective Disapproval
3. Effective Use of Authority
4. Quality Interpersonal Relationships
5. Cognitive Restructuring
6. Anti-criminal Modeling
7. Structured Learning/Skill Building
8. Problem Solving Techniques
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
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
The Fidelity Principle

- Ensure staff have training and coaching around the model and specific skills

- Make sure barriers are addressed, but criminogenic needs are targeted

- Monitor delivery of model & skills and provide feedback

- Reassess offenders in meeting target behaviors
Fidelity: Translating Risk, Need, and Responsivity into Practice

ASSESS RISK, NEED, AND RESPONSIVIT Y FACTORS USING STANDARDIZED AND VALIDATED TOOLS

• 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
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
EPICS Model

PURPOSE

• This model strives to fully utilize the time that officers spend with offenders and ensure offenders receive a consistent message throughout the continuum of correctional services

• The EPICS model is not intended to replace more intense cognitive-behavioral treatments that address specific criminogenic needs
Rationale for EPICS Training

1. Adhere to the principles of effective Intervention:
   • Target moderate and high risk offenders
   • Target criminogenic needs
   • Use cognitive behavioral interventions

2. Use core correctional practices:
   • Quality collaborative relationship
   • Reinforcement, Disapproval, Use of Authority
   • Cognitive restructuring
   • Structured skill building
   • Problem solving skills
EPICS Model

INDIVIDUAL SESSION OVERVIEW

Each contact session should be structured in the following way:

CHECK-IN  →  REVIEW  →  INTERVENTION  →  HOMEWORK
Rationale for EPICS

Preliminary Data from Canada:

• Trained officers had 12% higher retention rates in comparison with untrained officers at six months.

• Also found reductions in recidivism
Two year Recidivism Results from Canadian Study

Findings from Federal Probation Sample

EPICS

- 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
EPICS Model

CHECK-IN

• Check-in is an opportunity to:
  – Promote a collaborative relationship with offender
  – Assess for crises/acute needs
  – Assess for compliance with conditions
EPICS Model

REVIEW

• Review is an opportunity to:
  – Set or review goals with the offender
  – Discuss community agency referrals
  – Enhance learning by reviewing previous interventions
  – Review previous homework assignment
EPICS Model

INTERVENTION

• Intervention is an opportunity to:
  – Target criminogenic needs using structured cognitive-behavioral techniques:
    • Behavior Chain
    • Cognitive Restructuring
    • Cost-Benefit Analysis
    • Skill Building
    • Problem Solving
    • Graduated Practice
  – Target specific responsivity issues
Cost-Benefit Analysis

Behavior: Risky

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<th>Consequences</th>
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<th>Short-term</th>
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<th>Long-term</th>
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Cost-Benefit Analysis

Behavior: **Alternative prosocial**

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Old friend approaches me and asks me to get high

“Smoking sounds really good right now”

“I miss getting high”

“It’s only one time”

“I wanna have a good time with my friend”

Get high with friend

Eager

Anxious

Get high

Have fun with friend

Relapse

Disappoint

Family

Jail

Violation
Old friend approaches me and asks me to get high.

"I'm going to get caught if I smoke."

"I don't want to lose everything I've worked so hard for."

"It's really not worth it."

Tell friend no and go home.

Confident
Resolute

Stay sober
No problem with supervision
Feel proud/gain confidence

Old friend gets mad
Don't get relief from getting high.
Structured skill building

1. Introduce the skill
2. Obtain participant buy-in
3. Teach the skill following the concrete steps
4. Model the skill
5. Program participant practices the skill
6. Provide feedback to the client
Problem solving steps

Before starting, take a minute to calm down and take some deep breaths. Then…

1. Identify the problem and goal
2. Brainstorm options and choose the best one
3. Plan and try your solution
EPICS Model

HOMEWORK

• Homework is an opportunity to:
  – Generalize learning to new situations
  – Assign appropriate homework
    • Assign homework directly related to the intervention
    • Give offender clear expectations
    • Encourage offender to use interventions on risky situations
EPICS Model

SKILL DEMONSTRATION

Please watch the following demonstration of the EPICS model being used by a community supervision officer.
EPICS Core Skills

Throughout Model

• Relationship skills:
  – Active listening
  – Giving feedback

• Behavioral modification skills:
  – Reinforcement
  – Disapproval
  – Use of authority

Interventions

• Motivational skills:
  – Cost-benefit analysis

• Cognitive behavioral skills:
  – Cognitive restructuring
  – Prosocial modeling
  – Structured skill building
  – Problem solving
EPICS Training and Coaching Process

• EPICS is a three-day training for officers and supervisors on RNR, core correctional practices, and the session components

• In order to ensure adherence to the model and to train the supervisors as coaches, monthly coaching sessions are included as part of the training
EPICS Coaching Process

• Written individual feedback is provided on use of the model
• Group feedback is provided on use of the model
• Skills are reviewed, modeled, and practiced
• Support is provided to supervisors regarding implementation and on-going coaching
**EPICS and EBP**

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<th>FIDELITY</th>
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<tr>
<td>WHO</td>
<td>WHAT</td>
<td>HOW</td>
<td>HOW WELL</td>
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<tr>
<td>EPICS with Moderate and High Risk Client</td>
<td>Target a criminogenic need during an EPICS session</td>
<td>Use EPICS interventions Keep in mind Specific Responsivity</td>
<td>EPICS Coaching</td>
</tr>
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Rationale for EPICS Training

Trained staff were more likely to spend time discussing criminogenic needs

% of audiotapes

[Bar chart showing percentage of audiotapes for trained and untrained staff across sessions and total]
Rationale for EPICS Training

Trained staff were more likely to make effective use of social reinforcement

% of audiotapes
Rationale for EPICS Training

Trained staff were far more likely to identify antisocial thinking

% of audiotapes
Rationale for EPICS Training

Staff trained in EPICS outperformed untrained staff in the use of core correctional practices during contact sessions.

Latessa et al. (2013)
Recidivism Results from Ohio Study looking at Fidelity and High Risk Offenders

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

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Thank You

Questions and Answers

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