What Works and What Doesn't in Reducing Recidivism: Understanding the Principle of Effective Interventions

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Evidence Based – What does it mean?

There are different forms of evidence:

- The lowest form is anecdotal evidence; stories, opinions, testimonials, case studies, etc - but it often makes us feel good

- The highest form is empirical evidence – research, data, results from controlled studies, etc. - but sometimes it doesn't make us feel good

Evidence Based Practice is:

1. Easier to think of as Evidence Based Decision Making

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

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

Evidence-Based Decision Making Requires

1. Assessment information
   - Valid and reliable offenders 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

What does the Research tell us?
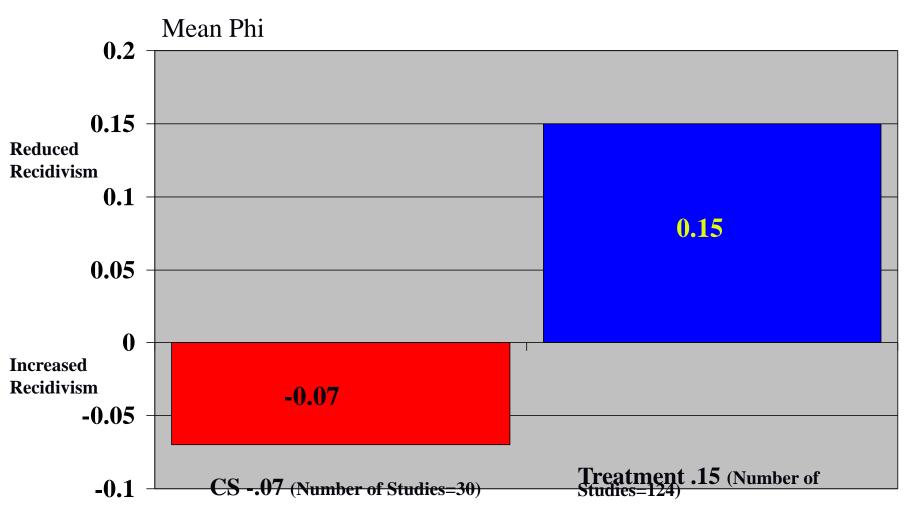
There is often a **Misapplication of Research: "XXX Study Says"**

- 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**

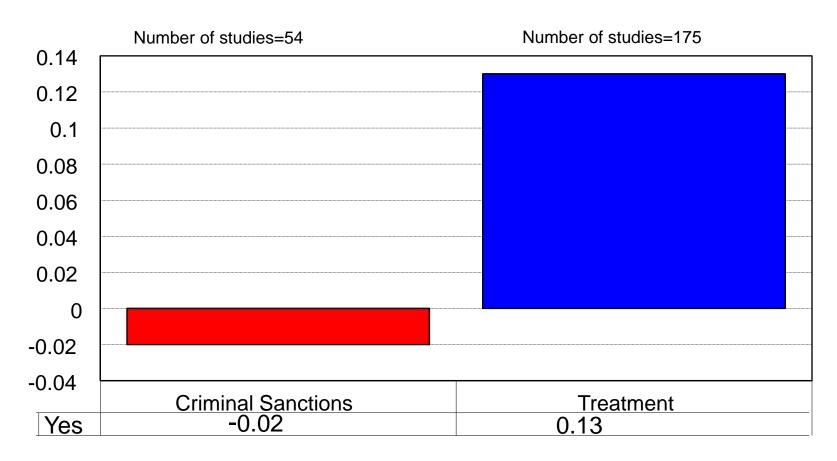- **So, what does the body of knowledge about correctional interventions tell us?**

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

0.2
0.15
0.1
0.05
0
-0.05
-0.1

0.15

-0.07

CS -.07 (Number of Studies=30)

Treatment .15 (Number of Studies=124)

Criminal Sanctions vs. Treatment for Youthful Offenders

Number of studies=54   Number of studies=175

	Criminal Sanctions	Treatment
Yes	-0.02	0.13

Source: Dowden and Andrews (1999), What Works in Young Offender Treatment: A Meta Analysis. Forum on Correctional Research.

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

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)

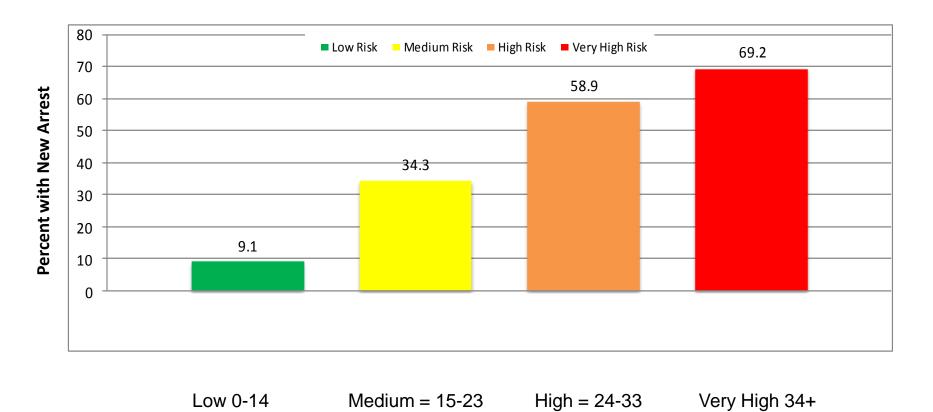 - Treatment (How)

  - Program Integrity (How Well)

Let's Start with the Risk Principle

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

Risk Principle

As a general rule treatment effects are stronger if we target higher risk offenders, and harm can be done to low risk offenders

Risk Level by Recidivism for the Community Supervision Sample

There are Three Elements to the Risk Principle

1. Target those offenders with higher probability of recidivism

2. Provide most intensive treatment to higher risk offenders

3. Intensive treatment for lower risk offender can increase recidivism

#1: Targeting Higher Risk Offenders

- It is important to understand that even with EBP there will be failures.

- Even if you reduce recidivism rates you will still have high percentage of failures

Example of Targeting Higher Risk Offenders

- If you have 100 High risk offenders about 60% will fail

- If you put them in well designed EBP for sufficient duration you may reduce failure rate to 40%

- If you have 100 low risk offenders about 10% will fail

- If you put them in same program failure rate will be 20%

Targeting Higher Risk Offenders continued:

- In the end, who had the lower recidivism rate?

- Mistake we make is comparing high risk to low risk rather than look for treatment effects

#2: Provide Most Intensive Interventions to Higher Risk Offenders

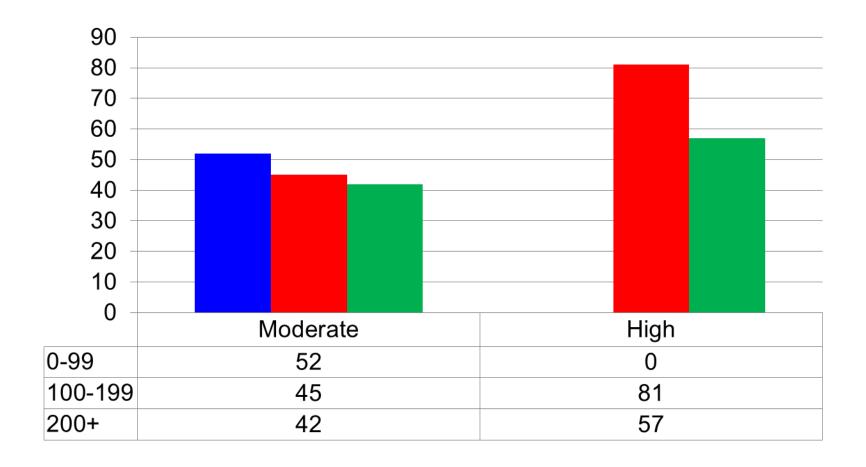# The question is: What does more "intensive" treatment mean in practice?

- Most studies show that the longer someone is in treatment the great the effects, however:

- Effects tend to diminish if treatment goes too long

Results from a 2010 Study (Latessa, Sperber, and Makarios) 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

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)*.
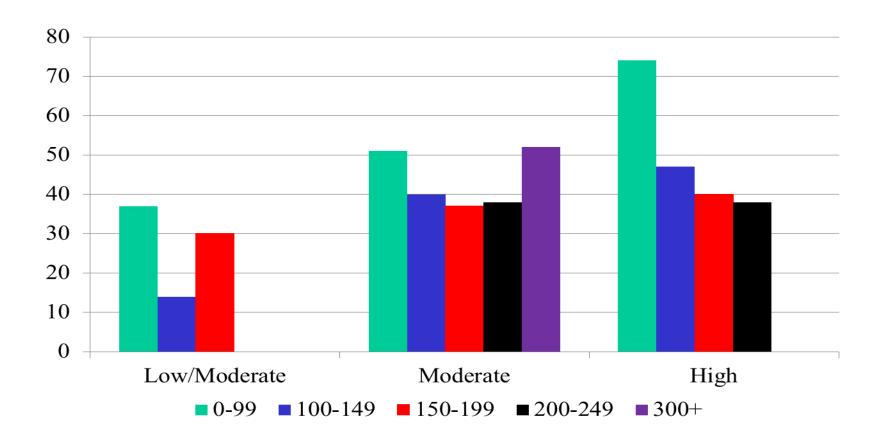
Results from 2014 Study

- We expanded sample

- Hours examined by increments of 50

- Looked at low/moderate, moderate, and high

2014 Dosage Study involving 903 offenders

Makarios, Sperber, & Latessa (2014). Treatment Dosage and the Risk Principle: A Refinement and Extension. *Journal of Offender Rehabilitation.   53:334-350*.

Provide Most Intensive Interventions to Higher Risk Offenders

- Higher risk offenders will require much higher dosage of treatment
  - Rule of thumb: 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
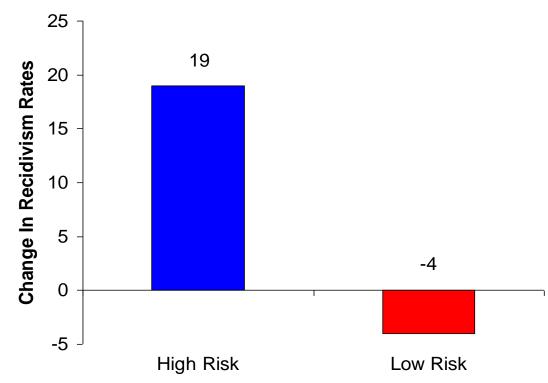
#3: Intensive Treatment for Low Risk Offenders will Often Increase Failure Rates

- Low risk offenders will learn anti social behavior from higher risk

- Disrupts pro-social networks

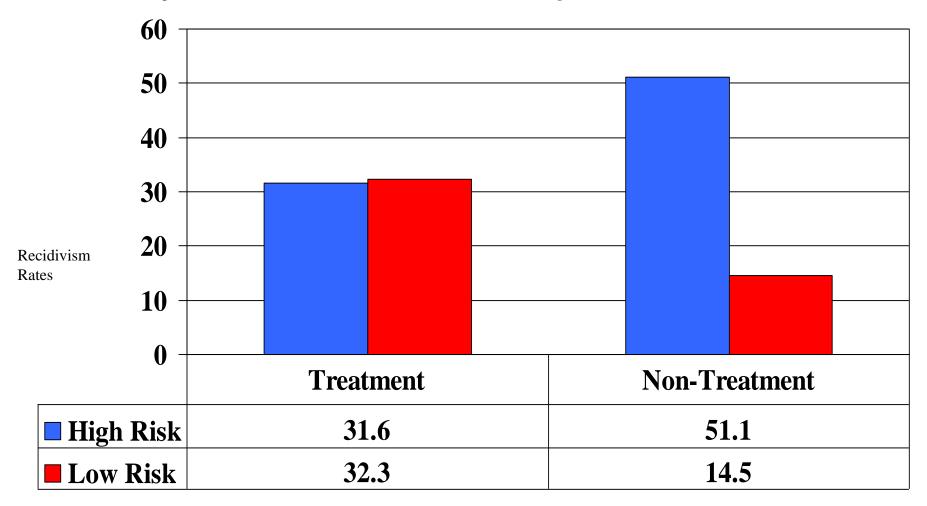- Increased reporting/surveillance leads to more violations/revocations

The Risk Principle & Correctional Intervention Results from Meta Analysis
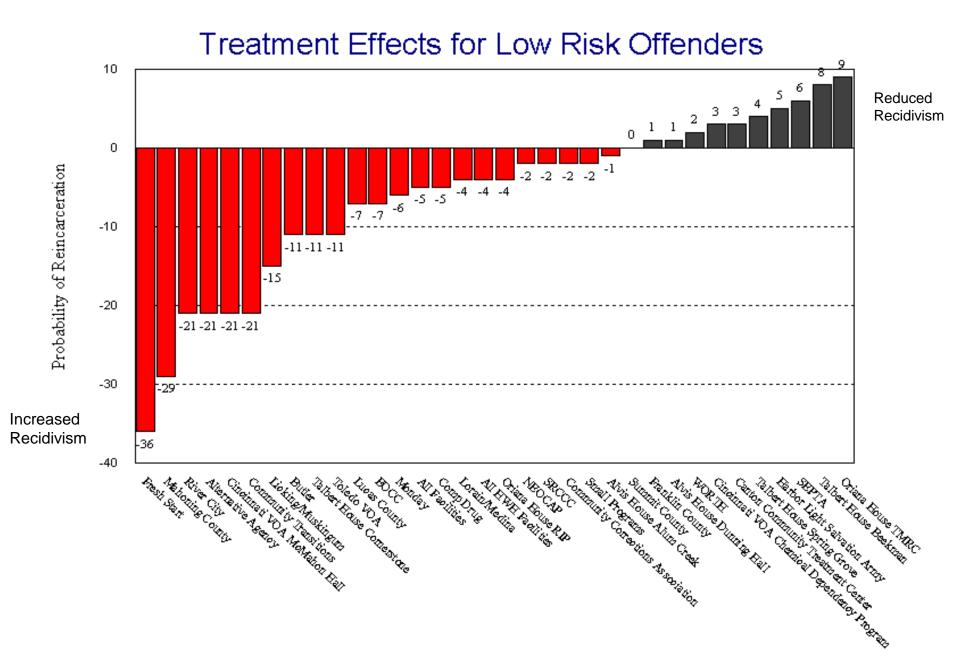

Dowden & Andrews, 1999

Study of Intensive Rehabilitation Supervision in Canada

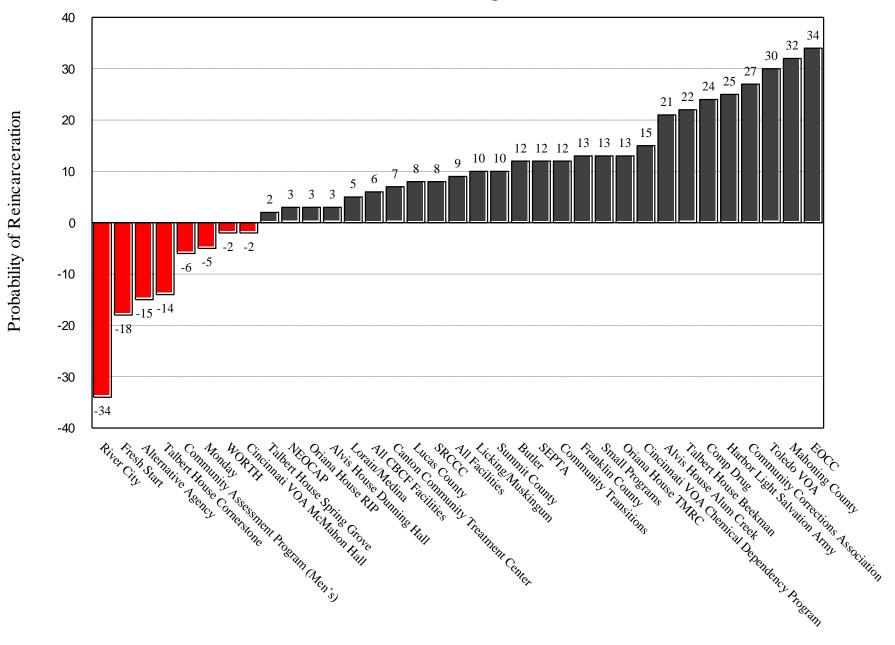|	Treatment	Non-Treatment
■ High Risk	31.6	51.1
■ Low Risk	32.3	14.5

Recidivism Rates

Bonta, J et al., 2000. A Quasi-Experimental Evaluation of an Intensive Rehabilitation Supervision Program., Vol. 27 No 3:312-329. *Criminal Justice and Behavior*

2002 STUDY OF COMMUNITY CORRECTIONAL PROGRAMS IN OHIO

- **Largest study of community based correctional treatment facilities ever done up to that time.**

- **Total of 13,221 offenders – 37 Halfway Houses and 15 Community Based Correctional Facilities (CBCFs) were included in the study.**

- **Two-year follow-up conducted on all offenders**

- **Recidivism measures included new arrests & incarceration in a state penal institution**
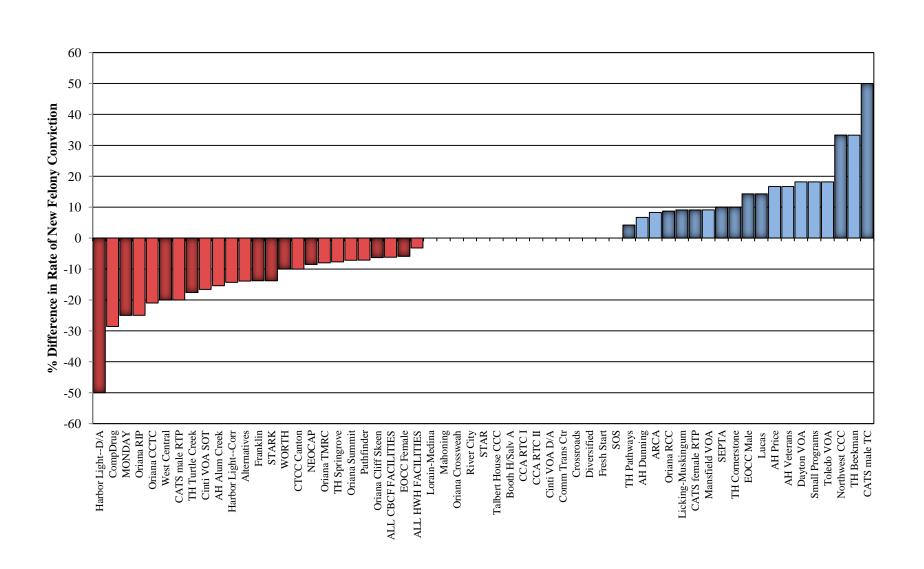
Treatment Effects for Low Risk Offenders

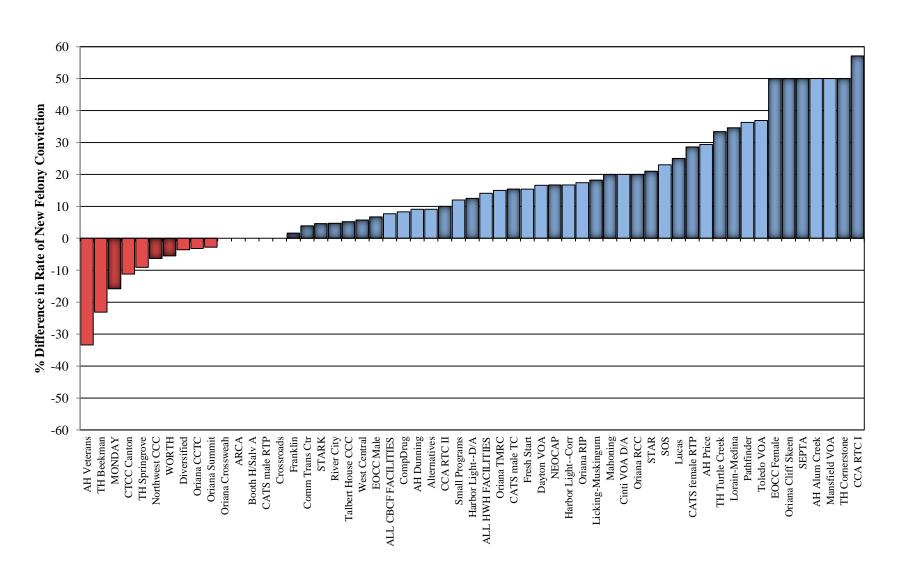Treatment Effects For High Risk Offenders

2010 STUDY OF COMMUNITY CORRECTIONAL 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**

Treatment Effects for Low Risk

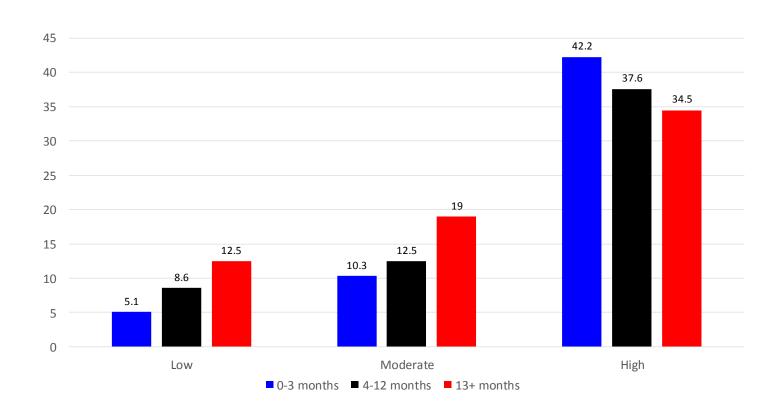Treatment Effects for High Risk

Risk Level by New Commitment or New Adjudication: Results from 20013 Ohio Study of over 10,000 Youth

Legend: Community (blue), Residential (black), Institution (red)

Low: Community 7, Residential 20, Institution 24
Moderate: Community 14, Residential 37, Institution 43
High: Community 37, Residential 57, Institution 59

Recidivism Rates by Total Months in Programs

Findings from Ohio Study

- Recidivism rates for low risk youth served in the community were 2 to 4 times lower than those served in Residential or Institutional facilities

- We also found that placing low risk youth in Substance Abuse programs significantly increased their recidivism rates.

- High risk youth were more successful when they received a higher dosage of treatment (programming for 13 months or more).

- Lower and moderate risk youth did better with lower dosage programs.

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?

Major Set of Risk/Need Factors

1. **Antisocial/procriminal attitudes, values, beliefs and cognitive-emotional states**

Cognitive Emotional States

- Rage
- Anger
- Defiance
- Criminal Identity

Identifying Procriminal Attitudes, Values & Beliefs

Procriminal sentiments are what people think, not how people think; they comprise the content of thought, not the skills of thinking.

What to listen for:

- **Negative expression about the law**

- **Negative expression about conventional institutions, values, rules, & procedures; including authority**

- **Negative expressions about self-management of behavior; including problem solving ability**

- **Negative attitudes toward self and one's ability to achieve through conventional means**

- **Lack of empathy and sensitivity toward others**

Neutralization & Minimizations

Offenders often neutralize their behavior. Neutralizations are a set of verbalizations which function to say that in particular situations, it is "OK" to violate the law

Neutralization Techniques include:

- **Denial of Responsibility:** Criminal acts are due to factors beyond the control of the individual, thus, the individual is guilt free to act.

- **Denial of Injury:** Admits responsibility for the act, but minimizes the extent of harm or denies any harm

- **Denial of the Victim:** Reverses the role of offender & victim & blames the victim

- **"System Bashing":** Those who disapprove of the offender's acts are defined as immoral, hypocritical, or criminal themselves.

- **Appeal to Higher Loyalties:** "Live by a different code" – the demands of larger society are sacrificed for the demands of more immediate loyalties.

(Sykes and Maltz, 1957)

Major set Risk/needs continued:

2. Procriminal associates and isolation from prosocial others

Reducing Negative Peer Associations

- ✓ **Restrict associates**
- ✓ **Set and enforce curfews**
- ✓ **Ban hangouts, etc.**
- ✓ **Teach offender to recognize & avoid negative influences (people, places, things)**
- ✓ **Practice new skills (like being assertive instead of passive)**
- ✓ **Teach how to maintain relationships w/o getting into trouble**
- ✓ **Identify or develop positive associations: mentors, family, friends, teachers, employer, etc.**
- ✓ **Train family and friends to assist offender**
- ✓ **Set goal of one new friend (positive association) per month**
- ✓ **Develop sober/prosocial leisure activities**

Major set Risk/Needs continued:

3. Temperamental & anti social personality pattern conducive to criminal activity including:

- Weak Socialization
- Impulsivity
- Adventurous
- Pleasure seeking
- Restless Aggressive
- Egocentrism
- Below Average Verbal intelligence
- A Taste For Risk
- Weak Problem-Solving/lack of Coping & Self-Regulation Skills

Major set of Risk/Need factors continued:

4. A history of antisocial behavior:

- Evident from a young age
- In a variety of settings
- Involving a number and variety of different acts

Major set of Risk/Needs Continued:

5. Family 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

– Out right neglect and abuse

Major set of Risk/Needs continued:

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

Leisure and/or recreation

7. **Low levels of involvement in prosocial leisure activities**

    - Allows for interaction with antisocial peers
    - Allows for offenders to have idle time
    - Offenders replace prosocial behavior with antisocial behavior

Substance Abuse

8. Abuse of alcohol and/or drugs

- It is illegal itself (drugs)
- Engages with antisocial others
- Impacts social skills

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
History of Antisocial Behavior	Early & continued involvement in a number antisocial acts	Build noncriminal alternative behaviors in risky situations
Antisocial personality	Adventurous, pleasure seeking, weak self control, restlessly aggressive	Build problem-solving, self-management, anger mgt & coping skills
Antisocial cognition	Attitudes, values, beliefs & rationalizations supportive of crime, cognitive emotional states of anger, resentment, & defiance	Reduce antisocial cognition, recognize risky thinking & feelings, build up alternative less risky thinking & feelings Adopt a reform and/or anticriminal identity
Antisocial associates	Close association with criminals & relative isolation from prosocial people	Reduce association w/ criminals, enhance association w/ prosocial people

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
Family and/or marital	Two key elements are nurturance and/or caring better monitoring and/or supervision	Reduce conflict, build positive relationships, communication, enhance monitoring & supervision
School and/or work	Low levels of performance & satisfaction	Enhance performance, rewards, & satisfaction
Leisure and/or recreation	Low levels of involvement & satisfaction in anti-criminal leisure activities	Enhance involvement & satisfaction in prosocial activities
Substance Abuse	Abuse of alcohol and/or drugs	Reduce SA, reduce the personal & interpersonal supports for SA behavior, enhance alternatives to SA

Study by Bucklen and Zajac of parole violators in Pennsylvania found a number of criminogenic factors related to failure*

Bucklen, B., & Zajac, G. (2009). But some of them don't come back (to prison!): Resource deprivation and thinking errors as determinants of parole success and failure. *The Prison Journal.* 89: 239–264.

Pennsylvania Parole Study
Social Network and Living Arrangements
Violators Were:

- More likely to hang around with individuals with criminal backgrounds

- Less likely to live with a spouse

- Less likely to be in a stable supportive relationship

- Less likely to identify someone in their life who served in a mentoring capacity

Pennsylvania Parole Study
Employment & Financial Situation
Violators were:

- Less likely to have job stability

- Less likely to be satisfied with employment

- Less likely to take low end jobs and work up

- More likely to have negative attitudes toward employment & unrealistic job expectations

- Less likely to have a bank account

- More likely to report that they were "barely making it" (yet success group reported over double median debt)

Pennsylvania Parole Study
Alcohol or Drug Use
Violators were:

- More likely to report use of alcohol or drugs while on parole (but no difference in prior assessment of dependency problem)

- Poor management of stress was a primary contributing factor to relapse

Pennsylvania Parole Study
Life on Parole - Violators were:

- Had poor problem solving or coping skills
- Did not anticipate long term consequences of behavior
- Failed to utilize resources to help themselves
- Acted impulsively to immediate situations
- Felt they were not in control
- More likely to maintain anti-social attitudes
- Viewed violations as an acceptable option to situation
- Maintained general lack of empathy
- Shifted blame or denied responsibility
- Had unrealistic expectations about what life would be like outside of prison

Pennsylvania Parole Violator Study:

- Successes and failures did not differ in difficulty in finding a place to live after release

- Successes & failures equally likely to report eventually obtaining a job

Need Principle

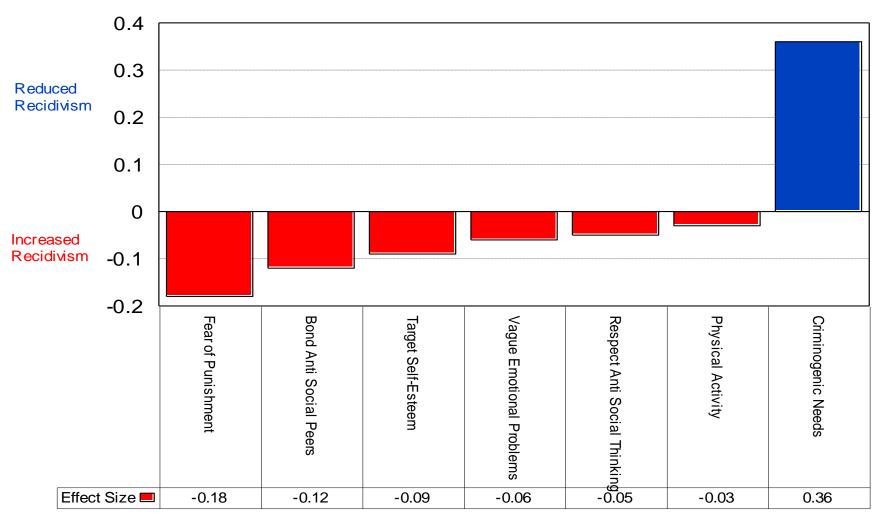**By assessing and targeting criminogenic needs for change, agencies can reduce the probability of recidivism**

Criminogenic

- Anti social attitudes
- Anti social friends
- Substance abuse
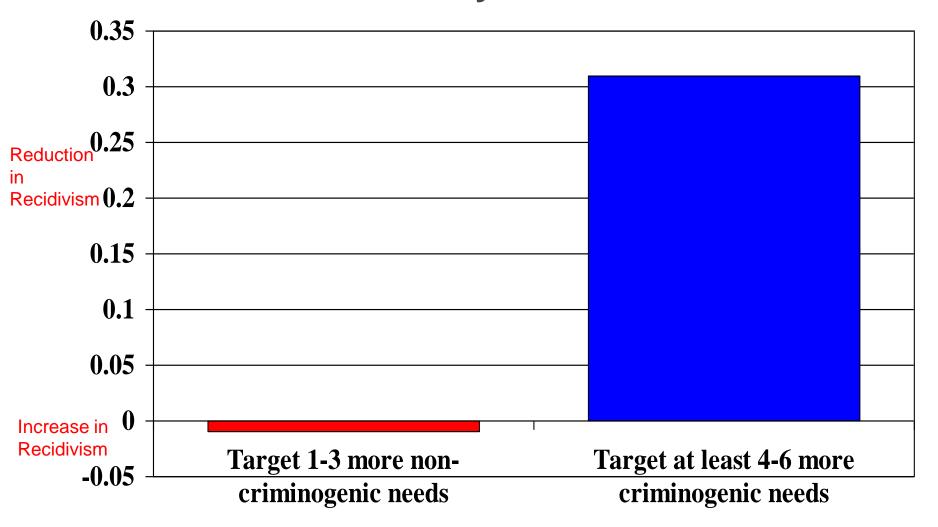- Lack of empathy
- Impulsive behavior

Non-Criminogenic

- Anxiety
- Low self esteem
- Creative abilities
- Medical needs
- Physical conditioning

Needs Targeted & Correlation with Effect Size for Youthful Offenders

Effect Size	Fear of Punishment	Bond Anti Social Peers	Target Self-Esteem	Vague Emotional Problems	Respect Anti Social Thinking	Physical Activity	Criminogenic Needs
	-0.18	-0.12	-0.09	-0.06	-0.05	-0.03	0.36

Source: Dowden and Andrews, (1999). What Works in Young Offender Treatment: A Meta Analysis. Forum on Correctional Research. Correctional Services of Canada

Targeting Criminogenic Need: Results from Meta-Analyses

Source: Gendreau, P., French, S.A., and A.Taylor (2002). What Works (What Doesn't Work) Revised 2002. Invited Submission to the International Community Corrections Association Monograph Series Project

Criminal Thinking and Mental Illness*

Morgan, Fisher, Duan, Mandracchia, and Murray (2010) studied 414 adult offenders with mental illness (265 males, 149 females) and found:

- 66% had belief systems supportive of criminal life style (based on Psychological Inventory of Criminal Thinking Scale (PICTS)

- When compare to other offender samples, male offenders with MI scored similar or higher than non-mentally disordered offenders.

- On Criminal Sentiments Scale-Revised, 85% of men and 72% of women with MI had antisocial attitudes, values and beliefs – which was higher than incarcerated sample without MI.

See: Prevalence of Criminal Thinking among State Prison Inmates with Serious Mental Illness. *Law and Human Behavior* 34:324-336, and Center for Behavioral Health Services Criminal Justice Research Policy Brief, April 2010. Rutgers University.

Conclusion

- Criminal Thinking styles differentiate people who commit crimes from those who do not independent of mental illness

- Incarcerated persons with mental illness are often mentally ill *and* criminal

- Needs to be treated as co-occurring problems

Assessment is the engine that drives effective correctional programs

- Need to meet the risk and need principle

- Reduces bias

- Aids decision making

- Allows you to target dynamic risk factors and measure change

- Best risk assessment method is the actuarial (statistical) approach

To Understand Assessment it is Important to Understand Types of Risk Factors

Dynamic and Static Factors

- Static Factors are those factors that are related to risk and do not change. Some examples might be number of prior offenses, whether an offender has ever had a drug/alcohol problem.

- Dynamic factors relate to risk and *can change*. Some examples are whether an offender is currently unemployed or currently has a drug/alcohol problem.

According to the American Heart Association, there are a number of risk factors that increase your chances of a first heart attack

- ✓ Family history of heart attacks

- ✓ Gender (males)

- ✓ Age (over 50)

- ✓ Inactive lifestyle

- ✓ Over weight

- ✓ High blood pressure

- ✓ Smoking

- ✓ High Cholesterol level

There are two types of dynamic risk factors

- Acute – Can change quickly

- Stable – Take longer to change

The Treatment (Responsivity) Principle

- General
  - Most offenders respond to programs that are based on *cognitive behavioral/social learning* theories

- Specific
  - Offenders learn differently and have certain barriers that should be addressed so that they are more likely to succeed in programs

Specific Responsivity

What gets in the way of offenders benefiting from treatment?

- – Must take individual learning styles into account

- – Must consider possible barriers to interventions

- – Assessment and addressing responsivity factors can be important to maximize benefits of treatment

Responsivity areas to assess can include:

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

Prioritizing Interventions: What to Change and Why

- Criminogenic targets – reduce risk for recidivism

- Non-criminogenic targets (such as responsivity) – may reduce barriers but NOT risk
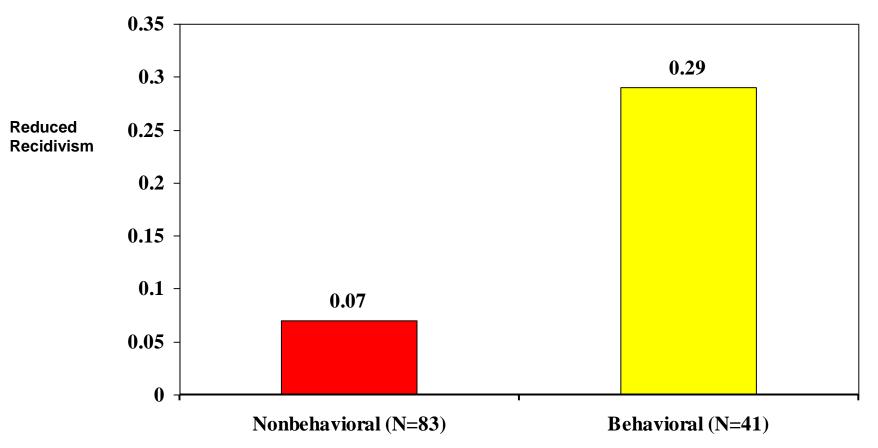
Treatment Principle
(General Responsivity)

The most effective interventions are behavioral:

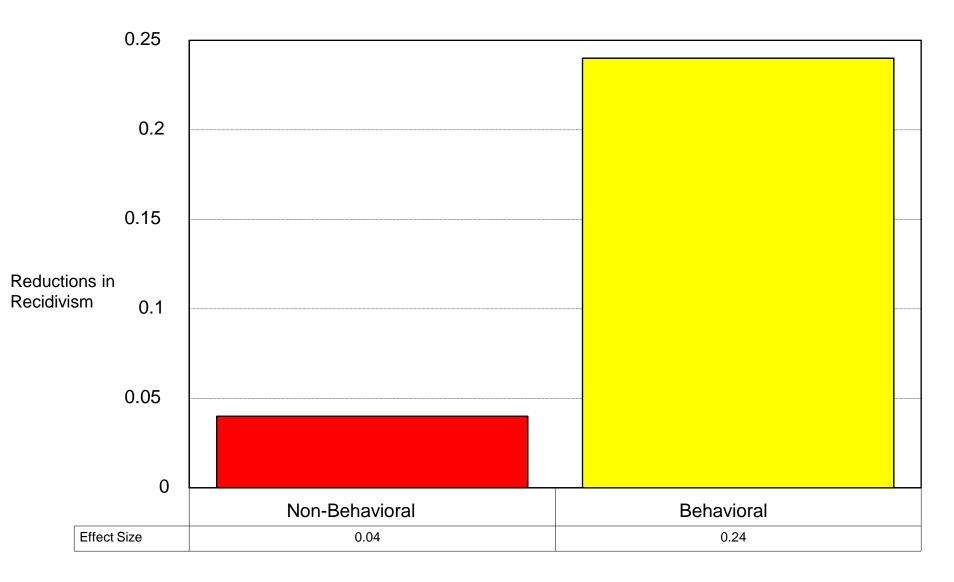- Focus on current factors that influence behavior

- Action oriented

- Staff follow "core correctional practices"

Results from Meta Analysis: Behavioral vs. NonBehavioral

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.

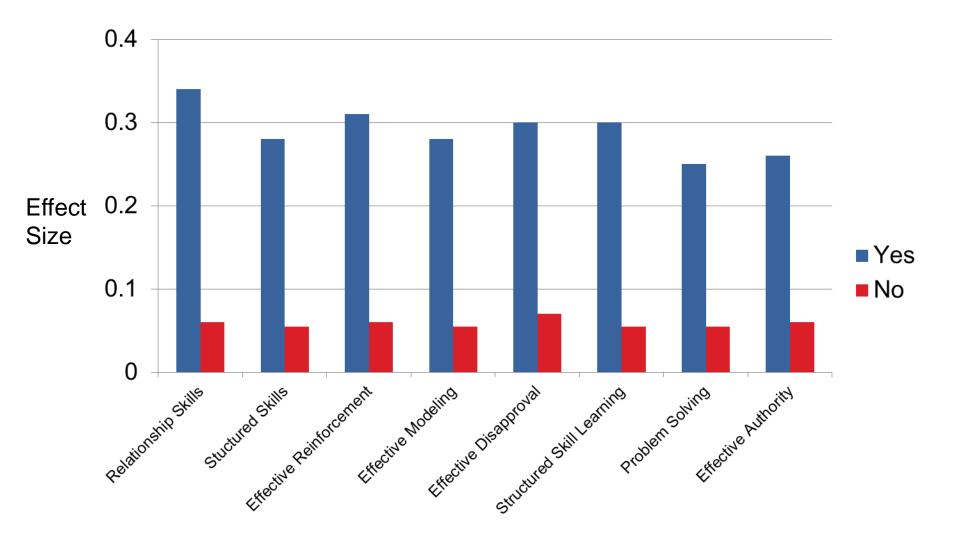# Type of Treatment and Effect Sizes for Youthful Offenders

	Non-Behavioral	Behavioral
Effect Size	0.04	0.24

Reductions in Recidivism
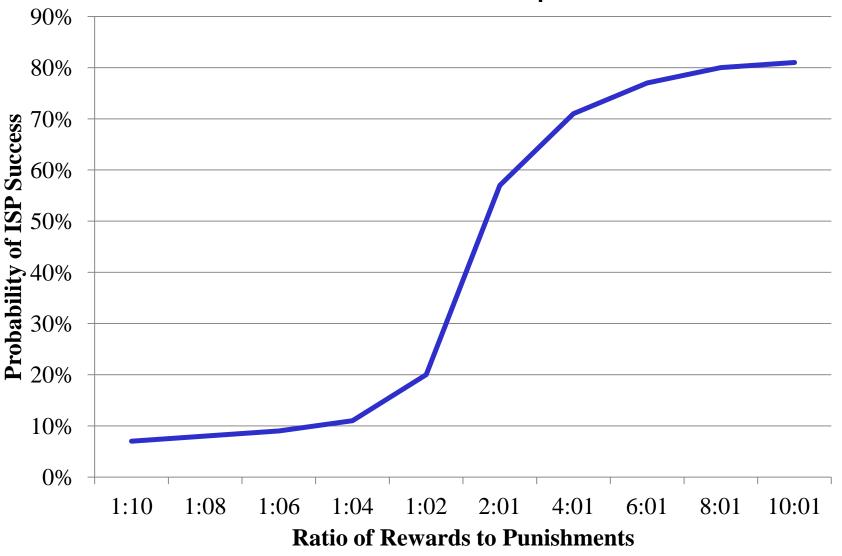
Core Correctional Practices

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

Core Correctional Practices and Recidivism

Gendreau (2003). Invited Address. APA Annual Conference. Toronto.

Ratio of Rewards to Punishments and Probability of Success on Intensive Supervision

Probability of ISP Success (y-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%, 70%, 80%, 90%)

Ratio of Rewards to Punishments (x-axis: 1:10, 1:08, 1:06, 1:04, 1:02, 2:01, 4:01, 6:01, 8:01, 10:01)

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).

List of Rewards and Sanctions

Sanctions

- Verbal reprimand
- Written assignment
- Modify curfew hours
- Community service hours
- Restrict visitation
- Program extension or regression
- Electronic Monitoring
- Inpatient or outpatient txt
- Detention time

Rewards

- Verbal praise and reinforcement
- Remove from EM
- Level advancement
- Increased personal time
- Approved special activity
- Fees reduced
- Approve of extend special visitation

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).

Sanction Type by Offender Compliance

Wadahl, Boman and Garland (2015) examined 283 offenders on ISP and looked at the effectiveness of jail time versus community-based sanctions.

Widahl, E. J.,Boman, J. H. and Garland, B. E.. (2015). Responding to Probation and Parole Violations: Are Jail Sanctions more Effective than Community-based Graduated Sanctions? Journal of Criminal Justice,43:243-250.

List of Sanctions

Verbal reprimand

Written assignment

Modify curfew hours

Community service hours

Restrict visitation

Program extension or regression

Electronic Monitoring

Inpatient or outpatient txt

County jail time

Widahl, E. J.,Boman, J. H. and Garland, B. E.. (2015). Responding to Probation and Parole Violations: Are Jail Sanctions more Effective than Community-based Graduated Sanctions? *Journal of Criminal Justice,43*:243-250.

They found Jail Time:

- Was not related to number of days until the next violation

- Did not increase or decrease the number of subsequent violations

- Receiving jail time as a sanction as opposed to a community-based sanction did not influence successful completion of supervision

Most Effective Behavioral Models

- Structured social learning where new skills and behaviors are modeled

- Family based approaches that train family on appropriate techniques

- 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

Some Family Based Interventions

- Designed to train family on behavioral approaches
  - Functional Family Therapy
  - Multi-Systemic Therapy
  - Teaching Family Model
  - Strengthening Families Program
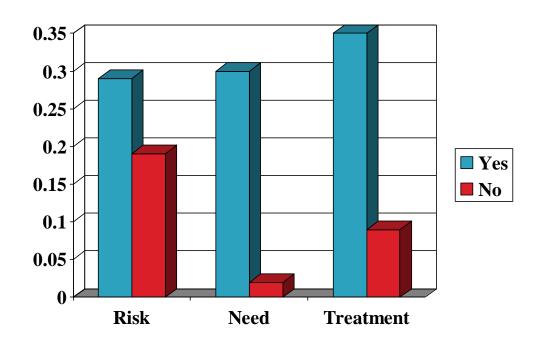 - Common Sense Parenting
  - Parenting Wisely

Effectiveness of Family Based Intervention: Results from Meta Analysis

- 38 primary studies with 53 effect tests

- Average reduction in recidivism= 21%

However, much variability was present
(-0.17 - +0.83)

Dowden & Andrews, 2003

Mean Effect Sizes: Whether or not the family intervention adheres to the principles

The Four Principles of Cognitive Intervention

1. **Thinking affects behavior**

2. **Antisocial, distorted, unproductive irrational thinking can lead to antisocial and unproductive behavior**

3. **Thinking can be influenced**

4. **We can change how we feel and behave by changing what we think**

Recent Meta-Analysis of Cognitive Behavioral Treatment for Offenders by Landenberger & Lipsey (2005)*

- 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

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

Some Examples of Cognitive Behavioral Correctional Curriculums

- Aggression Replacement Training (ART)

- Criminal Conduct and Substance Abuse Treatment

- Thinking for a Change (non-proprietary)

- UC's Cognitive Behavioral Interventions for Offenders Seeking Employment (non-proprietary – pilot underway)

- Changing Offender Lives (Specifically for MDOs – Non-proprietary)

- UC's Cognitive Behavioral Interventions for Substance Abuse (non-proprietary)

- Moving On (Female Offenders)

- UC's Cognitive Behavioral Treatment for Sex Offenders (non-proprietary)

- UC's Cognitive Behavioral Interventions for Offenders - A comprehensive curriculum (non-proprietary – pilot underway). Also adaptable for MDOs.

Applying Core Correctional Practices and Cognitive Behavioral Interventions in Supervision

Effective Practices in Correctional Supervision (EPICS)

Traditional Officer-Offender Interactions are often not Effective because:

❑ They are too brief to have an impact

❑ Conversations focus almost exclusively on monitoring compliance conditions (and therefore emphasize external controls on behavior rather than developing an internal rationale for pro-social behavior)

❑ Relationship is often more confrontational and authoritarian in nature than helpful

❑ What is targeted is not always based on assessment

❑ More areas discussed=less effective

Structure of EPICS Meeting

SESSION OVERVIEW

- Each session should be structured in the following way:
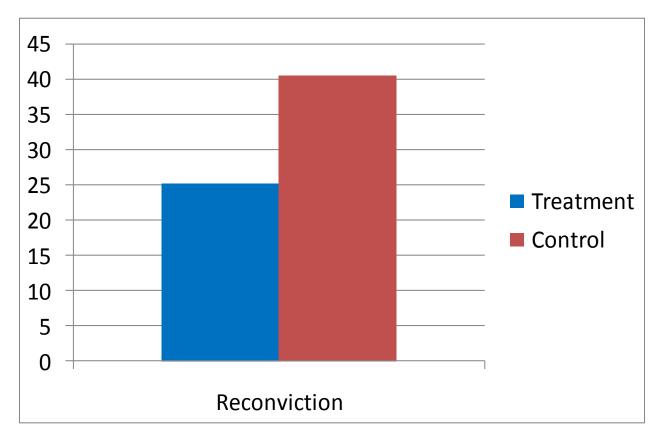
  1. Check-In
  2. Review
  3. Intervention
  4. Homework

Rationale for EPICS

Preliminary Data from Canada:

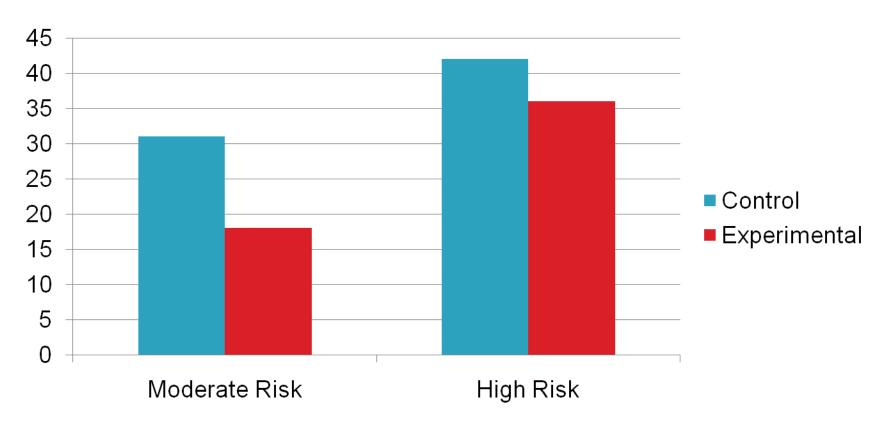❑Trained officers had 12% higher retention rates in comparison with untrained officers at six months.

❑Also found reductions in recidivism

Two year Recidivism Results from Canadian Study

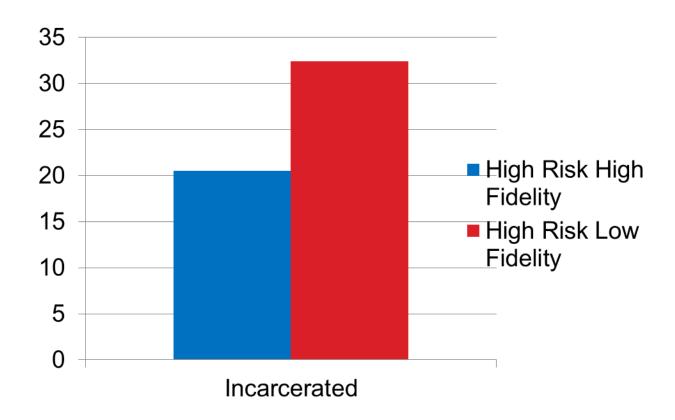

Bont, et al, (2010) The Strategic Training Initiative in Community Suopervision: Risk-Need-Responsivity in the Real World.
Public Safety Canada.

Findings from Federal Probation Sample

Robinson, Vanbenschoten, Alexander, and Lowenkamp, *Federal Probation,* Sept. 2011.
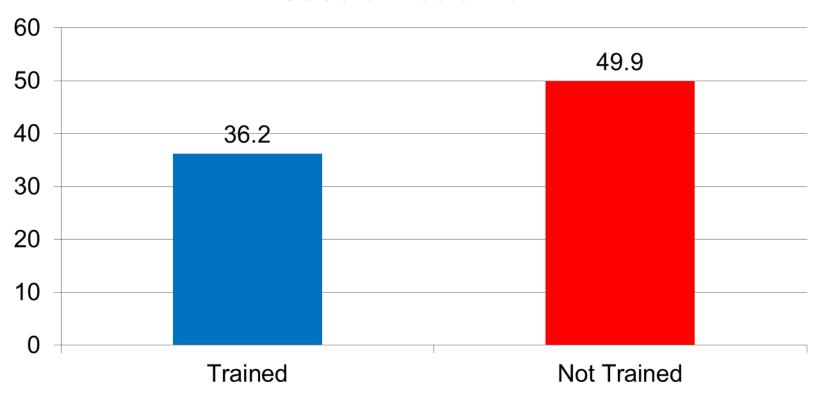
Recidivism Results from Ohio Study looking at Fidelity and High Risk Offenders (both Adult and Juveniles)

Latessa, E., Smith, P., Schweitzer, m., and Labrecque, R. (2013). Evaluation of the Effective Practices in Community Supervision Model (EPICS) in Ohio. School of Criminal Justice, University of Cincinnati.

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

Odds of Recidivism

- Trained: 36.2
- Not Trained: 49.9

Chadwick, DeWolf and Serin (2015). Effectively Training Community Supervision Officers, *Criminal Justice and Behavior, 20*: 1-13

EPICS

- Helps bring together all of your 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

We are Currently Piloting a New Version: Effective Practices for Community Support (EPICS 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

Why EPICS for Influencers?

- 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.

EPICS for Influencers is Designed for:

- Mentors
- Coaches
- Family Members
- Friends
- Faith Based Organizations
- Reentry Coalitions
- Law Enforcement
- School Officials
- Significant others

EPICS-I

- Pilot Sites include:
    - LA County Jail Reentry Program
    - Hamilton County (Cincinnati) Reentry Coalition
    - Portsmouth, OH Juvenile Truancy and Mentoring Program

These approaches help us….

- Structure our interventions

- Teach and model new skills

- Allow offender to practice with graduated difficulty

- Reinforce the behavior

What Doesn't Work with Offenders?

Lakota tribal wisdom says that when you discover you are riding a dead horse, the best strategy is to dismount. However, in corrections, and in other affairs, we often try other strategies, including the following:

- Buy a stronger whip.
- Change riders
- Say things like "This is the way we always have ridden this horse."
- Appoint a committee to study the horse.
- Arrange to visit other sites to see how they ride dead horses.
- Create a training session to increase our riding ability.
- Harness several dead horses together for increased speed.
- Declare that "No horse is too dead to beat."
- Provide additional funding to increase the horse's performance.
- Declare the horse is "better, faster, and cheaper" dead.
- Study alternative uses for dead horses.
- Promote the dead horse to a supervisory position.

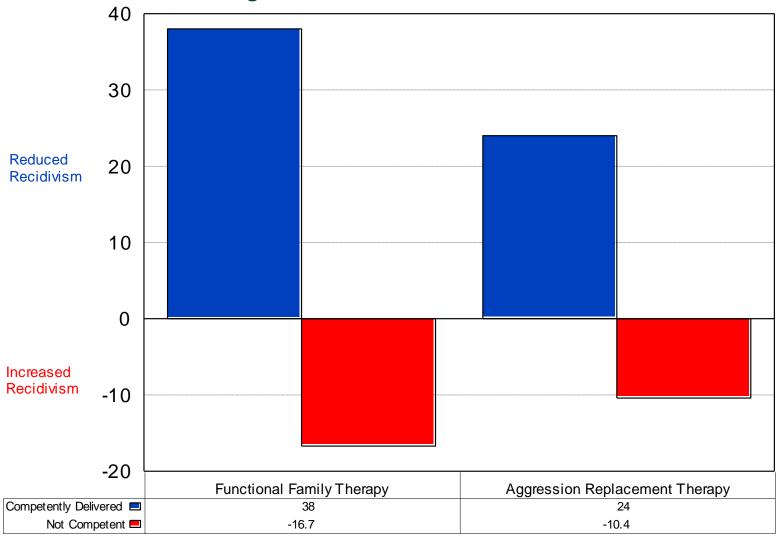# Ineffective Approaches with Offenders

- Programs that cannot maintain fidelity
- Programs that target non-criminogenic needs
- Drug prevention classes focused on fear and other emotional appeals
- Shaming offenders
- Drug education programs
- Non-directive, client centered approaches
- Bibliotherapy
- Talking cures
- Self-Help programs
- Vague unstructured rehabilitation programs
- "Punishing smarter" (boot camps, scared straight, etc.)

Fidelity Principle

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

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

- Make sure barriers are addressed but target criminogenic needs

- Make sure appropriate dosage of treatment is provided

- Monitor delivery of programs & activities, etc.

- Reassess offenders in meeting target behaviors

Effects of Quality Programs Delivery for Evidenced Based Programs for Youth Offenders

	Functional Family Therapy	Aggression Replacement Therapy
Competently Delivered ▇	38	24
Not Competent ▇	-16.7	-10.4

Reduced Recidivism

Increased Recidivism

Some Lessons Learned from the Research

➢ Who you put in a program is important – pay attention to risk

➢ What you target is important – pay attention to criminogenic needs

➢ How you target offender for change is important – use behavioral approaches

➢ Program Integrity makes a difference - Service delivery, training/supervision of staff, support for program, QA, evaluation, etc.