

Supervision that Reduces Crime and Recidivism, Evidence Based Practices

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Supreme Court

Sentencing Purposes

- **Public safety**
 - Protect public from this offender through control mechanisms
- **Deterrence/Punishment**
 - Deliver a message to offender and community that behavior will not be tolerated
- **Risk reduction**
 - Reduce likelihood that offender will commit future crime
- **Victim/Community restoration**
 - Hold offender accountable to victim and community he harmed by requiring actions to restore those he hurt

Why Policy Makers Care About EBP

- Improves outcomes, especially recidivism
- Reduces victimization
- Prevents harm
- Enhances collaboration
- Establishes research-driven decision making
- Targets funding toward the interventions that bring greatest returns

Objectives

By end of the session participants will be able to:

- Identify the top criminogenic needs
- Describe the risk, need, and responsivity principles and why they are important to know
- Identify the interventions that increase future crime and those that decrease future crime

Definition

Evidence Based Practices: A progressive, organizational use of direct, current scientific evidence to guide and inform efficient and effective correctional services.

Programs and practices that are based on scientifically sound research revealing what programs or specific services effectively reduce problems or behaviors (criminality and recidivism)

Forerunner Was Evidence Based Medicine

- 1836: Bloodletting was routine
- French physician Pierre Louis: One of first clinical trials in medicine
- Found bloodletting was linked to far more deaths
- **Too Late for George Washington:** Died two days after treated for sore throat by draining almost five pints of blood

What Have We Learned in the Past Fifteen Years?



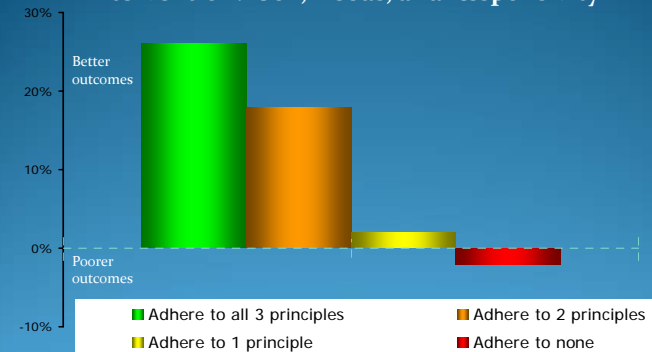
The 8 Principles of EBP

1. Assess risk/need
2. Enhance intrinsic motivation (engaged in treatment)
3. Target interventions
 - Risk Principle
 - Need Principle
 - Responsivity Principle

The 8 Principles of EBP

4. Skill train (Practice)
5. Positive reinforcement
6. Support in natural communities
7. Measure process
8. Provide feedback

Impact of Adhering to the Core Principles of Effective Intervention: Risk, Needs, and Responsivity*



* meta-analysis of 230 studies (Andrews et al., 1999)

Assessment Is Based on the Risk and Need Principles

Risk is based on likelihood of re-offense

- Actuarial tools get better results
- Best if validated on own population
- Most tools do not distinguish on level of offense
- Some tools target kind of offense (e.g., sex, domestic, DUI)
- Risk tools do not serve as good institutional classification devices
- Cost and time are major factors
- Most need additional tools
 - E.g., Hare, SONAR, SARA, etc.

Assessment: Uses for Community Corrections

- Pre-sentence recommendations to Court (if permitted)
- Initial classification (level of supervision)
- Case planning/determining interventions
- Progress monitoring
- Intermediate sanctions
- Recommendations for revocation/disposition (if permitted)

Two Types of Variables

STATIC

Historical, unchangeable

E.g.: Age at first arrest
Childhood factors

DYNAMIC

Potentially changeable

E.g.: Attitudes
Use of substance
Control of anger

Assessment is Based on the Risk and Need Principles

Needs based on life and personal conditions:

- Are dynamic as opposed to static
- Are predictive
- Provide the ingredients for a case intervention
- Can be measured over time to determine effectiveness
- If done correctly, can drive major correctional policy
- E.g., discharge, release, conditions, admissions

What Does Work

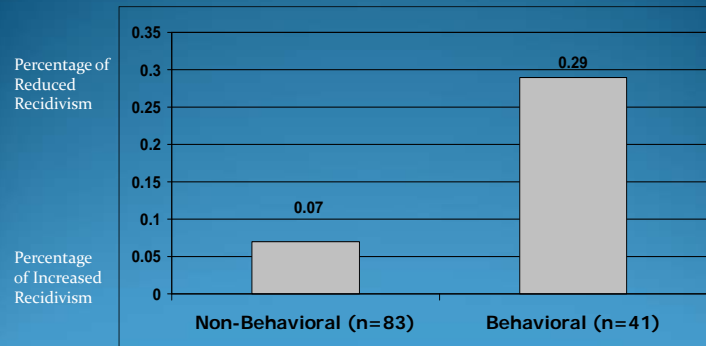
Features of Effective Interventions:

- Target criminogenic risk and need
- Cognitive/behavioral in nature
- Incorporate social-learning practices
- Balanced integrated approach to sanctions and interventions
- Incorporate the principle of responsivity
- Therapeutic integrity

Risk

- Assessment should be done as early on in the criminal justice process as possible
- Assessment should be conducted using a standard risk and need assessment
- Sentences should be based on that assessment
- Supervision should be based on that assessment
- Referrals for service should be based on that assessment
- Should be targeting HIGH RISK OFFENDERS for most intensive services

Behavioral vs. Non-Behavioral



Source: Andrews, D.A.1994. An Overview of Treatment Effectiveness.
Research and Clinical Principles, Department of Psychology, Carleton University.

Dealing with Risk Levels

- Low Risk = Risk Management
 - Least restrictive intervention
- Medium to high risk= Risk Reduction
 - Reducing risk factors by targeting dynamic criminogenic needs
- Extreme High Risk = Risk Control
 - Use of external controls- not treatment



Strategies for Low Risk Offenders

- Fewer criminogenic needs
- Do NOT need intensive interventions/services
- Should receive services for a shorter amount of time
- Do not require as much monitoring/supervision as high risk offenders
- Consequences of placing low risk offenders into intensive programming:
 - At best, no change in their probability of re-offending
 - At worst, an increase in their probability of re-offending

Strategies for High Risk Offenders

- Should receive more intensive interventions for a longer period of time
 - Referrals/orders to the treatment providers that have separate treatment groups for higher risk offenders
 - Make referrals/orders so that higher risk offenders receive more services
- Should be monitored more closely
 - More contacts/reporting
 - More drug testing if necessary
 - Have strategy in place for violations

What Works?

- Target criminogenic risk and need based upon assessment
- Programming that is Cognitive/behavioral in nature
- Incorporate social-learning practices
- Balance sanctions and interventions
- Incorporate the principle of responsivity into treatment and case planning

Protective Factors

- Pro social family
- Pro social peers
- Performance in school or job
- Positive relationship with spouse
- Positive parental relationship
- No alcohol or drug problems
- Makes good use of time

Results Driven Practice

Professional judgment alone

Use of actuarial tool

Use of actuarial tool with professional judgment

The Big Four

Criminogenic Need	Response
History of anti-social behavior	Build non-criminal alternative behaviors to risky situations
Anti-social personality	Build problem solving, self management, anger management, and coping skills
Anti-social cognition	Reduce anti-social cognition, recognize risky thinking and feelings, adopt an alternative identity
Anti-social companions	Reduce association with criminals, enhance contact with pro-social

Source: Ed Latessa, Ph.D.

The Next Four

Criminogenic Need	Response
Family and/or marital	Reduce conflict, build positive relationships and communication, enhance monitoring/supervision
Substance abuse	Reduce usage, reduce the supports for abuse behavior, enhance alternatives to abuse
School and/or work	Enhance performance rewards and satisfaction
Leisure and/or recreation	Enhance involvement and satisfaction in pro-social activities

Source: Ed Latessa, Ph.D.

Need Principle

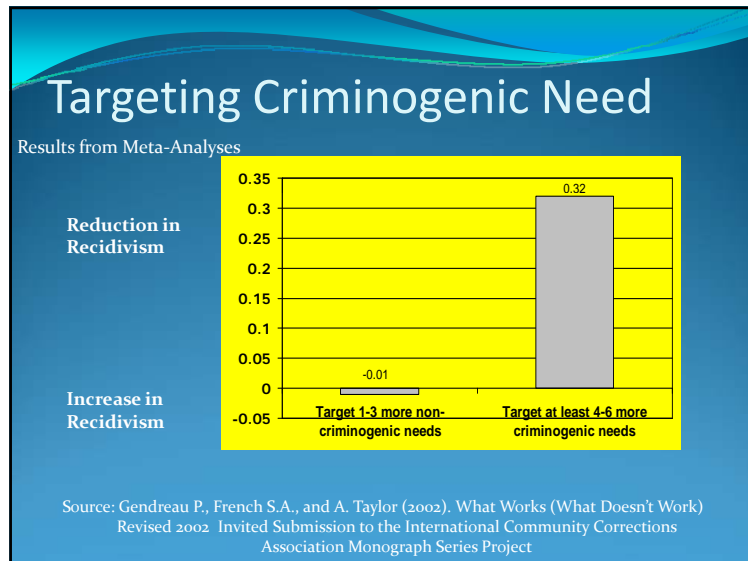
By assessing and targeting criminogenic needs for change, agencies can reduce the probability of recidivism

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



A Balanced Approach

- Risk Management (low risk)**
 - Involves providing least restrictive, most appropriate sanctions & supervision
- Risk Reduction (moderate-high risk)**
 - Involves determining criminogenic needs and reducing risk factors through effective intervention & appropriate supervision
- Risk Control (extreme high risk)**
 - Involves techniques that control risk of re-offending while under correctional authority

Social Learning

- OBSERVATION AND MODELING of behavior, attitudes, and emotional reactions of others is the basis of social learning.
- Social Learning Theory suggests that most human behavior is learned observationally from others.



Cognitive Behavioral Approaches Based on Social Learning Theory

Cognitive Restructuring
(What we think: content)

Cognitive Skills Development
(How we think: process)

Behavioral Strategies
(Reinforcement and modeling pro-social behavior)

The Integrated Model



Best Sources for “Cleaned Up” Research

Links from NIC website: <http://www.nicic.org/WebPage387.htm>

- **Washington State Institute for Public Policy:** Conducts evaluations of evidence-based offender treatment interventions in the State of Washington
- **Center for the Study and Prevention of Violence, University of Colorado:** Conducts studies, provides information, and offers technical assistance regarding violence prevention
- **The Corrections Institute, University of Cincinnati:** Assists agencies seeking to change offender behavior
- **Bureau of Government Research, University of Maryland:** Helps government agencies identify and implement “best practices.”
- **Institute of Behavioral Research at TCU:** Studies addiction treatment in community and correctional settings
- **Campbell Collaboration:** Studies the effects of interventions in social, behavioral, and educational arenas
- **National Criminal Justice Reference Service**

