



University of Cincinnati
Corrections Institute

Getting To Desired Outcomes: From Compliance to Behavior Change

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Principles of Effective Intervention

THREE MAIN PRINCIPLES — The RNR Framework

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

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RISK PRINCIPLE

- Assess and identify **higher risk** offenders.
- Target higher risk offenders for **more intensive** treatment, services, and supervision.
- Avoid including lower-risk in higher-end programs; it may increase their risk and failure rates!

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NEED PRINCIPLE

- Identify and Target Criminogenic Needs:
 - Attitudes, Values, Beliefs
 - Peer Associations
 - Personality

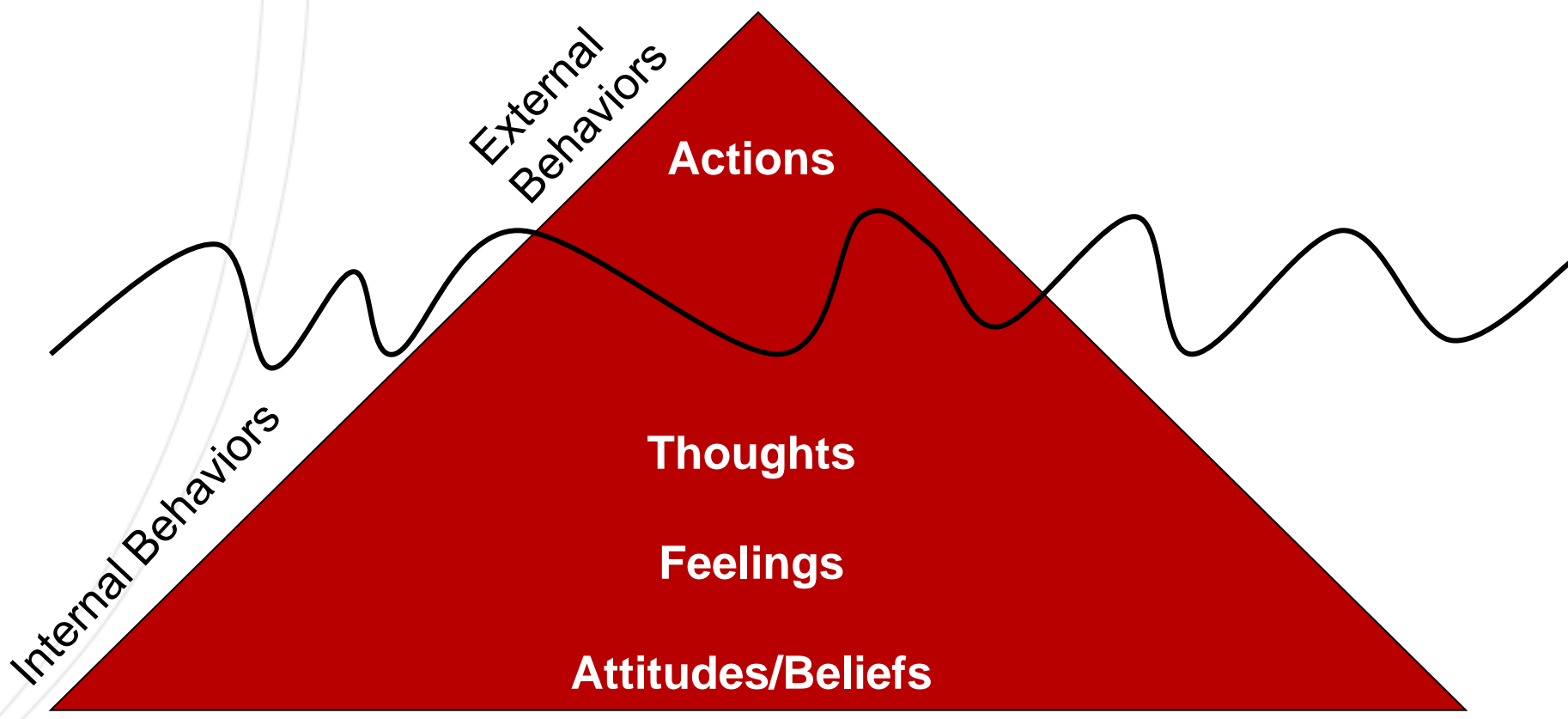
 - Education/Employment
 - Family
 - Substance Abuse
 - Leisure/Recreation

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RESPONSIVITY PRINCIPLE

- General responsivity
 - Use Cognitive-Behavioral interventions***
- Specific responsivity
 - Use Motivational Interviewing to be responsive to the individual

Cognitive-Behavioral Model



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Comparing R-N-R to the medical model

TRIAGE

WHO

Assign degrees of urgency

DIAGNOSE

WHAT

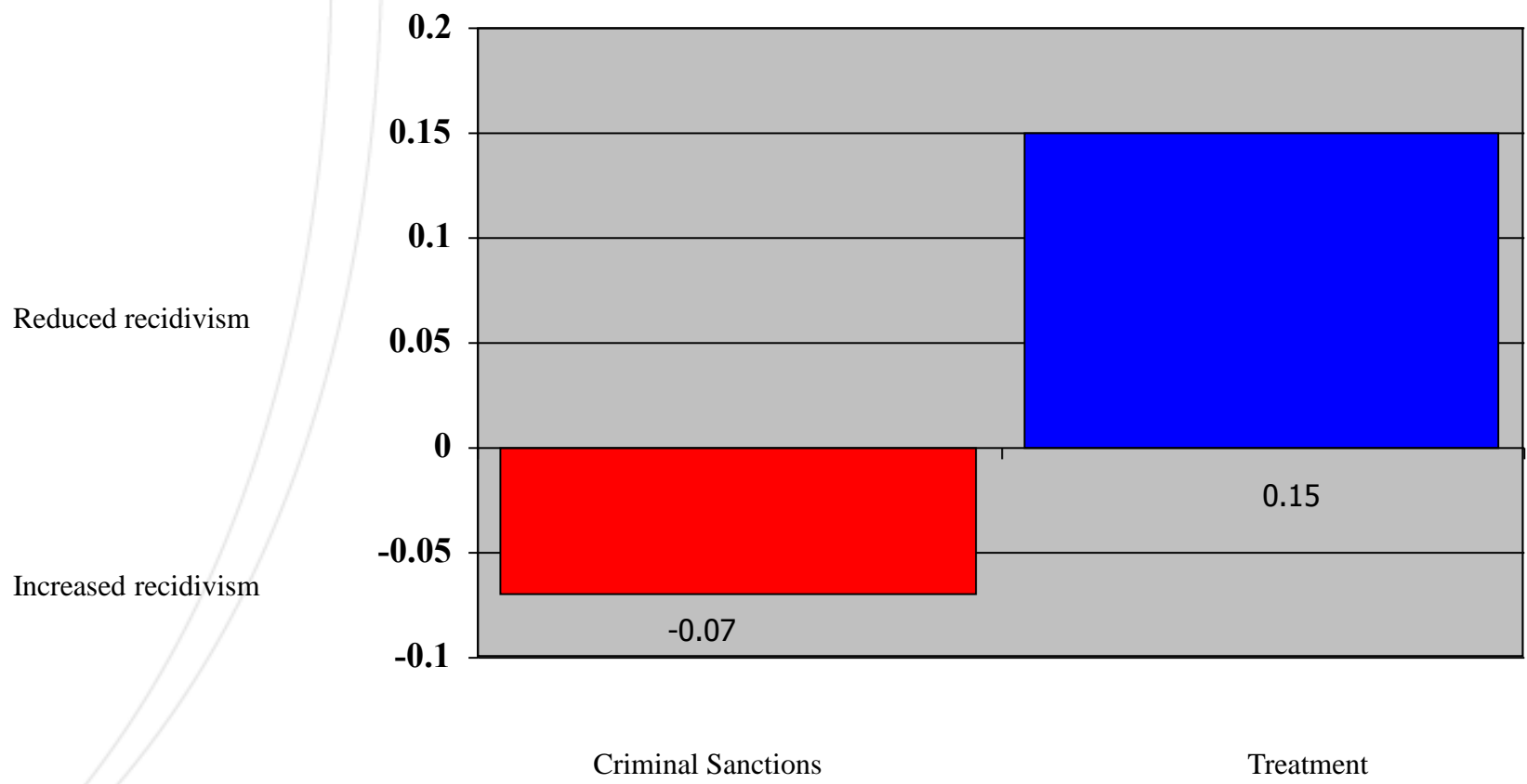
Identify the nature of the problem by examination of the symptoms

TREAT

HOW

Use an appropriate treatment modality

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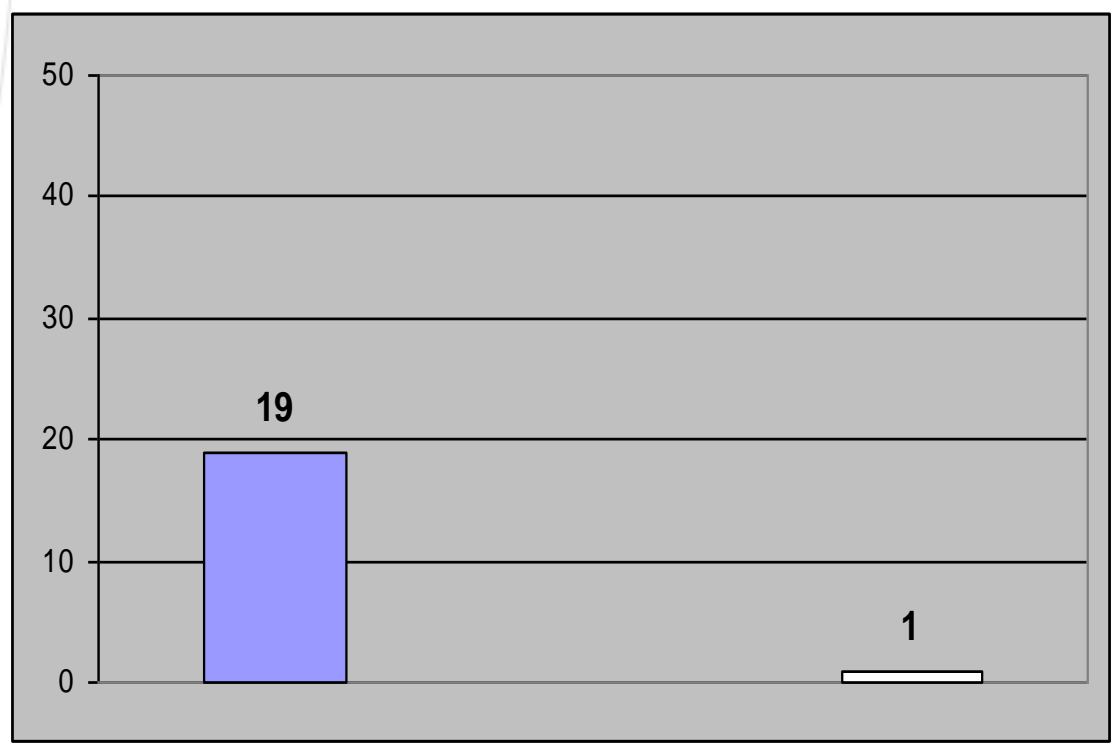
The Principles Applied

A Simple Recipe that Works:

- Target moderate and high risk offenders
- Focus on criminogenic need factors
- 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

% Reduction in Violent Reoffending by Treatment Approach

(Dowden & Andrews 2000)



Cognitive-Behavioral Approach

Other

Integrating Specific and General Responsivity

A Sequential Model:

- Raise Motivation
- Address Risky Thinking with Cognitive Restructuring
- Address Emotional Regulation using CBT
- Address Skill Deficits with Behavioral Rehearsal
- Teach Problem Solving
- Plan for Future Success

Integrating Specific and General Responsivity

An Integrative Model:

- Address each component moving in and out of a strong Motivational Interviewing approach as needed.
- Ensure you're receiving coaching on both MI and CBT with feedback and change planning.

What is Motivational Interviewing?

Motivational Interviewing is a collaborative, goal-oriented method of communication with particular attention to the language of change.

It is designed to strengthen an individual's motivation for and movement toward a specific goal by eliciting and exploring the person's own arguments for change.

What is Cognitive Restructuring?

Using a tool to assist individuals in being able to recognize risky thinking.

Thinking for a Change- Cognitive Self-Change

1. Pay attention to thoughts
2. Recognize risk
3. Use new thinking that reduces the risk

What is Behavioral Skill-building?

Skill deficits are often maintaining conditions to problem behavior.

To change the behavior, a person must:

1. Be motivated to learn and perform new skill
2. Know what to do and when to do it
3. Be proficient in the new skill

A Conversation is Insufficient

Staff **models/demonstrates** skill – *demonstrates* for participant

Participant **practices** –engaging in tools and role plays

Participant receives **reinforcement and feedback** – staff (and peers) provide positive feedback

Participant practices in more difficult situations – **graduated rehearsal** and homework

Why Practice in Role-Plays?

Role-playing allows participants to learn observed behaviors.

- Practicing makes it easier to learn behaviors

Example: Riding a bicycle or Playing the Piano

- Can you learn just by watching?
- What happens when you practice?



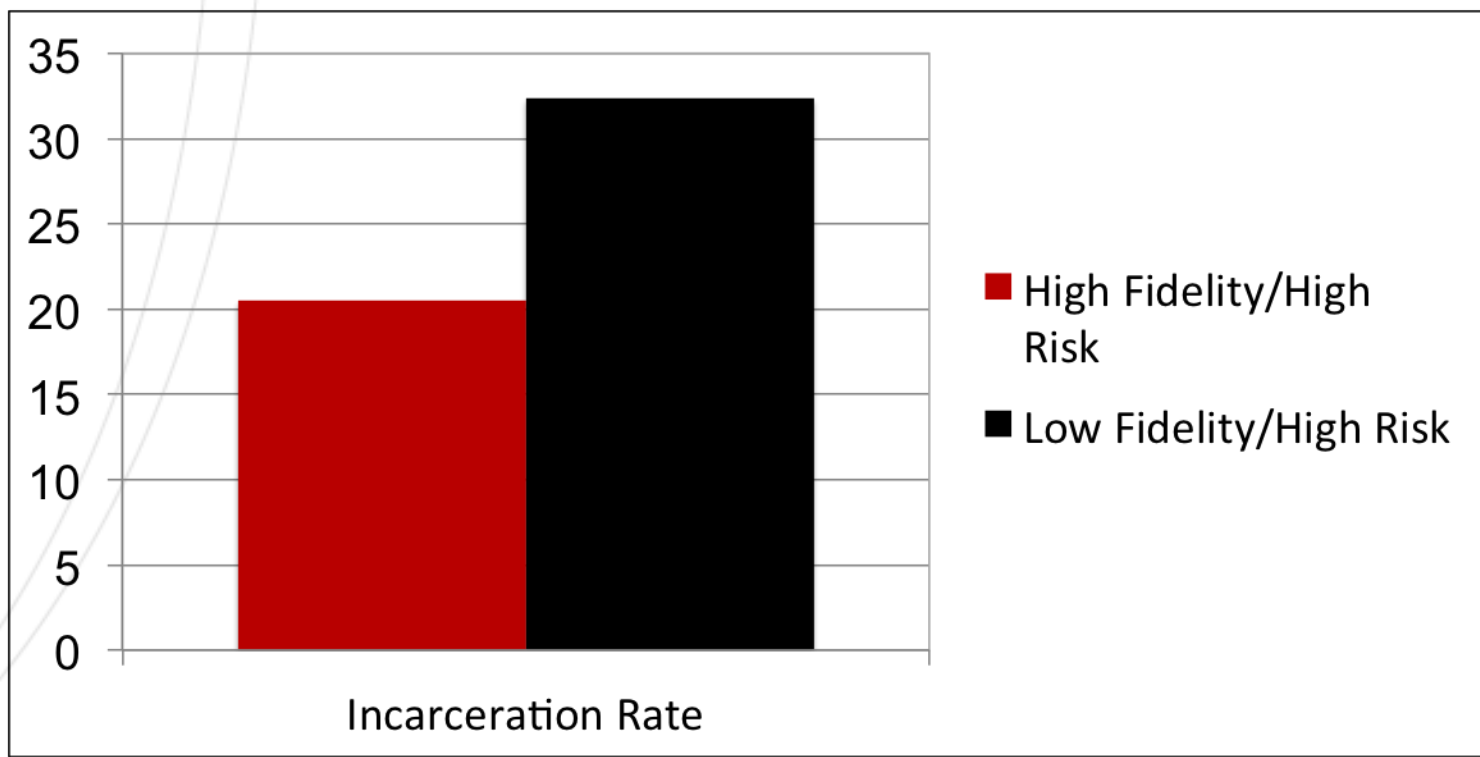
Meeting the Fidelity Principle

Programs should:

- Observe treatment approaches regularly, identifying CBT at work.
- Use a standardized fidelity monitoring instrument
- Deliver staff feedback in an elicited and strength-based manner
- Facilitate change planning with staff
- Provide CBT with relapse prevention and booster sessions
- Develop relationships with community-based services and refer offenders to these services
- Monitor referral services
- Relate to offenders in interpersonally sensitive ways. Staff should be hired, evaluated, supervised and trained in interpersonal interactions.

Rationale for High Fidelity Practice

EPICS RESEARCH



Latessa et al. (2013)

How do I ensure EBP Implementation?

When selecting trainers:

- Use trainers who work in criminal justice exclusively
- Ensure there is a plan for building internal capacity, critical to long-term sustainability.
- Steer away from the train and pray approach- Coaching is key to skill acquisition

How do I ensure EBP Implementation?

When selecting trainers (continued):

- Identify the cost of materials, prioritizing non-proprietary curricula
- Be suspicious of skill-based training that are one-day in length or allow for more than 25 individuals
- Identify a realistic and measurable goal for training outcomes
- Expect organizational change to take time

How do I ensure EBP Implementation?

When selecting trainees:

- Select individuals who want to participate
- Select individuals who have demonstrated ability in helping people change
- Select individuals who are committed to staying with you
- Select individuals who have the time to perform the training tasks

How do I ensure EBP Implementation?

When thinking about internal support:

- Trainings with clear objectives should be part of an overall strategic plan, not simply to spend end-of-year funds
- Developing support from all levels is important, but supervisors are often the linchpins to successful implementation
- Pre-training can help set the stage for the training and can be used to deal with administrative issues and other concerns prior to the actual training sessions

How do I ensure EBP Implementation?

When thinking about internal support:

- Agencies should support training efforts by adopting policies, procedures and paperwork to accommodate the changes being made
- Development of quality assurance processes that monitor service delivery and intermediate performance measures provide further support of new initiatives
- Skill based trainings require on-going practice, feedback and coaching

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