



# SETTING UP PROGRAMS FOR SUCCESS: AN INTRODUCTION TO THE PRINCIPLES OF EFFECTIVE PRACTICE

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## Initial thought

- In the work that we do, we all have the capacity and ability to make meaningful and lasting impacts.

“The problem with most people is not that they aim too high and miss the mark, it’s that they aim too low and hit it.”

*-Michelangelo*

# A definition

- **Effective:** Producing or capable of producing an intended result.
- In the world of reentry this might lead us to several questions:
  - What are you generally trying to do?
  - Who can help you get it done?
  - Do you have a good plan for moving forward?
  - What are the best ways of achieving your aims?
  - How will you know if you are being successful?

# Starting point

- Much of what I'll talk about today you probably already know. You are experienced people, you've read a lot of reentry literature, you've participated in meetings and conferences. Maybe you've thought about most or all of the things that I'll touch on.
- But the question that I will have for you is not whether you know this – but whether you do it!
  - “There can be an enormous chasm being knowing what to do, and doing it.” Mark Twain

# Some background

- There 7.3 million adults currently under criminal justice supervision in the U.S.
  - \$60 billion spent annually (does not include prosecution costs, costs to victims, etc.) up from \$9 billion in 1980
- 7 million adults represents 1 in every 31 adults in U.S.
  - It was 1 in every 90 adults in 1980
- 2.3 million adults are in prison or jail (a 700% increase in the last 35 years). 1.5 million in prison; 800,000 in jail.
- Over 5 million adults are under community supervision (1 in every 45 adults in U.S. currently under supervision).
  - 4.27 million adults are on probation (3 million in 1995).
  - 828,000 adults are on parole
    - Sources: BJS, 2002, 2006, 2008

# Coming home

- A significant number of adult offenders – over 700,000 - will be released from prisons to their communities this year.
- 95% of offenders currently in custody will be released to the community at some point in the future.
- Based on current trends, about two-thirds of offenders from state prisons will be rearrested, and about one-half convicted of committing a new crime, within three years of their release.
- About one-third of offenders are rearrested within 6 months of release.

Source: BJS 2002, 2006; Study of 15 states representing 2/3 of prisoners released in US

# Effective reentry programs

- Successful reentry efforts seem to navigate three significant hurdles:
  - 1. *They resolve a variety of critical issues involving the dynamics of their own organization.*
  - 2. *They figure out how to successfully collaborate with other organizations and individuals.*
  - 3. *They are able to establish, coordinate and implement a variety of programs and services that utilize evidence based principles.*

# ***The Ingredients of Effective Reentry Programs***

- ***Organizational issues:***
  - *Vision – where do you want to go?*
  - *How do you involve and motivate your staff?*
  - *How do you engage in strategic planning and necessary measurement?*
- ***Collaboration with other organizations***
  - *Who must be involved?*
  - *How do we develop and maintain collaborative partnerships?*
- ***Implementing Evidence Based Practices***
  - *What are the guiding principles?*
  - *What are the essential components of successful implementation?*



## Part I. Vision

- When it comes to your reentry effort, what is your “preferred” future?
- What will be different – for offenders, for staff, for your facility, for your program, for the community - when you are done?

# 1. Knowing Your Direction

- In undertaking any work, it certainly helps to have a clear idea of where you want to end up. As Alice learned in Wonderland, “If you don’t know where you’re going, then any road will do.”
- Without an appreciation of your intended destination, it’s hard to know whether or not your work is helping you to achieve your goals – as even well intended work activities can become fragmented or disconnected.
  - “If you chase two rabbits, both will escape.” A.V.Carder, Contemporary Philosopher

## What is the Emerging “Vision”

- There is a growing consensus amongst state and local entities involved with reentry initiatives that their vision is to collaboratively develop strategies that will promote offender success.
- Having a greater percentage of offenders successfully reintegrate into communities means a reduction of recidivism and enhanced public safety (fewer crimes, fewer victims).

# Offender Success and Public Safety

- In creating a vision in which promoting the success of adult and juvenile offenders is a key to promoting public safety, jurisdictions are considering:
  - Recent research in the areas of offender risk, needs, and responsiveness
  - The emergence of evidence based practice information
  - The belief that agencies and entities can work together in order to create a more seamless and effective overall system for managing offenders
  - An appreciation of the results that our current practices have on the allocation of existing resources

# Promoting Offender Success

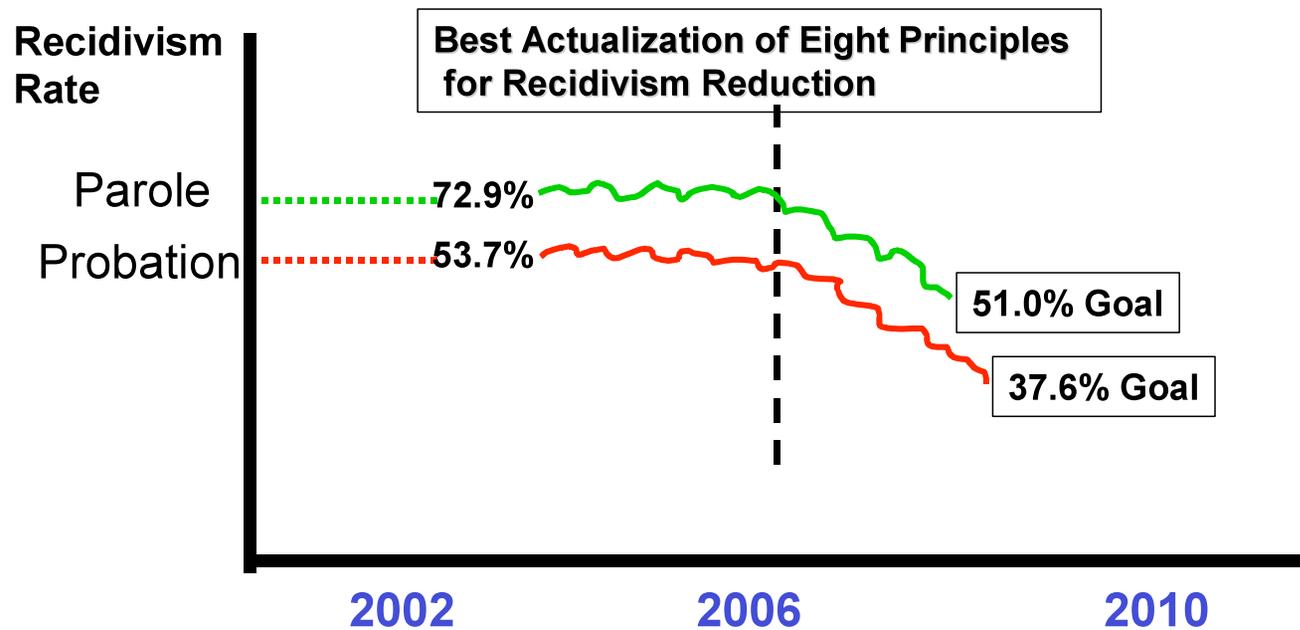
- An example of this idea is contained in the following statement from the North Carolina Division of Community Corrections (2005):
- “We have to engage the offender in the change process and address the criminogenic needs of offenders that have been proven by research to impact recidivism. *If we are successful in effecting a positive change in the criminal offender’s behavior recidivism can be reduced thus making our communities safer.*”

# Examples of Vision Statements

- GA: “Promoting public safety through collaborative partnerships which reflect a seamless system that ensures all returning offenders are law-abiding, productive community citizens.”
- MI: “Reduce crime by implementing a seamless plan of services and supervision developed with each offender, delivered through state and local collaboration, from the time of their entry into prison through their transition, reintegration and aftercare in the community.”

# Hawaii's overall reentry goal

## 30% Recidivism Reduction Goal



## How Does This Relate to Your Vision?

- What is the vision for your 2<sup>nd</sup> Chance Act project, effort or undertaking.
  - Can you articulate how things will be different if you are successful in achieving your objectives?
  - What is your “preferred” destination?
  - How does your “vision” fit in with other offender management work in your jurisdiction?
  - “To the person who does not know where he wants to go there is no favorable wind.” Seneca, Roman Philosopher

# A Look Backward

- Over the past 20 years, our field has seen an enormous growth in our offender populations, often without a corresponding increase in our resources.
- For a variety of reasons, we have seen the emergence of many “get tough” approaches regarding the management of offenders. These have included “3 strikes” laws, the decline of discretionary release options, and the emergence of surveillance and control activities or programs.

## Looking Forward

- The desire to increase public safety by focusing on activities that can increase the likelihood of offender success offers a different way of achieving your public safety objectives.
- Even though the end result you seek may be the same, the actions you take, methods you use and systems that you design may be quite different than those currently in use.

## Part II. Involving and motivating your staff

Wherever you want to go, and whatever you are trying to do, you are going to have to rely on your staff to help you get there.

- “Scotty, I’ll need full power in five minutes or we’re done for.” Captain James T. Kirk

# 1. The Critical Role of Leadership

- Leadership is, at least in part, the ability to help create meaningful change by:
  - **Setting the context:** Start with the end in mind – communicate where you want the organization to go;
  - **Aligning work to fit the vision:** Help people do the critical things that must be done in order for the organization to move in your intended direction – such as prioritizing work activities;
  - **Encouraging and rewarding the outcomes that you seek:** Consider the impacts that your hiring, promotional, training, and quality assurance efforts have on staff.

# What is Required to Move Forward?

- Consistently indicating the values and objectives that determine the organization's direction.
  - Logically explaining the reasons for changes.
  - Involving people in discussions about the need for change and encouraging individuals to become involved in developing solutions.
  - Helping individuals to develop the competencies they need to be successful, and recognizing and rewarding good work.
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- **“There is nothing more demoralizing than a leader who can't clearly articulate why we are doing what we're doing.”**  
James Kouzes and Barry Posner

# Your Organization's Actions and Activities Reveal its Beliefs

- In light of your vision concerning offender transition and reentry, consider the following:
  - What is valued in employees?
  - Who is hired/promoted/recognized?
  - How do staff spend their time?
  - How is staff time prioritized?
  - What are staff trained to do?

## 2. Appreciating the Importance of Organizational Culture

- Work activities can be identified and linked together to help achieve particular outcomes that are consistent with your vision.
- But attitudes, beliefs, methods, and choices made by individual staff, or by groups of staff, create the climate in which this work gets carried out. This climate can support and promote changes – or prevent or delay them.
- Leadership is required to both determine direction, and influence the actions and attitudes of those individuals who help organizations move in a particular direction.

# What is Organizational Culture?

- Organizational culture refers to the accepted norms, practices, values, customs, traditions, or behavior patterns of employees.
- Organizational management author Edgar H. Schein (1992) has written that an organization or office culture is developed over time in response to work situations, external pressures or forces, and the need to solve particular problems.

# How a Focus on Prevention Can Alter Our Approach to Work

- Identifying offender success and prevention as our desired outcomes may cause us to rethink how certain aspects of our work are approached. For instance:
  - Specific risk, needs, and transition issues must be appropriately identified and attended to by staff.
  - Staff need to be armed with all of the pertinent information necessary to effectively manage or supervise the offender.
  - Various individuals will have to work in harmony to develop and carry out appropriate supervision plans.
  - Staff may have to change the nature or substance of their interactions with offenders.

### 3. Helping staff move forward

- We have all had experience with changes that never seemed to “take root” in an organization. What are some of the reasons for this?
  - People believed it added more work for them
  - Was not consistent with the direction or focus that some individuals wanted to see
  - Lack of resources to support the change
  - Lack of commitment from supervisors
  - Failure to integrate the change in to everyday practices.

# Prepare yourself for change

- When you prepare yourself for change, you might:
  - Read up on appropriate literature and research – especially evidence based practice research.
  - Consider your own attitude about the intended changes. Your attitude is the only thing that you truly control!
  - Involve staff in discussions about anticipated changes.
  - Understand how this change is consistent with (or not consistent with) the overall objectives of the organization.

## Prioritize work

- Once an agency is clear about what it wants to do, it should prioritize the time individuals spend performing different types of work so that the tasks performed more accurately reflect overall priorities.
- Management author Stephen Covey refers to this as “*putting first things first.*”

## Eliminate something

- The reason that many people have no time to tackle new assignments is because there are so many old assignments still being performed.
- One key to making changes in the workplace is to prioritize work activities in ways that are consistent with the agency's broader goals and eliminate work that holds a low priority.

# Implement long term change

- Sometimes, individuals may not feel it is important to challenge every new change – they can wait for most changes to simply go away.
- Long term change may require other adjustments to the way that an organization operates. It may involve:
  - Revising hiring/promotional criteria
  - Updating position descriptions
  - Revising training content
  - Modifying policies
  - Helping individuals to overcome barriers
  - Using incentives and rewards
  - Evaluating and modifying practices

## Help staff overcome barriers

- In implementing a new activity, people may find that there are legitimate barriers that may keep them from moving forward – e.g., the inability to get information in a timely fashion; lack of cooperation from others; absence of necessary resources; etc.
- Whatever these barriers are, it is the responsibility of managers and supervisors to help people overcome these barriers.
- Encourage discussions about barriers, demonstrate interest in resolving issues, and solve the problems that present themselves.

# Appreciate the value of incentives

- If you find someone who has embraced the change, reflects the desired culture, or is doing work in the way that you want – how do you reward them?
- Positive reinforcement is significantly more effective at modifying future behavior than negative reinforcement.
- Catch someone doing something right, acknowledge/reward them – and you will get more of this behavior from this person and others.
- What rewards/incentives do you use now?



“You might be on the right track but you’ll still get run over if you just sit there.”

Will Rogers

## Part III. Strategic planning and measurement

- If you know where you want to go, and your staff is motivated to help you go there, you still must determine:
  - The best ways to get there
  - The progress you are making at meeting your objectives

“We might be lost but we’re making good time.” Yogi Berra

# Opening thought

- Give me six hours to chop down a tree, and I will spend the first four hours sharpening the axe.”

- *Abraham Lincoln*

# 1. Developing a rational approach for your reentry project or effort

- In order to move forward you need to have a system or method that you can employ to rationally consider:
  - where you are
  - what is currently in place
  - how this compares with where you want to be
  - the options or choices that you have.
- The objective identification of issues, gaps, problems, and opportunities will help you determine what you can do to move in your desired direction.

# Developing solutions first?

- Even with the best of intentions, it is common for organizations or programs to develop particular solutions in an attempt to achieve a specific goal or outcome. This might be done:
  - In a reactionary manner, in response to a critical incident
  - In response to external pressures
  - Because of a new and promising idea or popular trend
  - Based on a suspicion, belief, or assumption about a problem, need, or gap

# Understanding problems

- Before we develop solutions, we must seek to understand the problems that are actually present. Otherwise we may wind up being a solution in search of a problem (which usually doesn't turn out too well).

“Seek first to understand, then to be understood.”  
Stephen Covey

# Why a Rational Planning Process?

- Reasonable, effective, and lasting change is more likely to occur when we understand and agree upon:
  - Where we ultimately want to be (vision)
  - Existing strengths of the system upon which we can build
  - Needs or barriers in policies, procedures, or resources that hinder our ability to advance
  - The most critical priorities
- This can lead us to: Identifying precisely what we want to achieve or accomplish now (mission)

# A Structure for Pursuing Change

In order to be successful at examining practices and identifying issues, an appropriate structure must be in place to help make sense of the work to be done.

A simple, unified, coordinated structure should be created to help the group move forward.

“Great leaders are great simplifiers, who can cut through argument, debate and doubt to offer solutions that everyone can understand.”

- Colin Powell

# Assessing your situation

- Consider the following:
  - The offender population you seek to impact
  - The activities and services currently available regarding this population
  - The empirically-based research on offender management practices, as well as the lessons emerging from national experience on innovative approaches to offender management and reentry

# Facilitating Lasting and Impactful Change

- In light of this information:
  - Critically assess the most significant needs – those that, if addressed, are likely to result in the greatest impact
  - Identify detailed and specific strategies to address the prioritized needs
  - Oversee the careful implementation of these strategies



## Move Forward

- Rational planning is a key element of developing effective programs.
- But establish some time frames for your planning work, make decisions, and move forward.
- “A good plan executed today is better than a great plan that is not executed.” Gen. George S. Patton

## 2. Monitor results and make necessary changes to practice

- Monitor the results to determine the extent to which the desired change – and movement toward your vision – is occurring
- Use the results to inform continued efforts or potential changes to your strategies in order to ensure successful outcomes

“However beautiful the strategy you should occasionally look at the results.”

Winston Churchill

# Measurement

- Gather critical information that will help you understand how things are, and how things change once you start moving forward.
- Meaningful information can aid you when you make choices about your methods or tactics, and can help you understand whether you are advancing towards your intended destination.
- Decisions made based on your “gut” may not take you where you want to go.

# Critical performance measurement areas

- Public safety:
  - Arrests/convictions
  - Recidivism
- System change:
  - Policies/procedures/changes in practice
  - Meetings/collaboration
- Offender information:
  - Employment/residence stability
  - Participation in programming
  - Substance abuse use
  - Access to health/mental health services
  - Use of leisure time/associations

## Remember the definition of Effective?

- ***Effective***: Producing or capable of producing an intended result.
- How will you know if you are producing intended results if you don't measure critical aspects of what you are doing/ accomplishing?

# Incorporate measurement as part of your strategy

- Be able to describe your objectives, so you know generally what you seek to measure;
- Identify the key indicators that will help you understand your progress;
- Determine the critical data elements that you will need to have for these key indicators;
- Collect and organize data and information;
- Develop feedback mechanisms and benchmarks.

## Measure it!

- Whatever you want to know – about staff activities, program outcomes, public safety, etc. – you have to take the necessary steps to collect and analyze pertinent data.
- And remember, “what gets measured gets done,” and “you can’t expect what you don’t inspect.”



## Part IV. Collaboration

- Whatever outcomes you seek to accomplish in the reentry area, chances are you are not going to be able to do it effectively on your own.
- You will need to work collaboratively with other individuals or organizations in order to achieve the best reentry outcomes.

## Something to consider

- **“You could have the best bunch of individual players in the world, but if they don’t play like a team, they won’t be worth a dime.”**

***Babe Ruth***

# What is collaboration?

- Collaboration is doing something together that you cannot do alone.
- Effective reentry work necessarily involves many entities. Why is this so?



# Reentry Barriers are Multifaceted

- Limited housing
- Unemployment
- Educational needs
- Mental health difficulties
- Healthcare needs
- Financial instability
- Family concerns
- Public sentiment



# Collaborative Partnerships are Essential

- The number and nature of reentry barriers extend far beyond the boundaries of the criminal and juvenile justice systems.
- Successful reentry cannot be achieved through the efforts of any single agency.
- Multi-agency, multi-disciplinary collaboration is vital to overcome these barriers.
- A combination of traditional and non-traditional partnerships is required.



## Two Types of Collaboration

- **State, regional, or local policy teams**
  - Individuals that have decisionmaking or policymaking authority
- **Case management teams**
  - Individuals providing direct services to offenders and their families

# Who Should Be Involved?

- Individuals, agencies, and organizations that:
  - Have a vested interest in community safety
  - Are directly or indirectly responsible for offender management
  - Work closely with – or advocate for – victims
  - Can provide mentoring or positive social supports
  - Offer educational and vocational services
  - Can promote access to appropriate and affordable housing
  - Deliver healthcare services
  - Provide mental health services
  - Have the ability to facilitate access to employment
  - Can provide support and assistance to children and families of formerly incarcerated individuals

# Examples of Key Stakeholders

- Criminal courts
- Adult corrections agencies
- Community supervision agencies
- Paroling authorities
- Mental health agencies
- Public health departments and other healthcare agencies
- Veteran's affairs officials
- Housing authorities
- Employment agencies
- Social services agencies
- Faith-based partners

# A Shared Vision

- These diverse agencies and organizations often have individual visions and missions that may not complement or support one another
  - Competing policies and practices may actually become barriers to successful reentry
- To ensure successful reentry, it is possible – *and essential* – to create a shared vision across agencies
- Through a shared vision, key stakeholders are able to find common ground that can serve as a catalyst for promoting offender success and ensuring public safety
  - Each stakeholder begins to recognize their unique role
  - The cumulative energy and effort becomes powerful

# Putting collaboration to work

- Public education efforts in MO have helped with the formation of local reentry teams that are focused on promoting offender success.
  - These teams involve partners focused on mental health, substance, housing, employment and other critical issues
- Significant involvement of community partners in NY and MI has helped create inter-agency teams that help resolve difficult community issues facing offenders.

## A common focus

- During the 1960s, at the height of the “space race,” NASA was intent on trying to carry out President Kennedy’s statement that we would land a man on the moon by the end of the decade.
- During a visit, a reporter asked a janitor what his job was. While sweeping the floor, he indicated that his job was to help land a man on the moon. That’s a clear focus.

## Part V. Evidence Based Practice

- If you:
  - *know where you want to go*
  - *have encouraged and motivated your staff*
  - *identified the right things to work on*
  - *measure your outcomes and results, and*
  - *are working with the right individuals and organizations, then what is left?*
- To use the best possible practices in pursuing your intended objectives and operating your programs and efforts!

# Employing our best ideas

- “Today’s problems are seldom solved by yesterday’s thinking.”

Albert Einstein

## a. What does “evidence based practice” mean

- The objective, balanced, and responsible use of current research and the best available data to guide practice decisions, so that desired outcomes are improved.
- We use existing data and research information to help us determine how best to do our work so that we can better accomplish our objectives.
- “You can measure your age by the amount of pain that you feel when you learn of a new idea.” Pearl S. Buck

# A practical definition

- **Evidence Based Practices:** A progressive, organizational use of direct, current scientific evidence to guide and inform efficient and effective correctional services.
- Consider an example from the medical field:
  - 1836: bloodletting was routine
  - French physician Pierre Louis: one of first clinical trials in medicine
  - Found bloodletting was linked to far more deaths

## b. We haven't been able to punish crime away

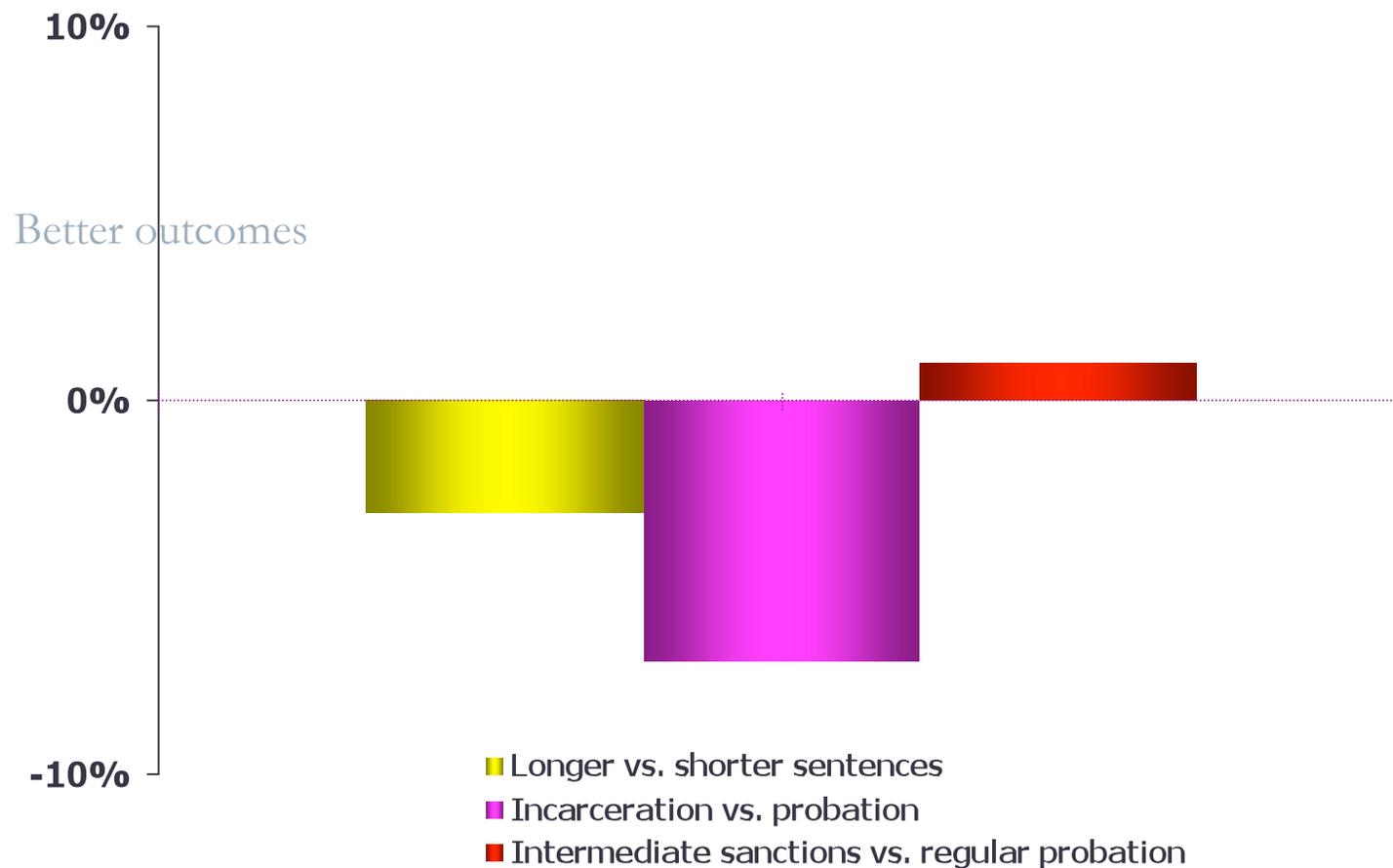
- “The main difference between correctional policies in Australia and those in the U.S. is that in Australia we figured out some time ago that we just can't punish crime away.”
  - Keith Hamburger, Department of Correctional Services, Queensland, Australia

# Punishment

- Research demonstrates that punishment and deterrence-driven approaches used in isolation have
  - Negligible impact;
  - No impact; or
  - Negative impact

(see Aos et al., 2006; Cullen & Gendreau, 2000; MacKenzie, 1998, 2006; Petersilia & Turner, 1993)

# Impact of punishment-oriented strategies on recidivism: adults



Smith, Goggin, & Gendreau, 2002

# People not likely to be impacted by punishment

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

Source: Ed Latessa

# What does not appear to be correlated with reduced recidivism?

- Punishment, sanctions, or incarceration
- Specific deterrence, or fear-based programs, e.g. Scared Straight
- Military models of discipline and physical fitness - Boot Camps
- Shaming programs
- Intensive supervision without treatment
- Drug education programs with no treatment
- Non-action oriented group counseling

# Appropriate treatment and reduction in recidivism

- **CRIMINAL SANCTIONS** - **.07 (30 tests)**
- **INAPPROPRIATE TREATMENT** - **.06 (38 tests)**
- **ISPS** - **.07 (47 tests)**
- **APPROPRIATE TREATMENT** **.30 (54 tests)**

• Source: Mark Carey, 2009

# Recidivism reductions realized

- Community based cognitive-behavioral sex offender treatment -32%
- Prison based cognitive-behavioral sex offender treatment -14.9%
- Prison based vocational education -12.6%
- Community based drug treatment -12.4%
- Prison-based cognitive-behavioral programs (general and specific) -8.2%

- Adapted from Aos, Miller and Drake, 2006

## Examples of juvenile programs – impact on recidivism

- Functional family therapy -15.9%
  - Multisystemic therapy -10.5%
  - Juvenile sex offender treatment -10.2%
  - Behavior modification programs - 8.2%
  - Aggression replacement training – 7.3%
- 
- Adopted from Drake, 2007

# What we could move towards

## **FROM**

- **Custody/monitoring**
- **Silos**
- **Agency isolation**
- **Unproven methods**
- **Measuring inputs**
- **Offender failure**

## **TO**

- **Behavior change**
- **Coherent process**
- **Collaboration**
- **Using what works**
- **Measuring outcomes**
- **Offender success and public safety**

## c. *10 Key Offender Management Practices*

- Early and ongoing assessment to identify risk and criminogenic needs
- A case plan that focuses on addressing critical criminogenic factors
- Evidence based interventions that focus on risk, needs, responsivity and dosage
- Proactive transition and release planning
- Informed release decision making and the imposition of appropriate conditions

# Key Offender Management Practices

- Success-oriented supervision approaches that involve offenders, utilize incentives, reinforce desired behaviors and employ graduated responses to violations
- Focus on skill building with cognitive behavioral approaches for offenders
- Employ evidence-based community interventions
- Engage on-going support in communities
- Monitor/evaluate policies and practices

# Effective recidivism reduction

- Programs that:
  - Focus on criminogenic needs (especially top four)
  - Match right client to right program
  - Use a cognitive behavioral approach
  - Use positive reinforcements
  - Seek right levels of dosage/intensity
  - Have built-in quality assurance

# Assessment

- Use actuarial and dynamic risk/needs tools to identify:
  - those in need of the highest level of intervention, and
  - identify factors which may likely contribute to continuing criminal behavior (which should be the focus of interventions).
- Focus conditions, referrals and supervision efforts on criminogenic needs (which can impact the likelihood of continued criminal behavior) such as:

# Criminogenic needs

## **Anti-social values/beliefs/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 peers

## **-Anti-social personality or temperament**

Build problem solving, self management, anger management, and skills for coping with restless/aggressive energy

## **-Family and/or marital**

Reduce conflict, build positive relationships and communication, enhance monitoring/supervision

# Criminogenic needs

## **Substance abuse**

Reduce usage, reduce the supports for abuse behavior, enhance alternatives to abuse

## **-Employment**

Provide employment seeking and keeping skills

## **-Education**

Enhance performance rewards and satisfaction

## **-Leisure and/or recreation**

Enhance involvement and satisfaction in pro-social activities

Source: Adapted from Ed Latessa, U. of Cincinnati/Gendreau and Andrews, 1990

# Responsivity

- **Match treatment mode to offender characteristics**
- **Examples – language/learning style; race/ gender/ethnicity; motivational readiness stage**

# Dosage

- Higher risk offenders should receive more supervision and program attention. Our goal is to focus our energies on reducing the risks posed by this group.
- Structure 40-70% of high-risk offenders' time for 3-9 months.
- Moderate risk offenders may require less attention.
- Low risk offenders should not receive intensive program services or intensive supervision.

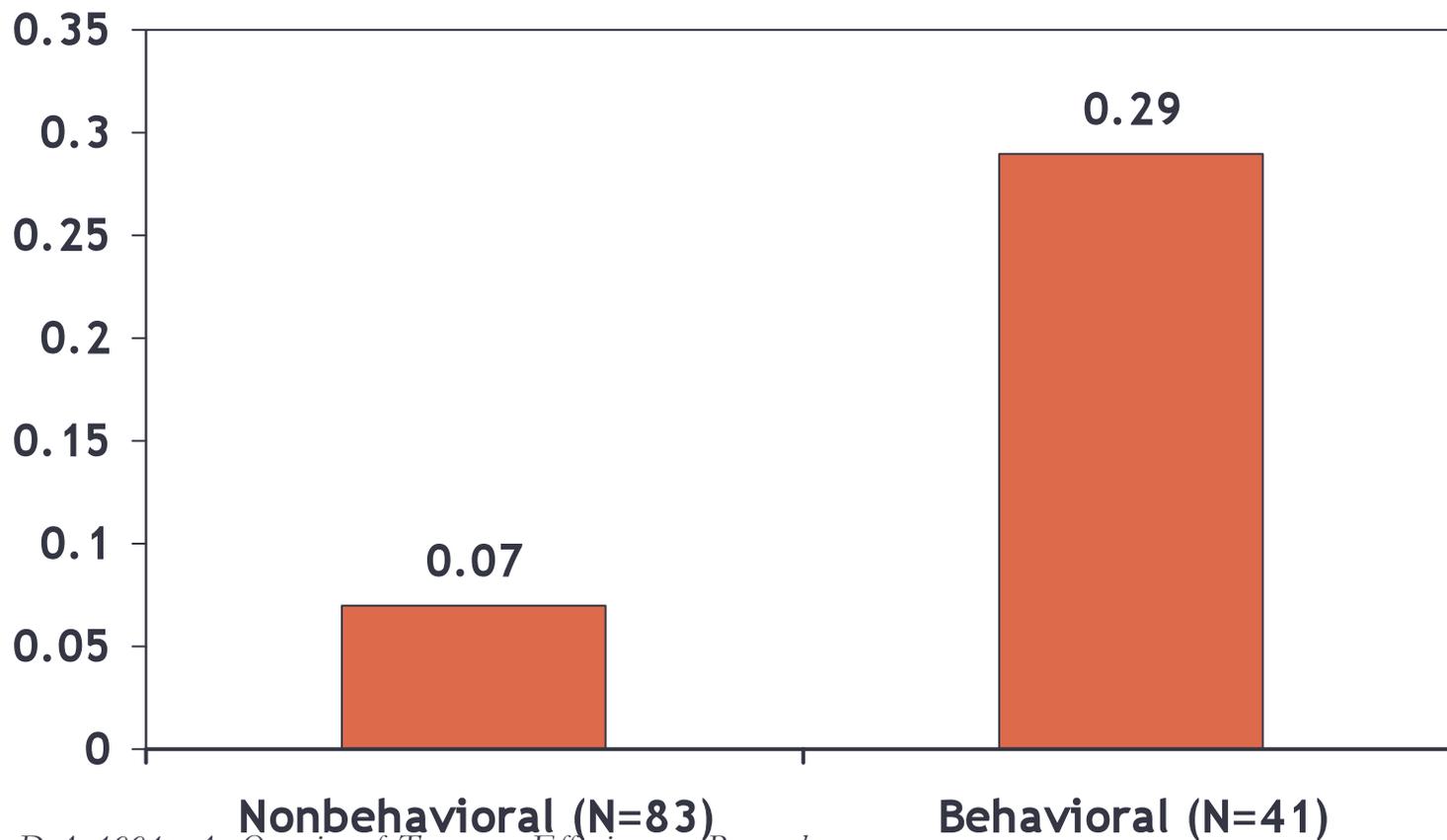
# Behavioral treatment

- Addresses current thinking and behavior
- Targets major criminogenic needs (attitudes, values, beliefs)
- Focuses on learning (most criminal behavior is learned)

# Principles of cognitive intervention

- 1. Thinking affects behavior
  - 2. Antisocial, distorted, unproductive irrational thinking causes antisocial behavior
  - 3. Thinking can be influenced
  - 4. Individuals can change how they feel and behave by changing what they think.
- 
- Source: Ed Latessa, U. of Cincinnati, OK Reentry Conference, 2008

# Recidivism reductions: Behavioral vs. non-behavioral treatment



*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. Source: Mark Carey, The Carey Group*

## EBP review

- 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 offenders for change is important – use behavioral approaches and match to offender type

## A single plan

- A case plan should be developed that addresses the most significant criminogenic needs identified through assessment.
- It should incorporate information from various sources.
- The case plan should follow the offender through the criminal justice system.

## Involve the offender

- You might develop a great case plan, but if the offender does not see the need or benefit of this plan, little may happen.
- Involve the offender in the development of goals and objectives.
- Create goals that are “doable” (realistic, practical, focused first on small changes)
- Identify and build on strengths as well as work on resolving problems

# Motivating the offender

- When our objective is to change a person's behavior, what style works best?
- - Confrontation
  - Demonstrating our power over someone
  - Lecturing
  - Demanding
  - Cheer-leading
  - Pleading
  - Begging
  - Bribing
  - Shaming
  - Helping someone appreciate the value of change?



## Incentives and rewards

- In bringing about a change in behavior, the evidence is clear that using appropriate incentives and rewards is effective.
- From your own experience, what motivates you to engage in a change of behavior?

# Interacting with the client

- Does the nature of the interaction that the client has with staff make a difference?
- In studying factors associated with behavior change, it appears that changes are driven by:
  - Extra therapeutic factors (e.g., self) = 40%
  - Rapport with staff = 30%
  - Treatment technique = 15%
  - Self-improvement = 15%

- Source: Lambert and Bailey, 2002

# Role model what you want to see

- Every interaction with a client is an opportunity to convey a message.
  - Take advantage of every opportunity to convey the right messages about actions, responsibilities, decisions and outcomes.
- Some states like Oregon use the 3R's:
  - Role Model
  - Reinforce appropriate behavior
  - Redirect inappropriate behavior
    - “You must be the change you wish to see in the world. “ Mahatma Gandhi

## Some positive results

- Michigan – significant reduction in returns to prison (approx. 26%) in 2007 for offenders who participate in particular reentry efforts, compared to 1998 baseline.
- Missouri – offenders who go through transitional housing units have lower failure rates (for both technical violations and new crimes) after 6 months (from 23% to 15%) and 12 months.
- Georgia – focusing supervision on specific criminogenic factors has impacted successful completion of parole rates – up to 76% in 2008.
- Oregon – reports decreasing rates of revocation and absconding during first 6 months after release.

# Making Progress

- The numerous obstacles and issues that must be overcome in order to promote more offender success can seem daunting. Perhaps it helps us to think not in terms of final outcomes, but in terms of progress towards our goals.

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”

Thomas Edison



*Let's aim high, go forward, and do some good work together*

- “The only true measure of success is the ratio between what we might have done and what we might have been on the one hand, and the thing we have made and the things we have made of ourselves on the other.”
  - H.G. Wells

# Conclusions

- We must identify how we want to do business and what we want to accomplish. We should aim high and work towards the outcomes we seek.
- We must recognize that working in isolation will not allow us to develop the most successful reentry outcomes. We must make a commitment to work closely with other key agencies, organizations, and individuals.
- We must challenge ourselves to ensure that our practices are state-of-the-art, empirically supported, and effective. As we identify “what works” (and what isn’t working), we must be willing to adjust our strategies to ensure maximum impact.

# Best sources for EBP information

Links from NIC website: [http://www.nicic.org/WebPage\\_387.htm](http://www.nicic.org/WebPage_387.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](#)