

JUSTICE CENTER

THE COUNCIL OF STATE GOVERNMENTS

Incorporating the Principles of Risk, Need, & Responsivity into Reentry Program Designs

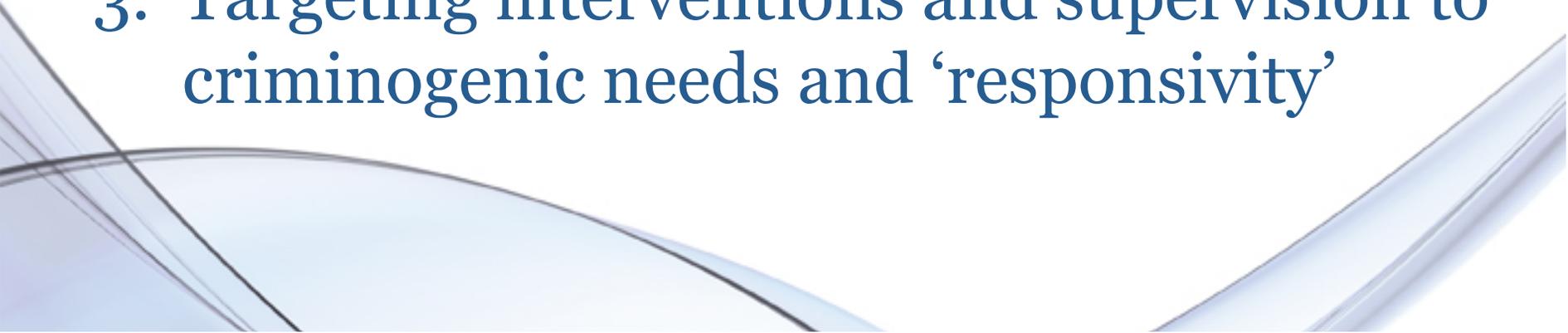
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Risk Reduction



What is risk reduction all about?

1. Identifying which individuals are likely to reoffend
 2. Focus on *moderate to high risk* offenders
 3. Targeting interventions and supervision to criminogenic needs and 'responsivity'
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Risk-Need-Responsivity (RNR)



- The RISK principle tell us WHO to target
- The NEED principle tells us WHAT to target
- The RESPONSIVITY principle tells us HOW to target



Risk



- **Risk principle**

- Goal is to match the level of services to the offender's likelihood to re-offend
 - Provides guidance re. WHO to target for program interventions
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Risk



*To have enough resources for higher risk offenders, we have to allocate **FEWER** resources to lower risk offenders*

LOWER RISK = LESS INTERVENTION
= LESS STRUCTURE
= LESS SUPERVISION
= LESS OF YOUR
RESOURCES

Risk



**HIGHER RISK = MORE INTERVENTION
= MORE STRUCTURE
= MORE SUPERVISION
= MORE OF YOUR
RESOURCES**

Risk



- What do we mean by *Risk*?

“How likely is a person to commit a crime?”

RISK ≠ Crime type

≠ Sentence or disposition

≠ Custody or security classification level

≠ Mental health diagnoses



Risk



- **How do we know how likely a person is to commit a crime?**

- Use predictive assessment instruments
 - BUT, instruments must be normed and validated to be predictive
- 

Risk Instruments



- HCR-20
- LCSF
- LSI-R
- PCL-SV
- RANT
- START

Need



- Now we know *who*, so WHAT type of interventions do we provide?



Need



Need Principle

- Assess *criminogenic needs* and address these needs through focused interventions
- Place higher-risk/higher-need offenders in treatment slots
- Prioritize a person's "high" needs **FIRST** when developing a case plan

Need



- **Criminogenic needs**: Dynamic or *changeable* factors that contribute to the likelihood that someone will commit a crime



Need



“People involved in the justice system have many needs deserving treatment, but not all of these needs are associated with criminal behavior” Andrews & Bonta (2006)



Criminogenic Needs



1. Antisocial attitudes
2. Antisocial friends and peers
3. Antisocial personality pattern
4. Substance abuse
5. Family and/or marital factors
6. Lack of education
7. Poor employment history
8. Lack of prosocial leisure activities

**Major risk/need (criminogenic) factors and associated dynamic needs
(i.e.: promising intermediate targets for reduced recidivism)¹**

Major Risk/ Need Factor ²	Characteristics	Dynamic Need
Antisocial Attitudes	Attitudes, values, beliefs, and rationalizations supportive of crime, and cognitive emotional states of anger, resentment, and defiance. Criminal/reformed criminal/anti-criminal identity.	Reduce antisocial cognition; recognize risky thinking and feeling; build up alternative, less risky thinking and feeling; adopt reform/anti-criminal identity.
Antisocial Friends and Peers	Close association with criminal others and relative isolation from anti-criminal others; immediate social support for crime.	Reduce association with criminal others; enhance association with anti-criminal others.
Antisocial Personality Pattern	Adventurous pleasure seeking, weak self control, restlessly aggressive, callous, and disagreeable.	Build problem-solving skills, self-management skills, anger management and coping skills.
Family/Marital	Two key elements are weak nurturance/caring and poor monitoring/supervision.	Reduce conflict, build positive relationships, and enhance monitoring and supervision.
Substance Abuse	Abuse of alcohol and/or other drugs.	Reduce substance abuse, reduce the personal and interpersonal supports for substance-oriented behavior, enhance alternatives to drug abuse.
School/Work	Low levels of performance and satisfactions in school and/or work (low socio-economic achievement).	Enhance performance, rewards, and satisfactions.
Leisure/ Recreation	Low levels of involvement and satisfactions in anti-criminal leisure pursuits.	Enhance involvement, rewards, and satisfactions.

¹ Excerpted from Andrews, D., & Dowden, C., *The Risk-Need-Responsivity Model of Assessment in Human Service and Prevention and Corrections: Crime Prevention Jurisprudence*, Canadian Journal of Criminology and Criminal Justice, 49 (4), 439-464 (2007).

² The minor risk/need factors (and less promising intermediate targets for reduced recidivism) include the following: personal/emotional distress, major mental disorder, physical health issues, fear of official punishment, physical conditioning, low IQ, social class of origin, seriousness of current offence, and other factors unrelated or only mildly related to offending.

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Major Risk/ Need Factor ²	Characteristics	Dynamic Need
Antisocial Attitudes	Attitudes, values, beliefs, and rationalizations supportive of crime, and cognitive-emotional states of anger, resentment and defiance. Criminal identity.	Reduce antisocial cognition; recognize risky thinking and feeling; build up alternative, less risky thinking and feeling.
Antisocial Friends and Peers	Close association with anti-criminal peers.	Reduce association with anti-criminal peers; build up positive peer supports.
Antisocial Personality Pattern	Adventurous pleasure seeking, impulsive, aggressive, callous.	Reduce antisocial cognition; recognize risky thinking and feeling; build up alternative, less risky thinking and feeling.
Family/Marital	Two key elements are weak nurturance/caring and poor monitoring/supervision.	Reduce conflict, build positive relationships, and enhance monitoring and supervision.
Substance Abuse	Abuse of alcohol and drugs.	Reduce substance abuse; build up positive coping skills.
School/Work	Low levels of performance at school or work (low socio-economic status).	Build up skills and motivation for school or work.
Leisure/Recreation	Low levels of involvement in leisure pursuits.	Build up skills and motivation for leisure pursuits.

Interventions

Cognitive skills to address 'criminal thinking', positive peer supports, problem-solving skills

Interventions

**Substance abuse treatment
Co-occurring disorders treatment
Job training/employment readiness**

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Responsivity



- Responsivity: Optimizing offenders' engagement, learning, and skill-building



Responsivity



- It's not enough to target higher risk offenders with the right interventions, you have to do it in a way that supports them as they learn the new skills you are trying to teach



Responsivity - *general*



- General approaches in tailoring interventions for offenders
 - Cognitive-behavioral
 - Social learning



Responsivity – *fine tuning*



- Fine tuning interventions based on:
 - Individual strengths and abilities
 - Learning style
 - Psychological functioning (e.g., CODs)
 - Motivation
 - Gender (e.g., with history of trauma/PTSD)
 - Race/ethnicity

Fine Tuning for CODs



- Longer duration of treatment
- More extensive assessment
- Emphasis on psychoeducational and supportive approaches
- Higher staff ratio, more MH staff

Fine Tuning for CODs



- Shorter meetings and activities
- Information presented gradually, in small units, and with repetition
- Supportive versus confrontational approach
- More time provided for engagement and stabilization

Fine Tuning for Cognitive Impairment



- Minimize need for abstraction (e.g., concrete, specific scenarios)
- Have demonstrate skills
- Keep instructions brief
- Use audiovisual aids
- Keep role plays short and focused

(Bellack, 2003)

Fine Tuning for Females



- Focus on trauma and spousal abuse
- Emphasis on education and job training
- Parenting skills
- Female role models and peer support
- Assertive outreach and crisis intervention
- Single gender groups, female staff

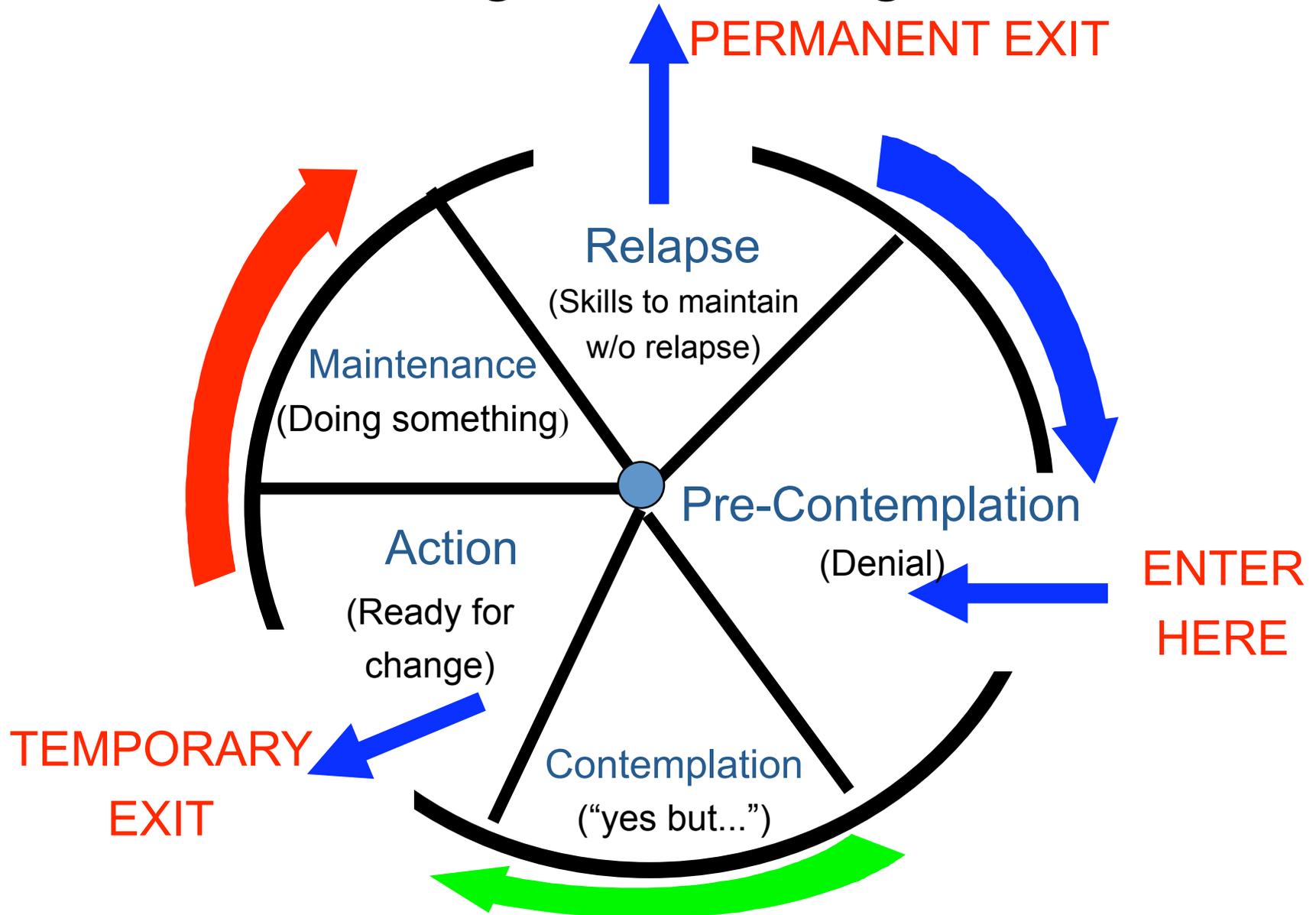
Fine Tuning for Motivation



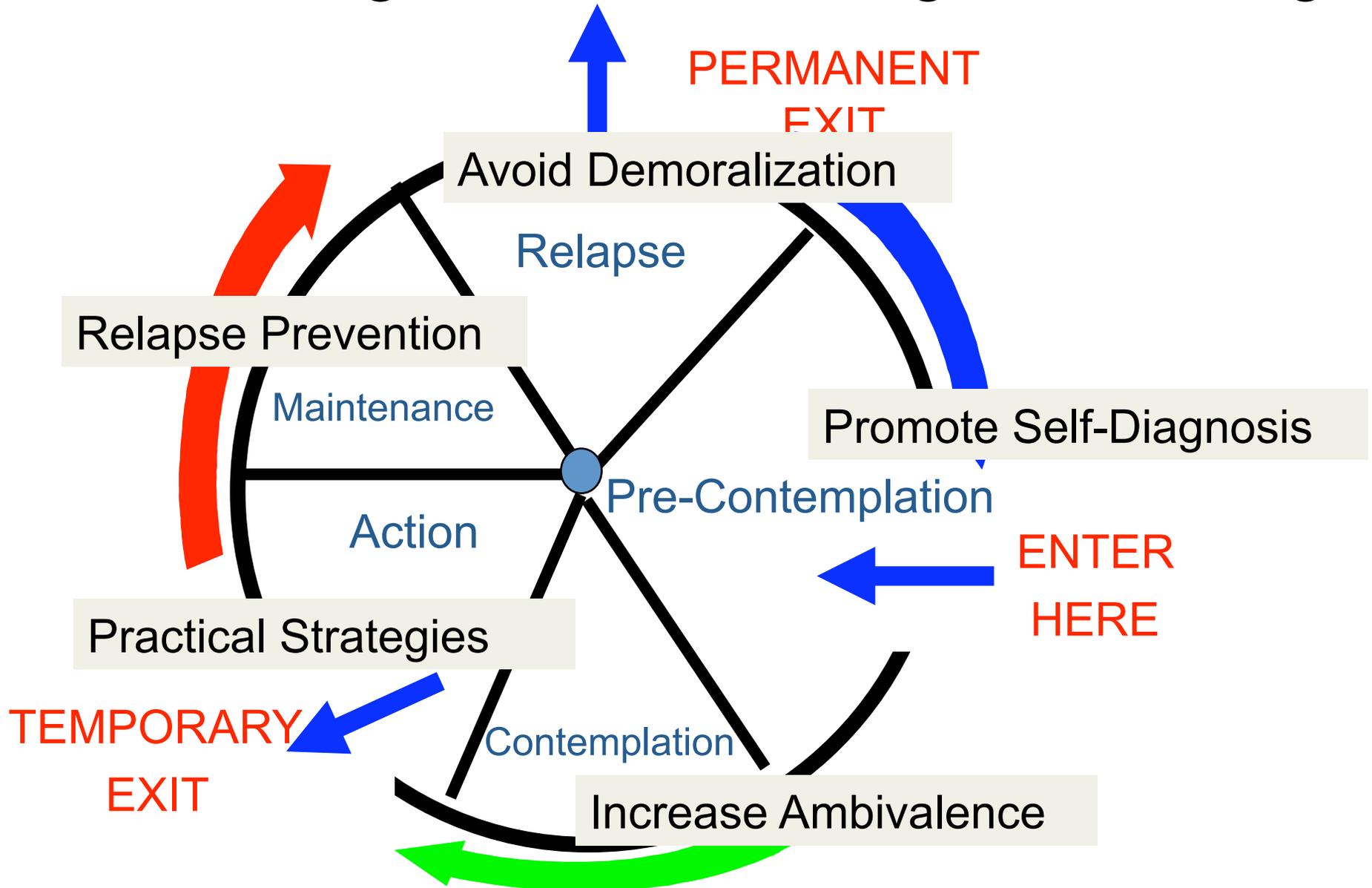
- *How ready is the person to change?* →
Meet the person wherever they are in their change process!



Stages of Change



Fine Tuning for Different Stages of Change



Fine Tuning for Incentives and Sanctions



- **Incentives** = Offender-defined incentives to respond to offender-defined goal achievement
- **Graduated Sanctions** = Described **BEFORE** the behavior and issued **QUICKLY** after problem behavior is recognized

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— A project of the CSG Justice Center —

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