Core Correctional Practices

Disclosure

AllRise

Resources

- Check-out our e-learning center! Free 10 module training on CCP, created by Melanie Lowenkamp on behalf of All Rise.

- Materials adapted from EPICSII and Melanie Lowenkamp at Core Correctional Solutions.

- Citations available at end of presentation.

Why do we care about behavior change?

Being a Change Agent

✓**Motivation:** To engage with treatment court participants in strategic and intentional ways.

✓**Knowledge:** of evidence-based practices

✓**Skill:** Applying evidence-based practices consistently and appropriately. Ensuring a high degree of fidelity.

Changing Behavior

- How do you help someone change their behavior?

- Why do people not change their behaviors?

Changing Behaviors

Two reasons people do not change:

- They don't want to
- They don't know how

Core Correctional Practices targets both!

Referee vs. Coach

SOURCE: ORIGINAL TABLE IN LOVINS, B. K., CULLEN, F. T., LATESSA, E. J., & JONSON, C. L. (2018). PROBATION OFFICERS AS A COACH: BUILDING A NEW PROFESSIONAL IDENTITY. *FEDERAL PROBATION, 82* (1), 13-19.

REFEREES VS. COACHES IN COMMUNITY SUPERVISION

Aspects of PO Role	Referee	Coach
Main job function	Procedural justice—apply the rule as intended	"Win"—behavioral change and improved conduct (lower recidivism)
Rule infraction response	"Blow the whistle" and apply the sanction or consequence	Accountability and education—learn from mistakes
Knowledge of individual on supervision	Impersonal—Authority figure who imposes sanctions	Supportive and trustworthy—Authority figure who is authoritative ("warm but restrictive"), or "firm but fair"
Feedback to individual on supervision	Warnings, sanctions, and revocation	Training and encouragement—develop skills so as to perform more successfully
Professional expertise	Know and apply the rules equitably	Core correctional practices
Organizational culture	Control	Human service
Organizational goal	Efficiency and equity	Behavior change and a good life

CCP Overview

Overview

- *Core correctional practices* are specific techniques that community supervision officers can use when they interact with individuals on their caseload or in their treatment court program.

- These techniques are correlated to reductions in recidivism when used properly and with fidelity.

- Skills are focused on building rapport, changing behavior and building skills.

- Tied to the use of risk-need-responsivity system/tool

The Science Behind the Practice

- Developed by Andrews and Carvell (1989)
- *How* probation/correctional staff interact with justice-involved individuals is just as important as the programming they receive
- Tied to the use a risk/need/responsivity tool and system
- Meta-analysis show that when used CCP is used properly, rearrests and convictions are reduced.
- Officers that have strong adherence to the model experience the greatest client outcomes.

CCP is Versatile!

- Can be used in the field or office setting

- One-on-one interaction between staff and participant

- Group setting

- Courtroom

Main Content Areas

- Understanding RNR
  - ✓ Eight Guiding Principles for Risk/Recidivism Reduction
  - ✓ Principles of Effective Classification
  - ✓ Cognitive Behavioral Chain

- Role Clarification
  - ✓ Change Agent
  - ✓ Role Clarification Steps

- The "Bridging" Skills
  - ✓ Effective Use of Authority (firm but fair approach)
  - ✓ Effective Use of Reinforcement
  - ✓ Effective Use of Disapproval

- The Intervention Skills
  - ✓ Skill Building
  - ✓ Problem Solving

UNDERSTANDING RISK, NEEDS AND RESPONSIVITY

Eight
Guiding Principles
for
Risk/Recidivism
Reduction

National Institute of Corrections:
Implementing Evidence-Based Practice in Community Corrections.

Risk, Need, & Responsivity

- Over 40 years of science

- Too much, too little, or the wrong kind of services makes outcomes worse by allowing problems to fester, interfering with productive activities, or causing side effects

- Risk is analogous to *prognosis* and indicates the requisite level of supervision and accountability

- Need is analogous to *diagnosis* and indicates the requisite level of treatment and habilitation

- Mixing risk or need levels makes outcomes worse through contagion

nadcp.org

RESEARCH STATES

High risk

High need

Risk-Need-Responsivity (RNR)

Model as a guide to Best Practices

RISK	NEED	RESPONSIVITY
WHO Match the intensity of the individual's intervention to their risk of reoffending	**WHAT** Target criminogenic needs: antisocial behaviors and attitudes, SUD, and criminogenic peers	**HOW** Tailor the intervention to the learning style, motivation, culture, demographics, and abilities of the offender
Deliver more intense intervention to higher-***risk*** offenders	Target criminogenic ***needs*** to reduce risk of recidivism	Address the issues that affect ***responsivity***

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Risk

- Level of service should match level of risk

- Provide more services to moderate and high-risk individuals

- Do not over-supervise low-risk individuals

What are Criminogenic Needs?

- Attitudes, values, beliefs
- Social networks
- Anti-social personality patterns
- Employment/Education
- Family
- Substance Abuse
- Housing and neighborhood
- Finances
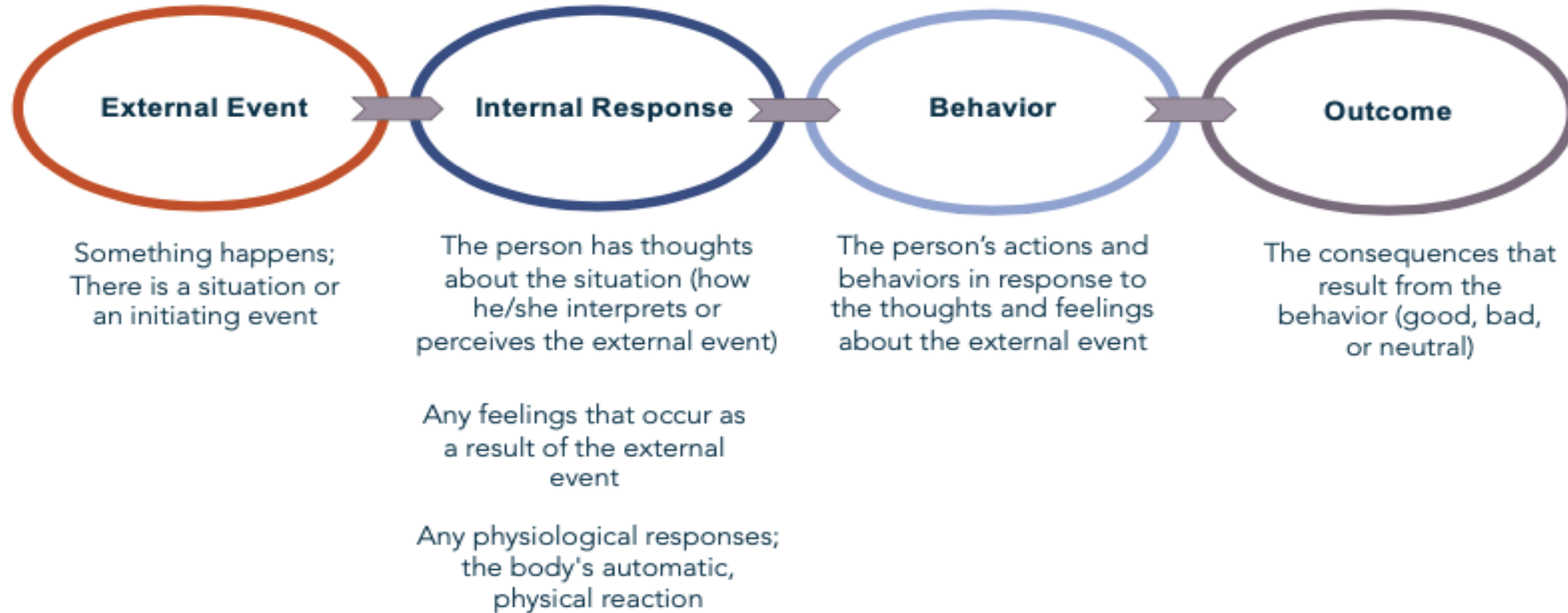- Lack of pro-social leisure activities

Responsivity

- Responsivity requires that we consider individual characteristics when matching participants to services.

- These factors influence responsiveness to different types of treatment.

- Example characteristics include, but are not limited to:
  - ➢culture
  - ➢gender
  - ➢motivational stages
  - ➢developmental stages
  - ➢learning styles

Responsivity

- The principle of responsivity also requires that individuals are provided with treatment that is proven effective with the justice populations.

- Certain treatment strategies, such as cognitive-behavioral methodologies, have consistently produced reductions in recidivism with offenders under rigorous research conditions.

The Cognitive Behavioral Chain

External Event

Something happens; There is a situation or an initiating event

Internal Response

The person has thoughts about the situation (how he/she interprets or perceives the external event)

Any feelings that occur as a result of the external event

Any physiological responses; the body's automatic, physical reaction

Behavior

The person's actions and behaviors in response to the thoughts and feelings about the external event

Outcome

The consequences that result from the behavior (good, bad, or neutral)

Source: Melanie Lowenkamp, 2022

RNR in Practice

To lower a person's risk to re-offend, first you must understand ***what*** is putting them at
risk, and then you must work to understand
why

Role Clarification

Role Clarification

- Foundational skill to build a quality supervision alliance

- Engagement, Collaboration and Purpose

- Change Agent
  - ➢ Understanding what areas need to change
  - ➢ Creating a learning environment with clients
  - ➢ Providing matched interventions aimed at pro-social behaviors
  - ➢ Exhibit skills and abilities to foster learning and change

Role Clarification Questions

Treatment court participants are likely to have similar questions.

✓ What am I here for?

✓ What can I hope to get out of this program (out of community supervision, out of treatment)?

✓ What do I have to do (what are the rules and expectations)?

✓ What will the treatment team (judge, attorneys, community supervision officers, treatment providers) expect of me?

✓ What can I expect from the treatment team?

✓ What do I have a choice about?

Source: Melanie Lowenkamp, 2022

Role Clarification Steps

Step 1: **Identify** the treatment court's purpose and what it hopes to accomplish by providing services.

Step 2: **Ask** the participant to identify what they hope to accomplish while participating in the treatment court program.

Step 3: Identify what you, as a representative of treatment court, hope to accomplish and your role in the process.

Step 4: Define the treatment court process.

Step 5: **Identify and discuss the expectations of confidentiality.**

The Bridging Skills

Effective Use of Authority

Emphasizes the person's autonomy	Communicates that everything is a matter of personal choice	Resistance is often a response **to a perceived lack of control**
His/her **right to choose**, make decisions, and maintain some control	• The person on supervision has complete control over **his/her choices and the resulting consequences**. • Gives back control while placing the **responsibility and accountability** for those decisions where it belongs.	• When people perceive that their right to make decisions has been taken away, they often feel powerless and respond by trying to assert their liberty. • EUA may reduce resistance and non-compliant behavior by overtly respecting the autonomy of those under supervision.

Effective use of Authority

There are **three** steps in this skill.

| STEP 1 | Identify a situation where the person has reached a decision point |

| STEP 2 | Present the available choices and the corresponding outcomes |

| STEP 3 | Ask the person to choose |

Effective Use of Authority

1. The current situation is_____ and you must make a decision.

2. If you decide to_____, the resulting consequence(s) will be_____.

2. Or, you can choose to _____, which will result in _____.

3. What is your decision? Choosing _____ will get you closer to your goals.

Effective use of Reinforcement

There are **four** steps in this skill.

STEP 1	Clearly state the desirable behavior and, if necessary, why you liked it.
STEP 2	Ask the person to describe the immediate benefits from engaging in the behavior.
STEP 3	Ask the person to describe the future benefits if he/she continued to engage in the behavior.
STEP 4	Gain the person's commitment to continue to engage in the behavior in the future.

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Effective Use of Reinforcement

1. I liked how you_____

2. because_____.

3. Right now, how do you think this behavior has or will help you?

4. What are some of the long-term benefits if you continue this behavior for you?

I'm going to issue you a _____ for this behavior.

Effective use of Disapproval

There are **five** steps in this skill.

STEP 1	Clearly state the problematic behavior
STEP 2	Ask the person to describe the immediate consequences from engaging in the behavior
STEP 3	Ask the person to describe the future consequences if he/she continues to engage in the behavior
STEP 4	Ask the person to identify and discuss pro-social alternatives that could be used in place of the problematic behavior
STEP 5	Gain the person's commitment to use the pro-social alternative instead of the problematic behavior in the future

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Effective Use of Disapproval

1. It's against the agreement to _____.

2. This behavior is unacceptable because _____.

3. What kind of consequences can you expect if you continue this behavior? What about long-term consequences?

4. Let's discuss what you could have done instead and how that would have looked.

The Intervention Skills

Structured Skills Building

Engage — The person should be interested in learning. Increase his/her motivation to learn this skill.

Teach — Teach the concepts; Explain the skill in detail. For JIIs to use any skill effectively, they must have a strong understanding of the concepts.

Demonstrate — Clarify the explanation (teaching) with a demonstration of the skill.
Model the skill accurately.

Practice — Learning a new skill does not make you competent in the use of the skill; only repeated practice does. Set clear expectations. Build on-going practice opportunities into your case plan

Skill Building Topics

- Beginning Social Skills
  - Listening
  - Having a Conversation
  - Asking a Question

- Advanced Social Skills
  - Asking for Help
  - Following Instructions
  - Apologizing

- Skills for Dealing with Feelings
  - Expressing Your Feelings
  - Understanding the Feelings of Others
  - Rewarding Yourself

- Skills Alternatives to Aggression
  - Asking Permission
  - Using Self Control
  - Avoiding Trouble with Others

- Skills for Dealing with Stress
  - Responding to Failure
  - Getting Ready for a Difficult Conversation
  - Dealing with Group Pressure

- Planning Skills
  - Deciding What Caused a Problem
  - Setting a Goal
  - Arranging Problems by Importance

Skill Building Example

Skill 29: Avoiding Trouble with Others

SKILL STEPS

1. Decide if you are in a situation that might get you into trouble. (Thinking)

2. Decide if you want to get out of the situation. (Thinking)

3. Tell the other people what you decided and why. (Action)

4. Suggest other things you might do. (Action)

5. Do what you think is best for you. (Action)

Skill Building Example

Skill 41: Getting Ready for a Difficult Conversation

SKILL STEPS

1. Think about how you will feel during the conversation. (Thinking)

2. Think about how the other person will feel. (Thinking)

3. Think about different ways you could say what you want to say. (Thinking)

4. Think about what the other person might say back to you. (Thinking)

5. Think about any other things that might happen during the conversation. (Thinking)

6. Choose the best approach you can think of and try it. (Action)

Problem Solving

Defined:

Being skillful in the process of identifying a problem, developing possible solution paths, analyzing those options, and taking the appropriate course of action.

Problem Solving

Builds Competence in other thinking skills

1. **Alternative solution thinking**
   - Ability to generate different options or solutions that could potentially solve a problem.
     - Individuals that can only think of 1-2 solutions for any problem are less likely to be successful.
2. **Consequential thinking**
   - Ability to consider how one's actions may affect self and others.
3. **Causal thinking**
   - Ability to relate one event to another; cause and effect thinking.
     - Low levels of causal thinking are related to poor insight into behavior.
4. **Means-end thinking**
   - Ability to create step-by-step plans to reach a given goal.
   - Ability to respond to challenges and barriers using alternative strategies.
5. **Perspective thinking**
   - Ability to understand that others may have different motives and viewpoints.
     - Closely resembles aspects of empathy.

Problem Solving

There are **five** steps in this skill.

STEP 1	Identify the problem and the person's goals in solving it
STEP 2	Generate possible solutions to the problem (brainstorm)
STEP 3	Evaluate the possible solutions by examining the pros/cons of each
STEP 4	Select the best option
STEP 5	Identify the steps to carry out the plan

Problem Solving:

Problem solving is an important skill that you can use in all areas of your life. An inability to effectively solve problems can often result in poor choices that have negative consequences. Problem solving is a skill that teaches how to use logic and structure to arrive at a decision that will result in the best possible outcome.

Step 1. Clearly state the problem: What is your goal:	
Step 2. Generate Options	**Step 3. Evaluate Options**
Option 1.	Pros:
	Cons:
Option 2.	Pros:
	Cons:
Option 3.	Pros:
	Cons:
Step 4. Choose the best option:	
Advanced Planning. The steps I'll use to carry out my plan:	
1. 2. 3. 4. 5.	

AllRise

Treatment Court Institute

Impaired Driving Solutions

Justice for Vets

Center for Advancing Justice

Founded As

NADCP National Association of Drug Court Professionals

About Us

All Rise is the training, membership, and advocacy organization for justice system innovation addressing substance use and mental health at every intercept point.

Through its four divisions—the Treatment Court Institute, Impaired Driving Solutions, Justice for Vets, and the Center for Advancing Justice—All Rise provides training and technical assistance at the local and national level, advocates for federal and state funding, and collaborates with public and private entities.

Citations/References

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Questions?

Evaluation

https://cvent.me/abAG0P

1. On your compatible phone or tablet, open the built-in camera app.

2. Point the camera at the QR code.

3. Tap the banner that appears on your phone or tablet.

4. Follow the instructions on the screen to complete the evaluation.

5. After completion, you will be provided with a certificate that can be saved and printed.