



Evidence Based Practices in the Federal System



What is EBP?



Evidence Based Practice Is:

- Simply empirical practice—the majority of what we do is informed by research
- It requires an agency to define it's “bottom line”



Evidence Based Practice Is:

- Easier to think of as Evidence Based Decision Making
- Involves several steps and encourages the use of validated tools and treatments.
- Not just about the tools you have but also *how* you use them



What is Evidence?

- There are different forms of evidence:
 - The lowest form is anecdotal evidence, but it makes us feel good
 - The highest form is empirical evidence – results from controlled studies, but it doesn't make us feel good
 - How do we summarize evidence?

Evidence Based Decision Making Requires



- Assessment information
- Relevant research
- Available programming or EBT's
- Evaluation
- Professionalism and knowledge from staff



Introduction and Rationale For Training



Rationale for Training

Importance of Training

- Why are we here?
- Does what we do work?
- Can we get better outcomes?



Rationale for Training

Importance of Training

- Bonta, Rugge, Scott, Bourgon, & Yessine, 2008
- Meta-analytic review of 26 effect sizes with violent or general recidivism as an outcome.
- Indicated that less is as good as more (2% reduction in general and no effect for violent offending)



Rationale for Training

Importance of Training

- Recent study of parole by the Urban Institute indicated that the “no parole” group performed about as well (in terms of recidivism) as the “mandatory and discretionary parole” group.



Rationale for Training

Importance of Training

- Research is suggesting that the relationship with officer and what is discussed is important.
- Manitoba Case Study & STICS
- DRI-R
- Trotter
- Proactive Community Supervision

Manitoba Study On Case Management



Analyzed the content of officers interactions with offenders

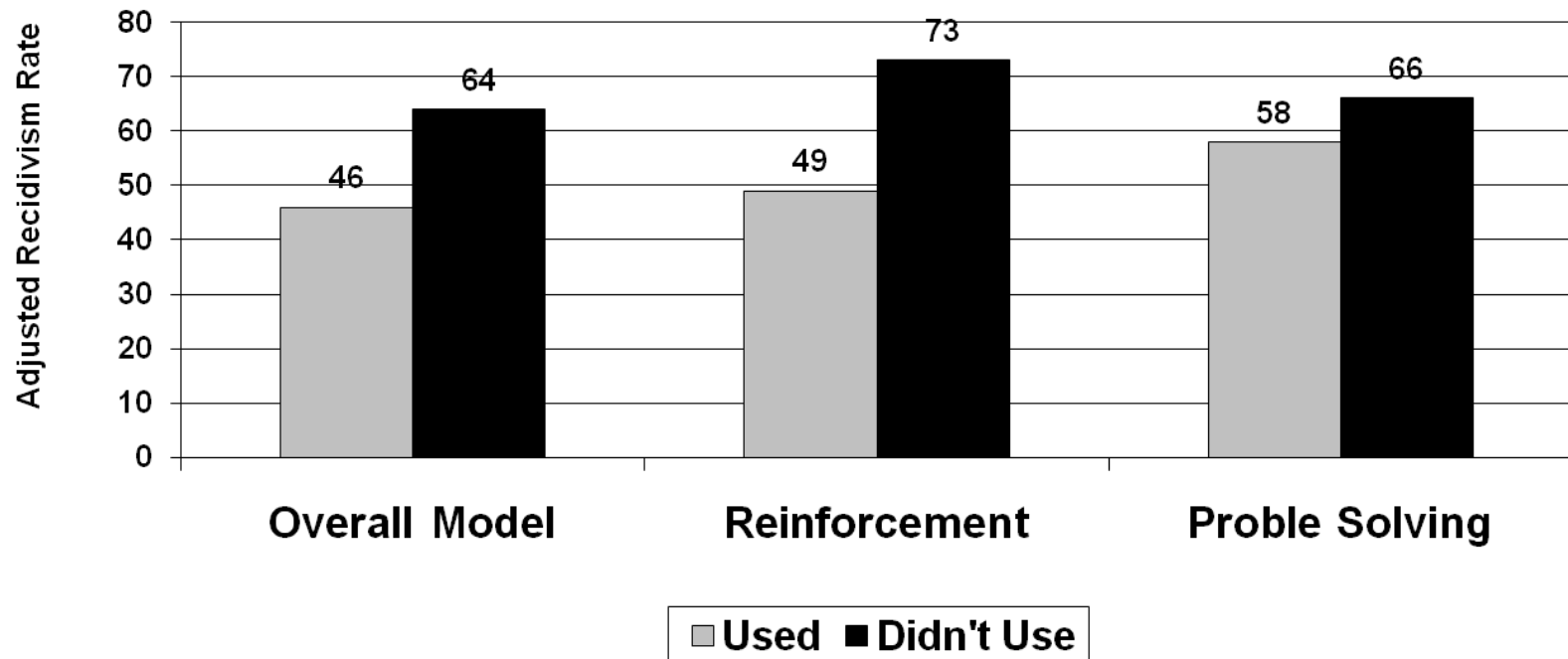
Found that:

- Length of interview not related to recidivism
- More topics covered the higher the recidivism
- More time devoted to one or two criminogenic needs the lower the recidivism (0 to 19 minutes 49%, 20-39 minutes 36%, 40+ minutes 3%)
- More time devoted to conditions of probation the higher the recidivism rate (less than 15 minutes 19% more than 15 minutes 42%)



Problem Solving and Reinforcement

Trotter (1996) analyzed records of officers trained in a pro-social modeling model that focuses on modeling prosocial behaviors, reinforcing pro-social behaviors, and teaching problem solving skills



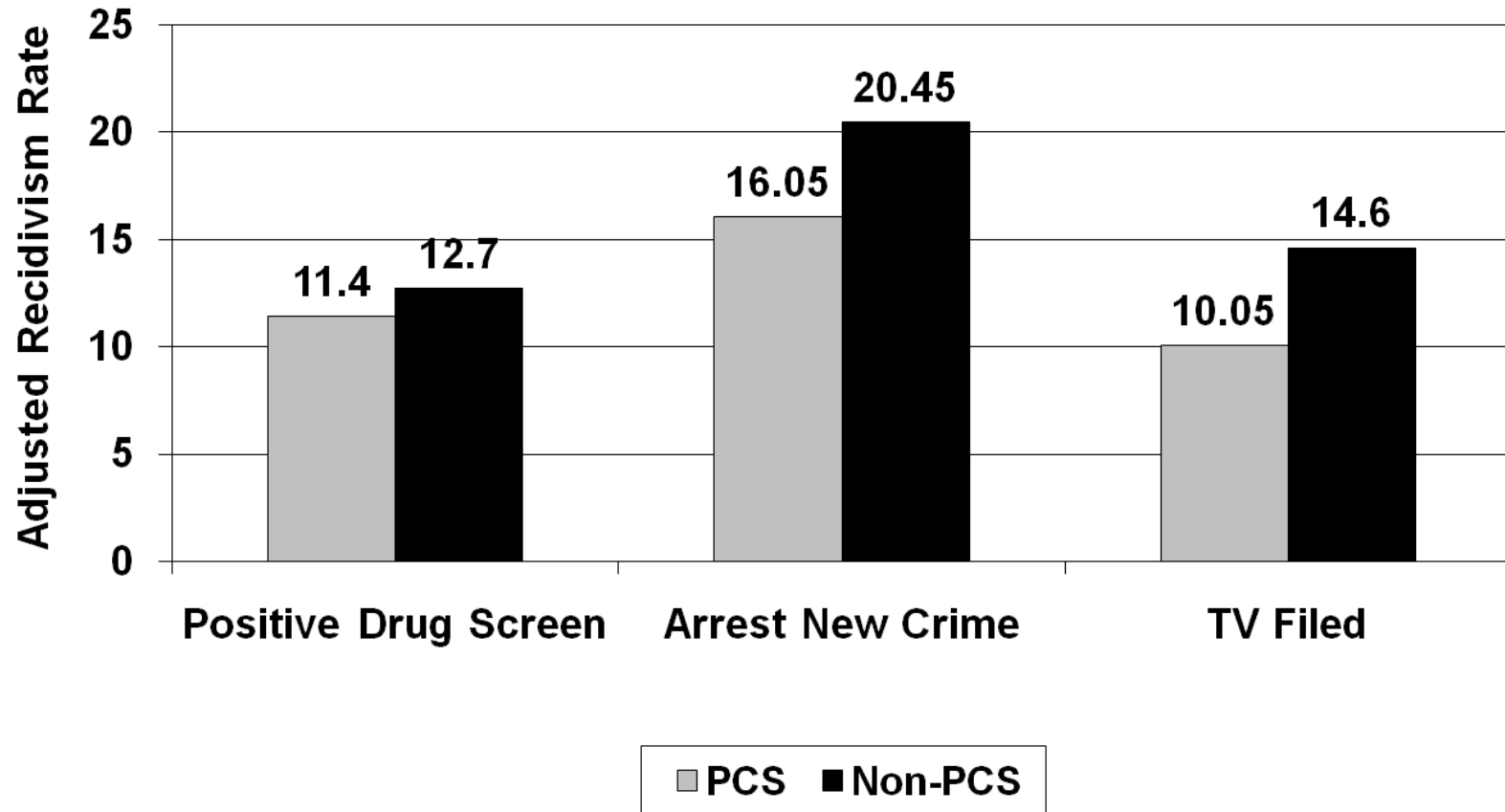


Recent Study Of PCS In Maryland

- Develop case plan around criminogenic factors (LSIR)
- Referral to appropriate array of programs
- Use of supervision to assist offender in learning triggers & emphasis on desistance
- Use of incentives, sanctions, timely feedback



Recent Study Of PCS in Maryland





Rationale for Training

- “If we get [community supervision] right, we could cut incarceration by 50 percent, have less crime rather than more crime, and spend the same amount of money.”—Vera Institute
- Based on Trotter’s review probation can increase effectiveness by 10-50%
- This is not to say we are not doing good now but that we can do better.



Review of the Principles of Effective Intervention, Cognitive Behavioral Model, & Core Correctional Practices

Principles of Effective Intervention



THREE MAIN PRINCIPLES

- Risk
- Need
- Responsivity



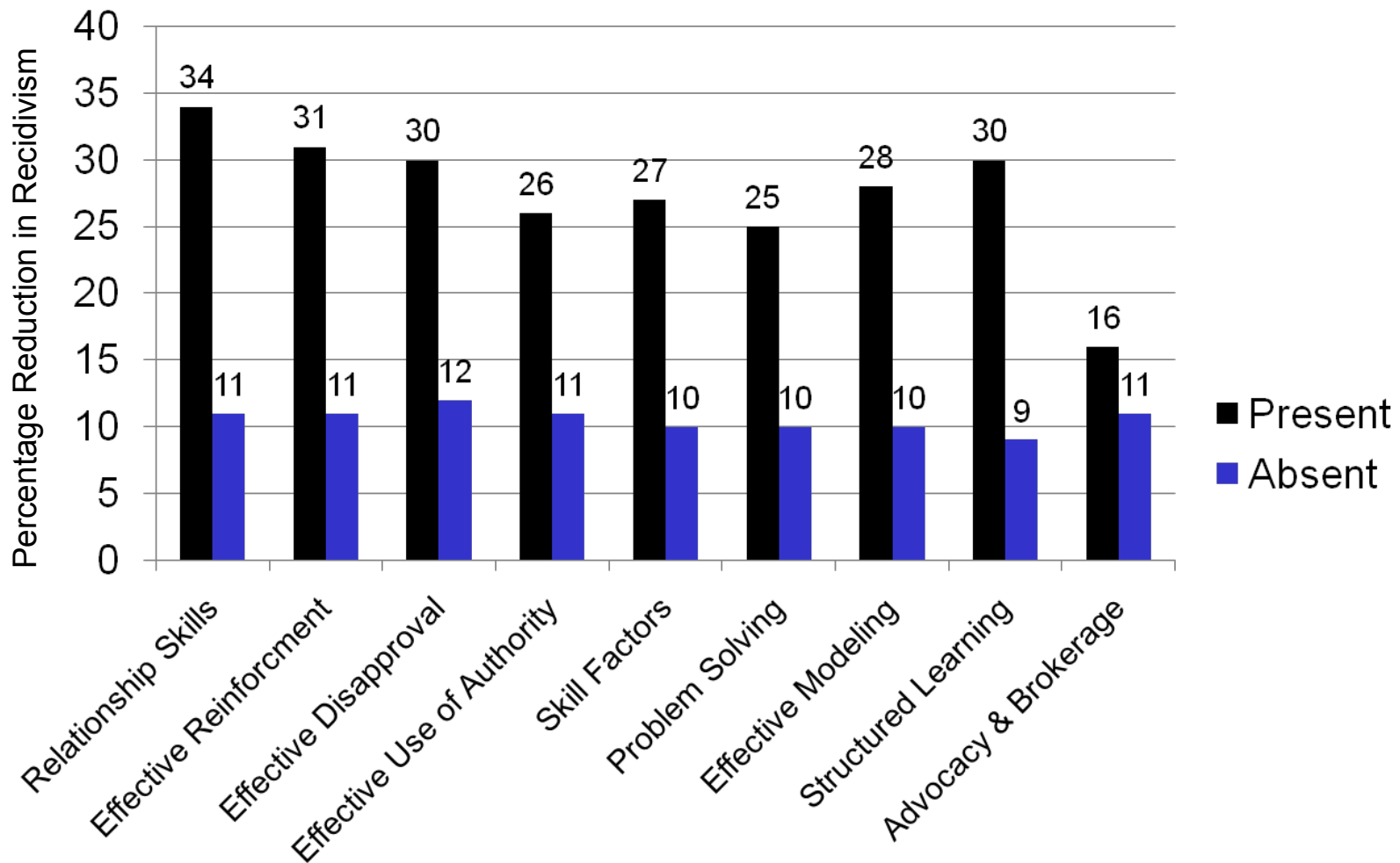
Cognitive-Behavioral Model

DEFINING THEMES & CHARACTERISTICS

- Commitment to a scientific approach
- Active
- Present Focus
- Learning Theory
- Individualized
- Stepwise Progression
- Treatment Packages
- Brevity



Core Correctional Practices



Andrews and Dowden 2004



Core Correctional Practices

IN THIS TRAINING WE WILL FOCUS ON:

- Risk
- Need
- Relationship Factors
- Effective Reinforcement
- Effective Disapproval
- Effective Use of Authority
- Cognitive Restructuring
- Anticriminal Modelling
- Problem Solving



Relationship Skills



Relationship Skills

THERAPIST-OFFENDER RELATIONSHIP

- Spiegler and Guevremont (2003, p. 9) note that the therapist-client relationship “...is a **necessary** but not a **sufficient** condition of treatment.”



Relationship Skills

ACTIVE LISTENING

- The goal of this skill is to get accurate information, send a message that you care and that the offender is important, and to build a collaborative working relationship.

Relationship Skills



GIVING FEEDBACK

- The goal of this skill is to give information in a way that it is likely to be heard and that builds a collaborative working relationship.



Role Clarification

- What are we here for?
- What are we hoping to get out of this?
- What is required?
- What do we have a choice about?

Role Clarification



- Definition of Role Clarification:
 - When an officer explains the probation process



Role Clarification

- Topics that should be addressed:
 - What are the goals of supervision
 - What do you (as an officer) hope to achieve
 - Helping the offender articulate what he/she hopes to achieve
 - Defining the role and task each player in the probation process (Officer, Offender, Treatment Provider, Judge)
 - Defining what tasks you (as an officer) will complete and what tasks the offender is responsible to complete



Reinforcement



Reinforcement

COMPONENTS OF EFFECTIVE REINFORCEMENT

- The systematic use of reinforcement is the most powerful tool in strengthening or teaching new behavior.
- The effective use of reinforcement involves selecting and administering appropriate reinforcers.



Reinforcement

EFFECTIVE SOCIAL REINFORCEMENT

- Immediately tell the offender that you like the type of behavior or speech just exhibited.
- Explain why you like what the offender said or did (provide specific reasons).
- The support provided to the offender regarding the approved behavior is given greater emphasis in order to distinguish it from the type of support normally given to the offender.



Reinforcement

EFFECTIVE SOCIAL REINFORCEMENT

- The staff member encourages the offender to think about why the behavior for which he/she was just rewarded is desirable, and what kinds of short and long term benefits can be derived through continued use of this behavior.
- Use a variety of social reinforcers.
- Pair your social reinforcement with other reinforcers. ³²



Punishment—Effective Disapproval

Effective Disapproval



GUIDELINES FOR EFFECTIVE DISAPPROVAL

- Immediately tell the offender that you did not like the type of behavior or speech just exhibited by the offender.
- Explain why you did not like what the offender said or did (provide specific reasons).



Effective Disapproval

GUIDELINES FOR EFFECTIVE DISAPPROVAL

- The staff member encourages the offender to think about why the behavior is undesirable, and what kinds of short and long term consequences will be derived through continued use of this behavior.
- Pro-social alternatives are discussed and explored.



Effective Use of Authority

Effective Use of Authority



GUIDELINES FOR EFFECTIVE USE OF AUTHORITY

- Focus message on behavior and not the offender.
- Be direct and specific concerning demands.
- Use a normal voice. Do not yell and scream!!!
- Specify choice and attendant consequences—this is a big one! Do not use doomsday ultimatums.



Effective Use of Authority

GUIDELINES FOR EFFECTIVE USE OF AUTHORITY

- Give encouraging messages.
- Support words with action. Follow through!
- Provide respectful guidance towards compliance.
- Look for good things too; not just compliance monitor.
- Reward or praise compliance.



Structured Skill Building

Anti-Criminal Modeling



GUIDELINES FOR MODELING

- Demonstrate the behavior in concrete and vivid ways.
- Use self-instructions.
- Reinforce the offender for demonstrating the desired behavior (and follow the guidelines for effective reinforcement discussed earlier).



Procriminal Attitudes and Cognitive Restructuring



Cognitive Restructuring

TAPES

- Tapes are thoughts or ideas that you have that say it is acceptable to engage in criminal or some other antisocial behavior.
 - Neutralizations
 - System Bashing
 - Victim Stance
 - Macho Man/Woman



Cognitive Restructuring

COUNTERS

- Once we identify a tape that leads to criminal or other problematic behavior, we need to develop a counter.
- Counters are alternative thoughts and behaviors that replace the old tapes and behaviors.



Problem Solving



Problem Solving Skills

Components of Problem Solving

- A problem is a specific situation or set of related situations to which a person must respond in order to function effectively.
- A problematic situation is one in which no effective response alternative is immediately available to the person facing the situation.
- It is important to teach defendants/offenders how to solve problems on their own.



STARR Session Overview



Structure of STARR Meeting

SESSION OVERVIEW

- Each session should be structured in the following way:
 1. Check-In
 2. Review
 3. Intervention
 4. Homework and Behavioral Rehearsal
- Please refer to documents 10.1 and 10.2 in the Participant Workbook.



Evaluation



Status of Evaluation

EXPECTATIONS OF STUDY PARTICIPANTS

1. Trained 70 probation and pretrial services officers
2. Untrained comparisons
3. Collecting data on interactions between officers and defendants/offenders
4. Regular booster calls
5. Preliminary findings in another 6 to 12 months
6. Outcome should impact what you do