

# Equipping Supervisors with Tools to Thrive in a Risk-Reduction Environment



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# Course Objectives

- Identify the core competencies required of staff who work with juveniles around risk reduction
- Describe the competencies for the front line supervisor under an evidence based practices environment
- Become proficient in the competencies through practice

# Frank Domurad

- **Academic**
- **Public Finance/ Budget Director**
- **New York City Auditor General**
- **Deputy Commissioner, NYC Probation**
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- **Consultant/Trainer**



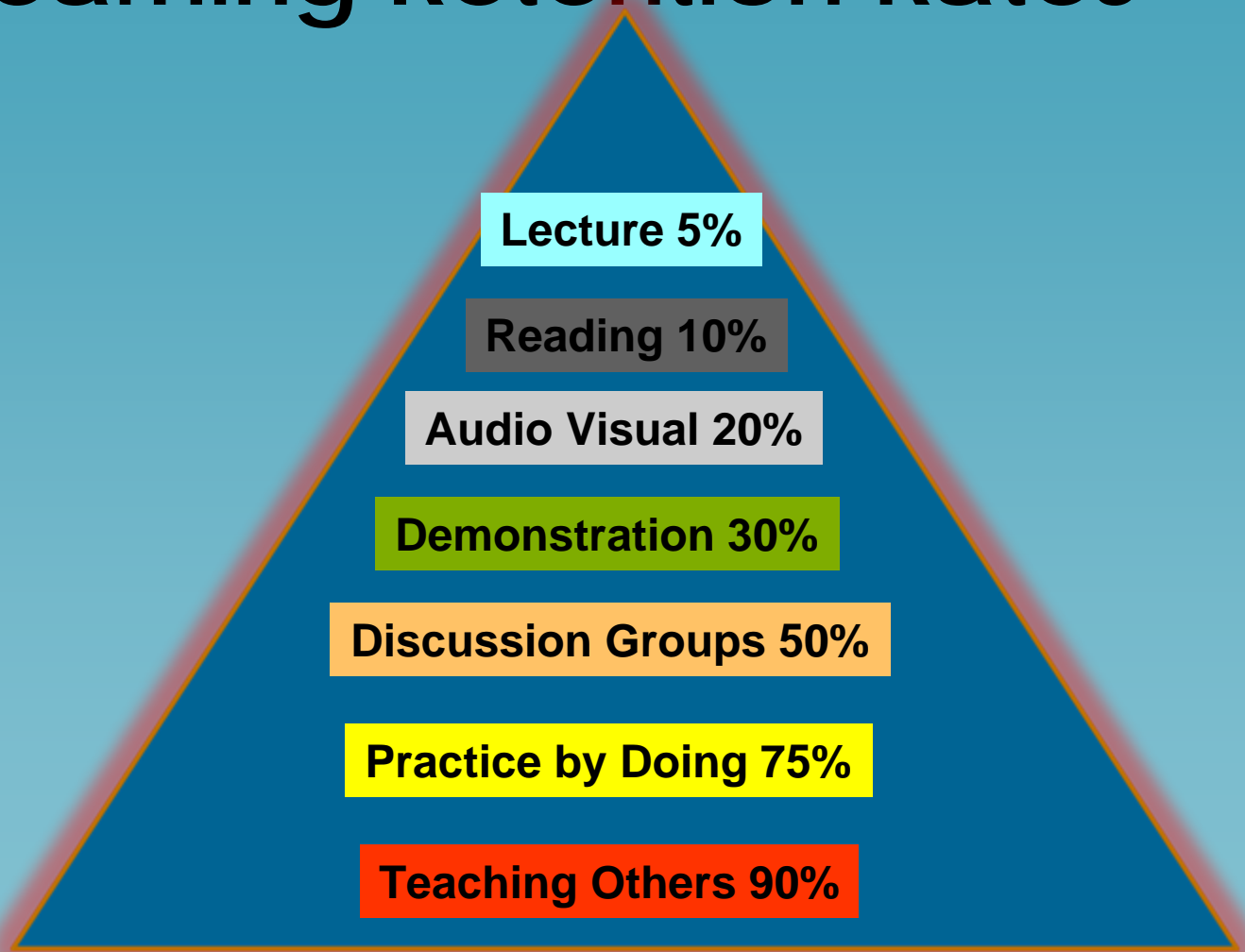
# Six Modules

- One – Introduction
- Two – Competency 1: Skill Practice
- Three – Competency 2: Professional Alliance
- Four – Competency 3: Case Planning
- Five – Competency 4: Rewards and Sanctions
- Six – Action Planning

# Module One - Introduction

- Objectives
  - Introduce the four core competencies of an EBP supervisor
  - Establish the expectations of the course work
  - Review the format to be used
    - Tools and aids
    - Questions supervisors should ask
    - Performance measures

# Learning Pyramid - Average Learning Retention Rates



(National Training Laboratories, Bethel, Maine)

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# Skill Decay

Learners Remember	Time After the Learning Experience
<i>Less than half</i> of the new material	1 day
35% of the new material	7 days
21% of the new material	14 days
17% of the new material	21 days

Sources: Spitzer, H.F. (1939). Studies in retention. *Journal of Educational Psychology*, 30: 641-656; German researcher Hermann Ebbinghaus, 'forgetting curve,' 1885, see <http://www.festo-didactic.com/gb-en/news/forgetting-curve-its-up-to-you.htm>

# Why Was This Course Developed?



# The Bad News (reminder)

- Probation as an intervention gets similar rearrest rates as those of sanctions (meta-analysis; 25 studies (James Bonta, 2008))



# The Good News (reminder)

- Risk of recidivism is greatly reduced (30% on average) when attention is paid to dealing with criminogenic needs

Source: D. A. Andrews, I. Zinger, R. D. Hoge, J. Bonta, P. Gendreau and F. T. Cullen, "Does correctional treatment work? A clinically relevant and psychologically informed meta-analysis," *Criminology*, 28 (1990); Andrews (2007)

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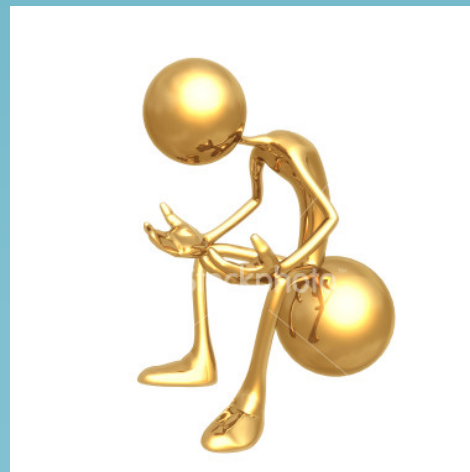
# Reaping big returns: Cost Benefit (WSIPP)

## Summary of Benefits and Costs (2003 Dollars)

Dollars Per Person:	Benefits	Costs	B - C
Early Childhood Education	\$17,202	\$7,301	\$9,901
Nurse Family Partnership	\$26,298	\$9,118	\$17,180
Functional Family Therapy	\$16,455	\$2,140	\$14,315
Aggression Repl. Training	\$9,654	\$759	\$8,805
Multi-D Treat. Foster Care	\$26,748	\$2,459	\$24,290
Intensive Juv. Supervision	\$0	\$1,482	-\$1,482
Scared Straight Programs	-\$11,002	\$54	-\$11,056
Drug Courts	\$5,787	\$4,019	\$1,768

# What is the Problem?

- A look at other fields show similar, almost identical, issues



# Observations on Why the Field is Falling Short

- Lack of knowledge (**how** to address criminogenic needs)
- Lack of comfort (**discomfort** with what is required)
- Lack of tools (need for a **structure** until it is second nature)
- Line supervisor as a coach (need to perform role of **guide** in intentional way)

# The Good News (continued)

- Probation officer interaction with juvenile can have a profound impact on recidivism if they focus on the right issues and have sufficient time to devote to criminogenic needs

<b>Time Devoted Per Session</b>	<b>Recidivism</b>
0-15 minutes	49%
20-39 minutes	36%
<b>Total Recidivism Reduction of 26.5%</b>	

Exploring the Black Box of Community Supervision Journal of Offender Rehabilitation,  
James Bonta Ph.D, et.al., Vol. 47(3), 2008. Pp. 248-270

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# How a PO Can Have No Impact on Crime- A Recipe

- Don't bother with developing a professional alliance with the juvenile
- Only meet with the juvenile for ten minutes at a time
- Spend the session monitoring conditions instead of the influences on crime
- Focus on catching them doing things wrong
- Use confrontation and external control to get compliance

# Having An Impact on Crime- A Different Recipe

- Spend 20 minutes or more in sessions
- Focus on catching them doing things right and affirm those
- Build a meaningful alliance with the juvenile; help them see you as wanting them to succeed
- Focus on skill building in the criminogenic areas and practice them
- Require that the juvenile take action (i.e., do homework)

# Supervisor's Role

- Weed (weed out those activities that are inconsistent with research around risk reduction)
- Feed (encourage, support, and nurture those activities that are consistent)



# Four Skill Sets Required



# Module Two – First Competency: Skill Practice

## Objectives

- Learn which juvenile issues to focus on and their sequence
- Identify what kind of skills to teach to juveniles
- Understand which probation officer skills are required
- Learn how to engage in meaningful practice sessions

# Competency One

- Practice Skills in the Top Criminogenic Areas



# Three Critical Issues

- Focus on criminogenic needs
- Teach skills to juveniles
- Practice

# Exercise - Plates

- Criminogenic needs plates

# The Top Four

Criminogenic Need	Response
Anti-social history	Build non-criminal alternative behaviors to risky situations, structure 40-70% of day
Anti-social cognition	Reduce anti-social cognition, recognize risking 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 coping skills

# Temperament Examples

- Lack of empathy
- Anger and hostility
- Poor problem solving
- Risk taking
- Impulsive
- Lack of focus
- Narcissistic

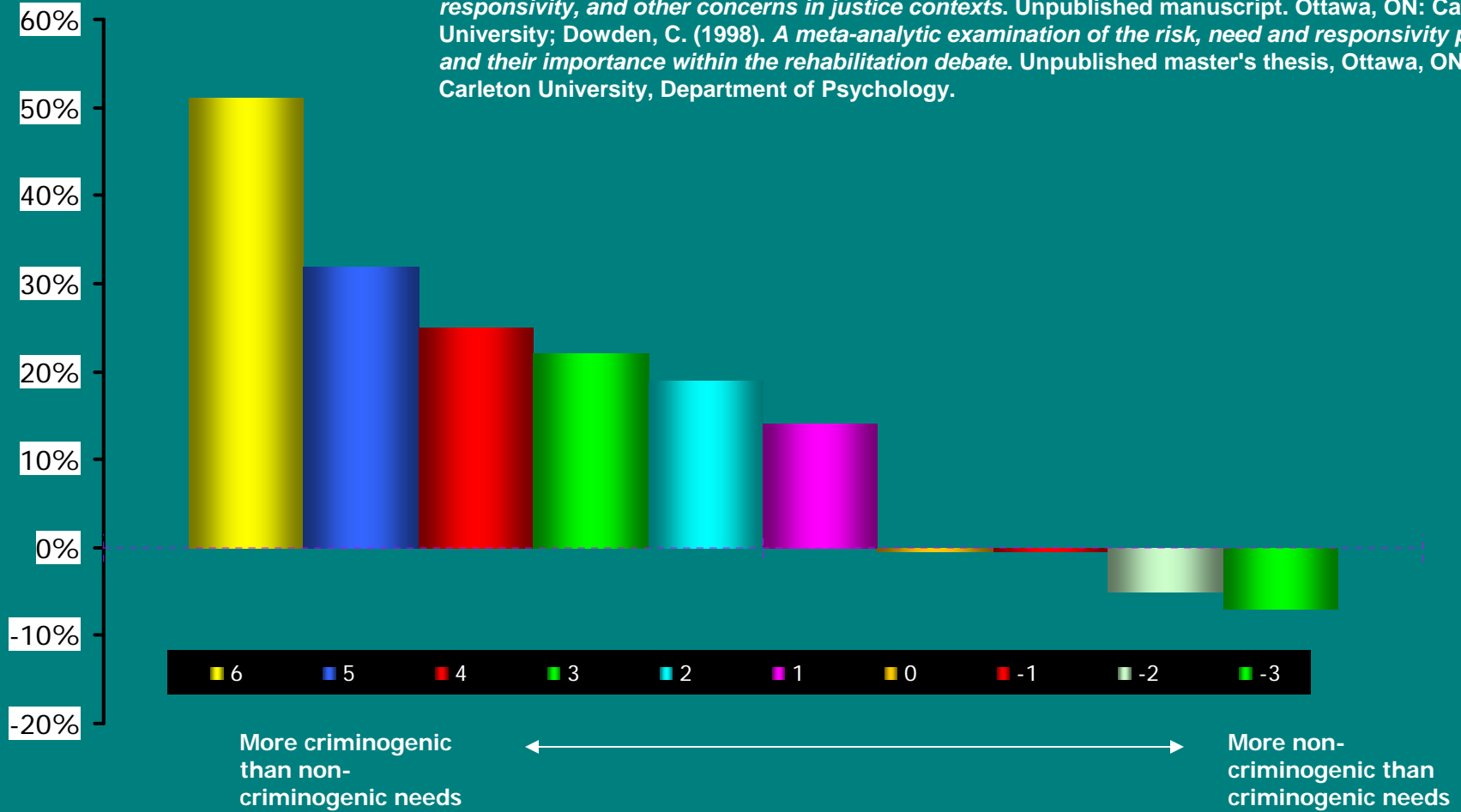
# The Other Four

Criminogenic Need	Response
Family and/or marital	Reduce conflict, build positive relationships and communication, enhance monitoring/supervision
Substance abuse	Reduce usage, reduce the supports for abuse behavior, enhance alternatives to abuse
Employment/School	Provide employment seeking and keeping skills and Enhance performance rewards and satisfaction
Leisure and/or recreation	Enhance involvement and satisfaction in pro-social activities

# 1. Focus on Criminogenic Needs

Better outcomes

Source: Andrews, D. A., Dowden, C., & Gendreau, P. (1999). *Clinically relevant and psychologically informed approaches to reduced reoffending: A meta-analytic study of human service, risk, need, responsivity, and other concerns in justice contexts*. Unpublished manuscript. Ottawa, ON: Carleton University; Dowden, C. (1998). *A meta-analytic examination of the risk, need and responsivity principles and their importance within the rehabilitation debate*. Unpublished master's thesis, Ottawa, ON: Carleton University, Department of Psychology.



Poorer outcomes

## 2. Teach Skills to juveniles

- “There are virtually no serious competitors for the [six-element social learning features] when it comes to changing criminal behavior.”

James Bonta, Ph.D.

# Social Learning Features

Skill Type	Description
Modeling	If you want to get a behavior going, demonstrate it
Reinforcement	If you want to keep a behavior going, reward it
Role-Playing	Set up opportunities for practice with corrective feedback
Graduated Practice	Some behaviors actually constitute a complex skill that may best be broken down and practiced in smaller steps
Extinction	Assuring that antisocial styles of thinking, feeling and acting are not inadvertently rewarded
Cognitive Restructuring	Pay attention to risky content of thought and assist in trying out less risky thoughts

# Prosocial Modeling Impact

<b>Skill Type</b>	<b>Recidivism Rates Of Caseload when Staff Used Model</b>	<b>Recidivism Rates Of Caseload when Staff Did Not Use Model</b>
Overall Model	46%	64%
Pro-social approach	49%	73%
Problem Solving	58%	66%

James Bonta Black Box study

# Pro-Social Modeling

- Demonstrating how a responsible individual acts
- Social skills
- Observation of respectful behavior
- Being a role model
- Effective use of authority

# Pro-Social Modeling

## Effective Use of Authority:

- Use of the normal voice
- Providing choices and consequences
- Focusing on the behavior and not the person (no name calling)
- Making rules clear and visible
- Respecting the dignity of the other person
- Follow through: if you say you are going to do something, then do it
- Demonstrate a belief that the juvenile can change

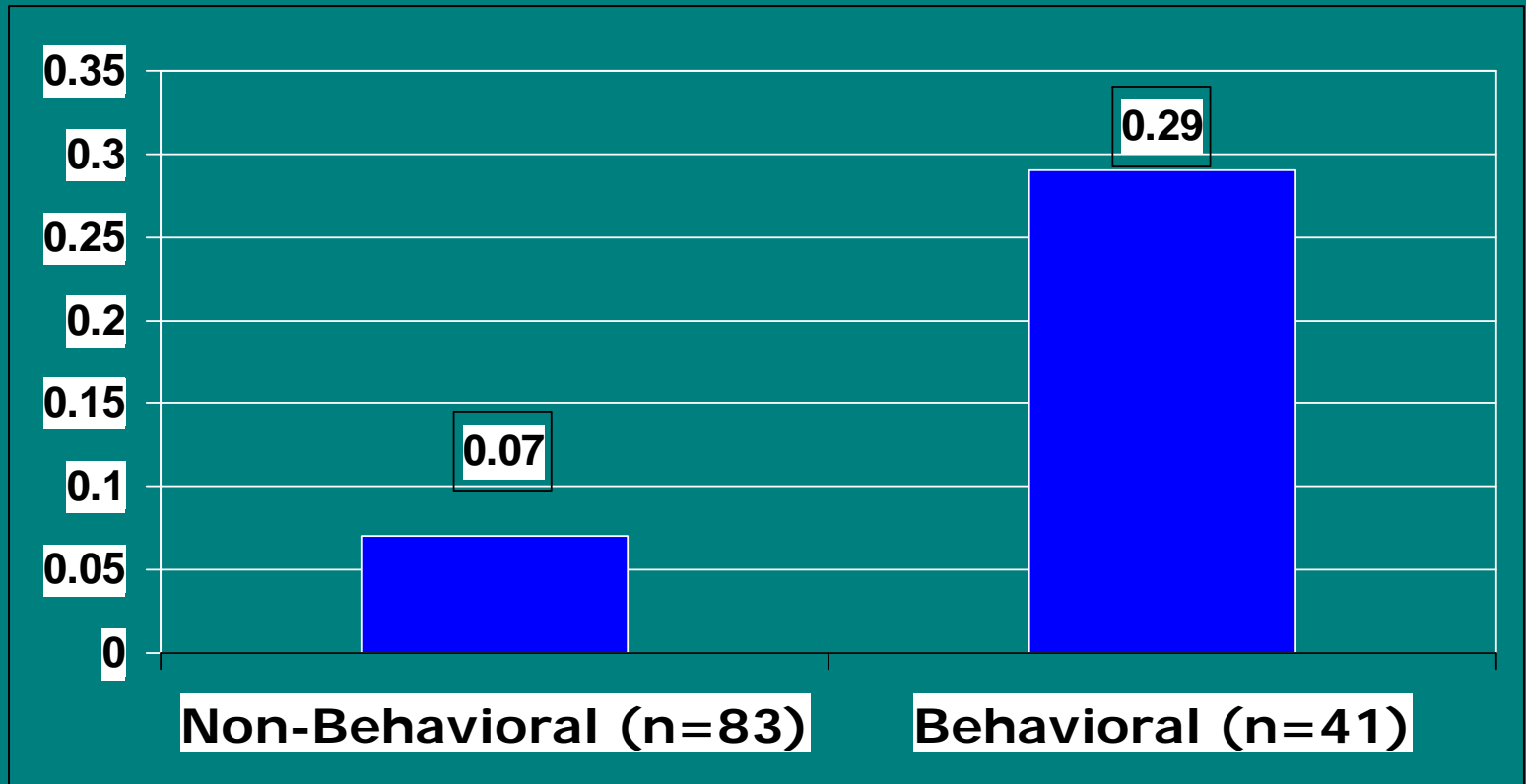
# 3. Skill Practice

- Experiential learning
- Practice sessions
- Homework



# Behavioral vs. Non-Behavioral

Percentage of Reduced Recidivism



*Source: 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*

# Questions Supervisors Should be Asking

- a. What are the offender's top three Criminogenic needs?
- b. Which of those needs are the driver(s)? (to be discussed in the case planning module)
- c. What is the offender's motivation level around the driver(s)?
- d. How do you plan on dealing with each of the criminogenic needs? In what order?
- e. Which services will be provided by which contracted agencies? Which by you?
- f. How will you provide support in your one-on-one sessions regarding the contracted services?

# Performance Measures

- a. What% medium/ high risk cases with top three criminogenic needs met
- b. Percent of medium/ high risk offenders referred to treatment that address the top three criminogenic needs (and percent completed)
- c. Percent of one-on-one appts which were conducted using one or more of the core correctional practices (per Bonta study)

# Tools

- **Criminogenic Need Preferred Response Guidelines—Version Two**
- **Skill Audit (Direct Observation)**

# Module Three – Second Competency: Professional Alliance

- Objectives
  - Understand why the staff-juvenile relationship is foundational to juvenile change
  - Identify the key traits in an effective professional alliance
  - Understand how to engage the juvenile in motivation to change

# Competency Two

- Ensure that the Supervision is Grounded by a Meaningful Relationship with the Offender



# Three Skill Areas

1. Engagement and ongoing relationship
2. Communication and clarity around roles
3. Enhancing motivation

# 1. Engaging the Offender – Relationship Building

- The best plan will not be effective if the relationship is not present

# Credibility

People will buy into an idea only after they buy into the person who communicates it.



**Agree?**



**Disagree?**

# The Intervention and the Relationship

- When building any type of solid foundation, two things are required
  - Bricks or blocks
    - Provides the substance / structure
  - Mortar
    - Holds the structure together
- Without the bricks, you have no substance....with no mortar, the building has no stability



Analogy from Rhode Island  
Department of Corrections; Gender  
Curriculum; Jeff Renzi

# Involves 14 Traits

- There are fourteen traits under professional alliance to be considered when determining the proper competencies in this area such as
  - **Open, genuine, and nonjudgmental communication**
    - Engage the offender in the most positive way despite difficult circumstances, leading to the offender's conclusion that you can be trusted and that you want what is best for him/her
  - **Empathetic**
    - Understand (not approve) how offender got to the point of committing illegal act(s). Avoids lecturing. Suspends judgment

# Involves 14 Traits (continued)

## — Mutual respect and liking

- Demonstrate genuine respect for the offender and establish the kind of relationship whereby the offender feels comfortable in sharing thoughts/feelings. Conducts non-judgmental interactions.

## — Directive, solution focused, structured, contingency-based communication

- Communicate clearly about the purpose of supervision and about each session, the structured method to accomplish that purpose, and what can be expected if non-compliance occurs. Offender is not confused or surprised about the goals of his/her probation, expectations, or consequences (positive or negative) of subsequent behaviors

# Tool

- **Professional Alliance Traits**

# Exercise

- **Professional Alliance**

# Relationship Building Includes

- Joining up with offender goals
- Indication that you want offender to succeed
- Sharing assessment results

## 2. Communication and Clarity Around Roles

- Acknowledge dual role
- Describe what will happen up front if does well or does not comply
- Explore feelings of ambivalence and confusion

# 3. Enhancing Motivation

- Motivation can be enhanced

*(can lead horse to water but can't make them drink....but can make them thirsty)*

- Takes time, circumstances, and/or relationship

# You Help Increase the Desire to Change - One to Another



**You!**

# What do we Know About This?

- Coerced treatment works as well as voluntary
- Most treatment is “coerced” (family conflict, financial drain, misery)
- The authority of the court or probation can be the motivation for staying involved
- However, if offenders start programming internally motivated they are more likely to stay in the program and get more out of it

# A Brief Word on Motivational Interviewing

*“A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.”*

*Miller & Rollnick, 2002*

# Motivation & Goals

## Self Perception Theory

- “The more a person argues on behalf of a position, the more he or she is committed to it”
- We believe what we hear ourselves say
- When a person publicly takes a position, his/her commitment to that position increases

# OARS: The 4 Essential Skills

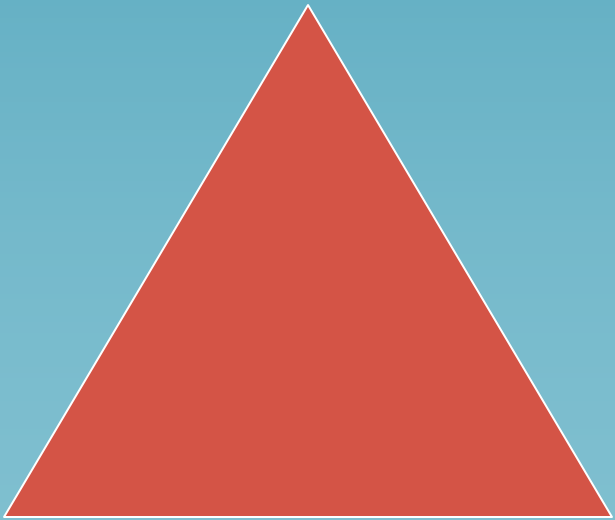
- Open-ended questions (avoid yes and no)
- Reflective listening (repeat and clarify)
- Affirming (support and encourage)
- Summarizing (link together and reinforce)

# MI Tool: The Decisional Balance

**Stay the same**

**Ambivalence**

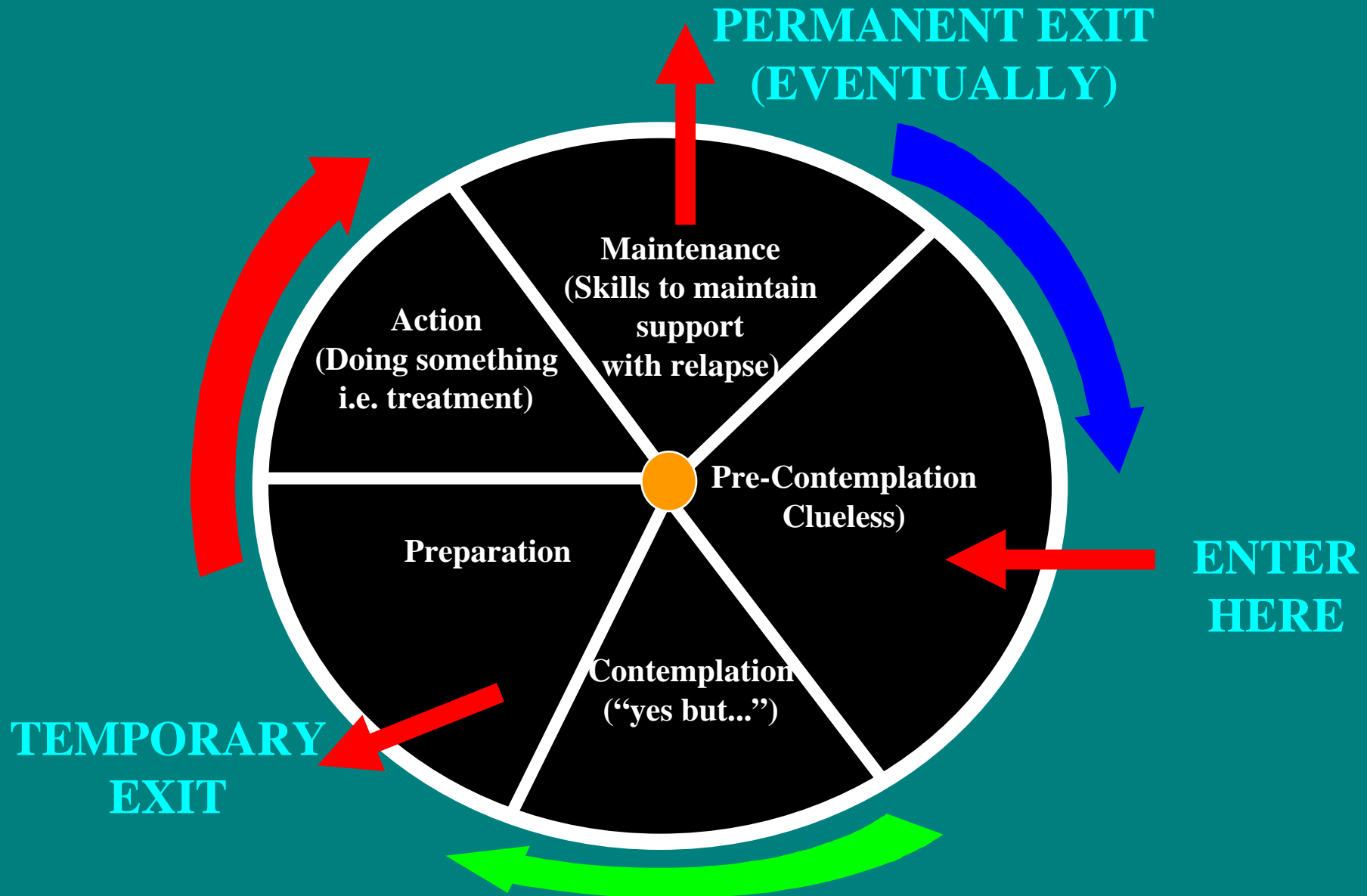
**Be different**



# Tool

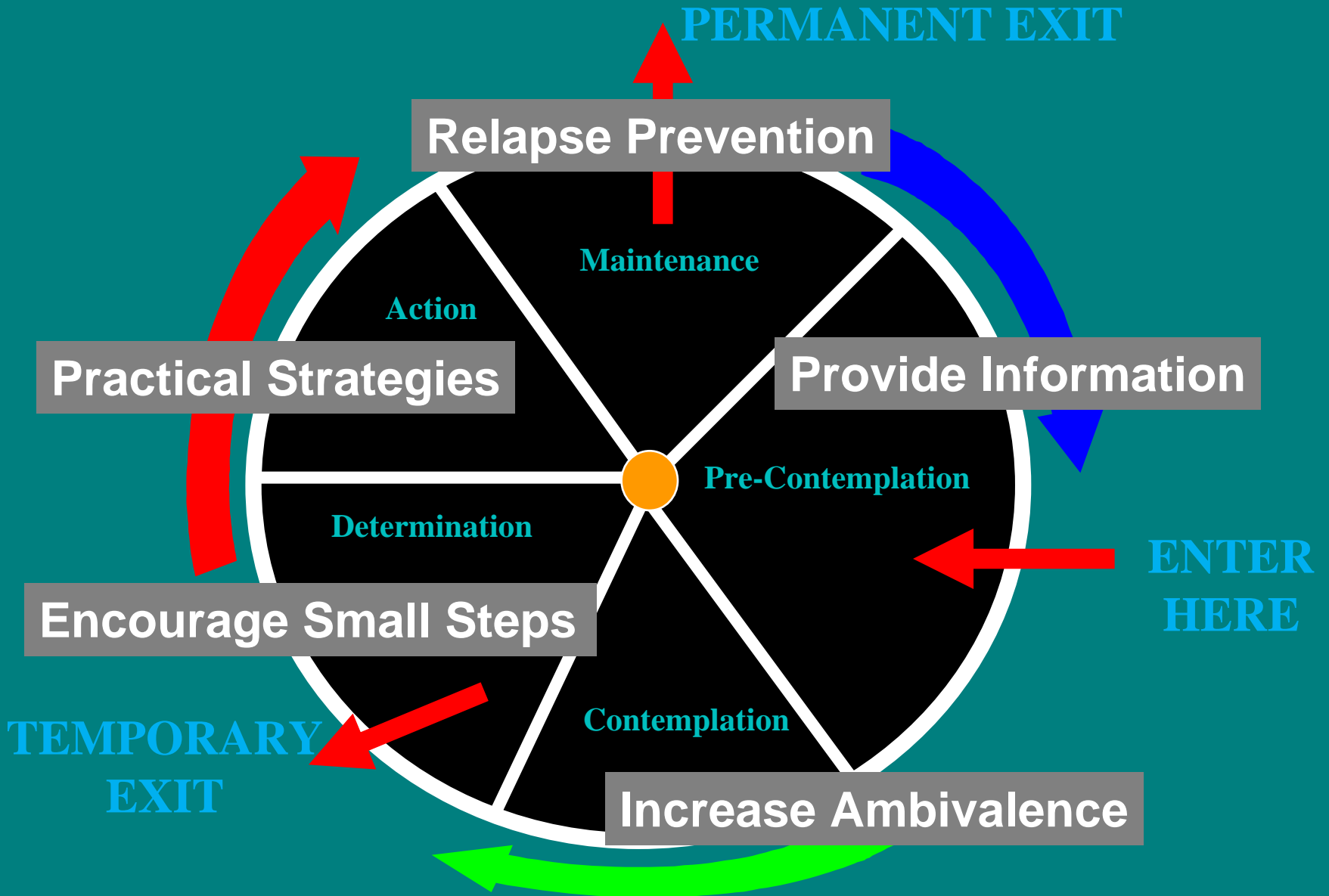
- **Decisional Balance**

# Stages of Change



Source: Prochaska & Diclemente

# Response to stages



# Questions Supervisors Should be Asking

- a. How do you think most individuals on your caseload describe your relationship with them?

# Performance Measures

- a. % of offenders who indicated positive or helpful relationship with probation officer based on an exit survey
- b. % of offenders who request a new probation officer or who complain about their probation officer

# Module Four – Third Competency: Case Planning

## Objectives

- Identify the critical areas of an effective case plan
- Understand what probation officer skills are required to develop a case plan
- Learn how to recognize and coach others around the components of a SMART case plan

# Competency Three

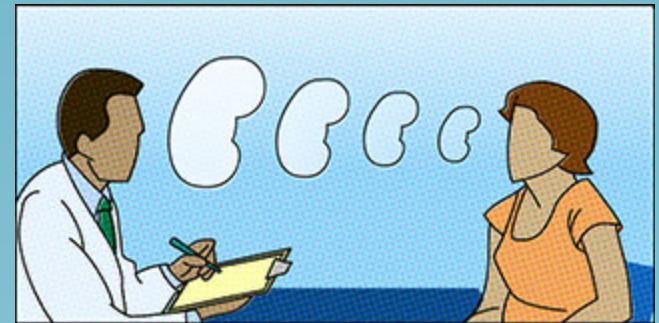
- Provide Effective Case Planning Through Offender Engagement



# Medical Profession

- Imagine you have the following symptoms
  - Sudden decrease in urine output
  - Pain on one side of the back, just below the rib-cage
  - Abnormal swelling of the legs and feet
  - Loss of appetite
  - Vomiting
  - Feeling restless and confused

**What is the  
first  
thing you  
do?**



# What are the First Things the Doctor Does?

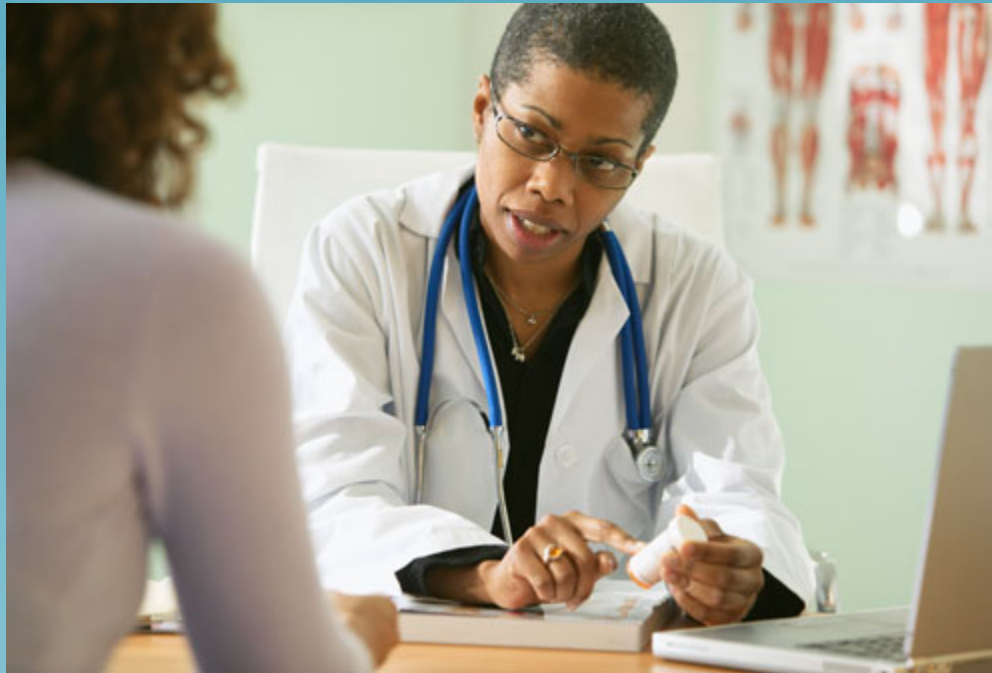
- Asks about your symptoms
- Looks at external signs
- Runs a battery of tests
- Consults with others
- Gives you a diagnosis



# Then.....

- Discusses the results with YOU

- Why??????



# Then.....

- Writes down the treatment plan



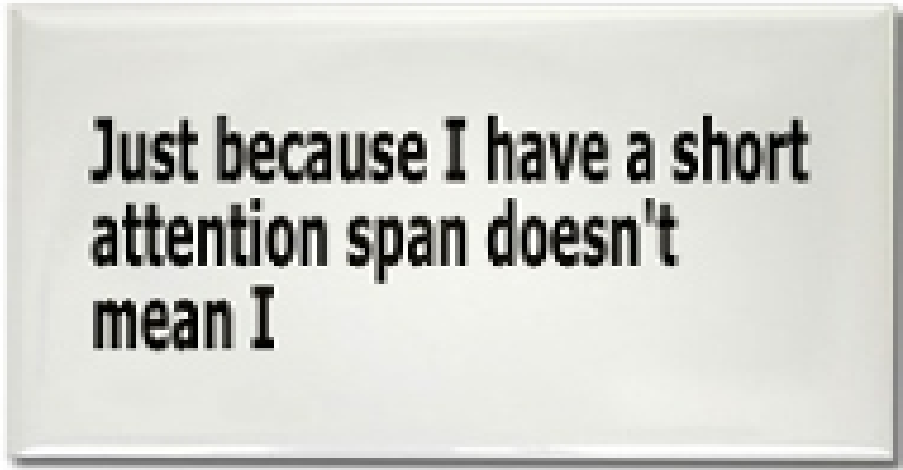
# Then.....

- Sends you home with what you need
- Sets up a follow up appointment
- Why???



# Can you Imagine?

- A Doctor that just shoots from the hip?



Just because I have a short  
attention span doesn't  
mean I

- ▶ **Why should Corrections be any different?**

# Case Plan Research

- The use of case plans reduces new arrests and technical violations
- Case plans enhance offender perception of fairness and offender compliance
- Collaboration among the key players gets better results, therefore case plans should involve other partners

**Taxman, Faye S. (2008). No Illusions: Offender and Organizational Change in Maryland's Proactive Community Supervision Efforts. *Criminology & Public Policy*, 7(2); Taxman, Faye S. and Meridith H. Thanner (2003/2004). Probation from a Therapeutic Perspective: Results from the Field, *Contemporary Issues in Law*, 7(7); Domurad, Frank (2010). Say It Three Times and It Must Be Evidence-Based Collaboration. *Offenders Program Report*, 13(5-6).**

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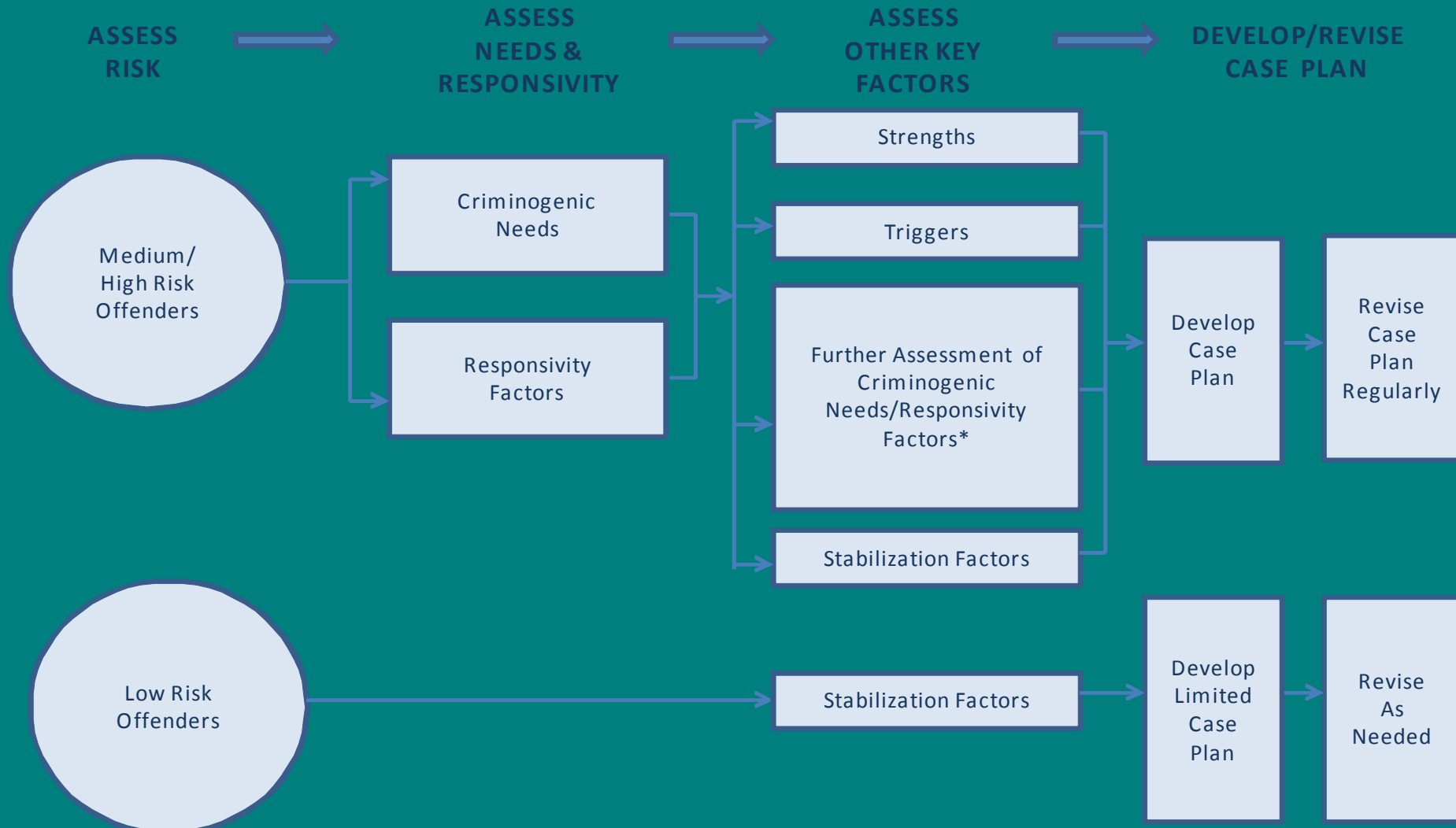
# Three Skill Areas

- ID and use of drivers, responsiveness, strengths, triggers, and stage of change
- Ability to write effective case plans
- Dynamic case management

**Goal is to build a blueprint with the offender before digging a hole**



# 1. Identify the Key Factors



# Identify Drivers, Responsivity, Strengths, Triggers, and Stages of Change

**Driver Skill Definition:** The ability to identify which criminogenic need is the dominate force behind the illegal behavior. This need(s) tends to influence exposure to other criminogenic areas. For example, antisocial peers can result in an offender hanging out in the wrong place and being influenced to do things he says he doesn't want to do

# Drivers

- Not all criminogenic needs are of equal contribution
- Some risk tools have limited questions resulting in “high presence” indicators



# Picking the Driver

- Tend to be in top four but not always. The presence of some criminogenic needs are often derivatives of others (e.g., employment derivative of attitudes)
- Find pattern of cause in each risk area



# Sequence Selection Process

1. Determine which needs are criminogenic for the individual
2. Of those that are criminogenic, which are in the top four
3. Is there any reason to think that a lesser four may be driving the others?  
If so, elevate
4. If not, select the driver from the top four

# Responsivity

**Responsivity Skill Definition:** The ability to identify offender traits that can be barriers to learning if the intervention is not properly matched and to modify supervision style and program referrals based on those traits

# Responsivity Information (considerations for programming match)

## Examples

- Medical needs

- Depression/Anxiety

- Gender

- Learning disability

- Learning style

- Low self esteem

- Intelligence

- Culture



# Look for Strength and Triggers

- Strengths: find out what they are good at and reinforce it



- Triggers: identify triggers and develop a prevention plan

# Personal Trigger Example – Eating Habits/Weight Gain



The Big Three: Freshly baked bread.....sweets

..... pasta



Holidays



Travel



Boredom

# Triggers Examples

**Includes people, places, time of day, and emotional state such as**

- Friends
- Boredom
- Stress/anxiety
- Depression
- Environmental cues
- Relationship conflict
- Use of alcohol/drugs
- Situational (holidays, beach/lake, Fridays)
- Concerts

# Tools

- **Case Plans Step by Step**
- **Tips for Supervisory Officers  
Supervising Evidence-Based Case  
Planning (EBCP)**
- **Case Plan Template (Virginia)**
- **Decisional Balance**

## 2. Write an Effective Case Plan

- Need to know which programs are most effective for most higher risk offenders
- An estimated 40-70% of programs we refer to are not effective

# What Doesn't Work to Reduce Recidivism

Punishment-Based	Ineffective Programs	Creative Attempts
Incarceration	Intensive supervision without treatment	Bibliotherapy
Specific deterrence, or fear-based programs, e.g. Scared Straight	Drug education programs and other non-action oriented group counseling	Freudian approaches
Physical challenge programs	Vague, unstructured rehabilitation programs	Shaming programs
Military models of discipline and physical fitness - Boot Camps	Programs focused on fear or emotional appeal	Self-esteem programs
Intermediate sanctions (e.g., electronic monitoring, work crews without programming, etc.)	Self help programs (unless part of aftercare)	Horticulture, art, yoga, drum circles, meditation

# What Does Work to Reduce Recidivism

Interventions That Follow These Principles	Some Research-Based Conclusions
Focus on criminogenic needs (especially top four)	- All correctional treatment programs reduce recidivism on average by 10%
Match right offender to right program	- With cognitive-behavioral technologies 25-30%
Use a cognitive behavioral approach	- With interpersonal skills training, behavioral interventions, cognitive skills training, mentoring 40%
Use positive reinforcements	-With functional family therapy, family empowerment, multi-system therapy 60% (James McGuire, 2001, 2002)
Seek right levels of dosage/intensity	----- -Punishment by itself will not change criminal behavior and reduce recidivism
Have built-in quality assurance	-Produces at best short-term compliance by the offender -Taken alone it actually tends to increase recidivism slightly -Can be effective as a behavioral modification support for treatment and rehabilitation (Andrews, 2007)

# Effective CBT's

<b>Program Name</b>	<b>Criminogenic Need</b>	<b>Dosage/Length</b>
<b>Aggression Replacement Therapy or Teaching Prosocial Skills</b>	<b>Anger, and thinking skills</b>	<b>10 weeks, three sessions a week</b>
<b>Choices, Changes &amp; Challenges</b>		
<b>Controlling Anger and Learning to Manage It (CALM and CALMER)</b>	<b>Anger and thinking skills</b>	<b>24 sessions</b>
<b>Corrective Thinking/Truthought</b>	<b>Thinking skills</b>	<b>Over 110 hours</b>
<b>Criminal Conduct and Substance Abuse Treatment (Strategies for Self-Improvement and Change) (SSC)</b>	<b>Substance abuse and thinking skills</b>	<b>Substance abuse, 52 sessions</b>

# Effective CBT's (continued)

Program Name	Criminogenic Need	Dosage/Length
Moving on for Girls	Thinking Skills, Peers, Emotional Regulation, Trauma	
Reasoning and Rehabilitation	Thinking Skills, Peers, Emotional Regulation	38 sessions, ten modules, to be delivered twice per week for 18 weeks, two hours
Thinking for Change	Thinking Skills, Peers, Emotional Regulation	22 sessions (which could be extended based on offender needs)
DBT and SPARCS	Trauma	
Other Interventions/Blueprint Programs: Multi-Systemic Therapy, Functional Family Therapy, and Wraparound		

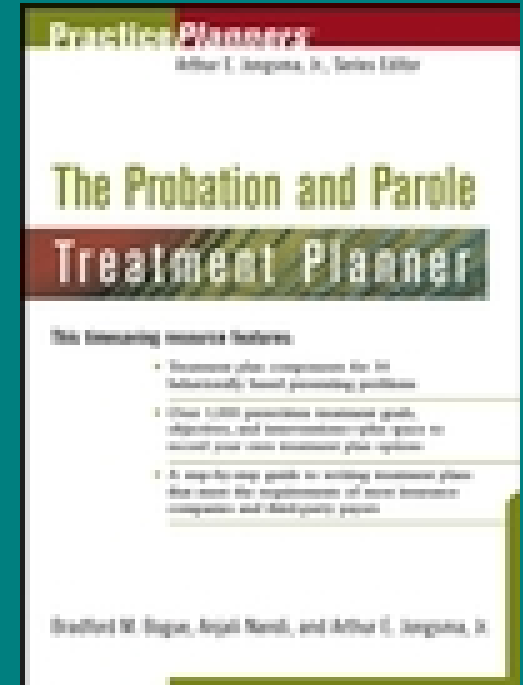
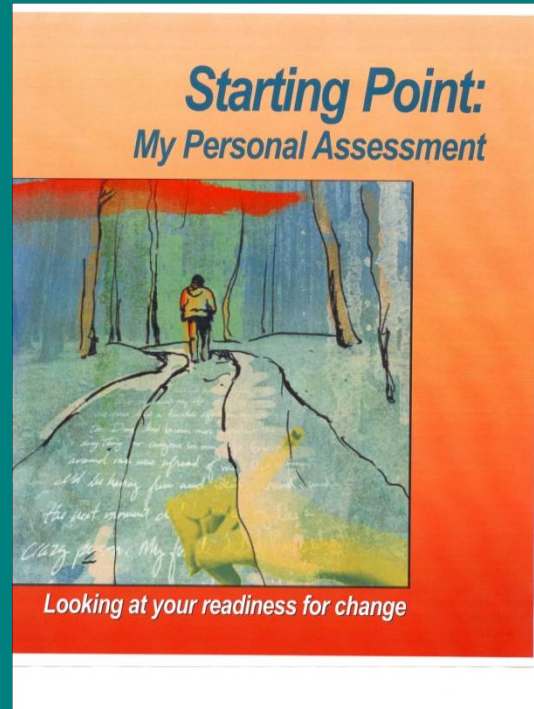
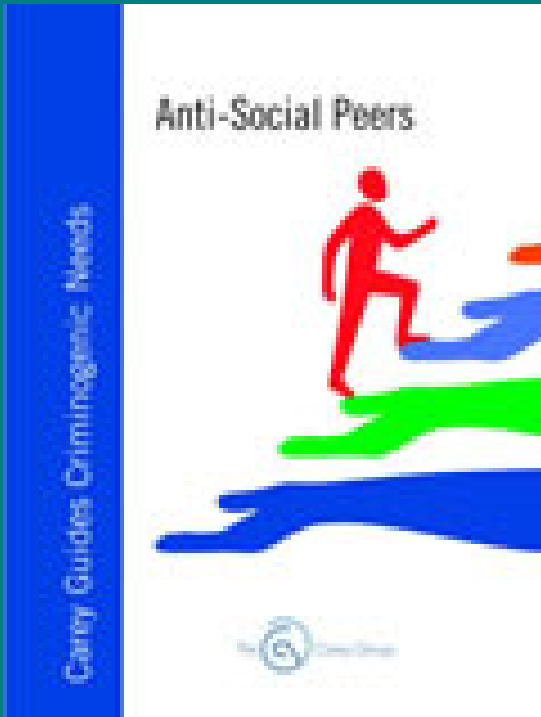
# What do you do when....?

- You don't have cog programs?
- The cog programs are filled?
- The offender completed a cog program but similar issues arise?
- They have certain traits that prevent such a placement?
- How do you apply these principles on a one-on-one setting?

# Applying it to the One-On-One Session

- It works best when it contains behavioral components
  - Use of role plays
  - Practice skill
  - Report on application outside of classwork

# Tools



# How to Write a Plan?

## Be SMART



- *Specific* is the What, Why, and How
- Identify a *measure* so you can see progress, as changes occur
- Feel as though the goal is *attainable* (i.e., can develop that attitudes, abilities, skills, and financial capacity to reach the goal)
- Realistic means that the goal is *realistic* for you and where you are at the moment

# Large Group Exercise: What is Not SMART?

Specific, Measurable, Achievable, Realistic, Time-Bound

- On an upcoming slide is a case plan write-up. Identify if the goal and action steps write up meet the SMART criteria

# Are These SMART?

Goal/Action	Does it Meet SMART?	If not, Which One(s)?
Goal: I will lose 15 pounds by December 1, 2010		Specific Measurable Achievable Realistic Time-Bound
Action: I will stop eating foods that are bad for me		Specific Measurable Achievable Realistic Time-Bound
Action: I will look twenty years younger		Specific Measurable Achievable Realistic Time-Bound
Action: I will join Weight Watchers by August 20		Specific Measurable Achievable Realistic Time-Bound

# Exercise

- **Writing a SMART Case Plan:  
Brandon**

# Tool

- **Behavioral Chronos**

# 3. Dynamic Case Management

- **Dynamic Case Management Skill Definition:** The ability to monitor, alter, and manage the case dynamics in order to achieve the intended case outcomes.
- Some of the activities include targeting medium and high risk cases, having frequent substantive contact, balancing treatment and accountability, providing systematic case review, using positive reinforcement, using a system of control and accountability, providing a range of interventions that meet responsiveness, and engaging prosocial others.

Source: APPA: Fulton, Stone, & Gendreau, 1994

# Managing the Case

- The case plan is the strategy which is routinely referred back to:
  - Is it working as intended?
  - Does it need modified?



# Dosage and Intensity-Juvenile

Program Type	Targeted # of Hours	Length
Substance Abuse	30 hours	15 weeks
Family Intervention	24 hours	16 weeks
Cognitive Behavioral	50 hours	17 weeks

Combined treatment time: 4-8 months

## See Arizona SEP Guidelines

See “The Positive Effects of Cognitive-Behavioral Programs for Offenders: A Meta-Analysis of Factors Associated with Effective Treatment,” Nana A. Landenberger & Mark W. Lipsey. *Journal of Experimental Criminology*, 2005

# Use One-On-One Effectively

<b>PO activity targeted at influencing change</b>	<b>Frequency exhibited in sessions</b>
<b>Prosocial modeling</b>	<b>16.5%</b>
<b>Practice</b>	<b>22.3%</b>
<b>Prosocial reinforcement</b>	<b>68%</b>
<b>Antisocial discouragement</b>	<b>20.4%</b>
<b>Relapse prevention</b>	<b>16.5%</b>
<b>Homework assignment</b>	<b>28.2%</b>

Exploring the Black Box of Community Supervision Journal of Offender Rehabilitation, Vol. 47(3), 2008. Pp. 248–270

# Support Existing Programs

- Prison (Vermont) using T4C curriculum that teaches a variety of concrete skills
  - Posts the “skill of the week” on the board
  - Review it at roll call
  - Officers work on
    - Reinforcing it when they see it
    - Not unintentionally extinguishing it



# Stay Rigidly Focused on Plan.....Be Flexible



- Use plan as touchstone at nearly every session
- Review progress
- Make modifications as needed

**Avoid too many distractions**

# Questions Supervisors Should be Asking

- a. How well did the offender understand the case plan?
- b. How much input did the offender give to the case plan and how much ownership in it?
- c. Are you reviewing the plan with the offender at least every few sessions? Are you changing it if needed?
- d. How involved is the offender's family in the case plan?

# Performance Measures

- a. % of medium/high risk case plans with the top three criminogenic met
- b. % of medium/ high risk cases where the client signed the case plan
- c. % of cases where PO explained the assessment to the offender, including what are his criminogenic needs, and got his signature
- d. % of medium/ high risk cases where the rules of supervision were clearly explained and signed by the offender
- e. % of cases where the medium/ high risk offender received the proper dosage and intensity of treatment
- f. % of the high risk cases where 40-70% of the offender's time was structured
- g. % of medium and high risk cases where key family members were involved in the case plan

# Module Five – Fourth Competency: Rewards and Sanctions

- Objectives
  - Understand the impact of rewards and sanctions in changing behavior
  - Understand how and when best to apply rewards and sanctions

# Competency Four

- Emphasize Rewards While Also Providing Consistent Sanctions When Necessary



# Two Skills

1. Ability to use informal (e.g., verbal affirmations) and formal (e.g., reduced reporting requirements, early discharge) rewards to motivate offender and ensure the presence of natural rewards for positive behavior
2. Ability to use informal (e.g., expressions of disapproval) and formal (e.g., increased reporting requirements, curfew) in response to anti-social or noncompliance behaviors

# 1. Use of Rewards

- When pro-social behavior is demonstrated:
  - Give something pleasant (positive reinforcement); or
  - Take away something that is unpleasant (negative reinforcement)
- Four types of rewards:
  - Tangible (e.g., a bus pass)
  - Symbolic (e.g., a letter of commendation from a judge)
  - Social (e.g., words of affirmation and praise)
  - Justice system modification (e.g., less frequent drug screens or early discharge)

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# Rewards

Rewards: Do	Rewards: Don't
Make sure the behavior leading to incentives is doable	Promise incentives that can't be administered due to cost or policy
Provide more affirmations than criticisms (4:1 ratio)	Be silent or use negative feedback more frequently than positive
Make sure the reward is individualized so as to be meaningful to the juvenile	Apply a "one size fits all" strategy
"Stack" the rewards so that the juvenile receives consistent positive feedback in the first few months of supervision	Withhold praise in the beginning to establish your authority
Apply them frequently for optimal learning	Do not insist on consistent use over long term; can be tapered off over time (for bigger accomplishments)

## 2. Use of Disapproval



- Not the person but the behavior
- Seek certainty, swiftness, and proportionate

# Sanctions

- When anti-social behavior is demonstrated:
  - Apply something unpleasant in response to the lack of compliance
- Apply these features:
  - Individualized to the juvenile
  - Swift
  - Certain and predictable
  - Follow up with a plan to address the reasons for the non-compliance

# Sanctions

Sanctions: Do	Sanctions: Don't
Make the expected behaviors clear	Keep the juvenile guessing as a means of control
Let the juvenile know up front what the consequences of non-compliance are	Threaten consequences that are not enforceable
Build in an understanding that relapse is a normal part of the change process without justifying it	Overreact to relapses
Apply the principles of swift, certain, and proportionate response	Emphasize the severity of the sanction over certain and immediate
Be realistic about how much change a juvenile can make in a certain amount of time	Load up too many conditions that result in an unfocused and unrealistic scenario

# Exercise

- **Use of Rewards and Sanctions: Donnie**

# Questions Supervisors Should be Asking

- a. Are you using at least a 4:1 ratio of positive to critical exchanges with the offender?
- b. Which rewards are you using most frequently? Are you individualizing their usage based on offender profile?
- c. How have you consistently expressed disapproval for offender's antisocial acts or attitudes?

# Performance Measures

- a. % of medium/high risk offenders who receive a 4:1 ratio of positive to critical comments in first six months of supervision
- b. % of cases with case notes indicating expressions of disapproval when antisocial behavior or attitudes are exhibited
- c. % compliance with agency progressive sanctions policy

# Module Six – Action Planning and Agency Support

- Objectives
  - Recognize the importance of developing a continuous quality improvement plan
  - Retain learning by developing a personal plan of action to implement the tools and coaching immediately upon return
  - Develop one or two agency supports or tools for EBP and cultural change

# Sustaining a Risk Reduction Environment

- Continuous Quality Improvement
- Creating structures and processes to reinforce risk reduction
- Developing a culture and consistent message

# Three Skill Areas

- Develop a culture of learning around risk reduction
- Develop agency supports in doing EBP so staff do not need to overcome agency obstacles to do the right thing
- Be action oriented on a personal level – take steps immediately after learning

# 1. Developing a Culture

- Define your BHAG
- Reduce staff confusion and mixed messages
- Make failure a learning experience rather than blame
- Find ways to reinforce intent
  - Posters
  - Desk top guide (Illinois on MI; Indiana on STICS)
  - Email stamp

# Example: Email Stamp

Eileen Kinney

Manager, Evaluation Unit

Colorado Division of Probation Services

## Top 4 Criminogenic Needs

- \* **criminal history and anti-social:**
- \* **personality pattern**
- \* **attitudes/cognition; and**
- \* **peers**

## 2. Agency Supports (examples)

- Research briefs
- Brown bag lunch (snickers pie)
- Sentencing cube
- Unit (or staff) meetings
  - Are they spent reviewing policy issues like mileage reimbursement procedures and dress code or doing risk reduction?

# Unit/Staff Meeting Examples

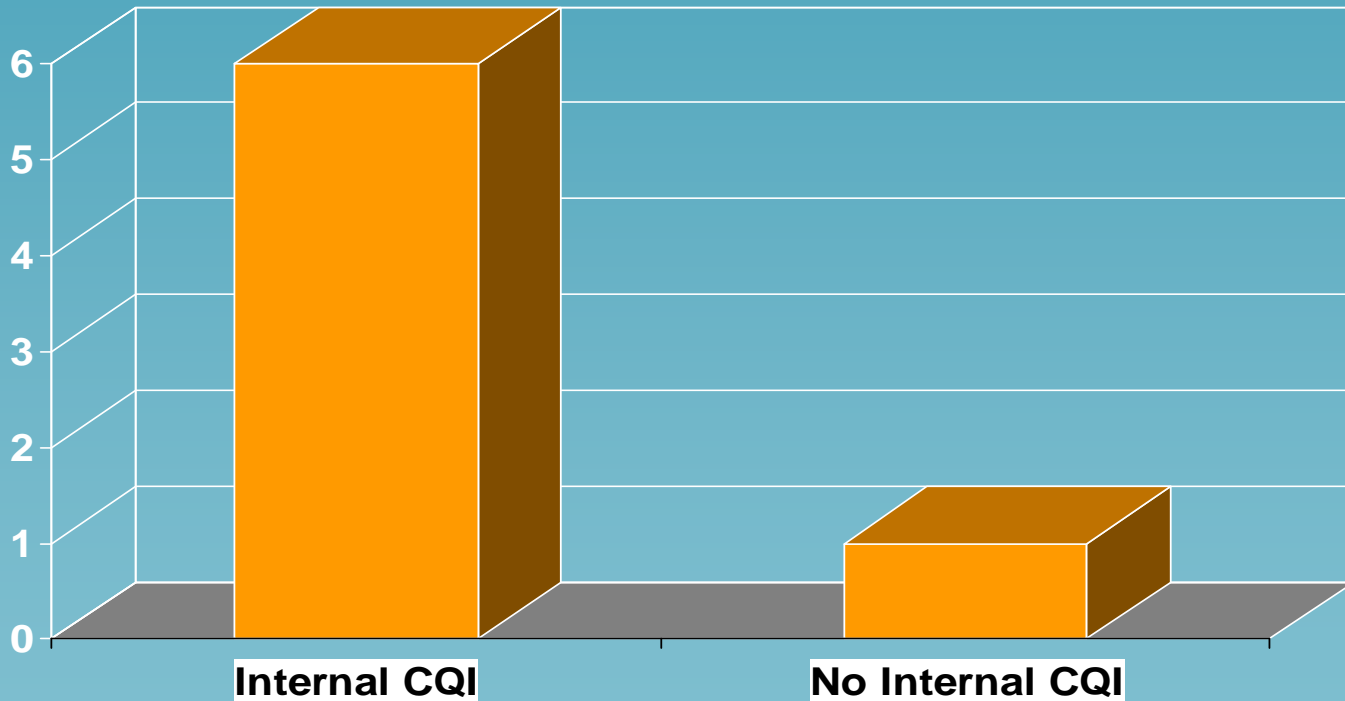
- Staff meeting booster sessions
  - Month one: Criminogenic needs
  - Month two: Case planning
  - Month three: Concrete skill building
  - Month four: Rewards
  - Month five: Sanctions
  - Month six: Professional alliance
- Skill of the week
- Where's Waldo? (criminogenic need, driver, and sequence)
- Spontaneous role plays (e.g., budget cut)
- Matching exercises

# CQI Support

- *Continuous Quality Improvement  
Definition: A set of processes that generate continual feedback for the purpose of ensuring that the services and practices provided are being delivered in the intended manner in order for the agency to achieve its mission.*

# CQI and Recidivism

Ohio Halfway House/CBCF residential centers with an internal CQI process had six times the effect size for recidivism



Lowenkamp, C., Latessa, E (April, 2004) Ohio Corrections Research Compendium, Volume II, April 2004 and Evaluation of Ohio's Community Based Correctional Facilities and Halfway House Programs, Final Report, Sept 1, 2002, [http://www.uc.edu/ccjr/Reports/ProjectReports/HH\\_CBCF\\_Report1.pdf](http://www.uc.edu/ccjr/Reports/ProjectReports/HH_CBCF_Report1.pdf)

# 3. Action Planning

- “Long range vision and strategic planning are great tools, but we need to get some things done before lunch.”

Author unknown

# Supervisor's Role

- Weed (weed out those activities that are inconsistent with research around risk reduction)
- Feed (encourage, support, and nurture those activities that are consistent)



# Definition of Action Planning

- A series of actions and timelines to achieve a goal
- It contains
  - Short term tasks or activities
  - Timelines
  - Individuals responsible

# Final Exercise

- **Personal Implementation Action Plan**