

## What Does the Research Tell Us About Risk Reduction?

EBDM Phase V Kickoff Workshop

## Cost Benefit Research

- Purpose of this research was to help policy makers identify EBP's that deliver better outcomes per dollar of taxpayer spending
  - Table shows benefit to taxpayer and the public in the form of reduced crime, labor market and health care benefits due to increased probability of high school graduation (i.e., benefit to people who were not victimized by the avoided crimes)

Aos, S., Lee, S., Drake, E., Pennucci, A., Klima, T., Miller, M., Anderson, L., Mayfield, J., & Burley, M. (2011). *Return on investment: Evidence-based options to improve statewide outcomes* (Document No. 11-07-1201). Olympia: Washington State Institute for Public Policy.

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### Summary of Benefits Vs. Costs (2010 Dollars)

Program	Benefits	Costs/Person	Net
Aggression Repl. Training	\$36,043	\$1,476	\$34,567
Functional Family Therapy	\$37,739	\$3,190	\$34,549
Multi-D Treat. Foster Care	\$40,787	\$7,739	\$33,048
Nurse Family Partnership	\$30,325	\$9,421	\$20,904
Early Childhood Education	\$26,480	\$7,420	\$19,060
Adult Int. Sup: Supervision + Treatment	\$17,521	-\$7,712	\$9,809
Juvenile Drug Court	\$12,737	\$3,024	\$9,713
Adult Drug Courts	\$11,750	\$4,099	\$7,651
Adult Int. Supervision (no Treatment)	-\$556	-\$4,050	-\$4,606
Domestic Violence Treatment	-\$3,724	-\$1,335	-\$5,059
Scared Straight Programs	-\$6,031	\$63	-\$6,094

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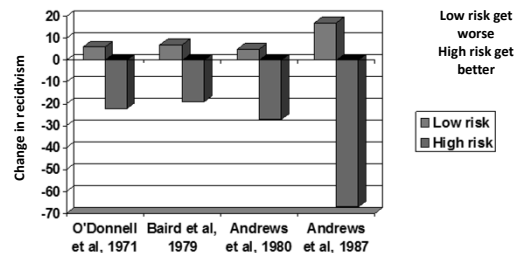
## What Matters?

- We now have an increasingly expansive body of research that is communicating the message that.....
- We should focus on those conditions that have the greatest impact if our goal is to reduce the likelihood that an offender is rearrested
- In other words, some things don't matter, some things matter a little, and some things **really matter!**

## Risk Matters

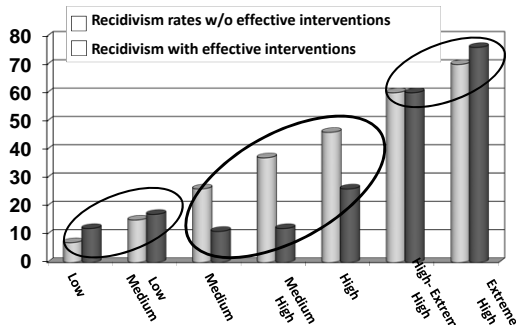
- Most every major profession uses risk and need based actuarial assessments
- Examples: Insurance, education, airline, and medical fields

## What Happens When We Apply Intensive Treatment to High and Low Risk Populations?



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## Impacting Long-Term Recidivism: Tailoring Interventions to Risk Level



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## Criminogenic Needs Matter

Criminogenic Need: An attribute of an individual or an individual's environment that contributes to criminal/delinquent behavior that can be changed during the process of offender supervision and/or treatment

## Criminogenic Needs Matter

Motivation  
Age  
Self esteem  
Substance abuse  
Height/weight  
Previous treatments  
Poor self control  
Mental health  
Peers  
Nationality  
Level of violence  
Scars/tattoos  
Past supervision  
Military record  
Prior record  
IQ  
Siblings  
Instigator/follower  
Race/ethnicity  
Gender  
Parental influence  
Neighborhood  
Prior successes  
Family name  
Amount of support  
Maturity  
Current emotional disposition  
Employment history  
Degree of remorse  
Physical health  
Educational achievement  
Medications  
Verbal intelligence  
Previous abuse history  
Finances  
Attitude/beliefs

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The Four Most Influential	The Other Four	Non-Criminogenic
Antisocial cognition (thoughts & beliefs)	Substance abuse	Health issues
Antisocial personality (coping, self-control skills)	Employment*	Mental health
Antisocial associates (peers)	Education*	Intelligence
Family/marital issues	Leisure	Self esteem
*Reverse order for juveniles		Personal distress

\*Adapted from Andrews, D.A., Bonta, J., & Wormith, S. (2006). The Recent Past and Near Future of Risk and/or Need Assessment. Crime & Delinquency, 52(1), 7-27.

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## Antisocial Cognition

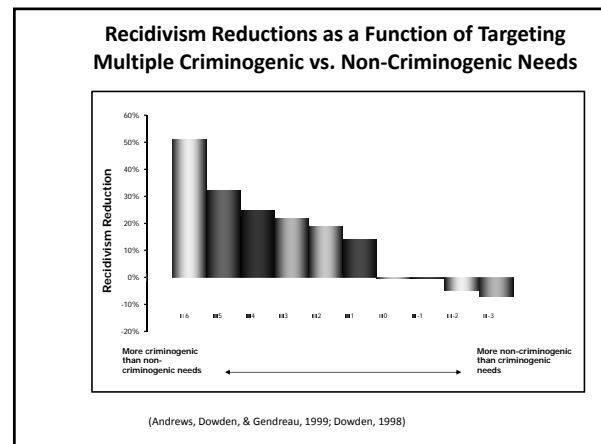
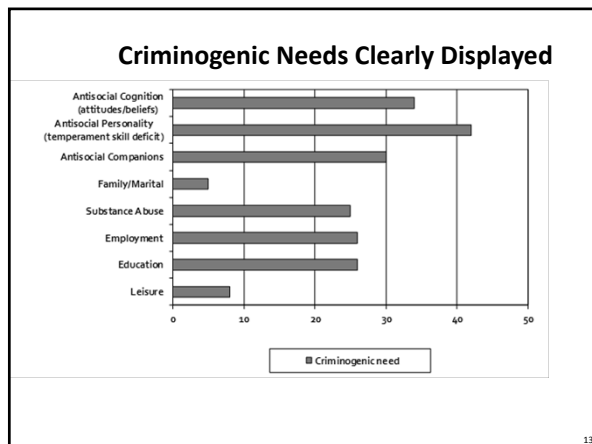
- Includes the thought process that justifies antisocial conduct
- Contains beliefs and attitudes supportive of crime
- Most higher risk offenders have some form of antisocial cognition

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## Example

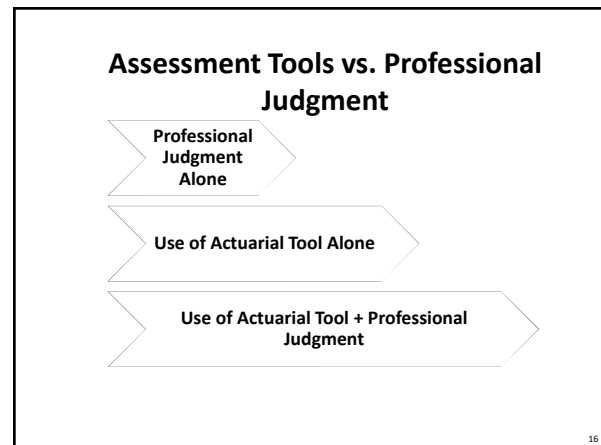
- Robert Morales attempted to murder NY parole officer Samuel Salters in April 2010
- Samuel Salters was seriously wounded
- The following is a video of him discussing how and why he shot him

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### Using Actuarial Assessments Matter

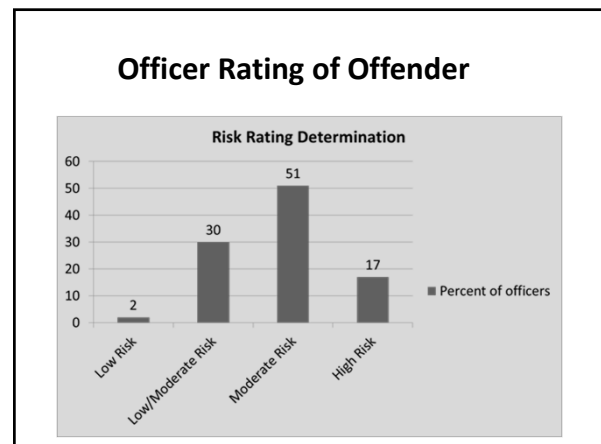
- Can you name one professional field that does not use assessment to inform decision making?
  - Medical? – Politics?
  - Marketing? – Education?



### Professional Judgment vs. Assessment Tool

- U.S. Probation
  - 1,087 officers observed a case vignette and identified risk
  - Then trained on the risk assessment tool and assessed the case

Source: Training to See Risk: Measuring the Accuracy of Clinical and Actuarial Risk Assessments Among Federal Probation Officers, by J. C. Oleson, Scott VanBenschoten, Charles Robinson, and Christopher Lowenkamp, Federal Probation, Volume 75, Number 2, pages 52-56, September 2011

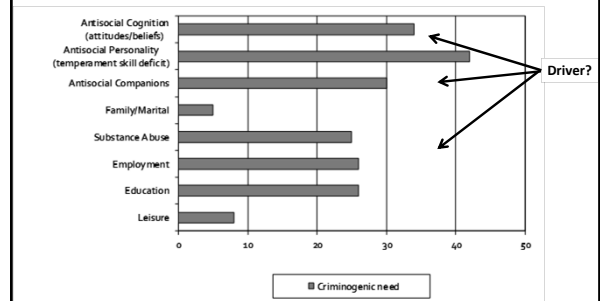


## Focusing on Drivers Matter

- Not all criminogenic needs are equal
- It is not the most prevalent that should be the initial target
- The focus should be on the criminogenic need that tends to be influencing the other needs and is at the root of the non-compliance

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## The Driver



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## Using the Right Programs Matter

1. Some programs work, some don't
2. The ones that work only work when the intervention is applied correctly
3. The programs that work do not work 100% of the time; 30% is a realistic target

## Exercise:

### Select the Most Effective Programs

- On the following table, select the interventions that
  - do not reduce recidivism (and can do harm)
  - those that work modestly
  - those that work best
- Studies represented are recent (1990-2007) and include juveniles and adults. Results are similar. Only in one category are the studies limited to juveniles (family category).

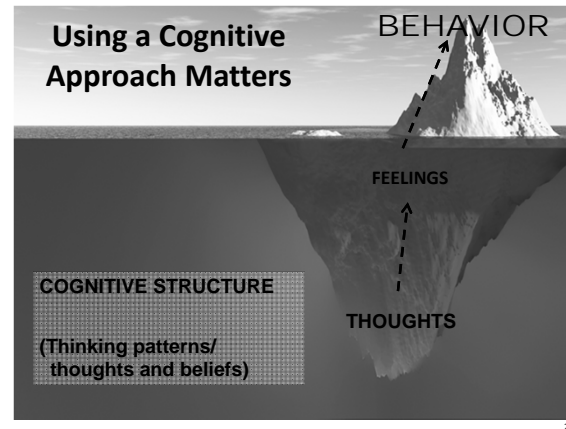
Source: The Effectiveness of Correctional Rehabilitation: A Review of Systematic Reviews, Lipsey and Cullen, Annual Rev. Law Soc. Sci. 2007, 3:297-320

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Intervention	Do not reduce recidivism (and can do harm)	Modestly work (up to 24% reduction)	Work best (up to 60% reduction)
Boot Camps			
Confinement			
Cognitive Behavioral Programming			
Drug Courts			
Drug Treatment			
Education/Employment			
Family Related			
Intermediate Sanctions			
Sex Offender Treatment			

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## Using a Cognitive Approach Matters



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## Matching or Customization Matters

- Specific responsivity means that interventions will be more effective if they are tailored to the needs of the individual (Taxman, Shepardson, and Byrne, 2004).
- Requires us to ask: *What kind of interaction will be most effective with this person?*

## Responsivity Principle

- Motivation
- Intelligence and learning style
- Gender
- Age
- Mental health
- Culture

## Prosecutor Brad Berry Yamhill County, Oregon

- “If we adopt a one size fits all we end up with everyone wearing a suit that doesn’t fit”

## Motivation Matters

We need to:

- Assess motivation
- Utilize precontemplative primers for those not motivated
- Use MI enhancement processes
- Determine if need to alter course based on existing motivation level
- Be aware that motivation changes

## Dosage Matters

Importance of taking the right amount of the right intervention over the right amount of time

## Dosage and Intensity (Adults)

Risk	Low	Moderate	Moderate/ High	High
Dosage	Not applicable	100 hours	200 hours	300 hours
Duration	Minimal	3-6 months	6-9 months	9-18 months
Intensity	Minimal	Once/week	Twice/week	Three/week or resid.

See: Bourgon, G. & Armstrong, B., 2005; Beech, Fisher, and Becket, 1998; Sperber & Latessa (forthcoming)

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## One-on-One Dosage

Corrections professionals' interactions with offenders can have a profound impact on recidivism if they focus on the right issues and have sufficient time to devote to criminogenic needs.

Time Devoted Per Session	Recidivism Rate
0-15 minutes	49%
16-39 minutes	36%
Total Recidivism Reduction of 26.5%	

Source: Exploring the Black Box of Community Supervision Journal of Offender Rehabilitation, Vol. 47(3), 2008. pp. 248-270

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## Professional Alliance Matters

- Social Learning: people are more likely to adopt the values and beliefs of those in whom they wish to emulate

## Building Skills Matter

What is Needed?	What has Been Most Challenging?
Building rapport	
Picking the driver	✓
Identifying skill deficits related to criminogenic needs	✓
Teaching a skill	✓
Practicing a skill	✓
Giving homework	

## Number of Reps Before Behavior Becomes Automatic

Repetitions per law enforcement officer

**3,000-5,000**

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## Effectively Responding to Non-Compliance and Using of Rewards Matters

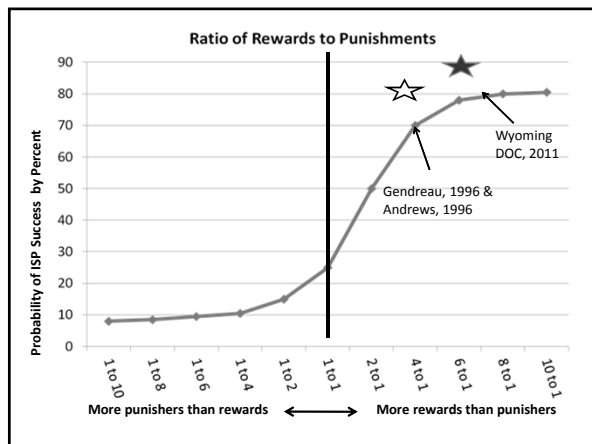
- There is ample research that gives us guidance around how to apply rewards and responses to non-compliance
- Some of this is intuitive through our learnings as kids/parents
- Some is not

## Study: Wyoming Department of Corrections ISP Program

- Studied 283 offenders using an experimental and control group
- Conclusions
  - Use of BOTH sanctions and rewards led to higher success rates
  - Administering more rewards than sanctions produced the best results

Utilizing Behavioral Interventions to Improve Supervision Outcomes in Community-Based Corrections; . Eric Woodahl, Brett Garland, Scott Culhane, William McCarty. Criminal Justice and Behavior, 2011 38:386, Sage Publications

See also:  
Gendreau, P. (1996). The principles of effective intervention with offenders. In A. Harland (Ed.), *Choosing correctional options that work* (pp. 117-130). Thousand Oaks, CA: Sage.  
Andrews, D. A., & Bonta, J. (1998). *The psychology of criminal conduct*. Cincinnati, OH: Anderson.



## Importance of Applying What Matters

Imagine if the medical field did not apply what the research said was most effective responses to medical conditions

"What is done [today] in corrections would be grounds for malpractice in medicine."

## TOP TEN NEVER EVENTS

- Similar to the medical field, juvenile justice practitioners have never events
- When these never events occur, positive impact is nullified, and in many cases the risk to reoffend actually increases

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## #1 NEVER EVENT

- Over-responding to low risk offenders

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## #2 NEVER EVENT

- Lecturing, blaming, shaming, arguing

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## #3 NEVER EVENT

- Mixing low and high risk

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## #4 NEVER EVENT

- Overloading with too many conditions, especially conditions that are non-criminogenic

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## #5 NEVER EVENT

- Taking an unbalanced approach to sentencing and supervision

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## #6 NEVER EVENT

- Guess on offender traits that are criminogenic (use assessment tool)

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## #7 NEVER EVENT

- Send most offenders to the same program (one size fits all)

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## #8 NEVER EVENT

- Delay violation responses

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## #9 NEVER EVENT

- Withhold rewards and affirmations

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## #10 NEVER EVENT

- Use non-evidence based programs

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## Next steps

- Gives us a structure and process to engage in these activities
- We just have to be willing

## Good Sources for Research

- The Campbell Collaboration - [www.campbellcollaboration.org/crime\\_and\\_justice/](http://www.campbellcollaboration.org/crime_and_justice/)
- The Center for the Study of the Prevention of Violence, University of Colorado, "Blueprints for Violence Prevention" - [www.colorado.edu/cspv/blueprint/](http://www.colorado.edu/cspv/blueprint/)
- George Mason University's Center for Evidence Based Crime Policy, <http://gunston.gmu.edu/cebcp/>
- SAMSHA'S (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (NREPP) - [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)
- U.S. Department of Justice, Office of Justice Programs' Crime Solutions.gov. - [www.crimesolutions.gov](http://www.crimesolutions.gov)
- Washington State Institute for Public Policy
- University of Cincinnati, The Corrections Institute
- University of Maryland, Bureau of Government Research
- Texas Christian University, Institute of Behavioral Research

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