

Principles of Effective Intervention



***Materials contained in this training were provided by the University of Cincinnati, Corrections Institute (UCCI)**

<https://cech.uc.edu/about/centers/ucci.html>

RESEARCH



“Evidence-Based”-- What Does it Mean?

There are different forms of evidence:

- **The lowest form is anecdotal evidence; stories, opinions, testimonials, case studies, etc. - but it often makes us feel good**
- **The highest form is empirical evidence – research, data, results from controlled studies, etc. - but sometimes it doesn’t make us feel good**

Evidence-based Strategies

- ◆ 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

Research Conclusions

- **The term “what works” means evidence exists that the program or intervention is effective in reducing recidivism.**
- **Effectiveness is demonstrated through empirical research – not stories, anecdotes, common sense, or personal beliefs about effectiveness**
- **Without some form of human intervention or services, there is unlikely to be an impact on recidivism from punishment alone.**

Research Conclusions

Community services and interventions can be effective in reducing recidivism; however, not all programs are equally effective...

The most effective programs are based on *principles of effective intervention*:

1. Risk (Who)
2. Need (What)
3. Responsivity (How)
4. Fidelity (How Well)



Risk Principle

- Supported by lots (and lots) of research
- Tells us WHO to target
- Two (2) types of risk factors
 - ❑ Static (unchangeable)
 - ❑ Dynamic (malleable)



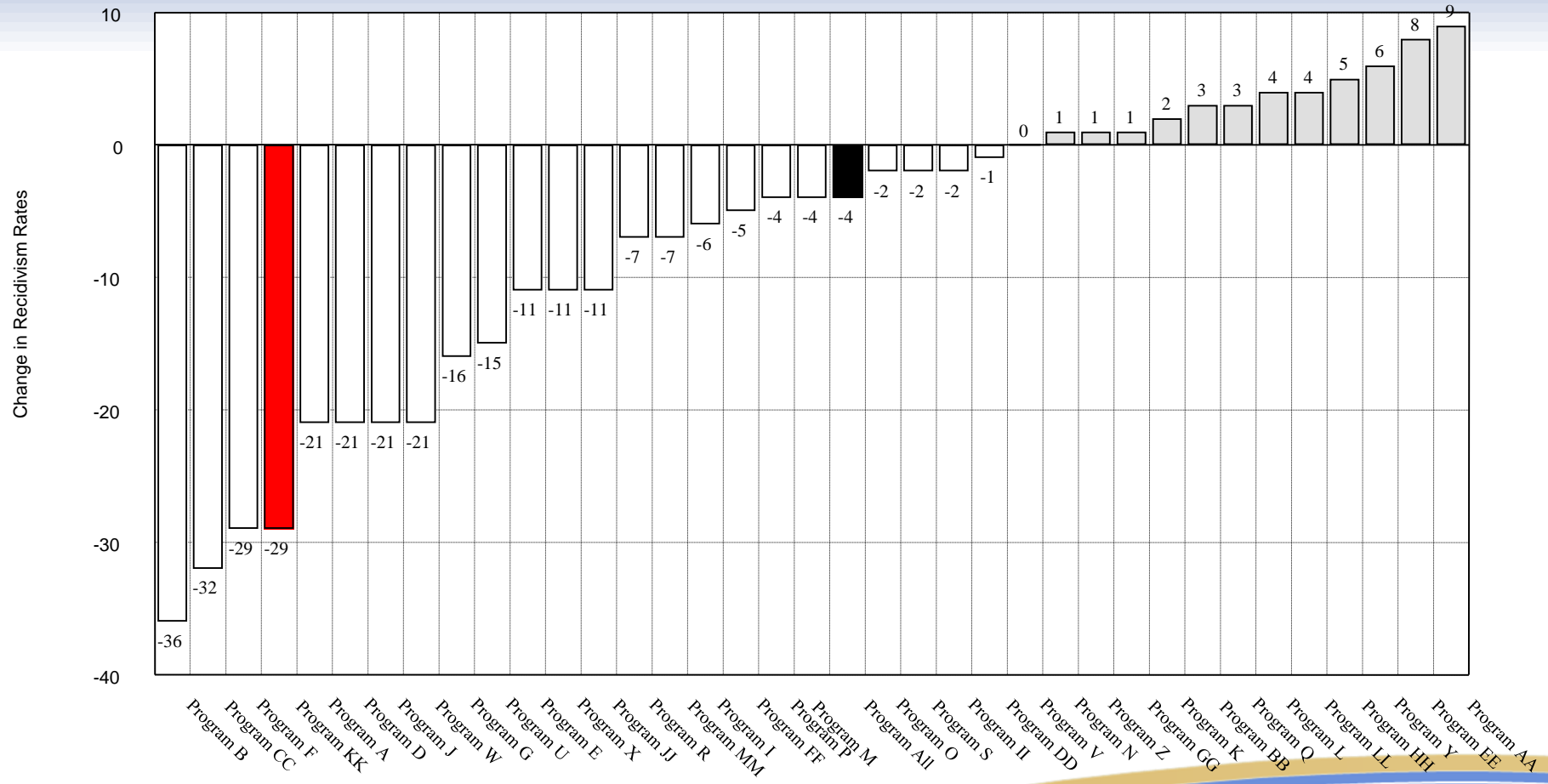
**RISK
ASSESSMENT**

Risk Principle

- I. Supervision and treatment should match risk level of each project participant
- II. Target higher risk individuals with the most intensive interventions

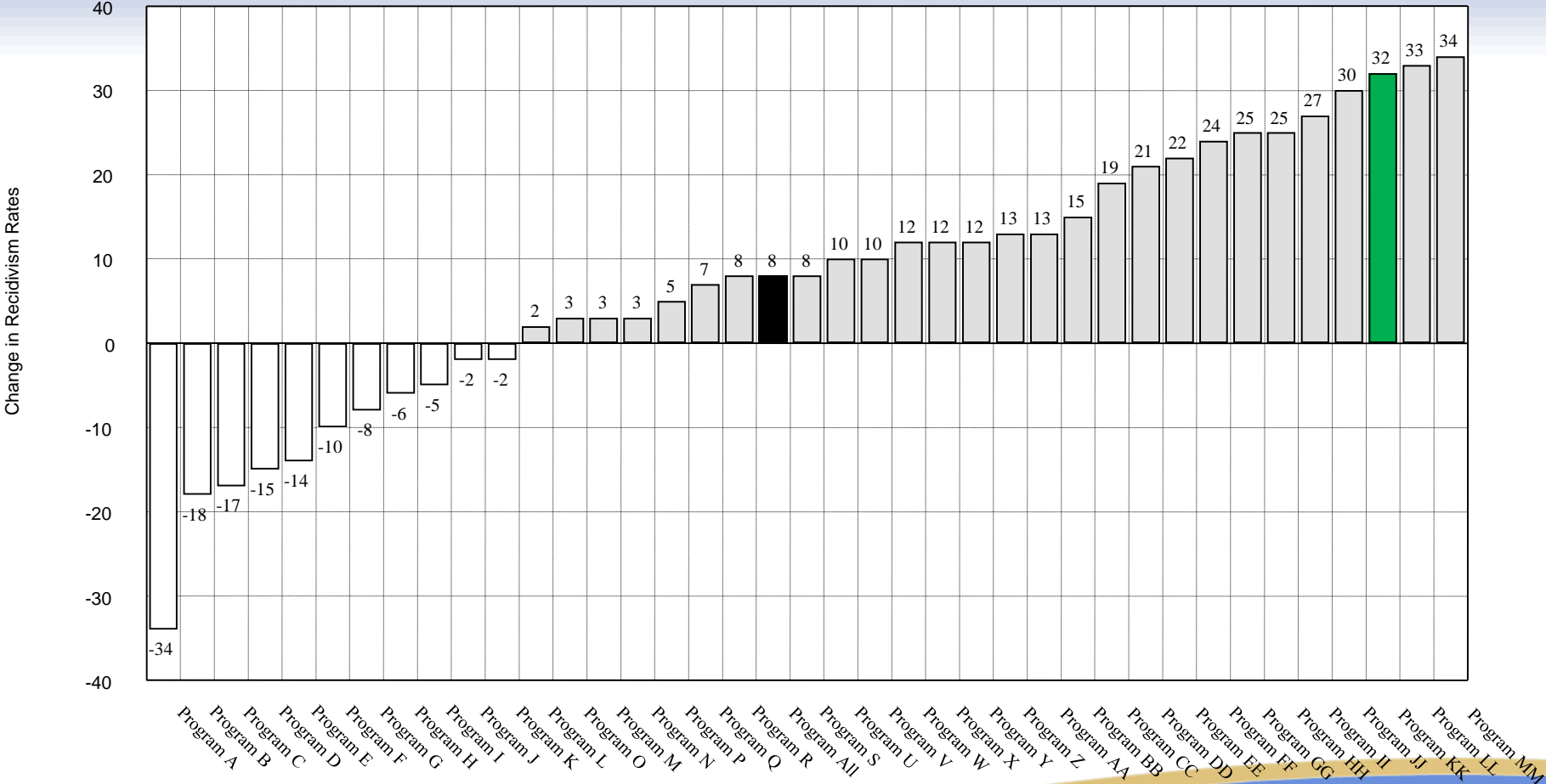
Violating this principle can lead to increased rates of recidivism for lower risk participants

Risk Principle



Lowenkamp, C.T. & Latessa, E.J. 2004. "Understanding the Risk Principle: How and Why Correctional Interventions can Harm Low-Risk Offenders" Topics in Community Corrections - 2004, pp. 3-8.

Risk Principle



Need Principle

- I. Tells us WHAT to target**
- II. Target criminogenic needs**
- III. Avoid correctional quackery**

Need Principle

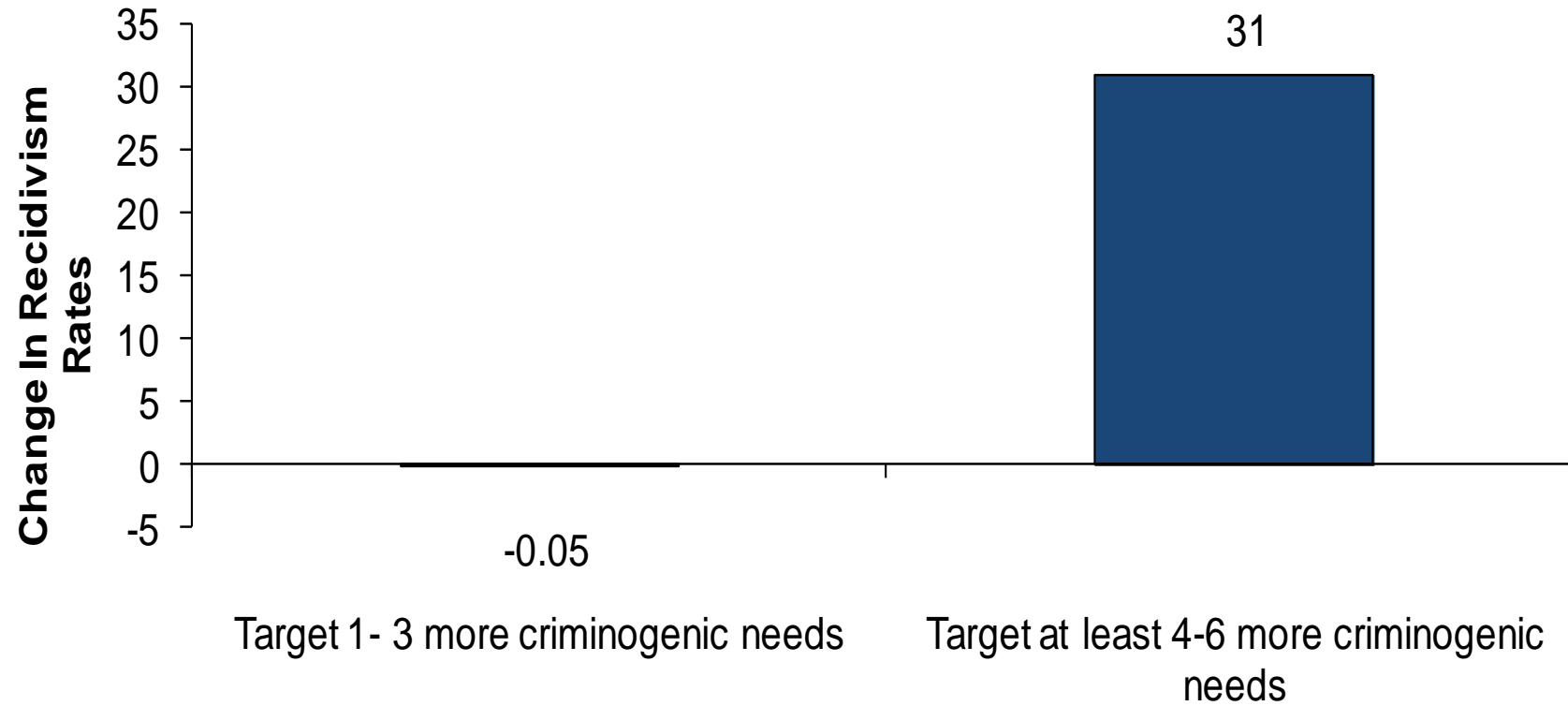
Criminogenic Needs

- Pro-Criminal Attitudes
 - Anti-Social Personality
 - Anti-Social Peer Associations
-
- Substance abuse
 - Family
 - Education/employment
 - Leisure time

Non-Criminogenic Needs

- Stress/anxiety
- Low Self-esteem
- Discipline
- Creative Abilities
- Cohesiveness of social group
- Vague emotional problems
- Physical condition
- Trauma*
- Medical/Mental Health Needs
- Understanding one's culture/history

Need Principle



Source: Gendreau, P., French, S.A., and A.Taylor (2002). What Works (What Doesn't Work) Revised 2002. Invited Submission to the International Community Corrections Association Monograph Series Project

Responsivity Principle

Responsivity:

- Refers to learning style and characteristics of the participant, which can impact their engagement in the program
- Tells us HOW to target criminogenic needs
- Cognitive/behavioral/social learning models are most effective
- People learn differently
- Each participant will have individual barriers to services

Responsivity Principle

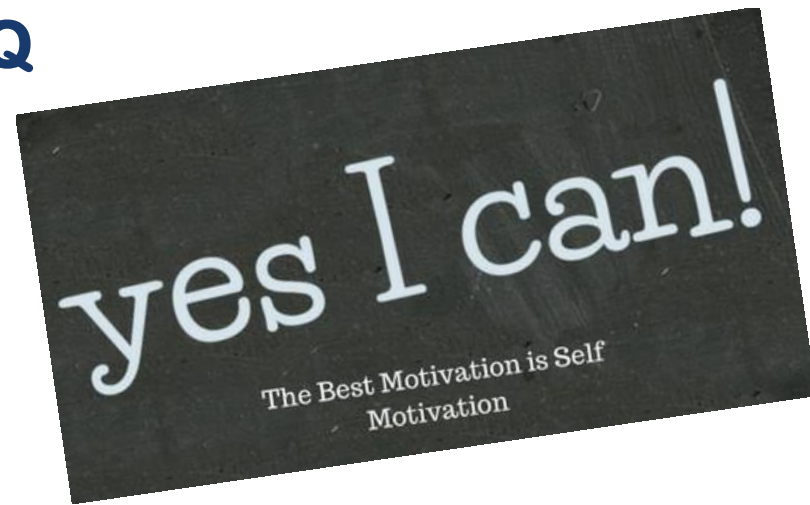
The most effective interventions are behavioral:

- They focus on current factors that influence behavior
- They are action-oriented
- They reinforce prosocial behavior
- They include cognitive restructuring
- They include skill development with relatable examples
- They include approaches that train family on appropriate techniques

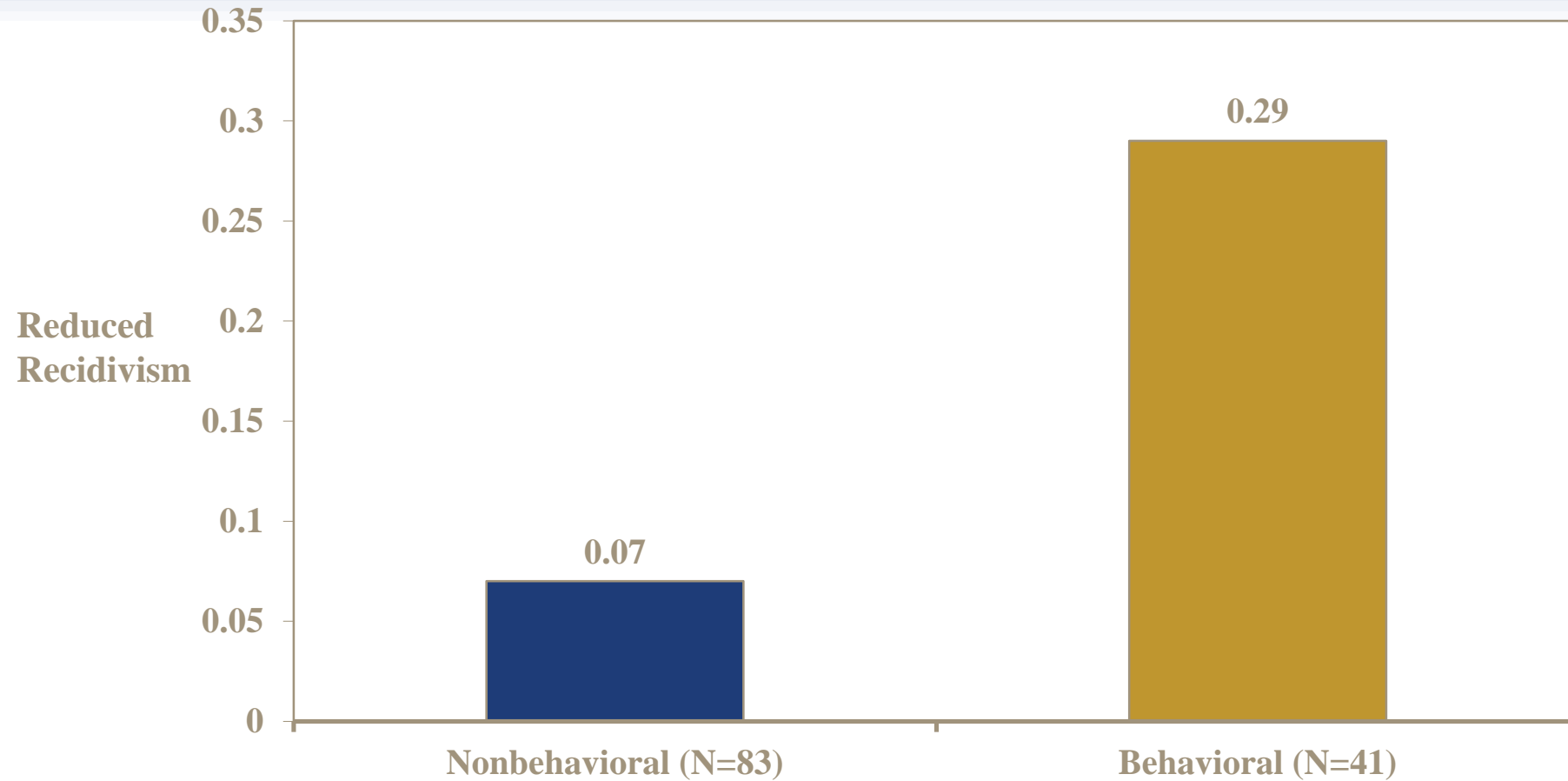
Responsivity Principle

*Most Important Responsivity Factors:

- *Motivation to change*
- Cognitive functioning / IQ
- Education level
- Gender
- Race and Ethnicity
- Personality
- Mental health



Responsivity Principle



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.

Fidelity Principle

- I. Refers to HOW WELL the program adheres to the principles
- II. Refers to HOW WELL the program does what it is designed to do

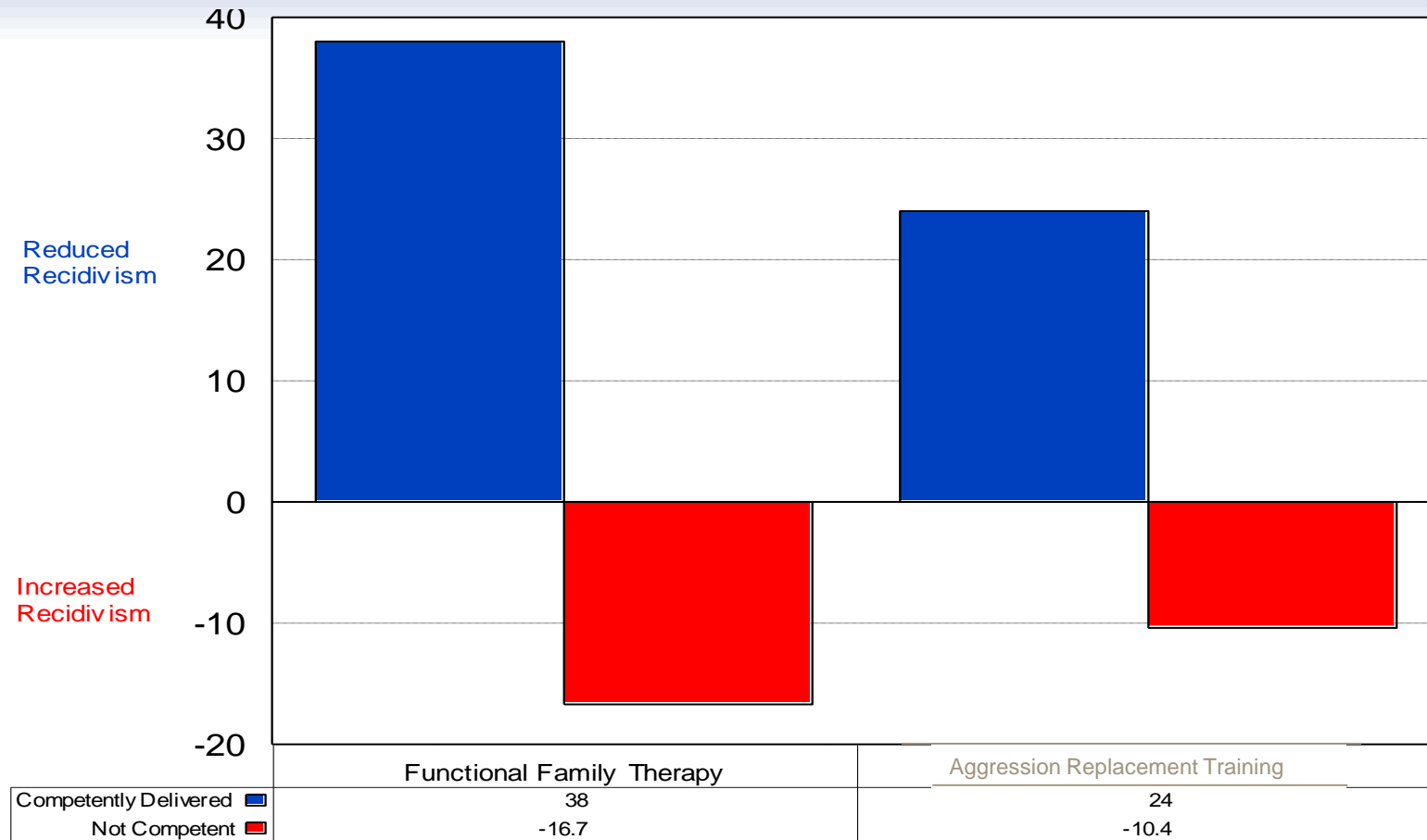


Reliability

/ree-ly-uh-bil-i-tee/

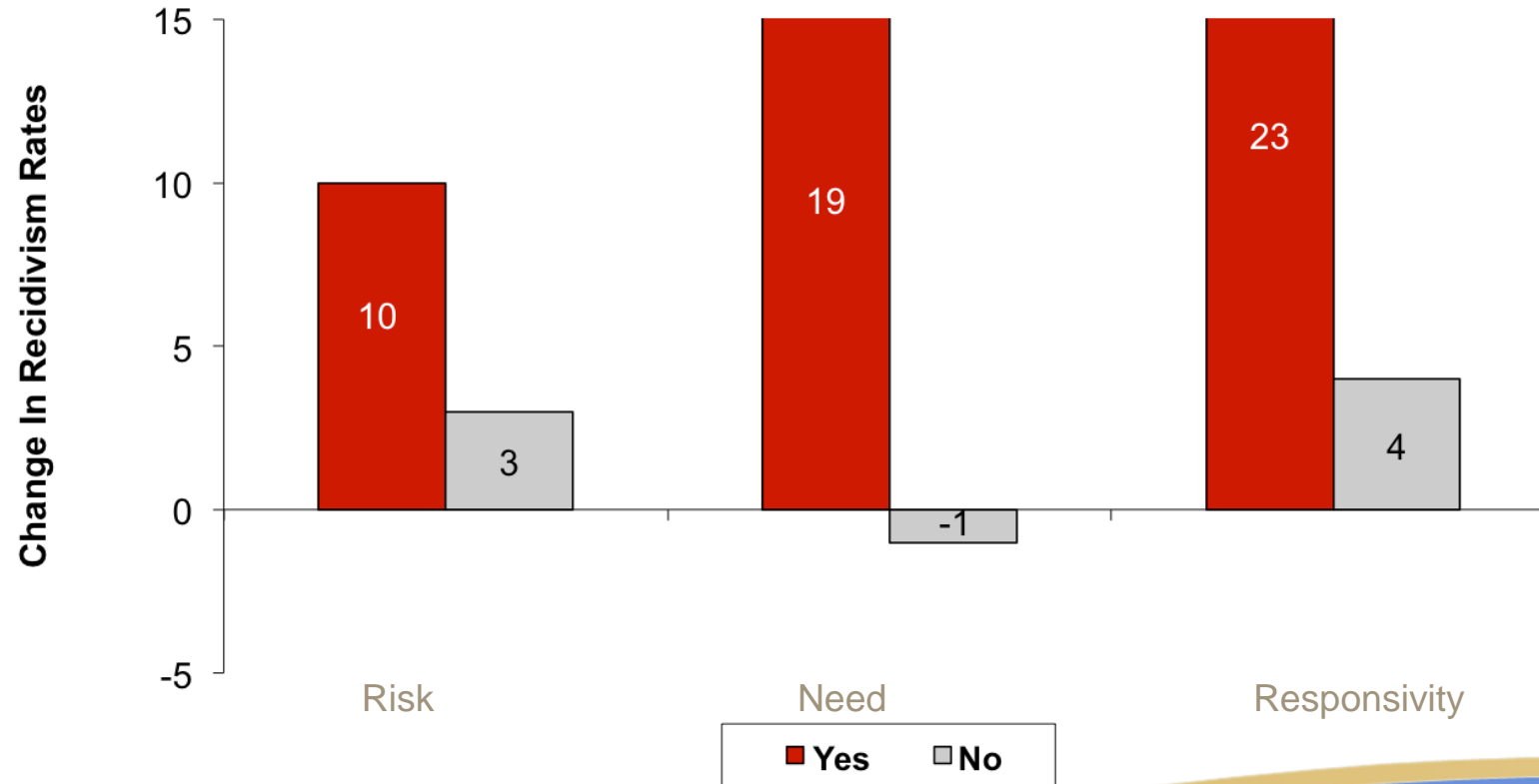
To be able to produce good results time after time

Fidelity Principle



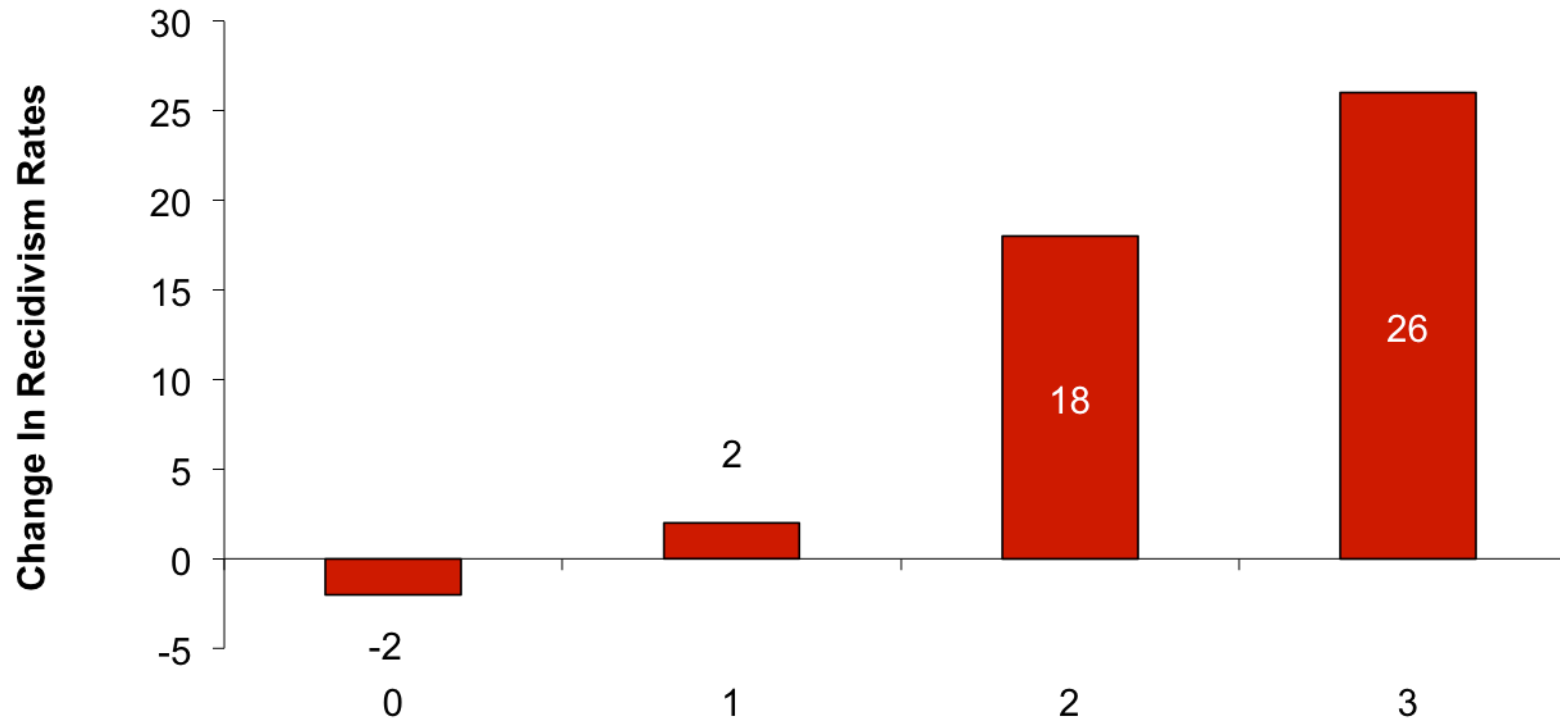
Source: Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders. January 2004. Washington State Institute for Public Policy.

Adherence to RNR



Andrews, 2006. Enhancing adherence to risk-need-responsivity: Making quality a matter of policy. *Criminology and Public Policy*, 5, 595-602.

Adherence to RNR



Cognitive Behavioral Treatment (CBT)

Key Principles:

- Thinking affects behavior
- Antisocial, distorted, unproductive, irrational *thinking* = antisocial, unproductive *behavior*
- Thinking can be influenced and changed
- We can change how we feel and behave by changing what we think



Cognitive Behavioral Treatment (CBT)

Most effective form of programming for moderate and high-risk participants

Addresses:

- ✓ **Antisocial thinking patterns**
- ✓ **Builds problem-solving skills**
- ✓ **Equips the client with new thinking and skills through repetition with increasingly difficult practice sessions (i.e., role-playing)**



Cognitive Behavioral Treatment (CBT)

Treatment Components:

- **Cognitive Restructuring**: Replace irrational/antisocial thinking with prosocial thoughts
 - Used when problem behavior is caused by *excess* of antisocial thoughts
- **Cognitive-Behavioral Coping Skills**: Teach prosocial responses to high risk situations
 - Cognitive process and actions
 - Used when problem behavior is caused by *lack* of adaptive thinking

Well-Defined CBT Programs

Characteristics of Effective Interventions

- **The program is highly structured**
- **Manual for intervention is strictly followed**
- **Staff relate to clients in interpersonally sensitive and constructive ways**
- **Staff monitor client change on targets of treatment at set timeframes**
- **Relapse prevention and aftercare services are provided**
- **Family members are trained to assist**

Research Says Effective Programs Should...

**USE COGNITIVE
BEHAVIORAL
INTERVENTIONS
THROUGHOUT THE
ENTIRE PROGRAM**

Research Says Effective Programs Should...

Ensure CBT strategies:

- Cognitive Restructuring
- Social Skills
- Problem Solving
- Emotional Regulation



On-going Role-Playing and Modeling

Research Says Effective Programs Should...

Target criminogenic needs:

Focus Here:

- Antisocial Attitudes, Values, Beliefs
- Antisocial Peers
- Antisocial Personality
- Family
- Education/Employment
- Substance Use
- Leisure Activities

Not Here:

- Self-Esteem
- Physical Conditioning
- Artistic Ability
- Life Skills
- Victim Impact
- Spirituality

Behavior Modification System

GOAL –

To develop a system that increases compliance while the client is under programming, but more importantly increases **LONG-TERM** prosocial behavior

Behavior Modification System

- **Identify the desired behaviors to target**
- **Develop a menu of short and long term reinforcements**
- **Contingent on performing the behavior**
- **Recipient aware that the reward is a consequence of the specific desired behavior**
- **Continuous rewards followed by intermittent rewards**

THANK YOU!!!