What Works in Designing More Effective Correctional Programs: The Characteristics of Effective Programs and the Barriers to Effective Implementation

Presented by:
Edward J. Latessa, Ph.D.
School of Criminal Justice
University of Cincinnati
www.uc.edu/criminaljustice

UNIVERSITY OF Cincinnati

A Large Body of Research Has Indicated….

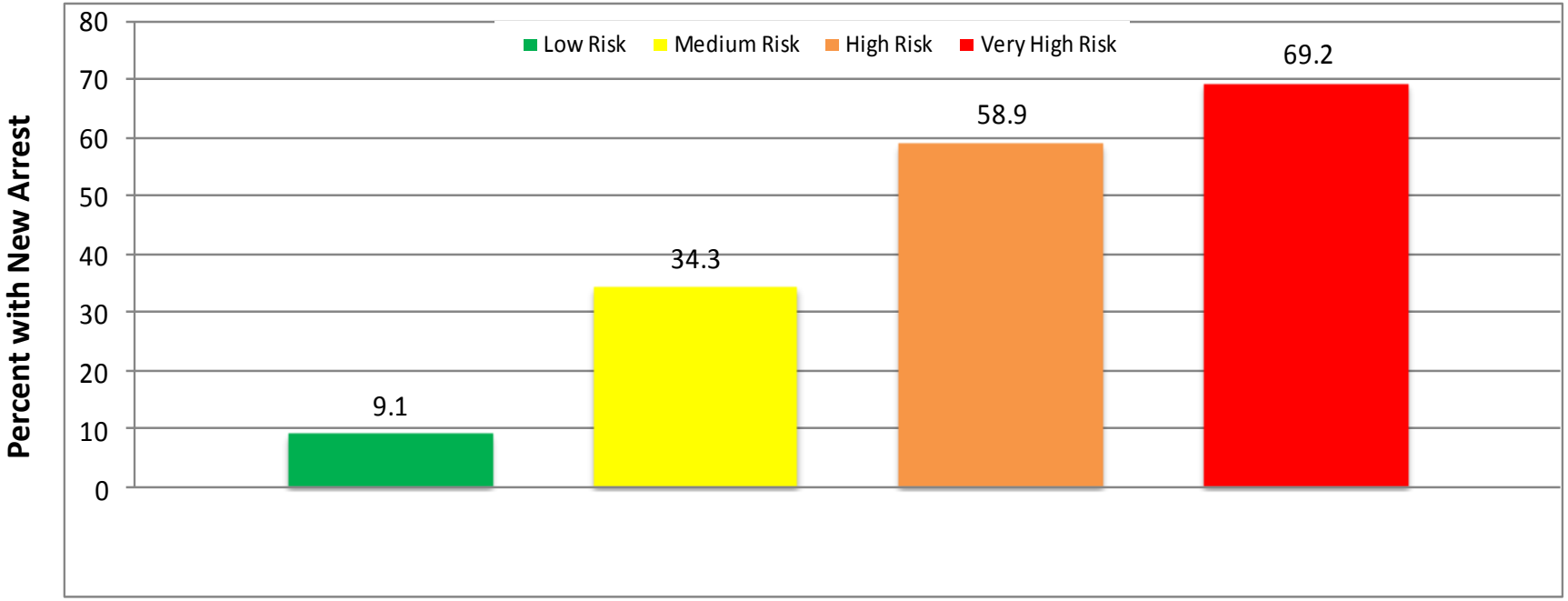
….that correctional services and interventions can be effective in reducing recidivism for offenders, however, not all programs are equally effective

- The most effective programs are based on some principles of effective interventions
  - Risk (Who)
  - Need (What)
  - Responsivity (How)
  - Program Integrity (How Well)

Risk Principle

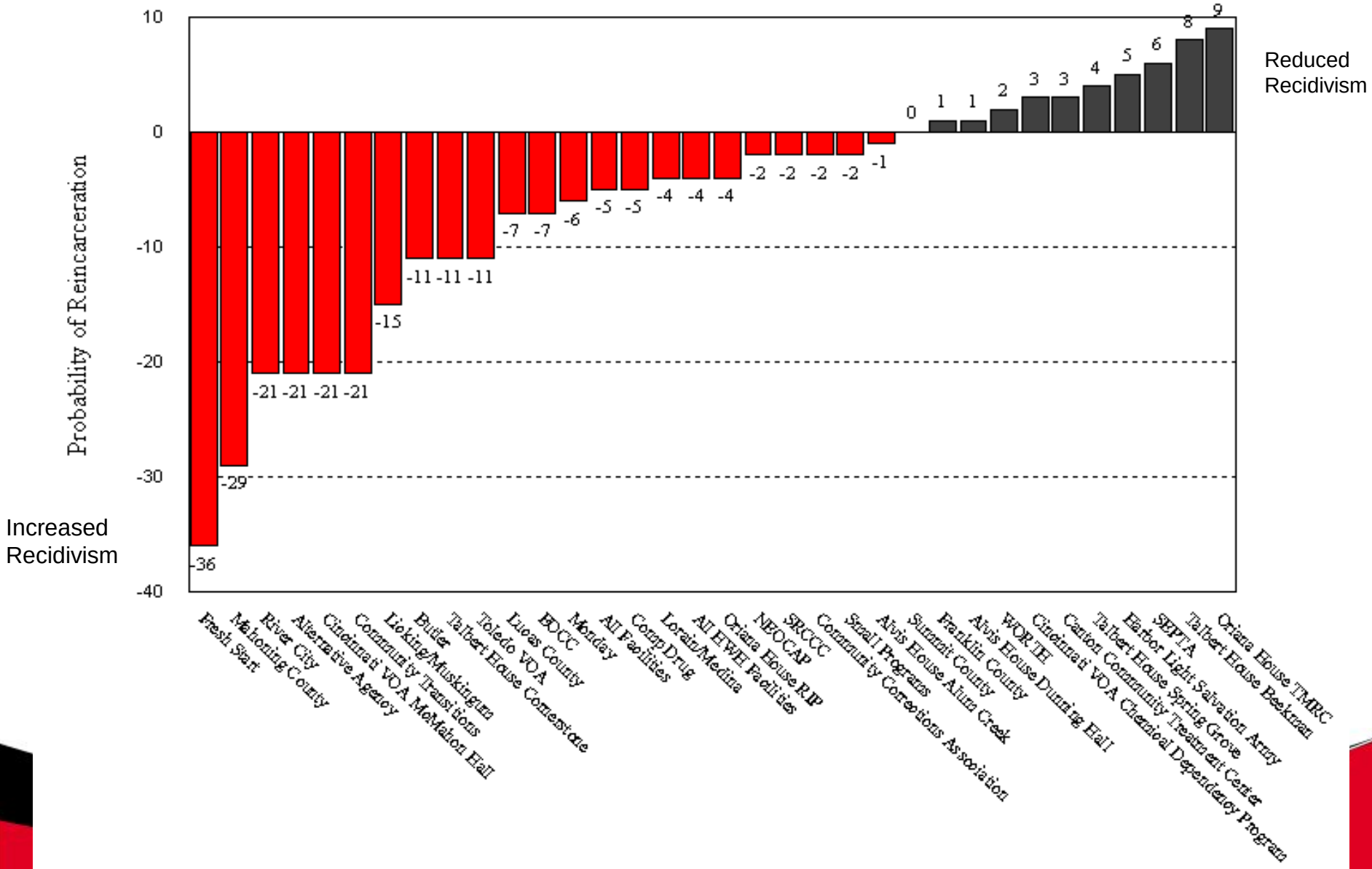
As a general rule treatment effects are stronger if we target higher risk offenders, and harm can be done to low risk offenders

Risk Level by Recidivism for the Community Supervision Sample



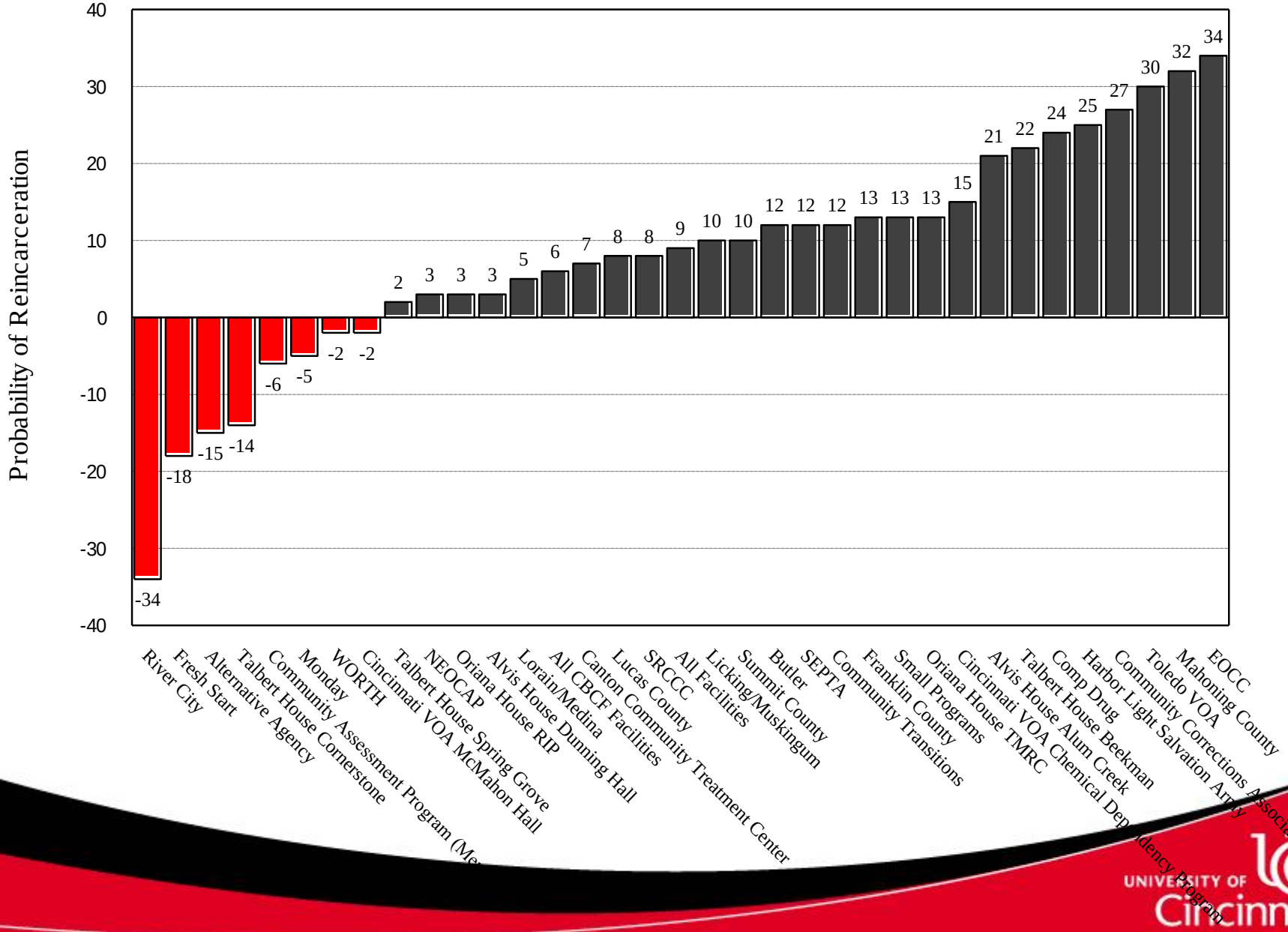
Low 0-14 Medium = 15-23 High = 24-33 Very High 34+

Treatment Effects for Low Risk Offenders



Cincinnati

Treatment Effects For High Risk Offenders



UNIVERSITY OF Cincinnati

Need Principle

By assessing and targeting criminogenic needs for change, agencies can reduce the probability of recidivism

Criminogenic

- Anti social attitudes
- Anti social friends
- Substance abuse
- Lack of empathy
- Impulsive behavior

Non-Criminogenic

- Anxiety
- Low self esteem
- Creative abilities
- Medical needs
- Physical conditioning

Major Set of Risk/Need Factors (Andrews and Bonta)

1. Antisocial/procriminal attitudes, values, beliefs & cognitive emotional states

2. Procriminal associates & isolation from anticriminal others

3. Temperamental and anti social personality patterns conducive to criminal activity including:
   - Weak socialization
   - Impulsivity
   - Adventurous
   - Restless/aggressive
   - Egocentrism
   - A taste for risk
   - Weak problem-solving/self-regulation & coping skills

4. A history of antisocial behavior

Major Set of Risk/Need Factors

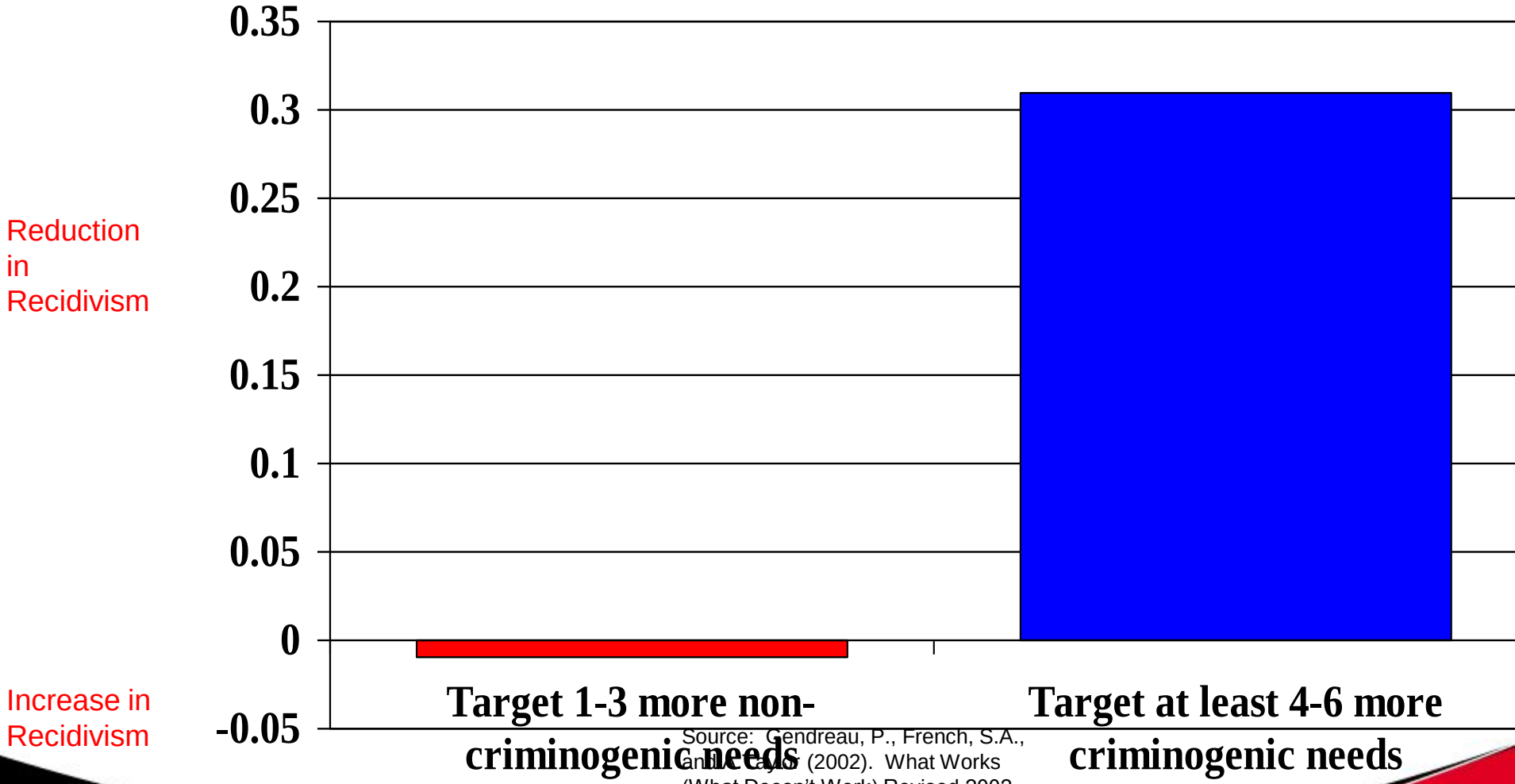
5. Familial factors that include criminality & a variety of psychological problems in the family of origin including low levels of affection, caring, & cohesiveness, poor supervision and discipline, & outright neglect and abuse.

6. Low levels of personal, educational, vocational, or financial achievement

7. Low levels of involvement in prosocial leisure activities

8. Substance Abuse

Targeting Criminogenic Need: Results from Meta-Analyses



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

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

Definitely *NOT* Criminogenic Needs

THE CORRECTIONS CONNECTION NETWORK
THE OFFICIAL SITE OF THE CORRECTIONS INDUSTRY

Juvenile Info Network

SITE INFO
Advisory Board
Editorial Staff
Guestbook
Submit Info
Contact Us

LINKS
Arts/Education
Associations
Books/Research
Family Links
Government
Grants/Funding
Health Links
International
National
Religious
State Links
Other Links

INTERACTIVE
Bulletin Boards

DISTANCE LEARNING
JJTAP
TRC

Continued from the homepage

Dance Program Gets Juveniles Moving on the Right Track

By Meghan Mandeville, News Research Reporter

Photo: Sam Forencich

The beats blaring from the high security unit of the Santa Clara County (Calif.) Juvenile Hall have a ring of rehabilitation to them. There, in a small, secure, concrete area young male offenders dance their way toward a new outlook on life.

The Juvie Jazz dance program gives young offenders in two boys units and one girls unit an opportunity to let loose on the dance floor to the music of rappers like **Tupac**, **50 Cent** and **R. Kelly**. At the same time, the juveniles are learning how to follow instructions, work together in a group and build their self-esteem.

"I don't think they are going to be professional dancers, but I want them to see the potential they have to do different things," said program creator and instructor **Ehud Krauss**. "[My goal is] to make them better human beings [and] better kids.

Aside from juvenile offenders in Santa Clara County, Krauss, who owns a dance studio in Palo Alto, Calif., teaches dance to juveniles in San Mateo County, Calif. and autistic and handicapped kids in the area.

UNIVERSITY OF Cincinnati

ANDERSON 360° CNN WEEKNIGHTS 7 PM ET

Running teaches inmates value of success

'This is the highlight of our year'

Inmate Jason Upchurch runs the marathon at the Middle Tennessee Correctional Complex.

advertisement
Student Loans?
Your E-mail Alerts
Most Popular Stories
Download Netscape7.1

NASHVILLE, Tennessee (AP) -- Until this week, Jordan Davis had never run 3.1 miles, much less completed a race.

Now he's finished one in a place not usually associated with running free: the Middle Tennessee Correctional Complex. It hosted a 5-kilometer, half-marathon and full marathon Wednesday, open to inmates and outsiders alike.

Jordan and older brother Johnathan finished the 5-kilometer race -- nine laps around a ballfield lined by razor wire -- in 25 minutes, 46 seconds. Jordan is serving 20 years for theft; Johnathan works at a skateboard park.

"I was about to fall out, but I feel really good now. I never thought I could do anything like that," said Jordan Davis, 21.

That feeling of achievement is the whole point of the race, said Winnie Binkley, recreation director for the prison, which organized the "Jaunt in the Joint."

"Most of these guys have been told they can't succeed. They've never had positive reinforcement," Binkley said. "Last year there were three guys who said it was the first time they had ever started something and finished it."

The race was first organized three years ago by inmate Craig Nunn, who was the only runner to complete the entire 26.2 miles. Last year, he wrote a letter inviting the Nashville Striders running club to participate.

This year, 33 Striders provided timing clocks, Gatorade, T-shirts for participants and medals. A similar number of prisoners joined the "freeworlders," as inmates call non-inmates.

UNIVERSITY OF Cincinnati

FREE SPIRIT DRUM CIRCLES

Patricia Prince Thomas Drum Circle Facilitator

To; Marta Daniel

Subject; Drum Circles

I am enclosing the latest research and articles on drum circles. I have been researching drum circles for the past year since experiencing one at the Southeastern Conference. I am amazed that something so basic actually boost the immune system and its fun. I am enclosing an e-mail from a friend that works in a New Zealand prison. She introduced the first drum circle in a New Zealand prison and she describes it as WOW. The staff was amazed because most clients continued drumming for two hours without stopping to smoke.

I am uncertain as to how parolees will respond to a drum circle , however I am sure it will be very positive. I realize that substance abuse and cognitive behavioral programs are probably your number one priority. I would like to introduce drum circles to the prison system. It may be cost effective preventing depression therefore saving money on antidepressants. In addition research indicates that it is stress reducing which may prevent Disciplinary Reports.

I am willing to demonstrate a drum circle free of charge to any prison within a 150 mile radius of Athens. I realize that you are very busy and I appreciate your taking the time to read over the materials that I have enclosed.

Sincerely,
Patricia Thomas MA., MAC., LPC.,

Patricia Thomas

UNIVERSITY OF Cincinnati

Gardening Conquers All
How to cut your jail recidivism rates by half

Lisa Van Cleef, Special to SF Gate
Wednesday, December 18, 2002
©2003 SF Gate

URL: http://www.sfgate.com/cgi-bin/article.cgi?f=/g/archive/2002/12/18/greeng.DTL

In 1982, Catherine Sneed was lying in a hospital bed, so ill with kidney disease that her San Francisco County Jail co-workers were coming to say their good-byes -- prematurely, it turns out. While in the hospital, Sneed read Steinbeck's "Grapes of Wrath" and came to the pivotal realization that people feel most hopeful when they have a connection to the land, and that vital connection was missing at the county jail.

Sneed, a high school dropout who put herself through law school, became a jail counselor rather than a lawyer because, she says, she wanted to keep people out of jail rather than put them in. She attributes her recovery to that Steinbeck-inspired epiphany which then led to her determination to start the Garden Project.

Today, the county jail's Garden Project has employed more than 4,300 ex-prisoners and served thousands of incarcerated men and women, teaching them essential job and life skills and providing literacy courses and computer training all while they work the jail's 12-acre organic garden in San Bruno or the project's second garden in Hunters Point.

The garden serves as a setting where the participants not only acquire horticultural skills and an awareness of the role plants play in our lives but also learn the basics required in the working world, such as adhering to a schedule, working with a group and accepting responsibility for specific tasks.

Sneed says her goal is to provide Garden Project apprentices an alternative to the cycle of crime that has more than half the parolees returning to jail within a year. Her program shows them that "getting up every day and going to work, doing the best you can while there and getting a paycheck is easier than dealing drugs, easier than prison," she adds.

And it works. According to San Francisco County Sheriff Mike Hennessy, "The Garden Project is a tremendously effective crime-prevention program. It not only helps individuals rebuild their lives, but recidivism studies we've conducted also show that while 55 percent of our prisoners are rearrested within a year, those who go through the Garden Project have a recidivism rate of 24 percent, and that's after two years.

"The participants of the Garden Project are what we call 'frequent fliers' -- those people who were in and out of jail many times," Hennessy points out. "You don't find too many other programs this successful."

UNIVERSITY OF Cincinnati

New Mexico inmates to be offered yoga classes

ALBUQUERQUE, N.M. -

The New Mexico Department of Corrections is using a new method to prepare inmates for life outside prison - yoga.

Corrections officials recently launched a "yoga and mindfulness" program as part of the department's many rehabilitation efforts.

According to the department, the yoga classes will "help incarcerated individuals on their path to self-discovery, healing, and ultimately into living differently."

Officials say the other prisons systems are using yoga classes as a method for increasing inmate and public safety, and lowering rates of recidivism rates.

The yoga program was introduced at Central New Mexico Correctional Facility last month.

Copyright 2014 by The Associated Press. All rights reserved. This material may not be published, broadcast, rewritten or redistributed.

DOGSLEDDING AS RESTORATIVE JUSTICE METHOD –

London Free Press – 07/03/11

The Hollow Water First Nation, who live 200 km northeast of Winnipeg, have used dogsledding as a restorative justice program, which tries to restore relationships between victims and perpetrators in criminal cases. Exercising wilderness skills was seen as a way of rebuilding the perpetrator's self-esteem, explained Marcel HARDESTY, restorative justice program director.

Responsivity Principle

The most effective interventions are behavioral:

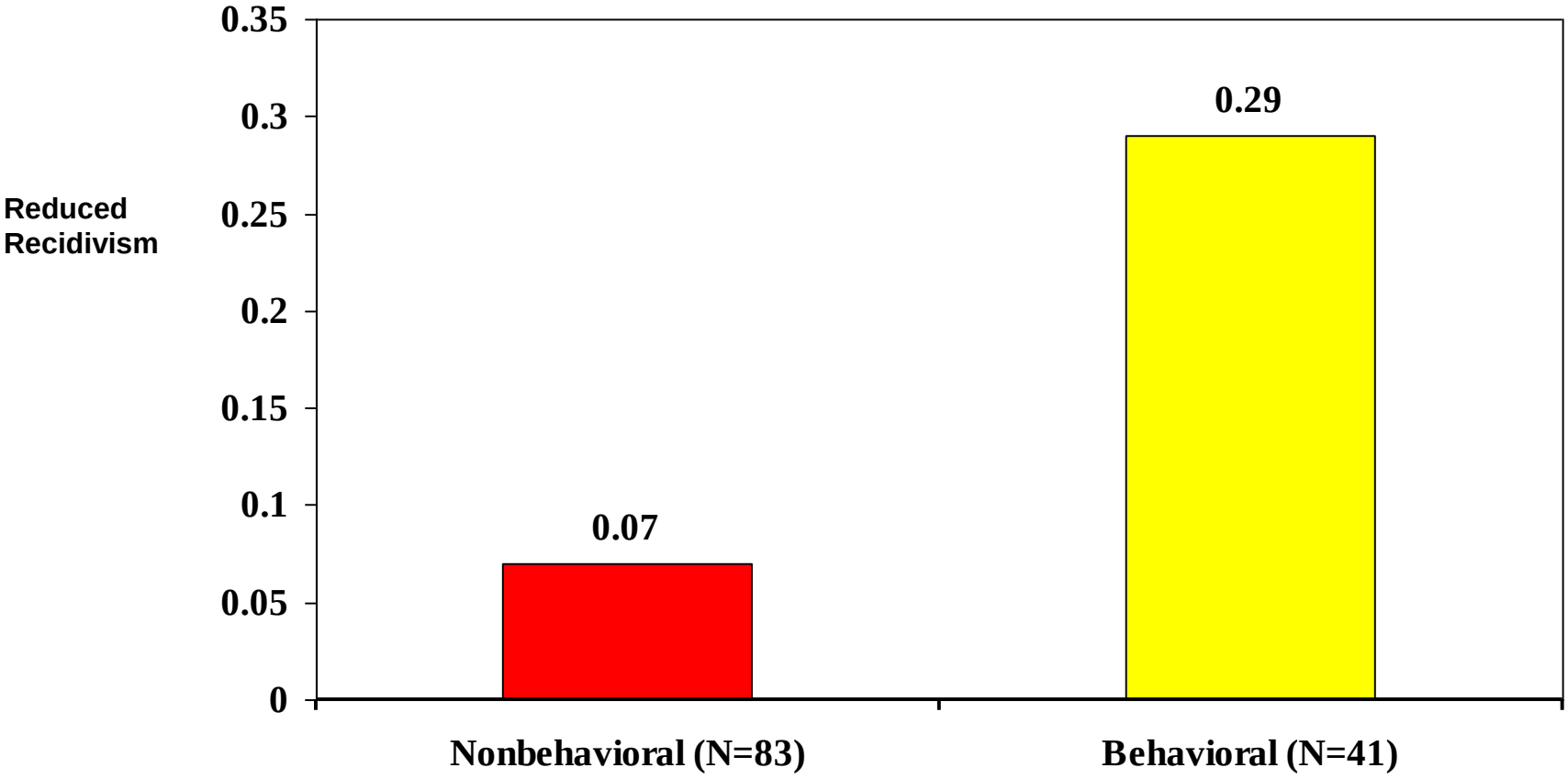
- Focus on current factors that influence behavior
- Action oriented
- Staff follow “core correctional practices”

Most Effective Behavioral Models

- Structured social learning where new skills and behaviors are modeled

- Cognitive behavioral approaches that target criminogenic risk factors

Results from Meta Analysis: Behavioral vs. NonBehavioral



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

Making sure the program is delivered as designed and with integrity:

- Ensure staff are modeling appropriate behavior, are qualified, well trained, well supervision, etc.
- Make sure barriers are addressed but target criminogenic needs
- Make sure appropriate dosage of treatment is provided
- Monitor delivery of programs & activities, etc.
- Reassess offenders in meeting target behaviors

Several large studies we have conducted have helped us identify characteristics of effective programs

- 45,000 offenders (adult and juvenile)
- 450 programs (community, residential, & institutional)

Strong Leadership

- Qualified
- Experienced
- Involved in selecting and training staff
- Conducts regular supervision with staff
- Balances supervision/oversight responsibilities with involvement in direct work with clients

Strong Program Development & Support

- Program based on review of research
- Interventions are piloted
- Program is valued by the community
- Funding is adequate/stable
- Program is well-established

Qualified & well Trained/Supervised Staff

- Qualified and Experienced
- Selected for skills and values consistent with offender rehabilitation
- Regular staff meetings
- Assessed on service delivery
- Receive clinical supervision
- Training (initial and ongoing)
- Staff input into the program
- Staff support treatment goals
- Ethical guidelines in place

Good Assessment Practices

- Appropriate clients selected based upon clear inclusion/exclusionary criteria
- Actuarial tools used to assess:
  - Risk Factors
  - Criminogenic need factors
  - Responsivity factors
- Tools are validated on similar population
- Program targets higher risk offenders (at least 70%)

Use of Structured Programs, Curriculums & Behavioral Approaches

- Target criminogenic needs—75%
- Use effective treatment model—i.e. CBT
- Treatment 3 to 9 months in length
- Dosage sufficient and matches risk level
- Offenders matched to treatment/staff based on needs & responsivity
- Family training incorporated
- Quality aftercare incorporated
- Group size does not exceed 10/1 ratio
- Clear completion criteria
- Treatment manuals developed and followed
- Types and process for reinforcement appropriate
- Types and process for sanctioning behavior appropriate
- Skills training incorporated and graduated practice

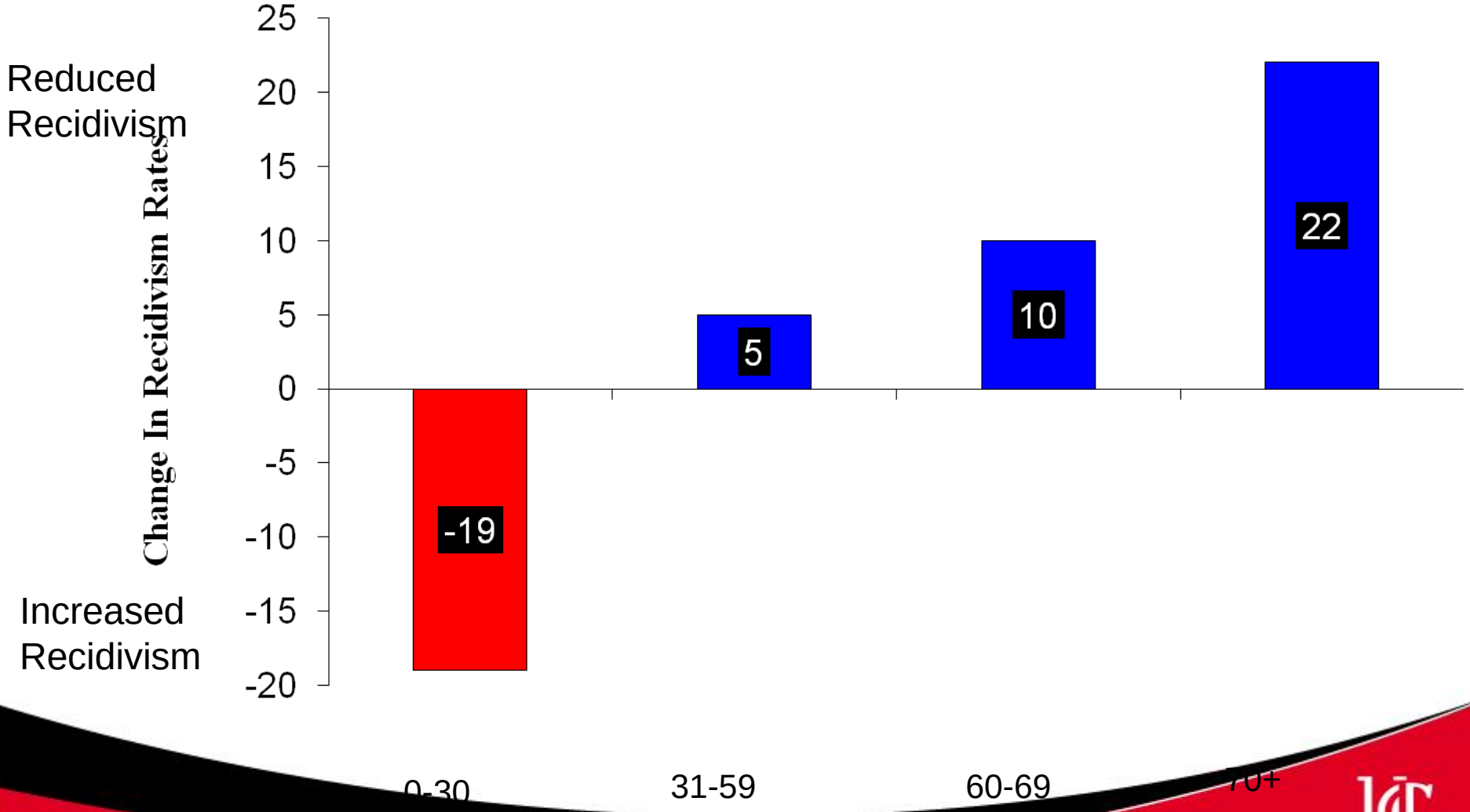
Program Monitoring and Evaluation

- Observation of treatment with feedback
- File review process
- Internal and External QA
- Offenders reassessed on target needs/behaviors
- Recidivism tracked
- Program undergoes outcome evaluation
- Evaluator working with/in program

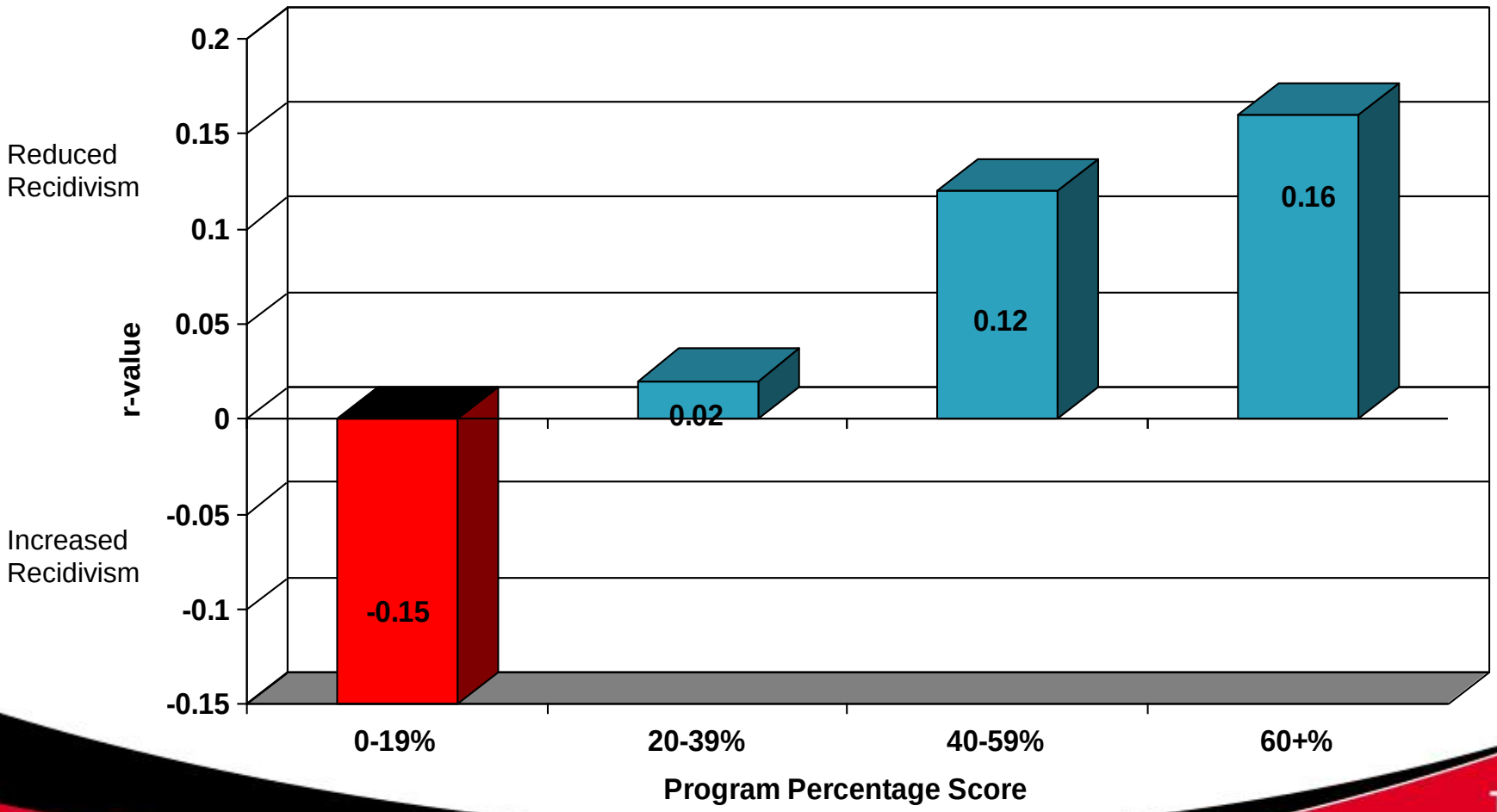
Program Integrity and Recidivism

- The more of the attributes the program has the greater the reduction in recidivism

Program Integrity—Relationship Between Program Integrity Score & Treatment Effects for Residential Programs



Program Integrity—Relationship Between Program Integrity Score And Treatment Effects for Community Supervision Programs



UNIVERSITY OF Cincinnati

Some things get in the way

- Lack of leadership
- Mid-managers not on board
- Staff resistance to change
- Don’t select staff based on values and skills
- Failure to invest in good assessment
- Failure to follow the research
- Poorly designed and implemented programs
- Lack of quality assurance
- Outside influences (i.e. political, financial, personal)
- Failure to develop internal capacity

Suggestions for overcoming some of the barriers

- **Need to find leaders to serve as champions**
  - Different levels are important
- **Supervisors are the key to successful implementation**
  - Need additional training and to be made part of the process
- **All staff need to be trained, but training alone isn't enough**
  - Need to provide on-going coaching and support as well as booster sessions

Overcoming barriers

- **Need to distinguish between activities & core correctional programming**
  - Helps focus on criminogenic targets for change
  - Reduces program drift
- **Treatment needs need to be manualized**
  - Provides structure and easier to replicate
  - Improves quality assurance
  - Improves consistency

Overcoming Barriers

- **Data makes a difference**
  - Get an evaluator involved (on staff, consultant, or local University)
- **Professionally trained staff need to be more involved**
  - Help select curriculum
  - Help train
  - Serve as coaches / QA reviews
- **Changing is Difficult**
  - Take it one program at a time

If we put them together we have the Principles of Effective Intervention

- Risk (who
- Need (what)
- Treatment (how)
- Fidelity (how well)