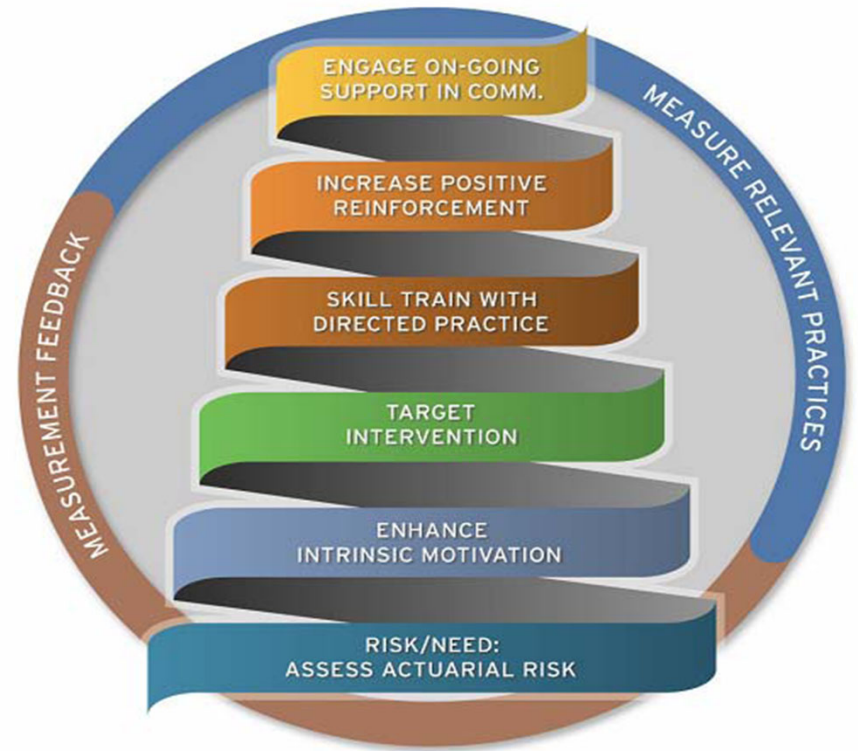


Understanding Evidenced- Based Practices (EBP)

DPO/JI Core





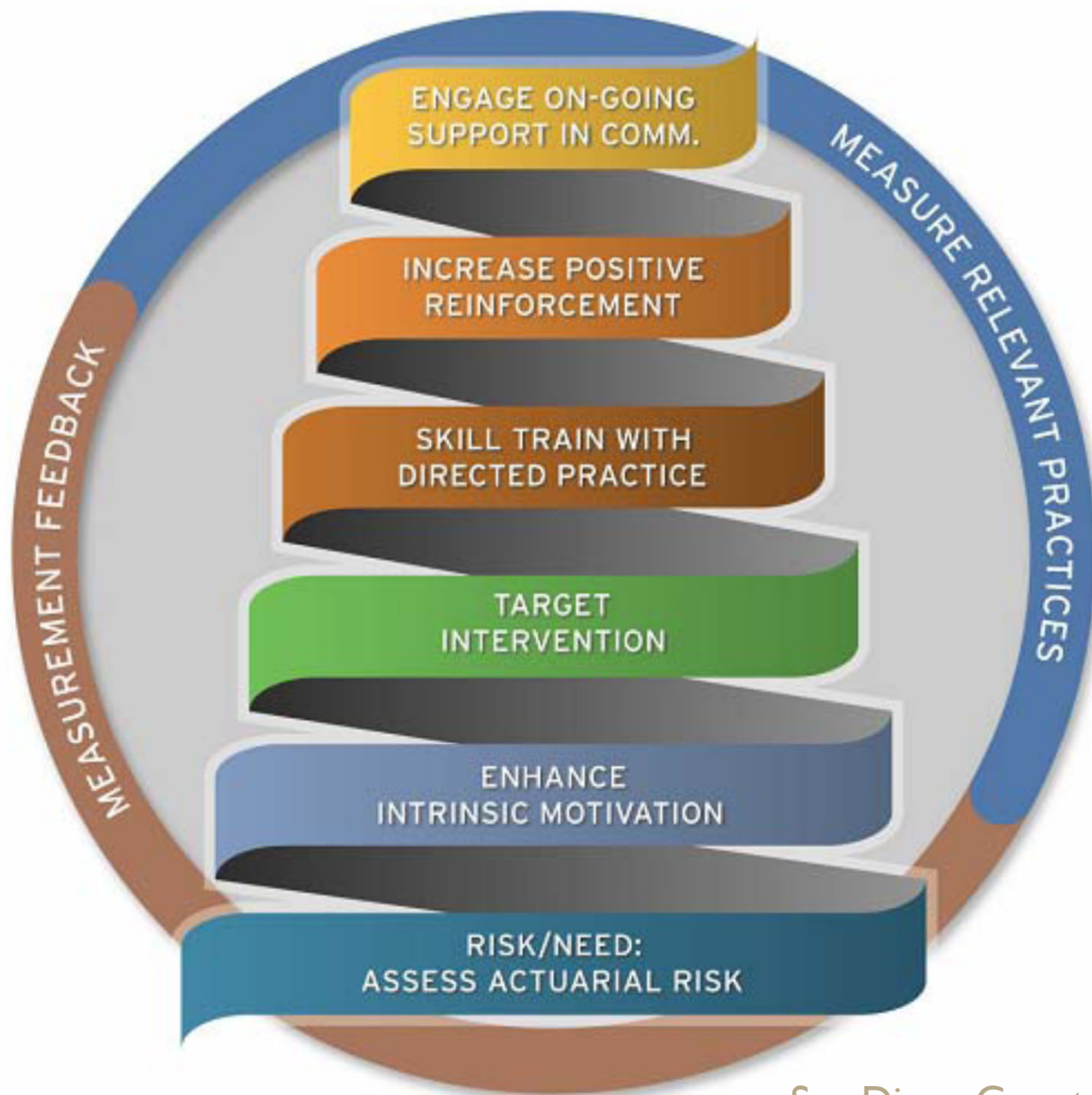
Goals: Answer these questions:

- What are the EBP principles and why should we care about them?
- What is fidelity and why does it matter?
- What is a validated assessment tool and why are they used?
- What are Risks and Needs and what difference do they make?



Evidence-Based Practices

- **Best Practices** – Do not necessarily imply attention to outcomes, evidence or measurable standards. Things we do that seem to work.
- **What Works** – Linkages to *general outcomes*, such as deterrence, rehabilitation and organizational efficiency, but does not specify the kind of outcomes desired.
- **Evidence-Based Practices (EBP)** – *accept causal link between program/policies/activities and outcome(s) such as reduced recidivism*; One outcome is desired over others; Outcome(s) are measurable;



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ASSESS ACTUARIAL RISK/NEEDS



SDRRC-II





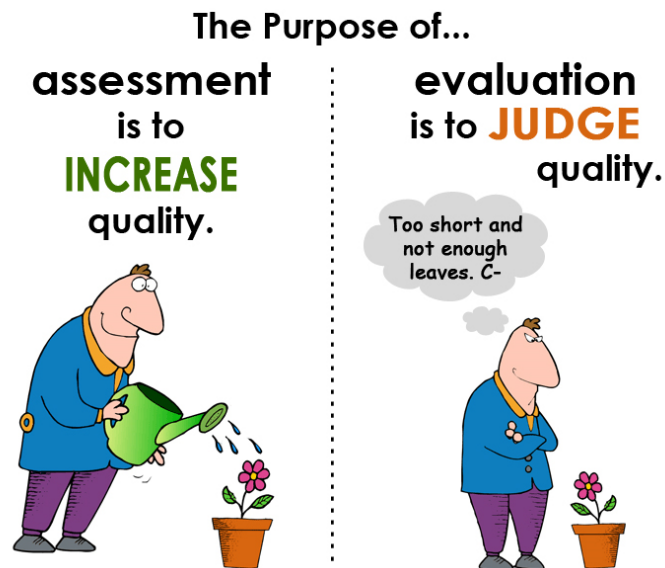
- Predicts likelihood of recidivism, failure to appear and future violence
- Completed early on in the criminal justice process
- A validated risk and need assessment should be used
- Case plans and supervision strategy can be based on risk assessment
- Conditions of probation and referrals for services should be based on needs assessment

*A risk assessment is a tool to use in conjunction with officer expertise. It is simply one element to guide our decisions and is not intended to replace officer judgement. Overrides are always an option

Tabletop Exercise: Myths & Facts

Actuarial Risks/Needs Assessment

- A validated, research-based tool(s) that objectively measures criminogenic risk factors predictive of an offender's likelihood to recidivate.
- Identifies criminogenic need factors that are amenable to treatment and risk reduction.



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The Risk Principle



- Tells us “who” to target
- Predicts future criminal behavior and matches interventions and supervision to the offender’s risk level
- Interventions should be focused primarily on higher risk offenders
- Low risk offenders often do worse when they receive intensive programs and supervision
- Identification should occur with a valid and reliable risk assessment

Triage

Cutting the "Tail" Off One End of Your Caseload

Low Risk Offender - has more favorable pro-social thinking and behavior than other risk levels.

Divert to administrative supervision.

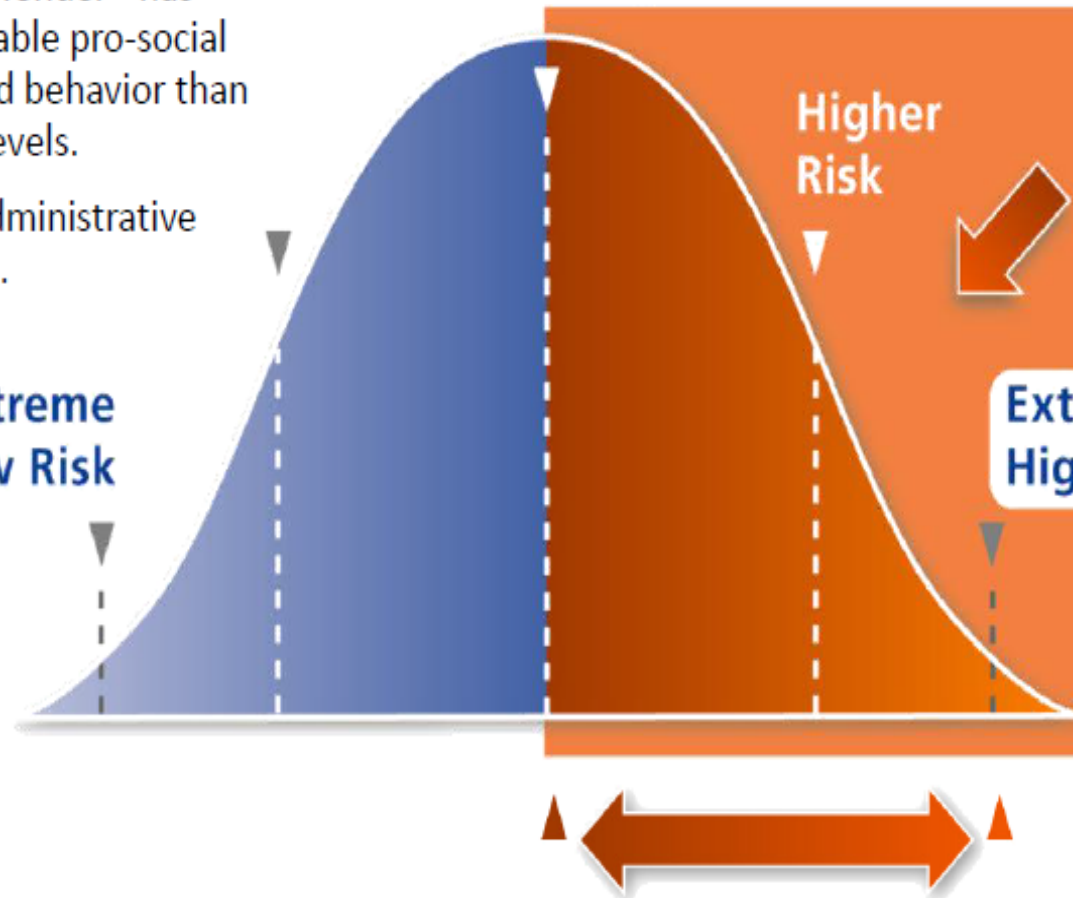
Extreme Low Risk

Medium Risk

Higher Risk

MOST BANG FOR THE BUCK HERE

Extreme High Risk



The Need Principle



- Identify criminogenic needs
- Prioritize top criminogenic needs (no more than 3)
- Intervention customized to the individual
- Behavioral Intervention has the most impact
- Static Factors are historical and unchangeable (example: age and criminal history)
- Dynamic Factors are changeable through deliberate interventions (example: substance abuse and employment)

Criminogenic Needs



Offenders are not high risk because they have a risk factor – they have *multiple* risk factors



Criminogenic Needs Table Discussion

- What are some of the criminogenic needs our clients have?
- Report Out

Class Discussion:

- Which ones matter the most?
- Which ones can we address?

Criminogenic Needs

Attitudes
Peer Associations
Personality



Family
Education/Employment
Substance Abuse
Leisure and Recreation

Central Eight Criminogenic Needs

Antisocial Attitudes

HX Antisocial Behavior /Low Self-control

Antisocial Peers

Criminal Personality Makeup

Disfunctional Family Relations

Substance Abuse

School/Work

Leisure/Recreation



The Need Principle: Non-Criminogenic Needs

- Mental illness
- Stress/anxiety
- Self-esteem
- Discipline
- Creativity
- Cohesiveness of social group
- Vague emotional problems
- Physical activity
- Fear of official punishment

The Responsivity Principle: Match the Offender to the Treatment



- Gender, ethnicity, religion, race, age, mental illness, depression, anxiety, language, sexual orientation/identity
- Poor social skills, inadequate problem solving, concrete thinking processes, poor verbal skills, learning style, motivation (Bonta, 1995)

Responsivity Principle

- Target attitudes
- Build rapport (engagement)
- Use pro-social modeling, reinforcement and cognitive-behavioral techniques to influence change
- Use a strategic supervision structure in each individual session as well as over the entire supervision period;
 - IBIS
 - Incentives & Sanctions



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- Optimal amount of probation supervision needed to reduce recidivism
- For high risk offenders, structure 40% to 70% of the offender's time for 3 to 9 months.
 - Re-evaluate as needed





Do the Math...

- **168** hours in a week- 56 sleeping hours=
112 hours
 - 40% of 112 is roughly **45** hours per week
 - 70% of 112 is roughly **78** hours per week

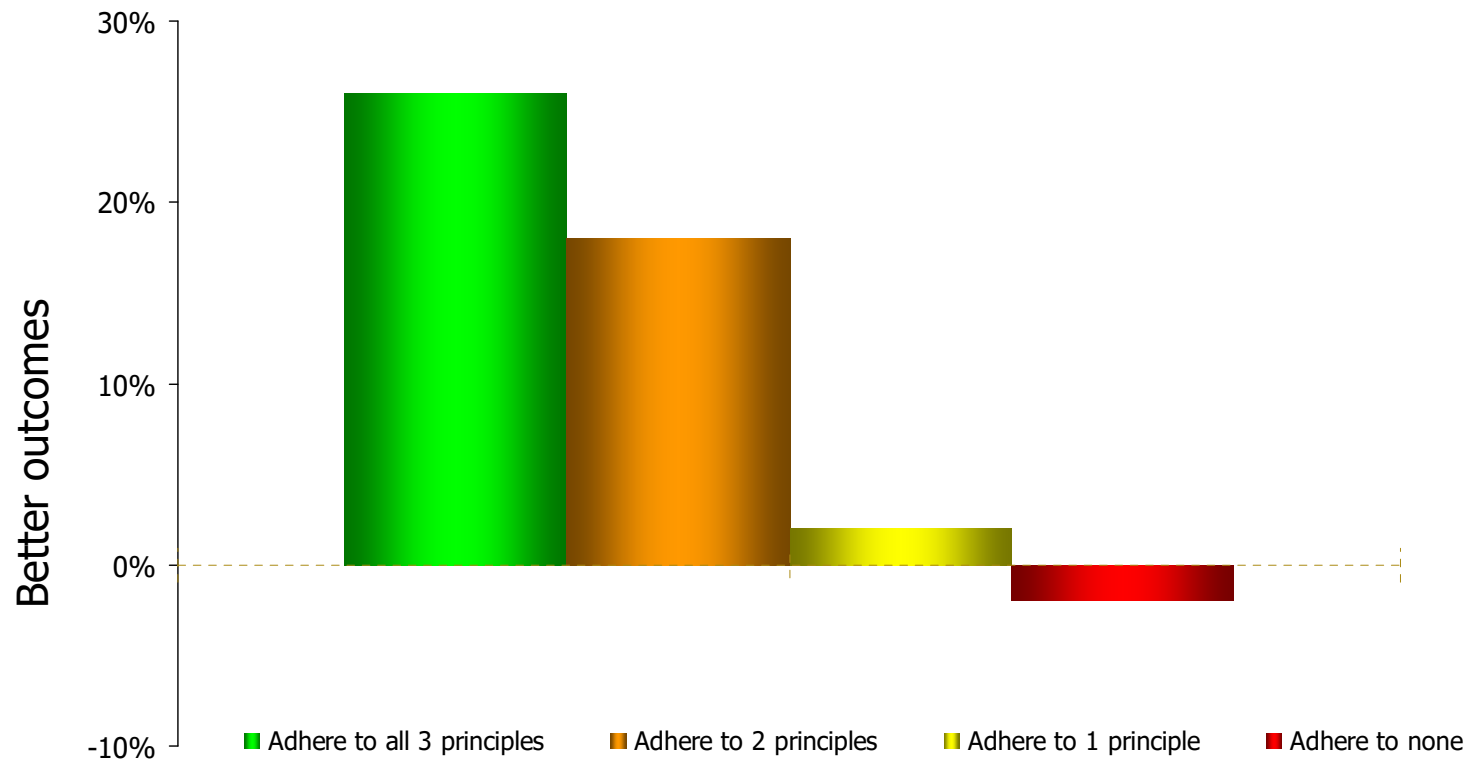
Table Discussion

- How do you structure an offender's time?
- What kind of activities should they engage in?
- What kind of referrals can you provide?

Target Interventions – RNR



Impact of Adhering to the Core Principles of Effective Intervention: Risk, Needs, and Responsivity*



Poorer outcomes

* meta-analysis of 230 studies
(Andrews et al., 1999)

***All principles are equally important**

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ENHANCE INTRINSIC MOTIVATION



Inner Goals
Love of Learning
Doing Your Best



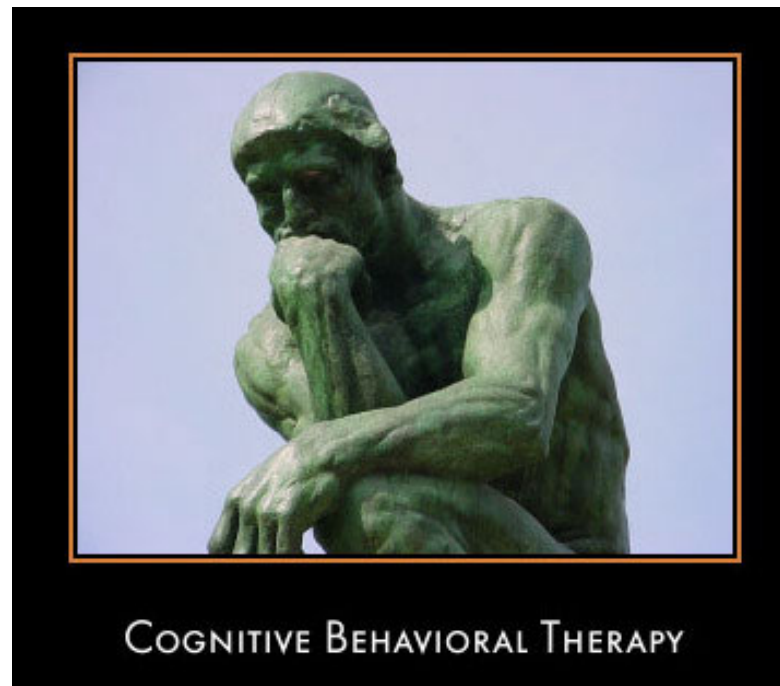
<http://www.shackled.org/linked/2003.October/missing.motivation.jpg>

“Secret Sauce” (The Significance of General Factors)

- **Features of the Individual client** = **40%**
 - **internal (IQ, Dual Diag., etc.)**
 - **external (Social Support Insurance)**
- **Relationship w/ Counselor** = **30%**
 - **working ‘alliance’**
 - **accurate empathy**
- **Placebo (anticipatory set)** = **15%**
- **Intervention model** = **15%**
 - **Cognitive Behavior Intervention**

(Lambert & Barley, 2001)

SKILL TRAIN WITH DIRECTED PRACTICE



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The Treatment Principle



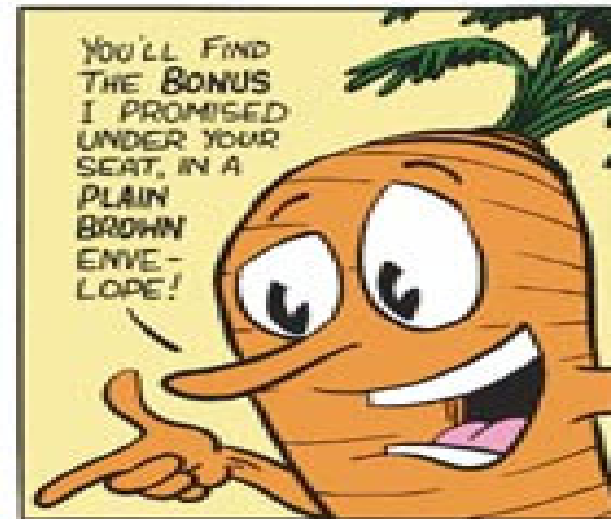
- The most effective treatment interventions:
 - Focus on current factors that influence behavior
 - Are action oriented (include practice/role playing)
 - Positively reinforce desired behavior
- The most effective behavioral models are:
 - Social learning—practice new skills and behaviors
 - Cognitive behavioral approaches that target criminogenic needs

Key Concepts of Cognitive Theories

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



Increase Positive Reinforcement



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Incentives & Sanctions (Interventions)

- Based on “Operant Learning” theory
- Behavior that is reinforced will increase
- Behavior that is punished will decrease
- Responses to non-compliance should not be more intrusive or restrictive than necessary

Reinforcement

Incentives

- Positive reinforcement is more effective for long term behavior change
- 4 positives to every negative
- Choose incentives that motivate the individual

Sanctions/Interventions

- Immediate
- Certain
- Relevant
- Consistent

ENGAGE SUPPORT IN THE COMMUNITY

- Community Reinforcement Approach
- Family members
- Spouses/Nana
- Supportive others
- 12 step/Sponsor
- Religious activities
- Mentor/Coach/Teacher





Measure Relevant Processes & Practices

- Business Intelligence Unit
- Research Policy and Science Division
- Annual Report
- Annual Statistical Report
- Monthly Performance Measures
- Performance Evaluations
- Use of Community Programs Checklist to evaluate programs
- CRD referrals

Department Stats

Class Discussion

What does the department do with your data?
(PCMS, monthly stats, reports, etc.)

- Chiefs Report
 - Data driven decisions
 - Recidivism
 - Use of EBP
 - Case management



San Diego County Department of Probation Presents:

The EBP Game

Questions or comments?

Thank you for your
participation!😊



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