



**Division of Criminal
Justice Services**



**OFFICE OF PROBATION AND
CORRECTIONAL ALTERNATIVES
PRESENTS
LUNCH & LEARN:**



CBI/RSW! Delivery

October 28, 2020

Welcome and Introductions



**Division of Criminal
Justice Services**

Learning Objectives

Learning Objectives

- **The Principles of Effective Intervention**
- **Implementation with Fidelity**
- **In-person vs. Virtual Group Guidance**
 - **Voices from the Field**



The Principles of Effective Intervention



Principles of Effective Interventions

Risk, Need, Responsivity Principle (RNR):

Risk = Who

Needs = What

Responsivity = How



Principles of Effective Interventions

Eight Evidence-Based Principles for Effective Interventions:

1. **Assess Actuarial Risk/Needs;**
2. **Enhance Intrinsic Motivation;**
3. **Target Interventions;**
 - a. **Risk Principle:** Prioritize supervision and treatment resources for higher risk offenders.
 - b. **Need Principle:** Target interventions to criminogenic needs.
 - c. **Responsivity Principle:** Be responsive to temperament, learning style, motivation, culture, and gender when assigning programs.
 - d. **Dosage:** Structure 40-70% of high-risk offenders' time for 3-9 months.
4. **Skill Train with Directed Practice (use Cognitive Behavioral treatment methods);**
5. **Increase Positive Reinforcement;**
6. **Engage Ongoing Support in Natural Communities;**
7. **Measure Relevant Processes/Practices;**
8. **Provide Measurement Feedback.**



Principles of Effective Interventions

Implementing the principles of Evidence-Based Practice in Community Corrections is a tremendous challenge requiring strong leadership and commitment. Such an undertaking involves more than simply implementing a research recommended program or two. Minimally, EBP involves:

- a) developing staff knowledge, skills, and attitudes congruent with current research-supported practice;
- b) implementing offender programming consistent with research recommendations;
- c) sufficiently monitoring staff and offender programming to identify discrepancies or fidelity issues;
- d) routinely obtaining verifiable outcome evidence associated with staff performance and offender programming.



Principles of Effective Interventions

Program interventions should focus on the following three factors out of eight; which are dynamic and changeable:

- 1. Antisocial Personality:** This factor is characterized by impulsive, trouble seeking and aggressive behavior, defensiveness, and insensitivity. Interventions should target self-control and problem solving skills.
- 2. Criminal Thinking:** This factor refers to the attitudes, values, beliefs, and rationalizations that support criminal behavior, including self-centeredness, minimizing and entitled thoughts, and externalizing blame. Interventions should target antisocial thinking through proactive efforts to challenge and replace these thoughts.
- 3. Criminal Peers:** Criminal peers can negatively influence individuals' behaviors and increase their likelihood to commit another crime. Interventions should promote participants' involvement with prosocial individuals and reduce their involvement with criminal peers.



Principles of Effective Interventions

The following factor applies to the ideology of the RSW! curricula:

4. Education/Employment: This factor relates to lack of employment or involvement in education attainment. Interventions should target engagement in educational advancement and employment activities.

- Soft skills training involves programming that prepares an individual for the social and communication skills necessary for the employment search and retention process.
- Although one of the immediate barriers that justice-involved individuals face is finding employment, research tells us that gaining meaningful employment is a key factor in reducing recidivism.



Principles of Effective Interventions

To effectively provide interventions and elicit change, we must take into account the following:

- Services should be behavioral in nature.
- Interventions should employ cognitive-behavioral and social learning techniques such as modeling, role playing, and cognitive restructuring.
- Reinforcement in the program should be largely positive, not negative.
- Services should be intensive, lasting 3 to 12 months (depending on need) and occupying 40 to 70 percent of the offender's time during the course of the program.
- Treatment interventions should be used primarily with higher risk offenders, targeting their criminogenic (crime-inducing) needs.
- Less-hardened or lower risk offenders do not require intervention and may be moved toward more criminality by intrusive interventions.
- Conducting interventions in the community as opposed to an institutional setting will increase treatment effectiveness.



Implementation with Fidelity



Guidance from the Change Companies

Interactive Journaling®: Basic Facilitation Structure

At The Change Companies®, we recommend the following four-step approach to facilitating Interactive Journals:

1. Regularly have participants **read** specific Journal sections.
2. Encourage participants to provide thorough **responses** to journaling questions.
3. Ask participants to **share** their responses with peers in structured and informal group settings. This can be done using the strategies offered in the mini-page facilitation.
4. Be sure participants **receive feedback** from you and their peers (when appropriate) as often as possible. As you complete a section of material, offer your own summary, pulling together themes and experiences you've heard. This reinforces participants' efforts and communicates that what is shared is important enough that you remembered it.

To maximize meeting time, assign reading and responding activities between sessions when possible. The third and fourth tasks (share and receive feedback) are important components of group work and should be included as often as time permits.



Guidance from the Change Companies

Individual Application

Review the individual application and reinforce the evidence-based practices for supervision.

- Risk-Need-Responsivity (RNR) assessment
- Target the top three criminogenic needs areas
- Set dose and intensity
- Structure time with Journaling and out-of-session activities.
- Using *The Courage To Change* helps the officer and individual focus on important criminogenic factors.



Guidance from the Change Companies

Group Application

- Officers and Case Managers maintain responsibility for administering the Risk-Need-Responsivity (RNR) assessment and developing the collaborative case plan.
 - Based on the individuals' needs, they may enter any group that meets their highest needs domains.
 - Each Journal is standalone.
 - Modified open-group means individuals are not required to complete Journals in order.
 - Groups are typically completed in six sessions.



Guidance for MRT

MRT Implementation

- MRT groups, in which participants present their MRT homework assigned in each MRT step, are typically held once a week in community corrections.
- The number of participants in each MRT group typically varies between 12-15 participants.
- An MRT-trained facilitator conducts each group meeting according to guidelines outlined in the training.
- All MRT groups are open-ended. This means that new clients can enter a group at any time and be incorporated into the program.
- In general, most participants complete all MRT steps in 20-30 group sessions.

Because MRT is objective and every MRT group operates in the same manner, any trained MRT facilitator is able to step in to any MRT group when necessary and continue the group without problems.



Guidance from NIC

T4C Implementation

- Closed group Delivery
- Manualized – **FIDELITY**
- 25 lessons are standard with an additional lessons for aftercare
- Groups should be co-facilitated by trained facilitators
- 8-12 participants is a standard group size
- Preferred 2x per week unless otherwise specified
- 1.5 to 2 hours per session



Guidance for RSW!

RSW! Implementation

- The **Ready, Set, Work! (RSW!)** employment readiness curriculum is divided into 10 modules for a total of 20 hours of training at the minimum.
- There must be an OWDS present for each group session. Group size shall not exceed 8-10 participants per facilitator. For more than 10 participants, there should be at least two facilitators.
- Please facilitate this employment readiness intervention as a closed curriculum for no more than 2 hours per day following a multiple week group cycle. The optimal model for **Ready, Set, Work!** facilitation is as follows:
- No more than two 2-hour sessions per week for five weeks

The following models for **Ready, Set, Work!** facilitation are also allowable:

- No more than one 2-hour session per week for ten weeks;
- No more than three 2-hour sessions per week for a little over three weeks;
- No more than five 2-hour sessions per week for two weeks



In-person vs. Virtual Group Guidance



In-Person and Virtual

❖ Tips and Best Practices

- Assess the participant's travel and/or technological capability;
- Assess your own travel schedule and/or technological capability;
- Consider having more trained facilitators than necessary for both In-Person and/or Virtual groups;
- Maintain a comfortable In-Person and/or Virtual Environment;
- Review expectations and rules for both In-person and/or Virtual groups;
- Maintain group size for fidelity purposes and consider enrolling an even smaller Virtual Group;
- Maintain attendance records for both In-person and Virtual group;
- If available, Incentives can be helpful to maintain attendance through completion.



Client Engagement

❖ Engagement Strategies

According to the Change Companies, “There are many strategies that can help build engagement with clients such as:

- **Avoid authoritarian and confrontational approaches:** Evidence shows that these approaches do not work very well. An engaging, collaborative approach is preferred.
 - **Engaging working relationship:** An empathic working relationship is key to helping a participant really change.
 - **Modify your approach:** If you are detecting discord in your working relationship, it may be time to modify your approach. Try slowing down the pace of a session, expressing empathy, changing topics and reflecting or reframing the participant’s concerns or thoughts.
 - **Validate:** Sometimes a participant is acting a certain way because they feel that their thoughts and feelings are not being understood or validated by the facilitator.
 - **Clarify:** It is possible that there has been a misunderstanding. Occasionally, even apologizing may be helpful in dissolving discord.
- **Goal setting:** A disagreement may arise if the goals are too ambitious or coming too quickly. You can help by encouraging the development of smaller, attainable goals.”
 - **Modify the environment:** Based on your policies and procedures, it may be helpful to change the arrangement of tables and chairs, or even have a walking meeting if you’re feeling stuck.
 - **Buddy system:** It can be useful to pair a participant with a literacy issue with someone else in the group who can assist the participant with reading. You can also encourage the participant to write or draw responses. When selecting a buddy, it is better to choose someone slightly more proficient rather than the brightest individual in the group.

“Engaging people is about meeting their needs, not yours.”-Tony Robbins



NEW
YORK
STATE

Division of Criminal
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Voices from the Field

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QUESTIONS ?



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