

Core Correctional Practices (CCP) and the Problem-Solving Courts (PSC)

Presented by:

Bill Blundell, MPA, LCPC, Problem Solving Court Manager, AOIC

Danielle Young, MPA, Program Manager, AOIC



What are Core Correctional Practices (CCP)?

Evidence-based, structured techniques designed to increase motivation and promote behavior change

- When used correctly, CCP leads to improved outcomes including less technical violations (violation of court order) and reductions in recidivism
- Designed specifically for corrections staff to utilize in one-on-one interactions with justice-involved individuals
- Directly correlates with Risk, Needs and Responsivity

Criminogenic Needs

Attitudes/Values/Beliefs

Personality/Skills

Peers

Leisure/Recreation

Employment/Education

Substance Abuse

Family



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Dosage

Intervention dosage is the amount of structured programming and intervention a participant receives based on the individual's risk needs assessment.

- Cognitive-Behavioral Interventions
- Evidence-Based Practices

Higher risk
program
participants
will require
much higher
dosage of
intervention

Rule of thumb: 100-150 hours for moderate risk

200+ hours for high risk

100 hours for high risk will have little effect

- Does not include work/school and other activities that are not directly addressing criminogenic risk factors

Makarios, M., Sperber, K., & Latessa, E. (2014). Treatment Dosage and the Risk Principle: A Refinement and Extension. *Journal of program participant Rehabilitation*. 53:334-350.

CCP Skills:

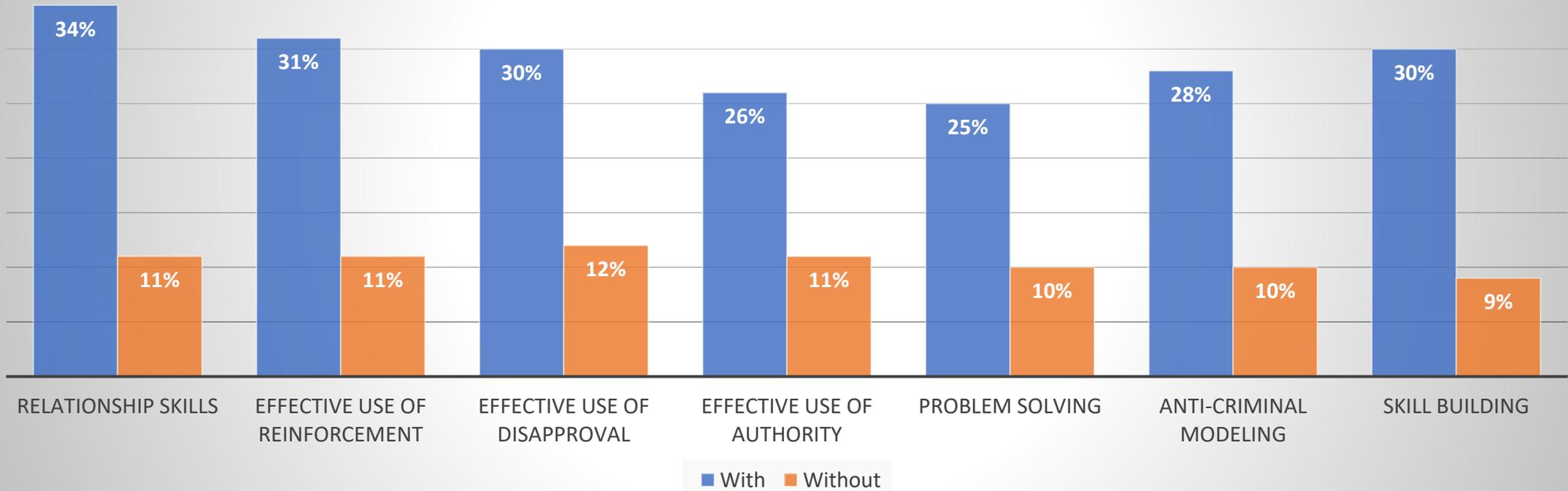
- Quality Interpersonal Relationships
- Effective Use of Reinforcement
- Effective Use of Disapproval
- Effective Use of Authority

- Cognitive Model and Cognitive Restructuring
- Anti-Criminal Modeling
- Structured Skill Building
- Problem Solving

Use CCP skills to:

Develop collaborative relationships	Quality interpersonal relationships
Enhance motivation	Effective Use of Reinforcement Effective Use of Disapproval Cost Benefit Analysis
Emphasize autonomy	Effective Use of Authority
Develop skills to promote behavior change	Cognitive Restructuring Anti-Criminal Modeling Structured Skill Building Problem Solving

Reductions in Recidivism



Resources: Dowden, C. and Andrews, D.A. 2004. The Importance of Staff Practice in Delivering Effective Correctional Treatment: A MetaAnalytic Review of Core Correctional Practice. *Inter-national Journal of Offender Therapy and Comparative Criminology* 48(2):203-214

How does this work in Problem-Solving Courts?



Spotlight Skill:
Effective Reinforcement



Supreme Court of Illinois Problem Solving Court Standards

- (a) All responses to a participant's behavior shall be predictable, fair, consistent and without regard to a person's gender, race, nationality, ethnicity, limited English proficiency, disability, socio-economic status or sexual orientation.
- (b) Incentives, therapeutic adjustments and sanctions shall be administered to motivate a person to comply with the PSC program requirements and to successfully complete the PSC program.

Incentives, Sanctions and Therapeutic Adjustments

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- Focus on incentivizing pro-social behaviors
- Reinforce behaviors you want to see repeated

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- Use a variety of responses (incentives) for compliance
- Verbal praise, incentives, effective use of reinforcement

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- Offer higher and more consistent levels of praise and positive incentives
- Simple conversation

*

- All drug court staff have opportunities to reinforce
- Creates a consistent approach across the drug court team

What makes it “effective”?

How does Effective Use of Reinforcement differ from reinforcement and praise?

Praise

- The giver of the praise expresses approval or admiration for the person or his/her behavior.
- It can be global (non-targeted praise) or specific (includes descriptive information or feedback).
- Externally driven: The application is reliant upon an outside influence. Often involves the giver telling the person why the behavior is positive, important, praiseworthy.
- It may elevate the position of the giver (as the arbiter of praise; parental).

Effective Use of Reinforcement

- May include verbal praise or an affirmation.
- The listener evokes the person's thoughts of approval and admiration of the behavior (Change Talk**).
- Involves the listener asking the person why he/she thinks the behavior is positive, important, praiseworthy.
- With repeated use the 'conversation' becomes internally driven; the person starts to rehearse the pros associated with the pro-social behavior.
- Neutralizes the power differential (allows person to share equally in the conversation).

Effective Use of Reinforcement



Conversational Skill (a.k.a. “Bridging Skill”) can be completed in under 3 minutes



Tied to criminogenic needs



Improves intrinsic motivation of the justice-involved individual

Linked to long term behavior change vs. short term behavior change



Elicits internal desires, needs and wants to change behavior

Motivational Interviewing and Change Talk

Effective Use of Reinforcement



Strengthens the cognitive connection between the pro-social behavior and the positive outcomes



Increases “consequential thinking” (the ability to see consider how one’s behavior impacts self and others)



Increases “causal thinking” (the ability to relate one event to another; cause and effect thinking)

Skills Steps

1. Tell

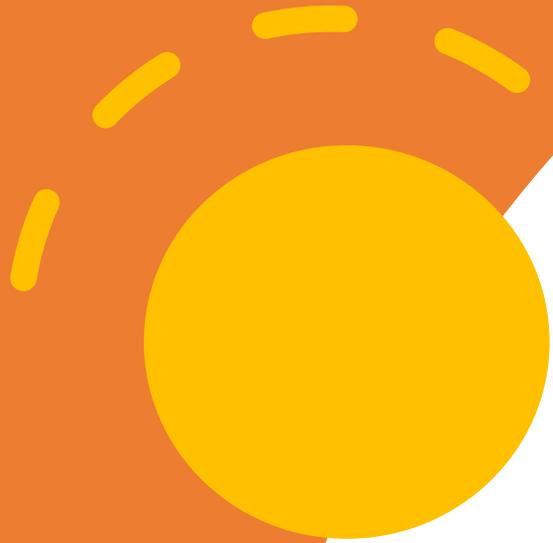
Tell the client that you like the behavior or communication exhibited

2. Explain

Explain why you liked the behavior and/or communication citing specific reasons

3. Encourage

Encourage the participant to think about why the behavior being reinforced is desirable and what kinds of short- and long-term benefits will result from continued use of the behavior



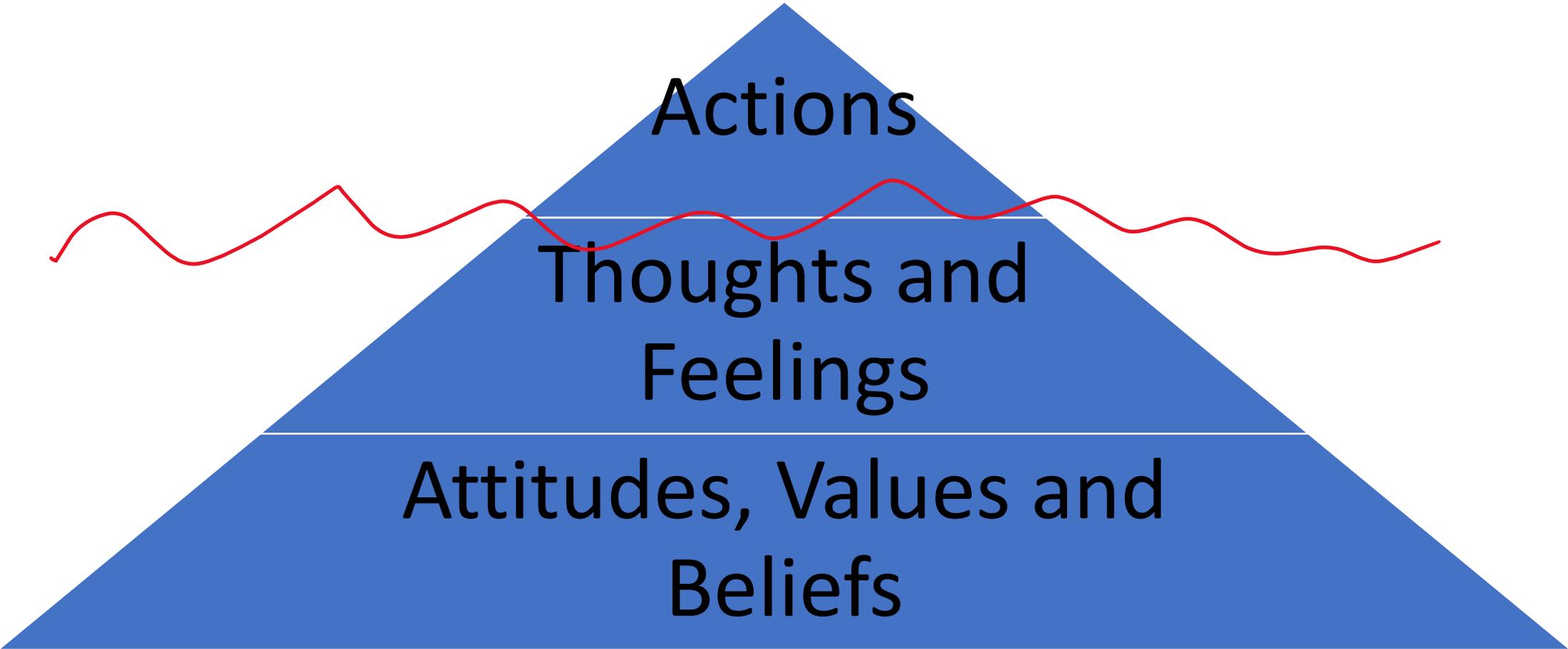
Demonstration

How does this work in Problem-Solving Courts?



Spotlight Skill:
Cognitive Restructuring

The Cognitive Model



Actions

Thoughts and
Feelings

Attitudes, Values and
Beliefs

Cognitive Process

Situation

- Something that happens to a person

Thoughts

- How a person interprets a situation

Feelings

- Feelings generated by thoughts

Actions

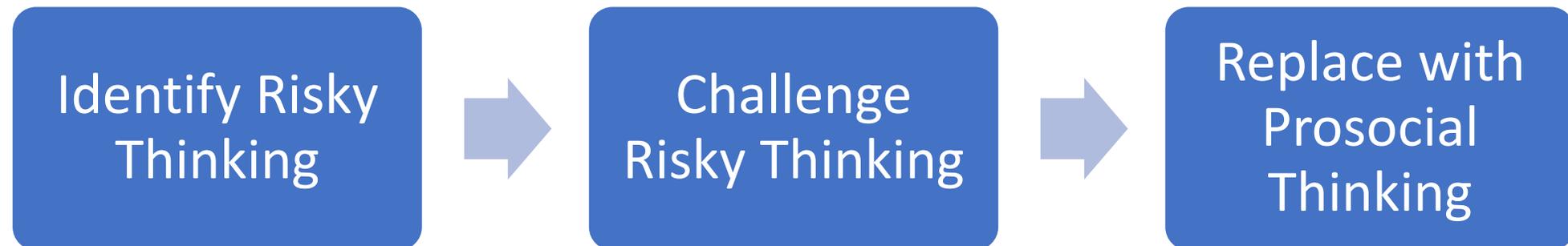
- Responses and feelings based on thoughts and feelings



Cognitive Restructuring

Goal: Change Behavior

To Change Behavior:



Clients must:

Identify Risky Thinking

- Risky thoughts say it is acceptable to engage in criminal or some other antisocial behavior
- In order to change behavior, clients must be able to recognize risky thoughts that lead them to risky behaviors

Replace with Prosocial Thinking

- Replacements are alternative thoughts that replace risky thinking and are more likely to lead to positive/prosocial behavior
- Clients are coached to identify replacement thoughts that are present-tense, prosocial and realistic

How can CCP work
within a PSC team?

These practices are not intended to replace intensive, cognitive-behavioral/social learning-based treatment, counseling, or programming outside of the probation office; however, they can **compliment** treatment and services being received by external providers, increasing **dosage hours** spent learning or practicing skills for positive behavior change commensurate to an individual's risk for recidivism.

This is particularly useful in areas where treatment and services may be sparse, have long waiting lists, or are non-existent.

Team Participation in CCP:

All team members can and should develop quality interpersonal relationships with participants.

- Respectful, genuineness, empathy, etc.
- Attitudes, coping skills

All team members can utilize the “bridging skills” to help with consistent and cognitive-based responses while delivering incentives, sanctions and therapeutic adjustments.

- Teach skill over brown bag lunch or at team retreat
- AOIC- Probation Services Division

Questions?

Thank you for your attendance!