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

Presented by:

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Poll

- Who is in the room
  - Judges
  - Attorney- State
  - Attorney- PD
  - Probation Officer
  - PSC Clinical team member
  - PSC Coordinator
- Use SLIDO

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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

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Risk Principle

Risk= The Who

Services provided to offenders should be proportionate to the offenders' relative level of static and dynamic risk (low, moderate, high risk) based upon accurate and valid research supported risk assessment instruments
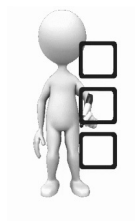(Bonta and Wormith, 2013)

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Need Principle

Risk= The What

The need principle states that the type of intervention a person receives matters a great deal. Probation Officers should target a person's greatest criminogenic needs.

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Criminogenic Needs

Attitudes/Values/Beliefs
Personality/Skills
Peers
Leisure/Recreation
Employment/Education
Substance Abuse
Family

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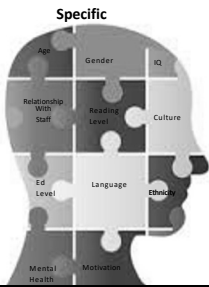### Incorporating the Risk Assessment
Targeting top 3 needs

Risk Domain

- **Criminal History**
- **Antisocial Attitude, Values and Beliefs**
- **Companions**
- **Antisocial Personality**
- **Family/Marital**
- **Substance Abuse**
- **Employment/Education**
- **Leisure/Recreation**

Research has shown the **red** items have twice the impact as the **green,** and the **green** have twice the impact of the **blue**.

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Responsivity Principle

Specific

Age Gender IQ

Relationship With Staff Reading Level Culture

Ed Level Language Ethnicity

Mental Health Motivation

<u>Two Types:</u>

<u>General Responsivity:</u> Offenders in general

Employ strategies proven effective with the offender population: behavioral, social learning, and cognitive-behavioral therapy and skill-building exercises.

<u>Specific Responsivity:</u> Individual Offenders

Adapt the style and mode of service according to relevant characteristics of individual offenders such as their strengths, motivations, preferences, personality, age, gender, ethnicity, cultural identifications, and other factors.

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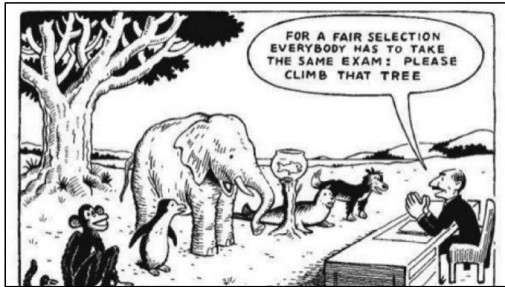
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Intervention dosage is the amount of structured programming and intervention a participant receives based on the individual's risk needs assessment.

➢ Cognitive-Behavioral Interventions

➢ Evidence-Based Practices

DOSAGE

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Poll- Slido

- How many hours of evidence based practices does it take for a high risk person to change risky behaviors?
  - 50 hours
  - 100 hours
  - 200 hours
  - 500 hours

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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.*

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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.**

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Research demonstrates that the approach and skills of corrections professionals can influence recidivism outcomes.

Offenders are less likely to engage in future criminal behavior when they work with corrections professionals who use the following Core Correctional Practices effectively:

* successfully build professional alliance
* focus on criminogenic needs
* work with offenders to identify & address skill deficits
* use rewards and responses

Carter, Madeleine M. et al., The Center for Effective Public Policy; "Dosage Probation" The National Institute of Corrections, 2014

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Core Correctional Practices
Gendreau, Andrews and Theriault (2010)

Effective Reinforcement
Effective Disapproval
Effective Use of Authority
Cognitive Restructuring
Anti-Criminal Modeling
Structured Skill Building
Problem Solving
Relationship Skills/ Motivational Interviewing

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Use CCP skills to:

Develop collaborative relationships	Quality interpersonal relationships Anti-Criminal Modeling
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	Behavior Chain/Cognitive Restructuring Anti-Criminal Modeling Structured Skill Building Problem Solving

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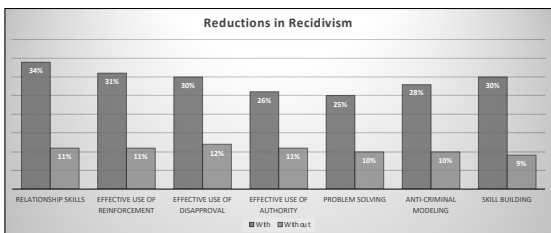
Resources: Dowden, C. and Andrews, D.A. 2004. The Importance of Staff Practice in Delivering Effective Correctional Treatment: A MetaAnalytic Review of Core Correctional Practice. Inter-national Journal of Offender Therapy and Comparative Criminology 48(2):203-214

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How does this work in Problem-Solving Courts?

Spotlight Skill:
Effective Reinforcement

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Incentives, Sanctions and Therapeutic Adjustments

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

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

- 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

Resource: Melanie Lowencamp, 2022

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What makes it "effective"?

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

Praise	Effective Use of Reinforcement
• The giver of the praise expresses approval or admiration for the person or his/her behavior.	• May include verbal praise or an affirmation.
• It can be global (non-targeted praise) or specific (includes descriptive information or feedback).	• The listener evokes the person's thoughts of approval and admiration of the behavior (Change Talk**).
• Externally driven: The application is reliant upon an outside influence. Often involves the giver telling the person why the behavior is positive, important, praiseworthy.	• Involves the listener asking the person why he/she thinks the behavior is positive, important, praiseworthy.
• It may elevate the position of the giver (as the arbiter of praise; parental).	• 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).

Resource: Melanie Lowencamp, 2022

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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

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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)

Resource: Melanie Lowencamp, 2022

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Skills Steps

1. Tell	2. Explain	3. Encourage
Tell the client that you like the behavior or communication exhibited	Explain why you liked the behavior and/or communication citing specific reasons	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

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Demonstration

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How does this work in Problem-Solving Courts?

Spotlight Skill:
Cognitive Restructuring

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The Cognitive Model

Actions

Thoughts and Feelings

Attitudes, Values and Beliefs

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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

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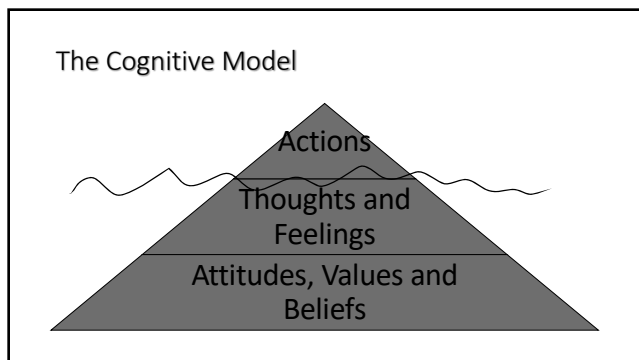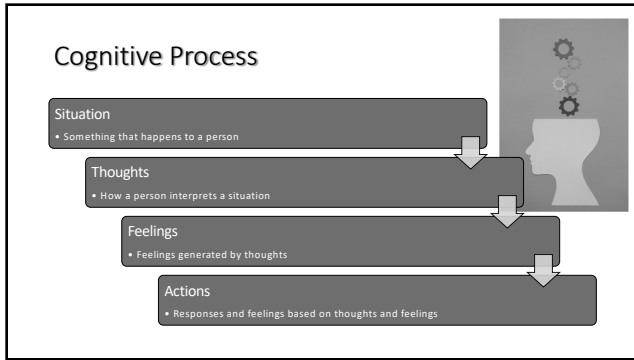## Cognitive Restructuring

Goal: Change Behavior

To Change Behavior:

Identify Risky Thinking → Challenge Risky Thinking → Replace with Prosocial Thinking

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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
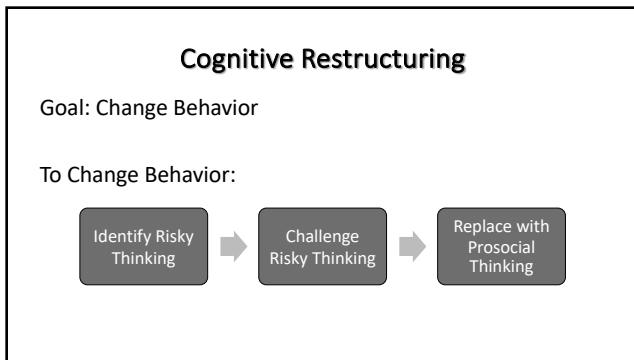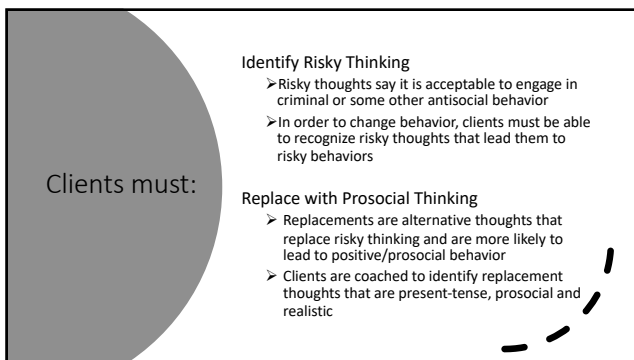➢ Clients are coached to identify replacement thoughts that are present-tense, prosocial and realistic

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How can CCP work within a PSC team?

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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.

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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

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Team Participation in CCP:

Intervention skills can be used as a response to violations and/or to help motivate change
- Behavior Chain/Restructuring,
- Problem Solving,
- Cost/Benefit Analysis,
- Skill Building

Worksheets can be shared with the judge and other members of the team to show the work that the clients are doing for homework.

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CCP from the Bench

Relationship Skills
Quality Interpersonal Relationships
Anti-Criminal Modeling
Active Listening

Bridging Skills
Effective Reinforcement
Effective Disapproval
Effective Use of Authority

Intervention Skills
Problem Solving
Cognitive Restructuring
Cost/Benefit Analysis

TWENTY YEARS?
– THERE MUST
BE A BETTER
WAY!

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QUESTIONS

Thank you for your attendance!

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