



# Core Correctional Practices

Dr. Jacqueline van Wormer

Director, Center for Advancing Justice

Director of Research

© AllRise, January 2023.

The following presentation may not be copied in whole or in part without the written permission of the author of the National Drug Court Institute.  
Written permission will generally be given upon request.

# Disclosure

- This project was supported by Grant No. 2016-DC-BX-K007 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the SMART Office.
- Points of views or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

# Resources



- Check-out our e-learning center! Free 10 module training on CCP, created by Melanie Lowenkamp on behalf of All Rise.
- Materials adapted from EPICSII and Melanie Lowenkamp at Core Correctional Solutions.
- Citations available at end of presentation.

# Why do we care about behavior change?



# Being a Change Agent



- Motivation: To engage with treatment court participants in strategic and intentional ways.
- Knowledge: of evidence-based practices
- Skill: Applying evidence-based practices consistently and appropriately. Ensuring a high degree of fidelity.

# Changing Behavior



- How do you help someone change their behavior?
- Why do people not change their behaviors?

# Changing Behaviors



**Two reasons people do not change:**

- They don't want to
- They don't know how

**CCP targets both!**



## Referee vs. Coaches

SOURCE: ORIGINAL TABLE IN LOVINS, B. K., CULLEN, F. T., LATESSA, E. J., & JONSON, C. L. (2018). PROBATION OFFICERS AS A COACH: BUILDING A NEW PROFESSIONAL IDENTITY. *FEDERAL PROBATION*, 82 (1), 13-19.

### REFEREES VS. COACHES IN COMMUNITY SUPERVISION

Aspects of PO Role	Referee	Coach
<i>Main job function</i>	Procedural justice—apply the rule as intended	“Win”—behavioral change and improved conduct (lower recidivism)
<i>Rule infraction response</i>	“Blow the whistle” and apply the sanction or consequence	Accountability and education—learn from mistakes
<i>Knowledge of individual on supervision</i>	Impersonal—Authority figure who imposes sanctions	Supportive and trustworthy—Authority figure who is authoritative (“warm but restrictive”), or “firm but fair”
<i>Feedback to individual on supervision</i>	Warnings, sanctions, and revocation	Training and encouragement—develop skills so as to perform more successfully
<i>Professional expertise</i>	Know and apply the rules equitably	Core correctional practices
<i>Organizational culture</i>	Control	Human service
<i>Organizational goal</i>	Efficiency and equity	Behavior change and a good life



# CCP Overview



# Overview

- *Core correctional practices* are specific techniques that community supervision officers can use when they interact with individuals on their caseload or in their treatment court program.
- These techniques are correlated to reductions in recidivism when used properly and with fidelity.
- Skills are focused on building rapport, changing behavior and building skills.
- Tied to the use of risk-need-responsivity system/tool

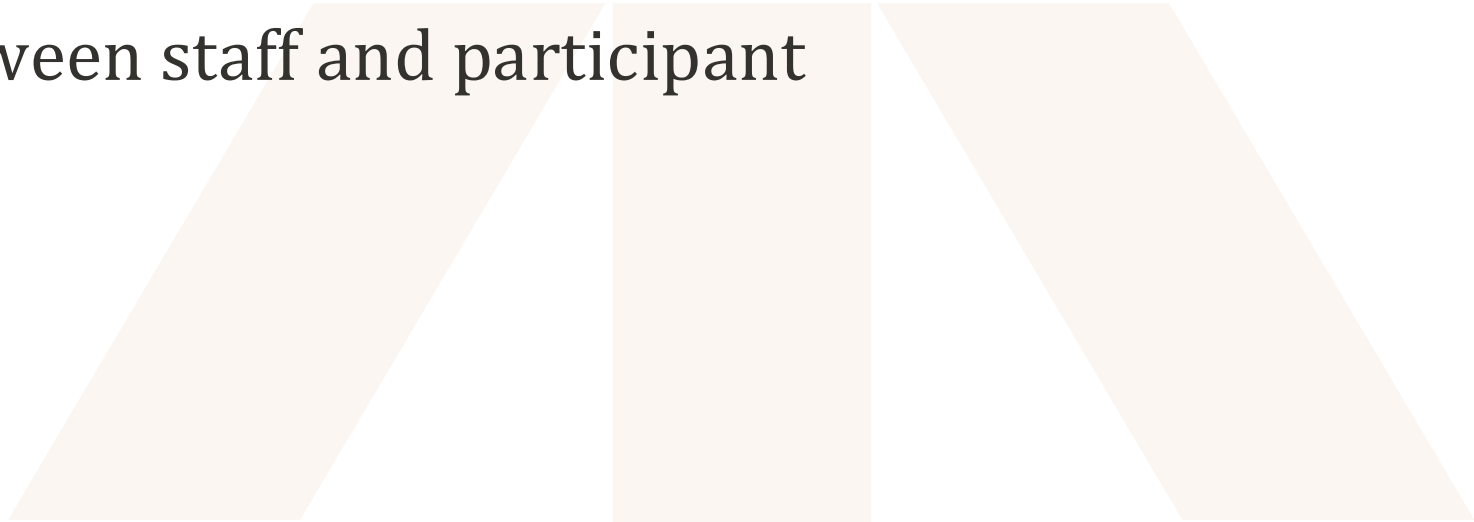
# The Science Behind the Practice



- Developed by Andrews and Carvell (1989)
- *How* probation/correctional staff interact with justice-involved individuals is just as important as the programming they receive
- Tied to the use a risk/need/responsivity tool and system
- Meta-analysis show that when used CCP is used properly, rearrests and convictions are reduced.
- Officers that have strong adherence to the model experience the greatest client outcomes.

# CCP Is Versatile!

- Can be used in the field or office setting
- One-on-one interaction between staff and participant
- Group setting
- Courtroom



# Main Content Areas



- The Supervision Alliance
  - Role Clarification
- Supervision Case Planning:
  - The Principles of Effective Interventions & Collaborative Case Planning Using Behavioral Analysis
- The Bridging Skills:
  - Effective use of authority (firm but fair approach when interacting with people on supervision)
  - Effective use of disapproval
  - Effective use of authority
- The Intervention Skills:
  - Problem Solving
  - Relapse Prevention Planning

# Role Clarification



# Role Clarification

- Foundational skill to build a quality supervision alliance
- Engagement, Collaboration and Purpose
- Change Agent:
  - Understanding what areas need to change
  - Creating a learning environment with clients
  - Providing matched interventions aimed at pro-social behaviors
  - Exhibit skills and abilities to foster learning and change

# RQ Questions



Treatment court participants are likely to have similar questions.

- What am I here for?
- What can I hope to get out of this program (out of community supervision, out of treatment)?
- What do I have to do (what are the rules and expectations)?
- What will the treatment team (judge, attorneys, community supervision officers, treatment providers) expect of me?
- What can I expect from the treatment team?
- What do I have a choice about?

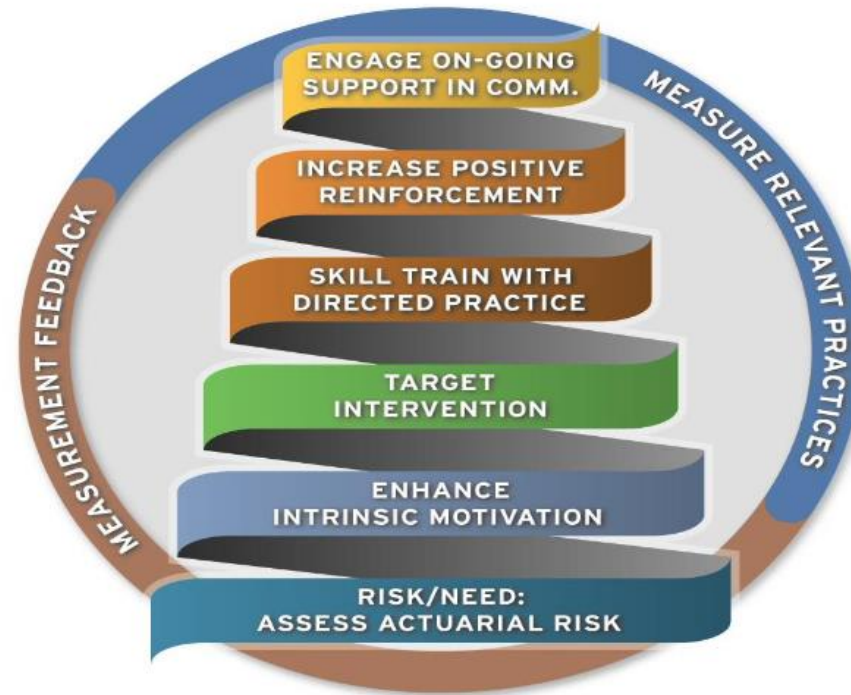
Source: Melanie Lowenkamp, 2022



# Supervision Case Planning



# The Principles of Effective Interventions



National Institute of Corrections:  
Implementing Evidence-Based Practice in Community Corrections.

# The Principle of Effective Interventions



To lower a person's risk to re-offend, first you must understand *what* is putting them at risk, and then you must work to understand *why*.

# Eight Principles



1. Assess Actuarial Risk/Needs.
2. Enhance Intrinsic Motivation.
3. Target Interventions.

*Risk Principle:* Prioritize supervision and treatment resources for higher-risk offenders.

*Need Principle:* Target interventions to criminogenic needs.

*Responsivity Principle:* Be responsive to temperament, learning style, motivation, culture, and gender when assigning programs.

*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.

# Understanding RNR



# Risk, Need, & Responsivity

- Over 40 years of science
- Too much, too little, or the wrong kind of services makes outcomes worse by allowing problems to fester, interfering with productive activities, or causing side effects
- Risk is analogous to *prognosis* and indicates the requisite level of supervision and accountability
- Need is analogous to *diagnosis* and indicates the requisite level of treatment and habilitation
- Mixing risk or need levels makes outcomes worse through contagion

# RESEARCH STATES

High risk

High need

# RISK-NEED-RESPONSIVITY (RNR)

## Model as a guide to Best Practices

### RISK

#### WHO

Match the intensity of the individual's intervention to their risk of reoffending

Deliver more intense intervention to higher-*risk* offenders

### NEED

#### WHAT

Target criminogenic needs: antisocial behaviors and attitudes, SUD, and criminogenic peers

Target criminogenic *needs* to reduce risk of recidivism

### RESPONSIVITY

#### HOW

Tailor the intervention to the learning style, motivation, culture, demographics, and abilities of the offender

Address the issues that affect *responsivity*



# Risk

- Level of service should match level of risk
- Provide more services to moderate and high-risk individuals
- Do not over-supervise low-risk individuals

# What are Criminogenic Needs?

- Attitudes, values, beliefs
- Social networks
- Anti-social personality patterns
- Employment/Education
- Family
- Substance Abuse
- Housing and neighborhood
- Finances
- Lack of pro-social leisure activities

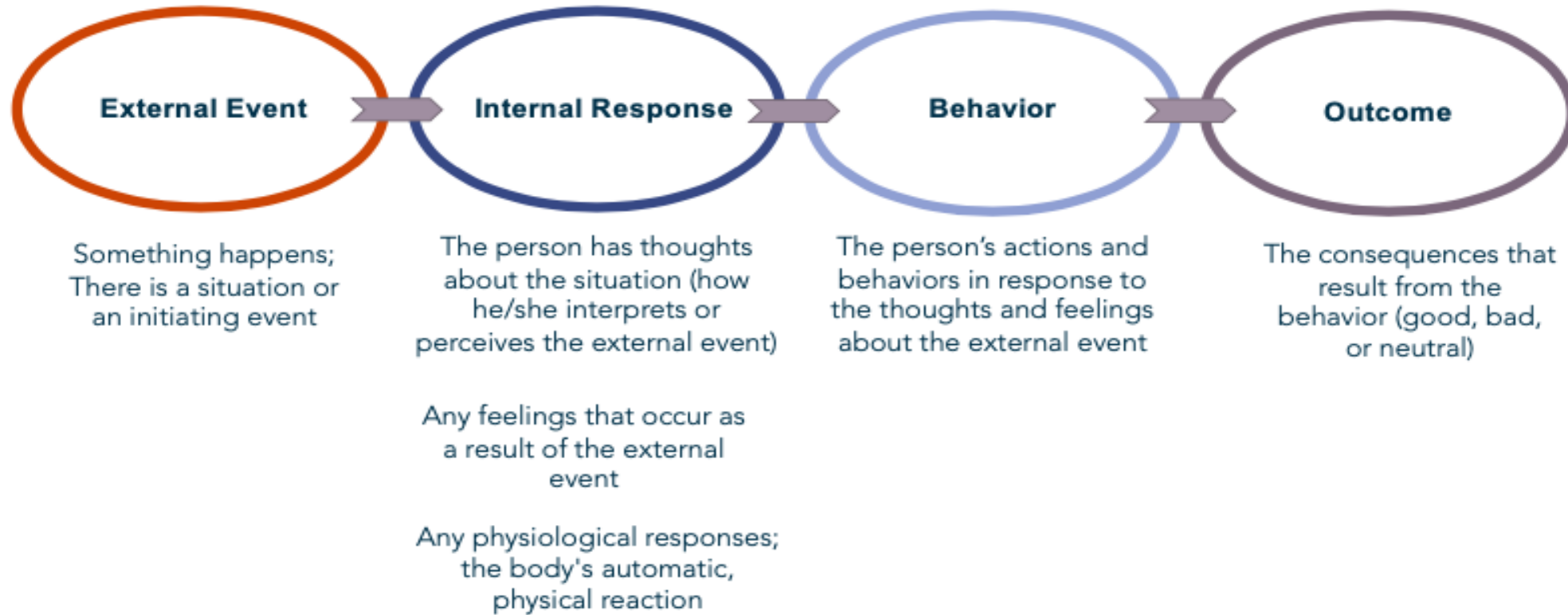
# Responsivity

- Responsivity requires that we consider individual characteristics when matching participants to services. These characteristics include, but are not limited to: culture, gender, motivational stages, developmental stages, and learning styles. These factors influence responsiveness to different types of treatment.
- The principle of responsivity also requires that individuals are provided with treatment that is proven effective with the justice populations. Certain treatment strategies, such as cognitive-behavioral methodologies, have consistently produced reductions in recidivism with offenders under rigorous research conditions.

# RNR in Practice

To lower a person's risk to re-offend, first you must understand *what* is putting them at risk, and then you must work to understand *why*

# The Cognitive Behavioral Chain




Source: Melanie Lowenkamp, 2022

# The Bridging Skills



# Effective Use of Authority



Emphasizes the person's autonomy

His/her **right to choose**, make decisions, and maintain some control

Communicates that everything is a matter of personal choice

- The person on supervision has complete control over **his/her choices and the resulting consequences**.
- Gives back control while placing the **responsibility and accountability** for those decisions where it belongs.

Resistance is often a response to a **perceived lack of control**

- When people perceive that their right to make decisions has been taken away, they often feel powerless and respond by trying to assert their liberty.
- EUA may reduce resistance and non-compliant behavior by overtly respecting the autonomy of those under supervision.

# Effective use of Authority

There are **three** steps in this skill.

**STEP 1**

Identify a situation where the person has reached a decision point

**STEP 2**

Present the available choices and the corresponding outcomes

**STEP 3**

Ask the person to choose



# Effective use of Reinforcement

There are **four** steps in this skill.

<b>STEP 1</b>	Clearly state the desirable behavior and, if necessary, why you liked it.
<b>STEP 2</b>	Ask the person to describe the immediate benefits from engaging in the behavior.
<b>STEP 3</b>	Ask the person to describe the future benefits if he/she continued to engage in the behavior.
<b>STEP 4</b>	Gain the person's commitment to continue to engage in the behavior in the future.

# Effective use of Disapproval

There are **five** steps in this skill.

<b>STEP 1</b>	Clearly state the problematic behavior
<b>STEP 2</b>	Ask the person to describe the immediate consequences from engaging in the behavior
<b>STEP 3</b>	Ask the person to describe the future consequences if he/she continues to engage in the behavior
<b>STEP 4</b>	Ask the person to identify and discuss pro-social alternatives that could be used in place of the problematic behavior
<b>STEP 5</b>	Gain the person's commitment to use the pro-social alternative instead of the problematic behavior in the future

# The Intervention Skills



## Structured Skills Building

---

### Engage

The person should be interested in learning. Increase his/her motivation to learn this skill.

### Teach

Teach the concepts; Explain the skill in detail. For JIs to use any skill effectively, they must have a strong understanding of the concepts.

### Demonstrate

Clarify the explanation (teaching) with a demonstration of the skill.  
Model the skill accurately.

### Practice

Learning a new skill does not make you competent in the use of the skill; only repeated practice does. Set clear expectations. Build on-going practice opportunities into your case plan

# Problem Solving

Defined:



Being skillful in the process of identifying a problem, developing possible solution paths, analyzing those options, and taking the appropriate course of action.

# Problem Solving

Builds Competence in other thinking skills



## 1. Alternative solution thinking

- Ability to generate different options or solutions that could potentially solve a problem.
  - Individuals that can only think of 1-2 solutions for any problem are less likely to be successful.

## 2. Consequential thinking

- Ability to consider how one's actions may affect self and others.

## 3. Causal thinking

- Ability to relate one event to another; cause and effect thinking.
  - Low levels of causal thinking are related to poor insight into behavior.

## 4. Means-end thinking

- Ability to create step-by-step plans to reach a given goal.
- Ability to respond to challenges and barriers using alternative strategies.

## 5. Perspective thinking

- Ability to understand that others may have different motives and viewpoints.
  - Closely resembles aspects of empathy.

# Problem Solving

There are **five** steps in this skill.

<b>STEP 1</b>	Identify the problem and the person's goals in solving it
<b>STEP 2</b>	Generate possible solutions to the problem (brainstorm)
<b>STEP 3</b>	Evaluate the possible solutions by examining the pros/cons of each
<b>STEP 4</b>	Select the best option
<b>STEP 5</b>	Identify the steps to carry out the plan

# Questions?





# Citations/References

Lovins, B. K., Cullen, F. T., Latessa, E. J., & Jonson, C. L. (2018). Probation officers as a coach: Building a new professional identity. *Federal Probation*, 82(1), 13-19. [↩](#)

Cullen, F. T. and Jonson, C. L. (2012). *Correctional theory: Context and consequences*. Sage Publications.

Petersilia, J., & Turner, S. (1993). Intensive probation and parole. In M. Tonry (Ed.), *Crime and justice: A review of research* (Vol. 17, pp. 281-335). University of Chicago Press.

Padgett, K. G., Bales, W. D., & Blomberg, T. G. (2006). Under surveillance: An empirical test of the effectiveness and consequences of electronic monitoring. *Criminology and Public Policy*, 5, 61-92.

Morris, N., & Tonry, M. (1990). *Between prison and probation: Intermediate punishments in a rational sentencing system*. Oxford University Press.

Cullen, F. T., Eck, J. E., & Lowenkamp, C. T. (2002). Environmental corrections: A new paradigm for effective probation and parole supervision. *Federal Probation*, 66(2), 28-37.

Cullen, F. T., Blevins, K. R., Trager, J. S., & Gendreau, P. (2005). The rise and fall of boot camps: A case study in common-sense corrections. *Journal of Offender Rehabilitation*, 40(3-4), 53-70.

Evidence-based practices (EBP). (n.d.). National Institute of Corrections. <https://nicic.gov/evidence-based-practices-ebp>.

Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct* (5th Ed.). LexisNexis Group.; Latessa, E. J., & Smith, P. (2011). *Corrections in the community*. Anderson Publishing.

Lowenkamp, C. T., Holsinger, A., Robinson, C. R., & Alexander, M. (2014). Diminishing or durable treatment effects of STARR? A research note on 24-month re-arrest rates. *Journal of Crime and Justice*, 37, 275-283

**AIIRise**

**Thank  
You** 