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Truth, Care, and Concern

A COMPASSIONATE APPROACH TO THE RISK,
NEED, AND RESPONSIVITY MODEL

PERSONAL WORK/EDUCATION HISTORY

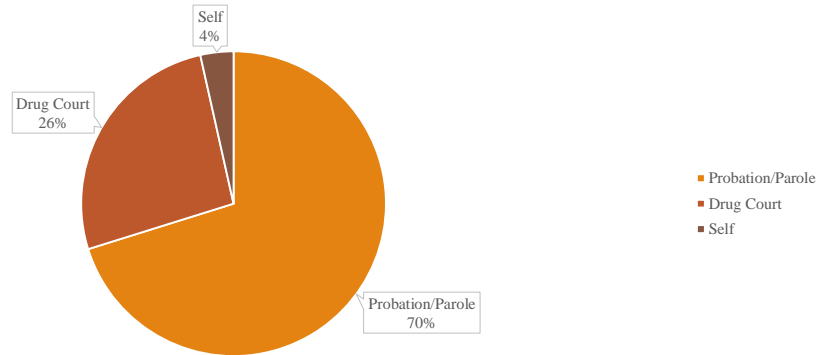
- INTENSIVE OUTPATIENT COUNSELOR 4+ YEARS
- WORKED SPECIFICALLY WITH SUD SPECIALTY DOCKET PARTICIPANTS FOR 6+ YEARS
- MEMBER OF THE ADVISORY COMMITTEE FOR COMMON PLEAS DRUG COURT 3+ YEARS
- MASTER IN SCIENCE OF CRIMINOLOGY
- CURRENTLY IN MY MASTER OF SOCIAL WORK PROGRAM

ASHTABULA COUNTY

- FOUR SPECIALITY DOCKETS
 - ASHTABULA COMMON PLEAS DRUG COURT
 - 10 YEAR ANNIVERSARY
 - RECOVERY COURT
 - FAMILY DEPENDENT COURT
 - MENTAL HEALTH COURT

REFERRAL DEMOGRAPHICS

Sources



**BASICALLY, THIS
MY JAM!**



OKKUUUUU
RRRRRRRRR

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AGENDA

PRESENTATION OUTLINE

AGENDA

1. THEORETICAL FRAMEWORK/MODEL

- PRINCIPLES OF EFFECTIVE INTERVENTIONS
 - RNR MODEL (TRUTH, CARE, CONCERN)

2. TRUTH (RISK)

- ACTUARIAL RISK/NEEDS ASSESSMENT
 - ORAS
 - SUMMARY EXAMPLE

AGENDA CONT.

3. CARE (NEED)

- COGNITIVE-BEHAVIORAL INTERVENTIONS
 - UNIVERSITY OF CINCINNATI CORE CURRICULUM
 - ACTIVITY-ROLE PLAYING

AGENDA CONT.

4. CONCERN (RESPONSIVITY)

- BARRIERS
 - CASE MANAGEMENT
 - SEEKING SAFETY
 - CASE PLAN EXAMPLE

5. CLOSING

THEORETICAL FRAMEWORK

PRINCIPLES OF EFFECTIVE INTERVENTIONS

THEORETICAL FRAMEWORK

- DEVELOPED BY CANADIAN PSYCHOLOGISTS ANDREWS, BONTA, AND GENDREAU
 - CREATED INSTRUMENTS TO CLASSIFY OFFENDERS BY RISK LEVEL
 - CONDUCTED META-ANALYSIS ON MAIN PREDICTORS (CRIMINOGENIC NEEDS) OF RECIDIVISM
 - EXAMINED TREATMENT INTERVENTIONS THAT ARE RESPONSIVE TO THESE RISK FACTORS

RISK, NEED, AND RESPONSIVITY (RNR) MODEL

- RISK PRINCIPLE (TRUTH)
 - IDENTIFY RISK LEVEL OF PARTICIPANTS
 - OBJECTIVE TRUTH
- NEED PRINCIPLE (CARE)
 - IDENTIFY DYNAMIC RISK FACTORS
 - CARE WE PROVIDE PARTICIPANTS TO EQUIP THEM WITH SKILLS TO MANAGE RISK AND LIVE A MORE PRO-SOCIAL LIFE
- RESPONSIVITY PRINCIPLE (CONCERN)
 - IDENTIFY POTENTIAL BARRIERS
 - CONCERNS PRESENTED BY PARTICIPANTS

TRUTH (RISK) PRINCIPLE

IDENTIFY RISK LEVEL WITH ACTUARIAL ASSESSMENTS

WHAT IS AN
ACTUARIAL
ASSESSMENT?



ACTUARIAL ASSESSMENTS

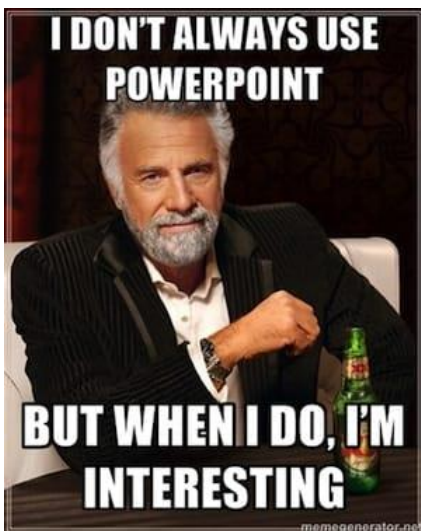
- A STATISTICAL METHOD OF ESTIMATING THE RISK OF A PARTICULAR EVENT'S OCCURRENCE
 - THE RISK OF A PARTICIPANT/PERSON COMMITTING A NEW OFFENSE
 - DIFFERENTIATE BETWEEN HIGH-RISK AND LOW-RISK
 - IDENTIFY THE CRIME-PRODUCING NEEDS THAT SHOULD BE TARGETED FOR CHANGE

ACTUARIAL ASSESSMENTS CONT.

- FOUR GENERATIONS OF ASSESSMENT INSTRUMENTS
- EARLY VERSIONS ONLY FOCUSED ON PAST BEHAVIORS OR STATIC INDICATORS
- LATEST INSTRUMENTS COMBINE STATIC AND DYNAMIC FACTORS TO PROVIDE MORE ACCURATE PREDICTIONS

ACTUARIAL ASSESSMENTS CONT.

- THE MOST RECENT RISK ASSESSMENTS ARE ABLE TO:
 - GUIDE AND STRUCTURE DECISION MAKING FOR PRACTITIONERS BY PROVIDING PERTINENT PARTICIPANT INFORMATION
 - REDUCE USER BIAS
 - ENHANCES PUBLIC SAFETY BY IDENTIFYING HIGH-RISK INDIVIDUALS INVOLVED WITH THE CRIMINAL JUSTICE SYSTEM
 - HELPS MANAGE CASE LOADS EFFICIENTLY



WHY IS ALL OF THIS SOOOOOOOO IMPORTANT?

THE GOOD OL' DAYS WITH "RISK ASSESSMENTS"

- CORRECTIONAL CLASSIFICATION/ASSESSMENTS OF RISK WERE BASED ON PROFESSIONAL "JUDGEMENT"
 - TIME-CONSUMING
 - INEQUITABLE, UNJUST
 - SUBJECTIVE
 - DISCRETIONARY
- GOING WITH YOUR GUT!

THE GOOD OL' DAYS CONT.

**WRONG TWO OUT OF
THREE TIMES!!!!!!!!!!!!**



WHO ME?

THE “IDK THERE’S JUST
SOMETHING ABOUT
THEM” SYNDROME

THINGS TO CONSIDER

- **IMPLICIT BIAS**
 - UNCONSCIOUS ATTRIBUTION OF PARTICULAR QUALITIES TO A MEMBER OF A CERTAIN SOCIAL GROUP.
 - OFTEN THE MOST WELL-INTENTIONED, ARE UNAWARE OF THE BIASES THAT INFLUENCE THEIR ACTIONS.

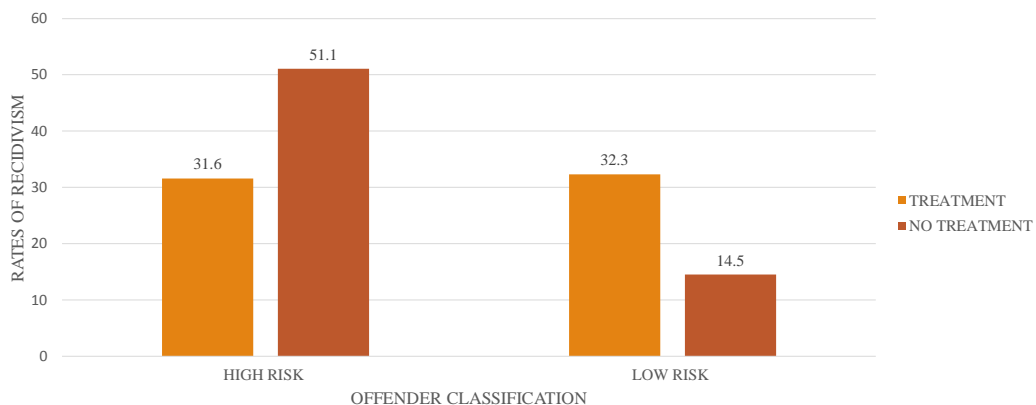
FACTS
ARE
FACTS!!



OBJECTIVE TRUTH

- SEVERAL STUDIES SUGGEST THAT THE EFFECTIVENESS OF PROGRAMS ARE MITIGATED BY THE RISK LEVEL OF THE PARTICIPANTS THEY SERVE
- MOST INTENSIVE INTERVENTIONS SHOULD BE ALLOCATED TO HIGH RISK PARTICIPANTS
- LOWER RISK PARTICIPANTS SHOULD RECEIVE LITTLE TO NO TREATMENT INTERVENTIONS

INTENSIVE REHABILITATION SUPERVISION STUDY RESULTS





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HOW DO WE DETERMINE OBJECTIVE TRUTH?

OHIO RISK ASSESSMENT SYSTEM (ORAS)

- DEVELOPED BY THE UNIVERSITY OF CINCINNATI
CORRECTIONS INSTITUTE
- A STATISTICAL METHOD OF ESTIMATING THE
PROBABILITY THAT A PARTICIPANT WILL RECIDIVATE
- CONSISTS OF SELF-REPORT SURVEY AND
STRUCTURED INTERVIEW GUIDE
- COVERS POTENTIAL PREDICTORS OF RECIDIVISM
ACROSS DIFFERENT DOMAINS

OHIO RISK ASSESSMENT SYSTEM (ORAS) CONT.

- NINE DIFFERENT INSTRUMENTS IN TOTAL WHICH INCLUDE THE ASSESSMENTS AND SHORT SCREENERS
 - PRE-TRIAL TOOL
 - COMMUNITY SUPERVISION TOOL
 - MISDEMEANOR TOOL
 - PRISON INTAKE TOOL
 - REENTRY TOOL

OHIO RISK ASSESSMENT SYSTEM (ORAS) CONT.

- DOMAINS INCLUDE STATIC/DYNAMIC RISK FACTORS
 - CRIMINAL HISTORY
 - EDUCATION, EMPLOYMENT, AND FINANCIAL SITUATION
 - FAMILY AND SOCIAL SUPPORT
 - NEIGHBORHOOD PROBLEMS
 - SUBSTANCE USE
 - PEER ASSOCIATIONS
 - CRIMINAL ATTITUDES AND BEHAVIORAL PATTERNS

NAME: **CASE NUMBER:**
CHARGES: Obstructing Official Business, F-5 **JUDGE:**
REFERRAL DATE: July 26, 2018

GAIN-SS ASSESSMENT:

DATE: July 31, 2018 **SCORE:** Internalizing Disorder-3
 Externalizing Disorder-1
 Substance Disorder-3
 Crime and Violence-2

COMMENTS: Anything with a 3 or higher is considered High Score. A high score means here is a high probability that the participant has a behavioral health diagnosis and needs additional assessment or other services. The candidate would be recommended to undergo substance abuse and mental health assessment.

RISK ASSESSMENT:

DATE: August 3, 2018 **SCORE:** 31. High

COMMENTS: The candidate meets the risk level for Post-Conviction Drug Court.

NEEDS ASSESSMENT:

DATE: August 13, 2018 **DIAGNOSIS:** Severe Other Stimulant Use, In controlled environment; Severe Cannabis Use, In controlled environment.

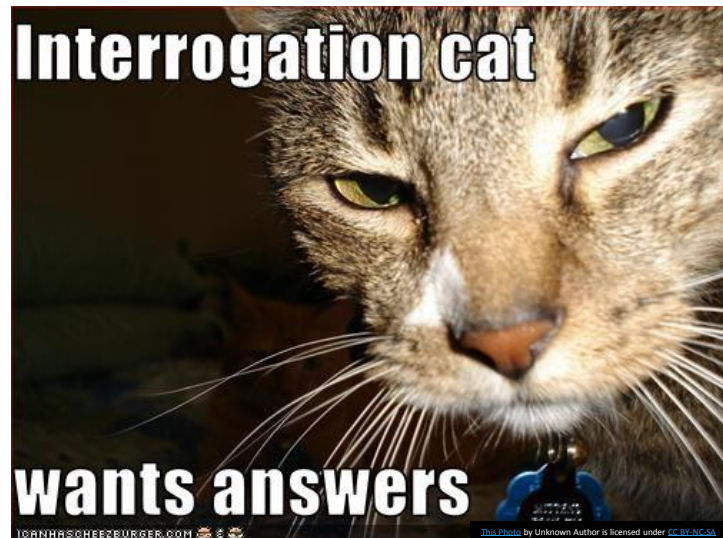
COMMENTS: The candidate meets the needs level for Post-Conviction Drug Court.

ASSESSMENT SUMMARY

CARE (NEED) PRINCIPLE

IDENTIFY CRIMINOGENIC NEEDS AND IMPLEMENT CBI CURRICULA

WHAT ARE
CRIMINOGENIC
NEEDS?



CRIMINOGENIC NEEDS

- MAJOR RISK FACTORS ASSOCIATED WITH CRIMINAL CONDUCT
- BASICALLY TWO TYPES: STATIC AND DYNAMIC

CRIMINOGENIC NEEDS CONT.

STATIC

HISTORY OF CRIMINAL INVOLVEMENT

- JUVENILE ARRESTS
- PRIOR OFFENSES
- PROBATION/PAROLE VIOLATIONS

DYNAMIC

- ANTISOCIAL PERSONALITY PATTERN
- ANTISOCIAL COGNITION
- ANTISOCIAL PEERS
- FAMILY FACTORS
- SCHOOL/WORK
- LEISURE/RECREATION
- SUBSTANCE USE

CRIMINOGENIC NEEDS CONT.

- THESE DYNAMIC RISK FACTORS ARE THE TARGETS FOR CHANGE
- THE MOST EFFECTIVE PROGRAMS TO ELICIT PRO-SOCIAL CHANGE ARE COGNITIVE-BEHAVIORAL INTERVENTIONS



SO,
WHAT'S
CBI
AGAIN?

COGNITIVE-BEHAVIORAL INTERVENTIONS

- INCORPORATE STRATEGIES FROM SOCIAL LEARNING, COGNITIVE THEORY, AND BEHAVIORISM
 - SOCIAL LEARNING SUGGESTS THAT BEHAVIOR IS LEARNED FROM THE ENVIRONMENT THROUGH A PROCESS OF OBSERVATIONAL LEARNING
 - COGNITIVE THEORIES ASSERT THAT THOUGHTS, ATTITUDES, AND BELIEFS/VALUES DRIVE OUR BEHAVIOR
 - BEHAVIORISM IS BASED UPON CLASSICAL AND OPERANT CONDITIONING INVOLVING SHAPING BEHAVIOR VIA POSITIVE/NEGATIVE REINFORCERS

COGNITIVE-BEHAVIORAL INTERVENTIONS CONT.

- EFFECTIVE CBI INTERVENTIONS
 - FOCUS ON THE PRESENT
 - THERAPEUTIC STRATEGIES TO CHANGE CURRENT RISKY BEHAVIORS
 - FOCUS ON LEARNING
 - UNDERSTANDING THE CONNECTION BETWEEN THOUGHTS, FEELINGS, AND BEHAVIORS
 - ACTION-ORIENTED
 - PARTICIPANTS ENGAGE IN ROLE-PLAYS TO PRACTICE/REHEARSE SKILLS REGULARLY



AND WHY DOES THIS MATTER?

OLD TIMEY TIMES WITH INTERVENTIONS

- INTERVENTIONS NOT EFFECTIVE TO REDUCE RECIDIVISM:
 - TALKING CURES
 - INTENSIVE SERVICES TO LOW-RISK OFFENDERS
 - INTENSIVE SERVICES FOCUSING ON NONCRIMINOGENIC NEEDS
 - AUTHORITARIAN APPROACHES
 - NOT UTILIZING MOTIVATIONAL INTERVIEWING APPROACHES, SANCTION ORIENTED
 - “RIGHTING REFLEX”

Me: YAS
Autocorrect: yes
Me:



LISTEN...
NO
REALLY
JUST
LISTEN

THE “IF YOU WOULD JUST DO WHAT I AM TELLING YOU TO DO” SYNDROME

THINGS TO CONSIDER

- MOTIVATIONAL INTERVIEWING
 - ELICIT CHANGE BY HELPING PEOPLE EXPLORE AND RESOLVE AMBIVALENCE
 - AMBIVALENCE IS HAVING MIXED FEELINGS OR CONTRADICTORY IDEAS ABOUT SOMETHING
 - DEVELOPING A THERAPEUTIC RELATIONSHIP WITH PARTICIPANTS THAT REVOLVE AROUND CARE, EMPATHY, WARMTH, ACCEPTANCE, AND MUTUAL AFFIRMATIONS

THINGS TO CONSIDER CONT.

MOTIVATIONAL INTERVIEWING

- ASKING OPEN QUESTIONS
- AFFIRMING
- REFLECTIVE LISTENING
- SUMMARIZING
- INFORMING AND ADVISING

CORE CORRECTIONAL PRACTICES

- EFFECTIVE REINFORCEMENT
- EFFECTIVE DISAPPROVAL
- QUALITY INTERPERSONAL RELATIONSHIPS
- COGNITIVE RESTRUCTURING
- ANTI-CRIMINAL MODELING

THINGS TO CONSIDER CONT.

SUPERFICIAL COMPLIANCE

VS.

SUSTAINABLE CHANGE

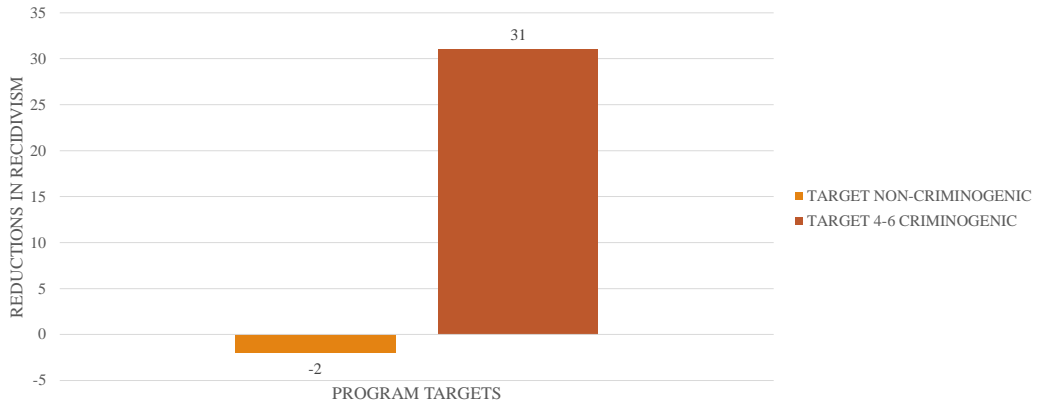
THE MOST
IMPORANT
THING IS....



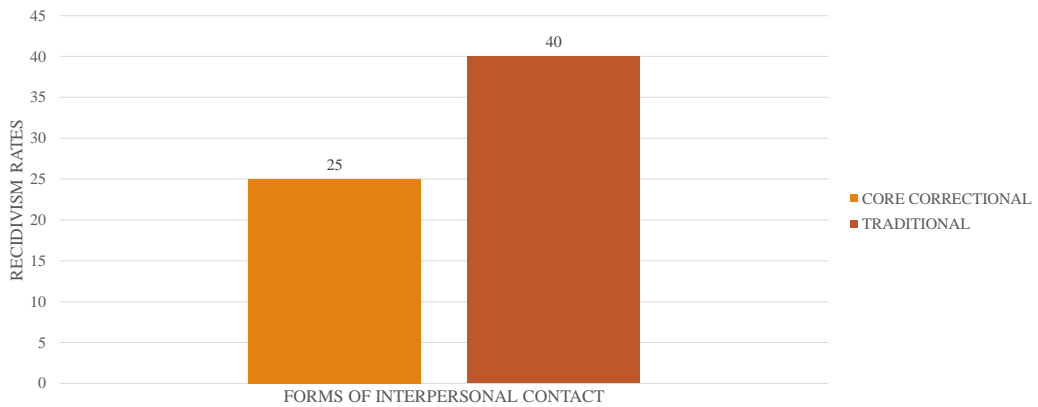
IMPORTANCE OF TARGETING NEEDS WITH CBI

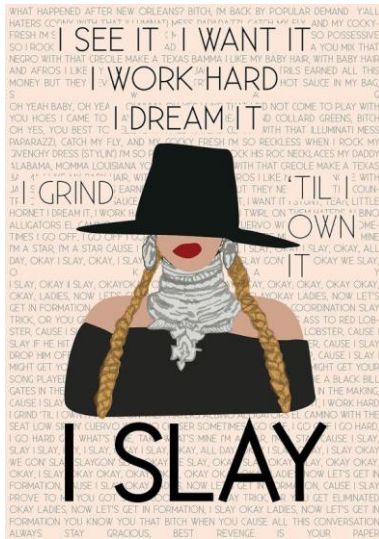
- MOST EFFECTIVE PROGRAMMING TARGETS CRIMINOGENIC NEEDS
- CRIMINOGENIC NEEDS WHEN CHANGED, RESULT IN REDUCTIONS IN RECIDIVISM
- META-ANALYSES RESULTS SHOW PROGRAMS THAT TARGET AT LEAST 4-6 CRIMINOGENIC NEEDS HAVE A 31 PERCENT REDUCTION IN RECIDIVISM

RISK INTERVENTION STUDY RESULTS



CORE CORRECTIONAL PRACTICES CONT.





HOW DO WE PROVIDE THE CARE FOR THESE NEEDS?

UNIVERSITY OF CINCINNATI CORE CURRICULUM

- CURRICULUM BASED ON RNR FRAMEWORK
- DESIGNED FOR MODERATE TO HIGH RISK OFFENDERS
- FOCUS ON CRIMINOGENIC NEEDS (DYNAMIC RISK FACTORS)
- UTILIZING SOCIAL LEARNING, COGNITIVE-BEHAVIORAL, AND MOTIVATIONAL ENHANCEMENT APPROACH

UNIVERSITY CINCINNATI CORE CURRICULUM CONT.

- GROWING EVIDENCE THAT CBI APPROACH IS EFFECTIVE WITH CO-OCCURRING DISORDER POPULATIONS
 - INTEGRATES STRATEGIES THAT ADDRESS SYMPTOM REDUCTION (MENTAL HEALTH) AS WELL AS CRIMINOGENIC NEEDS
 - ADDITIONAL EXAMPLES, ACTIVITIES, AND PRACTICE OPPORTUNITIES ABOUT MENTAL HEALTH NEEDS
 - RESPONSIVITY TIPS THROUGHOUT SESSIONS AND MODIFIED WORKSHEETS SPECIFICALLY DESIGNED FOR PERSONS WITH CO-OCCURRING DISORDERS

UNIVERSITY OF CINCINNATI CORE CURRICULUM CONT.

- PLACES HEAVY EMPHASIS ON:
 - COGNITIVE-RESTRUCTURING-GOAL IS FOR THE PARTICIPANTS TO IDENTIFY, CHALLENGE, AND POSITIVELY REPLACE ANTSOCIAL THINKING
 - PROBLEM-SOLVING-LEARN AND PRACTICE STEPS TO EFFECTIVE PROBLEM-SOLVING THAT MAY BE APPLIED TO ANY TYPE OF PROBLEM A PARTICIPANT MAY FACE
 - SKILLS TRAINING-DESIGNED TO HELP PARTICIPANTS GAIN CONTROL OVER NEGATIVE ATTITUDES, DIFFICULT SITUATIONS, AND MANAGE THOUGHTS ABOUT CRIMINOGENIC NEEDS AND/OR ANTISOCIAL BEHAVIORS

UNIVERSITY OF CINCINNATI CORE CURRICULUM-SOCIAL SKILL BASICS

- INTRODUCE AND DISCUSS THE SKILL
 - DEFINE IT AND DISCUSS WHY ITS IMPORTANT
 - HAND OUT SKILL CARDS AND MAKE SURE SKILLS ARE POSTED
 - IDENTIFY THINKING OR ACTION STEP
 - REVIEW WHY EACH STEP IS IMPORTANT
- MODEL SKILL (FACILITATOR DEMONSTRATES)
- ROLE PLAY (PARTICIPANT PRACTICE)
- PROVIDE FEEDBACK



LETS
SEE THIS
IN
ACTION!

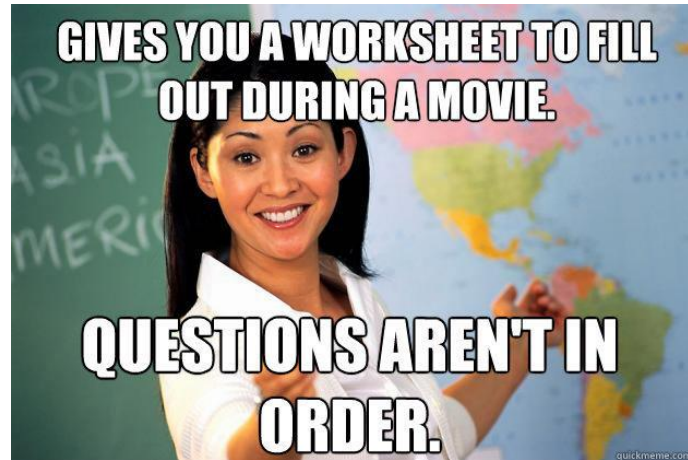
AVOIDING TROUBLE WITH OTHERS

- STEP 1: DECIDE IF YOU ARE IN A SITUATION THAT COULD LEAD TO TROUBLE FOR YOU. (THINKING)
- STEP 2: REMIND YOURSELF OF YOUR GOALS TO BE SUCCESSFUL. (THINKING)
- STEP 3: THINK OF DIFFERENT WAYS TO TELL THE PERSON 'NO'. (THINKING)
- STEP 4: TELL THE OTHER PERSON THAT YOU CANNOT ENGAGE IN THE ACTIVITY. (ACTION)

CONCERN (RESPONSIVITY) PRINCIPLE

IDENTIFY POTENTIAL BARRIERS AND HELP RESOLVE THEM

WHAT DOES
RESPONSIVITY
MEAN?



RESPONSIVITY

- TWO PARTS: GENERAL AND SPECIFIC
- GENERAL RESPONSIVITY REFERS TO THE INTERVENTIONS THAT YIELD THE LARGEST REDUCTIONS IN RECIDIVISM FOR MOST PARTICIPANTS (I.E. CBI)

RESPONSIVITY CONT.

- SPECIFIC RESPONSIVITY ARE FACTORS IF LEFT UNADDRESSED WILL INTERFERE WITH TREATMENT ENGAGEMENT/COMPLETION AND INCREASE THE LIKELIHOOD OF RECIDIVATING
- FACTORS INCLUDE:
 - INTELLIGENCE
 - MENTAL HEALTH
 - READING ABILITY
 - LANGUAGE/CULTURAL BARRIERS
 - TRANSPORTATION/HOUSING
 - TRAUMA
 - INTERPERSONAL CONTACT WITH CRIMINAL JUSTICE SYSTEM (TREATMENT FACILITATORS)



Okay so much work byyyyye

OKAY SO...?

IN THE WAY WAY BACK MACHINE WITH CONCERN FOR BARRIERS

- IGNORE A PARTICIPANTS FUNCTIONING LEVEL
- NOT ADDRESS LOGISTICAL BARRIERS TO BEGIN ENGAGEMENT IN TREATMENT
- I SHOULDN'T BE WORKING HARDER THAN THEM AT THEIR RECOVERY



UMMMMMM
REALLY
THO

THE “OLD PULL YOURSELF UP BY YOUR BOOTSTRAPS” SYNDROME

THINGS TO CONSIDER

- HIERARCHY OF NEEDS
 - UNSTABLE HOUSING
 - NO TRANSPORTATION
 - NO CHILD CARE
- MENTAL HEALTH
 - SEVERELY SYMPTOMATIC
 - NO ACCESS TO PSYCHOPHARMACOLOGY/MEDICATION

THINGS TO CONSIDER CONT.

POST-TRAUMATIC STRESS DISORDER CRITERIA

- CRITERION A
 - EXPOSURE TO ACTUAL OR THREATENED DEATH, SERIOUS INJURY, SEXUAL VIOLATION
- CRITERION B
 - INTENSE OR PROLONGED PSYCHOLOGICAL DISTRESS
- CRITERION C
 - AVOIDANCE, DETACHMENT
- CRITERION D
 - PERSISTENT NEGATIVE EMOTIONAL STATE, NEGATIVE BELIEFS ABOUT ONESELF/OTHERS/WORLD

POST-TRAUMATIC STRESS DISORDER CRITERIA

- CRITERION E
 - IRRITABILITY, RECKLESS/SELF-DESTRUCTIVE BEHAVIOR, CONCENTRATION PROBLEMS
- CRITERION F
 - SYMPTOM DURATION AT LEAST ONE MONTH
- CRITERION G
 - CLINICALLY SIGNIFICANT DISTRESS OR IMPAIRMENT ON FUNCTIONING
- CRITERION H
 - NOT DUE TO ANOTHER MEDICAL CONDITION

THINGS TO CONSIDER CONT.

• TRAUMA, PTSD, AND SUBSTANCE USE OVERLAP:

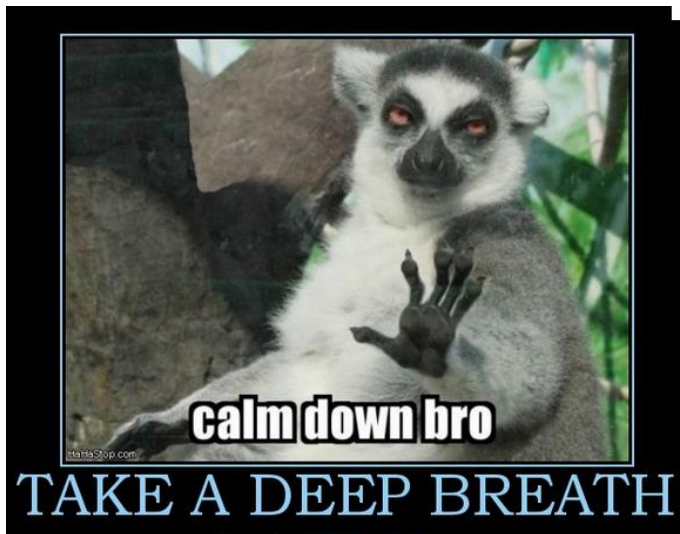
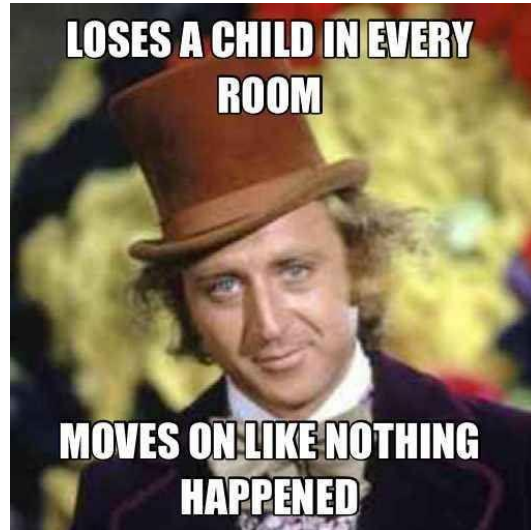
- TRAUMA SURVIVORS SEEK OUT PSYCHOACTIVE SUBSTANCES AS A WAY TO “SELF-MEDICATE” POSTTRAUMATIC STRESS
- THOSE WHO HEAVILY USE SUBSTANCES ARE MORE EASILY VICTIMIZED OR THOSE PRONE TO TRAUMA EXPOSURE
- MAJOR SUBSTANCE USE LEADS TO MORE SYMPTOMATOLOGY IN THOSE EXPOSED TO TRAUMA

THINGS TO CONSIDER CONT.

- INSERT VICIOUS CYCLE HERE:
 - EARLY TRAUMA EXPOSURE INCREASES LIKELIHOOD OF ADDITIONAL TRAUMAS LATER IN LIFE
 - ACCUMULATION OF THESE TRAUMAS LEADS TO SIGNIFICANT POSTTRAUMATIC STRESS AND DYSPHORIA, AND INTERFERES WITH THE DEVELOPMENT OF AFFECT REGULATION SKILLS

THINGS TO CONSIDER CONT.

- INCREASED, INSUFFICIENTLY MODULATED DISTRESS MOTIVATES THE USE OF DRUGS AND ALCOHOL AS “SELF-MEDICATION”
- DRUG AND ALCOHOL USE LEADS TO DECREASED ENVIRONMENTAL AWARENESS AND INVOLVEMENT IN “RISKY” BEHAVIORS
- THESE EFFECTS INCREASE THE LIKELIHOOD OF ADDITIONAL TRAUMA AND POSTTRAUMATIC DISTRESS
- INCREASED DISTRESS POTENTIALLY LEADS TO MORE SUBSTANCE USE



CHILL DIA,
THE
IMPORTANT
THING TO
POINT OUT
IS...

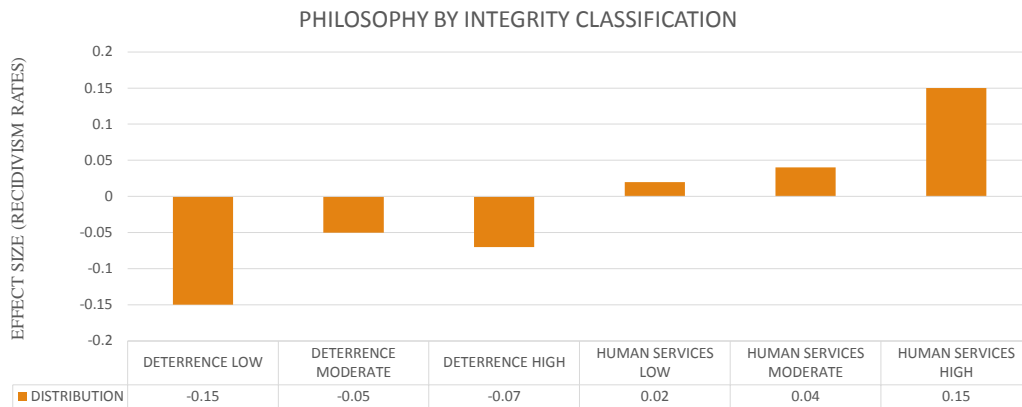
IMPORTANCE OF ADDRESSING RESPONSIVITY

- PERCEIVED SOCIAL SUPPORTS REDUCES THE LIKELIHOOD OF RECIDIVISM BY MEDIATING THE NEGATIVE IMPACT OF STRESSFUL LIFE EVENTS
- FORENSIC RESEARCH SUGGESTS PRO-SOCIAL SUPPORT FROM FAMILY, FRIENDS, AND SOCIAL COMMUNITY INVESTMENTS WELL KNOWN PROTECTIVE FACTORS AGAINST ANTISOCIAL BEHAVIOR

IMPORTANCE OF ADDRESSING RESPONSIVITY

- FACTORS THAT HELP PARTICIPANTS DESIST FROM CRIMINAL INVOLVEMENT:
 - GETTING OLDER AND MATURING
 - FAMILY AND RELATIONSHIPS
 - ABSTINENCE/RECOVERY
 - EMPLOYMENT
 - HOPE AND MOTIVATION
 - HAVING SOMETHING TO GIVE TO OTHERS
 - HAVING A PLACE WITHIN A SOCIAL GROUP
 - NOT HAVING A CRIMINAL IDENTITY
 - BEING “BELIEVED IN”

IMPORTANCE OF ADDRESSING RESPONSIVITY



HOW DO WE ADDRESS THESE CONCERNS?

CASE MANAGEMENT

- LINK PARTICIPANT TO SERVICES FOR:
 - HOUSING ASSISTANCE PROGRAMS
 - RECOVERY HOUSING
 - SHELTER PLUS CARE/PUBLIC HOUSING
 - TRANSPORTATION SERVICES
 - PROVIDE PAID PUBLIC TRANSPORTATION
 - LICENSE ISSUES
 - SR-22 BONDS

SUPPORTED EMPLOYMENT

- ALL PARTICIPANTS WITH MENTAL ILLNESS ARE CAPABLE OF WORKING COMPETITIVELY IN THE COMMUNITY
- FIND A NATURAL “FIT” BETWEEN A PARTICIPANTS STRENGTHS/WORK EXPERIENCES AND JOBS WITHIN THE COMMUNITY
- SUPPORT IS PROVIDED THROUGH-OUT THE WHOLE PROCESS EVEN AFTER EMPLOYMENT IS ACHIEVED

SEEKING SAFETY

- EVIDENCE-BASED, PRESENT-FOCUSED MODEL TO HELP PARTICIPANTS ATTAIN SAFETY FROM TRAUMA AND SUBSTANCE USE
- TOPICS INCLUDE:
 - SAFETY
 - HELP-SEEKING
 - SETTING BOUNDARIES
 - RE-TRAUMATIZATION
 - SELF-CARE
 - RECOVERY

TRAUMA-INFORMED CARE

- SAFETY
 - EMOTIONALLY, PHYSICALLY, PSYCHOLOGICALLY
- TRANSPARENCY AND TRUSTWORTHINESS
 - TASK CLARITY, CONSISTENCY, INTERPERSONAL BOUNDARIES
- PEER SUPPORT
 - BUILDING SUPPORT, ESTABLISHING TRUST, EMPOWERMENT

TRAUMA-INFORMED CARE

- COLLABORATION AND MUTUALITY
 - MEANINGFUL SHARING OF POWER AND DECISION MAKING
- EMPOWERMENT, VOICE, AND CHOICE
 - RESILIENCE AND STRENGTH ARE RECOGNIZED
- CULTURAL, HISTORICAL, AND GENDER ISSUES
 - MOVES PAST CULTURAL STEREOTYPES AND BIASES, OFFERS GENDER-RESPONSIVE SERVICES, RECOGNIZES AND ADDRESSES HISTORICAL TRAUMA

FIDELITY

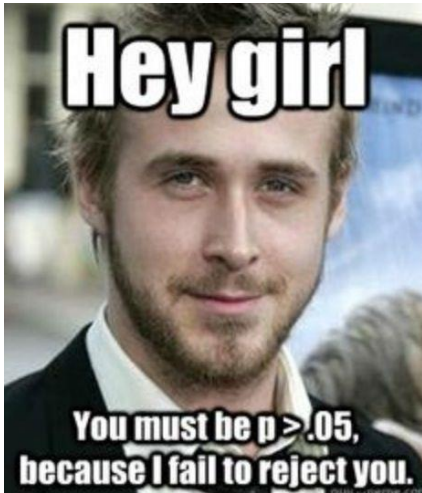
ADHERENCE TO PROGRAM INTEGRITY AND DATA COLLECTION

EVALUATION FORM

- UCCI GROUP EVALUATION FORM FOR CBI CURRICULA THAT MEASURES:
 - GROUP STRUCTURE/FORMAT
 - FACILITATOR KNOWLEDGE/MODELING
 - TEACHING SKILLS
 - BEHAVIOR MANAGEMENT
 - COMMUNICATION
 - INTERPERSONAL CHARACTERISTICS

Number of Participants:		Class Facilitator(s):	
<small>The following items should be assessed for staff delivering a group intervention. For each item on this form, decide if the staff member is "very satisfactory" (2)—there are no recommendations for improvement in this area, "satisfactory" (1)—there was met, but there is some room for improvement, or "needs improvement" (0)—coaching/direction is needed. This assessment should be scored during observation of group or when watching a video-taped session. The total score for each sub-domain should reflect an average rating for that section by dividing the number of points earned by the number of items scored in that section (excluding items marked N/A). This average rating should range between 0 and 2. The overall group rating is the average rating for the entire group. The average sub-domain and overall rating provides a measure of progress for facilitators.</small>			
FACILITATION SKILL ITEMS	Very Satisfactory=2 Satisfactory=1 Needs Improvement=0 Not Applicable=N/A	COMMENTS	
A. GROUP STRUCTURE/FORMAT			
1. Group setting is appropriate (group space is conducive to learning, i.e. free of distractions, reasonably comfortable, allows for confidentiality)			
2. Is prepared for the session (handouts prepared, clear about session topic, prepares for any modeling exercises, etc.)			
3. Has and follows a group manual			
4. Incorporates homework review (participants report out on homework verbally/in writing and constructive feedback is provided)			
5. Involves all participants in group discussion and activities			
6. Both facilitator and co-facilitator participate in delivery of the group material			
7. Make good use of group time (i.e., meaningful activities/discussion, good pacing, stays on task, completes group within the set timeframe, etc.)			
8. Uses visuals to help teach concepts (e.g. handouts, flipchart, dry erase board)			
Overall Group Structure/Format Rating	Total points = _____	Avg rating (Total points / # of items) = _____	
B. FACILITATOR KNOWLEDGE/MODELING			
1. Demonstrate clear understanding of the cognitive-behavioral model (e.g. understand CBT concepts, apply thought/behavior link and skill use or check-in)			
2. Uses cognitive restructuring techniques, where applicable			
3. Displays pro-social thinking and behavior			
4. Does not make or reinforce derogatory/humiliating comments, jokes or remarks (i.e. laugh or agree with antisocial comments)			
5. Attempts to address responsibility issues/participant barriers (e.g., language, comprehension level, culture, transportation, physical disability)			
6. Generally uses a solution-focused/problems solving approach			
Overall Facilitator Knowledge/Modeling Rating	Total points = _____	Avg rating (Total points / # of items) = _____	
C. TEACHING SKILLS			
1. Teacher—Introduces the skill/technique and provides opportunity for the group to explore the relevance and usefulness of the skill/technique			
2. Model—Facilitator demonstrates technique or skill steps to participants			
<small>1. Photocopy this evaluation form and use it on all days of the class.</small>			

EVALUATION FORM CONT.



LET ME GET
THEM
DIGITS!

DATA COLLECTION

- RECOVERY MAINTENANCE CHECK-IN
 - TELEPHONE INTERVIEW WITH PARTICIPANTS AFTER DISCHARGE FROM PROGRAM
 - MONTHLY FOR FIRST 6 MONTHS
 - BI-MONTHLY FOR NEXT 12 MONTHS
 - QUARTERLY FOR NEXT 18 MONTHS
 - TOTAL OF 36 MONTHS

DATA COLLECTION

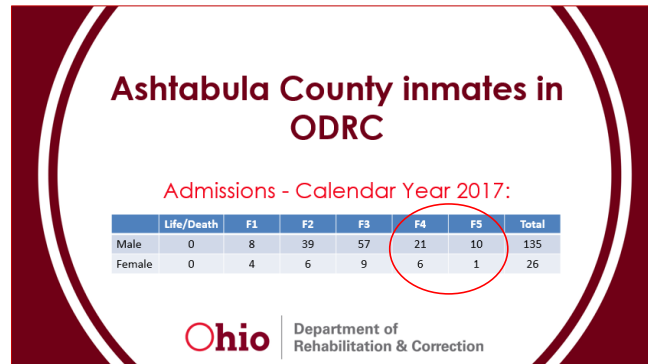
• TELEPHONE INTERVIEW CHECKLIST DOMAINS:

- HOUSING
- FAMILY/SOCIAL STATUS
- HEALTH STATUS
- SUBSTANCE USE
- FINANCIAL/OCCUPATIONAL STABILITY
- CRIMINAL ACTIVITY

CLOSING STATEMENTS

GOALS

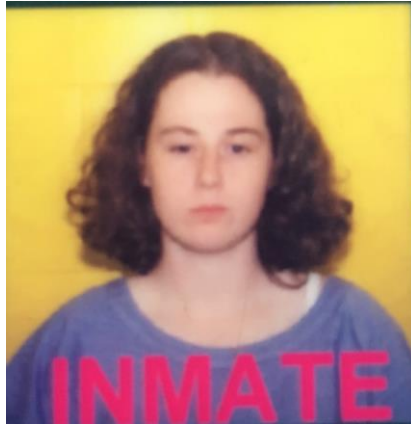
CHANGING THESE NUMBERS...



INTO THIS NUMBER

0

PREVENT THIS ☹️



PROMOTE THIS 😊





CARDI B
MOMMA
SAYS
THANK
YOU!!!!!!!!!!!!!!

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