



MONTANA DEPARTMENT OF
CORRECTIONS

EVIDENCE-BASED PRACTICES

&

UPCOMING PROGRAM CHANGES IN DOC

Correctional Program Checklist (CPC)

- 2017 Justice Re-investment Package (MCA § 53-1-211)
 - Evidence-Based Programming
 - Identify an Assessment Tool
 - How well do programs adhere to ‘What Works’ research?
 - 5 Domains with 73 indicators

Correctional Program Checklist (CPC)

DOMAINS:

- Program Leadership
- Staff Characteristics
- Assessments
- Treatment Characteristics
- Quality Assurance

SCORING MATRIX:

- Very High Adherence to EBP (65% to 100%),
- High Adherence to EBP (55% to 64%),
- Moderate Adherence to EBP (46% to 54%), or
- Low Adherence to EBP (45% or less)

CPC Process:

- Kick-off call at least 30 days in advance of an assessment
- On-site assessment
 - 2-3 days at facility
 - 2-3 staff on site
 - Explore numerous traces (interviews, attend groups, file review- both open and closed, observations)
- Scoring of assessment
- Draft report submitted 8-10 weeks after on-site visit
 - Strengths/areas for improvement (low cost/no cost)
- Receive information/feedback from the facility within 30 days
- Consider feedback and provide final report

Evidence-Based Practices



Evidence-Based Practices

Different forms of evidence

- Anecdotal evidence
 - Stories, opinions, testimonials, case studies
 - May not be accurate
- Empirical evidence
 - Research, data, results from controlled studies
 - Much higher level of accuracy

Eight Principles of Effective Interventions in Corrections

Eight Principles of Effective Interventions

Assess Actuarial
Risk and Need

Enhance Intrinsic
Motivation

Target
Interventions

Skill Train with
Directed Practice

Increase Positive
Reinforcement

Engage Ongoing
Support in
Natural
Communities

Measure
Relevant
Practices

Provide
Feedback

Assess Actuarial Risk and Need

- Actuarial: Data and statistics calculated for the purpose of determining risk
- Criminogenic risk: Likelihood that an individual will return to criminal behavior
- Risk and needs assessments

Risk and Needs Assessment in Montana


Low-risk

Moderate-risk

Medium-risk

High-risk

Encouraging Internal Motivation: Motivational Interviewing



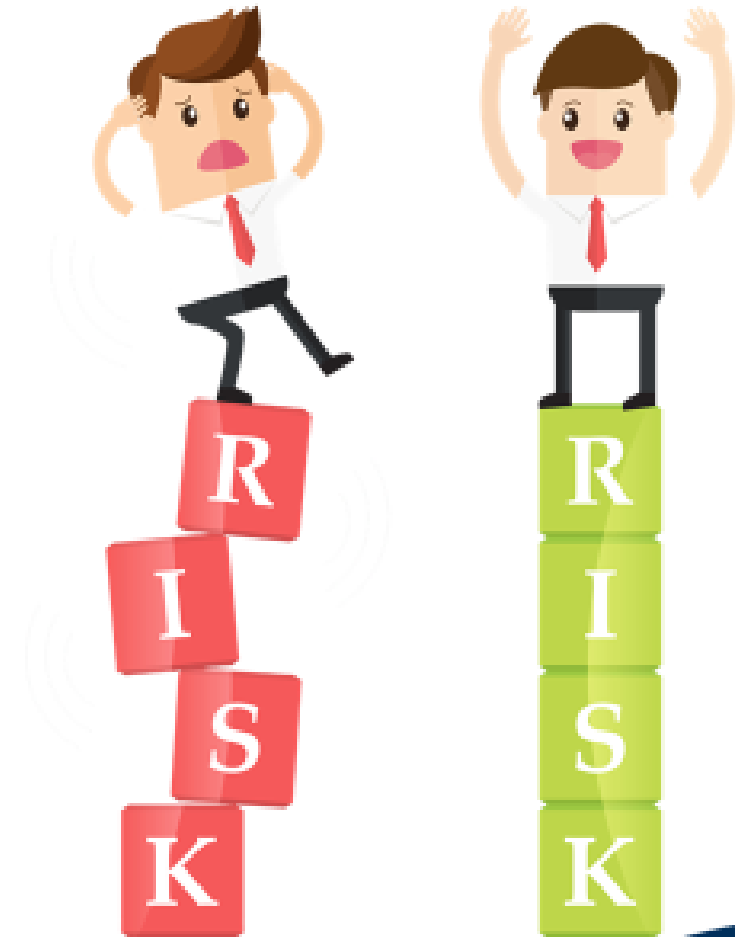
A directive, client-centered counseling style for helping clients explore and resolve ambivalence about behavior change.

Targeting Intervention Principles



Risk Principle

- High-risk individuals need more assistance
- Low-risk individuals can be harmed by too much assistance



Need Principle

The “Big Four” Criminogenic risk factors

Antisocial Peers

Antisocial
Attitudes

Antisocial
personality traits

History of
antisocial behavior

Other criminogenic risk factors

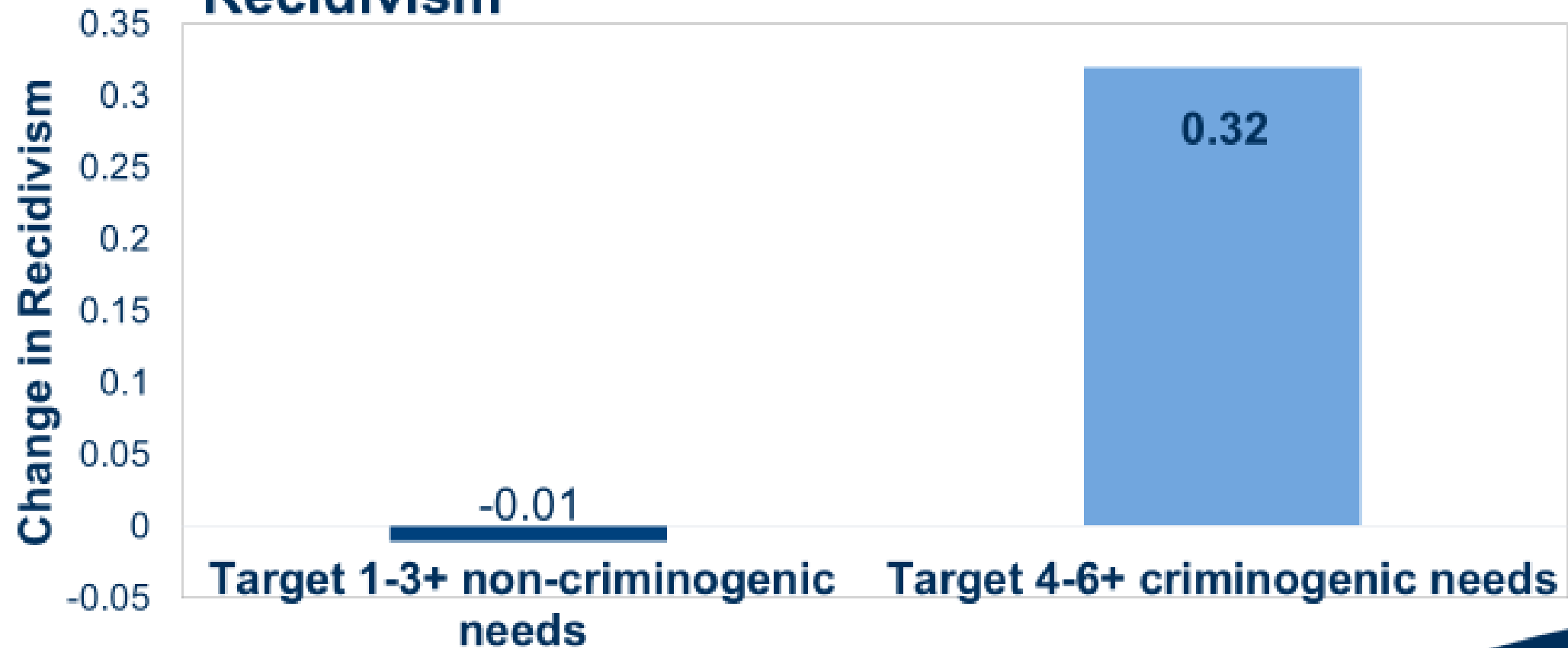
Substance use

Employment/
education

Family Support

Leisure/
recreation

Addressing Criminogenic Needs Decreases Recidivism

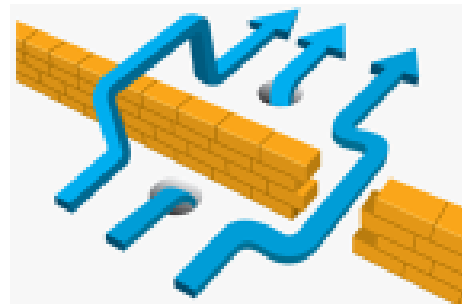


Responsivity Principle

Tells us **how** to target interventions

- What gets in the way of the individual benefiting from supervision and treatment?
- Consider individual learning styles and barriers to interventions

Examples of responsivity factors: trauma, mental illness, motivation, transportation, gender, language, or culture



Dosage Principle

- Tells us **how much** intervention a person needs
 - Less intervention/treatment for lower risk
 - More intervention/treatment for higher risk
- High risk: structure 40-70% of the individual's free time for the first 3-9 months of supervision

Treatment Principle



Fidelity Principle

The Fidelity Principle tells us how to do this work right

- To achieve the biggest impact on recidivism, staff need to properly follow each step of the skills

Question: *What would each principle look like if done correctly?*

- *Risk principle*
- *Need principle*
- *Responsivity principle*

Principle 4: Skill Train with Directed Practice



What is Social Learning?

Social learning theory says that people learn behaviors through observation and through their own experiences with rewards and consequences



Question: *What kinds of behaviors have been reinforced in your life?*

What is a Cognitive Behavioral Approach?

- Based on the principle that internal behavior (thinking) controls external behavior
- Thoughts, feelings, and actions are tied together
- To change behavior, cognitions must change
- Behavioral piece integrates social learning components

A
Activating Event

B
Behavior

C
Consequence

Cognitive Restructuring Tools

Cost-
Benefit
Analysis

Thinking
Report

Behavior
Chain

Problem-
Solving
Worksheet

Core Correctional Practice Skills

Active
listening

Prosocial
modeling

Giving
feedback

Role
clarification

Effective use
of
reinforcement

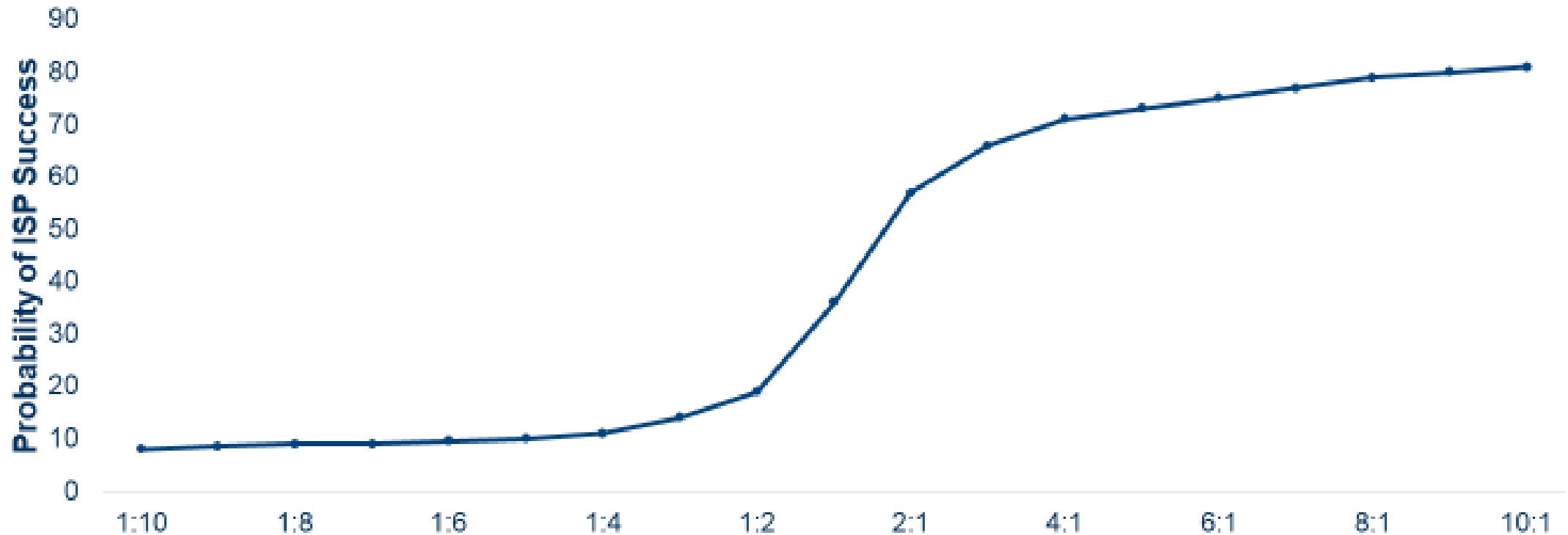
Effective use
of
disapproval

Effective use
of authority

Principle 5: Increase Positive Reinforcement



Increased Rewards Impact Supervision Outcomes



Principle 6: Engage Ongoing Support in Natural Communities



Engage Ongoing Support in Natural Communities

- Identify and involve prosocial support networks, including
 - Employers
 - Teachers
 - Clergy/church groups
 - Family members/spouse
 - Non-profit resource providers

Principle 7: Measure Relevant Practices



Measuring Relevant Practices

- Ensure evidence-based practices are working as intended
- Collect and regularly analyze data to measure outcomes
 - Ensure data collection methods are uniform across the agency

Principle 8: Provide Performance Feedback



Training and Coaching

- Training alone does not ensure fidelity. Staff must practice newly acquired skills to successfully transfer them to the workplace
 - Research shows that about 10% of what is learned at a training gets transferred to the workplace
- Coaching and practice are required to cement new skills

Providing Measurement Feedback

- Agency-wide commitment to continuous quality improvement
 - QA is not a “gotcha” but for staff/agency development
- Feedback must be
 - Timely
 - Accurate
 - Consistent

Summary

- Evidence-based practices are rooted in social science and are proven to be effective with persons on supervision
- Assessing risk and need is critical when deciding how much supervision and treatment to provide
- Targeting criminogenic risk areas is the most effective way to reduce recidivism
- Practicing new skills in a safe setting allows a person to practice them in real life
- Doing the work with fidelity and measuring outcomes is essential



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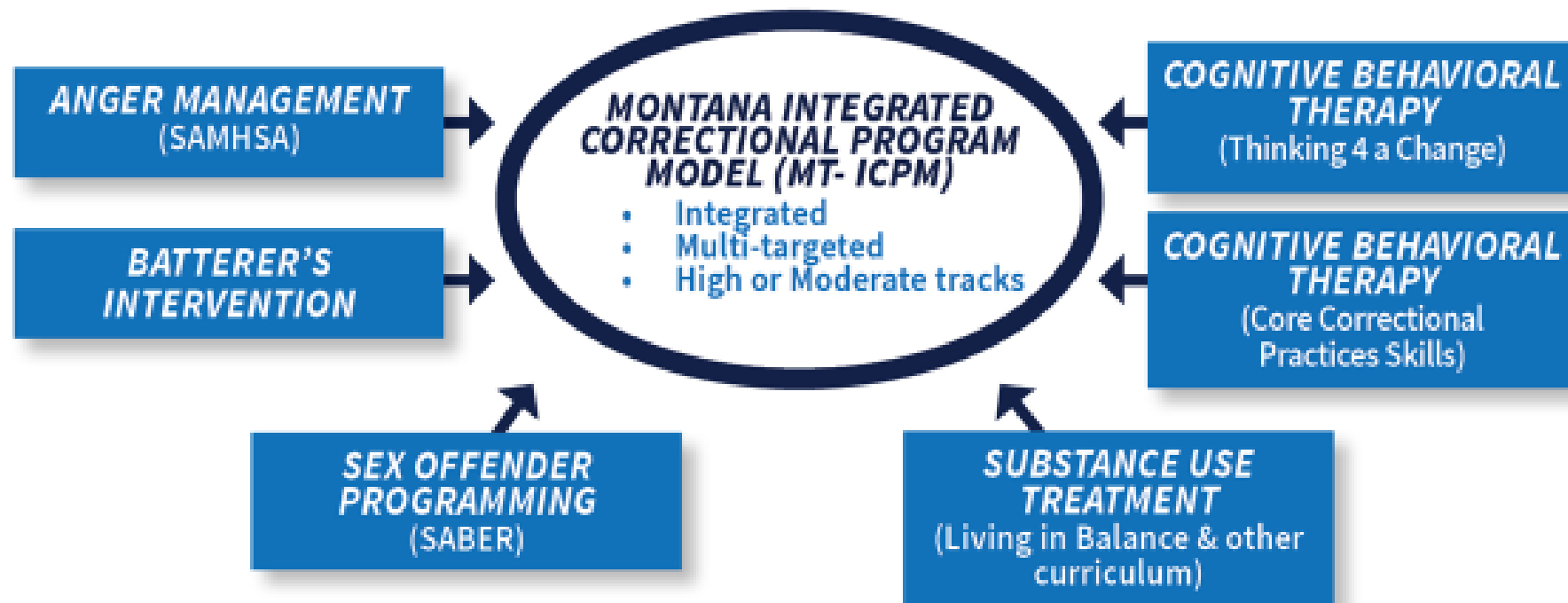
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Risk Need Responsivity Assessments

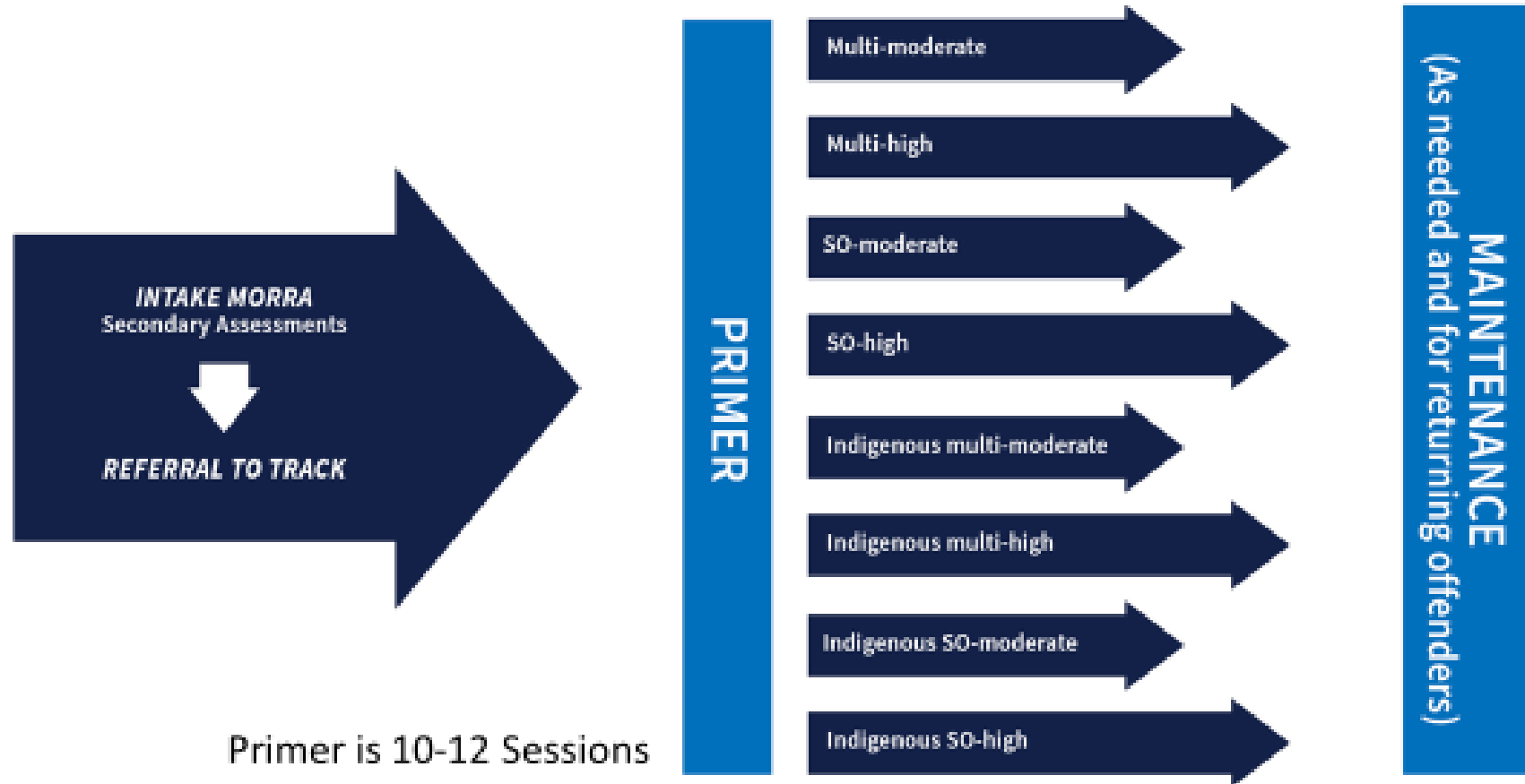
- **Montana Offender Risk and Reentry Assessment (MORRA)** – A dynamic risk/needs assessment system to be used with adult offenders renamed from Ohio Risk Needs Assessment (ORAS).
- **Alcohol Use Disorder Identification Test (AUDIT)** - is a simple and effective method of screening for unhealthy alcohol use, defined as risky or hazardous consumption or any alcohol use disorder.
- **TCU Drug Screen 5 (with Opioid Supplement)** - Screens for mild to severe substance use disorder and is particularly useful when determining placement and level of care in treatment.
- **Ontario Domestic Assault Risk Assessment (ODARA)** - Actuarial risk assessment that calculates how a man who has assaulted his female partner ranks among similar perpetrators with respect to risk. It also calculates the likelihood that he will assault a female partner again in the future.
- **STATIC-99R** – An actuarial risk assessment instrument designed to assess risk of sexual recidivism for adult males who have already been charged with or convicted of at least one sex offence against a child or a non-consenting adult.
- **STABLE-07** – a measure of risk factors relevant for the treatment and supervision of adult males convicted of a sexually motivated offense.
- The above assessments are validated by peer reviewed research to be effective predictors of future risk.

MEN'S PROGRAMMING CHANGES



MONTANA INTEGRATED CORRECTIONAL PROGRAM MODEL (MT-ICPM)

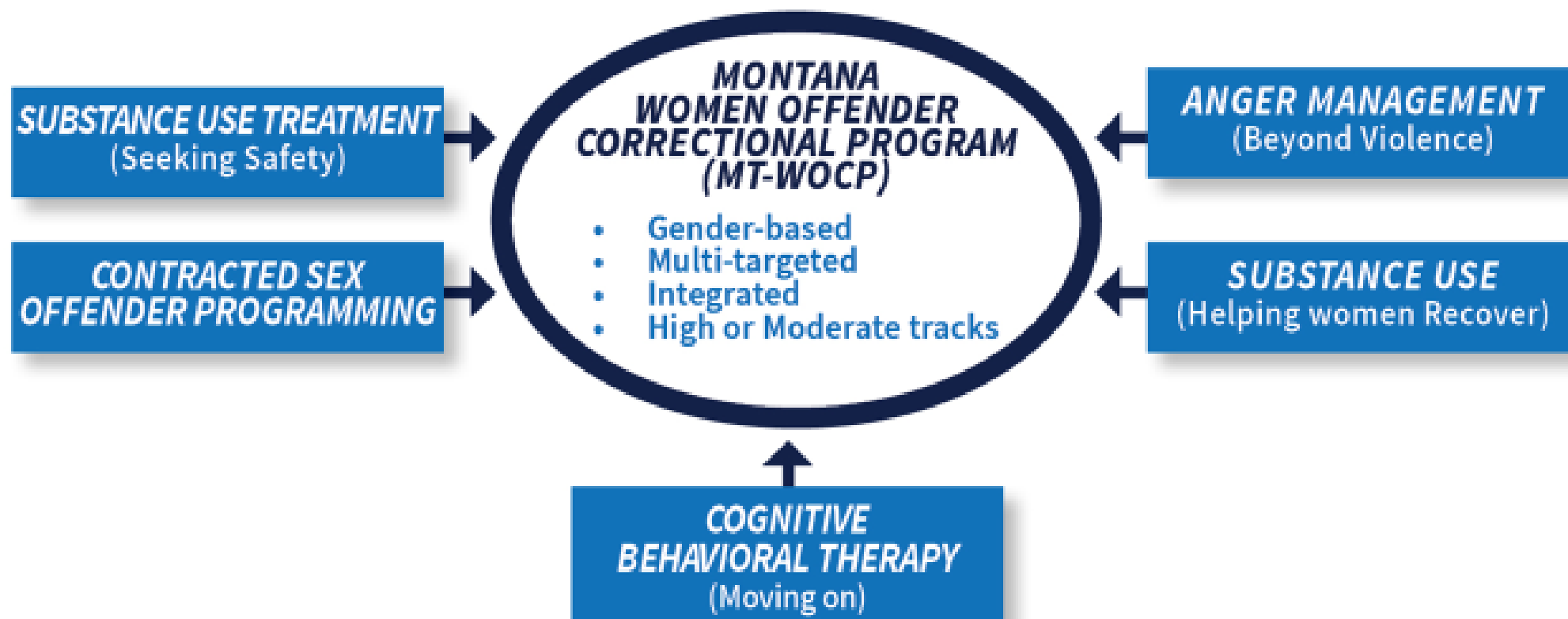
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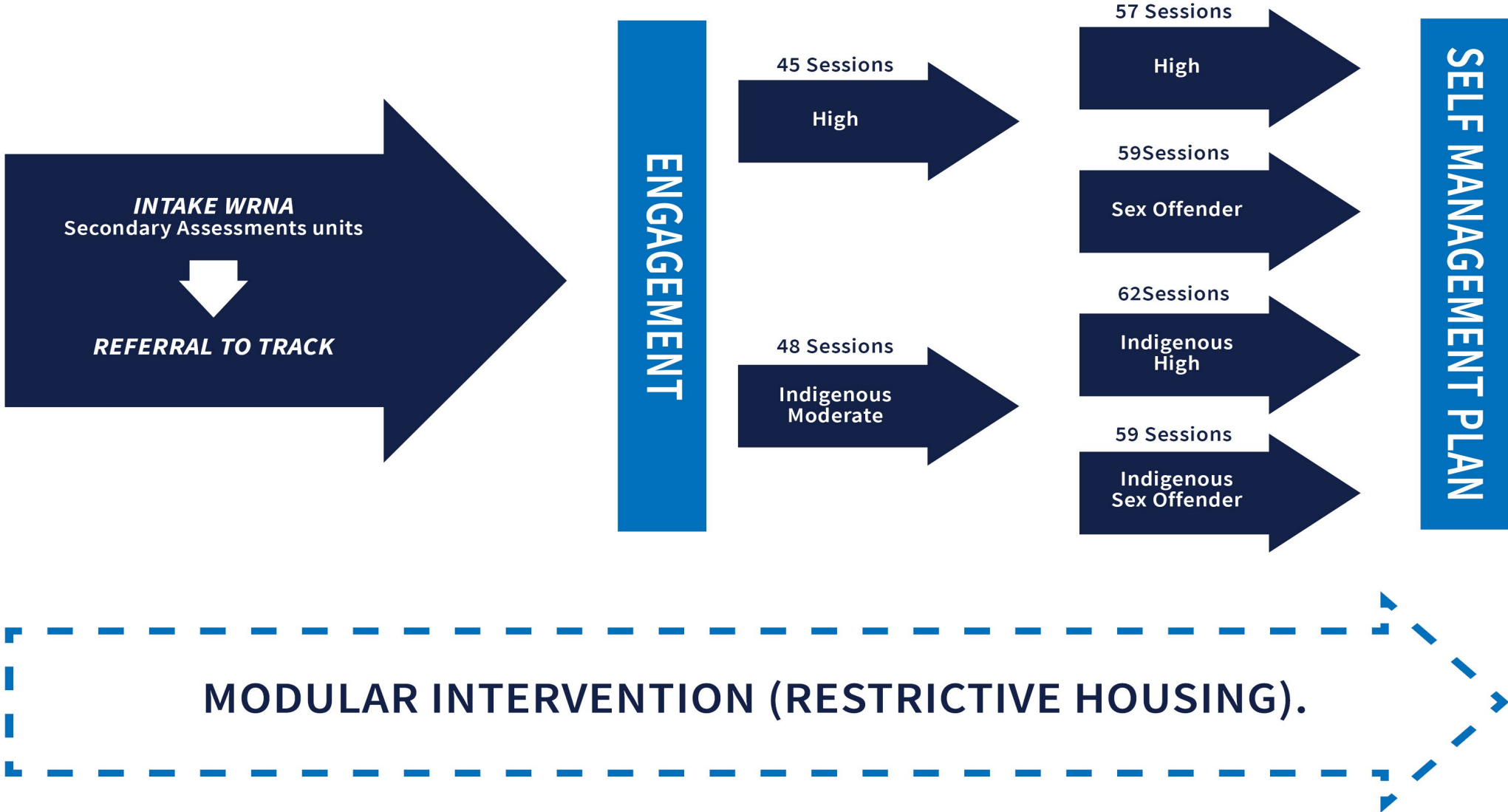
Sessions:	Minimum Dosage Hours:
51	76.5
92	138
62	93
108	162
62	93
111	166.5
70	105
117	175.5



WOMEN'S PROGRAMMING CHANGES



MONTANA WOMEN'S OFFENDER CORRECTIONAL PROGRAM (MT-WOCP)



PROGRAM BENEFITS

- Program uses dedicated Program Specialists to facilitate integrated programming
- Training is at least 10 days for the standard programming. Additional days are required for the Sex Offender and Indigenous programs
- Specialized licenses are not required to facilitate groups
- Program Specialists are supervised by a Licensed Clinician
- Program integrity is strongly adhered to with quality review process
- Programs allow for the use of common terminology and teach skills that can be used to address multiple criminogenic needs at the same time
- Program is manualized, but allows for the Program Specialist's to individualize the programming material to be specific to the offenders in group
- Discharge Summary – extensive document detailing the offenders target behaviors and progress or lack thereof



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Questions?

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