Translating Research into Practice: Implementing RNR in Community Supervision

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Session Objectives

- Review research on the effectiveness of RNR models of community supervision

- Identify the four components of the EPICS model and key skills used within the model

- Develop an understanding of the EPICS training and coaching process

- Review research on the effectiveness of the EPICS model

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Section 1

Effectiveness of RNR Models of Community Supervision

Traditional Community Supervision

- Community supervision is one of the most widely used sanctions in the criminal justice system

- Historically, community supervision was seen as positive because it minimized the criminogenic effects of prison and promoted the community integration of offenders (Abadinsky 2009; Gibbons and Rosecrance 2005)

- However, a growing body of research illustrates that community supervision *alone* has been ineffective in reducing recidivism (e.g., Petersilia and Turner 1993; MacKenzie 1997; Bonta et al., 2008)

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Traditional Community Supervision

- Why has community supervision not shown reductions in recidivism?
  - Bonta et al. (2008) explored the potential reasons that community supervision has been shown to be ineffective in reducing recidivism

  - The authors found that officers rarely adhered to the principles of effective intervention during contact sessions

  - Instead of focusing on risk, need, and responsivity factors, officers spent most of their contact sessions on compliance with conditions and the law enforcement aspects of their job

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Principles of Effective Intervention

- Prior research has demonstrated that correctional services can be effective in reducing recidivism…but not all services are equally effective!

- The most effective services are based on the **principles of effective intervention**.

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Principles of Effective Intervention

RISK	NEED	RESPONSIVITY
WHO	**WHAT**	**HOW**
Deliver more intense intervention to higher risk offenders	Target criminogenic needs to reduce risk for recidivism	Use CBT approaches Match mode/style of service to offender

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Translating the RNR Framework to Community Supervision

- *Adhere to the **principles of effective intervention**:*
  - Assess risk and need levels
  - Target moderate and high risk offenders
  - Target criminogenic needs
  - Use cognitive behavioral interventions

- *Use **core correctional practices**:*
  - Quality collaborative relationship
  - Reinforcement, Disapproval, Use of Authority
  - Cognitive restructuring
  - Structured skill building
  - Problem solving skills

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Translating the RNR Framework In Community Supervision

THE WORK OF CHRIS TROTTER

- The use of certain skills by probation staff is related to reductions in recidivism:
  - Developing collaborative relationships
  - Role clarification
  - Targeting criminogenic needs
  - Reinforcing prosocial behavior
  - Prosocial modeling
  - Problem solving

Trotter, C. (1996, 2006).

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Translating the RNR Framework In Community Supervision

STICS RESEARCH

- Strategic Training Initiative in Community Supervision (STICS)

- Results indicated that trained participants had 12% higher retention rates than untrained participants at six months

Bourgon et al. (2010)
Bonta et al. (2010)

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Translating the RNR Framework In Community Supervision

STICS RESEARCH

Bonta et al. (2010)

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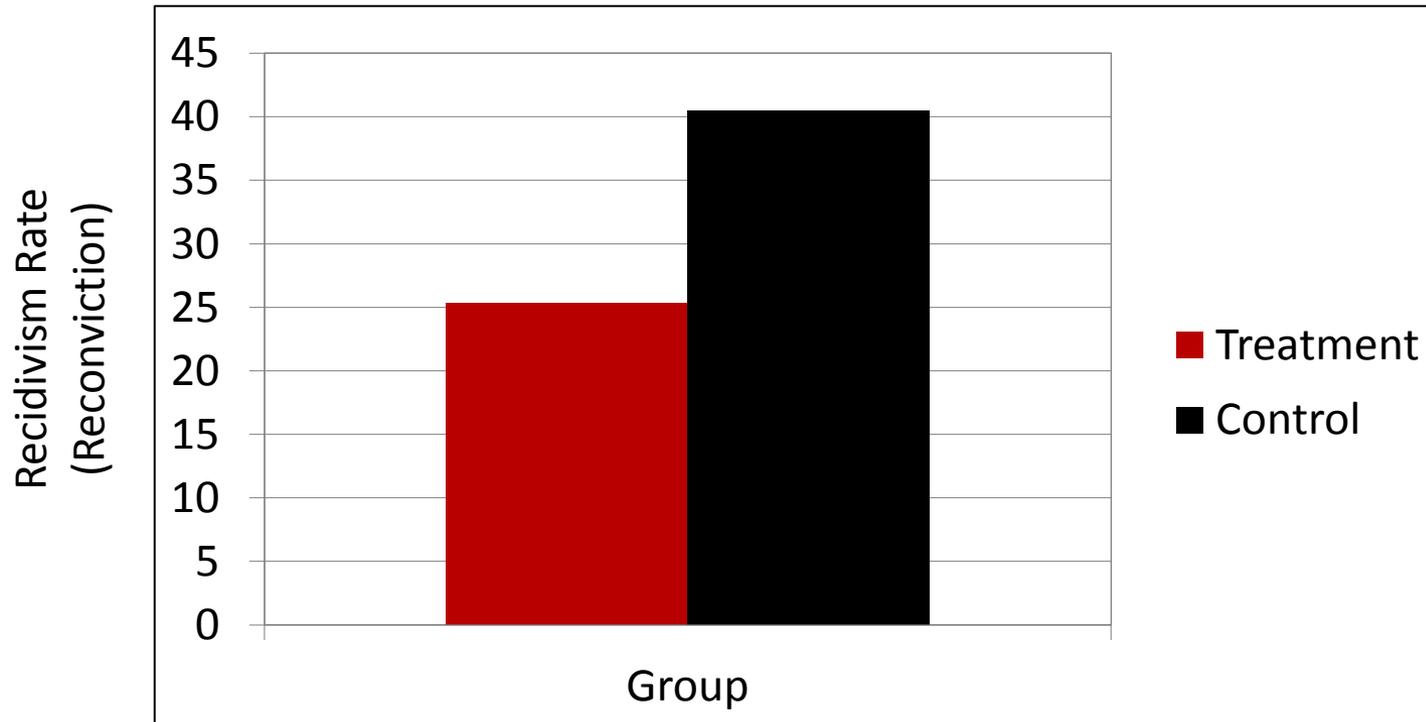
Section 2

EPICS Model and Core Skills

Purpose of the EPICS Model

- This model strives to more fully utilize staff as agents of change and ensure offenders receive a consistent message throughout the continuum of correctional services

- The EPICS model is <u>not</u> intended to replace more intense cognitive-behavioral treatments that address specific criminogenic needs

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Objectives of the EPICS Model

- Apply the **RNR** framework to community supervision
  - Focuses effort on moderate to high risk offenders
  - Provides a format to target criminogenic needs in a one-on-one context
  - Encourages identification of specific responsivity factors
  - Uses cognitive and behavioral strategies to change offender behavior

- Train staff on **core correctional practices**

- Train staff to intervene where the offender is deficient in making decisions

- Include measures of fidelity and coaching sessions

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EPICS Session Structure

- Each contact session should be structured in the following way:

  1. Check-in
  2. Review
  3. Intervention
  4. Homework

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EPICS Session Structure

- **Check-in** is an opportunity to:

  - Promote a collaborative relationship with offender
  - Assess for crises/acute needs
  - Assess for compliance with conditions

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EPICS Session Structure

- **Review** is an opportunity to:

  - Enhance learning by reviewing previous interventions
  - Review previous homework assignment
  - Discuss community agency referrals
  - Set or review goals with the offender

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EPICS Session Structure

- **Intervention** is an opportunity to:

  - Target criminogenic needs using structured cognitive-behavioral techniques:
    - Behavior Chain
    - Cognitive Restructuring
    - Cost-Benefit Analysis
    - Skill Building
    - Problem Solving
    - Graduated Practice

  - Target specific responsivity issues

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EPICS Session Structure

- **Homework** is an opportunity to:

    - Generalize learning to new situations
    - Assign appropriate homework
        - Assign homework directly related to the intervention
        - Give offender clear expectations
        - Encourage offender to use interventions on risky situations

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EPICS Core Skills

Throughout Model

- Relationship skills:
  - Active listening
  - Giving feedback

- Behavioral modification skills:
  - ***Reinforcement***
  - Disapproval
  - Use of authority

Interventions

- Motivational skills:
  - Cost-benefit analysis

- Cognitive behavioral skills:
  - ***Cognitive restructuring***
  - Prosocial modeling
  - *Structured skill building*
  - Problem solving

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EPICS Core Skill Example

- Please listen to the example of a probation officer using *cognitive restructuring* with an offender during the intervention component of the EPICS model

EPICS Core Skill Example

- Please watch the live model of ***effective reinforcement*** used within the context of an EPICS session.

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Section 3

EPICS Training and Coaching Processes

EPICS Training and Coaching Process

- EPICS is a three-day training for officers and supervisors on RNR, core correctional practices, and the session components

- In order to ensure adherence to the model and to train the supervisors as coaches, monthly coaching sessions are included as part of the training

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EPICS Coaching Process

- Written individual feedback is provided on use of the model

- Group feedback is provided on use of the model

- Skills are reviewed, modeled, and practiced

- Support is provided to supervisors regarding implementation and on-going coaching

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EPICS Coaching Process

- In order to ensure adherence to the model and to train the supervisors as coaches, five video conference sessions are included as part of the training

  - **Sessions 1-2:** UC staff will review audio tapes and specific cases with all of the trainees
  - **Session 3-4:** Supervisors will partner with UC staff to conduct the reviews and coaching
  - **Session 5:** Supervisors will conduct the session, with UC staff providing support and coaching

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Section 4

Research Supporting the EPICS Training and Coaching Processes
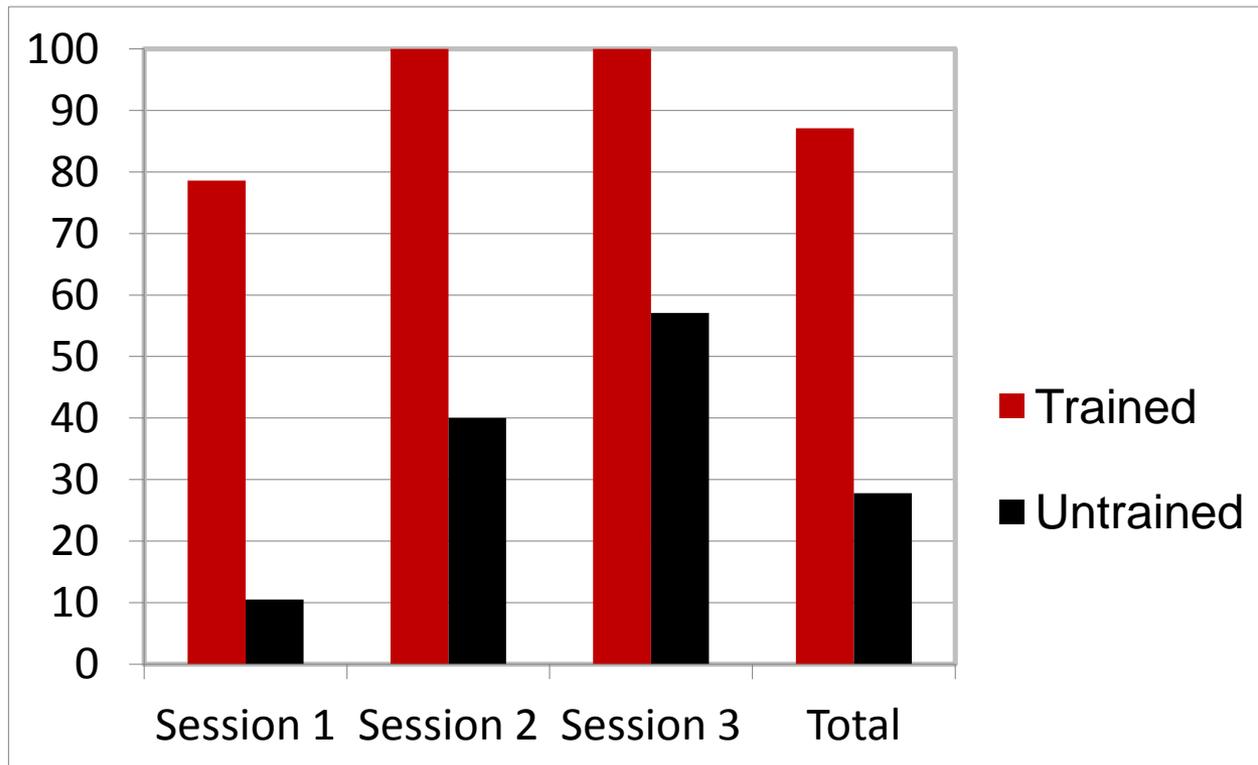
EPICS Research

EPICS PILOT RESEARCH

- Effective Practices in Community Supervision (EPICS)

- Results indicated that staff trained in the EPICS model demonstrated more consistent use of core correctional practices

- Trained staff also became more proficient in their use of the skills over time as a result of participation in additional practice sessions
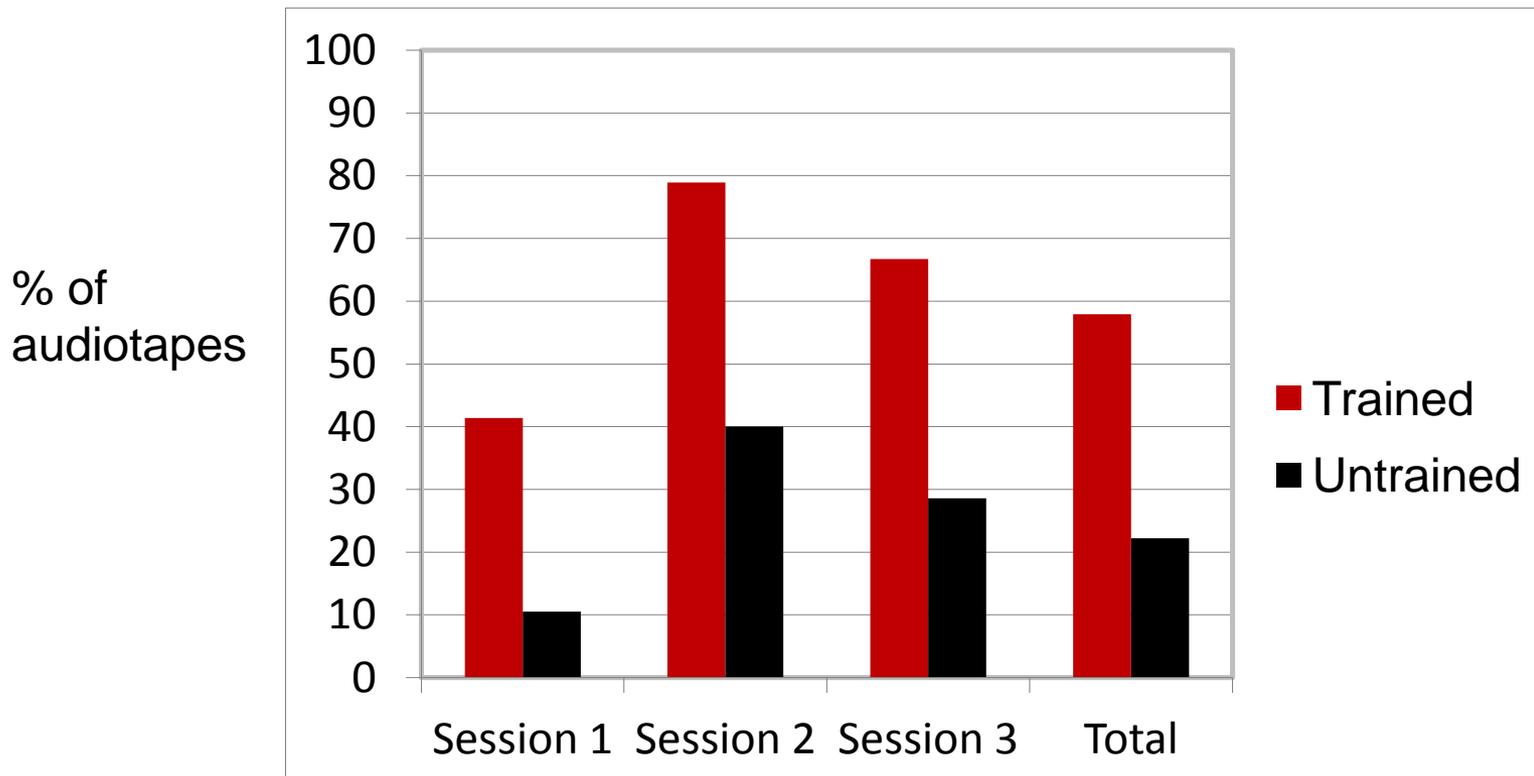
Smith et al. (2012)

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EPICS Research

Trained staff were more likely to spend time discussing criminogenic needs

% of audiotapes

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EPICS Research

Trained staff were far more likely to identify antisocial thinking
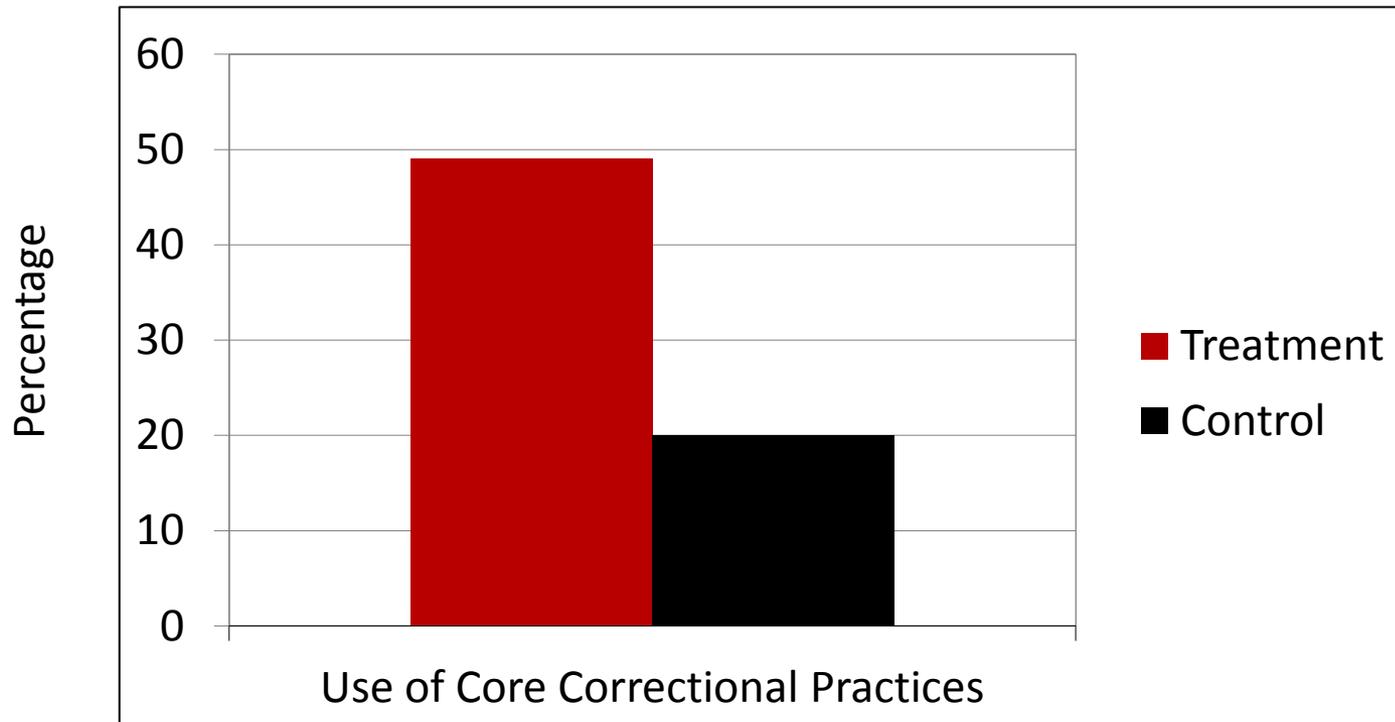

% of audiotapes

25
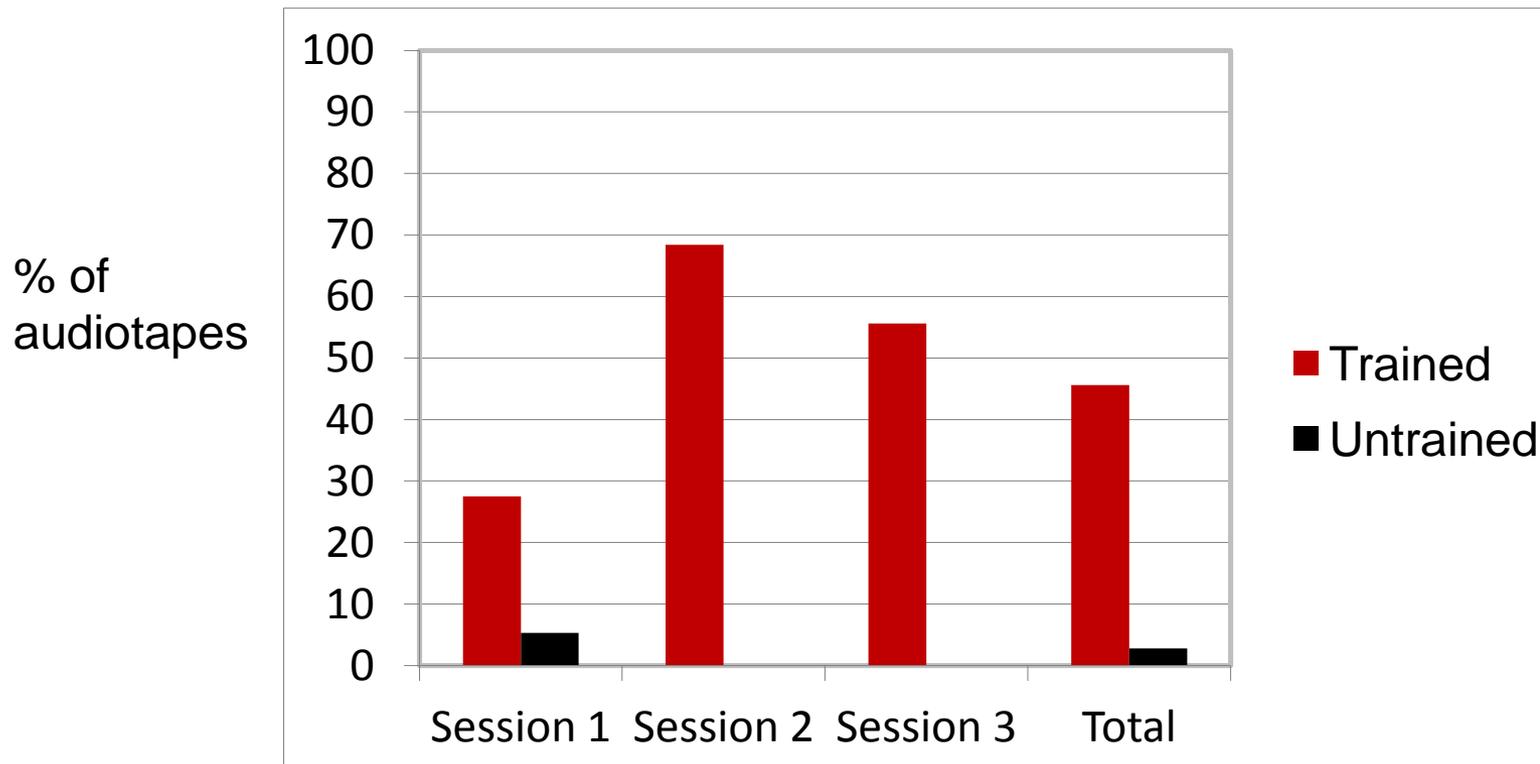
EPICS Research

EPICS RESEARCH

- Evaluation of EPICS in Ohio

- Involved 21 trained and 20 untrained staff and 272 offenders

- Staff trained in EPICS outperformed untrained staff in the use of core correctional practices during contact sessions

- High risk offenders assigned to high fidelity staff had significantly lower incarceration rates than high risk offenders assigned to low fidelity staff

Latessa et al. (2013)
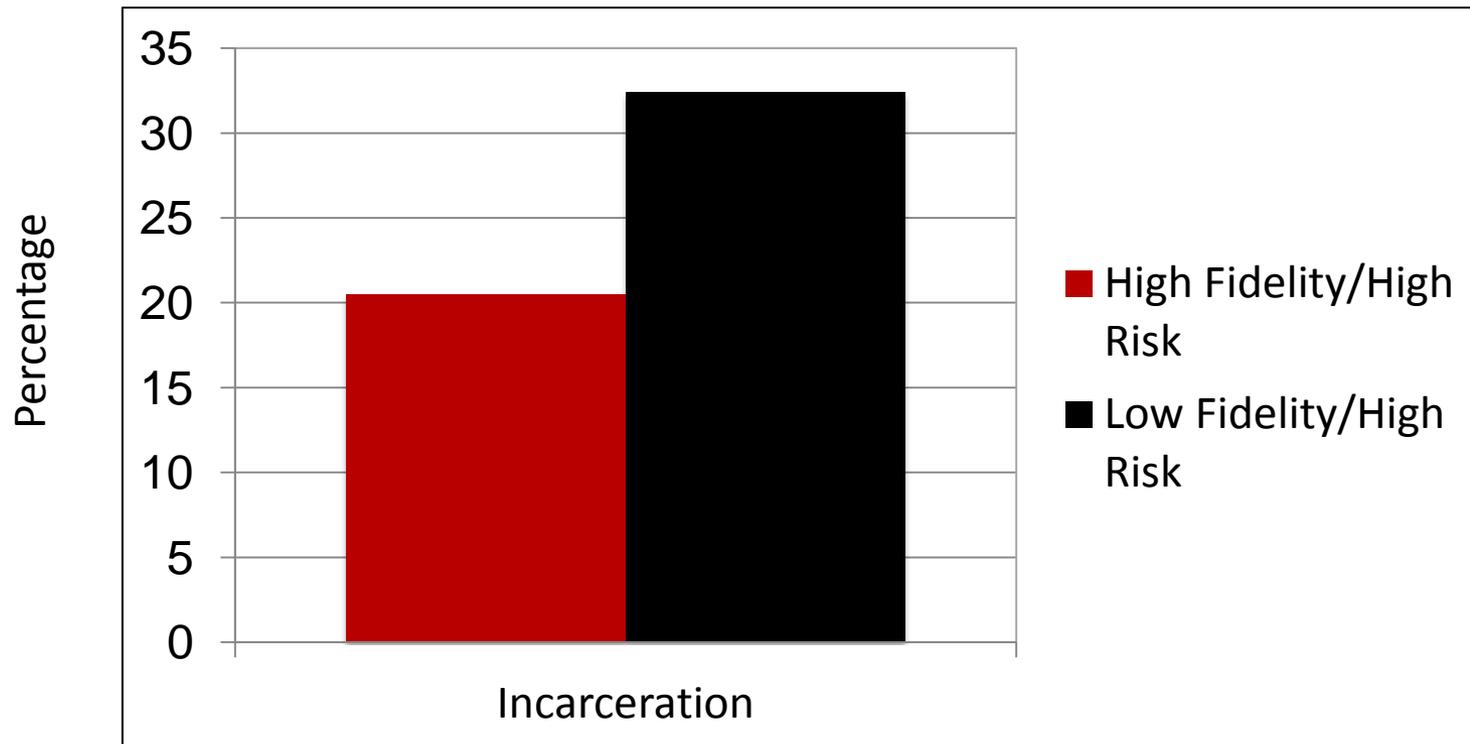
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EPICS Research

EPICS RESEARCH

Latessa et al. (2013)

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EPICS Research

EPICS RESEARCH

Latessa et al. (2013)

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EPICS Research

EPICS IMPACT ON ANTISOCIAL THINKING

- Recent research has shown that the EPICS model is an effective means to reduce the antisocial thinking patterns of offenders supervised by officers trained in the model

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EPICS Research

EPICS INFLUENCE ON RELATIONSHIPS

- Probation staff trained in EPICS who had high fidelity to the model were significantly more likely to be perceived as trusting by the offenders on their caseload

- The study found that as as trust increased between the offender and the officer, the odds of being re-arrested are lowered

Labrecque et al. (2013). *Forthcoming.*

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Multnomah Co. EPICS Coaching with UCCI

- Approximately one month after training, staff sent in audiotapes of contact sessions to be coded for adherence to the EPICS model

- Written individual feedback was provided on use of the model
  - Supervisors reviewed feedback and audios with each staff

- Group feedback was provided on use of the model

- Skills were reviewed, modeled, and practiced

The Importance of Sustainability

- Support was provided to supervisors regarding on-going implementation and coaching

  – Attend 6 EPICS coaching sessions with UCCI

  – Attend 6 pre-coaching session conference calls with UCCI

  – Provided individual feedback to staff

  – Practiced coding using the EPICS Rating Form

  – Hosted internal booster sessions

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Officer Proficiency with EPICS Model: Collaborative Relationship

Month 1
84%

➡️

Month 6
97%

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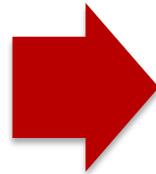
Officer Proficiency with EPICS Model: Cognitive Restructuring

Month 1
35%

➡️

Month 6
75%

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Officer Proficiency with EPICS Model: Structured Skill Building

Month 1
13%

→

Month 6
64%

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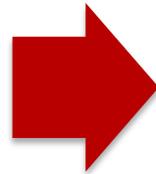
Officer Proficiency with EPICS Model: Effective Reinforcement

Month 1
2%

→

Month 6
71%

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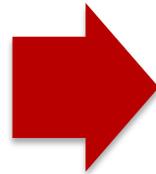
Officer Proficiency with EPICS Model: Effective Disapproval

Month 1
7%

Month 6
71%

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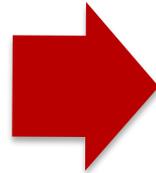
Officer Proficiency with EPICS Model: Check-In

Month 1
78%

➡️

Month 6
95%

➡️

January 2013
99%

Officer Proficiency with EPICS Model: Review

Month 1
52%

➡️

Month 6
75%

➡️

January 2013
84%

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Officer Proficiency with EPICS Model: Intervention

Month 1 49%	→	Month 6 61%	→	October 2013 91%

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Officer Proficiency with EPICS Model: Homework

Month 1
37%

Month 6
71%

October 2013
91%

Officer Proficiency with EPICS Model: Criminogenic Needs

| Month 1 50% | → | Month 6 85% | → | January 2013 94% |

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Tips for Successful Implementation

- Form an Implementation Team prior to the training

- Administrative support is critical:
  - Director of agency should provide clear expectations that acquiring this skill set is the number # 1 priority over the next 12 months

- Address workload for line staff and first line Managers
  - Plan for the additional time 'coaching' requires

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Tips for Successful Implementation

- Schedule boosters to follow up on the UCCI Training sessions
  - This will assist in the development of your Coaches

- Continue with boosters when you complete process with UCCI
  - Muscle memory comes from practice, practice, practice!!!

- Develop processes for continued improvement

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Importance of Continued Improvement

- Amend Audits and Performance Evaluations
    - Give staff 12 months to learn skills and then amend the review process

- Develop performance measures to measure success and integration:
    - Statewide performance measures on recidivism, retention, abscond rates and reduction of criminogenic needs.
    - Offender survey's

- Measure submission of tapes quarterly

- Reward and reinforce top performers
    - Tape of the Month

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Thank You

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