



EPICS

*Effective Practices
in Community
Supervision*

Brought to you by the Multco

EPICS Training team



The Rationale for the EPICS Model

Rationale for EPICS Training

WHAT ARE THE GOALS OF COMMUNITY SUPERVISION?

- Decrease criminal behavior
- Ensure public safety
- Provide accountability
- Monitor compliance to court orders
- Broker services



Rationale for EPICS Training

HOW DOES COMMUNITY SUPERVISION ACCOMPLISH THESE GOALS?

- Regular office visits
- Home visits
- Drug testing
- Set/monitor conditions
- Develop supervision plans
- Provide support and guidance
- Solve problems



Rationale for EPICS Training

WHAT HAS KEPT COMMUNITY SUPERVISION FROM ACCOMPLISHING THESE GOALS?

- Dosage
- Length of community supervision
- Caseload size
- Unknown risk of offender
- Availability and quality of community referrals
- Content of interaction with offender
- Policy/procedural issues



Rationale for EPICS Training

WHAT HAS KEPT COMMUNITY SUPERVISION FROM ACCOMPLISHING THESE GOALS?

A meta-analytic review of the supervision research revealed:

- The development of supervision plans were based on court-mandated conditions and not assessment results
- Even when criminogenic needs were identified, they were not discussed in the majority of cases
- ↑ probation officer focused on conditions of probation, ↑ in recidivism

Bonta, J., Rugge, T., Scott, T., Bourgon, G., & Yessine, A. (2008)



Traditional Officer-Offender Interactions are often not effective because:

- They are too brief to have an impact
- Conversations focus almost exclusively on monitoring compliance conditions (and therefore emphasize external controls on behavior rather than developing an internal rationale for pro-social behavior)
- Relationship is often more confrontational and authoritarian in nature than helpful



Rationale for EPICS Training

WHAT CAN WE LEARN FROM THESE RESULTS?

1. Adhere to the principles of effective Intervention:

- Target moderate and high risk offenders
- Target criminogenic needs
- Use cognitive behavioral interventions

2. Use core correctional practices:

- Quality collaborative relationship
- Reinforcement, Disapproval, Use of Authority
- Cognitive restructuring
- Structured skill building
- Problem solving skills



1. Adhere to the Principles of Effective Intervention

RISK

WHO

Deliver more intense intervention to higher risk offenders

NEED

WHAT

Target criminogenic needs to reduce risk for recidivism

RESPONSIVITY

HOW

Use CBT approaches
Match mode/style of service to offender

FIDELITY

HOW WELL

Deliver treatment services as designed



1. Adhere to the Principles of Effective Intervention

RISK PRINCIPLE

- Assess and identify **moderate and high risk** offenders.
- Target moderate and high risk offenders for **more intensive** treatment, services, and supervision.
- Including **lower risk** offenders in **higher-end** programs may **increase** their risk and failure rates



1. Adhere to the Principles of Effective Intervention

TRANSLATING THE RISK PRINCIPLE

- Assess risk factors using standardized and validated tools
- Focus effort on moderate and high risk offenders
 - More frequent supervision meetings
 - Increased community agency referrals

EPICS Adherence to Risk: The model is meant to be used with moderate and high risk offenders



1. Adhere to the Principles of Effective Intervention

NEED PRINCIPLE

- Identify and target **criminogenic** needs:
 - Attitudes, values, beliefs
 - Peer associations
 - Personality

 - Education/employment
 - Family
 - Substance abuse
 - Leisure/recreation



1. Adhere to the Principles of Effective Intervention

TRANSLATING THE NEED PRINCIPLE

- Spend majority of time focusing on identified criminogenic need areas of offender
 - Particular emphasis on antisocial attitudes, values, and beliefs

EPICS Adherence to Need: The model provides a format to target criminogenic needs in a one-on-one context



1. Adhere to the Principles of Effective Intervention

RESPONSIVITY PRINCIPLE

- Specific responsivity
 - Remove **barriers** to treatment
 - **Match** style and mode of service delivery to key participant characteristics
 - Be **responsive** to temperament, learning style, motivation, gender and culture



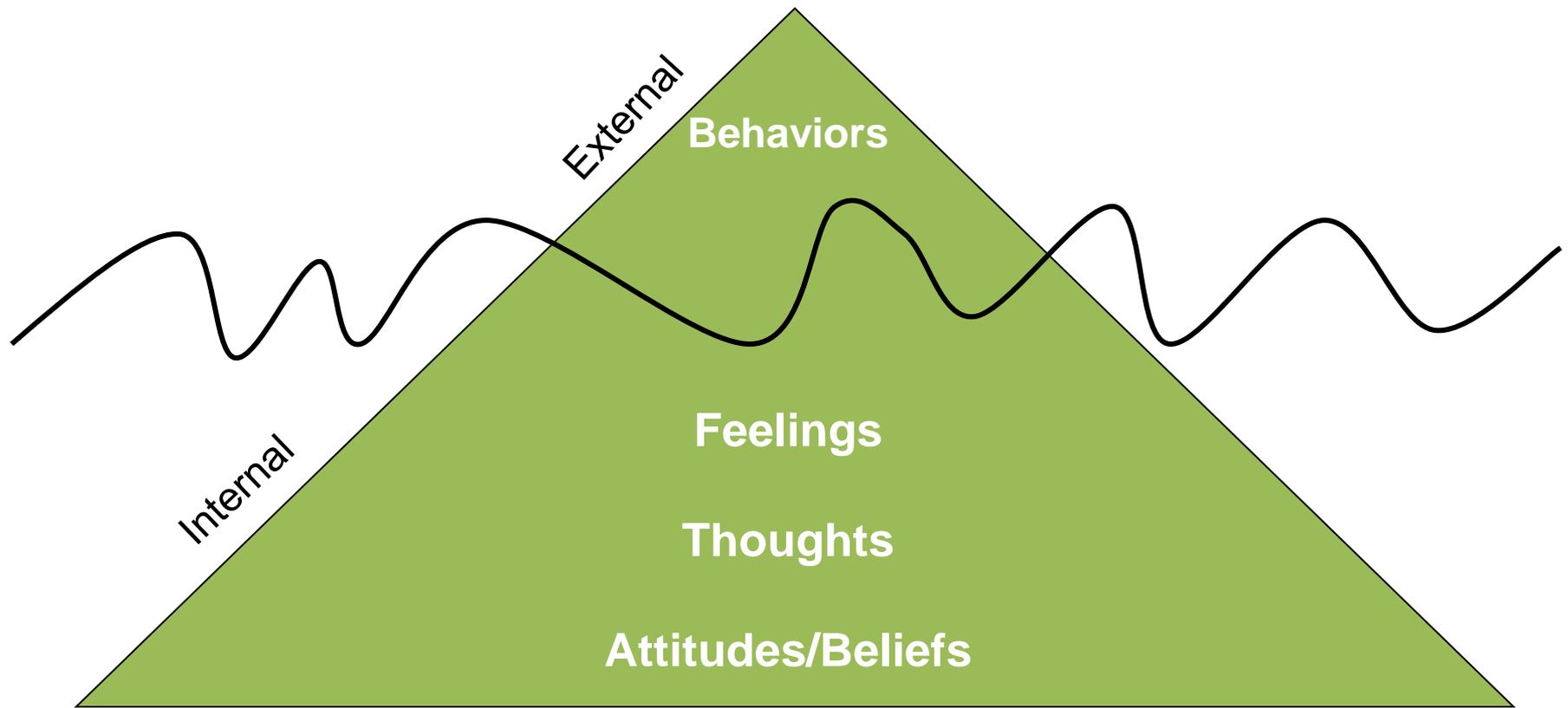
1. Adhere to the Principles of Effective Intervention

RESPONSIVITY PRINCIPLE

- General responsivity
 - Cognitive behavioral interventions have been shown to be most effective when trying to change offender behavior



1. Adhere to the Principles of Effective Intervention



1. Adhere to the Principles of Effective Intervention

COGNITIVE BEHAVIORAL MODEL

- Scientific
- Active
- Present-focused
- Based on theories of learning
- Individualized
- Brief
- Step-wise progression
- Treatment packages



1. Adhere to the Principles of Effective Intervention

TRANSLATING THE RESPONSIVITY PRINCIPLE

- Identify and remove specific barriers that could affect success
- Structure contact sessions and teach interventions in a concrete way
- Use cognitive and behavioral strategies to change offender behavior

EPICS Adherence to Responsivity: The model can be used flexibly to meet offender responsivity factors and uses cognitive behavioral strategies to change behavior



1. Adhere to the Principles of Effective Intervention

FIDELITY PRINCIPLE

- Implementing the intervention **as closely as possible** to the way it was designed
- Every major study shows **a strong relationship** between fidelity and recidivism
- Poor fidelity can lead to **null effects** or **unforeseen consequences** (increasing recidivism)



1. Adhere to the Principles of Effective Intervention

TRANSLATING THE FIDELITY PRINCIPLE

- Ensure staff have training and coaching around the model and specific skills
- Make sure barriers are addressed, but criminogenic needs are targeted
- Monitor delivery of model & skills and provide feedback
- Reassess offenders in meeting target behaviors



2. Use Core Correctional Practices

- Core correctional practices were first introduced in the 1980s as a way to increase the therapeutic potential of rehabilitation programs

Andrews and Keissling (1980)

- These are concrete practices that correctional staff can use with offenders to be more effective at changing behavior and reducing recidivism
- Over 700 evaluations show that programs that incorporate these practices with an RNR model have been associated with better treatment effects compared to programs that don't

Dowden and Andrews (2004)



2. Use Core Correctional Practices

1. Relationship Skills
2. Anti-criminal modeling
3. Structured Learning
4. Cognitive Restructuring
5. Problem Solving
6. Effective Reinforcement
7. Effective Disapproval
8. Effective Use of Authority



Rationale for EPICS Training

RNR/CCP MODEL RESEARCH

Evaluations of models that adhere to RNR and train on core correctional practices have demonstrated effectiveness in reducing recidivism

- **Work of Chris Trotter** (Trotter 1996, 2006)
- **STICS** (Bonta et al, 2010, Bourgon et al., 2010)
- **STARR** (Robinson et al., 2011)
- **EPICS** (Latessa et al., 2013)



Rationale for EPICS Training

EPICS PILOT RESEARCH

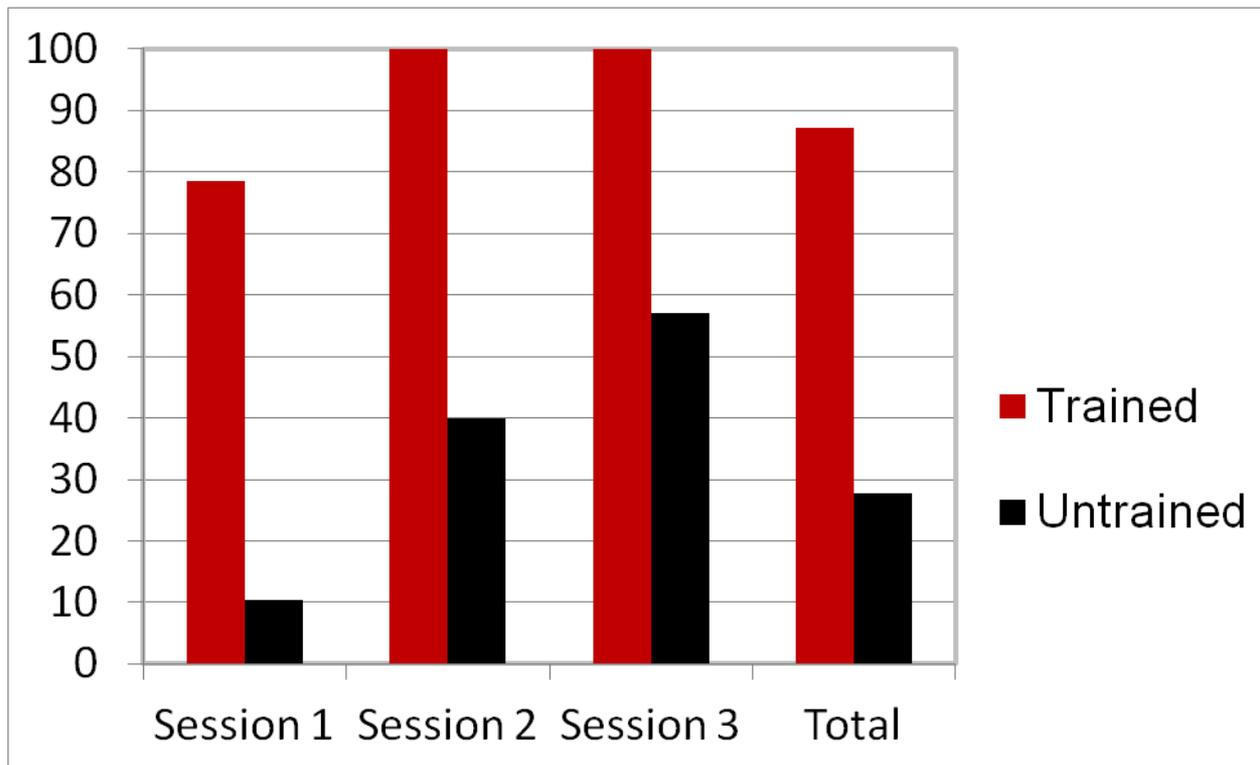
- Results indicated that staff trained in the EPICS model demonstrated more consistent use of core correctional practices
- Trained staff also became more proficient in their use of the skills over time as a result of participation in additional practice sessions

Smith et al. (2012)



Rationale for EPICS Training

Trained staff were more likely to spend time discussing criminogenic needs

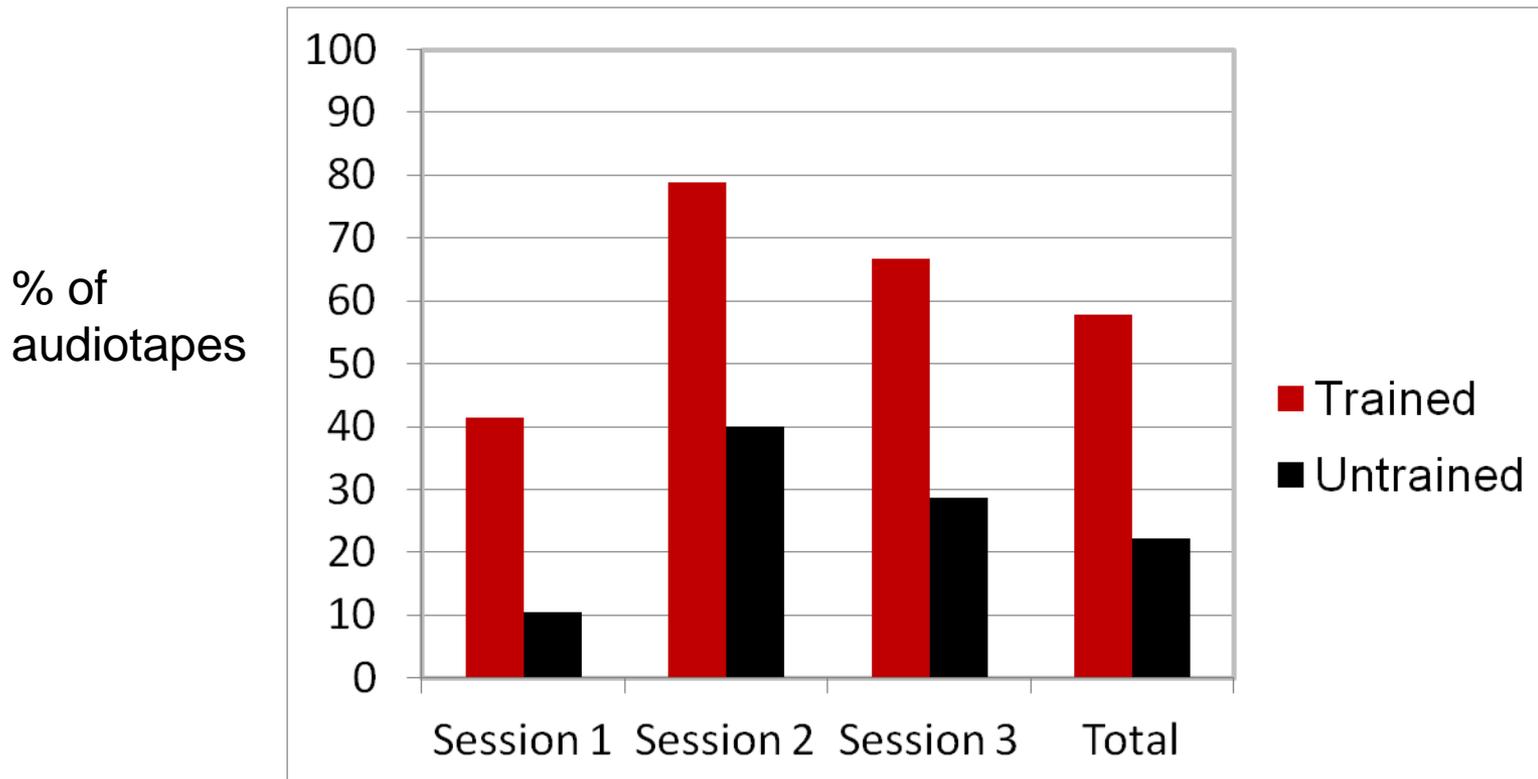


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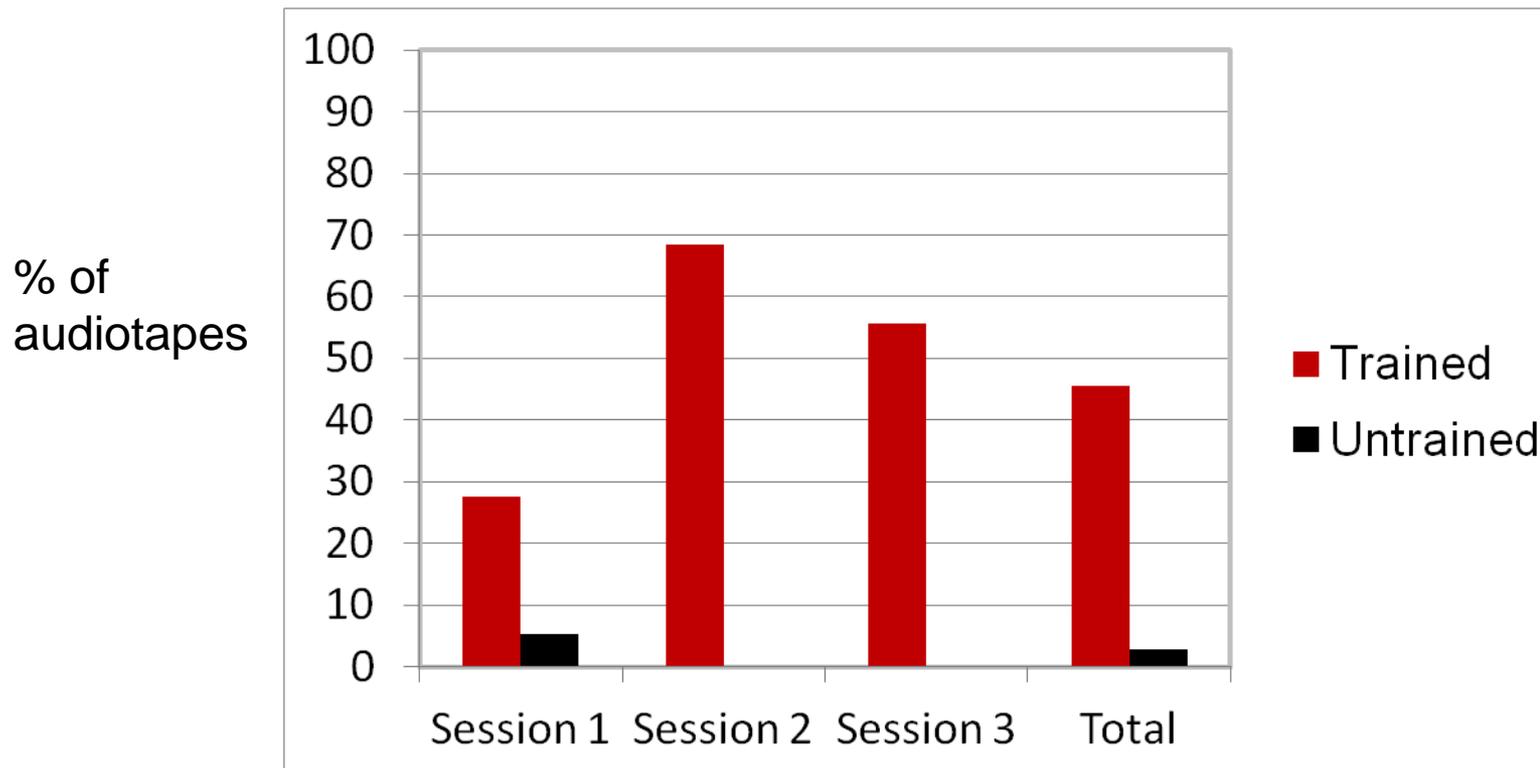
Rationale for EPICS Training

Trained staff were more likely to make effective use of social reinforcement



Rationale for EPICS Training

Trained staff were far more likely to identify antisocial thinking



Rationale for EPICS Training

EPICS RESEARCH

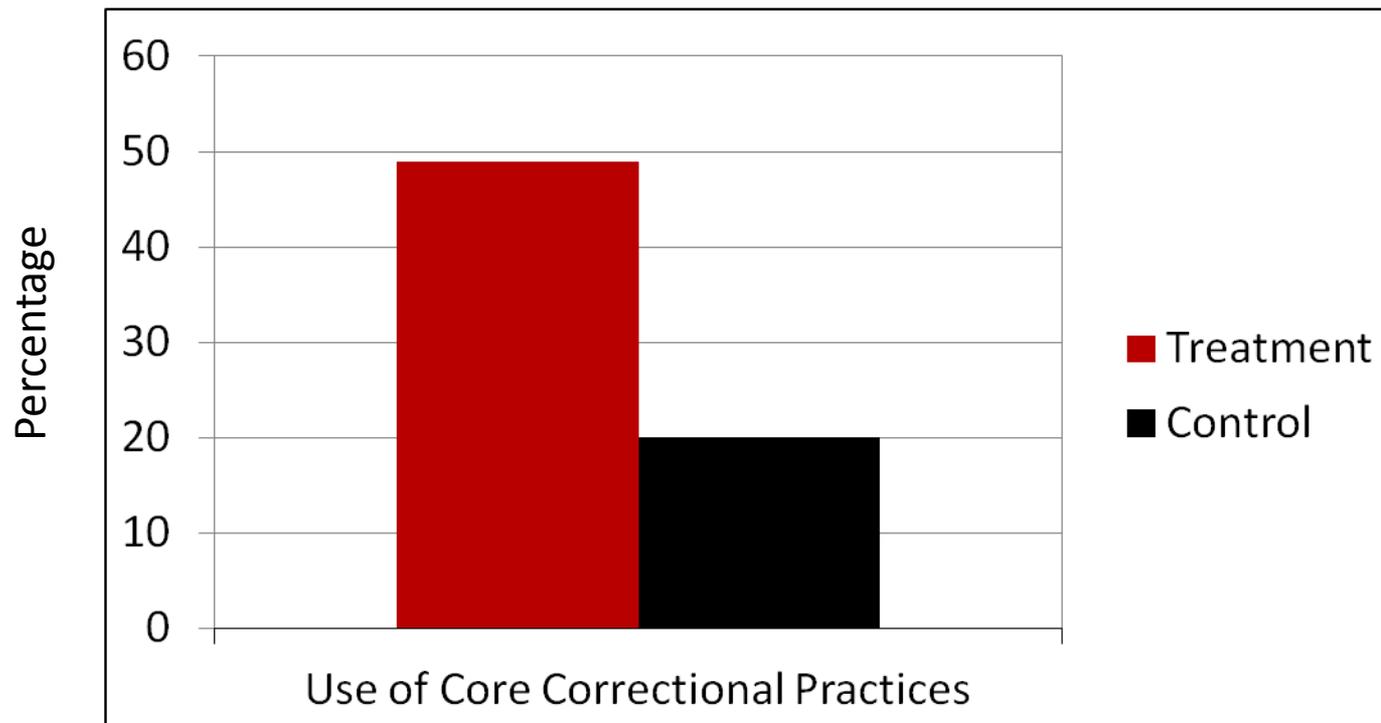
- Evaluation of EPICS in Ohio
- Involved 21 trained and 20 untrained staff and 272 offenders

Latessa et al. (2013)



Rationale for EPICS Training

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

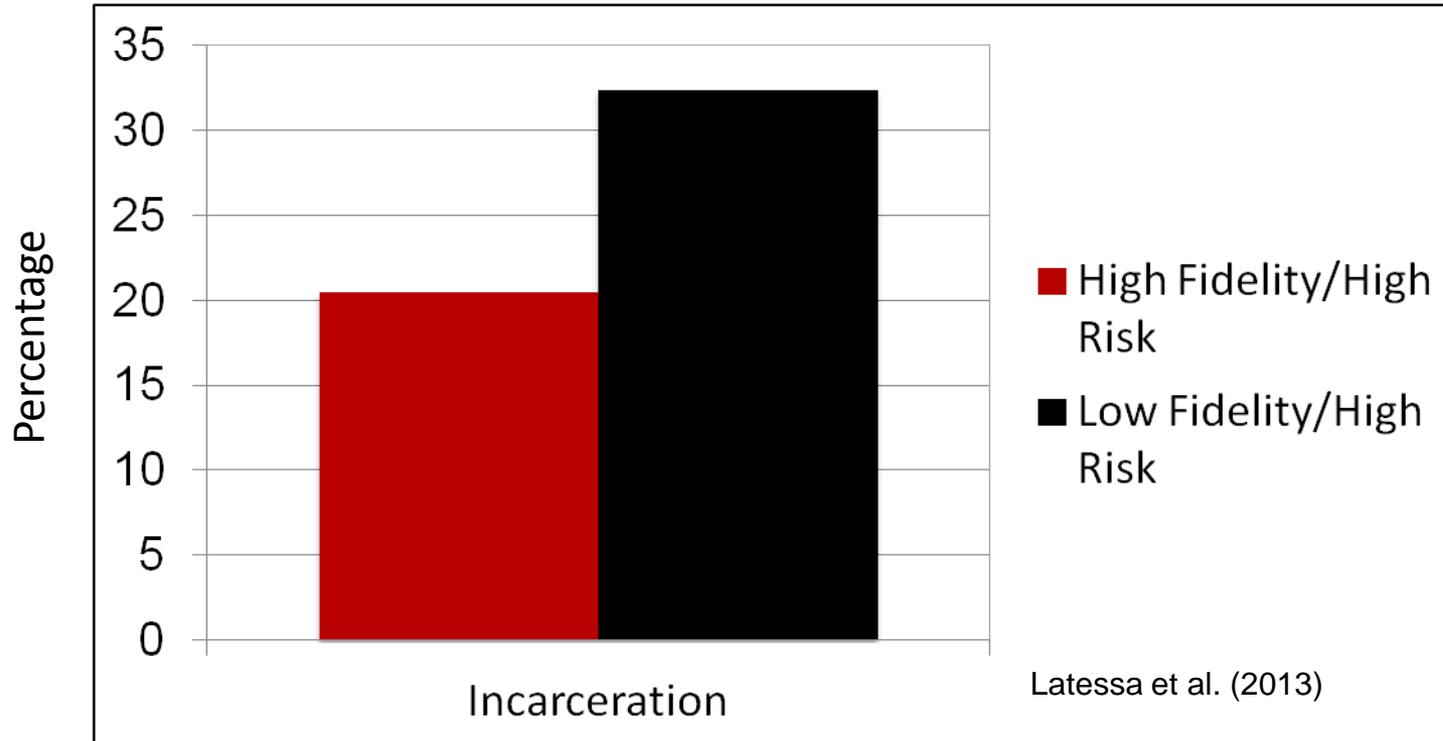


Latessa et al. (2013)



Rationale for EPICS Training

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





The EPICS Model

EPICS Model

PURPOSE

- This model strives to fully utilize the time that officers spend with offenders and ensure offenders receive a consistent message throughout the continuum of correctional services
- The EPICS model is not intended to replace more intense cognitive-behavioral treatments that address specific criminogenic needs



EPICS Model

INDIVIDUAL SESSION OVERVIEW

Each contact session should be structured in the following way:



EPICS Model

CHECK-IN

- Check-in is an opportunity to:
 - Promote a collaborative relationship with offender
 - Assess for crises/acute needs
 - Assess for compliance with conditions



EPICS Model

REVIEW

- 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



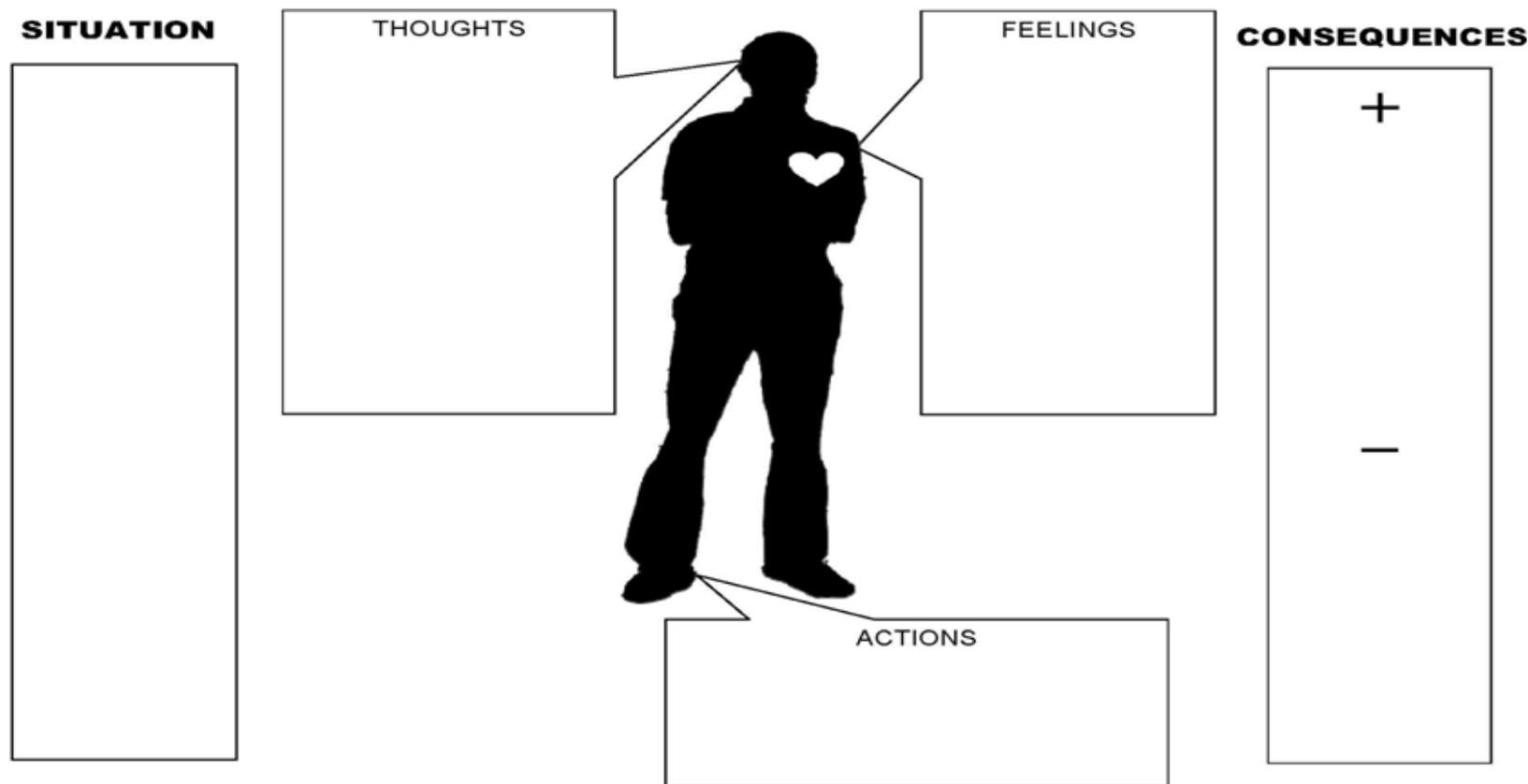
EPICS Model

INTERVENTION

- 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



Behavior Chain



Situations are the people, places and things that can lead to trouble.

Thoughts influence feelings and behaviors. Thoughts are what we tell ourselves in response to situations and usually reflect core values and beliefs.

Feelings are the emotions that are influenced by our thoughts and in turn, also influence behaviors.

*Behaviors are influenced by thoughts and feelings and are **ALWAYS** chosen.*

Consequences are the resultant feelings, behaviors and consequences to the behavior and they can be good or bad.

Cost-Benefit Analysis

Behavior: _____

CONSEQUENCES

+ / POSITIVE

- / NEGATIVE

Short-term

- Days
- Weeks
- Months

Long-term

- Years
- Decades
- Lifelong



Exercise: Cognitive Restructuring

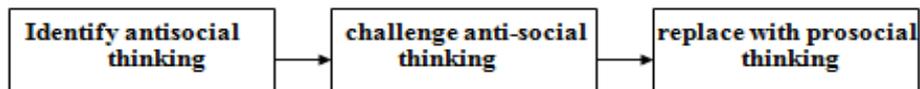
Antisocial Thinking	COUNTER
1.	A: B:
2.	A: B:
3.	A: B:
4.	A: B:
5.	A: B:

Anti-Social thinking

- Things we tell ourselves that say it is acceptable to engage in criminal or some other anti-social behavior
- Beliefs, thoughts, and interpretations that maintain anti-social behaviors

Counters

- Alternative thoughts that replace old thoughts and behaviors
- Positive counters lead to more positive behavior



THINKING REPORT

1. **SITUATION.** Describe the situation. _____

2. **THOUGHTS.** What were your thoughts? _____

3. **FEELINGS.** What were your feelings? _____

4. **BEHAVIOR.** What did you do? _____

5. **CONSEQUENCES.** What were the consequences of your behavior? _____

6. **NEW THINKING.** What new thinking would you need to have a better outcome? _____

7. **NEW BEHAVIOR:** How could you have handled the situation differently? _____

8. **NEW OUTCOME.** How might things have turned out better for you if you used the *new thinking*? _____



EPICS Problem Solving Exercise

Steps to Effective Problem Solving:

1. Stop and Think and Identify the Problem
2. Clarify Goals
3. Generate Alternative Solutions
4. Evaluate
5. Implement the plan
6. Evaluate the plan

Skill Practice:

1. Stop and Think and Identify the Problem

Describe the decision you are trying to make.

2. Clarify Goals

Determine what exactly you want to happen in the situation and what is best for you and everyone involved.

3. Generate Alternative Solutions

Brainstorm possible solutions to the problem. Simply create a list of actions. It is important that all ideas be accepted without judgment.

4. Evaluate

Review all the alternatives generated in Step 3 and discuss the possible short-term and long-term consequences of each alternative. How will your decision impact your personal and supervision goals?

5. Implement the plan

Develop concrete action steps and role-play the plan. Describe when, where, and with whom you are going to take action.

6. Evaluate the plan

Determine what went well and what did not go well. What adjustments to your plan do you want to make?

Things to consider while problem solving:

What barriers might you experience? How can you overcome any barriers?

Who can help you or support you in solving your problem?

What skills will you need to implement your plan?

How motivated are you to solve the problem?

1 2 3 4 5 6 7 8 9 10
Not motivated at all Very motivated

How confident are you that you can solve the problem?

1 2 3 4 5 6 7 8 9 10
Not confident at all Very confident

If you complete your plan successfully and solve your problem, how can you reward yourself?



Carey Guide Tools

- ▶ **Blue Guides:**
Criminogenic Needs
- ▶ **Red Guides:**
Case Management Issues
- ▶ **BITS:**
Brief Intervention Tools



EPICS Model

HOMework

- 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



Behavioral Practices

- **Effective Reinforcement**
 - Reinforce pro-social behavior or thought
 - Explore ST and LT benefits of continuing the behavior
 - Possible reinforcer – verbal or tangible
- **Effective Disapproval**
 - Disapprove of anti-social behavior or thought
 - Explore ST and LT consequences of continuing the behavior
 - Possible punisher- verbal or tangible
- **Effective Use of Authority**
 - Focus on behavior
 - Keep a calm voice
 - Identify pro-social alternative behavior
 - Specify choices and attendant consequences



Application of EPICS

- The four part model is completed in each office contact with the offender
- Can be used during field/community contacts
- Other professionals in the agency utilize it with offenders
- Behavioral practices can be used stand alone
- The model is used along with motivational interviewing techniques



Application of EPICS

- The EPICS model is not intended to replace more intensive cognitive-behavioral treatments that address specific domains. Rather, the model strives to more fully utilize PO's as agents of change and ensure clients receive a consistent message throughout the continuum of correctional services. It provides structure and purpose to face-to-face interactions with clients.



Supervision Timeline using EPICS

