

# **From Evidence-Informed to Evidence-Based: The Strategic Training Initiative in Community Supervision (STICS)**



**James Bonta**

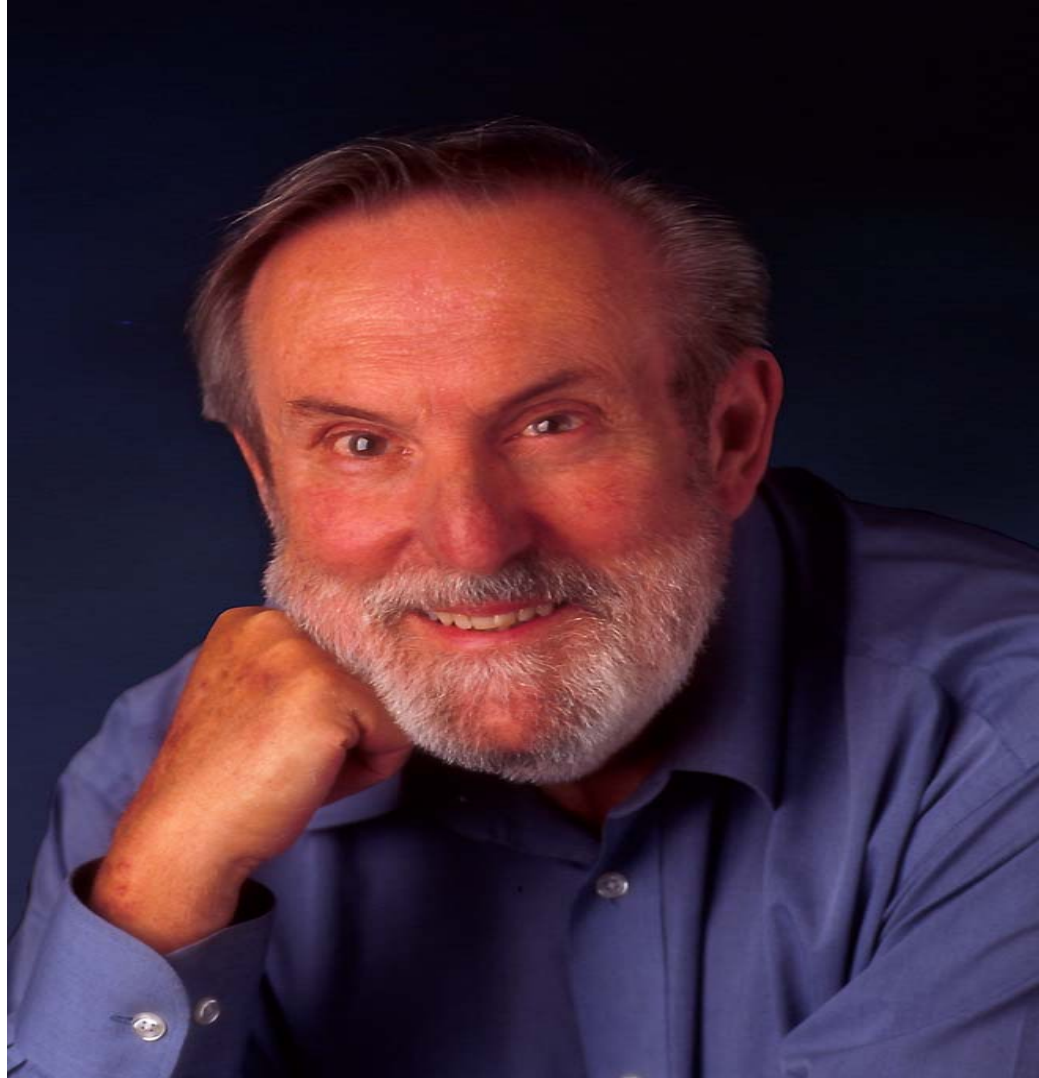
**Public Safety Canada**

**ICCA 18<sup>th</sup> Annual International Research Conference**

**November 3, 2010**

**Louisville, Kentucky**

# D. A. Andrews






# **The Risk-Need-Responsivity (RNR) Story**

**1. “Nothing Works”: 1975 to 1990**

**2. “What Works” and RNR: 1990 to 2005**

**3. “Making it Work”: 2005 to ?**

# “Nothing Works”



“little reason to hope that  
we have... found a sure  
way of reducing recidivism  
through rehabilitation”

# “Nothing Works”

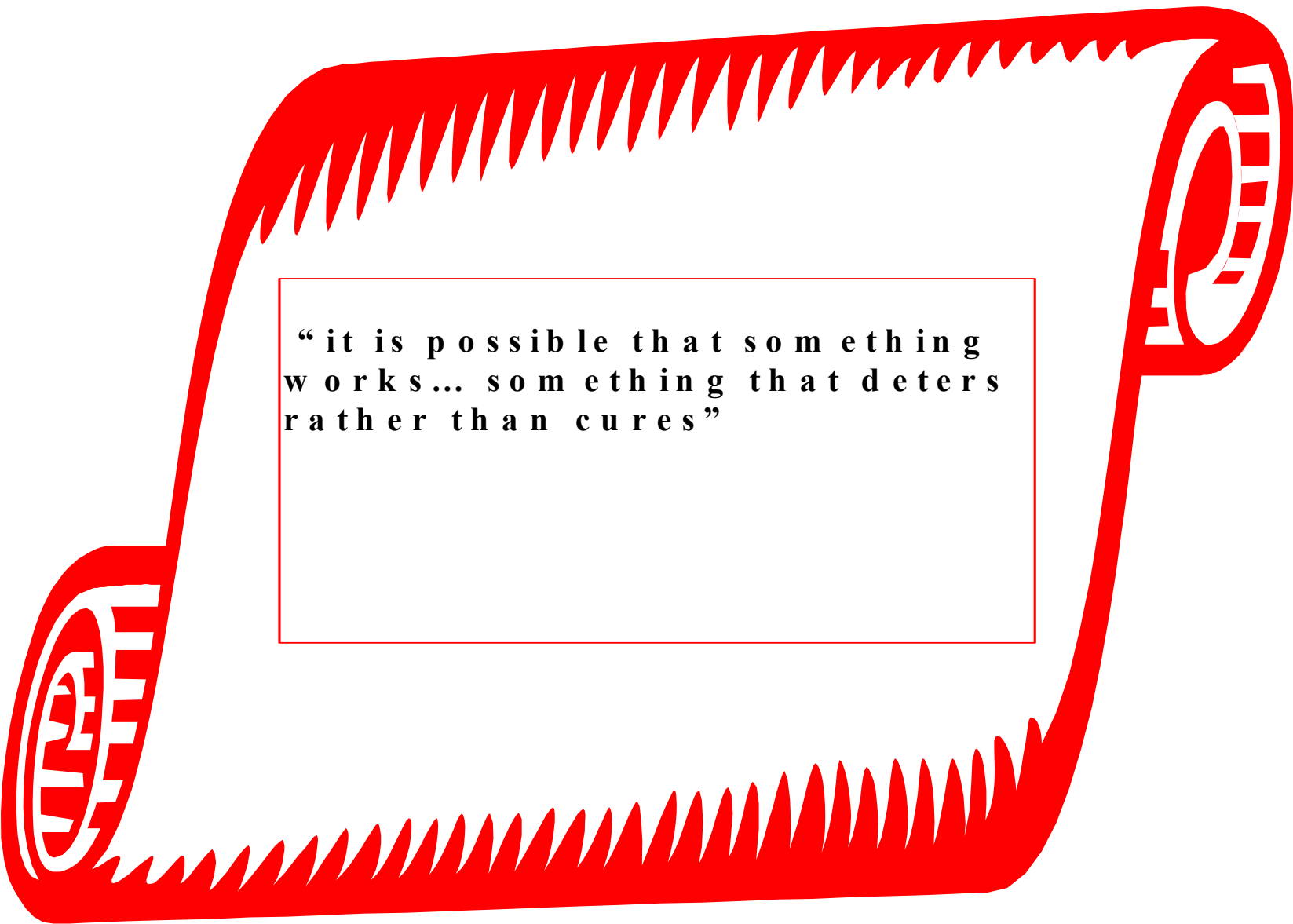
<b>Review</b>	<b>N</b>	<b>% Effective</b>
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<b>Lipton et al. (1975)</b>	<b>231</b>	<b>40-60</b>
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**Findings not new but the consequences...**

# If Rehabilitation Does Not “Work” then what Does?

A large, stylized red graphic of a pair of scissors is positioned around the central text box. The scissors are open, with the blades pointing towards the top and bottom corners of the frame. The handles of the scissors are on the left and right sides, with the thumb holes visible. The entire graphic is rendered in a solid red color.

“it is possible that something  
works... something that deters  
rather than cures”



# What in the World Were People Thinking?

- ⇒ *Punishment Inhibits — does not teach new behavior*
- ⇒ **Vary punishers (few universal punishers)**
- ⇒ **Immediate**
- ⇒ **Appropriate intensity**
- ⇒ **Type of person:**
  - \* **nonimpulsive, future-oriented**
  - \* **average to above-average IQ**
  - \* **minimal punishment history**
  - \* **cautious, avoids/minimizes excitement**



# **Consequence of “Nothing Works” → “Get Tough”**

**But, “Getting Tough” also has consequences**

- **For taxpayers**  
**prison budgets rival education budgets**
- **For the offender**  
**Denial of liberty**  
**Barriers to pursue social “goods”**  
**Personal degradation**
- **It may all be worth it if truly deters**

# The Ineffectiveness of Criminal Sanctions

<b>Sanction</b>	<b><math>\phi</math></b>	<b>N</b>
<b>Prison vs Community</b>		
Adults (71)	.07*	76,287
Juveniles (24)	.09*	4,118
<b>Longer Sentence</b>		
Adults (228)	.03*	68,303
Juveniles (5)	.00	38,862
<b>Intermediate Sanctions</b>		
Adults (104)	- .02	44,870
Juveniles (59)	.00	11,141



**If “Punishment – Deterrence – Get Tough”  
then what do we do?**



## “Correctional Quackery”

- Music/Drama/Art/Horticultural Therapies
- Acupuncture
- TM; “Refining the Breath”
- Pet Therapy
- Men required to dress as women

Latessa, Cullen & Gendreau, 2002



**“What Works” and RNR**  
**1990 - 2005**

# Risk and Treatment (% Recidivism)

Study	Risk	Treatment	
		Low	Intensive
Bonta et al. (2000)	Low	15	32
	High	51	32
O'Donnell et al (1971)	Low	16	22
	High	78	56
Baird et al (1979)	Low	3	10
	High	37	18
Andrews & Kiessling (1980)	Low	12	17
	High	58	31



# Treatment Principle 1

## *Risk Principle*

Match treatment services to risk level

# Needs and Dynamic Risk

## Criminogenic

**Procriminal attitudes**

**Criminal associates**

**Family affect/discipline**

**Antisocial personality**

**(self-control, anger)**

**Work training *with job***

## Noncriminogenic

**Self-esteem**

**Vague feelings**

**Physical training**

**Group cohesion**

**Increase ambition**



## Treatment Principle 2

### *Need Principle*

Target criminogenic needs

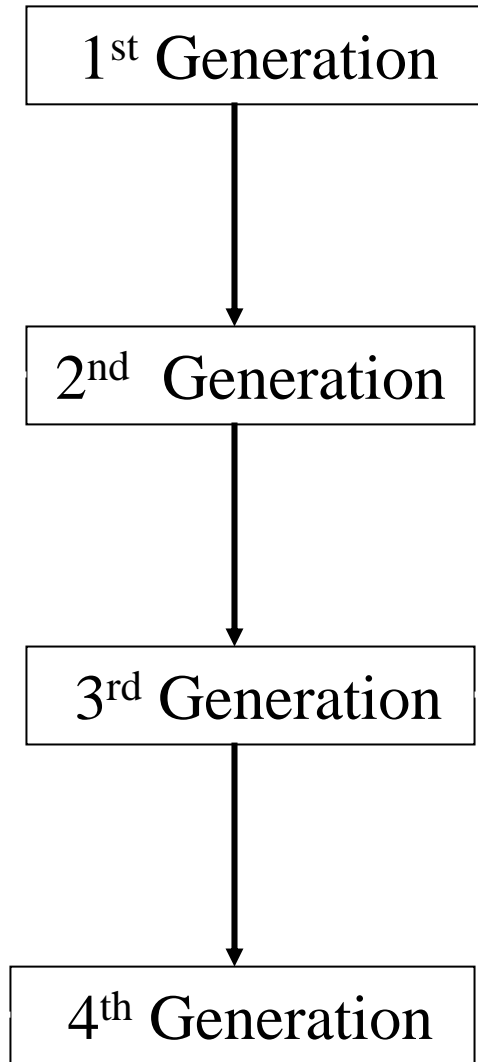


# **Adherence to the Risk and Needs Principles**

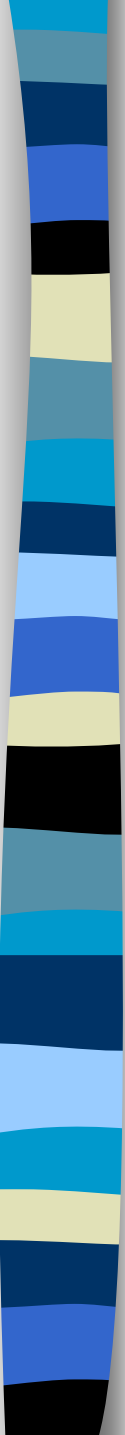
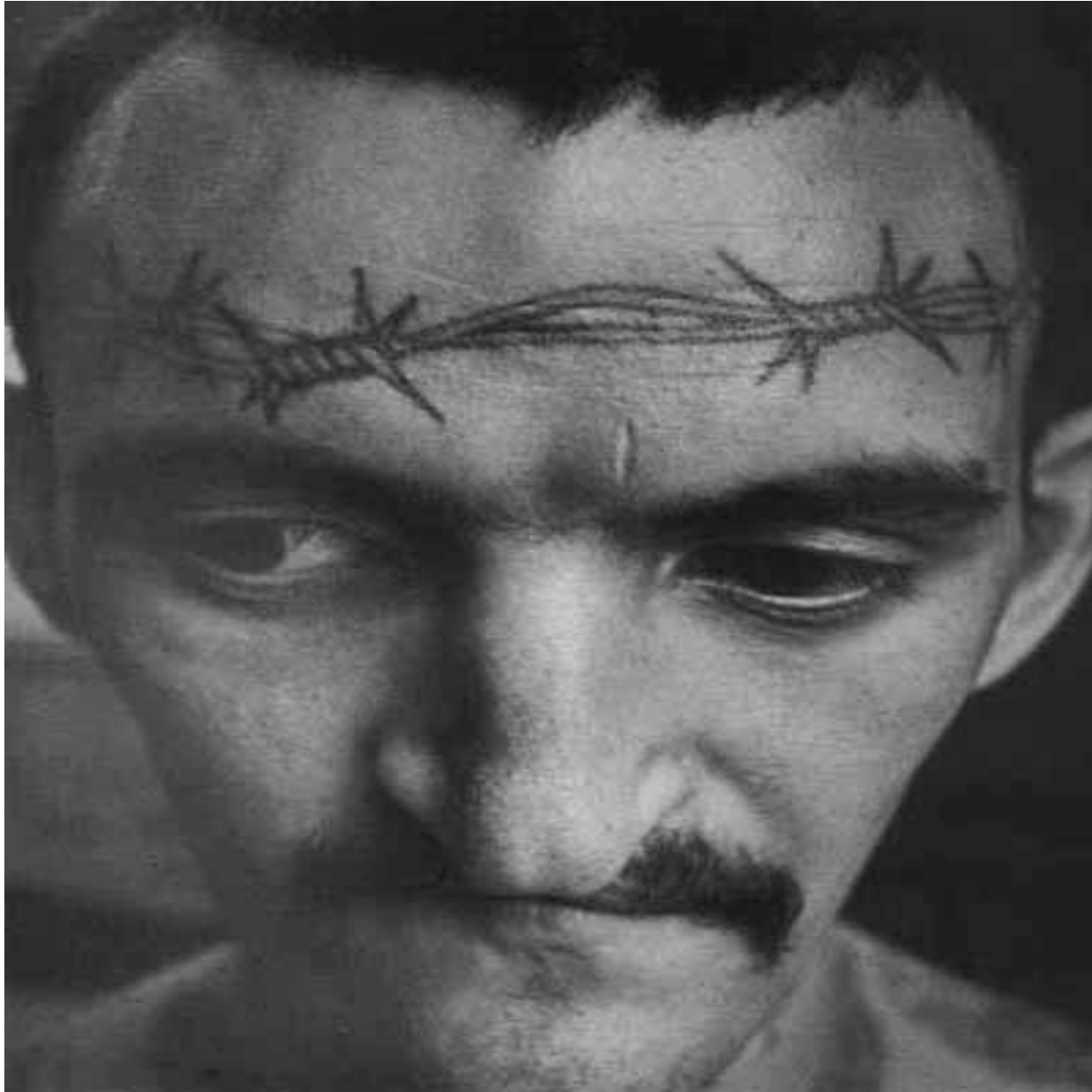
**Before matching and targeting in treatment...**

**...need a valid method for assessing risk and  
criminogenic needs**

# History of Risk Assessment



# 1<sup>st</sup> Generation: I Can Tell



# 1<sup>st</sup> Generation vs Actuarial (2<sup>nd</sup> to 4<sup>th</sup>)

Study	Clinical	Actuarial
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Ægisdóttir et al. (2006)



Andrews et al. (2006): General



Violent



Grove et al. (1995)



Bonta et al. (1998): General



Violent



Hanson & Bussière (1998): General



Sexual



# History of Risk Assessment

1<sup>st</sup> Generation

2<sup>nd</sup> Generation

3<sup>rd</sup> Generation

4<sup>th</sup> Generation

**Advantages:** objective, reliable and easy to use

**Disadvantages:** incapable of measuring change; risk and needs not integrated

**LS/CMI:** Fully integrates assessment with case management.

**Disadvantages:** Predictions are subjective and often unsubstantiated; process can lead to biased decisions; information is overlooked or overemphasized.

**LSI-R:** Identified needs and resources that should be allocated to those needs.

**Disadvantage:** Risk and needs not integrated with risk management.



# Treatment Principle 1

## *Risk Principle*

Match treatment services to risk level



## Treatment Principle 3

### *Responsivity Principle*

match the style of service to the learning style of the offender

### **What needs to be done?**

**Use cognitive-behavioural interventions**

**Tailor the treatment to the client's style of learning, understanding the world**



# Principles

## Risk Principle

- as number of risk/needs factors increase, the effort to modify them must increase

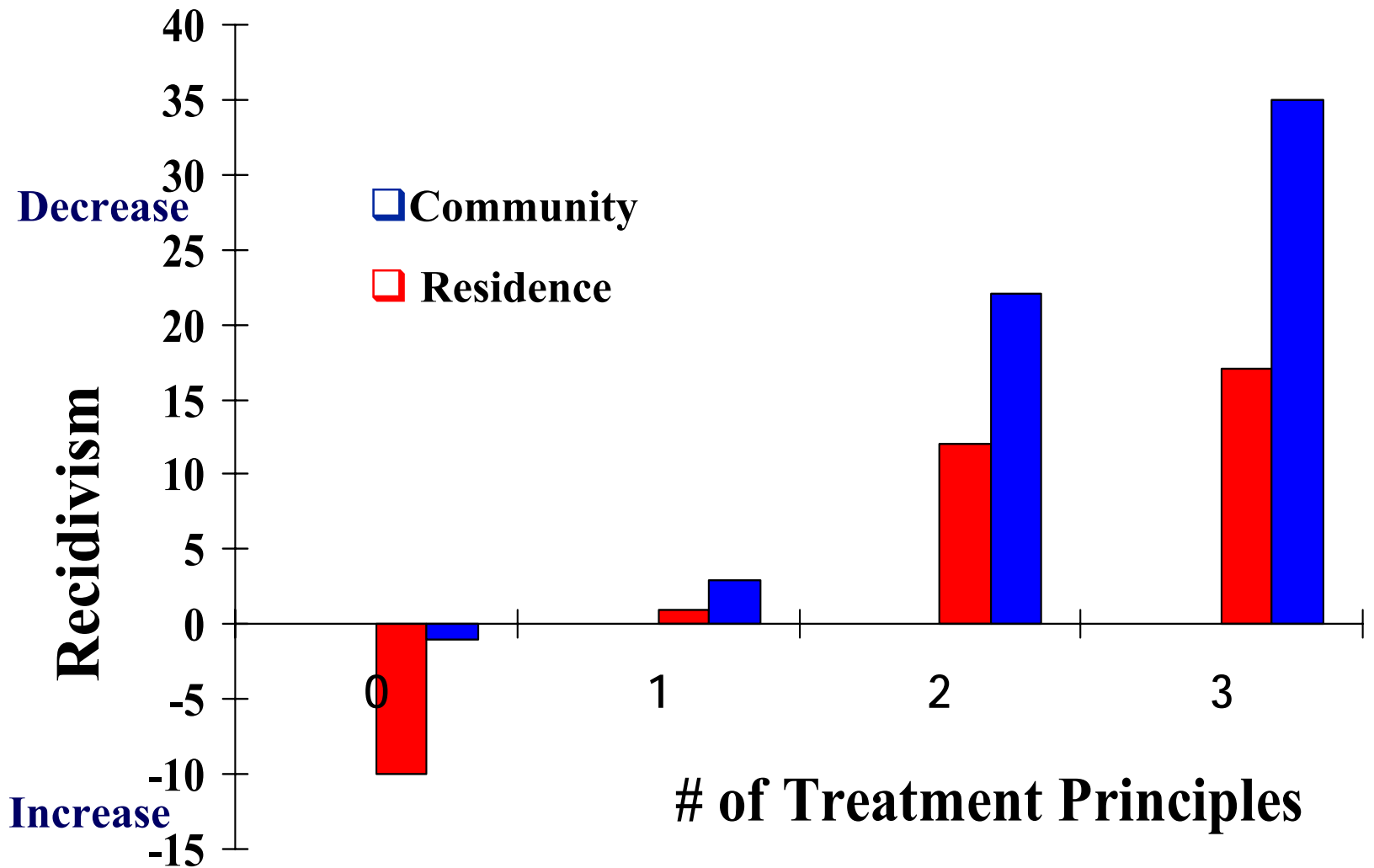
## Need Principle

- not all needs causally related to criminal conduct
- some needs are criminogenic

## Responsivity Principle

- build rapport to affect responsiveness
- use cognitive-behavioural interventions

# Adherence to Principles by Setting





# **Knowledge Translation**

**“Making it Work”**

**2005 to the present**



# RNR Adherence

## Level of RNR Adherence

<b>Program Type</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Demonstration</b>	<b>.01</b>	<b>.07</b>	<b>.31</b>	<b>.34</b>
<b>Real World</b>	<b>-.02</b>	<b>.04</b>	<b>.09</b>	<b>.15</b>



**Treatment can work –  
What about community  
supervision?**

# Effectiveness of Community Supervision: Meta-Analytic Findings

Outcome	$k$	$N$	$\Phi$
General Recidivism	26	53,930	.02
Violent Recidivism	8	28,523	.00

$k$  = number of effect sizes

Bonta et al. (2008)

⇒ **Community supervision appears to have a minimal impact on recidivism**



# The Real World: Manitoba Case Management Study

## Key Questions:

- a) Is level of intervention proportional to risk?
- b) Does supervision target criminogenic needs?
- c) Are probation officers using the techniques associated with reduced recidivism (i.e., cognitive-behavioural strategies)?

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(Bonta et al., 2004, 2008)



# Do Probation Officers Follow the Risk Principle?

**Not Really**

# Do Supervision Sessions Target Criminogenic Needs?

Need Area	Discussed (%)
Family/Marital	90
Substance Abuse	78
Accommodation	57
Employment/Academic	57
<i>Peer Problems</i>	<b>21</b>
<i>Attitudes</i>	<b>9</b>

⇒ **Insufficient targeting of criminogenic needs**



# Responsivity: 1. Relationship Indicators

Variable	Intake	6 months
Prompts/Encourages	97%	96%
Empathy	48%	22%
Enthusiastic	27%	40%

⇒ **Indicators of a positive rapport with clients were highly variable**

## Responsivity: 2. Behavioural Indicators

Variable	Intake	6 months
Prosocial reinforcement	68%	72%
Homework assigned	28%	24%
Practice	22%	24%
Procriminal discouragement	20%	18%
Prosocial modeling	17%	15%

⇒ **Many indicators of behavioural influence were absent**



# **Manitoba Case Management Study: Major Findings**

- 1) Modest adherence to Risk Principle**
- 2) Identified criminogenic needs were not discussed in the majority of cases (Need Principle)**
- 3) Relationship and structuring skills used inconsistently (Responsivity Principle)**

## Two Other Important Findings

- Too much on probation conditions, higher recidivism

Time	Recidivism (%)
10 minutes	18.9
15 minutes or more	42.3

- More on criminogenic needs, lower the recidivism

Length of Discussion	Recidivism (%)
Low (0-15 minutes)	59.8
Medium (20-30 minutes)	47.6
High (40+ minutes)	33.3

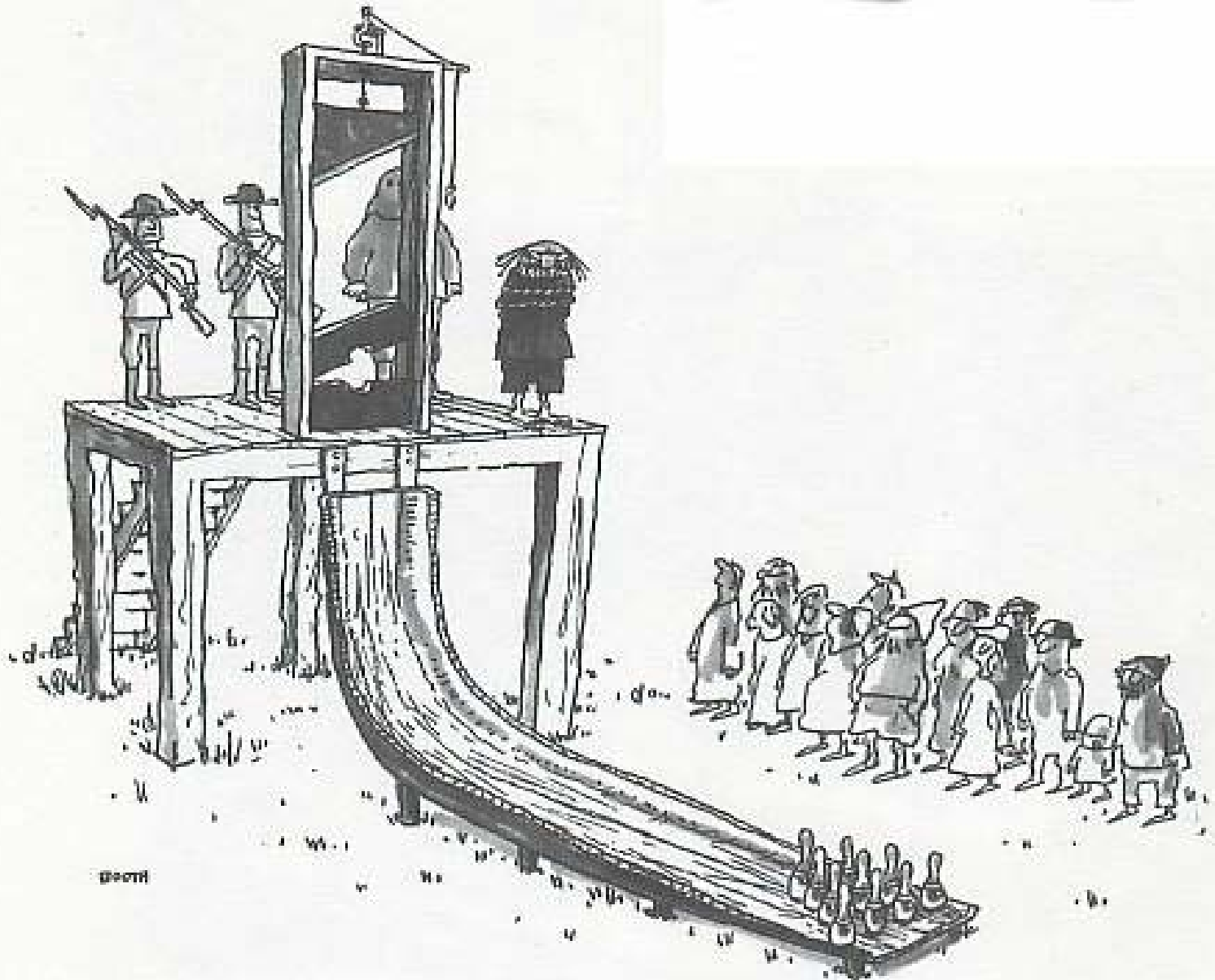


# **Strategic Training Initiative in Community Supervision**

## **STICS**

### **Evidence-Informed: Following the RNR Principles**

# Or...Bonta STICS his neck out!





# Level of Service Inventory-Revised (LSI-R) Subcomponents

- Criminal History (10 items)
- Education/Employment (10 items)
- Financial (2 items)
- Family/Marital (4 items)
- Accommodation (3 items)
- Leisure/Recreation (2 items)
- Companions (5 items)
- Alcohol/Drug Problems (9 items)
- Emotional/Personal (5 items)
- Attitude/Orientation (4 items)



# Three Day Training...

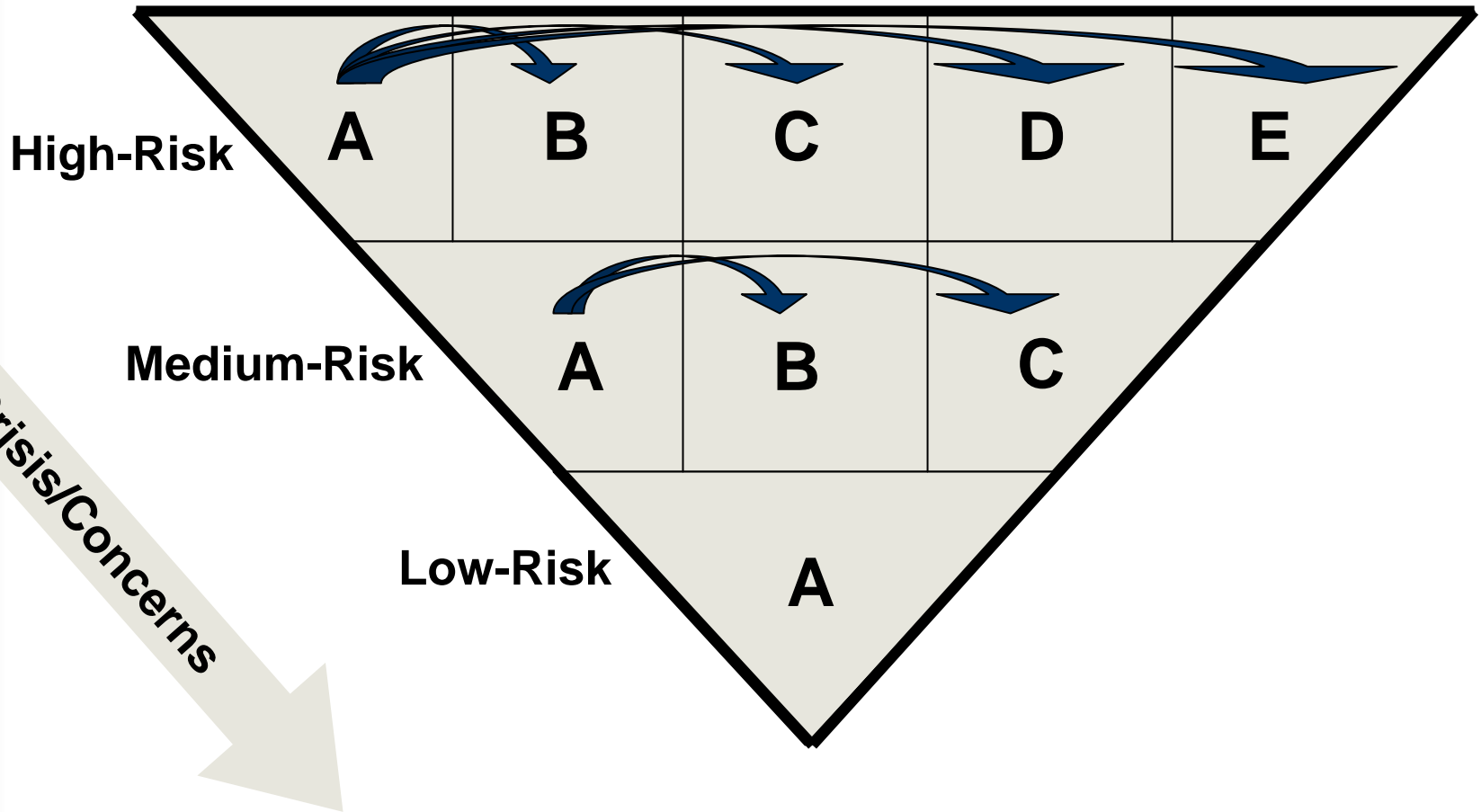
Module	Description
1	Overview and Rationale
2	Risk Principle (medium to high)
3	Criminogenic Needs
<b>4</b>	<b>Procriminal Attitudes</b>
5	Responsivity – Building Rapport
<b>6</b>	<b>The Cognitive Behavioural Model</b>
<b>7</b>	<b>Cognitive Restructuring</b>
8	Prosocial Modeling and Reinforcement
9	Specific Intervention Techniques
10	Strategic Supervision



## **Procriminal Attitude/Orientation**

- Supportive of crime.
- Unfavorable toward convention.
- Poor, toward sentence/offence.
- Poor, toward supervision/treatment.

# Attitudes and Criminogenic Needs





# Changing Procriminal Attitudes

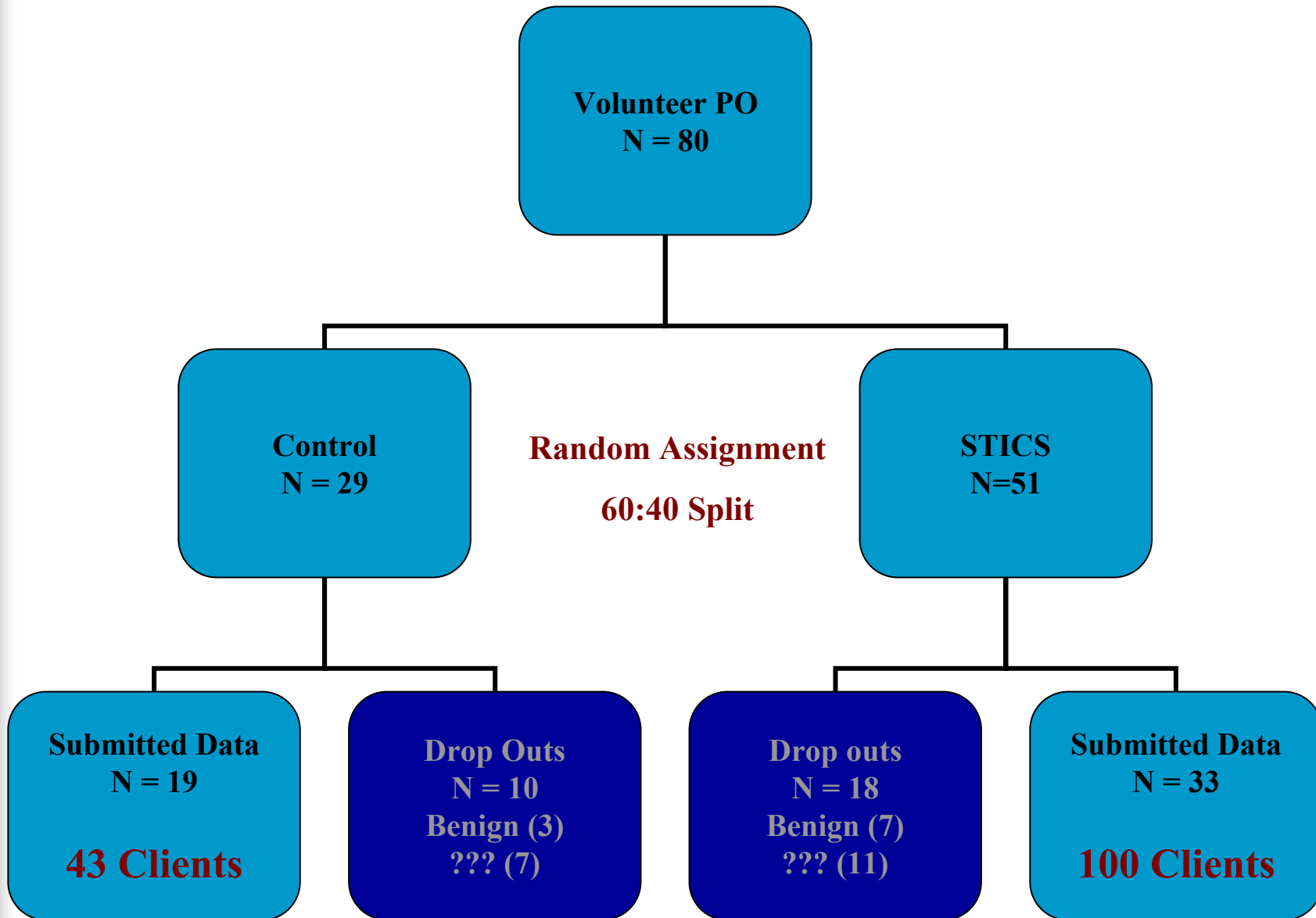
- Relationship: establish a working alliance, rapport building, motivational interviewing
- Structuring: use cognitive-behavioural strategies to
  1. Demonstrate thought-behaviour link
  2. Identify procriminal attitudes
  3. Model and teach prosocial cognitions and behaviours
  4. Practice to generalize these skills



# Skill Development

- **STICS Monthly Meetings**
  - Integrity of training and skill maintenance
    - Feedback and problem-solve
    - Rehearsal and feedback on skills/process
    - Support and guidance

# Recruitment & Assignment





## Officer-Client Session Data

- 295 post-training audio tapes
  - 47.5% are tape 1; 31.5% tape 2, 21.0% tape 3
  - 220 for STICS & 75 for Control
- Coding of audio tapes
  - Two coders
  - Mean Intraclass Coefficient = .922 (n = 30)



**What have we learned?**

# PAPER VOODOO

NAME OF PERSON DOLL REPRESENTS: STICS PROJECT

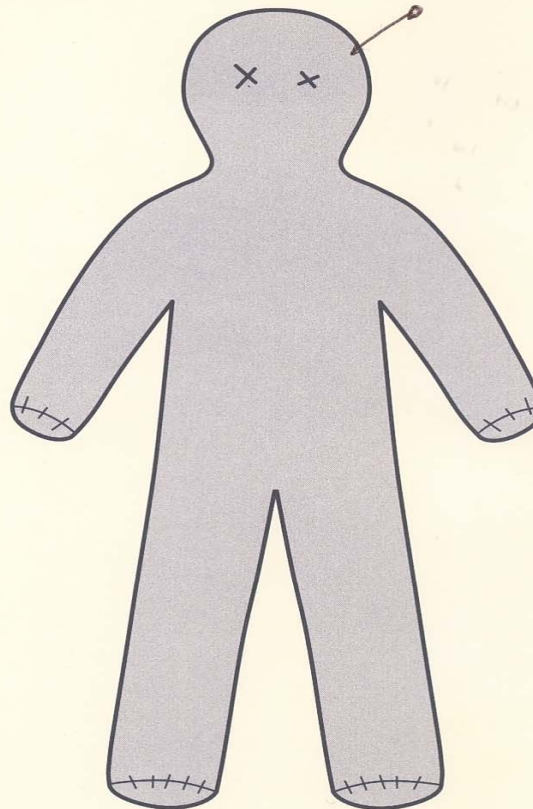
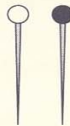
DESIRED CHANGE: NO MORE!

REASON FOR CHANGE: TOO TIRED

CONSECRATING ACTION:  ENACT RITUAL OR SPELL  SEND ANONYMOUSLY  BURN  BURY

**KEY:**

DRAW A WHITE PIN FOR  
BLESSINGS, A BLACK  
PIN FOR CURSES

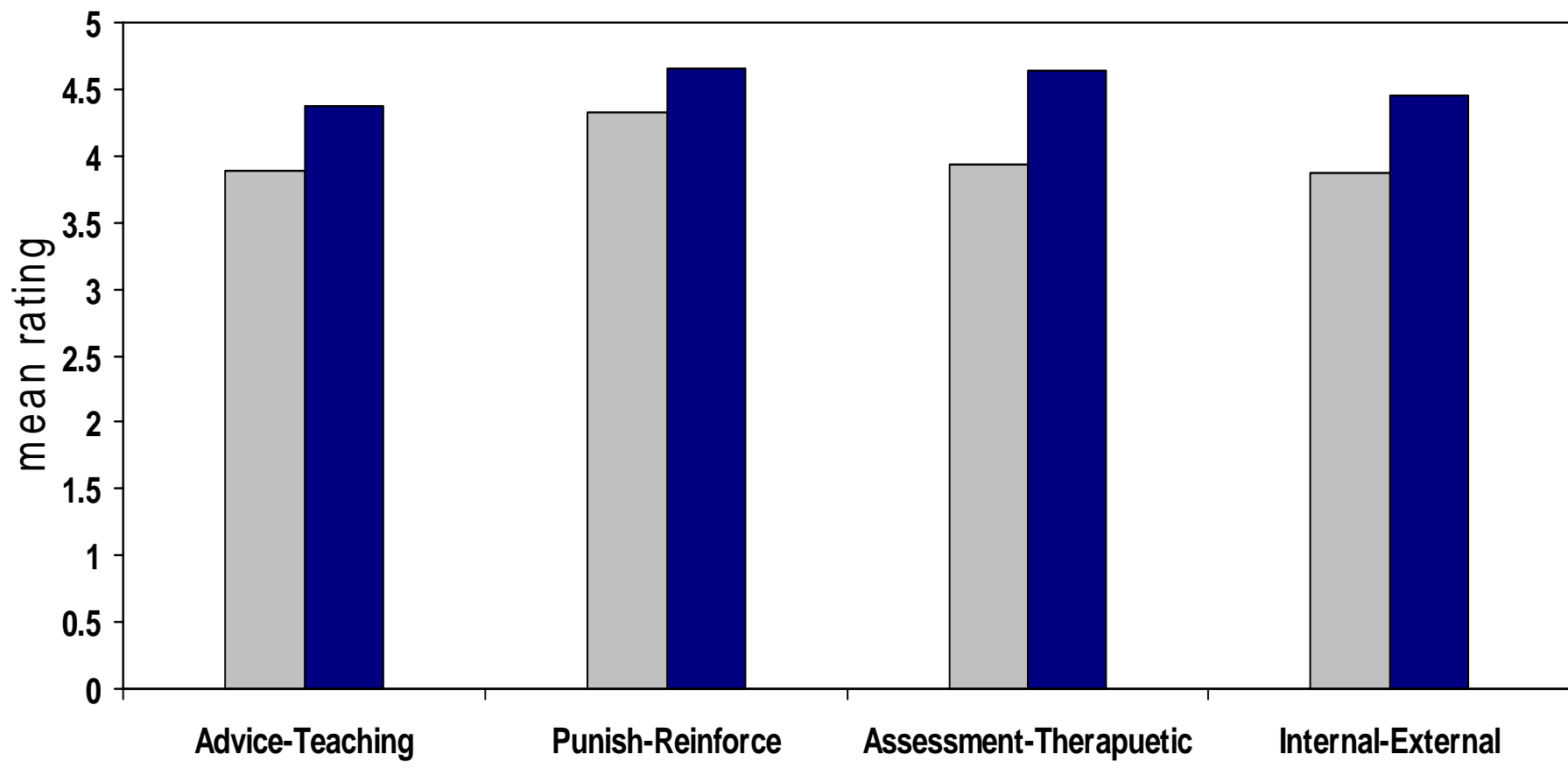


STOMACH: INTUITION, POWER • HEART: LOVE, EMOTIONS • GENITALIA: FERTILITY, SEXUALITY • HEAD: KNOWLEDGE, AWARENESS • HANDS: ACTION • FEET: MOVEMENT, GROUNDING, BALANCE • ANYWHERE: YOU WANT TO HARM OR HEAL

# Did Training Change Staff Behaviour? 1.

## General Session Ratings

Control STICS



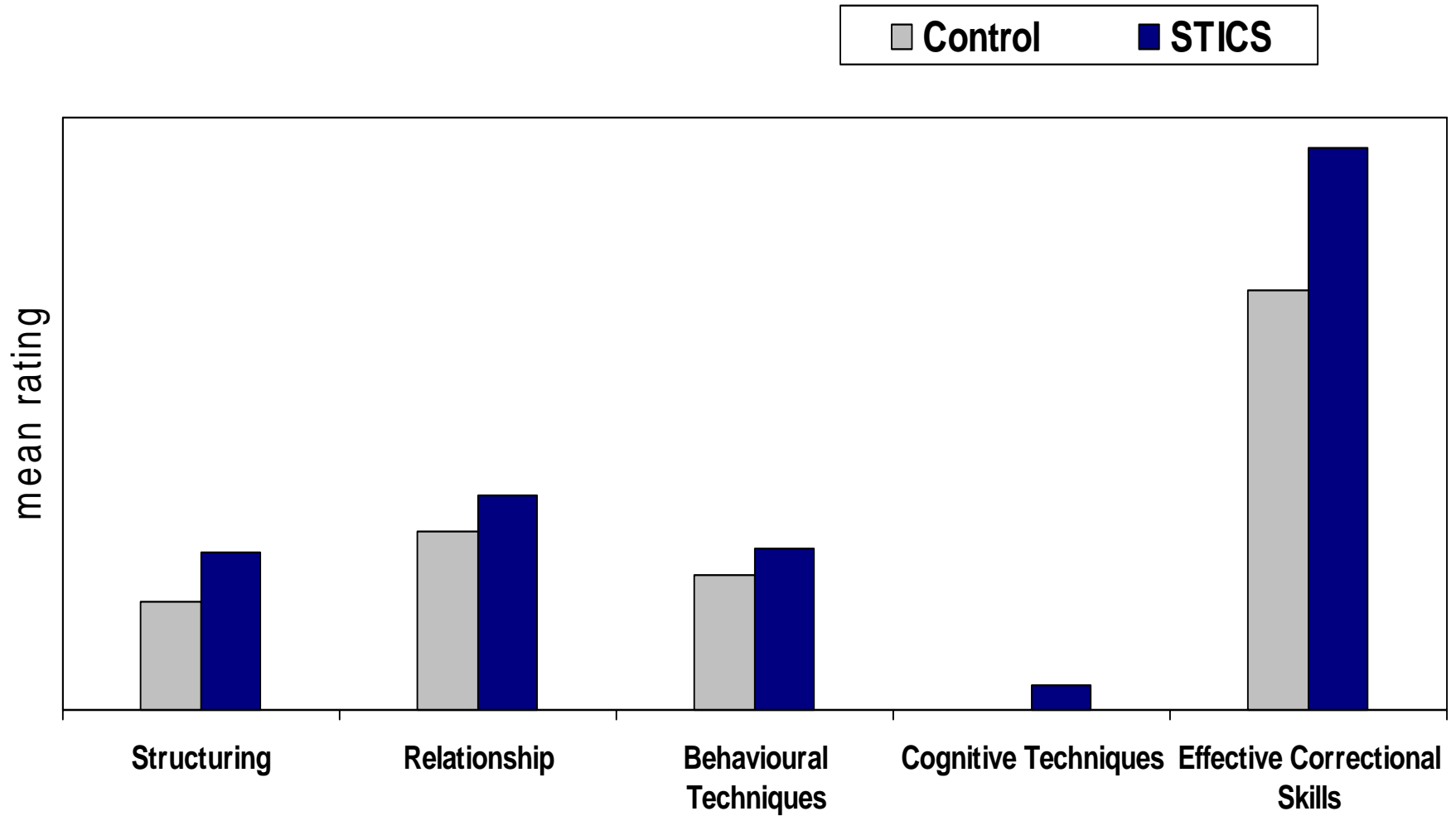
# Did Training Change Staff Behaviour? 2. Relevant & Irrelevant Discussions

Variable	STICS (N = 100)	Control (N = 43)
Attitudes (identified)	45.2%	17.9%
(all clients)	39.1%	6.7%
When discussed, proportion of session on:		
Criminogenic needs	61.8%	45.1%
Non-criminogenic needs	39.0%	51.6%
Probation Conditions	27.8%	43.2%

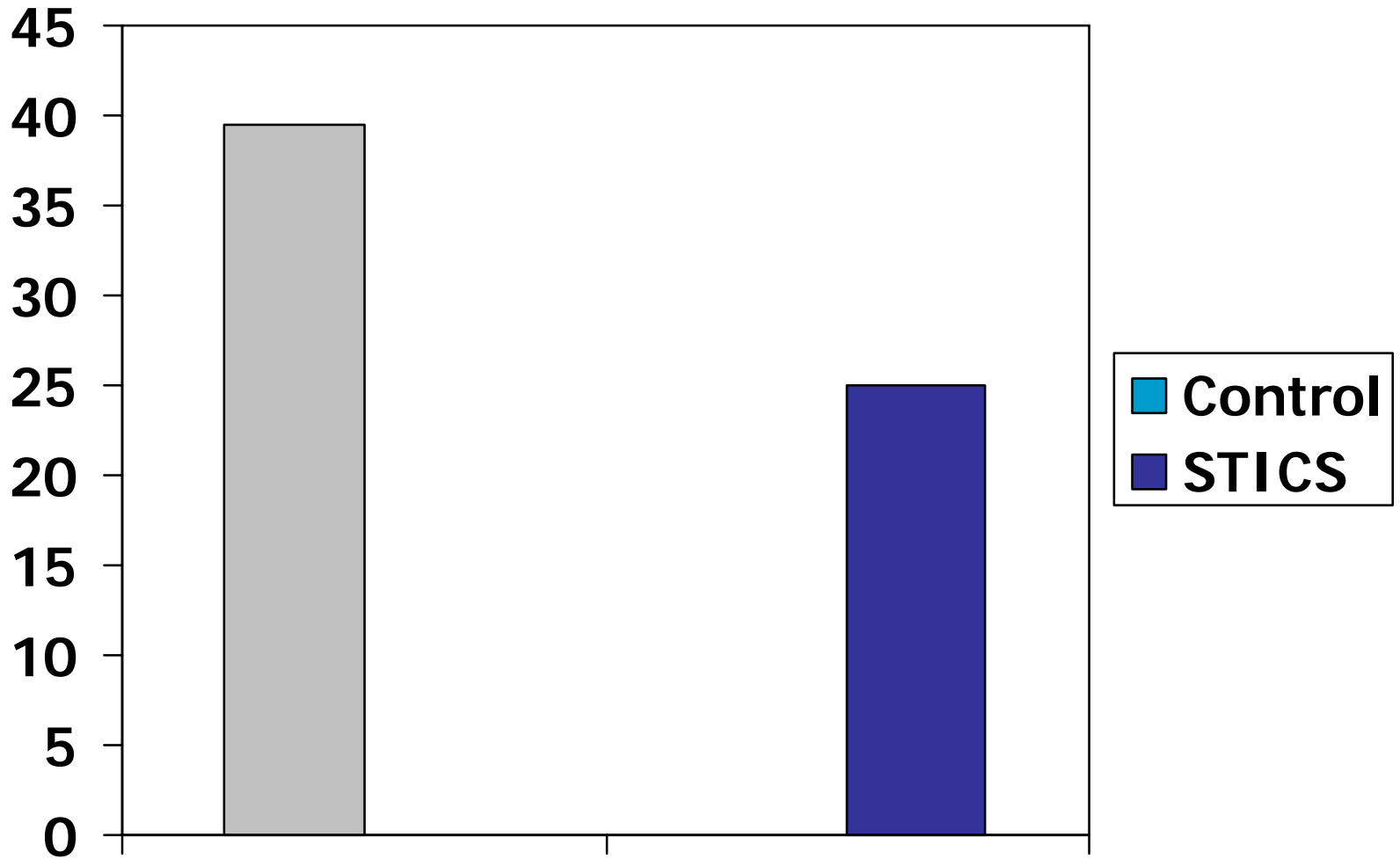
⇒ **STICS POs were more focused on the relevant issues**

# Did Training Change Staff Behaviour? 3.

## Overall Officer Skills



# Did Client Behaviour Change?



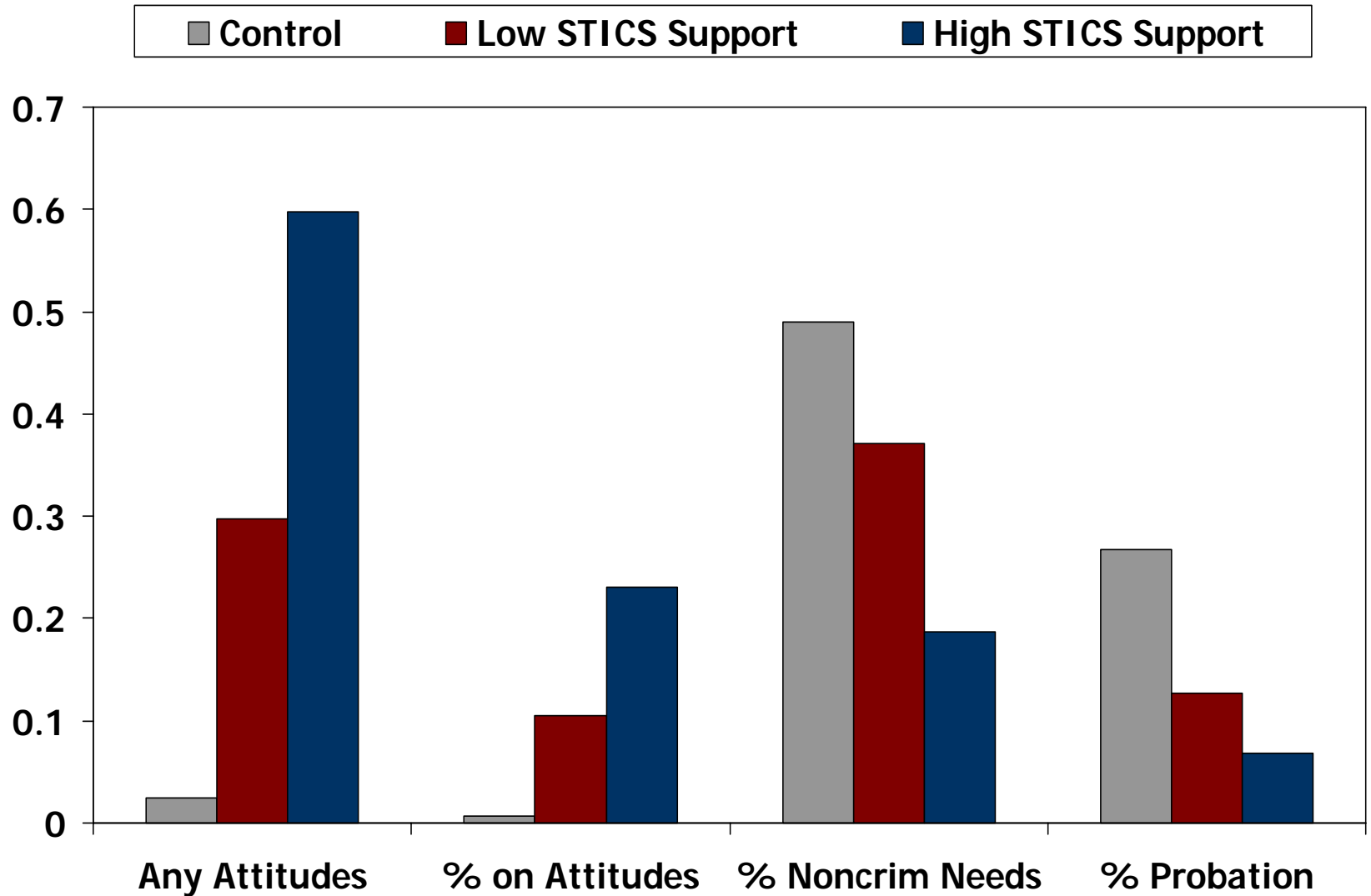
**STICS:  $r = .146$**

**“Real world”:  $r = .15$  ( $k = 10$ )**

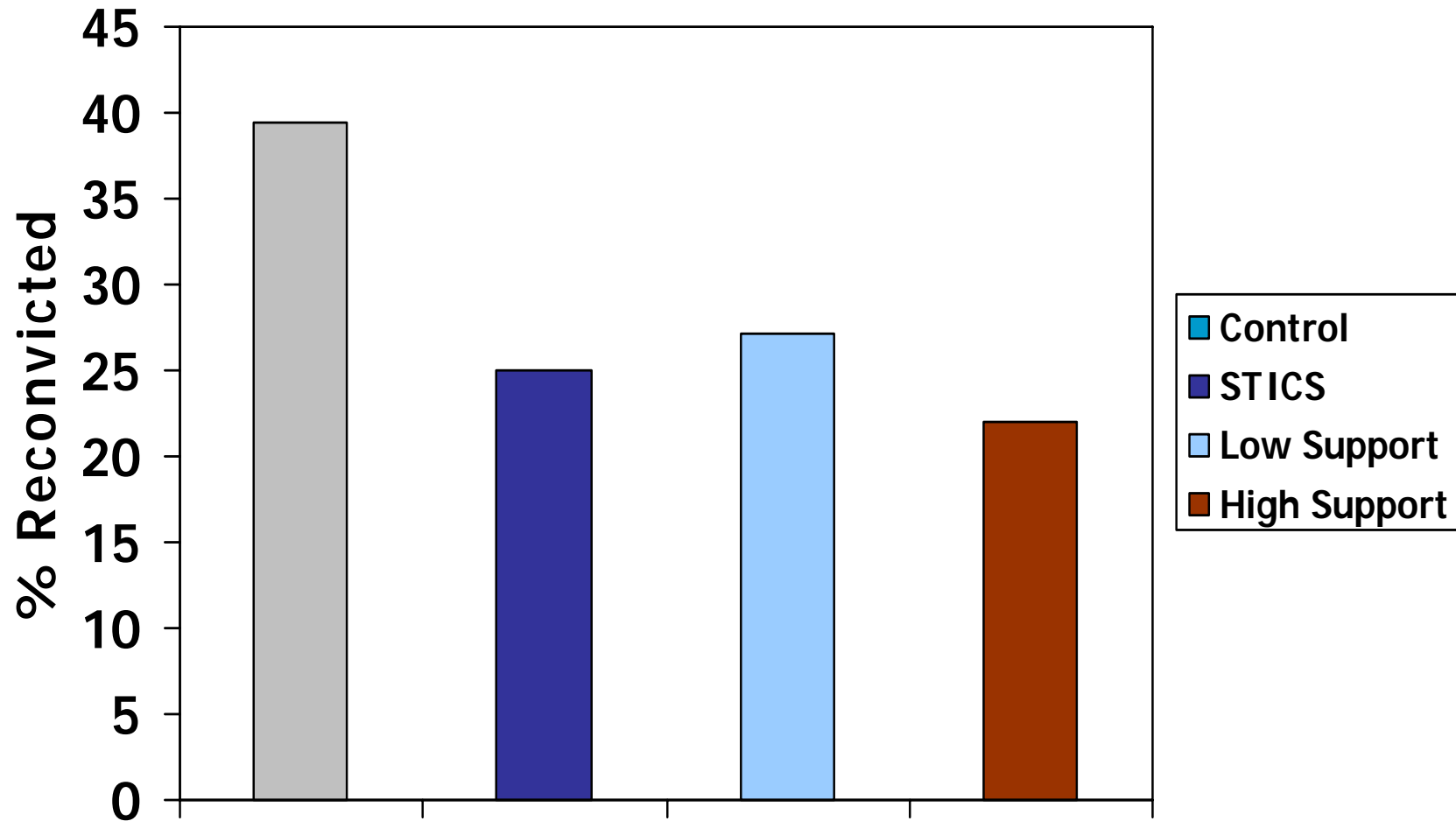


# **The importance of on-going clinical support**

# Discussion Content: Control vs. Low and High Support



# Client Outcome and Clinical Support



High Support vs. Control:  $r = .19$



# Evidence-Based STICS: Summary

- Enhances the officers' RNR practices
  - More on criminogenic needs, especially procriminal attitudes
  - Less on noncriminogenic needs & conditions of probation
  - Better relationship, structuring & cognitive-behavioural skills
- Decreased recidivism in line with Real World interventions
- Clinical support is a significant mediating factor

**Thanks For Your Attention!**





**<http://www.publicsafety.gc.ca>**