



# Risk-Need-Responsivity for Justice-Health Applications

Office of the Virginia Attorney General Mark Herring  
Future Directions in Re-entry:  
A Collaborative Effort Making our Communities Safer

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## Governor's Commission on Parole Review

### Recommendation 1

#### Subcommittee on Best Practices for Reducing Recidivism

##### **Recommendation:**

- There is a clear accumulation of research literature on effective practices, policies, and programs that have been shown to reduce recidivism, and practices that increase recidivism. This research has informed our perspective that the Commonwealth of Virginia should be exploring other practices and programs besides incarceration to increase the public safety of our communities.
- The incarceration of nonviolent offenders and individuals that do not pose a threat to the safety of the community have been found to increase criminal behavior (Nagin, Cullen, & Jonston, 2013).

##### **Recommendation Summary:**

Over the past 20 years there has been an accumulation of research literature on effective practices, policies, and programs that can reduce recidivism, and practices that increase recidivism. This research has informed our perspective that the Commonwealth of Virginia should be exploring other practices and programs besides incarceration to increase the public safety of our communities. The incarceration of nonviolent offenders and those who do not pose a threat to the safety of the community has been found to increase criminal behavior.



# Evidenced Based Practices = Better, Positive Outcomes

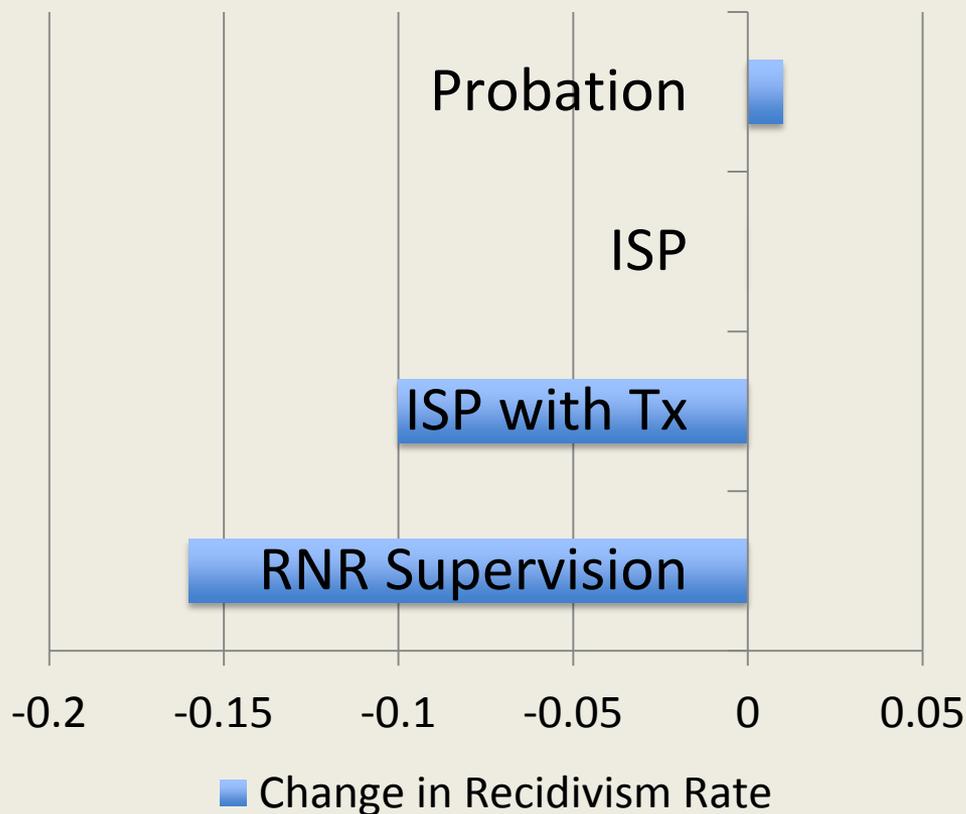


- **Education (Psycho-Social)**
- **Non-Directive Counseling**
- **Directive Counseling**
- **Motivational Interviewing**
- **Moral Reasoning**
- **Emotional Skills**
- **12 Step with Curriculum**
- **Cognitive Processing**
- **Cognitive Behavioral (Social Skills, Behavioral Management, etc.)**
- **Therapeutic Communities**
- **Medically Assisted Treatments**
- **Intensive Supervision**
- **Boot Camps**
- **Case Management**
- **Incarceration**
- **TASC**
- **Diversion to TX, 12 Month Residential**
- **Tx with Sanctions**
- **Secondary Education/GED**
- **Drug Courts**
- **Risk-Need-Responsivity Supervision**
- **In-Prison Tx (TC) & Aftercare**
- **Contingency Management**
- **Multisystemic Therapy**

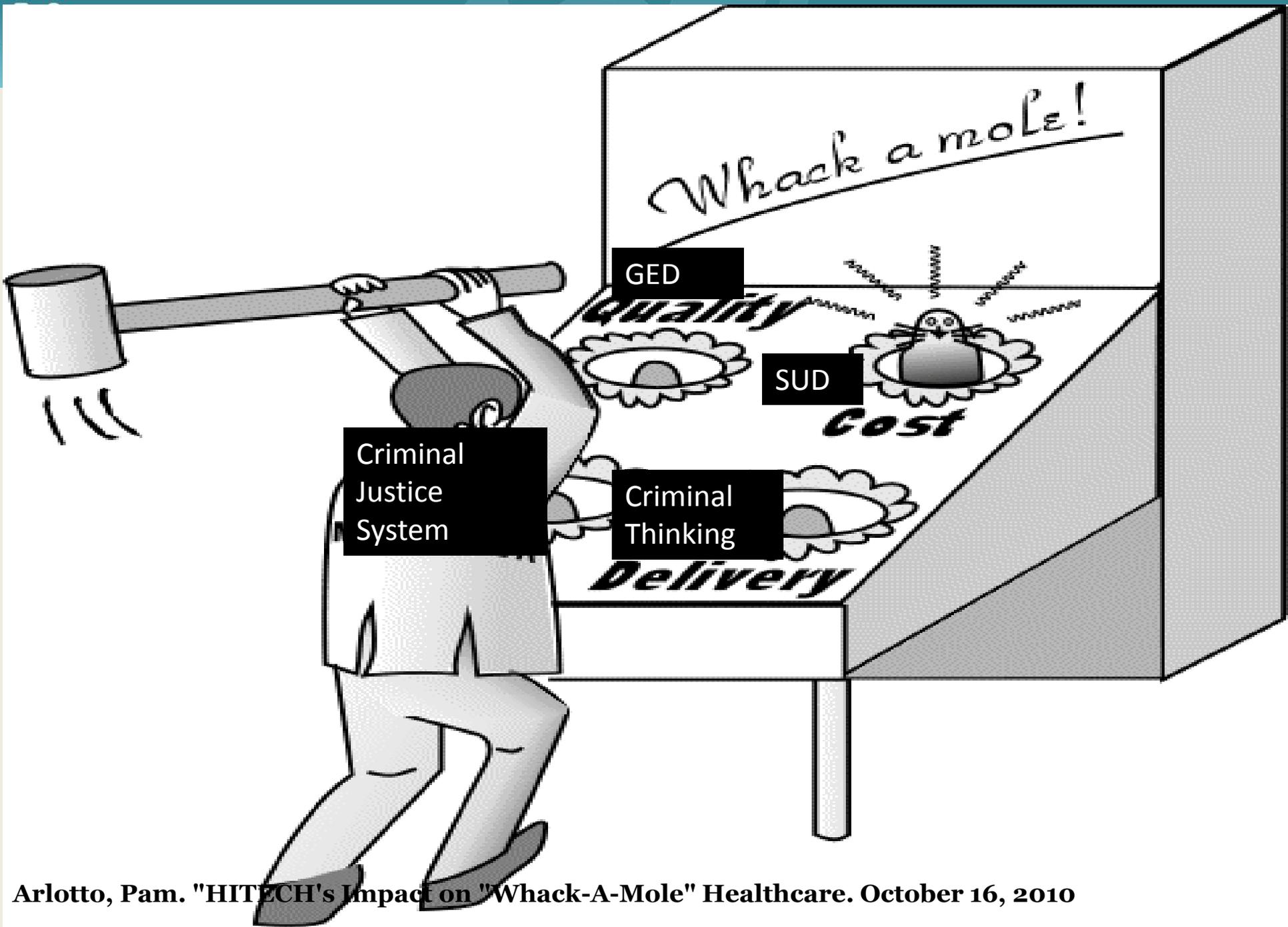


# Systematic Review on Supervision Models

Change in Recidivism Rates



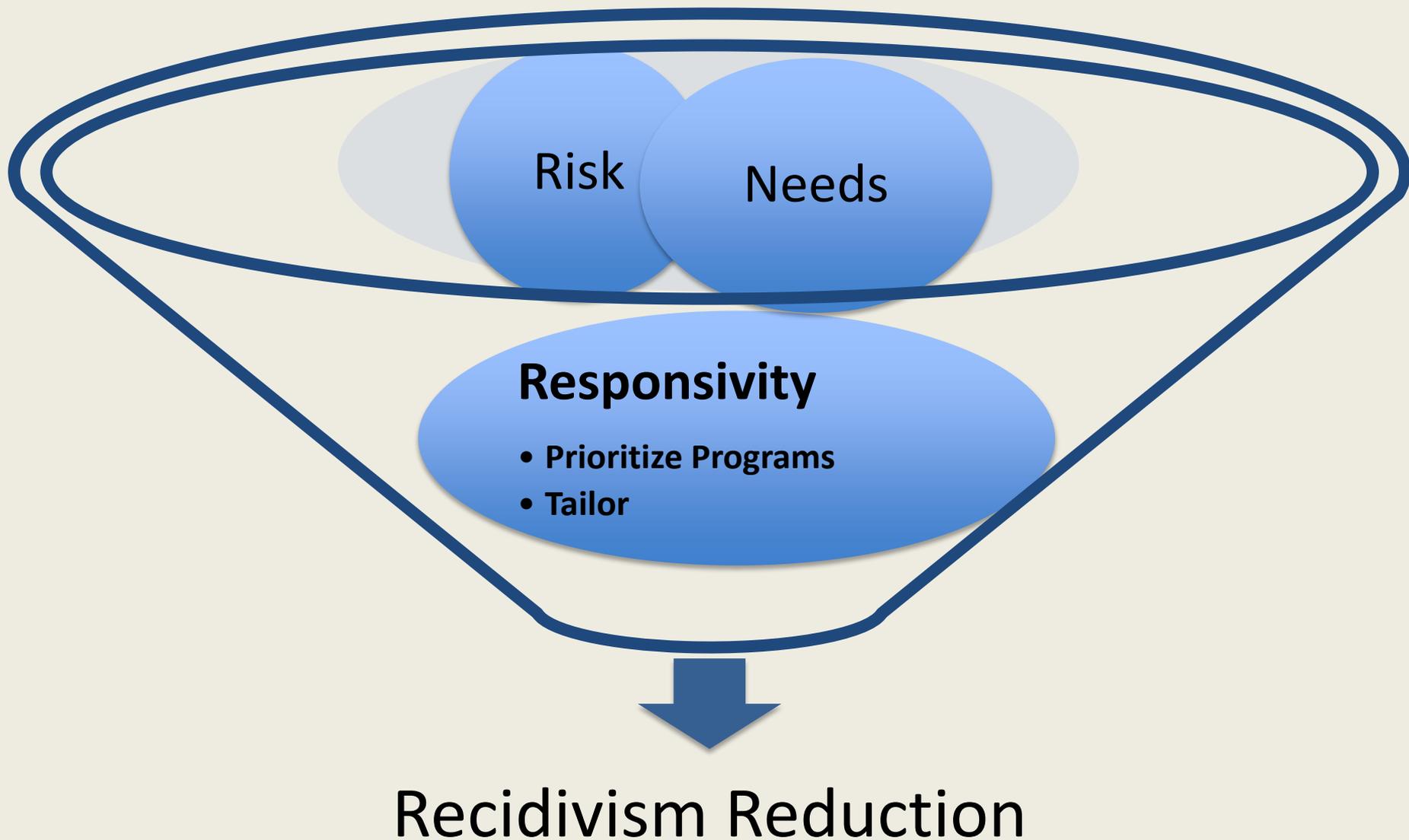
- General probation (monthly) and ISP (more frequent contact, drug testing)
- Different types of probation are more effective
- Control or enforcer model is least effective, creates more technical violations
- **RNR Supervision embraces evidence-based practices**



Arlotto, Pam. "HITECH's Impact on "Whack-A-Mole" Healthcare. October 16, 2010



# Andrews & Bonta's RNR Model





## Risk: Static Risk

- Risk is the likelihood that a client will engage in further criminal behavior.
- Risk incorporates both static and dynamic factors that influence a client's future criminal behavior.
- **Static risk** factors impact an individual's likelihood of re-offending. These factors can increase but cannot decrease.



### Criminal History

- Age at time of first arrest
- Number of prior arrests
- Type of criminal history (i.e. previous convictions)
- Number of times on probation
- Number of probation violations
- Number of probation revocations
- Age at time of first incarceration
- **STANDARDIZED RISK TOOL**



## Risk: Dynamic Risk/Criminogenic Need

- Criminogenic needs are dynamic risk factors related to criminal behavior that can be changed.
- Reducing these risk factors results in reducing criminal behavior.
- **STANDARDIZED NEED TOOL** (and add on **Substance Use and Mental Health Information**)

### Criminogenic Need

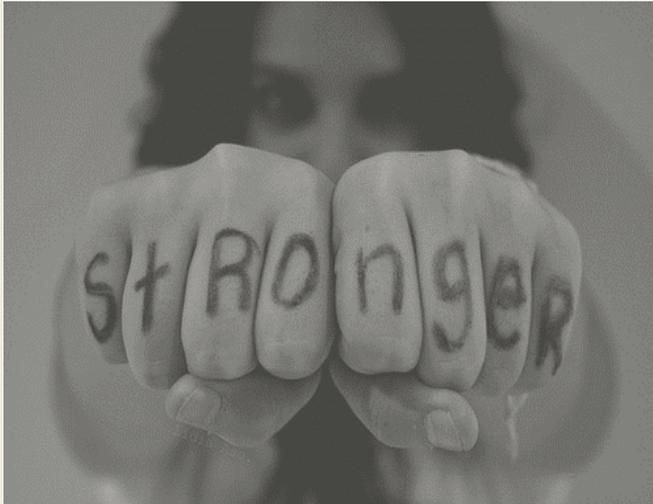
1. Low Self Control
2. Anti-Social Personality
3. Anti-Social Values
4. Criminal Peers
5. Substance Dependence
6. Dysfunctional Family
7. Educational/Employment Deficits





## STABILIZERS (Strengths)

Stabilizers are factors that increase the likelihood of success



**Family Support:** Having positive relationships with family members.

**Education:** High school diploma or higher education.

**Full-time Employment:** 30+ hours of work per week for a consistent period of time.

**Lack of Criminal Networks:** No friend or family with criminal ties/history.

**Stable Housing:** Not homeless/having a place to live



## DESTABILIZERS

Destabilizers are factors that make it difficult for the client to focus on and benefit from treatment programming and controls

- Lack of Family Support: Few or no positive relationships.
- Lack of Education: GED or less than a high school diploma.
- Less than Full-Time Employment: Less than 30+ hours of work per week.
- Unstable Housing: Homeless or “couch surfing”
- Drug Abuse: A negative pattern of use of a substance
- Alcohol Dependence
- Mental Health History





# Triggers

- **Triggers** are the people, places, and things that may lead a client to reoffend or engage in negative behavior.
- Many of the situations associated with Criminogenic Needs or Destabilizers can serve as Triggers.



# Responsivity Principle

- The Responsivity Principle requires staff to combine **controls** and **treatment** to address the Static Risk and Criminogenic Needs of the clients with whom they work.
  - Programming should be cognitive-behavioral in modality and consider the client's learning style, level of motivation, and gender/ethnicity.
  - Services should target Criminogenic Needs and destabilizers
  - Nature and type of needs/destabilizers should drive programming



# Responsivity Principle

- Responsivity Principle states that recidivism is reduced when the **intensity** and **duration** of interventions are matched with the client's **risk** to reoffend



# Hierarchy of Dynamic Needs

## Criminogenic Needs

- **Criminal Lifestyle**
- **Substance Dependence**
- **Antisocial Peers/Family**
- **Low Self-Control**
- **Antisocial Values**

## Destabilizers/Stabilizers

- **Mental Health**
- **Substance Using**
- **Employment**
- **Education**
- **Housing**
- **Family Dysfunction**

Together these dynamic factors influence the ideal level of care under the RNR model





# Responsivity: Target Behaviors

- Six program groups based on specific target behaviors

RISK Levels Needs Stabilizing Factors

Group A

- Dependence on Criminogenic Drugs

Group B

- Criminal Thinking/Cognitive Restructuring

Group C

- Self Improvement and Management

Group D

- Social/Interpersonal Skills

Group E

- Life Skills (e.g. Education, Employment)

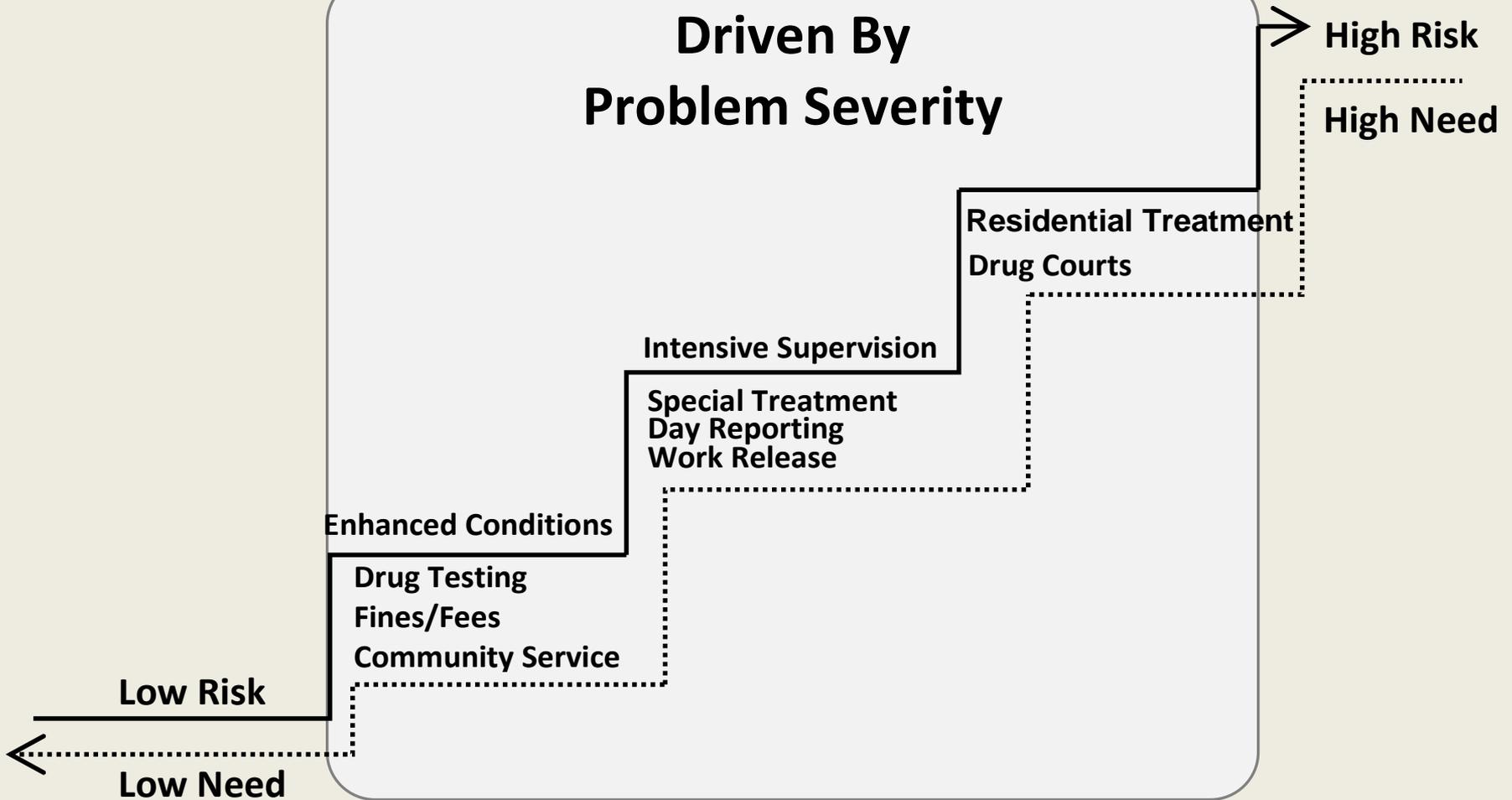
Group F

- Punishment Only





## Driven By Problem Severity



Probation

Control Driven By Risk  
and Sentencing Goals

Prison



## CJ-TRAK

MY ACCOUNT

BACK TO GMUACE.ORG

Evidence Mapping | Assess Ind./Est. Recidivism Reduction | Rate Your Jurisdiction's Program | Assess Jurisdiction's Cap./Est. Recidivism Reduction | Estimate Cost Savings | SOARING 2

### Criminal Justice - Targeted Research and Application of Knowledge (CJ-TRAK) Portal

Translating the evidence-based practices (EBP) to everyday operations is important. EBP or the "what works" approach is the foundation of the CJ-TRAK program. The program is designed to help you assess your current programs and services based on desired outcomes. The tool can also be used for an individual client/offender.

LOG IN OR CREATE ACCOUNT

<http://www.gmuace.org/tools/>

SOARING 2 is a suite of tools to help learn about the EBP concepts.

**Assess An Individual**



Assess offenders or estimate the reduction in recidivism by matching individuals to treatment programs.

**LAUNCH**

**The RNR Program Tool For Adults**



Assess your current programs based on treatment offered, content, quality, and other factors.

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**Evidence Mapping**



View synthesized data from meta analyses and systematic reviews on what works in corrections and health.

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# CONTENT AREA

- **eLearning Soaring 2**

- Risk, Need, Responsivity
- Engagement
- Case Planning
- Problem Solving
- Desistance

Skill development is a process:

1. Awareness of new concepts
2. Learning new concepts
3. Applying to their activities

- **Criminal Thinking**
- **Substance Abuse**
- **18-25 Year Old Developmental Issues**
- **Gender Specific**
- **EPICS**



# SOARING2

Risk Needs Assessment: What is Risk? (Basic Level, Part 1)

## The Risk Principle

This slide contains an important audio clip. Press the play button below.

The **Risk Principle** states that recidivism is reduced when the intensity and duration of interventions and controls match each offender's **Statistical Risk**.

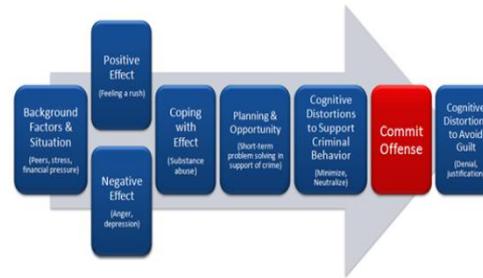
The intensity of interventions should be tailored to the **Statistical Risk** level of the individual offender based on the **Statistical Risk** factors. Low risk cases warrant minimal intervention while high risk cases warrant maximum controls in order to appropriately manage **Statistical Risk**.



Play Narration VOLUME Slide 7 of 15

Problem Solving (Intermediate Level)

## Behavioral Chain



Slide 14 of 27

Video Demonstrations



Audio Enhancements



**Question 3** **Responsivity** involves consideration of which of the following factors?

Incorrect  
Mark 0.00 out of 1.00



Select one:

- a. Age at first arrest
- b. Substance use
- c. Literacy **X**
- d. All of the above

Incorrect. While literacy and other factors that can influence the ability to engage in treatment are important considerations of **Responsivity**, static risk factors (such as age at first arrest) and dynamic risk factors (such as substance use) are also important.

The correct answer is:  
All of the above

Feedback



**Question 4**  
Answer saved  
Marked out of 1.00



Wayne is an 18 year old who is on probation for 18 months after being convicted of underage drinking, drunk in public, and aggravated assault. He has a known gang affiliation and has several prior arrests for trespassing and vandalism, but this is his first violent offense. Since he began probation last month, Wayne has applied for two weekend jobs, but he is not really interested in interviewing for either of them since they both only pay minimum wage. He says he can make his own money like his friends (from the gang) and it will be a lot more than minimum wage. Wayne's mom (who he lives with) thinks his friends are a bad influence and worries that they will convince Wayne to drop out of school and start working for the gang like his older brother did. She doesn't want to see him following the same path and end up in prison where his brother currently is.

Wayne likes playing basketball at school but he is in jeopardy of getting kicked off the team because he has missed too many practices. He said that the coach has it in for him and won't let him play even though he is the best on the team, so he stopped going to practice. His coach says he thinks Wayne has real talent, but has suspected that he has been drinking before practice (when he does show up), and he can't risk letting him play if he's not sober.

What sanctions or incentives should be given in Wayne's case? Why is this important?

Case Vignettes



George Mason University  
Criminology, Law and Society

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Supervision Observation Rating Form

For each of the following skills, circle the number that best characterizes the extent to which the officer uses the skill, using the following scale:

0	Did not use skill despite opportunity	1	Used skill when appropriate	2	Used skill sufficiently	3	Used skill very well	N/A	No opportunity to use skill
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**RISK ASSESSMENT & MANAGEMENT SKILLS**

1. Demonstrates commitment to enforcing risk when situations indicate risk management is a priority (dynamic risk factors increase).	0	1	2	3	N/A
2. Effectively assesses and links current life problems to managing criminogenic needs.	0	1	2	3	N/A
3. Identifies people/situations that may disrupt the offender's compliance and evaluates how well these triggers are being avoided.	0	1	2	3	N/A
4. Identifies and directly addresses stabilizing influences in the offender's life.	0	1	2	3	N/A
5. Assigns an appropriate number of requirements (conditions)/expectations for the offender based on risk and needs.	0	1	2	3	N/A

**ENGAGEMENT SKILLS**

6. Encourages the offender to be involved in direction of next step in case plan.	0	1	2	3	N/A
7. Expresses confidence and verbally reinforces that the offender can change to achieve and maintain a crime-free life.	0	1	2	3	N/A
8. Pays attention to the degree of "buy in" from the offender, applying programs or controls based on the level of motivation displayed.	0	1	2	3	N/A
9. Uses affirmations during session.	0	1	2	3	N/A
10. Establishes and/or delivers rewards for compliance and accomplishments.	0	1	2	3	N/A

**PROBLEM SOLVING SKILLS**

11. Uses an action planning approach, including target behaviors, for the session.	0	1	2	3	N/A
12. Uses decisional balance to help the offender examine costs and benefits of actions including criminal and non-criminal options.	0	1	2	3	N/A
13. Helps the offender understand the actions, thoughts, and feelings that lead to negative outcomes or criminal behavior.	0	1	2	3	N/A
14. Leads conversation to realistic non-offending strategies that can be used to attain goals typically achieved through crime behaviors.	0	1	2	3	N/A

**WORKING RELATIONSHIP SKILLS**

15. Responds appropriately to offender ambivalence or rolls with resistance.	0	1	2	3	N/A
16. Expresses empathy for the offender's situation.	0	1	2	3	N/A
17. PO demonstrates a firm but fair supervision style when working with the offender.	0	1	2	3	N/A
18. Agreement between the PO and offender regarding the goals they are working towards.	0	1	2	3	N/A
19. Demonstrates an understanding of risk and need factors to work on with the offender.	0	1	2	3	N/A
20. Respectfully encourages the offender to speak within the session.	0	1	2	3	N/A

**SUMMARY**

	<b>Score</b>
Risk Assessment & Management	
Engagement	
Problem Solving	
Working Alliance	
<b>Total</b>	

SOARING 2  
Basic Observation  
Form



## Recommendation 3

### Subcommittees on Best Practices for Reducing Recidivism & Efficiencies and Fiscal Impact

#### Recommendation:

Conduct a needs assessment of the types of programs and services required in each jurisdiction to reduce the demand on incarceration.

- What is the current size of the justice-involved population (i.e. probation, parole, in jail, pretrial, prisoners expected to return to the community)?
- What are the needs that can be addressed through programming and services?
- What is the capacity of the system to serve those with needs and how many people are actually being served?
- What evidence-based programming and services are needed to reduce the need for incarceration?

#### Recommendation Summary:

Survey community capacity regarding the existence of “alternatives to incarceration” and reentry services in each Virginia jurisdiction and assess the types of programs and services needed per jurisdiction.



# CJ-TRAK

MY ACCOUNT

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## Criminal Justice - Targeted Research and Application of Knowledge (CJ-TRAK) Portal

# RNR SIMULATION TOOL

Translating the evidence-based practices (EBP) to everyday operations is important. EBP or the "what works" approach is the foundation of the RNR program. The RNR program is a risk and needs assessment program that provides program controls and services based on desired outcomes. The tool can also be used for an individual client/offender.

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### SOARING2



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### Evidence Mapping



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# The RNR Simulation Tool

- Is a research basis to link data on client information (risk and needs) with available programming
- Integrates meta-analytic data with individual level data
- Used to support decisions at the:
  - Individual Level
  - Program Feedback
  - System Building Capability



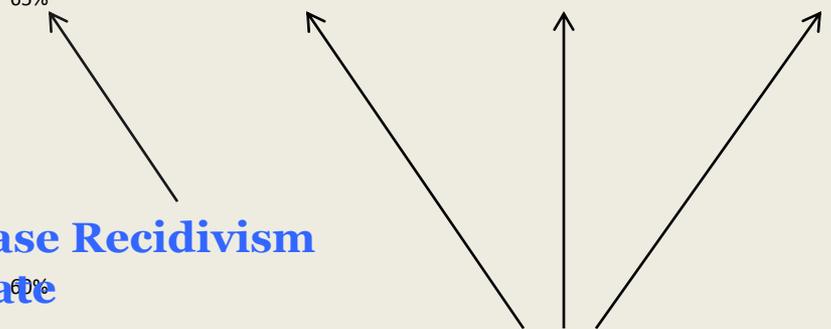


## simulated Database (25,000+ profiles) for individual, program, & system estimates of recidivism reduction

Race	Gender	Age	Risk	...	Recidivism	Prevalence	Implication	PlacementOption1		PlacementOption2		PlacementOption3	
								Prevalence	Implication	Prevalence	Implication	Prevalence	Implication
White	Male	16-27	High	...	Recidivist	630	74%	595	70%	610	72%	623	73%
White	Male	16-27	High	...	Non-Recidivist	220		255		240		227	
White	Male	16-27	Medium	...	Recidivist	240	65%						
White	Male	16-27	Medium	...	Non-Recidivist	130							
White	Male	16-27	Low	...	Recidivist	...							
White	Male	16-27	Low	...	Non-Recidivist	...							
White	Male	28-35	High	...	Recidivist	...							
White	Male	28-36	High	...	Non-Recidivist	...							
White	Male	28-37	Medium	...	Recidivist	...							
White	Male	28-38	Medium	...	Non-Recidivist	...							
White	Male	28-39	Low	...	Recidivist	...							
White	Male	28-40	Low	...	Non-Recidivist	...							
White	Female	16-27	High	...	Recidivist	35	60%						
White	Female	16-27	High	...	Non-Recidivist	23							
White	Female	16-27	Medium	...	Recidivist	...							
White	Female	16-27	Medium	...	Non-Recidivist	...							
White	Female	16-27	Low	...	Recidivist	...							
White	Female	16-27	Low	...	Non-Recidivist	...							
White	Female	28-35	High	...	Recidivist	...							
White	Female	28-36	High	...	Non-Recidivist	...							
White	Female	28-37	Medium	...	Recidivist	...							
White	Female	28-38	Medium	...	Non-Recidivist	...							
White	Female	28-39	Low	...	Recidivist	...							
White	Female	28-40	Low	...	Non-Recidivist	...							
...	...	...	...	...	...	...							
Black	Male	16-27	High	...	Recidivist	...							
Black	Male	16-27	High	...	Non-Recidivist	...							
Black	Male	16-27	Medium	...	Recidivist	...							
Black	Male	16-27	Medium	...	Non-Recidivist	...							
...?	...?	...?	...?	...?	...?	...							
Other	...	...	...	...	...	...							
...	...	...	...	...	...	...							

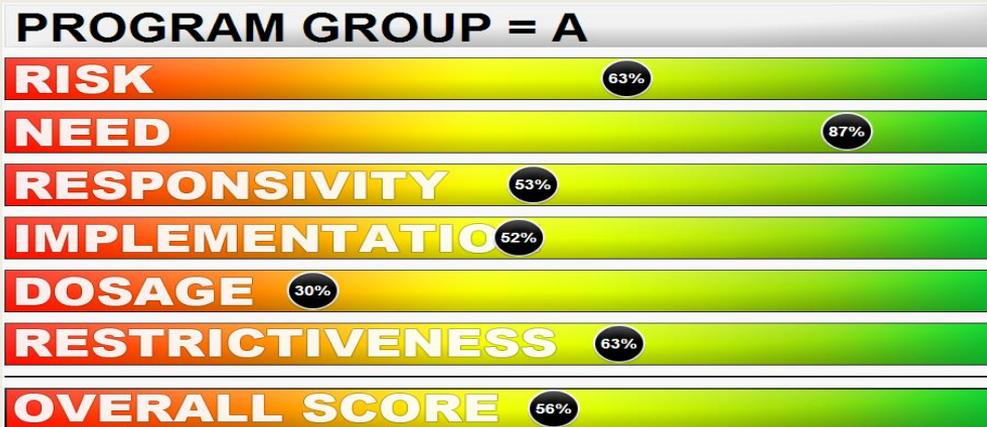
**Base Recidivism Rate**

**Reflect Expected Reductions in Recidivism (from Meta-Analysis)**

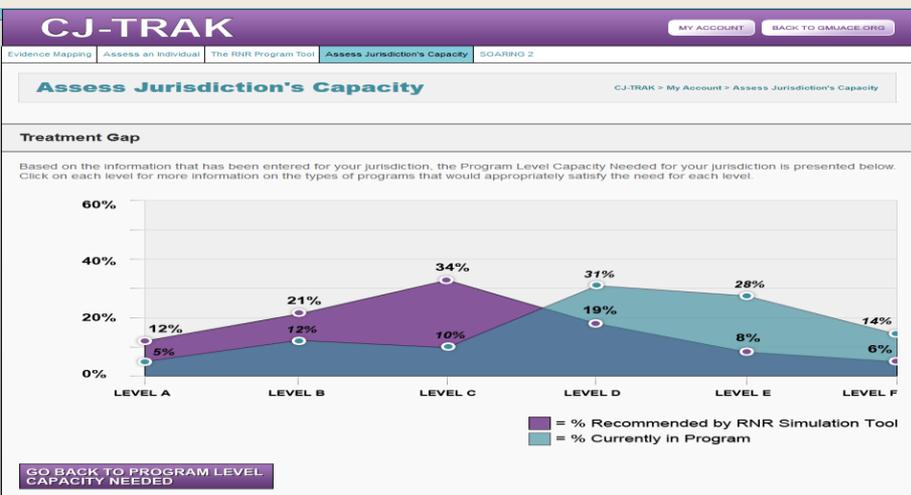




# Overall Tool kit: Risk and Needs



**PROGRAM:**  
How well do the programs adhere to EBPs?



## Recommended RNR Program Group, Estimated Success Rate

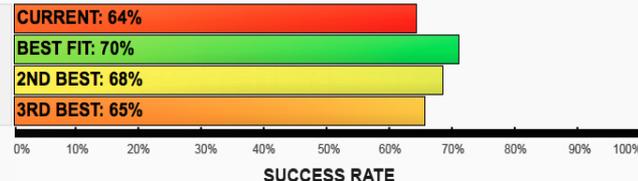
**Risk Level: High**  
**Dosage Level: High**

**Target Needs:**  
Housing, Severe Substance Use Disorder, Criminal Thinking/Lifestyle, Antisocial Peers/Family, Education, Family Support, Benefits Assistance

**Strengths:**  
Lack of Mild to Moderate Substance Use Disorder, Lack of mental health issues, Social Supports/Relationships, Employment, Financial, Lack of co-occurring substance use and mental health issues, Access to Food

**Estimated Success Rate:**  
Three Year Rearrest

**64%**



**SYSTEM GAPS:** How well does my system address risk-needs of offenders?

**INDIVIDUAL:** What will increase success?



# Step 1: What Programs Exist?

- Survey Community Programs—On-line survey of 60 minutes; built in reliability checks
- Identify Suitable Target Populations for Programs
- Assess Behavioral Targets
- Assess Quality of Programming
- Develop TA Around Improving Programming for most (all) programs
- Help each Program Identify their strengths and weaknesses



# Classify Program Groups on Target Behaviors

- Six program groups based on specific target behaviors

RISK Levels Needs Stabilizing Factors

## Group A

- Dependence on Criminogenic Drugs

## Group B

- Criminal Thinking/Cognitive Restructuring

## Group C

- Self Improvement and Management

## Group D

- Social/Interpersonal Skills

## Group E

- Life Skills (e.g. Education, Employment)

## Group F

- Punishment Only





# Program Quality



- On-line survey of program structure and features
- Uses criteria from research literature
- Includes CPC+ASAM+LOCUS; behavioral health
- Identifies major areas of strengths and weaknesses
- Focuses on quality improvement

PROGRAM GROUP	MECHANISM OF ACTION	RESEARCH EVIDENCE
<b>Group A</b> <i>Severe Substance Use/Dependence</i>	Treatments to reduce use of heroin, cocaine, amphetamines, and methamphetamine	Holloway, Bennett, & Farrington, 2006; Prendergast, Huang, & Hser, 2008; Prendergast, Podus, Chang & Urada, 2002; Lipton, Pearson, Cleland & Yee, 2008; Mitchell, Wilson & MacKenzie, 2007
<b>Group B</b> <i>Criminal Thinking</i>	Cognitive restructuring to change maladaptive thinking and behavior patterns	Andrews & Bonta, 2010; Lipsey, Landenberger & Wilson, 2007; Wilson, Bouffard & MacKenzie, 2005; Little, 2005; Tong & Farrington, 2006 & 2008
<b>Group C</b> <i>Self-Improvement and Management (abuse)</i>	Developing social and problem solving skills to address MH, SA, and self-control.	Botvin & Wills, 1984; Botvin, Griffin, & Nichols, 2006; Martin, Dorken, Wamboldt & Wootten, 2011
<b>Group D</b> <i>Social and Interpersonal Skills</i>	Structured counseling and modeling of behavior to reduce interpersonal conflict and develop more positive interactions.	Botvin & Wills, 1984; Beckmeyer, 2006; Wilson, Gallagher & MacKenzie, 2000; Visher, Winterfield & Coggeshall, 2005
<b>Group E</b> <i>Life Skills</i>	Stabilize education, housing, employment, and financial concerns	Andrews & Bonta, 2010; Beckmeyer, 2006



# PROGRAM GROUP: Interventions Targeting Severe Substance Use Disorders (A)

RISK

100%

NEED

67%

RESPONSIVENESS

**IMPLEMENTATION**

63%

Programs scoring high on the Implementation domain of the RNR Program Tool for Adults in Level A have specific completion criteria requiring participants to successfully complete all program requirements, treatment and supervision/correctional staff communicate at least monthly about individual's progress, have been evaluated by an external entity, use an evidence-based treatment manual, use coaching model for staff development, assess quality using external audits, and are operated by all clinical staff with advanced degrees (e.g. MA, PhD., LCSW, etc.).

Improvements can be made by:

- revising completion criteria so that it is based on improvement of symptoms or meeting requirements/expectations, rather than attendance or length of program.
- limiting the treatment team to clinical staff only.
- having an external evaluator assess your program for quality and fidelity to the model.
- using a treatment manual developed by an outside entity, such as a proprietary curriculum manual.
- assessing program quality through an external quality assurance audit.
- receiving technical assistance.

IMPACT

DOSE

RESTRICTIVENESS

100%

OVERALL SCORE

72%



# Reentry Case Management Program Tool Output

## HOUSING/FOOD

Research states that housing and food are two of the most urgent needs for those reentering. Providing these can help stabilize someone who was just released. Improvements can be made to the program by offering these services to clients.

## EDUCATION

Research shows that education is a dynamic risk factor for those reentering (Mulder, Brand, Bullens and van Marle, 2011). Improvements can be made by providing educational courses or GED training.

## JOB TRAINING AND EMPLOYMENT

Employment is an area of greatest need for those reentering (Pager, 2006). Improvements can be made by matching compatibilities of jobs with offenders' skills and attitudes; by having a network of potential employers; and by coordinating employment and criminal justice commitments to provide as little disruption to job responsibilities as possible.

## COUNSELING AND CASE MANAGEMENT

## SUBSTANCE ABUSE TREATMENT

Substance use is a dynamic risk factor that affects clients' ability to function in society. Providing TC and/or cognitive skills programming to target severity and drug of choice can improve skills (Barnett, 2009). Improvements can be made by screening for drug abuse, providing treatment where indicated, and including drug testing.

## LIFE SKILLS

Integrating life skills such as risk management, communication skills and problem solving can improve program scores (Freudenberg, 2006). Improvements can be made by including or referring to programming that addresses life skills throughout program stages

## FORMAL FOLLOW-UP SUPPORT

High-quality reentry programs have a formal system of follow-up support for clients, such as continuing to offer as needed services after program completion, and reassessing clients as they move through different phases of the program.

## SOCIAL ENTERPRISE



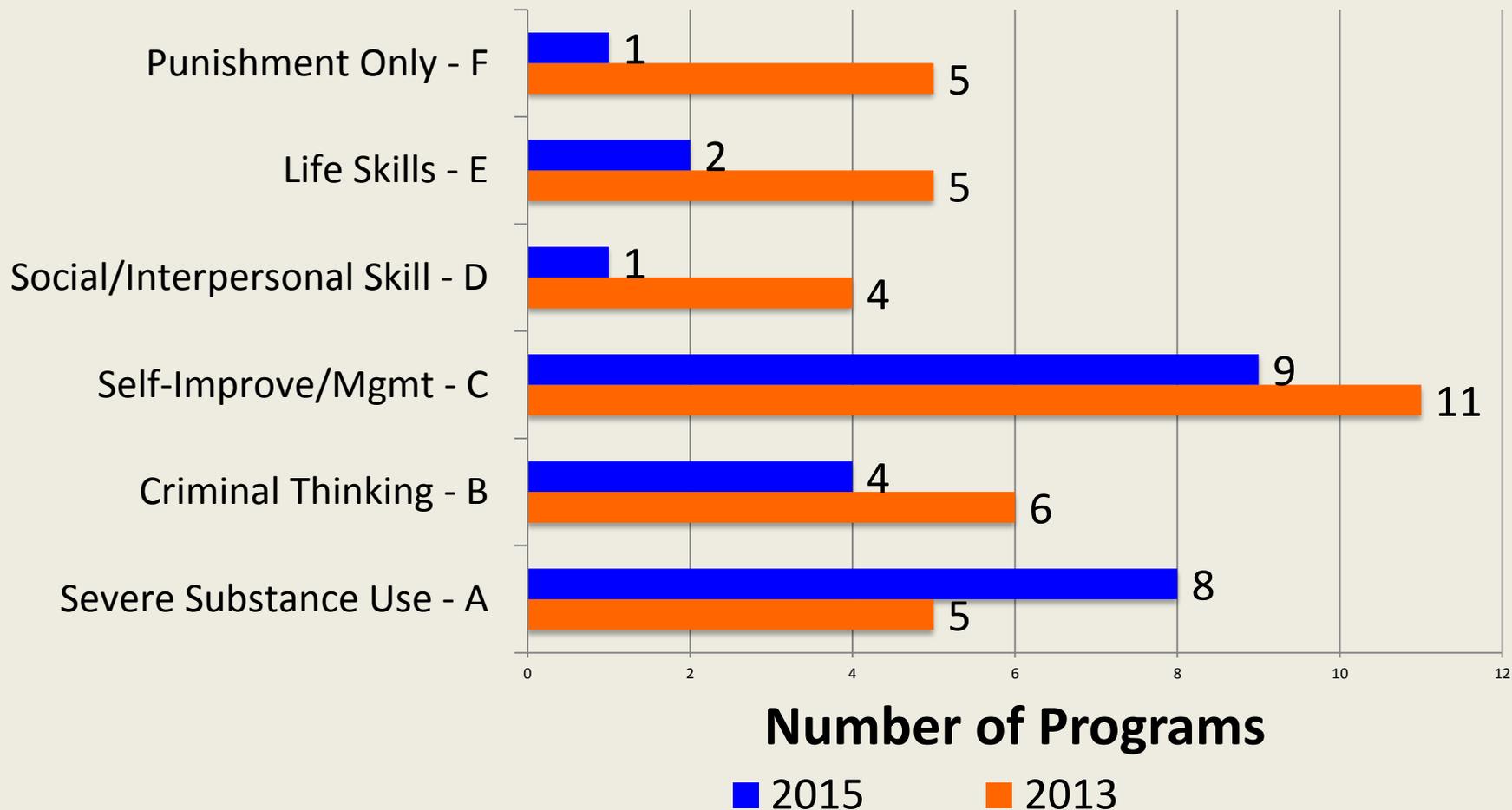
# Case Study: A California County

- Issues
  - Corrections reform results in influx of probationers
  - AB-109 offenders differ from general probation population
- Application of tools
  - Programs trained and completed the RNR Program Tool
  - Through Program Tool data and stakeholder meetings, identified program-level issues and system-level issues
  - Used the tools for 2 years with substantive changes including
    - Change in type of programming offered
    - Improved program features
    - Implemented system wide changes including universal intake form, training on CBT, building network of providers, stability in funding for providers, etc.



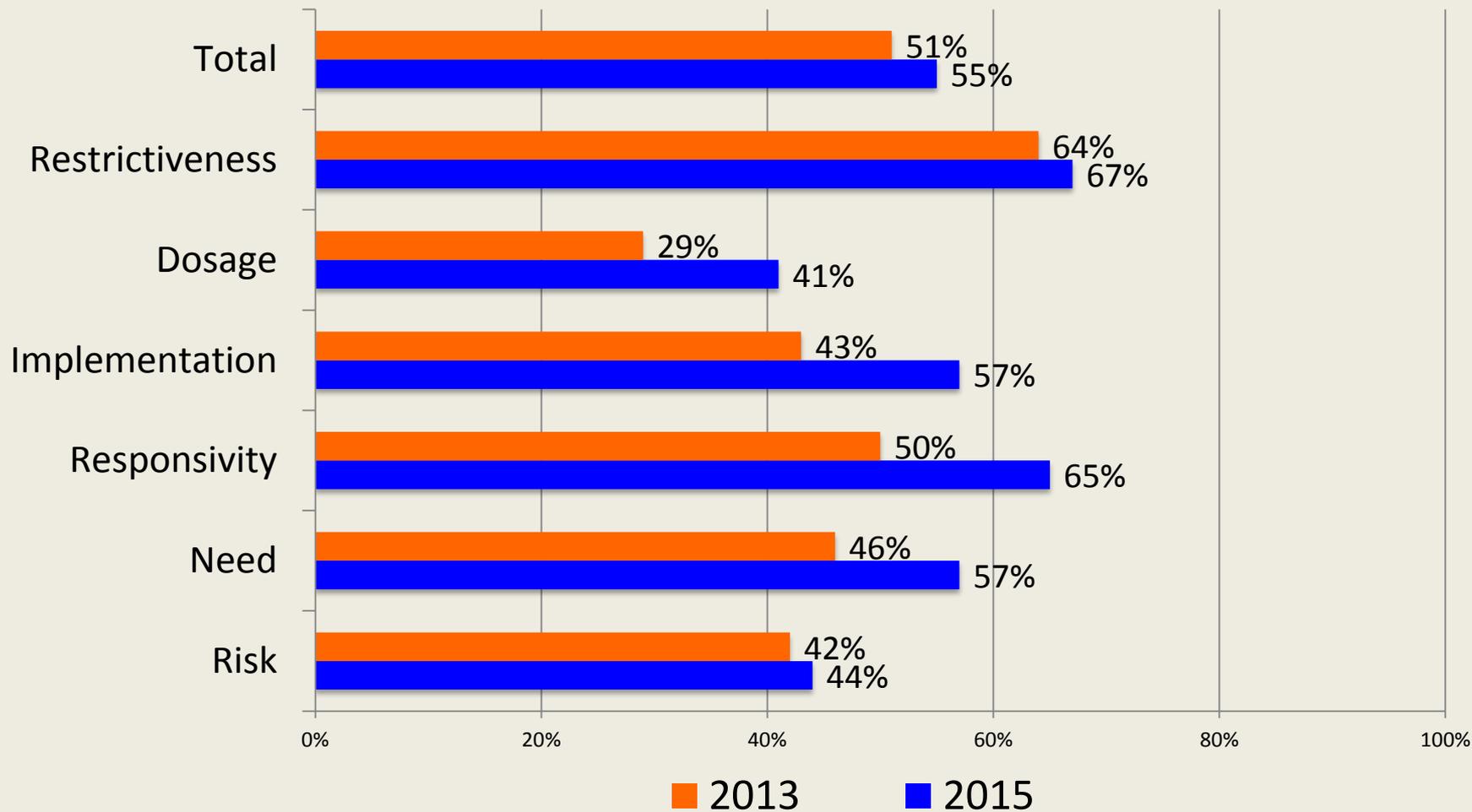


# Number of Programs Increased More Clinical programs





# CHANGE IN PROGRAM QUALITY SCORES



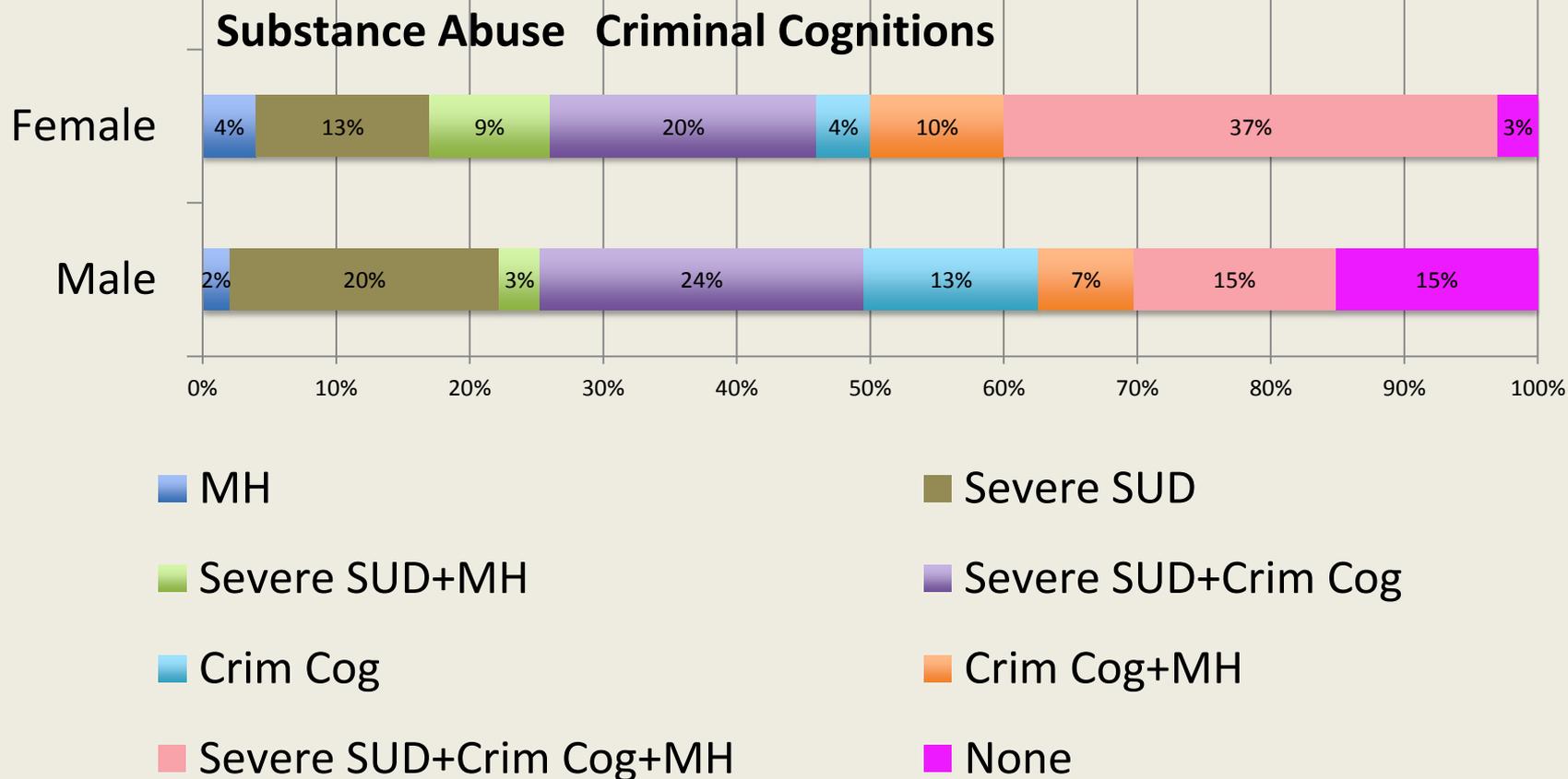


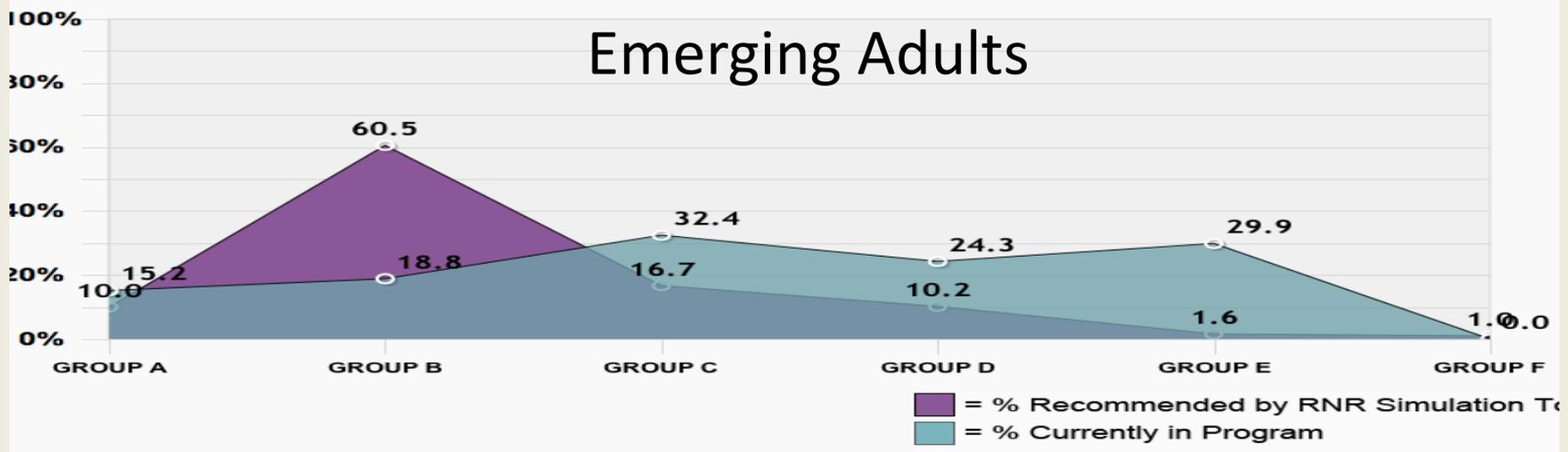
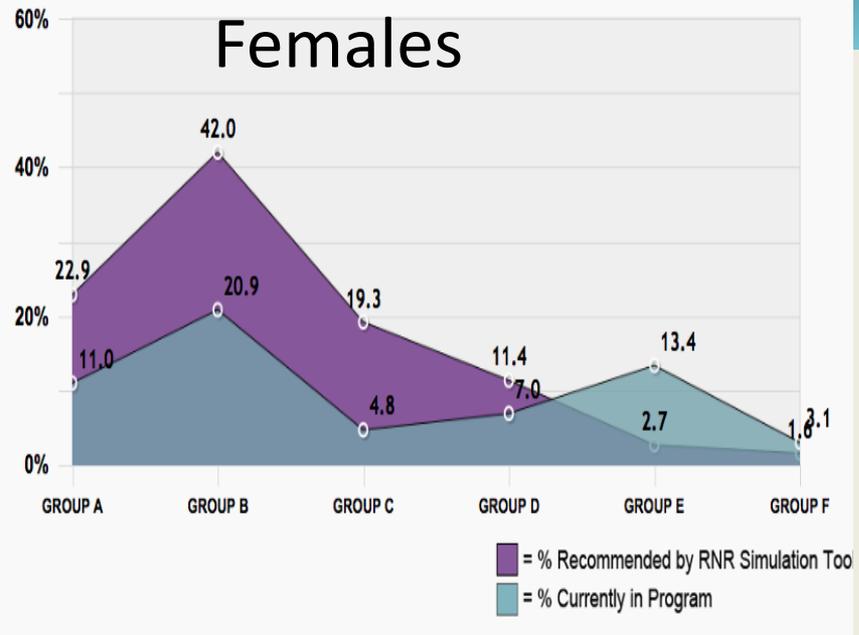
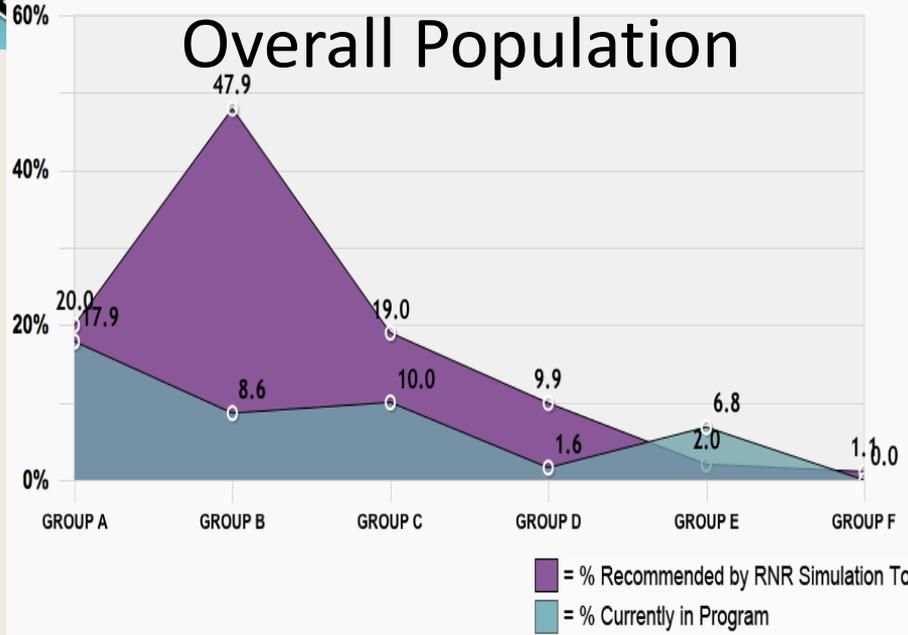
## **Step 2: What is the Capacity to Serve the**

- Use Existing Data from Correctional Agencies (if available)
- Estimate needs using Underlying RNR database or create your own database
- Identify Suitable Target Populations for Programs
- Develop TA Around Improving Capacity in the system



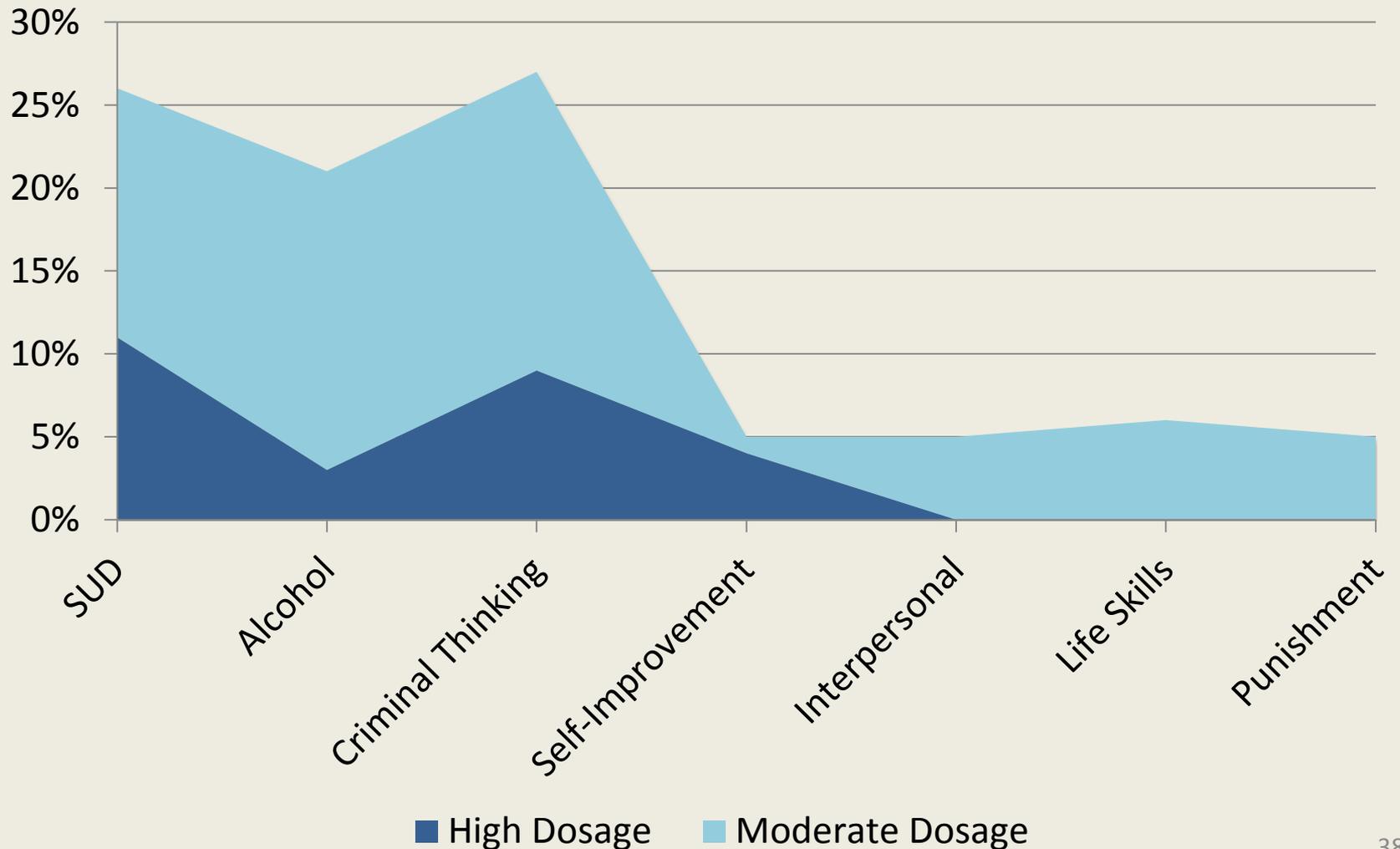
# Challenge: Complex Needs Among Justice-Involved Population ~2000 Individuals in 12 Programs





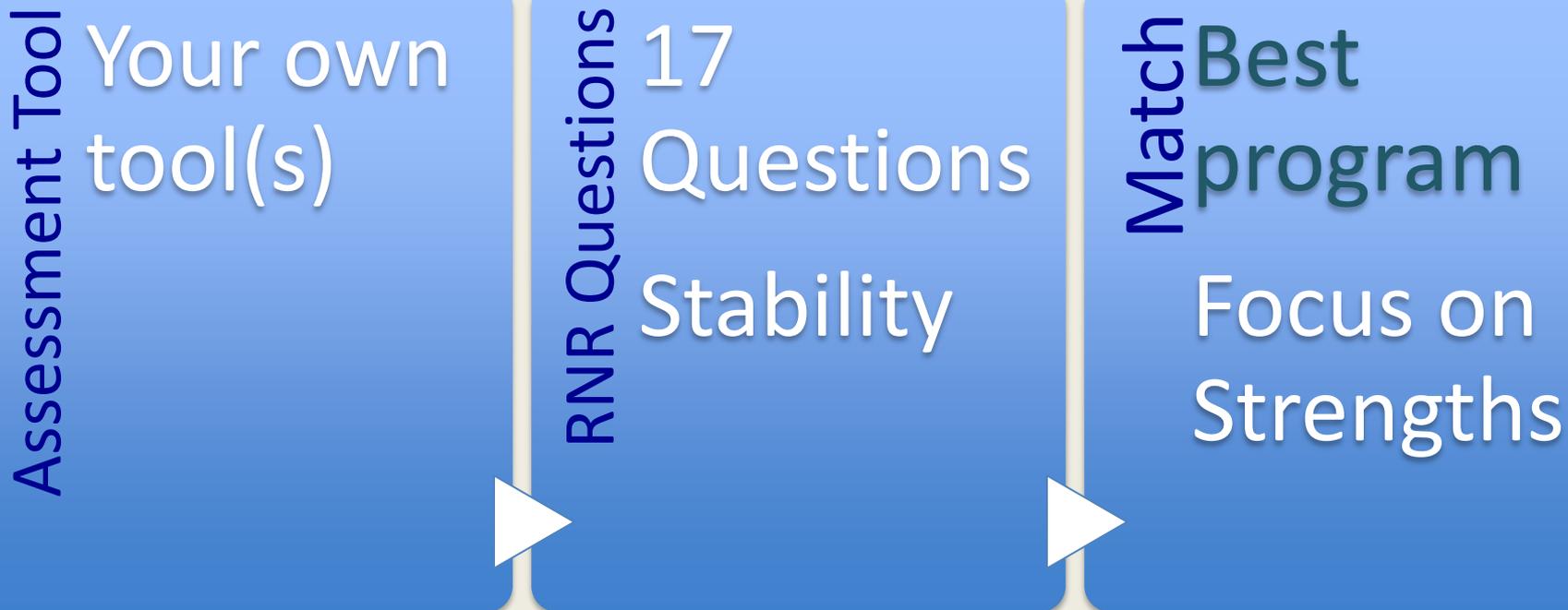


# DOC Population Needs & Recidivism Rates (n=2844)





# Step 3: How can we improve individual





# Responding to Risk and Needs: Assess an Individual

## Recommended RNR Program Group, Estimated Success Rate

**Risk Level:** High  
**Dosage Level:** High

### Target Needs:

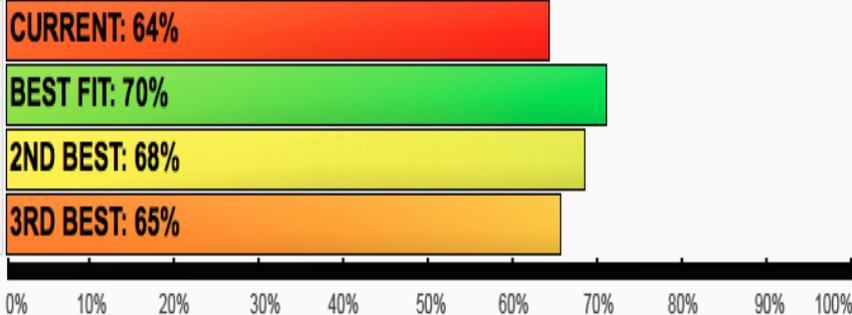
Housing, Severe Substance Use Disorder, Criminal Thinking/Lifestyle, Antisocial Peers/Family, Education, Family Support, Benefits Assistance

### Strengths:

Lack of Mild to Moderate Substance Use Disorder, Lack of mental health issues, Social Supports/Relationships, Employment, Financial, Lack of co-occurring substance use and mental health issues, Access to Food

**Estimated Success Rate:**  
Three Year Rearrest

**64%**



**17** Questions to Answer

**5** Minutes to Complete

**3** Program  
Recommendations



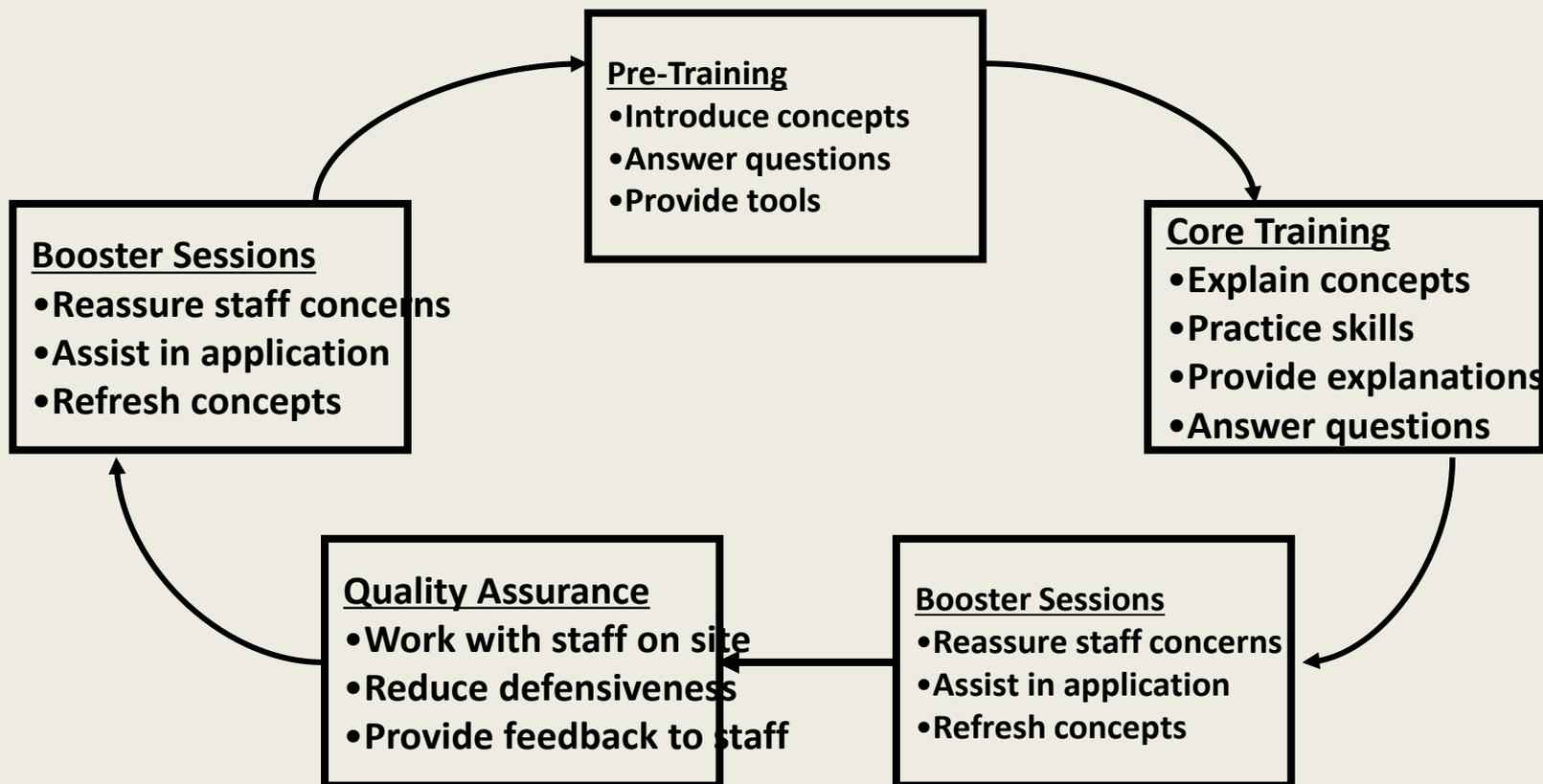
# EBP Will Only Work if there is:

- Use data to make decisions
- Practice true system collaboration--sharing of influence
- Desire to stop doing some things and terminate programs
- Invest in research and data
- Desire to “retool” (programs, practices, and staff skills)
- Recognize that it may contradict current organizational culture and confront ideology



# Organizational Development

- CLEAR VISION, GOALS, DESIGNATED PROGRAMS/RESOURCES
- Keep key concepts in the forefront of everyone's mind





Thank you!  
[www.gmuace.org/tools](http://www.gmuace.org/tools)

## Assess An Individual



Assess offenders or estimate the reduction in recidivism by matching individuals to treatment programs.

**LAUNCH**

## The RNR Program Tool For Adults



Assess your current programs based on treatment offered, content, quality, and other factors.

**LAUNCH**

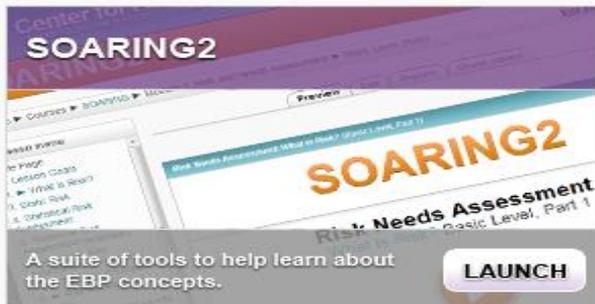
## Assess Jurisdiction's Capacity



Use client population data & current programming to identify programs that meet your population's needs.

**LAUNCH**

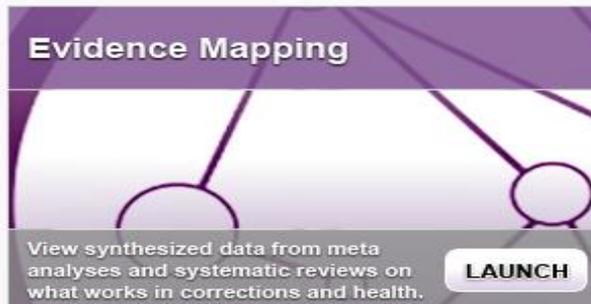
## SOARING2



A suite of tools to help learn about the EBP concepts.

**LAUNCH**

## Evidence Mapping



View synthesized data from meta analyses and systematic reviews on what works in corrections and health.

**LAUNCH**