

**The Riverside County
Probation Department is**

Breaking the Cycle Of Juvenile Delinquency



“BREAKING THE CYCLE”

Mark A. Hake

Chief Probation Officer

KEYNOTE SPEAKER

Honorable Roger A. Luebs

Superior Court Judge, Juvenile Division

GUEST SPEAKER

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*What Works and What Doesn't in Reducing
Recidivism with Youthful Offenders*

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www.uc.edu/criminaljustice

Evidence Based – What does it mean?

There are different forms of evidence:

- The lowest form is anecdotal evidence; stories, opinions, testimonials, case studies, etc. - but it often makes us feel good
- The highest form is empirical evidence – research, data, results from controlled studies, etc. - but sometimes it doesn't make us feel good

Evidence Based Practice is:

1. Easier to think of as Evidence Based Decision Making
2. Involves several steps and encourages the use of validated tools and treatments.
3. Not just about the tools you have but also *how* you use them

Evidence-Based Decision Making Requires

1. Assessment information

- Valid and reliable youth assessment process
- Assessment of programs and practices

2. Relevant research

- Consult research
- Design and fund programs that are based on empirical evidence
- Use existing resources (i.e., Crimesolutions.gov)

3. Available programming

- To reduce risk
- Improve existing programs
- Develop new programs

Evidence-Based Decision Making Requires:

4. Evaluation

- Youth
- Quality assurance processes
- Performance measures
- Data

5. Professionalism and knowledge from staff

- Understand EBP
- Trained, coached, and skilled
- Commitment

What does the Research tell us?

There is often a Misapplication of Research: “XXX Study Says”

- the problem is if you believe every study we wouldn't eat anything (but we would drink a lot of red wine!)

- **Looking at one study can be a mistake**
- **Need to examine a body of research**
- **So, what does the body of knowledge about correctional interventions tell us?**

A Large Body of Research Has Indicated....

...that correctional services and interventions can be effective in reducing recidivism for youthful offenders, however, not all programs are equally effective.

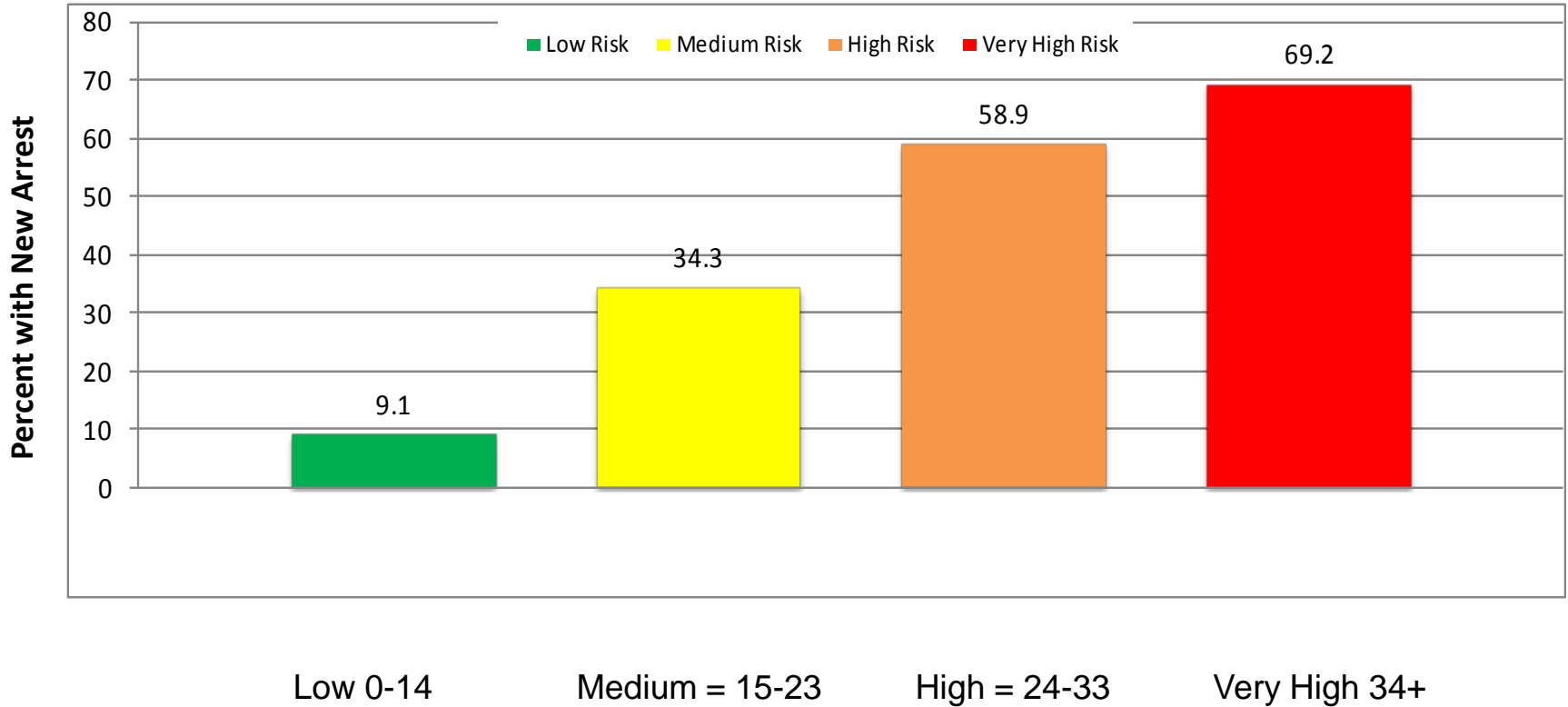
The most effective programs are based on some principles of effective interventions

- Risk (Who)
- Need (What)
- Treatment (How)
- Program Integrity (How Well)

Let's Start with the Risk Principle

Risk refers to risk of reoffending and not the seriousness of the offense.

Risk Level by Recidivism for the Community Supervision Sample



There are Three Elements to the Risk Principle

1. Target those youth with higher probability of recidivism
2. Provide most intensive treatment to higher risk youth
3. Intensive treatment for lower risk youth can increase recidivism

#1: Targeting Higher Risk Youth

- It is important to understand that even with EBP there will be failures.
- Even if you reduce recidivism rates you will still have high percentage of failures when dealing with higher risk youth

Example of Targeting Higher Risk Youth

- If you have 100 high risk youth about 60% will fail
- If you put them in well designed EBP for sufficient duration you may reduce failure rate to 40%
- If you have 100 low risk youth about 10% will fail
- If you put them in same program failure rate will be 20%

Targeting Higher Risk Youth continued:

- In the end, who had the lower recidivism rate?
- Mistake we make is comparing high risk to low risk rather than look for treatment effects

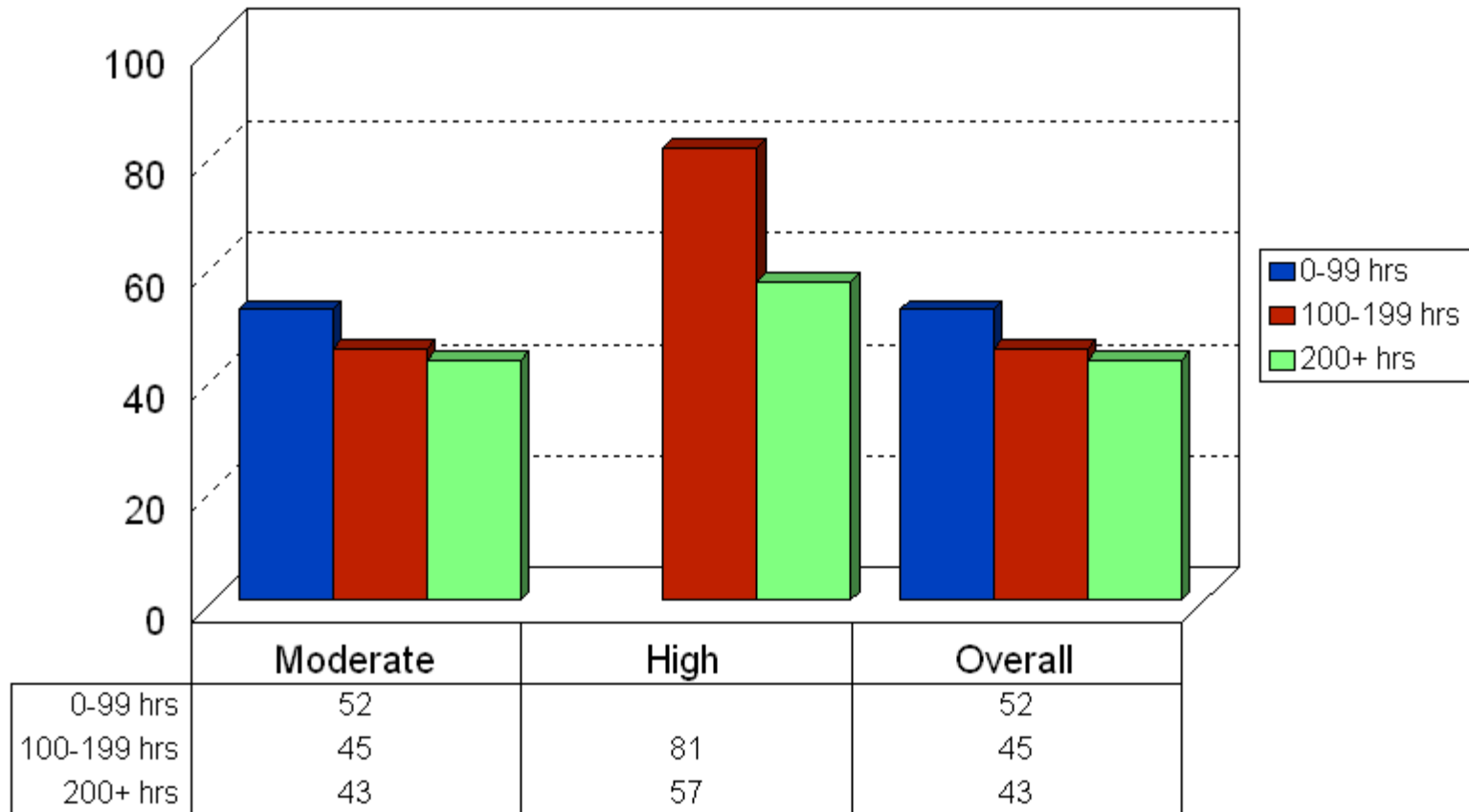
Another important question is: what does more “intensive” treatment mean in practice?

- Most studies show that the longer someone is in treatment the greater the effects, however:
- Effects tend to diminish if treatment goes too long

#2: Provide Most Intensive Interventions to Higher Risk Offenders

- Higher risk offenders will require much higher dosage of treatment
 - Rule of thumb: 100 hours for moderate risk
 - 200+ hours for high risk
 - 100 hours for high risk will have little if any effect
 - Does not include work/school and other activities that are not directly addressing criminogenic risk factors

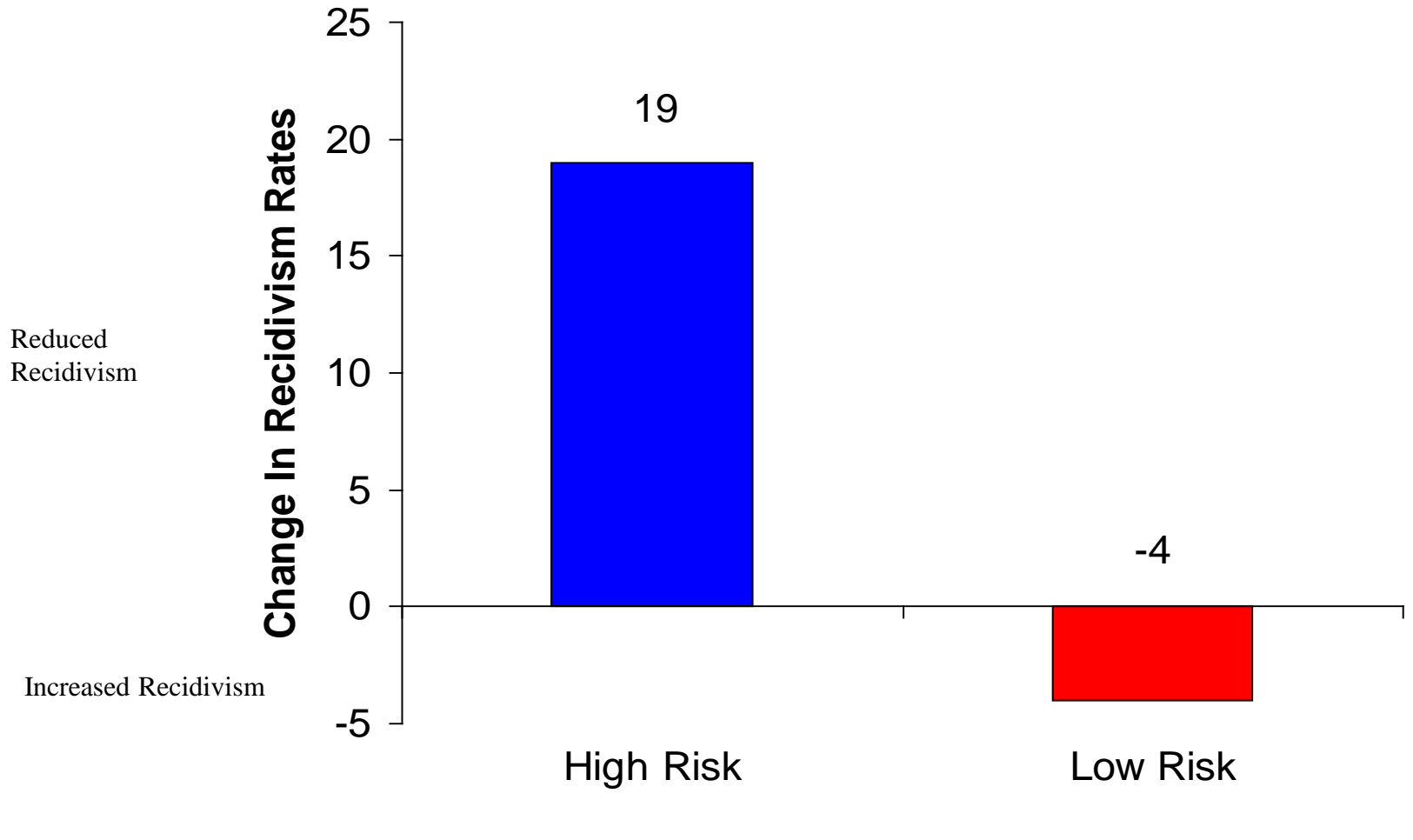
Recidivism Rates by Intensity and Risk Level



#3: Intensive Treatment for Low Risk Youth will Often Increase Failure Rates

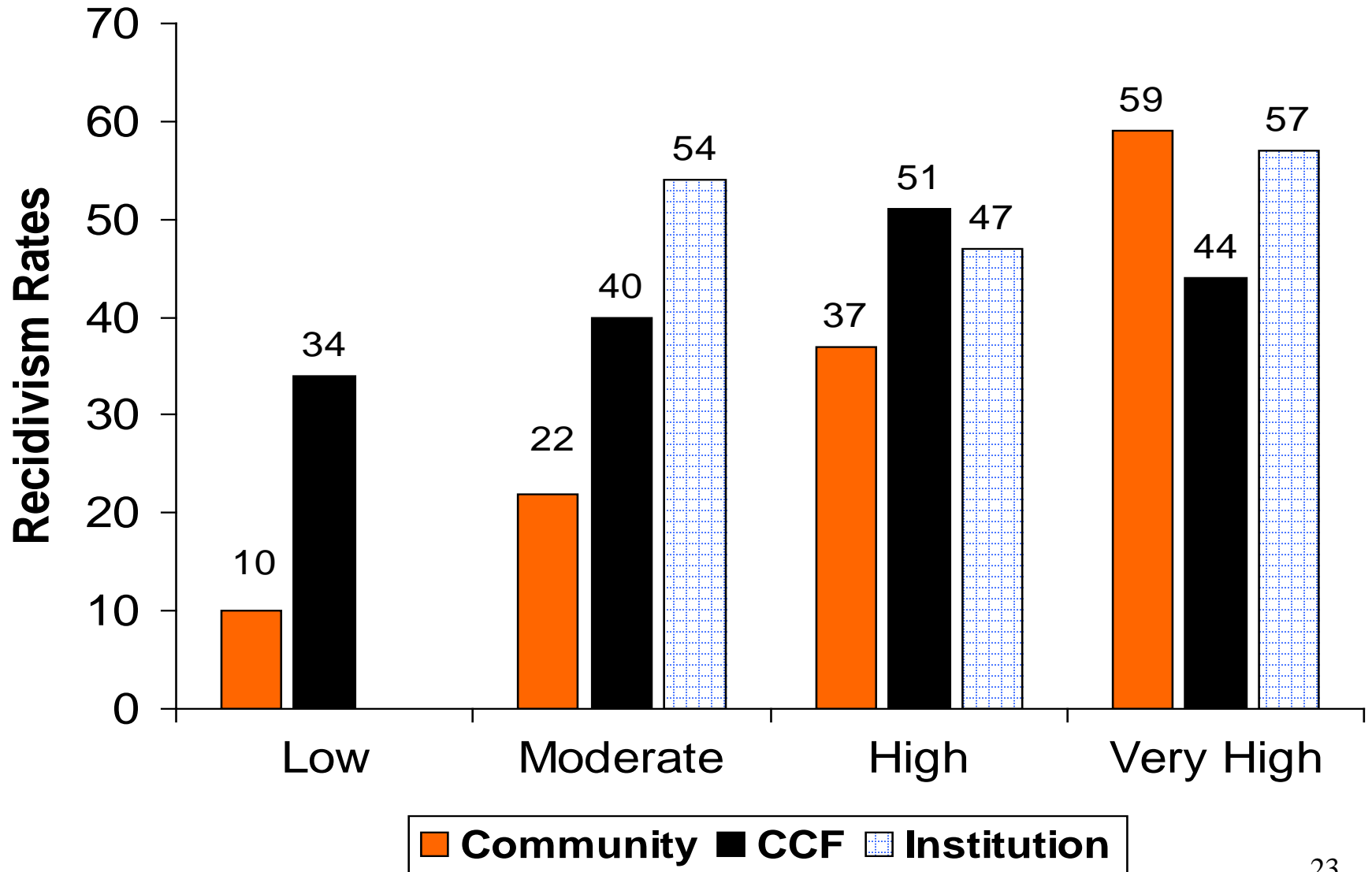
- Low risk youth will learn anti social behavior from higher risk
- Disrupts pro-social networks

The Risk Principle & Correctional Intervention Results from Meta Analysis



Dowden & Andrews, 1999

Risk Level by New Commitment or New Adjudication: Results from Ohio Study of over 14,000 Youth



Another important body of knowledge to understand is the research on risk factors

What are the risk factors correlated with criminal conduct?

Major Set of Risk/Need Factors

1. Antisocial/pro-criminal attitudes, values, beliefs and cognitive-emotional states

Cognitive Emotional States

- Rage
- Anger
- Defiance
- Criminal Identity

Identifying Pro-criminal Attitudes, Values & Beliefs

Pro-criminal sentiments are what people think, not how people think; they comprise the content of thought, not the skills of thinking.

What to listen for:

- **Negative expression about the law**
- **Negative expression about conventional institutions, values, rules, & procedures; including authority**
- **Negative expressions about self-management of behavior; including problem solving ability**
- **Negative attitudes toward self and one's ability to achieve through conventional means**
- **Lack of empathy and sensitivity toward others**

Neutralization & Minimizations

Offenders often neutralize their behavior. Neutralizations are a set of verbalizations which function to say that in particular situations, it is “OK” to violate the law

Neutralization Techniques include:

- **Denial of Responsibility:** Criminal acts are due to factors beyond the control of the individual, thus, the individual is guilt free to act.
- **Denial of Injury:** Admits responsibility for the act, but minimizes the extent of harm or denies any harm
- **Denial of the Victim:** Reverses the role of offender & victim & blames the victim
- **“System Bashing”:** Those who disapprove of the offender’s acts are defined as immoral, hypocritical, or criminal themselves.
- **Appeal to Higher Loyalties:** “Live by a different code” – the demands of larger society are sacrificed for the demands of more immediate loyalties.

Major set Risk/needs continued:

2. Pro-criminal associates and isolation from pro-social others

Reducing Negative Peer Associations

- ✓ **Restrict associates**
- ✓ **Set and enforce curfews**
- ✓ **Ban hangouts, etc.**
- ✓ **Teach offender to recognize & avoid negative influences (people, places, things)**
- ✓ **Practice new skills (like being assertive instead of passive)**
- ✓ **Teach how to maintain relationships w/o getting into trouble**
- ✓ **Identify or develop positive associations: mentors, family, friends, teachers, employer, etc.**
- ✓ **Train family and friends to assist offender**
- ✓ **Set goal of one new friend (positive association) per month**
- ✓ **Develop sober/pro-social leisure activities**

Major set Risk/Needs continued:

3. Temperamental & anti social personality pattern conducive to criminal activity including:

- Weak Socialization
- Impulsivity
- Adventurous
- Pleasure seeking
- Restless Aggressive
- Egocentrism
- Below Average Verbal intelligence
- A Taste For Risk
- Weak Problem-Solving/lack of Coping & Self-Regulation Skills

Major set of Risk/Needs continued:

4. A history of antisocial behavior:

- Evident from a young age
- In a variety of settings
- Involving a number and variety of different acts

Major set of Risk/Needs continued:

5. Family factors that include criminality and a variety of psychological problems in the family of origin including:

- Low levels of affection, caring and cohesiveness
- Poor parental supervision and discipline practices
- Out right neglect and abuse

Major set of Risk/Needs continued:

6. Low levels of personal educational, vocational or financial achievement

Major set Risk/Needs continued:

7. Low levels of involvement in pro-social leisure activities

- Allows for interaction with antisocial peers
- Allows for offenders to have idle time
- Offenders replace pro-social behavior with antisocial behavior

Major set Risk/Needs continued:

8. Abuse of alcohol and/or drugs

- It is illegal itself (drugs)
- Engages with antisocial others
- Impacts social skills

NATIONAL STUDY OF NCAA DIVISION I FOOTBALL AND BASKETBALL PLAYERS BY CULLEN & LATESSA FOUND:

Infractions were higher among student-athletes:

- **Who were highly recruited**
- **Who associated with fellow athletes that broke rules or saw nothing wrong with cheating**
- **Who personally embraced values defining rule violations as acceptable**
- **Who did not have close relationships with their parents or coaches**
- **Who reported prior delinquent behavior**

RECENT STUDY OF NCAA DIVISION I FOOTBALL AND BASKETBALL PLAYERS FOUND

Violations were unrelated to:

- **ECONOMIC DEPRIVATION:** coming from an impoverished background and having a lack of money while in college do not appear to be major sources of rule infractions
- **ORGANIZATIONAL CONTEXT:** how strongly winning was emphasized, success or failure of the program, league, region of the country, etc. were not factors
- **THREATS OF SANCTIONS:** certainty and severity of punishment for violating rules were not related to infractions

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
History of Antisocial Behavior	Early & continued involvement in a number antisocial acts	Build noncriminal alternative behaviors in risky situations
Antisocial personality	Adventurous, pleasure seeking, weak self control, restlessly aggressive	Build problem-solving, self-management, anger mgt & coping skills
Antisocial cognition	Attitudes, values, beliefs & rationalizations supportive of crime, cognitive emotional states of anger, resentment, & defiance	Reduce antisocial cognition, recognize risky thinking & feelings, build up alternative less risky thinking & feelings Adopt a reform and/or anticriminal identity
Antisocial associates	Close association with criminals & relative isolation from pro-social people	Reduce association w/ criminals, enhance association w/ pro-social people

Major Risk and/or Need Factor and Promising Intermediate Targets for Reduced Recidivism

Factor	Risk	Dynamic Need
Family and/or marital	Two key elements are nurturance and/or caring better monitoring and/or supervision	Reduce conflict, build positive relationships, communication, enhance monitoring & supervision
School and/or work	Low levels of performance & satisfaction	Enhance performance, rewards, & satisfaction
Leisure and/or recreation	Low levels of involvement & satisfaction in anti-criminal leisure activities	Enhancement involvement & satisfaction in pro-social activities
Substance Abuse	Abuse of alcohol and/or drugs	Reduce SA, reduce the personal & interpersonal supports for SA behavior, enhance alternatives to SA

Need Principle

By assessing and targeting criminogenic needs for change, agencies can reduce the probability of recidivism

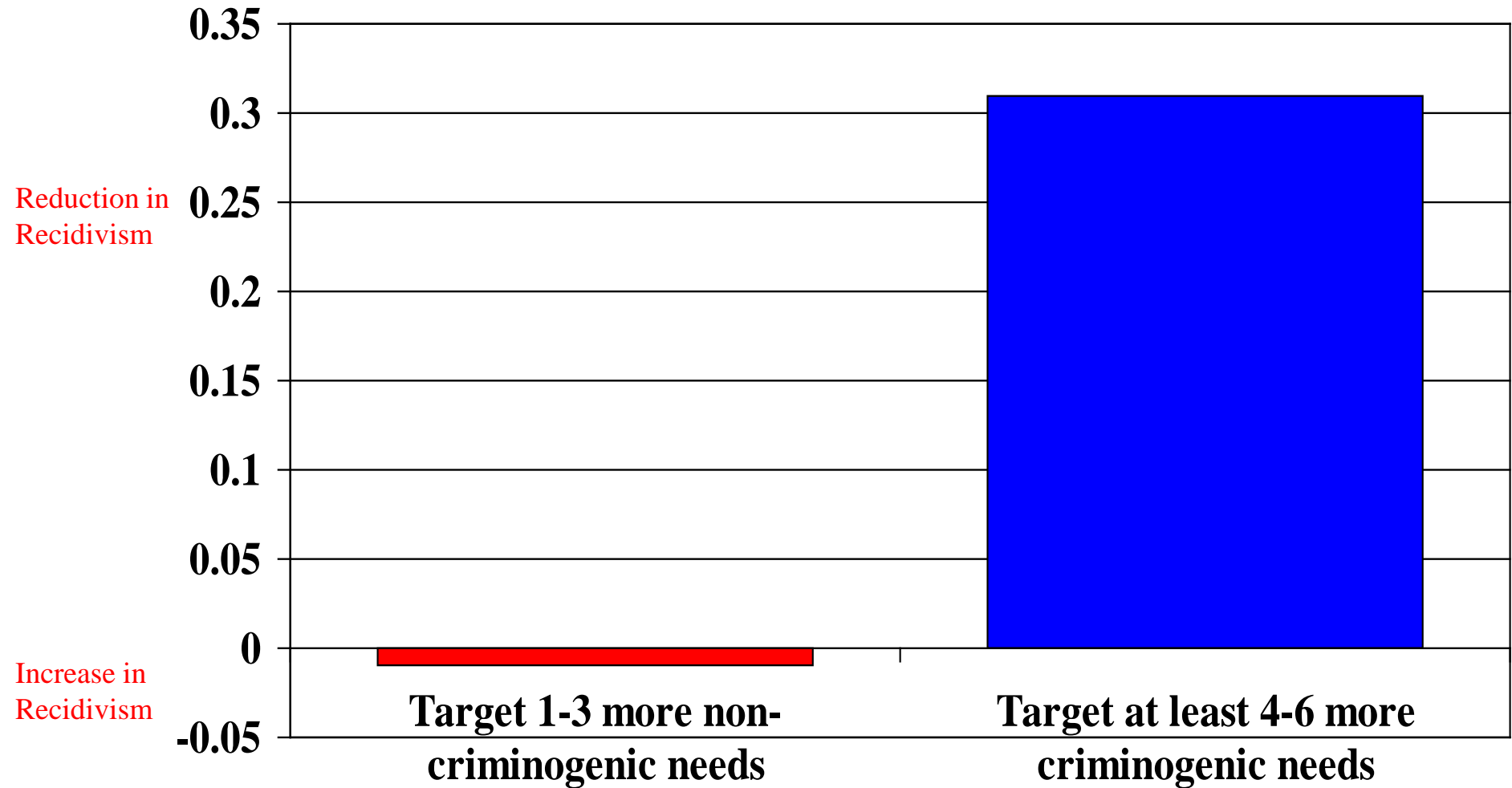
Criminogenic

- Anti social attitudes
- Anti social friends
- Substance abuse
- Lack of empathy
- Impulsive behavior

Non-Criminogenic

- Anxiety
- Low self esteem
- Creative abilities
- Medical needs
- Physical conditioning

Targeting Criminogenic Need: Results from Meta-Analyses



The Christopher Columbus Style of Program Design

WHEN HE SET OUT...

He didn't know where he was going.

WHEN HE GOT THERE...

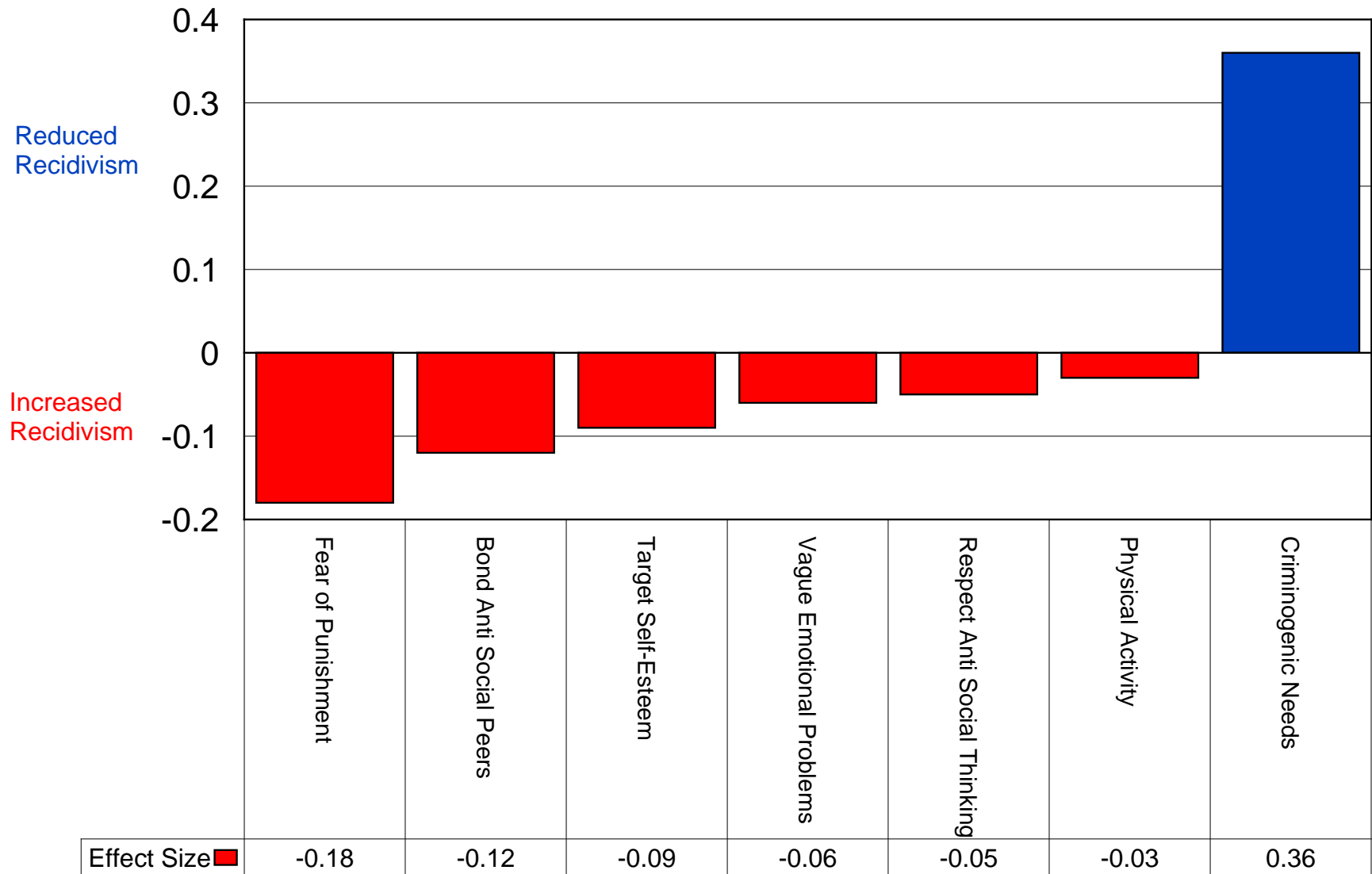
He didn't know where he was.

WHEN HE GOT BACK...

He didn't know where he had been.

Definitely *NOT* Criminogenic Needs

Needs Targeted & Correlation with Effect Size for Youthful Offenders



Source: Dowden and Andrews, (1999). What Works in Young Offender Treatment: A Meta Analysis. Forum on Correctional Research. Correctional Services of Canada

Assessment is the engine that drives effective correctional programs

- Need to meet the risk and need principle
- Reduces bias
- Aids decision making
- Allows you to target dynamic risk factors and measure change

Examples of Assessment Tools for Youthful Offenders

- Youthful Level of Service/Case Management Inventory (MHS.com)
- Youth Assessment and Screening Instrument YASI
- Ohio Youth Assessment System

Youthful Level of Service/Case Management Inventory

- Examines 42 items across 8 domains
 - Offenses
 - Family
 - Peers
 - Substance abuse
 - School
 - Leisure
 - Personality
 - Attitudes
- Score and rating in each area and overall

The YASI Profile "Wheel"

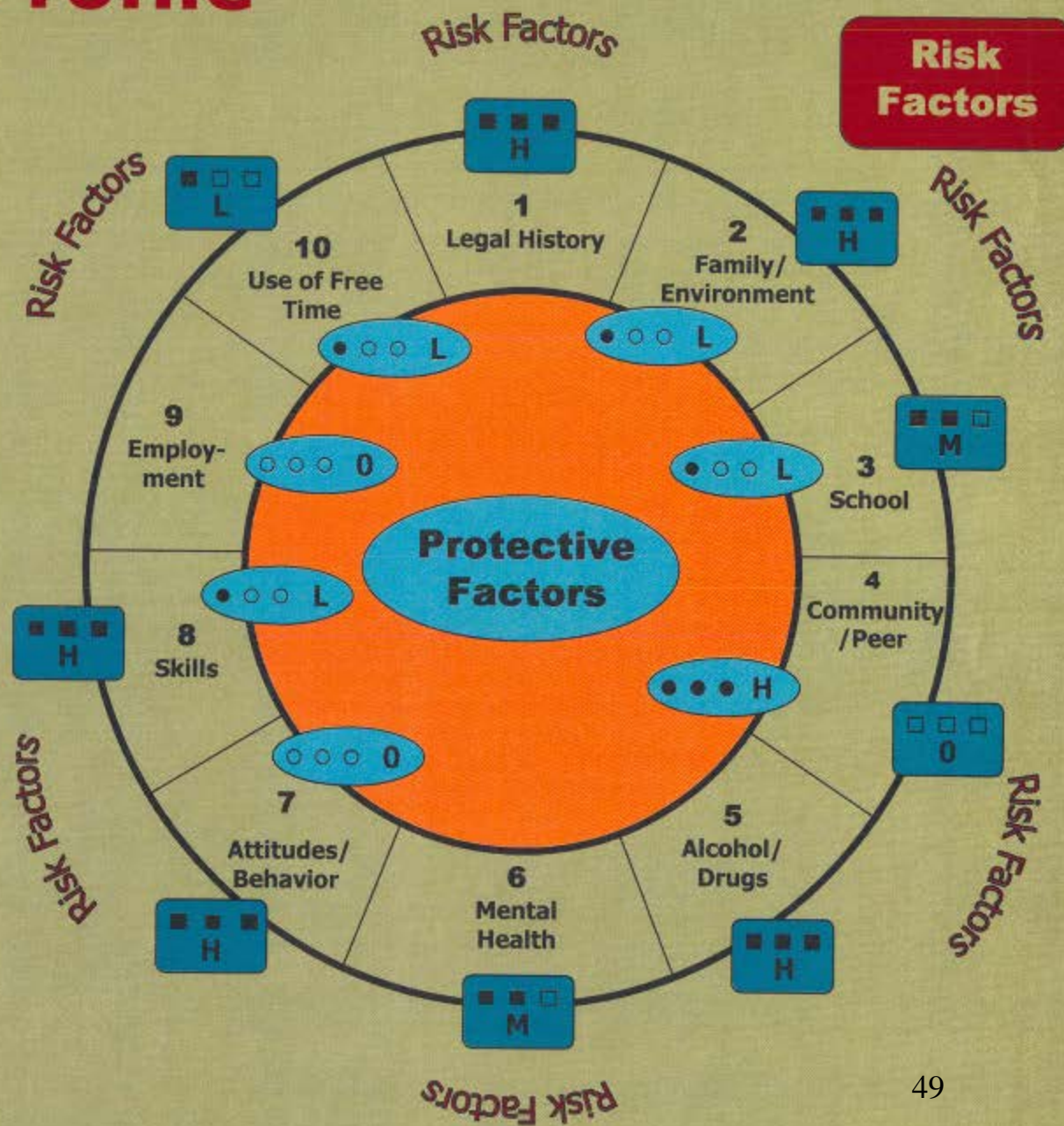
Overall Scores

Overall Risk Level

Overall Protective Factors

Static/Dynamic Summary

Static Risk	Dynamic Risk
Static Protective Factors	Dynamic Protective Factors



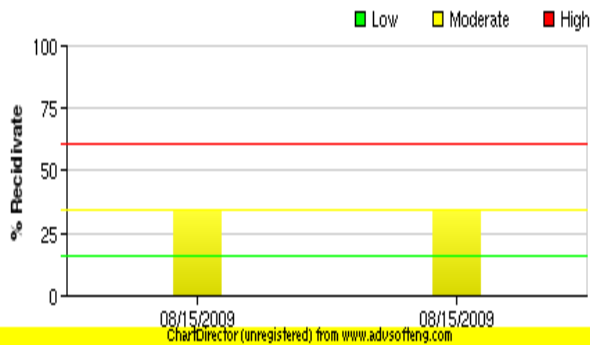
One New Non-Proprietary System is the Ohio Youth Assessment System (OYAS)

It Consists of Five Instruments:

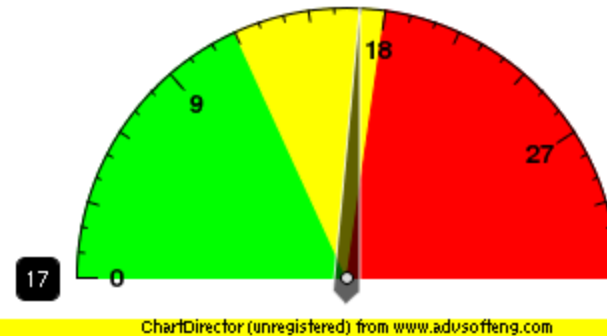
- Diversion Tool
- Detention Tool
- Disposition Tool (with Screener)
- Residential Tool
- Reentry Tool

Ohio Youth Assessment System Full Report: Dispositional Tool

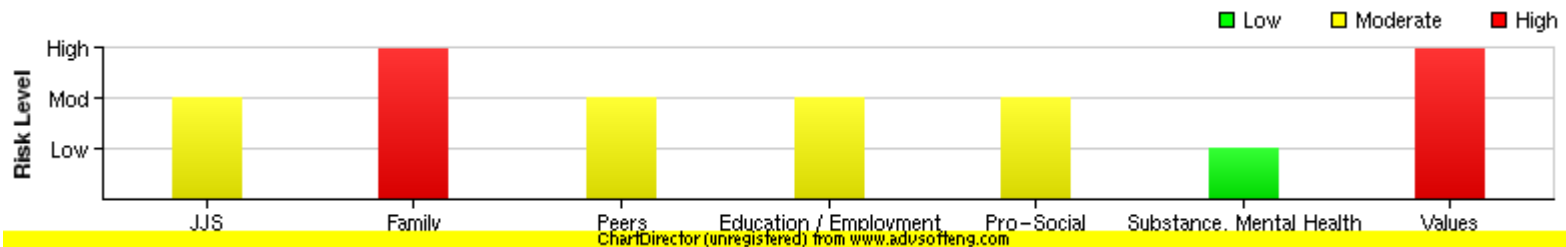
Percentage of Recidivism



Level of Risk



Treatment Priorities



To Understand Assessment you
need to Understand the Different
Types of Risk Factors

Dynamic and Static Factors

- Static Factors are those factors that are related to risk and do not change. Some examples might be number of prior offenses, whether the youth has ever had a drug/alcohol problem.
- Dynamic factors relate to risk and *can change*. Some examples are whether a youth is currently out of school or currently has a drug/alcohol problem.

According to the American Heart Association, there are a number of risk factors that increase your chances of a first heart attack

- ✓ Family history of heart attacks
- ✓ Gender (males)
- ✓ Age (over 50)
- ✓ Inactive lifestyle
- ✓ Over weight
- ✓ High blood pressure
- ✓ Smoking
- ✓ High Cholesterol level

There are two types of dynamic risk factors

- Acute – Can change quickly
- Stable – Take longer to change

Prioritizing Interventions: What to Change and Why

- Criminogenic targets – reduce risk for recidivism
- Non-criminogenic targets – may reduce barriers but NOT risk

- List three speeches that have changed your life

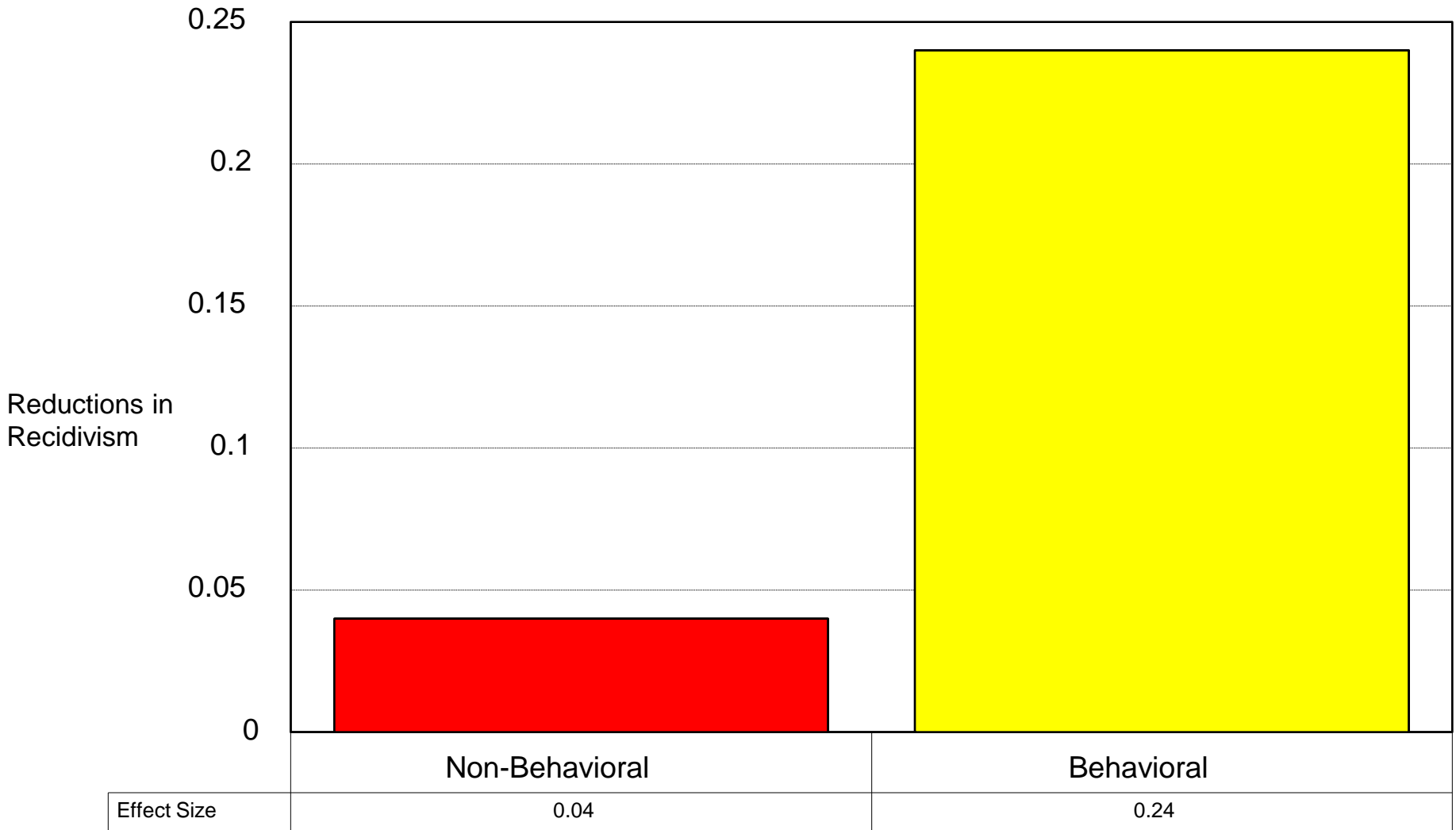
- List three people who have changed your life

Treatment Principle

The most effective interventions are behavioral:

- Focus on current factors that influence behavior
- Action oriented
- Offender behavior is appropriately reinforced

Type of Treatment and Effect Sizes for Youthful Offenders



Most Effective Behavioral Models

- Structured social learning where new skills and behaviors are modeled
- Family based approaches that train family on appropriate techniques
- Cognitive behavioral approaches that target criminogenic risk factors



Social Learning

Refers to several processes through which individuals acquire attitudes, behavior, or knowledge from the persons around them. Both modeling and instrumental conditioning appear to play a role in such learning

Some Family Based Interventions

- Designed to train family on behavioral approaches
 - Functional Family Therapy
 - Multi-Systemic Therapy
 - Teaching Family Model
 - Strengthening Families Program
 - Common Sense Parenting
 - Parenting Wisely

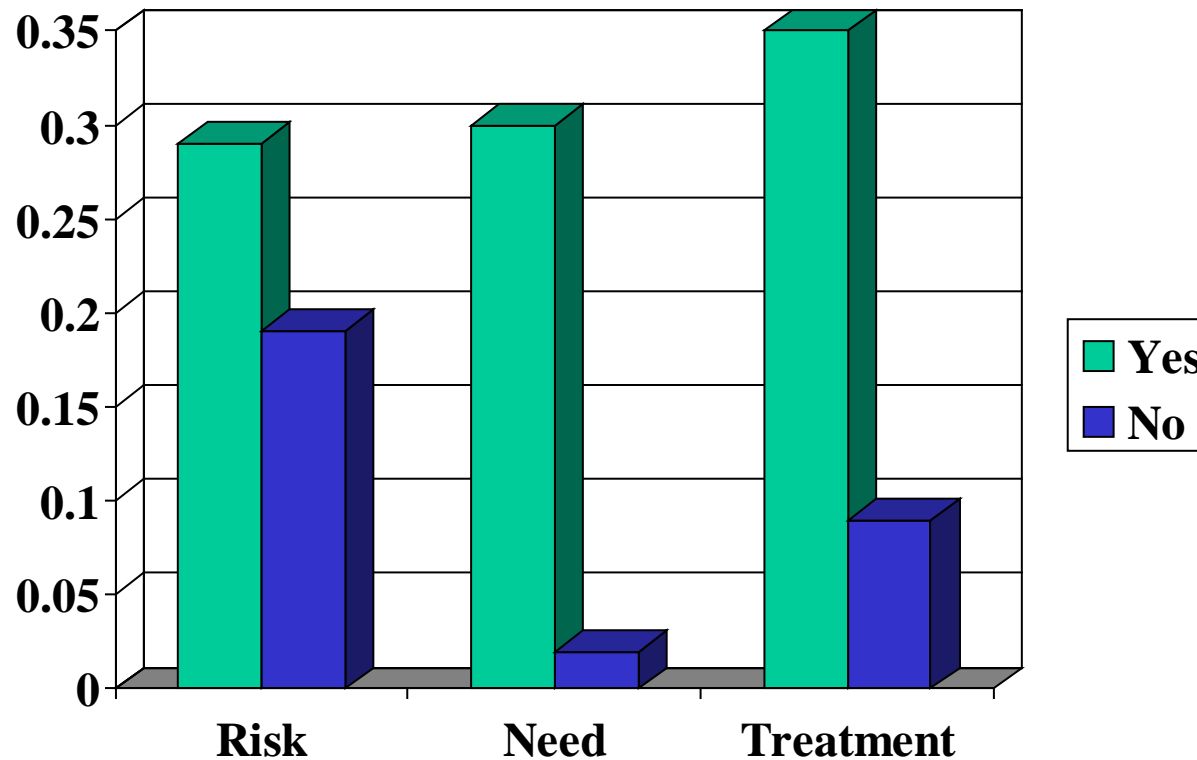
Effectiveness of Family Based Intervention: Results from Meta Analysis

- 38 primary studies with 53 effect tests
- Average reduction in recidivism= 21%

However, much variability was present
(-0.17 - +0.83)

Dowden & Andrews, 2003

Mean Effect Sizes: Whether or not the family intervention adheres to the principles



The Four Principles of Cognitive Intervention

- 1. Thinking affects behavior**
- 2. Antisocial, distorted, unproductive irrational thinking can lead to antisocial and unproductive behavior**
- 3. Thinking can be influenced**
- 4. We can change how we feel and behave by changing what we think**

Recent Meta-Analysis of Cognitive Behavioral Treatment for Offenders by Landenberger & Lipsey (2005)*

- Reviewed 58 studies:
 - 19 random samples
 - 23 matched samples
 - 16 convenience samples
- Found that on average CBT reduced recidivism by 25%, but the most effective configurations found more than 50% reductions

Among the Factors Not significant:

- Juvenile versus adult
- Minorities or females
- Brand name of the curriculum

Significant Findings (effects were stronger if):

- Sessions per week (2 or more) - **RISK**
- Implementation monitored - **FIDELITY**
- Staff trained on CBT - **FIDELITY**
- Higher proportion of treatment completers - **RESPONSIVITY**
- Higher risk offenders - **RISK**
- Higher if CBT is combined with other services - **NEED**

Some Examples of Cognitive Behavioral Correctional Curriculums

- Aggression Replacement Training (ART)
- Criminal Conduct and Substance Abuse Treatment (adult & adolescent version)
- Thinking for a Change (T4C)
- Choices, Changes & Challenges
- Cognitive Behavioral Interventions for Substance Abuse (Adolescent version)
- Moving On (Female Offenders)
- Equip
- Counterpoint

Cognitive-Behavioral

Cognitive Theories

Social Learning Theory

WHAT to change

HOW to change it

What
offenders
think

How
offenders
think

Model

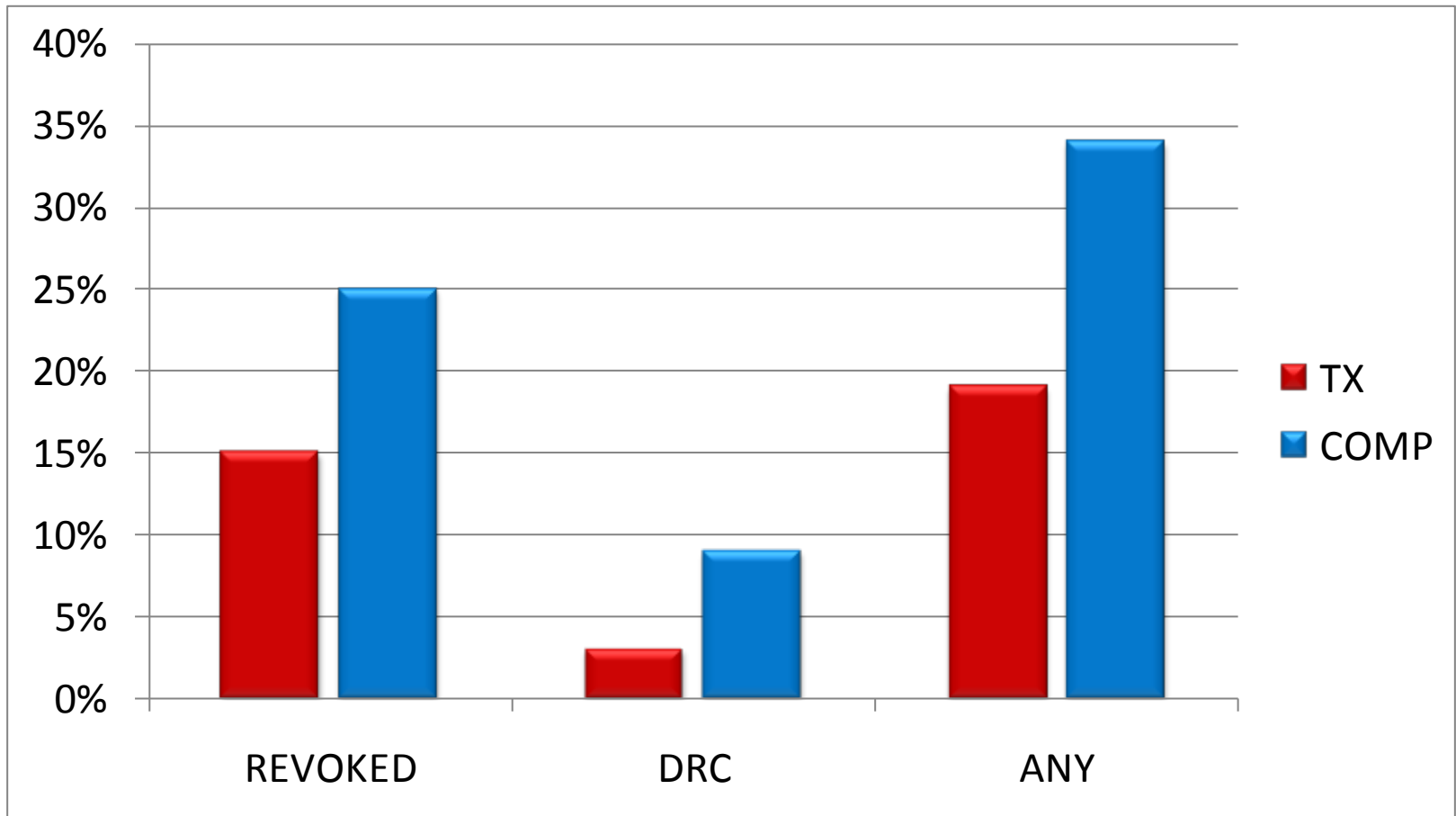
Practice

Reward

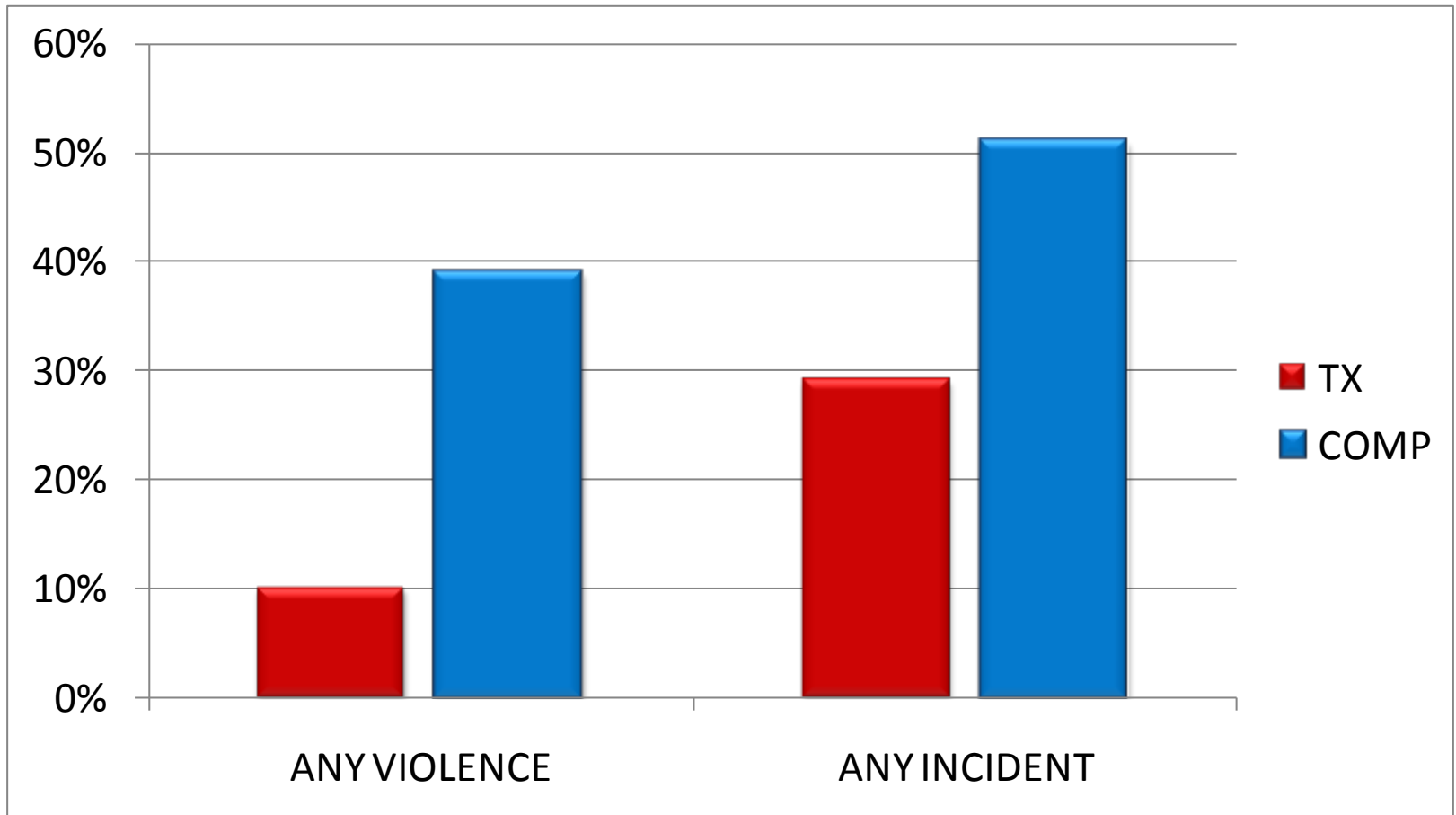
In 2007 we use these approaches to develop a program for Youth who had parole revoked and were returned to an institution

- Based on Social Learning CBT model
- Targeted moderate to high revoked youth
- Designed to provide over 200 hours of structured txt.
- Goals
 - Shorter length of stay
 - Reduced incidents
 - Reduced recidivism

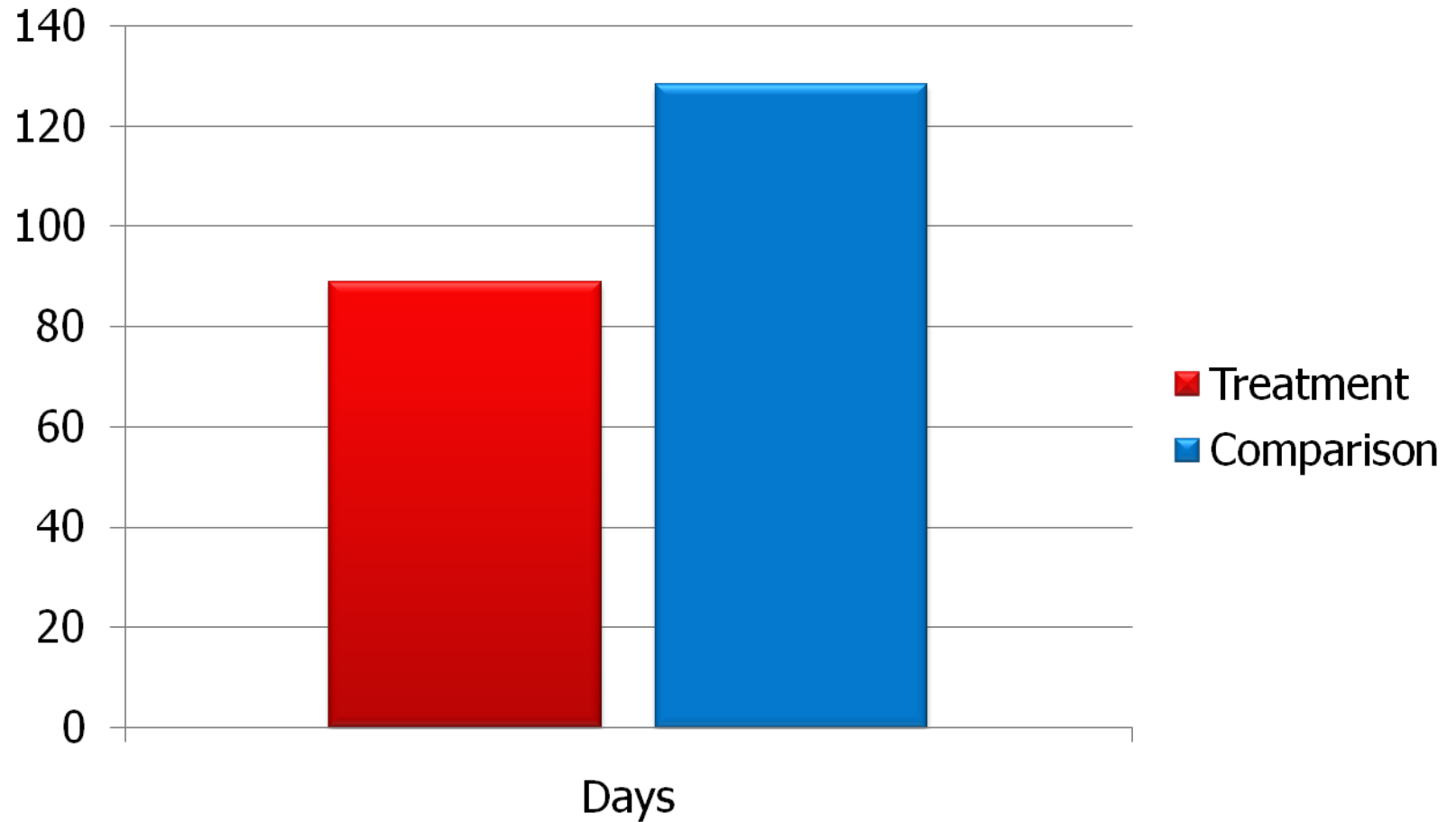
DYS Revo Center Recidivism Rates 12 months later for Treatment versus Comparison group



DYS Revo Center; Institutional Misconduct for Treatment versus Comparison Groups



DYS Revo Center Length of Stay (Days) for All Participants



What Doesn't Work with Offenders?

Lakota tribal wisdom says that when you discover you are riding a dead horse, the best strategy is to dismount. However, in corrections, and in other affairs, we often try other strategies, including the following:

- Buy a stronger whip.
- Change riders
- Say things like “This is the way we always have ridden this horse.”
- Appoint a committee to study the horse.
- Arrange to visit other sites to see how they ride dead horses.
- Create a training session to increase our riding ability.
- Harness several dead horses together for increased speed.
- Declare that “No horse is too dead to beat.”
- Provide additional funding to increase the horse’s performance.
- Declare the horse is “better, faster, and cheaper” dead.
- Study alternative uses for dead horses.
- Promote the dead horse to a supervisory position.

Ineffective Approaches with Offenders

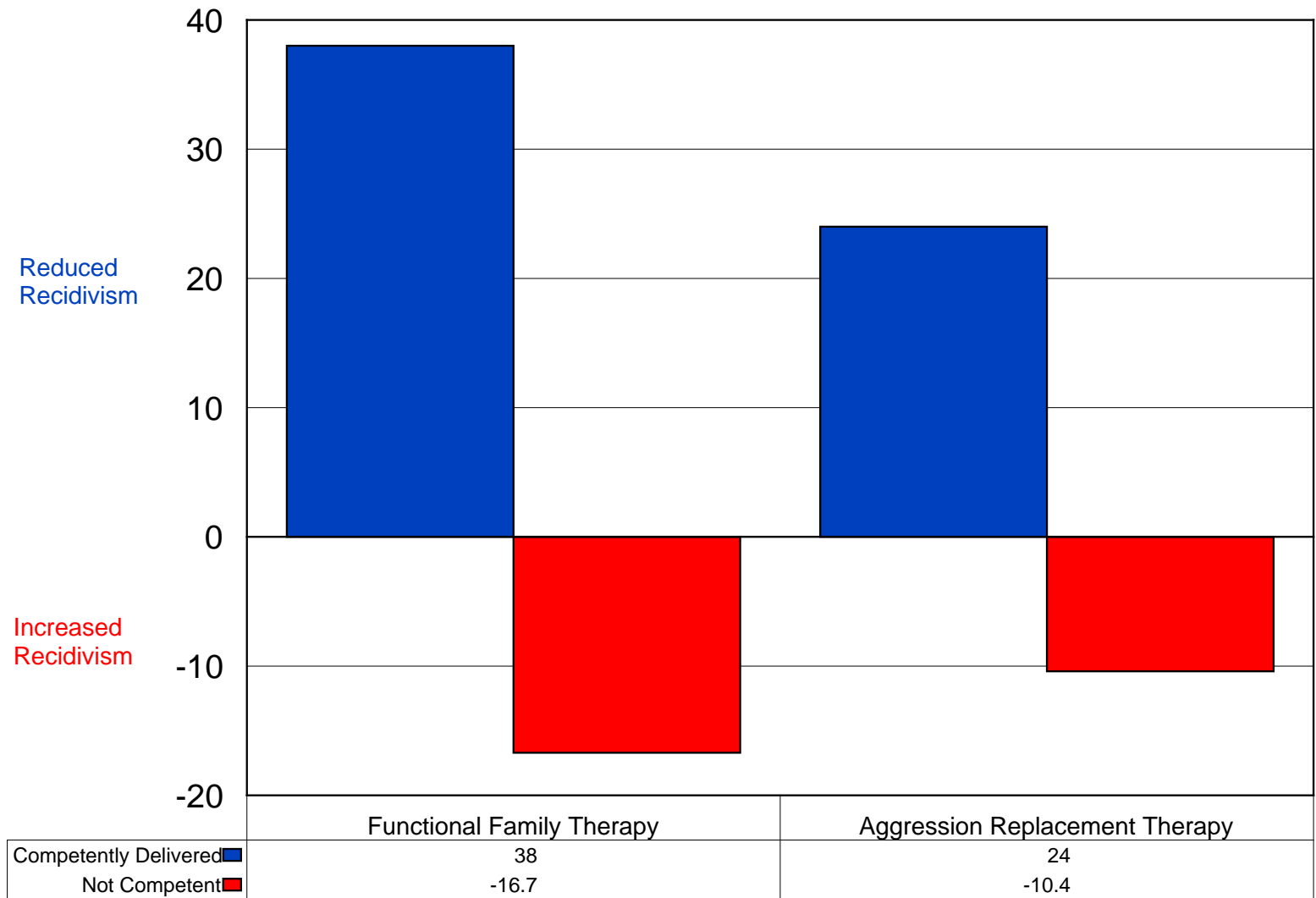
- Programs that cannot maintain fidelity
- Programs that target non-criminogenic needs
- Drug prevention classes focused on fear and other emotional appeals
- Shaming youth
- Drug education programs
- Non-directive, client centered approaches
- Bibliotherapy
- Talking cures
- Self-Help programs
- Vague unstructured rehabilitation programs
- Fostering self-regard (self-esteem)
- “Punishing smarter” (boot camps, scared straight, etc.)

Fidelity Principle

Making sure the program is delivered as designed and with integrity:

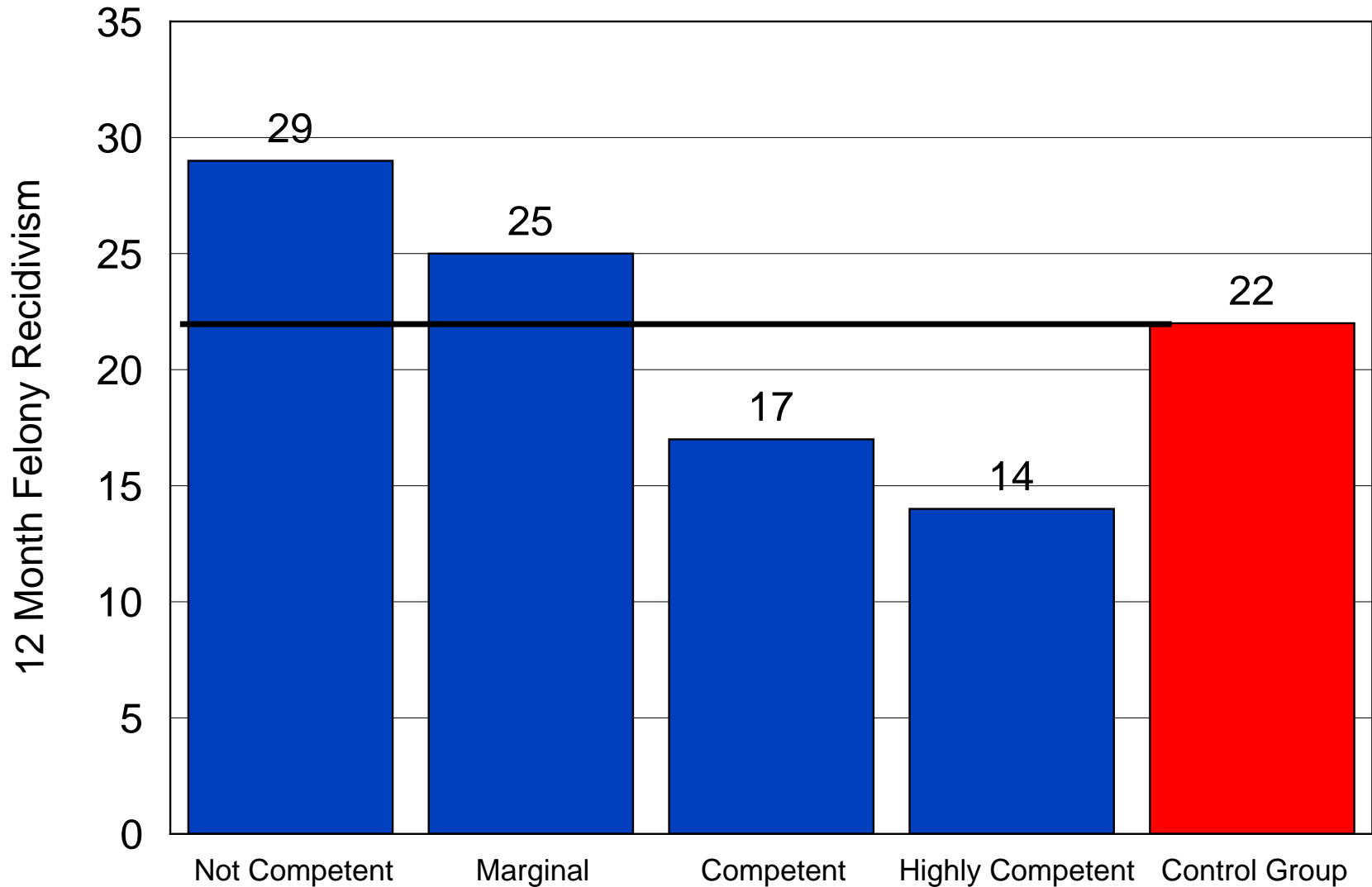
- Ensure staff are modeling appropriate behavior, are qualified, well trained, well supervised, etc.
- Make sure barriers are addressed but target criminogenic needs
- Make sure appropriate dosage of treatment is provided
- Monitor delivery of programs & activities, etc.
- Use curriculum driven behavioral programs
- Reassess youth in meeting target behaviors

Effects of Quality Programs Delivery for Evidenced Based Programs for Youth Offenders



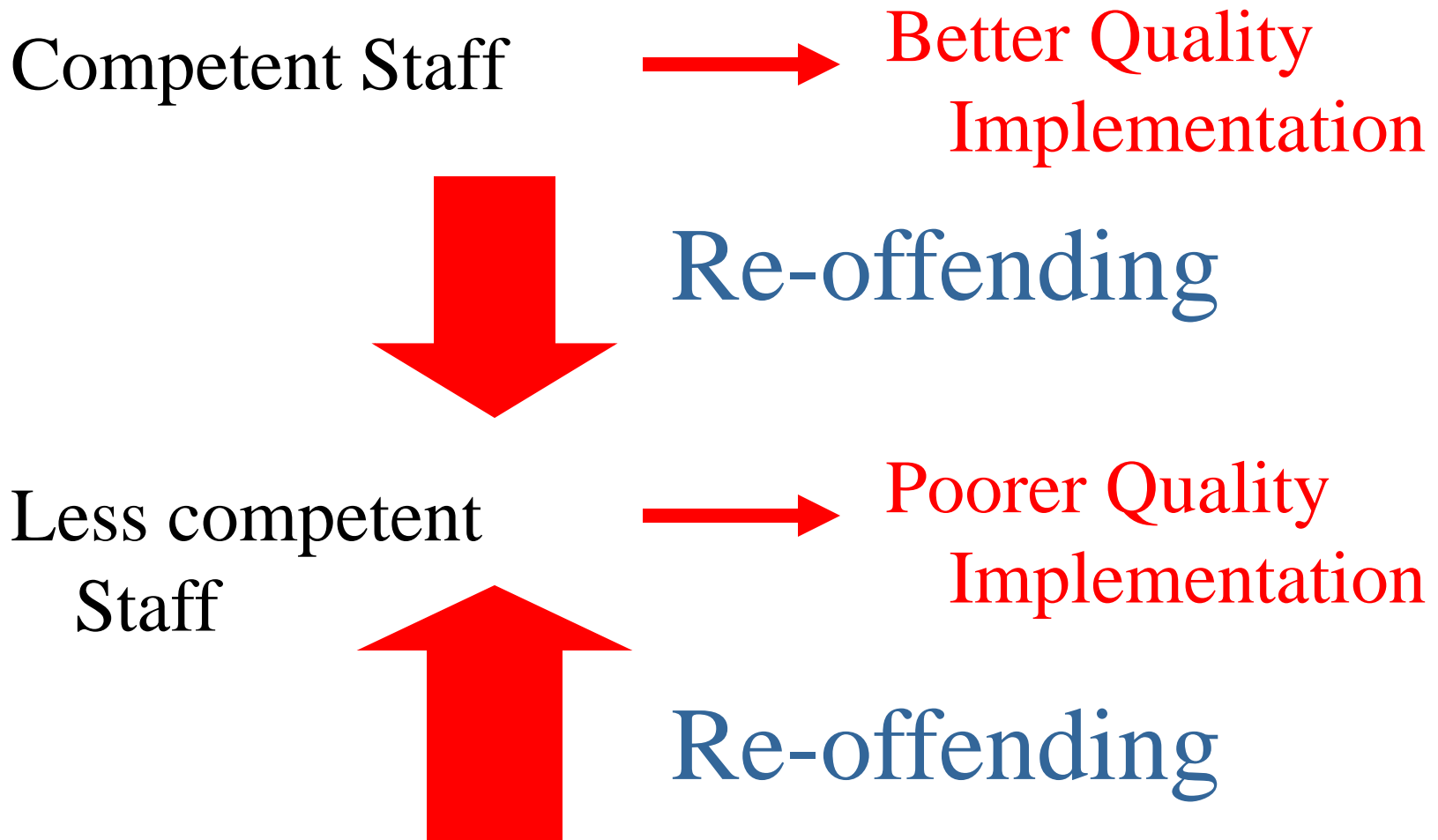
Source: Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders. January 2004. Washington State Institute for Public Policy.

Therapist Competency Ratings and Recidivism



Source: Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders. January 2004. Washington State Institute for Public Policy.

Studies Show...



Some Lessons Learned from the Research

- Who you put in a program is important – pay attention to risk and make sure dosage is adequate
- What you target is important – Remove barriers but focus on criminogenic risk factors
- How you target youth for change is important – use behavioral approaches
- Program Integrity makes a difference - Service delivery, training/supervision of staff, support for program, QA, evaluation, etc.

What does this translate into practice?

- Strong leadership
- Qualified and well trained/supervised staff
- Good assessment practices
- Use of structured programs and curriculums
- Program monitoring and data

TODAY'S PRESENTATION

<http://www.probation.co.riverside.ca.us/links.html>

Link: 2013 Juvenile Delinquency Symposium PowerPoint

COMMENTS

We would like hear your comments.

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