What Do You Think?

1. Offenders are logical thinkers. YES    NO

2. Which types of programs target “criminogenic” needs? (check all that apply)
   a. ___ substance abuse treatment
   b. ___ employment placement
   c. ___ cognitive-behavioral programming
   d. ___ community service

3. Name the following evidence-based cognitive-behavioral intervention (CBI) programs.
   a. R & R®
   b. CSC
   c. T4C
   d. MRT®
   e. ART®

4. If a program is evidence-based, it works equally well for all offenders. YES    NO

5. Evidence-based interventions are best applied with low-risk offenders. YES    NO

6. Which of the following is NOT important for a facilitator of CBI (choose one).
   a. ___ The facilitator should believe in CBI principles and apply them in his/her own life.
   b. ___ The facilitator should interact respectfully and objectively with offenders.
   c. ___ The facilitator should communicate clear disapproval of the offender’s lawbreaking.
   d. ___ The facilitator should provide engaging activities such as role-playing and discussion.

EXTRA CREDIT

7. Which of the following American Idol personalities would be the best CBI facilitator and why?
   a. Simon Cowell
   b. Randy Jackson
   c. Paula Abdul
   d. Ryan Seacrest

8. Apply what you know about CBI to explain why the Washington Redskins appear to be the only football team that the Detroit Lions are able to beat.
Notes and Activities

**How to Lower Recidivism?**

1. Understand and embrace CBI principles
2. Match program and offender characteristics
3. Implement CBI to ensure program integrity
4. Provide continued support for CB change

**1. Understand and Embrace CBI Principles**

*Cognitive-Behavioral Principles – Why CBI Can Work*

1. Modeling is powerful. One way aggression is learned is through observation in the social environment. We can use that principle to change aggressive behavior.
2. Criminal behavior is based on a way of thinking that justifies the behavior.
3. Change behavior by changing cognition and related emotions.

**Activity:** Watch the modeling clip

What are two statements you can make about why modeling is an important shaper of behavior?

What are the implications for your work with offenders?

**2. Match Program and Offender Characteristics**

<table>
<thead>
<tr>
<th>Two Basic Types of CBI</th>
<th>Cognitive Restructuring</th>
<th>Cognitive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focuses on WHAT you are thinking.</td>
<td>Focuses on HOW to think and act</td>
</tr>
</tbody>
</table>

**Cognitive Restructuring Means**

Change in thinking requires a commitment to new basic beliefs and attitudes.

- I do what I can get away with.
- You hurt me - I hurt you.
- As long as I feel in control I am OK
- Fighting back gives me dignity.
- Gotta ease the pain.
Evidenced-Based C-B Restructuring Programs

**Moral Reconciliation Therapy**
- Open entry and exit
- Once a week (30 sessions)
- 12 to 15 in group
- Trained facilitator
- Work through 12 steps with workbook, exercises and requirements

**Cognitive Self-Change**
- Open entry and exit
- Twice a week (60 sessions)
- Average 8 to a group
- Two trained facilitators
- Work through 4 steps
- Thinking reports
- Connect thinking to criminal acts
- Find new thinking
  Practice new thinking in real life

CB Skills Oriented Programs

- Recognize thoughts and feelings that lead to trouble
- Stop and think before acting
- Consider effect of actions on others
- Consequential thinking
- Learn how to use pro-social skills to solve problems

Evidenced-Based Skills Oriented Programs

**Aggression Replacement Training (ART)**
- 10 weeks, 30 hour intervention
- 3 – 1 hour sessions/week
- 8 to 12 group size
- Components: anger control, social skills and moral reasoning

**Reasoning and Rehabilitation**
- 35 – 1.5 to 2 hour sessions (about 70 hours)
- 2 to 4 sessions per week
  Components: Problem Solving, Social Skills, Creative Thinking, Values Enhancement, Emotional Management

**Thinking for a Change (T4C)**
- 16 to 26 – 1.5 hour sessions (about 32 hours)
- 2 sessions/week
- 8 to 12 group size
  Components: cognitive restructuring, social skills and problem solving
Community-Based Residential Programs

- A residential program
- A residential program with CBI
- Residential program with CBI which targets higher risk individuals for programming
- Add more services for higher risk offenders
- Add longer stay for higher risk

Prison and Jail Diversion Programs

- Non-residential program (NR)
- NR with CBI
- NR with CBI focused on higher risk
- NR with CBI focused on higher risk with more services for high risk offenders
- NR with DBI focused on higher risk with more services for high risk offenders with equal or longer stay length for higher risk

3. Implement CBI to ensure program integrity

1. Basic conditions
   - Manual
   - Training
   - Follow program implementation guidelines
   - Screen/interview/motivate participants – work for a match

2. Fidelity of session implementation
   1. Facilitator belief
   2. Facilitator can apply c-b skills to his/her life
   3. Provides clear explanations
   4. Models
   5. Provides engaging activities w/ feedback
      - Discussion
      - In-group practice
      - Role playing
      - Interactive exercises
   6. Lectures
   7. Structures out of session applications
   8. Interacts objectively, respectfully
   9. Maintains clear boundaries of acceptable behavior

3. Systems support
   - Time for preparation and record keeping
   - Supervision, coaching and performance feedback for implementation fidelity
   - Booster training, problem solving, monitor for facilitator burn out
   - Support for program objectives beyond sessions


Record Keeping Example

<table>
<thead>
<tr>
<th>Session Ratings</th>
<th>Poor = 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Excellent = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>no participation or disruptive</td>
<td>✓</td>
<td></td>
<td></td>
<td>appropriate, contributing</td>
</tr>
<tr>
<td>Motivation</td>
<td>uninterested, sleeps</td>
<td>✓</td>
<td></td>
<td></td>
<td>keen, completes tasks</td>
</tr>
<tr>
<td>Comprehension</td>
<td>little understanding</td>
<td>✓</td>
<td></td>
<td></td>
<td>understands well</td>
</tr>
<tr>
<td>Insight</td>
<td>no link to personal life</td>
<td>✓</td>
<td></td>
<td></td>
<td>strong link to personal life</td>
</tr>
<tr>
<td>Behavior</td>
<td>disruptive, challenging</td>
<td>✓</td>
<td></td>
<td></td>
<td>considerate, respectful</td>
</tr>
<tr>
<td>Attitude</td>
<td>uncaring, negative</td>
<td>✓</td>
<td></td>
<td></td>
<td>positive, open to new ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Ratings</th>
<th>Poor = 1</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Excellent = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>no participation or disruptive</td>
<td>✓</td>
<td></td>
<td></td>
<td>appropriate, contributing</td>
</tr>
<tr>
<td>Motivation</td>
<td>uninterested, sleeps</td>
<td>✓</td>
<td></td>
<td></td>
<td>keen, completes tasks</td>
</tr>
<tr>
<td>Comprehension</td>
<td>little understanding</td>
<td>✓</td>
<td></td>
<td></td>
<td>understands well</td>
</tr>
<tr>
<td>Insight</td>
<td>no link to personal life</td>
<td>✓</td>
<td></td>
<td></td>
<td>strong link to personal life</td>
</tr>
<tr>
<td>Behavior</td>
<td>disruptive, challenging</td>
<td>✓</td>
<td></td>
<td></td>
<td>considerate, respectful</td>
</tr>
<tr>
<td>Attitude</td>
<td>uncaring, negative</td>
<td>✓</td>
<td></td>
<td></td>
<td>positive, open to new ideas</td>
</tr>
</tbody>
</table>
Facilitator Burn Out

Facilitator attitude check
1. What am I thinking and feeling about his person?
2. Am I being objective? (Can I get myself into an objective frame of mind about this person?)
3. Are my thoughts respectful?
4. Am I helping this person explore her/his thoughts and behavior?
5. Am I learning and reflecting on my part of the sessions?

ART Example

Studied fidelity of implementation combined with recidivism:

- 5 programs not competently delivered
  - No difference in felony recidivism
- 21 programs competently delivered
  - 24% reduction in felony recidivism
- Cost benefit $11.66 saved for every $1.00 spent (competent) vs. cost of $3.10 for every $1 (n.c.)

Source: http://www.findyouthinfo.gov/ProgramDetails.aspx?pid=292

4. Provide continued support for CB change

What Can You Do?

Each of us in this room has a role to play in making the cognitive-behavioral interventions more effective – meaning ensuring that the interventions contribute to reduced offender recidivism.

What can YOU do?