

Integrating the RNR Framework into Community Supervision: A Review of Strategies to Enhance Fidelity

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Principles of Effective Intervention: The RNR Framework

RISK

WHO

Deliver more intense
intervention to higher
risk offenders

NEED

WHAT

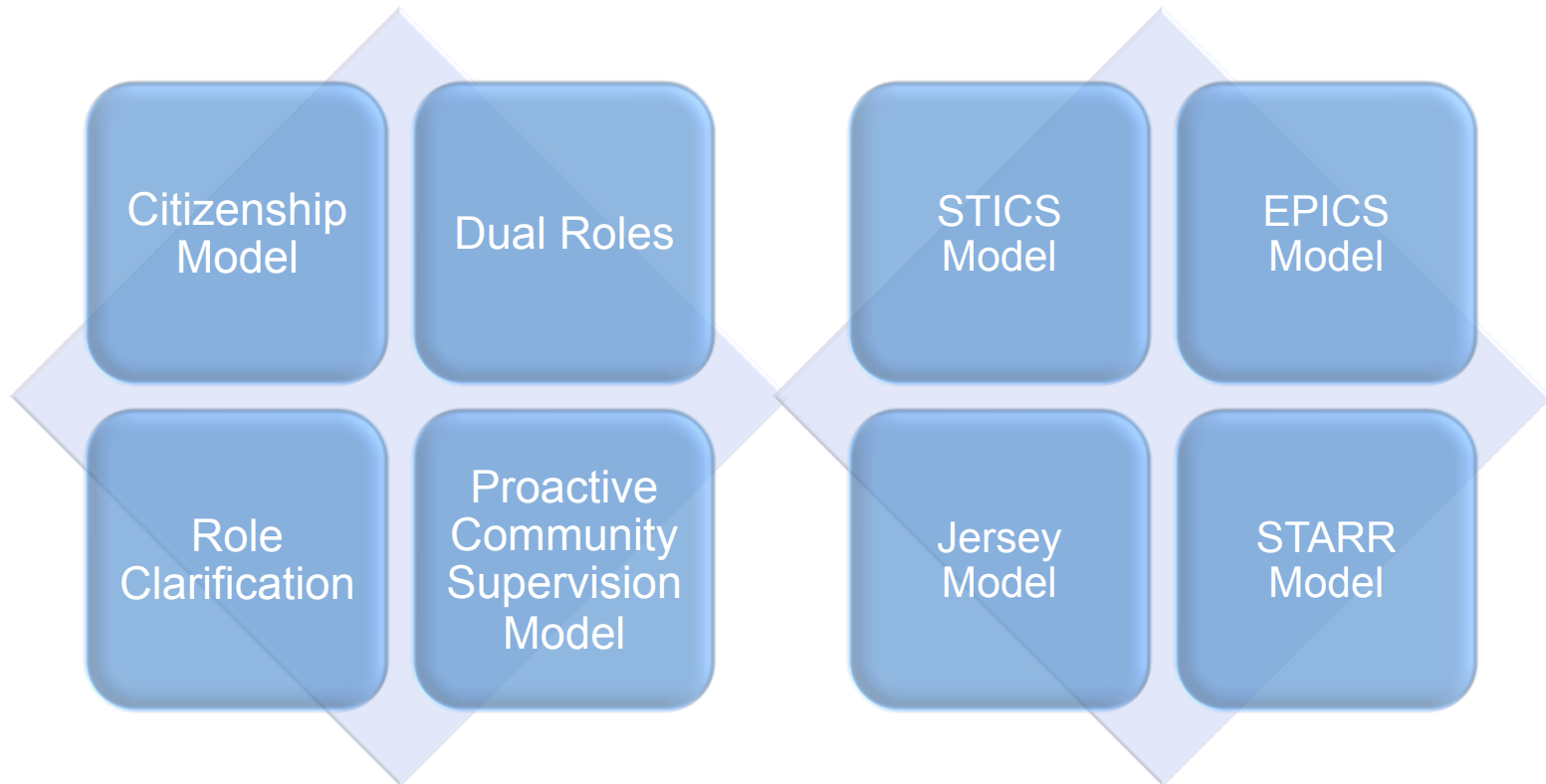
Target criminogenic
needs to reduce risk
for recidivism

RESPONSIVITY

HOW

Use CBT
approaches
Match mode/style of
service to offender

Integrating the RNR Framework into Community Supervision



Overview of the EPICS Model

EPICS is intended to teach officers how to:

- structure contact sessions
- increase dosage of intervention for higher risk offenders
- target criminogenic needs
- use cognitive-behavioral approach to teach emotion regulation and social skills as well as target pro-criminal attitudes and values

Overview of the EPICS Model

EPICS training for community supervision officers includes:

- participation in three days of initial training
- submission of audiotaped recordings with feedback
- engagement in at least five coaching (booster) sessions
- interactions with on-site peer coaches*

Overview of the EPICS Model

Each contact session should be structured to include four components:

Check-in

Review

Intervention

Homework

Ohio EPICS Evaluation

Trained officers were significantly more likely to:

- target criminogenic needs
- spend more time addressing criminogenic needs
- challenge pro-criminal thoughts/beliefs
- reinforce anti-criminal thoughts/beliefs
- explore long and short term benefits of actions
- encourage and praise positive behaviors
- role play to practice new skills
- assign homework

(Smith, Schweitzer, Labrecque & Latessa, 2012)

Measuring Fidelity

EPICS Officer Rating Form (33 items)

Items were scored as:

0.0 = had the opportunity, but did not use skill

0.5 = used skill, but missed some steps

1.0 = proficient use of the skill

Scores were standardized to have values between **0 and 1**

Measuring Fidelity

Adherence scores (0% to 100%)

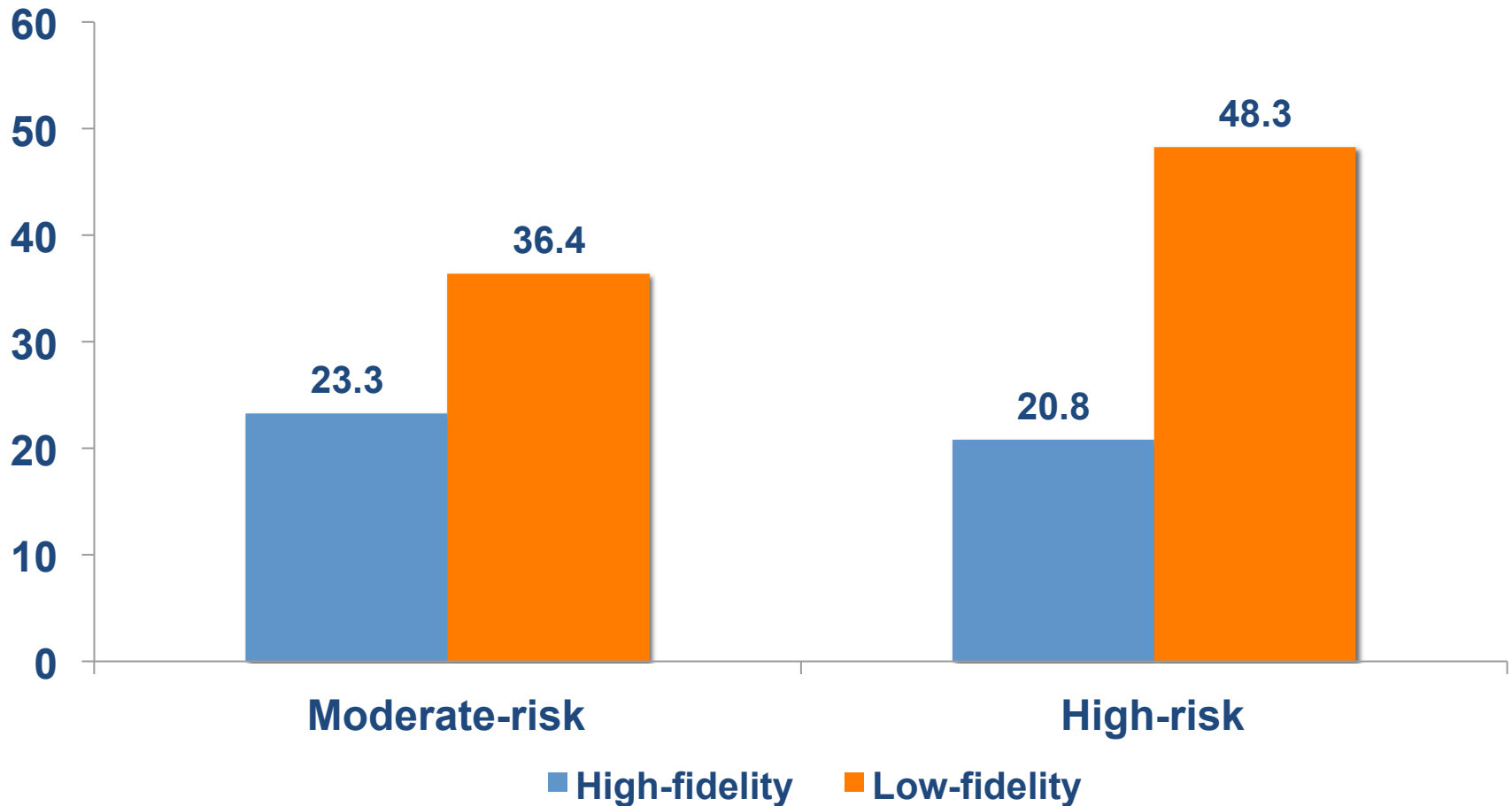
Adopted from the CPAI-2010 (Gendreau et al., 2010)

- *Anticriminal Modeling*
- *Effective Reinforcement*
- *Effective Disapproval*
- *Problem Solving*
- *Effective Use of Authority*
- *Cognitive Restructuring*
- *Relationship Skills*

Measuring Fidelity

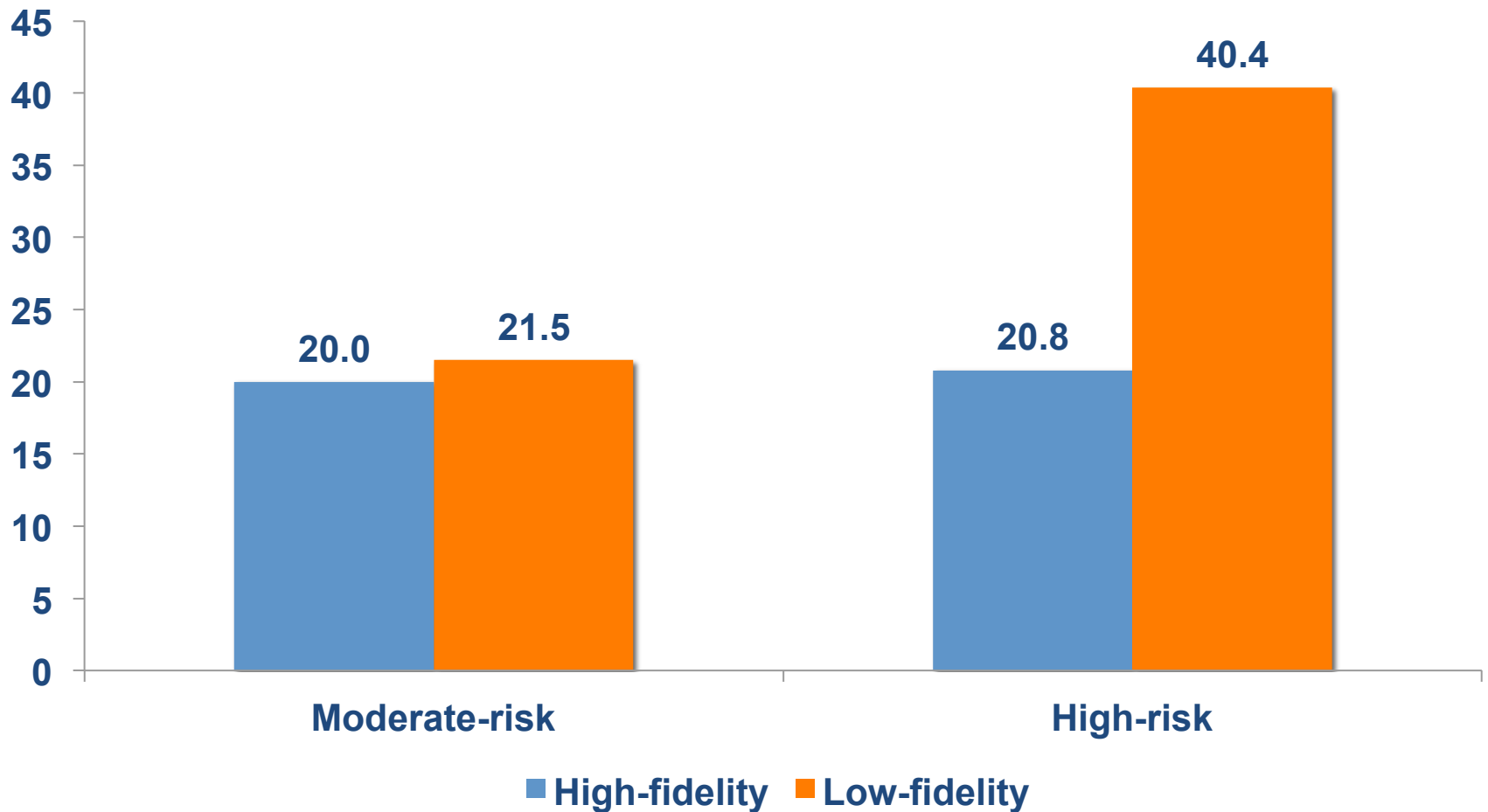
Skill	Trained		Untrained		<i>p</i>	Cohen's <i>d</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>		
Anti-criminal Modeling	.10	.14	.00	.00	.009	1.4
Effective Reinforcement	.62	.10	.64	.12	.614	-0.2
Effective Disapproval	.21	.23	.03	.06	.001	1.2
Problem Solving	.19	.29	.03	.08	.021	0.9
Structured Learning	.58	.18	.25	.14	<.001	2.1
Effective Use of Authority	.91	.06	.91	.10	.956	0.0
Cognitive Restructuring	.28	.19	.04	.09	<.001	1.7
Relationship Skills	.69	.12	.39	.16	<.001	2.1

Arrest by Officer Skill Level and Offender Risk Level



(Smith & Labrecque, forthcoming)

Incarceration by Officer Skill Level and Offender Risk Level



(Smith & Labrecque, forthcoming)

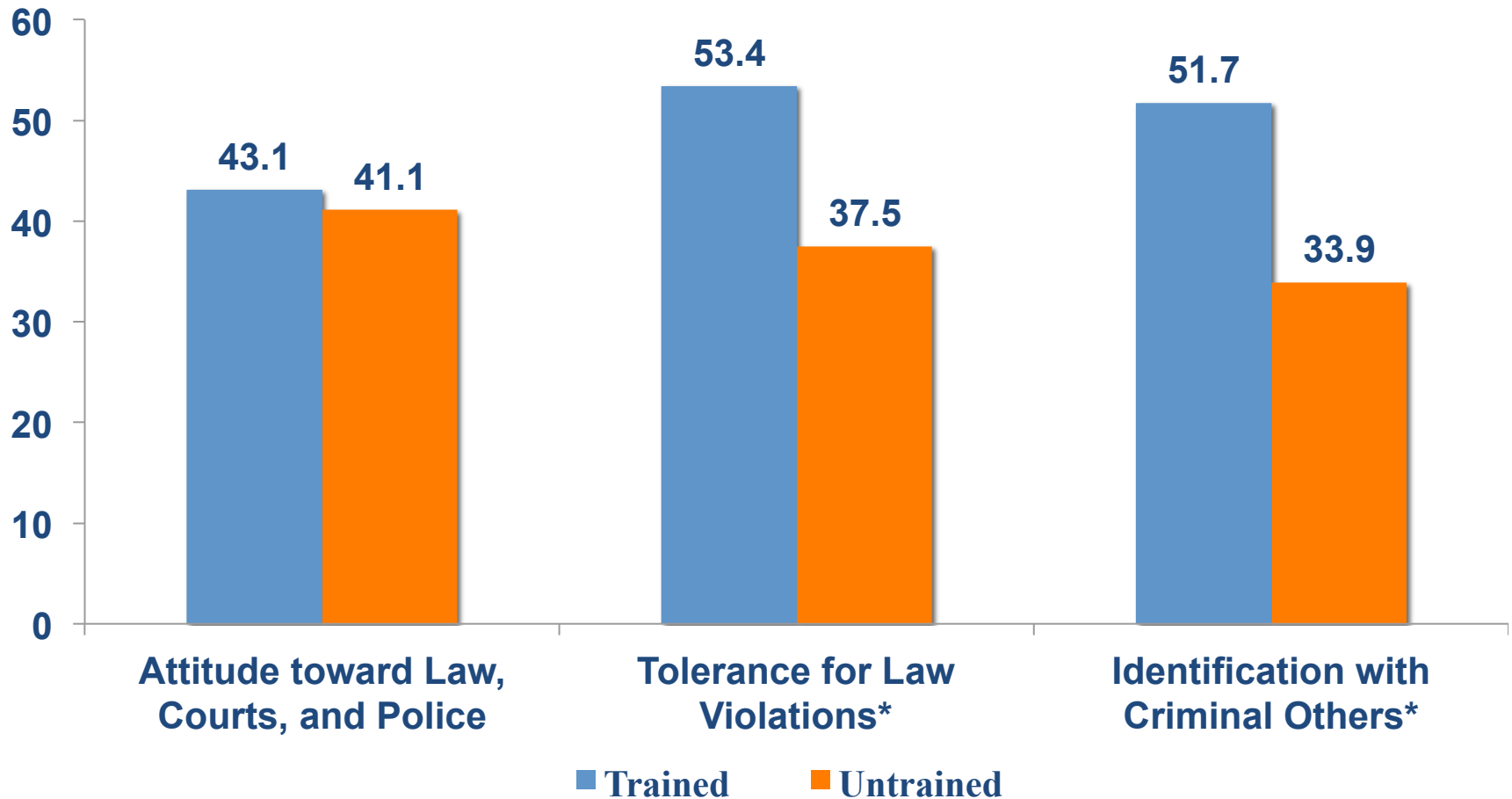
Importance of Collaborative Relationship

Dual Role Inventory-Revised (Skeem et al., 2007)

Offenders supervised by high-fidelity officers perceived officer-offender relationship to be more trusting and less tough/punitive.

(Labrecque, Schweitzer & Smith, 2014)

Assessment of Pro-Criminal Attitudes (CSS-M)



(Labrecque, Smith, Schweitzer & Thompson, 2013)

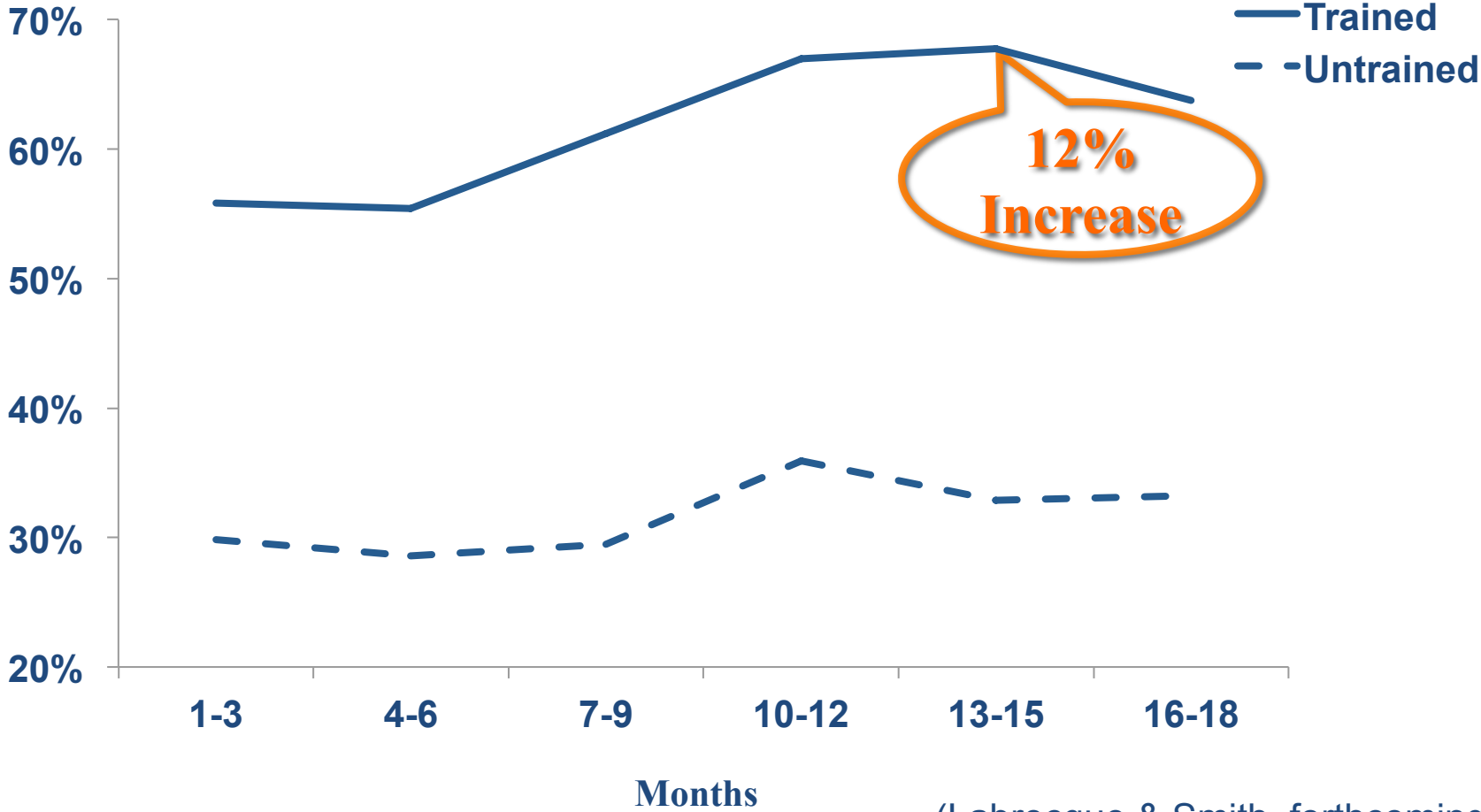
Impact of Coaching on Officer Skills

Facilitator led meetings after initial training

- Approximately one per month
- Included review of skills
- Officers practiced and received feedback

Random assignment to EPICS training/coaching condition

Officer Skills Over Time by Group



(Labrecque & Smith, forthcoming)

Motivational Interviewing

MI Fidelity Score

- Motivational Interviewing Treatment Integrity 3.1.1 (MITI) (Moyers et al., 2010)
- Assesses how well practitioner uses MI skills
- Measures 5 global dimensions
- Scores were standardized to have values between 0 and 1

Officer Profiles (N = 10)

	Low CBT	High CBT
Low MI	6	1
High MI	1	2

(Labrecque, Smith & Luther, 2014)

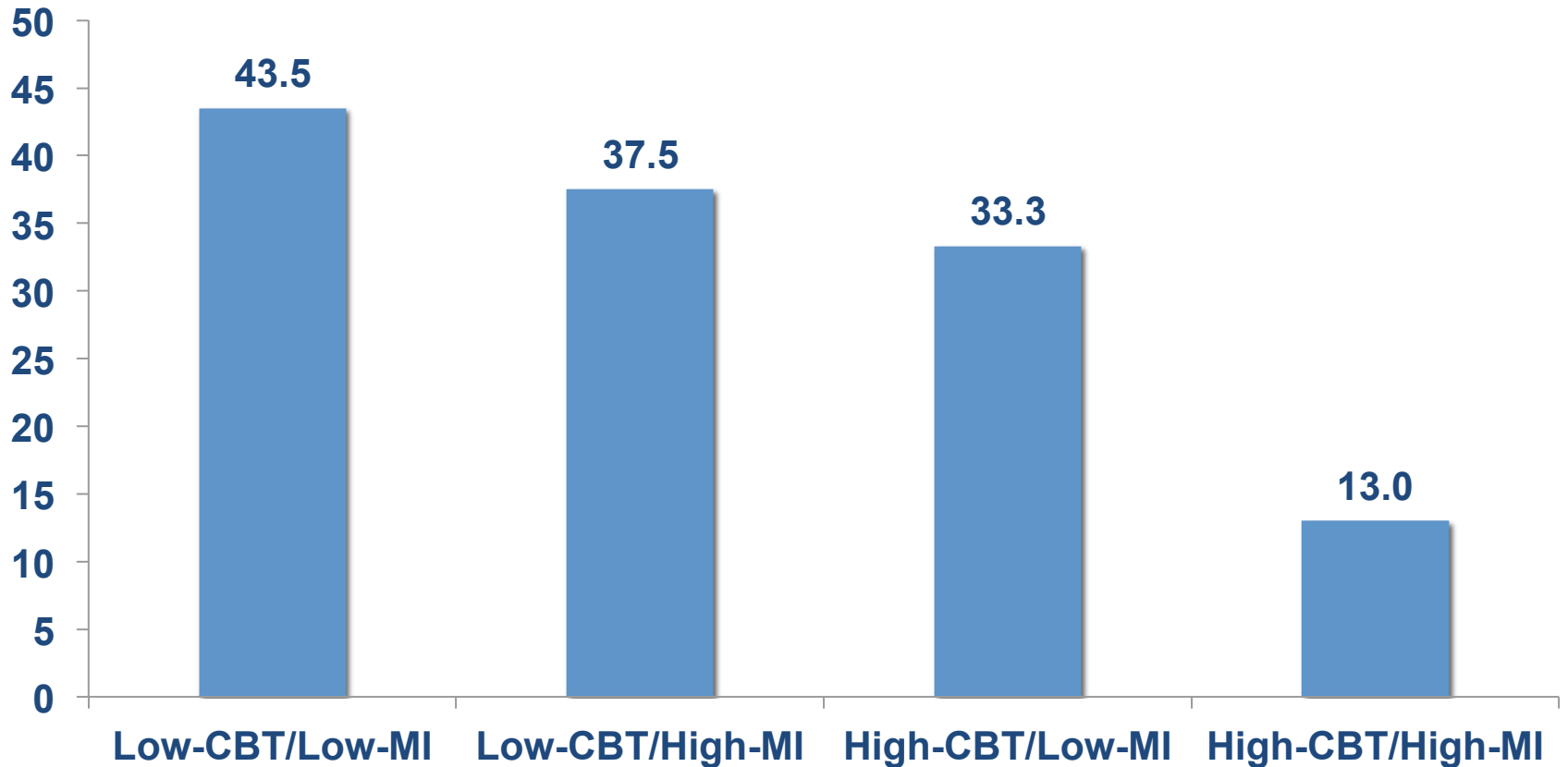
Offender Arrest and Officer Fidelity (N = 102)

	Low-CBT		High-CBT	
	%	<i>n</i>	%	<i>n</i>
Low-MI	43.5	27	33.3	3
High-MI	37.5	3	13.0	3

$\chi^2 = 6.89, df = 3, p = .076$

(Labrecque, Smith & Luther, 2014)

Percent Arrested by Officer Skill Profile Category



(Labrecque, Smith, & Luther, 2014)

Indiana EPICS Evaluation

- A total of 15 cohorts (N = 30 officers per cohort) will be trained throughout the state (N ≈ a total of 600 officers)
- Trained in CM as well as the new version of EPICS
- Updated rating form
- Uses pre-training audiotapes to establish baseline skills
(PRE-training audios: 3 x 600 ≈ 1,800 tapes)
(POST-training audios: 5 x 600 ≈ 3,000 tapes)
- Officer-level caseload recidivism data (PRE and POST)

Revised EPICS Curriculum

The EPICS model was recently revised to include:

- Session structure coupled with case plan structure
- Additional skills to enhance collaborative relationship and offender engagement
- More explicit integration of role clarification
- Uses the ELICIT-PROVIDE-ELICIT framework from motivational interviewing to structure the delivery of key skills

Overview of the EPICS Model



Incentives and Sanctions

The main purpose of the project was to develop a sample protocol for the administration of incentives and sanctions to be used in community supervision settings.

This document is intended to support the implementation of policies and practices related to recent legislation:

IC 11-13-1-8

Rules and regulations prescribing minimum standards and examinations for probation officers

A schedule of progressive probation incentives and violation sanctions, including judicial review procedures

Incentives and Sanctions

- A committee was convened by IJC with representatives from various positions including judges, prosecutors, defense attorneys, court administrators and probation.
- The workgroup discussed concerns and challenges related to the implementation of incentives and sanctions.
- The main document produced by the committee was a template that could be adapted for use in individual community supervision agencies.

Incentives and Sanctions

- The pilot counties received initial training on contingency management before reviewing the template.
- Each site then participated in follow-up conference call meetings to adapt the template and develop an implementation plan.
- Surveys were collected from both officers and offenders to obtain feedback about the experience.
- Results were used to inform final revisions to the template.

Main Findings

- There is a significant difference between trained and untrained officers in terms of arrest and incarceration outcomes.
- Results suggest meaningful differences between higher versus lower fidelity officers.
- The integration of motivational interviewing and EPICS should be further explored.
- Participation in coaching sessions is beneficial, but there is still much to be learned about the timing and frequency.
- It is important to consider what happens both within the session and within the agency.