CHANGING THE CULTURE OF THE UTAH JUVENILE COURT: IMPLEMENTING EVIDENCE BASED PRACTICES

Utah Juvenile Court
Administrative Office of the Courts
450 South State Street
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Why Evidence Based Practices Matter

- If probation doesn't target criminogenic factors, it doesn't lower recidivism (Bonta et al. 2008)

- Focusing on the wrong offenders, increases the likelihood of recidivism *(Bonta, Wallace-Capretta & Rooney, 2000)*

- Programs that adhere to principles of effective intervention result in lower recidivism rates while programs that don't have higher recidivism rates (Gendreau P., French S.A., and A. Taylor, 2002)

If we want to see results, we have to use approaches that work

Principles of Effective Intervention

- **Risk Principle**—focus on juveniles at high risk for future criminal offending

- **Need Principle**—target criminogenic needs

- **Treatment Principle**—use behavioral approaches

- **Program Fidelity**—ensure quality delivery

The Risk Principle

- Focus on **higher risk**

- Match **intensity** to risk level

The Need Principle

Dynamic Factors

✓ Current behaviors

✓ Beliefs and attitudes

✓ Social environment

✓ Skills

Static Factors

✓ Gender

✓ Prior criminal behavior

✓ Family of origin

✓ Prior victimization

Target criminogenic predictors of crime and recidivism

The Responsivity Principle

- ✓ Learning styles
- ✓ Personality
- ✓ Staff styles
- ✓ Gender
- ✓ Race
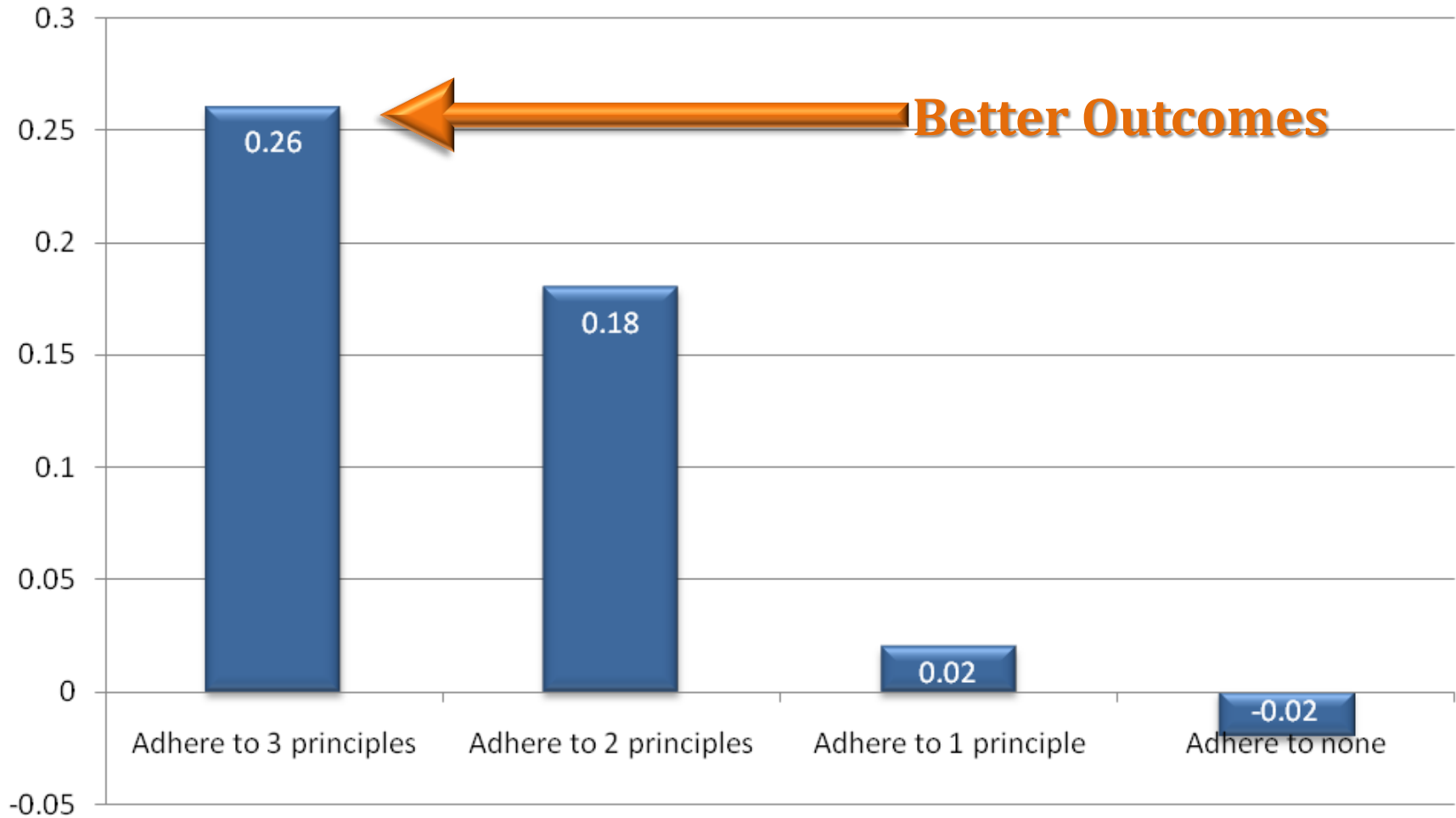- ✓ Motivation
- ✓ Cognitive functioning

Program Fidelity Principle

- Use **cognitive behavioral** interventions

- Ensure **fidelity** to models

- Conduct **ongoing evaluations** of programs and provide feedback

- Analyze **program outcomes** such as recidivism, reductions in risk level, etc.

Why These Principles Matter

What's the Difference?

Best Practices

- Based on collective experience and wisdom of the field rather than scientifically-tested knowledge

What Works

- Implies linkage to general outcomes

Evidence-Based

- Scientifically tested using the highest standards, i.e., control groups

Criminogenic

A term used to reference offender dynamic factors that were statistically shown to be correlated with criminal conduct and amenability to change. If effectively addressed, should decrease level of risk.

Source: Andrews and Bonta, 1994; Bonta, 2002

Looking Inside the Black Box of Probation Supervision

❑ Traditional probation supervision appears to have no statistically significant affect on recidivism

❑ The more time spent discussing the conditions of probation, the higher the recidivism rate

❑ Focusing on criminogenic needs reduces recidivism

Time Spent Discussing Criminogenic Needs	Percent Recidivated
0 to 19 minutes	49%
20 to 39 minutes	36%
More than 40 Minutes	3%

What Are the Big Four?

The Big Four

1. History of anti-social behavior
2. Anti-social personality
3. Anti-social cognitions
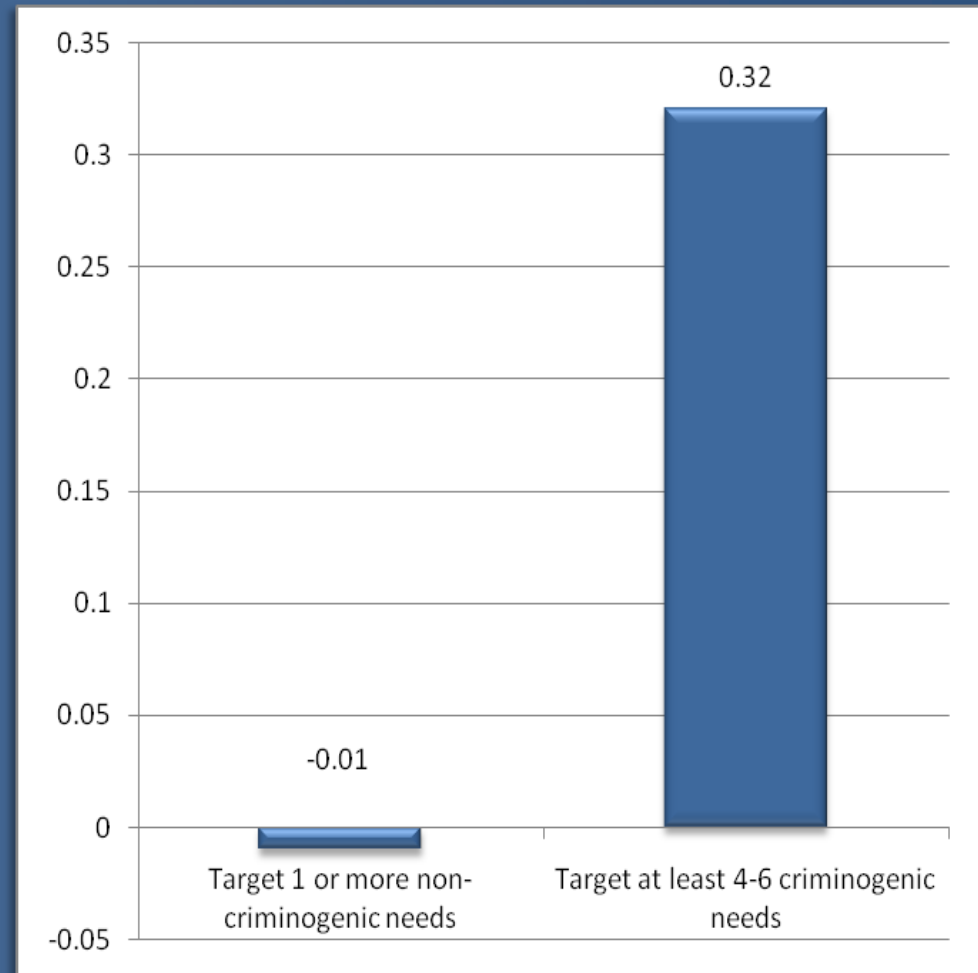4. Anti-social peers

The Next Four?

1. Family environment
2. Substance abuse
3. School
4. Recreation activities

Focusing on Criminogenic Needs

- Focusing on **criminogenic needs** reduces recidivism

- Focusing on **non-criminogenic needs** can increase recidivism

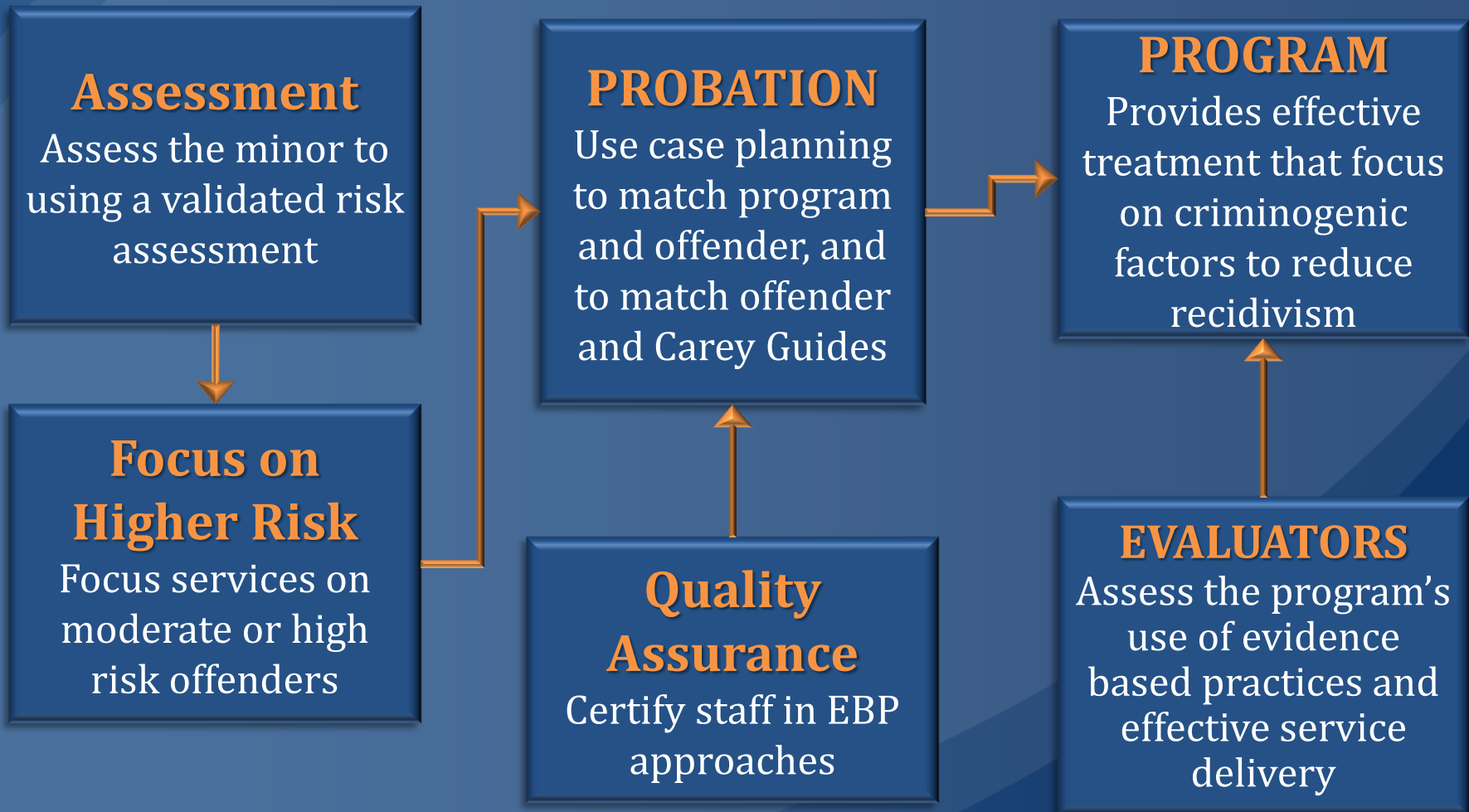# Utah's Experience With Implementing Evidence Based Practices

Utah's Experience with EBP

- Developing a **new vision and mission statement**

- Adopting and validating **a risk assessment**

- Using evidence based practices in **case planning**

- **Training staff** in MI, stages of change, and **certifying staff** on the case planning model

- Ensuring program integrity through **program evaluation** and outcome measures

- Maintaining EBP when resources are reduced—Piloting the **Carey Guides**

Using Research and Data

Assessment
Assess the minor to using a validated risk assessment

Focus on Higher Risk
Focus services on moderate or high risk offenders

PROBATION
Use case planning to match program and offender, and to match offender and Carey Guides

Quality Assurance
Certify staff in EBP approaches

PROGRAM
Provides effective treatment that focus on criminogenic factors to reduce recidivism

EVALUATORS
Assess the program's use of evidence based practices and effective service delivery

Adopting a Vision and Mission Statement

- Utah developed a new vision and mission statement to help **focus efforts**

- Districts encouraged to integrate the mission statement into **daily practice**

Vision

Ensuring a safe home for every child and safe communities for all.

Mission
The Utah Juvenile Court's mission is to provide quality services for the positive development of children and families referred to the court.

Developing a Vision & Mission

- Establishing a **sense of importance**

- Forming a powerful **guiding coalition**

- Creating a **vision**

- **Communicating** the vision

- Empowering others to **act on the vision**

- Planning for and creating **short-term wins**

- **Consolidating improvements** and producing more change

- **Institutionalizing** new approaches

Implementing the Vision & Mission

Involve everyone, early and often → Get specific about the strategy → Dedicate resources to the process

Transition from planning to action → Over-communicate → Obtain routine feedback

Recognize Successes

Spreading the Vision & Mission

- ✓ **Incorporate** into website, literature, training, etc

- ✓ **Strengthen** with team building activities centered around the vision & mission

- ✓ **Integrate** into daily practice

Utah Juvenile Court newsletter — *Our Staff Vision: A safe home and safe community for all* — May 2008

Using a Validated Risk Assessment

Identifying Youth By Risk Level

Why is it necessary to identify juvenile offenders by risk level?

- Provides **appropriate** level of services to minor

- Combining youth of different risk levels **increases** the risk level of low risk youth

- Low risk youth **learn** delinquent behavior from high risk peers

- Low risk youth develop **stronger** friendships with high risk delinquent friends

Focusing on Higher Risk Offenders

When high risk offenders receive intensive interventions, it results in reductions in recidivism but when low risk offenders receive intensive interventions, it results in increases in recidivism.

	Low Risk Offenders	High Risk Offenders
▫ Minimal Intervention	15%	51%
■ Intensive Intervention	32%	32%
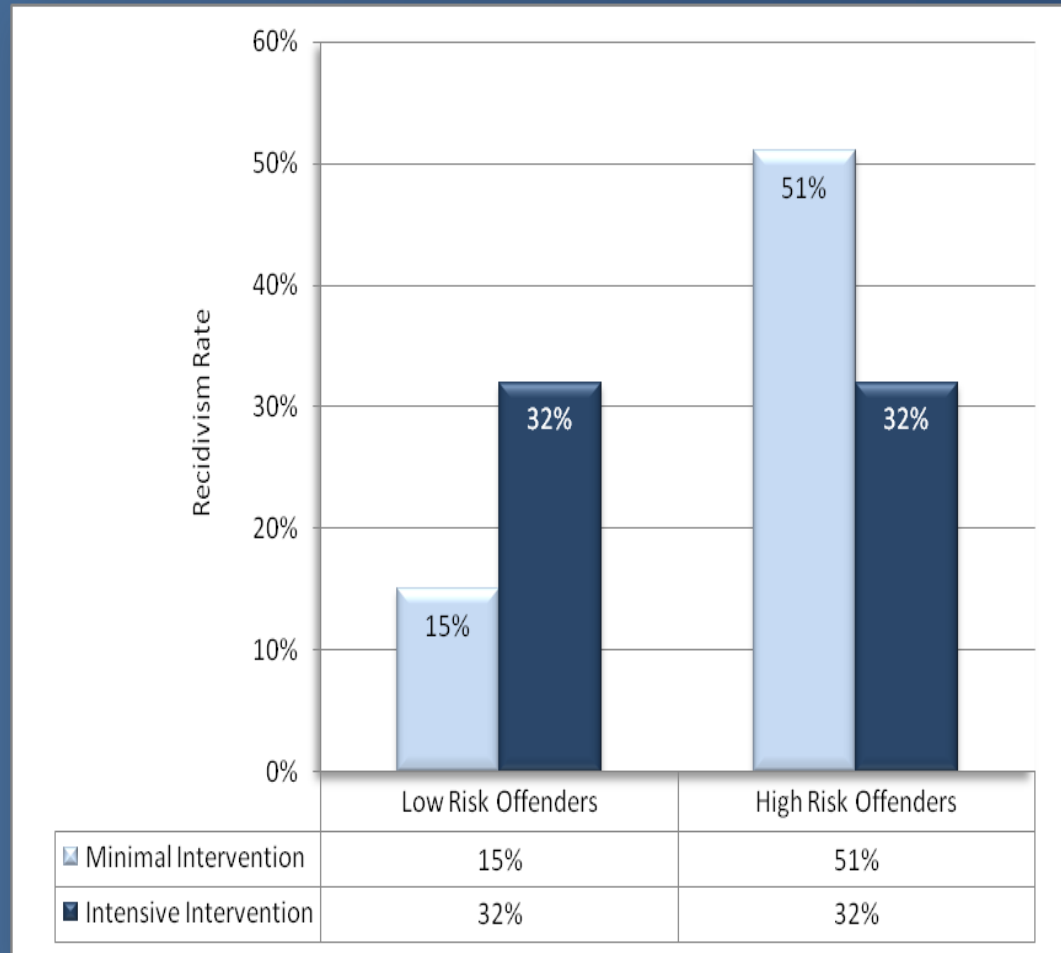
Source: Bonta, Wallace-Capretta & Rooney, 2000

Focusing on Higher Risk Offenders

Why doesn't the court focus on low risk youth so they can be helped before they become high risk?

- One third of youth report **engaging** in delinquent behavior

- Most youth **grow out** of delinquent behavior

- Deeper involvement in the system can **disrupt** the natural process of growing out of delinquent behavior

Outcomes of youth who penetrate the system deeply:

- Higher rates of adult incarceration

- Lower rates of future employment

- Poorer school outcomes

Focusing on Higher Risk Offenders

Many youth who are involved in juvenile crime will not become adult offenders. Arrest rates peak in late adolescence.

Serious Crime Arrest Rates are Highest in Young Age Groups

Property crime arrest rates peak at 16, drop in half by age 22.

Violent crime arrest rates peak at age 18.
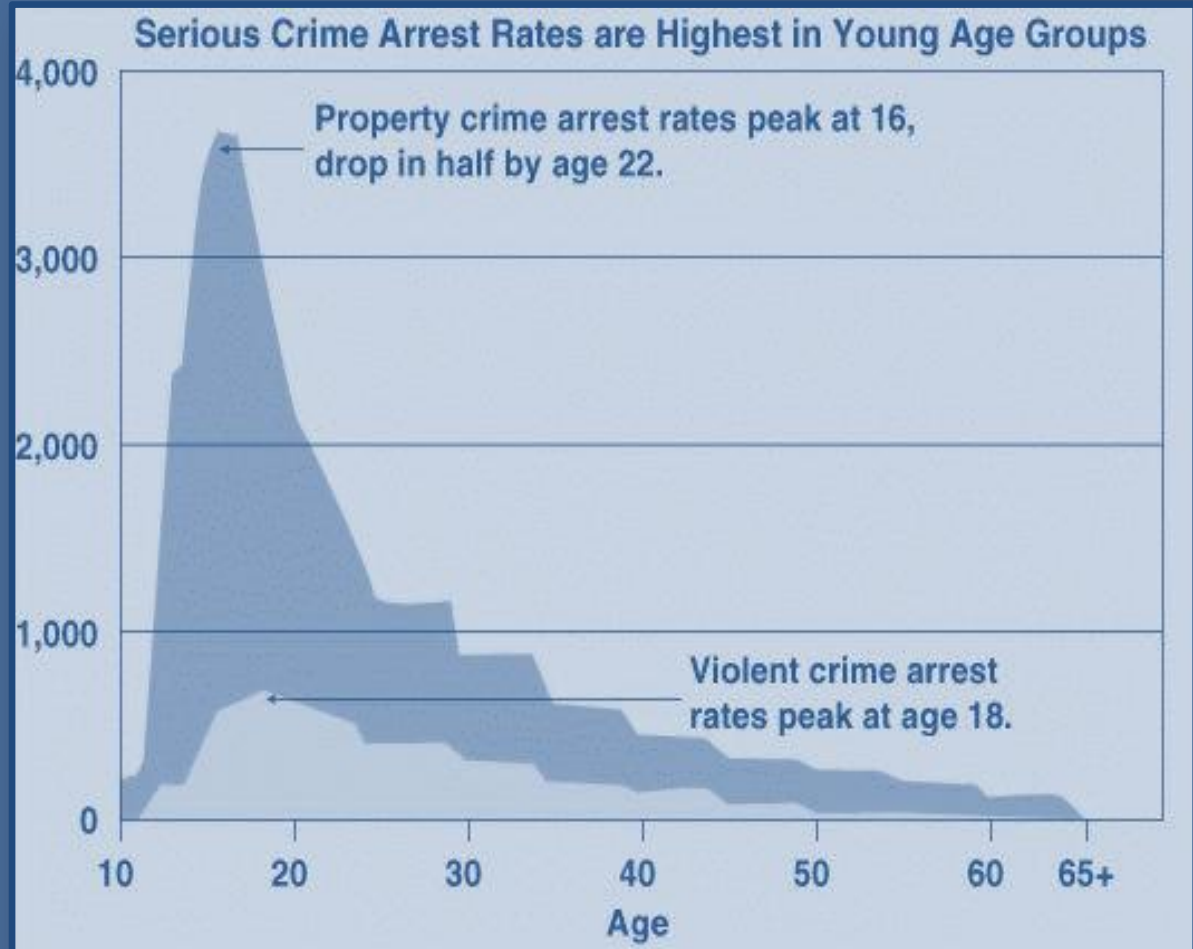
Source: U.S. Department of Justice, Report to the Nation on Crime and Justice

Purpose of a Risk Assessment

What are the advantages of using a risk assessment over intuition?

- **Identify** the **risk level** of the youth

- Identify **static and dynamic** risk factors

- **Focus treatment** on risk factors that are likely to bring the youth back to court unless addressed

- **Match level** of intervention to risk level

- **Measure progress** toward reducing risk factors and increasing protective factors

Risk Level and Case Planning

Referral to the Juvenile Court → Preliminary Inquiry and Risk Assessment

Low Risk → Accountability- Little or no Intervention is Needed

Moderate Risk → Increased Attention and Intervention

High Risk → Increased Attention and Intervention
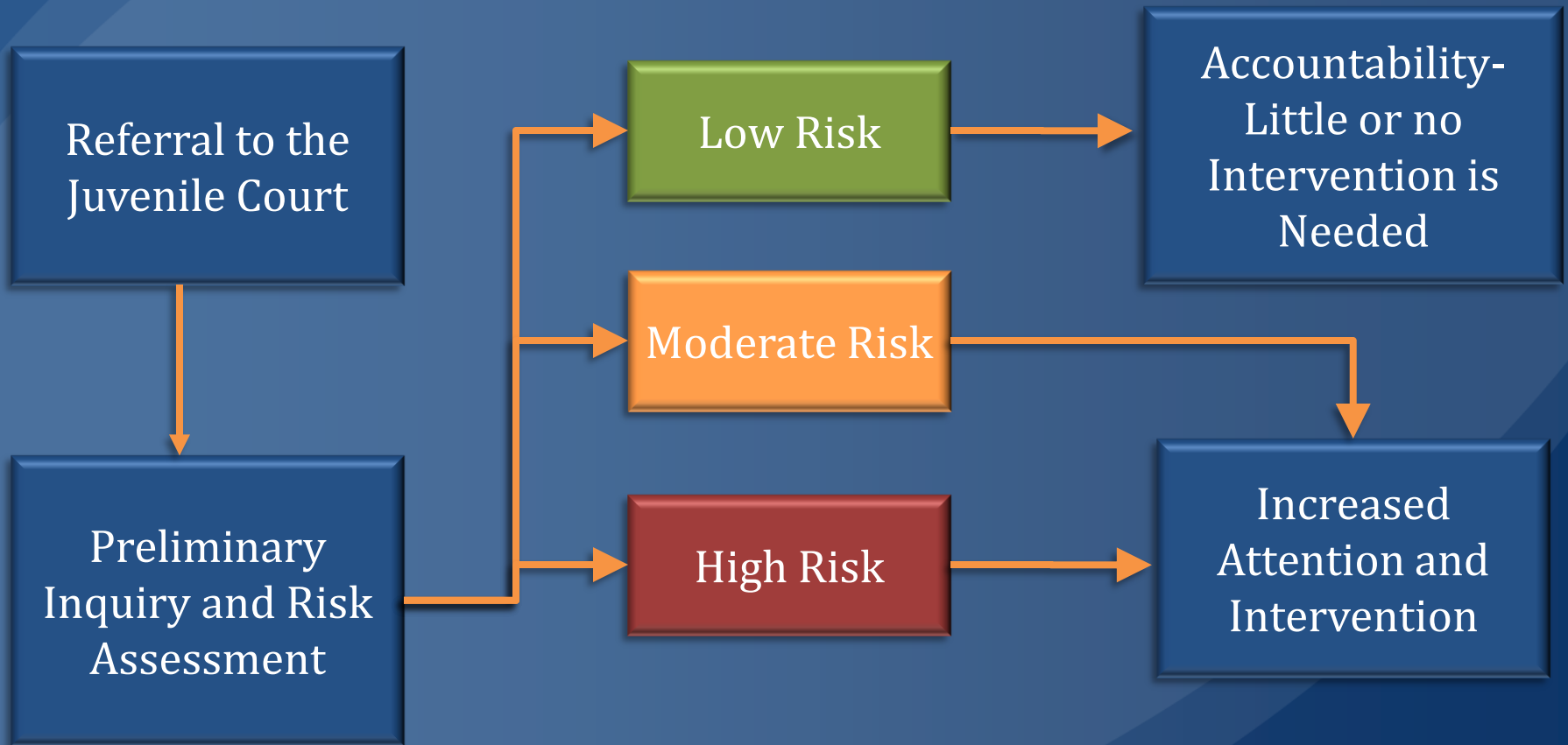
Validating Risk Assessments

- Research suggests that a risk assessment instrument is critical to providing **appropriate interventions** for youth

- Essential to know if assessment risk level **reflects actual risk** to reoffend

If youth are incorrectly assessed, it can be counterproductive

- ✓ Intensive interventions for low risk minors may **increase** recidivism rates

- ✓ Limited resources should be **focused** on higher risk you

Validating Risk Assessments

After selecting a risk assessment tool, how do you know if it is working for your juveniles?

- Need to validate your risk assessment tool on **your population**

- Conduct study to determine if risk assessment **predicts** future recidivism

Validating Utah's Risk Assessment Tool

- Completed a **combined study** to determine effectiveness of Utah's risk assessment tool on Utah's Youth

- Assessment **previously validated** in other jurisdictions

- Validation in another jurisdiction **may not apply** to our jurisdiction

- **Determined** if higher risk youth were more likely to re-offend in the future, more likely to re-offend more quickly, and more likely to re-offend with a more severe offense

Validating Utah's Risk Assessment Tool
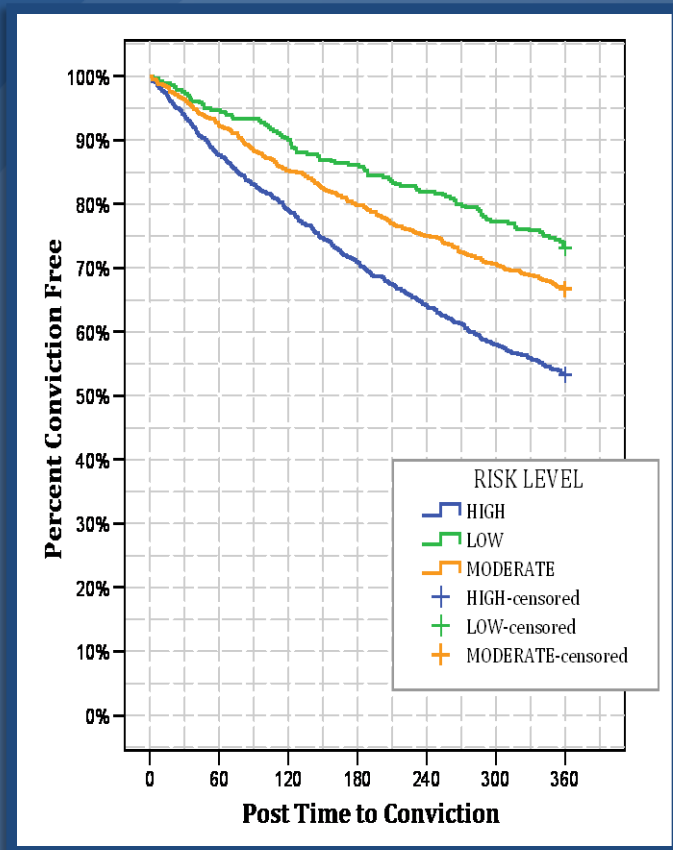
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- Utah's study findings suggested that recidivism **rates varied** by assessment risk level

- Higher risk youth are **more likely** to recidivate than lower risk youth and they tend to do so in a shorter time period

- Statistically significant **differences** are found among risk level groups in the time until recidivism

- These trends generally **held across** gender, age, and race and ethnic group

Effective Case Management

Juvenile Court Delinquency Process

Arrest or Referral

Detention & DT Hearing

Home

Preliminary Inquiry

Non-Judicial Sanction
- Fine/fee
- Hours
- Restitution
- Class or program

Petition & Court Hearing

Adjudication

Disposition
- Fine/fee
- Hours
- Restitution
- Probation
- Program
- Community placement
- Secure Care
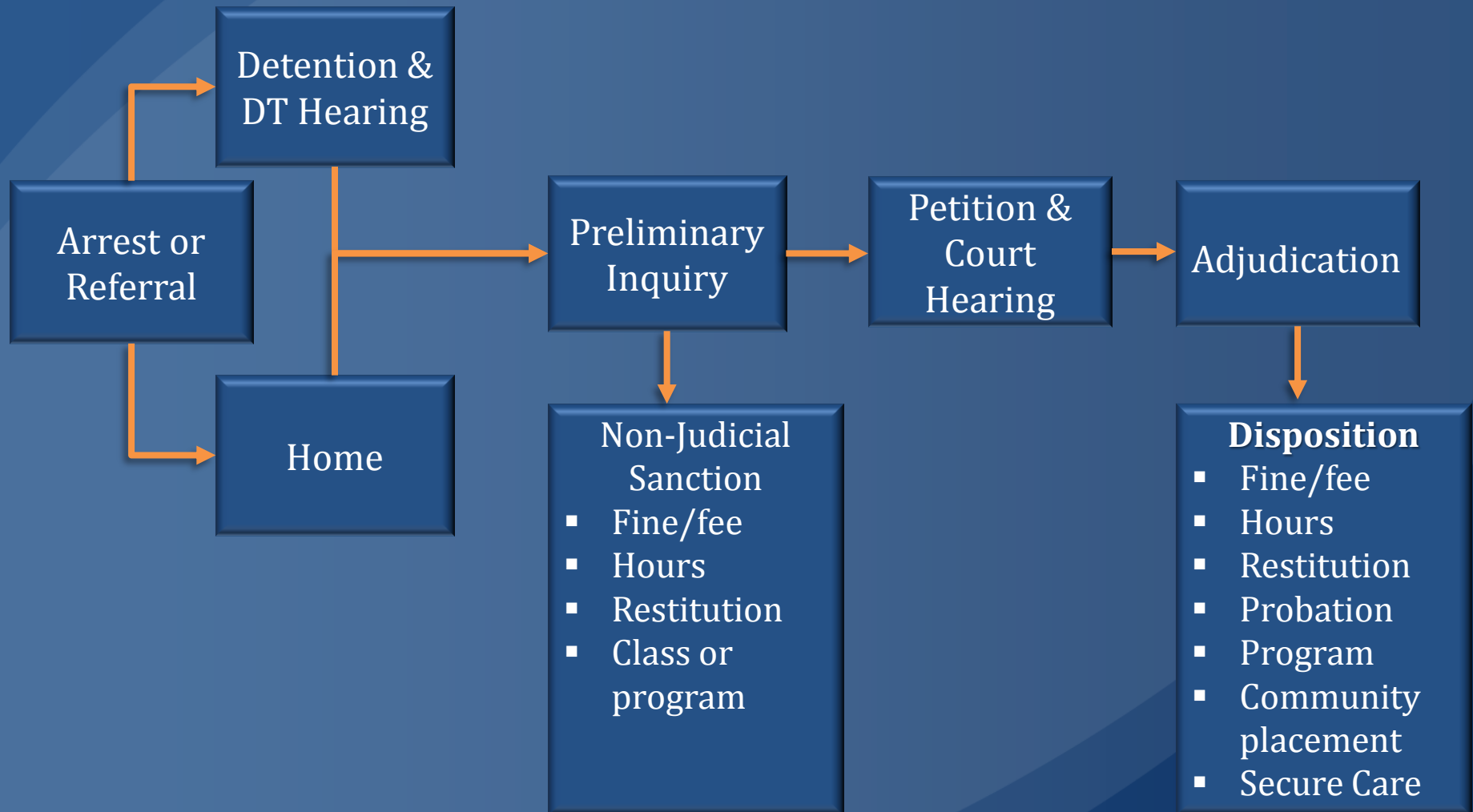
Effective Case Planning

- Probation officers are **trained in motivational interviewing** and identifying the **stages of changes**

- Probation officers **prioritize risk factors** that need to be addressed and focus on **most urgent areas** of risk that are likely to result in recidivism

- Probation officers use Carey Guides to **address criminogenic needs** and match offenders to programs that address risk areas that will reduce recidivism

Case Planning Process

STEP ONE
Identify what brought the youth to court

STEP TWO
Identify the risk and protective factors of the youth

STEP THREE
Identify the behavior cycle that is leading to criminal behavior

STEP FOUR
Select risk items associated with the criminal behavior cycle

STEP FIVE
Use motivational strategies with the juvenile—Carey Guides

STEP SIX
Match the youth to a program that targets these areas

Risk Assessment Outcome Overview

Dynamic Items + Conceptualization Worksheet

775582
Chuckie Brown

Administrator: **Brody Arishita**
Today's date: **11/09/09**
Assessment date: **05/06/09**

Sectiontitle	Item #	Questiontext	Response	Prot Points	Risk Points
DOMAIN 02: School	13	Youth's current school enrollment status, regardless of attendance	Enrolled full time	+	
	16	Does the youth believe there is value in getting an education (during the last 3 months)	Yes	+	
	17	Does the youth believe school provides an encouraging environment (during the last 3 months)	Somewhat		−
	20	Number of teachers/staff/coaches the youth likes or feels comfortable talking with (during the last 3 months)	1	+	
	21	Number of school activities the youth was involved in (during the last 3 months)	1	+	
	22	Youth's conduct (during the last 3 months)	Problems reported by teachers		−
	23	Youth's attendance (during the last 3 months)	Some part-day unexcused absences		−
	24	Youth's academic performance - GPA (during the last 3 months)	2.9 GPA or under and some F's		−
DOMAIN 03: Use of Free Time	25	Number of structured recreational activities the youth participated in (during the last 3 months)	Interested but not involved	+	
	26	Number of unstructured recreational activities the youth participated in (during the last 3 months)	Interested but not involved	+	
DOMAIN 04: Employment	29	Number of prosocial relationship(s) youth has had with employer(s) or adult coworker(s) (during the last 3 months)	1 or more	+	
DOMAIN 05: Relationships	31	Number of positive relationships the youth has had with adults (during the last 3 months)	2	+	

Risk Assessment Conceptualization Worksheet

STEP 5. Examine Criminogenic Need

DOMAIN 06 Current Living

>>> DYNAMIC RISK ITEMS
[43] Current family annual income
[46] Number of current parental figures' prob
[48] Number of non-parental household members
[49] Number of people currently living in the
[50] Current level of parental emotional supp
[52] Does the current family provide opportun
[54] Current parental supervision (during the
[55] Youth's compliance with current parental
[56] Appropriateness of consequences in curre
[57] Appropriateness of rewards in current fa
[58] Current parental figures' view of the yo

DOMAIN 02 School

>>> DYNAMIC RISK ITEMS
[17] Does the youth believe school provides a
[22] Youth's conduct (during the last 3 month
[23] Youth's attendance (during the last 3 mo
[24] Youth's academic performance - GPA (dur

>>> DYNAMIC RISK ITEMS
[60] Youth's current alcohol use (during the
[61] Is alcohol a main contributor to the you
[63] Youth's current drug use (during the las
[64] Are drugs a main contributor to the yout

DOMAIN 07 Alcohol and Drugs

<<< PSRA RISK LEVEL >>>

HIGH

GRADUATED SANCTIONS SCORE = 36

STEP 6. Identify Primary Criminogenic Need / Stage of Change

Pre Contemp / Contempla / Preparation / Action [I / C]

Pre Contemp / Contempla / Preparation / Action [I / C]

Pre Contemp / Contempla / Preparation / Action [I / C]

>>> DYNAMIC RISK ITEMS
[75] Youth's sense of responsibility for anti
[76] Youth's empathy remorse sympathy or feel
[77] Youth's interpretation of the actions an
[78] Youth's view of pro-social rules and law
[79] Youth's respect for authority figures (d
[80] Youth's tolerance for frustration (durin
[81] Youth's belief in the use of verbal aggr
[82] Youth's belief in use of physical aggres

DOMAIN 09 Attitudes/ Behavior

>>> DYNAMIC RISK ITEMS
[32] Friends the youth spends time with (dur
[35] Amount of free time the youth has spent

DOMAIN 05 Relations

>>> DYNAMIC RISK ITEMS
[85] Youth appropriately expresses needs and
[86] Consequential Thinking (specific to the
[87] Critical Thinking/Social Perspective Tak
[88] Problem Solving (specific to the PO Ext/d
[89] External Self Monitoring Skills (specif
[90] Internal Self Monitoring Skills (specif
[91] Youth sets clear steps to accomplish pro

DOMAIN 10 Skills

Training Staff on the Use of Evidence Based Practices

Staff Training and Certification

- Staff **trained** on the **"What Works" principles**, case planning model, and using the risk assessment

- Receive training to help them more effectively deal with youth using **motivational interviewing** and stages of change model

- Probation officers undergoing **certification process** on the case planning model

- Videotaped, evaluated, and **provided feedback** on certification

Stages of Change
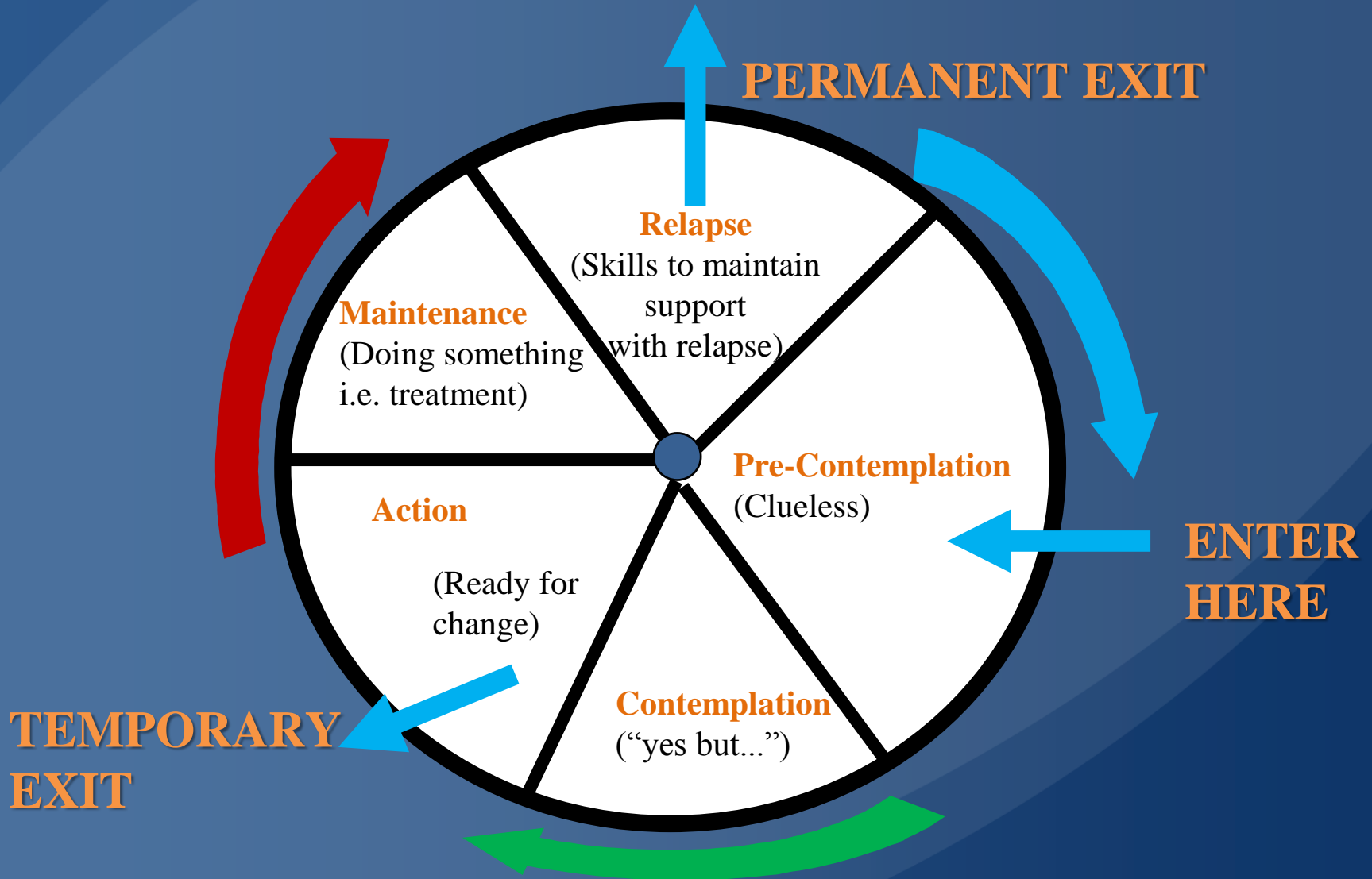
Making Supervision Count: Implementing the Carey Guides

Using EBP During Probation Contacts

- Research suggests that probation that is focused on **tracking and monitoring is less effective** at reducing recidivism than probation that is focused on targeting criminogenic needs

- The Carey Guides are a set of short guides with **brief interventions** that can be done with the youth during a probation appointment

- Guides address **case planning and risk factors** related to offenders such as antisocial peers, anger, etc

- The Guides are **based on research** suggesting best evidence based practices approaches

Overview of the Carey Guides

- PO **select a guide** that matches the criminogenic targets of the youth based on the risk assessment

- During appointment, the PO completes the short **skills training lesson** with the youth

- When appropriate, the PO assigns the youth **homework** so they can practice the skill

- Additional guides can be used with the youth as **needed**

Evaluating the Carey Guides

- Utah is undertaking a one year **pilot study** of the guides

- A comparison group and study group will examine **outcome measures** and implementation issues

- Recidivism will be tracked along with **changes** in risk level, prosocial behaviors, and technical violations

- Process study also undertaken to **determine challenges** to implementation

Ensuring Quality Programs

Assessment of Programs

- We use a **risk assessment** to make sure we aren't mixing youth or focusing on low risk youth

- We use **case planning** to make sure we are targeting criminogenic needs and matching youth to the most appropriate programs

But how do we know if the programs we send youth to are doing any good?

Objectives of Program Assessment

- Increase the quality of programs **using evidence based** practices

- Assist programs in **identifying areas** of needed improvement and outline necessary changes

- **Establish benchmarks** of progress

- Promote **accountability**

- Identify programs with **effective structures** of service delivery

WHY IT MATTERS

Using a risk assessment and case planning to match youth to the appropriate services is not as valuable unless programs are providing effective interventions based on the service plan.

Identifying Effective Programs

How do I know if a program is effective for treating juvenile offenders?

- ✓ Focus on **higher risk** youth

- ✓ Target **criminogenic** needs

- ✓ Use **evidence-based** interventions

- ✓ Base program design on **proven** theoretical model

- ✓ **Match** offender to treatment type

- ✓ Ensure quality **delivery** of program

- ✓ Use appropriate **rewards** and punishers

Impact of the Numbers of Favorable Features on Recidivism

Number of Favorable Features	Distribution of Programs	Percentage Reduction in Recidivism
0	7 %	+12
1	50%	-2
2	27%	-10
3	15%	-20
4	2%	-24

Average Practice →

Assessing Your Programs

Assessment of Programs Using the CPC

The Correctional Program Checklist (CPC)

- A program evaluation **tool**

- Developed from **research** on evidence based practices

- Based on the CPAI, which is **endorsed** by the National Institute of Corrections

- Contains items correlated with **reductions** in recidivism

- Provides information on **effective** parts of program, needed changes, and recommended steps for improvement

How It Works

✓ Trained assessment team conducts **site visit**

✓ Through structured interviews, case file reviews, observations, review of documentation, and evaluation of fidelity to the model, the program is **scored** on a set of indicators related to recidivism

✓ After the evaluation, the assessment team meets with the program to discuss **feedback** and goals for the year

✓ Assessment results and outcome measures are provided to programs through an **interactive website**

✓ Programs are **reassessed** annually, or more frequently if necessary

What It Tells You

- You can compare programs to a **norm or standard**

- You can compare **across** your programs, even if they are different types

  - For example, you can compare a sex offender program and a substance abuse program

- You can examine a program's **progress** over time and identify whether they are improving in their use of evidence based practices

- You can link assessment results to **outcome measures** like recidivism or reductions in risk level

Making the Change

READINESS FOR CHANGE

Source: Understanding PeopleSoft8, Lynn Anderson, Cap Gemini Ernst & Young

Results: Readiness for Change Survey

	Leadership (N=17)	Directors and Supervisors (N=265)
Powerful Business Case	2.06	1.43
Vision and Clarity	2.12	1.36
Leadership and Accountability	1.95	0.97
Specific Communication	1.91	1.12
Increased Capabilities	2.06	1.12
Integrated Planning and Teams	1.73	0.84
Stakeholder Commitment	1.76	0.64
Aligned Performance and Culture	1.74	0.93
Other Critical Areas	1.88	0.72

CONCLUSIONS

- Determine **readiness** for change

- Follow **Principles** of Effective Intervention

- Use a **validated** risk assessment

- Implement **effective** case planning

- Use **programs** that work

- Measure **results**