

Cognitive-Behavioral Interventions: One Size Does Not Fit All

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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.

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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

Two Basic Types of CBI

Cognitive Restructuring

Focuses on WHAT you are thinking.

Cognitive Skills

Focuses on HOW to think and act

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 Reconation 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

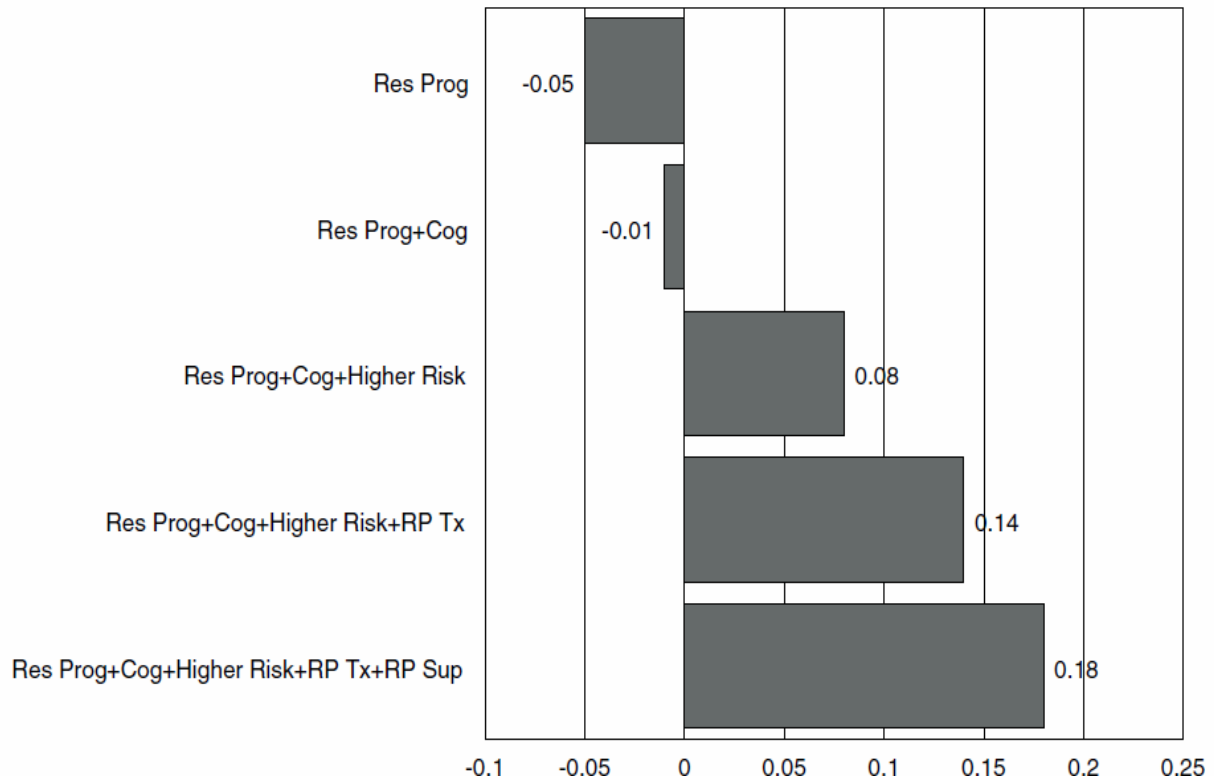
Reasoning and Rehabilitation

- 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

Source: Lowenkamp, C.T., Latessa, E.J., Holsinger, A.M. (2006). The risk principle in action: What have we learned from 13,676 offenders and 97 correctional programs. *Crime and Delinquency*, 52(1), 77-93.

Prison and Jail Diversion Programs

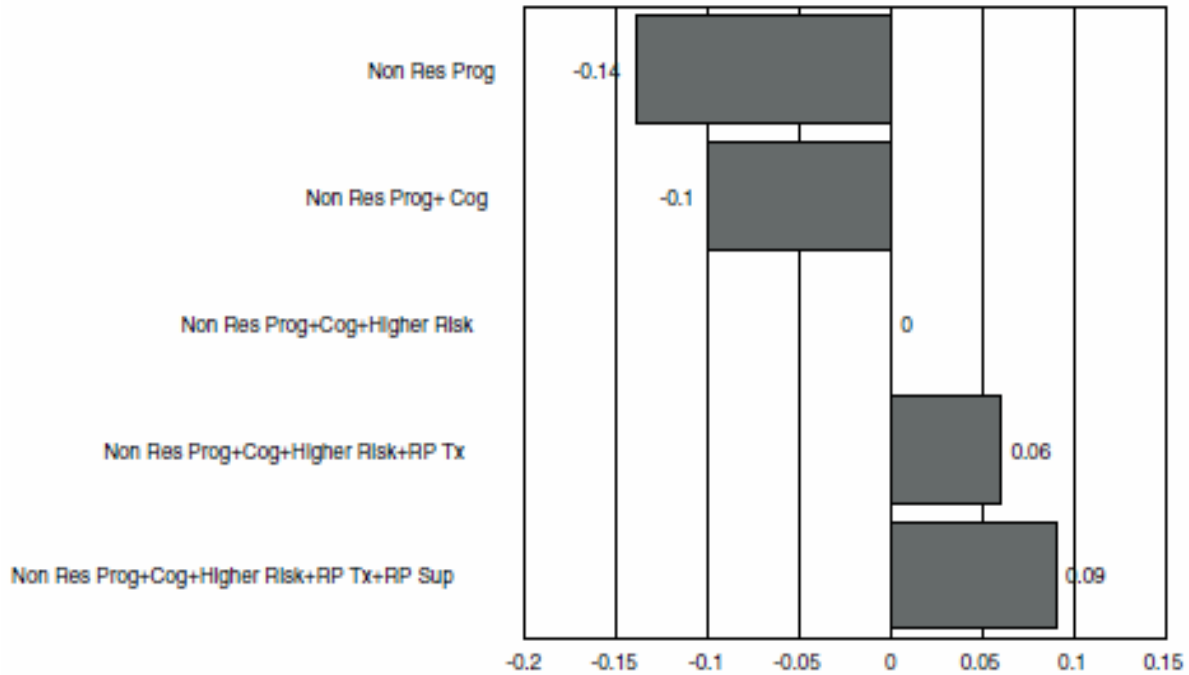


FIGURE 2 Predicted r Value Based on Adherence to Risk Principle and Treatment Type for Nonresidential Programs

- 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

Source: Lowenkamp, C.T., Latessa, E.J., Holsinger, A.M. (2006). The risk principle in action: What have we learned from 13,676 offenders and 97 correctional programs. *Crime and Delinquency*, 52(1), 77-93.

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 | 6. Lectures |
| 2. Facilitator can apply c-b skills to his/her life | 7. Structures out of session applications |
| 3. Provides clear explanations | 8. Interacts objectively, respectfully |
| 4. Models | 9. Maintains clear boundaries of acceptable behavior |
| 5. Provides engaging activities w/ feedback | |
| <ul style="list-style-type: none"> • Discussion • In-group practice • Role playing • Interactive exercises | |

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

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

Session Ratings		<i>T.J.</i>			
	Poor = 1	1	2	3	Excellent = 3
Participation	no participation or disruptive	✓			appropriate, contributing
Motivation	uninterested, sleeps	✓			keen, completes tasks
Comprehension	little understanding		✓		understands well
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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?