

- **The Eight Principles for Effective Intervention**
- Part 1 (4 of the 8)

October 2021

Eight Evidence-Based Principles for Effective Interventions



1. Assess Actuarial Risk/Needs



2. Enhance Intrinsic Motivation



3. Target Interventions



4. Skill Train with Directed Practice



5. Increase Positive Reinforcement



6. Engage Ongoing Support in Natural Communities



7. Measure Relevant Processes/Practices



8. Provide Measurement Feedback



Not simply throwing
JELLO at a wall

Welcome to the
Conundrum Club







lime • lima

ARTIFICIAL FLAVOR / SABORIZANTE ARTIFICIAL

JELLO

GELATIN
DESSERT //
POSTRE
DE GELATINA

8 (1/2 cup) Servings
8 porciones (de 1/2 taza)

NET WT / PESO NETO 6 OZ (170g)

JAGGERS



Prep Time

PREP Time:
Pour into a 6-ounce
cup. Add 1/2 cup
boiling water & 1
pkg. of mix. Stir
thoroughly. Let
stand 2 min. and
compress.
Refrigerate. Do
not use for
water. For more
recipes go to
jellodesserts.com

INGREDIENTS

Contains 4g
sodium.

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or other
brands. All
rights reserved.
For more recipes
go to
jellodesserts.com

#1 Assess Actuarial Risk/Needs

Use reliable, valid, and an empirically-based assessment of youth's risks and needs to guide case decisions and service goals

1 Assess Actuarial Risk/Needs.

Develop and maintain a complete system of ongoing offender risk screening / triage and needs assessments. Assessing offenders in a reliable and valid manner is a prerequisite for the effective management (i.e.: supervision and treatment) of offenders.

1 Assess Actuarial Risk/Needs.

Timely, relevant measures of offender risk and need at the individual and aggregate levels are essential for the implementation of numerous principles of best practice in corrections, (e.g., risk, need, and responsivity).

Offender assessments are most reliable and valid when staff are formally trained to administer tools.

Screening and assessment tools that focus on dynamic and static risk factors, profile criminogenic needs, and have been validated on similar populations are preferred.

1 Assess Actuarial Risk/Needs.

Offender assessment is as much an ongoing function as it is a formal event. Case information that is gathered informally through routine interactions and observations with offenders is just as important as formal assessment guided by instruments. Formal and informal offender assessments should reinforce one another. They should combine to enhance formal reassessments, case decisions, and working relations between practitioners and offenders throughout the jurisdiction of supervision.

Considerations?

- Does the assessment tool we're using measure for criminogenic risk and need?
- How are officers trained to conduct the assessment interview?
- What quality assurance is in place to ensure that assessments are conducted appropriately?
- How is the assessment information captured and used in the development of case plans?





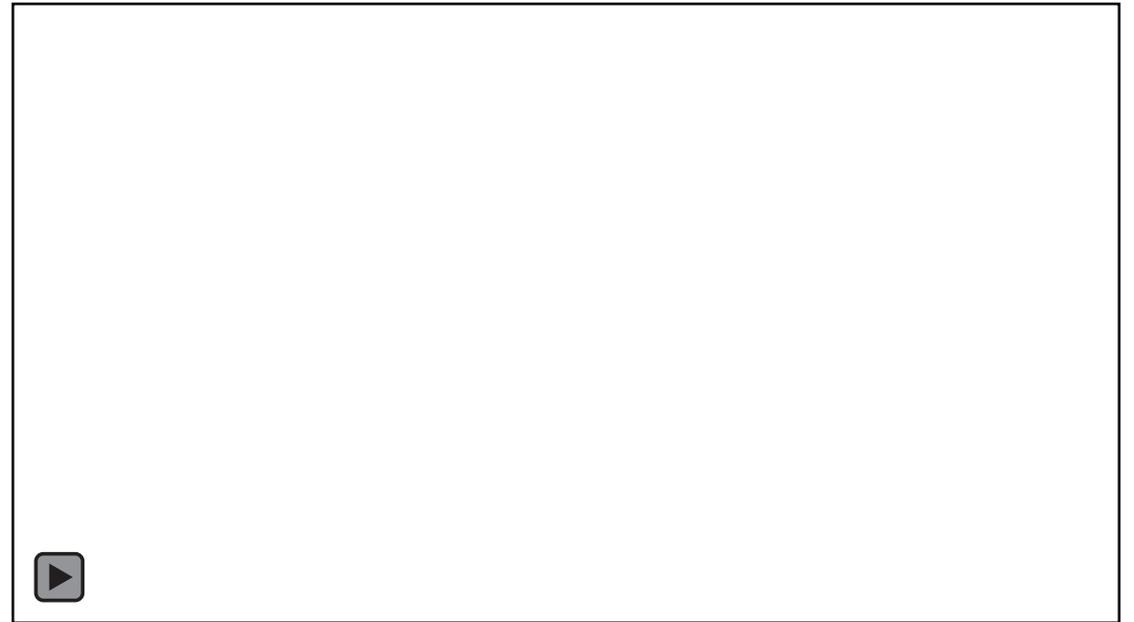
Use assessments to guide case decisions by applying actuarial tools that describe the who (who will most likely respond to interventions), the what (the specific needs that must be addressed to reduce re-offense) and the how (matching the intervention with the traits of the individual)

#2 Enhance Intrinsic Motivation

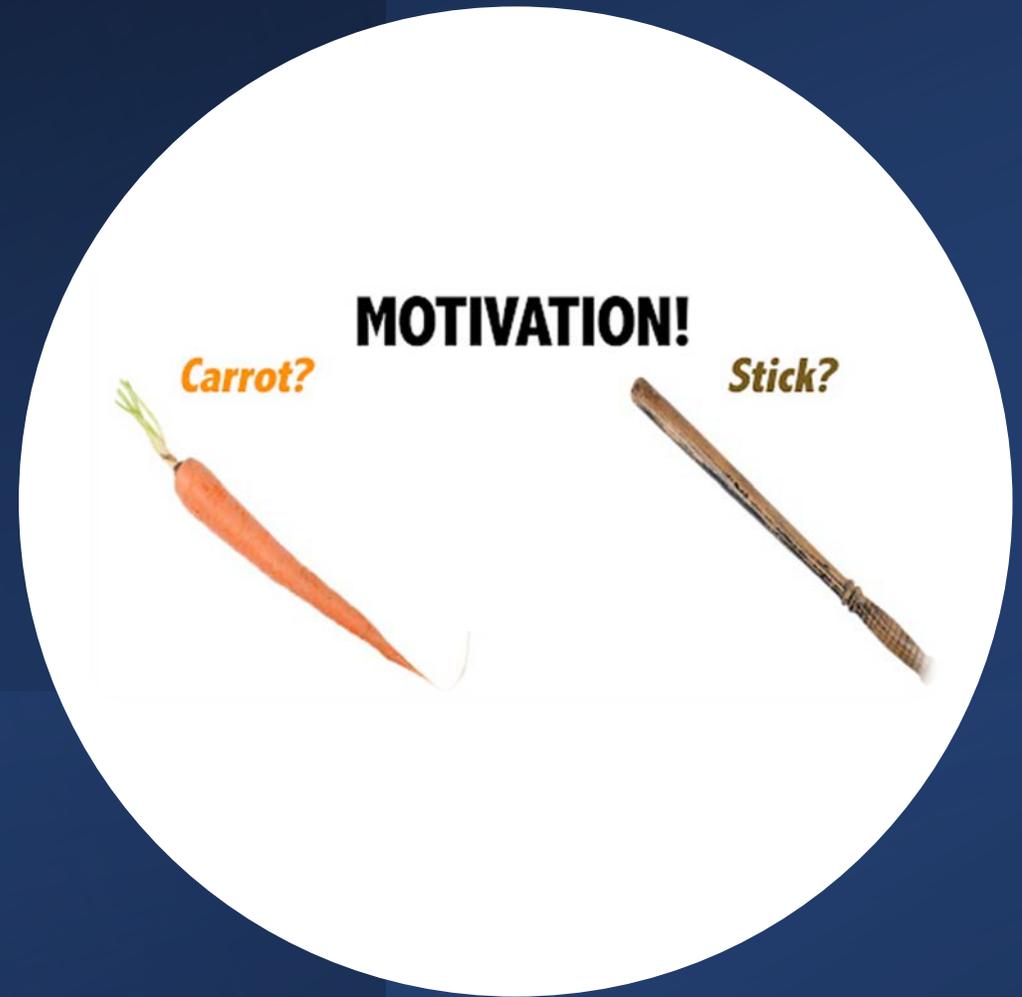
Providers must identify and enhance the motivation of participants to effect change.



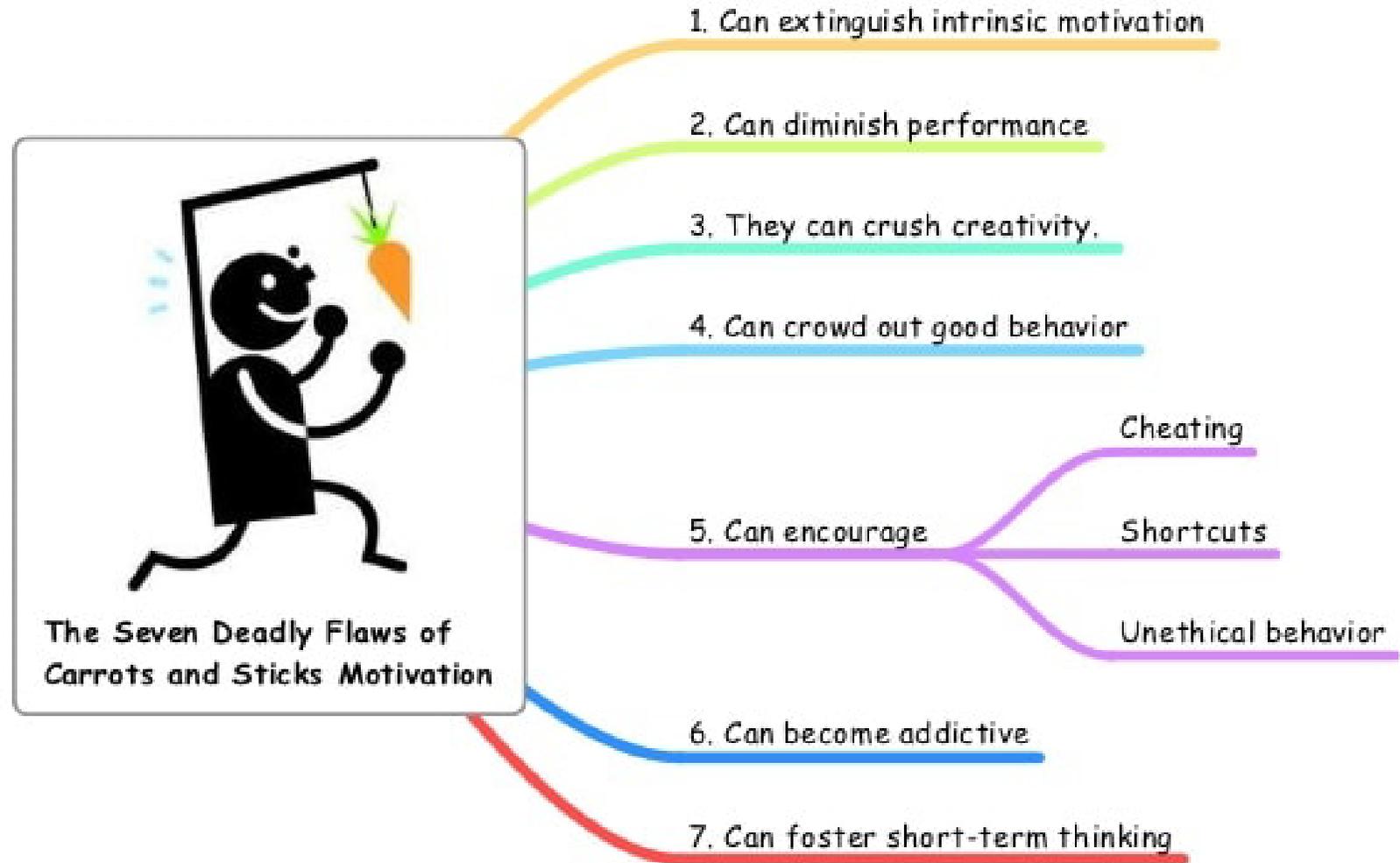
What Motivates you??



What approaches
have you seen
(or tried)?



Are there possible downfalls with the **CARROT & STICK** approach?



What is intrinsic motivation?

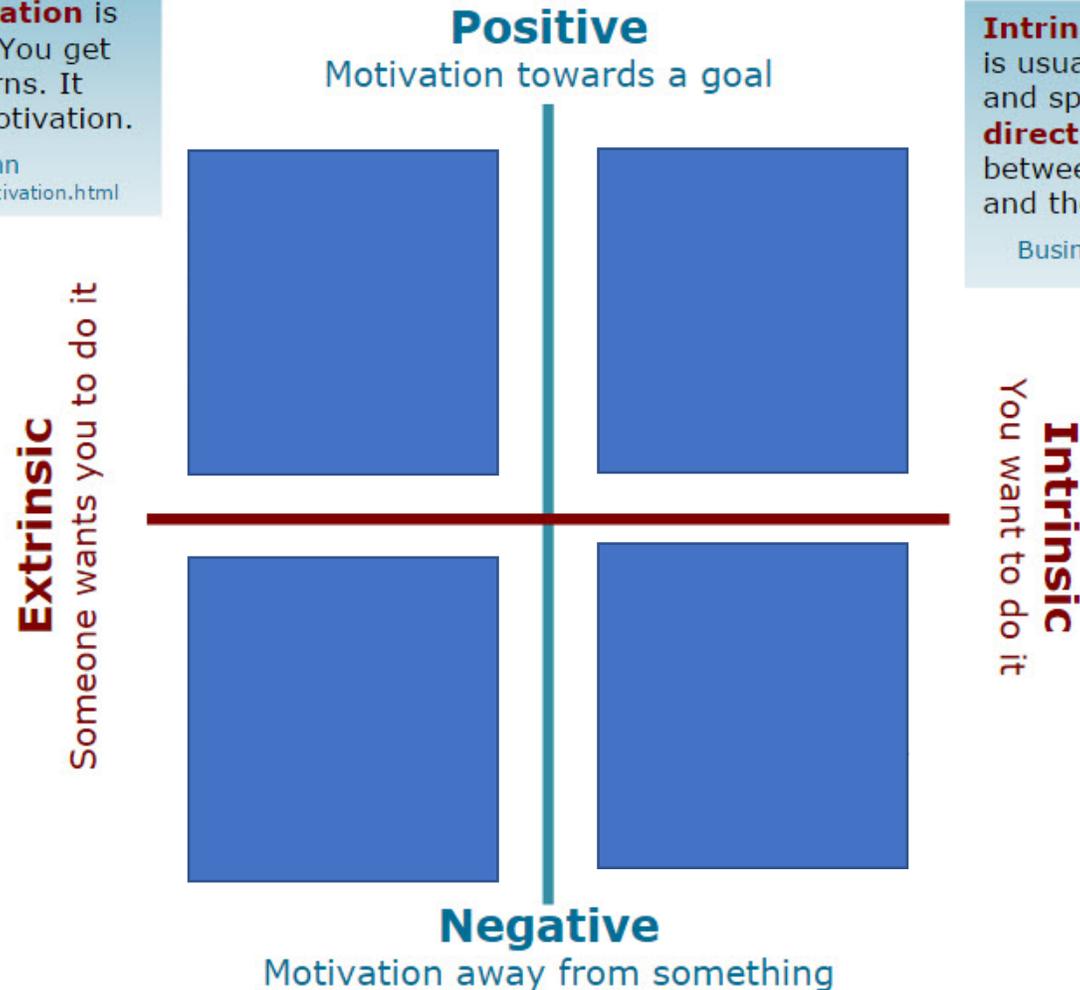
4 kinds of motivation

Extrinsic motivation is not sustainable. You get diminishing returns. It hurts intrinsic motivation.

Alfred Kohn
<http://naggum.no/motivation.html>

Intrinsic motivation is usually self-applied, and springs from a **direct relationship** between the individual and the situation.

BusinessDictionary.com



How can you promote Intrinsic Motivation?

Research strongly suggests that motivational interviewing techniques, rather than persuasion tactics, effectively enhance motivation for initiating and maintaining behavior change.

Questions to Ask:

- Are officers and program staff trained in motivational interviewing techniques?
 - What quality assurance is in place?
- Are staff held accountable for using motivational interviewing techniques in their day-to-day





WHAT TECHNIQUES WORK?





#3 Target Interventions “RNR”

Providers must identify and enhance the motivation of participants to effect change.

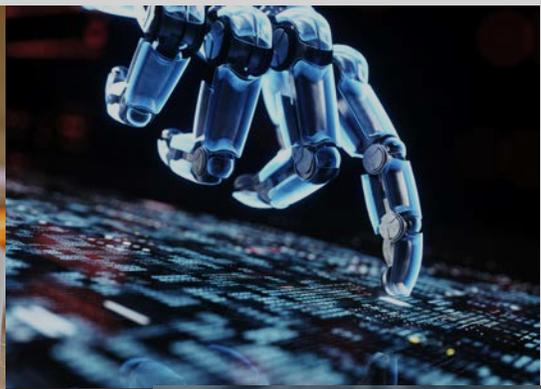
Target Interventions

- **A. RISK PRINCIPLE:** Prioritize supervision and treatment resources for higher risk offenders.
- **B. NEED PRINCIPLE:** Target interventions to criminogenic needs.
- **C. RESPONSIVITY PRINCIPLE:** Be responsive to temperament, learning style, motivation, gender, and culture when assigning to programs.
- **D. DOSAGE:** Structure 40-70% of high-risk offenders' time for 3-9 months.
- **E. TREATMENT PRINCIPLE:** Integrate treatment into the full sentence/sanction requirements.

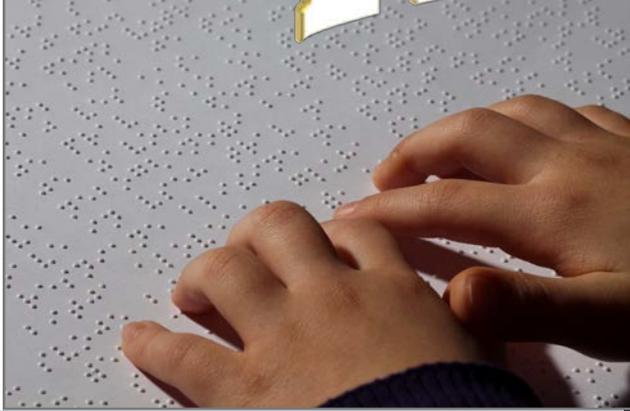


Target Interventions: Use RNR guidelines which allow for the ability to prioritize who to target, what to target, and how to target the needs effectively to get the best possible outcomes.

Risk Principle	Match supervision, treatment modality, service intensity, and dosage to the youth's risk level.
Need Principle	Provide services and interventions that target dynamic criminogenic needs.
Responsivity Principle	Be responsive to temperament, learning style, motivation , culture, and gender when aligning services and providing interventions.
Dosage	Providing appropriate doses of services, pro-social structure and supervision is a strategic application of resources. Higher risk offenders require significantly more initial structure and services than lower risk offenders
Treatment	Integrate treatment into the full sentence/sanction requirements. Assertive case management – proactive and strategic approach to supervision and case planning



Responsivity





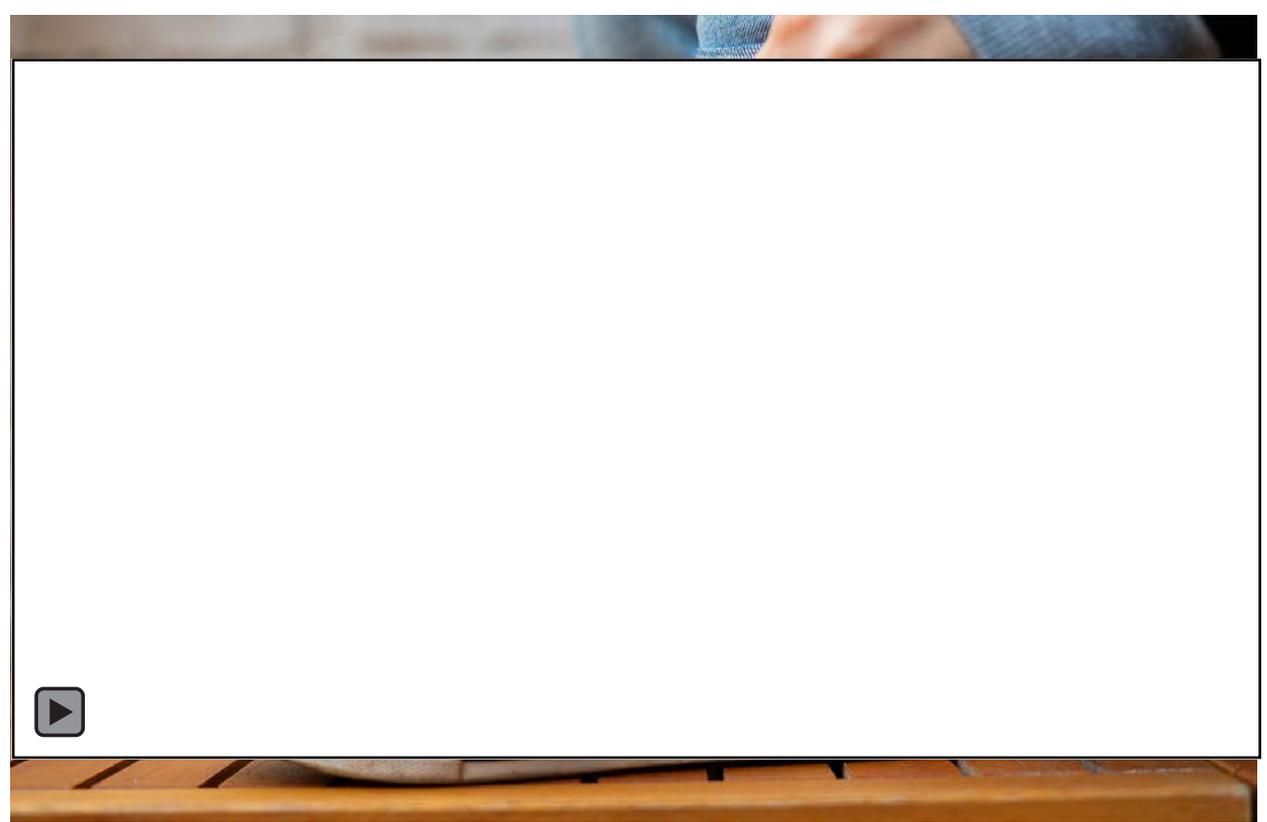
#4 Skill Train with Directed Practice

Skills training with multiple opportunities for practice (and feedback). Use of CBI allows for instruction and opportunities to model, practice, and role-play exercises



Skill Train with Directed Practice

*using cognitive-behavioral
treatment methods*

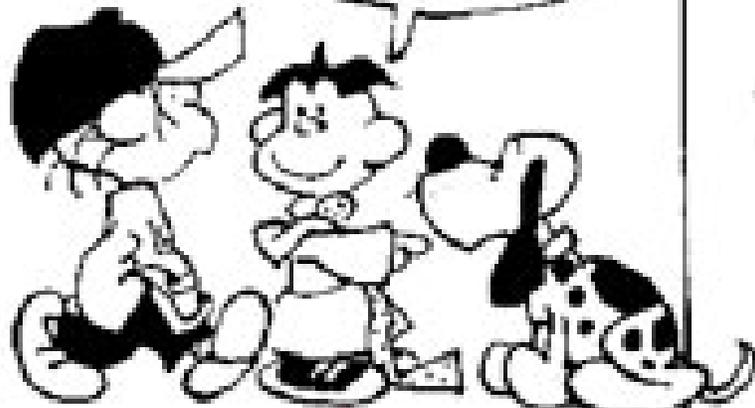


- Provide evidence-based programming that emphasizes cognitive-behavioral strategies and is delivered by well trained staff.
- To successfully deliver this treatment to offenders, staff must understand antisocial thinking, social learning, and appropriate communication techniques. Skills are not just taught to the offender, but practiced or role-played and the resulting pro-social attitudes and behaviors are positively reinforced by staff.

Taught vs learned skills

TISER

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I TAUGHT
STRIPE HOW
TO WHISTLE



I DONT HEAR
HIM WHISTLING



I SAID I TAUGHT
HIM. I DIDNT SAY
HE LEARNED IT

BUD
BLAKE
56



Ready Set Fold....

Step 16) Flatten everything along the creases you already made.

Step 17) The completed petal fold. Turn the model over, we're going to make a petal fold on the other side too.

Step 18) Fold the side to the centre along the dotted line.

Step 19) Crease this well and then unfold.

Step 20) Fold the other side to the centre along the dotted line.

Step 21) Crease this well and unfold.

Step 22) Fold the top down along the dotted line.

Step 23) Crease this well and unfold.

Step 24) Lift the top flap of paper up along the crease you just made. We're going to make another petal fold.

Step 25) Continue lifting up and push in the sides along the creases you made in the previous couple of steps.

Step 26) Flatten everything along the creases you already made.

Step 27) The completed petal fold. At this point you also have a completed bird base.

Next we're going to fold the neck and the tail. Fold the top flap on the right to the centre along the dotted line.

Step 28) Fold the top flap on the left to the centre along the dotted line as well.

Step 29) Turn the model over, we're going to repeat the last two steps on the other side.

Step 30) Fold the top flap on the left to the centre along the dotted line.





Continue to Fold....

Step 46) Crease this well and unfold.

Step 47) Turn the model over so we can repeat this on the other side.

Step 48) Fold the long thin section of paper on the left side now down along the dotted line. This is folded the opposite way along the crease you already folded on the other side.

Step 49) Crease this well and unfold.

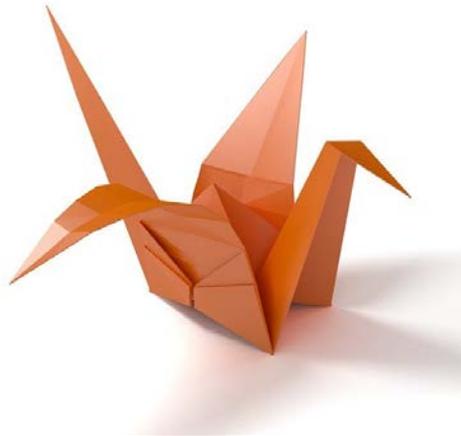
Step 50) Turn the model over again so it's facing the way it was before.

Step 51) Fold the head by making an inside reverse fold along the creases you made in the previous couple of steps. The head is then folded inside the neck.

Step 52) Fold down the wings on both sides along the dotted line.

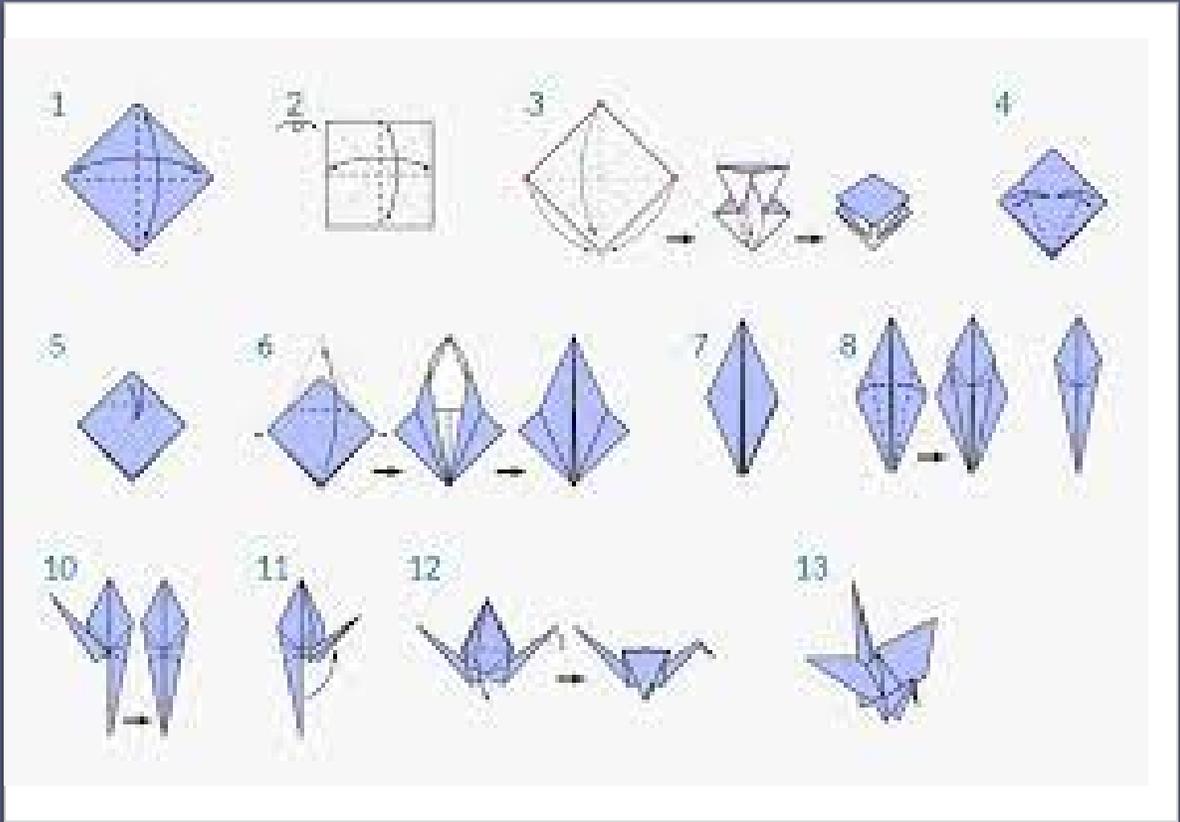
The completed origami crane, GREAT JOB!

How did you do? Tell us in the comments and feel free to share a photo of your paper crane with us. We'd love to see it.





The crane has always been
a **STRONG SYMBOL OF SUCCESS
AND GOOD FORTUNE** in
Japanese culture, and when
folded into origami, it is
believed that **YOUR HEART'S
DESIRE WILL COME TRUE.**



Take Learning Styles into account (RNR)

The Eight Principles as a Guiding Framework

The eight principles are organized in a developmental sequence and can be applied at three fundamentally different levels:

- 1) the individual case;
- 2) the agency; and
- 3) the system.

Given the logic of each different principle, an overarching logic can be inferred which suggests a sequence for operationalizing the full eight principles.



See you next time for
Principles # 5 - 8

Stay tuned: October Contest
EBA's Share Joy 2.0