

Neurodevelopmental Factors for Probation Youth: Practical Approaches for Assessment and Treatment

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Publications by Dr. Ralph

- "Prosocial Treatment Models with Juveniles who Sexually Offend." Perspectives, Fall, 2010.
- "Prosocial Models of Treatment with Sexually Aggressive Youth." N. Ralph. In B. Schwartz, Ed., The Sex Offender, Vol. 7, Civic Research Institute, 2012.
- "Evidence-based Practice with Juveniles." ATSA Forum, 2012.
- "Competency Status and Juveniles with Pending Sexual Offense Charges." Perspectives, 2012.
- "A Prosocial Collaborative Model for Juveniles who Sexually Offend." ATSA Forum, 2012.
- "Guidelines for the Assessment and Treatment of Sexually Abusive Adolescents, CCOSO", 2013 (co-author).
- "A Follow Up Study of a Prosocial Intervention for Juveniles who Sexually Offend." Sex Offender Treatment, 2015.
- "A Longitudinal Study of Factors Predicting Outcomes in a Residential Program for Treating Juveniles Who Sexually Offend." Sex Offender Treatment, 2015.
- "An instrument for assessing prosocial reasoning in probation youth." Sex Offender Treatment, 2016.
- "Being a Pro: The Prosocial Model for Problem/Solving", Safer Society Press, 2016.
- "Moral Reasoning in Juveniles Who Sexually Offend." ATSA Forum, 2017.
- "Prosocial Treatment Methods for Juveniles who Sexually Offended." ATSA Forum, 2017.
- "A Validation Study of a Prosocial Reasoning Intervention for Juveniles Under Probation Supervision." Sex Offender Treatment, 2017.
- "Evidence-based practice for juveniles in 2017." Sexual Abuse (Blog), 2017.
- "Practical Prosocial Methods for Assessment and Treatment of Juveniles with Sexual Offending Behaviors." In Sexually Abusive Behavior in Youth: A Handbook of Theory, Assessment, and Treatment. B. Schwartz, Editor, Civic Research Institute, 2017.
- "The Other Recidivism." Sexual Abuse (Blog), 2019.
- "Treatment Options and Outcomes for the Other Recidivism." Sexual Abuse (Blog), 2019.
- "The Utility of the JSORRAT-II." NAPN Blog post, 2019.
- "Neuropsychological and developmental factors in juvenile transfer hearings: prosocial perspectives." Journal of Juvenile Law & Policy, 2019..
- "A Replication of a Prosocial Reasoning Intervention for Juveniles." Sex Offender Treatment, 2019.
- "Developmental perspectives on "lying and manipulation" in juveniles who sexually offended." Sexual Abuse (Blog), 2020.
- Most are available through my website as downloadable PDFs (norbertralph.com).

Neurodevelopmental Lens

Neurodevelopmental Lens

- Definition: Views adolescents' behavior as relating to level of prosocial reasoning.
- Developmentally related schema that determines how the youth perceives, reasons, and acts.
- Prosocial reasoning: understanding of social-emotional problems, their context & antecedents, your own and others' feelings and motives, prosocial solutions to problems, and consequences of choices.
- Greater sophistication in understanding social relations and feeling permits more prosocial options.
- Development of "if-then", "cost-benefit" thinking regarding mutually beneficial or prosocial solutions.
- Helps explain every day & problem behaviors, including sexually harmful actions.

Neurodevelopment Lens

- Prosocial reasoning generally increases during adolescence, and more so with targeted interventions.
- Not the only important thing, but one important perspective.
- Other things are important:
- For example, sexual/physical abuse, dysfunctional families, learning problems, ADHD- If present all about triple sexual recidivism (Epperson, 2006).
 - All those can be treated.

Why Lenses/Models Matter

- You are a PD, DA, PO, or psychotherapist starting their career.
- Imagine two "**narratives**." In both situations victims were harmed significantly by sexual violence.
- #Narrative 1–You are told that probation involved youth are likely to reoffend regarding crimes, that they usually lie and minimize, will try to con people, and can't be trusted.
- #Narrative 2 –You are told that these youth have a low recidivism rate, their crimes are developmentally related to an immature brain, and can improve with time/treatment.
- How would those two different "narratives" affect your dispo/treatment planning and interactions?

Why Models Matter

- Probation involved youth can sometimes characterized as "lying and coning" which may be presumed to be part of the pattern of behaviors that led to sustained criminal charges and not likely to change.
- This is a language in fact used in DSM 5 Dx of Conduct Disorder.
- Such behaviors might include denying or minimizing harmful behaviors and the effects on victims.

Why Models Matter

- These "thinking errors" can be viewed as developmental immaturity using Kohlberg's framework for moral development, are **modifiable**.
- *How I Think Questionnaire* (Barriga, Gibbs, Potter, & Liao, 2001) assesses offense-related thinking patterns.
- Scales assess developmentally-related immaturity and egocentricity, sometimes described as thinking errors: Lying, Self-Centered, Blaming Others, and Minimizing/Mislabeling.
- These developmentally related "thinking errors can and do change over time on their own, and with family, probation and counseling help also.
- N. Ralph, "Developmental perspectives on "lying and manipulation" in juveniles who sexually offended." [Sexual Abuse](#) (Blog), 2020

Neuropsychological & Developmental Research

Physical Changes

Weight				Height			
Boys				Boys			
10y	18y	Dif	% Change	10y	18y	Dif	% Change
70	160	90	129%	55	69	14	25%
Weight				Height			
Girls				Girls			
Weight in pounds				Height in inches			
10y	18y	Dif	% Change	10y	18y	Dif	% Change
70	123	53	76%	54	64.5	10.5	19%
Boys				Girls			
Grip strength				Grip strength			
10y	18y	Dif	% Change	10y	18y	Dif	% Change
33	100	67	203%	33	57	24	73%

- Teens literally develop superpowers in adolescence. Boys more than double in weight; triple in grip strength.
- Imagine a 10-year-old boy and then separately imagine an 18-year-old boy both telling a 10-year-old girl to do something. Size and strength matter.
- Educate youth in the interpersonal impact of these changes.

Neuropsychological and Developmental Research

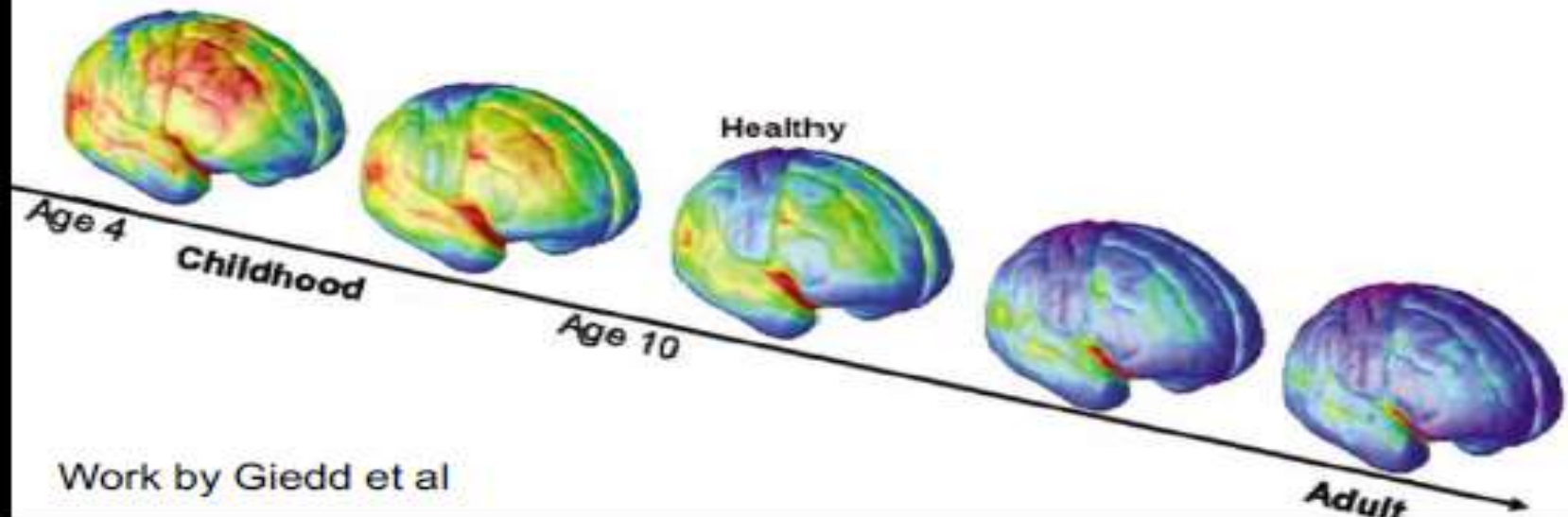
Graham v Florida, 2010

Does Constitution permits a juvenile offender to be sentenced to life in prison without parole for a nonhomicide crime. Steinberg (see below) provided amicus brief.

Graham v Florida

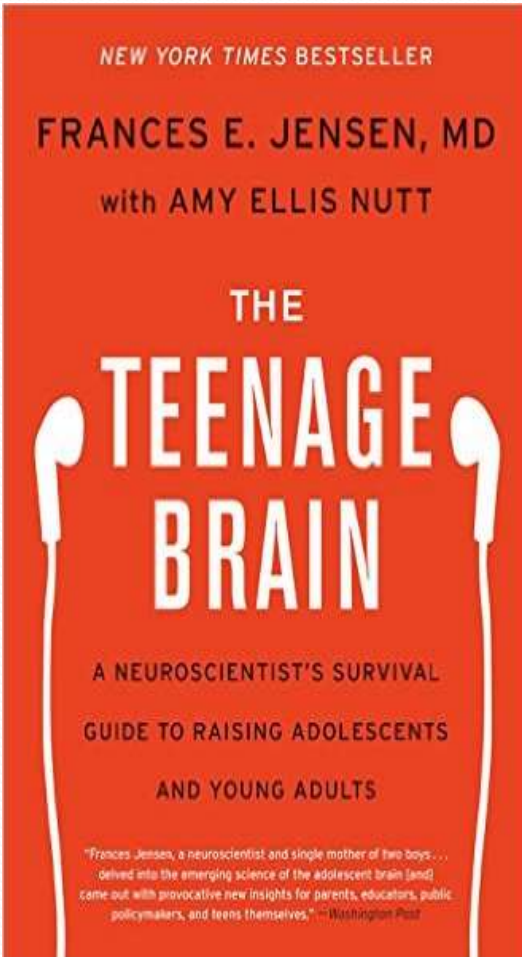
U.S. Supreme Court:

“.... developments in psychology and brain science continue to show fundamental differences between juvenile and adult minds. For example, parts of the brain involved in behavior control continue to mature through late adolescence.”



Neuropsychological and Developmental Research

- Dr. Jensen, a U Penn, Chair, neurologist and mother, describes changes in the teenage brain and their relevance to prosocial development.



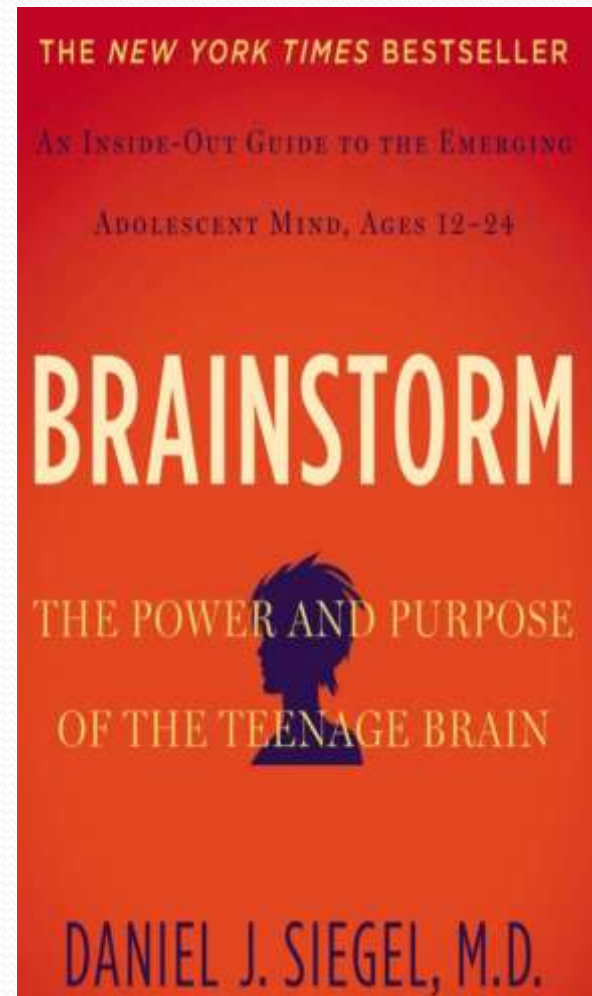
- Age 12 to 25 is a period of major brain development. Some of which continues until age 35 (myelination).
- Major changes in pruning of neuro pathways. Out of the infinite number of connections, some become "burned in" and the "go to" options.
- Decline in gray matter of brain, unmyelinated cells, and increase in white matter.
- The teen brain was described by NIMH studies as only about 80% mature, and **the 20% gap** helps explain adolescent impulsiveness. Being civilized adults in part relates to having brain maturity.
- <https://www.youtube.com/watch?v=Y8sO4tqfUEs>
- https://www.youtube.com/watch?v=2_sHfaY4PoY

Neuropsychological and Developmental Research



Neuropsychological and Developmental Research

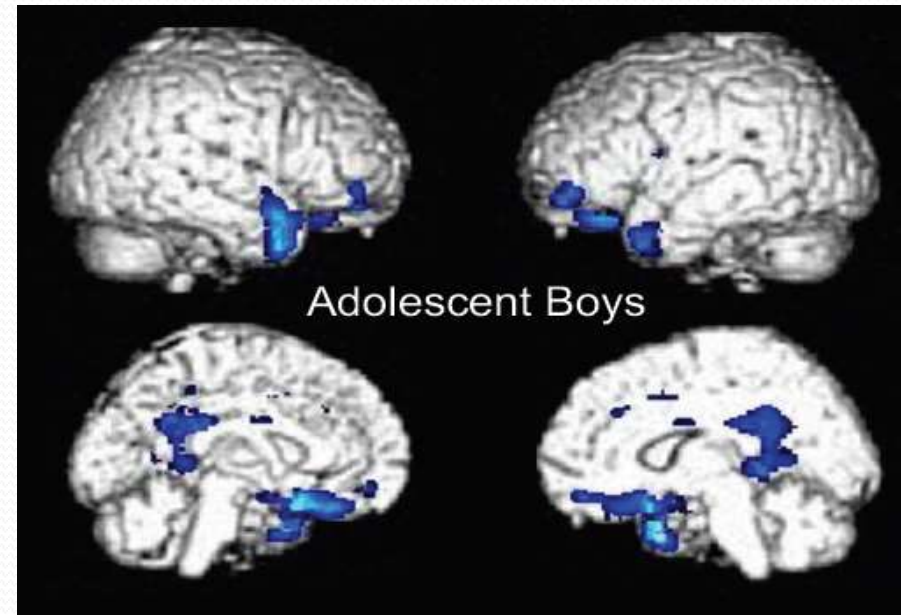
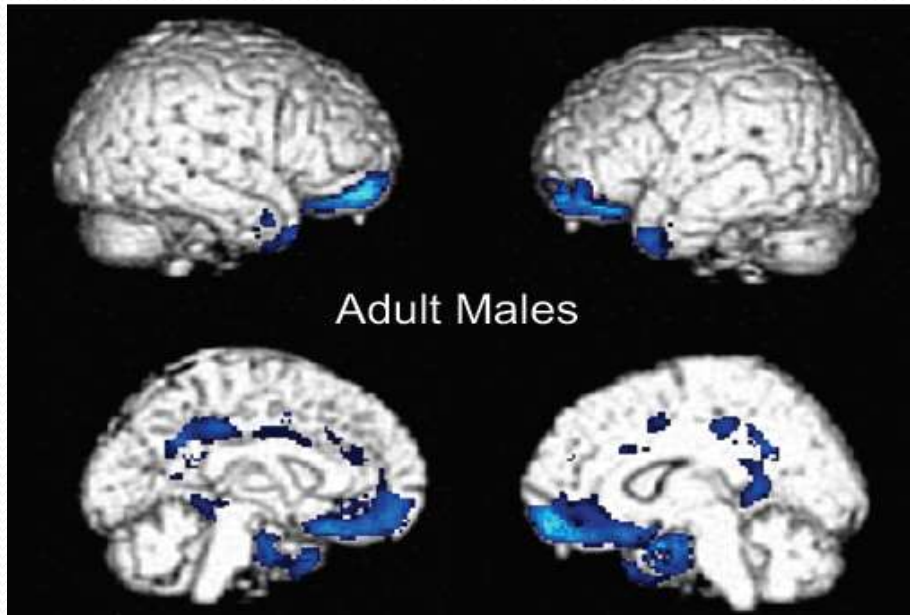
- **Dr. Daniel Siegel, Clinical Professor, Psychiatry, UCLA.**
- Describes a model of brain development during adolescence.
- Adolescence systematically overestimate rewards relative to risks of behaviors.



- Teens seek out novelty and rewarding activities, and likely has a genetic/evolutionary basis.
 - Gene pool isn't enlarged by males who never ventured from home.
- Uses concept “Gist” describing adolescence development in understanding the context of a situation that increases slowly during adolescence.
- Example: In a swimming pool children and teens may be all over the pool, but adults "stay in their lane" and don't intrude on the space of others.
- <https://www.youtube.com/watch?v=ML68872pgi4>

Neuropsychological and Developmental Research

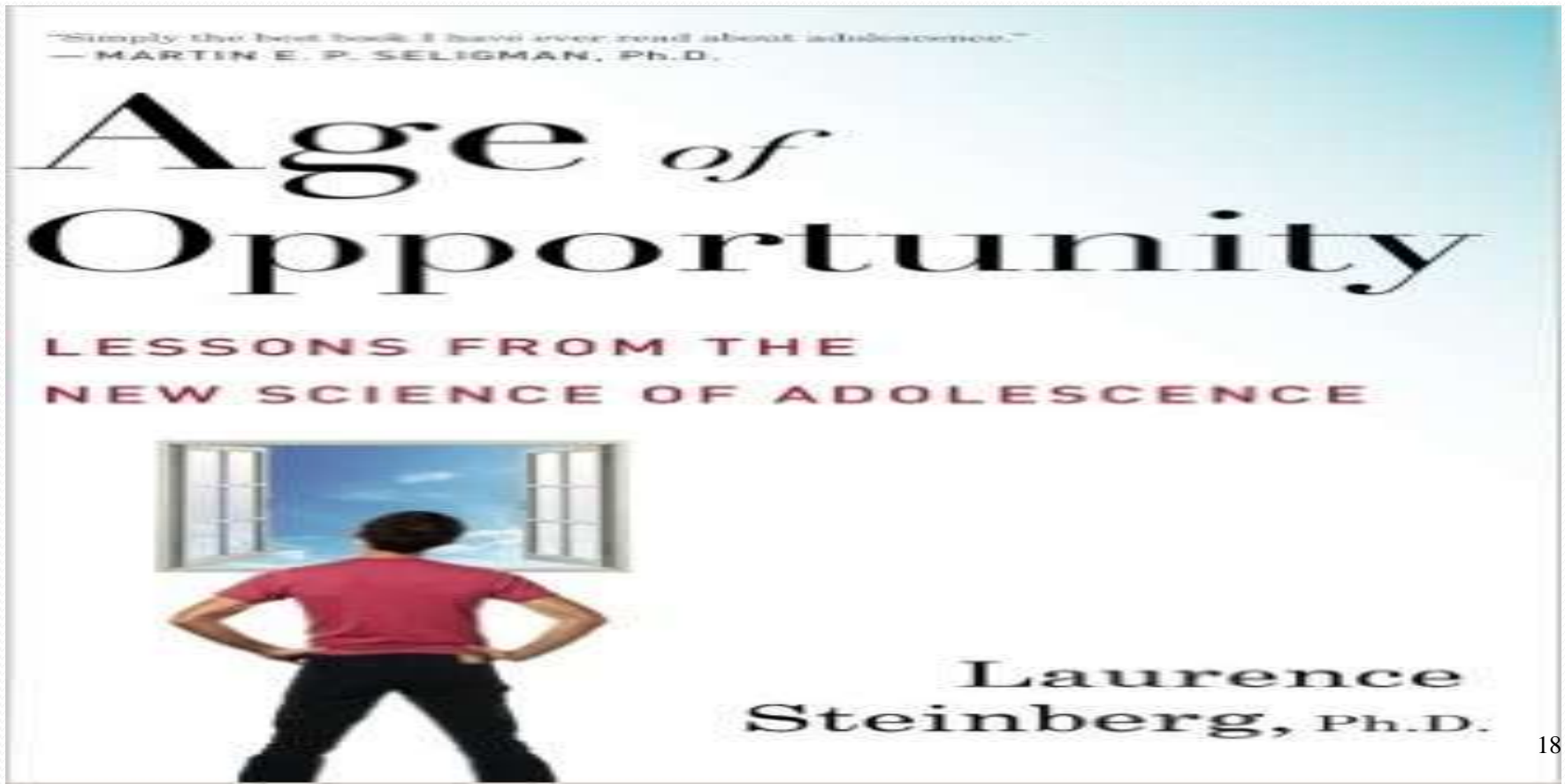
1. Neuropsychological and Developmental Research



- Dr. Kiehl (Univ. of New Mexico) has developed a measure of "brain age" for males, comparing normal teens and adults, and developed a statistic, "brain age." Correlates with chronological age within a few months. Used functional MRI.
- He found juvenile males on probation were **5 to 10 years delayed** in brain development compared to non-probation youth using this measure. **Probation status appeared to be associated most often with brain immaturity, not different types of brains.**

1. Neuropsychological and Developmental Research

- Dr. Steinberg, in "*The Age of Opportunity*" describes adolescence as critical period for prosocial development.
- Important period of brain changes and plasticity relevant to the development of prosocial behavior. Opportunity to develop the skills of a prosocial adult, or alternatively antisocial behaviors.

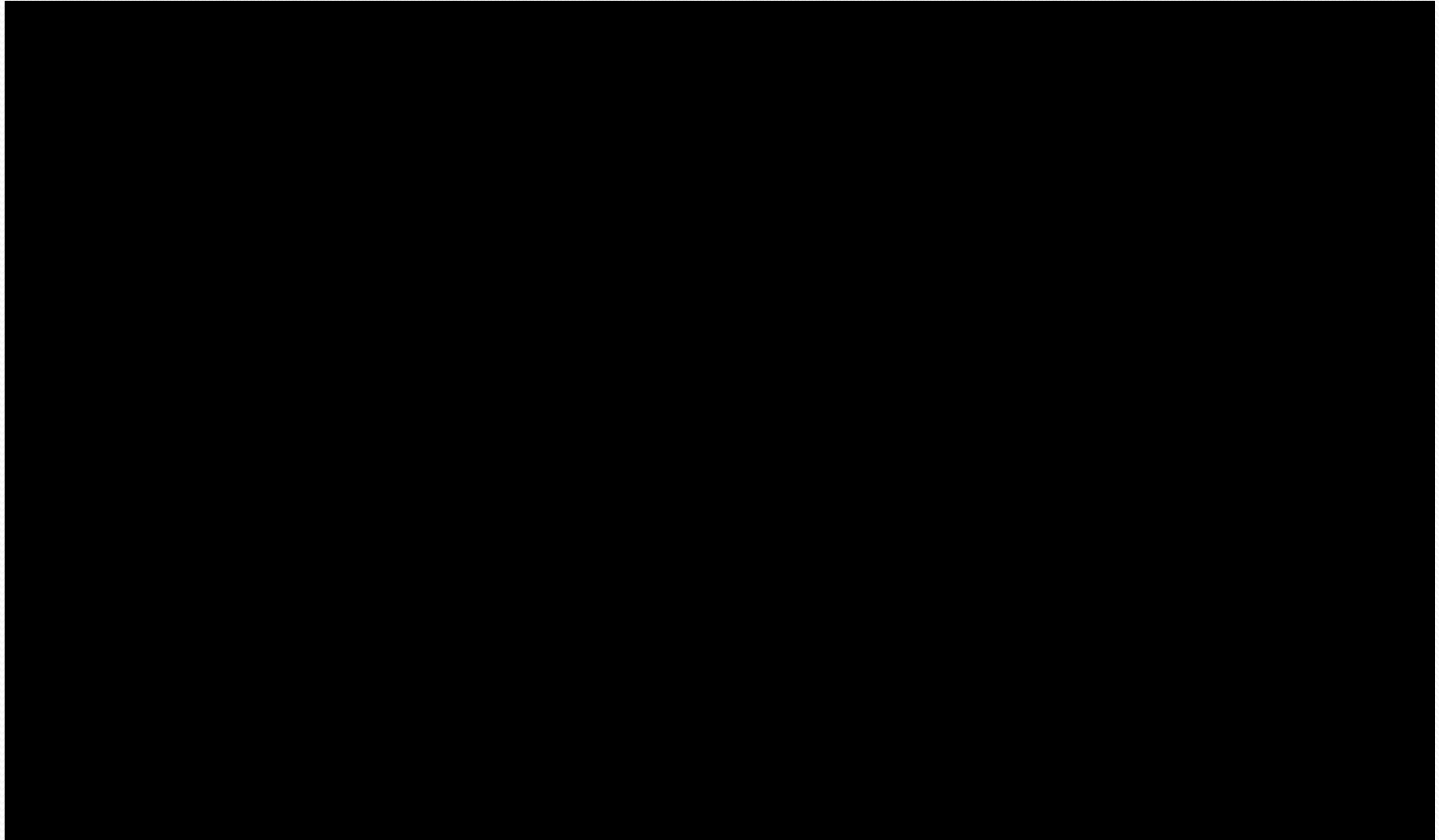


Neuropsychological and Developmental Research

- Steinberg describes the changes in adolescence as an increase in the drive or reward centers of the brain, behaviorally an increase in risk taking in adolescents, and a critical period of development of judgment and control centers of the brain to regulate behavior.
- The youth is simultaneously motivated to pursue rewarding activities, using more risky behaviors to accomplish it, having greater physical/sexual abilities, and under less direct supervision of adults, while also waiting for controls over these behaviors to develop.
- Risk-taking is often the norm in some peer groups, which can be a powerful influence on teens who are often strongly motivated to conform to peer values.
- Physical and sexual abilities are rapidly developing, and the strength of the male's bicep, for example doubles, from ages 12 to 16. Youth literally develop "superpowers" during adolescence.
- Ability for self-regulation/judgment is lagging compared to physical abilities and drives, just when external supervision declines & risk-taking peers increase. Development of brain areas to regulate behavior still developing physiologically until age 25.

Neuropsychological and Developmental Research

Dr. Steinberg, in "*The Age of Opportunity*"



Neuropsychological and Developmental Research

- The large "treatment effect size" observed in the juvenile delinquency literature regarding prosocial treatment methods is presumably related to this plasticity.
- Effect size sex offense treatment: Adolescent (-.51, Medium) vs. Adult (-.14). (Kim, Benekos & Merlo, 2015). A meta-meta analysis study. This supports the hypothesis that adolescents have greater brain plasticity in these areas which treatment can promote.

Neuropsychological and Developmental Research

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Neuropsychological and Developmental Research

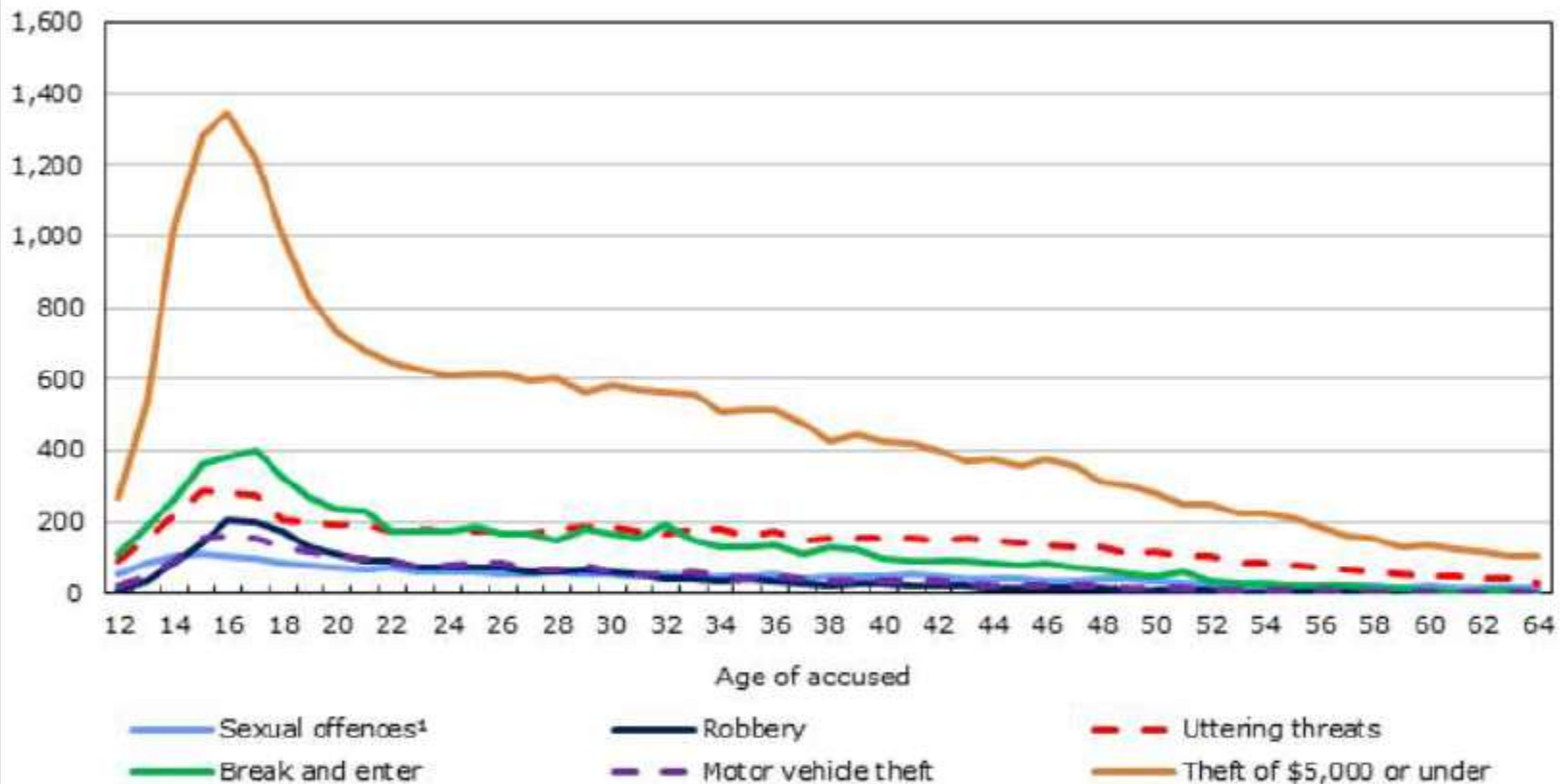


Canadian Rates

Chart 4

Selected offences which peak during youth and decline rapidly with age, 2014

rate per 100,000
population



1. Sexual offences include sexual assault (levels 1, 2, and 3) as well as sexual violations against children.

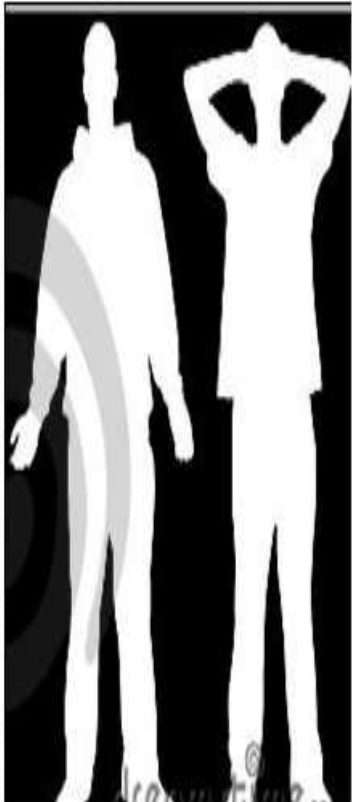
Note: Rates are calculated on the basis of 100,000 population at each age in 2014. Populations are based upon July 1st estimates from Statistics Canada, Demography Division. Accused under age 12 cannot be charged with an offence under the *Criminal Code*.

Source: Statistics Canada, Canadian Centre for Justice Statistics, Incident-based Uniform Crime Reporting Survey, 2014.

Psychosocial Maturity & Delinquency

Prosocial/moral Reasoning & Delinquency

- Stams et al. (2006) in a meta-analysis of 50 studies found lower levels of moral judgment in delinquent youth compared to non-delinquents, and an almost large effect size ($d=.76/AUC=.70$). Effect present controlling for age, gender, IQ, and SES/ethnic factors.
- Effect sizes were larger for male offenders, older adolescents, those with intellectual disability, incarcerated delinquents, & the use of ***production/projective measures***.



- Production/projective measures obtained a sample of the youth's thinking. Contrast w/ fixed choice tests.
- Consider if you have two 16y/o males, alike in every way, except, for moral/prosocial reasoning. If pick one at random, 70% chance one w/ delayed moral reasoning will be delinquent. **It is risk factor for delinquency, but importantly also a treatable risk factor.**
- Adolescents with lower levels of prosocial/moral have a higher likelihood to be on probation.
- Not the **only** thing, one important thing. Also, trauma, learning/ADHD, family factors, sociopathy, etc.
- Replicated Romeral et al. ($d=.713$) (Psicothema 2018).

Psychosocial Development & Juvenile Recidivism

- Steinberg, Cauffman, and Monahan (2015) studied 1,300 **serious juvenile offenders** for seven years after conviction.
- Less than 10 percent became chronic offenders. Even for juveniles who were high-frequency offenders at the beginning of the study, the majority stopped offending by age 25.
- They developed a measure of psychosocial maturity which included impulse and aggression control, consideration of others, future orientation, personal responsibility, and resistance to peer influences which increased through all subgroups through age 25, consistent with current research regarding brain maturity (Steinberg, 2015).
- Less mature individuals were more likely to be persistent offenders, and even high-frequency offenders who psychosocially matured were more likely to desist from criminal behaviors.

Psychosocial Development & Juvenile Recidivism

- Cauffman, Skeem, Dmitrieva, and Cavanagh (2016) studied 202 male juvenile offenders and 134 male adult offenders, all in secure detention.
 - Using Hare Psychopathy Checklist and a measure of psychosocial maturity.
 - Greater risk of exaggerating psychopathic traits with juveniles compared to adults. They noted that 37% of juveniles who met the cut score for psychopathy continued to meet this criterion **two years later** compared to 53% of adults.
 - False positive errors appeared to be more common among the youngest and least psychosocially mature juveniles. E.g., what dx as psychopathy was perhaps related to developmental immaturity.
 - Increased psychosocial maturity, in turn, predicted decreased psychopathy scores in adolescents but not adults.

Psychosocial Development & Juvenile Recidivism

- If we can increase psychosocial maturity, good evidence that we can reduce general recidivism.
- Predicting severe criminality in the future for juveniles with significant reliability is not at present possible.
- Why? Perhaps because it still changeable, developmental, and modifiable by positive experiences/treatment.

Measures of Socio-Emotional Maturity & Prosocial Reasoning

How I Think Questionnaire

- *How I Think Questionnaire* (Barriga, Gibbs, Potter, & Liao, 2001) assesses offense-related thinking patterns.
- Target-specific measure for delinquent and disruptive behaviors
- Measures youth tendencies to engage in self-serving cognitive distortions, or thinking errors
 - Youth self-report for ages 12-19
- 5-15 minutes to complete. Fourth grade reading level
- Identifies developmentally-related cognitive distortions that are associated with delinquent behavior and recidivism.
- These distortions are related to **delays** in prosocial reasoning.
- "Thinking errors" can be viewed as developmental immaturity using Kohlberg's framework.
- Delays are treatable by evidence-based methods (Aggression Replacement Training, Thinking For A Change, etc.) and reduced recidivism.

How I Think Questionnaire

- 54 items
- 6-point Likert scale response options
 - Disagree strongly (1)
 - Disagree (2)
 - Disagree slightly (3)
 - Agree slightly (4)
 - Agree (5)
 - Agree strongly (6)
- Eight Subscale Scores
 - Self-Centered (SC)
 - Blaming Others (BO)
 - Minimizing/Mislabeling (MM)
 - Assuming the Worst (AW)
 - Opposition-Defiance (OD)
 - Physical Aggression (PA)
 - Lying (L)
 - Stealing (S)
- Two Summary Scale Scores
 - Overt
 - Covert
- HIT Total Score

Loevinger and Hy's Levels of Ego Development

- The Washington University Sentence Completion Test (WUSCT) uses sentence stems. Public domain- free.
- Hy, L.X., & Loevinger, J. (1996). Measuring ego development (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- It has valid and reliable methods for assessing ego levels, or interpersonal reasoning levels similar to Kohlberg's model.
- Has "excellent" psychometric characteristics and can easily be administered.
- Requires day or more of learning using workbook, 30 minutes to score.
- Contrasts with Kohlberg's which can't be used clinically.
- Also "grounded" methodology developed from open-ended responses and ratings of sentence stems, rather than theory-based development.

Loevinger and Hy's Levels of Ego Development

Name	Level	Impulse Control	Interpersonal Mode	Conscious Preoccupation
Impulsive	2	Impulsive	Egocentric, dependent	Bodily feelings, gratification
Self-Protective	3	Opportunistic	Manipulative, wary,	Blames others, power, control
Conformist	4	Respect for rules	Cooperative, loyal	Appearances, behavior
Self-Aware	5	Exceptions allowable	Helpful, self-aware	Feelings, problems, adjustment

Note: Adapted from Loevinger (1976, 1987).

Comparison Nonpatients vs. JwSO sample on WUSCT

- High-level N=14 JwSO sample, change scores as a result of an intervention, Aggression Replacement Training/ART.
- Intervention (ART) was to promote psychosocial maturity.
- On average youth went from a I-3 Self-protective to I-4 Conformist level.



Figure 4: WSCT Pre and Post level scores

Practical Prosocial Treatment Methods:

Three practical methods to
promote prosocial maturity

Three practical methods to promote prosocial maturity

- Aggression Replacement Training

1. 1-2 day training, for 3 parts, 30 group sessions, same members

- Being a Pro

- 1.5-hour training, 10 sessions, individual or group

- Cognitive-Behavioral Interventions–Core Youth

47-session curriculum, U of Cincinnati

Evidence-based Program Characteristics (EBPC)

Ralph, 2017

- Using Lipsey's research, and other studies, can describe a list of program characteristics associated with positive outcomes.
- Describes **characteristics** of effective programs, like a good diet describes type and amount of food, not specific "Namebrand" foods. Use to rate both "Homebrew" and "Namebrand" programs.
- Evidence-based Program Characteristics (EBPC) described as follows.
 1. The risk level and needs of the target population is assessed using reliable measures.
 2. A treatment approach addresses the risk level and needs of the target population and includes a sufficient amount of treatment to be effective.
 3. The treatment approach uses social skill building, problem-solving, and counseling approaches.
 4. The treatment method is manualized to reliably administer it.
 5. Training and supervision is given regarding fidelity to the method.
 6. Fidelity checks are "baked in" in and part of implementation of the method.
 7. Reliable outcome pre/post measures are used to assess treatment effectiveness.

Aggression Replacement Training

- Aggression Replacement Training is a prosocial reasoning model validated in numerous outcome studies for decreasing juvenile recidivism (Goldstein, Nensen, Daleflod, and Kalt, 2004).
- Promotes prosocial development generally, not just aggression control.
- Related models are the Prepare Curriculum: Teaching Prosocial Competencies (Goldstein, 1999) and Thinking for a Change developed by Bush, Glick, and Taymans (1997).
- All these models identify delinquency as related to deficits in moral or prosocial skills and reasoning for youth.
- Amendola and Oliver (2010) reported:
 - ART is a "Model Program" for the United States Office of Juvenile Justice and Delinquency Prevention and the United Kingdom Home Office. Classified as a "Promising Approach" by the United States Department of Education.
- Washington State found ART to be the most cost-effective treatment for probation youth (Washington State Institute for Public Policy, 2004).

Aggression Replacement Training

- ART has three modules: 1. Social Skills, 2. Moral Reasoning, and 3. Anger Control.
- **1. Social Skills:** Modules teaching skills and select based on the youth's level of functioning/developmental level and needs, such as:
 - Listening
 - Asking a question
 - Making a complaint
 - Understanding the feelings of others
 - Dealing with someone else's anger
 - Getting ready for a difficult conversation
 - Keeping out of fights
 - Dealing with group pressure
 - Dealing with an accusation
 - Helping others
 - Responding to failure

Aggression Replacement Training

- **2. Moral Reasoning**
- Presents vignettes in a group discussion format has youth consider one more prosocial choice for them to consider. Examples:
 - Betty has a friend named Wilma. Betty knows Wilma steals clothes from different stores, but she does not approve of stealing. Betty sees Wilma come into class wearing a new outfit and she is sure Wilma stole it.
 - One day A.J. was cleaning out his closet that he shares with his brother Romeo. While cleaning, he found a gun in one of Romeo's shoeboxes. Later that day, he asked Romeo about the gun. Romeo tells A.J. not to worry. He explains that it is only for his protection and he will only use it if it is necessary. He then asks A.J. not to tell their Mom, because he does not want her to worry.

Aggression Replacement Training

- **3. Anger Control:**
- Triggers (external and internal)—The situation that starts the slide into anger and the self talk that perpetuates it
- Cues—physical signs of becoming angry
- Anger reducers—three (deep breathing, counting backwards, and pleasant imagery) to help reduce or take our mind off of the situation
- Reminders—short positive statements that we say to ourselves to further reduce the angry impulses
- Thinking ahead—Identifying the consequences of our behaviors
- Social Skill—Implementing a pro-social skill into the situation
- Evaluation—Looking back over the use of the anger control chain and evaluating how was implemented

Aggression Replacement Training

- Each module 10 weeks and designed to be complementary.
- Group format 4-8 members, two group leaders, membership has to be stable for all 30 sessions.
 - Hard to have 4-8 kids stable in group for 30 weeks.
- Requires significant prep by leaders before group.
- For general delinquency, not just aggressive teens.
- No built-in fidelity or outcome measures, but these have been developed as add-ons.
- Cost in training and start up, but worth it if you can do it.
- Can also use one module, say Moral Reasoning, and figure out on your own without formal training. 10 sessions, and youth can come in and out at any time doing it this way. Not a "standard" practice but is consistent with evidence-based practices described below & Lipsey (2009). Like a "homebrew" program described below.
 - Get the book & use Moral Reasoning module by next Monday.

Being a Pro

Published by Safer Society Press.

A Counselors Workbook, Outcome Measures, Research & Theory
Monographs, & Online training available.



Being a Pro

- Teaches the Prosocial Model which is more likely to lead to positive outcomes. Research shows this fits with how older teens and nondelinquent teens think. For general probation group & JwSO.
- Prosocial means that all the parties are more likely to have mutually positive outcomes and not violate any rules or laws.
- Based on research with ART, Prosocial Reasoning Outcomes, and Roberts-2. Similar to the Moral Reasoning module of ART.
- Alternative to ART and related models, using "turnkey" workbook-based model, 1-1 sessions, having built in 1.5 hour training and outcome & **fidelity measures**, and shorter duration (10 vs 30 sessions). A tool in counseling relationship; Not a substitute for counseling relationship.
- Training regarding creating "**prosocial relationship**" in counseling in addition to workbook. (Prosocial role model).
- 2 studies support its effectiveness, enough treatment to have treatment effect.
- Qualifies as evidence-based practice using Lipsey's (2009) and other criteria for effective probation programs.

The Prosocial Model

- STOP: Stop and think before acting.



- PROBLEM: Figure out what is going on in the situation.



- CHOICES: What are your choices?

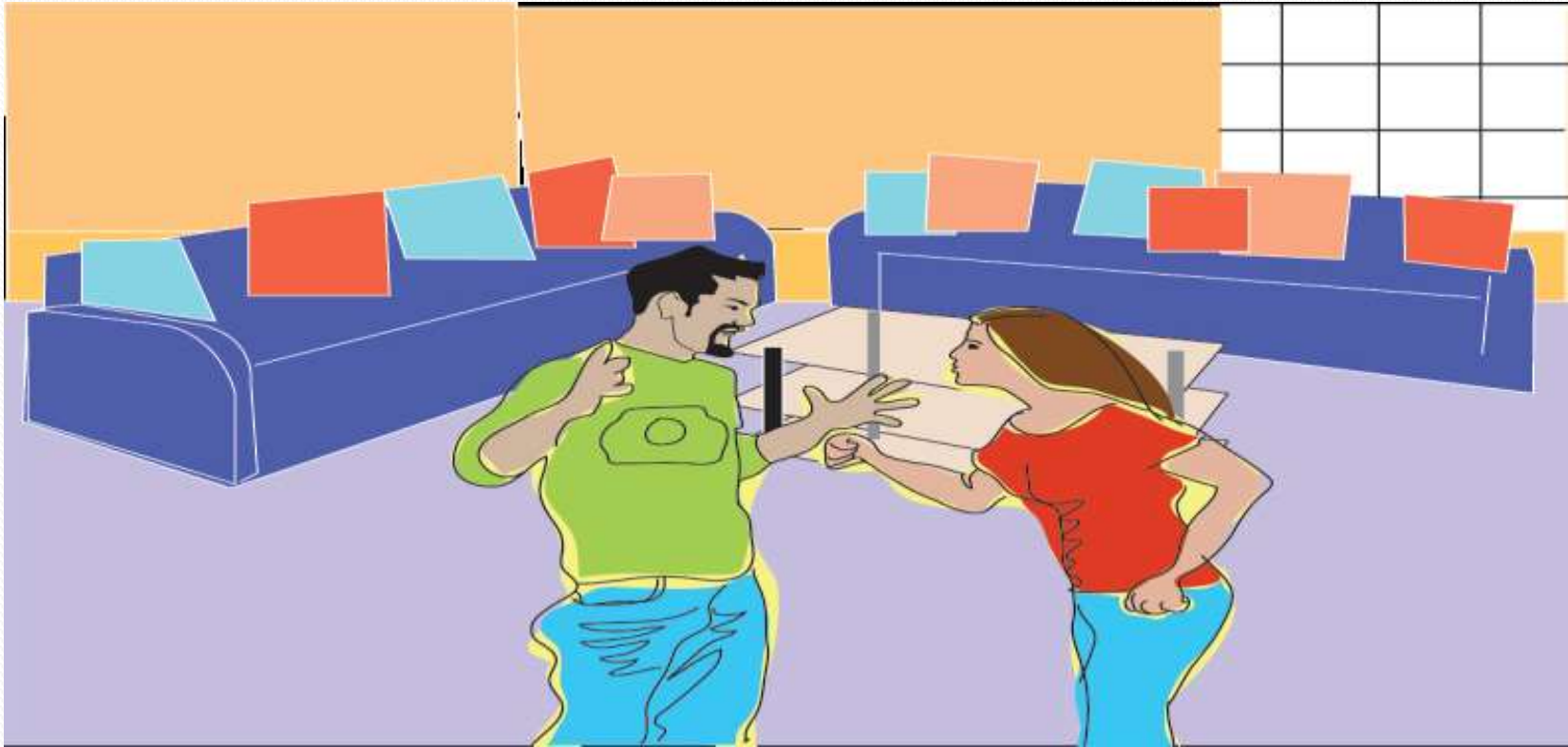


- REVIEW: Review the outcome and look for improvements.

Example of Exercises

- WEEK 4: PROSOCIAL PROBLEMS
- Part 1: Thinking about a Prosocial Problem
- Story 4: Roger's Problem
- **Roger is a 16-year-old who found \$200 in an envelope with a name, address, and phone number on it in front of a bank while walking home from school.**
- Why would Roger want to keep the \$200 and not tell anyone?
- How would he feel if he did this?
- What might happen?
- Why would Roger want to call the people listed on the envelope or police about the \$200.
- How would he feel then?
- What might happen then?

Examples of Exercises



1. What happened before?
2. What was going on?
3. What are people thinking and feeling?
4. Any rules or laws apply?
5. What was the outcome?

Outcome Studies

- Two peer-reviewed published studies, simple Pre/Post test analyses. Samples: $n=24$, and $n=14$. RTC would be desirable.
- Samples of youth in outpatient or residential treatment for sexual offenses.
- First Study:
 - $n=24$. Results: 3/3 Counselor measures, 1/1 Youth measures, and 1/2 Performance measures showed change consistent with increased psychosocial maturity.
 - Measures: WUSCT Ego level increased (their actual thinking) and also ratings by youth and counselor indicating an increase in prosocial behaviors & attitudes.

Counseling methods

- Second Study
 - n=14. Results: Used only Counselor ratings, and 3/3 indicated increase in psychosocial maturity.
 - **Changes found can be summarized as increasing:**
 - 1. Cooperation with adults and rules,
 - 2. Emotional control and regulation,
 - 3. Resistance to peer pressure, and
 - 4. Planning and thinking ahead.
 - Nearly identical to the Steinberg, Cauffman, and Monahan (2015) model of psychosocial maturity above.
 - Limitations Pre/Post methodology but consistent with characteristics of effective programs described by Lipsey (2009) & my EBPC model below.

University of Cincinnati Corrections Institute CBT Model



U of C CI CBT Model

- **Dr. Kishimoto, U of C CI.** For probation involved youth, she suggests the following considerations.
- Emphasizes the **Risk, Need and Responsivity** model, a general forensic principal.
- Specifically, the **Risk** principle (risk for recidivism) and the importance of not mixing low risk youth with moderates and high.
- Regarding the **Need** principle, treating mental health problems solely, does not lower risk for recidivism.
- **Responsivity**, that they need structured cognitive behavioral interventions targeting their crime producing needs with social learning and behavioral rehearsal.
- Insight oriented psychotherapy or process groups are not effective interventions to reduce criminal/risky behavior.

U of C CI CBT Model

- Cognitive-Behavioral Interventions – Core Youth (CBI-CY) provides a thorough intervention that broadly targets all criminogenic needs in youth.
- Relies on a cognitive-behavioral approach to teach individuals strategies to manage risk factors in a way that is developmentally appropriate for youth.
- Skill building, social, emotional, and coping skill development.
- Those with mental illness can participate.
- Based on RNR which includes and emphasized cognitive behavioral interventions has been found most effective for youth as well as adult programming.
- Research support: They report that this model and the RNR model is supported by substantial research (Smith et al., Victims & Offenders, 4:2, 148-169).

U of C CI CBT Model

- Components of the 47-session curriculum include the following:
- 1: Motivational Engagement
- 2: Introduction to Cognitive-Behavioral Interventions/Group Readiness
- 3: Risky Thinking Module
- 4: Emotion Regulation Module
- 5: New Behaviors Module
- 6: Problem Solving Module
- 7: Success Planning

U of C CI CBT Model

SESSIONS

Module 1: Motivational Engagement

- Introducing the Curriculum
- What are My Values?
- Recognizing Roadblocks
- Why Should I Change?
- Cost-Benefit Analysis
- Setting a Goal

Module 2: Intro to Cognitive-Behavioral Interventions

- Introducing the Cognitive-Behavioral Intervention
- Active Listening
- Asking Questions
- Risky Situations

Module 3: Risky Thinking

- Behavior is a Choice
- Identifying and Changing Risky Thinking
- Exploring Relationships
- Coping by Thinking – Relationships with Peers
- Coping by Thinking – Relationships with People in Authority
- Identifying Social Supports
- Engaging Social Supports

Module 4: Emotional Regulation

- Recognizing your Feelings
- Self-Control "Thinking" Strategies
- Self-Control "Doing" Strategies
- Practicing Emotion Regulation—Using Self-Control
- Introduction to Risky Behavior Patterns
- Managing Impulsivity
- Dealing with Challengers/Frustration
- Managing Self-Centeredness
- Managing Anger

Module 5: New Behaviors

- Understanding the Feelings of Others (UFO)
- Communicating Assertively (CA)
- Responding to Criticism (RC)
- Social Skill Practice: UFO, CA, RC
- Resolving Conflict (RC)
- Avoiding Trouble with Others (ATO)
- Dealing with an Accusation (DA)
- Dealing with a Setback (DS)
- Social Skill Practice: RC, ATO, DA, DS

Module 6: Problem Solving

- Introduction to Problem Solving
- Identifying the Problem and Goal
- Brainstorming Options
- Planning and Trying Your Solution
- Putting it all Together

Module 7: Success Planning

- Developing a Plan
- Getting to the Source
- Reinventing My Life
- Staying On Track
- Responding to Roadblocks
- Rehearsing My Plan
- Presenting My Plan

Evidence-Based Treatment

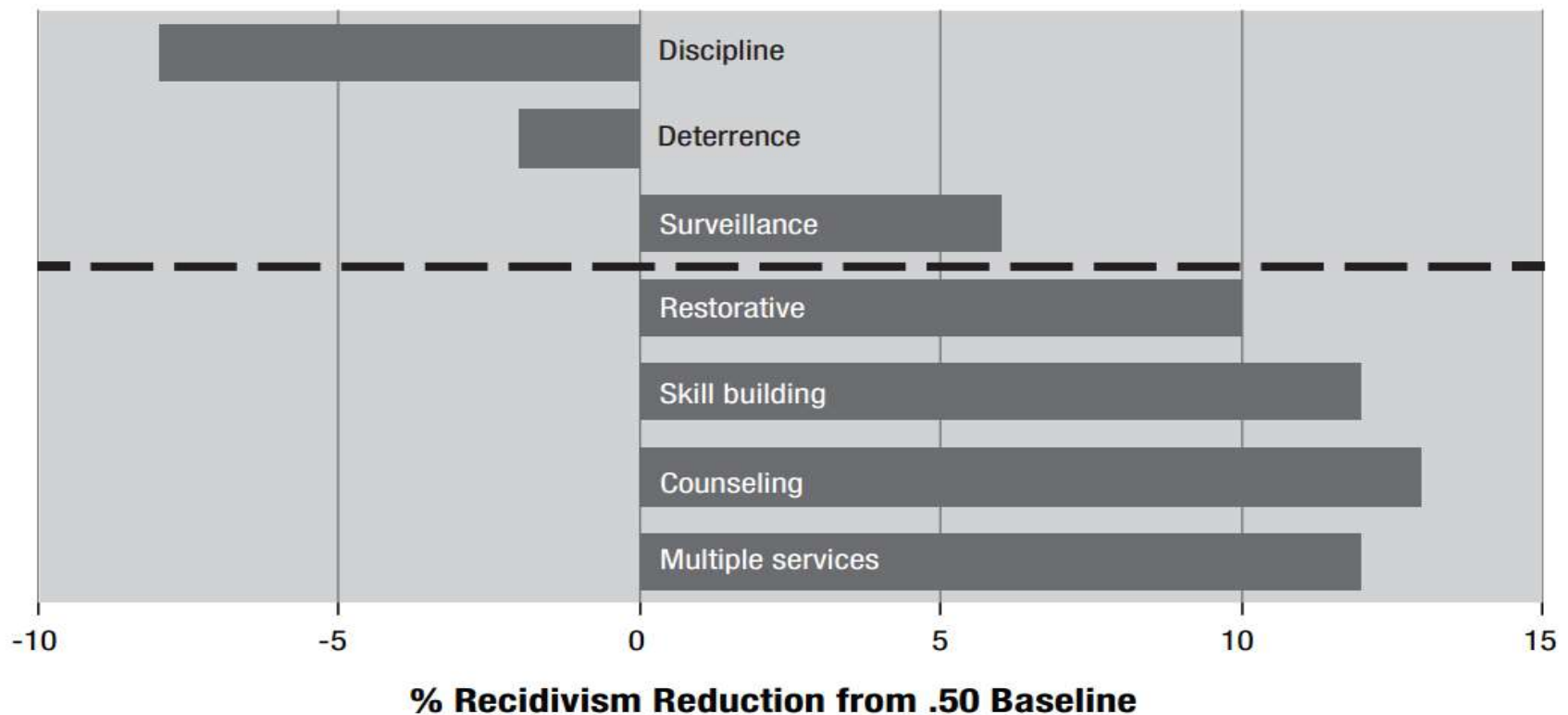
Evidence-based Treatment for Juveniles

- There is a significant body of work that has identified treatment approaches that promote favorable outcomes for juveniles on probation.
- Regarding reducing recidivism, increasing prosocial reasoning and moral maturity, and other positive outcomes.
- Lipsey (2009) used 548 different samples studying juvenile probation populations.
- Findings: Interventions with counseling or skill building were more effective than those based on control or coercion.
- Wrap-around & multiple services and rigorous probation supervision/ surveillance were effective.
- **Hypothesis: These methods are effective in part because they promote psychosocial maturity.**

Evidence-based Treatment for Juveniles

What is Effective for General Probation Youth?

Figure 1. Mean recidivism effects for the program categories representing control and therapeutic philosophies



What is Effective for General Probation Youth? Lipsey (2009)

- Age, gender, or ethnicity did not influence effectiveness.
- Interventions were more effective with youth with higher levels of delinquency.
- More effective if implemented with **high fidelity** and targeted at appropriate youth.
- Not only "**name-brand**", but locally developed "**homebrew**" programs were effective. Both could be effective.
 - The key factor was are they well-designed, faithfully implemented, and targeted at appropriate youth.
- Separate research by Tennyson (2009) and Goense, et al. (2016) showed program fidelity for juvenile programs was strong associated with positive program outcomes. The better you followed the model, better outcomes.
 - Goense found a medium treatment effect when integrity was high ($d = 0.633$, $p < 0.001$), but no significant effect when integrity was low ($d = 0.143$, ns).

Evidence-based Program Characteristics (EBPC)

Ralph, 2017

- Using Lipsey's research, and other studies, can describe a list of program characteristics associated with positive outcomes.
- Describes **characteristics** of effective programs, like a good diet describes type and amount of food, not specific "Namebrand" foods. Use to rate both "Homebrew" and "Namebrand" programs.
- Evidence-based Program Characteristics (EBPC) described as follows.
 - 1. The risk level and needs of the target population is assessed using reliable measures.
 - 2. A treatment approach addresses the risk level and needs of the target population and includes a sufficient amount of treatment to be effective.
 - 3. The treatment approach uses social skill building, problem-solving, and counseling approaches.
 - 4. The treatment method is manualized to reliably administer it.
 - 5. Training and supervision is given regarding fidelity to the method.
 - 6. Fidelity checks are "baked in" in and part of implementation of the method.
 - 7. Reliable outcome pre/post measures are used to assess treatment effectiveness.
- **Being a Pro has these characteristics for use w/ EPBC.**

Baglivio et al. 2018 Florida Study w/ Quality Scores

- Evaluated 56 residential programs for probation youth in Florida.
- In summary the authors note:
- The average treatment quality score significantly decreased the odds of reoffending across all three outcomes (reincarceration, rearrest, and reconviction) by approximately 11% for every additional one-point increase in average treatment quality.
- These results support hypothesis that the quality of the interventions delivered in a residential setting can positively affect subsequent outcomes through decreased recidivism rates.
- Bottom line: Quality and fidelity of program matters, not just type of program.

Baglivio et al. 2018 Florida Study w/ Quality Scores

- The contents of the scale consisted of the following general headings with the total possible points after each item. The maximum total points would be 10, highest quality.
- The items and possible points in the scale were as follows: (higher better)
 - Facilitator Training 0, 1
 - Treatment Manual/Protocol 0, 1, 2
 - Observed Adherence 0, 1
 - Facilitator Turnover 0, 1, 2
 - Internal Fidelity Monitoring 0, 1, 2
 - Corrective Action 0, 1
 - Evaluation of Facilitator 0, 1
- The mean score was 3.1 of 56 programs, about "3", and the highest score was "6".
- Doing the math, a score of "1" was at the 6th percentile & a score of "4" was at the 76th percentile.
- **A program with score of "4" had a readjudication rate of 33%.**
- **A program with score of "1" had a readjudication rate of 66%.**
- **Maybe measures of treatment quality and fidelity measure whether a program was really done, just sort of done, or not done at all.**

Questions from Participants?

