

Juvenile Justice Vision 20/20
Fall Conference
November 13, 2014
Grand Valley State University

Improving Case Outcomes Through the Use of Risk and Needs Assessment

AGENDA

- Juvenile Justice Vision 20/20
- Introduction to Risk Assessment
 - Risk Assessment / Classification
 - Purpose and Benefits of Risk Assessment
 - Selection / Implementation Issues
 - Current Use in Michigan Courts

AGENDA

- Assessing Youth and Family Treatment Needs
- Developing a Treatment Plan for Adolescent Offenders
- Questions and Answers

Criminogenic Risk Assessment:

Definition

A comprehensive examination and evaluation of both **dynamic** (changeable) and **static** (historical and / or demographic) factors that **predict** risk of recidivism and **provides guidance** on services; placement; supervision; and, in some cases, disposition.

National Reentry Resource Center (The Counsel of State Governments Justice Center)

Criminogenic Risk Assessment

- There is a large body of research that has indicated a strong correlation between being able to identify criminogenic risk and a reduction in recidivism
- **Criminogenic Risk Assessment:**
 - Based on research
 - Predicts group behavior (Actuarial assessment)
 - Combination of dynamic and static factors
 - Predicts future criminal behavior based on actual past behavior and indicators

What is a Risk Assessment Tool?

- *A risk for reoffending or violence assessment tool* helps to answer the question: **“Is this youth at relatively low or relatively high risk for reoffending or engaging in violent behavior?”**
- Some, also address **“What is possibly causing the youth to be at low or relatively high risk for reoffending?”**

Risk Assessment Domains

- Aggression
- Alcohol and Drug Use
- Attitudes, Values, and Beliefs
- Education
- Employment
- Family / Living Environment
- Juvenile Justice History
- Mental Health
- Peers and Social Supports
- Pro-Social Skills
- Use of Leisure Time

What are not criminogenic risk factors

- Self esteem
- Mental health issues
- Victimization issues
- Learning disabilities

What risk assessments cannot do

- Predict risk for youth with significant mental health issues
- Predict risk for youth with sexual offending issues (ERASOR, JSOAP)
- Predict the outcome of any particular youth

THE TOP FOUR CRIMINOGENIC RISK FACTORS

(Carey, 2011; Lowenkamp & Latessa, 2004)

Criminogenic Need	Response
Accommodations/Anti-Social History	Build non- criminal alternatives to risky situations, structure 40-60% of day
Anti-social cognitions	Reduce anti-social cognition, recognize risky thinking and feelings, adopt an alternative identity
Anti-social companions	Reduce association with criminals, enhance contact with pro-social peers
Anti-social personality or temperament	Build problem solving, self management, anger management, and coping skills

THE LESSER FOUR

(Carey, 2011; Lowenkamp & Latessa, 2004)

Criminogenic Need	Response
Family and /or marital	Reduce conflict, build positive relationships and communication, enhance monitoring/supervision
Substance abuse	Reduce usage, reduce the supports for abusive behavior, enhance alternatives to abuse
Employment/School	Provide employment seeking and keeping skills and enhance performance rewards and incentives
Leisure and/or recreation	Enhance involvement and satisfaction in pro-social activities

Figure 1. Percentage of respondents whose court conducts any assessment of juveniles entering the juvenile justice system (n=54)

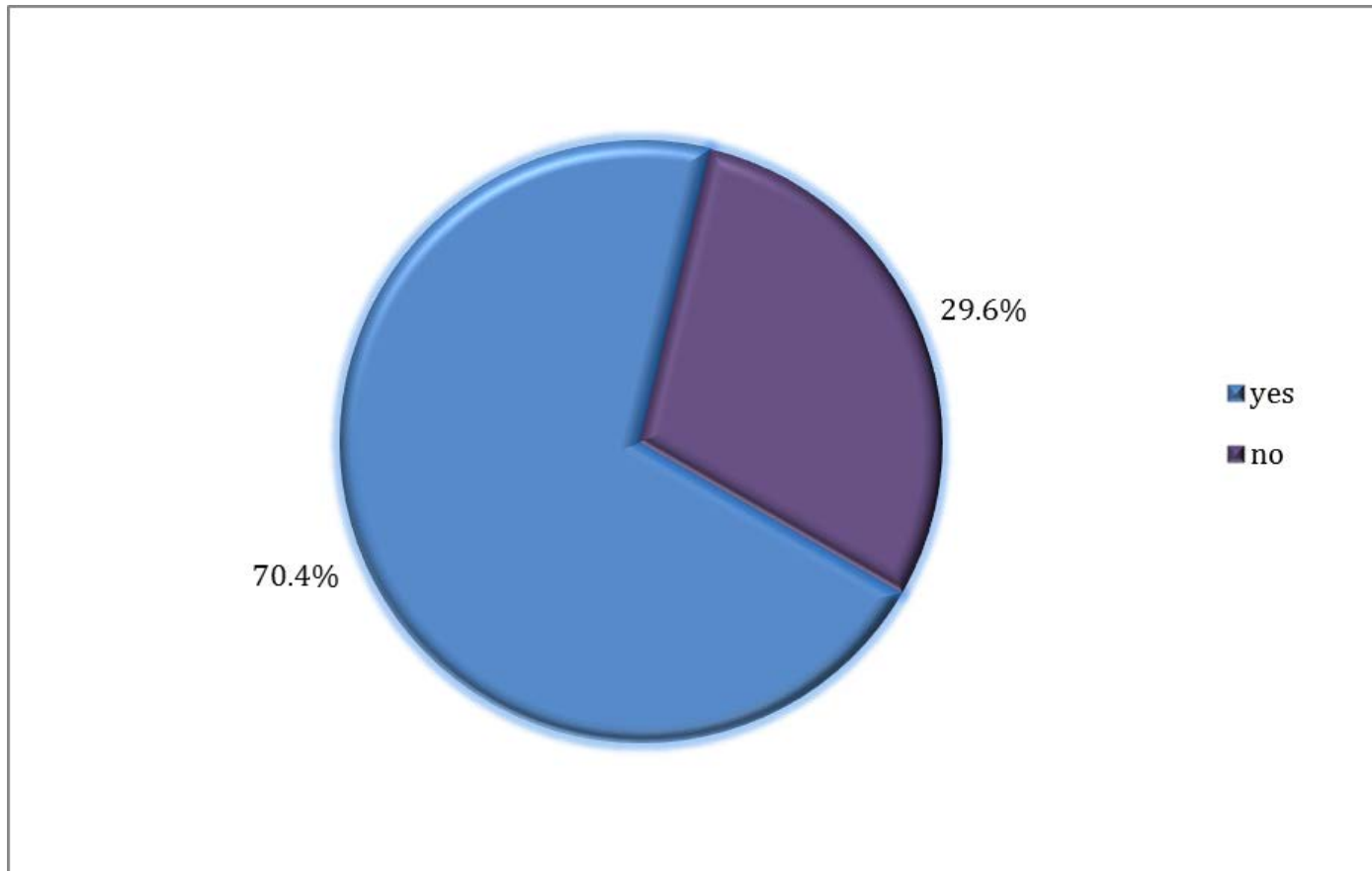


Figure 2. Percentage of users for each type of survey-listed assessment tool (n=38)

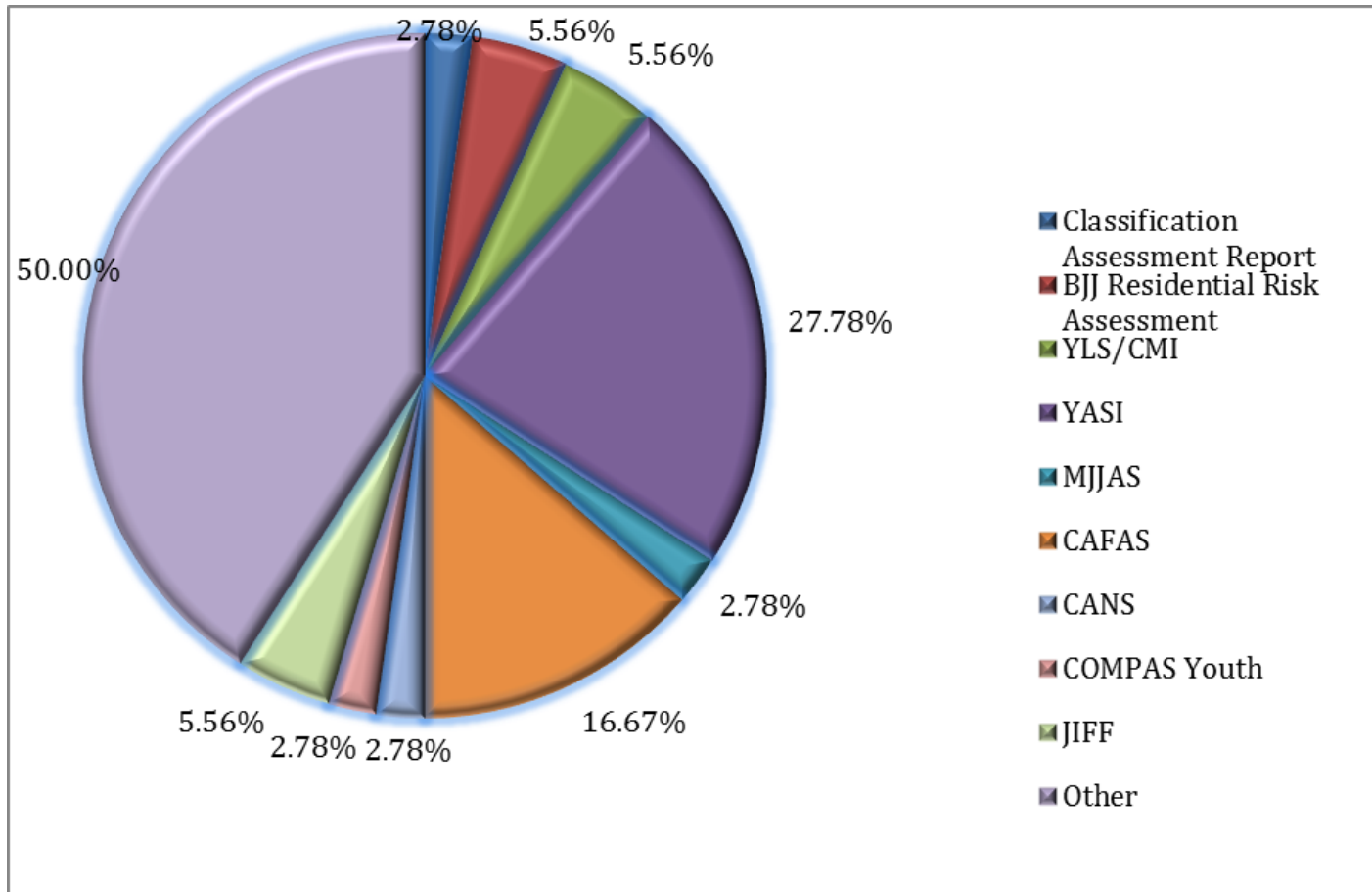


Table 6. Tools identified in survey

Survey-Identified Tools

- Juvenile Classification Assessment Report (DHS form in JJOLT information system) (CAR)
- BJJ Residential Risk Assessment (RRA)
- Youth Level of Service, Case Management Inventory (YLS/CMI)
- Youth Assessment and Screening Instrument (YASI)
- Michigan Juvenile Justice Assessment System (MJJAS)
- Northpointe COMPAS Youth Assessment
- Juvenile Inventory for Functioning (JIFF)

“Other” Tools Respondent Identified

- Global Assessment of Individual Needs (GAIN) and Global Assessment of Individualized Needs – Short Screener (GAIN-SS)
- Massachusetts Youth Screening Instrument, Version 2 (MAYSI-2)
- Voice – Diagnostic Interview Schedule for Children (V-DISC)
- Estimate of Risk of Adolescent Sexual Offense Recidivism (ERASOR)
- Juvenile Automated Substance Abuse Evaluation (JASAE)
- Substance Abuse Subtle Screening Instrument (Adolescent SASSI)
- Risk Resiliency Check Up (RRC)
- Child and Adolescent Functional Assessment Scale (CAFAS)
- Child and Adolescent Needs and Strengths (CANS)

Risk Assessment Tools in Use in Michigan

- YLS-Youth Level of Service, Case Management Inventory (YLS/CMI)
- YASI-Youth Assessment and Screening Instrument (YASI)
- MJJAS-Michigan Juvenile Justice Assessment System (MJJAS)

Risk Assessment Tools in Use in Michigan (continued)

- DHS Classification and Risk
- SAVRY-
- JIFF-Juvenile Inventory for Functioning

Principals of Effective Classification

“People involved in the justice system have many needs deserving treatment, not all of these needs are associated with criminal behavior.”

- Andrews & Bonta (2006)

Principals of Effective Classification

- Risk
- Need
- Responsivity
- Professional Discretion

Principals of Effective Classification

The Risk Principle

The risk principle proposes that the intensity of service be matched to the risk level of the offender. In practice, the risk principle calls for focusing resources on the most serious cases, with high risk offenders benefiting most from intensive services/interventions.

- Match level of services to level of risk
- Prioritize supervision and treatment resources for higher risk clients
- Higher risk clients need more intensive services
- Low risk clients require little to no intervention
- “If it ain’t broke, don’t fix it”

Principals of Effective Classification

The Need Principle

The need principle focuses on targeting appropriate criminogenic factors. Dynamic risk factors (also called criminogenic needs) are those factors that, when changed, have been shown to result in a reduction in criminal conduct.

Although this may make sense, many correctional interventions are developed that seek to change factors that are unrelated related to recidivism.

Principals of Effective Classification

The Need Principal

Criminogenic risk is reduced by effectively addressing criminogenic needs.

Some of the most promising criminogenic targets include criminogenic thoughts and attitudes (also called anti-social cognitions), antisocial peer associations, poor parental monitoring and supervision, identification with antisocial role models, poor social skills, and substance abuse.

- Dynamic or “changeable” risk factors that contribute to the likelihood that someone will commit a crime.
- Changes in these needs / risk factors are associated with changes in recidivism.

Principals of Effective Classification

The Responsivity Principle

- The Responsivity Principle involves matching dosages, treatment styles, and modalities to clientele. The treatment must be delivered in a manner in which the offender can learn.
- This is especially important working with individuals in the criminal justice system because they learn different than the general population.

Principals of Effective Classification

The Responsivity Principle

- General responsivity: using treatment modalities that have been shown to work with the offender population
- Specific responsivity: tailoring programs to meet individual needs

Principals of Effective Classification

Override & Professional Discretion

- It is important that the professional judgment not be eliminated completely
- Identify a specific list of overrides that reflect local priorities/concerns (such as level of violence, sex offenses, or substance use disorder) and procedure that is to take place if one needed

Principals of Effective Classification

Factors which may bear further investigation for an override:

- Offense history indicates violent behavior
- History of arson
- Mental health issues (i.e., suicidal/homicidal ideation, history of psychiatric placements, psychotropic medicines requiring strict monitoring, etc.)
- Previous unsuccessful interventions
- Commitment is re-commit for an offense committed under supervision
- Use of weapons in offense
- History of escape
- Severe medical problems
- Sexual offending adjudications or issues
- Pending adult criminal charges; and,
- Youth committed a violent/sex offense at the same time as the committing offense, but was not charged or plead to a lesser offense
- Others as deemed necessary

Principals of Effective Classification

Identify offender strengths as they can be considered “protective” factors that may be built upon in treatment planning:

- Strong family relationships
- High educational level
- History of stable employment
- Strong ties to community

Three components of effective rehabilitation (RNR Model)

- Risk – level of risk determines intensity of service
- Need – appropriate to target criminogenic needs [dynamic risk factors] and enhance protective factors with programmed interventions
- Responsivity – services should be individualized for particular youth, family, and context
(Andrews, Bonta, & Wormith, 2011)

Other assessment tools used in Michigan

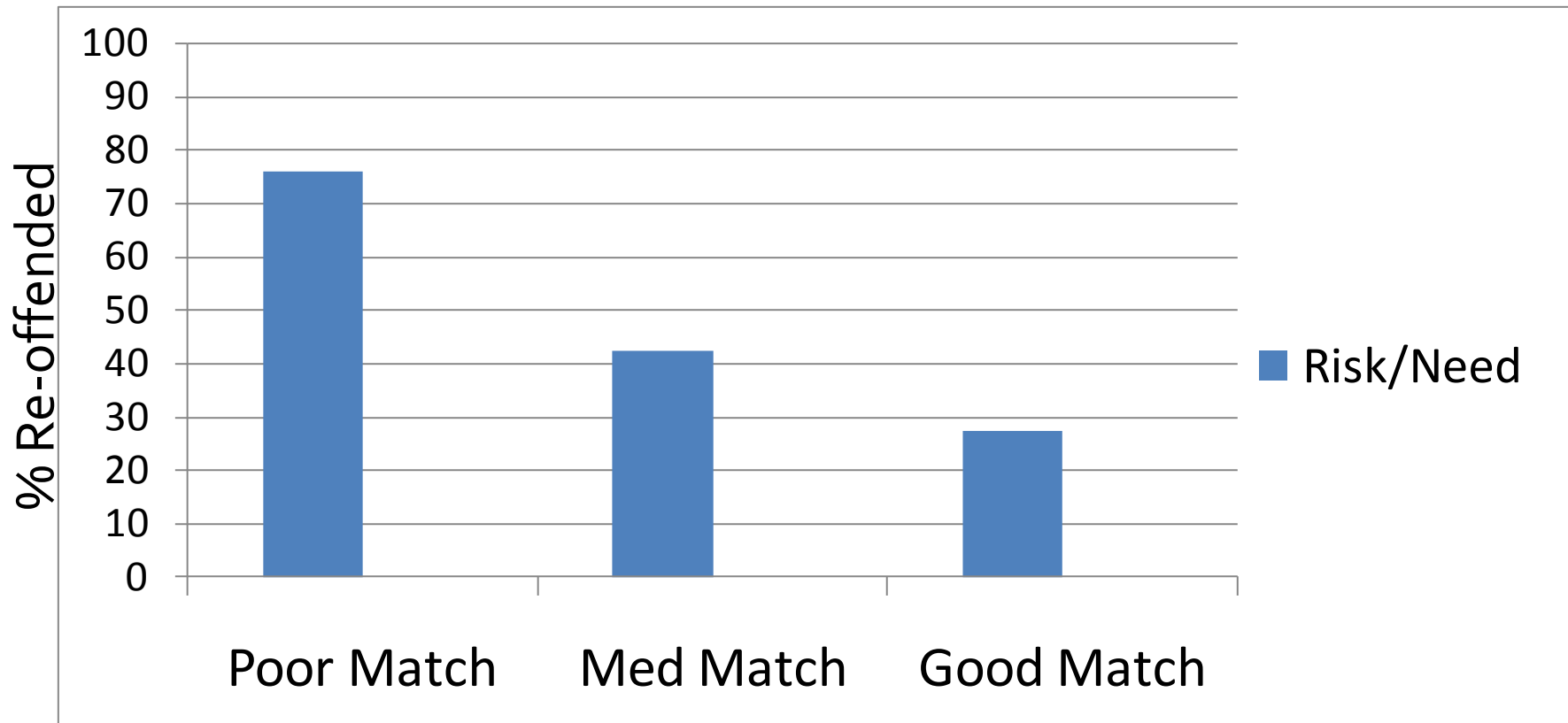
- DHS Classification and Need
- CANS
- CAFAS
- MAYSII

Guiding Principles: Research Evidence

There is emerging consensus on characteristics of effective programming for young offenders:

- Punitive sanctions without effective services **do not** have a significant effect on re-offending (Gatti et al., 2009).
- Most low-risk youth are unlikely to re-offend even if there is no intervention (Lipsey, 2009), but mixing them with high risk youth can make them worse.
- When services are **matched** to youth's "crime-producing" (criminogenic) needs, the lower the chance of repeat offending.
- The goal is to have the right services for the right youth.

Matching Services to Criminogenic Needs Can Have a Large Impact (Vieira et al., 2009)



Match based on # of Services Given in Response to a
Youth's Criminogenic Needs

Treatment planning

- Effective Behavioral Interventions
 - Structured social learning where new skills and behaviors are taught, practiced and modeled
 - Family based approaches that help families learn and use new skills and techniques
 - Cognitive behavioral approaches that target criminogenic risk factors

Effective programs characteristics for high risk youth

- Characteristics:
 - Longer supervision for higher risk youth
 - More treatment referrals for high risk youth
 - 75% of offenders are high risk
 - At least five services available targeting criminogenic needs
 - Separate groups by risk
 - 20 hours or more of treatment per week
 - Program ranged 3 to 9 months
 - Provided quality aftercare
 - Had a manual
 - Adhered to manual
 - Staff hired for skills and values
 - Pre/post testing of offenders

Example of Intervention Guidelines

(42nd Circuit Court - Midland County)

Criminogenic Need	Program/Intervention Examples
Anti-social history	Electronic Monitoring, Curfew, Community Service Work, Restitution, Victim Impact (VIG)
Anti-social Thinking	Thinking for a Change (CBT), Moral Reconciliation Training (MRT), VIG, Aggression Replacement Training (ART), SITCAP/trauma groups
Anti-social Peers	Thinking for a Change (CBT), MRT, Prosocial Activities, ART, Peer Directory, ART Booster Sessions, CBT/individual, Safe Dates
Anti-social Personality or Temperament	Thinking for a Change (CBT), MRT, VIG, CBT
Family Stressors	Common Sense Parenting, Wraparound, MST, MST-PSB, Intensive Counseling, In Home Services, BSFT, ART interactive Sessions for Parents, Family Meetings
Substance Abuse	Counseling, MST, CBT
Employment	Staff driven
Education	E2020 Credit Recovery, Tutors, Check and Connect
Leisure	Community Centers, Music and other lessons/classes

Results of Cost/Benefit Research: Benefits Per Dollar Invested

- For every \$1.00 spent on the following services, you save:
 - Functional Family Therapy: \$28.34
 - Multisystemic Family Therapy: \$28.81
 - Multidimensional Treatment Foster Care: \$43.70
 - Adolescent Diversion Project: \$24.92
 - Juvenile Boot Camps: \$0.81
 - Scared Straight: **-\$477.75** (NET LOSS)

Summary: Benefits of Risk Assessment

- Helps jurisdictions to conserve resources
- Can help improve outcomes for young offenders.....
 - Improved chance of reducing risk = reduction in re-offending
 - Better use of placement and monitoring = improved functioning and cost-savings
- Provides a means for data tracking to evaluate....
 - Changes in youths' risk (if using a dynamic assessment)
 - Services and decisions pertaining to out-of-home placement
- **Caveat: The benefits are unlikely to be attained without appropriate implementation**

Potential Points in the Process for Using Risk Assessment

- Pre-Adjudication Detention
- Diversion v. Formal Processing
- Disposition (Level of Supervision and Programming)
- Probation Violation or New Charge – Sanctions/Detention / Increase Supervision
- Throughout/Release from Placement
- During/End of Probation – Evaluation of Impact = Any Change in Risk?

Eight Steps of Implementation

1. Getting ready
2. Establishing stakeholder and staff buy-in
3. Select the tool and prepare to use it
4. Developing policies and other essential documents
5. Training
6. Pilot test implementation
7. Full implementation
8. Tasks to promote sustainability

Assessment using MJJAS

- Review background materials
- Review Self assessment
- Complete assessment interview
- Confirm or Corroborate any unclear information
- Complete assessment scoring
- Identify domains with high scores

Utilizing Risk Assessment information

- Identify level of structure or security needed
- Identify domains with high risk score
- Identify types and dosages of treatment services

Needs assessment

- Administer Needs assessment tool
- Identify domains of strength and weakness
- Review and prioritize the combined list of identified domains as the foundation for your treatment plan

Goals objectives strategies

- From case knowledge and identified treatment domains, formulate positive goals that will reduce risk and meet needs
- Identify treatment interventions within the necessary program structure and security that will lead to goal accomplishment
- Set timeframes
- Monitor Progress

Step Back

- Review your work, assumptions, scores, and outcomes through the filter of your knowledge and experience
- Seek to identify any sections that may be overlooked or overemphasized
- Holistically evaluate the likelihood of success of the treatment plan
- Include others in this evaluative process

Your Presenters

- For any questions, issues or follow-up information, feel free to contact:
 - Derek Hitchcock
 - Michele Bell
 - Joseph Hall