

Reentry from Corrections
System to Community

*Science of the LS/CMI -
A Risk and Needs Assessment Tool*

Who conducts it and who gets it?

- ▶ Over 1,000 individuals have completed a rigorous 4-day training
- ▶ Inmates
- ▶ Probationers
- ▶ Parolees

Purpose

- ▶ Implement the use of a validated risk and needs assessment tool
 - Identify criminogenic needs
 - Determine risk based on the needs
 - Create opportunities that address the needs and reduce the risk (through case management plan)

Criminogenic Needs

- › Anti-social cognition
- › Anti-social companions
- › Anti-social personality
- › Family / Marital
- › Substance Abuse
- › Employment
- › School
- › Leisure and/or recreation



LS-CMI—What is it?

- › Detailed survey of risk and need factors
- › Can be used in all forensic settings
- › Appropriate for use with male and female offenders 16 years of age and older
- › Based on North American sample of 135,791 adult offenders
- › Gender and population based norms

How is it used?

- › To provide a record of case information from intake to case closure.
- › To provide a record of case processing and service provision.
- › To supply a common language across systems.
- › To link case and service information consistently.
- › To link assessment and service with evidence-based approaches.

The LS/CMI™ at a Glance

11 SECTIONS:

- A. Offender History Form
1. General Risk/Need Factors
2. Specific Risk/Need Factors
3. Prison Experience – Institutional Factors
4. Other Client Issues
5. Special Responsivity Considerations
6. Risk/Need Summary/Override
7. Risk/Need Profile
8. Program/Placement Decision
9. Case Management Plan
10. Progress Record
11. Discharge Summary

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Sequencing of the Sections

11 SECTIONS:

<ol style="list-style-type: none"> 1. General Risk/Need Factors 2. Specific Risk/Need Factors 3. Prison Experience – Institutional Factors 4. Other Client Issues 	<p>→</p>	<p>1-4 supply a more complete picture of an offender's criminogenic needs and prosocial strengths.</p>
<ol style="list-style-type: none"> 5. Special Responsivity Considerations 	<p>→</p>	<p>5 captures important responsivity factors.</p>
<ol style="list-style-type: none"> 6. Risk/Need Summary/Override 7. Risk/Need Profile 	<p>→</p>	<p>6-7 help determine an appropriate risk score and classification.</p>
<ol style="list-style-type: none"> 8. Program/Placement Decision 	<p>→</p>	<p>8 aids prog./placement decisions based on risk classification.</p>
<ol style="list-style-type: none"> 9. Case Management Plan 10. Progress Record 	<p>→</p>	<p>9-10 cover the nuts and bolts of case management.</p>
<ol style="list-style-type: none"> 11. Discharge Summary 	<p>→</p>	<p>11 covers details for successful completion of probation/parole.</p>

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LS/CMI™ Section 1 Subcomponents	The "Central Eight" Criminogenic Needs
<ul style="list-style-type: none"> Criminal History Education/Employment Family/Marital Leisure/Recreation Companions Alcohol/Drug Problem Procriminal Attitude/Orientation Antisocial Pattern 	<ul style="list-style-type: none"> History of Antisocial Behavior Education/Employment Family/Marital Leisure/Recreation Antisocial Associates Substance Abuse Antisocial Attitudes Antisocial Personality Pattern

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RNR Principles of Effective Correctional Tx

- **Risk:** The level of service should vary with level of risk
- **Need:** Appropriate intermediate targets of change (criminogenic needs)
- **Responsivity:**
 - General, use behavioral, social learning, cognitive behavioral strategies
 - Specific, match intervention modes and strategies to learning styles, motivation, and demographics of case
- **Professional Discretion:** Non-adherence for specified reasons
- **Tx Integrity:** The correct dosage delivered by qualified providers

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Research Terms Review

- **Meta-Analysis**
- **Experimental & Control Groups**
- **Effect Size**
- **Valence of Effect Size**

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Meta-Analysis

- A method of summarizing previous research by reviewing and combining results from multiple studies
- Because meta-analyses combine the results of many studies, they provide a more unbiased result than does any single study

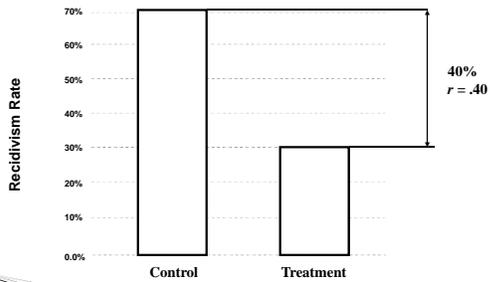
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Research Groups

- ▶ **Treatment/Experimental Group:**
A group of study participants who receive the intervention being tested
- ▶ **Control Group:**
A comparison group of study participants who do not receive the intervention being tested

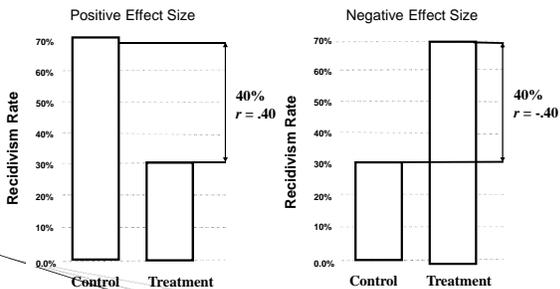
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Effect Size as a Difference in Recidivism Rates



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Valence of the Effect Size: the difference between Positive and Negative



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Mean Effect Size

- ▶ The mean effect size indicates the overall average difference between the recidivism rate in the comparison (control) groups and the recidivism rate in the treatment groups.

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RNR Principles of Effective Correctional Tx

(Introduced in 1990)

- ▶ **Risk:** The level of service should vary with level of risk
- ▶ **Need:** Appropriate intermediate targets of change (criminogenic needs)
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 - General, use behavioral, social learning, cognitive behavioral strategies
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Risk Principle

- Match level of services to level of risk
- Prioritize Supervision and Treatment Resources for Higher-Risk Offenders

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Need Principle

- Match Services (Interventions) to Criminogenic Needs
- Prioritize treatment to highest scoring criminogenic needs
- In the case of a tie, treat the intrinsic need first

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Mean Effect Size by Specific Needs Targeted: Criminogenic Needs (the Central 8)

(K = 374)

- Antisocial Attitudes .21 (78)
- Self-Control Deficits .22 (59)
- Antisocial Associates .21 (51)
- Non-Criminal Alternative Behavior in High-Risk Situations .22 (18)
- Family Process .29 (30)
- School/Work .15 (88)
- Substance Abuse .11 (36) *ns*
- Leisure Recreation not tested

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Mean Effect Size by Adherence to the Need Principle

	Mean Effect Size
Tx programs appropriately addressing the need principle (k = 169)	$r = .19$
Tx programs <u>not</u> appropriately addressing the need principle (k = 205)	$r = -.01$

Dowden (1998)
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Responsivity Principle

- General responsivity principle – use behavioral, social learning, cognitive behavioral strategies
- Specific responsivity principle – match intervention modes and strategies to learning styles, motivation, and demographics of case

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Adherence with General Responsivity

- › General responsivity .40
- › Plus core correctional practices (relationship and structuring skills) .43
- › Plus selection, training and clinical supervision of staff .46

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Cognitive Behavioral Therapy (CBT) is:

- › CBT treats emotional and behavioral disorders as maladaptive *learned responses* that can be replaced by healthier responses
- › Action-oriented, using behavior modification techniques
 - › Behavioral homework assignments and journal keeping
 - › Rehearsal of productive thinking patterns
 - › Modeling of coping skills followed by rehearsal, then coaching

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Specific Responsivity Principle

- Match treatment mode to offender characteristics
- Examples – language/learning style; race/gender/ethnicity; motivational level



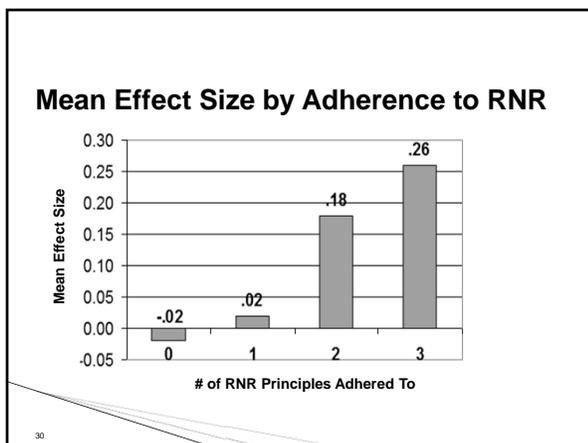
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Specific Responsivity Examples

Key offender characteristics being addressed by different modes of Tx:

- › Psychopathy
- › Motivational level
- Gender-specific programming
- Culturally-specific programming
- Integrate the several personality models
- Static and dynamic responsivity factors
- Mental disorder

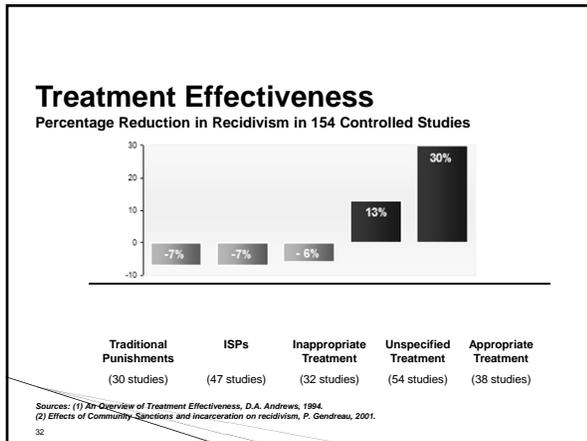
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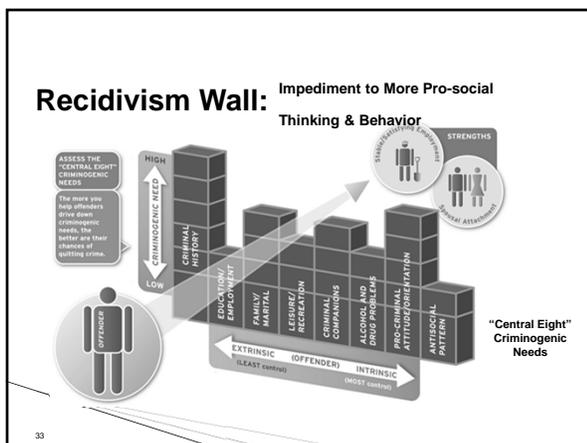


Program Characteristics	Recidivism
Routine Probation (P)	50%
P + Minimal Program (Programs with average effect size)	46%
P + Best Intervention Type (Programs with largest effect size)	40%
P + B + Good Implementation (I)	35%
P + B + I + Over 6 Months Duration	32%

Source:Blueprints for Violence Prevention (2001). The importance of implementation fidelity. Blueprints News, Vol. 2 (1)

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Static and Dynamic Items

Static Items	Dynamic Items
<ul style="list-style-type: none"> • Age, gender, race • Criminal history • Intellectual functioning 	<ul style="list-style-type: none"> • Pro-criminal attitudes • Criminal associates • Dysfunctional family relations • Alcohol/drug problems • Low self-control • Education/employment • Leisure/recreation

LS/CMI™

LS/CMI™ Risk/Need Scores

Risk/Need	CH	EE	FM	LR	CO	ADP	PA	AP	Total	R/N1	Override
Very High	8	8-9	4	—	4	7-8	4	4	30+	Very High	Very High
High	6-7	6-7	2	2	3	5-6	3	3	20-29	High	High
Medium	4-5	4-5	2	1	2	3-4	2	2	11-19	Medium	Medium
Low	2-3	2-3	1	—	1	1-2	1	1	5-10	Low	Low
Very Low	0-1	0-1	0	0	0	0	0	0	0-4	Very Low	Very Low

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Semi-Structured Interviewing – Three Stages

(1) Setup

(2) Information-gathering 'Funnel'

(3) Close-out

Active Listening Skills (OARS)

- 1) Open Questions
- 2) Affirmations
- 3) Reflections
- 4) Summarizations

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LS/CMI
Level of Service/Case Management Inventory
 By D. A. Andrews, Ph.D., J. L. Bonta, Ph.D., & J. S. Wormith, Ph.D.

Profile Report

Name:	Luke Duke
ID Number:	00236789
Assessment Age:	36
Gender:	Male
Interviewer:	Liz McKune
Reason for Assessment:	Community, Probation Intake

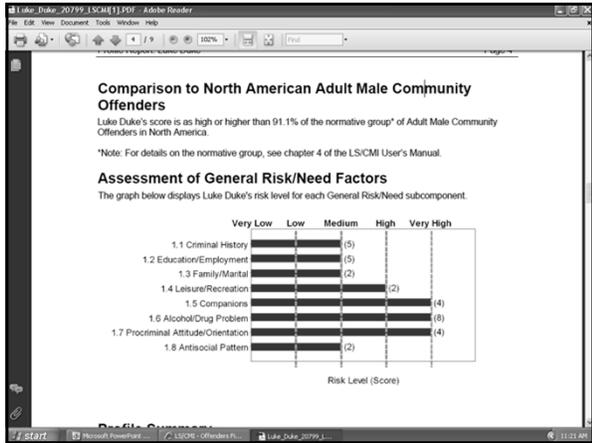
The graph below displays Luke Duke's General Risk/Need Total score and indicates the classification level associated with that score.

Risk Level	Score Range
Very Low	0 - 5
Low	5 - 10
Medium	10 - 15
High	15 - 25
Very High	25 - 43

General Risk/Need Assessment Based on General Risk/Need Total Score

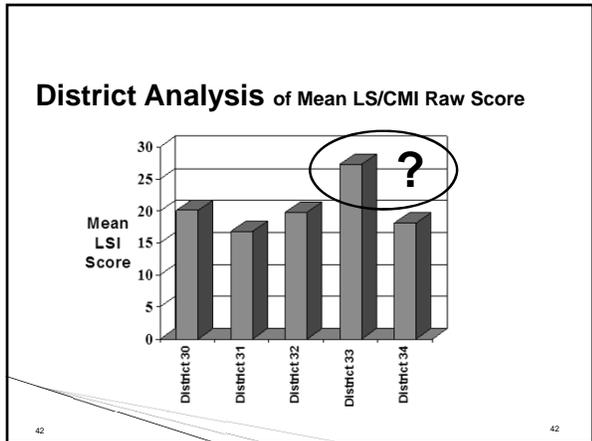
The General Risk/Need Total score of 32 places Luke Duke in the Very High risk/need level. Based on past research with other community offenders in the Very High risk/need level, Luke Duke has approximately a 100% chance of recidivating (i.e., being re-incarcerated within one year). The following guidelines represent some supervision options. Maintain highest levels of contact and treatment of dynamic risk factors.

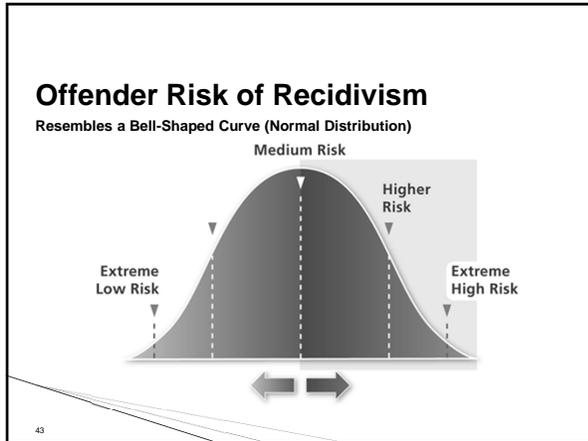
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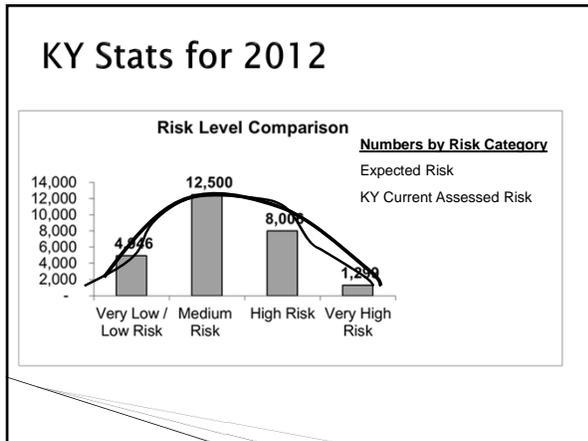


Quality Assurance

- ▶ Have the ability to run reports to gather summary information about different facilities or districts
- ▶ Have the opportunity to break down into areas in facilities or districts

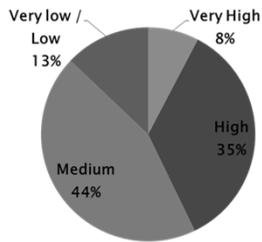




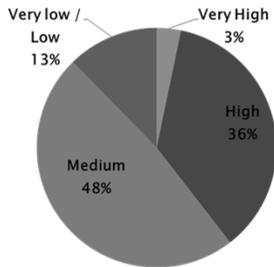


- ### Applying the assessment
- ▶ Get out of the way / Leave them alone
 - Intensive treatment for low risk offenders can actually INCREASE risk of recidivism
 - ▶ Zero In
 - Target those with high probability of recidivism
 - ▶ Live in their back pocket
 - Provide most intensive treatment and supervision available

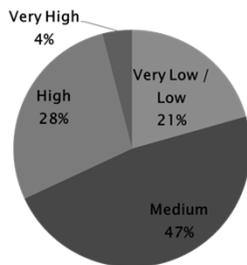
CY 2012 Prison risk levels



CY 2012 Jails and HWH risk levels



CY 2012 P&P risk levels



The PSI with the LS/CMI

- ▶ THE LS/CMI* AND THE PSI IN PRACTICE
 - House Bill 463 Section 1 requires that by July 1, 2013 that sentencing judges consider the results of a validated risk and needs assessment included in the presentence investigation.

* MHS SYSTEMS, 2012

PSI with LS/CMI Progression

GOAL - Compliance with HB 463 by 7/1/2013

- ▶ Phased in approach
 - Database changes were required to enable us to combine the information
 - In the narrative recommendations section of the PSI - judges will see a graph with data directly from the LS/CMI
 - Example

What drives policy and practice?

- ▶ Balance, Reasoning and Discretion
 - No matter how many policies and practices
- ▶ Discovering and Using What Works?
 - Evidence-based practices
 - Outcome measures
- ▶ Tool Development and Utilization
 - We have been heavily involved in equipping staff and hoping they utilize what works.

Questions???

