



Manual of Effective Correctional Programs

Prepared by Carey Group for the Pennsylvania
Partnership for Criminal Justice Improvement

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Table of Contents

Foreword	1
Acknowledgments	2
Introduction	3
Program Selection	4
Characteristics of Effective Correctional Programs	5
Adherence to the Risk-Need-Responsivity (RNR) Model	5
Structured	8
Skill Development	8
Implementation Strategies	9
Assembling an Implementation Team	9
Developing a Comprehensive Implementation Plan	10
Quality Assurance and Continuous Quality Improvement	11
Counties with Limited Resources	12
Next Steps	13
Appendix A: List of Effective Programs	14
Adult Crossroads	14
Aggression Replacement Training	15
Brief Intervention Tools	16
Carey Guides	17
CBT Lifeskills Courses	18
Cognitive Behavioral Interventions	19
The Courage to Change	20
Decision Points	21
Dialectical Behavior Therapy	22
Effective Practices in Community Supervision	23
Life Skills	24
Moral Reconciliation Therapy	25
Moving On	26
Reasoning & Rehabilitation	27
Seeking Safety	28
Stopping Abuse for Everyone	29
Strategies for Self-Improvement and Change	30
Thinking for a Change	31
Thinking for Good	32
Appendix B: Effective Interventions Survey: Summary of Results	33
Overall Effective Program Use	33
Internal Programs	34
External Programs	34
Notes	35
Resources	36



Foreword

The Pennsylvania Partnership for Criminal Justice Improvement (PPCJI) is pleased to present the *Manual of Effective Correctional Programs*. This manual is designed to assist adult probation and parole departments in Pennsylvania with the implementation of evidence-based practices (EBP). It is the result of collaborative work that began in 2016 between the County Chief Adult Probation and Parole Officers Association of Pennsylvania (CCAPPOAP) and the Pennsylvania Commission on Crime and Delinquency (PCCD). From these groups emerged the Statewide EBP Leadership Team, which was renamed PPCJI. PPCJI continued the work, with a goal of helping each county implement EBP while taking into account its readiness, capabilities, and available resources. Five workgroups focus on implementation, effective interventions, training, communications, and data and quality assurance.

This publication is designed to help readers understand that effective correctional programming is a valuable component of a county's EBP model. Successful correctional programs aim to reduce people's risk of recidivism, provide tools for behavior change, and assist with community reintegration. This manual outlines programs that are supported by research and provides guidance on what to look for when considering programs so that counties can identify effective interventions that have the greatest potential to be impactful.

We want to express our appreciation to the Effective Interventions Workgroup for their contributions to this document. Additionally, we extend our thanks to our EBP leadership partners for their ongoing commitment to supporting these transformative efforts: CCAPPOAP, PCCD, the Department of Corrections, the Administrative Office of Pennsylvania Courts, the Commission on Sentencing, the County Commissioners Association of Pennsylvania, the Pennsylvania Pretrial Services Association, and the Pennsylvania Office of Victim Advocate. We trust that you will find this manual informative and valuable.



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Introduction

Ensuring public safety is the central goal of the justice system. An effective system is dependent, in part, on the effectiveness of its correctional programming. Specifically, successful correctional programs aim to reduce a person’s risk of recidivism (i.e., reoffense, rearrest, and/or reincarceration), provide tools for behavior change, and reintegrate people back into their community. Although many programs are established with these goals in mind, not all are effective. Sometimes, well-intended programs are implemented without proper development or evaluation, and programs not supported by research can have harmful effects, including increasing recidivism. Since jurisdictions often have limited resources, it is paramount for them to integrate interventions and programs already proven to be effective. To assist jurisdictions in this process, this manual provides guidelines for selecting programming, and it offers a brief overview of a variety of effective programs.

PROGRAMS VERSUS INTERVENTIONS

The terms **program** and **intervention** are used interchangeably in corrections. Generally speaking, an **intervention** refers to a specific action to address a particular issue—for example, **journaling, using the Carey Guides, or conducting skill practice—usually in a one-on-one interaction or independently. Programs are typically broader in scope; are more structured, with defined activities, timelines, and resources; and are used in group interactions.**

Manual Structure

This **first section** of this manual provides a brief overview of effective correctional program development and implementation. It includes information on characteristics of effective and ineffective programming, an introduction to program evaluation tools, ideas for engaging community providers and other outside stakeholders, and helpful tips for managing limited resources.

The second section of this manual, **appendix A**, includes a list of effective correctional programs used in jurisdictions across Pennsylvania. Summary information about each program is provided, including the target of the program, a brief program description, information about research support for the program, program cost, program delivery details, a description of facilitator training, links to additional information and resources, and information about the number of jurisdictions currently using the program—whether facilitated by staff or outside providers. If a program is not included in the appendix, it could be a program of which the authors were unaware (e.g., an in-house program) or the research does not support it as an effective program. Before implementing any program, jurisdictions should determine if it is appropriate for their needs, consider programming costs and feasibility, and analyze the impact on other programs.

Lastly, **appendix B** presents a summary of the results of the Effective Interventions survey that was completed in January 2024.



Limitations

This manual is a starting point for jurisdictions looking to identify appropriate and effective interventions that have the greatest potential for impact; however, it has limitations:

- **It does not contain all possible correctional programs.** Hundreds of programs are available and potentially appropriate for a justice system population. This manual would be unwieldy if every possible option were included. The interventions and programs included in this manual present a snapshot of effective programs, with particular attention given to those implemented in jurisdictions across Pennsylvania.
- Although this manual contains program information on some of the most requested target areas (e.g., antisocial thinking, trauma, substance use), **some target areas are not included** (e.g., education and employment).
- This manual **does not include programs deemed prohibitive in length or cost** as they are impractical for most jurisdictions.
- It **does not assess the strength of the research** supporting a program. It is important to note that program validity can change over time and/or be dependent on the population.
- This manual is **not a structured program evaluation tool**, which should be incorporated whenever possible.
- It **does not offer specific recommendations.**
- The information in this manual was **current as of January 2024.** However, many programs are dynamic, and developers and researchers often modify them to improve their usefulness. After this manual is released, program changes may occur (e.g., costs, training requirements). As such, jurisdictions are encouraged to examine the most current information and research by reaching out directly to the agency/contact included within each program description in appendix A.

ADDITIONAL RESOURCES

Additional resources are available for jurisdictions evaluating whether a program may be appropriate for the needs and risks of the population under their supervision. For example, the National Institute of Justice (NIJ) has developed a website, www.crimesolutions.ojp.gov, that lists programs and practices that have been rated as effective, promising, or having no effect—informing decision makers on what the evidence has indicated about each one. Programs and practices can be searched by topic area, targeted population, setting, gender, and other characteristics.

Program Selection

Choosing an appropriate intervention can be overwhelming. To begin, it is crucial for jurisdictions to understand their needs and the needs and risks of the populations they serve. Next, jurisdictions must understand the characteristics of effective and ineffective correctional programs. Finally, it is important for them to consider program costs as well as facilitation, training, physical space, and time requirements.



Characteristics of Effective Correctional Programs

Historically, justice system interventions and programs were often chosen based on the lowest form of research (e.g., anecdotal evidence, including opinions, local testimonials, and informal case studies) or professional habit (e.g., “this is what we’ve always done”). Since the 1970s, intentional efforts to develop, implement, and maintain effective, validated, evidence-based programs have been at the forefront.

Effective correctional programs are designed and evaluated using sound research techniques. The standard for justice system research is rigorous and methodologically sound analysis (either through numerous single studies or meta-analyses) that most often uses a quasi-experimental research design with appropriate statistical controls that have been replicated in multiple sites and where the preponderance of evidence supports similar conclusions. For a program to be identified as “effective” by NIJ, for example, numerous studies must be evaluated, and a team must determine whether there is strong evidence indicating that the desired outcomes are achieved when the program is implemented with fidelity. Jurisdictions choosing interventions and programs should adopt similar standards.

KEY QUESTIONS

What are the criteria for a person’s inclusion in the program? Is their risk level considered? Does the program adjust dosage and duration based on risk level?

“PROMISING” VERSUS “EFFECTIVE”

Thinking for a Change (T4C) is an integrated cognitive behavioral program that aims to change criminogenic thinking and to teach social and problem-solving skills. This widely known program has been incorporated in local, state, and federal jurisdictions across the country. Based on ongoing third-party research, NIJ currently identifies T4C as a “promising” program while further research continues. NIJ also identifies the familiar Effective Practices in Community Supervision (EPICS) model, which teaches staff how to use core correctional practices in one-on-one interactions, as “promising.” The difference between effective and promising is simply the number of studies or meta-analyses conducted that indicate positive outcomes.

Adherence to the Risk-Need-Responsivity (RNR) Model

One of the primary characteristics of effective interventions and programs is that they are grounded in the risk-need-responsivity (RNR) model formalized by researchers Andrews, Bonta & Hoge in 1990.

RNR PRINCIPLES

- **Risk principle: The who—Assess a person’s risk of recidivism and match the level of service to their risk level.**
- **Need principle: The what—Assess criminogenic needs and target them in programming.**
- **Responsivity principle: The how—Maximize the person’s ability to learn from an intervention by using a cognitive behavioral approach and by tailoring interventions to the person’s learning style, motivation, abilities, and strengths.**



Risk Principle

The risk principle focuses on **who**: who should be the focus of correctional programming. Research indicates that the populations most likely to benefit from behavior-change interventions are those that are higher risk. People who are low risk tend to be self-correcting; when we engage them in programming, we can take them away from those parts of their life that support a prosocial lifestyle (e.g., employment, positive people in their life, prosocial leisure); they might be placed in programming with people who are higher risk, which could increase their risk level; and engaging them in justice system interventions may reinforce a criminal or failure identity.

KEY QUESTIONS
What are the criteria for a person's inclusion in the program? Is their risk level considered? Does the program adjust dosage and duration based on risk level?

The risk principle also focuses on **how much**: how much intervention, or “dosage,” a person should receive. Generally, the higher the person's risk of recidivism, the higher the dosage. Although research is always evolving, current studies indicate that, to reduce the risk of recidivism, people who are at moderate risk require approximately 200 hours of intervention over the course of 3–9 months, while those who are at high risk require approximately 300 hours over 6–12 months. Dosage could be accumulated through one-on-one interactions, group programs, take-home assignments, and treatment referrals.

Need Principle

The need principle focuses on **what**: what factors are appropriate for risk reduction. Research shows the importance on focusing on a person's most influential criminogenic needs, or dynamic risk factors: those factors that contribute to a person's law violations that can be changed as a result of programming. Table 1 shows the eight most influential criminogenic needs, indicators of each need, and intervention goals.¹ Table 2 lists noncriminogenic needs that may have to be addressed to ensure a person's stability and ability to meet commitments; however, addressing the noncriminogenic needs without addressing the criminogenic needs will likely not alter a person's antisocial attitudes, beliefs, or behaviors.

KEY QUESTION
Does the program target one or more criminogenic needs?



TABLE 1: CRIMINOGENIC NEEDS

CRIMINOGENIC NEEDS	INDICATORS	INTERVENTION GOALS
Antisocial cognition	Rationalizing/not taking responsibility for illegal behavior; negative attitudes toward the law	Develop new, prosocial ways of thinking
Antisocial personality/temperament	Poor coping and problem solving skills; risk taking; impulsivity; lack of empathy	Improve problem solving and emotional regulation skills; think before acting; increase sense of responsibility to or concern for others
Antisocial associates	Peers who encourage and reinforce illegal behavior; isolation from positive people	Recognize and resist negative peer influences; form meaningful relationships with prosocial people
Family/marital relationships	Constant fighting; lack of warmth/caring in the home; attitudes that are supportive of illegal behavior	Establish boundaries; develop strategies to minimize and manage stress and conflict in the home
Substance misuse	Misuse of alcohol and/or drugs	Reduce substance misuse; address influences that lead to misuse
Employment	Lack of employment history; poor performance at work; poor work ethic; low levels of satisfaction; resistance to authority	Enhance work skills; improve commitment to work ideals and work performance
Education	Poor academic achievement; low commitment to school; low levels of satisfaction; resistance to authority	Enhance study skills; improve commitment to education and academic performance
Prosocial leisure	Involvement in illegal activities as a way to spend time, find excitement, and be sociable	Identify prosocial interests; build confidence to participate in these activities; meet others with shared interests; schedule time for positive activities

TABLE 2: NONCRIMINOGENIC NEEDS

NONCRIMINOGENIC NEEDS	INDICATORS
Self-esteem	Poor feelings of self-worth
Untreated mental health concerns	Depression, anxiety, etc.
Physical health	Poor physical health; poor nutrition
*Homelessness	Lack of safe, stable housing

Responsivity Principle

The final aspect of the RNR model is the responsivity principle, which focuses on **how**: how to maximize people’s ability to learn from interventions. Correctional interventions are most effective in changing behavior when they use a cognitive behavioral approach. The basic premise of a cognitive behavioral approach is that thinking affects feelings which affect behaviors. Changing negative thinking can lead to changes in negative feelings which can result in more prosocial and productive behaviors.

In addition, the responsivity principle suggests that an intervention and the environment in which that intervention is delivered consider a person’s unique attributes (e.g., developmental age, communication style, culture, learning style and ability, race, gender, and trauma), to the extent possible.

KEY QUESTIONS

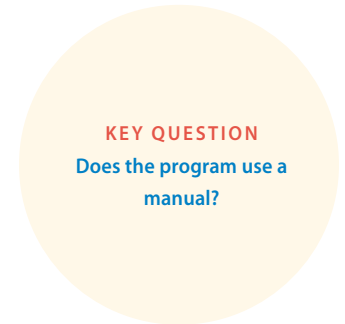
- Does the program use a cognitive behavioral approach?
- Are appropriate modifications made to address people’s individual traits?



For example, when journaling is an appropriate intervention but a person struggles with writing, audio or video journaling may be a more suitable modality. If a person is anxious in group situations, one-on-one interventions may be more effective.

Structured

Interventions and programs that follow a structured approach help ensure that a program is implemented consistently and with fidelity. For correctional programs, this may include training and implementation manuals, standard operating procedures, policies, and so on.



Skill Development

Helping people learn, practice, and refine new skills, such as problem solving, managing emotions, making good decisions, setting boundaries, and resolving conflict, increases their likelihood of success. One of the most effective ways to learn new behavior is to follow social learning theory. According to social learning theory, people acquire attitudes, behaviors, and knowledge from those around them. Social learning theory, therefore, includes several core components: identifying a skill that would help a person address a criminogenic need, modeling the skill, teaching it, having the person practice it in increasingly challenging circumstances, providing feedback and reinforcement, and encouraging the person to practice in their day-to-day environment.



INEFFECTIVE CORRECTIONAL PROGRAMS

The following are examples of interventions and programs that either focus on risk containment rather than risk reduction, are fear-based (and, therefore, are not motivating), or do not adhere to the tenets of effective interventions. According to research, these interventions and programs have minimal impact on behavior change and recidivism and may, in fact, cause harm:

- **military models (e.g., boot camp)**
- **programs focused on shame, deterrence, fear, or emotional appeal**
- **lectures or reading**
- **self-help programs**
- **talk therapy.**



Implementation Strategies

Selecting the most appropriate interventions or programs is important, but it is just the beginning of the process. The next step is administering or implementing the interventions or programs properly. This is critical to enhance their potential effectiveness. Yet, implementation efforts often fail. Effective implementation requires establishing and maintaining a collaborative implementation team, developing a comprehensive implementation plan, and evaluating the intervention or program on an ongoing basis.

Assembling an Implementation Team

Early on in the process, establish an implementation team comprised of leadership, staff, community providers, people who are justice-impacted, and other stakeholders, including groups, local organizations, victim services providers, other government entities, businesses, and nonprofits affected by the intervention or program or with a vested interest in improving community corrections and public safety. The inclusion of these varied team members, with their unique perspectives, will encourage knowledge sharing, add depth to implementation discussions, facilitate buy-in, and, particularly with outside stakeholders, may lead to funding, resource sharing, political influence, staffing, and other types of support. Most important, a multidimensional implementation team will create a powerful environment where success is collectively defined and communities are safer because of it.

COMMUNITY PROVIDERS AND OTHER STAKEHOLDERS

Examples of community providers and other stakeholders include, but are not limited to, the following:

- **addiction treatment programs**
- **colleges and universities**
- **community action programs (United Neighborhood Services)**
- **Decision Points programs**
- **Drug and Alcohol Commission**
- **faith-based organizations (Glade Run Lutheran Services)**
- **family-oriented providers (Family Services)**
- **local National Curriculum and Training Institute (NCTI): cognitive behavioral intervention (CBI) providers**
- **local reentry services centers (GEO)**
- **mental health providers**
- **outpatient substance use treatment programs**
- **Pennsylvania Prison Society**
- **programs offered by the local detention and/or prison facilities (Butler County Prison)**
- **Reasoning & Rehabilitation providers.**



Developing a Comprehensive Implementation Plan

The first step to developing an effective implementation plan is to set realistic goals. Consider what the jurisdiction hopes to achieve with the implementation of a particular intervention or program, the jurisdiction's strengths, and potential barriers, including areas of resistance, as well as possible responses. The following are some guiding questions:

- What **resources** (including staff) are required and what are the associated costs? For example:
 - How many staff does the program require? With what qualifications?
 - Can existing staff absorb the duties needed for the program or are new positions necessary?
 - Will staff need additional training? If so, what kind and how much?
 - How do we address staff turnover?
 - Does the intervention or program require, or would it be beneficial to involve, community partners?
 - Does the intervention or program require additional office supplies or space?
- What are potential **funding sources**? Funding may include grants (PCCD, special interest groups, foundations, etc.), private funding, and state and/or local general or special funds. Some funding for program implementation or training can be requested through technical assistance applications from agencies such as the National Institute of Corrections (NIC).
- How will the intervention or program be **rolled out**? To everyone at the same time or as a staggered rollout?
- What **information** about the intervention or program will be shared, how will it be shared, and by whom? Who will **champion** the effort?
- Who will be **eligible** for the program?
- What will the **referral process** be?

As well developed as the implementation strategy might be, it is likely that some things are unaccounted for. In addition, implementation takes time, and circumstances may change. It is important to be able to adapt the strategy to meet unanticipated or sudden developments. Revisit your plan, and make adjustments as needed both during and post-implementation.

TRAINING

To deliver an intervention or program effectively and to maintain its fidelity, it is important that all staff members have the appropriate experience, qualifications, and training. Staff should understand the theory upon which the intervention or program was developed, the population for whom it is intended, how to implement it properly, and how it can and cannot be altered without changing its effectiveness. Staff should also be aware of how to properly collect data on the program for future analysis. Training should include not only initial training but ongoing coaching and booster training.

Even if outside providers are facilitating a program, it is still important for staff to participate in introductory training or to be exposed to the program so they can follow up with the people they supervise and support them in their learning.



Quality Assurance and Continuous Quality Improvement

The final, but one of the most important, tenets of effective correctional programs is continued evaluation and monitoring of the program beyond planning and initial implementation. Programs should regularly be reviewed to ensure that the needs and risks of the population being served still align with the intended population, resources are being used effectively, staff are appropriately trained, and the fidelity of the program remains high. This is true for both in-house and community programs.

Both **quality assurance (QA)** and **continuous quality improvement (CQI)** processes should be used. QA determines whether practices are being delivered as intended. It involves looking back in time to discover what occurred in actual practice and how it compares with the intervention or program model. CQI uses feedback to facilitate incremental improvements in both staff performance and organizational processes.

A wide variety of processes can assist with QA and CQI, such as conducting audits, observations, and fidelity assessments; monitoring process and outcome performance measures; and conducting booster trainings, offering ongoing feedback and coaching, and creating communities of practice. Formal evaluations of programs can be conducted using a variety of tools:

- The **Correctional Program Assessment Inventory (CPAI)** and **Correctional Program Checklist (CPC)** evaluate a program's effectiveness and provide valuable information on how it can be improved. Data about the program is generally collected through staff interviews, participant interviews, documentation reviews, group observations, and various casual interactions and observations. A score is generated that places the program in a category (e.g., very satisfactory/satisfactory/needs improvement/unsatisfactory; very high adherence to EBP/high adherence to EBP/moderate adherence to EBP/low adherence to EBP). A report is written that includes ratings in specific domains, strengths, areas that need improvement, and recommendations. Training is required to conduct the CPAI and the CPC, and these tools can be very time-consuming to implement.
- A less rigorous evaluation tool is the **RNR Program Tool**, an online self-assessment that classifies programs in order to facilitate treatment matching, explores how programs target risk level and criminogenic needs, and assesses programs based on their implementation and use of evidence-based practices. The RNR Program Tool also provides feedback about the strength of a program and areas for improvement.
- Many programs and interventions provide an **evaluation tool** that can be implemented with minimal effort. These tools are a good way to begin addressing quality assurance.

WHAT IMPACTS FIDELITY?

Many factors can negatively impact the fidelity of an intervention or program, including the quality with which it is delivered, delivering it to a population for whom it was not designed (e.g., including men in a program intended for women, transferring to youth or women a program designed for men), delivering it to a group that is too large, removing a module of a program, and not providing sufficient dosage. These practices could minimize or even reverse the effectiveness of an intervention or program.

STRENGTHENING PARTNERSHIPS

Frequent communication, ongoing coordination and planning, and shared goals for people who are justice-involved and the local community can encourage community providers to partner with jurisdictions on evaluations.



Counties with Limited Resources

One of the most significant barriers to selecting and implementing effective correctional programs is the lack of resources. Many jurisdictions, independent of their size and regardless of whether they are urban or rural, do not have sufficient resources to effectively implement EBP or promising practices. Often, jurisdictions are underfunded and understaffed, limiting their ability to make the desired impact. They must become more creative during seasons of reduced funding, falling retention rates, insufficient hiring pools, and political discourse.

The following are recommendations for maximizing available resources:

- **Explore virtual options.** The justice system learned the importance of incorporating virtual technology over the last few years, particularly through the COVID-19 pandemic. Using virtual classrooms, therapy appointments, and treatment protocols can be very effective; the use of technology may require fewer staff and dollars; and it may minimize some of the barriers (e.g., lack of transportation, lack of local programming) that people under supervision experience.
- **Think internal.** Corrections professionals often think of providers outside of the correctional system when discussing programming options. However, if staffing permits, properly trained corrections staff can facilitate several of the programs.
- **Use one-on-one appointments.** Keep in mind that many interventions do not need to be facilitated in a group setting; instead, they can be incorporated into one-on-one interactions. Using the RNR model, staff can assess the needs and risks of the person, determine the target for interventions, and tailor them to meet the person's learning style, motivation, abilities, and strengths. Using evidence-based interventions in one-on-one interactions maximizes the effectiveness of appointments and can yield great success.
- **Work as a team.** Work collaboratively with other local jurisdictions, state partners, program providers, and other stakeholders (e.g., health, housing, youth departments) to alleviate resource limitations while positively impacting those under supervision and community well-being and safety:
 - Combine or share financial and human resources with others working to accomplish similar goals.
 - Access effective programs available in other communities or work together to obtain a central provider. Joint programming is particularly effective when paired with a virtual approach (i.e., by providing a virtual option, it is easier for multiple counties to participate in one program). This is especially helpful when it is difficult for a single jurisdiction to implement a group program because few people in that jurisdiction have the same needs.
 - In cases where there is a limited number of programs in general or programs that meet a specific population's needs, work with current providers to determine whether they can offer additional rounds of programs, offer new kinds of programs, or modify current programs to better address the needs of those under supervision.
- **Conduct fidelity assessments.** Fidelity assessments can help jurisdictions eliminate ineffective and/or unnecessary programs, revamp programs that have reduced fidelity, and select more appropriate and potentially less costly programs, helping ensure that jurisdictions are using funds in the most effective and efficient manner possible.



Next Steps

Community corrections continues to transition from “get tough” practices to evidence-based and promising interventions and programs. Without roots in theory, the backing of research, and the expertise of practitioners, interventions and programs are more likely to be ineffective and unsustainable, potentially leaving communities with rising crime rates and wasted resources. To better serve people who are justice-involved, the local community, and staff, agencies can implement proven and promising strategies that reduce recidivism, create safer environments, and help those who are justice-involved succeed.



Appendix A: List of Effective Programs

Adult Crossroads

National Curriculum and Training Institute

Target of Program: Adult Crossroads is comprised of 13 cognitive curricula that address criminogenic and other needs. Curricula are primarily designed for people assessed as medium and high risk although they may also be used with people who are low risk who are on diversion.

Program Description: Adult Crossroads include curricula on topics such as anger management, cognitive life skills, cognitive life skills for women, drugs and alcohol, and parenting. Each curriculum has a facilitator guide, with step-by-step instructions and possible responses to the questions and activities in the corresponding participant workbook. Many curricula are available in multiple levels to address different dosage needs.

Program Support: Adult Crossroads is designed to align with NIC's eight principles of evidence-based practice. One research study² assessed the impact of one Adult Crossroads curriculum, Cognitive Life Skills, on the recidivism rates of people on parole. The study found that the treatment group was less likely to recidivate than the control group. In addition, 23.3% of the treatment group, as compared with 27.3% of the control group, were reincarcerated: a difference that is statistically significant. Cognitive Life Skills is rated as "promising" by NIJ's CrimeSolutions.

Cost: Costs of participant materials and facilitator guides depend on the type of organization (e.g., nonprofit, government, for-profit business).

Program Delivery: Crossroads curricula are delivered in a group setting—the group may be open—with two-hour sessions recommended.

Training: Facilitators must be trained and certified by NCTI in order to purchase materials and facilitate curricula. Training focuses on facilitation skills, curriculum philosophy, and content of Adult Crossroads. Both in-person and virtual trainings are offered. Costs are available upon request.

Facilitation in PA: Eight jurisdictions currently use staff and seven jurisdictions use an external provider to facilitate Adult Crossroads.

For More Information: <https://www.ncti.org/programs/adult-crossroads/>



Aggression Replacement Training

Arnold P. Goldstein, Barry Glick, and John Gibbs

Target of Program: Developed as a cognitive behavioral approach for working with youth who exhibit violent and aggressive behavior, Aggression Replacement Treatment (ART) has been adapted for use with adults.

Program Description: ART is a 10-week program that focuses on three components: social skills, where people learn how to replace antisocial behaviors with prosocial ones; anger control, which helps people respond to anger in a nonaggressive way and rethink situations that provoke anger; and moral reasoning, where participants learn about fairness, justice, and concern for the needs and rights of others.

Program Support: A systematic review of studies evaluating the impact of ART on adolescents and adults³ shows that ART can lead to decreased recidivism rates and improved anger control, social skills, and moral reasoning; however, studies with greater methodological quality are required to substantiate results.

Cost: Program materials are provided as part of facilitator training.

Program Delivery: ART is a closed-group intervention. Participants meet three times a week: one meeting for each of ART's three components. It is recommended that two facilitators lead each ART session.

Training: Facilitators must attend a two-day initial training and a one-day booster within 120 days of the start of curriculum delivery. Virtual and in-person trainings are available through organizations such as Education & Treatment Alternatives, Inc. (ETA). Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: One jurisdiction currently uses staff and two jurisdictions use an external provider to facilitate ART.

For More Information: <https://www.aggressionreplacementtraining.com>; <https://epis.psu.edu/ebp/art>; <https://uscart.org/course/aggression-replacement-training/>



Brief Intervention Tools

Carey Group

Target of Program: Brief Intervention Tools (BITS) are cognitive behavioral tools that teach youth and adults skills to facilitate positive life choices.

Program Description: There are six BITS, each one page (front and back): *Decision Making*, *Overcoming Automatic Responses*, *Problem Solving*, *Thinking Traps*, *Overcoming Thinking Traps*, and *Who I Spend Time With*. They are designed as quick interventions for a variety of situations.

Program Support: BITS are based on the risk-need-responsivity principles and on evidence-based practices.

Cost: BITS are available in print, through an agencywide license, and as part of Tools on Devices (TOD), a suite of fillable tools that a person can complete on their desktop, laptop, or smart phone.

- Printed version: \$110/set (one tear-off tablet for each of six BITS; 25 sheets per tablet)
- eBITS: Contact for pricing.
- TOD: \$325/each. Bulk discounts are available. Subscriptions must be renewed annually.

Program Delivery: BITS are used mainly in one-on-interactions.

Training: Training on the BITS is recommended but is not required. In-person and virtual trainings, as well as a self-directed eLearning course, are available to facilitate BITS implementation. Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Eleven jurisdictions currently use staff and three jurisdictions use an external provider to facilitate BITS.

For More Information: <https://shop.thecareygroup.com/collections/brief-intervention-tools-bits/products/brief-intervention-tools-bits-2nd-edition-english>



Carey Guides

Carey Group

Target of Program: The Carey Guides equip corrections professionals with the information and tools they need to support behavior change and skill development in those they supervise.

Program Description: Thirty-three Guides include 100 tools to be used with people involved in the justice system. Fourteen Blue Guides specifically address criminogenic needs such as harmful thinking patterns, the negative influence of peers, emotional regulation, and interpersonal skills. Nineteen Red Guides address common case management issues, including case planning, motivating people to change, maximizing strengths, responding to prosocial and noncompliant behavior, and working with people who have mental health challenges. Each Guide is divided into two main sections: the first section has background information on the topic and is for staff only; the second section consists of 2–5 worksheets, or tools, to use with people under supervision.

Program Support: The Carey Guides are based on cognitive behavioral and social learning theory. Each Guide was developed by a subject matter expert, reviewed by Carey Group staff, and peer-reviewed by a panel of researchers (to ensure the accuracy of content) and practitioners (to ensure the applicability of the content).

Cost: The Carey Guides are available in print, as eGuides, and as part of Tools on Devices (TOD), a suite of fillable tools that a person can complete on their desktop, laptop, or smart phone.

- Printed version: \$795/set
- eGuides: \$195/subscription. Bulk discounts are available. Subscriptions must be renewed annually
- TOD: \$325/subscription. Bulk discounts are available. Subscriptions must be renewed annually.

Program Delivery: Carey Guides are used mainly in one-on-interactions.

Training: Training on the Carey Guides is recommended but is not required. In-person and virtual trainings, as well as a self-directed eLearning course, are available to facilitate implementation of the Carey Guides. Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Ten jurisdictions currently use staff and one jurisdiction uses an external provider to facilitate Carey Guides interventions.

For More Information: <https://shop.thecareygroup.com/collections/the-carey-guides>; <https://shop.thecareygroup.com/collections/cg-tools-platform>; <https://www.thecareygroup.com/carey-guides-overview>



CBT Lifeskills Courses

American Community Corrections Institute

Target of Program: These courses aim to help people in the justice system overcome self-defeating thoughts and behaviors, and address several of the most influential criminogenic needs.

Program Description: Adult courses cover a range of topics, from anger management and cognitive awareness to substance use and sex offenses.

Program Support: Studies show high completion rates for the CBT Lifeskills courses and low recidivism rates among participants; however, more research is needed to determine the cause-and-effect relationship between the courses and recidivism reduction.

Cost: Adult courses cost \$95 per referral. Bulk discounts are available.

Program Delivery: Courses are available as printed workbooks or as self-directed eLearning courses.

Training: Free webinar and onsite trainings are available.

Facilitation in PA: One Pennsylvania jurisdiction uses an external provider to facilitate the Lifeskills program.

For More Information: <https://correctionslifeskills.com/wp-content/uploads/2022/06/LSL-Brochure-March-2020-Digital.pdf>; <https://www.lifeskillslink.com/curriculum>



Cognitive Behavioral Interventions

University of Cincinnati Corrections Institute

Target of Program: The University of Cincinnati Corrections Institute (UCCI) has developed a variety of cognitive behavioral interventions. For example, Cognitive Behavioral Interventions — Core Adult (CBI-CA) broadly targets all criminogenic needs for adult populations who are at moderate to high risk of recidivism. Cognitive Behavioral Interventions — Substance Use Adult (CBI-SUA) is for people who are moderate to high need in the area of substance use, and it is well suited for justice populations.

Program Description: UCCI’s interventions are based on cognitive behavioral theory and emphasize skill building. Modules in CBI-CA focus on motivational engagement, an introduction to basic cognitive behavioral interventions, the role of thoughts in behavior change, the role of feelings in behavior change, the influence of personality traits in shaping behavior, social skills training, problem solving, maintaining gains, and success planning. Modules in CBI-SUA focus on motivational engagement, cognitive restructuring, developing relapse prevention strategies, the role of feelings in behavior change, social skills training, problem solving, and success planning. Interventions can be used on a stand-alone basis or they can be integrated into a larger program.

Program Support: UCCI’s cognitive behavioral interventions follow the RNR (risk-need-responsivity) model of effective practices and are based on social learning theory, cognitive theory, and behaviorism—all of which have been heavily researched and shown to support risk reduction.

Cost: Program materials are provided as part of facilitator training.

Program Delivery: UCCI’s cognitive behavioral interventions are offered in a semi-open group program; there are designated entry points to ensure that sessions that build off of each other remain intact. The recommended group size is no more than 10 people with one facilitator and no more than 16 people with two or more facilitators. Each session is designed to be 90 minutes.

Training: Facilitator training is required and is available as a 4-day in-person training for a maximum of 18 participants or as a virtual training for a maximum of eight participants conducted across 8 half-days within two weeks. Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Five jurisdictions currently use staff and eight jurisdictions use an external provider to facilitate one of the UCCI’s cognitive behavioral interventions.

For More Information: <https://cech.uc.edu/about/centers/ucci/products/interventions/group-interventions.html>



The Courage to Change

The Change Companies

Target of Program: The Courage to Change is an Interactive Journaling system that was developed for use with community supervision. The journals are based on cognitive behavioral theory and help people address problem areas identified by a risk/needs assessment.

Program Description: The Courage to Change is a structured, experiential writing practice that helps people modify their behavior as they progress through the stages of change. It includes 12 journals: *Getting Started, Social Values, Responsible Thinking, Self-Control, Peer Relationships, Family Ties, Substance Use, Seeking Employment, and Recreation and Leisure*. Facilitator guides are available for nine of the journals.

Program Support: The Courage to Change is based on the risk-need-responsivity model. Each journal incorporates motivational interviewing, cognitive behavioral interventions, expressive writing, and stages of change—four modalities that have been heavily researched and that correlate with positive behavior change.

Cost: A complete set of printed The Courage to Change journals costs \$29.50. Titles are also available individually, ranging in price from \$3.10 to \$5.00. A complete set of nine printed facilitator guides costs \$218.00, with individual guides costing \$26.00 each. All journals and facilitation guides are also available digitally.

Program Delivery: The Courage to Change may be implemented in one-on-one interventions or in groups, which may be open.

Training: Training on key facilitation skills is recommended for those facilitating Interactive Journaling, including The Courage to Change. Foundational Facilitation Skills for Interactive Journaling is a 90-minute on-demand training available on The Change Companies' Fidelity Platform. It is focused on basic principles and facilitation techniques, such as active listening, open-ended questioning, and creating a safe and supportive environment. It is a prerequisite to other recommended trainings, including the Evidence-Based Facilitation Skills for Interactive Journaling two-day training. This training focuses on building therapeutic relationships, practicing motivational skills, preparing for sessions, and using effective facilitation techniques in individual and group settings. Evidence-Based Facilitation Skills for Interactive Journaling is offered as both an in-person and virtual training and includes one-year access to the Fidelity Platform. Training for coaches/trainers is also offered. Costs are available upon request.

Facilitation in PA: Three jurisdictions currently use staff and three jurisdictions use an external provider to facilitate The Courage to Change.

For More Information: <https://shop.changecompanies.net/collections/the-courage-to-change>



Decision Points

Decision Points Authors LLC

Target of Program: Decision Points is a cognitive behavioral intervention that addresses the risk, needs, and responsiveness of medium to high risk youth and adults who are involved in the justice system.

Program Description: Decision Points targets antisocial thinking—helping people recognize harmful thoughts and engage in less risky thinking and behavior. It incorporates a four-step process to help people “slow down” their thinking prior to acting. This program can be used individually or in tandem with other behavior programs.

Program Support: Decision Points has been pilot tested and implemented with youth and adult groups in a range of correctional settings. It is based on the cognitive behavioral model, which has been highly researched and found to be effective in creating positive behavior change.

Cost: Program materials are provided as part of facilitator training.

Program Delivery: Decision Points is offered in a group setting, with two trainers delivering the program to groups of six to eight participants either in person or virtually. As an open entry/open exit program, it can be delivered as a brief or more intensive intervention.

Training: Training is required to deliver Decision Points. Facilitator training is offered either in person—for up to 9, 18, or 27 people—as a 20-hour course (2.5–3 days) or online—for 6–16 people—as a 24-hour course (8 daily sessions of 3 hours over 2 weeks). Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Three jurisdictions use an external provider to facilitate Decision Points.

For More Information: <https://www.decisionpointsprogram.com/>



Dialectical Behavior Therapy

Marsha Linehan, PhD

Target of Program: Dialectical behavior therapy (DBT) is a comprehensive behavioral intervention that was developed for people with borderline personality disorder (BPD) with chronic and high-risk suicidality, substance dependence, or other disorders. However, DBT has also been shown to be effective for a wide range of other disorders and concerns, most of which are associated with difficulty regulating emotions.

Program Description: DBT is a type of cognitive behavioral therapy that balances the ideas of acceptance (i.e., accepting oneself without judgment) and change (i.e., working to change negative, unhealthy behaviors). The focus is on four core skills: mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness.

Program Support: Studies have found that DBT is effective in the treatment of BPD and reducing suicide risk in people with BPD. One study found that, after a year of treatment, more than 75% of people with BPD no longer met the diagnostic criteria for the condition. Research has also found that DBT appears to be effective in treating PTSD, depression, and anxiety, and that it may be useful in treating children with disruptive mood dysregulation disorder.

Cost: A participant workbook is available for purchase or can be provided by the facilitator but is not required. Cost varies depending on the provider.

Program Delivery: DBT involves weekly sessions with a DBT therapist, skills training in a group setting (once a week for approximately 2.5 hours), phone crisis coaching, and homework (i.e., using a DBT workbook or worksheets). There are 10 lessons for each of the four core skills. In a clinical setting, learning all the skills typically takes 6 months.

Training: DBT is facilitated by mental health professionals certified to provide DBT. DBT certification is a lengthy process. It includes an exam that assesses knowledge of DBT and a work product demonstration that assesses a person's ability to apply that knowledge to an actual client. There are annual fees and other requirements to maintain certification. Cost of certification is available upon request.

Facilitation in PA: Eight jurisdictions use an external provider to facilitate DBT.

For More Information: <https://dbt-lbc.org/>



Effective Practices in Community Supervision

University of Cincinnati Corrections Institute

Target of Program: Effective Practices in Community Supervision (EPICS) offers a structured approach to client sessions and is based on the principles of effective intervention and core correctional practices.

Program Description: EPICS focuses on building a collaborative relationship with clients, setting goals, identifying targets for change, cognitive restructuring, structured skill building, problem solving, and responding to prosocial and noncompliant behavior. It also teaches a four-part appointment structure: check-in, review, intervention, and homework.

Program Support: EPICS is based on the principles of effective intervention—risk, need, responsivity, and fidelity—all of which have been heavily researched and been shown to contribute to behavior change. One study⁴ found that when people at a high risk for recidivism were supervised by staff who maintained high fidelity to the EPICS model, their rates of reincarceration, arrests for a new crime, and technical violations decreased. EPICS has been designated by NIJ’s CrimeSolutions as a “promising” practice.

Program Cost: Program materials are provided as part of facilitator training.

Program Delivery: The EPICS model is used during one-on-one interactions.

Training: Facilitator training is required and is available as a 3-day in-person training for a maximum of 30 participants or five half-days of virtual training for a maximum of 15 participants. Five months of follow-up coaching follows training. Train the trainers courses are also offered. Costs are available upon request.

Facilitation in PA: Staff in seven jurisdictions use the EPICS model in their one-on-one interactions.

For More Information: <https://cech.uc.edu/about/centers/ucci/products/interventions/individual-interventions.html>



Life Skills

The Change Companies

Target of Program: Life Skills offers a guided, self-reflective journaling approach to behavioral health.

Program Description: The four Interactive Journals included in Life Skills—Core Skills, Feelings, Daily Life, and Healthy Relationships—help participants make healthy choices. Facilitator guides are available for all four journals.

Program Support: Each journal incorporates motivational interviewing, cognitive behavioral interventions, expressive writing, and stages of change: four modalities that have been heavily researched and that correlate with positive behavior change.

Cost: A complete set of Life Skills journals costs \$15.20. Titles are also available individually for \$3.80. A complete set of facilitator guides costs \$44.00, with individual guides costing \$20.00 each.

Program Delivery: Life Skills may be implemented in one-on-one interventions or in groups, which may be open.

Training: Training on key facilitation skills is recommended for those facilitating Interactive Journaling, including Life Skills. Foundational Facilitation Skills for Interactive Journaling is a 90-minute on-demand training available on The Change Companies' Fidelity Platform. It is focused on basic principles and facilitation techniques, such as active listening, open-ended questioning, and creating a safe and supportive environment. It is a prerequisite to other recommended trainings, including the Evidence-Based Facilitation Skills for Interactive Journaling two-day training. This training focuses on building therapeutic relationships, practicing motivational skills, preparing for sessions, and using effective facilitation techniques in individual and group settings. Evidence-Based Facilitation Skills for Interactive Journaling is offered as both an in-person and virtual training and includes one-year access to the Fidelity Platform. Training for coaches/trainers is also offered. Costs are available upon request.

Facilitation in PA: One jurisdiction uses an external provider to facilitate Life Skills.

For More Information: <https://shop.changecompanies.net/collections/life-skills>



Moral Reconciliation Therapy

Correctional Counseling, Inc.

Target of Program: Moral Reconciliation Therapy (MRT) is a cognitive behavioral treatment system that leads to enhanced moral reasoning, better decision making, and more appropriate behavior. It is designed for youth and adults at medium and high risk of recidivism.

Program Description: MRT is a workbook-based cognitive behavioral approach. The main workbook, *How to Escape Your Prison*, focuses on antisocial thinking, substance use, and co-occurring disorders. There are also variations of the workbook for specific populations and needs (e.g., veterans, domestic violence, trauma, parenting). A facilitator guide provides details on how to structure and facilitate MRT sessions.

Program Support: Developed in 1985 by Dr. Gregory Little and Dr. Kenneth Robinson, over 200 published outcome studies have documented that people who are justice-involved who are treated using MRT show significantly lower recidivism for periods as long as 20 years after treatment. In addition, MRT has been shown to decrease substance use, reduce disciplinary infractions, increase program participation and completion, enhance life purpose, and increase moral reasoning. In 2008, MRT was given the status of an “evidence-based program” by the Substance Abuse and Mental Health Services Administration.

Cost: *How to Escape Your Prison* costs \$27.00/workbook, with bulk discounts available. Facilitator Guides are available for \$35.00 each.

Program Delivery: MRT is offered as a small-group intervention online or, preferably, in person. The program includes 16 steps, with 12 of them usually completed in 30 sessions that are conducted on a weekly or twice weekly basis. Participants complete homework before each session and discuss the homework during the session. MRT is designed for an open group.

Training: An initial four-day, 32-hour training is required to facilitate MRT and to purchase and use the client workbooks. There are also advanced, trauma-focused, domestic violence, and other MRT trainings. Training is available online and in person. Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Four jurisdictions currently use staff and eight jurisdictions use an external provider to facilitate MRT.

For More Information: <https://www.ccimrt.com>



Moving On

Marilyn Van Dieten

Target of Program: Moving On is an evidence-based intervention for women who are at risk or involved in the justice system. Its primary goal is to provide them with alternatives to illegal activity by helping them mobilize and build personal strategies, natural supports, and community resources.

Program Description: Moving On integrates cognitive behavioral, strength-based, and trauma-informed approaches. Focused on the empowerment of women, the program has four main themes: encouraging personal responsibility and enhancing motivation for change; expanding connections and building healthy relationships; skill enhancement, development, and maintenance; and relaxation and stress management skills.

Program Support: Research has shown that there is a statistically significant reduction in rearrest (31%) and reconviction (38%) with women who have completed Moving On when compared to a control group; however, the program did not have a significant impact on reincarceration for new offenses or on technical violation revocations. NIJ's CrimeSolutions has identified Moving On as a "promising" program.

Cost: Moving On can be purchased for \$689. The package includes six modules delivered in five facilitator's guides, a USB containing the program manual and all reproducible handouts, and one DVD featuring real Moving On participants demonstrating the skills they learned in the program.

Program Delivery: Moving On is a flexible, open-ended curriculum. Modules 1 and 6, which are designed to engage women in the program and transition them out of the program, are delivered in one-on-one interactions, while modules 2–5 are delivered in a group setting. Each session has approximately 2 hours of program content. There are a total of 23 group sessions; they can be delivered up to three times per week for women in jail or prison or up to twice a week for women in the community.

Training: Moving On training is recommended but is not required. Costs are available upon request.

Facilitation in PA: Two jurisdictions currently use staff to facilitate Moving On.

For More Information: <https://www.orbispartners.com/interventions-women>; <https://www.hazelden.org/store/item/11528>



Reasoning & Rehabilitation

The Cognitive Centre of Canada

Target of Program: Reasoning & Rehabilitation (R&R) teaches social cognitive skills and values that are key to prosocial behavior. The program is designed for people assessed as being at medium to high risk for recidivism.

Program Description: R&R helps people reframe their thoughts and alter their behaviors. It focuses on metacognition, self-control, emotional management, interpersonal cognitive problem-solving skills, interpersonal skills, critical reasoning, creative thinking, values enhancement, self-monitoring, communication, prosocial life story, and relapse prevention. A more recent version, R&R2, is available from the developers. It is shorter than R&R, is guided by additional research, and is tailored to the needs of either youth or adults. As an example, R&R2 for Adults teaches skills such as problem-solving, consequential thinking, social skills, balance, emotional competence, values, conflict resolution, rational thinking, and social perspective-taking.

Program Support: Extensive studies on R&R and R&R2—including more than 60 international evaluations, meta-analyses, and cost-benefit analyses—show reductions in recidivism for participants, net savings, and a reduction in other costs (e.g., healthcare, emotional distress of victims, financial and economic burden to families of both victims and people who are justice involved).

Cost: Trainer’s kits cost \$579.00 + shipping and handling. Each kit includes a program handbook that articulates the program principles and provides detailed step-by-step instructions, including a model script, for delivering the program; PowerPoint slides for each session; a reproducible participants’ workbook; a wallet-sized card to remind participants of the steps to follow when solving problems, and a reproducible certificate of achievement.

Program Delivery: R&R and R&R2 are meant to be delivered in groups of 6–8, although programs can be conducted with 4–10 participants. Groups are meant to be closed groups; however, there are some options for a staggered entry. R&R consists of 35 two-hour sessions that can be taught in 14 weeks; R&R2 for Adults is a 14-session program, with each session 90 minutes long. It is recommended that sessions be delivered twice a week for seven weeks, although they can be delivered three times a week over the course of 5 weeks.

Training: Those wishing to facilitate R&R must participate in a three-day in-person training. Training for trainers is also offered. Costs are available upon request.

Facilitation in PA: Two jurisdictions use an external provider to facilitate R&R.

For More Information: <https://cognitivecentre.ca/r%26r-programs>; https://www.academia.edu/9330737/Reasoning_and_Rehabilitation_2_for_Adults



Seeking Safety

Lisa Najavitz/Treatment Innovations

Target of Program: Seeking Safety is an evidence-based counseling model addressing the comorbid conditions of post-traumatic stress disorder (PTSD) and substance use disorder (SUD). It can be used with adolescents and adults of diverse ethnicities and cultures, and all genders, who have experienced all types of trauma and addiction.

Program Description: Seeking Safety is a flexible program, with 25 topics, some or all of which can be covered in any order. Topics include: Introduction/Case Management, Safety, PTSD: Taking Back Your Power, When Substances Control You, Honesty, Asking for Help, Setting Boundaries in Relationships, Getting Others to Support Your Recovery, Healthy Relationships, Community Resources, Compassion, Healing from Anger, Creating Meaning, Discovery, Integrating the Split Self, Recovery Thinking, Taking Good Care of Yourself, Commitment, Respecting Your Time, Coping with Triggers, Self-Nurturing, Red and Green Flags, Detaching from Emotional Pain (Grounding), Life Choices, and Termination.

Program Support: Seeking Safety has been well-researched since 1998, consistently exhibiting positive results in the comorbid treatment of PTSD and SUD. One of the most recent studies,⁵ a 2023 meta-analysis conducted by Sherman et al., affirmed these findings as well as the finding that it is easier to see improvement in PTSD than in SUD. In addition, the meta-analysis found that the effects are comparable for those participating in the full version of Seeking Safety and those participating in abbreviated versions.

Cost: *Seeking Safety*, available as a printed book and as an eBook (in pdf format), includes everything needed to conduct the model, including facilitator guidance and client handouts. It can be purchased for \$69.00.

Program Delivery: Seeking Safety can be delivered online or in person, in one-on-one interactions or in group settings.

Training: While training is not required, in-person, online, self-directed, or DVD trainings can facilitate implementation.

Facilitation in PA: Two jurisdictions currently use staff and nine jurisdictions use an external provider to facilitate Seeking Safety.

For More Information: <https://www.treatment-innovations.org/seeking-safety.html>



Stopping Abuse for Everyone

The Change Companies

Target of Program: Stopping Abuse for Everyone (SAFE) is an 88-page interactive journal that helps people explore how past experiences, high-risk beliefs, and maladaptive thinking have led to abusive behavior.

Program Description: SAFE is designed to help participants develop positive and prosocial skills as well as a plan to stop abusive behaviors and create healthier relationships.

Program Support: SAFE is based on the risk-need-responsivity model. The journal incorporates motivational interviewing, cognitive behavioral interventions, expressive writing, and stages of change—four modalities that have been heavily researched and that correlate with positive behavior change.

Cost: The SAFE journal costs \$15.00, and the SAFE facilitation guide, with suggested activities, notes, and scripts for each session, costs \$146.

Program Delivery: SAFE may be implemented in one-on-one interactions or in groups, which may be open.

Training: Training on key facilitation skills is recommended for those facilitating Interactive Journaling, including SAFE. Foundational Facilitation Skills for Interactive Journaling is a 90-minute on-demand training available on The Change Companies' Fidelity Platform. It is focused on basic principles and facilitation techniques, such as active listening, open-ended questioning, and creating a safe and supportive environment. It is a prerequisite to other recommended trainings, including the virtual or in-person Evidence-Based Facilitation Skills for Interactive Journaling two-day training. This training focuses on building therapeutic relationships, practicing motivational skills, preparing for sessions, and using effective facilitation techniques in individual and group settings. Evidence-Based Facilitation Skills for Interactive Journaling is offered as both an in-person and virtual training and includes one-year access to the Fidelity Platform. Training for coaches/trainers is also offered. Costs are available upon request.

Facilitation in PA: One jurisdiction uses an external provider to facilitate SAFE.

For More Information: <https://shop.changecompanies.net/products/dv1>



Strategies for Self-Improvement and Change

Kenneth W. Wanberg and Harvey B. Milkman

Target of Program: Strategies for Self-Improvement and Change (SSC) is for adults with a history of both illegal behavior and substance misuse. The program is designed to help prevent relapse and recidivism and encourage meaningful and responsible living.

Program Description: SSC is a cognitive behavioral program that looks at the intersection of illegal behavior and substance misuse. It is built around three phases: Challenge to Change: Building Knowledge and Skills for Responsible Living; Commitment to Change: Strengthening Skills for Self-Improvement, Change, and Responsible Living; and Taking Ownership of Change: Lifestyle Balance and Healthy Living.

Program Support: SSC relies heavily on stages of change and motivational interviewing, both of which have been heavily researched and been found to correlate with positive behavior change.

Cost: The SSC curriculum includes the provider's guide, which includes clear guidelines for delivering the 50 sessions in SSC's 12 modules; participant workbook; and Progress and Change Evaluation (PACE) Monitor Handbook to help evaluate participant progress. Contact SAGE customer service for pricing.

Program Delivery: SSC is facilitated in either a closed or open group (with rolling admissions) setting. It should be delivered 1–5 times/week over a minimum of four months and preferably over a 6–12-month period.

Training: Facilitation can be done by anyone who meets the qualifications for delivering substance use treatment in the jurisdiction (e.g., substance use and correctional specialists, counselors, therapists, treatment agencies). Specific SSC training is not required, although a three-day training workshop is recommended. Costs are available upon request.

Facilitation in PA: Nine jurisdictions use an external provider to facilitate SSC.

For More Information: <https://us.sagepub.com/en-us/nam/ssc>



Thinking for a Change

Jack Bush, PhD, Barry Glick, PhD, and Juliana Taymans, PhD/National Institute of Corrections

Target of Program: Thinking for a Change (T4C) is an integrated cognitive behavioral change program developed under a cooperative agreement with the National Institute of Corrections (NIC). It is designed for youth and adults assessed as being at moderate to high risk of recidivism to address their cognitive, social, and emotional needs. In particular, T4C targets antisocial attitudes and behavior patterns.

Program Description: T4C is a 25-lesson curriculum designed to change people’s criminogenic thinking. The program includes cognitive restructuring, social skills development, and the development of problem-solving skills. Topics covered include understanding how thinking controls actions, the importance of noticing thinking patterns, recognizing thinking that leads to trouble, active listening, asking questions, giving feedback, responding to the feelings of others, and how to prepare for a stressful conversation, respond to anger, and deal with accusations.

Program Support: Studies on T4C have shown a statistically significant reduction in recidivism (13%) for those who completed the program compared to the control group. NIJ’s CrimeSolutions has rated T4C as a “promising” program.

Cost: The T4C curriculum, with exercises, notes, and walkthroughs for each lesson, is available for free by submitting an application through NIC’s website.

Program Delivery: T4C is a closed group program that is ideally offered twice a week with 8–12 participants. Some lessons require more than one session, so a typical delivery cycle may take 30 sessions. Each session is one to two hours.

Training: T4C is ideally facilitated by two trained facilitators. A 32-hour Formal Facilitator Training is required for those delivering the program. Training is available for free through NIC, although participants/agencies are responsible for paying travel, lodging, per diem, and printing costs. Training for trainers is also available.

Facilitation in PA: Seven jurisdictions currently use staff and eleven jurisdictions use an external provider to facilitate T4C.

For More Information: <https://nicic.gov/resources/resources-topics-and-roles/topics/thinking-change>



Thinking for Good

Correctional Counseling, Inc.

Target of Program: Thinking for Good is used primarily as a precursor to moral reconnection therapy (MRT) to prepare resistant clients for a longer-term program.

Program Description: This program consists of a 70-page workbook that addresses antisocial thinking patterns (e.g., “Everyone lies, cheats, and steals,” “No one can be trusted,” “The rules don’t apply to me”).

Program Support: While there is no research on Thinking for Good, a great deal of research has been conducted on MRT, which has been found to be very effective in helping people change their behavior.

Program Delivery: Thinking for Good is designed for an open group and consists of 10 weekly sessions: one for each of the program’s 10 modules. Participants complete a module before the session and discuss the homework in the group setting.

Training: Training is not required for Thinking for Good. A facilitator guide is available to assist with program delivery.

Facilitation in PA: One jurisdiction uses an external provider to facilitate Thinking for Good.

For More Information: <https://moral-reconnection-therapy.com/thinking-for-good.html>



Appendix B: Effective Interventions Survey: Summary of Results

In January 2024, the PA EBP Effective Interventions Workgroup surveyed the county chief adult probation and parole officers to determine which effective programs and interventions were currently being used. Fifty-six of the 66 county adult probation and parole departments responded to the survey, for an 85% response rate. In reviewing the list of counties that did not respond, the vast majority were smaller counties, and most likely have limited internal or external programs.

Effective programs and interventions were defined as programs or tools that have been shown to be effective in reducing a person's risk of being rearrested. They are researched or researched-informed, target criminogenic needs (usually the four most influential), and are structured. Staff usually require training, and the programs and interventions often use a cognitive behavioral approach and help develop specific skills.

The survey questions focused on 15 programs or tools that were believed to be used in Pennsylvania. The chiefs were asked which programs were being facilitated by internal staff and which were being facilitated by external providers.

Overall Effective Program Use

Forty-four of the 56 counties that responded (79%, or 67% statewide) indicated that effective programs and tools were available either internally or externally. The top programs/tools reported are as follows:

1. Thinking for a Change (NIC)
2. Adult Crossroads (NCTI)
3. Brief Intervention Tools (Carey Group)
4. Cognitive Behavioral Interventions (UCCI)
5. Moral Reconciliation Therapy (Correctional Consulting, Inc.)

Several counties reported that previously offered programs were discontinued due to staffing restrictions, COVID-19, and program closures; some counties reported that new programs will be offered in the coming year; and some smaller counties reported limited resources.



Internal Programs

Thirty-one of the 56 counties that responded (55%, or 47% statewide) indicated that staff are currently trained in and using one of the effective programs and tools. The most common programs/tools being used internally are as follows:

1. Brief Intervention Tools (Carey Group)
2. Carey Guides (Carey Group)
3. Adult Crossroads (NCTI)
4. Effective Practices in Community System (UCCI)
5. Thinking for a Change (NIC)

External Programs

Twenty-six of the 56 counties that responded (46%, or 39% statewide) indicated that external providers are facilitating one of the effective programs or tools. The most common programs/tools being used externally are as follows:

1. Thinking for a Change (NIC)
2. Seeking Safety (Lisa Najavitz/Treatment Innovations)
3. Strategies for Self-Improvement and Change (Kenneth W. Wanberg and Harvey B. Milkman)
4. Dialectical Behavioral Therapy (Marsha Linehan, PhD)
5. Moral Reconciliation Therapy (Correctional Consulting, Inc.)

Several counties indicated that they were not aware of what programs or tools external providers were using.



Notes

1. The terms in table 1 are adapted from research conducted by Donald Andrews and James Bonta. See, for example: Andrews, D. A., & Bonta, J. (2015). *The psychology of criminal conduct* (5th ed.). Routledge. Andrews and Bonta include “criminal history” as one of the eight most influential criminogenic needs; however, it is not included here because it is a static risk factor (i.e., it cannot be changed as a result of intervention). In addition, they combine employment and education.

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