

# SOARING 2 Pilot Summary

Center for Advancing Correctional Excellence, ACE!  
Department of Criminology, Law & Society  
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BJA: 2010-DB-BX-K07

# Acknowledgements

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# Acknowledgements

- Special Thanks to the Hidalgo County C.S.C.D. and the San Francisco Adult Probation Department

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CSO Supervisor

# Evidenced Based Practices Lead to Better Positive Outcomes



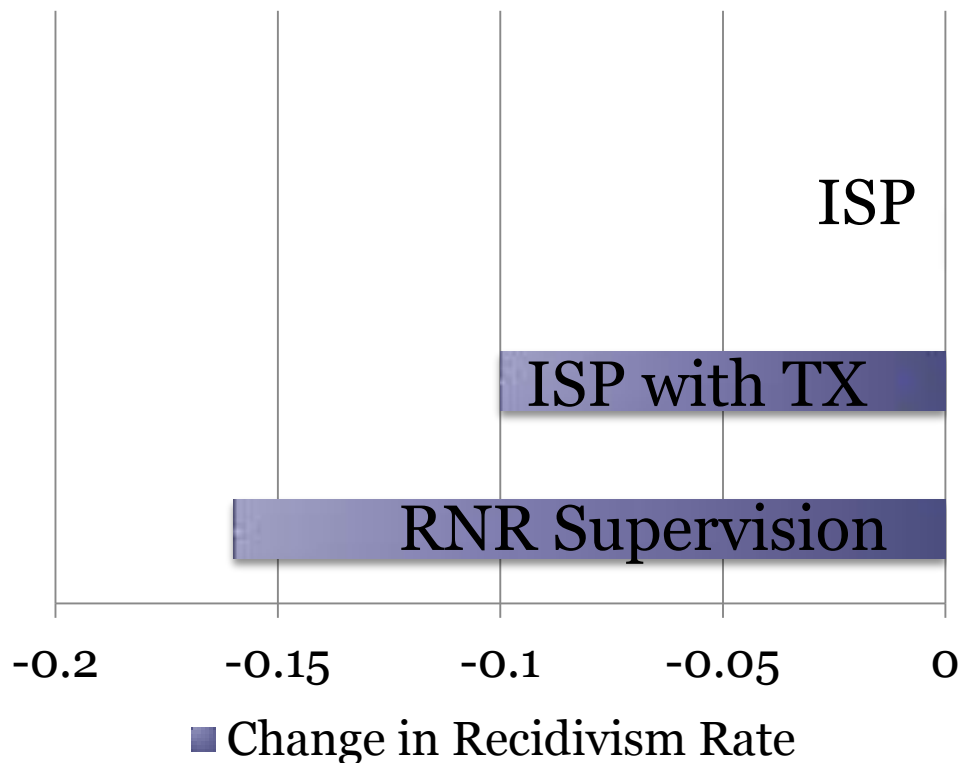
- Education (Psycho-Social)
- Non-Directive Counseling
- Directive Counseling
- Motivational Interviewing
- Moral Reasoning
- Emotional Skills
- 12 Step with Curriculum
- **Cognitive Processing**
- **Cognitive Behavioral**  
(Social Skills, Behavioral Management, etc.)
- **Therapeutic Communities**
- **Contingency Management/Token Economies**
- **Intensive Supervision**
- **Boot Camp**
- **Case Management**
- **TASC**
- **DTAP (Diversion to TX, 12 Month Residential)**
- **Tx with Sanctions (e.g. Break the Cycle, Seamless System, etc.)**
- **Drug Courts**
- **RNR Supervision**
- **In-Prison Tx (TC) with Aftercare**

# What is Evidence-Based Supervision?

- Using risk and needs assessments to determine appropriate levels of treatment and controls
- Working to build offender engagement in supervision/treatment and motivation to change
- Involving offenders in the case planning process
- Teaching offenders how to recognize and manage their triggers

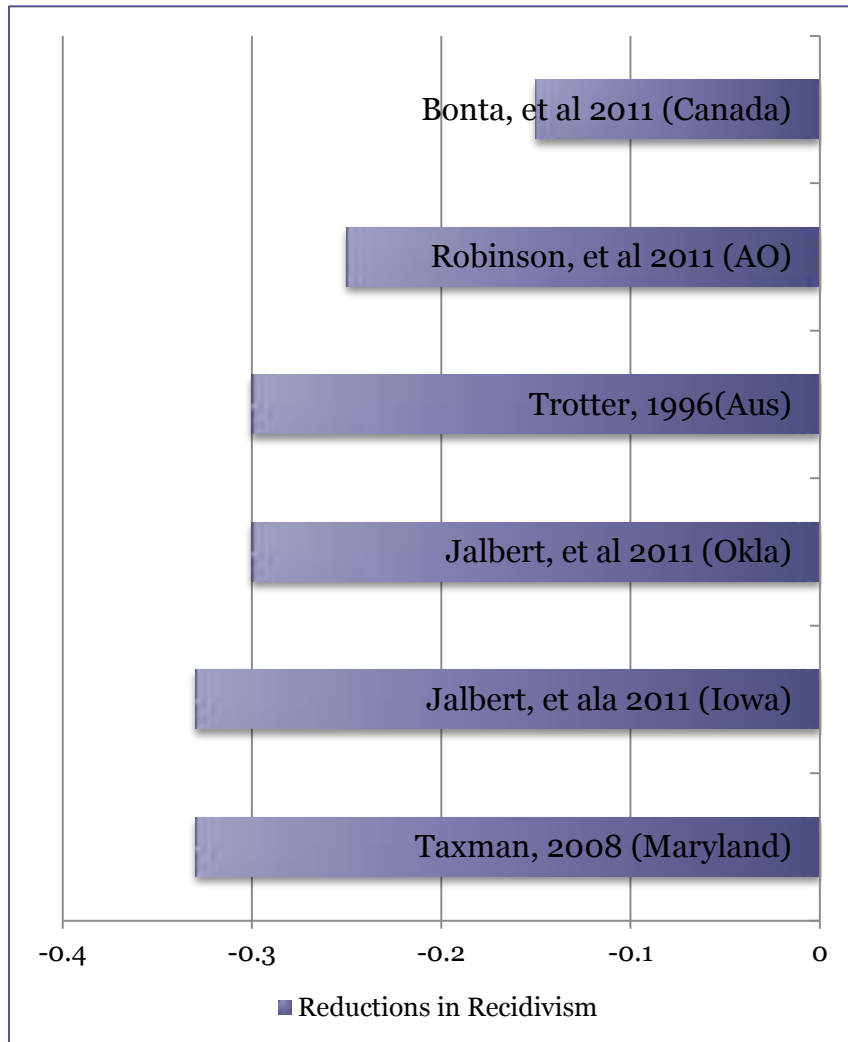
# Systematic Review on Supervision Models

## Change in Recidivism Rates



- Drake, 2011 identifies the importance of Officer Actions & Attitudes
- Treatment is *undefined* in many of these studies
- Clustered studies according to various conceptual frameworks

# State of Knowledge about RNR Supervision



- RNR Supervision
  - Risk & Needs Assessment
  - Criminogenic Needs
  - Referral to Appropriate Tx
  - Focus on Problem Solving
- Less attention to nature of Treatment Services Per Se
- Bonta, et al 2011 directly measure PO practices to work with offenders
- Taxman focused on Focus on Criminogenic Needs, Goal oriented supervision
- Jalbert, et al focused on principles of RNR including caseload size, assessment tools, etc.

# Adoption of EBPs

- Growing body of knowledge about what works
  - Number Needed to Treat (NNT) to prevent one recidivist:

## Sanctions



## Evidence-Based Treatment



## RNR Treatment



- Less than 1/3 of EBPs are adopted
  - Risk/Need assessment, fidelity monitoring, use of CBT, standardized substance abuse assessment, use of graduated sanctions and incentives, etc.





# Evolution of Preparing Staff for EBP in CC

- PCS—focused on RNR with emphasis on communication with organizational supports
- STICS—focused on RNR with emphasis on problem solving
- EPICS—focused on RNR with emphasis on criminal thinking and coaching
- **SOARING2—focused on RNR with emphasis on criminal thinking/SUD, case planning, problem solving and in-house coaches (eLearning + coaching)**

# Situating SOARING2 with other Core Correctional Practices

- Delivery method
- Scope
- Coaching
- Boosters versus check-in
- Consider sequential training

<b>Skills/Themes</b>	<b>PCS</b>	<b>STICS-II</b>	<b>EPICS</b>	<b>STARR</b>	<b>SOARING<sub>2</sub></b>
<b>Utilization of a risk assessment</b>	✓	✓	✓	✓	✓
<b>Behavioral analysis/sequence</b>	✓	✓	✓	?	✓
<b>Effective use of authority</b>	✓	✓	✓	✓	✓
<b>Effective disapproval</b>	✓	✓	✓	✓	✓
<b>Effective reinforcement</b>	✓	✓	✓	✓	✓
<b>Effective problem solving</b>	✓	✓	✓	✓	✓
<b>Active listening</b>	✓	✓	✓	✓	✓
<b>Role clarification</b>	✓	✓	✓	✓	✓
<b>Effective feedback</b>	✓	✓	✓	✓	✓
<b>Application of the cognitive model</b>	✓	✓	✓	✓	✓
<b>Prosocial modeling</b>	✓	✓	✓	✓	✓
<b>Community Partnerships</b>	✓	✓		?	✓
<b>Structured sessions</b>	✓	✓	✓	✓	✓
<b>Refresher courses</b>	✓	✓	✓	✓	✓

# SOARING 2 eLearning Modules

- Consists of five training modules:
  - Risk-Need-Responsivity
  - Motivation and Engagement
  - Case Planning
  - Problem Solving
  - Desistance
- 3 Skill Levels (Basic, Intermediate, Advanced)





# SOARING2

Real Needs Assessment: What is Risk? (Basic Level, Part 1)

## The Risk Principle

This slide contains an important audio clip. Press the play button below.

The **Risk Principle** states that recidivism is reduced when the intensity and duration of interventions and controls match each offender's **Statistical Risk**.

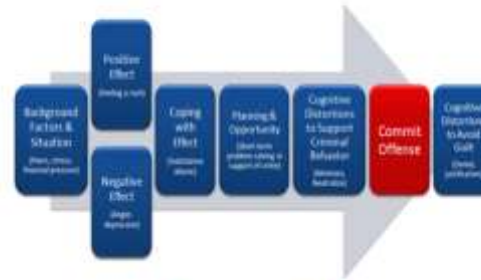
The intensity of interventions should be tailored to the **Statistical Risk** level of the individual offender based on the **Statistical Risk** factors. Low risk cases warrant minimal intervention while high risk cases warrant maximum controls in order to appropriately manage **Statistical Risk**.



Play Narration [audio icon] Slide 7 of 15 [navigation icons]

Problem Solving (Intermediate Level)

## Behavioral Chain



Slide 14 of 27 [navigation icons]

Video Demonstrations



Question 3 **Responsivity** involves consideration of which of the following factors?

Incorrect  
Marked out of 1.00

Select one:

- a. Age at first arrest
- b. Substance use
- c. Literacy **X**
- d. All of the above

The correct answer is:  
All of the above



This product was developed with partners from the University of Massachusetts, Lowell, Mesath, LLC, and Stinky, LLC. We have a collaboration of Universities that assist in the evidence-based components.

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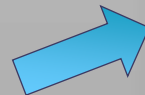
Case Vignettes



Audio Enhancements



Feedback





# SOARING2

Printable Resources



### SOARING 2 – Behavioral Offense Chain

Fill in the Behavioral Offense Chain with your client, focusing on their thoughts, feelings, and external events, setting, and when engaging in criminal activity.

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

The diagram shows a flow from 'Life Situation' to 'External Events', then to 'Thoughts/Feelings', then to 'External Events', and finally to the 'Offense'. There are also boxes for 'Positive Events' and 'Negative Events' on the left side.

### SOARING 2 – Sanctions and Incentives Schedule

Fill in the Sanctions and Incentives Schedule with your client. Identify a primary goal for the client to reach, and then identify desired Target Behaviors to aid the client in reaching that goal. Remember that Sanctions should be appropriate and linked to target behaviors, and Incentives should be meaningful to the client.

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goal	Target Behaviors	Sanctions	Incentives
		1 <sup>st</sup> Failure: _____	1 <sup>st</sup> Week: _____
		2 <sup>nd</sup> Failure: _____	2 <sup>nd</sup> Week: _____
		3 <sup>rd</sup> Failure: _____	3 <sup>rd</sup> Week: _____
		4 <sup>th</sup> Failure: _____	4 <sup>th</sup> Week: _____
		1 <sup>st</sup> Failure: _____	1 <sup>st</sup> Week: _____
		2 <sup>nd</sup> Failure: _____	2 <sup>nd</sup> Week: _____
		3 <sup>rd</sup> Failure: _____	3 <sup>rd</sup> Week: _____
		4 <sup>th</sup> Failure: _____	4 <sup>th</sup> Week: _____

### SOARING 2 – Desistance Process Map

Fill in this Desistance Process Map with your client, focusing on building supports that will assist them with long-term desistance. Use the following key questions to facilitate a discussion about the desistance process:

- What are the client's main areas of Risk and Need?
- Are there any Strengths and Stabilizers available that may counter these areas?
- What Strengths and Stabilizers do you help the client to improve and expand?
- What immediate steps are required to stabilize program toward these Stabilizers?

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

The diagram shows 'Risk and Need Areas' leading to 'Strengths/Stabilizers', and 'Future Stabilizers' leading to 'Short-Term Goals'.

### SOARING 2 – Decision Grid

Fill in the Decision Grid with your client, focusing on a primary **Criminogenic Need**. Help your client walk through the short- and long-term costs and benefits of their decisions related to this Need.

Client Name: \_\_\_\_\_ Date: \_\_\_\_\_

Primary Need: \_\_\_\_\_

Pros of Engaging in Risky Behavior	Cons of Engaging in Risky Behavior
Pros of NOT Engaging in Risky Behavior	Cons of NOT Engaging in Risky Behavior



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Criminology, Law and Society

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# What have we learned?

A decorative horizontal line consisting of a solid teal bar on top, followed by a white bar, and then three thin teal lines on the right side.

# Site Characteristics

	Site A	Site B	Site C	Site D	Site E	Site F
<b>Agency Size (approx.)</b>	100	50	125	125	55	50
<b>Number of SOARING2 Students</b>	52	32	62	109	35	30
<b>Number of coaches</b>	3	3	3	6	3	3
<b>Coaching Experience</b>	Yes	Yes	---	No	No	Yes
<b>Ongoing Efforts with EBPs</b>	Risk assessment, MI training	Risk assessment, fidelity monitoring	Risk assessment, MI, CBT	Risk assessment, T4C, MI	Risk assessment	Risk assessment, MI



	Site A	Site B	Site C	Site D	Site E	Site F	Total
	(n=58)	(n=39)	(n=65)	(n=86)	(n=11)	(n=42)	(n=334)
<b>Staff/Agency Value Concordance</b>							
Identification & Internalization	3.47	3.61	3.50	3.72	3.31*	3.91*	3.61
Compliance	2.59	2.44	2.43	2.55	1.95*	2.36	2.45
<b>Organizational Functioning</b>							
Staffing	2.30	2.16*	2.22	2.85*	2.27	2.72	2.47
Retention	2.41	2.46	2.32	2.64	2.82	2.49	2.51
Training/Skills	3.52	3.12	3.79	3.82*	3.51	3.04*	3.55
Funding	2.56	2.15*	2.35	3.85*	2.53	2.73	2.85
<b>Organizational Climate</b>							
Climate	3.26	3.10	3.36	3.20	3.26	3.21	3.24
<b>Organizational Cynicism</b>							
Cynicism	2.61	2.73	2.55	2.44	2.45	2.33	2.52
<b>*Site mean is statistically significantly different than one or more other sites (p&lt;.05).</b>							

	Site A	Site B	Site C	Site D	Site E	Site F	Total
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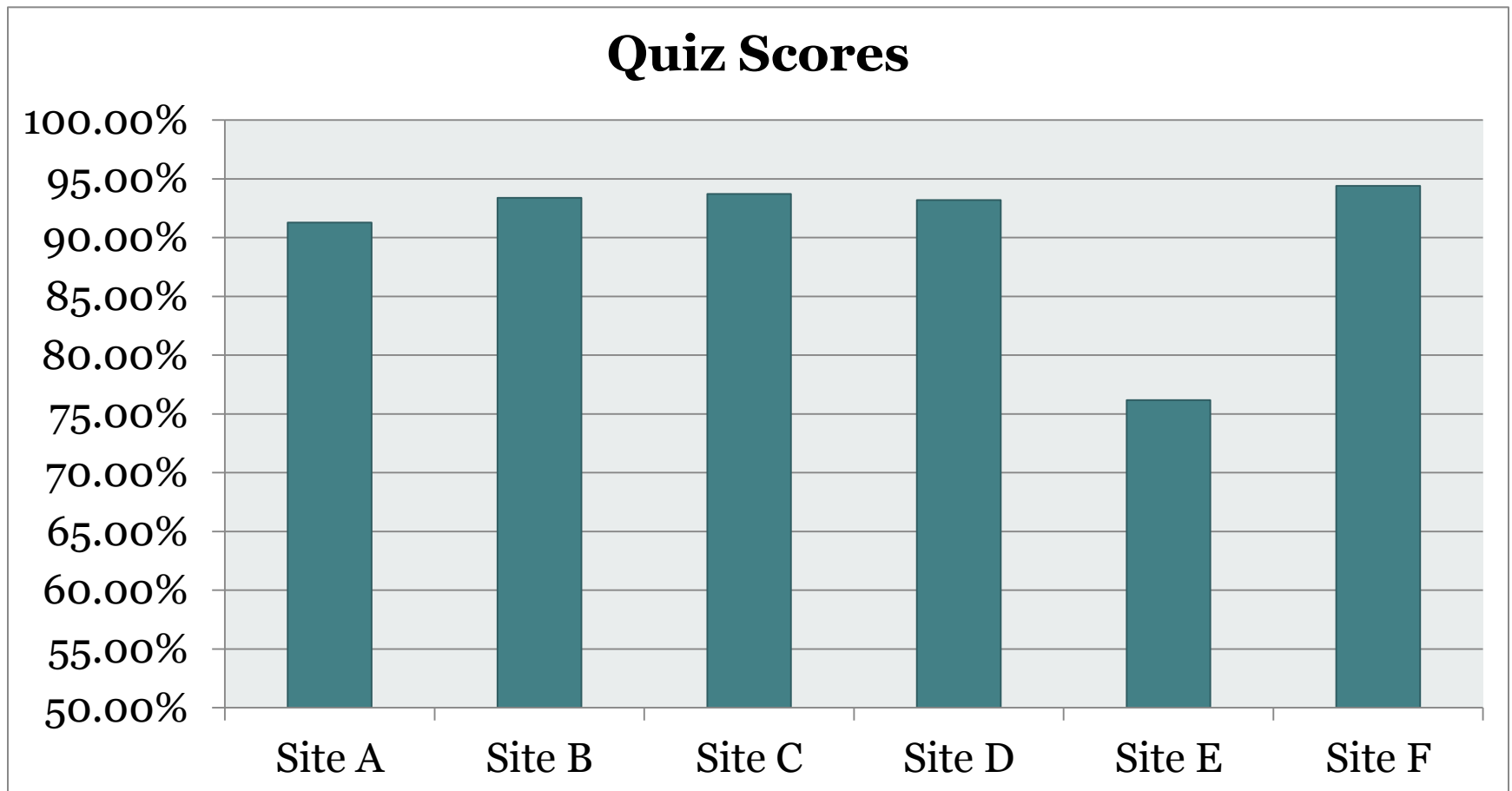
\*Site mean is statistically significantly different than one or more other sites ( $p < .05$ ).

# Core Competencies

	Full Curr.	Risk & Need	Engagement & Motivation	Case Planning	Problem Solving	Desistance
<b>Knowledge</b> (14 Questions)	94.9% (14 Q)	95.2% (7 Q)	95.2% (2 Q)	100% (2 Q)	100% (2 Q)	71.4% (1 Q)
<b>Application</b> (32 Questions)	58.9% (32 Q)	50.9% (16 Q)	63.1% (8 Q)	66.7% (4 Q)	--- (0 Q)	75.0% (4 Q)



# Quiz Scores Summary



# Risk/Needs Assessment & Case Planning

- Need accurate and up-to-date risk/need information to build case plan
  - How long before risk/need assessment is completed?
  - How often are needs reassessed?

Site	Expected Frequency	Actual Frequency	Reassessment Expected Frequency	Reassessment Actual Frequency
A	3-4 weeks	8 Months	12 months	38 days
B	14-30 days	1.5 months	6 months	8.5 months
C	1 week	4.6 months	6 months	8.7 months
D	1 month	2 months	6-12 months	6.26 months
F	1 week	20 days	6-12 months	9.8 months

\*Site E began using a Risk/Needs assessment instrument after this data was collected.

# Offender Treatment Placement

- **Need Principle**
  - Treatment placement should be based on offender's primary criminogenic need
- **Responsivity Principle**
  - PO should take into account prior treatment success/failures

Site	Treatment Matching			Prior Success/Failure	
	Court	RNA	PO Judgment	Informs Current Placement	Does Not Inform Current Placement
A	✓	✓			✓
B	✓	✓		✓	
C	✓	✓	✓		✓
D	✓				✓
F	✓	✓		✓	

\*Administrative data not available for site E at this time.

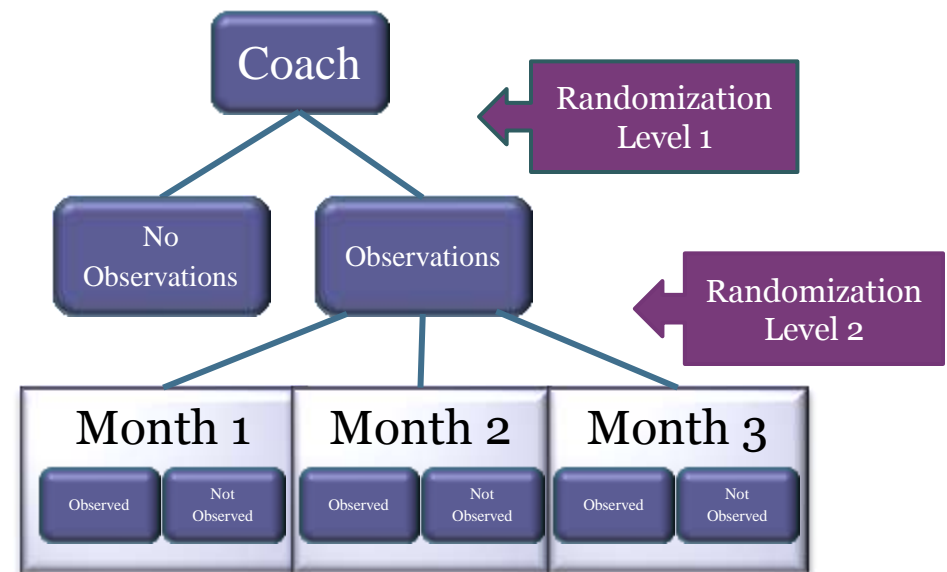
# Redefining the 'Win'

- Supervision outcomes are usually deficits-based
  - Do not reflect the progress offenders have made on supervision
  
- Desistance
  - Process of ending criminal behavior
    - Gradual change, marked by building strengths and protective factors

Common Outcomes	Potential Outcomes
Technical Violations	Abstinence (days clean)
New Arrests/ Warrants	Length of time employed
Revocations	Completion of GED
Reincarceration	Reduction of Needs
Successful Completion	

# Coaching to Improve Use of Skills

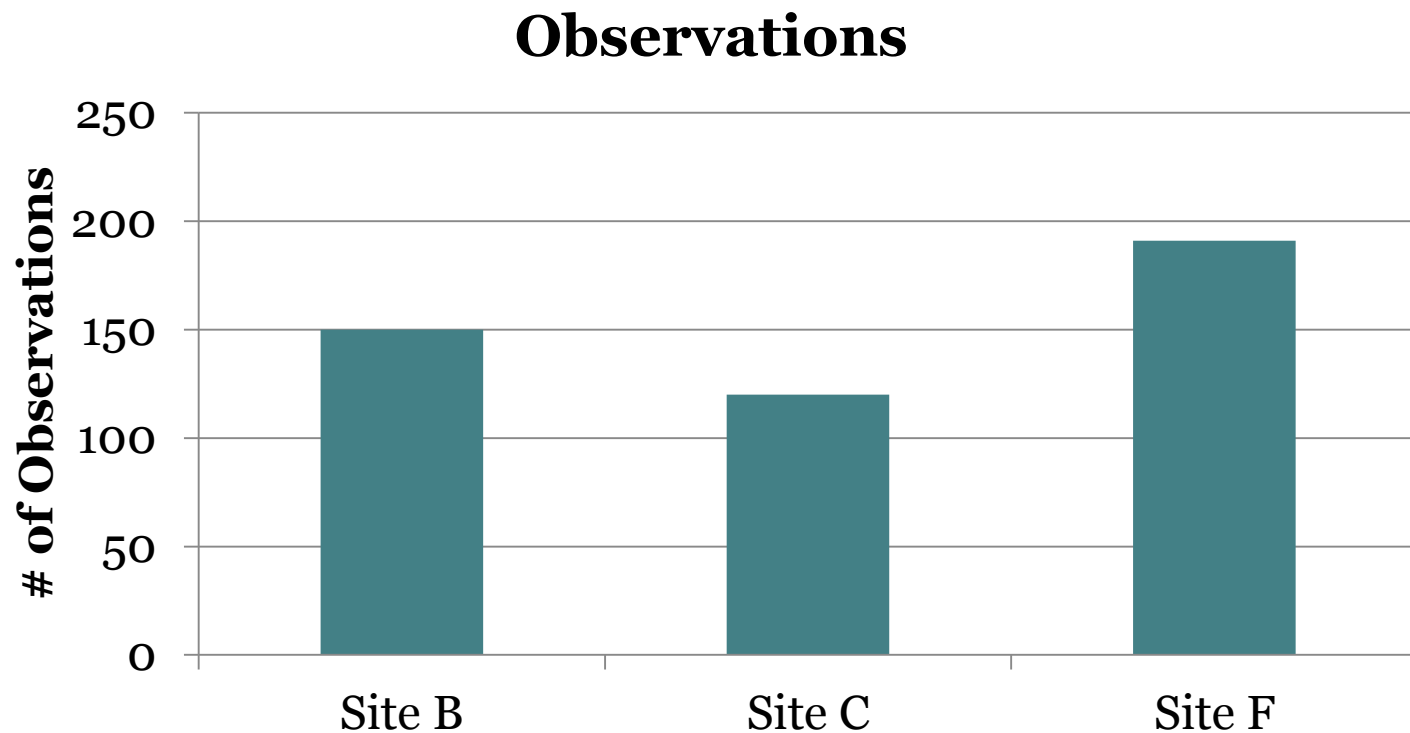
- At least 3 coaches and 30 officers at each site
  - Participants (staff) were randomized to receive coaching or not (50%)
- Observed 3-5 times per month





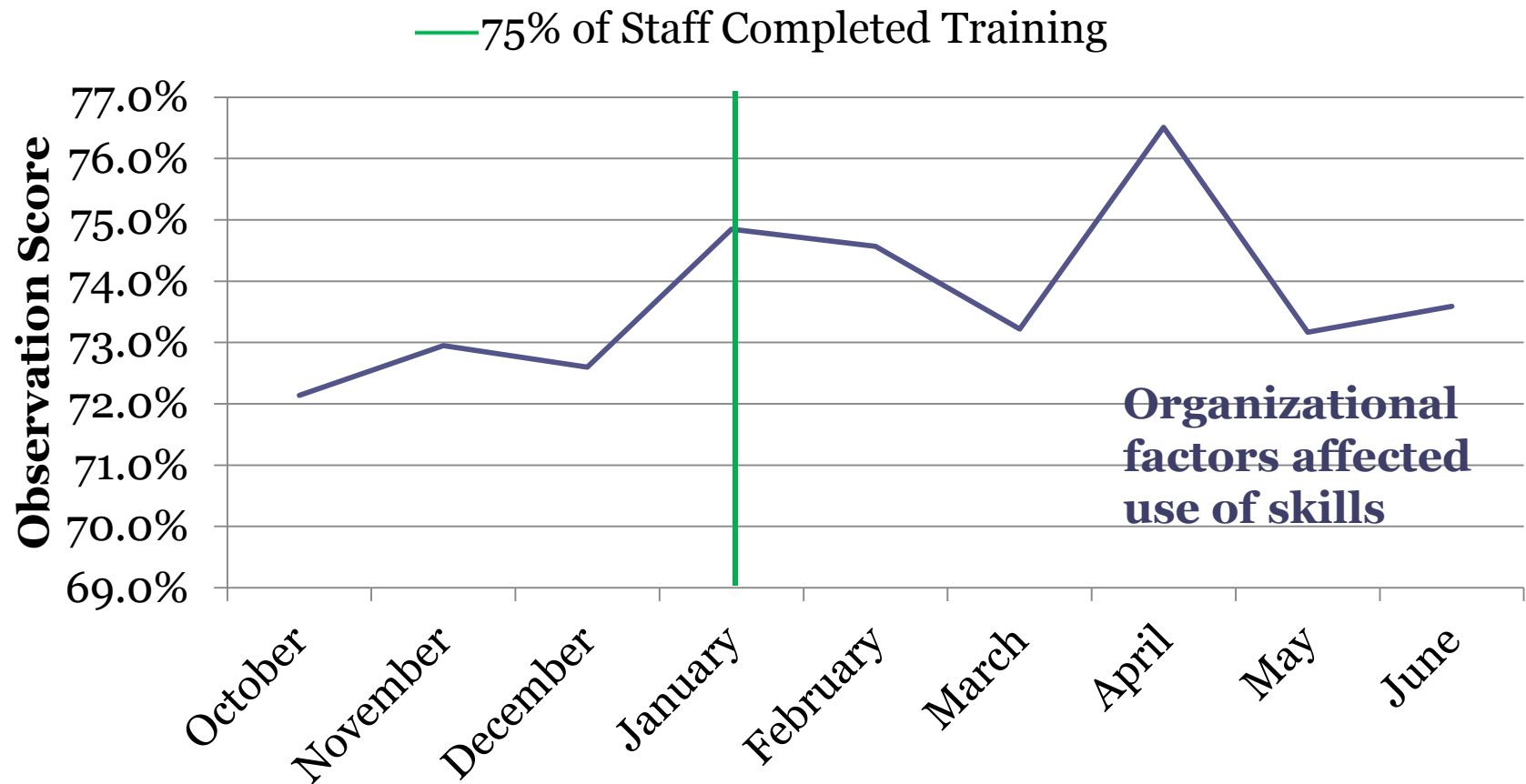
# Observations

- Coaches completed 464 observations
  - Mean observations/coach = 38 (min = 3, max = 82)
  - Mean observations/PO = 7 (min = 1, max = 20)



Site E did not participate in observations; sites A and D have yet to submit observation forms.

# Use of Skills Increases with Coaching



# Observations Improve Skills

	Risk, Need & Responsivity	Engagement & Motivation	Problem Solving	Working Alliance
No Change	32.4%	28.9%	24.3%	40.3%
Improved	29.6%	32.9%	42.9%	19.5%
Decreased	38.0%	38.2%	32.9%	40.3%

- Changes in observation scores from first to most recent observation
- Use of skills increases with number of observations
  - More coaching = better use of skills

# Common Themes Among Sites

- What was the most beneficial part of Soaring 2?
  - Professional growth of staff, getting everyone on the same page, reinforcement of skills
- What challenges did you face?
  - Completing modules on time, realignment and restructuring/turnover within sites
- What advice do you have for others who are implementing EBPs?
  - Departmental organization, set expectations, build officer buy-in before implementation.

# Thank You!

[www.gmuace.org/tools](http://www.gmuace.org/tools)

[soaring2@gmu.edu](mailto:soaring2@gmu.edu)

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