



# **Exploring Treatment Matching and Service Delivery Issues in Offender Reentry**

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Presentation**

**Stephen M. Haas, Ph.D.  
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# Correctional Population Growth

- Established in mid 2004: Product of national SVORI
- WV has one of the smallest but fastest growing inmate populations in the country – 6.8% annual growth rate, 2000 to 2006\*
- More prisoners than ever before are being released from the state prisons.
  - Record number of prisoners released from state prisons in 2005.
  - 2000-2005, number of prisoners released increased by 68.8%.\*\*
- Parole violator returns increased by 133.3% between 2002 and 2007, with an average annual rate of growth of approximately 20.8%

\* Harrison and Beck (2008), *Prisoners in 2006*.

\*\*Lester and Haas (2006), *Correctional population forecast: 2005 update*.

# WVORI Phases

- Institutional phase:
  - Consistency in initial diagnostic and classification
  - Standardized reentry program forms and procedures
  - Delivery of institutional programming based on needs
  
- Transitional phase (6 months prior to release):
  - Increased case manager-parole officer-inmate collaboration
  - Pre-release services (reentry/aftercare plans, parole orientation course, securing documents, link to community services)
  
- Community reintegration phase:
  - Maintaining stability, building community contacts, increasing autonomy, and monitoring



# WVORI Key Components

- **Prescriptive Case Management System (PCMS)**
  - Ensure the continuity of services and programming
  - Encourage consistency in assessment and case plans
  - Standardized forms/procedures for delivery transitional services
- **Level of Service Inventory-Revised (LSI-R)**
  - Intake, 6-months prior to release, first six months on parole
  - Prescriptive case plans based on need



# West Virginia Offender Reentry Initiative (WVORI)

- Guided by the “what works” literature – Evidence-Based Practices (EBP) and Principles of Effective Intervention.
  - Use of the LSI-R, a risk/assessment instrument, to aide case planning
  - Leveraging of community resources for proper brokerage and advocacy
  - Selection of evidence-based programs (cognitive-behavioral)
  - Extensive staff training – PCMS, LSI-R, EBP, foster beliefs supportive of rehabilitation and relationship styles
  - Use of core correctional practice

# Evaluation Overview

- Used multiple data sources
- Consisted of 4 separate studies, over a three-year period
- Resulted in final report: *Preparing Prisoners for Returning Home: A Process Evaluation of West Virginia's Offender Reentry Initiative*
- First two studies: Correctional staff surveys (pre-post)
- Third study: Prisoner survey (soon-to-be-released)
- Fourth study: Official data and prison records (IMIS)

# Evaluation Overview: Data Sources

## ■ Correctional Staff Surveys

- Case managers, counselors, and parole officers
- Pre and post attitudes and training
- Support for reentry, PCMS, and the LSI-R
- Application of the LSI-R in case planning

## ■ Survey of Prisoners (90-days expected release)

- Delivery of transitional services
- Use of core correctional practices in service/program delivery
- Expectations prior to release and preparedness for release

## ■ DOC Inmate Management Information System (IMIS)

- Use of LSI-R and treatment/program matching
- Delivery of institutional programming

# Process Evaluation Goal

- To systematically evaluate WV's Offender Reentry Program in terms of both coverage and delivery.<sup>\*</sup>
  - **Coverage:** The extent to which the program is reaching its intended target population
  - **Delivery:** The degree of congruence between the reentry plan and actual service delivery.

<sup>\*</sup>Rossi and Freeman (2003) Evaluation: A Systematic Approach

# Principles of Effective Correctional Intervention

- Eight principles of effective correctional intervention served as a framework for the evaluation:
  - Organizational Culture
  - Program Implementation/Maintenance
  - Management/Staff Characteristics
  - Client Risk/Need Practices
  - Program Characteristics
  - Core Correctional Practice
  - Inter-Agency Communication
  - Evaluation

# Why study process in offender reentry?

- Relates to “black-box” issue of offender treatment and programs\*
  - Not enough to say whether a particular program worked or not – instead need to focus on what was actually done, and whether it is “supposed to work” based on known principles, theory, and/or evidence.
  - Recidivism and impact studies often contain an insufficient description of the program/intervention
    - Inappropriate or appropriate treatments applied?
    - Adherence to known principles associated with effectiveness?
    - Evidence of fidelity in model and services actually delivered?
- Complicates efforts to make sense of the offender treatment literature (e.g., Wilson and Davis, Greenlight Program)

\* Gendreau and Ross (1979) Effective correctional treatment: Bibliotherapy for cynics.



# The Importance of Program Fidelity

“If a program has been unable to adhere to the salient principles [of effective correctional intervention] in a substantive meaningful way, the expectation of observing a significant decrease in re-offending is predictably diminished.”

- Rhine, Mawhorr, and Parks (2006), *Criminology and Public Policy*

# Summary of Research: Possible Factors Influencing Service Delivery

- Attitudes do influence support – low reentry support for 1/3 of staff.
  - Large number of staff with punitive attitudes, not human service oriented or supportive of concept of rehabilitation
- Link between staff attitudes, reentry support, and use of LSI-R
  - Human service orientation up; punitiveness down → Reentry support up
  - LSI-R support linked to its use in reentry case planning, particularly for case managers

# Summary of Research: Possible Factors Influencing Service Delivery

- Core correctional practices not being adhered to
  - High level of prison structure, poor quality in staff-inmate interpersonal relationships
    - Control and shaming practices
    - Role-playing/rehearsal techniques common
    - Poor modeling; little advocacy and brokerage
    - Little help in developing workable reentry plan
    - Did not view problems realistically
  
- As inmate perception of proper service delivery increased, so did the belief that they were prepared for release.
  - Adherence to CCP may better prepare for release
  - Greater attention on staff characteristics and specific techniques utilized in deliver of reentry services

# Preparing Prisoners for Release, Study 4

Goal: Examine official records to ascertain the number and types of institutional programs provided and issue of treatment matching.

- Matching of offender needs to services → principle component of effective correctional interventions.
  - Need principle:
    - Match offenders to programs that address crime producing needs (dynamic risk factors that when changed, will change, the probability of recidivism)
    - Prioritize treatment to highest scoring criminogenic needs
- Mean effect sizes higher (reductions in recidivism) for programs that appropriately address the need principle\*

\* Dowden (1998) A meta-analytic examination of the risk, need, and responsivity principles and their importance within the rehabilitation debate.  
Andrews and Dowden (1999) A meta-analytic investigation into effective correctional intervention for female offenders.

# Data Source

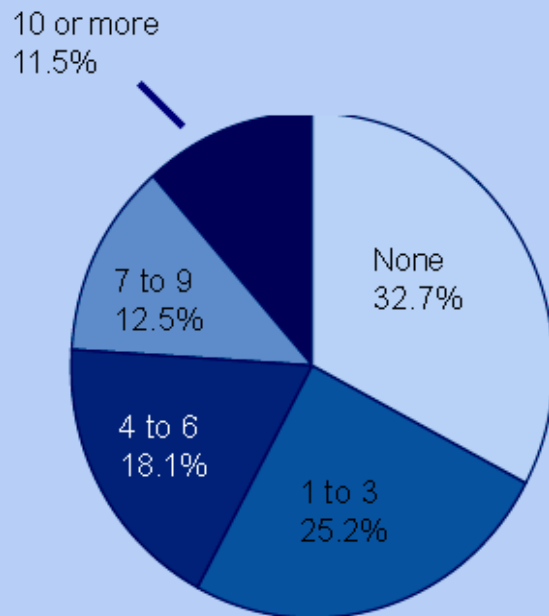
- Sample of inmates used in survey of soon-to-be-released prisoners (N = 496), fall 2006
- WVDOC Inmate Management Information System (IMIS)
  - Extracted data for sample of prisoners
  - Population-survey sample match, DOC number
- Programs placed into groups/categories to reflect basic content of the program (e.g., adult basic education, cognitive skills, and so forth)

# Analysis and Measurement

- Univariate and bivariate analysis
  - Institutional programs provided
  - Measure:
    - Inmates enrolled, not necessarily completed
    - Enrolled on or before survey administration date
  
- Results provide comparison:
  - Total sample of inmates (N = 496)
  - Inmates actually released (N = 189)
  
- Treatment matching
  - Initial LSI-R assessments and program enrollment
  - Post-prison community contact, using survey of prisoner information
    - Set up so they could receive them prior to release

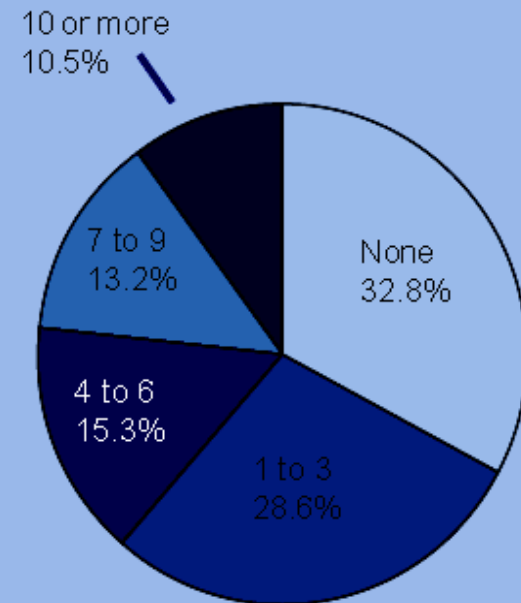
# Program Delivery to Total Sample and Released Inmates

**Graph 1. Number of programs provided to total sample of inmates (N = 496)**



Note: Mean = 3.87; SD = 4.24

**Graph 2. Number of programs provided to released inmates (N = 189)**



Note: Mean = 3.68; SD = 4.14

**Table 3. Institutional programs provided to the total sample and released inmates**

Institutional Programs	Total Sample (N = 496)		Released Inmates (N = 189)	
	n	%	n	%
<i>Education and Training</i>				
<i>Vocational Training</i>				
No	371	74.8	146	77.2
Yes	125	25.2	43	22.8
<i>Computer Training</i>				
No	457	92.1	174	92.1
Yes	39	7.9	15	7.9
<i>Adult Basic Education</i>				
No	434	87.5	167	88.4
Yes	62	12.5	22	11.6
<i>Higher Education</i>				
No	490	98.8	189	100.0
Yes	6	1.2	0	0.0
<i>Health Education</i>				
No	443	89.3	173	91.5
Yes	53	10.7	16	8.5
<i>Special Offender Programs</i>				
<i>Domestic Violence Prevention</i>				
No	464	93.5	178	94.2
Yes	32	6.5	11	5.8
<i>Sex Offender Treatment</i>				
No	469	94.6	179	94.7
Yes	27	5.4	10	5.3
<i>Substance Abuse Treatment</i>				
No	247	49.8	93	49.2
Yes	249	50.2	96	50.8
<i>Cognitive and Skill-based Treatments</i>				
<i>Cognitive Skills</i>				
No	405	81.7	156	82.5
Yes	91	18.3	33	17.5
<i>Coping Skills</i>				
No	481	97.0	186	98.4
Yes	15	3.0	3	1.6
<i>Social Skills</i>				
No	411	82.9	160	84.7
Yes	85	17.1	29	15.3
<i>Life Skills</i>				
No	438	88.3	174	92.1
Yes	58	11.7	15	7.9
<i>Crime Victim Awareness</i>				
No	358	72.2	137	72.5
Yes	138	27.8	52	27.5

Note: Inmates may have received multiple programs in each institutional program category above. As a result, "yes" percentages represent the proportion of inmates that received at least one program in each category.

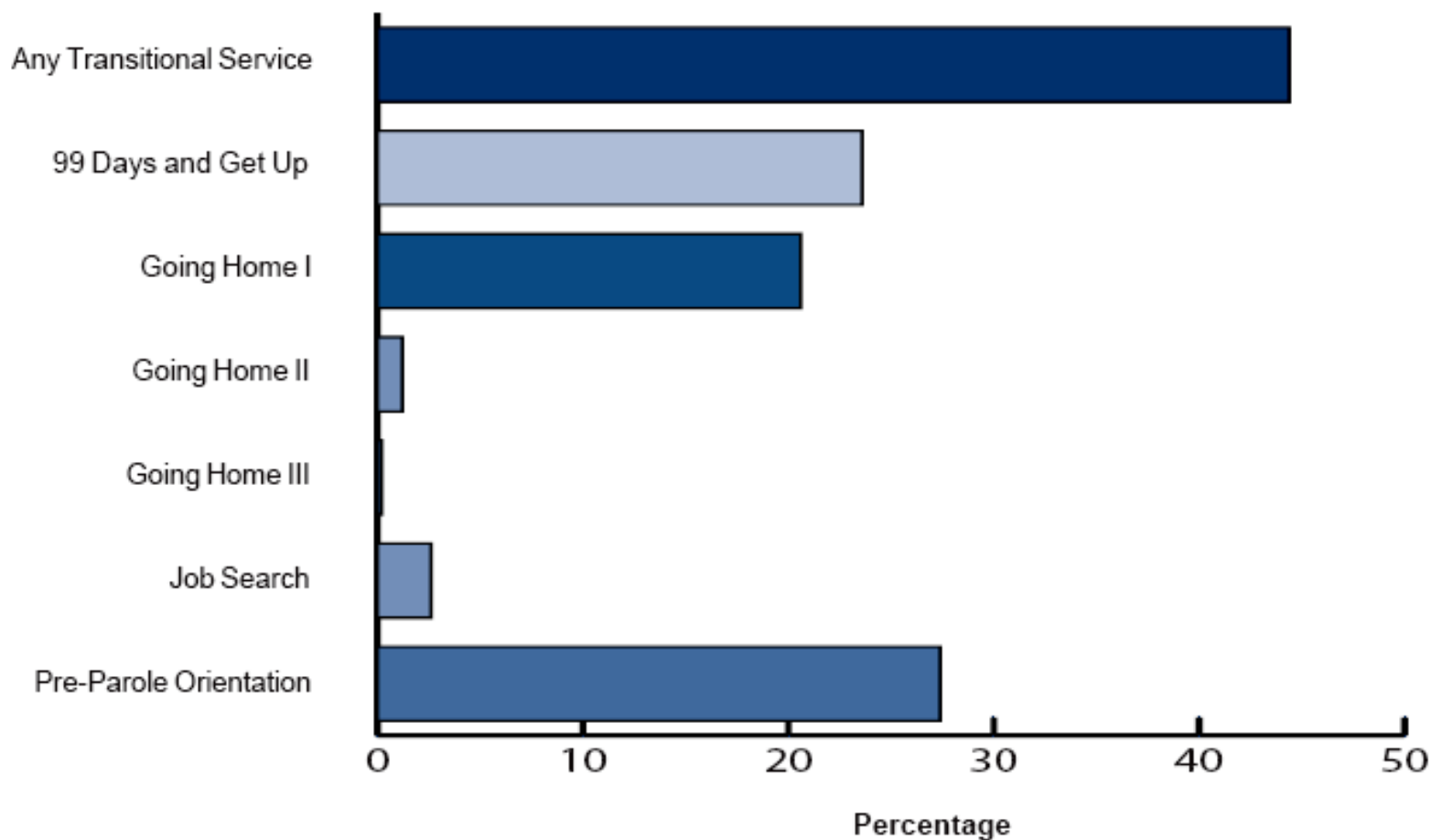
# Delivery of Skill-Based Programming

**Table 4. Number and percentage of prisoners provided various types of skill-based programming (N = 496)**

<b>Institutional Program</b>	<b>n</b>	<b>%</b>
<i>Cognitive Skills</i>		
Cognitive Skills I: Thinking for a Change	84	16.9
Cognitive Skills II: Criminality	9	1.8
Cognitive Skills III: Maintenance	11	2.2
Critical Thinking	6	1.2
<i>Coping Skills</i>		
Assertiveness Training	6	1.2
Grief and Loss for the Female Offender	1	0.2
Incarceration Grief and Loss	10	2.0
<i>Social Skills</i>		
Cultural Diversity	4	0.8
Empathy and Social Responsibility	9	1.8
Social Skills	6	1.2
Anger Management	74	14.9
Emotion Management	7	1.4
<i>Life Skills</i>		
Quality of Life	1	0.2
Relationships	9	1.8
Relaxation	2	0.4
Parenting	49	9.9

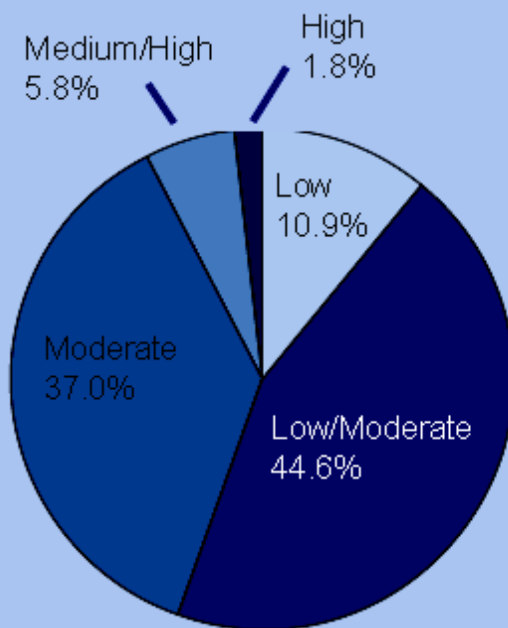
Note: The number of inmates receiving each program does not add to values displayed in Table 3 because a single offender may have received multiple programs in each category.

**Graph 5. Percentage of prisoners receiving transitional services (N = 496)**

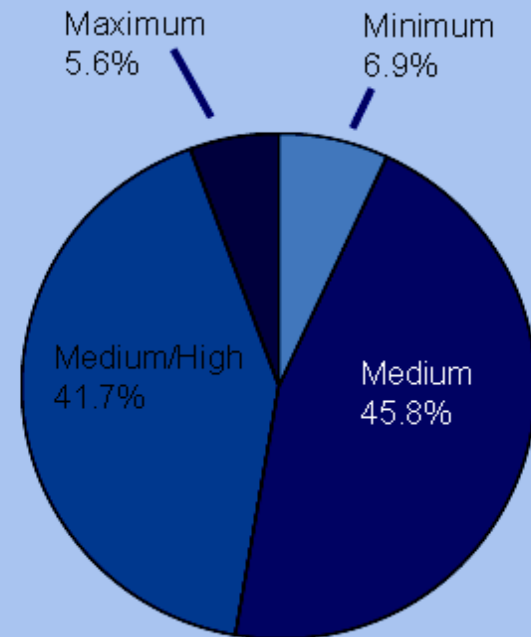


# Distribution of LSI-R Scores by Gender

**Graph 6. Distribution of total LSI-R scores for male and female inmates (N = 348)**



**Male Inmates**



**Female Inmates**

Note: Male inmates (N = 276); Female inmates (N = 72). Categories based on author's guidelines for classifying incarcerated offenders' risk/need level based on raw scores (see Andrews and Bonta, 1995).

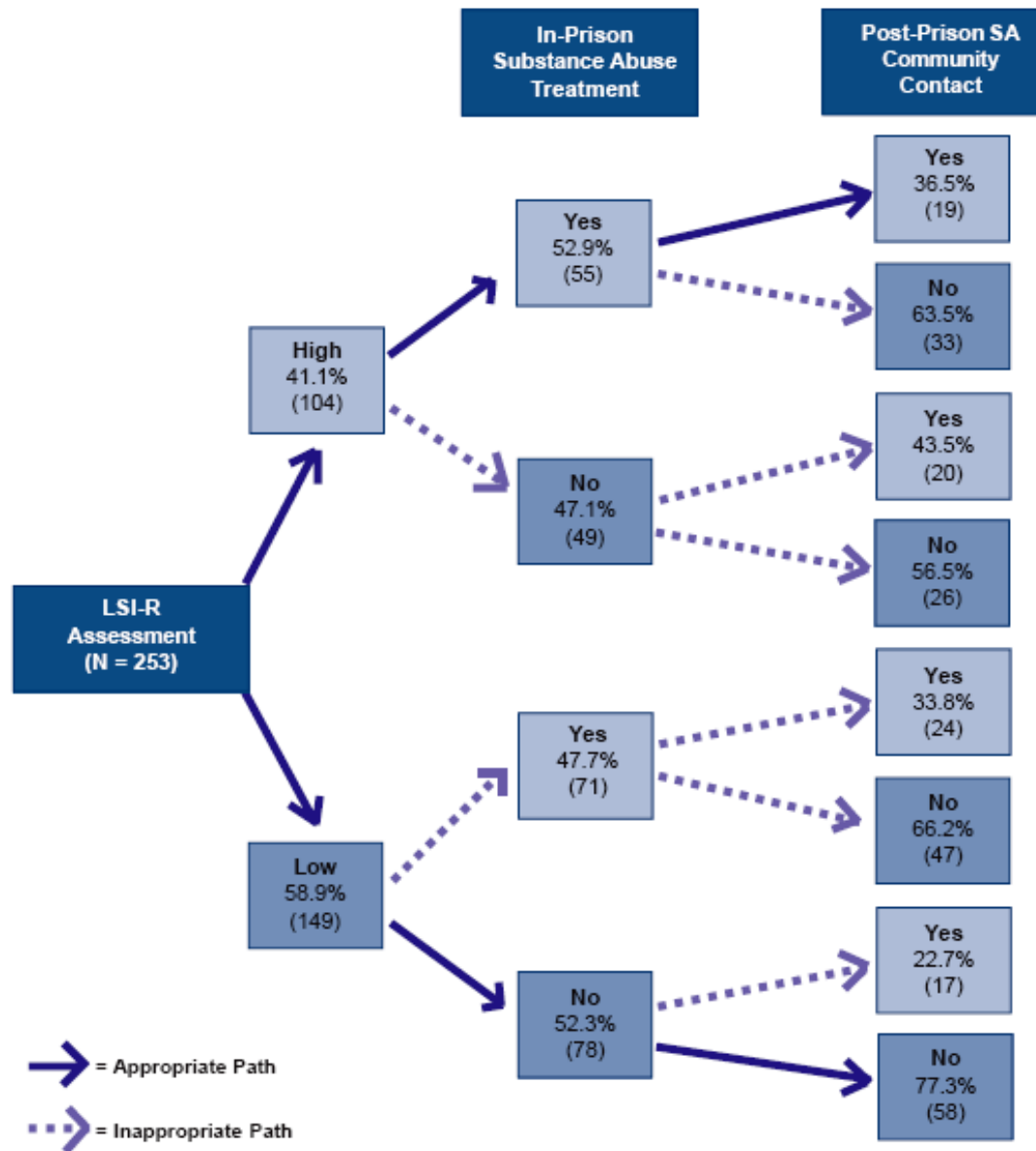
# Distribution of LSI-R Domain Scores by Gender

**Table 5. Descriptive statistics for LSI-R total score and subcomponents by gender**

LSI-R Domain	Maximum Score	Total (N = 348)		Male Inmates (N = 276)		Female Inmates (N = 72)	
		M	SD	M	SD	M	SD
Criminal History	10	4.88	2.04	4.77	2.06	5.28	1.92
Education/Employment	10	4.98	2.55	5.08	2.51	4.60	2.66
Financial	2	.80	.76	.81	.76	.78	.75
Family/Marital	4	1.48	1.26	1.43	1.29	1.68	1.10
Accommodation	3	.52	.79	.52	.80	.53	.77
Leisure/Recreation	2	1.26	.84	1.23	.84	1.39	.81
Companions	5	2.88	1.30	2.87	1.31	2.89	1.26
Alcohol/Drug Problems	9	3.95	2.46	3.98	2.46	3.81	2.45
Emotional/Personal	5	.95	1.22	.96	1.20	.94	1.32
Attitude/Orientation	4	1.23	1.35	1.24	1.38	1.21	1.24
Total LSI-R Score	54	22.93	7.40	22.88	7.40	23.10	7.46

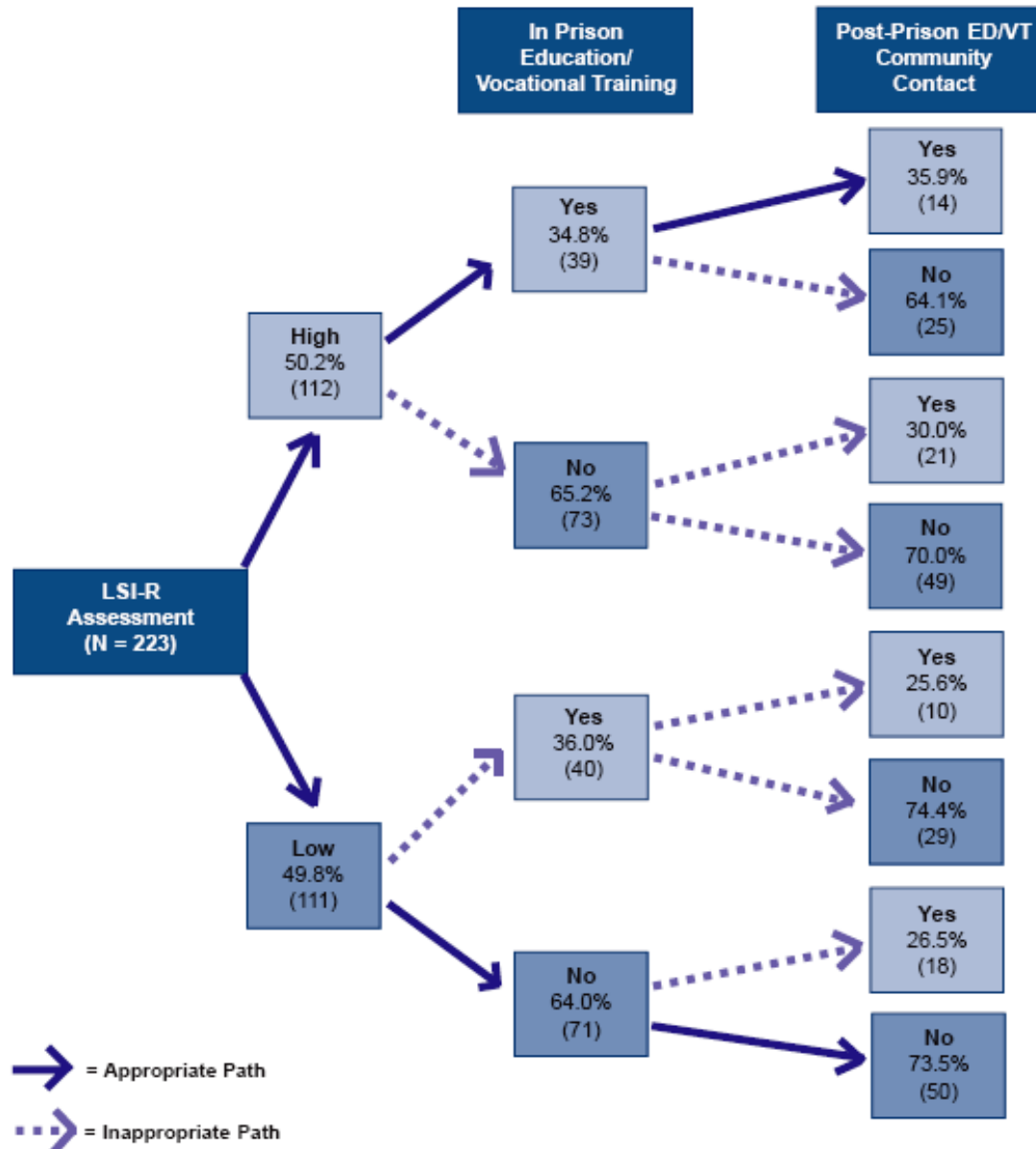
Note: Leisure/Recreation contained 1 case with missing information.

Figure 2. LSI-R assessment and substance abuse treatment matching in prison and post-prison community contacts



Note: Totals for in-prison substance abuse treatment and post-prison SA community contact columns are not equal due to missing responses contained in the prisoner survey. A total of 3 cases had missing information on the "low" path and 6 cases were missing on the "high" path. Percents are adjusted for missing information.

Figure 3. LSI-R assessment and treatment matching of prison educational and vocational services and post-prison community contacts



Note: Totals for the in prison educational or vocational training and post-prison ED/VT community contact columns are not equal due to missing responses contained in the prisoner survey. A total of 4 cases had missing information on the "low" path and 3 cases were missing on the "high" path. Percents are adjusted for missing information.

# Basic Conclusions and Implications

- Released inmates were no more likely to receive programming in prison.
  - Most common institutional programs provided: Substance abuse, vocational training, victim awareness
  - Less than 20% of inmates receiving any other institutional programs
  - Less than 50% received any transitional service; only ¼ receive principle transitional program “99 days and get up”
- Little evidence of treatment matching taking place.
  - Only ½ high in need of SA TX received it; 1/3 had plans for TX after prison
  - 2/3 high in need of education/vocational, did not receive it

# Evaluation Overview: Final Thoughts

- Back to the issue of the “black-box”
  - What does it mean to say the a “reentry program” was offered?
  - What was actually accomplished under the name of “reentry”?
- Can we say that this program is “supposed to work”?  
That is, reduce recidivism.
- Final report offers numerous recommendations, using the eight principles of effective intervention as a guide.
- Future research involves tracking sample of offenders:
  - Assess individual factors related to recidivism
  - Interaction of individual factors with services received and expectations for release

# Publications

- Haas, et al. (2005, March). *The Impact of Correctional Orientation on Support for the Offender Reentry Initiative.*
- Haas, et al. (2006, July). *Implementation of the West Virginia Offender Reentry Initiative: An Examination of Staff Attitudes and the Application of the LSI-R.*
- Haas and Hamilton (2007, May). *The Use of Correctional Practices in Offender Reentry: The Delivery of Transitional Services and Prisoner Preparedness for Release.*
- Haas, et al. (2007, Dec.). *Preparing Prisoners for Returning Home: A Process Evaluation of West Virginia's Offender Reentry Initiative.*

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