

JSTEPS:

Advancing Offender Outcomes

GEORGE MASON UNIVERSITY

ACE!

CENTER FOR ADVANCING CORRECTIONAL EXCELLENCE

Acknowledgements

NIDA U01 DA 16213; CJ-DATS is funded by NIDA in collaboration with: SAMHSA, CDC, NIAAA, and BJA

Project Team

Faye S. Taxman, Ph.D.

Danielle S. Rudes, Ph.D.

Shannon Portillo, Ph.D.

Anne Rhodes, M.S.

Amy Murphy, M.P.P.

Nicole Jordan, M.S.

Jennifer Lerch, M.A.

Alese Wooditch, M.A.

Maxine Stitzer, Ph.D.

Peter Luongo, Ph.D.

Peter Friedmann, M.D., M.Ph.

Sandy Ressler, M.F.A.

Contingency Management

- Evidence-based treatment
- 3 meta-analyses confirm that CM has a modest effect as great as psychosocial interventions (Prendergast, et al. 2006)
- Shape behaviors through rewards
- Focus on a social contract for behavior
- Technique to replace immediate “drug using”; structured rewards

Adaptation

- Fit to Environment
- Include Sanctions

4 components of CM

- Design rewards according to CM principles of immediate, target behaviors
 - ▣ Earn points per positive behavior
 - ▣ Earn bonuses for duration of positive behavior
- Integrate sanctions, where appropriate
- Behavioral contract—weekly
- Use of specialized software

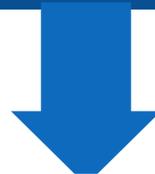
Implementation of an EBP

- Define core concepts of the evidence-base practice: Contingency Management
- Explore how CM (JSTEPS) can be implemented by:
 - In the real world
 - Examining system processes and areas of “fit”
 - Altering current practices
 - Developing supporting policies and procedures
- Learn together over 18 months
 - Webinar Sessions
 - Expand agency knowledge of EBPs
 - Develop tools for others
 - Work on transforming systems and processes
 - Work on building support (acceptability) for CM
 - Provide software, training, support

Key Questions

ADOPTION: JSTEPS ASKS THESE QUESTIONS:

1. **Readiness**: How prepared is the organization and its actors for undertaking change?
2. **Commitment**: What is the level of commitment among individual organizational players, similarly positioned groups of actors and the aggregate workforce?
3. **Decision Making**: What, how, why and by whom are key decisions made about change in this organizational environment?



IMPLEMENTATION:: JSTEPS ASKS THESE QUESTIONS:

1. **Culture**: How does the culture influence or affect implementation processes?
2. **Communication**: How are key decisions about implementing change communicated between and among organizational actors vertically and laterally in their organization?
3. **Learning**: How does the organization and its' actors experience organizational learning relating to reform and innovation during implementation?

Study Design

- **Learning Sessions**
 - Develop CM model for particular jurisdiction
 - Provide feedback on the implementation for refinement
- **Interviews and non-participant observation (qualitative) to learn about systems and organizational actors' experiences**
 - Pre & Post Implementation Interviews
 - Observe teams in their daily work and implementation of JSTEPS
 - Regular updates from each site via phone and in person interviews
- **Surveys (attitude measures) to understand different system actor perspectives**
 - Pre & Post on key outcomes
 - Themes of acceptability, fit, and agreement
- **Offender Outcomes to learn about impact on outcomes**
 - PACT data
 - Adherence to JSTEPS process for each site
 - System Outcomes

Qualitative Fieldwork

- Pre-Implementation Site Visits
 - ▣ Organizational Culture
 - ▣ Rapport with Organizational Actors
 - ▣ Readiness for Change
 - ▣ Background for Learning Team Meeting
- Learning Team Meeting

Ongoing Fieldwork

- Site Visits
 - ▣ Research
 - ▣ Training
 - ▣ Working in a Mixed Method Study
- Phone Calls
 - ▣ Research
 - ▣ Fielding Training Questions

Preliminary Findings

- JSTEPS allows for a dynamic process of discussion between CJ system actors regarding goals and processes of their work
 - ▣ Varies by site; JSTEPS allows each site to establish points, bonuses & “cash out time”
 - ▣ Behavioral contract is an issue
 - ▣ “*What do we say to naysayers?*”
 - ▣ “*There is a big difference between calling it **incentives** and calling it **rewards**. Why should I reward someone for doing what they should be doing anyway?*”

Adjusting to principles of CM

- **Trainer**: Positive participation points. Think about ways to disaggregate behaviors. Example honest about drug use = points. Separate from sanction for positive UA. Prioritize behaviors you want to see your clients engaging in.
- **PO to AUSA**: One PO argues that required behaviors do not deserve rewards. Other POs at table do not agree. AUSA wholeheartedly agrees and adds rewards are only for all or nothing behaviors, not honesty with a positive UA.

CM interactions between organizational actors (same site)

- **PFD** wants an iPod in reward cabinet. **PO-1** says an iPod can be traded for drugs easily but it's OK b/c most prizes can be traded for drugs too. She doesn't like this. Says "Now we're helping them buy their drugs." **AUSA** likes movie or gift certificate idea and wants prize to be day at a local museum. PO says that's not a good idea b/c no one wants to go there. **AUSA** says so what, at least we'd broaden their horizons. **PFD** laughs at this. **PO-2** says AUSA is projecting again and that it is not up to her. The rewards are supposed to be worth getting to them (offenders). **AUSA** wants them to choose wisely and thinks POs should facilitate their choices. **PO-2** says you can't *force* them to choose a certain reward. That defeats the whole purpose here.

Processing CM-ideas w/ the team

- **PO**: “It will take a lot more time to do JSTEPS; input with client rather than inputting later. Are you saying we have to see all our clients in the office and do this with them each time?”
- **J**: We will begin working with Federal Bar Association to get them to supply rewards. We do points—some social and some tangible. We tried tangible before and it didn’t work but we think we’ll try again—though not candy bars.
- **PO**: We also need to do a much better job with how offender start in the program. We need to get them to buy in. We should think about the role of the offender in the process more broadly.

Questions?

Thank you!