What are the Core Correctional Practices (CCP)?

- **Identified in the 1980’s**
  First introduced as a way to increase the therapeutic potential of rehabilitation efforts.

- **Evidence-based practices**
  Large body of research demonstrates that when used effectively, the CCPs lead to improved client outcomes, fewer technical violations and reductions in recidivism.

- **Framework composed of various skills**
  CCP focus on increasing the effectiveness of treatment interventions and the therapeutic potential of relationships between justice-involved individuals and correctional staff.

- **Focus on staff skill**
  One-on-one practices that correctional staff can use with justice-involved individuals to be more effective at changing behavior and reducing recidivism.
# Skills

(Generally included)

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<th>Quality interpersonal relationships</th>
<th>Effective use of reinforcement</th>
<th>Effective use of disapproval</th>
<th>Effective utilization of community resources</th>
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<td>Prosocial modeling</td>
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Designed to:

- Develop collaborative relationships
- Enhance motivation
- Support skill building
- Promote behavioral change
Focus on incentivizing pro-social behaviors.

Reinforce behaviors you want to see repeated.

Use a variety of responses (incentives) for compliance.

Verbal praise, incentives, effective use of reinforcement.

Offer higher and more consistent levels of praise and positive incentives.

Simple conversation.

All drug court staff have opportunities to reinforce.

Creates a consistent approach across the drug court team.
### What makes it "Effective?"

How does Effective use of Reinforcement differ from reinforcement and praise?

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**Effective use of Reinforcement**

- A conversational skill.
- Enhances the person's **intrinsic** motivation.
- Client-centered focus (the person gets to be in control of the conversation; share *their* thoughts about the behavior; discuss why *they* think it's important/beneficial.
- Strengthens the cognitive connection between the pro-social behavior and the positive outcomes.
- Increases 'consequential thinking' (the ability to consider how one's behavior impacts self and others).
- Increases 'causal thinking' (the ability to relate one event to another; cause and effect thinking).
- Adheres to the spirit and principles of Motivational Interviewing.

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**Praise**

The giver of the praise expresses approval or admiration for the person or his/her behavior. It can be **global** (non-targeted praise) or **specific** (includes descriptive information or feedback).

**Externally** driven: The application is reliant upon an outside influence. Often involves the giver **telling** the person why the behavior is positive, important, praiseworthy. It may elevate the position of the giver (as the arbiter of praise; parental). It can be a roadblock to good communication.

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A bit about Change Talk and Sustain Talk
(Quick review of some key concepts from Motivational Interviewing*)

**Change Talk**
- Pro-change statements; statements in favor of changing.
- Wants to change, believes he/she is capable of changing, has reasons to support changing, perceives a sense of need or urgency to change.

**Sustain Talk**
- Anti-change statements; statements against changing (or in favor of ‘staying the same’).
- Doesn’t want to change; doesn’t think he/she can change; doesn’t have any reason to change; sees no need.

**DARN**
- Desire
- Ability
- Reason
- Need


The more change talk present in a conversation...
The more likely the person is to change!
The more change talk present in a conversation...

The more likely the person is to change!

Key Points

- Change Talk **MUST** come from the person considering the change.
- We cannot provide the person’s change talk (explaining why they should want to change, need to change, how they’re capable of changing...).
- Change Talk is the result of interpersonal interactions.
- There is significance in verbalizing your change talk (out loud) to another person.
- Our conversations matter!
- Staff skill can increase (or decrease) the amount of change talk expresses in a conversation.

#### Effective use of Reinforcement

**Skill Steps**

**STEP 01**

Clearly state the **desirable behavior**.
What did the person do (or is currently doing)?
If necessary, explain why you like it.

**STEP 02**

Ask the person to describe **immediate** benefits (short-term) of engaging in the behavior.
Discuss/explore the pros associated with the pro-social behavior.

**STEP 03**

Ask the person to describe **future** benefits (long-term) of continuing the behavior.
Discuss/explore the anticipated pros associated with maintaining the pro-social behavior.

**STEP 04**

Gain his/her **commitment** to continue to engage in the behavior in the future.
Skill Demonstration
Simple skill use: Effective use of Reinforcement
**ADDITIONAL SKILLS**

- **Effective use of Disapproval**: Enhances motivation by exploring the cons associated with the negative behavior.
- **Effective use of Authority**: Increases compliance by emphasizing autonomy.
- **Problem-Solving**: Skill-building through analytical and critical reasoning skills.
- **The Cognitive Model**: Skill-building through cognitive restructuring.

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**Optional Skill**

**The Cognitive Model**

Cognitive-behavioral intervention techniques
The Cognitive Model
Thinking Controls Behavior

External Event ➔ Thoughts ➔ Behavior ➔ Outcome

I used drugs
I was on social media, looking at pictures of my old friends, seeing their families and all the things they have been doing in their lives.

"Look at all the stuff they've accomplished, I haven't done anything with my life except get arrested. I've ruined everything. I'm a horrible mom, it's not fair to my kids that they don't have that kind of life. People probably think I'm a loser...I can't think about this anymore, I can't deal with this, I just need to escape..."

Feeling: Depressed; hopeless
10/21/20

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Feeling: Depressed; hopeless

I ruined my clean time
I was disappointed in myself
I had to go in front of the judge
I had to spend 3 days in jail

Greater understanding high risk situational and environmental triggers.

Increased awareness of high risk thinking errors; developing the skill to analyze these thoughts and replace them with safer, less risky thoughts.

Understanding the thoughts-feelings-behaviors connection. Developing the skills to break this cycle.

Recognizing the impact of the behavior. Increasing motivation to change by exploring the ripple effect of our actions.
THANK YOU
FOR LISTENING!

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