

# How to Be Smart on Crime: A National Perspective

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Joint Adult Redeploy Illinois (ARI) and Criminal  
Justice Coordinating Councils (CJCC) Summit





# Renaissance in criminal justice

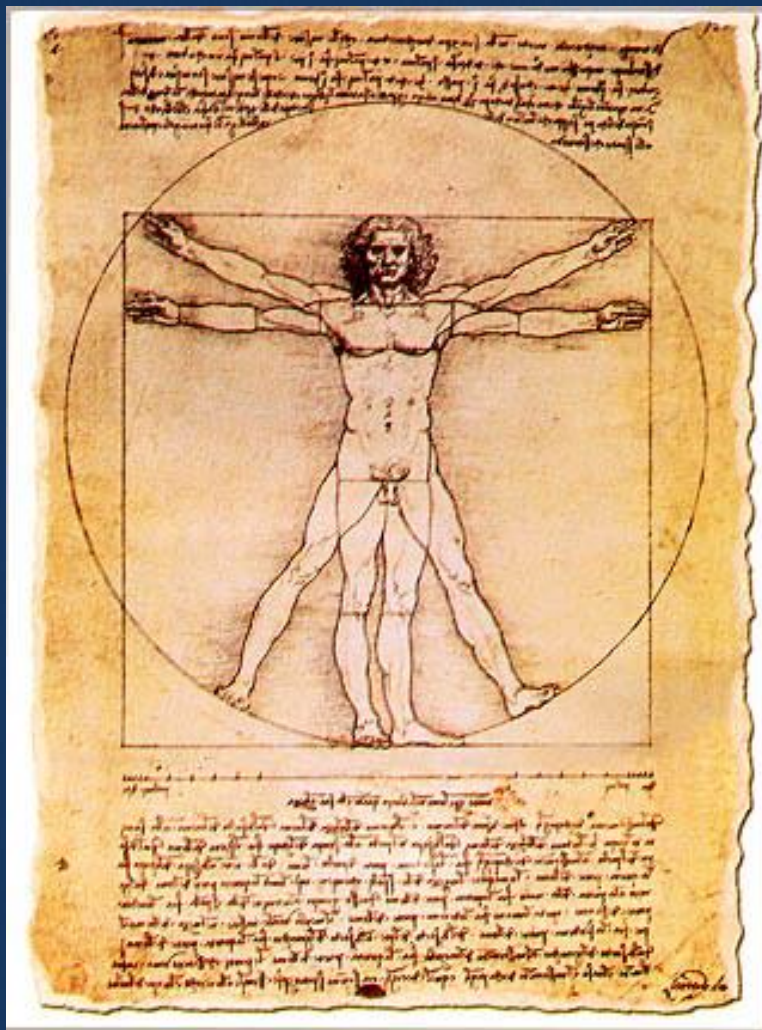




Thirst for knowledge

Embrace of science

Quest for innovation



**A belief by criminal justice stakeholders...**

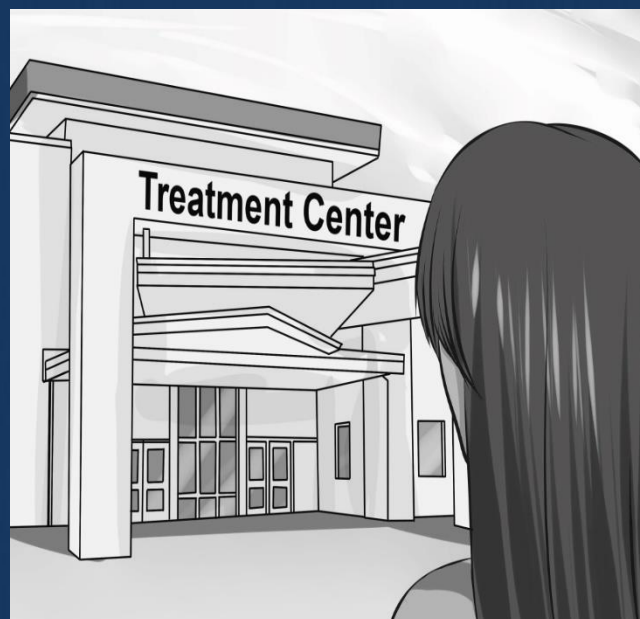
that crime and recidivism can be  
reduced...and

our system of justice can become  
fairer...



through Smart on Crime and Evidence-  
Informed approaches

# It's not enough just to do our jobs!





**There is a growing recognition that it is our  
responsibility to...**

- ❖ Reduce and prevent crime using smart on crime strategies
- ❖ Keep people with low-level offenses out of prison and jail (Hurray Illinois Redeploy!!!)
- ❖ Improve prison and jail conditions

- ❖ Use a public health approach to people with substance use disorders
- ❖ Support Second Chances for people reintegrating back to our communities from prisons and jails
- ❖ Address the problem of frequent utilizers who cycle through our courts and jails

**All of these goals are doable and already being  
done here in Illinois**

**Through collaboration:**

- **to work jointly with others or  
together especially in an  
intellectual endeavor.**



# Raise your Hand

If working on one of these initiatives



# How many think it is easy?

- “Alone we can do so little; together we can do so much.” – Helen Keller



# Things that get in the way

✓ Lack of ideas

✓ Blaming others

✓ Overwork



- ✓ Lack of Leadership
- ✓ Resistance to Change
- ✓ Politics
- ✓ Sustainability



# Secret sauce to success

Shhh...here's the recipe



# Collaboration





# Passion and commitment

- “The achievements of an organization are the results of the combined effort of each individual.”  
“People who work together will win, whether it be against complex football defenses, or the problems of modern society.”  
“Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.”

**Vince Lombardi**

# Data

- ✓ Defining the problem

- ✓ Measuring results

- ✓ ( Hint: Working with a research partner can help).





# Resources

- ✓ Government funding \$\$\$
- ✓ Grants \$\$\$



# Don't let lack of \$ be an excuse!!!

- ✓ Technical assistance
- ✓ Online resources/toolkits.
- ✓ Peer-to-peer visits
- ✓ Cost savings
- ✓ Reordering priorities



# Planning

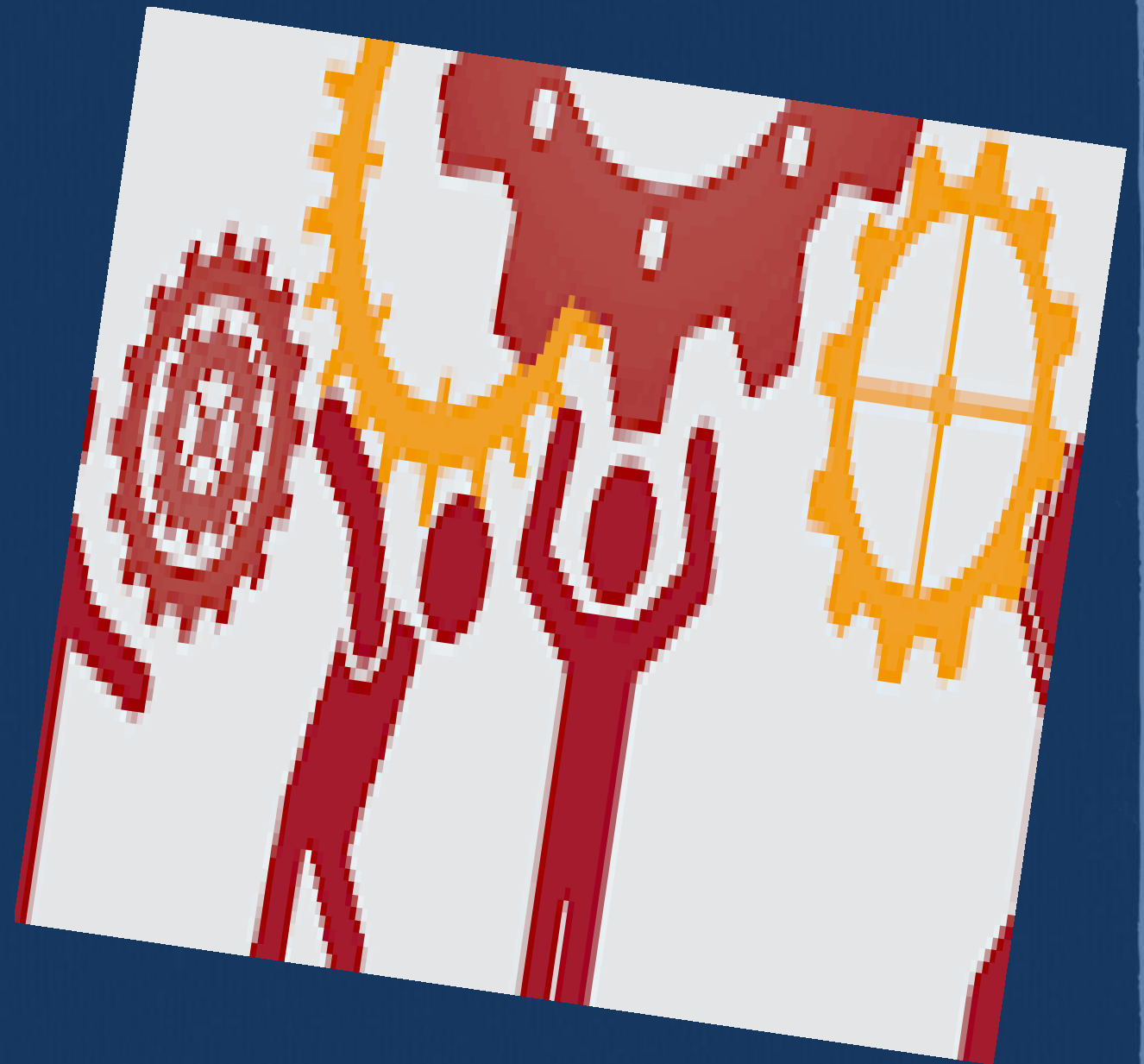
- ✓ Roadmap—mission statement
- ✓ Collaborative
- ✓ Focused
- ✓ Realistic
- ✓ Measurable
- ✓ Timeline





# Implementation

- ✓ Fidelity
- ✓ Champions
- ✓ Coaching
- ✓ Recognition
- ✓ Expectations
- ❖ It's a science !!!



# Stages of implementation

- 1. Exploration – Awareness, acquisition of information
- 2. Installation – Active preparation, behind the scene tasks
- 3. Initial implementation – Initial change in practice; many forces at play, including resistance, pushback

# Implementation science

4. Full implementation – New learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. Full staffing and client loads. The innovation becomes accepted practice.

Timeline 2-4 years

5. Innovation

6. Sustainment

Fixsen et al. (2005)



# Measurement

What doesn't get measured, doesn't get done!



# Lightning Round



# Victor Hugo

- “There is nothing more powerful than an idea whose time has come.”





# Courts

- ❖ Fees & fines
- ❖ Pretrial reform
- ❖ Procedural justice
- ❖ Problem-solving courts

# Pretrial Justice Institute



COMMUNITIES ▾

LEARNING ▾

LIBRARY ▾

PARTICIPATE ▾

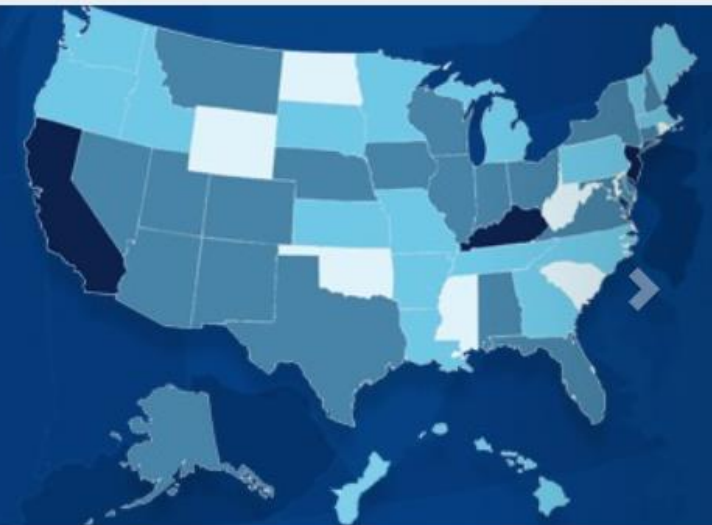
PI-CON

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**WHERE PRETRIAL  
IMPROVEMENTS  
ARE HAPPENING**

UPDATED **APRIL 2018**



[university.pretrial.org](http://university.pretrial.org)

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# Prosecutors

- Deflections, Diversions and Alternatives to Incarceration
- Bail reform
- Proportionality in charging decisions/pleas
- Warrant dismissals
- Public Health response to substance use disorders



# Police

- ❖ Deflection-pre-arrest diversion ( TASC Center for Health & Justice)
- ❖ CIT
- ❖ De-escalation Training
- ❖ Public Health response to substance use disorders
- ❖ Child Sensitive Policing Policies

## ■ Safeguarding Children of Arrested Parents Resources

### ■ IIACP Website

■ . <http://www.iacp.org/cap>



# Public defense

- ❖ Holistic Defense
- ❖ Gideon's Promise
- ❖ Collateral Consequences
- ❖ Standards/Caseloads
- ❖ LEAD





- LAW ENFORCEMENT ASSISTED DIVERSION PROGRAM

- [leadbureau.org](http://leadbureau.org)

# Community corrections

- Rewards & Graduated Sanctions
- Swift Certain & Fair Principles  
(<https://scfcenter.org>)
- Conditions of probation/parole
- Specialized Caseloads
- Family Impact Statements

# Victims

- ❖ The Forgotten Victims: Services for victims of violent crimes
- ❖ Backlog of untested sexual assault kits
- ❖ Restorative justice ( Common Justice)



# Corrections

- ❖ Correctional education—43% less likely than counterparts to return to prison
- ❖ Prison Discipline/Segregated Housing
- ❖ Trauma-Informed Practices ( ICJIA Study)
- ❖ Family-friendly visitation
- ❖ Reentry/Graduated Reintegration

youth.GOV

Tip Sheet for Prison/Jail Staff  
and Volunteers:  
Supporting Children Who  
Have an Incarcerated  
Parent

# IDOC/NYU LITMUS Graduated Reintegration Initiative



Graduated Reintegration:  
Smoothing the Transition from Prison to Community

Angela Hawken and Mark A. R. Kleiman





# Community/Service Providers

- ❖ Public Health Response to Opioid Crisis/MAT
- ❖ Re-entry/Employment & Mentoring Programs
- ❖ Including the Voices of Persons Impacted—  
People closest to the problem, are closest to the solution
- ❖ Trauma-Informed Care
- ❖ CBT Programs

# ■ ADDICTION POLICY FORUM

■ [addictionresourcecenter.org](http://addictionresourcecenter.org)

# Research Partners

- Research Practitioner Partnerships
- Action research
- Rapid Cycle Research
- Practitioner-Led Research
- betagov





# BETAGOV

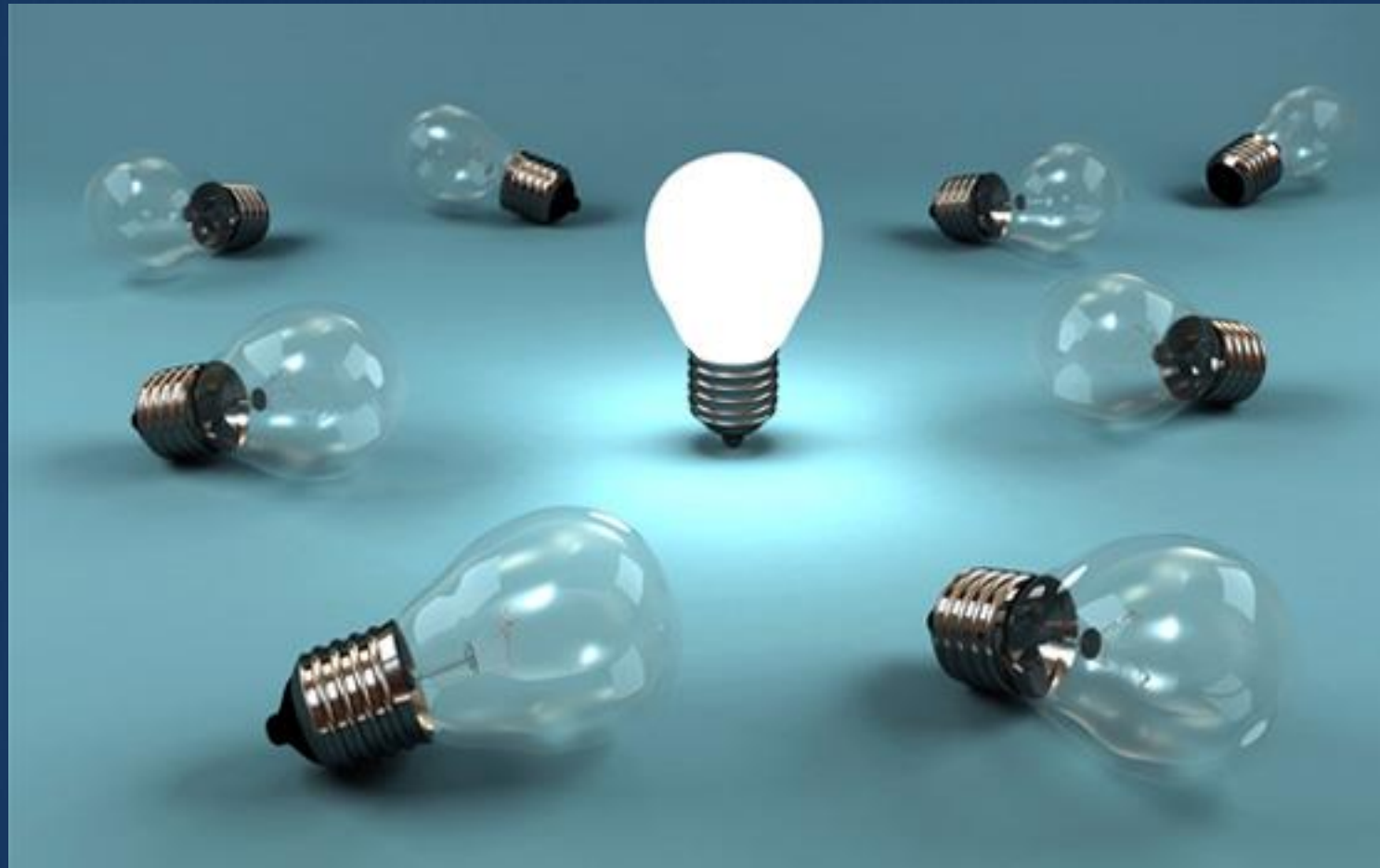
Innovate with Us

# What is a Pracademic?

- Universities, think tanks, and consultants should not have a monopoly on research
- With a little help *anyone* can do research
- A pracademic is a practitioner involved in research

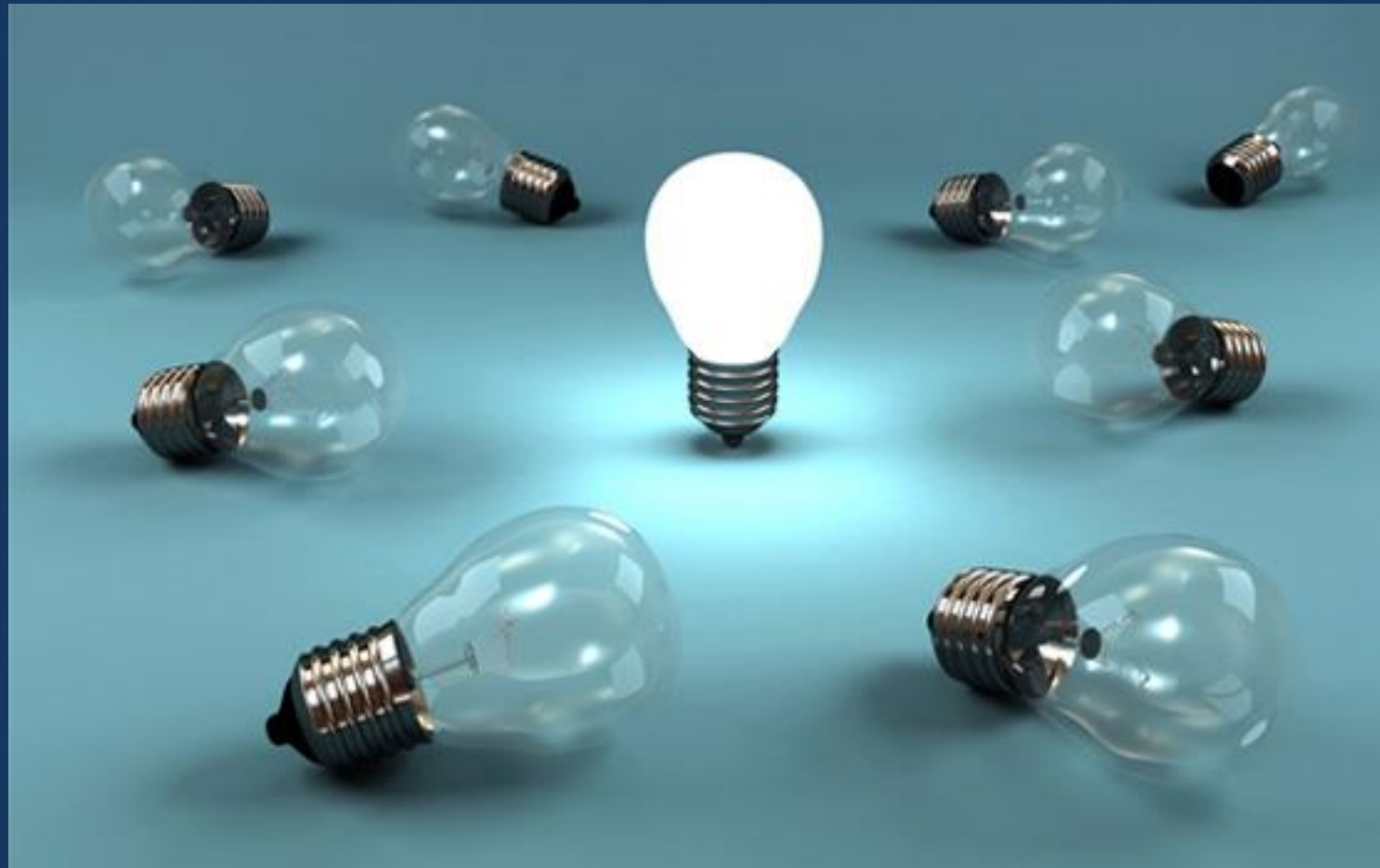
# Why Research Matters

- Provides better information for decisionmakers
- Testing provides evidence that a program or practice is effective (or not)
- What works?
- Under what circumstances?
- Knowing *what does not* work is as important as knowing what *does*



Most of what we do has never been tested





Evaluations usually involve professional researchers, external funders, red tape, and long timelines

Policies intended to make us smarter, safer, or healthier  
are based more on

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**EBP**



SOMETHING  
NEW!



$$\begin{aligned}
 f(x) &= \frac{\lambda^p}{\Gamma(p)} x^{p-1} e^{-\lambda x} \quad x > 0; \quad \Gamma(p) = \int_0^\infty x^{p-1} e^{-x} dx \quad L(\lambda) = \prod_{i=1}^n f(x_i) = \frac{\lambda^{pn}}{\Gamma^n(p)} (\pi x_i!) \lambda^{-\lambda \sum x_i} \\
 K(\lambda) &= \ln L(\lambda) = np \ln \lambda - n \ln \Gamma(p) + (p-1) \sum x_i - \lambda \sum x_i \Rightarrow \lambda = \frac{np}{\sum x_i} \Rightarrow \Lambda = \frac{p}{\bar{x}} \\
 E(\Lambda) &= E\left(\frac{np}{\sum x_i}\right) = \int_0^\infty \frac{np}{x} \frac{\lambda^{np}}{\Gamma(np)} x^{np-1} e^{-\lambda x} dx = \frac{np}{\Gamma(np)} \int_0^\infty (\lambda)^{np-2} e^{-\lambda x} \lambda dx = \frac{\Gamma(np-1)}{\Gamma(np)} np \\
 \frac{np}{np-1} \lambda &= f \quad \text{Var } \Lambda = E\Lambda^2 - (E\Lambda)^2 = \frac{(np)^2}{(np-1)(np-2)} \lambda^2 - \left(\frac{np}{np-1}\right)^2 \lambda^2 \\
 &= \frac{(np)^2}{(np-1)^2(np-2)} \lambda^2 \xrightarrow{n \rightarrow \infty} 0 \quad T_1 = \{x_1, \dots, x_n\} \quad T_2 = 2\bar{x}
 \end{aligned}$$



With a little help,  
anyone can do  
 research

# Start with an eligible population





## Decide what you want to test...

- A program
- A process
- A procedure

## And how you want to test it...

- Simplest is to test one intervention (the new innovation) against business-as-usual (control)
- You might compare two interventions (this is called a comparative-effectiveness trial)

# Then you randomize to condition



# Study Groups

Intervention



Control





# Study Duration

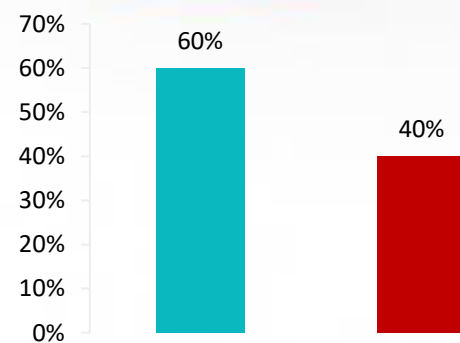


**Hours**  
**Days**  
**Weeks**  
**Months**  
**Years...**

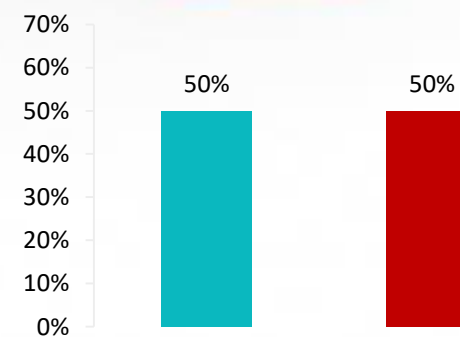


# Compare Outcomes

Intervention



Control



# How It Works

- 1** Submit your idea
- 2** We vet it with you and your leadership
- 3** We work with the identified “pracademic”
- 4** Each trial is assigned a PhD peer, statistician, a case manager, and a writer
- 5** Off you go!

# Examples





Collaborative design

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Experimenting with transition points

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# Rapid-cycle tests of new technologies





## Crisis Intervention Training (CIT)

*The benefits of CIT-trained staff for reducing behavioral challenges in prison residents with mental health issues*

**Agency:** Pennsylvania  
Department of Corrections State  
Correctional Institution (SCI)  
Greene

**Pilot Duration:**  
08/31/16–11/30/16

**Pracademic\*:** Tina Staley

**Context**  
Crisis Intervention Training (CIT)  
teaches corrections staff to  
respond appropriately to  
situations involving incarcerated  
individuals with mental health  
disorders, but not all staff have  
been trained.

**Key Finding**  
A mental health unit structured  
with only CIT-trained staff  
experienced fewer informal  
(lower-level) misconducts than a  
similar unit without CIT-trained  
staff.

\*BetaGov trains agency personnel to  
become research-savvy "Pracademics"  
who lead trials.

### Background

More than half of prison residents have a diagnosed mental health disorder. Some correctional institutions have established training programs to prepare staff for interactions with persons diagnosed with mental health conditions. Efforts are focused on resolving crisis and reducing disruptive behaviors. Crisis Intervention Training (CIT) is an intensive four-day program to teach corrections officers skills and methods for interacting with this population.

### Pilot Design

In a small feasibility pilot, SCI Greene randomly assigned two pods in a Residential Treatment Unit (RTU), housing persons with mental health diagnoses. All staff in the intervention condition pod were CIT trained, whereas staff in the control condition pod were not. All other procedures remained identical.

### Results

The table shows baseline characteristics and outcomes. The groups differed in custody/risk level, which may have influenced the outcomes because higher custody levels indicate a greater potential for problem behavior. Outcome analysis revealed no differences between the groups'

rates of higher level misconducts that required a formal hearing, whereas the intervention group had a lower percentage of informally resolved misconducts. The control group also reported more grievances. Of specific interest is that a lower number of the intervention group were transferred to specialized units due to problem behavior or for psychiatric observation. These results indicate a benefit of CIT for correctional staff and provide justification for a randomized controlled trial.

Baseline Characteristics  
and Outcome Results

	Intervention, n=98	Comparison, n=96
Custody level 3	59.8%	22.8%
Custody level 4	25.5%	45.8%
Mental health diagnosis	76.5%	80.2%
Misconducts	2.9%	5.8%
Informal Resolutions*	0.5%	2.9%
Grievances*	0	5
Transfer to psycho observation	10	20
Transfer to seg housing	3	6

\*statistically significant difference ( $p < 0.05$ )

### Why BetaGov?

We are local. We are here. And we focus on research that matters to you. BetaGov focuses on practitioner-led research that tests locally generated advances in education, criminal justice, health, and human services. We support more than 200 randomized controlled trials across a dozen states. One trial at a time, we are changing the way knowledge is created in the public sector.



# Suicide Prevention Training for Corrections Staff

## Testing a new educational program

**Agency:** Pennsylvania Department of Corrections State Correctional Institution (SCI) Coal Township

**Trial Duration:** 07/12/17–08/09/17

**Pracademics\*:** Michelle Blessing and Amy Kluck-Leonowicz

**Context**  
Correctional officers are exposed to stressful work environments but tend to deal with work-related stress using passive rather than active techniques.

**Key Finding**  
Perceptions of work satisfaction and need for suicide prevention training did not significantly differ between corrections staff participating or not participating in a staff suicide prevention course.

\*BetaGov trains agency personnel to become research-savvy "Pracademics" who lead trials.

### Background

The suicide rate for correctional officers is 39% higher than the national average. However, training aimed specifically at preventing staff suicide has not been formally implemented in required annual PADOE training. Innovators at SCI Coal Township assessed a two-hour training module on staff suicide prevention.

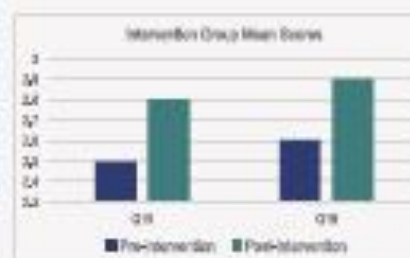
### Trial Design

Staff participating in on-site training sessions between July 12 and August 9 were randomized to receive the two-hour staff suicide prevention training intervention (n=33) or to serve in the control group and receive an equivalent time for online training on an unrelated topic (n=30). Both the intervention and control groups completed pre- and post-training surveys that collected data on their perceptions of the need for suicide prevention training, work satisfaction and emotional wellness support.

### Results

Although mean scores for specific questions indicated a positive response to the training, results were not statistically significant when comparing either pre- or post-surveys between intervention and control groups. Several factors may have influenced the

results; the study participants included correctional officers but most were teachers, counselors, and clergy. Due to the differences in career type and daily responsibilities, the results may have been different had the participants had been exclusively correctional officers. Additionally, multiple training sessions and awareness campaigns may have a stronger effect than a single training event, and a long-term follow-up survey would clarify whether sleeper effects of the training exist.



Question 18: More training on suicide and emotional wellness would help me recognize when a colleague needs help.  
Question 19: Depression, anxiety, and suicide among correctional staff are significant issues within the institution where I work.

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THANK YOU!!!



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