

THE PRINCIPLES OF EFFECTIVE INTERVENTIONS

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What Works / What Doesn't in Changing Behaviors

# Presentation Viewer's Guide

PRESENTATION ON JUNE 27, 2008  
AT THE METROPOLITAN COMPLEX IN WICHITA, KANSAS

## Jennifer A. Pealer, Ph.D.

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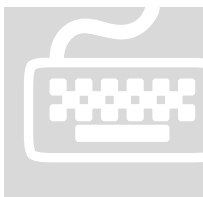
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## Introduction to the Viewer's Guide

*This is a self directed lesson plan and viewing guide to accompany the DVD and PowerPoint of Dr. Jennifer Pealer presented on June 27, 2008, at the Metropolitan Complex in Wichita, KS.*

**T**his is a guide to assist you in learning about the Risk-Needs-Responsivity Model, and the programs based on the RNR model that reduce delinquency among those at risk for such behavior.

### Materials Needed



Before you view the DVD of Dr. Pealer's presentation, obtain a copy of her PowerPoint presentation. To do this, go to the Sedgwick County website and click on "Corrections" in the Quick Click & Go drop-down menu. The Department of Corrections web page contains a menu of choices in a column on the right. Scroll down to the section for Advisory Boards and click on the last link in the section called "Reports." Download the PowerPoint presentation to your computer via a link entitled "Dr. Pealer's Presentation: What Works." The direct web address for the PowerPoint is: **<http://www.sedgwickcounty.org/corrections/resources.html>**.

The PowerPoint presentation contains good reference material for recalling aspects of risk, need and responsivity, as well as aspects of effective programs. If you have the PowerPoint open on your computer, or a printout of the PowerPoint, you are ready to begin watching the DVD.

## Viewing Scheme

It will take slightly more than 3 hours total viewing time. A viewing scheme that involves watching the DVD in a series of viewing periods is suggested. You can watch the introduction and the descriptions of the various domains or risk, stop the viewing, look over the review questions, and then proceed with the section on needs in a similar manner. In summary, you can watch a segment of the presentation, review the PowerPoint and the questions to make sure you understand the major points, then either proceed to the next section, or wait to view the next section until a future opportunity. This guide is arranged into three sections:

- 1) RNR: the risk principle (approximately 1½ hours)
- 2) RNR: the need, responsivity, and treatment principles (approximately ½ hour)
- 3) Effective programs (approximately 1 hour)

## Assistance

The viewer's guide was developed by Dr. Delores Craig-Moreland, an associate professor of criminal justice at Wichita State University, to extend the benefits of the training session conducted by Dr. Jennifer Pealer for service providers on June 27, 2008. The training materials (the DVD presentation, the PowerPoint and the Viewer's Guide) can be utilized by service providers that are interested in adopting evidence-based practices in working with juveniles who are at high and moderate risk to re-offend. Responses to the review questions in this viewer's guide are provided for reference; however, the suggested responses do not necessarily represent the totality of the concepts presented.

Dr. Jennifer Pealer's contact information is provided in this Viewer's Guide and in the PowerPoint slides. Please note that her email address changed to [jpealer@jja.ks.gov](mailto:jpealer@jja.ks.gov) effective September 2008.

For local assistance please contact:

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## Risk – Need – Responsivity Model

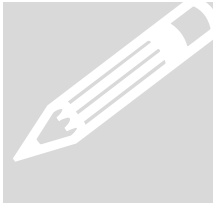
*View the DVD starting at the beginning and ending at approximately **1:36** on the time monitor.*

*Refer to slides **1 – 34** of the PowerPoint.*

**T**he introduction takes about 14 minutes, and the following section on risk factors for delinquency will take approximately 81 minutes of viewing time. Once you view this portion, stop the DVD and consider the following review questions.

The presentation does not officially break at this point; Dr. Pealer has a smooth transition from the topic of the risk principle to the need principle. It is suggested, however, that the viewer stop the DVD at this point to take an opportunity to reinforce the concepts presented prior to continuing.

## Test Your Knowledge



The following review questions are provided to reinforce the concepts presented in the introduction and the following section on risk factors for delinquency.

1. What level of research is available to support our efforts in delinquency reduction? Why is this important?
  
  
  
  
  
  
  
  
  
  
2. Research has shown a consistent impact from punishment. What is the impact of punishment programs for both adults and youth?
  
  
  
  
  
  
  
  
  
  
3. What sort of impact do good programs have on recidivism rates?

4. What is the heart of the risk principle?

5. What are the first four risk predictors (all eight are on slide 7)? These are called the Big Four because they have the strongest ties to delinquent behavior.

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a. Describe the basic meaning and identification of an antisocial attitude.

b. Describe the influence of peers as a risk for delinquency.

c. Describe the antisocial personality pattern.

d. What do we mean when we talk about a history of antisocial behavior?



6. What are the second four risk predictors?

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a. What family factors put a child at risk for delinquency?

b. What aspects of education/employment create risk of delinquency?

c. What are some examples of prosocial leisure and recreation?

d. How does youthful substance abuse put a juvenile at risk?

7. How can a program use the risk principle?

8. What happens to low risk youth placed in programs with high risk youth?



## Risk – Need – Responsivity Model

*View the DVD starting at approximately **1:35** and ending at approximately **2:05** on the time monitor.*

*Refer to slides **35 – 48** of the PowerPoint.*

**N**ow you are ready for the section on the needs principle, the responsivity principle, and the treatment principle. Keep in mind that while the treatment principle is not one of the three foundational principles of the RNR model, it provides the framework for how the different components of the model are achieved. This section will take approximately 30 minutes of viewing time. Once you view this portion, stop the DVD and consider the following review questions.

## Test Your Knowledge



The following review questions are provided to reinforce the concepts presented in the section on the needs, responsivity and treatment principles.

1. What are criminogenic needs, and how do they differ from other needs?
2. How can we use the needs principle in our programs?
3. How would you explain responsivity? General? Specific? External? Internal?

4. The treatment principle says you get a better result if you actually treat the juvenile offender, but what treatment?

You have now viewed the main concepts in the RNR model. This part of the presentation consumed about 2 hours and five minutes of viewing time. Review in your mind the principles of risk, need and responsivity. How do these principles help us to get better results?



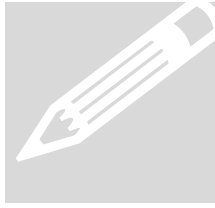
## Effective Programs

*View the DVD starting at approximately 2:05 and ending at approximately 3:17 on the time monitor.*

*Refer to slides 49 – 78 of the PowerPoint.*

**A**t this point you are ready to view the second half of the presentation, about effective program characteristics. This part begins with the characteristics of effective programs, and then deals extensively with cognitive-behavioral treatment, including useful curriculum. Dr. Pealer then closes by summarizing ineffective approaches, and a brief summary of an effective system, which is the goal in Sedgwick County. Once you view this portion, stop the DVD and consider the following questions.

## Test Your Knowledge



The following review questions are provided to reinforce the concepts presented in section on effective programs.

1. Detail some traits of effective programs and the organizations that offer such programs.
2. How do effective programs identify who to work with?
3. Name some of the most effective treatment models for high risk youth.

4. Why is Cognitive Behavioral Treatment so popular in the juvenile justice world?
  
5. What role does dosage play in program effect?
  
  
  
  
6. Name some types of program approaches known to be ineffective with juvenile offenders in reducing future crime. Dr. Pealer named 13 such approaches.

You have now viewed the principles of effective interventions. This part of the presentation consumed about 1 hour of viewing time. Review in your mind the characteristics of effective programs. What works and what doesn't in changing behaviors?