

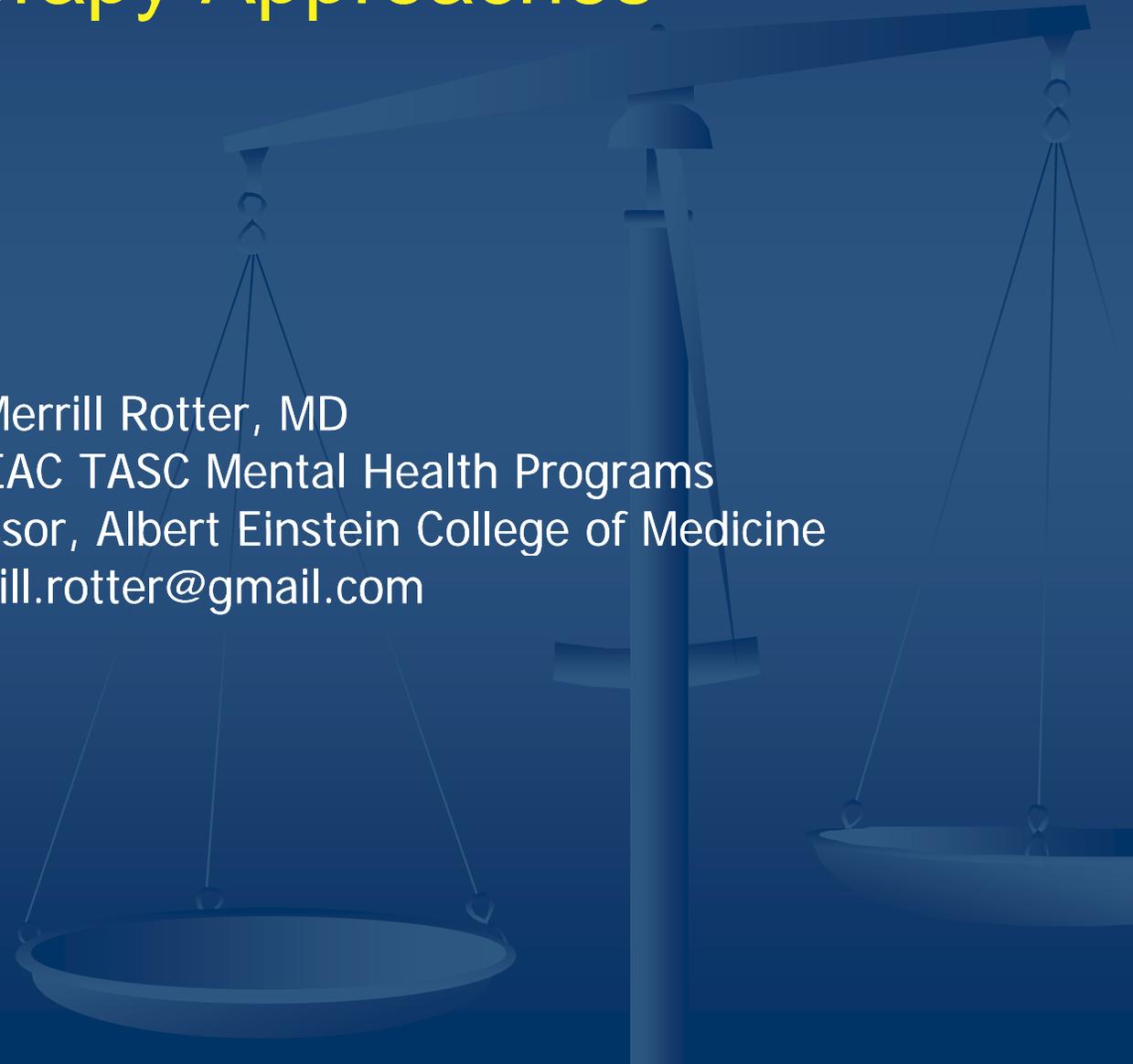
Targeting Criminal Recidivism in Mentally Ill Offenders: Cognitive Behavioral Therapy Approaches

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Common Goals Clinical Programs

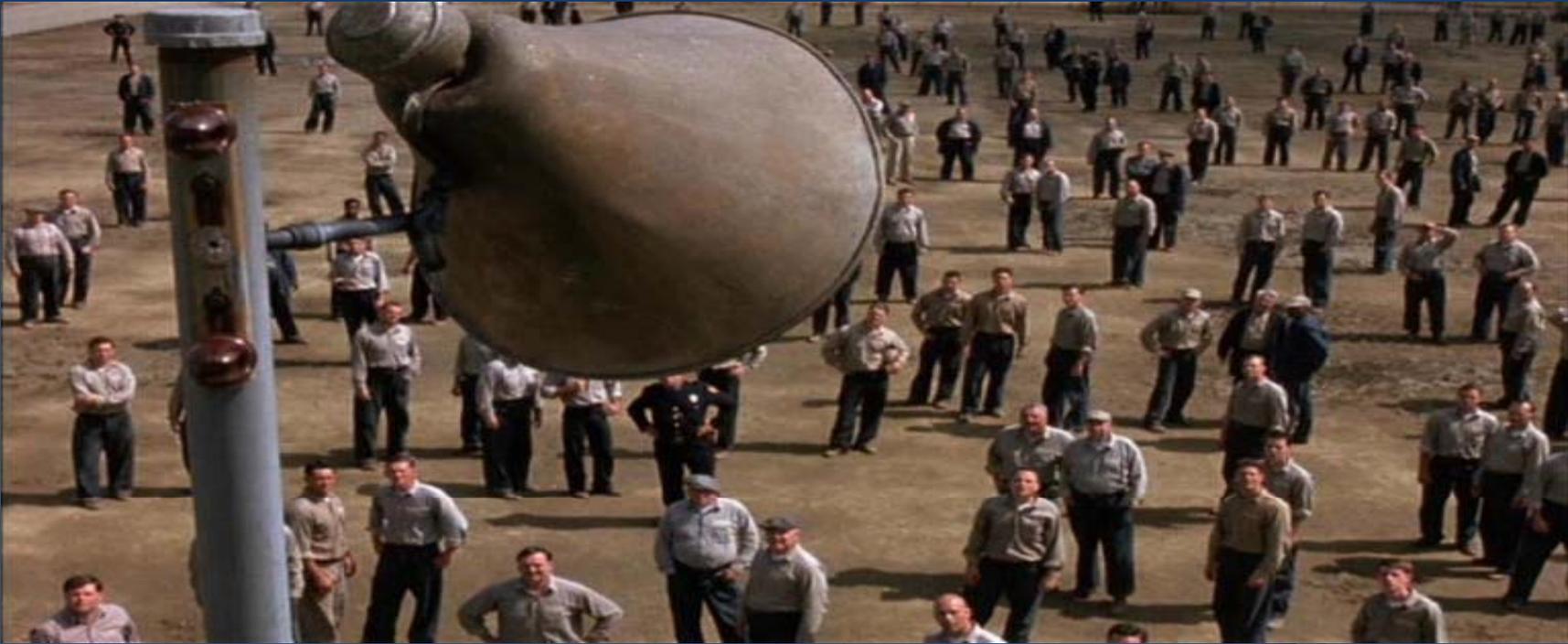
- Engagement
- Clinical Improvement
- Decrease Untoward Behavior
- Improved quality of life
- Decreased recidivism (re-arrest)
 - Hospitalization
 - INCARCERATION



To-do

- The Myth of Criminalization
 - Not “whether”, but “why”
- ~~NYC TASC COMPAS Research~~
- Cognitive-Behavioral Interventions
 - General Introduction
 - ~~Criminal Justice Focus~~
- Program Examples
 - Thinking for a Change
 - Cognitive change-focused Journaling
 - Other
 - Reasoning and Rehabilitation
 - Moral Reconciliation Therapy

Criminalization?



Prevalence of serious mental illness

General Population

3%

Prison Inmates (Steadman, 1990)

15%

Jail Inmates (Steadman, 2009)

15%

The Good News



- Jail Diversion - Steadman (2009)

- Decreased arrests
- Decreased symptoms



- Specialized Probation - Skeem (2009)

- Decreased rearrests
- Decreased revokation



The Weird News



- Decreased re-arrest NOT related to decreased symptoms (measured by CSI)

- Steadman



- Group with 2 or more subsequent arrests had largest symptom reduction
- Primary predictor of subsequent re-arrest was criminal history

- Skeem



- No difference in symptom reduction
 - Between specialized and routine probation
- No difference in symptom reduction distribution
 - Between re-arrested and not re-arrested group

Maybe it's not only about MI

- Jurginger (2006)
 - 4% MI direct
 - 4% MI indirect
 - 25% SA direct or indirect
- Peterson (2009)
 - 7% "Active psychotic"
 - 90% "Emotionally disturbed," ie. hostile/impulsive
- Fisher (2000)
 - No decreased jail MI prevalence in Mass. County with increased MH services



RNR





■ Risk

- Match treatment intensity to level of risk

■ Needs

- Treat the offender, not the offense

■ Responsivity

- Modality must be one to which offender is responsive
 - CBT
 - Engagement

Risk Principle

- Level of treatment match level of risk
 - Higher risk ---- Higher intensity
 - More (or, rather, less) bang for your buck
 - Lower risk ---- Lower intensity
 - Higher intensity may be counterproductive



Needs Principle

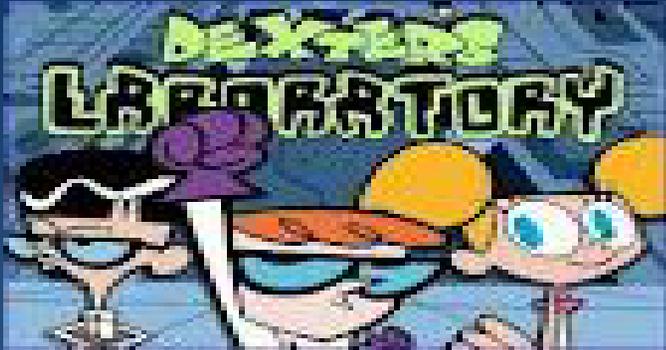
The Central Eight

- History of antisocial behavior
- Antisocial personality pattern
 - Pleasure seeking, restless, aggressive
- Antisocial cognitions
 - Attitudes supportive of crime
- Antisocial Associates
- Family support
- Leisure Activities
- School/work
- Substance Abuse



The Central Eight - MI Overrepresentation

- Skeem (2008)
 - General and specific recidivism risk higher
 - Antisocial personality pattern
 - Carr (2008)
 - 5/8 PICTS items higher in state hospital subjects
 - Antisocial cognitions, such as externalization, rationalization and entitlement
- 



A little research...

Frischer et al (2011) Criminogenic Factors
and Recidivism in a NYC Mental Health Court

Purpose

- Identify criminogenic factors in cohort of diverted offenders with mental illness



- Examine the utility of these factors in predicting program success in this cohort

SUBJECTS



- Naturalistic sample of 46 felony offenders with mental illness in Queens, NY accepted for diversion



METHODS

- Chart review study
- Demographic, diagnostic and criminal variables
- All subjects received the COMPAS Risk Assessment
- Success measure at 3 months
 - Violations (rather than program completion or recidivism at this early phase of study)

COMPAS

Correctional Offender Management

Profiling for Alternative Sanctions

- An automated decision support software package that integrates risk and needs assessment to aid in sentencing decisions, treatment and care management recommendations and recidivism outcomes
- Provides a criminogenic and needs profile for the offender with respect to criminal history, needs assessment, criminal attitudes, social environment, socialization failure, criminal opportunity, criminal personality and social support. (Brennan, 2000)



COMPAS

Predictive validity

- When tested for predictive validities for arrest for any offense, arrest for person offense and arrest for a felony offense COMPAS had AUCs mostly between .70 and .80
 - On par with other major instruments in the field such as VRAG and PCL-R. (Brennan, 2007)
 - One other study reported a less robust AUC with significant variability between racial sub-groups
 - True for the LSI-R as well (Fass et al, 2008)



Descriptives

	Mean	SD	Range
Age	36.96	15.4	16-82
Educ.	11.43	2.07	5-16

Gender	N	%
Male	39	84.8%
Female	7	15.2%

Diagnosis	N	%
Psychotic	14	30.4%
Unipolar Mood	10	21.7%
Bipolar spectrum	17	37.0%
Anxiety-related	4	8.7%
Other	1	2.2%

Sub Ab. Hx	N	%
Yes	30	65.2%
No	16	34.8%

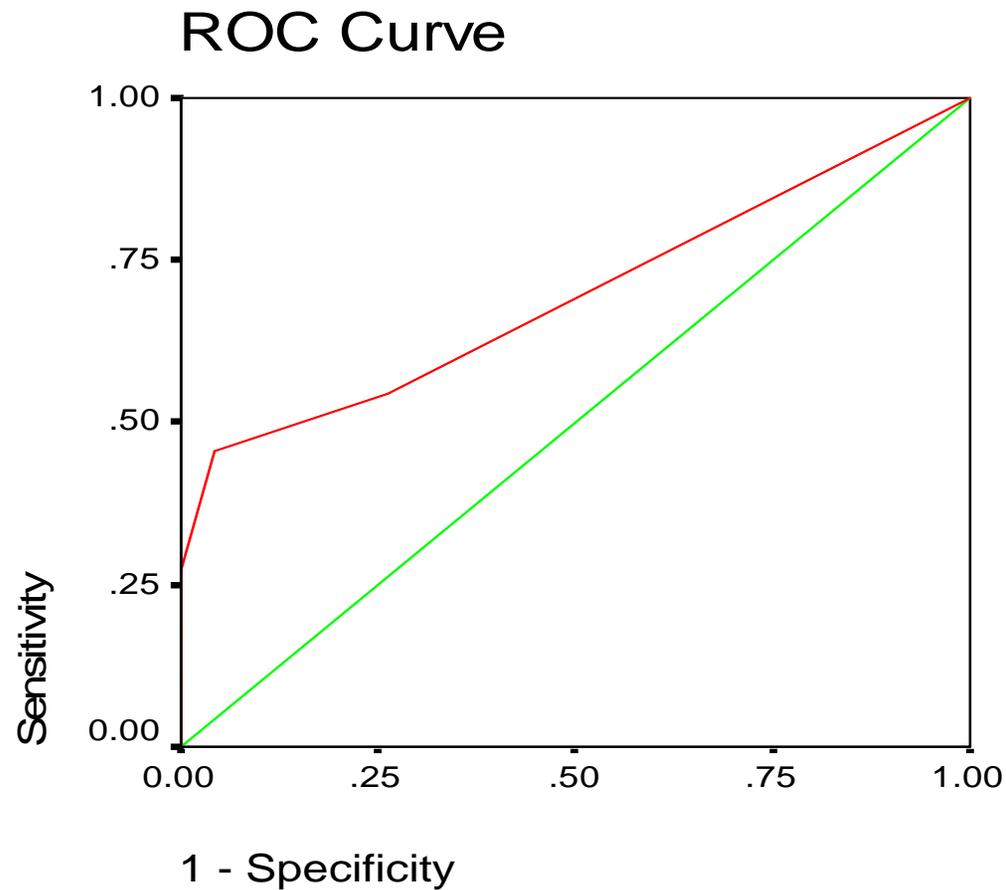
Hx of MH Trt.	N	%
Yes	44	95.7%
No	2	4.3%

Placement	N	%
Residential	15	32.6%
Non-Res.	31	67.4%

COMPAS Variable	Mean	SD
General Recidivism	3.70	2.83
Violent Recidivism	3.11	2.57
Criminal Thinking	7.20	2.23
Criminal Personality	7.02	2.01
Social Isolation	6.93	2.49
Vocation/Education	6.22	2.89
Current Violence	5.20	3.91
Substance Abuse	5.15	3.44
Leisure and Recreation	5.02	3.88

COMPAS Variable	Mean	SD
Financial	4.98	2.92
Social Environment	4.78	3.81
Residential Instability	4.48	2.58
Cognitive Behavioral	4.48	2.66
Social Adjustment	3.85	2.56
Family Criminality	3.37	2.89
Criminal Associates	2.96	2.77
Hx of Violence	2.89	2.83
Socialization Failure	2.39	2.25
Criminal Involvement	2.17	1.85

ROC curve for history of violence

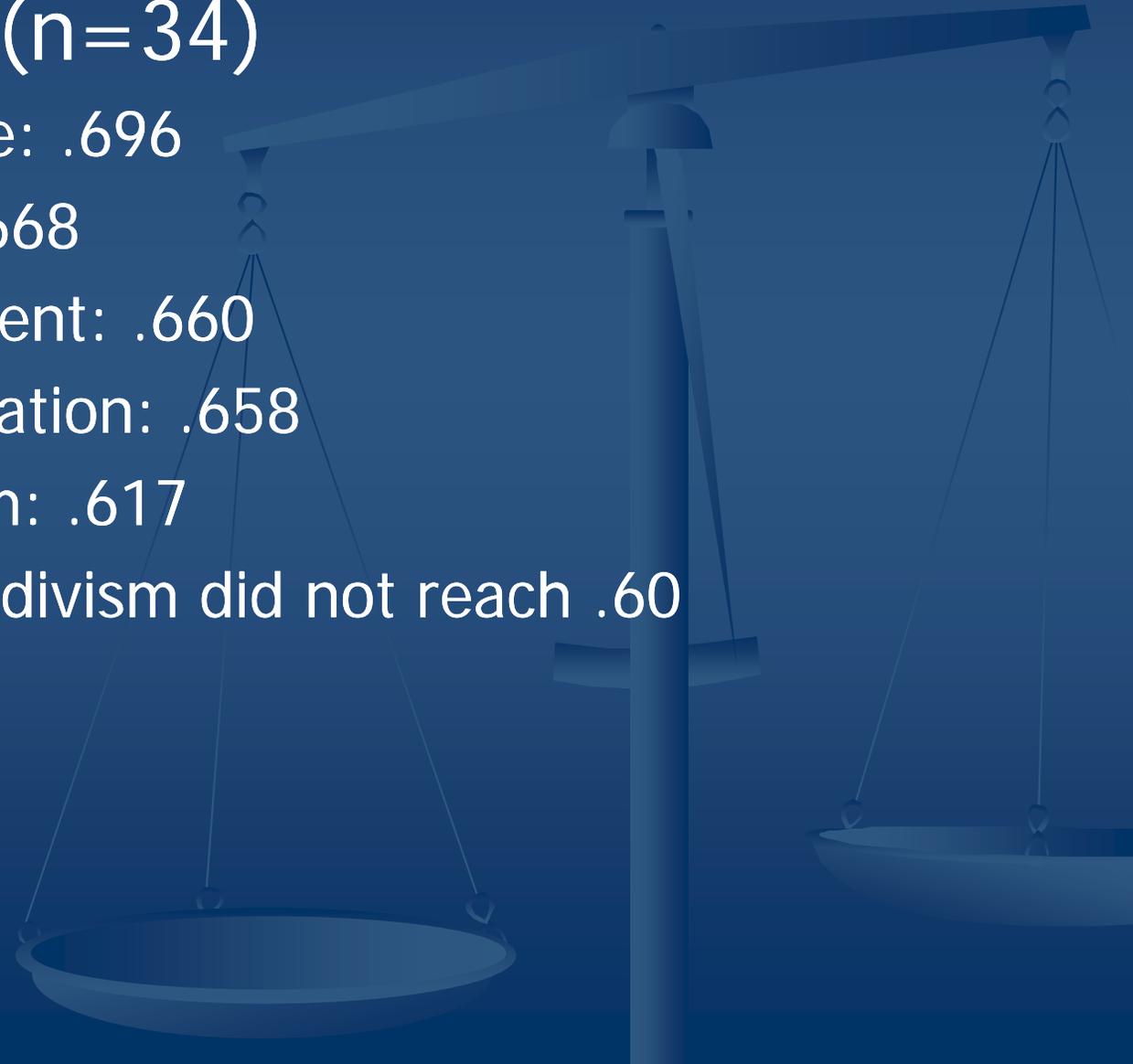


Diagonal segments are produced by ties.

AUC .696

Prediction of Violation

- AUC effect size (n=34)
 - History of Violence: .696
 - Social Isolation: .668
 - Criminal Involvement: .660
 - Leisure and Recreation: .658
 - General Recidivism: .617
 - NOTE: violent recidivism did not reach .60



Conclusions



- Thinking and Criminal Personality
scales were in the high range.
- For the first 3 months, history of violence was the best predictor of violation of conditions.

Limitations

- Small N
- Limited follow up time
- Only felonies



- Increase N
- Add misdemeanors
- Extend follow-up completion (one year) of both prediction of completion and criminal recidivism



sis



Needs Principle

The Central Eight

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- School/work
- Substance Abuse



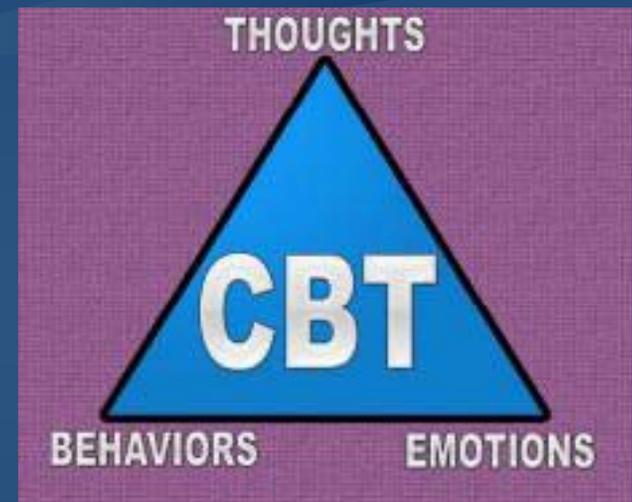
Needs - Interventions

- Substance Abuse/Antisocial associates
 - Integrated Treatment
 - People, places and things
- Family support
 - Multi-family therapy
- School/Work
 - Supported Employment
- Homelessness
 - Housing first
- Antisocial Cognitions
 - Cognitive behavioral interventions



Cognitive-Behavioral Interventions CJ-Involved Populations

- Introspection skills
- Cognitive Restructuring
 - Problem Solving
 - Identification of cognitions
 - Cost-benefit analysis
- Social Skills
 - Conflict Resolution
- Moral Reasoning/Community Responsibility



Cognitive-Behavioral Treatment

- Cognitive focus
 - Internal mental processes
 - Behavior follows thought
 - Beck, Ellis
- Behavioral focus
 - External behavior
 - Behavior is all; thought does not matter
 - Pavlov, Skinner



Traditional Cognitive-Behavioral Therapy

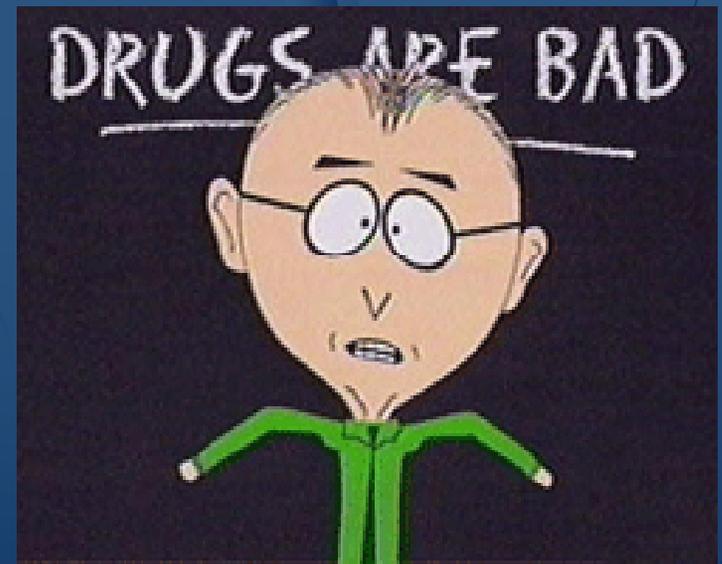
- Symptom relief
 - Anxiety
 - Depression
- Cognitive
 - Changing thinking
 - Automatic thoughts
 - Disputation
- Behavioral
 - Skills training
 - Role Playing
 - Desensitization



Cognitive-Behavioral Adaptations CJ-Involved Populations

- Intrapersonal (symptom relief)
- Interpersonal (skills building)
 - Conflict resolution
- Community Responsibility
- Engagement Challenges
 - Motivation
 - Motivational Interviewing
 - CJ culture Adaptation
 - SPECTRM RAP Intervention

+

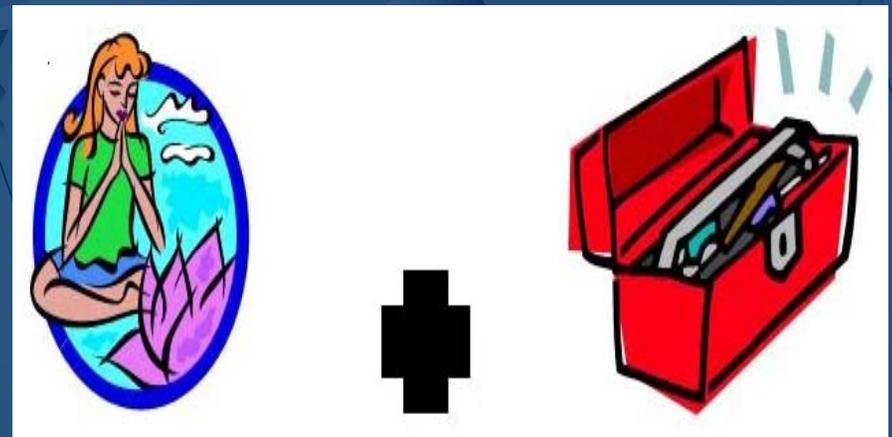


Cognitive-Behavioral Interventions

CJ-Involved Populations

MH Program adaptations

- Target symptoms
 - Frustration intolerance
 - Social skills
 - Misperception of environment
- Examples
 - Forensic DBT
 - Jail - decreased anger, aggression and incidents
 - Community - decreased re-arrests in stalker-focused program



Cognitive-Behavioral Adaptations CJ-Involved Populations

- Thinking for a Change
- Lifestyle Change
- Reasoning and Rehabilitation
- Moral Reconciliation Therapy



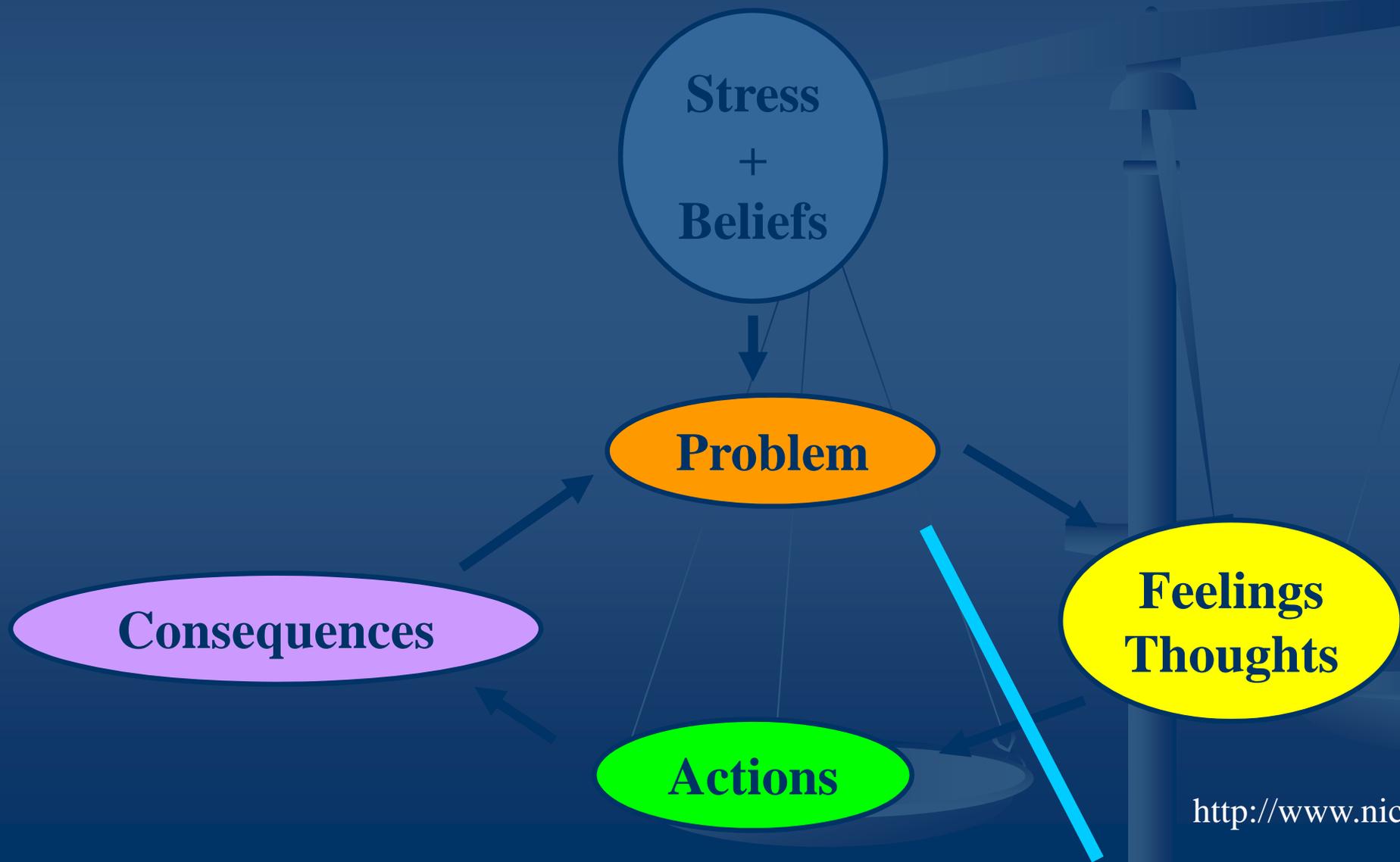
Cognitive-Behavioral Adaptations CJ-Involved Populations General Components

- Introspection
- Cognitive Restructuring
 - Problem Solving
 - Identification of cognitions
 - Cost-benefit analysis
- Social Skills
- Moral Reasoning
- Didactic Education
- Modeling
- Role Playing
- Written Work



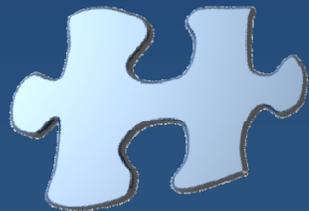
Thinking for A Change (T4C)

National Institute of Corrections



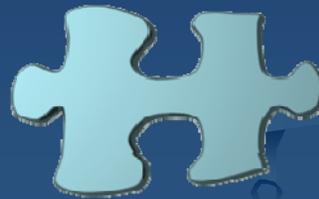
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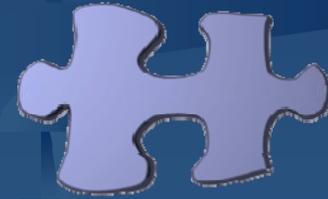
Cognitive Self-Change

Pay Attention to Our
Thoughts
Recognize the Risk
Use New Thinking



Social Skills

Listening
Asking Questions
Giving Feedback
Knowing Your Feelings
Understanding Others'
Feelings
Making A Complaint
Apologizing
Responding to Anger
Negotiating



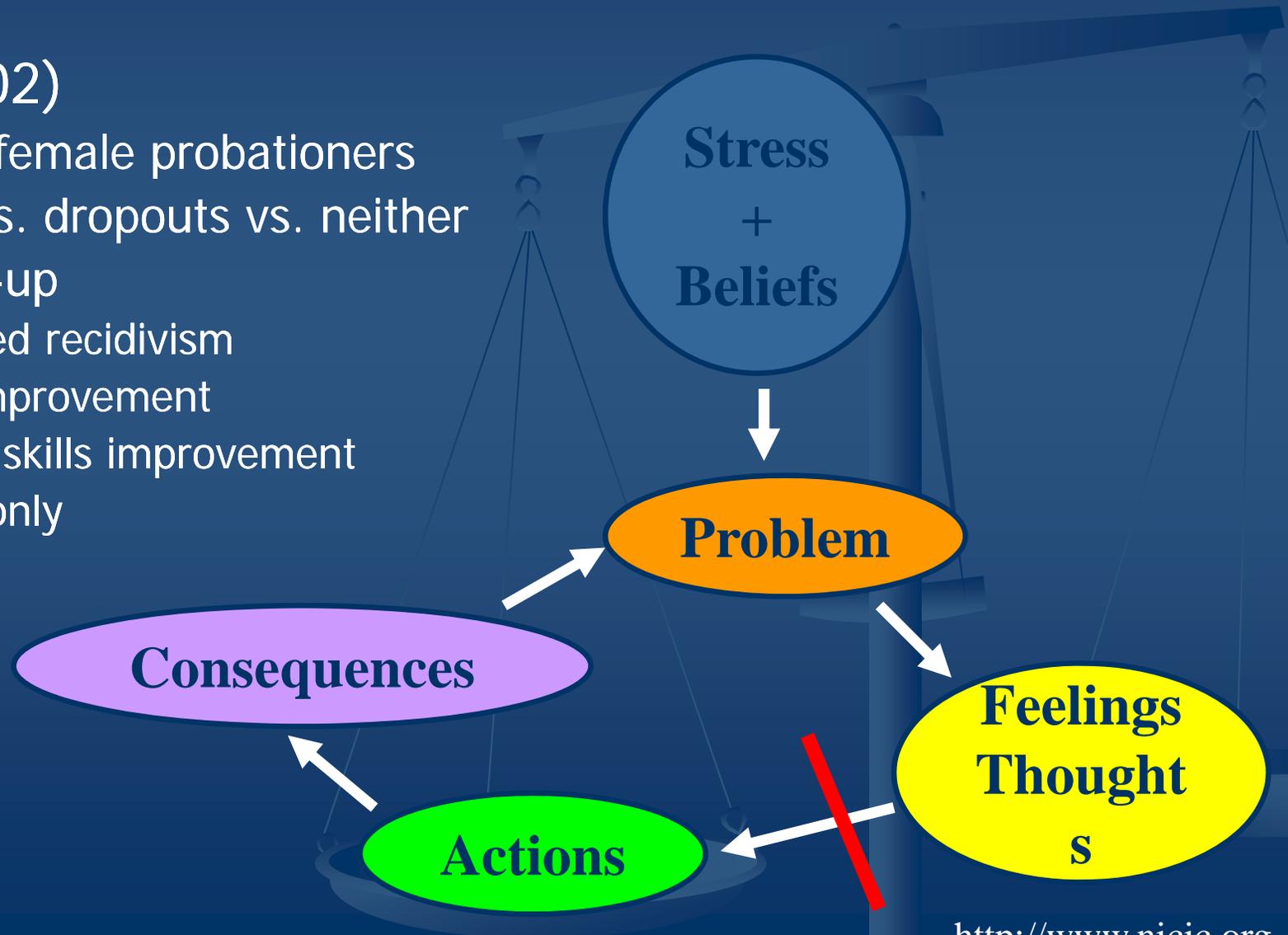
Problem Solving

6 skills
Delivered in 9 lessons

Thinking for A Change (T4C)

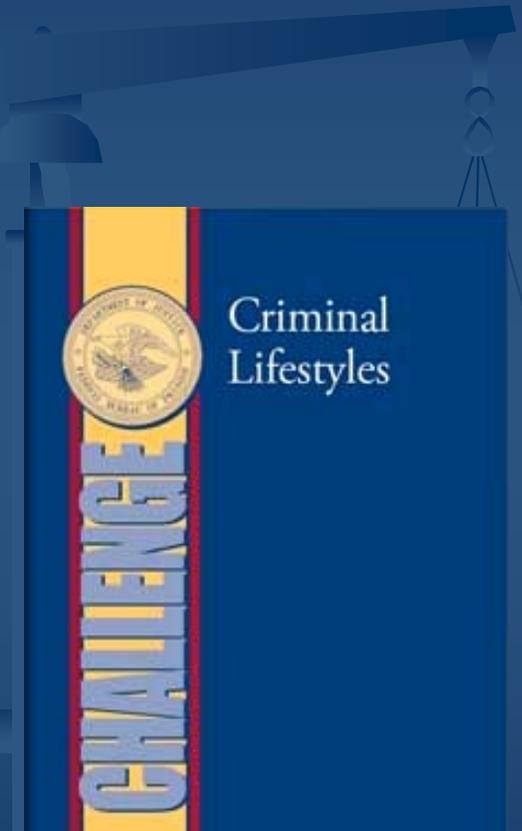
National Institute of Corrections

- Golden (2002)
 - 42 male and female probationers
 - Completers vs. dropouts vs. neither
 - 1 year follow-up
 - 33% decreased recidivism
 - Social skills improvement
 - Interpersonal skills improvement
 - Completers only



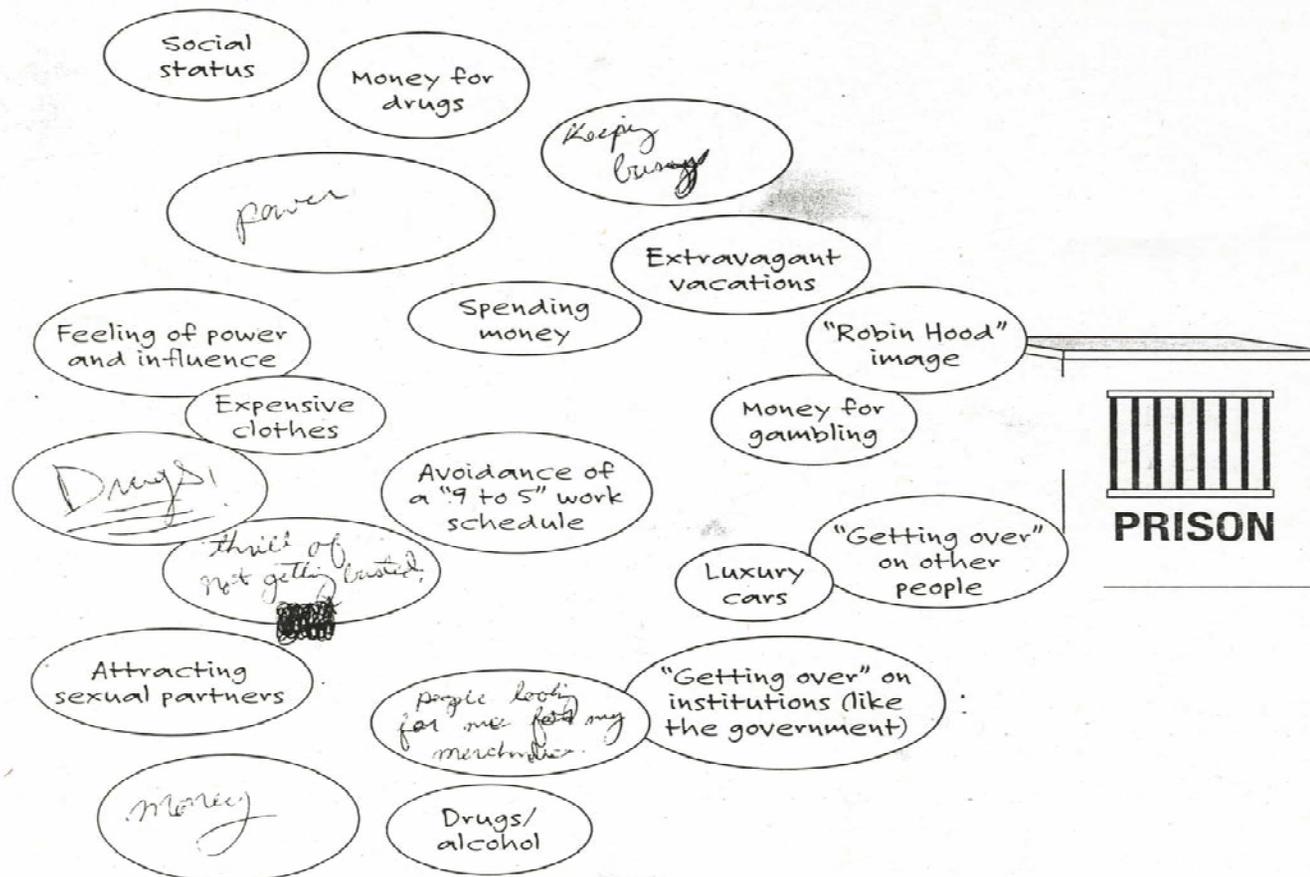
Lifestyle Change

- Process
 - Cognitive-behavioral techniques
 - Interactive Journaling
- Content
 - Cost/Benefit Analysis
 - (PICTS) Psychological Inventory of Criminal Thinking Styles



Lifestyle Change – The Change Companies Journaling

Looking at the payoffs of your criminal behavior



Lifestyle Change – The Change Companies Journaling

Mollification: making excuses, blaming, justification

Have and
hit me

Don't blame
others for your
short comings.

It ~~can~~ come
back and bite
me in the
ass

Think of
Consequences

Now think about two situations where you used Mollification since you've been in prison.

1. This is a situation where I've used Mollification:

There was a girl who I beat up as
took her money.

What is the irrational belief that caused me to make this criminal thinking error?

She was a punk and someone else
would have done it.

What is my Rational Challenge?

It doesn't matter if she was
weaker than me, I should let her go.

How would my behavior change based on my Rational Challenge?

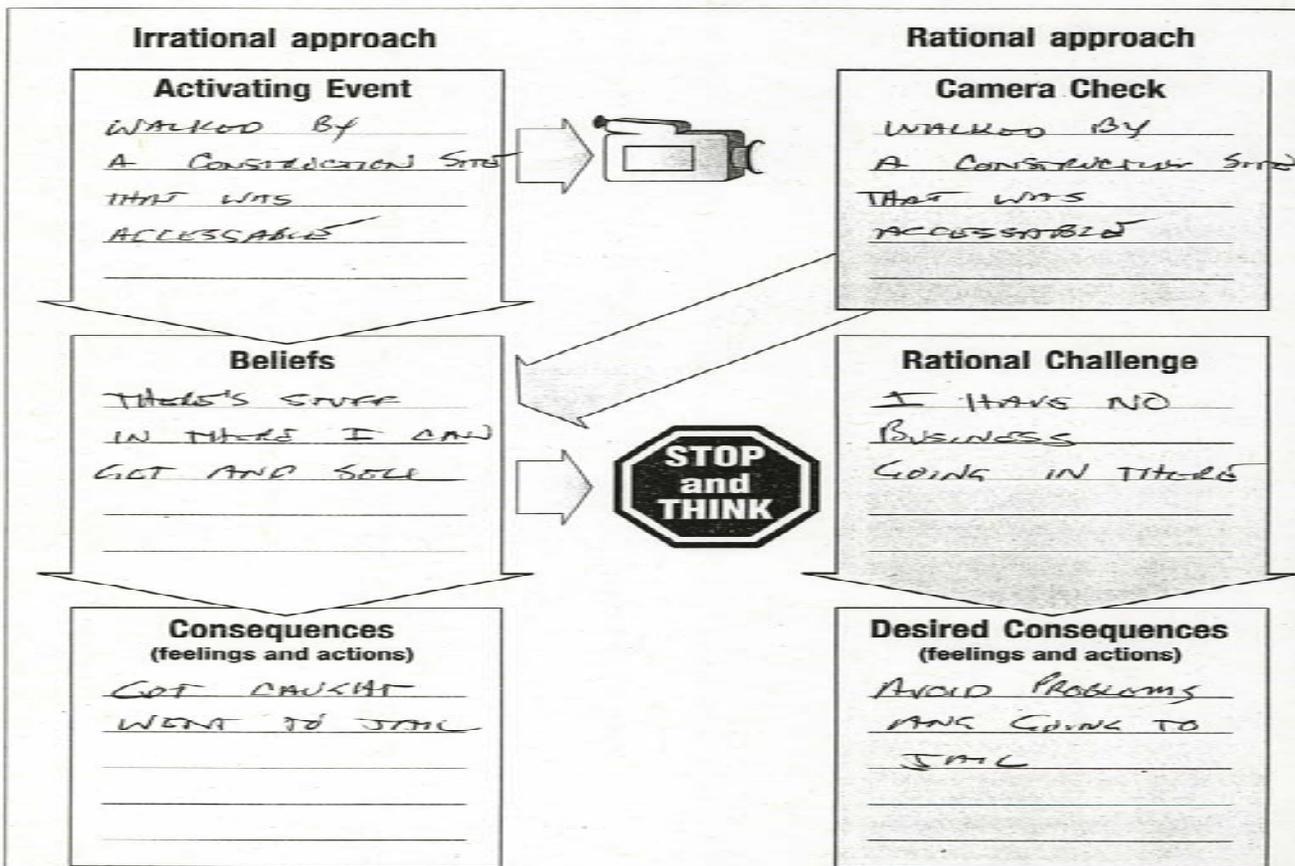
Not bother with her.

Lifestyle Change – The Change Companies Journaling

How to do RSAs on criminal thinking

These two pages give you the opportunity to choose two situations you wrote about from pages 20-51 and practice doing RSAs to correct your irrational thinking.

Irrational approach	Rational approach
Activating Event WALKED BY A CONSTRUCTION SITE THAT WAS ACCESSABLE	Camera Check WALKED BY A CONSTRUCTION SITE THAT WAS ACCESSABLE
Beliefs THERE'S STUFF IN THERE I CAN GET AND SELL	Rational Challenge I HAVE NO BUSINESS GOING IN THERE
Consequences (feelings and actions) GOT CAUGHT WENT TO JAIL	Desired Consequences (feelings and actions) AVOID PROBLEMS AND GOING TO JAIL



Reasoning and Rehabilitation

- Problem Solving
- Social Skills
- Negotiation Skills
- Managing Emotions
- Creative thinking
- Values Enhancement



Moral Reconciliation Therapy



hedonism

social rules

- Confrontation of beliefs, attitudes and behaviors
- Assessment of current relationships
- Reinforcement of positive behavior and habits
- Enhancement of self-concept
- Decrease in hedonism and development of frustration tolerance
- Develop higher stages of moral reasoning

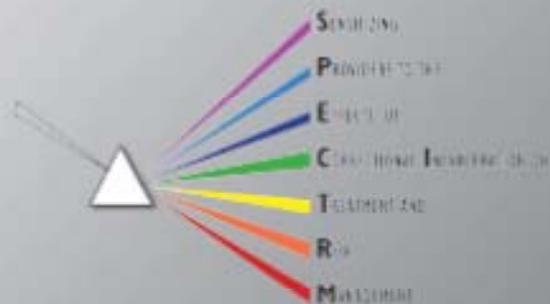
Cognitive-Behavioral Adaptations CJ-Involved Populations Outcomes

- Meta-analysis: 8.2% reduction in re-arrest (Aos, 2006)
- Confounds
 - Study variable
 - Controlled vs. naturalistic
 - Program Fidelity
 - Recidivism-related variables
 - Rearrest vs. Reconviction vs. Reincarceration
 - High vs. low risk offender
 - Intensity and length of intervention
 - Clinical variables
 - Trauma
 - Mental Illness

RAP

REENTRY AFTER PRISON/JAIL

A THERAPEUTIC CURRICULUM FOR
PEOPLE WITH MENTAL ILLNESS &
HISTORIES OF INCARCERATION



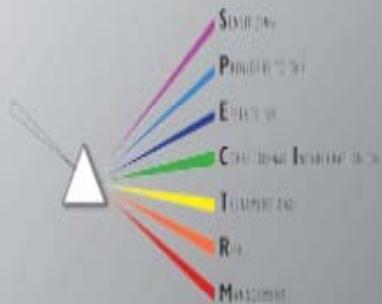
Merrill Rotter, M. D.
Jackie Massaro, LMSW
Michael Steinbacher

2008 Edition

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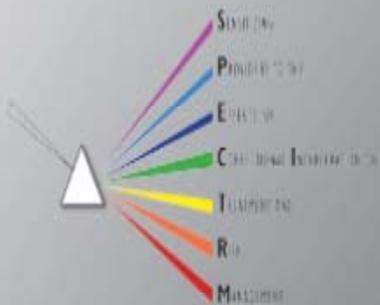
Purpose

- Promote Cultural Re-adaptation by
 - Developing trust through shared experience
 - Challenging prison and jail attitudes
 - Introducing new problem solving skills

RAP

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CONNECTING: Debriefing

- War stories
- Talk about jail/prison experiences

EXPLORING: Psychoeducation

- Setting Differences and Similarities
- Examine jail and prison scripts
- Does “jail thinking/behaving” help or hurt?

CHANGING: Cog-Behavior Techniques

- Learn new ways to think/behave
- Disputation



Free!



Free!

