


CRIME AND JUSTICE INSTITUTE

Risk Assessment Performance Indicators




CRIME AND JUSTICE INSTITUTE

Risk Assessment Performance Indicators

- Performance Ratings for Correlations & AUC-ROC


Predictive Validity	Correlation (r value)	AUC-ROC
Poor	< .10	<.55
Fair	.10-.23	.56-.63
Good	.24-.36	.64-.71
Excellent	.37-1.00	.72-1.00



CRIME AND JUSTICE INSTITUTE


Risk Assessment Performance Indicators

- Measuring risk assessment performance
 - How well does the tool predict future recidivism?
 - Two primary measures are calculated to examine risk tool performance
 - Pearson's r
 - AUC-ROC
 - How well does the tool classify offenders by low, moderate, and high risk?
 - Observe substantial differences in recidivism rates between the risk levels



CRIME AND JUSTICE INSTITUTE


Previous Risk Assessment Results



CRIME AND JUSTICE INSTITUTE

Risk Assessment Performance Indicators

- Common Performance Indicators
 - Correlations
 - Measure the strength and direction of the relationship between the risk factor and recidivism
 - Example: Increases in the number of prior incarcerations are related to increases in recidivism
 - Measure the strength and direction of the relationship between the total score and recidivism
 - Example: Increases in total risk assessment score are related to increases in recidivism
 - AUC-ROC
 - Measure the overall predictive accuracy of the risk assessment
 - AUC-ROC values of .50 suggest the risk assessment does not predict much better than chance




CRIME AND JUSTICE INSTITUTE

Previous Risk Assessment Results

- Performance of previous risk tool is fair in predicting recidivism

Risk Assessment Factors	r value
Prior Revocations	.075
Prior Felony Convictions	.064
Current Offense	.061
Active Gang Affiliation	.065
Gender	.090
Current Age	.074
Total Assessment Score	.150
AUC-ROC Value	
	.589



Previous Risk Assessment Results

- Knowing the offender's gender predicts recidivism nearly as well as previous risk assessment
- Previous risk assessment was poor for black offenders in comparison to white offenders even with similar recidivism rates

Breakout - Gender and Race	r value	Recidivism rates
Total w/o Gender	.134	
<i>AUC-ROC Value</i>		
Black Offenders	.109	38.3%
White Offenders	.203	37.0%

CRJ 13

New Risk Assessment Goals

- Three goals were established for developing the new MDOC risk assessment
 - Increase overall performance – ensure the new tool is a strong predictor of recidivism
 - Develop a new risk assessment so that the instrument performs well regardless of race and gender
 - Ensure that the new risk assessment properly classifies offenders by low, moderate, and high risk

CRJ 16

Previous Risk Assessment Results

CRJ 14

Findings

- Multiple static criminal history risk factors were examined for possible inclusion in the risk assessment
- Five risk factors emerged as the strongest predictors of recidivism for both community corrections and institutions
 - Age
 - Gang involvement
 - Total number of current felonies
 - Number of prior incarcerations
 - Institutional violations

CRJ 17

CRIME AND JUSTICE INSTITUTE

Developing the New Risk Assessment

CRJ

Findings

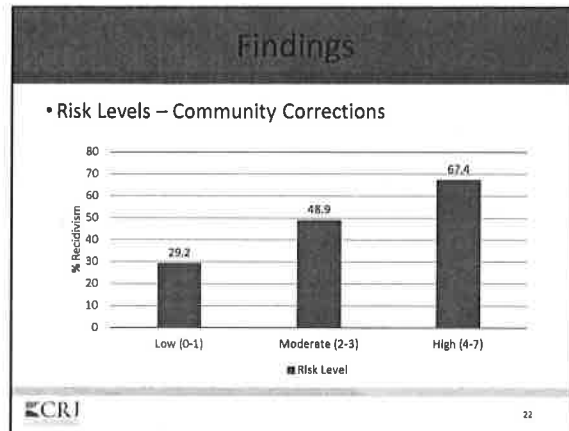
- Risk factors, such as offense types, were found to not be statistically significant predictors or even strong predictors by gender and race
 - Property offenses were only a significant predictor for white offenders and current property resulted in an inverse relationship with recidivism
 - Drug possession was only a significant predictor for female offenders
 - Drug trafficking was not a significant predictor

CRJ 18

Findings

- Risk factors, such as prior felony convictions, prior supervisions, and prior incarcerations were measuring the same risk
- Similarly, prior revocations and prior incarcerations were measuring the same risk
 - The strongest risk factor, prior incarcerations, was included in the new risk assessment
 - The other risk factors were excluded due to measuring the same risk

19

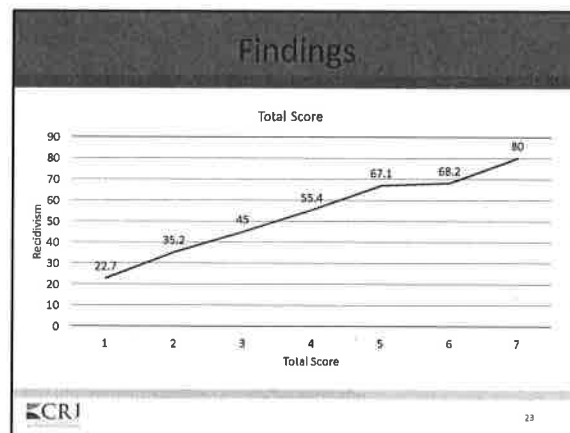


Findings

• Risk Factor Correlations – Community Corrections

Risk Factors	Total	Male	Female	Black	White
Age	.115**	.121**	.059	.130**	.080**
Gang	.172**	.172**	.052	.178**	.143**
Total # current felonies	.185**	.186**	.152**	.190**	.177**
Number prior Incarcerations	.149**	.131**	.204**	.141**	.143**
Institutional violations	.197**	.199**	.153**	.209**	.152**

20

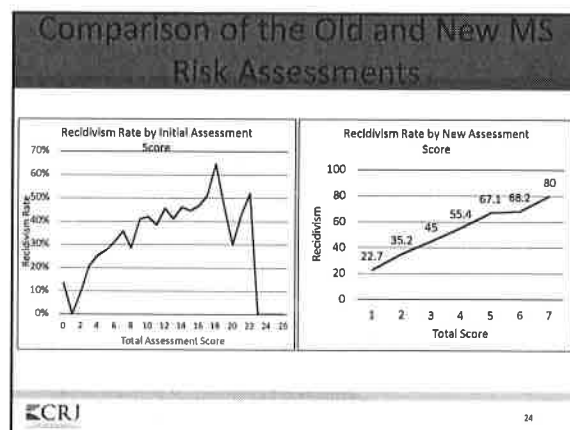


Findings

• Total Score Correlations & AUC-ROC

Risk Factors	Correlations C/V	AUC-ROC C/V
Community Corrections	.262**/.300**	.648/.673
Institutions	.220**/.231**	.622/.626
Male	.246**/.296**	.643/.672
Female	.246**/.229**	.638/.624
Black	.318**/.248**	.687/.641
White	.256**/.263**	.638/.644

21



Benefits of MDOC Risk Assessment

- The three goals to develop the MDOC risk assessment were satisfied
 - The new risk tool is a stronger predictor of recidivism than the previous risk tool
 - The new risk tool performs well regardless of gender or race
 - The new risk tool properly classifies offenders by risk both in the community and the institutions
- Overall, the MDOC risk tool containing 5 risk factors is a significant predictor of recidivism and predicts well regardless of gender and race
 - For every one point increase in the total score, the odds of recidivism increase 1.5 times

CRJ 25

Principles of Effective Intervention

- Risk Principle – tells us **WHO** to target
- Need Principle – tells us **WHAT** to target
- Responsivity Principle – tells us **HOW** to target
- Fidelity Principle – tells us how to do this work **RIGHT**

CRJ 28

Benefits of MDOC Risk Assessment

- The MDOC risk assessment can be completed efficiently to quickly assess and identify the offender's risk level using data already captured in OffenderTrak and Caseload Explorer
- The Needs-Q is a survey that will be administered to offenders to help identify criminogenic needs (dynamic risk factors) that can be targeted for case planning, programming, and interventions
- This information will eventually be combined into a final risk and needs tool which will fully satisfy HB 585 requirements

CRJ 26

Risk Principle

- The Risk Principle tells us **who** to target
- Risk assessments should be used to objectively and appropriately classify an offender's risk
- The best way to assess an offender's risk factors is by using an actuarial assessment
- Target those offenders with higher probability (higher risk) of recidivism

CRJ 29

CRIME AND JUSTICE INSTITUTE

Principles of Effective Intervention

CRJ

Risk Principle

- **High risk** offenders are more likely to recidivate and are more active when they do recidivate
 - Require the most intensive intervention (supervision and treatment) for the high risk offender
- **Low risk** offenders are not as likely to recidivate
 - Too much intervention can increase the likelihood of recidivism for low risk offenders
 - Intervention may not be necessary

CRJ 30

Risk Principle

Risk Level	Change in Recidivism Rates
High Risk	19
Low Risk	-4

(Dowden & Andrews, 1999a)

- Dowden and Andrews' meta-analysis shows that when there are interventions targeted at high risk, recidivism is reduced 19%; but, target the low risk and recidivism increased 4%
- Knowing who is high risk and who is low risk matters
- Using a risk assessment to properly classify offenders is essential

CRJ 31

Need Principle

- Distinguishing a risk factor from a criminogenic need
- Risk factor = any characteristic related to recidivism
 - Static = things that cannot change, such as prior incarcerations, prior institutional violations
 - Dynamic = things that can change, such as drug use, antisocial peers, employment
- Criminogenic = crime-producing
- Criminogenic needs = risk factors which predict recidivism AND are dynamic

CRJ 34

Risk Principle

- Risk assessments that contain static risk factors often look at an offender's prior criminal history
 - Prior convictions
 - Prior incarcerations
 - Prior supervision and supervision failure/revocation
 - Prior violations within institutional settings or on supervision

CRJ 32

Need Principle

- "Big Four" – Criminogenic risk factors
 - Antisocial attitudes
 - Antisocial peers
 - Antisocial personality
 - History of antisocial behavior
- Other criminogenic risk factors
 - Substance abuse
 - Employment/education
 - Low family affection/poor supervision/poor communication
 - Leisure/recreation

(Andrews & Bonta, 1994)

CRJ 35

Need Principle

- The Need Principle tells us *what* to target
- Certain factors are tied to recidivism
- Risk and needs assessments will allow for proper identification of an offender's needs
- Targeting these factors will result in a reduction in future offending

CRJ 33


Importance of the Big Four – the Heart Attack Study

- One international study that looked at the risk factors associated with heart attacks
 - Gathered data on all heart attacks
 - Compared to case-matched controls

CRJ 36


Importance of the Big Four – the Heart Attack Study

- Risk Factors of Heart Attack
 - Increased LDL/HDL ratios (i.e., high cholesterol ratios)
 - Smoking
 - Diabetes
 - Hypertension
 - Abdominal obesity
 - Psychosocial (i.e., stress or depression)
 - Failure to eat fruits and vegetables daily
 - Failure to exercise
 - Failure to drink any alcohol


37


Need Principle

- Criminogenic needs, or dynamic risk factors, that can be targeted for change are also included on risk and needs assessments and can be used as priority areas for setting goals for a case plan
- Using the Needs-Q will help identify criminogenic needs
 - Antisocial personality (one of the Big 4)
 - Antisocial attitudes (one of the Big 4)
 - Antisocial peers (one of the Big 4)
 - Substance abuse (one of the Big 8)
 - Employment (one of the Big 8)
 - Education (one of the Big 8)


40


Importance of the Big Four – the Heart Attack Study

- The risk of heart attack for individuals who had all 9 of these factors, amazingly, was almost 130 times higher than for somebody with none of them
- The first 2 of these risk factors (bad cholesterol ratios and smoking) predicted 2/3 of all heart attacks


38


Responsivity Principle

- The Responsivity Principle tells us *how* to target
- What gets in the way of the offender benefiting from supervision and treatment?
 - Take into account individual learning styles so we can effectively work with offenders
 - Consider barriers to engaging and interacting with offenders to conduct risk assessments, develop appropriate and individualized case plans, and to provide targeted interventions to improve offender outcomes
- Targeting responsivity factors will increase the likelihood for success


41


Importance of the Big Four – the Heart Attack Study

<ul style="list-style-type: none"> • Increased LDL/HDL ratios • Smoking • Diabetes • Prior Heart Attacks 	<ul style="list-style-type: none"> • Attitudes • Peers • Personality • Criminal History
<ul style="list-style-type: none"> • Hypertension • Abdominal obesity • Psychosocial (i.e., stress or depression) • Failure to eat fruits and vegetables daily • Failure to exercise • Failure to drink any alcohol 	<ul style="list-style-type: none"> • Substance Abuse • Family • Education/Employment • Recreation • Accommodations • Financial


39


Responsivity Principle

- General Responsivity examples
 - Active listening skills
 - Open-ended questions
 - Interaction skills
- Specific Responsivity examples
 - Language
 - Acute mental illness
 - Physical disabilities
 - Learning or cognitive disabilities
 - Anxiety and depression
 - Trauma and victimization
 - Motivation


42


General Responsivity

- How does general responsivity apply to risk assessments and case plans?
 - We use general responsivity skills to facilitate a conversation with offenders
 - These skills help us identify an offender's risk and needs that can be used for developing case plan goals
 - Using these skills will keep the offender at ease and model prosocial behavior

 43


Closed-ended Questions

- Imagine you are interviewing Amanda and you want to know if she has a drug problem
 - In the interview you were only allowed to use close-ended questions:
 - You: *Have you used drugs in the last year?*
 - Amanda: *Yes*
 - You: *What drugs?*
 - Amanda: *Marijuana*

 46


Being Responsive During a Needs – Q Interview (Active Listening Skills)

- Look at the person who is talking
- Focus and listen to the information being shared without being distracted, interrupting, or passing judgment
- Think about what is being said throughout the section. At the end of each section, verbally summarize what you heard
- Ask for clarification to confirm your understanding

 44


Open-ended Questions

- Imagine you are interviewing Amanda and you want to know if she has a drug problem
 - In the interview you can only use open ended questions:
 - You: *Tell me about your drug use in the last year*
 - Amanda: *I used marijuana every day over the past year. When I smoked, I was typically with my boyfriend who deals weed, so I don't have to pay for it*

 47


Good Interviewing: Open-ended Questions

- Closed-ended questions can be answered with one word (e.g., yes, no)
 - Limits information obtained
 - Limits opportunity to build rapport
 - Creates a suspicious setting/ tone
- Open-ended questions cannot be answered in one word
 - Requires a more detailed response
 - Elicits more information
 - Builds rapport
 - Creates a setting that allows an offender to feel at ease

 45

Interaction Skills

- Reliable information is most likely to be obtained when appropriate skills are used to complete the Needs-Q
- Successful assessment staff are
 - Objective
 - Non-judgmental
 - Clear in describing the purpose of the Needs-Q
 - Use follow-up questions to clarify information or to learn more about the offender
 - Express appreciation for the offender's response and acknowledge the importance of honesty
 - Employ active listening skills to summarize the information provided

 48

Specific Responsivity

- Specific Responsivity is related to conducting a risk assessment and developing an appropriate case plan
 - Barriers that may need to be identified and addressed prior to or while conducting a risk assessment and in the development of a case plan
- Throughout the interview the assessor should be recognizing and responding to these responsivity characteristics
 - Meet the offender for where he or she is at during the interview

49

Risk Assessment Fidelity

- Why a risk assessment tool is used
 - Using a risk assessment tool allows the offender to be assigned to appropriate interventions based on their risk level
 - If low risk offenders are assigned high risk interventions, low risk offenders can have higher recidivism rates
- How to maintain fidelity to a risk tool
 - Must have a process for inter-rater reliability to ensure the tool is accurately scored to predict low, moderate, and high risk for the target population
 - Must be validated on the target population

50

Fidelity Principle

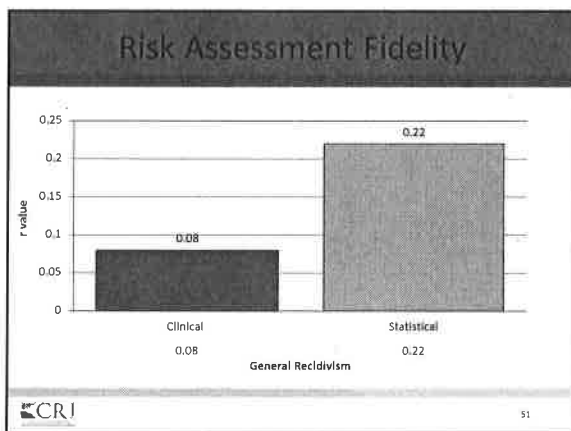
- The Fidelity Principle tells us how to do this work *right*
 - Risk assessment fidelity
 - Tool must be properly developed to ensure that the risk assessment predicts recidivism for the target population
 - Assessment staff must be properly trained
 - Coaching must follow training to support assessment staff with scoring and decision-making
 - Risk tool must be piloted before statewide rollout
 - Inter-rater reliability process must be adopted and maintained to ensure consistent scoring
 - Tool must be validated every 3 years to ensure that the risk assessment continues to predict recidivism

50

Principles of Effective Intervention (PEI) are Related to Risk Assessment

Principle	Definition	How this Relates to Risk Assessment
Risk Principle	Tells us WHO to target	Distinguishes low, medium, and high risk offenders
Need Principle	Tells us WHAT to target	Incorporate dynamic needs focusing on antisocial attitudes, peers, and personality
Responsivity Principle	Tells us HOW to target offender issues	Identify and address barriers to success-motivation, mental health, etc.
Fidelity Principle	Tells us how to do this work RIGHT	Implementation plan for training on tool, validation and norming by objective researchers, and making changes after reviewing the data

51




CRIME AND JUSTICE INSTITUTE

MDOC Risk Assessment

CRJ


MDOC Risk Assessment

- Contains 5 risk factors – so the new risk tool acts as a screener to properly and promptly identify an offender’s likelihood to engage in recidivism
 - Age
 - Gang involvement
 - Total number of current felony convictions
 - Number of prior prison incarcerations
 - Total number of institutional violations

 55


Community Risk Factor Weights

Risk Factors	Weights
Age	0 points = 27 and older 1 point = 26 and younger
Gang Involvement	0 points = no gang involvement 0 points = self-reported gang involvement 1 point = gang involved
Total number of current felonies	0 points = 1 felony at supervision start 1 point = 2 felonies at supervision start 2 points = 3 or more felonies at supervision start
Number of prior Incarcerations	0 points = 0 prior incarcerations 0 points = prior incarcerations from other jurisdictions 1 point = 1 prior incarceration 2 points = 2 or more incarcerations
Institutional violations	0 points = no institutional violations 1 point = at least one institutional violation

 56


Community Supervision Risk Factor Definitions

- Age – measured as age supervision start
- Gang involvement – measured as the offender having known gang involvement
- Total number of current felonies – measured as the total number of felony convictions on the current case at the time of supervision start

 58


Zero-Weight Items

- There are two items included on the risk tool for data collection purposes
 - The self-reported gang involvement item is being tracked for data collection purposes. When the MDOC Risk Assessment was developed, only the MDOC gang indicator data could be used to develop this risk factor for the tool, so self-reported data was not available in the development of the MDOC Risk Assessment. As part of this pilot, the self-reported gang involvement response to this question should only be marked if the only source of gang involvement is self-reported information

 59


Community Supervision Risk Factor Definitions

- Number of prior incarcerations – measured as the total number of prior prison incarcerations for the offender
- Institutional violations – measured as any institutional violation in the offender’s history

 57

Zero-Weight Items

- There are two items included on the risk tool for data collection purposes (continued)
 - The prior incarcerations from other jurisdictions response is being tracked for data collection purposes as these data were not available in the development of the tool. Only MDOC Incarceration data was available for the risk tool’s development

 61

MDOC Risk Assessment Scoring Steps

- All information to score MDOC risk assessment is taken directly from OffenderTrak & Caseload Explorer
- When completing the risk assessment, please follow the directions provided in the scoring guide
- Respond to each of the 5 risk factor items by clicking on the correct response
- Once all 5 risk factor items have been responded to, the total score and corresponding risk level will be displayed on the screen
- Confirm that you have entered in the correct information, submit, and save your responses

CRJ 61

CRIME AND JUSTICE INSTITUTE

Needs-Q

CRJ

Practice Activity #1

- Read the information provided in Activity #1
- Respond to all 5 risk factors on the MDOC risk assessment tool
- Record the total score based on a sum of the points (weights) for each risk factor that is present
- Record the corresponding risk level based on the total points
- Compare your responses in small groups

CRJ 62

Needs-Q Purpose

- Needs-Q contains simple 'yes' or 'no' questions that will help identify an offender's criminogenic needs
- Needs-Q is to be conducted immediately after the risk assessment has been scored and a risk level has been assigned
- Needs-Q questions have been built into OffenderTrak to allow for easy completion of the items
- Total criminogenic needs present will be automatically calculated as the Needs-Q is calculated
- These criminogenic needs can be used to develop offender case plans and identify interventions

CRJ 65

Practice Activity #2

- Read the information provided in Activity #2
- Respond to all 5 risk factors on the MDOC risk assessment tool
- Record the total score based on a sum of the points (weights) for each risk factor that is present
- Record the corresponding risk level based on the total points
- Compare your responses in small groups

CRJ 63

Needs-Q Overview

Offender Information	
Offender Name	
Needs-Q Date (mm/dd/yyyy)	
MDOC #	
Custody Status (e.g., DOC, Community Corrections)	
Current Risk Assessment Total Score & Risk Level	
Earlier Needs-Q Date (mm/dd/yyyy)	
Self report: Age at first arrest (in years):	

CRJ 66

Needs-Q Overview

Employment/Education	Yes	No
Are you currently unemployed or were you unemployed prior to incarceration?	<input type="radio"/>	<input type="radio"/>
Have you ever been fired from a job?	<input type="radio"/>	<input type="radio"/>
Have most of your jobs been for less than a year?	<input type="radio"/>	<input type="radio"/>
Were you unable to graduate from high school or earn a GED?	<input type="radio"/>	<input type="radio"/>
Were you ever suspended or expelled from school?	<input type="radio"/>	<input type="radio"/>
Have you typically had poor relationships with job supervisors, fellow workers, teachers, and fellow students?	<input type="radio"/>	<input type="radio"/>
Would your most recent job supervisor or most recent teacher say your work performance was poor or you had difficulty getting along with others?	<input type="radio"/>	<input type="radio"/>
Total (Add the number of Yes responses)		

67

Needs-Q Overview

Relationships	Yes	No
Did you have family members who have been in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Do you have at least one close friend who has been in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Have you participated in activities with family or friends that could get you in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Have family members ever been upset with you for being in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Have close friends ever been upset with you for being in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Have the majority of your friends or associates been in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Do your family members, who have not been in trouble with the law, avoid seeing you or talking with you?	<input type="radio"/>	<input type="radio"/>
Is it hard to have a close relationship with family or friends who have not been in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Do you spend the majority of your free time with others who have been in trouble with the law?	<input type="radio"/>	<input type="radio"/>
Total (Add the number of Yes responses)		

70

Needs-Q Overview

Substance Abuse	Yes	No
Do you have a history of alcohol abuse or problems with alcohol?	<input type="radio"/>	<input type="radio"/>
Do you have a history of drug abuse or problems with drugs?	<input type="radio"/>	<input type="radio"/>
Do you have family or friends who have problems with drugs or alcohol?	<input type="radio"/>	<input type="radio"/>
Have drugs or alcohol caused problems with your jobs or school?	<input type="radio"/>	<input type="radio"/>
Have drugs or alcohol caused problems with any relationships?	<input type="radio"/>	<input type="radio"/>
Have you been in trouble with the law for drugs or alcohol?	<input type="radio"/>	<input type="radio"/>
Have you ever participated in treatment for drugs or alcohol?	<input type="radio"/>	<input type="radio"/>
Do you believe drugs or alcohol are a current problem?	<input type="radio"/>	<input type="radio"/>
Total (Add the number of Yes responses)		

68

Needs-Q Overview

Personality	Yes	No
Do you often do things without thinking?	<input type="radio"/>	<input type="radio"/>
Do you act immediately to situations that are stressful?	<input type="radio"/>	<input type="radio"/>
Is it hard to pay attention?	<input type="radio"/>	<input type="radio"/>
Do you try new things because 'you only live once'?	<input type="radio"/>	<input type="radio"/>
Do you feel that sometimes you are not in control?	<input type="radio"/>	<input type="radio"/>
Do you respond to many situations in an angry manner?	<input type="radio"/>	<input type="radio"/>
Is it hard to be calm when you are stressed or upset?	<input type="radio"/>	<input type="radio"/>
Do you enjoy taking risks?	<input type="radio"/>	<input type="radio"/>
Do people close to you know how to make you angry or intentionally 'push your buttons'?	<input type="radio"/>	<input type="radio"/>
Do some individuals just ask for trouble or problems?	<input type="radio"/>	<input type="radio"/>
Do you find it easier to give up or ignore a problem rather than deal with it?	<input type="radio"/>	<input type="radio"/>
Total (Add the number of Yes responses)		

71

Needs-Q Overview

Attitudes	Yes	No
Do you believe that most people get into trouble with the law?	<input type="radio"/>	<input type="radio"/>
Do you believe that your trouble with the law is due to bad luck or misunderstanding?	<input type="radio"/>	<input type="radio"/>
Do you believe the police and court treated you unfairly?	<input type="radio"/>	<input type="radio"/>
Was your sentence on the current case unfair?	<input type="radio"/>	<input type="radio"/>
Did the police or court make a bigger deal out of your case than necessary?	<input type="radio"/>	<input type="radio"/>
Should the law focus more time on other crimes instead of the crime you were convicted of?	<input type="radio"/>	<input type="radio"/>
Total (Add the number of Yes responses)		

69

Needs-Q Overview

Needs-Q Total	Total Yes
Employment/Education (Total possible = 7)	
Substance Abuse (Total possible = 8)	
Attitudes (Total possible = 6)	
Relationships (Total possible = 9)	
Personality (Total possible = 11)	
Total (Total possible = 41)	

72

Needs-Q Scoring Steps

- Begin the Needs-Q immediately after the risk assessment is scored and the risk level for the offender has been recorded
- Information about the offender and risk assessment score and risk level will pre-populate into the 'Offender Information' section in the Needs-Q
- Confirm that this information is accurate



73

Needs-Q Scoring Tips Overview

- Use active listening skills and check in with the offender as you are completing the Needs-Q to see if he/she has any questions or needs clarification
- As sections within the Needs-Q are scored, remind the offender of how many sections are remaining and thank the offender for responding



76

Needs-Q Scoring Steps

- Complete the self-report question in the 'Offender Information' section. Ask the offender to provide you with his/her age (in years) at first arrest. This information must be entered and an estimate is acceptable. Otherwise, record the youngest age at first contact into the MDOC whether on supervision or incarcerated
- Move through the Needs-Q one section at a time in the order listed



74

Scoring Steps

- Introduce each section by indicating to the offender that you are first going to ask some questions about the topic of the section
- Encourage the offender to ask for clarification as needed
- Record 'yes' or 'no' responses when there is sufficient information provided and ask the questions directly if necessary or to confirm what was shared
- Summarize the information shared once each section is completed to ensure the information collected is accurate



77

Needs-Q Interview Introduction

- Information that should be included in an Introduction
 - Your name and title
 - Purpose of the Needs-Q
 - To learn more about the offender
 - To properly refer the offender to services and programs
 - To create a case plan
 - There are no right or wrong answers
 - The offender can always ask for clarification



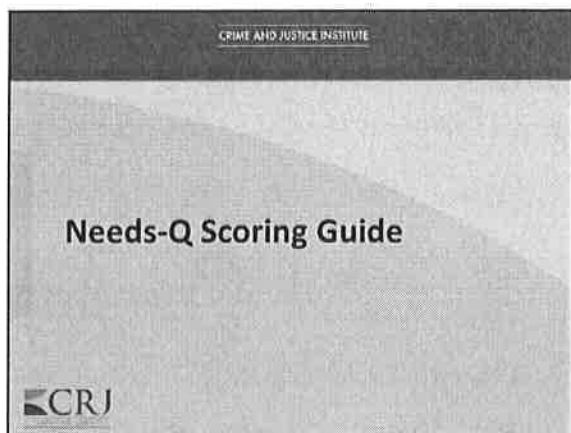
75

Finalize Needs-Q Scoring

- Confirm that all Needs-Q Information has been responded to and entered into OffenderTrak or Caseload Explorer
- Review each section and ensure that a total number of items present has been pre-populated
- Review the Needs-Q Total section and ensure that the total number of items present has been captured and the total number of items has been pre-populated
- Save your responses and submit



78



Interview Activity

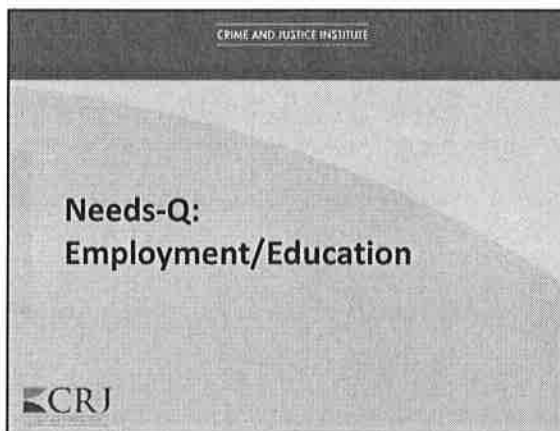
- For your assigned Needs-Q section
 - Training participants will divide up into five groups
 - A Needs-Q section will be assigned to each group
 - Write an introduction
 - Write 3 open-ended questions
 - Assign someone to present your introduction and questions

92

Purpose of Scoring Guide

- The purpose of the scoring guide is to provide direction to staff in terms of interviewing offenders for the assessment
- The scoring guide will also assist staff in consistently scoring the items on the Needs-Q
 - Consistency is vital for ensuring inter-rater agreement
- While this guide does not provide a list of open-ended questions to be asked in the interview, the scripts and questions document provides starter questions for each section

93



Needs-Q Sections Review

- For each section, we will review the following
 - The purpose/intent of the Needs-Q section
 - Scripts that can be used to introduce the section
 - Can be used to motivate the offender and to share with him/her the types of questions that will be asked
 - Supporting questions to start the discussion on the section
 - Actual yes/no questions can be added the discussion
 - Helps to build rapport, obtain helpful information for the case plan, and make scoring the Needs-Q easier
 - Scoring tips to clarify definitions and examples of questions
 - Scoring expectations to provide guidance on proper scoring of the section

94

Purpose/Intent of Section

- The purpose of this section is identify if the offender has criminogenic needs associated with employment or education
- Offenders often have supervision conditions related to completing school or gaining employment, but criminogenic needs in this area may make this difficult
- These criminogenic needs are often related to difficulty getting and/or keeping a job, or staying involved in school long enough to finish

95

Purpose/Intent of Section

- Earning a high school diploma or GED and being employed are stabilizing factors in a person's life
- When employment/education is identified as a need area, case plan goals and action steps should focus on identifying the challenges that are present for the offender in getting a job or finishing school
- Future action steps should focus on how to maintain employment



85

Employment Question 2

- Have you ever been fired from a job?
 - If the offender has ever been fired from a job, score this item 'Yes'
 - This includes jobs that were held as a juvenile or jobs that were paid 'under the table'
 - If an offender reports that he/she quit a job because he/she was going to get fired, score this item 'Yes'



88

Supporting Questions

- *Can you tell me about what school was like for you?*
- *Can you tell me about your current or past jobs?*
- *How long have you worked at your current job?*
- *How long have you worked at your past jobs?*
- *How would you describe your relationship with other people you worked with or your supervisor/boss?*
- *What have the challenges been with keeping a job? (only ask if appropriate)*
- *What have the challenges been with school? (only ask if appropriate)*



86

Employment Question 3

- Have most of your jobs been for less than a year?
 - 'Most' means more than half of the jobs an offender reports having
 - If the majority of the offender's jobs have lasted less than one year, score this item 'Yes'
 - If an offender says that he/she has never held a job for more than a year, score this item 'Yes'
 - If most of the offender's jobs have lasted more than one year, score this item 'No'



89

Employment Question 1

- Are you currently unemployed or were you unemployed prior to incarceration?
 - Currently means at the beginning of a supervision term
 - If the offender is capable of work, but is unemployed, score this item 'Yes'
 - If the offender is retired and retirement funds are sufficient for him/her to be financially stable, score this item 'No'
 - If the offender is retired and funds are NOT sufficient, score this item 'Yes'
 - If the offender has a disability and collects SSI or other disability funding, score this item 'No'
 - If the offender has a disability but does not collect SSI or other disability funding, score this item 'Yes'



87

Employment Question 4

- Were you unable to graduate from high school or earn a GED?
 - If the offender reports that he/she **does not** have a high school diploma or GED, score this item 'Yes'
 - If the offender reports that he/she **does** have a high school diploma or GED, score this item 'No'
 - It does not matter the location the offender earned his/her high school diploma or GED (as long as the degree is valid)



90

Employment Question 5

- Were you ever suspended or expelled from school?
 - If the offender reports that he/she has ever been suspended or expelled from any school setting, this item should be scored 'Yes'
 - This includes suspensions or expulsions from an elementary school, junior high or middle school, high school, and alternative school



91

CRIME AND JUSTICE INSTITUTE

Needs-Q: Substance Abuse



Employment Question 6

- Have you typically had poor relationships with job supervisors, fellow workers, teachers, and fellow students?
 - If the offender reports having bad relationships in school or work settings, score this item 'Yes'
 - If negative relationships at school and work are a common part of the offender's experience, score this item 'Yes'
 - If the offender classifies himself/herself as a 'loner' or isolates from co-workers/school peers, score this item 'Yes'
 - If an offender reports only one or two isolated incidents, score this item 'No'



92

Purpose/Intent of Section

- The purpose of this section is to identify whether an offender has criminogenic needs associated with substance abuse
- This information should be used to write case plan goals designed to target this area
- There are often supervision conditions related to this area that may include substance abuse programing/treatment and/or to comply with drug and/or alcohol screening
 - This section can help clarify the needs related to this section and can assist in treatment planning



95

Employment Question 7

- Would your most recent job supervisor or most recent teacher say your work performance was poor or you had difficulty getting along with others?
 - The offender should be asked about his/her most recent supervisor if employed just before his/her supervision
 - If the offender reports that the person in this role would assess his/her performance as poor, score this item 'Yes'



93

Purpose/Intent of Section


- Many who have needs in this area also have needs in other related areas
 - Antisocial peers who are involved in substance abuse
 - Mental health concerns
- When this is identified as a need area, goals and action steps should focus on identifying how substance abuse has impacted the offender's life, and identifying reasonable steps to be taken to address the abuse



96


Purpose/Intent of Section

- Some offenders may not be willing to seek help or support to address this need
- Also, an offense related to drugs or alcohol (e.g., trafficking) does not necessarily indicate a substance abuse problem


97


Substance Abuse Question 1

- Do you have a history of alcohol abuse or problems with alcohol?
 - 'History' means the offender had problems with alcohol more than one year ago
 - If the indicators are present in official documentation (e.g., OffenderTrak, Caseload Explorer), score this item 'Yes'
 - If the offender self reports having a history of alcohol problems, score this item 'Yes'
 - If the offender reports problems in multiple areas of his/her life related to alcohol use, score this item 'Yes'
 - If the offender reports occasional use or social drinking that does not cause problems, score this item 'No'


100


Supporting Questions – Defining If There is Drug or Alcohol History

- *Have you recently had any alcohol?*
- *Have you recently experimented with any drugs?*
- *How old were you when you first tried alcohol? (if appropriate)*
- *How old were you when you first tried any drugs? (if appropriate)*
- *Can you tell me some more about when you drink alcohol and how often (e.g., social events with others but not often, at home by myself daily)?*
- *Do you have family and friends that drink alcohol or use drugs?*
- *Have alcohol or drugs caused any problems with your health?*
- *Do you have any concerns regarding drugs or alcohol use?*
- *Do you feel like you need programming or services for alcohol use or drug use?*


98


Substance Abuse Question 2

- Do you have a history of drug abuse or problems with drugs?
 - 'History' means the offender had problems with drugs more than one year ago
 - 'Drugs' includes illegal psychoactive substances as well as misuse of prescription drugs
 - If the indicators are present in official documentation (e.g., OffenderTrak, Caseload Explorer), score this item 'Yes'
 - If the offender self reports having a history of drug problems, score this item 'Yes'
 - If the offender reports problems in multiple areas of their life related to drug use, score this item 'Yes'


101


Supporting Questions – The Extent of Drug or Alcohol Use

- *Describe for me about how old you were and when you first started drinking/using drugs.*
- *Do you use drugs or alcohol primarily by yourself, with family or friends, or both?*
- *How often would you say you drink alcohol/use drugs? Daily? Weekly? Monthly?*
- *Have you ever showed up to work drunk/on drugs? What did your employer do?*
- *Have drugs or alcohol had an impact on your health? If yes, how?*
- *Are you interested in programming or treatment for drugs or alcohol?*
- *It came up that you had been in programming before for substance abuse, can you tell me about that program and what it was like for you?*
- *I read that you have several convictions for DUIs/drugs. Can you tell me a little bit about these DUIs please?*


99

Substance Abuse Question 2 (continued)

- Do you have a history of drug abuse or problems with drugs?
 - If there is an indicator present that drug abuse has caused problems in the offender's life, score this item 'Yes'
 - If the offender reports experimental use that does not cause problems, score this item 'No'
 - If an offender reports that he/she has used more frequently than experimentation, but there is no evidence that his/her use has caused a problem, score this item 'No'


102

Substance Abuse Question 3

- Do you have family or friends who have problems with drugs or alcohol?
 - 'Family' and 'friends' should include people that the offender sees and spends time with on a regular basis
 - 'Problems' may include legal problems, medical issues, trouble with work or school, or trouble with relationships related to the use of drugs or alcohol
 - Includes if others are concerned about alcohol or drug use
 - The drug or alcohol problem should be current (or in the last 12 months)
 - If an offender reports that he/she has family and/or friends that have problems with drugs or alcohol, score this item 'Yes'



103

Substance Abuse Question 6

- Have you been in trouble with the law for drugs or alcohol?
 - Score based on the offender's entire history including adolescence
 - 'Trouble with the law' includes being arrested for drug or alcohol related crimes as well as being incarcerated in jail or prison as a result of drug and/or alcohol use
 - If an offender was under the influence of drugs or alcohol when he/she was arrested, score this item 'Yes'
 - If the offender only has charges related to drug trafficking or possession and does not use drugs, this item should be scored 'No'



106

Substance Abuse Question 4

- Have drugs or alcohol caused problems with your jobs or school?
 - This should take into consideration the last 12 months
 - 'Problems' may include showing up to work/school late, missing work/school because they are hungover or still intoxicated, showing up to work or school intoxicated, and problems with peers/supervisors because of their use
 - If there are indicators that the offender has problems with school or work based on their substance use, score this item 'Yes'
 - If these problems occurred prior to the past 12 months and do not currently occur because the person is not using, score this item 'No'



104

Substance Abuse Question 7

- Have you ever participated in treatment for drugs or alcohol?
 - If the offender has participated in treatment at any point in his/her life, score this item 'Yes'
 - Participation includes successful and unsuccessful discharges
 - Includes participation as a juvenile
 - Includes both inpatient and outpatient treatment as well as one-on-one counseling for substance abuse
 - If the offender has only participated in Alcoholics Anonymous or Narcotic's Anonymous, score this item 'No'



107

Substance Abuse Question 5

- Have drugs or alcohol caused problems with any relationships?
 - Refer to the offender's use of drugs and alcohol within the past 12 months
 - If there are indicators that the offender's use of drugs or alcohol has caused problems in relationships with family or friends, score this item 'Yes'
 - If there were problems with family or friends because of the offender's use and those problems have since been resolved, score this item 'No'



105

Substance Abuse Question 8

- Do you believe drugs or alcohol are a current problem?
 - This item should be scored based on the offender's self-report of their drug and alcohol use in the past 12 months
 - If the offender indicates that he/she thinks he/she has a problem with drugs and/or alcohol, score this item 'Yes'
 - If the offender reports he/she used to have a problem but indicates no present problem, score this item 'No'
 - If the offender self-reports that he/she does not believe he/she has a problem, but there are other indicators of a drug or alcohol problem, score this item 'No'



108

CRIME AND JUSTICE INSTITUTE

Needs-Q: Attitudes

CRJ

Purpose/Intent of Section

- When antisocial attitudes are identified as a criminogenic need, case plan goals and action steps should address these as a primary target area
- Specifically, goals and action steps should focus on identifying what thoughts and attitudes an offender has used to justify his/her offending behavior
- Goals can also address teaching and practicing new prosocial attitudes, behaviors, and skills so that the offender can have an alternate prosocial response to previously risky situations

CRJ 112

Purpose/Intent of Section

- The purpose of this section is to identify whether an offender has antisocial attitudes
- Antisocial attitudes are one of the strongest predictors of criminal behavior

CRJ 110

Supporting Questions

- *Can you tell me about your current case and what occurred?*
 - *Were other people involved? Tell me more about the others involved in your case.*
- *Can you tell me some more about your previous cases and what occurred? (If appropriate)*
- *How did the police respond to you on the current case?*
- *Can you tell me about how the courts treated you on the current case?*
- *What do you think about your sentence and conditions on the current case?*

CRJ 113

Purpose/Intent of Section

- Offenders will often express antisocial attitudes by
 - Justifying their criminal behavior
 - Minimizing their responsibility or the harm caused by their actions
 - Expressing that the system treated him/her unfairly
 - Suggesting that most people are involved in criminal behavior, so there is no need to "make a big deal" out of his/her offending behavior
- Often you will hear these attitudes in other sections of the Needs-Q

CRJ 111


Attitudes Question 1

- Do you believe that most people get into trouble with the law?
 - If the offender self-reports that he/she believes that the majority of people get in trouble with the law, score this item 'Yes'

CRJ 114


Attitudes Question 2

- Do you believe that your trouble with the law is due to bad luck or misunderstanding?
 - If there are indicators that the offender does not take responsibility for his/her actions and seems to blame others, score this item 'Yes'
 - If the offender states that he/she has 'bad luck for getting caught' or there was a misunderstanding by police, the victim, or the courts, score this item 'Yes'
 - If the offender reflects statements that he/she has taken responsibility for their criminal behavior, score this item 'No'

 115


Attitudes Question 5

- Did the police or court make a bigger deal out of your case than necessary?
 - This question measures the extent to which the offender agrees with the laws and consequences pertaining to his/her criminal behavior
 - If the offender minimizes the seriousness of his/her offense or the harm it may have caused, score this item 'Yes'
 - If the offender indicates that the handling of his/her crime was consistent with the level of seriousness of the behavior, score this item 'No'

 118


Attitudes Question 3

- Do you believe the police and court treated you unfairly?
 - If the offender reports that he/she feels he/she was treated unfairly during their dealings with the police or the courts, score this item 'Yes'
 - If the offender reports that he/she was treated unfairly by one person in the process of their case, but not by the system as a whole, score this item 'No'
 - If the offender indicates he/she was treated fairly through the criminal justice process, score this item 'No'

 116


Attitudes Question 6

- Should the law focus more time on other crimes instead of the crime you were convicted of?
 - If question #5 is scored yes, it is important to distinguish if he/she also expects that law enforcement and the courts should focus on other crimes
 - If the offender indicates that he/she believes the law incorrectly focused on the crime, score this item 'Yes'
 - If the offender minimizes the seriousness of the crime, score this item 'Yes'

 119


Attitudes Question 4

- Do you believe your sentence on the current case unfair?
 - This item is based off of the offender's current sentence
 - If the offender reports that he/she believes the current sentence was unfairly harsh, score this item 'Yes'
 - If the offender indicates his/her sentence is fair, score this item 'No'

 117

CRIME AND JUSTICE INSTITUTE

Needs-Q: Relationships



Purpose/Intent of Section

- The purpose of this section is to identify if the offender has relationships with antisocial peers and others
- The presence of antisocial others is a risk factor, as is the absence of prosocial others
 - We are interested in learning whether the offender has strong relationships with others who engage in crime or support offending behaviors
 - We are also interested in learning whether the offender has strong relationships with individuals who are prosocial and would support the offender adopting that lifestyle



121

Scoring Tips

- To clarify some of the terminology in this section, some definitions have been provided:
 - *Family members* – Individuals who the offender has legal or biological relationships with (e.g., spouse, parents, siblings, step parents, aunts, cousins, etc.)
 - *Close friends* – individuals who the offender does not have a legal or biological relationship with but, by self-report from the offender, considers the individual(s) to be close to him or her (e.g., significant other, best friend, etc.)
 - *Associates* – individuals who the offender does not have a legal or biological relationship with and the offender does not label this person as a close friend but may engage with occasionally (e.g., neighbors, coworkers, etc.)



124

Purpose/Intent of Section

- When relationships are identified as a criminogenic need, the case plan goals and action steps should target this as a priority area
- Action steps and goals should focus on identifying the characteristics of others who are prosocial, participating in prosocial activities, developing coping skills to avoid antisocial others, and developing communication skills to build and maintain prosocial relationships



122

Scoring Tips

- Definitions
 - *Trouble with the law* – does not require convictions or incarcerations. This can mean being arrested, detained in jail, picked up by the police, having court dates, etc. If the offender is young and has young friends or siblings, involvement with the juvenile justice system counts here as well
 - *Free time* – consider the time that the offender spends outside of structured prosocial activities that occur regularly. Work and school are structured prosocial activities, but what an offender does outside of work and school would be considered free time



125

Purpose/Intent of Section

- These goals should be guided by the offender as they recognize how difficult it might be to minimize contact with antisocial others – especially if those people are family members



123

Supporting Questions


- *Can you tell me about your family – parents, brothers and sisters? What are your relationships like with them?*
 - *Have any of your family members ever been involved in the criminal justice system?*
- *Do you have other family members that you may be close to? Like cousins, aunts and uncles, or grandparents? What are your relationships like with these family members?*
- *Tell me a little bit about your friends.*
 - *Who do you spend the majority of your time with?*
 - *How do you and your friends spend your free time?*
- *Have any of your friends been in trouble with the law?*
 - *How have they responded to your current supervision?*



126


Relationships Question 1

- Do you have family members who have been in trouble with the law?
 - If the offender indicates that he/she has family members who have been arrested, convicted, on community supervision, and/or incarcerated, score this item 'Yes'
 - If the family members who have been in trouble with the law are estranged and the offender has no contact with them, score this item 'No'


127


Relationships Question 4

- Have family members ever been upset with you for being in trouble with the law?
 - If there are indicators that the offender's trouble with the law has had a negative effect on their relationships with family members, score this item 'Yes'
 - This includes family members expressing their displeasure with the offender's behavior or if the behavior has caused a rift in the relationship with family members
 - If the offender reports that he/she has close, positive relationships with his/her family members, score this item 'No'


130


Relationships Question 2

- Do you have at least one close friend who has been in trouble with the law?
 - If the offender indicates that he/she has at least one close friend who has been arrested, convicted, placed on community supervision, or incarcerated, score this item 'Yes'


128


Relationships Question 5

- Have close friends ever been upset with you for being in trouble with the law?
 - If there are indicators that the offender's trouble with the law has had a negative impact on their relationships with close friends, score this item 'Yes'
 - If the offender reports that he/she has strong positive relationships with their close friends and that they are supportive of the offender, this item should be scored 'No'


131


Relationships Question 3

- Have you participated in activities with family or friends that could get you in trouble with the law?
 - If the offender reports that he/she has engaged in criminal behavior with individuals that fall in the 'family' or 'close friends' definitions, score this item 'Yes'
 - If the behavior could have resulted in an arrest, score this item 'Yes'
 - If the behavior is illicit drug use, score the item 'Yes'
 - If the offender's close friends and family members are law-abiding, score this item 'No'


129


Relationships Question 6

- Have the majority of your friends or associates been in trouble with the law?
 - If the majority (more than half) of the offender's close friends and/or associates have ever been arrested, convicted, placed on community supervision, and/or incarcerated, score this item 'Yes'
 - If the offender only has one 'close friend' that individual counts as the majority of the offender's friends and associates


132


Relationships Question 7

- Do your family members, who have not been in trouble with the law, avoid seeing you or talking with you?
 - If the offender reports that any of his/her family members who have not been in trouble with the law have reduced the amount of time they spend with the offender or avoid him/her, score this item 'Yes'
 - If the offender reports that he/she regularly sees his/her law-abiding family members, score this item 'No'

 133


CRIME AND JUSTICE INSTITUTE

Needs-Q: Personality




Relationships Question 8

- Is it hard to have a close relationship with family or friends who have not been in trouble with the law?
 - If the offender reports difficulty in maintaining relationships with family members and friends who have not been in trouble with the law, score this item 'Yes'
 - Indicators may include an offender's self-reported difficulty in maintaining these relationships or lack of involvement with family and friends who have not been in trouble with the law
 - If the offender reports that he/she maintains close relationships with family and friends who have not been in trouble with the law, score this item 'No'

 134


Purpose/Intent of Section

- The purpose of this section is to identify if the offender has antisocial personality characteristics
 - This is not a way to diagnose antisocial personality disorder
- This is one of the Big Four in terms of criminogenic needs, thus, if it is a problem for an offender it should be prioritized in case planning
- When identified as a need in the case plan, goals and action steps should focus on addressing impulsive decision making, coping skills, problem solving skills, responding to conflict and/or stressful situations in a calm and prosocial manner, and recognizing the impact of their behavior on others

 137


Relationships Question 9

- Do you spend the majority of your free time with others who have been in trouble with the law?
 - Define 'free time' for the offender
 - If the offender reports that he/she spends most of his/her free time with individuals who have been in trouble with the law, score this item 'Yes'
 - Includes family members, close friends, and/or associates

 135

Supporting Questions

- *Can you tell me what situations cause you the most stress and frustration?*
 - *What do you do to address this stress and frustration?*
 - *Are there individuals in your life who you feel may trigger this stress for you?*
 - *How do you handle being around these individuals?*
- *When given an opportunity to try something new, even if it is a bit risky (it might get you into trouble with the law), how do you react – do you go for it?*
 - *When you know a situation or decision may result with you getting into trouble, do you feel as though you have taken the time to think through the possible consequences?*

 138

Supporting Questions

- *Are there situations in your life where you do not feel as though you have been in control?*
 - *When you are not in control of a situation, how do you typically react/respond?*
- *What situations or people in your life frustrate you the most?*
 - *What typically prompts you to be the most frustrated or angry?*
 - *How do you respond to situation that make you frustrated or angry?*
 - *When facing a problem, would you say you typically try to think about the different ways to address the problem, or do you find it easier to ignore the problem?*



139

Personality Question 3

- **Is it hard to pay attention?**
 - If the offender reports that he/she has difficulty attending to a single task, has a hard time completing tasks that require a lot of attention, or does not perform well in situations requiring attention to detail over an extended period of time, score this item 'Yes'
 - If an offender is being medicated for Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder, is taking his/her medication as prescribed, score this item based on his/her behavior while medicated



142

Personality Question 1

- **Do you often do things without thinking?**
 - If the offender reports that he/she often acts quickly or impulsively, score this item 'Yes'
 - If the offender reports acting impulsively or responding quickly on a one-time or infrequent basis, score this item 'No'



140

Personality Question 4

- **Do you try new things because 'you only live once'?**
 - If the offender indicates a willingness to try a variety of behaviors, regardless of risk, out of a need to have various experiences, score this item 'Yes'
 - Includes vocalizations such as 'YOLO,' 'you are only young once,' and 'just living life to the fullest'
 - If an offender indicates that he/she makes decisions with a degree of caution and/or recognizes that some choices may be detrimental and therefore not worth pursuing, score this item 'No'



143

Personality Question 2

- **Do you act immediately to situations that are stressful?**
 - If the offender reports that he tends to respond to stressful situations very quickly or without thinking, score this item 'Yes'
 - If the offender reports using drugs or alcohol immediately to alleviate stress, score this item 'Yes'
 - If the offender reports that he/she likes to weigh many options when making a decision or reports any other prosocial coping strategies to deal with stress, score this item 'No'



141

Personality Question 5

- **Do you feel that sometimes you are not in control?**
 - If the offender indicates that he/she does not feel in control of the circumstances of his/her life, score this item 'Yes'
 - Includes phrases such as 'that's the way it is,' 'it wasn't my fault,' or other statements that indicate a lack of control
 - If an offender makes statements that suggest he/she accepts responsibility for his/her behavior or recognizes that the consequences experienced are a result of his/her behavior, score this item as 'No'



144

Personality Question 6

- Do you respond to many situations in an angry manner?
 - Look for angry responses as a pattern of behavior for this individual
 - If an offender engages in many verbal or physical altercations, especially if he/she is the instigator in these situations, score the Item 'Yes'
 - If an offender reports that he/she rarely gets angry, score this item 'No'



145

Personality Question 9

- Do people close to you know how to make you angry or intentionally 'push your buttons'?
 - If the offender reports that he/she is angered easily and quickly and/or reports feeling targeted or antagonized into anger frequently or easily, score this Item 'Yes'
 - If an offender reports rarely responding to antagonism with anger, score this item 'No'



148

Personality Question 7

- Is it hard to be calm when you are stressed or upset?
 - This question differs from Question #6, as this item assesses responses to stress and elevated emotional states, rather than anger
 - If an offender reports that he/she does not deal well with stress, has a hard time remaining calm, or gets upset frequently or easily, score this Item 'Yes'
 - If the offender reports being able to calmly handle most stressful situations, score this item 'No'



146

Personality Question 10

- Do some individuals just ask for trouble or problems?
 - If the offender reports that he thinks that people who are victimized share some responsibility for their victimization, score this item 'Yes'
 - Indicators: offender saying that a person was 'asking for it' or that they 'deserved what they got'
 - If an offender expresses empathy for victims in general, score this item 'No'



149

Personality Question 8

- Do you enjoy taking risks?
 - While risky behavior can include criminal behavior, a criminal record alone does not warrant scoring this item 'Yes'
 - If the offender reports a pattern of behavior enjoying risky activities or participates in risky activities frequently, score this Item 'Yes'
 - Indicators: offender enjoys engaging in behavior that is risky physically, emotionally, financially, or otherwise carries a high potential for harm to the offender
 - If the offender reports only an occasional risky behavior, score this item 'No'



147

Personality Question 11

- Do you find it easier to give up or ignore a problem rather than deal with it?
 - If the offender indicates that one of their primary coping skills for difficult situations is to give up or deny that a problem exists, score the item 'Yes'
 - If the offender reports that he/she avoids dealing with difficult situations, score this item 'Yes'
 - If the offender reports walking away from or ignoring problems is typical, score the item 'Yes'
 - If the offender reports that he/she would rather deal with problems when the problem comes up and this behavior seems consistent, score this item 'No'



150

Finalize Needs-Q Scoring

- Confirm that all Needs-Q information has been responded to and entered into OffenderTrak or Caseload Explorer
- Review each section and ensure that a total number of items present has been pre-populated
- Review the Needs-Q Total section and ensure that the total number of items present has been captured and the total number of items has been pre-populated
- Save your responses and submit



151

Needs-Q Practice Activity #2

- Using practice activity #2, complete the information for the Needs-Q
 - Sum the total number of items present for each section
 - Sum the total number of items present for the whole Needs-Q once all items have been responded to
 - Compare responses within your small groups
- Helpful hints to keep in mind while scoring:
 - Due to the limited information in the profiles, efforts should be made to:
 - Only use the information in the scenario. Do not make assumptions or 'fortune tell'
 - Use the **scoring guide** to accurately score the Needs-Q
 - While 100% agreement is not expected, Agents should focus on **flagging relevant and active criminogenic needs/domains**



154

General Scoring Tips

- Always review the information available in OffenderTrak and Caseload Explorer *before* the interview
- Use the scoring guide manual – review definitions, supporting questions and scoring expectations
- Develop Needs-Q section introductions and open-ended questions that work for you
- Remember to use active listening throughout the interview



152

CRIME AND JUSTICE INSTITUTE

Inter-rater Reliability



Needs-Q Practice Activity #1

- Using practice activity #1, complete the information for the Needs-Q
 - Sum the total number of items present for each section
 - Sum the total number of items present for the whole Needs-Q once all items have been responded to
 - Compare responses within your small groups
- Helpful hints to keep in mind while scoring:
 - Due to the limited information in the profiles, efforts should be made to:
 - Only use the information in the scenario. Do not make assumptions or 'fortune tell'
 - Use the **scoring guide** to accurately score the Needs-Q
 - While 100% agreement is not expected, Agents should focus on **flagging relevant and active criminogenic needs/domains**



153

Inter-rater Agreement

- Inter-rater agreement refers to the degree to which independent risk assessment raters score the same offender's risk level on the same risk assessment instrument
- Inter-rater reliability refers to the consistency of scoring of the risk assessment instrument by an agency's staff across time
 - For inter-rater reliability to exist, risk assessment scores and inter-rater agreement should remain consistent or increase as the agency continues utilizing the risk assessment tool



156

Importance of Inter-rater Agreement

- Criminal justice agencies make critical decisions related to offenders and utilize information from actuarial risk assessment tools in decision-making
 - This information must be accurate and reliable as it is used across the justice system for significant decision-making purposes
- An offender's risk levels include dynamic risk factors (e.g., antisocial attitudes, antisocial peers, etc.) that must be interpreted and scored by assessors
 - Important that assessment process accurately and reliably assess these factors across offenders and across time

CRJ 157

Measuring Inter-rater Agreement

- Two methods of measuring (Continued)
 - Scenario/vignette for assessment
 - Staff conduct assessments using a scenario/vignette
 - Staff scores are compared against the master score to determine proficiency
 - Best for on-going evaluation and annual certification

CRJ 160

Inter-rater Agreement Plan

- An inter-rater agreement plan provides an agency with a strategy for assessing inter-rater agreement and improving the rate of agreement over time
- Establishing an Inter-rater agreement plan includes
 - Choosing a method of measuring inter-rater agreement
 - Developing a process for oversight and recording/reporting of progress
 - Establishing staff expectations and benchmarks
 - E.g., 25%, 50%, and 75% scoring agreement amongst assessment staff

CRJ 158

Inter-rater Agreement Plan

- Timeline
 - Begins with "going live" with the risk assessment
 - Conduct initial inter-rater agreement reviews immediately after beginning risk assessments
 - Subsequent reviews should occur in 1-2 month intervals, with the period of time between reviews extending as the process continues

CRJ 161

Measuring Inter-rater Agreement

- Two methods of measuring
 - Real-time assessment and coaching
 - Staff assesses the offender while the coach also completes assessment
 - Compare scores across multiple sessions and determine proficiency
 - Allows for multiple sessions and immediate coaching and feedback to staff from the coach on the assessment process and interviewing skills
 - Best for initial implementation and new employees recently training on the risk assessment

CRJ 159

Inter-rater Agreement Plan

- Benchmarks
 - Trainers/Coaches will measure how well staff assess the same offender using the risk assessment, calculating the rate of agreement across domains and on the total assessment
 - Benchmarks include: 25%, 50%, 70%, 75% and 80% agreement
 - Progress should be tracked, including details of any questions or areas of the assessment where staff may benefit from targeted booster trainings

CRJ 162

Measuring Inter-rater Agreement

- Establish agreed upon margin of error (by question, domain, and/or total score)
 - Compare across staff
 - Overall score comparison
 - Domain score comparison
 - Individual question score comparison
 - Calculate level of agreement across staff



163

Improving Inter-rater Agreement

- Ongoing process
 - Stay current and consistent with policy and practice
 - Address staff turnover with training and ongoing inter-rater agreement



166

Measuring Inter-rater Agreement

- Follow plan for responding to levels of proficiency, identifying needs for additional training, and developing booster trainings
- Document inter-rater agreement and proficiency progress (important for validation)
 - Include: level of proficiency reached, date it was reached, identified training needs, etc.



164

Scoring Activity

- Using practice activity #3, complete the information for the Needs-Q
 - Sum the total number of items present for each section
 - Sum the total number of items present for the whole Needs-Q once all items have been responded to
 - Compare responses within your partner
- Helpful hints to keep in mind while scoring:
 - Due to the limited information in the profiles, efforts should be made to:
 - Only use the information in the scenario. Do not make assumptions or 'fortune tell'
 - Use the **scoring guide** to accurately score the Needs-Q.
 - While 100% agreement is not expected, Agents should focus on flagging relevant and active criminogenic needs/domains



167

Improving Inter-rater Agreement

- A formal training curriculum is a key component of the inter-rater agreement process
 - This should include practice and test assessments, booster training sessions and periodic quality assurance checks
- Booster trainings
 - Identify areas of the risk assessment process, instrument, and policies that staff need additional training on
 - Provide professional development related to assessments and processes



165

Scoring Activity


- Using practice activity #4, complete the information for the Needs-Q
 - Sum the total number of items present for each section
 - Sum the total number of items present for the whole Needs-Q once all items have been responded to
 - Compare responses within your partner
- Helpful hints to keep in mind while scoring:
 - Due to the limited information in the profiles, efforts should be made to:
 - Only use the information in the scenario. Do not make assumptions or 'fortune tell'
 - Use the **scoring guide** to accurately score the Needs-Q.
 - While 100% agreement is not expected, Agents should focus on flagging relevant and active criminogenic needs/domains



168


CRIME AND JUSTICE INSTITUTE

Mississippi Department of Corrections Risk and Needs Assessment Policy



MDOC Policy - Training


- All staff members who will be completing intakes on offenders will be certified in administering the risk and needs assessment tool
- Prerequisite – 1 day of PEI training
- Complete initial 2 day risk and needs assessment training
- Annual recertification



172

MDOC Policy - Implementation


- Offenders are to be assessed as soon as possible, but no later than 30 days after a new admission
- Any adjustments to the supervision category or individual plan are made based on reassessment and are made in accordance with the offender's performance in the community
- A risk and needs reassessment will occur semi-annually and the case plan shall be reviewed and adjusted according to the reassessment



170


CRIME AND JUSTICE INSTITUTE

Summary



MDOC Policy – Supervision Plan


- An individualized supervision plan is developed for each offender. The plan includes, as appropriate:
 - Conditions of supervision
 - The appropriate level of supervision as determined by the offender's risk and needs
 - Objectives to be met by the offender and the Agent
 - Services that address the offender's needs (a minimum of 2 goals addressing criminogenic needs with each goal containing a minimum of 2 action steps)
 - Antisocial attitudes, antisocial personality, and/or antisocial peers will be prioritized for case plan goals
- Staff and offender jointly develop and complete the individualized supervision plan within 60 days of disposition



171

Summary

- Benefits of the new MDOC risk assessment
- The three goals to develop the MDOC risk assessment were satisfied
 - The new risk tool is a stronger predictor of recidivism than the previous risk tool
 - The new risk tool performs well regardless of gender or race
 - The new risk tool properly classifies offenders by risk both in the community and the institutions
- Overall, the MDOC risk tool containing 5 risk factors is a significant predictor of recidivism and predicts well regardless of gender and race



174

PEI is Related to Risk Assessment

Principle	Definition	How this relates to risk assessment
Risk Principle	Tells us WHO to target	Distinguishes low, medium, and high risk offenders
Need Principle	Tells us WHAT to target	Incorporate dynamic needs focusing on antisocial attitudes, peers, and personality
Responsivity Principle	Tells us HOW to target offender issues	Identify and address barriers to success- motivation, mental health, etc.
Fidelity Principle	Tells us how to do this work RIGHT	Implementation plan for training on tool, validation and norming by objective researchers, and making changes after reviewing the data

CRJ 175

Questions

- Kristin Bechtel - [REDACTED]
- Alex Holsinger - [REDACTED]

CRJ 178

Summary

- Inter-rater reliability has multiple benefits
 - Provides information about scoring practices during a pilot period to improve the training and rollout of the MDOC risk assessment and Needs-Q
 - Sets the stage for systematizing risk assessment fidelity efforts within the MDOC
 - Clearly defines the timeframe and assessment data to be used for future validation studies to confirm that the risk assessment accurately predicts recidivism and properly classifies offenders by their appropriate risk level

CRJ 176

Summary

- Inter-rater reliability involves two primary activities to ensure scoring proficiency and consistency
 - Onsite observations and coaching
 - Scoring vignettes and scenarios online and reviewing the scoring data across the assessment team staff to identify scoring challenges and strengths

CRJ 177

Mississippi Department of Corrections Criminogenic Needs Questionnaire (Needs - Q)

Offender Information	
Offender Name	
Needs - Q Date (mm/dd/yyyy)	
MDOC #	
Custody Status (e.g., DOC, Community Corrections)	
Current Risk Assessment Total Score & Risk Level	
Earlier Needs - Q Date (mm/dd/yyyy)	
Self-report: Age at first arrest (in years):	

Employment/Education	Yes	No
Are you currently unemployed or were you unemployed prior to incarceration?		
Have you ever been fired from a job?		
Have most of your jobs been for less than a year?		
Were you unable to graduate from high school or earn a GED?		
Were you ever suspended or expelled from school?		
Have you typically had poor relationships with job supervisors, fellow workers, teachers, and fellow students?		
Would your most recent job supervisor or most recent teacher say your work performance was poor or you had difficulty getting along with others?		
Total (Add the number of Yes responses)		

Substance Abuse	Yes	No
Do you have a history of alcohol abuse or problems with alcohol?		
Do you have a history of drug abuse or problems with drugs?		
Do you have family or friends who have problems with drugs or alcohol?		
Have drugs or alcohol caused problems with your jobs or school?		
Have drugs or alcohol caused problems with any relationships?		
Have you been in trouble with the law for drugs or alcohol?		
Have you ever participated in treatment for drugs or alcohol?		
Do you believe drugs or alcohol are a current problem?		
Total (Add the number of Yes responses)		

Attitudes	Yes	No
Do you believe that most people get into trouble with the law?		
Do you believe that your trouble with the law is due to bad luck or misunderstanding?		
Do you believe the police and court treated you unfairly?		
Was your sentence on the current case unfair?		
Did the police or court make a bigger deal out of your case than necessary?		
Should the law focus more time on other crimes instead of the crime you were convicted of?		
Total (Add the number of Yes responses)		

Relationships	Yes	No
Do you have family members who have been in trouble with the law?		
Do you have at least one close friend who has been in trouble with the law?		
Have you participated in activities with family or friends that could get you in trouble with the law?		
Have family members ever been upset with you for being in trouble with the law?		
Have close friends ever been upset with you for being in trouble with the law?		
Have the majority of your friends or associates been in trouble with the law?		
Do your family members, who have not been in trouble with the law, avoid seeing you or talking with you?		
Is it hard to have a close relationship with family or friends who have not been in trouble with the law?		
Do you spend the majority of your free time with others who have been in trouble with the law?		
Total (Add the number of Yes responses)		

Personality	Yes	No
Do you often do things without thinking?		
Do you act immediately to situations that are stressful?		
Is it hard to pay attention?		
Do you try new things because 'you only live once'?		
Do you feel that sometimes you are not in control?		
Do you respond to many situations in an angry manner?		
Is it hard to be calm when you are stressed or upset?		
Do you enjoy taking risks?		
Do people close to you know how to make you angry or intentionally 'push your buttons'?		
Do some individuals just ask for trouble or problems?		
Do you find it easier to give up or ignore a problem rather than deal with it?		
Total (Add the number of Yes responses)		

Needs – Q Total	Total Yes
Employment/Education (Total possible = 7)	
Substance Abuse (Total possible = 8)	
Attitudes (Total possible = 6)	
Relationships (Total possible = 9)	
Personality (Total possible = 11)	
Total (Total possible = 41)	