Risk Assessment Tool Pilot Training

For the Mississippi Department of Corrections

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Crime and Justice Institute at CRJ

www.crj.org/cji

Presentation Overview

- Training Objectives
- HB 585 Risk Assessment Requirements
- Risk Assessment Performance Indicators
- Previous Risk Assessment Results
- Developing New Risk Assessment
- Principles of Effective Intervention
- MDOC Risk Assessment
- Needs-Q
- Inter-rater Reliability

Training Objectives

- Understand the benefits of new MDOC risk assessment
- Demonstrate how the Principles of Effective intervention relates to risk assessment
- Practice scoring MDOC risk assessment & increase proficiency
- Practice completing the Needs-Q
- Understand the activities and importance of inter-rater reliability

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HB 585 Risk Assessment Requirements

- Institutions
  - Administer a validated risk and needs assessment at admission for parole eligible offenders
  - Informs the case plan
  - Assists with program and service referral within the facilities

- Community Corrections
  - Administer a validated risk and needs assessment upon placement on probation or parole at admission for parole eligible offenders
  - Informs the supervision case plan
  - Assists with program and service referral within the community
  - Guides decision-making and supervision levels
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

- 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
Risk Assessment Performance Indicators

• Performance Ratings for Correlations & AUC-ROC

<table>
<thead>
<tr>
<th>Variable</th>
<th>Correlation</th>
<th>AUC-ROC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk</td>
<td>0.83</td>
<td>0.55</td>
</tr>
<tr>
<td>Goal</td>
<td>0.76</td>
<td>0.45</td>
</tr>
<tr>
<td>Recid</td>
<td>0.65</td>
<td>0.35</td>
</tr>
<tr>
<td>Initial</td>
<td>0.54</td>
<td>0.25</td>
</tr>
</tbody>
</table>

Previous Risk Assessment Results

• Performance of previous risk tool is fair in predicting recidivism

<table>
<thead>
<tr>
<th>Risk Assessment Factors</th>
<th>r value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Factors</td>
<td>0.75</td>
</tr>
<tr>
<td>Prior Offense Conditions</td>
<td>0.66</td>
</tr>
<tr>
<td>Grace Offense</td>
<td>0.81</td>
</tr>
<tr>
<td>Age</td>
<td>0.86</td>
</tr>
<tr>
<td>Gender</td>
<td>0.88</td>
</tr>
<tr>
<td>Current Age</td>
<td>0.79</td>
</tr>
<tr>
<td>Total Assessment Score</td>
<td>0.80</td>
</tr>
</tbody>
</table>

AUC-ROC Value: 0.53
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.

<table>
<thead>
<tr>
<th>Offender Gender and Type</th>
<th>Risk Assessment Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Offenders</td>
<td>500</td>
</tr>
<tr>
<td>Female Offenders</td>
<td>200</td>
</tr>
</tbody>
</table>

Previous Risk Assessment Results

- The relationship between initial assessment scores and recidivism rate is shown in the graph.

Previous Risk Assessment Results

- Previous risk assessment limitations:
  - Risk factors to develop tool were not strong individual risk factors to predict recidivism.
  - Knowing an offender's gender performed nearly as well as the full tool.
  - Tool performed poorly by race.
  - These limitations may result in poor decision-making for offenders, which can promote harm.
Developing New Risk Assessment

New Risk Assessment Goals

- Three goals were established for developing new MDOC risk assessment
  - Increase overall performance - ensure the new tool is a strong predictor of recidivism
  - Develop 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

New Risk Assessment Goals

- Strategies employed to satisfy new MDOC risk assessment goals
  - Identified individual risk factors that produced significant correlations of .70 and above
  - Selected individual risk factors that produced significant correlations by race and gender before developing risk assessment scales for testing
  - Risk assessments are typically fully developed and their overall performance is tested by gender and race; tools are not typically developed starting with this step
  - Ensure risk factor weights did not promote disparity
  - Rigorously tested multiple risk scales to determine overall performance before selecting final actuarial risk assessment
  - Actuarial instruments are developed based on research and data
Sample Description

*Sample sizes
  - Community corrections
    * Original sample size = 10,079
    * Construction and validation samples = 5,241 & 5,437 respectively
  - Institutions
    * Original sample size = 31,050
    * Construction and validation samples = 3,021 each

Sample Description

*Community Corrections' Demographics – Total Sample*

<table>
<thead>
<tr>
<th>Demographic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8,719</td>
<td>86.9</td>
</tr>
<tr>
<td>Black</td>
<td>1,356</td>
<td>13.1</td>
</tr>
<tr>
<td>Other</td>
<td>322</td>
<td>3.2</td>
</tr>
<tr>
<td>Average Age</td>
<td>39 years</td>
<td></td>
</tr>
</tbody>
</table>

Sample Description

*Institutions' Demographics – Total Sample*

<table>
<thead>
<tr>
<th>Demographic</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>11,774</td>
<td>18.3</td>
</tr>
<tr>
<td>Black</td>
<td>11,052</td>
<td>17.6</td>
</tr>
<tr>
<td>Other</td>
<td>1,318</td>
<td>2.1</td>
</tr>
<tr>
<td>Average Age</td>
<td>32 years</td>
<td></td>
</tr>
</tbody>
</table>
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 & institutions.
  - Age
  - Gang
  - Total number of current felonies
  - Number of prior prison incarcerations
  - Institutional violations

Findings

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

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.
**Findings**

### Risk Factor Correlations - Community Corrections

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total fair opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number prior corrections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment violations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Risk Factor Correlations - Institutions

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gini</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total fair opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number prior admissions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions related violations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Total Score Correlations & AUC-ROC

<table>
<thead>
<tr>
<th>Risk Factor</th>
<th>Correlation CoV</th>
<th>AUC-ROC CoV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Corrections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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

Principles of Effective Intervention
Principles of Effective Intervention

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

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 offenders’ risk factors is by using an actuarial assessment
- Target those offenders with higher probability (higher risk) of recidivism

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 likelihood of recidivism for low risk offenders
  - Intervention may not be necessary
Risk Principle

- Dowdes 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

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

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
Slide 43

KB1  Zloo#qhhg#wklv#zkroh#SSW#uhirudpwhg#e2f#wklv#l-
prgh#iru#wkh#.
Nulw1g#Bh#zwhj/#525725149
Need Principle

- Distinguishing risk factor from 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

**“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

Field struggles with targeting the Big Four

- Easier to identify if the more objective criminogenic needs are being addressed
  - Confirm individual is employed
  - Conduct drug tests
  - Confirm individual is residing at appropriate address
- Failing to match proper services with criminogenic needs increases likelihood of recidivism

*Some evidence (S., 2003)
- Currently, only 5% of at-risk offenders actually receive needed evidence-based services

(Crime and Treatment, 2012)
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

Importance of the Big Four – the Heart Attack Study

- Risk Factors of Heart Attack
  - Increased LDL/HDL ratios (i.e., high LDL and low HDL levels)
  - 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

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 two of these risk factors (poor lipid readings and smoking) predicted 2/3 of all heart attacks
Importance of the Big Four – the Heart Attack Study

- Increased LDL/HDL ratios
- Smoking
- Diabetes
- Hypertension
- Abdominal obesity
- Psychosocial (i.e., stress or depression)
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- Failure to exercise
- Failure to drink any alcohol

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
  - Antisocial attitudes
  - Antisocial peers
  - Substance abuse
  - Employment
  - Education

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
Responsivity Principle

- General
  - Interventions and programs that are based on cognitive behavioral/social learning theories are most effective for individuals
  - Can be implemented in all settings and interactions — including when conducting a risk assessment
- Specific
  - Offenders learn differently and have certain barriers that should be removed before conducting a risk assessment, identifying criminogenic needs, developing a case plan, and may need to be addressed before or during programming

General Responsivity

- General responsibility is related to conducting a risk assessment and developing an appropriate case plan
- Cognitive-behavioral approaches, such as using core correctional practice skills, are necessary for properly administering a risk assessment and learning about an offender’s criminogenic needs
  - Professional rapport
  - Role clarification
  - Being objective and non-judgmental when completing a risk assessment is important to promote responses

Specific Responsivity

- Specific responsibility 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
    - Language
    - Acute mental illness
    - Physical disabilities
    - Learning or cognitive disabilities
    - Anxiety and depression
    - Trauma and victimization
    - Motivation
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
    - 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 roll out
    - Inter-rater reliability process must be adopted and maintained to ensure consistent scoring
    - Tool must be validated every three years to ensure that the risk assessment continues to predict recidivism

Risk Assessment Fidelity

- Why a risk assessment tool is used
  - Using a risk assessment tool allows offender to be assigned to appropriate interventions based on their risk level
  - If low risk offender 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
### PEI is Related to Risk Assessment

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

### MDOC Risk Assessment

- Contains five 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
  - Total number of current felony convictions
  - Number of prior prison incarcerations
  - Total number of institutional violations
Facility Risk Factor Definitions

- Age – measured as age at intake into MDOC for the current admission
- 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 booking into the DOC
- Number of prior prison incarcerations – measured as the total number of prior prison incarcerations for the offender (does not count the current intake incarceration, only prior incarcerations)
- Institutional violations – measured as any institutional violation in the offender’s history

Facility Risk Factor Weights

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>3 points = 21 and older; 2 points = 18-20; 1 point = 17 and under</td>
</tr>
<tr>
<td>Gang involvement</td>
<td>2 points = no gang involvement; 1 point = gang involved</td>
</tr>
<tr>
<td>Total number of current felonies</td>
<td>5 points = felonies at booking; 3 points = 2 felonies at booking; 1 point = 3+ felonies at booking</td>
</tr>
<tr>
<td>Number of prior prison incarcerations</td>
<td>4 points = 0 prior prison incarcerations; 3 points = 1 prior prison incarceration; 2 points = 2 or more prior prison incarcerations</td>
</tr>
<tr>
<td>Institutional violations</td>
<td>6 points = no institutional violations; 5 points = at least one institutional violation</td>
</tr>
</tbody>
</table>

Community Risk Factor Definitions

- Age – measured as age at 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
- Number of prior prison 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
Community Risk Factor Weights

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>0 points = 22 and older</td>
</tr>
<tr>
<td></td>
<td>1 point = 20 and younger</td>
</tr>
<tr>
<td>Gang Involvement</td>
<td>0 points = no gang involvement</td>
</tr>
<tr>
<td></td>
<td>1 point = gang involved</td>
</tr>
<tr>
<td>Total Number of Current Felonies</td>
<td>0 points = 1 felony at supervision start</td>
</tr>
<tr>
<td></td>
<td>1 point = 2 felonies at supervision start</td>
</tr>
<tr>
<td></td>
<td>2 points = 3 or more felonies at supervision start</td>
</tr>
<tr>
<td>Number of Prior Prison Incarcerations</td>
<td>0 points = 0 prior prison incarceration</td>
</tr>
<tr>
<td></td>
<td>1 point = 1 prior prison incarceration</td>
</tr>
<tr>
<td></td>
<td>2 points = 2 or more prior prison incarcerations</td>
</tr>
<tr>
<td></td>
<td>3 points = 3 or more prior prison incarcerations</td>
</tr>
<tr>
<td></td>
<td>4 points = more than institutional incarceration</td>
</tr>
<tr>
<td></td>
<td>5 points = at least one institutional incarceration</td>
</tr>
</tbody>
</table>

MDOC Risk Assessment Scoring Steps

- All information to score MDOC risk assessment is taken directly from Offender/Tracker and Caseload Explorer
- When completing the risk assessment, please following the information provided in the scoring guide
- Respond to each of the five risk factor items by clicking on the correct response
- Once all five 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

Practice Activity #1

- Read the information provided in Activity #1
- Respond to all five 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
Practice Activity #2

- Read the information provided in Activity #2
- Respond to all five 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

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Needs - Q

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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 and Caseload Explorer 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 programming and interventions
### Needs – Q Overview

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you currently unemployed or were you unemployed prior to incarceration?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you ever been a homeless youth?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you ever been homeless for less than a year?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Were you able to graduate from high school or earn a GED?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Were you ever suspended or expelled from school?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you typically lost your relationships with job supervisors, fellow workers, teachers, and fellow students?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Would you report job supervision or most recent teacher say your work performance was poor or you had difficulty getting along with others?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Total (Add the number of yes responses)</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

### Needs – Q Overview

<table>
<thead>
<tr>
<th>Substance Abuse</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a history of alcohol abuse or problems with alcohol?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Do you have a history of drug abuse or problems with drugs?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you or a family or friends have problems with drugs or alcohol?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have drugs or alcohol caused problems with your job or school?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have drugs or alcohol caused problems with any relationship?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you been troubled with the law for drugs or alcohol?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have you ever participated in treatment for drugs or alcohol?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Do you believe drugs or alcohol are a current problem?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Total (Add the number of yes responses)</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>
### Needs - Q Overview

<table>
<thead>
<tr>
<th>Needs - Q Total</th>
<th>Total Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment/Education (1 point possible = 1)</td>
<td></td>
</tr>
<tr>
<td>Substance Abuse (total possible = 1)</td>
<td></td>
</tr>
<tr>
<td>Attitudes (total possible = 4)</td>
<td></td>
</tr>
<tr>
<td>Relationships (total possible = 9)</td>
<td></td>
</tr>
<tr>
<td>Personality (total possible = 11)</td>
<td></td>
</tr>
<tr>
<td>Total (total possible = 41)</td>
<td></td>
</tr>
</tbody>
</table>

### Needs - Q Scoring Steps

- Begin the Needs - Q immediately after the risk assessment is scored and the risk level for the defendant 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
- 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

### Needs - Q Scoring Tips Overview

- Introduce yourself to the offender
- Briefly describe that you are going to ask the offender some questions related to his/her history
- Advise the offender that the information provided will be used to develop case plans and identify appropriate programming and services
- 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
### Assessment 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.

### 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, then verbally summarize what you heard after each section in the Needs - Q has been addressed.
- Ask for clarification to confirm your understanding.

### Education/Employment Scoring Steps

- Introduce this section by indicating to the offender that you are first going to ask some questions about the offender's education and employment history.
- Advise the offender that he/she only needs to respond 'yes' or 'no' to the questions as you ask them.
- Encourage the offender to ask for clarification as needed.
- Record 'yes' or 'no' responses as they are provided.
- Summarize the information shared once this section is completed to ensure the information collected is accurate.
Substance Abuse Scoring Steps

* Introduce this section by indicating to the offender that you are now going to ask some questions about the offender's history with drugs and alcohol.
* Advise the offender that he/she only needs to respond 'yes' or 'no' to the questions as you ask them.
* Encourage the offender to ask for clarification as needed.
* Record 'yes' or 'no' responses as they are provided.
* Summarize the information shared once this section is completed to ensure the information collected is accurate.

Attitudes Scoring Steps

* Introduce this section by indicating to the offender that you are now going to ask some questions about the offender's thoughts about the law and his/her treatment in the criminal justice system.
* Advise the offender that he/she only needs to respond 'yes' or 'no' to the questions as you ask them.
* Encourage the offender to ask for clarification as needed.
* Record 'yes' or 'no' responses as they are provided.
* Summarize the information shared once this section is completed to ensure the information collected is accurate.
* Thank the offender and indicate there are just two sections left.

Relationships Scoring Steps

* Introduce this section by indicating to the offender that you are now going to ask some questions about the offender's family and friends.
* Advise the offender that he/she only needs to respond 'yes' or 'no' to the questions as you ask them.
* Encourage the offender to ask for clarification as needed.
* Record 'yes' or 'no' responses as they are provided.
* Summarize the information shared once this section is completed to ensure the information collected is accurate.
* Thank the offender and indicate there is just one section left.
Personality Scoring Steps

- Introduce this section by indicating to the offender that you are now going to ask some questions about how the offender responds to situations.
- Advise the offender that he/she only needs to respond 'yes' or 'no' to the questions as you ask them.
- Encourage the offender to ask for clarification as needed.
- Record 'yes' or 'no' responses as they are provided.
- Summarize the information shared once this section is completed to ensure the information collected is accurate.
- Thank the offender for his/her honest responses and patience.

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.

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.
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

Inter-rater Reliability

- Inter-rater reliability (IRR) is a fidelity process
  - Ensures proper and consistent scoring of the MROC risk assessment
  - Ensures proper and consistent scoring of the Needs – Q
  - Assists with objective decision-making so that regardless of who conducts the assessment, the assessment team would reach the same total score and risk level for the MROC risk assessment and the same information on the Needs – Q
  - Provides us with the specific data on what coaching is needed to increase scoring proficiency and consistency across the assessment team staff
  - Must be systematized across MROC facilities and community – since new colleagues will join and will need the same training and coaching
Inter-rater Reliability

- Two primary activities
  - On-site observations and coaching
  - Scoring vignettes and scenarios online and reviewing the scoring data across the assessment team to identify scoring challenges and strengths

Inter-rater Reliability

- Measuring and sustaining progress
  - Inter-rater reliability (IRR) activities will be conducted monthly
  - IRR data will be reviewed to confirm scoring proficiency and practices
  - Specific guidance focusing on item scoring challenges, scoring guidelines, or where to locate information in the MDOC data systems (e.g., Offender Risk and Caseload Explorer) will be provided after each monthly activities are completed
  - Goal is to track and sustain scoring proficiency from the MDOC baseline up to 80% to 85%

Inter-rater Reliability

- Benefits and importance of inter-rater reliability
  - Provides information about scoring practices during a pilot period to improve the training and roll-out 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
## Summary

- Benefits of 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

## PEI is Related to Risk Assessment

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

- Inter-rater reliability has multiple benefits
  - Provides information about scoring practices during a pilot period to improve the training and roll-out of the MDCC risk assessment and Needs-O.
  - Sets the stage for systematizing risk assessment fidelity efforts within the MDCC.
  - 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.
- Inter-rater reliability involves two primary activities to ensure scoring proficiency and consistency:
  - On-site 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

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MDOC Risk Assessment - Community

Scoring Exercise #1

Case 1 – Rick

Age – 25

Current Conviction – 2 counts Drug possession with intent to distribute (F2), Receiving stolen property (M1)

Sentence – 2 years prison – paroled 10/26/15

Criminal History

10/12/10 Arrested for misdemeanor theft (M2) – convicted, 6 months probation (unsupervised)

5/24/11 Arrested for drug possession (M3) – charges dropped

2/7/12 Arrested for drug possession (M3) – convicted, 1 year probation

5/15/12 Probation violation – Multiple failed U/As, failure to attain employment – continued on probation

6/1/13 Probation successfully terminated

Social History

Rick has some criminal history and troublesome social history. He reports that he was first arrested at the age of 13 for shoplifting. He was raised with his mother and two younger sisters. His father left the home when he was young and was not present in Rick’s life. Rick’s mother is deceased. He reports that he has “strained” relationships with both of his sisters, saying that they do not approve of his drug use and criminal behavior and have cut ties with him since his most recent arrest. He has nieces and nephews that he does not see and reports no other family members in his life. Rick has been divorced twice, and at the time of his arrest was living with a woman. She has no criminal history, however Rick reports that she drinks and uses marijuana and cocaine on a regular basis. He says that he is happy in his relationship, however he admits that they argue “often” and that on
occasion these arguments have become physical (law enforcement has not been involved). Rick and his girlfriend belong to a circle of friends and acquaintances that regularly ride motorcycles, drink and party together. While incarcerated, Rick as associated with the Aryan Brotherhood. Rick does not report having any friends that don’t have a criminal history or use drugs. One of his best friends was with him at the time of his arrest and was arrested as well.

In terms of substance use, Rick reports that prior to his arrest he drank alcohol and smoked marijuana on a daily basis. He says he “used to have a problem” with cocaine, but only uses it occasionally now. He admits that most of the arguments that occur with his live-in girlfriend are the result of arguing about drugs, or being under the influence of alcohol. He states that he started using alcohol when he was 15 and has used it almost consistently since, except for when he was incarcerated. He reports attending a drug treatment program during one of his prior incarcerations, but says that when he is outside of prison, he is rarely completely sober.

Rick dropped out of high school when he was 16 and has not attained a GED, despite attending classes while incarcerated. He was never suspended or expelled from school, but was truant often. Previously he has worked odd jobs as a carpenter, mechanic, and as a dishwasher. He reports never holding the same job for more than 7 or 8 months and that he usually gets fired or just stops going to work.

When asked to describe himself, Rick reports that he just “goes with the flow” and doesn’t spend too much time thinking about what he is going to do next in his life. He claims to like “adventure,” which he says is why he uses drugs. He says that he has a bad temper, particularly when he drinks (which is often) and that there are only a couple of people in his social circle that he has not had a fist fight with. When asked about how he copes with stress he said “I don’t.” When pressed to explain that response, Rick refused to elaborate and appeared frustrated. When asked about his criminal history, Rick explained that he has “runs of bad luck” in his life and that is why he gets in trouble. In terms of his current case, he says that the 2 year prison sentence was unfair, and that was angry about going back to prison. Throughout the interview he said that his behavior and drug use was “no big deal” and that when he gets off parole he wants to move to Colorado “or someplace where weed is legal” so that he won’t have the issues with the police that he has had.
MDOC Risk Assessment - Community

Scoring Exercise #2

Case 2 – Jeanine

Age – 30

Current Conviction – Prostitution (F3), Drug distribution (F2)

Sentence – 2 years probation

Criminal History

11/13/05    Arrested for drug possession (M2) – convicted, 1 year probation

2/28/06    Probation violation – Failed U/A – probation continued

7/7/07    Arrested – Prostitution (F3), drug possession with intent to distribute (F2) – convicted – 1 year jail, 1 year probation

3/14/10    Arrested – Prostitution (F3) – 1 year probation

4/1/11    Probation terminated successfully

Social History

Jeanine is a repeat offender with a history of drug abuse and distribution. She reports that she grew up in a two parent household and is the oldest of 2 children. Neither her sibling or parents are involved in criminal behavior. While she reports that she is very close to all of her family members, she says that the trouble he has gotten in has strained her relationship with her father.

For the past 12 years, Jeanine has been married to a man who has an extensive criminal history and a history of drugs use. While she has a few girlfriends that have not been involved in crime, she spends a majority of her time with her husband and his friends. She is not affiliated with a gang, nor is her husband. Jeanine was not involved in drugs or alcohol before meeting her husband. She met him while performing as a stripper and they were married shortly thereafter. She then began using
cocaine and drinking. She reports that she never wanted to be involved in prostitution, but when her husband lost his job in 2007, he insisted that she do it “to make some extra cash.” Jeanine reports that her husband is often verbally and physically abusive and that she has thought about leaving but is afraid of what he will do. She reports that she uses drugs to “escape” from the problems in her daily life.

Jeanine graduated high school after having some trouble. She was repeatedly suspended for acting out and truancy in school, and was held back in the sixth grade. She began working as a stripper when she was 18, and reports that before meeting her husband she “had her life on track.” She did not have any trouble at work and was making enough money to support herself. In the past year, she has had problems at work, primarily for being late or not showing up without calling. She reports that she gets along with all of the other girls at work, but that she doesn’t spend much time with them outside of work.

When asked to describe herself, Jeanine says that she often feels like a “victim of life,” and that she always seems to have bad things happen to her. She says that she often feels overwhelmed, and reports that she often feels depressed. She recognizes that her prostitution and drug use are illegal and therefore wrong, but says that she doesn’t feel like she has much choice. She says that she is willing to comply with all of her conditions of probation, but expressed worry that her husband would not cooperate with her conditions regarding alcohol and drugs. While she says she would like to change some things about her current circumstances she says that she “doesn’t have the willpower” to resist either the substances or the requests of her husband.