Effective Practices in Community Supervision for Influencers (EPICS-I)

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Adhere to the Principles of Effective Intervention

**RISK**
- WHO
  - Deliver more intense intervention to higher risk offenders

**NEED**
- WHAT
  - Target criminogenic needs to reduce risk for recidivism

**RESPONSIVITY**
- HOW
  - Use CBT approaches
  - Match mode/style of service to offender

**FIDELITY**
- HOW WELL
  - Deliver treatment services as designed
EPICS Model

PURPOSE

- This model strives to fully utilize the time that officers spend with offenders and ensure offenders receive a consistent message throughout the continuum of correctional services.

- The EPICS model is **not** intended to replace more intense cognitive-behavioral treatments that address specific criminogenic needs.
EPICS Model

INDIVIDUAL SESSION OVERVIEW

Each contact session should be structured in the following way:

CHECK-IN ➔ REVIEW ➔ INTERVENTION ➔ HOMEWORK
EPICS Core Skills

Throughout Model

• Relationship skills:
  – Active listening
  – Giving feedback

• Behavioral modification skills:
  – Reinforcement
  – Disapproval
  – Use of authority

Interventions

• Motivational skills:
  – Cost-benefit analysis

• Cognitive behavioral skills:
  – Cognitive restructuring
  – Structured skill building
  – Problem solving
Development of EPICS-I

- Identify prosocial support in an offender’s life and teach those influencers core skills used within the EPICS Model

- Influencers help offenders identify risky situations, practice skills to successfully manage these challenges and support behavior change through reinforcement and disapproval

- The model is designed to provide a structure to guide a conversation between an influencer and an offender rather than just letting it happen
Why EPICS for Influencers?

• Build a pro-social network with some actual skills to help offenders avoid risky situations

• Increase “dosage”

• Research shows that relapse prevention programs that trained significant others and family members in cognitive-behavioral approaches were three times as effective as programs that did not.
The EPICS for Influencers model is made up of four parts:

- CHECK-IN
- FOLLOW-UP
- GUIDANCE
- APPLICATION
EPICS-I Model

CHECK-IN

• Check-in is an opportunity to:
  – Talk about how things are going for the individual
  – Look for opportunities for guidance

• You may say things like:
  – How have things been going?
  – What problems are you working through?
EPICS-I Model

FOLLOW-UP

• Follow-up is an opportunity to:
  – Review goals the individual has set
  – Review the use of skills or techniques the individual is using

• You may say things like:
  – How’s the job search going?
  – How did you end up managing the situation with your girlfriend?
EPICS-I Model

GUIDANCE

Guidance is an opportunity to:

- Use tools to help target risky situations:
  - Changing Risky Thinking (Behavior Chain)
  - Skill Building
  - Problem Solving
EPICS-I Model

APPLICATION

- Application is an opportunity to:
  - Practice what you discussed
  - Help the individual recognize other situations to use the tool
## Key Personnel in EPICS for Influencers

<table>
<thead>
<tr>
<th>Offender</th>
<th>Influencer</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Males</td>
<td>• Mentor</td>
<td>• Probation</td>
</tr>
<tr>
<td>• Females</td>
<td>• Family member</td>
<td>• Reentry Coalition</td>
</tr>
<tr>
<td>• Adults</td>
<td>• Friend</td>
<td>• Faith Based Organization</td>
</tr>
<tr>
<td>• Juveniles</td>
<td>• Provide support to offender</td>
<td>• Provide support to the influencer</td>
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<tr>
<td>• Anticipate and manage high risk situations</td>
<td>•</td>
<td></td>
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<tr>
<td>using CBT tools</td>
<td>Provide support to offender</td>
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EPICS-I Training and Coaching Process

• Pre-Requisite – Coaches must be proficient in Core Correctional Practices

• For Coaches, EPICS-I is a three-day to four-day training*
  – Days 1 & 2 training on EPICS-I and coaching
  – Days 3 & 4 observation of UC training the influencers

• Coaching with the site’s coaches will be critical to provide support to the influencers
Coaching

• Helps influencers improve their skills

• Provides support and troubleshooting for influencers

• Helps to maintain influencer’s motivation and commitment to using skills to help their friend or family
Role of Coaches

• Continue to help with influencer skill development
  – Review and practice skills

• Check-in with influencers to make sure things are going well and identify any areas of concern
Coaching Process

- Areas of strength and areas for improvement
- Ask coach questions and troubleshoot any issues
- Review skills with influencer and model/practice these skills
Core Skills that Influencers are Taught Include:

- Identifying risky situations
- Identifying and restructuring risky thinking
- Using structured skill building
- Teaching problem solving
- Building relationships
- Effective reinforcement
- Effective disapproval
EPICS for Influencers is Designed for:

- Mentors
- Coaches
- Family Members
- Friends
- Faith Based Organizations
- Reentry Coalitions
- Law Enforcement
- School Officials
- Significant others
EPICS-I Model

SKILL DEMONSTRATION

Please watch the following demonstration of the EPICS –I model being used by an influencer.
EPICS for Influencers

PILOT SITES

• Los Angeles County Jail Reentry Program (Back on Track-LA)
  – LASD, Five Keys, LA County Probation
  – Funded by California Department of Justice

• Hamilton County, Ohio
  – HCJC, HCOR, UCCI
  – Funded by BJA Second Chance Grant

• Scioto County, OH
  – Juvenile Truancy and Mentoring Program
  – Funded by Competitive RECLAIM
Coaching and Training Process

- Coaches (those that support Influencers) are first trained in CCP or EPICS
- Coaches then work with UC staff to conduct initial training of Influencers
- Coaches are provided on-going support via on-site, video or phone.
- Coaches continue to support Influencers
- Coaches are eligible to be trained as trainers of Influencers
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