

The Colorado State Court Administrator's Office
Division of Probation Services
Cognitive-Behavioral Training Program
Final Evaluation Report
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Prepared by:

LeCroy & Milligan Associates, Inc.
2020 N. Forbes Blvd, Suite 104
Tucson, Arizona 85745
(520) 326-5154
FAX (520) 326-5155
www.lecroymilligan.com

Prepared for:

Colorado State Court Administrator's Office
Division of Probation Services
101 West Colfax Avenue
Suite 500
Denver, Colorado 80202

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Executive Summary

Introduction

Since the early 1990s, Colorado Probation has been committed to implementing cognitive-behavioral programming as part of their service delivery to probation clients. In the fall of 2008, the State Court Administrator's Office contracted with LeCroy & Milligan Associates, Inc. (LMA) to conduct a three-year implementation and outcome evaluation of the cognitive-behavioral programs being delivered to probation clients across the state's 22 judicial districts. The first year of the evaluation included a literature review of cognitive-behavioral programs and an Implementation Study. The second and third years of the project involved an evaluation of fidelity and outcomes for the two major cognitive-behavioral training programs: *Thinking for a Change (T4C)* and *Why Try*. The focus of Year 3 was on the outcome evaluation of the project. Five key evaluation questions were included:

- With what degree of fidelity are *Thinking for a Change* and *Why Try* being implemented in Colorado probation?
- What are the intermediate and long-term outcomes of those probationers who participate in *Thinking for a Change* or *Why Try*?
- What is the level of satisfaction with the programs among probationers who participate in *Thinking for a Change* or *Why Try*?
- What is the level of satisfaction with the programs among probation officers who facilitate *Thinking for a Change* or *Why Try* groups?
- What resources are necessary for and what benefits are gained from the implementation of *Thinking for a Change* and *Why Try*?

Implementation Findings

The 2009 Implementation Study of cognitive behavioral group programs in Colorado probation departments examined the extent, types and characteristics of cog groups that are being provided by probation staff within the departments. Key findings are below.



2009 Implementation Study Key Findings	
Program Structure	<p>Type & Number of Courses – Although Colorado Probation has used a total of eight different cognitive-behavioral curricula in the last three years, officers reported that <i>Thinking for a Change</i> (n=32) and <i>Why Try</i> (n=7) are the most frequently used curricula. <i>Thinking for a Change</i> is used the most with different types of caseloads, both for juveniles and adults. The <i>Why Try</i> curriculum is used primarily with juvenile intensive and juvenile sex offender caseloads.</p> <p>Judicial Districts Implementing Programs – Thirteen of the 23 departments are implementing cognitive-behavioral groups in Colorado. The judicial districts with the highest number of officers conducting groups were in the Denver metropolitan area (i.e., Districts 1, 2, & 17). Based on this finding, it was decided to concentrate outcome data collection on Districts 1, 2 (adult), 4, 8, 10, 17, & 21.</p> <p>Barriers to Implementation – Lack of staff was the barrier to program implementation most frequently reported by Chief Probation Officers.</p>
Groups	<p>Retention – It may take up to three months to fill a group. The majority (71%) of facilitators over-enroll to compensate for clients dropping out. Some facilitators expect nearly one-third to one-half of clients to drop out of the group.</p> <p>Group Size – Facilitators maintain recommended group size of about 10 participants.</p>
Curriculum	<p>Facilitator Perceptions of the Curriculum – Reported concerns about the curriculum include some lessons being confusing, the length and intensity of the course, and travel constraints for training (due to budgetary constraints).</p> <p>Modifications – 22% of officers implementing curriculum in past three years (2006-2009) reported modifying the curriculum.</p>
Training & Post-Training Support	<p>Strong emphasis on Fidelity to Curriculum – Observations of Cog Facilitator training and discussions with trainers and POs revealed strong valuing and understanding of the importance of maintaining fidelity in the program implementation.</p>



2009 Implementation Study Key Findings	
	<p><i>Post-Training Support</i> – Follow-up with new Facilitators is only done on an ad-hoc basis that is initiated by the new Facilitator, and no refresher trainings currently exist. Departmental support and feedback appears limited, with only 31% of officers reporting that they received feedback from their department about their performance in running groups. DPS designed a tool to help improve follow-up in this area at the time of the report.</p> <p><i>Length of time from Training to Course Implementation--</i> Best practices indicate that it is important for facilitators to facilitate a session within 6 months of being trained. Approximately 76% of trained facilitators started facilitating a course within 6 months of training. About 18% of facilitators who were trained had still not facilitated a session within 6 months after the training. The most cited reason for not facilitating a course is POs having too many other work-related duties to take on a course.</p>
Stakeholder Perceptions	<p><i>Probation Client Impact</i> – Probation clients reported learning a variety of skills in the programs, including thinking before acting, being more positive, managing conflict more calmly, and refusing alcohol and drugs in pressure situations. Probation clients indicated a high level of satisfaction with the cog program. Scheduling problems and the high number of sessions were negative aspects noted by clients.</p> <p><i>Advantages of Cog groups for Probation Officers</i> – POs report that providing cog groups enhances the supervision of higher risk clients, helps to identify client needs, and increases job satisfaction and professional development among officers.</p>

Fidelity Study Findings

During Years 2 and 3 (2010-2011), the following specific aspects of program fidelity were examined:

- ❖ *Structure* – The level of fidelity among factors related to the structure of courses (e.g., recruitment of clients, length of sessions, termination guidelines, and use of extra-curricular activities);
- ❖ *Delivery* – The level of fidelity in the delivery of lessons (i.e., examination of the extent and type of modifications being made to lesson plans).



Findings were derived from a Facilitator focus group with 9 facilitators (8 implementing *Thinking for a Change (T4C)*, and 1 implementing *Why Try*), and Lesson Information sheets collected from all facilitators, that tracked any changes made to a curriculum lesson.

2010 Fidelity Study Key Findings	
Course Materials	<i>Outdated Materials</i> -- POs found some materials to be outdated; for example the use of transparencies rather than PowerPoint or events from 10 years ago. (<i>T4C</i> was developed in 1997). Some districts have made progress in converting materials to PowerPoint or videos.
Training and Preparation	<i>Facilitators would like more post-training support</i> — while training is seen as comprehensive and effective, facilitators expressed the importance of co-facilitating their first course and assuring good supervision when starting as a new facilitator.
Logistics affecting Program Delivery	Facilities, materials, and equipment were largely available for facilitators.
Delivery challenges	<i>Burden on Cog Group Facilitators</i> --The burden of running a course can be significant for POs, with little reward other than gratification of assisting probation clients. Concerns about no reduction of caseload and a lack of personnel willing to run courses was noted.
Modifications to the Course	<p><i>Alterations to T4C</i></p> <p>Two types of alterations were made by facilitators implementing cog groups in this study: lesson plan modifications and course additions. These changes were unlikely to play a major role in differences in outcomes.</p> <p>(1) <i>Minor modifications</i> were made to the lesson plans to increase the relevance of outdated materials. Of the 22 <i>T4C</i> lessons, modifications were made to 13 lessons by over 50% of facilitators.</p>



<p>Modifications to the Course</p>	<p>The most frequently modified lessons were in the early sessions (combining lessons, changing a single skit, postponing information to the next session, shortening or skipping a session). Least modified lessons were “thinking and feelings skills” lessons.</p> <p>(2) <i>Additions to the course</i> were implemented in order to retain clients in the program or enhance the interest of probation clients in the activities. A number of creative practices have been developed to increase interest. For example, one facilitator has incorporated a drum circle into the group as a way of enhancing the experience of probation clients. As for the modifications related to retention rates, six of the nine facilitators reported implementing some sort of incentive program for attendance.</p> <p>Modifications to the <i>Why Try</i> curriculum were difficult to discern as the curriculum is very flexible, making fidelity difficult to assess.</p>
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Perceptions of Cog Program Satisfaction and Impact

Chief Probation Officers were surveyed during Year 3 (2011) to gather input regarding satisfaction with the program and overall impressions of successes, barriers to implementation, and impacts of the program for probation clients and probation departments. In general there is a high level of satisfaction with the cog programs in the districts. This finding was supported by Probation Officers in the Year 1 implementation study. There is perceived value added to the probation supervision process and a desire to increase implementation of cog programs. Perceived impacts on probation clients include increased success in meeting probation requirements, increases in thinking and decision making skills so that risky behaviors are decreased, and increases in the social skills “tools” available for probation clients to use in their social interactions. Concerns center around difficulty in retaining clients in the programs so that they can benefit from the cog training, and for some, the lack of flexibility in the curriculum (*T4C*) itself. Another barrier is lack of capacity to serve clients due to burden on trained facilitators and budget constrictions.



Changes in Probation Clients – Outcome Findings (2010-2011)

A total of 393 probation clients from seven judicial districts participated in the outcome evaluation, with 239 in the intervention group (received *Thinking for a Change* or *Why Try* cog group training), and 154 in the comparison group.

Of those that received cog group training, 43% were juveniles, and 48% adults. Overall, 32% were on Regular Supervision, 36% were on Intensive Supervision, 8% in the Female Offender program, and 16% other.

Analyses include the following groups: 1) the full sample: adults and juveniles combined, 2) the subsample consisting of all juvenile clients, and 3) the subsample consisting of all adult clients. No significant offense severity differences were observed between the program and comparison groups.

Overall, of 239 cog group clients, 129 (54%) completed their program with three or fewer absences; 85 (36%) did not complete their program.

The outcome evaluation used a multi-method/ multi-measure approach that included analysis of survey data, risk index scores, completion rates of probation, and recidivism data. Based on literature on key factors influencing probation client change, the study assessed the impact of programs on five specific cognitive-behavioral factors: locus of control, problem solving, self-control, recognition of feelings, and cognitive biases/ decision-making. Clients in the intervention and comparison groups completed assessments at program enrollment and program completion or upon their early exit from the program.

Adult cog group program participants, in contrast to the comparison group, are shown to have made greater strides overall. The magnitude of the difference between adult program clients and comparison group clients was statistically significant on four of the measured outcomes.

- Program clients reported increased confidence in their problem-solving aptitude, while comparison group clients showed no real change
- Program clients showed significant gains in self-control, while comparison group clients showed a modest loss
- Program clients made significant positive strides in controlling their tendency toward impulsive behaviors



- Program clients improved in their ability to keep their own cognitive biases from affecting their decision-making process.

Among juvenile clients, those in the program group improved significantly over clients in the comparison group on the impulsivity self-control subscale. Other program effects observed within the adult sample were not observed in the subsample of juvenile clients. However, effects may have been difficult to discern given the small sample size and the fact that juveniles from both groups likely to have matured during the course of the study.

Recidivism

Client recidivism included any new misdemeanor or felony filing for a criminal offense. Technical probation violations were not considered acts of recidivism. Due to the timeline of this study only one follow-up at 30 days following exit from program was possible. Additional follow-up is recommended at 6 and 12 months and longer if possible.

One juvenile from the comparison group and two within the program group recidivated within 30 days following exit from the program; eight adults from the comparison group and 15 adults from the program group recidivated within the same timeframe. Statistical differences between groups on recidivism outcomes could not practically be computed given the rare occurrence across both groups.

Summary

The implementation of cognitive behavioral training (CBT) interventions by Colorado Probation was a “real-world” application, much like programs examined in the Lowenkamp, et al. study (2009). The intervention was delivered by probation officers, working within their districts with their clients. This study was expressly designed to examine changes in probation clients’ cognitions and other intermediate outcomes related to recidivism (see, for instance, Bonta, et al., 2011). It is in this regard that this study makes an important contribution to Cognitive-Behavioral Programs literature. While recidivism rates among Colorado CBT clients and comparison group clients were compared, there were relatively few new offenses overall within the timeframe in which these data were collected.



Recidivism can be further examined by the Division of Probation Services as follow-up data become available. Given the proximal relation between the CBT intervention and the targeted changes in cognitions, it is these outcomes noted above which are best suited to inform and guide improvements to the CBT programs offered to clients across Colorado's judicial districts.

Recommendations

- ❖ Colorado Probation should examine recidivism rates at regular intervals, beginning at six months out from program completion or program exit, and at six month intervals thereafter. Colorado Probation should analyze follow-up data by risk level and age of offender.
- ❖ Retention is challenging. Programs should implement methods to retain the highest risk clients, by strengthening the client-PO relationship and using appropriate group incentives.
- ❖ The provision of ongoing support and follow-up training are essential to strengthening the skills of the facilitators and maintaining fidelity to the CBT curriculums. Cost-effective, creative ways to achieve supervision and refresher training should be developed.
- ❖ Further examination and explication of the structure of *Why Try* would enable a stronger study of fidelity and outcomes for that program.
- ❖ Stronger fidelity and emphasis on the curriculum lessons relating to the emotional and feeling skills may help achieve stronger outcomes in the areas of locus of control, risk taking, and controlling temper.



Program Background

The Colorado State Court Administrator's Office (SCAO), through the Division of Probation Services (DPS), has adopted the National Institute of Corrections' (NIC) "Integrated Model" and has embarked on changing the culture of probation services within Colorado. The Integrated Model emphasizes the importance of equally focusing on evidence-based practices, organizational change, and collaboration with community and justice partners. One of the major assumptions of this model is that an integrated and strategic model for evidence-based practice is necessary to adequately bridge the gap between current practice and evidence supported practice in community corrections (Crime & Justice Institute, 2004). The incorporation of cognitive behavioral skills strategies and programs in community probation supervision is promoted as evidence-based practice, and is a key component of the NIC model. Since the early 1990's, Colorado Probation has been committed to implementing cognitive behavioral practices in their daily supervision of probationers as well as providing cognitive behavioral group programs for probationers.

Colorado Probation has a history with testing and implementation of the cognitive behavioral programs. Starting in 1991, a pilot project for adult substance abusing offenders using Reasoning & Rehabilitation (R&R) was evaluated (Hunter & Johnson, 1992). In 1993, R&R was incorporated into the Juvenile Intensive Supervision Program (JISP) and the Female Offender Program (FOP) based on the positive findings from this research. In 1993, following what the media termed the "summer of violence", an expansion of JISP occurred and the Colorado General Assembly added language to statute that required the use of cognitive behavioral skill building for juveniles sentenced to JISP. Then, in 1996, the Colorado Division of Criminal Justice conducted an evaluation of the R&R as it was implemented in JISP (Przelbeslki, 2008).

After the implementation of R&R in the early 1990's, Colorado Probation was met with several challenges to an expanded implementation of the program. A few of these challenges included the severely restricted number of trainers authorized to train probation officers, the cost of the program, access to space



sufficient to conduct groups, length of the curriculum (problematic for juveniles), complexity of the curriculum, lack of group facilitation skills for most probation officers and the belief by some departments that the program was too labor intensive. To address some of the implementation concerns, in 1998, the DPS began looking at cognitive behavioral programs that were shorter in length and more skill-based. As a result, Julianne Taymans and Barry Glick were contracted to train staff in *Problem-Solving Skills for Offenders (PSSO)* and *Aggression Replacement Therapy (ART)*. In 2000, *Thinking for a Change (T4C)* was adopted as the basic curriculum as it mitigated the cost and trainer issues and the program incorporated a better balance of cognitive skills and cognitive restructuring content. While *Thinking for a Change* is the only curriculum taught by DPS, districts have been encouraged to send officers to other evidence-based curriculum training as they see fit.

Throughout this time, evidence-based programming has gained momentum in many aspects of Colorado Probation. A good example is the Colorado Probation Officer Orientation. The orientation provides a comprehensive review of the rationale for adopting evidence-based practices, including a review of research findings about effective practices in reducing recidivism, and a history describing how and why probation practices have changed in Colorado. Using the National Institute of Corrections (NIC) Integrated Model, Colorado Probation Services grounds probation officers in the eight key principles of evidence-based practice (EBP) as a way of illustrating how Colorado Probation is applying EBP in the state. Other efforts at becoming more evidence-based are found in the *Standards for Probation* and the fairly widespread adoption of evidence-based curricula for various offender groups.

Description of Cognitive-Behavioral Training Programs

Cognitive-behavioral theory comes from a well-developed body of work by researchers who suggest that how an individual thinks about an external event, not the event itself, triggers feelings that can lead to criminal acts. The fundamental premise of a *cognitive restructuring* program is that offenders hold antisocial beliefs, attitudes, and mental habits that lead them to commit criminal offenses. A primary objective of cognitive *restructuring* is to teach offenders how to replace their antisocial beliefs with pro-social beliefs.

Cognitive restructuring guides offenders through a process of increased



awareness of thoughts, as well as the connection between one’s thoughts, emotions and criminal acts. Other researchers have identified social skills that offenders need to learn to become more pro-social people and better connected with their communities. The overarching goal of *cognitive skills* is to teach offenders to manage their own behavior by engaging in processes that develop self-control, making them responsible for and in charge of their actions no matter how stressful the situation. These specific skills include problem solving, social skills training (learned behaviors that enable one to interact with others in ways that elicit positive responses), anger management, and empathy training.

Over the years, Colorado Probation has offered a variety of “cognitive skills training” (cog skills) programs that teach skills such as problem solving, creative reasoning, critical thinking, negotiation, and social skills (e.g., asking for help, responding to anger, dealing with an accusation) using a step-by-step process of demonstration and practice. For the past several years, Colorado DPS has used a wide variety of curricula. A brief overview of the curricula is presented in Exhibit 1 below, and a detailed description of each curriculum is included in Appendix A.

Exhibit 1. Cog Group Curricula Used in Colorado Probation

Curricula Name	Number of Sessions/Lessons	Recommended Length (# weeks)
<i>Thinking for a Change</i>	22 sessions (1-1/2 to 2 hours per session)	11 or 22 weeks (once or two per week)
<i>Why Try</i>	Varies	Varies
<i>Aggression Replacement Therapy (ART)</i>	30 sessions	10 weeks (3 times weekly)
<i>Moral Reconciliation Therapy (MRT)</i>	16 units (session length varies)	3-6 months (1-2 times weekly)
<i>Reasoning and Rehabilitation</i>	36 sessions (2 hours per session)	18 weeks (2 times per week)
<i>Problem Solving Skills for Offenders (PSSO)</i>	Varies	30 hour program, (10 days, 3 hours/day)
<i>Relapse Prevention Therapy (RPT)</i>	Varies	Varies
<i>Driving with Care (DWC)</i>	4 tracks (varies from 21-43 weeks)	Number of sessions depends on client assessment



Thinking for a Change and *Why Try*, both research-based, promising practices, were the most frequently used programs by the districts as of 2009. For these reasons, these two curricula were chosen as the focus of the outcome evaluation for Colorado Probation. Additional information on these curricula is provided in the table below, including session topics, and key points of the model.

Curricula Name	<i>Thinking for a Change</i>
<p>Key Concepts</p> <p><i>Thinking for a Change (T4C)</i> (Glick, B., Bush, J. and Taymans, J., 1997) – The T4C curriculum uses problem solving as its core enhanced by cognitive restructuring and social skill interventions. The curriculum is appropriate for adult and youthful offenders. The cognitive restructuring concepts are introduced and emphasized during the initial eleven lessons, interspersed with critical social skills, which support the cognitive restructuring process. Then, in lessons 16-21, problem-solving techniques are taught, supported by cognitive self-change and social skill development.</p>	
<p>Lesson Topics</p>	
Lesson 1:	Introduction and Overview
Lesson 2:	Active Listening Skill
Lesson 3:	Asking a Question
Lesson 4:	Giving Feedback
Lesson 5:	Our Thinking Controls How We Act
Lesson 6:	Paying Attention to Our Thinking
Lesson 7:	Recognizing the Thinking that Leads to Trouble
Lesson 8:	Finding New Thinking
Lesson 9:	Using Thinking Check Ins
Lesson 10:	Knowing Your Feelings
Lesson 11:	Understanding the Feelings of Others
Lesson 12:	Responding to the Feelings of Others
Lesson 13:	Preparing for a Stressful Conversation
Lesson 14:	Responding to Anger
Lesson 15:	Dealing with an Accusation
Lesson 16:	Introduction to Problem Solving
Lesson 17:	Step 1 – Stop and Think
Lesson 18:	Step 2 – Problem Description
Lesson 19:	Step 3 – Getting Information to Set a Goal
Lesson 20:	Step 4 – Choices and Consequences
Lesson 21:	Step 5 – Choose, Plan, Do and Step 6 – Evaluate
Lesson 22:	Self-Evaluation: What Else Do I Need



Key Points of the Model*

- Focus on the learner
- Instruction directed to higher level objectives
- Applied learning
- A lesson plan format which links outcomes and performance objectives to training activities and to evaluation of learning
- Ultimate importation of instructional design and delivery decisions made by trainers

* As set forth in the Instructional Theory Into Practice (ITIP) model created by the National Institute of Corrections Academy.

Curricula Name	<i>Why Try</i>
<p>Key Concepts</p> <p><i>The Why Try</i> Program (Moore, C., 1996) is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on principles from Solution Focused Brief Therapy, Social and Emotional Intelligence, and multi-sensory learning. The program teaches social and emotional principles to youth using a series of ten pictures (visual analogies). Each visual teaches a discrete principle, such as resisting peer-pressure, obeying laws and rules, and that decisions have consequences. These help youth answer the question “<i>Why Try</i> in life?’ when they are frustrated, confused, or angry with life’s pressures and challenges. The visual components are then reinforced by music and physical activities. The major learning styles – visual, auditory, and body-kinesthetic are all addressed. The developers have adapted materials for elementary, secondary and adult age groups.</p>	
<p>Visual Analogies (Topics)</p>	
Analogy 1:	Channeling Anger and Challenges into Positive Motivation
Analogy 2:	The Reality Ride
Analogy 3:	Tearing off Labels
Analogy 4:	Defense Mechanisms
Analogy 5:	Climbing Out
Analogy 6:	Jumping Hurdles
Analogy 7:	Desire, Time, Effort
Analogy 8:	Lift the Weight
Analogy 9:	Getting Plugged In
Analogy 10:	Seeing Over the Wall
<p>Key Points of the Model</p> <ul style="list-style-type: none"> -Question, Discussion, Challenge -Hands-on experiential learning -Processing the experience -Surrender the one-up relationship with youth -Instructor encouraged to be creative and apply own insights/experiences 	



Evaluation Overview

An additional aspect of evidence-based practice that the DPS and Chief Probation Officers have initiated is the evaluation of the programs being offered. In fall of 2008, the State Court Administrator's Office contracted with LeCroy & Milligan Associates, Inc. to conduct the implementation and outcome study of the cognitive-behavioral groups ("cog groups") being conducted within the state's 23 probation departments. The ultimate purpose of this three year study was to provide information for future decision-making about program improvements and direction.

The first year of the study included a literature review of cognitive-behavioral programs delivered in corrections settings published separately (LeCroy & Milligan Associates, 2009), and an implementation study designed to provide an in-depth description of the programs being implemented with adult and juvenile probation clients. The literature review and implementation study were then used to develop the outcome study which was then conducted in Years 2 and 3. Evaluation of program fidelity was also conducted across all three years of the project.

Research Questions

The overarching evaluation plan was designed to respond to five key research questions developed by DPS and the project Advisory Committee (Exhibit 2).

Exhibit 2. Five Research Questions

Research Questions
<p>Question 1: With what degree of fidelity are <i>Thinking for a Change</i> and <i>Why Try</i> being implemented in Colorado probation? If modifications are made, the nature of those changes and why they were made will be explored.</p>
<p>Question 2: What are the intermediate and long-term outcomes of those probationers who participate in <i>Thinking for a Change</i> or <i>Why Try</i> (e.g. attitudinal changes, problem solving skills, increased self-control, recognition of feelings, social cognitive biases, change in risk scores, successful completion rates of probation, recidivism rates during supervision)?</p>



<p>Question 3: What is the level of satisfaction with the programs among probationers who participate in <i>Thinking for a Change</i> or <i>Why Try</i>?</p>
<p>Question 4: What is the level of satisfaction with the programs among probation officers who facilitate <i>Thinking for a Change</i> or <i>Why Try</i> groups?</p>
<p>Question 5: What resources are necessary for and what benefits are gained from the implementation of <i>Thinking for a Change</i> and <i>Why Try</i>?</p>

LeCroy & Milligan Associates designed a three-year (2009-2011), four-phase strategy to address these questions. Details regarding the four phases are provided below:

❖ ***Phase 1: Literature Review of Evidence-Based Practices in Cognitive-Behavioral Training Programs with Probationers (Year 1 with a brief update in Year 3)***

The literature review of the cognitive-behavioral programs designed for delivery by probation or other correctional officers included a review of: publications from peer-reviewed journals; technical reports from criminal justice reference services and clearinghouses available over the internet, and articles from books.

❖ ***Phase 2: Assessment of the Implementation of Cognitive-Behavioral Training with Both Adult and Juvenile Probationers (Year 1 with a brief update in Year 3)***

This phase consisted of a detailed description and analysis of the cog programs in each of the 22 judicial districts, including descriptions of: the characteristics of the programs currently offered, the numbers and types of officers and staff who provide the programs, the program referral processes, and the numbers and types (e.g., juvenile or adult, risk and need level) of probationers who participate in the programs. Analysis included descriptions, assessments, and recommendations regarding: (a) program implementation, (b) recruitment, referral, and



retention, (c) program leader characteristics, (d) Chief Probation Officer perspectives, (e) cognitive group facilitator training, and (f) perspectives from probationers. One additional question of the implementation study was addressed in Year 3. It was noted that some facilitators who were trained in *Thinking for a Change* did not go on to conduct sessions. A survey was used to obtain information about why this was the case.

❖ ***Phase 3: Design and Initiate an Evaluation to Determine the Fidelity of the Cognitive-Behavioral Training Programs as Implemented in Probation (Years 2 & 3)***

Fidelity of the *Thinking for a Change* and *Why Try* programs was conducted by examining the types and impacts of modifications made to curricula. Information was also collected with regard to actual and/or perceived obstructions to attaining fidelity.

❖ ***Phase 4: Design and Implement an Evaluation of the Cognitive-Behavioral Training Program Outcomes (Years 2 & 3)***

This phase consisted of designing and implementing an outcome evaluation, using a quasi-experimental framework, to assess the outcomes of the program, with regard to: probation clients who have experienced either *Thinking for a Change* or *Why Try* (including those who complete the course as well as those who discontinue before completion). The outcome evaluation used a multi-method/multi-measure approach that included analysis of survey data, data on risk scores, completion rates of probation, and recidivism data.

The following table summarizes the timing of data collection for the project.

Exhibit 3. Timing of Data Collection

	Phase 1: Literature Review	Phase 2: Implementation Study	Phase 3: Program Fidelity	Phase 4: Outcome Evaluation
Year 1 (2009)	X	X		
Year 2 (2010)			X	X*
Year 3 (2011)	X**	X***	X	X

*Preliminary findings related to the outcome evaluation were included in the 2010 annual report. The full quasi-experimental outcome evaluation was not conducted until 2011.

**The literature review was updated with several new studies published since 2009 for inclusion in the Final Report.

*** One additional implementation study measure was conducted in 2011.



Evaluation Methods

A brief overview of the different methodologies used for the different phases of this project is included in this section. Information regarding the data collected is also provided. Particular attention is paid to the Phase 4 *outcome* evaluation methodologies and data, as the outcome evaluation is the focus of Year 3. The Phase 3 fidelity methods are also reviewed. Additional information on Year 1 and Year 2 evaluation methods may be found in the annual reports for those project years.

Exhibit 4. Methodology by Evaluation Phase

Project Phase	Overview of Data Collected	Methods Used
Phase 1: Literature Review	<ul style="list-style-type: none"> -Review of cognitive-behavioral programs designed for delivery by probation or other correctional officers -Attention to evaluation design, implementation issues, fidelity, and outcomes of cognitive-behavioral programs 	<ul style="list-style-type: none"> -Review of literature including publications from peer-reviewed journals; technical reports from criminal justice reference services and clearing-houses available over the internet, and articles from books.
Phase 2: Implementation Study	<ul style="list-style-type: none"> -Overall program structure -Curriculums used -Cog group facilitator training programs' structure and content -Characteristics of cog group program facilitators -Numbers and characteristics of groups being conducted -Program implementation strengths and challenges -Stakeholders' perceptions of the program (Chief Probation Officers, Probation Officers, and probation clients) 	<ul style="list-style-type: none"> -Review of documents and materials -Key informant interviews -Observations -Staff and client surveys -Facilitator survey* -District Chief of Probation Survey**
Phase 3: Program Fidelity	<ul style="list-style-type: none"> - The level of fidelity among factors related to the <i>structure</i> of courses (e.g., recruitment of clients, length of sessions, termination guidelines, and use of extra-curricular activities) 	<ul style="list-style-type: none"> -Facilitator focus group -Lesson Information Sheets -Facilitator survey -District Chief of Probation Survey**



Project Phase	Overview of Data Collected	Methods Used
	- The level of fidelity in the <i>delivery</i> of lessons (i.e., examination of the extent and type of modifications being made to lesson plans).	
Phase 4: Outcome Evaluation	-Cognitive Changes in Probation Clients -Behavioral Changes in Probation Clients -Changes in Risk Scores -Successful Completion Rates of Probation -Recidivism Rates During Supervision	-Pre/Post Treatment Client Survey -Pre/Post Treatment Tracking Sheet -Client Exit Survey -Facilitator Exit Survey

*This one additional aspect of the implementation study was conducted in Year 3 in order look specifically at why facilitators who are trained do not always go on to conduct cognitive-behavioral sessions.

**This method collected some information on program fidelity, as well as final comments related to the implementation of the program and findings for the field. It was conducted at the very end of Year 3.

Fidelity Measures

- ❖ **Facilitator Focus Group** – A focus group attended by nine facilitators who were currently delivering either a *Thinking for a Change* or *Why Try* course. The group consisted of five females and four males representing five Judicial Districts. Participants were informed that the purpose of the focus group was to allow them to share their perceptions of the program across a number of areas related to fidelity. In order to provide a framework, five areas were identified for discussion: (1) course materials (e.g., lesson plans), (2) training, preparation, and post-training support (i.e., any elements related to ensuring that they as facilitators are prepared for running a group), (3) logistical factors impacting the delivery of courses (e.g., resource challenges), (4) modifications to the course (including alterations to the lesson plans and/or the addition of activities to the course), and (5) delivery challenges (including the materials provided for the course).



❖ **Lesson Information Sheet** – In order to formally track the modifications being made to the proscribed lesson plans, *Lesson Information Sheets* were developed for facilitators (see Appendix B: Lesson Information Sheets). A separate version of the *Lesson Information Sheet* was needed to track the delivery of *Thinking for a Change* and *Why Try* due to the fact that the *Why Try* program allows facilitators to choose from a menu of options for each lesson while the *Thinking for a Change* program is more structured in terms of lesson content. Facilitators are asked to complete a *Lesson Information Sheet* after each session. These sheets provide information regarding any lesson modifications made by the facilitator, rationale for changes, and any additions made to the lesson in order to enhance the experience of probation clients. Analysis of the data provided insights for a number of issues related to fidelity, including:

- **Modification of Specific Lessons (*Thinking for a Change*)** – Information regarding changes made to specific lessons can be used to identify lessons which may need to be altered or addressed with more emphasis during training. Information included facilitator feedback regarding the number of lessons delivered (e.g., 11 or 22) and length of lesson (e.g., 1 or 2 hours).
- **Selection of Menu Options for Each Lesson (*Why Try*)** – An analysis of the data provided information regarding whether there are certain options that are deemed more effective for use in Colorado.
- **Addition of Activities** – Identification of activities that were developed and implemented by facilitators in order to enhance the experience of probation clients.

❖ **District Chief Probation Officer Survey** – At the end of Year 3 (2011), Chief Probation Officers in each participating district were invited to complete an online survey to provide their perspectives on program fidelity, satisfaction and indications of the study. They were asked about barriers to implementation, changes observed, site specific incidences or events that should be considered, and current environmental factors at their locations that could have impacted the



outcomes. The survey also requested information on the perceived impact of the cognitive behavioral programs, satisfaction with the program, and recommendations for the field and the future of cognitive behavioral programming in Colorado. These findings provided some additional context and background, and helped inform the recommendations from this study.

Outcome Evaluation Design

The purpose of the outcome evaluation was to answer the following research question:

What are the intermediate and long-term outcomes of those probationers who participate in Thinking for a Change or Why Try (e.g., attitudinal changes, problem solving skills, assertiveness, increased self-control, recognition of feelings, social cognitive biases, change in risk scores, successful completion rates of probation, recidivism rates during supervision)?

LeCroy & Milligan Associates staff (in consultation with members of DPS and the project Advisory Committee) developed a quasi-experimental design similar to other projects evaluating programs such as *Thinking for a Change* (see e.g., Lowenkamp, Hubbard, Makarios & Latessa, 2009).

The design included a formalized data collection process with a number of assessment tools related to specific probation client outcomes:

- Cognitive Changes in Probation Clients
- Behavioral Changes in Probation Clients
- Changes in Risk Scores
- Successful Completion Rates of Probation
- Recidivism Rates During Supervision



Assessment tools were developed to gather data related to these outcomes, and are described in the following sections.

❖ *Cognitive Changes in Probation Clients* – To assess the degree of cognitive change in probation clients participating in either the *Thinking for a Change* or *Why Try* programs, it was necessary to first identify the specific cognitive factors that the program should be targeting. The identification of these factors was informed by a number of sources, including:

- (1) *Thinking for a Change* and *Why Try* program information on the specific cognitive factors targeted by the program;
- (2) Research identifying specific cognitive factors that are impacted by cognitive-behavioral training programs in general; and
- (3) Input from DPS staff (including those involved in training) as to what cognitive factors are being targeted by the Colorado program.

A review of the *Why Try* and *Thinking for a Change* programs indicated that the targeted core cognitive factors are problem solving, social skills, and recognition of feelings (e.g., resistance to peer pressure) (Bush, Glick & Taymans, 1997; Moore, 1996). A review of the research literature indicated that although the focus for the majority of research studies on cognitive-behavioral programs is on recidivism (see e.g., Hollin, McGuire, Hounscome, Hatcher, Bilby & Palmer, 2008; Lowenkamp, Hubbard, Makarios & Latessa, 2009), a number of other cognitive factors have been identified as being important for the rehabilitation of offenders. For example, Pettit (2007) found that locus of control scores were significantly related to “readiness to change” in both male and female offenders. In addition, DeLisi, et al. (2008) found a relationship between low levels of self-control and an array of negative outcomes (e.g., physical assaults against correctional staff, substance abuse) in male parolees (see also, Delisi, Hochstetler & Murphy, 2003). Finally, a number of recent studies have also begun to examine the role that cognitive biases such as the *fundamental attribution error* (i.e., the belief that the negative actions of others are based on their personality while our own negative actions are based on the situation) play in the decisions of offenders (Maruna & Mann, 2006).



Based on the above information, a *Pre/Post-Treatment Client Survey* was developed to assess the impact of programs on five specific cognitive factors: locus of control, problem solving, self-control, recognition of feelings, and cognitive biases/decision-making (see Appendix C: *Pre/Post-Treatment Client Survey*). These five cognitive factors were tapped through adapted versions of a number of published scales. Adaptations were made based on a variety of factors including: confusing wording, the need to have a standard response format (e.g., some scales already used a seven-point semantic differential scale; five-point scales were modified to seven-points for greater sensitivity to subtle differences) and a recognition that standardized scales sometimes need to be modified for use in a corrections environment (see e.g., Delisi, Hochstetler & Murphy, 2003). The final version of the survey contained a total of 71 statements and probation clients were asked to indicate their level of agreement with each statement on a scale of 1 (Strongly Disagree) to 7 (Strongly Agree). Additional information regarding the survey scales is presented in the Results section. It should be noted that before completing the *Pre-Treatment Client Survey*, appropriate consent forms were obtained for all clients. (see Appendix D: DPS Consent Forms).

- ❖ ***Behavioral Changes in Probation Clients*** – In addition to assessing the cognitive changes in probation clients, it was also deemed useful to attempt to assess the behavioral changes exhibited by those completing *Why Try* or *Thinking for a Change*. It is important to attempt to gain some type of empirical evidence that any cognitive changes identified in probation clients are transferring into actual behaviors. This is an especially important addition to the project given that the majority of studies conducted on cognitive behavioral programming for offender populations tend to define behavioral change solely in terms of recidivism (Sykes, 2007). In order to assess behavioral change, a *Post-Treatment Behavioral Assessment Questionnaire* was developed (see Appendix E: *Post-Treatment Behavioral Assessment*). The instrument was designed to allow Supervising Probation Officers to assess the degree of behavioral change in their clients after completion of the program on five dimensions: locus of control, problem solving abilities, self-control, recognition of feelings, and cognitive biases/decision-making.



- ❖ ***Changes in Risk Score*** – Given that a number of studies indicate that cognitive-behavioral treatments may have an impact on risk scores (see e.g., Friendship, Blud, Erikson, Travers & Thornton, 2003), a *Pre/Post-Treatment Tracking Sheet* was developed in order to record the Level of Supervision Inventory (LSI) and Colorado Young Offender Level of Service Inventory (CYOLSI) scores (see Appendix F: *Pre/Post-Treatment Tracking Sheets*).
- ❖ ***Early Exit Information*** – Given the challenges associated with program retention rates, a *Client Exit Survey* (see Appendix G: *Client Exit Survey*) and *Facilitator Exit Survey* (see Appendix H: *Facilitator Exit Survey*) was developed in order to gain additional insight into the reasons why a probation client does not complete the course. The development of these surveys was informed by the McMurren and McCulloch (2007) study which identified a variety of reasons for client discontinuance in cognitive-behavioral programs.
- ❖ ***Successful Completion of Probation*** – rates of successful completion of probation were assessed through the use of probation records.
- ❖ ***Recidivism Rates During Supervision*** – rates of recidivism during supervision were assessed through the use of court records.

Process for Gathering Outcome Data

The process for gathering outcome data was developed with a number of factors in mind, including: 1) assuring fidelity of data collection across sites, 2) management of burden for data collection by facilitators, and 3) effective data tracking processes. Based on these factors, an 8-Step Process was developed that outlined all stages of data collection as well as the roles of various individuals with regard to the administration of surveys. A description of the process was distributed to all facilitators in the form of a *Facilitator Handbook*. A *Survey Administration Protocol* was also developed detailing the steps for gathering data from probation clients (see Appendix I: *Survey Administration Protocol*).



Findings

In this section, evaluation results are presented by project phase. Where applicable, key themes identified across phases are discussed. The Conclusions and Recommendations section then summarizes key findings across phases and years. It should be noted, that the Phase 1 and Phase 2 sections are simply a brief summary of findings from earlier reports. The full literature review and Year 1 report (see *Colorado Probation Services Cognitive Behavioral groups Implementation Report 2009*, LeCroy & Milligan Associates) provide additional information on findings for these phases. Some additional research literature that was published since 2009 was added to the literature review included in this report.

Phase 1: Literature Review

The first phase of this project (2009) was to conduct a literature review to examine a number of pertinent issues relevant to the utilization of CBT in Colorado. First, this literature review was used by the LeCroy & Milligan Associates evaluation team and Colorado Probation Services to assist in the formation of an evaluation plan to assess both process and outcomes related to CBT programs. Second, the literature review was used to examine research on implementation issues associated with CBT programs. Third, the review also helped explore how fidelity to specific CBT curricula affects program outcomes. Finally, the review examined outcomes of cognitive-behavioral programs including *Thinking for a Change (T4C)*, *Moral Reconnection Therapy (MRT)*, *Reasoning and Rehabilitation Therapy (R & R)*, and others by comparing recent meta-analyses of experimental, quasi-experimental, and less robust methodological designs on the issues of program fidelity and recidivism.

Rather than concentrating on single studies of implementation, fidelity, and outcomes, the following types of literature were included in the review: publications from peer-reviewed journals with an emphasis on comprehensive and meta-analytic studies, technical reports from criminal justice reference services, and other research and practice-based material. Once the literature on implementation, fidelity, and outcomes of CBT programs was reviewed, some specific recommendations were designed to inform the remainder of the evaluation.



The full literature review is available as a separate document; however, key findings are summarized in this section along with their implications for the fidelity and outcome evaluation. These findings are presented by category as follows: issues of implementation, fidelity to curricula, impact on recidivism outcomes, and overall evaluation design. In addition, a new section is included that highlights two relevant articles on cognitive behavioral therapy and curricula used in the Colorado evaluation.

Highlights from 2009 Literature Review

Issues of Implementation

According to the literature, implementation of CBT programs is critical to understanding later issues of fidelity and outcomes. The training of facilitators, training quality, training slippage, and the overall fit of the population to the curricula are key issues related to program implementation. In examining the CBT programs conducted by probation districts in the State of Colorado, it is crucial to evaluate the implementation phase thoroughly by examining issues well delineated in the literature. For this reason, the training received by the program facilitators was assessed on issues of quality, quantity, time from receipt of training to program delivery, and the populations to which the CBT curricula were provided.

The following are a few research findings related to this topic:

- *Training Slippage* – For T4C, MRT, and R & R, one of the major causes of implementation failure occurs in the form of training slippage of the program facilitators (Pearson 2002; Lowenkamp & Latessa 2006; Przybylski 2008). For each of the programs, there was typically an excessive amount of time between program training of the facilitator and program delivery to participants. For example, the guidelines for the R & R program specify that the time from curriculum training to delivery should be no more than 60 days. Research found that the average time from training to delivery was typically 3.2 months (Przybylski 2008).
- *Quality of Training* – Research studies have found that the quality of training received by program facilitators has direct effects on how well the program is delivered (Landenberger & Lipsey, 2005; Lipsey & Cullen 2007). Training quality is reflected in the trainer’s knowledge,



experience, and skills in both the CBT intervention and in training methods overall, the trainer's organization (e.g., materials prepared, use of A/V equipment, adherence to the training schedule), the trainer's enthusiasm and audience engagement skills (e.g., ability to dialogue and further audience responses), and emphasis on the importance of fully implementing all CBT sessions "as written." Other training quality indicators include clear and useable training manuals, and recurring training sessions based on an ongoing CBT fidelity quality control review to reduce program drift (Przybylski 2008).

- *Population Fit*—Some CBT programs work more effectively with certain types of people than with others. For example, in the case of adult sex offenders, CBT programs were found to be less effective when compared to the general population (Schweitzer & Dwyer, 2003). While the emphasis of the study was on outcomes, the authors speculated that perhaps the population fit of sexual offenders to CBT was an underlying factor in the lack of measurable recidivism outcomes. However for juvenile male sex offenders, CBT programs were found to be helpful in reducing recidivism on sexual reoffending, but contributing very little to reoffending in general (Calley 2007). One meta-analysis found that CBT programs were highly effective for juveniles with medium to high levels of risk, but less effective for lower risk youth (Garrido & Morales, 2007). So, the population fit of CBT programs is an important consideration that could impact the implementation of the program.

Exhibit 5 summarizes studies on the model of CBT used and the appropriateness of fit with either participants or settings. All were found to be effective with medium and high risk populations.



Exhibit 5. Model of CBT Used and Fit with Participants or Settings

CBT Approach	Participants/Settings Should Be:
Thinking 4 A Change	Incarcerated House arrest Work release Day report Probation Under supervision
Moral Reconciliation Therapy	Prison-based therapeutic communities Community therapeutic communities DUI offenders Drug involved Drug court Behaviorally disruptive at risk community youth
Reasoning & Rehabilitation	Prison Forensic psychiatric settings Adult drug abusing offenders Children at risk of delinquency Antisocial youth and adults Parents/support persons of antisocial youth and adults

- *Importance of Implementation* – Finally, Gendreau (1999) has argued that the most forgotten program component for CBT programs is the implementation piece. He argued that most research emphasis is placed on outcomes, while fidelity and implementation were often ignored. In Pearson’s (2002) meta-analysis of 69 research studies to determine the effectiveness of behavioral and cognitive-behavioral training programs in reducing recidivism among criminal offenders, he found that how a program was implemented in terms of facilitator training and program delivery was sometimes overlooked when exploring the outcomes of the CBT.

Fidelity to Curricula

Literature suggests the importance of assessing fidelity to curricula. Specific program modifications or deviations from curricula delivered by program facilitators, the amount of dosage actually received from program participants, and the type of offender enrolled in the program at intake can also impact how well curricula are followed. Based on the literature review, an evaluation of the fidelity to curricula within the probation districts in Colorado was determined

to be an important tool in determining how well the CBT programs are working, and how these affect program outcomes. The following are a few research findings related to this topic:

- *Best Practice Models* – Antonowicz & Ross (1994) conducted a quantitative analysis of 44 rigorously controlled treatment studies of program fidelity and its relationship to program efficacy. They found that there were six key components essential for programmatic success in successful rehabilitation programs for offenders. These factors included: (a) a sound conceptual model; (b) multifaceted programming; (c) the targeting of “criminogenic needs” (specific criminal elements); (d) the responsivity principle (how well the participant responds to treatment); (e) role-playing and modeling; and (f) social cognitive skills training. Additionally, Gendreau (1999) and McGuire (2008) have also argued a sound conceptual model greatly enhances the likelihood of obtaining meaningful outcomes with respect to CBT.
- *Dosage* – A number of studies (Marques 1994; Gendreau 1999; Gendreau 2007; McGuire et. al. 2008) contend that the closer the implemented program adheres to dosage specifications in the program curricula, the more likely it is that positive program outcomes (i.e. a reduction in the rate of recidivism for CBT program participants) will occur.
- *Type of offender* – It is well documented that some CBT programs are more effective with certain groups of offenders (McGuire et. al. 2008; Przybylski 2008), however the type of offender entering the program can also impact the ability to follow program curricula completely. In the case of sex offenders treated in CBT programs, the evidence of ability to follow curricula guidelines is mixed and is somewhat dependent on whether the group is a dedicated sex offender or mixed group. Research has shown that both male and female sex offenders tend to follow curricula guidelines more easily when the groups are not mixed by either gender or non-sex offenders (Marques 1994; Schweitzer et al 2003). However for juvenile offenders, CBT programs tend to be administered more easily to the sex offender population (Armstrong 2003; Garrido 2007). The juvenile population more easily fits the classroom and group therapy style consistent with T4C, R & R, and MRT curricula.



Impact on Recidivism Outcomes

There are also a number of important caveats to consider when assessing program outcomes. Based on the literature review, there were considerable differences in the definitions of recidivism. For the Colorado Probation evaluation of CBT programs, it was necessary to carefully define what is meant by recidivism. Also of importance is when recidivism is measured. Another critical issue when examining outcomes is what population is being served by the CBT programs. Literature suggests that juveniles and medium to high-risk offenders may benefit more from CBT than sex offenders and low-risk general population offenders. These population characteristics were considered when examining the probation districts in Colorado and outcomes were also analyzed by juvenile and adult populations.

The following are a few past research findings related to this topic:

- *Recidivism*—Many meta-analytic studies have found that recidivism rates do, in fact, decline based on exposure to and completion of a CBT program (Pearson 1999; Landenberger & Lipsey 2005; Garrido 2007; Gendreau 2007). However, the key is how recidivism is defined and this varies greatly across practice-based and research-based CBT studies. How recidivism is both conceptualized at the theoretical level and operationalized at the methodological level varies greatly by study. Some studies index recidivism with the rate of re-arrest, others by assessing reconvictions, incarcerations, probation, or parole rates. There is also considerable variation on when recidivism is measured, ranging from close to the end of the CBT program to up to months or years later (Landenberger & Lipsey 2005).
- *Recidivism by Offender Group*—What has been found to be true across a number of meta-analytic and individual quasi-experimental studies is that CBT programs reduce recidivism for all offender groups (Pryzybylski 2008), but the degree of decrease tends to vary both by population of offender, and fidelity to treatment guidelines supported through curricula. One study (Garrido et al 2007) showed that juvenile recidivism rates of CBT participants declined by six percent compared to juveniles who did not complete a CBT program. This rate differential increased to nine percent for more violent, serious offenders who



completed the CBT program. So while CBT programs do reduce recidivism rates for juveniles, the high-risk offender may benefit more from such programs.

- *Recidivism of Sex Offenders* – With a subset of sex offenders, Schweitzer et. al. (2003) found no difference in recidivism rates for adult offenders when comparing offenders who completed CBT with those who did not receive CBT. Yet, Moster and her colleagues (2008) did find that CBT programs reduced recidivism rates for sex offenders, but that more definitive evidence is needed.
- *Impact of Specific CBT Programs on Recidivism* – Other studies have looked at the impact of specific CBT programs on recidivism. Allen et. al. (2001) examined the impact of R & R and MRT on recidivism rates using the Maryland Scale for Scientific Rigor and found both programs reduced the rate of recidivism from 18-25%, depending on program implementation, fidelity to curricula, and participant demographics. Armstrong (2003) found that MRT was quite effective in reducing recidivism rates in juvenile populations, but conceded that more research on specifics is needed. Other meta-analytic studies (Landenberger & Lipsey 2005) have explored *T4C* more thoroughly and conclude that like other CBT programs, *T4C* reduced recidivism for medium to high-risk offenders and had a high degree of success with juveniles.

Select Recent Research to Inform Findings of this Report

Effects of Cognitive-Behavioral Programs for Criminal Offenders (Lipsey, Landenberger, and Wilson, 2007)

This meta-analysis of cognitive behavioral programs was conducted to contribute research knowledge related to moderators that effect program effectiveness and specifically recidivism. This analysis came following many other such analyses that tend to suggest the effectiveness of cognitive-behavioral therapy on recidivism (Pearson, Lipton, Cleland, and Yee, 2002; Wilson, Bouffard, MacKenzie 2005). This analysis included 58 studies which met the intervention, participant, outcome measure, research methods, and source requirements for inclusion in the study.



Findings from this study confirmed the positive effects of cognitive behavioral therapy on recidivism. The odds ratio indicated that the odds of not recidivating were 1.53 times as great as those for individuals in the control group. Other findings suggest that the amount and implementation of the cognitive-behavioral therapy were significantly correlated with the effect sizes for recidivism outcomes. Other factors related independently to effect size include risk level and treatment elements. Specifically, larger effect sizes were observed when anger control and interpersonal problem-solving components were included. Cognitive-behavioral therapy was, however, shown to be as effective for juveniles as for adults.

Implications for this study: These findings re-affirm the importance of analyzing implementation as part of an evaluation, as the implementation of the program was shown to impact the degree of program impact. High quality does appear to make a difference. It also appears that risk level is important to consider in analysis, as degree of impact of the cognitive-behavioral programs appeared to vary by risk level. Further analysis of findings for youth and adults specifically can also help confirm or refute the findings related to the effectiveness of cognitive-behavioral programming for both groups.

A Quasi-Experimental Evaluation of Thinking for a Change: A Real-World Application (Lowenkamp, Hubbard, Makarios, and Latessa, 2009).

Few studies have been conducted specifically on the *Thinking for a Change* curricula. Golden, Gatchel, and Cathill (2006) did publish an outcome evaluation of the program. They found that the program had an impact on problem-solving skills and new offenses. The study by Lowenkamp et. al. (2009) is designed to overcome some of the limitations of previous studies, particularly focusing on implementation of the *Thinking for a Change* curricula in a real-world setting using a quasi-experimental design. It was implemented and delivered within the correctional system by current practitioners.



Findings showed a statistically significant difference between the treatment and control group in the percent of individuals who recidivated. This study found that 36% of the control group recidivated while 23% of the treatment group recidivated. (Recidivate was defined as rearrested for a new criminal offense). The predictors for recidivism that were identified include age, risk category and group membership. Specifically young offenders and higher-risk offenders were shown to be more likely to recidivate.

Implications for this study: This study continued to provide evidence that cognitive behavioral programs, and specifically *Thinking for a Change*, have an impact on participant recidivism. This study emphasizes the importance of analyzing data based on offender age and risk level. Lastly, this study, like many of the others that have been conducted on *Thinking for a Change*, fails to address additional cognitive-behavioral outcomes, focusing exclusively or primarily on recidivism. While recidivism is certainly crucial, this Colorado Probation study provides more specific information on the cognitive and behavioral outcomes impacted by *Thinking for a Change* and *Why Try*, thus providing an important contribution to the field.



Phase 2: Implementation Study Findings

Summary of Implementation Study Findings

The second phase of the three year evaluation project was to conduct a study of overall implementation of all types of cog programs in Colorado. The study of the implementation of cognitive behavioral group programs in Colorado probation departments examined the extent, types and characteristics of cog groups that are being provided by probation staff within the departments.

Information from this study was used to inform the design of fidelity and outcome studies that were then completed, as part of an ongoing research agenda set forth by the Colorado Division of Probation Services and the Management Advisory Committee (MAC). A summary of 2009 key findings is presented below, along with a section detailing how these findings inform the fidelity and outcome evaluations that were then conducted in 2010-2011. For the complete report, please refer to *Colorado Probation Services Cognitive Behavioral Groups Implementation Report 2009* (LeCroy & Milligan Associates). Unless otherwise noted, findings included in this section were collected during Year 1 (2008-2009) and may not fully represent the current programming or status of the district programs in 2011.

Requirements for Cognitive-Behavioral Groups in Colorado

As part of the implementation study, the standards for cognitive-behavioral groups in Colorado were reviewed. The Standards of the Colorado Probation Services outline what probation clients must receive in terms of cognitive behavioral groups as part of their probation requirements, which are delineated according to offender classification. For example, for Adult Intensive Supervision Probation (AISP), it is noted that while cognitive groups are not required, they may be a beneficial component of treatment for some offenders. For the Female Offender Program (FOP), the delivery of a cognitive skill-building curriculum is a required element. All probation clients involved in the FOP will participate in a cognitive skill-building program unless the supervising officer determines that the client cannot benefit, or the client's presence or participation will be disruptive to the group. For probationers in Juvenile Intensive Supervision Probation (JISP) the delivery of a cognitive skill-building curriculum is a recommended element.



All clients involved in the JISP Program may participate in a cognitive skill-building program unless the supervising officer determines that the client cannot benefit, or the client's presence or participation will be disruptive to the group. *Thinking for a Change* is the curriculum currently trained by DPS. Other cognitive programs may be used according to local policy and availability of programs.

Extent and Context of Cognitive-Behavioral Programs

In 2009, cognitive behavioral groups were being implemented in about 60% of the 23 probation departments in Colorado (13 of 23 departments). The Denver metro area, specifically Districts 1, 2 and 17, had the highest number of trained cognitive group facilitators. Eighty (80) probation employees had received training in the last three years, and 45 of those officers responded to a survey indicating they had conducted a cognitive group within the last three years. Survey results presented here are based on those 45 PO facilitators. There were both seasoned facilitators (20% had run 11 or more groups), and less experienced facilitators (33% had run 2-4 groups). Most of the officers who conducted groups supervised multiple types of caseloads, thereby having experience with many types of probation clients. Most groups were done with adult and juvenile intensive caseloads corresponding to recommended standards and practices to offer groups with these types of clients. Exhibit 6 shows the distribution of the caseload by district.



Exhibit 6. Probation Officers' Caseload Types by District in 2009

District	# Officers responding	Juvenile Regular	JISP	Juvenile Sex Offender	Adult Regular	AISP	Sex Offender	Adult non-SOISP Sex Offender	Female Offender (FOP)	Drug Courts	DUI/DWAI Courts	Domestic Violence	Economic Crime	Mental Health	Other caseload or job role
1	8	3	2		1	2		1							1=Juvenile FOP
2A	4				1	1			2						
2J	2	1		1			1		1						
3	1														
4	2					1			1						1=Presentence
8	3	1	1		1	2									
10	4		1	1											1=Victim Officer; 1=Investigation
12	2	1	1	1	1		1	1				1			
13	2	1	1		2	1						1			
17	9	1	2		1	3	2	1			1	1		2	3=Adult Drug Offender, ROC program, Community Corrections
18	1	1									1				1=Clerical
20	3	1			1					1	1	1			1= PSI Writer
21	4		1		1		1	1	1						1=Probation Supervisor
Total number	45	10	9	3	9	10	5	4	5	1	3	4		2	10

Note: Totals do not add up horizontally because officers served many caseload types.

Curricula

Colorado Probation Departments had used a total of eight different cognitive behavioral curricula in three years examined (2006-2009), but the most frequently used curricula were *Thinking for a Change (T4C)* and *Why Try*. At the District level, twelve districts used *Thinking for a Change*, three districts used *Why Try*, two districts used *MRT*, and only one or two districts used any other curricula as of 2009. Of the 45 officers who reported conducting groups 2006-2009, the majority had used *T4C*. Exhibit 7 summarizes the number of officers using the different types of cognitive behavioral curricula that were implemented in Colorado as of 2009.

Exhibit 7. Cog Group Programs Used by Probation Officers: Statewide 2009

Cog Group Type	Number of officers using this program*	Percent of officers*	Number of Districts using this program
<i>Thinking for a Change (T4C)</i>	32	71%	12
<i>Why Try</i>	7	15.6%	3
Moral Reconciliation Therapy (MRT)	4	8.9%	2
Relapse Prevention Therapy	2	4.4%	2
Problem Solving Skills for Offenders (PSSO)	2	4.4%	2
Reasoning & Rehabilitation	1	2.2%	1
Aggression Replacement Therapy (ART)	1	2.2%	1
Driving With Care (DWC)	1	2.2%	1
Other: One used different cognitive behavioral exercises based on CAC II training; the other was not indicated.	2	4.4%	1

*Note: Officers can use more than one type of curriculum.

Thinking for a Change was the most used curricula regardless of caseload type – adult and juvenile. A wide variety of curricula were offered to juvenile caseloads with *Why Try*, *Moral Reconciliation Therapy*, and *Relapse Prevention groups* being used in addition to *T4C*. For adult caseloads, *T4C* was by far the most used curriculum. The cognitive group programs in Colorado were grounded in a sound theoretical base and most had research to support their effectiveness. Exhibit 8 shows the type of cognitive-behavioral curriculum by caseload.



Exhibit 8. Type of Cog Group Curriculum used for Different Caseloads (2006-2009)

	<i>Thinking for a Change (T4C)</i>	<i>Moral Reconciliation Therapy (MRT)</i>	<i>Reasoning & Rehabilitation</i>	<i>Aggression Replacement Therapy (ART)</i>	<i>Why Try</i>	<i>Relapse Prevention Groups</i>	<i>Problem Solving Skills for Offender</i>	<i>Other *</i>
Juvenile Regular	14 (46%)	5 (16%)	0	1 (3%)	6 (20%)	2 (7%)	1 (3%)	1 (3%)
Juvenile Intensive (JISP)	15 (44%)	6 (18%)	0	1 (3%)	7 (21%)	2 (6%)	2 (6%)	1 (3%)
Juvenile Sex Offender	1 (17%)	2 (33%)	0	0	3 (50%)	0	0	0
Adult Regular	16 (84%)	0	0	0	0	1 (5%)	1 (5%)	1 (5%)
Adult Intensive (AISP)	18 (86%)	0	0	0	0	2 (11%)	1 (5%)	0
Sex Offender Intensive (SOISP)	0	0	0	0	0	0	0	0
Sex Offender non-SOISP	0	0	0	0	0	0	0	0
Female Offender (FOP)	9 (69%)	1 (8%)	1 (8%)	0	1 (8%)	1 (8%)	0	0
Drug Courts	2 (50%)	0	0	0	0	1 (25%)	0	1 (25%)
DUI/DWAI Courts	1 (100%)	0	0	0	0	0	0	0
Domestic Violence	7 (88%)	0	0	0	0	1 (12%)	0	0
Economic Crime	3 (100%)	0	0	0	0	0	0	0
Mental Health	4 (66%)	1 (17%)	0	0	0	1 (17%)	0	0

*Other Includes: Juvenile Regular and JISP – TASC Alcohol and Drug Groups; “Female” Adult Regular group – Women in Recovery; Drug Court – Boys Council; and “other” – Driving with Care.

Referrals, Enrollment and Retention

Probation Officers recruited cognitive group participants primarily from their own caseload or other officers. Referral criteria appeared to be unclear and varied across districts, but most POs reported that those on intensive supervision were most often required. Although the majority of officers reported no waiting period, it might take 1-3 months to fill a group. A large majority of officers over-enrolled to compensate for clients dropping out. About half of all officers estimated 33-50% of the clients would not complete their group.



Probation officers in the 2009 implementation study reported their estimates of completion rates, shown in Exhibit 9. Half of POs estimated that at best, half of program clients completed their cog. group. In the 2011 outcome evaluation, it was reported that 54% of program clients successfully completed their program.

Exhibit 9. Probation Officers' 2009 estimates of program completion rates

Percent of Offenders who complete cog group	Number of officers reporting this rate	Percent
0% to 25%	0	0
26% to 40%	10	27.8%
41% to 50%	8	22.2%
51% to 60%	6	16.7%
61% to 70%	2	5.5%
71% to 80%	5	13.9%
81% to 90%	3	8.3%
91% to 100%	2	5.5%

Most cognitive-behavioral groups were held at the local probation office and accessibility was considered to be good in terms of location, transportation, and time. However, over half of officers reported that they may make referrals to community providers for cognitive-behavioral groups due to lack of capacity to conduct the group in-house, scheduling, lack of time, etc.

Fidelity

There was some variation across districts in the implementation of the curriculum, with differences in the number of lessons taught and the overall duration of the group, but less than a quarter of officers reported making any modifications to the curricula. The following table (Exhibit 10) shows some of these modifications that cognitive behavioral group facilitators reported making at the time of the 2009 implementation study.

Exhibit 10. Types of Modifications Made by Cog Group Facilitators

Modification to Curriculum	Number of officers
Added different content, information, or lessons	7
Deleted content, information, or lessons	5
Reduced the total number of groups sessions	4
Modified the recommended number of sessions to be delivered each week	3
Changed the wording of lessons	3
Reduced length of individual group sessions	1
Added "creative" components to the group series	1
Added a "getting the facts about rape" and a victim empathy piece	1
PowerPoint	1

Officers appeared to maintain recommended group sizes. A majority of officers (56%) felt that 9-10 or fewer participants was the ideal size for a cognitive-behavioral group. Fidelity to the curriculum was heavily emphasized in the cognitive-behavioral training courses, and discussions with trainers and probation officers revealed a strong valuing and understanding of the importance of maintaining fidelity.

Decision to Be a Facilitator

Both probation policy and trainers encouraged starting a group within 3-6 months after receiving facilitator training, and approximately 75% of officers reported starting a group within that time period. However, 18% reported that they had not facilitated a group within 6 months of training.

Exhibit 11 displays the reasons given by officers for becoming a cognitive group facilitator.

Exhibit 11. Reasons for Becoming a Cog Group Facilitator

Reasons	Number
Enjoy teaching, the program, working with offenders	16
Believe it works	11
Requirement for Female Offender Program or other group	9
Different, new challenge, learn new skills	6
Develop different & useful relationship with offender	6
Gain better understanding of offender	2
Encouraged to do it/a performance goal	2
There was a need for a facilitator	1
Meet client treatment requirements at no cost	1



The most frequently reported incentive received by probation officers for facilitating a cog group at 42% is a reduction in the number of individual contacts they are required to make with the probationer on their caseload because they are often seen in the cog group setting. The second most frequently reported incentive received at 24% is recognition from their district.

Probation Officers reported a variety of barriers to starting a cognitive-behavioral group, but the top three barriers most frequently reported were:

- Availability of time, workload, and scheduling (n=25)
- Availability of space or locations for conducting the groups (n=11)
- Lack of appropriate referrals from probation officers (n=7)

Other barriers that were reported included: lack of resources (e.g. staff, money), lack of officer interest, poor attendance by probation clients, training for staff, scheduling, lack of management support, and geography.

Probationers' Experience

Probation clients who attended cognitive-behavioral groups between 2006 - 2009 were surveyed regarding their perceptions about cog groups after they had completed a group. Most who responded had attended *T4C* groups. Probation clients were very positive about their experiences in the groups, relating that they learned helpful skills, found the material interesting, and felt the group leader did a good job. Clients were able to list numerous real-life situations where they had used a new cognitive-behavioral skill. Difficulty with scheduling and the high number of sessions were cited as negative aspects of the groups.

Results show that, in particular, probation clients felt respected and listened to and they reported they learned useful skills and ways to change negative thinking. Other key results are shown in Exhibits 12 and 13 below.



Exhibit 12. Cog Group Probation Client Survey Results (N=47)

Questions	% Who Agree or Strongly Agree
1) I felt comfortable sharing my thoughts in this group.	89.4%
2) I usually understood the lessons.	95.8%
3) The lessons were interesting.	93.6%
4) I learned skills that were helpful to me.	97.9%
5) I learned ways to change my negative thinking.	95.7%
6) Group leaders did a good job of explaining the lessons.	93.5%
7) The group leaders made sure everyone followed the group rules.	100%
8) There were enough group meetings to learn the lessons.	100%
9) The group meetings were at a good time for me.	89.4%
10) It was easy to get to the meeting place.	93.6%
11) The group leaders listened to me.	100%
12) The group leaders were always prepared for the meetings.	95.7%
13) The group leaders respected me.	100%
14) The group meetings were helpful to me.	97.9%

Exhibit 13. Probation Client Feedback about Specific Cog Group Features

Feature	Percent (n=47)
Things participants liked most about cog group	
1) Group activities, discussions, and story sharing	34%
2) Positive qualities of group leaders (e.g. respectful, funny, "laid back," clear in communication)	24%
3) Learned new ways to deal with anger and negative thoughts	13%
Things about groups participants would change	
1) Would not change anything	28%
2) Hold classes at a different time	15%
3) Longer classes	9%
4) Role playing (more or different kinds of role plays)	9%



Skills participants learned in group that they can use in life	
1) Thinking before acting	38%
2) Better ways to express feelings/talk with others	13%
3) How to listen better	13%
4) Positive thinking	11%
Life situations where a participant used a skill learned in group	
1) Stayed calm during a potentially explosive disagreement with someone	23%
2) Refused alcohol or drugs when offered or thought of consequences during act of using and stopped	11%
3) In the course of an argument/fight, recalled lesson learned regarding anger management and walked away from it	9%

Supports and Challenges for Cognitive-Behavioral Groups

Those officers who continued to provide cognitive-behavioral groups cited many advantages, with the foremost being that it enhanced the effectiveness of their supervision of higher risk clients. Not only were they able to supervise multiple clients in a group, but cognitive-behavioral groups also helped the officer to gain more understanding of the clients' needs and helped the clients learn concrete new skills. Both Probation Officers and Chief Probation Officers from districts running cognitive-behavioral groups emphasized the research showing effectiveness of evidence-based practices and the potential of cognitive-behavioral groups in reducing recidivism and enhancing the pro-social skills of clients. Another significant advantage of cognitive-behavioral groups was the opportunity for professional development of the Probation Officer who received training in cognitive-behavioral approaches and curricula.

However, there were barriers and perceived disadvantages influencing the provision of cognitive-behavioral groups in districts. Budgetary constraints, lack of staff, lack of staff interest, scheduling difficulties, limited space, and the time for staff training were the most reported challenges. There were particular challenges in smaller and rural districts such as travel distance for clients, fewer Probation Officers to run groups, more difficulty filling groups due to lower caseloads, and greater need for flexibility (e.g., a shorter curriculum or more flexible group option). Another concern was the length of time required to implement a cognitive-behavioral group (typically up to 22 weeks). Among districts that did *not* currently have cognitive-behavioral



groups, CPOs expressed concerns that staffs were too overburdened to run cognitive-behavioral groups, there was a lack of staff interest or ability to run groups, and that in-house groups would be competing with community providers who already provided good services. Those without groups listed staff training, staff availability and interest, and a better understanding of cognitive-behavioral group effectiveness would be necessary supports to offer cognitive-behavioral groups.

Disadvantages and advantages to running an in-house cognitive-behavioral group, according to Chief Probation Officers, are summarized in the table below (Exhibit 14).

Exhibit 14. Advantages & Disadvantages of Running In-house Cog Groups

Chief Probation Officers*	
Advantages Themes	Disadvantages Themes
Client skill development. Program control and accountability. Client outcomes. Evidence-based (n=12)	Time, workloads, scheduling, officer burn-out (n=17)
Maximize visits & contacts. Counts as supervision contacts (n=14)	Resources, budget, lack of staff (n=10)
Officer / client relationship enhanced (n=8)	Lack of training & quality control (n=3)
Officer skill development & job satisfaction (n=5)	Space (n=6)
Peer support & positive group dynamics (n=4)	Officer buy-in (n=3)
Cost-savings & stimulus for new programming (n=7)	Travel constraints (n=2)
Other: Client access; advantageous for JISP; officer skill development (n=3)	Competition with outside providers (n=2)
	Participant attendance (n=2)
	Other: need open-ended groups; lack of training; conflict of interest (n=3)

* Includes both CPOs with in-house groups and CPOs without in-house groups



Chief Probation Officers also offered suggestions to maximize the effectiveness of work with clients, such as building more collaborative relationships with community resources, contracting with agencies to provide cognitive-behavioral groups in the department, and co-facilitating groups with a PO and community therapist.

Training for Cog Group Facilitators

There was a well-defined progression in preparing Probation Officers to become cognitive-behavioral group facilitators, developed through the Colorado Probation University, including facilitation skills training, courses in evidence-based practice and cognitive behavioral principles, and facilitator training in *Thinking for a Change*. Training quality was very high, with up to 6 experienced trainers able to teach the courses. Participant reactions to the training were positive.

Fidelity to the *T4C* curriculum during the trainings appeared strong, which is an important first step to achieving fidelity in group implementation. The following is a brief summary of the *Thinking for a Change* training that was observed.

Thinking for a Change (T4C) is a 28 hour course taught in four consecutive days. For the April 2009 course, there were three lead trainers and two additional support trainers who helped to facilitate small group teaching practice (called “teach backs”). All 21 trainees that initially signed up did attend and complete the training, representing 10 probation districts. Most trainees reported no prior experience facilitating groups, with the exception of 4 individuals who reported a small amount of co-facilitation experience, and one who was a caseworker for 25 years. The trainees’ expressed goals for the training centered on the following themes:

- To be a good facilitator, learn facilitation skills, learn more cog group techniques and methods
- To be able to provide more groups in house, to supplement motivational interviewing with cog based groups, use more evidence-based approaches in-house
- To learn how to motivate clients who don’t want to be there, how to deal with challenges to authority



- To get some curriculum and learn the curriculum, get a more structured curriculum
- To understand what clients go through when they are referred to in-house or community cog groups
- To help clients redirect their lives, help them make some changes, provide them tools and skills for making better decisions
- To learn how to tailor groups to female, mental health clients, Spanish groups, different populations

Exhibit 15 below summarizes the assessment of the trainers’ knowledge and skill, participant reactions to the training, and weaknesses or challenges observed or noted during the training.

Exhibit 15. Observational Assessment of T4C Training Course Aspects

Trainer Knowledge:
The trainers exhibited strong knowledge of the curriculum structure, the theoretical basis of cognitive behavioral training, social skills training methods, adult learning approaches, and facilitation methods. Trainers followed the <i>Thinking for a Change</i> Training curriculum with very high fidelity, showing very few and only minor changes to any of the training modules. The trainers used relevant examples and tied content to the experiences and reality of participants. The trainers’ abilities to model all the curriculum skills, e.g. role play, coaching social skills, giving instructions, summarizing lessons were excellent. Trainers provided many helpful organization hints during the training, such as how to organize one’s binder, or prepare handouts for clients, etc.
Participant Reactions
Participants interacted with the material throughout the training with enthusiasm and interest, as evidenced by readily volunteering during discussion, talking about content during the breaks, and arriving well prepared for each training day by completing homework if necessary. Trainees were observed to be discussing and applying the social skills to their personal life experiences. Most participants showed good grasp of the concepts and good facilitation skills. Trainers commented on the high caliber of this training cohort. There was a strong feeling of camaraderie among participants.



Weaknesses or challenges in the T4C training

Very few weaknesses were observed in the overall fidelity of the training or trainer skill level.

- One area observed to be confusing and difficult for participants were the lessons on problem-solving skills. Trainees had the most difficulty in grasping the problem solving steps. These lessons occur on days 3 and 4 of the training and are very complex. Due to complexity of the problem solving lessons, and it being taught late in the training these steps are likely to be least retained by participants. Participant comments included: "I had a hard time wrapping my head around the steps", "I had a hard time following the lesson plan", "People will never be able to remember all those steps". Trainers emphasized the need for a lot of prep work on the problem-solving lessons and need for adequate time to teach the lesson. Trainers also related that the section was being revised by the developers and they hoped for an improvement.
- Another observation was that participants were confused about when trainers were in "role" during a demonstration and when they came out of role to teach content or make remarks. A suggestion would be to use a sign labeled "in role" or "out of role" to cue the training audience. As the trainers demonstrated lessons for the participants, it would also help to more clearly identify which skill and lesson was being demonstrated to help set the audience's anticipatory set.

Follow-up and ongoing professional development for new cognitive-behavioral group facilitators was limited. Less than a third of officers reported receiving feedback or supervision on their group work and no formal quality assurance process was in place. In response to this need, LeCroy & Milligan Associates assisted DPS in developing a Cognitive-Behavioral Group Skills/Knowledge Checklist (see Appendices for the tool) that could be used for self-assessment and in staff supervision of the probation officer facilitators.

Summary of Implementation Study Findings Related to Fidelity and Outcome Evaluation

Thus, as detailed in the 2009 report, the implementation study resulted in a number of findings with regard to the program, personnel, and probation clients. The summary of findings above helps to provide a snapshot of the implementation of cognitive-behavioral programs in Colorado. The full Implementation Report (LeCroy & Milligan Associates, 2009) provides more detailed information on all the topics discussed. For the current report, it is particularly important to highlight the findings that have a direct relationship to the fidelity and outcome evaluation questions. The following Exhibit 16 details the key findings as they relate to the rest of this evaluation.



Exhibit 16. 2009 Implementation Study Findings

Area	Key Findings	Relationship to Fidelity & Outcome Evaluation
<p>Program Structure</p>	<p><i>Type & Number of Courses</i> – Although Colorado Probation has used a total of eight different cognitive-behavioral curricula in the last three years, officers reported that <i>Thinking for a Change</i> (n=32) and <i>Why Try</i> (n=7) are the most frequently used curricula. <i>Thinking for a Change</i> is used the most with different types of caseloads, both for juveniles and adults. The <i>Why Try</i> curriculum is used primarily with juvenile intensive and juvenile sex offender caseloads.</p>	<p>Based on this finding, as well as discussions with DPS staff, it was decided to focus on <i>Thinking for a Change</i> and <i>Why Try</i> for the fidelity and outcome evaluations.</p>
<p>Program Structure</p>	<p><i>Judicial Districts Implementing Programs</i> – Thirteen of the 23 departments are implementing cognitive-behavioral groups in Colorado. The judicial districts with the highest number of officers conducting groups are in the Denver metropolitan area (i.e., Districts 1, 2, & 17).</p> <p><i>Barriers to Implementation</i> – Lack of staff was the barrier to program implementation most frequently reported by Chief Probation Officers.</p>	<p>Based on this finding, it was decided to concentrate outcome data collection on Districts 1, 2 (adult), 4, 8, 10, 17, & 21.</p> <p>Further investigation of the barriers to program implementation was conducted as part of the fidelity evaluation.</p>
<p>Groups</p>	<p><i>Retention</i> – It may take up to three months to fill a group. The majority (71%) of facilitators over-enroll to compensate for clients dropping out. Some facilitators expect nearly one-third to one-half of clients to drop out of their group.</p>	<p>Retention was examined as part of the outcome evaluation.</p>



<p>Curriculum</p>	<p><i>Facilitator Perceptions of the Curriculum</i> – Reported concerns about the curriculum include some lessons being confusing, the length and intensity of the course, and travel (due to budgetary constraints).</p> <p><i>Modifications</i> – 22% of officers reported modifying the curriculum.</p>	<p>As part of the fidelity evaluation, facilitators were asked to provide feedback on curriculum.</p> <p>Data was collected on the number of facilitators making modifications as well as the types of modifications being made.</p>
<p>Training & Post-Training Support</p>	<p><i>Post-Training Support</i> – Follow-up with new trainees is only done on an ad-hoc basis that is initiated by the new trainee, and no refresher trainings currently exist. Departmental support and feedback appears limited, with only 31% of officers reporting that they received feedback from their department about their performance in running groups.</p>	<p>DPS already designed a tool to help improve follow-up in this area.</p>
<p>Training & Post-Training Support</p>	<p><i>Length of time from Training to Course Implementation</i>-- Best practices indicate that it is important for facilitators to facilitate a session within 6 months of being trained. Approximately 76% of trained facilitators started facilitating a course within 6 months of training. About 18% of facilitators who were trained had still not facilitated a session within 6 months after the training.</p>	<p>Additional data was collected on why some individuals who were trained did not go on to facilitate a course.</p>
<p>Stakeholder Perceptions</p>	<p><i>Probation Client Impact</i> – Probation clients reported learning a variety of skills in the programs, including thinking before acting, being more positive, managing conflict more calmly, and refusing alcohol and drugs in pressure situations. Scheduling problems and the high number of sessions were negative aspects noted by clients.</p>	<p>Outcome data was collected examining the impact of the program on probation clients.</p>



Survey of Facilitators who did not Implement a Course

During Year 1 of this project, it was observed that some of the facilitators who were trained in *Thinking for a Change* did not go on to facilitate sessions. Thirty-eight percent (38%) of the officers reported that they started their own groups within one week to two months after they were trained. The remaining officers started their own groups from three to six months after training (38%), and over six months (18%) after being trained in cog group facilitation. Findings are shown in Exhibit 17 below.

Exhibit 17. Time from Training to Implementation to First Cog Groups

District	Time from Training to First Cog Group				
	1 week-2 months	3-6 months	over 6 months	Unknown	Total
Total # officers	17	17	8	2	44
Percent of officers	38%	38%	18%	5%	

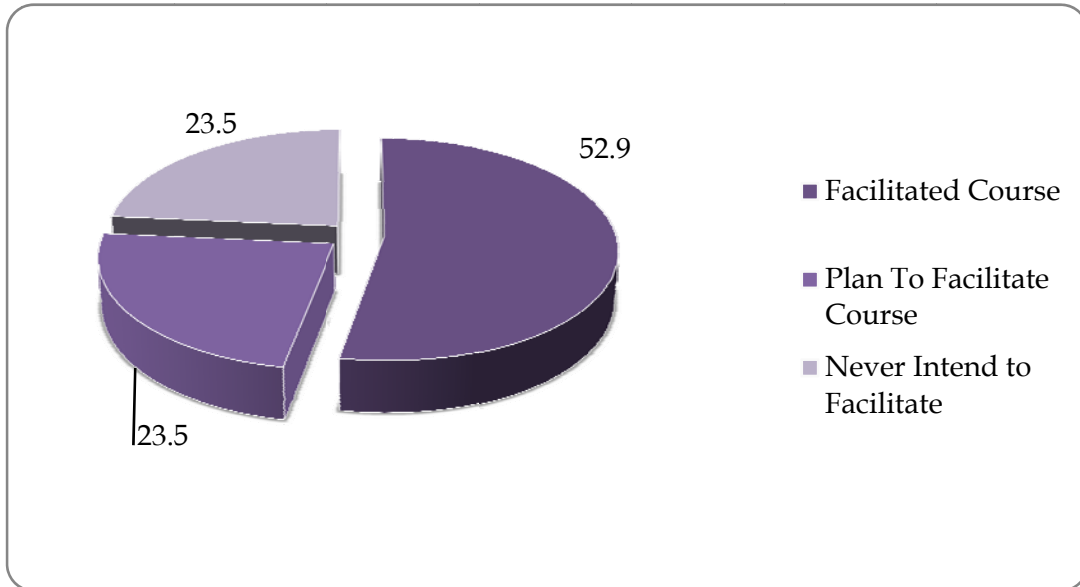
According to the Colorado Probation University, professional development catalog, a requirement of taking the *Thinking for a Change* training is a commitment to start running groups within 6 months of completing the course. The need to implement groups shortly after receiving training has been emphasized by curriculum developers as a strategy to ensure greater program fidelity.

In order to collect additional information on this topic, individuals who had participated in training since the year 2000 were surveyed to ask if they had facilitated a *Thinking for a Change* course since they had been trained. If they had not, then additional information was obtained as to why or what could help increase their likelihood of facilitating a course. Thirty-four individuals participated in this survey. Findings are presented below.

The following Exhibit (18) shows the percent of trained facilitators who have facilitated a course (Facilitated), have not facilitated a course but plan to (Plan to Facilitate), and those who have not and do not plan to facilitate a course (Never Intend to Facilitate). Almost a quarter of survey participants have not facilitated a course and do not plan to facilitate one.



Exhibit 18. Percent of Facilitators who Have or Plan to Facilitate a Course



The 53% of survey participants who *have* facilitated a course, were asked no other questions on this survey, as the remainder of the questions pertain to individuals who have not yet facilitated a course.

The eight survey participants (23.5%) who have not yet facilitated a course but intend to, were asked when they intend to facilitate a course. Three of them indicated within the next 12 months and the other five indicated within the next 24 months. None of them indicated that they planned to within the next 6 months.

These same individuals were asked to indicate the reasons that they have not yet facilitated a course. They were able to check as many of the reasons as apply. Findings are shown in the Exhibit below. Six of these survey participants indicated that it was because they were too busy with other work-related duties to facilitate a course.



Exhibit 19. Reasons Probation Officers Have Not Yet Facilitated a Course (of those who plan to facilitate)* (n = 8)

Reason	Percent
I am too busy with other work-related duties to facilitate a course	75%
Other	75%
I do not feel there is enough incentive for me to facilitate a course	50%
I do not feel supported by my district to facilitate a course	25%
I do not feel confident enough to facilitate a course	12.5%
I do not feel I know enough (in terms of content) to facilitate a course	12.5%
I do not have the resources to facilitate a course	0
I do not believe that the course is an effective approach for probation clients	0

*Participants could indicate more than one response, thus percents do not total to 100%.

Findings were similar for survey participants who never intend to facilitate a course. They were asked the same questions and the majority of them also indicated it was because they were too busy with other work related duties, as shown in Exhibit 20.

Exhibit 20. Reasons Probation Officers Do Not Intend to Facilitate a Course* (n=8)

Reason	Percent
I am too busy with other work-related duties to facilitate a course	100%
Other	62.5%
I do not feel confident enough to facilitate a course	25%
I do not feel I know enough (in terms of content) to facilitate a course	12.5%
I do not feel supported by my district to facilitate a course	0
I do not have the resources to facilitate a course	0
I do not feel there is enough incentive for me to facilitate a course	0
I do not believe that the course is an effective approach for probation clients	0

*Participants could indicate more than one response, thus percents do not total to 100.

Participants in both groups, *Plan to Facilitate* and *Never Intend to Facilitate*, also marked “Other” in response to this question. Below is a list of the reasons that were written in for these questions.



Exhibit 21. Reasons for Not Facilitating a Course

Response Group	Reasons for not facilitating a course...
Plan to Facilitate a Course	<ul style="list-style-type: none"> • I had planned to do a course and then was moved to a new unit in May 2010, and plans for this had to be put on hold.
	<ul style="list-style-type: none"> • I do not feel comfortable teaching.
	<ul style="list-style-type: none"> • The opportunity has not posed itself.
	<ul style="list-style-type: none"> • I have not had enough youth in the area to facilitate one.
	<ul style="list-style-type: none"> • No co-facilitator is available.
	<ul style="list-style-type: none"> • I have changed job duties 4 times since taking the class.
Never Intend to Facilitate a Course	<ul style="list-style-type: none"> • I prefer to teach Reason and Rehabilitation.
	<ul style="list-style-type: none"> • I am now running Victim Empathy groups instead.
	<ul style="list-style-type: none"> • Closed groups which are always effective w/this population due to incarceration rates over the course of time which means they have to start over, but the group may not start for another year.
	<ul style="list-style-type: none"> • Zero time while at work to do anything else.
	<ul style="list-style-type: none"> • I do not do supervision, but rather, write PSI's.

Survey participants in both groups were also asked to list any factors they could think of that would increase their likelihood of facilitating a *Thinking for a Change* course. Key themes are listed below.

- Need a co-facilitator or partner.
- Need to reduce other work duties; no time for anything else right now.
- Need support from department.
- Would need refresher training; was not an easy class to get through.
- More interested in using other curricula (i.e. *Reason and Rehabilitation* or *Why Try*).
- Would do it if supervisor required it; would prefer to be in supervision before facilitating it.
- Need to modify it so is not a closed group class.

Phase 3: Fidelity Evaluation Findings

During Years 2 and 3 (2010-2011), the following specific aspects of the program were examined related to program fidelity:

- ❖ *Structure* – The level of fidelity among factors related to the structure of courses (e.g., recruitment of clients, length of sessions, termination guidelines, and use of extra-curricular activities); and
- ❖ *Delivery* – The level of fidelity in the delivery of lessons (i.e., examination of the extent and type of modifications being made to lesson plans).

The fidelity data was collected using several different measures: a facilitator focus group in Year 2, lesson information sheets in Years 2 and 3, and a survey of the Chief Probation Officers in Year 3. Findings for each of these measures is presented below, followed by a brief summary of overall fidelity findings.

Facilitator Focus Group

The facilitator focus group was comprised of nine participants (including one facilitator who provided responses to the questions by email and another who was unable to attend was interviewed separately), all of whom were currently facilitating (or co-facilitating) a group. Of the nine facilitators providing information, eight were running *Thinking for a Change* groups while one was running a *Why Try* group. All facilitators appeared comfortable discussing issues relating to the fidelity of the programs and were candid in their responses. The focus group discussion provided a number of interesting and informative insights into all five of the reference points employed as a framework to guide the fidelity evaluation and as a gauge of facilitator satisfaction. The reference points were as follows: (1) course materials (e.g., lesson plans); (2) training, preparation, and post-training support (i.e., any elements related to ensuring that they as facilitators are prepared for running a group); (3) logistical factors impacting the delivery of courses (e.g., resource challenges); (4) modifications to the course (including alterations to the lesson plans and/or the addition of activities to the course); and (5) delivery challenges (including the materials provided for the course).



Specific information provided for each of the reference points included the following:

- ***Course Materials*** – there were a number of concerns raised with regard to the fact that both the *Thinking for a Change* and *Why Try* materials were “out-dated.” These concerns included the fact that many of the examples used in the materials relate to events from 10-15 years ago and that activities were still presented via transparencies (rather than through the use of more modern means including PowerPoint). It should be noted that although facilitators reported that some *Why Try* materials were outdated, the situation did not appear to be as problematic due to the fact that each lesson includes a menu of options to choose from.
- ***Training, Preparation, and Post-Training Support*** – facilitators indicated that although the training was comprehensive and effective, there was very little post-training support other than through informal channels (e.g., personally contacting trainers to ask questions). In addition, there was a discussion regarding the extent to which supervision should be mandated for facilitators running their first course. Some individuals believed that at the very least the first course should be taught with a co-facilitator. Other participants pointed to the fact that although it would be useful to co-facilitate the first group, there were often resource issues to be considered, especially for the smaller offices.
- ***Logistic Factors Impacting the Delivery of Courses*** – participants indicated that they had for the most part been able to secure facilities and equipment for the delivery of courses. In some cases there was difficulty securing some equipment relating to the delivery of materials such as overhead projectors.
- ***Modifications to the Course*** – it was suggested that a number of alterations are made to both *Why Try* and *Thinking for a Change* course materials by facilitators and that these tend to fall into one of two categories: (1) modifications to the lesson plans, and (2) additions to the course that do not directly relate to lesson plans but are implemented in order to enhance the experience of probation clients. For lesson plan



modifications, the majority of alterations relate to materials that are out-dated. In terms of the additions to both the *Why Try* and *Thinking for a Change* courses, according to information provided by facilitators, these are made in order to either maintain the interest of probation clients or to enhance retention rates. A number of creative practices have been developed to increase interest. For example, one facilitator has incorporated a drum circle into the group as a way of enhancing the experience of probation clients. As for the modifications related to retention rates, six of the nine facilitators reported implementing some sort of incentive program for attendance (e.g., drawings for gift cards).

- **Delivery Challenges** – Apart from materials being out-dated, facilitators report that one of the greatest challenges is that there are so few individuals willing to run groups and, as such, they are often in a position where they have to run more than one group per year. This concern was augmented by the fact that there appeared to be very little “reward” for facilitating other than the gratification of assisting probation clients. Specifically, facilitators indicated that the running of a group did not impact their case load or other duties. A number of facilitators indicated that it would be worthwhile to formally investigate why many of those trained to deliver courses do not subsequently conduct a course.

Lesson Implementation Findings

Lesson Information Sheet – In order to formally track the modifications being made to the proscribed lesson plans, *Lesson Information Sheets* were developed for facilitators (see Appendix B: Lesson Information Sheets). Facilitators were asked to complete a *Lesson Information Sheet* after each session. These sheets provided information regarding any modifications that the facilitator made to a lesson (including providing a rationale for the modification) as well as any additions made to the lesson in order to enhance the experience of probation clients.



The following table (Exhibit 22) includes data on Lesson Information Sheets collected since January 2010 in both *Thinking for a Change* and *Why Try* classes. A preliminary summary of findings was included in the Year 2 report, but the table below now includes the additional data gathered during Year 3. In examining Exhibit 22, it should be noted that the column titled Total Number of Potential Deliveries reflects the fact that during the study period, there were 12 full courses of *Thinking for a Change* and 3 full courses of *Why Try*. Six Lesson Information sheets corresponded to multiple lessons (i.e. the facilitator only did one sheet for a series of lessons). These could not be included in the analyses in this table.

Boxes that are shaded in the last two columns indicate whether a higher percent of facilitators modified the curriculum or delivered it unmodified. Lessons where it was tied were not highlighted. There are 13 lessons where more than 50% of facilitators (who completed information sheets) modified the lesson. The highest percent of facilitators modified Lesson 22, the last session on “self-evaluation”. Lessons 2-4 of *T4C* are listed as optional by the curriculum authors, as they primarily review basic social skills, e.g. listening and asking questions. Fidelity was most frequently maintained with lessons 18 and 19, which deal with problem description and setting goals.

Exhibit 22. Lesson Information Sheet Data

Lesson Number	Total Number of Potential Deliveries*	Number of Lesson Information Sheets Obtained	Number of Facilitators Modifying the Lesson N (%)*	Number of Facilitators Delivering the Lesson Unmodified N (%)
1	15	12	7 (58%)	4 (33%)
2	15	11	7 (64%)	4 (36%)
3	15	10	6 (60%)	4 (40%)
4	15	11	6 (55%)	4 (36%)
5	15	13	8 (62%)	5 (38%)
6	15	11	7 (63%)	4 (36%)
7	15	12	7 (58%)	5 (42%)
8	15	10	5 (50%)	5 (50%)
9	15	12	5 (42%)	7 (58%)
10	15	10	4 (40%)	6 (60%)
11	15	10	4 (40%)	6 (60%)
12	12	10	4 (40%)	6 (60%)



13	12	11	6 (55%)	5 (45%)
14	12	10	5 (50%)	5 (50%)
15	12	11	6 (55%)	5 (45%)
16	12	10	5 (50%)	5 (50%)
17	12	10	6 (60%)	4 (40%)
18	12	10	3 (30%)	7 (70%)
19	12	9	1 (11%)	8 (89%)
20	12	11	6 (55%)	5 (45%)
21	12	11	6 (55%)	5 (45%)
22	12	8	7 (88%)	1 (13%)

*Percent is calculated out of the number of lesson sheets obtained, not total deliveries. Numbers and percents may not total as some facilitators did not indicate whether or not they modified the lesson or due to rounding.

While a finding that 13 lessons were modified by over 50% of facilitators may seem high, a review of additional data on the types of modifications made in *Thinking for a Change*, reveals that most of the modifications were minor. Minor revisions include: changing a single activity/skit, postponing some information to the next section, adding in some additional methods to encourage engagement or participation, adding different examples/analogies to the session, and adding additional review of previous topics. In addition, it should be noted that some added activities were done by certain groups at every session, perhaps increasing their impact on participants. For example, one facilitator used a drumming circle to begin the lessons. Another facilitator added brain teasers, snacks, and time for announcements, which may have changed the experience of the program. Also, some facilitators added in tips or additional information directly related to the key cognitive behavioral outcomes of this program. For example, one facilitator added in teaching on “RIC” which stands for “Recognizing our thinking, Identifying the risk, and Changing it to something less risky.” While similar *content* is found in the curriculum, the *acronym* to help them remember it is not. Most of these tips were also minor and are unlikely to play a major role in differences in outcomes.

The more significant modifications that were made include skipping lessons, and shortening session activities due to time constraints. Skipped and combining lessons are the changes that are most significant and may impact outcomes. It should be noted that the curriculum does, however, consider some lessons optional (lessons 2-4 in *T4C*).

The following table (Exhibit 23) provides information on some of the notable changes that were made by districts in the *Thinking for a Change* groups. These include skipped, combined, or shortened lessons. Some changes to content and additions are also noted. A detailed list by each district will be provided to Colorado Probation in another document.

Exhibit 23. Examples of Changes Made to the Thinking for a Change Curriculum

Thinking for a Change Modifications and Additions
<p style="text-align: center;">Changes in length or number of lessons or activities</p>
<ul style="list-style-type: none"> -did not do lesson 1 -did not do optional lessons 2,3,4 -skipped lesson 4 -skipped lesson 10 -skipped lesson 13;did not finish lesson 13 -skipped lesson 14 -combined lessons 7, 8, 9 -combined lessons 10, 11, 12 -combined lessons 13, 14, 15 -spent extra time practicing the “3 step” in lesson 17 -skipped optional lesson 3 as related section in lesson 2 seemed easy -split lesson between 2 days -did not review lesson 4 -reviewed lesson 11 briefly as lesson 11 and 12 are very similar; started on lesson 13 -skipped homework review, or did homework in class -didn’t have time to complete lesson 7 so finished it the next week -did more brief discussion of problem solving steps; walked through problem solving instead -don’t do the self assessment (lesson 22), discuss it verbally -gave exit questionnaires
<p style="text-align: center;">Changes in teaching approach or format of activity</p>
<ul style="list-style-type: none"> -changed number of skits -used both facilitators -did not assign homework or reviewed it in class -list what they think about how probation controls their behavior -taught RIC-which is “recognizing our thinking, identifying the risk, and changing it to something less risky” -helped them develop “bigger” more broad attitudes and beliefs -focused heavily and reinforced thoughts, feelings, attitudes/beliefs -did role playing -cut down time on brainstorming/charting -did not do the structured learning skill check list; discussed coaching and what skills they need as individuals



- watched Breakfast Club or didn't watch Breakfast Club video
- did quizzes
- did social skill examples
- set up the role play differently; changed modeling scenario
- have all the clients come up with a 3-step enactment
- did not use Glick's pocket analogy because most participants are not violent; do talk about choices
- changed name of girl in curriculum "Shewan" as previous group saw that as racial profiling
- wrote in additional class rules
- gave a midterm
- shared a song about facts/goals that a previous group facilitator had developed
- facilitators did extra modeling and review
- did not discuss social skills list, but gave it to them to think about
- spent extra time on skill of "responding to feelings of others"
- added anger management questionnaire/checklist
- gave the class a 20 question test in order to pass the class
- do not include props as don't have enough space

Creative recruitment or retention methods

- added incentives ; with every 3rd consecutive attendance, client receives one time pull from incentives bag with gift cards
- provide snacks
- start each session with brain teaser and announcements
- added being your own Valentine discussion for Valentine's day
- added funny clips between slides
- encouraged networking for employment opportunities; discussed available employment
- wrote on a piece of paper something positive about other participants
- had participants do a brief evaluation of group to obtain feedback about things to improve for future groups
- do drum circle
- gave out tootsie pops
- give clients a feeling word list

* Findings are only reported for the Thinking for the Change classes, due to the complexity of assessing the fidelity of the flexible *Why Try* curricula.

All three *Why Try* youth groups were held in District 17. *Why Try* is not included in this review of specific modifications by district (above), as the curriculum is much more flexible and fidelity is difficult to assess. Lesson Information Sheets suggest that the types of changes made in these youth classes were primarily spending additional time on behavior, motivation, and ground rules. Some changes were also made in the number of analogies done



at each session and the music. The youth curriculum allows a great deal more flexibility in how it is implemented, however, so fidelity is more difficult to assess. See the recommendations section for more information on recommendations regarding *Why Try*.

Findings from End of Project Chief Probation Officers Survey

At the conclusion of Year 3, Chief Probation Officers from each of the judicial districts included in the evaluation were asked to respond to a survey designed to gather their overall impressions of the CBT program, its implementation over the three years, perceived barriers to implementation and overall satisfaction with the program. Eight chiefs responded to the survey; two probation officers (both had facilitated CBT groups) whose chief was unavailable also responded.

Perceptions of the impact of the CBT program probationer outcomes in their districts

Positive impacts

- “We have noticed that clients who take CBT are more likely to progress from an enhanced level of supervision to standard probation.”
- “The cognitive programs we are conducting in this district have had a tremendous impact on success rates - 82% of our female CBT graduates from two years ago have not picked up any new charges.”
- “Clients report having better outcome in high risk and dangerous situations; clients that have completed are more open to others’ opinions, letting to go of their old way of thinking and learning to agree to disagree with others. Better overall problem solving ability through thinking before acting.”
- “I believe it teaches an alternative decision making model and helps in offenders learning critical reasoning skills.”

Potential for positive impacts

- “I believe the impact with juvenile clients has been low due to the difficulty in maintaining clients in the program sessions - several dropped out of the class, were placed into detention, and/or were unable to continue for various reasons. With those juveniles that did successfully complete all sessions of the program, there was improvement in their behavior and they were more likely to complete probation successfully.”
- “I think it may be a small impact overall, based on the small number of offenders going through the programs.”



Probation officer/group facilitators perceptions were mixed

- “Clients who completed the program have been more successful in their completion of probation than they would have if they had not completed the course. The course gives probation clients more “tools” to help them problem-solve and develop social skills which I believe can help reduce recidivism.”
- “I think it depends on the offender. Offenders invested in making changes and working the steps seem to do the best. They take the class at its face value and not try to make it more complicated than what we are teaching. They actually take it to their families and discuss the topics, so it forces the family to get involved. The offenders that didn't get anything from the class were usually skeptical from the beginning and had it in their heads they weren't going to like it.”

Satisfaction with the CBT programs

Chiefs

- “I believe the CBT program we utilize in our district (T4C) is sufficient for our district provided those leading the groups stayed true to the model.”
- “Very satisfied, particularly with the adjusted/ combined lessons and the addition of a facilitator.”
- “Extremely satisfied with the implementation of the program. We have shown how important cog skills are in order to create behavior change.”

Facilitator

- “I am certified in three variations of this course, and Colorado’s is my least favorite. It doesn't leave any room for open discussions. I think it is a little naive in the type of populations we are working with to provide the same curriculum. I like being able to work with someone at their level so they feel I am talking to them not down to them.”

Recommendations for the field regarding the use of cognitive behavioral programs

- “We have continuously been given client feedback that having a probation officer as the facilitator has been a great mentoring experiencing.”
- “Everyone sentenced to probation should be ordered to complete Cog.”
- “I believe the cognitive-based skill modeling/building should be an integral part of offender interactions with the PO, in individual meetings as well as more formal group settings.”
- “Those trained to lead the groups need to be committed to ensuring fidelity to the curriculum. In addition, the program needs to be made a priority by staff and administration.”



- “I think that all probation officers should take the course in its entirety. One district did this at their department in a condensed version and the feedback was very positive). I would like to implement such a program for our Adult Probation Dept. I think staff can use these skills with their offenders during office visits and home visits, in a way similar to MI.”
- “Train the right people. Have an after care Cog class that forces people to continue to work the steps even when the class is over, and lean more towards the R&R Cog class or the Life skills Cog classes” and “Having time to teach a course is a problem, so maybe look at reduction in officer's caseloads.”

Future directions

Need for increased capacity to serve clients in greater numbers

- “It appears that the success of our district's cog groups have generated a multitude of referrals from probation officers (both state and private) and judges. We have a difficult time securing conference rooms and facilitators to meet the needs of the referrals. Additionally, because we are an urban and suburban district, it has been easy to coordinate weekly groups; however, we recognize if we were to serve a primarily rural population that this would need to be adjusted.”
- “How can we continue to support these groups at low or no cost for offenders? Caseloads are increasing and staff is decreasing - probation officers may not have the time to commit to running Cog groups.”
- “It would be beneficial if we had officers specifically assigned to running cog groups as we did back in the early 2000's (SDOP) officers. Mandatory for all ISP clients would be a plus.”

Probation officer/facilitator

- A probation officer echoed “I hope that the study shows the benefit of cog to probation clients which results in expanding the program in every district. I think there is tremendous value in probation officers teaching the course to probation clients. They see us (PO's) in a different light and I think that gives them more respect for PO's and the entire judicial system. They realize that this is something that staff teaches, not because they have to, but because they believe in the program and want to teach it.”

Exhibit 24 highlights comments regarding three things: 1) changes made in the Cog programs over the past three years, 2) local events that may have impacted outcomes, and 3) general environmental or policy influences that may have impacted the Cog programs.



Exhibit 24. Chief PO Perceptions about Implementation -Year 3

Changes made in the Cog groups over the past three years
<p><i>Updated modes of presentation of curriculum</i></p> <p>◆“Since I took the training 4 ½ years ago, the program now has a power point (finally!) instead of slides which is so helpful in teaching the class and much more modern. There are videos that I now have access to for some of the examples that we use throughout the course. This is so much better than clients watching me try out my acting skills yet again (as they do for several other lessons). The videos offer more variety to the course.”</p> <p><i>Program may have become “too standardized”</i></p> <p>◆“I think it is too cookie cutter. When I first started teaching cog we taught to our offenders (DOC, Probation, and Parole). Now it feels like we are trying to teach to meet a state standard that is simply unattainable; you can't compare urban experiences to suburban experiences. Otherwise, your lesson seems insincere.”</p> <p><i>Adjustments made in the curriculum</i></p> <p>◆“Combining lessons to shorten the length of the overall program and making adjustments in curriculum to make it more easily related to a juvenile audience;” “Some lessons have been combined. Additionally, our district has attempted to have three facilitators in the groups during each lesson,” and “Perhaps less consistently offered due to budget constraints and higher case load numbers.”</p>
Local events that may have impacted program outcomes
<p>◆“There is always a crisis in group- we had a suicide recently of a group member. However, I don't believe every crisis has an impact on the outcome. Depending on the crisis, it can bring the group even closer together.”</p>
General environmental or policy influences that may have impacted the program
<p>◆“Many of our clients are unemployed - we were able to offer the Cog programs at no cost to the offender.”</p> <p>◆“Very positive - our south county facilitators are both ISP officers and see it as an effective tool in conjunction with ISP - they also take regular clients off other officer’s caseloads and get good feedback from the regular adult officers.” “I believe local press on the high rate of ISP arrest had some impact.”</p> <p>◆A probation officer/facilitator expressed this: “There is a notion that everyone can be saved right now throughout the state. This leads officers to make a choice to refer to cog class rather than revoking a dangerous offender. On a local level we could do a better job of identifying who would benefit from the class and referring that person over someone who is just being placed in their to create an illusion that treatment is completed.”</p>



Phase 4: Outcome Evaluation Findings

The purpose of the outcome evaluation was to answer the following research question:

What are the intermediate and long-term outcomes of those probationers who participate in Thinking for a Change or Why Try (e.g., attitudinal changes, problem solving skills, assertiveness, increased self-control, recognition of feelings, social cognitive biases, change in risk scores, successful completion rates of probation, recidivism rates during supervision)?

A total of 393 probation clients from seven judicial districts participated in the outcome evaluation. Sample characteristics are summarized in Exhibit 25.

Characteristics of Study Participants

Exhibit 25. Characteristics of Study Participants

Characteristic	Program (n = 239)		Comparison (n = 154)	
Gender	#	%	#	%
Male	164	(69%)	111	(72%)
Female	55	(23%)	41	(27%)
Missing	20	(8%)	2	(1%)
Juvenile or Adult client?				
Juvenile	111	(46%)	28	(18%)
Adult	114	(48%)	121	(79%)
Missing	14	(6%)	5	(3%)
Supervision type				
Regular	77	(32%)	106	(69%)
Adult/juvenile intensive supervision	85	(36%)	16	(10%)
Female offending program	19	(8%)	2	(1%)
Other	37	(16%)	20	(13%)
Missing	21	(9%)	10	(7%)
Offense				
Felony	153	(64%)	97	(63%)
Misdemeanor	59	(25%)	47	(31%)
Both	6	(3%)	3	(2%)
Missing	21	(9%)	7	(5%)
Median Age				
Juvenile clients only	16 years		No data	
Adult clients only	27		27.5	
Missing	11.3%		33.8%	
Mean age (SD)				
Juvenile clients only	15.8 years (1.07)		No data	
Adult clients only	29.43 years (9.45)		30.96 years (11.41)	

Note: Percentages may not add to 100% due to rounding.



Group Comparability

CBT clients were comparable to comparison group clients in most regards (see Exhibit 25). Within adult clients, there were no significant age differences; within the juvenile sample, no age-related data were available for the comparison group. Given the small age range among the program group juveniles (12 - 17 years), it is reasonable to assume no significant age differences exist between program and comparison group juveniles. Because two treatment subgroups existed within the juvenile subsample (*Why Try* was instituted exclusively with juvenile probation clients), it was important to examine group comparability between each of the treatment groups (*Why Try* and *T4C*) and the juvenile subsample of the comparison group (Exhibit 25a). The majority of juvenile clients in each of the three groups were male and had committed a felony. The majority of juveniles in the *Why Try* and comparison groups were on regular supervision; such was not the case in the *T4C* group, where 56% were on juvenile intensive supervision. Full comparison is not possible however, as 15% of the data regarding supervision type is missing for the *T4C* group. The median age in the juvenile *T4C* and *Why Try* groups was 16 years. All subsequent analyses include the following groups: 1) the full sample: adults and juveniles combined, 2) the subsample consisting of all juvenile clients, and 3) the subsample consisting of all adult clients.

Exhibit 25a. Characteristics of Juvenile Study Participants

Characteristic	<i>Why Try</i> (n =67)*		<i>T4C</i> (n =41)*		Comparison (n = 28)	
	#	%	#	%	#	%
Gender						
Male	57	(85%)	35	(85%)	20	(71%)
Female	10	(15%)	0	(0%)	8	(29%)
Missing	0	(0%)	6	(15%)	0	(0%)
Supervision type						
Regular	32	(48%)	12	(29%)	21	(75%)
Juvenile intensive supervision	18	(27%)	23	(56%)	6	(21%)
Female offending program	0	(0%)	0	(0%)	0	(0%)
Other	17	(25%)	0	(0%)	1	(4%)
Missing	0	(0%)	6	(15%)	0	(0%)



Characteristic	<i>Why Try</i> (n =67)*		<i>T4C</i> (n =41)*		Comparison (n = 28)	
Offense						
Felony	37	(55%)	21	(51%)	11	(39%)
Misdemeanor	28	(42%)	14	(34%)	16	(57%)
Both	0	(0%)	0	(0%)	0	(0%)
Missing	2	(3%)	6	(15%)	1	(4%)
Median Age	16 years		16 years		No data	
Missing	1%		15%		100%	
Mean age (SD)	16 years (1.00)		16 years (1.18)		No data	
Missing	1%		15%		100%	

Note: percentages may not add to 100% due to rounding.

*Type of program for three juveniles was unavailable; therefore # in *Why Try* and *T4C* do not sum to 111.

Risk assessments are conducted for probation clients close to the time their probation begins and approximately every six months, thereafter. Colorado Probation Departments use the Level of Supervision Inventory (LSI) for adult clients and the Colorado Youth Offender Level of Supervision Inventory (CYOLSI) for juveniles. Scores on the LSI ranging 0-18 indicate minimum risk of reoffending, 19-28: medium risk and 29-54: maximum risk. CYOLSI scores ranging 0-20 indicate minimum risk, 21-30: medium, and 31-84: maximum risk.

The program and comparison groups were very similar in all but one regard: while the juvenile clients from *Why Try*, *T4C*, and the comparison group began the study with comparable CYOLSI scores, there were statistically significant differences among the adult clients on the LSI risk index, favoring the comparison group (i.e., the comparison group had lower risk scores). The mean LSI score for the CBT group was 26.42 (SD = 6.67); the mean score for the comparison group was 23.66 (SD = 8.50) (see Exhibit 26).

These scores would intuitively seem to indicate that the CBT group adults started off at higher risk. It is important to emphasize that the mean risk scores for both the cog group *and* the comparison group fall well within the medium risk range, 19 – 28. Further, because the LSI was administered at vastly different times with regard to when clients began probation services, it is not possible to draw sound conclusions from the baseline LSI scores.



Exhibit 26. Baseline LSI/CYOLSI Scores

	Program (n = 166)	Comparison (n = 95)
LSI/CYOLSI Scores		
Juveniles clients only	27.55 (10.08)	25.71 (10.68)
<i>Why Try</i> (n = 51)	27.67 (10.70)	
T4C (n = 34)	27.38 (9.22)	
Adult clients only	26.42 (6.67)	23.66 (8.50)
Missing	20.9%	7.1%

Note: Shaded areas indicate that group differences were statistically significant.

Characteristics of the Outcome Measure for Cognitive Changes in Clients

Clients participating in either the *Why Try* or *Thinking for a Change* programs completed a 71-item assessment, the Pre/Post Treatment Client Survey, at program enrollment, and again upon program completion or upon their early exit from the program. A full description of the construction of this instrument is included in the outcome evaluation methodology section of this report.

The development of the outcome instrument was based on an extensive review of the literature. The five cognitive factors were tapped through adapted versions of a number of published scales. Scale and sub-scale internal consistency reliability statistics are summarized in Exhibit 27 below. This shows internal consistency across items in measuring the key outcomes. Internal consistency for Locus of Control, Problem Solving, Self-Control (Full scale), and the Temper subscale of Self-Control is good. Internal consistency for the four-item Impulsivity and Risk-Seeking subscales, and Effect of Cognitive Biases on Decision-Making scale is acceptable. Internal consistency for the Avoid Challenging Tasks, Prefer Physical Activities over Mental Activities, and Self-Centeredness subscales and the Recognition of Feelings scale is low. Internal consistency is dependent on the number of items in a scale; therefore smaller subscales are expected to be somewhat lower than the full scale from which they are taken. The full outcome instrument with items from the scales and subscales follows in Exhibit 28.



Exhibit 27. Scale and Subscale Characteristics of Probation Client Survey

Scale	# of Items	Degree of reliability		Desired direction
Locus of Control	17	.76	Good	High score indicates strong internal locus of control
Problem Solving	24	.86	Good	High score indicates an increased ability to engage in problem solving
Self-Control (Full scale)	24	.84	Good	High score indicates greater self-control
Impulsivity	4	.73	Acceptable	High Score indicates a tendency to be less impulsive
Challenging tasks	4	.68	Low	High score indicates a reduced tendency to avoid challenging tasks
Risk-Seeking	4	.78	Acceptable	High score indicates a tendency to avoid risky behavior
Physical Activities	4	.61	Low	High score indicates a preference for mental activity over physical activity
Self-Centeredness	4	.52	Low	High score indicates a tendency to be less self-centered
Temper	4	.80	Good	High score indicates a greater ability to control one's temper
Recognition of Feelings	9	.60	Low	High score indicates a greater ability to recognize feelings
Effect of Cognitive Biases on Decision-Making	13	.70	Acceptable	High score indicates less impact of cognitive biases in decision-making



Exhibit 28. Pre/Post Treatment Client Survey Items

Scale/ Subscale	Survey Item
Locus of Control	1. When I am stressed out, I can't stop my muscles from tightening up
	4. I am sure I can successfully deal with any future problems (r)
	23. The only way I can control my problems is through luck
	24. I try to avoid things that I know will be difficult to do (r)
	29. Most of what happens to me is probably just due to luck
	32. People are who they are because of things they can't control
	36. I can only control my problems if someone else helps me
	38. My mistakes and problems are my responsibility to deal with (r)
	41. My problems will always take up a lot of my time in my life
	46. Becoming a success can be done through hard work, luck has nothing to do with it (r)
	48. My life is controlled by outside things
	50. When I am in a difficult situation I can't stop myself from breathing fast
	52. I believe a person can do whatever they want in this world if they try hard enough (r)
	54. Everyone knows that your future is based on luck
	61. When I make plans, I am sure that I can make them work (r)
67. I can't help fix my problems without professional help	
69. I know why my problems are different in different situations(r)	
Problem-solving	15. Many of my problems are way too complicated for me to solve (r)
	34. I can usually think up creative ways to solve a problem
	30. The first thing I do when I run into a problem is try to figure out exactly what the problem is
	11. When I go into a new situation I am sure that I can handle problems that might come up
	44. When I make decisions, I am usually happy with them later on
	22. When I make plans to solve a problem, I am sure I can make them work
	17. I trust myself that I can solve new and hard problems
	43. I can usually solve a problem even if it looks like there is no answer
	65. When I run into a problem, I am usually not sure whether I can handle the situation (r)
	60. I think I can solve most of my problems if I have enough time and I try hard enough
27. After I make a decision, things usually turn out the way I thought they would	
Self-Control	
Subscales	
Impulsivity	6. I often do things that make me feel good right now, even if it means I might pay for it in the future (r)
	70. I don't think much about getting ready for the future (r)
	64. I care more about what happens to me in the short run than in the long run (r)
	40. I often do things on the spur of the moment without stopping to think (r)
Avoidance of Challenging Tasks	5. It really bothers me when other people are having problems
	66. I try to look out for myself first, even if it means making things hard for other people
	8. I will try to get things I want even when I know it's causing problems for other people
10. If things I do upset people, it's their problem not mine	
Risk taking	21. Excitement and adventure are more important to me than being safe and secure
	9. Sometimes I will take a risk just for the fun of it
	37. I like to test myself every now and then by doing something a little risky
	3. I sometimes find it exciting to do things that might get me in trouble
Physical Activities	62. I seem to have more energy and a greater need to do things than most people my age
	45. I almost always feel better when I'm on the move than when I am sitting and thinking
	53. If I had a choice, I would almost always rather do something physical than something mental
	18. I like to get out and do things more than I like to read or think about things



Scale/ Subscale	Survey Item
Self-Centered	5. It really bothers me when other people are having problems
	66. I try to look out for myself first, even if it means making things hard for other people (r)
	8. I will try to get things I want even when I know it's causing problems for other people (r)
	10. If things I do upset people, it's their problem not mine(r)
Temper	16. When I'm really angry, other people better stay away from me (r)
	59. When I'm angry at people, I feel more like hurting them than talking to them about why I'm angry (r)
	58. I lose my temper pretty easily (r)
	68. When I have an argument with someone it's hard for me to talk calmly about it without getting upset (r)
Recognition of Feelings	20. I generally pay attention to my feelings
	14. I often daydream about myself
	25. I'm always trying to figure myself out
	56. I never take a hard look at myself (r)
	35. I know the way my mind works when I work through a problem
	49. I'm quick to notice changes in my mood
	12. I think about myself a lot
	42. I'm constantly thinking about my reasons for doing things
Effect of Cognitive Biases on Decision-Making	57. I sometimes reflect or think about who I am
	33. When I make a bad decision I usually think everyone else is doing it so why shouldn't I (r)
	2. I think that most people would make the same decisions I do (r)
	63. I believe that people get what they deserve in this world (r)
	6. I often do things that make me feel good right now, even if it means I might pay for it in the future (r)
	71. I try to do the right thing even if I know that my friends would do something different
	26. When I make a decision, I usually go with my gut feelings instead of thinking too much about it (r)
	51. I believe that some of the bad decisions I make are due to the hard life I have had (r)
	28. I believe it is important to think as much as possible before making a decision about something
	19. If someone wants me to do something I don't want to, I will do the opposite (r)
	7. When I make a decision it is important for me to check with other people to see if it was the right decision (r)
	64. I care more about what happens to me in the short run than in the long run (r)
	40. I often do things on the spur of the moment without stopping to think (r)
	39. I don't understand people who waste a whole bunch of time thinking before making a decision; they should just go with what they already know (r)

Note: (r) indicates that the item was reverse-scored, such that a 'strongly agree' response to a negatively-worded item was scored the same as a 'strongly disagree' response to a positively-worded item.

Program Completion and Attrition

A critical issue in probation treatment programs is client completion rate. This is considered critical because limited participation raises questions about program fidelity and overall fit of a given program to the target population receiving it.



Overall, of 239 clients, 129 (54%) completed their program with three or fewer absences; 85 (36%) did not complete their program. Completion information was unavailable for 25 (10.5%) clients. Among 111 enrolled *juvenile* clients, 62 (56%) completed the program with three or fewer absences (*Why Try* = 35; *T4C* = 27); 37 (33%) did not complete their program. Data were unavailable for 12 (8%) CBT group juveniles. Among 114 *adult* clients, 56 (49%) completed their program with fewer than three absences and 43 (38%) did not complete their program. Data for 15 (13%) adult CBT group clients were unavailable.

Exhibit 29. CBT Program Completion Rates for Adults and Juveniles

	Completers	%	Non-completers	%
Adults	56	49%	43	38%
Juveniles	62	56%	37	33%
<i>Why Try</i>	35		27	
<i>T4C</i>	27		10	

In cases where a CBT client did not complete the program, probation officers were asked to report the reason for client non-completion, if known. Responses from available data are summarized in Exhibit 30.

Exhibit 30. Probation Officer-reported Reasons for CBT Client Program Non-completion (n = 100)

Reason	Percentage
Excessive absences	23%
Incarcerated	21%
Absconded	18%
Other (e.g. medical, tested positive for marijuana, early termination of probation, full-time job)	13%
Warrant	7%
Back to school	4%
Failure to comply with program rules	4%
Undergoing in-patient treatment	4%
Never came	3%
Aged out (juvenile probation client turned 18)	1%

Note: No reason reported in 10 cases



When possible, clients themselves were asked why they had not completed their CBT program. No information was received from juvenile program non-completers; responses were received from only 14 adult non-completers and are not dissimilar to those given by probation officers:

- ❖ *My instructor discharged me from her class due to absences.*
- ❖ *Daycare and my PO had me put in jail.*
- ❖ *I felt like the POs shouldn't be teaching these types of classes.*
- ❖ *I messed up, had a few drinks, blew a hot BA, got embarrassed and didn't come.*
- ❖ *I should have asked for the days off work so I could come to class.*
- ❖ *I was struggling with sobriety issues and was told to go to rehab.*
- ❖ *Other felt it was not fair for me to have a medical marijuana card and still join in class.*
- ❖ *I went to county jail and got kicked out.*
- ❖ *I was severely depressed and needed therapy; due to non-payment for a month, I got kicked out.*

It was important to compare characteristics of CBT clients who completed their programs with CBT clients who did not, as this could highlight recommendations for improving retention rates. For juvenile clients who did not complete their program, scores on their most recently completed CYOLSI ($n = 25$, $M = 32.20$, $SD = 5.98$), were significantly higher, $t(60) = 3.76$ $p < .001$, than for clients who completed their program ($n = 37$, $M = 24.92$ $SD = 9.25$).

A similar story emerged in the adult subsample where the non-completer mean LSI score ($n = 39$, $M = 28.33$, $SD = 6.96$) was significantly higher, $t(80) = 3.76$ $p = .03$, than for adult program completers ($n = 43$, $M = 25.19$, $SD = 6.30$). As probation departments enroll clients into CBT programs, special attention should be given to both adults and juveniles scoring highest on LSI/CYOLSI.

In all other respects, CBT program completers and non-completers were comparable (Exhibit 31).



Exhibit 31. Characteristics of Program Non-completers Versus Completers

Program clients descriptive (at baseline/ pre- survey)	Did not complete program (n = 85) M (SD)	Completed program (n = 129) M (SD)
LSI/CYOLSI	30.41* (7.08)	24.42* (8.83)
Juveniles	32.9* (6.55)	24.02* (10.72)
Adults	28.5* (6.79)	24.83* (6.45)
Age	22.72 (9.17)	22.63 (9.71)
Locus of Control	46.22 (11.01)	44.20 (12.84)
Problem Solving	52.44 (10.99)	54.76 (10.63)
Self-Control (Full scale)	114.04 (18.98)	115.58 (19.55)
Impulsivity	19.15 (5.05)	19.57 (5.38)
Avoidance of Challenging Tasks	19.49 (4.88)	19.73 (4.71)
Risk-Seeking	19.37 (5.57)	20.23 (5.55)
Preference for Physical Activity	19.11 (5.47)	18.47 (4.80)
Self-Centeredness	18.15 (4.79)	19.08 (5.55)
Temper	18.96 (6.05)	18.72 (5.99)
Recognition of Feelings	38.35 (8.06)	37.71 (7.50)
Cognitive Biases/Decision-Making	59.94 (10.67)	61.79 (10.30)

* Statistically significant at $p < .05$

Intention to treat (ITT) analyses were conducted and are reported for each of the scales and subscales described, on the two groups (program and comparison) in the full sample of probation clients. Full application of ITT could not be performed, as complete outcome data were not available for 100% of program participants.



ITT is conducted to avoid misleading artifacts that can arise out of treatment attrition. While completers and non-completers in the program sample are similar in most respects, it remains that among non-completers, higher scores were observed on an important risk assessment, the Level of Supervision Inventory/Colorado Young Offender Level of Supervision Inventory (LSI/CYOLSI). If clients who are at greater risk drop out of the program at a higher rate, the benefits of the program could be inflated should those non-completers be excluded from post-program analyses.

In addition to ITT analyses, an efficacy subset analysis was also conducted as a means to evaluate the benefits of exposure to cognitive-behavioral programming among clients who did not receive the complete dosage. These results are summarized in Exhibit 32. The proportion of clients who showed improvements on nine of the eleven measured outcomes was highest among completers; on two of the outcomes, 'Avoidance of challenging tasks 'and 'self-centeredness', the highest proportion of clients showing improvements was among the program non-completers.

Exhibit 32. Outcomes by Program Status

Outcomes by group	Completed program (n = 129) Percent who improved	Comparison group (n = 154) Percent who improved	Did not complete program (n = 85) Percent who improved
Locus of Control	55%	54%	36%
Problem Solving	65%	44%	43%
Self-Control (Full scale)	65%	46%	50%
Impulsivity	61%	33%	39%
Avoidance of Challenging Tasks	56%	45%	62%
Risk-Seeking	62%	43%	56%
Preference for Physical Activity	41%	37%	35%
Self-Centeredness	51%	39%	56%
Temper	56%	41%	33%
Recognition of Feelings	58%	48%	43%
Effect of Cognitive Biases on Decision-Making	58%	45%	53%
Missing Data	21%	43%	76%



Recidivism

Client recidivism included any new misdemeanor or felony filing for a criminal offense. Technical probation violations were not considered acts of recidivism. Due to the timeline of this study only one follow-up at 30 days following exit from program was possible. Additional follow-up is recommended at 6 and 12 months, and longer if desired.

One juvenile from the comparison group, with a reported CYOLSI of 39, and two within the program group for whom no CYOLSI data were available, recidivated within 30 days following exit from the program

Eight adults from the comparison group with LSI scores ranging from 6 to 47 and 15 adults from the program group with LSI scores ranging from 21 to 40 recidivated within the same timeframe. Statistical differences between groups on recidivism outcomes could not practically be computed given the low occurrence across both groups.

Reported Behavioral Change among Probationers

While most studies of CBT focus on recidivism as the sole indicator of behavioral change among probationers, this study sought to assess other behavioral changes related to the social and cognitive skills taught by the Cog group curriculum. The *Post-Treatment Behavioral Assessment* (see Appendix E) was completed immediately following program completion by the Supervising Probation Officers, to rate their clients who had participated in the CBT program. The assessment included a seven-point scale ranging from 1 (*No change*) to 7 (*Significant positive change*) on the following five dimensions: locus of control, problem-solving skills, self control, recognition of feelings, and the effect of cognitive biases on decision-making.

Data were available for 130 clients who completed Cog programs. Findings show over 90% of all clients were rated as having made some positive change (scores ≥ 2) in their locus of control, problem-solving skills, self-control, and recognition of feelings. In addition, over 40% were rated as having made *substantial* positive change (score ≥ 5) on all five scales of behavioral change.



PO assessment of client change among juveniles showed almost 90% made some progress, and about 20-30% made *substantial* progress on locus of control, problem-solving skills, self control, recognition of feelings and decision-making. Among the 49 adults for whom data were available, well over 90% were reported to have made some positive change on all 5 scales.

Program Effects Over Time

Exhibit 33 below summarizes the results of analyses to test for change over time in specific cognitive skills in study participants. The first four columns show the group means and standard deviations for each of the measured outcomes when clients completed their first assessment (pre-) and their second assessment (post-). The far-right column, labeled *p*, shows the statistical significance levels for the observed time-by-group statistic with shaded areas highlighting statistically significant effects. The difference between the program and comparison groups over time is statistically significant if it cannot be explained by chance alone. A p-value of equal-to or less-than .05 means that the probability of the amount of difference we see between the groups being due to chance alone, and not the effect of participation in the CBT program, is only 5% or less. One complication with p-values is that they are influenced by the size of the sample included in the analyses. With a very large sample, it is easier to achieve statistical significance. For this reason, it is often helpful to report a measure of the size or magnitude of the program effect, which is not influenced by sample size. Partial Eta squared was calculated for each of the measured outcomes in the analyses and are reported to the right of the p-values. Since our interest is in the effect of the cognitive-behavioral program, the effect of time alone is not reported.

While change over time may be observed in clients across both groups, it is of greatest interest to evaluate the change over time accounted for by participation in the cognitive-behavioral program, *over and above* changes that occurred due to unmeasured events, e.g. maturation, especially among juvenile clients, and probation status, in general.



CBT program participants, in contrast to the comparison group, are shown to have made greater strides overall. The magnitude of the difference between program clients and comparison group clients was statistically significant on four of the measured outcomes. For instance,

- Program clients reported increased confidence in their problem-solving aptitude, while comparison group clients showed no real change
- Program clients showed significant gains in self-control, while comparison group clients showed a modest loss
- Program clients made significant positive strides in controlling their tendency toward impulsive behaviors
- Program clients improved significantly to avoid a tendency toward self-centeredness, while the comparison group declined modestly.[×]
- Program clients improved in their ability to keep their own cognitive biases from affecting their decision-making process.

On the other hand, referring again to Exhibit 33, neither the program clients nor the comparison clients made significant improvement in maintaining a more internal locus of control, therefore, there is no *statistically significant* change over time for either group. Similarly, while the CBT clients improved somewhat in their recognition of feelings, the comparison group made comparable improvements, so there is no statistically significant difference between the groups. Since the comparison group improved too, the improvement would not be attributable to CBT program effects. It appears the program is most likely to impact cognitive processes such as problem-solving and self-control. However, measures that were more focused on emotions showed less change, as seen in the scales measuring risk-seeking, recognizing feelings and controlling temper outbursts .

[×] This difference was not detected when adults and juveniles were analyzed separately where some cases were excluded from analyses due to missing age-related data.



Exhibit 33. Changes in Outcomes Among Program clients versus Comparison clients, Adults and Juveniles Combined

Outcomes	Program group		Comparison group		p-value	Partial Eta Squared .138*
	Pre- (n= 239) M(SD)	Post- (n=129) M(SD)	Pre- (n=154) M(SD)	Post- (n=89) M(SD)		
Locus of control	91.30 (12.49)	92.03 (13.38)	95.19 (11.75)	95.49 (13.24)	0.69	.001
Problem solving	54.05 (10.87)	57.50 (10.45)	58.40 (10.78)	58.73 (11.61)	0.05	.029
Self-control (Full scale)	115.55 (19.54)	121.53 (17.45)	127.20 (17.27)	126.70 (18.36)	0.01	.055
Impulsivity	19.43 (5.28)	20.93 (4.65)	21.68 (4.86)	21.39 (4.67)	<.00	.090
Avoidance of Challenging Tasks	19.75 (4.82)	20.74 (4.12)	20.78 (4.85)	21.14 (4.12)	0.20	.013
Risk-Seeking	19.94 (5.66)	21.49 (5.06)	22.33 (4.97)	22.35 (5.42)	0.18	.014
Mental vs. Physical Activity	18.74 (5.04)	17.95 (4.27)	18.94 (4.38)	19.28 (4.34)	0.64	.002
Self-Centeredness	18.79 (4.58)	19.63 (4.07)	21.06 (3.75)	20.82 (4.14)	0.02	.043
Temper	18.83 (6.05)	20.17 (5.76)	22.20 (5.04)	22.12 (5.65)	0.09	.023
Recognizing feelings	37.79 (7.70)	39.33 (7.48)	38.99 (7.19)	39.49 (7.54)	0.21	.013
Cognitive biases decisions	61.20 (10.71)	63.40 (10.66)	65.43 (10.30)	65.42 (10.37)	0.03	.039

Note: Shaded areas indicate that pre- to post- group differences were statistically significant.
 *Partial Eta Squared is a measure of the magnitude of the effect size, where < .02 is a 'small' effect size; .02 - .07 is a 'medium' effect size; > .07 is a 'med-large' to 'large effect size.'

Statistical analyses were conducted on juvenile clients within the sample separately from adult clients to evaluate the differential effects of the cognitive behavioral programs on these subsets of probation clients. The results of these analyses are summarized in Exhibits 34 and 35.



Among juvenile clients, those in the program group improved significantly over clients in the comparison group on the impulsivity self-control subscale. Other program effects observed within the full sample were not observed in the subsample of juvenile clients. It is surprising that the other measures did not show any significant differences between the groups. However, outcomes may have been difficult to discern given the small sample size and the fact that both groups mature during the course of the study.

Exhibit 34. Changes in Outcomes Among Juvenile Program Clients Versus Comparison Clients

Outcomes	Juveniles: program group		Juveniles: comparison group		p-value	Partial Eta Squared *.422
	Pre-M (SD) (n=94)	Post-M (SD) (n=45)	Pre-M (SD) (n=25)	Post-M (SD) (n=12)		
Locus of Control	87.49 (12.78)	89.06 (10.85)	90.48 (12.62)	101.42 (9.19)	.18	.063
Problem Solving	51.02 (10.79)	55.39 (9.98)	52.13 (10.29)	58.71 (11.90)	.42	.023
Self-Control (Full scale)	108.36 (18.78)	117.36 (17.84)	119.04 (13.12)	127.10 (19.12)	.12	.083
Impulsivity	18.12 (5.47)	20.30 (4.55)	21.13 (4.18)	21.30 (4.88)	.01	.191
Avoidance of Challenging Tasks	18.65 (4.56)	19.92 (4.23)	17.84 (4.01)	21.28 (4.23)	.67	.006
Risk-Seeking	18.74 (5.49)	20.68 (5.42)	20.28 (4.72)	22.29 (5.71)	.79	.003
Mental vs. Physical Activity	18.87 (4.90)	18.29 (4.29)	18.48 (4.24)	19.42 (4.44)	.59	.010
Self-Centeredness	17.66 (4.68)	19.32 (4.39)	19.24 (3.97)	20.88 (4.13)	.14	.072
Temper	16.63 (6.57)	18.36 (6.16)	20.58 (5.28)	21.90 (5.88)	.78	.003
Recognition of Feelings	35.98 (7.68)	37.30 (6.73)	38.83 (6.21)	39.05 (7.41)	.33	.033
Effect of Cognitive Biases on Decision-Making	57.97 (10.80)	59.81 (9.71)	64.32 (8.55)	64.78 (10.90)	.92	.000
CYOLSI	27.55 (10.08)	27.14 (8.00)	25.71 (10.68)	23.52 (9.43)	.47	.012

Note: Shaded areas indicate that pre- to post- group differences were statistically significant.

* Partial Eta Squared is a measure of the magnitude of the effect size, where < .02 is a 'small' effect size; .02 - .07 is a 'medium' effect size; > .07 is a 'med-large' to 'large' effect size.



Within the adult sample, program effects were observed across multiple outcomes. Consistent with the juvenile subsample, adult program clients improved significantly in their ability to refrain from impulsive behaviors.

Further, adults in the cognitive-behavioral program also showed significant gains in their problem-solving behaviors, while comparison group clients showed a slight decrease in this domain. Adult program clients made considerable gains in their overall level of self-control, while comparison group clients showed a measurable loss in this area. Adult program clients also showed significant improvement in a tendency toward allowing their cognitive biases to influence their decision making behaviors. Comparison group clients showed no gains on this outcome. Group LSI differences at pretest were statistically controlled for in the initial analyses of program effects on the adult sample. Subsequent analyses, excluding those controls, issued identical results with regard to pre- to post- program effects. While it remains that the groups (adults only) differed at pretest in terms of their overall risk index, this difference was unrelated to CBT program effects. Risk score change over time from pre- to post- did not differ significantly by group.



Exhibit 35. Changes in Outcomes Among Adult Program Clients Versus Comparison Clients

Outcomes by group (change pre- to post-)	Adults: program group		Adults: comparison group		p-value	Partial Eta Squared .142*
	Pre-M (SD) (n=95)	Post-M(SD) (n=68)	Pre-M (SD) (n=120)	Post-M (SD) (n=72)		
Locus of Control	94.48 (11.31)	94.79 (13.45)	96.30 (11.31)	95.43 (13.69)	.54	.004
Problem Solving	56.75 (10.39)	59.72 (9.66)	59.65 (10.47)	58.71 (11.90)	.02	.055
Self-Control (Full scale)	121.35 (18.27)	124.7 (15.63)	129.00 (17.61)	127.10 (19.12)	.04	.044
Impulsivity	20.48 (4.87)	21.56 (4.23)	21.79 (4.10)	21.30 (4.88)	.01	.073
Avoidance of Challenging Tasks	20.51 (4.87)	21.26 (3.93)	21.42 (4.80)	21.28 (4.23)	.39	.008
Risk-Seeking	20.78 (5.70)	22.27 (4.62)	22.77 (4.93)	22.29 (5.71)	.08	.032
Mental vs. Physical Activity	18.68 (5.17)	17.90 (4.35)	19.04 (4.42)	19.42 (4.44)	.32	.011
Self-Centeredness	19.77 (4.29)	19.82 (3.80)	21.43 (3.60)	20.88 (4.13)	.11	.028
Temper	20.82 (4.93)	21.67 (4.65)	22.53 (4.95)	21.90 (5.88)	.12	.026
Recognition of Feelings	39.93 (7.42)	41.33 (6.72)	39.03 (7.41)	39.05 (7.41)	.11	.027
Cognitive Biases/Decision-Making	63.90 (10.00)	66.21 (9.56)	65.65 (10.63)	64.78 (10.90)	.02	.055
LSI	26.42 (6.67)	24.58 (7.92)	25.71 (10.68)	22.73 (8.73)	.59	.002

Note: Shaded areas indicate that pre- to post- group differences were statistically significant.
 *Partial Eta Squared is a measure of the magnitude of the effect size, where < .02 is a 'small' effect size; .02 - .07 is a 'medium' effect size; > .07 is a 'med-large' to 'large' effect size.

Study limitations

While the outcome study addresses several of the validity threats described in the literature regarding evaluation of CBT programs with probation clients, it was not possible to eliminate all threats exhaustively.



For example, short outcome follow-up periods from program completion (or early exit) threaten the degree to which we would have confidence in the strength of the program's effects on recidivism, and to a lesser extent, the intermediate cognitive changes.

A second limitation in assessing the effects of the CBT program is the result of inconsistent timing of risk assessments conducted on clients relative to their enrolling in the CBT program. Valid comparisons of baseline risk scores can only be made if the relative time of risk assessment is also comparable across probation clients. In other words, if one client has an LSI score of 27, three months prior to enrolling in CBT, and a second client has an LSI score of 23 on the day he begins the CBT program, we cannot confidently conclude that client one had a lower risk score than client two at the time of program enrollment, because it is impossible to account for external events and circumstances that may have influenced a change in risk scores over the three months for client one.

While the internal consistency of the scales used in the study was generally good, three of the self-control subscales (avoidance of challenging tasks, preference for physical over mental activities, and self-centeredness) that had only four items and one nine-item scale, recognition of feelings, were low. Low internal consistency indicates that the individual items were not measuring precisely the same latent construct. Greater measurement precision can enhance the ability to detect program effects; however, such precision is not always attainable, especially with constructs within constructs, as with the self-control subscales. Review of the literature, examination of the *T4C* and *Why Try* curricula, and discussions with key program and evaluation personnel, informed construction of the final outcome instrument, which ultimately focuses on five key cognitive factors (See Bush, et al., 1997) addressed in the curricula. The intent was to maximize the opportunity to document positive change as a result of the program.

Attrition is one of the most challenging issues to many program outcome evaluations. All available data were included in the outcome analyses, including some post-treatment data for clients who left the program early, in keeping with the 'Intent to treat' analysis design. This type of intention-to-treat analysis cannot minimize bias from lack of follow up data, that is, CBT clients whose outcome status is unknown.



Conclusions and Recommendations

The implementation of cognitive behavioral training (CBT) interventions by the Colorado Probation was a “real-world” application, much like programs examined in the Lowenkamp, et al. study. The intervention was delivered by probation officers, working within their districts with their clients. This study, however, was expressly designed to examine changes in probation clients’ cognitions and other intermediate outcomes related to recidivism (see, for instance, Bonta, et al., 2011). It is in this regard that this study makes an important contribution to Cognitive-Behavioral Programs literature. While recidivism rates among Colorado CBT clients and comparison group clients were compared, as noted earlier, there were relatively few new offenses overall within the timeframe in which these data were collected. Recidivism can be further examined by the Division of Probation Services as follow-up data becomes available. Given the proximal relation between the CBT intervention and the targeted changes in cognitions, it is these outcomes which are best suited to inform and guide improvements to the CBT programs offered to clients across Colorado’s judicial districts.

Changes in intermediate outcomes

Of particular interest are the significant, positive, pre- to post- findings related to the effects of CBT clients’ cognitive biases on their decision-making. This can be seen as a measure related to cognitive restructuring, as it seeks to measure changes in ways of thinking. A cognitive behavioral approach, and in particular, the *Thinking for a Change* curriculum, is supported here as a means to assist clients in identifying and moderating their cognitive biases (e.g. “it is important to trust my gut feelings, instead of thinking too much about the decision”) when making decisions.

Another of the over-arching goals of cognitive behavioral programs is to teach offenders to manage their own behavior by engaging in processes that develop self-control. Significant positive change from pre- to post- on the full self-control scale, as well as the impulsivity subscale provides strong evidence that the Colorado CBT program had positive impact with their clients.



Problem-solving demands that an individual consider the range of options they have available in a given situation, assess the possible consequences of the options, and decide which of the options is most likely to result in their desired outcome. Social problem-solving deficits have been associated with career criminal behavior and recidivism (Ross & Fabiano, 1985). An important behavioral component of CBT is putting cognitive changes to use in problem-solving, a primary skill taught through the *T4C* curriculum, which focuses on slowing down the thought process and considering an expanded array of alternatives. While adults in the comparison group showed no real improvement, adults in the CBT group improved significantly from pre- to post- on a measure of problem-solving skills. However, measures that were more focused on emotions showed less change, as seen in the scales measuring risk-seeking, recognizing feelings and controlling temper outbursts. This aspect of the *T4C* curriculum may not be as well developed for this population.

While juvenile clients in both the CBT group and in the comparison group made significant improvements, there were no significant differences between the groups. As children develop, their problem-solving skills are learned and refined. It is not surprising, therefore, that at pre-test, the youth in this study scored significantly lower (an average 5 to 6 points) in problem-solving than did the adults. It also follows that the problem-solving skills of youth in both the CBT and comparison groups would grow over the course of the study, as would be expected of typically-developing youth (Juvenile clients improved on average 5.6 points; adults in the CBT group improved an average 3.1 points on the same measure). Any impact of the CBT program on problem-solving skills among juvenile probation clients is dwarfed by the impact of maturation over time on both the CBT and comparison groups.

Outcome findings can be seen as robust, considering that 54% of the program group received complete dosage and analysis includes outcomes for high risk non-completers. Non-completers did not show nearly the improvement observed in those who participated in one of the CBT programs through fruition and these non-completers' scores dragged down the program effect. This suggests that the impact of receiving the whole dosage would have likely been even greater if these higher risk clients' scores were not included in the analyses.



Recidivism

At the time of this report, insufficient time had passed for solid analysis of recidivism related to program participation. It is recommended that the Division of Probation Services examine recidivism rates at regular intervals, beginning at six months out from program completion (completers), six months from program exit for non-completers, and six months from the initial follow-up. Colorado Probation should examine follow-up data by risk-level and age of offender.

Retention is Challenging

A critical issue in probation treatment programs is client completion rate. Overall, 54% of clients completed the program with three or few absences, which is similar to past experience in Colorado cog programs. The main reasons for non-completion were excessive absences, incarceration and absconding. Non-completers also exhibited higher risk scores. Retention is challenging. Programs should implement more appropriate methods to retain the highest risk clients, by strengthening the client-PO relationship and using appropriate group incentives.

Facilitator Training

CBT probation officers across each of the Colorado judicial districts received high-quality training in the facilitation of their CBT programs, which arguably contributes to the overall positive outcomes observed in the CBT probation client outcomes. The provision of ongoing support and follow-up training are essential components of a process aimed at strengthening the skills of the facilitators and maintaining fidelity to the CBT curriculums and cost-effective, creative ways to achieve this should be developed.

Relation of fidelity to curriculum with positive program outcomes

In general there appeared to be strong adherence to the core curriculum structure, activities and content, with relatively minor modifications made such as shortening a lesson due to time constraints. It did not appear that any one district made substantively more changes to any one or more lessons than any other district. A number of the lesson modifications were designed to keep energy and interest high; they functioned as incentives to client engagement, as opposed to constituting any substantive changes in lesson



content. This speaks to the importance of the learning environment being conducive to active engagement, so that curriculum content can be absorbed during each session. Training in techniques and methods of adult learning could be incorporated in follow-up mentoring of new facilitators.

In T4C there were a relatively small number of changes made such as combining lessons, reducing the number of lessons, varying the overall length (number of weeks) of the intervention, making minor additions to lessons such as use of new acronyms or mnemonics for retention, or creating updated role-play content. These modifications should be monitored to assure that program drift from fidelity does not happen over time. A systematic review of the components and structure of *Why Try* should be undertaken due to the flexible nature of the curriculum. Without this clear outlining of the sequence and structure, it is difficult to replicate the curriculum with fidelity.

Appropriate Populations served

Colorado Probation Services addressed the appropriate subpopulations (juveniles and med to high risk offenders) as identified by research literature. The positive outcomes observed with high risk adults in this study further support the claim that CBT programs are effective with this population. Similar strong program effects were not seen with juveniles. Therefore, it is recommended that CBT programs continue to be offered to high and medium risk adults and that further study is warranted of programming with juveniles.

Outcomes are Program-specific

The outcomes reported here can be confidently interpreted as *Thinking for a Change* program effects. As noted, because the number of clients who received the *Why Try* curriculum was so small, exclusion of their outcome data made no difference in any of the outcome analyses. More study should be devoted to *Why Try*. Because of the nature of this program, it would necessitate more controlled implementation and fidelity, a multi-methods approach with qualitative methods to better reveal the unique characteristics of the program, and a larger sample size. These approaches were not currently possible within the level of *Why Try* implementation in Colorado.



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Appendix A: Description of Cog Group Curricula Used in Colorado Probation Services

Curricula Name	Number of Sessions/Lessons	Recommended Length (# weeks)
<i>Thinking for a Change</i>	22 sessions (1-1/2 to 2 hours per session)	11 or 22 weeks (once or two per week)
<p>Key Concepts <i>Thinking for a Change (T4C)</i> (Glick, B., Bush, J. and Taymans, J., 1997) – The T4C curriculum uses problem solving as its core enhanced by cognitive restructuring and social skill interventions. The curriculum is appropriate for adult and youthful offenders. The cognitive restructuring concepts are introduced and emphasized during the initial eleven lessons, interspersed with critical social skills, which support the cognitive restructuring process. Then, in lessons 16-21, problem-solving techniques are taught, supported by cognitive self-change and social skill development.</p>		
<i>Why Try</i>	Varies	Varies
<p>Key Concepts <i>The Why Try</i> Program (Moore, C., 1996) is a strength-based approach to helping youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. It is based on principles from Solution Focused Brief Therapy, Social and Emotional Intelligence, and multi-sensory learning. The program teaches social and emotional principles to youth using a series of ten pictures (visual analogies). Each visual teaches a discrete principle, such as resisting peer-pressure, obeying laws and rules, and that decisions have consequences. The visual components are then reinforced by music and physical activities. The major learning styles – visual, auditory, and body-kinesthetic are all addressed. The developers have adapted materials for elementary, secondary and adult age groups.</p>		
<i>Aggression Replacement Therapy (ART)</i>	30 sessions	10 weeks (3 times weekly)
<p>Key Concepts <i>Aggression Replacement Training® (ART®)</i> (Goldstein, A. and Glick, B., 1987) is a multimodal psycho-educational intervention designed to alter the behavior of chronically aggressive adolescents and young children. It has also been adapted for use with adults. The program incorporates three specific interventions: skill-streaming, anger-control training, and training in moral reasoning. <i>Skill-streaming</i> uses modeling, role-playing, performance feedback, and transfer training to teach prosocial skills. In <i>anger-control training</i>, participants must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the program they are trained in how to respond to their hassles. <i>Training in moral reasoning</i> is designed to enhance participants’ sense of fairness and justice regarding the needs and rights of others and to train participants to imagine the perspectives of others when they confront various moral problem situations. The program relies on repetitive learning techniques to teach participants to control impulsiveness and anger and use more appropriate behaviors. In addition, guided group discussion is used to correct antisocial thinking. The ART® training manual presents program procedures and the curriculum in detail and is available in both English and Spanish editions.</p>		



Curricula Name	Number of Sessions/Lessons	Recommended Length (# weeks)
<i>Moral Reconciliation Therapy (MRT)</i>	16 units (session length varies)	3-6 months (1-2 times weekly)
<p>Key Concepts <i>Moral Reconciliation Therapy (MRT)</i> (Little and Robinson, 1988) is a systematic treatment strategy that seeks to decrease recidivism among juvenile and adult criminal offenders by increasing moral reasoning. Its cognitive-behavioral approach combines elements from a variety of psychological traditions to progressively address ego, social, moral, and positive behavioral growth. MRT takes the form of group and individual counseling using structured group exercises and prescribed homework assignments. The MRT workbook is structured around 16 objectively defined steps (units) focusing on seven basic treatment issues: confrontation of beliefs, attitudes, and behaviors; assessment of current relationships; reinforcement of positive behavior and habits; positive identity formation; enhancement of self-concept; decrease in hedonism and development of frustration tolerance; and development of higher stages of moral reasoning. In 2008 MRT became a SAMHSA evidence-based program. Numerous studies have been conducted.</p>		
<i>Reasoning and Rehabilitation</i>	36 sessions (2 hours per session)	18 weeks (2 times per week)
<p>Key Concepts <i>Reasoning and Rehabilitation (R&R)</i>– (Ross, Fabiano, & Diemer-Ewies, 1989) is widely used throughout the Canadian correctional system, as well as in a number of states in the US. This curriculum follows a psycho-educational approach using a variety of techniques such as role-playing, case studies, modeling demonstration, overviews and reading. This curriculum is appropriate for adults and youthful offenders. The curriculum includes 9 modules: Problem Solving, Social Skills, Negotiation Skills, Managing Emotions, Creative Thinking, Values Enhancement, Critical Reasoning, Skills in Review, and Cognitive Exercises.</p>		
<i>Problem Solving Skills for Offenders (PSSO)</i>	Varies	30 hour program, (10 days, 3 hours/day)
<p>Key Concepts <i>Problem Solving Skills for Offenders</i> (Taymans, J. & Parese, S., 1998). – The PSSO (also named PSSA-Problem Solving Skills in Action) curriculum teaches offenders basic social skills critical to effective problem solving. PSSO is appropriate for adult and youthful offenders. This curriculum was developed to meet the need for a short term training experience offered to relatively large groups of offenders (16-20 offenders). The scripted instructional unit focuses upon skill acquisition while the transfer training (transfer coaching) component (6-10 weeks after completing instructional unit) emphasizes the importance of skill application.</p>		



Curricula Name	Number of Sessions/Lessons	Recommended Length (# weeks)
<i>Relapse Prevention Therapy (RPT)</i>	Varies	Varies
<p>Key Concepts <i>Relapse Prevention Therapy (RPT)</i> (Parks,G. and Marlatt, G.A., 2000). – RPT uses techniques from cognitive-behavioral coping-skills training to teach clients self-management and self-control of their thoughts and behavior. This approach views addictive behaviors as acquired habits with biological, psychological, and social determinants and consequences. RPT proposes that relapse is less likely to occur when an individual possesses effective coping mechanisms to deal with high-risk situations. With this, the individual experiences increased self-efficacy and, as the length of abstinence from inappropriate behavior increases and effective coping with risk situations multiplies, the likelihood of relapse diminishes. RPT involves five therapeutic strategies: coping-skills training, “relapse roadmaps,” strategies to identify and cope with cognitive distortions, lifestyle modification techniques, and learning to anticipate possible relapses.</p>		
<i>Driving with Care (DWC)</i>	Track A, 42 hours/ 21 weeks, Track B, 52 hours /26 weeks Track C, 68 hours /34 weeks Track D, 86 hours /43 weeks	Number of sessions depends on client assessment
<p>Key Concepts <i>Driving With CARE (DWC)</i>, (Milkman, H. Wanberg, K, & Timken D., 2004) is a multi-level education and treatment program for persons convicted of driving while impaired (DWI). Clients learn that change in behavior is made by changing their thoughts, attitudes and beliefs. They learn about their own patterns of drug use and abuse and how to make cognitive and behavioral changes so as to prevent recidivism into DWI behavior and prevent future involvement in a pattern of alcohol or other drug (AOD) use that can lead to AOD problems and to impaired driving behavior. Participants take an active part in exercises, work sheets and group discussion.</p>		



Appendix C: Pre/Post-Treatment Client Survey

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POST-TREATMENT CLIENT SURVEY

We would appreciate it if you would take a few moments to complete this survey. It will take you approximately 20 minutes to complete. Your answers will help the probation department to evaluate the effectiveness of the program you are participating in. Each item in the survey is written in the form of a statement. You should read each statement and then circle a number from 1 to 7 that shows how much you disagree or agree with the statement. If you have any difficulty understanding a statement, please raise your hand and someone will help you out. It is very important that you take your time and answer every question.

Please print your first and last name.

First Name _____

Last Name _____

	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
1. When I am stressed out, I can't stop my muscles from tightening up.	1	2	3	4	5	6	7
2. I think that most people would make the same decisions I do.	1	2	3	4	5	6	7
3. I sometimes find it exciting to do things that might get me in trouble.	1	2	3	4	5	6	7
4. I am sure I can successfully deal with any future problems.	1	2	3	4	5	6	7
5. It really bothers me when other people are having problems.	1	2	3	4	5	6	7
6. I often do things that make me feel good right now, even if it means I might pay for it in the future.	1	2	3	4	5	6	7
7. When I make a decision it is important for me to check with other people to see if it was the right decision.	1	2	3	4	5	6	7
8. I will try to get things I want even when I know it's causing problems for other people.	1	2	3	4	5	6	7
9. Sometimes I will take a risk just for the fun of it.	1	2	3	4	5	6	7
10. If things I do upset people, it's their problem not mine.	1	2	3	4	5	6	7
11. When I go into a new situation I am sure that I can handle problems that might come up.	1	2	3	4	5	6	7
12. I think about myself a lot.	1	2	3	4	5	6	7
13. When things get complicated I tend to quit.	1	2	3	4	5	6	7
14. I often daydream about myself.	1	2	3	4	5	6	7

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	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
15. Many of my problems are way too complicated for me to solve.	1	2	3	4	5	6	7
16. When I'm really angry, other people better stay away from me.	1	2	3	4	5	6	7
17. I trust myself that I can solve new and hard problems.	1	2	3	4	5	6	7
18. I like to get out and do things more than I like to read or think about things.	1	2	3	4	5	6	7
19. If someone wants me to do something I don't want to, I will do the opposite.	1	2	3	4	5	6	7
20. I generally pay attention to my feelings.	1	2	3	4	5	6	7
21. Excitement and adventure are more important to me than being safe and secure.	1	2	3	4	5	6	7
22. When I make plans to solve a problem, I am sure I can make them work.	1	2	3	4	5	6	7
23. The only way I can control my problems is through luck.	1	2	3	4	5	6	7
24. I try to avoid things that I know will be difficult to do.	1	2	3	4	5	6	7
25. I'm always trying to figure myself out.	1	2	3	4	5	6	7
26. When I make a decision I usually go with my gut feelings instead of thinking too much about it.	1	2	3	4	5	6	7
27. After I make a decision, things usually turn out the way I thought they would.	1	2	3	4	5	6	7
28. I believe it is important to think as much as possible before making a decision about something.	1	2	3	4	5	6	7
29. Most of what happens to me is probably just due to luck.	1	2	3	4	5	6	7
30. The first thing I do when I run into a problem is try to figure out exactly what the problem is.	1	2	3	4	5	6	7
31. I don't like doing hard things.	1	2	3	4	5	6	7
32. People are who they are because of things they can't control.	1	2	3	4	5	6	7
33. When I make a bad decision I usually think "everyone else is doing it so why shouldn't I?"	1	2	3	4	5	6	7
34. I can usually think up creative ways to solve a problem.	1	2	3	4	5	6	7

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	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
35. I know the way my mind works when I work through a problem.	1	2	3	4	5	6	7
36. I can only control my problems if someone else helps me	1	2	3	4	5	6	7
37. I like to test myself every now and then by doing something a little risky.	1	2	3	4	5	6	7
38. My mistakes and problems are my responsibility to deal with.	1	2	3	4	5	6	7
39. I don't understand people who waste a whole bunch of time thinking before making a decision, they should just go with what they already know.	1	2	3	4	5	6	7
40. I often do things on the spur of the moment without stopping to think.	1	2	3	4	5	6	7
41. My problems will always take up a lot of my time in my life.	1	2	3	4	5	6	7
42. I'm constantly thinking about my reasons for doing things.	1	2	3	4	5	6	7
43. I can usually solve a problem even if it looks like there is no answer.	1	2	3	4	5	6	7
44. When I make decisions, I am usually happy with them later on.	1	2	3	4	5	6	7
45. I almost always feel better when I'm on the move than when I am sitting and thinking.	1	2	3	4	5	6	7
46. Becoming a success can be done through hard work, luck has nothing to do with it.	1	2	3	4	5	6	7
47. I can see when a problem is coming and I can usually find a way to avoid it.	1	2	3	4	5	6	7
48. My life is controlled by outside things.	1	2	3	4	5	6	7
49. I'm quick to notice changes in my mood.	1	2	3	4	5	6	7
50. When I am in a difficult situation I can't stop myself from breathing fast.	1	2	3	4	5	6	7
51. I believe that some of the bad decisions I make are due to the hard life I have had.	1	2	3	4	5	6	7
52. I believe a person can achieve whatever they want in this world if they try hard enough.	1	2	3	4	5	6	7
53. If I had a choice, I would almost always rather do something physical than something mental.	1	2	3	4	5	6	7

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District: _____

	Strongly Disagree 1	2	3	4	5	6	Strongly Agree 7
54. Everyone knows that your future is based on luck.	1	2	3	4	5	6	7
55. The things that are easiest to do bring me the most happiness.	1	2	3	4	5	6	7
56. I never take a hard look at myself.	1	2	3	4	5	6	7
57. I sometimes reflect or think about who I am.	1	2	3	4	5	6	7
58. I lose my temper pretty easily.	1	2	3	4	5	6	7
59. When I'm angry at people, I feel more like hurting them than talking to them about why I'm angry.	1	2	3	4	5	6	7
60. I think I can solve most of my problems if I have enough time and I try hard enough.	1	2	3	4	5	6	7
61. When I make plans, I am sure that I can make them work.	1	2	3	4	5	6	7
62. I seem to have more energy and a greater need to do things than most people my age.	1	2	3	4	5	6	7
63. I believe that people get what they deserve in this world.	1	2	3	4	5	6	7
64. I care more about what happens to me in the short run than in the long run.	1	2	3	4	5	6	7
65. When I run into a problem, I am usually not sure whether I can handle the situation.	1	2	3	4	5	6	7
66. I try to look out for myself first, even if it means making things hard for other people.	1	2	3	4	5	6	7
67. I can't help fix my problems without professional help.	1	2	3	4	5	6	7
68. When I have an argument with someone it's hard for me to talk calmly about it without getting upset.	1	2	3	4	5	6	7
69. I know why I have different problems in different situations.	1	2	3	4	5	6	7
70. I don't think much about getting ready for the future.	1	2	3	4	5	6	7
71. I try to do the right thing even if I know that my friends would do something different.	1	2	3	4	5	6	7

Thank you very much for your participation!

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Post Survey
January 2010

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Appendix D: DPS Consent Forms



Colorado Division of Probation Services Cognitive Behavioral Group ("COG") Evaluation Adult Consent Form

Dear COG Group Participant,

Thank you for taking a few moments to read this form. You have been identified as a participant in the probation department's *T4C* or *Why Try* program. Under contract with the Colorado State Court Administrator's Office the research firm, LeCroy and Milligan, is conducting an evaluation of these programs to make sure that they are helpful to you, and we are requesting your voluntary assistance in this evaluation.

In order to determine the quality of the programs, we would like for you to complete a survey before the group begins and complete another survey after the group ends. The surveys should take about 15-20 minutes to complete. Your responses on these surveys will not be shared with the probation staff running the group or the probation officer supervising your case. Your answers will be part of a large number of survey results that will be reported as a group, so your individual answers will not be published.

In addition to your survey responses, your probation officer will complete a survey to provide some basic information about your case to the researchers. Again, the information that will be provided to the researchers will be confidential, and the probation officer's answers regarding your progress will not be reported by the researchers in a way that identifies you, individually. The Division of Probation Services will also provide the researchers with information about your current case such as your LSI assessment scores, your gender, your age, your case type, and how you discharge from supervision and, the researchers will be informed if you become involved in a new criminal case within one year after finishing your probation, but no details of the new case will be provided.



The results of all the surveys will help the researchers to determine how beneficial these programs are to the participants. The researchers will write a report after the evaluation is complete and provide the findings to the Division of Probation Services at the State Court Administrator's Office. The report will not have any identifying information about the participants of the evaluation. If you are interested in reading about the results of this evaluation, you can contact the Division of Probation Services at 303-837-2336 after January 2011.

By signing below, you are agreeing that you understand the conditions above, your participation in completing these surveys is voluntary, and you are not receiving anything in return for your participation. Choosing to participate or not to participate will not result in any consequences either negative or positive and will not affect your status on probation.

Print Participant Name

Participant Signature

Date





Colorado Division of Probation Services
Cognitive Behavioral Group ("COG") Evaluation
Juvenile Consent Form

Dear COG Group Participant,

Thank you for taking a few moments to read this form. You have been identified as a participant in the probation department's *T4C* or *Why Try* program. Under contract with the Colorado State Court Administrator's Office the research firm, LeCroy and Milligan, is conducting an evaluation of these programs to make sure that they are helpful to you, and we are requesting your voluntary assistance in this evaluation.

In order to determine the quality of the programs, we would like for you to complete a survey before the group begins and complete another survey after the group ends. The surveys should take about 15-20 minutes to complete. Your responses on these surveys will not be shared with the probation staff running the group or the probation officer supervising your case. Your answers will be part of a large number of survey results that will be reported as a group, so your individual answers will not be published.

In addition to your survey responses, your probation officer will complete a survey to provide some basic information about your case to the researchers. Again, the information that will be provided to the researchers will be confidential, and the probation officer's answers regarding your progress will not be reported by the researchers in a way that identifies you, individually. The Division of Probation Services will also provide the researchers with information about your current case such as your CYO-LSI assessment scores, your gender, your age, your case type, and how you discharge from supervision and, the researchers will be informed if you become involved in a new criminal case within one year after finishing your probation, but no details of the new case will be provided.

The results of all the surveys will help the researchers to determine how beneficial these programs are to the participants. The researchers will write a report after the evaluation is complete and provide the findings to the



Division of Probation Services at the State Court Administrator's Office. The report will not have any identifying information about the participants of the evaluation. If you are interested in reading about the results of this evaluation, you can contact the Division of Probation Services at 303-837-2336 after January 2011.

By signing below, you are agreeing that you understand the conditions above, your participation in completing these surveys is voluntary, and you are not receiving anything in return for your participation. Choosing to participate or not to participate will not result in any consequences either negative or positive and will not affect your status on probation.

Print Participant Name Participant Signature Date

Print Parent/Custodian/Legal Guardian Name

Parent/Custodian/Legal Guardian Signature Date



La División de Servicios de Libertad Condicional de Colorado
Evaluación del Grupo Conductista Cognoscitivo ("COG")
Formulario de Consentimiento Para Jóvenes

Estimado Participante del Grupo COG:

Gracias por tomar unos pocos momentos de leer esta forma. Ha sido identificado como un participante en el departamento de libertad condicional del programa *T4C* o *Why Try*. Bajo contrato con la Oficina de Administrador del Estado de Colorado la organización de investigación, LeCroy y Milligan, realizan una evaluación de estos programas para asegurar que sean útiles para usted, y nosotros solicitamos su ayuda voluntaria en esta evaluación.

Para determinar la calidad de los programas, nosotros queremos que usted complete una encuesta antes que el grupo empiece y complete otra encuesta después de los fines del grupo. Las encuestas tomaran como 15 a 20 minutos para completar. Sus respuestas de estas encuestas no serán compartidas con el personal de libertad condicional que manejan el grupo o al oficial de libertad condicional que supervisa su caso. Sus respuestas formarán parte de muchos resultados de la encuesta que serán reportados como un grupo, así que sus respuestas individuales no serán publicadas.

Además de sus respuestas de la encuesta, su oficial de libertad condicional completará una encuesta para proporcionar alguna información básica sobre su caso a los investigadores. Otra vez, la información que será proporcionado a los investigadores será confidencial, y las respuestas del oficial de libertad condicional acerca de su progreso no serán reportadas por los investigadores de una manera que le identifica, individualmente. La División de Servicios de Libertad Condicional también proporcionará a los investigadores con información sobre su caso actual como sus resultados de evaluación del CYO-LSI, su género, su edad, su tipo de caso, y cómo cumplir con la supervisión. Los investigadores serán informados si se implicará en un caso criminal nuevo dentro de un año después de terminar su libertad condicional, pero los detalles del nuevo caso no serán proporcionados.

Los resultados de todas las encuestas ayudarán a los investigadores a determinar que tan beneficiosos son estos programas para los participantes. Los investigadores escribirán un reporte después de que la evaluación sea

completa y proporcionarán las conclusiones a la División de Servicios de Libertad Condicional en la Oficina de Administrador del Estado. El reporte no tendrá información de identificación acerca de los participantes de la evaluación. Si usted está interesado en la lectura acerca de los resultados de esta evaluación, puede contactar la División de Servicios de Libertad Condicional a 303-837-2336 después de 2011 de enero.

Con firmando abajo, usted significa que está de acuerdo que comprende las condiciones de arriba, su participación de completar estas encuestas es voluntario, y no recibirá algo por cambio de su participación. Aunque participe o no participe so será resultado en ninguna consecuencia negativo o positivo y no afectará su estatus en la libertad condicional.

Escribe el Nombre del Participante Firma del Participante Fecha

Escribe el Nombre de Padre de Familia/Custodio/Guardián Legal

Firma de Padre de Familia/Custodio/Guardián Legal Fecha

**COLORADO DIVISION OF PROBATION SERVICES CBT EVALUATION:
POST-TREATMENT TRACKING SHEET**

Client Name: _____
 First Name Last Name

End Date for Program (mm/dd/yyyy): ____/____/____

Did Participant Complete Program? YES NO

If NO, (a) What date did they exit (mm/dd/yyyy)? ____/____/____

 (b) Reason for exit (if known)? _____

 (c) What was the last lesson number they completed? _____

Was an EXIT SURVEY administered? YES NO

Was an LSI OR CYOLSI conducted since the course began? YES NO

If YES, please report scores below as well as the date of the LSI or CYOLSI.

Date of LSI or CYOLSI (mm/dd/yyyy): ____/____/____

LSI or CYOLSI Overall Score: _____

Adult LSI Subscale Scores

- ____ Criminal History
- ____ Education/Employment
- ____ Financial
- ____ Family/Marital
- ____ Accommodation
- ____ Leisure/Recreation
- ____ Companions
- ____ Alcohol/Drug Problems
- ____ Emotional/Personal
- ____ Attitude/Orientation

Juvenile CYOLSI Subscale Scores

- ____ Criminal History
- ____ Substance Abuse
- ____ Education/Employment Problems
- ____ Family Problems
- ____ Peer Relationship Problems
- ____ Accommodation Problems
- ____ Miscellaneous

Appendix G: Client Exit Survey

CLIENT EXIT SURVEY

To be completed by CLIENT:

Please print your first and last name. _____

First Name

Last Name

1. Please explain why you decided to stop participating in the program:

2. Can you think of anything that might have kept you attending the course?

You are done. Thank you very much for your participation!



Appendix H: Facilitator Exit Survey

FACILITATOR EXIT SURVEY

To be completed by COURSE FACILITATOR:

Client Name: _____

Last Full Lesson Completed: _____

Course (Location): _____

Discontinuance: **VOLUNTARY** **INVOLUNTARY**

If discontinuance was INVOLUNTARY, please indicate reason for removal:

Thank you very much for your participation!



Appendix I: Survey Administration Protocol

COG GROUP PARTICIPANT SURVEY PURPOSE & INSTRUCTIONS FOR PROBATION OFFICERS

Purpose:

This is a survey for probationers who attended an **in-house** cog group (ex., *Thinking for a Change*, Aggression Replacement Therapy, etc.) in the past three years. The survey is designed to obtain participants' feedback about their experiences in the cog group. The participant will be asked what they liked about it, how it helped them, and their suggestions for program improvement.

How Will the Information Be Used?

The information will be used for a study currently being conducted for the Colorado Division of Probation Services (DPS). The study is to evaluate the cog groups being implemented by probation departments within the Colorado judicial districts. LeCroy & Milligan Associates, a company based in Tucson, AZ is conducting the study for the DPS.

Your Role:

Your assistance is needed to administer this survey to *probation clients who completed at least three-quarters of all cog groups sessions, and who participated in an in-house cog group in the past three years*. Also, you are asked to collect all of your clients' finished surveys, and mail them to LeCroy & Milligan Associates. A postage-paid, large mailing envelope, addressed for return to LeCroy & Milligan Associates is provided to you. The instructions are below. We have included a small gift for you with these materials to show our appreciation for your help. Probation clients are also offered incentives for their participation.

Instructions for Survey Administration and Mailing:

1. A list of probation clients who participated in an in-house cog group is provided to you.
2. During your next office visit (or some other appropriate setting) ask the client's permission to complete the short survey. *The return date for these surveys is: Monday, May 18, 2009.*

The surveys should only take about 5-10 minutes to complete. Explain the purpose of the survey to them.



Suggested script for survey description to clients:

I have a short survey for you to fill out about the cognitive skills group you attended in the past. It should only take a few minutes to complete. It asks for your views about being in the group and your ideas about what you liked or did not like about it. The information will be used to help probation improve these types of programs in the future. Would you mind filling it out? If you need help filling it out, just ask me for help. Please put your finished survey in the envelope I will give to you. To show our appreciation for your participation, we have a small treat that I will give to you after you are done with the survey. We will also enter your name in a raffle, with the chance to win a gift certificate to your local grocery store.

3. When the client has completed the survey, he/she should fold it and insert it into the envelope provided.
4. Ask the client to put his/her sealed envelope into the large mailing envelope that we have provided to you. Give the client the candy or chewing gum that was provided in your packet. Tell the client his/her name will be entered into the raffle.
5. Once you have administered surveys to all of the probation clients on the list we provided to you, fill out the Cover Sheet provided and include it with the package of surveys. Make sure to put all of the completed surveys in the mailing envelope to LeCroy & Milligan Associates, seal it, and send it off. ***Mail the package as soon as possible!!***

Deadline for return of surveys is: Monday May 18th!

Thank you for your help!

If you have any questions about this, please call or email:

Susan Jones, DPS, Ph: 303.837.2342, email: susan.jones@judicial.state.co.us -or- Eileen Kinney, DPS, Ph: 303.837.2319, email: eileen.kinney@judicial.state.co.us -or- Dana Wilks, DPS, Ph: 303.837.2343, email: dana.wilks@judicial.state.co.us -or- Kerry Milligan, LeCroy & Milligan Assoc. Ph: 520-326-5154, email: kerry@lecroymilligan.com



**COVER SHEET FOR COMPLETED PARTICIPANT SURVEYS
In-House Cog Group Program Evaluation**

Probation Officer: Please complete this Cover Sheet information and submit it with completed probationer surveys in the mailing envelope for return to LeCroy & Milligan Associates.

Thank You!

1. District Number: _____
2. Probation Officer Name: _____
3. Total Number of Completed Surveys in the Package: _____

Mailing Label, Deliver to:

**Attention: Kerry Milligan
LeCroy & Milligan Associates, Inc.
4911 E. Broadway Blvd. Suite 102
Tucson, AZ 85711**



Appendix J: Cognitive Behavioral Group Skills/Knowledge Checklist

Part one of this checklist is for the Group Facilitator to complete and Part two is for the facilitator's Supervisor to complete. Each checklist is divided into three areas: 1) CBT principles, 2) Group dynamics, 3) Evaluation.

Part One: Group Facilitator Checklist

Cognitive/Behavioral Treatment Principles

	Superior	Satisfactory	Needs Improvement	N/A
1. I understand the curriculum and can provide examples to explain concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I clearly defined the skill or concept for the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I broke down the skill or concept into clear identifiable steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I presented an effective model that demonstrates the use of the skills or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I used examples based on the criminal situations the group members are likely to have experienced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I provided instruction, modeling and role play practice in modifying thinking, feelings and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I provided instruction, modeling, and role play practice in using a problem solving approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I explained the rationale for learning the skill or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I presented an effective model that demonstrated the use of the skill or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Superior	Satisfactory	Needs Improvement	N/A
10. I provided feedback (mostly positive) and encouraged group feedback when skills were practiced by group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I assigned group members roles for giving feedback on role plays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I encouraged <i>overlearning</i> by having group members practice in role plays each skill or concept more than one time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I praised the group members for taking even small steps in a prosocial direction without judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I encouraged group members to complete homework and praised them for efforts in this direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group Dynamics

	Superior	Satisfactory	Needs Improvement	N/A
15. I described and adhered to a clear set of group rules and boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I applied basic principles of group dynamics in managing the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I developed a positive alliance with all the group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I called on each person to participate in discussions and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I created an atmosphere of interest and fun in the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Superior	Satisfactory	Needs Improvement	N/A
20. I dealt with group conflict effectively (maintained control, redirected, and empathized)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I engaged group members actively and focused their attention to promote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I encouraged individual group members to understand their individual risk factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I used a non-judgmental attitude and communicated consequences as facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I treated each person in a courteous and respectful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I encouraged group members to share what they learned from the homework or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation

	Superior	Satisfactory	Needs Improvement	N/A
26. I completed an intake/interview prior to each person joining the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I maintained a roster of who completed the groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I recorded attendance and tardiness for each group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I checked in with the PO on the participant's progress while he/she was in the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I clearly explained homework and, if required, monitored homework completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I completed this evaluation and reviewed it with a supervisor or colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Two: Supervisor Checklist

Cognitive/Behavioral Treatment Principles

	Superior	Satisfactory	Needs Improvement	N/A
1. Staff understand the curriculum and can provide examples to explain concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Staff clearly defined the skill or concept for the lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Staff broke down the skill or concept into clear identifiable steps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Staff presented an effective model that demonstrates the use of the skills or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Staff used examples based on the criminal situations the group members are likely to have experienced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Staff provided instruction, modeling and role play practice in modifying thinking, feelings and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Staff provided instruction, modeling, and role play practice in using a problem solving approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Staff explained the rationale for learning the skill or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Staff presented an effective model that demonstrated the use of the skill or concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Superior	Satisfactory	Needs Improvement	N/A
10. Staff provided feedback (mostly positive) and encouraged group feedback when skills were practiced by group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Staff assigned group members roles for giving feedback on role plays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Staff encouraged <i>overlearning</i> by having group members practice in role plays each skill or concept more than one time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Staff praised the group members for taking even small steps in a prosocial direction without judgment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Staff encouraged group members to complete homework and praised them for efforts in this direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group Dynamics

	Superior	Satisfactory	Needs Improvement	N/A
15. Staff described and adhered to a clear set of group rules and boundaries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Staff applied basic principles of group dynamics in managing the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Staff developed a positive alliance with all the group members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff called on each person to participate in discussions and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Staff created an atmosphere of interest and fun in the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



20. Staff dealt with group conflict effectively (maintained control, redirected, empathized).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Staff engaged group members actively and focused their attention to promote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Staff encouraged individual group members to understand their individual risk factors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Staff used a non-judgmental attitude and communicated consequences as facts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Staff treated each person in a courteous and respectful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Staff encouraged group members to share what they learned from the homework or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation

	Superior	Satisfactory	Needs Improvement	N/A
26. Staff completed an intake/interview prior to each person joining the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Staff maintained a roster of who completed the groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Staff recorded attendance and tardiness for each group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Staff checked with the PO on the group member's progress while he/she was in the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Staff clearly explained homework, and if required, monitored homework completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Staff completed this evaluation and reviewed it with a supervisor or colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>