

<p style="text-align: center;"><b>STATE OF IOWA</b> <b>DEPARTMENT OF CORRECTIONS</b></p> <p style="text-align: center;"><b>POLICY</b> <b>AND PROCEDURES</b></p>		Policy Number AD-TS-06	Applicability <input checked="" type="checkbox"/> DOC <input checked="" type="checkbox"/> CBC
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Chapter 1  ADMINISTRATION & MANAGEMENT	Sub Chapter  TRAINING & DEVELOPMENT	Related DOC Policies  All	Administrative Code Reference  201-1.2 (904)
Subject  CORE CORRECTIONAL PRACTICES (CCP)		ACA Standards 4-4064, 4-4079 4-4299, 4-4304	Responsibility  Sally Kreamer Kris Weitzell
		Effective Date  May 2019	Authority  Daniel Craig Interim Director Signature on file at Iowa DOC

**I. PURPOSE**

To describe Core Correctional Practices (CCP) and establish expectations and standards to incorporate the principles of Core Correctional Practices into the daily delivery of services for the purpose of achieving risk reduction.

**II. POLICY**

It is the policy of the IDOC to interact with Incarcerated Individuals/Clients (hereinafter referred to as participants) in the most effective risk reduction. CCP are tools and skills utilized by corrections professional to achieve risk reduction. CCP shall be integrated into the policies and procedures of the Iowa Corrections System.

**III. DEFINITIONS – As used in this document:**

- A. Core Correctional Practices – Ways of behaving in order to intentionally influence participants toward prosocial change, whether informally interacting with participants or colleagues, facilitating a group, or meeting individually with participants.
  - 1. Quality Interpersonal Relationships
  - 2. Effective Reinforcement
  - 3. Effective Disapproval
  - 4. Effective Use of Authority
  - 5. Cognitive Restructuring
  - 6. Anti-Criminal Modeling
  - 7. Structured Learning/Skill Building
  - 8. Problem Solving
- B. Criminogenic Needs – Risk factors that are highly correlated with recidivism.
- C. Principles of Effective Intervention – The four principles widely researched and demonstrated effectiveness in reducing recidivism.
  - 1. Risk Principle Elements – Tells us “who” to target; target those program participants with higher probability of recidivism; provide most intensive intervention to higher risk program participants; and, intensive intervention for lower risk program participants may increase recidivism.
  - 2. Need Principle Elements – Tells us “what” to target; interventions and programs should target criminogenic needs that include both static and dynamic risk factors; criminogenic needs can be dynamic or changeable.
    - a. Primary
      - 1) Criminal history
      - 2) Antisocial attitudes, values, beliefs
      - 3) Antisocial peer associations

- 4) Antisocial personality
    - b. Secondary
      - 1) Education/employment
      - 2) Family
      - 3) Substance use/abuse
      - 4) Leisure/recreation
  - 3. Responsivity Principle Elements – Tells us “how” to target the criminogenic needs of higher risk participants.
    - a. General responsivity
      - 1) Structured social learning programs
      - 2) Cognitive behavioral programs
    - b. Specific responsivity
      - 1) Know the participants’ attributes that limit and/or facilitate their learning style
      - 2) Create an optimal environment conducive to learning
      - 3) Barriers include, but not limited to, lack of motivation, anxiety, different forms of learning abilities, language, transportation, gender, and culture
  - 4. Fidelity Principle Elements – Focuses on “how well” programs properly and effectively incorporate the risk, need, and responsivity principles; measures how closely programs align to the program design; and, can be measured and monitored during group facilitation, individual interactions, and in case planning.
- D. Proficiency - Staff reaching competency skill level obtained through training, practice and experience.

## **IV. PROCEDURES**

### **A. Staff Hiring, Promotion, Selection and Evaluation for New and Current Staff**

1. Institutions and Districts shall make CCP a priority by including CCP in all relevant job descriptions and shall be included in performance evaluations.
2. All hiring and promotions shall include assessing for CCP competencies or potential capacity to develop these skills.
3. Supervisors shall routinely monitor staff performance based on quality measures that are reflective of a CCP environment and shall include feedback specific to CCP in performance dialog as well as documented evaluations.

### **B. Staff Training**

Institutions and Districts shall include in their existing training plans a process for training staff by qualified/certified trainers in CCP, demonstrate proficiency in the delivery and use of CCP skills and shall comply with the proficiency and quality assurance standards.

### **C. Continuous Quality Improvement**

1. Institutions and Districts shall build capacity of trainers and coaches.
  - a. Each Institution/District shall have quality assurance and continuous quality improvement procedures that include periodic and random observation reviews to ensure that CCP is conducted and utilized properly.
  - b. Staff shall receive routine coaching in CCP based on need to build proficiency in the use of CCP skills. On-going monitoring, coaching/supervision and feedback shall ensure that staff continue to improve interactions and understand the importance of incorporating CCP skills into daily communication.

2. CCP Coaches/CQI Staff Certification Protocol

- a. Coaching/CQI training shall be provided by certified coaches to include ongoing training/boosters, updates, information and any materials that become available.
- b. Staff identified as a coach shall complete the initial CCP training prior to attending the Coaching/CQI training.
- c. Coaches/CQI staff shall demonstrate proficiency or identify knowledge and goals to reach proficiency in each identified CCP skill.
- d. Coaches/CQI staff shall demonstrate appropriate use of CCP skills in real-time situations, are able to reference RNR model and Social Learning Theory in regards to skills identified and used.
- e. Coaches/CQI staff shall demonstrate a positive and professional attitude.
- f. Coaches/CQI staff shall demonstrate a high comfort level in regards to giving feedback to peers and reporting necessary information to management (if applicable).

3. CCP Observation Protocol

Observation may be completed formally or informally.

- a. Formal observation is when a coach/CQI staff observes a staff during day to day interactions while on the job. *Example: Staff interacts with a participant while on the job in which a CCP skill was demonstrated and observed in real time by the coach/CQI staff.*
- b. Informal observation is when a coach/CQI staff selects a CCP skill for staff to demonstrate with the coach/CQI staff only, in a more casual environment and away from day to day interactions. *Example: Staff demonstrates a CCP skill to the coach/CQI staff only, away from day to day interactions and not in real time.*

4. CCP Feedback Protocol

Each Institution/District shall have a system or set of procedures for providing staff with timely, relevant, and accurate feedback and coaching regarding performance related to CCP.

5. CCP Proficiency

a. Each Institution/District shall have a process for documenting that direct services staff are effectively utilizing CCP during interactions with participants.

b. All staff who work with or have contact with participants shall be trained and coached to reach proficiency in the use of each CCP skill in day-to-day interactions with those they serve.

c. Institutions and Districts shall work to assist all staff to be proficient in CCP by using a standardized mechanism and method to assess proficiency and shall document coaching observations on staff's ongoing Performance Development Plan.

d. Standards of proficiency are as follows:

1) Novice

a) New to or inexperienced in CCP skill.

b) Not able to explain the practice, skills and/or steps to CCP skill.

c) Not able to perform the practice to CCP skill.

2) Emerging

a) Attempted skill/concept and needs improvement.

b) Demonstrates some or most steps but misses steps to CCP skill.

c) Does not fully grasp the practice, how to explain CCP skill or how to role model the CCP skill.

- 3) Proficient
  - a) Confident and experienced in CCP skill.
  - b) Able to explain the practice and role model CCP skill; demonstrates all steps and in the correct order.
  - c) Fully grasps the practice, able to explain the practice and role model CCP skill appropriately.