

# WHAT WORKS: INNOVATIVE METHODS THAT REDUCE RECIDIVISM AMONG HIGH- RISK YOUTHS IN THAILAND



# Understanding Criminal Behaviors

- Age-crime relationship: Offending peaks during adolescence and gradually declines during adulthood (Farrington, 1986; Gottfredson and Hirschi, 1990; Wilson and Herrnstein, 1985).
- Dynamic vs. Static Theories
  - ▣ Changes in life circumstances directly influence criminal behavior (Laub and Sampson, 2003; Sampson and Laub, 1993, 1995).
- Moffitt (1993) typological theories
  - ▣ Adolescence limited
  - ▣ Life-Course Persistent

# Modern Correctional Models

- Rehabilitation vs. Punishment
- Therapeutic Jurisprudent
- Risks- Needs (Risk management & Community Protection)
  - ▣ Risk Principle
  - ▣ (Criminogenic) Needs Principle
- RNR model (Risk–Need–Responsivity model)
- Good Lives Model (GLM)

# Risk–Need–Responsivity Model (RNR)

## Psychology of Criminal Conduct

- Based on the investigation of **individual differences** in propensity to commit crimes

## General Personality and Social Psychological Perspective on Criminal Conduct

- Established **risk factors** : antisocial cognition, antisocial associates, a history of antisocial
- Behaviors, and features of antisocial personality (e.g., impulsivity, poor problem solving, hostility and callousness).

## Personal Interpersonal Community - Reinforcement Perspective

- Criminal behavior is **acquired and maintained** through a combination of operant and classical conditioning, and observational learning

# Good Lives Model (GLM)

## Humanistic and Strength-Based approach

The need to **balance between public interests and the best interests** (wellbeing) of the offenders

It draws on an understanding of what is most important to them **to motivate them to live a good or better life.**

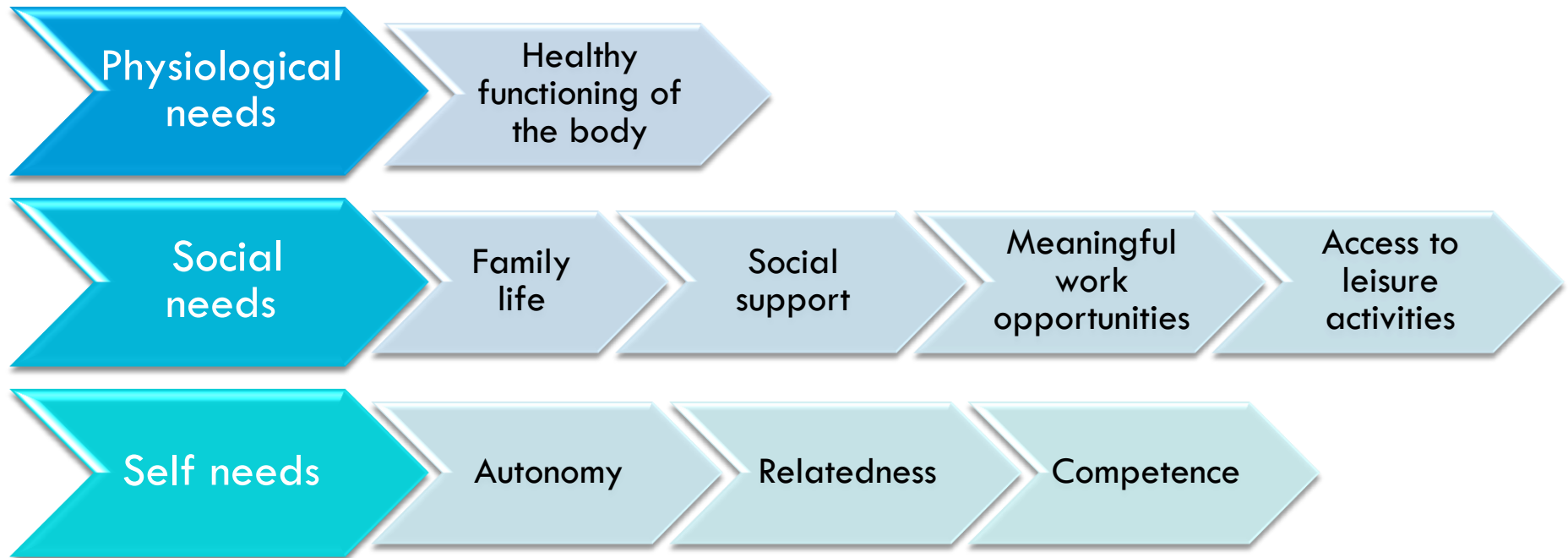


Focuses **on promoting individuals' personal goals** while reducing and managing their risk for future offending

All human beings have **similar goals** in life (relationships, agency, happiness)

Equip offenders with the **capabilities and resources** to obtain their goals in socially acceptable ways.

# Wellbeing



# Wellbeing → Rehabilitation Goals

- Cognitive skills
- Values that support prosocial behaviors
- Social and intimacy skills
- Empathy of others
- Competencies in vocation
- Education and Recreation
- Motivation to lead good lives

# Paradigm Shift

## Old

- ❑ Society will be safer if the youth be put in the confinement.
- ❑ Confinement is a punishment which help deter future offence
- ❑ The punishment is finished when the sentence period is finished
- ❑ When the youth graduate from the institution they are ready to start a new and positive way of living

## New

- ❑ Residential placement is not the main goal but the opportunity for a new beginning
- ❑ Social capital must be developed since the youth is in the institution
- ❑ Training should be provided to the youth in community more than in the institution
- ❑ Youth need continuation of support and supervision after being released
- ❑ Society will be safer if the youth receive a chance to develop and grow



# What have we learned in the past 10 years?

There has been increased use of evidence-based programs.



Therapeutic (skills-building and mentoring) approach is more effective than control or deterrence philosophy



Comprehensive and continuum of services are the keys to effective reintegration for youth



The problem is not lack of knowledge of what works, but rather translating that knowledge into practice

# Individualized and Uninterrupted Tailor – Made Routing Intervention Programs for Juveniles

A 3-year action-research project (2013-2016)

Aims to develop a system, guidelines, and procedures for juveniles' intervention with emphasis on comprehensive and continuum of the services

Gives equal amount of care to rehabilitation in the institution and in the community and increases linkages with agencies and individuals in community

# Individualized and Uninterrupted Tailor – Made Routing Intervention Programs for Juveniles

Assessment and  
Classification for  
Treatment

Tailor Made for  
Each Juvenile

Comprehensive and  
Integral Approach  
of Areas of Special  
Attention

Intensive Personal  
Guidance  
(Individual Routing  
Counselor: IRC)

Family and  
Community  
Collaboration



# Uninterrupted Tailor-Made Routing Program for Youth

**Holistic approaches balance wellbeing and life skills by addressing 5 domains:**

- **1. Education/Work:** provide opportunity for jobs and increase their cognitive, social, and practical skills for employment and education.
- **2. Housing:** ensure living arrangements and an appropriate place to live.
- **3. Peers:** reduce negative influences.
- **4. Leisure time:** encourage participation in productive and healthy leisure-time activities.
- **5. Social Network:** assist the youths to restore, create, and develop social networks and positive relationships with family and other people in their community.

# Individual Routing Counselor: IRC

## Roles

- ❑ Counselor
- ❑ Manager
- ❑ Advocate
- ❑ 1 IRC per 15 youths



## Knowledge & Skills

- ❑ Adolescent development
- ❑ Risks & Needs Responsivity
- ❑ Counseling
- ❑ CBT (Motivational interviewing)
- ❑ Collaborative Work
- ❑ Resources in the community
  - ▣ Availability of education and work opportunities
  - ▣ Child welfare services

Image from  
<http://www.frostburg.edu/fsu/assets/Image/Counseling/crossroad%20sign.jpg>

# Main Indicators



**No recidivism** within 1 year after release from JTS and another year after finishing the program

**Remain working and/or studying** after release  
(Life Skills, Employment, Education, Housing, Leisure Time/Peers, Social Network)

# 75 Youth Participating in the Program

## □ Level of difficulties

- A = 0
- B = 28 %
- C = 42 %
- D = 20 %

## □ Types of Offences

- 51 % Drugs related
- 21 % Theft and burglary
- 15 % Sexual related
- 13 % Life and Physical



# Outcomes



## □ Area of improvement

- 98 % Work
- 75 % School
- 96 % Housing
- 92 % Leisure time

## □ Engagement

- 58 % Work
- 27 % School & Work
- 6 % School
- 5 % Soldier
- 3 % Soldier and School
- 1 % Monk

- Re-arrest Rate is 14.6 % (Comparing to 25.68 % nation wide)
- All of the recidivate cases are drugs (amphetamine) abused and/or possession



# Final Thoughts

- What do youth need to desist from crime?
  - ▣ Education?
  - ▣ Employment?
  - ▣ Positive peers?
  - ▣ Opportunity to be successful?
  - ▣ Comprehensive and continuation of services in their own homes and community
  - ▣ Someone who is really care and be there at the transitional period to help them achieve their life goals
  - ▣ “Changing human behavior, the system may play a part in it. But actually, to change behavior you must change from within. We must help the individual to realize that one needs to change, like awakening”



# Thank you for your kind attention

**Transforming the lives of juveniles through raising  
the standards of practice.**

**Justice for Our Youth: The JOY Project**



# References

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