



Recidivism Reduction Services (RRS) Program

INFORMATIONAL SESSION

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INFORMATIONAL SESSION



Why are we here?

1. What is the RRS Program?
2. What is MRT?
3. What is ROPT?
4. Who is eligible?
5. Who is not eligible?

What is Moral Reconciliation Therapy?



MRT was designed specifically for justice involved population by Dr. Gregory Little & Dr. Kenneth Robinson.



It is a cognitive-behavioral treatment system. It was designed to promote positive self-image and identity to help clients learn positive social behaviors and beliefs and to begin to make their own decisions from higher levels of moral judgment.



It is a systematic treatment system, which employs active group participation, written exercises and homework.



MRT was selected in 2008 for inclusion on the (NREPP) National Registry of Evidence-based Programs and Practices sponsored by SAMHSA (Substance Abuse and Mental Health Services Administration).

But what does Moral Reconation Therapy (literally) MEAN?!

Rene Descartes (French philosopher 1596-1650) coined the term “conation,” which refers to the mind, body, and spirit joining together to drive decision-making.

“Re” means to change.

“Reconation” means changing the way that someone makes their decisions.

“Moral” refers to Kohlberg’s Theory of Moral Reasoning.

Reasoning Behind MRT:



If a justice involved individual level of moral reasoning could be raised, it would reduce the likelihood of the person re-offending



If moral reasoning changed, the behavior would change

Step 1 of MRT® requires an honest self-assessment from clients and focuses on denial and honesty. Step 1 in MRT® begins the process of directly confronting attitudes, beliefs, decision-making process, and behaviors. In Step 1 clients essentially perform a personality, attitude, and values inventory. Based upon objective criteria set out in the MRT® workbook, counselors determine the passage of clients' exercises and steps.

Learning objectives:

1. To begin to understand that they've had choices
2. To articulate where they are today
3. To begin learning how to better present themselves to others
4. To know that they can't reach their potential without being honest with self and others.

Step 2 also requires successful completion of group exercises and focuses upon the development of trust. This is essential to beginning the process of values clarification and changing thinking and behavior.

Learning objectives:

1. To begin to understand what trust is (willingness to share things they don't normally share)
2. Identify things that they believe will lead them to happiness
3. Begin to identify unique gifts

Step 3 requires that clients demonstrate acceptance by conformity to the rules, regulations, and requirements imposed upon them including the rules of the program. This affords participants the opportunity to learn and practice prosocial behaviors.

Learning objectives:

1. Accepting that there are rules for each circumstance of life
2. Accept the things they can't control
3. Identify difference between a want and a need
4. Facilitate acceptance of constructive criticism

Step 4 is an extensive inventory of the specific elements that make up a client's life and raises awareness of self and one's interpersonal relationships. The written assessments generated in this step are discussed at length with the counselor. The client's cognitive skills are addressed in the initial four steps.

Learning objectives:

1. Identify how they spend their time
2. Identify all of the elements in their life
3. To realize the amount of time they spend on what's most important to them

Step 5 is a continuation of raising awareness of self begun in the prior step. In Step 5, however, clients focus upon the damage that their behavior has caused in their relationships with others. Family dynamics, fostering positive relationships, eliminating negative relationships, and corrective planning are all included in this step.

Learning objectives:

1. To begin to understand that there is a connection between the events in their life and that the best times are often under their control and represented gains in their lives
2. To increase their awareness of their interpersonal relationships
3. Identify all of the important relationships in their life
4. Development of a plan to heal damaged relationships

Step 6 requires clients to help others with nothing in return as well as have discussions with one another. Appropriate leisure activities, interpersonal skills, and development of prosocial attitudes and behavior is addressed in this step.

Learning objectives:

1. Help to identify personal characteristics that they value and may be insecure about
2. To have them spend time talking with others to interact with peers and discover they are not unique
3. Begin to be a positive force in the world and know the good feeling that they can experience by doing something for someone without getting anything in return

Step 7 requires clients to form sets of goals. These are sets of both long-term (10 and 5 years) and short-term (one-year) goals. This helps foster delay of gratification of expectations as well as helping clients feel more in charge of their lives. Changing one's negative identity is a major focus of this step.

Learning objectives:

1. Begin to focus on goals by identifying plans in finite terms
2. Begin to set long term and short-term goals
3. Identify the key factors needed to evaluate the suitability of goals

Step 8 requires that clients meet the deadlines of their goals earlier established. Clients make plans to appropriately complete personal goals and develop self-reliance while making firmer appropriate commitments.

Learning objectives:

1. Challenge clients' faulty beliefs with reality statements
2. Begin to identify practical methods required to attain their goals
3. Require careful planning with specific action plans with timeframes

Step 9 requires that clients continue to help others and find new, appropriate hobbies and interests for their leisure time (as in Step 6). This continues the behavioral rehearsal and practice necessary to form true and lasting prosocial skills.

Learning objectives:

1. To remind them what it feels like to help others with nothing in return
2. To remind them of how far they have come in this program
3. Continue to pursue and adjust goals

Step 10 requires a moral assessment of the elements comprising the client's life and assists participants in learning to understand and cope with the challenges on meeting goals. This increases the participant's ability to make appropriate decisions and judgments while again addressing and targeting inappropriate thought processes.

Learning objectives:

1. To examine changes in their life since step 4
2. Morally assess their life in order to identify problem areas
3. Reexamination of what they value

Step 11 requires clients to revise a plan to work on normalizing familial relationships in their life and form an appropriate social support structure in their lives. This step focuses on resolving conflict appropriately, committing to appropriate family and personal relationships, reexamining values, and completing a final testimony.

Learning objectives:

1. Continuation of the process of development of their plan to heal damaged relationships
2. Reinforcement of the commitment to ethical behavior by them
3. Reevaluation of relationships and how they can be most productive in overall achievement of life's goals for them
4. Importance of relationships to overall happiness in life
5. Summarize and demonstrate an understanding of what they have learned through a final testimony

Step 12 requires clients to form a new set of goals. This step requires an understanding of the need for continued efforts.

Learning objectives:

1. Focus on the relationship between their goal achievement and happiness
2. Setting moral goals for themselves

Let's talk about who RRS is
designed for:

Justice Involved Individuals

Who is the ideal RRS client?



- Has at least 5 months of supervision remaining
- Supervision Level 1, 2, or 3
- Supervision Level 4 and 5 with a court order
- Intermediate/High Risk
- SRG population
- 90-96 cases
- Stabilized substance use & mental health

Ineligible individuals...

- DWI cases (if convicted prior to December 2024)
- Sex Offenders (unless it's a specific SO Group)
- Clients below 6th grade reading level
- Clinical Assessment warrants a Higher Level of Care (Intensive Outpatient Treatment-IOP, Residential Treatment –DART, Black Mountain, Detox, etc.).

Referring to MRT lightens the load for the Probation Officers and helps the people we serve! The clients have 1-2x per week contact in groups and work on correcting their criminogenic behaviors.

Once stabilized substance use & mental health, offenders can be reassessed for admission into the RRS Program.

General Information about ROP (Regular Outpatient Substance Abuse Treatment)

Regular Outpatient Treatment (ROP) is designed as a structured face-to-face therapeutic intervention to provide support and guidance in preventing, overcoming or managing identified needs on the treatment plan to aid with improving level of functioning, increasing coping abilities or skills, or sustaining a successful level of functioning on an outpatient basis. ROP will implement TCU Mapping-Enhanced Counseling which uses Motivational Interviewing techniques to facilitate group process to measure risks, needs and client progress over time. TCU Mapping-Enhanced Counseling group's uses focused, time-limited strategies for engaging clients in discussions and activities on important recovery topics.

Characteristics of Cognitive- Behavioral Treatment Strategies

1. CBT approaches are based on scientific learning principles
2. CBT approaches focus on changing how a client thinks and acts
 - The focus is on beliefs and behavior rather than feelings. Research clearly shows that approaches that focus on individual feelings often increase recidivism and, at best, have no effect on recidivism
3. CBT interventions obviously and directly relate to the client's difficulties and problems
 - CBT practitioners deal with the clients' actual behavior and problems rather than looking for symptoms and early-life problems that the counselor wants to find and attempt to treat

Characteristics of Cognitive- Behavioral Treatment Strategies

4. CBT approaches are systematic
 - MRT and other CBT methods are done in a prescribed sequence of interventions, in a prescribed manner, at a prescribed time, and in a prescribed order
5. CBT approaches are relatively short-term
 - Some problems are addressed in 6 sessions; MRT typically takes 16-24 group sessions to complete
6. CBT approaches represent a blend of active client exercises, homework and active skills development
 - MRT stresses the active components of treatment rather than sitting and talking, which is passive.

These wrap around services are intended to aid the justice involved in maintaining compliance

Employment services shall assist justice involved individuals with community-based opportunities for job readiness. Employment services include but are not limited to: Human Resource Development (HRD), NC Works, Job Development or Vocational Training, etc. At a minimum, an employment class is preferred such as interviewing skills, how to complete a resume, how to access the internet, etc.

Education services shall include referral to Adult Basic Education, High School equivalency, English as a Second Language, and/or Adult High School to obtain knowledge and skills for employment, continuing educational attainment, and self-sufficiency. Vocational services can include assistance with veteran services and/or referral to training services, counseling, vocational rehabilitation in order to help them become independent and job ready.

Health/Nutrition Education services should provide healthy living classes designed to both educate and offer the skills necessary for life application in areas such as nutrition/weight management, stress management, health education, and general wellness. Can also include a referral to Vocational Rehabilitation services.

Family counseling services typically consists of psychological interventions that help family members improve communication and resolve conflicts and can be completed in an individual or a group setting. This may include making a referral to Family Services to address any trauma situations, etc.

Parenting class services include a focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones



Question & Answer

What questions do you have?
