

Responsivity Principle In the RNR Model

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Overview of the RNR Model

Risk (Who)	Intensity of treatment intervention should be matched to risk level of offenders. Higher-risk offenders require higher intensity of intervention
Needs (What)	Criminogenic needs (i.e. antisocial attitudes, peers, and personality pattern, family/marital, education/employment, leisure activities, and substance use) are related to reoffending and serve as targets of intervention
Responsivity (How)	The responsivity principle provides an understanding of how rehabilitation can be best delivered

Why is RESPONSIVITY important?

Responsivity affects offenders' receptivity to treatment programs.

This then impacts the effectiveness of treatment programs and extent to which recidivism can be reduced.

In application, the responsivity principle allows us to **tailor to clients' needs** and provide them with an **engaging learning environment** for optimal treatment.

Outcomes of Responsivity



A responsive environment is one that is **collaborative**.

This can be achieved by focusing on:

- 1 Relationship between staff and offender
- 2 Targeting treatment readiness and motivation to change



The Research Brief is intended to communicate research findings conducted in SPS and promote the use of research to inform policy and practice.

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Three Types of Responsivity

1. SYSTEMIC RESPONSIVITY

Refers to having an **array of programming available** that matches the risk-need profile of individual offenders.

Required to improve treatment matching.



Relevance:

Prisons Management

Perform gap analyses to assess if program demand meets supply to ensure appropriate programming is in place to address configuration of risk and needs profile of offender population.

2. GENERAL RESPONSIVITY

Refers to the style and structure of programs and delivery modes.

Models involving **social learning** and **cognitive-behavioural principles** are found to be most effective.



Relevance: Policy Makers and Programme Developers

Advocate for rehabilitative-conducive environment, based on general responsivity principles, that facilitates offenders' commitment to change.

The environment should exist in both institutions and treatment programs.

3. SPECIFIC RESPONSIVITY

Refers to tailoring the intervention to consider **individual-level factors** that affect offender's response to rehabilitation.

This includes both internal (offender characteristics) and external (e.g. program setting) factors. Examples include motivation, mental health, housing and financial stability.



Relevance: Frontline Staff

Specific responsivity operates at the individual level.

Frontline staff would need to understand how offenders' characteristics affect their ability to learn, and how best to create a conducive learning environment for each of them.

How Responsivity can be Measured

Recidivism rate serves only as a secondary measurement of responsivity. Since responsivity is about increasing offenders' receptivity to programs, the focus of responsivity measurement would be on the presence of a **responsive learning environment**. This is indicated by:

Client Engagement

Attitudinal or behavioural indicators such as attendance, attrition rates, and participation in program activities

Amount of Learning

Measured by recall of materials and utilisation of skills learnt

Recommended Reading

Taxman, F. S. (2014). Second Generation of RNR: The importance of systemic responsivity in expanding core principles of responsivity. *Fed. Probation*, 78, 32.

Content of the brief is based on literature review conducted by Rehabilitation Evaluation Branch. This brief was prepared by Delia Poh and Yvonne Kirk. For more information, please contact Yvonne, Yvonne_kirk@pris.gov.sg