



**MONASH** University  
Accident Research Centre

# Enhancing offender programs to address recidivism

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Presented by: **Ms Chris Harrison**

Australasian Road Safety Conference, October 2015



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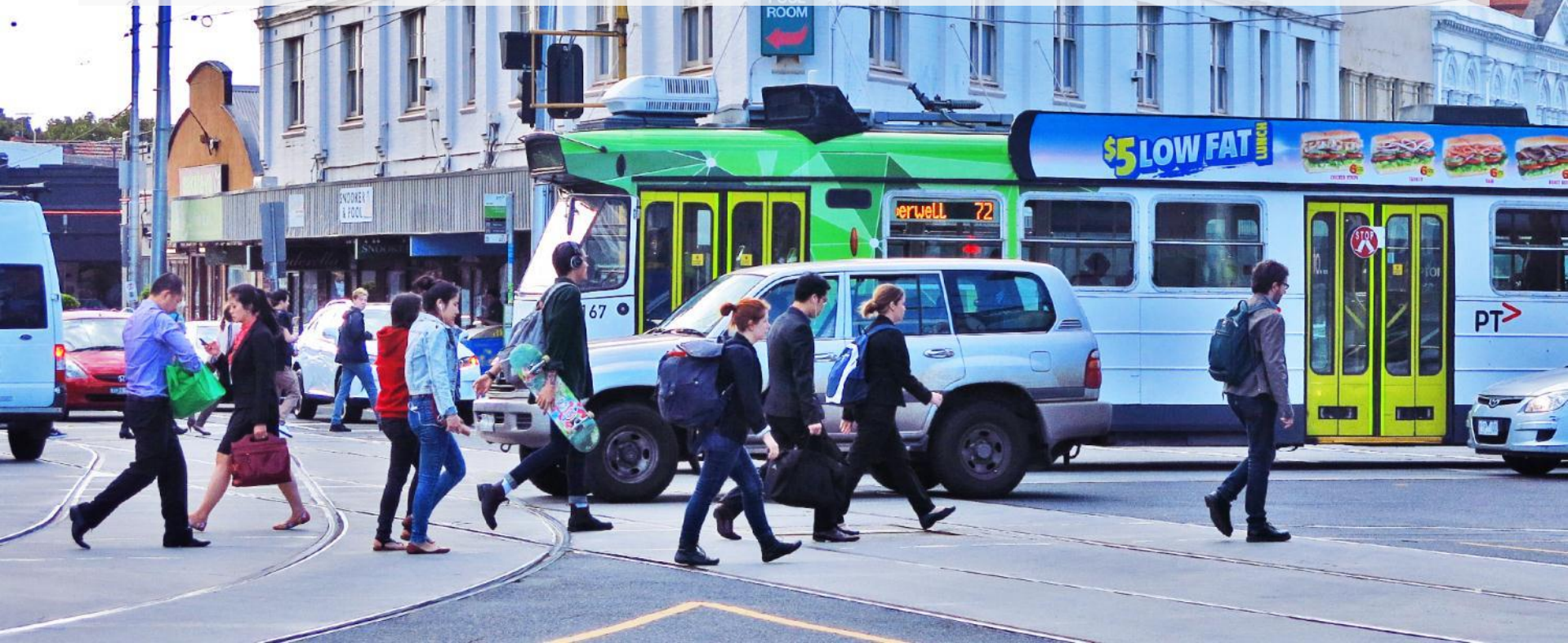


**Working in  
collaboration –  
education and  
enforcement**

**Greater positive  
changes in  
prevalence and  
recidivism**



# Comparing two road safety programs with best practice





A photograph of a road sign on a paved road. The sign is a diamond-shaped orange sign with a black arrow pointing right and then up, indicating a right turn. Below it is a rectangular yellow sign with the number '35' and 'km/h' below it. The road is paved and has a white line on the right side. There are trees and a clear blue sky in the background.

**This project involved two phases:**

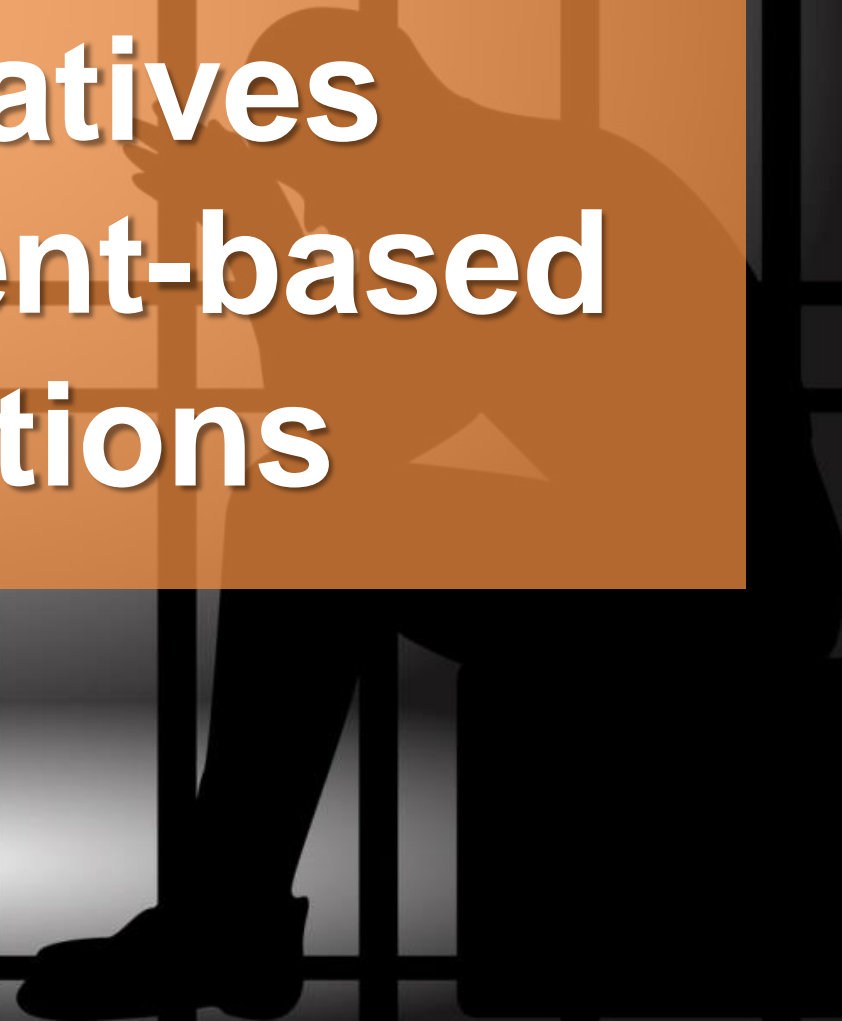
- **A review of the literature**
- **A comparison of best practices**

# Limitations of existing evaluations

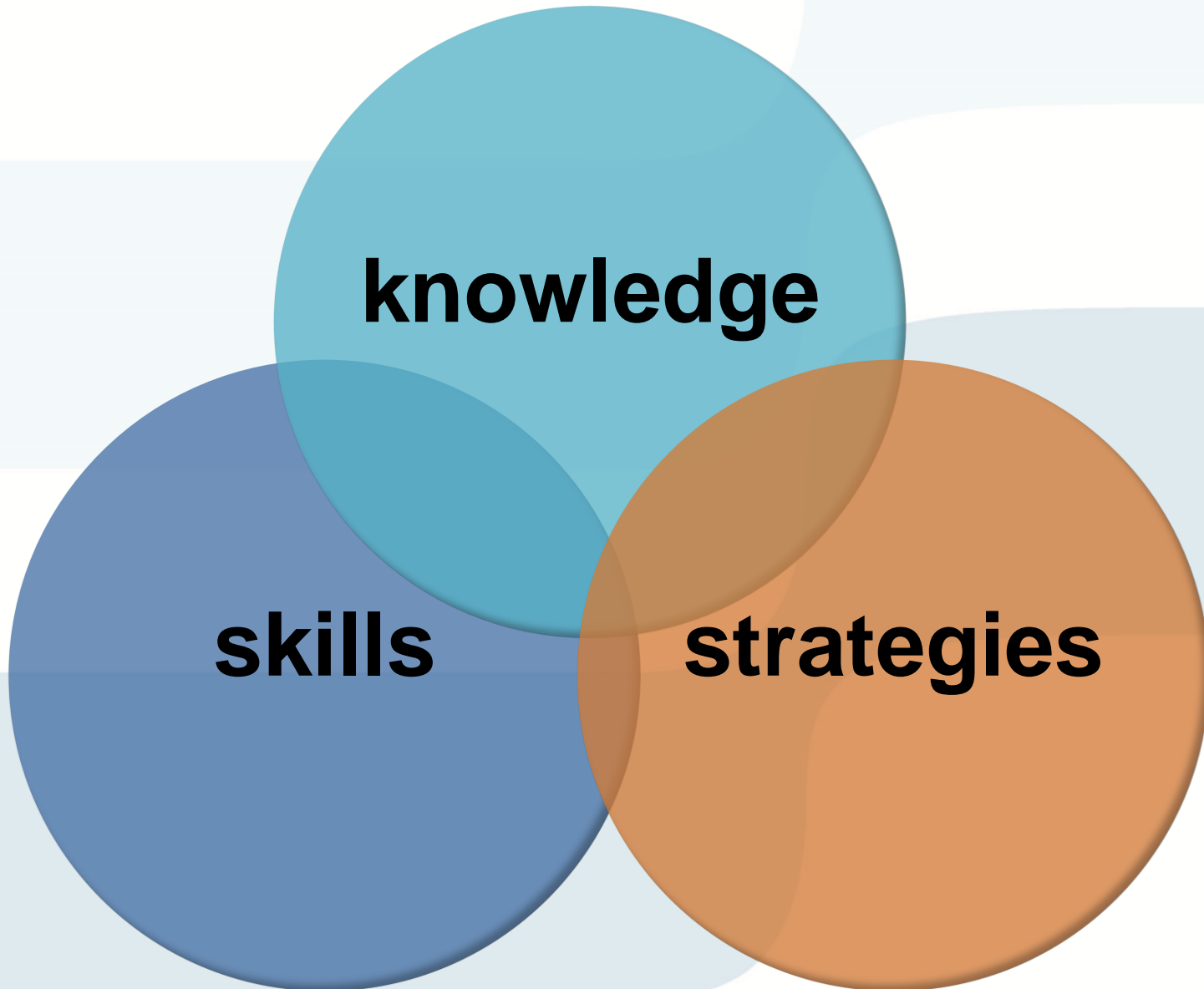
- Few evaluations conducted
  - > costly to conduct
  - > no longitudinal studies identified
- Methodological limitations
  - > outcome measure typically based on crash or recidivism rates
  - > challenges in accessing data



**Initially evolved  
as alternatives  
to punishment-based  
interventions**



# The focus within road safety



# Evaluations have shown

- Reductions in violations
- Longer programs having longest effect
- Short education program can assist in motivation for change

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**Sanctions and education  
work better together**



# Best practice traffic offender programs

- Theoretically based
- Target group characteristics
- Key messages
- Participant engagement
- Optimal program content
- Program facilitators and presenters

# A snapshot



- **Commitment to engage in official licensing process and legislation**
- **Reduce risk of further offending**
- **Understanding impact on self and others**
- **Reduce road trauma**



## **Program's designed to**

- **Confronting and evaluating participants' belief systems**
- **Shifting from blame to choice**
- **Assisting participants in identifying and managing precursors to offending**
- **Emergency Service accounts**
- **Practical activities**
- **Volunteer personal stories**
- **Peer discussion and problem solving**



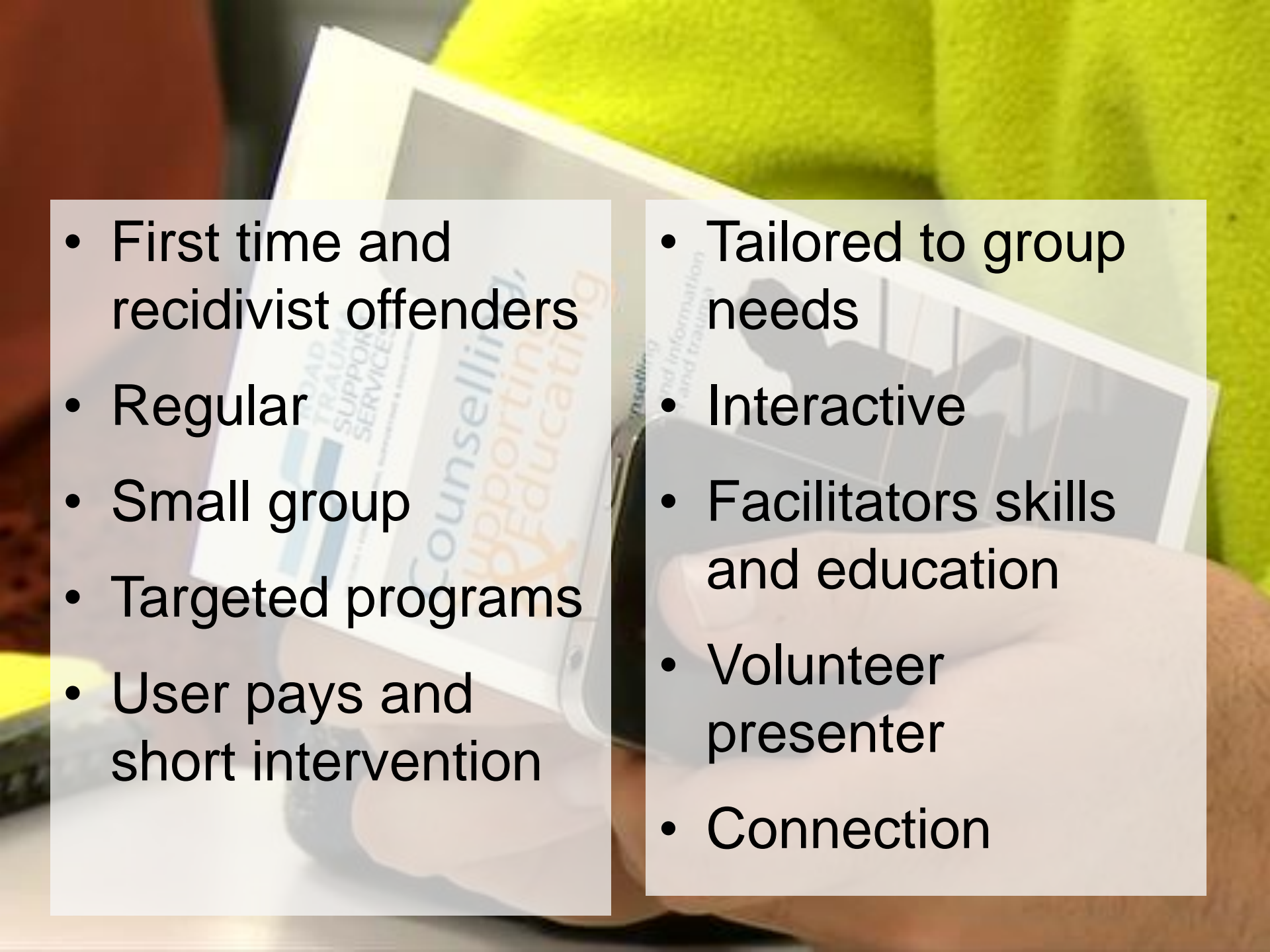
**Restorative justice principles**

**Three psychological models**

- Narrative discourse
- Experiential learning
- Cognitive behavioural therapy

**Process of education, reflection  
and prevention**



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- First time and recidivist offenders
  - Regular
  - Small group
  - Targeted programs
  - User pays and short intervention

- Tailored to group needs
- Interactive
- Facilitators skills and education
- Volunteer presenter
- Connection

- 
- Generally met best good practice requirements

- Recommendations for enhancement
  - Therapeutic approach additions
  - Target group considerations
  - Additions to program content
  - Key messages
  - Appropriate and measurable variables
  - Evaluation long-term





- **Cost effective**
- **Exploration of risks**
- **Alternatives**
- **Complement existing enforcement**
- **Collaborative approach**

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A child wearing a dinosaur-patterned cap and a tie-dye shirt is being carried by an adult. The adult is wearing a white t-shirt with a road safety message. The background is a blurred crowd of people.

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Shine a light on Road Safety