Advancing Uptake of EBPs through Sound Organizational Change Processes

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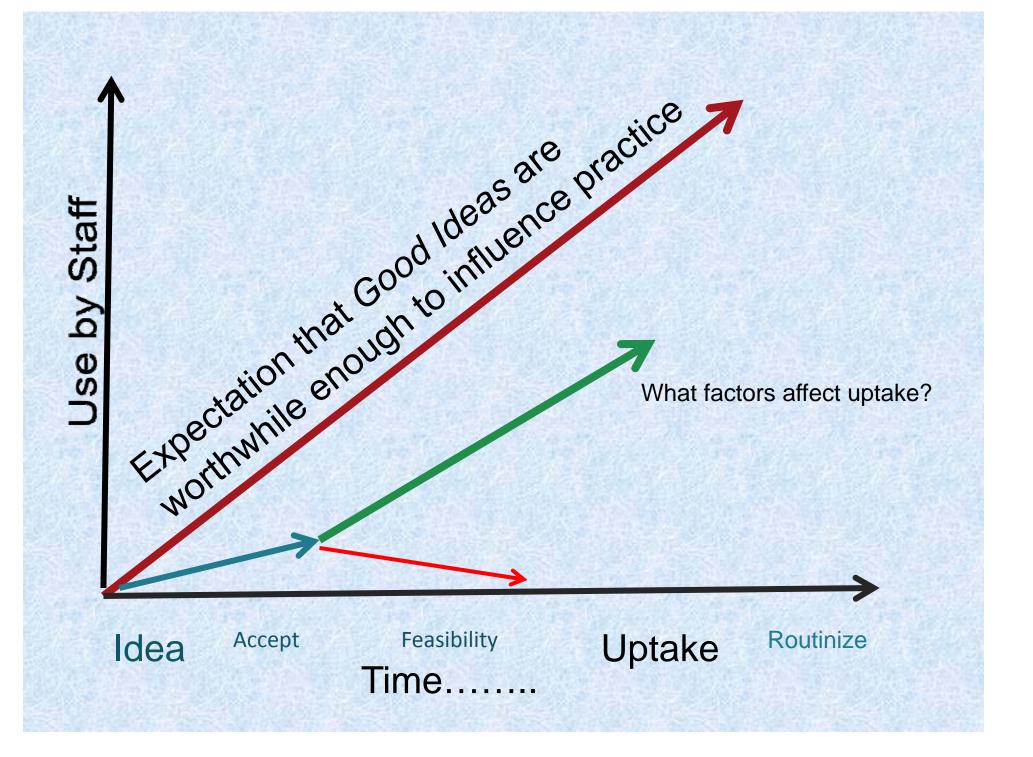
> Center for Advancing Correctional Excellence! http://gemini.gmu.edu/ebct



Uptake of EBPS in CJS



The long and winding road





Setting

Adult Prison

The Challenge: Adopting EBPs

The Greater Challenge: Implementation

Less than 1/3 adopted

Mean EBPs

Adopted

5.6

Standardized risk assessment

Standardized substance abuse assessment

Addressing co-occurring disorders

Treatment duration of 90 days or longer

Comprehensive Services

Use of therapeutic community/CBT

Continuing care or aftercare

Use of graduated sanctions and incentives

Systems integration

Use of drug testing in treatment

Use of techniques to engage and retain clients in treatment

Assessment of treatment outcomes

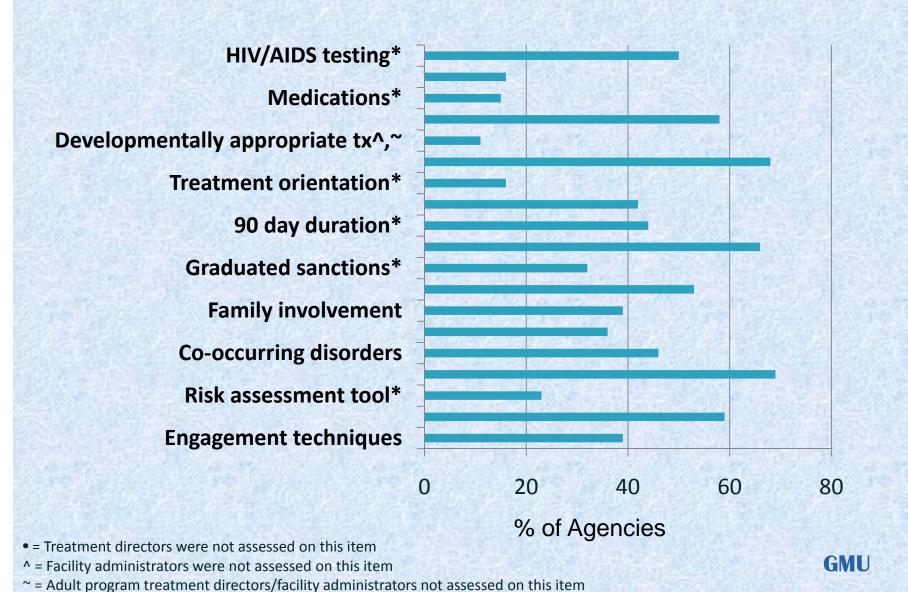
Family involvement in treatment

Availability of qualified treatment staff

Developmentally appropriate treatment

Adult Jail 3.9 Adult CC 5 Juvenile Res. 5.7 Juvenile CC 4.8 Drug Court 5.6

% of Respondents Providing EBPs



Should Screen for...

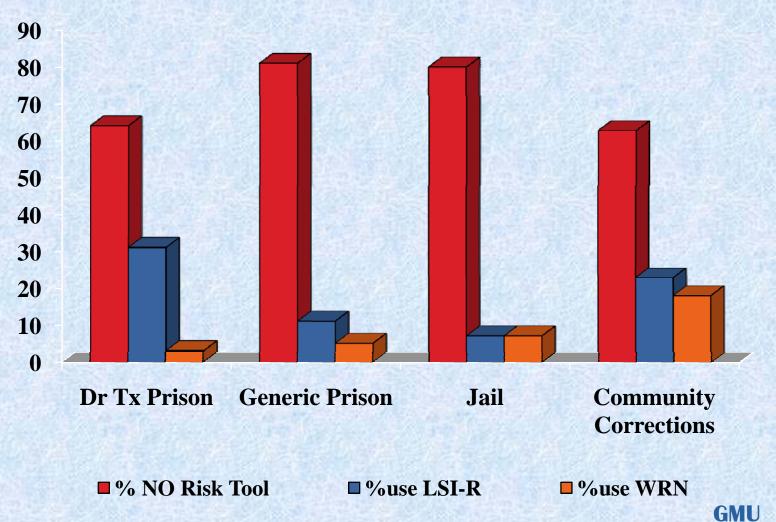
Criminal Justice Risk

- Actuarial based Models
- Historically used to determine sanction
- Main Factors
 - Age of first arrest
 - Number of arrests and/or convictions
 - Number of failed attempts on probation (or parole)
 - Number of incarcerations
 - Number of escapes
 - Substance Abuse
- Main Tools:
 - Composite Score of Criminal History
 - Wisconsin Risk/Needs**
 - Level of Service Inventory
 - Other Tools (Specialized)

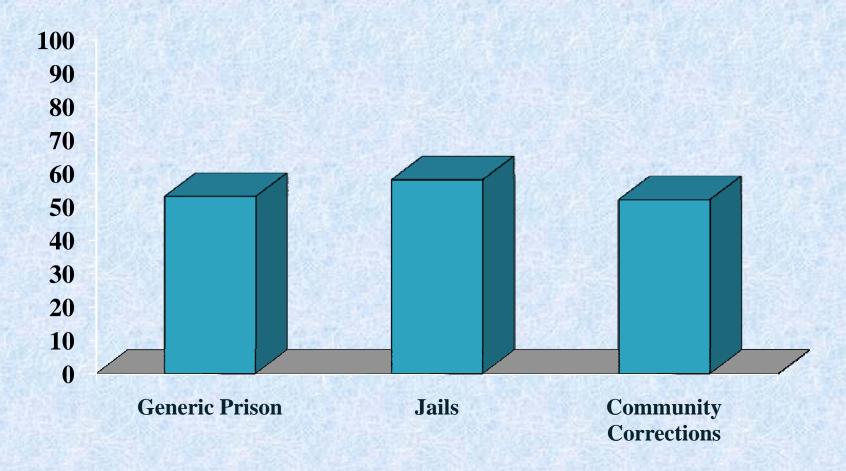
Substance Abuse

- Screen for SA Problem (Based on DSM-IV)
- Triage Method
- In CJ, used to refer to clinical assessment
- Many tools exist:
 - CSAT's SSI
 - ASI**
- Co-Occurring Disorders

Actuarial Risk Tools: Few In Place



Standardized SA Tool is More Prevalent

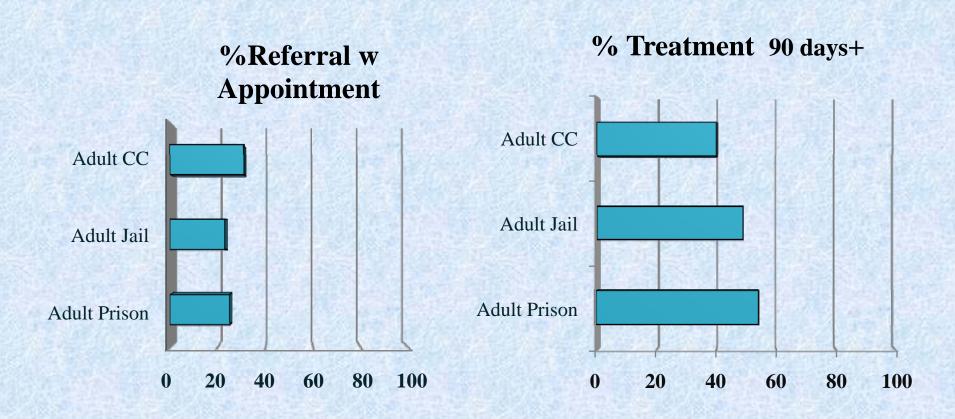


Dr Tx Prison: ASI (55%), TCUDS-II (39%)/Generic Prison: SASSI (39%), TCUDS-II or ASI (33%)/Jail: ASI (58%), MAST (29%)/State Comm Corr: SASSI (58%), ASI

(47%)/Local Comm Corr: SASSI (46%), ASI (43%)

Chi-Square=17.8, p<.01 for Use of SA Tool by setting

Tx Practices in "Practices"



% Administrators Reporting Facility Use

 20% report the use of Cognitive Behavioral Treatments; few use manuals

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The long and winding road

Training for organizational change

- ➤ One session is ineffective-less than 10 percent uptake on knowledge, even less utilization
- Knowledge will not lead to utilization
- > A mental model of the "vision" increases utilization
- > Training methods (see meta-analysis by Agunisis & Kraiger, 2009)
 - Most effective "training programs" involve cognitive and interpersonal skills, followed by psychomotor skills or tasks
 - Training focused on mental models (conceptual) with rehearsal of tasks increases declarative knowledge and task performance
 - Training should include declarative knowledge
 ("what", facts, meaning of terms), procedural
 knowledge ("how"), strategic knowledge (when to apply the technique)

Transfer...the problem

- ➤ Transfer methods allows for "generalized to the job context and maintained over a period of time " (Baldwin & Ford, 1988:63).
 - Individual Level Characteristics: motivation to transfer, perceived utility/value, anxiety, self-efficacy, organizational commitment
 - Training and Transfer Methods: clear goals and objectives in the materials that are job specific, establish proximal goals for utilization of training materials, designs focused on feedback, reinforcement and remediation, overlearning (i.e., repeated practice)
 - Environment: supportative climate, social network support (peers and colleagues), opportunities to use new knowledge/skills
- Failure to get management support undermines adoption and implementation
- ➤ Lacks of mental model/conceptual framework reduces success: RNR principles is a conceptual model

Overall agencies will keep with old familiar models unless they are challenged to move ahead

Technical Assistance Efforts in USA

- ➤ Model 1: Let the agency request based on their needs
- ➤ Model 2: Have one "declarative **knowledge** event" followed by agency-requested assistance
- ➤ Model 3: Drug Court Model
 - ➤ Funding Stream: Plan—Implement—Enhance
 - > Core Sanctions and Incentive Curriculum (NADCP)
- ➤ Model 4: NIC Model (evolving)
 - > Select Sites
 - > Focus on organizational development/benchmarks; long term

Most models lack well-defined skill building components, mental model, or transfer applications

What Matters in Adoption of EBPS?

Overview of NCJTP Findings

Qualities of Leaders

- 1. Community **Setting**
- 2 Administrator:
- •Human Services
- Increased Knowledge of **EBPs**
- •Supports Rehabilitation
- •Pursue Reforms from Clinical Perspective
- 3. State Executive **Support** (even for county)

Organizational Culture & Climate

Learning

Performance

Emphasis Quality

Tx

State Support*

Training Resources

Secure Physical Facilities

Internal Support

Training

Resources

Network Connections

Integration

Friedmann, Taxman, & Henderson, 2007: Henderson,

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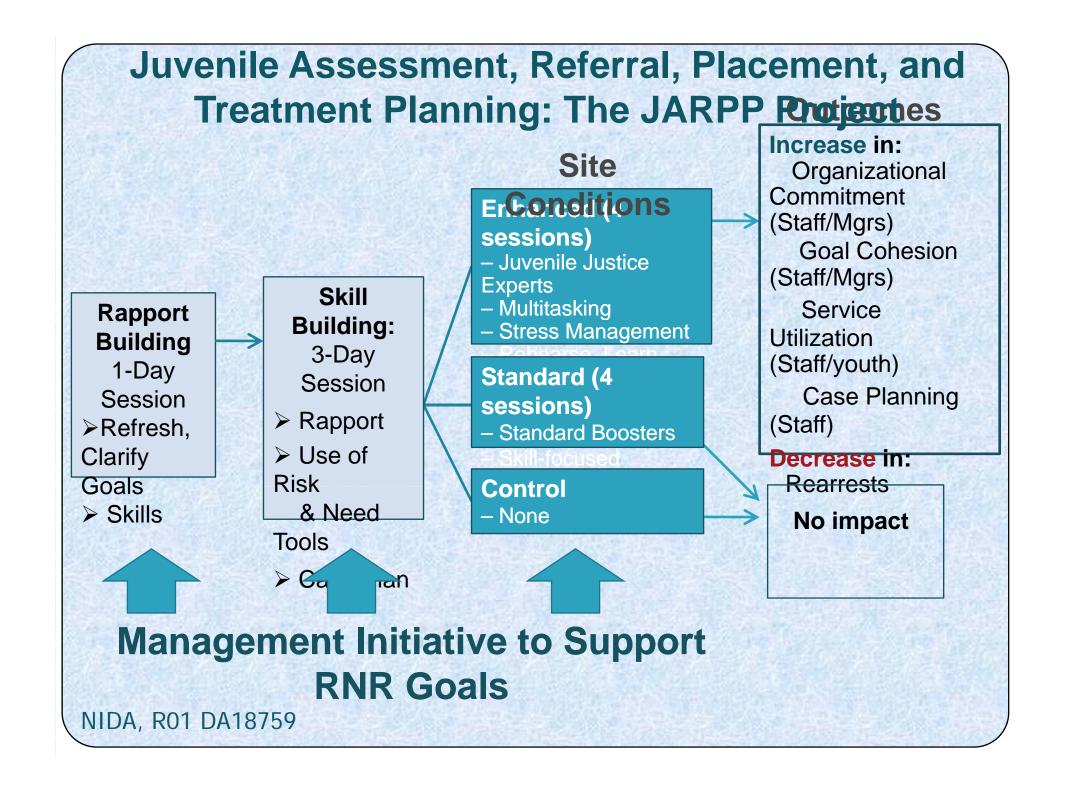
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What does it take for caseworkers to: 1) develop a case plan based on the risk of an individual and their criminogenic needs? 2) to refer/place the person in appropriate services and use appropriate controls?



Enhanced key components

- Juvenile Justice Specialists: Create in-house experts on techniques and application
- Booster Sessions were focused on combination of applied skills and case conferencing
- Social networks where consultant had monthly phone sessions, easy access; quarterly meetings
- Address time management, multitasking, reconcile agency priorities
- Focus on value clarification and organizational commitment

What type of role should the probation officer have in their use of risk and needs assessment to manage offenders in the community?

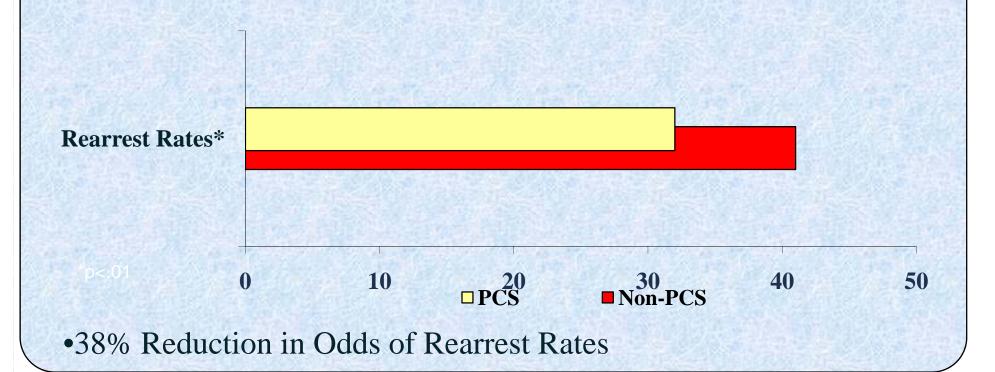
Behavioral Management Strategies in Supervision

- Unclear rules
- Discretionary procedures
- CJ Procedures
- Focus on Conditions, not goals
- Outlaw person.

- Deportment/Respect
 - Office Decorum
 - Citizen persona
- Social Learning Model
 - Mutually Develop Plan Tied to Criminogenic Traits
 - Feedback on Risk/Need,
 Supervision Plan, Progress
 - Focus on Prosocial Networks
 - Tie to Stages of Supervision
 - Positive Reinforcers
- Clarify Expectations for Success

Behavorial Management Strategies

- ✓ Reduced Recidivism
- √ Reduced Technical Violations
- ✓Increased Access to Treatment
- ✓ Increased Retention in Treatment



What did we do in MD PCS project?

Model: Declarative Knowledge intertwined with Procedural Knowledge and Skills, followed by job-specific rehearsal, overlearning, and organizational support

Phase 1:

- Design the PCS Model (Mental Model with Proximal Goals)
- Market the PCS Model in the Agency (Leadership, Team, Supervisors)
- Learn MI modified for Probation Environment
- Practice
- Have Supervisors Measure Skills (QCS)

Phase 2:

- Learn Risk, Need, Responsivity (mental model)
- Learn and Practice Level of Service Inventory-R (over learning)
- Learn and Practice Case Planning (over learning)
- "Book Club" (reinforcement)
- Measure Outcomes of Case Plans (proximal)
- Continued Organizational Development
 - Train Supervisors in Coaching Skills
 - Conferences, Meetings, etc.

Organizational Change Processes

Social Structure/Peer
Support/Internal Coaches/Fidelity and
Adherence

Procedures/Processes/
Refine Practice

Knowledge Social Messages

Transforming the Field

- Political and Management Support of the New Concept:
 Make sure leadership supports in spirit the new concept
- Mental Models based on Conceptual Framework: Build a picture of how EBPs will improve operations; work on the same foundation of a vision for the field
- Reinforce Clinical Orientation: a focus on more clinical aspects improves uptake (Henderson, Oser & Taxman, 2009) (culture and values)
- Enhance staff "soft skills" in job: use reinforcement tools
- Focus on strategic transfer where structured after training experiences reinforce the mental models
- Build internal coaches and expertise

Reference

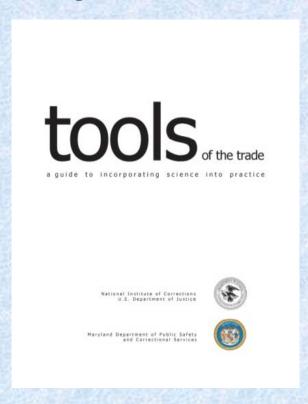
White Paper on Change

Technology Transfer of
Evidence-based Practice in
Substance Abuse
Treatment in Community
Corrections Settings: A
White Paper

Steven Belenko, Faye Taxman, & Harry Wexler

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Change Process



http://www.nicic.org/Library/020095