

JARPP & Organizational Functioning

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**Joint Meeting on Adolescent Treatment Effectiveness
Baltimore, MD | December 14, 2010**

Funded by NIDA R01 DA18759

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What we know



about training

Training and technical assistance

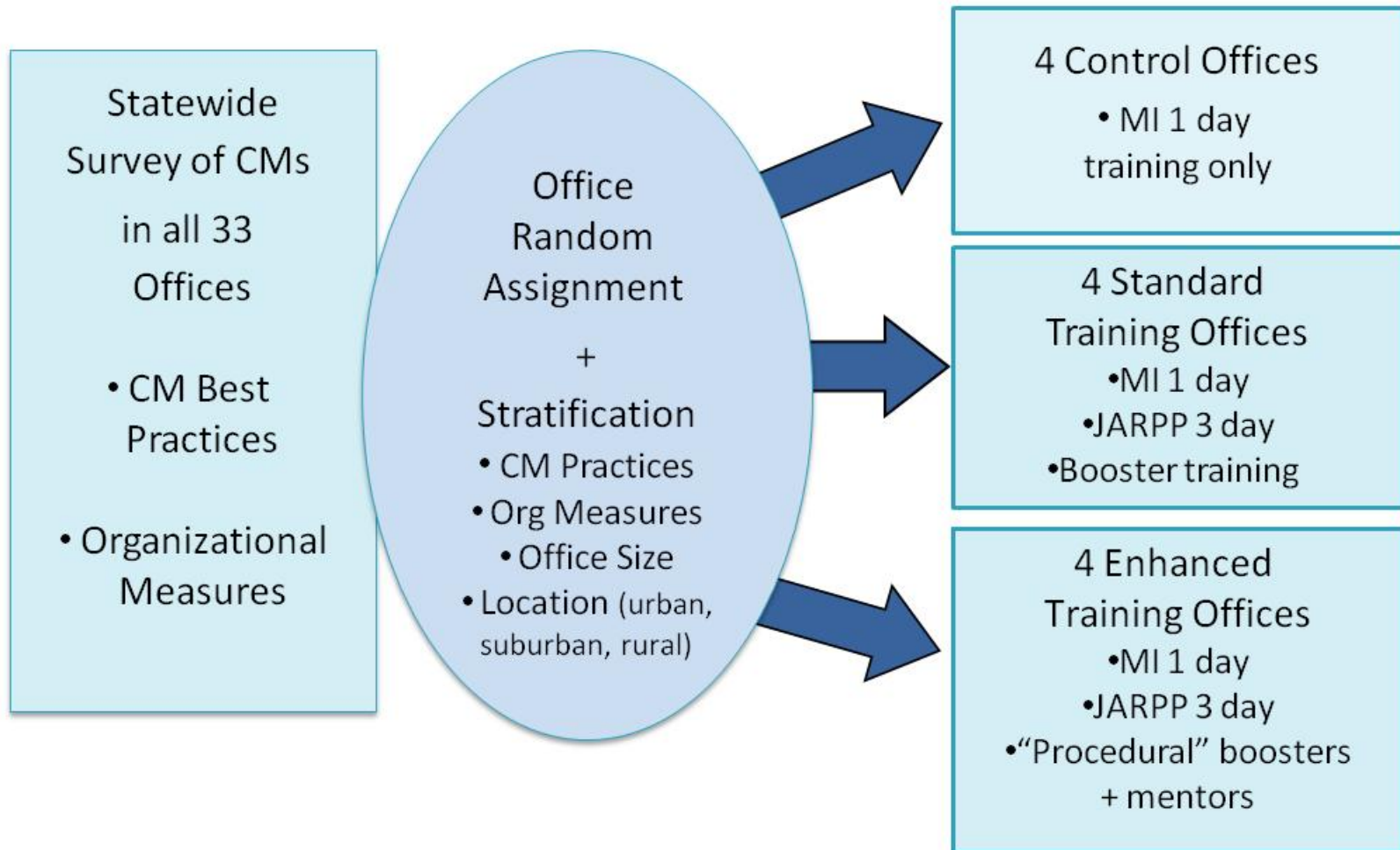
- One session is ineffective-less than 10 percent uptake on knowledge, even less utilization
- A focus on knowledge will not lead to utilization
- A lack of mental model of the “vision” reduces utilization
- Training methods (see meta-analysis by Agunisis & Kraiger, 2009)
 - Most effective “training 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)
 - Post-training “error management” efforts are better than error avoidant training efforts

Transfer...the problem

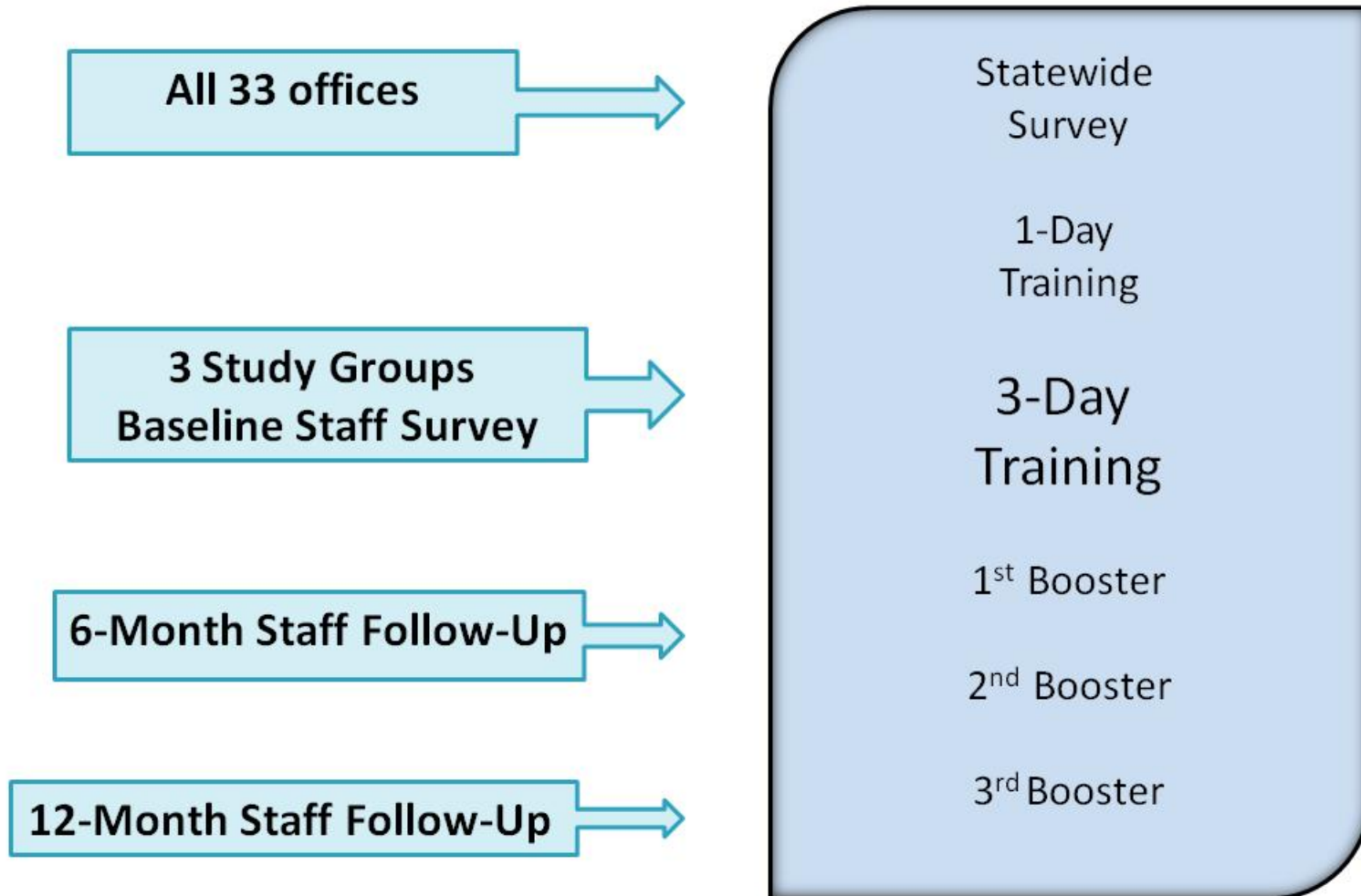
- Transfer methods (see meta-analysis by Burke & Hutchins, 2007) allows for “generalized to the job context and maintained over a period of time ” (Baldwin & Ford, 1988:63).
 - Individual Level Characteristics: motivation to transfer, perceived utility/value, anxiety, self-efficacy, organizational commitment
 - 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

Study Design



Training & Data Collection



The Process

- Focus Groups with field staff
- One day training on MI (refresher)
- Three day training (Case Planning Techniques)
- Selection of JARPP specialist for 4 Offices
- Coaching for JARPP specialist
 - Boosters Standard
 - Enhanced: social network and problem solving

Standard Key Booster Components

- Reinforce components from the training
 - Motivational Interviewing skills
 - Adolescent development
 - Generational issues
 - Behavioral contracts
 - Case planning

Enhanced Booster Sites

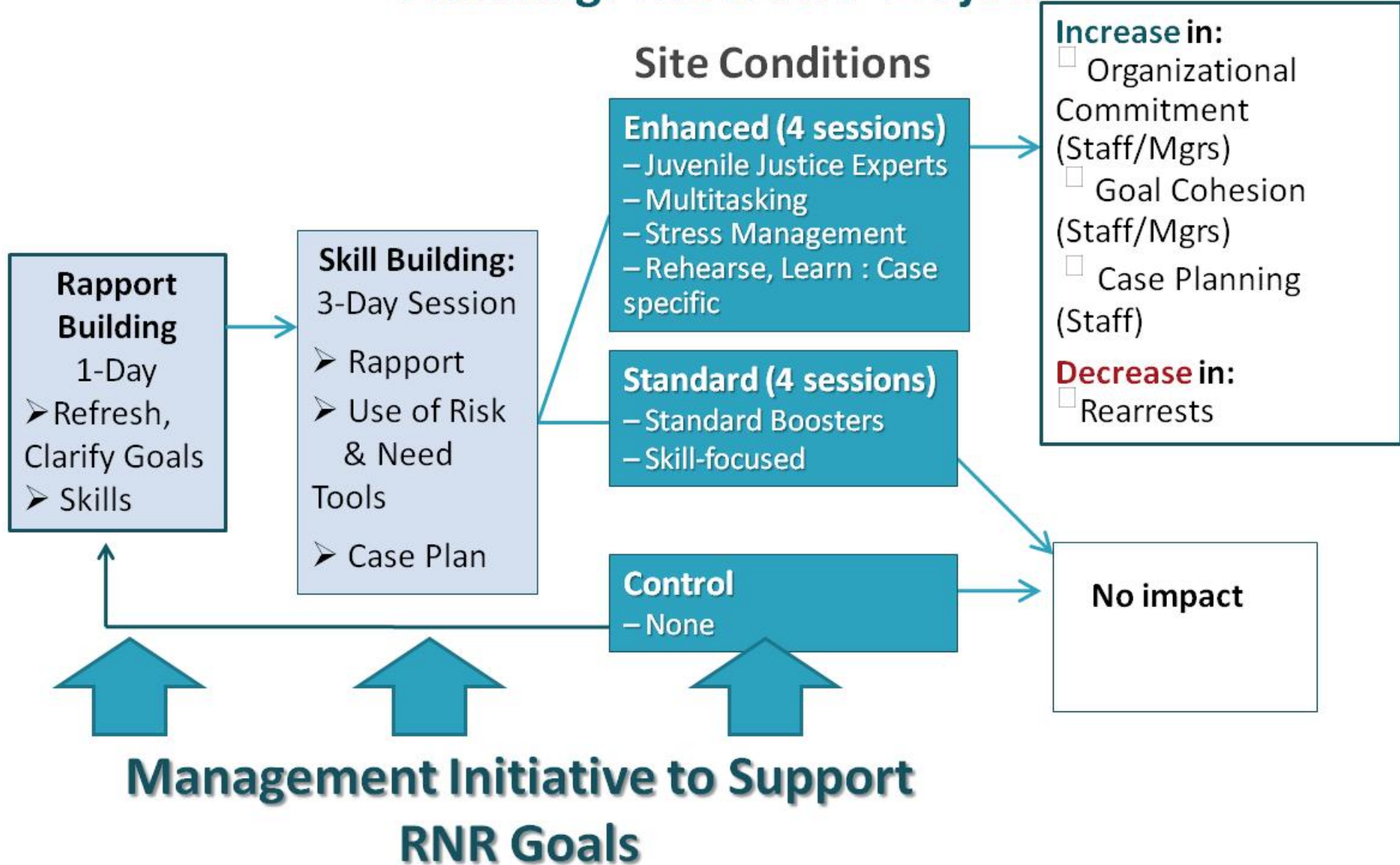
- Reinforce components from the training
 - Motivational Interviewing skills
 - Adolescent development
 - Generational issues
 - Behavioral contracts
 - Case management
- Provide Coaching/Modeling
 - Build rapport
 - Discuss what was important to them
 - One on one
 - Empower JARPP specialist to co facilitate meetings
 - Constant contact and availability
 - Time Management
- Social Networks
 - Address Support for Innovation
 - Work on risk aversion behavior

Organizational Functioning

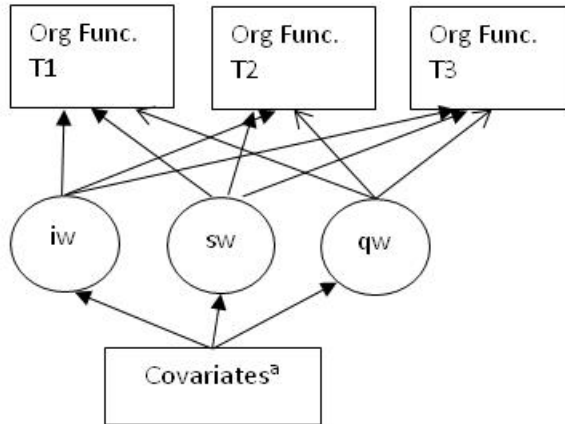
- Measures of organizational functioning factor analyzed
- One principal component
- Accounts for 66% of variance

Measure	Loading
Staff-Agency Value Concordance	.737
Readiness to Change	.938
Formal and Informal Communication	.911
Cynicism for Change	-.752
Supervisor Leadership	.601
Emphasis on Quality Case Management	.884

Juvenile Assessment, Referral, Placement, and Treatment Planning: The JARPP Project Outcomes

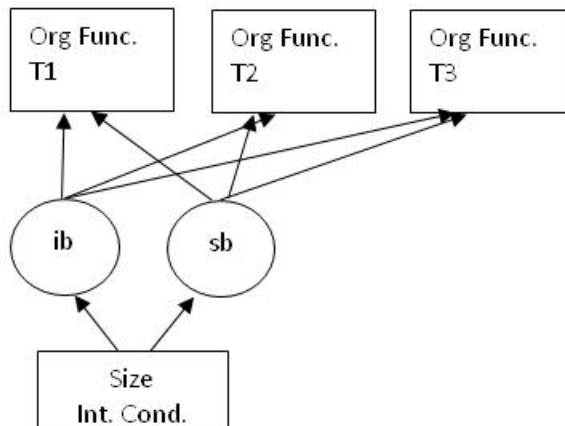


Multilevel Latent Growth Curve Modeling



Within

^a Covariates are intervention condition, gender, African American ethnicity, referral considerations, and comfort with motivational interviewing



Between

Organizational Functioning: Intervention Effects

- Any intervention leads to greater organizational functioning than control
 - Initial decrease followed by increase between 6 and 12 months
- Intervention contrasts with control condition serving as reference category
 - Enhanced Training leads to greater organizational functioning than control
 - Differences between Standard Training and control not significant
- Characteristics of the Staff do not make a difference

Findings to Date

- Organizational culture can change in difficult environments
- Type of coaching matters—focus on the social structure is important, and may be more important than focusing purely on skills
- Staff need assistance with integrating new concepts into practice
- Experiments are doable in juvenile justice environments

Future Analyses

- Effects of JARPP training on....
 - Self-reported staff referral and assessment practices, and Motivational Interviewing usage with clients
 - Staff practices abstracted from official management information system (MIS) records assessing for mediating effects of organizational factors
 - Youth recidivism outcomes at 2 follow-up points
- Assess for mediating effects of organizational factors on staff-reported practices and youth outcomes
- Relationships between systems integration (with service providers, courts) and CM practices and youth outcomes