

# Implementing Evidence-Based Practices in Community Corrections

Workshop for the APPA  
Summer Training Institute  
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# Acknowledgements

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# Core Principles of Implementation

# SOARING 2

- An eLearning system for justice professionals to help build knowledge and skills related to evidence-based practices for the effective management of offenders.
- Web-based training program with supplemental coaching and supervision feedback



# Coaching

- Responding to officer questions
- Grading advanced quizzes
- Random monthly observations of officers during client contacts
  - Use of skills rated using a standard form
  - Feedback given on current use and areas of improvement

# eLearning Modules

- 5 training modules:
  - Risk-Need-Responsivity
  - Motivation and Engagement
  - Case Planning
  - Problem Solving
  - Desistance
- 3 Skill Levels (Basic, Intermediate, Advanced)





## SOARING2

### Available courses

#### Skills for Offender Assessment and Responsivity in New Goals (SOARING2)

**Welcome to the SOARING 2 eLearning System!** This online training system is set up in a series of five modules that you can review at your leisure. You may log in to access the modules using the username and password that have been provided to you. You will also have access to several worksheets (labeled "Module Resources") that you can use with offenders in various stages of case management. These resources are described in more detail in the modules. We hope that you find this system to be a useful tool for enhancing your case management skills. As you go through the modules, please be mindful of any areas that seem confusing, unclear, or impractical. Your feedback is an integral part of the SOARING 2 pilot study, and we would love to hear your thoughts on the eLearning System. Thank you for participating in the SOARING 2 pilot study!

*Note: This eLearning tool is proprietary. Please do not disseminate.*



[Click here to begin or continue the SOARING2 course!](#)



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George Mason University  
Criminology, Law and Society

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# The Challenge: Adopting EBPs

## The Greater Challenge: Implementation

Less than  
1/3 adopted

Setting	Mean # of EBPs Adopted
Adult Prison	5.6
Adult Jail	3.9
Adult CC	5
Juvenile Res.	5.7
Juvenile CC	4.8
Drug Court	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 & 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**

# Implementation

- **Tell** employees about the innovation
- **Train** employees on necessary skills to implement the innovation
- **Model** the innovation
- **Measure** adoption of innovation

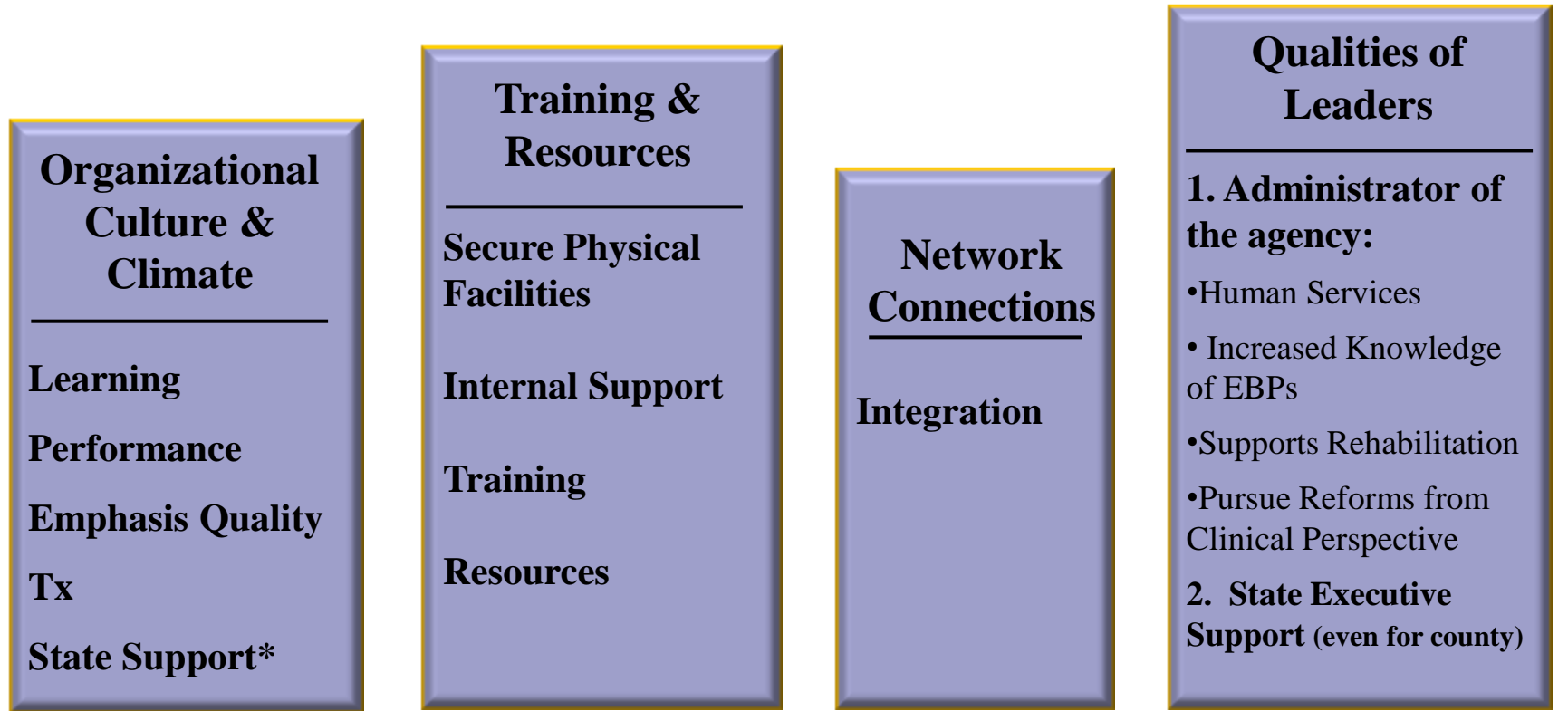
# Core Principles of Implementation

- Readiness for Change
- Fidelity
- Quality Improvement

# Readiness for Change

# What Matters in Adoption of EBPs?

## Overview of NCJTP Findings



# Are You Ready?

- **Structures**
  - Do officers have time, resources, etc. to implement the innovation?
  
- **Skills**
  - Does the innovation require officers to learn new skills?
  
- **Systems**
  - Is the innovation aligned with the organization and vice versa?
  - Does the right technology exist to implement the innovation?
  - Are there any current policies that contradict the innovation?
  
- **Supervisors**
  - Are supervisors on board with innovation?
  - How can they help integrate the innovation, model behaviors, and address resistance?

# Measuring Readiness

- Staffing
  - Adequate staffing to accomplish organizational goals
- Retention
  - Ability of the organization to retain staff
- Training/Skills
  - Extent to which knowledge and skills development/training is a priority for the organization
- Funding
  - Availability of funding for programs and services

# Measuring Readiness

## Continued

- Physical Facilities
  - Extent to which physical facilities meet the needs of staff
  
- Computer/IT
  - Extent to which staff feel organization has adequate computer/IT tools
  
- Integration
  - Extent to which organization is integrated with other agencies with similar goals
  
- Community Support
  - Degree to which organization is supported by external partners



# Measuring Readiness

## Continued

- **Organizational Commitment**
  - Extent to which staff feel committed/attached to the organization.
  
- **Climate**
  - What is the organization like?
  
- **Cynicism towards Change**
  - Extent to which staff are pessimistic about the organization's ability to change or improve

	Site A	Site B	Site C	Site D	Site E	Site F	Total
	(n=58)	(n=39)	(n=65)	(n=86)	(n=11)	(n=42)	(n=334)
<b>Staff/Agency Value Concordance</b>							
Identification & Internalization	3.47	3.61	3.50	3.72	3.31*	3.91*	3.61
Compliance	2.59	2.44	2.43	2.55	1.95*	2.36	2.45
<b>Organizational Functioning</b>							
Staffing	2.30	2.16*	2.22	2.85*	2.27	2.72	2.47
Retention	2.41	2.46	2.32	2.64	2.82	2.49	2.51
Training/Skills	3.52	3.12	3.79	3.82*	3.51	3.04*	3.55
Funding	2.56	2.15*	2.35	3.85*	2.53	2.73	2.85
<b>Organizational Climate</b>							
Climate	3.26	3.10	3.36	3.20	3.26	3.21	3.24
<b>Organizational Cynicism</b>							
Cynicism	2.61	2.73	2.55	2.44	2.45	2.33	2.52
<b>*Site mean is statistically significantly different than one or more other sites (p&lt;.05).</b>							

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# Discussion

- What are some concerns that may arise when asking this information of officers?
- What are possible solutions for those concerns?

# Additional Considerations

- **Transparency**
  - Tell officers the purpose of the survey
- **Involvement**
  - Solicit officer feedback about what should be included
- **Trust**
  - Let officers know they will have time to improve
- **Communication**
  - Top-down
  - Bottom-up
  - Lateral
  - Informal

# Fidelity

# Fidelity

- The degree to which the innovation was implemented as intended
- Lack of fidelity can influence program outcomes
  - Innovations may appear to be ineffective when in reality they lacked fidelity

# Program Evaluation

## Outcomes/Impact

- Effectiveness of innovation
  - Measured by key outcomes (e.g. recidivism, substance use)

## Process

- Adherence to implementation plan
- Why did the intervention work/not work?
- How was the intervention implemented?



# Impact Evaluation – SOARING 2

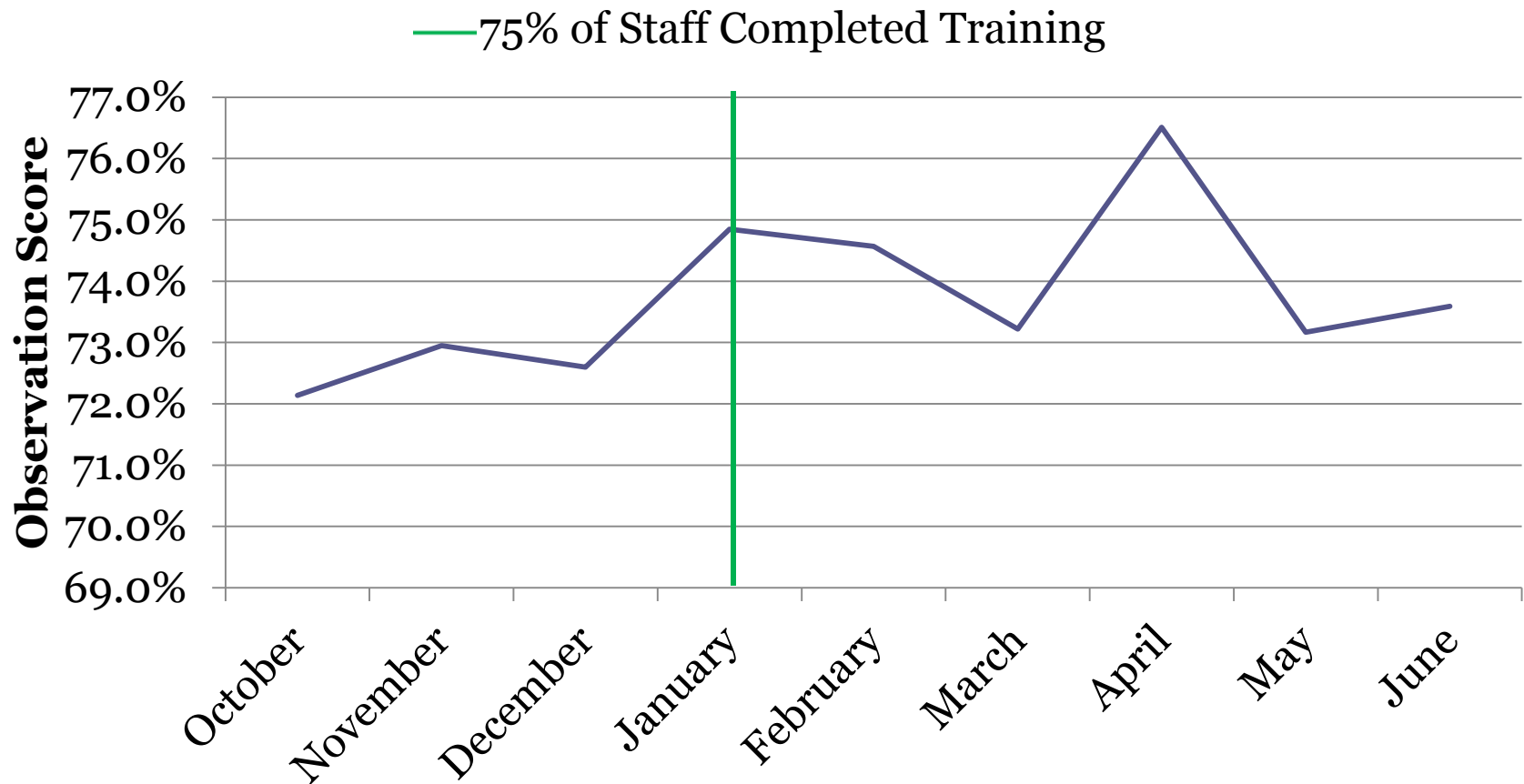
- Use of risk-needs assessment
- Referrals to Services
- Case Plans
- Time to referral
- Time in programming
- Program completion
- Substance use
- Recidivism

# Impact Evaluation – SOARING 2

## Continued

- Risk Assessment & Management
  - Prioritization of Criminogenic needs
  - Identification of triggers
- Engagement
  - Includes offender in developing case plan
  - Uses affirmations during offender contacts
- Problem Solving
  - Uses decisional balance with offender
  - Identifies realistic, manageable goals with offender
- Working Relationship
  - Responds appropriately to ambivalence
  - Expresses empathy

# Use of Skills Increases with Coaching

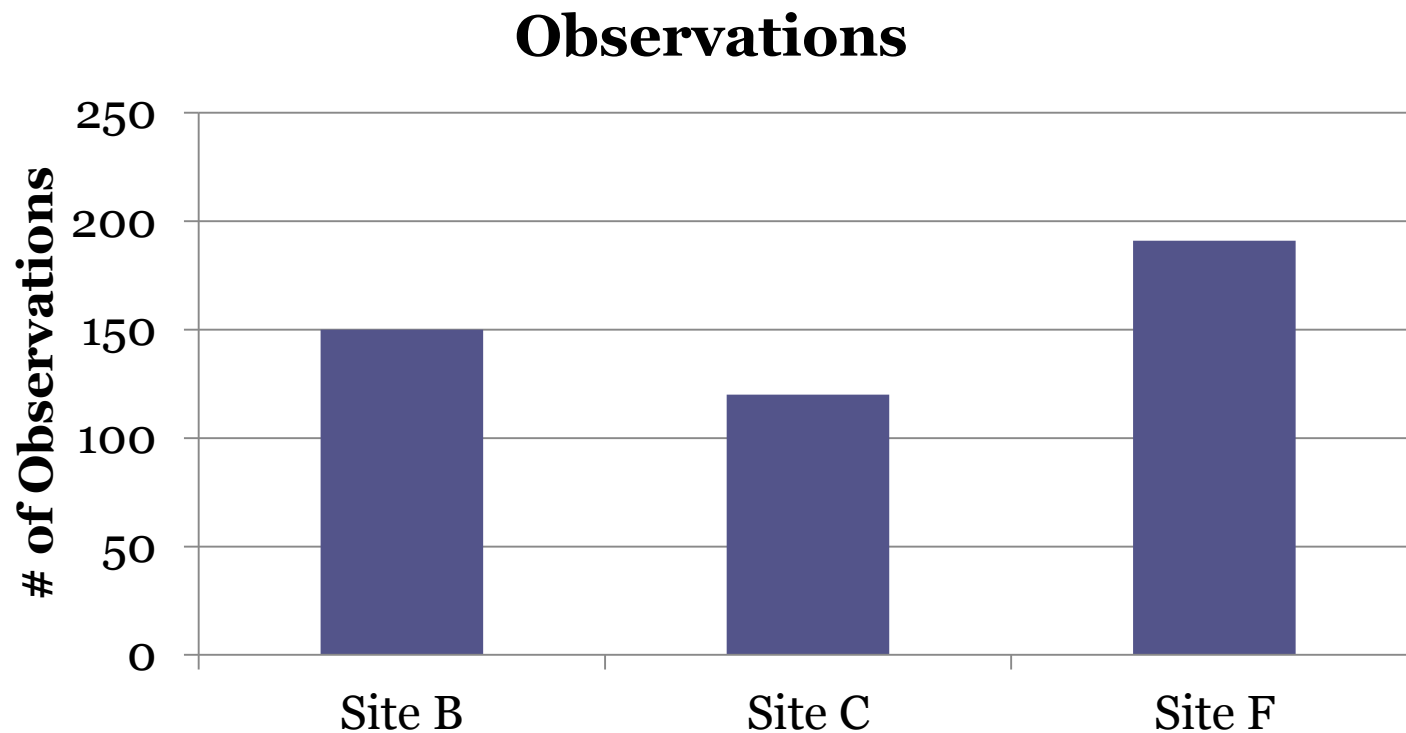


# Process Evaluation – SOARING 2

- Completion of Training
- Completion of Observations
  - Number of Observations/Officer
- Feedback
  - Quizzes
  - Observations

# Process Evaluation Measures

- Coaches completed 492 observations
  - Mean observations/coach = 38 (min = 3, max = 82)
  - Mean observations/PO = 7 (min = 1, max = 20)



Site E did not participate in observations; sites A and D have yet to submit observation forms.

# Discussion

- How do you measure fidelity?
- Where does this information come from?
- What other important things are not currently being measured?

# Quality Improvement

# What is Quality Improvement?

- A process by which an organization examines adherence to the core principles of an innovation, troubleshoots problems, and implements solutions to improve adherence.
- Continuous process to advance better outcomes.



# Initiatives for Quality Improvement

- Network for Improvement of Addiction Treatment (NIATx)
- Plan, Do, Study, Act - PDSA

# Summary

- 3 Core Principles of Implementation:
  - Readiness to Change
  - Fidelity
  - Quality Improvement
- Identify challenges before they arise
- Set expectations and measure adherence
- Problem-solve throughout implementation

# Coaching to Improve use of Skills

# What Works in Training and Staff Development?

- Training in skill development is different than increasing awareness of new ideas
- Skill development is a process:
  - Awareness of new concepts
  - Learning new concepts
  - Applying new concepts to their work activities
- Single shot training is better suited for knowledge acquisition, not for skill development

# Skill Development

- Requires the integration of new technology
  - Hardware: physical items, instruments, etc.
  - Software: interpersonal skills, techniques, tools, applications
  - Adaptation of existing practice: refine to fit environment
- You “can’t teach an old dog new tricks”... except when the new tricks are viewed as value added

# What is Coaching?

- Coaching is a function or a process
  - Active and intentional
  - Done by someone with experience, who is on-site, and as a support to training
- Should be work-based, opportunistic, readily available, and reflective

# Learning & Coaching New Skills

- Have it described
- See it modeled
- Try it out
- Get feedback
- See alternative approach if required
- Try out new approach
- Get feedback
- Apply to agency policy and procedures

# Additional Considerations

- Awareness, acquisition, and utilization are discrete components
- One might know about a skill, but not be able to use it
- One might be able to do the skill but not know when to use it or how to use it fluidly
- The overall goal is to use more skills and use them more effectively



# Coaching in SOARING 2

- Elements to coaching for SOARING2
  - Assist users in successful completion of online training
  - Support staff in skill building and skill maintenance after training
  - Support staff to apply skills within agency policies and procedures
- Mechanisms for achieving coaching goals
  - Grading advanced quiz responses to support knowledge acquisition and practice
  - Conducting on-site observations and providing feedback on use of skills

# Why is Coaching Important?

- Teaching, modeling, and sustaining use of skills after training has been completed
- Maintaining fidelity of EBP's and skills
- Reinforcing agency's priorities and commitment to change

# Activity

- Follow the instructions provided to complete the task
- How easy/hard was it to complete?
- What else would have helped you?

# Roles of Coaches vs. Supervisors

## What's the Difference?

### Supervisor

- Ensure compliance with agency policies
- Measure performance for evaluations and reviews
- Focused on managing day-to-day activities of officers

### Coach

- Encourage use of new skills and build confidence in their use
- Observe performance and provide constructive feedback for improvement
- Focused on quality of the supervision officers provide

# Identifying and Selecting Coaches

- Understand what a coach does
  - Not a supervisor, but a mentor and skill builder
- Describe who might be able to perform those tasks
  - Is there a certain position that already exists that performs some of these functions?
  - Are there any parts of the coaching role that would be best achieved by someone in a particular role?
  - Is there any prior knowledge that a coach needs to have?
- Consider the person

# How Many Coaches Do You Need?

- Consider:
  - What coaching involves
  - Existing organizational structure
- Recommended ratio of officers per coach
  - 10:1 (coaches feedback)
  - 8:1 (Center for Effective Public Policy, 2010)
  - Ratio in excess of 15:1 can be overly burdensome

# Training Coaches

- Provide same training to all coaches
  - Improves consistency
  - Encourages fidelity
  
- Establish a method for coaching
  - What types of skills?
  - How will skills be reviewed?
    - Direct observations, audio tapes, video tapes, etc.
    - How often should skill reviews take place?
  - How is feedback provided?
    - In person, by email, over the phone, etc.?
    - Time between review and feedback?

# Discussion

- What challenges do you think you might encounter when adopting coaching in your organization?
- What are some potential solutions to those challenges?



# Quality Improvement Process

# Identify & Prioritize Problems

- Conduct a walkthrough
  - Keep track of problems encountered
- Is your agency meeting its performance measures and goals?
- Are there officer or offender complaints?
- Prioritize problems based on:
  - Disruption to daily activities
  - Disruption to agency mission and goals

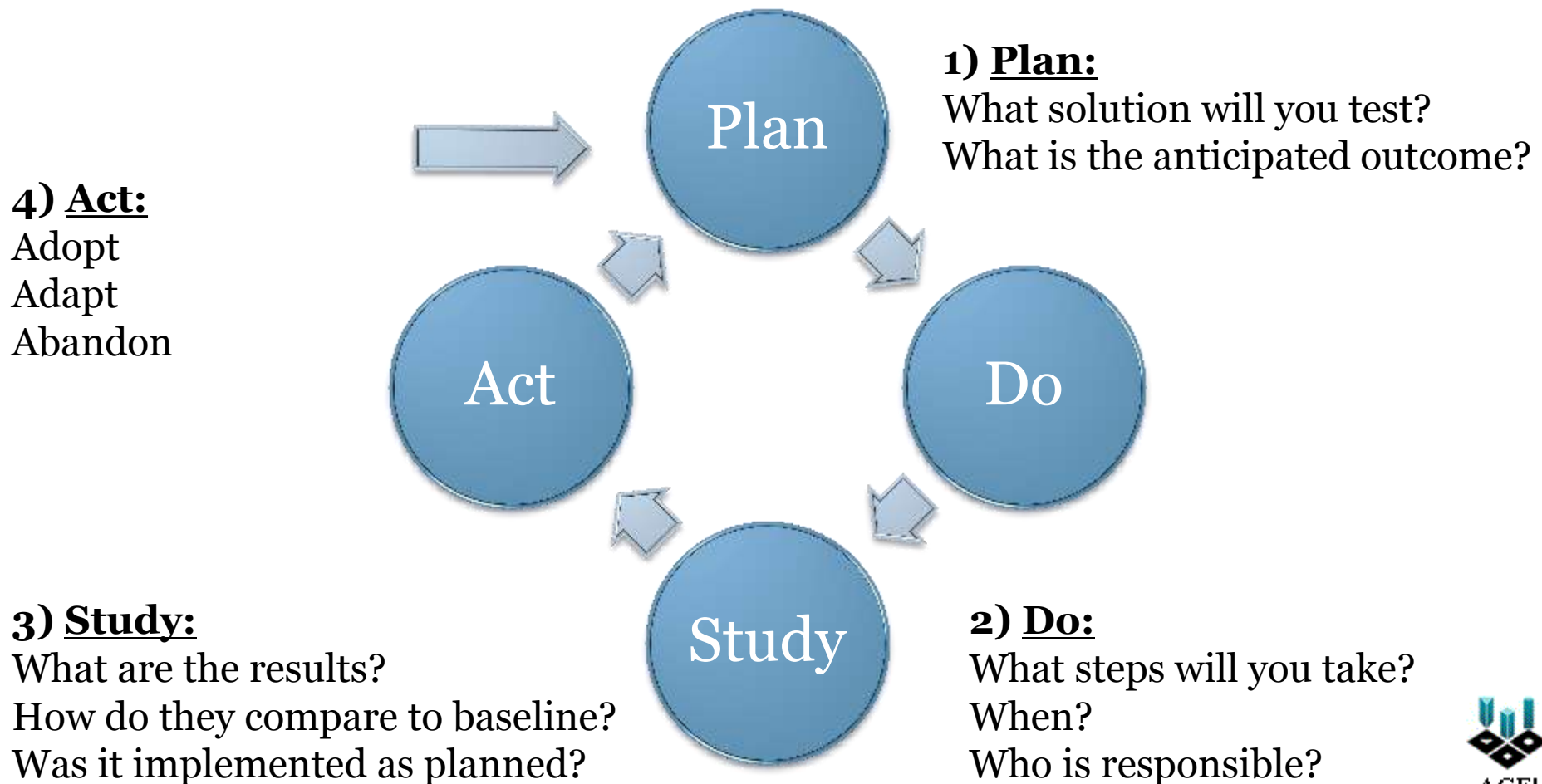
# Understanding the Problems

- Who does it affect/who is involved?
- Why is it occurring?
  - Ask those involved why they think it is occurring
- Measure the problems
  - Survey
  - Case reviews
  - System information

# Activity

- Identify at least 3 problems that currently exist in your agency.
- Prioritize those problems.
- How can you measure the magnitude of the problems?
- Identify realistic solutions.

# The PDSA Model



# Activity

- Work together to use the PDSA model to implement a solution for one of the problems you identified.
- Get feedback from facilitators.
- React to feedback with... another PDSA process!
  - Green = Adopt (and repeat with a new problem)
  - Yellow = Adapt (and repeat for more feedback)
  - Red = Abandon (and repeat with a new solution)

# Discussion

- What were some of the problems you identified?
- What were some of the solutions you proposed?
- Were the solutions viable?

# Sustain the Gain

- Identify the change you want to sustain.
- Plan for ‘relapse’
- Plan for staff turnover
- Continue PDSA
  - What works now may not work later!



# Thank You!

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