

# Moving Toward Evidence Based Practice

## Wisconsin Council on Children and Families

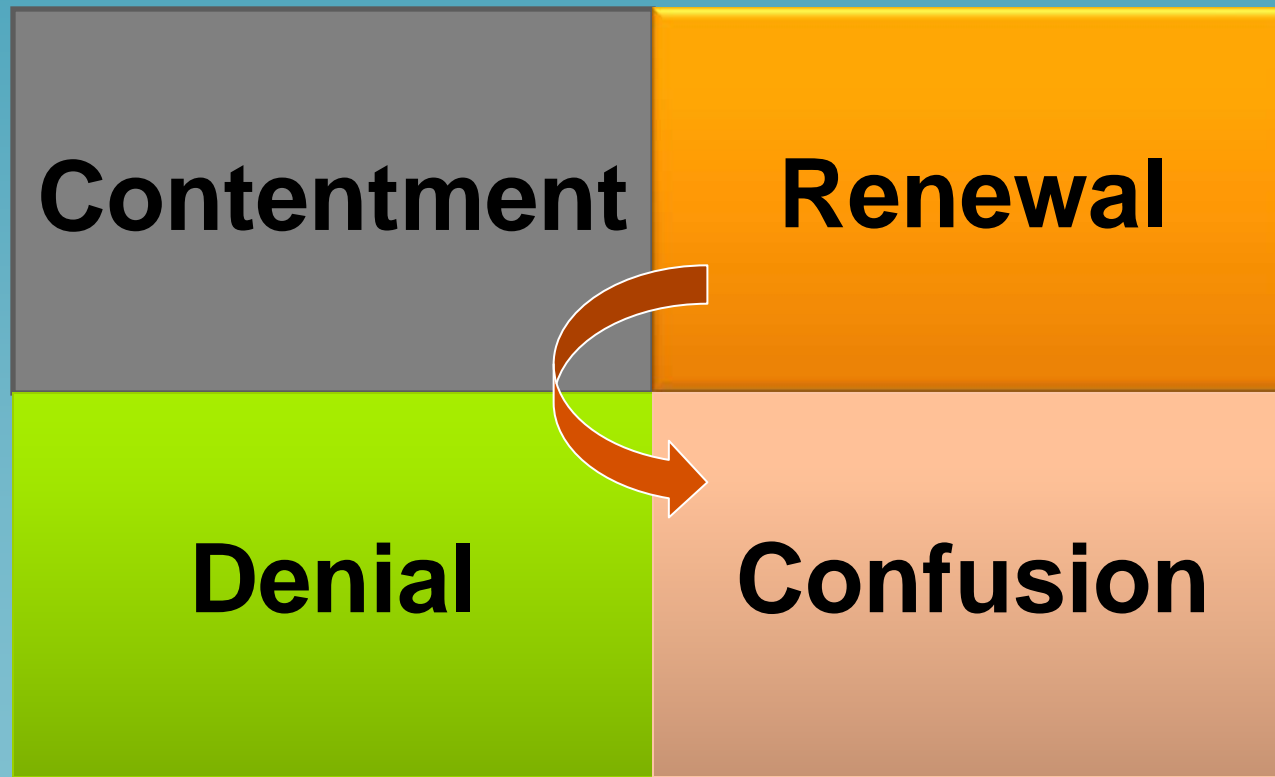
- What Does it Really Mean?

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# Objectives

- Examine the six areas that need attention if we are going to sustain EBP
- Self assess in each of the seven areas
- Reflect on action steps you can take

# Pick the Box You Think Your Staff are Most Likely In



**Janssen's 4 Room Apartment (1987)**

# Joan Petersilia

“Evidence based practices is not rocket science. It is more difficult than rocket science.”

(Paraphrased from newspaper article)

# The Promise Versus Actual

The research consistently yields positive results, ranging from mild (7-10%) to significant (30+%).

There are no significant studies on system wide reductions. To get a 30% reduction across a system, it requires trained staff, system collaboration, quality assurance, and adherence to the core ebp principles.

# The Sad Truth

- **Up to 85% of organizational change initiatives fail**
- **Up to 70% of these failures are due to flawed execution**
- **Less than 10% of what is taught to staff in the classroom is transferred to the job**

Robert W. Rogers, Richard S. Wellins and Daryl R. Connor, "Building Competitive Advantage by Maximizing Human Resource Initiatives," 2002

# Why has traditional probation been ineffective?

1. We are focusing on the wrong issues
2. We are giving too much attention to the low risk and too little to the high risk
3. Have not applied research knowledge to practices or applied them with fidelity
4. The system is not in alignment
5. Workloads are too high; overwhelmed with conditions
6. Line supervisors not given support they need
7. Management expectations and concerns around lawsuits and public pressure (CYA)

# Trouble with Implementation Crosses Disciplines

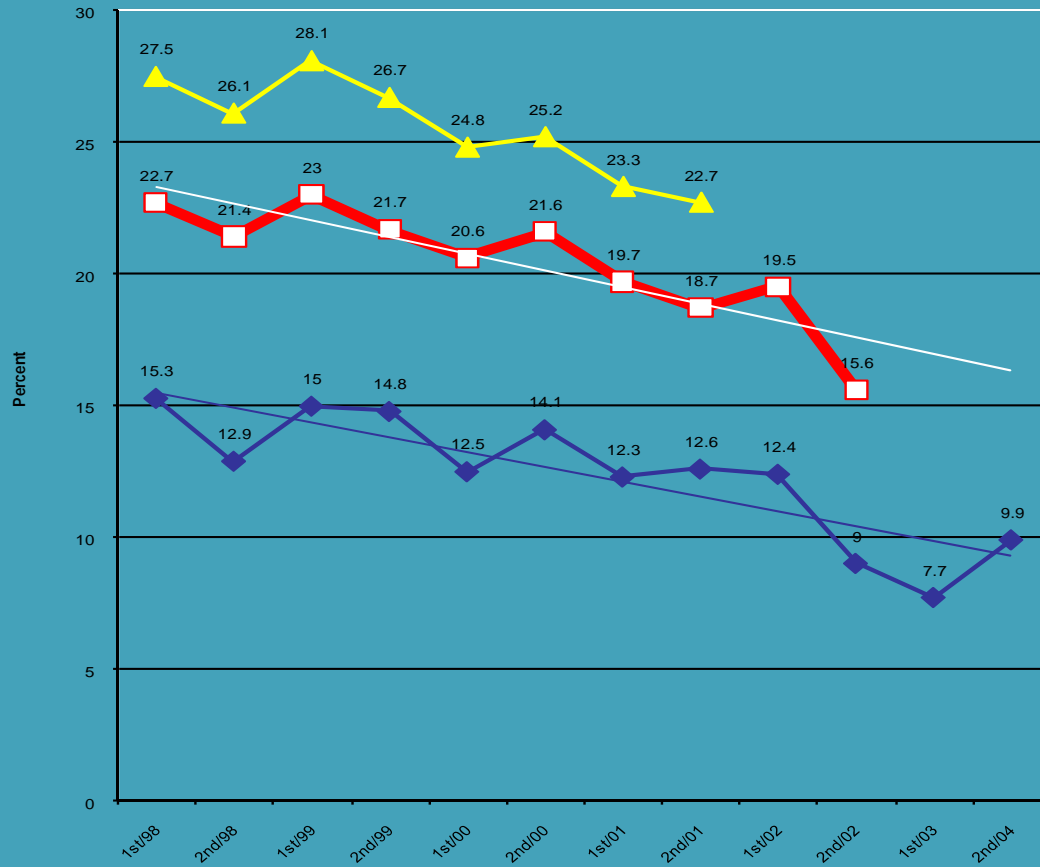
- Health field
- Hotel management
- NASA
- Terrorism coordination
- Human services
- Manufacturing
- Engineering
- Military

# Who is Doing What?

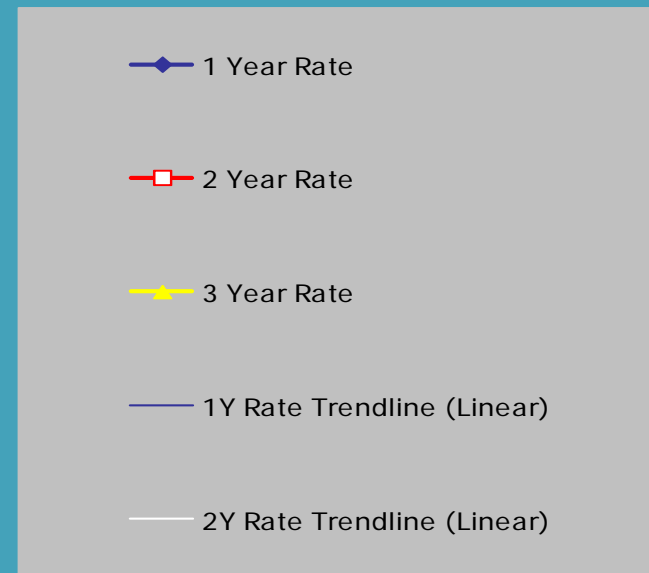
## 5 Areas

Assessment/ PSI	Sentencing	Rewards/ Sanctions	Programs/ Supervision	Legislation
Travis County, TX	Oregon	Oregon and Kansas	Tippecanoe County, Indiana	Maine
Missouri	Illinois	Hawaii	Correctional Services of Canada	Oregon
Florida LE (DV cases)		Georgia	Pinellas County, Florida	Nevada/ Kansas/AZ

# Probation Recidivism Rates - Multnomah County



Admission Cohorts tracking at 1 year intervals

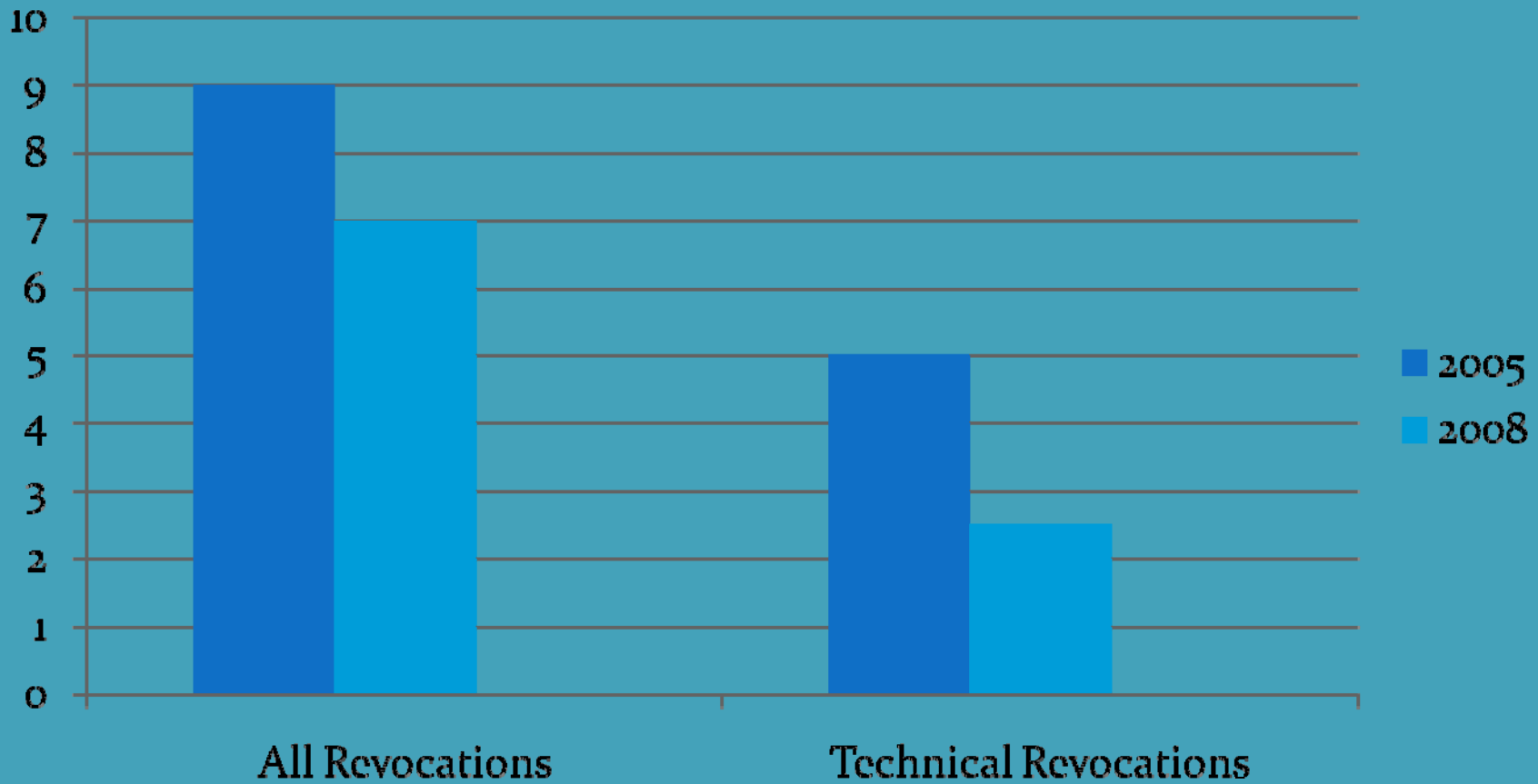


# State of Maryland Proactive Community Supervision Results

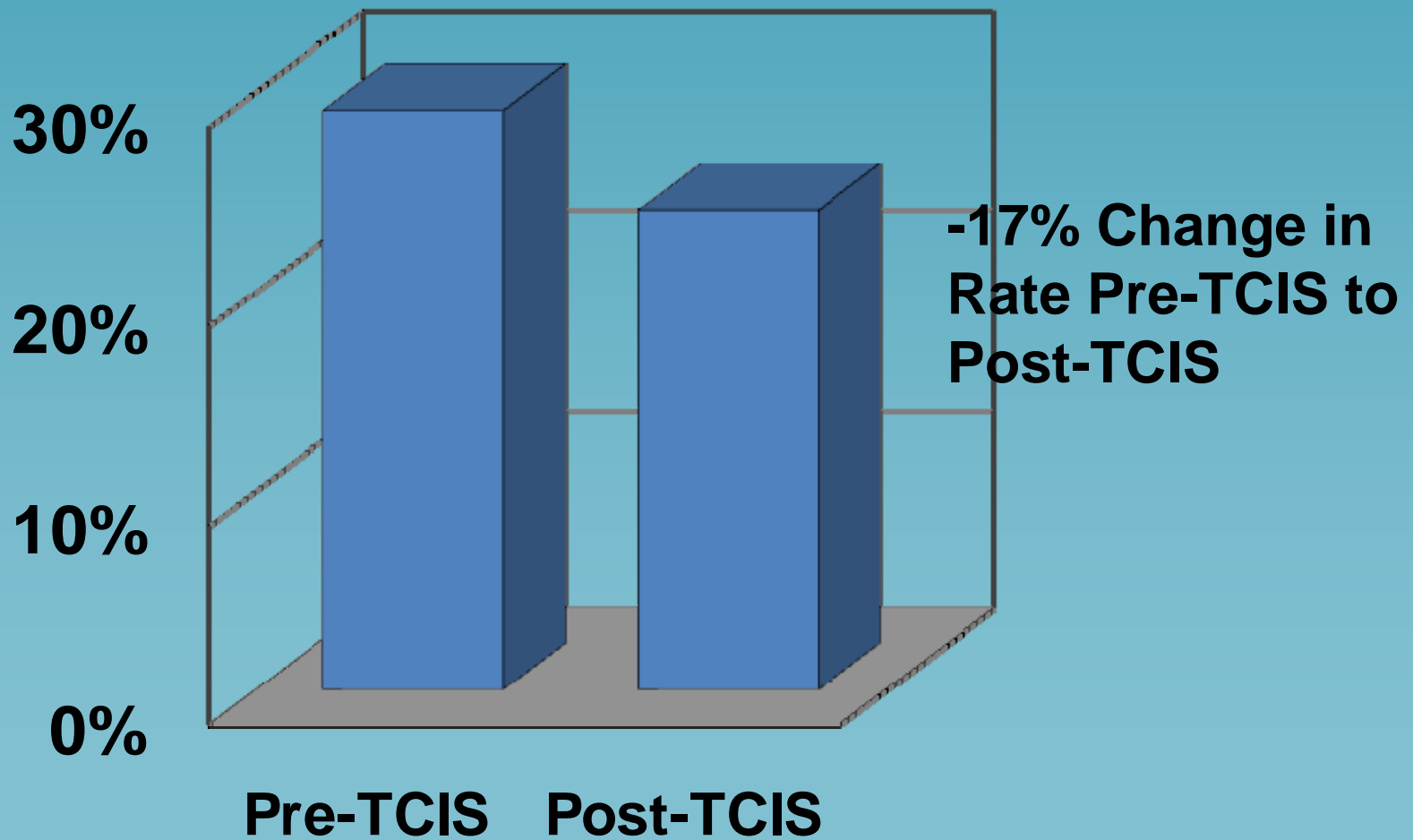


Source: Taxman, F. et. al., 2006, Proactive Community Supervision in Maryland: Changing Offender Outcomes

# Travis County Felony Revocation Rates



# Travis Re-Arrest Rates Pre/Post EBP Implementation

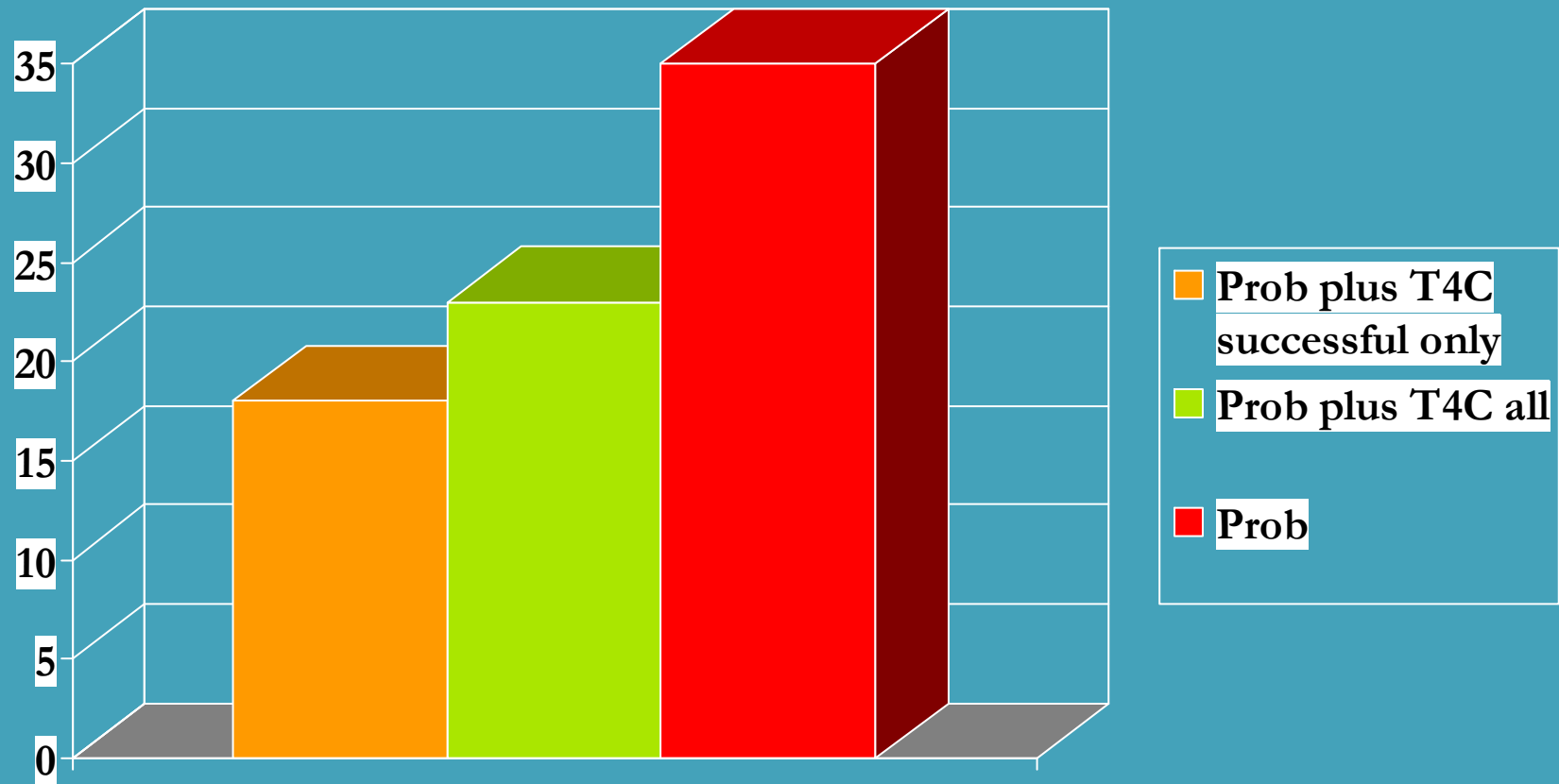


# Thinking for a Change

Study by Lowenkamp and Latessa (2006)

- Tippecanoe County, Indiana
- Probation plus T4 C compared to Probation

# Recidivism Rates



28-50% reduction in recidivism compared to traditional probation

# Process

- Review the six areas to build and sustain a lasting EBP agency
- Self assessment
- Discuss
- After the six areas are reviewed, complete an action plan

# Six Areas to Build and Sustain a Lasting EBP Agency

- Goal
  - Take a complex, difficult process and change it to one of “profound simplicity”
  - Alter the culture of the workplace
  - Develop structures whereby the work can’t get done without going through an ebp structure

# A Sobering Thought

“All organizations (and systems) are designed, intentionally or unwittingly, to achieve precisely the results they get.”

R. Spencer Darling, Business Expert

# Six Areas

- Cultural alignment and readiness
- Using assessments properly
- Effective staff-offender interactions
- Continuum of programming
- Quality assurance/performance data
- Organizational supports

# Resistance to Change

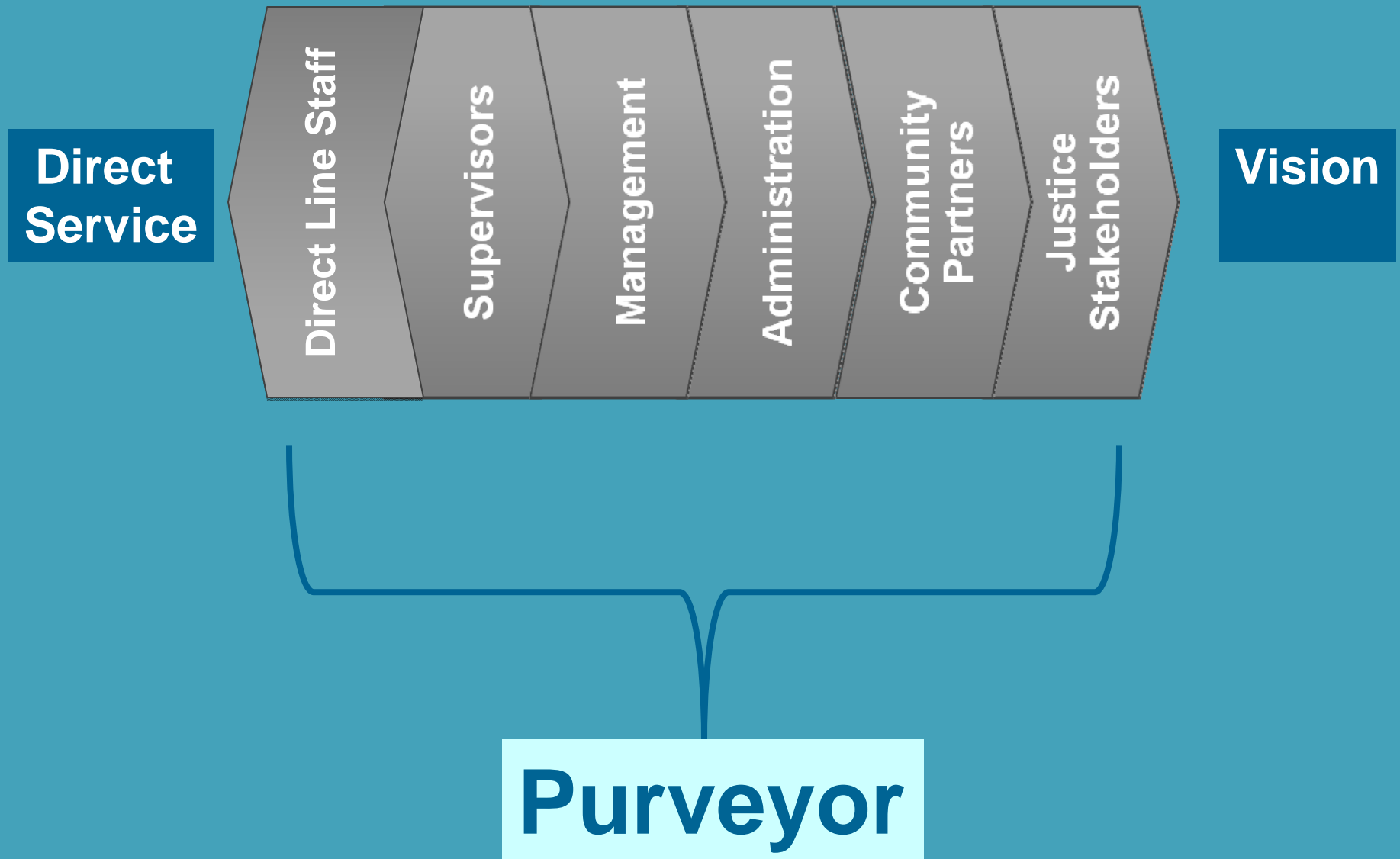
- There is not such thing as being resistive to change
- There is only inadequate preparation

See William Bridges, *Transitions*

# Necessary Ingredients

- Clarity on what “it” is
  - Can the staff see it?
  - Can the staff see how it is different?
  - Can the staff imagine them doing it?
- A structure that supports it
  - Is it easier to do it than to not?
- A catalyst and overseer
  - Person or workgroup

# NIRN Calls This "Purveyor"



# Stages of Implementation

Stage	Questions to ask
Exploration:	How will EBP meet our needs? Is it feasible? Are we ready?
Installation:	What do we need to change to make it happen?
Initial Implementation:	Why does this feel so awkward?
Full Implementation:	How do we maintain and improve skills and activities?
Innovation	Have we first done it right? If so, how might we do it differently and better?
Sustainability	How can we anticipate threats and opportunities (eg, funding, turnover, fatigue)?

Source: NIRN

# 1. Cultural alignment and readiness

Includes	Looking for	Process Example
Organizational readiness	<ul style="list-style-type: none"> <li>-Healthy organization</li> <li>-Good communication</li> <li>-Professionalism</li> <li>-Staff attitudes/beliefs</li> </ul>	<ul style="list-style-type: none"> <li>-:Likert survey on organizational readiness</li> </ul>
Leadership commitment	<ul style="list-style-type: none"> <li>-At the top and throughout</li> <li>-Get line supervisors ready before line staff</li> </ul>	<ul style="list-style-type: none"> <li>-See the fishbowl method: Strategic Fitness Process, Michael Beer, Harvard Business School</li> </ul>
Preparation	<ul style="list-style-type: none"> <li>-Timing</li> <li>-Have a plan</li> <li>-Involve all levels</li> <li>-Understand the commitment</li> <li>-Careful, consistent messages</li> <li>-Anticipate response</li> <li>-Not quick (one year)</li> </ul>	<ul style="list-style-type: none"> <li>-Review National Implementation Research Network materials</li> <li>--NIC EBP checklist</li> </ul>

## 2. Using assessments properly

Includes	Looking for	Process Example
Selecting assessments	<ul style="list-style-type: none"><li>-Have a proxy/screening tool</li><li>-Have general risk/need</li><li>-Have specialized trailer tools</li><li>-Is user friendly</li><li>-Has been validated/normed</li></ul>	<ul style="list-style-type: none"><li>-:See NIC TIC (2004) on selecting an tool</li><li>- See Indiana assessment selection checklist</li></ul>
Using them as intended	<ul style="list-style-type: none"><li>-Risk part of assessments are linked to the sorting process</li><li>-Need part of assessment transferred to case plan (not ignored)</li><li>-Have inter-rater reliability built in</li><li>-Staff adequately trained in use and interpretation</li></ul>	<ul style="list-style-type: none"><li>-Automated risk/need tool tied to case plan (eg, see LS/CMI and SPIN as examples)</li></ul>

# How to Have No Impact on Crime- A Recipe

- Don't bother with developing a meaningful relationship with the offender
- Only spend ten minutes at a time with the offender
- Spend the session monitoring rules instead of the influences on crime
- Focus on catching them doing things wrong
- Use confrontation and external control to get compliance

# How to Have An Impact on Crime- A Different Recipe

- Spend 15 minutes or more with offenders over a given session
- Focus on catching them doing things right and affirm those
- Build a meaningful alliance with the offender; help them see you as wanting them to succeed
- Focus on skill building in the criminogenic areas and practice them
- Require that the offender take action (i.e., do homework)

# 3. Effective staff-offender interactions

Includes	Looking for	Process Example
Focus on criminogenic needs	-Alignment -Top four -Sequencing	-:A simple alignment chart
Behavioral techniques	-Role modeling -Practice -Redirect/reinforce -Use of incentives/sanctions	-EPICS course
Use of tools	-Pre-contemplative primers -Problem solving skill tools -Behavioral change tools	-Journals -Carey Guides
Relationships and therapeutic alliance	-Engagement -Motivational enhancement -Warm, empathetic	-Motivational interviewing -STICS
Case planning and dosage	-Effective case plans -Dosage and intensity	-Dosage checklist

# Results by PO Dosage

- Staff interaction with offender can have a profound impact on recidivism if they focus on the right issues and have time to devote to criminogenic needs

Time Devoted Per Session	Recidivism
0-15 minutes	49%
20-39 minutes	36%
<b>Total Recidivism Reduction of 26.5%</b>	

Exploring the Black Box of Community Supervision Journal of Offender Rehabilitation,  
 James Bonta Ph.D, et.al., Vol. 47(3), 2008. Pp. 248–270

# Bonta "Black Box" Research (08)

<b>PO activity targeted at influencing change</b>	<b>Frequency exhibited in sessions</b>
<b>Prosocial modeling</b>	<b>16.5%</b>
<b>Practice</b>	<b>22.3%</b>
<b>Prosocial reinforcement</b>	<b>68%</b>
<b>Antisocial discouragement</b>	<b>20.4%</b>
<b>Relapse prevention</b>	<b>16.5%</b>
<b>Homework assignment</b>	<b>28.2%</b>

# Cook County Incentives

Level One	Level Two	Level Three	Level Four
<ul style="list-style-type: none"> <li>•Verbal recognition from officer</li> <li>•Decreased reporting requirements:* call-in vs. report in person for one office visit</li> </ul>	<ul style="list-style-type: none"> <li>•Decreased reporting requirements: skip one office visit</li> <li>•Formal verbal praise from supervisor</li> <li>•Written praise from judge</li> <li>•Written praise from officer</li> <li>•Letter of recommendation from officer for work, school, court, etc.</li> <li>•Request for decreased community service hours</li> <li>•Provide bus pass</li> </ul>	<ul style="list-style-type: none"> <li>•Formal verbal praise from judge</li> <li>•Recognition ceremony</li> <li>•Designation as honorary presenter at graduation, life-skills class, or cog class</li> <li>•Request for decreased curfew</li> <li>•Decreased drug testing</li> </ul>	<ul style="list-style-type: none"> <li>•Recommend early termination</li> </ul>

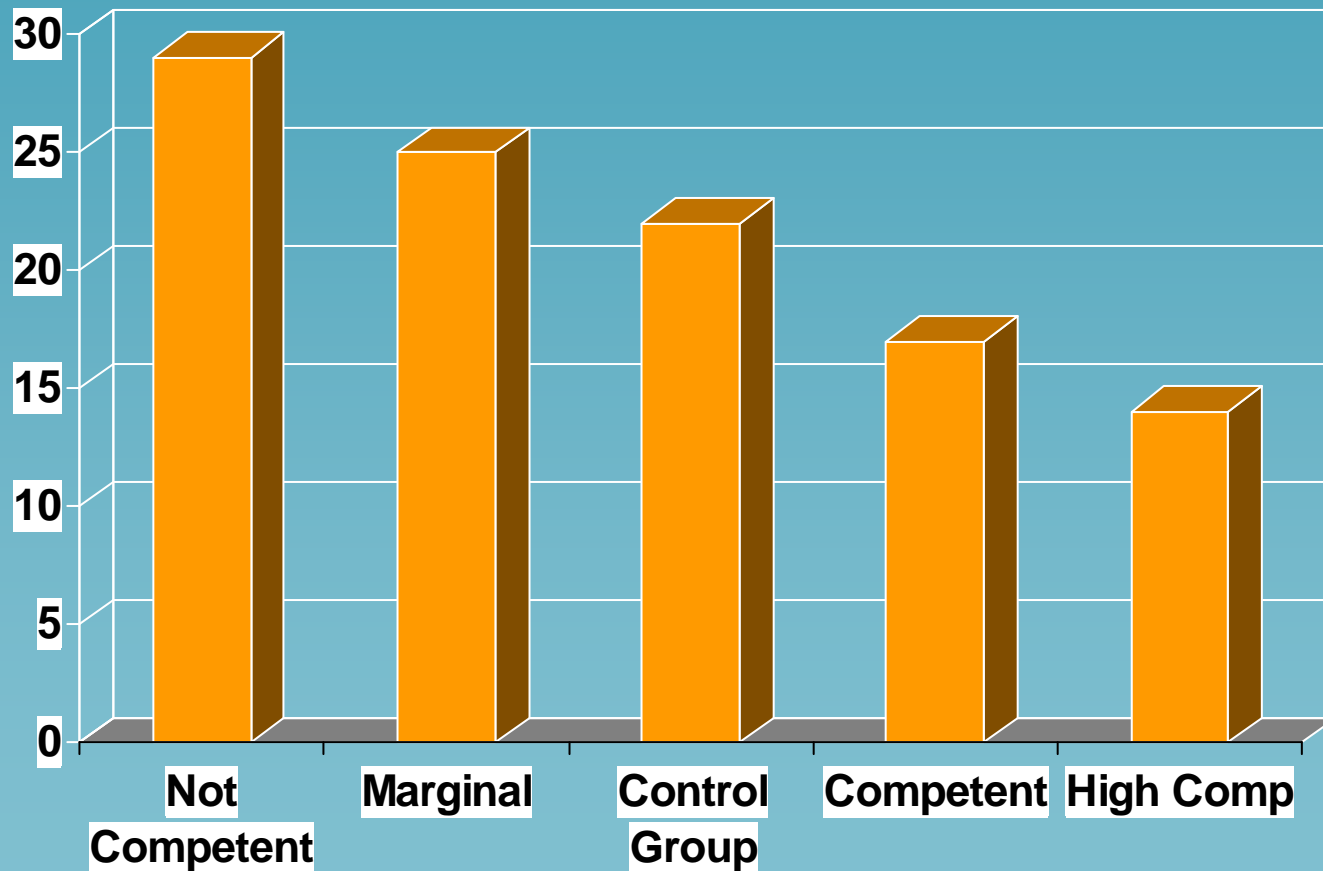
# Rewards

Rewards: Do	Rewards: Don't
Make sure the behavior leading to incentives is doable	Promise incentives that can't be administered due to cost or policy
Provide more affirmations than criticisms (4:1 ratio)	Be silent or use negative feedback more frequently than positive
Make sure the reward is individualized so as to be meaningful to the probationer	Apply a "one size fits all" strategy
"Stack" the rewards so that the probationer receives consistent positive feedback in the first few months of supervision	Withhold praise in the beginning to establish your authority
Apply them frequently for optimal learning	Do not insist on consistent use over long term; can be tapered off over time (for bigger accomplishments)

# Sanctions

Sanctions: Do	Sanctions: Don't
Make the expected behaviors clear	Keep the probationer guessing as a means of control
Let the probationer know up front what the consequences of non-compliance are	Threaten consequences that are not enforceable
Build in an understanding that relapse is a normal part of the change process without justifying it	Overreact to relapses
Apply the principles of swift, certain, and proportionate response	Emphasize the severity of the sanction over certain and immediate
Be realistic about how much change a probationer can make in a certain amount of time	Load up too many conditions that result in an unfocused and unrealistic scenario

# Case Manager Traits and Recidivism



**Source: Washington State Institute for Public Policy, 2004**

Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders

# Five Dimensions of Successful EBP Staff

- “The Importance of Staff Practice in Delivering Effective Correctional Treatment: A Meta-Analytic Review of Core Correctional Practice”

Craig Dowden and D. A. Andrews

# 5 Dimensions of Successful EBP Staff

## 1. Effective use of authority

- Firm but fair
- Make rules clear, visible, understandable
- Compliance through positive reinforcement
- Keep focus of message on behavior, not person
- Use of normal voice
- Give choices with consequences
- Guide offender toward compliance

## 2. Modeling and Reinforcing prosocial attitudes

- Positive/negative reinforcement
- Model and rehearse pro-social behavior in a concrete and vivid way
- Immediate feedback on why behavior was approved/disapproved
- Offender encouraged to think about why certain behavior was desirable
- Role playing with increasingly difficult scenarios

# 5 Dimensions of Successful EBP Staff

3. Teaching concrete problem solving skills	<ul style="list-style-type: none"><li>■ Engage offender in activities that increase satisfaction and rewards for non-criminal pursuits</li><li>■ Help offender develop a plan, clarify goals, generate options/alternatives, evaluate options</li></ul>
4. Advocacy/ Brokerage of community resource	<ul style="list-style-type: none"><li>■ Arrange the most appropriate correctional service</li><li>■ Speaking on behalf of client at home, school, work, or other</li></ul>
5. Relationship factors	<ul style="list-style-type: none"><li>■ Open, warm, genuine, and enthusiastic communication</li><li>■ Self confident</li><li>■ Empathetic</li><li>■ Flexible</li><li>■ Mutual respect and liking</li><li>■ Directive, solution focused, structured, non-blaming, contingency based communication</li></ul>

# 4. Continuum of programming

Includes	Looking for	Process Example
Use of cognitive behavioral programming	-Structured, manualized	-:CPAI or CPC checklist
Diversity for responsivity purposes	-Multiple programs -Gender, culture, age, learning disabilities	
Selection aligned with criminogenic needs	-Each program has a primary target (risk and need)	- SPEP (Arizona)

# 5. Quality assurance/ performance data

Includes	Looking for	Process Example
CQI processes	<ul style="list-style-type: none"> <li>-Audit and/or direct observation for assessment, MI, cog, case planning, use of behavioral techniques</li> <li>-Exit surveys</li> <li>-Offender attitude and behavioral change scales</li> </ul>	<ul style="list-style-type: none"> <li>- CEPP Coaching Packet</li> <li>- PO Attitude (Latessa)</li> <li>- Frames of Reference (O'Leary)</li> </ul>
Culture of quality and professionalism	<ul style="list-style-type: none"> <li>-High standards of excellence</li> <li>-Quality owned by all</li> <li>-QA committee or other</li> <li>-Learning organization</li> <li>-Professionalism</li> </ul>	<ul style="list-style-type: none"> <li>-:CJI QA Manual</li> </ul>
Effective use of data and measures	<ul style="list-style-type: none"> <li>-Intermediate perf. measures</li> <li>-User friendly</li> <li>-Evaluation and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Seven key measures (NIC)</li> </ul>

# 6. Organizational supports

Includes	Looking for	Process Example
Keep it simple	<ul style="list-style-type: none"> <li>-Use of checklists</li> <li>-Use lesser if it works</li> </ul>	-:CEPP Coaching Packets
Build reliance on the EBP practice	-Dependency on system	-Have to select an EBP program response on a drop down menu for case plans
Artifacts	<ul style="list-style-type: none"> <li>-Visual and other prompts</li> <li>-Policy consistency</li> </ul>	<ul style="list-style-type: none"> <li>-Cog posters on walls</li> <li>-Units named by risk</li> </ul>
Alignment with human resource	-Recruitment, job descriptions, training, promotions, performance evaluations	- EBP competencies (Arizona)
Learning organization	<ul style="list-style-type: none"> <li>-Emphasis on learning</li> <li>-Hold each other accountable</li> <li>-Experimentation</li> </ul>	
Collaboration with others	<ul style="list-style-type: none"> <li>-Alignment with rest of justice system</li> <li>-Service provider contracts</li> </ul>	- Collaboration website

# Source: Michael Porter, Harvard Business School

- “What is Strategy?” Harvard Business Review, Nov-Dec, 06
- Michael E. Porter, author of 18 books and over 125 articles, is a leading authority on competitive strategy. He is generally recognized as the father of the modern strategy field, as has been identified in a variety of rankings and surveys as the world’s most influential thinker on management and competitiveness.

# Key Concepts

- Operational effectiveness is necessary but not sufficient for superior performance
- Must also have **strategy**
- Strategic positioning: performing different activities from rivals or performing similar activities in different ways (e.g., Southwest Airlines)

# What is Strategy?

- Creation of a unique and valuable position, involving a different set of activities
- If there were only one ideal position, there would be no need for strategy

# Strategy Examples in CC

- Elimination of contact standards (EBP)
- Put officers in community (community justice)
- Conduct group supervision (EBP)
- Recruit staff from mediation fields (restoration)
- Rename probation officers

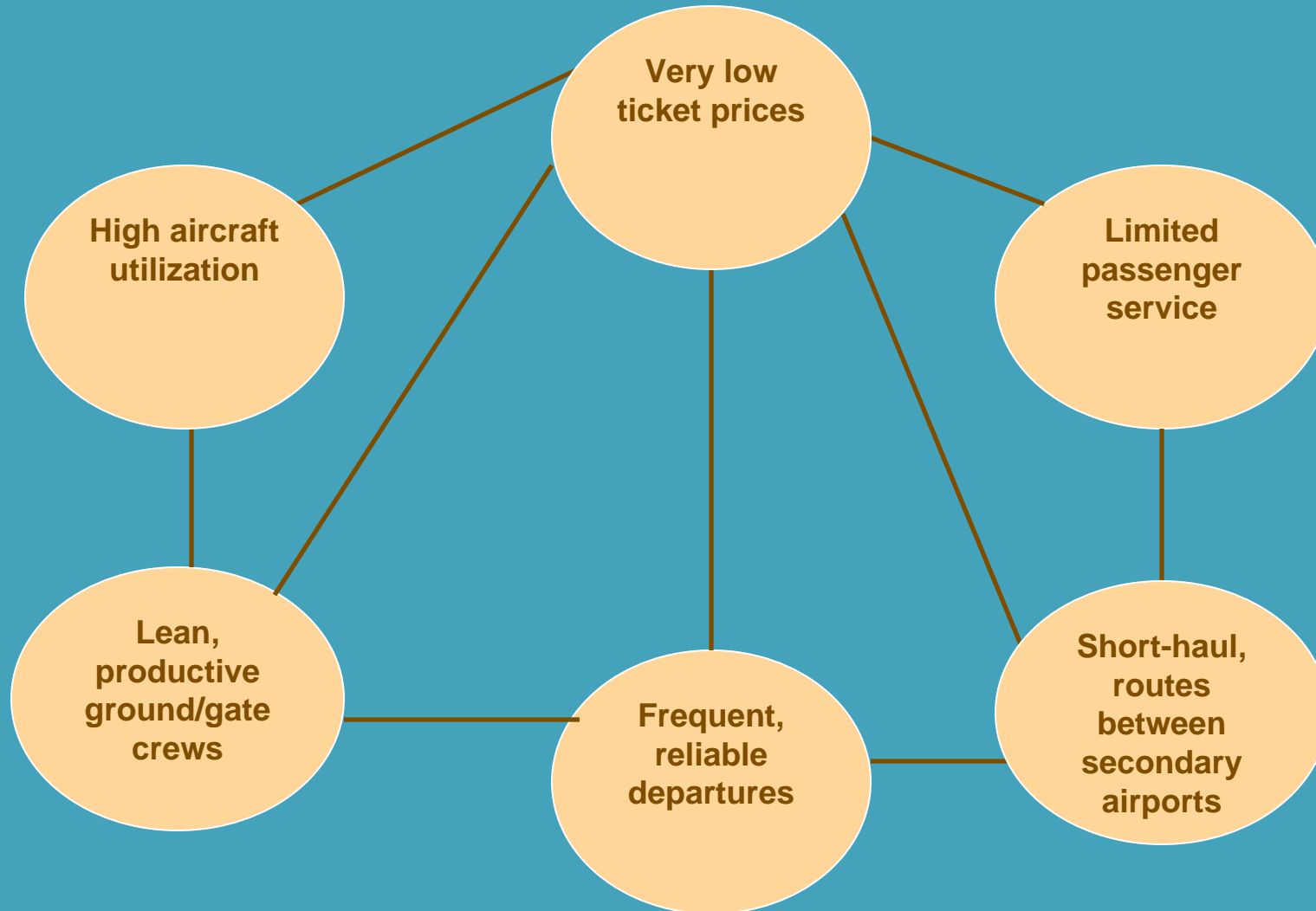
# Trade-Offs

- A strategic position is not sustainable unless there are trade-offs with other positions
- Trade-offs occur when activities are incompatible; more of one thing necessitates less of another
- It creates the need for choice

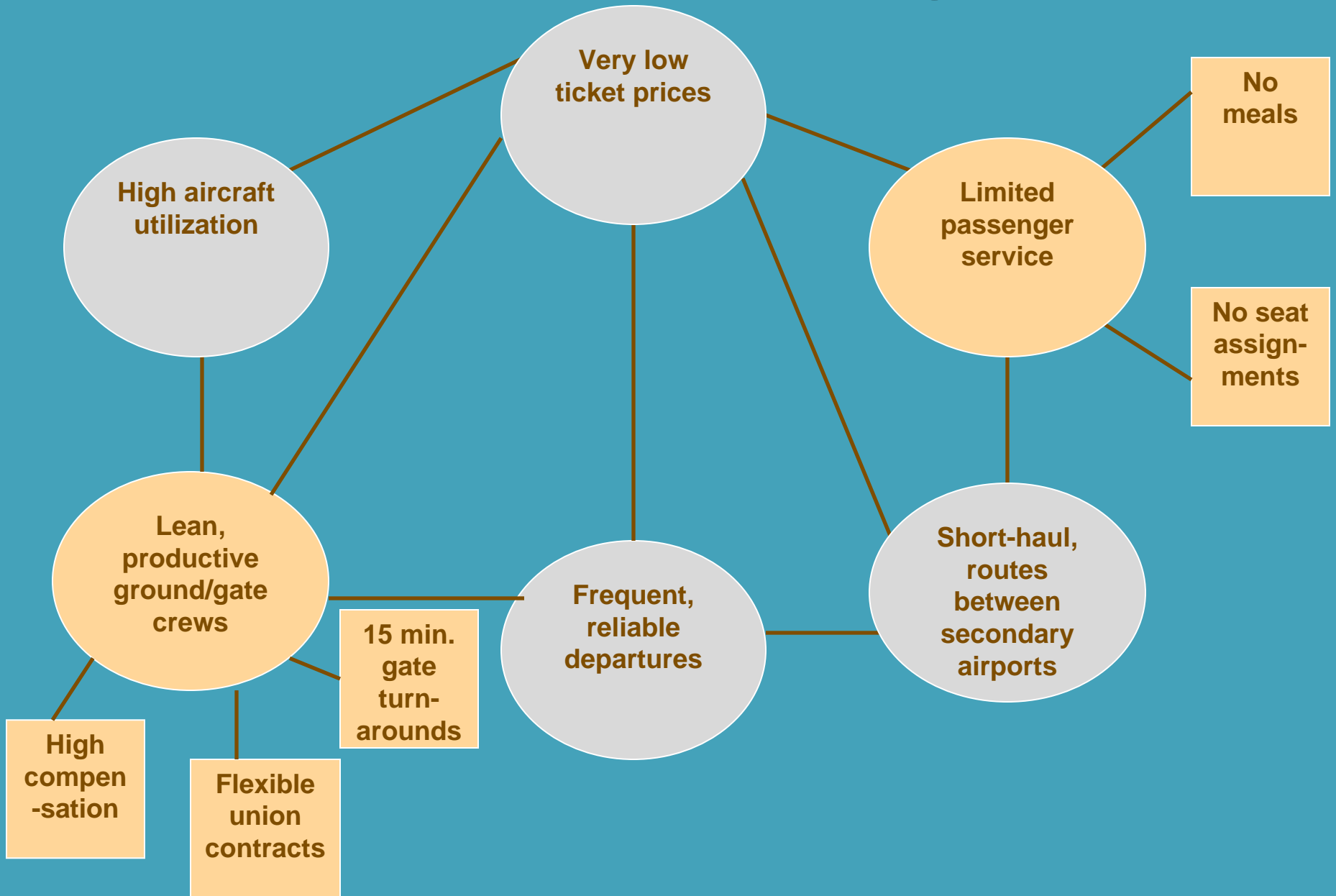
# Southwest Airlines

- Achieves market share by
  - Very low ticket prices
  - Limited passenger service
  - Frequent, reliable departures
  - Lean, productive ground/gate crews
  - High aircraft utilization
  - Short-haul, point to point routes between mid-size cities and secondary airports

# Consistent Message and Fit



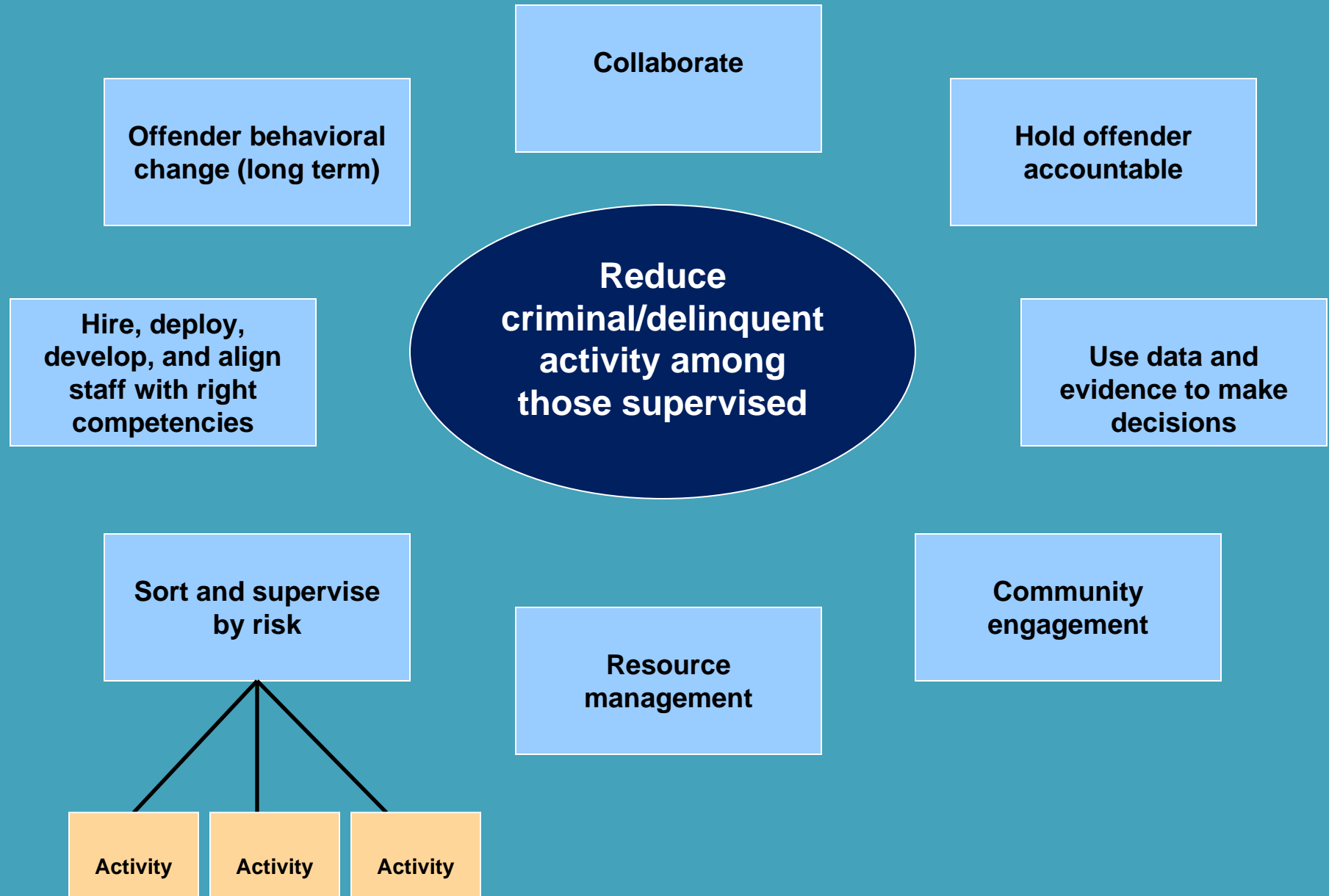
# Activities Align



# Common Mistakes

- Failure to Choose
- The Growth Trap

## Example: Probation Agency



# Six Steps

1. Organizational readiness
2. Preparing managers and supervisors
3. Staff ownership and input
4. Action plan
5. Implementation (pilots first)
6. Measure, adjust

# Last Exercise: Action Planning

- “Long range vision and strategic planning are great tools, but we need to get some things done before lunch.”

Author unknown

- Fill out action planning sheet

# Best sources for “cleaned up” research

Links from NIC website: [http://www.nicic.org/WebPage\\_387.htm](http://www.nicic.org/WebPage_387.htm)

- **Washington State Institute for Public Policy**  
Conducts evaluations of evidence-based offender treatment interventions in the State of Washington.
- **Center for the Study and Prevention of Violence, University of Colorado**  
Conducts studies, provides information, and offers technical assistance regarding violence prevention.
- **The Corrections Institute, University of Cincinnati**  
Assists agencies seeking to change offender behavior.
- **Bureau of Government Research, University of Maryland**  
Helps government agencies identify and implement "best practices."
- **Institute of Behavioral Research at TCU**  
Studies addiction treatment in community and correctional settings.
- **Campbell Collaboration**  
Studies the effects of interventions in social, behavioral, and educational arenas.
- **National Criminal Justice Reference Service**