

FROM THEORY TO REALITY:

MAKING EBP WORK IN THE REAL WORLD

Cindy McCoy, Grant County, Indiana

Karen Herkelman, Waterloo, Iowa

Sequence of Implementation in Grant County, Indiana

- Educate key stakeholders (2001-09)
- Adopt EBP vision, mission, philosophy and implementation plan (2003)
- Complete an EBP assessment
- Involve staff in planning
- Initial and on-going staff training
- Adopt assessment tools (2003-2007)
- Implement case planning based on risk/need (2005)
- Implement a supervision model based on risk (2006)
- Establish reasonable caseloads that focus on higher risk offenders
- Implement services that use cognitive/behavioral model (2005-2008)
- Establish competency standards for effective communication strategies (2006)
- Evaluation/Quality Assurance
- On-going updates on most recent research in field

Essentials of Implementation

- **Patience & Perseverance**
 - Change is hard
 - Change takes time
 - Change involves resistance (attitudes/beliefs)
- **Buy In/Modeling**
 - Upper management – a cheerleader
 - Middle management/supervisors – a mentor
 - Line Staff – “implementation coaches”

Essentials (continued)

- Consultants/Mentors/Trainers
 - EBP Research
 - Agency/system evaluation
 - Implementation Plan
 - Social Learning Theory
 - Cognitive/behavioral
 - Reinforcement
 - Effective Communication Strategies
 - Assessment Tools
 - Peer Coaches
 - Evaluator

Essentials (continued)

- Specific staff attributes
 - Assign current staff (that lack attributes) to positions requiring less offender interaction
 - Non-judgmental
 - Rapport
 - Role Models
 - Empathetic
 - Assertive (not aggressive)

Essentials (continued)

- Resources

- Smaller caseloads for higher risk

- Match more skilled staff with higher risk

- Assessment/Case Planning Tools

- LSI-R (Risk/Needs), SASSI (substance abuse), Becks (anxiety/depression), Criminal Thinking Scale, Treatment Readiness (TCU)

- Cognitive/behavioral services

- Thinking for a Change, Cognitive Self Change, ART, etc.

Essentials (continued)

- Resources (continued)
 - Services to address risk/need/responsivity
 - Substance abuse, mental health, sex offenders, community monitoring, etc.
 - Information management system
 - Ongoing evaluation
 - Local university, UC, consultants
 - Data drives decisions – program and clients

To Effectively Implement EBP

Organizations must develop

- Knowledge
- Skills
- Abilities

Effective Staff Training

- Training with skill practice and booster sessions
- Training of non-treatment staff to support the cognitive-behavioral interventions
- Specific training for supervisors to help support staff learning
- Training geared toward staff's needs and current skills

Motivational Interviewing Training

Joint effort between Corrections and Substance Abuse Treatment Providers

Expanding Training Capacity:

2004: Motivational Interviewing Training of Trainers

2006: 10 Trainers MINTed to Train Trainers of MI
As part of their MINTing process, they help train 40 others with interest in becoming trainers

2008: Same 40 People Trained as Trainers

Stages of Motivational Interviewing Training

Training provided based of stage of readiness and user need:

- Level I - Intro to MI (2-4 hours)
Covers the “Spirit of MI” and gives participants an opportunity to hear and see it and to get exposure to MI.
- Level II - Application of MI (4-8 hours)
Offers participants the opportunity to try it out, experiencing and doing MI and setting up discrepancy by practicing with Real Plays.
- Level III - Applying MI to our specific clinical setting (2-3 days)
(This may also be offered in 4 or 8-hour segments)
Offers participants the opportunity to demonstrate clinical skills, practice skill sets and roll with resistance.
- Level IV - Advanced clinical training in MI - (2-3 days)
Moving from basic competence to more advanced skillfulness in MI

Training Plan

- Regional Basic Trainings Conducted
- Short booster sessions offered with focus on practice
- Advanced MI Training Conducted
- Each agency is assessed for most appropriate level of training for their staff
- Training provided to wide range of community and criminal justice agencies
- New trainers train the basic MI
- MINTed trainers provide the advanced training
- Quality Assurance provided by the MINTed trainers

Enhancing Intrinsic Motivation

- Change focus from compliance to internal motivation for positive change
- Offenders vary in motivation level
- Motivation level is dynamic
- Motivation level is specific to each problem area
- Motivation is related to misconduct and post-release recidivism
- Staff vary in motivation level and it is dynamic
- Motivation should be addressed to avoid wasting resources

To Effectively Implement EBP

Organizations must

- Adjust
- Enhance infrastructure

Seamless Case Management

Iowa Corrections Offender Network (ICON)

- Web-based statewide database
- Developed by and for the end user
- Current information available to end users
- Started in CBC and Prisons now also online
- Consistent assessment tools used statewide
- Case plan and reviews done within data base
- Data available for analysis/research

Iowa Corrections Offender Network

Contains:

- Demographics
- Charge information
- Assessments
- Needs
- Interventions
- Housing
- Medical information
- Disciplinary information
- Wide variety of report
- And much more

To Effectively Implement EBP

Organizations must

- Transform organizational culture

Organizational Culture

- Rewarding the right things
- What you measure gets done
- Role of staff moving from monitoring and punishing to facilitating positive behavior change
- Reducing recidivism is every staff's responsibility

Performance Measures

- Staff need to know what they are doing improves community safety and reduces recidivism
- Resource allocation needs to be linked to measurable outcomes
- Staff must understand how changes benefit them as well as offenders
- Link changes to practices/policies to the desired outcomes

Performance Measures

Developing Performance Measures is tough

- Prioritize the data you want to collect.
- Plan for staff training on computer skills and utilizing data
- Make reports available to all staff
- Analysis of local data helps you ask the right questions
- There will always be more questions
- Look for Patterns in the Data

Substance Abuse Treatment Audit Found

1. Overall, treatment lowers recidivism rates for very high risk offenders – even though the rate of successful treatment completion is low.
2. With few exceptions, higher risk offenders scoring Moderate to High on the LSI-R risk assessment who successfully complete treatment have the largest difference in recidivism rates compared to offenders of the same risk level who do not receive treatment for their substance abuse needs.

Substance Abuse Treatment Audit (continued)

3. In all 8 judicial districts, substance abuse treatment lowers new conviction and total recidivism rates for higher risk offenders.
4. In all 8 judicial districts, offenders receiving substance abuse interventions who at no time during their supervision were assessed as high normal or above, who had alcohol/drug problems, had higher recidivism rates than offenders who did not receive interventions.

Does employment play a positive role in determining the final outcome of an offender's supervision?

- **Yes.** In almost all groups studied there was a higher likelihood of successful outcome among offenders who were employed as compared to offenders who were unemployed.
- This is true regardless of whether the employment was fulltime or part-time.
- Even in offenders who do not successfully complete their intervention programs or interventions, employment increases their likelihood of success on probation/parole.
- **Except** if an offender switches jobs more than four times; then the likelihood of successful outcome falls to the same level as being unemployed.

Implementation of Evidence Based Practices takes time...

Celebrate successes along the way!

