A FRAMEWORK

FOR

IMPLEMENTING

EVIDENCE-BASED PRACTICE

IN

PROBATION AND PAROLE

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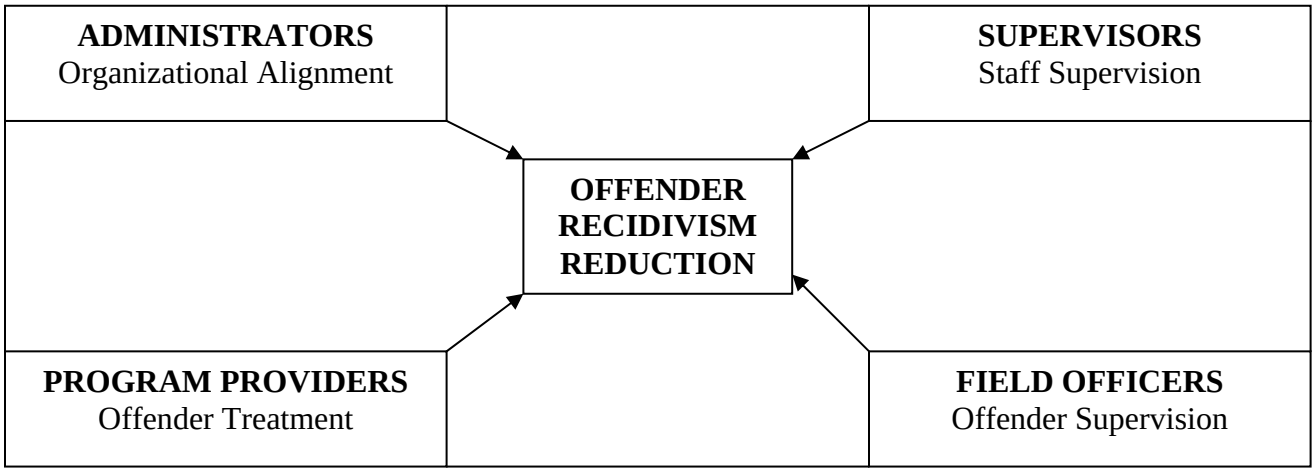
INTRODUCTION

Over the past two decades correctional practitioners have been confronted with “new” and sometimes conflicting approaches for managing correctional agencies and programs. We have seen punishment, restraint, rehabilitation, and reintegration approaches fall in and out of favor. We have been faced more recently with restorative justice, broken windows, community justice, and the “what works” or evidence-based correctional principles. Notwithstanding the efficacy of these strategies for correctional management and public safety, correctional administrators are at the end of the day confronted with the same questions, "How do we translate these models operationally in our agencies?" "What do we and our staff need to do within our specific agency roles and responsibilities to implement and sustain these strategies?" How many times have we all found ourselves saying it sounds good, but show me what I need to do in a practical way to implement it? Organizational change is always a difficult and daunting task, and it becomes nearly impossible when the principles and concepts to be followed do not provide a framework for implementation. The development of an integrated model that embraces multiple correctional theories and strategies should over time, be the ultimate goal of probation and parole services. However, the development of such a model, and more importantly its implementation operationally, needs to be both developmental and sequential. The overarching foundation of such an integrated model upon which the other strategies should be blended and operationalized, can be found in the "evidence-based" research and principles. We cannot continue to have offender supervision practices that are not supported by either the existing evidence of the causes of crime or the existing knowledge of which correctional programs and practices have been proven to positively change offender behavior. Therefore, to improve probation and parole supervision effectiveness and enhance the safety of our communities, agencies must adopt evidence-based principles of offender supervision and treatment – principles that have been scientifically proven to reduce offender recidivism. Our budgets can no longer support programs and supervision practices that have not proven to be effective.

In order to develop an effective framework for implementing evidence-based practices in probation and parole supervision, it is necessary to focus on the responsibilities and activities of field officers, supervisors, administrators, and program providers.

A FRAMEWORK FOR IMPLEMENTING EVIDENCE-BASED PRACTICE IN PROBATION AND PAROLE SERVICES

FOUR INTERDEPENDENT FUNCTIONS



To achieve the goal of increasing public safety by reducing offender recidivism, the following questions must be answered:

- What do we know from "evidence-based practices" and "what works" in Probation and Parole supervision practices?
- What will Program Providers need to do?
- What will Field Officers need to do?
- What will Supervisors need to do?
- What will Administrators need to do?
- What knowledge and skills will Supervisors, Field Officers and Program Providers need to have?
- What are the Primary Components of the Evidence-Based Supervision Model?
- What are the steps that need to be taken?

WHAT DO WE KNOW?

In the late 1970s, the proclamation that "nothing works" in correctional treatment programming set the stage for and ushered in the "get tough on criminals" ideology of the 1980s and early '90s. Over this period of time, the nation experienced the growth of numerous punishment programs and increased sanctions for criminal offenders. Whether out of frustration or convenience, many criminologists and correctional practitioners quickly jumped on the *"rehabilitation doesn't work"* bandwagon. They said that correctional treatment was ineffective, recidivism could not be reduced, and crime could not be prevented by correctional interventions that focused on treating individual offenders. They were wrong.

More recently there has been a significant amount of empirically sound research that has established the effectiveness of some treatment programs and correctional interventions for both juveniles and adults. As a result, the following evidence-based conclusions can be made concerning crime causation and treatment.

RECIDIVISM CAN BE PREDICTED

Offender recidivism is predictable, and can be reduced by using validated risk assessments to identify and address *"criminogenic needs"* – those needs that we now know lead to or cause crime.

RISK FACTORS FOR RE-OFFENDING CAN BE DETERMINED

Offender assessment instruments that identify *"criminogenic needs"* are inextricably linked to offender rehabilitation and public protection.

RECIDIVISM CAN BE REDUCED

If an offender's "*criminogenic needs*" are addressed and positively changed, there is substantial empirical research that indicates that these same offenders will be significantly less likely to recidivate.

APPROPRIATE AND EFFECTIVE TREATMENT SERVICES CAN BE IDENTIFIED

The International Community Corrections Association through its monograph series project has recently provided a summary of the research on the effects of correctional practices and treatment services.[1] At this point in the development of correctional interventions, we can conclude the following with a degree of confidence:

- Punitive correctional practices do not appear to have much overall deterrent effect on either the offenders to whom they are applied, or to potential offenders, who might be motivated to avoid risking them.
- The research evidence does not indicate that routine probation or parole supervision practices have significant effects on subsequent offense rates.
- Despite their intuitive appeal, self-discipline and challenge programs have not been found to be very effective for reducing reoffense rates.
- In general, counseling, social work, mentoring, and similar approaches are not amongst the most effective rehabilitative treatments for offenders when provided as the sole or major intervention.
- Restorative Justice Programs such as community service, restitution, and victim-offender mediation, have had modest positive effects on recidivism in limited research studies.
- Educational, vocational, and employment programs have produced positive but only modest reductions in recidivism.

- Cognitive-behavioral treatment that addresses the deviant thinking patterns (characteristic of many offenders) has consistently been found to be an effective rehabilitative strategy for both juveniles and adults.

- Behavior modification programs that are designed to shape and maintain appropriate behaviors until they are incorporated into the habit pattern of the offender, have been effective in reducing recidivism.

- Multi-modal programs that target a variety of offender problem factors have shown that they are amongst the most effective at reducing recidivism.

- More effective programs either target criminal behavior directly, or the immediate causes of that behavior.

- The more effective programs involve relatively structured training regimens as their primary component, rather than centering on offender-provider relationships.

- Well implemented programs that deliver a relatively high dose of treatment tend to be more effective.

- Despite the evidence that many programs in principle can be effective, actually configuring and implementing these programs, appears to be difficult.

In short, the research on correctional effectiveness has established that program interventions that are targeted to an offender's *"criminogenic needs"* can substantially reduce recidivism. The research has also determined that with most offenders (especially high-risk offenders), supervision alone, or punishment sanctions alone, does not reduce recidivism. Probation and parole supervision practices must target "*criminogenic needs"* in the risk and need assessment process, translate those risk factors into treatment objectives, and ultimately into relevant offender interventions and supervision practices.

WHAT WILL PROGRAM PROVIDERS NEED TO DO?

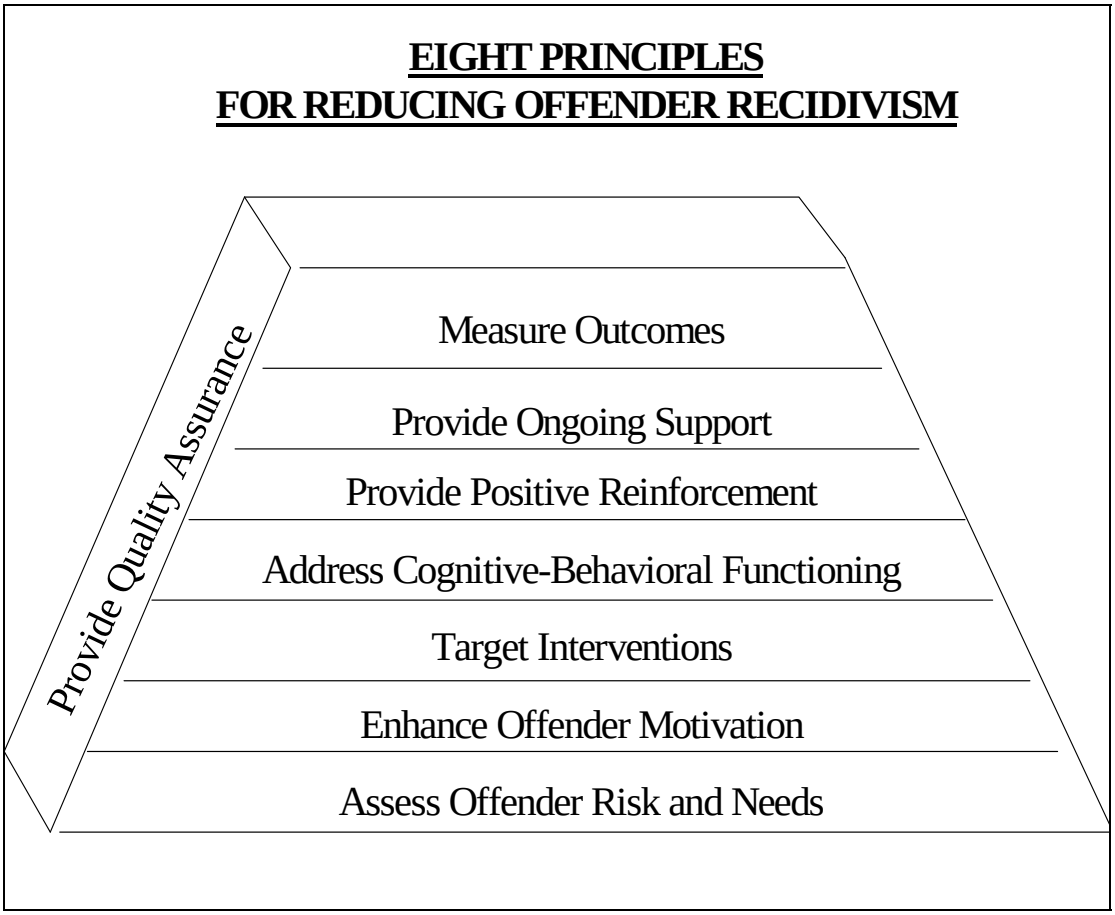
There is a growing body of research that has identified what does not work, as well as what does work, or works better in offender treatment programs and recidivism reduction. Therefore, the first thing that we need to do is to ensure that program providers avoid implementing treatment program models and approaches that have not been supported by research.[2]

TREATMENT MODELS AND APPROACHES THAT ARE NOT RESEARCH SUPPORTED
∅ Targeting low risk offenders ∅ Targeting non-criminogenic needs ∅ Punishment sanctions only ∅ Shock probation ∅ Boot camps ∅ Scared Straight ∅ Drug testing only ∅ Home detention with electronic monitoring only ∅ Encounter type program models ∅ Peer counseling models ∅ Insight-oriented psychotherapy ∅ Intensive supervision only

I am not suggesting that all of the above strategies are without merit and should not be a component of probation and parole services. However, if our goal is recidivism reduction, we need to make sure that program providers implement program models and strategies that are evidence-based, and have proven more effective in changing offender behavior.[3]

TREATMENT MODELS AND APPROACHES THAT ARE RESEARCH SUPPORTED
♦ Treatment That Targets Criminogenic Needs ♦ Targeting High Risk Offenders ♦ Cognitive-Behavioral Therapies ♦ Aggression Replacement Training ♦ Reasoning And Rehabilitation Program ♦ Moral Reconation Therapy ♦ Thinking For A Change Program ♦ Cognitive Self-Change Program ♦ Controlling Anger And Learning To Manage It (CALM Program) ♦ Motivational Enhancement Therapy ♦ EQUIP (juvenile offenders) ♦ Pathways to Change ♦ Interpersonal Communication Skills Training ♦ Functional Family Therapy (juvenile offenders) ♦ Multi-Systemic Therapy (juvenile offenders) ♦ Brief Strategic Family Therapy (juvenile offenders) ♦ Multi-dimensional Family Therapy (juvenile offenders) ♦ Contingency Management ♦ Community Reinforcement and Family Training (CRAFT)

Placing an offender in a program that uses an evidence-based treatment model is only the first step toward achieving positive outcomes that lead to recidivism reduction. What has emerged from the research is not a single program that clearly stands out as the most effective for reducing recidivism, but rather a set of principles that characterize the most effective correctional interventions. There is reason to believe that the more these principles are incorporated into probation and parole supervision practices, the greater the reduction in recidivism will be.



Assess Offender Risk and Needs

There exists today validated offender risk and need assessment tools that can predict the actuarial risk of each offender to recidivate, as well as identify the offender's criminogenic need levels that lead to or cause crime. The six primary criminogenic need areas or dynamic risk factors are as follows:

- Dysfunctional family relations
- Anti-social peers
- Substance abuse
- Low self-control
- Anti-social attitudes and values
- Callous personality

Completion of a risk and needs assessment helps identify who should receive treatment (risk principle), what should be treated (need principle), and how treatment should be

delivered (responsivity principle). Risk and need assessment enables us to develop differential offender supervision standards so that we know which offenders require little supervision and no treatment intervention; significant supervision with significant treatment intervention; or close surveillance with no treatment intervention.

A valid risk and needs assessment also provides the information to develop an offender case plan that should serve as a roadmap to direct the offender and guide the field officer and treatment provider toward targeted activities and outcomes. At a minimum, an offender supervision case plan should include the following components:

CASE PLAN COMPONENTS
♦ Assessment profile identifying primary and secondary criminogenic needs and offender supervision level. ♦ Identified offender protective factors to reinforce and strengthen. ♦ Assessment of the offender's motivation to change. ♦ Suggested programmatic interventions to address identified offender criminogenic needs and problem areas. ♦ Offender long-term behavior change goals for each identified problem area. ♦ Responsibilities and activities the offender needs to carry out identified needs.

Enhance Offender Motivation

Sustained change in an offender's behavior is more likely to occur when the offender is motivated to change. Strategies to enhance offender motivation include the following:

- Conducting pre-programming activities designed to assess offender responsivity to treatment, and that focus on building offender motivation and advancing their readiness for change.

- Interacting with the offender using skills that help them to explore and resolve ambivalence toward changing their criminogenic behaviors and attitudes.
- Developing and delivering programming in a way that accounts for offender learning styles, developmental level, and ability.

Target Interventions

Based upon the information obtained from the risk and needs assessment and case plan, the offender depending upon his/her level of risk and needs, should be placed in targeted interventions that provide the appropriate type of evidence-based treatment which focuses on the assessed criminogenic needs. The interventions should also be administered to provide the proper intensity or length of each individual treatment session, the right frequency or number of treatment sessions each week, and the correct duration or length of the treatment service.

Address Cognitive-Behavioral Functioning

Focusing on an offender's cognitive-behavioral functioning, in relationship to their assessed criminogenic needs, and placing offenders in treatment interventions that utilize a cognitive-behavioral therapy, is clearly supported by research. There are two main types of cognitive programs; cognitive restructuring and cognitive skills training.

Cognitive restructuring is based on the premise that offenders have learned destructive attitudes and thinking habits that reinforce criminal behavior. These counter-productive ways of thinking when recognized, can be replaced with pro-social thinking and attitudes. Cognitive skills training, which usually follows cognitive restructuring, provides offenders with opportunities to learn and practice ways to improve their problem-solving, emotional regulation, and other self-management and coping skills. Treatment interventions that provide offenders with an opportunity to try out new skills through role-plays and other cognitive-behavioral exercises are preferable over didactic processes.

Provide Positive Reinforcement

Applying principles of positive reinforcement through a structured offender behavior management system that encourages program participation and reinforces positive change, is an essential component of effective probation and parole supervision. New behaviors and acquired skills that are not adequately reinforced are often not retained. This reinforcement can be incorporated in a formal contingency management protocol, as well as through offender verbal affirmations from staff by recognizing and supporting offender self-efficacy.

Provide Ongoing Support

Offenders need to be provided ongoing support after completing a treatment program. Relapse prevention training should be part of the program design and include the following:

- Development of an individualized plan and rehearsal of alternative pro-social responses that are specific to the behaviors or circumstances that increase the risk of re-offending for the offender in question;
- Development of self-monitoring skills and the ability to anticipate problem situations; and
- Training of significant others, such as family, friends, and employers, to reinforce pro-social behavior and to recognize triggers and risk situations. [4]

In addition, it is often important to provide booster sessions to offenders after they leave formal treatment.

Measure Outcomes

Accurate and detailed documentation of case information, along with a formal and valid mechanism to measure supervision outcomes, is the foundation of evidence-based practice. Probation and parole services need to assess offender change in cognitive and

skill development, and evaluate offender recidivism if supervision practices are to remain effective.

Quality Assurance

Finally, an overarching quality assurance system must exist to monitor probation and parole supervision practices, and the ongoing delivery of offender treatment programs to maintain and enhance program fidelity and integrity.

PROGRAM FIDELITY AND QUALITY ASSURANCE ELEMENTS
♦ Select staff with high level functioning on the relationship, structuring, and social support dimension of effective correctional practice. ♦ Ensure that staff receive pre-service and in-service training that supports high levels of interpersonal skills and principles of recidivism reduction. ♦ Ensure that staff receive on-the-job clinical supervision and coaching. ♦ Ensure that staff adhere to the evidence-based principles and model the techniques that they teach, and expect from the offender. ♦ Maintain curriculum manuals that outline treatment objectives, content, activities and competency testing, and update them based upon evidence-based practice. ♦ Develop written policies and procedures that support evidence-based findings.

In summary, it appears that in order for probation and parole supervision to significantly reduce offender recidivism, it must employ the very best targeted intervention treatment models and supervision practices, implement them with fidelity, and maintain an optimal overall configuration of treatment and supervision, dosage, frequency, duration and quality assurance.

WHAT WILL FIELD OFFICERS NEED TO DO?

There presently is limited empirical research on the supervision activities of probation and parole field officers that is more likely to lead to a reduction in offender recidivism. Supervision services have been largely based on the belief that contacts between the field officer and the offender are the cornerstone to managing and/or changing offender behavior. However, a number of sound research studies have established that the quantitative nature or frequency of field officer and offender contacts did not impact offender outcomes such as rearrest rates.[5] There has not been up to this point, a major emphasis on the qualitative nature of these contacts as they impact offender recidivism. A review of studies in the fields of corrections and addiction suggests that probation and parole supervision is more likely to reduce recidivism if field officer contacts with offenders have a function and purpose that involve more than surveillance and the mere gathering of information.[6] Moreover, previous research on intensive probation indicates that the most promising strategies for supervising higher risk offenders invariably combine and integrate monitoring and treatment interventions. As discussed earlier, research also shows that behavioral treatment interventions are more efficacious than other more traditional approaches. Taken together, this means that officers supervising high risk cases must have smaller caseloads and serve not only in a monitoring capacity, but also function as a broker and catalyst for change. Therefore, an evidence-based probation and parole supervision model needs to focus on the purpose, activities, and quality of the interactions or contacts between the field officer and the offender and should have the following goal:

> **To contribute to public safety by controlling and changing an offender's behavior through an integrated system of sanctions, field officer interactions, and evidence-based treatment interventions that are aligned with the offender's risk and needs.**

With this overall goal in mind, an evidence-based probation and parole supervision model should have two primary objectives:

AN EVIDENCE-BASED PROBATION AND PAROLE SUPERVISION MODEL
Supervision Objectives 1. Monitor and facilitate the offender's compliance with supervision conditions and individual case plan. 2. Facilitate the offender to change his/her anti-social and criminal behavior.

In order to accomplish these objectives, the following supervision activities will need to be carried out by the field officer:

FIELD OFFICER OFFENDER SUPERVISION ACTIVITIES

- Complete a validated Risk and Needs Assessment.
- Work with the offender and explain the assessment results and develop a Case Plan.
  - ✓ Review court-ordered special conditions and if required, make program or service referrals.
  - ✓ Based on the Needs Assessment, make appropriate program referrals to address the primary and/or secondary criminogenic need area.
- During Supervision face-to-face contacts with the offender, do the following:

  Activities:

  - ✓ Review Case File, Case Plan, and Case Notes before meeting with the offender.
  - ✓ Focus on the offender's identified criminogenic needs (primary and secondary), and court-ordered conditions, and work with the offender on addressing their needs and carrying out their responsibilities as identified in the Case Plan.
  - ✓ Review the offender's progress on previously established responsibilities, and if necessary, help the offender to make revisions.
  - ✓ Discuss the offender's progress and involvement in any required programs, services or supervision conditions.
  - ✓ Discuss any problems or concerns that the offender is having.
  - ✓ Set appropriate limits and provide clear direction to the offender as necessary.
  - ✓ At the conclusion of the meeting, summarize and reinforce any positive progress and behavior, and summarize any responsibilities and expectations that need to be completed before the next contact.

Process Elements:

- ✓ Use evidence-based verbal and non-verbal communication skills to include physical attending, reflections, summarizations, affirmations, and open-ended questions to gather information and facilitate change.
- ✓ Explore the offender's ambivalence to positively change.
- ✓ Reinforce through verbal encouragement and praise, any evidence of pro-social behavior or verbal statements on the part of the offender.
- ✓ Reinforce offender change talk and self-efficacy.
- ✓ Identify and address any offender thinking errors or discrepancies, but maintain the focus on criminogenic needs and Case Plan compliance.
- ✓ Avoid non-productive arguing with or blaming the offender.
- ✓ Convey optimism that the offender can change.

- Maintain Case Notes at the conclusion of the contact.
- Provide a consistent and prompt response to all incidents of offender non-compliance with supervision conditions by using graduated sanctions based on incident severity and the offender's risk level.
- Complete Risk and Need reassessments at least every six (6) months, and modify the Case Plan accordingly.
- Upon completion of the offender's required treatment services, develop a Relapse Prevention Plan, and monitor and support the offender in implementing the Plan.

These activities when carried out by appropriately trained and skilled field officers, will operationalize what is emerging from evidence-based research as the activities that can help facilitate offender compliance with supervision conditions, as well as promote behavior change and reduce recidivism.

WHAT WILL SUPERVISORS NEED TO DO?

Implementing the evidence-based model of probation and parole services must be supported and reinforced by field office supervisors if it is going to be successful. Field supervisors remain the most significant force in shaping the behavior of the officers they manage. Without the support of field supervisors no organizational change effort will be successfully implemented and sustained. The following responsibilities must be the primary focus of field office supervisors within the evidence-based offender supervision model:[7]

FIELD OFFICE SUPERVISOR RESPONSIBILITIES

- Learn the principles of Risk Reduction and Evidence-Based Supervision.
- Ensure that staff are well-trained in and understand agency policy and procedures, as well as the skills and principles of Evidence-Based Supervision.
- Help staff adapt to change by doing the following:
  - ✓ When possible, seek staff input and promote collaboration.
  - ✓ Clearly communicate expectations and allow for discussion and feedback.
  - ✓ Provide training and coaching as needed.
  - ✓ Demonstrate supportive modeling.
  - ✓ Give timely performance feedback.
  - ✓ Provide positive reinforcement.
  - ✓ Recognize individual contributions and celebrate team accomplishments.
- Model the skills and principles of Evidence-Based Supervision and the behaviors that you want staff to exhibit.

- Create an office culture that values honesty and ensures fair, equitable and respectful treatment of staff, offenders and community members.
- Provide staff with feedback and positive reinforcement for behavior that supports Evidence-Based Supervision.
- Periodically (at least twice a year), observe staff when interacting with an offender during an office visit, and provide them with feedback, reinforcement and instruction.
- Meet with staff at least monthly and respond to staff questions, provide performance feedback, and assist them in developing strategies for handling difficult cases.
- Conduct periodic random reviews of each field officer's completed Risk / Needs Assessments and Case Plans and give feedback to the officer.
- Review staff responses to offender non-compliance to assure that the actions taken are appropriate.
- Periodically review field officer Case Notes for appropriateness.
- Periodically visit referral programs and talk to program providers.

WHAT WILL ADMINISTRATORS NEED TO DO?

Implementing evidence-based supervision is something administrators must do with their staff, not to their staff. Therefore probation and parole administrators, if they are going to implement evidence-based practices in their own agency, need to make sure that there is alignment throughout the agency with these practices and principles, and they need to understand and carry out their related responsibilities.[8]

ADMINISTRATOR'S RESPONSIBILITIES
• Provide leadership that will facilitate the successful implementation of Evidence-Based Supervision by doing the following: ✓ Create and articulate the vision, mission, and goals. ✓ Identify external and internal stakeholders. ✓ Collaborate with stakeholders to develop strategies and initiatives for achieving the vision. ✓ Determine intermediate process measures and outcome measures to evaluate goal achievement. ✓ Monitor the implementation of the strategies and initiatives, and make modifications or changes as indicated. ✓ Evaluate mission and goal achievement. • Enhance staff support and facilitate the management of change through staff involvement, open and honest communication, positive role modeling, performance feedback, and positive reinforcement. • Create an office culture that fosters and values honesty and ensures fair, equitable, and respectful treatment of staff, offenders, and community members. • Model the skills and principles of Evidence-Based Supervision and the behaviors that you want staff to exhibit. • Practice the principles of collaborative leadership: ✓ Focus less on roles and more on functions. ✓ Promote the importance of process as well as goal and task accomplishment. ✓ Listen with the intent of hearing, rather than judging. ✓ Create opportunities for shared power and responsibility. ✓ Foster participative decision-making. ✓ Utilize conflict resolution strategies based on problem-solving models, rather than authoritarian or political models.

- Ensure operational alignment with the principles of Evidence-Based Supervision by modifying and developing supportive policy, procedures and performance standards.
- Provide agency staff with the tools, knowledge and skills needed to implement and support evidence-based practices.
- Create an agency culture of continuous learning and improvement that supports the growth and development of staff.
- Ensure that all quality control data elements collected, measured, and reported, are congruent with and support evidence-based practices.
- Establish a system of quality assurance and assistance for agency staff and program providers that maintains the fidelity and integrity of offender supervision and evidence-based treatment services.
- Communicate the mission and goals of the agency to a broad range of stakeholders, and foster collaborative partnerships.
- Ensure human resource policies are administered fairly and equitably.
- Reward achievement and celebrate accomplishments.

As administrators we must realize that if the agency's vision, goals, policies, standards and performance measures, along with the corresponding systems of audits and performance reviews are not managed with flexibility and compassion, no matter what the intent, the agency can become a blind bureaucracy that operates as a punishing enforcer, rather than a supportive enabling facilitator of evidence-based practice.

WHAT KNOWLEDGE AND SKILLS WILL SUPERVISORS, FIELD OFFICERS AND PROGRAM PROVIDERS NEED TO HAVE?

Knowing what agency staff and program providers need to do is a major step toward implementing evidence-based practices. However, moving from knowing to doing, will require a major commitment to staff training and development. The successful implementation of any organizational change initiative requires effective policy and procedures, staff training, and staff supervision. It is beyond the scope of this paper to

provide extensive detail on the content of each subject area in which staff will need to receive training. However, at a minimum, staff should have the following knowledge and skills:

SUPERVISORS, FIELD OFFICERS, AND PROGRAM PROVIDERS REQUIRED KNOWLEDGE AND SKILLS
• Knowledge of criminogenic needs and risk factors. • Knowledge of evidence-based supervision and treatment interventions. • Knowledge of the process of criminal thinking. • Knowledge of the stages of individual change. • Knowledge of social learning theory and behavior management principles. • Knowledge of graduated responses to non-compliance. • Knowledge of relapse prevention strategies. • Skills in conducting risk and needs assessments. • Skills in developing offender case plans and behavioral contracts. • Skills in motivational enhancement techniques and motivational interviewing. • Skills in cognitive-behavioral therapy. • Skills in staff supervision and managing change (Supervisors).

Training in the areas cited above, represents a significant commitment and investment that at a minimum, will translate to approximately three to four weeks of staff training for each employee. While this may seem a luxury, the investment in training can pay off in reduced recidivism and greater public protection.

WHAT ARE THE PRIMARY COMPONENTS OF AN EVIDENCE-BASED SUPERVISION MODEL?

There are six (6) primary components or processes to a probation and parole evidence-based supervision model. When operationalized with fidelity, it should maximize recidivism reduction for high risk offenders and enhance public safety.

PROBATION AND PAROLE EVIDENCE-BASED SUPERVISION MODEL		
Main Components	***Responsible Individuals***	***Objectives***
Offender Risk and Needs Assessment	Probation Officer / Parole Officer / Correctional Counselor	To conduct an accurate Risk and Needs Assessment
Probation / Parole Conditions	Parole Board / Court Personnel	To match the term of probation and parole supervision, and probation and parole conditions to the levels of offender risk, and to require treatment interventions congruent with criminogenic needs.
Offender Case Plan	Probation / Parole Officer	To develop a Case Plan that delineates the offender's criminogenic needs, appropriate programmatic interventions, offender's motivation to address identified needs, offender responsibilities, and field officer case activities. To make appropriate program referrals.
Offender Supervision	Probation / Parole Officer	To monitor compliance with probation and parole conditions and facilitate implementation of the Case Plan. To decrease the offender's ambivalence, defensiveness, and resistance to stopping his/her pro-criminal and anti-social behavior.
Offender Treatment	Program Provider	To provide the appropriate type of evidence-based treatment, which focuses on the offender's criminogenic needs, enhance offender motivation, and provide positive reinforcement and relapse prevention.
Quality Assurance	Supervisors And Administrators	To model and facilitate organizational alignment with the principles of evidence-based supervision. To provide staff training that increases their knowledge and skills in evidence-based practice, and support and reinforce knowledge and skill application.

There seems to be no question that we have the knowledge, tools, and program models needed to increase our effectiveness and enhance public safety. However, few correctional agencies have been willing or able to change the way they have historically operated. The adage, "if you always do what you have always done, you will always get what you have always gotten", is well ingrained in correctional practice. We cannot become what we need to be by remaining what we are. Attempts to change how we operate and what we do will be met with resistance within and without our agencies. It will require a well-crafted collaborative implementation strategy; a strategy that fosters the development of a core set of shared values and beliefs that support recidivism reduction and increased public safety.

WHAT ARE THE STEPS THAT NEED TO BE TAKEN?

The general steps to implement evidence-based practices in probation and parole will need to be tailored to meet each agency's unique needs and circumstances. The following steps are therefore not intended to be prescriptive, but rather to serve as a general guideline:

EVIDENCE-BASED PROBATION AND PAROLE RECOMMENDED IMPLEMENTATION STEPS

1. Select risk assessment instruments.
2. Pilot test selected risk assessment instruments and norm to offender population.
3. Develop an offender classification system that includes levels and standards of monitoring and supervision.
4. Determine if additional staff is needed to comply with established standards and caseload levels.
5. Develop a strategy to increase staff resources if needed.
6. Train staff to serve as trainers in the risk assessment instruments and Motivational Interviewing.

7. Train all field supervisors and officers in the risk assessment instruments and Motivational Interviewing.

8. Develop a risk assessment quality assurance process.

9. Collaborate with internal and external stakeholders information on developing evidence-based recidivism reduction practices.

10. Develop an offender case planning process and train field officers and supervisors.

11. Train field officers, program providers, and supervisors in:
    - Evidence-Based Supervision Practices
    - Motivational Interviewing
    - Criminal Thinking
    - Behavior Management
    - Cognitive-Behavioral Therapy
    - Case Planning and Targeted Case Management
    - Relapse Prevention
    - Staff Supervision (Supervisors)
    - Managing Change (Supervisors)

12. Complete a treatment services "gap analysis" and identify additional program resource requirements.

13. Develop and implement an evidence-based correctional treatment program continuum.

14. Review and modify agency policies and functions to ensure alignment with evidence-based practices.

15. Provide quality assurance and technical assistance to agency staff and treatment providers in evidence-based supervision practices and required skills.

16. Conduct an outcome evaluation study.

SUMMARY

I have attempted to describe a framework for reducing offender recidivism through improving probation and parole supervision effectiveness. It is not intended to be a detailed blueprint, but hopefully it can serve as a starting point and guide for operationalizing these principles and concepts.

The implementation of these principles in probation and parole supervision should not be viewed as the end, but rather the beginning. Although this seems to be a step in the right direction, at the present time when it comes to changing criminal behavior, there is no silver bullet. If however we can operationalize (with fidelity and integrity) the principles and activities presented in this "Framework", the evidence suggests that we can reduce offender recidivism by thirty percent (30%) or more for high-risk offenders.[9] Even modest reductions in recidivism, when translated into economic impact and a decrease in crime, prison overcrowding, and victim suffering, leave us no ethical option other than to move our agencies in this direction.

The cumulative results of decades of research on offender rehabilitation programs reveals quite clearly that effective programs can be developed and implemented and, if done well, a significant reduction in offender recidivism can be expected. However, despite the evidence that many correctional programs can be effective, actually configuring and implementing such a program is difficult.

The implementation of an evidence-based probation and parole supervision model will be a paradigm shift for probation and parole services, a shift that undoubtedly will require agency self-reflection and self-adjustment. It will also require a change in organizational cultures that for some staff has supported a "them versus us" approach to their work. This change will not occur overnight, and will require persistence, patience, and leadership.

ENDNOTES

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