

## Evidence Based Practice Resource Guide

**Using this Resource Guide:** This resource guide serves as a Table of Contents for the Professional Development Readings included in this file. The articles are numbered in the order in which they appear on the guide. This guide also provides additional information regarding the author(s), date, publisher, as well as a description of the contents of the article. The number of hours of training credit allotted for each article is also listed. Staff members wishing to receive the specified training credit for reading these articles must submit a PBPP 362 form. A brief written response to the “Summary Question” must be attached to the PBPP 362. Your response also must include how the reading relates to your employment.

### **1. Probation’s Growing Caseloads and Workload Allocation: Strategies for Managerial Decision Making** by Matthew T. DeMichele, 2007; American Probation and Parole Association

**PDF Document Title:** *1 American Probation and Parole Caseloads Report*

**Description:** This article includes information on Evidence Based Practice and reiterates that EBP is more than just assuring appropriate caseload sizes. It also includes results of a non-scientific survey administered by the APPA. This hotly contested issue will undoubtedly continue to be a topic of discussion for years to come. The social sciences will soon start to have the capacity to give us some real answers, as the National Institute of Justice has recently awarded a three-year grant for the first large-scale study on the effect of caseload sizes on recidivism.

**Summary Question:** Describe what the author feels is important for probation/parole administrators to consider when determining appropriate case load sizes.

*3 Hours Training Credit*

### **2. Cognitive Behavioral Treatment: A Review and Discussion for Correctional Professionals** by Harvey Milkman and Kenneth Wanberg, 2007; National Institute of Corrections

**PDF Document Title:** *2 Cognitive Behavioral Treatment*

**Description:** Cognitive behavioral treatment has proven to be superior to other treatment types regardless of the types of offender receiving treatment (IE: Domestic Violence, DUI, Sex Offenders, etc.). This paper offers correctional practitioners of varying responsibility with an explanation of CBT along with some evaluation research of some prominent CBT curricula currently in use.

**Summary Question:** Describe the foundation of CBT. Include how CBT purports to work and discuss what seem to be important factors in successful CBT programming (IE: length of sessions, number of sessions, types of activities, etc.).

*3 Hours Training Credit*

### **3. Evidence-Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs, and Crime Rates**, 2006; Washington State Institute for Public Policy

**PDF Document Title:** *3 EBP Options to Reduce Prison Costs and Crime*

**Description:** This study was conducted via the direction of the Washington State Legislature to help them determine criminal justice public policy and funding allocations. It is unique in that it aspires to answer three questions that are not often examined in conjunction with one another. What evidence-based options, if any, will: 1) reduce the future need for prison beds, 2) save money for state and local taxpayers, and 3) contribute to lower crime rates. Long-term forecasts show promise in these regards with certain programming/community supervision strategies and a lack thereof with others. The Institute used meta-analytical methods to review 571 existing research papers meeting a pre-determined, rigorous set of research standards to analyze the effectiveness of the programming/supervision strategies under review.

*Must be read along with Article 3A for 2.5 hours training credit.*

**3A. Increasing Public Safety and Reducing Spending: Applying a Justice Reinvestment Strategy in Texas and Kansas** by Crystal Garland; Council of State Governments Justice Center

**PDF Document Title:** *3A Cost Effectiveness of EBP in Texas*

**Description:** As jurisdictions across the US struggle with burgeoning prison populations, many are turning an eye toward EBP strategies. EBP provides policy makers with the best of both worlds—reduced recidivism keeps prison populations lower and makes the community safer. This article looks at the efforts of Texas and Kansas in this regard.

**Summary Question:** Describe the factors that seem to play the largest role in determining whether or not a correctional program is cost-effective.

*Must be read along with Article 3 for 2.5 hours training credit.*

**4. Proactive Community Supervision in Maryland: Changing Offender Outcomes** by Faye Taxman, Christina Yancey, Jeanne Bilanin, 2006; Virginia Commonwealth University and University of Maryland

**PDF Document Title:** *4 EBP Evaluation.MD*

**Description:** This article shows the tangible results of strategically implementing EBP. Maryland's example is a good example for all in terms of how effective EBP supervision can be in improving supervision outcomes with the right planning and perseverance. In this report, jurisdictions that employed "Proactive Community Supervision" (AKA: PCS, EBP) showed reductions in rearrest and technical violations in excess of 30% over jurisdictions that conducted business as usual.

**Summary Question:** Describe the strategies that the PCS administrators utilized to emphasize/reinforce the type and nature of offender contacts they expected from their staff.

*1.5 Hours Training Credit*

**5. Implementing Evidence-Based Practice in Community Corrections: Quality Assurance Manual** by Meghan Howe and Lore Joplin, 2005; National Institute of Corrections

**PDF Document Title:** *5 EBP Quality Assurance Manual*

**Description:** Agencies that desire to maximize the benefits of EBP do not stop with simply providing their staff with training that exposes them to the principles or provides them with the tools necessary to utilize the principles. Reinforcing the use of the skills in

the field through quality assurance is not merely an afterthought to agencies who are successful in EBP implementation. This manual provides a framework for making sure that “What Works” is working in your agency.

**Summary Question:** Describe the reasons the authors cite for implementing customer satisfaction surveys to include who should receive them and what types of information they should seek.

*3 Hours Training Credit*

### **Implementing Evidence Based Practice in Community Corrections:**

#### **6. The Principles of Effective Intervention**

#### **7. Organizational Development**

#### **8. Collaboration**

#### **9. Implementing Effective Correctional Management of Offenders in the Community: An Integrated Model**

by Brad Bogue, et al., 2004; National Institute of Corrections

**PDF Document Title:** 6) 6 NICs Evidence Based Practice; 7) 7 NICs Evidence Based Practice.org develop; 8) 8 NICs Evidence Based Practice.collaborate; 9) 9 NICs Evidence Based Practice.Integrated Model

**Description:** These articles are where “What Works” was formulated into the eight principles of Evidence Based Practice. They are essential reading for new personnel in EBP agencies.

*Must be read along with article 10 for 3 hours training credit.*

#### **10. Evidence-Based Correctional Practices, 2007; Colorado Division of Criminal Justice Office of Research and Statistics**

**PDF Document Title:** 10 Evidence Based Correctional Practices.Colorado

**Description:** Colorado’s take on the principles of effective intervention.

*Must be read along with articles 6-9 and 10A for 3.5 hours training credit.*

#### **10A. What Works? Evidence Based Practices in Parole and Probation** by Thomas H. Williams, 2007; Journal of Community Corrections

**PDF Document Title:** 10A What Works EBP In P and P

**Description:** Court Services and Offender Supervision Agency’s (Washington D.C.) take on the principles of effective intervention.

**Summary Question:** Describe the NIC concept of “Integrated Model.” Explain what concepts comprise the integrated model.

*Must be read along with articles 6-10 for 3.5 hours training credit.*

#### **11. Implementation Research: A Synthesis of the Literature** by Dean Fixsen, Sandra Naom, Karen Blasé, Robert Friedman, and Frances Wallace; 2005; University of South Florida

**PDF Document Title:** 11 Implementation Research.Fixsen

**Description:** **Target Audience: Managers/Leaders**--Implementing EBP is a tall order requiring sound planning. This is a resource for managers interested in driving their agencies toward EBP.

**Summary Question:** Describe what types of activities that the authors state should occur in order to maximize the impacts of staff training.

*Must be read with article 13 for 4 hours training credit*

**12. The Change Book: A Blueprint for Technology Transfer, 2<sup>nd</sup> ed.,** 2004 Addiction Technology Transfer Center Network

**PDF Document Title:** *12 Implementation The Change Book 2<sup>nd</sup> Ed*

**Description:** *Target Audience: Managers/Leaders*--Implementing EBP is a tall order requiring sound planning. This is a resource for managers interested in driving their agencies toward EBP.

**Summary Question:** Choose three of the principles necessary for successful technology transfer and describe their importance in instituting change.

*Must be read with article 13 for 3 hours training credit.*

**13. Strategically Planning for Implementation of Evidence-Based Practices: Using Macro-and Micro-Strategies to Improve Success** by Donna L. Boon and Kimberly Gentry Sperber; Corrections Today

**PDF Document Title:** *13 Strategic Planning for Implementing EBP*

**Description:** This article provides a synopsis on how one agency began its strategic planning efforts to implement EBP.

*Can only be read along with articles 11 and/or 13 for corresponding hours training credit.*

**14. Innovations in Probation: Assessing New York City's Automated Reporting System** by James Wilson, Wendy Naro, and James Austin, 2007; The JFA Institute

**PDF Document Title:** *14 Kiosk Reporting.NYC*

**Description:** This research paper explains the practical and theoretical grounding of targeting supervision requirements per risk level. New York City's Probation Department, primarily driven by budget constraints, began supervising a high percentage of its overall client population via kiosk reporting. This allowed the agency to lower high risk case loads from 119 to 50 clients per officer over the course of six years. Although two-thirds of the total client population reported to kiosks rather than traditional probation appointments, the level of rearrest over a two-year follow-up period decreased by 3 percentage points for these low risk clients. Perhaps more importantly, being able to lower caseloads and increase contacts with higher risk clients reduced rearrest by 8 percentage points over a two year follow-up period for these clients. Some interesting and seemingly conflicting findings show an increase in incidences of failure to report for both high and low risk clients since the full implementation of kiosk reporting. Many agencies struggle with the question of "how can we implement EBP with such high caseloads?" This paper suggests that the answer may lie in managing caseload sizes via the offender risk most effectively.

*Must be read along with article 14A for 2 hours training credit.*

**14A. Reducing the Harm: Identifying Appropriate Programming for Low-Risk Offenders** by Christopher Lowenkamp, Paula Smith, and Kristin Bechtel; Corrections Today

**PDF Document Title:** *14A Low Risk and Appropriate Programming*

**Description:** This article shows some preliminary results of a large meta-analytical study examining of 900 studies to determine what, if any programming, is effective at

reducing recidivism for low risk offenders. It includes a discussion on the Risk Principle and the preliminary results show support for targeting high risk offenders.

**Summary Question:** Explain the “Risk Principle.” Provide reasons why the authors of these articles feel that it should be followed.

*Must be read along with article 14 for 2 hours training credit.*

**15. Motivating Offenders to Change** by Scott Walters, Michael Clark, Ray Gingerich, and Melissa Meltzer, 2007; National Institute of Corrections

**PDF Document Title:** *15 Motivating Offenders to Change*

**Description:** Principle #2 of the NIC’s Eight Principles of Effective Intervention is “Enhancing Intrinsic Motivation.” Motivational Interviewing (MI) is a style of communication designed to do just that. This technique grew out of the substance abuse treatment field in the early 1980’s and has steadily been adopted and embraced by numerous other professions in the medical and social services fields. This publication provides staff with a very thorough introduction to the topic.

**Summary Question:** Explain how the authors suggest that MI could be effective for dealing with offenders who lie. Include information on how one’s style of communication can reduce or increase the likelihood of invoking untruthful information.

*3.5 Hours Training Credit*

**16. When Offenders Break the Rules: Smart Responses to Probation and Parole Violations—Public Safety Policy Brief**, 2007; The PEW Center on the States

**PDF Document Title:** *16 Parole Violations.Smart Responses*

**Description:** Part I of II on EBP responses to probation/parole violations.

*Must be read along with article 16A for 1 hour training credit.*

**16A. When Offenders Break the Rules: Smart Responses to Probation and Parole Violations—Key Questions for Policy Makers and Practitioners**, 2007; The PEW Center on the States

**PDF Document Title:** *16A Parole Violations.Smart Responses2*

**Description:** Part II of II on EBP responses to probation/parole violations.

**Summary Question:** What deficiencies did the authors cite regarding the invocation of probation/parole violations, and how do they suggest these deficiencies be corrected?

*Must be read along with article 16 for 1 hour training credit.*

**17. Habilitation or Harm: Project Greenlight** by James Wilson, 2007; National Institute of Justice

**PDF Document Title:** *17 Project Greenlight*

**18. Good Intentions Meet Hard Reality: An Evaluation of the Project Greenlight Reentry Program**, 2006; PA DOC Research in Review

**PDF Document Title:** *18 Project Greenlight PADOCC RIR*

**19. No Shortcuts to Successful Reentry: The Failings of Project Greenlight** by Nancy Ritter, 2006; Corrections Today

**PDF Document Title:** *19 Project Greenlight No Shortcuts*

**Description:** A more recent trend among the criminologists and social scientist is that of implementation research. The reason for this is that Evidence Based programming of any type, no matter how sound the fundamental principles underlying it can only produce

promised results if the fidelity of the programming is maintained during implementation. Project Greenlight was a highly touted EBP initiative focusing specifically on reentry in New York. Despite the intention of basing the program on several well-established EBP principles, the results were dismal at best with the clients who went through the program actually performing worse than the comparison groups who did not. Researchers ruled out methodological problems of the study, but there were several alarming measures taken (to save on costs and for matters of convenience among other things) that significantly undermined the fidelity of the programming. The lesson learned in Project Greenlight demonstrates the importance of dedication and commitment of staff at all levels to any EBP efforts.

**Summary Question:** Describe the shortcuts that the administrators of Project Greenlight took in implementing the initiative, and explain how you think these shortcuts impacted the overall results.

*Articles 17, 18 and 19 must be read together for 1 hour training credit.*

**20. Self-Improvement Orientation Scheme: A Measure of Amenability to Change** by David J. Simourd, 2007; Algonquin Correctional Evaluation Services, Inc.

(unpublished) **PDF Document Title:** *20 Risk and Motivation.Simourd*

**Description:** Many agencies struggle with determining how to allocate resources most effectively. The risk principle suggests that highest risk should receive resources, but many are of the opinion that the highest risk are the least likely to be ready for change. While it is true that researchers have been unable to find effective treatment interventions for high risk psychopaths, research has been sparse on examining the relationship between risk and motivation generally. This paper examines this relationship by comparing LSI-R scores and scores on a readiness to change instrument, the Self-Improvement Orientation Scheme. Results found a modestly weak, non-significant relationship between the two instruments. A significant relationship was found between only two of the 54 items on the LSI-R and the SOS.

**Summary Question:** Explain your thoughts on why the two LSI-R items found to be related to the SOS produced such strong results compared to the other 52 LSI-R items.

*1 Hour Training Credit*

**21. Risk-Need-Responsivity Model for Offender Assessment and Rehabilitation 2007-06**, by James Bonta and D.A. Andrews, 2007; Public Safety Canada

**PDF Document Title:** *21 Risk.Needs.Responsitivity.Andrews and Bonta*

**Description:** This article is written by two of the “Founding Fathers” of the What Works body of science. Andrews and Bonta introduced Risk-Needs-Responsivity to the world, and it remains the heart and sole of EBP in community corrections.

**Summary Question:** Describe the role that RNR has played in the evolution of actuarial assessments.

*1 Hour Training Credit*

**22. Habits of Thinking: Working Within Correctional Environments to Introduce and Sustain Personal Change** by Ray Ferns, 2008; Journal of Community Corrections

**PDF Document Title:** *22 Social Learning Synopsis.Ray Ferns*

**Description:** This article looks at the evidence in support of Social Learning Theory from a biological perspective and explains its importance in fostering long-term, lasting change in offenders.

*Must be read along with article 22A for 2 hours training credit*

**22A. The Relationship of Client Stages of Change to Retention, Working Alliance, and Outcome in Short-Term Therapy** by Aaron B. Rochlen and Staphanie S. Rude, 2001; The University of Texas at Austin

**PDF Document Title:** *22A Stages of Change Assessment*

**Description:** This is a sizeable study on the stages of change and their relationship to certain successes in short-term therapy. It provides background on the theory surrounding the stages of change. This is important information for Probation/Parole professionals utilizing Motivational Interviewing to facilitate change.

**Summary Question:** Explain the relationship between social learning theory and the stages of change. How can an understanding of social learning theory assist agents in facilitating movement through the various stages of change?

*Must be read along with article 22 for 2 hours training credit*

**23. Tools of the Trade: A Guide to Incorporating Science into Practice** by Faye Taxman, Eric Shepardson, James Byrne, Adam Gelb, and Mark Gornik; National Institute of Corrections and Maryland Division of Public Safety and Correctional Services

**PDF Document Title:** *23 Tools of the Trade*

**Description:** This oft-cited document is the result of a collaboration of the Maryland Department of Public Safety and Correctional services and the National Institute of Corrections. Drawing primarily from Maryland Division of Probation and Parole's experiences with implementing what they have labeled as Proactive Community Supervision (PCS, AKA: Evidence-Based Practices), this document provides a practical translation of the "what works" literature for those working in field supervision. It provides many examples and practical suggestions that general overviews of EBP (IE: NIC's Implementing Evidence Based Practices in Community Corrections: The Principles of Effective Intervention) do not. In 2006, an outcomes report for Maryland's experience was released showing very positive results.

**Summary Question:** The Director of Maryland's Division of Probation and Parole describes the implementation of "What Works" (EBP) as requiring more than "genuine interest and heartfelt desire." During your review of this publication, list the three areas that you think would require the greatest amount of work to successfully implement and explain aspects of those areas that you feel would be particularly challenging.

*4 Hours of Training Credit*

**24. Evaluation of the Court Support Services Division's Probation Transition Program and Technical Violation Unit**, by Stephen M. Cox, Kathleen Bantly, and Thomas Roscoe, 2005; Central Connecticut State University and Westfield State College

**PDF Document Title:** *24 Violation and Reentry Evaluation.CT*

**Description:** This evaluation looked at two programs implemented in Connecticut. The Probation Transition Program yielded modest results, but the results of the Technical Violation Unit produced impressive results. The TVU was charged with supervising

offenders on the verge of receiving a technical violation. Without the TVU, 100% of the offenders referred would have wound up in violation status. Of offenders referred to the TVU, only 30% ended up with violations.

**Summary Question:** Describe the roadblocks that staff participating in both the PTP and TVU felt hindered their effectiveness.

*3 Hours Training Credit*

**25. What Works in Reducing Recidivism?** By Edward J. Latessa; University of St. Thomas Law Journal

**PDF Document Title:** *25 What Works in Reducing Recidivism.Latessa*

**Description:** Renowned Criminologist, Edward Latessa's (University of Cincinnati) take on Risk-Needs-Responsivity. Dr. Latessa incorporates a "Fidelity Principle" into this essay that stresses the importance of quality assurance.

**Summary Question:** Describe what the authors cite as important "Fidelity Principle" considerations, and explain how the authors measured treatment fidelity in the study discussed in the article.

*1 Hour Training Credit*

**26. Offender Rehabilitation from Research to Practice: 1997-01** by James Bonta, Ministry of the Solicitor General of Canada

**PDF Document Title:** *26 What Works.Bonta*

**Description:** More clarification on Risk-Needs-Responsivity from one of the innovators of these concepts.

**Summary Question:** Describe what the author cites as the first and often overlooked step in implementing effective offender interventions.

*1 Hour Training Credit*

**27. Exploring the Black Box of Community Supervision** by James Bonta, Tanya Rugge, Terri-Lynne Scott, Guy Bourgon, & Annie K. Yessine, *Journal of Offender Rehabilitations*, Vol. 47(3), 2008. Pp. 248–270.

**PDF Document Title:** *27 Bonta.Manitoba.Adherence to RNR in Community Sup*

**Description:** Until this groundbreaking research, support for the principles of effective intervention was largely based on research of correctional programs. From an empirical standpoint, it was relatively unknown what occurred on a wide scale during community supervision contacts. This research sought to understand how closely the principles of Risk-Needs-Responsivity were followed in a Canadian jurisdiction.

**Summary Question:** Summarize the researchers findings on how closely the studied jurisdiction followed the principles of Risk-Needs-Responsivity during supervision contacts, and describe the recommendations made as a result of the study.

*Must be read along with Article 27A for 2 hours of training credit.*

**27A. The Strategic Training Initiative in Community Supervision: Risk-Need-Responsivity in the Real World** by James Bonta, Guy Bourgon, Tanya Rugge, Terri-Lynne Scott, Annie K. Yessine, Leticia Gutierrez & Jobina Li, Public Safety Canada, 2010.

**PDF Document Title:** *27A Bonta.STICS Evaluation*

**Description:** Part II of the “Black Box” research, this study sought to determine whether a training curriculum could improve individual probation officer adherence to Risk-Needs-Responsivity during community supervision contacts. Researchers found that officers with the training showed higher levels of adherence to RNR, and that offenders supervised by officers with the highest levels of adherence to RNR recidivated 19% less than offenders supervised by officers who did not participate in the training.

**Summary Question:** Even among the officers demonstrating the highest adherence to RNR, the issue of addressing criminal sentiments expressed by offenders occurred at a relatively low rate. Why does this seem to be such a difficult concept for even highly trained officers to utilize with regularity?

*Must be read along with Article 27 for two hours of training credit.*