

The Supervision Officer As A Foot Soldier



Like the soldier who has marched into the battlefield and, tired, weary, and burdened with the ever-changing orders from the generals, he must make crucial decisions all alone, the community supervision officer “follows” the orders of management and works tirelessly behind closed doors to promote change in clients characterized as antisocial, lacking motivation or in downright denial, resistant, defensive, aggressive, and criminal.



The EBP Transformation in Corrections: Facilitating Organizational Change.

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Cog Summit: Track 3

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YOUR MISSION SHOULD YOU CHOOSE TO ACCEPT IT.....



Help transform this..



And this...



Into this...



And this...



IS IT REALLY “MISSION IMPOSSIBLE?”

**OK. So Bring EBP to
Corrections!**

Lets do it right!

First - Let us acknowledge...

- Traditional training approach inadequate
 - Typical training ≠ long-term change
 - E.g. MI, Greenlight, Prop 31, UK, etc.
 - EBP more complex than risk assessment, etc.
 - “Clinical” skills are “messy”
- Threats to fidelity significant & real
 - Organization barriers
 - Climate, culture, values, policies and procedures
 - Resistance
 - At all levels for change
 - Implementation planning, adjustments, changes...

Implementation Lessons: Going beyond the “Content” ...

■ Training Strategies

- Continuous Education = Better Results
- STICS=Training + Ongoing Development Activities

■ Invest in Leaders

- ↑ Leaders = Better Results
 - Examine skill differences in leaders
 - Examine influence of leader’s skills on staff

■ Organizational Context

- ↑ Readiness to Change = Better Results
- Vision of Community Supervision

Lay of the land

- Provincial Community Corrections
 - Very large geographical area with 4.6 million
 - ~ 50 offices plus “satellites”
 - ~ 500 probation officers
 - ~ INITIAL: 360 supervising moderate & higher risk
 - Clients on primarily on probation, but bail and other community supervision orders
- Canadian “eh”!
 - RNR savvy: RNR-based policies and practices
 - Case management plus in-house programs

The “Preparations”

- Participated in original STICS study
 - ~20 PO had already been trained
 - Some using it for ~ 3 years to varying degree
- Investment substantial prior to starting
 - Budget allocation for long-term
 - Allowed hiring staff (~35 coaches)
 - Leadership, partnerships and dedication
 - Planning and preparing organizational change
- Starts at the top
 - “Top Dog” all in...

Organizational Change:

- Willingness to examine all business
 - Examine in-congruencies in policies, practices.
- Partnerships critical
 - Leverage expertise but work together
- Quality (not speed) drives process
 - Research and evaluation emphasis
 - Quality lens for operational decisions
- Development of internal capacity a MUST
 - Staff are the most important resource
 - `New and evolving ``job descriptions``
 - Place value in individuals continuous learning

Local (Office) Change:

- Managerial support
 - Quality assurance changes
 - The small things to demonstrate value
- New `supervisor` in play (i.e. the coach)
 - Coach role, responsibilities, and reporting
 - Relationships with manager
 - Relationship with staff
- Enhancing internal capacity
 - Flexibility of workload to assist officers
 - Supporting coach`s professional development

Officer Change:

- Recognize that it takes time
 - Skill development requires constant learning
 - Some skills improve quicker than others
- Must create “learning environments”
 - Organizationally and locally
 - Place value in individuals continuous learning
- Structures and `trainers` needed at many levels
 - Various `learning structures` in STICS
 - Various levels of `trainers`

CONTINUAL PROFESSIONAL DEVELOPMENT

The Guiding Principles...

- Change at all levels of organization is required;
 - It won't be easy on anyone!
- Systematic efforts needed to build capacity;
 - Various levels of expertise required for success!
- Change takes time;
 - For officers, managers, senior leaders, and culture!
- Effective “trainers” require
 - 1st: STICS skills and experience
 - 2nd: Teaching/facilitation skills

Creating Learning Environments

- Officers Professional Development
 - Initial Training (handle 20-30 participates per)
 - Monthly Meetings (~ 2-3 hours a month)
 - Refreshers (every 6-8 months...then annually)
 - Feedback – Formal and Informal
- Coach Professional Development
 - Nuts & Bolts
 - Clinical Development
 - Workshops
 - Learning Plans

Learning Structures

- Resources (eventually over time)
 - Training Manual
 - Monthly Meeting Manuals
 - Coaches Manual
 - Manager Manual
 - Training Videos
 - Network site (officer, coach, coordinator)
 - Refresher Manual
 - Human (trainers, coordinators, coaches, peers, committees, etc.)
 - Feedback team
 - Communities of Practice (new training once done)

STICS Professional Development



Start	⇒	1 month	⇒	8 months	⇒	12 months	⇒	18 months
STICS Training		PO Development and Skill Maintenance ⇒ ⇒ ⇒ ⇒						
Attend Initial Training		<ul style="list-style-type: none"> • Research: Audiotaping: 6 clients, 3 sessions per client • Formal Written Feedback on sessions (2 minimum/year) • Informal assistance/guidance from Coach/Peers 						
		<ul style="list-style-type: none"> • Attend Monthly Meetings (8 minimum/year) 						
		<ul style="list-style-type: none"> • Refresher Course(s) (2 minimum/year) 						

After 18 months: Annual Professional Development

Annually Thereafter

PO Development and Skill Maintenance ⇔ ⇔ ⇔ ⇔

- Formal Written Feedback on sessions (1 minimum/year)
- Formal Feedback (oral/written) from Coach (1 minimum/year)
- Informal assistance/guidance from Coach/Peers

- Attend Monthly Meetings (8 minimum/year)

- Refresher Workshop (1 minimum/year)

Organizational Challenge...

- Create & Resource “Structures”
 - HR plans, workloads, logistics, etc.
- Build Capacity
 - Everything new so NO existing “expertise”
 - Coaches, Trainers new and in future
 - Capacity to “train” newly hired staff
- Implementation Integrity
 - How to monitor/evaluate system uptake
 - Quality assurance
 - “Conflicts” (i.e. policy, procedure, staff)

Structures, Capacity & Integrity: Prior to Training

- Plan: Train office not individuals
 - Creating new environment (all start together)
- Coach trained ~ 6 months prior to office
 - Allow time to gain experience: STICS
- Coach “buddied” up with another coach
 - Allow time to gain experience: coaching activities
- Establish procedures (baseline and future)
 - Most challenging: recording sessions

Structures, Capacity & Integrity: Initial Training & First 6 Months

- Coach participate with office (2nd time)
 - Further exposure plus (modeling/leading experience)
 - Backup coach identified
- Monthly Meetings
 - Coordinator “chairs” early monthly meetings
 - Buddy coach (additional support and debrief)
 - More resources to address initial resistance
- Coaching Development
 - Debrief Formal Feedback with colleagues
 - Advanced STICS skill development workshops
 - Generic coaching skills training

Structures, Capacity & Integrity:

6 – 18 months

- Coach gradually takes additional responsibilities
 - Coordinator joins Monthly Meeting less frequently
 - Informal Feedback can be provided to peers
- Administrative work increases
 - Monitoring/coordinating professional development and research activities
 - Learning plans with peers
- Continue Coaching Development
 - Advanced STICS skill development
 - Learning plan developed with coordinators
 - Other: e.g., trainer helper, feedback, MM creation, etc.

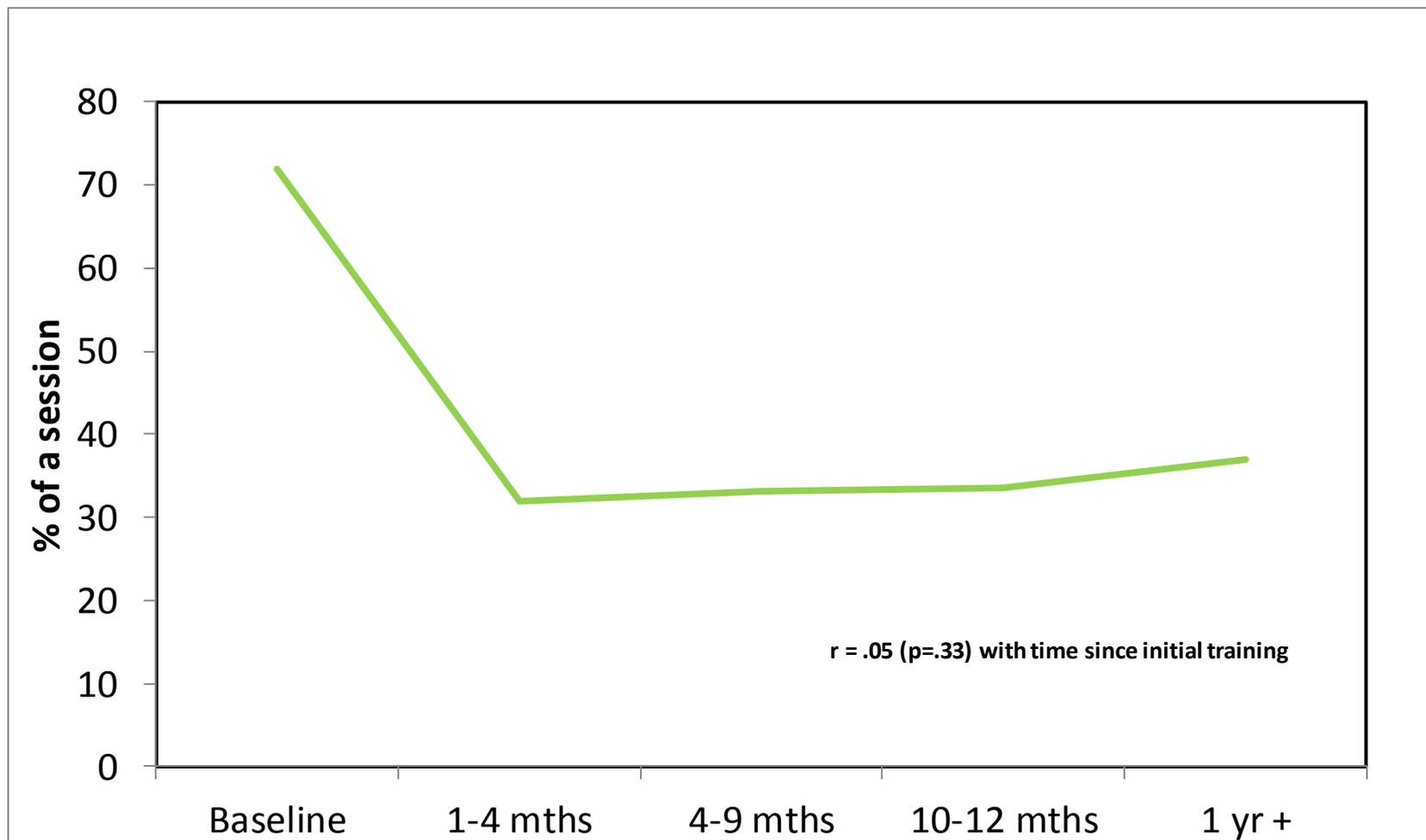
Structures, Capacity & Integrity: And beyond...

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 - Advanced STICS skill development
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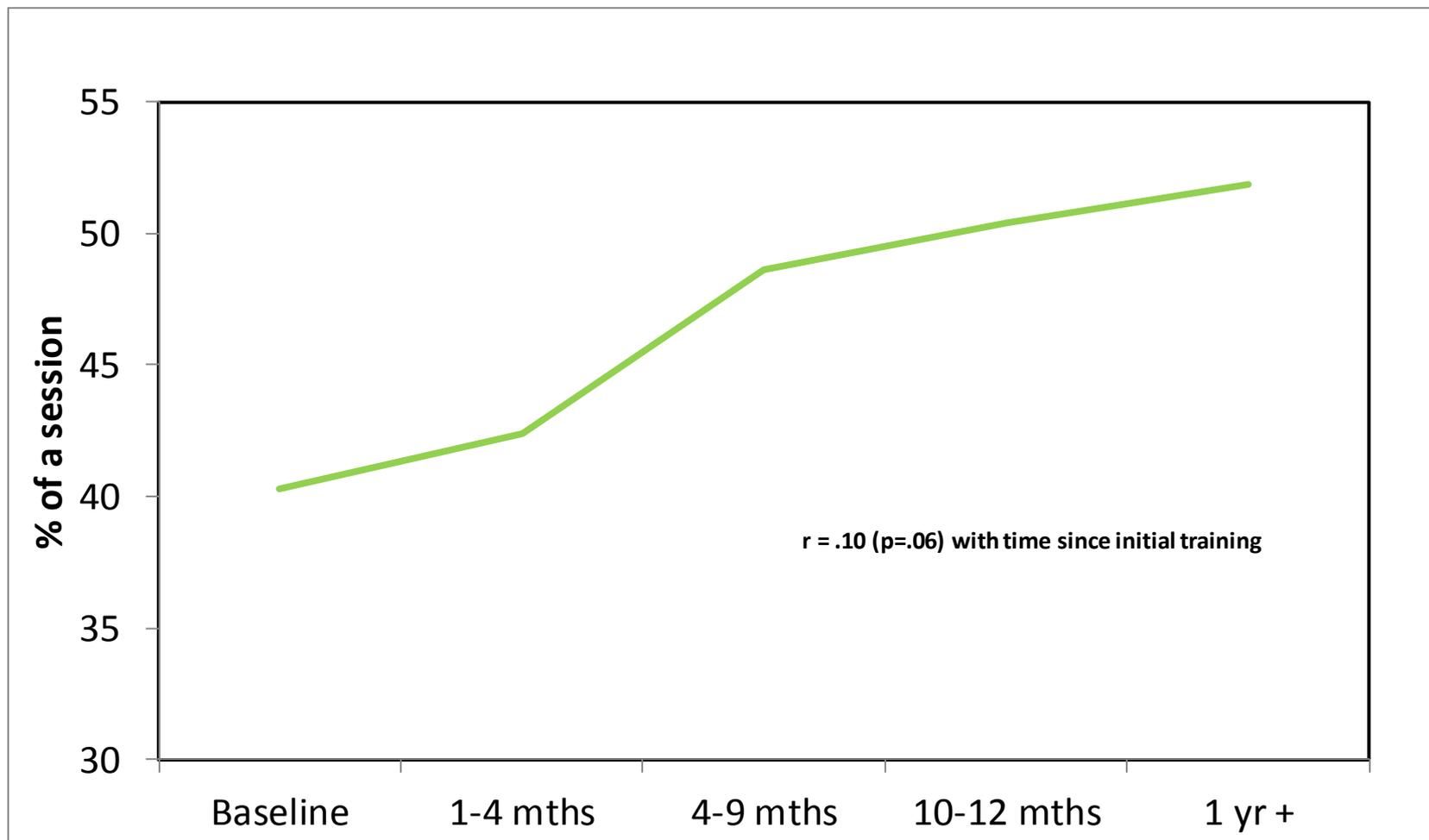
Implementation Lesson 1

Continuous Development: Learning Takes Time

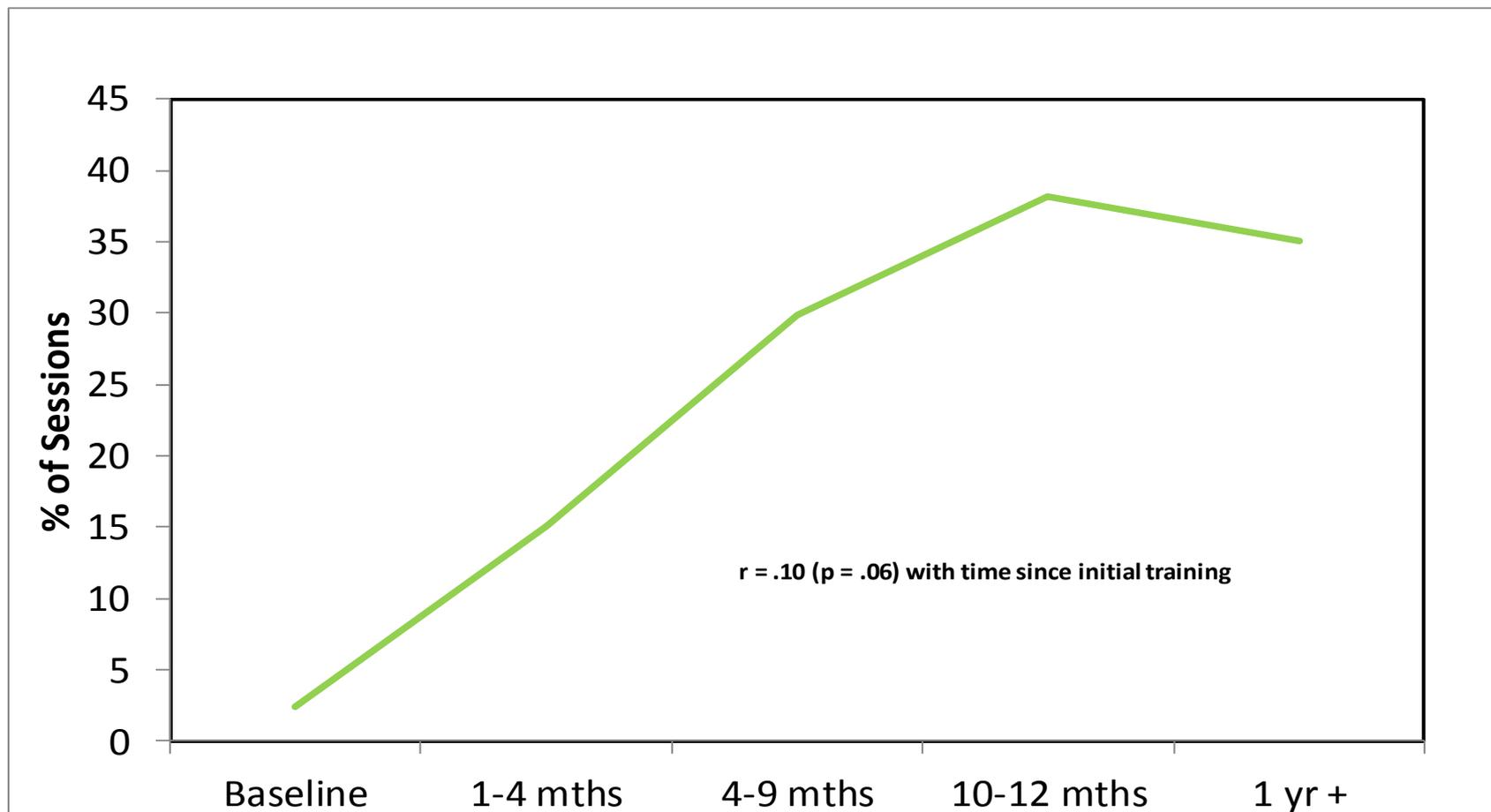
Changes Over Time: Discussing Non-Criminogenic Needs



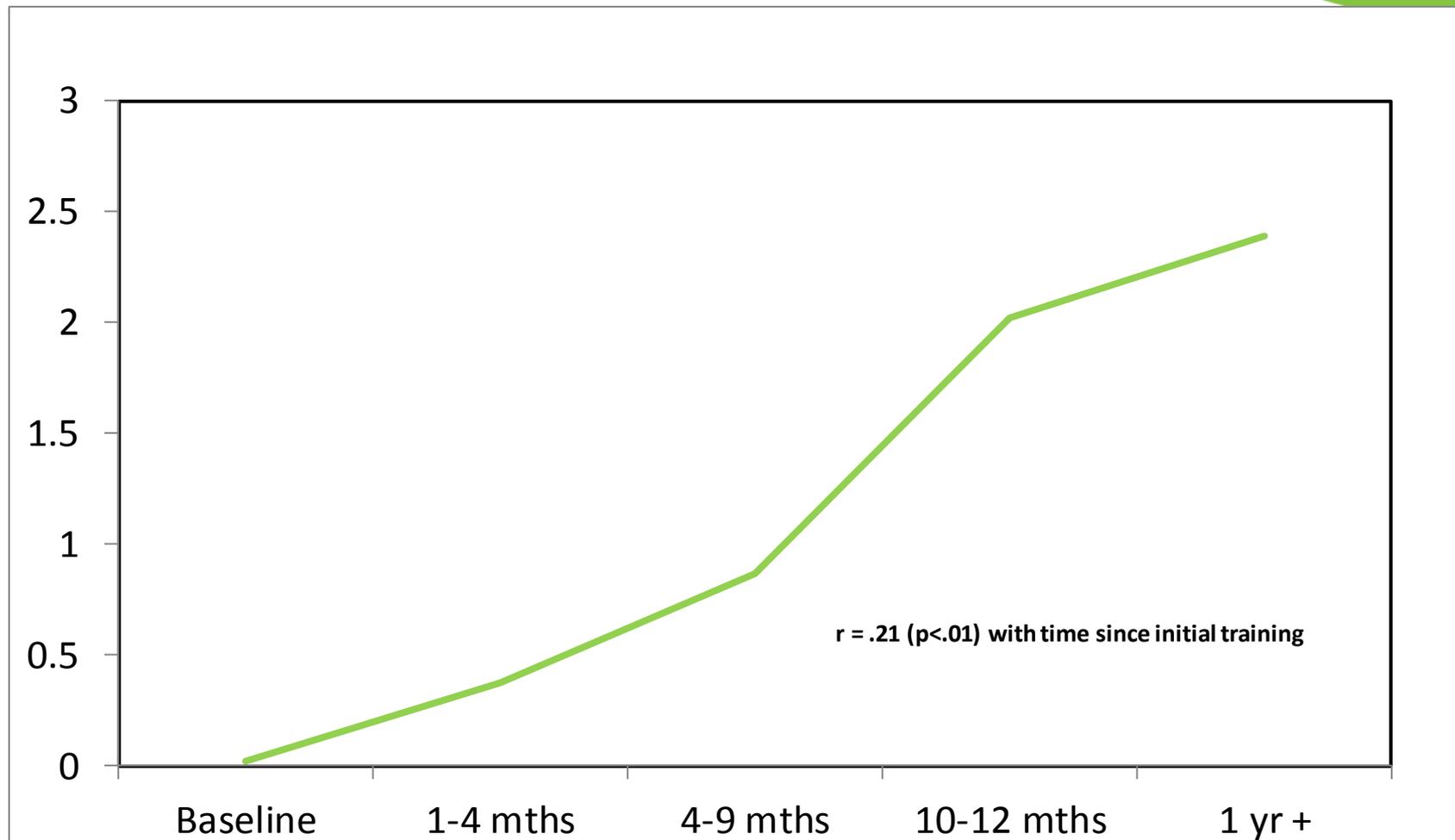
Changes Over Time: Discussing Criminogenic Needs



Changes Over Time: Use of Cognitive Interventions Skills (% of sessions cognitive interventions used)



Changes Over Time: Quality of Cognitive Skills



Implementation Lesson 2

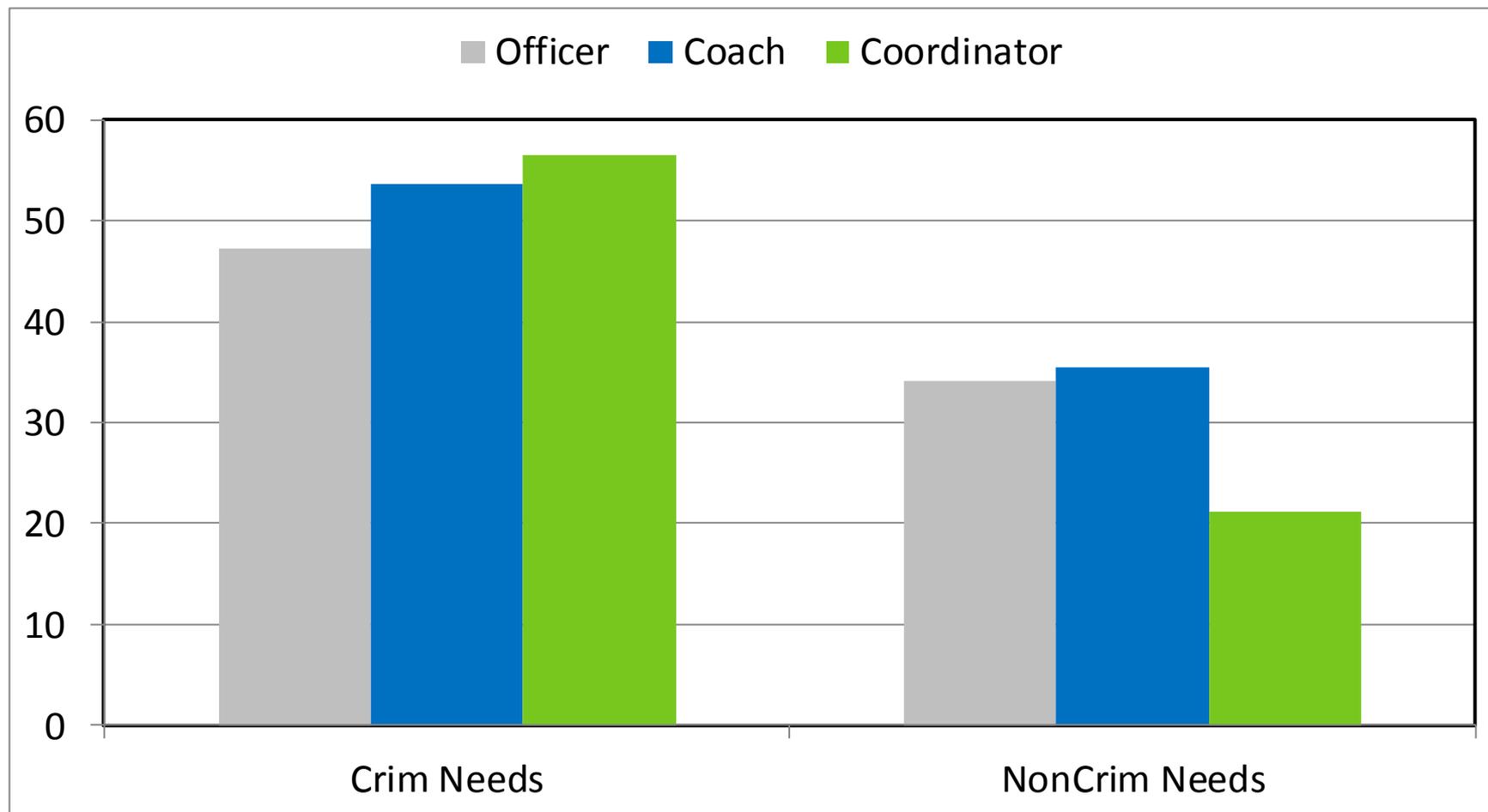
Invest in Leaders

“Expertise” is the critical

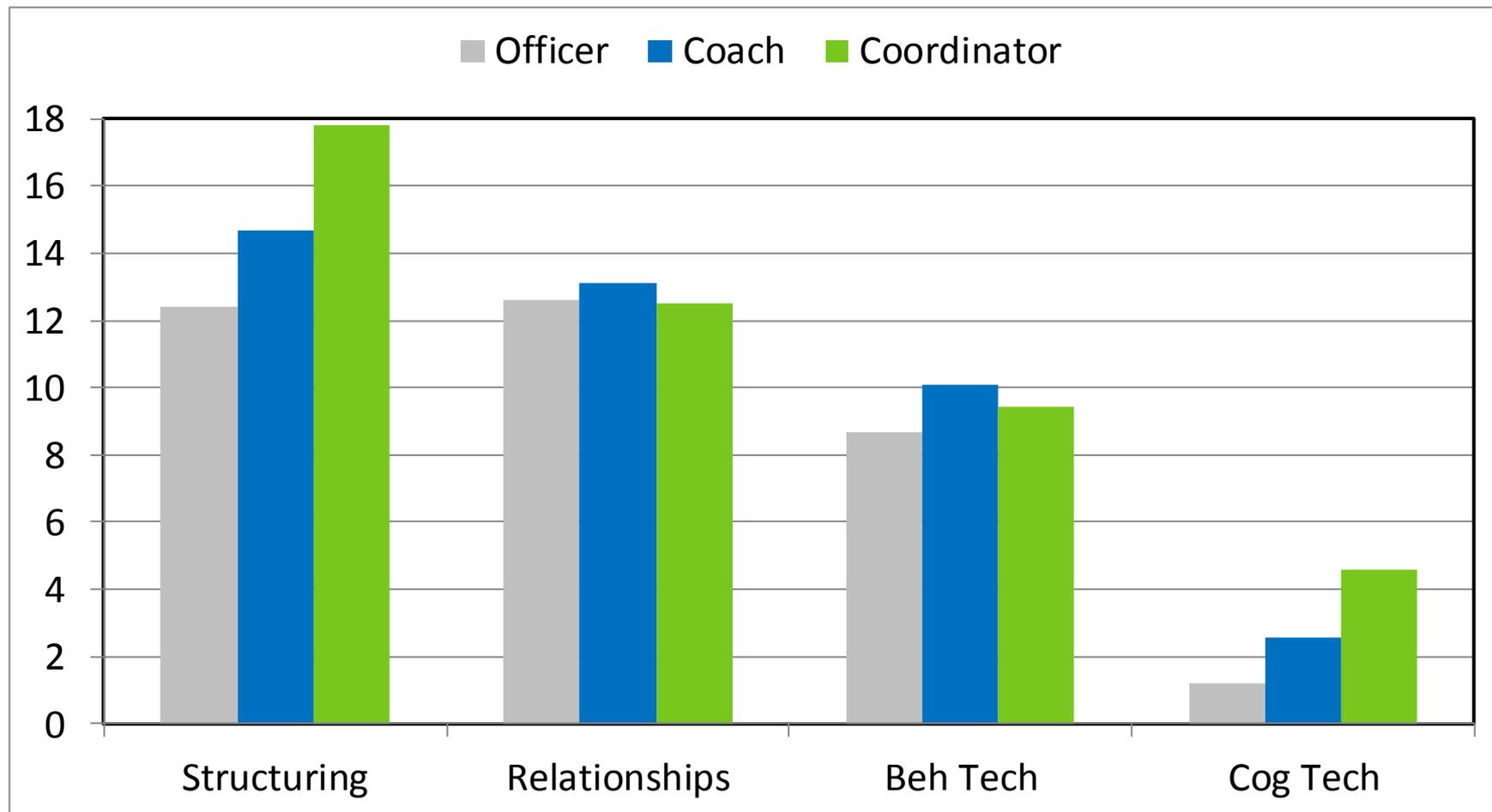
- Levels of “Expertise” in STICS implementation



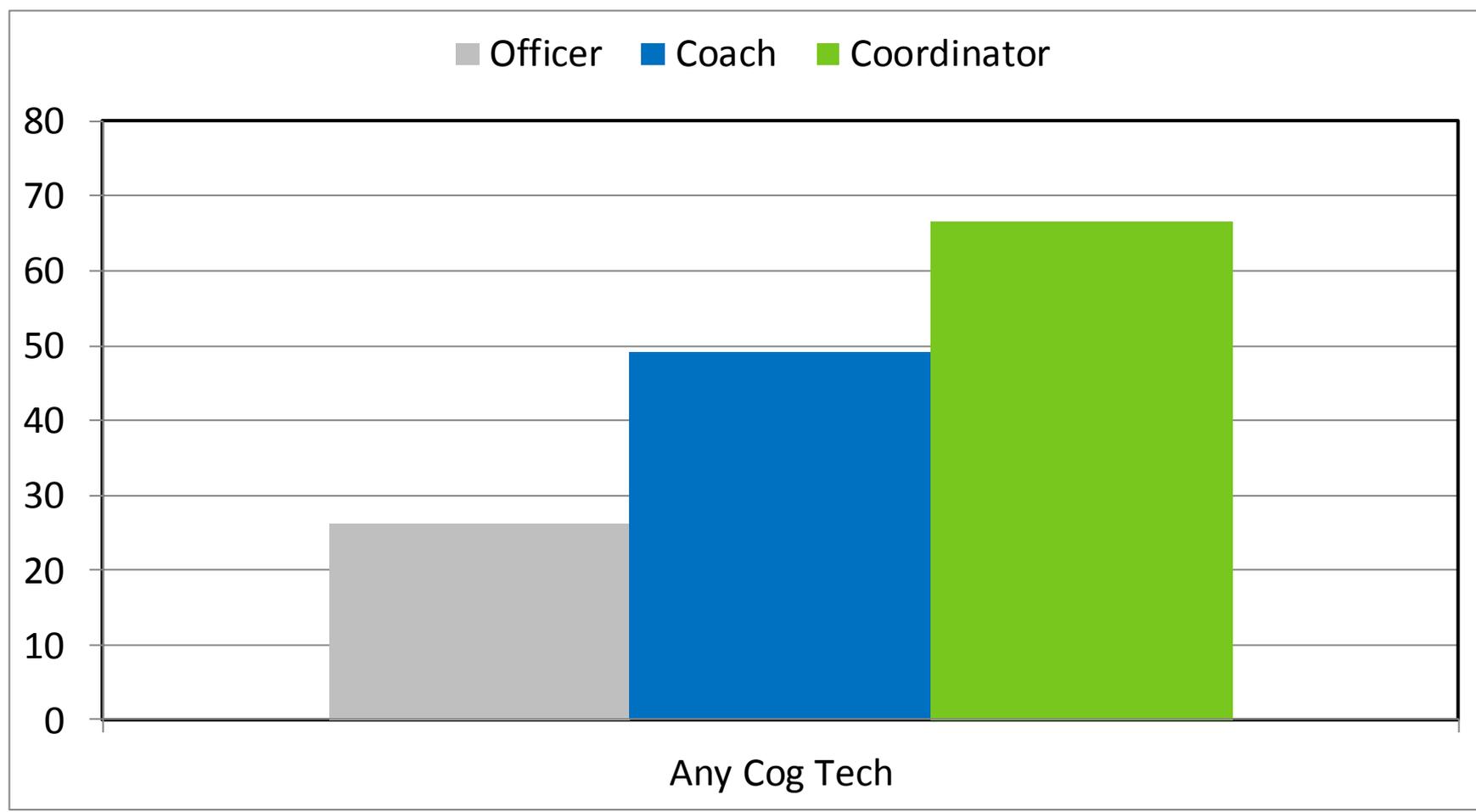
Discussion Content: Officer – Coach - Coordinator



Skills: Officer – Coach - Coordinator



Cognitive Techniques: Officer – Coach - Coordinator



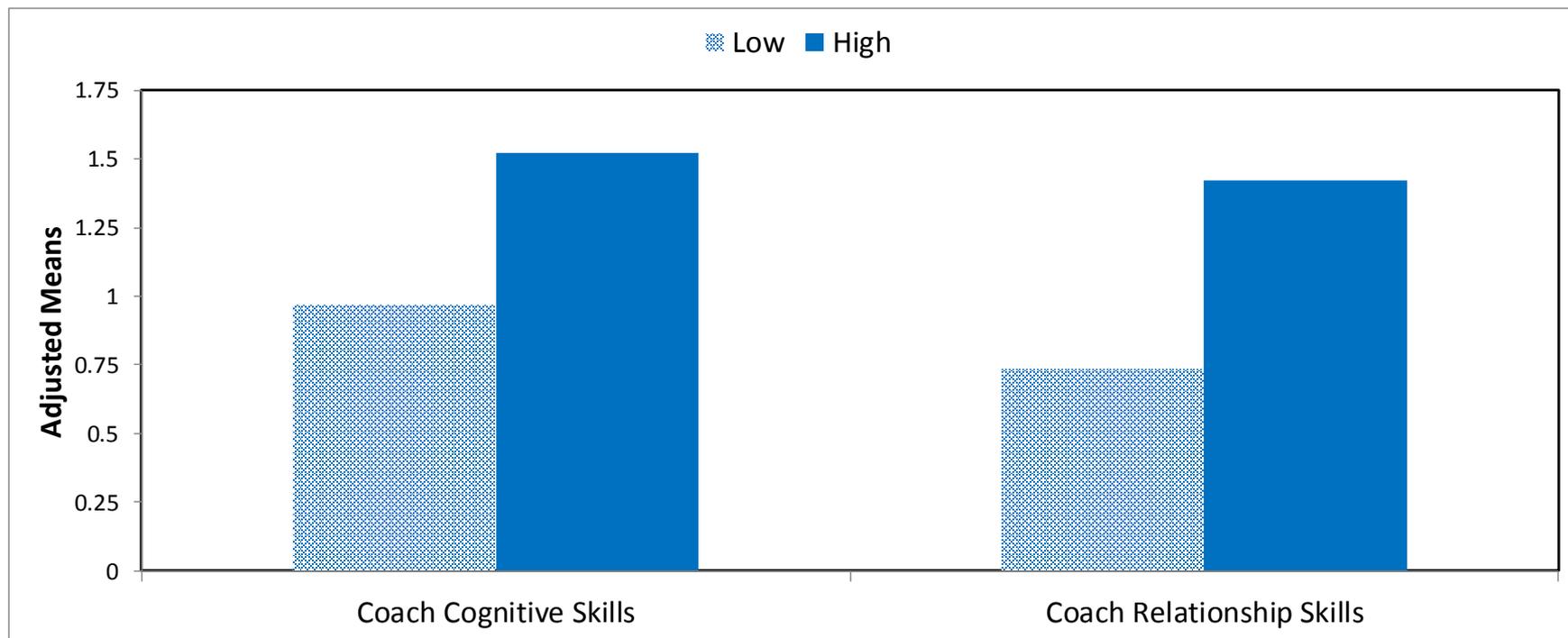
Do Skilled Coaches Lead to Stronger Officer Skills?

Key Coach Skills:

Relationship & Cognitive Techniques

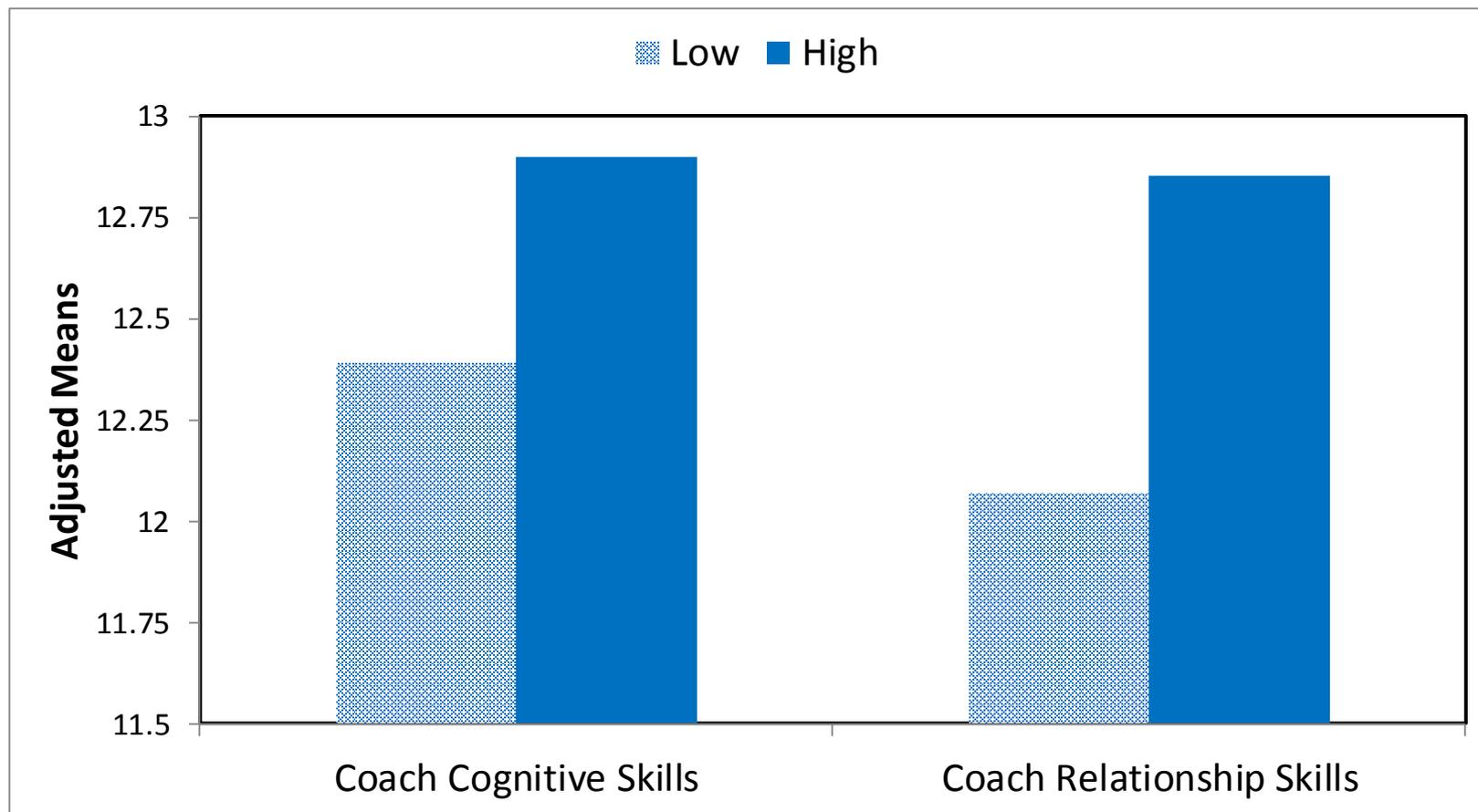
(as demonstrated in sessions with clients)

Impact of Coach Skills: Staff Cognitive Skills Scores



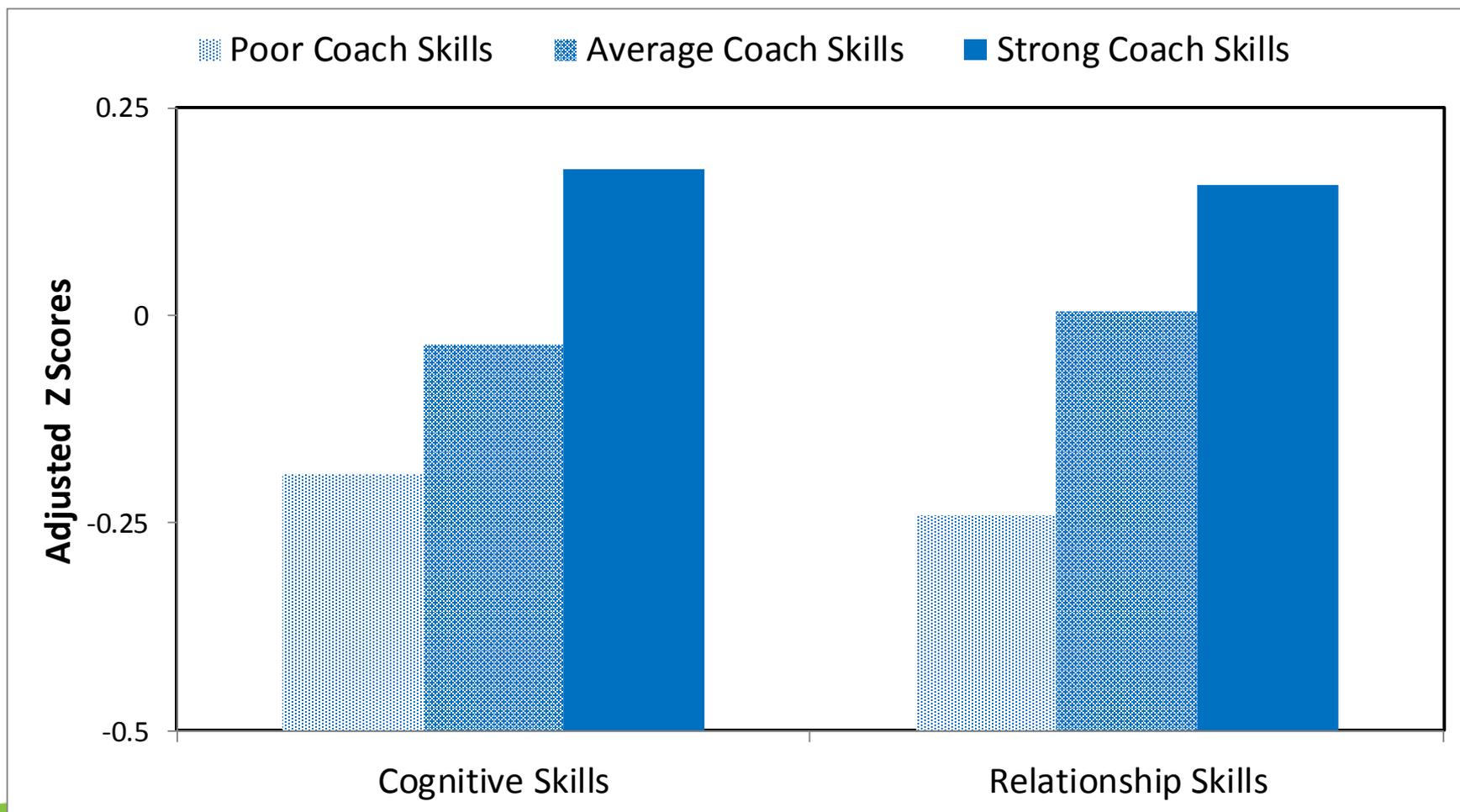
Coach Skills: Low-High median split.

Impact of Coach Skills: Staff Relationship Skills Scores



Coach Skills: Low-High median split.

Impact of Coach Skills: Staff Cognitive Skills Scores



Implementation Lesson 3

Organizational Change

THE VISION...

**COMMUNITY SUPERVISION'S
IDENTITY CRISIS...**

This...

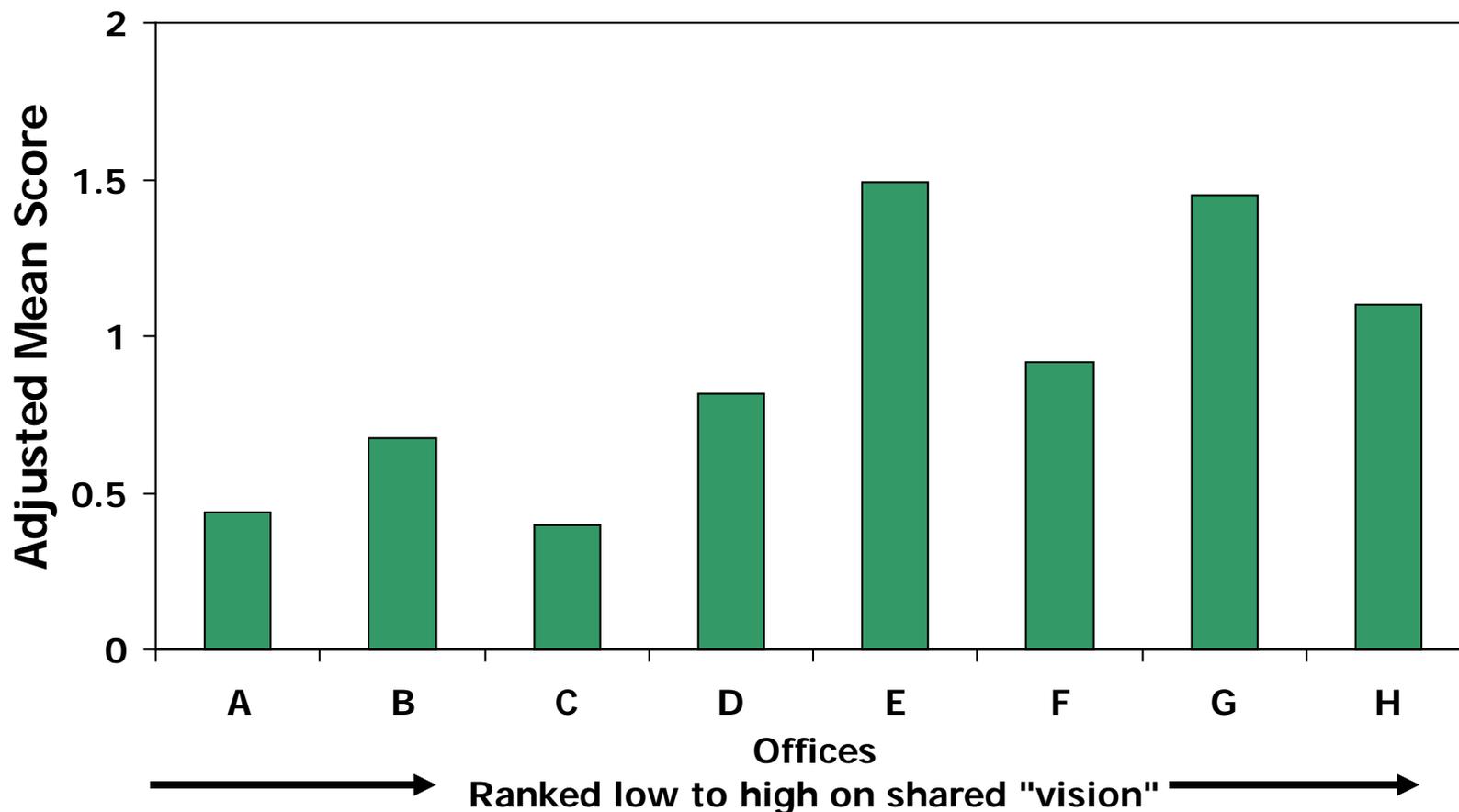


Or...



Is Vision Important?

8 Offices: Ranked low to high on "Shared Vision"
Mean Cognitive Skills Scores of staff



350 Officers and 4 years later

**Preliminary Results on BC's
Implementation**

Collection and Coding Efforts to date...

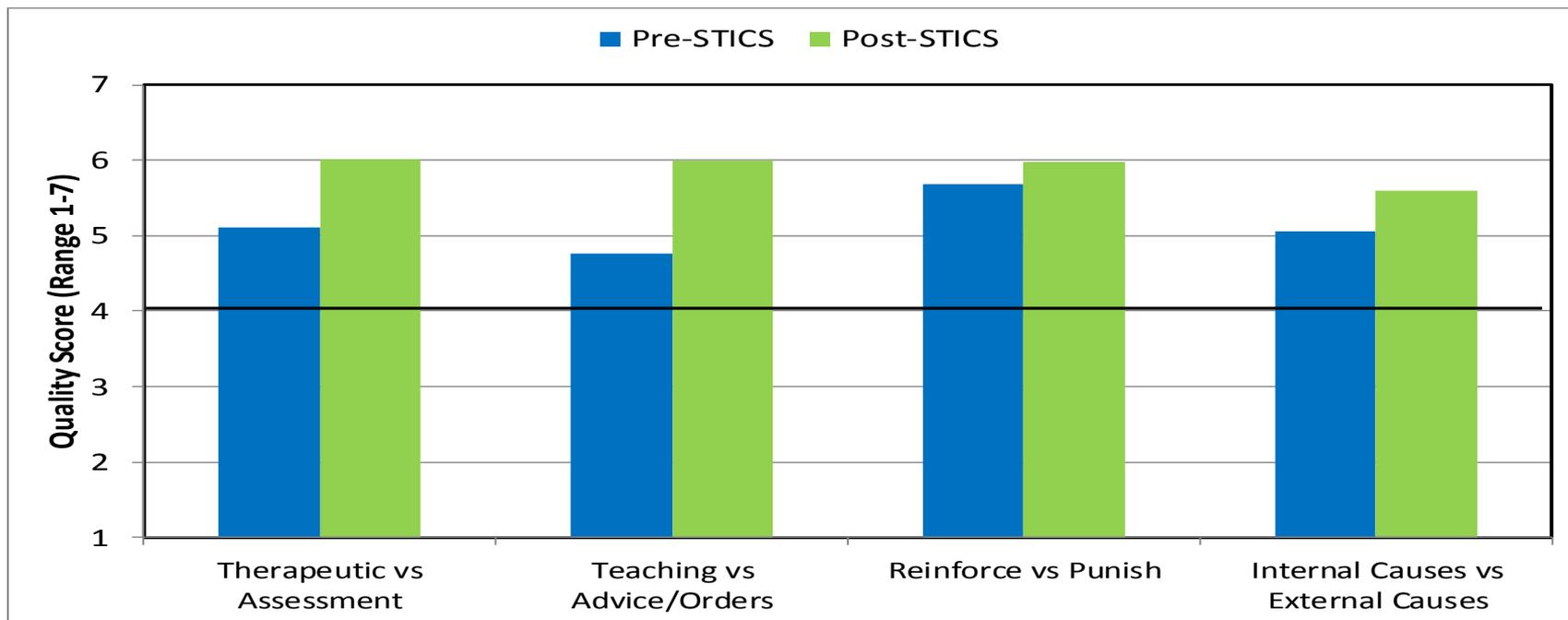
	Total	Pre-STICS	Post-STICS
# recordings collected by BC	4,355	954	3,401
Data Efforts to Date by PSC			
# recordings coded to date	572	94	478
# probation officers coded to date	225	90	204
# clients coded to date	488	93	395
Time per Session (minutes: seconds)	25:34	20:24	26:36

Improving What Goes on Behind Closed Doors

Session Characteristics

Pre and Post STICS:

Significant increases on session characteristics



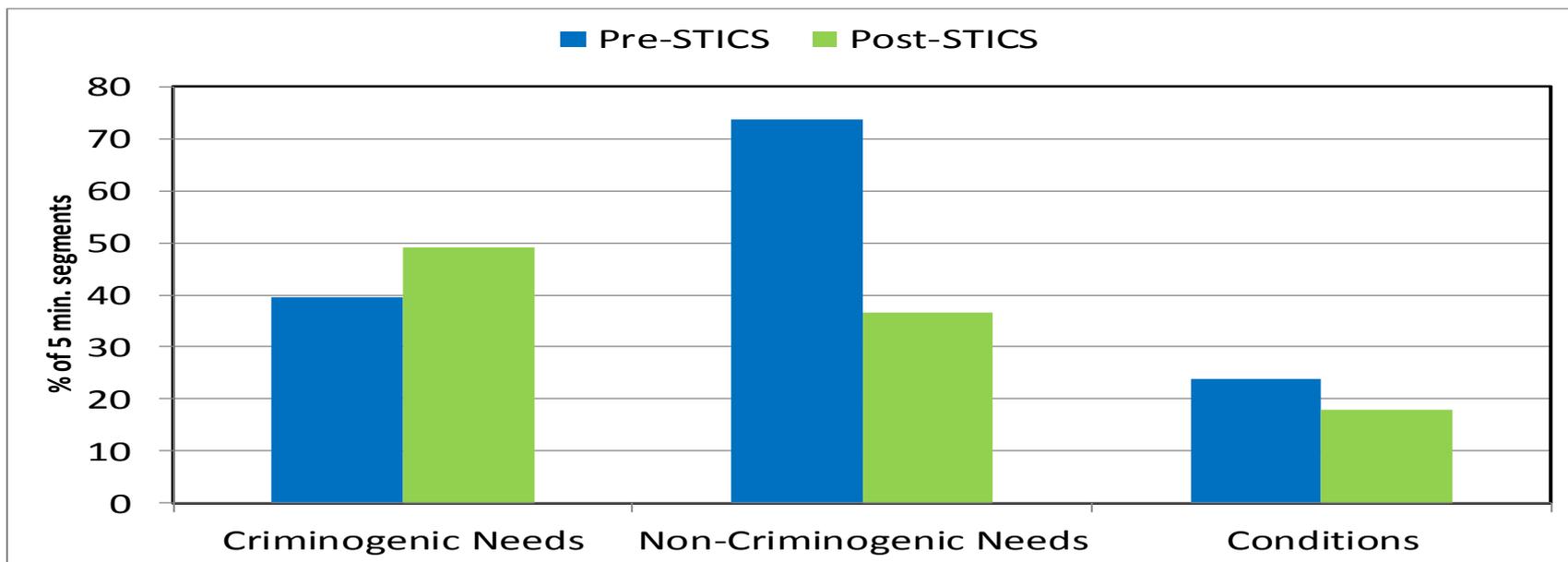
⇒ **Session characteristics reflect improved qualities of POs**

Improving What Goes on Behind Closed Doors

Discussion Content

Pre and Post STICS:

Significant changes in officer-client criminogenic and non-criminogenic need discussions



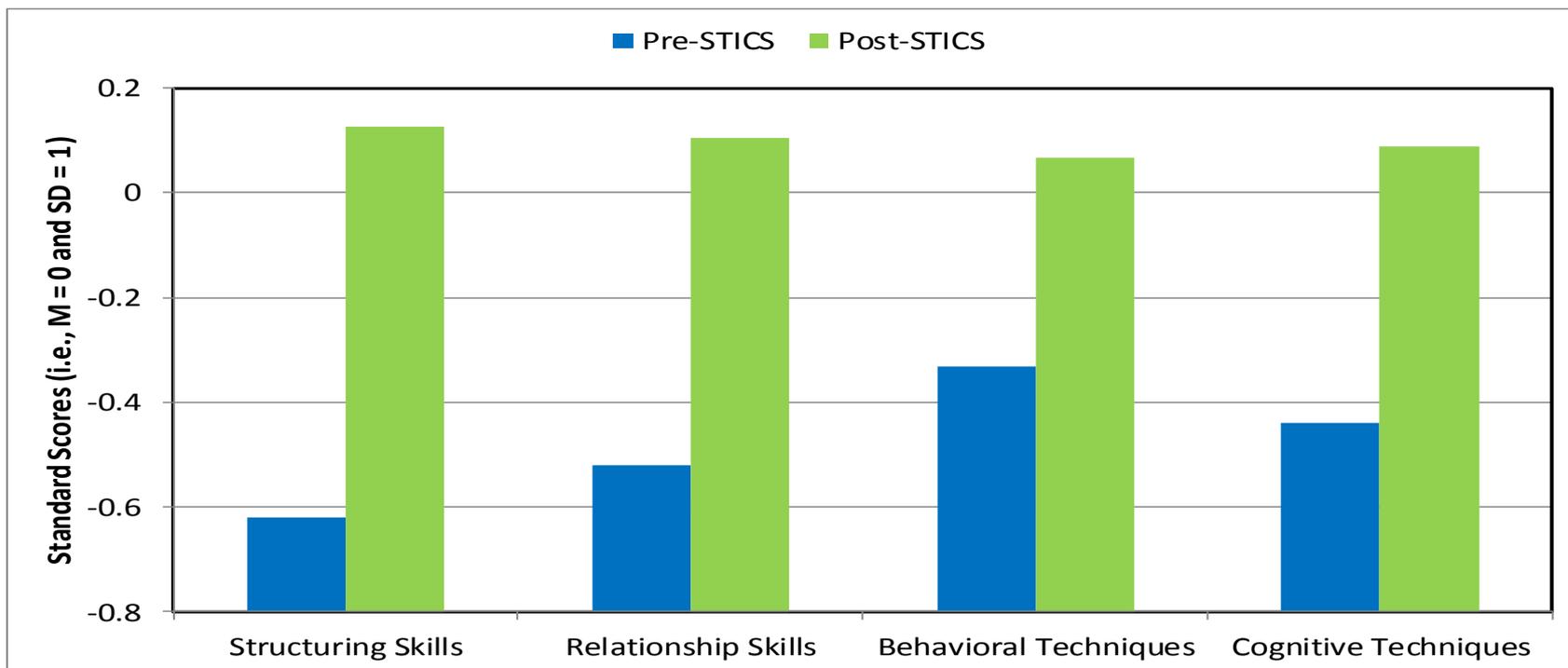
⇒ **More targeted criminogenic need discussions**
(more criminogenic, less non-criminogenic)

Improving What Goes on Behind Closed Doors

Skills and Techniques

Pre and Post STICS:

Significant increases on quality of PO skills



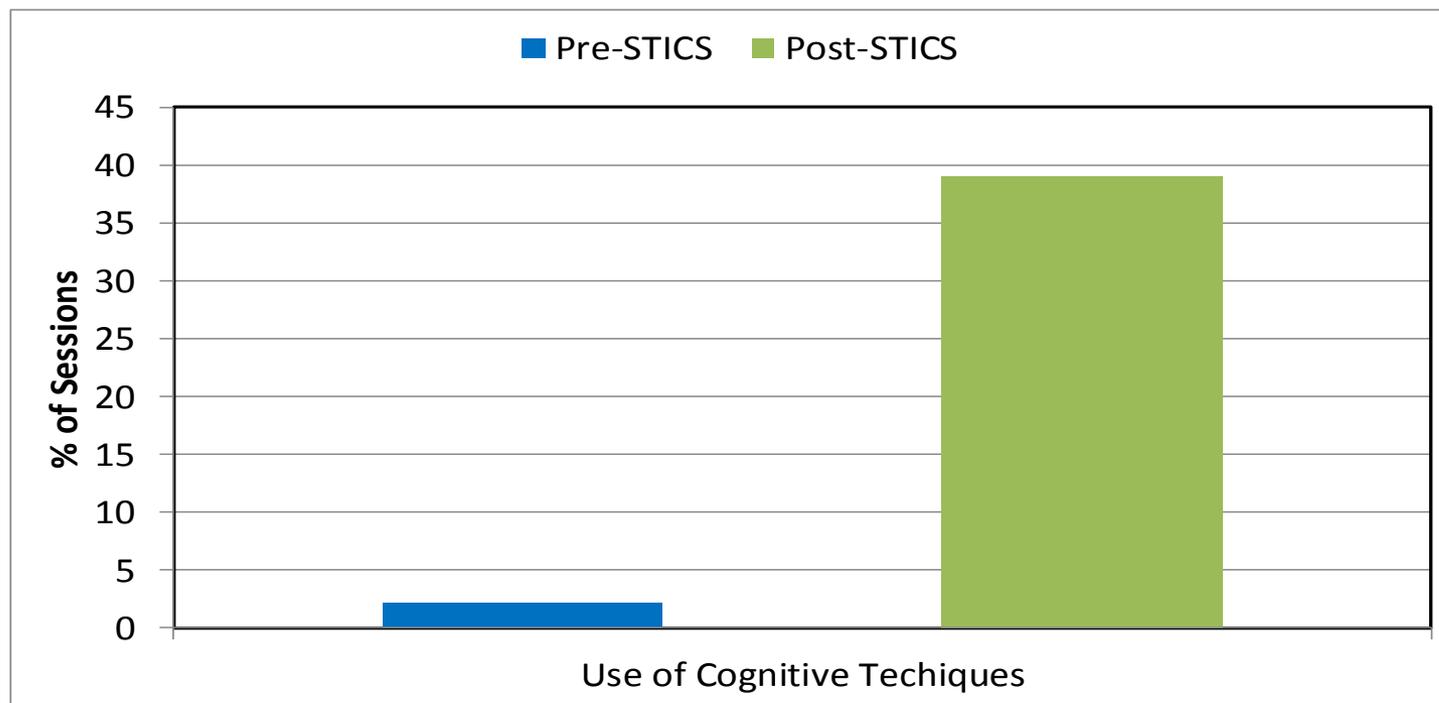
⇒ **Enhanced PO skills and techniques after STICS**

Targeting Procriminal Attitudes

The Frequency of Using Cognitive Techniques

Pre and Post STICS:

Significant increase on frequency of cognitive intervention techniques



⇒ **More work on attitudes and thinking**

To Date:

- Considerable amount of data collected
 - 4,000+ recordings and assessments, case plans, etc.
 - Study is the largest of its kind in Canada

Data Shows:

- Skill development is occurring
 - Sessions about 6 minutes longer than previously
 - Supervision reflects more “change agent” work
 - Enhanced probation officer skills
 - More discussion on criminogenic needs
 - Procriminal attitudes targeted more often

Its not an impossible mission...

- The organization has new “clients” – they are the officers, managers, and senior managers – who are helping to change the way everyone thinks and behave.
- The skills that are being trained for offender work are exactly the ones that will be useful to facilitate organizational change.
- Each of us are responsible to ourselves and must ask what is the environment each of us creates...

Create one that facilitates and supports change!

STICS Implementation: The Road To Success

- **Enhancing Learning/Training Activities**
 - Valuing Continuous Professional Development
 - Initial Training, Ongoing Development & Collaboration
- **Invest in Staff**
 - Officers, Coaches, Coordinators & Managers
- **Evolving Organization**
 - Solidifying jurisdiction's vision to RNR supervision

Further Information

Available on the Public Safety Canada Website

www.publicsafety.gc.ca

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Selected References

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- Bourgon, G., Bonta, J., Rugge, T, & Gutierrez, L. (2010). Technology Transfer: The Importance of On-Going Clinical Supervision in Translating ‘What Works’ to Everyday Community Supervision In Fergus McNeil, Peter Raynor & Chris Trotter (eds) *Offender Supervision: New Directions in Theory, Research and Practice*. Willan Publishing. Devon, UK.

Although there are many hurdles to quality implementation, both at an organizational and an individual level, these barriers can be overcome. For each individual officer who faces the prospect of change, it is a daunting task. Organizations and trainers can provide the opportunities and supports, but ultimately, when the door closes and the officer and client meet face-to-face, the officer must decide what he or she will do with the time allotted to their clients. Like the lonely foot soldier,



laden with a heavy burden alone in the trenches, officers must draw upon their own resources and decide for themselves whether to march forward or stay where they are. The power to choose is theirs.