REQUEST FOR INFORMATION

FOR

EVIDENCE-BASED PRACTICES TRAINING

ATTACHMENT ONE

I. TRAINING DESCRIPTION AND DESIGN

Information on the following staff training and services is being requested:

- 1. <u>Integrated Behavioral Change Strategies</u> This foundational training should provide the participants with the skills and techniques to work with offenders to develop rapport, increase their motivation to change, and to help offenders change their criminal behavior by identifying and addressing skill deficits. Specifically, the training should help officers to:
 - a. Recognize an offender's stage of change and match an appropriate and effective response.
 - b. Utilize the core communication skills of motivational interviewing (open-ended questions, affirmations, reflections, summarizations) to increase an offender's motivation to change.
 - c. Recognize and maximize behavioral change opportunities with offenders.
 - d. Utilize cognitive restructuring techniques to address anti-social cognitions with offenders.
 - e. Use pro-social modeling and provide positive reinforcement.
 - f. Use authority in a fair, consistent, and respectful manner.
 - g. Develop offender pro-social networks.
 - h. Incorporate relapse prevention and collaborative problem-solving techniques to help offenders learn to reduce risk.
- 2. <u>Post Training Booster</u> Following the completion of the above training, staff who completed the training will participate in two webinar booster sessions. The sessions will review the core behavior change concepts taught in the training, reinforce their application, solicit the participant's experiences in the use of the skills taught, and engage the group in practice sessions to increase proficiency in the use of the skills.

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- 3. <u>Audiotape Review and Coaching</u> Following the onsite training, one-on-one coaching will be provided in order to support staff in their use of the skills taught in the training when interacting with offenders. Staff will participate in a minimum of three virtual monthly coaching sessions.
- 4. <u>Training Agency Coaches</u> To build in-house capacity, selected staff will be trained onsite to serve as peer coaches. Peer coaches will provide support and reinforcement to other staff in applying the behavior change skills taught when working with offenders. This training will teach the participants effective coaching principles and skills and provide them with materials to assist them in their coaching efforts.
- 5. <u>Coaches Support</u> An advanced coaching plan will be established to support continuous quality improvement in the implementation of a behavior change approach to offender supervision. A minimum of three-monthly virtual meetings with the trained in-house coaches will be conducted. These meetings will include a review of staff skill recordings, feedback comparisons, and discussions concerning peer coaching.
- 6. Web-Based Peer Coaching A web-based application that supports peer counseling/coaches will be implemented. The application will facilitate sharing audiotapes, officer/offender interaction reviews, and feedback for officers learning the behavior change skills taught in the on-site training. The application should centralize all officers, coaches, and training related data in a single location to streamline the measurement of the impact of the training by providing the following:
 - a. Storage, sharing, and retrieval of officer/offender audio recordings and feedback forms.
 - b. Notifying coaches and managers of completed recordings.
 - c. Agency tracking of audiotape submissions.
 - d. Accurate and structured feedback to promote skill acquisition.
 - e. Storing feedback data for quantitative measurement.
- 7. <u>Train the Trainers Pre-Training Webinars</u> Identified staff will participate in train the trainer pre-training sessions to review the skills taught in the Integrated Behavior Change Strategies staff training and introduce the training strategies and content. During these sessions, the participants will become familiar with the training facilitator materials, resources, activities, and expectations for classroom training demonstrations. In addition, assignments and readings will be provided to help prepare the participants to conduct the training.
- 8. Onsite Train the Trainers This classroom training will be designed to measure participants' skill and ability to conduct the Integrated Behavior Change Strategy training program. Each participant will be expected to deliver one to two sections of the material to a pilot training class. The lead trainer will score each participant on his/her ability to deliver the material

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- accurately and effectively, while adhering to the course materials. Each participant will receive feedback aimed at improvement and a training proficiency score.
- 9. <u>Train the Trainers Post-Training Support</u> Staff who were trained as trainers will complete a videotape of themselves teaching a component of the curriculum. Upon submitting the videotape, they will be given verbal and written feedback on their mastery of the material and their training delivery skills. These feedback sessions would be delivered through a webinar format enabling them to obtain the feedback while watching their submitted videotape.

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CORE PRACTICES	PROCESS	PROBATION AND PAROLE OFFICER RESPONSIBILITIES / ACTIVITIES
Conduct Risk, Needs and Strengths Assessments	Complete validated risk, needs and strengths assessments with the offender	 Use multiple validated assessments. Assemble collateral information. Conduct a thorough interview. Engage the offender.
Build a Supervision Alliance	Establish a positive working relationship with the offender	 Convey optimism, provide support, and be flexible. Maximize offender involvement and collaboration. Establish a mutual understanding concerning the nature and purpose of supervision. Provide clear expectations and structure, and use authority in a fair, consistent, and respectful manner.
Enhance Motivation	Gauge and facilitate the offender's motivation to change	 Provide the offender feedback on any completed assessments. Determine the offender's needs that they want to work on and their degree of commitment. Use motivational enhancement techniques.
Develop a Case Plan	Develop a supervision case plan that is supported by validated assessments, professional discretion, and offender input	 Start with any issues the offender identifies that they need to work on. Establish offender goals that are clearly understood, realistic, and achievable. For each goal, identify incremental steps that the offender should take to achieve each agreed upon goal. Set a timeframe for the offender to finalize each identified goal. Encourage and positively reinforce the offender for their efforts toward achieving the established goals.
Target Criminogenic Needs	Refer the offender to programs based upon their assessed criminogenic needs and/or the needs they want to work on.	 Refer to services that have incorporated the principles of effective interventions: ✓ Risk Principle – Prioritize higher risk offenders. ✓ Need Principle – Address criminogenic and basic needs. ✓ Strength Principle – Build on protective factors. ✓ Treatment Principle – Use cognitive behavioral approaches to address needs. ✓ Responsivity Principle – Individualize services.

CORE PRACTICES	PROCESS	PROBATION AND PAROLE OFFICER RESPONSIBILITIES / ACTIVITIES
Establish Behavioral Reinforcements	Establish and use behavioral reinforcements to increase or decrease targeted offender behavior	 Discuss with the offender incentives and sanctions based upon their behavior. Implement the incentives and sanctions with attention to certainty, immediacy, and magnitude. When necessary, set appropriate limits and provide clear direction to the offender. Express disapproval of offenders' anti-social expressions, thinking, and behavior, and explore alternatives.
Focus on Behavior Change	Facilitate behavior change and work with the offender to start and successfully complete any needed treatment	 Explore with the offender any current problems or concerns that they are experiencing. Discuss the offender's progress in treatment by asking them to share with you what they have learned. Teach and coach the offender in prosocial thinking and effective problem solving. Assist the offender in knowing how to respond to high-risk influences to avoid future criminal behavior.
Provide Pro- Social Modeling and Develop Pro-Social Supports	Help the offender develop pro-social behavior and establish or increase pro-social relationships	 Model pro-social expressions and behavior. Positively reinforce any offender anti-criminal behavior and verbalizations. Help the offender to examine with whom they spend time and that individual's influence on their criminal behavior. Connect the offender with individuals, organizations, and activities that provide pro-social support and reinforcement.

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