

Core Correctional Skills

‘Better staff has better clients’

**Expert group meeting
on Education & Training**

1st of July 2022

**How to address the (training)
implementation gap?**



MAJOR CONCERNS FOR THE CORRECTIONAL SERVICES ACROSS EUROPE WHEN IT COMES TO TRAINING AND EDUCATION?

- Brainstorming 😊

IN MY VIEW - ONE OF THE MAJOR ONES IS THE IMPLEMENTATION GAP IN THE INTRODUCTION OF EVIDENCE-BASED PRACTICE (EBP)

- Many initiatives across the Western world to introduce EBP – noticed a big gap in implementing RNR in practice:
 - SUSTAIN – lack of focus on criminogenic needs and relationship skills (Torojo and Taxman, 2018)
 - STICS – lack of focus on criminogenic needs (Bonta et al, 2008)
 - EPICS (Gleicher, 2020) – lack of planning and follow up, lack of support, lack of alignment with the organizational policies and procedures etc.
 - STARR (Viglione et al, 2020) – lack of positive reinforcement etc.
 - Inconsistent use of risk assessment (Miller and Maloney, 2013;Viglione, Rudel and Taxman, 2015)
 - Not connecting the risk assessment to determine frequency of contact (Bonta et al, 2008)
 - Lack of proper use of cognitive interventions (only in 1% of the interactions – Bonta et al, 2008; Bougon and Gutierrez, 2012; Herzog-Evans, in press)
- ‘Nothing gets implemented’ or ‘paper implementation’ (Fixsen et al, 2009)
- Consequences – very serious: clients mistreated, greater recidivism, staff losing confidence in EBP, politicians and public losing confidence in correctional services etc.



LET'S LOOK AT WHAT TRAINING AND EDUCATION MEANS SO FAR!

- Education in probation field in Europe:
 - Not unified
 - No standards or models
 - Based on previous qualifications and articulated with one or two-weeks intensive training – on the job (socializing with the role)
 - Exceptions: Probation Diploma or Community Justice Pathway (England and Wales) and Probation course in ENAP / France
- Training in probation field in Europe:
 - Events not processes – one-offs
 - Disconnected from the organizational cultures or individual motivations
 - Not holistic but topical – problem solving
 - No implementation processes



WHAT IS IMPLEMENTATION SCIENCE?

- Is a scientific study of methods and strategies to facilitate the uptake of EBP into regular use by practitioners
- IS seeks to close the gap between what we know and what we do – the know-do gap

Source: <https://impsciuw.org/implementation-science/learn/implementation-science-overview/>

IMPLEMENTATION SCIENCE PROCESSES



ASSESS THE RESEARCH



INTRODUCE CHANGE



TRANSPORT CHANGE



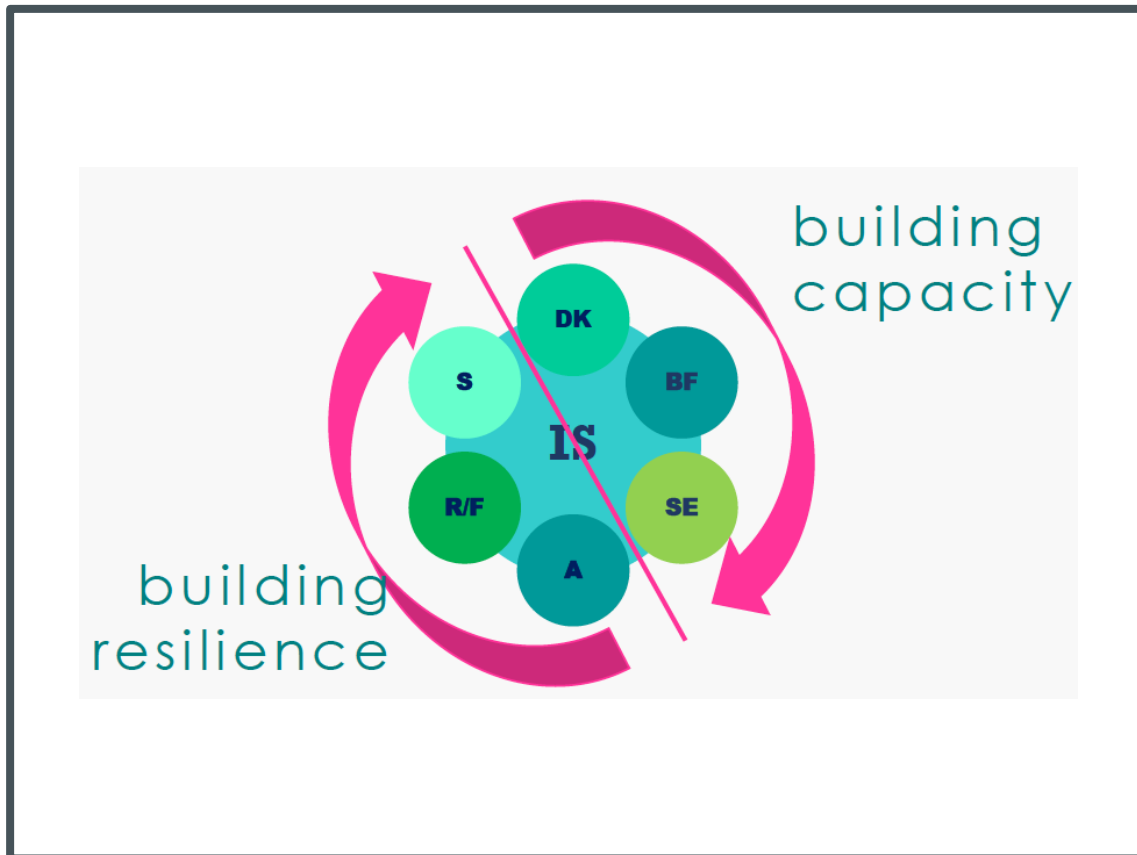
PROBLEM SOLVING



MAINTAIN CHANGE

TAXMAN, F.S., MAGNUSEON, S., THURMAN, T., KRAS, K., AND RUDES, D. (N.D.). IMPLEMENTATION STEPS TO TRANSFORM RESEARCH TO PRACTICE. ARLINGTON, VA: SCHAR SCHOOL OF POLICY AND GOVERNMENT.

FOR TRAINING - TRANSPORT CHANGE



- It has two components:
 - Building capacity
 - Develop knowledge – explain the problem, explain the training, describe the objectives/goals etc.
 - Building foundation – explain how the new skills build on the previous ones, adapt existing practices to accommodate the new skills etc.
 - Setting expectations – explain how this training will improve the performance, articulate the expected outcomes and how they will be measured
 - Building resilience
 - Align practices – make sure that the new skills will be aligned with the procedures, provide examples on how they will be used in the context.
 - Renovating or fitting initiatives - identify barriers and solutions (format and informal), identify who is affected, implement renovations
 - Sustaining change – agree on how the new skills will be measured, audit the implementation of the new skills



ALSO IMPORTANT ...

- Problem solving
 - Evaluate the implementation – involve the team
 - Create feedback loops
 - Solve implementation problems
- Maintaining change
 - Review the implementation periodically
 - Diagnose the root causes of problems and repair the organizational processes to promote success
 - Encourage a culture of learning and progress

WHOLISTIC TRAINING FOR PROBATION SERVICE IN SLOVENIA – A CASE STUDY

- Based on Core Correctional Skills book
- November 2022 – March 2023
- Six components:
 - Evaluation of staff motivation, commitment and expectations - questionnaires and interviews
 - Intensive training of Pos
 - Small groups
 - Start with base line questionnaires
 - Focusing on: why these skills, how they will improve practice, WA, PSM, PS, MI and cognitive interventions
 - Enhance motivation and engagement to learning
 - Intensive training for learning facilitators – peer learning, one in each office or region, use of observation scales, 3-5 days.
 - Supervised practice and evaluation - to support new practice, evaluate the implementation, identify obstacles and training needs, two months.
 - Refresher training – consolidate some skills, troubleshooting/problem solving etc.
 - Establish the organizational mechanisms to audit practice and maintain change – address the organizational or procedural obstacles, identify incentives, develop a periodical auditing system



Questions?

Thanks you!
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