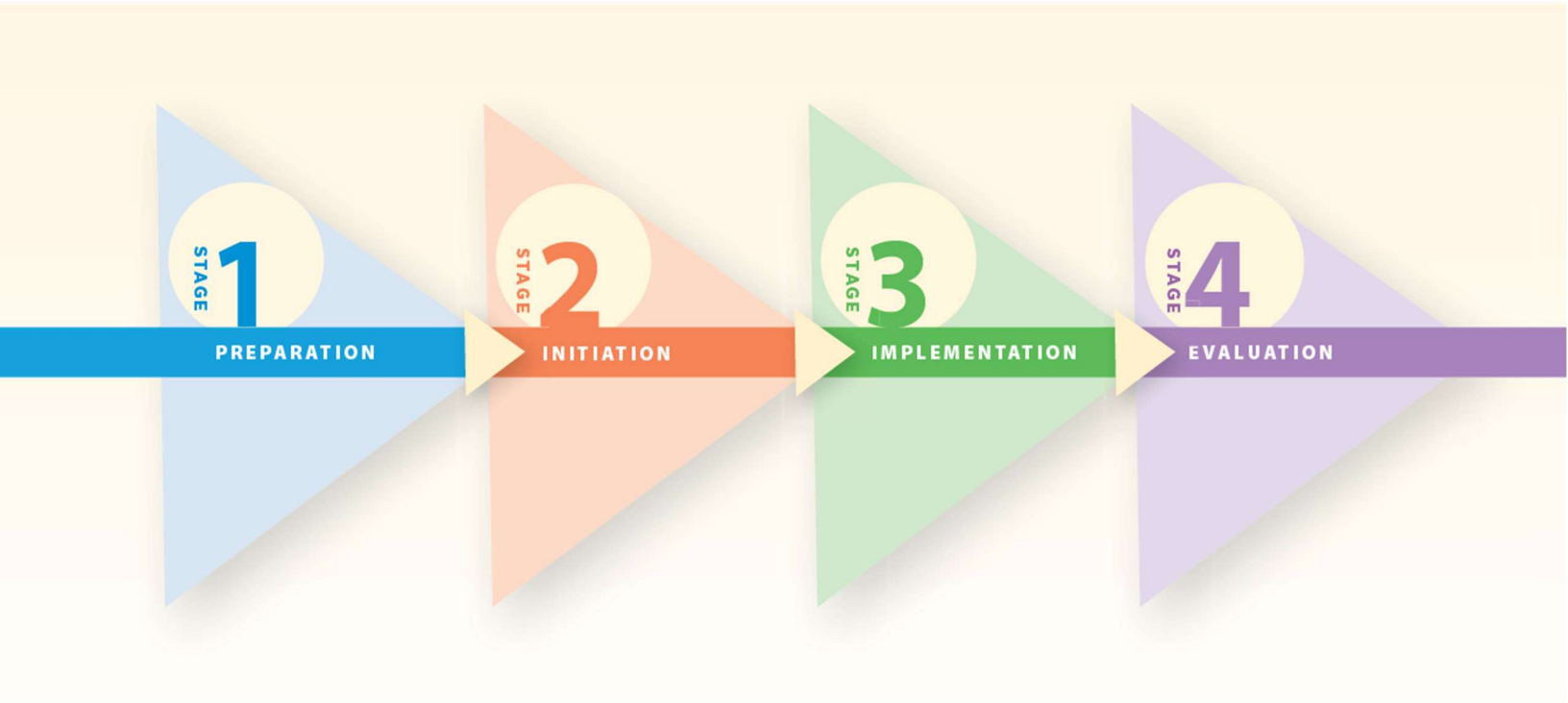


Implementing Evidence-Based Practices: A Staged Approach

Stage 2



Stage 2: Initiation



This document includes the following to assist with implementation of stage 2:

- The **overview** includes a chart with the stage’s key tasks, subtasks, implementation tips, and resources.
- The **implementation plan template**, organized by key task, lists the various subtasks and provides space for the implementation committee to fill in the start and end dates, lead person, others responsible, and resources/partners needed for each subtask.
- The **cost-benefit analysis worksheet** allows agencies to evaluate the costs (human, materials, and data systems) and benefits of the stage.
- The **fidelity and quality assurance checklist** enables agencies to evaluate their current strengths and identify areas for improvement.

Overview

The following chart provides an overview of stage 2: its key tasks and subtasks, implementation tips, and helpful resources.¹

Key Tasks	Subtasks	Implementation Tips	Resources
1. Train staff in the PA-approved motivational interviewing (MI) course	1a. Provide initial training to supervisors and staff 1b. Provide annual booster trainings 1c. Observe staff's appointments and provide feedback on MI skills	<ul style="list-style-type: none"> • Create a training plan to help ensure sustainability • Identify opportunities for joint trainings with other agencies • Train supervisors before staff 	<ul style="list-style-type: none"> • Building Rapport* • Building Professional Alliance video and discussion guide** • Overcoming Resistance to Change video and discussion guide**
2. Train staff to conduct risk/needs assessments and to interpret results	2a. Implement a fourth-generation risk/needs assessment (e.g., ORAS) 2b. Provide initial training to supervisors, staff, and impacted stakeholders (e.g., judges, prosecutors, defense attorneys) 2c. Validate the tool on the local population 2d. Provide annual booster trainings	<ul style="list-style-type: none"> • Communicate the benefits of risk/needs assessments • Create a training plan to help ensure sustainability • Identify opportunities for joint trainings with other agencies • Train supervisors, staff, and stakeholders separately 	<ul style="list-style-type: none"> • Assessments* • Risk-Need-Responsivity Principles* • Improving Our Efficiency and Effectiveness Through the Use of Risk and Needs Assessments webinar and slides** • Interrater Reliability of Risk/Needs Instruments**

¹ Resources marked with * can be found at <https://ccappoap.com/ebp-resources/ebp-briefs/>. Resources marked with ** can be found at <https://ccappoap.com/ebp-resources/ebp-stakeholder-resources/>.

Key Tasks	Subtasks	Implementation Tips	Resources
	<p>2e. Observe staff conducting assessments and provide feedback</p> <p>2f. Regularly monitor the number of overrides</p> <p>2g. Conduct interrater reliability testing annually and address areas of concern</p> <p>2h. Evaluate the need for specialized assessments and implement them as required</p>	<ul style="list-style-type: none"> • Whenever possible, use gender-responsive assessments 	<ul style="list-style-type: none"> • Risk and Need Assessment User Guide – Volume 1 and Volume 2: Specialized Assessments**
<p>3. Train staff to conduct effective one-on-one interventions</p>	<p>3a. Develop guidelines for effective one-on-one interventions, including the use of tools to address criminogenic needs</p> <p>3b. Identify/develop a standard training curriculum</p> <p>3c. Provide initial training to supervisors and staff</p> <p>3d. Provide annual booster trainings</p>	<ul style="list-style-type: none"> • Create a training plan to help ensure sustainability • Identify opportunities for joint trainings with other agencies • Train supervisors before staff • Focus on building skills to address criminogenic needs during a four-point appointment (check-in, review, intervention, assignment) 	<ul style="list-style-type: none"> • Dosage, Intensity, and Duration* • Supervising People at Low Risk* • Supervising People at Medium and High Risk* • Supervising People at Extremely High Risk* • Effective Correctional Programs webinar and slides** • Manual of Effective Correctional Programs**

Key Tasks	Subtasks	Implementation Tips	Resources
	<p>3e. Assess and revise the trainings as needed</p> <p>3f. Observe staff conducting one-on-one interventions and provide feedback</p> <p>3g. Have people on supervision complete a feedback form on the usefulness of interventions</p>	<ul style="list-style-type: none"> • Keep the feedback form brief and give the person the option of completing it anonymously 	
<p>4. Train staff in case plan development</p>	<p>4a. Develop case plan policies and practices</p> <p>4b. Identify/develop a standard training curriculum</p> <p>4c. Provide initial training to supervisors and staff</p> <p>4d. Provide annual booster trainings</p> <p>4e. Assess and revise the trainings as needed</p> <p>4f. Review case plans regularly and provide feedback</p> <p>4g. Evaluate case plan outcomes</p>	<ul style="list-style-type: none"> • Policies and practices should include, among other topics, the use of assessment results to guide collaboratively developed case plans and the inclusion of simple, clear goals, SMART action steps, and helpful activities • Create a training plan to help ensure sustainability • Identify opportunities for joint trainings with other agencies • Train supervisors before staff 	<ul style="list-style-type: none"> • Case Planning* • Goals, Action Steps, and Activities Reference Guide** • Success plan policy, webinar, slides, template, and sample**

Key Tasks	Subtasks	Implementation Tips	Resources
5. Develop a quality assurance (QA) plan	5a. Develop QA policies and practices 5b. Assign dedicated staff to QA 5c. Select and train internal trainers and coaches 5d. Evaluate QA regularly and address any concerns 5e. Share QA results with staff and key stakeholders	<ul style="list-style-type: none"> • Prioritize QA areas and timelines • Determine the number and type of trainers and coaches needed • If needed, secure expertise for implementing QA • Embrace the spirit of continuous learning • Recognize that improvement takes time and patience 	<ul style="list-style-type: none"> • Continuous Quality Improvement*

EBP Implementation Plan Template

Purpose: Developing and monitoring a clear, realistic implementation plan is critical to ensuring the successful implementation of EBP.

Instructions: It is recommended that the Chief Probation Officer establish an implementation committee consisting of internal staff (managers, supervisors, probation officers, and support staff) as well as key stakeholders. For each of the key task's subtasks, the committee should assign realistic start and end dates, delegate a lead person and others responsible for achieving the subtask, identify needed resources and possible partners, and list potential barriers and strategies to overcome them.

Date: _____

Key Task 1: Train Staff in the PA-Approved Motivational Interviewing (MI) Course

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
1a. Provide initial training to supervisors and staff				
1b. Provide annual booster trainings				

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
1c. Observe staff's appointments and provide feedback on MI skills				
Potential Barriers				
Strategies to Address Barriers				

Key Task 2: Train Staff to Conduct Risk/Needs Assessments and to Interpret Results

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
2a. Implement a fourth-generation risk/needs assessment (e.g., ORAS)				
2b. Provide initial training to supervisors, staff, and impacted stakeholders (e.g., judges, prosecutors, defense attorneys)				
2c. Validate the tool on the local population				
2d. Provide annual booster trainings				

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
2e. Observe staff conducting assessments and provide feedback				
2f. Regularly monitor the number of overrides				
2g. Conduct interrater reliability testing annually and address areas of concern				
2h. Evaluate the need for specialized assessments and implement them as required				



Potential Barriers	
Strategies to Address Barriers	

Key Task 3: Train Staff to Conduct Effective One-on-One Interventions

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
3a. Develop guidelines for effective one-on-one interventions, including the use of tools to address criminogenic needs				
3b. Identify/develop a standard training curriculum				
3c. Provide initial training to supervisors and staff				
3d. Provide annual booster trainings				

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
3e. Assess and revise the trainings as needed				
3f. Observe staff conducting one-on-one interventions and provide feedback				
3g. Have people on supervision complete a feedback form on the usefulness of interventions				



Potential Barriers	
Strategies to Address Barriers	

Key Task 4: Train Staff in Case Plan Development

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
4a. Develop case plan policies and practices				
4b. Identify/develop a standard training curriculum				
4c. Provide initial training to supervisors and staff				
4d. Provide annual booster trainings				

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
4e. Assess and revise the trainings as needed				
4f. Review case plans regularly and provide feedback				
4g. Evaluate case plan outcomes				



Potential Barriers	
Strategies to Address Barriers	

Key Task 5: Develop a Quality Assurance (QA) Plan

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
5a. Develop QA policies and practices				
5b. Assign dedicated staff to QA				
5c. Select and train internal trainers and coaches				
5d. Evaluate QA regularly and address any concerns				

Subtasks	Start Date/ End Date	Lead Person	Others Responsible	Resources/ Partners Needed
5e. Share QA results with staff and key stakeholders				
Potential Barriers				
Strategies to Address Barriers				

Cost–Benefit Analysis Worksheet

Purpose: An agency that makes a commitment to align its practices with research evidence in order to reduce recidivism will likely experience significant pressure to shift how it invests its resources. Personnel requirements (numbers of staff, qualifications, assignments, caseload/workload), activities, policies, and practices will likely change. The cost–benefit analysis worksheet is designed to help administration weigh the costs (human, materials, and data resources) of EBP implementation against its benefits.

Instructions: It is recommended that the Chief Probation Officer complete the cost–benefit analysis worksheet in conjunction with a team of agency representatives (managers, supervisors, probation officers, and support staff). Each representative will examine the items on the worksheet from their own perspective, based on their work experience, and provide insights into possible implications. If the agency is just beginning to embark on an EBP implementation process, it may not be able to assess some of the costs or benefits. If this is the case, the agency is urged to reach out to other agencies for assistance.

Rather than using quantifiable measures, this worksheet uses the subjective measures of “None,” “Some,” and “A lot.” Each agency will need to determine what these terms mean to them. A possible interpretation is provided below.

Cost (Human, Materials, and Data Systems)	Benefit (to Mission Outcomes)
None: Can be done with existing resources	None: No real benefit
Some: Will take some, but not a significant amount of, additional resources	Some: Benefits can be articulated but are not significant or are difficult to quantify
A lot: Will require a considerable amount of additional resources	A lot: Benefits are significant

The cost–benefit analysis team should reach consensus on the cost and benefit of each task. After the worksheet is completed, the team should discuss how it might revise its approach to proceed with EBP implementation in a more cost-effective way and to plan for the upcoming costs.

Date: _____

Key Tasks and Subtasks	Additional Cost			Anticipated Benefit		
	None	Some	A lot	None	Some	A lot
<p>1. Train staff in the PA-approved motivational interviewing (MI) course</p> <p>1a. Provide initial training to supervisors and staff</p> <p>1b. Provide annual booster trainings</p> <p>1c. Observe staff’s appointments and provide feedback on MI skills</p>						
<p>2. Train staff to conduct risk/needs assessments and to interpret results</p> <p>2a. Implement a fourth-generation risk/needs assessment (e.g., ORAS)</p> <p>2b. Provide initial training to supervisors, staff, and impacted stakeholders (e.g., judges, prosecutors, defense attorneys)</p> <p>2c. Validate the tool on the local population</p> <p>2d. Provide annual booster trainings</p> <p>2e. Observe staff conducting assessments and provide feedback</p> <p>2f. Regularly monitor the number of overrides</p> <p>2g. Conduct interrater reliability testing annually and address areas of concern</p> <p>2h. Evaluate the need for specialized assessments and implement them as required</p>						
<p>3. Train staff to conduct effective one-on-one interventions</p> <p>3a. Develop guidelines for effective one-on-one interventions, including the use of tools to address criminogenic needs</p>						

Key Tasks and Subtasks	Additional Cost			Anticipated Benefit		
	None	Some	A lot	None	Some	A lot
3b. Identify/develop a standard training curriculum						
3c. Provide initial training to supervisors and staff						
3d. Provide annual booster trainings						
3e. Assess and revise the trainings as needed						
3f. Observe staff conducting one-on-one interventions and provide feedback						
3g. Have people on supervision complete a feedback form on the usefulness of interventions						
4. Train staff in case plan development						
4a. Develop case plan policies and practices						
4b. Identify/develop a standard training curriculum						
4c. Provide initial training to supervisors and staff						
4d. Provide annual booster trainings						
4e. Assess and revise the trainings as needed						
4f. Review case plans regularly and provide feedback						
4g. Evaluate case plan outcomes						

Key Tasks and Subtasks	Additional Cost			Anticipated Benefit		
	None	Some	A lot	None	Some	A lot
5. Develop a quality assurance (QA) plan						
5a. Develop QA policies and practices						
5b. Assign dedicated staff to QA						
5c. Select and train internal trainers and coaches						
5d. Evaluate QA regularly and address any concerns						
5e. Share QA results with staff and key stakeholders						

What is needed to accomplish stage 2?

Human Resources _____

Materials _____

Data Systems _____

Fidelity and Quality Assurance Checklist

Purpose: A fidelity and quality assurance checklist helps agencies to assess whether they are implementing tasks and subtasks and to monitor performance over time.

Instructions: Each agency is at a different phase of EBP implementation. Even early adopters often learn that they have either skipped an important step or that they could take additional steps to increase fidelity and quality assurance. Regardless of where an agency is on their EBP implementation journey, this checklist will assist in identifying the next steps.

It is recommended that the Chief Probation Officer complete the checklist in conjunction with a team of agency representatives (managers, supervisors probation officers, and support staff). Each representative will examine the items on the worksheet from their own perspective, based on their work experience, and provide insight. Items highlighted in green should be the primary focus for those early in implementation.

Date: _____

Key Tasks and Deliverables	Implementation Status			
1. Train staff in the PA-approved motivational interviewing (MI) course	Completed	Partially	Not Started	Revisit
1a. Initial training is provided to supervisors and staff				
1b. Annual booster trainings are provided				
1c. Staff’s appointments are observed and feedback on MI skills is provided				
1d. Policies and procedures are revised to reflect MI training				
2. Train staff to conduct risk/needs assessments and to interpret results	Completed	Partially	Not Started	Revisit
2a. A fourth-generation risk/needs assessment (e.g., ORAS) is implemented				

Key Tasks and Deliverables	Implementation Status			
2b. Initial training is provided to supervisors, staff, and impacted stakeholders (e.g., judges, prosecutors, defense attorneys)				
2c. The tool is validated on the local population				
2d. Annual booster trainings are provided				
2e. Staff are observed when conducting assessments and feedback is provided				
2f. The number of overrides is regularly monitored				
2g. Interrater reliability testing is conducted annually and areas of concern are addressed				
2h. The need for specialized assessment is evaluated, and the assessments are implemented as required.				
2i. Policies and procedures are revised to reflect training on conducting risk/needs assessments and interpreting results				
3. Train staff to conduct effective one-on-one interventions	Completed	Partially	Not Started	Revisit
3a. Guidelines for effective one-on-one interventions, including the use of tools to address criminogenic needs, are developed				
3b. A standard training curriculum is identified/developed				
3c. Initial training is provided to supervisors and staff				

Key Tasks and Deliverables	Implementation Status			
3d. Annual booster trainings are provided				
3e. Trainings are assessed and revised as needed				
3f. Staff's one-on-one interventions are observed and feedback is provided				
3g. People on supervision complete a feedback form on the usefulness of interventions				
3h. Policies and procedures are revised to reflect training on effective one-on-one interventions				
4. Train staff in case plan development	Completed	Partially	Not Started	Revisit
4a. Case plan policies and practices are developed				
4b. A standard training curriculum is identified/developed				
4c. Initial training is provided to supervisors and staff				
4d. Booster trainings are provided				
4e. The trainings are assessed and revised as needed				
4f. Case plans are reviewed regularly and feedback is provided				
4g. Case plan outcomes are evaluated				
4h. Policies and procedures are revised to reflect training on case plan development				

Key Tasks and Deliverables	Implementation Status			
	Completed	Partially	Not Started	Revisit
5. Develop a quality assurance (QA) plan				
5a. QA policies and practices are developed				
5b. Dedicated staff are assigned to QA				
5c. Internal trainers and coaches are selected and trained				
5d. QA is evaluated regularly and any concerns are addressed				
5e. QA results are shared with staff and key stakeholders				
5f. Policies and procedures are revised to reflect the development of a QA plan				

Based on your answers, identify the top three things you want to do in order to make further progress in building and sustaining an EBP agency, and the steps you will take to get there.

Action Planning Worksheet		
Areas in Need of Work	Action Steps	Notes