Ransom:

Good afternoon, everyone. We're going to begin in another minute. We just want to give everyone an opportunity to get signed on and situated, and this is the Enhancing Community Supervision through the use of Evidence-Based Practices webinar.

Jasmine:

Welcome, everyone. There should be a poll popping up for you to introduce yourself. Please provide your name, title, state and agency or organization, as well as two words that described your motivation to improve community supervision.

Ransom:

Okay. I wanted to, again, thank everyone for joining us this afternoon for the Enhancing Community Supervision through use of Evidence-Based Practices webinar. Before we get started, just want to let everyone know that this session is being recorded. Also, the chat function will be disabled for the majority of the webinar. If you have any issues on need technical assistance, please use the Q&A function in the chat. However, the chat will be opened for some specific polling that will be done throughout the webinar.

My name is Ransom Washington Jr. and I'm a program manager in the Youth Justice and System Innovation Division with the Office of Juvenile Justice and Delinquency Prevention, also known as O.J.J.D.P., which is a subdivision of the Office of Justice Programs. O.J.J.D.P. provides national leadership coordination and resources to prevent and respond to youth delinquency and victimization. O.J.J.D.P. helps states, localities and tribes develop effective and equitable juvenile justice systems that create safer communities and empower youth to lead productive lives. O.J.J.D.P.'s guiding philosophy is to enhance the welfare of America's youth and broaden their opportunities for a better future. To bring these goals to fruition, O.J.J.D.P. is leading efforts to transform the juvenile justice system into one that will treat children as children, serve children at home with their families and their communities, and open up opportunities for system involved youth. O.J.J.D.P. is led by... And with that, I will turn it over to Jasmine.

Jasmine:

Thank you so much, Ransom. Hello and thank you all for joining us today for this webinar. During this time, we'll be discussing methods staff can use to advance behavior change for youth on community supervision. My name is Jasmine Jackson and I am the manager of Youth Justice at the Crime and Justice Institute. Join me today is my colleague Valerie Meade. She is a deputy director and C.J.I.'s lead trainer. And you should have seen the poll pop up on your screen. If it's still there, please provide your name and title, state and agency or organization, as well as two words that describe your motivation to improve community supervision.

C.J.I. bridges the gap between research and practice with data-driven solutions that drive bold, transformative improvements in adult and youth justice systems. Over the last decade, C.J.I. has gained extensive experience assessing the intricate workings of youth and adult justice systems across the country by examining all aspects of the system. This includes diversion, detention, court responses that lead to community supervision or residential placement, as well as reviewing policies and practices, building productive and influential relationships with stakeholders, from legislators and administrators, to frontline staff and community-based providers. And importantly, collaborating with system partners to implement systems and agency level change.

C.J.I. has assisted more than a dozen states using a data-driven research-based approach to policy development, implementation and stakeholder collaboration to improve community supervision and improve outcomes for youth and communities. We are excited for the opportunity to provide fully funded technical assistance to local, regional, and tribal supervision agencies to meet the goals of the Second Chance Act. So there should be a link being dropped in the chat for more information. But for the purpose of this national program, community Supervision includes youth placed on supervised probation at the time of disposition, and youth released from secure confinement in place on aftercare supervision.

The goals of the improving community supervision national training and technical assistance programs are to improve community supervision practices, produce better outcomes for youth and communities, reduce recidivism and improve public safety. We are currently accepting applications from local, regional, and tribal community supervision agencies or programs. So, to learn more about this program, please check the link in the chat, as well, you can reach out to me directly following the webinar. So, for today's webinar, we will be discussing why community supervision should be enhanced with a focus on evidence-based practices. We will review effective case management and various community supervision tools, then show how the various community supervision tools are all connected and complementary of one another, which can result in positive outcomes for youth.

So, our objectives for today are learn best practices and strategies for improving how staff engage with youth and families, learn how all various evidence-based tools used in supervision fit together and understand the importance of blending use of these tools together seamlessly. So, let's begin with enhancing community supervision and describing evidence-based practices. Despite community supervision being a more effective alternative to confinement, revocations from community supervision has become a major driver of youth incarceration. Sorry about that. Community supervision agencies have a long history of practices that are not based in research. Ineffective, non-evidence-based community supervision practices such as supervision, not being responsive to the user risk and needs, over monitoring compliance of unmanageable conditions and extended supervision terms are pushing youth deeper into the youth justice system. When left unaddressed, these practices do not hold youth accountable or support rehabilitation and instead, produces poor outcomes for youth, families, and communities. In short, youth can be worse off for having spending time in the youth justice system, which is a problem that no one wants.

So what do we mean by evidence? To solve these issues, we know now that there are practices that are based on research that can improve youth outcomes. These practices are called evidence-based. Let's talk about what that means. There are different forms of evidence. The most basic form of evidence is anecdotal. This includes stories, opinions, testimonies, case studies, et cetera. This type of evidence often makes us feel good, but may not be accurate. The most advanced form of evidence is empirical evidence. This includes research data results from control studies and so forth. This type of evidence has a much higher level of accuracy, although they sometimes don't make us feel as good.

So what is evidence-based practice? Well, it's a fair and responsible use of research and data, but what do we mean by that? It's a scientific method, using data in an honest and rigorous way without bias to get a picture of what is truly effective. We use evidence-based practices to do what? We want evidence-based practices to help guide our policies and our practices. When policies and practices guess at what's best, they're often well-intended, but misguided. To truly help our young people and reduce recidivism, using empirical evidence works best and ultimately, to improve our outcomes, we want to increase the use success for both community supervision and beyond. Our overall goal is to reduce recidivism and help make our community safer. So keep in mind that evidence-based practices are objective, meaning

that the practice is not reliant on feelings or opinions or that anecdotal data, excuse me, anecdotal evidence.

Evidence-based practices are balanced. The practice balances the needs of the participant, reasonable demands and research to ensure that a high quality program is delivered. And importantly, it's based on current research. As practices change over time, the research is updated. This is important because what was once considered an evidence-based practice may not be now. So here's a good example of why evidence-based practices are important. So, you may remember at some point in time, depending on how old you are, wearing a seatbelt or using a car seat for a child was not a thing. But over time, seatbelt laws evolved to what they are now. Why is that? Because research showed that wearing a seatbelt reduces serious crash-related injuries and death. And I'm sure you all can think of other examples about how and why evidence-based practices are important in your everyday lives. So, before we move on, I want to turn it over to my colleague Valerie Meade, to walk us through the various community supervision tools.

Valerie:

Thank you, Jasmine. Hello, everyone. Happy to be here today. So, we'll move into... As we engage with young people, particularly those under supervision, we should always strive for positive outcomes and long-term behavior change. Today, we'll talk about ways that research would guide us to do this, and this section we'll discuss effective case management and then, the various tools that can encourage that long-term behavior change. Effective case management is a package of strategies aimed at promoting long-term success rather than focusing solely on compliance. Case plans are documents to help the youth address their criminogenic needs and make pro-social changes. Two important things to think about of effective case management One is that it involves creating a case plan with the youth, not for the youth. And the other is that it involves follow up between the youth and staff to assess progress, celebrate successes and overcome barriers.

Effective case management works well with other evidence-based practices and tools as well. Community supervision can use risk and needs assessment to match youth with appropriate programs, interventions and services, use cognitive intervention skills to show how pro-social changes can have benefits, use motivational interviewing to help resolve ambivalence and encourage change. And then, use graduated sanctions and incentives to encourage pro-social changes. We'll talk more about these tools in later slides. So rather than a one fit size fits all approach to case planning, individualized case plans, coupled with other effective supervision strategies have been shown to significantly reduce technical violation and new arrest rates. Individualized case plans do not have to reinvent the wheel, so we do what works, but we consider the youth's individual needs as part of that process.

There are many evidence-based tools available for community supervision staff. The ones we're going to talk about today are principles of effective intervention, cognitive interaction skills, motivational interviewing, and graduated responses. We'll provide an overview of each of the above and discuss how they work together to provide effective case management and encouraging behavior change. Again, today isn't really meant to dive into each of these tools. Mastering each of these skills can take quite a bit of training and practice. Instead, we're giving an overview of each of these, just like when you go to Costco and you get a sample instead of buying this huge box of something. Our main hope is that you see how all of these fit together. If you want to learn more, please feel free to reach out to us after this webinar to learn how to access training to implement these tools.

So, we're going to start today with a poll. The poll will jump up on the screen for you. What we would like you to do is answer the poll... In the poll, answer this question, how familiar are you with these evidence-based practices? So which one are you least familiar with? If you can vote for which one you're

least familiar with. And then, here in a moment, we'll do another 30 seconds and we'll do get the poll results. Okay, let's look at our results for this poll. Okay, it looks like 55% of you said graduated responses, followed by principles of effective intervention, cognitive interaction skills and then, finally, motivational interviewing is the one you are most familiar with. Great, good. The good news is we're going to go through all of these today, so hopefully by the time that we finish, you'll have a better understanding of all four of these skills. Thank you for participating in the poll.

The first community supervision tool we want to discuss is principles of effective intervention or P.E.I. for short. Understanding P.E.I. lays the foundation for how we use the other evidence-based practices and can help supervision staff encourage that long-term behavior change. Back to our polls, so I'd love to hear from you all, what are red flags that indicate to you that someone may be likely to engage in future delinquent behavior? So if you can enter short answers, what is it to you that you know would be something that would make a youth likely to engage in future delinquent behavior? We'll go ahead and take about 60 seconds to enter our results. All right, let's see what our answers are.

Emily:

Valerie, are you able to see the responses?

Valerie:

I cannot. Would you like to read some of them, if you could read them?

Emily:

I'm happy to. So some of the responses include lack of parental support, past traumas, past history, peers' attitudes, support constant defiance, little to no supervision from a family member for school performance. Would you like me to keep going or...

Valerie:

How many more are there? A lot?

Emily:

About 35.

Valerie:

Okay. No, that's fine. Thank you so much for reading those and thank you all. It's clear that we're speaking with a very informed and educated group today. You all gave really great answers to that. While there is no crystal ball to know a hundred percent who's going to engage in future delinquent behavior, research can help us identify those characteristics that contribute to a youth's probability of this behavior. As you just heard, a really great list of staff often already know what those characteristics are and what to look for to help a youth be successful. Throughout this section of the webinar, we'll focus on putting each of these characteristics into the proper category of risk, need or responsivity. Then we'll talk about the importance of addressing these characteristics in a way that has been shown through research to be most effective. Understanding how to react to each principle is crucial in helping a youth succeed.

So there are just, as I just mentioned, there are four main principles of effective intervention. Like the picture on this slide, these principles can be seen as a roadmap to guide community supervision. The risk principle tells us who to target, the need principle tells us what to target. Responsibility principle tells us

how to effectively work with youth. And then, the fidelity principle tells us how to do this work right. To be effective, community supervision agencies should incorporate as many of these principles as possible. So let's talk about each one first. First, the risk principle. This tells us who to target. It says that we should target youth with a higher probability or those assessed as a higher risk of recidivism, which is defined as return to delinquent behavior. This means that the dosage and intensity of interventions should correspond with the assessed risk level.

Dosage refers to the amount of treatment a youth receives, so how many hours of treatment, how many sessions, how long the program is. Just like a doctor assesses the dosage of a medicine a person needs to address a medical condition, youth assessed as a higher risk should receive a higher dosage of treatment, and then youth assesses a lower risk should receive less treatment. Too much intervention can be harmful, just like too much medicine can be harmful, and too little intervention can fall short of addressing the problem. So, in order to know who to target, agencies must first classify youth based on risk level. This is why risk and needs assessments are important to guiding the use of evidence-based practices. Next, we'll move to the need principle. Certain risk factors are tied to recidivism and targeting these factors will result in a reduction of future offending.

The need principle tells us what to target to decrease the likelihood of recidivism, where in the past, community supervision would try to focus on as many factors as possible, whether the youth had issues in that area or not. This principle guides us to focus our attention on those factors most likely to lead to return to delinquent behavior. The greatest reductions in recidivism are observed when systems, interventions target criminogenic needs, especially in the dynamic three of the big four. So, let's talk about the big four. Anti-social attitudes, these are attitudes or thought processes that are against authority or against the justice system. Anti-social personality, these are personality traits that are related to anti-social behaviors such as being quick to temper, manipulation, those kind of intimidation techniques or personality traits. The next is antisocial peers, so having friends who lead a person down the wrong path and or not having friends who lead them down the right path.

Both are very important when looking at behavior change. Finally, history of antisocial behavior. While this is a static or unchangeable risk factor, having previous arrests adjudications and other contact with the justice system can help us predict what future behavior might be without intervention. There are many other criminogenic risk factors that are tied to antisocial behavior that should not be ignored. The other criminogenic risk factors include substance use, education, employment, family support, such as low family affection, poor communication, poor super supervision, and then, leisure/recreation. It's also important to understand that youth have many needs that are non-criminogenic. This doesn't mean that they are not important, but rather that addressing those needs alone will not reduce the likelihood of recidivism. An example of this would be physical conditioning or self-esteem. While not statistically tied to recidivism, some non-criminogenic needs such as trauma history or medical needs can get in the way of successful intervention.

And we categorize these factors as responsivity considerations, and we're going to talk about that next. So the responsivity principle tells us how to target interventions to make youth more likely to be successful on supervision. Understanding responsivity allows staff to address and overcome barriers to success. So, some examples of things that can get in the way of successful youth interventions are listed on the slide. So trauma, I mentioned before, mental illness or mental health issues can get in the way. Motivation, someone really just doesn't feel motivated to change. Transportation issues, gender considerations, language, can be a barrier. And then also, cultural aspects or cultural considerations can be a barrier to interventions.

It's important to take into account individual learning styles and consider these barriers to interventions when we're approaching how to affect behavior change. Some examples of ways that you can adhere to

the responsivity principle in your work may include referrals for medication stabilization or trauma counseling, maybe setting up translation services or securing bus vouchers for someone who needs transportation. Finally, the fidelity principle tells us how to do this work right by adhering to the three principles. It's critical to ensure good results from the risk, need and responsivity principles. So focusing on the risk principle, we want to make sure that we're focusing on those at highest risk to recidivate, receive the most intensive supervision and services, and those with lower risk receive limited intervention. Focusing on the need principle, we want to identify those dynamic criminogenic needs and target those for change.

Focusing on the responsivity principle, we want to identify and resolve the barriers to successful supervision and services using cognitive interventions. So this chart shows the change in recidivism based on how many of these principles of effective intervention are used. So, you'll see, on the left, if zero of these interventions are used, you can see that recidivism is potentially negatively affected. And then, as one is used or and two is used, and then finally, three is used, the impact on recidivism goes up. So, we can have bigger impact on the decrease of recidivism if all three of these principles are used with fidelity.

Some examples of the fidelity principal in your work may include adhering to a program manual, not mixing high or low risk youth in a group, continuous training and coaching of staff, using a validated risk and need assessment tool or implementing an inter integrator reliability process to make sure your tool is being scored accurately amongst all of the people who are using it. Okay, so back to a poll. Would love to hear from you all in this poll if you would rate rate your agency's fidelity when adhering to the risk, need and responsivity principle? So, one would be we've got no fidelity, "We barely do this or don't do it right." And five would be you could model this training after our agency, this is the best agency you could possibly ever look for. So if you will, please take a moment and rate your agency. This is anonymous, so please feel free to be as honest as you feel comfortable being. We'll take another 30 seconds for you to enter your one through five response.

Okay, let's look at our response here. So, you see how our agencies rated themselves. Okay, so it looks like the majority of you rated your agency at number three, so kind of in the middle between doing really, really horribly and doing really, really wonderfully and that's fair. I appreciate your honesty and your answers. A close second would be a four, which is really, really good to hear. There are a lot of agencies who would rate themselves as doing pretty great work. And then, several of you rated as a number five, meaning you could model this training after our agency. So, really great to see that and really appreciate each of you for being honest in your answers for the poll.

So next, we will... For each of the tools that we discussed today, we'll talk about how the effective use of can improve community supervision practices. So this is how P.E.I. can improve community supervision practices. When a youth supervision is informed by high risk or by a risk and needs assessment, it can provide helpful information about the nece... I'm sorry, I cannot speak, helpful information about the necessary level of supervision or intervention, as well as what specific criminogenic needs to target with the determined intervention. When the community supervision officers address responsivity factors, you're removing barriers that are interfering with their intervention. This can take the stress off the child and the family and allow them to focus on rehabilitation. Lastly, P.E.I. can improve community supervision practices by ensuring there's fidelity in how the agency engages with you. So, making sure interventions are done as intended and staff are receiving the necessary coaching and training. So to wrap this section up, following these principles helps community supervision officers develop individualized targeted case plans and improve outcomes and reduce recidivism.

So the next community supervision tool that we will talk about is cognitive interaction skills and we refer to that one as C.I.S.for short. So this tool is all about improving staff client interactions by providing

direction and skill training on ways youth can change their thought processes that lead to behavior. So cognitive interaction skills are approaches that can be used in all interactions with youth improving focus on criminogenic needs. They provide opportunities to reinforce positive pro-social behaviors and reduce antisocial behaviors and attitudes and to teach new pro-social skills. These skills are based on cognitive behavioral theory, essentially the idea that thoughts and feelings lead to behaviors and by recognizing risky thoughts, we can reduce risky behavior. There are many proprietary versions of C.I.S. and you may have heard of some like Epics or Star.

So these are the C.I.S. skills that are taught most often: effective use of authority, effective use of reinforcement, role clarification, active listening, giving feedback, effective use of disapproval, cognitive restructuring, and relationship skills. We're going to talk briefly about each one of these today. Research has shown that individuals supervised by staff who are trained in C.I.S. have a lower recidivism rates. On this slide you can see two separate studies that found that community supervision staff being trained on and using C.I.S. leads to lower recidivism. The first study on the left measures recidivism as a two-year incarceration. We can see the recidivism rates are higher for individuals who were supervised by untrained staff. In the second study on the right, researchers measured failure instead of recidivism, because the sample was a mixture of individuals on pretrial and post-conviction supervision.

Pretrial failure is designed as failure to appear in court, revocation of supervision or re-arrest for a new criminal charge while on pretrial supervision fail. Post-conviction failure is defined as new arrest for new criminal behavior within 12 months. As you can see, this chart shows that individuals who were supervised by untrained staff had higher failure rates. So, let's talk a little bit more detail about each one of these cognitive intervention skills. First, we'll talk about modeling pro-social behavior. This skill's based on social learning theory, which says that both positive behaviors and anti-social ones are learned in the same way, by seeing and copying behaviors that appear to get rewards. Anti-social behaviors occur when individual experiences more rewards than punishments for that behavior. To teach pro-social behavior, interventions have to provide models of positive behavior and must provide more rewards for that behavior.

For example, if a youth responds to a sanction with anger and aggression and the staff responds by remaining calm and talking about the problem with the youth, then that staff pro person is modeling the appropriate way to with someone else's anger. Later, when the youth displays that same behavior, the staff person should take that opportunity to praise or reward that pro-social behavior. Next, we'll talk about active listening. The easiest way to describe active listening is listening for the sole purpose of understanding from the other person's perspective. Active listening is a critical part of any effective communication or conversation, and it shows that you're invested and that you care about what that other person is saying. I'm sure we've all had times where someone that we are talking to has been distracted by their phone or a T.V. or computer or something. Maybe some of you are distracted right now. Speaking to someone who's distracted can be frustrating and at times can lead to someone completely shutting down and thinking, "Why bother? You're not even listening to me."

I don't think that right now, by the way. If you come into a community supervision meeting and we appear and you appear to be distracted by either our own notes or emails that are coming in, people you supervise may be less likely to want to engage in conversation, and this can get in the way of our ability to effectively provide intervention. So, to practice active listening, we want to pay attention, show that you are listening, provide feedback, defer judgment, and respond appropriately. The next skill is giving feedback. Giving feedback allows community supervision staff to provide appropriate feedback on an attitude or behavior. There are some important research-based benefits to both staff and justice-involved youth in using this giving feedback skill.

Research shows that when staff get good feedback, they're more likely to use the skill that they practiced. Likewise, justice-involved individuals are more likely to use post social skills if they receive simple, direct and speedy feedback on their skill. Performance steps to effectively giving feedback. Decide what information you want to give and the response you hope to get from the other person. Ask if you can give it a suggestion or say that you would like to provide some feedback, calmly offer your feedback and then, thank the other person for listening to your feedback.

Next, we have role clarification. This entails setting up a working relationship in which each party understands their roles, expectations, and responsibilities. Role clarification is intended to develop professional rapport between the staff and the youth. You're both on the same team. You have the same goal, which is for the youth to be successful. Role clarification helps to lay out expectations for staff and the youth, both formal rules and then, those own formal kind of things you don't like. Additionally, role clarification sets the stage for the next skill, which is effective use of authority and lets the youth know what to expect during supervision meetings. Here are the basic steps of role clarification. First, you're giving a clear description of the disposition or rules of supervision so that there are no surprises. Knowing about the conditions of supervision helps the youth understand what staff will hold them accountable for during community supervision.

After describing the rules, you're explaining your role and expectation as staff will help... Explaining your role and expectations can will help youth know what to expect from you. Role clarification seeks to decrease misunderstanding and assist with clear communication. In this step, it will be important for you to list and explain what the youth's role and expectation are, as well as asking the youth what they perceive their role to be. This can help create accountability on their end, which brings us into effective use of authority. This helps youth see a path to success. Here, we're talking about staff's authority, but we're also talking about that youth have the authority for themselves. So, effective use of authority is the most commonly used of all of the C.I.S. tools or skills. One study found that staff use authority in a 91% of studied interactions.

However, staff often leave out some of the most important steps in this skill or do them inconsistently, particularly a step about identifying benefits. So there are three basic steps to, or these are the basic steps to effective use of authority. First, staff should be firm but fair in role with resistance. In all conversations, focus on the behavior being discussed instead of focusing on the individual doing the behavior. All rules related to compliance and potential outcomes for failure to comply need to be clearly defined. Likewise, opportunities in which the youth can be rewarded need to be clearly defined, as well as potential outcomes for pro-social behavior and achieving these goals. In addition to laying out rules and consequences for violating rules, it's also important to discuss opportunities for rewarding pro-social behavior so that youth know what they can aim for. Rewards could include things like a more relaxed curfew or less reporting to the office.

Also, something like a certificate. Intangible or free rewards can be just as effective as any other rewards that are offered. Next two skills that we're going to talk about are effective use of reinforcement and disapproval. Going back to social learning theories, these two skills focus on responding to the use of behavior. Use of reinforcement is necessary when you want the person's pro-social behavior to continue, while use of disapproval will help when you want to provide feedback on anti-social behavior. Let's start with use of reinforcement. First, we want to promptly identify and focus on the behavior being reinforced. It's important here to tie the behavior to a set of larger behaviors. For example, if the youth applied for a job in the time that they were expected to, we would not reinforce applying for the job, we would reinforce following through on an activity. In the long run, following through is the behavior we want to continue.

Then we want to provide sincere reinforcement with a statement linked to the behavior. So here sincerity is key. Justice-involved youth are very used to being told what they are doing wrong, so when staff congratulate them on doing something well, it can be difficult to believe, or any type of degree of insincerity or sarcasm can actually increase antisocial behavior. Finally, we want to ask the youth to identify short and long-term benefits for continuing this behavior. Come up with your own way of asking this, but an example might be, "What do you think you might get out of following through with behavior while you're on supervision?" Or, "What good can come out of you continuing to follow through with behavior, as an example?" Identifying and responding to pro-social behavior is critical. When working with youth, you should frequently reinforce positive behaviors, and this is extremely important.

Also, asking youth how continued pro-social behavior can pay off can increase their intrinsic motivation, increase the odds of the behavior continuing. Now, let's examine the flip side, effective use of disapproval. So similarly to effective use of reinforcement, we want to keep in mind that when we're effectively using the skill, we are not lecturing people about their behaviors. Like most of the skills, we want people we supervise to engage in the behavior change process. Ideally, we want individuals to think through the consequences of potential bad behavior, and this is also a great time for you to model pro-social thinking for the person to follow. So first step, you're going to promptly identify the problematic behavior being disapproved of and provide a clear and firm explanation as to why the behavior is unacceptable. This doesn't have to be compliance-breaking behavior.

In fact, the skill's best used with behaviors that aren't violating your rule, but just that staff do not want to see continue. For example, you might say something like, "I glanced out the window earlier and it just happened to see you being dropped off by your brother. You told me that your brother hadn't spoken to you this week. Being dishonest with me is unacceptable. We talked about the importance of honesty the first time we met." Similar to the use of reinforcement, you asked the youth to identify short and long-term consequences for continuing this behavior.

Finally, and really important, we want to return to verbal praise as soon as that behavior is corrected. This has two parts. First, you want to end the encounter on a positive note. Something like, "Thank you for talking this through with me." Or, "I appreciate you being honest me with me even when you knew I wouldn't like what you said we want." We don't want to end the interaction on a negative note because the person leaves feeling angry, upset, or defensive. These feelings don't lead to good decision making. The second part is next time you see the youth, if the behavior has changed, you will have an immediate behavior to reinforce. "So, last time I saw you, you had not made some great decisions. It looks like you've made some big changes since then. That's great. Let's talk about them." And then, you would go through those steps of effective reinforcement.

Next, cognitive restructuring tools are techniques that staff can use to address specific antisocial thinking patterns and how they're linked to behavior. The more that a youth can learn that thoughts, A and feelings, B, lead to behaviors, C, the better they can get at recognizing risky thoughts and intervening prior to engaging in that risky behavior. Okay, so back to our poll. I know you all were hoping there was another poll coming soon. In this poll, this is a true or false if you will please vote, either true or false, effective use of reinforcement increases the likelihood that positive behavior continues by reinforcing behavior regularly and tying the behavior to larger patterns of pro-social behavior trades.

I'm going to give you about 15 more seconds because it's only a true or false question. All right, let's see our results. Excellent. 98 of you said true, 2% said false. Really appreciate you all answering this question. The answer is in fact true, so very good to 98% of you. Studies have shown that supervision staff who were not trained in C.I.S. spent more time talking about non-criminogenic needs, while staff who were trained in C.I.S. spent more time discussing criminogenic needs with individuals on their caseloads. Using C.I.S. during office visits creates the opportunity to talk less about compliance with

conditions, and instead help youth build skills around behavior change. Some examples include recognizing and rewarding good behavior while effectively responding to unwanted behavior, empowering the youth to change their way of thinking so that they can choose different behaviors.

The next tool that we'll talk about is motivational interviewing or M.I. This is the one that you all said you were most familiar with. So, motivational interviewing skills are used to help enhance internal motivation in others. Research tells us that long-term behavior change is more likely to occur when people are making the change for their own, not someone else's reasons. On this screen, you will see Dr. William Miller's definition of M.I. Yeah, there it is. Steph will use M.I. to help individuals increase their motivation to change by asking questions that challenge them to reflect on their behavior and how it's related or not related to their own goals. Various M.I. skills and techniques are appropriate for an assessment interview, case planning discussions, and one-on-one interactions between staff and clients.

Motivational interviewing can be used in almost every type of intervention. Staff can use M.I. from the first day to the last contact. It's not just for assessment or treatment interventions. Remember that a motivational interviewing can help decrease ambivalence about change. The spirit of motivational interviewing describes the way that motivational interviewing is intended to be used. There are four concepts that drive this. First is partnership. Motivational interviewing is not done to a person, but rather with a person and for a person. Second, acceptance. In order to work with the person, you must accept what the person brings. This is not to say you have to approve. Approval is irrelevant to M.I. To accept, you must demonstrate these four aspects. Focus on absolute worth, autonomy, affirmation, and accurate empathy. Next is compassion. To effectively use M.I., we must make a deliberate commitment to the other person's welfare, that is, give priority to that person's needs.

Last is evocation. M.I. starts from a strength not deficit-based perspective. The theory is that people have what they need to change inside them. Through M.I., our task is to bring that out. The implicit message is you have what you need and together, we'll find it. When you think about getting motivated to change, it's important to remember that you can play a role in helping the youth you supervise increase their motivation. The most effective way to help people change is to work with them collaboratively. People generally push back if they feel like they're being forced to do something. To explain this concept, M.I. uses the analogy of wrestling and dancing. When we wrestle with a client, figuratively, of course, we are working against each other for opposite goals, really kind of banging against each other. Interactions are antagonistic and youth may hide things. Alternatively, when we figuratively dance with a client, we can work together for a common goal.

There's still direction, but interactions are open and focused on the client's reasons for change. M.I. has four fundamental processes. These processes describe the flow of the conversation, although we may move back and forth among these processes as needed. First is engaging. This is the foundation of M.I. The goal is to establish a productive working relationship through careful listening to and understanding, and accurately reflecting the person's experience and perspective while affirming strengths and supporting autonomy. Next is focusing, and this process and agenda is negotiated, that draws on both the client and the case manager or practitioner's expertise to agree on a shared purpose, which gives the person permission to move into directional conversation about change. Next is evoking. In this process, the case manager gently explores and helps the person build their own why of change through eliciting the client's ideas and motivations.

Ambivalence is normalized, explored without judgment, and as a result, may be resolved. This process requires skillful attention to the person's talk about change. Next is planning. Planning explores the how of change, and when the practitioner supports the person to consolidate commitment to change and develop a plan based on person's insights and expertise. This process is optional and may not be required, but it's the timing and readiness of the client that's important. Often in community

supervision, we go straight into planning without considering avocation and focusing and engaging with the person first. So, let's talk about how we can engage with the individual we're working with. OARS, our communication skills that are built on the C.I.S. of relationship building, active listening and giving feedback.

They're used to foster open communication, so OARS is an acronym because we all love acronyms in the community supervision world. The O stands for open-ended questions, so asking open-ended questions allows the person you're speaking with to share more information than simply answering yes or no questions. It also provides opportunities for you to ask follow-up questions to learn more, and it encourages the youth to talk. Affirmations can be done in the form of compliments, but also statements of appreciation and understanding. Affirming what they say makes them feel listened to. Reflective listening is essentially clarifying that you think what you think you heard is what the person meant. You can simply repeat, rephrase, or you can use different words to check whether you heard what they meant to say. Summaries encompass the conversation and guide the per youth to move on. They communicate interest and concern to the person being supervised. Summarization also can make sure you heard the person right and validates what the youth just told you.

M.I. skills can help people move through the change process more efficiently. As with the other tools, we'll talk about how M.I. enhances community supervision. Motivation to change is a key factor in the success of other interventions. We talked back in responsivity. We talked about motivation being something that can get in the way of the other interventions. When supervision staff use M.I., they can help improve youth's motivation to change. M.I. helps youth increase their internal motivation to address why people change. C.I.S. can help people learn how to change through modeling, teaching, and practicing social skills. So that's if you were wondering kind of the difference between M.I. and C.I.S. All right. Final tool we're going to talk about today is graduated responses. This tool helps guide us in responding to youth behaviors, both positive and negative.

So graduated responses, simply put, is a system that uses incentives and sanctions to encourage pro-social behaviors and discourage antisocial behaviors. Research on graduate responses demonstrates that responding to all youth, both positive and negative, all youth behavior, both positive and negative of what drives change. In the past, corrections has focused heavily only on sanctions, which is not effective by itself. Interventions that use incentives and sanctions appropriately are most effective at reducing recidivism. Responses to behavior should be proportional, it means that they shouldn't be too heavy or too light to the behavior. In other words, all behaviors should be responded to, but responding too harshly can be not effective. There are several steps to using graduated responses effectively. First, use role clarification to build rapport. When we discuss expectations upfront and revisit these expectations as needed during interactions, youth learn to associate consequences with their behavior. Use of effective use of authority to ensure roles and consequences are understood and exploring pros and cons to support the individual's autonomy, youth can be more likely to take ownership for their actions.

Next, ask youth what incentives and responses would be motivating. What could be motivating for one person could be very demotivating for another person. For example, I have a teenager who likes to stay home and then, one who is never at home, so grounding both of them would have two very different impacts. The one who likes to go would be upset, whereas the one that likes to stay home is likely to thank me. Getting to know the individual you're working with and using responses that are meaningful to them, it allows you to be more effective in your use of responses. Same applies to incentives. Respond immediately to every target action, positive and negative, because we want the individual to connect the consequence to the behavior as most impactful to respond to behavior as soon as possible after it occurs. Use incentives four to five times more likely or more times than sanctions.

We can enhance the impact of the sanctions we imply by recognizing and rewarding pro-social behavior at least four times more often than administering consequences. Apply therapeutic responses differently than punishments. So therapeutic responses like referral to treatment and assigning a thinking report should be assigned to assist the youth with behavior change not assigned as a punishment for a behavior. Choose community-based responses when possible. There's quite a bit of research available to show the adverse effects of incarcerated youth. For this reason, we should consider community-based research responses when possible. Effectively using incentives to reinforce positive behavior or pro-social behavior encourages the youth to continue that behavior. Incentives should be delivered objectively focused on the behavior, not the person, used four or five times more than sanctions. Focus should be encouraging pro-social behavior. Effectively using sanctions to discourage anti-social behavior is also important. To be most effective, sanctions should be used immediately, meaning as soon as we learn about the behavior, sanctions should be delivered objectively and focused on the behavior, not the youth.

In this way, youth can clearly see that the reaction is tied to the action. All right, another poll. If you will, please answer and chat. How often should you use incentives more than sanctions? So the options that you have here are never, rarely, sometimes, often, and always. If you will, take a moment to vote. How often do you think incentives should be used? More than sanctions to encourage pro-social behaviors? Let's take 15 seconds because it's a quick answer.

All right, let's see our results. Excellent. Most of you said often, always. A couple said sometimes and rarely. No one said never. The answer is we want to use them more often than than sanctions. We want to use incentives more often than sanctions to encourage pro-social behaviors. So, as we discussed, we want to shoot for using them four to five times more often. So finally, how do we use graduated responses to improve community supervision? Use of C.I.S. skills such as effective use of reinforcement and effective use of disapproval can enhance the overall graduated response. Staff can also use cognitive restructuring tools in conjunction with other therapeutic responses. Cognitive restructuring tools are ways for staff to help youth change in the way they think and become aware of their thoughts. Therapeutic responses can shape case plan updates and motivational interviewing can help identify the internal drive behind someone's behaviors.

Now, let's bring it all together. As we've discussed, using these tools in conjunction with each other will yield better results than using any of these skills alone. Case plans are documents to help the youth address their criminogenic needs and make pro-social changes. E.C.M. involves creating a case plan with the youth, not simply telling them what you want them to do. E.C.M. builds on the principles of effective intervention. Motivational interviewing and C.I.S. can be used to enhance case management practice as well. Supervision staff can use these tools together to improve case management and help youth see yourselves as coaches for behavior change. These tools help strengthen your approach to community supervision and improve outcomes for youth on supervision. Case plans should be achievable, short-term and focused on chromogenic need areas. Youth might need help getting into school, attending substance use treatment, repairing relationships with their family.

The most pressing criminogenic need should always be addressed first, but you should also explore where the youth might be motivated to make some early changes. As a reminder, a case plan should look like a recipe. Each step should be laid out clearly and lead to the final goal. The first thing to consider, of course, is setting goals. What are some areas that youth can work on? Consider short-term goals that are attainable so the youth has some early success. Need to target each of the youth's individual needs. What is driving their criminal behavior? And look at the criminogenic needs and start there. What do they need help with, or do they need help with substance use, for example? Are they

making poor choices in friends? Are they spending majority of their time with people or negative influence on them? So, we want to target those individual needs.

Next, you should identify triggers. Explore what kinds of experiences cause the youth to make bad decisions. For example, if they're out with certain people, are they more likely to use drugs or alcohol? Do they have any underlying mental health issues or past trauma that need to be addressed? Explore two and don't forget what their strengths are. What are some protective factors that can help them to avoid the kind of decisions that got them into trouble in the first place? Do they have strong family ties? Are they motivated to finish school or stop using substances? Are they interested in a particular career path? And then finally, what are some barriers or things that could get in the way of the youth achieving his or her goal. Transportation issues could be a barrier to getting to treatment or employments. Lack of motivation can cause issues in the beginning.

There are many things that can serve as stumbling blocks to achieving case plan goals. So let's talk about characteristics of effective case management. First, individualized, as we said, based on the person's risk needs, strengths, triggers, and responsivity. Second, team-based, we want to include the use input and it needs to be a collaborative process. Flexible, remember the action steps may require preliminary steps and the case plans change as the use motivation situations and needs change. Sustainable, need to be written in a way that youth is able to work on milestones and activities between meetings and over time. They also need to be realistic for the youth's situation. Clear, the steps of the case plan must be clear and easy to follow without regular contact. Think of it like a recipe.

And then, identifying benefits. The benefits should be identified by the youth with assistance from the staff member as needed. Remember that case planning is an ongoing process and regular reviews are a important part of that process. Case plans are not simply a piece of paper that we put in a file and forget about. Rather, they help guide the person's behavior to change goals. To review a case plan, staff should ask about progress. How is the youth doing? Celebrate successes, anything that has been done that should be discussed and successes should receive positive reinforcement. Discuss ways to overcome struggles. Anything that's not been completed or the youth report struggling about should be discussed. And then, discuss potential changes to the case plan. It might be adding steps to overcome struggles, adding new goals, closing out a goal as it's completed, those kind of things.

Practicing new skills. The staff can model the skill and youth can practice during the visit using that skill. And then finally, offering encouragement. Really want to build the staff's self-efficacy through some of those skills that we talked about earlier today. So, we've covered quite a lot today. We are in the home stretch. Let's talk about what we've learned. So there are many evidence-based tools community supervision staff can use, including principles of effective intervention, C.I.S., graduated responses, motivational interviewing. Used together, these tools can improve case management and more effectively, create behavior change. Through using these tools, agencies can strengthen their approach to community supervision. So, I have one final poll for you before we complete our day. I want you to think about this question. What is one thing you learned today and how will you use it in your job? If you will, enter that answer in the poll, and I'll wait. Let's do about 45 seconds. About 10 more seconds. All right, let's see if we can see the answers to this one. Okay. We cannot. Emily, would you mind reading some of them?

Emily:

Sure. Okay. Better ways to enforce the community's supervision tools together. A lot of information, although we don't deal with youth, this information can be used for adults. Thanks so much. Build in more incentives, more ways to teach staff about the tools we use and why they're effective. Use more

incentives, motivational interviewing, then incentives should often be used more than sanctions. Focus more on incentives rather than sanctions. More goal setting. Do you want me to continue this?

Valerie:

No, that's absolutely great. Thank you so much. And it's absolutely affirming to me that you were all active listening and not distracted, as I said earlier, so I take it all back. And thank you for putting the thought into those answers. And I do hope that you bring all of that back to your job and use it, and definitely reach out to Jasmine and I if we can help with that. Yeah, we'd love to use the rest of our time for answering questions that you might have. On the slide, you see our contact information, so feel free to contact us after today if you want to talk more about anything. But otherwise, we thank you for your time today. If you have a question, if you would enter it in where it says Q&A at the bottom of your screen. If you'll enter that question in, then Jasmine and I can take turns answering. A question has come up. Can we get a copy of the slides emailed? And I believe that is a possibility. I'll confirm with you, Emily.

Emily:

We can check on that, yes. And we can respond. We can email you and get you a response to that question. Thank you.

Valerie:

Thank you. Any other questions? All right. Seeing none, we thank you for your time today and your participation. I hope you have a wonderful rest of your day.

Jasmine:

I'm sorry, Val. There was a couple of questions that popped up. How do you sign up for National Second Chance Month to present, and is there any research on the effectiveness of this for adults? So, Emily, would you like to respond about how to present next year for Second Chance Month?

Emily:

If there's others actually on the webinar who are able to respond to that, feel free to type an answer, those who are on the panel. Otherwise, I can certainly email the individual and get that information directly following.

Speaker 5:

Yep. And I'd be happy to drop a link in the... Or we could send out a link for the National Reentry Resource Center where you can submit questions, you can contact us if you'd like to present or provide a resource for Second Chance Month. And also, we invite people to also host their own Second Chance Month events. So if it's something that you want to do sooner than later, that's also an option.

Jasmine:

And Val, would you like to briefly talk about any research on the effectiveness of this for adults?

Valerie:

Yes, absolutely happy to. You're absolutely right. There is quite a bit of research that exists on the effective use of these skills with adults as well, particularly risk needs, responsivity, definitely that

cognitive behavioral theory that we talked about, and motivational interviewing. Lots of research to support that. Any other questions? All right. Again, and for real this time, I will thank you all for attending. I hope you have a great rest of your day.