

**EXPERT GENERALISTS: Doing it  
all as a Rural Probation Officer!**

PRESENTED BY:

- *John A. Klavins, MS*  
Court Services Director  
Carver County, MN
- *Eric D. Johnson, MA*  
Court Services Supervisor  
Carver County, MN



---

---

---

---

---

---

---

---

**Introduction & Overview**

- 1) Carver County & Court Services**
- 2) Rural area challenges and opportunities (strengths)**
- 3) Generalist PO's vs. specialized agents or supervision units**
- 4) Define critical practitioner skills for PO's/Agents & training options**



---

---

---

---

---

---

---

---

**Introduction & Overview**

- 5) Benefits of using Evidence-Based Practices (EBP) in rural settings & EBP implementation challenges**
- 6) How can your agency maximize resources & capitalize on strengths?**
- 7) Examples: Review of local programs & collaborative initiatives in our area**



---

---

---

---

---

---

---

---

## Clarify Terms & Acronyms

- PO's and Agents – interchangeable terms
- Offenders = probationers - juvenile & adult
- MN has 3 corrections delivery systems:
  - \* DOC = Department of Corrections (MN State)
  - \* CCA = Community Corrections Act counties
  - \* CPO = County Probation Officer system
- *EBP* = Evidence-Based Practices or “Best Practices” interventions and strategies



---

---

---

---

---

---

---

## Clarify Terms & Acronyms

- *YLS/CMI* = Youth Level of Service/Case Management Inventory
- *LSI-R* = Level of Service Inventory/Revised
- *MI* = Motivational Interviewing techniques
- *ECM* = Effective Case Management (incorporates assessment, stages of change model, MI, case plans, etc.)
- *Cog* = Cognitive skills programming



---

---

---

---

---

---

---

## Carver County, Minnesota

- SW Twin Cities Metro – Mpls./St. Paul
- Least populated of 7 metro area counties
- Many rural areas, but tremendous growth!
- Population trends: 1980 = 37,000; 1990 = 47,000; 2000 = 70,000; 2007 = 85,000+
  - 11 cities (most < 8,000 pop., except Chaska & Chanhassen)
  - 11 townships (all under 2,500 people)
- **MN First Judicial District & operating under the primarily rural County Probation Officer (CPO) delivery system**



---

---

---

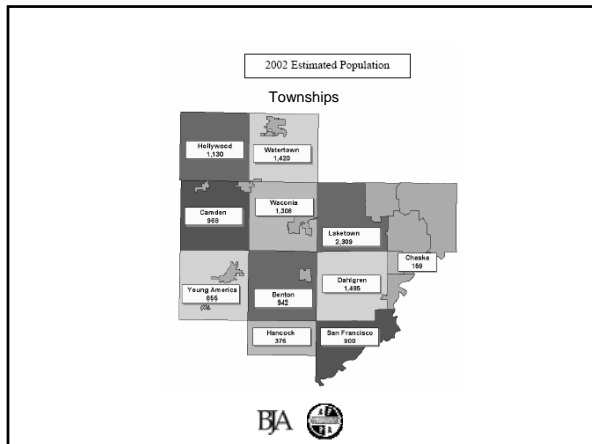
---

---

---

---






---

---

---

---

---

---

---

---

### *Carver County Court Services*

- Supervision of all sentenced juvenile offenders, and juvenile diversion cases
- Supervision of all adult Misd. & Gr. Misd cases; Conditional Release & Pre-Trial
- Adult Felony cases are handled by the local MN DOC office in Chaska
- Court Services operates under the authority of the MN First Judicial District, with support & funding via Carver Co. Brd.




---

---

---

---

---

---

---

---

### *Carver County PO Training*

#### Primary training requirements for PO's

- EBP intro & research overview
- Motivational Interviewing
- Offender assessment instruments
- Effective Case Management – case plans
- Cog skills overview & facilitation skills (opt)
- Office & Field Officer Safety
- Sex Offender Supervision – mandatory




---

---

---

---

---

---

---

---

### Carver Co. Court Services: Staffing

- Adult Probation Officers (3)
- Juvenile PO's: Field (5) & Program PO (1)
- Assistant Probation Officers (2)
- Clerical Staff (3) & Office Manager (1)
- STS Crew Leader (1) *under contract w/DOC*
- Supervisor w/partial caseload (1)
- Director/Chief PO (1)
- Interns and/or Volunteers (2)



---

---

---

---

---

---

---

### Smaller Agencies Have Benefits!

- Relationships can be stronger (i.e. Judges, Commissioners, Police, Schools, etc.)
- Greater flexibility: Staff are cross-trained and often may be able to cover for each other across caseloads and units
- Smaller communities may be more open and supportive of "Restorative Justice" initiatives, community involvement, etc.



---

---

---

---

---

---

---

### Shared Resources - Training

- Develop good connections with other agencies...including the "big fish!"
- "Minnesota nice" and corrections!
- Be ready when an opportunity knocks! Often times agencies may have extra space at larger training events – know who to call & plan to be flexible if space opens!
- Plan ahead with other agencies and "piggy back" on shared resource possibilities!



---

---

---

---

---

---

---

## Utilize Today's Technology!

- Internet-based training and educational opportunities
- Shared e-networking with other local agencies, and at state and federal level
- Video and Audio Conferencing – like now!
- Better access to organizations and resources such as APPA, MACPO, etc.



---

---

---

---

---

---

---

## Generalist vs. Specialized

- A specialized probation agent must be an expert in a particular area
- This agent may “touch” a file or case for a short amount of time
- This agent may not have to deal with as many “systems” issues
- This agent may not feel as though they have a “stake” in the outcome of a case



---

---

---

---

---

---

---

## Generalist vs. Specialized (cont)

- A generalist probation agent must be well-versed in many different areas
- Must be equipped to deal with a case from start to finish
- Must be trained in many different correctional approaches
- Must know about resources for all types of offenders



---

---

---

---

---

---

---

## Generalist vs. Specialized (cont)

- \*\*\* Must have a firm grasp on evidence-based correctional practices
- \*\*\* Must possess critical P.O./Practitioner skills
- What are the most critical skills and how does an agent/agency obtain training?



---

---

---

---

---

---

---

## Case Load Size Considerations

- No perfect size – especially when mixed
- Keep things manageable
- Classified on “risk to re-offend”
- Highest risk cases need greater levels of supervision (i.e. Cog = multiple contacts)
- Consider priorities and P&P (i.e. contact standards – quantity vs. quality)
- APPA has some recommended numbers



---

---

---

---

---

---

---

## Evidence-Based Practices

- EBP Intro & Overview
- Motivational Interviewing
- Risk/Needs Assessment
- Effective Case Management
- Cognitive Behavioral Interventions
- Quality Control & Consistent Follow-up or “booster training”



---

---

---

---

---

---

---

## Motivational Interviewing

- Express empathy
- Develop discrepancy
- Roll with Resistance
- Support Self-Efficacy

*Miller and Rollnick*

\*Expert generalists must follow these principles or the next steps will be much more difficult!



---

---

---

---

---

---

---

## Critical PO/Practitioner Skills

- Empathetic
- Genuine
- Honest
- Supportive
- Trustworthy
- Solution-focused
- Fair
- Consistent
- Contingency-Based
- Non Judgmental
- Interested
- Non-Argumentative



---

---

---

---

---

---

---

## Principle of Effective Correctional Intervention

- Risk
- Need
- Responsivity
- Professional Override

\*The E.G. needs to prioritize while adhering to these principles



---

---

---

---

---

---

---



## Risk/Needs Assessment

The expert generalist needs to:

- Assess risk
- Assess need areas correlated with crime or delinquency
- Classify offenders according to risk
- Allocate resources based on risk and need
- Adhere to the risk/need principle by focusing on medium and high risk offenders



---

---

---

---

---

---

---

## Risk Principle

- Focus on medium and high risk offenders
- Leave low risk offenders alone
- Put more resources into the higher risk offenders



---

---

---

---

---

---

---

## Need Principle

- Focus on dynamic need areas of offenders
- Refrain, as much as possible, from basing risk/need on static factors, such as offense



---

---

---

---

---

---

---

## Big Four- Criminogenic Needs

- Anti-Social History
- Anti-Social Peers/Associates
- Anti-Social Attitudes
- Anti-Social Personality Factors



---

---

---

---

---

---

---

---

## Responsivity Principle

- Match offenders to appropriate treatment intervention
- Ready, willing, and able (Stage of Change)
- General- behavioral interventions, especially cog behavioral
- Specific- consider age, maturity, motivation, ethnicity, IQ, anxiety, etc...



---

---

---

---

---

---

---

---

## Risk/Needs Assessment

- Youth Level of Service/Case Management Inventory (juvenile) Andrews, Hoge, et al.
- Level of Service Inventory- Revised (adult) Andrews, Bonta, et al.

Other tools:

- DVI
- SARA
- YASI



---

---

---

---

---

---

---

---

## Effective Case Management

- Increasing readiness to change
  - Increasing importance to change
  - Increasing confidence to change
- (M. Van Dieten, Ph. D.)

\*The expert generalist must assess all three during the entire supervision period



---

---

---

---

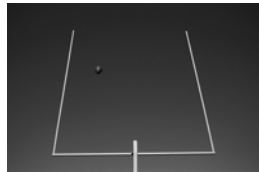
---

---

---

## Effective Case Management

- Help offender establish priorities
- Set goals (long and short term)
- Action steps will help reach the goal
- Review and support
- Affirm when small changes are made
- Amend case plan when goals are not reached



---

---

---

---

---

---

---

## ECM: A Four (4) Step Model

Developed by Marilyn Van Dieten, Ph.D.

- Mapping
- Finding the Hook
- Moving Forward
- Reviewing and Supporting



*The best way to predict the future is to create it!* (Peter Drucker)



---

---

---

---

---

---

---

## ECM & Stages of Change

- PHASE I (Pre-Cont. & Cont.)
  - \* Raise doubt & awareness
  - \* Tip the balance
- PHASE II (Prep., Action, & Maintenance)
  - \* Increase offender commitment
  - \* Increase offender importance
  - \* Increase offender confidence




---

---

---

---

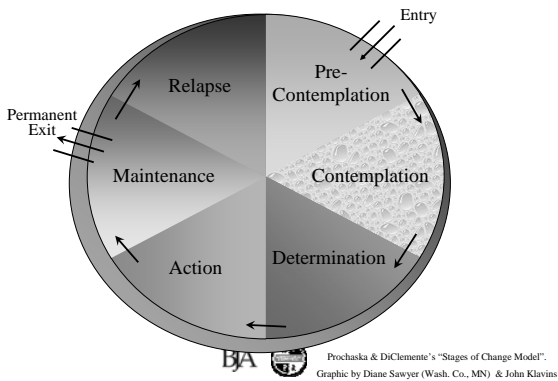
---

---

---

---

## STAGES OF CHANGE




---

---

---

---

---

---

---

---

## ECM Process Reviewing and Supporting

- Monitor progress
- Reinforce small changes
- Update case plan & goals
- Relapse planning & prevention strategies
- Reassess risk as needed & per policy




---

---

---

---

---

---

---

---

## Relapse Prevention Strategies

- Re-Engage & Encourage
- Conduct Situational Analysis
- Review Maintenance Plan & Practice!
- Encourage Self-Acceptance
- Reframing - What else will work?
- Information – Talk about the relapse stage
- MI – Be Empathic & Respectful



---

---

---

---

---

---

---

## Developing Case Plans

- Must have completed assessment data (YLS/CMI, LSI-R, etc)
- Focus should be with highest risk clients on caseload
- Target highest risk factors predictive of future criminal behavior:
  - Pro-criminal attitudes
  - Anti-social peers
  - Family
  - Education & employment
  - Alcohol & Drugs, etc.



---

---

---

---

---

---

---

## Case Plans continued...

- Goals should be “dynamic” vs. “static”
- Incorporate strengths/protective factors
- Recognize and address specific client barriers & challenges
- Develop the case plan with the client
- Include key support persons, if possible



---

---

---

---

---

---

---

## Case Plans & SMART Goals

- Develop SMART goals: Small, Measurable, Attainable, Realistic & Timely
- Establishing 2 -3 goals are most effective for behavioral change, especially when probation supervision is less than 1 year
- Avoid goals that the offender cannot assume responsibility for (i.e. parental drug use, family income, siblings criminal involvement, etc.)



---

---

---

---

---

---

---

## Case Plans & Court Orders

- Case plans can incorporate Court Ordered conditions within specific goals or action steps (i.e. getting a job & paying off restitution to the victim, program participation, cog classes, etc.)
- The more high risk (predictive) factors that can be targeted, the greater the likelihood of long-term behavior change (4 - 6 risk areas) Ed Latessa



---

---

---

---

---

---

---

## Case Plans & Quality Control

- Set realistic agency P&P and expectations
- Schedule periodic case plan reviews with peers and supervisors
- Quality training is assessment & ECM
- Continuous training and practice on MI skills, stages of change, ECM model, assessment boosters, etc.
- Add case planning forms into data system



---

---

---

---

---

---

---

## Expert Generalists- Direct Service

Often times, E.G.s are involved in direct services in the following areas:

- Educational programs
- Domestic violence treatment
- Anger Management programs
- Cognitive skills instruction



---

---

---

---

---

---

---

## Cognitive Behavioral Interventions

- E.G.s should be familiar with CB interventions (Cog 101)
- “Cog” implementation involves incorporating cog language during interaction with clients on all levels
- Implement cog interventions and curricula using E.G. staff that are appropriate
- Contract with private vendor if agency direct service not possible



---

---

---

---

---

---

---

## Cog Facilitators- Characteristics

Not everyone can/should be a cog group facilitator!

- Above average verbal skills
- Energetic/Motivated
- Ability to think on his/her feet
- Ability to roll with resistance (MI)
- Reflective listener (MI)
- Role model (Social Learning Theory)
- Many more



---

---

---

---

---

---

---

## EBP Benefits- Expert Generalist

- Well-rounded P.O.
- Exciting training experiences
- Networking
- Collaboration
- Success factor- "I saw this one from beginning to end and client succeeded!"



---

---

---

---

---

---

---

---

## EBP Challenges- Expert Generalist

- Need for frequent initial training in every area- new staff
- Need for frequent booster training in every area
- Burnout- "Many hats" theory
- Often difficult to remain consistent in all areas (MI, assessment, case planning)



---

---

---

---

---

---

---

---

## Resources & Collaboration: *MN Statewide Networking*

- ORAN – Offender Risk Assessment
  - Assessment Tools - YLS/CMI & LSI-R
  - Effective Case Management (ECM)
  - Motivational Interviewing (MI)
- MN Cog Network
- Female Offender Task Force
- Sex Offender Network
- EBP Policy Team (multi-delivery systems)



---

---

---

---

---

---

---

---



### Resources & Collaboration: *ORAN Network*

- *Group of corrections professionals who meet to discuss issues related to training, implementation, and measuring the effectiveness of:*
- *Risk/needs assessment (LSI-R, YLS/CMI)*
- *Effective case management*
- *[www.forums.doc.state.mn.us/ebp/oran](http://www.forums.doc.state.mn.us/ebp/oran) (\*SEE LINK)*




---

---

---

---

---

---

---

---

### Resources & Collaboration: *EBP Policy Team*

- Started in 2004 via DOC Commissioner
- NIC technical assistance
- Involves director's from all 3 of MN probation systems (DOC, CCA, & CPO); cross section of both urban & rural
- Includes representatives from prisons
- Direct link to PO/practitioner networks, directors/administrators, & Commissioner




---

---

---

---

---

---

---

---

### Resources & Collaboration: *EBP Policy Team –Training*

- Shared statewide training initiatives for the past several years (i.e. ECM, Cog., YLS)
- Training guidelines & recommendations
- Network practitioner support – connecting the training needs of practitioners to administrators and funding authorities
- *EBP Web link is at [www.doc.state.mn.us](http://www.doc.state.mn.us) (\*SEE LINK)*




---

---

---

---

---

---

---

---

Resources & Collaboration:  
*"Communities Connecting"*

- Local task force to address offender reentry strategies and support efforts
- Collaborative initiative between local law enforcement (Chaska PD), county probation, state probation (DOC), social services, judiciary, work force center, chamber of commerce, faith-based community, education and health, etc.



---

---

---

---

---

---

---

Resources & Collaboration:  
*SCY Educational Program*

- *Strengthening Competencies of Youth* (SCY): Intensive educational day program with teachers and PO, offering academic and cog skills instruction, restorative justice based, work service, STS, etc.
- Community-based and Court Ordered
- Probation officer, police liaison, and local school district resources working together



---

---

---

---

---

---

---

Resources & Collaboration:  
*Cog Skills Classes*

- Cog skills classes are offered for higher risk offenders
- "Thinking For A Change:" NIC Program
- "Driving With Care" - multi DWI offenders
- PO's jointly facilitate between units (juvenile & adult agents) and collaboratively with neighboring dept.'s
- MN Cog Network provides support & ideas
- [www.maccac.org](http://www.maccac.org) (\*SEE LINK)



---

---

---

---

---

---

---

### Resources & Collaboration: *Internships and Volunteers*

- Structured internships via local state colleges and universities
- Assistance in supervision of lower risk offenders
- Assistance with paperwork and routine daily tasks
- Volunteers can assist with various office activities and tasks



---

---

---

---

---

---

---

### National & State Associations

- Encourage and support memberships to APPA, MACPO, MCA, MACCAC, etc.
- Sharing resources and making connections is very important



---

---

---

---

---

---

---

### Training Budget

- Limited budget means that there is a budget!
- Use this wisely
- Collaborate with another agency – i.e. MATRIX and Dakota County, Scott & Carver
- Encourage staff to get training, but make sure it fits with agency mission and EBP!



---

---

---

---

---

---

---

### In-House Staff Trainers Pro's & Con's

- Great mentoring
- Up front cost may be higher, but you will get a later return
- Sure there are risks that you will lose a good trainer, but we need to take some risks to move forward!
- Manage your risks as best as possible, and have a back up plan




---

---

---

---

---

---

---

---

### Local Training Opportunities

- Share training opportunities with other county departments, cities and municipalities:
  - Social Services, Mental Health, Chem. Dep.
  - Public Health (i.e. Meth Labs, etc.)
  - Law Enforcement: Sheriff or City PD
  - Jail staff may have annual training that fits PO's (i.e. safety or de-escalation skills, etc)
  - Judicial District and State Departments




---

---

---

---

---

---

---

---

### Local Colleges & State Universities

- Collaborate for research projects
- Internships
- Shared teaching opportunities




---

---

---

---

---

---

---

---

## Administrators: You'll need to practice what you preach!

- Sups and managers should also attend training
- Utilize EBP skills with staff – role models and mentor
- Pay close attention to training and mentoring opportunities – spend your limited dollars wisely and follow-up after you initiate training or a project



---

---

---

---

---

---

---

---

## Evaluation & Outcomes

- Clarify your mission, goals, and values
- Define what's important and limitations
- Set measurable goals
- Communicate with staff and key stakeholders, community, etc.
- Make changes when necessary and include key staff and collaborators
- Listen effectively and learn from mistakes – yours & others!



---

---

---

---

---

---

---

---

## Summary- Bringing it All Together

- Expert generalists in rural areas face certain challenges but experience many benefits
- E.G. must be trained in many, many different areas and the training must be sustained by using the skills and attending refresher training
- E.G. agencies must maximize resources and capitalize on strengths of agents and often provide direct service to clients
- E.G. agencies must collaborate with other agencies for training, service delivery, and support



---

---

---

---

---

---

---

---

## Summary (cont.)

- Most importantly, E.G. agencies should collaborate and adhere to evidence-based correctional interventions to maximize effectiveness with clients and carry on the mission of the organization (i.e. *positively impact offender accountability and long-term change and enhance public safety*)

- YOUR QUESTIONS?



---

---

---

---

---

---

---

---