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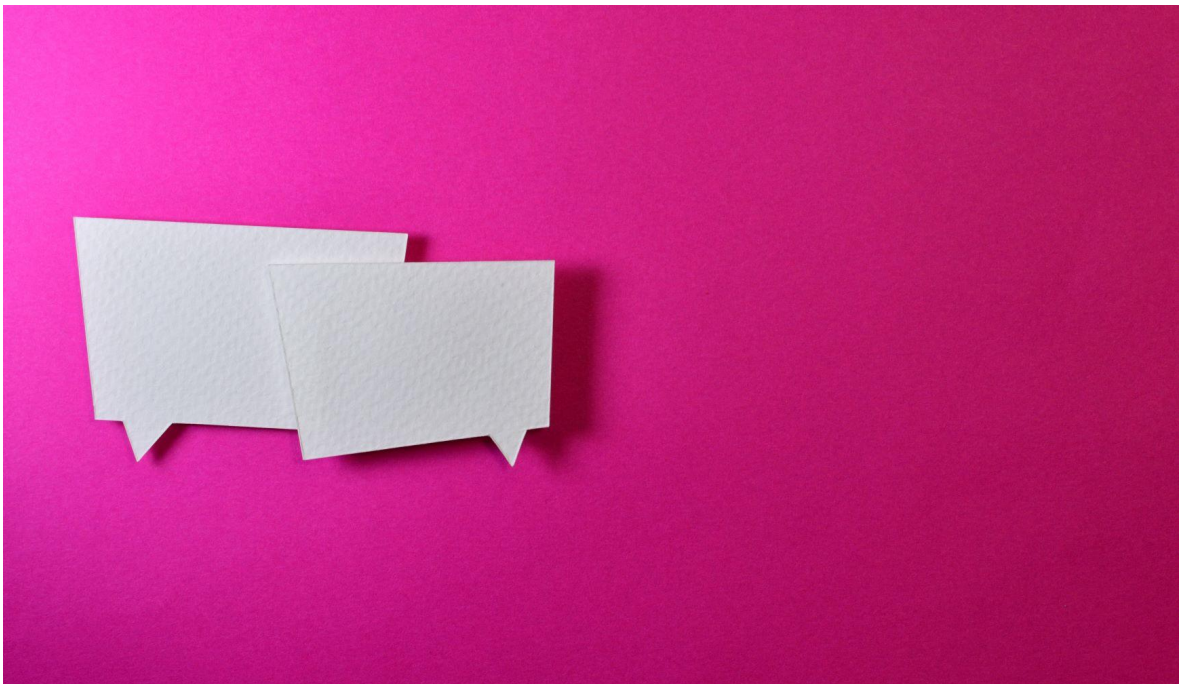
# EFFECTIVE STRATEGIES IN COMMUNITY SUPERVISION: CORE CORRECTIONAL PRACTICES AND MOTIVATIONAL INTERVIEWING



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*Abstract: The way in which probation and parole officers communicate and interact can impact outcomes for their clients. This literature review examines strategies geared towards enhancing outcomes for individuals under correctional supervision—core correctional practices and motivational interviewing. These practices have been found to generate more positive outcomes for individuals on probation or parole (community supervision), such as reduced recidivism rates, increased prosocial skill development, and increased interest/retention in treatment, when compared with traditional methods of correctional supervision that tend to focus more on client risk management and compliance with conditions of supervision.*

## Introduction

With a focus on reducing incarceration, many have lost sight of its resulting consequences: "mass probation" and parole. Approximately 4.6 million adults—one in every 53—are under some form of community supervision.[1] The rapid growth of community supervision resulted in favoring risk management in the community through control- or deterrence-oriented strategies, focusing less on probation and parole officers (hereafter referred to as POs) as agents of change.[2] Behavior change is hard, but not impossible. Adherence and fidelity to "best practices" – or those that are research-based— can increase client motivation, increase likelihood for prosocial behavior change, and decrease recidivism. Ultimately, the inability to support an individual's successful prosocial reintegration while on probation or parole can result in an increase in technical violations, new offenses, and ultimately, possible reincarceration. This article provides an overview of core correctional practices (CCPs) and motivational interviewing (MI) research-based strategies for community correctional staff that can enhance outcomes for individuals on their caseload.

### Brief Community Corrections History

The 1970s through the 1990s encountered a "tough on crime" era in which the juvenile and criminal justice systems focused more heavily on punitive, deterrence-oriented programs and practices which did little to reduce recidivism.[3] Electronic monitoring (in lieu of incarceration), drug testing, boot camps/shock incarceration, intensive supervision probation, and other control-oriented supervision programs and practices used from the 1970s through the 1990s—though many still in operation today—found little success at reducing recidivism.[4] Control-oriented supervision programs were intended to manage risk through increased surveillance and supervision meant to produce a deterrent effect that decreases the probability and opportunity to offend.[5] Research regarding control- and/or surveillance-oriented programs and practices found little influence on recidivism reduction, but also increases in prison and jail commitments due to increased technical violations and higher caseload sizes for community supervision staff.[6]

Further, the move toward a more "evidence-based" approach as opposed to "common sense" practices revealed the weaknesses of control- or surveillance-oriented community corrections practices, finding little, if any effect on reducing recidivism.[7] Per the National Institute of Corrections, evidence-based practices (EBPs) are defined as "objective, balanced, and responsible use of current research and the best available data to guide policy and practice decisions, such that outcomes for consumers are improved."[8] Evidence-based practices also includes the ongoing quality assurance and continuous quality improvement of those practices within an agency, analyzing fidelity and determining efficacy of those practices, and making modifications that may be necessary.[9]

Community corrections staff have the unique role of incorporating both a "surveillance-oriented" and "human service-oriented" approach to their jobs, including brokerage of services and holding individuals accountable while reintegrating individuals into society to reduce recidivism. For a larger impact on recidivism reduction, POs can use research-based tools to more efficiently and effectively manage their caseloads.

Currently, there is a movement to professionalize and orient POs, as Brian Lovins and colleagues (2018) best put it, into "coaches" rather than "referees" (Table 1).[10]

Table 1
*Referees vs. Coaches in Community Supervision*

| Aspects of PO Role | Referee | Coach |
|---|---|---|
| ***Main job function*** | Procedural justice—apply the rule as intended | "Win"—behavioral change and improved conduct (lower recidivism) |
| ***Rule infraction response*** | "Blow the whistle" and apply the sanction or consequence | Accountability and education—learn from mistakes |
| ***Knowledge of individual on supervision*** | Know if the individual on supervision followed the rules or not | Know the individual's deficits ("criminogenic needs"/risk factors) that need to be improved and strengths that can be built upon |
| ***Relationship with individual on supervision*** | Impersonal—Authority figure who imposes sanctions | Supportive and trustworthy—Authority figure who is authoritative ("warm but restrictive"), or "firm but fair" |
| ***Feedback to individual on supervision*** | Warnings, sanctions, and revocation | Training and encouragement—develop skills so as to perform more successfully |
| ***Professional expertise*** | Know and apply the rules equitably | Core correctional practices |
| ***Organizational culture*** | Control | Human service |
| ***Organizational goal*** | Efficiency and equity | Behavior change and a good life |

*Source*: Original table in Lovins, B. K., Cullen, F. T., Latessa, E. J., & Jonson, C. L. (2018). Probation officers as a coach: Building a new professional identity. *Federal Probation, 82*(1), 13-19.

*Supportive* communication may serve to increase internalization of behavior goals, whereas *controlling* communication may lead to heightened defiance.[11] Effects of these communication styles have been observed in probation and parole contexts—supportive POs generate more positive outcomes for their clients, such as decreased anxiety and increased self-efficacy.[12]

## Effective Strategies in Probation and Parole

Probation and parole officers, first, should be trained to use a validated risk/needs assessment (RNA) tools and case plan based on those results, as factors in RNAs are based on data-driven findings regarding factors that are most highly associated with pro-criminal behavior and risk for recidivism.[13] Risk/needs assessments are designed to assess the potential probability of an individual's risk to recidivate through identification of high criminogenic needs—or factors directly associated with risk to recidivate—and barriers to successfully targeting those criminogenic needs.[14] Risk/needs assessments evaluates the potential risk for recidivism (such as low, low-moderate, moderate, moderate-high, high), associated with the number of criminogenic needs that individual may have, in addition to barriers that an individual might have to successfully completing treatment, services, and other requirements of probation or parole supervision (i.e., mental health, transportation, child care, and motivational circumstances).[15] A more in-depth description of the specific criminogenic needs, the Risk-Need Responsivity model, and risk and needs assessments (RNAs) and how they are related community supervision

can also be found in this brief on the RNR model and association with RNAs. In addition, validated RNAs enable POs to more effectively link individuals to services or programs that target those criminogenic needs. This helps POs with adherence to the RNR model, an effective model of community supervision that helps promote individual behavior change while also helping POs better triage clients on their caseload for greater dosage of treatment, services, and supervision.

The RNA aligns with the RNR model of community supervision. In brief, it includes the following principles:

1) *Risk principle*: Matching the level of service and intensity of service to individual's risk to recidivate;
2) *Need principle*: Assessing criminogenic needs, or dynamic risk factors, through the use of a valid and reliable risk/needs assessment (RNA), and target these needs for change; and
3) *Responsivity: General responsivity* refers to linking individuals to treatment that uses cognitive social learning methods and behavioral therapies; *specific responsivity* refers to tailoring program and service linkages, interactions, and supervision to the individual's learning style, motivation, abilities, strengths, and barriers (such as mental health, physical health, cognitive functioning, transportation, and daycare needs) to being successful on community supervision.[16]

Following the RNR model helps POs better triage their caseload by:

- Spending more time and brokering more services for individuals identified as higher risk to recidivate, while less intensity and time is spent working with individuals who are lower risk to recidivate.
- Focusing on needs directly associated with behavior change (criminogenic needs, also known as risk factors).
- Using generalizable techniques, such as cognitive and/or behavioral therapy (general responsivity) that have shown to assist in behavior change while tailoring the application of treatment, service, programming, and communication with individuals on a POs caseload to the individual style of learning and potential barriers to successful supervision (such as mental and/or physical health, transportation, daycare, motivation, housing, and language barriers).[17]

Triaging supervision cases within caseloads in agencies and communities that are generally understaffed and under-resourced can be more effective and efficient with appropriate meeting frequency; number of referrals for service based on criminogenic needs (in which individuals with a lower assessed risk to recidivate have fewer) and intensity of programming and services; and topics of discussion based on the needs of individuals rather than strictly on compliance with conditions and risk management. Core correctional practices and MI should then be used, following the RNR model and attending RNA, that matches the intensity of services and supervision, targets individuals' criminogenic needs, and is responsive to individuals on their caseload.[18] Probation and parole officers can benefit from the use of CCPs in conjunction with MI, which complement each other.[19]

## Core Correctional Practices

Core correctional practices are a set of skills for correctional practitioners that have been shown to help the therapeutic potential of rehabilitation and enhance positive outcomes for justice-involved individuals.[20] These practices are not intended to replace intensive, cognitive-behavioral/social learning-based treatment, counseling, or programming outside of the probation/parole office; however, they can compliment treatment and services being received by external providers, increasing dosage hours—or hours spent learning or practicing skills for positive behavior change commensurate to an individual's risk for recidivism.[21] This is particularly useful in areas where treatment and services may be sparse, have long waiting lists, or are non-existent. The use of the RNR model and CCPs, when implemented with fidelity, can be effective at reducing recidivism. For example, in their study, Andrews and Kiessling (1980) found contact sessions between clients and correctional staff who incorporated CCPs produced a 35% reduction in recidivism compared to those staff who did not use CCPs (8%).

The way in which POs interact with individuals on supervision in the community can affect their relationship with that individual and that individual's motivation and willingness to participate in their behavior change.[22] One of those strategies is the incorporation of CCPs into PO one-on-one contacts with individuals on their caseload. A PO does not need a degree in psychology, social work, or licensure to incorporate CCPs into daily practice. Use of these skills has also shown to be effective in treatment and service programming for individuals in the justice system.[23]

There are five main dimensions of CCPs and each increases potential for positive behavior change in various ways. Developed by Andrews and Kiessling (1980) and generated into training curriculum by Andrews and Carvell (1989), CCPs have been expanded to incorporate additional strategies, also described below.[24] Core correctional practices are designed to enhance therapeutic potential and integrity of correctional programs and can be integrated into the PO-client interaction; CCPs include formal training, and practice is essential to effectively using CCPs with fidelity, sustaining these practices to produce desired outcomes.[25]

### *Anticriminal (Prosocial) Modeling*

Probation and parole officers have the ability to demonstrate prosocial skills, attitudes, and behaviors every day in interactions with individuals on their caseloads and co-workers. Actively modeling prosocial behavior can provide an example to clients on their caseload regarding expected behaviors, attitudes, and cognitions in the real world. By engaging in anticriminal modeling, POs can also reinforce prosocial attitudes and behaviors within PO-individual interactions, helping those individuals gain exposure to prosocial patterns of behavior and examples of how this behavior can be used.[26]

### *Effective Reinforcement*

Probation and parole officers can hone in on specific prosocial behaviors of individuals for immediate reinforcement with their clients to help identify positive, prosocial behavior so that it continues in the future. This skill includes engaging in a collaborative conversation with clients regarding a specific, prosocial behavior demonstrated by their client, how the positive behavior

or thinking benefits the client in the short- and long-term, and reinforcing how it can help their client achieve their desired goals.[27] For those individuals in which it is difficult to identify positive or prosocial behavior, even the smallest changes can be reinforced (e.g., coming to their office on time, keeping up with hygiene, reinforcing something positive that they say during an interaction). The probability of success for clients under community supervision is enhanced when POs use a four to one ratio of reinforcers (or rewards) to punishers (or sanctions).[28] Frequently, clients hear more about what they are not doing well compared to what they may be doing well; using effective reinforcement can help clients identify more prosocial behaviors that they can use in lieu of previous, possibly antisocial or pro-criminal behaviors.

### *Effective Disapproval*

Specifically, POs can use this skill when a client has engaged in undesirable or antisocial behavior or thinking patterns. This skill includes identifying and disapproving of specific behaviors or thinking pattern, using immediate disapproval statements about the behavior/thinking patterns. This conversation is more meaningful and effective when it includes a collaborative discussion with the client as to why the behavior/thinking is undesirable and what the individual could do to replace that behavior or thinking pattern to something more prosocial in the future.[29]

### *Effective Use of Authority*

This skill is most appropriately used by POs when a client engages in an undesirable behavior or when initially setting expectations for supervision; the PO can effectively assert their dual role of care and control, providing clear expectations for clients while under correctional supervision.[30] This occurs through a direct, authoritative approach to decrease ambiguity as to what is expected of clients on supervision, using a "firm but fair" approach with clients.[31] Probation and parole officers can encourage compliance by specifically outlining the negative consequences of the continuation of undesirable behavior, helping the client identify realistic options for more desirable behavior, and how those options may move them towards their goals or in a more positive direction, encouraging and reinforcing the desirable behavior through positive reinforcement.[32] This skill also allows the PO to identify that the client has a *choice* in how they move forward with their behavior with little ambiguity as to what consequences will be imposed for continuing antisocial or undesirable behavior.[33] Importantly, the focus of effective use of authority is on the client's behavior and not the client themselves, helping to guide the client towards compliance.[34]

### *Structured Skill Building/Structured Learning*

Behavioral strategies can help clients develop prosocial skills, with POs providing structured teaching opportunities to help clients recognize situations that may put them at high-risk for engaging in antisocial or undesirable behavior and develop skills to avoid and manage those situations in a prosocial way.[35] Probation and parole officers can model (demonstrate prosocial skill) and clients can role-play (structured practice of skill) of a skill in a controlled setting, encouraging practice for successful use in real life.[36] Structured learning also can be used to review and practice other skills that clients are learning in treatment, programs, or services they

are engaged in as part of their supervision as a way to practice, or engage in behavioral rehearsal. This is especially important given some jurisdictions may not have sufficient or adequate resources for appropriate treatment dosage, especially for individuals who are identified as high-risk (or those that have several high criminogenic needs). Use of structured learning can supplement and increase hours in which the individual on the POs caseload is learning or practicing prosocial skills.[37]

### *Cognitive restructuring*

Probations and parole officers can help their clients understand how certain thoughts can lead to risky behaviors and help clients better understand the emotions surrounding those thoughts, resulting in more negative than positive consequences—or more cons than pros of the behavioral outcomes.[38] Cognitive restructuring helps individuals identify those risky thoughts and replace them with alternative, realistic, prosocial thoughts that move individuals away from engaging in undesirable behaviors, towards more desirable behaviors that result in more positive consequence (or pros).[39] In particular, POs can help clients identify how thoughts may affect how they emotionally and behaviorally respond to situations.[40] This helps individuals identify their own ability to control their emotions and behaviors rather than placing blame on the situation itself, particularly through identifying high-risk situations, risky thoughts, and being able to slow down their thinking to counter those risky thoughts that can result in better outcomes within those situations.[41]

### *Problem-Solving*

An important and generalizable skill POs can teach and work with clients on is problem solving, particularly through structured learning. This includes POs outlining the different steps of problem-solving, working through various problems they may run into or have run into in the past to gain better insight as to how to more appropriately and effectively solve those problems in the future, on their own. It also includes helping clients recognize when they may have a problem and work to instill the confidence that they can solve the problem effectively, creating a positive problem-solving orientation.[42] This can help slow down an individuals' thinking and instill problem-solving capabilities within the individual to help them make more prosocial decisions outside of a controlled, structured learning environment. While people often want to solve problems for others, allowing individual development of problem-solving skills results in internalization to independently problem solve outside of community supervision and programming.[43]

### *Effective Use of Community Resource Brokerage*

This is a skill POs most frequently engage in as part of their job—linking clients on their caseloads to treatment and services. This includes POs actively engaging with their clients to find appropriate resources and services that can help them be successful while on supervision and beyond.[44] While POs can help effectively link clients to treatment and services they may need (i.e., housing, job training, education, employment, personal/emotional, recreational

programming), this CCP is highly predicated upon the availability, quality, and fidelity of these services to best practices.[45]

### *Relationship Skills*

This refers to POs learning to communicate warmly, non-judgmentally, and empathically with clients on their caseloads, building a therapeutic working alliance that enhances treatment and supervision outcomes.[46] This is often referred to as the "therapeutic alliance" and includes being flexible and solutions-focused in communication with clients. This allows for rapport-building to motivate clients and helps POs become more effective change agents.[47] Effective POs embrace these relationships skills, which help reduce recidivism, enhance respect between PO and client, and has been identified as a significant factor that supports desistance of criminal behavior.[48]

Core correctional practices have been shown to be effective tools for improving treatment outcomes.[49] A meta-analysis of 10 studies that included 8,335 persons on community supervision found greater recidivism reduction among those who were supervised by POs trained in CCPs compared to those supervised by POs who were not.[50] For example, a study of Australian POs found greater use of CCPs with their clients resulted in lower recidivism; that is, POs who applied those skills saw a 25% recidivism rate within their populations, while those who didn't apply them saw a 40% recidivism rate.[51]

In addition, motivational enhancement is a CCP, a skill POs can use to help develop intrinsic motivation, helping guide clients through the different stages of motivation and change.[52] One specific practice frequently used is that of motivational interviewing.

## Motivational Interviewing

Motivational interviewing is a method widely used in numerous correctional and rehabilitative contexts to encourage behavior change, especially for those who may be resistant or defensive.[53] It is a non-authoritarian style of communication that fosters growth and helps overcome the idea that change is hopeless, giving the individual more control over his or her behavior change.[54]

This method was developed by psychologists William Miller and Stephen Rollnick and evolved out of the harsh, retributive style of addiction counseling in the 1980s.[55] Miller and Rollnick recognized that confrontational and condescending communication is more likely to elicit defensiveness and that many people interested in changing are already aware of the consequences of their behavior.[56] This method is an inherently empathetic, non-judgmental, and goal-directed style of interaction, recognizing that interest in change cannot be forced. Thus, it prioritizes listening and guiding persons to their own conclusions.[57]

Whereas most of the research on the efficacy of motivational interviewing is from the healthcare field,[58] compelling arguments exist for its applicability within criminal justice.[59] In 2009, a systematic review of 19 studies on the use of this technique within criminal justice populations found that it can reliably improve both readiness to change and treatment engagement, although it may be more effective for certain populations (e.g., persons with substance use disorders) than others (e.g., perpetrators of domestic violence).[60] However, the researchers noted that no

conclusions could be drawn yet for its effectiveness on behavioral outcomes (i.e., recidivism) due to a lack of rigorous research and mixed results from studies previously conducted.

Motivational interviewing during contact sessions can help the PO when difficult situations arise, such as resistance from individuals on their caseloads. The technique invites "change talk," creating a conversation that places more emphasis on the individual talking rather than the PO and makes contact sessions between the PO and individual more change-focused.[61] Motivational interviewing discourages arguing with a person about why they should want to change. Natural responses to a person's ambivalence or defiance might include persuasive language or threats of punishment, but those responses put people in defensive positions about their behavior.[62]

Motivational interviewing skills include:

**Expressing empathy**. POs make a concerted effort to understand the perspectives of individuals on their caseload. This is not through expressing pity or always agreeing with their views but using reflective listening to learn more about each individuals' needs, which creates understanding and fosters an open, honest environment.[63]

**Developing discrepancies**. POs work with their caseload to help each person establish a set of goals. Once goals are established, POs guide individuals in identifying behaviors that do not align so that they may begin to identify conflicts between their current situation and their actions.[64]

**Rolling with resistance**. POs may encounter resistance, as this develops when an individual who is unsure about change is confronted with decisiveness (e.g., "you need to fix your behavior"). When this occurs, individuals end up arguing against change as opposed to generating their own motivations for change.[65] Rolling with resistance is a core component of motivational interviewing; people are offered choices for their behavior and are talked to in a way that explores the consequences of those behaviors.[66]

**Supporting self-efficacy**. Even when motivated, individuals on probation or parole may feel a lack confidence about their ability to change. Thus, POs must believe in a person's capacity to change and encourage them to reframe their thinking and feel confident in their choices. Through the creation of a respectful, collaborative environment, persons on probation or parole can be encouraged to achieve their goals.[67]

**OARS**. Open-ended questions, affirmations, reflective listening, and summarizing (OARS) are important tools used in motivational interviewing (*Table 2*). Each should be balanced and utilized throughout a session to help individuals feel valued and keep the conversation moving.[68]

Table 2
*OARS Techniques*

| Method | Description | Goal | Example |
|---|---|---|---|
| **Open-Ended Questions** | Questions that go beyond a yes/no answer | Build rapport; focus attention | "How has this problem affected your life?" |
| **Affirmations** | Statements that acknowledge a person's worth | Identify successes; strengthen POs-client relationship | "Thanks for coming in today, I know it's hard to get here." |
| **Reflective Listening** | Statements that indicate active listening and understanding | Develop mutual understanding; open communication | "This process must be frustrating for you." |
| **Summarizing** | Statements pulling together several thoughts | Invite further exploration; review and link information | "What you've been telling me is that you're exhausted." |

Source: Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change* (3rd ed). New York: Guilford Press.

Motivational interviewing was developed to enhance intrinsic motivation, which can help with behavior change.[69] Recent studies have shown individuals on probation and parole were less likely to be rearrested, reconvicted, or reincarcerated when motivational interviewing was incorporated into case management than those who did not receive a motivational component[70] and that the technique can significantly reduce rearrest odds for violent, property, and drug crimes for persons on parole.[71]

Research is limited on the direct relationship between motivational interviewing and recidivism. The technique is not inherently meant for recidivism reduction, but to increase motivation, engagement, and participation in PO contacts, treatment, and services.[72] Researchers theorize motivational interviewing may impact recidivism by:

- Changing a person's interest in criminal behavior.
- Increasing interest in treatment that targets criminogenic risks.
- Increasing PO tolerance to misconduct.[73]

Researchers argue further examination is needed to meet the demand for evidence-based practices in community corrections and due to the strong evidence base in support of motivational interviewing in related disciplines.[74] Further, organizational support for motivational interviewing by way of technical assistance, resources, policies/procedures, and accountability may help sustain the practice versus reverting to old strategies of communication.[75]

## Recommendations for Practice

Evidence supports the use of core correctional practices and motivational interviewing for improving outcomes of individuals on probation or parole. A few recommendations should be considered to ensure correct application of use.

### Providing Training, Coaching, and Ensuring Fidelity

Probation and parole officers will need training and technical assistance to hone core correctional practices and motivational interviewing skills. With training, they can become coaches for their peers. However, training can be expensive,[76] requires some time, and involves a commitment to change. Department administrators should engage in organizational readiness assessments to determine commitment levels and whether resources are available for implementation and sustainability. Staff should consider seeking local, state, or federal grant funds and technical assistance (Figure 1). Administrators can become notified of grants via listservs and email subscriptions to granting agencies. Another option is forging partnerships with organizations that offer technical assistance, and resources.

Figure 1.
*Local, State, and Federal Grant Resources*

- American Probation and Parole Association (APPA)
- Annie E. Casey Foundation
- Illinois Criminal Justice Information Authority (ICJIA)—specific to Illinois (see where your State Administering Agency can be found)
- National Criminal Justice Reference Service
- National Institute of Justice (NIJ)
    - Bureau of Justice Assistance (BJA)
    - Bureau of Justice Statistics (BJS)
    - Office of Justice Programs (OJP)
    - Office of Juvenile Justice and Delinquency Prevention (OJJDP)
    - Office for Victims of Crime (OVC)
- MacArthur Foundation, Safety and Justice Challenge
- National Criminal Justice Association (NCJA)
- The National Reentry Resource Center (NRRC)
- Substance Abuse and Mental Health Services Administration (SAMHSA)

This list is not exhaustive, and it is important to also look to state agencies. State legislators create the budget, appropriating funds to state agencies as passthroughs to distribute to more local areas.

Probation and parole officers should be given adequate opportunity to practice and improve upon core correctional practices and motivational interviewing, as integrating these skills within limited time frames can be difficult, particularly for those with large, complex caseloads; those with limited familiarity of the techniques; and those who may need more practice to build confidence in using them.[77]

Because PO interest in these techniques may vary, alternative approaches should be considered for those who are less enthusiastic. Administrators can build intrinsic motivation within the organization using informational overviews and small group discussions.[78]

### Examining PO Performance Standards

Probation and parole officers may be less likely to use client-centered approaches in agencies where PO performance is based upon data-driven objectives (e.g., total number of drug tests

given or meetings attended) and administrative proficiency (e.g., reports completed, timely court appearances).[79] Performance standards for POs should instead reflect what contact sessions consist of and expectations for POs with regard to their dual role—care and control. The performance assessment period should allow time for POs to gain confidence in these new skills and practice. POs may feel learning these techniques is burdensome in addition to their many responsibilities; thus, rewards or incentives for improving competency could motivate POs to practice and use these skills, in addition to providing understanding as to how these practices are not additional, but replace and can be integrated into their daily jobs.[80]

### Rethinking Policies, Procedures, and Directives

Aligning agency policies, procedures, and directives to fall in line with CCPs and MI can help reduce confusion, misinterpretation, and/or miscommunication and reversion to old practices. Policy alignment also clearly outlines PO expectations and requirements. Further, this mitigates conflicts between training and organization-wide policies, [81] as policies often trump what is learned in training due to liability concerns. Further, input from a cross-sectional cut of the organization regarding policies, procedures, directives, and practices can be beneficial to understand how implementing new practices can be best achieved.[82]

## Conclusion

The way in which POs interact with individuals on their caseload has a great impact on client cooperation, motivation to change, and outcomes. Core correctional practices and MI can be effective tools for POs, especially given the resistance they may encounter with individuals on their caseload. The efficacy of these skills may be influenced by individual factors, such as personal motivation, and organizational factors, such as administrative support, that may help or hinder successful implementation of these strategies. In addition, more research could help better identify the intensity and frequency with which these techniques may have the biggest impact. Overall, these strategies encourage open communication, collaboration, and an authoritative coaching style of interaction between POs and clients on their caseload—factors related to successful outcomes, regardless of setting.

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[76] Several colleges have correctional research and technical assistance institutes that provide training and technical assistance regarding these practices (whether specifically or through their branded services or programming). If interested, you can start by looking at the following places: ACE! (George Mason University), UCCI (University of Cincinnati), EPISCenter (Pennsylvania State University), Global Institute of Forensic Research, Core Correctional Solutions, Community Resources for Justice (CRJ), and SAMHSA-HRSA list of resources for motivational interviewing training.

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