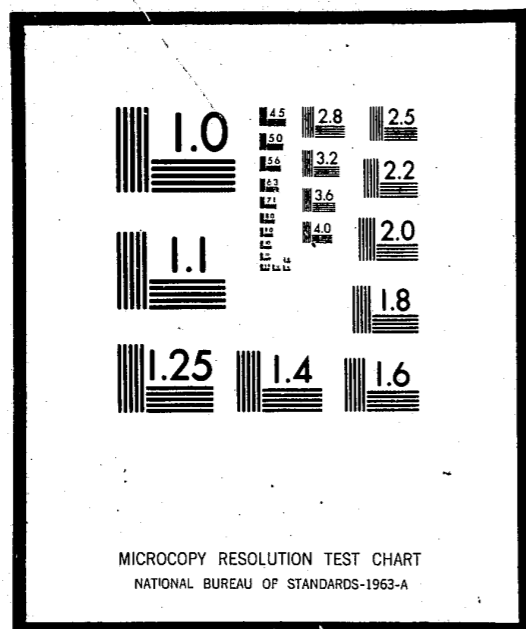


NCJRS

This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U.S. Department of Justice.

U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

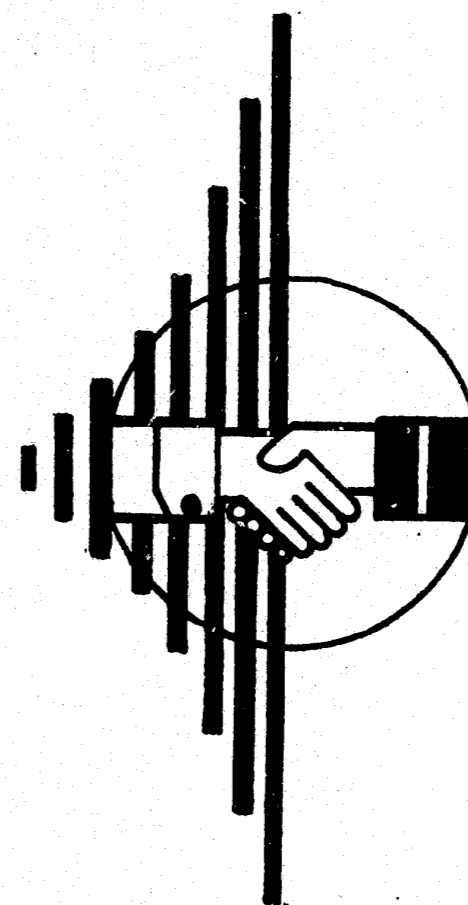
Date filmed

1/26/76

Community Resource Management Training

for Kentucky Probation and Parole Officers

14247
DUB



kentucky mental health manpower commission

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION

Carl Crappell, Ph.D.
Executive Director
North Central Comprehensive
Care Center (Elizabethtown)

William J. McGlothlin
Professor
School of Education
University of Louisville

Dale H. Farabee, M.D.
Commissioner
Bureau for Health Services
Kentucky Department for
Human Resources

Clyde W. Middleton
Senator-24th District
Kentucky General Assembly

Michael J. Gardone, Jr., Ph.D.
Associate Director for Research
Kentucky Council on Public
Higher Education

Dutton Teague
Assistant Dean
Kent School of Social Work
University of Louisville

Boyd Hanks
Manpower Planning Director
Mayor's Office
City of Louisville

Ralph A. Tesseneer, Ph.D.
Vice President for Academic Affairs
Northern Kentucky State College

Jesse G. Harris, Jr., Ph.D.
Professor
Department of Psychology
University of Kentucky

Daniel S. Tuttle
Executive Director
Southeastern Kentucky Regional
Health Demonstration, Inc.

Carl Lamar, Ph.D.
Assistant Superintendent for
Vocational Education
Kentucky Department of Education

Stanley Wall, Ed.D.
Vice President
Community College System
University of Kentucky

Albert Linder
Coordinator of Treatment Services
Bureau of Corrections
Kentucky Department of Justice

Peggy Walters, R.N.
Coordinator-Continuing Education
Kentucky Nurses Association

Norman Willard, Jr., Ph.D.
Commissioner
Bureau for Manpower Services
Kentucky Department for Human Resources

Kentucky Mental Health Manpower Commission

JESSE G. HARRIS, JR., Ph.D.
CHAIRMAN

RALPH A. TESSENEER, Ph.D.
VICE CHAIRMAN

EARL E. STATON
EXECUTIVE DIRECTOR

412 EXECUTIVE PARK
LOUISVILLE, KENTUCKY 40207

897-6511
AREA CODE 502



May 31, 1974

Charles J. Holmes, Commissioner
Bureau of Corrections
Kentucky Department of Justice
State Office Building
Frankfort, Kentucky 40601

Dear Commissioner Holmes:

I am very pleased to transmit this report on the Community Resource Management Training for Kentucky Probation and Parole Officers in compliance with terms of Personal Services Contract CT. 062150 between the Kentucky Bureau of Corrections and the Kentucky Mental Health Manpower Commission. Prior reports that have been prepared and submitted to you on this project include "Curriculum Development" and "Ideas In Corrections."

This report covers the pilot-demonstration project's design, development, administration, and evaluation. In addition to the background, planning, training, and evaluation, the report contains a brief section on summary, conclusions, and recommendations.

The Manpower Commission's staff would welcome the opportunity to discuss with you and/or others in the Kentucky Department of Justice any aspect of this report or any phase of the training project. We are prepared to discuss potentials for providing throughout Kentucky training developed in this pilot-demonstration project.

Sincerely,

Earl E. Staton
Executive Director

EES:ac

COMMUNITY RESOURCE MANAGEMENT TRAINING

FOR

KENTUCKY PROBATION AND PAROLE OFFICERS

Report of a Pilot-Demonstration Project

Kentucky Mental Health Manpower Commission, Inc.
412 Executive Park
Louisville, Kentucky 40207

FOREWORD

Probation and parole methods represent a distinct break with the classical theory on which criminal law is based. Probation is the status of a constricted offender during a suspension of sentence in which liberty is given conditioned upon good behavior and in which the offender is assisted by personal supervision to maintain acceptable behavior. Parole is a conditioned release of an offender serving an indeterminate or unexpired sentence based upon the fulfillment of stated conditions in consideration for the release. In essence, probation and parole attempts to deal with offenders as individuals rather than as classes or groups. In the concept of probation and parole, the selection is made of certain offenders who can be expected to change their attitude and habits while residing in their community. Such change is induced by providing the selected offenders with assistance through a variety of non-punitive methods. In theory, probation and parole consists of supervision, guidance, and assistance in an individualized program of rehabilitation without institutional confinement under the tutelage of an officer. Thus, probation and parole is a system for administering treatment to selected offenders in an effort to provide rehabilitative opportunities.

In determining whether probation or parole should be substituted for imprisonment, a major guiding principle is will an offender better adjust to community conditions through a rehabilitative program of supervision, guidance, and assistance. Upon probation or parole, an offender is assigned to an officer who is responsible for administering a probation program which includes general requirements such as observance of all laws, regular reporting, work or school attendance, etc. In addition, the offender may be required to fulfill additional specific terms such as special medical or psychiatric care.

An effective and efficient program of probation or parole includes not only supervision of the assigned offender but activities of guidance and assistance which seek to rehabilitate the individual away from criminality through techniques of treatment designed to modify attitudes and behavior. Although a scientific technique for the modification of attitudes and behavior of probationers and parolees has yet to be clearly defined and accepted, it is generally recognized that attitudes and behavior are products of social interactions such as those that are intimate and frequently experienced in the family, social relationships, and community groups.

Traditionally, the probation and parole system has failed to attain the desired status and accomplishments of its purpose. Officers generally have been oriented toward and only able to provide services in the area of supervision or surveillance, having little impact in guidance or assistance. High turnover of officers resulting from political selection and replacement, low salaries, and non-manageable case loads coupled with inadequate training has resulted in the lack of qualified staff and ineffectiveness of the probation and parole system.

Recent reorganization and changes being accomplished in the Kentucky criminal justice program offers considerable potential for significant improvements to be made in the area of probation and parole within the Commonwealth. Redistricting of service areas, increased staff, selection and advancement of officers on qualifications and merit, in-service training, and case assignment changes should make it possible to implement and administer a probation and parole program that can accomplish desired goals and objectives.

Within the revised Kentucky correctional program, the average case load of probation and parole officers has been reduced to permit intensive work with each client. However, if the offender's attitude and behavior are to be altered, he will need help in changing his relationships from that of prior experience. In order to provide clients with competent and adequate guidance and assistance in this area, the officers must have training that enables them to assist offenders in a positive and constructive manner. If the officer is to function effectively as a change agent, he must possess knowledge, skills, and abilities in case administration and community resource management.

Towards this specific training need of probation and parole officers, it was proposed that a concentrated training program be implemented to equip officers to apply techniques of therapeutic case administration and to recognize and utilize available community resources in a program of rehabilitative treatment. Such training would enable officers to handle assigned cases in an effective manner and to function as community resource managers in order to mobilize services within the community to progressively meet needs of clients by placing them in touch with supporting individuals, groups, or agencies that can assist in the rehabilitative process.

The Kentucky Mental Health Manpower Commission recommended to the Kentucky Bureau of Corrections that a Community Resource Management Training Program be developed, implemented, and evaluated on a pilot-demonstration basis to ascertain its value and impact as a means of improving the effectiveness of probation and parole officers. The proposal was accepted and the project was conducted by the Commission under the direction of Dr. Calvert R. Dodge, Criminal Justice Project Director.

Earl E. Staton
Executive Director

C O N T E N T S

	Page
FOREWORDiii
CONTENTS	v
INTRODUCTION	1
PLANNING	3
Project Design	3
Goals And Objectives	5
TRAINING	7
Procedures	7
Curriculum	8
EVALUATION12
Increased Use Of Community Resources.12
Increased Client Participation In Community13
Increase In Trainees' Skills And Abilities14
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.19
APPENDICES21

INTRODUCTION

The Kentucky Mental Health Manpower Commission's non-profit research-demonstration program focuses on action activities designed to develop and implement new and improved methods of recruiting, training, and utilizing all levels of staff in human service areas. As such, the Commission's twelve years of experience has related to problems being experienced by the Kentucky criminal justice system's probation and parole programs. The Commission's multi-disciplined staff has successfully accomplished detailed projects in such areas as motivation, guidance, and training. Activities have included all phases of project development and administration from design through implementation and evaluation.

In early 1973, the Manpower Commission's staff became aware of and interested in changing philosophies and concepts developing within the criminal justice system. Of particular interest was the National Advisory Commission on Criminal Justice Standards and Goals' recommendation that suggested a redefinition of the role of the probation and parole officer as community organizer and advocate for the offender as well as a link to the community service agencies which satisfy the offender's needs. After considerable research and several exploratory sessions with representatives of the Kentucky Crime Commission, the Bureau of Corrections' Commissioner, and staff of the Kentucky Department of Justice, the Manpower Commission's staff concluded that most probation and parole officers have limited abilities in the area of effective case management and lack knowledge on available assistance in their community. To function at the desired level, probation and parole officers need to increase their knowledge, skills, and abilities for developing and utilizing such resources in an adequate method of case management which results in successful rehabilitative treatment.

The Manpower Commission proposed a pilot-demonstration training project to the Kentucky Bureau of Corrections whereby the Commission would conduct a detailed analysis of probation and parole officers' training needs and ascertain potential community resources that might be utilized by the officers. It was suggested that results of this analysis would be used by the Commission to develop a concentrated training program in case administration and community resource management. Under the proposal, the Commission would administer the training course, evaluate its results, and conduct a follow-up study to ascertain the training's impact on officers and clients being served by the probation and parole program.

It was suggested that the course content would include theories of case management, principles of effective service to clients, and techniques of administrative application. Theories of community organization; community agencies' policies, practices, and procedures; concepts of resource development for offenders; methods and procedures for referring clients; and study of the community were suggested for inclusion in the training. Use of lecture, seminars, and consultant presentations were recommended. Texts, audio-visual aids, and special study materials were suggested for incorporation in the training.

In July 1973, the Kentucky Bureau of Corrections contracted with the Kentucky Mental Health Manpower Commission to conduct a training need and community resources analysis in Kentucky's Probation and Parole District #2. Based upon results of the analysis, the Commission was to develop and administer an eighty (80) hour training course for probation and parole officers in the District and other selected staff of the Bureau.

This report covers the project from inception through completion presenting planning and development, curriculum and content, evaluation and data, and appropriate recommendations resulting from the pilot-demonstration training program.

P L A N N I N G

In August 1972, a private consulting firm, Peat, Marwick, Mitchell & Co.- recommended to the Kentucky Crime Commission in its report, Kentucky Criminal Justice Manpower Needs, that "the Kentucky Crime Commission should direct funds to the research, study, and development of a training evaluation model." The firm also suggested the "need for many new training models and techniques." The Kentucky Legislative Research Commission recommended in April 1973 that "Correctional employees need professional training in the areas of interpersonal relations..." and that "Training, both in-service and on-the-job, is deemed crucial by all correctional administrators..." The National Advisory Commission on Criminal Justice Standards and Goals recommended in reference to parole officers' training "New and innovative training programs in organizational development are needed to integrate successfully the variety of skills involved in a modern parole agency..." Accordingly, the need for training as set forth in the project proposal was established prior to the initiation of specific planning activities.

Project Design

Responding to recommendations as presented on the national and state levels and in accordance with terms of the contractual agreement with the Kentucky Bureau of Corrections, the Manpower Commission implemented detailed planning in August and September of 1973 for development and administration of the training program for probation and parole officers. In a cooperative effort with the Bureau of Corrections, the Commission's Criminal Justice Project Director developed a series of planning meetings with staff members of the Bureau to refine the project's purpose, to ascertain expected results, and to determine specific training goals and objectives. Assisting in the planning were Jerry Wilson, the Bureau's Training Director; Parker Hurley and Bernard Napier, Director and Assistant Director of the Bureau's Division of Probation and Parole; Albert Linder and Bob Moll, Director and Assistant Director of the Bureau's Division of Treatment Services; and Brett Scott, Deputy Commissioner for Community Services. Representing the Commission's staff were Earl Staton, Executive Director, Dr. Calvert Dodge, Criminal Justice Project Director; and Arnold Brouillard and George Thacker-Zocklein, Field Representatives.

The planning sessions resulted in a definition of purpose for the project as being to develop and administer training aimed at providing probation and parole officers, pre-release personnel, community volunteer coordinators, jail staff, and other correction workers with knowledge, skills, and abilities in the areas of case administration and community resource management which would prepare them to effectively perform their assigned duties and assume responsibilities necessary for them to serve adequately the needs of clients.

From the planning, it was anticipated that the pilot project would demonstrate that improved services can be provided probation and parole clients through a reorganized program whose officers receive extensive training in case administration and community resource management. Secondly, the special training should have a direct impact on the clients served by making possible a more comprehensive rehabilitation program thus reducing the rate of recidivism. Thirdly, financial savings should be realized through the long-term process of improved probation and parole and decreasing the need for institutionalization of offenders.

The Kentucky Bureau of Corrections selected Probation and Parole District #2 as the target area for the pilot-demonstration training program. The ten county district in south-central Kentucky was chosen because it generally is representative of the State in that it contains rural as well as urban areas with Bowling Green, Hopkinsville, and Glasgow as population centers. The economy includes farming and light manufacturing. A State university is in Bowling Green and a community college is in Hopkinsville.

The planning committee decided that the project should provide training to approximately 30 criminal justice workers, and the Bureau of Corrections chose the participants. While a majority of the trainees came from District #2, scheduling problems plus the Bureau's desire to offer the training to workers from special correctional units outside of the District resulted in the following participants being included in the project:

- 14 Probation and Parole Officers (10 from District #2)
- 5 Community Service Coordinators (3 from District #2)
- 3 Work Release Program personnel (District #2)
- 2 Pre-release Program personnel (Blackburn Honor Unit)
- 2 Employment Counselors (Eddyville Penitentiary)
- 1 Work Release Counselor (Louisville Clearing House)
- 1 Jail Consultant (Bureau of Corrections)
- 1 Training Officer (Bureau of Corrections)

Participants had backgrounds ranging from an eighth grade education to a master's degree in the social sciences. Some had years of extensive experience in probation and parole while others had been in the criminal justice field only a few weeks. Some participants had attended various special in-service training programs in corrections.

During July and August 1973, the Commission's staff - through individual interviews and group sessions - gathered and analyzed information pertaining to the officers' training needs and to the potential for improved community resource utilization. The planning committee used this information and data to design a training curriculum whose center of focus concentrated on three content approaches, community resource development and utilization, case management skills and techniques, and task accomplishment exercises. Stated in behavioristic terms, these approaches might be listed as changing the environment (community), changing the individual

(the trainee and his client), and changing the patterns of behavior of groups and individuals (task accomplishment). The Commission's staff, with cooperation from the Bureau of Corrections, developed the training curriculum and teaching strategy to function within the above three centers of focus.

Goals and Objectives

Prior to consideration of curriculum, procedures, evaluation, etc., the planning committee devoted special attention to specific goals and objectives for the training project. In keeping with recommendations of the National Advisory Commission on Criminal Justice Standards and Goals, the committee prepared, discussed, edited, and incorporated into the project plan overall goals and objectives related to the training purpose.

Goals were defined as the end result of the training effort in terms of identifiable social change that can be measured. Two major goals were specified for the project. First, it is expected that increased community involvement will take place in the clients' treatment program by various helping resources in the community through the following types of services: employment, education and training, health (physical and mental), self-development, religious and related life patterns, civic relationships, personal economic improvement, family relationships, social interaction, and utilization of other related resources. Secondly, it is anticipated that clients being served by participants in the training program will become increasingly involved in community activities through such terms as: more hours on a career-oriented job, additional dollars in support of dependents, increased savings and investment in purchases which indicate a distinct savings, additional earning through promotions or job transfer, increased hours devoted to educational or training pursuits, more hours devoted to civic or community activities, and additional hours devoted to meaningful life pursuits such as hobbies, sports, etc.

Objectives were defined as the end result of one or more efforts or a combination of efforts which accomplish change in human behavior and which contribute directly to the above defined goals. Proposed objectives for supporting the two goals were specified as:

- 1) Increase the ability of correctional personnel to develop a helping relationship with clients;
- 2) Assist the correction worker to change attitudes of clients from one of rejection to acceptance;
- 3) Improve the capabilities of the program's participants to make better use of community resources, techniques of case management, interpersonal relations, client referrals procedures, improved communication, reduced paperwork procedures;

- 4) More community involvement in programs and activities such as work release, community volunteers, job finding and acceptance, education and training, and other client oriented activities.

To achieve the project's goals through attainment of the intermediate objectives, a four-phase methodology was designed by the Commission's staff with assistance and guidance from the Bureau of Corrections. First, the background and status of the training participants would be further analyzed to determine their level of preparation, training needs, and expectations from the project. Secondly, a more detailed study would be made of the District to ascertain the use being made of community resources, available agency or group services not being utilized, and potential for increased involvement of the community in the probation and parole program. Thirdly, a concentrated training program would be developed and administered which would focus on techniques and skills of case administration, theories and practices of community organization, use of community agencies and groups, concepts of resource development, and study of individual communities. Finally, a comprehensive follow-up and evaluation would be conducted to ascertain the training's effectiveness and value, to recommend changes for improvement, and to suggest its repetition in similar or related program areas.

TRAINING

Within the defined goals and objectives resulting from the detailed planning sessions, the Commission's staff utilized data obtained from the survey of probation and parole officers and the community resources analysis to determine operating procedures and develop curriculum content. Assistance and cooperation was provided by representatives of the Kentucky Department of Justice's Bureau of Corrections and Training who made specific inputs in development of the training.

Procedures

To insure a maximum of one-to-one and group interaction throughout the training, three particular approaches were incorporated into the training. A series of video-taped interviews between actual clients and trainees were utilized as results-oriented methods for improvement of interviewing and counseling techniques and to enhance reality and motivation for the trainees. Interaction between trainees and community agency representatives were utilized to motivate trainees to increase their involvement with potential community resources. Task accomplishment groups, aimed at development of improved relationships, more meaningful and task-oriented interactions, and significantly related task accomplishment, were designed into the training.

Two general phases of training were planned. The first was designed to provide step-by-step preparation in the use of community resources, case management, and small group process via task accomplishment exercises. The second provided brief introductions into several specific ways of improving communications with clients.

October and November 1973 were chosen as the months in which training would be accomplished. The campus of Western Kentucky State University was selected as the location with facilities at the University's Garrett Center being the site for formal training. To allow all participants to continue their assigned work duties and responsibilities, classroom training was divided into several staggered time blocks of one to three days each presented over the two month period. In addition to providing for a minimum of disruption to the assigned work load of participants, this scheduling permitted trainees to better absorb acquired information and knowledge and allowed the Commission to make significant adjustments to the format thus improving the overall training.

Formal classes were held on October 15, 16, 17, 23, 24, and 29 and on November 19, 20 and 21st. Training days usually began at 9:00 a.m. and were completed by 4:30 p.m. with subject matter being presented in one and two-hour segments. A typical class day included two hours of interviewing and counseling techniques, a two-hour class in use of

community resources, two hours in interpersonal communication, and a two-hour task force assignment session. Training included lecture-discussions, video-tape programs and critiques, film presentations, experiential and participatory training, and groups task force assignments.

The teaching staff consisted of Arnold Brouillard, psychology teacher and Field Representative of the Manpower Commission; George Thacker-Zocklein, specialist in community organization and Field Representative of the Commission; and Dr. Calvert Dodge, Criminal Justice Project Director of the Commission. Others who served as instructors were James Mahanes, Criminal Justice Associate Degree Program Director at Jefferson Community College; Tom Banaszynski, Director of Metropolitan Big Brothers and Sisters of Louisville; and Dr. Spencer Leiterman, Director of Effectiveness Training, Inc. of Cincinnati, Ohio. Representatives from several community resources assisting in the training included the following agencies: Warren County Jaycees, Barren River Comprehensive Care Center, Kentucky Department of Human Resources, Bowling Green Area Vocational School, Kentucky Department of Education, Bowling Green Model Neighborhood Employment Service, and the Warren County Full Employment Commission.

The conglomerate of participants were randomly divided into four task force groups of seven or eight members each to facilitate practicum assignments. Prior to the training, two members of each of the four groups participated in client-interviewing sessions which were recorded on video-tape and used as training aids during the formal presentations. A second set of interviews were taped towards the end of the training to demonstrate change in interviewing that might have resulted from the course content.

After completion of formal training, supplemental assistance was provided to District II probation and parole officers by Commission staff members. This additional service included site visits to the office of the workers, contacts with community resource agencies, arrangements for community representatives' meetings, and other related help to probation and parole officers in the application of acquired training knowledge and skills.

Curriculum

A major emphasis of the training focused upon expanding the participants' knowledge of community agencies and intensifying the use of such resources in serving needs of probation and parole clients. Topics covered in this specific area of training included: how to study the community and its resources, how to apply results of the study to daily work assignments, how to increase the use of community resources, and how to involve the community in meeting clients' needs.

Subject content included the community as a resource for helping clients, community planning and organization, community survey methods,

and policies, procedures, and practices of specific agencies and programs. Methods of instruction included lecture-discussions, field work projects, panel presentations by community agency representatives, and community resource meetings. Audio-visuals, text books, and agency information handouts were utilized in covering curriculum subject areas.

To accomplish task training in community resource utilization, considerable use was made of agency representatives from the local areas such as health, education, training, employment, and welfare programs. During formal training, seventeen representatives from ten agencies participated in panel presentations and discussion sessions. In the five-month period following formal training, community resource meetings were held in all ten counties of District II in which agency representatives met with probation and parole staff.

To provide additional stimulation for utilizing community resources, lists of agencies (contact persons, addresses and telephone numbers) were distributed to each training participant. Names of probation and parole officers were distributed to approximately 250 agencies and groups in District II urging the agencies to afford the officers an opportunity to present the probation and parole program and its needs.

The schedule for community resource utilization content was:

<u>Date</u>	<u>Content Subject</u>	<u>Class Hours</u>
October 15th	How to Study the Community	2
	How to Utilize Community Resources	2
October 16th	Use of Community Resources	2
	Community Resource Representative Meetings	2
October 17th	Community Resource Development	2
October 29th	Presentations by Community Agencies	2
	Practicum Work Assignment	1
November 19th	Community Resource Representatives Meetings	2
	Practicum Work Assignment	2
	Community Resource Utilization Support	4
		<u>21 hours</u>

Case management skills and techniques was a second major focus of the training curriculum and was designed to increase the probation and parole officers' abilities to interview, communicate, and manage cases. Topics included interviewing and counseling skills, how to develop the partnership concept, how to improve critical decision making, use of effectiveness training concepts, verbal and written contracts, and reducing work loads. Methods of instruction involved lecture-discussions, triad group sessions, video-taped interviews and critiques, audio-visual presentations, classroom practice sessions, and small laboratory experiences.

Basic concepts of successful helping relationships was the core of curriculum content designed to prepare participants to more adequately engage in productive "officer-client" relations. Greater awareness of self and an acceptance of self were explored as steps toward better acceptance of others. Listening skills were discussed and practiced in the context of interviewing through the use of audio-visual aids and feedback critiques. These points were covered at different times throughout the training both conceptually and in various group experiences.

The daily schedule for case management content was:

<u>Date</u>	<u>Content Subject</u>	<u>Class Hours</u>
October 15th	Introduction to Case Management	1
	Video-Taped Interviewing Practice	2
October 16th	Critiquing Video-Taped Interviews	1
	Interviewing-Counseling Techniques	1
October 17th	Interpersonal Communications	2
	Practicum Work Assignment	2
October 23rd	Interpersonal Communications	2
	Analyzing Self and Client	2
October 24th	Attraction and Rejection in Communication	1
	Using Resources and Checking Progress	1
October 29th	Corrections Officer as a "Broker"	2
	Critique of Second Interview Video-Tape	2
November 19th	Practicum in Interviewing Techniques	2
	Practicum in Counseling Skills	2
	Practicum Work Assignments	4
November 20th	Effectiveness Training in Interpersonal Communication	8
November 21st	Transactional Analysis in Interpersonal Communication	4
	Practicum Work Assignment	4
	Case Management Support Training	5
		<u>48 hours</u>

The third area of curriculum content was designed to bring together training participants in aggregate groups and by use of a task selection and development process assist them to function as a viable and effective group. The task accomplishment approach resulted in a series of group dynamic experiences from the start of the process. This focus of the curriculum attempted to bring together content from the community resource utilization and case management phases and to apply them in the task development method.

The four groups of participants (approximately seven trainees per group) chose specific work assignments which served as a vehicle for channeling their efforts towards a workable solution to existing problems facing the probation and parole field. Guidance and assistance were provided to the groups by staff and consultants. During practicum sessions and time outside of the formal training setting, participants planned the tasks, divided the labor, developed a procedure, utilized resources, reported results, and finalized a report.

It is characteristic of interacting individuals to be in a state of tension, to be attracted or repelled by one another, to seek a resolution of tension, and to restore equilibrium among themselves. Some groups are rigid and unadaptable while others become fluid and flexible. Group changes were observed during the training and considerable time was allowed for participants and groups to channel their tensions in feedback sessions. This helped to provide the environment for each group to work on the selected task.

Specific subject content in the Task Accomplishment phase included:

<u>Date</u>	<u>Subject Content</u>	<u>Class Hours</u>
October 16th	Introduction to Task Accomplishment	1
October 17th	Task Development Selection Group Session	2
October 23rd	Task Development Planning Session Small Group Process	2 1
October 24th	Task Development Work Assignments	3
October 29th	Task Development Group Meetings	2
November 19th	Completion of Task Report	<u>2</u>
		13 Hours

All four task accomplishment groups completed their assignments and prepared excellent reports which were edited, duplicated, and distributed by the Manpower Commission. Results of the group task forces are contained in Ideas In Corrections released in January 1974.

A complete guide for the total training course was distributed by the Commission in October 1973. The guide, "Curriculum Development Report For Training Of Kentucky Bureau of Corrections' Personnel In Areas Of Community Resource Management" details the program outlined in this section.

EVALUATION

If training is to successfully fulfill stated purposes, it is of paramount importance that an integral component of the design be a valid determination of the extent to which original goals and objectives have been accomplished. Accordingly, this pilot demonstration training project for probation and parole officers included an evaluative methodology and appropriate techniques for measuring results and providing a basis for judging the possibilities for replication of the training. The evaluation also serves to determine what changes are needed to improve training content and delivery.

In planning the project, an attempt was made to develop goals and objectives which could be associated with the training and which could be evaluated with some degree of validity. First, the training was expected to stimulate participants to make increased use of community resources in serving the needs of assigned clients. Second, it was anticipated that clients' meaningful participation in the community through such areas as employment, education, civic, and related agencies or associations would increase. Third, the participants' knowledge, skills, and abilities in the subject areas were expected to improve during and after the training. Specific objectives, or the end result of one or more efforts which accomplish change in human behavior and which contribute to these goals, were defined as:

- 1) Improve the participants' abilities to utilize community resources;
- 2) Increase community involvement in probation and parole services;
- 3) Assist correctional workers to develop a helping relationship with clients.

Increased Use Of Community Resources

To determine what changes took place in the probation and parole officers' use of community resources, each participant completed a form prior to training which listed in order of frequency those agencies or programs being utilized by the officers in meeting the needs of clients. Three months after completion of training, the officers were asked to complete a second form listing agencies being used in the assisting of clients. Analysis of the data revealed that 75% of the respondents were using new programs for referrals purposes. Also, the post survey indicated that 19% of the programs being used after the training were new sources that had not been listed on the pre-training form.

Following the post-survey of officers on their use of community resources, the Commission's staff continued to assist by arranging for or helping to organize eleven community resource representative meetings throughout District II. At each of the meetings, specific needs of probation and parolee were explained and agency personnel verbalized how needs of clients could be met by their agency. These community agency informational sessions have improved communications and provided the impetus for establishing more solid relationships between the probation and parole agency and community resources. At the time of this report preparation, additional meetings have been scheduled within District II through the month of July 1974 indicating increasing contact between the participants and community agencies and programs.

Additional collected data reveal that officers who participated in the training program are now making regular contact with community resources not previously utilized and are thereby expanding services to clients in accordance with goals and objectives of this training model. Samples of comments made by participants were:

"Our thoughts are now of the community as a whole with regard towards giving help to our clients."

"A contact has been made with most of the agencies in reference to the services they offer."

"We are now using additional resources that had not been known previous to the training."

Copies of letters from participants appearing in the appendices to this report provide additional evidence of increased use of community resources.

Increased Client Participation In Community

The second goal of increasing clients' meaningful participation in the community through various areas of involvement was measured by pre and post-training administration of the Roen and Burnes Community Adaptation Schedule (CAS) to a sample of thirty-four clients assigned to probation and parole officers in District II. Clients administered the CAS had been assigned to the officers for at least three months and for not more than one year.

The Community Adaptation Schedule consists of questions intended to elicit relationships between individuals and their environments. The questions define operationally what is meant by the concept of community adaptation. The schedule attempts to measure a person's perception or belief of the community (CO), affects toward it or how a respondent feels about community factors (AF), and behavior in it (BE). Questions emphasize performance in everyday life as this is meaningful related to matters concerning the individual as a social actor. The CAS covers areas

directly related to the training project such as employment, housing, education, and family. Underlying motivations and dynamics are not measured. Responses to questions are in relation to a six-point scale, each point defined by a word or phrase relevant to the question asked. Scaled answers are arranged so that higher number scores, in general, mean better adaptation and lower scores mean less adequate adaptation. The rationale for low to high directionality is the availability of a community sector to the respondent. A common question total (CQT) allows a comparison of an individual's results with those of others completing the schedule.

Pre and post administered CAS results were analyzed and the CO, BE, AF, and CQT scores compared to show changes in respondents that may have resulted from activities taking place during the training program. Data analysis revealed:

- 1) In the CO or respondent's perception or belief about the community, the average score on the six-point scale increased from a pre-training 4.07 to a post-training 4.19 indicating an increase of .12 points in how the respondents conceived or perceive the community;
- 2) In the AF or respondent's feelings about the community, the average increased from a pre-training score of 4.53 to an after training average of 4.60 giving a .07 point gain in how the respondents feel about the community;
- 3) In the BE or respondent's behavior in the community, the pre-training average score of respondents increased from 3.66 to an after training average of 3.70 indicating a .34 point gain in how the respondents acted within the community;
- 4) The overall common question total (CQT) average increased from a pre-training average of 3.94 to a post-training average of 3.97 resulting in a .03 point gain.

Test scores in the four areas of belief, feelings, behavior, and the common question total indicate a small but uniform increase in the respondents' understanding, acceptance, and involvement within the community. This change has taken place over a brief period of time (less than six months), but it is evidence of client movement towards more meaningful participation in their communities.

Increase In Trainees' Skills And Abilities

The third goal of increasing the participants' training effectiveness was measured with a questionnaire schedule designed for the project. Consisting of three parts relating to the curriculum's major phases (community resource utilization, case management, and task accomplishment),

questions were asked in terms of how the trainees viewed the program's content as having an effect on their ability to function as probation and parole officers. The instrument was administered midway through the course, at its completion, and four months later.

The self-administered schedule was scored with a seven-part Likert scale to differentiate the trainees' opinions as to the value of training from none to little value (1-2-3) and some to much value (4-5-6-7). Participants were asked to amplify their indications by commenting on specific values or lack of values of the training to specific phases of their daily work.

In the area of community resource utilization, there were no specific differences in responses indicated during or upon completion of the training, but a significant change was registered when post-training survey results were compared to those of the earlier replies. In response to whether the community resource utilization would help in their daily work, participants replied at the completion of training:

58% - none to little help;
19% - didn't know;
28% - some to much help.

In the post-training questionnaire, participants were asked if they involved more community resources in meeting the needs of their clients (areas of use included employment, education, medical care, home finding, social, economic, etc.). Responses revealed that 30 percent did not involve any more resources than before the training while 70 percent were involving more resources than prior to the training. Post survey results indicated that training was a significant motivator in creating more community resource involvement in serving the needs of clients. Participant comments included:

"We are now involved in new programs at the learning lab, comprehensive care center, and full employment commission."

"We're using civic organizations and making more referrals to job bank, etc."

In the subject area of case management, instruction covered interpersonal communications, helping relationships, and interviewing skills. At the mid-point in training, participants were asked if they believed the training would help them in their work. Responses were:

36% - none or little help;
9% - didn't know;
55% - some to much help.

The post training survey of participants indicated that 70 percent felt that the training had improved their interviewing techniques, relationships with clients, and their own personal growth. Little or no help was

indicated by 30 percent of the respondents. Comments concerning how the training helped improve their skills and techniques were:

"It certainly gave me insight in what I was doing wrong. I became much more vocal to three outside groups about our (parole) program."

"I am now more aware of clients' needs. I feel better about being able to cope with more (of my) problems."

"In interviewing others, I now try much harder to detect the problem involved. Also, the personal growth part of this training helped me see myself much better."

"It has helped me determine whether a problem is my problem or someone else's."

"I am doing more one-to-one interviewing now than prior to training."

"I've been able to establish two-way communication instead of an authoritarian approach to others."

"I'm talking less - listening more in interviews."

A third phase of the training curriculum focused on the area of task accomplishment in which groups of participants selected problem assignments for which the group could develop a proposed solution. Two groups chose "the establishment of half-way houses," one group selected "changing probation and parole rules," and a fourth chose "volunteer programs."

At mid-point in the training, participants replied to an evaluation question on the value of the group task development training as follows:

43% said it would not be of much help;
18% said they did not know;
38% said it would be of some to much value.

In the post-training survey, the participants were asked their opinion as to whether the group task accomplishment training had helped them in the following areas:

Improved effectiveness in small groups or organizations -

20% said it was of none to little help;
80% said it was of some to much help.

Improved efficiency in developing a plan of work -

60% said it was of none to little help;
40% said it was of some to much help.

Improved your job powers -

45% said it was of none to little help;
55% said it was of some to much help.

Improved your job attitude -

50% said it was of none to little help;
50% said it was of some to much help.

Additional comments by the participants in relation to the group task assignments were:

"The exposure to the group in the training gave me more self-confidence."

"I initiated several ideas and I learned to make long-range plans for clients' benefits."

"I learned how to involve more agencies in task accomplishment."

"My organization of data has become more clear."

An additional method for measuring the training program's impact on the participants was a questionnaire distributed to probation and parole clients in District II. The form asked the clients to indicate any differences in the way their officer has worked with them since completion of the training. Of the respondents, everyone checked that the officer has improved his service. Helps more in the getting of employment was checked by 50 percent of the clients. In the area of personal matters such as family problems, specific troubles, etc., 83 percent of the respondents noted more help from the officer since completion of the training. Officers were judged as being more friendly or showing more warmth by 83 percent of those replying. Respondents stated that the officers are more cooperative, talk more with them, and help the client to be more independent and to better understand themselves.

An integral part of this evaluation was information and opinions obtained by staff through indirect contacts with participants throughout the training. Such information was not solicited by questionnaire or instrument, but it does provide an important and valid basis for assessing the project's component parts. Concerns of trainees and problems noted by staff generally were centered in four areas. First, there failed to develop within the trainees a clear understanding of the importance of the training to the Kentucky Bureau of Corrections. The participants did not have what they considered as an adequate explanation of Department support for the project prior to the beginning of training. Secondly, the selection of trainees from several programs (probation and parole, pre-release, work release, community service, jail consultant, and institution employment counseling) provided a non-homogeneous group of participants that restricted the ability of Commission staff to focus in detail

on specific topics of training. In line with this, the broad backgrounds and different levels of training and experience narrowed training alternatives that could be incorporated into the program. Thirdly, the community resource utilization phase of training was limited by the fact that some participants came from outside of District II. Fourth, individual participants expressed a strong desire for additional content on skills and techniques, personal growth, and use of video-tape.

Regardless of the above stated problems, the three goals (increased use of community resources by officers, increased involvement of clients in community activities of benefit to them, and improvement of officers' case management skills) have been accomplished by the training project. All participants did not necessarily benefit to the same extent or degree, nor did all phases of the training benefit every officer. However, taken as a whole and allowing for the required time delay in assessing the total impact of training, the evaluation methodology results support the training's value and its contribution to the criminal justice system of Kentucky.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Progressive theory of probation and parole dictates the need for a rehabilitative treatment program designed to change the attitude and behavior of offenders. Through guidance and assistance, the officer seeks to alter the client's family, social, and community relationships. To effectively fulfill his role and perform his duties, the officer must be capable of utilizing several resources in the community. However, most officers have limited knowledge of available assistance in their communities and lack the required skills and abilities for effectively developing and utilizing such resources. To assist the Kentucky Bureau of Corrections in its effort to improve probation and parole programs through increased quality of staff, the Manpower Commission developed, conducted, and evaluated an eighty (80) hour pilot-demonstration training program.

Summary

With advice and assistance of the Kentucky Bureau of Corrections and in accordance with goals and policies of the Bureau, the Manpower Commission designed and administered training structured to better prepare probation and parole officers to establish a positive rehabilitative approach for working with clients in training, education, employment, housing and other areas which will improve opportunities for re-entry into the community.

The Commission utilized a task force representing the Bureau of Corrections and other agencies or associations to develop and conduct the training. The target area of District II was analyzed to ascertain available community resources, and criminal justice staff were surveyed to determine educational and experience backgrounds and needs. Content was developed and presented to twenty-nine participants selected by the Bureau. Training was conducted in October and November 1973, and follow-up was continued on an individual basis through March 1974.

Curriculum focused on community resource utilization, case management skills and techniques, and group task assignments. Course structure and materials included specific texts, audio-visual aids, video-taped sessions, and specially developed informational items appropriate to the subjects and District. Teaching methods involved lectures, consultant speakers, seminars, role development, and special studies.

Conclusions

The pilot-demonstration project's analysis verified the needs of probation and parole officers and other criminal justice personnel for training in the areas of community resource utilization and case management skills and techniques.

Structured training enhanced the ability of participants to better serve the needs of assigned clients and to meet goals and objectives of the Kentucky Bureau of Corrections' probation and parole program in a more positive and effective manner.

The delayed impact of training is producing significant results throughout the target District which is revealed in more community involvement on the part of clients, expanded use of resources by officers, and a better understanding of the probation and parole program throughout the community.

Recommendations

It is strongly suggested that this pilot-demonstration project has clearly indicated the need for and value of community resource utilization and case management training for criminal justice personnel in Kentucky. Accordingly, it is recommended that immediate planning be implemented to repeat the course for various groups within the State system.

A more thorough prior explanation should be provided trainees to clearly demonstrate the Bureau of Corrections' support for and commitment to the training.

Participants should be more carefully screened and selected to provide a more homogeneous group. The mixture of probation and parole officers, pre-release personnel, and institutional staff restricted training procedures and approaches.

The course should be revised to place more emphasis on specific areas of training such as personal growth and interpersonal communications. Expanded use of video-tape as a teaching device is strongly supported.

APPENDICES

Sample Of Letters Received Following
Completion Of Training



COMMONWEALTH OF KENTUCKY
DEPARTMENT OF CORRECTIONS

DIVISION OF
PROBATION AND PAROLE

P. O. Box 409
Hopkinsville, Kentucky 42240

February 1, 1974

Calvert R. Dodge, Ph.D.
Project Director
Kentucky Mental Health Manpower Commission
Louisville, Kentucky 40207

Dear Dr. Dodge:

The training in Bowling Green your agency provided probably made me more aware of things I was doing than any other training I have received of late.

It made me aware of many things I was possibly doing wrong and some things I was doing right, but not pursuing far enough to reap the full benefits from same.

I feel much of time and training provided by your agency was very good, however, felt it could have been tailored more toward probation and parole due to the heavy number of probation and parole officers taking the training.

As I have now changed jobs, still with the Department of Corrections but working as a Jail Consultant, I feel I can still use the community resource meetings to great advantage in my new position but have not used any to date.

Sincerely,

Ronald E. Scruggs

Ronald E. Scruggs
State Jail Consultant

RES:llr

Mr. Wayne Perry
Probation/Parole Officer
P.O. Box 219
Franklin, Kentucky 42134

February 6, 1974

Cal:

Sorry for not being able to put feelings into words naming specifics.

In personal growth I believe to have been motivated realizing a need for more individual involvement in community. More awareness of the influence that we might have on others.

Yes we are attending community resource meeting which had already begun. (George can explain.) Also committee forming called County Alcohol and Drug Education of which I am a member. (Sponsored by Comp. Care.)

Yes, I do think the training was profitable. At the time some of it seemed a little far out, but in my relations with other people I keep remembering segments of the training.

Wayne

Wayne



COMMONWEALTH OF KENTUCKY
DEPARTMENT OF CORRECTIONS

208 So. 5th St., 7th Floor
Louisville, Kentucky 40202

January 25, 1974

Dr. Calvin Dodge
Ky. Mental Health Manpower Commission
412 Executive Park
Louisville, Kentucky 40207

Dear Cal:

I'd like to give you some feedback on my participation in the Kentucky Mental Health Manpower Commission's training sessions in Bowling Green.

The most meaningful part of the program to me personally was the training I received in interviewing techniques. The text we used, The Helping Interview, by Richard Benjamin, was particularly helpful.

Since the training, I have noticed measurable changes in my interviewing behavior. The most dramatic change has been my tendency to talk less to my clients and to listen more. I have also noted that I am using Carl Roger's technique of "reflecting" more frequently.

There was also a personal growth component to my Bowling Green experience. Mainly because of my personal contact with you, I have become more aware of changes I need to make within myself to encourage self-actualization.

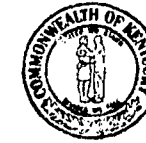
I will be looking forward to further growth experiences with you in the future.

Sincerely,

A handwritten signature in cursive script that reads "Ron".

Ron Camic

RC:mjs



COMMONWEALTH OF KENTUCKY
DEPARTMENT OF CORRECTIONS

DIVISION OF
PROBATION AND PAROLE

P. O. Box 78
Glasgow, Kentucky 42141
February 12, 1974

Mr. Calvert R. Dodge
Project Director
Mental Health Manpower Commission
412 Executive Park
Louisville, Kentucky 40207

Dear Mr. Dodge

We are in receipt of correspondence from your office dated 1-28-74, requesting some feed back with regard to your training program which was held at Western Kentucky University in October and November 1973.


I feel that there were sessions of your training that were helpful to me in relation to my job and others were not.

I especially think that the training on technique of interviewing were helpful and by studying literature and working as a group on the needs of my community was ~~was~~ also helpful. I also gained knowledge of more State Agencies and Community Resources available to the people we supervise.

Since the end of the training program I have spoken to the Barren County Community Resource Group and have just returned, as of this date, from a meeting of the Barren County Case Conference. I have also agreed to speak at this conference on 3-12-74 with regard to our duties of probation and parole in our district.

I trust that this is the information you desire.

Sincerely,


Marshall B. Bishop
Probation and Parole Officer
43rd Judicial District

MBB/khb



COMMONWEALTH OF KENTUCKY
DEPARTMENT OF CORRECTIONS

February 6, 1974

Dr. Calvert R. Dodge
Project Director
Kentucky Mental Health Manpower Commission
412 Executive Park
Louisville, Kentucky 40207

Dear Dr. Dodge:

I feel it very necessary that I extend you an apology for being so delinquent in reacting to the report entitled "Ideas in Corrections."

I had received several reports in relation to the conference conducted in Bowling Green last fall, both positive and negative, but I find that in the final analysis that the booklet which was the final outcome was well worth the money spent to conduct this workshop.

I believe that this puts the plan in writing so that we can follow through as administrators. The report is comprehensive, and I am pleased that it is made available to me. Thank you for your contribution.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Brett D. Scott".

Brett D. Scott
Deputy Commissioner
for Community Services

BDS/w

KENTUCKY MENTAL HEALTH MANPOWER COMMISSION, INC.

STAFF

Earl E. Staton, Executive Director
Patricia A. Wernert, Administrative Assistant
Annette B. Craig, Secretary

Community Mental Health Workers Project

James A. Dougherty, Project Director
Arnold J. Brouillard, Field Representative
George W. Thacker-Zocklein, Field Representative
Donna Smoak, Secretary

Mental Health Work Incentive Project

Thomas S. Yeager, Project Director
Sue O'Donnell, Counselor
Charles R. Nichols, Placement Coordinator
Helen Webb, Nurse Educator
Ann Nikitas, Nurse Educator
Carolyn W. Rembold, Secretary

Teens Who Care Project

Patricia B. Overberg, Project Director
Patricia Thacker-Zocklein, Administrative Assistant
Betty Tandy, Secretary

Criminal Justice Project

Calvert R. Dodge, Ph.D., Project Director