

Step 3

Prepare for Implementation

The checklist below on preparing for implementation is the third checklist in the series of eight and is designed to help jurisdictions ensure that they have identified their target population for the evidence-based practice (EBP) and that the selected EBP(s) will address these individuals' criminogenic risk factors and behavioral health needs. Communities should start by having screening and assessment practices in place to identify a target population based on mental illness, substance use disorders, and/or criminogenic risk and needs (using post-adjudication risk assessments). If your jurisdiction already has screening and assessment in place using valid instruments, skip questions 2–4, but ensure that your screening and assessment practices are accurately identifying your target population for the selected EBP. You can use the other steps to prepare to implement your selected EBP.

Identify core features of the desired EBP.

1. Has the implementation team determined implementation time, staffing, selection of eligible participants, type of interventions or treatments, and any other features of the EBP that could impact implementation?

- Review research that describes how to effectively implement the EBP to identify additional issues to consider.
- Identify the core features of the EBP, such as therapies.
- Identify staffing requirements for the EBP.
- Determine duration of EBP intervention and necessary training.
- Review service requirements.
- Identify the types of participants that are suited for the EBP.
- Determine how the EBP will address the needs identified through screening and assessment, such as behavioral health needs, criminogenic needs, or both.

Select a validated instrument to measure static and dynamic criminogenic risk factors.

2. Has a validated criminogenic risk assessment instrument that can be used for a specific population, such as women, been selected?

- Consider a range of criminogenic risk assessments that are available by reviewing the list of resources below about criminogenic risk assessments.
- Identify how the criminogenic risk assessment tools under consideration have been validated on your population.
- Ensure that the instruments have reliable measures of static and dynamic risk factors.
- Contact others who have used the risk assessment tools under consideration to learn about their experience using them.
- Weigh the advantages, limitations, and feasibility of using the specific validated risk assessments under consideration.
- Select the risk assessment tool.

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Select validated instruments to screen and assess for mental illnesses.

3. Are validated screening and assessment instruments used to identify people who may have mental illnesses?

- Consider a range of mental illness screens and assessments that are available by reviewing the list of resources below.
- Contact others who have used the screening and assessment tools under consideration to learn about their experience using them.
- Weigh the advantages, limitations, and feasibility of using the specific validated screening and assessment tools under consideration.
- Select the screening and assessment tools.

Select validated instruments to screen and assess for substance use disorders.

4. Are validated screening and assessment instruments used to identify people who may have substance use disorders?

- Consider a range of substance use disorder screens and assessments that are available by reviewing the list of resources below.
- Contact others who have used the screening and assessment tools under consideration to learn about their experience using them.
- Weigh the advantages, limitations, and feasibility of using the specific validated screening and assessment tools under consideration.
- Select the screening and assessment tools.

Gather research to support implementation of the EBP(s).

5. Has information been gathered to support the knowledge gaps among agency staff to determine areas for training on the EBP?

- Identify at least two research articles on the EBP implementation successes and challenges.
- Connect with personnel who have implemented the EBP to learn from their experience using the practice.
- Identify areas that the implementation team needs to work on further, based on the research review.
- Train agency staff on key skills needed to implement the EBP identified in the literature.
- Contact other agencies to learn about the design and implementation of the EBP.

Develop a program logic model to support implementation.

6. Has a program logic model been developed to map out how the selected EBP will be implemented and the desired outcomes?

- Identify key inputs and resources needed for the EBP.
- Identify key processes that define the EBP design.
- Identify key outputs (short-term proximal outcomes).
- Identify key long-term outcomes.
- Ensure that the components are sequenced across the different phases of the logic model.
- Review the logic model with the full implementation team.
- Refine the logic model based on feedback from the implementation team.
- Identify key performance measures for the program.

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Train staff on risk, need, and responsivity (RNR model), including how the RNR model relates to mental illnesses, substance use disorders, and co-occurring disorders.

7. Are staff trained on principles of risk, need, and responsivity, including mental illnesses and substance use disorders?

- Identify resources such as curricula, webinars, or publications focused on risk, need, responsivity, and mental illnesses and substance use disorders.
- Develop protocols for training staff on risk, need, responsivity, and mental illnesses and substance use disorders.
- Develop a training schedule.

Prepare direct line supervisors and middle management to coach staff on implementing the EBP.

8. Are supervisors equipped to coach staff on implementing the EBP?

- Develop protocols to support coaching staff on skills.
- Ensure that staff coaching occurs on a regular basis.
- Ensure that supervisors/middle management have the skills to coach staff.

Resources

A Five-Level Risk and Needs System: Maximizing Assessment Results in Corrections through the Development of a Common Language

examines and improves the standardization of the terminology associated with risk and needs levels and the interpretation and application of risk and needs assessment results in correctional settings.

Implementation Research: A Synthesis of the Literature

summarizes the research literature on implementation across fields.

Implementation Science Toolkit: Equipping Justice Agencies with the Tools to Facilitate the Change Process

provides strategies to help practitioners learn to adopt and adapt evidence-based practices and treatments into their agency and ultimately improve agency outcomes.

Risk Assessment Instruments Validated and Implemented in Correctional Settings in the United States

is a report designed to provide foundational knowledge and a working framework of risk assessment instruments for criminal justice and social service agencies, practitioners, and policymakers.

Screening and Assessment of Co-Occurring Disorders in the Justice System

provides evidence-based practices for screening and assessment of adults in the justice system with mental illness, substance use disorders, or both.

What Strategies Are Used to Build Practitioners' Capacity to Implement Community-Based Interventions and Are They Effective?: A Systematic Review

is a framework to guide research and thereby strengthen the evidence base for building practitioners' capacity.



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