

What do USPO's do
to help pre-revocation?

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- What do we do?
- What is our role?
- Are we law enforcement officers?
- Are we social workers?

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- Do we protect the public?
- Do we advocate for the offender?
- Are we passive?
- Are we aggressive?

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- 1st ...
- Not opinions! Not arguments!
- Whenever you have a question...
- Research
- Evidence
- What is working?

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- Since the mid-90s
- Struggle in our field
- What are we?
- What should we do?
- Lots of research
- Lots of contention

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- The goal of probation officers...
- Ultimate goal!
- Believe it or not!

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- Lower recidivism
- Not send less people to prison
- But
- Have clients commit less new crimes
- Side effect – less returns to prison

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- We have a 75% success rate overall
- We have a 100% success rate...
- If the client does not do drugs,
- abscond
- or commit a crime

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- Definition of probation:
 - The release of an offender from detention, subject to a period of good behavior under supervision.
 - The process or period of testing or observing the character or abilities of a person in a certain role, for example, a new employee.

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- Testing
- We test and report
- We want more
- More than 75%

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- We want change
- As an agency,
- changing ourselves,
- to help change them,
- to help change our community

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- Our goal is to increase that success rate
- Will never be 100%
- But it can be better
- Research says?

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- Get tougher!
- Actually boot camps etc.
- No effect

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- Economic change!
- Actually no
- Job programs...
- no effect

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- Be nicer!
- Actually the nicer you are,
- the worse the result
- Worse yet more crime

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- So what works?
- Research says?
- A lot of all of the above,
- In balance

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- Research says?
- Both cop and social worker
- Not too hard not too soft
- Treatment and Sanction
- Neither are strong enough on their own

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- Don't yell
- But don't ignore
- Must address non- compliance
- Head on
- But appropriately

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- EDNC
- Training,
- training,
- Training
- Based on Research!

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- **Core Correctional Practices**
- Proper use of Authority
- Approving of pro-social acts
- Disapproving of anti-social acts
- Teaching problem-solving
- Structured learning

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- What are we doing with this research?
- Training our officers
- Address behavior
- In depth conversations

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- Teaching methods
- Cognitive Behavioral Interventions
- Event-Thoughts-Behavior-Consequence

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- Locus of Control
- Research: without this, other efforts fail!
- Must do this!

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The Evolution of Community Supervision Practice: The Transformation from Case Manager to Change Agent

Guy Bourgon, Leticia Gutierrez & Jennifer
Ashton

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- “We would argue that **the most critical step or clinical task, and the most difficult**, is illustrating to the client **the direct link between thoughts and behaviour**. To do this effectively, this causal link must be clear, explicit and direct.”

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- “...officers are taught how to show clients, in a concrete and practical manner, that *the reason they behave as they do is a direct result of their thoughts alone and for no other reason.*”

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- “The “for no other reason” is **crucial**. In our experience, **when a client is presented with a model of behaviour that suggests, either explicitly or implicitly, that the cause for behaviour is the result of external stimuli (i.e., things outside of the individual), it reinforces his/her problematic and procriminal thinking patterns.** We do not believe that the model presented to clients should legitimize their excuses, justifications and neutralizations for behaviour.”

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- “Believing that circumstance is the reason and thus the justification for the behaviour, and blaming outside forces for behaviour, thoughts and feelings leads to clients believing that they cannot control what they think, feel and do (i.e., they are a victim) when in reality, the opposite is true.”

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- “In our opinion, **the direct causal link of thought to behaviour is the crux of the matter.** Either I am responsible for all of what I think, feel and do *or* I am not responsible. If I am not responsible, then I have excuses. **If I am responsible, then I recognize that I have choices** and I cannot blame others, circumstances, or anything else but myself for my problems and for my **successes.**”

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- “**Once clients understand** the direct causal link between their thoughts and their behaviour (that the only reason for behaviour is the thoughts) **then clients are in a position to begin to evaluate the costs and benefits of their behaviour *and* of their thinking.**”

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- We want less victims
- If they change their minds, less victims
- Shifting officers
- from monitors to
- change agents!

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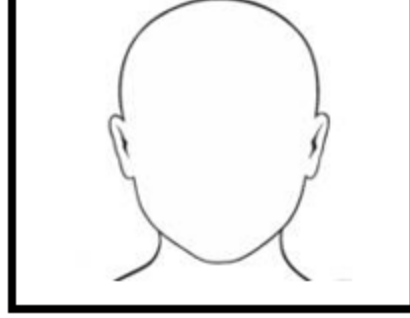
- Example: Julie
- Role Clarification
- Start with the client's goals
- Help them determine how to meet goals

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- COGNITIVE BEHAVIORAL MODEL
- Not telling them they are wrong
- Nor immoral, nor criminal
- Just making decisions
- Leading to consequences
- Change decisions, change consequences

At football game, guy
behind me spills drink
down my back.



I turn around and
shove the guy.

I get into a fist fight
and get arrested for
assault.

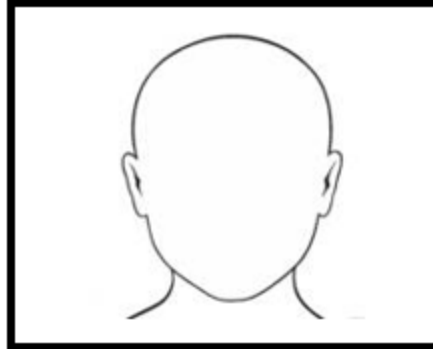
He's disrespecting me.

I need to put that guy in his
place.

He meant to do that.



New Thoughts



It was probably an

New Behavior

I use paper towels to dry off
and keep watching the
game.

New
Consequence

I don't get in a fight.
I avoid getting arrested.