The Building Blocks Model®
Implementing EBP in your organization

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Workshop overview

1. Implementing EBP
   - Participant survey
2. Successful EBP Implementation
   - EBP ‘versus’ PBE?
   - Reflection and co-creation as elements of successful EBP implementation
3. The Building Blocks Model ®
   - Overview
   - Research findings
4. Interactive part
   - Defining and discussing building blocks
5. The RCCCD example
6. SWOT
Part 1

IMPLEMENTING EBP

PARTICIPANT SURVEY
• What kind of evidence
  - Recidivism
  - Thinking and behavior
  - Social inclusion / citizenship

• What kind of practice
  - RNR
  - COG / ART (new behavior)
  - MI / Balanced working alliance
  - MST
  - Restorative justice & community payback
  - COSA
  - Employment
Wall of Recidivism

ASSESS THE "BIG 8" CRIMINOGENIC NEEDS

The more you help offenders drive down criminogenic needs, the better are their chances of quitting crime.

REDEMPTION FACTORS

RESILIENCY

CITIZEN

SERVANT

HELPER

VOLUNTEER

MODEL

CHANGE AGENT

SCRIPT

RISK ENGAGEMENT

COMMENED TO CLIENT

WITH DUAL ROLE

ENGAGED

FLEXIBLE

CONDEMNATION

SCRIPT

OUTLAW

OUTCAST

IDENTITY

RISK FACTORS

AVOIDANT

COMMITTED

TO SYSTEM

IN-CHARGE

NOT SOFT

CONSTANT

AVANS

university of applied sciences

centre for public safety & criminal justice

Rewards of Pro-social Thinking & Behavior

Stabilizing Satisfying Employment

PRO-SOCIAL IDENTITY

PROTECTIVE FACTORS

STABLE ATTACHMENT
Implementation success factors

- Product
- Change Agents
- Adoption
- Facilities
Part 2
SUCCESSFUL EBP IMPLEMENTATION

EBP ‘VERSUS’ PBE?
REFLECTION AND CO-CREATION IN LEARNING ORGANIZATIONS
Action Sources

- Evidence-based practice (EBP)
- Practice-based evidence (PBE)
EBP: what’s in it for me?

• Theories and models will always fall short of ‘covering’ the real world:
  - The map will never be as big as the landscape itself
  - There will always be a great deal of ‘discretionary space’ where officers are confronted with choices regarding how to best operationalize some aspect of the prevailing (practice) model.

• Scientific ‘truth’ entering the relationship may be regarded as alien and rigid by both officer and client
EBP: what’s in it for me?

- When confronted with ambiguity or doubt, staff may default to avoiding the risk of novelty (and rely on control talk / safety measures).
- EBP itself is sometimes welcomed by street level cynicism, ambivalence and/or apathy:
  - This will never work for me and my clients
  - I already do this / do not tell me what to do
  - Yet another hype, we will just sit it out
  - Theoreticism: relying on personal values or experiences only for accepting or rejecting knowledge (intuitionism, anti-intellectualism)
- Effects: paradigm passion (officers and content-free managers), methodological or sociological knowledge destruction
PBE: practice-based evidence

• Discretionary space
  - Professional autonomy for complex situations
  - Discretion, like a hole in a doughnut, does not exist except as an area left open by a surrounding belt of restriction. (Dworkin 1977, p. 31).
  - Prevent arbitrariness & lack of transparency by deviation under consultation / liberating frames

• Reflective practitioner

• Tacit knowledge: the hidden treasure
  - High pressure decision making
  - Immediate and convincing responses
  - Limited, slow, vulnerable knowledge development

• Learning organization
  - Arranges feedback to protect knowledge as most valuable possession
  - A challenge for service oriented organizations: intangible words and deeds, consensus needs attention
Implementation happenings

• Top-down EBP implementation in highly hierarchical organizations: *make it happen* (meets street level bureaucracy)

• PBE- grounded program building in autonomous teams: *let it happen* (drifts away from useful / precise science)

• Integrating EBP and PBE: *help it happen* (science and street level as co-creators)
The missing link: integrating EBP with PBE
Part 3

THE BUILDING BLOCKS MODEL®

OVERVIEW
RESEARCH FINDINGS
Purpose of the Building Blocks Model ®

• The Building Block Model (BBM, Vogelvang 2009) supports organizational change.
• The BBM was developed in order to help teams find and renew their motivation for supporting EBPs.
• The BBM helps staff identify their uncertainties, align and progressively expand their practice with fidelity to a shared *kick-off model* that remains evidence-based in essence, but then in large part co-created by the staff themselves. *Help it happen.*
• The BBM assists line officers in both reflecting on various tacit aspects of their practice as well as have clear input and a sense of ownership in their collective unit model.
BBM implementation description: how to address four challenges

A. Intrinsic motivation
B. Extrinsic motivation
C. Discretionary space
D. Coaching / feedback
A. Intrinsic motivation

- Staff engagement & fidelity warrant logical performance criteria for successful implementation:
  - The BBM provides the means for staff to become intrinsically motivated re. the innovation;
  - The BBM provides sustainable coaching & feedback
B. Extrinsic motivation: Installing for Buy-in

- Importance of not doing it *to* anyone or *neglecting* them, but doing it *with* them
  - the adoption factor, avoiding the top-down and bottom-up strategies
  - using four *processes* of MI for the implementation
  - Co-creation of EBP by systematically working with PBE
- the product factor
- Management actively supports the BBM and its organizational consequences
  - the facilities factor
All Building Blocks Ultimately Fall Into One of These Four Categories

- **EBP Vetting Process**
  - Starting Method Point Version 1.0
    - 30 – 40 Program Element Candidates for Core Intervention Components on Building Blocks
  - Elements that appear to be working

- **Elements in the Original Starting Method**
  - ‘Hits’
  - ‘Misses’

- **Elements Not in the Original Starting Method**
  - ‘Finds’
  - ‘Roadblocks’

(Vogelvang, 2009)
BBM® Implementation Process

Initial 3-Day Training in Pilot Model (BBM® Version 1.0)

Initial Coaching in Pilot Model

1-3 Pilot Unit Community of Practice (CoP) Sessions to Establish BBM® (Version 1.1)

On-going BBM® CoP Meetings to Vet BBs
C. Maintaining fidelity within discretionary space

1. Dialogue facilitates fidelity by looking at the BBs from different perspectives (voices)
2. BBM® framework is durable
3. Cross-Team Learning
4. Continuously stretching to accommodate new BBs without sacrificing fidelity to older ones
Building Block Trajectory

supporting fidelity

Development and Design Team

Team discusses (and identifies) building blocks

Line officer or supervisor identifies building block

All teams / CoP’s

Method v. 2.0
D: Providing coaching/feedback: the BBM® Structure

Implementation/Design Team

Development Team

Juvenile (n=7-8)

Special Adult (n=7-8)

Regular Adult (n=7-8)

Supervisors & Leads

BBM® Communities of Practice
BBM application

• The Netherlands:
  - New Perspectives on Return young adult re-entry program (probation)
  - Work Wise re-entry program (juvenile corrections)
  - City of Den Bosch 2012-2018 crime prevention project
  - In-home family crisis teams Amsterdam & The Hague

• USA:
  - Ramsey County Community Corrections Department
BBM Research

- Sense of being involved in method development
  - Self-efficacy
    - Valuing the BBM
      - Significance level: * p < .05, ** p < .01, *** p < .001, n=81

- Valuing the BBM as a supporting tool for method development

Channa Al, 2007
Part 4

INTERACTIVE PART
DEFINING AND DISCUSSING BUILDING BLOCKS
Vetting a BB

- Simulate a meeting with a small group.
- Agree on one generic practice element to discuss a **find or roadblock**:
  - Find: Something that is not part of the method you are practicing but appears to be successful and worth considering being part of version 2.0
  - Roadblock: Something that is not part of the method you are practicing and appears to needed for version 2.0
- **The dialogic process:**
  - Officer describes the situation, intervention, reaction, outcome
  - Officer gives reasons why he judges this BB as a find or roadblock
  - Officer presents a proposal to test the find of solution to the roadblock
  - Team discussion: Is this BB relevant and sufficiently general in nature?
    - If no: stop BB
  - Team compares the BB and the proposal with the mission statement and core elements of the starting method
  - Team agreement: testing the BB (who, when, where, for how long, indicators)
Part 5

THE RCCCD EXAMPLE
THE BUILDING BLOCKS MODEL IN ACTION
RAMSEY COUNTY COMMUNITY CORRECTIONS DEPARTMENT
Starting method of the RCCCD Pilot Practice Model
RCCCD Pilot Practice Model: Platform for Supervision
RCCCD Pilot Practice Model: Preferred Process and Step Flow

4 PROCESSES OF MOTIVATIONAL INTERVIEWING

- Engaging
- Focusing
- Evoking
- Planning

4 STEPS OF COGNITIVE COACHING

- Practicing/Feedback
- Modeling
- Describing
- Homework
RCCD Pilot Practice Model Elements

I. SUPERVISION PYRAMID

Motivational Interviewing Processes
1) Engaging
2) Focusing
3) Evoking
4) Planning
Cognitive-Behavioral Coaching
5) Explaining/Describing
6) Modeling
7) Practicing w/ Feedback
8) Homework/ Transferring

Brokering Services & Pro-social support
9) Screening
10) Assessing
11) Providing Options
12) Immediate Concrete Referrals & Collaboration

Sanctioning/Reward Strategies
13) Establishing Expectations
14) Monitoring
15) Reinforcing Behavior
16) Resetting Expectations

II. NAVIGATION SYSTEM

MI Spirit
17) Partnership
18) Acceptance
19) Compassion
20) Evocation

Interaction Styles
21) Following
22) Guiding
23) Directing

III. ON-GOING ASSESSMENT

Session Check-ins
24) Role Clarification
25) Homework
26) Relapse Prevention

Seven Step Assessment
27) Physical Stability
28) Motivation/ Responsivity
29) Risk/Needs and Protective Factors
30) Rules & Schemas
31) Social Support (Capital)
32) Goals
33) Contexts
## Building Block Starting Model® ‘log forms’

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Part 6

BBM SWOT
PARTICIPANT OPINIONS
## BBM SWOT

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THANK YOU FOR YOUR ATTENTION