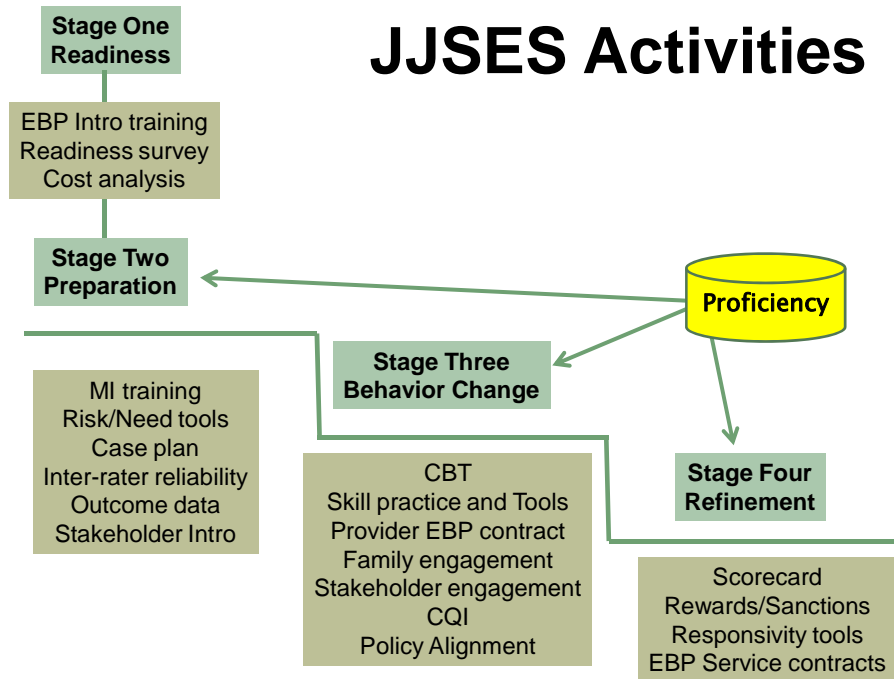


Jurisdictions with experience implementing evidence based practices have learned that change takes time and that thoughtful, well paced change will likely be more successful than attempting to change too many processes at once. Staff and managers need to master policies and skills before proceeding to the next enhancement especially if that enhancement builds on the previous change. In addition, people resist change when they do not have sufficient support and time to learn and refine a skill. “Go slow to go fast” is often stated by those jurisdictions who were early adopters of the evidence based practices effort.

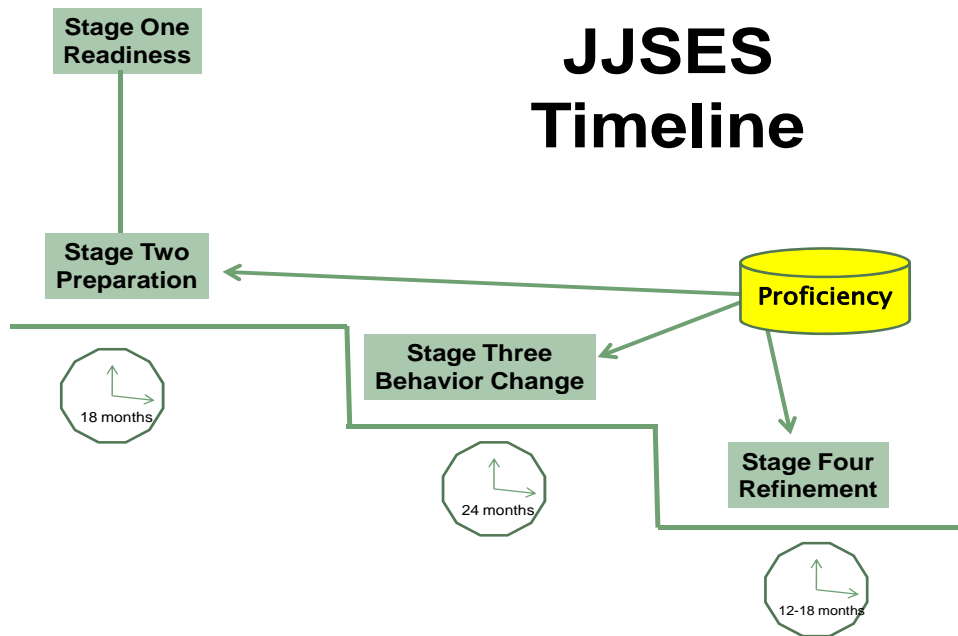
Juvenile Justice in the Commonwealth of Pennsylvania seeks to implement the JJSES vision through four stages. An individual jurisdiction would proceed to the next stage only when it has acquired sufficient proficiency with the previous stage’s activities and skills.

# JJSES Activities



Each stage of change contains a core set of activities and skills. These items build on each other. For example, staff should receive an introduction to evidence based practices before they are trained on the actuarial risk instruments. That introductory training provides the conceptual and research foundation from which risk/need tools are derived. Case plans should follow the adoption of risk/need tools. Behavioral change techniques should be put in place after staff have sufficient understanding of criminogenic needs.

# JJSES Timeline



The following shows the major activities involved in each stage and the estimated amount of time to acquire mastery.

	Readiness Stage (TBD)	Preparation Stage (18 mos)	Behavioral Change Stage (24 mos)	Refinement Stage (12-18 mos)
<b>Beginning of Stage</b>	<ol style="list-style-type: none"> <li>1. Intro to EBP training</li> <li>2. Management support to move ahead</li> </ol>	<ol style="list-style-type: none"> <li>1. Motivational interviewing training</li> <li>2. Planning team</li> </ol>	<ol style="list-style-type: none"> <li>1. Supervisor coaching training</li> <li>2. Core competency training</li> </ol>	<ol style="list-style-type: none"> <li>1. Reward and sanction policies</li> <li>2. Policy and procedural checklist</li> </ol>
<b>Middle Portion of Stage</b>	<ol style="list-style-type: none"> <li>3. Organizational readiness survey</li> <li>4. Cost analysis</li> </ol>	<ol style="list-style-type: none"> <li>3. Risk and need assessment training</li> <li>4. MH assessment</li> <li>5. Inter-rater reliability</li> </ol>	<ol style="list-style-type: none"> <li>3. CBT and toolkit</li> <li>4. Criminogenic need preferred service checklist</li> <li>5. Specialized assessments</li> <li>6. CQI on skill practice</li> <li>7. Service gap assessment</li> <li>8. QII</li> </ol>	<ol style="list-style-type: none"> <li>3. Evaluation</li> <li>4. Scorecard</li> <li>5. EBP service contracts</li> </ol>
<b>End of Stage</b>	<ol style="list-style-type: none"> <li>5. Follow up to readiness survey</li> </ol>	<ol style="list-style-type: none"> <li>6. Case plan training</li> <li>7. CQI</li> <li>8. Outcome and output data</li> <li>9. Service provider, victim, and stakeholder EBP introduction</li> </ol>	<ol style="list-style-type: none"> <li>9. Evidence based management training</li> <li>10. Supervisor coaching curriculum</li> <li>11. SPEP or CPC checklist</li> <li>12. Dashboard measures</li> <li>13. Outcome data</li> <li>14. Policy alignment</li> </ol>	<ol style="list-style-type: none"> <li>6. Refinement and incremental improvement</li> </ol>