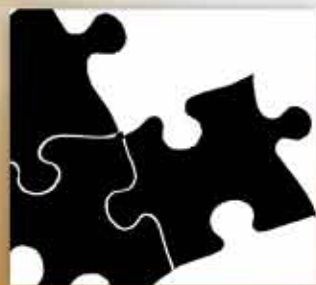




EVIDENCE-BASED PRACTICE SKILLS ASSESSMENT FOR **Criminal Justice Organizations**



Version 1.0

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A Project of the National Institute of Corrections in Partnership with the
Crime and Justice Institute at Community Resources for Justice

Evidence-Based Practice Skills
Assessment
(EBPSA)
for Criminal Justice Organizations

(Version 1.0)

A Project of the National Institute of Corrections

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2010



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OVERVIEW

The Evidence-based Practice Skills Assessment (EBPSA) is a self-report measurement tool designed to gauge the extent to which correctional staff demonstrate the skills necessary to successfully implement Evidence-based Practices (EBP). Three forms of the tool have been developed. This guide will summarize how the EBPSA enhances an organization's ability to become a more effective evidence-based organization. A brief overview will describe the development of the EBPSA. Additional sections address reliability analysis, scoring keys for each EBPSA form and how to utilize the information obtained from the assessments.

I. INTRODUCTION

Evidence-based Organizations

An evidence-based organization (EBO) consistently demonstrates the ability to achieve outcomes through effective problem solving and decision-making. As the name implies, such an organization simultaneously uses evidence to achieve its outcomes and corroborates those outcomes through measurement and exhaustive communication. An EBO uses data to drive decisions and develop innovative approaches to delivering services. For criminal justice organizations, this strengthens public safety by reducing recidivism.

Part of becoming an EBO is ensuring that staff either have or acquire the skills necessary to implement evidence-based practices. This allows an organization to increase the prospect of achieving its desired outcomes. However, it is often difficult to identify staff members' current skill level, what skills need to be enhanced, and what type of training is needed to assist staff. The EBPSA has been designed to address this need; using the tool will help organizations identify the EBP knowledge, skill strengths, and needs of their staff, and to continue the learning process and enhance training, coaching, and feedback mechanisms.

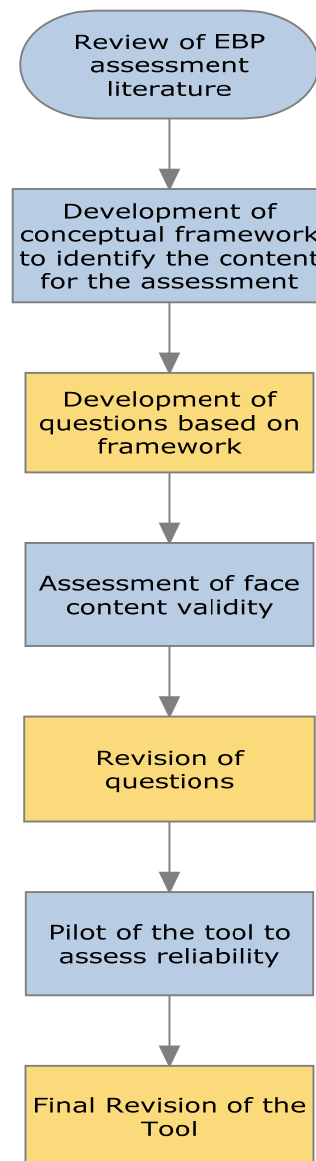
For more information on creating an EBO, implementing EBP, and other assessment resources please see *Putting the Pieces Together: Practical Strategies for Implementing Evidence-Based Practices* developed by the Crime and Justice Institute at Community Resources for Justice, <http://www.cjinsitute.org>.

Development and Description the EBPSA

EBPSA Development

This assessment was constructed based on the question, “What skills do staff need to possess to effectively implement EBP”? Several skill areas identified were based on practical experience with EBP implementation and relevant literature. From there, the development of the EBPSA followed the steps outlined in *Exhibit 1: Tool Design Process*.

Exhibit 1: Tool Design Process



The process began with a review of the literature on EBP. This initial step produced a conceptual framework for the content of the assessment tool. This framework contained the following skill sets:

1. **Skills specific to the evidence-based practice being implemented:** respondents are retaining and applying the skills necessary to implement a specific EBP;
2. **Analytical thinking:** respondents are identifying problems and their cause, formulating potential solutions, collecting information, analyzing information and developing final solutions;
3. **Communication skills:** respondents are applying effective listening, reflective listening, effective supporting and effective differing;
4. **Critical thinking:** respondents demonstrate open-mindedness, are well informed, judge for credibility, clarify with questioning, seek information, seek all possible explanations, and listen for all opinions and ideas;
5. **Ethics:** respondents uphold the law, are firm and fair, support humane custody, maintain confidentiality, are not using power or authority for personal gain, and are not discriminating against another;
6. **Interviewing skills:** respondents express empathy, avoid labeling and blaming, believe a client can change, believe a client is responsible for choice, and uses “change talk”;
7. **Readiness for change:** respondent identifies the readiness of both the individual and the organization to undertake change process, to adapt, and to use new skills and technology to better serve clients;
8. **Strength-based approach to working with clients (attitude/philosophy):** respondent identifies strengths of the client, uses strengths to motivate clients, accepts that solutions are different for each client; looks for strengths in client family and community; and looks for the client to participate in planning;
9. **Teamwork skills:** respondent demonstrates decision-making, conflict resolution, pursuit of professional development, and accountability to the team; and
10. **Use of positive reinforcement techniques:** respondent uses four positives to every negative; provides genuine feedback; and catches clients when their behavior is acceptable.

Where appropriate, the tool utilizes pre-existing scales developed by others. For example, substance abuse studies by the Institute of Behavioral Research at Texas Christian University have resulted in a tool called Organizational Readiness for Change. Subscales from this tool have been incorporated in the EBPSA with permission.

Further work by the tool developers resulted in the identification of 11 original subscales:

- a. Support for Evidence-based Practices;
- b. Strength-based Approaches;
- c. Interviewing Skills;
- d. Analytical Thinking;
- e. Critical Thinking;
- f. Communication;
- g. Ethics;
- h. Adaptability;
- i. Growth;
- j. Teamwork; and
- k. Use of Positive Reinforcement Techniques.

The testing phase of the tool included questions that pertained to individual behavior, and behaviors observed amongst a respondent's working team (The respondent can define "team" as is appropriate to their organizational structure.) A total of 160 items were developed and "tested" to establish face validity. No items were eliminated during this step.

Once face validity was established, the EBPSA was tested with three correctional organizations for the internal consistency of each of the subscales/items. Based upon this work, three forms of the tool were developed. Details of the psychometric testing can be found in the *Reliability* section of this guide.

Description of the EBPSA

The EBP Skills Assessment is designed to determine how often correctional staff demonstrate the skills deemed necessary to successfully implement EBP. The assessment is to be administered to correctional supervisors and line staff and is intended to be used as a group measure. The results of the assessment are reported at a team level and are to be used to identify the following:

- The skill sets staff already demonstrate that support EBP implementation; and
- The gaps in skills that staff are experiencing that may inhibit successful implementation of EBP.

The EBPSA includes ten subscales. The first three subscales are (1) Organizational Support, (2) Strength-Based Approach and (3) Interviewing Skills. The other seven subscales are designed to capture skill sets from both a team and individual perspective. These scales are (1) Analytical Skills, (2) Critical Thinking Skills, (3) Communication Skills, (4) Ethics, (5) Growth, (6) Teamwork and (7) Use of Positive Reinforcement. Please see the *Subscale Descriptions* (Appendix A) for skills definitions.

The EBPSA has three forms designed to provide correctional organizations with options that best fit their needs and organizational structure. The three forms are:

- (1) **EBPSA – Full Form** – Includes ten subscales with both a team and individual perspective, 139 items, and an average of eight items/scale (Appendix B);
- (2) **EBPSA – Team Form** – Includes ten subscales with a team perspective only, 102 items, and an average of ten items/scale (Appendix C); and
- (3) **EBPSA – Individual Form** – Includes nine subscales with an individual perspective only, 90 items, and an average of ten items/scale (Appendix D).

It should be noted that the EBPSA is not to be used to generate individual-level results. All three forms are to be used to create team or organizational results.

More information about the administration of the EBPSA can be found in the *Administration and Scoring* section.

II. RELIABILITY

Reliability of survey instruments (e.g., skills assessment), is a measure of consistency of different subscales/items intended to measure the same characteristic(s). The general category of reliability that was tested for EBPSA was internal consistency, which identifies the extent that the tool consistently measures its content the same way each time it is used.

Internal Consistency

Two of the more commonly employed measures of internal consistency are Cronbach's alpha coefficient and the inter-correlations between items on a scale, both of which were used with respect to the EPBSA.

A sample of 364 probation line officers and supervisors from Kansas Department of Corrections Community Corrections Division, Grant County Indiana Corrections Services and Yavapai County Arizona Adult Probation Department were used to establish the reliability of the EBPSA. The overall response rate was 55% (N=203) of the eligible participants.

Exhibit 2. Internal Consistency Coefficients for the EBPSA provides the probation line staff/supervisor coefficient alpha and mean score for each scale as it pertains to each form of the EBPSA, summarizing general psychometric evidence for the reliability of this assessment.

Exhibit 2. Internal Consistency Coefficients for the EBPSA

EBPSA – Full Form Reliabilities			EBPSA – Team Reliabilities			EBPSA – Individual Reliabilities		
Subscales	Alpha	Mean	Subscales	Alpha	Mean	Subscales	Alpha	Mean
Organizational Support	.91	3.5	Organizational Support	.91	3.5	Organizational Support	.91	3.5
Strength-Based Approach	.79	4.1	Strength Based Approach	.79	4.1	Strength Based	.79	4.1
Interviewing Skills	.92	4.1	Interviewing Skills	.92	4.1	Interviewing Skills	.92	4.1
Analytical Thinking	.86	3.7	Analytical Thinking	.81	3.5	Analytical Thinking	.80	3.9
Critical Thinking	.83	3.8	Critical Thinking	.80	3.7	Critical Thinking	.76	4.0
Communication	.85	3.6	Communication	.85	3.6	Ethics	.76	4.4
Ethics	.81	4.2	Ethics	.74	4.0	Growth	.70	3.3
Growth	.85	3.3	Growth	.80	3.3	Teamwork	.87	3.9
Teamwork	.99	3.6	Teamwork	.93	3.8	Use of Positive	.77	4.1
Use of Positive Reinforcements	.84	3.8	Use of Positive Reinforcements	.81	3.7	Reinforcements		

Elimination of Subscales and Items

Not all of the original subscales/items are included in the final forms of the EPBSA. This is due to the findings of the reliability analysis. Some subscales/items were found to be poor performing (i.e., those items that showed low internal consistency/reliability). For instance, adaptability was one of the original skills identified by the project advisory committee as an important skill to possess for the implementation of EBP. However, reliability analysis of this subscale showed that the developed items did not reliably measure the targeted skill for all forms of the EBPSA. Adaptability was therefore eliminated from all forms of the EBPSA. Communication was also eliminated from the *EBPSA – Individual Form*, due to low reliability. This does not mean that adaptability and communication are not important skills for EBP implementation, but rather for the initial development of the EBPSA the items developed did not measure these skills in a reliable manner.

III. ADMINISTRATION AND SCORING

Administration

The EBPSA is self-administered and is designed to target front line staff and supervisors in both juvenile and adult corrections. The EBPSA assumes respondents are either correctional staff providing direct services to offenders, probation/parole officers, or supervisors overseeing correctional/probation/parole staff.

There is no time limit for completion of the assessment. However, under normal circumstances respondents will finish each form of the EBPSA in approximately 20 to 30 minutes.

The response to each question on the tool is chosen from a five-point scale indicating how often the individual or the team displays the specific skill. The scale is as follows:

- 1= Not At All
- 2=Rarely
- 3=Sometimes
- 4=Most of the Time
- 5=Always

Scoring

Each form of the EBPSA can be hand-scored using the scoring key found in the corresponding Appendices (B, C, and D) or it can be electronically scored using a computer program. When hand-scoring the EBPSA it is imperative that all subscales be scored in a positive direction so that “Always” responses receive five raw score points, “Most of the Time” responses four raw score points, “Sometimes” responses three raw score points, “Rarely” responses two raw score points and “Not At All” responses one raw score point. Utilization of scores and information obtained from the EBPSA will be discussed in the *Intended Utilization and Results* section of the guide.

IV. INTENDED UTILIZATION AND RESULTS

EBPSA Utilization

The tool is to be used to assess staff readiness to implement EBP. Any employee group will demonstrate strength in some skills and opportunities for growth in others. Using the tool will provide the feedback necessary to identify those strengths and opportunities.

As with any assessment tool, it is important for the organization's leadership to respond to the results in a constructive way, and that this tool is not used punitively. Doing so will signal to the staff that it is not safe to express concerns or doubts about the work being done or to ask for help. When reviewing the results, consider how they can be used to positively reinforce strengths, and to develop a plan to address need areas. Here are some examples:

- (1) The assessment results for Organization A indicate that staff lack the communication skills necessary to implement EBP. A potential response to this finding is providing training about interpersonal team communication skills. The content might address such issues as active listening, supportive differing, reflective listening and so forth.
- (2) The assessment results for Organization B indicate that certain teams lack the interviewing skills necessary when initially meeting with a client to assess needs and develop service delivery plans. A potential response is providing individual observation and coaching to staff about how to conduct interviews where the interviewer expresses empathy, asks clarifying questions, avoids blaming and fully engages the client in the process.
- (3) The assessment results for Organization C indicate that some teams are better prepared to implement EBP. For example, one team reports it does a great job in interviewing clients; the remaining teams do not. A helpful next step here is arranging for the exemplar team to conduct some training with other teams about their approach, the specific tools they use and so forth.

Because the tool has strong reliability, using it as a pre-post measure or a multiple measurement over time is appropriate. However, the user is cautioned that only face validity has been established at this time.

EBPSA Results

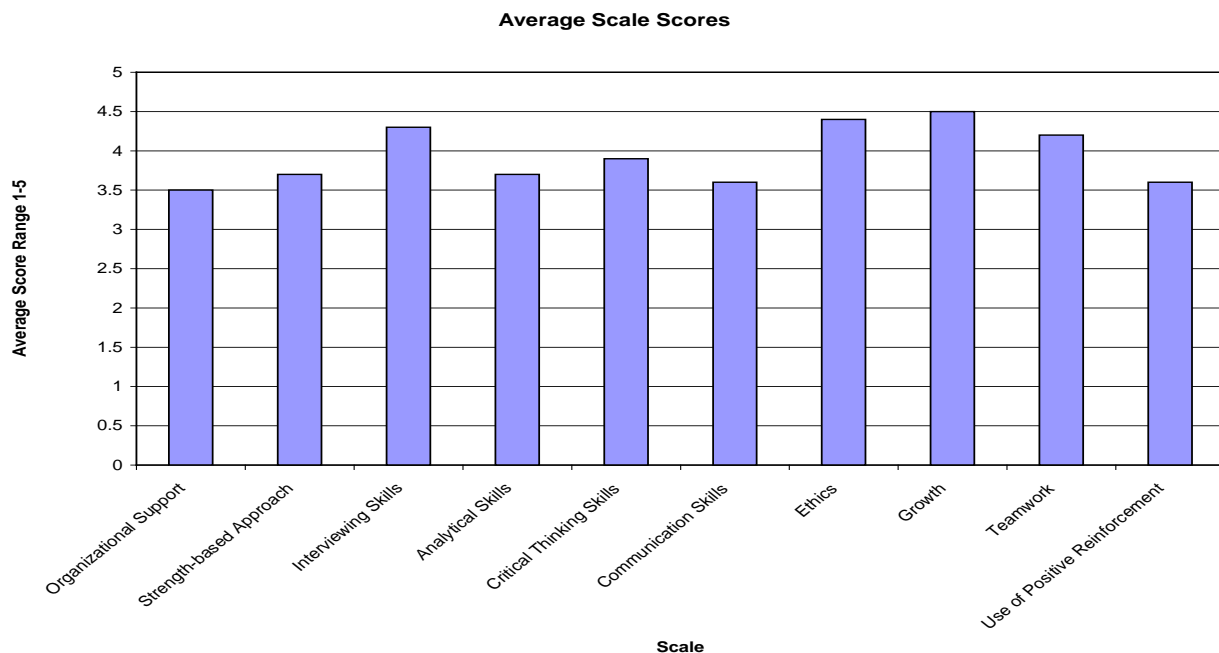
Depending upon the size of the organization, a variety of results may emerge. It is essential to respond to those results in ways that will increase the probability that staff and teams will be able to successfully implement and sustain EBP.

A Specific Example

The results of the assessment should be generated for individual teams, sets of teams, and the entire organization, depending upon the organizational structure. Below is a sample report that can be generated for an individual team:

EBPSA Subscales	Average Team Score
1. Organizational Support	3.5
2. Strength-based Approach	3.7
3. Interviewing Skills	4.3
4. Analytical Skills	3.7
5. Critical Thinking Skills	3.9
6. Communication Skills	3.6
7. Ethics	4.4
8. Growth	4.5
9. Teamwork	4.2
10. Use of Positive Reinforcement	3.6

Another way of looking at these results is via a graphic presentation as shown below:



Because the EBPSA is in its infancy in terms of tool development, norms are not available against which an organization can compare and contrast its results. However, organizations can decide how their results will be interpreted prior to administration. For example, an average scale score of 3.7 (out of a 5-point scale) could be set as a benchmark for performance. Any average score lower than 3.7 would then get attention for further analysis (item analysis) and potential professional development for the staff, while results over 3.7 would be cause for recognition and praise.

V. FUTURE DEVELOPMENT

The EBPSA is in the early stages of the lifecycle of an assessment tool. The data presented here are based on a small number of professionals from three organizations. The preliminary reliability analysis suggests the tool has internal consistency. Further use of the tool by other organizations will allow additional testing of reliability.

Content validity needs to be established for the EBPSA. Tool developers and contributors see its content as important to the implementation of EBP projects, giving the tool preliminary face validity. Further use of the tool by other organizations will provide more data and allow for further testing of validity.

VI. REFERENCES

The work of the following professionals and organizations contributed to the development of the EBPSA:

Ameen, Christine A. based upon the work of: Schreiner, Laurie. 2007. *A Strengths-Based Approach to the First-Year Experience: Evidence for Engaged Learning*, a training session by Dr. Laurie Schreiner, Noel Academy for Strengths-Based Leadership and Education at the Azusa Pacific University, Azusa, CA.

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Student Services of the Anglia Ruskin University, Cambridge, England: *On-line Guide for Critical and Analytical Thinking*, undated.

Texas Department of Criminal Justice. *Code of Ethics*. Available from their website, undated.

The Organizational Readiness for Change – Treatment Staff Version (TCU ORC-S) was developed as part of NIDA Grant R37 DA13093, *Transferring Drug Abuse Treatment and Assessment Resources*.

The Survey of Organizational Functioning (TCU SOF) was developed as part of NIDA Grants R37 DA13093, *Transferring Drug Abuse Treatment and Assessment Resources*, and R01 DA014468, *Organizational and Resource Assessments for Treatment Providers*.

APPENDIX A

Subscale Description

Subscale Descriptions

1. **Organizational support:** Items relate to how the organization is perceived by the individual in terms of support for evidence-based practices, open communication, change, cohesion, peer collaboration, readiness to change and collective responsibility.
2. **Strength-based approach to working with offenders (attitude/philosophy):** Items are designed to measure the attitude reflected by a strength-based approach.
3. **Interviewing Skills:** Items include expressing empathy, avoid labeling and blaming, believing client can change, believing client is responsible for choice, and using “change talk”.
4. **Analytical thinking:** Items include problem identification, root cause analysis, formulating potential solutions, collecting information, analyzing information and developing final solutions.
5. **Critical thinking:** Items include open-mindedness, being well informed, judging for credibility, clarifying with questioning, seeking information, seeking all possible explanations, and listening for all opinions and ideas.
6. **Communication skills:** Items include effective listening, reflective listening, effective supporting and effective differing.
7. **Ethics:** Items include upholding the law, being firm and fair, supporting humane custody, maintaining confidentiality, not using power or authority for personal gain, and not discriminating against another.
8. **Growth:** Items include encouraging professional growth, keeping current on new research and techniques and identifying opportunities for skill enhancement.
9. **Teamwork skills:** Items include decision-making, conflict resolution, pursuit of professional development, and accountability to the team.
10. **Use of positive reinforcement techniques:** Items include four positives to every negative; genuine feedback; and catching clients when they’re behavior is acceptable.

APPENDIX B
EBPSA – Full Form
And Scoring Key

**Evidence-Based Practice Skills Assessment (EBPSA)
Full Form**

Name/ID:		Date:
Years in Working in Corrections:	Age:	Gender: M F

We want to learn more about you, so we can provide better training opportunities that will help you in your day-to-day interactions with offenders and implementing evidence-based practices. Using the scale to the right please circle the number that reflects how often the following statements happen by either you or your team members.

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
1. I rely on valid and reliable information when making decisions.	1	2	3	4	5
2. We test out our potential solutions before fully implementing.	1	2	3	4	5
3. Our team does a good job of being objective when listening to each other.	1	2	3	4	5
4. It is important for us to understand the aspirations of our clients.	1	2	3	4	5
5. The approach to clients must be flexible because they vary in what they need.	1	2	3	4	5
6. Staff here are always quick to help one another when needed.	1	2	3	4	5
7. I end my interviews by asking clients if they have anything else they want to say or clarify.	1	2	3	4	5
8. We are firm but fair in how we conduct our work.	1	2	3	4	5
9. I rephrase or repeat back to a client to make sure I heard what they said.	1	2	3	4	5
10. Our team does a good job of resolving team conflict.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
11. I do a good job of giving positive feedback to my clients.	1	2	3	4	5
12. There is a high level of trust between me and my team mates.	1	2	3	4	5
13. This program encourages and supports professional growth.	1	2	3	4	5
14. I maintain the highest standards of honesty and integrity.	1	2	3	4	5
15. I reflect back to the client what I think she or he is feeling.	1	2	3	4	5
16. Many staff in this program take responsibility for improving the program.	1	2	3	4	5
17. Program staff are always kept well informed.	1	2	3	4	5
18. Our team members accept responsibility for our team's goals.	1	2	3	4	5
19. I am willing to offer help to my team mates.	1	2	3	4	5
20. We rely on valid and reliable information when making decisions.	1	2	3	4	5
21. I pay attention to statements that clients make that tell me they recognize they have a problem.	1	2	3	4	5
22. We ask a lot of questions to clarify what we mean when communicating with each other.	1	2	3	4	5
23. I pay attention to my body language when I'm interacting with clients.	1	2	3	4	5
24. Our team reads about new techniques and treatment information each month.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
25. Our team uses feedback to facilitate discussing issues and problems.	1	2	3	4	5
26. I look at all possible alternatives when looking at issues.	1	2	3	4	5
27. Our team does a good job of giving positive feedback to our clients.	1	2	3	4	5
28. We don't condone discrimination or harassment against any person.	1	2	3	4	5
29. We actively listen to one another when communicating with each other.	1	2	3	4	5
30. Our team does a good job of holding each other accountable for commitments made.	1	2	3	4	5
31. You have enough opportunities to keep your professional skills up-to-date.	1	2	3	4	5
32. Our team would never use power or authority inappropriately.	1	2	3	4	5
33. Our team regularly reads professional journal articles or books about our work.	1	2	3	4	5
34. Most staff at this program are cordial.	1	2	3	4	5
35. Trying out new ideas is encouraged.	1	2	3	4	5
36. I clarify what a client means if I don't understand what she or he said to me.	1	2	3	4	5
37. I am willing to ask my team mates for help.	1	2	3	4	5
38. We take our time to carefully analyze information when problem-solving.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
39. If a client is ambivalent, I try to present both sides of the issue for clarification.	1	2	3	4	5
40. I am willing to accept feedback from my team mates.	1	2	3	4	5
41. I take enough time to consider all of the information when making decisions.	1	2	3	4	5
42. The general attitude here is to use new and changing technology.	1	2	3	4	5
43. I am willing to offer feedback to my team mates.	1	2	3	4	5
44. I listen for statements that tell me a client is willing to change their behavior.	1	2	3	4	5
45. I don't condone discrimination or harassment against any person.	1	2	3	4	5
46. The director, staff, and staff collaborate to make this program run effectively.	1	2	3	4	5
47. I would never use power or authority inappropriately.	1	2	3	4	5
48. I believe our work is more effective when we emphasize the positive behavior my clients achieve.	1	2	3	4	5
49. I do a good job at resolving conflicts with others.	1	2	3	4	5
50. When I interview clients, I summarize what they're saying from time to time to make sure I understand what I'm hearing.	1	2	3	4	5
51. I keep well informed about trends in the field.	1	2	3	4	5
52. Many staff in this program set high standards for themselves.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
53. I consciously use body language to let clients know I am listening.	1	2	3	4	5
54. Staff members always feel free to ask questions and express concerns in this program.	1	2	3	4	5
55. At the end of any interview, I summarize the major points to make sure the client and I have the same understanding.	1	2	3	4	5
56. I value the different ideas, opinions and work styles our team has.	1	2	3	4	5
57. I am able to brainstorm effectively when trying to solve problems.	1	2	3	4	5
58. Many staff in this program feel responsible to help each other do their best.	1	2	3	4	5
59. When new ideas are introduced, a rationale for the idea is given.	1	2	3	4	5
60. The work with clients should be solution-focused.	1	2	3	4	5
61. I know where to go to get pertinent information when solving problems.	1	2	3	4	5
62. We know where to go to get pertinent information when solving problems.	1	2	3	4	5
63. When faced with a problem, we can usually identify its root causes.	1	2	3	4	5
64. Our team members are willing to ask other members for help.	1	2	3	4	5
65. Our team believes it is important to affirm the positive things that our clients do.	1	2	3	4	5
66. The staff here always work together as a team.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
67. I affirm the strengths of clients to help give them confidence to tackle the difficult issues.	1	2	3	4	5
68. We look at all possible alternatives when looking at issues.	1	2	3	4	5
69. Staff at this program make a conscious effort to coordinate with other service professionals.	1	2	3	4	5
70. I emphasize the positive things clients do much more than focusing on their mistakes.	1	2	3	4	5
71. Our team members are respectful in how they communicate with one another.	1	2	3	4	5
72. Our team emphasizes the positive things clients do much more than focusing on their mistakes.	1	2	3	4	5
73. Ideas and suggestions from staff get fair consideration by program management.	1	2	3	4	5
74. I am willing to address conflicts that may arise within our team.	1	2	3	4	5
75. I am open to new ideas.	1	2	3	4	5
76. I accept responsibility for our team's goals.	1	2	3	4	5
77. All clients have strengths and assets.	1	2	3	4	5
78. We uphold our organization's policies and procedures.	1	2	3	4	5
79. You frequently hear good staff ideas for improving treatment.	1	2	3	4	5
80. I uphold our organization's policies and procedures.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
81. Mutual trust and cooperation among staff in this program are strong.	1	2	3	4	5
82. I am sincere when I give compliments to clients about the changes they are making.	1	2	3	4	5
83. I am committed to implementing team decisions/team goals.	1	2	3	4	5
84. Our team maintains the highest standards of honesty and integrity.	1	2	3	4	5
85. Our team members are willing to offer help to other members.	1	2	3	4	5
86. I ask questions that allow clients to tell their story in their own words.	1	2	3	4	5
87. There is a high level of trust between team members.	1	2	3	4	5
88. We use logic and objectivity when thinking through issues.	1	2	3	4	5
89. We assume our team members have useful ideas and perspectives.	1	2	3	4	5
90. Our team members are willing to offer feedback to one another.	1	2	3	4	5
91. I believe it is important to affirm the positive things that my clients do.	1	2	3	4	5
92. You regularly read professional journal articles or books about our work.	1	2	3	4	5
93. Many staff in this program help maintain discipline in the entire program, not just their sessions.	1	2	3	4	5
94. When we experience differences of opinion on our team, each person states their own opinions.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
95. Our team is open to new ideas.	1	2	3	4	5
96. My team members are willing to reassess their own views about their work.	1	2	3	4	5
97. Our team values the different ideas, opinions and different work styles we have on our team.	1	2	3	4	5
98. Staff here design therapeutic interventions together.	1	2	3	4	5
99. Our team members are committed to implementing team decisions/ team goals.	1	2	3	4	5
100. The formal and informal communication channels here work very well.	1	2	3	4	5
101. You do a good job of regularly updating and improving your skills.	1	2	3	4	5
102. I am able to define problems very clearly.	1	2	3	4	5
103. Clients are more motivated if they've been involved in decisions about their treatment.	1	2	3	4	5
104. Our team members are willing to accept feedback from one another.	1	2	3	4	5
105. Our team gives four positives for every negative comment when we give feedback to our clients.	1	2	3	4	5
106. I am willing to reassess my own views about my work.	1	2	3	4	5
107. Our team believes our work is more effective when we emphasize the positive behavior our clients achieve.	1	2	3	4	5
108. I am firm but fair in how I conduct my work.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
109. Our team has enough opportunities to keep our professional skills up-to-date.	1	2	3	4	5
110. At this program, staff work together to do what is “best for the clients.”	1	2	3	4	5
111. I keep information confidential.	1	2	3	4	5
112. When new ideas are tried, everyone is informed about it.	1	2	3	4	5
113. When I ask clients questions, I make sure I word them so they have to give me more than a “yes” or “no” response.	1	2	3	4	5
114. I give four positives for every negative comment when I give feedback to my clients.	1	2	3	4	5
115. I make sure I acknowledge with clients when they make a positive change, no matter how small it is.	1	2	3	4	5
116. Our team is able to define problems very clearly.	1	2	3	4	5
117. Our team keeps information confidential.	1	2	3	4	5
118. Helping clients to see their strengths gives them confidence in addressing their issues in a positive way.	1	2	3	4	5
119. I let clients know I’m listening by nodding my head and keeping eye contact.	1	2	3	4	5
120. Our team is willing to address team conflict.	1	2	3	4	5
121. Staff are encouraged here to try new and different techniques.	1	2	3	4	5
122. Focusing on the strengths and assets of our clients helps to find ways to engage clients in their programs.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
123. We take enough time to consider all of the information when making decisions.	1	2	3	4	5
124. I take my time to carefully analyze information when problem-solving.	1	2	3	4	5
125. You read about new techniques and treatment information each month.	1	2	3	4	5
126. Our team does a good job of regularly updating and improving our skills.	1	2	3	4	5
127. It is easy to change procedures here to meet new conditions.	1	2	3	4	5
128. Clients have knowledge and skill that can be tapped to resolve issues.	1	2	3	4	5
129. I use logic and objectivity when thinking through issues.	1	2	3	4	5
130. I learn a lot about clients by asking open-ended questions.	1	2	3	4	5
131. Staff here all get along very well.	1	2	3	4	5
132. We get good training for new things we are going to be doing.	1	2	3	4	5
133. Staff support the director in enforcing program policies and rules.	1	2	3	4	5
134. When faced with a problem, I can usually identify its root causes.	1	2	3	4	5
135. My team members keep well informed about trends in the field.	1	2	3	4	5
136. I do a good job of holding other team mates accountable for the commitments they made.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
137. We are given enough time to learn new skills before we integrate them into our work.	1	2	3	4	5
138. I let the client know I understand what they're feeling.	1	2	3	4	5
139. Clients should take part in planning what treatment or services they will receive.	1	2	3	4	5

Scoring Key for EBPSA Full Form

SCALE	QUESTIONS
Organizational Support	6, 16, 17, 34, 35, 42, 46, 52, 54, 58, 59, 66, 69, 73, 79, 81, 93, 98, 100, 110, 112, 121, 127, 131, 132, 133, 137
Strength-Based Approach	4, 5, 60, 77, 103, 118, 122, 128, 139
Interviewing Skills	7, 9, 15, 21, 23, 36, 39, 44, 50, 53, 55, 67, 82, 86, 113, 115, 119, 130, 138
Individual: Analytical Thinking	57, 61, 102, 124, 134
Individual: Critical Thinking	1, 26, 41, 51, 75, 106, 129
Individual: Ethics	14, 45, 47, 80, 108, 111
Individual: Growth	31, 92, 101, 125
Individual: Teamwork Skills	12, 19, 37, 40, 43, 49, 56, 74, 76, 83, 136
Individual: Use of Positive Reinforcements	11, 48, 70, 91, 114
Team: Analytical Thinking	2, 38, 62, 63, 116
Team: Communication	3, 22, 25, 29, 71, 89, 94
Team: Critical Thinking	20, 68, 88, 95, 96, 123, 135
Team: Ethics	8, 32, 28, 78, 84, 117
Team: Growth	13, 24, 33, 109, 126
Team: Teamwork Skills	10, 18, 30, 64, 85, 87, 90, 97, 99, 104, 120
Team: Use of Positive Reinforcements	27, 65, 72, 105, 107

APPENDIX C
EBPSA – Team Form
And Scoring Key

**Evidence-Based Practice Skills Assessment (EBPSA)
Team Form**

Name/ID:		Date:
Years in Working in Corrections:	Age:	Gender: M F

We want to learn more about you, so we can provide better training opportunities that will help you in your day-to-day interactions with offenders and implementing evidence-based practices. Using the scale to the right please circle the number that reflects how often the following statements happen.

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
1. Clients are more motivated if they've been involved in decisions about their treatment.	1	2	3	4	5
2. Many staff in this program feel responsible to help each other do their best.	1	2	3	4	5
3. Helping clients to see their strengths gives them confidence in addressing their issues in a positive way.	1	2	3	4	5
4. Our team emphasizes the positive things clients do much more than focusing on their mistakes.	1	2	3	4	5
5. Staff are encouraged here to try new and different techniques.	1	2	3	4	5
6. My team members are willing to reassess their own views about their work.	1	2	3	4	5
7. If a client is ambivalent, I try to present both sides of the issue for clarification.	1	2	3	4	5
8. All clients have strengths and assets.	1	2	3	4	5
9. Staff here are always quick to help one another when needed.	1	2	3	4	5
10. Clients have knowledge and skill that can be tapped to resolve issues.	1	2	3	4	5
11. Our team believes it is important to affirm the positive things that our clients do.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
12. Our team would never use power or authority inappropriately.	1	2	3	4	5
13. Our team gives four positives for every negative comment when we give feedback to our clients.	1	2	3	4	5
14. When new ideas are tried, everyone is informed about it.	1	2	3	4	5
15. Ideas and suggestions from staff get fair consideration by program management.	1	2	3	4	5
16. Our team members accept responsibility for our team's goals.	1	2	3	4	5
17. At this program, staff work together to do what is "best for the clients."	1	2	3	4	5
18. Mutual trust and cooperation among staff in this program are strong.	1	2	3	4	5
19. Our team members are willing to ask other members for help.	1	2	3	4	5
20. We actively listen to one another when communicating with each other.	1	2	3	4	5
21. I end my interviews by asking clients if they have anything else they want to say or clarify.	1	2	3	4	5
22. Staff at this program make a conscious effort to coordinate with other service professionals.	1	2	3	4	5
23. Our team is open to new ideas.	1	2	3	4	5
24. We take our time to carefully analyze information when problem-solving.	1	2	3	4	5
25. Clients should take part in planning what treatment or services they will receive.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
26. The staff here always work together as a team.	1	2	3	4	5
27. When I interview clients, I summarize what they're saying from time to time to make sure I understand what I'm hearing.	1	2	3	4	5
28. Our team reads about new techniques and treatment information each month.	1	2	3	4	5
29. I ask questions that allow clients to tell their story in their own words.	1	2	3	4	5
30. Our team does a good job of resolving team conflict.	1	2	3	4	5
31. Many staff in this program set high standards for themselves.	1	2	3	4	5
32. Our team is able to brainstorm effectively when trying to solve problems.	1	2	3	4	5
33. The general attitude here is to use new and changing technology.	1	2	3	4	5
34. Staff here design therapeutic interventions together.	1	2	3	4	5
35. My team members keep well informed about trends in the field.	1	2	3	4	5
36. We rely on valid and reliable information when making decisions.	1	2	3	4	5
37. It is easy to change procedures here to meet new conditions.	1	2	3	4	5
38. It is important for us to understand the aspirations of our clients.	1	2	3	4	5
39. When we experience differences of opinion on our team, each person states their own opinions.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
40. I pay attention to my body language when I'm interacting with clients.	1	2	3	4	5
41. Our team does a good job of giving positive feedback to our clients.	1	2	3	4	5
42. We ask a lot of questions to clarify what we mean when communicating with each other.	1	2	3	4	5
43. I affirm the strengths of clients to help give them confidence to tackle the difficult issues.	1	2	3	4	5
44. I listen for statements that tell me a client is willing to change their behavior.	1	2	3	4	5
45. We don't condone discrimination or harassment against any person.	1	2	3	4	5
46. We take enough time to consider all of the information when making decisions.	1	2	3	4	5
47. Our team is willing to address team conflict.	1	2	3	4	5
48. Program staff are always kept well informed.	1	2	3	4	5
49. There is a high level of trust between team members.	1	2	3	4	5
50. I am sincere when I give compliments to clients about the changes they are making.	1	2	3	4	5
51. Most staff at this program are cordial.	1	2	3	4	5
52. We are firm but fair in how we conduct our work.	1	2	3	4	5
53. I let the client know I understand what they're feeling.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
54. At the end of any interview, I summarize the major points to make sure the client and I have the same understanding.	1	2	3	4	5
55. Our team keeps information confidential.	1	2	3	4	5
56. The approach to clients must be flexible because they vary in what they need.	1	2	3	4	5
57. Our team members are committed to implementing team decisions/ team goals.	1	2	3	4	5
58. The director, staff, and staff collaborate to make this program run effectively.	1	2	3	4	5
59. Staff support the director in enforcing program policies and rules.	1	2	3	4	5
60. This program encourages and supports professional growth.	1	2	3	4	5
61. Trying out new ideas is encouraged.	1	2	3	4	5
62. When new ideas are introduced, a rationale for the idea is given.	1	2	3	4	5
63. I learn a lot about clients by asking open-ended questions.	1	2	3	4	5
64. I consciously use body language to let clients know I am listening.	1	2	3	4	5
65. We are given enough time to learn new skills before we integrate them into our work.	1	2	3	4	5
66. When I ask clients questions, I make sure I word them so they have to give me more than a “yes” or “no.”	1	2	3	4	5
67. Our team regularly reads professional journal articles or books about our work.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
68. Our team members are willing to accept feedback from one another.	1	2	3	4	5
69. Many staff in this program take responsibility for improving the program.	1	2	3	4	5
70. We uphold our organization's policies and procedures.	1	2	3	4	5
71. We assume our team members have useful ideas and perspectives.	1	2	3	4	5
72. Our team does a good job of regularly updating and improving our skills.	1	2	3	4	5
73. Our team uses feedback to facilitate discussing issues and problems.	1	2	3	4	5
74. Our team does a good job of being objective when listening to each other.	1	2	3	4	5
75. We know where to go to get pertinent information when solving problems.	1	2	3	4	5
76. Staff members always feel free to ask questions and express concerns in this program.	1	2	3	4	5
77. Our team believes our work is more effective when we emphasize the positive behavior our clients achieve.	1	2	3	4	5
78. The work with clients should be solution-focused.	1	2	3	4	5
79. I let clients know I'm listening by nodding my head and keeping eye contact.	1	2	3	4	5
80. I make sure I acknowledge with clients when they make a positive change, no matter how small it is.	1	2	3	4	5
81. You frequently hear good staff ideas for improving treatment.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
82. Focusing on the strengths and assets of our clients helps to find ways to engage clients in their programs.	1	2	3	4	5
83. Our team values the different ideas, opinions and different work styles we have on our team.	1	2	3	4	5
84. I clarify what a client means if I don't understand what she or he said to me.	1	2	3	4	5
85. The formal and informal communication channels here work very well.	1	2	3	4	5
86. I rephrase or repeat back to a client to make sure I heard what they said.	1	2	3	4	5
87. Our team is able to define problems very clearly.	1	2	3	4	5
88. I reflect back to the client what I think she or he is feeling.	1	2	3	4	5
89. I pay attention to statements that clients make that tell me they recognize they have a problem.	1	2	3	4	5
90. Our team has enough opportunities to keep our professional skills up-to-date.	1	2	3	4	5
91. Many staff in this program help maintain discipline in the entire program, not just their sessions.	1	2	3	4	5
92. We look at all possible alternatives when looking at issues.	1	2	3	4	5
93. Our team maintains the highest standards of honesty and integrity.	1	2	3	4	5
94. Our team members are willing to offer help to other members.	1	2	3	4	5
95. Our team members are willing to offer feedback to one another.	1	2	3	4	5

96. Staff here all get along very well.	1	2	3	4	5
97. When faced with a problem, we can usually identify its root causes.	1	2	3	4	5
98. Our team does a good job of holding each other accountable for commitments made.	1	2	3	4	5
99. We test out our potential solutions before fully implementing.	1	2	3	4	5
100. Our team members are respectful in how they communicate with one another.	1	2	3	4	5
101. We get good training for new things we are going to be doing.	1	2	3	4	5
102. We use logic and objectivity when thinking through issues.	1	2	3	4	5

Scoring Key for EBPSA Team Form

SCALE	QUESTIONS
Organizational Support	2, 5, 9, 14, 15, 17, 18, 22, 26, 31, 33, 34, 37, 48, 51, 58, 59, 61, 62, 65, 69, 76, 81, 85, 91, 96, 101
Strength-Based Approach	1, 3, 8, 10, 25, 38, 56, 78, 82
Interviewing Skills	7, 21, 27, 29, 40, 43, 44, 50, 53, 54, 63, 64, 66, 79, 80, 84, 86, 88, 89
Analytical Thinking	24, 32, 75, 87, 97, 99
Critical Thinking	6, 23, 35, 36, 46, 92, 102
Communication	39, 42, 71, 73, 74, 100, 20
Ethics	12, 45, 52, 55, 70, 93
Growth	28, 60, 67, 72, 90
Teamwork Skills	16, 19, 30, 47, 49, 57, 68, 83, 94, 95, 98
Use of Positive Reinforcement	4, 11, 13, 41, 77

APPENDIX D
EBPSA – Individual Form
And Scoring Key

**Evidence-Based Practice Skills Assessment (EBPSA)
Individual Form**

Name/ID:		Date:
Years in Working in Corrections:	Age:	Gender: M F

We want to learn more about you, so we can provide better training opportunities that will help you in your day-to-day interactions with offenders and implementing evidence-based practices. Using the scale to the right please circle the number that reflects how often the following statements happen.

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
1. I use logic and objectivity when thinking through issues.	1	2	3	4	5
2. I uphold our organization's policies and procedures.	1	2	3	4	5
3. I rephrase or repeat back to a client to make sure I heard what they said.	1	2	3	4	5
4. I rely on valid and reliable information when making decisions.	1	2	3	4	5
5. I make sure I acknowledge with clients when they make a positive change, no matter how small it is.	1	2	3	4	5
6. I end my interviews by asking clients if they have anything else they want to say or clarify.	1	2	3	4	5
7. Many staff in this program feel responsible to help each other do their best.	1	2	3	4	5
8. When faced with a problem, I can usually identify its root causes.	1	2	3	4	5
9. We are given enough time to learn new skills before we integrate them into our work.	1	2	3	4	5
10. I keep well informed about trends in the field.	1	2	3	4	5
11. The staff here always work together as a team.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
12. When I ask clients questions, I make sure I word them so they have to give me more than a “yes” or “no” response.	1	2	3	4	5
13. Staff members always feel free to ask questions and express concerns in this program.	1	2	3	4	5
14. Staff here all get along very well.	1	2	3	4	5
15. Trying out new ideas is encouraged	1	2	3	4	5
16. All clients have strengths and assets.	1	2	3	4	5
17. I am willing to offer feedback to my team mates.	1	2	3	4	5
18. The director, staff, and staff collaborate to make this program run effectively.	1	2	3	4	5
19. I know where to go to get pertinent information when solving problems.	1	2	3	4	5
20. I am willing to accept feedback from my team mates.	1	2	3	4	5
21. I consciously use body language to let clients know I am listening.	1	2	3	4	5
22. I let clients know I’m listening by nodding my head and keeping eye contact.	1	2	3	4	5
23. I listen for statements that tell me a client is willing to change their behavior.	1	2	3	4	5
24. I am willing to address conflicts that may arise within our team.	1	2	3	4	5
25. I do a good job at resolving conflicts with others.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
26. I look at all possible alternatives when looking at issues.	1	2	3	4	5
27. Clients should take part in planning what treatment or services they will receive.	1	2	3	4	5
28. I am open to new ideas.	1	2	3	4	5
29. If a client is ambivalent, I try to present both sides of the issue for clarification.	1	2	3	4	5
30. I am willing to offer help to my team mates.	1	2	3	4	5
31. When new ideas are introduced, a rationale for the idea is given.	1	2	3	4	5
32. You have enough opportunities to keep your professional skills up-to-date.	1	2	3	4	5
33. I keep information confidential.	1	2	3	4	5
34. I accept responsibility for our team's goals.	1	2	3	4	5
35. Many staff in this program help maintain discipline in the entire program, not just their sessions.	1	2	3	4	5
36. The formal and informal communication channels here work very well.	1	2	3	4	5
37. At this program, staff work together to do what is "best for the clients."	1	2	3	4	5
38. Many staff in this program take responsibility for improving the program.	1	2	3	4	5
39. The general attitude here is to use new and changing technology.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
40. At the end of any interview, I summarize the major points to make sure the client and I have the same understanding.	1	2	3	4	5
41. Staff support the director in enforcing program policies and rules.	1	2	3	4	5
42. The work with clients should be solution-focused.	1	2	3	4	5
43. I clarify what a client means if I don't understand what she or he said to me.	1	2	3	4	5
44. Many staff in this program set high standards for themselves.	1	2	3	4	5
45. Staff are encouraged here to try new and different techniques.	1	2	3	4	5
46. Staff at this program make a conscious effort to coordinate with other service professionals.	1	2	3	4	5
47. I am firm but fair in how I conduct my work.	1	2	3	4	5
48. I am committed to implementing team decisions/team goals.	1	2	3	4	5
49. The approach to clients must be flexible because they vary in what they need.	1	2	3	4	5
50. Mutual trust and cooperation among staff in this program are strong.	1	2	3	4	5
51. You regularly read professional journal articles or books about our work.	1	2	3	4	5
52. I maintain the highest standards of honesty and integrity.	1	2	3	4	5
53. Focusing on the strengths and assets of our clients helps to find ways to engage clients in their programs.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
54. I believe it is important to affirm the positive things that my clients do.	1	2	3	4	5
55. Clients have knowledge and skill that can be tapped to resolve issues.	1	2	3	4	5
56. I do a good job of giving positive feedback to my clients.	1	2	3	4	5
57. I pay attention to my body language when I'm interacting with clients.	1	2	3	4	5
58. I learn a lot about clients by asking open-ended questions.	1	2	3	4	5
59. I emphasize the positive things clients do much more than focusing on their mistakes.	1	2	3	4	5
60. When new ideas are tried, everyone is informed about it.	1	2	3	4	5
61. We get good training for new things we are going to be doing.	1	2	3	4	5
62. When I interview clients, I summarize what they're saying from time to time to make sure I understand what I'm hearing.	1	2	3	4	5
63. I let the client know I understand what they're feeling.	1	2	3	4	5
64. Ideas and suggestions from staff get fair consideration by program management.	1	2	3	4	5
65. I pay attention to statements that clients make that tell me they recognize they have a problem.	1	2	3	4	5
66. I take enough time to consider all of the information when making decisions.	1	2	3	4	5
67. It is important for us to understand the aspirations of our clients.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
68. I ask questions that allow clients to tell their story in their own words.	1	2	3	4	5
69. You frequently hear good staff ideas for improving treatment.	1	2	3	4	5
70. I am willing to reassess my own views about my work.	1	2	3	4	5
71. Staff here are always quick to help one another when needed.	1	2	3	4	5
72. Program staff are always kept well informed.	1	2	3	4	5
73. Most staff at this program are cordial.	1	2	3	4	5
74. There is a high level of trust between me and my team mates.	1	2	3	4	5
75. I take my time to carefully analyze information when problem-solving.	1	2	3	4	5
76. I am able to define problems very clearly.	1	2	3	4	5
77. You read about new techniques and treatment information each month.	1	2	3	4	5
78. I value the different ideas, opinions and work styles our team has.	1	2	3	4	5
79. It is easy to change procedures here to meet new conditions.	1	2	3	4	5
80. I affirm the strengths of clients to help give them confidence to tackle the difficult issues.	1	2	3	4	5
81. Clients are more motivated if they've been involved in decisions about their treatment.	1	2	3	4	5

Question	Not At All	Rarely	Sometimes	Most of the Time	Always
82. I am sincere when I give compliments to clients about the changes they are making.	1	2	3	4	5
83. Staff here design therapeutic interventions together.	1	2	3	4	5
84. I am willing to ask my team mates for help.	1	2	3	4	5
85. You do a good job of regularly updating and improving your skills.	1	2	3	4	5
86. I reflect back to the client what I think she or he is feeling.	1	2	3	4	5
87. Helping clients to see their strengths gives them confidence in addressing their issues in a positive way.	1	2	3	4	5
88. I am able to brainstorm effectively when trying to solve problems.	1	2	3	4	5
89. I believe our work is more effective when we emphasize the positive behavior my clients achieve.	1	2	3	4	5
90. I do a good job of holding other team mates accountable for the commitments they made.	1	2	3	4	5

Scoring Key for EBPSA Individual Form

SCALE	QUESTIONS
Organizational Support	7, 9, 11, 13, 14, 15, 18, 31, 35, 36, 37, 38, 39, 41, 44, 45, 46, 50, 61, 64, 69, 71, 72, 73, 79, 83
Strength-Based Approach	16, 27, 42, 49, 53, 55, 67, 81, 87
Interviewing	3, 5, 6, 12, 21, 22, 23, 29, 40, 43, 57, 58, 62, 63, 65, 68, 80, 82, 86
Analytical Thinking	8, 19, 75, 76, 88
Critical Thinking	1, 4, 10, 26, 28, 66, 70
Ethics	2, 33, 47, 52
Growth	32, 51, 77, 85
Teamwork Skills	17, 24, 25, 30, 34, 48, 74, 78, 84, 90
Use of Positive Reinforcements	54, 56, 59, 89

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