

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

SPEP™ ID and Time: 243-T01

Agency Name: Mid-Atlantic Youth Services
Program Name: Western PA Childcare Facility
Service Name: Advancing Behavior & Competencies Behavior Management System (ABC System)
Cohort Total: 42 for amount of service / 41 for risk level
Timeframe of Selected Cohort: Mar. 1, 2018 - Nov. 30, 2018
Referral County(s): Allegheny, Philadelphia, Dauphin, Erie, Westmoreland, Butler, & Washington
Date(s) of Interview(s): Apr. 6, 2018 & May 18, 2018
Lead County: Allegheny
Probation Representative(s): William Shultz
EPIS Representative: Christa Park

Description of Service:

The mission of Mid-Atlantic Youth Services, Corp. (MAYS) is to provide high-quality healthcare, education, and treatment services to youth through supportive partnerships with those served (e.g., courts, families, youth, and the community). At the Western PA Childcare Facility, MAYS accomplishes its mission by providing a safe, nurturing, and structured environment that promotes positive changes in the health and well-being of youth, allowing them to return to their communities while remaining alcohol, drug, and crime free. Consistent with Pennsylvania's juvenile justice system, the treatment philosophy of MAYS is grounded in Balanced and Restorative Justice Principles. To this end, MAYS will be consistent with the public's interest to provide programs of supervision, care, and rehabilitation for youth committing delinquent acts. MAYS programs provide balanced attention to the protection of the community, teach youth accountability for offenses committed, and enable youth to become responsible and productive members of their community. MAYS believes the youth in their care are experiencing severe emotional, behavioral, psychological, educational, and social problems which must be treated in a safe, structured, and comprehensive manner. Left untreated, these youth will continue to experience significant impairment in life functioning, resulting in continued drug/alcohol use, mental impairment/illness, and delinquency. When residential care is deemed necessary, an intensive approach to treatment must occur. MAYS believes residential care should be provided in close proximity to the youth's family, significant others, and community. This allows the youth and family the ability to receive family therapy and access continuing care support services that exist within their community. The environment at MAYS provides youth with a high degree of structure, utilizing clearly defined norms & expectations and logical consequences. In addition, all members of the treatment community are expected to model appropriate behaviors and provide mutual help to other youth. Each youth is expected to actively participate in his/her own treatment and participate as a member of a supportive, nurturing, and caring peer group. MAYS integrates residential living and the delivery of treatment with other program components such as security, medical, psychiatric, social, nutrition, education, and recreation services. MAYS developed a "homegrown" behavior management system to help residents develop and practice the thinking, behaviors and skills which promote success in the community. The Advancing Behavior & Competencies Behavior Management System (ABC System) is designed to align the clinical, psycho-educational and educational components of the program with the daily living components. The overall goal is to focus youth and employees' attention on the generalization of learning as part of the treatment experience youth are provided at MAYS. The ABC System also directs and aligns the focus of employee/youth interactions on the development of skills which are designed to improve and reinforce consistent positive thinking and behavior. Focus on the positive traits of the group should generally exceed focus on the negative. Activities of the ABC System include: Daily Assessments of Strengths and Needs: Employees are asked to work with youth in identifying 2-4 strengths during each shift and 2-4 areas of needed improvement. Weekly Goal Planning Groups: Once a week, employees facilitate small group meetings to develop weekly goals and action steps. One goal is developed in each of three areas: 1) academic, 2) behavioral, and 3) clinical. Daily Goal Setting Meetings: Employees and youth facilitate three 15- minute meetings each day (Morning ABC Meeting, Transition ABC Meeting, Closure ABC Meeting) to establish and evaluate progress toward the completion of daily goals. Weekly Youth Self-Assessment: Once a week, youth are asked to assess their own performance within the ABC System using the standard ABC assessment form. Weekly Assessment Review Meeting: Once a week, employees facilitate a comprehensive group meeting to review progress toward the completion of weekly goals, overall performance within the ABC System from an employee's perspective and a youth's perspective, and to identify areas of strength and needed improvement. Within the ABC System, employees are trained to respond to misbehavior on essentially three levels: 1) Minor and typical adolescent misbehavior is dealt with through simple verbal redirection 2) Mid-level misbehavior may require more specific and multiple actions assigned by employees to help youth learn and grow as a result of their issues 3) Serious misbehavior, such as aggression, is dealt with through employee interventions and a formal written Corrective Action Plan. The corrective action process is designed to be corrective not punitive. Each plan or process asks youth to evaluate the thinking that led to the behavior, to take ownership of their behavior and the harm it caused, to identify and practice skills that can be used to avoid the same problem in the future, and to repair the harm that their actions caused. Employees may restrict youth from privileged activities when mid-level or formal corrective action is necessary. Privileges are returned as youth demonstrate a sincere level of learning as they complete the corrective action process.

The four characteristics of a service found to be the most strongly related to reducing recidivism:

1. SPEP™ Service Type: Behavioral Management

Based on the meta-analysis, is there a qualifying supplemental service? Yes

If so, what is the Service Type? Remedial Academic Program

Was the supplemental service provided? No Total Points Possible for this Service Type: 30

Total Points Received: 25 Total Points Possible: 35

2. Quality of Service: Research has shown that programs that deliver service with high quality are more likely to have a positive impact on recidivism reduction. Monitoring of quality is defined by existence of written protocol, staff training, staff supervision, and how drift from service delivery is addressed.

Total Points Received: 20 Total Points Possible: 20

3. Amount of Service: Score was derived by calculating the total number of weeks and hours received by each youth in the service. The amount of service is measured by the target amounts of service for the SPEP™ service categorization. Each SPEP™ service type has varying amounts of duration and contact hours. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 2

Points received for Contact Hours or Number of Hours: 6

Total Points Received: 8 **Total Points Possible:** 20

4. Youth Risk Level: The risk level score is compiled by calculating the total % of youth that score above low risk, and the total % of youth who score above moderate risk to reoffend based on the results of the YLS.

36 youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of 10 points

9 youth in the cohort are High or Very High YLS Risk Level for a total of 5 points

Total Points Received: 15 **Total Points Possible:** 25

Basic SPEP™ Score: 68 total points received out of 100 points. Compares service to any other type of SPEP™ therapeutic service. (e.g. individual counseling compared to cognitive behavioral therapy, social skills training, mentoring, etc.)

Note: Services with scores greater than or equal to 50 show the service is having a positive impact on recidivism reduction.

Program Optimization Percentage: 72% This percentage compares the service to the same service types found in the research. (e.g. individual counseling compared to all other individual counseling services included in the research.)

The SPEP™ and Performance Improvement

The intended use of the SPEP™ is to optimize the effectiveness of reducing recidivism among juvenile offenders. Recommendations for performance improvement are included in the service Feedback Report, and these recommendations are the focus of the Performance Improvement Plan, a shared responsibility of the service provider and the juvenile probation department.

The ABC System could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Quality of Service Delivery:
 - a. Written Protocol
 - i. Initiate a review of the current protocol/policy for the ABC System and revise as needed.
 - ii. Integrate Youth Level of Service findings into the ABC System.
 - iii. Develop a process to ensure supervisory oversight/monitoring of the fidelity of the ABC System; iv. Develop a review schedule to update the protocol/policy on a regular basis and ensure the most current version is dated.
 - b. Staff Training
 - i. Enhance current booster trainings with specific modules for the ABC System.
 - ii. Dedicate a portion of the 40 hours of required training specifically to the ABC System.
 - c. Staff Supervision
 - i. Review current processes for dorm observation logs and revise as necessary.
 - ii. Incorporate a schedule to document dorm observations.
 - iii. Incorporate procedures for supervisor completion of dorm observation logs, rather than manager completion.
 - iv. Incorporate procedures for manager oversight of dorm observation logs, to include documentation of manager review.
 - v. Enhance documentation processes for performance evaluations and monthly conferences to be specific to this service delivery (e.g., include a drop-down box in File Maker Pro to identify specific duties for each employee with regard to implementation of the ABC System).
 - d. Response to Drift
 - i. Develop/Coordinate existing procedures (i.e., "Administration Rules") into an overarching policy/procedure that describes how the service should be delivered and confirm the policy/procedure contains corrective action steps to ensure an "if-then" approach, such as what to do if service delivery departs from what is intended.
 - ii. Consider developing a method of measuring how the daily/weekly goals align with the YLS, or how the youth achieved their goal for the week, or how many weeks the youth met the goals; iii. Enhance existing data collection processes to measure the effectiveness of this service.
2. Amount of Service
 - a. Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service and appropriate length of stay for each youth.
3. Risk Level of Youth Served
 - a. Increase collaboration between juvenile probation and MAYS to consider the appropriate risk level for each youth and ii. Increase collaboration between juvenile probation and MAYS to consider each youth's responsibility factors during treatment.