

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: North Central Secure Treatment Unit (NCSTU)-Choice Theory Group

Cohort Total: 13

SPEP ID: 139-T01

Selected Timeframe: Jun. 1, 2015-Sep. 30, 2016

Date(s) of Interview(s): Jan. 25, 2017

Lead County & SPEP Team Representatives: Tracie Davies, Lehigh Co. JPO & Heather Perry, EPISCenter

Person Preparing Report: Tracie Davies & Heather Perry

Description of Service: *This should include a **brief** overview of the service within the context of the program, the location and if community based or residential. Indicate the type of youth referred, how the service is delivered, the purpose of service and any other **relevant** information to help the reader understand the SPEP service type classification. (350 character limit)*

North Central Secure Treatment Unit (NCSTU) Male Program provides secure treatment programming for adjudicated delinquent males age 13–20. Located in Montour County, the Male Program offers a wide range of services designed to meet the diverse needs of its residents including specific programming for substance abuse, criminal behavior issues, programming for residents having lower cognitive functioning, and treatment for issues related to chronic delinquent behavior and mental health disorders. All treatment services and aftercare planning incorporates a Balanced and Restorative Justice (BARJ) perspective. All youth in the Rise program receive Choice Theory Group (CTG). The goal of this curriculum for the residents is to gain an understanding that conflict is a normal part of daily life. By participating in Choice Theory Group curriculum, residents will learn to react effectively and appropriately when faced with conflicts that may occur within the family, school, peer groups, and community. The curriculum lasts for eighteen weeks. Each resident receives two one-hour sessions per week. The first lesson lasts for four weeks and the next seven sessions occur twice a week. Each session is delivered by an agency staff facilitator and is supported by a staff observer. The observer completes a Fidelity Form, which provides the facilitator with feedback on their delivery, at the completion of the session. There are eight lesson plans. Lesson 1 entails Basic Needs and Wants. Lesson 2 discusses Steps to Conflict Resolution. Lesson 3 entails Total Behavior and Cognitive Distortion. Lesson 4 includes Communication. The focus of Lesson 5 is Understanding Your Quality World. Lesson 6 discusses Procedures That Lead to Change. Lesson 7 Seven Deadly and Seven Caring Habits, and Lesson 8 Axioms. The curriculum incorporates several components in order to assist the youth in learning the concepts. Part of the CTG includes a mentoring component that requires each participant to help or mentor another group member implement the steps of conflict resolution throughout his program. When each participant demonstrates this ability, it will be discussed during a CTG meeting and documented on a tracker. All participants are expected to complete a contingency contract focusing on conflict resolution and ways to decrease conflict. These contracts can begin any time during the curriculum, but must be successfully earned by the completion of the curriculum.

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

1. **SPEP™ Service Type:** Cognitive-behavior Therapy

Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service type? There is no qualifying supplemental service

Was the supplemental service provided? n/a **Total Points Possible for this Service Type:** 35

Total Points Earned: 35 **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 and supervision, and how drift from service delivery is addressed.

Total Points Earned: 20 **Total Points Possible:** 20

3. **Amount of Service:** Score was derived from examination of weeks and hours each youth in the cohort received 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 dosage. Youth should receive the targeted amounts to have the greatest impact on recidivism reduction.

Points received for Duration or Number of Weeks: 8

Points received for Dosage or Number of Hours: 4

Total Points Earned: 12 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.

13 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points

8 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Earned: 25 Total Points Possible: 25

Basic SPEP™ Score: 92 total points awarded out of 100 points. Compares service to any other type of SPEP therapeutic service. (eg: 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: 92% This percentage compares the service to the same service types found in the research. (eg: 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 local juvenile court. The recommendations for this service included in the feedback report are:

The Choice Theory Program at NCSTU scored a 92 for the Basic Score and a 92% Program Optimization Percentage. It is classified as a Cognitive-behavioral Therapy service type. The quality of the service was delivered at a High level, the amount of service provided to the residents fell slightly short of meeting the recommended targets of duration and dosage for this service type. The program could improve its capacity for recidivism reduction through:

1. Enhance On-going Staff Supervision:

a. Continue to specify curriculum(s) staff are trained to deliver in performance evaluations and address their performance in relation to that curriculum.

2. Enhance Organizational Response to Drift:

a. Document procedures that specifically address steps to be taken should a YDC and/or YDA fail to provide instruction as it is intended to be delivered, and ensure that these procedures are systematically applied.

b. Investigate ways to improve the effectiveness of the service.

3. Amount of Service: Investigate ways to increase the number of weeks of service and contact hours to reach the recommended 15 weeks and 45 hours.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1



SPEP™ ID and Time: 0139-T02

Agency Name: North Central Secure Treatment Unit (NCSTU)

Program Name: Male General Secure- Rise Unit

Service Name: Choice Theory Group

Cohort Total: 31

Timeframe of Selected Cohort: January 1, 2018 - December 31, 2019

Referral County(s): Allegheny (4), Bucks (1), Dauphin (1), Erie (1), Lehigh (2), Montgomery (2), Philadelphia (18), Snyder (1), and York (1)

Date(s) of Interview(s): March 9, 2020, May 12, 2020 and June 22, 2020

Lead County: Lehigh

Probation Representative(s): Tracie Davies, Eva Frederick and Andrew Guise (York County)

EPIS Representative: Lisa Freese

Description of Service:

North Central Secure Treatment Unit (NCSTU) Male Program provides secure treatment programming for adjudicated delinquent males age 13–20. Located in Montour County, the Male Program offers a wide range of services designed to meet the diverse needs of its residents including specific programming for substance abuse, criminal behavior issues, programming for residents having lower cognitive functioning, and treatment for issues related to chronic delinquent behavior and mental health disorders. All treatment services and aftercare planning incorporate a Balanced and Restorative Justice (BARJ) perspective. All youth in the Rise program receive Choice Theory Group (CTG). The Choice Theory Group addressed the YLS domains of Peers, Personality/Behavior, and Attitudes/Orientation. With Choice Theory, there are five basic needs—power, love & belonging, freedom, fun, and survival. Survival is believed to have been met on a consistent basis, so the emphasis is then on the other four. The most important need is love and belonging. The need for power is achieved through learning, achieving, feeling worthwhile, winning and through being competent. The need for freedom is gaining independence and autonomy but also exercising personal responsibility. The need for fun is pleasure seeking enjoyment and relaxation to achieve psychological health. The goal of this curriculum for the residents is to gain an understanding that conflict is a normal part of daily life. By participating in Choice Theory Group curriculum, residents learn to react effectively and appropriately when faced with conflicts that occur within the family, school, peer groups, and community. The curriculum lasts for eighteen weeks. Each resident receives two one-hour sessions per week. The first lesson lasts for four weeks and the next seven sessions occur twice a week. Each session is delivered by the Psychological Services Specialist or Youth Development Counselor and is supported by a staff observer. The observer completes a Fidelity Form, which provides the facilitator with feedback on their delivery, at the completion of the session. There are eight lesson plans. Lesson 1 entails Basic Needs and Wants. Lesson 2 discusses Steps to Conflict Resolution. Lesson 3 entails Total Behavior and Cognitive Distortion. Lesson 4 includes Communication. The focus of Lesson 5 is Understanding Your Quality World. Lesson 6 discusses Procedures That Lead to Change. Lesson 7 Seven Deadly and Seven Caring Habits, and Lesson 8 Axioms. The curriculum incorporates several components in order to assist the youth in learning the concepts. Each CTG session begins with a Community Meeting explaining the goals of the group along with the non-negotiable expectations for the youth. Each participating youth receives homework, journal activities, and a contingency/behavioral contract that includes a conflict resolution plan. Part of the CTG includes a mentoring component that requires each participant to help or mentor another group member implement the steps of conflict resolution throughout his program. When each participant demonstrates this ability, it will be discussed during a CTG meeting and documented on a tracker. All participants are expected to complete a contingency contract focusing on conflict resolution and ways to decrease conflict. These contracts can begin any time during the curriculum, but must be successfully earned by the completion of the curriculum.

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

1. SPEP™ Service Type: Cognitive Behavioral Therapy



Based on the meta-analysis, is there a qualifying supplemental service? No

If so, what is the Service Type? There is no qualifying supplemental service

Was the supplemental service provided? N/A

Total Points Possible for this Service Type: 35

Total Points Received: 35 **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: 6

Points received for Contact Hours or Number of Hours: 4

Total Points Received: 10 **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.

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

12 youth in the cohort are High or Very High YLS Risk Level for a total of 13 points

Total Points Received: 23 **Total Points Possible:** 25

Basic SPEP™ Score: 88 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: 88% 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.

Choice Theory received an 88 for the Basic Score and an 88% Program Optimization Percentage. These Basic Scores represent a decrease of 4 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent a decrease of 4 percentage point(s) from the initial SPEP™ Assessment. The service was classified as a Group 5 service; Cognitive-behavioral Therapy Service Type. There is no qualifying supplemental service found in the research. The Quality of Service Delivery was found to be at a High Level. For Amount of Service, 68% of the youth received the recommended targeted weeks of duration and 46% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 10% low risk, 52% moderate risk, 35% high risk, and 3% very high risk. While these numbers represent a decrease from the baseline assessment, the cohort size more than doubled during the reassessment. The service could improve its capacity for recidivism reduction by addressing the following recommendations:

1. Regarding Amount of Service:

- a. Continue to communicate to referral sources that youth in a cognitive behavioral therapy service should remain in that service for a minimum of 15 weeks.
- b. Consider ways to increase the dosage from 36 to 45 hours. This could potentially be achieved through a homework assignment outside of group or time spent reviewing concepts during weekend hours.

2. Regarding Risk Level of Youth Served:

- a. Continue to communicate to referral sources that this service targets moderate to very high risk youth.