The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: The Summit Academy-Thinking for a Change (T4C)

Cohort Total: 29   SPEP ID: __188-T01__

Selected Timeframe: Jan.11, 2016-May 27, 2016

Date(s) of Interview(s): Jan. 18, 2017 & Mar. 6, 2017

Lead County & SPEP Team Representatives: Bill Holt & Bill Shultz, Allegheny Co. & Jeff Gregro, Berks Co.

Person Preparing Report: Lisa Freese, EPISCenter

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)*

The Summit Academy is a private, residential school for court-adjudicated and dependent male youth ages 14-19 in grades 9-12. The program is multi-faceted, interweaving academics, counseling, trades training, and athletics. Youth with drug and alcohol issues reside on a different floor than those without drug and alcohol issues.

Thinking for a Change (T4C), which was developed by the National Institute of Corrections (NIC) and it concentrates on changing the criminogenic thinking of offenders. T4C is a cognitive–behavioral therapy (CBT) service that includes cognitive restructuring, social skills development, and the development of problem-solving skills. In 2011, the curriculum was revised and expanded by three weeks. The Summit Academy is using this version. T4C stresses interpersonal communication skills development and confronts thought patterns that can lead to problematic behaviors. The program has three components: cognitive self-change, social skills, and problem-solving skills. Lessons on cognitive self-change provide participants with a thorough process for self-reflection concentrated on uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills lessons prepare participants to engage in prosocial interactions based on self-understanding and awareness of the impact that their actions may have on others. Each student is given a workbook that enables them to follow the curriculum. A "How I think" questionnaire is utilized to measure thinking errors and thought patterns. The purpose of T4C is to help youth learn how thinking controls their behavior, learn about their beliefs, how their thought process got them into trouble, and how to make better decisions in the future. T4C group are delivered in an open group format with youth entering and existing the group year-round. The same lesson is delivered in every unit across the facility. Youth who complete T4C remain in the group following completion. The curriculum consists of 25 lessons that are delivered over a 20-week cycle for 2 hours per week.

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: 10   **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:_0_____

Total Points Earned: _____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.

__29___ youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of _12____ points

__6___ youth in the cohort are High or Very High YLS Risk Level for a total of _5____ points

Total Points Earned: ____17____ Total Points Possible: _25_

Basic SPEP™ Score: ____70_____ 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: ____70%____ 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:

Thinking for a Change (T4C) scored a 70 for the Basic Score and a 70% Program Optimization Percentage. It is classified as a Group 5 service type. The quality of service was found to be at a Medium Level. The amount of service provided to the clients was 94% of the recommended targeted weeks of duration and 0% of the recommended target contact hours for this service type. The risk levels of youth admitted to the program were 0% as low risk, 79% as moderate risk, and 21% as high risk. The program could improve its capacity for recidivism reduction through:

1. Regarding Quality of Service Delivery: a. Written Protocol: Reach out to NIC at least annually to inquire about updates to the T4C curriculum. Document the outreach. b. Staff Training: i. Staff who deliver T4C are required to attend the 32-hour Thinking for a Change Formal Facilitator Training, according to NIC. It is recommended that Summit Academy staff who deliver T4C (including supervisors of the staff delivering T4C) attend this training. ii. Request that NIC develop booster training or develop an in-house booster training to ensure that staff deliver T4C as intended. iii. Assure that supervisors are trained to deliver the service. c. Staff Supervision: i. Enhance the existing supervision process to monitor staff delivery of T4C at pre-determined time frames (weekly, monthly etc.). ii. Provide staff with written feedback following observation of the group. iii. Develop evaluation forms specific to T4C, or include in existing performance review, some type of feedback on the staff person's delivery of T4C. d. Response to Drift: i. Develop a policy/procedure that identifies departure from drift in the delivery of T4C. ii. Include specific, corrective action steps to be taken, should drift occur. iii. Document any systematic application of these policies/procedures. iv. Collect process and/or outcome data. Consider student evaluations of the service delivery. v. Examine the effectiveness of the service in a manner that will assist in adapting or enhancing the delivery of T4C.

2. Regarding Amount of Service: a. Consider increasing the T4C curriculum to stretch across a 25-30-week cycle as opposed to a 20-week cycle to meet the targeted dosage of 45 hours for cognitive behavioral therapy.

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Reassessment 1

SPEP™ ID and Time: 0188-T02

Agency Name: The Summit Academy

Program Name: The Summit Academy

Service Name: Thinking for a Change (T4C)

Cohort Total: 44 for Amount of Service; 41 for Risk Level

Timeframe of Selected Cohort: Mar. 25, 2019 - Dec. 31, 2019

Referral County(s): Adams (1); Allegheny (12); Beaver (1); Berks (1); Chester (2); Clinton (1); Crawford (2); Dauphin (1); Delaware (2); Fayette (1) Huntingdon (1); Lebanon (1); Monroe (3); Montgomery (1); Philadelphia (5); Schuylkill (1); Westmoreland (5); York (3)

Date(s) of Interview(s): Dec. 9, 2019 & May 13, 2020

Lead County: Allegheny

Probation Representative(s): William Shultz

EPIS Representative: Christa Park

Description of Service:

The Summit Academy is a private residential school for young men, ages 12-18 in grades 7-12 who are overcoming delinquency, dependency, and addiction issues. The school provides a multi-faceted approach to treatment, rehabilitation and recovery for youth who have experienced substantial trauma and challenges in their past. Summit Academy's trauma-informed milieu interweaves academics, substance abuse treatment, mental health service, evidence-based counseling, family support services, trades training, community service, arts and athletics to provide a transforming opportunity and holistic support system. The unwavering encouragement and comprehensive competency skill development they receive enables them to redirect their lives and focus on healthy and positive futures.

Thinking for a Change (T4C), which was developed by the National Institute of Corrections (NIC), concentrates on changing the criminogenic thinking of offenders. T4C is a cognitive–behavioral therapy (CBT) service that includes cognitive restructuring as well as the development of social skills and problem-solving skills. T4C stresses interpersonal communication skills development and confronts thought patterns that can lead to problematic behaviors. The program has three components: cognitive self-change, social skills, and problem-solving skills. Lessons on cognitive self-change provide participants with a thorough process for self-reflection concentrated on uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills lessons prepare participants to engage in prosocial interactions based on self-understanding and awareness of the impact their actions may have on others. Each student is given a workbook that enables them to follow the curriculum. A "How I Think" questionnaire is utilized to measure thinking errors and thought patterns. The purpose of T4C is to help youth learn how thinking controls their behavior, learn about their beliefs, how their thought process got them into trouble, and how to make better decisions in the future.

At Summit Academy, T4C groups were delivered in an open group format with youth entering and existing the group year-round. The same lesson was delivered in every unit across the facility. Youth who completed T4C remained in the group following completion. The curriculum was implemented over 25 weeks. In 2011, the curriculum was revised and expanded; Summit Academy used that version until discontinuing the group in 2020.

Summit Academy replaced the T4C group with a locally-developed life skills curriculum. The administrative team created the necessary resources to support the delivery of the new service; the life skills curriculum was implemented in 2021.

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. <u>**Amount of Service:**</u> 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. <u>**Youth Risk Level:**</u> 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.

31 / 41   **youth in the cohort are Moderate, High, Very High YLS Risk Level for a total of youth**   7   **points**
16 / 41   **in the cohort are High or Very High YLS Risk Level for a total of**   13   **points**

Total Points Received: 20   **Total Points Possible:**   25

Basic SPEP™ Score: 85   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: 85%   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 <u>Performance Improvement</u>

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.

T4C received an 85 for the Basic Score and an 85% Program Optimization Percentage. These Basic Scores represent an increase of 15 percentage point(s) from the initial SPEP™ Assessment. These POP Scores represent an increase of 15 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, 70% of the youth received the recommended targeted weeks of duration and 49% of the youth received the recommended targeted contact hours for this service type. The Risk Levels of Youth admitted to the service were: 22% low risk, 39% moderate risk, 39% high risk, and 0% very high risk. Due to the discontinuation of service delivery, there will be no Performance Improvement Plan developed.