

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: The Glen Mills Schools - Coping with Anger
Cohort Total: 90; 86 SPEP ID: 201-T01
Selected Timeframe: Jul. 1, 2016 – Sep. 30, 2016
Date(s) of Interview(s): Jun. 13, 2017 & Oct. 3, 2017
Lead County & SPEP Team Representatives: Neal Johnson, Luzerne Co.; Lisa Freese EPISCenter
Person Preparing Report: Lisa Freese

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 Glen Mills Schools, is a residential facility for males, ages 12-18 (at admission) with an IQ of 70 or above. Founded in 1826, it was originally incorporated as the Philadelphia House of Refuge. In 1892, the school relocated to its current campus in Delaware County, Pennsylvania, on nearly eight hundred acres, and in 1911 changed its name to the Glen Mills Schools. Programming identifies and addresses criminogenic risk factors using 7 research and evidence-based, group and individual interventions, practices and programs within the framework of a positive normative environment. Programming includes but is not limited to the following: identification of individual risk factors, diagnostic assessment, guided group interaction, cognitive behavioral therapy, individual and group counseling, school wide positive behavior supports, gun violence reduction, anger management, parenting skills, development of individual strengths, adolescent substance programming, recreational programs, social and life skill development, independent living skills, regular and special education, health, physical education and recreation, interscholastic sports participation, career and technical education, community service and restitution opportunities, cultural awareness, health services, dental services, restorative justice practices, resiliency through the Bulls Club membership, spiritual services and transitional planning, etc. An Individual Service Plan is developed for each youth within 30 days of arrival. Progress is reviewed and documented on a monthly basis. Individual Plans are reviewed and revised a minimum of every six months of placement.

The focus of this report is Coping with Anger, an 8-module curriculum created by Correctional Counseling, Inc., the same developer of Moral Reconciliation Therapy (MRT). All youth at Glen Mills receive this service. Its cognitive-behavioral approach assists youth with managing feelings of anger and frustration in an appropriate way. Coping with Anger is a combination of group and individual work, using structured group exercises and prescribed homework assignments. A stress reduction CD is given to staff to utilize as a tool for learning. Each book starts with a checklist where staff sign off on completion of homework. The group is primarily comprised of youth presentations (on the homework that is completed individually). However, staff facilitating the group will review lessons as well. The length of each session is typically 50 minutes, but depending upon the size of the group, it could be longer. The group facilitator decides if a youth has successfully completed each module.

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: 5 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: 2

Points received for Dosage or Number of Hours: 0

Total Points Earned: 2 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.

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

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

Total Points Earned: 15 Total Points Possible: 25

Basic SPEP™ Score: 57 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: 57% 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 Glen Mills Coping with Anger service scored a 57 for the Basic Score and a 57% Program Optimization Percentage. It is classified as a Group 5 – Cognitive Behavioral Therapy service. The program could improve its capacity for recidivism reduction through the following recommendations:

1. Regarding Quality of Service Delivery:
 - a. Identify in writing the target population best suited for the service;
 - b. Utilize the facilitator's guide as Coping with Anger is being delivered and document (can be found on developer's website);
 - c. Continue routine outreach to developer to inquire about curriculum updates and document;
 - d. Provide booster or refresher training to all trained staff and document;
 - e. Provide written documentation to staff following observation;
 - f. Assure that observation of staff occurs at pre-determined time frames;
 - g. Develop written policies around identifying drift and ensure a more systemic approach to their use.
 - h. Create specific, corrective actions steps for failure to deliver Coping with Anger as intended;
 - i. Routine review of Coping with Anger as delivered at Glen Mills Schools based on the collection of outcome data and feedback received from the youth and Counselor/Teachers who participate in the service.
2. Explore ways to enhance curriculum to achieve the recommended amount of service of 15 weeks and 45 hours. Communicate to referral sources and each juvenile court the amount of service as supported by current research.