

# The Standardized Program Evaluation Protocol (SPEP™):

*Service Score Results:* Baseline

**Name of Program and Service:** Outside In-Pathway to Recovery-Aggression Replacement Training® (ART®)

Cohort Total: 70

SPEP ID: 173-T01

Timeframe of Selected Cohort: Feb.27, 2017-Apr.13, 2018

Date(s) of Interview(s): Aug.18, 2017 & Sep.18, 2017

Lead County & SPEP Team Representatives: Bill Shultz, Allegheny Co. & Shawn Peck, EPISCenter

Person Preparing Report: John Fiscante & Shawn Peck

**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. (500 word limit)*

Outside In is a nonprofit corporation based in Bolivar, Pennsylvania that provides services for youth and families. Outside In offers a continuum of care that includes both residential and nonresidential services with the goal to interrupt nonproductive behavior patterns and establish success and positive development in referred youth. Upon entering Outside In, students are placed in one of two residential programs on the campus. The two programs offered at Outside In are Pathway to Recovery and Voyagers. The Pathway to Recovery Program provides specific drug and alcohol treatment (in-patient). The Pathway to Recovery Program is an activity-intensive 58-bed, male only, residential program focusing primarily on pro-social adolescent development and skill building. The Pathway to Recovery Program utilizes a cognitive behavioral approach which challenges each student's thinking and behavior patterns in three specific adolescent developmental areas: pro social skills, moral reasoning, and education. As part of the overall menu of substance abuse services provided in the Pathway to Recovery Program, each student receives at least 6 group sessions per week. These group sessions are facilitated by qualified drug and alcohol counselors who are intimately familiar with the students in the group and the particular needs to be met within the session. In order to provide flexibility and diversity of experience, there are several different group types that are available: general process oriented group discussion, psycho-educational lecture-style groups, experiential group activities, student-run 12-step meetings, case-load groups, and specialty groups (art, yoga, etc.). In addition, students who meet inclusionary criteria are also offered the opportunity to participate in the Residential Treatment Curriculum group trauma intervention. ART® is a multimodal psycho educational intervention designed to alter the behavior of chronically aggressive adolescents and young children. The program incorporates three specific interventions: Skillstreaming, Anger Control Training, and Moral Reasoning Training. Skillstreaming uses modeling, role playing, performance feedback, and transfer training to teach pro-social skills. In Anger Control Training, participating youth must bring one or more descriptions of recent anger-arousing experiences (hassles) to each session. Moral Reasoning Training is designed to enhance youths' sense of fairness and justice regarding the needs and rights of others and to train youth to imagine the perspectives of others when they confront various moral problem situations. The program consists of a 10-week, 30-hour intervention administered to groups of 8-12 youth. During these 10 weeks, participating youth typically attend three 1-hour sessions per week, one session each of Skillstreaming, Anger Control, and Moral Reasoning.

**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: 6

Points received for Dosage or Number of Hours: 6

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.

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

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

Total Points Earned: 18 Total Points Possible: 25

**Basic SPEP™ Score:** 85 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:** 85% 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:

Aggression Replacement Training® (ART®) scored an 85 for the Basic Score and an 85% Program Optimization Percentage (POP). It was classified as a Group 5 service; Cognitive-Behavioral Therapy. The quality of service delivery was found to be at a high level. For amount of service, 74% of the youth received the recommended target weeks of duration and 69% of the youth received the recommended target contact hours for this service type. The risk levels of the youth that received this service were 9% as low risk, 66% as moderate risk, 22% as high risk, and 3% as very high risk. This service could continue to improve its capacity for recidivism reduction through:

### 1. Regarding Quality of Service Delivery:

#### a. Written Protocol:

- i. Ensure that there are Co-facilitators facilitating every ART® Group.
- ii. Train more staff in the ART® Curriculum so more Facilitators are available.

#### b. Staff Training:

- i. Ensure that ART® facilitators are trained to complete Hassle Logs for Anger Control sessions as prescribed by written protocol.

#### c. Staff Supervision:

- i. Ensure that the Co-facilitators complete Fidelity Checklists on the Facilitator at a rate of 20% of the time for Anger Control, Moral Reasoning and Skillstreaming.
- ii. Ensure that the Agency Trainer observes a minimum of 20% of the Anger Control, Moral Reasoning, and Skillstreaming sessions, with at least two (20%) observations for each domain.
- iii. Ensure that Hassle Logs are completed for all Anger Control sessions as prescribed by written protocol.

#### d. Organizational Response to Drift:

- i. Enhance existing drift policy to include a detailed step-by-step description of how the service is delivered.
- ii. Enhance existing "if-then" approach to describe the action steps to be taken operationally, should there be drift in service delivery.
- iii. Develop a policy or procedure that specifically outlines how to review ART® outcome and process data and how to apply findings to improve ART® service implementation and prevent drift.
- iv. Routinely review and respond to data on the provided service to improve service implementation and prevent drift.
- v. Ensure that additional staff are trained in the curriculum to inform them of the ART® language, regardless if they facilitate groups, to ensure a culture of commitment to ART® in everyday programming.

### 2. Regarding Amount of Service:

- a. Improve communication with JPO from referring counties to better match research recommendations for the targeted amount of service.
- b. Discuss aftercare options to help with transition after residential treatment:
  - i. Reconsider the "pre-release" option that increases frequency of home passes as youth approach discharge.
  - ii. Initiate a transition plan for each student.

### 3. Regarding Level of Risk:

- a. Improve communication with JPO from referring counties to better match research recommendations for the Level of Risk.
- b. Increase collaboration between juvenile probation and Outside In to consider:
  - i. Each youth's responsivity factors during treatment.
  - ii. Appropriate length of stay for each youth.