The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: South Mountain Secure Treatment Unit-Individual Counseling
SPEP ID: 223-T01

Cohort Total: 36
Selected Timeframe: Sep. 1, 2016 - Mar. 31, 2018
Date(s) of Interview(s): Apr. 9, 2018 & Apr. 12, 2018
Lead County & SPEP Team Representatives: Danielle Salisbury, York Co., & Heather Perry, EPISCenter
Person Preparing Report: Danielle Salisbury & 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)

The Bureau of Juvenile Justice Services (BJJS) is responsible for the management, operations, program planning and oversight of Pennsylvania’s youth development center/youth forestry camp facilities. These facilities are designed to provide state-of-the-art treatment, care and custody services to Pennsylvania's most at-risk youth. The facilities serve both male and female adolescents who have been adjudicated delinquent by the juvenile court. Treatment services are individualized based on strengths and needs. The Balanced and Restorative Justice principles are consistently rooted throughout each facility. South Mountain Secure Treatment Facility (SMSTU) is a state secure facility that provides residential services for up to 36 moderate to high risk male youth. It is located at 10056 South Mountain Road, South Mountain, PA 17261. Referrals are made to the State Court Liaison for SMSTU by the juvenile probation department. The State Court Liaison determines whether the youth is appropriate for SMSTU or another state facility. This facility consists of three separate units and a school. Each unit has a specific focus in terms of the treatment received by the youth: The Sexual Attitudes/Behavior Program, or Charlie Unit, specializes in services for adjudicated youth with sexual behavior problems. The Delta Unit services lower functioning youth. The Habitual and Serious Offenders Program is located in the Alpha Unit. The primary services include ART®, PTND, Victim Awareness Course, Casey Life Skills, and Sexual Attitudes/Behavior specific treatment. The focus of this report is Individual Counseling. The Psychological Service Associate (PSA)'s meet with and assess the youth and with their findings as well as other tools, including the YLS, they develop a Master Case Plan (MCP). MCP’s are individualized and target specific resident treatment needs. Varying counseling behavior interventions are used by a counselor on the unit as well as the PSA's to aid in behavior modification of thinking errors. Behavior and other issues can be addressed during this time. Working to achieve goals is a topic discussed consistently. Sessions typically occur once per week for 1 hour with the Youth Development Counselor (YDC). Although sessions with the PSA vary depending on the youths' need, discussions typically directly relate to behavior and how their behavior affects their goals.

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

1. SPEP™ Service Type: Individual Counseling

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

   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: 10

   Total Points Earned: 10

   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: 8
- Points received for Dosage or Number of Hours: 6

Total Points Earned: 14  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.

- 31 youth in the cohort are Moderate, High or Very High YLS Risk Level for a total of 12 points
- 26 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 SPEPTM Score:** 54  total points awarded 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 local juvenile court. The recommendations for this service included in the feedback report are:

1. **Written Protocol:**
   - a. Enhance the current protocol/manual by describing the service to be delivered to youth, and the process as it relates to the development of the MCP; update and enhance this manual at regular timeframes (example-yearly)
   - b. Include the criminogenic needs addressed as well as the population and risk factors for youth best served by Individual Counseling
   - c. Develop a data/document/checklist/or include within the notes a method that identifies the manual is being used or referenced during service delivery
2. **Staff Training:**
   - a. Develop a training checklist that supervisors of new employees can fill out during the shadowing phase of training
   - b. Require delivery staff to participate in booster/refresher training that is specific to Individual Counseling
3. **Staff Supervision:**
   - a. Develop a standard timeframe where Supervisors monitor staff on the fidelity and quality of service delivery (example-quarterly)
   - b. Enhance staff supervision by developing a standard method to provide written feedback to delivery staff after they are monitored.
   - c. Provide written feedback to delivery staff
4. **Organizational Response to Drift:**
   - a. Document procedures that specifically address steps to be taken should staff fail to deliver individual counseling as it is intended to be delivered; and ensure that these procedures are systematically implemented.
   - b. Enhance data collection through collecting process or outcome data, peer reviews, or feedback from youth and families. *(example-track how many times individual sessions occurred; Is the ISP being followed? Are youth meeting goals?)*
   - c. Create an Exit Evaluation to include specific questions as it relates to individual counseling and the effectiveness of the service.
5. **Amount of Service:**
   - a. Investigate ways to enhance amount of service to reach 25 weeks and 30 hours.

---

*TM Copyright held by Mark W. Lipsey, Peabody Research Institute, Vanderbilt University. Portions of the content in this fact sheet are adapted from the “Standardized Program Evaluation Protocol (SPEP): A Users Guide.” Mark W. Lipsey, Ph.D. and Gabrielle Lynn Chapman, Ph.D., Vanderbilt University, October, 2014.*