

# The Standardized Program Evaluation Protocol (SPEP™):

*Service Score Results:* Baseline

**Name of Program and Service:** Loysville-East Penn Cottage-Thinking for a Change  
Cohort Total: 18 SPEP ID: 130-T01  
Selected Timeframe: Oct. 5, 2015-Dec. 31, 2016  
Date(s) of Interview(s): Oct. 7, 2016  
Lead County & SPEP Team Representatives: Sue Claytor, York Co. & Heather Perry, EPISCenter  
Person Preparing Report: Sue Claytor & 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)*

Loysville is a state secure facility that provides residential services for moderate to high risk male youth. This facility consists of six separate cottages as well as a secure unit. Each cottage has a specific focus in terms of the treatment. East Penn is general residential. Upon intake all youth are assessed by the social worker using the YLS. Youth found to have an overall risk of moderate or high in the domains of Personality/Behavior, Attitudes/Orientation or Peers will receive T4C. Letters are sent to the resident and the youth's parent(s) from the Counseling Center notifying them of the groups they have been referred to. The Counseling Center explains T4C with the youth and reviews a video on the flow of the group. The T4C curriculum consists of a Facilitator's Manual, a "Process to be used with each Social Skill lesson" document, a Thinking for Change Group Homework booklet and Thinking for a Change booklet for the resident, and a Skill Reinforcement Manual authored by the Carey Group. New groups of T4C begin every four weeks and include 8 new youth per group. The curriculum lasts twelve weeks and contains 25 sessions with session 1 being an introduction to T4C. Session 2 to 5 focus on Social Skills. Session 6 to 10 focus on Cognitive Self Change. Session 11 to 15 focus on Social Skills and Cognitive Self Change and sessions 16 to 24 focus on Problem Solving using the Social Skills and Cognitive Self Change. Lastly, session 25 is a summary of the program. The Counseling Center holds hourly group sessions twice a week. All three components of T4C are taught at the Counseling Center however only 9 core social skills are taught. There is a pre and post-test for T4C and upon successful completion, the youth receives a certificate. The Counseling Center's involvement ends after twelve weeks, however the cottages facilitate Aftercare Social Skills group based on the fifty social skills provided in the manual. Social skill groups are unique to each cottage. East Penn cottage is a 16-bed unit serving youth ages 16-20 that typically exhibit increased antisocial thinking and attitudes along with aggressive and violent behaviors. The average length of stay for youth in East Penn cottage is 6 to 9 months. East Penn cottage has incorporated the intervention of T4C into its foundation with weekly assignments and assimilations into the behavior management system above and beyond the actual group counseling sessions. East Penn cottage utilizes all 50 social skills. Two social skills are assigned and reviewed per week. A youth has to complete a pre-determined number of social skills in order to progress through the Phase System. Youth Development Aides and Youth Counselor Aid Supervisors facilitate the Aftercare Social Skills group. The Youth Development Counselor determines the social skills but typically they are presented in order to ensure all social skills are taught.

## 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: 10

Points received for Dosage or Number of Hours: 10

Total Points Earned: 20 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.

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

12 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

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**Basic SPEP™ Score:** 90 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:** 90% 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)

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## 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 Thinking for Change Program at Loysville – East Penn cottage scored a 90 for the Basic Score and a 90% Program Optimization Percentage. It is classified as a Group 5 Service: Cognitive-Behavioral Therapy service type. The Counseling Center by itself scored high in terms quality of service while East Penn cottage scored medium. The program could improve its capacity for recidivism reduction through:

1. Enhance Staff Training: Provide booster/refresher training within the cottage on the delivery of the social skills within that environment and document the list of attendees.
2. Enhance On-going Staff Supervision:
  - a. Specifying curriculum(s) staff are trained to deliver in performance evaluations and address their performance in relation to that curriculum.
  - b. Develop set timeframes to observe staff delivering the social skills in the cottage and provide specific, written feedback to each staff.
3. Enhance Organizational Response to Drift:
  - a. Develop a written procedure to address departure from delivery protocol and the steps to follow to address drift.
  - b. Consider developing a formal process for soliciting and documenting feedback from youth as it relates to the Aftercare Social Skills group.