

The Standardized Program Evaluation Protocol (SPEP™):

Service Score Results: Baseline

Name of Program and Service: Loysville-Williams Cottage-Thinking for a Change (T4C)
Cohort Total: 13 SPEP ID: 134-T01
Selected Timeframe: Sep. 1, 2015 to 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 and 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. Each cottage has a specific focus in terms of the treatment received by the youth: Williams Cottage focuses on lower functioning youth that are in need of academic remediation. The focus of this report is T4C Version 3.1. T4C is a cognitive-behavioral therapy intervention intended to reduce rates of recidivism by helping individuals improve their thinking patterns, interpersonal skills, and problem-solving abilities. There are three components: cognitive restructuring, social skill training, and problem solving. The Counseling Center provides the main components of the service. The cottages and secure unit provide the Aftercare Social Skills group that support the components that are taught in the Counseling Center. Upon intake all youth are assessed 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. 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. Youth are required to make up missed sessions individually. All three components of T4C are taught at the Counseling Center however only 9 core social skills are taught. The Counseling Center gives the youth 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. Williams cottage is a 14-bed unit serving youth ages 14-20 with low cognitive functioning. All materials and group sessions are tailored to the resident's level of comprehension. A primary focus is remediation of basic academic skills such as reading and comprehension. The Williams cottage Youth Development Counselor typically do not facilitate the group, however they can recommend a social skill topic for group discussion. Williams cottage enhances service delivery by using visuals (i.e. posters) when teaching social skills. The Aftercare Social Skills Group is an open group so there is no pre or post-test. Of the social skills taught, the nine social skills taught at the Counseling Center are excluded from the cottage group sessions.

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: 10

Points received for Dosage or Number of Hours: 0

Total Points Earned: 10 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.

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

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

Total Points Earned: 20 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:

The Thinking for Change Program at Loysville – Williams cottage scored a 85 for the Basic Score and a 85% Program Optimization Percentage. It is classified as a Group 5 Service: Cognitive-Behavioral Therapy service type. The Counseling Center and Williams cottage scored high in terms quality of service. Contact hours however fell below the required 45 hours for T4C. 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.
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 having staff conducting the Aftercare Social Skills group observe these groups sessions in other cottages and provide written feedback.
 - c. Consider adding pre and post-tests to youth entering and exiting the program as a means to identify the skills that have been learned, as well as a way to identify ways to enhance service delivery.
4. Contact Hours: Investigate ways to increase the number of contact hours to reach the recommended 45 hours for T4C.