

# The Standardized Program Evaluation Protocol (SPEP™):

*Service Score Results:* Baseline

Name of Program and Service: Loysville-Secure Unit-Thinking for a Change (T4C)  
Cohort Total: 14 SPEP ID: 132-T01  
Selected Timeframe: Jun. 3, 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. The focus of this report is Thinking for a Change 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 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. 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 T4C booklet for the resident, and a Skill Reinforcement Manual authored by the Carey 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. Aftercare Social skill groups are unique to each cottage. The Secure Unit is a 20-bed single room unit serving youth ages 16 to 20 where the main thrust of the program is to address their individualized treatment issues along with learning and displaying appropriate pro-social behavior. Thinking for a Change and the Aftercare Social Skills group are integral parts of the programming in the Secure Unit. The Secure Unit is divided into two separate dorms and two separate T4C groups that run year round. The Secure Unit uses all 50 social skills. A social skill is assigned as homework each week. The resident must show the incorporation of the social skill within his daily routine in order to advance in the level system. Youth who reside in the Secure Unit for an extended time and receives all 50 social skills is asked to assist peers and become a junior facilitator.

## 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: 6

Total Points Earned: 16 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.

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

7 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:** 86 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:** 86% 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 – Secure Unit scored an 86 for the Basic Score and a 86% 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 the Secure Unit scored medium. The program could improve its capacity for recidivism reduction through:

1. Enhance Staff Training: Provide booster/refresher training within the Secure unit 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 Secure unit 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 having staff conducting the Aftercare Social Skills group observe these groups sessions in other cottages and provide written feedback.
4. Contact Hours: Investigate ways to increase the number of contact hours to reach the recommended 45 hours for T4C.