

# **SPEP™ Informed:** **Understanding Research, Informing Practice**

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*2019 James E. Anderson Pennsylvania Conference on  
Juvenile Justice*

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EDNA BENNETT PIERCE  
PREVENTION RESEARCH CENTER



*The EPISCenter is funded by PCCD, the PA Department of Human Services, and DDAP through PCCD grants VP-ST-28768 and VP-ST- 28935.*

# Overview

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*Shawn Peck, SPEP™ Project Manager,  
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# Overview of SPEP™ Training

- SPEP™ Informed Training Defined
- Background
- SPEP™ in Pennsylvania
- Emphasizing the Partnership
- The SPEP™ Process
- Understanding of the Research
- Understanding of the Score Sheet
- An Integrated Understanding

# Overview of SPEP™ Training – Continued

- Probation/Provider Alignment
- Interpretation of Results & Understanding the Score
- Understanding Timelines
- Supporting Service Providers
- Communicating with Families
- Wrap-up
- Questions

# SPEP™ Informed Training Defined

- *Interpret* SPEP™ research findings and implications to inform recommendations for dispositional hearings in terms of risk, need and responsivity factors
- *Explain* this information to:
  - judges
  - district attorneys
  - public defenders
  - placement liaisons
  - community based providers

## SPEP™ Informed Training Defined – Continued

- *Make more specific* recommendations to the Court which match dosage and duration targets outlined in the research
  - This will assist communication with families in understanding length of stay or assigned weeks in community-based services
- *Understand* service provider needs as the alignment with juvenile probation and service provider becomes clear
- *Decide* if they want to attend the SPEP™ Level 1 training to administer the SPEP™ in their area.

# Background

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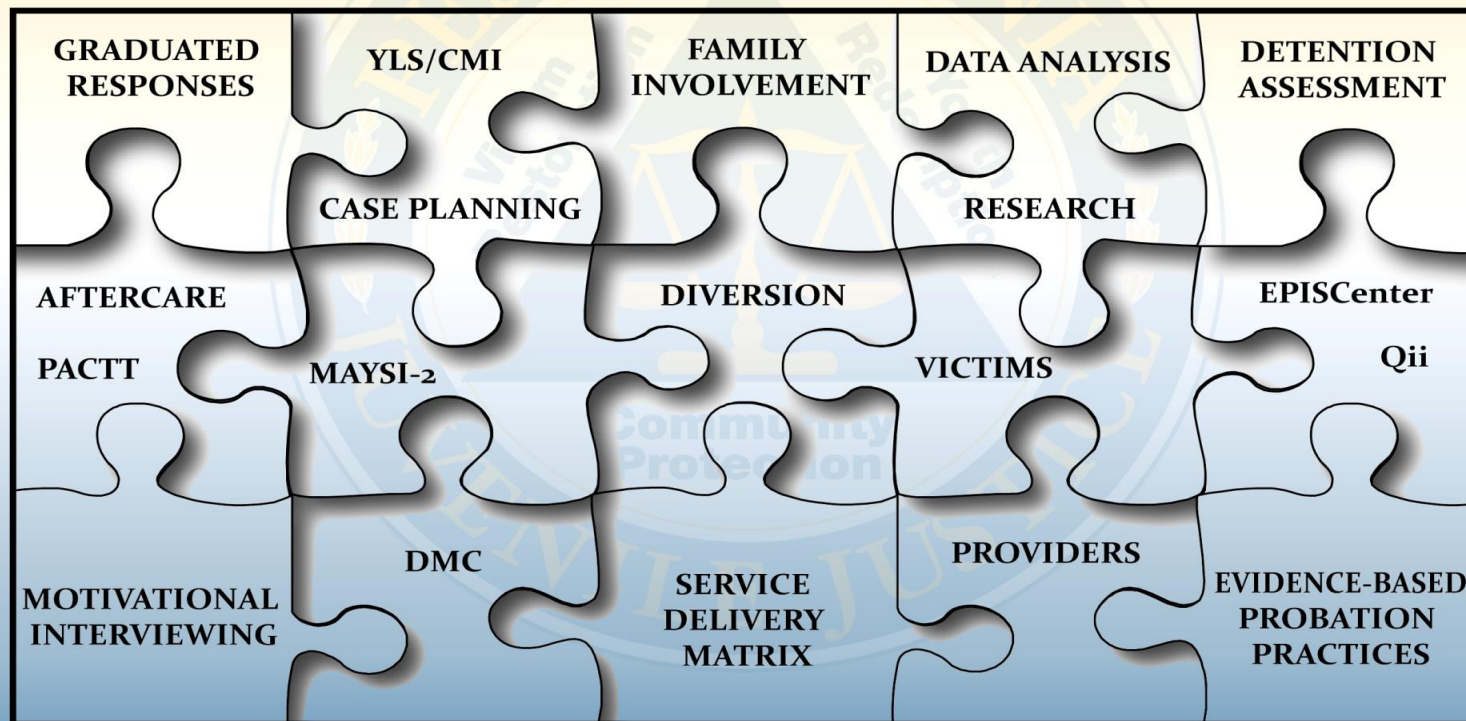
*Shawn Peck*

## Balanced and Restorative Justice 1995 (Law and Mission)

- **Balanced and Restorative Justice Goals**
  - The protection of the community
  - The imposition of accountability for offenses committed
  - The development of competencies to help juveniles become responsible and productive members of the community

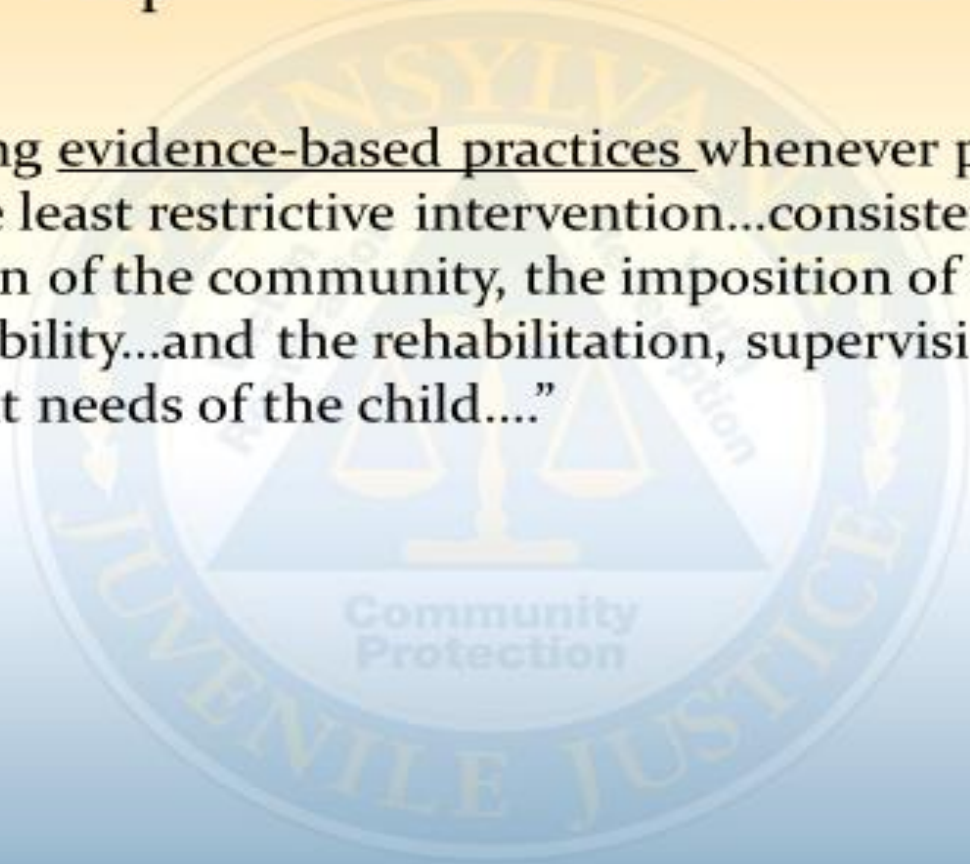


# Elements of Pennsylvania's *Models for Change* Initiatives



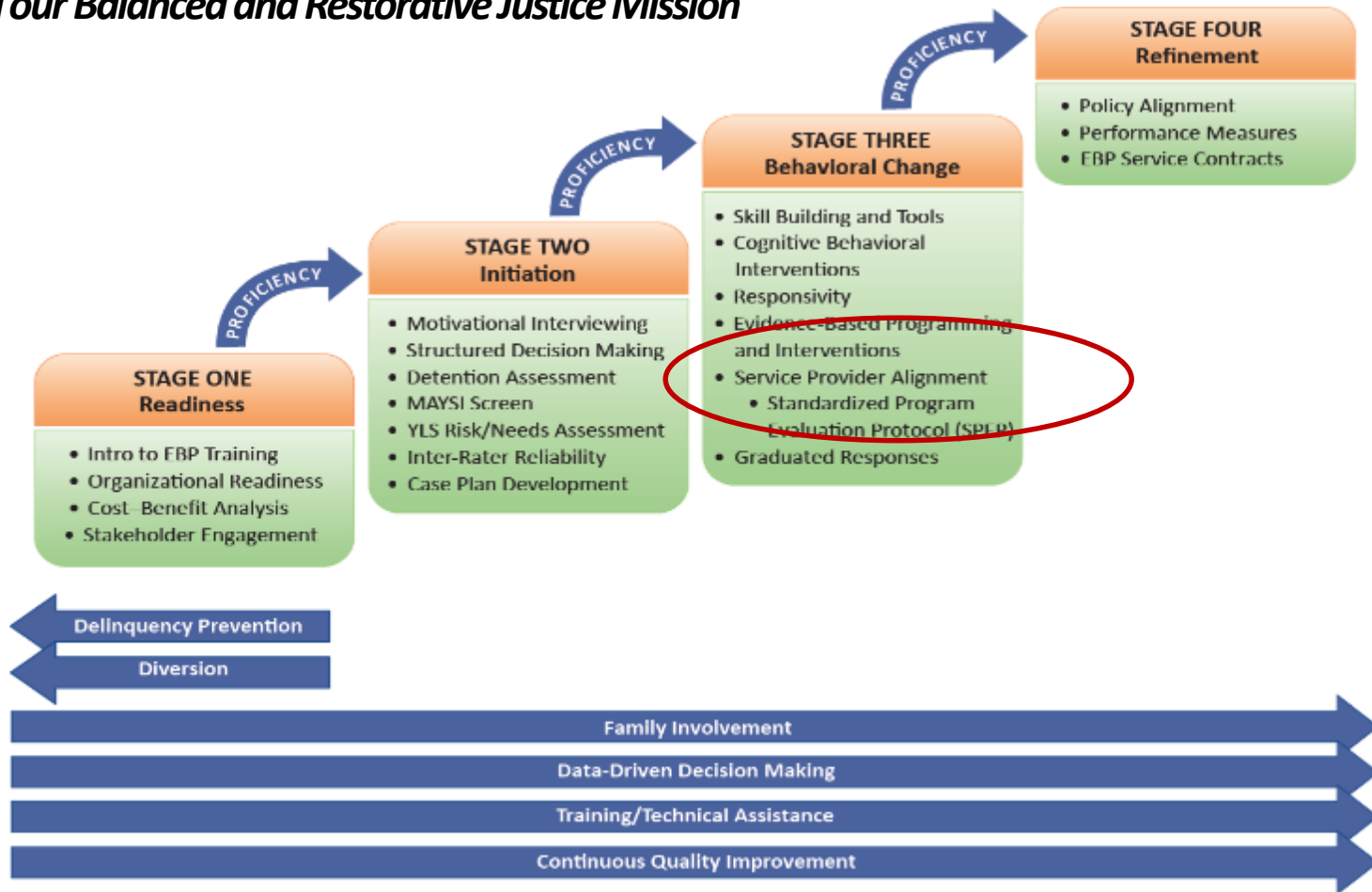
## Purpose Clause Revised in 2012

- Employing evidence-based practices whenever possible...by using the least restrictive intervention...consistent with the protection of the community, the imposition of accountability...and the rehabilitation, supervision, and treatment needs of the child....”



# PA Juvenile Justice System Enhancement Strategy (JJSES) Framework

*Achieving our Balanced and Restorative Justice Mission*



Adapted from: Pennsylvania's Juvenile Justice System Enhancement Strategy (JJSES) *Achieving our Balanced and Restorative Justice Mission Through Evidence-based Policy and Practice* – Richard D. Steele, courtesy of Juvenile Court Judges' Commission.

# Achieving our Statement of Purpose

## JJSES Statement of Purpose

We dedicate ourselves to working in partnership to enhance the capacity of Pennsylvania's juvenile justice system to achieve its balanced and restorative justice mission by:

- Employing evidence-based practices, with fidelity, at every stage of the juvenile justice process;
- Collecting and analyzing the data necessary to measure the results of these efforts; and, with this knowledge,
- Striving to continuously improve the quality of our decisions, services and programs.

## SPEP™

The SPEP™ is an example of how PA is achieving the JJSES Statement of Purpose. For each of the components of the JJSES:

- These activities are evidence-based practices,
- Data is collected and analyzed to monitor our outcomes and drive our decision making,
- Continuous Quality Improvements (CQI) have been implemented to ensure the SPEP™ is implemented as intended, continuously and over time,
  - while identifying and correcting drift through quality assurance processes.

# Pennsylvania's Juvenile Justice System

**Mission: To support and enhance the values, principles, and programs that advance the goals of Balanced and Restorative Justice while employing evidence-based practices whenever possible.**

Goal 1: Community Protection

Goal 2: Accountability

Goal 3: Competency Development

Goal 4: Evidence-Based Practices

Goal 5: Data-Driven-Decision Making

Goal 6: Professional Development

# **SPEP™ in Pennsylvania**

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*Shawn Peck*

# Expanding SPEP™ Footprint in Juvenile Justice

- **Original development sites**

- North Carolina (2004)
- Arizona (2006)

- **Juvenile Justice System Improvement Project (JJSIP)**

- Connecticut (2011)
- Florida (2011)
- Pennsylvania (2011)

- **OJJDP Justice System Reform & Reinvestment Initiative**

- Delaware (2012)
- Iowa (2012)
- Wisconsin (Milwaukee County) (2012)

- **Independent participants**

- Tennessee (2008)
- Queensland, Australia (2016)
- Georgia (2017)
- Virginia (2019)

- **Evidence-Based Decision Making Certificate Program (with Georgetown Center for Juvenile Justice Reform)**

- Oregon (2018)
- San Diego (2019)



# The Juvenile Justice System Improvement Project 2011

- Funded by Federal OJJDP
- The Center for Juvenile Justice Reform – Georgetown University
- Pennsylvania chosen as one of four states in the “*Improving the Effectiveness of Juvenile Justice Programs*” Project
- Berks County served as project pilot site
- Two major areas of focus based on the work of
  - Buddy Howell’s “*Comprehensive Strategy*” work
  - Mark Lipsey’s “*Standardized Program Evaluation Protocol*”



# Pennsylvania SPEP™ Rollout Strategy

## 2011 – Berks County

- Pilot Site
- Initial implementation resources developed

## 2013 – Allegheny, Bucks, Dauphin, and Lehigh Counties

- Three SPEP™ Implementation Specialists' hired
- Additional implementation resources developed
- Performance Improvement Process developed
- Level 1 and Level 2 Training Processes developed with Vanderbilt University

## 2015 – McKean, Mercer, Luzerne, Lycoming, Venango, and York Counties

## 2017 – Lebanon County

## 2018 – Chester, Erie, Franklin, Lancaster, and Montgomery Counties

- Four SPEP™ Implementation Specialists' hired
- SPEP™ Project Manager and Administrative Assistant hired
- Level 3 Training Process developed with Vanderbilt University

## 2019 – Lawrence and Philadelphia Counties & SPEP™ Informed Concept throughout Pennsylvania

# JJSES Leadership Team

- Oversees the training and technical assistance for the Juvenile Justice System Enhancement Strategy (JJSES)
- Responds to recommendations made by the SPEP™ Advisory Group



# SPEP™ Advisory Group

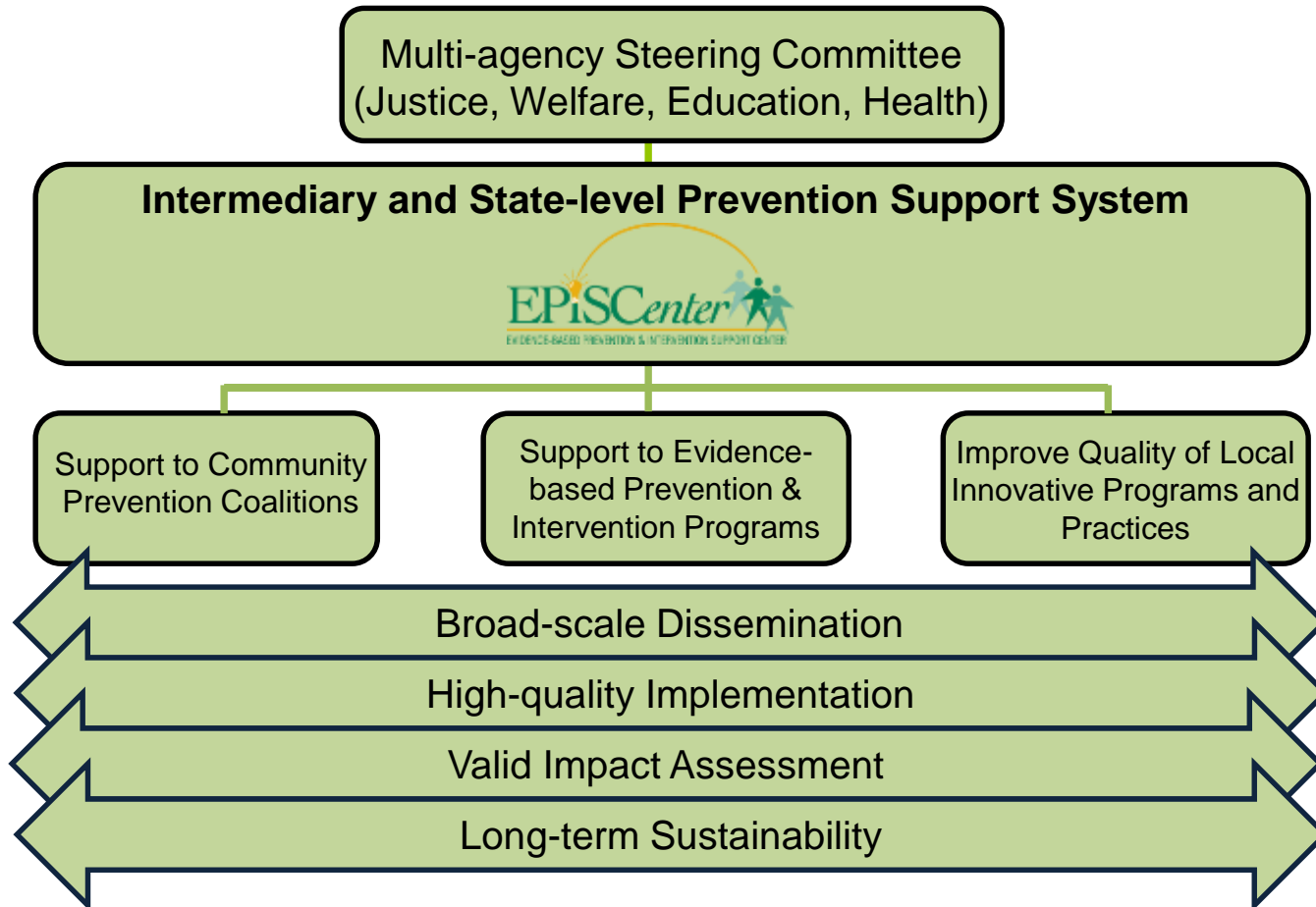
- Discuss SPEP™ implementation challenges and successes
- Make recommendations to the JJSES Leadership Team regarding the SPEP™ Project
- Review resources developed for SPEP™ implementation

# SPEP™ Learning Community (LC)

- Quarterly in-person meetings occur with EPISCenter staff and all probation staff trained as Level 1 SPEP™ Specialists or Level 2 SPEP™ Trainers
  - East and West Regions
- Monthly Technical Assistance Calls with Vanderbilt University

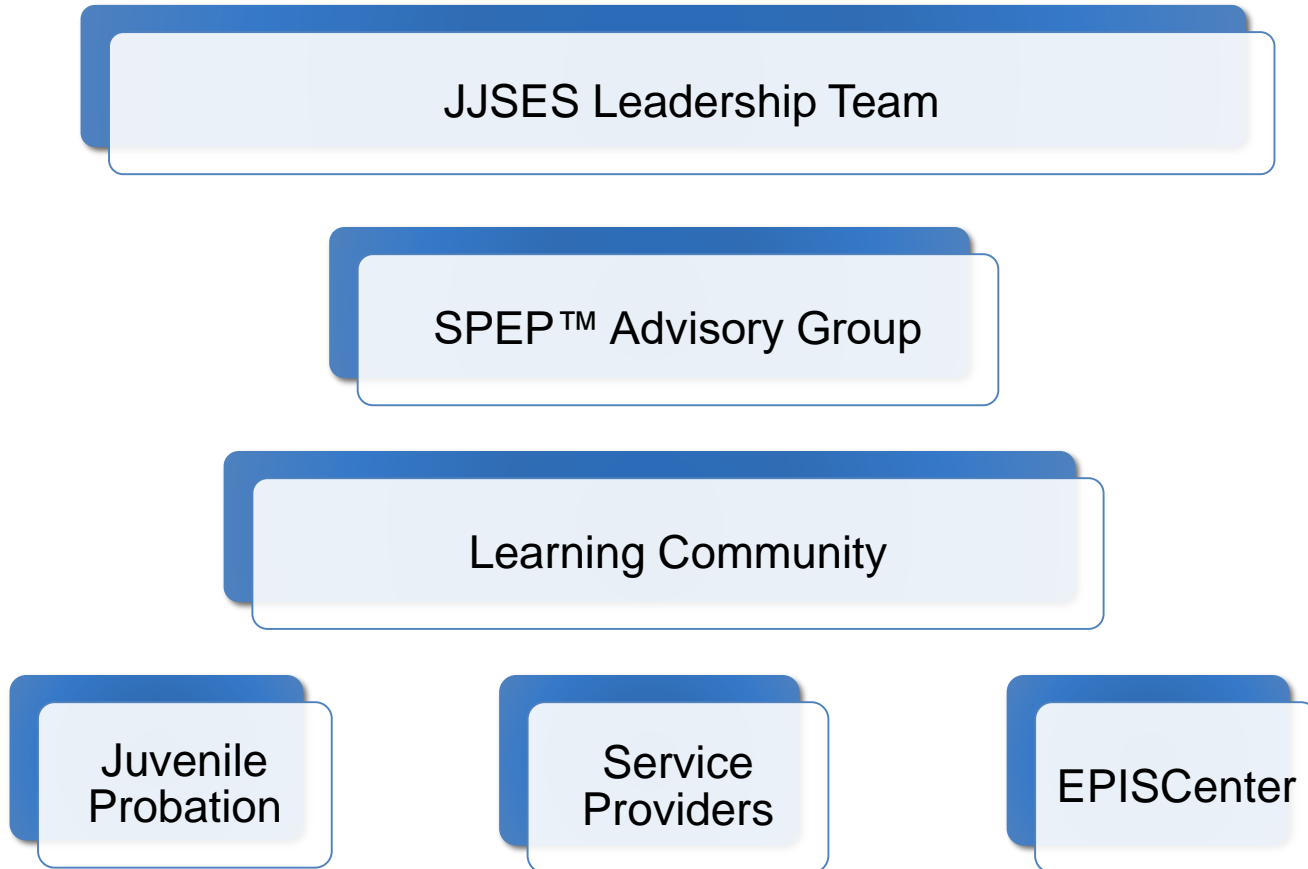


# EPISCenter Structure & Initiatives

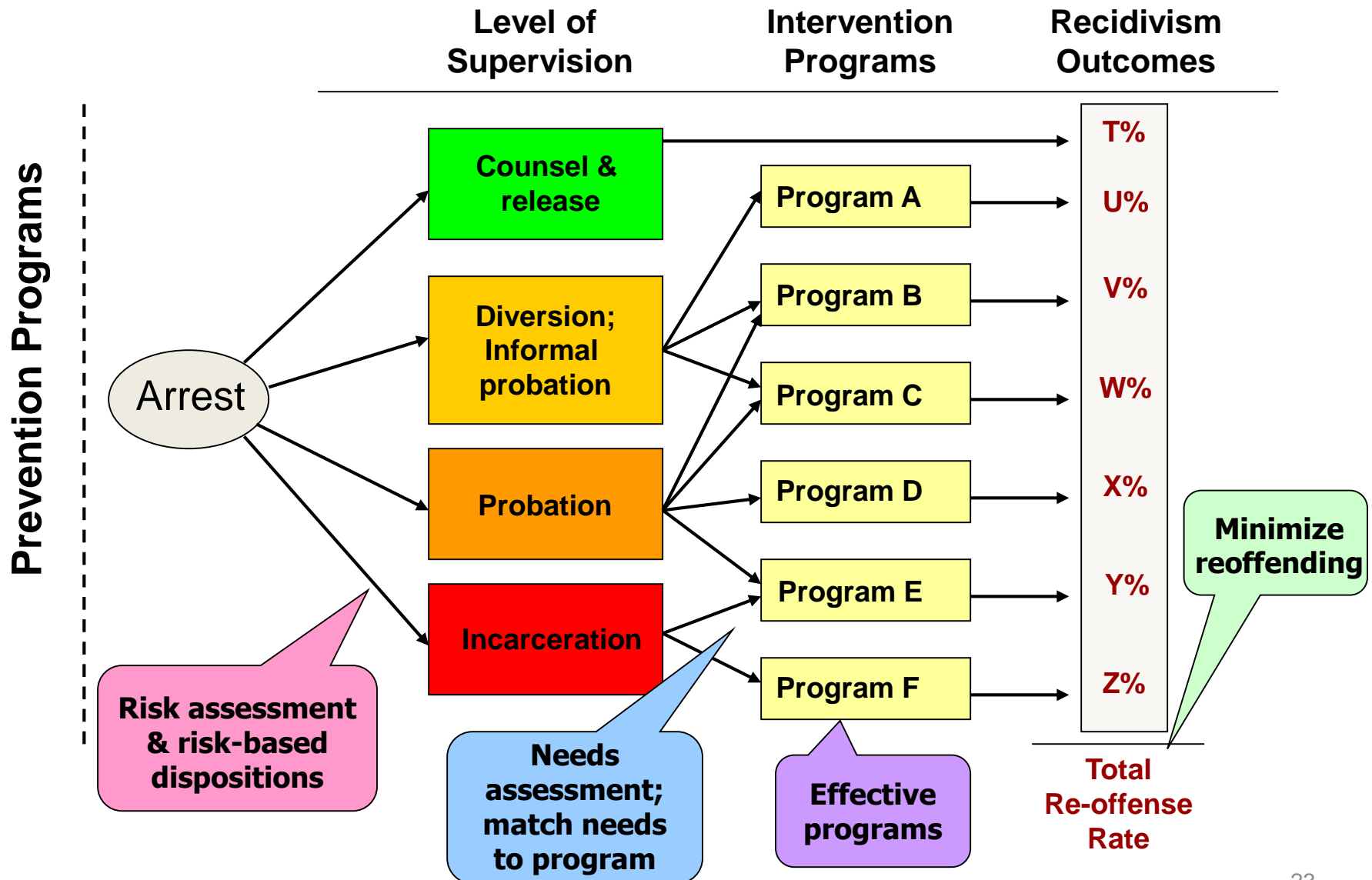


The EPISCenter is a project of the Prevention Research Center, College of Health and Human Development, Penn State University, and is funded by the Pennsylvania Commission on Crime and Delinquency and the Pennsylvania Department of Human Services.

# SPEP™ in Pennsylvania

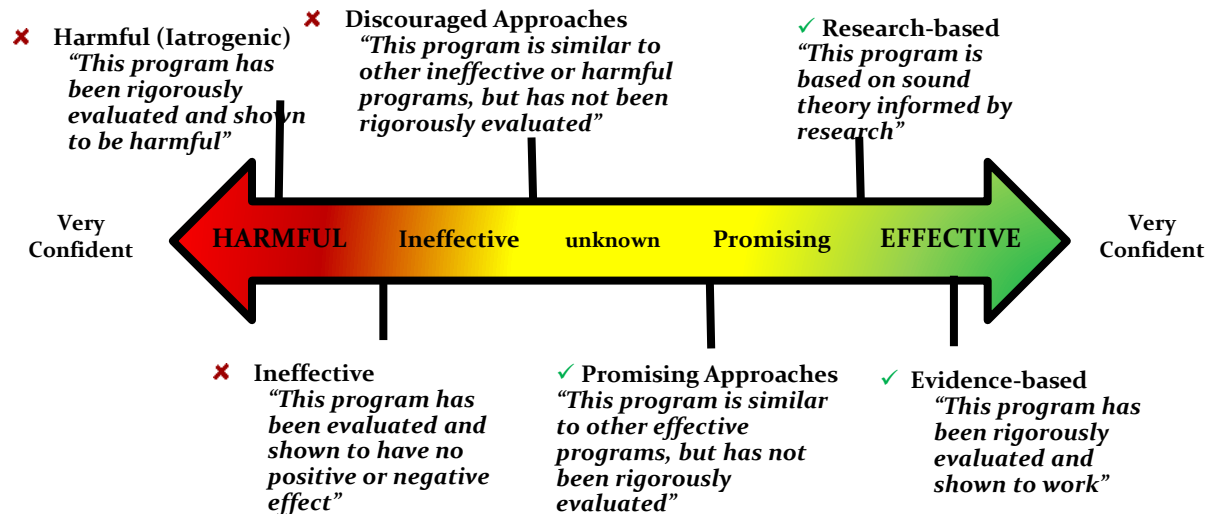


# The Systems Approach



# The Continuum of Confidence

Programs can be placed along a **continuum of confidence** based on their evidence or theory



How confident are we that this program or practice is a good use of resources **AND** improves outcomes for children and families?

\*Bumbarger & Rhoades, 2012



# SPEP™ Informed = Informed Decision Making

3 pillars of SPEP™:

- Partnership
- Education
- Transparency



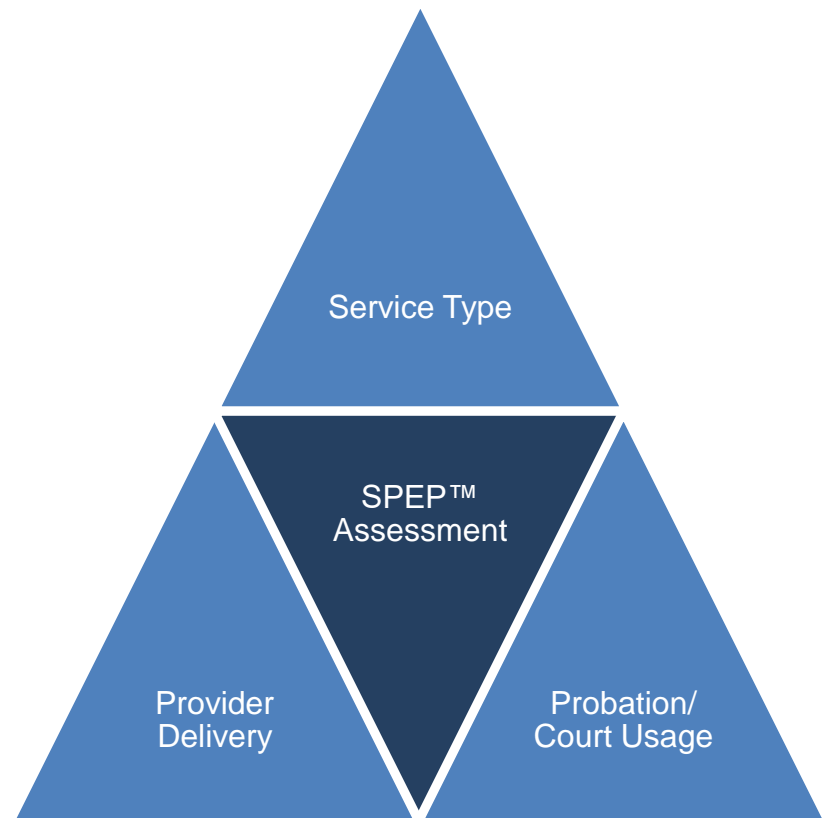
# Emphasizing the Partnership

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*Lisa Freese, SPEP™ Implementation Specialist,  
Penn State EPISCenter*

# The Partnership

- Juvenile Probation Departments and Service Providers are equal partners in the SPEP™ process
- The SPEP™ Process brings stakeholders together from Pre-SPEP™ Planning to SPEP™ Reassessments



# Probation's Role in the Partnership

## Planning

- Engage key stakeholders for the SPEP™ Process (courts, key JPO staff)
- Identify and prioritize Service Providers for the SPEP™ Process

## Preparation

- Prepare Service Providers for the SPEP™ Process by initiating the conversation
- Administer the YLS and retrieve missing YLS Scores from other probation departments

## Policy

- Communicate SPEP™ Assessment results across various levels of Juvenile Court/Probation
- Develop policies and procedures related to SPEP™
  - Incorporate SPEP™ into Service Provider contracts, program description and job descriptions

## Practice

- Contribute to SPEP™ Interviews and the development of Feedback Reports and Performance Improvement Plans
- Act as an equal and collaborative partner in the Performance Improvement Process

# Where SPEP™ Informed comes in...

## Policy

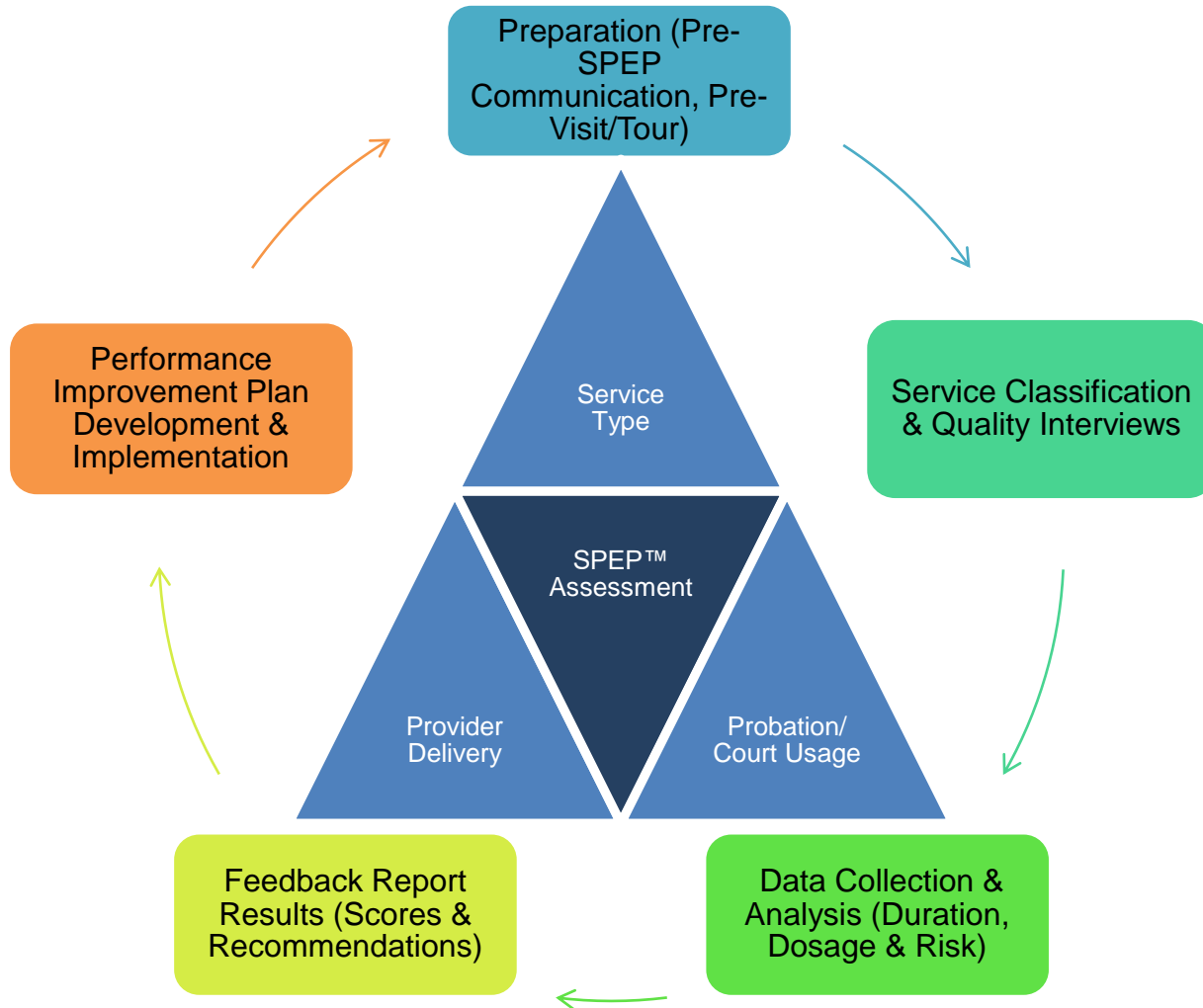
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# The SPEP™ Process

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*Lisa Freese, SPEP™ Implementation Specialist,  
Penn State EPISCenter*

# SPEP™ Lifecycle



# The SPEP™ Process





# Pre-Visit Checklist

<http://episcenter.psu.edu/juvenile/appendix>

- Helps Service Providers to understand:
  - Type of materials reviewed during SPEP™ Interviews
  - Data Collection
- Pre-Visit Checklist sent by Juvenile Probation Staff



## SPEP Pre-Visit Checklist For Providers

In preparation for your upcoming SPEP interview, we recommend gathering or preparing the following materials for discussion and review.

### Service Type

- Service Identification:** Within the program, are there services or "tracks" that juveniles with specific needs, a certain diagnosis and/or risk are grouped together for treatment purposes? Often this is referred to as "unpacking" or determining what services are components of the program.
- Daily Schedule:** Please have available a sample schedule of daily activities for each track or service.
- Description:** A brief description of each service or program component identified.
- Manual/Guide/Service Protocol:** If the service delivered has a written protocol or manual or "how to" guide, please have that available during the interview.
- Staff:** A staff member(s) who delivers the service through direct interaction with youth should be present to provide information on the service, delivery and other questions that may arise during the interview.

### Service Quality

- Staff Training:** The type and amount of training received by staff that deliver the service. Documentation of training is helpful.
- Staff Credentials:** Know the minimum education requirements for staff delivering the service. Provide information on required training, prior experience or certification requirements. Dates and amount of training will be requested.
- Policies and Procedures:** Written information on procedures to monitor adherence to delivery of service and other aspects of quality. Procedures for corrective action when there are significant departures from protocol or where lapses in quality are identified. Staff access to policies and procedures.
- Data Collection:** Staff should be present who have practical knowledge of program, including what data is collected.

### Service Amount And Risk Level

- Duration of service:** The length of time each youth (in the pre-determined cohort) is in the program and number of contact hours receiving the service) for youth will be necessary to determine service amount.
- Risk Level:** If available, or not previously provided by juvenile probation, the risk level of each youth in the cohort, retrieved from the results of the Youth Level of Service/Case Management Inventory (YLS/CMI).

The EPISCenter represents a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), and the Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by PCCD and the Department of Public Welfare. This resource was developed by the EPISCenter through PCCD grant VP-ST-24368.

# Service Classification Interview

- A Full Program Profile is completed to identify all service activity within each program (Unpacking)
- Service Classification Interview(s) identify which services are eligible to go through the SPEP™ Process
- Information sharing between Service Provider Staff, Juvenile Probation Staff, and EPISCenter Staff
  - Discussion of program operations and schedules
  - Review of service description(s)
  - The Service Provider tells “the story” (details that could have been missed)

# Types of Services within a Program

- Primary service: The main service a program provides - **the one most characteristic** of the program and/or on which **the most time or effort is spent**.
- Supplemental service(s): Services that reinforce or complement the primary service.

## Quality of Service Delivery Interview

- Quality of service delivery interviews are conducted for each service selected for the SPEP™
- Provides understanding of how service is delivered and monitored
- Review of materials used for service delivery
- Interviews may occur the same day as service classification or at subsequent meetings
- Length of time varies – approximately 1.5 hours

# Data Collection – Cohort Data Template

DO NOT EMAIL CONFIDENTIAL INFORMATION!

SPEP ID:  Time:  Organization Name:

Cohort Start Date:  Minimum # Youth:  Program Name:

Cohort End Date:  Anticipated # of Youth:  Service Name:

Target Duration:  Target Dosage:  Service Type:

| Youth Number in Cohort | County Specific Juvenile ID Number (JID) from PaJCMS | First Initial of Youth's First Name | First Initial of Youth's Last Name | Gender | Race | Ethnicity (Hispanic?) | Date of Birth (DOB) | Committing County | Date Youth Was Admitted to the Program | Youth Service Start Date | Youth Service End Date | Total weeks of service | Total hours of service | Youth Level of Service (YLS) Risk Score | YLS Risk Level | Date YLS was Finalized | Was there a YLS override? | Was there Service Interruption of 30 days or more? | Was youth discharged earlier than anticipated? | Notes:<br>For Example, Reasons for<br>- YLS override<br>- service interruption<br>- early discharge | YLS Flag |
|------------------------|--|-------------------------------------|------------------------------------|--------|------|-----------------------|---------------------|-------------------|--|--------------------------|------------------------|------------------------|------------------------|---|----------------|------------------------|---------------------------|--|--|---|----------|
| 1                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 2                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 3                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 4                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 5                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 6                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 7                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 8                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 9                      |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 10                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 11                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 12                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 13                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 14                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 15                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 16                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 17                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 18                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |
| 19                     |  |                                     |                                    |        |      |                       |                     |                   |  |                          |                        |                        |                        |   |                |                        |                           |  |  |   | N/A      |

## What is a SPEP™ Cohort?

- A group of youth that received a service during a specific timeframe (but are no longer receiving the service)
  - Duration and Dosage are calculated for each youth
  - Each youth must have a YLS Score to be counted for Risk Level
- Youth must be delinquent, probation referred
- Minimum of 10 youth are necessary
- Youth must be from Pennsylvania

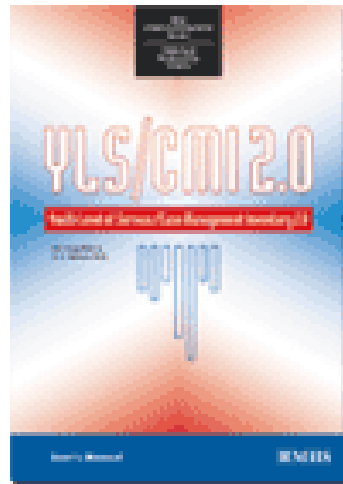
# Amount of Service

- **Effects on recidivism associated with:**
  - Duration (weeks) of service
  - Dosage (face-to-face hours) of service



## Level of Risk

- The meta-analysis research on delinquency intervention programs has shown that, on average, there are larger positive effects on recidivism with higher risk juveniles than with their lower risk counterparts
- As a result, juveniles' risk scores are included in the SPEP™ scoring scheme





# Feedback Report Summary & Recommendations

- Summarizes the findings of the service in light of recidivism reduction
- Identifies improvement recommendations for:
  - Quality of Service Delivery
  - Service Amount
  - Risk Level
- *Example: Develop a supervision process that includes scheduled direct observation for fidelity monitoring*

# Feedback Reports

- Every service that goes through the SPEP™ receives a Feedback Report
- The Feedback Report serves as the written record of the SPEP™ process regarding each service

## The Standardized Program Evaluation Protocol (SPEP) Review and Recommendations

|                     |                               |
|---------------------|-------------------------------|
| Organization:       | Location:                     |
| Name of Program:    | Name of Service:              |
| Cohort Size:        | Timeframe of Selected Cohort: |
| Date of Interview:  | County(s):                    |
| Report Prepared By: | Sources of Information:       |

### Introduction

The Juvenile Justice System Enhancement Strategy (JJSES) is an initiative currently underway in Pennsylvania's juvenile justice system. In the Statement of Purpose, the intention is to employ evidence-based practices with fidelity at all stages of the system, further enhancing its capacity to achieve its mission of balanced and restorative justice. The Standardized Program Evaluation Protocol (SPEP) falls within Stage Three: Behavioral Change. It provides guidance in aligning service needs with quality local programming.<sup>1</sup>

The Standardized Program Evaluation Protocol (SPEP) is a tool derived from meta-analytic research that is designed to compare existing juvenile justice intervention programs to the characteristics of the most effective programs found in the research. A scoring system allows service providers, as well as county juvenile probation departments to identify areas in which improvements can be made to their existing programs that expect to increase effectiveness for reducing the recidivism of the juvenile offenders treated.

This report provides two types of SPEP scores, a Basic Score and a Program Optimization Percentage (POP). The Basic Score compares the program to other intervention programs found in the research, regardless of program type. It is meant as a reference for the expected overall recidivism reduction when compared to other program types. The POP is a percentage score that indicates where the program is compared to its potential effectiveness if optimized to match the characteristics of similar programs found effective in the research. The POP score is likely the more meaningful score for service providers as it represents how close the program is

# Performance Improvement Plan

## Standardized Program Evaluation Protocol (SPEP™) Performance Improvement Plan

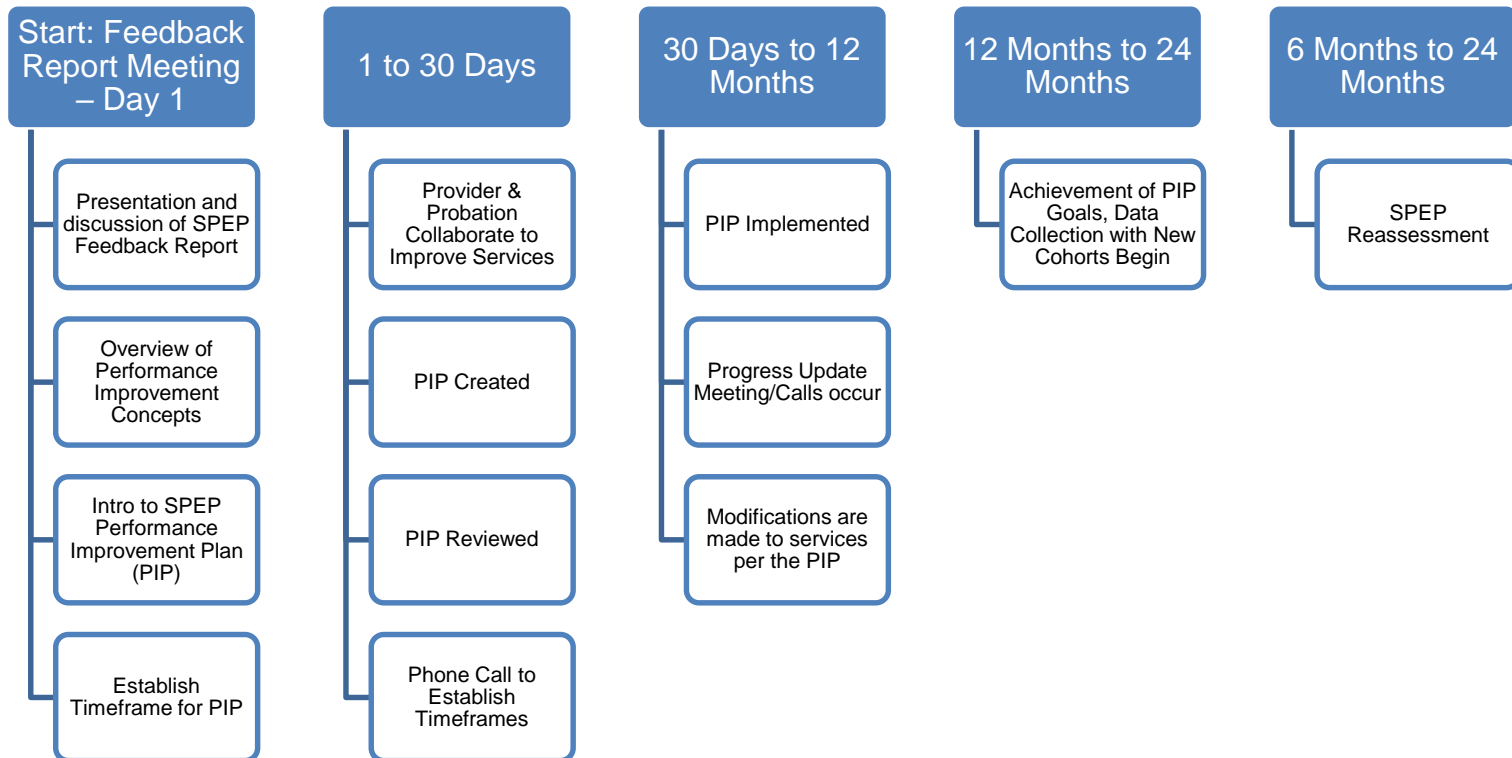
|  |                                   |                      |              |
|--|-----------------------------------|----------------------|--------------|
| SPEP Identification Number and Time    | 1000-T1                           | Name of Organization | ABC Agency   |
| Lead County                            | Any Town County                   | Name of Program      | D Program    |
| Date of Feedback Report Review Meeting | May 28, 2018                      | Name of Service      | E Service    |
| Date of PIP Finalization Meeting       | June 28, 2018                     | Location             | Any Town, PA |
| Date PIP Goals Completed/Met           | July 28, 2019                     | PIP Prepared By      | Jane Doe     |
| Timeframe of Current Cohort            | February 1, 2016-February 1, 2017 | Lead JJSIS           | Joe Smith    |
| Timeframe of Next Cohort               | July 29, 2019-July 29, 2020       | Lead JPO             | Mike Jones   |

| SPEP Domain Goal Areas                    |   |
|---|---|
| <b>Service Type</b>                       |   |
| Elements                                  | Identified therapeutic service types (skill building, counseling, and restorative) and qualifying supplemental services.  |
| Recommendations from SPEP Feedback Report | Primary Service: Skill Building Services-Behavioral Contracting<br>Secondary Service: Family Counseling is utilized on an as needed basis<br>It is recommended that Family Counseling be utilized as a regular component to the primary service. Family Counseling will enhance the Behavioral Contracting service. |
| <b>Quality of Service Delivery</b>        |   |
| Elements                                  | Written Program Protocol<br>Personnel Trained in the Program and Associated Protocol<br>Monitoring the Quality of the Service Delivery<br>Organizational Procedures for Responding to Departures from the Protocol  |
| Recommendations from SPEP Feedback Report | Enhancing training opportunities for the staff by: Creating formal training opportunities for youth workers by offering booster trainings regularly; Educating youth workers and supervisors on the YLS and how they can be utilized in staff meetings to identify youth needs;                                     |
| <b>Amount of Service</b>                  |   |
| Elements                                  | Duration of Service<br>Face to face contact hours   |
| Recommendations from SPEP Feedback Report | Collaborating with the probation department and investigating ways to meet targets by striving to ensure each youth receive 24 weeks of service and 72 hours of service   |
| <b>Risk Level</b>                         |   |
| Elements                                  | The meta-analysis research on delinquency intervention programs has shown that, on average, there are larger positive effects on recidivism with higher risk juveniles than with their lower risk counterparts.   |
| Recommendations from SPEP Feedback Report | Collaborating with the probation department and investigating ways of targeting high risk youth and eliminating low risk youth referred to the program and ensuring YLS data is included in the referral packet from the probation department.  |

# Performance Improvement Plan

| Goal Progress Update   |   |            |            |                                       |   |                |            |            |  |
|--|---|------------|------------|---------------------------------------|---|----------------|------------|------------|--|
| Goal Area  | Amount of Service   |            |            | Goal Number 1                         | Design a process to ensure that youth are receiving the targeted weeks and hours of the service |                |            |            |  |
| Action Step  |   |            |            | Lead                                  | Target Date   | Date Completed |            |            |  |
| Review group dosage/duration with counselors and mentor counselors on communication process regarding recommendations for continued stay based on client's current dosage/duration for group |   |            |            | Clinical Director and Treatment staff |   | March 30, 2019 |            |            |  |
| Rate the items based on level of implementation  | Q1 Meeting  | Q2 Meeting | Q3 Meeting | Q4 Meeting                            | Q5 Meeting  | Q6 Meeting     | Q7 Meeting | Q8 Meeting |  |
|  | Date: 9/28/18   | Date:      | Date:      | Date:                                 | Date:   | Date:          | Date:      | Date:      |  |
| 1 = We have not begun<br>2 = We have started to work on this<br>3 = We are about halfway complete<br>4 = We are almost finished<br>5 = We have accomplished this                             | Rating: 2   | Rating:    | Rating:    | Rating:                               | Rating:   | Rating:        | Rating:    | Rating:    |  |
| Q1 Meeting Notes   | Clinical Director and staff reviewed tracking documents targets were being met. Any issues that were observed during this review were noted and discussed about the staff. These issues will also be discussed at the monthly staff meeting to determine steps that can be taken to address them and increase received duration/dosage. |            |            |                                       |   |                |            |            |  |
| Q2 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q3 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q4 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q5 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q6 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q7 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |
| Q8 Meeting Notes   |   |            |            |                                       |   |                |            |            |  |

# Performance Improvement Process



# Understanding the Research

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*Shawn Peck*

# SPEP™ Informed - An Integrated Understanding



# Meta-analysis of a comprehensive collection of studies of interventions for juvenile offenders

- 700+ controlled studies\*
- Focus on the programs' effects on recidivism (reoffending)
- Published and unpublished from 1950 to 2014\*
- Studies conducted in the U.S. and U.K.
- Recidivism defined as rearrests twelve months after the intervention
- Programs were for juveniles from 12-21 years old
- Programs were intended to reduce juvenile delinquency

\*includes most recent update





# SPEP™

700 studies of any program aimed at reducing delinquency



2000+ Effect sizes

| Standardized Program Evaluation Protocol (SPEP™) for Services to Juvenile Offenders©   |                 |                 |
|--|-----------------|-----------------|
| Recalibrated version, 2013   |                 |                 |
|  | Points Possible | Points Received |
| <b>Primary and Supplemental Service Types</b><br>[Identified based on definitions derived from the research]   |                 |                 |
| <b>Primary Service Type for Program Being Rated</b><br>Group 1 services (5 points) Group 4 services (25 points)<br>Group 2 services (10 points) Group 5 services (30 points)<br>Group 3 services (15 points)   | 30              |                 |
| <b>Supplemental Service Type</b><br>Qualifying supplemental service utilized: Yes (5 points) No (0 points)   | 5               |                 |
| <b>Quality of Service Delivery</b><br>[Determined from a systematic assessment of the relevant features of service implementation]   |                 |                 |
| <b>Rated quality of services delivered:</b><br>Low (5 points)<br>Medium (10 points)<br>High (20 points)  | 20              |                 |
| <b>Amount of Service</b><br>[Determined from dosage data for the qualifying group of service recipients]   |                 |                 |
| <b>Duration [Target number of weeks specified for each service type]</b><br>% of youth who received at least the target weeks of service:<br>0% (0 points) 60% (6 points)<br>20% (2 points) 80% (8 points)<br>40% (4 points) 99% (10 points)   | 10              |                 |
| <b>Contact Hours [Target number of hours specified for each service type]</b><br>% of youth who received at least the target hours of service:<br>0% (0 points) 60% (6 points)<br>20% (2 points) 80% (8 points)<br>40% (4 points) 99% (10 points)  | 10              |                 |
| <b>Risk Level of Youth Served</b><br>[Determined from risk ratings on a valid instrument for the qualifying group of service recipients]   |                 |                 |
| <b>% of youth with medium or high risk scores (greater than low): scores (greater than medium):</b><br>0% (0 points) 75% (7 points) 0% (0 points) 25% (8 points)<br>30% (2 points) 85% (10 points) 15% (3 points) 30% (10 points)<br>50% (5 points) 95% (12 points) 20% (5 points) 35% (13 points) | 25              |                 |
| <b>Total SPEP™ Score</b>   | 100             | (Insert Score)  |



# Background

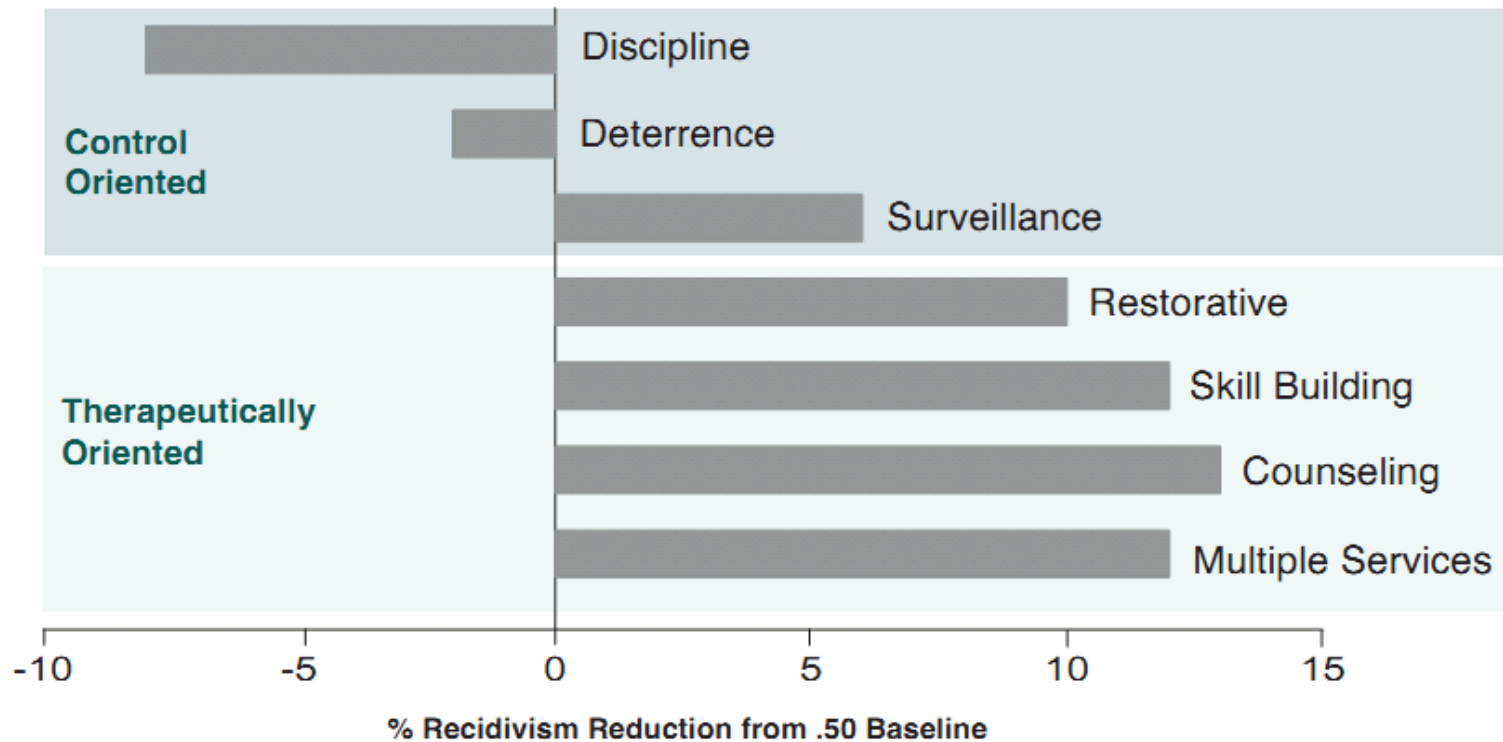
- Generic intervention types *abundant* in juvenile justice
- Research shows some types effective at reducing recidivism
- Main disadvantage of generic programs is they...  
“lack the specificity that comes with the protocol for a model program and the associated training and support systems that are also often available from the developer”  
(p. 3).



# Key Finding # 1: Philosophy Matters

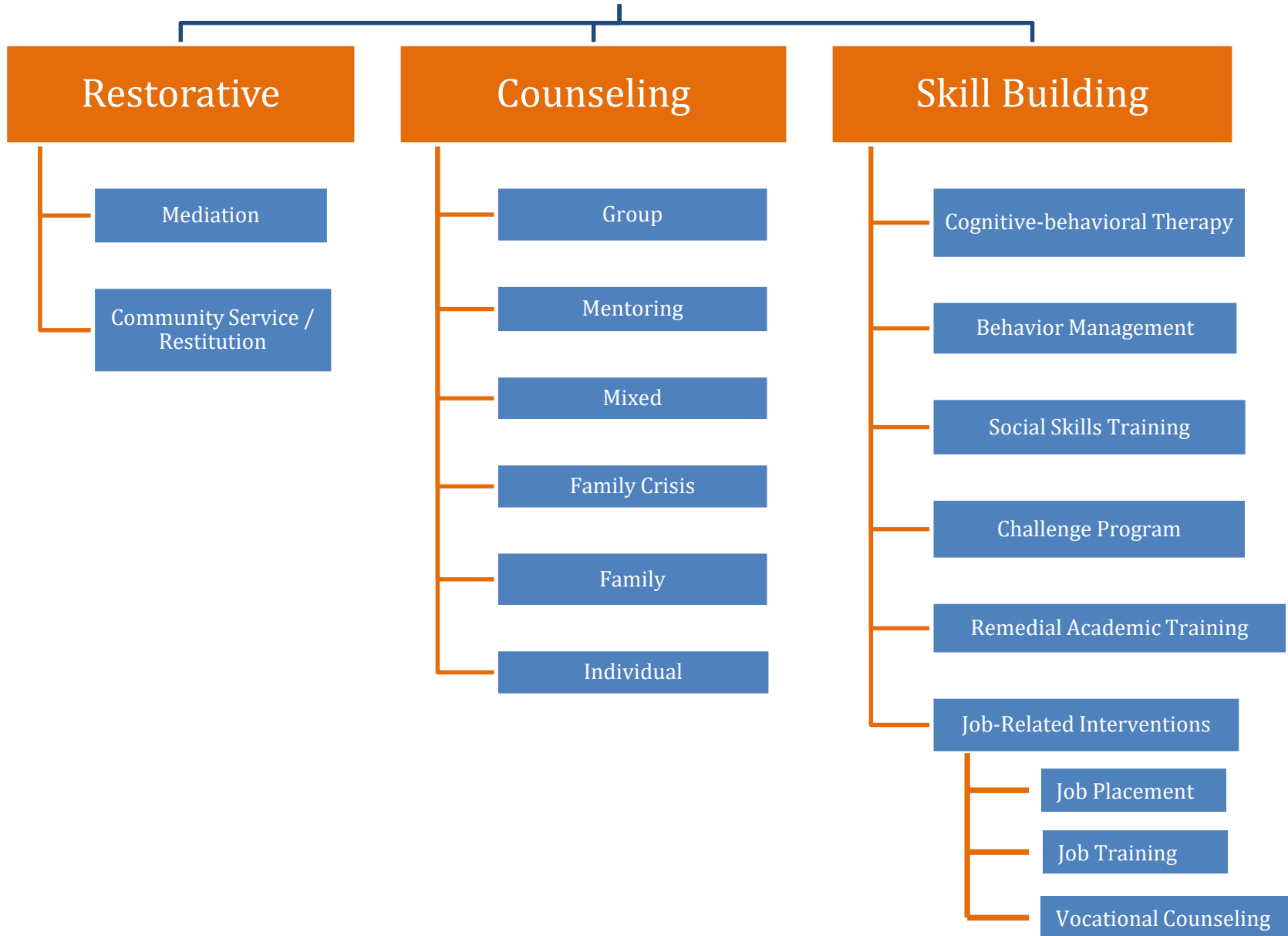
Figure 1

Mean Effects on Recidivism for the Major Intervention Approaches



Howell, J.C., & Lipsey, M. W. (2012) Research-based guidelines for juvenile justice programs. *Justice Research and Policy*, (14) 1, p.1-18.

# Therapeutic Services



# Therapeutic Services:

## Restorative

Services aimed at repairing the harm caused by delinquent behavior

- Restitution/Community Service
- Mediation

# Therapeutic Services:

## Counseling

Services emphasizing relationship between responsible adult and offender, family or others, in an attempt to influence feelings, cognitions and behavior

- Individual Counseling
- Mentoring
- Family Counseling
- Family Crisis Counseling
- Group Counseling
- Mixed Counseling

# Therapeutic Services:

## Skill Building

Services aimed at providing instruction, practice, incentives, etc. to assist with behavior control and/or ability to participate in prosocial activity

- Behavioral Contracting/Contingency Management
- Cognitive Behavioral Therapy
- Social Skills Training
- Challenge Programs
- Remedial Academic Program
- Job Related Training

# Cognitive-behavioral Therapy

## Definition

- Corrects faulty cognitions or perceptions
- Provides skills to monitor and correct thought patterns and behaviors
- Focuses on relapse prevention

## Example: Community Based Program

- Aggression Replacement Training<sup>®</sup> (ART<sup>®</sup>)



# SPEP™ Scoring Groups



**Group 5 service (Score=30)**

*Cognitive-behavioral therapy*

**Group 4 service (Score=25)**

*Group counseling*

*Mentoring*

*Behavioral contracting; contingency management*

**Group 3 service (Score=15)**

*Family counseling*

*Family crisis counseling*

*Mixed counseling*

*Social skills training*

*Challenge programs*

*Mediation*

**Group 2 service (Score=10)**

*Restitution; community service*

*Remedial academic program*

**Group 1 service (Score=5)**

*Individual counseling*

*Job-related training*

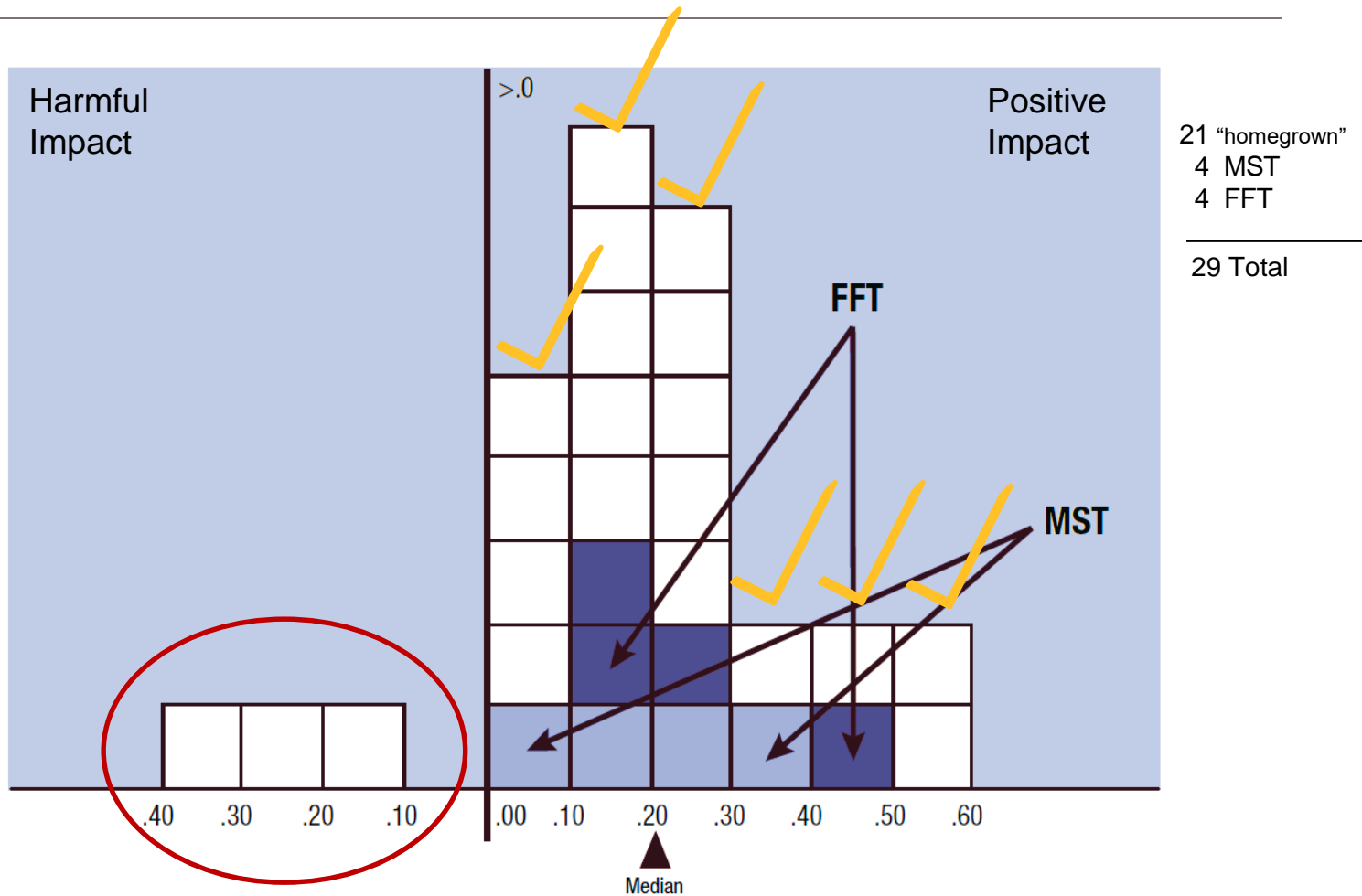
Vocational counseling

Job training

Work experience

# Key Finding # 2: Comparable Impact\*

Figure 4. Effect sizes for family counseling interventions with those for FFT and MST identified



## Key Finding # 3: Four Main Factors

- Four factors most strongly related to recidivism reduction:
  - Youth risk level and aggressive/violent history\*
  - Program philosophy, and type
  - Quality of service
  - Amount of service

*\*Strongest predictor of recidivism identified in the meta-analysis.*

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders* (4), 124-147.

# Standardized Program Evaluation Protocol (SPEP™)

## for Services to Juvenile Offenders®

Recalibrated version, 2013

Service Type

Service Quality

Amount of Service

Juvenile Risk

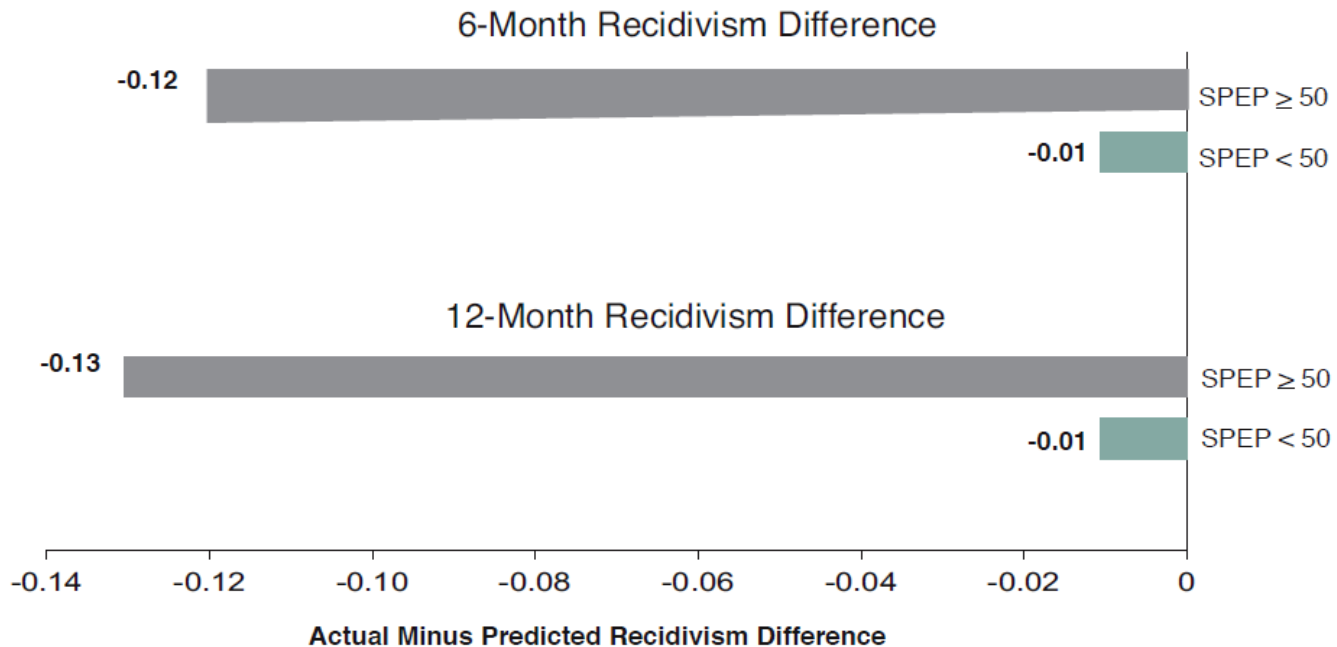
|  |                              | Points Possible   | Points Received |
|--|------------------------------|---|-----------------|
| <b>Primary and Supplemental Service Types</b>  |                              |   |                 |
| [Identified according to definitions derived from the research]  |                              |   |                 |
| <b>Primary Service Type for Program Being Rated</b>  |                              | 30  |                 |
| Group 1 services (5 points)  | Group 4 services (25 points) |   |                 |
| Group 2 services (10 points)   | Group 5 services (30 points) |   |                 |
| Group 3 services (15 points)   |                              |   |                 |
| <b>Supplemental Service Type</b>   |                              | 5   |                 |
| Qualifying supplemental service used: Yes (5 points) No (0 points)   |                              |   |                 |
| <b>Quality of Service Delivery</b>   |                              |   |                 |
| [Determined from a systematic assessment of the relevant features of the provider and provider organization] |                              |   |                 |
| Rated quality of services delivered:   |                              | 20  |                 |
| Low (5 points)   |                              |   |                 |
| Medium (10 points)   |                              |   |                 |
| High (20 points)   |                              |   |                 |
| <b>Amount of Service</b>   |                              |   |                 |
| [Determined from data for the qualifying group of service recipients]  |                              |   |                 |
| <b>Duration</b> [Target number of weeks specified for each service type]                                     |                              | 10  |                 |
| % of youth who received at least the target weeks of service:  |                              |   |                 |
| 0% (0 points)  | 60% (6 points)               |   |                 |
| 20% (2 points)   | 80% (8 points)               |   |                 |
| <b>Contact Hours</b> [Target number of hours specified for each service type]                                |                              | 10  |                 |
| % of youth who received at least the target hours of service:  |                              |   |                 |
| 0% (0 points)  | 60% (6 points)               |   |                 |
| 20% (2 points)   | 80% (8 points)               |   |                 |
| <b>Risk Level of Youth Served</b>  |                              |   |                 |
| [Determined from risk ratings on a valid instrument for the qualifying group of service recipients]          |                              |   |                 |
| % of youth with medium or high risk scores (greater than low):   |                              | % of youth with high risk scores (greater than moderate): |                 |
| 0% (0 points)  | 75% (7 points)               | 0% (0 points)   | 25% (8 points)  |
| 30% (2 points)   | 85% (10 points)              | 15% (3 points)  | 30% (10 points) |
| 50% (5 points)   | 95% (12 points)              | 20% (5 points)  | 35% (13 points) |
| <b>Total SPEP™ Score</b>   |                              | 100   | (Insert Score)  |



# Key Finding # 4: Score is Predictive

Figure 5

Difference between the Actual and Predicted Recidivism Rates for Juveniles Served by 66 Programs Scoring Above and Below 50 on the SPEP



\*Quality of service delivery not scored in this sample.

# Understanding the Score Sheet

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*Lisa Freese*

# SPEP™ Score Sheet Outline

- SPEP™ Scoring instrument is both Qualitative and Quantitative
  - Qualitative components:
    - Service Type
    - Service Quality
  - Quantitative components:
    - Amount of Service
    - Juvenile Risk



# Standardized Program Evaluation Protocol (SPEP™)

## for Services to Juvenile Offenders®

Recalibrated version, 2013

Service  
Type

Service  
Quality

Amount of  
Service

Juvenile  
Risk

|  |                              | Points Possible   | Points Received |
|--|------------------------------|---|-----------------|
| <b>Primary and Supplemental Service Types</b>  |                              |   |                 |
| [Identified according to definitions derived from the research]  |                              |   |                 |
| <b>Primary Service Type for Program Being Rated</b>  |                              | 30  |                 |
| Group 1 services (5 points)  | Group 4 services (25 points) |   |                 |
| Group 2 services (10 points)   | Group 5 services (30 points) |   |                 |
| Group 3 services (15 points)   |                              |   |                 |
| <b>Supplemental Service Type</b>   |                              | 5   |                 |
| Qualifying supplemental service used: Yes (5 points)      No (0 points)                                      |                              |   |                 |
| <b>Quality of Service Delivery</b>   |                              |   |                 |
| [Determined from a systematic assessment of the relevant features of the provider and provider organization] |                              |   |                 |
| Rated quality of services delivered:   |                              | 20  |                 |
| Low (5 points)   |                              |   |                 |
| Medium (10 points)   |                              |   |                 |
| High (20 points)   |                              |   |                 |
| <b>Amount of Service</b>   |                              |   |                 |
| [Determined from data for the qualifying group of service recipients]  |                              |   |                 |
| <b>Duration</b> [Target number of weeks specified for each service type]                                     |                              | 10  |                 |
| % of youth who received at least the target weeks of service:  |                              |   |                 |
| 0% (0 points)  | 60% (6 points)               |   |                 |
| 20% (2 points)   | 80% (8 points)               |   |                 |
| 40% (4 points)   | 99% (10 points)              |   |                 |
| <b>Contact Hours</b> [Target number of hours specified for each service type]                                |                              | 10  |                 |
| % of youth who received at least the target hours of service:  |                              |   |                 |
| 0% (0 points)  | 60% (6 points)               |   |                 |
| 20% (2 points)   | 80% (8 points)               |   |                 |
| 40% (4 points)   | 99% (10 points)              |   |                 |
| <b>Risk Level of Youth Served</b>  |                              |   |                 |
| [Determined from risk ratings on a valid instrument for the qualifying group of service recipients]          |                              |   |                 |
| % of youth with medium or high risk scores (greater than low):   |                              | % of youth with high risk scores (greater than moderate): |                 |
| 0% (0 points)  | 75% (7 points)               | 0% (0 points)   | 25% (8 points)  |
| 30% (2 points)   | 85% (10 points)              | 15% (3 points)  | 30% (10 points) |
| 50% (5 points)   | 95% (12 points)              | 20% (5 points)  | 35% (13 points) |
| <b>Total SPEP™ Score</b>   |                              | 100   | (Insert Score)  |





# SPEP™ Score Sheet Outline

- **Service Providers** usually have more control over the *Qualitative* components of the SPEP™

Service Type  
(menu of services)

Service Quality  
(delivery of services)

|  | Points Possible | Points Received |
|--|-----------------|-----------------|
| <b>Primary and Supplemental Service Types</b><br>[Identified according to definitions derived from the research]   |                 |                 |
| <b>Primary Service Type for Program Being Rated</b><br>Group 1 services (5 points)      Group 4 services (25 points)<br>Group 2 services (10 points)      Group 5 services (30 points)<br>Group 3 services (15 points) | 30              |                 |
| <b>Supplemental Service Type</b><br>Qualifying supplemental service used: Yes (5 points)      No (0 points)  | 5               |                 |
| <b>Quality of Service Delivery</b><br>[Determined from a systematic assessment of the relevant features of the provider and provider organization]   |                 |                 |
| Rated quality of services delivered:<br>Low (5 points)<br>Medium (10 points)<br>High (20 points)   | 20              |                 |

# SPEP™ Score Sheet Outline

- **Service Providers** offer a menu of services
  - The SPEP™ *matches* these services as closely as possible to the characteristics of similar therapeutic services found in the research and assigns them to qualifying “Groups”

| Primary and Supplemental Service Types                          |                              |    |
|---|------------------------------|----|
| [Identified according to definitions derived from the research] |                              |    |
| <b>Primary Service Type for Program Being Rated</b>             |                              |    |
| Group 1 services (5 points)                                     | Group 4 services (25 points) | 30 |
| Group 2 services (10 points)                                    | Group 5 services (30 points) |    |
| Group 3 services (15 points)                                    |                              |    |
| <b>Supplemental Service Type</b>                                |                              |    |
| Qualifying supplemental service used: Yes (5 points)            | No (0 points)                | 5  |

# What is a Service?

- A single, identifiable treatment modality or behavioral therapy received by juveniles
- Often there is more than one service in a program
- Example: a program where all youth receive:
  - Individual Counseling
  - Group Counseling
  - Life Skills Training



# Bureau of Juvenile Justice Services

YFC#2

SMSTU

Liberty Program

START Program

A New Direction

ARISE

Forward Thinking

Business Math

A New Direction

Business Math

ART®



# SPEP™ Score Sheet Outline

- **Service Providers** have the most control over the quality and fidelity of service delivery
  - These services are rated based on Quality Interviews with Service Providers and the staff who deliver the service
  - The service is then measured and rated for quality based on a range of points

| <b>Quality of Service Delivery</b><br>[Determined from a systematic assessment of the relevant features of the provider and provider organization] |    |  |
|--|----|--|
| Rated quality of services delivered:<br>Low (5 points)<br>Medium (10 points)<br>High (20 points)   | 20 |  |

# Quality Measures Checklist

- Interviews are guided by 20 Questions regarding:
  - Written Protocol
  - Staff Training
  - Staff Supervision
  - Organizational Response to Drift
- Information gathered will be included in the Feedback Report
- Most of the PIP recommendations are regarding quality of service delivery

# SPEP™ Score Sheet Outline

- Juvenile Probation usually has more control over the *Quantitative* components of the SPEP™

Amount of Service  
(duration/dosage)

Juvenile Risk  
(YLS score)

| <b>Amount of Service</b>   |  |   |  |
|--|--|---|--|
| [Determined from data for the qualifying group of service recipients]  |  |   |  |
| <b>Duration</b> [Target number of weeks specified for each service type]   |  |   |  |
| % of youth who received at least the target weeks of service:<br>0% (0 points) 60% (6 points)<br>20% (2 points) 80% (8 points)<br>40% (4 points) 99% (10 points)   |  | 10  |  |
| <b>Contact Hours</b> [Target number of hours specified for each service type]  |  |   |  |
| % of youth who received at least the target hours of service:<br>0% (0 points) 60% (6 points)<br>20% (2 points) 80% (8 points)<br>40% (4 points) 99% (10 points)   |  | 10  |  |
| <b>Risk Level of Youth Served</b>  |  |   |  |
| [Determined from risk ratings on a valid instrument for the qualifying group of service recipients]  |  |   |  |
| % of youth with medium or high risk scores (greater than low):<br>0% (0 points) 75% (7 points)<br>30% (2 points) 85% (10 points)<br>50% (5 points) 95% (12 points) |  | % of youth with high risk scores (greater than moderate):<br>0% (0 points) 25% (8 points)<br>15% (3 points) 30% (10 points)<br>20% (5 points) 35% (13 points) |  |
|  |  | 25  |  |

# SPEP™ Score Sheet Outline

- **Juvenile Probation** makes recommendations to the Court based on the youth’s needs and other factors, determining the timeline for youth in the service
  - Duration = weeks youth receive the service
  - Dosage = contact hours per week youth receive the service

| <b>Amount of Service</b>   |    |  |
|--|----|--|
| [Determined from data for the qualifying group of service recipients]  |    |  |
| <b>Duration</b> [Target number of weeks specified for each service type]<br>% of youth who received at least the target weeks of service:<br>0% (0 points)    60% (6 points)<br>20% (2 points)    80% (8 points)<br>40% (4 points)    99% (10 points)      | 10 |  |
| <b>Contact Hours</b> [Target number of hours specified for each service type]<br>% of youth who received at least the target hours of service:<br>0% (0 points)    60% (6 points)<br>20% (2 points)    80% (8 points)<br>40% (4 points)    99% (10 points) | 10 |  |



# SPEP™ Score Sheet Outline

- **Juvenile Probation** makes recommendations to the Court based on YLS results in terms of criminogenic needs

YLS risk scores =

*\*Strongest predictor of recidivism identified in the meta-analysis*

Lipsey, M. W. (2009). The primary factors that characterize effective interventions with juvenile offenders: A meta-analytic overview. *Victims and Offenders (4)*, 124-147.

| <b>Risk Level of Youth Served</b><br>[Determined from risk ratings on a valid instrument for the qualifying group of service recipients] |                 |   |                 |
|--|-----------------|---|-----------------|
| % of youth with medium or high risk scores (greater than low):   |                 | % of youth with high risk scores (greater than moderate): |                 |
| 0% (0 points)  | 75% (7 points)  | 0% (0 points)   | 25% (8 points)  |
| 30% (2 points)   | 85% (10 points) | 15% (3 points)  | 30% (10 points) |
| 50% (5 points)   | 95% (12 points) | 20% (5 points)  | 35% (13 points) |
|  |                 |   | 25              |

# An Integrated Understanding

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*Lisa Freese*

# SPEP™ Informed - An Integrated Understanding



# SPEP™ Informed - An Integrated Understanding

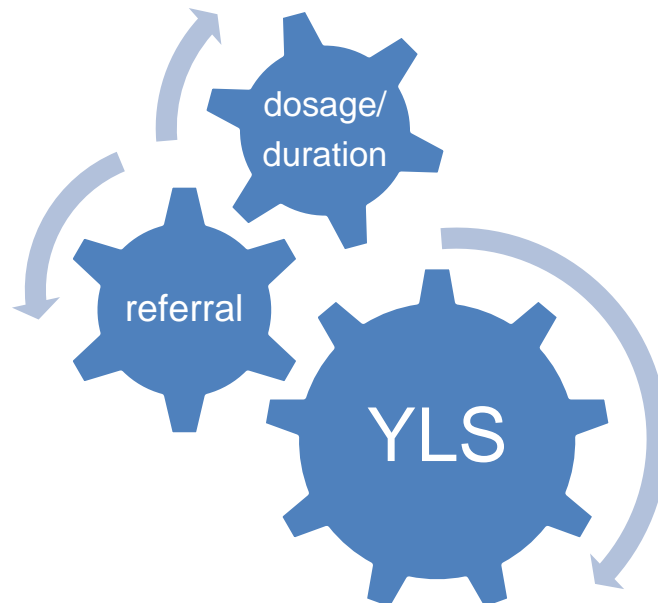
- 30 years of research tells us:
  - Well designed programs that meet certain conditions can reduce recidivism
- JJSES Principles of Behavioral Change: *largely based on YLS*
  - Risk (who) – factors determining future probability for re-offense
  - Need (what) – factors which are predictive of future delinquent behavior
  - Treatment (which) – factors which determine right services to apply
  - Responsivity (how) – factors which influence ability/motivation to learn



# SPEP™ Informed - An Integrated Understanding

- YLS

- Directs case plan goals and referral process
- Time sensitive - policies and procedures followed = valid assessment
- Instrumental in determining larger goal of recidivism based on Lipsey's research which outlines the targets of duration and dosage *specific to service type*



# SPEP™ Informed - An Integrated Understanding

- Referral Process:

- Based on Youth's YLS assessment

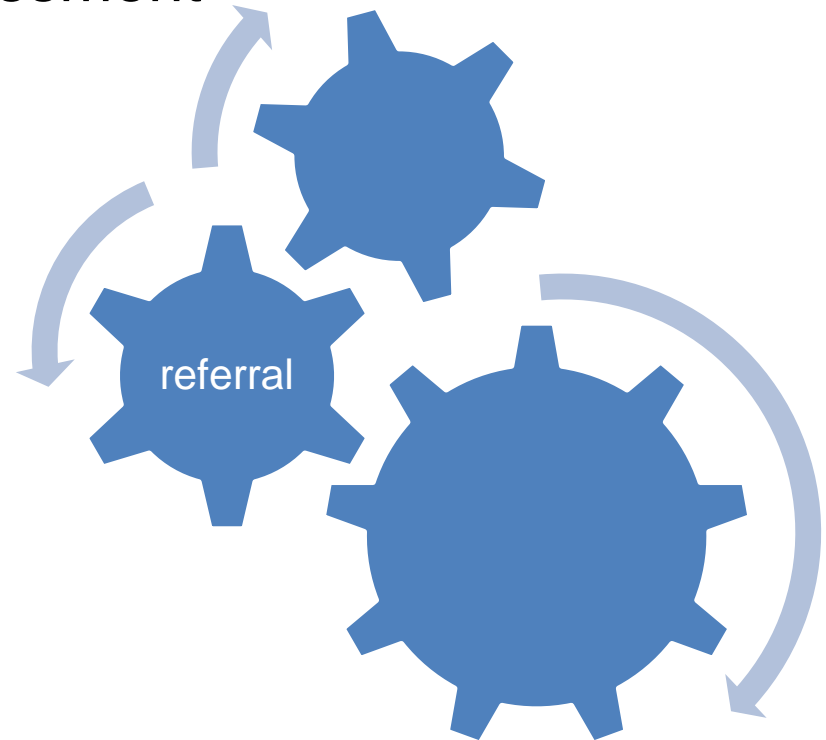
Criminogenic Needs

+

Responsivity Factors

- Matching the right youth to the right service

- Service Matrix
- Disposition Matrix

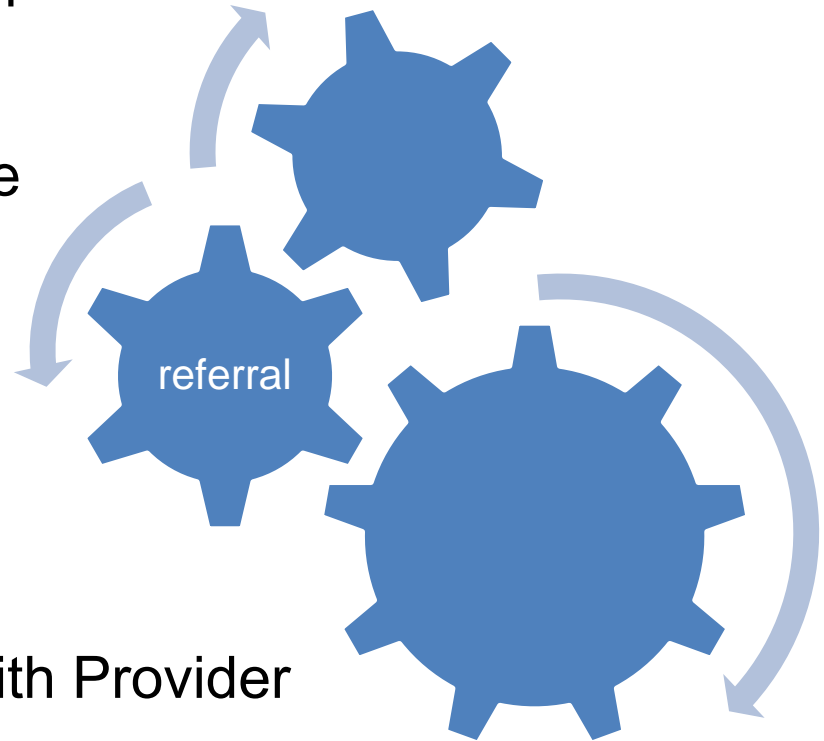


# SPEP™ Informed - An Integrated Understanding

- Referral Process:

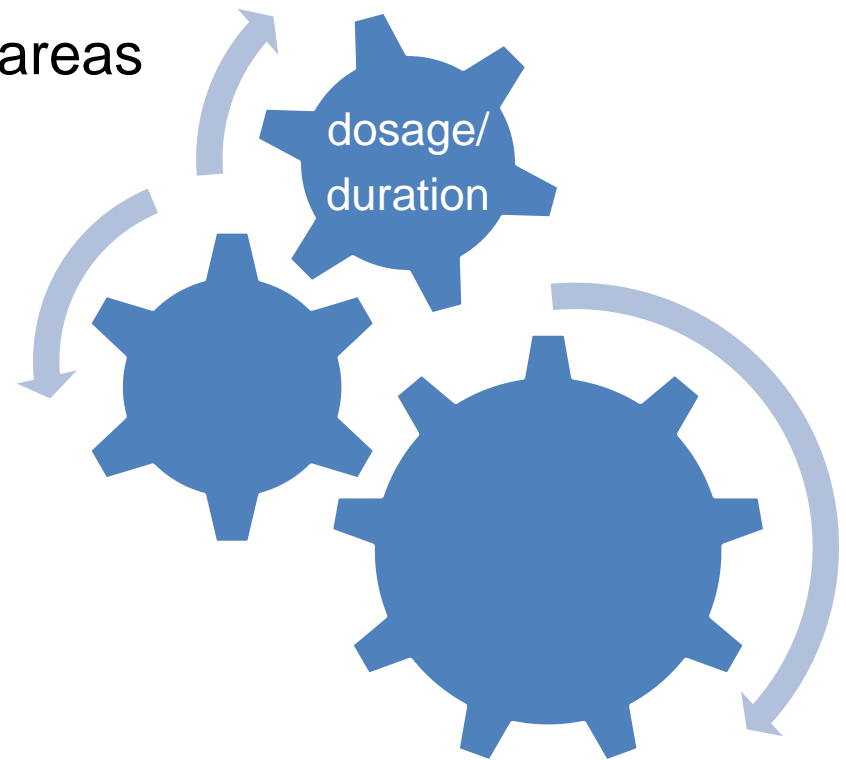
- Factors that can affect selection process:

- Menu of services by Provider
- County contracts/per diem rate
- Bed availability/timeline
- Distance from family
- Internal JPO process of QA
- Judicial decisions
- Referring JPO's experience with Provider
- Other



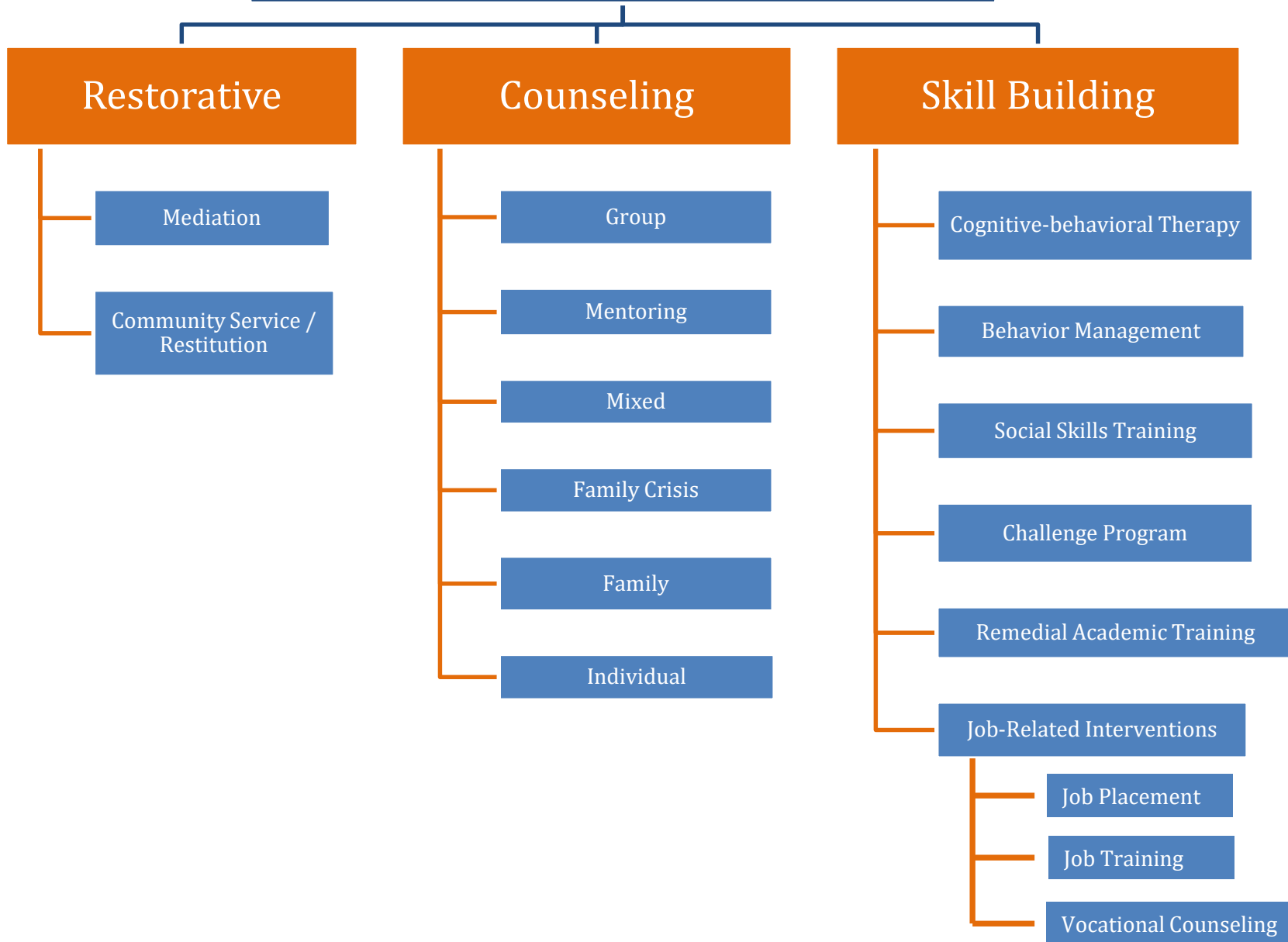
# SPEP™ Informed - An Integrated Understanding

- Duration and Dosage are specific targets outlined by the research which have been found to reduce recidivism rates
  - Outlined by service type in 3 areas (with 14 subcategories):
    - Restorative
    - Counseling
    - Skill Building



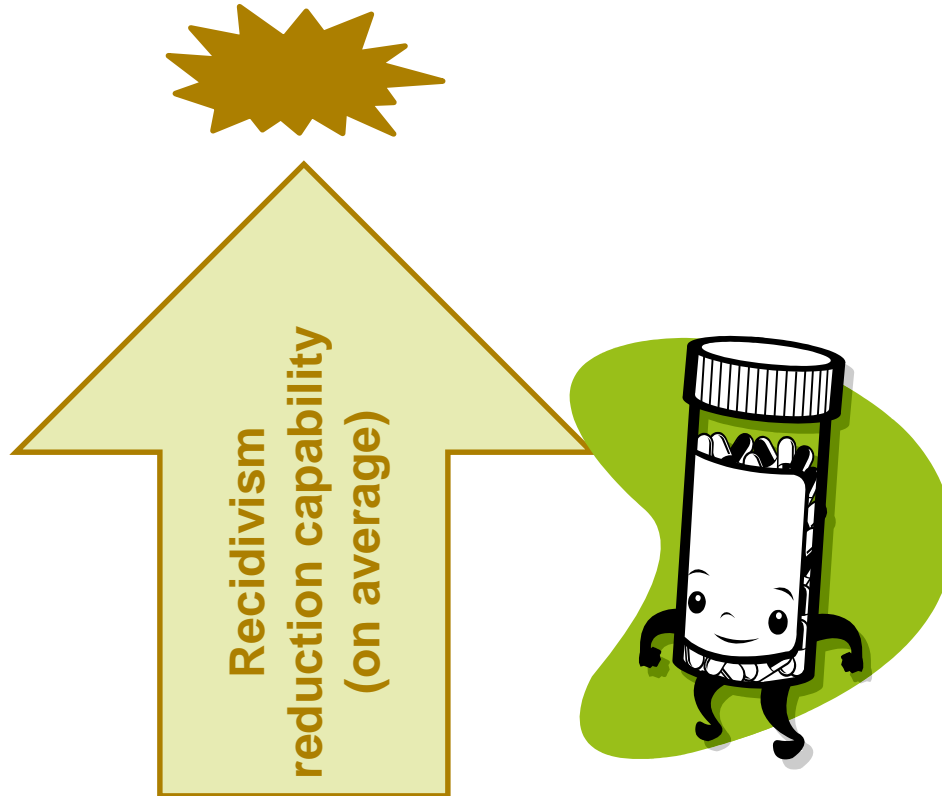


# Therapeutic Services



## Amount of Service

**Median** contact hours & median duration associated with the optimal (highest) recidivism reduction that can be anticipated from a program type



# Duration & Dosage for Service Types

<http://episcenter.psu.edu/juvenile>

| Duration and Dosage for SPEP™ Service Types |                             |                           |
|---|-----------------------------|---------------------------|
| Service Type and Name of Service            | Duration or Number of Weeks | Dosage or Number of Hours |
| <b>Restorative Services</b>                 |                             |                           |
| Restitution/Community Service               | 12                          | 60                        |
| Mediation                                   | 4                           | 8                         |
| <b>Counseling</b>                           |                             |                           |
| Individual Counseling                       | 25                          | 30                        |
| Mentoring                                   | 26                          | 78                        |
| Family Counseling                           | 20                          | 30                        |
| Family Crisis Counseling                    | 4                           | 8                         |
| Group Counseling                            | 24                          | 40                        |
| Mixed Counseling                            | 25                          | 25                        |
| <b>Skill Building Services</b>              |                             |                           |
| Behavior Management                         | 24                          | 72                        |
| Cognitive-behavioral Therapy                | 15                          | 45                        |
| Social Skills Training                      | 16                          | 24                        |
| Challenge Programs                          | 4                           | 60                        |
| Remedial Academic Program                   | 26                          | 100                       |
| Job Related Training                        |                             |                           |
| <i>Vocational Counseling</i>                | 20                          | 40                        |
| <i>Job Training</i>                         | 25                          | 400                       |
| <i>Work Experience</i>                      | 26                          | 520                       |

# SPEP™ Informed - An Integrated Understanding

- Duration and Dosage targets are even more important when considering length of stay in residential facilities
- “Completion of service” needs to be emphasized in making recommendations to the Court

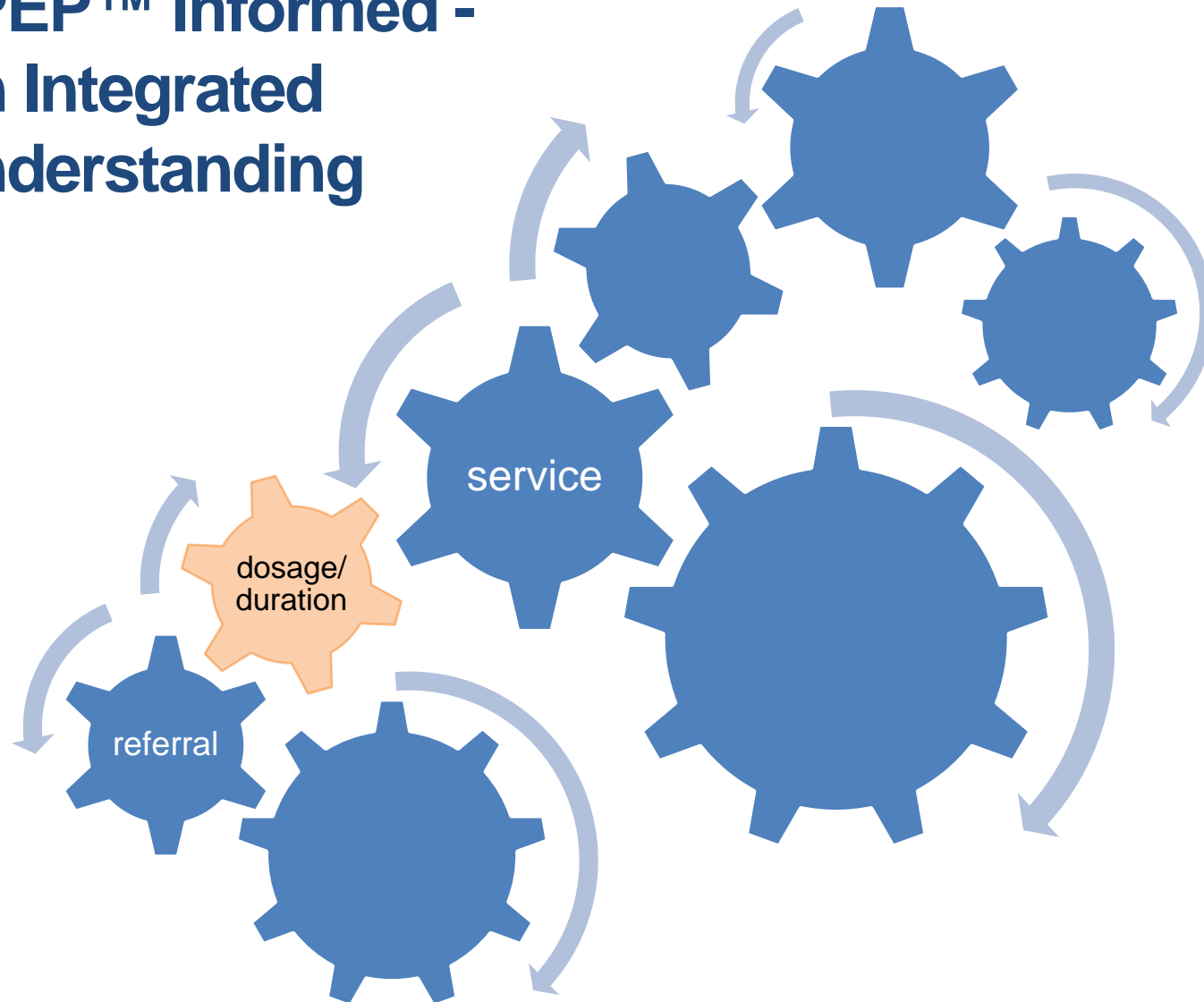


# Probation/Provider Alignment

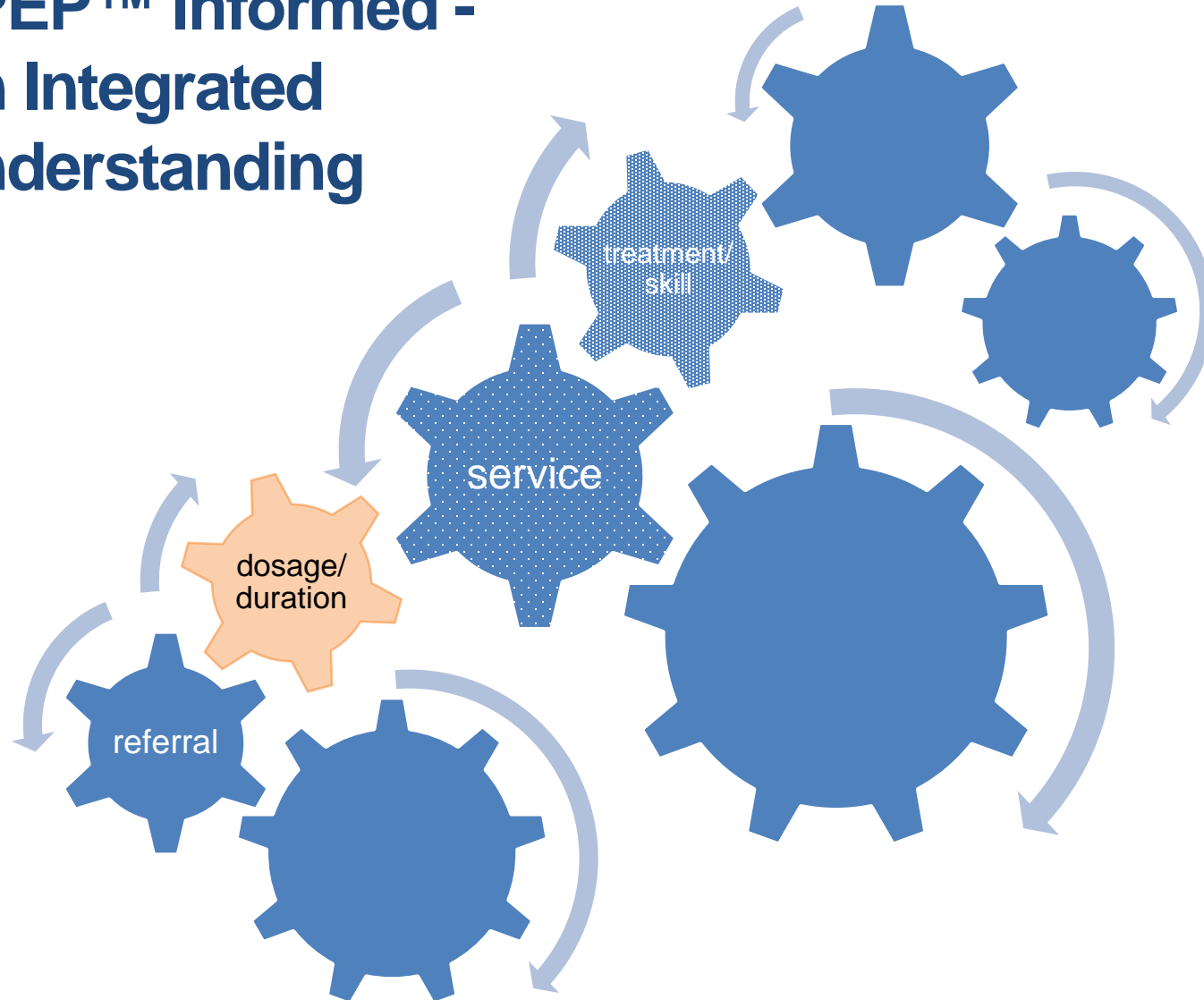
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*Lisa Freese*

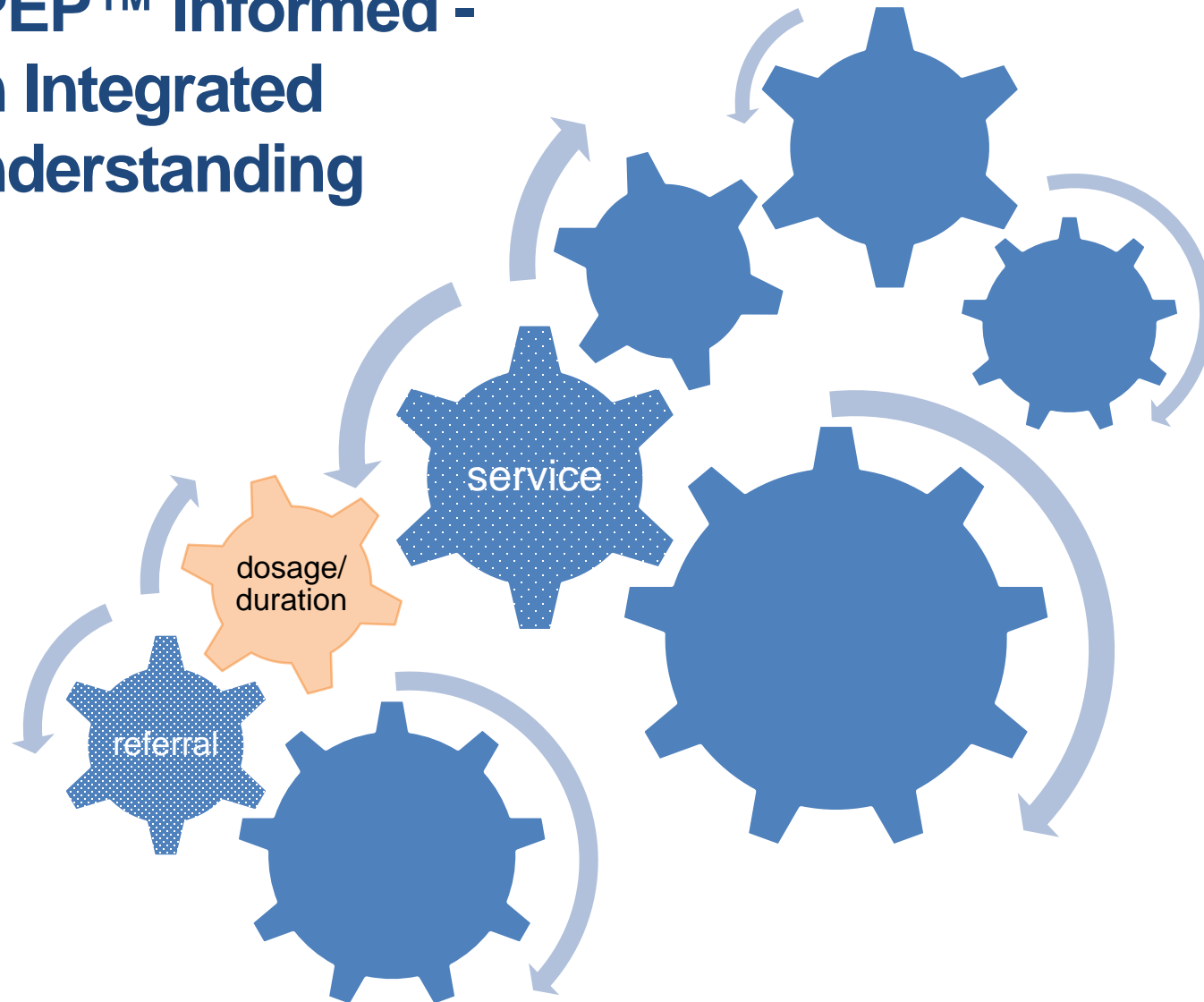
# SPEP™ Informed - An Integrated Understanding



# SPEP™ Informed - An Integrated Understanding



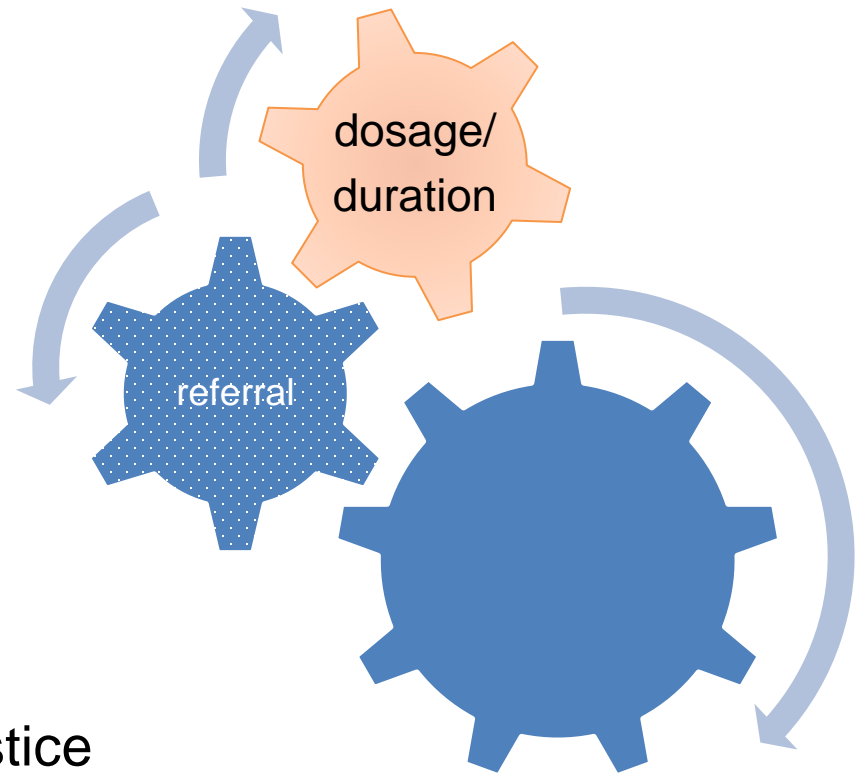
# SPEP™ Informed - An Integrated Understanding





# SPEP™ Informed – An Integrated Understanding

- *Having the knowledge to inform decisions at every stage of the court process and for all stakeholders:*
  - Youth/Families
  - Judges
  - District Attorneys
  - Public Defenders
  - JPO placement liaisons
  - Court personnel
  - Providers
  - Communities
  - New employees in Juvenile Justice



# Example Matrix – Berks County

| Berks County Juvenile Probation Office Services and Programs Matrix |   |  |  |  |   |   |   |
|---|---|--|--|--|---|---|---|
| YLS Domains   | Family Circumstances  | Education/Employment   | Peer Relations   | Substance Abuse  | Leisure & Rec.  | Personality/Behavior  | Attitudes/Orientation   |
| Risk Level Assessment Score   | Parent/child relationship, parental supervision and discipline  | Academic Performance, attendance/conduct/engagement/goals/employment history                       | Interaction with others, anger management/impulse control, peer influences/acquaintances             | Reported use, prior or current treatment (outpatient or inpatient) | Interaction w/ others peer influence/leisure activities/future goals                                      | Disruptive or self-destructive thoughts or behavior. Current or prior treatment/diagnoses                               | View/attitude toward crime,victim,authority, and/or pro-social rules                              |
| Low   | Activities and services for Low Risk/Need juveniles should be directed at increasing and enhancing protective factors. Involvement in programs such as Boy's and Girl's Clubs, community service, after school programs or activities, sports, art, Boy/Girl Scouts,employment, and faith based youth programs are recommended. |  |  |  |   |   |   |
| Moderate  | BITS/Carey Guides<br>Family Counseling  | BITS/Carey Guides<br>School homework centers   | BITS/Carey Guides<br>Individual Counseling   | BITS/Carey Guides<br>SAP Referral                                  | BITS/Carey Guides<br>Community Activities   | BITS/Carey Guides<br>Clinical Evaluation  | BITS/Carey Guides<br>Eval/Counseling<br>Stoplift (Theft Charges)                                  |
|   | Parenting classes<br>Justiceworks   | Charter school<br>Literacy Council   | Mentoring Programs<br>MAP  | JPO D&A Evaluation<br>MAP  | Mentoring<br>MAP  | Impact of Crime<br>Personal Responsibility Program  | Personal Responsibility<br>Impact of Crime Class<br>Anger Mgt. Class                              |
| High  | MST   | Empowerment Camp<br>GED Classes  | Personal Responsibility class  | Increased Urine Screens<br>TASC Referral                           | DREAM   | Outpatient Counseling<br>Anger Management   | Justiceworks<br>MST   |
|   | BCCYS Referral  | Career Link<br>Cognitive Beh. Group<br>Earthrise   | Anger management   | Recovery Coaching<br>Outpatient /IOP                               | Justiceworks  | Justiceworks  | Thinking for a Change   |
|   | Electronic monitor<br>Family Group Decision - Making (C&Y)<br>Cognitive Beh. Group<br>Family Reunification  | YouthBuild<br>Job Corp   | DREAM<br>Intensive Supervision/EM<br>Cognitive Beh. Group  | Intensive D&A Sup.<br>Cognitive Beh. Group                         | Intensive Supervision<br>Electronic Monitoring  | MST (parent conflict)<br>Intensive Sup. EM<br>Cognitive Beh. Group<br>Thinking For a Change<br>Evening Reporting Center | Intensive Supervision<br>Electronic Monitoring<br>Cognitive Beh. Group<br>Evening Reporting       |
| Very High   | ACT Weekends<br>Residential Placement   | Evening Reporting Center<br>ACT Weekends<br>Residential Placement                                  | Evening Reporting Center<br>Residential Placement  | Residential Placement  | Residential Placement   | Family Reunification<br>ACT Weekends<br>Residential Placement   | ACT Weekends<br>Residential Placement   |
| Other services to consider  | Nurse Family Partnership, Mentoring, YMCA Baby College.   | Justiceworks, EM, Pre-Apprentice Programs, AIM, OVR, Education Advocate, Psychological Evaluation. | Any activities such as those listed in "Low" category that involve associating with positive peers . | PTND (Project Toward No Drugs)                                     | Any activities listed in "Low" category that involve positive activities associating with positive peers. | SAP Referral, SAM Referral, Brief Treatment, Partial Hosp. Programs, seek eval for possible RTF                         | Other programs to be considered in this category should have a cognitive restructuring component. |

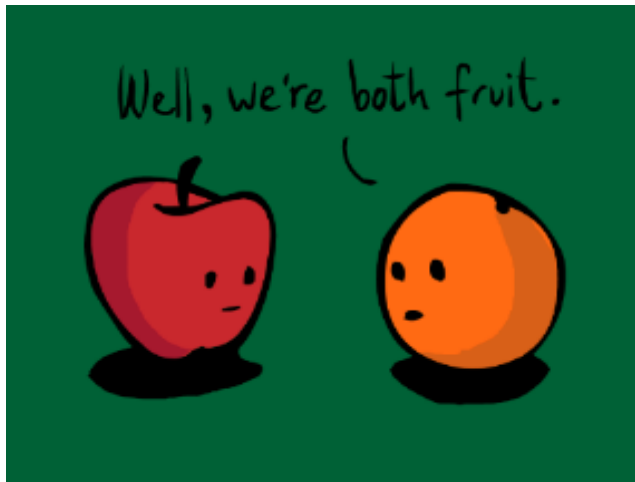
# Interpretation of Results & Understanding the Score

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*Shawn Peck*

# Understanding Basic Score

- The **Basic Score** compares the service to the other services found in the research regardless of type of service. It refers to the expected overall recidivism reduction when compared to other service types.



**Comparing:**  
family counseling (Group 3)  
to  
cognitive behavioral (Group 5).

# Understanding POP Score

- The **Program Optimization Percentage** (POP) can be described as a comparison score. This score tells us how well the service being assessed compares to the same service found in the research.

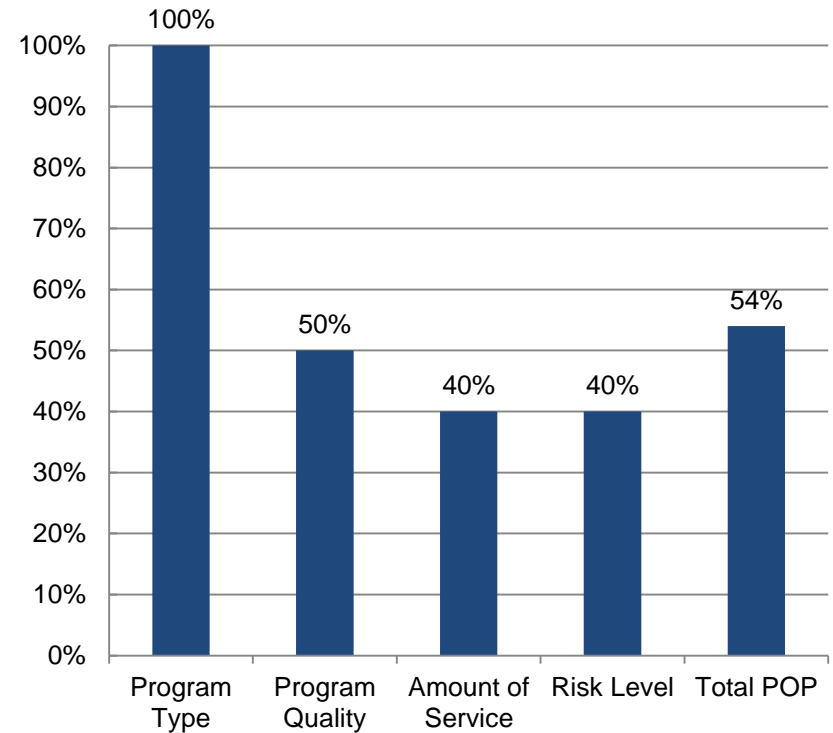
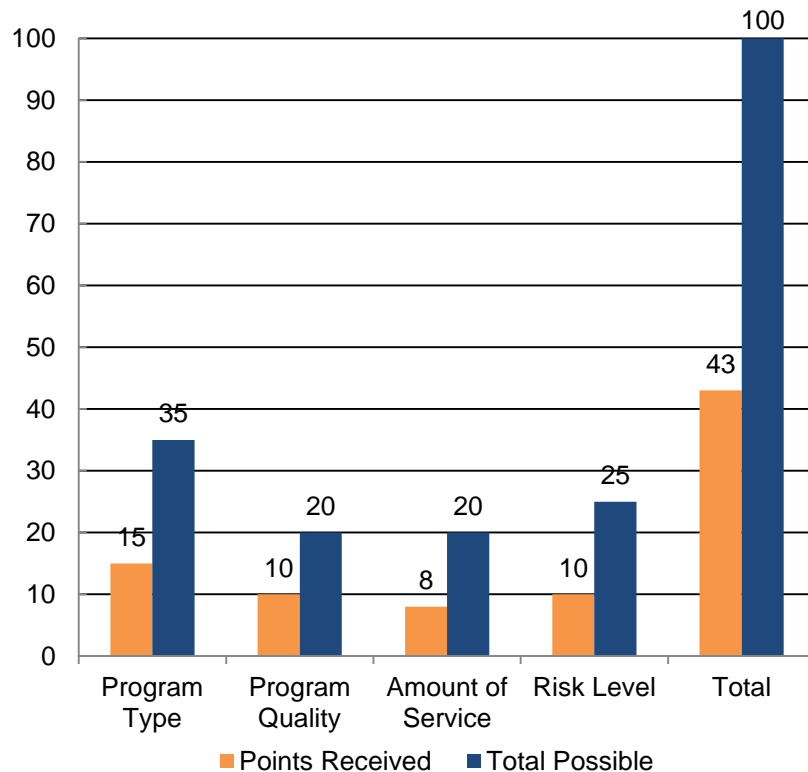


**Comparing:**  
family counseling  
to other  
family counseling services

# Side-by-Side Comparisons of the Basic SPEP Score and the Program Optimization Percentage

Basic Score- 43

Program Optimization Percentage- 54%



# SPEP™ Informed = Interpretation of Results

- Being able to speak about *results* of a SPEP™:
  - Locate information regarding Service Provider SPEP™ information on the PCCD website
  - Interpret these scores and findings:
    - Different components of the SPEP™ score and determine what is under Probation vs. Provider control
    - How the score does not tell the *whole* story and deeper knowledge of service should be considered when reviewing scores



 About PCCD       Funding       Training

[PCCD](#) > [Juvenile Justice](#) > SPEP Scores

# The Standardized Program Evaluation Protocol (SPEP™)

| <a href="#">Program</a>                           | <a href="#">Organization</a> | <a href="#">Service Classification</a> | <a href="#">Location</a> | <a href="#">Score Type</a> |
|---|------------------------------|--|--------------------------|----------------------------|
| ▾ <a href="#">Category</a> : Community-based (55) |                              |  |                          |                            |
| ▾ <a href="#">Category</a> : Residential (86)     |                              |  |                          |                            |
|   |                              |  |                          |                            |
|   |                              |  |                          |                            |

Filter by Location

Filter by Score Type

Filter by Service Classification

Filter by Organization



# Understanding Timelines

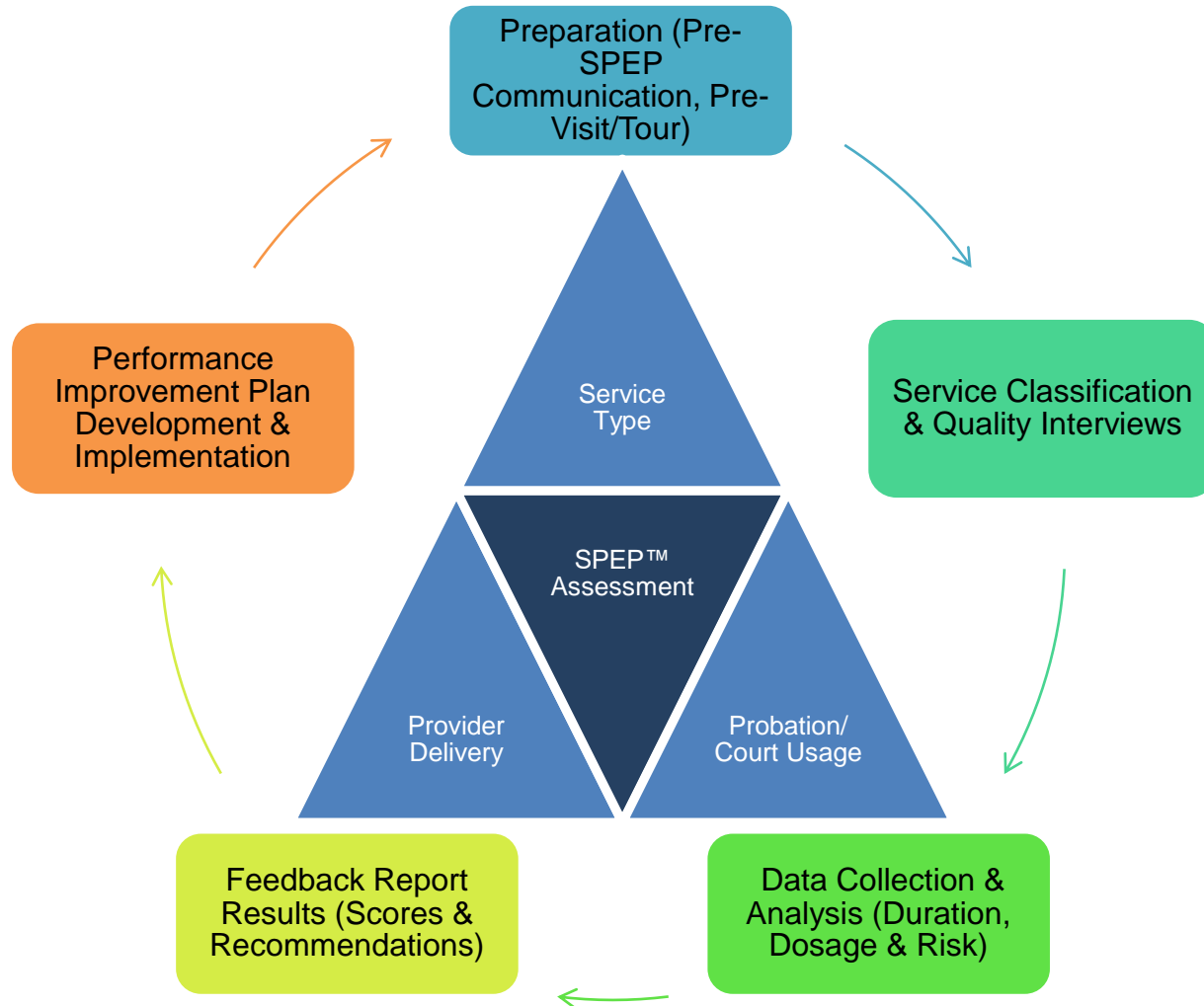
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*Shawn Peck*

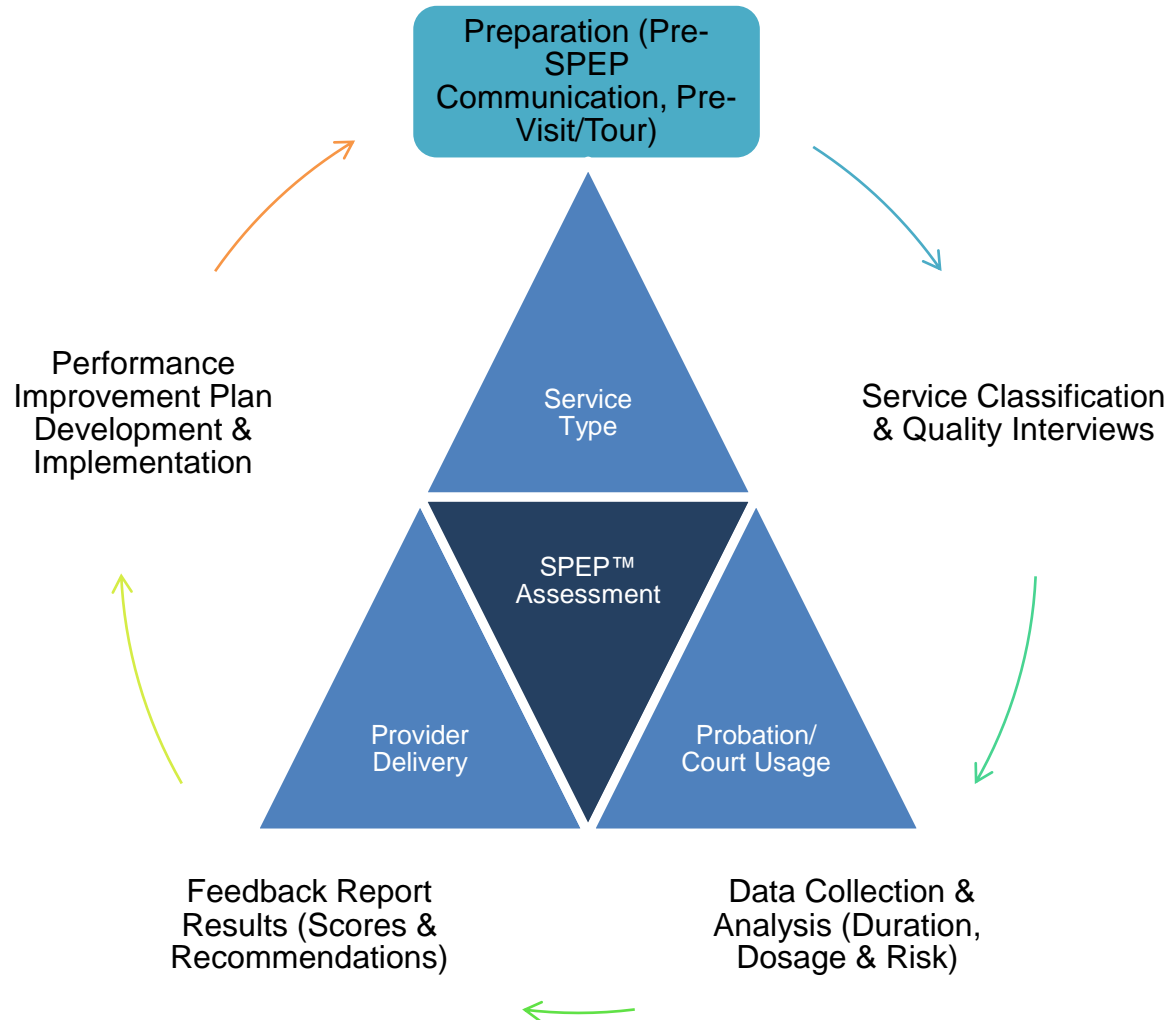
# SPEP™ Informed = Understanding Timelines

- SPEP™ Informed = being able to speak about the *SPEP™ Lifecycle*:
  - Understand and inform local stakeholders about the length of the SPEP™ process
  - How this will affect scores in a reassessment
  - Understand and inform about the various components of the SPEP™ and time investment to ensure quality assessment at each stage of the process

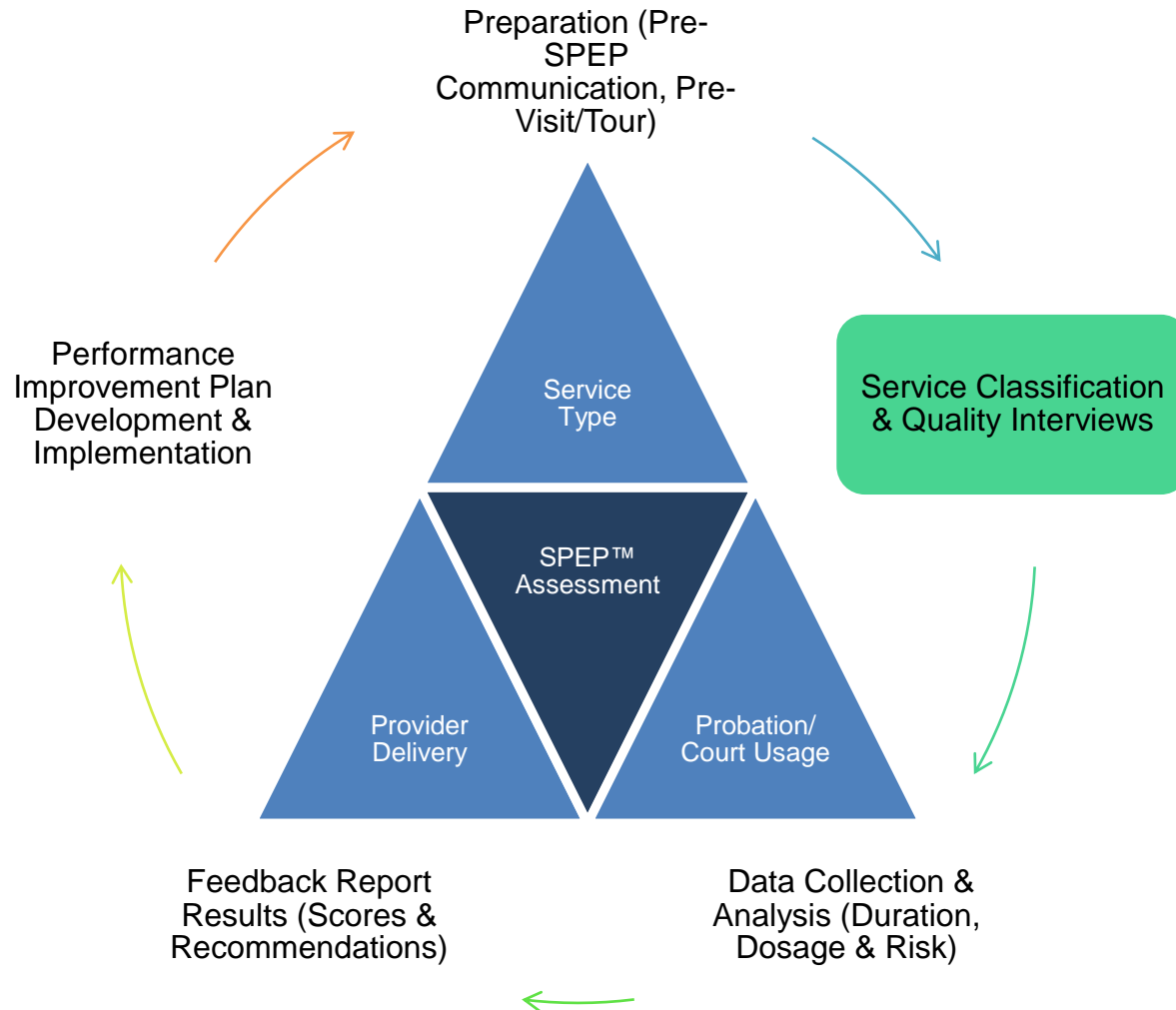
# SPEP™ Lifecycle



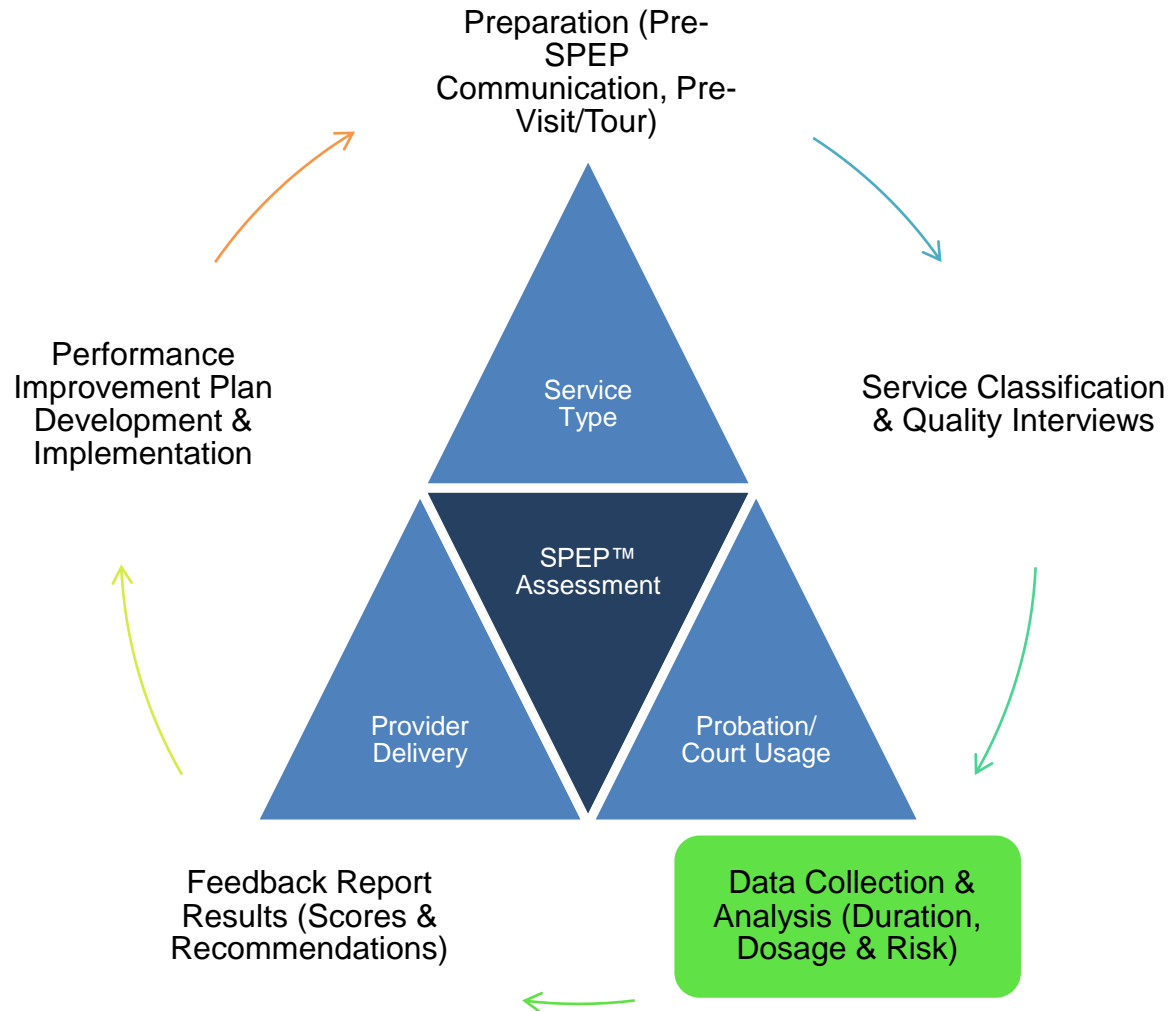
# SPEP™ Lifecycle



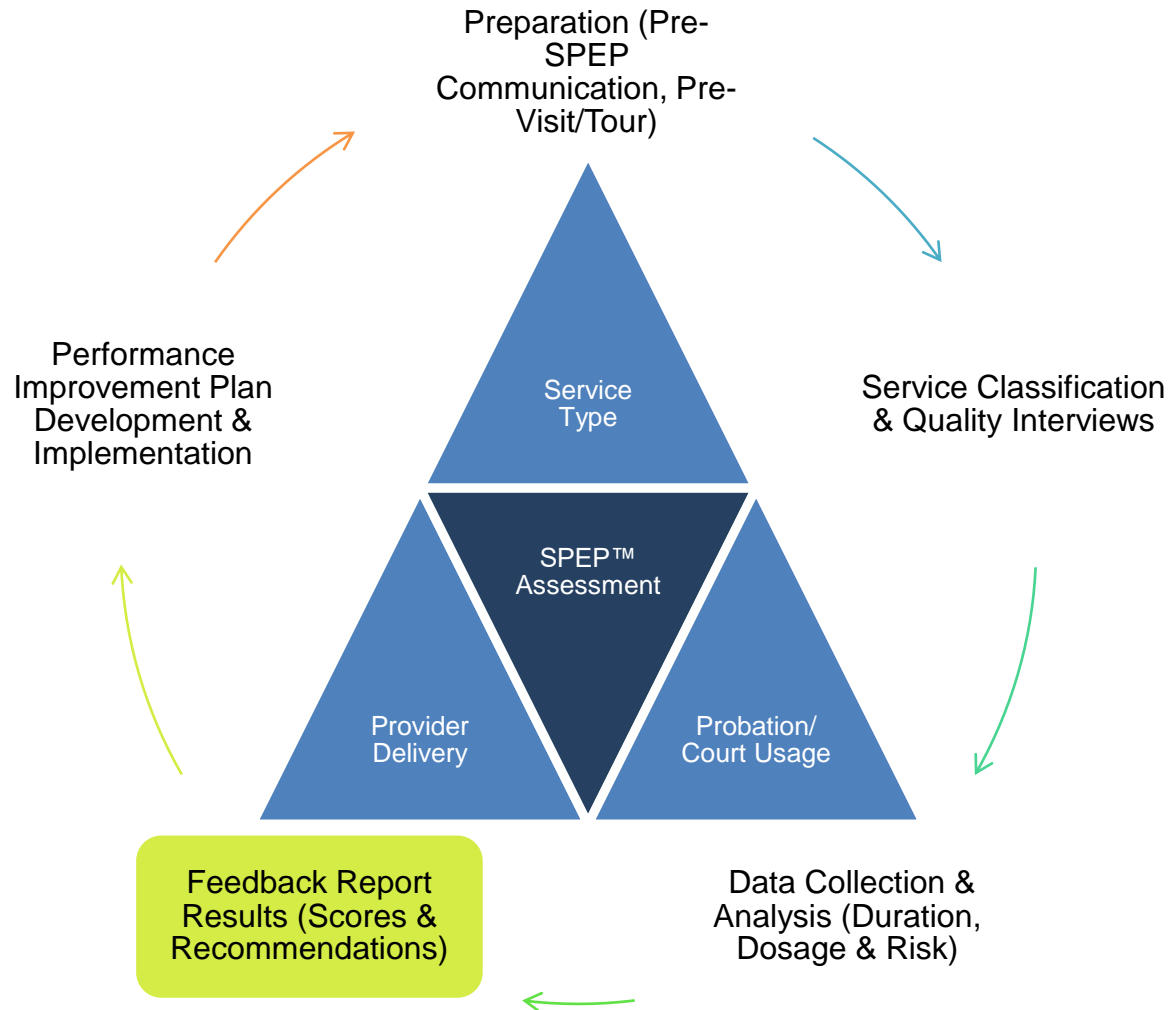
# SPEP™ Lifecycle



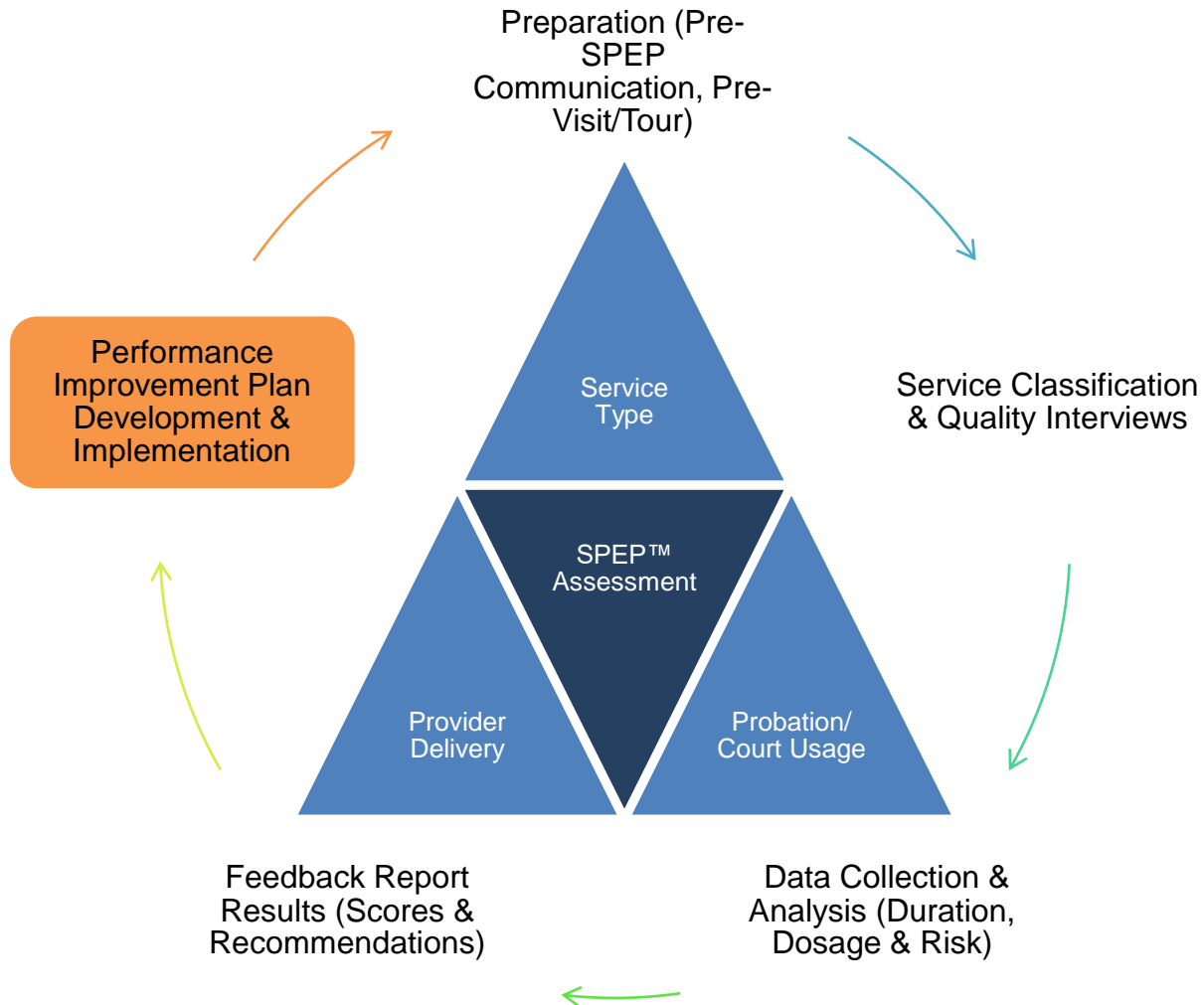
# SPEP™ Lifecycle



# SPEP™ Lifecycle

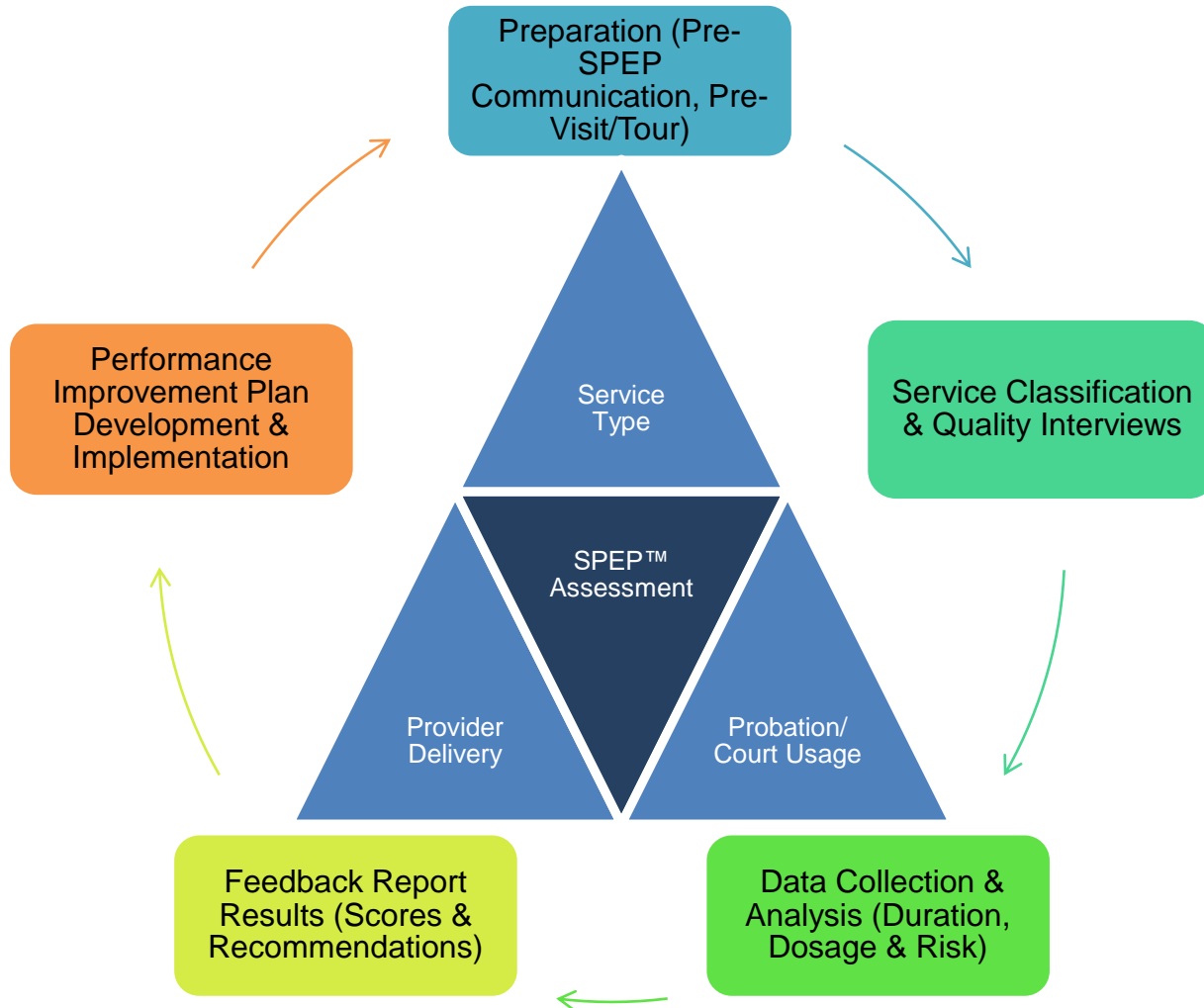


# SPEP™ Lifecycle





# SPEP™ Lifecycle



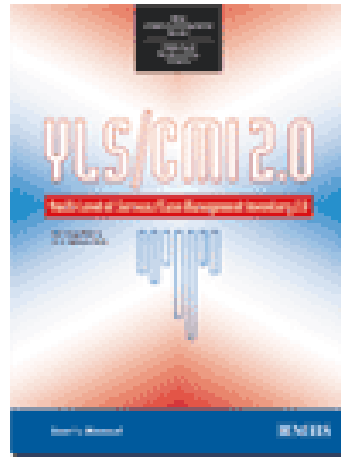
# Supporting Service Providers

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*Shawn Peck*

# SPEP™ Informed = Supporting Service Providers

- Providing recent YLS scores – within 90 days (or less) of service start date
- Following JPO policy/guidelines for YLS completion and updates



# SPEP™ Informed = Supporting Service Providers

- Aligning discharges to match Duration and Dosage targets
- Communicating importance of “**completion of service**” during court recommendation process, especially in regard to Community-based Service Providers
  - Barriers:
    - Transportation
    - Multiple services at one time
    - Family issues
    - Other responsivity factors

# Supporting Service Providers with YLS Data

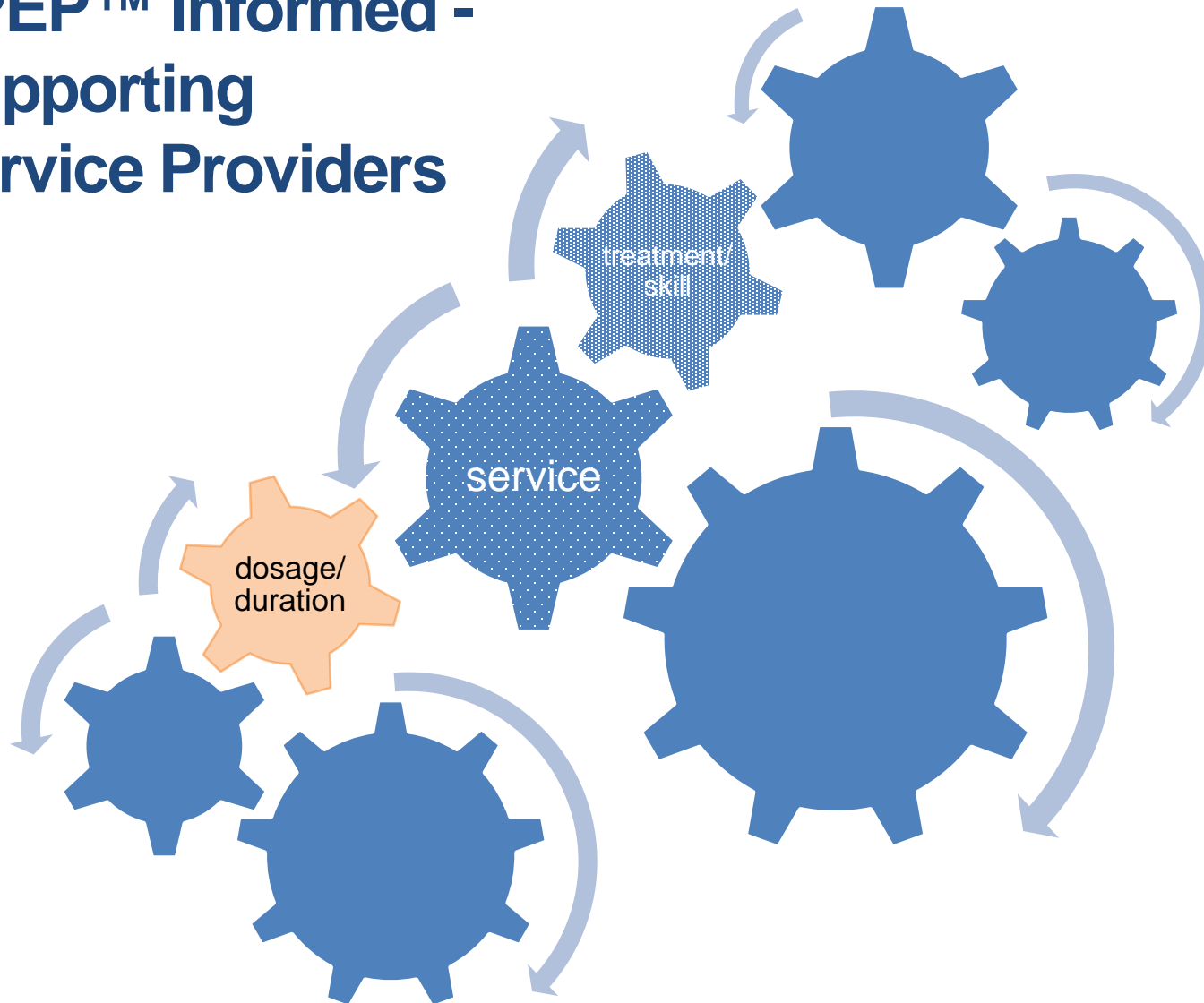
- How YLS assessments are utilized for SPEP™
  - Determining Risk Level of Youth - section 4 of the SPEP™ scoring instrument = ¼ of score
  - Gathering data for completion of cohort spreadsheet
    - JPO SPEP™ Level 1 Specialists involved in a SPEP™ assessment may inquire in other county JPO departments about dates and JID #'s for specific youth that are currently in a cohort

DO NOT EMAIL CONFIDENTIAL INFORMATION!

|  |  |  |  |   |  |
|--|--|--|--|---|--|
| SPEP ID: <input type="text"/>            |  | Time: <input type="text"/>                   |  | Organization Name: <input type="text"/>             |  |
| Cohort Start Date: <input type="text"/>  |  | Minimum # Youth: <input type="text"/>        |  | Program Name: <input type="text"/>                  |  |
| Cohort End Date: <input type="text"/>    |  | Anticipated # of Youth: <input type="text"/> |  | Service Name: <input type="text"/>                  |  |
| Target Duration: <input type="text"/> 24 |  | Target Dosage: <input type="text"/> 40       |  | Service Type: <input type="text"/> Group Counseling |  |

| Youth Number # | County Specific Juvenile ID Number (JID) from PaJCMS | Youth's First Name | Youth's Last Name | Gender | Race | DOB (MM/DD/YY) | Date of Birth (DOB) | Committing County | Youth Service Start Date | Youth Service End Date | Total weeks of service | Total hours of service | Youth's Level of Service (YLS Risk Score) | YLS Risk Level | Date YLS was finalized | Was there a YLS override? | When there was a YLS override, what was the reason for the override? | When youth's date of release is later than a YLS final? | Notes: (if needed) For Example, Reasons for - YLS override - service interruption - early discharge | YLS Pkg |
|----------------|--|--------------------|-------------------|--------|------|----------------|---------------------|-------------------|--------------------------|------------------------|------------------------|------------------------|---|----------------|------------------------|---------------------------|--|---|---|---------|
| 1              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 2              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 3              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 4              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 5              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 6              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 7              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 8              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 9              |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 10             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 11             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 12             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 13             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 14             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 15             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 16             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 17             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 18             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 19             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 20             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 21             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 22             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 23             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 24             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |
| 25             |  |                    |                   |        |      |                |                     |                   |                          |                        |                        |                        |   |                |                        |                           |  |   |   | N/A     |

# SPEP™ Informed - Supporting Service Providers



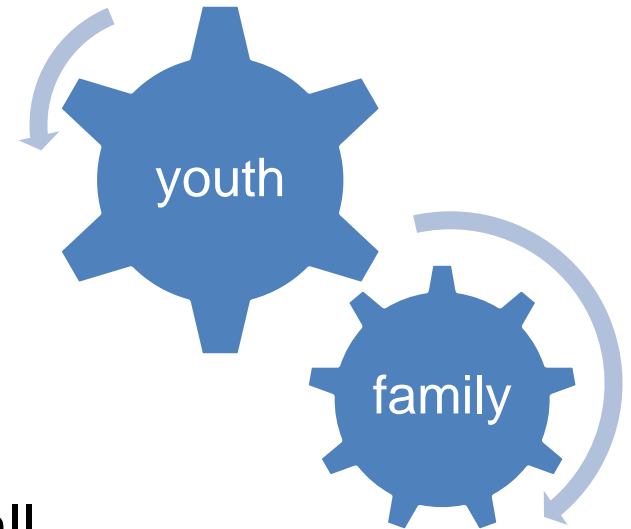
# Communicating with Families

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*Shawn Peck*

# SPEP™ Informed = Communicating with Families

- Being able to *communicate adjusted length of stay* with youth and families:
  - Explaining the targeted dosage and duration of services within a specific Service Provider *prior to referral* to include family in all aspects of the process.

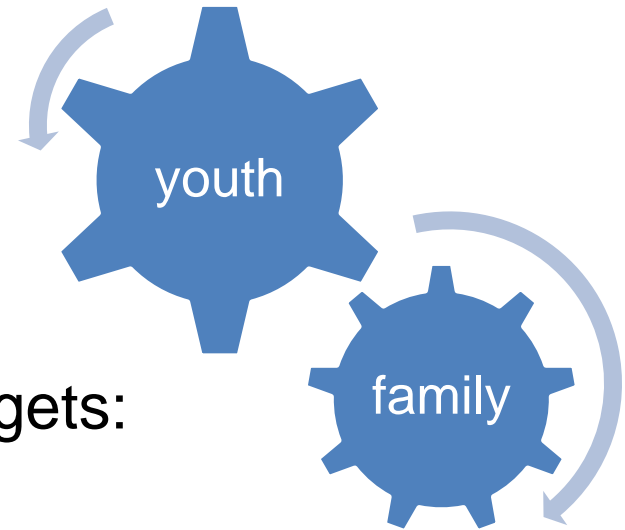




# SPEP™ Informed = Communicating with Families

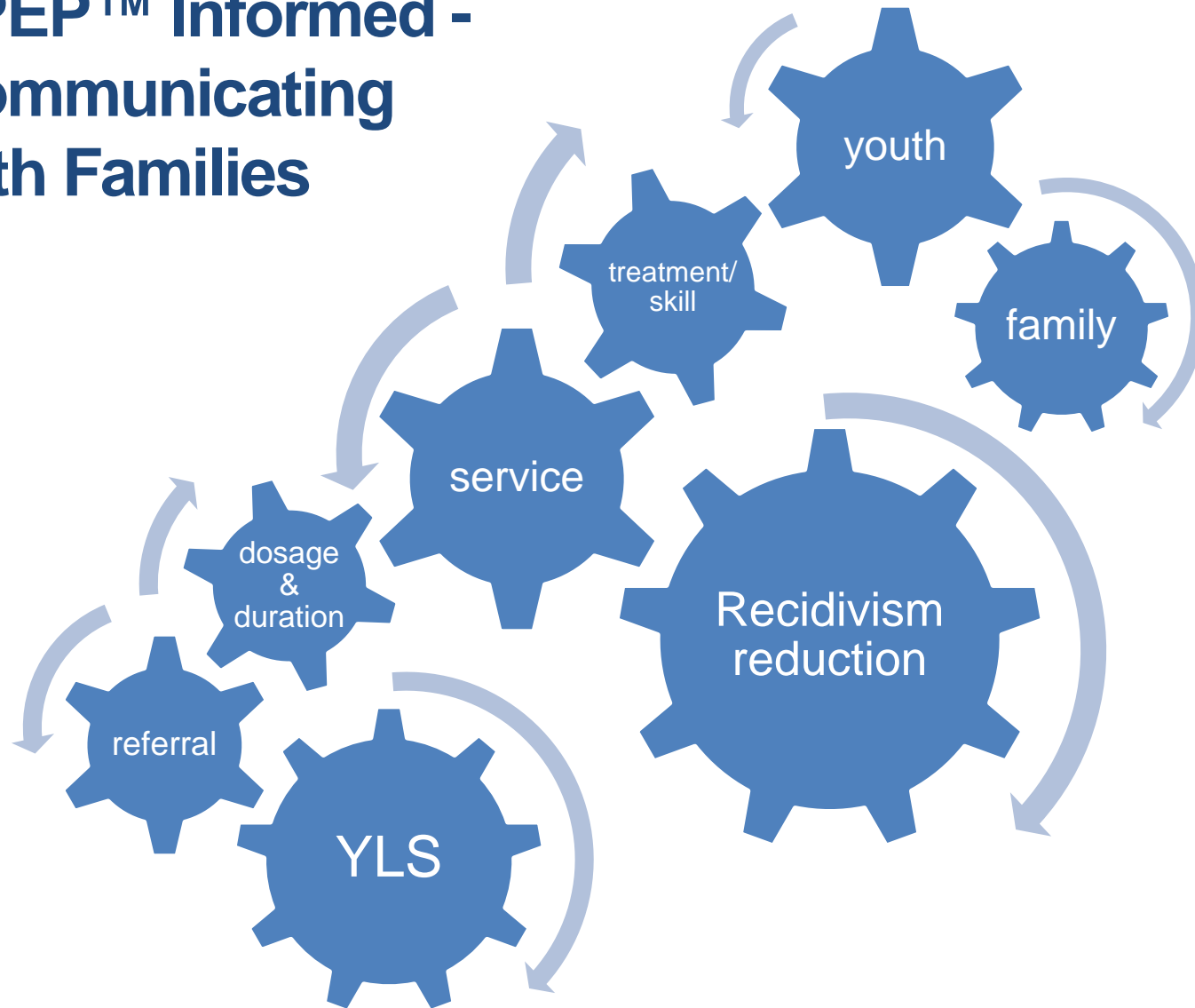
- Being able to *communicate adjusted length of stay* with youth and families:

- May have to communicate this adjustment *while in the service* due to missed service targets:



- *Example: Youth will stay an additional week to complete the targeted amount for duration and dosage for Group Counseling at ABC Facility*

# SPEP™ Informed - Communicating with Families



# PA Juvenile Justice System Enhancement Strategy (JJSES) Framework

*Achieving our Balanced and Restorative Justice Mission*



Adapted from: Pennsylvania's Juvenile Justice System Enhancement Strategy (JJSES) *Achieving our Balanced and Restorative Justice Mission Through Evidence-based Policy and Practice* – Richard D. Steele, courtesy of Juvenile Court Judges' Commission.

# Wrap-up

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*Shawn Peck*

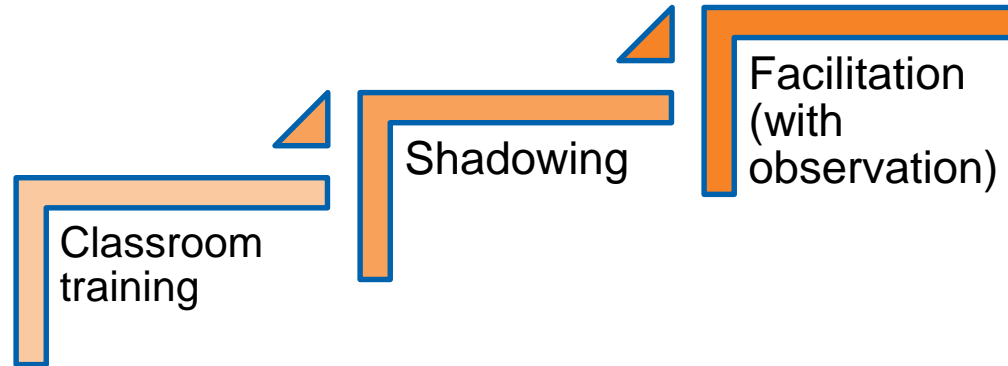
# SPEP™ Training Levels

- **SPEP™ Informed**
  - Trained to interpret and apply SPEP™ findings
  - Inform decision making within juvenile court
  - Assist with retrieval of YLS Scores and other data
- **Level 1 SPEP™ Specialists** – (Juvenile Probation)
  - Trained to implement the SPEP™ (generate SPEP™ scores & PIP)

# SPEP™ Training Levels

- **Level 2 SPEP™ Trainers** – (Juvenile Probation)
    - Train Level 1 SPEP™ Specialists
    - 2014 – Jeff Gregro (Berks), Tracie Davies (Lehigh), Nicole Mattern (Dauphin)
    - 2019 – Bill Shultz (Allegheny), Sue Christner (Lebanon), Bill Keim (Berks)
  - **Level 3 Master SPEP™ Trainers** – (EPISCenter)
    - Train Level 2 SPEP™ Trainers
    - 2018 – Lisa Freese, Shawn Peck
- 

# Level 1 SPEP™ Specialist



- **Shadowing Process –**

- Level 1 SPEP™ Specialist observes Level 2 Trainer facilitate training topics
- Training topics will be emphasized by Level 2 Trainer for discussion

- **Facilitation Process –**

- Level 1 SPEP™ Specialist is observed Level 2 Trainer as they facilitate the SPEP™ Process
- Level 2 Trainer will complete an Assessment/Evaluation to develop skill competency of Level 1 SPEP™ Specialist
- Level 1 SPEP™ Specialist will complete a Self-assessment


# Quality Control Strategies via the SPEP™

- Level 1 SPEP™ Specialists:
    - Expert understanding of the SPEP™
    - Ensure policy/procedure for referral process is followed
    - Monitor program via the partnership
    - Monitor the program via PIP Process
- 
- Striving to continuously improve the quality of our decisions, services and programs
  - Modify services to meet the needs of youth referred

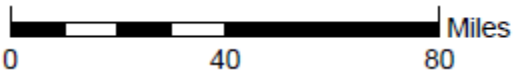
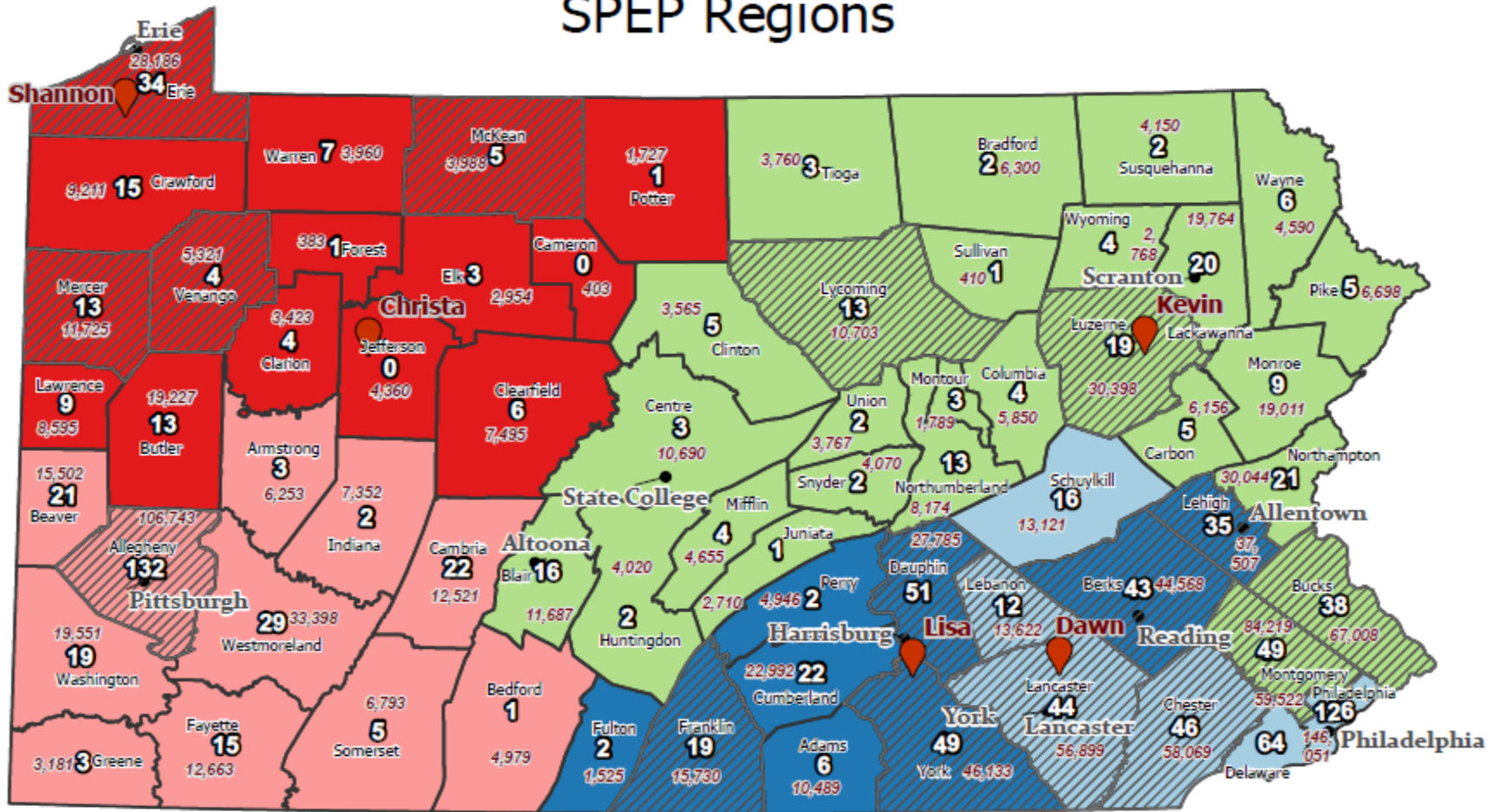




# Technical Assistance – SPEP™ Implementation Specialist(s)

- Provide support to juvenile probation departments according to their unique strengths and capacity:
    - Training
    - Key Leader Orientation (KLO) & Kick-off Meetings
    - Pre-SPEP™ Visits
    - Unpacking
    - Service Classification Interviews
    - Quality of Service Delivery Interviews
    - Data Collection
    - Calculation of SPEP™ Scores
    - Feedback Report Development
    - Feedback Report Review Meetings
    - Performance Improvement Process
    - Reassessment
    - Analysis of data to inform decision-making
- 
- A decorative graphic in the background of the slide features three interlocking gears of different sizes. The gears are light blue and semi-transparent. Curved arrows, also in light blue, are positioned around the gears, indicating a clockwise direction of rotation. The overall aesthetic is clean and professional, symbolizing a systematic or cyclical process.

# SPEP Regions



- Dawn 1 - Counties 6 - JPO: 308 - Age 10 to 17 - 347,284
- Lisa 2 - Counties 9 - JPO: 229 - Age 10 to 17 - 211,675
- Kevin 3 - Counties 26 - JPO: 252 - Age 10 to 17 - 356,956
- Counties Implementing SPEP

- Christa 4 - Counties 11 - JPO: 252 - Age 10 to 17 - 228,936
- Shannon 5 - Counties 15 - JPO: 115 - Age 10 to 17 - 110,958
- TBD 6

Juvenile Probation Officers Total: **1,156**

# Questions

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*Shawn Peck*

# Conclusion

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The EPISCenter is a collaborative partnership between the Pennsylvania Commission on Crime and Delinquency (PCCD), the Pennsylvania Department of Human Services (DHS), and the Edna Bennett Pierce Prevention Research Center, College of Health and Human Development, Penn State University. The EPISCenter is funded by DHS and PCCD. This resource was developed by the EPISCenter through PCCD grant VP-ST-28935.



/EPISCenterPSU



@EPIS\_Center

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[www.EPISCenter.org](http://www.EPISCenter.org)