

# Standardized Program Evaluation Protocol: Classifying Service Types

This webinar will start at 11:00 am

SPEP Service Type Category Fact Sheets available at  
<http://bit.ly/1dp1AVA>.



# Standardized Program Evaluation Protocol: Classifying Service Types

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## Presentation:

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## Q & A :

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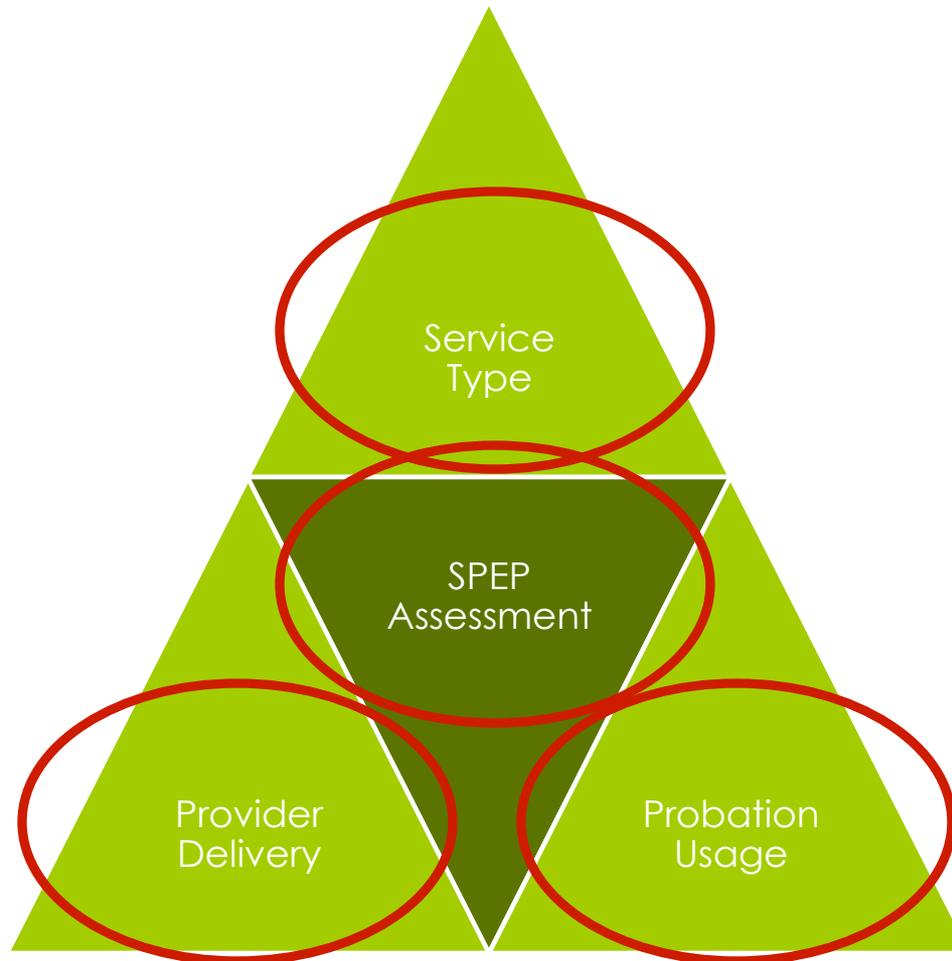
Adapted from: SPEP Scoring and Program Certification Training – Gabrielle Lynn Chapman, Ph.D., SPEP Users Guide 2013, Lipsey & Chapman, courtesy of Peabody Research Institute, Vanderbilt University and Marion Kelly of Comprehensive Strategy Group.



# Overview

- Service Type Category Fact Sheets
- Program vs. Service Types
- Defining Primary and Supplemental Services
- Service Types and Examples
- Questions & Answers

# Key Drivers of Effectiveness



# SPEP Service Type Category Fact Sheets

- Access your fact sheets online at [www.episcenter.psu.edu/juvenile/appendix](http://www.episcenter.psu.edu/juvenile/appendix)
- Currently available at the bottom of the webinar screen in the Web Links panel

# Importance of Fact Sheets

- Guidelines are accessible to everyone
- Informs Providers and Probation with knowledge of expectations
- Promotes discussion among providers, probation and other stakeholders



# Caution Against Self-Classifying

- You may not classify your service correctly
- Utilize your EPISCenter Staff and the resources available on the website to evaluate or guide you





## SPEP Service Type Category Fact Sheet

### Restorative services: Restitution/Community Service

#### General Approach: Restorative Services<sup>1</sup>

Services of this sort aim to repair the harm done by the juvenile's delinquent behavior by requiring some compensation to victims or reparations via community service. They may also involve some form of direct reconciliation between victims and offenders. Two different intervention types appear in the research, sometimes combined in the same service array: Restitution/community service and mediation.

#### Service Type: Restitution/Community Service<sup>1</sup>

Offenders provide financial compensation to the victims and/or perform community service. Restitution focuses on making the offender accountable to the community through some form of service/payment, e.g., fines or payment/service to the victim; community service.

*Example 1 from research study:* This service provides the means for juveniles to become accountable for their crimes while compensating victims for their loss. Youthful offenders are held accountable for their conduct by performing a work service for the community in an effort to aid the rehabilitation of the delinquent youth and/or to compensate the victims for losses suffered.

*Example 2 from research study:* The service is comprised chiefly of community service activities as restitution. The program works with Habitat for Humanity, Special Olympics, food drives, the Humane Society, tutoring and convalescent homes.

*Example 3 from research study:* Youths were required to pay monetary restitution to the victims of their crimes or, if there was no outstanding monetary loss, they were required to complete a specified number of community service hours.

#### Service Category<sup>2</sup>

Service Group 2

Qualifying supplemental services: None

#### Targets for Amount of Service<sup>2</sup>

Target weeks=12

Target hours=60

[Back to top](#)



## Service Type Category Fact Sheet

### Restorative services: Mediation

#### General Approach: Restorative Services<sup>1</sup>

Services of this sort aim to repair the harm done by the juvenile's delinquent behavior by requiring some compensation to victims or reparations via community service. They may also involve some form of direct reconciliation between victims and offenders. Two different intervention types appear in the research, sometimes combined in the same service array: Restitution/community service and mediation.

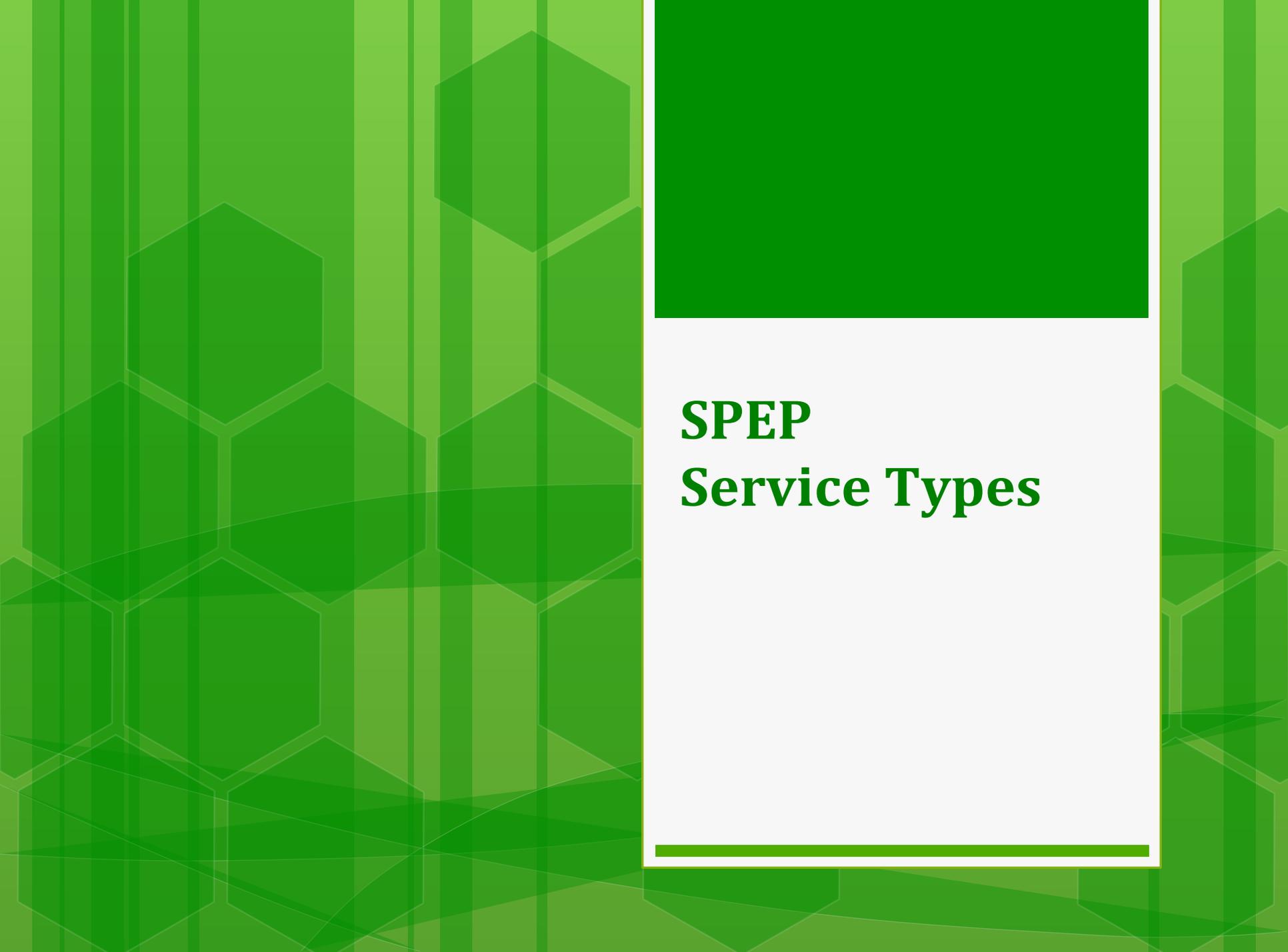
#### Service Type: Mediation<sup>1</sup>

Offenders meet with their victims in spoken or written form and may meet with them under supervision. These services include a restitution component. A counselor mediates/arbitrates between parties in an effort to resolve the conflict between the offender and victim.

*Example 1 from research study:* Service involved the mediation of victim-youth conflicts via an arbitration meeting.

Service Category: Restitution/community service

Service Type: Mediation



**SPEP**  
**Service Types**

# Research Behind Service Types

**Therapeutic:** services oriented toward behavior change, with research evidence on their effect on recidivism

- These services can benefit from the SPEP process

**Control-oriented:** services involving externally imposed discipline, deterrence or surveillance

- Some services can actually increase recidivism

Services for which there is currently **insufficient research** of their effect on recidivism

- Possible “advisory” score

# Therapeutic Approaches

- We have evidence of their effectiveness for reducing recidivism
- These services facilitate constructive, internalized and sustained changes in behavior
- There are three broad therapeutic approaches



# Therapeutic Services

## Restorative

Restitution/Community Service

Mediation

## Counseling

Individual

Mentoring

Family

Family Crisis

Group

Mixed

## Skill Building

Behavior Management

Cognitive Behavioral Therapy

Social Skills Training

Challenge

Remedial Academic Program

Job Related Training

# Restorative Services

Services aimed at repairing the harm caused by delinquent behavior

- Restitution/Community Service
- Mediation

# 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

# Skill Building

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

- Behavioral management programs
- Cognitive behavioral therapy
- Social skills training
- Challenge programs
- Remedial academic program
- Job related training

# Therapeutic Services

## Restorative

Restitution/Community Service

Mediation

## Counseling

Individual

Mentoring

Family

Family Crisis

Group

Mixed

## Skill Building

Behavior Management

Cognitive Behavioral Therapy

Social Skills Training

Challenge

Remedial Academic Program

Job Related Training

The background is a vibrant green with a pattern of overlapping, semi-transparent hexagons. A white rectangular box is positioned on the right side of the slide, containing the title text. The text is in a bold, green, serif font.

**SPEP  
Primary &  
Supplemental  
Services**

# Primary Service

- Main focus of the program
- All or most kids receive the service
- Recognized as the dominant theme of the program
- Other program elements support its effectiveness
- Some programs have one or more primary services

# Supplemental Service

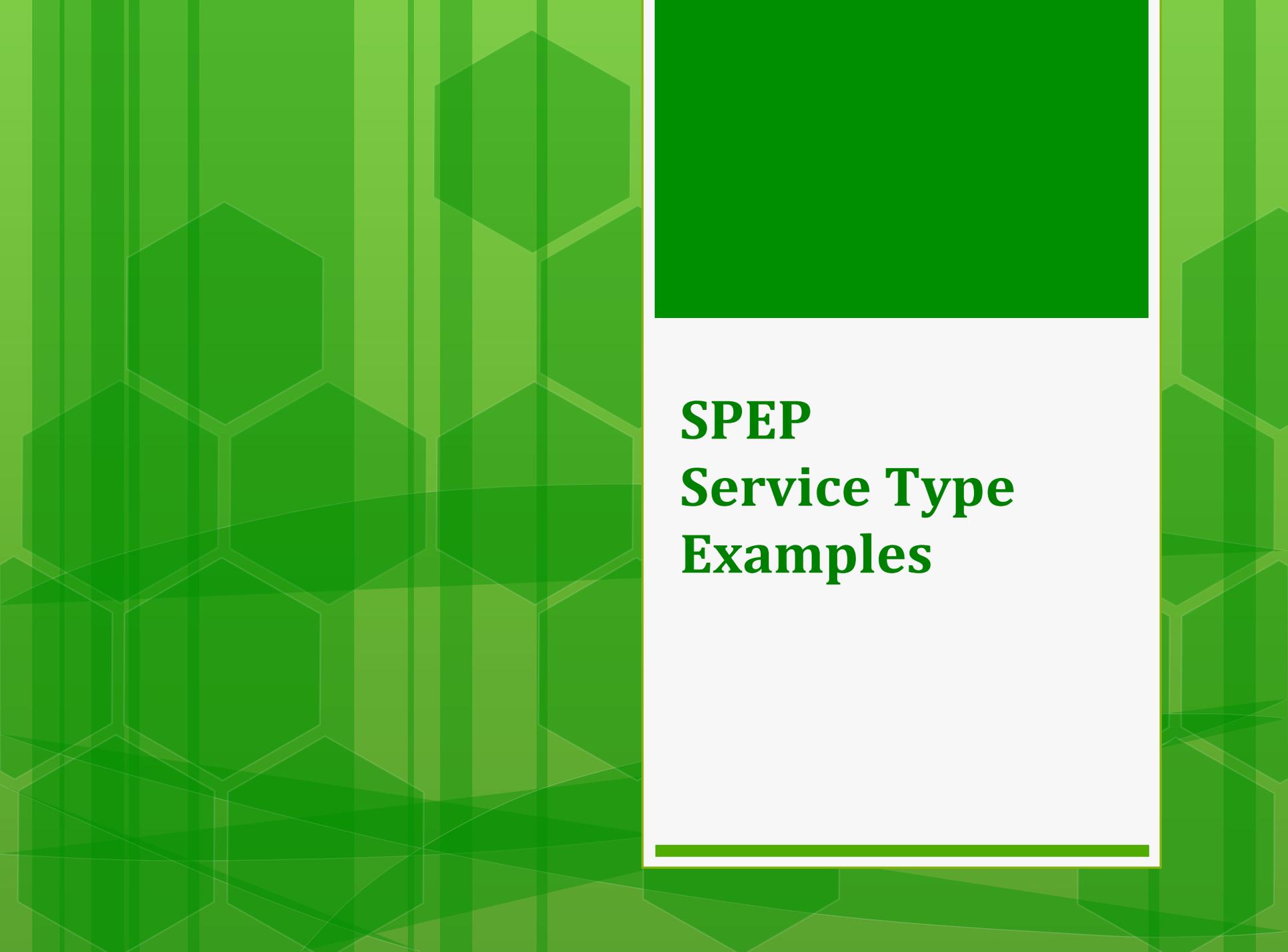
- Less time and effort spent on this
- Services to reinforce or complement the primary service
- Not every primary service has a supplemental service
- Not every supplemental service “enhances” the primary service in the SPEP process
- Not all kids receive this or it constitutes a relatively small portion of the service time

**ABC Inc.**  
(service provider)

**Circle of Courage**  
(program)

**Group  
Counseling**  
(service)

**Multisystemic  
Therapy  
(MST)**  
(service)

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# **SPEP Service Type Examples**

# Service Examples Encountered

- Examples discussed do not reflect all of the service categories encountered
- Selected to highlight service categories referenced in this webinar

# 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

# Social Skills Training

- Definition
  - Focuses on developing the social skills required for an individual to interact in a positive way with others
  - Typical training techniques are:
    - Instruction
    - Modeling of behavior
    - Practice and Rehearsal
    - Feedback and Reinforcement
- Example: Program identified as Social Skills Training
- Due to Leadership Curriculum containing:
  - Communication skills
  - Conflict resolution
  - Effective social behavior

# Mixed Counseling

- Definition
- Characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's:
  - Feelings
  - Cognitions
  - Behavior
- Example: Community Based Program
  - Youth received one hour of group, individual, and family counseling weekly
  - Treatment topics overlapped during individual, family or group sessions

# Job-related Training

- Definition
- Vocational counseling, job training, or job placement arranged to provide direct work experience
- Training job-related skills (e.g., interviewing)
- Non-paid work service (non-restitution based)
- Other such opportunities of participants in a competitive job market
- Example: Court Operated Program
  - Job-related training while paying off restitution
  - Youth acquired skill development to - prepare food, take orders, operate a cash register and document inventory
  - Earned minimum wage and were assisted in obtaining employment in the community upon completion of the program

## Lessons Learned

- Many services provided are made up of components of CBT
- Service categorization may depend more on:
  - How the service is delivered within the context of program
  - How it is outlined in the service description

# Lessons Learned (continued)

- Mixing Curriculums
  - CBT Curriculum used as Social Skills Training
    - Applying CBT to social skills arena
  - Other Curriculum combined with CBT Curriculum for social skill development in youth

# Lessons Learned (continued)

- Interview Process
  - Value in asking questions to clarify service activities
    - Thorough discussion of services helps to clearly communicate all that youth are receiving
    - Details found by this process can determine service category
  - Provider tells “the story” which can reveal details that otherwise could have been missed

## Lessons Learned (continued)

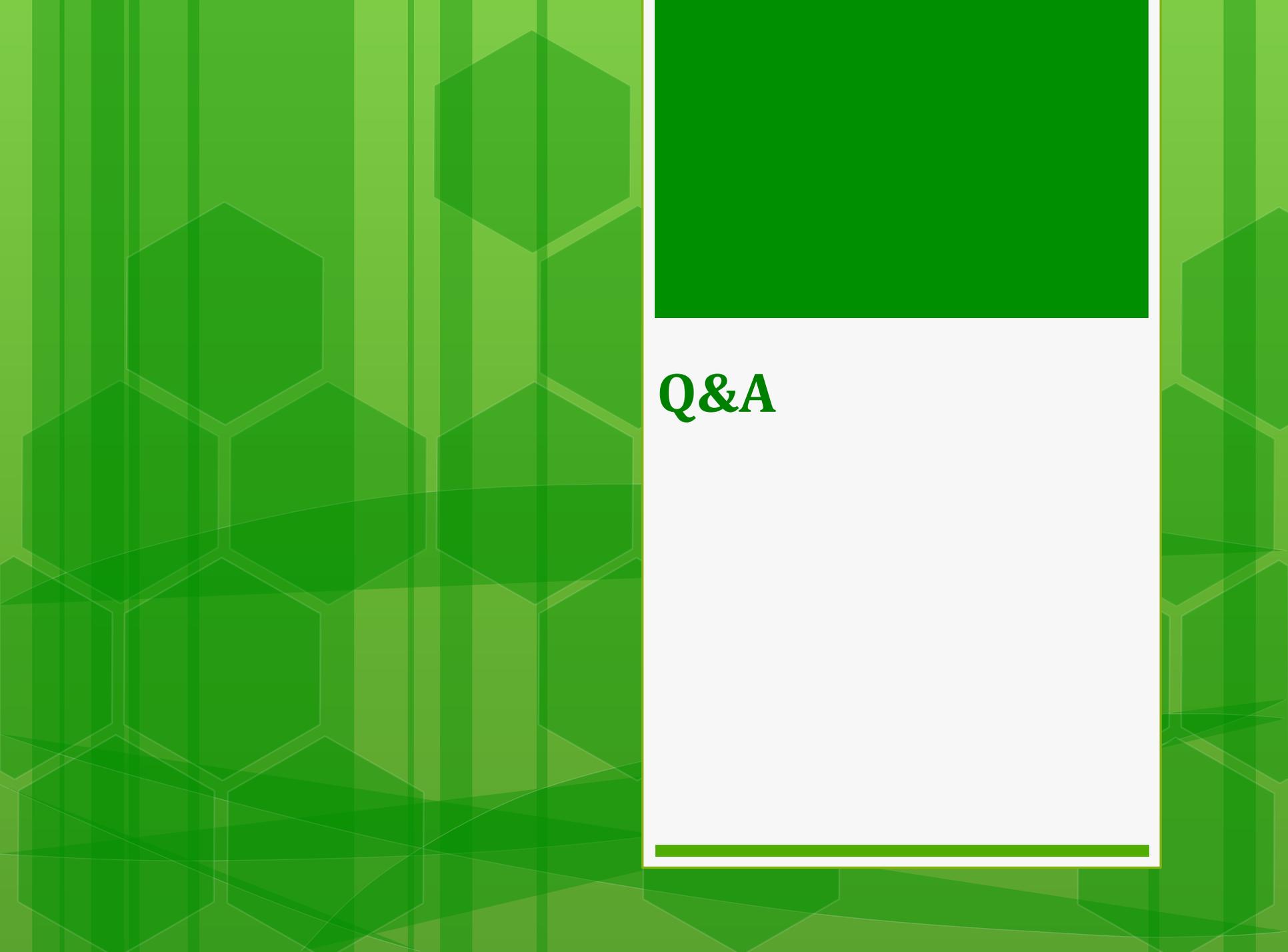
- Language can make the difference in service type
- Providers may use jargon within their organization that may require “drilling down”
- Example:
  - Social Skills Training might actually be Job Related Training

# Lessons Learned (continued)

- Residential -
  - Use the daily schedule as a guide to:
    - The actual services that youth receive
    - Linkage of services
    - Consistent service themes such as group processes

## Lessons Learned (continued)

- Residential -
  - Service Type Categorization “unpacking process” takes several hours
  - Some services may be similar to those identified in Service Type but not be delivered consistently enough to be categorized



# Q&A

# Thank You!

- Save the Date:
  - January 24, 2014 at 11 am  
Understanding and Creating Logic Models
- Evaluation of this webinar
  - Available in Web Links panel, lower left corner of the screen
- EPISCenter website for additional resources:
  - [www.episcenter.psu.edu/juvenile](http://www.episcenter.psu.edu/juvenile)