



Data Collection: Scoring Duration, Dosage & Risk Level

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Q & A:

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- Jeff Gregro, Berks County Juvenile Probation
- Marc Maddy, JusticeWorks YouthCare, Inc.



Webinar Objectives

- Understand why and how to collect process data
- Become familiar with SPEP definitions of duration and dosage
- Understand how risk level scoring is calculated
- Provide clarity on how data can drive program or service improvement
- Explore data collection challenges and lessons learned
- Questions & Answers

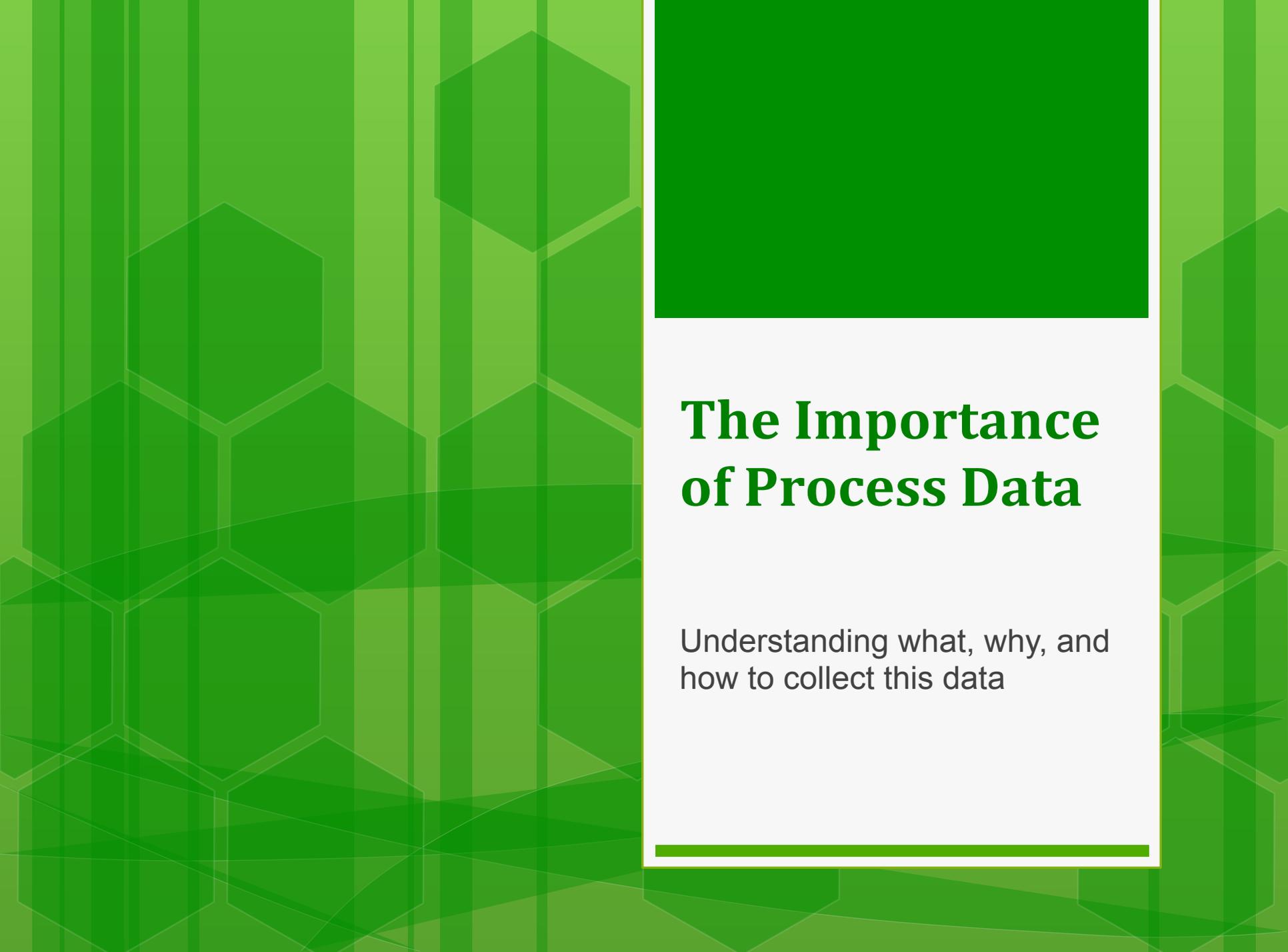
Amount of Service

Duration

- This is the time between the first day the primary service is provided to a particular youth and the last day the service was provided. It is calculated in numbers of weeks.

Dosage

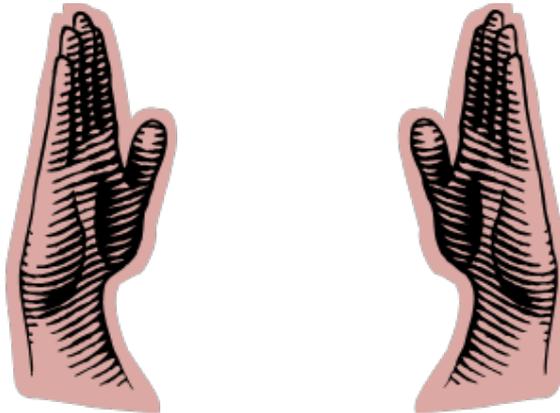
- This is the total face to face contact hours a youth received the primary service. Can be calculated through sign in sheets or derived from an average # of hours per episode.

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The Importance of Process Data

Understanding what, why, and
how to collect this data

How much?



How come?

Why Collect Process Data?



How many?



How long?



My Victim-Offender Mediation Program

Training

Program/ Process Components

modality

Targets (attitudes, values, beliefs)

Short Term (Proximal) Outcomes

Long Term (Distal) Outcomes

- Preparatory meeting for victim and offender (1x,2 hrs)
- Facilitated meeting(s) between victim and offender (2x 2 hrs)
- Creation of a Restitution agreement (1x 2 hrs)

- Offender/victim learn communication skills
- Offender hears how crime impacted victim
- Offender can offer apologies to victim
- Victim may offer forgiveness to offender
- Agreement is drawn up that satisfies victim

- Risk Factors:**
- Lack of understanding of crime impact
 - Favorable attitudes toward antisocial behavior
- Protective Factors:**
- Empathy
 - Accountability for actions
 - Communication/ listening skills

- Creation of signed restitution agreement (document)
- Increased empathy for victim (Pre-Post)
- Increased accountability for actions (pre-post)
- Reduced favorable attitudes toward antisocial behavior (pre-post)

- Completion of restitution by offender (probation report)
- Decreased recidivism for offender (archival data)
- Improved pro-social behaviors (probation report)

The Black Box of Services: Why open it?

- Know what is in the box!
- Know who gets a service and why (e.g.- **YLS risk level**)
- Know how much of a service someone actually needs (**dosage**)
- Know how often/how long the service should be delivered for maximum effect (**duration**)
- Know what your employees are doing with clients!



How do you unpack the box?

- Look at the services you provide and decide what is a distinct activity. Forms should have a way to distinguish between different activities (e.g.- group vs. individual counseling, etc.)
- Guidelines should be written down on how long you expect each person to be in each activity based on needs.



Your Organization/Agency

```
graph TD; A[Your Organization/Agency] --> B((Group Counseling)); A --> C((Victim-Offender Mediation)); A --> D((Family Counseling));
```

Group
Counseling

**6 hours a week
X 8 weeks**

Victim-
Offender
Mediation

**2 hours a week
X 4 weeks**

Family
Counseling

**3 hours a week
X 8 weeks**

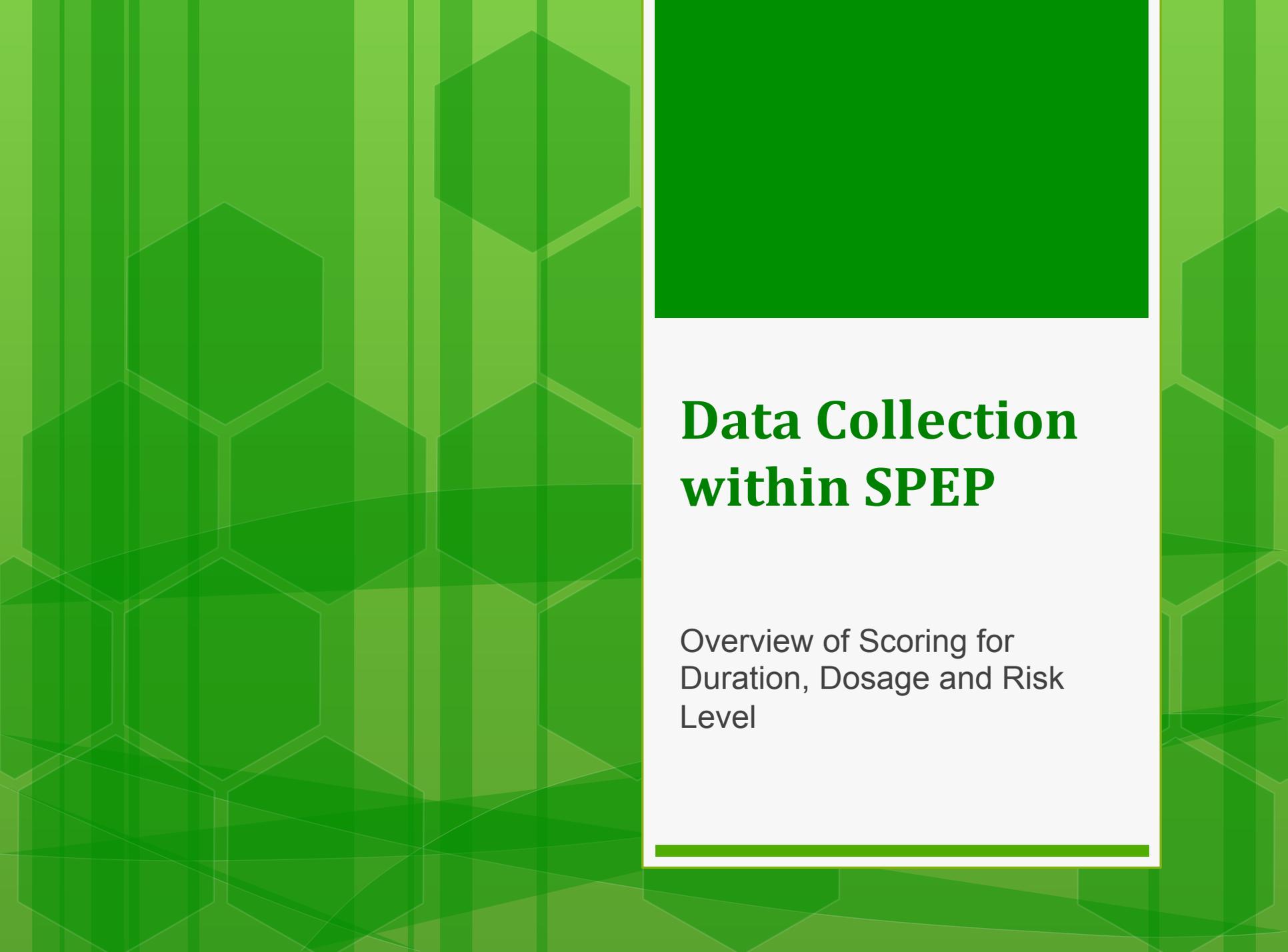
How do you unpack the box?

- Implement Policies and Procedures:
 - Keep formalized and accurate schedules of daily/weekly activities
 - All forms should have a section to record amount of time spent in activity (e.g.- case notes)
 - Sign In / Out sheets can be used for unstructured group-based activities, just make sure they get recorded in case file!
 - Utilize Contact logs (electronic or paper) in case files to help keep information on services received in one place



Why do this?

- If you are doing something right, this is the best way to share it.
- Stakeholders at some point will want you to be able to answer this question.
- This information can be used within your organization for future staff planning.
- Being able to describe the services you offer is essential if you want resources them.

The background of the slide is a green hexagonal pattern. The hexagons are arranged in a grid-like fashion, with some overlapping and varying in opacity, creating a textured, honeycomb-like effect. The colors range from light green to a darker, more saturated green.

Data Collection within SPEP

Overview of Scoring for
Duration, Dosage and Risk
Level

What data is necessary for SPEP?

- Kids! This is the cohort or group of youth receiving the service.
- Beginning and end dates of service.
- Length of time service is delivered each time it is delivered.
- Youth Level of Service (YLS) risk score (low, moderate, high or very high).



SPEP Cohort

This is the group of youth receiving a service. Weeks and hours of service are calculated for each youth individually.

- Programs may have multiple SPEP service classifications, thus cohort size and the youth included can vary, if multiple primary services are identified.
- Cohorts are selected for a specific time frame.
- Minimum of 10 youth necessary.
- Know when each youth began a service and when the service ended



Sample Spreadsheet

SUCCESS IN EDUCATION

# in cohort	Identifier (ex-initials) of each youth in cohort	Committing County	Date the youth started receiving the service	Date the youth stopped receiving the service	Total # of weeks of service received by youth	Total # of hours of service received by youth	YLS (L, M, H, VH)
1	George	Berks	7/25/2012	1/29/2013	27	135	M
2	James	Allegheny	4/3/2013	10/25/2013	29	145	H
3	Joseph	Dauphin	11/7/2012	11/30/2012	3	49	L
4	Marcus	Bucks	4/17/2013	9/6/2013	27	135	M
5	Matthew	Lehigh	11/19/2012	1/13/2013	8	89	M
6	Cory	Dauphin	3/6/2013	4/26/2013	7	82	M
7	Terry	Lehigh	8/29/2012	3/8/2013	27	130	M
8	John	Lehigh	12/19/2012	1/10/2013	3	60	M
9	Jacob	Berks	5/30/2012	12/19/2012	28	135	M
10	Tyshawn	Bucks	3/6/2013	7/22/2013	20	100	M
11	Alex	Bucks	12/4/2012	1/14/2013	6	60	M
12	Jose	Allegheny	7/2/2012	1/3/2013	26	125	M
13	Anthony	Allegheny	3/1/2013	8/2/2013	21	105	M
14	George	Allegheny	7/25/2012	1/29/2013	27	130	M
15	James	Dauphin	4/3/2013	6/14/2013	10	85	M
16	Joseph	Bucks	11/7/2012	11/30/2012	3	30	L
17	Marcus	Lehigh	4/17/2013	10/28/2013	28	140	M



SPEP Service Type Category Fact Sheet Restorative services: Restitution/Community Service

General Approach: Restorative Services¹

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

Service Type: Restitution/Community Service¹

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

Example 1 from research study: The service provides the means for juveniles to become more responsible citizens while compensating victims for their loss. Youthful offenders are held accountable for performing a work service for the community in an effort to aid the rehabilitation of the victim and to compensate the victim for losses suffered.

Example 2 from research study: The service is comprised chiefly of community service. The program works with Habitat for Humanity, Special Olympics, food drives, the Hunt for Homeless, and other volunteer activities at convalescent homes.

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

Service Category²

Service Group 2
Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=12
Target hours=60

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SPEP Service Type Category Fact Sheet Skill Building Services: Remedial Academic Program

General Approach: Skill building services¹

These services provide instruction, practice, incentives, and other such activities and inducements aimed at developing skills that will help the juvenile control his/her behavior and/or enhance the ability to participate in normative prosocial functions. The main forms of these services are the following: Behavior management, cognitive-behavioral therapy, social skills training, challenge programs, remedial academic programs, and job-related training.

Service Type: Remedial academic program¹

Remedial academic program; for example, tutoring, GED programs. To include Remedial Education—any education designed to address deficits in a juvenile's education and bring him or her up to the level expected of children in his or her age group.

Example from research study: The service was based on an academic treatment model which provided individual instruction in functional areas of greatest learning deficiency, e.g., expressive and written language, reading or arithmetic. During treatment sessions, the learning disabilities specialist and participant worked to improve academic skills and attitudes toward school with materials, which had been carefully selected to be compatible with the adolescent's strongest learning modality (visual, auditory, or motor).

Example from research study: Each week the volunteers help the youth with any homework or reading assignments.

Service Category²

Service Group 2

Qualifying supplemental services: Job-related services (work experience, job preparation, and/or job training)

Targets for Amount of Service²

Target weeks=26
Target hours=100

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Duration and Dosage – Scoring is based on percentage of youth who meet target values.



Steps in Scoring:

1. Determine how many youth reached the targeted number of weeks and hours of service for that service type.
2. Divide the number of youth who reached the target for each by the total number of youth in the cohort.
3. The percentage total for both equate to a certain number of points as listed on the SPEP score sheet.

Duration:

Determine how many youth in the cohort reached the targeted number of weeks of service in SPEP for that particular service type

Example: **Cohort size** is 17. **Service type** is remedial academic program, which has a targeted duration of 26 weeks.

- 8 of the 17 youth received the service for 26 weeks or longer. What percent of youth received the targeted duration?
- 8 is 47.06% of 17 = 48% (we round up)
- 48% equates to 4 points out of a possible 10 for duration

Excerpt from SPEP Score Sheet

Amount of Service

[Determined from data for the qualifying group of service recipients]

Duration [Target number of weeks specified for each service type]

% 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)

4

Contact Hours [Target number of hours specified for each service type]

% 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)

Dosage or Contact Hours:

Determine how many youth in the cohort reached the targeted number of total hours of service in SPEP for that particular service type.

Example: Cohort size is 17. Service type is remedial academic program, which has 100 total targeted contact hours.

- 10 of the 17 youth were in the service for 100 hours or longer. What percent of youth received the targeted dosage?
- 10 is 58.82% of 17 = 59% (we round up)
- 59% equates to 4 points out of a possible 10 for dosage.

Excerpt from SPEP Score Sheet

Amount of Service

[Determined from data for the qualifying group of service recipients]

Duration [Target number of weeks specified for each service type]

% 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)

4

Contact Hours [Target number of hours specified for each service type]

% 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)

4

Risk Level:

Scoring is based on the YLS risk level results.

Example: The cohort of 17 youth includes risk levels as follows.

- 2 – Low
 - 14 – Moderate
 - 1 – High
 - 0 – Very High
- Score is based on % of youth who score above low (moderate, high or very high) and the % of youth who score above moderate (high or very high only)
 - 15 youth or 89% (88.24 rounded up) scored above low
 - 1 youth or 6% (5.88 rounded up) scored high or very high

YLS: Level of Risk

- Overall point totals for scoring within the YLS for each risk level.

Low 0-8

Moderate 9-22

High 23-34

Very High 35-42



Excerpt from SPEP Score Sheet

Risk Level of Youth Served

[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 medium):		25	10
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)		

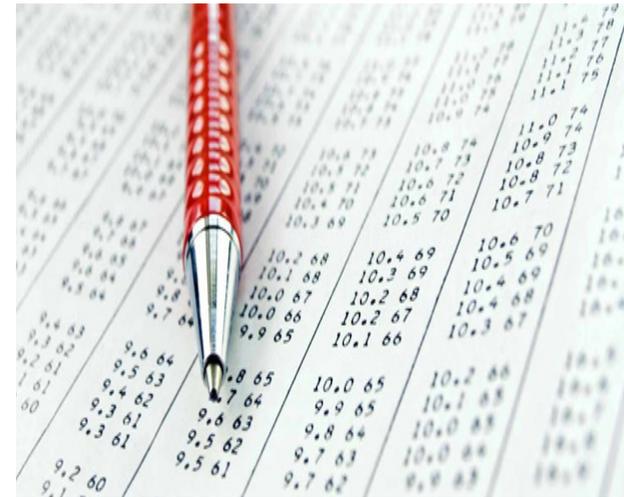
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Lessons Learned from the Field

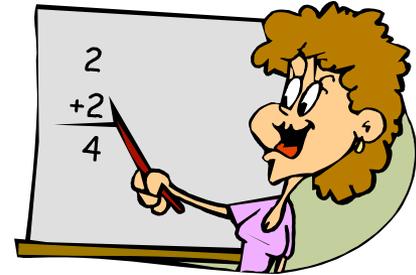
Common challenges and
solutions to data collection.

Challenges with Data Collection

- Gaining information for duration and dosage
- Automated vs. hand counting
- Risk Level, a YLS on every juvenile is not always available



Lessons Learned



- Services can be identified through the SPEP interview or unpacking of a program, that not every service provider is even aware would qualify as a separate primary service within SPEP.
- Not every service is going to have duration and dosage amounts available, therefore not every identified primary service can go through the SPEP process initially.

Lessons Learned cont.

- Probation departments should be tracking start and end dates for youth in a service, YLS score upon entry, and updated YLS scores at completion, if applicable.
- Know (and document) the reason why a youth leaves a service. Did they successfully complete? Did the judge/juvenile probation remove the youth prior to completion? Did the family or youth move?
- Providers should ask for the YLS results for youth receiving a service, if not provided as part of a referral packet.

Lessons Learned cont.

- When calculating the SPEP score for risk level, the cohort can only include youth with a known YLS risk level. Thus, cohort size may differ from the cohort size used for duration and dosage amounts.
- The time frame chosen for a cohort should be long enough to allow for youth to complete the service.
- **In some cases**, youth who do not complete a service should be excluded from a cohort.



How do I get started with data collection in preparation for SPEP?

- Think about the service(s) provided by your agency and if you keep track of beginning and end dates and hours of service on an individual basis.
- Do you already have a data collection system in place? If so, can it be modified to add the SPEP data elements?
- If not, consider using the EPISCenter spreadsheet available for download. It can be tailored to meet your agency's needs.
- Ask referral sources for the results of the YLS on each youth for which you provide services.

How do I get started with data collection in preparation for SPEP? *Cont.*

- Try not to “self-categorize” by matching your program services to the SPEP service categories. Instead, utilize the daily program schedule to identify activities for duration and dosage tracking.
- Remember: The SPEP interview is where providers explain their program to others. Knowing the components that make up your program will assist you in knowing what data elements to track.

SPEP Spreadsheet Example

JusticeWorks YouthCare, Inc.

Case Name	Case Start Date	Case End Date	Total Days Active	Total Weeks	Date of Birth	Client Age	Client Gender	Client Risk Level	Service	Service Start Date	Service End Date	Total Days of Service	Total Weeks of Service
Case A	6/7/2012	9/13/2012	99	14	11/1/95	17	Male	High	VIP - Intensive	6/7/2012	9/13/2012	99	14
Case B	7/19/2012	2/22/2013	219	31	11/11/94	18	Male	Mod	VIP - Standard	7/19/2012	2/15/2013	212	30
Case C	8/27/2012	10/1/2012	36	5	1/12/96	17	Male		VIP - Standard	6/16/2011	7/18/2011	33	5
									VIP - Intensive	8/27/2012	10/1/2012	36	5
Case D	7/26/2012	11/8/2012	106	15	3/18/94	19	Male		VIP - Intensive	7/26/2012	11/8/2012	106	15
Case E	6/18/2012	9/20/2012	95	14	11/2/95	17	Male	High	VIP - Intensive	6/18/2012	9/20/2012	95	14
Case F	7/16/2012	3/21/2013	249	36	7/23/96	17	Male	Mod	VIP - Intensive	7/16/2012	3/21/2013	249	36
Case G	8/13/2012	10/11/2012	60	9	11/21/96	16	Male	High	VIP - Full	8/13/2012	8/31/2012	19	3
									VIP - Intensive	9/1/2012	10/11/2012	41	6
Case H	6/19/2012	9/20/2012	94	13	7/4/94	19	Male		VIP - Intensive	5/2/2011	6/29/2011	59	8
									VIP - Standard	6/30/2011	7/13/2011	14	2
									VIP - Standard	6/19/2012	9/20/2012	94	13
Case I	7/30/2012	6/12/2013	318	45	10/18/96	16	Male		VIP - Full	7/30/2012	9/30/2012	63	9
									VIP - Full	10/7/2012	12/14/2012	69	10
									VIP - Standard	12/15/2012	12/20/2012	6	1
									VIP - Intensive	12/21/2012	6/4/2013	166	24
									VIP - Standard	6/5/2013	6/12/2013	8	1

SPEP Spreadsheet Example

Olivet Boys and Girls Club of America

Mentoring and the Arts (MAP)

MAP

Participant Name	Start Date	Discharge Date	Reason for Discharge	Duration >26	contact hrs. >78	risk	Hrs
	2/14/12	12/31/12	N/A	45.85714286	101	L	137.5714286
	2/28/12	12/31/12	N/A	43.85714286	106	L	131.5714286
	4/12/12	12/31/12	N/A	37.57142857	66	M	112.7142857
	3/14/12	7/3/12	Successful	15.85714286	27	N/A	47.57142857
	9/21/11	12/31/12	N/A	66.71428571	145	M	200.1428571
	3/29/12	9/16/12	Successful	24.42857143	49	M	73.28571429
	11/30/11	4/30/12	Successful	21.71428571	41	L	65.14285714
	1/26/12	3/1/12	U/S - Behavior	5	6	M	15
	2/8/12	6/7/12	Successful	17.14285714	41	L	51.42857143
	3/28/12	7/26/12	Successful	17.14285714	26	M	51.42857143
	11/10/11	2/28/2012	Successful	16	59	L	48
	3/22/12	6/1/12	Successful	10.14285714	24	M	30.42857143
	11/10/11	8/24/12	Successful	41.14285714	86	L	123.4285714
	3/8/12	7/3/12	Other	16.71428571	77	M	50.14285714
	4/19/12	7/26/12	U/S - attendance	14	17	L	42
	5/17/12	12/31/12	N/A	32.57142857	77	L	97.71428571
	3/15/12	8/1/12	Successful	19.85714286	32	L	59.57142857
	9/28/11	5/23/12	Successful	34	52	L	102
	11/15/11	6/11/12	Successful	29.85714286	56	L	89.57142857
	12/12/11	02/01/2012	Successful	7	44	M	21
	11/10/11	4/13/12	Successful	22.14285714	52	L	66.42857143
	11/16/11	4/19/12	Successful	22.14285714	36	L	66.42857143

8/22= 36%

4/22 = 18%

8-M 38%

13-L

0-H 0%



Questions?

Jeff Gregro, Deputy Chief, Berks
County Juvenile Probation

Meghan Blevins, Director of
Specialized Initiatives, Olivet
Boys & Girls Club

Marc Maddy, Regional Director,
JusticeWorks YouthCare, Inc.

Thank You!

- Next webinar: More information will be forthcoming
- Don't forget to fill out the evaluation of this webinar (available in "web links" pod)
- EPISCenter website for additional resources:
www.episcenter.psu.edu/juvenile

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