

Characteristics of Effective Programs and What Gets in the Way

Presented by:

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The Importance of Research



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Program Leadership and Development

Program Leader

- Qualified
- Experienced
- Involved in selecting and training staff
- Conducts regular supervision with staff
- Balances supervision/oversight responsibilities with involvement in direct work with clients

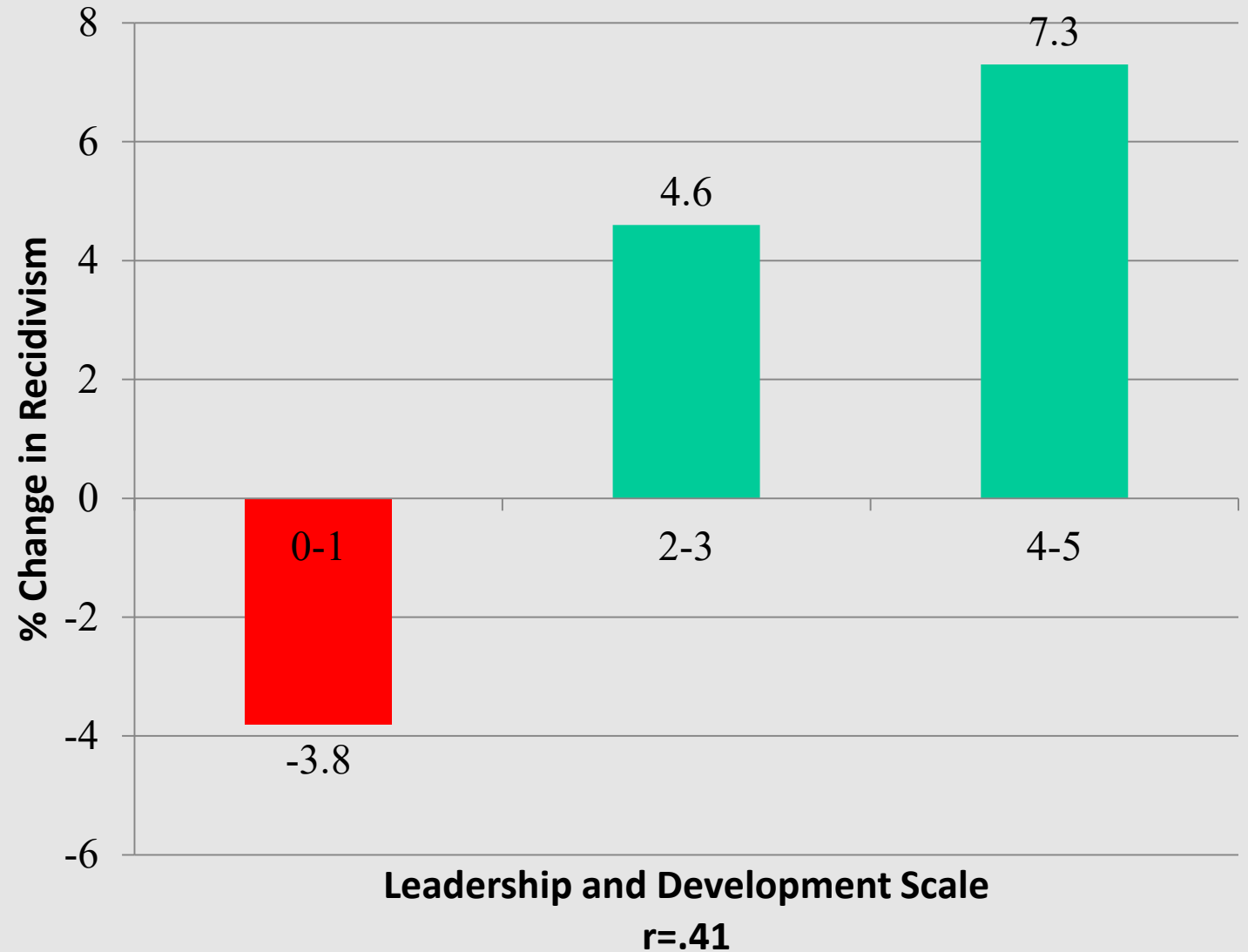
Program Leadership and Development

Program Development

- Program based on review of research
- Interventions are piloted
- Program is valued by the community
- Funding is adequate/stable
- Program is well-established
- If coed program is designed so that interventions for men and women are separate

Leadership & Development Scale

Higher scores on Leadership & Development domain are correlated with a reduction in recidivism



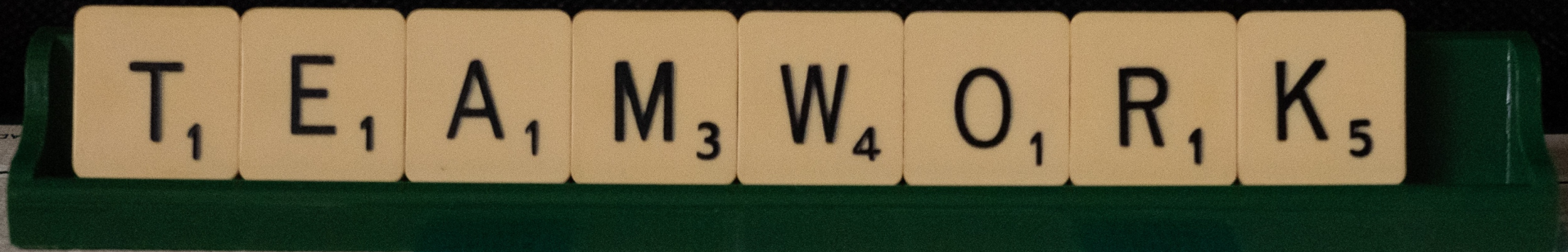


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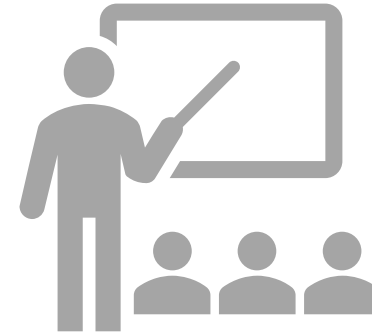
Staff Characteristics

- Qualified and Experienced
- Selected for skills and values consistent with offender rehabilitation
- Regular staff meetings
- Assessed on service delivery
- Receive clinical supervision
- Training (initial and ongoing)
- Staff input into the program
- Staff support treatment goals
- Ethical guidelines in place

Successful Staff



Successful staff are modeling appropriate behavior, qualified, well trained, well supervised, and committed




Staff should be trained, coached, and evaluated regularly in key service delivery skills

Staff Characteristics Scale

Higher scores on Staff
Characteristics domain are
correlated with a reduction
in recidivism





Assessment Makes a Difference

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Assessment

- Appropriate clients selected based upon clear inclusion/exclusionary criteria
- Actuarial tool used to assess:
 - Risk Factors
 - Criminogenic need factors
 - Responsivity factors
- Tool Validated on similar population
- Program targets higher risk offenders (at least 70%)

Assessment Scale

Higher scores on the Assessment domain are correlated with a reduction in recidivism

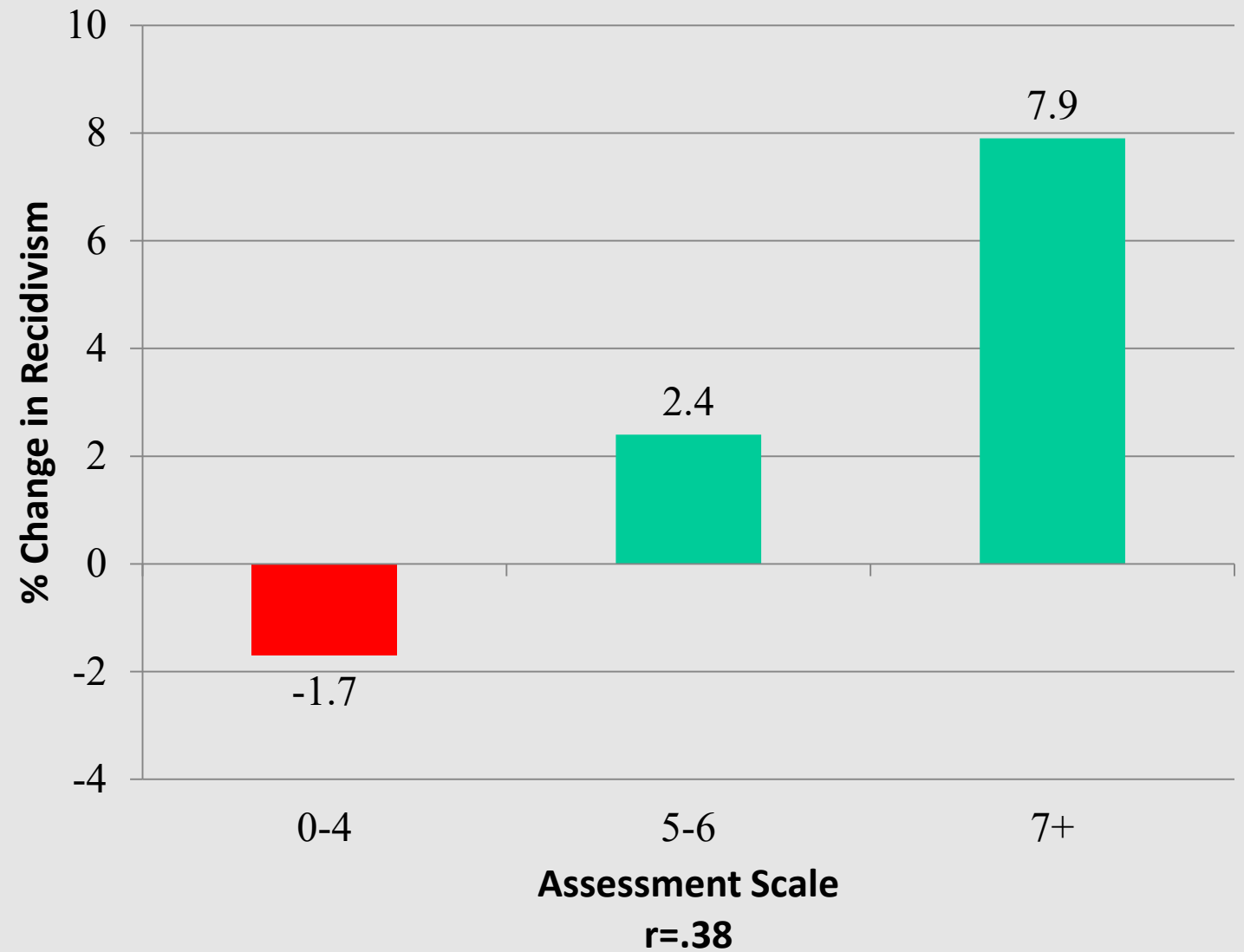




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Treatment Characteristics

Program Design

- Interventions target criminogenic needs
- Treatment 3 to 9 months in length
- Dosage sufficient and matches risk level
- Participants are matched to treatment/staff based on needs and responsivity issues
- Family training incorporated
- Quality aftercare incorporated
- Group size does not exceed 10/1 ratio
- Clear completion criteria
- Completion rate 65-85%

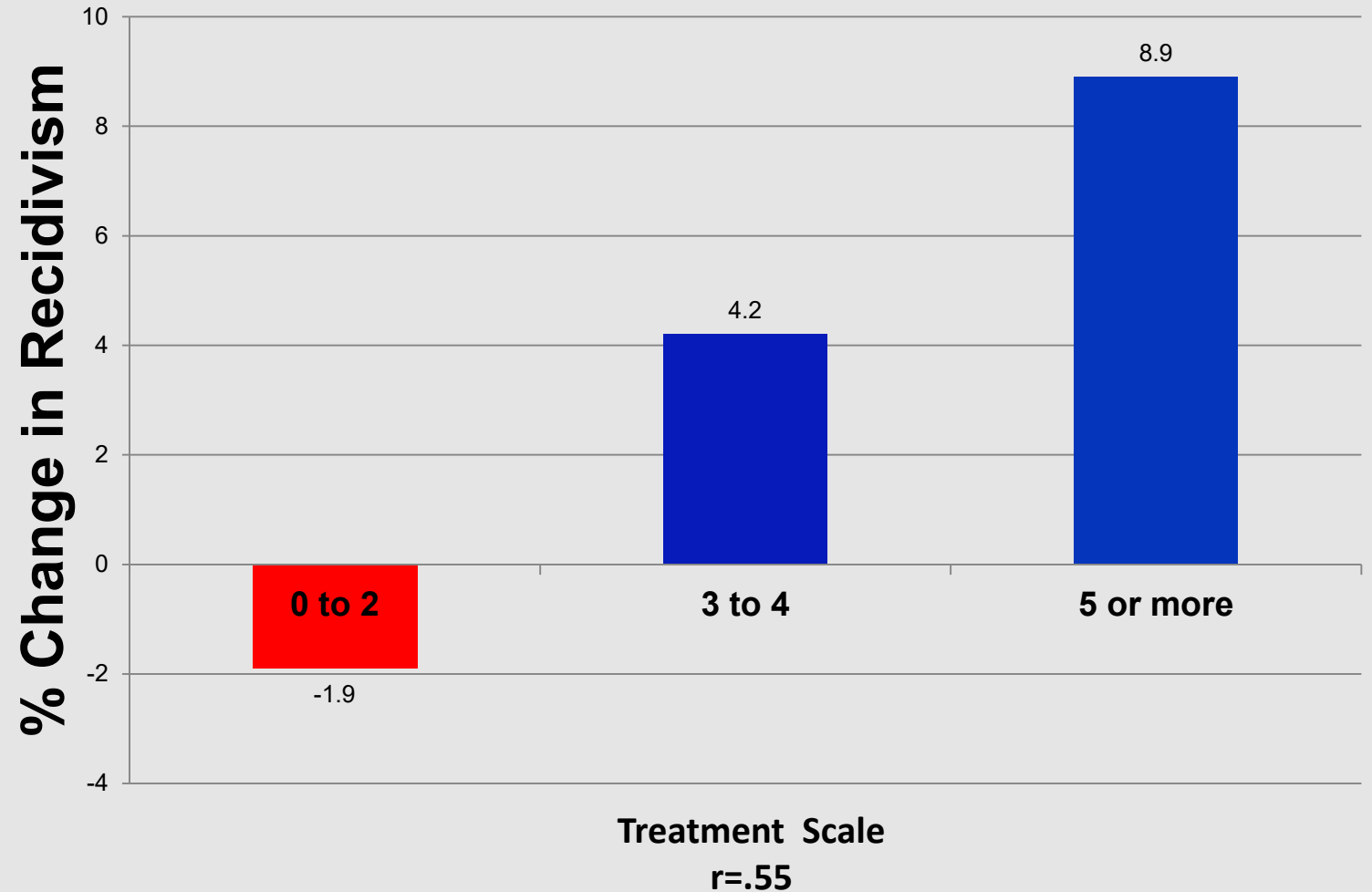
Treatment Characteristics

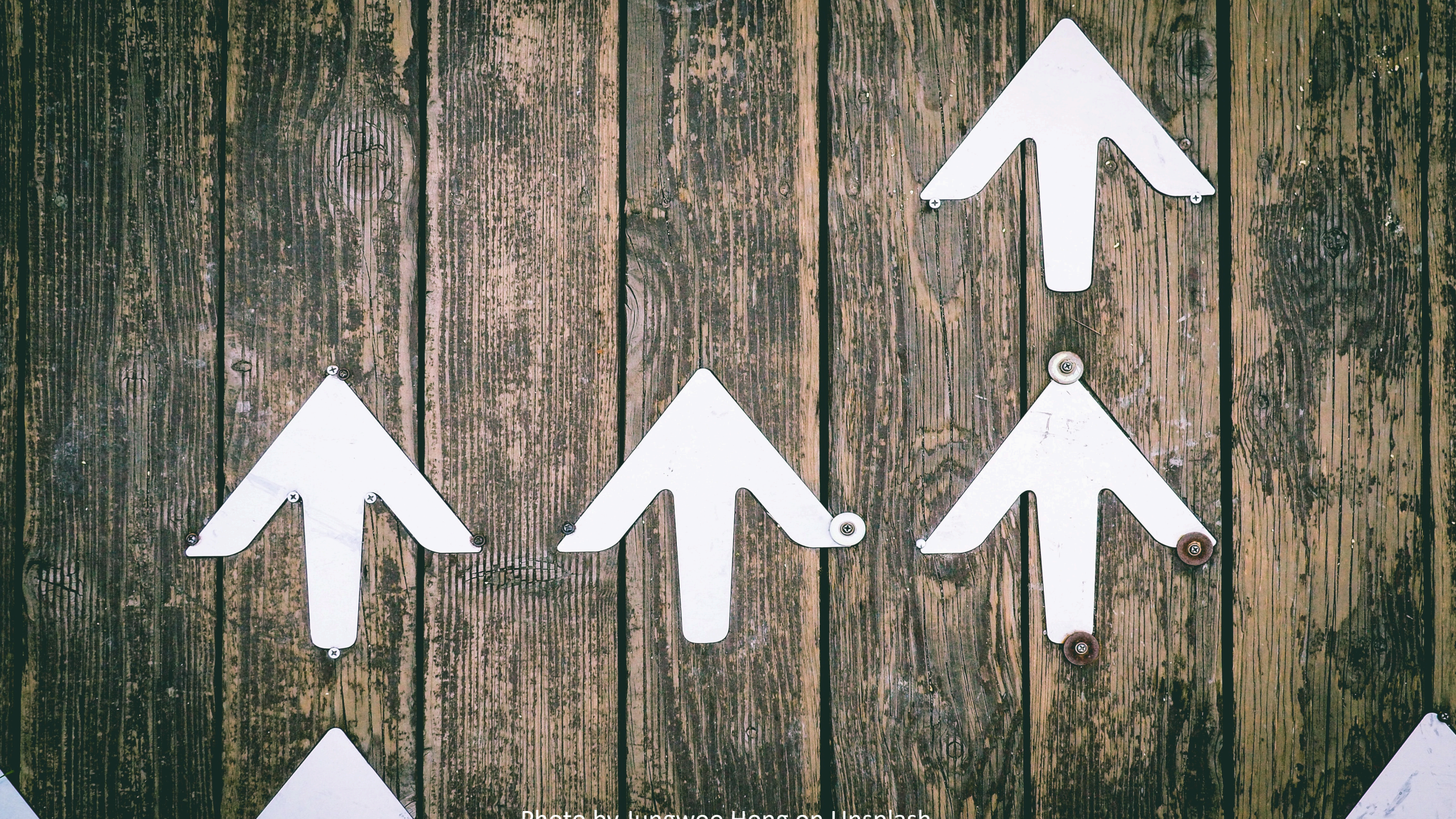
Program Delivery

- Criminogenic density—75%
- Use effective treatment model—CBT
- Treatment manuals developed and followed
- Types and process for appropriate reinforcement
- Types and process for appropriate sanctioning behavior
- Skills training incorporated
- Skill modeled by staff
- Skill practiced by clients
- Feedback provided
- Graduated practice

Quality Assurance/ Evaluation Scale

Higher scores on Treatment Characteristics domain are correlated with a reduction in recidivism



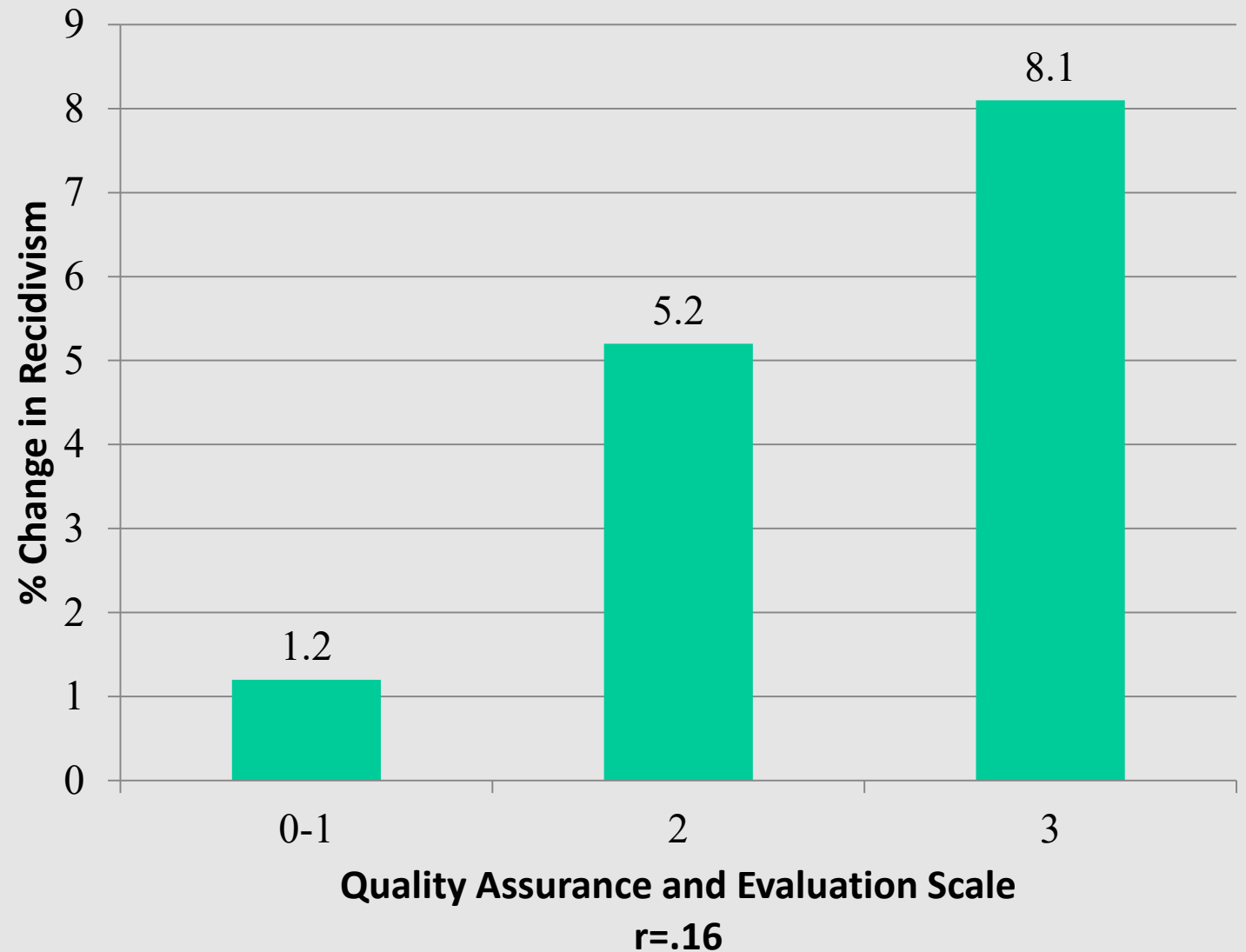


Quality Assurance/Evaluation

- Observation of treatment with feedback
- Satisfaction survey
- File review process
- External QA
- Reassessment on target needs/behaviors
- Recidivism tracked
- Program undergone outcome evaluation
- Evaluator working with/in program

Quality Assurance/ Evaluation Scale

Higher scores on
QA/Evaluation domain are
correlated with a reduction
in recidivism

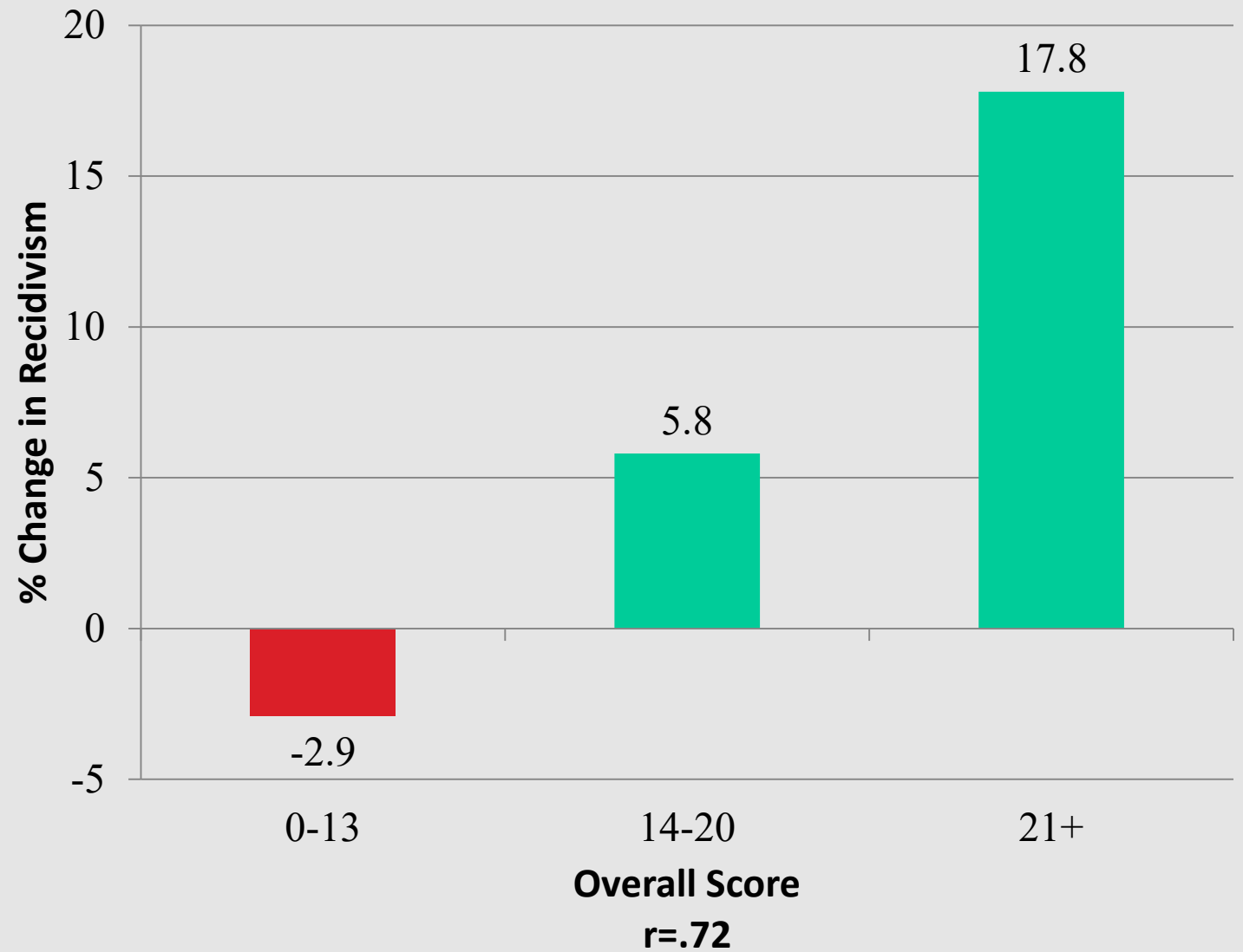


Program Integrity and Recidivism

The more of the attributes the program had the greater the reduction in recidivism

Overall Score Scale

Higher overall total scores are correlated with a reduction in recidivism



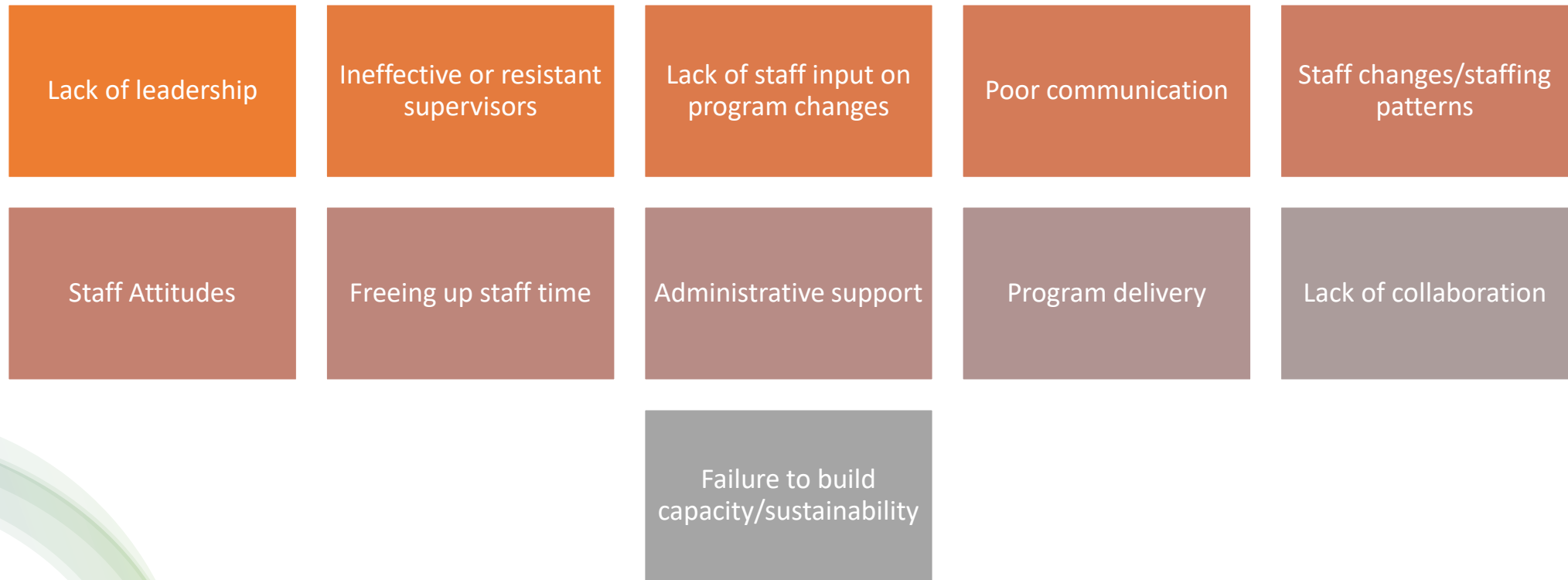


Barriers to Change



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What Gets in the Way?



Administrators



GIVE CHANGE LIP SERVICE, BUT
DO NOT REALLY WANT TO
CHANGE APPROACH



NO IDENTIFIED OVERSEER OF
CHANGES OR UNSTABLE
LEADERSHIP



RELUCTANT TO CHALLENGE
STAFF AND HOLD
ACCOUNTABLE



POOR COMMUNICATION
BETWEEN PROGRAM STAFF
AND LEADERSHIP TO IDENTIFY
AND RESOLVE
IMPLEMENTATION ISSUES



LEADERSHIP INSTABILITY

Mid level supervisors



Feel threatened



Don't have the skills
or competencies



Failure to challenge
or hold staff
accountable



Not part of the
decision making



Us against them
mentality

Staff



Assessment

Do not take
assessment
seriously

Ignore responsivity
factors

Assess youth then
don't use it

Do not develop
and/or update
case plans

Do not reassess

Make errors and
don't correct

Do not adequately
train staff in
interpretation

Assessment
instruments are
not validated

Treatment



Selective delivery of
treatment components



Not delivered as designed



Resist changes to the
schedule



Quick to conclude that
changes aren't working

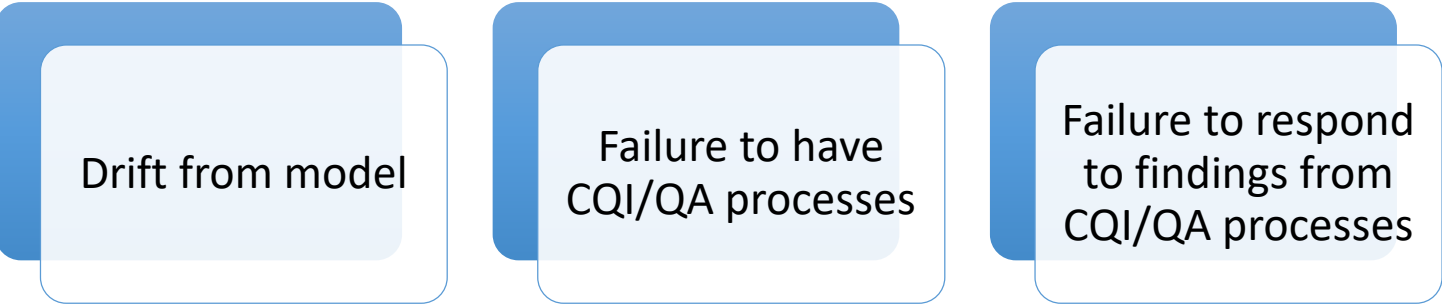


Introduction of "new"
program elements that are
not always consistent with
the model



Lack of consistent
delivery/scheduling

Lack of On-Going Quality Assurance



Drift from model

Failure to have
CQI/QA processes

Failure to respond
to findings from
CQI/QA processes



Outside influences

Other barriers

Failure to develop internal
capacity and sustainability

Suggestions for developing effective programs



**Need to find leaders
to serve as
champions**

Different levels
are important



**Supervisors are the
key to successful
implementation**

Need additional
training and
need to part of
the process



**All staff need to be
trained, but training
alone isn't enough**

Need to provide
on-going
coaching and
support as well
as booster
sessions

Overcoming barriers

Need to distinguish between activities & core correctional programming

- Core correctional programming is designed to reduce risk
- Activities can keep youth engaged, reduce idleness, serve as rewards

Treatment needs to be manualized

- Provides structure and easier to replicate
- Improves quality assurance
- Improves consistency

Build capacity and sustainability

- Need to make sure you train trainers and coaches– give all staff core skills, and develop internal expertise

Overcoming Barriers



**Data makes a
difference**

Evaluate and
collect data and
make changes as
needed



**Clinical staff need
to be involved**

Help monitor
groups and staff
Help train
Serve as coaches
/ QA reviews



**Changing is
Difficult**

Take it one
program at a time

Thank You

- What was the most important thing you learned?

- What questions still remain in your mind?