COMMUNITY-BASED PROGRAMS AND PROGRAM TYPES

Data Coordinator’s Conference 2014
Training Objectives

- Community-based programs
- Programs, services, and treatments
- Evidence-based practices
- Program types
- Risk and Needs Assessments
- Program Referrals
Following current research and best practices, provide technical assistance on the design, implementation, and evaluation of programs operated by juvenile probation departments.

Assist in developing logic models for all programs and recommended performance measures by program type.
Juvenile Probation in FY 2013

- 48,344 juveniles referred
- 30,314 juveniles on active deferred prosecution or probation supervision
- 21,775 juveniles enrolled in community-based programs
- 4,425 juveniles placed out of the home in secure or non-secure post-adjudication placements
- 810 juveniles committed to TJJD
- 206 juveniles transferred to the adult system
Interest in Community Programs

- 2009 - Mandate to collect comprehensive data concerning the outcomes of programs

- 2011 – Mandate to develop performance measures of the effectiveness of programs and services on the outcomes of youth

- 2013 – Mandate to provide in-depth training and technical assistance on program design, implementation, and evaluation
Defining a Program
What is a Program

- May involve a single or multiple planned or coordinated activities or interventions:
  - Has a curriculum and follows a strategy or plan

- Designed to address a specific purpose or goal

- Goals include, but are not limited to, altering a juvenile’s behavior to reduce delinquency and providing information and support
Examples of Programs

- Substance abuse education and treatment
- Anger management
- Counseling
- Mentoring
- Victim offender mediation
- Sex offender treatment
- Informational classes
- Parenting skills/training
- Specialized caseloads
What is a Service

- Typically a one-time event
  - Not associated with a program

- Designed to meet a juvenile’s immediate and pressing needs
  - Provides assistance or support
Examples of Services

- Medical appointment
- Assessments and psychological testing
- Transportation
- School supplies
- Crisis intervention (single session)
- Purchase medication
- Educational testing
Program
- Planned or coordinated activity
- Participation by attendee encouraged/required
- Uses curriculum or follows a strategy or plan
- Goal with measurable outcomes

Service
- Typically a one-time event
- Involvement by participant is not usually required
- No curriculum or long-term strategy
- Goal is to address an immediate or pressing need
What is a Treatment

- Used for tracking behavioral health interventions
- Care intended for or used to remedy a behavioral health problem
- Occurs over time but does not have a curriculum
- Focus on the well-being of the juvenile not the behavior
Examples of Behavior Health Treatment

- Medication management
- Skills training
- Crisis intervention (multiple sessions)
- Case management
**Program**
- Planned or coordinated activity
- Participation by attendee encouraged/required
- Uses curriculum or follows a strategy or plan
- Goal with measurable outcomes

**Treatment**
- Involvement by participant is not usually required
- No curriculum or long-term strategy
- Focus on the well-being of youth
Determining What Works
Juvenile Justice Field Continues to Evolve

- Pre-70’s - Offenders can be rehabilitated
- 70’s - “Nothing Works”
- 80’s - “Super Predator”:  
  - Tough on crime
- 90’s - Effective and Promising programs:  
  - Blueprint programs
Strong Foundation of “Evidence”

- In 2014 there is a strong foundation for “what works”
- Evidence-based principles throughout the juvenile justice system
- Expectation that evidence be incorporated into department processes
What Do You Mean “Evidence-Based”

Refers to the use of research and scientific studies as a base for determining best practices, and to ensure techniques and procedures will provide the best possible interventions or treatments.
Effective Programs

- Best Practice
- Model
- Promising
- Blue Ribbon
- Research Supported
- Exemplary

For juvenile justice, “effective” means programs proven to improve outcomes (recidivism)
Use of “evidence-based” practices can improve youth outcomes at all points in the juvenile justice “pipeline”
Primary Principles

- Identification of Risk and Needs:
  - Assessments should be used to determine a juvenile’s risk of re-offense and need for services:
    - “Criminogenic” needs
  - Information from assessments should inform disposition, supervision, and program decisions
  - High risk youth should be targeted for supervision and services
  - Needs should determine program participation
Primary Principles

- Use approaches that work:
  - Confinement, deterrence, discipline, surveillance, and punitive approaches are not found to be effective.
  - Therapeutic, cognitive behavior, and behavior modification approaches are found to be effective.
  - Consideration for a juvenile’s ability to benefit from their time in the program.
Program “Evidence”

- Programs that have been shown to work have a strong **Framework**

- Framework includes:
  - Having clear program goals
  - Knowing who you intend to serve
  - Having program activities that can achieve goals
  - Establishing expected output and outcomes

- Use information to review and improve outcomes
What is the Purpose

- 6 program categories
- 34 program types have been approved by TJJD
- Each program has a mission that is in line with a distinct purpose:
  - Treatment
  - Activity
  - Surveillance
- Currently 42 programs in the Program Registry
Is Long-Term Change the Purpose

- **Treatment-Based Programs:**
  - Intensive intervention
  - Addresses underlying needs
  - Focuses on developing the skills to change behaviors or addressing triggers for negative behaviors
  - Provided by licensed, certified, or specially trained staff
Is Education or Support the Purpose

- Activity/Skills-Based Programs:
  - Provides new information
  - Equips youth with tools to identify and change negative behaviors
  - Time enrolled in the program is spent engaged in activities
  - Provided by JPOs or specially trained staff who may have licenses or certifications
Is Monitoring the Purpose

- Surveillance-Based Programs:
  - Ongoing control or intensive supervision
  - Programming is not curriculum based, but entails electronic monitoring or frequent meetings with the JPD
  - Provided by JPOs
### Examples of Program Types

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Activity</th>
<th>Surveillance</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJJD Categories:</td>
<td>TJJD Categories:</td>
<td>TJJD Categories</td>
</tr>
<tr>
<td>treatment</td>
<td>prevention</td>
<td>surveillance</td>
</tr>
<tr>
<td>intervention</td>
<td>education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>awareness</td>
<td></td>
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<tr>
<td>Examples include:</td>
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<td>Examples include:</td>
</tr>
<tr>
<td>mental health</td>
<td>education</td>
<td>electronic</td>
</tr>
<tr>
<td>anger management</td>
<td>early intervention</td>
<td>monitoring</td>
</tr>
<tr>
<td>specialized courts</td>
<td>life skills</td>
<td>home detention</td>
</tr>
<tr>
<td>sex offender</td>
<td>experiential</td>
<td>ISP</td>
</tr>
<tr>
<td>treatment</td>
<td>education</td>
<td></td>
</tr>
</tbody>
</table>

Program types may fall into multiple categories depending on the actual program.
RISK AND NEEDS ASSESSMENTS
**Primary Principles**

- Identification of Risk and Needs:
  - Assessments should be used to determine a juvenile’s risk of re-offense and need for services:
    - “Criminogenic” needs
  - Information from assessments should inform disposition, supervision, and program decisions
  - High risk youth should be targeted for supervision and services
  - Needs should determine program participation
## Juvenile Probation Risk and Needs Assessment

### Part I - Juvenile Information

<table>
<thead>
<tr>
<th>Juvenile's Name:</th>
<th>NADINE GONZALES</th>
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<tbody>
<tr>
<td>PID #:</td>
<td>1234567</td>
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<tr>
<td>Referral #:</td>
<td>7654321</td>
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<tr>
<td>Date of Referral:</td>
<td>05/14/2014</td>
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<tr>
<td>Date of Birth:</td>
<td>12/01/1998</td>
</tr>
<tr>
<td>Gender:</td>
<td>F</td>
</tr>
<tr>
<td>Date of Assessment:</td>
<td>05/14/2014</td>
</tr>
</tbody>
</table>

### Part II - Risk Assessment

1. **Age at First Referral:** 16
   - **Score:** 0

2. **Total Referrals to Juvenile Probation:** 1
   - **Score:** 0

3. **Drug Use:** None or Rare
   - **Score:** 0

4. **Parent/Guardian Supervision/Control:** Mostly Effective
   - **Score:** 0

5. **Parent has a Criminal History:** No Prior
   - **Score:** 0

6. **Number of Prior Runaways:** 0
   - **Score:** 0

7. **# of School Discipline Refs in Past Year:** 0
   - **Score:** 0

8. **Ever Failed a Grade:**
   - **Score:** 0

9. **Juvenile is Chronically Truant:**
   - **Score:** 0

10. **Juvenile's Peers:** Positive or Mixed
    - **Score:** 0

11. **Juvenile Exhibits Aggressive Behavior:**
    - **Score:** 0

**Total Risk Score:** 0

**Risk Level:** Low

### Part III - Needs Assessment

1. **Prior Traumatic Event(s):**
   - **Score:** 0

2. **Mental Health Needs:**
   - **Score:** 0

3. **Current Offense is a Violent Felony:**
   - **Score:** 0

4. **Failing Under Community Supervision:**
   - **Score:** 0

5. **Sibling has Criminal History:**
   - **Score:** 0

6. **Frequent Substance Use:**
   - **Score:** 0

7. **Currently Failing 2+ Subjects in School:**
   - **Score:** 0

**Total Needs Score:** 0

**Needs Level:** Low

**Suggested Case Plan Domain**
<table>
<thead>
<tr>
<th>Part I - Juvenile Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenile's Name: JESSY JOHAN</td>
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<tr>
<td>PID #: 5512355</td>
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<tr>
<td>Referral #: 1234785</td>
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<tr>
<td>Date of Referral: 09/10/2014</td>
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<td>Date of Birth: 12/01/1998</td>
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<td>Gender: F</td>
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<tr>
<td>Date of Assessment: 09/10/2014</td>
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<table>
<thead>
<tr>
<th>Part II - Risk Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age at First Referral: 13</td>
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<tr>
<td>Score: 3</td>
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<tr>
<td>2. Total Referrals to Juvenile Probation: 2</td>
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<tr>
<td>Score: 0</td>
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<tr>
<td>3. Drug Use: Occasional</td>
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<tr>
<td>Score: 3</td>
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<tr>
<td>4. Parent Guardian Supervision/Control: Some Difficulty</td>
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<tr>
<td>5. Parent has a Criminal History: No Prior</td>
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<tr>
<td>Score: 0</td>
</tr>
<tr>
<td>6. Number of Prior Runaways: 2</td>
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<tr>
<td>Score: 2</td>
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<tr>
<td>7. # of School Discipline Refs in Past Year: 3</td>
</tr>
<tr>
<td>Score: 1</td>
</tr>
<tr>
<td>8. Ever Failed a Grade: Y</td>
</tr>
<tr>
<td>Score: 1</td>
</tr>
<tr>
<td>9. Juvenile is Chronically Truant: Y</td>
</tr>
<tr>
<td>Score: 1</td>
</tr>
<tr>
<td>10. Juvenile’s Peers: Positive or Mixed</td>
</tr>
<tr>
<td>Score: 0</td>
</tr>
<tr>
<td>11. Juvenile Exhibits Aggressive Behavior: N</td>
</tr>
<tr>
<td>Score: 0</td>
</tr>
</tbody>
</table>

Total Risk Score: 13
Risk Level: Medium

<table>
<thead>
<tr>
<th>Part III - Needs Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prior Traumatic Event(s): Y</td>
</tr>
<tr>
<td>Score: 1</td>
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<tr>
<td>2. Mental Health Needs: N</td>
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<tr>
<td>Score: 0</td>
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<tr>
<td>3. Current Offense is a Violent Felony: N</td>
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<td>Score: 0</td>
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<tr>
<td>4. Failing Under Community Supervision: N</td>
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<tr>
<td>5. Sibling has Criminal History: Y</td>
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<tr>
<td>Score: 1</td>
</tr>
<tr>
<td>6. Frequent Substance Use: N</td>
</tr>
<tr>
<td>Score: 0</td>
</tr>
<tr>
<td>7. Currently Failing 2+ Subjects in School: N</td>
</tr>
<tr>
<td>Score: 0</td>
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</tbody>
</table>

Total Needs Score: 2
Needs Level: Medium

Suggested Case Plan Domain
- Education
- Mental Health
- Family Services
**Juvenile Probation Risk and Needs Assessment**

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### PART I – JUVENILE INFORMATION

<table>
<thead>
<tr>
<th>Juvenile's Name:</th>
<th>JESSICA BUTLER</th>
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</thead>
<tbody>
<tr>
<td>PID #:</td>
<td>1234765</td>
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<tr>
<td>Referral #:</td>
<td>7651234</td>
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<td>Date of Referral:</td>
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<td>Date of Birth:</td>
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<td>Gender:</td>
<td>F</td>
</tr>
<tr>
<td>Date of Assessment:</td>
<td>05/14/2014</td>
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</tbody>
</table>

### PART II – RISK ASSESSMENT

1. **AGE AT FIRST REFERRAL:** 10  
   **Score:** 4

2. **TOTAL REFERRALS TO JUVENILE PROBATION:** 5  
   **Score:** 1

3. **DRUG USE:** Frequent  
   **Score:** 4

4. **PARENT GUARDIAN SUPERVISION/CONTROL:** No Control  
   **Score:** 4

5. **PARENT HAS A CRIMINAL HISTORY:** Prior  
   **Score:** 1

6. **NUMBER OF PRIOR RUNAWAYS:** 4  
   **Score:** 2

7. **# OF SCHOOL DISCIPLINE REFS IN PAST YEAR:** 12  
   **Score:** 2

8. **EVER FAILED A GRADE:**  
   **Score:** 1

9. **JUVENILE IS CHRONICALLY TRUANT:**  
   **Score:** 1

10. **JUVENILE'S PEERS:** Negative  
    **Score:** 1

11. **JUVENILE EXHIBITS AGGRESSIVE BEHAVIOR:**  
    **Score:** 0

   **Total Risk Score:** 21  
   **Risk Level:** High

### PART III – NEEDS ASSESSMENT

1. **PRIOR TRAUMATIC EVENT(s):**  
   **Score:** 1

2. **MENTAL HEALTH NEEDS:**  
   **Score:** 2

3. **CURRENT OFFENSE IS AVIOLENT FELONY:**  
   **Score:** 2

4. **FAILING UNDER COMMUNITY SUPERVISION:**  
   **Score:** 2

5. **SIBLING HAS CRIMINAL HISTORY:**  
   **Score:** 1

6. **FREQUENT SUBSTANCE USE:**  
   **Score:** 2

7. **CURRENTLY FAILING 2+ SUBJECTS IN SCHOOL:**  
   **Score:** 1

   **Total Needs Score:** 11  
   **Needs Level:** High

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**SUGGESTED CASE PLAN DOMAINS**

- Safety / Security
- Education
- Mental Health
- Substance Abuse
- Family Services
Girls Club Program Entry Flow Chart

All Referrals

Is the offender a female?

- Yes: Trigger
- No: Is the offense low-level?

- Yes: Do assessments indicate need for education or family services?
  - Yes: Target Services
  - No: Girls Club Referral
- No: Girls Club Referral
Contact Information and Resources

- Nadine Butler
  - 512-490-7767
  - nadine.butler@tjjd.texas.gov

- Resources:
  - “Model Programs Guide” and “The National Center for Proven Practices Research” - Office of Juvenile Justice and Delinquency Prevention
    - http://www.ojjdp.gov/
  - Office of Justice Programs http://ojp.gov/programs/yvp_programs.htm
  - Improving the effectiveness of Juvenile Justice Programs - Center for Juvenile Justice Reform Georgetown University, Lipsey, Howell, Kelly, Chapman, Carver
  - “National Registry of Evidence-Based Programs and Practices” - Substance Abuse and Mental Health Services Administration