

YOUTH

**JUSTICE**



CONVENING

# Promising Practices: The Research to Practice Continuum of Evidence Based Programming



# **PROMISING PRACTICES: THE RESEARCH TO PRACTICE CONTINUUM OF EVIDENCE BASED PROGRAMMING**

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**Youth Justice Convening  
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Anderson Conference Center  
Macon, GA**

# Overview

- The Juvenile Justice Challenge
- Defining Evidence-Based Programs
- Research
- Practice Guidelines
- Summary



# THE JUVENILE JUSTICE CHALLENGE



# The juvenile justice challenge

- A high proportion of adult offenders (70-80%) were prior juvenile offenders who appeared in the JJ system first.
- They were thus on a path to continued criminal behavior that effective JJ intervention might have interrupted

## But, at the same time:

- A high proportion of the juveniles who come into the juvenile justice system (70-80%) are **not** on a path to adult crime; they are just afflicted with adolescence and society's failure to meet needs
- Over-involvement with the JJ system can make things worse for those juveniles



# The juvenile justice challenge

So, the JJ system needs to be able to:

- Distinguish youth at high risk for continued criminal behavior from those at low risk.
- Administer supervision and treatment programs to the high risk youth that protect public safety and reduce their risk.
- Adequately match youth to programs and services.
- Do no harm to the youth at low risk (*including those with high need*).

# Targeting High-Risk Offenders

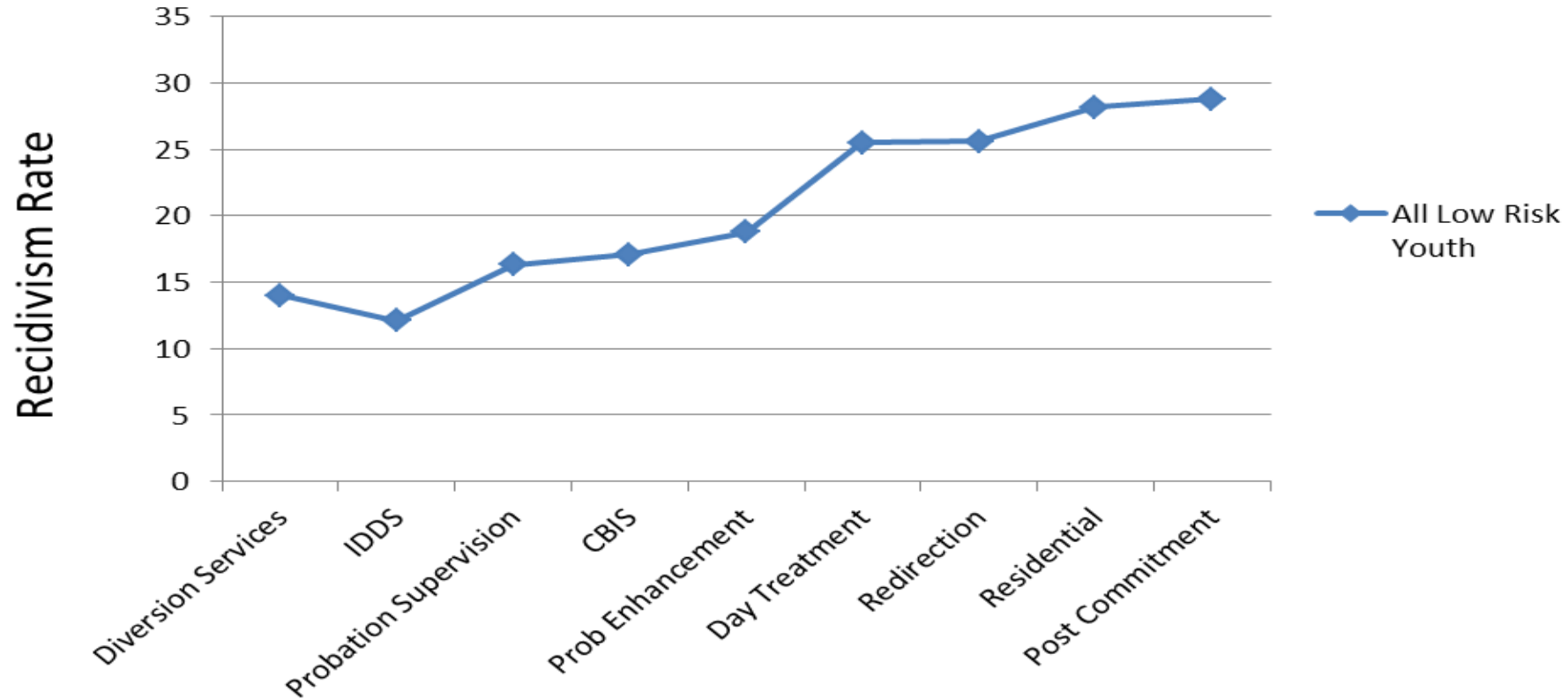
## Risk Level and Treatment Recidivism Outcomes

Study	Risk Level	Level of Treatment	
		Minimal	Intensive
O'Donnell et al. (1971)	Low	.16	.22
	High	.78	.56
Baird et al. (1979)	Low	.03	.10
	High	.37	.18
Andrews & Kiessling (1980)	Low	.12	.17
	High	.58	.31
Bonta et al. (2000)	Low	.15	.32
	High	.51	.32

Source: D.A. Andrews & James Bonta (2003). *The Psychology of Criminal Conduct*. 3<sup>rd</sup> Edition. Cincinnati, Ohio, Anderson Publishing Company.



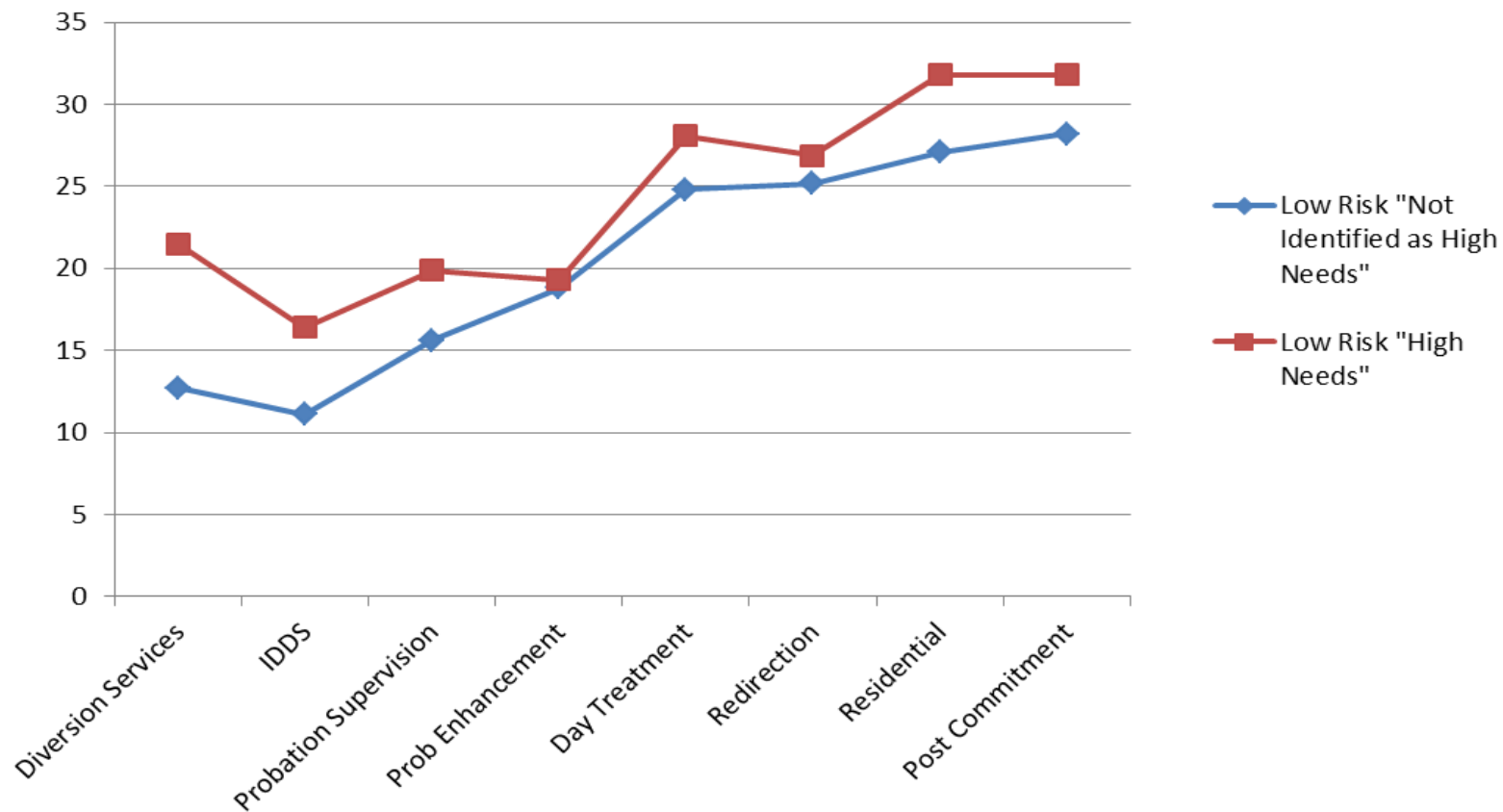
## Recidivism Rate for all Low Risk to Re-offend Youth by Placement Type



**Note: Data from 2012 Comprehensive Accountability Report (CAR) final files**

Recidivism rate for IDDS significantly lower than all other placement types for the low risk sample. Diversion and IDDS significantly lower than Probation Supervision. Probation Supervision, CBIS, Probation Enhancement rates statistically equivalent. Probation, CBIS, and Probation Enhancement rates significantly lower than Day Treatment, Redirection, Residential, and PCP. Day Treatment, Redirection, Residential, and PCP recidivism rates are statistically equivalent.

## Recidivism Rate for Low Risk Youth by "Needs" Level by Placement Type



**Note: Data from 2012 Comprehensive Accountability Report (CAR) final files**

"High Needs" defined as youth greater than 1 standard deviation above the mean on the Social History Score subcomponent of the PACT. Statistically significant differences found in the recidivism rates for low risk "high needs" youth versus youth not identified as such for the following Placement Types: Diversion, IDDS, Probation Supervision, with low risk "high needs" youth having significantly higher recidivism rates. Differences in recidivism rates for Probataion Enhancement, Day Treatment, Redirection, Residential, and Post Commitment Probation were not significant.

# The juvenile justice challenge

**So, the JJ system needs to be able to:**

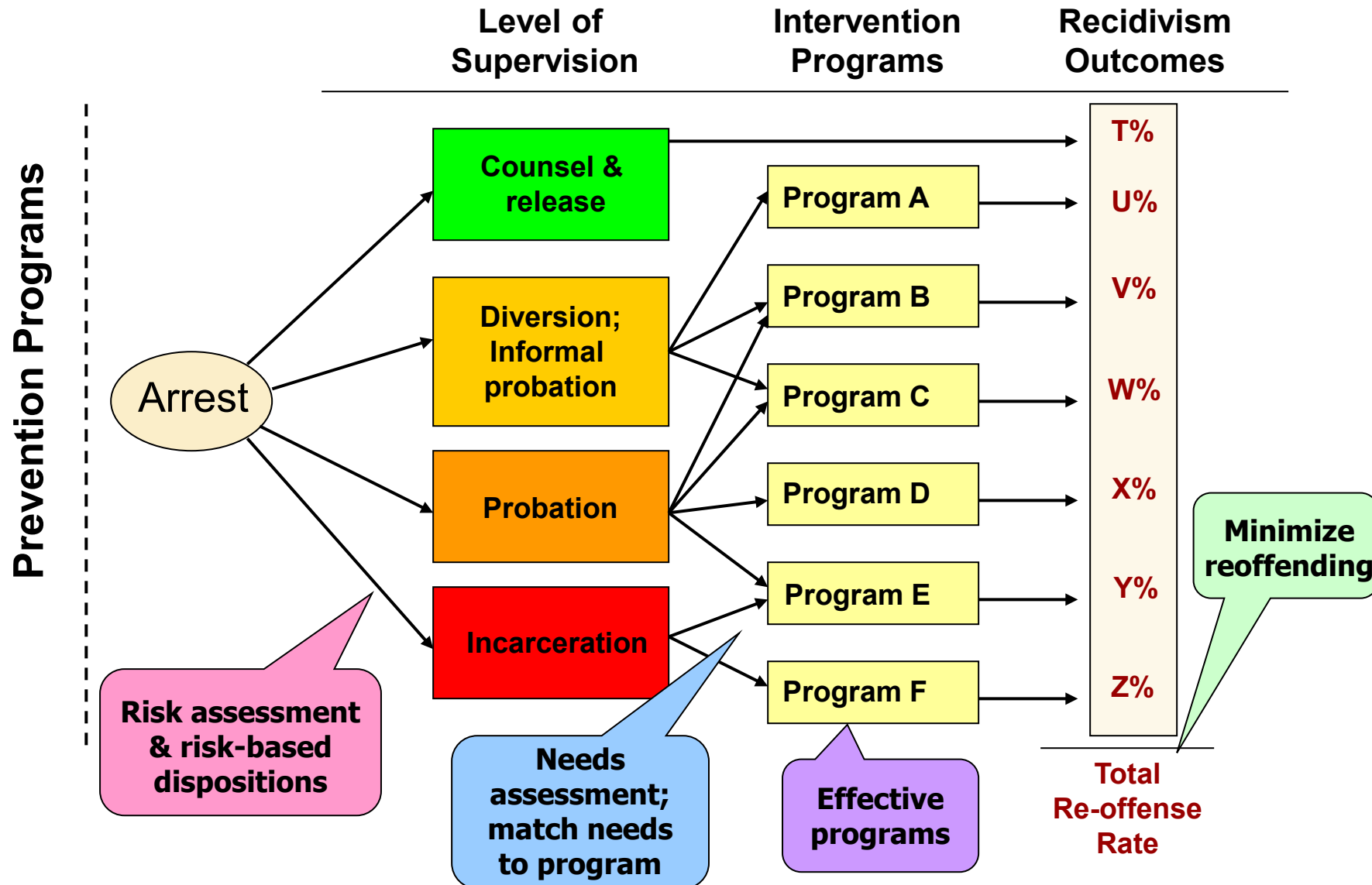
- Distinguish youth at high risk for continued criminal behavior from those at low risk.
- Administer supervision and treatment programs to the high risk youth that protect public safety and reduce their risk.
- Adequately match youth to programs and services.
- Do no harm to the youth at low risk (*including those with high need*).

**And do all this in a consistent and sustained manner . . .**

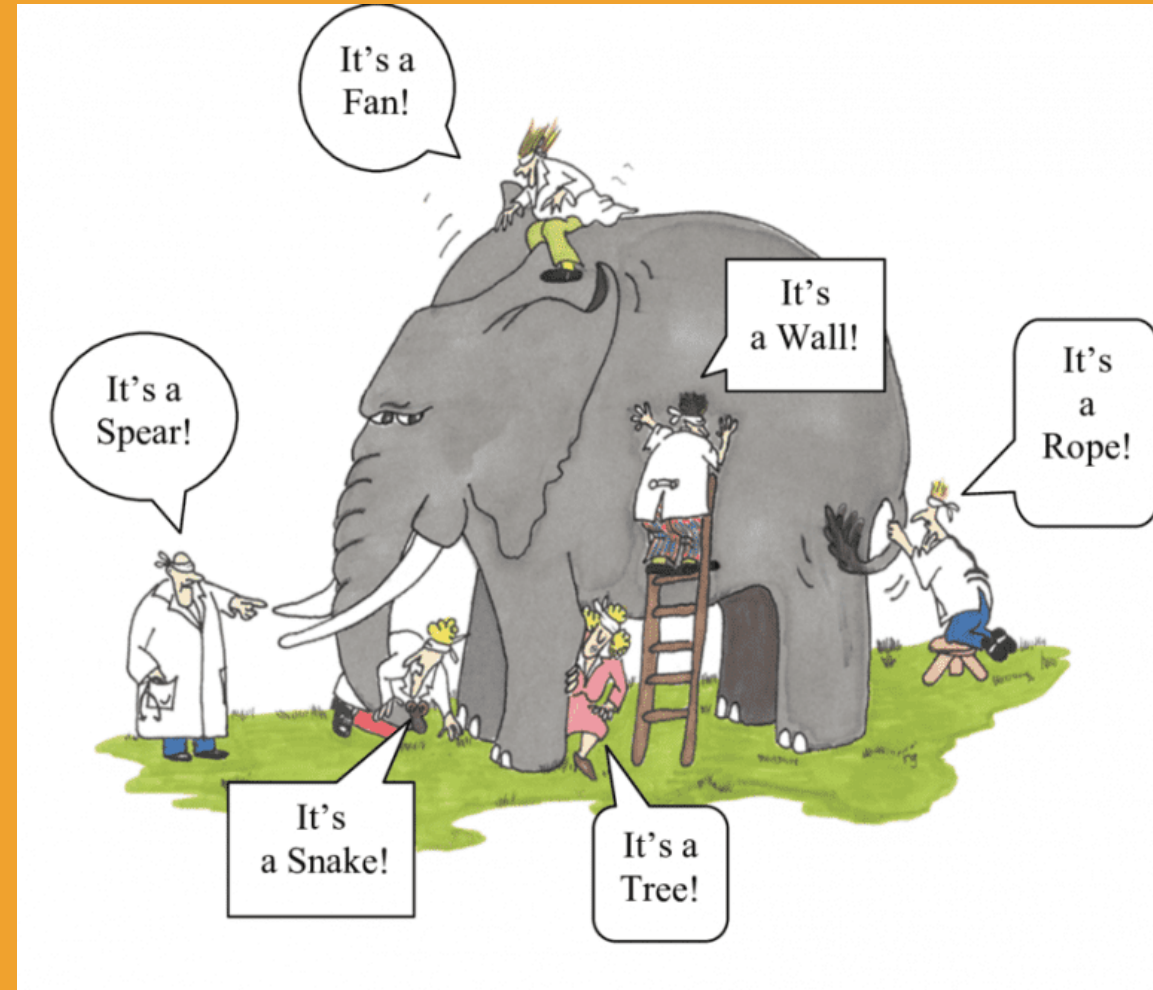
- Within the **entire JJ system** (*decentralized or not*)



# The Systems Approach

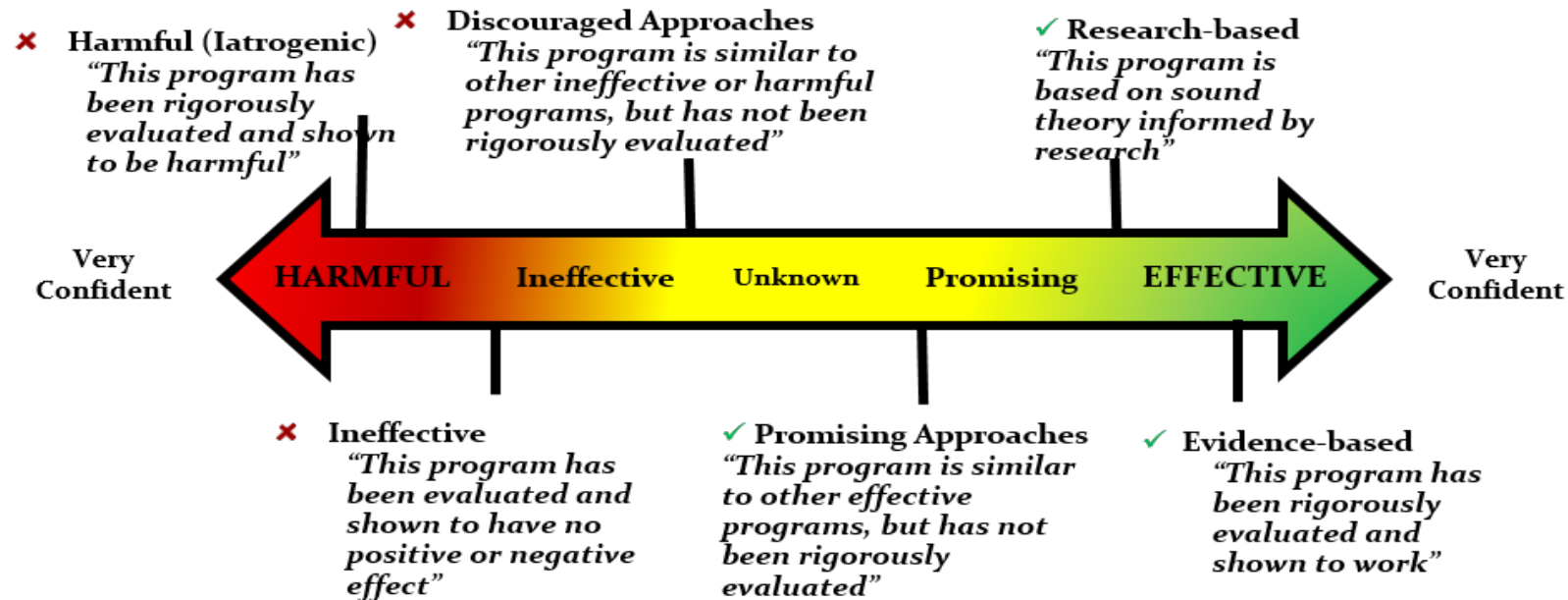


# THE EVIDENCE-BASE CHALLENGE



# Aligning Service Delivery to Research

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?

# Prevailing definition of an evidence-based program: A certified “model” program

The *program* part: A ‘brand name’ program, e.g.,

- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Big Brothers/Big Sisters mentoring
- Aggression Replacement Training (ART)

The *evidence-based* part: Credible research supporting that specific program certified by, e.g.,

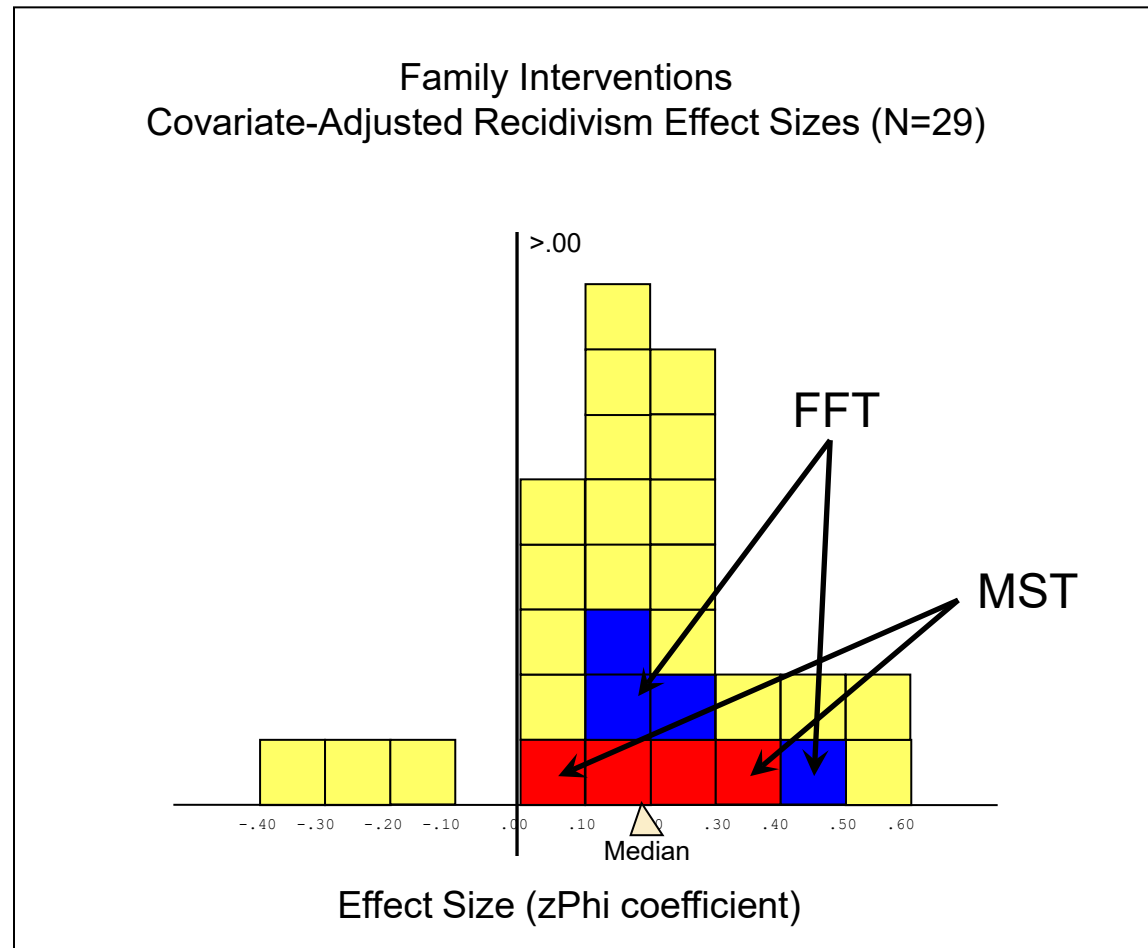
- Blueprints for Violence Prevention
- OJJDP Model Programs Guide
- CrimeSolutions.gov
- NREPP (National Registry of EB Programs & Practices)



# Failure of the brand name model program approach to improve outcomes in practice

- Limited uptake of certified model programs by juvenile justice practitioners
- The Blueprints and OJJDP Model Programs EBP registries have operated for 17-20 years, but fewer than 8% of the programs used by JJ systems are found on these registries
- Limited repertoire of evidence-based model programs relative to diverse needs of clientele
- Cost of licensing, training, and maintenance
- Reluctance to replace valued local programs with model programs not proven to be more effective in local context
- Provider resistance to “by the book” requirements for strict fidelity to the model program protocol.

# Recidivism effects for generic and brand name family therapy programs



RESEARCH

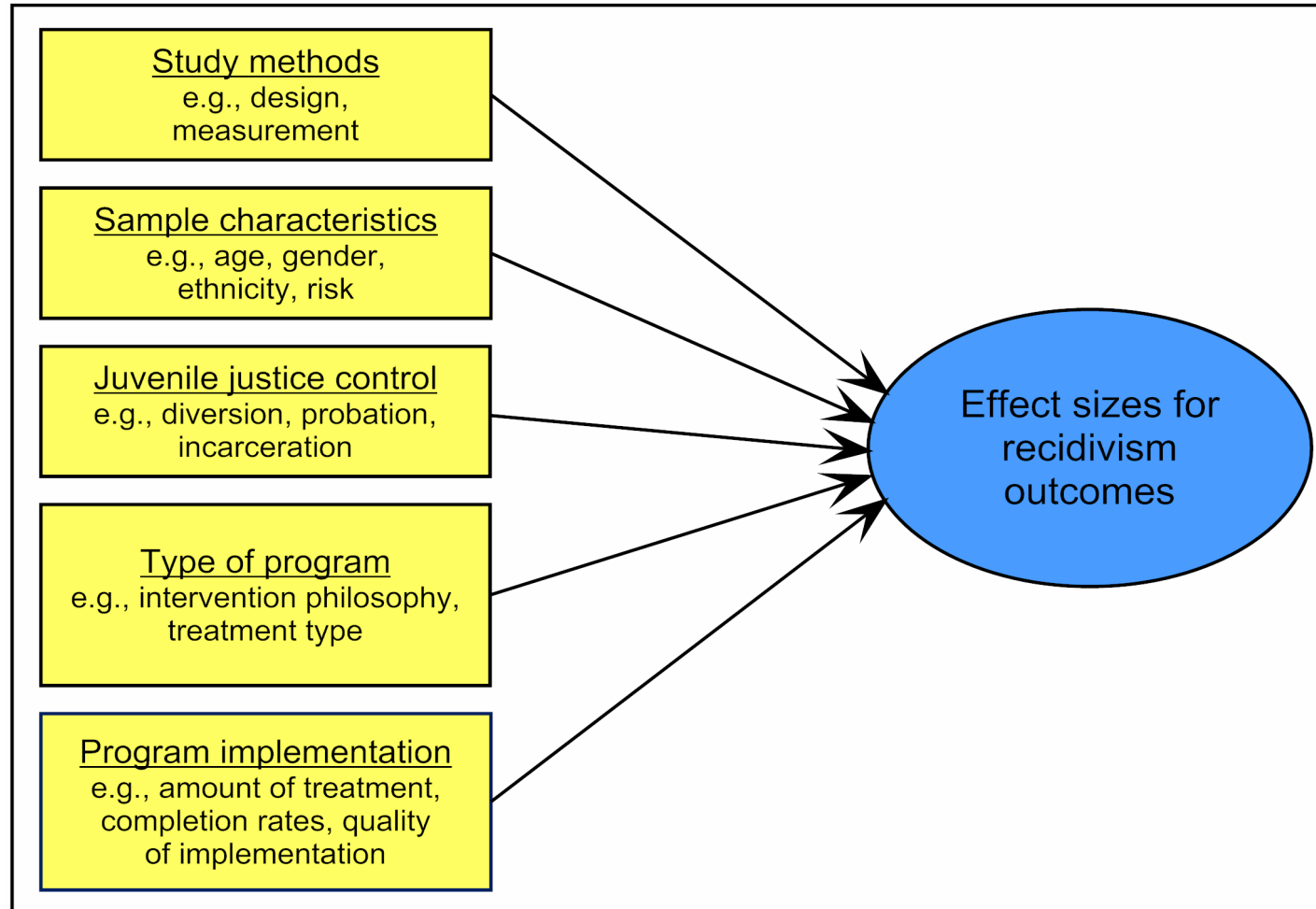


# The evidence base: A comprehensive collection of studies of interventions for juvenile offenders

## Meta-analysis of delinquency intervention research:

- Studies:
  - 700+ controlled studies of interventions with juvenile offenders aged 12-20yrs
  - Published and unpublished from 1950 - 2014
- Outcomes: Focus on the intervention services' effects on recidivism (reoffending)

# Effect sizes assumed to be a function of study and program characteristics



# A broader perspective on EBPs: Evidence-based generic service “types”

- Interventions with research on effectiveness can be described by the types of interventions they represent rather than their brand names, e.g.,
  - *Family therapy*
  - *Mentoring*
  - *Cognitive behavioral therapy*
- These types include the brand name interventions, but also many ‘home grown’ services for justice involved youth as well
- Viewed this way, there are many evidence-based service types familiar to practitioners



# PRACTICE GUIDELINES

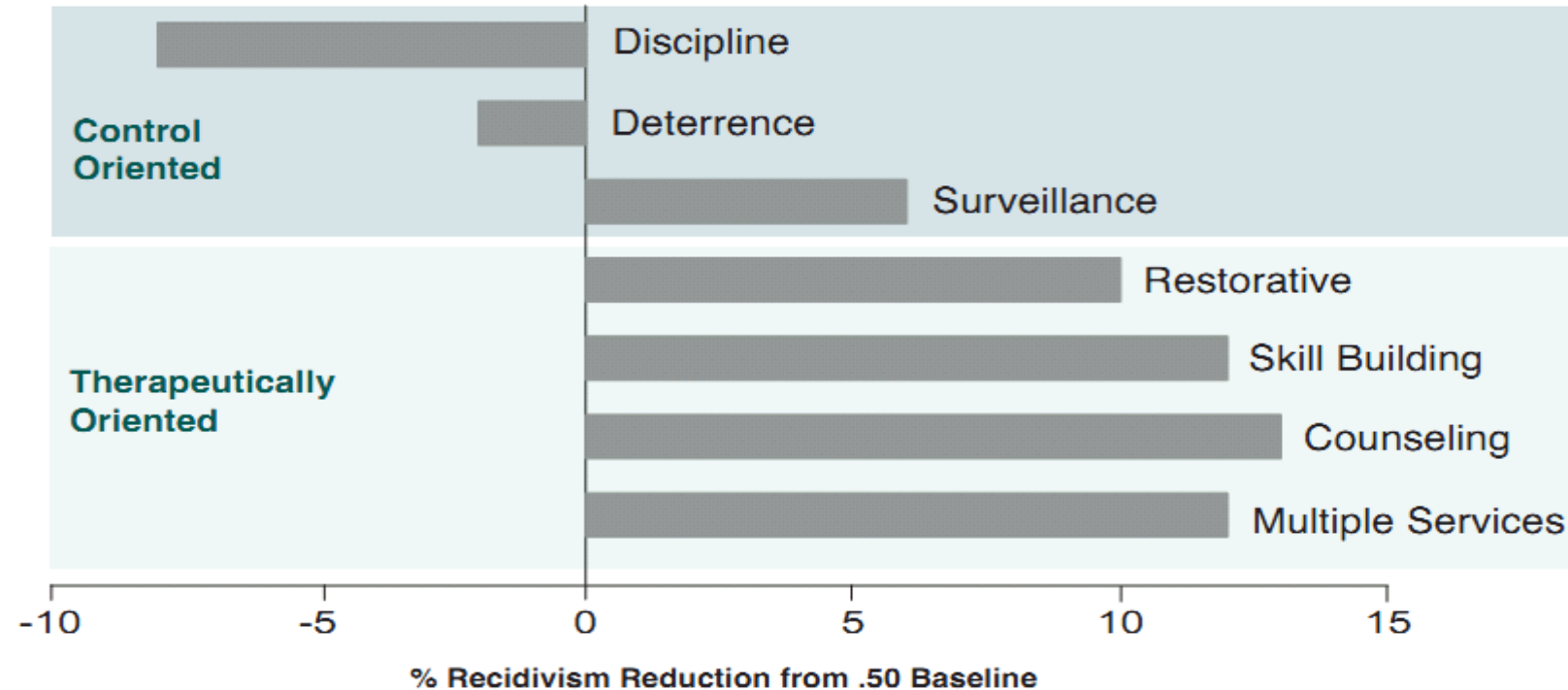


**MAKE  
IT  
WORK**

# Key Finding #1: Philosophy Matters

Figure 1

Mean Effects on Recidivism for the Major Intervention Approaches



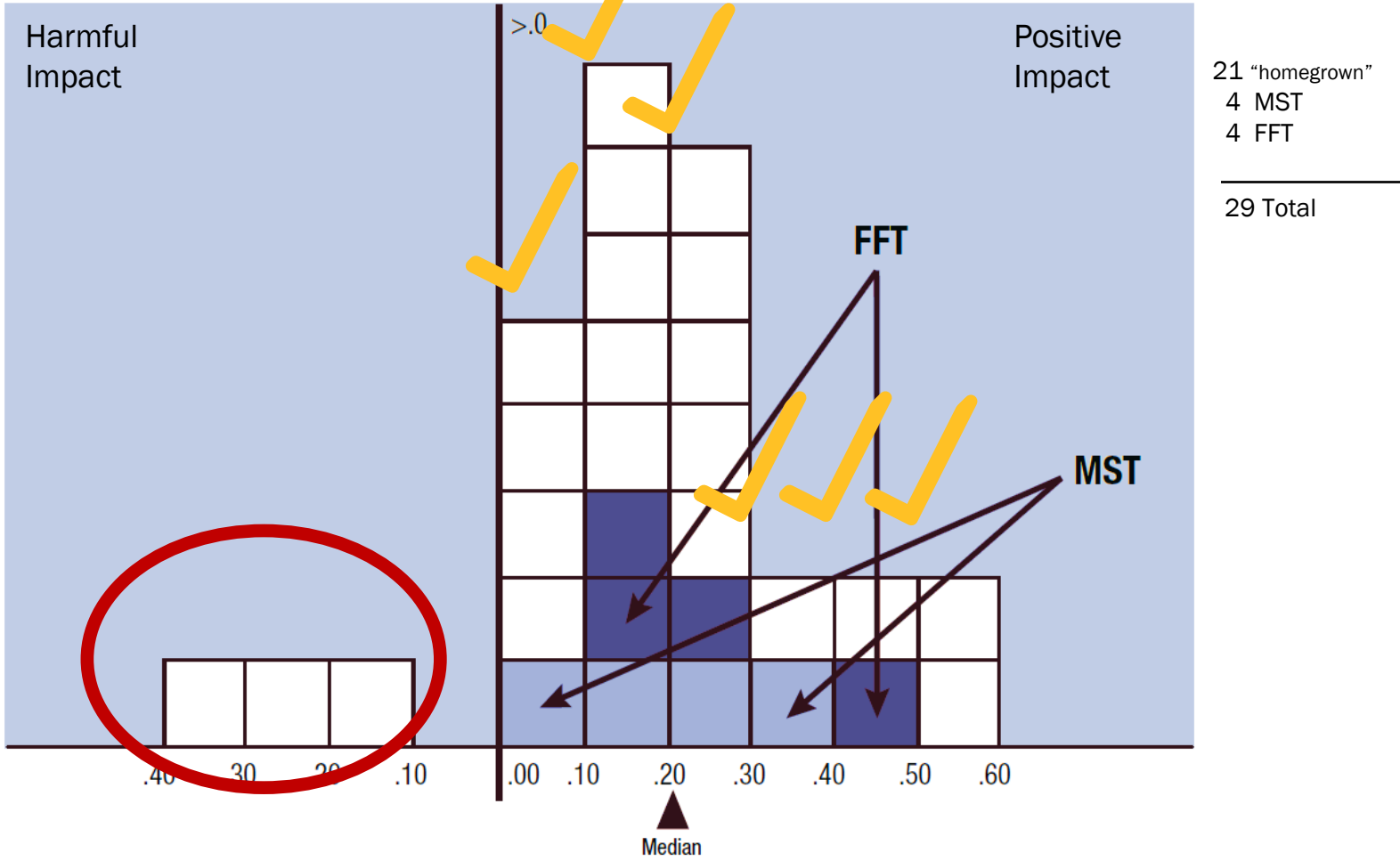
Howell, J.C., & Lipsey, M. W. (2012) Research-based guidelines for juvenile justice programs. *Justice Research and Policy, (14) 1, p.1-18.*





# Key Finding #2: Comparable Impact\*

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



Lipsey, M. W., Howell, J. C., Kelly, M. R., Chapman, G., & Carver, D. (2010) *Improving the Effectiveness of Juvenile Justice Programs: A New Perspective on Evidence-Based Practice*. Georgetown University, Washington, D.C., USA.



## Key Finding #3: Four Key Components

*The main factors most strongly related to recidivism reduction:*

- Program philosophy and type
- Quality of service
- Amount of service
- Youth risk level and aggressive/violent history\*

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





SUMMARY

- No silver bullet for Juvenile Justice reform – it's a multi-faceted and rife with challenges that can be overcome (once understood)
- Change can have intended and unintended consequences, the potential to make our youth worse is REAL and documented
- Any/all reform must be system-wide to result in a sustainable, consistent impact; too often even well-intended change is overly myopic
- No one approach to EBP: There are different definitions of practice with correspondingly different bodies of evidence.
- Meta-analysis can be used to develop evidence-based practice profiles for generic interventions with wider applicability than the model program approach.
- Real world programs that better match those best practice profiles do indeed show better outcomes.
- We can apply this knowledge base to assess how well current program practice matches evidence for effectiveness
- Practice profiles should be applied to individual services based on data about the services *actually provided* to participating juveniles

Thank you!

Questions & comments?

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# **PROMISING PRACTICES: THE RESEARCH TO PRACTICE CONTINUUM OF EVIDENCE BASED PROGRAMMING –**

**ADAPTING WHAT WORKS TO FIT  
YOUR CONTEXT: A TALE OF TWO  
EXAMPLES – BEHAVIOR AND  
ACADEMIC**

**Kristine Jolivette, Ph.D.**

**Sara Sanders, Ed.D.**



# Missions to Provide Youth with ...

## **EVIDENCE-BASED PRACTICE**


- “Shown to have a positive effect on student outcomes
- The research design allows one to infer that the practice led to child or student improvement
- Multiple high-quality studies have been conducted
- Reviewed by a reputable organization (e.g., What Works Clearinghouse)”

## **BEST PRACTICE**


- “Shown to have positive effects on learner outcomes
- The research design does not clearly demonstrate that the practice led to child or student improvement
- Insufficient number of studies conducted to demonstrate its effectiveness”

# Reputable Places to Find Them

 **Crime Solutions**

 **OJJDP Model Programs**

 **Colorado Blueprints**

 **California Evidence-Based Clearinghouse for Child Welfare**

**Annie E. Casey Foundation**

**National Center on Safe Supportive Learning Environments**

**What Works Clearinghouse**

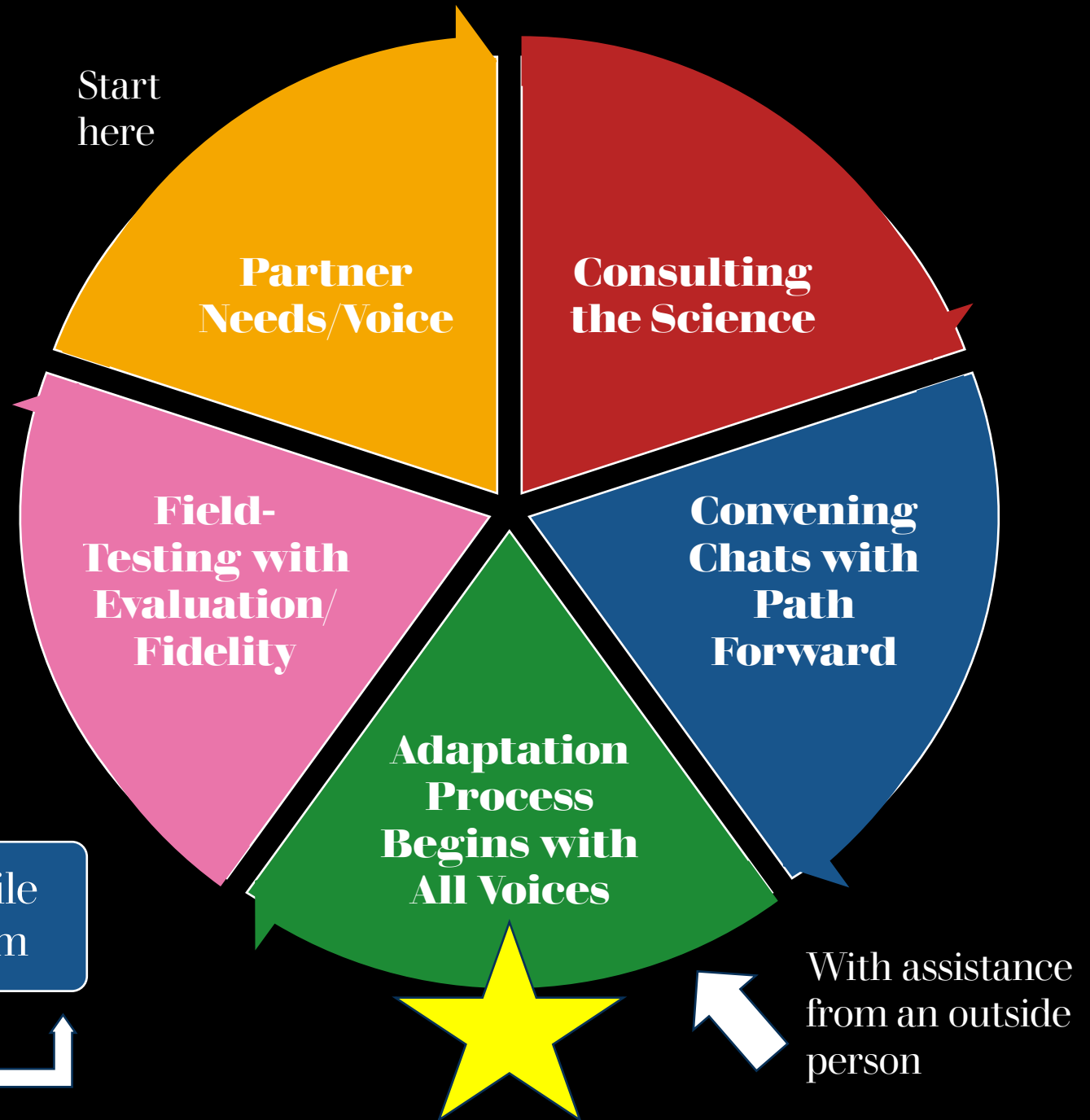
**National Center on School Safety**

**Meta-Analyses**

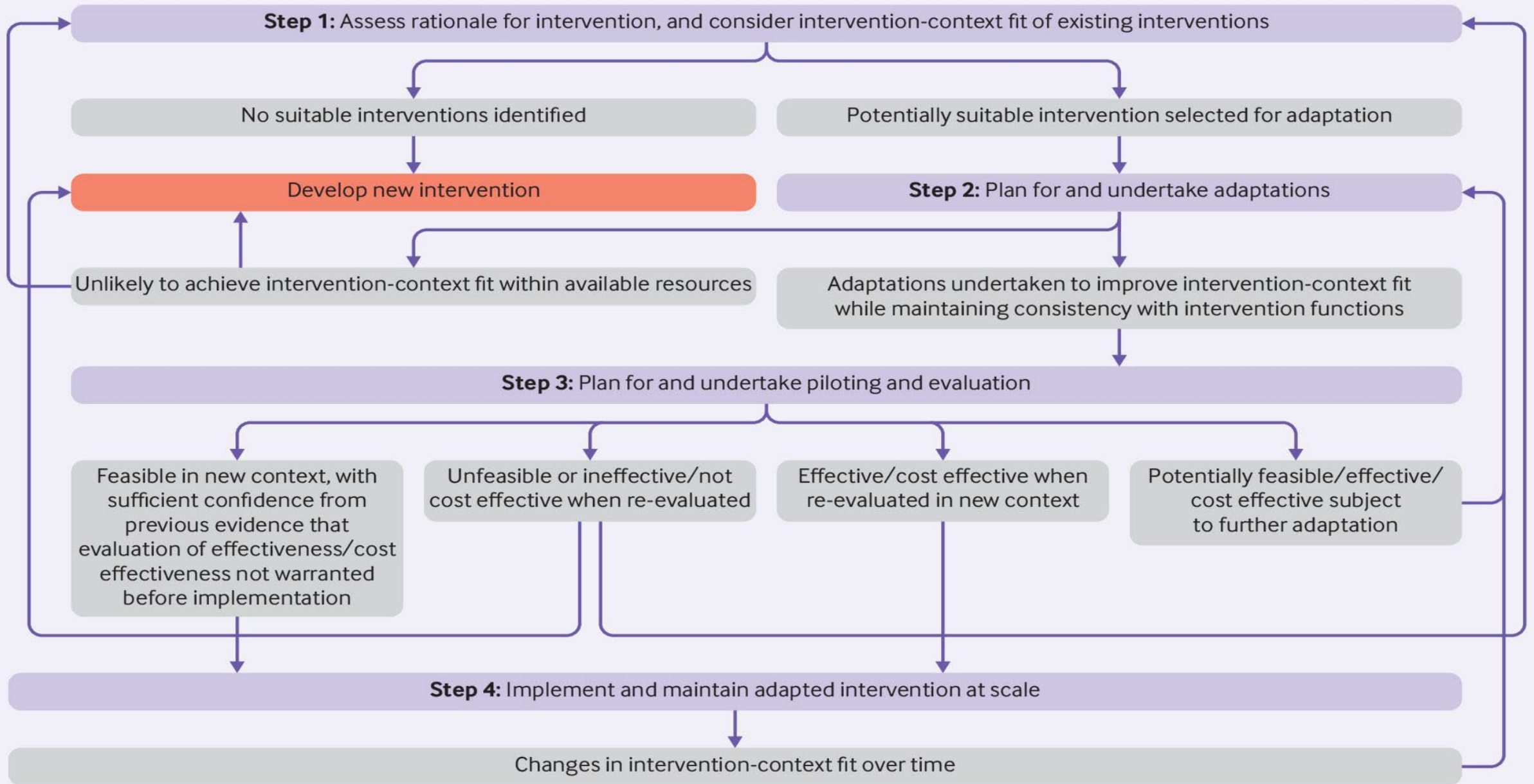


# A PROCESS

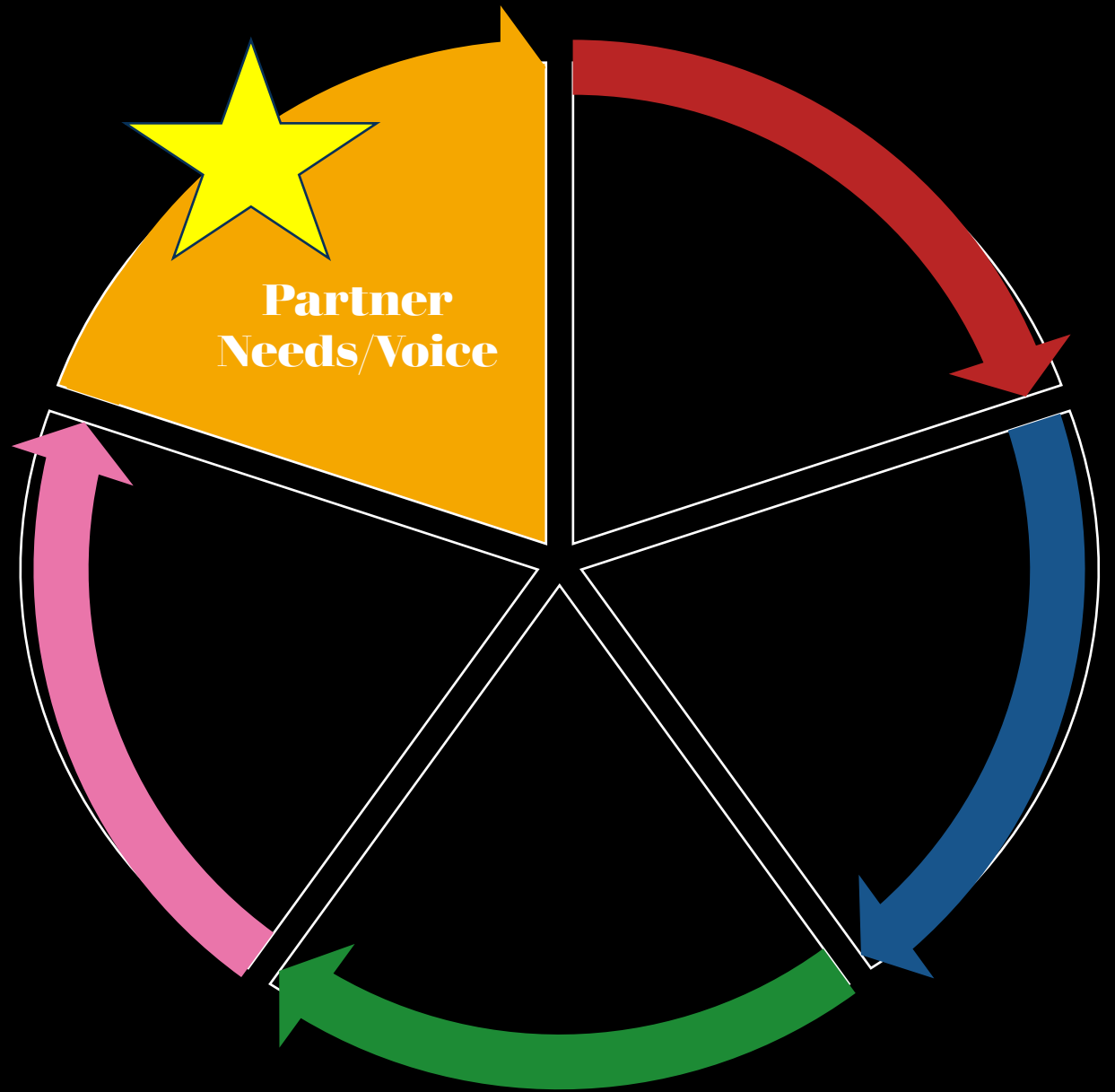
*Adapting evidence-based  
and promising practices  
into new contexts*



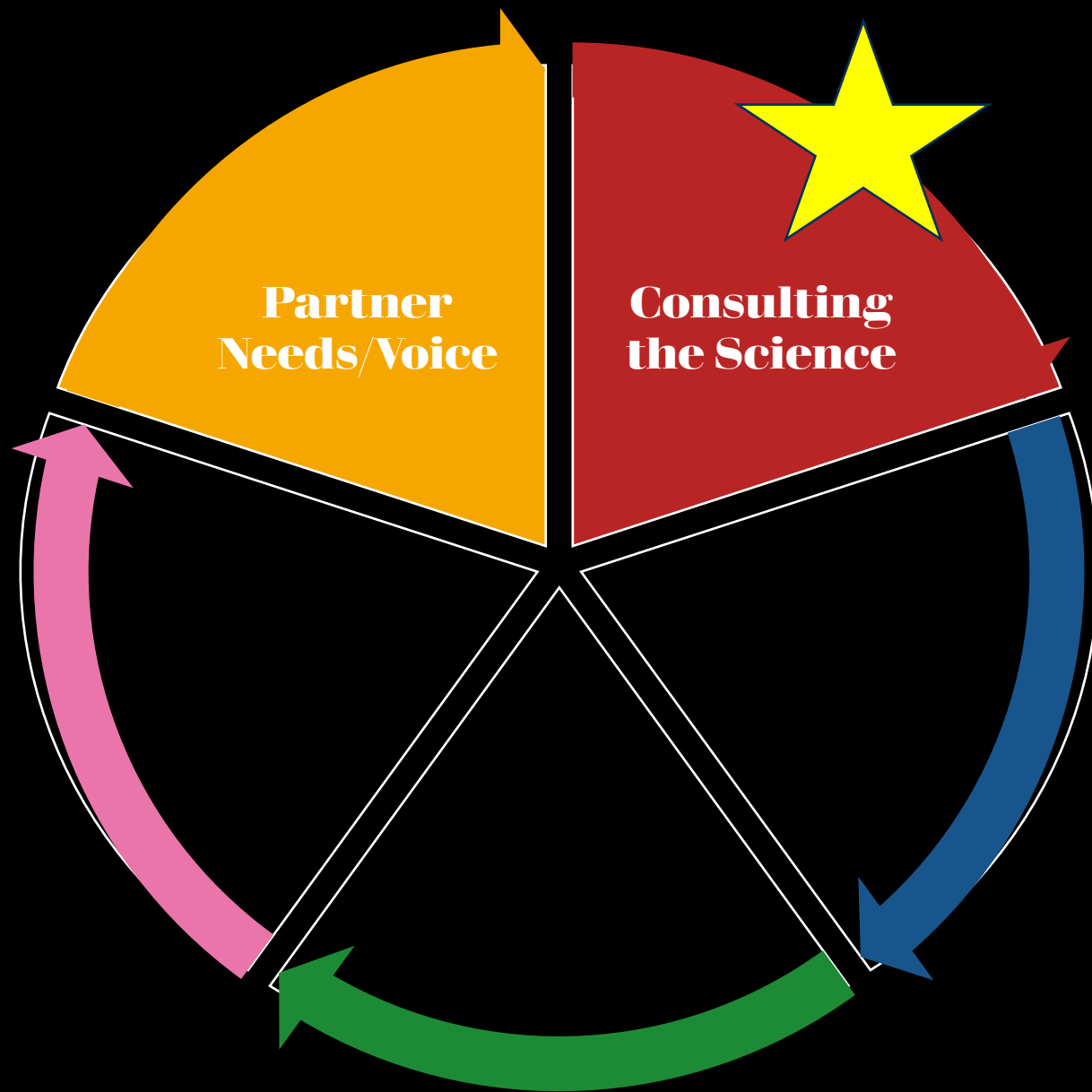
# Form an adaptation team comprised of diverse stakeholders



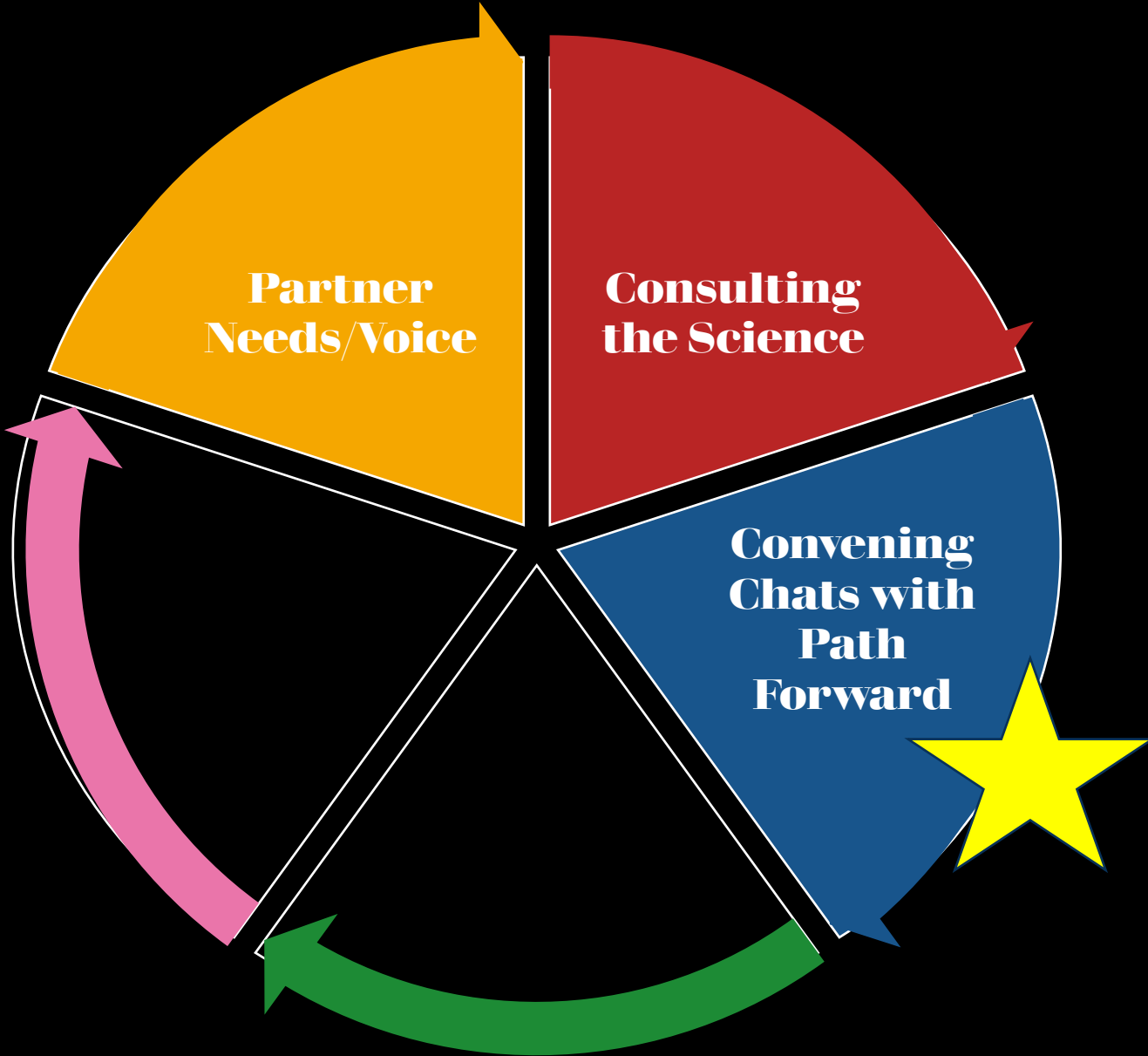
**FACILITY-WIDE  
POSITIVE  
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**FACILITY-WIDE  
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BEHAVIOR  
INTERVENTIONS  
AND SUPPORTS**



# Adaptations Allow Your Agency the Ability to...

Have Voice in Processes

Be Innovative -  
Combining  
Areas of Focus

Integrate  
Programming

Scale-Up

Per Evaluation  
Findings Then  
Can...

Revise Dosage

Revise  
Implementers

Intensify  
Aspects

# FACILITY-WIDE POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

*\*facility-level teaming structure*

*\*facility-level led construction of their own FW-PBIS plan*

*\*FW-PBIS plan for 24/7 delivery across all staff*

*\*3-5 action PHRASES*

*\*matrices to include reoccurring activities [e.g., line movement, medication time]*

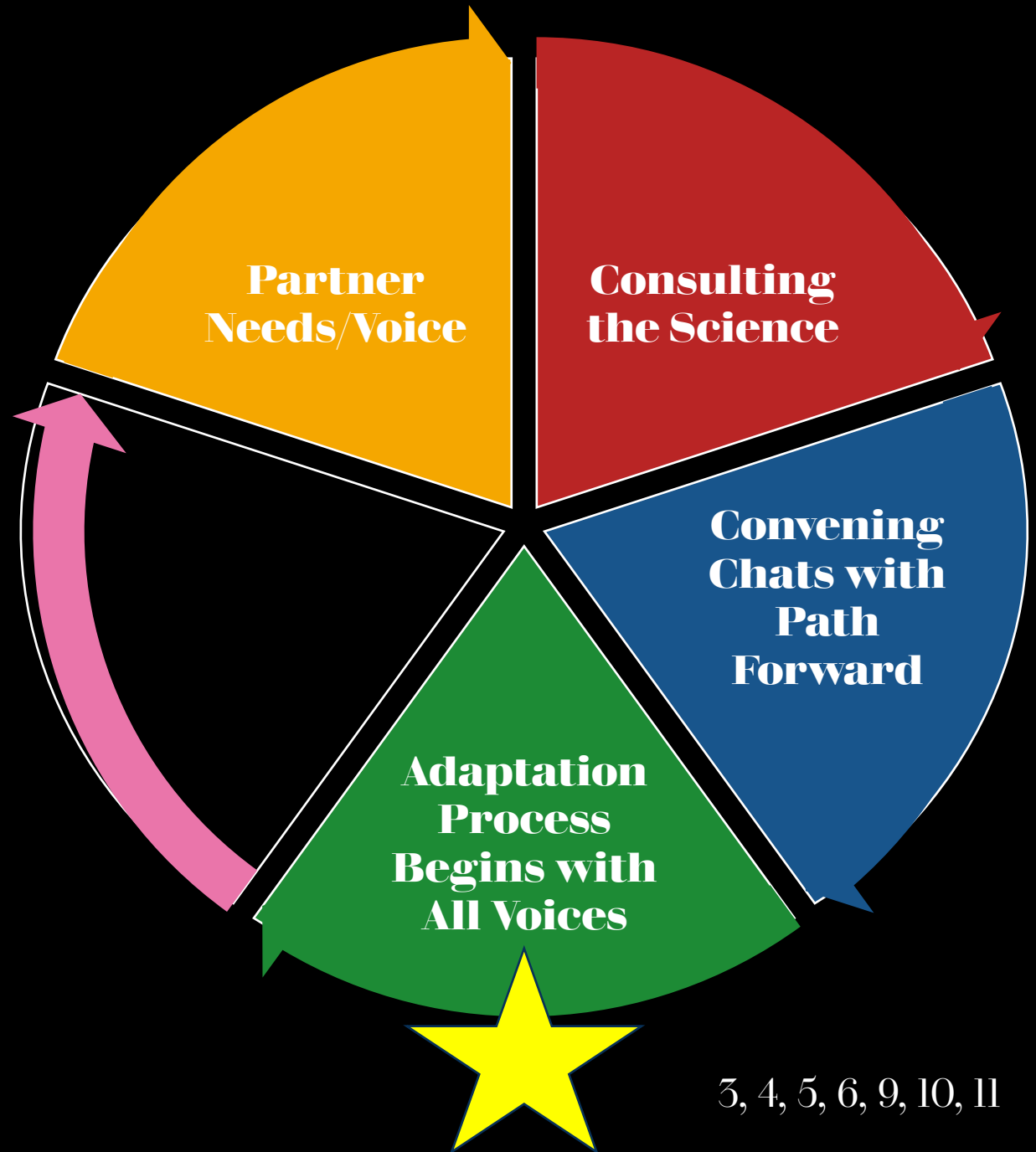
*\*resource guides in language for all staff*

*\*differentiation in reinforcement systems for detention vs long-term*

*\*reinforcement-free of stand-alone food items*

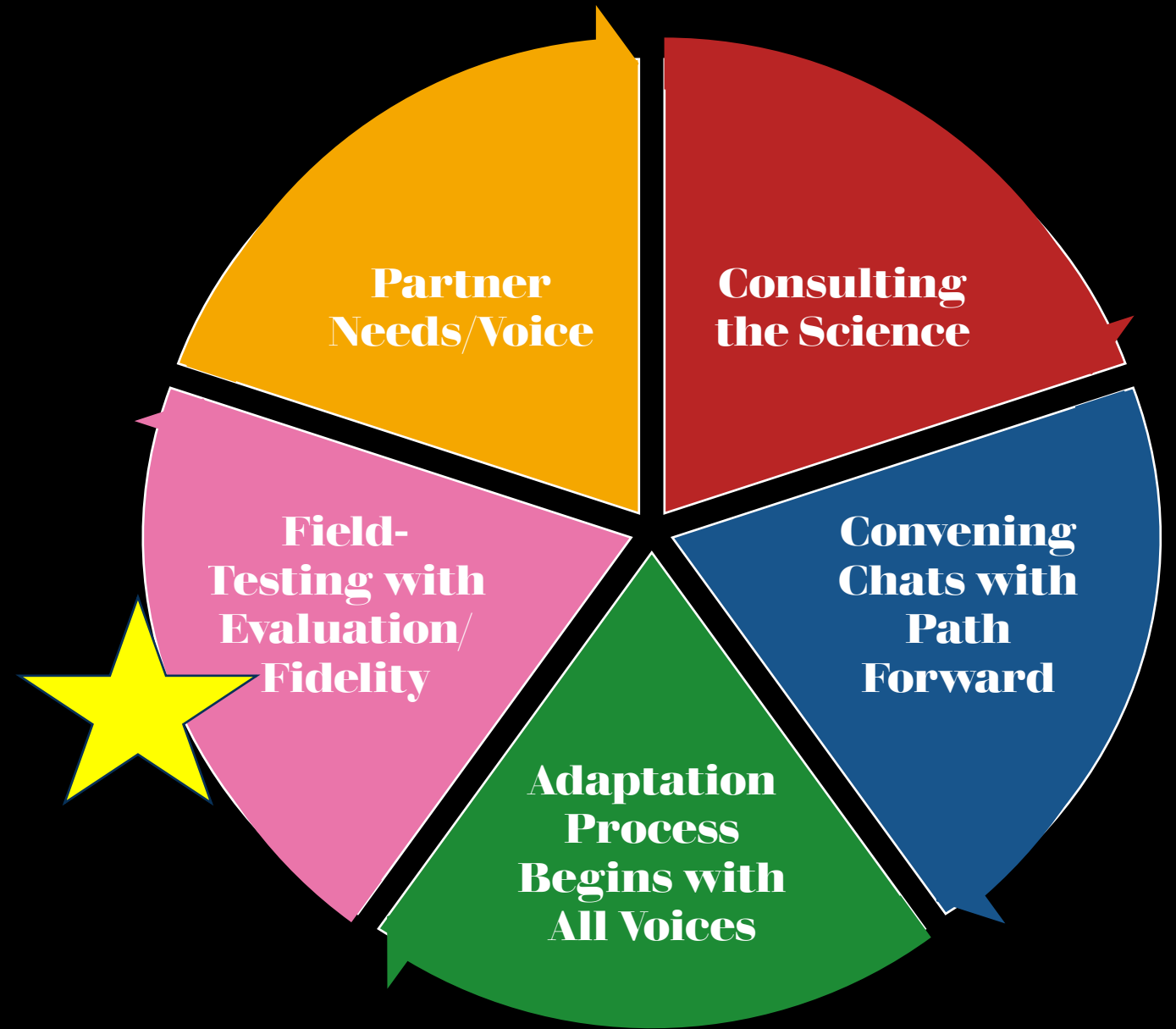
*\*revised behavioral incident tools and access*

*\*creation of fidelity tool specific to JJ*



3, 4, 5, 6, 9, 10, 11

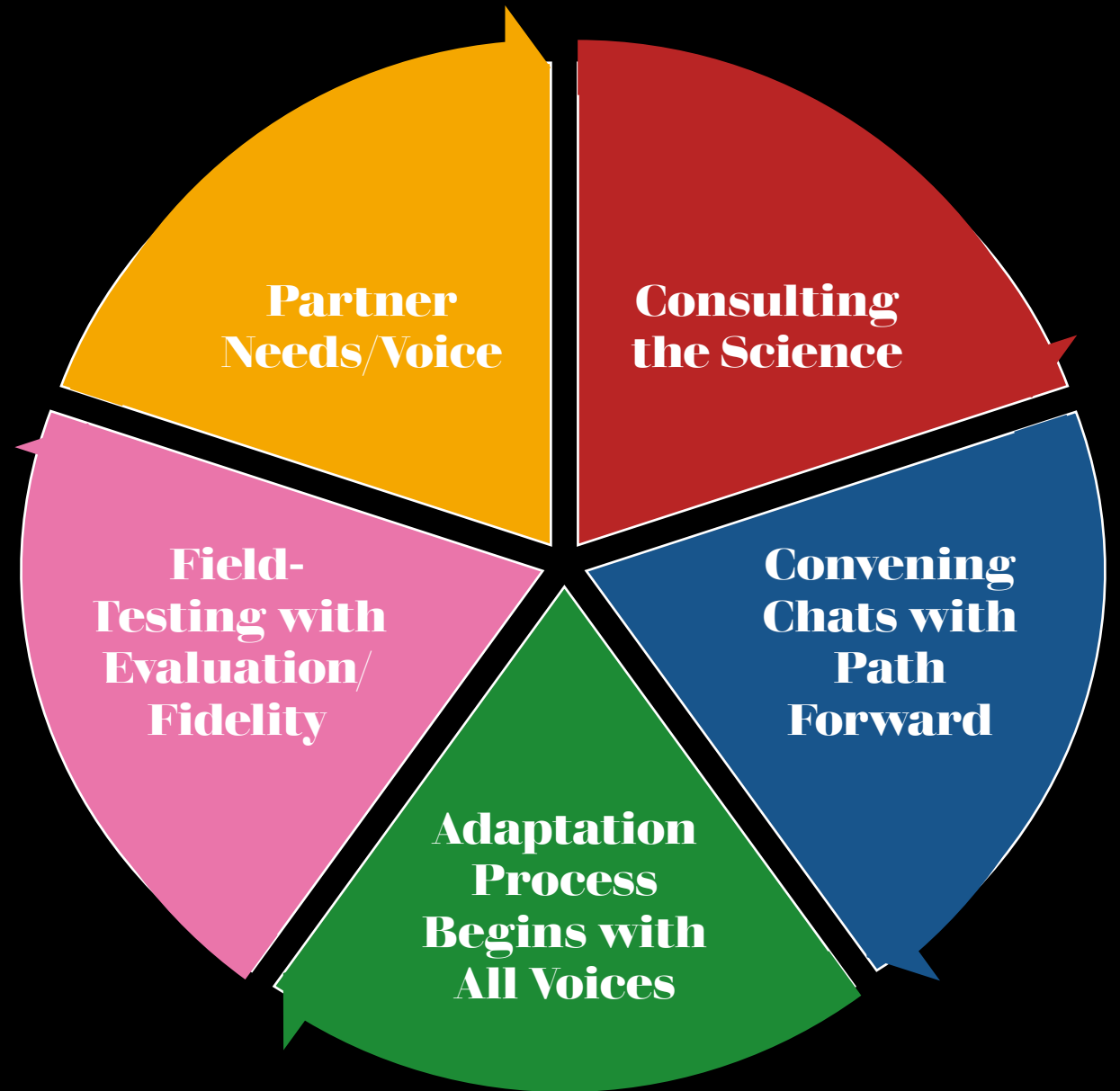
**FACILITY-WIDE  
POSITIVE  
BEHAVIOR  
INTERVENTIONS  
AND SUPPORTS**





# SELF-REGULATED STRATEGY DEVELOPMENT [SRSD] FOR READING COMPREHENSION AND WRITING

- \* Identifying splintered academic skills*
- \* Frequent, specific feedback during instruction*
- \* Intensify self-regulation (e.g., goal setting, self-statements) skill supports and instruction*
- \* Integrating self-determination skills in reading and writing strategy instruction*
- \* Embed low-intensity behavior strategies to support student engagement*
- \* Addition of technology supports/varying modes of response for reading/writing tasks*



# Reputable EBP/Best Practices Sites

- **\*Annie E. Casey – Evidence-Based Practice Resources** [https://www.aecf.org/search?title=Evidence-Based%20Practice%20Resources&fq\[\]=relatedProgramArea:%22Evidence-Based%20Practice%22&fq\[\]=section:blogPost,report,dataBook&orderBy=popularity](https://www.aecf.org/search?title=Evidence-Based%20Practice%20Resources&fq[]=relatedProgramArea:%22Evidence-Based%20Practice%22&fq[]=section:blogPost,report,dataBook&orderBy=popularity)
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  - **\*California Evidence-Based Clearinghouse for Child Welfare** <https://www.cebc4cw.org>
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  - **\*Colorado Blueprints** <https://blueprintsprograms.org>
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  - **\*Crime Solutions** [www.crimesolutions.gov](http://www.crimesolutions.gov)
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  - **\*National Center on Safe Supportive Learning Environments** <https://safesupportivelearning.ed.gov/>
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  - **\*National Center on School Safety** <https://www.nc2s.org/>
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  - **\*OJJDP Model Programs** <https://ojjdp.ojp.gov/model-programs-guide/home>
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  - **\*What Works Clearinghouse** <https://ies.ed.gov/ncee/wwc/>
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# Thank You

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# Youth Participatory Action Violence Prevention Research

To learn more about Dr. Woods-Jaeger's research, please visit:  
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