




EPiSCenter
EVIDENCE-BASED PREVENTION & INTERVENTION SUPPORT CENTER

Preparing for SPEP

November 1st, 2013

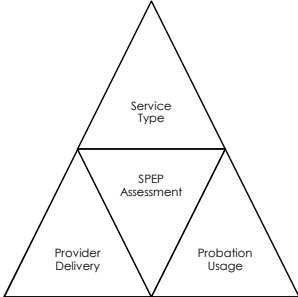
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Roadmap

- What happens during the SPEP interview?
- What data do we need to provide for our SPEP score?
- What steps can I take to prepare for SPEP?
- Questions & answers

Key Drivers of Effectiveness



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graph TD; A[Service Type] --- B[SPEP Assessment]; B --- C[Provider Delivery]; B --- D[Probation Usage]; C --- D;
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Arriving at SPEP Assessment

IDENTIFY

MATCH

DATA

SCORE

EVALUATE

- Identify Juvenile Justice program(s)
- Break program(s) into services, and MATCH with research-based categories
- Obtain demographic, risk, quality and quantity DATA for each service
- Enter data into SPEP model to generate SPEP SCORE
- EVALUATE performance based on SPEP components and overall score

SPEP: A Users Guide, Lipsey, M. W., Chapman, G. L., Peabody Research Institute, Vanderbilt University, May 2013, p. 4.

Interview

Pre-visit Checklist

Service Type

- Service Identification:** Within the program, are there services or "tracks" that juveniles with specific needs, a certain diagnosis and/or risk, are grouped together for treatment purposes? Often this is referred to as "unbundling" or determining what services are components of the program.
- Daily Schedule:** Please have available a sample schedule of daily activities for each track or service.
- Description:** A brief description of each service or program component identified.
- Manual/Guide/Service Protocol:** If the service delivered has a written protocol or manual or "how to" guide, please have that available during the interview.
- Staff:** A staff member(s) who delivers the service through direct interaction with youth should be present to provide information on the service, delivery and other questions that may arise during the interview.

Service Quality

- Staff Training:** The type and amount of training received by staff who deliver the service. Documentation of training is helpful.
- Staff Credentials:** Know the minimum education requirements for staff delivering the service. Provide information on required training, prior experience or certification requirements. Dates and amount of training will be requested.
- Policies and Procedures:** Written information on procedures to monitor adherence to delivery of service and other aspects of quality. Procedures for corrective action when there are significant departures from protocol or where lapses in quality are identified. Staff accessibility to policies and procedures.
- Data Collection:** Staff should be present who have practical knowledge of program, including what data is collected.

Service Amount And Risk Level

- Duration of service:** The length of time each youth (in the pre-determined cohort) is in the program and number of contact hours receiving the service) for youth will be necessary to determine service amount.
- Risk Level:** If available, or not previously provided by juvenile probation, the risk level of each youth in the cohort, retrieved from the results of the Youth Level of Service/Case Management Inventory (YLS/CMI).

The SPEP Interview

- Information sharing between probation, provider(s) and SPEP scorer(s)
- Discussion of how program is used and run, who runs it, what is covered in the program, what days, etc.
- Review of program materials

Interview Goals

- To determine the most appropriate service category for the service
- To gain an understanding of how the service is provided and monitored for the quality of service section of the score

Arriving at Service Type

Thorough understanding:

- How the program operates on a day-to-day basis
- What the structure of program delivery is
- What kind of content is covered in the service, and
- How often it is provided

Understanding Quality

- What the training protocol are for staff
- How supervisors monitor the service delivery and provide feedback
- What steps are taken when service delivery is off-course
- Any written materials that relate to these areas

Data

Data Details

- Roster of youth in programs
- Begin and end date for each youth
- Number of weeks each youth in service (count)
- Number of hours each youth in service (count)
- All juvenile justice youth served in previous 12 months
- Risk level of youth served
 - Based on YLS, pulled from JCMS
 - Scored according to proportion of moderate and high risk youth served

Basic Data Example

Demographics (fictitious)						Risk Assessment Score	Provider Location	Length of Residential Stay			Individual Therapy			Group Counseling	
Child ID	First Name	Last Name	DOB	Sex	Race			Admission Date	Release Date	Duration of service (wks)	Freq of service per wk	Face to face hrs (total hrs)	Duration of service (wks)	Freq of service per wk	Face to face hrs (total hrs)
11111	Richard	Chapman	1/9/1995	M	C	37	TNV	10/29/2009	2/4/2010	4	1	4	4	4	16
23450	Terrance	Abehon	4/26/1995	M	AA	32	TNV	10/21/2009	1/15/2010	4	1	3	4	1	2
44588	Katherine	Bibrey	11/26/1995	F	C	38	SM	5/18/2010	current	4	1	4	4	4	16
46943	Ronnie	Lipsey	2/2/1994	F	AA	31	QVC	3/25/2010	current	4	1	4	4	4	16
12567	Matthew	Munson	05/16/94	M	LN	32	TNV	11/2/2009	3/18/2010	4	1	4	4	1	2
37789	Brandy	Tanner	04/14/95	F	C	35	SM	3/29/2010	current	4	1	4	4	1	7
66980	John	Smith	1/4/95	M	H	38	QVC	1/1/2010	current	18	2	36	5	45	12
32236	Terry	Wilson	13/19/97	M	AA	30	QVC	3/13/2010	current	4	1	4	4	4	16

Data example from: S-PEP Scoring and Program Certification Training – Gabriele Lynn Chapman, Ph.D., courtesy of Peabody Research Institute, Vanderbilt University.

Preparing

It is very important for both the provider and the scorer that the service category and quality of service scores are as accurate as possible.

The best way to ensure this accuracy is to organize materials in advance of the interview and to have relevant staff available during the interview.

In other words, prepare ahead of time.

Four Steps to Prepare for SPEP

- o Assess the status of written manuals and other protocol materials
- o Clarify and document how staff are supervised and how feedback is given
- o Ensure data collection processes are in place
- o Ensure data collected are adequate for reporting

Written Protocol

- o Develop manuals
 - o Not the same as employee handbooks, orientation manuals, etc.
 - o Describe service, to whom, and how
- o Update manuals
 - o Process of manual review
 - o Regularly
 - o Document review/revision date
- o Use manuals
 - o Beyond training days
 - o Ongoing use
 - o Documentation/verification of use

Staff Supervision

- o Ensure staff delivery of services are being supervised.
- o Supervision should occur regularly.
- o Supervision should be documented (who was observed, what was observed, reactions to what was observed), and feedback should be provided to the staff-person observed.
- o Feedback to staff should be documented.

Tracking Data

- o How easy is it to gather the data?
- o Can hours/weeks be counted easily and accurately?
- o Are data collected on different "tracks" in the program?

Thank you!

- o Webinar 3: Service Categorization, Dec. 13th @ 11:00am
- o Webinar 4: Understanding and Creating Logic Models (Date TBD, mid-late January)
- o Evaluation of this webinar!
- o EPISCenter website for additional resources:
 - o www.episcenter.psu.edu/juvenile

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