

Standardized Program Evaluation Protocol (SPEP™) Service Type Categories

Restorative Services:

- [Restitution/Community Service](#)
- [Mediation](#)

Counseling:

- [Individual Counseling](#)
- [Mentoring](#)
- [Family Counseling](#)
- [Family Crisis Counseling](#)
- [Group Counseling](#)
- [Mixed Counseling](#)

Skill Building Services:

- [Behavior Management](#)
- [Cognitive-behavioral Therapy](#)
- [Social Skills Training](#)
- [Challenge Programs](#)
- [Remedial Academic Program](#)
- [Job Related Training](#)

A word of caution...

Service type categorization can be trickier than it appears on the surface. Certified SPEP™ staff must participate in an intensive training on categorization in order to properly and accurately categorize programs. These fact sheets are provided as a source of information to get familiar with the service types and how they are defined.

Actual categorization occurs after a thorough interview and conversation with the provider, a probation officer, and SPEP™ consultant. During the course of the interview and review of program materials, the primary service(s) will be identified based on what service most or all kids get, or what service makes up the majority of what youth get. Sometimes it is very clear what that service is and other times it may take more discussion to determine the best-suited service type.

Standardized Program Evaluation Protocol (SPEP™)

Duration and Dosage for SPEP™ Service Types

Duration and Dosage for SPEP™ Service Types		
Service Type and Name of Service	Duration or Number of Weeks	Dosage or Number of Hours
Restorative Services		
Restitution/Community Service	12	60
Mediation	4	8
Counseling		
Individual Counseling	25	30
Mentoring	26	78
Family Counseling	20	30
Family Crisis Counseling	4	8
Group Counseling	24	40
Mixed Counseling	25	25
Skill Building Services		
Behavior Management	24	72
Cognitive-behavioral Therapy	15	45
Social Skills Training	16	24
Challenge Programs	4	60
Remedial Academic Program	26	100
Job Related Training		
<i>Vocational Counseling</i>	20	40
<i>Job Training</i>	25	400
<i>Work Experience</i>	26	520

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 requiring some compensation to victims or reparations via community service. They may also involve some form of direct reconciliation between victims and offenders. Two different intervention types appear in the research, sometimes combined in the same service array: Restitution/community service and mediation.

Service Type: Restitution/Community Service¹

The defining characteristic of this service is compensation to victims through financial restitution or to the community at large through community service.

This service focuses on making the offender accountable to the victim and/or community through some form of service/payment. For community service, youths should gain exposure to positive environments and role models as well as an opportunity to gain work experience.

***Example from research study:** The court ordered youths reported to a community service organizer. The organizer located a suitable placement with a volunteer organization for each youth. Youths were ordered to complete between 40 and 240 hours of community service over the course of 1 year. Work was overseen by a supervisor and the youth returned to court if his/her obligation was not fulfilled.*

Service Category²

Service Group 2

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=12

Target hours=60

[Back to top](#)

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Restorative services: Mediation

General Approach: Restorative Services¹

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

Service Type: Mediation¹

The defining characteristic of this service "conferencing" -- meeting between victims and offenders facilitated or supervised by someone trained or experienced in managing such interactions.

In some variants, offenders meet with victims other than those harmed by their offense and sometimes the interactions take place via an intermediary rather than face-to-face, but the standard and most common format is a face-to-face meeting with the parties agreeing in advance to participate.

Every variant of these programs include some negotiated agreement for the restorative actions the juvenile offenders will take to atone to some extent for the harm done to the victims. This most commonly, but not always, includes service or monetary restitution to the victim and/or community service. Note that restitution and community service can be required by the court, probation officers, programs that supervise only that activity, and the like without the victim-offender mediated conferencing component. We treat that as a different SPEP™ service (restitution/community service) because it is qualitatively different without the confrontation between the victim and offender.

In addition to restitution to the victim and community service, a variety of other responses might be required of the offender by the negotiated agreement. These include letters of apology, written essays or oral presentations, payment of fines, behavior contracts (e.g., for homework, chores around the house, school attendance, etc.), participation in treatment programs associated with the mediation program (e.g., counseling, psychoeducation), and participation in programs to which the offender is referred.

Example from research study: *Treatment youths were required to make restitution through victim-offender mediation. Mediation sessions were held between victims and offenders. Those refusing to participate were placed on probation as well as those that did not take responsibility for their crime.*

Service Category²

Service Group 3

Qualifying supplemental services: Restitution/community service

Targets for Amount of Service²

Target weeks=4

Target hours=8

[Back to top](#)

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SPEP™ Service Type Category Fact Sheet

Counseling: Individual Counseling

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Individual counseling¹

The defining characteristic of this service is a one-to-one relationship between the youth and the professional therapist or counselor that involves a collaborative process of self-growth and actualization for the youth often accomplished through goal-setting and the opportunity to discuss personal issues in a confidential and focused manner.

This service category also includes Therapy, Psychotherapy, Talk Therapy, Guidance and any other treatment techniques that focus on psychological or interpersonal problems or issues faced by an individual. It may also involve an assessment of the youth's interests and aptitudes as well as a review of prior personal history data by the professional.

Example 1 from research study: Counseling sessions are provided to address client problems on a weekly basis or more if needed. Each student receives a minimum of one hour of individual counseling per week. Counseling sessions also offer the opportunity to discuss family problems and conflicts and will provide time to counsel clients on specific problems they experience during the day, such as self-esteem issues, peer relationships, disruptive classroom behavior, truancy, and academic problems.

Example 2 from research study: The student becomes a participant in ongoing individual counseling sessions held to address individual problems as well as family and community obligations. These sessions provide time to discuss the student's disruptive behavior in the classroom, community, and home.

Service Category²

Service Group 1

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=25

Target hours=30

[Back to top](#)

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SPEP™ Service Type Category Fact Sheet

Counseling: Mentoring

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Mentoring by a volunteer or paraprofessional¹

The defining characteristic of this service is the pairing of a youth with a responsible adult who works to develop a positive relationship with the youth and commits to providing support and guidance.

A mentor provides support, friendship, advice, and assistance by spending time with the youth on a regular basis often involving activities such as sports, movies, helping with homework, etc. with an orientation toward providing a role model and encouraging positive behavior. Mentors are typically not a family member of the youth and often have a wide variety of educational and professional backgrounds. At times, one individual may be assigned to mentor a group of youths. Mentoring services generally continue for several months or more.

Example 1 from research study: The service consists of matching an appropriate adult volunteer to an at-risk youth. Volunteers provided positive modeling and mentoring of appropriate behaviors, monitoring of school and community behaviors, constant discussion of life choices, access to knowledge, guidance to families, and exposure to new experiences and opportunities.

Example 2 from research study: The presence of a consistent positive role model provides the youth an opportunity to bond with another person in their community who establishes clear rules and boundaries for both behavior and academic performance.

Service Category²

Service Group 4

Qualifying supplemental services: Behavioral contracting/management

Targets for Amount of Service²

Target weeks=26

Target hours=78

[Back to top](#)

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Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Counseling: Family Counseling

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Family Counseling¹

A trained counselor or therapist delivering a form of psychotherapy aimed at promoting better relationships and improved interactions and communication among family members. To be considered family counseling the majority of service contact hours must involve both the youth and at least one family member and cannot involve only the youth alone.

This service category includes Family Counseling, Family Systems Intervention, Family Group Conferencing, Family Systems Therapy, Functional Family Therapy and other similar treatment techniques that focus on family dynamics as a factor impacting delinquent behavior. This approach often helps families identify sources of conflicts and anxieties and develop strategies to cope with these effectively. It may be conducted in a home or office setting and may encompass the entire family, but at a minimum involves the child and his or her parent(s).

***Example 1 from research study:** The service involves conducting intensive family counseling with both parents, juveniles, and other family members. Family treatment plans were developed to assist families in creating goals, which will help them change dysfunctional behavior patterns. Treatment issues addressed included family communication skills, anger control in the home, setting clear rules and boundaries for behavior, and parenting skills.*

***Example 2 from research study:** Family therapy intervention included family preservation services, face-to-face and telephone consultation with family members, home visits, referral and consultation with schools and other community agencies, family assessment and evaluation.*

Service Category²

Service Group 3

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=20

Target hours=30

[Back to top](#)

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Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Counseling: Family Crisis Counseling

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Family Crisis Counseling¹

The defining characteristic of this service is similar to family counseling listed above, but involves a more immediate intervention during a specific crisis event or period between a youth and family member.

Requires the availability of a trained individual to respond either over the phone or in person to a crisis involving the juvenile and/or his or her family. Involves immediate and intensive handling of a crisis in hopes of preventing court involvement or escalation of the incident leading to the crisis referral or telephone call. This is generally a short term treatment service.

Example from research study: 7 day-a-week telephone crisis service for parents or youth.

Service Category²

Service Group 3

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=4

Target hours=8

[Back to top](#)

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SPEP™ Service Type Category Fact Sheet

Counseling: Group Counseling

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Group counseling¹

The defining characteristic of this service is that it is led by a professional therapist or counselor (not a youth or a member of the group) that delivers a form of psychotherapy to a group of youths. The group is led or facilitated by the counselor, but the youths also interact with one another. This service should be focused on processing thoughts and ideas and discussing causality and reaction in relation to the youths' behavior.

This service includes any treatment technique that focuses on psychological or interpersonal problems or issues and may involve youths only or include both youths and their parents/family members. This differs from individual counseling in that multiple youths would participate and differs from family counseling in that family member(s) would participate with multiple youth.

Example 1 from research study: *Treatment involved formal, insight-oriented discussions of the problem situations various members had been involved in during the week.*

Example 2 from research study: *Through guided discussions in a group counseling format and planned activities youth have the opportunity to be part of a group where positive interaction occurs, and encouragement of positive behavior is provided through modeling and social reinforcement.*

Service Category²

Service Group 4

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=24

Target hours=40

[Back to top](#)

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Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Counseling: Mixed Counseling

General Approach: Counseling and its variants¹

This diverse and popular service approach is characterized by a personal relationship between the offender and a responsible adult who attempts to exercise influence on the juvenile's feelings, cognitions, and behavior. Family members or peers may also be involved and the peer group itself may take the lead role in the relationship. The major variants on this intervention approach that appear in sufficient numbers in the research to warrant separate consideration are the following: Individual counseling, mentoring by a volunteer or paraprofessional, family counseling, family crisis counseling, group counseling led by a therapist, and mixed counseling.

Service Type: Mixed Counseling¹

The defining characteristic of this service classification is that it involves combinations of any of the aforementioned forms of counseling and no one form of counseling can be identified as being primary.

The combined types of counseling offered to the youth should be relatively equal in proportion. Use this service type only after determining that no one form of counseling can be identified as being the primary service for the youth. May also include supplemental referrals for other services along with counseling, a common form used for diversion services.

Service Category²

Service Group 3

Qualifying supplemental services: Behavioral contracting/management

Targets for Amount of Service²

Target weeks=25

Target hours=25

[Back to top](#)

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² - SPEP™ Primary and Supplemental Service Categories and Targets, Lipsey 2012

SPEP™ Service Type Category Fact Sheet

Skill Building Services: Behavior Management

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: Behavior management¹

The defining characteristic of this service involves a system of rewards when youths engage in targeted positive behaviors and sometimes also involves penalties when undesired behaviors are exhibited.

This treatment operates on the basic principle that individuals will adapt their behavior in response to positive (rewards) and negative (punishment) responses from their environment. Typically, a set of goals reflecting specific behaviors is agreed upon. If the goals are achieved the individual is rewarded, if not there is a cost or penalty either in terms of not receiving the reward or other sanctions. Some specific versions of services of this type include:

- Behavioral contracting—youth agree to a contract that specifies certain rewards for certain positive behaviors. The contract is usually in written form and makes clear the goal, defines the desired behavior, and details the reward and schedule of reinforcement. Ideally the contract is worded in positive language that talks about the desired behavior instead of listing what the youth will not do (undesired behaviors).
- Contingency management—rewards and possibly penalties are applied in response to positive or negative behaviors according to some predefined scheme (typically adherence or lack thereof to a program's rules and regulations and/or treatment plan). Token economies in residential facilities are one example of this type of program. Token economies use tokens that can be exchanged for desired activities, items, etc.

Example 1 from research study: *Each youth has an individual service plan that describes the goals and time line the youth must abide by to successfully complete the service. Positive behaviors are rewarded and privileges are withheld for non-achievement.*

Example 2 from research study: *Boys could earn mini-bike time for: bike safety, performing maintenance at scheduled times, and displaying appropriate social behaviors (including attending school regularly, abstaining from criminal activities and status offenses, being on time for group meetings, and cooperating with staff and peers*

Service Category²

Service Group 4

Qualifying supplemental services: mentoring, mixed counseling (individual, group, family, and/or vocational), remedial academic program

Targets for Amount of Service²

Target weeks=24

Target hours=72

[Back to top](#)

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Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Skill Building Services: Cognitive-behavioral Therapy

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: Cognitive-behavioral therapy¹

The defining characteristic of this service is that it involves a form of therapy that is action-oriented and focuses on the importance of recognizing emotions, thoughts, and feelings that trigger maladaptive behaviors and learning how to control them. It should be delivered by a trained cognitive behavioral therapist. Common brand-name programs in this service type category: Aggression Replacement Training® (ART®), Thinking for a Change, and Reasoning and Rehabilitation.

The goal of cognitive behavioral therapy is to correct an individual's faulty cognitions or perceptions of themselves or the world around them. Additionally, this type of therapy provides skills individuals can use to monitor their thought patterns and correct their behavior as situations unfold around them. This type of treatment element may also focus specifically on relapse prevention by having juveniles evaluate situations that may lead to a relapse of delinquent behavior and plan for how to either avoid them or cope with them effectively.

Example from research study: *The program utilized a cognitive-behavioral approach that involved changing distorted thought patterns, reducing deviant interests, and developing healthy patterns of thought and behavior through a series of weekly treatment sessions administered in a group format.*

Service Category²

Service Group 5

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=15

Target hours=45

[Back to top](#)

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P://11/SPEP™/Resources/Master Docs/SPEP Service Type Cat Fact Sheets
Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Skill Building Services: Social Skills Training

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: Social skills training¹

The defining characteristic of this service is the specific focus on teaching age-appropriate social skills including communication, problem solving, self-awareness and management, peer relations, and decision making. Sessions are used primarily for demonstrating the appropriate use of these skills.

Based on the premise that individuals who lack appropriate social skills may be perceived as threatening, disruptive, or otherwise deviant and may act out in response. Interpersonal skill building is a treatment focuses on developing the social skills required for an individual to interact in a positive way with others. The basic skills model begins with an individual's goals, progresses to how these goals should be translated into appropriate and effective social behaviors, and concludes with the impact of the behavior on the social environment. Typical training techniques are instruction, modeling of behavior, practice and rehearsal, feedback, reinforcement. May also include training in a set of techniques, such as conflict resolution or decision making, that focus on how to effectively deal with specific types of problems or issues that an individual may confront in interacting with others.

Example 1 from research study: *Communication skills included group activities that encourage effective communication between the youths and their peers, family members, and communities. Assertiveness skills training involved group activities to increase youth skills in assertive communication methods as opposed to passive or aggressive communication styles.*

Example 2 from research study: *The service offers classes on conflict resolution and making appropriate decisions concerning behaviors and consequences. Service Category²*

Service Category²

Service Group 3

Qualifying supplemental services: None

Targets for Amount of Service²

Target weeks=16

Target hours=24

[Back to top](#)

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P://11/SPEP™/Resources/Master Docs/SPEP Service Type Cat Fact Sheets
Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Skill Building Services: Challenge Programs

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: Challenge Programs¹

The defining characteristic of this service is the use of a stressful or difficult task as a means to provide opportunities for experiential learning by mastering difficult or stressful tasks.

Juveniles participate in physically challenging activities such as hiking, ropes courses, or canoeing. The objective of these services, based in the philosophy of experiential education, is twofold: First, to teach self-esteem and confidence through the mastery of difficult physically challenging tasks, and second, to introduce participants to the prosocial interpersonal skills (i.e., problem solving, communication, trust, etc.) required to work successfully as a group.

Example from research study: *The survival program deliberately induced physical challenge including long marches, rappelling, forging streams, student expeditions, and a solo wilderness experience.*

Service Category²

Service Group 3

Qualifying supplemental services: Group counseling

Targets for Amount of Service²

Target weeks=4

Target hours=60

[Back to top](#)

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P://11/SPEP™/Resources/Master Docs/SPEP Service Type Cat Fact Sheets
Revised 6/4/2018



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

The defining characteristic of this service is to identify deficits in an individual youth's education and developing a plan to address these deficits. The service must incorporate some level of individualization.

This service type includes tutoring and GED programs as well as any other remedial education program 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. An education service with a generalized curriculum delivered to an entire group of juveniles would not be SPEPable.

Example 1 from research study: *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 2 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

[Back to top](#)

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2 - SPEP™ Primary and Supplemental Service Categories and Targets, Lipsey 2012

P://11/SPEP™/Resources/Master Docs/SPEP Service Type Cat Fact Sheets
Revised 6/4/2018



SPEP™ Service Type Category Fact Sheet

Skill Building Services: Job Related Training

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: Job related training¹

The defining characteristic of this service is preparing the youth to successfully enter the work force. The category includes the following program subtypes: This category includes the following program subtypes:

- **Vocational counseling:** This service involves such activities as resume writing, exploring career options, and other support and assistance offered to youth with an end goal of obtaining employment.
- **Job training:** This service teaches youth the skills needed for employment in a specific or general job category.
- **Job placement:** This service provides juveniles with direct work experience. Service may also include training job-related skills (e.g., interviewing), non-paid work service (non-restitution based), and other such employment related elements but direct work experience should be the primary focus and intent of this service.

Example 1 from research study: *The service encourages youth to train for and enter the work force to improve their self-esteem, independence, employment skills and marketability. The service focuses on increasing basic skills, focusing on computer and other technology skills that will improve the opportunities of participants in a competitive job market.*

Example 2 from research study: *Juveniles conducted supervised work with various public service agencies throughout the community. Volunteers and the Program Manager monitor the juvenile for his/her progress.*

Service Category²

Service Group 1

Qualifying supplemental services: Remedial academic services

Targets for Amount of Service²

Vocational counseling-

Target weeks=20

Target hours=40

Job training-

Target weeks= 25

Target hours= 400

Work experience-

Target weeks=26

Target hours=520

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P://11/SPEP™/Resources/Master Docs/SPEP Service Type Cat Fact Sheets
Revised 6/4/2018