

SPEP Scoring and Program Certification Training

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Overview

- SPEP Component Review
- Unpacking and Classifying Service Types
- Scoring Service Quality for SPEP
- Scoring Service Quantity (Dosage)
- Scoring Risk
- Putting it all together

Overview

- SPEP Component Review
- Unpacking and Classifying **Service Types**
- Scoring Service **Quality** for SPEP
- Scoring Service **Quantity** (Dosage)
- Scoring **Risk**
- Putting it all together

Brief Overview of SPEP Components



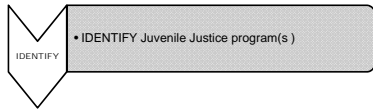
To have good effects, interventions must be implemented to match the 'best practice' found in the research

- **Program type:** "Therapeutic" programs, with some types more effective than others
- **Quality of service** delivery: Treatment protocol; monitoring and staff training
- **Amount of service:** Duration and total number of contact hours
- **Risk:** Larger effects with higher risk juveniles

Standardized Program Evaluation Protocol (SPEP)

- Apply the research knowledge base to assess how well current program practice matches evidence for effectiveness
- A rating scheme for each program type within the therapeutic philosophies
- Apply to individual programs based on data about the services actually provided to participating juveniles
- Validated with juvenile justice programs in Arizona and North Carolina

Step One



What is a program?

- Program: A defined package of services delivered by a provider



CIRCLE OF COURAGE

- Individual Therapy
- Group Therapy
- Conflict Resolution Training
- Art Therapy
- Equine therapy

- Distinct from the "structures" or "formats" within which those services are delivered (e.g., day treatment, group home, afterschool program).

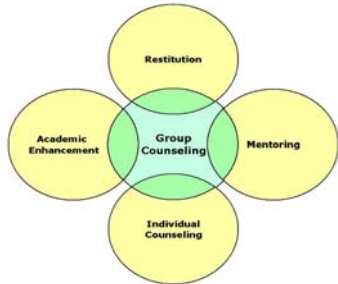
Program versus Structure

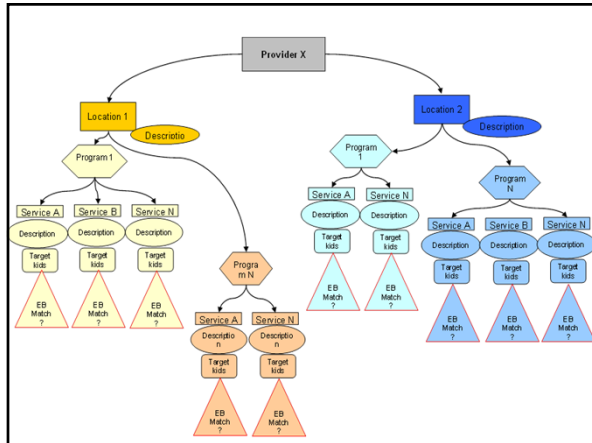
- **Program** – active treatment ingredient
- **Structure** – context that fulfills other needs or requirements
 - May have a treatment program delivered within the structure
 - group home with group counseling

↑
structure

↑
program

Unpacking Multiple Overlapping Service Components in many Programs





Service Primacy

- **Primary service:** The main service a program provides-- the one most characteristic of the program and/or on which the most time or effort is spent.
- **Supplemental service:** Services in addition to the primary service that are part of the program and may reinforce or complement the primary service.

Primary and Supplemental

Primary

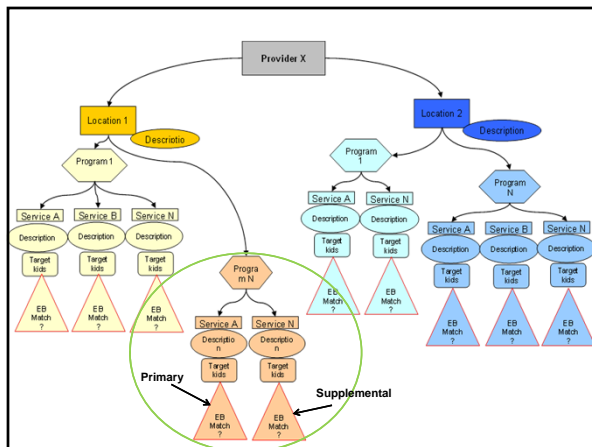
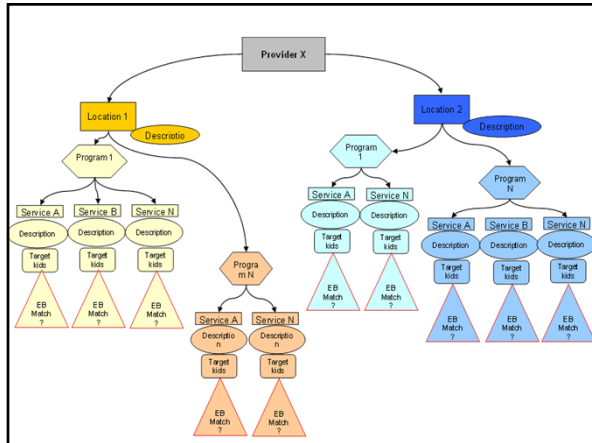
Main focus of the program

- Most time/effort spent on this
- All or most of the youth served receive this
- Recognized as the dominant theme of the program
- Other program elements support its effectiveness

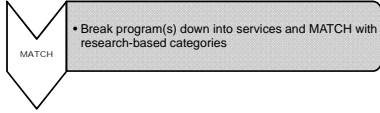
Supplemental

Other distinct service

- Less time/effort spent on this
- Serves to reinforce or complement the primary service
- Only some of the program clients receive this or it constitutes a relatively small portion of the total service time



Step Two



Program classification

- Matching your program or service to SPEP Service Type Categories found in research
- Applies only to therapeutic programs
- Must be based on detailed descriptions of the nature of the services provided
- Includes both primary and supplemental services
- Should mainly reflect the primary service

Program classification

Proceeds in two stages:

- Determine the broad category into which the program fits
 - Restorative
 - Counseling and its variants
 - Skill-building
- Determine the specific program type within that broad category (e.g., individual counseling, family counseling, etc.)

Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile

| Full Program Profile for | | | | | | | | | | | |
|--------------------------|---|---------------------|-------------------------|---------------------------|--|---------------|------------------|--|--------------------|--|-----------------------------------|
| Name of Program Bundle | SPEP Program/Service Classification | | | | SPEP Supplemental Components | | | Demographic Program Profile | | Cost | |
| | Service Name (may be same as Program Bundle) | SPEP Match Category | SPEP Match Sub-Category | Special Population Served | Risk (based on instrument) | Age Served | Gender Served | Program Capacity (seats/beds) | Geographical Reach | Cost Per Client | Cost Cals & Source |
| Empower Youth | GENERAL DESCRIPTION: Program provides a 12-week, intensive, group and individual counseling and case management services to children and adolescents who are at risk for or have been involved in the criminal justice system. The program is designed to provide a safe and supportive environment for these youth, help them develop life skills, and provide a path to a positive future. The program is designed to provide a safe and supportive environment for these youth, help them develop life skills, and provide a path to a positive future. | counseling | Group | NONE - Client Type | Overall: mid to hi, low risk; specific need | 15-17 primary | ma (most) and fe | working cap 45 but 170 staff as needed | 17 counties | costs pd by probation rate by level of service 2x\$1400y | from provider and probation staff |
| | | counseling | Mentoring | NONE - Client Type | Overall: mid to hi, low risk; specific need | 15-17 primary | ma (most) and fe | working cap 45 but 170 staff as needed | 17 counties | costs pd by probation rate by level of service 4x\$2800y | from provider and probation staff |
| | | skill building | Behavioral Counseling | NONE - Client Type | Overall: mid to hi, low risk; specific need; the 170 staff service reflects a higher need and/or higher risk clientele | 15-17 primary | ma (most) and fe | working cap 45 but 170 staff as needed | 17 counties | costs pd by probation rate by level of service 5x\$5000y | from provider and probation staff |

Classification Tools

- SPEP Program/Service Classification Guide
- Full Program Profile
- Pre-Visit Checklist

Type of Service Coding

| Primary and Supplemental Services Guide | | Type of Service | Pts |
|---|--------------|------------------------|-----|
| Group 4 services (Score=25) | Primary | Mentoring | 25 |
| | Supplemental | Behavioral Contracting | 5 |
| TOTAL | | | 30 |

Qualifying supplemental services: Behavioral contracting/management

Application Exercise

- Review scenarios
- Identify program/service/structure
- Unpack services
- Match services to SPEP service types

Application Exercise

- Project GiveBack
- Wilderness Program
- PEP
- CJRP
- CareerSmarts
- Counseling Services
- Life Skills
- Counseling
- Guided Growth
- Wilderness School

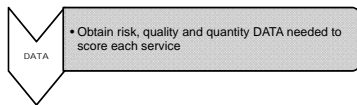
Discussion

- Data source(s)
- Tasks/steps needed to obtain this information
- Anticipated obstacles in obtaining this information

Questions?



Step Three



SPEP Quality Components

- Whether the agency has an explicit written protocol for delivery of that specific service (e.g., a treatment manual with which the staff providing the service are familiar)
- Whether the staff persons providing the service have received training in that specific service type; the amount and recency of such training.
- Whether the agency has procedures in place
 - (a) to monitor adherence to the protocol and other aspects of quality by those providing service and
 - (b) to take corrective action when significant departures from the protocol or lapses in quality are identified.

Measuring the quality component

- **Data driven based on available specific, credible information on a service**
- **Data should be verifiable either through existing processes or**
- **Procedures/data collection designed for this purpose that fit within existing processes**

PA SPEP Quality Measurement Tool

PA SPEP QUALITY MEASURES (3.0)

20 Point Quality of Service Checklist

Protocol:

- ___ Written manual/protocol describing service to be delivered (1pt)
- ___ Describes service broken out by lesson/session (1pt)
- ___ Identifies target population and risk factors targeted (1pt)
- ___ Documentation manual is being utilized during service delivery (1pt)
- ___ Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- ___ Minimum Education requirements for those delivering service (1pt)
- ___ Delivery staff are trained to deliver service (documented) (1pt)
- ___ Certification is required to deliver service (1pt)
- ___ Booster trainings or recertification is documented (1pt)
- ___ Supervisors are also trained to deliver the service (documented) (1pt)

On-Going Staff Supervision:

- ___ Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- ___ Monitoring is documented (1pt)
- ___ Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- ___ Written feedback is provided to those delivering service (1pt)
- ___ Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift:

- ___ Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
- ___ Evidence/documentation of systematic application of these procedures/policies (1pt)
- ___ Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- ___ Data is collected including client feedback and peer reviews (1pt)
- ___ Effectiveness of service is evaluated and monitored (1pt)

Low 0-6 pts (5 SPEP points)
Medium 7-13 pts (10 SPEP points)
High 14-20 pts (20 SPEP points)

Protocol

Measures:

- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Documentation manual is being utilized during service delivery (1pt)
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- Supervisors are also trained to deliver the service (documented) (1pt)

Ongoing Staff Supervision

Measures:

- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
- Monitoring is documented (1pt)
- Monitoring occurs at predetermined timeframes (yearly, semi-annually, etc.) (1pt)
- Written feedback is provided to those delivering service (1pt)
- Performance Evaluations are, in part, based on adherence to protocol and an assessment service is being delivered as designed (1pt)

Organizational Response to Drift

Measures:

- Documentation of procedures/policies in place to identify departure from delivery protocol (1pt)
- Evidence/documentation of systematic application of these procedures/policies (1pt)
- Policy has specific corrective action steps to be taken should there be "drift" in service delivery (1pt)
- Data is collected including client feedback and peer reviews (1pt)
- Effectiveness of service is evaluated and monitored (1pt)

Quality of service delivery

| Quality of Service Delivery | |
|---|----|
| <small>(Determined from a systematic assessment of the relevant features of the provider and provider organization)</small> | |
| Rated quality of services delivered: Low (5 points) Medium (10 points) High (20 points) | 20 |



PA SFEF Quality Measures

Protocol:

- Written manual/protocol describing service to be delivered (1pt)
- Describes service broken out by lesson/session (1pt)
- Identifies target population and risk factors targeted (1pt)
- Documentation manual is being utilized during service delivery (1pt)
- Manual/protocol is reviewed and updated regularly (yearly, semi-annually, etc.) (1pt)

Staff Training:

- Minimum Education requirements for those delivering service (1pt)
- Delivery staff are trained to deliver service (documented) (1pt)
- Certification is required to deliver service (1pt)
- Booster trainings or recertification is documented (1pt)
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On-Going Staff Supervision:

- Delivery staff are monitored by supervisors on adherence and quality of delivery (1pt)
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- Data is collected including client feedback and peer reviews (1pt)
- Effectiveness of service is evaluated and monitored (1pt)

Total = 14

Amount of service (dose)

Determined from client-level data on a sufficient number (10 or more) of services closed recently (e.g., last year):

- **Duration of service.** Time between the first and last day the primary service is provided to each juvenile in the caseload
- **Face-to-face contact hours.** The total number of contact hours each juvenile in the caseload has with the primary service

Basic Data Example

| Child ID | Demographics (IC8/04) | | | | | Risk Assessment Score | Provider Location | Length of Residential Stay | | Individual Therapy | | | Group Counseling | | |
|----------|-----------------------|-----------|------------|-----|------|-----------------------|-------------------|----------------------------|--------------|---------------------------|------------------------|-----------------------------|---------------------------|------------------------|-----------------------------|
| | 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 | 1/8/1995 | M | C | 37 | TNY | 10/28/2009 | 2/4/2010 | 4 | 1 | 4 | 4 | 4 | 16 |
| 23450 | Terrance | Abelson | 4/29/1995 | M | AA | 32 | TNY | 10/21/2009 | 1/15/2010 | 4 | 1 | 3 | 4 | 1 | 2 |
| 44588 | Katharine | Blitney | 11/29/1995 | F | C | 38 | SM | 5/18/2010 | current | 4 | 1 | 4 | 4 | 4 | 16 |
| 46943 | Ronnie | Lipsky | 2/3/1994 | F | AA | 31 | QVC | 3/25/2010 | current | 4 | 1 | 4 | 4 | 4 | 16 |
| 47567 | Matthew | Merrison | 05/16/94 | M | LB | 32 | TNY | 1/10/2009 | 3/18/2010 | 4 | 1 | 4 | 4 | 1 | 2 |
| 37798 | Brandy | Tanner | 04/14/95 | F | C | 35 | SM | 3/29/2010 | current | 4 | 1 | 4 | 4 | 1 | 7 |
| 86890 | John | Smith | 1/4/95 | M | H | 38 | QVC | 1/10/2010 | current | 18 | 2 | 36 | 5 | 45 | 12 |
| 10226 | Terry | Wilson | 10/7/1997 | M | AA | 30 | QVC | 1/13/2010 | current | 4 | 1 | 4 | 4 | 4 | 16 |

Amount of service

| Amount of Service [Determined from data for the qualifying group of service recipients] | | |
|--|-----------------|----|
| Duration [Target number of weeks specified for each service type] | | |
| % of youth who received at least the target weeks of service: | | 10 |
| 0% (0 points) | 60% (6 points) | |
| 20% (2 points) | 80% (8 points) | |
| 40% (4 points) | 99% (10 points) | |
| Contact Hours [Target number of hours specified for each service type] | | |
| % of youth who received at least the target hours of service: | | 10 |
| 0% (0 points) | 60% (6 points) | |
| 20% (2 points) | 80% (8 points) | |
| 40% (4 points) | 99% (10 points) | |

Primary and Supplemental Services Guide

Quantity of Service Coding

| Duration | SPEP Pts Possible | Service Data | Contact Hours | SPEP Pts Possible | Service Data |
|----------|-------------------|--------------|---------------|-------------------|--------------|
| | | | 0-19% | 0 | |
| 20-39% | 2 | | 40-59% | 4 | |
| 40-59% | 4 | X | 60-79% | 6 | X |
| 60-79% | 6 | | 80-89% | 8 | |
| 80-89% | 8 | | 90-100% | 10 | |
| 90-100% | 10 | | | | |
| TOTAL | | | 10 | | |

Primary and Supplemental Services Guide

Mentoring
Target weeks=26;
Target hours=76

Juvenile risk level

- Administered to every juvenile receiving the service to be SPEP'd
 - Scores for each juvenile take prior to the onset of service on a valid assessment instrument for risk of subsequent offending
 - Categorization of each score as showing high, medium, or low risk in a manner appropriate in local context

Risk level of youth served

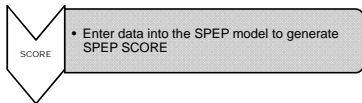
| Risk Level of Youth Served | | | |
|---|---|-----------------|----|
| [Determined from risk ratings on a valid instrument for the qualifying group of service recipients] | | | |
| % of youth with medium or high risk scores (greater than low): | % of youth with high risk scores (greater than medium): | | 25 |
| 0% (0 points) | 75% (7 points) | 0% (0 points) | |
| 30% (2 points) | 85% (10 points) | 15% (3 points) | |
| 50% (5 points) | 95% (12 points) | 20% (5 points) | |
| | | 35% (13 points) | |

Risk Scoring Guide

SPEP Scoring



Step Four



| Standardized Program Evaluation Protocol (SPEP) for Services to Juvenile Offenders [®] <small>Revised March, 2016</small> | | | |
|--|-----------------|-----------------|--|
| | Points Possible | Points Received | |
| Primary and Supplemental Service Types <small>(Identified according to definitions derived from the research)</small> | | | |
| Primary Service Type for Program Being Rated <small>Group 1 services (5 points) Group 4 services (25 points) Group 2 services (10 points) Group 5 services (10 points) Group 3 services (15 points)</small> | 30 | 25 | |
| Supplemental Service Type <small>Qualifying supplemental service used: Yes (5 points) No (0 points)</small> | 5 | 5 | |
| Quality of Service Delivery <small>(Determined from a systematic assessment of the relevant features of the provider and provider organization)</small> | | | |
| Rated quality of services delivered: <small>Low (0 points) Medium (10 points) High (20 points)</small> | 20 | 10 | |
| Amount of Service <small>(Determined from data for the qualifying group of service recipients)</small> | | | |
| Durations (Target number of weeks specified for each service type) <small>% of youth who received at least the target weeks of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 90% (10 points)</small> | 10 | 6 | |
| Contact Hours (Target number of hours specified for each service type) <small>% of youth who received at least the target hours of service: 0% (0 points) 60% (6 points) 20% (2 points) 80% (8 points) 40% (4 points) 90% (10 points)</small> | 10 | 6 | |
| Risk Level of Youth Served <small>(Determined from risk ratings on a valid instrument for the qualifying group of service recipients)</small> | | | |
| <small>% of youth with MED or HIGH risk scores: 0% (0 points) 75% (7 points) 30% (3 points) 85% (10 points) 50% (5 points) 95% (12 points)</small> | | | |
| <small>% of youth with only HIGH risk scores: 0% (0 points) 25% (8 points) 30% (10 points) 30% (10 points) 15% (5 points) 35% (11 points)</small> | 25 | 10 | |
| Provider's Total SPEP Score | 100 | 60 | |

Discussion

- Tasks/steps needed to obtain to complete scoring
- Data validation strategies
- Anticipated obstacles in obtaining this information

Questions?



Reporting and Interpreting SPEP Scores

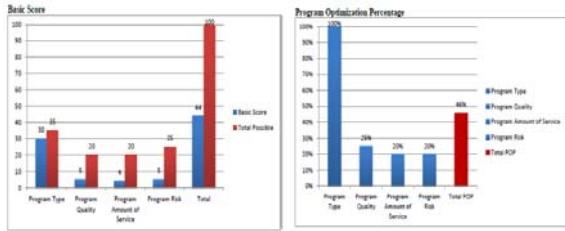
So you get the score . . . What next?



Understanding and Reporting SPEP Scores

- The **Basic Score** compares the program to the other intervention programs found in the research *regardless of type of program*.
 - *Designed as a reference for the expected overall recidivism reduction when compared to the best possible outcome expected with any program service type.*
- The **Program Optimization Percentage (POP)** is a percentage score that indicates where the program is compared to its potential effectiveness if optimized to match the characteristics of similar programs found effective in the research.
 - *Designed as a reference for the expected recidivism reduction when compared to the maximum expected for that particular program type based on research.*

Side-by-Side Comparisons of the Basic SPEP Score and the Program Optimization Percentage



Thank you!

Questions?

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