Evidence Based Practices:
What is the State of the Art in Juvenile Justice Programming?

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A Bit Of History…

1960s

1970’s

1980s

1990s
Four Important Lessons for Juvenile Justice...

1. Risk
2. Needs and Strengths
3. Responsivity
4. Implementation/Fidelity

Lessons Learned

Lessons learned in the last decade include the need to work globally. For corrections there is a call to shift from working in a silo to collaboration...

- Consensus in decision-making about placement and treatment
- Continuity in service delivery
- Prevention

Heading into 2010...

Lessons Learned

Lessons learned in the last decade include the need to work globally. For corrections there is a call to shift from working in a silo to collaboration...

- Consensus in decision-making about placement and treatment
- Continuity in service delivery
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Presentation Goals

Link the EBP research to practice and public policy...

- What are the qualities and characteristics of Evidence-Based Practices?
- How can existing research inform policy and practice?
- What are the greatest challenges and some strategies to move research into policy?
Why so optimistic?

- The “GOOD NEWS”
- Meta-Analysis- summaries of the literature
- Cost-Benefit analysis

We now have a large body of research that consistently demonstrates positive results with high risk youth and their families...

Evidence-Based Research

META-ANALYSIS

- Results are consistent across studies, authors, settings, client groups

Meta Analysis – Focus General Population

<table>
<thead>
<tr>
<th>Author</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrews et al (1990)</td>
<td>Effective programs target high risk offenders and criminogenic needs</td>
</tr>
<tr>
<td></td>
<td>Rely on social learning and cognitive behavioral methods</td>
</tr>
<tr>
<td></td>
<td>CBT programs most effective</td>
</tr>
<tr>
<td></td>
<td>Implementation important (4 x’s more effective)</td>
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</tbody>
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Meta Analysis – Specific Groups and Program Components

<table>
<thead>
<tr>
<th>Author</th>
<th>Major Findings</th>
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<tbody>
<tr>
<td></td>
<td>* Female offenders</td>
</tr>
<tr>
<td></td>
<td>* Violent offenders</td>
</tr>
<tr>
<td></td>
<td>* Additional contribution when family involved and new skills introduced</td>
</tr>
<tr>
<td>Dowden &amp; Andrews Lipsey &amp; Laudenberger (In Press)</td>
<td>* Program integrity</td>
</tr>
</tbody>
</table>

Meta Analysis – Focus on Correctional Alternatives

<table>
<thead>
<tr>
<th>Author</th>
<th>Major Findings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>* No effect or negative effect without counseling component</td>
</tr>
<tr>
<td>Petrosino (2001)</td>
<td>* Impact of scared straight programs</td>
</tr>
<tr>
<td></td>
<td>* Negative effect</td>
</tr>
</tbody>
</table>

Compelling Cost Effectiveness Results

Effective Programs save money and reduce victimization!

Cost Effectiveness Research by David Farrington and Steve Aos Washington State Institute of Public Policy
Compelling Cost Effectiveness Results

<table>
<thead>
<tr>
<th>Returns on Good Programs</th>
<th>Criminal Justice Processing</th>
<th>Victims</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10 – 20 in Criminal Justice Savings for every $1 Spent on Effective Programs</td>
<td>$5,000 - $35,000 in savings per participant exposed to good delinquency prevention programming</td>
<td>$5,000 - $25,000 in savings to victims per participant served</td>
</tr>
</tbody>
</table>

Principles of Effective Intervention

- Risk Principle: Who receives service
- Need Principle: What to target
- Responsivity Principle: How to intervene
- Program Integrity: Quality Assurance

#1: RISK PRINCIPLE

Reserve intensive intervention programs for high risk users...

Q: Who is high risk?

Risk Principle

- The Risk Principle tells us WHO we should direct services to...
- Research is consistent
  - Don Andrews and colleagues
  - Mark Lipsey
  - Numerous other studies
- Treatment/Intervention should be reserved for high-risk clients...

CAN WE PREDICT HIGH-RISK BEHAVIOR?

Developmental Pathways for Boys

- Primary Pathway...early onset
- Secondary Pathway...later onset
DEVELOPMENTAL THEORY: PRIMARY PATH

Early Starter
- Quality of parenting
- Environmental factors
- Individual challenges

INTERACT & CUMULATE
Elevate Risk for
Covert & Overt
Delinquent behavior
Persistent problems
as an adult

DEVELOPMENTAL THEORY: SECONDARY PATH

Late Starter
- Normal pro-social development followed by antisocial activity
- Tend to have fewer risk factors
- Peers, Quality of Parental Relations

Desist with or without intervention as young adult
Delinquent behavior

Risk Principle...
Assess risk for criminal behavior across major personal and life domains
- Behavioral History
- Family
- Peers
- Education/Employment
- Attitudes
- Emotional/Personal

What About Girls?
Dynamic Factors that are commonly cited as important criminogenic needs for females also include:
- Relationships
- Depression, self-injury and attempted suicide
- Childhood victimization
- Low self-efficacy, lack of optimism, etc.

Alex – 17 years
First adjudication at age 15
- charged with vandalism and property damage
- some difficulties with compliance reported by parents
- school performance is average
- moderate alcohol use with peers

Wanda – 17 years
First adjudication at age 13
- charged with shoplifting and domestic violence
- difficulties with compliance reported by mother
- school performance average until age 15 when grades began to drop
- involved in an unhealthy relationship
- moderate alcohol use and experimentation with drugs
- no optimism about the future
James – 17 years

First adjudication at age 12
- current offenses are property-related
- history of aggression and violence
- chaotic family life
- involved with antisocial peers
- believes criminal behavior is justified
- limited problem-solving and consequential thinking

Who is at greatest risk for future criminal behavior?
Who poses the greatest risk to the community?

PROTECTIVE FACTORS

There is another research stream that can guide treatment practices with youth and families

Protective Factors and Corrections Research

Research suggests that the greater the number of protective factors… the greater the impact on risk.

By building protective factors we reduce risk…

A Story From the Field….

James
First adjudication at age 12
- current offenses are property-related
- history of aggression and violence
- chaotic family life
- involved with antisocial peers
- believes criminal behavior is justified
- limited problem-solving and consequential thinking

Make a Projection…

“What is the likelihood that James will?:

1. Commit a new offense or have difficulty while in detention or under community supervision?

2. Experience difficulty in multiple life need areas: Family, Community, School, Personal…?”
But you haven’t heard the full story yet…

What if I told you that James has…
- a genuine interest in starting his own business
- highly creative, motivated, loves woodworking
- wants a family and children of his own

Examples of the 40 Assets
- Positive Family Experience
- Support from Adults in the Community
- Community Values
- Positive Peer Influences
- Creative Activities – Leisure
- Caring School Environment
- School Engagement
- Planning/Decision-Making

Preventive Factors
- Inhibits high-risk behaviors
- Helps rebound to adversity

PROTECTIVE FACTORS

- SEARCH INSTITUTE

PROTECTIVE FACTORS – RESEARCH

<table>
<thead>
<tr>
<th>Problems</th>
<th>0-10 Assets</th>
<th>11-20 Assets</th>
<th>21-30 Assets</th>
<th>31-40 Assets</th>
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</thead>
<tbody>
<tr>
<td>Problem Alcohol Use</td>
<td>53%</td>
<td>30%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Illicit Drug Use</td>
<td>42%</td>
<td>19%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>33%</td>
<td>21%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Violence</td>
<td>61%</td>
<td>35%</td>
<td>16%</td>
<td>6%</td>
</tr>
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</table>

Search Institute Survey

Risk Principle…well supported

Applies to criminal behavior, substance use, aggression, and other treatment needs.

- Seamless probation-treatment intervention, six months, intensive monitoring
- Cocaine and heroine users are more likely to benefit than cannabis users
  Marlowe, Festinger, et al... (2007)

Risk Principle…well supported

Series of studies of DRUG COURTS

Results demonstrate that those with more serious drug use benefit from intervention and more INTENSIVE CONTACT WITH A JUDGE...

Marlowe, Festinger, et al... (2006)

Risk Principle…well supported

However, intensive intervention is contraindicated for low risk youth...

LOW RISK = minimal intervention

HIGH RISK = intensive intervention
Risk Principle…

MAINE and many other agencies across North America are currently using the LS/CMI and have been exposed to training in a strengths-based approach.

Risk Principle…the challenges

Why then nationally are we still incarcerating?
- Low Risk Youth
- Youth with pervasive developmental disorders
- Youths at risk for abuse
- Disproportionate number of youth who are marginalized by virtue of culture

Risk Principle…Realized

- Standardized risk/need/strengths assessment - such as the YLS/CMI and other assessments are used to guide decisions with respect to classification, treatment intensity and supervision
- Assessment is the first step in ensuring continuity in care and communication.
  Used throughout the system - from intake to sentence completion by all stakeholders including courts, correctional professionals, treatment providers, etc.
- Use of assessment is reflected in public policy and staff performance outcomes

#2: NEED PRINCIPLE

Target individual criminogenic factors ...

Q: What are the appropriate targets?

Need Principle

- The Need Principle - tells us WHAT we should target...
- Treatment/Intervention should focus on criminogenic targets...
  - Dynamic assessment to identify criminogenic needs across a variety of personal, contextual, and situational factors

What are the targets of intervention?

Dynamic risk factors across major personal and life domains:
- Family
- Peers
- Education/Employment
- Attitudes
- Emotional/Personal
The Need Principle Supported…

As Alice learned in WONDERLAND…
*If you don’t know where you are going, any road will do…*

<table>
<thead>
<tr>
<th>Need Area</th>
<th>HIGH Need Assessed</th>
<th>Included in Case Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antisocial Peers</td>
<td>✓</td>
<td>Rarely</td>
</tr>
<tr>
<td>Antisocial Attitudes</td>
<td>✓</td>
<td>Rarely</td>
</tr>
<tr>
<td>Family</td>
<td>✓</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

Robinson, Millson, Van Dielen (2008)

<table>
<thead>
<tr>
<th>Need Area</th>
<th>Low Need Assessed</th>
<th>Included in Case Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>✓</td>
<td>Likely</td>
</tr>
<tr>
<td>Mental Health</td>
<td>✓</td>
<td>Likely</td>
</tr>
<tr>
<td>Substance Use</td>
<td>✓</td>
<td>Likely</td>
</tr>
</tbody>
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**Need Principle Challenges**

**Importance of the Family**

A study by (Fendrich, 1991) post-release outcomes for youth released by the Texas Youth Commission

- Family problems (lack of family supportiveness, conflict, parental problems)
- Single most important predictor of release outcomes.

Family not a priority in the re-entry literature.

**Need Principle Challenges**

*Why is this happening?*

Correctional professionals, treatment providers, and the courts may have different perspectives on WHAT should be targeted…
Need Principle...Realized

- Assessment is the driver for treatment and service priority... Continuity in service delivery
- Collaboration is valued and respected among stakeholders (youth and family are pivotal)
- Comprehensive resources. Communities That Care (CTC) www.ncadi.samhsa.gov

#3: RESPONSIVITY PRINCIPLE

A: Matching needs with Evidence Based Practice

Q: What specific programs facilitate change?

Responsivity Principle

- WHAT APPROACHES are effective?
- HOW we should intervene?
- Research consistently supports the following treatment approaches
  - Social Learning Theory
  - Cognitive Behavioral Therapy
  - Family Approaches
  - Wrap-Around Services

Promising Need Areas

I: Human Capital - Personal Skills
Problem-solving
Self-regulation (LFT)
Social skills/perspective
Inflexible, rigid
Nature/Nurture - cognitive demands outstrip capacity to deal with things...

Social Learning Theory

“Most behavior is learned and therefore undesirable behaviors can be changed or ‘unlearned’.”

Which Program is Best?

- Generic Programs (Mark Lipsey)
- Key Components
  - Cognitive restructuring
  - Anger management (self regulation and self-control skills)
  - Social skills and interpersonal problem solving
Responsivity Principle

- **RESOURCES:**
  - Washington State Institute for Public Policy - [www.wsipp.wa.gov](http://www.wsipp.wa.gov)
  - Office of Juvenile Justice and Delinquency Prevention – [www.ojjdp.ncjrs.org/Programs](http://www.ojjdp.ncjrs.org/Programs)
  - Blueprint Programs - Center for the Study of Prevention and Violence at the University of Colorado - [www.colorado.edu/cspv/blueprints](http://www.colorado.edu/cspv/blueprints)

Promising Need Areas

II: Social Capital
- Formal Supports
- Informal Supports

Building a healthy – mutually rewarding connection between the youth and the community

Ultimate Outcomes

Building a healthy – mutually rewarding connection between the youth and the community

#3: RESPONSIVITY PRINCIPLE

**B:** How programs should be delivered...

Q: What specific client/staff characteristics facilitate change?

- Client (40% - personal strengths and talents)
- Relationship (30% perceived empathy and warmth)
- Expectancy (15% client optimism)
- Model/technique (15% theoretical orientation and approach used)

The Heroic Client (Duncan, Miller, Sparks, 2004)

Common Factors

Responsive to:
- Motivation
- Gender
- Culture
- Developmental Level

Responsivity (Specific Factors):
Responsivity Principle - Supported

- Evidence-Based Programs
  - Treatment
    - Functional Family Therapy
    - Multisystemic Therapy
    - Aggression Replacement Training
    - Multidimensional Treatment Foster Care
  - Primary Prevention
  - Nurse Family Partnership

Responsivity Principle - Supported

- Andrews & Kiessling (1987)
  - Relationship
  - Structuring Skills

Audio Tape Study by Andrews

<table>
<thead>
<tr>
<th>Low Structuring</th>
<th>High Structuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Recidivism</td>
<td>High Recidivism</td>
</tr>
<tr>
<td>Increased</td>
<td>No Impact</td>
</tr>
<tr>
<td>Reduced</td>
<td>Reduced Recidivism</td>
</tr>
</tbody>
</table>

Responsivity...The Challenges

1. Making the right choices about programs. Not all programs are created equal.

2. Some targets do not yield outcomes related to recidivism (e.g., mental health)

3. Implementation

Responsivity...The Challenges

Staff need to be trained in engagement and motivational strategies

Staff need to be sensitive to culture, gender, cognitive and emotional development of youth, etc.

Responsivity Principle...Realized

- Programs are systematically chose (Accreditation Panel)
- Build a comprehensive menu of services throughout the state (target appropriate needs)
- Cross training initiatives across stakeholders
#4: PROGRAM INTEGRITY

Delivering the program well and as intended …

Q: What about QA?

IMPLEMENTATION

Implementation:
- is very complex
- happens in multiple stages
- almost always implies change

Research → Practice

In almost every sector (health care, education, corrections) there is a gap between research (what we know) and practice (what we do).
- Fixsen, Naoom, Blase, Friedman, & Wallace (2005)

Implementation Stages

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

- Implementation is a process not a destination
- The first four stages take a minimum of 2-4 years on average

Fixsen, Naoom, Blase, Friedman, & Wallace (2005)

In Support of Effective Implementation

Story From the Field

- Aggression Replacement Training
- Functional Family Therapy

Implementation- the Challenges

- People like short-cuts and far too often we don’t go beyond training…
- Or people don’t do what we train them in
Implementation science and common sense tells us.…

• … many initiatives never really get started

• Observation of staff practices yielded only 3% of practitioners were actually using CBT strategies. *Journal of Substance Abuse Treatment (Vol. 35, No. 4)*

Effective Implementation...Realized

- Staff selection should reflect the attitudes, values and culture of the initiative
- Coaching and supervision is mandatory. Need to move beyond formal training.
- Protocols are developed for agency-level, program-level, and staff-level quality assurance. Performance outcomes modified.
- Ongoing research and evaluation is conducted to guide above.

SUMMARY

What do we know?

Why So Optimistic?

The Evidence is In…

“If one asks, then, whether rehabilitative intervention works with… offenders, the answer is, categorically yes (Lipsey, 1999).”

Optimism - Is it Justified?

- Results are powerful HOWEVER…
- We have not fully operationialized the principles of effective intervention
- Risk
- Need
- Responsivity
- Program Integrity/Implementation

Optimism - Is it Justified?

- We have also not even started to capitalize on the impact of implementing a system that embraces continuity of care and collaboration…
- Inter-agency collaboration
One final thought


WHO: High conflict custody cases, youth justice, criminal justice, civil courts for family conflict...

WHAT: Core in every community... a center with interdisciplinary staff to assess risk, match treatment needs with services, and report back to the court.

James – 17 years

First juvenile justice conviction at age 12
- aggression and violence
- current offenses are property-related

However we could have intervened much earlier and perhaps prevented this:
Family court- custody at age 8
School reports- violent behavior