

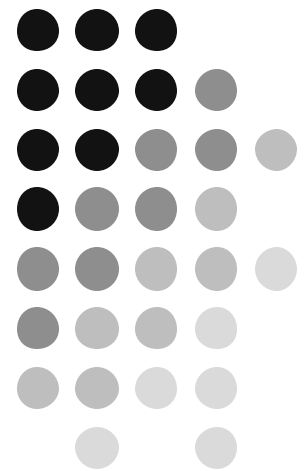
What Works: Evidence-based programs and principles of effective juvenile delinquency prevention

Douglas County
Educational Forum

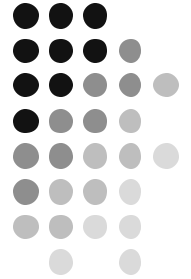
May 13, 2009

Stephen Small
Mary Huser

University of Wisconsin-Madison and
University of Wisconsin-Extension

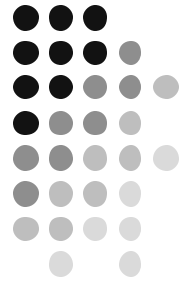


Timing is Everything

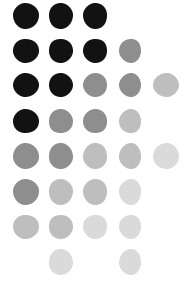


- Knowledge base about best practices has reached a critical stage
- Vast majority of communities not taking advantage of this wealth of info
- Douglas positioned to be a leader in making best practices the norm across county

Knowledge is Power



- Offer evidence-based solution-oriented research on juvenile delinquency prevention, policy, and practice
- Position you to ground the discussion and decisions of juvenile delinquency prevention in solid evidence base

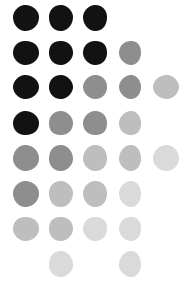


i-clicker Q

Which group best describes your professional role?

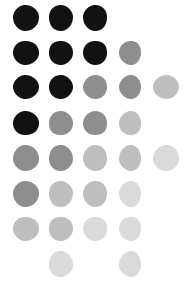
- A. Youth or family serving organization
- B. School /educational organization
- C. Law enforcement/judicial
- D. Policymaker/elected official
- E. Other

i-clicker Q: Why juvenile delinquency prevention and diversion?



Which reason seems most important to you?

- A. Stop youth crime before it starts
- B. Stop onset of adult criminal careers
- C. Save dollars
- D. Show leadership & vision
- E. Respond to public pressure

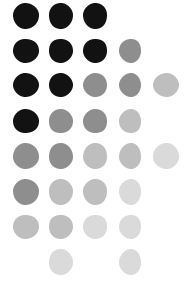


Caveat...

- ✓ Prevention and diversion only valuable if they “work” (It doesn’t matter if the efforts don’t work)
- ✓ So, focus on...

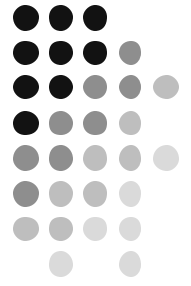
Evidence that indicates what works

i-clicker Q: What factor is most commonly used to decide which prevention programs are offered/funded?



- A. Cost
- B. Politics
- C. Past practices
- D. Good intentions
- E. Evidence of effectiveness

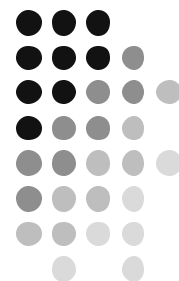
Evidence-based Programs and Practices



Years of research have demonstrated that specific approaches and strategies can reduce problem behaviors and enhance positive developmental outcomes

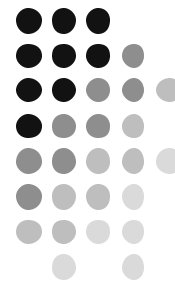
The most effective programs and practices are termed “evidence-based” – these are the “gold standard”

What makes a program evidence-based?



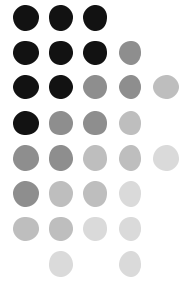
- Based on a solid scientific theoretical foundation
- Carefully implemented and evaluated using rigorous scientific methods
- Replicated and evaluated in a variety of settings with a range of audiences
- Evaluation findings have been subjected to critical review and published in respected scientific journals
- “Certified” as evidence-based by a federal agency or respected research organization

What are some benefits of evidence based programs?



- Body of scientific evidence has reached a critical mass
- Efficiency (don't need to reinvent the wheel)
- Increases the likelihood that programs will have the impact that they were designed to produce
- Evidence helps justify the program to funders, stakeholders, taxpayers and potential audiences
- Data may be available to estimate cost effectiveness

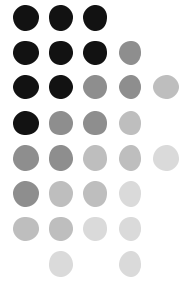
Evidence-based Juvenile Delinquency Programs



Early Childhood and Parent Education

- Nurse Family Partnership: 15-year follow-up showed ? arrests (54%) among adolescents; \$3.59 return on the dollar

Evidence-based Juvenile Delinquency Programs

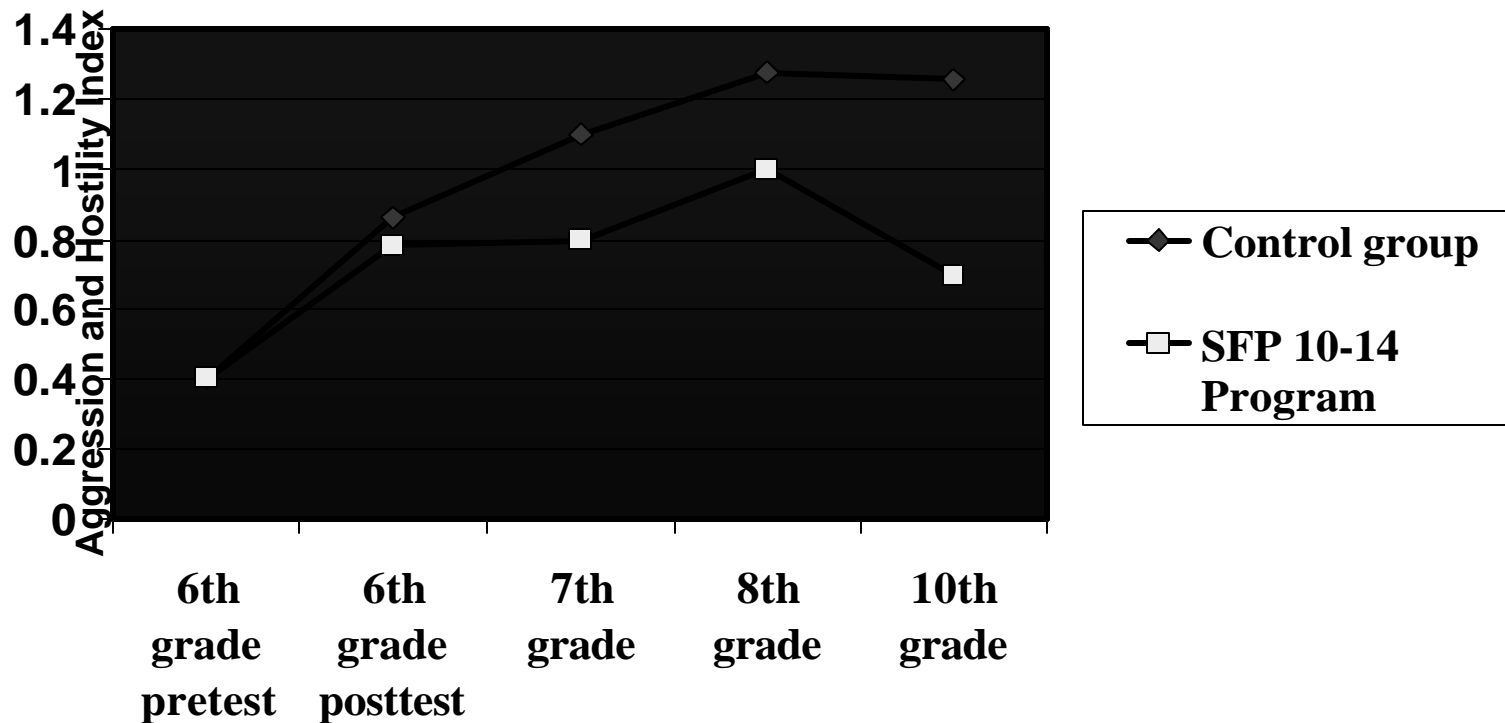
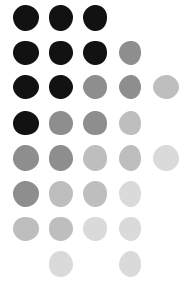


Early Childhood and Parent Education

- Nurse Family Partnership: 15-year follow-up showed ? arrests (54%) among adolescents; \$3.59 return on the dollar
- Strengthening Families Program for Parents and Youth 10-14: ? aggression, alcohol, tobacco, marijuana, meth; \$7.82 return

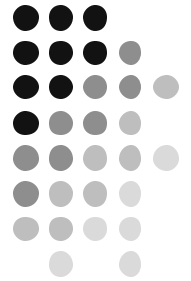
Data from an evidence-based program

Aggressive and hostile behaviors



SOURCE: Spoth, R., Redmond, C., & Shin, C. (2000) Reducing adolescents' aggressive and hostile behaviors: Randomized trial effects of a brief family intervention four years past baseline. Archives of Pediatrics and Adolescent Medicine 154, 1248-1257

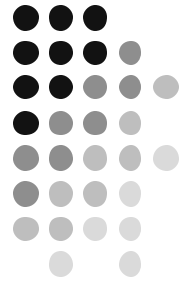
Evidence-based Juvenile Delinquency Programs



School Classroom/Truancy

- Life Skills Training: 6-year follow-up showed
? alcohol, tobacco, marijuana, narcotics,
hallucinogens; \$25.61 return on the dollar

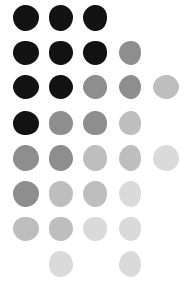
Evidence-based Juvenile Delinquency Programs



School Classroom/Truancy

- Life Skills Training: 6-year follow-up showed ? alcohol, tobacco, marijuana, narcotics, hallucinogens; \$25.61 return on the dollar
- Olweus Bullying Prevention Program: ? in bullying and victimization, vandalism, fighting, truancy; ? in school attachment

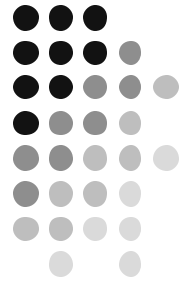
Evidence-based Juvenile Delinquency Programs



Mentoring

- Big Brothers Big Sisters: ? in violence, alcohol and drug use; ? in school performance; \$1.01 return

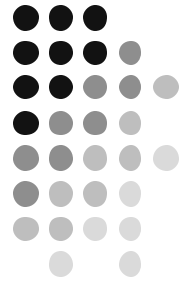
Evidence-based Juvenile Delinquency Programs



Juvenile Diversion

- Functional Family Therapy: ? re-offending, institutional placement, other social services; ? sibling affect; \$14.56 return

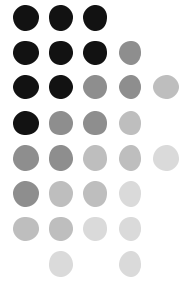
Evidence-based Juvenile Delinquency Programs



Juvenile Diversion

- Functional Family Therapy: ? re-offending, institutional placement, other social services; ? sibling affect; \$14.56 return
- Multi-Systemic Therapy: ? re-arrest, out-of-home placement, and mental health problems (serious offenders); \$2.64 return

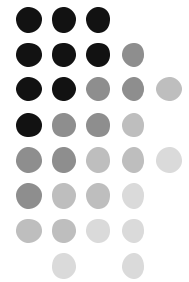
i-clicker Prevention efforts that show no evidence of effectiveness



Studies have found which of the following strategies ineffective for reducing violence, delinquency or related risk factors?

- A. Self-esteem enhancement
- B. Alternative recreation for high risk youth
- C. Drug Abuse Resistance Education (DARE)
- D. Scared Straight
- E. All of the above

What Works, Wisconsin



What Works, Wisconsin

What Science Tells Us about Cost-Effective Programs for Juvenile Delinquency Prevention

**A Report to the Wisconsin Governor's Juvenile Justice Commission
and the Wisconsin Office of Justice Assistance**

**Stephen A. Small, Arthur J. Reynolds,
Cailin O'Connor, and Siobhan M. Cooney**

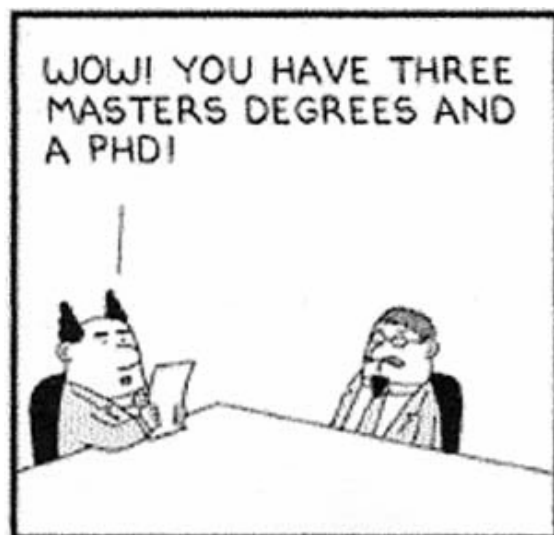
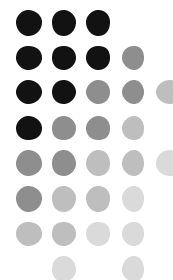
A joint initiative of the University of Wisconsin–Madison
Schools of Human Ecology and Social Work, and the
University of Wisconsin–Extension, Cooperative Extension

June 2005

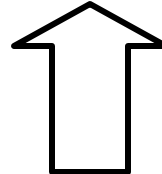
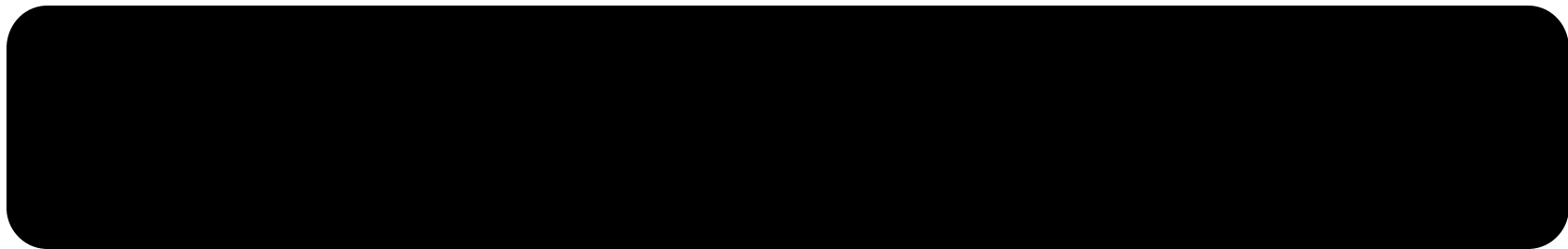
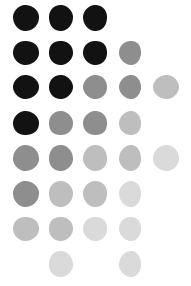
This project was supported by funds from the
Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs.

Full report and additional
information available at:

www.whatworks.uwex.edu

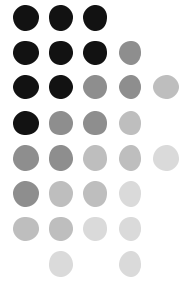


A new approach: ***Evidence Informed Program Improvement***



**Improve existing programs &
develop new ones with
evidence-based principles**

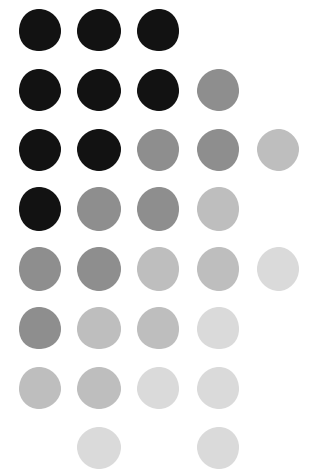
Principles of Effective Juvenile Delinquency Prevention Programs



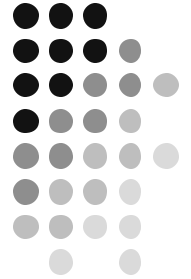
- Program design and content
- Program relevance
- Program delivery
- Program assessment and quality assurance

Program design and content

- Theory driven
- Target relevant risk and protective factors and assets
- Sufficient dosage and intensity
- Comprehensive
- Go beyond fear and punishment
- Use active learning approaches

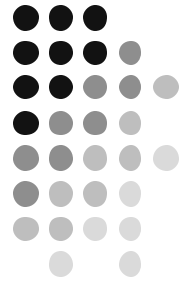


Theory driven



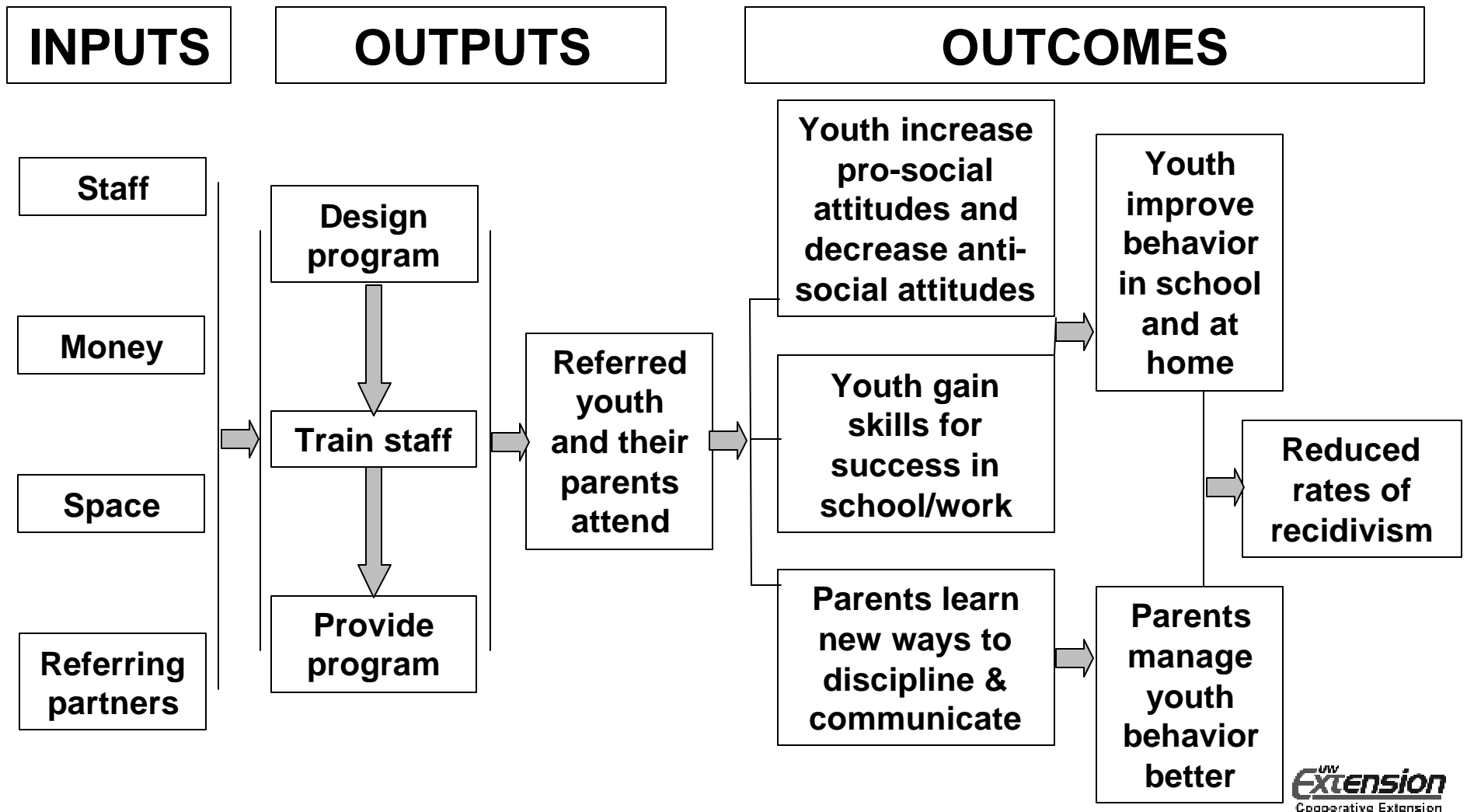
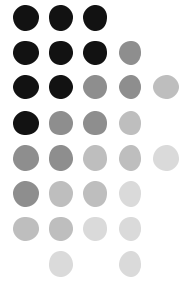
A good roadmap
is essential

Theory driven - Example

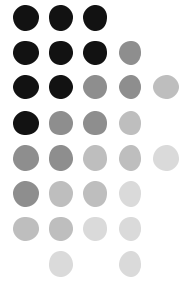


- Nurse-Family Partnership (early childhood/parent ed) - grounded in theories of human ecology (Bronfenbrenner, 1979, 1992), self-efficacy (Bandura, 1977, 1982), and human attachment (Bowlby, 1969)

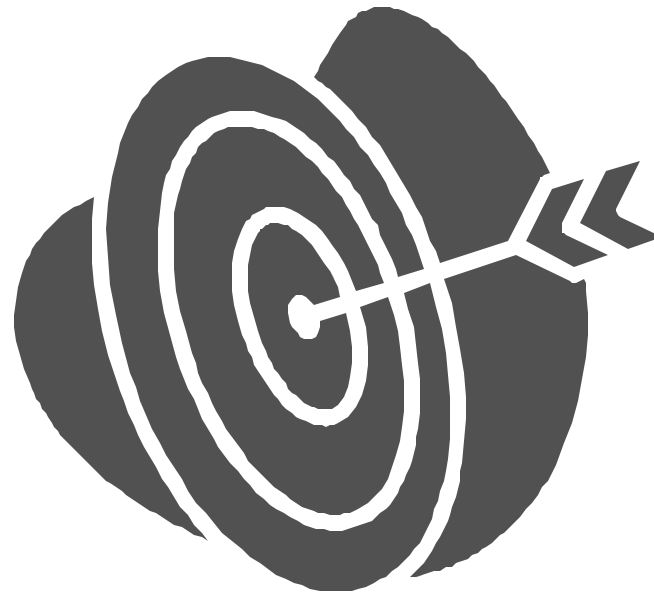
Sample logic model – Juvenile offender diversion program



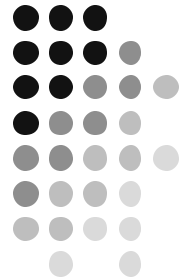
Target relevant risk and protective factors and assets



- Address dynamic risk & protective factors
 - e.g., *criminogenic needs* – risk factors for criminality

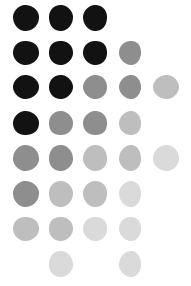


Common Risk and Protective Factors for Juvenile Delinquency

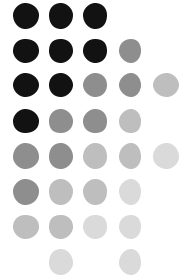


RISK FACTORS	PROTECTIVE FACTORS
INDIVIDUAL LEVEL	
<ul style="list-style-type: none"> •Early initiation of problem behavior •Low IQ •Hyperactivity •Rebelliousness •Favorable attitudes toward deviant behavior 	<ul style="list-style-type: none"> •High IQ •Intolerant attitudes toward deviant behavior •Positive social orientation •Ability to feel guilt •Trustworthiness
FAMILY LEVEL	
<ul style="list-style-type: none"> •Family history of criminal or delinquent behavior •Family conflict or violence •Favorable parental attitudes and involvement in problem behavior •History of maltreatment 	<ul style="list-style-type: none"> •Good relationships with parents •Good family communication •Parents/caregivers who possess strong parenting skills
PEER LEVEL	
<ul style="list-style-type: none"> •Friends who engage in delinquent behavior •Peer rejection 	<ul style="list-style-type: none"> •Non-delinquent friends (or prosocially oriented friends)
SCHOOL LEVEL	
<ul style="list-style-type: none"> •Academic failure or poor performance beginning in late elementary school •Lack of commitment or bonding to school 	<ul style="list-style-type: none"> •Positive commitment to school •Academic achievement •Strong school motivation
COMMUNITY LEVEL	
<ul style="list-style-type: none"> •Availability of drugs and weapons •Low neighborhood attachment and community disorganization •Media portrayals of violence •Extreme economic deprivation •Concentration of delinquent peer groups 	<ul style="list-style-type: none"> •Non-disadvantaged neighborhood •Low neighborhood crime •Community norms and laws that condemn drug use, crime and deviant behavior •High neighborhood stability and cohesion

Major risk factors & criminogenic needs: in the family



- Criminality in family of origin
- Low levels of affection, caring and cohesiveness
- Poor parental supervision
- Harsh, lax, or inconsistent discipline practices
- Outright neglect or abuse – past or current

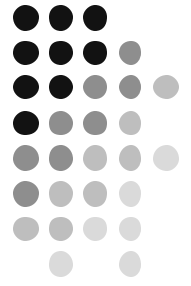


Sufficient dosage and intensity



Enduring change
takes effort

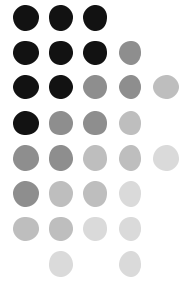
i-clicker Q: Thinking about sufficient dosage and intensity...



For a mentoring program to be effective, the relationship has to exist for at least...

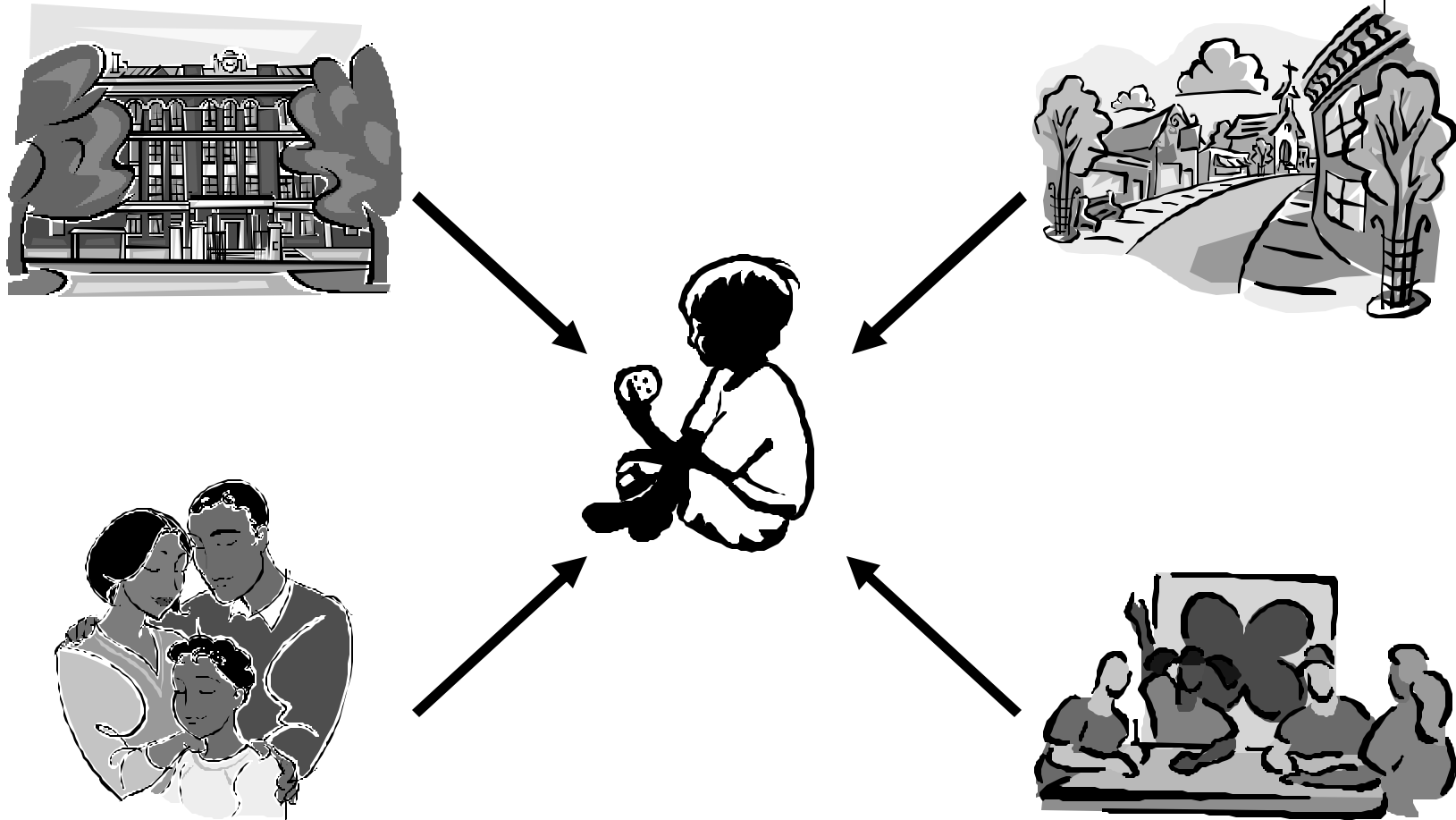
- A. 2 weeks
- B. 1 month
- C. 6 months
- D. 9 months
- E. 1 year

Sufficient dosage and intensity - Example



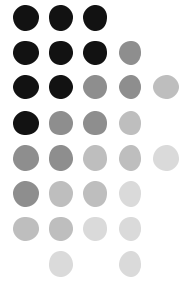
- Life Skills Training (classroom grades 6-8, 45-minute sessions): 15 sessions in year one, 10 sessions in year two, and 5 sessions in year three

Comprehensive



Simple solutions rarely work

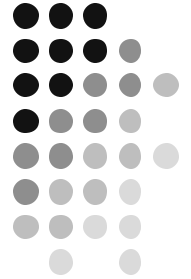
Comprehensiveness - Example



- Olweus Bullying Prevention Program (classroom +)

Core components of the program are implemented at the school level, the classroom level, and the individual level

Go beyond fear and punishment



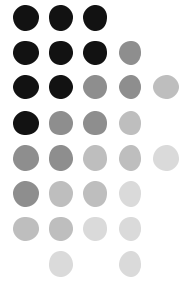
vs.



Punishment alone is
usually not enough

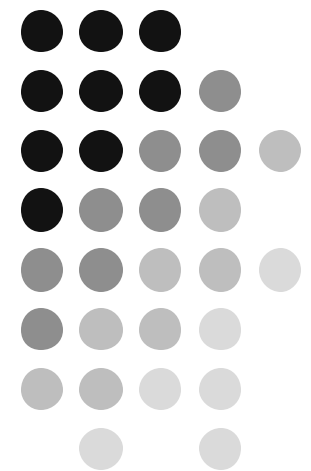


Use active learning techniques

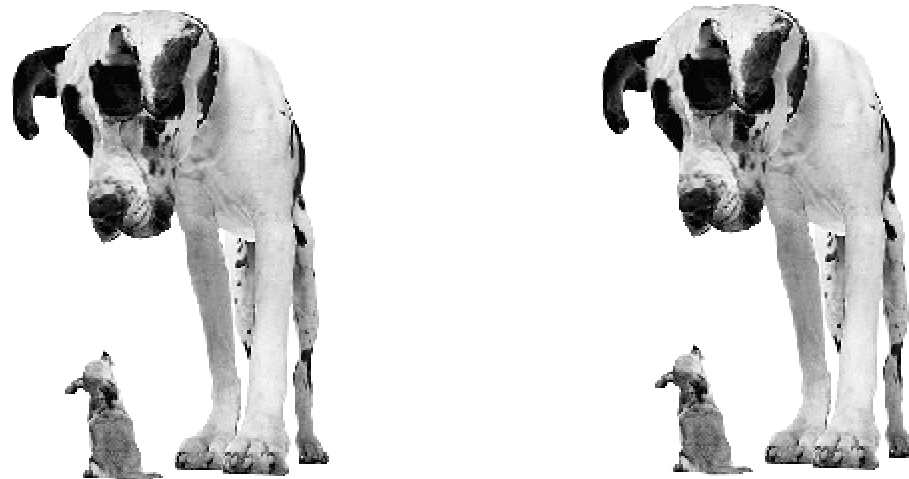
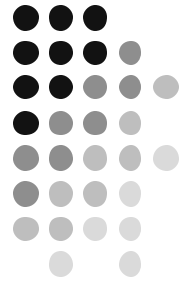


Program relevance (one size does not fit all)

- Developmentally appropriate
- Appropriately timed
- Socio-culturally appropriate
- Responsive to individuals
- Assign participants based on risk

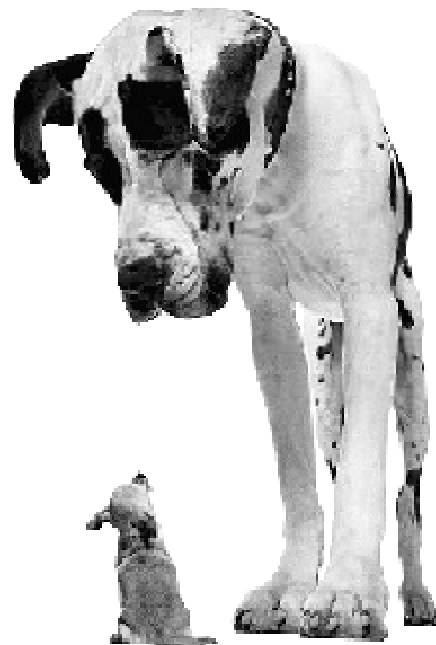
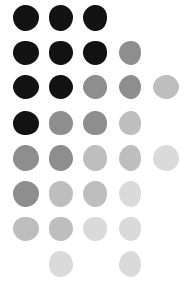


Developmentally appropriate & optimally timed



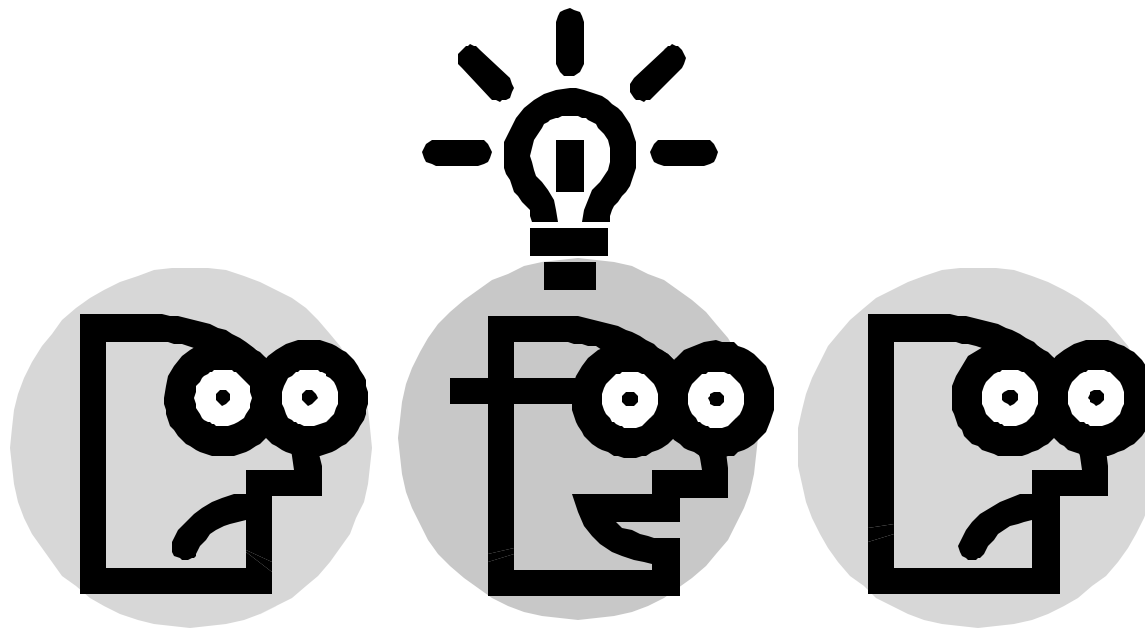
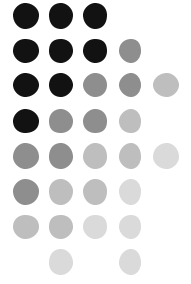
One size does not fit all

Socio-culturally relevant



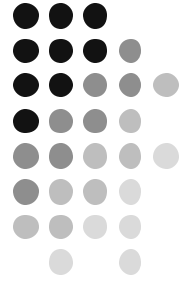
One size cannot fit all

Responsive to individuals



Not all offenders are ready to change

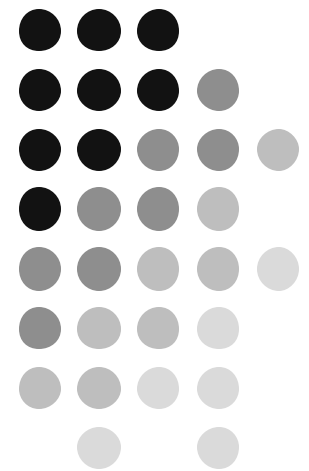
Responsive to individuals - Examples



- Multisystemic Therapy and Aggression Replacement Training use assessment tools to develop a treatment plan involving the individual and family members

Program delivery

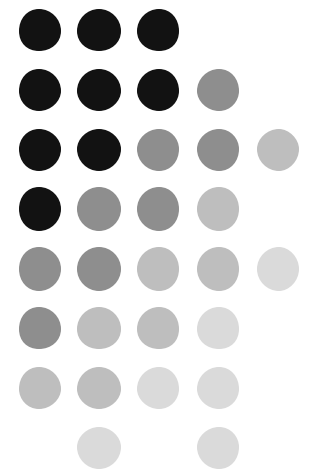
- Good relationships are critical
- Well-trained and committed staff



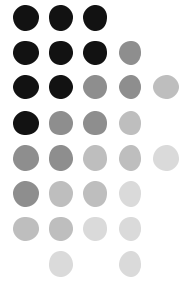
i-clicker Q: Thinking about program delivery...

When it comes to implementing a program, which is MOST important...

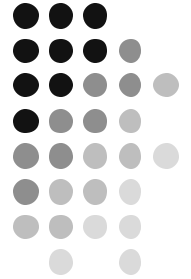
- A. Positive relationships between staff and participants
- B. Supportive administrators
- C. Well trained staff
- D. A safe and trusting environment
- E. Low staff turnover



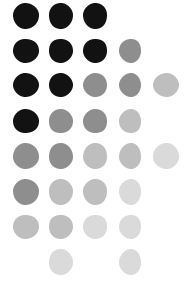
Good relationships are critical



Well-trained and committed staff

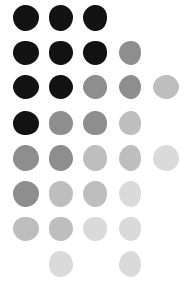


Well trained and committed staff - Example



- Big Brothers, Big Sisters (mentoring program)
 - Orientation, volunteer screening, youth assessments, matches, supervision

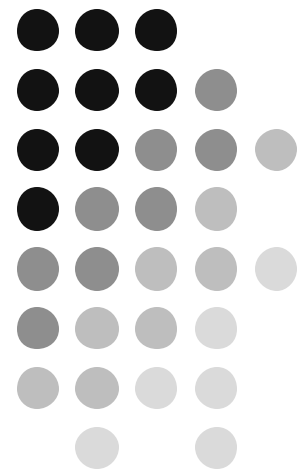
Well trained and committed staff - Examples



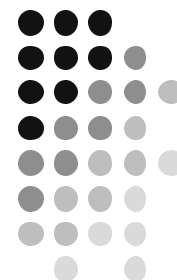
- Big Brothers, Big Sisters (mentoring program)
 - Orientation, volunteer screening, youth assessments, matches, supervision
- Promoting Alternative Thinking Strategies (PATHS, classroom program) - Teachers receive training in a two- to three-day workshop and in bi-weekly meetings with the curriculum consultant.

Program assessment and quality assurance

- Program is well-documented
- Focus on evaluation and refinement

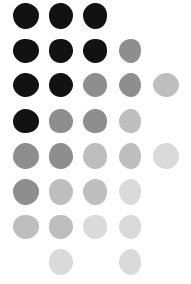


Make sure the program is well-documented

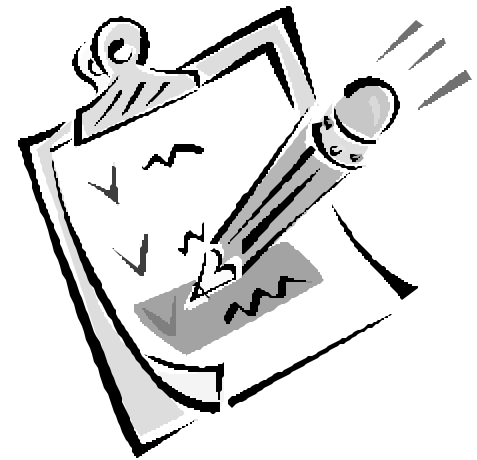


- It's important to understand the program in order to implement it well
- Maintaining program fidelity requires that people know what the program is about
- Program replication and evaluation is difficult if the program isn't well documented

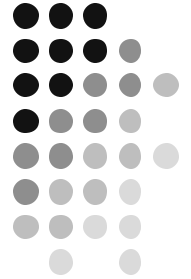
Focus on evaluation & refinement



- Evaluation can be your friend
- Evaluation takes many forms
- Evaluation ain't always easy
- Consider EIPI as a first step

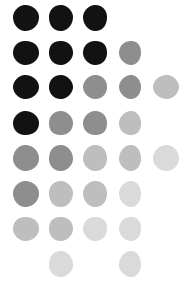


Evaluation & refinement - Example



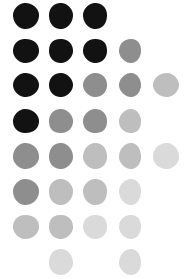
- Project Towards No Drug Abuse (Project TND, classroom program) – 3 *years* spent on a) defining the theory; b) analyzing research and developing activities; c) designing the program and pilot testing; and d) test evaluation strategies to measure outcomes

Principles of Effective Juvenile Delinquency Prevention Programs



- Program design and content
- Program relevance
- Program delivery
- Program assessment and quality assurance

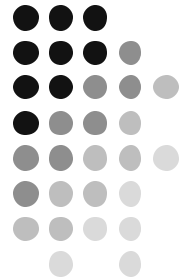
Next...apply principles to program example



“One of the greatest mistakes is to judge policies and programs by their intentions, not by their results.”

Milton Friedman

whatworks.uwex.edu



What Works: Effective Prevention and Intervention Programs - Windows Internet Explorer

http://whatworks.uwex.edu/index.html

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Cooperative Extension - Family Living Programs



*Effective Prevention Programs
for Children, Youth
and Families*



Families and Communities

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What Works Wisconsin Home

What Works, Wisconsin is a project of the University of Wisconsin-Madison's School of Human Ecology and the University of Wisconsin-Extension's Family Living Program. Initiated in 2004, the *What Works* project focuses on distilling the latest scientific knowledge on effective policies, practices, and programs, including "evidence-based programs," for youth and their families, schools, and communities. In addition to disseminating this information to practitioners and policymakers, the *What Works* staff provide technical assistance on program design, improvement and evaluation. Through publications, presentations, workshops and individualized technical assistance, the *What Works* team provides practitioners and policymakers with the tools to develop effective programs and evaluate and improve existing programming based on state-of-the-art knowledge of what makes programs effective.

University of Wisconsin-Madison



What's New

New Report: Evidence-Based Parenting Program Directory



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