

Evidence Based Programs in Action

Policy and Practice Insights

From a Success Story

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Indicators of the Partnership's Positive Impact

| Juvenile & Young Adult Arrest Rates: <u>Violent</u> Crimes | | | |
|---|------------------------------------|---------------------------------------|------------------------------------|
| <i>Percent Change from 1997-1999 to 2004-2006</i> | | | |
| Cayuga County (ages 10-15) | Upstate NY (ages 10-15) | Cayuga County (ages 16-19) | Upstate NY (ages 16-19) |
| - 44% | - 21% | - 46% | - 26% |

| Juvenile & Young Adult Arrest Rates: <u>Property</u> Crimes | | | |
|--|------------------------------------|---------------------------------------|------------------------------------|
| <i>Percent Change from 1997-1999 to 2004-2006</i> | | | |
| Cayuga County (ages 10-15) | Upstate NY (ages 10-15) | Cayuga County (ages 16-19) | Upstate NY (ages 16-19) |
| - 62% | - 43% | - 42% | - 5% |

From 1998-1999 to 2006-2007, expenditures on juvenile delinquency detention declined 55% in Cayuga County, NY.

Indicators of the Partnership's Positive Impact

Hospitalizations from Assaults (youth ages 10-19 years) *Percent Change in rate/100,000 from 1998-2000 to 2005-2007*

| Cayuga County, NY | Upstate NY |
|-------------------|------------|
| - 44% | + 22% |

Foster Care Admissions (youth ages 0-17 years) *Percent Change in rate/1,000 from 1998-2000 to 2006-2008*

| Cayuga County, NY | Upstate NY |
|-------------------|------------|
| - 46% | - 26% |

Hospitalizations from Self-Inflicted Injuries (youth ages 15-19) *Percent Change in rate/100,000 from 1998-2000 to 2005-2007*

| Cayuga County, NY | Upstate NY |
|-------------------|------------|
| - 42% | - 13% |

Substance Use: 30-Day Use Levels (City of Auburn - Grades 6-12) *Percent Change from 2003 to 2007*

| | |
|------------------|-------|
| Tobacco products | - 20% |
| Alcohol | - 35% |
| Marijuana | - 39% |

The Partnership's core innovations for reducing academic underachievement and failure, juvenile violence, and destructive risk-taking:

- ❑ Implementation of a *broad continuum* of preventive and early intervention evidence-based programs (EBPs). Their outcomes consistently meet or exceed those predicted by the validating research.
- ❑ Development of a new form of local governance. It involves public agencies with child-caring responsibilities in an *active collaboration* to facilitate and sustain an integrated service delivery system comprised, in large part, of preventive and early intervention evidence-based programs.

Adverse Childhood Experiences are Common

| | |
|----------------------------------|-----|
| ❑ <u>Household dysfunction</u> | |
| ▪ Substance abuse | 27% |
| ▪ Parental sep/divorce | 23% |
| ▪ Mental illness. | 17% |
| ▪ Battered mother. | 13% |
| ▪ Criminal behavior. | 6% |
| ❑ <u>Abuse</u> | |
| ▪ Psychological. | 11% |
| ▪ Physical | 28% |
| ▪ Sexual | 21% |
| ❑ <u>Neglect</u> | |
| ▪ Emotional | 15% |
| ▪ Physical | 10% |

Source: Edwards, VJ, Anda, RF, Felitti, VJ et al., (2005). The wide-ranging health consequences of adverse childhood experiences. In Kendall-Tackett and Giacomini (eds.) *Victimization of Children and Youth: Patterns of Abuse, Response Strategies*, Kingston, NJ: Civic Research Institute.

Adverse Childhood Experiences: Multiple Exposure

| <u># of ACE's</u> | <u>Prevalence</u> |
|-------------------|-------------------|
| 0 | 33% |
| 1 | 26% |
| 2 | 16% |
| 3 | 10% |
| 4 + | 16% |

- ❑ Two thirds **had at least one** Adverse Experience
- ❑ 42% **had 2 or more** Adverse Experiences

95% of youth in NY's juvenile detention facilities have 4 or more acute risk factors affecting their social and emotional competence:

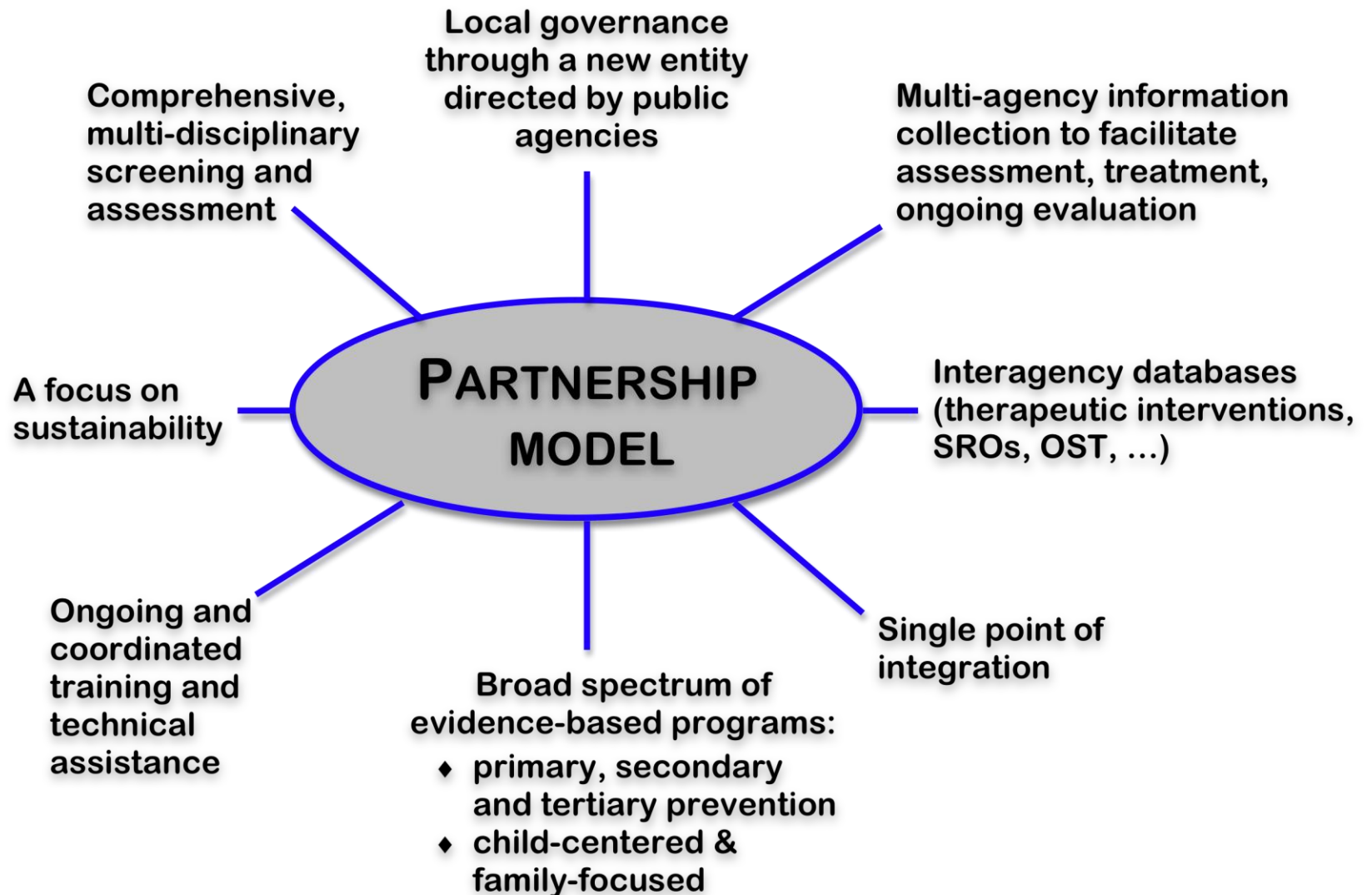
- 1. Exposure to domestic violence**
- 2. Mental health service needs (personal; familial)**
- 3. Parent in prison**
- 4. Abuse or neglect**
- 5. Substance abuse**

86% of all youth released from NY's juvenile detention facilities are re-arrested within 30 months of release.

Source: Frederick, Bruce, (1999) *Factors Contributing to Recidivism Among Youth Placed with the New York State Division for Youth*. Office of Justice Systems Analysis Research Report. NYS Division of Criminal Justice Services.

Obstacles to successfully implementing cross-agency reforms and the implementation of evidence-based, early intervention programs and services

- ❑ Agency territoriality reinforced by categorical funding streams that are often linked to specific types of services
- ❑ Disinclination by public authorities to invest in prevention during times of economic retrenchment
- ❑ Implementer resistance to change
- ❑ The inability of service providers to access critical data across agency lines for assessment and treatment
- ❑ Tendency of evidence-based prevention and early intervention programs to regress to a predictable mean once they have been introduced in a community



Screening devices should be geared toward early onset of behaviors that, if left unaddressed, are likely to result in subsequent service needs

| OBSERVATION CHECKLIST | |
|---|---|
| Student's Name _____ | Grade _____ Date _____ |
| Observer's Name _____ | Position (e.g., teacher, SRO) _____ |
| <p>Check each behavior from the list below that you are aware the student has exhibited during this school year. Your observations are extremely valuable since they may signal the need for further assessment. The checklist is confidential and will not become part of the student's permanent record. It will be used to determine the student's needs.</p> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Is self-abusive (biting, cutting or bruising self). <input type="checkbox"/> Often exhibits excessive shyness. <input type="checkbox"/> Exhibits sad affect, depression and feelings of worthlessness to such an extent as to interfere with normal peer and/or classroom activities. <input type="checkbox"/> Has talked of killing himself/herself. Reports having suicidal thoughts or being preoccupied with death. <input type="checkbox"/> Suddenly cries or displays highly inappropriate affect in normal situations (laughs when sad). <input type="checkbox"/> Has severe lack of interest in activities that were previously of interest. <input type="checkbox"/> Complains of severe headaches or other somatic complaints such as stomachaches, nausea, dizziness, or vomiting. <input type="checkbox"/> Reports having nightmares or significant sleep disturbances. <input type="checkbox"/> Exhibits weight change; drastic loss or gain. <input type="checkbox"/> Frequent trips to the bathroom. <input type="checkbox"/> Is overly concerned about abilities in school, athletics, or social activities. <input type="checkbox"/> Has difficulty controlling worries. <input type="checkbox"/> Has severely restricted activity levels. <input type="checkbox"/> Is often teased by peers. | <ul style="list-style-type: none"> <input type="checkbox"/> Has frequent tantrums. <input type="checkbox"/> Physically assaults an adult. <input type="checkbox"/> Makes lewd and obscene gestures; yells, swears, screams at others. <input type="checkbox"/> Exhibits cruelty to animals. <input type="checkbox"/> Exhibits a preoccupation with violent themes (common theme in his/her writings, comments, reading materials). <input type="checkbox"/> Not logical/coherent when speaking or appears preoccupied and tends to get lost in own thoughts. <input type="checkbox"/> Has auditory or visual hallucinations; talks about seeing or hearing things other do not see/hear. <input type="checkbox"/> Engages in inappropriate sexual behaviors. <input type="checkbox"/> Has trouble sitting still; nervous, tense, restless. <input type="checkbox"/> Fidgets, wrings hands. <input type="checkbox"/> Shaky hands. <input type="checkbox"/> Eyes bloodshot or dull; dilated pupils <input type="checkbox"/> Runny nose or watering eyes not explained by medical condition. <input type="checkbox"/> Slurred speech. <input type="checkbox"/> Has odor of tobacco/alcohol/marijuana. |

Comprehensive, multi-disciplinary assessments of children to determine:

- 1. the extent to which they are affected by risk and protective factors as individuals and in families, communities and schools, and**
- 2. the extent to which they have service needs resulting from emotional disturbance, substance abuse, exposure to violence, and learning disabilities.**

Rationale for this form of local governance

- ❑ Creates a lasting institutional framework for:
 - Interagency information collection
 - Resource sharing and substantive collaboration on multi-disciplinary projects
 - Development of integrated service plans
- ❑ Accelerates process of identifying and serving children and families most likely to benefit from evidence-based programs and services

Rationale for this form of local governance...

- ❑ Externalizes the marginal costs of systems reform
- ❑ Serves as a neutral lever of change
- ❑ Displaces blame for the difficulties associated with change
- ❑ Helps agency leadership overcome bureaucratic stasis

Interagency Information Collection

- ❑ The multi-agency entity is the repository
- ❑ Information is used for the narrow purposes of assessment, treatment, and service integration
- ❑ Adheres to each agency's legal and procedural requirements

Implementation of interagency management information systems to

- ❑ Improve the consistency & timeliness of the data
- ❑ Support a single point of integration
- ❑ Create a single point of accountability
- ❑ Permit more effective monitoring of the children & family services system

PARTNERSHIP
Community-based
Programs for
Children & Families

Early Intervention

- ◆ Filial Therapy
- ◆ Nurse-Family Partnership

Family Strengthening

- ◆ Family Group Conferencing
- ◆ Functional Family Therapy
- ◆ LIFT (therapeutic case management for families with TANF sanctions_
- ◆ Multi-systemic Treatment Foster Care
- ◆ Strengthening Families Program

Juvenile Justice

- ◆ Alternative to Incarceration (“Intensive Supervision-Conditional Discharge”) for juvenile delinquents and young adults
- ◆ PINS Prevention and Treatment (truancy focused)
- ◆ Specialized training for School Resource Officers

Parental Involvement

- ◆ Every Person Influences Children
- ◆ Guiding Good Choices
- ◆ Life Skills Training (parent component)
- ◆ Parent involvement in service planning and Cognitive Behavioral & Child-Centered Therapy

Community Resources

- ◆ Community Advisory Board
- ◆ Informational Web Site
- ◆ Resource enhancement (braided funding, grants...)

PARTNERSHIP
School-based
Programs

Preschool Programs

- ◆ Second Step
- ◆ Assessment, child-centered play therapy, & services integration
- ◆ SBRR emergent literacy curricula

Primary and Secondary Grades

- ◆ After school programs
- ◆ Educational Karate Program
- ◆ Mobile Outreach Services Team (MOST)
- ◆ Life Skills Training
- ◆ School Resource Officers

Elementary Schools

- ◆ Guiding Good Choices
- ◆ Opportunity for Academic Success in School
- ◆ Second Step Violence Prevention
- ◆ Resilience Project (mental health prevention)

Middle Schools

- ◆ Guiding Good Choices
- ◆ Second Step Violence Prevention

High Schools

- ◆ Safe Dates

Elements of an effective implementation of a continuum of care

- ❑ Rapid and simultaneous implementation;
- ❑ Reach the populations *most eligible to benefit* from the programs;
- ❑ Operate with a high degree of *fidelity* to the program models and principles; &
- ❑ *Continuous evaluation* to ensure that outcomes predicted by research are met or exceeded

Implications of this form of local governance

From:

1. Single agency focus in policy-making
2. *Emphasis on detailed procedural requirements*
3. Prescriptive line-item budgeting

To:

1. Multi-system planning with more local control
2. *Greater reliance on results and outcomes*
3. Flexible funding arrangements, tied to performance expectations

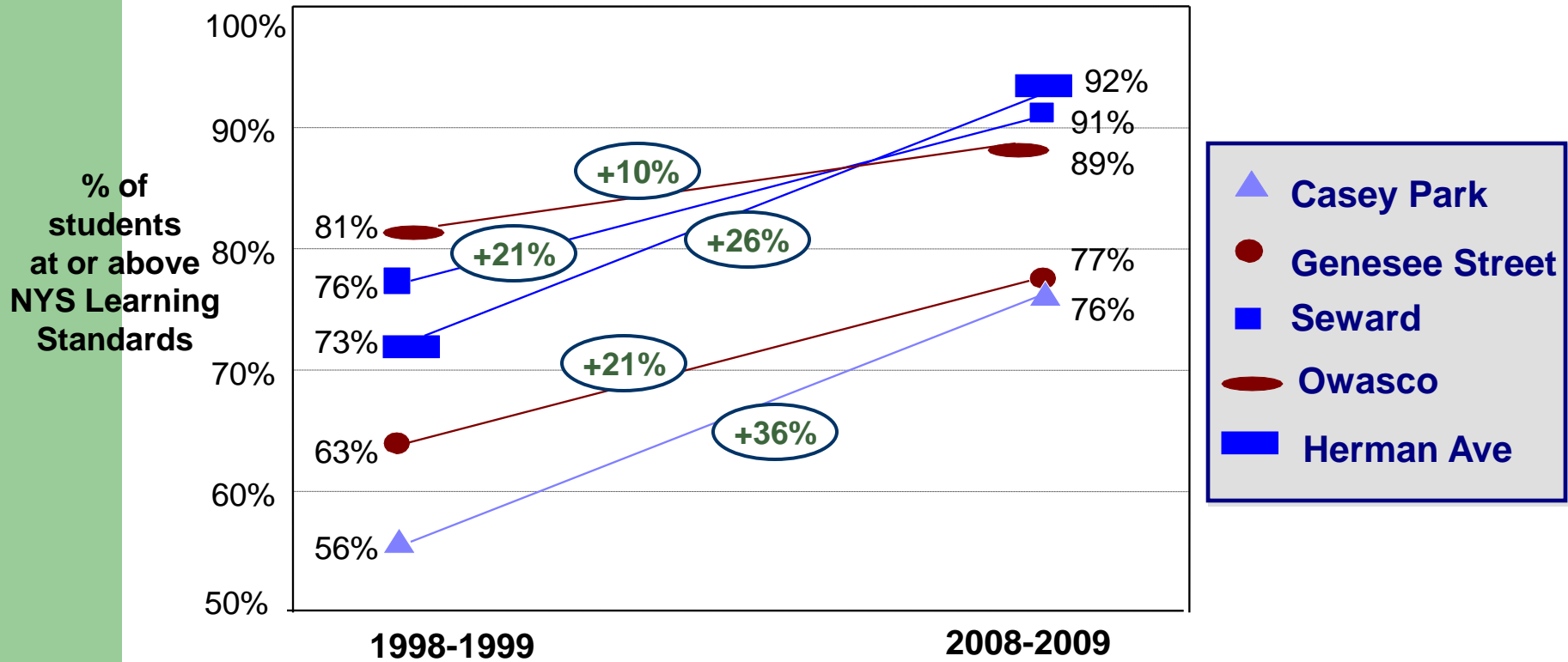
Successful Replication Involves...

- ❑ Assessing the readiness of public agencies to establish this new form of local governance and to identify (or seek) initial funding to support its efforts.
- ❑ Redirecting the discourse away from the enumeration of discrete problems and toward the etiology of dysfunctions.
- ❑ Focusing the attention of decision makers more on program outcomes and less on dosage and treatment effects.

Success Replication Involves...

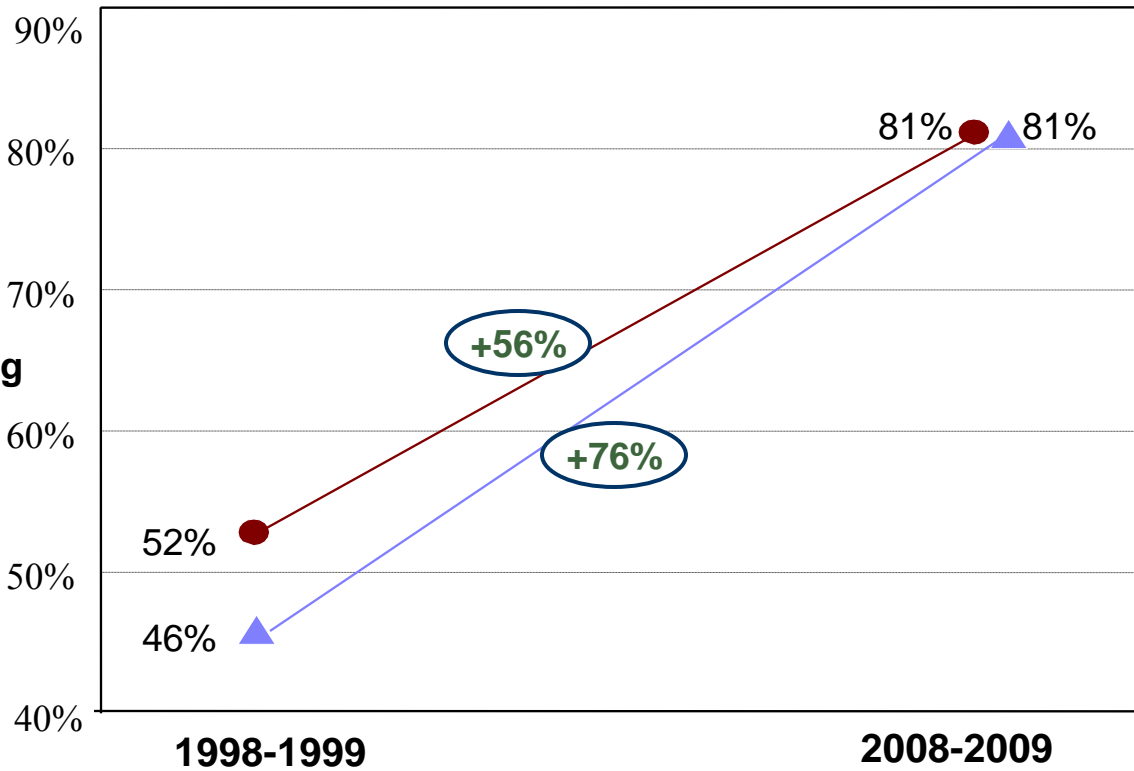
- ❑ Identifying appropriate and sustainable evidence-based prevention and early intervention programs (especially those that are outcome based).
- ❑ Designing sustainability from the outset.
- ❑ Implementing critical infrastructural supports: responsive technical assistance, communication of outcomes, cross-agency training, and so on.
- ❑ Insisting on data-driven decision making and on high levels of fidelity to evidence-based models to avoid the ineluctable regression to the mean.

Percentage of Auburn Elementary Students Achieving or Exceeding NYS Learning Standards on the 4th-grade Mathematics Exam (avg. 1998-1999 → avg. 2008-09)



Percentage of Auburn Middle School Students Achieving or Exceeding NYS Learning Standards on the 8th-grade Mathematics Exam (avg. 1998-1999 → avg. 2008-2009)

% of students at or above NYS Learning Standards



▲ West MS
● East MS