Targeted RECLAIM Quality Assurance Project: University of Cincinnati Status Report and Outcome Study

JANUARY 1, 2011 TO JUNE 30, 2012

Final Report

REPORT SUBMITTED TO:

Anthony F. Panzino
Bureau Chief, Bureau of Subsidies and Grants
Department of Youth Services
Columbus, Ohio

PREPARED BY:

Ryan M. Labrecque, M.S.
Project Manager
Research Assistant, Corrections Institute

Myrinda Schweitzer, M.A.
Associate Director, Corrections Institute

*This project was supported by a contract with the Ohio Department of Youth Services. The opinions, findings, conclusions, and recommendations expressed in this report are those of the authors and do not necessarily reflect the views of the Ohio Department of Youth Services. Please address all correspondence regarding this report to Ryan M. Labrecque, M.S., Research Associate, University of Cincinnati Corrections Institute, P.O. Box 210389, Cincinnati, OH 45221-0389, Telephone: (513) 556-0856, Email: Ryan.Labrecque@uc.edu.

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EXECUTIVE SUMMARY

This report represents the joint effort between the Ohio Department of Youth Services (ODYS) and the University of Cincinnati Corrections Institute (UCCI). This collaboration began in 2009, when the ODYS contracted with the UCCI to provide selected Targeted RECLAIM (TR) counties with training on cognitive-behavioral treatment (CBT) programs and the Effective Practices in Community Supervision (EPICS) model. The UCCI was also contracted to provide on-going quality assurance via group observation, coaching, booster trainings, and implementation team meetings. The purpose of this report is to (a) provide a status update on each of the six initial TR counties between January 1, 2011 and June 30, 2012, and (b) present the outcome evaluation results of the TR program for all youth that received services through TR funding between January 1, 2011 and December 31, 2011 (n = 239).

The status update includes a county-level description of services provided by the UCCI (i.e., site visit schedule, group observation feedback) and pretest-posttest comparisons between intake and discharge measures of change (e.g., How I Think Questionnaire, Aggression Questionnaire) when possible. The results from the status update indicate TR youths are mostly moderate to high-risk offenders. While there were statistically significant differences found on the levels of offender risk/needs areas between counties, the OYAS was effectively able to distinguish groups that have progressively higher rates of recidivism. Specifically, according to the OYAS overall risk level, 6.7% of low-risk offenders, 7.6% of moderate-risk offenders, and 15.7% of high-risk offenders were incarcerated during the follow-up period.

The outcome evaluation employs an untreated control group design with dependent pretest and posttest samples. To create the comparison group, each TR youth in the study was matched to a youth released from the ODYS custody during the same time period on the

variables of gender, race, risk level, county of conviction, and time at risk. The dependent variable is incarceration and is defined in the study as any return to the ODYS or a sentence to the Ohio Department of Rehabilitation and Correction (ODRC) custody during follow-up. Data collection for the outcome measure ended on June 30, 2012.

Of the 478 youths included in the treatment and comparison groups, 25.1% of the DYS sample (or 60 offenders) was incarcerated during the follow-up period compared to only 10.5% of the TR youth (or 25 offenders). This means offenders in the DYS sample were 2.4 times more likely to be incarcerated during follow-up compared to the TR youths. Decreases were also noted for TR youth of all risk levels. Specifically, 23.9% of the low-risk offenders in the ODYS sample was incarcerated during follow-up compared to only 6.7% of the TR youths, 18.5% of the moderate-risk ODYS offenders was incarcerated compared to only 7.6% of the TR youths, and 34.1% of the high-risk ODYS offenders was incarcerated compared to only 15.7% of the TR youths. These findings suggest low-risk DYS offenders are 3.56 times more likely to be incarcerated than the low-risk TR offenders, moderate-risk ODYS offenders are 2.43 times more likely, and high-risk ODYS offenders are 2.17 times more likely. Even when controlling for the effects of gender, race, and risk, the results indicate youth receiving TR services recidivated less than similarly matched youth that were sent to ODYS. This study supports the TR funded programming provided to these six counties during this time period. Several recommendations based on these results are discussed within this report, and highlighted below.

- Counties should assess all offenders for risk prior to admission to TR programs.
- Counties should use a full OYAS assessment (e.g. OYAS-Dispositional).
- More intensive services should be reserved for higher risked youths.
- Specific eligibility criteria should be developed for each TR funded program.

- The results from the OYAS assessments should be used to determine which programs to add and/or keep.
- Future reports should examine additional individual level data from the counties for TR youths (e.g., treatment information).
- County staff should be trained in how to administer, score, and interpret measures of change (e.g. How I Think, Aggression Questionnaire).
- Counties should incorporate the results of the measures of change to determine program eligibility as well as monitor offender progress.

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INTRODUCTION

The Ohio Department of Youth Services (ODYS) contracted the University of Cincinnati Corrections Institute (UCCI) to provide quality assurance (QA) and an outcome evaluation for the Ohio counties selected as Targeted RECLAIM sites. The QA sites include Cuyahoga County, Hamilton County, Lucas County, Montgomery County, and Summit County. Recently, each of these counties implemented cognitive-behavioral treatment (CBT) programs or the Effective Practices in Community Supervision (EPICS) model. The outcome study includes each of these counties with the addition of Franklin County. Franklin County did not receive QA services because the county was not trained by the UCCI in either a CBT program or the EPICS model.

The QA project has four goals for CBT program sites: (1) conduct group observations and provide feedback to staff regarding curriculum fidelity; (2) update staff on any changes to the program model and offer suggestions for the effective implementation of those changes; (3) maintain an on-going coaching process that includes observing and debriefing staff, co-facilitating groups, and providing skill competency booster sessions; and (4) provide sites with a summary of the research results with recommendations for improvement.

The QA project added two re-design sites during this reporting period: the Berea Children's Home in Cuyahoga County and the Lighthouse Youth Center – Paint Creek (LYC-PC) in Hamilton County. The ODYS contracted the UCCI to develop cognitive-behavioral treatment (CBT) programs that target moderate to high-risk youth at each site. The UCCI is also responsible for training and coaching staff. The Community-based Treatment Center (CBTC) project at the Berea Children's Home and the LYC-PC began in January 2011.

The QA project has three goals for the EPICS probation sites: (1) regularly review audiotapes of sessions with offenders and provide performance feedback to officers on use of the

EPICS model and related skills; (2) assist supervisors with regular clinical supervision; and (3) provide sites with a summary of research results.

Project Status

This report is a project update that covers January 1, 2011 through June 30, 2012, which is divided into three sections. First, it includes a county-level summary of the (1) site visit schedule, (2) group observation feedback on performance, (3) risk and needs of juveniles, and (4) pre and post measures of change. Second, it employs a matched case comparison group design outcome evaluation to investigate the effect that participation in the Targeted RECLAIM program has on post-release recidivism. Finally, it provides several recommendations based on the findings from the report.

TREATMENT PROGRAMMING

The QA sites provided an array of core correctional treatment interventions (i.e., CBT groups): *Thinking for a Change (T4C), Aggression Replacement Training (ART), Pathways to Self-Discovery and Change (PSDC),* and *New Freedom.* To ensure high adherence to program fidelity, UCCI research associates provided site facilitators with monthly on-site coaching. During each site visit a CBT group was observed and structured feedback was provided to the facilitators and supervisors. There were also bi-annual program implementation team meetings held to discuss on-going programming and to discuss ways to problem-solve any issues around program implementation.

CBT Groups

Thinking for a Change (T4C). *Thinking for a Change* is a cognitive-behavioral problem-solving program that consists of both cognitive restructuring and social skills interventions (Bush, Glick, & Taymans, 1997). *Thinking for a Change* is comprised of 22

lessons and is designed to target pro-criminal attitudes and anti-social thinking for change. *Thinking for a Change* has been endorsed by the National Institute of Corrections and has received favorable evaluation results (see Golden, 2002; Wingeard, 2008).

Aggression Replacement Training (ART). *Aggression Replacement Training* is a cognitive-behavioral program that teaches participants new thoughts, attitudes and skills necessary to prevent aggressive behavior (Goldstein, Glick & Gibbs, 1998). The *Aggression Replacement Training* curriculum is comprised of three coordinated components: Skillstreaming, Anger Control Training, and Moral Reasoning Training. *Aggression Replacement Training* has also received favorable evaluation results (Gundersen & Svartdal, 2006; Washington State Institute for Public Policy, 2004).

Pathways to Self-Discovery and Change. *Pathways to Self-Discovery and Change* is a cognitive-behavioral program designed for youth with co-occurring problems of criminal conduct and substance abuse (Milkman & Wanberg, 2005). *Pathways to Self-Discovery and Change* is comprised of 32 sessions and is designed to promote the values of comfortable and responsible living, free of substance abuse and crime.

New Freedom. *A New Freedom* offers behavioral health treatment resources for juvenile corrections programs (see http://www.newfreedomprograms.com for more details). New Freedom resources are based on evidence-based concepts of cognitive-behavioral therapy (CBT), motivational interviewing (MI), the social learning model, and key coping and problem solving skills for relapse prevention (self-efficacy). Hillcrest selected some of the models from New Freedom and modified the workbooks for the TR population.

Effective Practices in Community Supervision (EPICS)

Selected sites were also trained in the Effective Practices in Community Supervision (EPICS) model. The EPICS model includes four components: check-in, review, intervention, and homework. Coaching sessions were structured much like EPICS sessions and involved the same four key components. First, the *check-in* component sought to identify any significant problems occurring at the site. Second, the *review* component included a brief discussion of skills covered during the previous session and provided general feedback to the site. Feedback included a highlight of the officers' general strengths in their use of the model and areas in need of improvement. Third, the *intervention* component reviewed and demonstrated a skill for officers and often provided additional practice opportunities for officers. Fourth, the *homework* component asked officers to practice using the skill with moderate to high risk youth on their caseload and to audiotape one of those sessions to upload to UCCI before the date specified. Officers were able to ask questions or express concerns during coaching sessions and encouraged to participate. After the coaching sessions, associates debriefed with the supervisors to get feedback on the session and provide an opportunity for the supervisors to ask questions on the EPICS model. In addition, this provided an opportunity for sites to discuss implementation and sustainability issues.

Research associates at UCCI evaluated audiotapes for six competency areas using the UCCI *Officer Rating Form.* The first five areas included the Check-In, Review, Intervention, Homework, and Behavioral Practices (Effective Use of Reinforcement, Effective Use of Disapproval, and Effective Use of Authority). Associates scored these areas using a 3-item Likert scale: *Needs Improvement (0), Satisfactory (1), and Very Satisfactory (2).* To score "very satisfactory" probation officers must demonstrate ***proficient use*** of the skill. To score "satisfactory" probation officers must use the skill but miss ***some*** of the steps. To score "needs

improvement" probation officers either had the opportunity, but failed to use the skill, or used the skill, but missed ***most*** steps. The sixth competency area is the Officer General Ratings. These items are scored as *yes* or *no.* Probation officers received a "yes" if they generally meet the expectation through the majority of the session and a "no" if he or she does not. Associates may score any of the items as *Not Applicable (N/A)* if a probation officer had no opportunity to use the skill, or the probation officer used an alternative appropriate skill or technique. Associates only score items by what is heard on the tape.

Associates review audiotapes to assess the degree to which officers follow the EPICS model. Once audiotapes are coded, associates provide sites with general structured feedback and individual officer evaluations. Associates typically conducted coaching sessions via videoconference with the officers and supervisors from each site. However, whenever possible associates conduct in-person coaching sessions. The preliminary findings of the EPICS model indicate that EPICS trained officers demonstrate more consistent use of core correctional practices than non-trained officers (Smith, Schweitzer, Labrecque, & Latessa, 2012).

METHOD

Research Design

This study evaluates the Targeted RECLAIM program in the following three ways. First, it employs a one-group pretest-posttest design (Shadish, Cook, & Campbell, 2002) to evaluate the effects of the treatments offered by the Targeted RECLAIM counties. It does so by comparing the pre and posttest evaluations with each other. A pretest-posttest design allows for a comparison between intake and discharge scores to determine the impact of the treatment received. Second, it describes Targeted RECLAIM offender characteristics, including levels of

risk. Third, it employs an untreated control group design with dependent pretest and posttest samples (Shadish et al., 2002).

Participants

The sample for the evaluation is comprised of all youth that were served through Targeted RECLAIM funds between January 1, 2011 and December 31, 2011 (n = 239). A control group of youth released from DYS custody during this same time was matched to the Targeted RECLAIM group (n = 239). The DYS sample was matched to the Targeted RECLAIM sample on the characteristics of county of conviction, gender, race, risk level, and time at risk. Data collection for outcome measures on program participants admitted during this time period ended on June 30, 2012.

Data Collection Procedures

To ensure that all information was obtained for each of the program participants, the data collection process required ongoing communication and cooperation between the University of Cincinnati research team and county site coordinators. Data for the report were sent to the University of Cincinnati from the counties, and upon receipt, data were entered into a secure database. University of Cincinnati researchers observed selected CBT groups and completed facilitator evaluation forms. Officers trained in the EPICS model also electronically submitted audio-recordings of interactions with offenders and research assistants coded the audiotapes for fidelity to the model. The University of Cincinnati obtained offender risk assessment information from the Ohio Youth Assessment System (OYAS) computerized database system. The admission records from the DYS and DRC were used to determine which offenders were incarcerated.

Variables Examined

Client Characteristics. Descriptive characteristics of program participants were collected, which include the youths' gender, race, age, risk level, and county of adjudication.

Client Outcomes. Outcome data includes recidivism and is defined here as any return to the Department of Youth Services (DYS) or sentence to Ohio Department of Rehabilitation and Correction (DRC) custody during follow-up.

Programming Facilitator Evaluation Form. To ensure high adherence to program fidelity, UCCI research associates provide regular on-site coaching to group facilitators. This on-going coaching includes group observations, skill modeling, and feedback. During the group observation component, research associates use the Programming Facilitator Evaluation Form to rate programs on specific items. These items are consistent with a cognitive-behavioral model. Scores include "exceed expectation", "meet expectation", "fall below expectation" or are "not applicable" for the session. It should be noted that the evaluation form was revised during the current report period; therefore, this report summarizes the data from both versions as applicable.

EPICS Officer Rating Form. In order to evaluate the impact of the training initiative and ongoing coaching feedback, officers were required to submit audio-recordings of interactions with offenders. Officers were instructed to record and submit five audiotapes: one prior to each coaching session. Trained UCCI staff listened to each audiotape and evaluated the content according to the EPICS officer rating form. Each audiotape was coded for the content of the discussions and the quality and use of the techniques of influence (e.g., structuring skills, relationship building skills, behavioral techniques, cognitive techniques, and effective correctional skills).

Pre/Post Measures. The UCCI research team also collected data on pre and posttest measures for these core program components.

In Program Behavioral Assessment. The purpose of the In Program Behavioral Assessment is to measure behavior change and progress in the acquisition of prosocial skills. This 10-item instrument evaluates youth in several areas, including problem recognition, problem understanding, motivation to change, treatment participation, communication with direct care staff, communication with therapists/social workers/case managers, program compliance, problem solving, recognition of cognitive distortions, and ability to generalize. Each item has 3 available responses rated as 0, 1, or 2. It is not a self-report questionnaire, rather a social worker, case manager, or the treatment team may fill it out together. The assessor rates the youth's level upon admission to the program, at the youth's halfway mark, and upon release from the program. Residential programs were instructed to use this instrument to measure skill acquisition throughout program placement.

How I Think (HIT). The HIT questionnaire includes 54 items and measures several types of cognitive distortions, including self-centered, blaming, minimizing, and assuming the worst. The questionnaire is a self-report survey with a 6-point Likert-scale responses ranging from strongly disagree to strongly agree. Higher scores indicate more distortions. This tool is administered upon admission and completion of the group. If an aftercare component is in place, youth also complete a post-test upon completion of the aftercare group component. Programs implementing *Thinking for A Change* or the *New Freedom Curriculum* were instructed to use this instrument to measures attitudes.

Aggression Questionnaire (AQ). The AQ is another self-report tool used to measure anger and aggressive tendencies in a 34-item scale. It includes five subscales: physical aggression, verbal aggression, anger, hostility, and indirect aggression. The youth respond to the items based on a five point Likert scale, which ranges from "not at all like me" to "completely

like me." Programs implementing Aggression Replacement Training were asked to administer the *Anger Questionnaire*. This tool is administered upon admission and completion of the group. If an aftercare component is in place, youth also complete a post-test upon completion of the aftercare group component.

Pride in Delinquency (PID). This 10-item scale measures criminal attitudes through items relating to specific delinquent acts. Youths are assessed based on their level of comfort in participating in various antisocial activities. Programs implementing *Thinking for A Change* or the *New Freedom Curriculum* were instructed to use this instrument to measure attitudes. This tool is administered upon admission and completion of the group. If an aftercare component is in place youth also complete a post-test upon completion of the aftercare group component. Items are scored on a 21-point Likert-type scale, ranging from -10 to +10; negative numbers indicate that the youth would be ashamed to commit the specific act, positive numbers mean the youth would be proud to engage in the activity, and zero means the youth is undecided. The total score ranges from -200 to 200, with higher scores indicating stronger antisocial attitudes.

Substance Abuse Subtle Screening Inventory (SASSI). The *SASSI* is an additional self-report survey used to identify those youth who are likely to have a substance abuse disorder. Programs offering a substance abuse curriculum were asked to administer the *SASSI*. The tool includes 100 items, some of which are useful in determining substance abuse in those who may deny they have a problem or are unable to identify the symptoms of substance abuse. This tool is administered upon admission and completion of the group. If an aftercare component is in place youth also complete a post-test upon completion of the aftercare group component. Programs offering substance abuse treatment services were instructed to use this assessment tool.

PO Questionnaire. The PO Questionnaire is an offender-completed instrument designed to measure the relationship quality with their supervising probation or parole officer. The PO Questionnaire comes from an earlier version of the Dual-Role Relationship Inventory-Revised (DRI-R; Skeem, Eno Louden, Polaschek, & Camp, 2007). The PO Questionnaire groups items into three factors: Caring/Fairness, Trust, and Toughness. There are 35 items on the PO Questionnaire. The responses of each item fall on a seven-point Likert scale, where 1 = *never*, 2 = *rarely*, 3 = *occasionally*, 4 = *sometimes*, 5 = *often*, 6 = *very often*, and 7 = *always*. The subscale of Fair/Care has of 20 items, the subscale of Trust has five items, and the subscale of Tough has four items. Items that were negatively worded and all of the Tough items were reverse coded for scoring purposes. The PO Questionnaire total score is the sum of the Fair/Care, Trust, and Tough subscales, where higher scores indicate a fairer, caring, trusting and non-tough relationship than lower scores. As part of the research design, community supervision officers were to have participating offenders complete a PO Questionnaire during an initial contact session (pretest) and then again during the final contact session (posttest) so that any change in relationship quality could be measured.

TCU Criminal Thinking Scale (CTS). The TCU Criminal Thinking Scale (CTS) is designed to measure criminal thinking patterns (Knight, Simpson, Garner, Flynn, & Morey, 2006). There are six CTS scales: entitlement, justification, power orientation, cold heartedness, criminal rationalization, and personal irresponsibility. The CTS has been found to predict long-range behaviors of young offenders (Dembo, Turner, & Jainchill, 2007). As part of the research design, community supervision officers were to have participating offenders complete a CTS assessment during the first contact session (pretest) and then again during the final contact session (posttest) so that any change in relationship quality could be measured.

Exit Survey. This tool measures the opinions regarding the program of both youth and family members upon completion of the program. Program staff was asked to conduct an *Exit Survey* with the youth and their family when they leave the program and/or complete the group. It includes 5 questions in which respondents are asked to rate their responses on a scale of 1 to 5, with one meaning disagree and five as strongly agree. In addition, extra space is provided for respondents to include additional information regarding their experiences with the program.

HAMILTON COUNTY

Hillcrest Training School

The Hillcrest Training School (HTS), in Hamilton County, implements a wide variety of cognitive-behavioral treatment (CBT) programs for Targeted RECLAIM youth in placement. There were four *New Freedom* group observations, two *Pathways to Self-Discovery and Change* group observations, one *Thinking for a Change (T4C)* group observation, and one *Aggression Replacement Training (ART)* group observation throughout the months of January 2011 and June 2012. There were also two program implementation meetings held, one in June 2011 and one in January 2012. During the program implementation team meeting, research associates provided staff with feedback regarding the program curricula fidelity for each group. Associates encouraged staff to discuss issues surrounding the implementation and sustainability of groups. This provided the opportunity to troubleshoot and identify solutions. It should be noted that Hillcrest offered no groups during April and May of 2011. The site was in the process of restructuring their RECLAIM services. Subsequently, no site visits occurred during this time.

Lighthouse Youth Center-Paint Creek

In January of 2011, the Lighthouse Youth Center-Paint Creek (LYC-PC) began an intensive training series on the CBT model with the University of Cincinnati. The UCCI training

included an overview of the program model, training in CBT curricula, implementation team meetings and re-design of core program components, and group observations. The LYC-PC currently provides the CBT groups *Social Skills*, *Problem Solving*, *Pathways to Self-Discovery and Change*, *Aggression Replacement Training (ART)*, orientation sessions and advanced practice groups. In June of 2012, LYC-PC completed the CBTC redesign project and will now receive quarterly group observations on site and participate in a semi-annual implementation team meeting. There were two site visits of the LYC-PC *ART* program in June.

Site Visit Summary

Table 1 summarizes the QA site visits for Hamilton County. It should be noted, that while Hamilton County includes both HTS and LYC-PC, the services summarized below disproportionately reflect HTS receiving more QA services. This is because LYC-PC received more intense services through the redesign project through May of 2012. Future reports will reflect an equal amount of QA services between the two sites.

Table 1

Hamilton County Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	New Freedom (HTS)	1.13.11
On-going Coaching	New Freedom (HTS)	2.24.11
On-going Coaching	New Freedom (HTS)	3.17.11
Group Observation	Strategies for Self-Improvement & Change (HTS)	6.1.11
Program Implementation Meeting	N/A	6.15.11
On-going Coaching	Thinking for a Change (HTS)	7.12.11
On-going Coaching	New Freedom (HTS)	7.28.11
On-going Coaching	Aggression Replacement Therapy (HTS)	10.24.11
On-going Coaching	Strategies for Self-Improvement & Change (HTS)	12.14.11
Group Observation	Thinking for a Change	12.20.11
Program Implementation Meeting	N/A	1.4.12
On-going Coaching	Relapse Prevention (HTS)	3.1.12
On-going Coaching	Thinking for a Change (HTS)	5.16.12
On-going Coaching	Aggression Replacement Training (LYC-PC)	6.6.12
On-going Coaching	Aggression Replacement Training (LYC-PC)	6.6.12
Program Implementation Meeting	N/A	6.19.12

Tables 2 and 3 describe the observed strengths and areas in need of improvement for the Hamilton County group facilitators. As indicated above, research associates assessed these areas during group observations using the Programming Facilitator Evaluation Forms. Table 2 summarizes the results from the earlier version of the form. Scores include "exceed expectation", "meet expectation", "fall below expectation" or are "not applicable" for the session.

Table 2

Hamilton County Group Observation Feedback (n = 4)

Indicator	**% Meets or Exceeds Expectations***
Provides information to the group in clear and concise manner	100.0
Communicates to the participants in a respectful manner	75.0
Consistently follows outline and session topics for group	75.0
Is prepared for lesson	100.0
Incorporates homework review	100.0
Models/demonstrates skill first to participants	100.0
Involves all participants by practice of skills and role plays	33.3
Provides constructive feedback to participants	66.7
Assigns homework	66.7
Addresses issues of noncompliance immediately	100.0
Identifies/corrects antisocial behavior immediately	100.0
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	66.7

*Only items applicable to each session were scored.

Significant areas of strength include all of the indicators in which facilitators meet or exceed expectations 100% of the time. Six of the 12 indicators are significant areas of strength for the Hamilton facilitators. To sum, the Hamilton group facilitators provide group information clearly and concisely and demonstrate skills for participants. Group facilitators prepare for sessions and always remember to incorporate the review of homework. Finally, facilitators address antisocial behaviors and issues of non-compliance immediately.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There are five general areas of strength for the Hamilton County facilitators. Group facilitators follow the program outline and communicate respectfully to participants in 75% of the observations. Facilitators also provide constructive feedback and appropriate reinforcement to participants, while remembering to assign homework 66.7% of the observations.

Areas of concern include all of the indicators in which facilitators fail to meet the expectations most of the time. Hamilton County has one area of concern. Facilitators only involve all of the participants in skill practice and role-playing in a minority of observed groups (33.3%).

Table 3 describes the results from the new evaluation form. The new form has 31-items and six domains. Scores for each item include: 2 = *exceed expectation*, 1 = *meet expectation*, and 0 = *fall below expectation*. Only applicable items are scored. Ratings are calculated for each domain by summing the scores of all the applicable items in each area and then dividing by the number of applicable items. Table 3 reports the mean rating and the standard deviation. The range of values for each domain is between zero and two, with higher numbers indicating better use of the skills.

Table 3

Hamilton County Group Facilitator Evaluation Form Feedback (n = 9)

Facilitation Skill Items	**Rating*** ***M (SD)***
Group Structure/Format	1.53 (.42)
Facilitator Knowledge/Modeling	1.62 (.47)
Teaching Skills	1.05 (.56)
Behavior Management	1.29 (.48)
Communication	1.76 (.25)
Interpersonal Characteristics	1.89 (.18)
Overall Group Rating	1.54 (.36)

*Only items applicable to each session were scored.

The overall group rating for Hamilton County facilitators is high (M = 1.54). Facilitators did exceptionally well in the areas of interpersonal characteristics, communication, and facilitator knowledge. Facilitators did reasonably well in the areas of group format and behavior management. Facilitators need to improve in the area of teaching skills.

The recommendations for improvement focus on increasing participant involvement in role-playing and skills practice. Moving forward, Hamilton County facilitators should incorporate the use of behavioral strategies to assist the group participants in developing new skills. Specifically, facilitators should use this five-step approach when teaching skills to participants: (1) define the skill; (2) model the skill; (3) role play the skill; (4) practice the skill in increasingly difficult situations; and (5) provide constructive feedback. It is ideal for all participants to practice each new skill in the group setting before attempting to practice the skill in a more realistic setting. Facilitators must devote enough time during group sessions for all

participants to rehearse new skills. This process should occur in all treatment groups targeting criminogenic needs. Participants should not practice antisocial behaviors, such as how they may have handled a situation before learning the new skill.

Risk/Needs Summary

There were 12 juveniles funded through Targeted RECLAIM that received services in Hamilton County during 2011. Table 4 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were four different types of assessments used by Hamilton County, which included 1 OYAS-Dispositional, 5 OYAS-Residential, 1 OYAS-Reentry, and 5 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool.

According to this summary, 50% of Targeted RECLAIM youths in Hamilton County are high-risk and 50% are moderate risk. All of the Hamilton youth are moderate-high risk in the domains of substance abuse and mental health (100%), while the majority is moderate-high in prosocial skills (100%), juvenile justice system history (85.7%), values (85.7%), and peers (71.4%). Fewer youth are rated as moderate-high risk in the domain of family (57.1%) and less than half (42.9%) are moderate-high risk in the domain of education.

Table 4

Frequency and Percent Distribution of OYAS Risk Information in Hamilton County

	n	%
Overall Risk		
Low	0	0.0
Moderate	6	50.0
High	6	50.0
JJS		
Low	1	14.3
Moderate	1	14.3
High	5	71.4
Family		
Low	3	42.9
Moderate	2	28.6
High	2	28.6
Peers		
Low	2	28.6
Moderate	4	57.1
High	1	14.3
Education		
Low	4	57.1
Moderate	3	42.9
High	0	0.0
Prosocial		
Low	0	0.0
Moderate	3	42.9
High	4	57.1
SAMH		
Low	0	0.0
Moderate	5	71.4
High	2	28.6
Values		
Low	1	14.3
Moderate	6	85.7
High	0	0.0

Note: n = 12 (7 full assessments and 5 screeners).

Data Collection Summary

Since January 2011, Hillcrest has submitted 39 How I Think Questionnaires, 40 Pride in Delinquency Assessments, 43 SASSI Assessments, 25 Anger Questionnaires, 59 In Program Behavior Assessments, and 34 Exit Surveys for analysis. Next, the pre and post results are compared for each measure of change.

How I Think (HIT). The HIT questionnaire measures several types of cognitive distortions, including self-centered, blaming, minimizing, and assuming the worst. The assessment produces an overt scale score, a covert scale score, and an overall HIT score, where higher scores on each indicate more distortions in thinking. Table 5 presents the results from an independent samples *t* test comparing the means of the HIT scores at pre-test (n = 24) to the mean scores at post-test (n = 15). Although there were no significant differences found from pre-test to post-test, the mean scores in all three scales are lower at post-test than they were at pre-test.

Table 5

Comparison of Pre- and Post-test HIT Assessments in Hamilton County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Overt scale			1.41	37	.166	.46
Pre-test	3.24	.80				
Post-test	2.87	.82				
Covert scale			.71	37	.485	.23
Pre-test	3.00	.85				
Post-test	2.79	.96				
Overall HIT score			.91	37	.246	.30
Pre-test	3.07	.80				
Post-test	2.82	.86				

Pride in Delinquency (PID). The PID scale measures criminal attitude through items relating to specific delinquent acts. Youths are assessed based on their level of comfort in participating in various antisocial activities. Items are scored on a 21-point Likert-scale, ranging from -10 to +10, where negative numbers indicate the youth is ashamed to commit the specific act, positive numbers indicate the youth would feel proud to engage in the activity, and zero means the youth is undecided. The total score ranges from -200 to 200, with higher scores indicating stronger antisocial attitudes. Table 6 presents the results from an independent samples *t* test comparing the mean PID score at pre-test (n = 20) to the mean score at post-test (n = 20). Although there was not a significant difference found between pre-test and post-test, the mean score did decrease by 9.55 points, indicating the youth felt more ashamed and less supportive of antisocial activities. It should also be noted that even though the difference was not significant, the effect size *d* is approximately |.80|, which is considered larger than typical for the behavioral sciences according to Cohen (1988).

Table 6

Comparison of Pre- and Post-test PID Assessments in Hamilton County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Total Score			.90	38	.372	-.79
Pre-test	-8.45	31.51				
Post-test	-18.00	35.18				

Substance Abuse Subtle Screening Inventory (SASSI). The SASSI is a self-report survey that identifies those youth that are likely to have a substance abuse disorder. The SASSI has ten domains and 100 items. Higher scores indicate substances are more of a problem for the offender than lower scores. Table 7 presents the results from an independent samples *t* test comparing the mean SASSI scores at pre-test (n = 26) to the mean score at post-test (n = 17).

Although there were no significant differences found from pre-test to post-test, the mean scores of nine of ten scales are lower at post-test than they were at pre-test. The one exception is the domain of family-friends risk, where the post-test score (3.33) was higher than the pre-test score (3.28).

Table 7

Comparison of Pre- and Post-test SASSI Assessments in Hamilton County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Alcohol			.66	45	.662	.14
Pre-test	2.21	3.89				
Post-test	1.72	3.27				
Other drugs			.72	45	.476	.22
Pre-test	8.70	8.69				
Post-test	6.83	8.50				
Family-friends risk			-.09	45	.929	-.23
Pre-test	3.28	2.02				
Post-test	3.33	2.32				
Attitudes			.27	45	.274	.34
Pre-test	4.34	2.83				
Post-test	3.44	2.50				
Symptoms			.04	45	.968	.01
Pre-test	2.59	2.50				
Post-test	2.56	2.68				
Obvious attributes			1.19	45	.239	.40
Pre-test	6.10	2.04				
Post-test	5.39	1.91				
Subtle attributes			1.17	45	.250	.35
Pre-test	3.93	2.36				
Post-test	3.11	2.32				
Defensiveness			.09	45	.933	.02
Pre-test	6.55	2.01				
Post-test	6.50	2.07				

Supplemental addiction measure			.92	27.4[a]	.366	.29
Pre-test	3.34	1.29				
Post-test	2.89	1.84				
Correctional			1.17	45	.249	.35
Pre-test	10.34	1.97				
Post-test	9.67	1.88				

[a]The *t* and *df* were adjusted because variances were not equal.

Aggression Questionnaire (AQ). The AQ is a self-report tool used to measure anger and aggressive tendencies. The AQ has an overall score and five subscales: physical aggression, verbal aggression, anger, hostility, and indirect aggression. Higher scores indicate more anger and aggressive tendencies than lower scores. Table 8 presents the results from an independent samples *t* test comparing the mean AQ scores at pre-test (n = 15) to the mean scores at post-test (n = 10). Although there were no significant differences found from pre-test to post-test, the mean scores of the AQ were all higher at post-test than at pre-test. The finding that youth had higher scores at post-test, than at pre-test, should be interpreted cautiously. First, the difference was not significant, and second, the sample size of the comparison was small, with only 10 post-tests.

Table 8

Comparison of Pre- and Post-test AQ Assessments in Hamilton County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Physical aggression			-.61	23	.546	-.25
Pre-test	20.80	7.81				
Post-test	22.70	7.24				
Verbal aggression			-.35	23	.728	-.14
Pre-test	11.47	3.80				
Post-test	12.00	3.56				
Anger			-.72	23	.480	-.30
Pre-test	14.93	5.46				
Post-test	16.50	5.17				
Hostility			-.08	23	.938	-.03
Pre-test	13.27	4.78				
Post-test	13.40	2.88				
Indirect aggression			-.44	23	.666	-.18
Pre-test	12.73	5.87				
Post-test	13.70	4.62				
Overall AQ score			-.90	23	.375	-.37
Pre-test	71.20	19.00				
Post-test	78.30	19.58				

In Program Behavior Assessment. The In Program Behavior Assessment is an instrument filled out by treatment staff that measures a youth's change in behavior and acquisition of skills. The assessor rates each youth with the assessment upon entry to the program, at the youth's halfway mark, and upon release from the program. Table 9 presents the results from a one-way analysis of variance test between the mean assessment scores at pre-test (n = 19), mid-test (n = 21), and post-test (n = 19).

Table 9

Comparison of Pre-, Mid-, and Post-test In Program Behavior Assessments in Hamilton County

	Pre-test *M (SD)*	**Mid-test** *M (SD)*	**Post-test** *M (SD)*	***F***	***p***
Problem recognition	.68 (.58)	1.14 (.57)	1.37 (.68)	6.15	.004
Problem understanding	.68 (.58)	1.14 (.57)	1.42 (.67)	6.92	.002
Motivation to change	.74 (.56)	1.24 (.70)	1.32 (.67)	1.90	.015
Treatment participation	.58 (.51)	1.48 (.60)	1.53 (.70)	14.88	< .001
Communication with supervisors	1.16 (.50)	1.71 (.46)	1.53 (.77)	4.53	.015
Communication with therapists	1.32 (.48)	1.50 (.51)	1.50 (.62)	.74	.480
Program compliance	1.05 (.62)	1.55 (.51)	1.50 (.62)	4.21	.020
Problem solving	.74 (.45)	1.30 (.57)	1.22 (.65)	5.67	.006
Recognizes cognitive distortions	.42 (.51)	1.15 (.59)	1.33 (.77)	11.15	< .001
Ability to generalize	.47 (.51)	1.20 (.52)	1.22 (.65)	10.90	< .001

A statistically significant difference was found among the assessment test scores on recognizing problems ($p = .004$), understanding problems ($p = .002$), motivation to change ($p = .015$), treatment participation ($p < .001$), communication with supervisors ($p = .015$), program compliance ($p = .020$), problem solving ($p = .006$), recognizing cognitive distortions ($p < .001$), and ability to generalize ($p < .001$). Table 9 shows that the mean scores of these skills increases from pre-test to mid-test and then again increases from mid-test to post-test. There was not a significant difference found on communication with therapists ($p = .480$).

Exit Survey. The Exit survey measures the opinions of both youth and family members upon completion of the program. Table 10 presents the respondent's level of agreement with the exit survey questions. The majority of respondents (> 70%) agreed with all five questions on the assessment suggesting that both youth and family members were satisfied with the services provided by Hillcrest.

Table 10

Summary of Exit Survey Questions in Hamilton County

	Agree %	Neutral %	Disagree %
Staff fair, respectful	76.7	16.7	6.6
Staff friendly, cared	76.7	13.3	10.0
I learned a lot	72.4	20.7	6.9
Staff considerate of goals	82.7	13.8	3.4
Taught things to stay out of trouble	96.3	3.7	0.0

MONTGOMERY COUNTY

Site Visit Summary

The Juvenile Court Alternative Rehabilitation Effort (JCARE) program in Montgomery County provides *Aggression Replacement Training (ART)* to Targeted RECLAIM youth. There are 11 group observations of the ART groups throughout the months of January 2011 and June 2012. Table 3 summarizes these site visits. There were also two program implementation meetings held, one in June 2011 and one in January 2012. During the program implementation team meeting, research associates provide staff with feedback regarding the program curricula fidelity for each group. Associates encourage staff to discuss issues surrounding the

implementation and sustainability of groups. This provides the opportunity to troubleshoot and identify solutions. Table 11 summarizes the QA site visits for Montgomery County.

Table 11

Montgomery County Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	Aggression Replacement Training	1.24.11
On-going Coaching	Aggression Replacement Training	2.28.11
On-going Coaching	Aggression Replacement Training	3.23.11
On-going Coaching	Aggression Replacement Training	5.2.11
On-going Coaching	Aggression Replacement Training	5.19.11
Program Implementation Meeting	N/A	6.15.11
Group Observation	Aggression Replacement Training	6.27.11
On-going Coaching	Aggression Replacement Training	8.1.11
On-going Coaching	Aggression Replacement Training	12.5.11
Group Observation	Aggression Replacement Training	12.21.11
Program Implementation Meeting	N/A	1.4.12
On-going Coaching	Aggression Replacement Training	3.21.12
On-going Coaching	Aggression Replacement Training	5.31.12
Program Implementation Meeting	N/A	6.18.12

Tables 12 and 13 describe the observed strengths and areas in need of improvement for the Montgomery County group facilitators. As indicated above, research associates assessed these areas during group observations using the Programming Facilitator Evaluation Forms. Table 12 summarizes the results from the earlier version of the form. Scores include "exceed expectation", "meet expectation", "fall below expectation" or are "not applicable" for the session.

Significant areas of strength include all of the indicators in which facilitators meet or exceed expectations 100% of the time. Five of the 12 indicators are significant areas of strength for the Montgomery facilitators. To sum, the Montgomery group facilitators consistently provide group information clearly and concisely and communicate to the participants in a

respectful manner. Group facilitators also follow the outline and session topics for the groups. Finally, facilitators address antisocial behaviors and issues of non-compliance immediately.

Table 12:

Montgomery County Group Observation Feedback (n = 9)

Indicator	**% Meets or Exceeds Expectations***
Provides information to the group in clear and concise manner	100.0
Communicates to the participants in a respectful manner	100.0
Consistently follows outline and session topics for group	100.0
Is prepared for lesson	88.9
Incorporates homework review	33.3
Models/demonstrates skill first to participants	85.7
Involves all participants by practice of skills and role plays	85.7
Provides constructive feedback to participants	77.8
Assigns homework	75.0
Addresses issues of noncompliance immediately	100.0
Identifies/corrects antisocial behavior immediately	100.0
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	88.9

*Only items applicable to each session were scored.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There are six general areas of strength for the Montgomery County facilitators. Group facilitators are prepared for lessons and provide appropriate reinforcement for prosocial behaviors in 88.9% of the observations. Facilitators also demonstrate skills first to participants and involve all participants in role-plays in 85.7% of the

observations. Finally, facilitators provided constructive feedback (77.8%) and assigned homework (75%) to participants.

Areas of concern include all of the indicators in which facilitators fail to meet the expectations most of the time. Montgomery County has one area of concern. Facilitators only incorporate homework review in a minority of observed groups (33.3%).

Table 13 describes the results from the new evaluation form. The new form has 31-items and six domains. Scores for each item include: 2 = *exceed expectation*, 1 = *meet expectation*, and 0 = *fall below expectation*. Only applicable items are scored. Ratings are calculated for each domain by summing the scores of all the applicable items in each area and then dividing by the number of applicable items. Table 13 reports the mean rating and the standard deviation. The range of values for each domain is between zero and two, with higher numbers indicating better use of the skills.

Table 13

Montgomery County Group Facilitator Evaluation Form Feedback (n = 2)

Facilitation Skill Items	**Rating*** ***M (SD)***
Group Structure/Format	1.38 (.88)
Facilitator Knowledge/Modeling	1.70 (.42)
Teaching Skills	.67 (.00)
Behavior Management	.92 (.59)
Communication	2.00 (.00)
Interpersonal Characteristics	2.00 (.00)
Overall Group Rating	1.51 (.52)

*Only items applicable to each session were scored.

The overall group rating for Montgomery County facilitators is high (M = 1.51). Facilitators did exceptionally well in the areas of interpersonal characteristics, communication, and facilitator knowledge. Facilitators did well in the area of group structure and format. Facilitators have room for improvement in the area of teaching skills and behavior management.

The recommendations for improvement focus on increasing participant involvement in role-playing and skills practice. Moving forward, Montgomery County facilitators should incorporate the use of behavioral strategies to assist the group participants in developing new skills. Specifically, facilitators should use this five-step approach when teaching skills to participants: (1) define the skill; (2) model the skill; (3) role play the skill; (4) practice the skill in increasingly difficult situations; and (5) provide constructive feedback. It is ideal for all participants to practice each new skill in the group setting before attempting to practice the skill in a more realistic setting. Facilitators must devote enough time during group sessions for all participants to rehearse new skills. This process should occur in all treatment groups targeting criminogenic needs. Participants should not practice antisocial behaviors, such as how they may have handled a situation before learning the new skill. Equally as important, facilitators should ensure that the first part of each group session include a homework review. Specifically, each participant should report on their homework both verbally and in writing so that facilitators and other group participants can provide feedback. Finally, facilitator should increase their use of the steps to effective reinforcement and disapproval.

Risk/Needs Summary

There were 44 juveniles funded through Targeted RECLAIM that received services in Montgomery County during 2011. Table 14 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It

should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were four different types of assessments used by Montgomery County, which included 2 OYAS-Dispositional, 37 OYAS-Residential, 1 OYAS-Reentry, and 4 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool.

According to this summary, 50% of Targeted RECLAIM youth in Montgomery County are high-risk, 43.2% are moderate risk, and 6.8% are low-risk. The majority of Montgomery youth are moderate-high risk in the domains of prosocial skills (97.5%), substance abuse and mental health (90%), juvenile justice system history and peers (87.5%). Fewer youth are rated as moderate-high risk in the domain of education and values (50%) and less than half (32.5%) are moderate-high risk in the domain of family.

Table 14

Frequency and Percent Distribution of OYAS Risk Information for Montgomery County

	n	%
Overall Risk		
Low	3	6.8
Moderate	19	43.2
High	22	50.0
JJS		
Low	5	12.5
Moderate	4	10.0
High	31	77.5
Family		
Low	27	67.5
Moderate	7	17.5
High	6	15.0
Peers		
Low	5	12.5
Moderate	16	40.0
High	19	47.5
Education		
Low	20	50.0
Moderate	16	40.0
High	4	10.0
Prosocial		
Low	1	2.5
Moderate	6	15.0
High	33	82.5
SAMH		
Low	4	10.0
Moderate	24	60.0
High	12	30.0
Values		
Low	20	50.0
Moderate	16	40.0
High	4	10.0

Note: n = 44 (40 full assessments and 4 screeners).

Data Collection Summary

Since January 2011, Montgomery County has submitted 74 Anger Questionnaires, 124 In Program Behavior Checklists, and 86 Exit Surveys for analysis. Next, the pre and post results are compared for each measure of change.

Aggression Questionnaire. The AQ is a self-report tool used to measure anger and aggressive tendencies. The AQ has an overall score and five subscales: physical aggression, verbal aggression, anger, hostility, and indirect aggression. Higher scores indicate more anger and aggressive tendencies than lower scores. Table 15 presents the results from an independent samples *t* test comparing the mean AQ scores at pre-test (n = 40) to the mean scores at post-test (n = 34). The table reveals that there are significantly lower scores on the overall AQ score (p = .009) and the four subscales of physical aggression (p = .001), verbal aggression (p = .017), anger (p = .026), and indirect aggression (p = .037). The effect size d is .80 for the subscale of physical aggression, which is larger than typical for the behavioral sciences (Cohen, 1988). The effect sizes for the other significant variables fall within the typical range for the behavioral sciences (Cohen, 1988). Juveniles did not significantly differ from pre-test to post-test on the subscale of hostility, although the mean value at post-test (18.12) is smaller than the mean value at pre-test (20.68).

Table 15

Comparison of Pre- and Post-test AQ Assessments in Montgomery County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Physical aggression			3.42	71.99[a]	.001	.80
Pre-test	27.60	9.33				
Post-test	20.79	7.80				
Verbal aggression			2.45	72	.017	.57
Pre-test	16.35	5.44				
Post-test	13.32	5.11				
Anger			2.27	72	.026	.53
Pre-test	20.78	7.17				
Post-test	17.15	6.43				
Hostility			1.43	72	.158	.34
Pre-test	20.68	8.19				
Post-test	18.12	7.02				
Indirect aggression			2.12	71.99[a]	.037	.49
Pre-test	16.50	6.19				
Post-test	13.71	5.13				
Overall AQ score			2.68	71.99[a]	.009	.62
Pre-test	101.90	32.27				
Post-test	83.09	28.08				

[a]The *t* and *df* were adjusted because variances were not equal.

In Program Behavior Assessment. The In Program Behavior Assessment is an instrument filled out by treatment staff that measures a youth's change in behavior and acquisition of skills. The assessor rates each youth with the assessment upon entry to the program, at the youth's halfway mark, and upon release from the program. Table 9 presents the results from a one-way analysis of variance test between the mean assessment scores at pre-test (n = 50), mid-test (n = 36), and post-test (n = 38).

Table 16

Comparison of Pre-, Mid-, and Post-test In Program Behavior Assessments in Montgomery County

	Pre-test *M (SD)*	**Mid-test** *M (SD)*	**Post-test** *M (SD)*	*F*	*p*
Problem recognition	.12 (.33)	1.03 (.45)	1.89 (.31)	261.84	< .001
Problem understanding	.20 (.40)	1.06 (.48)	1.89 (.31)	193.93	< .001
Motivation to change	.24 (.48)	1.08 (.55)	1.84 (.37)	125.85	< .001
Treatment participation	.44 (.54)	1.42 (.50)	1.92 (.27)	117.72	< .001
Communication with supervisors	.90 (.46)	1.42 (.55)	1.92 (.27)	57.08	< .001
Communication with therapists	1.00 (.50)	1.42 (.50)	1.87 (.34)	39.37	< .001
Program compliance	.80 (.54)	1.25 (.44)	1.84 (.37)	54.56	< .001
Problem solving	.36 (.49)	1.03 (.38)	1.76 (.43)	110.35	< .001
Recognizes cognitive distortions	.16 (.37)	.94 (.41)	1.76 (.43)	173.04	< .001
Ability to generalize	.14 (.35)	1.00 (.41)	1.87 (.34)	239.72	< .001

A statistically significant difference beyond the .001 level was found among all ten of the behavioral indicators: recognizing problems, understanding problems, motivation to change, treatment participation, communication with supervisors, program compliance, problem solving, recognizing cognitive distortions, and ability to generalize. Table 16 shows that the mean scores of these skills increases from pre-test to mid-test and then again increases from mid-test to post-test.

Exit Survey. The Exit survey measures the opinions of both youth and family members upon completion of the program. Table 17 presents the respondent's level of agreement with the exit survey questions. The majority of respondents (> 90%) agreed with all five questions on the assessment suggesting that both youth and family members were satisfied with the services provided by JCARE.

Table 17

Summary of Exit Survey Questions in Montgomery County

	Agree %	Neutral %	Disagree %
Staff fair, respectful	95.2	4.8	0.0
Staff friendly, cared	97.6	2.4	0.0
I learned a lot	92.8	6.0	1.2
Staff considerate of goals	95.2	4.8	0.0
Taught things to stay out of trouble	95.2	3.6	1.2

SUMMIT COUNTY

Site Visit Summary

The Summit County Juvenile Probation Department provides both out-patient and detention-based *Thinking for a Change (T4C)* programs to Targeted RECLAIM youth on probation. There are 19 group observations of the T4C groups throughout the months of January 2011 and June 2012. Table 16 summarizes these site visits. There were also two program implementation meetings held, one in June 2011 and one in January 2012. During the program implementation team meeting, research associates provide staff with feedback regarding the program curricula fidelity for each group. Associates encourage staff to discuss issues

surrounding the implementation and sustainability of groups. This provides the opportunity to troubleshoot and identify solutions.

Table 18

Summit County Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	Thinking for a Change (Out-patient Group)	1.20.11
On-going Coaching	Thinking for a Change (Detention Group)	1.20.11
On-going Coaching	Thinking for a Change (Detention Group)	2.14.11
On-going Coaching	Thinking for a Change (Out-patient Group)	2.17.11
On-going Coaching	Thinking for a Change (Detention Group)	3.18.11
On-going Coaching	Thinking for a Change (Out-patient Group)	3.28.11
On-going Coaching	Thinking for a Change (Detention Group)	4.24.11
On-going Coaching	Thinking for a Change (Out-patient Group)	4.25.11
Group Observation	Thinking for a Change (Detention Group)	6.25.11
Group Observation	Thinking for a Change (Out-patient Group)	6.29.11
Program Implementation Meeting	N/A (Detention Group)	6.29.11
Program Implementation Meeting	N/A (Out-patient Group)	6.30.11
On-going Coaching	Thinking for a Change (Out-patient Group)	7.28.11
On-going Coaching	Thinking for a Change (Detention Group)	7.28.11
On-going Coaching	Thinking for a Change (Out-patient Group)	8.18.11
On-going Coaching	Thinking for a Change (Detention Group)	8.18.11
On-going Coaching	Thinking for a Change (Detention Group)	9.12.11
On-going Coaching	Thinking for a Change (Out-patient Group)	9.22.11
On-going Coaching	Thinking for a Change (Out-patient Group)	10.24.11
On-going Coaching	Thinking for a Change (Detention Group)	10.31.11
Program Implementation Meeting	N/A (Detention Group)	1.4.12
On-going Coaching	Thinking for a Change (Summit County)	5.21.12
Program Implementation Meeting	N/A (Summit County)	6.25.12

Tables 19 and 20 describe the observed strengths and areas in need of improvement for the Summit County group facilitators. As indicated above, research associates assessed these areas during group observations using the Programming Facilitator Evaluation Forms. Table 19 summarizes the results from the earlier version of the form. Scores include "exceed expectation", "meet expectation", "fall below expectation" or are "not applicable" for the session.

Table 19

Summit County Group Observation Feedback (n = 10)

Indicator	% Meets or Exceeds Expectations*
Provides information to the group in clear and concise manner	88.9
Communicates to the participants in a respectful manner	100.0
Consistently follows outline and session topics for group	80.0
Is prepared for lesson	100.0
Incorporates homework review	87.5
Models/demonstrates skill first to participants	100.0
Involves all participants by practice of skills and role plays	100.0
Provides constructive feedback to participants	85.7
Assigns homework	100.0
Addresses issues of noncompliance immediately	100.0
Identifies/corrects antisocial behavior immediately	100.0
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	100.0

*Only items applicable to each session were scored.

Significant areas of strength include all of the indicators in which facilitators meet or exceed expectations 100% of the time. Eight of the 12 indicators are significant areas of strength for the Summit County facilitators. To sum, the Summit group facilitators communicate to participants in a respectful manner and are prepared for lessons. Group facilitators also demonstrate skills to participants first and then involve all participants in practicing skills. Facilitators also assign homework after lessons and provide appropriate reinforcement for

prosocial behavior. Finally, facilitators address antisocial behaviors and issues of non-compliance immediately.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There are four general areas of strength for the Summit County facilitators. Group facilitators provide information in a clear and concise manner in 88.9% of the observations. Facilitators also incorporate the review of homework and provide constructive feedback to participants in a majority of the observations (87.5% and 85.7%, respectively). Finally, in 80% of the observations facilitators followed the outline and session topics for the group. There were no areas of concern for Summit County identified during the group observation sessions.

Table 20 describes the results from the new evaluation form. The new form has 31-items and six domains. Scores for each item include: 2 = *exceed expectation*, 1 = *meet expectation*, and 0 = *fall below expectation*. Only applicable items are scored. Ratings are calculated for each domain by summing the scores of all the applicable items in each area and then dividing by the number of applicable items. Table 20 reports the mean rating and the standard deviation. The range of values for each domain is between zero and two, with higher numbers indicating better use of the skills.

The overall group rating for Summit County facilitators is very high (M = 1.92). Facilitators did exceptionally well in the areas of interpersonal characteristics, facilitator knowledge, group structure, and teaching skills. It is recommended that the facilitators continue to maintain their high level of adherence to the T4C curriculum.

Table 20

Summit County Group Facilitator Evaluation Form (n = 9)

Facilitation Skill Items	**Rating*** ***M (SD)***
Group Structure/Format	1.96 (.07)
Facilitator Knowledge/Modeling	1.96 (.09)
Teaching Skills	1.93 (.17)
Behavior Management	1.88 (.21)
Communication	1.89 (.18)
Interpersonal Characteristics	2.00 (.00)
Overall Group Rating	1.92 (.13)

*Only items applicable to each session were scored.

Risk/Needs Summary

There were 65 juveniles funded through Targeted RECLAIM that received services in Summit County during 2011. Table 21 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were four different types of assessments used by Summit County, which included 50 OYAS-Dispositional, 5 OYAS-Residential, 8 OYAS-Detention, and 2 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool.

Table 21

Frequency and Percent Distribution of OYAS Risk Information in Summit County

	n	%
Overall Risk		
Low	7	10.8
Moderate	29	44.6
High	29	44.6
JJS		
Low	3	5.5
Moderate	23	41.8
High	29	52.7
Family		
Low	17	30.9
Moderate	18	32.7
High	20	36.4
Peers		
Low	7	12.7
Moderate	20	36.4
High	28	50.9
Education		
Low	9	16.4
Moderate	23	41.8
High	23	41.8
Prosocial		
Low	6	10.9
Moderate	25	45.5
High	24	43.6
SAMH		
Low	28	50.9
Moderate	21	38.2
High	6	10.9
Values		
Low	6	10.9
Moderate	25	53.0
High	24	31.2

Note: n = 65 (55 full assessments and 10 screeners).

According to this summary, 44.6% of Targeted RECLAIM youths in Summit County are high-risk, 44.6% are moderate-risk, and 10.8% are low-risk. The majority of Summit youth are moderate-high risk in the domains of juvenile justice system history (94.5%), prosocial skills (92.7%), substance abuse and mental health (89.1%), peers (87.3%), and education (83.6%). Fewer youth are rated as moderate-high risk in the domain of family (69.1%) and less than half (49.1%) are moderate-high risk in the domain of values.

Data Collection Summary

Since January 2011, Summit County has submitted 200 How I Think Questionnaires, 201 Pride In Delinquency Assessments, and 112 Exit Surveys for analysis.

How I Think. The HIT questionnaire measures several types of cognitive distortions, including self-centered, blaming, minimizing, and assuming the worst. The assessment produces an overt scale score, a covert scale score, and an overall HIT score, where higher scores on each indicate more distortions in thinking. Table 22 presents the results from an independent samples *t* test comparing the means of the HIT scores at pre-test ($n = 132$) to the mean scores at post-test ($n = 68$). Table 22 shows mean values of the post-test scores were significantly higher than the pre-test scores ($p < .05$). This means juveniles had significantly more cognitive distortions at post-test than at pre-test. The effect size *d* of the three scores fall between the typical and smaller than typical range for effects in the behavioral sciences (Cohen, 1988). This finding should be interpreted cautiously as the number of post-tests received ($n = 68$) is approximately half of the number of pre-tests received ($n = 132$). With such a discrepancy it is unknown what amount of change occurred in the juveniles that had a pre-test and no post-test.

Table 22

Comparison of Pre- and Post-test HIT Assessments in Summit County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Overt scale			-2.41	198	.017	-.37
Pre-test	3.97	.94				
Post-test	4.29	.80				
Covert scale			-2.02	198	.044	-.31
Pre-test	4.08	.98				
Post-test	4.36	.82				
Overall HIT score			-2.29	198	.023	-.35
Pre-test	4.03	.94				
Post-test	4.33	.79				

Pride in Delinquency (PID). The PID scale measures criminal attitude through items relating to specific delinquent acts. Youths are assessed based on their level of comfort in participating in various antisocial activities. Items are scored on a 21-point Likert-scale, ranging from -10 to +10, where negative numbers indicate the youth is ashamed to commit the specific act, positive numbers indicate the youth would feel proud to engage in the activity, and zero means the youth is undecided. The total score ranges from -200 to 200, with higher scores indicating stronger antisocial attitudes. Table 23 presents the results from an independent samples *t* test comparing the mean PID score at pre-test (n = 104) to the mean score at post-test (n = 97). Table 23 shows that juveniles were significantly less supportive of antisocial activities at post-test (M = -37.45) than at pre-test (M = -28.51) and this difference was significant at the .05 level. The effect size d is greater than |2.0|, which is much larger than typical for the effects in the behavioral sciences (Cohen, 1988).

Table 23

Comparison of Pre- and Post-test PID Assessments in Summit County

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Total Score			1.98	199	.049	-2.08
Pre-test	-28.51	34.40				
Post-test	-37.45	29.15				

Exit Survey. The Exit survey measures the opinions of both youth and family members upon completion of the program. Table 24 presents the respondent's level of agreement with the exit survey questions. The majority of respondents (> 75%) agreed with all five questions on the assessment.

Table 24

Summary of Exit Survey Questions in Summit County

	Agree %	Neutral %	Disagree %
Staff fair, respectful	86.2	8.3	5.5
Staff friendly, cared	77.5	14.4	8.1
I learned a lot	80.4	14.0	5.6
Staff considerate of goals	79.6	12.6	7.8
Taught things to stay out of trouble	83.5	11.8	4.7

CUYAHOGA COUNTY

Site Visit Summary

Research associates from the University of Cincinnati Corrections Institute (UCCI) trained three groups of selected probation officers from Cuyahoga County in the Effective Practices in Community Supervision (EPICS) model. UCCI associates also provided quality

assurance services through the on-going review of audiotapes and videoconference coaching sessions. These services occurred from 4/19/11 to 10/27/11. Associates conducted pre-coaching sessions via phone conference with supervisors and held coaching sessions face to face and via videoconference with supervisors and officers. There were a total of five coaching sessions for each of the three groups. Tables 25 through 27 summarize the dates for EPICS pre-coaching sessions, coaching sessions, and the topics of discussion.

Table 25

Cuyahoga County Group 1 EPICS Schedule

Session	Phone Conference	Video Conference	Topic
1	4.19.11	4.21.11	ABC
2	n/a	6.28.11	ABC/Skill Building
3	7.29.11	8.2.11	ABC
4	9.9.11	9.15.11	Cognitive Restructuring
5	10.21.11	10.27.11	Cost-Benefit Analysis

Table 26

Cuyahoga County Group 2 EPICS Schedule

Session	Phone Conference	Video Conference	Topic
1	4.19.11	4.21.11	ABC
2	n/a	6.28.11	ABC/Skill Building
3	7.29.11	8.4.11	ABC
4	9.9.11	9.15.11	Cognitive Restructuring
5	10.21.11	10.27.11	Cost-Benefit Analysis

Table 27

Cuyahoga County Group 3 EPICS Schedule

Session	Phone Conference	Video Conference	Topic
1	n/a	6.28.11	ABC/Skill Building
2	7.28.11	7.25.11	ABC
3	8.17.11	8.19.11	Cognitive Restructuring
4	9.12.11	9.15.11	Cost-Benefit Analysis
5	10.24.11	10.27.11	Skill Building

Risk/Needs Summary

There were 53 juveniles funded through Targeted RECLAIM that received services in Cuyahoga County during 2011. Table 28 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were three different types of assessments used by Cuyahoga County, which included 42 OYAS-Dispositional, 10 OYAS-Residential, and 1 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool.

According to this summary, only 22.6% of Targeted RECLAIM youths in Cuyahoga County are high-risk, 28.3% are moderate-risk, and 49.1% are low-risk. The majority of Cuyahoga youth are moderate-high risk in the domain of prosocial skills (84.6%). Fewer youth are rated as moderate-high risk in the domains of substance abuse and mental health (63.5%), peers (63.5%), family (51.9%), and education (51.9%). Less than half of the Cuyahoga youth are moderate-high risk in the domains of values (32.7%) and juvenile justice system history (48.1%).

Table 28

Frequency and Percent Distribution of OYAS Risk Information in Cuyahoga County

	n	%
Overall Risk		
Low	26	49.1
Moderate	15	28.3
High	12	22.6
JJS		
Low	27	51.9
Moderate	13	25.0
High	12	23.1
Family		
Low	25	48.1
Moderate	13	25.0
High	14	26.9
Peers		
Low	19	36.5
Moderate	21	40.4
High	12	23.1
Education		
Low	25	48.1
Moderate	12	23.1
High	15	28.8
Prosocial		
Low	8	15.4
Moderate	22	42.3
High	22	42.3
SAMH		
Low	19	36.5
Moderate	23	44.2
High	10	19.2
Values		
Low	35	67.3
Moderate	13	25.0
High	4	7.7

Note: n = 53 (52 full assessments and 1 screener).

Use of the EPICS Model

Sixty-two Cuyahoga County officers submitted a total of 323 audiotapes for review. The average session length was 17.34 minutes. Appendix A summarizes the strengths and areas for improvement for Cuyahoga County. These areas are also described below.

Strengths. The check-in was an area of strength for Cuyahoga County, with 78.1% of the observed officers scoring satisfactorily in this component. Overall, 84.8% of officers performed satisfactorily in the area of enhancing client rapport. There are two noteworthy strengths in the review component area. First, 76.2% of the officers asked about community agency referrals when appropriate, and second, 66.7% of officers reviewed the homework assigned during a previous session. In the intervention component, officers perform the best when using cognitive-behavioral concepts to recognize and explore antisocial thoughts, scoring satisfactorily or very satisfactorily 36.7% of the time it is used. In the homework component, observed officers perform the best when assigning the appropriate homework, scoring satisfactorily or very satisfactorily 44.1% of the time it is assigned.

Behavioral practices are an overall area of strength for Cuyahoga County. Observed officers score the highest in the effective use of authority. Overall, 73.8% of officers maintain a calm voice, 70.5% stay focus on the behavior, and 57.1% specify the offender's choices and attendant consequences. Under the effective reinforcement area, 72.2% of observed officers score satisfactorily in reinforcing prosocial behavior or comments. Under the effective disapproval area, 62.0% of observed officers score satisfactorily in disapproving of antisocial behavior or comments.

The general ratings are another overall area of strength for Cuyahoga County. In 8 of the 11 areas, observed officers are more likely to complete the task than not. Specifically, 94.4%

communicate respectfully, 90.1% communicate information in a clear and concise manner, 83.6% use open-ended questions, and 63.3% elicit and give appropriate feedback. Ninety-two percent make appropriate referrals to outside agencies, 67% stay focused on primary criminogenic needs, 65.9% target criminogenic needs, 63.6% spend more time on criminogenic needs than on non-criminogenic needs.

Areas for Improvement. The review component overall is an area for improvement for Cuyahoga County. Overall, 61.5% of observed officers' score needs improvement in this area. There are two specific concerns. First, 70.3% of observed officers need improvement in the area of reviewing short and long-term goals, and second, 58.8% of the observed officers need improvement in the area of enhancing learning through repetition and feedback. The intervention component is the weakest portion of performance and is the area of most concern. Specifically, 85.7% of the observed officers need improvement in using cognitive-behavioral concepts to recognize and explore risky situations, 78.2% need improvement in teaching new prosocial skills to manage risky situations, 73.6% need improvement in teaching new prosocial attitudes and thoughts, 71.6% need improvement in demonstrating the ABC model, and 63.3% need improvement in using cognitive-behavioral concepts to recognize and explore antisocial thoughts. The homework component is another concerning area. Overall, 66.2% of observed officers' scores need improvement in this component. Specifically, 74.5% of the observed officers need improvement in helping the client generalize learning to new situations, and 67.6% need improvement in providing graduated rehearsal opportunities to the client.

There are only two behavioral practices areas in need of improvement. First, 84.6% of the observed officers need improvement is the area of exploring short and long term benefits of

continuing prosocial behavior, and second, 61.8% of the officers need improvement in the area of exploring short and long term consequences of continuing antisocial behavior.

There are three areas for improvement in the general ratings area. First, 62.3% of the observed officers do not integrate relapse prevention techniques. Second, 53.7% of observed officers do not provide a session of adequate length to target a criminogenic need using a cognitive behavioral intervention. Finally, 41% of observed officers do not use reflective statements to summarize client's statements.

Data Collection Summary

Since January 2011, Cuyahoga County has submitted 92 PO Questionnaires and 266 TCU-Criminal Thinking Scale Assessments for analysis.

PO Questionnaire. The PO Questionnaire is an offender-completed instrument designed to measure the relationship quality with their supervising probation or parole officer. There are 35 items on the PO Questionnaire and three subscales: Caring/Fairness, Trust, and Toughness. Items that were negatively worded and all of the Tough items were reverse coded for scoring purposes. The PO Questionnaire total score is the sum of the Fair/Care, Trust, and Tough subscales, where higher scores indicate a fairer, caring, trusting and non-tough relationship than lower scores.

Table 29 summarizes the results from the PO Questionnaire scores at pre-test (n = 89). Unfortunately, there were only three post-tests submitted during the collection period, so comparisons between pre and post-tests were not possible. This low number of post-tests limits the value of the assessment information gathered. By restricting our analyses to only pretest information, we can only describe the baseline level of offender perception of the relationship

with their supervision officer. Without the posttest information, we are unable to examine to what extent juveniles change their perception of the officer-offender relationship over time.

Table 29

PO Questionnaire Pre-test Summary in Cuyahoga County

Variable	*M*	*SD*
Fair/Care	122.92	24.76
Trust	37.35	8.23
Tough	13.82	5.48
Total	174.09	33.86

TCU-Criminal Thinking Scale (CTS). The TCU Criminal Thinking Scale (CTS) is designed to measure criminal thinking patterns (Knight et al., 2006). There are six CTS scales: *entitlement, justification, power orientation, cold heartedness, criminal rationalization,* and *personal irresponsibility*. Higher scores indicate more criminal thinking than lower scores. Table 30 presents the results from the CTS assessment at pre-test (n = 254). Cuyahoga juveniles scored the highest in the scales of *power orientation* (M = 28.14) and *criminal rationalization* (M = 27.76). It should be noted that the mean scores for all of the scales at pre-test fall above the 50th and below the 75th percentile of a normed offender population (Knight et al., 2006).

Unfortunately, there were only 12 post-tests submitted during the collection period, so comparisons between pre and post-tests were not possible. Again, this low number of post-tests limits the value of the assessment information gathered. By restricting our analyses to only pretest information, we can only describe the baseline level of offender criminal thinking. Without the posttest information, we are unable to examine to what extent criminal thinking patters change over time.

Table 30

TCU-Criminal Thinking Scale Pre-test Summary in Cuyahoga County

Variable	*M*	*SD*
Entitlement	21.40	6.22
Justification	21.02	6.62
Power orientation	28.14	7.84
Cold heartedness	25.45	7.75
Criminal rationalization	27.76	7.07
Personal irresponsibility	23.94	7.56

Berea Children's Home, Cuyahoga County Juvenile Center

In February of 2011, the Berea Children's Home began an intensive training series on the CBT model with the University of Cincinnati. The UCCI training included an overview of the program model, training in CBT curricula, implementation team meetings, and group observations. The Berea Children's Home now offers the CBT groups *Thinking for a Change (T4C)*, *Pathways to Self-Discovery and Change*, *Aggression Replacement Training (ART)*, and orientation sessions. The Berea Children's Home is scheduled to complete the CBTC redesign project on June 30, 2012 and will receive the same quality assurance services as the other CBT sites thereafter (i.e., quarterly group observations on site, semi-annual implementation team meeting).

LUCAS COUNTY

Site Visit Summary

Research associates from the University of Cincinnati Corrections Institute (UCCI) trained select probation officers from Lucas County in the Effective Practices in Community Supervision (EPICS) model. UCCI associates also provided quality assurance services through the on-going review of audiotapes and videoconference coaching sessions. These services

occurred from 3/16/11 to 8/24/11. Associates conducted pre-coaching sessions via phone conference with supervisors and held coaching sessions via videoconference with supervisors and officers. There were a total of five coaching sessions. Table 31 summarizes the dates for EPICS pre-coaching sessions, coaching sessions, and the topics of discussion.

Table 31

Lucas County EPICS Schedule

Session	Phone Conference	Video Conference	Topic
1	n/a	3.16.11	ABC
2	4.18.11	4.20.11	Cost-Benefit Analysis
3	5.23.11	5.25.11	Skill Building
4	6.20.11	7.20.11	Problem Solving
5	8.22.11	8.24.11	Behavioral Practices

Risk/Needs Summary

There were 19 juveniles funded through Targeted RECLAIM that received services in Lucas County during 2011. Table 32 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were two different types of assessments used by Lucas County, which included 14 OYAS-Dispositional and 5 OYAS-Residential.

According to this summary, 47.4% of Targeted RECLAIM youth in Lucas County are high-risk and 94.7% are moderate-high risk. The majority of Lucas youth are moderate-high risk in the domains of peers (94.7%), prosocial skills (94.7%), juvenile justice system history (89.5%), substance abuse and mental health (89.5%), and family (73.7%). Fewer youth are rated as moderate-high risk in the domain of values (63.2%) and less than half are moderate-high risk in the domain of education (47.4%).

Table 32

Frequency and Percent Distribution of OYAS Risk Information in Lucas County

	n	%
Overall Risk		
Low	1	5.3
Moderate	9	47.4
High	9	47.4
JJS		
Low	2	10.5
Moderate	5	26.3
High	12	63.2
Family		
Low	5	26.3
Moderate	11	57.9
High	3	15.8
Peers		
Low	1	5.3
Moderate	2	10.5
High	16	84.2
Education		
Low	10	52.6
Moderate	2	10.5
High	7	36.8
Prosocial		
Low	1	5.3
Moderate	7	36.8
High	11	57.9
SAMH		
Low	2	10.5
Moderate	11	57.9
High	6	31.6
Values		
Low	7	36.8
Moderate	8	42.1
High	4	21.1

Note: n = 19 full assessments.

Use of the EPICS Model

Thirty-one Lucas County officers submitted a total of 171 audiotapes for review. The average session length was 16.44 minutes. Appendix B summarizes the strengths and areas for improvement for Lucas County. These areas are also described below.

Strengths. The check-in component is an area of strength for Lucas County, with 71.3% of the observed officers scoring satisfactorily. Overall, 80.7% of observed officers performed satisfactorily in the area of enhancing client rapport. The next highest area of strength for observed officers was assessing client's needs, where 57.3% of officers perform satisfactorily. Rounding out the areas of strength in the check-in component is compliance, where 49.7% of observed officers perform satisfactorily.

There were three noteworthy strengths in the review component. First, 86.8% of officers asked about community agency referrals when appropriate. Second, 75% of officers reviewed the homework from the previous session. Finally, 64.1% of officers enhanced offender learning through repetition and feedback. The intervention component was also an area of strength for Lucas County, with 59.5% of the observed officers scoring satisfactorily in this area. Specifically, 65.5% of officers used cognitive-behavioral concepts to recognize and explore risky situations, 61.9% taught offenders new prosocial attitudes and thoughts, 61.1% taught new prosocial skills to manage risky situations, and 53.6% used cognitive-behavioral concepts to recognize and explore antisocial thoughts (53.6%). In the homework component, observed officers perform the best when assigning the appropriate homework, scoring satisfactorily or very satisfactorily 55% of the time it is used.

Behavioral practices are an area of strength for Lucas County. Overall, 90% of observed officers perform very satisfactorily in keeping a calm voice. The next highest area of strength

for observed officers is focusing on behavior, with 60% of officers scoring satisfactorily. In the use of authority component, specifying choices and attendant consequences was also an area of strength where 50% of the observed officers performed satisfactorily. Under the effective reinforcement area, 74.2% of observed officers performed satisfactorily in reinforcing prosocial behavior or comments.

The general ratings are an area of exceptional strength for Lucas County. In all possible areas, observed officers are more likely to complete the task than not. Specifically, 98.2% of the observed officers communicate with the client in a respectful manner, 93% use open-ended questions, 85.3% target criminogenic needs, 81.9% communicate information in a clear and concise manner, 80.1% stay focused on the primary criminogenic needs, 80% spend more time on criminogenic needs than non-criminogenic needs, 79.4% elicit and give the appropriate feedback, 69.6% use reflective statements to summarize what the client said, 64.5% make appropriate referrals to outside agencies, 62% integrate relapse prevention techniques, and 53.3% spend an adequate length of time in the session.

Areas for Improvement. There is one item under the review component that is an area for improvement for Lucas County; 77.3% of observed officers' scored needs improvement in the area of reviewing the client's short and long-term goals. There is one item under the intervention component that is also in need of improvement; 51.8% of officers need improvement in demonstrating the ABC model. The homework component is the weakest portion of performance and is the area of most concern, with 54.8% of the observed officers needing improvement in this area. Specifically, 61.4% of observed officers need improvement in helping clients to generalize learning in new situations and 70.4% of officers need improvement in using graduated rehearsal.

The behavioral practices area of effective disapproval is an area for improvement for Lucas County. Overall, 74.1% of observed officers are in need of improving their exploration of short and long-term consequences of continuing antisocial behavior and 54.7% are in need of improving their disapproval of antisocial behavior or comments. Also in need of attention under the effective reinforcement area, 81.7% of observed officers' score needs improvement in the area of exploring short and long-term benefits of continued prosocial behavior.

Data Collection Summary

Since January 2011, Lucas County has submitted 0 PO Questionnaires and 0 TCU-Criminal Thinking Scale Assessments for analysis.

FRANKLIN COUNTY

The University of Cincinnati Corrections Institute (UCCI) did not train Franklin County Juvenile Probation Department in any cognitive-behavioral treatment (CBT) curriculums or in the Effective Practices in Community Supervision (EPICS) model during 2011.

Risk/Needs Summary

There were 46 juveniles funded through Targeted RECLAIM that received services in Franklin County during 2011. Table 33 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were four different types of assessments used by Franklin County, which included 40 OYAS-Dispositional, 2 OYAS-Residential, 1 OYAS-Detention, and 3 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool.

Table 33

Frequency and Percent Distribution of OYAS Risk Information in Franklin County

	n	%
Overall Risk		
Low	8	17.4
Moderate	27	58.7
High	11	23.9
JJS		
Low	18	42.9
Moderate	16	38.1
High	8	19.0
Family		
Low	16	38.1
Moderate	13	31.0
High	13	31.0
Peers		
Low	4	9.5
Moderate	18	42.9
High	20	47.6
Education		
Low	5	11.9
Moderate	20	47.6
High	17	40.5
Prosocial		
Low	6	14.3
Moderate	19	45.2
High	17	40.5
SAMH		
Low	3	7.1
Moderate	26	61.9
High	13	31.0
Values		
Low	25	59.5
Moderate	13	31.0
High	4	9.5

Note: n = 46 (42 full assessments and 4 screeners).

According to this summary, 23.9% of Targeted RECLAIM youths in Franklin County are high-risk, 58.7%% are moderate-risk, and 17.4% are low-risk. The majority of Franklin youth are moderate-high risk in the domains of substance abuse and mental health (92.9%), peers (90.5%), education (88.1%), and prosocial skills (85.7%). Fewer youth are rated as moderate-high risk in the domain of family (61.9%) and juvenile justice system history (57.1%). Less than half of the youth (40.5%) is moderate-high risk in the domain of values.

ALL TARGETED RECLAIM YOUTH

This section examines the risk characteristics of the entire sample of 2011 Targeted RECLAIM youth. The measures of change are also used from the different counties to increase the sample size and determine if there were changes in offender attitudes and beliefs from pre-test to post-test.

Risk/Needs Summary

There were 239 juveniles funded through Targeted RECLAIM that received services through one of the six initial counties during 2011. Table 34 presents a breakdown of these youths according to their ratings in the Ohio Youth Assessment System (OYAS) computerized database system. It should be noted that when multiple assessments were present for a youth, only the one closest to the Targeted RECLAIM start date was used for analysis. There were five different types of assessments used by the counties, which included 149 OYAS-Dispositional, 64 OYAS-Residential, 9 OYAS-Detention, 2 OYAS-Reentry, and 15 Risk/Needs Assessments. The Risk/Need Assessment only reports an overall risk level; therefore individual domain information is not available for offenders assessed by this tool. According to this summary, 37.2% of Targeted RECLAIM youths in 2011 are high-risk, 43.9% are moderate-risk, and 18.8% are low-risk.

Table 34

Frequency and Percent Distribution of OYAS Risk Information for all Targeted RECLAIM Youths

	n	%
Overall Risk		
Low	45	18.8
Moderate	105	43.9
High	89	37.2
JJS		
Low	56	26.0
Moderate	62	28.8
High	97	45.1
Family		
Low	93	43.3
Moderate	64	29.8
High	58	27.0
Peers		
Low	38	17.7
Moderate	81	37.7
High	96	44.7
Education	73	34.0
Low	76	35.3
Moderate	66	30.7
High		
Prosocial		
Low	20	9.3
Moderate	79	36.7
High	116	54.0
SAMH		
Low	34	15.8
Moderate	114	53.0
High	67	31.2
Values		
Low	116	54.0
Moderate	77	35.8
High	22	10.2

Note: n = 239 (215 full assessments and 24 screeners).

Table 35 presents the results of one-way analyses of variance tests between counties and offender risk/needs levels. Statistically significant differences were found for the overall risk/needs level ($p < .001$), juvenile justice history ($p < .001$), family ($p = .028$), peers ($p < .001$), education ($p < .001$), prosocial ($p = .001$), and substance abuse and mental health ($p = .003$). There was not a statistically significant difference in the domain of values by county ($p = .146$). This finding suggests that counties select statistically significant types of offenders for Targeted RECLAIM funded services based on the type and severity of offender risk/needs.

Table 35

One-Way Analyses of Variance for the Effect of County on Risk Levels

County	**Cuyahoga** *M (SD)*	**Franklin** *M (SD)*	**Hamilton** *M (SD)*	**Lucas** *M (SD)*	**Montgomery** *M (SD)*	**Summit** *M (SD)*	***F***	***p***
Overall risk	1.73 (.81)	2.07 (.65)	2.50 (.52)	2.42 (.61)	2.43 (.62)	2.34 (.67)	7.68	< .001
JJS	1.71 (.82)	1.76 (.76)	2.57 (.79)	2.52 (.70)	2.65 (.70)	2.47 (.60)	13.59	< .001
Family	1.79 (.85)	1.93 (.84)	1.86 (.90)	1.89 (.66)	1.48 (.75)	2.05 (.83)	2.56	.028
Peers	1.87 (.77)	2.38 (.66)	1.86 (.69)	2.79 (.54)	2.35 (.70)	2.27 (.74)	6.67	< .001
Education	1.81 (.86)	2.29 (.67)	1.43 (.53)	1.84 (.96)	1.60 (.67)	2.25 (.73)	6.17	< .001
Prosocial	2.27 (.72)	2.26 (.70)	2.57 (.53)	2.53 (.61)	2.80 (.46)	2.45 (.63)	4.09	.001
SAMH	1.83 (.73)	2.24 (.58)	2.29 (.49)	2.21 (.63)	2.20 (.61)	2.33 (.67)	3.69	.003
Values	1.40 (.63)	1.50 (.67)	1.86 (.38)	1.84 (.76)	1.60 (.67)	1.60 (.68)	1.66	.146

Data Collection Summary

Since January 2011, the initial Targeted RECLAIM counties have submitted 183 In Program Behavior Assessments, 239 How I Think Questionnaires, 99 Anger Questionnaires, 241 Pride in Delinquency Assessments, 43 SASSI Assessments, 92 PO Questionnaires, 266 TCU-Criminal Thinking Scales, and 232 Exit Surveys for analysis. Next, the pre and post results are compared for entire Targeted RECLAIM sample on each measure of change.

In Program Behavior Assessment. The In Program Behavior Assessment is an instrument filled out by treatment staff that measures a youth's change in behavior and acquisition of skills. The assessor rates each youth with the assessment upon entry to the program, at the youth's halfway mark, and upon release from the program. Table 36 presents the results from a one-way analysis of variance test between the mean assessment scores at pre-test (n = 69), mid-test (n = 57), and post-test (n = 57) from both Hamilton and Montgomery Counties. A statistically significant difference was found among all of the assessment areas ($p <$ .001). Table 36 shows that the mean scores of these skills increases from pre-test to mid-test and then again increases from mid-test to post-test.

Table 36

Comparison of Pre-, Mid-, and Post-test In Program Behavioral Assessments in Targeted RECLAIM Sample

	Pre-test *M (SD)*	**Mid-test** *M (SD)*	**Post-test** *M (SD)*	***F***	***p***
Problem recognition	.28 (.48)	1.07 (.50)	1.72 (.53)	131.75	< .001
Problem understanding	.33 (.51)	1.09 (.51)	1.74 (.52)	118.94	< .001
Motivation to change	.38 (.55)	1.14 (.62)	1.67 (.55)	82.92	< .001
Treatment participation	.48 (.53)	1.44 (.55)	1.79 (.49)	108.90	< .001
Communication with supervisors	.97 (.48)	1.53 (.54)	1.79 (.53)	42.05	< .001
Communication with therapists	1.09 (.51)	1.45 (.50)	1.75 (.48)	27.91	< .001
Program compliance	.87 (.57)	1.36 (.48)	1.73 (.49)	43.33	< .001
Problem solving	.46 (.50)	1.36 (.48)	1.73 (.49)	76.22	< .001
Recognizes cognitive distortions	.23 (.43)	1.02 (.49)	1.63 (.59)	122.30	< .001
Ability to generalize	.23 (.43)	1.07 (.46)	1.66 (.55)	141.86	< .001

How I Think. The HIT questionnaire measures several types of cognitive distortions, including self-centered, blaming, minimizing, and assuming the worst. The assessment produces an overt scale score, a covert scale score, and an overall HIT score, where higher scores on each indicate more distortions in thinking. Table 37 presents the results from an independent samples *t* test comparing the means of the HIT scores at pre-test (n = 156) to the mean scores at post-test (n = 83) from both Hamilton and Summit Counties. Although there were no significant differences found from pre-test to post-test, the mean scores in all three scales are higher at post-

test than they were at pre-test. This means juveniles had more cognitive distortions at post-test than at pre-test. The effect size *d* of the three scores fall in the smaller than typical range for effects in the behavioral sciences (Cohen, 1988). This finding should be interpreted cautiously as the number of post-tests received (n = 83) is approximately half of the number of pre-tests received (n = 156). With such a discrepancy it is unknown what amount of change occurred in the juveniles that had a pre-test and no post-test.

Table 37

Comparison of Pre- and Post-test HIT Assessments in Targeted RECLAIM Sample

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Overt scale			-1.35	237	.179	-.19
Pre-test	3.85	.95				
Post-test	4.03	.97				
Covert scale			-1.16	237	.247	-.17
Pre-test	3.91	1.03				
Post-test	4.08	1.03				
Overall HIT score			-1.34	237	.182	-.18
Pre-test	3.88	.98				
Post-test	4.06	.99				

Anger Questionnaire. The AQ is a self-report tool used to measure anger and aggressive tendencies. The AQ has an overall score and five subscales: physical aggression, verbal aggression, anger, hostility, and indirect aggression. Higher scores indicate more anger and aggressive tendencies than lower scores. Table 38 presents the results from an independent samples *t* test comparing the mean AQ scores at pre-test (n = 55) to the mean scores at post-test (n = 44) from both Hamilton and Montgomery Counties. The table reveals that there are significantly lower scores on the overall AQ score (p = .010) and the two subscales of physical

aggression (p = .010) and verbal aggression (p = .056). The effect size d is .53 for the subscale of physical aggression, which is considered moderate for the behavioral sciences (Cohen, 1988). The effect sizes for the other significant variables fall within the smaller than typical range for the behavioral sciences (Cohen, 1988). Juveniles did not significantly differ from pre-test to post-test on the subscale of anger (p = .106), hostility (p = .278), and indirect aggression (p = .121), although the mean values of all three subscales at post-test are all smaller than the mean value at pre-test.

Table 38

Comparison of Pre- and Post-test AQ Assessments in Targeted RECLAIM Sample

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Physical aggression			2.64	96.96[a]	.010	.53
Pre-test	25.75	9.39				
Post-test	21.23	7.64				
Verbal aggression			1.93	96.16[a]	.056	.39
Pre-test	15.02	5.47				
Post-test	13.02	4.80				
Anger			1.63	96.61[a]	.106	.33
Pre-test	19.18	7.20				
Post-test	17.00	6.12				
Hostility			1.09	96.95[a]	.278	.22
Pre-test	18.65	8.09				
Post-test	17.05	6.60				
Indirect aggression			1.56	96.99[a]	.121	.31
Pre-test	15.47	6.28				
Post-test	13.70	4.96				
Overall AQ score			1.96	96.95[a]	.053	.39
Pre-test	93.53	32.19				
Post-test	82.00	26.26				

[a]The *t* and *df* were adjusted because variances were not equal.

Pride in Delinquency (PID). The PID scale measures criminal attitude through items relating to specific delinquent acts. Youths are assessed based on their level of comfort in participating in various antisocial activities. Items are scored on a 21-point Likert-scale, ranging from -10 to +10, where negative numbers indicate the youth is ashamed to commit the specific act, positive numbers indicate the youth would feel proud to engage in the activity, and zero means the youth is undecided. The total score ranges from -200 to 200, with higher scores indicating stronger antisocial attitudes. Table 39 presents the results from an independent samples *t* test comparing the mean PID score at pre-test (n = 124) to the mean score at post-test (n = 117) from both Hamilton and Summit. Table 39 shows that juveniles were significantly less supportive of antisocial activities at post-test (M = -34.13) than at pre-test (M = -25.27) and this difference was significant at the .05 level. The effect size d is .27, which is considered small for the effects in the behavioral sciences (Cohen, 1988).

Table 39

Comparison of Pre- and Post-test PID Assessments in Targeted RECLAIM Sample

Variable	*M*	*SD*	*t*	*df*	*p*	Cohen's *d*
Total Score			2.09	239	.038	.27
Pre-test	-25.27	34.63				
Post-test	-34.13	30.98				

Substance Abuse Subtle Screening Inventory (SASSI). The SASSI is a self-report survey that identifies those youth that are likely to have a substance abuse disorder. The SASSI has ten domains and 100 items. Higher scores indicate substances are more of a problem for the offender than lower scores. Hamilton County was the only county to use the SASSI assessment with Targeted RECLAIM youth. Likewise a separate table is not necessary. Please refer back to Table 7 for SASSI assessment information.

PO Questionnaire. The PO Questionnaire is an offender-completed instrument designed to measure the relationship quality with their supervising probation or parole officer. Cuyahoga County was the only county to submit PO Questionnaire assessments with Targeted RECLAIM youth. Likewise, a separate table is not necessary. Please refer back to Table 29 for the PO Questionnaire assessment information.

TCU-Criminal Thinking Scale (CTS). The TCU Criminal Thinking Scale (CTS) is designed to measure criminal thinking patterns (Knight et al., 2006). Cuyahoga County was the only county to use the CTS assessment with Targeted RECLAIM youth. Likewise a separate table is not necessary. Please refer back to Table 30 for CTS assessment information.

Exit Survey. The Exit survey measures the opinions of both youth and family members upon completion of the program. Table 40 presents the respondent's level of agreement with the exit survey questions in the three counties of Hamilton, Montgomery, and Summit. The majority of respondents (> 80%) agreed with all five questions on the assessment.

Table 40

Summary of Exit Survey Questions in Targeted RECLAIM Sample

	Agree %	Neutral %	Disagree %
Staff fair, respectful	88.3	8.1	3.6
Staff friendly, cared	84.9	9.8	5.3
I learned a lot	84.1	11.8	4.1
Staff considerate of goals	86.1	9.7	4.2
Taught things to stay out of trouble	90.3	7.2	2.5

OUTCOME EVALUATION

OYAS Validation

The Targeted RECLAIM sample for this evaluation was compiled in a two-step process. First, a list of all youths served through Targeted RECLAIM funds between January 1, 2011 and December 31, 2011 was extracted from the Ohio Youth Assessment System (OYAS) computerized database. Second, a county contact person from each county was sent a copy of this list and was asked to add to it the names of any missing youth(s) that received services through Targeted RECLAIM funds during this time period. This process identified a total of 239 youths. The sample includes all youths regardless of the type of services received (e.g., CBT, EPICS, MST).

Risk information for these youths was obtained through the Ohio Youth Assessment System (OYAS) computerized database. There were five different types of assessments used to classify the Targeted RECLAIM youths: OYAS-Dispositional (n = 149), OYAS-Residential (n = 64), OYAS-Detention (n = 9), OYAS-Reentry (n = 2), and Risk/Needs Assessment (n = 15). Recidivism is defined here as any incarceration to the Department of Youth Services (DYS) or Ohio Department of Rehabilitation and Correction (DRC) custody after the youth began any type of Targeted RECLAIM funded services. Data collection for outcome measures on program participants admitted during this time period ended on June 30, 2012.

Figure 1 presents information regarding the predictive validity of the OYAS for the sample of Targeted RECLAIM youth. The chart illustrates the percentages of offenders in each risk category that recidivated. Specifically, for overall risk level, 6.7% of low-risk offenders were incarcerated, 7.6% of moderate-risk offenders were incarcerated, and 15.7% of high-risk offenders were incarcerated. Table 41 displays the bivariate correlations of the OYAS risk

categories and incarceration. The *r* value of .12 provides further indication that the OYAS assigned levels of overall risk are able to significantly distinguish between groups that have progressively higher rates of recidivism.

Figure 1 and Table 41 also examines the predictive utility of the individual subscale domains of the OYAS system. The domain of juvenile justice system history also displays an ability to distinguish between groups that have progressively higher rates of recidivism ($r = .16$, $p < .05$). The only other significant subscale is the peers domain ($r = .12$, $p < .10$); however, as illustrated in Figure 1 its risk categories do not progress from lower to higher recidivism rates. Rather, in this domain the low-risk are reincarcerated at a higher rate than the moderate-risk. While the remaining subscales are not statistically significant the high-risk category is consistently the most likely to be incarcerated.

Figure 1

Predictive Validity of Ohio Youth Assessment System and Domains for Targeted RECLAIM Youth

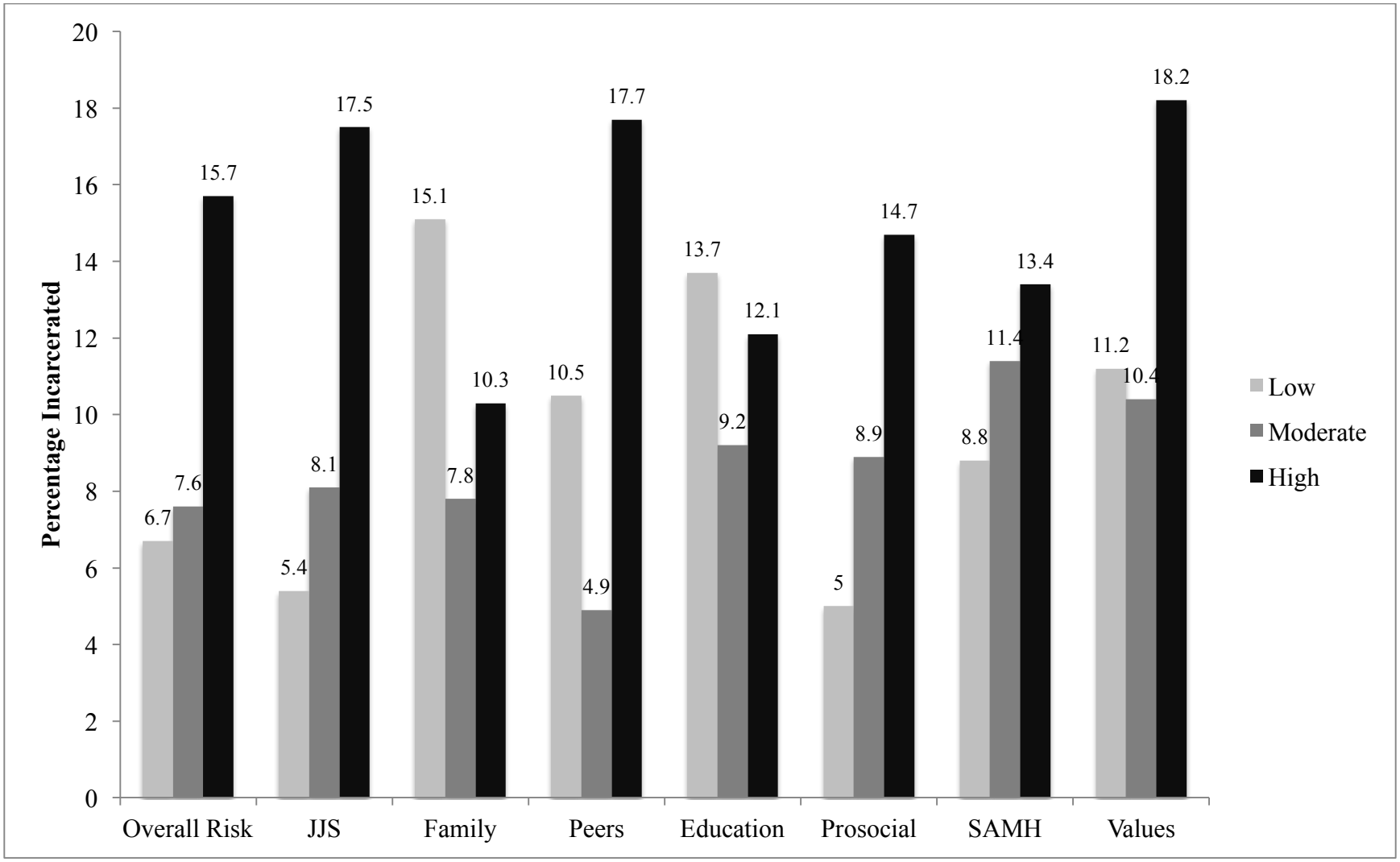


Table 41

Bivariate Correlations of OYAS Risk Categories and Incarceration

	Pearson Correlation (*r*)
Overall Risk	.12*
JJS	.16**
Family	-.07
Peers	.12*
Education	-.02
Prosocial	.11
SAMH	.05
Values	.04

Note: * $p < .10$. ** $p < .05$.

DYS Comparison Group

A control group of youth released from DYS custody during this same time was matched to the Targeted RECLAIM group (n = 239). To create the comparison group, each Targeted RECLAIM youth in the study was matched to a youth released from DYS custody during the calendar year 2011. The DYS sample was matched to the Targeted RECLAIM sample on the characteristics of county of conviction, gender, race, risk level, and time at risk. Although the time at risk varied for the treatment and comparison group, the differences were controlled by calculating the length of time in the community for the DYS group and then applying it to the Targeted RECLAIM matched case. For example, if the DYS offender was in the community for six months, the same length of time was applied to the Targeted RECLAIM matched youth to determine if he or she recidivated during that time.

Table 42 shows the frequencies and percentages of youths in each group type by gender, race, age, risk level and county of commitment. The majority of this sample is male (95%) and non-white (78.2%). The Targeted RECLAIM youths were significantly different than DYS youths on the variable years of age, t (475) = 10.15, $p < .001$, d = .93. Inspection of the two

group means indicates that the average age for Targeted RECLAIM youths (M = 15.7) is significantly lower than the age (M = 16.9) of the DYS youths. This difference is considered large using Cohen's (1988) guidelines.

Table 42

Descriptive Characteristics for the Sample

	Targeted RECLAIM		DYS	
Characteristic	***n***	**%**	***n***	**%**
Male	227	95.0	227	95.0
White	52	21.8	52	21.8
Mean age (SD)	15.7	1.3	16.9	1.2
Risk level				
Low	45	18.8	46	19.2
Moderate	105	43.9	108	45.2
High	89	37.2	85	35.6
County				
Cuyahoga	53	22.2	61	25.5
Franklin	46	19.2	63	26.4
Hamilton	12	5.0	37	15.5
Lucas	19	7.9	26	10.9
Montgomery	44	18.4	19	7.9
Summit	65	27.2	33	13.8

A one for one matching of youths from DYS to Targeted RECLAIM kids was not possible on the variable county of commitment. This is because there were two counties, Montgomery and Summit, in which there were more kids receiving Targeted RECLAIM services in 2011 than were released from DYS custody. In order to obtain an equal size comparison group, youths from the remaining counties were selected. To investigate the strength of the association between group type and county of commitment, a chi-square test was conducted.

The analysis indicated a significant relationship between group type and county of commitment, $\chi^2 = 37.43$, $df = 5$, $p < .001$.

Outcome Results

Figure 2 provides the results of the outcome evaluation. Of the 478 youths included in the treatment and comparison groups, 25.1% of the DYS sample (or 60 offenders) was incarcerated during the follow-up compared to only 10.5% of the Targeted RECLAIM youths (or 25 offenders). This difference was significant beyond the .001 level. This means the DYS sample was 2.4 times more likely to be incarcerated during follow up than the Targeted RECLAIM youths. Another way to interpret this finding is that without Targeted RECLAIM services available, feasibly these youth would have went to DYS. If the Targeted RECLAIM youth went to DYS, it would be expected that they would be incarcerated at the same rate as the DYS sample. However, because they did not go to DYS and remained in the community through Targeted RECLAIM services, 35 kids remained incarceration free. While this difference is significant, the effect size $\Phi = -.19$, $p < .001$, is considered small according to the behavioral sciences (Cohen, 1988).

Figure 2

Comparison of Incarceration Rates for Targeted RECLAIM and DYS Samples

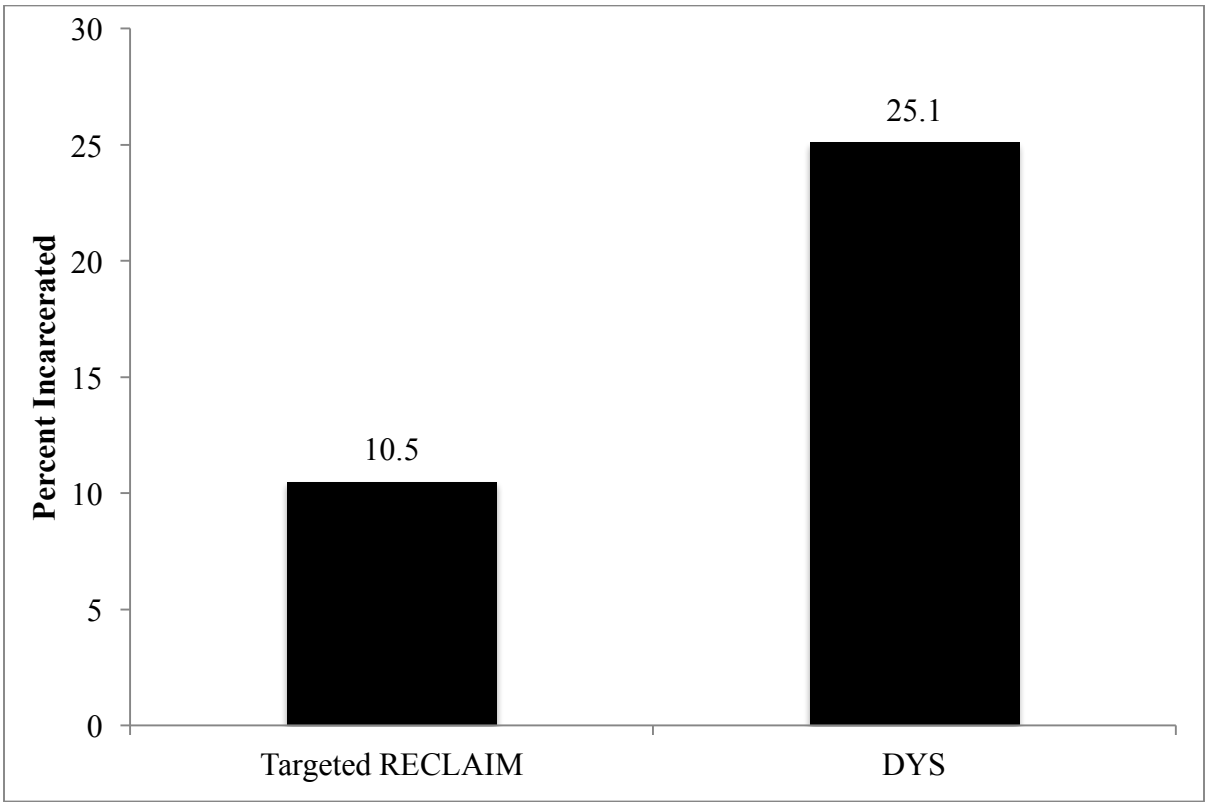


Table 43 examines the incarceration rates by group type and risk level. Of the 91 low-risk offenders included in the treatment and comparison groups, 23.9% of the DYS sample (or 11 offenders) was incarcerated during the follow-up period compared to only 6.7% of the Targeted RECLAIM youths (or 3 offenders). Of the 213 moderate-risk offenders included in the treatment and comparison groups, 18.5% of the DYS sample (or 20 offenders) was incarcerated during the follow-up period compared to only 7.6% of the Targeted RECLAIM youth (or 8 offenders). Of the 174 high-risk youth included in the treatment and comparison groups, 34.1% of the DYS sample (or 29 offenders) was incarcerated during the follow-up period compared to only 15.7% of the Targeted RECLAIM youths (or 14 offenders). These findings suggest low-risk offenders are 3.56 times as likely to be incarcerated in DYS sample than in TR sample,

moderate-risk offenders are 2.43 times as likely to be incarcerated in the DYS sample than in TR sample, and high-risk offenders are 2.17 times as likely to be incarcerated in the DYS sample than in TR sample. Chi-square tests reveal that the differences between risk level and group type are significant beyond the .05 level. The phi values for low-risk is -.24, moderate-risk is -.16, and for high-risk is -.21. The effect sizes for these three levels are considered small for the behavioral sciences (Cohen, 1988).

Table 43

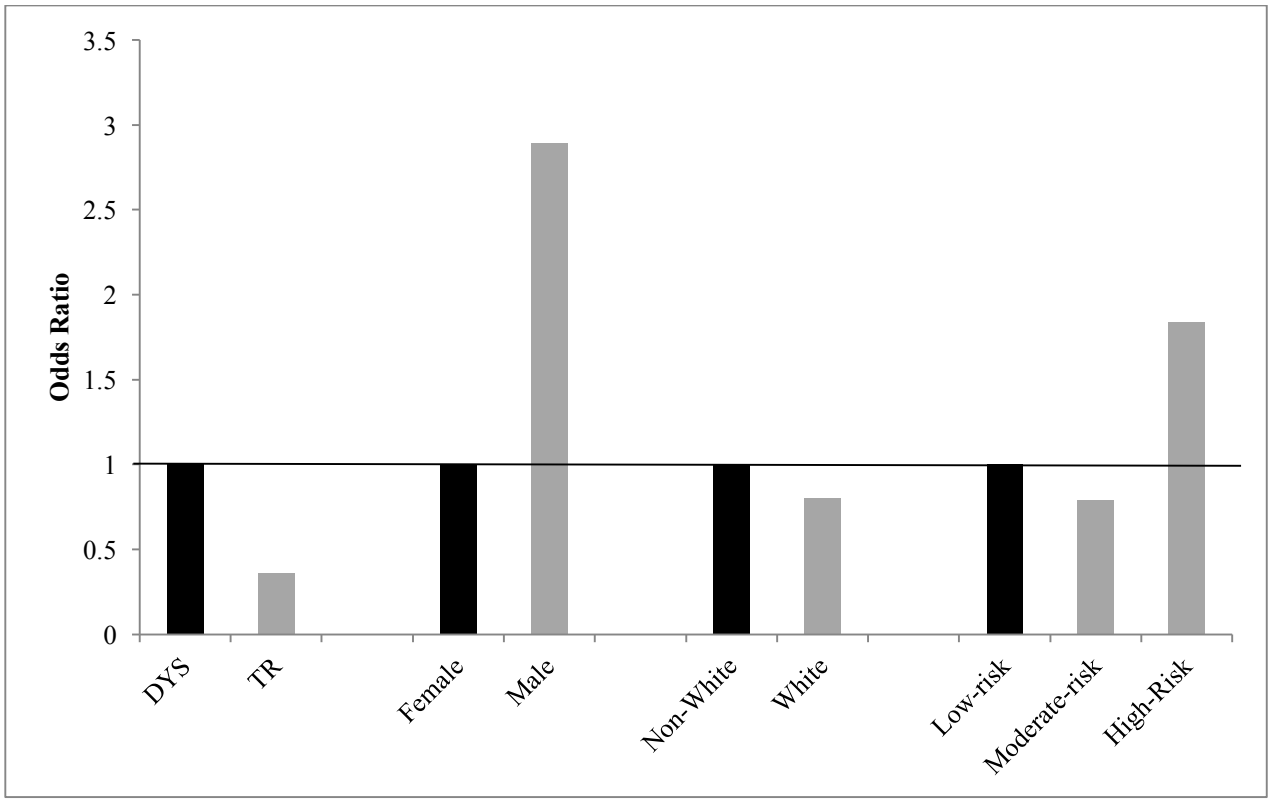
Incarceration by Group and Risk Level

	Targeted RECLAIM		DYS	
Risk Level	***n***	**%**	***n***	**%**
Low	3	6.7	11	23.9
Moderate	8	7.6	20	18.5
High	14	15.7	29	34.1

Binary logistic regression was conducted to assess whether the four predictor variables, *Targeted RECLAIM participation, gender, race,* and *risk*, significantly predicted whether or not a juvenile was incarcerated during the follow-up period. When all four variables are considered together, they significantly predict whether or not a juvenile is incarcerated during the follow-up period, $\chi^2 = 30.61$, $df = 5$, $p < .01$. Figure 3 depicts the odds ratios, which suggest that the odds of incarceration are lower for juveniles that received Targeted RECLAIM services (compared to those that went to DYS). A summary of the binary logistic regression model is provided in Appendix C.

Figure 3

Odds Ratios of Four Independent Variables Predicting Incarceration



DISCUSSION

This study employed a quasi-experimental design and made use of comparison group and pretest information. This report addressed many of the limitations that were present in the previous Targeted RECLAIM evaluation. First, the sample size of this study (n = 478) is larger than the previous year (n = 374). Second, unlike the previous report that compared a 2010 Targeted RECLAIM group to a 2009 DYS sample, the two groups under investigation in this report are from the same time period. By comparing youths that received Targeted RECLAIM services during 2011 to DYS offenders that were released during 2011 we eliminated many of the historical threats to validity that were present in the previous study. Similar to the previous years report, the follow-up time for the two groups varied (M = 12.4 month follow-up for

comparison compared to *M* = 15.5 month follow-up for the treatment group). It should be noted, however, as in the previous report, the length of time followed was controlled. The results of these analyses indicate that youth served through Targeted RECLAIM services recidivated less than similar youth that were sent to DYS.

NEXT STEPS

The next steps for the counties implementing cognitive-behavioral programming include continued observation of groups with feedback, modeling of skills, and additional program implementation while meeting with key programming staff. Booster trainings on the specific curricula will occur quarterly for Hamilton, Montgomery, and Summit Counties. Additionally, UCCI and all the counties will continue to work together to address systemic issues regarding how the group fits within the context of the program to better ensure each program is providing effective correctional programming. Finally, the collection of pre- and post-testing for sites will continue.

RECOMMENDATIONS

This section provides recommendations based on the results discussed in the previous section. This section is divided up into two sections – *Assessment* and *Continuous Quality Improvement* – with bulleted points aimed at providing DYS with specific examples for improving the effectiveness of the Targeted RECLAIM program.

Assessment

- The risk principle calls for the administration and delivery of more intensive services and supervision to higher risk offenders. DYS should ensure that more intensive Targeted RECLAIM services are reserved primarily for moderate to high-risk offenders. For

example, the intensive residential programs should target only the highest risk cases, while the community programs can accommodate a broader range of risk categories.

- The risk principle also discourages the mixture of high and low-risk offenders in the same treatment sessions. Steps should be taken to ensure that low and high-risk youths are not participating in the same treatment groups. Essentially, counties should conduct separate groups for low and high-risk offenders.
- DYS should also insist that counties use a full OYAS assessment (e.g., OYAS-Dispositional tool) rather than a risk assessment screener to determine offender risk level. This assessment should be also mandated to occur prior to the youth's admission to the Targeted RECLAIM program. This process will help provide better risk and need information on each offender that can be used to determine the appropriate type and duration of services to provide. This may also help alleviate the differences in the population of Targeted RECLAIM offenders between counties.
- DYS should work with counties to develop specific program eligibility criteria for each program funded through Targeted RECLAIM. For example, the T4C program may be best reserved for high-risk offenders that are also high-risk in antisocial attitudes, values, and beliefs. The development of such a protocol for each program would help counties target the offenders most in need of services, while simultaneously screen out any inappropriate referrals (e.g., low-risk offenders that may increase their risk by associating with high-risk offenders in group).
- DYS and counties should also use the results from the OYAS assessments to determine what types of programs to add and/or keep. Specifically, the criminogenic need domain areas can help agencies identify gaps in services. For example, if a county has a large

proportion of offenders identified as high-risk in the domain of *antisocial attitudes,* and a small proportion of offenders identified as high-risk in the domain of *substance abuse,* it would be more beneficial for the county to prioritize antisocial attitude services over substance abuse services.

Continuous Quality Improvement

- The process used in this study to identify the youths served during calendar year 2011 yielded a sample of 239 youths, while the number of youths reported by DYS to have actually been served during fiscal year 2011 was 331. Although the two sample sizes are of different time periods, there does appear to be some discrepancy in their values. In order to ensure the high quality of subsequent evaluation reports, UC needs to be able to obtain an accurate list of participants. The broader issue is that counties need to use the OYAS system as intended (e.g., click the Targeted RECLAIM identifying box in the system, insert treatment information, etc.). However, in the interim, one possible short-term solution is for DYS to provide UC with a quarterly list of all youths served through Targeted RECLAIM funds.
- DYS may also want to consider collecting additional individual level data from the counties for Targeted RECLAIM youth in the future (e.g. treatment information). For example, some individuals complete treatment groups whereas some are terminated early due to behavior problems, new charges, etc. Therefore, the number of sessions completed would be beneficial to track. Likewise, knowing what other services received through the county would help counties identify what programs work best for which youth. For example, it is possible that some youth receive T4C and are supervised by an EPICS officer, whereas some youth receive T4C, are supervised by an EPICS trained

officer, receive mental health services, and substance abuse treatment. Having the ability to track and monitor the services received could allow for a closer examination of the most effective services for youth.

- To make the most of the measures of change, counties must submit the appropriate pre and post measures of change (e.g., How I Think, Pride in Delinquency, Aggression Questionnaire) for all Targeted RECLAIM youth to UC. The measures of change are most useful when the forms are clearly marked with an administration date, whether it is a pre- or post-test, the county serving the youth, and the staff person administering the assessment. During this investigative period, as in the previous, some measures were sent to UC missing this vital information. A system to ensure assessments are completed accurately and submitted to UC would help alleviate problems with small sample size for pre and post-tests comparison. It may be beneficial for UC to discuss the number of assessments received from counties as part of the quarterly meeting, as well as address any issues directly with the counties. It will also be helpful if DYS could stress the importance and necessity of the assessments to the counties.
- Agencies would benefit from using the results of the assessments to drive decision-making processes. For example, an individual who does not show marked improvement on the In Program Behavior Assessment tool should not be considered for discharge from the program.
- Currently the majority of counties only send the measures of change to UC. To ensure agencies are able to maximize the results of the assessments, agency staff should be trained in how to administer the assessments, how to score the assessments, and how to

interpret the assessments. This will allow agency staff to incorporate the results into determining program eligibility as well as a means to monitor progress.

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APPENDIX A

Cuyahoga County EPICS Performance Overall Group Feedback

OVERALL STRUCTURE OF THE SESSION	
	% Satisfactory or Very Satisfactory *(# of applicable tapes out of 323)*
CHECK-IN	
Enhances collaborative relationship/rapport	84.8% *(323)*
Assesses for crisis/acute needs	62.1% *(322)*
Assesses for compliance with conditions	74.7% *(320)*
Overall rating	78.1% *(320)*
REVIEW	
Reviews short and long term goals of the client	29.7% *(320)*
Enhances learning through repetition and feedback	41.2% *(68)*
Asks about community agency referrals	76.2% *(109)*
Reviews homework from previous session	66.7% *(21)*
Overall rating	38.5% *(309)*
INTERVENTION	
Demonstrates the ABC model	28.4% *(88)*
Uses cognitive-behavioral concepts to recognize and explore antisocial thoughts	36.7% *(98)*
Teaches new prosocial attitudes/thoughts	26.4% *(91)*
Uses cognitive-behavioral concepts to recognize and explore risky situations	14.3 % *(77)*
Teaches new prosocial skills to manage risky situations	21.8% *(119)*
Overall rating	28.6% *(280)*
HOMEWORK	
Graduated rehearsal	32.4% *(185)*
Helps the client to generalize learning to new situations	25.5% *(188)*
Assigns appropriate homework	44.1% *(220)*
Overall rating	33.8% *(216)*

SESSION LENGTH	
	Mean Time *(Standard deviation)*
Length of session in minutes	17.34 *(9.38)*

Cuyahoga County EPICS Performance Overall Group Feedback *(Continued)*

BEHAVIORAL PRACTICES	
	% Satisfactory or Very Satisfactory *(# of applicable tapes out of 323)*
EFFECTIVE REINFORCEMENT	
Reinforces prosocial behavior or comments	72.2% *(234)*
Explores short and long term benefits of continuing prosocial behavior	15.4% *(227)*
Overall rating	46.9% *(226)*
EFFECTIVE DISAPPROVAL	
Disapproves of antisocial behavior or comments	62.0% *(92)*
Explores short and long term benefits of continuing antisocial behavior	38.2% *(89)*
Overall rating	54.8% *(93)*
EFFECTIVE USE OF AUTHORITY	
Focuses on behavior	70.5% *(44)*
Keeps a calm voice	73.8% *(42)*
Specifies choices and attendant consequences	57.1% *(42)*
Overall rating	72.3% *(47)*

GENERAL RATINGS	
	% Yes *(# of applicable tapes out of 323)*
Targets criminogenic need	65.9% *(320)*
Stays focused on primary criminogenic need	67.0% *(279)*
Spends more time on criminogenic than noncriminogenic needs	63.6% *(294)*
Makes appropriate referrals to outside agencies	92.0% *(88)*
Integrates relapse prevention techniques	37.7% *(138)*
The session was of adequate length	46.3% *(313)*
Communicates with the client in a respectful manner	94.4% *(321)*
Uses open-ended questions	83.6% *(323)*
Uses reflective statements to summarize the client	59.0% *(317)*
Communicates information to the client in a clear and concise manner	90.1% *(323)*
Elicits and gives appropriate feedback	63.3% *(319)*

APPENDIX B

Lucas County EPICS Performance Overall Group Feedback

OVERALL STRUCTURE OF THE SESSION	
	% Satisfactory or Very Satisfactory *(# of applicable tapes out of 171)*
CHECK-IN	
Enhances collaborative relationship/rapport	80.7% *(171)*
Assesses for crisis/acute needs	57.3% *(166)*
Assesses for compliance with conditions	49.7% *(159)*
Overall rating	71.3% *(171)*
REVIEW	
Reviews short and long term goals of the client	22.7% *(163)*
Enhances learning through repetition and feedback	64.1% *(64)*
Asks about community agency referrals	86.8% *(38)*
Reviews homework from previous session	75.0% *(24)*
Overall rating	38.3% *(154)*
INTERVENTION	
Demonstrates the ABC model	48.2% *(83)*
Uses cognitive-behavioral concepts to recognize and explore antisocial thoughts	53.6% *(56)*
Teaches new prosocial attitudes/thoughts	61.9% *(42)*
Uses cognitive-behavioral concepts to recognize and explore risky situations	65.5 % *(58)*
Teaches new prosocial skills to manage risky situations	61.1% *(54)*
Overall rating	59.5% *(163)*
HOMEWORK	
Graduated rehearsal	38.6% *(145)*
Helps the client to generalize learning to new situations	29.6% *(152)*
Assigns appropriate homework	55.0% *(158)*
Overall rating	45.2% *(158)*

SESSION LENGTH	
	Mean Time *(Standard deviation)*
Length of session in minutes	16.44 *(8.34)*

Lucas County EPICS Performance Overall Group Feedback *(Continued)*

BEHAVIORAL PRACTICES	
	% Satisfactory or Very Satisfactory *(# of applicable tapes out of 171)*
EFFECTIVE REINFORCEMENT	
Reinforces prosocial behavior or comments	74.2% *(124)*
Explores short and long term benefits of continuing prosocial behavior	18.3% *(120)*
Overall rating	45.9% *(124)*
EFFECTIVE DISAPPROVAL	
Disapproves of antisocial behavior or comments	45.3% *(57)*
Explores short and long term benefits of continuing antisocial behavior	25.9% *(57)*
Overall rating	38.6% *(57)*
EFFECTIVE USE OF AUTHORITY	
Focuses on behavior	60.0% *(20)*
Keeps a calm voice	90.0% *(20)*
Specifies choices and attendant consequences	50.0% *(20)*
Overall rating	71.4% *(21)*

GENERAL RATINGS	
	% Yes *(# of applicable tapes out of 171)*
Targets criminogenic need	85.3% *(170)*
Stays focused on primary criminogenic need	80.1% *(166)*
Spends more time on criminogenic than noncriminogenic needs	80.0% *(165)*
Makes appropriate referrals to outside agencies	64.5% *(31)*
Integrates relapse prevention techniques	62.0% *(92)*
The session was of adequate length	55.3% *(170)*
Communicates with the client in a respectful manner	98.2% *(171)*

APPENDIX C

Summary of Binary Logistic Regression Analysis Predicting Incarceration

Variable	***b***	***SE***	***Odds ratio***
Targeted RECLAIM	-1.09**	.26	.36
Male	1.06	.77	2.89
White	-.23	.32	.80
Moderate-risk	-.24	.37	.79
High-risk	.61	.35	1.84
Constant	-2.21*	.81	.11
Model Chi-Square (*df*)	30.61 (*5*)		
-2 Log Likelihood	416.88		
Nagelkerke R^2	.10		

Note: $p < .01$. ** $p < .001$.