

Model Prevention Programs with Positive Outcome Data

State: California

Name: San Diego Breaking Cycles

Administrator: County of San Diego Probation Department

Funding Source: State through SDCPD

Established: July of 1997

Contact: 858-492-2300

Model Type: Wraparound / Case Management

Service Offered: A juvenile who is at risk of an out-of-home placement can be referred to Breaking Cycles through a Juvenile Court Order, then a screening committee determines whether the juvenile will enter the program by examining his or her current offense, prior criminal history, and other personal, social, and family characteristics. A youth is brought to Breaking Cycles, put into Juvenile Hall, and begins a 10- to 14- day evaluation of educational performance, mental health needs, drug/alcohol dependencies, self and family resiliency, institutional adjustment, and strengths and future goals. A case plan is developed for each youth by a multidisciplinary team, with the family's input. A youth can be placed in a community-based institution or a home. Many youths start in a highly structured environment and, through goal attainment, step down to a lower level of commitment. Reassessments are performed weekly on the basis of public safety, the youth's rehabilitation, and subsequent compliance with the program's case plan developed in the assessment plan.

Population Served: Both genders Ages 12-17

Outcome Data: The evaluation of the prevention component found that the treatment group was less likely to receive a referral to probation (19 percent versus 27 percent); however, there was no real difference between the two groups in the amount of true findings (7 percent versus 9 percent). The treatment group was significantly less likely to use alcohol and drugs both preintervention and postintervention. There was virtually no change in school enrollment status for the treatment group after the intervention (97 percent versus 96 percent), while there was a decrease in enrollment for the control group (99 percent versus 91 percent). Both groups showed a decrease in the amount of juveniles suspended or expelled. The treatment group dropped from 54 percent to 38 percent, while the control group dropped from 57 percent to 39 percent. School performance was measured by being at the appropriate grade level in school. At pretest almost all juveniles were at the appropriate grade level (96 percent of the treatment group, 97 percent of the control), but by posttest the percentage for the control group dropped to 84 percent while the treatment group only dropped to 94 percent.

State: Colorado

Name: Behavioral Monitoring and Reinforcement Program

Administrator: Schools/Communities

Funding Source: School Budget and Grants from DOE also varies by community.

Contact: Brenna Bry, Ph.D Graduate School of Applied & Prof. Psychology : 732.445.2189

Established: The program was first developed by Dr. Bry and first published in 1982 in the American Journal of Community Psychology

Model Type: School/Classroom Environment

Service Offered: The two year intervention begins when participants are in seventh grade and includes monitoring student actions, rewarding appropriate behavior, and increasing communication between teachers, students, and parents. Program staff check school records for participants daily attendance, tardiness, and official disciplinary actions, and they contact parents by letter, phone, and occasional home visits to inform them of their children's progress. Teachers submit weekly reports assessing students' punctuality, preparedness, and behavior in the classroom, and students are rewarded for good evaluations. Each week, 3-5 students meet with a staff member to discuss their recent behaviors, learn the relationship between actions and their consequences, and role-play pro-social alternatives to problem behaviors; they are also rewarded for refraining from disruptive behavior during these meetings.

Population Served: The program can be used in both low-income, urban, and racially-mixed and middle-class, suburban junior high schools. Students are eligible for inclusion if they demonstrate low academic motivation, family problems, or frequent or serious school discipline referrals.

Outcome Data: At the end of the program, program students showed higher grades and better attendance when compared to control students. Results from a one-year follow-up study showed that intervention students, compared to control students, had less self-reported delinquency; drug abuse (including hallucinogens, stimulants, glue, tranquilizers, and barbiturates); school-based problems (suspension, absenteeism, tardiness, academic failure); and unemployment (20% and 45%, respectively). A five-year follow-up study found that intervention students had fewer county court records than control students.

State: Michigan

Name: The Chronic Truancy Initiative

Established: 1998

Administrator: Schools/Communities

Funding Source: School Budgets

Contact Person: Tim Bynum, School of Criminal Justice @ Michigan State University, Phone: (517) 355-2197

Model Type: School/Law Enforcement/Case Worker

Service Offered: School principals reviewed attendance lists at regular intervals to identify youths for inclusion in the program. Parents or guardians of the identified students were sent a form letter informing them of the specific number of days their child had missed. The letter also stressed the importance of compliance with the State compulsory school attendance law while noting potential consequences for noncompliance, including prosecution. If there was no improvement within 2 weeks, the student was referred to the truant officer. A parent or guardian was required to sign a written acknowledgment of the child's nonattendance. If further intervention was deemed necessary, the truant officer forwarded relevant information to a community mental health agency or the child and family services agency. A caseworker was assigned to the case who in turn conducted an assessment of the family, then provided follow-up services. If attendance did not improve after 2 weeks, a local police officer visited the home with the truant officer, who informed the parents or guardians of available services and potential consequences for noncompliance. The officer documented the visit and determined whether the case should be referred to a participating community resource.

Population Served: Elementary school students age 6-11

Outcome Data: School A the percentage of children missing 20–29 days of school went from 17 in 1997–88, to 15 in 1998–99, to 9 in 1999–2000. Those missing 30+ days went from 17 percent to 19 percent to 7 percent. School B showed that 15 percent of its students missed 20–29 days in 1997–98. In 1998–99 the percentage fell to 10. The level stayed at 10 percent in 1999–2000. The percentage of students who missed 30+ days fell from 21 to 14 to 9. In School C the percentage of students missing 20–29 days went from 13 in 1997–98, to 17 in 1998–99, to 12 in 1999–2000. Those who missed 30+ days dropped from 27 percent to 20 percent to 7 percent. During the 1999–2000 school year there were no other truancy reduction strategies going on in any of the schools.

State: Minnesota

Name: All Children Excel

Established: 1998

Administrator: DHS

Funding Source: Government

Model Type: Wraparound / Case Management

Service Offered: The case manager establishes a treatment plan that involves child, family, school, and community resources. With clinical supervision from members of the county multidisciplinary team, ACE case managers concentrate primarily on building resiliency in the child. They also help parents obtain mental health counseling, parenting-skills training, substance abuse treatment, job training, employment opportunities, and housing.

Population Served: High risk children of both genders ages 6 to 15 and their families

Outcome Data: A 2004 evaluation showed that although a majority of children had histories of chronic delinquent behavior prior to enrollment in ACE, 65% had no further police contact and 86% had not been charged with a subsequent offense over a 4.5 year period. Sixty percent displayed no disruptive behavior at school, attended regularly, and got passing grades.

State: Minnesota

Name: Early Risers 'Skills for Success' Program

Established: 1995

Administrator: Gerald J. August, Ph.D. Division of Child and Adolescent Psychiatry, Located at: Perspectives Family Center, PACT 4 Families, MidSouth Health Systems, Unlimited Success, Wabasha–Kellogg Elementary

Funding Source: Minnesota Department of Health and Human Services

Model Type: Leadership and Youth Development, Conflict Resolution / Interpersonal Skills, Classroom Curricula, Mentoring, Parent Training, School/Classroom Environment

Service Offered: Parent education and skills training, proactive parent–school consultation, child social skills training and strategic peer involvement, reading and math instruction and educational enrichment activities, family support, consultation, and brief interventions to cope with stress, contingency management of aggressive, disruptive, and noncompliant behavior.

Population Served: Elementary school children (ages 6 to 10) who are at high risk for early development of conduct problems.

Outcome Data: Academic achievement: High-risk children receiving the program showed significant improvement in rate of academic achievement, with this effect primarily accounted for by gains in basic reading skills. This effect held true for boys and girls. Self-regulation: Both program and control children showed reductions in self-regulation problems. However, those program children with the highest level of aggressive behavior showed significant reductions in behavioral problems compared with their high-aggressive control counterparts. Social competence: High-risk children receiving the program made significant gains in social skills, social adaptability, and leadership following 3 years of intervention.

State: Minnesota

Name: Truancy Intervention Program

Established: 1996

Administrator: Ramsey County

Funding Source: Ramsey County

Model Type: Truancy Prevention

Service Offered: For students with multiple absences (3 or more), the school refers the student and family to large group meeting to review attendance laws, and the legal consequences of truancy. Students who then fail to improve their attendance are referred to a School Attendance Review Team (SART). Social worker/counselor, parents, and students collaborate to design attendance contract. Referrals to social service agencies may be made as part of contract.

Population Served:

Outcome Data: In this county, truancy petitions filed in juvenile court fell by 47%

State: Missouri

Name: Independence Youth Court

Established: December 31, 1985

Administrator: Local bar association, Juvenile Division of the Jackson County, Family Court, City of Independence, Independence Police Department.

Funding Source: Jackson County Special Fund C.O.M.B.A.T. (Community Backed Anti-Drug Tax, and City of Independence

Model Type: Teen/Youth Court

Service Offered: The youth judge model, in which there are no jurors, the case is argued by youths volunteering as defense attorneys and prosecutors, and youth volunteer judges are responsible for all proceedings and making the sentencing decision. While not part of the formal process, the executive director is present during court hearings as a spectator and reviews the sentence to make sure that the youth and his or her parents understand the disposition. Youths may volunteer for IYC beginning

at age 13. Defendants may be as young as 7 but no older than 16. All volunteers involved in the IYC must pass a youth bar exam to serve as attorneys or judges. Finally—unlike most youth courts—defendants may plead not guilty during their initial appearance, prompting an adjudication hearing. When a youth makes a “not guilty” plea, the youth judge is responsible for determining whether a finding of guilt is warranted. However, because the IYC is a diversion program, the youth still must comply with the initial diversion agreement regardless of the finding. If not, the defendant may be referred back to the Jackson County Family Court.

Population Served: Young Offenders, Status Offenders, Less Serious Offenders, First-Time Offenders

Outcome Data: The findings of the ETC project suggest that teen courts are a promising alternative for the juvenile justice system. In IYC the results indicate that youths referred to teen court were significantly less likely to be re-referred to the juvenile justice system for a new offense within 6 months of their initial offense. Specifically, 9 percent of IYC youths recidivated, compared with 28 percent of comparison youths.

State: New York

Name: Family Keys

Established: 2002

Administrator: Orange County Dept of Social Service Referred from Probation Dept.

Funding Source: DSS

Model Type: Diversion

Service Offered: After brief screening, the intake officer finds sufficient allegations to support a PINS complaint, the officer refers the case to a newly established community-based agency, Family Keys, rather than to probation intake. Family Keys dispatches counselors to assess the family’s situation 2 to 48 hours after receiving a referral, depending on the severity of the case. Based on the assessment, the agency develops an appropriate short-term intervention plan for the youth and family and provides links to community-based programs. Family Keys works with the family for up to two to three weeks to ensure that the family is engaged in the service plan. The Family Keys intervention takes place lieu of filing a PINS complaint, provides intensive, short-term crisis intervention to families, and diverts PINS cases away from the court system.

Population Served: Those wishing to access PINS

Outcome Data: PINS intakes down from 762 to 426 2000-2003.

State: New York

Name: Family Assessment Program

Established: December 2, 2002

Contact: 212-442-2924, Elisia Georgia

Administrator: Administration for Children's Services

Funding Source: The New York City Administration for Children's Services

Model Type: Diversion

Service Offered: Under FAP, families wishing to access the PINS system are directed to the FAP office where they promptly meet with a FAP specialist, who is an experienced ACS social worker. The specialist assesses the families’ concerns and, on the spot, implements the appropriate next steps: a follow up meeting; a referral to emergency mental health or health services; a referral to community-based services; scheduling of further, more extensive assessment; or, in the case of a runaway, the request for a warrant.

Population Served:

Outcome Data: Drastic reduction in probation intakes and court referrals

State: New York

Name: Juvenile Release Under Supervision (JRUS)

Established: 1985

Administrator: Albany County

Funding Source: State through DCYF

Model Type:

Service Offered: Provides intensive supervision and services to eligible youth who previously would have been remanded to detention. All PINS petitions are screened to determine their eligibility for JRUS. The probation department uses an assessment tool that looks at the youth's prior offense record, family relationships (e.g., whether he is willing to go home), community relationships (e.g., whether she is currently receiving services, treatment, or mental health counseling), and school enrollment. Based on the young person's score on the assessment, he or she can be recommended for release to a parent or guardian, release under JRUS, or remand to detention. Specialized probation officers provide daily contact—either by phone or face-to-face in an office, school, home, or treatment agency setting—with teens supervised under JRUS. Youth and families in the program also are referred to necessary services such as mediation, respite care, or parent support groups.

Population Served: Youth who might normally be referred to non secure detention facilities

Outcome Data: In the 10 months since Albany implemented JRUS, the program's outcomes have been impressive. Out of 336 cases screened for JRUS eligibility since the start of the program, 61 percent (205) were enrolled in the program, 14 percent (46 cases) were remanded to detention, and 24 percent (80 cases) were released to a parent or guardian. Eighty-two percent of all PINS youth enrolled in JRUS completed the program without being remanded to detention. Since the introduction of JRUS, county expenditures on non-secure detention have decreased by an estimated \$50,000 annually.

State: Ohio

Name: Truancy Prevention through Mediation Program

Established: 1996

Contact: Edward M. Krauss, (614) 752-9681

Administrator: Ohio Commission on Dispute Resolution and Conflict Management

Funding Source: Schools/Counties/Courts

Model Type: Prevention/Early Intervention

Service Offered: After several absences, school invites parents to participate in mediation session where mediator meets with parents and school teacher or other representative. Student not present if younger than 6th grade. Mediation participants discuss issues and together draft a strategy to move forward. If mediation agreement is violated, school refers to court for higher level of intervention. Court may impose fine or jail time.

Population Served: Elementary and Middle School-aged youth

Outcome Data: 1,700 mediation sessions helped and in each county there was a significant reduction in number of absences and tardies.

State: Pennsylvania

Name: Woodrock Youth Development Program

Established: 1997

Administrator: Schools

Funding Source: Woodrock Inc

Model Type: Prevention

Service Offered: The YDP program model comprises three intervention components: 1) education, including human relations and life skills seminars in which role-playing and other simulations relevant to drug use are incorporated, 2) a program of structured alternative extracurricular activities both after school and on weekends, and 3) peer mediation.

Population Served: Elementary and Middle School-aged youth

Outcome Data: Improved race relations and cultural sensitivity; and improved school attendance. Additional gains were noted in aggression and self-esteem; decreases in drug usage.

State: Rhode Island

Name: School Transitional Environmental Program (STEP)

Established: 1990

Administrator: Ann Seitzinger 401-874-4975

Funding Source: School Budget, Grants

Model Type: Prevention

Service Offered: Students remain in small groups for their homeroom period and their academic subjects. Homeroom teachers act as administrators and guidance counselors re: personal problems. Teachers explain projects to parents and notify them of student absences.

Population Served: Students in transition from elementary and middle schools

Outcome Data: Students display decreases in absenteeism and increases in grade point average; stability of self-concept (compared with decreases for control students); and more positive feelings of the school environment, perceiving the school as more stable, understandable, well-organized, involving, and supportive. Long-term follow-up indicated that STEP students, compared with controls, had lower dropout rates (21 percent versus 43 percent), and higher grades and fewer absences in 9th and 10th grades.

State: Texas

Name: Peers Making Peace (PMP)

Established: 1992, Picked up in 1995 by Office of Attorney General as a state wide program

Contact: 214-621-4700 (cell), Dr. Susan Armoni

Administrator: Pax United (non-profit)

Funding Source: Pax United, TX Dept. of Criminal Justice, TX Dept of Health, TX Dept. of Ed, CSAP.

Model Type: Prevention

Service Offered: Each participating school selects a group of 15 to 24 students who represent the community's racial, ethnic, and gender demographics. Students learn skills such as conflict resolution, nonverbal communication, questioning, and maintaining neutrality. Selected students apply the skills they learn by serving as third-party mediators to help those involved in conflict reach mutually satisfactory agreements. Most mediation takes place before or after school, during lunch, or during activity time. Students take responsibility for solving their own problems, which allows teachers to concentrate on teaching.

Population Served: Pre K-12

Outcome Data: 360 Youth Served - Increased school attendance, increased test scores, decreased suspensions, disciplinary actions.

State: Washington

Name: Helping the Noncompliant Child

Established: Cannot Find Implementation of this program beyond the aforementioned study.

Administrator: Community Health Centers

Funding Source: Private and State Grants, NPO's

Model Type: Parent Training/ Family Therapy

Services Offered: The program consists of a series of parenting skills designed to help the parent break out of the coercive cycle of interaction with the child by increasing positive attention for appropriate child behavior, ignoring minor inappropriate behaviors, providing clear instructions to the child, and providing appropriate consequences for compliance (positive attention) and noncompliance (time out). HNC consists of two phases. Parents are then instructed on different paths to follow based on the child's level of compliance. HNC places emphasis on helping parents become competent and comfortable with the various parenting skills taught in the program. Sessions are typically conducted with individual families rather than in groups. Parents and children participate in weekly 60- to 90-minute sessions; average number of sessions is 10. Skills are taught using extensive demonstration, role-plays, and direct practice with the child in the training setting and at home. Progression from one skill to the next is based on demonstrated proficiency.

Population Served: Children ages 3 to 8 who have noncompliance or other conduct problems

Outcome Data: Short-term effectiveness and setting generalization from the clinic to the home have been demonstrated for both parent and child behaviors—as well as for parents' perceptions of their children. These improvements occur regardless of families' socioeconomic status or age of the children (within the 3- to 8-year-old range). Maintenance or long-term effects of HNC have been documented in several studies, with follow-up assessments ranging from 2 months to 14 years after the end of treatment. A sample of children who had participated in the program 4½ to 14 years earlier was found to be functioning well, relative to a nonreferred "normal" sample. The young adults (ages 17 to 22) who had participated in the program as children reported levels of self-esteem, academic

progress, relationship with parents, and delinquency, drug use, and various types of psychopathology comparable with those reported by young adults in the community comparison group.

State: Washington

Name: Skills, Opportunity, and Recognition (SOAR) or Seattle Social Development Program

Established: 1981

Administrator: Local School Systems

Funding Source: National Institute on Drug Abuse

Model Type: Early Intervention

Services Offered: Teacher and Parent Training - teachers receive instruction that emphasizes classroom management, interactive teaching, and cooperative learning. Parents receive training programs on family management, communication, and creating positive home learning environments.

Population Served: 1-6th grades

Outcome data: 808 students (first wave of 20 year study) reports that students have stronger attachments to and less misbehavior in school. Stronger family attachments. Outcome data also examines the *children* of the children who were in first wave. An independent cost-benefit analysis estimated that a typical average cost per SSDP participant is about \$4,355. On crime-reduction by age 18 alone, these researchers estimated that taxpayers roughly break-even for this investment. However, adding the benefits that accrue to crime victims as a result of the lower expected future crime increases the net present value estimate to \$14,169 per participant, which is equivalent to a benefit-to-cost ratio of \$4.25 for every dollar spent on the prevention program. Further cost-benefit analyses will also factor in the gains due to high school completion and reduced teen pregnancy.

State: Wisconsin

Name: Families and Schools Together (FAST)

Established: Late 1980's

Administrator: School systems in collaboration w/community health centers

Funding Sources: <http://www.wcer.wisc.edu/FAST/Grants/Sources.htm>. Cost is \$1100.00 per. Funding variable by community

Model Type: Early Intervention

Service Offered: Participation in FAST begins when teachers or other school professionals identify children with problem behaviors who are at risk for serious future academic and social problems. Next, trained recruiters—often FAST graduates—visit parents at home to discuss the school's concerns and invite them to participate in the program. Families then gather with 8 to 12 other families for eight weekly meetings usually held in the school. The meetings include planned opening and closing routines, structured family activities, parent mutual-support time, and parent-child play therapy. A trained team consisting of a parent, a school professional, a clinical social worker, and a substance abuse counselor facilitates the meetings. Families participate in a graduation ceremony at the end of 8 weeks and then continue to participate in monthly follow-up meetings, run by the families, for 2 years

Population Served: Children 4-12 years of age - high risk families

Outcome Data: The FAST experimental studies across populations and sites show statistically significant reductions in childhood aggression and anxiety and increases in academic competence and social skills, as rated by either teachers or parents at 1- or 2-year follow-up. The outcomes of the single site preprogram and post program outcome evaluation studies are consistent with these findings.