Targeted RECLAIM Quality Assurance Project: University of Cincinnati Status Report

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Section I – Project Background

The Ohio Department of Youth Services (ODYS) contracted the University of Cincinnati Corrections Institute (UCCI) to provide quality assurance (QA) to 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 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 this year, the Berea Children's Home in Cuyahoga County and the Lighthouse Youth Center – Paint Creek (LYC-PC) in Hamilton County. 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; 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, 2011. The CBT portion includes summaries of site visits, observations of groups, and updates on pre and post data. The CBTC portion includes observations of groups, as well as summaries of site visits, trainings, and programs. The EPICS portion includes summaries of coaching sessions, reports of officer performance, and updates on pre and post data. Finally, the report outlines the steps for the remainder of the calendar year.

Section II – Cognitive Behavioral Treatment (CBT) Program Sites

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[1] 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.

Hamilton County has the CBT groups Thinking for a Change (T4C), Aggression Replacement Training (ART), Pathways to Self-Discovery and Change, and New Freedom. Montgomery County offers Aggression Replacement Training and Summit County provides Thinking for a Change through both a community-based and detention centered group.

Additionally, each site holds a program implementation meeting in June. During this 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.

Hillcrest Training School, Hamilton County

The Hillcrest Training School, in Hamilton County, implements a wide variety of cognitive-behavioral treatment programs for Targeted RECLAIM youths in placement. There are three New Freedom group and one Strategies for Self-Improvement and Change group observations throughout the months of January 2011 and June 2011. Table 1 summarizes these site visits.

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[1] The University of Cincinnati developed the Cognitive Behavioral Programming Department: Programming Facilitator Evaluation Form.

Table 1: Hamilton County Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	New Freedom	1.13.11
On-going Coaching	New Freedom	2.24.11
On-going Coaching	New Freedom	3.17.11
Group Observation	Strategies for Self-Improvement and Change	6.1.11
Program Implementation Meeting	N/A	6.15.11

Table 2 describes the observed strengths and areas in need of improvement for the Hillcrest Training School. As indicated above, research associates assess these areas during group observations using the Programming Facilitator Evaluation 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. Seven of the 12 indicators are significant areas of strength for the Hillcrest Training School. To sum, the Hillcrest group facilitators provide group information clearly and concisely, always in a respectful manner. Group facilitators prepare for sessions and always remember to incorporate the review of homework. Facilitators address antisocial behaviors and issues of non-compliance immediately. Finally, the facilitators model all new skills before expecting participants to engage in them.

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 Hillcrest Training School. Group facilitators follow the program outline and maintain the appropriate topics during the sessions 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. The Hillcrest Training School 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%). The recommendations for improvement focus on increasing participant involvement in role playing and skills practice. Moving forward, Hillcrest 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.

Table 2: Hamilton County Group Observation Feedback

Indicator	Meets or Exceeds Expectations*
Provides information to the group in clear and concise manner	4/4
Communicates to the participants in a respectful manner	4/4
Consistently follows outline and session topics for group	3/4
Is prepared for lesson	4/4
Incorporates homework review	3/3
Models/demonstrates skill first to participants	2/2
Involves all participants by practice of skills and role plays	1/3
Provides constructive feedback to participants	2/3

Assigns homework	2/3
Addresses issues of noncompliance immediately	3/3
Identifies/corrects antisocial behavior immediately	3/3
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	2/3

* Only items applicable to each session were scored

Data Collection Summation

Since January 2011, Hillcrest has submitted 21 How I Think Questionnaires, 22 SASSI Assessments, 21 Pride in Delinquency Assessments, 3 Anger Questionnaires, 31 In Program Behavior Assessments, 11 Youth Exit Surveys, and 12 Family Exit Surveys.

JCARE: Montgomery County Juvenile Detention Center, Montgomery County

The Juvenile Court Alternative Rehabilitation Effort (JCARE) program in Montgomery County provides Aggression Replacement Training (ART) to Targeted RECLAIM youth. There are six observations of the ART groups throughout the months of January 2011 and June 2011. Table 3 summarizes these site visits.

Table 3: 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
Group Observation	Aggression Replacement Training	6.27.11

The JCARE program has several noteworthy strengths of its CBT program. First, the Montgomery County administration appears motivated to implement high fidelity groups. Second, the administrative staff and group facilitators continue to provide appropriate feedback. These recommendations have led to improvements to the fidelity of the ART programs offered at the detention center. Third, group facilitators demonstrate strong facilitation skills and a clear

understanding of the components of ART. Finally, the facilitators support the pre and post testing process.

Table 4 describes the observed strengths and areas in need of improvement for the JCARE program. As indicated above, research associates assess these areas during group observations using the Programming Facilitator Evaluation 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. Nine of the 12 indicators are significant areas of strength for the JCARE program. To sum, the JCARE group facilitators provide group information clearly and concisely, always in a respectful manner. Group facilitators prepare for sessions and consistently follow session outlines. Facilitators address antisocial behaviors and issues of non-compliance immediately. Facilitators also provide constructive feedback and appropriate reinforcement to participants. Finally, the facilitators model all new skills before expecting participants to engage in them.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There are two general areas of strength for the JCARE program. Group facilitators assign participants appropriate homework in 80% of the observations. Facilitators also involve all participants practicing new skills, including role-playing in 75% of the observations.

Areas of concern include all of the indicators in which facilitators fail to meet the expectations most of the time. The JCARE program has one area of concern. None of the observed facilitators incorporate the review of homework in the treatment session (0% of observations). The recommendations for improvement focus on increasing the review of

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participant homework in treatment sessions. Moving forward, JCARE facilitators should incorporate the use of behavioral strategies to assist all 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.

Table 4: Montgomery County Group Observation Feedback

Indicator	Meets or Exceeds Expectations*
Provides information to the group in clear and concise manner	6/6
Communicates to the participants in a respectful manner	6/6
Consistently follows outline and session topics for group	6/6
Is prepared for lesson	6/6
Incorporates homework review	0/4
Models/demonstrates skill first to participants	4/4
Involves all participants by practice of skills and role plays	3/4
Provides constructive feedback to participants	5/5
Assigns homework	4/5
Addresses issues of noncompliance immediately	1/1
Identifies/corrects antisocial behavior immediately	1/1
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	6/6

* Only items applicable to each session were scored

Data Collection Summation

To date, JCARE has submitted 26 Anger Questionnaires, 21 In Program Behavior Checklists, and 13 Youth and Family Exit Surveys.

Summit County Juvenile Court, Probation Department, Summit County

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. Table 5 summarizes the six site visits of the out-patient T4C groups and Table 6 summarizes the six site visits of the detention T4C groups.

Table 5: Summit County Out-Patient Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	Thinking for a Change	1.20.11
On-going Coaching	Thinking for a Change	2.17.11
On-going Coaching	Thinking for a Change	3.28.11
On-going Coaching	Thinking for a Change	4.25.11
Program Implementation Meeting	N/A	6.29.11
Group Observation	Thinking for a Change	6.30.11

Table 6: Summit County Detention Site Visit Summation

Task	Treatment Group	Date
On-going Coaching	Thinking for a Change	1.20.11
On-going Coaching	Thinking for a Change	2.14.11
On-going Coaching	Thinking for a Change	3.18.11
On-going Coaching	Thinking for a Change	4.24.11
Group Observation	Thinking for a Change	6.25.11
Program Implementation Meeting	N/A	6.29.11

The Summit County Juvenile Court has two noteworthy strengths of its T4C programs, both out-patient and detention-based. First, the Summit County administration and judiciary appear to support the implementation of high fidelity groups. Second, the facilitators support the pre and post testing process.

Summit County Out-Patient Program

Table 7 describes the observed strengths and areas in need of improvement for the Summit County out-patient T4C program. As indicated above, research associates assess these areas during group observations using the Programming Facilitator Evaluation 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. Nine of the 12 indicators are significant areas of strength for the Summit County out-patient program. To sum, the Summit County out-patient facilitators respectfully communicate to participants and prepare for sessions. Group facilitators model all new skills before expecting participants to engage in them. Facilitators provide constructive feedback and provide appropriate reinforcement to participants. Facilitators address antisocial behaviors and issues of non-compliance immediately. Finally, the facilitators assign appropriate homework.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There are three general areas of strength for the Summit County out-patient program. In 75% of the observations, group facilitators provide group information clearly and concisely and incorporate the review of homework. Facilitators also follow the outline and session topics for groups (60% of the time).

Areas of concern include all of the indicators in which facilitators fail to meet the expectations most of the time. The Summit County out-patient program has no areas of concern. The recommendations for improvement focus on facilitators consistently following the outline and appropriate topics during all group sessions.

Table 7: Summit County Out-Patient Group Observation Feedback

Indicator	Meets or Exceeds Expectations*
Provides information to the group in clear and concise manner	3/4
Communicates to the participants in a respectful manner	5/5
Consistently follows outline and session topics for group	3/5
Is prepared for lesson	5/5
Incorporates homework review	3/4
Models/demonstrates skill first to participants	5/5
Involves all participants by practice of skills and role plays	4/4
Provides constructive feedback to participants	3/3
Assigns homework	4/4
Addresses issues of noncompliance immediately	3/3
Identifies/corrects antisocial behavior immediately	3/3
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	5/5

* Only items applicable to each session were scored

Summit County Detention Program

Table 8 describes the observed strengths and areas in need of improvement for the Summit County detention T4C program. As indicated above, research associates assess these areas during group observations using the Programming Facilitator Evaluation 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. Eleven of the 12 indicators are significant areas of strength for the Summit County detention program. To sum, the Summit County detention

facilitators provide group information clearly and concisely, and always in a respectful manner. Group facilitators prepare for sessions and follow the outline for group topics. Group facilitators model all new skills before expecting participants to engage in them. Facilitators immediately address antisocial behaviors and non-compliance issues. Facilitators provide appropriate reinforcement to participants for prosocial behaviors. Finally, the facilitators assign appropriate homework and always remember to incorporate the review of homework into sessions.

Areas of general strength include all of the indicators in which facilitators meet or exceed expectations most of the time. There is one general area of strength for the Summit County detention program. In 75% of the observations, group facilitators provide constructive feedback to participants.

Areas of concern include all of the indicators in which facilitators fail to meet the expectations most of the time. The Summit County detention program has no areas of concern. The recommendations for improvement focus on providing constructive feedback to participants.

Table 8: Summit County Detention Group Observation Feedback

Indicator	Meets or Exceeds Expectations*
Provides information to the group in clear and concise manner	5/5
Communicates to the participants in a respectful manner	5/5
Consistently follows outline and session topics for group	5/5
Is prepared for lesson	5/5
Incorporates homework review	4/4
Models/demonstrates skill first to participants	5/5
Involves all participants by practice of skills and role plays	4/4
Provides constructive feedback to participants	3/4
Assigns homework	4/4

Addresses issues of noncompliance immediately	3/3
Identifies/corrects antisocial behavior immediately	3/3
Provides appropriate reinforcement for prosocial behavior and responses in classroom setting	4/4

*Only items applicable to each session were scored

Data Collection Summation

To date, Summit County has submitted 22 How I Think Questionnaires and 17 Pride In Delinquency assessments.

Section III – Community-based Treatment Center (CBTC) Program Sites

Berea Children's Home, Cuyahoga County Juvenile Center, Cuyahoga County

In February 2011, staff from the Berea Children's Home began a UCCI intensive training series on cognitive-behavioral treatment (CBT). The UCCI training includes an overview of the program model, curricula, assessments, clinical tools, and the behavior management system. Table 9 summarizes the training and coaching schedule at the CBTC re-design site.

Table 9: Berea Children's Home CBTC Re-Design Site Visit Summation

Task Type	Task Details	Date
Training	Introduction to CBT	1.27.11 – 1.28.11
Training	ART	2.8.11 – 2.11.11
Conference Call	Program Training Plan	2.11.11
Conference Call	Program Design	2.15.11
Training	Advanced Practice	2.16.11 – 2.24.11
Training	Behavior Management System	2.17.11
Training	Behavior Management System	2.25.11
Training	Behavior Management System	3.16.11
Training	Orientation Programming	2.18.11
Meeting	Meeting at STARR	2.24.11
Training	Clinical Staff Training	3.3.11
Training	Assessment	3.4.11
Coaching	Program Meeting	3.31.11
Training	Thinking for a Change	4.5.11 – 4.8.11
Training	Pathways to Self-Improvement & Change	4.11.11 – 4.12.11
Training	Introduction to CBT	4.26.11 – 4.27.11
Coaching	Program Meeting	5.19.11
Coaching	On-Site Observation & Program Meeting	6.2.11

Cuyahoga County CBTC now has the CBT groups Thinking for a Change (T4C), Pathways to Self-Discovery and Change, Aggression Replacement Training (ART), and orientation sessions. As of June, the site serves eight youths. Since its April 2011 inception, the program's population slowly, but steadily increases.

This site is in the initial coaching phase for these groups. Group facilitators appear to be receptive to feedback as they practice new concepts. The observed facilitators show good

behavior management skills within groups and follow the group format. It also appears there is a positive rapport between group facilitators and group members. Clearly, facilitators work to engage youth in group sessions and generally seem energetic about groups.

As of May 2011, the Berea Children's Home incorporates all assessments in the CBTC model. These assessments cover risk factors as well as a range of criminogenic and responsivity factors. The assessment staff asks appropriate questions for further clarification regarding assessment use and content. Additionally, after OYAS training in April 2011, treatment staff appropriately incorporate assessment results into case plans.

Staff from the Berea Children's Home, Cuyahoga County Juvenile Court, and University of Cincinnati makes up an implementation team. This team identifies and works through implementation concerns. There are five current areas of focus for the team. First, the team is exploring ways to enhance the behavior management system, particularly reinforcement and privileges, as they pilot the initial system. Ideas include additional outdoor activities as well as outings with staff.

Second, with the school year over the youth have additional free time to fill with structured tasks. This is challenging because most youth are new to the program and therefore have fewer phase privileges that would allow more access to community activities. However, implementation staff has been receptive to suggestions made regarding possible solutions.

Third, the program is working to ensure staff consistently models prosocial behavior for the youth. However, some staff continues to use inappropriate language toward youth when youth do not comply with directions. This is clearly a concern the implementation team continues to address. This appears to be an issue affecting only a small number of staff as the vast majority of staff are very supportive and prosocial with the youth.

Fourth, the staff continues to work to be more consistent as far as completing daily ratings and issuing consequences and reinforcements. The staff is receptive to suggestions made regarding behavior management of some of the more challenging residents.

Finally, the site would benefit from removing distractions from the group area when groups are in session. Likewise, the program is working on having non-clinical group co-facilitators play a more active role in group delivery, as co-facilitators tend to come in and out of group during sessions.

Lighthouse Youth Center—Paint Creek (LYC-PC)

In January 2011, staff from the LYC-PC began a UCCI intensive training series on the CBTC model. The UCCI training includes an overview of the program model and curricula. Table 10 summarizes the training and coaching schedule at the LYC-PC re-design site.

Table 10: LYC-PC CBTC Re-Design Site Visit Summation

Task Type	Task Details	Date
Training/Meeting	Kick-Off Meeting	1.4.11
Training	Introduction to CBT	1.20.11 – 1.21.11
Meeting	Administrative Meeting	1.27.11
Coaching/Design	Implementation Team Meeting	2.1.11
Coaching/Design	Implementation Team Meeting	2.15.11
Training/Coaching	ART	3.1.11 – 3.2.11
Coaching/Design	Aftercare Development	3.7.11
Training/Coaching	ART	3.14.11 – 3.15.11
Coaching/Design	Aftercare Development	3.18.11
Coaching/Design	Aftercare Development	4.11.11
Coaching/Design	Implementation Team Meeting	4.12.11
Training/Coaching	Advanced Practice & Relapse Prevention	4.18.11
Training	Pathways to Self-Improvement & Change	4.28.11 – 4.29.11
Coaching/Design	Implementation Team Meeting	5.3.11
Coaching/Design	Aftercare Development	5.6.11
Training/Coaching	T4C	5.31.11 – 6.1.11
Training	T4C	6.3.11
Coaching	Group Observation and Meeting	6.10.11

The LYC-PC allocates two units as short-term programs and assigns youth to these units by risk. The LYC-PC is also working to expand the key program features of the long-term residential units. The LYC-PC now has the CBT groups Social Skills, Problem Solving, Pathways to Self-Discovery and Change, Aggression Replacement Training (ART), orientation sessions and advanced practice groups.

Prior to UCCI involvement, the LYC-PC staff were conducting social skill lessons with youth in the short-term program. After training, however, staff are now able to roll out new group sessions. The LYC-PC modified its delivery of social skill sessions to fit the ART model. For example, the program now integrates ART's anger management and moral reasoning sessions, where before it did not. The typical program length of stay is four to six months, depending on risk level. Hence, the LYC-PC modified the T4C and ART programs to fit departmental needs. In order to accommodate the length of stay, the LYC-PC conducts several groups as open-ended. This is why the LYC-PC divides its T4C components into individual groups. The LYC-PC runs problem solving sessions as a separate closed-ended group, and integrates cognitive self change into the orientation series as close-ended sessions. The LYC-PC also integrates T4C and ART social skill sessions into one open-ended group.

This site is in the initial coaching phase for these groups. Group facilitators appear to be receptive to feedback. The LYC-PC has several strengths related to program implementation: Staff are enthusiastic, take pride in their work, and are willing to try new things. The LYC-PC involves all levels of staff in group facilitation and training which promotes both support of the model and better reinforcement of skills that youth are learning. Recent coaching observations suggest high fidelity to the curriculum. The LYC-PC shows dedication to developing a

comprehensive treatment schedule that ensures youth are getting all of their assigned groups and that there are trained facilitators for each of the groups.

Also noteworthy is the collaboration between HCJC and LYC-PC regarding the development of the aftercare program. The LYC-PC program includes a day treatment component as a step down for youth following their residential stay. This is divergent from the original CBTC model which did not incorporate an aftercare component. Also, the LYC-PC youth seem to be a higher risk rather than the original CBTC moderate risk population. The residential facility of LYC-PC is not local to Cincinnati; rather it is located in Bainbridge OH, so the adaptation to the original CBTC model is appropriate. However, the LYC-PC and HCJC lead the development of the program with assistance from the UCCI to help ensure the model incorporates evidence-based principles.

Staff from the LYC-PC and the UCCI makes up an implementation team. This team identifies and works through implementation concerns. The implementation team's current areas of focus include the following five areas. The first area of focus involves separating youth by risk on the two units. This requires having a low-moderate risk and high-moderate risk breakdown to accommodate available space and the necessity to accept referrals. It is necessary to continue to monitor this area. This ensures the program adheres to the risk principle while still accommodating referral needs.

Second, the behavior management system (BMS) point sheet is likely to continue to require adjustments to the system as it is piloted. Third, LYC-PC is planning to bill for Intensive Outpatient substance abuse treatment. This presents some challenges because the ability to bill requires the facilitation of a high number of groups. It also requires the use of a substance abuse

curriculum supplement in addition to the CBTC model. The UCCI and LYC-PC are discussing strategies for the implementation of these modifications.

Fourth, the LYC-PC has a number of major change projects and staffing adjustments are occurring simultaneous to the implementation of the CBTC. Some staffing concerns make implementation of the CBTC somewhat challenging. The LYC-PC staff, however, continues to work hard on the many program changes. Finally, the LYC-PC needs to monitor the development of the aftercare component to ensure a high-fidelity cognitive behavioral approach. Given that the LYC-PC staff who run this program are not located in Cincinnati, cross-training is a challenge.

Section IV – Effective Practices in Community Supervision (EPICS) Program Sites

UCCI research associates also provide quality assurance services to the probation departments trained in the Effective Practices in Community Supervision (EPICS) model. The on-going review of audiotapes and coaching sessions occurs in both the Lucas and Cuyahoga County Juvenile Probation Departments. 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 conduct coaching sessions via videoconference with the officers and supervisors from each site. However, whenever possible associates conduct in-person coaching sessions. For example, in June, associates held an on-site coaching session in Cuyahoga County. Table 11 summarizes the dates EPICS coaching sessions in Lucas and Cuyahoga Counties from January 1, 2011 through June 30, 2011.

Table 11: EPICS Coaching Session Summation

Site	Date
Lucas	3.16.11
Lucas	4.20.11
Cuyahoga	4.21.11
Lucas	5.25.11
Cuyahoga	6.28.11

Coaching sessions are structured much like EPICS sessions and involve the same four key components. First, the check-in component seeks to identify any significant problems occurring at the site. Second, the review component provides general feedback to the site. Feedback includes a highlight of the general strengths and areas in need of improvement. Next, associates review the skills taught during the previous coaching session. Third, the intervention component reviews and demonstrates a new skill for officers. Fourth, the homework component asks officers to practice the skill during an upcoming offender session. Officers are always able

to ask questions or express concerns during coaching sessions. After coaching sessions, associates engage supervisors with clinical supervision on the EPICS model. This provides an opportunity for sites to discuss sustainability issues and plan for the next audiotape submission and coaching session.

In addition to coaching sessions, officers also submit two measures of offender change. These measures include the PO Questionnaire, which measures the relationship between an officer and client, and the Texas Christian University (TCU) Criminal Thinking Scale, which measures criminal attitudes of the client. Officers administer the first measure within the first three sessions with a youth, and the second measure after six months of supervision, or upon the termination of probation. Table 12 summarizes the number of assessments from Cuyahoga and Lucas County.

Table 12: EPICS Assessment Summation*

Site	PO Questionnaire	TCU Criminal Thinking Scale
Cuyahoga	110	89
Lucas	34	27

*This data will be examined for the final report.

Use of the EPICS Model

At the time of this report, Cuyahoga and Lucas counties together have submitted a total of 143 audiotapes. The average session length was 19.25 minutes. This section looks at Cuyahoga and Lucas counties use of the EPICS model. The data is summarized from the Officer Rating Form[2].

The EPICS model includes four components. The first component is the check-in, which allows the officer to establish and enhance a collaborative working relationship with the client.

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[2] The University of Cincinnati developed the Officer Rating Form as a mechanism to assess officers on their adherence to the EPICS model

It also allows the officer to assess the client's compliance with probation conditions and assess for any acute crisis or needs. The second component is the review, which allows the officer to review the client's short and long terms goals and enhance learning through repetition and feedback. The officer can also ask about any community agency referrals and review homework from the previous session. The third component is the intervention, which allows the officer to target criminogenic needs using cognitive-behavioral techniques. It also affords the officer the opportunity to teach the client how to recognize antisocial thoughts and develop new prosocial thoughts. Examples include the ABC model, thinking reports, structured skill building, and problem solving. The final component is homework, which allows the officer the opportunity to assign homework to the client that targets criminogenic needs and uses cognitive-behavioral techniques. Often this includes additional practice of the new skills in more difficult situations.

The EPICS model supports the use of effective communication skills, such as open-ended questions, reflective statements, and appropriate feedback. The model encourages officers to use behavioral practices with clients to reinforce prosocial behaviors and to disapprove of antisocial behaviors. Officers should focus on antisocial behaviors and target criminogenic needs, but address any responsivity factors as necessary. Furthermore, officers should refer clients out to community agencies and integrate relapse prevention techniques.

Cuyahoga County

Sixty-two Cuyahoga County officers submitted a total of 79 audiotapes for review. 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 69.5% of the observed officers scoring satisfactorily in this component. Overall, 50.6% of observed officers perform satisfactorily and 27.8% perform very satisfactorily in the area of enhancing client rapport, with a total satisfactory performance of 78.4%. The next highest area of strength for observed officers was compliance, where 43.6% of officers perform satisfactorily and 30.8% perform very satisfactorily, with a total satisfactory performance of 74.4%. Rounding out the areas of strength in the check-in component is assessing client's needs, where 55.7% of observed officers perform satisfactorily or very satisfactorily.

There are two noteworthy strengths in the review component area. First, 44% of the observed officers perform satisfactorily and 36% perform very satisfactorily in community referrals, with a total satisfactory performance of 80%. Second, 66.7% of observed officers perform satisfactorily or very satisfactorily in the area of reviewing homework. In the intervention component, officers perform the best when using cognitive-behavioral concepts to recognize and explore antisocial thoughts, scoring satisfactorily or very satisfactorily 36.9% 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 49.1% 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, 30.8% of the observed officers perform satisfactorily and 53.8% perform very satisfactorily in the area of specifies choice and attendant consequences, with a total satisfactory performance of 84.6%. The next highest area of strength for officers is keeping a calm voice, where 28.6% of observed officers perform satisfactorily and 50% perform very satisfactorily, with a total satisfactory performance

of 78.6%. Rounding out the areas of strength in the use of authority component is focusing on client's behavior, where 60.7% of observed officers perform satisfactorily or very satisfactorily. Under the effective disapproval area, 70.3% of observed officers score satisfactorily or very satisfactorily in disapproving of antisocial behavior or comments. Under the effective reinforcement area, 69.2% of observed officers score satisfactorily or very satisfactorily in reinforcing prosocial 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. Ninety-five percent make appropriate referrals to outside agencies, 93.6% communicate with the client in a respectful manner, 92.4% communicate information in a clear and concise manner, 79.7% use open-ended questions, 63.9% stay focused on primary criminogenic needs, 62% target criminogenic needs, 60.5% spend more time on criminogenic needs than on non-criminogenic needs, and 58.2% elicit and give appropriate feedback.

Areas for Improvement

The review component is an area for improvement for Cuyahoga County. Overall, 51.1% of observed officers' score needs improvement in this area. There are two specific concerns. First, 76.5% of observed officers need improvement in the area of enhancing learning, and second, 74.4% of the observed officers need improvement in the area of reviewing goals.

The intervention component is the weakest portion of performance and is the area of most concern. Eighty-eight percent of the observed officers need improvement in teaching new prosocial attitudes and thoughts, 87% need improvement in using cognitive-behavioral concepts to recognize and explore risky situations, 81.3% need improvement in demonstrating the ABC model, and 78.1% need improvement in teaching new prosocial skills to manage risky situations.

The homework component is another concerning area. Overall, 62.4% of observed officers' scores need improvement in this component. Seventy-three percent of the observed officers need improvement in helping the client generalize learning to new situations, and 62.5% need improvement in graduated rehearsal.

There are only two behavioral practices areas in need of improvement. First, 83.1% of the observed officers need improvement is the area of exploring short and long term benefits of continuing prosocial behavior, and second, 65.5% 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, 81.5% of the observed officers do not integrate relapse prevention techniques. Second, 61.5% of observed officers do not provide a session of adequate length. Finally, 50% of observed officers do not use reflective statements to summarize client's statements.

Lucas County

Twenty-three Lucas County officers submitted a total of 64 audiotapes for review. 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 64.5% of the observed officers scoring satisfactorily. Overall, 42.2% of observed officers perform satisfactorily and 37.5% perform very satisfactorily in the area of enhancing client rapport, with a total satisfactory performance of 79.7%. The next highest area of strength for observed officers was assessing client's needs, where 41.9% of officers perform satisfactorily and 17.7% perform very satisfactorily, with a total satisfactory performance of 59.6%. Rounding out the

areas of strength in the check-in component is compliance, where 54.3% of observed officers perform satisfactorily or very satisfactorily.

The review component was also an area of strength for Lucas County, with 58.6% of the observed officers scoring satisfactorily in this area. Overall, 35.7% of observed officers perform satisfactorily and 57.1% perform very satisfactorily in the area of asking about community referrals, with a total satisfactory performance of 92.8%. The next highest area of strength for the observed officers is reviewing homework, where 40% of officers perform satisfactorily and 30% perform very satisfactorily, with a total satisfactory performance of 70%. Another area of strength in the review component includes enhancing learning through repetition and feedback, where 66.6% of observed officers perform satisfactorily or very satisfactorily.

There are three noteworthy areas of strength in the intervention component. First, 61.6% of observed officers perform satisfactorily or very satisfactorily in their use of cognitive-behavioral concepts to recognize and explore risky situations. Second, 60% of observed officers perform satisfactorily or very satisfactorily in teaching new prosocial attitudes or thoughts. Finally, 51.8% of observed officers perform satisfactorily or very satisfactorily in their use of cognitive-behavioral concepts to recognize and explore antisocial thoughts. In the homework component, observed officers perform the best when assigning the appropriate homework, scoring satisfactorily or very satisfactorily 51.8% of the time it is used.

Behavioral practices are an area of strength for Lucas County. Overall, 100% of observed officers perform very satisfactorily in keeping a calm voice. The next highest area of strength for observed officers is focusing on behavior, where 22.2% of officers scoring satisfactorily and 44.4% scoring very satisfactorily, with a total satisfactory performance of 66.6%. Rounding out the areas of strength in the use of authority component is specifying

choices and attendant consequences, where 55.6% of the observed officers perform satisfactorily. Under the effective reinforcement area, 75.6% of observed officers perform satisfactorily or very 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. Ninety-eight percent of observed officers communicate with the client in a respectful manner, 93.8% use open-ended questions, 84.4% target criminogenic needs, 78.1% communicate information in a clear and concise manner, 76.6% elicit and give the appropriate feedback, 76.2% stay focused on the primary criminogenic needs, 75.8% spend more time on criminogenic needs than non-criminogenic needs, 69.2% make appropriate referrals to outside agencies, 68.8% use reflective statements to summarize what the client said, 54.5% integrate relapse prevention techniques, and 53.1% 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. Seventy-eight percent of observed officers' score 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 in need of improvement. Fifty-two percent 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 63.2% of the observed officers needing improvement in this area. Seventy-three percent of observed officers need improvements in helping clients generalize learning in new situations and 68% of officers need improvement in using graduated rehearsal.

The behavioral practices area of effective disapproval is an area for improvement for Lucas County. Overall, 70.8% of observed officers are in need of improving their disapproval of antisocial behavior or comments. Fifty-six percent are in need of improving their exploration of short and long term consequences of continuing antisocial behavior. Also in need of attention under the effective reinforcement area, 80% of observed officers' score needs improvement in the area of exploring short and long-term benefits of continued prosocial behavior.

Section V – Next Steps

CBT

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 are recommended for Hillcrest Training School and Summit County Juvenile Probation to increase fidelity and use of behavioral strategies consistently across all groups. 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 CBT sites will continue.

CBTC

The current focus of coaching for the Cuyahoga County CBTC site is on the delivery of core programming (T4C & ART) and need specific programming (Pathways). Within the upcoming weeks this site will implement Advanced Practice Social Skills groups. Clinical and probation staff will also train on the Relapse Prevention curriculum in the upcoming month. The UCCI training for this curriculum is purposefully delayed until initial youth were close to entering their final phase in the program. This ensures the delivery of these sessions closely follows the training. Staff will also train in Common Sense Parenting, an eight session skills-based program teaching parenting and communication skills. Again, the current focus of implementation is on core programming, but the site will implement the additional programming in the coming months. The program conducts family therapy sessions for youth currently in the program. The clinical staff and probation officer will train on aftercare sessions as youth
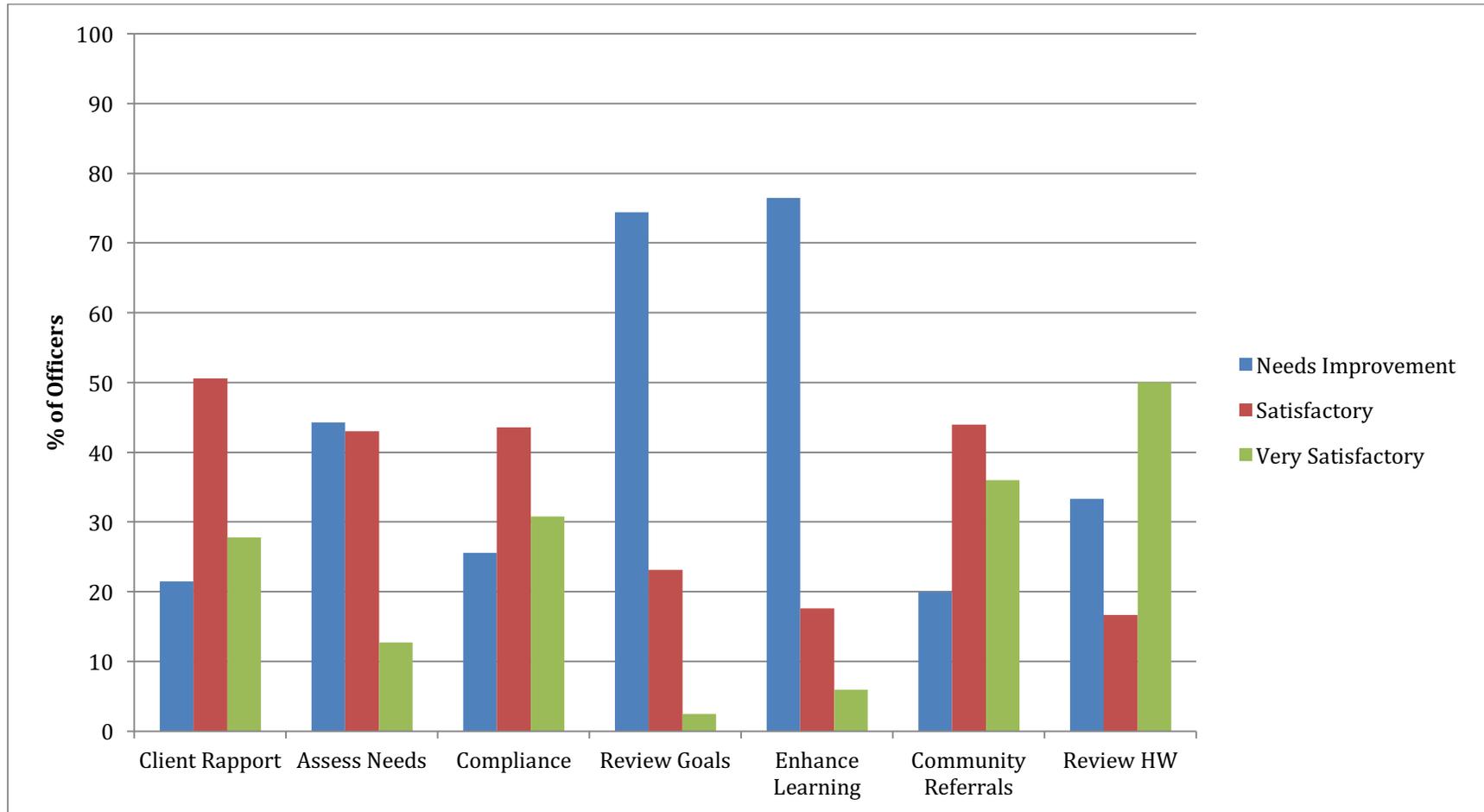
approach discharge. This training will build upon what youth learn in core programming. The UCCI will continue coaching staff on core programming, assessment, the behavior management program, and programming in general.
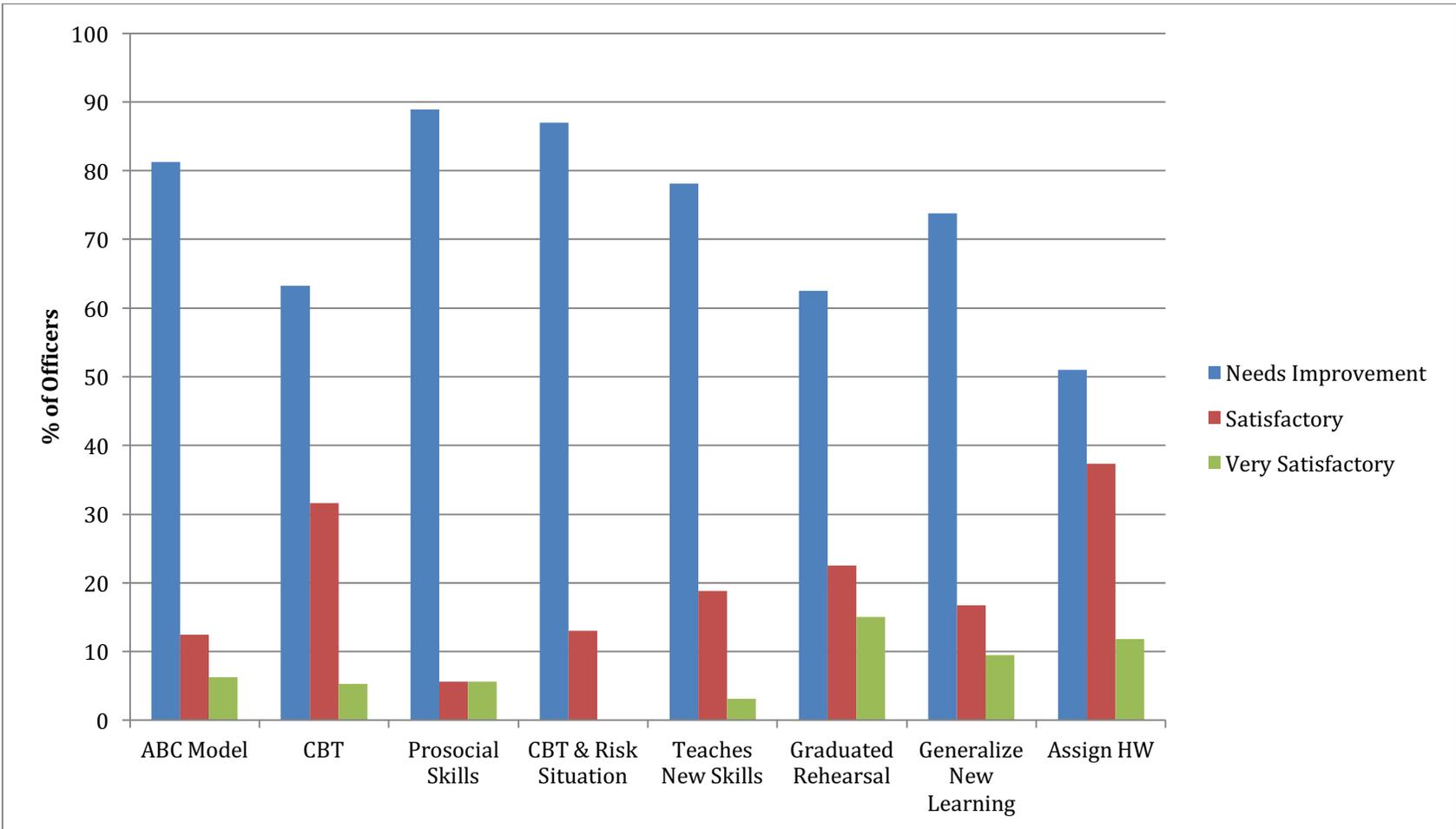
With the completion of all the core trainings, the LYC-PC will roll out all of the programs on August 1, 2011. Staff has the opportunity to train as trainers in some curricula for long-term sustainability. For now, the focus moves from development and training to on-site implementation and coaching. After reviewing the assessments, the subcommittee will finalize decisions around which assessments to adopt in the coming weeks. The subcommittee also needs to finalize the aftercare development and training needs.
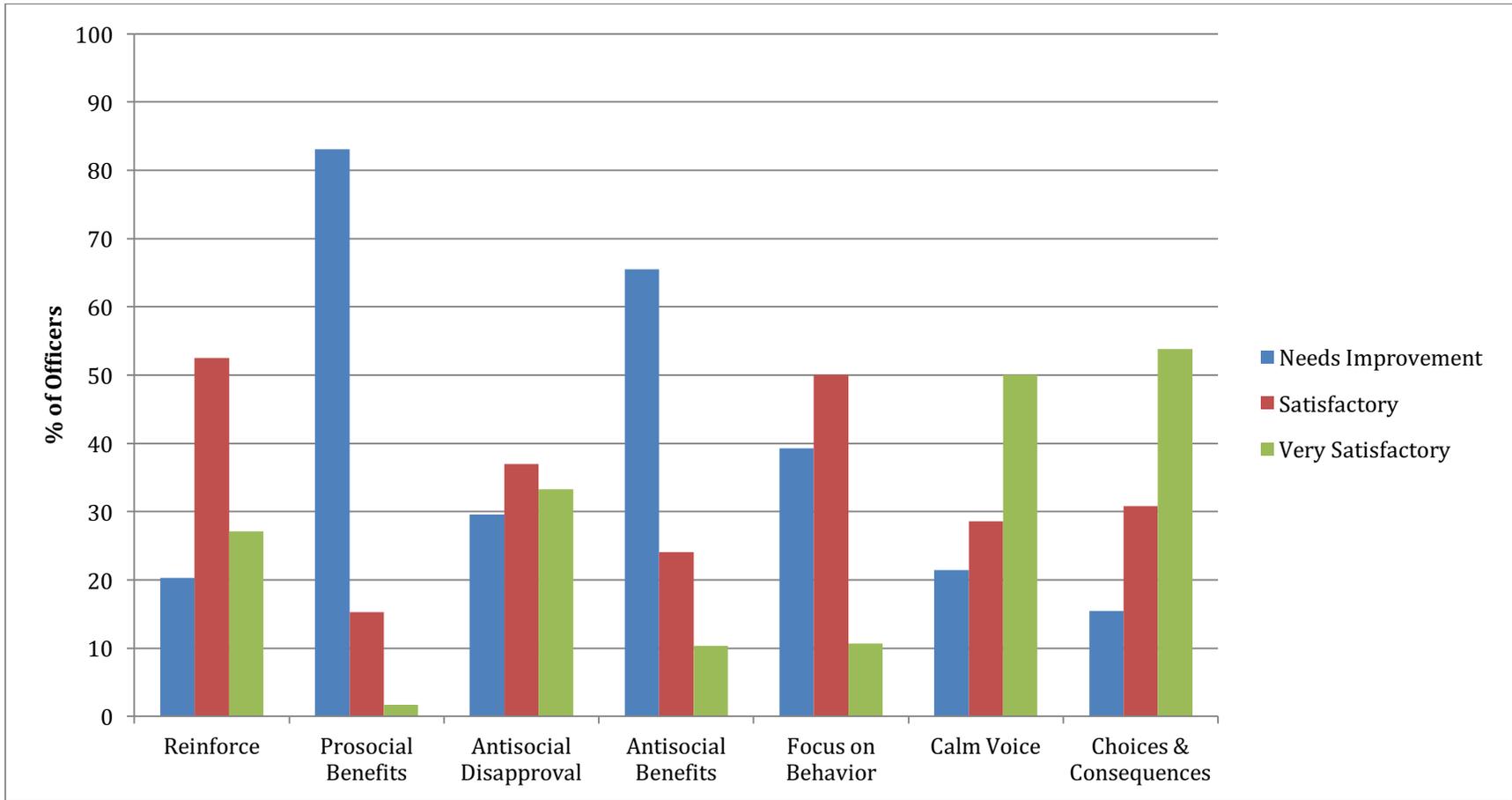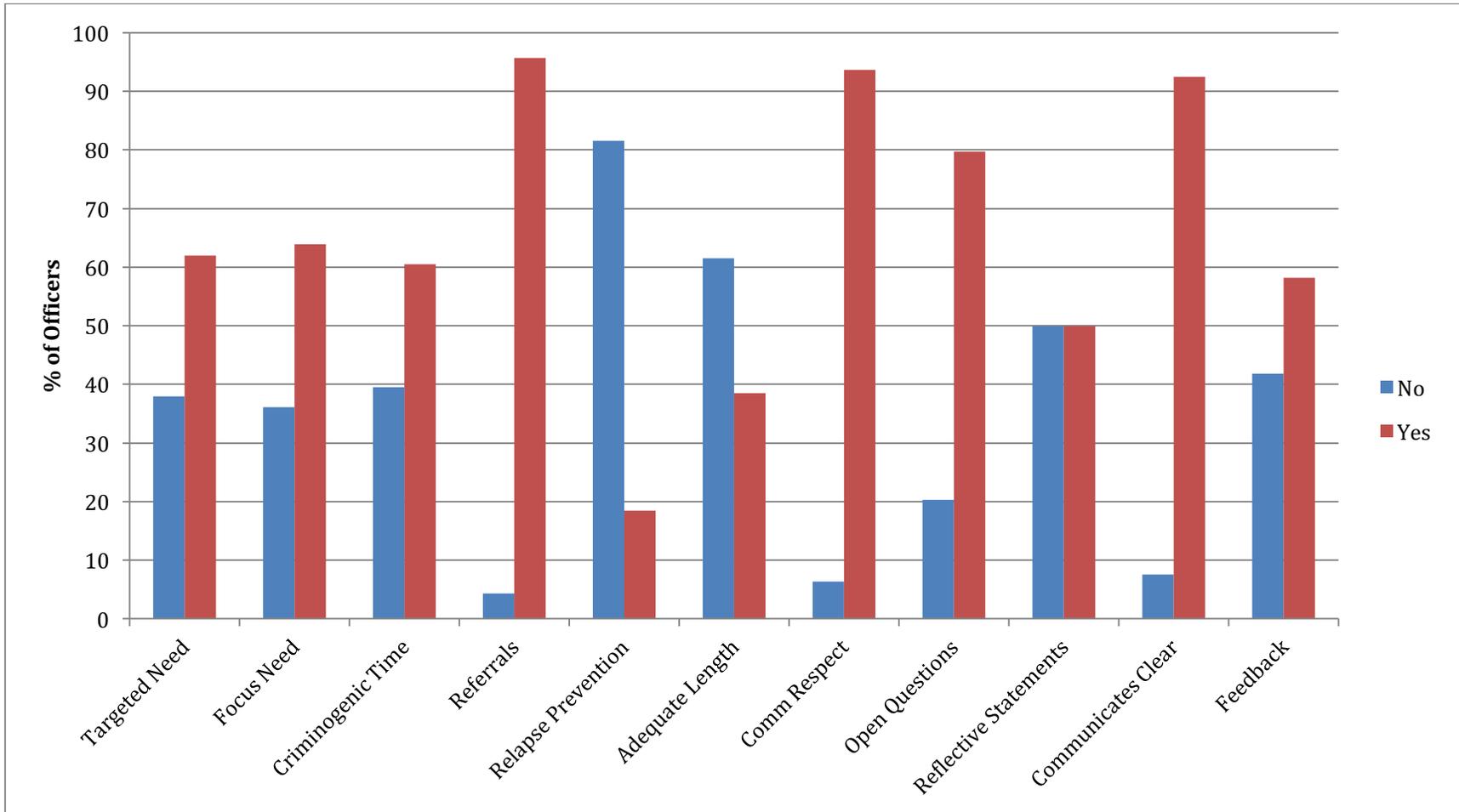
EPICS

Upcoming tasks for both Cuyahoga and Lucas counties include completion of the coaching sessions and transitioning of the quality assurance and coaching responsibilities to the individual counties. Work with the supervisors will focus on sustainability, coaching skills and quality assurance techniques. In addition to the five videoconference coaching sessions, supervisors will participate in conference calls to refine their EPICS specific skills and coaching skills. Supervisors will also learn how to code an audiotape and identify officer strengths and areas for improvement related to the model. Agencies will identify a process by which they will continue to review officers' use of the model, provide feedback to officers, and provide an on-going formal review of the EPICS model. Finally, the collection of post-tests will continue.

Appendix A
Cuyahoga County EPICS

Appendix B
Lucas County EPICS