

Summary

This report describes the findings of the process evaluation of phase 1 and 2 of YOUTURN. YOUTURN is the basic methodology for all youngsters who are staying in a Juvenile Justice Institution (JJI) due to delinquent behaviour. The basic methodology aims to help the youngsters by A) developing competencies and learning skills to fulfil tasks, which they encounter in daily life and B) developing a moral awareness and responsible behaviour and helping each other within this process. In YOUTURN, two existing methodologies are integrated: the Social Competency Model¹ and EQUIP². Various elements are added to this, such as process-oriented work in collaboration with chain partners, the application of validated screening and measuring instruments, intensive collaboration between the mentor and youngsters and parental participation. The basic methodology consists of five phases, of which the first two phases aim at the inflow, stabilisation and motivation of the youngsters. YOUTURN aims at a positive group culture and the development of a secure environment. YOUTURN also has a higher level of professionalisation and nationwide uniformity between the JJIs as objective. In the spring of 2008 the pilots of YOUTURN started and on April 1st, 2010 the basic methodology has been implemented in all JJIs. In this research, we examined whether phases 1 and 2 of YOUTURN were executed as described in the manuals. The motivation and satisfaction with YOUTURN have been examined for both the youngsters and the employees. The six JJIs in the Netherlands, which work the longest with YOUTURN, are involved in this research.

Research method

To be able to determine to which degree YOUTURN is executed according to the manuals, a fidelity-instrument has been developed. The fidelity measures the program-integrity of nine YOUTURN components, namely: Inflow-program phase 1, Screening and measuring instruments, Stabilisation and motivation period phase 2, EQUIP and TIP training, Education, Parental participation, Collaboration of chain partners, YOUTURN in the living group and Preconditions. These include in total 45 items, which consist of several criteria. Depending on the number of criteria that the JJI meets a fidelity-score is assigned to a three-point-scale; score 1 represents a low program integrity and score 3 represents a high program integrity. A fidelity-score lower than 2 is designated as insufficient. There are four research methods used to establish to what extent the JJIs comply with the fidelity criteria: file and documentation research, surveys, observations and interviews.

The file research has been conducted with all youngsters from the selected JJIs who stayed at least 12 weeks in the JJI, and therefore (could) have in fact participated in phase 1 and phase 2 of YOUTURN. The files of 107 youngsters have been checked and for the components of phases 1 and 2 it has been examined to what extent these

¹ In the Social Competency Model the main issue is the enhancement of skills to perform development tasks. Mentors provide hereby behaviour instructions and feedback on both positive and negative behaviour (Slot & Spanjaard, 2004).

² EQUIP is a group-intervention where the responsibility is placed mainly with the youngsters themselves and a positive culture of learning is being strived at (Gibbs, Potter & Goldstein, 1995). By means of group meetings (EQUIP) concerning the moral development, anger management and social skills youngsters get the handles to learn to think and act in a constructive way. In other group meetings (TIP) all youngsters bring in a personal situation, which is discussed with the help of five steps (event, behaviour, feeling, thought and consequence).

programs have been soundly implemented. In addition data per JJI have been retrieved concerning the education of the employees, their role in YOUTURN and the followed YOUTURN-trainings.

The employees participated in a survey concerning amongst others the preconditions for a good implementation of YOUTURN, the motivation of youngsters and various roles and tasks as a mentor, group leader and trainer. A total of 76 employees filled in the questionnaire. Furthermore, data have been used from the youth survey of 151 youngsters, a general nationwide satisfaction survey.

Per JJI two researchers have attended the EQUIP and TIP meeting. Important aspects as didactic skills, YOUTURN techniques, structure, content and reaction on fallacy and (un)desirable behaviour of youngsters have been observed and reviewed. In addition, there are two lunch moments at every JJI, i.e. daily group moments, observed by a researcher. Hereby, the attention mainly has been paid to the implementation of techniques according to the feedback system of YOUTURN. Checklists have been used for the observations. Youngsters, trainers and group leaders have been informed about the aim and the procedure of the research.

Finally, at each JJI semi-structured interviews have been held with four youngsters, five group leaders, a methodology coach, a behaviour scientist, a manager and an education employee/teacher. For each research group a separate topic list has been developed with questions about amongst others the implementation of YOUTURN, the motivation of youngsters, the preconditions and the satisfaction of the employees. All employees and youngsters have been asked for permission in order to use the obtained information for the research and anonymity has been achieved by the processing of the data.

Based on data, which have been collected with the help of these various research methods, the fidelity-items have been scored.

Results

The average total score on the fidelity shows that YOUTURN is insufficiently implemented as described in the manual. In general the JJIs minimally diverge. The separate components have greater differences. None of the YOUTURN components is fully implemented according to the manual. On average the program integrity with three of nine YOUTURN-components ranges from sufficient to more than sufficient. The remaining components of the program manual are followed to a lesser degree.

Components with a high program integrity

Components that are relatively well implemented are the inflow program and the EQUIP and TIP meetings. In addition, the preconditions have been met sufficiently in the JJIs.

Concerning the inflow program, a number of components have been well implemented. Most of the youngsters have a mentor, a portfolio and an inflow profile. The introductory conversations and the intake with an individual process coach are still insufficiently implemented according to the manual.

The EQUIP and TIP meetings are firmly embedded; in all JJIs two EQUIP meetings and one TIP meeting are weekly organised. In general the content and structure of the EQUIP and TIP are followed as described. The trainers also have a good basic attitude and they apply sufficient didactic skills. A weaker part of the training meetings is the use

of various YOUTURN-techniques³ such as a correction instruction or reflection. The techniques are not used a lot or are incompletely implemented by some of the trainers.

In the JJIs the preconditions have been sufficiently fulfilled in order to be able to implement YOUTURN. Employees have been trained in the methodology and coached by a methodology coach. However, the logistic planning and the facility for the EQUIP and TIP trainings have not been approved in all JJIs, not all employees dispose of good planning skills and several employees indicate that the methodology coaches do not have enough time to offer the employees individual counselling by implementing YOUTURN.

Components with low program integrity

The three components with low program integrity are the use of screening and measuring instruments, parental participation and the stabilisation and motivation period.

The Tasks and Skills of Adolescents questionnaire (TVA), Structured Assessment of Violence in Youth (SAVRY) and the How do I Think list (HID) in phase 2, are not or hardly used in the six researched JJIs. No JJI scores sufficient on this part.

For parental participation the manual prescribes that the parents amongst others are involved in the Perspective and Performance plans and that the mentor is weekly in touch with them. The contact and collaboration with parents hardly took place in respectively four and five from the six JJIs.

The manual of YOUTURN is also poorly followed for the stabilisation and motivation period (phase 2). This phase is taking place from seven to ten days after the admission until maximum fourteen weeks after the admission. Here, the basic profiles, the mentor counsels, the first and second Perspective plan(consultation) and the second Performance plan are taking an important place amongst others. Many JJIs do not work or do not work in a standard way with the first and second Perspective plans and Perspective plan consultations.

Components with relatively low program integrity are collaboration with partners in the judicial chain, YOUTURN in the living group and collaboration with school. There are great differences between the JJIs in the YOUTURN component collaboration with chain partners: the scores of the first half ranges from sufficient to more than sufficient, whereas the scores of the other half are insufficient. This is mainly because in three JJIs the collaboration with the juvenile rehabilitation services in the Perspective plan consultations is still insufficiently or not settled. In addition the continuity of YOUTURN by transfer has been insufficiently guaranteed in all JJIs due to the lack of agreements and handing over of relevant information. However the network consultation - a weekly information exchange between the Child Protection Service, the juvenile rehabilitation and the JJI concerning delinquent youngsters - does work (reasonably) well everywhere.

In the living group YOUTURN is somehow implemented in three JJIs and hardly in the other three JJIs. YOUTURN should be visible in the living group in amongst others the implementation of YOUTURN techniques by group leaders, the use of self evaluation forms and a positive group culture, in which youngsters give each other tips and advice. The group culture is generally experienced as positive. However, the YOUTURN techniques are not used a lot by group leaders.

³ YOUTURN-techniques consist of techniques aimed at behaviour and techniques aimed at thinking and feeling. The techniques aimed at behaviour are deployed for learning, enhancing, bending and stopping of behaviour of youngsters. The techniques aimed at thinking and feeling are used for the confronting and the shifting of the thinking and feeling of youngsters.

Finally, the collaboration in YOUTURN between the employees of the JJI and the school has not been established sufficiently in all JJIs. The education intakes are held in general, but information exchange about the progress of youngsters is limited.

Motivation and satisfaction of youngsters

Almost all youngsters remark in the interviews that they learn something from YOUTURN. In general they find themselves sufficiently motivated for participation in various YOUTURN components. According to their own opinion, youngsters are motivated especially for the basic profiles, mentor consultation and TIP meetings.

However, half of the questioned employees indicate in the survey that youngsters are not motivated for YOUTURN. For this discrepancy various explanations are possible. On the one hand, the way of participation of youngsters possibly does not fit with what they actually believe about the methodology. Group pressure or resistance against authorities could play a role here. On the other hand, it is possible that the expectations of the employees are too high or that youngsters have given socially desirable answers.

With the exception of one JJI, the motivation of youngsters as observed by the researches during EQUIP meetings is good or very good in all JJIs. During the TIP meetings the motivation in three JJIs is insufficient and in the remaining JJIs sufficient to very good. It is remarkable that the motivation of youngsters seems to be higher in EQUIP than in TIP, while youngsters indicate to like TIP more. The explanation for this could be, that they are more guided by the trainers in EQUIP, whereas they are held responsible themselves in TIP, which results in more room to adapt a passive attitude.

From the interviews with youngsters it appears that satisfaction of youngsters with the rewards and certificates varies, but that most youngsters are positive about this. Especially, the certificates have a stimulating effect on many youngsters. The survey and interviews with employees show that the writing and presenting of their life story generates resistance by some youngsters. However, most youngsters indicate that they find this a difficult part, but a good one. They are less satisfied with the repetition of the themes of EQUIP meetings. Further, according to the behaviour scientists youngsters are in general willing to collaborate when using screening and measuring instruments, that are employed by JJIs until now. Finally, employees have the impression, that girls are more motivated for YOUTURN than boys.

Dropping out happens relatively seldom in the researched JJIs. Youngsters can not or hardly withdraw from most components of YOUTURN, because participation is compulsory. However, it occurs seldom that youngsters do not wish to collaborate or that they try to withdraw themselves from YOUTURN. Once in a while a youngster refuses to write his life story or to participate in an EQUIP meeting and in exceptional cases the employees exclude youngsters from participation due to aggressive behaviour or serious psychological or mental problems.

Satisfaction of employees, bottlenecks and opportunities for improvement

In general the performers of YOUTURN are relatively satisfied with the basic methodology. According to them the methodology is suitable for youngsters who stay in a JJI. Employees do believe that adjustments are necessary for EQUIP and basic profiles for specific target groups (16+ and LVG).

According to all employees it is also clear how YOUTURN should be applied. The embedding of YOUTURN in the education and the way of parental participation is, however, not clear for all JJIs. Various roles within YOUTURN are sufficiently clear for the group leaders and teachers, but not for all behaviour scientists. Concerning the division

of roles and tasks between the team leader, methodology coach and behaviour scientist in guiding and the evaluation of group leaders, lack of clarity occurs regularly.

The teachers, behaviour professional, managers and methodology coaches experience working with the basic methodology as (very) positive. In general the group leaders are also positive about working with YOUTURN, as it gives them direction and grip. Moreover, those who work with YOUTURN experience more profundity in their work. According to them, the atmosphere among the youngsters has improved and the expected resistance concerning the basic methodology has largely failed to appear. However, the compulsory character of YOUTURN and the increasing registration requirements are experienced as negative. The workers experience an increased workload due to YOUTURN and the methodology requires more planning skills of the group leaders.

The contact with colleagues has positively changed. According to the interviewees more information is exchanged and there is a better cooperation. All employees experience the guidance of the methodology coach as very useful. However, the interviewees believe that the methodology coaches need more time for the application of all described tasks. The performers of YOUTURN are satisfied with the YOUTURN training, but they indicate that tasks such as mentor consultation, working with basic profiles and realising parental participation were insufficiently facilitated in the training. Besides, according to the methodology coaches and managers, not all group leaders are competent to implement YOUTURN. In order to ensure the quality of the implementation of YOUTURN, extra training days and sufficient (guidance by) methodology coaches are desirable.

Trainers are especially very positive about TIP. The collaboration between the teachers and group leaders regarding YOUTURN is also usually satisfactory. However, according to the teachers the reporting periods of school and YOUTURN should be better attuned. There are a few bottlenecks with the first Perspective Plan and basic profiles. The employees are satisfied about the progress of the Perspective Plan consultancies, although sometimes the necessary information is not provided in time. Further, according to both the methodology coaches and the group leaders, too little attention has been paid to the implementation of YOUTURN on the living group.

Suggestions for improving the planning of YOUTURN given by the employees mainly concern - next to a number of substantive issues - the *timing* of certain components and a more flexible application of terms. For example, it appeared to be difficult to complete all components of phase 1 - the three introductory conversations and the inflow profile in particular within the described time. Also, the minimally weekly mentor consultancies are not feasible and also not always necessary or useful according to many employees.

Conclusion and discussion

YOUTURN plays a central role in the six researched JJIs. There is sufficient support and both employees and youngsters are predominantly positive about the methodology. However, most components of YOUTURN have been insufficiently implemented. The first steps have been made, but a solid investment is necessary in order to improve the implementation of basic methodology. The limited implementation has partly to do with the *timing* of the current research; for some JJIs, the process evaluation came at a moment that the implementation was still in full progress. At the JJIs where YOUTURN has been implemented earlier, the YOUTURN components Inflow program and Screening and measuring instruments perform slightly better than in the other JJIs. On the other hand, in EQUIP and TIP the manual is better followed in two JJIs, where the

implementation has been launched the last. A possible explanation could be that the YOUTURN training in which EQUIP and TIP are emphasized is still fresh in the memory of employees. However, on most components no connection has been found between the start of the implementation and the program integrity of YOUTURN, which could mean that certain bottlenecks in the implementation are structural in nature.

Especially, the limited application of screening and measuring instruments is worrisome. Also, JJIs that are further in the implementation of this component, perform below standard. The test results should form the basis for handling, treatment and the indication of behaviour interventions. Moreover, the periodical use of instruments provides insight into the development of a youngster. For an increase of use of screening and measuring instruments, one could think of creating more support among the behaviour scientists by making the importance of the application of the measuring instruments in phases 1 and 2 more explicit.

We can say that the motivation for YOUTURN for most youngsters is sufficient and it forms no great obstacle for the implementation of the basic methodology. Although it varies per part, in general the youngsters are rather satisfied. Also the employees are sufficiently satisfied. The bottlenecks that they encounter are mainly due to time pressure and registration. This seems to be a persistent problem, which requires more attention.

For quality control the methodology coach plays an important role. Although the guidance of the methodology coach is experienced as very positive, according to the employees there is not enough space for methodology coaches in order to provide support in the wide spectrum of YOUTURN. The guidance focuses mainly on the EQUIP and TIP meetings and far less on the other components of YOUTURN. Also, during the YOUTURN training for employees other components than EQUIP and TIP are very briefly touched. Possibly because of this employees are not enough aware of what the manual prescribes for all YOUTURN components. Perhaps, this explains why employees are reasonably satisfied with components involving a low program integrity. For example, this applies to the component dealing with parental participation. Employees are not enough aware of the fact that the implementation at this point is seriously inadequate.

In the years to come it is essential to continue investing in the implementation of YOUTURN. Especially the YOUTURN components with low program integrity need a lot of attention. Extra (individual) guidance by a methodology coach and YOUTURN trainings aiming at the wide spectrum of the basic methodology could contribute to a better implementation of YOUTURN. EQUIP and TIP meetings seem to be relatively well implemented. A lot of attention has been paid to this component in both the YOUTURN training and by the methodology coaches. An intensive training and guidance as in EQUIP and TIP will possibly provide a higher program integrity for other components as well.

Next to the adjustments of training and guidance by the methodology coach it could be useful to apply periodically the fidelity-instrument in order to monitor the quality of the implementation. The fidelity-instrument proved to be useful in order to show to what extent YOUTURN is implemented according to the program manual, though it takes a considerable time investment.

In short, structural attention will have to be paid to the quality of implementation of YOUTURN. However, even then it is doubtful if an optimal program integrity can be achieved for all components of YOUTURN. For the parental participation component, for example, the bottlenecks such as poor accessibility, language and cultural barriers will

always play a role. Nevertheless, during the further implementation of YOUTURN a great improvement is to be made.