



**Foundations for
Evidence-Based Practices
with Delinquent Youth**

How Have Evidence-Based Treatments For Delinquent Youth Achieved Their Success?

MST[®]
Multisystemic Therapy



Continuous focus on obtaining positive outcomes for youth and families

How Have Evidence-Based Treatments For Delinquent Youth Achieved Their Success?



- Developed from and focus on known risk and protective factors within ecological conceptual frameworks (individual, family, peer, school, community)
- Comprehensive, yet individualized services
- Commitment to rigorous evaluation

How Have Evidence-Based Treatments For Delinquent Youth Achieved Their Success? cont.



- Integration of behavioral interventions
- Strong treatment specification (e.g., clinical texts and treatment manuals)
- Continuous emphasis on quality assurance and quality improvement systems

Implications for Your Projects

Consider incorporating the following:

- Target factors in youth ecology associated with delinquent behavior, as per research
- Strong attention to relationships with community stakeholders
- Build strong QA/QI mechanisms

Theoretical Underpinnings for Delinquency Research and EBP's

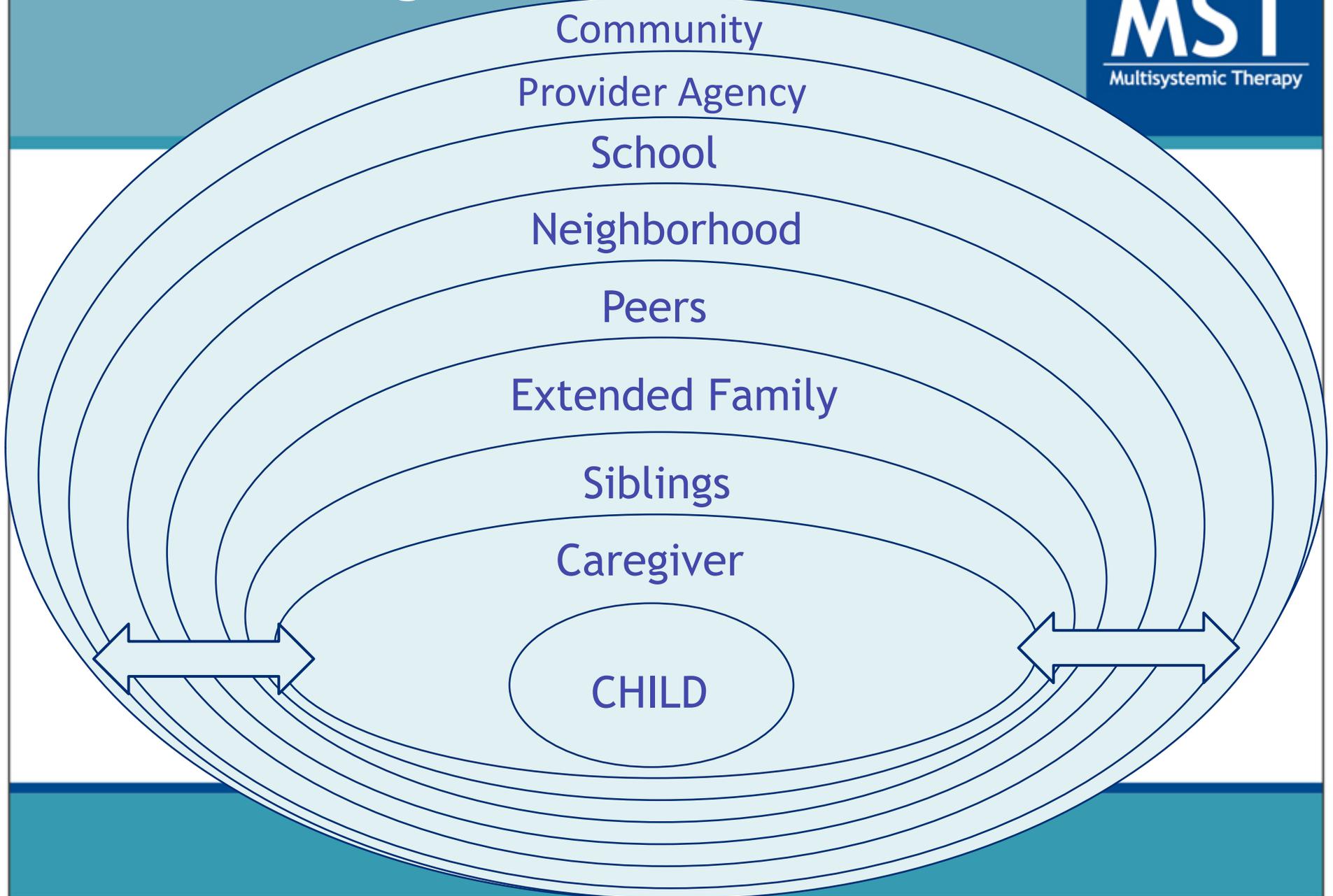


Based on social ecological theory of Uri Bronfenbrenner

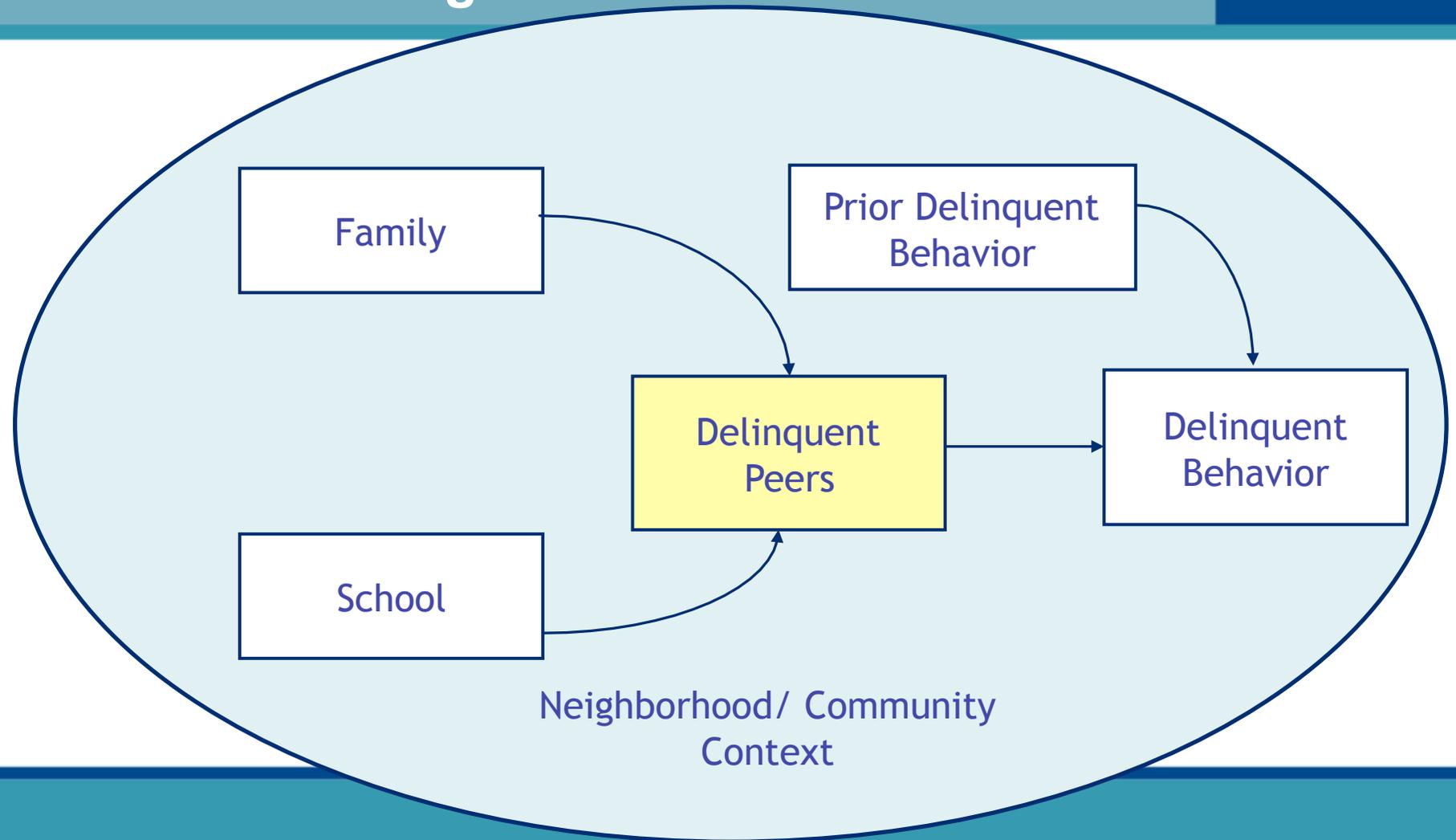
- Children and adolescents live in a social ecology of interconnected systems that impact their behaviors in direct and indirect ways
- These influences act in both directions (they are reciprocal and bi-directional)

Social Ecological Model

MST[®]
Multisystemic Therapy



Causal Models of Delinquency and Drug Use: Common Findings of 50+ Years of Research



Research on Delinquency and Drug Use

Family Level

- Poor parental supervision
- Inconsistent or lax discipline
- Poor affective relations between youth, caregivers, and siblings
- Parental substance abuse and mental health problems



Research on Delinquency and Drug Use, cont.

Peer Level

- Association with drug-using and/or delinquent peers
- Poor relationship with peers, peer rejection
- Association with antisocial peers is the most powerful direct predictor of delinquent behavior!



Research on Delinquency and Drug Use, cont.

School Level



- Academic difficulties, low grades, having been retained
- Behavioral problems at school, truancy, suspensions
- Negative attitude toward school
- Attending a school that does not flex to youth needs

Research on Delinquency and Drug Use, cont.

Community Level

- Availability of weapons and drugs
- High environmental and psychosocial stress (violence)
- Neighborhood transience - neighbors move in and out



Research on Delinquency and Drug Use (Cont.)



Youth Level

- ADHD, impulsivity
- Positive attitude toward delinquency and substance use
- Lack of guilt for transgressions
- Negative affect

Stakeholder and Community Context

- Literature across domains consistently cites importance of “stakeholder involvement” and “buy in” throughout all stages of the implementation process

**From NIRN website*

Stakeholder and Community Context, cont.



- Develop an understanding of local big-picture context
- Develop understanding of current status of efforts
- Delineate how innovation can contribute to larger agenda
- Articulate cost-effective strategies

**From National Implementation Research Network website*

Stakeholder and Community Context, cont.

- Mobilize interest, consensus, and support among key stakeholders
- identify champions who are committed to the innovation
- plan and implement strategies to obtain support of key policymakers.
- Clarify feasibility, and how necessary changes can be accomplished

** From NIRN website*

QA and CQI Processes

In order for mental health practitioners to learn from their experiences, they need to:

- Know the outcome of treatment
- Receive timely, correct feedback
- Know what treatment strategies they used
- Know which treatment strategies worked/did not work
- Have the ability to apply this knowledge to individualize treatment
- Generalize the knowledge

** Len Bickman, 1999*

QA and CQI Processes

- Define and communicate standards for activity or program
- Provide training and ongoing support to staff, to implement the treatment as designed
- Gather information/monitor implementation of the activity or program
- Compare information gathered to the standards or benchmarks
- Use the information gathered to improve implementation as needed
- Maintain ongoing feedback loop to drive continuous quality improvement