

Garda Youth Diversion Projects Action Research Project

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October 25th 2018**

Agenda

- Introductions
- Action Research Project
- Intended supports REPPP
- Discussion
- Trim Conference
- Close



Action Research Project

- **Context**
- **Outline of mission**
 - Kick off
 - Relationships
 - Measuring Contribution
 - Looking Upstream
- **REPPP supports**



Action Research Project – We are Starting from a Good Place !!!!

- **GYDP is a good brand**
- **Sense of mission**
- **Practical Reforms**
 - **Local diagnostic - Sharing of local PULSE data**
 - **Introduction of Evidence Based Risk Assessment**
 - **Nested Logic Models**
 - **Training/ capacity building**
 - **Trial Sites**

Lip Service to Reform?

‘.....While some Projects are exemplary in how they clarify their roles, identify how they are distinct from more generic youth work interventions and target their client group accordingly, others have been *laissez faire*, and moreover, do not lay down any requirement for behavioural change as a condition of participation. **Overall, there is perhaps a need to restate the purpose of the Projects in clearer crime prevention/diversion terms.....**’

Matt Bowden and Louise Higgins Final Report to the Department of Justice, Equality & Reform May 2000

Uncritical engagement with Science? - RISK

‘.....In its purest form the calculations of **risk** are akin to probability mathematics with the attendant **logic that the greater number of risks associated with a particular young person, the higher the likelihood of re-offending. Practitioners in the field, opponents of this type of research evidence, indeed parents and young people themselves will report that the picture is much more complex.....’**

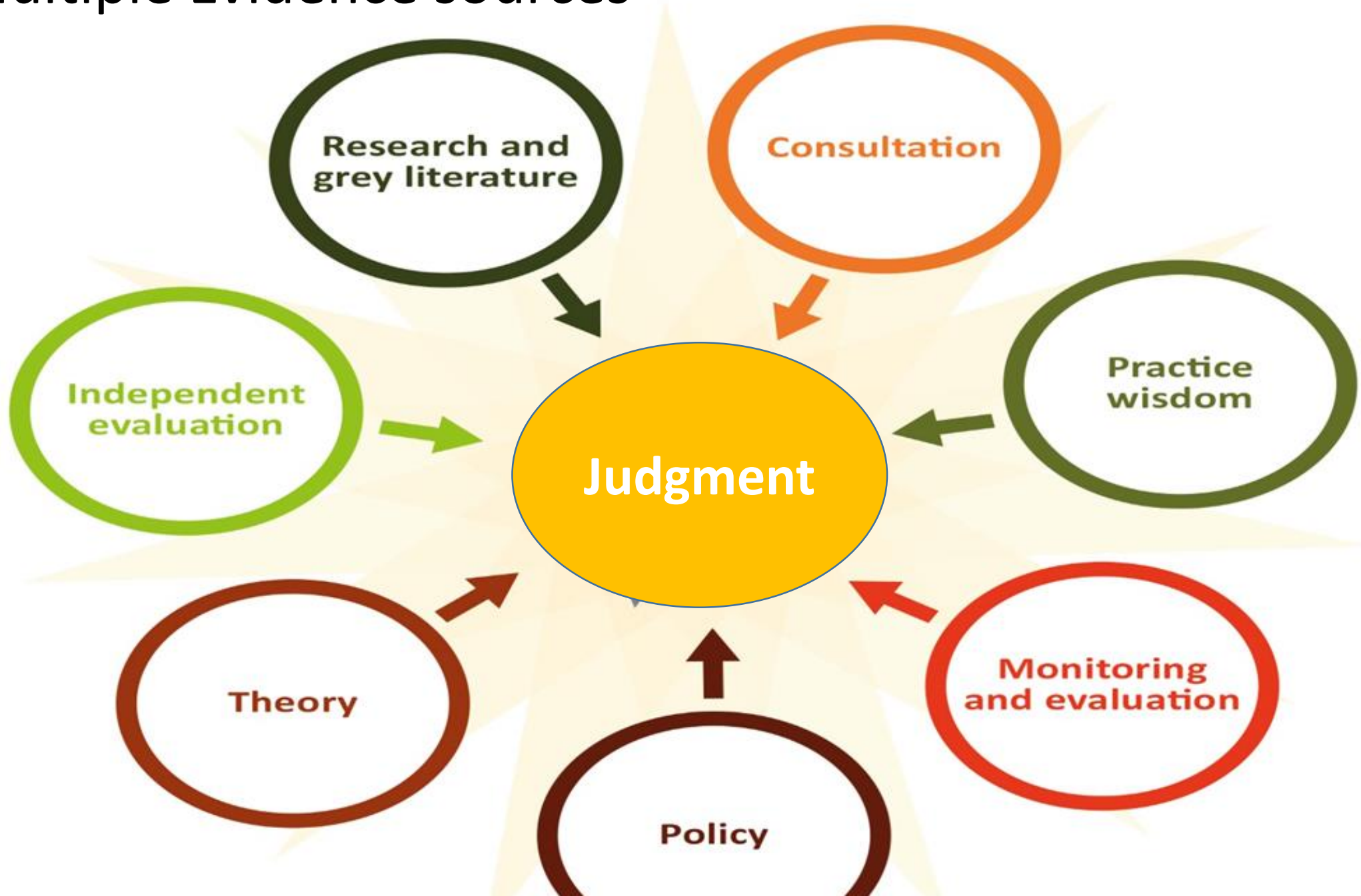
‘...The often conflicting academic discourse relating to youth crime demands that Garda Youth Diversion Projects be informed by the available research evidence from longitudinal studies, but also to be sufficiently reflective to **innovate** where there is a clear under-lying logic for action.....’

GYDP Baseline Report 2009

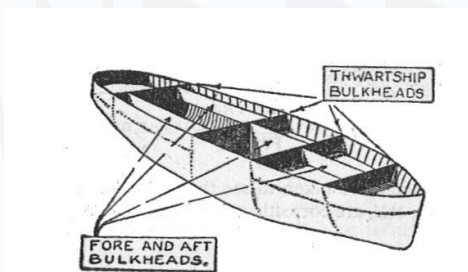
Creeping Enlightenment



Multiple Evidence sources



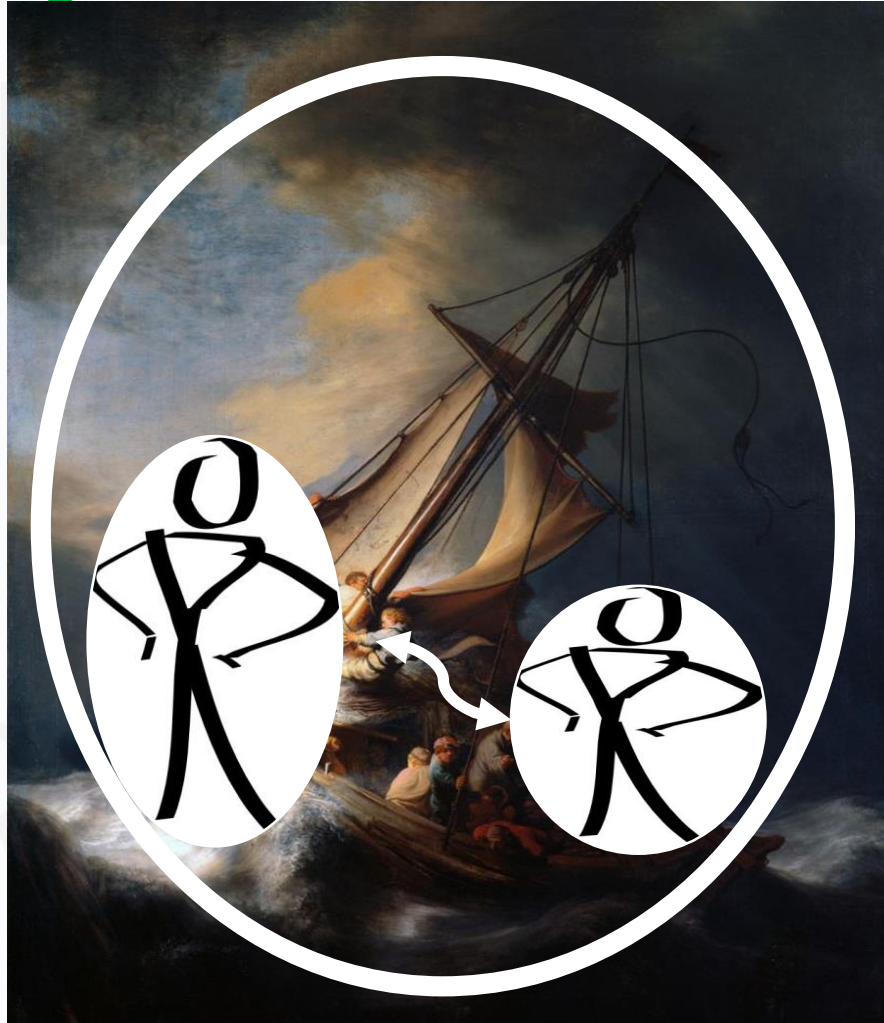
Small changes – better outcomes



Small changes better outcomes

Value for Money Review DCYA 2014 *Targeted youth programmes –*

- Communication
- Confidence
- Planning and problem-solving
- Creativity

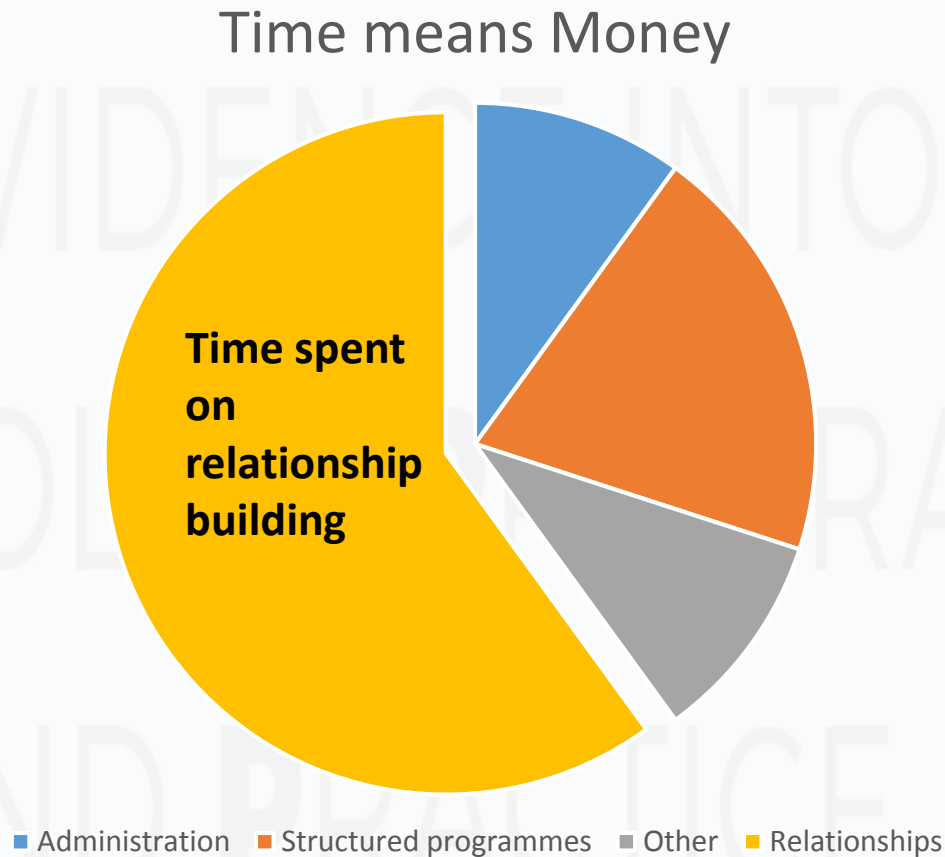


- Resilience and determination
- Managing feelings
- Empathy building



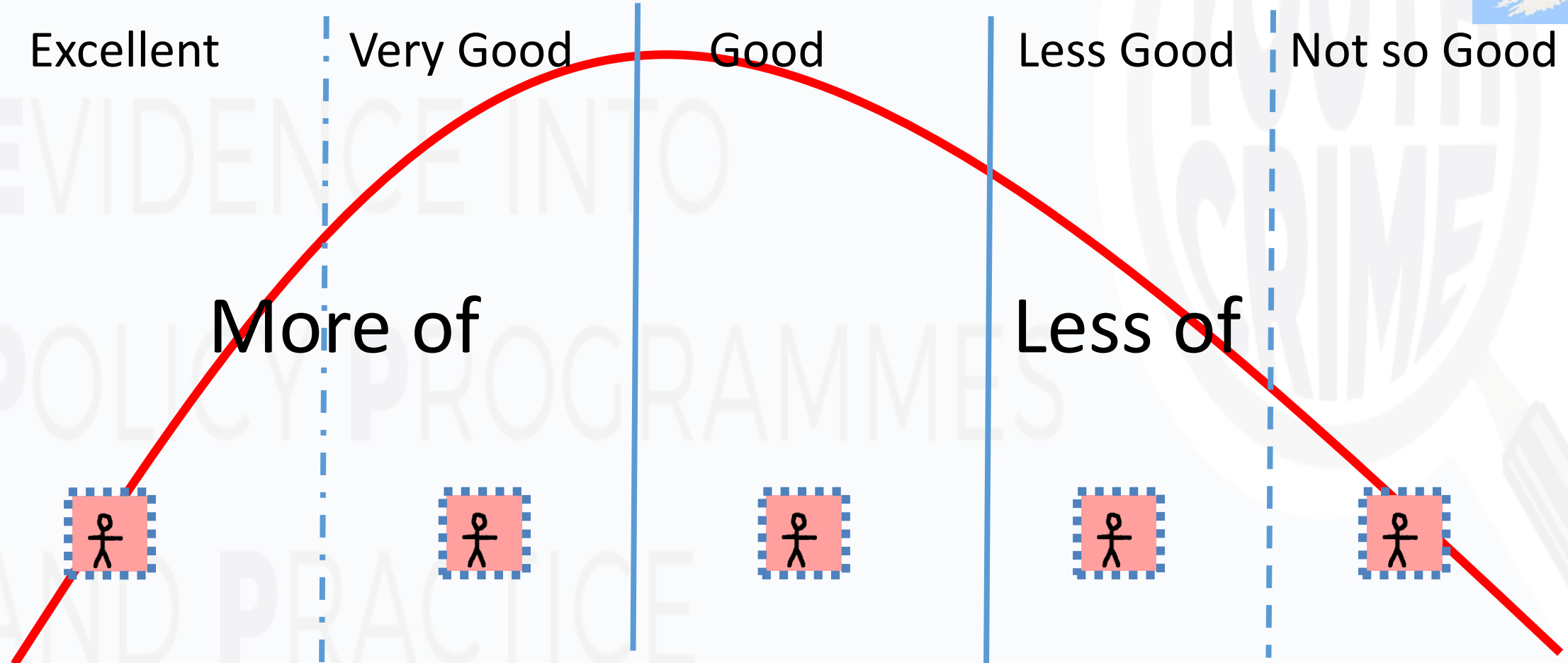
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1. Why pick on relationships?



- 60 percent of 13 million budget
- GYDP distinct selling point
- Like 'democracy' to define
- Black box magical transformative properties
- Really important to practitioners
- Really important to young people
- **Policy objectives in human programmes are co-produced with citizens engaged in services**

1. Relationships – Justice by Geography



2. Describing GYDP Contribution

- What differences can we reasonably expect an effective relationship to change?
 - Behaviours?
 - Attitudes?
 - Circumstances?
- How does this contribute to young people involved in the project committing less crime in your locality?
- Tools to optimise routine data collection
- Theory of Change risks shared with IYJS and REPPP

2. Smart use of data – *Sean's Monthly review*

Headings aligned with outcomes

Observations / facts to evidence opinions

Project patterns

ARP / National Patterns

Individual patterns

Assistive technologies

e.g. soft template, voice recognition, data retrieval and analysis software

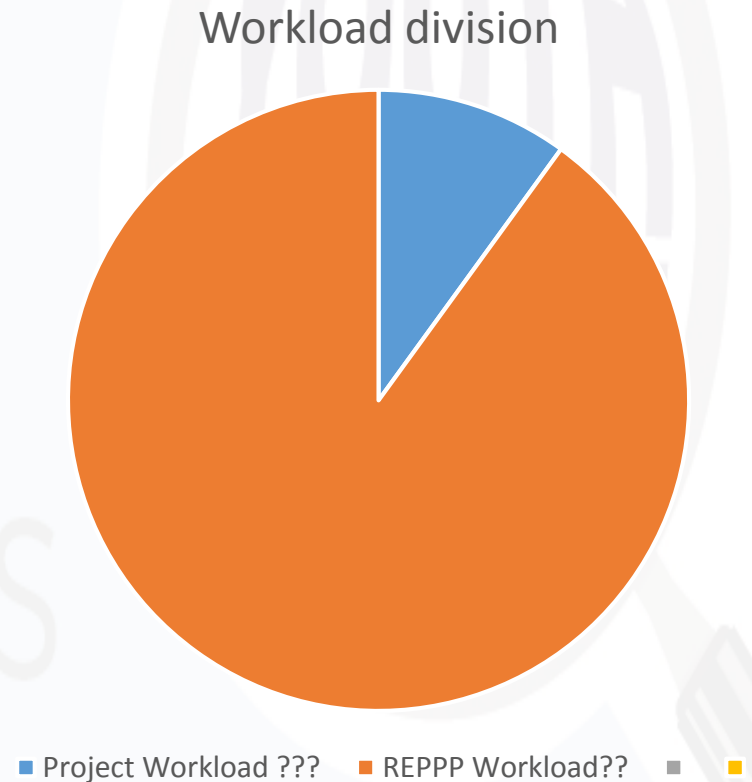
3. Looking upstream



- Clear picture about youth crime in each locality
- Clear picture about the contribution that GYDP can make
- Collectively how can we avoid more children becoming involved in the YJ system?
- Leverage – evidence, IYJS and UL backing

Action Research Project – Kick off Quarter 1 2019

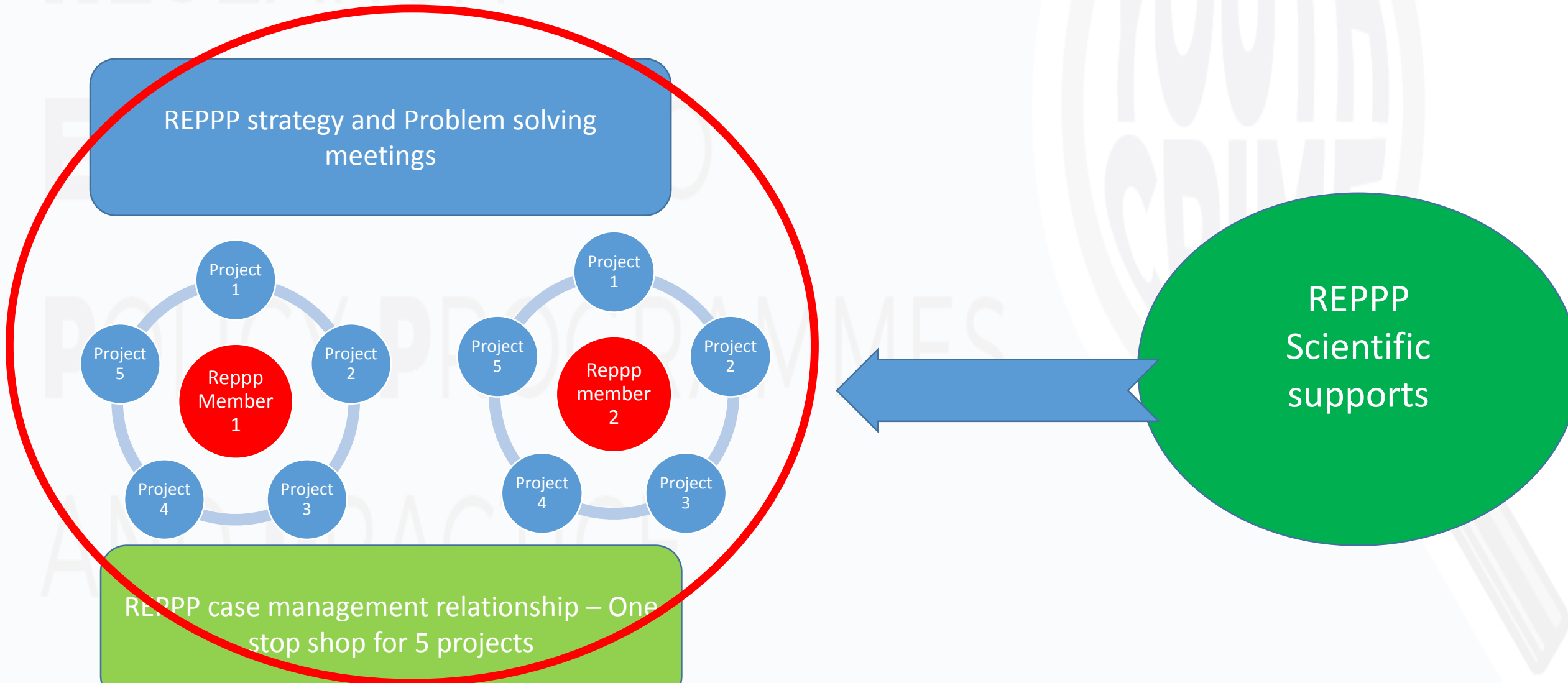
- Terms of engagement
 - Agreement on task/deal
 - Agreement of required behaviours
 - Support requirements
 - Agreed Workloads
 - Initial stepping-out of project



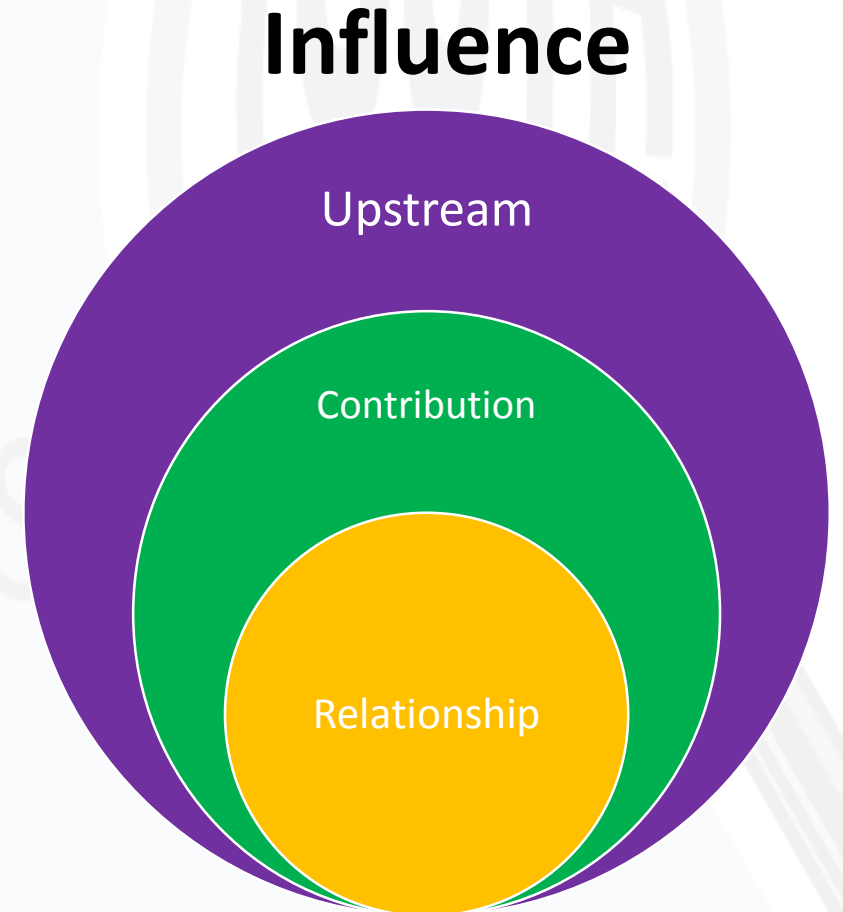
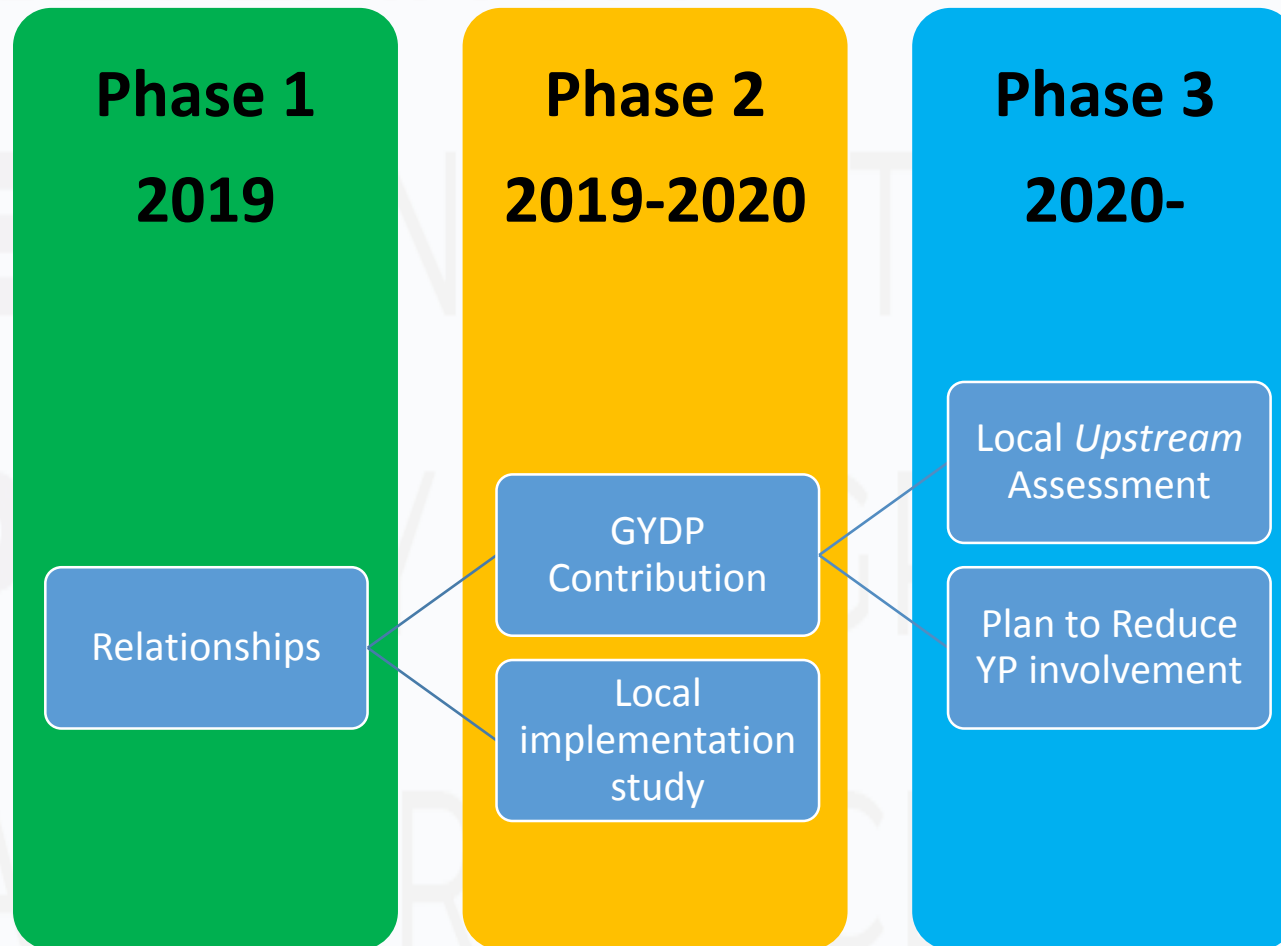
Inputs: Masters programme and ARP Implementation Studies

- 10 x Masters bursaries offered
- Human Rights and Criminal Justice [Skewed toward Youth Justice]
- 10 x local implementation studies
- Common methodology, methods, ethics designed by REPPP implemented by students
 - Mentor relationship with REPPP
 - Common standard
 - Permits comparisons
- 1 x synthesis report [REPPP]

Inputs: Support for GYDP reform plan – REPPP inputs for 10 participating projects



Action Research Project - skeleton



The Door is open from now!!

EEVIDENCE INTO

PPOLICY **P**ROGRAMMES

AND **P**RACTICE



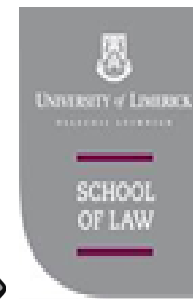
Questions and comments

Exploring the 'Black Box' of the Frontline Professional and Young Person Relationship in Youth Justice Settings.

Deirdre Fullerton
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Ireland



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Why focus on relationships?

- Time spent on relationship based work in GYDP
 - Approximately 80% of youth justice professionals' time is spent in direct work with young people and their parents/carers
- Money spent on relationship based work in GYDP

The Deep Value of relationships

..in focusing our attention on the one to one relationship we are not arguing for a 'nice to have' at the margins of the core service. Rather it is clear that strong relationships are instrumental in achieving quality and value for money. We need a better understanding of this 'Deep Value'. (People of Influence, Council on Social Action, 2009)

Deep Value is *...is the deeper qualities of the human bond that nourish confidence, inspire self-esteem, unlock potential, erode inequality and so have the power to transform.* (Bell & Smerdon, 2011)

*No matter how programmes and funding may change, it is the human relationships that are **core to the delivery of effective services***

Effective relationships are not an added extra but are the core to the delivery of effective services. Increasing the effectiveness of relationships, therefore, is a lever for improving quality and performance.

(Bell and Smerdon 2011)

Relationships in youth justice (1)

- Dowden and Andrews (2004) – Meta-analysis in adult offending
*Despite these impressive findings regarding what program characteristics are most effective for offenders, very little research has focused upon the **characteristics of effective staff practice** to use in the delivery of these interventions*
- Burnett (2004) *What Works in Probation and Youth Justice: Developing Evidence-based Practice*

*The youth offending field lacks a satisfactory evidence base on **the role of interpersonal relationships in engaging young people** in interventions designed to enable desistance from crime.*

Relationships in youth offending (2)

While there is a very substantial body of evidence on the effectiveness of different types of programme or model of intervention with young offenders, resulting from research which meets the quality criteria used in systematic reviews, there is a lack of research-based evidence on how programme implementers (the practitioners) can successfully engage young people in the programmes or on the techniques and resources they need to draw on in so doing: building positive relationships through effective communication, demonstrating empathy, developing trust, appropriate use of authority, and so on.

Prior and Mason (2010) A Different Kind of Evidence? Looking for 'What Works' in Engaging Young Offenders

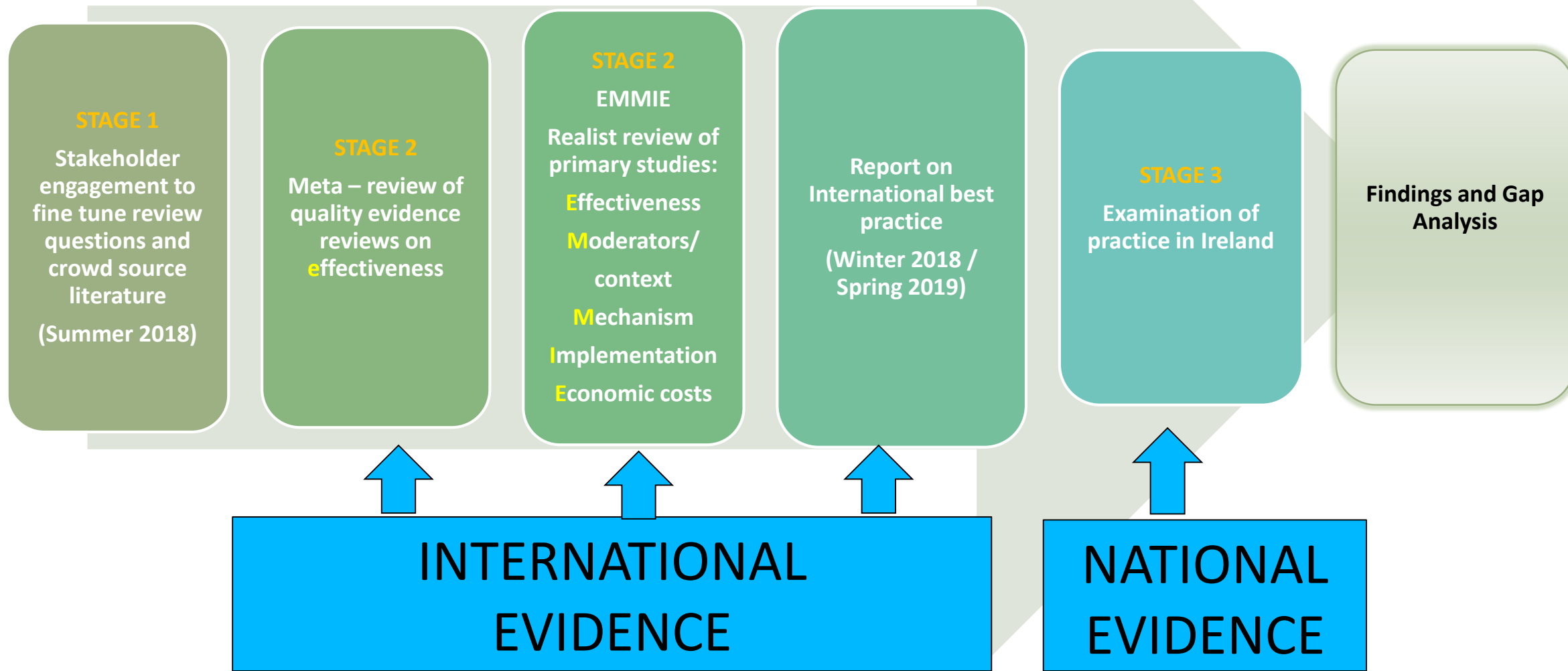
Our review questions

What are the features of the professional relationship between front-line youth workers and young people that bring about positive change in behaviour and circumstances?

What does the international research evidence tell us about..

- the elements / features that make for effective relationships?
- how such relationships are supported and sustained?
- the outcomes of an 'effective' professional / young person relationship?
- the economic costs of supporting such relationships?

New model of systematic evidence Review [EMMIE]



Our search and methods

- We have used a wide net to identify and locate relevant studies – published and unpublished
- To date we have located
 - 50+ reviews
 - Professional relationships (e.g. public services, psychotherapy, health services)
 - Focus on preventing aggressive behaviour/offending or reducing recidivism
 - Focus programmes and approaches (e.g. social development, mentoring)
 - 50+ primary studies with the lens on youth justice

What authors DO



Realist Model of Causal Relationships¹³



- Social, economic and political structures
- Individual capacities
- Interpersonal relationships
- Influences provider and participant choices
- *E.g., funding for resources, political values or ideologies*

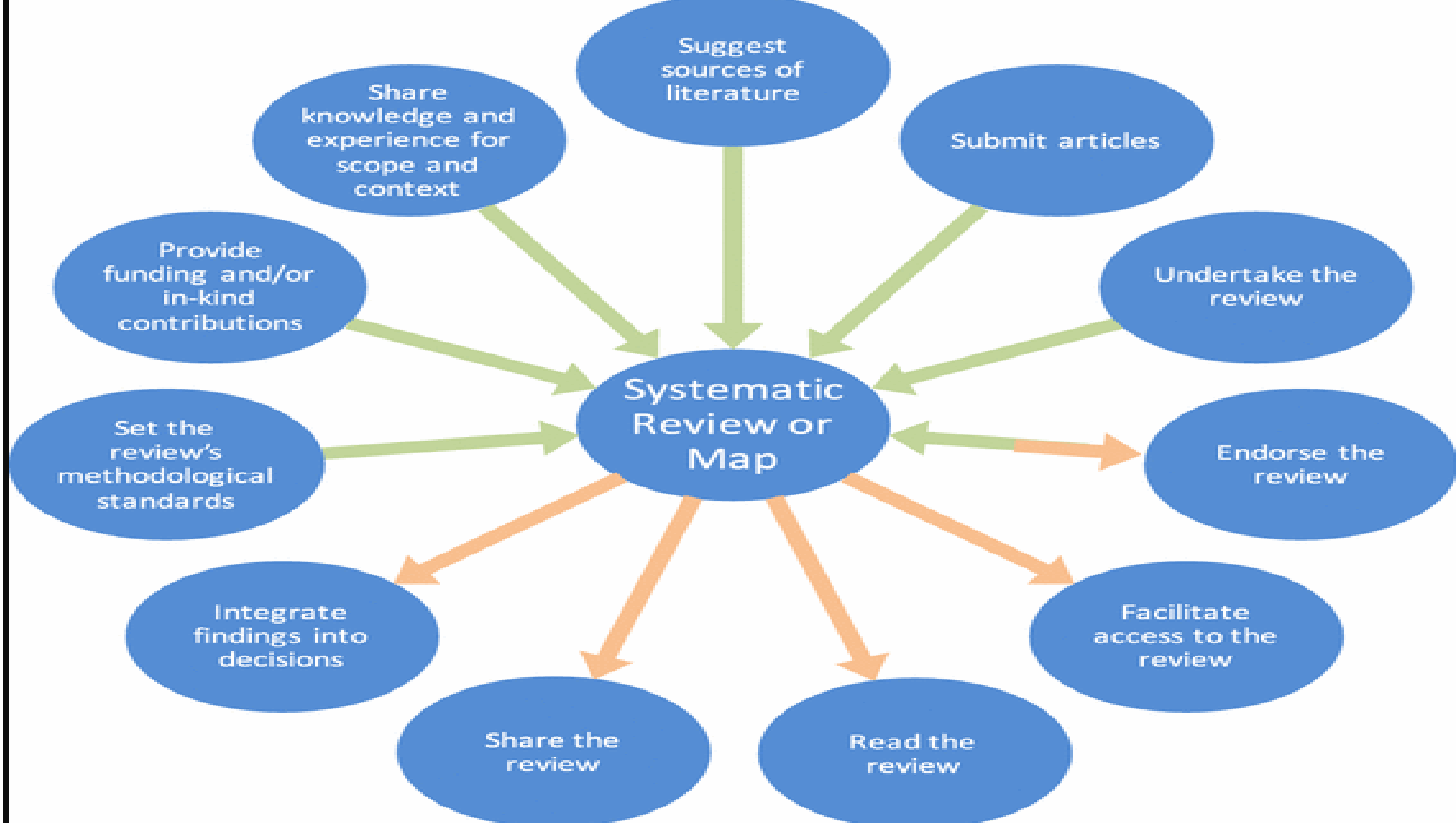
- Hidden
- Sensitive to variations in context
- operate in contexts to generate outcomes
- Work through human agency:
- *E.g., practitioner confidence, patient empowerment/values*

- Effect or impact of the intervention (success or failure)
- *E.g., change in health behavior or status*

Procedures

- We are now commencing to apply a funnel to the located papers
 - Assessing the relevance of the article (i.e. relationships within youth justice context)
 - Scoring the methodological rigor of the studies
 - Data extraction
- Two reviewers for each paper using a standardised template to summarise
 - The features of the study and its quality
 - The study findings
- Computer software (Nvivo) will be used to synthesize the included papers under each of the review questions to explore the **moderators** and **mechanisms** that impact the outcomes of the relationship between frontline workers and the young people.

Co-designing the review...



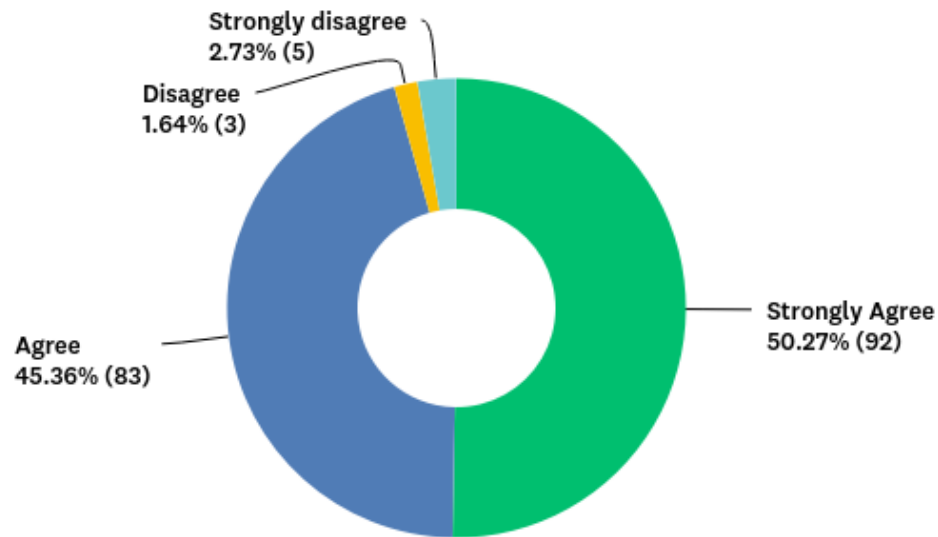
Engagement with frontline staff

- Online survey July 2018 to:
 - explore the level of support for the review by asking their views on
 - our working description of the relationship
 - our proposed review questions
 - crowd search
 - possible keywords to use in the searches for each review question
 - relevant literature
- Circulated to N=378 frontline workers (n=254 Youth Justice Workers (YJWs) and n=124 Juvenile Liaison Officers (JLOs))
 - Overall response rate: n=197 (52%) (YJWs 144 57% and JLOs 45%)
 - Response from frontline staff from all 26 counties

Views on our working description

Relationships.. *'a vehicle for achieving positive change in behaviour or circumstances involving youth professionals and young people'*

Most agreed with the description



Some suggested changes

- Avoid the term vehicle as this suggests dragging or leading use *Perhaps say: A space to foster positive attitudes and improve circumstances.....*
- Use word '**facilitating**' positive change to describe the nature of the relationship
- Include an adjective to indicate the **quality of the relationships**. *Negative or ambivalent relationship(s) are unlikely to affect positive change*
- **Mechanism** would be a better definition
- Include '**accompaniment**' or being with young people through the challenges they face

Views on the relationship

.... By developing positive working relationships, we can make a significant difference in our work with young people. **Building cooperation and trust is a fundamental aspect of the young person/ youth worker relationship.** Furthermore, the ability to develop positive interpersonal relationships creates the positive space, to in turn, foster learning.

Sometimes you may not 'achieve' the positive change, however you have provided the young person with the knowledge and information on the matter and promoted it to them, almost like planting a seed. **The positive change following this might come way down the line.**

I feel the relationship between young person and worker is vital in achieving positive outcomes/change in a young person's life. In order for support to be received and given and for change to occur, a good positive, professional relationship is important.

Young people pick up very quickly on how **genuine and committed** you are about your role or if you are only going through the motions of your job

The importance of the relationship in youth justice

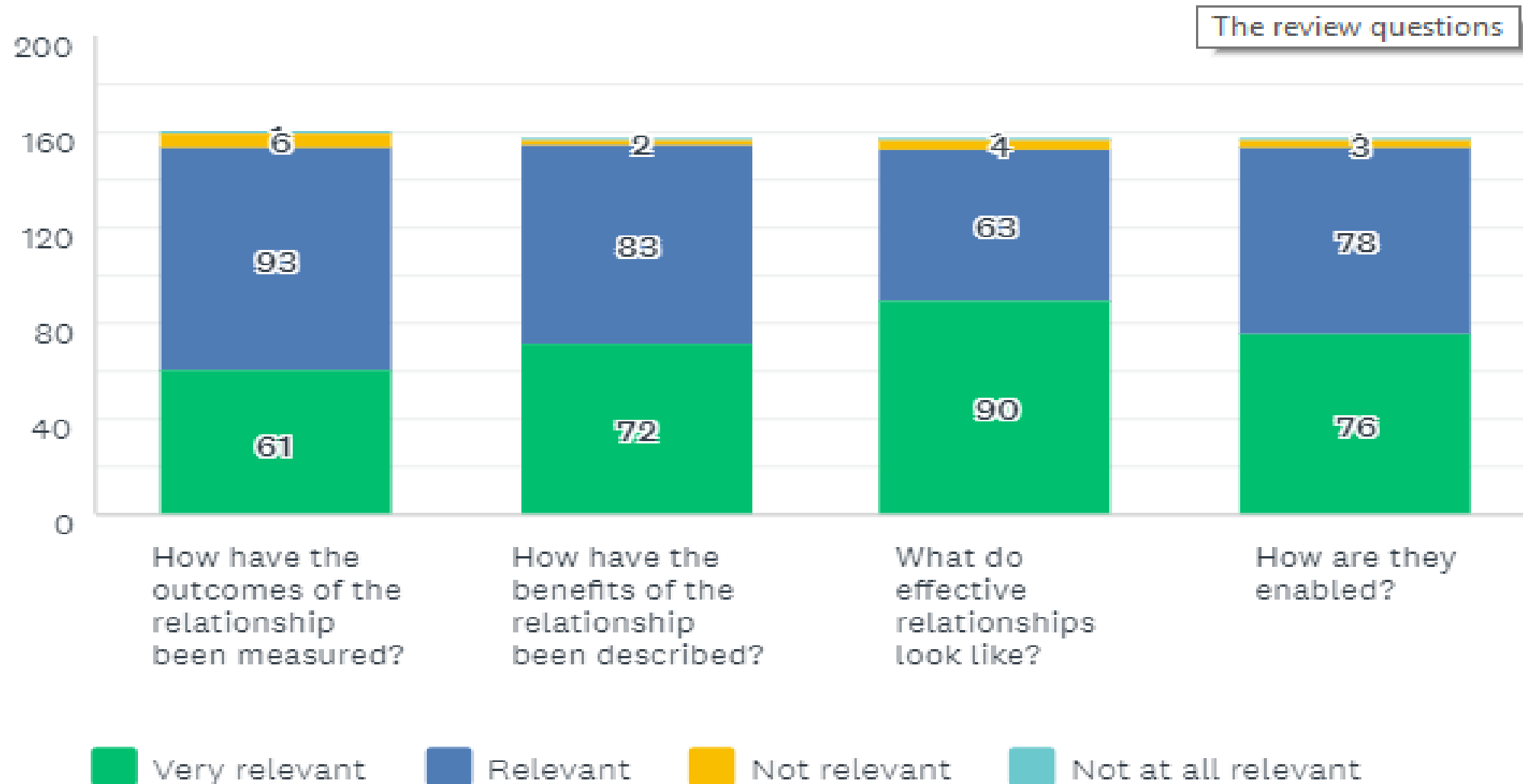
Diversion work is all about human connection. As compared to most other services working with people exhibiting offending behaviour across the Irish Justice Service, the work of diversion projects is based on the tenet of **voluntary participation**. Without the ability to connect on a human level with these kids, there would be no project participants, and therefore no project statistics, therefore no information for funding bodies, therefore no information to research. It is my opinion that if anything should be noted as a resource to be valued over the duration of time that diversion projects have been in operation it is this: The skill set of workers with the ability to form relationships with young people exhibiting offending behaviour is the central pillar of the juvenile diversion programme. This unique skill set should be valued, and invested in, so that diversion work is awarded the professional status and associated terms it deserves and so that professionals with such skill sets choose to remain in diversion work and GYDPs manage to successfully retain staff in this area.

A word of caution....

It is the engagement by both parties in a process of building that relationship which enables the relationship to become the vehicle. If the building of the relationship becomes contrived or is seen in any way to be directed towards a specific outcome the power of that relationship could be diminished. It should be a natural evolution where a sense of commonality or equality takes root.

In acknowledging the importance of relationships in the sphere of justice youth work we must be mindful that the natural process of building those relationships does not become diluted or damaged in any sense by a drive towards using the relationship as a vehicle.

Views on the review questions



Examples of keywords to suggested to capture *the features that contribute to an effective relationship*

Professional Safe **Honest** Youth
Non-judgemental Role Model
Communication Skills
Understanding Confidentiality
Honesty Caring **Respect** Young
Empathy Fun **Consistency**
Flexible **Judgemental** Encouragement
Boundaries Willingness **Openness**
Voluntary Participation

Achievements/learning to date

- The survey offered us with an opportunity to engage with frontline professionals to co-design the study and elements of the review design
 - Endorsed the review topic
 - Helped refine the review questions (and suggested additional questions)
 - Provided guidance on possible keywords for the searches which will also inform our analytic framework for the Realist Review
 - Crowd-sourced relevant literature, programmes and courses
 - Secured volunteers for Stage 3

Next stages

- Consult with service users and ex users to secure their views on the review questions
- Complete the meta-review of high quality reviews and the realist review of primary studies
 - this stage of the project will begin the process of making high quality evidence easily available to policy and practice (Spring 2019)
- Return to the field (Spring 2019) to describe national practice alongside the international evidence:
 - place the spotlight on good practice as well as identifying areas for improvement
 - explore some of the questions posed by frontline workers in the Stage 1 survey
- Longer term - contribute the international body of knowledge in the area of youth justice
 - Campbell Collaboration reviews and academic papers

Your help please.....

- Please alert us to any
 - relevant research (publish/unpublished national/international) for inclusion in the review
 - any practice / programmes with a specific focus on the young person/professional relationship.

Deirdre.Fullerton@ul.ie or Sean.Redmond@ul.ie

THANK YOU

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Improving the Measurement of Effectiveness in the Irish Youth Justice System

2018

Oct 25





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Outline

- What is the data study

To provide understanding of data collection & processes used to measure effectiveness in youth justice

- Some international & Irish Findings
- Next Steps





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Multi-stage Research Process

Stage 1: May 2017 – August 2018





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International Case Studies

- Data driven and evidenced-informed responses – policy and funding priorities – a continuum
- Coordination by state supported agencies of:
 - Data collection processes and system wide analysis
 - Development and maintenance of national reporting data bases and hubs
 - Publish research and statistical updates, assessments of EBPs, practice guides and toolkits
 - Goal to develop youth justice policy and practice



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Sources of data and information

- Case management systems, Risk assessment processes
- Youth crime monitors, reoffending monitors
- Surveys of youth crime and victimisation
- Administrative court / legal processes involving young people – timeliness
 - More complete understanding of youth crime / offending
 - e.g. to track a young person's interaction with the system – at multiple time points
 - Provides base for targeted responses and resources efficiently



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Requirements and challenges of system wide assessment

- Needs standardised processes & effective partnerships and 'buy in' from institutions & providers
- Negotiating data access and balancing system goals with local priorities
- Disjointed data collection processes, unstructured data (e.g. textual) and where data is incomplete or inputted incorrectly – misinterpreted
- Limited research capacity of some service providers and institutions (funding shortfalls)



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Pennsylvania



Context – the circumstances of young offenders	Inputs – Youth justice system actions	Outputs – what was provided by the youth justice system	Outcomes and Impacts – what was achieved by the youth justice system
<ul style="list-style-type: none"> • Type of offenses committed by youth; • Alleged offenses committed by youth; • Serious, violent, and/or chronic offenders • Demographic variables of young offenders; • Youth behaviour and attitudes to crime, antisocial behaviour; • School attendance; • Delinquency risk factors • Child welfare and protection; and • Health variables and socio-economic, education variables. 	<ul style="list-style-type: none"> • Court processes in juvenile justice – reported arrests, sentencing; • Number of and length of cases requiring a period of supervision; • Number of out-of-home placements; • Number of restitution orders issued; • Number of secure detention admissions and utilisation rates for detention facilities; • Rate of programme admission / participation and programme type - development activity, addiction, educational or vocational activity; and • The number of youth ordered to pay into Crime Victim's Compensation Fund Costs 	<ul style="list-style-type: none"> • Average length of stay (in months) of juveniles in out-of-home placement; • Dispositional and placement reviews; • Duration of custodial confinement; • Completed of juvenile justice programmes; • Completed community service obligations; • Completed victim awareness programmes; and • Compliance with conditions of supervision 	<ul style="list-style-type: none"> • Recidivism rates – where reoffending occurred and did not; • Improved development and life skills; • Victim-reporting satisfaction; • Community service hours completed – and associated monetary value to communities; • Annual monetary amount collected through restitution orders and the Crime Victim's Compensation Fund; and • Evidence of self-reported prosocial attitudes and values;



England and Wales

Context – the circumstances of young offenders	Inputs – Youth justice system actions	Outputs – what was provided by the youth justice system	Outcomes and Impacts – what was achieved by the youth justice system
<ul style="list-style-type: none">• Number and types of offenses;• Demographics, gender and race / ethnicity variables of young offenders;• Number and types of offenses committed by youth;• History of criminal / antisocial activity;• Experiences of bullying and victimisation;• Youth behaviour, substance use, lifestyle variables;• Attitudes to crime and antisocial behaviour;• Motivation to change;• Location and regional youth crime data;• Family environment and accommodation;• Social / peer relationships; and• Psychological wellbeing and suicide attempts	<ul style="list-style-type: none">• Number and rates of custodial and secure detention of youth;• Court processes in youth justice – reported arrests, sentencing outcomes;• Number of and length of cases requiring a period of supervision; and• Number of out-of-home placements.	<ul style="list-style-type: none">• Early intervention and diversionary interventions available in the system;• Completed youth justice programmes;• Duration of custodial confinement;• Out-of-home placements and treatments provided / completed; and• Completed community service obligations.	<ul style="list-style-type: none">• Recidivism rates / statistics;• Youth in custody behavioural change;• Youth experiences of young offender institutions; and• Juvenile crime trends.



Irish stakeholder view: A need for....

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- A broader, aggregate analysis of data collected in the system
- Standard and systematic (and digitalised) data collection processes
- A *universal identifier* to track / monitor youth interaction with the system - important in the provision, planning & development of youth justice responses
- Data processes that provide information specific to youth justice / unreported crime - e.g. youth crime monitors and surveys
- There is a need to develop protocols and standards (regarding data protection) to allow greater integration of data collection and analysis

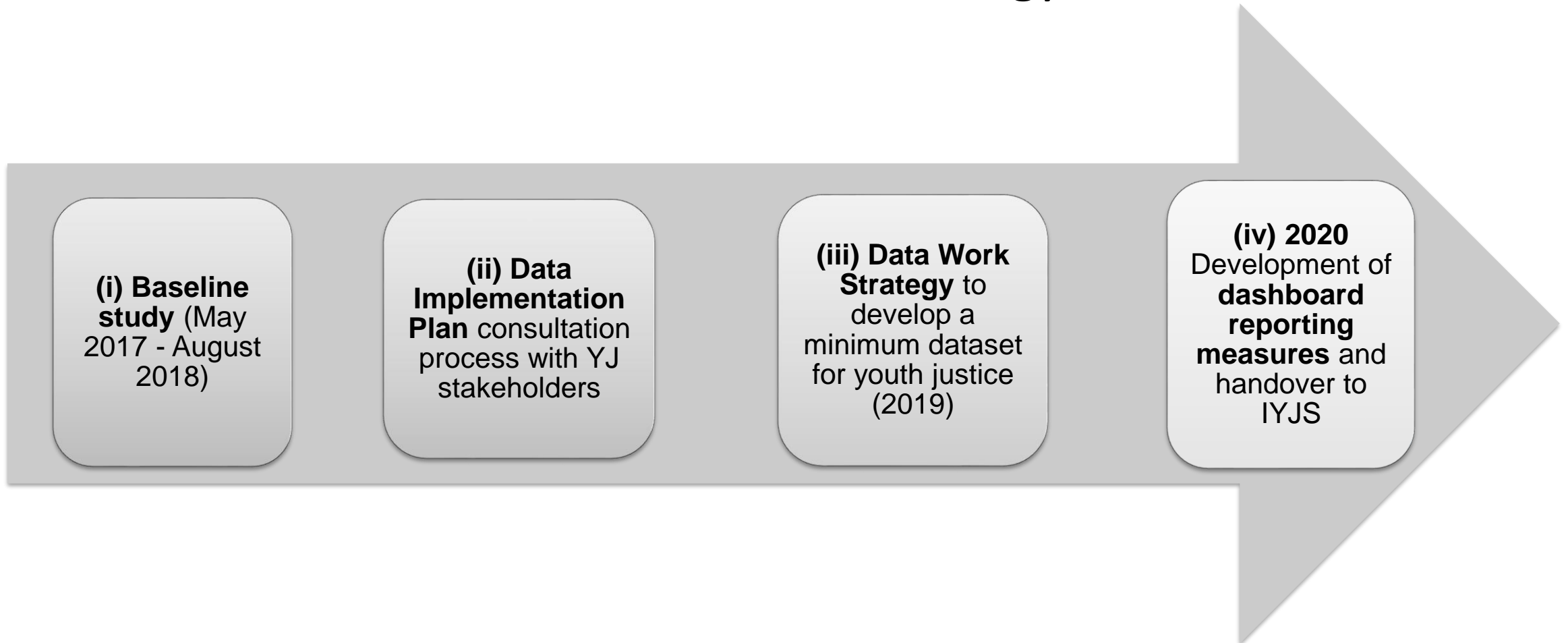


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Stakeholder view

- Better interagency partnership on data is required – i.e. development of integrated data collection and measurement systems
- Practitioners need to be made aware of the need for and the value of (system wide) data collection and analysis
- An evidenced-informed youth justice system requires effective leadership and support from service agency management and Government

Stage 2: Data Implementation Plan and Data Work Strategy





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Next Stage

Currently - Dissemination and consultation process

- Data Implementation Plan and Theory of Change

2019 – Data Work Strategy to improve effectiveness reporting

- Minimum dataset for youth justice and set of indicators
- An initial dataset analysis and reporting process
- A process to examine and assess the feasibility of research and data strategies to supplement the current database
- Survey, interviews and focus groups, case study analysis of data routinely collected in some GYDPS

2020 - **Dashboard reporting measures** and handover to IYJS

RESearch
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Thank you

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Realist programme evaluation – a new approach to programme design and a fairer deal for practice

Dr Catherine Naughton

@REPPP4



An Roinn Leanaí
agus Gnóthaí Óige
Department of Children
and Youth Affairs

RESEARCH
EVIDENCE INTO
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Overview

RESearch
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- Evidence based practice
- Evaluation Design - Realist Approach
Contribution Analysis

Hierarchy of evidence

Evidence Based Practice (EBP)

Scientific Evidence : Practice Knowledge

Core to EBP : Hierarchy of Evidence

- **Randomised control Trials**
- **RCT:** Cause and Effect

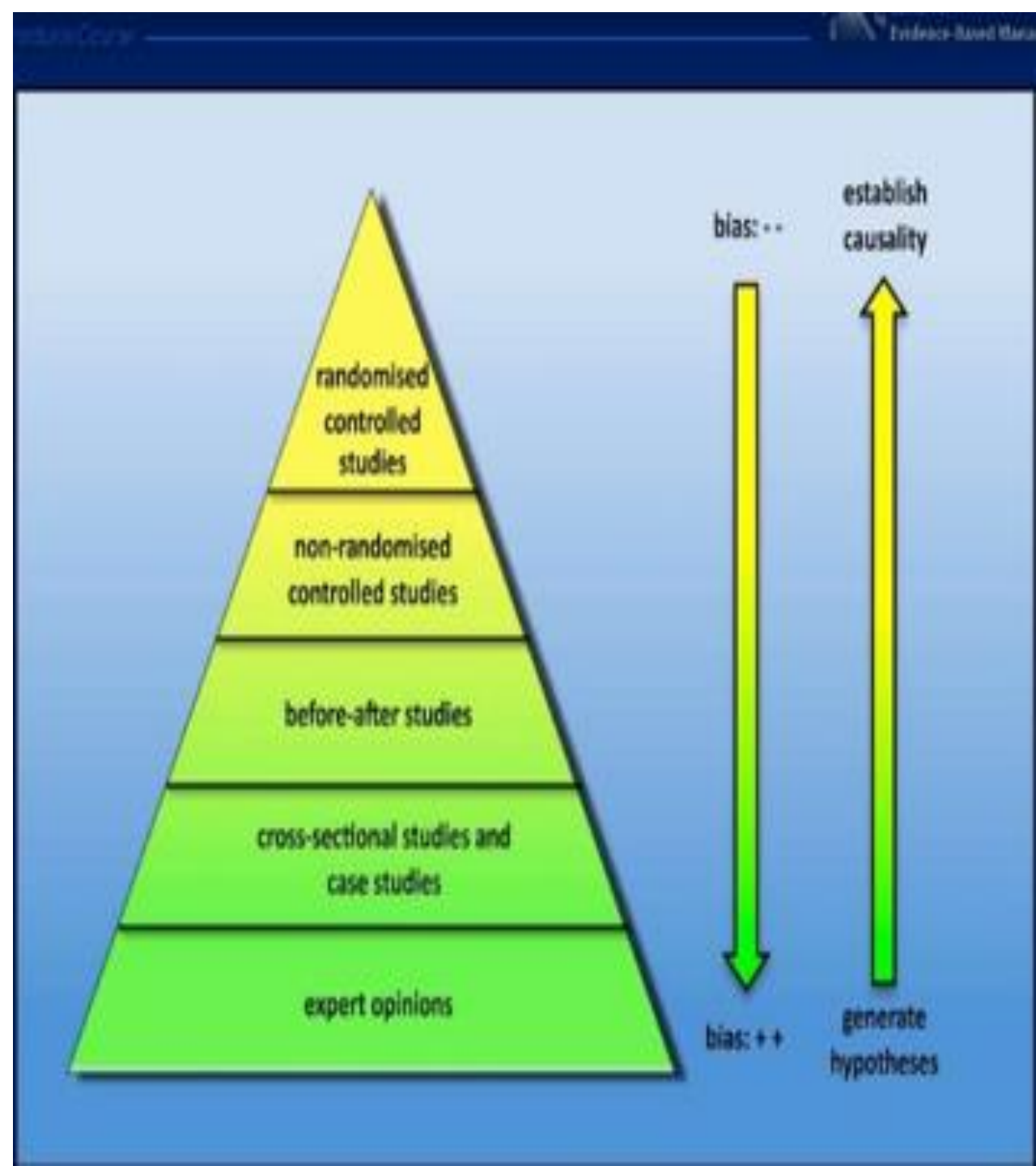
Outcomes are **attributed** to the Intervention

In real Life:

Costly

Black box, no understanding of why the intervention did or did not work

Attribution Vs Contribution



Realist Evaluation

Experimental Design : Attribution: Effect size

Do X and you get Y results

Realist Evaluation: gain insights into

What works

How it works

And why it works or not

A fairer deal for practice

.

Contribution Analysis

- What contribution the changes in practice made to the observed outcomes
- Not definite proof- Sufficient evidence to draw a plausible conclusion the program has made an important contribution to the documented result

Evaluates – Impact- outcomes

Implementation – practitioners experiences

Cost

Investigates both internal and external factors that may influenced outcomes

- Rigorous and feasible
- Theory Driven
- Qualitative and quantative data from diverse sources
- Complementary methods which analyse evidence and test a predetermined ‘theory of change’
- Standardised across all locations

Six Steps

Step 1

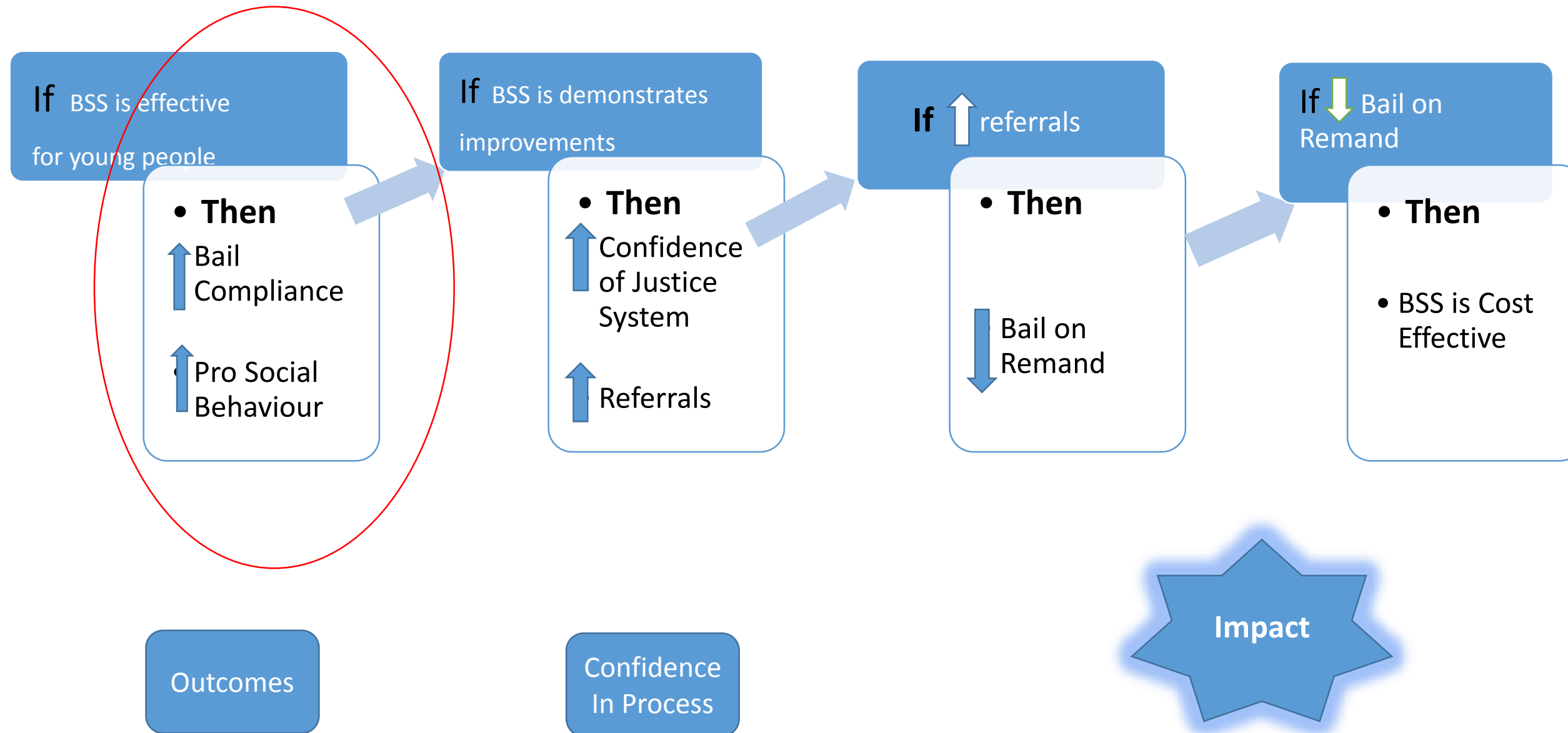
Identify the attribution problem to be addressed

The contribution the Action Research Project made to

- a) Bringing about changes in behaviour, attitude and circumstances in the young person
- b) Reduction in youth crime in the area
- c) Optimised routine data collection

Step 2

Develop a theory of change



Step 3

Gather the existing evidence on the theory of change

Outcome Evaluation

Q1. Was the project more effective than existing arrangements (pre ARP)?

Method: Quantative Analysis

Pre-post comparisons (6, 12, 18 months)

- Relationships practice
- Data collection methods
- Outcomes for young people

Method: Documentary Analysis

- Case Reviews
- Practice Protocol

Step 4

Assemble and assess the contribution story, and challenges to it

A

Process Evaluation

Q2. Was ARP implemented as planned?

Method :

- Qualitative (interview) Analysis
- Documentary analysis (administration data)

B

Output Evaluation

Q3. Is there a reduction in youth crime rates ?

Method:

- Quantative analysis of Pulse data
- Qualitative analysis Interview with external stakeholders

Step 5

Seek out additional evidence

- **Cost Evaluations**
- Examination of Internal Factors
- Examination of External Factors
- Voice of Young People their Caregivers

Step 5

- Provide nuance and in-depth knowledge to inform and strengthen outcome and process evaluation
- Incorporate Practice Knowledge
- Test the performance of programme support structures (internal & external) against initial presumptions
- Evidence of problem solving strategies
- Evaluate confidence of the Government Agencies

Step 6

Revise and strengthen the contribution story

- Revise and expand on Theory of Change
Documenting Processes and Risks to logic
- Seek clarification or additional evidence as required
- Provide Report and recommendations

Take home messages

Thinking beyond RCT

Need for Evidence Based Practice

Innovative programme evaluation design

Fairer deal for Practice

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