

Key Ingredients of Effective Juvenile Delinquency Prevention Programs – Rating Form

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Principles of Effective Programs	High	Medium	Low	Unsure	Specific Actions to Take
Program Design and Content					
a) Effective programs are theory-driven and research based.					
▪ Targets research-proven risk & protective factors and assets directly related to program outcomes					
▪ Clear and logical program theory underlies program activities.					
▪ Program activities and strategies have a research base and are tied to targeted outcomes.					
b) Effective programs are of sufficient dosage and intensity.					
▪ Contact hours and duration of program match the severity of the issue being addressed					
▪ Booster/follow-up sessions reinforce newly learned behaviors					
c) Effective programs are comprehensive.					
▪ Targets more than one setting (family, peers, school, workplace, neighborhood, etc.)					
▪ Targets more than one stage of learning (knowledge, attitude, behavior, etc.)					
d) Effective programs limit their use of fear and punishment.					
▪ Scare tactics and other fear-based techniques are not used					
e) Effective programs use active learning techniques.					
▪ A variety of teaching methods are used to keep participants interested and active					
▪ Participants practice new skills throughout the program					
▪ New behaviors are appropriately modeled					

	High	Medium	Low	Unsure	Specific Actions to Take
Program Relevance					
a) Effective programs are developmentally appropriate.					
<ul style="list-style-type: none"> Designed for an audience of a specific age or stage of development 					
b) Effective programs reach people when they're ready to change.					
<ul style="list-style-type: none"> Targets individuals or families at critical transitions such as birth of a first child, entering new school, divorce or separation 					
<ul style="list-style-type: none"> Attempts are made to meet participants' most pressing needs (housing, food, addiction treatment) so they can benefit from what the program has to offer 					
c) Effective programs are socio-culturally relevant.					
<ul style="list-style-type: none"> Program activities and information honor and build on participants' values, culture and life experiences 					
<ul style="list-style-type: none"> Staff respect and understand the cultural nuances and traditions of the targeted groups 					
	High	Medium	Low	Unsure	Specific Actions to Take
Program Delivery					
a) Effective programs foster good relationships.					
<ul style="list-style-type: none"> Activities respect participant privacy; personal information is not asked before trust is established 					
<ul style="list-style-type: none"> Trust is built over time between staff and participants 					
b) Effective programs are delivered by well-trained and committed staff.					
<ul style="list-style-type: none"> Staff receive training prior to leading the program 					
<ul style="list-style-type: none"> Ongoing staff training, support and supervision is provided 					

	High	Medium	Low	Unsure	Specific Actions to Take
Program Assessment and Quality Assurance					
a) Effective programs are well-documented so that staff can consistently implement it from one session to the next.					
<ul style="list-style-type: none"> Written curriculum materials document the program and are shared with staff, funders and supporters 					
<ul style="list-style-type: none"> All staff follow curriculum materials to ensure consistency in how the program is delivered 					
b) Effective programs focus on evaluation and refinement and are continuously learning and improving.					
<ul style="list-style-type: none"> The type of evaluation conducted is matched to the appropriate needs of the program. 					
<ul style="list-style-type: none"> Impact evaluation occurs after other types of evaluation have shown the program is functioning well 					

For additional resources on evidence-based programs and principles, visit the website, *What Works Wisconsin: Effective Prevention Programs for Children, Youth and Families*: <http://whatworks.uwex.edu>