



# Residential Aftercare: On the Way Home <sup>SM</sup>





# Introduction

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# Why the need for aftercare?

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Youth departing residential care historically have high rates of reentry, 50-75% .

*(McMillen, Lee, & Jonson-Reid, 2008; Narendorf & McMillen, 2010)*

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Aftercare support has been recommended to help these youth have continued success after residential care.

*(Guterman, Hodges, Blythe, & Bronson, 1989; Preyde, Frensch, et al., 2011)*

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Evidence-based models are not available and information on best practices is limited.

*(Leichtman & Leichtman, 2001; Lieberman, 2004; Walter & Petr, 2004)*



# What is OTWH?

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The On the Way Home Program (OTWH) is a 12-month evidence-based service for youth who are departing residential care and transitioning back to their families and community.

# Boys Town/University of Nebraska at Lincoln Partnership/IES





# Focus Groups and Feasibility Study

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**Focus Groups-** with Youth, Parents, Agency Practitioners, Attorneys, Teachers and Family Teachers.

**National Survey-**administered to Agency Leaders.

**Feasibility Study-**This initial study was supported by the U.S. Department of Education, Institute for Education Sciences. *(Grant #s R324A120260, #R324B070034, and R324B110001)*



# Focus Group and Survey Results

Ongoing family, mental health and educational supports are most important

- Supports are not available because of lack of services and lack of funding.
- Aftercare available for only 1/3 and related to external funding.

Continuity of care

- Youth don't want to start over in treatment.
- Need better communication between professionals.
- The skills youth learn in treatment need to be reinforced by adults at home, school, and in community.



# Treatment Program Discharge Outcomes

Improved behavior

Improved health care management

Decreased number of psychotropic medication prescriptions

Academic gains

Improved school engagement







# Follow-Up Findings w/o Aftercare Services

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Under/Unemployment

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Homelessness

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School Dropout

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Early Parenthood

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Drug/Alcohol Abuse

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Unmet Mental Health Needs

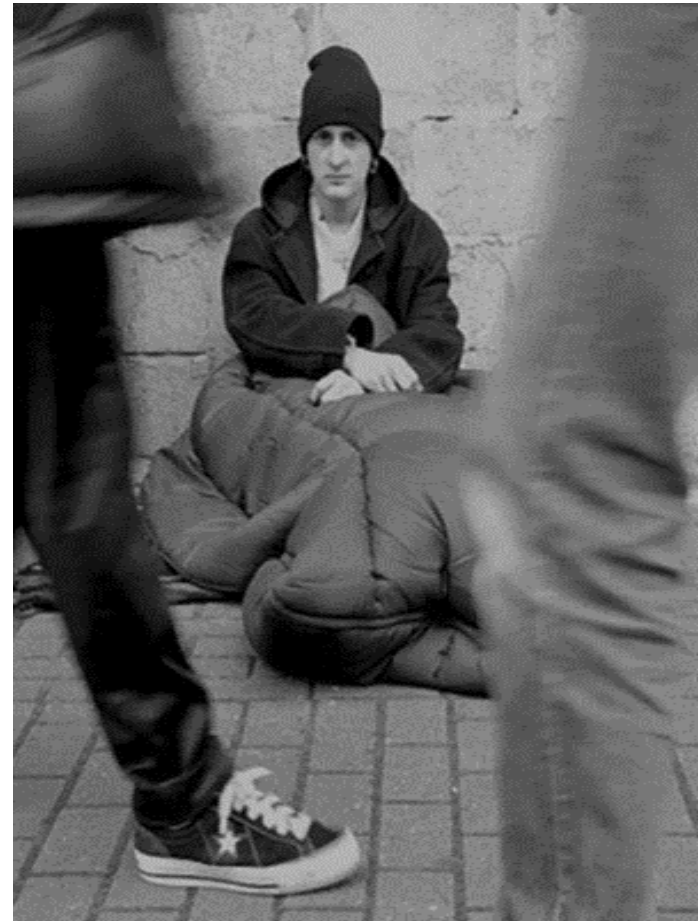
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Unmet Physical Health

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Court Involvement

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# Contributing Factors to Recidivism

## School

- Delayed enrollment/record transfer
- Difficulty adjusting to classroom structure
- Unfamiliar with school expectations
- Low levels of task engagement and task completion
- Limited academic skills and content knowledge
- Gaps in learning

## Family

- High mobility
- Mental & physical health problems
- Abuse/neglect
- Substance abuse
- Maladaptive behavior management strategies
- Poor home/school communication
- Low school engagement
- Increased parental stress
- Few transition services/supports



# RCT and Pilot Study

- **Randomized Control Trial #1**- outcomes found that youth were 3 to 5 times more likely to be at home and in school at 12 months post discharge.
- **Pilot Studies**
  - Boys Town South Florida - (2013 to 2014)
  - Boys Town Nevada - (2016 to 2017)
- **Randomized Control Trial #2**
  - Family Empowerment: OTWH Parents reported significantly higher levels of self-efficacy & family empowerment.
  - Placement Stability: At 21-month follow-up, (9 months after OTWH services ended) OTWH youth were: 3x more likely to remain at home, and 2x more likely to remain in school.

Trout, A. L., Lambert, M. C., Thompson, R., Tyler, P. M., & Duppong Hurley, K. (2020). On the Way Home: Promoting caregiver empowerment, self-efficacy, and adolescent stability during family reunification following placements in residential care. *Residential Treatment for Children & Youth*, 37(4), 269-292.



# Evidence Based Status

## Family First Prevention Services Act

(IV.4.F) Qualified residential treatment program... “provides discharge planning and family-based aftercare support for at least 6 months post-discharge” (U.S. Bipartisan Budget Act 2018)

THE CALIFORNIA EVIDENCE-BASED CLEARINGHOUSE FOR CHILD WELFARE  
Information and Resources for Child Welfare Professionals

Home Program Registry Implementation Find Programs

Programs Topic Areas Rating Scales

Home < Program <  compare (?)

**On the Way Home (OTWH)**

Topic Areas	Scientific Rating	Child Welfare Relevance
Reunification Programs	2 — Supported by <u>Research Evidence</u>	High

Casey Family Programs -  
*Supporting Lifelong Families*  
(Roberts, Obrien, & Pecora, 2017)



On the Way Home



Saving Children  
&  
Healing Families

<https://www.youtube.com/watch?v=gxxTSnVqSck>



# Program Components (3 Pillars)

I.  
Parent/Family  
Support

II. School  
Support

III. Homework  
Support

On the Way Home Consultant



# Parent/Family Support

I. Parenting/  
Family Support

II. School  
Engagement

III. Homework  
Support

Adaptation of Boys Town's  
Common Sense Parenting (CSP) Program

## Instruction

- 1 - Parents Are Teachers
- 2 - Encouraging Good Behavior
- 3 - Preventing Problems
- 4 - Correcting Problem Behavior
- 5 - Teaching Self-Control
- 6 - Putting it All Together

Application - 24 hr support/coaching on parenting strategies



# Parent Support Service Plan Goal

<b>1</b>	<b>GOAL</b> FAMILY SUPPORT	Family members will learn and apply parenting skills to help their child successfully transition to and remain at home.	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>	
	<b>OBJECTIVE</b>					<b>DATE/PROGRESS</b>	
	1. Family members will learn the importance of teaching expectations, using reasons and establishing appropriate privileges and consequences.						
	2. Family members will learn strategies for encouraging good behavior.						
	3. Family members will learn strategies to prevent problem behavior.						
	4. Family members will learn the skill of Corrective Teaching to manage problem behavior.						
	5. Family members will learn and teach self-control strategies to manage intense situations.						
6. Parents will apply Common Sense Parenting Skills weekly to reinforces and correct their child's behavior.							
<b>STRATEGIES</b>							
<ul style="list-style-type: none"> <li>• Teach Common Sense Parenting courses</li> <li>• Provide opportunities for practice, dialogue, and reflection</li> <li>• Check in with family members on a weekly basis</li> <li>• Assist in the identification of reasonable expectations</li> <li>• Aid in the development of appropriate privileges and consequences</li> </ul>							
<b>NOTES</b>							





# Parent Support Service Plan Goal

<b>4</b>	<b>GOAL</b> INDIVIDUAL GOAL	Youth will strive to build and maintain healthy family relationships with all family members and make efforts to contribute to the family in positive ways. <table style="float: right; border: none;"> <tr> <td style="padding: 0 10px;"><b>A</b></td> <td style="padding: 0 10px;"><b>P</b></td> <td style="padding: 0 10px;"><b>MP</b></td> <td style="padding: 0 10px;"><b>NP</b></td> </tr> </table>	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>
	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>		
<b>OBJECTIVE</b>		<b>DATE/PROGRESS</b>				
1. Family will go on ___ family outings/month.						
2. Family will identify ways to have one on one time with youth ___ times/month.						
3. Youth will complete household chores and responsibilities daily.						
4. Youth will volunteer to help family or community at least ___ times/month.						
5. Youth will report their whereabouts to their parents daily.						
6. Youth will eat dinner with the family at least ___ times/week.						
7. Youth will follow household rules with no more than ___ concerns/week.						
8. Family will have ___ family meetings/month.						
9. Youth will use self-control when upset with no more than ___ concerns/week.						
10. Youth will problem solve situations with their family when problems arise.						
11. Youth and family will express themselves appropriately when upset with no more than ___ concerns/week.						
<b>STRATEGIES</b>						
<ul style="list-style-type: none"> <li>• Assist with the identification of household chores</li> <li>• Review and define house rules</li> <li>• Discuss the importance of sharing family meals on a routine basis</li> <li>• Emphasize the importance of reporting whereabouts and abiding by established curfews</li> <li>• Assist in determining effective and reliable methods of communication</li> <li>• Teach the process for holding a family meeting</li> <li>• Teach problem solving methods (i.e. SODAS)</li> <li>• Teach youth and adults anger management and self-control strategies</li> <li>• Identify community based supports to aid in sobriety management</li> </ul>						
<b>NOTES</b>						



# School Engagement

I. Parenting/  
Family Support

II. School  
Engagement

III. Homework  
Support

## Adaptation of Check & Connect

### Components:

#### 1. Check

- Monitor risk indicators
- Individualized intervention

#### 2. Connect

- Promote youth and family engagement



# School Support Service Plan Goal

<b>2</b>	<b>GOAL</b> SCHOOL SUPPORT	Youth will remain engaged in school and maintain the academic and behavioral progress needed for high school graduation. <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;"><b>A</b></td> <td style="text-align: center;"><b>P</b></td> <td style="text-align: center;"><b>MP</b></td> <td style="text-align: left;"><b>NP</b></td> </tr> </table>	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>
	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>		
<b>OBJECTIVE</b>	<b>DATE/PROGRESS</b>					
1. Youth will attend class on time with no more than 6 tardies/month.						
2. Youth will attend school with no more than 3 unexcused absences/month.						
3. Youth will demonstrate positive behavior with no more than 1 referral/month.						
4. Youth will maintain passing grades of C or above.						
5. Youth will participate in at least 1 extracurricular activity per quarter.						
6. Family members will communicate with designated school contact/mentor at least 1 time/month.						
7. Family members will show interest in or attend youth activities at least 1 time per week.						
<b>STRATEGIES</b>						
<ul style="list-style-type: none"> <li>• Identify a school mentor and introduce him or her to the youth and family</li> <li>• Assist the youth and family with school enrollment and registration</li> <li>• Participate in educational and behavior planning as appropriate</li> <li>• Facilitate in the acquisition of needed school supplies and equipment</li> <li>• Ensure safe and reliable transportation for the youth, both to and from school</li> <li>• Generate a list of extra-curricular activities that align with student interests</li> <li>• Check the youth's school-related data weekly and offer intervention as needed</li> </ul>						
<b>NOTES</b>						



# Intervention Menu

## Tardy to Class (T)

1. Talk w/ student to determine reason\*
2. Communicate with parents\*
3. Determine any patterns in behavior\*
4. Discuss/fix logistics\* (i.e. does the student know how long it takes to get from one class to the next? Is the student's locker organized to find needed materials easily? Is the student having trouble finding his way around the school?)
5. Create chart, have student self-monitor
6. Create chart to be signed by teachers
7. Develop reward system
8. Develop contract with mentor/student/parents
9. \_\_\_\_\_

## Skipping (S)

1. Talk w/student to determine reason\*
2. Communicate with parents\*
3. Determine any patterns in behavior\*
4. Explain relevance for college/career
5. Explain legal obligations and repercussions
6. Have student chart/self monitor class attendance
7. Create chart to be signed by teachers
8. Provide rewards for appropriate behavior
9. Develop contract with student/parents/mentor
10. \_\_\_\_\_



# Homework Support

I. Parenting/  
Family Support

II. School  
Engagement

III. Homework  
Support

## Components

### Basic

- Establish homework environment
- Develop a monitoring system

### Enhanced

- Identify supports



# Homework Support Service Plan Goal

<b>3</b>	<b>GOAL</b> HOMEWORK SUPPORT	Youth, with the help of family members, will engage in the use of effective study habits to complete homework requirements and sustain academic improvement.	<b>A</b>	<b>P</b>	<b>MP</b>	<b>NP</b>
	<b>OBJECTIVE</b>		<b>DATE/PROGRESS</b>			
1. Youth and family will establish an at-home environment that will effectively allow for the completion of academic work.						
2. Youth will complete homework with no more than _____ missing assignments per month.						
3. Youth will keep their homework organized with no more than ___ concerns per week.						
4. Family members will assist youth with homework as needed.						
<b>STRATEGIES</b>						
<ul style="list-style-type: none"> <li>• Use the homework checklist to help family members identify and create a distraction-free homework environment</li> <li>• Review homework assignments weekly and help youth generate a plan for completion</li> <li>• Assist with the resolving of homework-related issues</li> <li>• Obtain weekly data related to the youth's completion of academic work</li> <li>• Teach the youth strategies to help him or her remain organized</li> <li>• Apply appropriate homework interventions to address learning concerns</li> </ul>						
<b>NOTES</b>						



# Homework Checklist

Homework Checklist	
1. OTWH Consultant: _____	
2. Date Completed: _____	
3. Has a time been designated for homework completion?	
<input type="checkbox"/> Yes	If yes, time: _____
<input checked="" type="checkbox"/> No	
4. Has a location been designated for homework completion?	
<input type="checkbox"/> Yes	If yes, location: _____
<input checked="" type="checkbox"/> No	
5. Have rules been established for homework completion?	
<input type="checkbox"/> Yes	If yes, rules: _____
<input checked="" type="checkbox"/> No	
6. Has a method been determined for documenting homework assignment?	
<input type="checkbox"/> Yes	If yes, method: _____
<input checked="" type="checkbox"/> No	
7. Will other homework strategies be used (e.g. mentor, afterschool program, homework helpline)?	
<input type="checkbox"/> Yes	If yes, please describe: _____
<input checked="" type="checkbox"/> No	
8. Has the caregiver agreed to check homework completion daily?	
<input type="checkbox"/> Yes	If yes, how will this be documented: _____
<input checked="" type="checkbox"/> No	
9. Has a teacher/ school contact (s) agreed to check homework completion?	
<input type="checkbox"/> Yes	If yes, how will this be documented: _____
<input checked="" type="checkbox"/> No	
10. How frequently will the teacher/school contact(s) check homework?	
<input type="checkbox"/> Daily	
<input checked="" type="checkbox"/> Weekly	
<input type="checkbox"/> Other	
<input type="checkbox"/> Teacher/mentors not checking homework	
11. When will the teacher/ school contact (s) check homework?	
<input type="checkbox"/> After class	
<input checked="" type="checkbox"/> During class	
<input type="checkbox"/> After School	
<input type="checkbox"/> Other	
<input type="checkbox"/> Teacher/mentor(s) not checking homework	
12. Does the homework environment include the following items?	
	Yes No
Table	<input type="checkbox"/> <input checked="" type="checkbox"/>
Chair	<input type="checkbox"/> <input checked="" type="checkbox"/>
Good lighting	<input type="checkbox"/> <input checked="" type="checkbox"/>
Away from television and other distractions	<input type="checkbox"/> <input checked="" type="checkbox"/>
Youth can easily be supervised	<input type="checkbox"/> <input checked="" type="checkbox"/>
Enough space for books and paper	<input type="checkbox"/> <input checked="" type="checkbox"/>
Paper (notebooks, scratch paper)	<input type="checkbox"/> <input checked="" type="checkbox"/>
Pencils/Pens	<input type="checkbox"/> <input checked="" type="checkbox"/>
Highlighters	<input type="checkbox"/> <input checked="" type="checkbox"/>
Calculator	<input type="checkbox"/> <input checked="" type="checkbox"/>
Stapler	<input type="checkbox"/> <input checked="" type="checkbox"/>
Access to a computer/printer	<input type="checkbox"/> <input checked="" type="checkbox"/>
Clock/watch/timer	<input type="checkbox"/> <input checked="" type="checkbox"/>
Backpack or bag to carry materials	<input type="checkbox"/> <input checked="" type="checkbox"/>
13. Final status of Homework checklist completion:	
<input type="checkbox"/> Did Homework Checklist with family	
<input checked="" type="checkbox"/> Did NOT do Homework Checklist with family	
14. Participant Signatures:	
Caregiver: _____	
Youth: _____	
Consultant: _____	



## On the Way Home Consultant

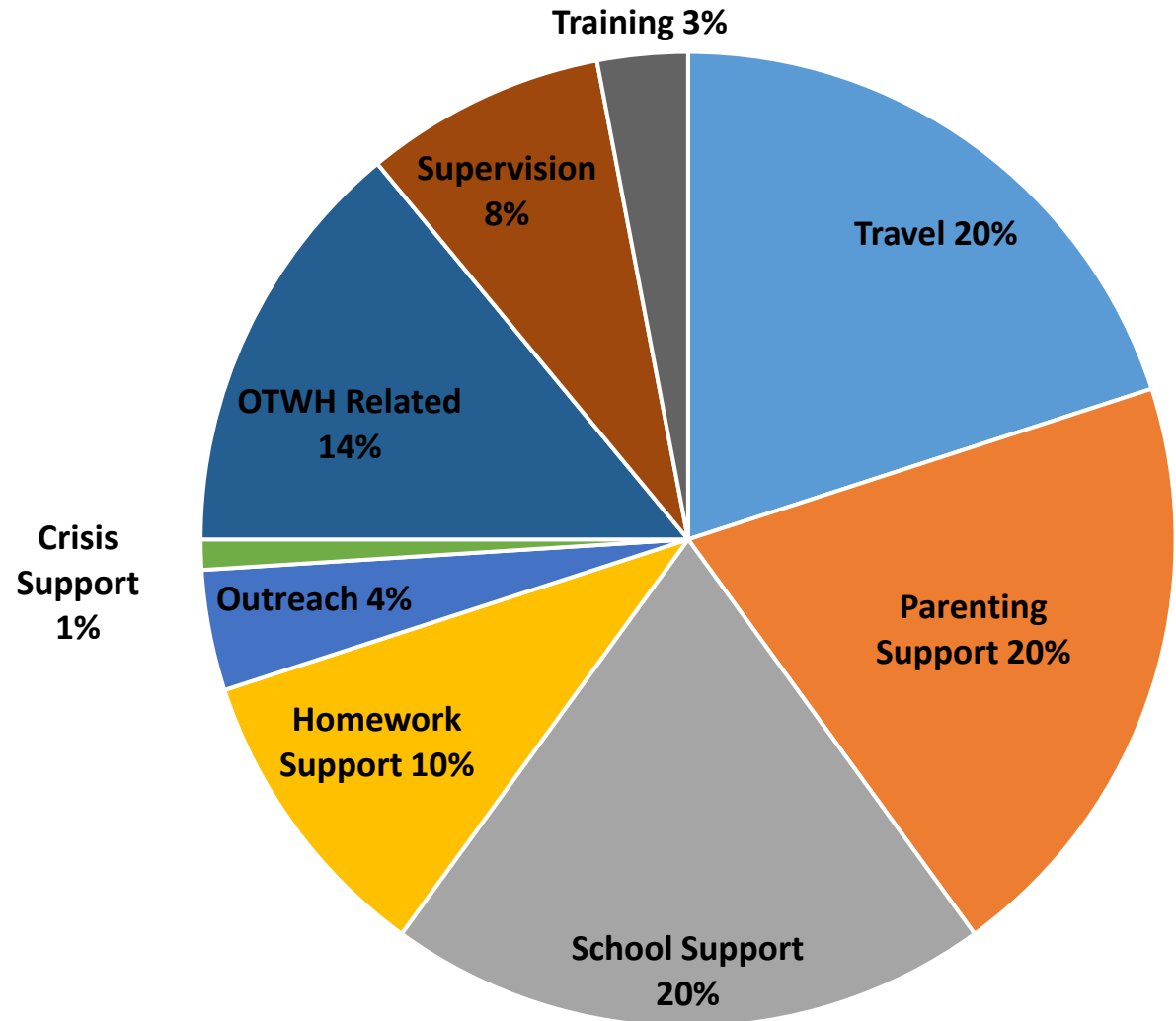
Provides	direct services to youth and family
Advocates	for youth and family
Serves	as a liaison between home and school





# Consultant Time Allocation

- Time allocation should never drop below 50% of the three pillars. This is the minimum.





# OTWH-Program Ingredients

Intensity - 1-2 hrs. per week (50% spent in the 3 pillars)

Duration - 12 Months

Caseload - 12-15 Youth/Families

## GOAL

Sustain gains made in out of home placement, prevent reentry, attend school, improved caregiver empowerment and self-efficacy





# Outcomes Measured

## Well-Being

- In School/Graduated
- No Trouble with the Law
- Drug-Free
- Basic Needs Met
- Self-Sufficiency/Supports
- Family Relationships

## Permanency

- Living with Family
- Placement-Free

## Safety

- Abuse-Free

## Satisfaction

- Positive Impact

# Systems Approach



- Ensures safe environments
- Ensures successful outcomes
- Increases staff satisfaction



# Quality Replication Systems

Training	Consultation	Evaluation	Facilitative Administration
<ul style="list-style-type: none"><li>• Preservice Workshop</li><li>• In-Service</li><li>• Consultation</li><li>• Quarterly Training</li><li>• Boys Town University</li><li>• On-Site Training</li><li>• Program Manuals</li></ul>	<ul style="list-style-type: none"><li>• Service Delivery</li><li>• Weekly Supervision</li><li>• Program Observations</li><li>• Crisis Support</li><li>• Model Fidelity Tool</li><li>• National Quality Management Council</li><li>• On-Site Coaching</li></ul>	<ul style="list-style-type: none"><li>• Certification of Staff</li><li>• Site Certification</li><li>• Evaluation Review Committee</li><li>• Trend Analysis of Program Data</li><li>• Peer Reviewer Workshops</li><li>• Program Evaluation</li><li>• Research Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Model Fluent Leadership</li><li>• Servant Leadership</li><li>• Direct Care Change Agent</li><li>• Model Focus Resources</li><li>• Safety Focus</li><li>• Accountability</li><li>• Outcomes</li></ul>

These Systems Must Work Together!



# Conclusion

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- Youth need support
- Youth require structure
- Advocacy is required within the system for continued funding
- FFPSA has this as a requirement but is not implemented effectively in all states

# Publications

- Huscroft-D'Angelo, Trout, A., J., Henningsen, C., Synhorst, L., Tyler, P., Lambert, M., & Patwardhan, I. (submitted manuscript). Attorney perspectives on supports for youth and families following reunification from foster care. Submitted to *Journal of Public Child Welfare*.
- Thompson, R. W., Ringle, J. L., Way, M., Peterson, J., & Huefner, J. C. (2010). Aftercare for a cognitive-behavioral program for juvenile offenders: A pilot investigation. *Journal of Behavior Analysis of Offender and Victim Treatment and Prevention*, 2(3), 198-213.
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- Trout, A. L., Hoffman, S., Epstein, M. H., & Thompson, R. W. (2014). Family teacher and parent perceptions of youth needs and preparedness for transition upon youth discharge from residential care. *Journal of Social Work*, 14(6), 594-604.
- Trout, A. L., Hoffman, S., Huscroft-D'Angelo, J., Epstein, M. H., Duppong Hurley, K., & Stevens, A. L. (2014). Youth and parent perceptions of aftercare supports at discharge from residential care. *Child and Family Social Work*, 19(3), 304-311.
- Trout, A. L., Lambert, M. C., Epstein, M. H., Tyler, P., Stewart, M., Thompson, R. W., & Daly, D. (2013). Comparison of On the Way Home Aftercare supports to usual care following discharge from a residential setting: An exploratory pilot randomized controlled trial. *Child Welfare*, 92(3), 27-45.
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- Tyler, P. M., Thompson, R. W., Trout, A. L., Lambert, M. C., & Synhorst, L. L. (2017). Important elements of aftercare services for youth departing group homes. *Journal of Child and Family Studies*. Online First, February, 16, 2017. doi 10.1007/s10826-017-0673-0 <http://rdcu.be/pkhR>
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- Tyler, P.M., Trout, A. L., Huscroft-D'Angelo, J., Synhorst, L. L., & Lambert, M. (2018). Promoting stability for youth returning from residential care: Attorney perspectives. *Juvenile and Family Court Journal*, 69(3), 5-18.