

Program Overview: San Diego Breaking Cycles

Please note that the accuracy of the contents of this inventory cannot be guaranteed until the program director has reviewed this summary for accuracy. Changes may be pending.

Category	Home Visit Intervention/Out of Home Placement Programs	Definitions/ Notes
Program Name	San Diego Breaking Cycles	
History of Program	San Diego Breaking Cycles (SDBC), administered by the County of San Diego Probation Department, was developed in 1997 to help prevent escalating juvenile delinquency including gang involvement, substance abuse, and criminal behavior. SDBC was also developed to increase access to community supports, improve family and peer relationships, and increase the number of successfully completed probations. SDBC uses coordinated effort to involve and integrate services from multiple agencies across different systems (e.g., probation, courts, schools, families, child welfare) to provide appropriate assessments and referrals as well as offer a graduated series of sanctions and interventions to address the needs of youth, family, and community members.	
Description of Program as it Relates to addressing Children's Exposure to Violence	Despite the unique focus of San Diego Breaking Cycles (SDBC) on juvenile delinquency, almost half of the children served (42%) had histories of abuse and neglect. Youth experiencing violence in the home may also refer themselves for services. SDBC is comprised of two main components: Prevention and Graduated Sanctions. Each component includes services relevant for children exposed to violence, and focuses on the early identification of youth at-risk for delinquency; the provision of graduated family-centered, community-based treatments; and the termination of the	

Highlighted text indicates program components are currently under review. Changes may be pending.

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	<p>cyclic substance abuse and violence among juveniles. The Prevention component includes a comprehensive assessment conducted by multi-agency Community Assessment Team (CAT) which identifies both strengths and risks of the youth and family, and links them with community social supports. The Graduated Sanctions component is accessed via court orders and typically provided to youth at-risk of out-of-home placement. It includes the provision of psychoeducational groups for youth and families, individual and family therapy and substance abuse counseling, as well as other community-based supports.</p>	
Service Continuum	<p>Secondary/Selective Intervention Tertiary/Targeted Intervention</p>	
Primary Exposure Type	<p>High Risk for Exposure / Trauma</p>	<p>Approximately 42% of the population receiving services and included in the evaluation had been abused or neglected.</p>
Target Population	<p>Individual Children/ Youth Parent/Caregivers(s)</p> <p>Providers/Staff</p> <p>Systems Juvenile Justice/Correctional</p>	
Target Age	<p>Adolescence (13-21)</p>	<p>The average age of those receiving services is 13-14 years.</p>
Target Gender	<p>Both</p>	
Appropriate for Unique Ethnic, Cultural, or Linguistic Populations?	<p>Has this program been used or evaluated with minority, cultural, or linguistically diverse groups?</p> <p>Yes</p> <p>Latino/Hispanic African American Indian American Asian American African (Somali)</p>	

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Primary Settings	Homes (biological/adoptive) Mental Health Community Agency Juvenile Justice/Correctional Neighborhood/Community Settings Flexible	
Persons or Entities in charge of delivering Program	Home Visitors Mental Health Providers (e.g., Social Workers, Therapists) Juvenile Justice/Correctional Line Staff Community Providers	SDBC is administered by the Probation Department, but includes the collaboration of providers across different systems including community-based organizations, educational and mental health systems, and Health and Human Services.
Primary Components	Assessment/ Triage/Screening Referrals Case Management Home Visiting Child Individual Therapy Child Mentoring Parent Training/Therapy Family Treatment/Therapy Parent/Family Support Services Community Resource Planning Creating School-Home-Community Partnerships Service Provider Training Other (Please describe): Faith-based supports, Recreational and school services	bla

Resource & Capacity Planning

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Length/Duration of Program	<p>Long-term participation in the Prevention component typically involves a 60-day assessment and referral period.</p> <p>Participation in the Graduated Sanctions is obtained via valid court order and is provided in commitment tracks of 90, 150, 240, or 365 days. Determination of entering the program is dependent upon a screening committee's recommendations based on a 10-14 day evaluation.</p>	
Required Materials	<p>Fidelity Checklists/Assessments</p> <p>Technical Assistance</p>	
Are Materials Available in Multiple Languages?	<p>Members of the Community Assessment Teams (CATs) speak many different languages, including Somali, Spanish, English, Russian, French, Hmong, Lao, and Cambodian, and when possible, assessments are administered in the language most fluent to the youth/family.</p>	
Training Requirements	<p>Other</p>	<p>Training in Functional Family Therapy is required for therapists delivering the family-based therapy.</p>
Provider Certification/ Training/ Requirements	<p>Special Service Area Required (e.g., Social Worker, Doctor)</p> <p>Professional Licensure/Certification Required</p>	<p>SDBC Service Providers include:</p> <ul style="list-style-type: none"> • Certified Substance Abuse Counselors • Registered Board of Behavioral Sciences Therapists (or licensed mental health practitioners) • Therapists trained & certified in Functional Family Therapy

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System or Agency Recommendations for Serving CEV Populations	<p>With-in Agency Support & Infrastructure</p> <ul style="list-style-type: none"> • Assess appropriate case load for probation officers • Allow appropriate length of time for program start-up • Allocate adequate time required for engaging clients • Conduct on-going evaluations • Assess staffing, administrative, and financing capacities and processes prior to implementation <p>Cross Systems/Sectors Support & Infrastructure</p> <ul style="list-style-type: none"> • Recognize the vast mental health needs of adjudicated youth to help identify partnering service providers • Assess service gaps in local community • Secure flexible funding for each program component • Ensure enough time for program start-up, including securing buy-in from partnering agencies, developing communications and meeting process, defining goals and objectives • Allocate time, money and staffing resources to computer and database development/maintenance, and evaluation • Conduct on-going evaluations 	
Costs of Implementation	<p>Not Yet Available Contact Developer</p>	<p>Most funding was obtained via county contracts and administered by the San Diego Probation Department.</p>

Evidence for Children's Exposure to Violence

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Evidence for Preventing or Addressing Violence Exposure	<p>In general, when implemented with <i>minimal</i> fidelity this program demonstrate <i>promising (perhaps inconsistent)</i> empirical findings showing reductions in risk of exposure or ameliorating the effects of exposure using a <i>reasonable conceptual framework</i> and a <i>limited evaluation</i> design (single group pre-post-test) that requires causal confirmation using more appropriate experimental techniques.</p>	
Evaluation Design of Studies with CEV	<p>Quasi-experimental design</p> <p>Pre- and post-test (no comparison group)</p> <p>Feasibility testing</p>	
Violence Exposure- Related Outcomes	<p>Child (Briefly Describe) Parents reported improvements in children's peer relationships (i.e., involvement with more positive peers) from intake to program exit.</p> <p>Compared to other adjudicated youth, those who successfully exited the Breaking Cycles (BC) program showed improvements in almost all areas evaluated (though only few reached statistical significance). BC youth had better school attendance and performance and decreased participation in delinquent behaviors compared other adjudicated youth upon program completion. BC youth in long-term commitment tracks (150+ days) were significantly less likely to receive a referral for a felony and true finding at 6-, 12-, and 18-month follow up. Compared to other at-risk youth referred to probation, those receiving CAT services were less likely to use alcohol and drugs during the follow-up period (12-18 months post program exit).</p>	nk

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	<p>System (Briefly Describe)</p> <p>Increased awareness and referrals were seen across the San Diego Community. Parents and youth reported increased awareness of program and resources at upon exiting the program, and 90% of service providers surveyed in 2000 knew the Breaking Cycles philosophy. 75% of surveyed providers reported making referrals to Community Assessment Teams (CAT).</p> <p>Youth receiving CAT services were more likely than the comparison group to have greater contact with BC-related prevention services including mental health counseling, after-school programming, Family Counseling/Conferencing, and school-related services, whereas the comparison group was more likely that CAT youth to have contact with probation officers and drug and alcohol treatment.</p>	
Additional Research Information	<p>Different samples were used to evaluate the Prevention (i.e., CATs) and Graduated Sanctions components.</p> <p>Prevention Component: The sample included 208 youth (average age = 13) who received CAT services for 6 months and 184 juveniles (average age = 14) referred for probation offenses who did not receive CAT services. Youth were comparable on gender (58%/67% males) and ethnicity, with Hispanic and white youth comprising almost half and nearly one third of each sample, respectively. 88% of the CAT group and 93% of the comparison group lived with at least one biological parent and almost ½ of each sample had been in different residences in the year prior to the offense or referral.</p>	

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	<p>Graduated Component: 493 youth receiving probation supervision prior to and just after the implementation of Breaking cycles (1995 & 1997) were randomly selected to serve as the comparison group (CG). Evaluation data are primarily from only those youth who were adjudicated prior to implementation (N = 107). The Breaking Cycles (BC) group included a random selection of youth receiving services (BC) in 1999. The BC group was stratified according to the duration of received services: 90 days (N= 68), 150 days (N =52) and 240/365 days (N = 126). Groups were similar in gender (86/85% males), age (average age= 15), and ethnicity (56%/47% Hispanic; 19/21% white; 18%/21% Black). 42% of both samples had been abused or neglected, and more than half of each sample was a gang member (68% of BC; 56% comparison group).</p> <p>Prevention Component: When possible, data were obtained from three sources: CAT program/ probation files, telephone interviews with parent/ guardians, and criminal data housed in the Probation Department’s Regional Juvenile Information computer System (REJIS). All surveys and interview questions were internally developed.</p> <p>Staff hours, attendance at trainings, and outreach efforts (e.g., contact with law enforcement, school attendance personnel and administrators, parents) were also tracked by each CAT team and agency.</p> <p>Graduated Component: Data on risk factors included the following: types of interventions received, school performance and attendance, and criminal activity, which were obtained from probation officer files, and when reliably available, institutional files. Criminal activity, obtained via the REJIS computer system, was tracked for during commitment/ probation as well as 12-18 months following program exit.</p>	

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Conceptual Framework/Theoretical Design	Adequate	
Is this Program an Evidence-Based Practice in other Family/ Youth Development Areas?	Yes Endorsements OJJDP Model Program Findyouthinfo.gov	
Evaluation Designs of other evaluations	Quasi-experimental design Pre- and post-test (no comparison group) Feasibility testing	The evaluation for other developmental areas is the same as that reported in "Additional Research Information" above.
Sources	OJJDP Model Programs	

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Selected Publications/References

Howell, J. C. (2003). Diffusing research into practice using the comprehensive strategy for serious, violent, and chronic juvenile offenders. *National Youth Gang Center: Youth Violence & Juvenile Justice, 1 (3)*, 219-245.

SDCBC Report: 2001 "What works: Sand Diego County's Breaking Cycles Program." San Diego, California: San Diego Association of Governments (SANDAG).

SDCBC Final Report: Burke, C. & Pennell, S. (2001). *Breaking Cycles Evaluation: A comprehensive approach to youthful offenders.* Sand Diego, California: San Diego Association of Governments (SANDAG).

http://www.sdyouthservices.org/site/PageServer?pagename=breaking_cycles