1. Financial 
2. Identify and form relationships with relevant community partners working with at risk children in the community (e.g., Police, Fire Service, Child Welfare, School Boards) 
3. Police/Community Referral Protocol 
4. Recruit and train staff 
5. Space to operate program 
6. Community education strategy 

ASSESSMENT/SCREENING (Multiple Gating System - determines appropriateness for the SNAP® programs)
1. Referral Assessment to assess appropriateness for the SNAP program (meet stated mission criteria). If yes, go to step 2, if no, refer out. 
2. Intake referral screen (e.g., SNAP Intake Screening Checklist) to determine child’s behavioural/social functioning and appropriateness for the program. 
4. SNAP® Intake Review Face Sheet & Eco-Situation/Context 
5. Space to operate program 
6. Community education strategy 

INPUTS 

OUTCOMES 

Assumptions
That early intervention and crime prevention can be achieved through a multifaceted model designed to mitigate risk factors and promote protective factors. 

Primary Theoretical Underpinnings
1. Cognitive-Behavioral 
2. Social Interactional Learning 
3. Systems 
4. Attachment 
5. Development 
6. Feminist 

Factors: 

Proximal Factors: 
- Poor emotion regulation (self-control & problem solving skills) 
- Antisocial attitude 
- Cognitive distortions/thinking errors 
- Low empathy 
- Poor social skills 
- School failure 
- Learning disabilities 
- Poor coping ability 
- Unstructured free time 
- Susceptibility to peer pressure 
- Body image distortion 
- Gender identity 

Distal Factors: 
- Lack of supports 
- Stressors 
- Parents antisocial values & conduct 
- Poverty 
- Substance abuse 

EVALUATION: Internal 
1. Ongoing collection of client (parent and child) and referral satisfaction questionnaires 
2. Ongoing pre-post, and follow-up analyses 
3. Random Control Studies 
4. Long-term follow-up accessing young offender and adult criminal records 
5. Specialized Research Studies (e.g., intensity of treatment, component analyses, risk) 

EVALUATION: External 
Various independent evaluations (full and modified replications) to ascertain whether the SNAP® programs can be successfully replicated with similar outcomes as those achieved at the Child Development Institute’s lab site. Studies include implementation, process, and outcome evaluation/research activities. Some also include 3rd party external evaluations, random controls, quasi-experimental designs and neuroscience. 

EVALUATION: Long Term 
- No involvement with criminal justice system 

EVALUATION: Short/Medium Term 
- Post group achievements, as indicated in short term results have been maintained. 
- Continued improvement in the children’s social competence and pro-social behaviour 
- Continued improvement in the parents ability to use effective child management strategies 

EVALUATION: Short Term (post groups – 3 months) 
- Emotional regulation: Use SNAP® (self-control and problem solving technique) 
- Decreased antisocial behaviour 
- No further police contact 
- Increased social competence 
- Able to replace “hard thoughts” with “cool thoughts” 
- Healthy peer relationships 
- School success: decrease in discipline issues 
- Connected to positive community activities 
- Improve body image and gender identity 

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