

SNAP® LOGIC MODEL

SITUATION/CONTEXT

- Reduce the likelihood of contact with the criminal justice system.
- Admission Criteria:
 - ✓ Child (under 12 years of age);
 - ✓ Police contact for engaging in general offences, antisocial activities or having conduct problems;
 - ✓ T Score > or = to 70 on the CBCL CD/Rule Breaking/Aggressive subscales
 - ✓ No significant developmental delays
 - ✓ Child is able to communicate in language the program is delivered

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

INPUTS

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

OUTPUTS (Intervention)

Multi-faceted components:

- SNAP® Children's Group* (gender specific)
- SNAP® Parent Group*
- Individual Counseling/Mentoring/Community Connections
- School Advocacy/Teacher Support
- Homework Club/Academic Tutoring
- SNAPParenting: Individualized Family Counseling*
- Victim Restitution*
- TAPP-C (fire prevention)*
- Crisis Intervention
- Girls Growing Up Healthy
- SNAP Youth Leadership Club (available post groups)
- Continued Parent Problem-Solving Group
- Family Support Nights

* manualized component

Note: All the above multifaceted components can continue as long as needed. Time limited components are the SNAP® Children's Group and the SNAP® Parent Group.

MEDIATORS

Proximal Factors:

Children

- 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

Parents

- Poor emotion regulation (self-control & problem solving)
- Punitive or laissez faire discipline techniques
- Inconsistency
- Poor monitoring and supervision
- Strained parent-child relationship

Distal Factors:

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

OUTCOMES Short/Medium Term

Short Term (post groups – 3 months)

Children:

- 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

Parents:

- Emotional regulation: Use SNAP® (self-control and problem solving technique)
- Effective child management strategies
- Enhance communication skills
- Able to replace "hard thoughts" with "cool thoughts"
- Positive support systems in place
- Connected to positive community activities
- Enhance problem-solving skills and coping abilities
- Positive pro-social values and conduct

Medium Term (12 months)

- 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

OUTCOMES Long Term

- No involvement with criminal justice system

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.
3. Early Assessment Risk Lists (EARL) – to assess child, family, community & responsivity risk issues.
4. SNAP Intake Review Face Sheet & Eco-systemic Assessment – case conference and treatment planning report.
5. Battery of assessment measures & forms.

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.

