The TRAILS Dashboard: A Web Application to Measure Outcomes and Monitor Fidelity of Evidence-Based Mental Health Practices

Presenter: Elizabeth Koschmann, PhD – Program Director

Emily Berregaard, BA
Shawna Smith, PhD
Amy Rusch, MPH
SeoYoun Choi, PhD
Acknowledgements

The Ethel and James Flinn Foundation
Michigan Health Endowment Fund
Blue Cross Blue Shield of Michigan Foundation
Metro Health Foundation
Children’s Hospital of Michigan Foundation
Community Foundation for Southeast Michigan
Detroit Medical Center Foundation
The Jewish Fund

Michigan Department of Health and Human Services
Michigan Department of Education
The University of Michigan Department of Psychiatry and Comprehensive Depression Center
The Prosper Road Foundation
The Mackey Family
The Ouida Family
The American Psychological Foundation
Agenda

• School mental health overview
• TRAILS program overview
• Development of the TRAILS Dashboard
• Piloting for an NIMH R01
• Future Directions
Prevalence of Mental Illness in Adolescents

Exposure to trauma: 57%

Any mental illness: 49.5%
- Anxiety Disorders: 31.9%
- Depressive Disorders: 14.3%
- Substance Use Disorders: 11.4%

Comorbid disorders: 20%
Severe Impairment: 22.2%

Finkelhor, 2015; Merikangas et al., 2010
80% of youth lack access to care

- Few trained clinicians
- Scarce appointments
- Long waitlists
- Inadequate insurance coverage
- Lack of transportation
- Limited information among families
- Insufficient time for appointments
- Social stigma
- Low comfort in clinical settings
- Low availability of EBPs
Leading causes of death, ages 15-24

Non-fatal self-harm injuries, ages 15-24: 158,762 people
Impact on educational outcomes

- Poor attendance
- Low engagement
- Poor academic performance
- Increased disciplinary involvement
- Increased utilization of staff time / resources
- High drop out
- Disruption due to higher levels of care
- Disruption due to out of school placement
Evidenced-Based Practice
REACH =

Number of people who participate in the program

Number of people who could benefit from the program

Bai, AYZH; Glasgow et al., 1999
“On the strength of the compelling evidence alone, schools have an imperative to attend not just to the academic success of students, but to their social, emotional and behavioral development as well. **Schools are a natural and logical setting in which to employ a public health framework that focuses on promoting student well-being** and healthy behaviors and preventing mental health problems before they occur. ”

-Advancing Comprehensive School Mental Health Systems, 2019
Depression  Anxiety  Hopelessness  Domestic violence  Suicidality  Gender Identity  Self-injury  Acute failure  Poverty  Aggression  Abuse/assault  Homelessness  Sexuality
Traditional model of school staff training

Graduate School → Professional Development → IMPOSSIBLE!!
Best practice models of school staff training

Graduate School → Professional Development → Implementation Strategies

Aarons et al., 2017; Durlak & DuPre, 2008; Fixsen, et al., 2005, Joyce & Showers 2002; Powell et al., 2015; Proctor et al., 2013
Effective mental health care, accessible in all schools.
Effective mental health services, accessible in all schools

[Website link: www.TRAILSstoWellness.org]
TRAILS Coaching

• TRAILS Coaches paired with school professionals
• Collaboratively plan 10-session student skills groups
• Weekly pre-session support
• Co-facilitation of student groups
• Post-session feedback

Coaches are expert clinicians and former school professionals – they get it!
Evidence-based Mental Health Practices

- Strong empirical support
- Skills-based
- Strength and solution focused
- Impact on meaningful outcomes
  - Health
  - Social
  - Academic
  - Personal
  - Functional
TRAILS Coach Network
2018-2019
TRAILS Schools 2019
The TRAILS Dashboard:
Tracking implementation outcomes
Recommended aspects of implementation evaluation that the TRAILS Dashboard facilitates:

- Acceptability ✓
- Adoption ✓
- Appropriateness
- Cost
- Feasibility ✓
- Fidelity ✓
- Penetration ✓
- Sustainability ✓

Proctor et al., 2011; Lewis et al., 2015; 2018
Implementation Models Require Data Collection

• What implementation model components are being delivered?
  • Component frequency
  • Component intensity
  • Component fidelity

• What impact are they having:
  • On school staff? (treatment deliverers)
  • On students? (treatment recipients)

• What modifications to the implementation model are needed?
TRAILS outcomes of interest:

• TRAILS Coaches
  • Delivery of coaching components

• School Professionals:
  • CBT Utilization
  • CBT Fidelity
    • Content
    • Quality
  • Perceptions of CBT acceptability & utility
  • TRAILS Program satisfaction

• Students
  • Treatment access / Exposure to CBT
  • Clinical health outcomes
  • Academic outcomes
Validity of Therapist Self-Report Ratings of Fidelity to Evidence-Based Practices for Adolescent Behavior Problems: Correspondence between Therapists and Observers

Aaron, Harve, Sarah Dauber, Emily Ecker, Melody Pote, and Craig F. Henderson

Abstract

Developing therapist-report fidelity tools to support quality delivery of evidence-based practices in clinical care is a top priority for implementation science. This study tested the reliability and accuracy of two groups of community therapists who reported on their use of family therapy (FT) and motivational interviewing/cognitive-behavioral therapy (MI/CBT) interventions during routine treatment of inner-city adolescents with conduct and substance use problems. Study cases (n = 45) were randomized into two conditions: (a) Routine Family Therapy (RFT), consisting of a single site that featured family therapy as its standard of care for behavioral treatment; or (b) Treatment As Usual (TAU), consisting of five sites that featured non-family approaches. Therapists and trained observational raters provided FT and MI/CBT adherence ratings on 157 sessions (104 RFT, 53 TAU). Overall therapist reliability was adequate for averaged FT ratings (ICC = .66) but almost non-existent for MI/CBT (ICC = .06). Moreover, both RFT and TAU therapists were more reliable in reporting on FT than on MI/CBT. Both groups of therapists overestimated the extent to which they implemented FT and MI/CBT interventions. Results offer support for the feasibility of using existing therapist-report methods to anchor quality assurance procedures for FT interventions in real-world settings, though not for MI/CBT.

Keywords: Therapist-report fidelity, Observational fidelity ratings, Adolescent behavior problems, Usual care, Family therapy, Cognitive-behavioral therapy, Motivational interviewing
Challenges particular to school settings

- Self-report is unreliable
- Limited opportunities for direct observation
- Lack of clinical supervision
- Staff caseloads are dynamic vs. static
- Limited time for paperwork / clinical notes not standard for setting
Intro to TRAILS Dashboard

• Primary goals:
  • Capture quality data relevant to SPs, Students, and Program
  • Ensure relevance for school partners
  • Ensure high user-friendliness, attractiveness
  • Protect student privacy, adhere to HIPPA, FERPA
Design Phase
Feedback on the ASIC Dashboard

Participants had a couple of technical issues with the ASIC Dashboard, but all were able to successfully reach someone for support and had the issues resolved. This study revealed mostly positive feedback from those using the ASIC Dashboard. Some elements of the ASIC Dashboard the school professionals found particularly helpful include:

- Seeing rewards and payments on the home screen
- The FAQ section
- CBT summary
- Indicators that students have completed their surveys
- Showing how much time is required for a task/survey
- The ability to backfill some data
- Regular email reminders to log data or complete other actions within the Dashboard
- An "easy button" to enter data

When asked to rank their logging experience from very easy to very hard, most users said "easy" or "very easy." Only one user ranked ease of use somewhere in the middle, saying, "On a scale of 1 to 10, 1 being easy, 10 being very hard, it's a 4."

Participants commented on a few gaps within the ASIC Dashboard including the following:

**Being unable to seamlessly navigate between the ASIC Dashboard and the TRAILS site**
The school professionals involved in the ASIC study expressed a need to go back and forth between the ASIC Dashboard and the traiistowellness.org website to look up resources, prepare for groups, and look at various things for reference. They would have liked a quick-access button or link to the website from within the Dashboard, the Dashboard integrated into the TRAILS website, or another easy way to have all the information together.

**Inability to change information after specific timeframes**
Some users needed to add students after the timeframe to do so had passed. They would have preferred more flexibility over when and how they entered student information.

**Unable to edit information in immediately locking fields**
Users also noted that fields which immediately locked after input caused some frustration if they realized they'd made a typo or some other small error. The flexibility to make small changes would've been preferred.

**Lack of a way to export data for reports**
It was mentioned that it would have been helpful to be able to export the entered data for reporting purposes.
Adaptive School-based Implementation of CBT (ASIC, PI: Kilbourne, R01MH114203)

Primary Aims

1. Compare the effectiveness of two adaptive implementation strategies on CBT delivery among schools: one that provides schools with REP + Coaching from the start and subsequently augments with Facilitation for schools needing additional assistance, and another that provides REP alone (control) to all schools. The primary outcome is number of CBT sessions delivered to students by SPs, with secondary examination of impact on student mental health symptoms at 18 months.

2. Lay the groundwork for more tailored adaptive implementation strategies by determining whether (a) school-level factors (size, percent free and reduced lunch eligible, and school administrator support for adoption of innovation) or (b) SP factors (employment years, perceptions of CBT) moderate the effects of augmenting REP with Coaching and/or Facilitation.

3. Estimate the costs of different embedded adaptive interventions and determine the incremental cost-effectiveness of added Coaching or Facilitation.

4. Determine whether Coaching and Facilitation improve CBT knowledge, perceptions/comfort, skills, or leadership among SPs, and which of these explain any detected increases in frequency of CBT delivery and improvement in student clinical symptoms.
Data collected will inform:
- SP use of CBT with students
- SP completion of study surveys
- Student completion of study surveys
- Incentive money participants earn
Dashboard data collection:

• # of SPs registered / using CBT
  • CBT delivery
    • Frequency overall - group vs. individual
    • Frequency by component
    • Fidelity
      • Self - report
      • Coach rating
  • Program satisfaction

• # of students identified for study data collection
  • Clinical outcomes
  • CBT knowledge or familiarity
  • Academic outcomes

• Qualitative feedback from school partner users in ASIC
• Coaching protocol adherence / fidelity
From the dashboard, school professionals are able to:

- log their CBT use and fidelity
- access study-related questionnaires
- view student cards
- manage their incentives
### CBT Groups

**Week of Nov 1 - Nov 7, 2018**

**Group CBT**

**REMOVE GROUP**

**Group 1**

- **No. of students in attendance**
  - ⊖ 0 ⊕

- **No. of school professionals who co-facilitated**
  - ⊖ 0 ⊕

**Add another group?**

- NO, I'M DONE
- YES

---

**Log Groups**

<table>
<thead>
<tr>
<th>Group 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When was the group?</strong></td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Who attended the group?**

- Juliana V.
- Emily B.
- Phil M.
- Hannah C.
- David L.
- Anny C.
- Elizabeth K.
- Carolyn M.

**How many school professionals attended along with you?**

- ⊖ 0 ⊕

**Which components did you use in group 1?**

- [ ] Psychoeducation - CBT
- [ ] Relaxation
- [ ] Cognitive Restructuring
- [ ] Behavioral Activation
- [ ] Exposure

**Rate your average skill level for each component**

Any CBT component that you reported using in this week is listed below. Please rate your average skill level over the past week for each component.

See definitions of ratings.

- **Psychoeducation - CBT**
  - Very Low
  - Low
  - Moderate
  - High
  - Very High

- **Relaxation**
  - Very Low
  - Low
  - Moderate
  - High
  - Very High
Individual CBT

Sessions

Individual CBT

Enter no. of individual sessions

Less than 15 mins

- 10 +

More than 15 mins

- 0 +

Components

- Psychoeducation - CBT
- Relaxation
- Cognitive Restructuring
- Behavioral Activation
- Exposure

BACK SAVE AND CONTINUE
Self-reported CBT fidelity

Average Skill Level

Please rate your average skill level over this week for each component.

Any CBT component that you reported using in this week is listed below. Please rate your average skill level over the past week for each component.

See definitions of ratings

- **Very Low**: Significant difficulty
- **Low**: Limited understanding/use
- **Moderate**: Basic understanding/accurate use
- **High**: Good understanding/solid delivery
- **Very High**: Very good skill/advanced

Psychoeducation - CBT

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
</table>

Relaxation

<table>
<thead>
<tr>
<th></th>
<th>Very Low</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
</table>
From the dashboard, school professionals are able to:

- log their CBT use and fidelity
- access study-related questionnaires
- view student cards
- manage their incentives
Student questionnaires and incentive tracking can be accessed on the student page.

Students who indicated suicidality were linked to a fully-automated risk-management protocol, alerting their associated school professional of suicide risk, while retaining investigator blinding to student identity.
Welcome, Jane!

Coach Dashboard

Coaching Summary
Week of Jan 21 - Jan 25, 2019

LOG COACHING

NO COACHING TO LOG

School professionals
- Kevin Koala
  - Saline High School
- Diana Indigo
  - Huron High School
- Tina Turtle
  - Lincoln High School

Coaching Log
Approximately how many minutes did you dedicate to coaching this week?

Group Attendance Log
For this week, please indicate the coaching elements you provided:
- SP phone call
- Planned a group
- Directed SP to TRAILS resources
- Role-played skill
- Attended a group
- Modeled a skill
- In-person SP meeting
- Provided feedback
- Personalized training
- Scheduling

Select the SP(s) that were present for a group:
- Kevin Koala
- Diana Indigo
- Tina Turtle

Group psychoeducation - CBT
- Relaxation

See definitions of ratings
- Very low: Minimal skill/did not attempt
- Low: Low skill/incomplete
- Moderate: Moderate skill/basic delivery
- High: Good skill/solid delivery
- Very high: Very good skill/advanced

More information
Results / Primary Findings

School Professional CBT Report Response Rate

Study Participants
Total number of school professionals consented: 227
Total number of students identified: 1,347

Study Questionnaires Managed with the TRAILS Dashboard
Student questionnaire completion:
M3: 66.74% (899 of 1347 students)
M6: 63.46% (818 of 1289 students)

SP questionnaire completion:
M3: 79.29% (134 of 169 SPs)
M6: 72.78% (123 of 169 SPs)
Current Dashboard Integration

- DPSCD
- US Dept of Ed Grant (Washtenaw)
- Wayne Co (DWMHA)
Future Dashboard Integration

- Customization
- User feedback
- Multiple settings (e.g., healthcare, corporate, etc.)
- Clinical “nudges” to increase treatment frequency or fidelity
- Prompts recommending specific treatment components for individual students based on acquired clinical data
- Personalized dynamic assessment and training targeting user skill deficiencies
Questions?
Thank you!

Elizabeth Koschmann
www.TRAILStoWellness.org
felizabe@med.umich.edu
734-232-0297