

Developing The Incredible Years[®] and Crisis Response as a Model to Promote Parental Engagement

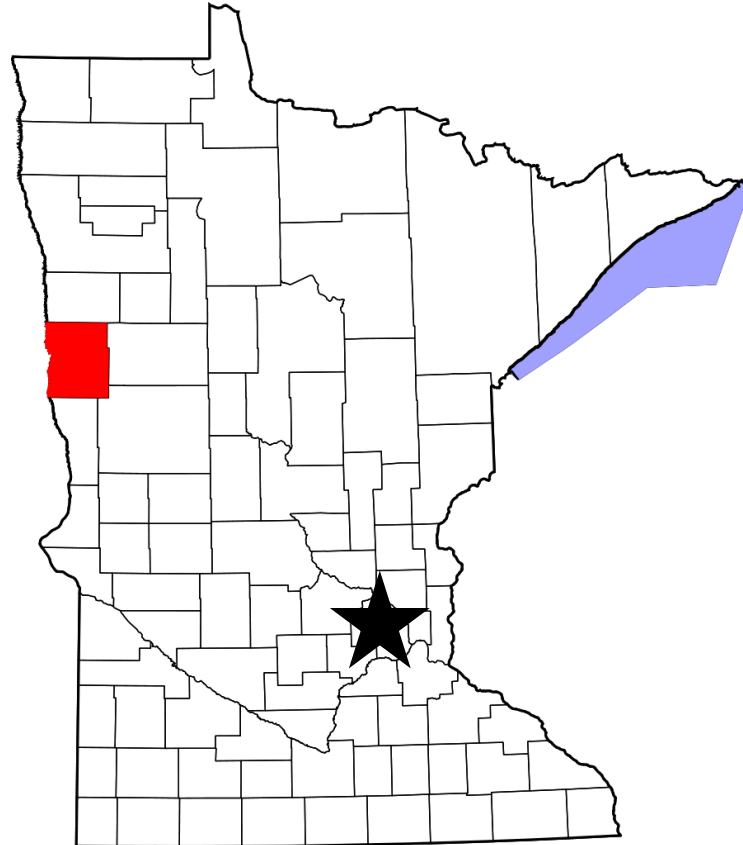
SOLUTIONS BEHAVIORAL HEALTHCARE PROFESSIONALS

Who We Are:



- Non profit Community Mental Health Center
- Provides outpatient, rehabilitation services, case management, consultation and residential services.
- Offices in several regions in Minnesota and North Dakota
- Committed to Evidenced Based Practice and “Doing what works” for the clients and community partners

Where We Are...



Who We Are

Moorhead Area Public Schools (MAPS)



City of Moorhead, MN = 39,000

Regional hub = 222,000

School Enrollment = 5600+

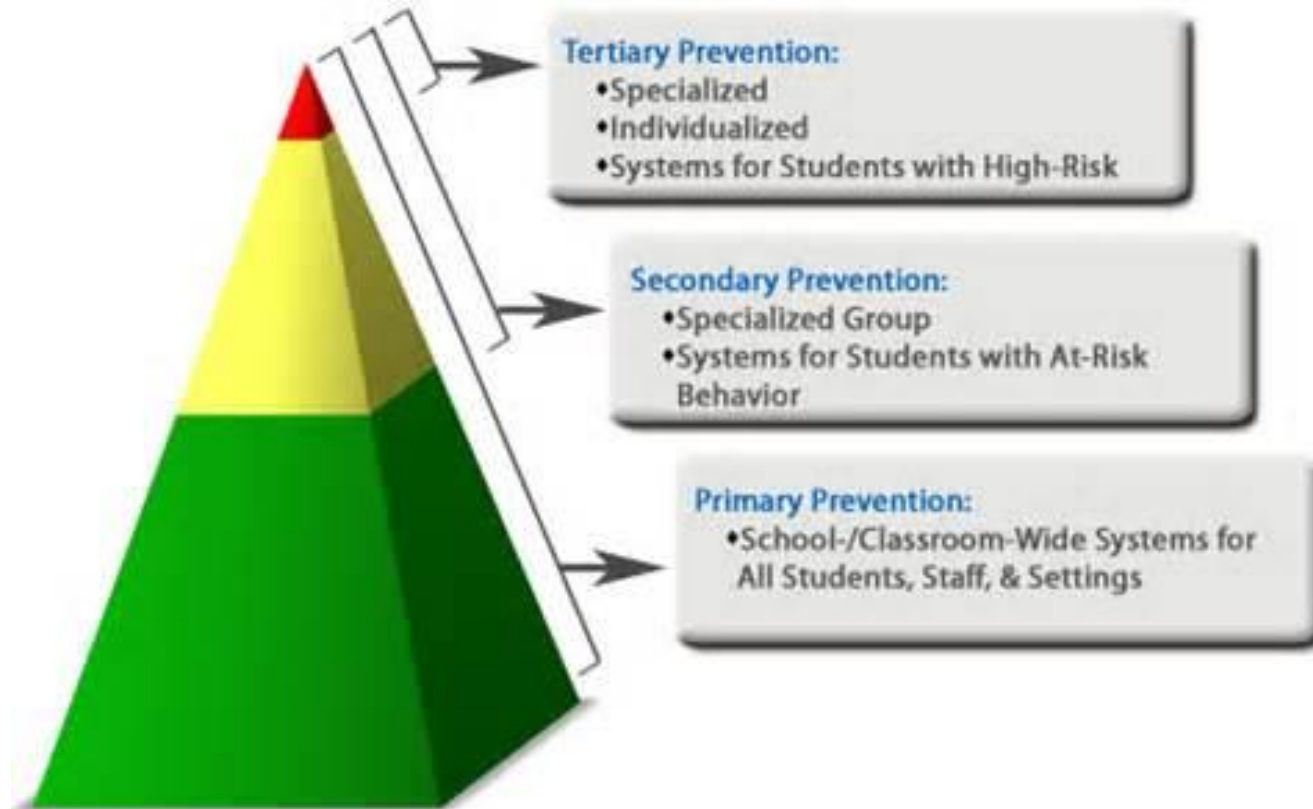
- 19% minority rate
- 39% free/reduced lunch rate
- 13% special ed rate
- Regional Programs located in our District:
 - Alternative Learning Center
 - Day Treatment Programs
 - Care & Treatment Programs
 - Juvenile Dept of Corrections Programs

Learning Objectives

- Relationship between PBIS / The Incredible Years
- Ways to promote parent involvement for mental health services
- How to utilize crisis services to engage parents into services

PBIS

Continuum of School-Wide Instructional & Positive Behavior Support



The Incredible Years[®]



Teacher

Incredible Years Classroom
Management Training



Child

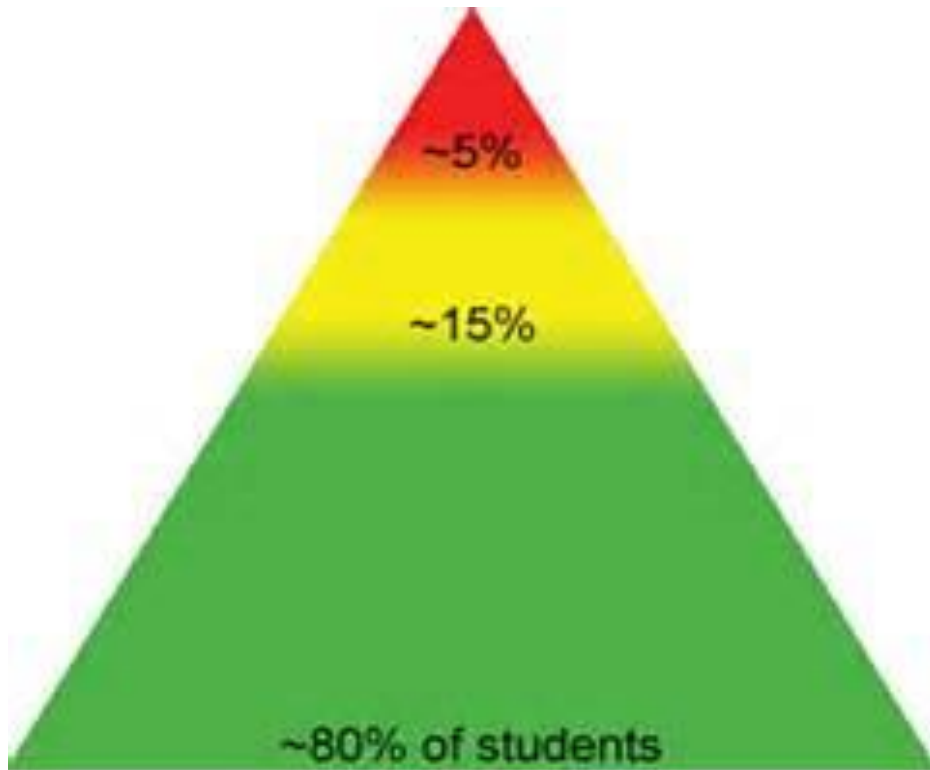
Incredible Years Small
Group Dina Treatment



Parent

Incredible Years Parent
Program

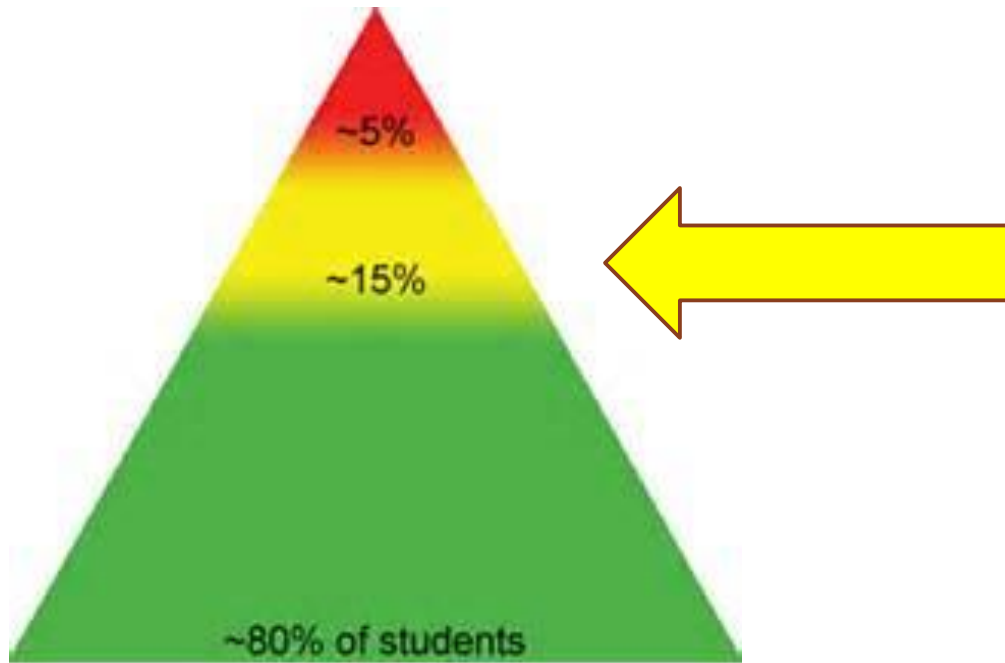
Tier 1 Interventions



- Incredible Years Classroom Management Training
- Incredible Years Parent Prevention Model
- Incredible Years Classroom Dina Program
- School Linked Mental Health Liaisons



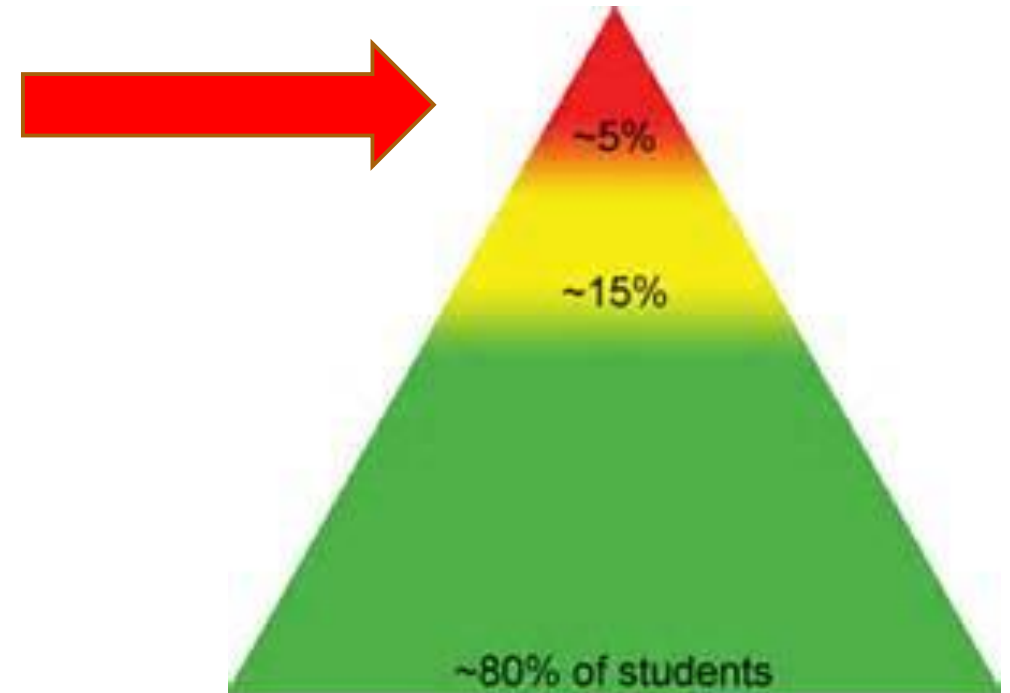
Tier 2 Interventions



- Incredible Years Teacher Coaching
- Incredible Year Parent Program
- Incredible Years Dina School
- Therapeutic Services Including:
PCIT, TF-CBT, CBT, CPP
- Mental Health Professional Provides Consultation

Tier 3 Interventions

- Incredible Years Parent Groups and Dina School
- Individual Skills Training
- Family Skills Training
- Therapeutic Services Including:
 - PCIT, TF-CBT, CBT, CPP
- Children's Day Treatment



The Incredible Years Outcomes

Group Demographics

RACE

96% White

2% Native American

2% African American

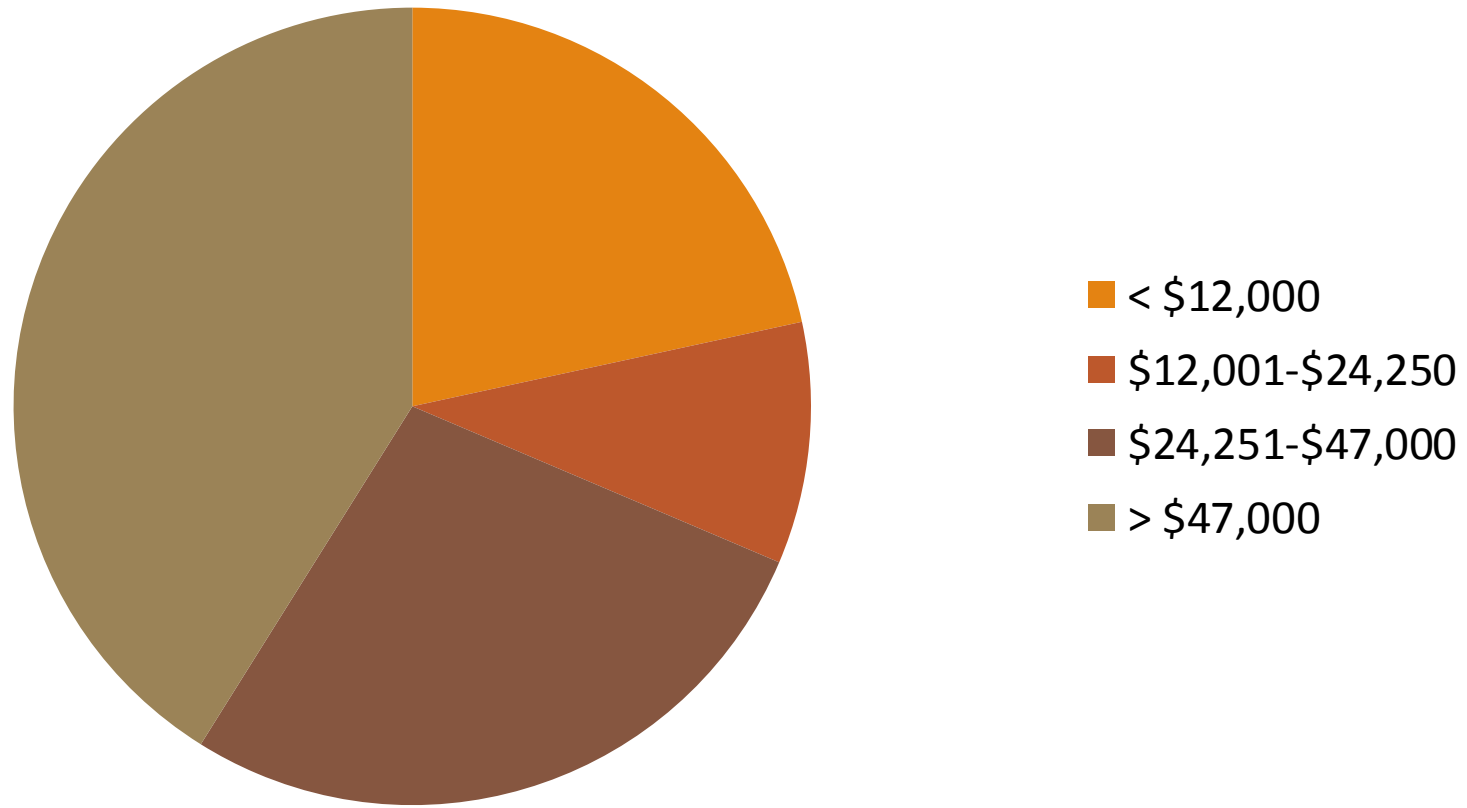
AGE

81% Elementary School

19% Preschool

Group Demographics, cont

Annual Household Income



Group Demographics, cont.

54% of children were on free and reduced lunch program

Program outcomes

Outcome Measures

- Strengths & Difficulties Questionnaire
- Informal Parent Survey
- Incredible Years Parent Program Satisfaction Questionnaire

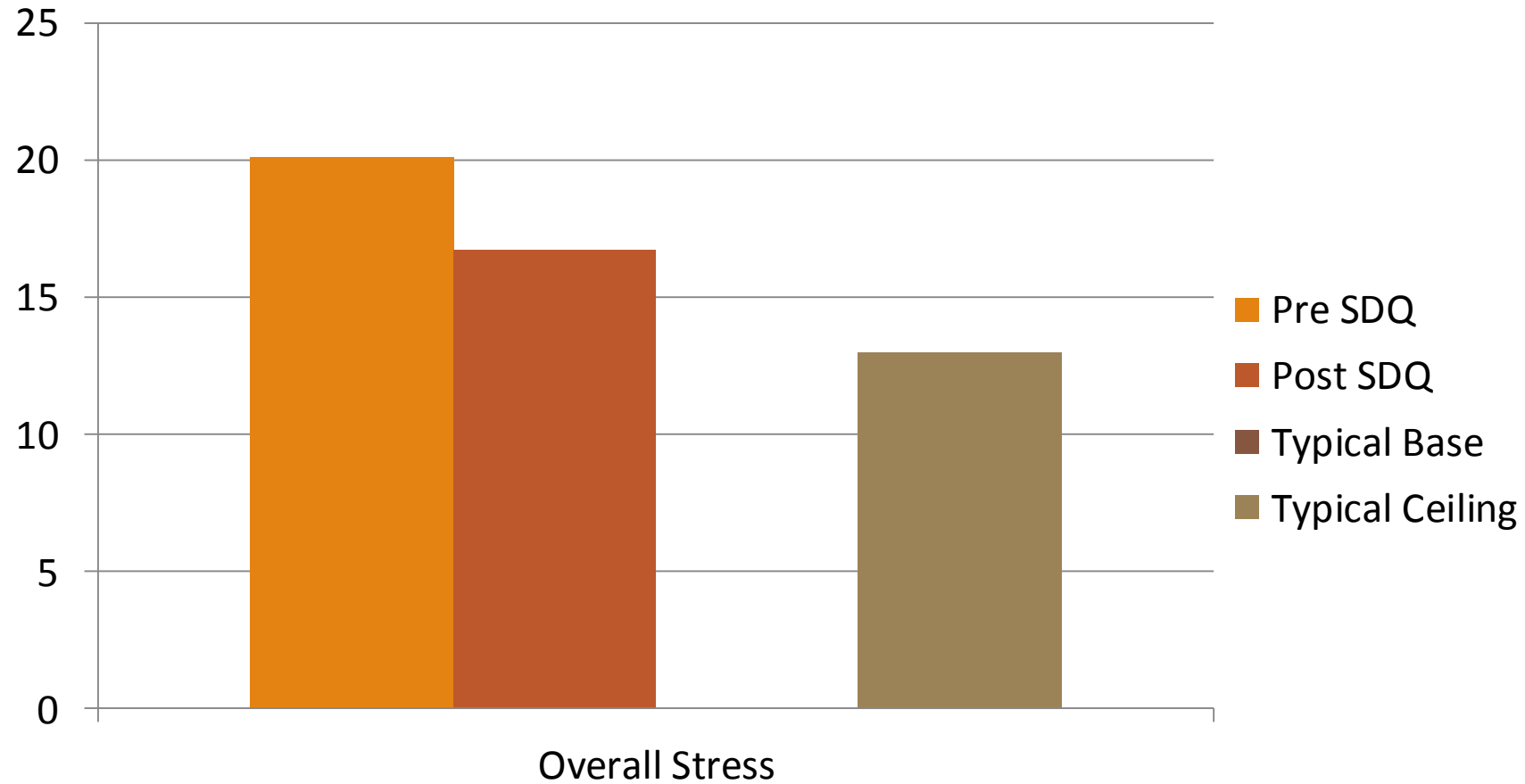
Strengths & Difficulties Questionnaire

Brief behavioral screening designed for 3-16 year olds

25 items on psychological attributes

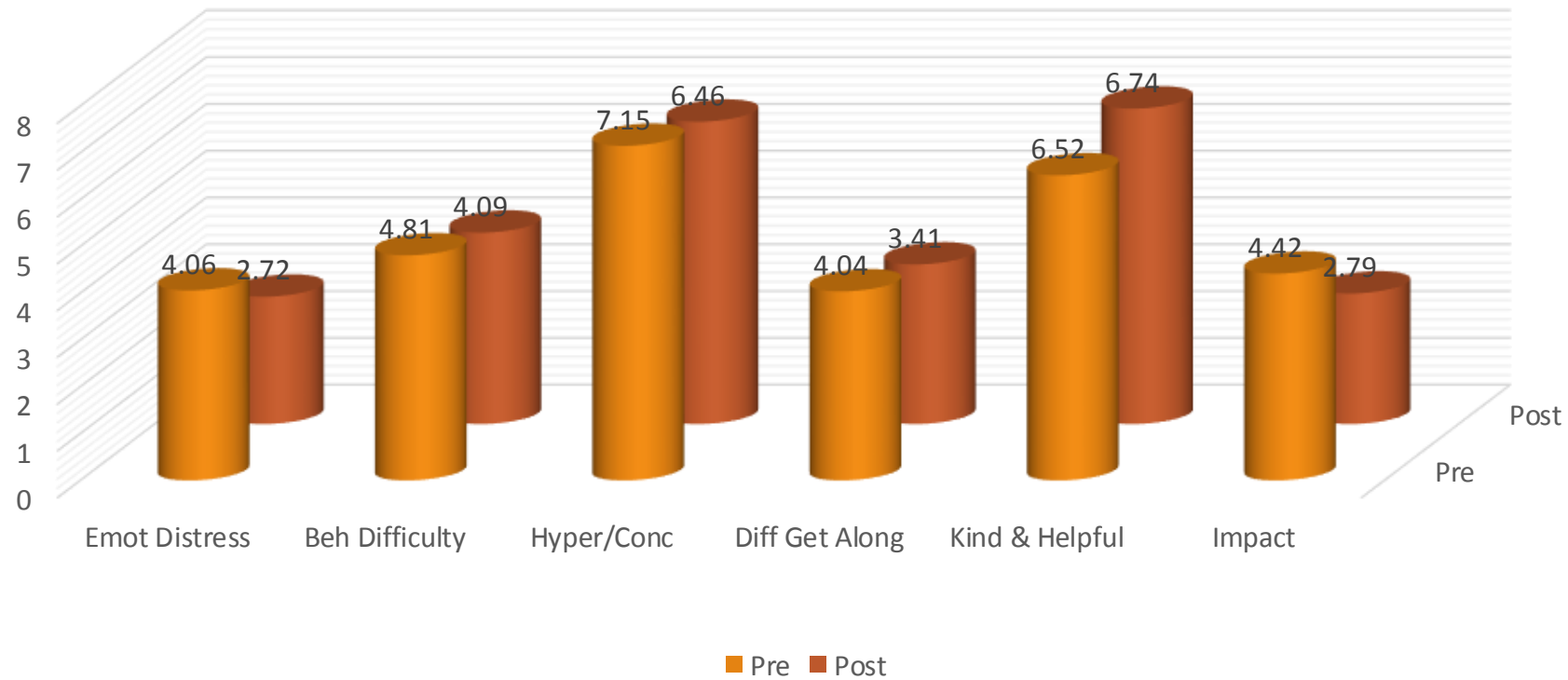
- Emotional symptoms
- Conduct problems
- Hyperactivity/inattention
- Peer relationship problems

Strengths & Difficulties Questionnaire

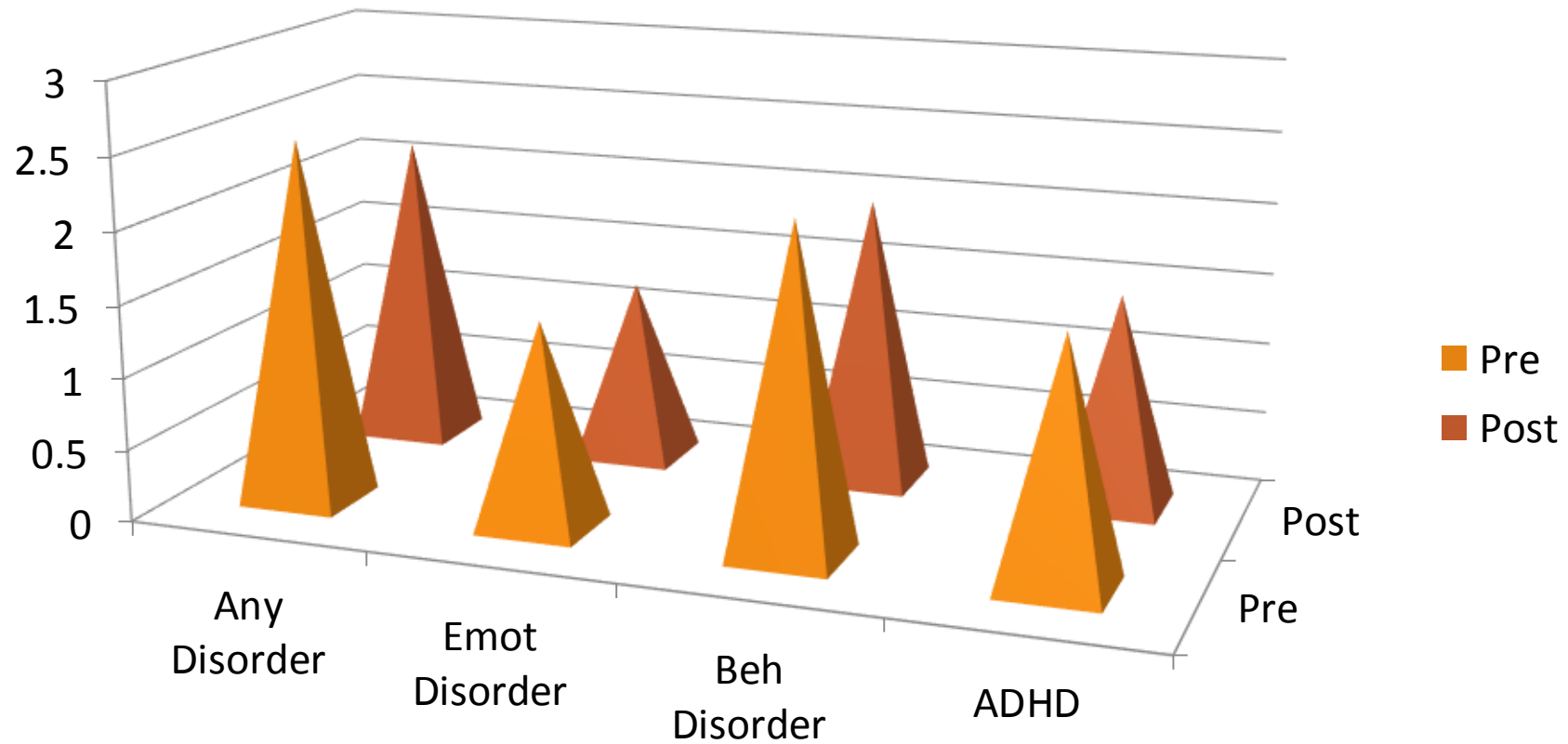


Strengths & Difficulties Questionnaire

Chart Title



SDQ Diagnostic Predictions



NDSU BISON FOOTBALL

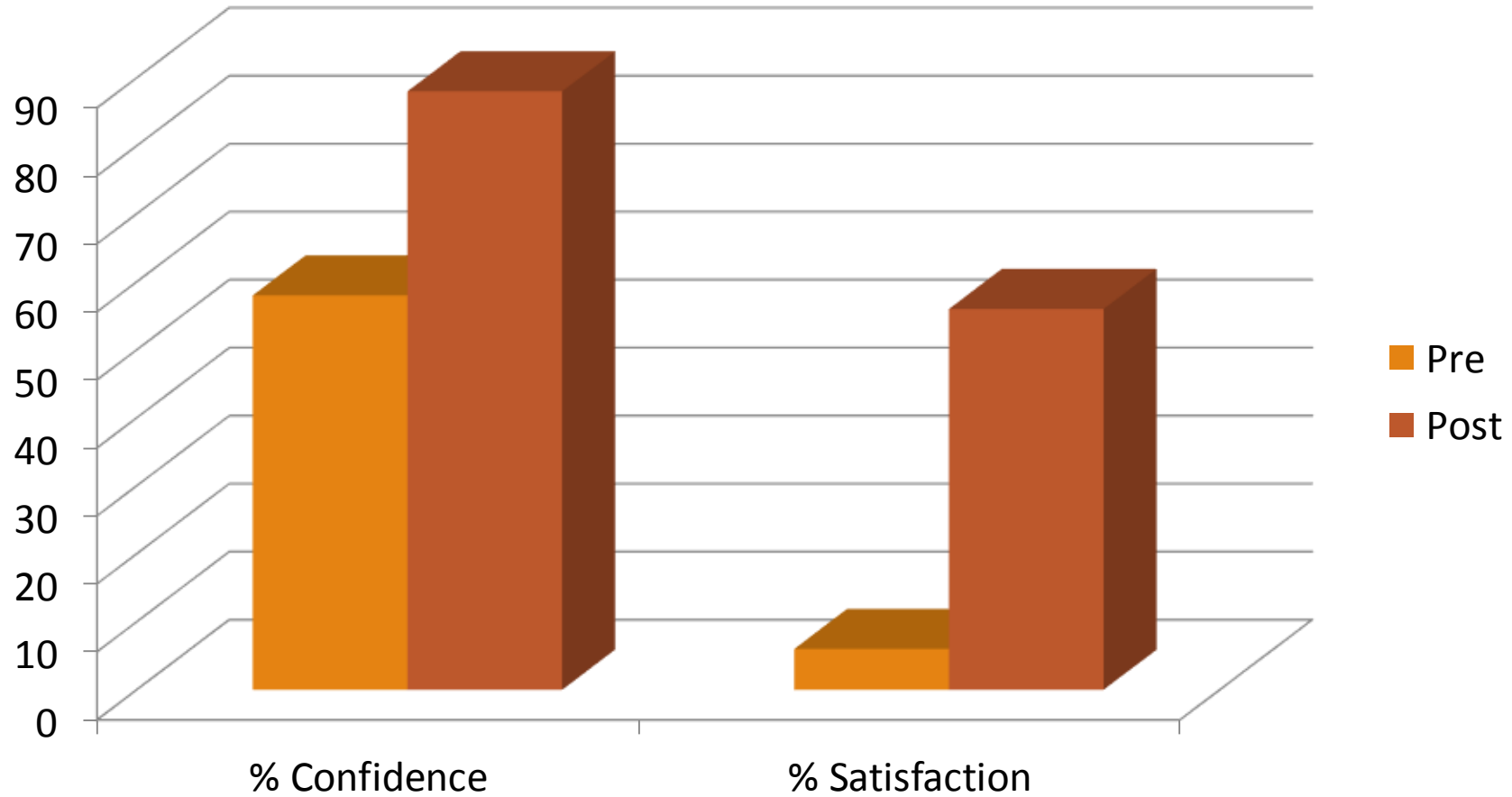
5 Time National Champions



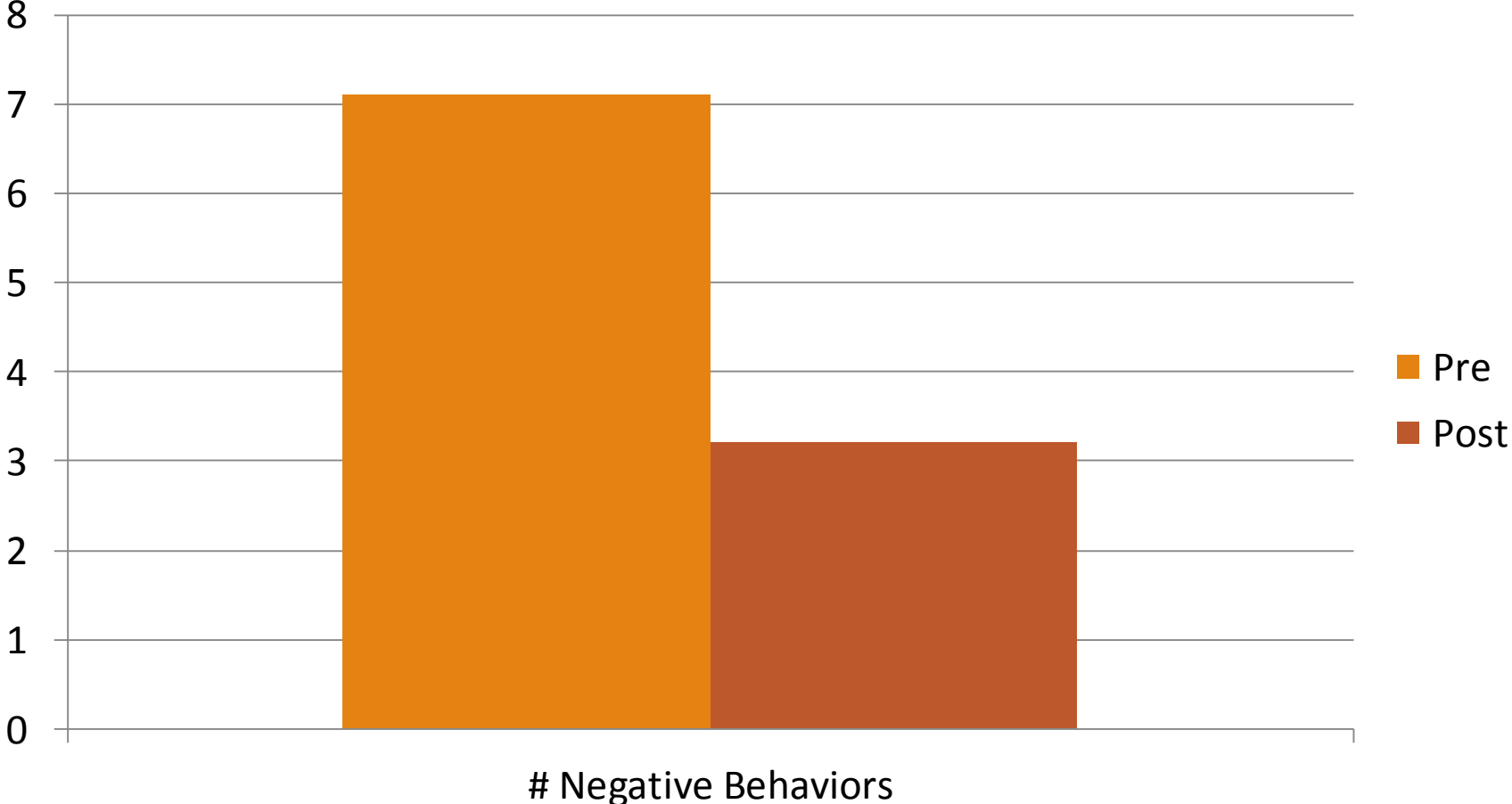
Informal Survey

- Confidence level with parenting
- Satisfaction with child's developmental progress
- Number of negative behaviors of child
- School reports
- Impact of child's behavior on parents' jobs

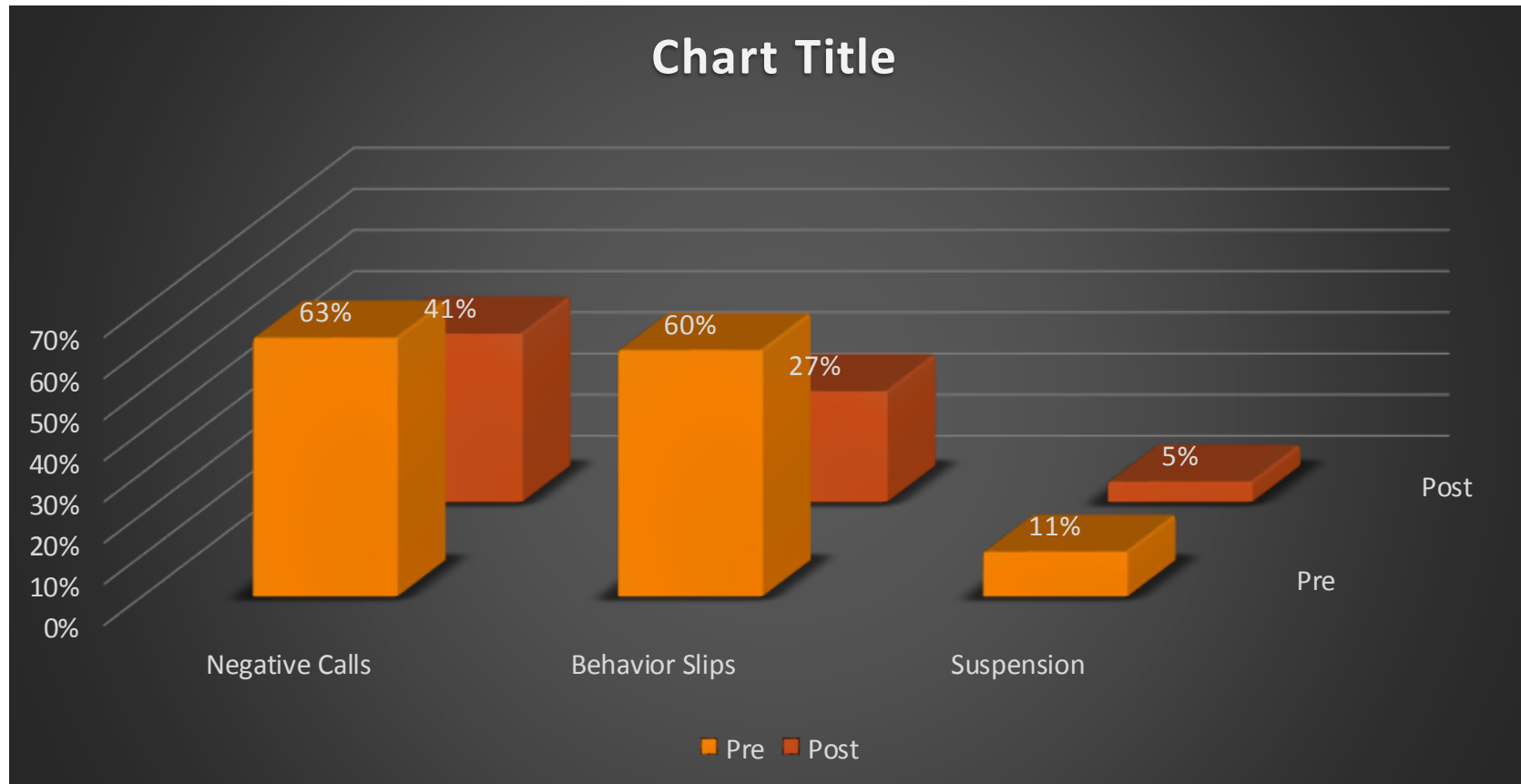
Confidence & Satisfaction Levels



Negative Behaviors per Day



School Issues



Parent Job Impact

Most parents reported just “Slight” impact at pre and post

Parent Program Satisfaction Questionnaire

Description

Administered after group completion

7 point Likert scale; 32 items reviewed

General Categories

Overall Program

Teaching Format

Specific Parenting Techniques

Evaluation of Group Leaders

Parent Program Satisfaction Questionnaire – Overall Program

Overall high ratings of the program

- Modal score of 7 on one item (would parent recommend group to others)
- 8 of 10 items had a modal score of 6
- 1 of 10 had a modal score of 5

Parent Program Satisfaction Questionnaire – Overall Program

96% → improvement in child's behavior

86% → other personal / family improvements

87% → more confident in managing future behavior problems

98% → liked the program approach

Parent Program Satisfaction Questionnaire – Teaching Format

Overall positive ratings

- Content of information rated as useful by 89%
- Group discussions rated useful by 100%
- Practicing skills at home was useful by 100%
- “Buddy” calls – “useful” by just 36%

Parent program Satisfaction Questionnaire – Specific Techniques

- 92% of parents rated the techniques taught as “useful” or “extremely useful.”

Parent program Satisfaction Questionnaire – Specific Techniques Ranking

Ranked Highest to Lowest

- Praise & Encouragement
- Positive Commands
- Routines, Responsibility & Rules
- Child-Directed Play
- Descriptive Commenting and Coaching

Parent program Satisfaction Questionnaire – Specific Techniques Ranking

- Teaching child problem solving
- Ignoring
- Time out
- Loss of privileges
- Tangible rewards

Parent Engagement

EVIDENCE BASED TREATMENT

Social contracting

- What is the parents “Port of Entry”?
- Switch in language from...
“We also have the option to work with you and if you want, we could do in home or family therapy.”

TO

“You are the most important person in your child’s life and we need you to be involved to help us make progress at school.”

“We are looking forward to partnering with you to support your child in school.”

- Brain needs High Expectations...Low Threat in order to engage



What we have learned

- Setting up expectations right away with the parent WORK!
- Parents have a wide spectrum of experiences in school...this may help or hinder their willingness to engage in services.
- Children improve functioning faster when their parent is involved.
- If we cannot get parent engagement, we will support the school with crisis services.



Evidence based practices

Trauma Informed Child Parent Psychotherapy (TI-CPP)

- Early Childhood Mental Health
- Targets both child and parent trauma histories
- Reduce triggers in both parent/child and improve regulation

Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

- Targets PTSD in children and adolescents
- Improves regulation, coping, thought processes
- Re-write story

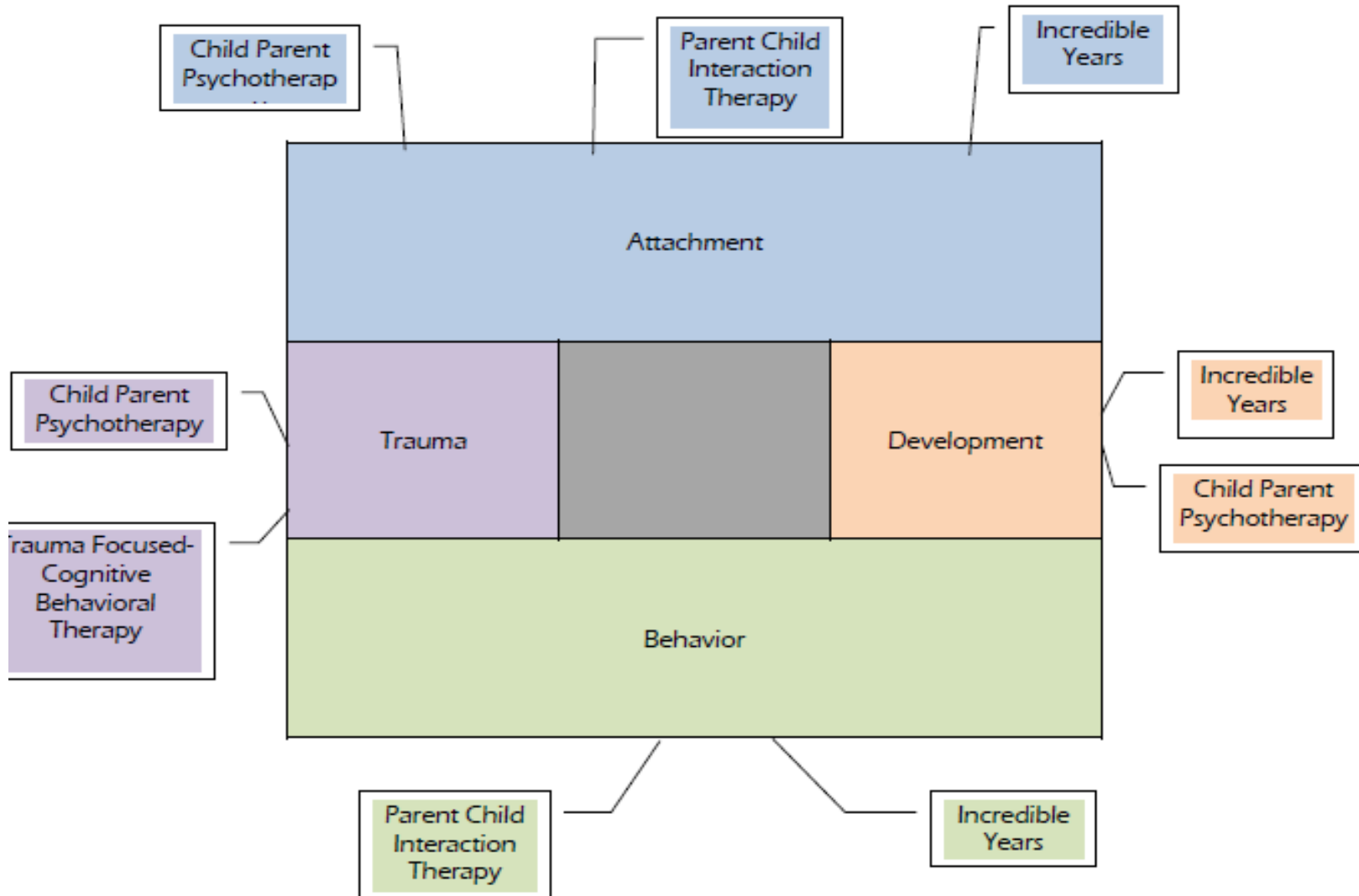
Parent Child Interaction Therapy (PCIT)

- Bug in Ear
- Coach parents on praise and limit setting

The Incredible Years®

- Group Setting
- Builds on relationship/praise and targets positive discipline (limit setting, ignore, consequences, time outs)

Evidence Based Treatment Programs for Young Children



What is the best treatment?

Crisis services

Overview of crisis services

- Prevent more intrusive placements
- Engage/Partner with parents
- Therapeutic (de-escalate)
- Promote only Evidence Based Interventions

Administrative Process

Referral

School Social Worker contacts family

Initial paperwork completed with a description of the service

- Informed Consent
- Release of Information
- Type of Service

Student added to crisis list

Intervention (as needed)

Definition

- Primarily referred because of mental health and/or behavioral issues
- Student Assessment Team/Principal determines the need for crisis services
- Initial referrals are generated by teachers and principals



Intervention

De-escalate

Life Space Interviewing

- Child voice their perspective of crisis
- Identify the goal
- Brainstorm options
- Commit to a plan
- Practice/role play

Re-engage child into classroom

- Option to provide stabilization to maximize success

Follow-up

- Ask how their plan work



Communication

- Debrief with Mental Health Professional
- Mental Health Professional reviews/debriefs with primary teacher
- Connect with parents about the situation
 - Trigger(s), intervention, plan to prevent issue in the future, and child's response to services.
 - Reviews parents perspective of situation, allowing parents to relay their concerns
 - Discuss options with the focus on developing a comprehensive plan.

Outcome 2015-2016

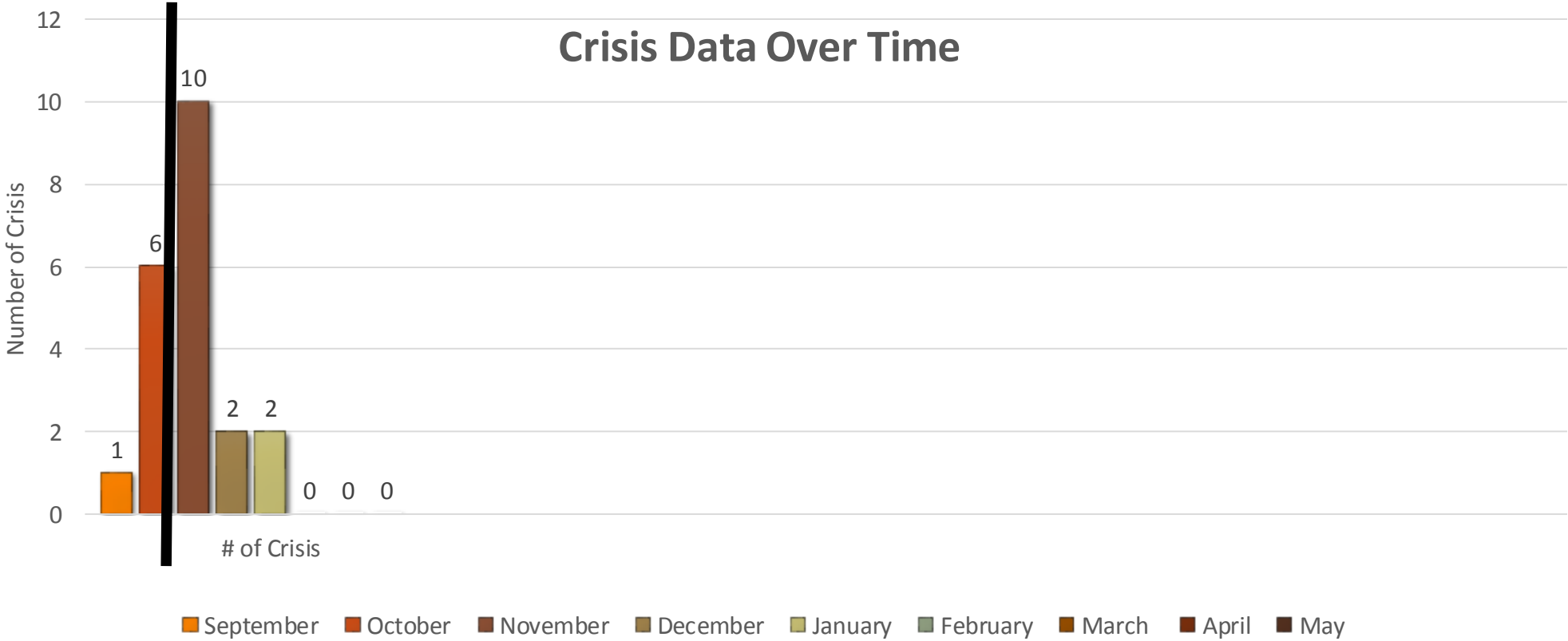
- 34 Crisis Cases
- 33 cases agreed to engaged in comprehensive services (Incredible Years Parenting Group, Parent Child Interactive Therapy).
- 1 case had existing outpatient services
- 85% after initial crisis

100% of children who were in crisis agreed to engaged in mental health services

Case Example



Initial Intervention - Assessment



Treatment Began



Wrapping up...

- Relationship between PBIS / The Incredible Years
- Ways to promote parent involvement for mental health services
- How to utilize crisis services to engage parents into services



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“If kids come to us from strong, healthy functioning families, it makes our job easier. If they do not come to us from strong, healthy, functioning families, it makes our job more important.” –Barbara Colorose

Questions?

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