

# Quality Indicators to Monitor Implementation of a Community and School Based Behavioral Health Program

*Center For School Mental Health  
20<sup>th</sup> Annual Conference*

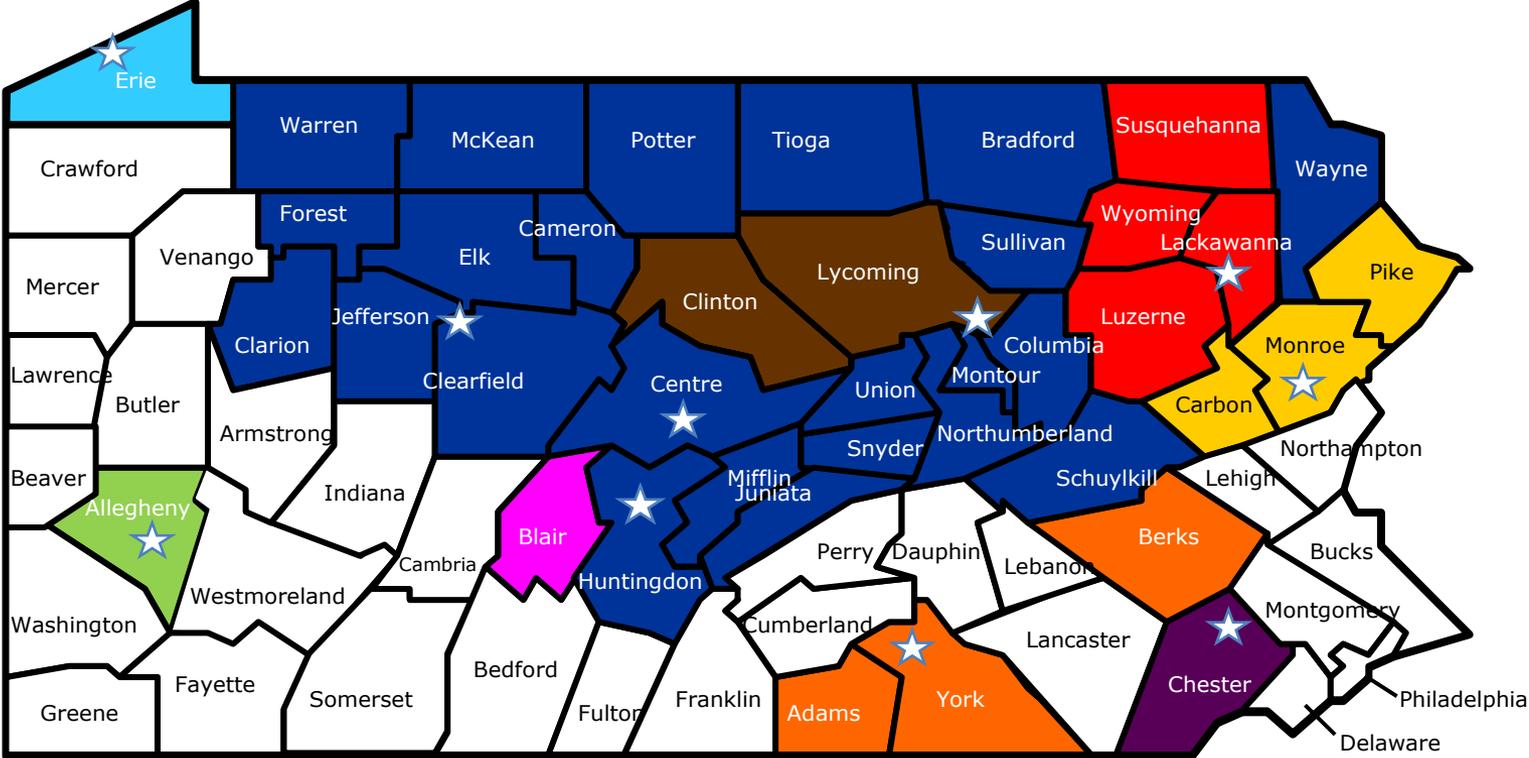
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PS2.10*

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# About Community Care

- Behavioral health managed care company founded in 1996; part of UPMC and headquartered in Pittsburgh
- Federally tax exempt non-profit 501(c)(3)
- Major focus is publicly-funded behavioral health care services; currently doing business in PA and NY
- Licensed as a Risk-Assuming PPO in PA
- Serving over 735,000 individuals receiving Medical Assistance in 39 counties through a statewide network of over 1,800 providers

# HealthChoices Regions Served



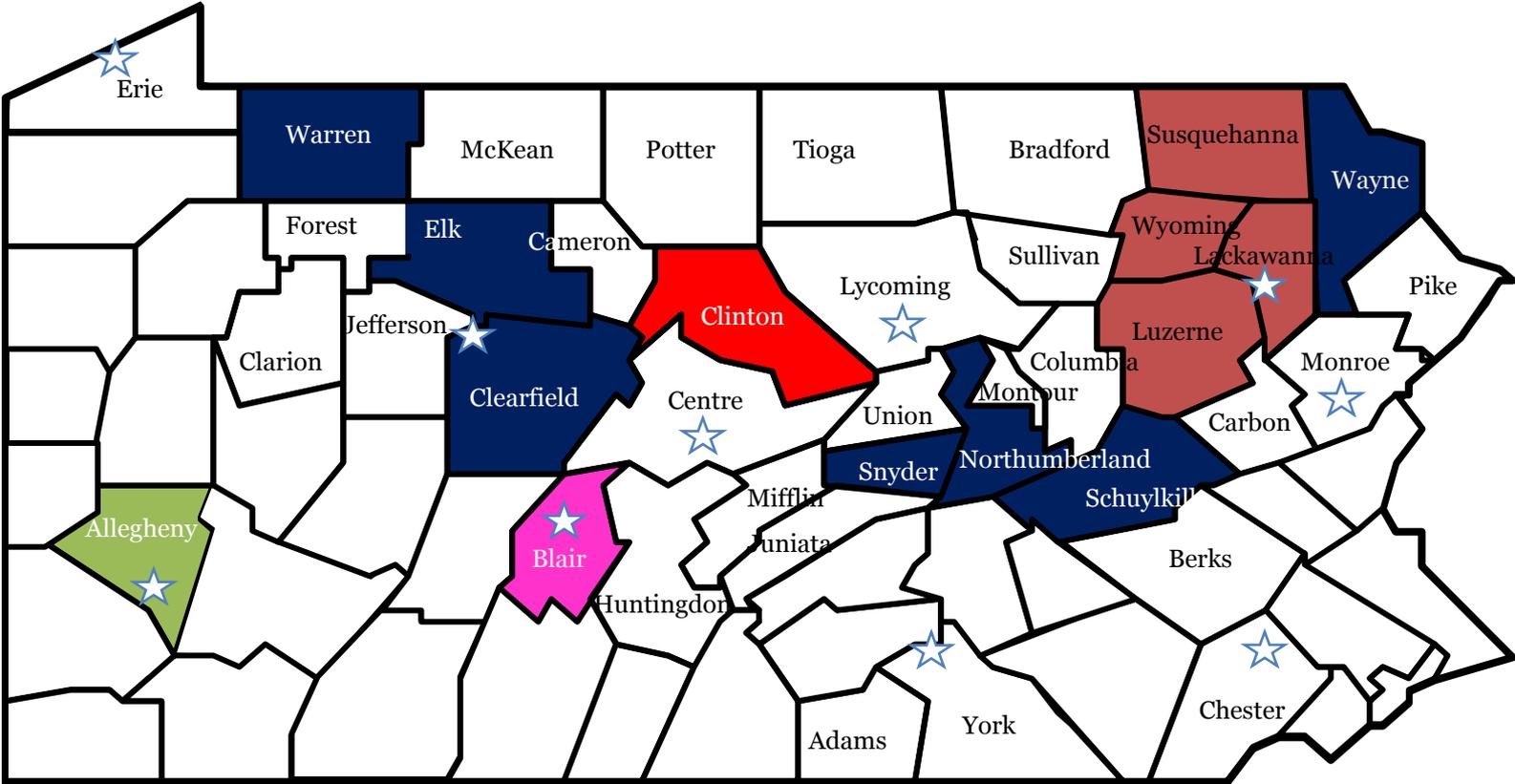
- Southwest Region
- Lehigh-Capital Region
- Northeast Region

- Southeast Region
- North Central Region: County
- North Central Region: County

- North Central Region: County
- North Central Region: County
- North Central Region: State

★ Community Care Office

# CSBBH Team Counties



Allegheny County	North Central Counties	Northeast Counties
Blair County	Clinton/Lycoming Counties	★ Community Care Office

# CSBBH Description

- Primary source to coordinate care
- Team delivered
- Trauma informed
- Flexible service response to youth and family needs
- Ongoing strength-based assessment
- Monitoring outcomes

# CSBBH Description

- Link to community resources
- Communicate across child serving systems
- Support resiliency and wellness self-management
- Facilitate physical health care
- Provide knowledge of resources
- Continuous quality improvement

# CSBBH Partners

- Families
- Advocates
- Providers
- Schools
- Other Child Serving Systems
- Counties
- Office of Mental Health and Substance Abuse Services (OMHSAS)

# CSBBH Teams

- 44 teams from 13 provider organizations
- 77 school buildings in 29 school districts
- 14 counties
- 1,200 current youth and families served

# Quality Indicators

- Outcomes – input from a variety of stakeholders
  - School administrators, staff, teachers
  - Providers
  - Parents/caregivers
  - Youth
- Fidelity – 3 types of measures
  - Individual measures, reported/submitted
  - CSBBH Team measures, reported/submitted
  - Data collection, reported/submitted

# Stakeholder-Reported Outcomes

- Gathering and reporting can improve care
  - Evaluation activities integrated into care
- Desire for connection among families, schools, and community-based services & resources to aid youth
- Routine tracking of progress can improve outcomes
  - Stakeholder-reported outcomes to improve care
  - Clinicians can make more informed adjustments to treatment plans
  - When discussed with stakeholders, engages & empowers

# Functional and Behavioral Outcomes

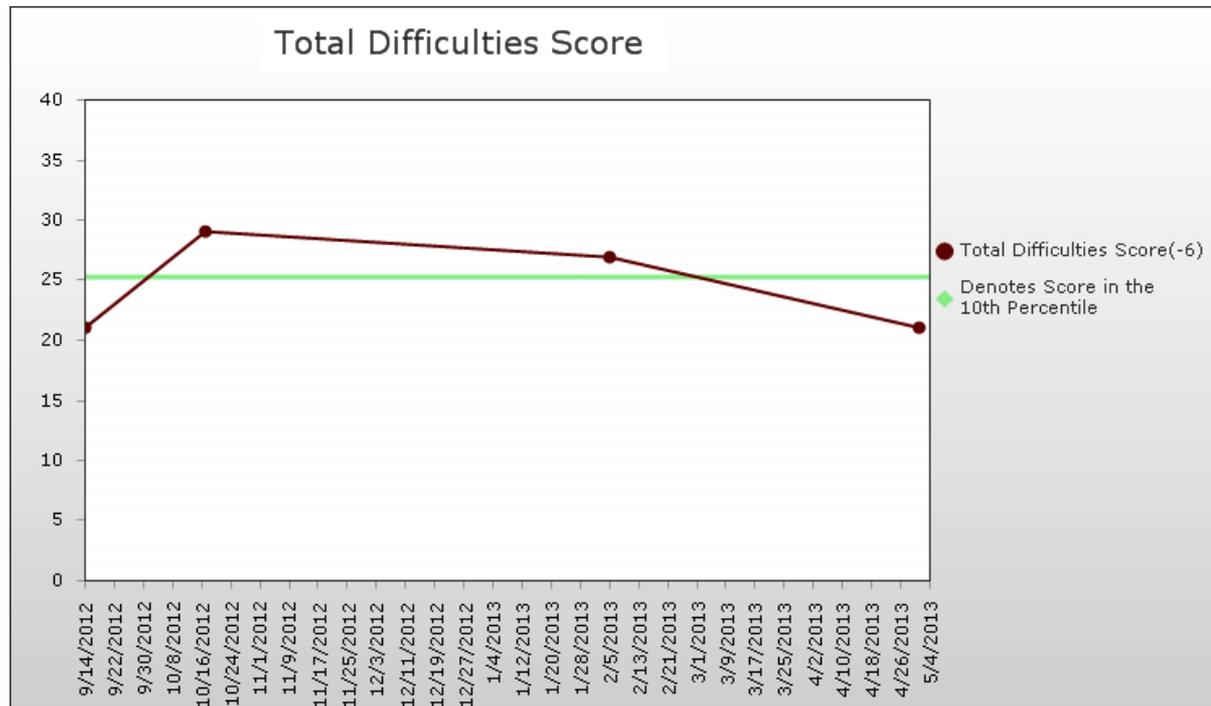
- Collaborative process with provider, teacher, and family input
- Goal to measure progress in treatment and enhance therapy
  - Useful across children with multiple diagnoses and different ages
  - Brief enough to be completed and scored by busy clinicians and families
  - Sensitive to change, allowing scores to document improvement as child improves during treatment course
  - Strength based where possible
  - Can be used to facilitate conversations between families and clinicians

# SDQ

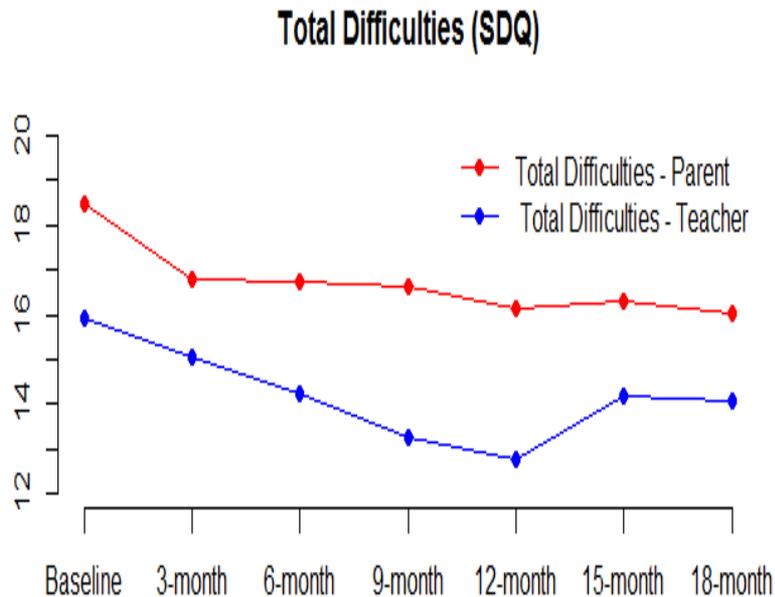
- The Strengths and Difficulties Questionnaire (SDQ) measures caregiver, teacher, and youth report of child behavior (Goodman 1997)
- The SDQ contains four sub-scales for difficulties: 1) emotional symptoms, 2) hyperactivity, 3) peer problems, and 4) conduct problems
- A summation of the four difficulties scales is made to compute Total Difficulties Score
- One strength-based sub-scale – pro-social behaviors
- The SDQ is completed every three months; the SDQY is completed by youth ages 14 and older

# SDQ-Parent

For SDQ information, 4 subscales are totaled for a Total Difficulties score. This score is graphed against an indicator for the 10<sup>th</sup> Percentile score (green line). Children with Total Difficulties scores 25 or higher are reporting substantially higher problem behaviors than other children



# SDQ



- There was significant improvement in parent ( $p < .0001$ ) and teacher ( $p < .0001$ ) reported total difficulties scores over time
- Parents have significantly higher ( $p < 0.05$ ) average ratings of difficulties and pro-social behaviors compared to teachers' ratings

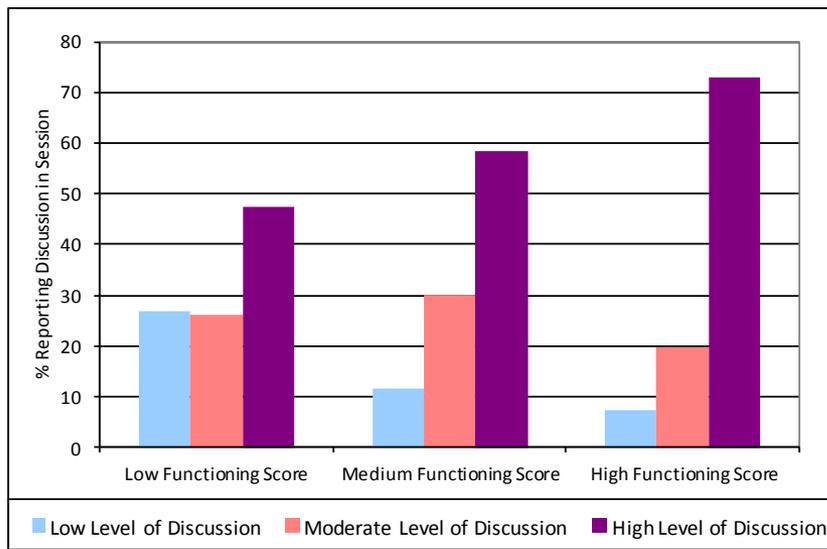
# Child Outcomes Survey

- Family functioning
  - Shared decision making, supporting each other
- Child functioning
  - Success in getting along with family, friends, doing well at school, completing household tasks
  - Overall wellness
- Caregiver perception of therapeutic relationship
  - Feeling respected, working on important goals, well-suited approach, caregiver confidence

# Is the COS being used?

- How much is the Child Outcomes Survey (COS) being discussed in sessions?
  - Asked parents on a 1-10 scale how much the Child Outcomes Survey results were discussed with clinician?
  - Examined what factors are associated with use of the COS results in sessions

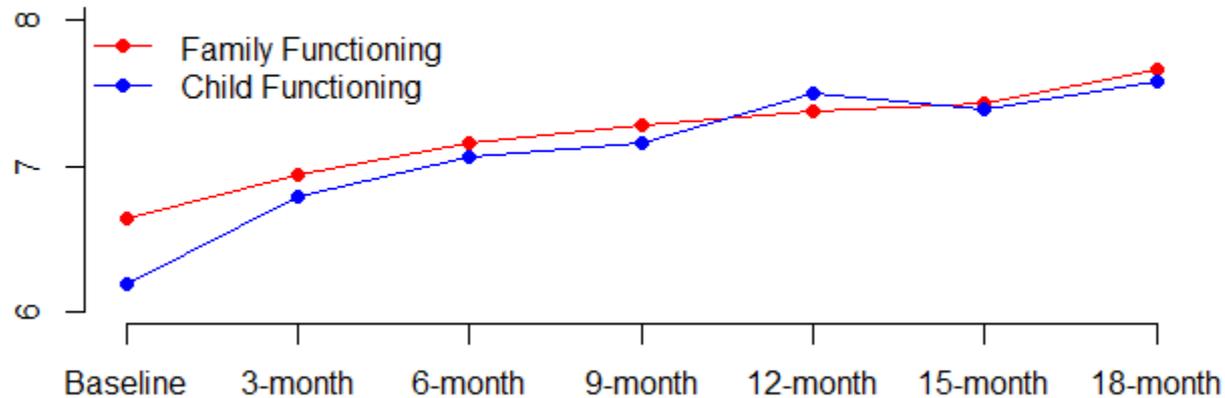
# Discussion of COS



- Most discussion with families of children who are doing better in treatment
- Least discussion with families of children who are doing least well in treatment

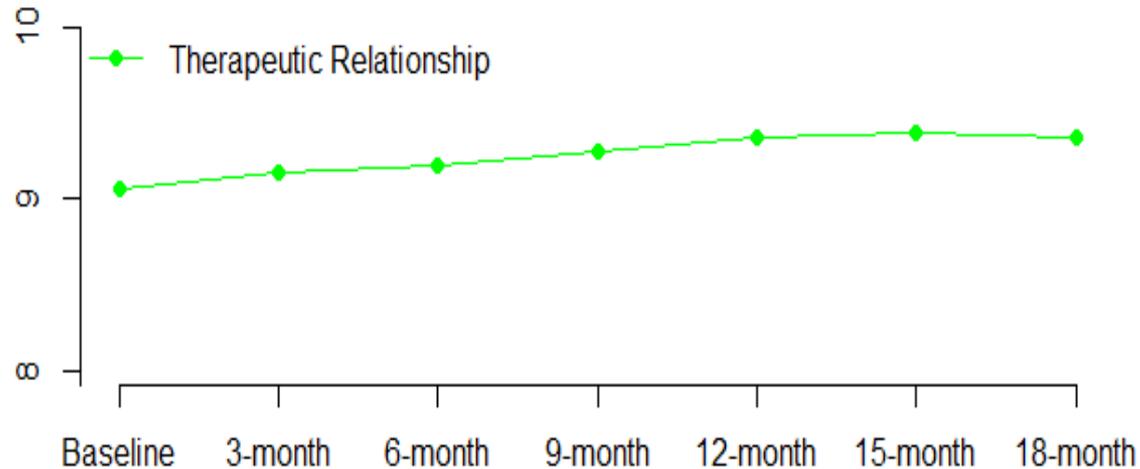
# COS: Child and Family Functioning

- There was a significant increase in family functioning over time ( $p < .0001$ )
- There was a significant increase in child functioning over time ( $p < .0001$ )



# COS: Therapeutic Relationship

- There was an overall significant improvement in therapeutic relationship over time ( $p=0.002$ )



# Feedback from School Personnel

- Average ratings 7.2-7.3 on scale of 1-10

<b>Subscale</b>	<b>Mean</b>	<b>SD</b>	<b>Min.</b>	<b>Max.</b>
Competency	7.24	1.97	1.00	10.00
Impact	7.25	1.92	1.33	10.00
Satisfaction	7.23	2.17	1.00	10.00
Collaboration	7.32	1.98	1.67	10.00

# Academic Performance Standardized Assessment

Math					
	# Scored in Math	% Advanced in Math	% Proficient in Math	% Basic in Math	% Below Basic in Math
CSBBH Students	151	27.2	23.8	24.5	24.5
All Students	15102	41.3	31.0	15.5	10.6

Reading					
	# Scored in Reading	% Advanced Reading	% Proficient Reading	% Basic Reading	% Below Basic Reading
CSBBH Students	144	10.4	29.9	13.2	46.5
All Students	15063	29.6	36.8	16.0	15.9

# Fidelity Measures

- Individual measures
  - Gathered through submitted documents from CSBBH Teams
    - Comprehensive assessment
    - Treatment plan
    - Plan of care
  - Measures clinical integrity and adherence to CSBBH Model

# Fidelity Measures

- Team measures
  - May be gathered through submitted documents from Team or while Community Care or Provider Faculty or Coach are on site
    - Flexibility of staff to address needs across domains
    - Collaboration with school partners and other integral stakeholders
    - Collaboration with physical health providers and psychiatry when indicated
  - Measures adherence to CSBBH Model

# Fidelity Measures

- Data collection
  - Submitted through claim submission to indicate time spent in clinical work
  - Submitted through outcome survey completion
    - Amount of time spent providing family therapy
    - Do treatment goals reflect feedback in COS and SDQ
    - Is BHW time spent in face to face intervention commensurate with need indicated in assessment and survey feedback
  - Measures adherence to CSBBH Model

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