

School-Based Mental Health Treatment Recommendations: Examining Practice Patterns Across Evidence-Based Assessments for Youth in a State System of Care

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Agenda

- Study Background and Importance
- Foundational Work
- The Current Study
 - Aims
 - Method
 - Results
 - Discussion
- Questions



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- **Study Background and Importance**
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Study Background

- Increasing use of evidence-based practice (EBP) is a key lead in improving youth community mental health services
- Methods toward this goal need further exploration

Therapist Trainings



Credit: © WaveBreakMedia Limited; 172588660

Family Engagement

Positive Expectation-Setting

Accessibility Promotion

Psychoeducation



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Service System Improvement



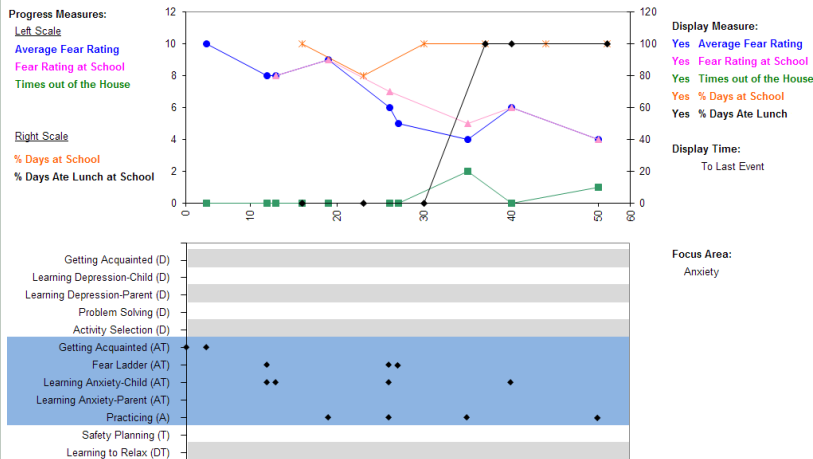
Measurement Feedback Learning Collaboratives Service Documentation

Progress and Practice Monitoring Tool: Anxiety Focus

Case ID: #####

Age (in years): 12.7
Primary Diagnosis: Social Anxiety Disorder

Gender: Female
Ethnicity: Multiethnic



SERVICE PROVIDER MONTHLY TREATMENT & PROGRESS SUMMARY Child and Adolescent Mental Health Division (CAMHD)

Instructions: Please complete and electronically submit this form to CAMHD by the 5th working day of each month (summarizing the time period of 1st to the last day of the previous month). The information will be used in service review, monitoring, planning and coordination in accordance with CAMHD policies and standards. Mahalo!

Client Name:	CR #:	DOB:
Month/Year of Services:	Eligibility Status:	Level of Care (one per form):
Axis I Primary Diagnosis:	Axis I Secondary Diagnosis:	Axis I Tertiary Diagnosis:
Axis II Primary Diagnosis:	Axis II Secondary Diagnosis:	

Service Format (circle all that apply):
 Individual Group Parent Family Teacher Other: _____

Service Setting (circle all that apply):
 Home School Community Out of Home Clinic/Office Other: _____

Service Dates:																				
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Targets Addressed This Month (number up to 10):

Activity Involvement	Community Involvement	Hyperactivity	Positive Peer Interaction	Shyness
Academic Achievement	Contentment, Enjoyment, Happiness	Learning Disorder, Underachievement	Phobia/Fears	Sleep Disturbance

Service System Improvement

Measurement Feedback

Learning Collaboratives

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Progress and Practice Monitoring Tool: Anxiety Focus

Case ID: ####

Age (in years): 12.7

Primary Diagnosis: Social Anxiety Disorder

Gender: Female

Ethnicity: Multiethnic

Progress Measures:

Left Scale

Average Fear Rating

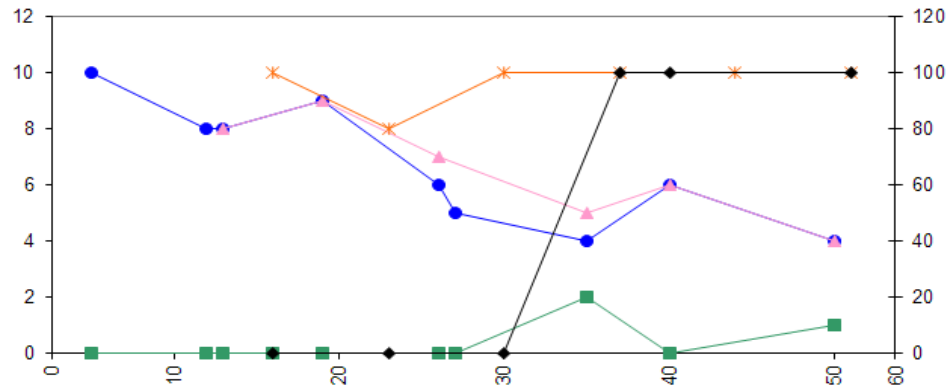
Fear Rating at School

Times out of the House

Right Scale

% Days at School

% Days Ate Lunch at School

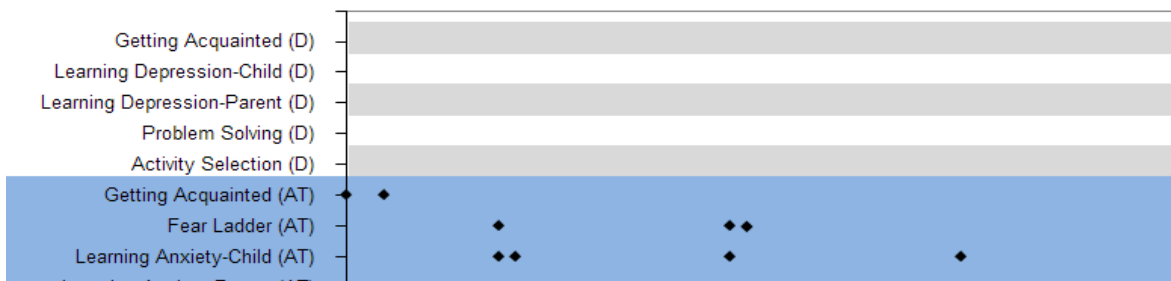


Display Measure:

- Yes Average Fear Rating
- Yes Fear Rating at School
- Yes Times out of the House
- Yes % Days at School
- Yes % Days Ate Lunch

Display Time:

To Last Event



Focus Area:

Anxiety

Service System Improvement

Measurement Feedback

Learning Collaboratives

Service Documentation



Help Your Keiki

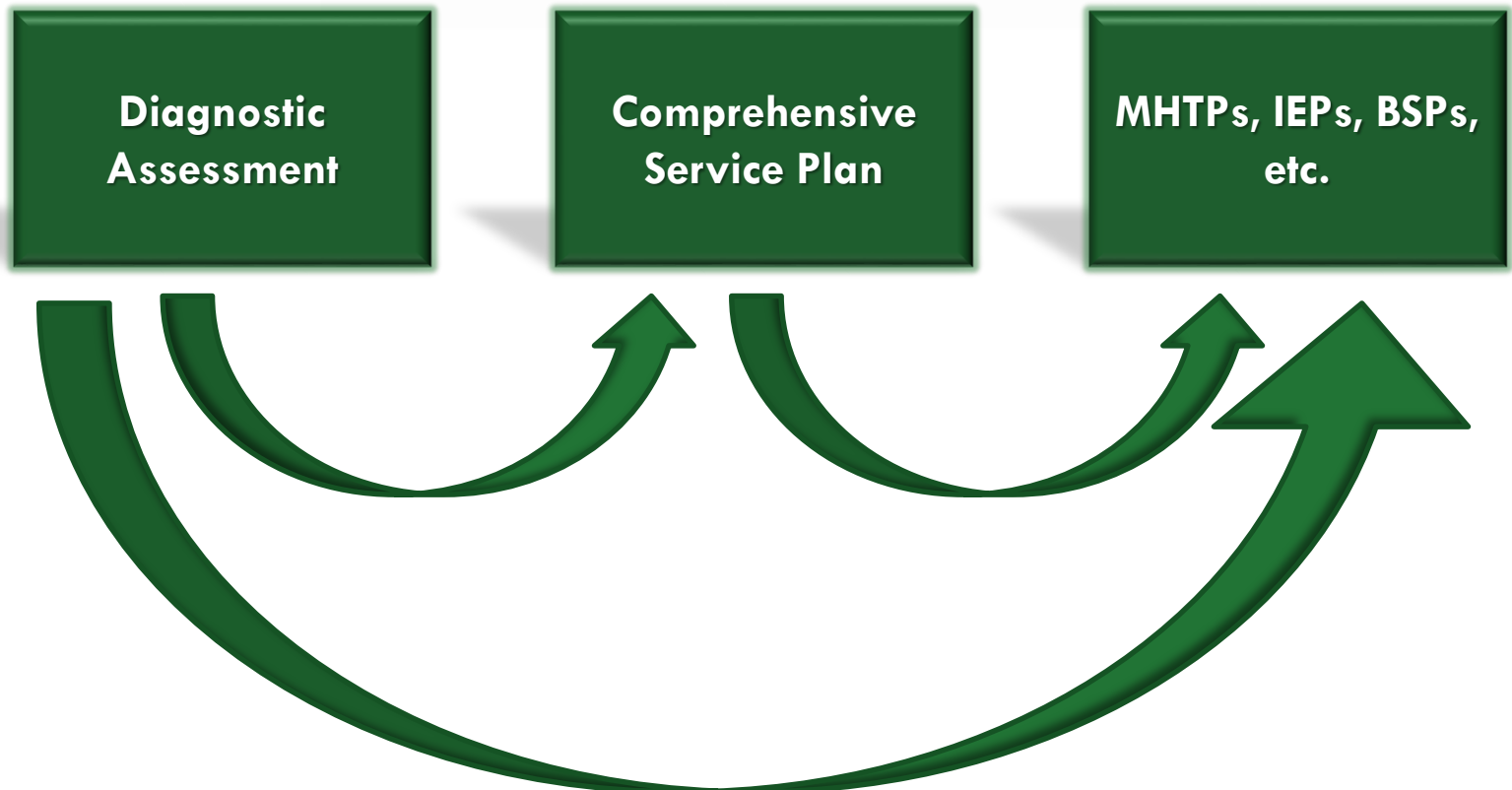


Service System Improvement

Measurement Feedback

Learning Collaboratives

Service Documentation



Service Documents

- Include a variety of documents that follow youth throughout service periods
- Despite their critical importance in determining youth's treatment:
 - Very little is known about these documents
 - Documentation is complicated and variable

Service Documents

- Two major goals for quality improvement:
 - Increase stability/continuity between documents
 - Increase presence of EBP within documents

Service Documents

- At least two methods toward these goals:
 - Applying distillation methodology to service documents to examine practices
 - Comparing and contrasting service document practice against treatment literature practices

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- **Foundational Work**
 - **Assessing stability between treatment planning documents in a system of care (Young et al., 2007)**
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Foundational Work: Aims

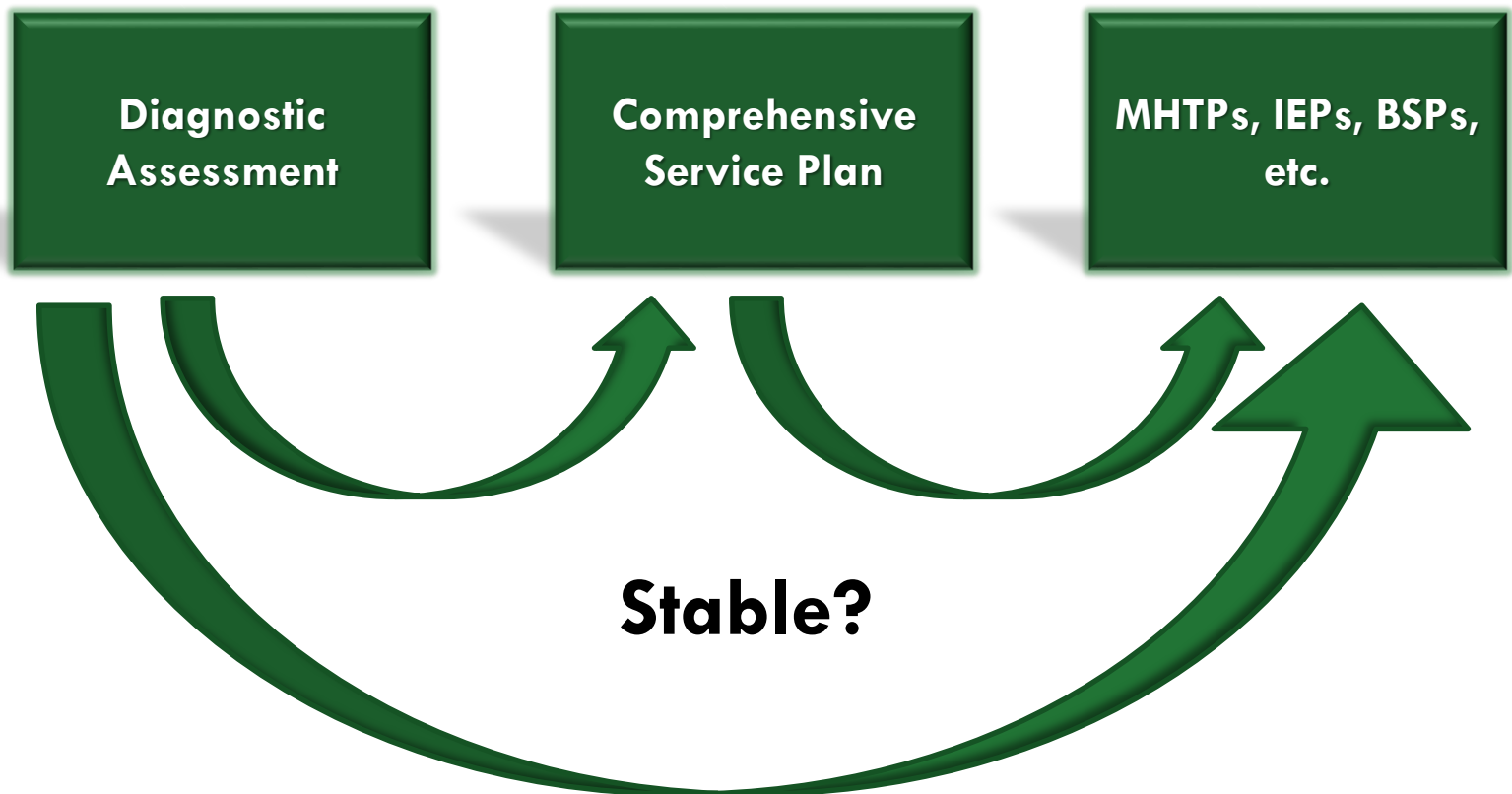
- Aim 1: Can service system staff reliably code practice elements within different types of service documents?



Credit: © Jupiterimages; 87727960

Foundational Work: Aims

- Aim 2: When a practice is recommended in one document, do other documents preserve that recommendation?



Foundational Work: Methods

- Aim 1: Service Guidance Review Form (SGRF)

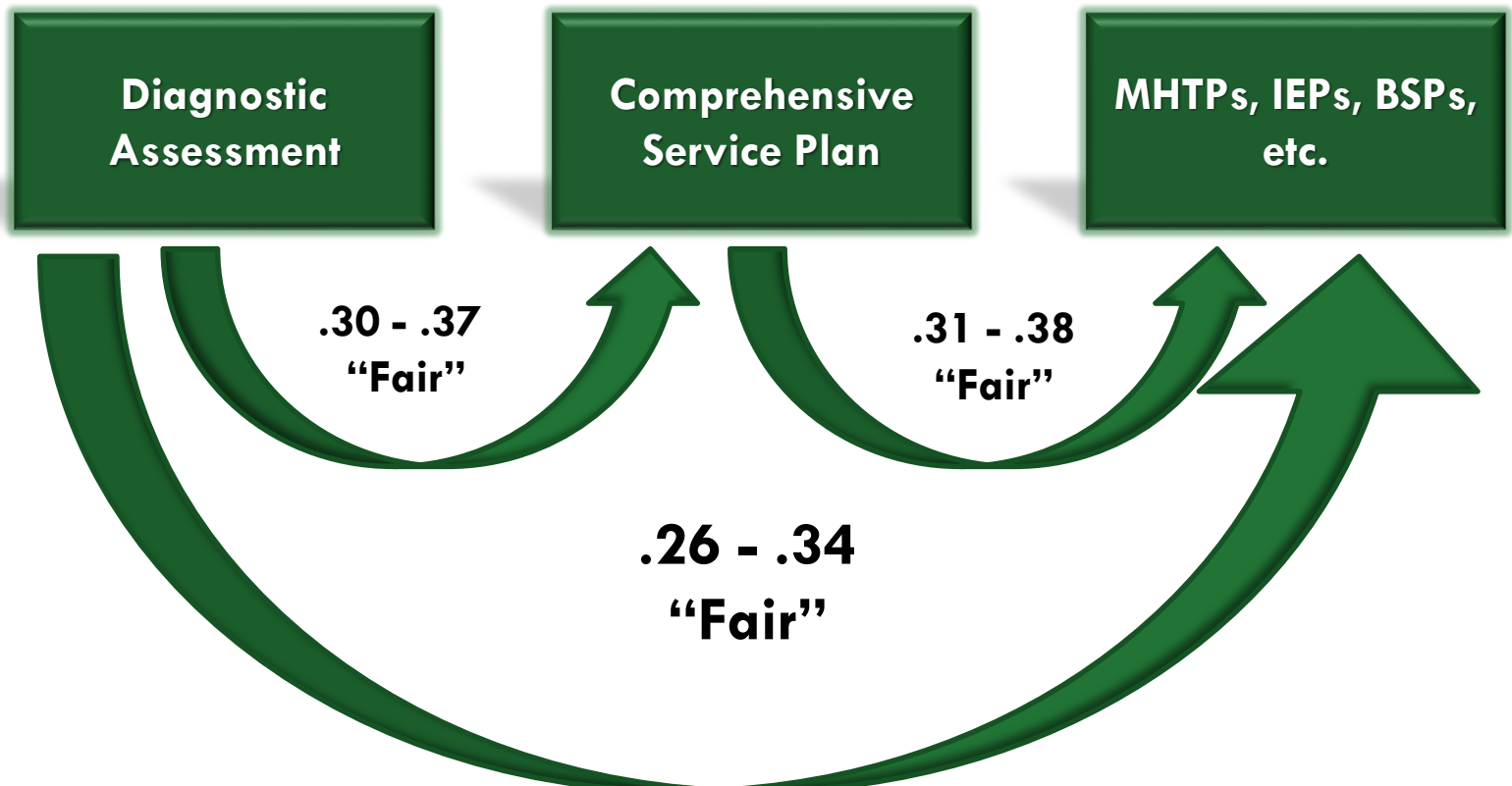
Intervention Strategies Used This Month (check all that apply):

Activity Scheduling	Emotional Processing	Line of Sight Supervision	Personal Safety Skills	Stimulus or Antecedent Control
Assertiveness Training	Exposure	Maintenance or Relapse Prevention	Physical Exercise	Supportive Listening
Attending	Eye Movement, Tapping	Marital Therapy	Play Therapy	Tangible Rewards
Behavioral Contracting	Family Engagement	Medication/ Pharmacotherapy	Problem Solving	Therapist Praise/Rewards
Biofeedback, Neurofeedback	Family Therapy	Mentoring	Psychoeducation, Child	Thought Field Therapy
Care Coordination	Free Association	Milieu Therapy	Psychoeducation, Parent	Time Out
Catharsis	Functional Analysis	Mindfulness	Relationship or Rapport Building	Twelve-Step Program
Cognitive	Goal Setting	Modeling	Relaxation	Other:

- Aim 2: Calculate kappas between multiple documents

Foundational Work: Findings

- Aim 1: High reliability across documents for PEs (ICC 2,1, = 0.90) and targets (ICC = 0.95)
- Aim 2: Lower stability of targets and PEs between documents



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Current study: Aims

- 1: Replicate the coding with a sample of diagnostic assessments



- 2: Investigate how practice recommendations compare with the evidence-base

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Method

- **Overall background**
- Participants
 - Youth
 - Coders
- Procedures
 - Manual Development and Training
 - Coding
 - Database Construction
- Analytic strategy

Overall Background

- Center for Cognitive Behavioral Therapy
- Our contracts
- Our services



Credit: © University of Hawai'i

Method

- Overall background
- **Participants**
 - **Youth**
 - **Coders**
- Procedures
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Participants

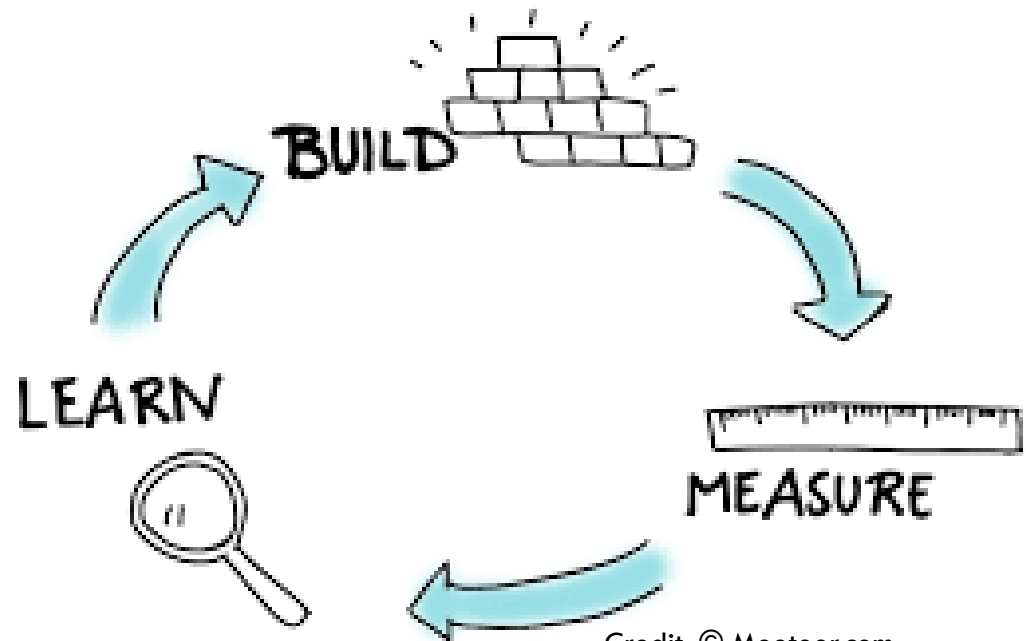
- Aim 1: Coders (N = 4)
 - Current or prior staff members at UH CCBT
 - Bachelors- to Doctoral-level clinical psychologists
 - Diverse clinical experience (M = 7.2; Range = .5 – 15 years)
- Aim 2: Youth (N = 207 reports)
 - Mean age: 11.8 years
 - 69.1% male
 - 58.9% multi-ethnic

Method

- Overall background
- Participants
 - Youth
 - Coders
- Procedures
 - **Manual Development and Training**
 - Coding
 - Database Construction
- Analytic strategy

Manual Development and Training

- Service Guidance Review Form - Revised
 - Codes for presence/absence of PEs
 - Refined through an iterative process



Credit: © Meeteor.com

Manual Development and Training

- Match process for coder certification
- Several drift-prevention strategies:
 - Weekly meetings early in coding process
 - Group meetings to tie-break discrepancies

Method

- Overall background
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Coding

- Coders recorded presence of PEs within each paragraph of recommendations narrative

Intervention Strategies Used This Month (check all that apply):

Activity Scheduling	Emotional Processing	Line of Sight Supervision	Personal Safety Skills	Stimulus or Antecedent Control
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Method

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Database Construction

Each set of coded practices traced back to youth's diagnoses and demographics



Coded reports sorted by principle diagnosis area



Frequency of research recommendations for each practice by each problem area compared to frequency of report recommendations

Method

- Overall background
- Participants
 - Youth
 - Coders
- Procedures
 - Manual Development and Training
 - Coding
 - Database Construction
- **Analytic strategy**

Analyses

- Aim 1:
 - Coder agreement assessed via Kappa calculation
- Aim 2:
 - Compared frequencies of practices between coded report recommendations and treatment outcome literature by diagnosis
 - Practices with 10+% presence across evidence-based treatment protocol considered to be EBP
 - Defined presence in report recommendations as “correct use” or “commission error”



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Results: Aim 1

- Coders showed “Almost Perfect” ($\geq .81$) or “Substantial” ($\geq .61$) reliability across all problem areas

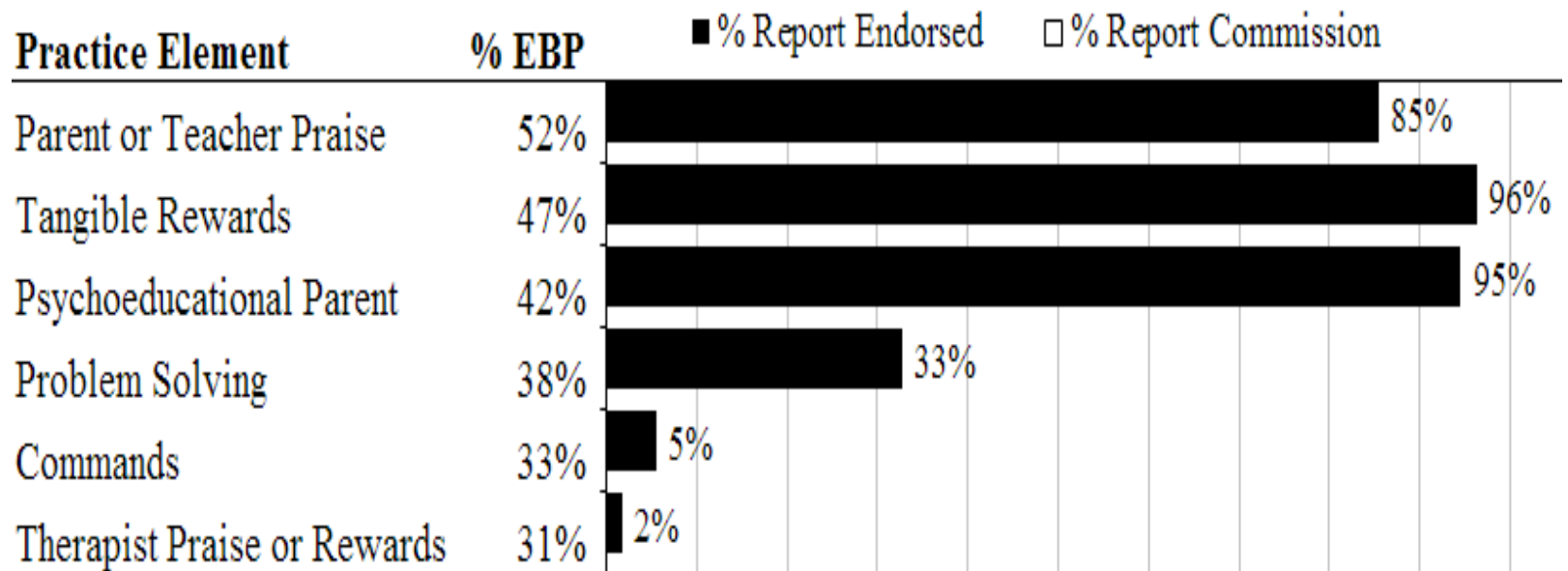
Problem Area	N	Kappa (qualitative descriptor)
ADHD	110	.86 (“Almost Perfect”)
Disruptive Behavior	45	.84 (“Almost Perfect”)
Anxiety	19	.89 (“Almost Perfect”)
Trauma	7	.80 (“Substantial”)
Depression	6	.83 (“Almost Perfect”)

Results: Aim 2

- How did recommendations from gold-standard diagnostic assessments match with the outcome literature?
 - <https://goo.gl/ar1Krc>

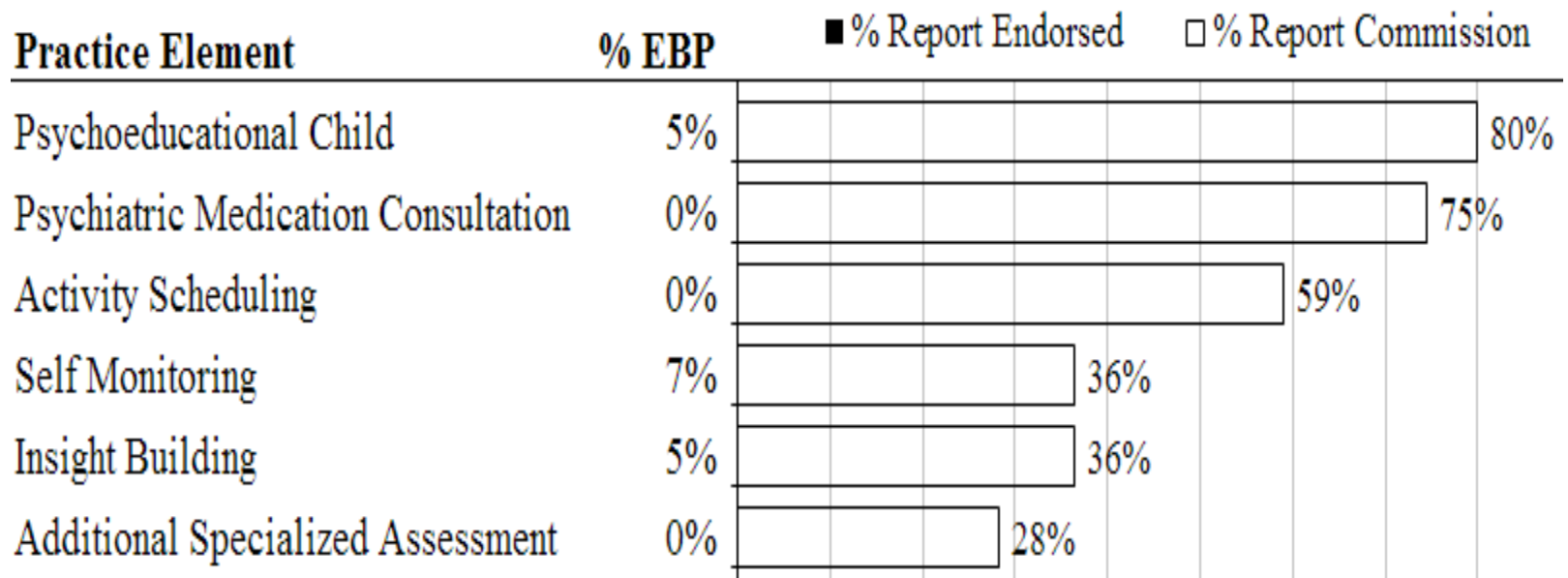
Results: Aim 2

Attention Disorder Practice Profile



Results: Aim 2

Attention Disorder Practice Profile





Discussion

- Limitations
- Coding reliability
- Practice frequencies

Discussion



Thank you!

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ADDRESSING Mental Health CONCERNS IN PRIMARY CARE A CLINICIAN'S TOOLKIT

EVIDENCE-BASED CHILD AND ADOLESCENT BEHAVIORAL TREATMENTS (PWEBS) Database, available at www.practicewise.com. If this is not the most current version, please check the National

Problem Area	Level 1- BEST SUPPORT	Level 2- GOOD SUPPORT
Anxious or Avoidant Behaviors	Cognitive Behavior Therapy (CBT), CBT and Medication, CBT with Parents, Education, Exposure, Modeling	Assertiveness Training, CBT for Child and Family Psychoeducation, Hypnosis, Relaxation Inoculation
Attention and Hyperactivity Behaviors	Behavior Therapy and Medication, Self-Verbalization	Biofeedback, Contingency Management, Parent Management Training (also Solving, or with Teacher Psychoeducation), Exercise (with or without Peloton), Working Memory

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