Implementing Evidence Based Practice within Wraparound and Systems of Care

Eric J. Bruns
University of Washington
National Wraparound Implementation Center
ebruns@uw.edu

Virginia Wraparound Workshop
Charlottesville, VA
Sept 12, 2018
Learning Objectives

• Understand the many roles evidence and EBPs play in Wraparound

• Review the most common clinical needs of wrap-enrolled youth – and potential EBPs to meet those needs

• Integrate the above information so you coordinate EBP and wraparound across system, program, and practice levels
Main Points

- Wraparound is an evidence-based **process**
- To be effective, systems of care and wraparound require availability of effective children’s behavioral health **treatments**
- EBP can be thoughtfully integrated into wraparound and individualized systems of care at the:
  - System level
  - Provider level
  - Youth/family/team level
Necessary Community and System Supports for Wraparound

- Hospitable System *Funding, Policies
- Supportive Organizations * Training, supervision, interagency coordination and collaboration
- Effective Team * Process + Principles

Team: Process + Principles
Organizations: Training, supervision, interagency coordination and collaboration
System: Funding, Policies
Opportunities to coordinate EBP and Wraparound

- System level:
  - Build EBPs into service array
  - Include intensive EBPs as alternatives to wraparound
Opportunities to coordinate EBP and Wraparound

• Program level:
  – Train clinicians in the SOC on EBPs and use of evidence
  – Coordinate your clinical care, care coordination, and youth/parent peer support
  – Train facilitators and peer partners on how to use/support EBP
Opportunities to coordinate EBP and Wraparound

• Practice level:
  – Brainstorm effective strategies for wraparound plans
  – Measure progress and adjust accordingly
  – Communicate clearly to families, youth, and team members
  – Supervise based on data and understanding of EBP
WHAT IS EVIDENCE BASED PRACTICE AND HOW DOES IT RELATE TO WRAPAROUND?
Evidence based practice is about more than just research studies

Best Available Research on Diagnosis, Treatment, and Rehabilitation

Best Evidence

YOUTH AND FAMILY Preferences and Values

Respect for Past Experiences, Preferences, Concerns, and Expectations

Clinical Expertise

EBP

Individualized Care Based on Knowledge and Understanding of Child/Family

NWIC | National Wraparound Implementation Center
Common elements of effective treatments

• Skill-building
  – e.g., managing disruptive behaviors
• Behavioral activation
  – e.g., pleasant events scheduling for depression
• Challenging negative thoughts or cognitive distortions
• Exposure
• Relaxation techniques
• Thought stopping
• Trauma narratives
What are common elements of effective treatments and strategies?

• Involvement of caregiver
• Role plays/experiential exercises
• Use of homework
• Shortened, goal oriented treatment with manual/guide
Let’s hear from you

• What EBPs are available to wraparound teams in your system of care?
EBP and Wraparound

- **EBP**
  - May be focused on addressing a specific symptom or problem
  - Defined and manualized
  - Skill-focused
  - Practitioner-directed
  - Often time limited

- **Systems of care/wrap**
  - Comprehensive plans, multiple strategies
  - Individualized, holistic, flexible
  - Family and youth directed
  - Engages community and natural supports
  - Support persists until needs are met
What do you think?
With a partner – Brainstorm...

• How can we coordinate EBPs within a Wraparound care planning process?
• What are the biggest barriers or problems?
Coordinating Wraparound with EBP: Benefits

- Families and youth have “informed choice” and can choose from proven practices
  - Systems of care principles dictate need for an array of effective service options
- Clinical providers can implement proven practices in a flexible, individualized, family-directed manner
- Peer support workers and natural supports can provide follow-on support for skill-building
- Evidence shows it can improve youth outcomes
Wraparound is Based on Evidence

• Engagement activities
  – Active listening, understanding the family story
  – Examining and overcoming potential barriers
  – Basing treatment on youth/family expression of needs

• High-quality teamwork
  – Clearly prioritized needs, Defining a team mission, robust brainstorming

• Building social support
• Modeling and celebrating success
• Monitoring progress and feeding it back
Part 2

INTEGRATING EBP INTO WRAPAROUND AT THE SYSTEM LEVEL

Portland State University

University of Washington

University of Maryland School of Social Work

THE INSTITUTE FOR INNOVATION & IMPLEMENTATION
System-level: Options for coordination

1. Analyze local EBP availability
2. Invest in intensive, community-based EBPs that can meet youth and family needs
3. Ensure a community team is regularly reviewing data on needs and outcomes of youth and families to direct investment in the service array
Care Management Entities: A True “System Approach” to Organizing Care

**CHILD WELFARE**
(Budget for Institutional Care for Children-CHIPs)

**JUVENILE JUSTICE**
Budget for RTC for Youth w/delinquency)

**MEDICAID**
(capitation: $1557 per month per enrollee)

**MENTAL HEALTH**
• Crisis Billing
• Block Grant
• HMO Commercial Insurance

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- **SCHOOLS**
  Youth at risk for alternative placements

  • All inclusive case rate = $3700 pcppm
  • Care coordination portion = $780 pcppm

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**Care Management / Wraparound Provider Organization**
$47M

- **Intensive Care Coordination**
- **Child and Family Team**
- **Plan of Care**

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**Families United**
$440,000

**Provider Network**
210 Providers
70 Services

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Wraparound Milwaukee. (2010). *What are the pooled funds?* Milwaukee, WI: Milwaukee County Mental Health Division, Child and Adolescent Services Branch.
1. Analyzing your system’s needs

• Look to the literature
• Ask your practitioners and families
• Use your data
Quiz time!:
Looking at the Literature

• What are the most common disorders among youth (of all ages) with serious emotional and behavioral disorder?
Literature review: The most common problems faced by youth

• Most common mental health conditions of youth with “serious emotional disorders”
  – Disruptive behavior disorder 70%
  – Anxiety disorder 27%
  – Depression 20%
  – Substance use 16%
  – ADHD 13%

(Data from Great Smoky Mountains Study; Costello, 2006)
What Needs are Most Common? Which ones are least likely to be met?

Most prevalent needs (rated 2 or 3) at Baseline and 6 Months (n=~4000)

<table>
<thead>
<tr>
<th>Need</th>
<th>Baseline (%)</th>
<th>6 Months (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger Control</td>
<td>65.1%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Family Functioning</td>
<td>62.6%</td>
<td>54.2%</td>
</tr>
<tr>
<td>Oppositional</td>
<td>61.8%</td>
<td>52.8%</td>
</tr>
<tr>
<td>Impulsivity</td>
<td>56.2%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Judgment</td>
<td>50.2%</td>
<td>45.0%</td>
</tr>
</tbody>
</table>
And... back to the literature: Crosswalk your presenting needs and potential EBPs

<table>
<thead>
<tr>
<th>Need</th>
<th>Baseline Prevalence</th>
<th>Potential EBPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger Control</td>
<td>75%</td>
<td>Second Step Incredible Years</td>
</tr>
<tr>
<td>Family Functioning</td>
<td>70%</td>
<td>PCIT, FFT</td>
</tr>
<tr>
<td>Social Functioning</td>
<td>60%</td>
<td>Project Achieve, CBT</td>
</tr>
<tr>
<td>Impulsivity</td>
<td>60%</td>
<td>CBT, Medication Management</td>
</tr>
</tbody>
</table>
A few EBPs can go a long way... and more than 2-3 may be overkill

“Coverage” of youth problem areas (by age, gender) provided by different numbers of EBPs

But... which EBPs?

• *Intensity of need is not the same as complexity of need*

• “If you know what to do, do it. If you don’t know what to do, do wraparound...”

  —Pat Miles
Matching intensive needs to options: Example from one system of care

Request for intensive services: Review of referral, CANS and family information

Eligible for intensive services through the SOC?

NO: Refer to outpatient/family support

MST appropriate and eligible?

Yes: Commence MST (4-5 mos)

Yes: Transition out of formal SOC

No: Needs not met or need for follow-on support

Wrap appropriate and eligible?

Yes: Refer to wraparound

Needs met?
Part 3

INTEGRATING EBP INTO WRAPAROUND AT THE PROGRAM LEVEL
Integrate or refer?
Who delivers the clinical services in your wraparound system of care?

• Mostly, people from the same organization as host our care coordinators
• Mostly, people from outside the care coordination agency
• A mix of both
Provider options for applying EBPs to wraparound populations

• Train clinicians in the SOC on relevant manualized EBPs

• Train clinicians on modularized EBP approaches
  – To flexibly meet the needs of youth and families engaged in team-based wraparound care coordination
Provider options for applying EBPs to wraparound populations

• Train and supervise care coordinators to understand how to build plans of care that include EBPs
  – While also adhering to wraparound model and a strength and need orientation

• Train and supervise family and youth support partners to understand how to be effective care extenders for EBP elements that are in plans of care
A new movement in EBP is to focus on Practice Elements of effective interventions.
Practice Elements Are the Parts of Treatments

These are the practice elements.
Focusing on the “common elements” of effective treatment can help you avoid information (and Treatment Manual) Overload

“Good to see you, Maggie. As soon as I finish reading these papers, we can start our session today.”
The PracticeWise Evidence based treatment (PWEBS) Database

Welcome

Evidence-Based Youth Mental Health Services Literature Database

Welcome! This application was created to help improve the lives of youth and families by providing information about mental health treatments for youth. This site allows you to search a database that contains treatment summaries based on an expert review of published research that meets specific standards for scientific quality.

Welcome to the Evidence-Based Youth Mental Health Services Literature Database

Below is a brief description of this database to help you find what you need.

Search Youth Treatments
Enter specific youth characteristics in order to find matching treatment protocols, treatment practices and research papers specific to your search criteria.

Treatment Protocols
Search for treatment protocols by author, title, or type of treatment to find out what practices are used and which studies tested the protocol.

Treatment Practice
View practice descriptions, find treatment protocols that use a specific practice and studies that test a specific practice.

Research Papers
Search for specific research papers by author, title, or source to find the protocols and practices that were studied.

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PWEBS: How Does It Work?

YOU CAN SELECT:

- Strength of Evidence
- Problem Type
- Age
- Gender
- Ethnicity
- Treatment Setting
- Diagnosis

YOU GET BACK:

- “Families” (types) of treatments that have been shown to work
- Settings where the treatments took place
- Formats of how the treatments took place
- The components (skills or practices) of those treatments
<table>
<thead>
<tr>
<th>Problem Types Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anxiety</td>
</tr>
<tr>
<td>• Attention Problems</td>
</tr>
<tr>
<td>• Autism Spectrum</td>
</tr>
<tr>
<td>• Depression</td>
</tr>
<tr>
<td>• Disruptive Behavior</td>
</tr>
<tr>
<td>• Eating</td>
</tr>
<tr>
<td>• Elimination</td>
</tr>
<tr>
<td>• Mania</td>
</tr>
<tr>
<td>• Substance Use</td>
</tr>
<tr>
<td>• Suicidality</td>
</tr>
<tr>
<td>• Traumatic Stress</td>
</tr>
</tbody>
</table>
This tells you the treatment types that work for this problem.
This tells you the practice elements associated with those treatment types.
Dedicated Resources for Decisions and Action

Process Guides

Practice Guides

Helpful Tips:

- Remember that expressing judgment, instructing about what the child should and should not do, and to bolster motivation and efficacy, share a story about a similar child who accomplished the stated goal.
- Discuss life goals in the context of the target behavior.
- Have the child state specific goals for 5, 10, and 20 years. Then, ask: How important is it for you to achieve these goals? Why? What would it take for you to reach your goals? Have you ever done something like this before? What did it take for you to achieve your goals in the past? Ask: “How will [the behavior] help you achieve your goals?” “How will..."
Objectives:
- To teach a method of problem solving that involves clearly defining the problem, generating possible solutions, examining the solutions, implementing a solution and evaluating its effectiveness.

Problem Solving

Use This When:
- To provide children with a systematic way to negotiate problems and consider alternative solutions to situations.

Steps:
1. Normalize problems
   - Discuss the fact that we all have problems, every day.
   - Note that solving them can make us feel good, and not solving them can make us feel bad.
2. Discuss with the child the types of problems that people in general experience daily, and more specifically, those problems that the child might be dealing with. Appropriate self-disclosure may be useful.
3. Ask the child to begin thinking about a particular problem he/she has experienced lately.
Part 4

INTEGRATING EVIDENCE AT THE TEAM AND FAMILY LEVEL
Matthew’s story

• Matthew is a 15-year-old male of African-American and Caucasian heritage.

• He currently lives with his adoptive parents, Mona and John, and little brother, Steven, who is 3 years old.

• Mona and John adopted Matthew when he was 14. Mona originally met Matthew through her job at a local outpatient mental health clinic where she was his caseworker. Mona has worked with Matthew since he was 11.
Matthew’s story

- Matthew and his family were referred to Wraparound by his mother's co-worker when she learned from Mona that Matthew had assaulted her.
- Matthew began showing signs of aggression about 1 year ago and within the past 6 months he has started skipping school, his grades are dropping, and he seems angry all the time.
- His behaviors have escalated and he is now staying out late, disobeying the rules, and starting fights with peers at school. Matthew's parents report when Matthew gets angry, he hits things, slams doors, and follows them around the house yelling.
- He is currently on probation for 6 months. Matthew has been hospitalized a total of 3 times in the last year.
Brainstorming strategies!

• The first underlying need Matthew’s team is working on is: “Matthew needs to know people can be permanent parts of his life…”

• What are some things you think might be included in Matthew’s plan of care?
  – Remember to consider:
    • Community supports
    • Natural supports
    • Formal services (including EBPs)
10 Strategies to meet 1 need

1. John will take Matthew back to his old neighborhood, show him around, and share the stories of how he grew up.

2. Mona will join ancestry.com and show Matthew how he fits in their family tree. Mona and John will pay for half of a 6-month subscription and discretionary funds will be used to pay the other half.

3. Adam (MAP therapist) will work with Matthew, Mona, and John to explain depression and trauma and how these are related to the aggressive behaviors they are experiencing.

4. Adam (MAP therapist) will also work with Matthew individually 1x/week for 16 weeks targeting his depression and the impact of his past trauma experiences on his life now.

5. Matthew wants to help out more with Coach Smith so Matthew is going to be Coach Smith’s assistant and help out with other sports between football activities.
10 Strategies to meet 1 need

6. Sue will get tickets to university games that Matthew and the coach will attend.
7. Tina (parent partner) will work with Mona and John to create a behavior contract with Matthew that includes rewards and consequences.
8. The family will create an ‘I liked it when...’ box that all family members will put notes in daily about something they liked that another family member did. The notes will be read on Wednesday night after dinner and on Fridays before Matthew’s games.
9. Michelle and Mona will continue to work out every day and during that time Michelle will check in with Mona about Matthew’s behavior. She will keep a record of good days and bad days and report it back to the team.
10. Jennifer will check in with the school weekly to find out about office referrals and report it back to the team.
Underlying Need
Matthew needs to know people can be permanent parts of his life

Action Step
Matthew will be Coach Smith’s assistant and help out with other sports between football activities

Action Step
Adam (therapist) will work with family to explain depression and trauma and how these are related to the aggressive behaviors

Action Step
The family will create an “I liked it when…” box that all family members will put notes in daily about something they liked that another family member did

Action Step
John will take Matthew back to his old neighborhood and share stories of how he grew up

Task
Coach Smith will provide the team with a schedule of coaching events including games, practices, etc.

Task
Michelle (Mona’s friend) will give a raffle box to Mona to use

Task
Mona will check in when they get back to see how it went

Task
Mona and John will work out a transportation schedule

Task
Adam to provide psychoeducation around depression, trauma, and disruptive behaviors and how these could be related to the behaviors the family is experiencing

Task
Adam to initiate TF-CBT for 16 weeks

Task
Adam (therapist) will implement TF-CBT with Matthew

Task
John will check his work schedule and find a Saturday within the next 3 weeks for the trip

Strengths
Matthew is a leader on the football field, is able to build relationships with adults he trusts, etc. Mona asks for help when needed, etc., John believes doing things as a family keeps the family strong...
Underlying Need
Matthew needs to know people can be permanent parts of his life

Global Rating of Progress toward Meeting need
0-4

Indicator
Increase in positive days at home

Indicator
Decrease in office referrals at school

Goals are:
• Specific and measureable
• Not tied to a specific target, but indicates desired direction of change

Questions for monitoring:
Is meeting the need getting us closer to the family’s vision for the future?
Is implementing the action steps getting us closer to meeting the underlying need?
Were the tasks completed fully and in a timely manner (i.e., are the action steps being implemented as planned)?

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Task
Mona and John will work out a transportation schedule

Task
Michelle (Mona’s friend) will give a raffle box to Mona to use

Task
Matthew will find a place for the box and will cut paper strips for family members to write on

Task
Mona and John will work out a transportation schedule

Indicator
Decrease in office referrals at school

Indicator
Increase in positive days at home
What’s going on here?

Example of a graph for each item being tracked

**Family vision**: To love unconditionally and work hard on the important things.

**Need 1**: Matthew needs to know that people can be permanent parts of his life.
Adjust the plan

• Based on progress or lack of progress, assess the following:
  – What is and isn’t working?
  – Why?
    • Are strengths being utilized in action step selection and task assignments?
    • Are team members involved?

• Based on discussion and shifts
  – Develop new action steps and assign new tasks
  – Determine when transition is warranted
Supervision

• Should always be asking:
  – Are the needs clear?
  – Are the strategies tied to meeting needs?
  – Is progress happening?
Practical Applications of the Session

• System level:
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• Program level:
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  – Communicate clearly to families, youth, and team members
  – Supervise based on data and understanding of EBP
THANK YOU!!

Please complete the evaluation

For more, contact us at:

– Eric Bruns: ebruns@uw.edu

Find us at:

– www.wrapeval.org
– www.wrapinfo.org