

Details of referral process into CASEA

- Information is sent out to all school principals and welfare staff of all the schools in the Western and part of the Northern (City of Hume and City of Moreland) Education Department Region (the RCHIMHP catchment area)
- Schools express interest in the program and a clinician goes out to the school and presents a brief power-point presentation outlining the program to school staff
- If the school is still interested, then they complete an expression of interest form
- When schools apply for the program they need to identify a day of the week that their school psychologist or welfare person works – this becomes the day CASEA will work with the school (as it is a train the trainer program we require a professional with some therapeutic skills)
- All the schools that have identified Monday as their day is placed into a hat and a school is drawn out. This process occurs for every day (except Friday – this is our meeting day), two schools are drawn out for a Thursday – giving us 5 schools for the first 6 months.
- Then the process is repeated for the second half of the year.

Details of CASEA assessment process

Screening and group selection

- All prep to grade three students are screened using the parent and teacher Strengths and Difficulties Questionnaire (SDQ) (with parent permission).
- The SDQ profile for all prep to grade three students is given to the school to look for risk areas.
- All students identified in the borderline and clinical range of the conduct problems subscale are listed and discussed at an Action team meeting.
- Eight to ten children are selected for the targeted group program (a range of factors are looked at – suitability for group treatment, mixture of students, age ranges, availability of parents)
- The list of all the students identified is given to the school for future groups.

Assessment of children and families identified for the targeted group program

- Clinician / parent / teacher interview
- Child / family clinical assessment (CASEA Pro-forma)
- Classroom observation (Pro-forma)
- Teacher completes questionnaires:
 - Child Behaviour Checklist
 - Eyberg Child Behaviour Inventory
- Parent completes questionnaires:
 - Child Behaviour Checklist
 - Eyberg Child Behaviour Inventory
 - Parenting Stress Index
 - Alabama Parenting Scale
- Child assessments:
 - Intellectual assessment (WISC IV; WIPPSI)
 - Educational screen (WRAT IV)
- Clinician rated assessments:
 - Health of Nation Outcome Scales for Children and Adolescents (HONOSCA)
 - Factors Influencing Health Status
 - Child Global Assessment Scale (CGAS)

Indicated level

All of the above assessments, plus a 'Functional Analysis of Behaviour' Assessment are completed.

Details of CASEA parent, child and teacher interventions

Teacher interventions – 6 hour professional development seminars (broken into three sections) plus option of individual consultations if required

- Section 1
 - What is challenging behaviour?
 - Diagnosis (ODD, ADHD, CD).
 - Effective intervention for the above disorders.
 - Why and how to measure behaviour.
- Section 2
 - Preventative classroom management.
 - Strategies that help to increase appropriate behaviours.
- Section 3
 - Reasons for misbehaviour.
 - Strategies to help reduce inappropriate behaviour.
 - Building skills in young people.

There are classroom activities for all classes prep – grade six students that teachers run with every class (same themes as the CASEA targeted group).

Parent interventions – eight week group based program (5 group sessions, 2 individual sessions, 1 joint parent and child session). The content has been informed by a range of parent programs: –

- Matthew Sanders (2004) Every Parent: a positive approach to children's behaviour
- Triple P Positive Parenting (Sanders)
- Parent Effectiveness Training (PET)
- Patterson, 1982
- Forehand and McMahon, 1981
- BASIC parent-training program (Webster-Stratton, 1996)
- Integrated family intervention for child conduct problems (Dadds & Hawes, 2006)

Components of the parent program

- Behaviour management strategies.
- Building relationships between parent and child
- Children's program material.

- WEEK 1: Strategies for encouraging desirable behaviour – rewards, labelled praise.
- WEEK 2: Strategies for encouraging desirable behaviour – family rules, effective requests, managing sibling conflict, high risk situations.
- WEEK 3: Strategies for responding to unwanted behaviour – logical consequences, planned ignoring, quiet time, time out.
- WEEK 4: Cognitive coping skills and anger management.
- WEEK 5: Parent well-being – parent self care, pleasant events, partner support, separated families.
- WEEK 6: Individual session – problem solving and relapse prevention.
- WEEK 7: Feedback and Evaluation.
- WEEK 8: Combined child and parent group.

Child interventions – eight week group based program, informed by the Exploring Together – Confident Kids Program

- WEEK 1: Getting to Know You.
- WEEK 2: Identifying Feelings.
- WEEK 3: Managing Strong Emotions.
- WEEK 4: Introducing STOP, THINK, DO.
- WEEK 5: THINK & DO: Social Problem-Solving.
- WEEK 6: COOL, WEAK, AGGRO: Assertiveness.
- WEEK 7: Negotiation & Co-operation.
- WEEK 8: Group Performance & Closing.

Details of CASEA pre- and post-outcome measures

Universal Intervention

- SDQ (Pre and Post)
- Consumer Satisfaction (Classroom Activities, Teacher PD, Train the Trainer) (Post)
- Teacher Knowledge Quiz (Pre and Post)

Targeted Intervention

- Mental Health Measures (HoNOSCA, FIHS, CGAS) (Pre and Post)
- Cognitive Assessment (WISC, WRAT) (Pre)
- Behavioural Assessment (SDQ, CBCL, Eyberg) (Pre and Post)
- Arnold Parenting Scale / Alabama Questionnaire (Pre and Post)
- Parenting Stress Index (PSI) – Short Form (Pre and Post)
- Consumer Satisfaction (Parent, child and professionals being trained)
- Parent Knowledge Quiz (Pre and Post)

Program Evaluation (Universal and Targeted)

- Partnership Survey (Pre and Post)