CASEA and RaW Programs

CAMHS and Schools Early Action Program (CASEA)

Resilience and Wellbeing Program (RaW)

Jo Winther
outline

- CASEA Model
- Evaluation of the program
- Components of the program
  - Teacher professional development
  - Child groups
  - Parent groups
- Program evaluation data
- RaW Model
- Initial data
- Components of the program
  - Teacher professional development
  - Youth group program
  - Parent forums
- Recommendations for a secondary school model
CASEA and RaW Programs

- Both early intervention services for young people with challenging behaviours and emerging conduct disorder
- School based, multi level programs
RCH CASEA (Primary School) Model

CASEA integration and timeline

UNIVERSAL
- Establish CASEA action team
- School briefing
- Newsletter article
- Child (SDQ) screening process/teacher feedback
- Intensive staff PD
- Train the trainer

CLASSROOM activities
1 2 3 4 5 6 7

Newsletter (ongoing)

TARGETED
- Letters to parents
- Parent/teacher interviews
- Child assessment
- Parent and family assessment

Targeted group program
1 2 3 4 5 6 7 8

Final assessment and report
Ongoing support (network meeting/consultation)

INDICATED
- Class observation
- Individual management plan
- Secondary consultation

Possible referral

Week
1 2 3 4 5 6 7 8 9 10
Start 1st term End 1st term Start 2nd term End of program
## Evaluation Measures

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Behavioural Screen</strong></td>
<td>Strengths and Difficulties Questionnaire (SDQ)</td>
</tr>
<tr>
<td><strong>Clinical Interview</strong></td>
<td>Health of Nation Outcome Scales for Children and Adolescents (HoNOSCA)</td>
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<td>Child Global Assessment Scale (CGAS)</td>
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<td>Factors Influencing Health Status (FIHS)</td>
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<td>CASEA Structured Interview (influenced by DAWBA &amp; Kiddie SADS)</td>
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<tr>
<td><strong>Behavioural Assessment</strong></td>
<td>Child Behavioral Checklist (CBCL)</td>
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<td>Eyberg Child Behavioural Inventory (ECBI)</td>
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<td>Functional Analysis of Behaviour</td>
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<tr>
<td><strong>Cognitive Assessment</strong></td>
<td>Wide Range Achievement Test (WRAT)</td>
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<td>Wechsler Intelligence Scale Children (WISC)</td>
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<td><strong>Psychosocial Assessment</strong></td>
<td>Arnold Parenting Scale/Alabama Questionnaire</td>
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<tr>
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<td>Parent Stress Index (PSI)</td>
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<tr>
<td><strong>Program Evaluation</strong></td>
<td>Consumer Satisfaction Surveys (School staff, parents and children)</td>
</tr>
<tr>
<td></td>
<td>Knowledge Quiz (School staff, parents)</td>
</tr>
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<td></td>
<td>Partnership Survey</td>
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</tbody>
</table>
Measures Used For Different Components

**Universal Intervention**
- Student profile (SDQ)
- Post program analysis (SDQ)
- Consumer satisfaction (classroom activities, teacher professional development, train the trainer)

**Targeted Intervention**
- Mental health measures (*HoNOSCA, FIHS, CGAS*)
- Cognitive assessment (WISC, WRAT)
- Behavioural assessment (*SDQ, CBCL, Eyberg*)
- Arnold Parenting Scale / *Alabama Questionnaire*
- Parenting Stress Index (PSI) – Short Form

**Program Evaluation (Universal and Targeted)**
- Parent, teacher, student evaluations
- Parent and teacher knowledge quiz
- Partnership Survey
Professional Development for Teachers

Section 1
- What is challenging behaviour?
- Diagnosis
- Effective intervention

Section 2
- Preventative classroom management
- Strategies that help to increase appropriate behaviours
- Transferring strategies to the classroom setting
  - Volcano
  - STOP, THINK, DO
  - COOL, WEAK, AGGRO

Section 3
- Reasons for misbehaviour
- Strategies to help reduce inappropriate behaviour
- Building skills in young people
Child Group Content

- 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

Based on Exploring Together – Confident Kids Program.
Components of parent group program

- Behaviour management strategies
- Relationship between parent and child
- Children’s program material
Outline of parent program

WEEK 1: Strategies for encouraging desirable behaviour – rewards and labelled praise

WEEK 2: Strategies for encouraging desirable behaviour – family rules, effective requests, managing sibling conflict and high risk situations

WEEK 3: Strategies for responding to unwanted behaviour – logical consequences, planned ignoring, quiet time and time out

WEEK 4: Cognitive coping skills and anger management

WEEK 5: Parent well-being – parent self care, pleasant events, partner support and separated families

WEEK 6: Individual session – problem solving and relapse prevention

WEEK 7: Feedback and evaluation

WEEK 8: Combined child and parent group
Universal Group Descriptive Data

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<thead>
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<th>Gender</th>
<th>Count</th>
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SDQ student profile

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Program Evaluation – Classroom Activities

($n=54$)
Program Evaluation - Teacher PD \((n=411)\)
Program Evaluation – Train the Trainer (n=44)
## Targeted Group Descriptive Data

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<td>WRAT – Reading Composite</td>
<td>104</td>
<td>93.45</td>
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CBCL – Parent Reported Syndrome and DSM Scale Scores

(n= 88)
CBCL – Parent Reported CBCL Classification

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Program Evaluation – Child Response (n=60)

**Most liked**
- Learning new things (3)
- Balloon activity (2)
- Cool, weak, aggro
- Stop, think, do (2)
- Drawing games (2)
- Performance/concert (3)
- Games (7)

**Least liked**
- Nothing (12)
- “it finished”
- “missing out on school work”

**Child improvements (self reported)**
- Being nice/behaving (3)
- Controlling temper (2)
- Calming down (2)
- Sitting still (2)
- Making friends (3)
Program Evaluation – Parent Response ($n=67$)
Improvements/Further Evaluation for CASEA

- Psychosocial data (parenting scale, PSI)
- Indicated level of the program
- Comparison to other CASEA Programs
- Add research – randomised controlled trial
- Look at effectiveness of program for:
  - Early intervention vs. children with a diagnosis
  - Different diagnostic groups
RaW - Resilience and Wellbeing

An Early Intervention Program for Secondary College Students with Challenging Behaviours and Emerging Conduct Disorder
RaW Assessment Process

- Parent, teacher, and youth SDQs
- Family assessments
  - Interview with parents
  - CBCL (parent ratings)
- Youth assessments
  - Interview with young person
  - Adolescent Health Screen, YSR (youth ratings)
  - HoNOSCA, CGAS, FIHS (clinician ratings)
- Teacher information
  - TRF
- Discussion with other relevant professionals
- Consultation with Action Team re: final group selection
## RAW descriptive statistics

<table>
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<tr>
<th>Form</th>
<th>SDQs sent</th>
<th>SDQs returned</th>
<th>Response rate</th>
<th>Conduct (clinical range)</th>
<th>Conduct (clinical &amp; borderline range)</th>
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<td>Parent</td>
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<td>24%</td>
<td>27.3%</td>
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<td>Teacher</td>
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<td>92</td>
<td>40%</td>
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<td>Youth self report</td>
<td>230</td>
<td>86</td>
<td>37%</td>
<td>12.8%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>690</strong></td>
<td><strong>233</strong></td>
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<td>Age group</td>
<td>St. J (M = 41)</td>
<td>SRCS (M = 42) (F = 18)</td>
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<td>16-year olds</td>
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<td>Total</td>
<td>41</td>
<td>60</td>
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</table>
RAW: Parent reported SDQ profile (n=55)

- Emotional
- Conduct
- Hyperactivity
- Peer problems
- Prosocial behaviour
- Total difficulties
- Impact

- Normal
- Borderline
- Clinical
RAW: Teacher reported SDQ profile (n=92)
RAW: Youth reported SDQ profile (n=86)
RAW: Teacher SDQ (Clinical range)

- Emotional
- Conduct
- Hyperactivity
- Peer problems
- Prosocial behaviour
- Total difficulties
- Impact

SRCS (n=53)  St. J (n=39)
RAW: Adolescent Health screen (self report) n=71

- Support networks
- Conduct
- Substance use
- Eating
- Anxiety
- Depression
- Self harm/suicidal thoughts

- Normal
- At risk
RAW: Adolescent Health screen (At risk)

![Bar chart showing prevalence of various health issues among adolescents.](chart.png)

- Support networks
- Conduct
- Substance use
- Eating
- Anxiety
- Depression
- Self harm/suicidal thoughts

**Data:**
- SRCS (n=34)
- St. J (n=37)
RaW Group Content

- **Week 1** – ‘What’s it all about?’ - Resilience and wellbeing
- **Week 2** – ‘Tuning In’ – Self-monitoring and emotions
- **Week 3** – ‘Not Losing It’ – Regulating emotions / self-talk and coping
- **Week 4** – ‘Choices’ – Problem solving
- **Week 5** – ‘Getting On’ - Communication
- **Week 6** – ‘Speak Out’ – Types of communication
- **Week 7** – ‘Putting it all Together’ – Negotiating the world
- **Week 8** – ‘Wrapping It Up’
How my Body feels

What happens to my body when I get angry?
Emotions

GOALS
- To learn how to 'read' other people's emotions to help understand what they may be thinking or feeling.
- To learn how to recognise emotions through verbal and non-verbal cues.

What we say:
- "I'm upset!"
- "That's so unfair!"

How can we recognise emotions/feelings?
- eg. frown, angry, sadness

Ones that the person might be feeling inside
- heart racing/pounding
- butterflies
- tense muscles

Physical reactions
- flushed
- sweating

Ones we can see
- gestures
- aggressive stance
- facial expressions
- frown
- laugh
- cry

Non-Verbal

Verbal

RaW 2009
The Volcano Concept
Thoughts – Feelings - Behaviour

The dog poo scenario
Different ways of seeing the same thing...

scenario 1

WHAT DOES THIS ALWAYS HAPPEN TO ME?

I'M GOING TO STRANGLE THE DOG THAT LEFT THAT!

The event
The thoughts
The action

scenario 2

What could be a better response and action so you feel less irritated?

Complete the cartoon strip →

The event
The thoughts
The action

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Recipe for Coping

- C.O.P.E. for emotional health worksheet – outlines the steps for coping better
- Ensure the young person understands that they need to recognise that they **are not** coping well first
- Step 1:
  - Identify the coping strategies that may work or are likely to be used
- Step 2:
  - Ask: What gets in the way of using these coping strategies
- Step 3:
  - Develop a plan – what are some of the things I can do to reduce stress
- Step 4:
  - Check in - how is it working
C.O.P.E
for Emotional Health

GOALS
- To keep myself feeling OK – not let myself get too down or stressed.
- Learning other ways of managing strong emotions

Coping strategies (identify) – things to do if I get stressed or feel down
- Spending time with friends
- Talk to a friend or Grandma
- Remind myself of my personal strengths
- Use deep breathing
- Listen to music

Obstacles – use rewards and copy plan to overcome these
- Lazy/forget to stick to plan
- Don’t have time – too much school work
- I always get stressed with exams anyway.

Plan
- Try to catch myself when I use unhelpful self-talk and think hard to change it to helpful self-talk.
- Ride my bike for half an hour at least three times a week
- Set aside 30 minutes every afternoon to do something I really like
- Study hard when exams are coming up and use positive self-talk and deep breathing to cope at the exam
- Give myself a reward each week when I have mostly stuck to the plan
  eg. Have a friend stay over, watch a movie, skateboard

Evaluate how it is going
- Check my progress in two weeks – make adjustments and reward myself if going OK
- If not doing so well keep trying

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# Communication Chart

<table>
<thead>
<tr>
<th>Passive Style</th>
<th>Assertive Style</th>
<th>Aggressive Style</th>
</tr>
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<tbody>
<tr>
<td>Little eye contact, look away from person</td>
<td>Make eye contact, gives personal space</td>
<td>Intimidating body language, “in your face” style, invades personal space</td>
</tr>
<tr>
<td>Voice is quiet</td>
<td>Voice is calm (can communicate) emotions but does so with respect for the other person</td>
<td>Voice is loud and threatening</td>
</tr>
<tr>
<td>Language is vague and unclear</td>
<td>Language is clear and kind</td>
<td>Language is insulting and mean</td>
</tr>
<tr>
<td>Doesn’t take own concerns seriously</td>
<td>Respectful of own concerns and interested in other’s concerns</td>
<td>Doesn’t listen to the other person’s concern</td>
</tr>
<tr>
<td>Seems nervous</td>
<td>Seems confident and open</td>
<td>Seems bullying and intimidating</td>
</tr>
<tr>
<td>Doesn’t express what you feel</td>
<td>Expresses feelings without exaggeration or minimising them</td>
<td>Doesn’t express what you feel in a clear way ... too much emotion, clouds the message</td>
</tr>
<tr>
<td>Doesn’t ask for a change in other person’s behaviour</td>
<td>Asks for a change in the other person’s behaviour that passes the “in good faith” test (reasonable and doable)</td>
<td>Changes asked for are often unreasonable or undoable – don’t pass the “in good faith” test</td>
</tr>
<tr>
<td>Sometimes can lead to intense anger down the road</td>
<td>Expresses anger (or other emotion) in a controlled way</td>
<td>Can further damage a relationship because anger often escalates and untrue things are said</td>
</tr>
<tr>
<td>Doesn’t give the other person the opportunity to change his/her behaviour because he/she doesn’t seem to even know there is a problem</td>
<td>Creates opportunity for the other person to share his/her feelings and invites negotiating about how to improve the situation in the future</td>
<td>Doesn’t give the other person the opportunity to change his/her behaviour because the person usually feels defensive</td>
</tr>
</tbody>
</table>

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Say-it-Straight

**Assertiveness**

1. Describe the problem
2. Say how I feel
3. Say how they can change
4. Say how I will feel better
Say-it-Straight
Assertiveness worksheet

1. Describe the problem:

2. Describe how you feel:

3. Describe what you want to change:

4. Describe how the change will make you feel:
Components Of The Parent Program

- Discussion of RaW program material
- Relationships between parents and young people
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<td>Cycle of change</td>
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<td>Emotion-neutral responses</td>
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<td>What can parents do to help:</td>
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<td></td>
<td>• Emotion regulation (volcano concept, body maps)</td>
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<td>• Self-Talk (CBT, cognitive coping skills)</td>
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# Seminar 2

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<td>• Saying It Straight</td>
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<td>• STOP-THINK-DO</td>
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<td>• Tuning into feelings</td>
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<td>6</td>
<td>Parent self-care &amp; partner support</td>
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Family Problem Solving Worksheet

- Define the problem:
  - Each family member expresses clearly his/her perspective.
  - Each member to describe in detail the outcome they want.

- Generate alternative solutions:
  - Members list a variety of suggestions for ways to resolve the dispute and achieve the outcome.
  - List as many ideas as possible.
  - Defer evaluation of ideas until making the decision of which one to use.
  - Suggest creative and outrageous ideas.

- Choose one:
  - Evaluate each idea by asking the members to think about the positive and negative consequences (the pro’s and con’s).
  - How realistic are the solutions, can they live with the consequences etc.
  - Negotiate an agreement to use one of the solutions.
Family Problem Solving Worksheet cont..

- **Plan to implement the solution:**
  - You might need to think about specific details to be able to put the plan into place – who will do what, when and where!
  - Anticipate difficulties and brainstorm solutions for these.

- **Evaluate:**
  - Did the plan work? Did it solve the problem?
  - Was there anything that either member could have done differently next time?

- **Praise and reward:**
  - If members are attempting to problem solve and give it a go, reward and praise for these attempts.
  - If members weren’t able to come up with solutions and try to problem solve, all members should receive consequences for the problem occurring.
Issues faced when working with adolescents

- Screening – suicidal ideation and self harm issues identified and the need for further assessment
- Consent issues
- Engaging parents
- Engaging teachers
Recommendations for a secondary school model

- Broad mental health program
- Screening assessments should be used to assess what mental health issues are prevalent in the school
- Have a universal school program that addresses social skills, communication skills and problem solving
- Deliver a targeted program addressing the main issues within the school (anxiety, mood, challenging behaviours)
Questions and comments…