Program Performance Evaluation

Palette of Measures

April, 2011
Topics

- Premise
- Framework
- Data dictionary
- Database
- Report template
- Measures
Premise

• Routine evaluation of all services
• Intended to support quality of care
  – Are services working and for who
  – Where are services not working well and why
• Specific to treatment focus (not program)
Premise

• Develop a shared program performance evaluation framework
  – Measures
  – Data dictionary
  – Pre-formatted database
  – Reporting template(s)
• Monitoring performance
• Quality assurance/improvement
• Document program outcomes
Premise

• Parsimony
  – Gather the least amount of data necessary to meet your purposes
  – Thoroughly gather all data on all clients

• Sensitive
  – Can detect change (small and large)

• Proximal
  – Specific to early signs of change, those that occur during or shortly after receiving a service dose
Premise

- Select measures from a shared palette
  - If you are not currently using a measure, consider selecting from the palette
  - If you are currently using a measure, but dissatisfied, consider selecting a new measure from the palette
  - If you are currently using a measure, and satisfied, consider adding to the palette
Framework

• Routine collection of three categories of data
  – Characteristics of clients served
  – Characteristics of services provided
  – Change in outcome measures

• Outcome measures are collected pre- and post- each dose of an intervention
  – A dose is the minimum level of services needed to achieve the planned or desired outcome

• Two outcomes (minimum) collected for each intervention being evaluated
  – Highly specific to treatment target
  – More general measure of mental health functioning
Framework

• Routine reporting of program performance reports
  – Entry rate
  – Completion rate
  – Clients served
    • Average age
    • Gender and ethnic distribution
    • Primary diagnosis
    • Other characteristics?
Framework

– Services provided
  • Number of sessions
  • Duration of services
  • Fidelity measure?

– Achievement of outcomes
  • Change in outcome measures pre- and post- intervention

– Entry and completion rates, level of care, and achievement of outcomes across gender and ethnic groups
Framework

• Child treatment targets
  – Disruptive behavior
  – Depression
  – Trauma
  – Anxiety (other than trauma related)
  – Attention deficit
  – Early psychosis
Framework

• Monitor performance of a **single program**
• Aggregate data across **different programs** that have the **same treatment focus**
  – Within agency
  – Across agencies/counties
• Evaluate **relative effectiveness** across programs with the same treatment focus
Program Indicators

• Date of referral
• Date of first session
• Date of last session
• Total number of sessions
• Completion status
• Age, gender, ethnicity, primary diagnosis
• Pre-/post-measure #1 (specific)
• Pre-/post-measure #2 (general)
Performance Results

• **Entry rate**
  – Of those referred how many have at least a single session/contact
  – Compare referral and first session dates

• **Completion rate**
  – Of those who have at least a single session/contact how many complete a full course of the intervention
  – Completion status
Performance Results

• Recipients
  – Average age
  – Percent girls and boys
  – Percent of representation by ethnicity
  – Percent of representation by primary diagnosis
Performance Results

• Level of care
  – Number of sessions
  – Duration of services
  – Compare first and last session dates
Performance Results

- Improvements
  - New skills, less problems, improved emotional wellbeing
  - Compare scores on standardized measures pre- and post-intervention
Performance Results

• Versatility
  – Entry rate
  – Completion rate
  – Improvements
  – Across gender, ethnicity, and diagnosis
Palette of Measures
Data Dictionary
Palette of Measures
Database
Palette of Measures
Report Template
Current Specific Measures

- Anxiety
  - Revised Child Anxiety and Depression Scales
    - Parent/Caregiver
    - Child/Youth

- Depression
  - Patient Health Questionnaire - 9
    - Youth

- Disruptive Behavior
  - Aggression Questionnaire
    - Child/Youth
Current Specific Measures

• Disruptive behavior
  – Eyberg Child Behavior Inventory
    • Parent/Caregiver
    • Teacher
  – How I Think Questionnaire
    • Youth
  – Parenting Scale
    • Parent/Caregiver

• Disruptive Behavior
  – Skill Streaming Checklists
    • Parent/Caregiver
    • Teacher/Staff
    • Child/Youth

• Trauma
  – Post Traumatic Stress Disorder--Reaction Index
    • Parent/Caregiver
    • Child/Youth
Current General Measures

• Youth Outcome Questionnaire
  – Parent/Caregiver
  – Youth

• Ohio Scales
  – Parent/Caregiver
  – Youth
Anxiety

• **Revised Child Anxiety and Depression Scales (RCADS-P and RCADS)**
  – Parent/caregiver report for ages 6-18
  – Child self-report for ages 6-18

• Public domain, no fee for use
  • Can be obtained from the UCLA Child First website
    [http://www.childfirst.ucla.edu/resources.html](http://www.childfirst.ucla.edu/resources.html)
RCADS-P and RCADS Description

- Parallel versions of the same measure
- 47 items
- 4-point Likert scale response options
  - Never (0)
  - Sometimes (1)
  - Often (2)
  - Always (3)

- Six Scale Scores
  - Separation Anxiety
  - Generalized Anxiety
  - Panic
  - Social Phobia
  - Obsessions/Compulsions
  - Depression

- Total Anxiety Score
- Total Anxiety and Depression Score
Example: Items from the RCADS

- I worry about things
- I worry that something awful will happen to someone in my family
- I suddenly feel as if I can’t breathe when there is no reason for this
- I worry I might look foolish
- I worry that bad things will happen to me
Depression

• **Center for Epidemiological Studies Depression Scale (CES-D)**
  – Self-report for ages 12 and older

• Measures depressive symptoms experienced in the previous week

• Public domain, no fee for use
 CES-D Description

• 20 items
• 4-point Likert scale response options*
  – Rarely or none of the time (0)
  – Some or a little of the time (1)
  – Occasionally or a moderate amount of time (2)
  – Most or all of the time (3)
*All positive items are reverse-scored

• Total Score
Example: Items from the CES-D

• I was bothered by things that usually don’t bother me.
• I felt depressed.
• I felt hopeful about the future.
• My sleep was restless.
• I talked less than usual.
• I was lonely.
Depression

- **Patient Health Questionnaire – 9 (PHQ-9)**
  - Self-report for ages 12 and older
- Measures depressive symptoms experienced in the previous two weeks
- Public domain, no fee for use
PHQ-9 Description

• 9 items – reflect the 9 symptoms of DSM-IV diagnostic criteria for depression
• 4-point Likert scale response options
  – Not at all (0)
  – Several days (1)
  – More than half the days (2)
  – Nearly every day (3)
• 10th item not scored, assesses functional impairment

• Total Score
Example: Items from the PHQ-9

- Little interest or pleasure in doing things
- Feeling down, depressed, or hopeless
- Trouble falling or staying asleep, or sleeping too much
- Poor appetite or overeating
- Thoughts that you would be better off dead, or of hurting yourself in some way
Disruptive Behavior

- **Aggression Questionnaire© (AQ©)**
  - Youth self-report ages 9-18

- Measures tendencies of youth to respond to situations in an aggressive manner

- Copyrighted and published by Western Psychological Services (WPS)
AQ© Description

- 34 items
- 5-point Likert scale response options
  - Not at all like me (1)
  - A little like me (2)
  - Somewhat like me (3)
  - Very much like me (4)
  - Completely like me (5)

- Five Scale Scores
  - Physical Aggression (PHY)
  - Verbal Aggression (VER)
  - Anger (ANG)
  - Hostility (HOS)
  - Indirect Aggression (IND)

- Total Score
Example: Items from the AQ©

- My friends say that I argue a lot.
- I may hit someone if he or she provokes me.
- I have threatened people I know.
- I wonder what people want when they are nice to me.
- I have become so mad I have broken things.
Disruptive Behavior

- Eyberg Child Behavior Inventory™ (ECBI™) and Sutter-Eyberg Student Behavior Inventory™ (SESBI™)
  - Parent/caregiver report for ages 2-16
  - Teacher report for ages 2-16
- Measures disruptive behavior problems
- Trade-marked and published by Psychological Assessment Resources, Inc. (PAR)
ECBI™ Description

- 36 items
- 7-point Likert scale response options
  - Never (1)
  - Seldom (2-3)
  - Sometimes (4)
  - Often (5-6)
  - Always (7)

- Two Scores
  - Intensity
    - Frequency with which the child exhibits the behaviors
  - Problem
    - Extent to which the parent considers the behaviors to be a problem for him/herself
Example: Items from the ECBI™

- Refuses to do chores when asked
- Argues with parents about rules
- Has temper tantrums
- Hits parents
- Lies
- Physically fights with friends own age
- Is overactive or restless
SESBI™ Description

• 38 items
• 7-point Likert scale response options
  – Never (1)
  – Seldom (2-3)
  – Sometimes (4)
  – Often (5-6)
  – Always (7)

• Two Scores
  – Intensity
    • Frequency with which the student exhibits the behaviors
  – Problem
    • Extent to which the teacher considers the behaviors a problem for him/herself
Example: Items from the SESBI™

• Has temper tantrums
• Teases or provokes other students
• Does not obey school rules on his/her own
• Impulsive, acts without thinking
• Has difficulty entering groups
• Acts defiant when told to do something
• Bothers others on purpose
Disruptive Behavior

• How I Think Questionnaire© (HIT©) – Youth self-report for ages 12-19
• Measures tendencies of youth to engage in self-serving cognitive distortions
• Copyrighted and published by Research Press
HIT© Description

• 54 items
• 6-point Likert scale response options
  – Disagree strongly (1)
  – Disagree (2)
  – Disagree slightly (3)
  – Agree slightly (4)
  – Agree (5)
  – Agree strongly (6)

• Eight Scale Scores
  – Self-Centered (SC)
  – Blaming Others (BO)
  – Minimizing/Mislabeling (MM)
  – Assuming the Worst (AW)
  – Opposition-Defiance (OD)
  – Physical Aggression (PA)
  – Lying (L)
  – Stealing (S)

• Total Score
Example: Items from the HIT

• People should try to work on their problems.
• If I see something I like, I take it.
• When I get mad, I don’t care who gets hurt.
• Everybody lies, it’s no big deal.
• You should get what you need, even if it means someone has to get hurt.
Disruptive Behavior

- Parenting Scale
  - Parent report for ages 1-12
- Measures parenting and discipline styles
- Public domain, no fee for use
Parenting Scale Description

- 30 items
- 7-point Likert scale
  - Two opposing responses are anchored at either end of the scale for each item*
    - One representing “ideal” parenting (1)
    - One representing parenting “mistakes” (7)
  *Some items are reverse-scored

• Total Scale Score
Example: Items from the Parenting Scale

• When my child misbehaves…
  I do something right away…………….I do something about it later

• I threaten to do things that…
  I am sure I can carry out………………I know I won’t actually do

• After there’s been a problem with my child…
  I often hold a grudge…………….things get back to normal quickly
Disruptive Behavior

- **Skill Streaming Checklist**
- Elementary and Adolescent versions available
  - Youth self-report
  - Parent/caregiver report
  - Teacher/staff report
- Measures the extent to which a youth exhibits pro-social skills (a strength-based measure)
- Public domain, no fee for use
Skill Streaming Checklist Description

• 50 items (adolescent)
• 60 items (elementary)
• 5-point Likert scale response options
  – Almost never (1)
  – Seldom (2)
  – Sometimes (3)
  – Often (4)
  – Almost always (5)

• Total Score
  – Note: A subset of items can be administered, corresponding to the specific set of pro-social skills youth are being taught.
Example: Items from the Skill Streaming Checklist (adolescent)

- Does the youngster pay attention to someone who is talking and make an effort to understand what is being said?
  - Skill: Listening

- Does the youngster request assistance when he/she is having difficulty?
  - Skill: Asking for Help

- Does the youngster let others know which emotions he/she is feeling?
  - Skill: Expressing Your Feelings
Trauma

• UCLA Post-Traumatic Stress Reaction Index (PTSD-RI)
  – Parent/caregiver report for ages 3 and older
  – Self-report for ages 7 and older

• Measures the frequency of occurrence of children’s post-traumatic stress reactions

• Public domain, no fee for use
PTSD-RI Description

• Part I: 14 items
  – Assesses lifetime history of exposure to trauma
  – Yes or No
  – If more than one trauma, focus on event most currently bothersome

• Part II: 13 items
  – Assesses objective and subjective features of the trauma exposure
  – Maps on to DSM-IV Criteria A1 & A2

• Part III: 20 items
  – Assesses the frequency of PTS symptoms during the past month
  – Maps on to DSM-IV Criteria B, C & D
  – 5-point Likert scale response options
    • 0 = None (of the time)
    • 1 = Little (of the time)
    • 2 = Some (of the time)
    • 3 = Much (of the time)
    • 4 = Most (of the time)
  – Overall Severity Score
Example: Items from the PTSD-RI

- When something reminds my child of what happened, he/she gets very upset, scared or sad.
- My child has dreams about what happened or other bad dreams.
- My child tries not to talk about, think about, or have feelings about what happened.
- My child has trouble feeling sadness or anger.
General Functioning

• **Youth Outcome Questionnaires© (YOQ© and YOQ-SR©)**
  – Parent/caregiver report for ages 4-18
  – Youth self-report for ages 12-18

• Measures global aspects of youth mental health functioning

• Copyrighted and published by OQ Measures, LLC
  – CIMH has a statewide license for the use of these measures by partner agencies
YOQ© & YOQ-SR© Description

- 64 items
- 5-point Likert scale response options*
  - Never or Almost Never
  - Rarely
  - Sometimes
  - Frequently
  - Almost Always or Always
*response values vary by item

- Six Scale Scores
  - Intrapersonal Distress (ID)
  - Somatic (S)
  - Interpersonal Relations (IR)
  - Social Problems (SP)
  - Behavioral Dysfunction (BD)
  - Critical Items (CI)

- Total Score

[CIMH: Helping You Make the Difference]
Example: Items from the YOQ-SR©

- I want to be alone more than others my same age.
- I argue or speak rudely to others.
- I cooperate with rules and expectations of adults.
- I have a hard time trusting friends, family members, or other adults.
- My emotions are strong and change quickly.
General Functioning

• **Ohio Youth Problem, Functioning, and Satisfaction Scales**  
  (Ohio Scales)  
  – Parent/caregiver report for ages 5-18  
  – Youth self-report for ages 12-18

• Measures global aspects of youth mental health functioning, problem severity, hopefulness, and satisfaction with behavioral health services

• Available through the Ohio Department of Mental Health
Ohio Scales Description

- 48 items
- 5- and 6-point Likert scale response options
  - Options vary by scale
- Problem Severity Score
- Functioning Score
- Hopefulness Score
- Satisfaction Score
Example: Items from the Ohio Scales

• Problem Severity Scale
  – Arguing with others
  – Refusing to do things teachers or parents ask
  – Lying

• Functioning Scale
  – Getting along with friends / family
  – Keeping neat and clean, looking good
  – Thinking clearly and making good decisions

• Hopefulness Scale
  – How optimistic are you about the future?

• Satisfaction Scale
  – How much are you included in deciding your treatment?
Example:
LA PEI MAP Outcome Evaluation Guide and Forms
Example:
LA DMH PEI
EBP Outcome Measures
Next Steps

• Evaluation materials available on the CIMH website at [www.cimh.org](http://www.cimh.org)
  – Go to *Child and Family Services* page
  – Go to *Palette of Measures Evaluation Framework*
  – Data dictionary
  – Data base
  – Presentation
  – Report template

• Begin evaluation activities

• Send us other measures being routinely used for possible addition to the palette

• Contact us for additional assistance
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