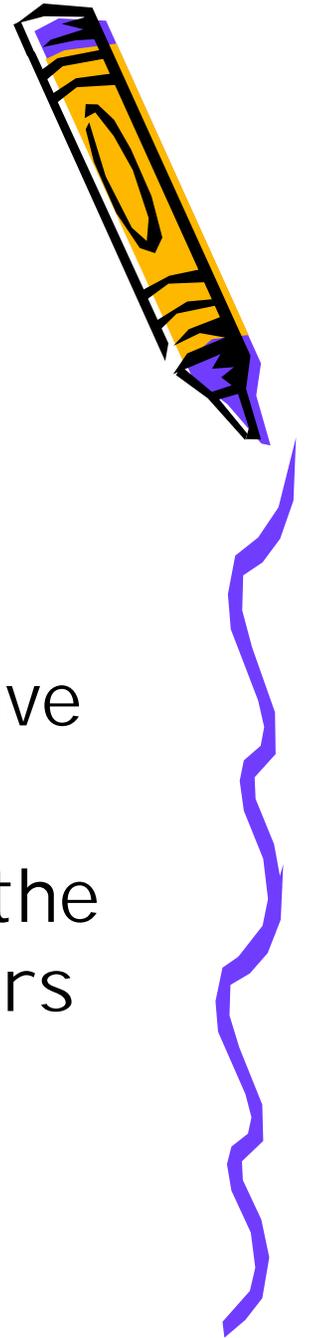
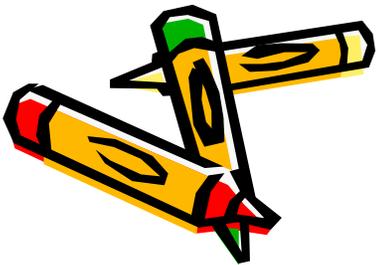


Indicator #9: Do you continually assess whether ongoing services provided to students are appropriate and helping to address presenting problems?



Background

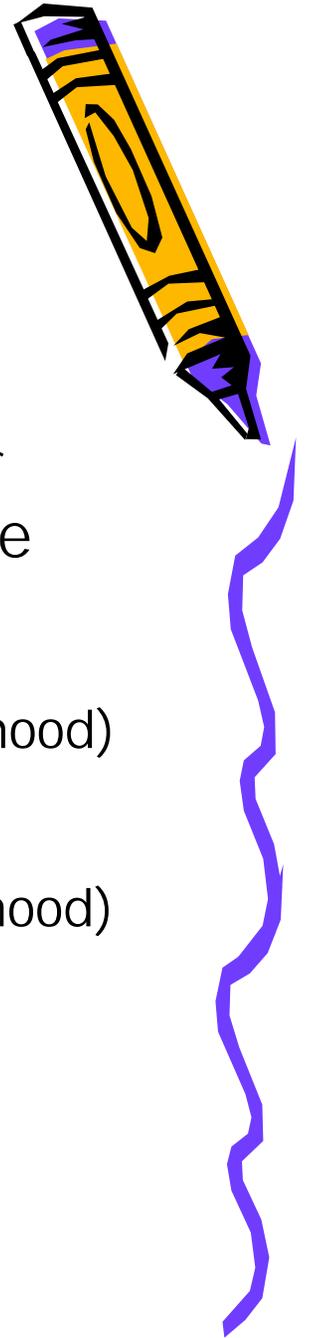
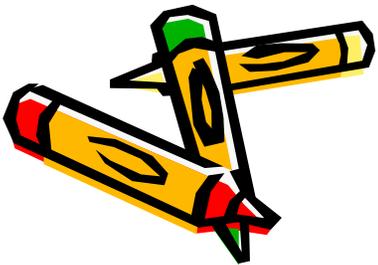
- Clinicians should be regularly evaluating students' progress toward treatment goals, using standardized measures to document symptom change in an objective manner
- Clinicians should also ask their clients, the client's families, and the client's teachers to evaluate the progress of treatment



The SFCES model

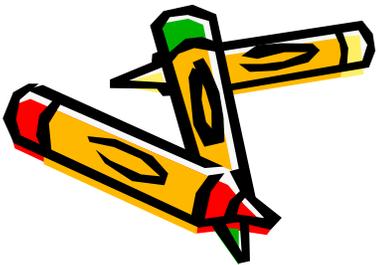
Hoagwood and colleagues (1996) developed a comprehensive model to look at outcomes of treatment for children and adolescents. The SFCES model evaluates five domains:

- 1) symptoms
- 2) functioning (adaptation to home, school, or neighborhood)
- 3) consumer perspectives (e.g., satisfaction with care, impact of family)
- 4) environments (stability of home, school, or neighborhood)
- 5) systems (level of service, type of service, cost effectiveness).



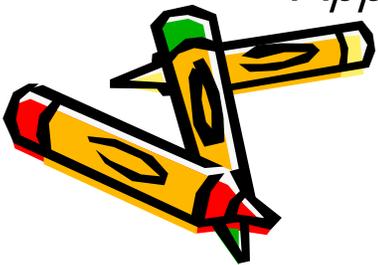
When to Terminate?

- One problem that plagues ESMH programs is the tendency to continue to work with clients who have resolved their presenting issue but still want continuing services
- While this is not necessarily a problem for students under chronic, severe stress, clinicians want to ensure that they are fostering independence and encouraging the student's reliance on other sustainable school and community resources
 - friends, family, clubs, religious organizations, sports, etc.
- Clinicians also must ensure that they have room in their caseloads for students with more serious needs.



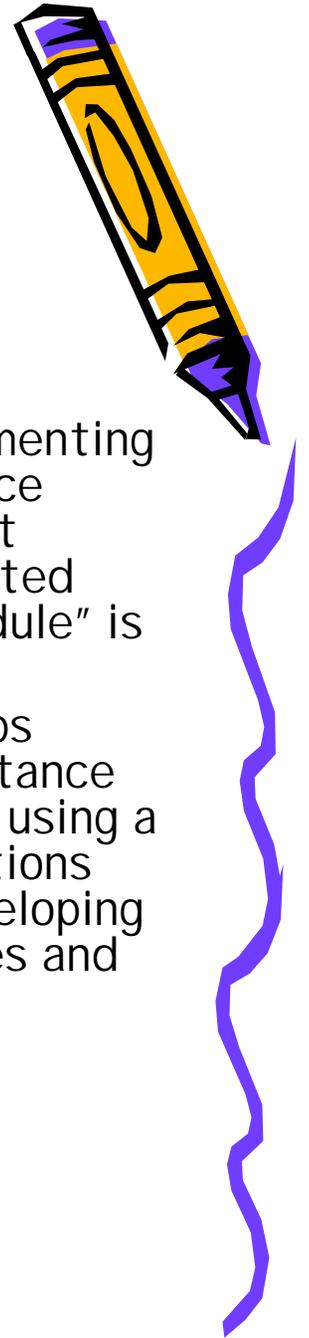
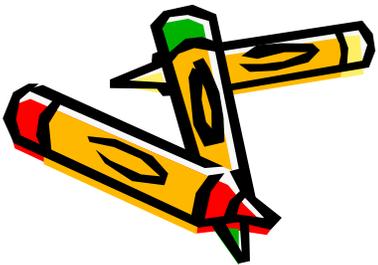
Background References

- Hoagwood, K., Jensen, P. S., Petti, T. & Burns, B. J. (1996). Outcomes of mental health care for children and adolescents: I. A comprehensive conceptual model. *Journal of the American Academy of Child & Adolescent Psychiatry, 35*, 1055-1063.
- Osher, T.W. (1998). Outcomes and accountability from a family perspective. *Journal of Behavioral Health Services & Research, 25*, 230-233.
- Weist, M.D. & Ghuman, H.S. (2002). Principles behind the proactive delivery of mental health services to youth where they are. In H.S. Ghuman, M.D. Weist, & R.M. Sarles (Eds.) *Providing Mental Health Services to Youth Where They Are: School- and Community-Based Approaches*. (pp.1-14) New York: Taylor & Francis.



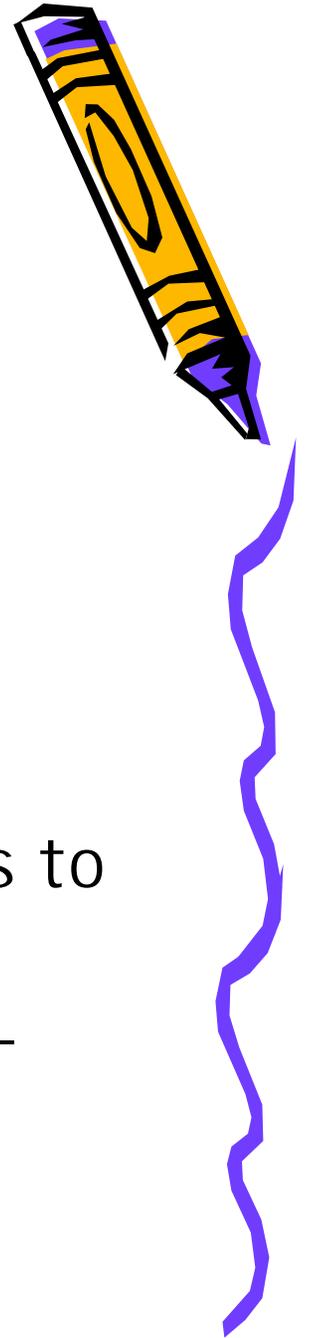
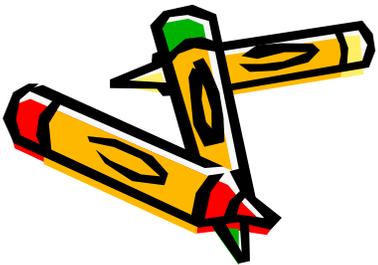
Web Resources

- Netoutcomes.net offers a free opportunity to begin implementing outcomes management in your ESMH program. Their service provides individual practitioners unlimited individual Patient Reports of baseline and follow-up information for an unlimited number of patients. "Adolescent Treatment Outcomes Module" is one of the measures they offer.
- "Learning From Colleagues: Family/Professional Partnerships Moving Forward Together" From the peer Technical Assistance Network, this 48-page monograph on the issues involved in using a family/professional partnership systems approach in situations involving children who have developed or are at risk of developing serious emotional, behavioral, or mental health disturbances and their families. May be ordered through:
<http://www.ffcmh.org/publications.htm>



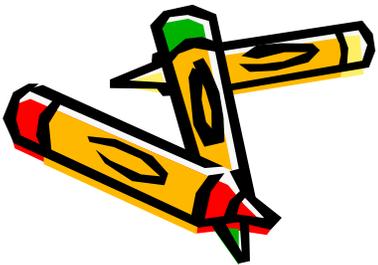
Menu of Suggested Activities

- Evaluate students on your caseload for symptom improvement
- Ask students on your caseload to evaluate their therapy
- Ask parents and teachers to evaluate student's progress and therapy
- Review your caseload for possible students to terminate
- Other activities: _____



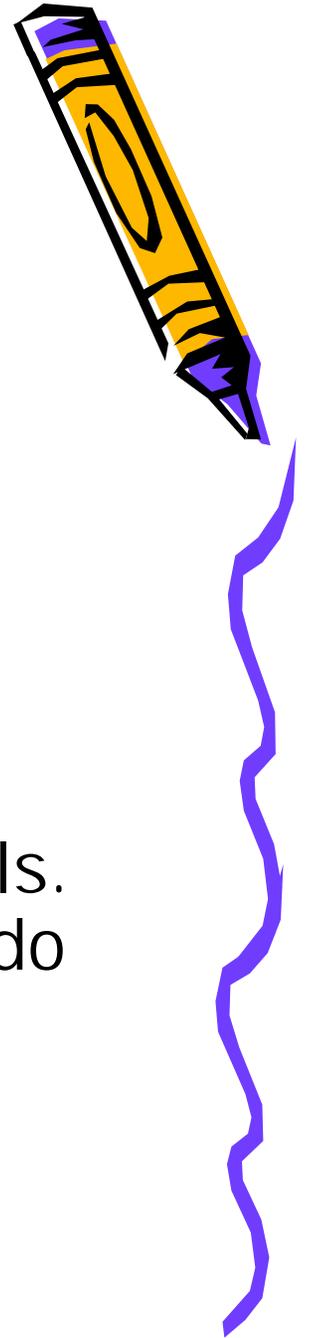
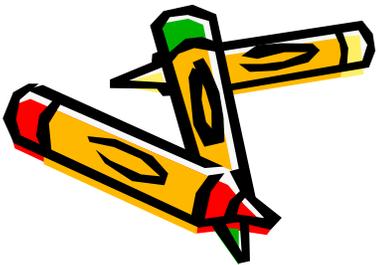
HELPFUL HINTS!

- Evaluate students on your caseload for symptom improvement
 - Choose an evidence-based checklist for each problem or symptom (see indicator 3 for examples of tools)
 - Track progress by change in scores
 - Graph progress so you can show the student and his/her parents and teachers



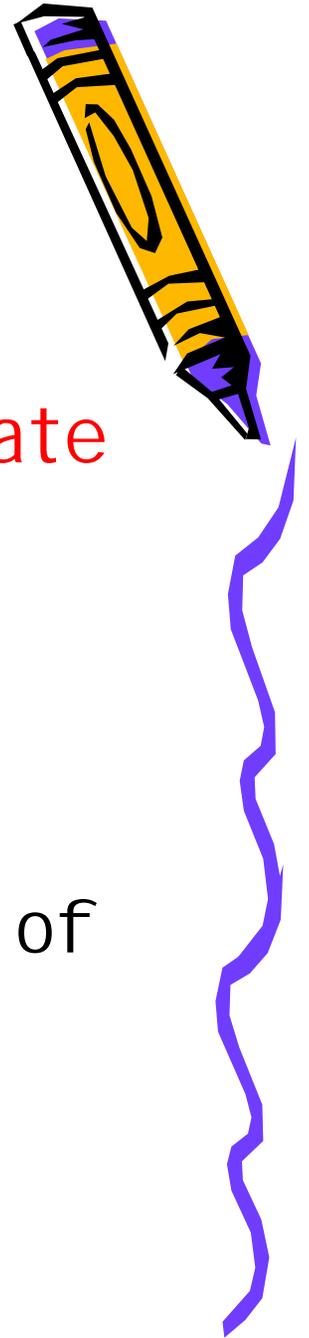
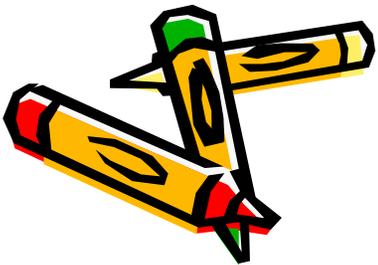
HELPFUL HINTS!

- Ask students on your caseload to evaluate their therapy
 - Ask students to evaluate your effectiveness 
 - Ask students to evaluate their own progress towards meeting their goals. Even elementary-aged children can do this.



HELPFUL HINTS!

- Ask parents and teachers to evaluate student's progress and therapy
 - Use questionnaires to evaluate symptoms
 - Use our web resources to assess parent's and teacher's perceptions of student's therapy



HELPFUL HINTS!

- Review your caseload for possible students to terminate

- Have the student's goals been met?
- Can you reduce the level of services (i.e., meet less frequently)?
- Can you change the type of treatment to a less intensive form (i.e., groups, mentoring projects)
- Can you refer any students to community supports (i.e., case management services, mentoring programs)?

