



# 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 collect 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
  - Center for Epidemiological Studies Depression Scale
    - 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>





# 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)
  - Total Score
- \*All positive items are reverse-scored



# 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)
- 10<sup>th</sup> 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<sup>©</sup> (AQ<sup>©</sup>)
  - 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<sup>©</sup> 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<sup>©</sup>

- 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<sup>©</sup> (HIT<sup>©</sup>)
  - 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<sup>©</sup> 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<sup>©</sup>

- 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)
  - Total Scale Score
- \*Some items are reverse-scored



# 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<sup>©</sup>  
(YOQ<sup>©</sup> and YOQ-SR<sup>©</sup>)
  - 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<sup>©</sup> & YOQ-SR<sup>©</sup> Description

- 64 items
- 5-point Likert scale response options\*
  - Never or Almost Never
  - Rarely
  - Sometimes
  - Frequently
  - Almost Always or Always
- Six Scale Scores
  - Intrapersonal Distress (ID)
  - Somatic (S)
  - Interpersonal Relations (IR)
  - Social Problems (SP)
  - Behavioral Dysfunction (BD)
  - Critical Items (CI)
- Total Score

\*response values vary by item



# Example: Items from the YOQ-SR<sup>©</sup>

- 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



# Contacts

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