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The Research and Training Center for Children's Mental Health - University of South Florida - Louis de la Parte Florida Mental Health Institute - Tampa, Florida

A Comparison of Two Models of School-based Mental Health Services for Children With Severe Emotional Disturbances

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1



Purpose

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Very little is known about kids with SED
and placed in special education settings

Purpose: Purpose of this study was to
examine the outcomes from two distinct
school-based models of mental health
delivery for this population of children.




2



The Day Treatment Model

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One model included the following
services during the school day:

- Social Skills Group
- Problem Solving Group
- Behavior Management Group
- Individual/Group Counseling 




3



The Therapist Model

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The second model included these
services during the school day:

- Individual Counseling
- Group Counseling 



4



Outcomes for the two models were examined in the areas of:

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- Emotional and Behavioral Functioning
of the child (Strengths and Difficulty Questionnaire-
both parents and teachers ratings)
- Level of impairment
(Columbia Impairment Scale - parent rating)
- Academic Performance
(Kaufman Test of Educational Achievement -
Reading and Math subscales)

These measures were administered twice
over a 9-month period - or one school year.



5



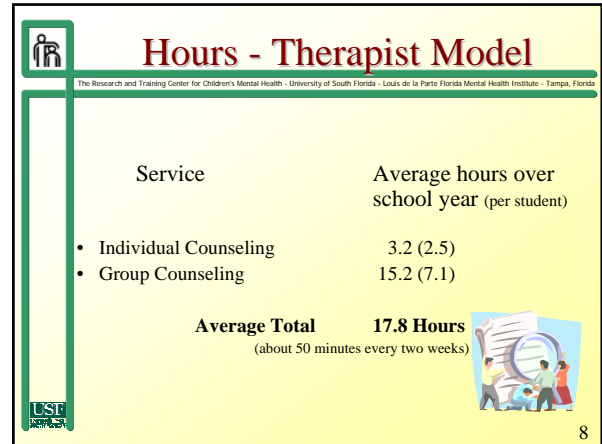
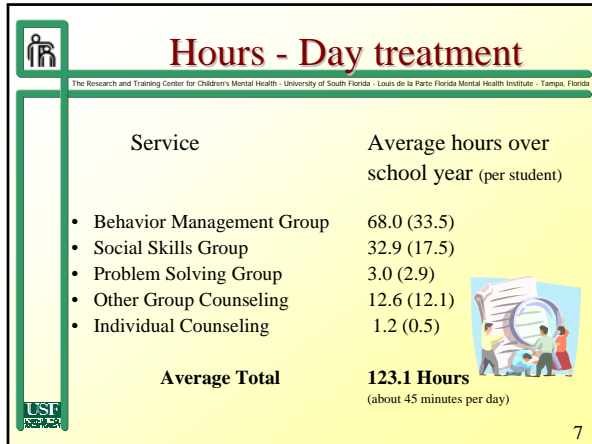
Participants

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Children	Day Tx (N=22)	Therapist (N=21)
Age (average)	9.0 (1.4)	8.9 (1.7)
Race		
Black	16	21
Hispanic	6	0
IQ (average)	83.8 (15.0)	80.6 (11.5)
Gender		
Male	19	21
Female	3	0
Years in Sp Ed (average)	2.2 years (1.3)	2.4 years (1.2)
% of School Career in Special Ed (average)	75.7 (26.6)	71.1 (32.9)



6




Satisfaction Levels of Parents

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% of Parents Satisfied or Very Satisfied with:

	Day Tx	Therapist	SEELS
School	81.8	90.5	77.7
Teachers	81.8*	95.2	85.2
Educational svcs	86.4	95.2	83.8
Homework	86.4	81.0	76.5
Special Ed svcs	86.4*	95.2	90.3

* Lower than SEELS



9

Involvement Levels of Parents


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% of Parents Answering "Yes" to attending a:

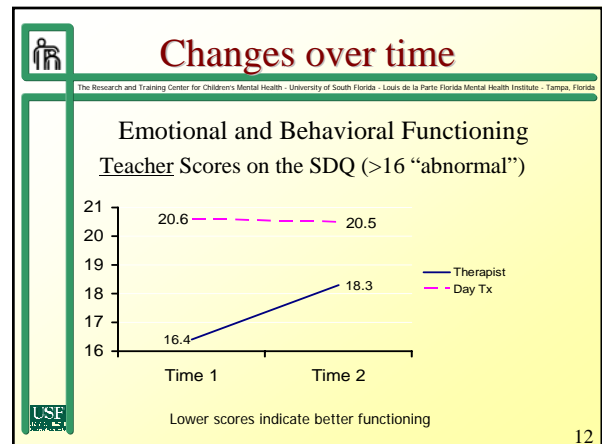
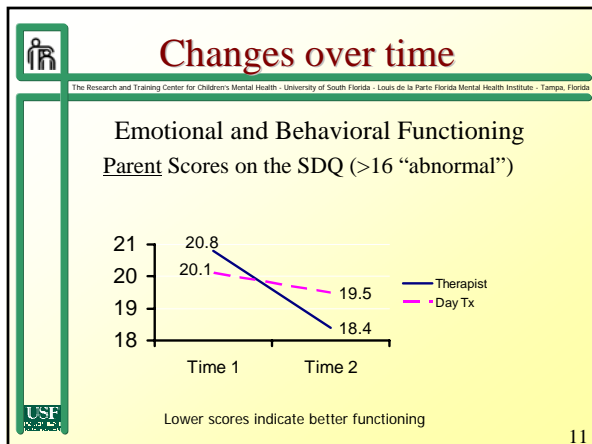
	Day Tx	Therapist	SEELS
School mtg	68.2	57.1	79.4
School/Class event	13.6	4.8	65.7
Volunteer	9.1	4.8	29.5
IEP Meeting	77.3	81.0	92.6

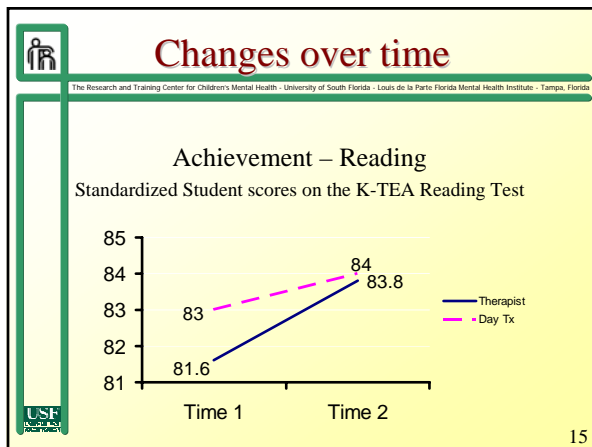
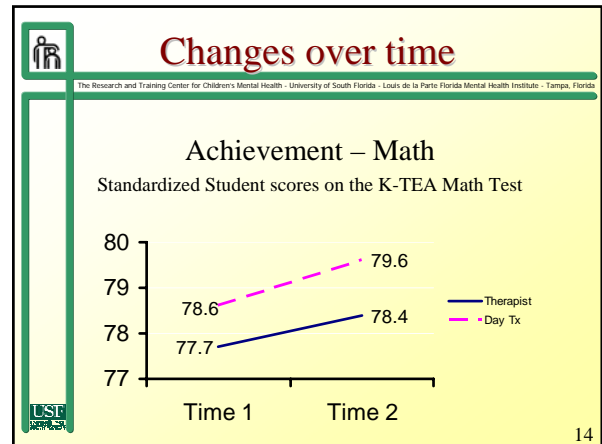
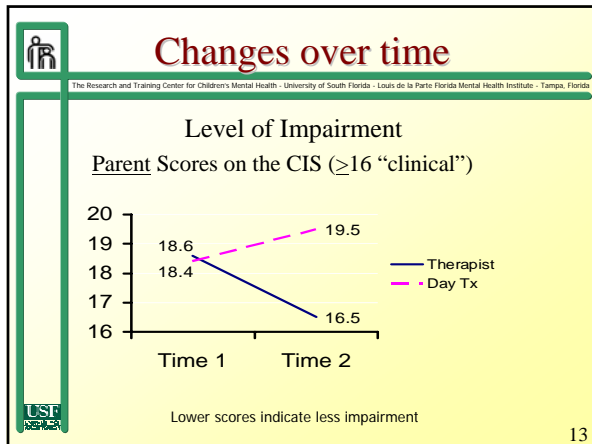
% of parents perceiving that the education and services child receives are highly individualized to child's needs:

	52.4	27.3	38.3
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10



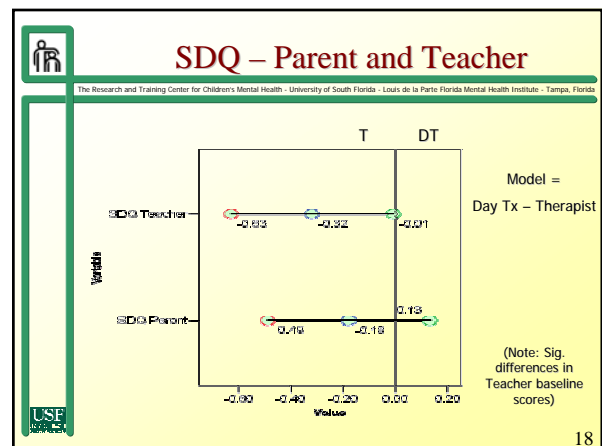
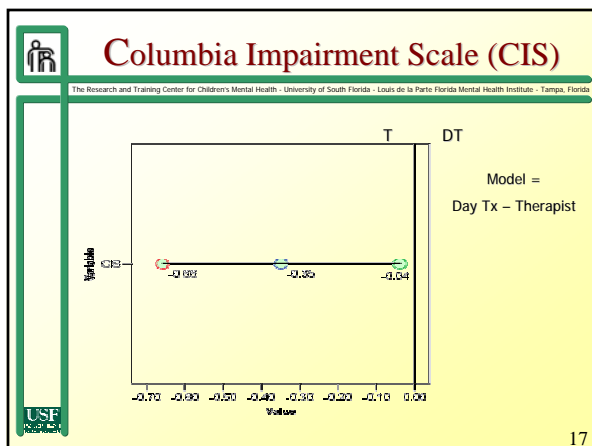


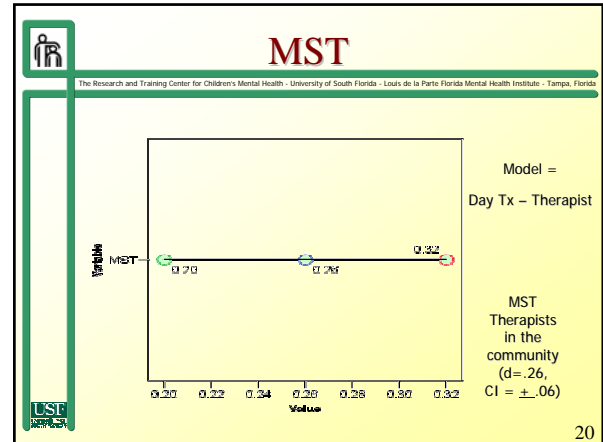
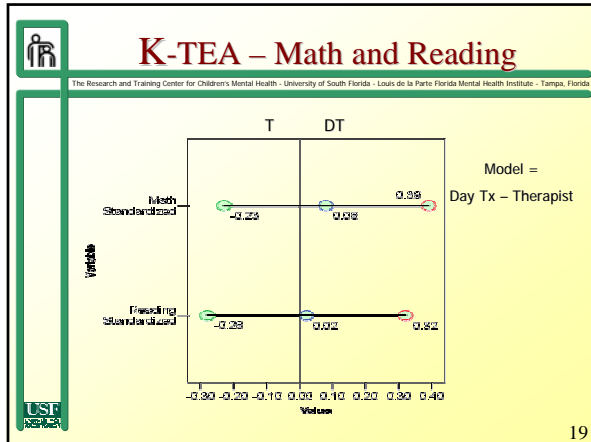
Reliable Change Index

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	Day Treatment (n=22)	Therapist Only (n=21)
Math - No Change	21 (95.4%)	17 (81.0%)
Reading - No Change	18 (81.8%)	16 (76.2%)
SDQ Parent - No Change	21 (95.4%)	17 (81.0%)
SDQ Teacher - No Change	12 (54.5%)	9 (42.8%)
CIS - No Change	11 (50.0%)	16 (76.2%)

16





- ## Implications
- The Research and Training Center for Children's Mental Health - University of South Florida - Louis de la Parte Florida Mental Health Institute - Tampa, Florida
- Must start to document the effect sizes from various models of services
 - For children with SED in sp ed – maintaining them in school may be successful
 - Because of the cost of multi-faceted program – results warrant further investigation.
- 21