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Presentation Highlights

- Integrated school-based mental health services model
- Empirically-based, manualized school-based MH Services
- Teachers as MH intervention agents
- Clinical vs. Cost effective

Target Population

- Inner City/ urban
- Impoverished
- Pre-K through 5th Grade
- 40% Caucasian
- 50% Single parent household
- Co-occurring disorders
- Poor academic success

Integrated School-based Mental Health Service Model

- Publicly funded (Medicaid) MH services
- Full range of clinic based services
 - Individual Therapy
 - Group Therapy
 - Family Therapy
 - Psychiatric Assessment
 - Medication Management
 - Consultation/ Classroom Management
 - Crisis Services
 - Case Management

Evaluation of Integrated MH School-based Services

- SAMHSA funded evaluation of School-based services (1-HD5-50265)
- Customary mental health services vs. Academic Tutoring
- 2 years of treatment or tutoring

SBC findings:

- **Increase treatment accessibility**
- **Increase treatment utilization**
- **Tx and Control groups significantly improve, but do not differ significantly from each other**
 - ie, Customary Tx did not differ from Academic Tutoring

RECAP Development: **Summary of Rationale**

- **Several meta-analyses indicate that child interventions can be effective**
- **Most of these treatments are developed for specific problem domains**
- **However, children who seek and receive treatment usually are experiencing multiple problems**
- **Therefore, development of treatment programs for co-occurring problems should be a priority**

RECAP Model

- **Reviewed literature to identify most effective treatments for single disorders**
- **Compiled these treatments, identifying their commonalities and uniqueness.**
- **Adapted the various treatments into a single intervention (Child, Peer, Teacher, & Parent Components)**
- **Piloted program in schools and used feedback from clinicians, teachers, parents and children to refine the manual**

RECAP Is:

- **Designed to treat **Co-Occurring** internalizing and externalizing problems**
- **A **Skills-Training** intervention**
- ****School-based** rather than clinic-based**
- **Focused on a **Pre-K** and **Elementary** school population**

RECAP

- **Assists children in the use of appropriate social skills**
- **Establishes effective classroom and school-wide expectations**
- **Uses positive and negative consequences that consistently reward appropriate behavior and effectively discourages inappropriate behavior**

RECAP (cont.)

- **Helps students learn how to negotiate peer conflicts**
- **Helps students learn how to respectfully negotiate adult-child disagreements**
- **Practices effective communication skills**
- **Helps elicit positive parental reactions to their children and involvement in their education**

RECAP Goals

- **Provide a consistent and integrative framework that make application of these ideas easier and more effective**
- **Help teachers integrate RECAP into their classrooms**
- **Offer a school-wide focus to improve students' behavioral and emotional problems before these interfere with student learning**

RECAP Principles

- Focus on the Positive.
- Create clear, reasonable, and developmentally appropriate expectations.
- Be consistent and follow through.
- Administer consequences in an unemotional, matter-of-fact manner; and focus on the behavior.
- Our feelings affect our behavior.
- Behavior is a choice.
- Children and adults are responsible for their own behavior.

RECAP Treatment Components

- School-based
- Developmentally Appropriate Materials
- Lasts the nine-month academic year
- Work with
 1. Children
 2. Classmates
 3. Teachers
 4. Parents

Child Components (#1):

Weekly individual sessions focusing on:

- **“Friendly Skills”**:
 - **Social skills** such as how to make and keep friends, how to deal constructively with conflict.
 - **Re-attribution training** for hostile attributions towards others’ intentions, as well as unrealistic appraisals about the self and environment.
 - **Affect recognition and expression**, and knowing when it is appropriate to express affect.
 - **Relaxation** training.

Child Components (#2):

Weekly individual sessions focusing on:

- **“Plane and Train thinking”**:
 - **Trains** go on tracks that someone else has laid out.
 - **Planes** choose to go where they want.
 - Behaving like a plane instead of a train can help you avoid get pulled into other kids’ teasing, etc.



Child Components (#3):

Weekly individual sessions focusing on:

- **“MasterSkills”**:
 1. Stop and think.
 2. What do I really want?
 3. What can I do to get what I want?
 4. How much will this choice cost me?
 5. How did I do?



Child Components (#4):

Weekly small group sessions to:

- practice using Recap skills in a controlled environment.
- get feedback from peers.

Child Components (#5):

Weekly classroom groups (involving all students in the classroom) to:

- provide a supportive environment for the use Recap skills.
- increase the likelihood of generalization of skills.

Teacher Components

- Initial Training Workshop
- Weekly Consultation Meetings and Classroom Observation
 - Appropriate and effective use of positive and negative consequences
 - Model and reinforce REAP principles
 - Development of a “RECAP” classroom
- Support student use of RECAP skills in the classroom

Parent Components

Weekly group parent meetings focusing on:

- Appropriate use of positive and negative consequences
- Strengthening relationship between parent and child
- Improving parent-child communication
- Supporting the child in his / her use of Recap skills at home

RECAP Outcomes

- NIMH (RO1 MH54237)
- Significant improvement (over non-treatment) in 6 of 8 categories
 - Teacher, Self, Peer, & Parent
 - Internalizing & Externalizing
 - Plus, social desirability improves significantly
- Potential Universal Prevention opportunities
- BUT....

RECAP Outcomes

- RECAP, as studied, is too expensive for publicly funded services
- Overly dependent on master’s level providers
- Results limited to target population

New RECAP Directions

- NIMH (RO1 MH70865) funded study to evaluate:
 - Which component or combination of components of RECAP lead to the greatest effect
 - Can teachers effectively deliver RECAP with consultative support

Challenges

- High incidence of problems
- Is it really empirically based?
- What is the shelf life of today's "hot" interventions?
- Who's buying?