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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 (I-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 getting 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?