

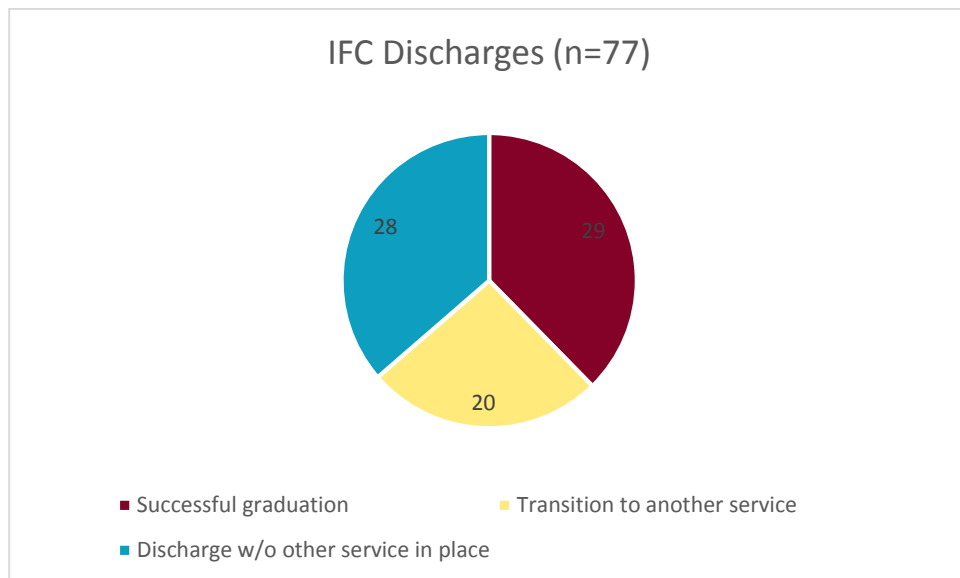
Intensive Family Coaching in Early Childhood Wellness

Summary of Data through August 26, 2019

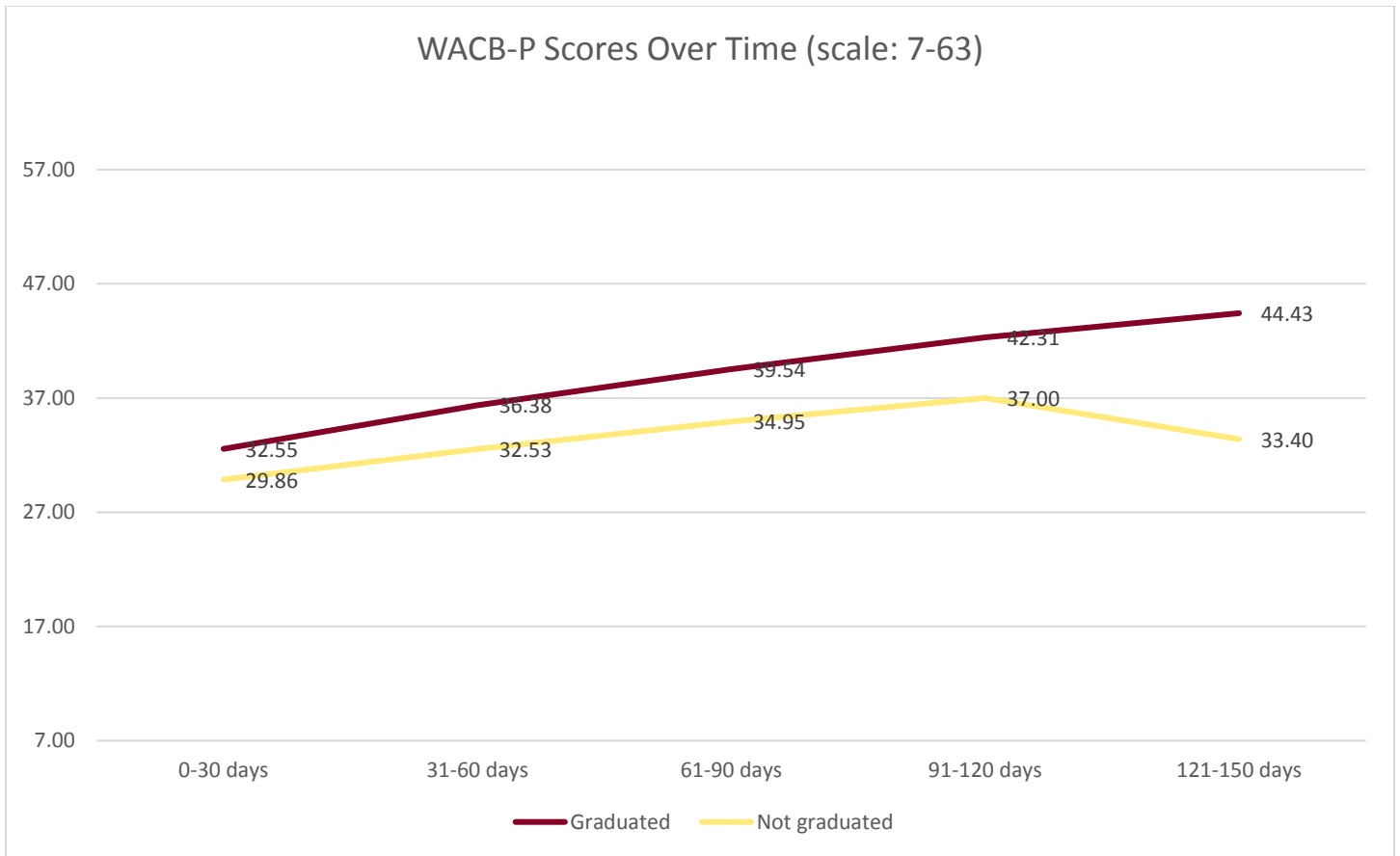
Overview

- Providers trained in Intensive Family Coaching in October 2016 and October 2017
 - Providers collect several outcomes measures as part of service delivery
 - Weekly Assessment of Child Behavior – Positive (WACB-P): each session
 - Eyberg Child Behavior Inventory (ECBI): monthly
 - Child Outcomes Survey (COS): quarterly
 - Caregiver Strain Questionnaire (CGSQ): quarterly
 - Therapy Attitude Inventory (TAI): monthly
- Providers also submit coded interactions between the caregiver and the child for each session (DPICS)
 - For these analyses, 77 children’s start and discharge dates were identified; 29 children have successfully graduated from IFC

Types of Discharge



- Mean length of stay in service is 181.68 days for graduates and 138.17 days for non-graduates

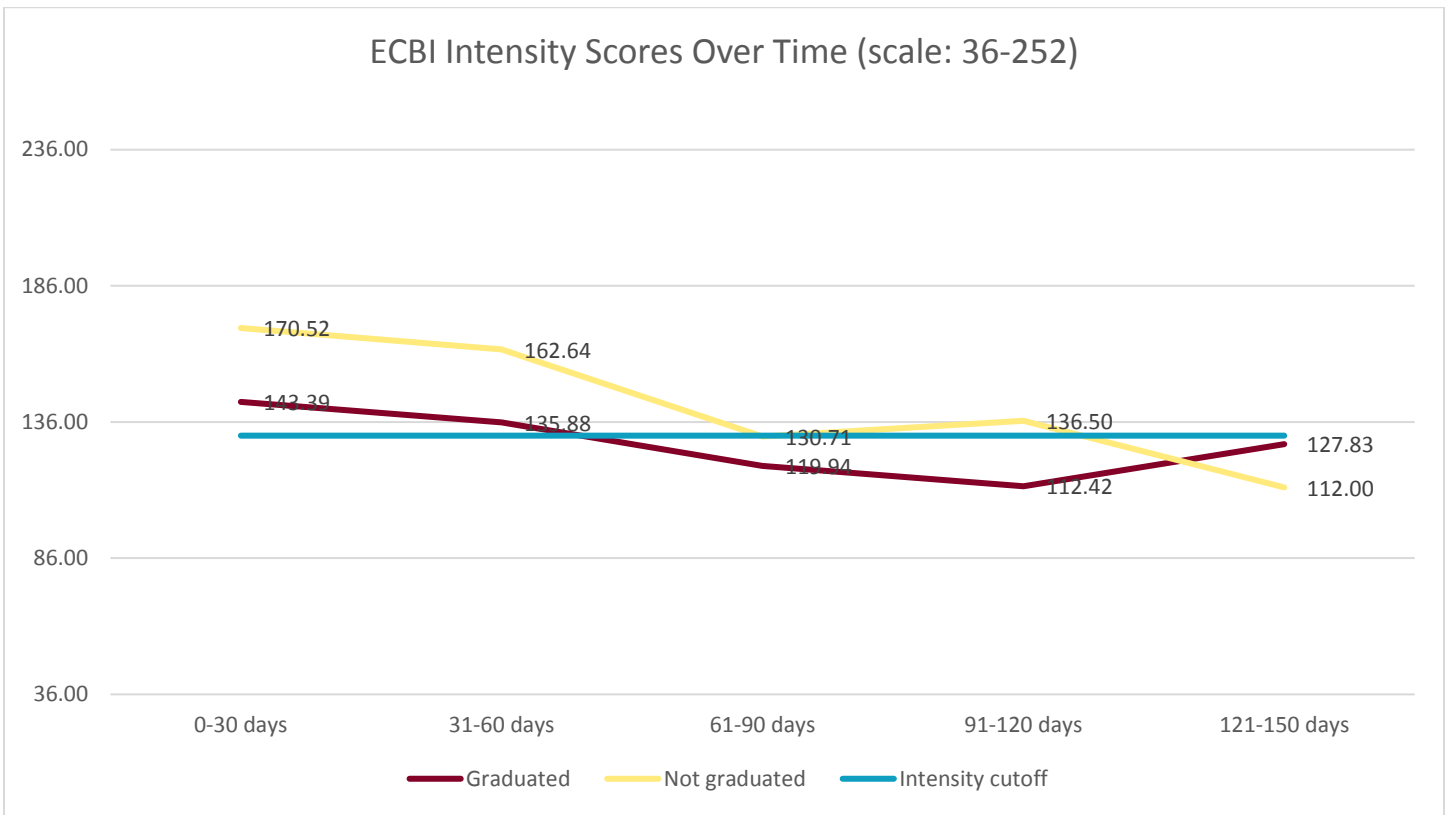


- Mean score is higher/improved over time for children who graduate from IFC
- Mean score increases over the first 120 days of service for children who leave service for other reasons

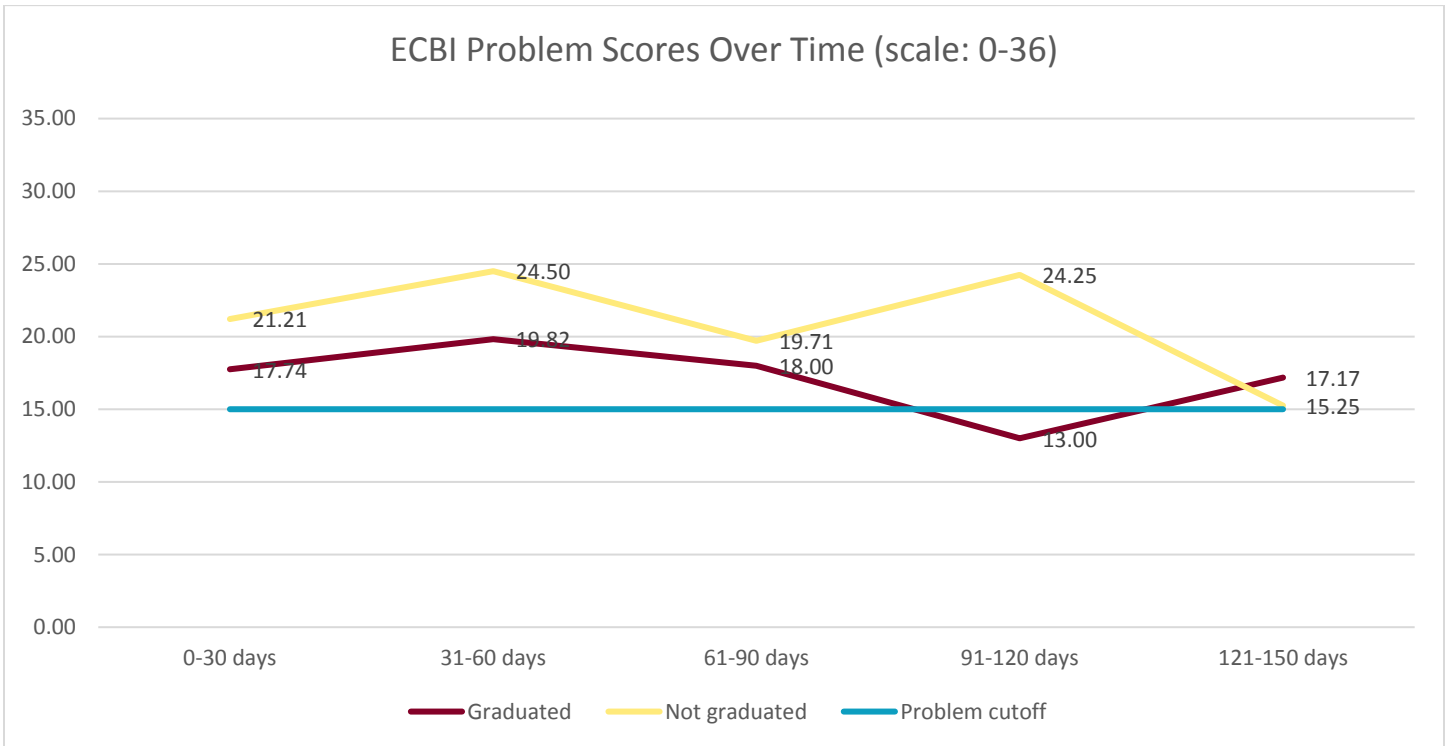
Eyberg Child Behavior Inventory (ECBI)

- 36-item measure of child behaviors
- Each item is rated on a 1-7 scale and rated as to whether the caregiver feels that the child's behavior in each area is a problem (yes/no)

ECBI intensity scores by successful graduation

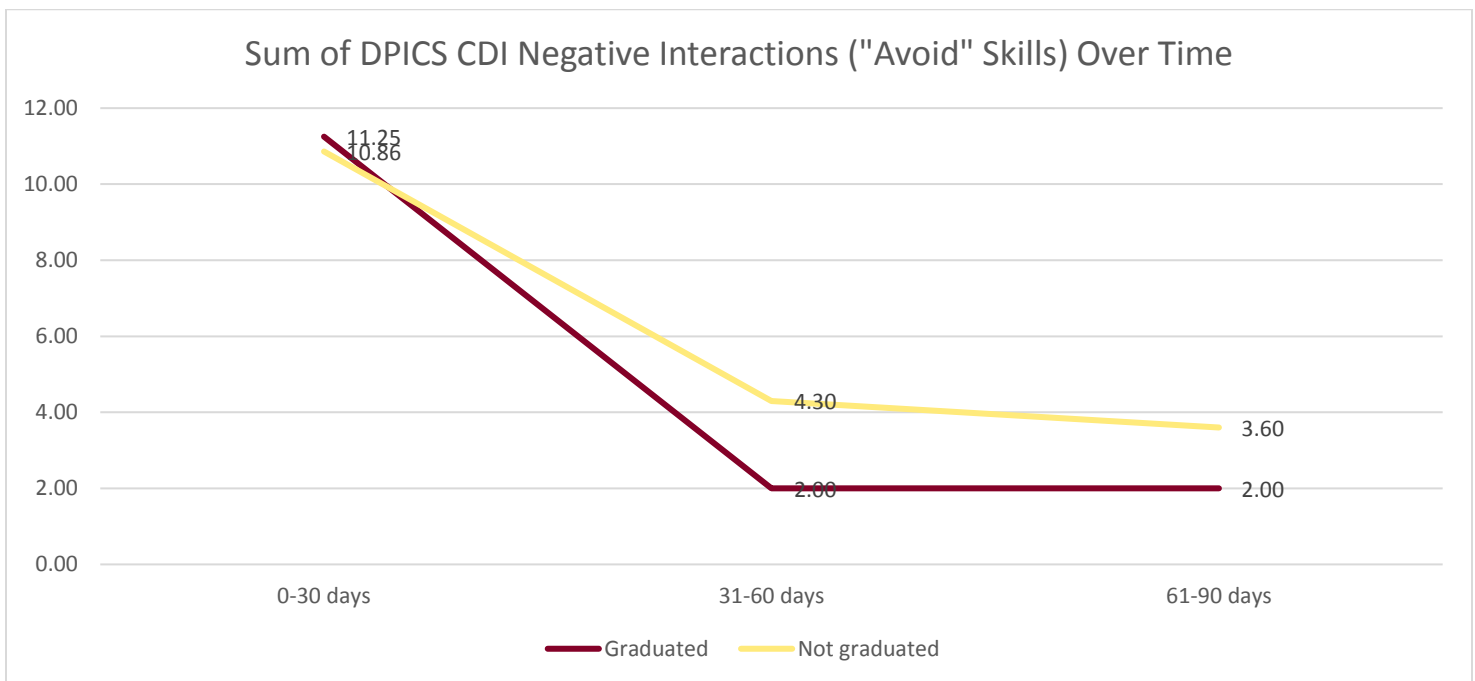
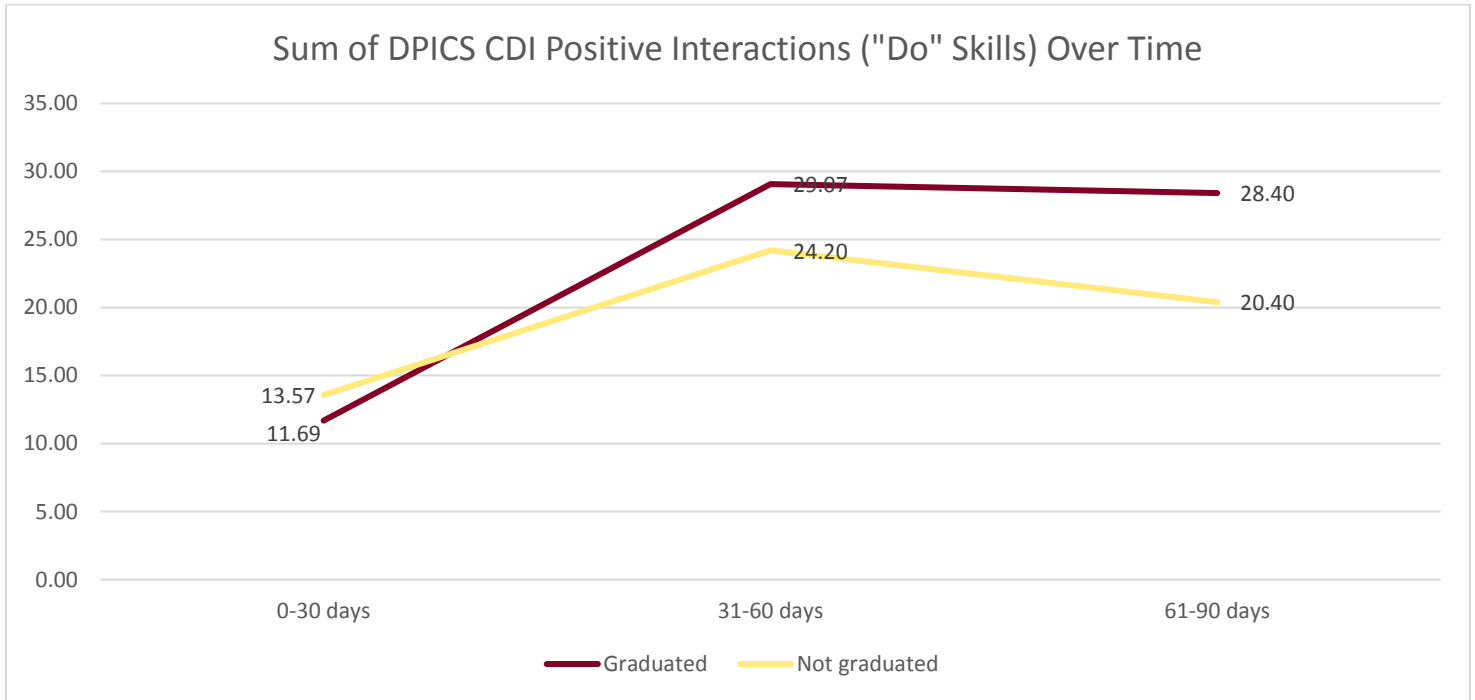


ECBI problem scores by successful graduation



Dyadic Parent-Child Interaction Coding System (DPICS) in Child Directed Interaction (CDI)

- Therapist(s) code the caregiver’s interactions with the child to count the number of interactions in six categories, including three positive categories / “do” skills (labeled praise, reflection, behavior description) and three negative categories / “avoid” skills (questions, commands, criticism)



- Graduates had 2.29 times as many recorded sessions as non-graduates
- Both groups exhibit improvements in both “do” and “avoid” skills, with greater improvement in graduates than in non-graduates

Dyadic Parent-Child Interaction Coding System (DPICS) in Adult Directed Interaction (ADI)

- In the adult-directed phase, therapist(s) code the caregiver's interactions with the child to count the number of effective caregiver commands and the number of times the caregiver utilized correct follow-through with effective commands (both expressed as a percentage)

	Graduates	Non-graduates
N	17	5
Mean number of sessions	11.82	9.40
% Effective Commands		
First ADI session	69.82	55.00
Last ADI session	87.35	94.33
% Correct Follow-Through		
First ADI session	73.53	11.00
Last ADI session	87.47	100.00

- Few non-graduates progress to the ADI phase

	Graduates	Non-graduates
Total N	16	18
Mean number of sessions	19.44	8.50
n – 0-30 days	16	14
n – 31-60 days	14	10
n – 61-90 days	10	5

- Both groups exhibit improvement from first to last ADI session in both effective commands and follow-through; graduates have better scores at the first session than non-graduates

Child Outcomes Survey (COS)

- 12-item caregiver-completed measure to assess family functioning, child functioning and overall well-being, and the therapeutic relationship
 - Data presented for children with more than one survey completion

	Graduates	Non-graduates
N	14	8
Child Functioning (mean)		
First	6.13	5.63
Last	7.36	5.90

Family Functioning (mean)		
First	6.43	6.44
Last	7.54	6.06
CDC Healthy Days (mean)		
First	7.07	4.75
Last	9.79	6.38
Session Inventory (mean)		
First	9.63	9.59
Last	9.20	9.34

- Few children have more than one survey completion
- Non-graduates have lower first survey scores for child functioning and healthy days than graduates; first scores are comparable for family functioning and session inventory
- Mean scores increase from first to last survey among graduates for child and family functioning and healthy days
- Session inventory (therapeutic alliance) starts high at first completion and stays high at last completion

Caregiver Strain Questionnaire

- 24-item caregiver report; measures caregiver strain resulting from the child's emotional and behavioral disorder in the context of the family's perceptions and resources
 - Data presented for caregivers with more than one survey completion

	Graduates	Non-graduates
N	18	8
Inward Strain (mean)		
First	3.65	3.56
Last	2.70	3.33
Outward Strain (mean)		
First	2.78	2.69
Last	2.42	2.34
Family Strain (mean)		
First	2.70	3.24
Last	1.99	2.38
Global Strain (mean)		
First	2.99	3.23
Last	2.28	2.64

- Few children have more than one survey completion
 - Mean scores decrease / improve from first to last survey completion in both groups
- Graduate caregivers report slightly lower levels of strain than non-graduates at both first and last survey

Therapy Attitude Inventory (TAI)

- 10-item measure of caregiver's perceptions of treatment
- Data presented for caregivers with more than one survey completion

	Graduates	Non-graduates
N	19	15
TAI Score (mean)		
First	3.88	3.27
Last	4.37	3.60

- Mean scores increase from first to last survey in both groups
- Caregivers of graduates gave higher ratings on average than caregivers of non-graduates

Summary

- To date, about one-third of families are successfully graduating from IFC
- Initial ratings of problem behaviors and poor functioning are very high, but these improve over time for children who complete the program; problem behaviors reported by the ECBI fall below the clinical cutoff by end of service
 - Caregiver report of the therapeutic alliance during service is positive
- Caregivers of children who do not complete IFC exhibit positive skills; however, the non-graduating child is typically discharged or transitioned into a different behavioral health service that may be a better match for the child