Integrating Evidence-Based Practice and Outcome Research for Anxious Youth in a Private Practice Setting

Mary Karapetian Alvord, Ph.D.
Lisa Sanchez, Ph.D.
Alvord, Baker & Associates, LLC

11161 New Hampshire Ave. Suite 307
Silver Spring, MD 20904
301-593-6554

3200 Tower Oaks Blvd. Suite 200
Rockville, MD 20852
301-593-6554
malvord@alvordbaker.com
lsanchez@alvordbaker.com
www.alvordbaker.com

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Disclosure

- Royalties (Dr. Mary Alvord)

Research Press:
  - Resilience Builder Program (book) and Relaxation and Self-Regulation CD (MP3’s, i-tunes)

All opinions in the presentation are those of the presenters. References are cited as appropriate.
Agenda

- Key components of evidence-based practice in a private practice setting
- Advantages of EBT’s for quality of care and growth of practice
- Advantages and limitations/barriers to conducting outcome research in a private practice setting
- Description of the Alvord Baker and Catholic University partnership and research program for anxious youth - Resilience Builder Program®
APA Task Force on evidence-based practice with children & adolescents

Three primary components of an evidence-based clinical practice identified:

1. assessment → dx, intervention, outcome evaluation
2. intervention → treatment programs with empirical support (not limited to randomized controlled trials) for the target population and appropriate to environment
3. ongoing monitoring → participant feedback & outcome measurement
Challenges of establishing EBT practice according to definition

- Practice is guided by varied research and multiple sources of information.
- Treatment and assessment are interrelated in psychotherapy.
- The goals are generalization and relapse prevention.
Challenges of Outcome Research and Evaluations of Empirically Supported Research to clinical populations

- **TIME**
  - Compete with ability to generate income
- **Feasibility**
  - Lack of administrative support
  - Access to libraries/electronic journals
- **Money**
  - Grants support large scale RCTs
- **Lack of experience in graduate school training on treatment outcome in private practice**
Consequences of “Empirical Imperialism” (Castonguay, 2002)

- Scientist-Practitioner Model not Fulfilled
  - Primary source of information regarding the efficacy of interventions is RCTs
- Missing valuable input/observations
- Generalizability
  - Applicability/ relevance of research questions to clinical community
  - Treatment outcome research, process oriented issues (Marten & Heimberg)
Consequences of “Empirical Imperialism”

- Only 1% of child psychotherapy outcome research is representative of clinically-referred children, practicing clinicians, and clinical service settings (Weisz, Doss, & Hawley, 2005).

- Questions of external validity
  - Goal is generalization of behavior and affect change, yet how generalizable are results from academic lab? (Kazdin, 2008)
Practitioner Research

Research activities that may be more feasible for the practitioner

- Single case design/ Time series methodology (e.g. Barlow, Kazdin)

- Process / qualitative research (Kazdin, Hill, Greenberg & Watson, Stiles) - relies less on hypothesis testing
Practitioner Research

- Collaborations between clinicians/academicians
  - Practice Research Networks
    - Partnership full-time clinician + full-time academician
    - Outcome research
Alvord Baker and Catholic University Partnership

- How it began
- Advantages
- Goals: To determine the effectiveness of a novel curriculum (based on CBT strategies and resilience literature) as naturally implemented in a private practice through a research/practice partnership
Alvord Baker and Catholic University Partnership

Selection of Group Program to study

- Standardized curriculum- Resilience Builder Program® (Alvord, Zucker & Grados, 2011)
- High recruitment
- Expertise
Resilience Builder Program: CBT program for social competence and self-regulation

- 30 + groups for grades K-HS. Published curriculum for grades 3-8.
- 6 children per group/ one leader
- One hour /week for 12-14 sessions during Fall and Spring
- Summer session 6 weeks
Resilience Builder Program®

- Five components:
  1. Didactic interactive, i.e. being proactive
  2. Free play/behavioral rehearsal
  3. Self-regulation
  4. Parents as partners
  5. Generalization
Self-Regulation

- Self-Talk
- Guided Imagery
- Visualization
- Rag Doll
- Calm Breathing
- Progressive Muscle Relaxation
- Turtle (for the younger set)
- Yoga
Parents as Active Partners

- Help their child recognize and write about successful social interactions and meeting individual goals

- Parents join in session
  - Along with kids, learn relaxation exercises, thinking errors
  - Model behavior management

- Mid-semester parent conference
Generalization

- Binder
  - Resilience Builders (aka – homework)
  - “Success Journals”
- Situations from daily life to discuss & role play in session
- Parent Letter
  - Describes lesson/skill, homework, and methods to reinforce at home
Generalization

- **Activities in Public**
  - Bowling/Mini-Golf
  - Games outside (balls, chalk, paper airplanes)

- **Real-time activities**
  - Electronic game systems

- **Booster Sessions**


APA Task Force on Resilience and Strength in Black Children and Adolescents (2008).

References


Lampropoulos, Goldfried, Castonguay, Lambert, Stiles, & Nestoros. (2002). What kind of research can we realistically expect from the practitioner? *Journal of Clinical Psychology*
