

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

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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.
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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
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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 CBT strategies and resilience literature) as naturally implemented in a private practice through a research/practice partnership
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Alvord Baker and Catholic University Partnership

- Selection of Group Program to study
 - Standardized curriculum- Resilience Builder Program® (Alvord, Zucker & Grados, 2011)
 - High recruitment
 - Expertise
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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
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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
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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
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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
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Generalization

- Activities in Public
 - Bowling/Mini-Golf
 - Games outside (balls, chalk, paper airplanes)
 - Real-time activities
 - Electronic game systems
 - Booster Sessions
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Resources

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