



What works?

A study of systematically planned interventions with youth at risk

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A call for a change in social work practice



- Evidence Based Practice - EBP
- Systematically-planned, Outcome-oriented Practice - SOP

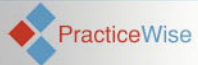
Common Factors and Elements of Effective Interventions



- Type of intervention used in therapy is not the primary variable determining its outcomes
- Practices Derived from the Evidence-based literature, or PDEs

What is a PDE?





Search by Youth Characteristics

Enter Youth Characteristics View Results

The treatment summary that you will see is based on research including all the characteristics that you select below. After selecting criteria, click on the View Results button and the system will summarize relevant Treatment Protocols and Research Papers. As you choose more characteristics, your search results are likely to decrease because less research is available that meets all of your criteria.

Problem Type:	Age or Grade:	Race or Ethnicity:
<input type="checkbox"/> Anxiety <input type="checkbox"/> Attention Problems <input type="checkbox"/> Autism Spectrum <input type="checkbox"/> Depression <input checked="" type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Eating <input type="checkbox"/> Elimination <input type="checkbox"/> Mania <input type="checkbox"/> Substance Use <input type="checkbox"/> Suicidality <input type="checkbox"/> Traumatic Stress	Birthdate (mm/dd/yyyy): <input type="text"/> Age: <input type="text" value="9"/> Grade: <input type="text" value="-- Select Grade --"/>	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiethnic <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> White or Caucasian <input type="checkbox"/> Other <input type="text"/>

Gender: Either Male Female

ADVANCED SEARCH OPTIONS +/-

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Summary of Youth Treatments

Home

Youth Treatments

Treatment Protocols

Treatment Practice

Research Papers

Overview

Exit

Display Options



Your current search criteria are:

Problem Type: Disruptive Behavior

Age: 9

Gender: Male

Race/Ethnicity: White

Your search returned:

Number of Study Groups: 9 [View Protocols](#)

Number of Papers: 9 [View Papers](#)

PRACTICE ELEMENT	PERCENT OF GROUPS
Praise	89
Tangible Rewards	89
Commands	78
Differential Reinforcement of Other Behavior	78
Attending	67
Problem Solving	67
Therapist Praise/Rewards	67
Modeling	56
Monitoring	56

practical and theoretical advantages of PDEs



- User friendly answer to practitioners
- Flexible
- Simplicity

Challenges of the approach



- Lack of sufficient research on the approach in real-life practice
- Inherent methodological difficulties

The current study



- We use both RCT and a repeated measures design
- We examine the practices social-workers utilize and their effectiveness
- We compare the practices used in their interventions to the prescribed PDEs for the same conditions

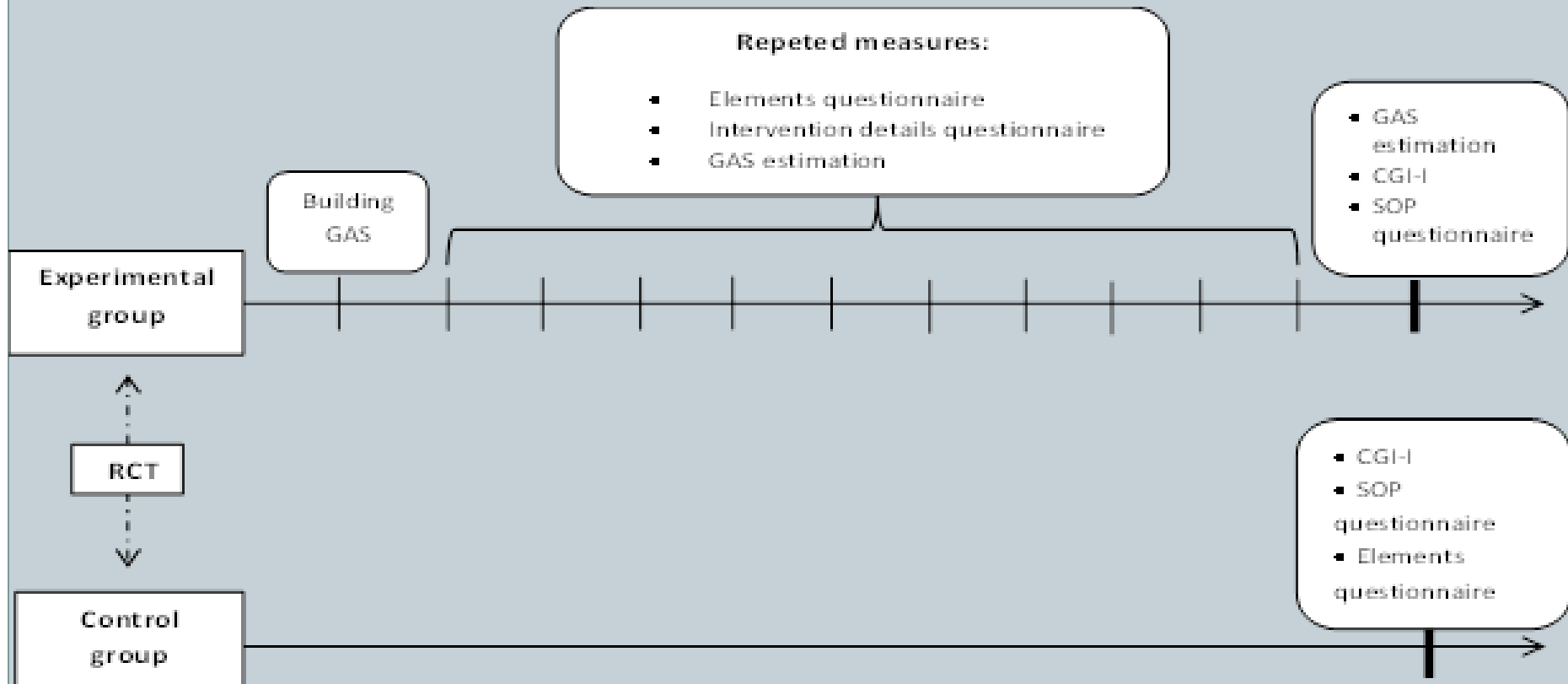
Our goals



(1) To test the effectiveness of implementing an SOP model with social-workers in a real-life context

(2) To contribute to research literature on PDEs.

Procedure



Research questions



- (1) What is the effectiveness of an SOP model versus a work-as-usual practice?
- (2) Which practices do social-workers in the two groups use – does the experimental group use more PDEs?
- (3) Which practices are linked to desired intervention outcomes?

Advantages of the study



- The design examines both successful and unsuccessful interventions
- We will be able to estimate whether the practices that workers use are those supported by research evidence, *even when workers are not making use of this research literature*
- Might serve as a model which will enable social-workers to integrate best research evidence into their practice

Goal Attainment Scaling



<u>Outcomes level</u>	<u>Scale 1</u>	<u>Scale 2</u>	<u>Scale 3</u>
<u>Present level</u>			
<u>Much less than expected (in one year)</u>			
<u>less than expected (in one year)</u>			
<u>Expected level (in one year)</u>			
<u>More than expected (in one year)</u>			
<u>Much more than expected (in one year)</u>			

Goal Attainment Scaling example



<u>Outcomes level</u>	<u>Scale 1</u> Anger control	<u>Scale 2</u> Involvement in social interactions with peers	<u>Scale 3</u> Spending more time on homework
<u>Present level</u>	Controlled his anger less than 25% of the time in the last week	Spends one day a week with friends after school	Spends less than 10 minutes a day on homework
<u>Much less than expected (in one year)</u>	Less than 25% of the time	Almost doesn't spend time with friends after school	Spends less than 10 minutes a day on homework
<u>less than expected (in one year)</u>	25%-49% of the time	Spends one day a week with friends after school	Spends 10-30 minutes a day on homework
<u>Expected level (in one year)</u>	Controlled his anger 50%-60% of the time in the last week (self-report)	Spends two days a week with friends after school (averaged over the last three weeks)	Spends 31-60 minutes a day on homework (averaged over the last two weeks)
<u>More than expected (in one year)</u>	61%-80% of the time	Spends three day a week with friends after school	Spends 61-90 minutes a day on homework
<u>Much more than expected (in one year)</u>	81%-100% of the time	Spends at least four days a week with friends after school	Spends more than 90 minutes a day on homework

Theme:

Research Methods for Research on Child Maltreatment



- Is SOP feasible with youth at risk in welfare agencies?
- Is it feasible to use GAS with youth at risk at welfare agencies?
- How can we increase GAS feasibility?