



Virginia Commission on Youth

*Collection of Evidence-based Practices  
for Children and Adolescents  
with Mental Health Treatment Needs*

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## Study Mandate

- At its April 5, 2011 meeting, the Commission adopted a work plan for staff to:
  - Make the *Collection of Evidence-Based Practices for Children and Adolescents with Mental Health Needs 4th Edition (Collection)* available through web technologies;
  - Seek the assistance of the Advisory Group, Secretary of Health and Human Resources, Secretary of Public Safety and Secretary of Education;
  - Develop a cost-effective and efficient dissemination method to allow for easy access to the information; and
  - Update the *Collection* biennially (SJR 358, 2003).



## Study Mandate (cont.)

- Minor update during the 2011 study year
- Major update during 2013
  - Reflect changes following the release of the American Psychiatric Association's 5<sup>th</sup> edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5)
  - DSM-5 due to be published May 2013
  - Examples of DSM-5 changes
    - A single category for autism
    - Replacing "intellectual disability" with "intellectual developmental disorder"
    - Changing the three attention deficit hyperactivity disorder (ADHD) subtypes



## Study Mandate (cont.)

### Advisory Group Membership

- DBHDS
- DSS
- DMAS
- DJJ
- DOE
- VDH
- Office of Comprehensive Services (CSA)
- CSBs
- COY members
- School Officials
- Local CSA/CSB
- Advocacy Group Representatives
- Parent Representatives
- One Child Psychiatrist
- Two Clinical Psychologists
- School Psychologist
- Virginia Tech University
- Virginia Commonwealth University
- Private Providers
- Area Health Education Centers (AHEC)
- Independent Living Providers
- Developmental Disability Representatives



## Advisory Group Meeting September 7, 2011

### Meetings with Stakeholders

February 23, 2011

May 18, 2011

June 27, 2011



## Background

- *Collection* first published in 2002
- *Collection 4<sup>th</sup> Edition* completed in 2010
  - Receives a monthly average of 30,000 web hits
  - Revised website <http://vcoy.virginia.gov/>



## Background (cont.)

### Dissemination of the *Collection 4<sup>th</sup> Edition*

- Letters sent encouraging the use of evidence-based practices
  - Health & Human Resources, Public Safety & Education agencies
  - Private provider associations, pediatric & psychiatric societies
- Letters sent encouraging inclusion of evidence-based practices at the post-secondary level
  - State Council of Higher Education of Virginia (SCHEV)
  - Community College System
  - Public universities with graduate programs in psychology, psychiatry, social work & counseling



## Background (cont.)

- Provides an updated listing of proven practices for treating youth with mental health disorders
- Reflects current research on best practices
- Assists in prioritizing treatment options
- Serves as a resource for providers and families



## Identified Issue

- The *Collection 4th Edition* represents the medical model.
  - The medical model focuses on the physical & biological aspects of specific diseases/conditions.
  - Service providers focus on the patient's condition using a problem-solving approach.
  - The medical model does not focus on the human needs of the individual, a recent advancement in the field of developmental disabilities.
  - The medical model does not incorporate changes in the language or methods for interacting with individuals with developmental disabilities.



## Recommendations

1. The Commission on Youth will revise the Autism Spectrum Disorders and Intellectual Disabilities sections of the *Collection 4th Edition* and limit these sections to discussion of co-occurring mental health disorders.
2. The Commission on Youth will add a disclaimer to the *Collection 5th Edition* to acknowledge that Intellectual Disability and Autism Spectrum Disorders are not mental health disorders.
3. The Commission on Youth will convene the Advisory Group prior to the 2013 biennial update and discuss further modifying the Intellectual Disability and Autism Spectrum Disorders sections to include best practices in service delivery for developmental disabilities.



## Identified Issues

- In many of Virginia's treatment programs, individuals with certificates and/or bachelor's degrees are permitted to provide therapy services to children, adolescents, and their families. However, they may not have been exposed to evidence-based practices during their coursework or training experiences.
- Including evidence-based practices in training and/or continuing education requirements would be beneficial.



## Identified Issue (cont.)

- In 2011, the Commission requested SCHEV to evaluate existing course offerings to ensure that they were in line with what is needed in the field and include information on proven practices in child and adolescent behavioral health and developmental services in all curricula, practicums, and internships.
  - SCHEV convened an advisory group of faculty representatives and conducted a survey to ascertain whether and to what degree the curricula in selected graduate-level degree programs were aligned with what is needed in the field.
  - SCHEV noted in the survey results that most undergraduate degree programs do not require the clinical experiences or advanced techniques and treatments critical in preparing professionals to provide mental health services to youth.
  - The underlying assumption is that adequate preparation for clinical assessment and intervention requires graduate-level education.



# Recommendations

1. The Commission on Youth will disseminate the *Collection 4th Edition* to licensing boards, department chairpersons, and program directors in the departments of social work, psychology, rehabilitation counseling, nursing, psychiatry, and human services in all Virginia colleges and universities and request that it be shared with undergraduate program directors and administrators.
2. Request that Virginia's health profession licensing boards post the *Collection 4th Edition* on their websites and request that continuing education requirements include credits on evidence-based practices in the field of child mental health.