



Mental Health Services Act (MHSA) Prevention & Early Intervention Program Evaluation

May 6, 2015

Mental Health Substance Abuse and Recovery Commission



San Mateo County Health System, Behavioral
Health & Recover Services

www.smchealth.org/bhrs/mhsa

MHSA Prevention & Early Intervention (PEI)

- One of three main components of MHSA
- PEI program strategies
 - Prevent mental illness from becoming severe and disabling
 - Create access and linkage to treatment
 - Improve timely access to services
 - Are non-stigmatizing and non-discriminatory
 - Focus on recovery, wellness and resilience
 - Use culturally appropriate language, practices and concepts
 - Reach individuals/families from underserved communities
 - Focus on effective methods: evidence-based, promising practices, community or practice-based standards

State Guidelines

- Serve all ages with at least 51% of PEI funds be to serve children and youth ages 0 to 25.
- Counties are required to include:
 - At least one Prevention program to reduce risk factors and build protective factors; may include relapse and/or universal prevention
 - At least one Early Intervention program to provide treatment and services for a mental illness early in its emergence.
 - At least one Outreach program for increasing recognition of early signs of mental illness.
- May include stigma and discrimination reduction and suicide prevention programs



PEI Programs in San Mateo County

Ages 0 - 25	<ul style="list-style-type: none"> • Early Childhood Community Team (Prevention) Community Interventions for School Age and TAY (Prevention) • Project SUCCESS • AC-OK / Seeking Safety • Project YES! / Seeking Safety • Project Grow / School-based Intervention • Teaching Pro-Social Skills / School-based Intervention
All Age Groups	<ul style="list-style-type: none"> • Primary Care Interface (Early Intervention) • Stigma Free San Mateo County (Prevention) Community Outreach, Engagement and Capacity Building • Crisis Hotline (Prevention and Early Intervention) • Voices of Recovery (Prevention and Early Intervention) • SMART MOU (Early Intervention) • SMMC MOU (Early Intervention) • Ravenswood Family Health Center (40% CSS; 60%PEI) • Senior Peer Counseling (50% CSS; 50%PEI) Office of Diversity and Equity (Prevention) • Culturally-relevant provider trainings • Digital Storytelling and Photovoice • Mental Health First Aid, Parent Project, Health Ambassador Program • Health Equity Initiatives
Early Onset	<ul style="list-style-type: none"> • Prevention and Recovery in Early Psychosis (PREP)

Caminar: Project YES!

Youth Empowerment & Safety

- Seeking Safety: Treatment for PTSD & Substance Abuse
 - Evidence Based Practice
 - Values & Coping Skills
 - Structure: Check-In, Quote, Topic, Check-out
 - Author, Lisa Najavits
- 13 one-hour YES Groups per Week throughout San Mateo County
 - 5 at the Youth Services Center (San Mateo)
 - 3 at Cordilleras (Redwood City)
 - 2 at Redwood House (Redwood City)
 - 1 at Eucalyptus House (Daly City)
 - 1 at South County BHRS (Redwood City)
 - 1 at the Edgewood Drop In Center (San Bruno)

Caminar: Project YES!

- YES Staff: 1 FT Case Manager/Group Facilitator, 1 PT Assistant Case Manager/Group Facilitator & 1 Supervisor.
- Groups
 - Size: 1 to 6 voluntary participants
 - Number: 525 in FY14, 444 through 4/30 (FY15)
 - 150 Unduplicated Participants through 3/31 (FY15)
- Demographics
 - 18 – 25 year olds
 - Approximately 50% Latino/a, 20% Caucasian,
 - 10% African-American, 10% Pacific Islander,
 - 10% Mixed or Other
- Client Stories: YSC & Safeway
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Teaching Pro Social Skills Skillstreaming

Skillstreaming

- psycho educational approach
- teaching an array of pro-social skills

Small groups of trainees with shared pro-social deficiencies are:

- shown several examples of expert use of the behaviors constituting the skills in which they are weak or lacking (modeling)
- given several guided opportunities to practice and rehearse these interpersonal behaviors (role-playing)

Skillstreaming Training Steps

1. Define the skill.
2. Model the skill.
3. Establish trainee skill need.
4. Select role-player (main actor).
5. Set up the role-play (co-actor, set the "stage").
6. Conduct the role-play.
7. Provide feedback (order: co-actor, observing trainees, trainers, main actor).
8. Assign skill homework
9. Select next role-player.

Teaching Pro-Social Skills--Skillstreaming

Group I: Classroom Survival Skills

1. Listening
2. Asking for Help
3. Saying Thank You
4. Bringing Materials to Class
5. Following Instructions
6. Completing Assignments
7. Contributing to Discussions

Teaching Pro-Social Skills--Skillstreaming

Group I: Classroom Survival Skills

8. Offering Help to an Adult
9. Asking a Question
10. Ignoring Distractions
11. Making Corrections
12. Deciding on Something to Do
13. Setting a Goal

Teaching Pro-Social Skills--Skillstreaming

Group II: Friendship-Making Skills

14. Introducing Yourself
15. Beginning a Conversation
16. Ending a Conversation
17. Joining In
18. Playing a Game
19. Asking a Favor
20. Offering Help to a Classmate

Teaching Pro-Social Skills--Skillstreaming

Group II: Friendship-Making Skills

21. Giving a Compliment
22. Accepting a Compliment
23. Suggesting an Activity
24. Sharing
25. Apologizing

Teaching Pro-Social Skills--Skillstreaming

Group III: Dealing with Feelings

26. Knowing Your Feelings
27. Expressing Your Feelings
28. Recognizing Another's Feelings
29. Showing Understanding of Another's Feelings
30. Expressing Concern for Another
31. Dealing with Your Anger
32. Dealing with Another's Anger
33. Expressing Affection
34. Dealing with Fear
35. Rewarding Yourself

Teaching Pro-Social Skills--Skillstreaming

Group IV: Alternatives to Aggression

36. Using Self-Control
37. Asking Permission
38. Responding to Teasing
39. Avoiding Trouble
40. Staying Out of Fights
41. Problem Solving
42. Accepting Consequences
43. Dealing with an Accusation
44. Negotiating

Teaching Pro-Social Skills--Skillstreaming

Group V: Dealing with Stress

45. Dealing with Boredom
46. Deciding What Caused a Problem
47. Making a Complaint
48. Answering a Complaint
49. Dealing with Losing
50. Being a Good Sport
51. Dealing with Being Left Out
52. Dealing with Embarrassment
53. Reacting to Failure
54. Accepting No
55. Saying No

Teaching Pro-Social Skills--Skillstreaming

Group V: Dealing with Stress

56. Relaxing

57. Dealing with Group Pressure

58. Dealing with Wanting Something That Isn't Yours

59. Making a Decision

60. Being Honest

Skillstreaming the Elementary School Child

Skill 2: Asking for Help



Steps:

1. Ask yourself, "Can I do this alone?"
2. If not, raise your hand.
3. Wait. Say to yourself, "I know I can wait without talking."
4. Ask for help in a friendly way.

Skillstreaming the Elementary School Child

Skill 29: Showing Understanding of Another's Feelings

Steps:



1. Name what you think the person is feeling.
2. Think about your choices:
 - a. Ask the person if he/she feels this way
 - b. Ask the person if you can help
 - c. Leave the person alone.
3. Act out your best choice.

PEI Evaluation

- Gibson & Associates, independent contractor, conducted evaluation
- 8 programs evaluated
 - Project Grow & Teaching Pro-Social Skills (School-based Interventions)
 - Project YES! & AC-OK (Seeking Safety Interventions)
 - Project SUCCESS
 - Early Childhood Community Team
 - Crisis Hotline
 - Prevention of Early Psychosis
- Evaluated for efficiency, effectiveness/impact, satisfaction with services and responsiveness to target community

Evaluation Questions

- 7 Evaluation Questions
 1. Has the project been implemented efficiently?
 2. Is the project achieving desired impact?
 3. Are clients, families, partners, and/or communities satisfied with services?
 4. Have project services been responsive to the target community?
 5. To what degree has the project advanced the vision, mission and objectives of the MHSA PEI plan?
 6. What factors have impeded or contributed to successful implementation?
 7. What steps can be taken in the future to improve project?

General Findings

- Every project evaluation validated client satisfaction and positive client impact.
- Staff attrition impacted services and data collection efforts.
- Most PEI project lack capacity for participating in an external evaluation.

PEI Eval Findings

Program	Population Served	Outcomes - Highlights
Project Grow (Health Right 360)	32 students and families at Pollicita Middle Schools in Daly City and Parkway Middle School in SSF (47% Latino, 28% Asian, 10% Tongan, 3% AA)	<ul style="list-style-type: none"> • High participation levels in individual counseling, avg of 25 sessions/year • High satisfaction among faculty • Strong gains across levels of stress and negative emotions and ability to manage feelings.
Teaching Pro-Social Skills (HSA)	38 at risk youth ages 6-9, at elementary schools in Daly City, RWC, and Menlo Park (79% Latino, 11% PI, 5% AA)	<ul style="list-style-type: none"> • 10 sessions per group, with all students attending at least 8 sessions • All sites showed significant gains from the pre post-test and all exceeded an increase of 10% in positive social skills, by wide margins

PEI Eval Findings (cont'd)

Program	Population Served	Outcomes - Highlights
Project YES! (Caminar)	147 transition age youth in Redwood City, Daly City, San Bruno and San Mateo (52% Latino, 21% White, 12% AA, 8% PI)	<ul style="list-style-type: none">• 525 groups, 6 locations• Over 80% learned to recognize important skills related to setting boundaries with others and seeking help appropriately when facing challenges or stressors.
AC-OK (Centro de Libertad)	40 transition-age youth in RWC and HMB involved in the juvenile or adult justice systems (52% Latino, 39% White, 6%PI, 6%AA)	<ul style="list-style-type: none">• Significant decrease in client-reported need for alcohol and drug treatment and reductions in their experience of stress and need for treatment for stress

PEI Eval Findings (cont'd)

Program	Population Served	Outcomes - Highlights
Project SUCCES (Puente)	41 students in three Pescadero area schools: La Honda Elem, Pescadero Middle and High (over 60% Latino)	<ul style="list-style-type: none">• Gains in self-esteem and view of their future were statistically significant
ECCT (Star Vista)	83 children in Coastsides at their homes or at four early childhood program sites (90% Latino)	<ul style="list-style-type: none">• Teachers demonstrate greater ability to understand and respond to children• 29 families increased capacity to understand child's behaviors and respond effectively• Parents gained in understanding and response• Very high satisfaction among childcare workers

PEI Eval Findings (cont'd)

Program	Population Served	Outcomes - Highlights
<p>Crisis Hotline and Youth Intervention Team (Star Vista)</p>	<p>San Mateo County middle and high school youth in crisis or at risk of suicide</p> <p>41 Crisis Line volunteers and 19 youth volunteers</p>	<ul style="list-style-type: none"> • Intervened in 28 crises at schools • Average of 1250 calls per month • Post survey callers were extremely satisfied • 77% to 80% felt connected to the counselor • 78% to 87% found the call helpful • Satisfaction levels increased from December 2013 to March 2014 survey administrations.
<p>PREP (Felton Inst)</p>	<p>84 potential San Mateo County residents ages 18-35, 46 engaged (33% White, 35% Latino, 4% AA, 13% Asian, 9% PI)</p>	<ul style="list-style-type: none"> • Reduction in symptoms and significantly reduced level of hospitalizations • The strongest and most valid gains were in reductions in anxiety and depression • Clients were extremely satisfied

Process Outcomes

- All PEI programs now have a consistent evaluation plan currently being implemented
- PEI program reports will now include impact and satisfaction data, along with the usual service dosage, demographics , successes and challenges
- The evaluation plan has been incorporated into the RFP and will be incorporated into the new contracts



Next Steps

- RFP process
- Program monitoring and annual reporting
- Full report on the website
www.smchealth.org/bhrs/mhsa

Questions?