Building Integration in Pediatric Settings

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Setting the Stage:

Today’s Moderator

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Slides for today’s webinar will be available on the CIHS website:

www.integration.samhsa.gov

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Innovation Communities 2018
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Disclaimer: The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of the Center for Mental Health Services (CMHS), the Substance Abuse and Mental Health Services Administration (SAMHSA), the Health Resources and Services Administration (HRSA), or the U.S. Department of Health and Human Services (HHS).
Setting the Stage

Michelle Duprey, LMSW
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Starfish Family Services. Inkster, Michigan
Overview of Today’s Webinar

- Review of Innovation Community activities so far
- Work Plan
- Individual Coaching Calls
- Update on Listserv
- Resources needed?
- Dr. Rahil Briggs introduction and presentation
- Wrap-up Questions
A Decade of Integrated Pediatric Behavioral Health: Taking Prenatal-Adolescent Programming to Scale

Rahil D. Briggs, PsyD
Director, Pediatric Behavioral Health Services
Associate Professor of Pediatrics, Psychiatry & Behavioral Sciences
Monetfiore Medical Center,
Bronx, New York
• Review background of Montefiore’s Behavioral Health Integration Program (BHIP)
• Understand national landscape of pediatric behavioral health concerns
• Learn our model for integrated primary care behavioral health in pediatrics
• Review lessons learned and future areas of focus
Pediatric Behavioral/ Developmental Problem Landscape

- 1/7 children ages 2-8 and 1/5 children ages 9-17 exhibit symptoms
- Only 15-25% of children receive care from the specialty mental health system
- 50% of mental health diagnoses show symptoms before age 14
- Almost all children see a primary care physician
  - Universally accessed
  - Non-stigmatized
Behavioral Health Integration (in Primary Care)

- Adult focused
- Collaborative Care Model
- How to make the case?
  - Three pronged approach:
    - Happy Kids
    - Brain Development
    - ROI
Continuum of Physical and Behavioral Health Care Integration

Coordinated Care
- Screening
- Navigators

Co-located Care
- Co-location
- Health Homes

Integrated Care
- System-Level Integration
Collaborative Care Team Structure

Adult Model from AIMS group
Children are not little adults…
Montefiore’s Pediatric Model

- Patient, Parent, Care giver
- Pediatric Psychologist
- Pediatric Psychiatrist
- SW, Nursing, Dietary
- Teachers, school based supports, after school care

Adapted from AIMS group
Montefiore Pediatric BHIP Model

- **Healthy Steps (HS)** prenatal to age 5 (IS and D&B)
- **Child and Adolescent Psychology and Psychiatry (CAPP)** age 5+
Staffing Ratio

• 1 FTE Child Psychologist / 5,000 patients in general population

• 1 FTE Child Psychiatrist / 20,000+ patients in general population
Screening Schedule

0-2 mo
- **ACES** (Parent and baby), **PHQ-2** (parent)

1 year
- **ASQ:3**, **ACEs**

18 mo
- **M-CHAT-R**

24 mo
- **ASQ:SE, PHQ-2, ACEs**

3 yrs
- **ASQ:SE, ACEs**

4 – 11 yrs
- **PSC-17, ACEs** (completed by parent)

12-19 yrs
- **PSC-17, ACEs** (completed by youth)
A patient (ages 4-18 years) presents for their annual well visit.

Review medical record to determine if any screenings are due for the patient.

Distribute:
PSC-17 to caregivers of patients age 4-11, or Y PSC-17 to patients age 12-18.

Collect form from caregiver/patient. If not completed, redistribute to caregiver/patient.

Enter responses in PSC-17 or Y-PSC-17 into medical record

Review scores in medical record

IF NO
Discuss screening with caregiver/patient.
Repeat screening at next annual visit.

IF YES
Are there concerning scores?

IF YES
Discuss next steps with caregiver/patient & document follow up plan, involving behavioral health providers in line with their care protocols.
The diagram illustrates a hierarchical representation of adverse childhood experiences (ACEs) from conception to death, highlighting the concept of 'scientific gaps' in understanding and addressing these experiences.
Video

- [https://www.youtube.com/watch?v=wJlhYBcAs78&sns=em](https://www.youtube.com/watch?v=wJlhYBcAs78&sns=em)
Parallel Process: Supporting the Parent to Support the Child

4 S’S for a Secure Attachment (Dan Siegel)

– Seen – Perceiving them deeply and empathically
– Safe – Fostering trust, avoiding actions and responses that frighten or hurt
– Soothed – Helping them deal with difficult emotions & situations
– Secure – Helping them develop an internalized sense of well-being
The 2-Month Visit

- Does your baby smile socially?
- Does your baby track visually?
- Does your baby lift her head, when placed on his/her stomach?
- Does he/she coo?
- Is your baby fussy?
- How long does the baby sleep?
- Are you breastfeeding?
- Are you feeling depressed?

- How has it been for you taking care of your baby?
- How is your baby different than when he/she was first born?
- How does your baby try to get attention? Are you worried about spoiling?
- Who does your baby remind you of?
- How are you and the baby eating?
- How have you been sleeping?
Healthy Steps at Montefiore Design

• Quasi-experimental longitudinal follow up of children enrolled in a Healthy Steps (HS) program at their primary care pediatric setting and a comparison group (CG) from a matched clinic who met enrollment criteria, but did not receive the intervention

• Objective: Determine the relationship between maternal ACES and maternal report on the ASQ:SE at 36 months
Healthy Steps Results – Impact of Intervention on 36 month ASQ:SE scores

ASQ:SE mean score p<.001

Healthy Steps Results
D & B consults and Obesity

Child & Adolescent Psychology/Psychiatry (CAPP) @ Montefiore
Results from Montefiore Internal Needs Assessment

1. Medical providers reported their pediatric patients had an overwhelming need for services to address ADHD, conduct problems, and trauma.

2. The majority of medical providers and administrative directors had limited understanding of the different unique services provided by psychiatrists, psychologists and social workers. They frequently suggested they most needed a child psychiatrist to address the needs of their patients, but then described services more appropriately addressed by a child psychologist (such as conducting a differential diagnosis between ADHD and a learning disability).

3. Administrative directors voiced concerns regarding securing office space for new BHIP providers.
Results from External (national) Needs Assessment

1. The majority of programs reported that their providers were more likely to ascribe to a CBT orientation versus a psychodynamic one.

2. The majority of programs treated children with severe mental illness and conducted long term treatment.

3. Most commonly reported complaints from primary care providers were that their behavioral health colleagues had long waiting lists and were not available for the full practice.

4. Feelings of isolation were common for behavioral health providers who were working as the solo behavioral health clinician in a primary care practice.
CAPP

Integrated school age/adolescent psychologists into Montefiore Medical Group practices in the Bronx, NY between 09/2014 - 02/2015. All practices used the Pediatric Symptom Checklist-17 to universally screen children and received an integrated pediatric psychologist with expertise in treating ADHD, anxiety, depression, and trauma.

Modularized treatment protocols for:

- ADHD
- Anxiety
- Conduct
- Depression
- Trauma

- Designed to be delivered in 4-6 sessions

- MI
- CBT
- DBT
CAPP Referral Rate

Demographics of referred sample:

**Gender**
Male 51%; Female 49%

**Race/ethnicity**
Hispanic 37%
Black or African-American 30%
White 4%
Other 20%
Unknown 9%

**Insurance**
Medicaid 65%
Commercial 31%
Other 4%
CAPP Results – Patient Attendance Data

Out of the 1,164 pediatric patients who were referred:

• 643 (55%) attended at least one session.
• Attendance rates varied by whether or not the child received a “warm handoff.”

Out of the 274 patients who had a warm handoff, 172 (63%) also attended a full therapy session.
• Without a warm handoff, 53% of children attended a full therapy session.
### Pediatric BHIP CAPP

Results of Repeated Measures ANCOVA

<table>
<thead>
<tr>
<th>Measure</th>
<th>Pretest</th>
<th>Posttest</th>
<th>Wald Test (df=1)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$M (SD)$</td>
<td>$M (SD)$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td>18.37 (3.22)</td>
<td>15.46 (6.49)</td>
<td>26.06*</td>
<td>219</td>
</tr>
<tr>
<td>Internalizing</td>
<td>6.37 (1.71)</td>
<td>4.96 (2.69)</td>
<td>45.53*</td>
<td>146</td>
</tr>
<tr>
<td>Externalizing</td>
<td>8.65 (1.75)</td>
<td>6.16 (3.55)</td>
<td>45.65*</td>
<td>111</td>
</tr>
<tr>
<td>Attention Problems</td>
<td>8.26 (1.03)</td>
<td>7.18 (2.36)</td>
<td>121.56*</td>
<td>137</td>
</tr>
</tbody>
</table>

Note. Controlling for gender, ethnicity, insurance, and age.

Clinical cutoffs: total score = 15; Internalizing = 5; externalizing = 7; attention problems = 7

*p < .05
Teaching Trainees: Medical Students, Residents, and Fellows

• Formal Training
  – Monthly Didactic Presentations for medical students & pediatric residents
    • ACEs, attachment, brain development, toxic stress, trauma informed care
  – Shadowing
    • Strategies for working with parents to support attachment security and cognitive/language development & to help parents manage typical difficulties of early childhood (e.g., tantrums)

• Informal
  – Shared patients in clinic
Teaching Toxic Stress to Medical Providers

**POSITIVE**
Brief increases in heart rate, mild elevations in stress hormone levels.

**TOLERABLE**
Serious, temporary stress responses, buffered by supportive relationships.

**TOXIC**
Prolonged activation of stress response systems in the absence of protective relationships.
Teaching Trauma Informed Care

• SAMHSA’s Four R’s

• A trauma-informed organization:
  - **R**ealizes the widespread impact of trauma and understands potential paths for recovery
  - **R**ecognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system
  - **R**esponds by fully integrating knowledge about trauma into policies, procedures, and practices
  - **R**esists re-traumatization actively
Training Behavioral Health Staff

• Assess & Triage quickly
• The “Integrative Backbone”
• Flexibility
• Speaking “Doctorese”
• Evidence Based Treatment for Early Childhood Behavioral Problems
• General clinical skills:
  – Reflective Functioning, Cultural Countertransference, Motivational Interviewing
• How to train medical providers
Challenges and Opportunities

• Workforce Development
• Privacy/Documentation
• Payment
  – payment for prevention, based on understanding of intergenerational transmission of trauma
  – dyadic treatment payment
BHIP Conclusions

• IT WORKS!
• Families prefer this model
• Primary Care Providers prefer this model
• Mental Health Providers prefer this model

Want to learn more?

– Integrated Early Childhood Behavioral Health In Primary Care, Rahil Briggs, ed. Springer, 2016

– www.healthysteps.org
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- Price Family Foundation
- Robin Hood Foundation
- Stavros Niarchos Foundation
- Tiger Foundation
“I wish I’d started therapy at your age.”