

# INDIVIDUAL FIDELITY MEASURE DEVELOPMENT FOR MULTISYSTEMIC THERAPY FOR EMERGING ADULTS

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and their social network members**

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# Brief History

- **Concepts of psychosocial treatment fidelity appeared in research in late 1970's and early 1980's** (e.g. Yeaton & Sechrest, 1981)
- **Improved treatment fidelity by manuals appeared in early 1990's** (Waltz, Addis, Koerner, & Jacobson, 1993)
- **Definition of fidelity as adherence to treatment protocols emerged** (Waltz et al., 1993 Bond et al., 2000)
- **Emphasis on intervention protocols and measurement of adherence to protocols emerged in 1990's**



Bond, G.R., Evans, L. , Salyers, M.P., Williams, J.& Kim, H.W.(2000). Measurement of fidelity in psychiatric rehabilitation. *Mental Health Services Research*, 2, 75–87.

Gearing, R.E., El-Bassel, N., Ghesquiere, A., Baldwin, S., Gillies, J., & Ngeow, E. (2011). Major ingredients of fidelity: A review and scientific guide to improving quality of intervention research implementation. *Clinical Psychology Review*, 31(1), 79-88.

# Fidelity Monitoring; Types of behaviors

- Behaviors that are unique to the treatment and essential
- Behaviors that are essential to treatment but not unique
- Behaviors that are compatible with the specified treatment modality, and not prohibited, but are neither necessary nor unique
- Behaviors that are prohibited and must be avoided in order for treatment delivery to be valid
- Non specific competence (e.g. warmth, sensitivity, engagement) can be included

(Waltz et al., 1993)



# Multisystemic Therapy for Emerging Adults (MST-EA)

## Key Elements;

- Mental health & substance abuse symptoms, & risk factors for antisocial behavior targeted through *individualized* interventions
- Interventions with an *empirical* basis
- Address relevant factors *across social network, school, work and community contexts*



# MST-EA Key Elements cont'd

- Teach skills & provide resources for adult responsibilities
- Skills to cope with peer, romantic, family, work, school, and neighborhood problems
- Delivered in home, work, school, or neighborhood
- Times convenient to the client
- Therapists caseloads of 3-4 EAs



# MST-EA Key Elements cont'd

## Life Coaches 1

- Teach skills & provide resources for adult responsibilities
- Engaging in positive recreational activities together

## Life Coaches 2

- *Standard* don't directly support working
- *Vocational* have extensive work support curricula/activities
- Either can address remaining curriculum and recreate w clients



# Fidelity Work on MST-EA

## STEP 1

- Manual developed
- QA achieved through weekly consultation
- Adapt the MST fidelity measure (TAM-R)
- Reworded elements to reflect shift from parent to child focused work
- Added elements to reflect the critical aspects of the adaptation hypothesized to impact outcomes





# STEP 2

- Participants confused by similarity in items
- Incorporated the Working Alliance Inventory to clarify differences in items
- Organized into topical areas to clarify differences
- Reworded for clarity



# STEP 3

- Assessed performance (intercorrelations, uniqueness, variability)
- Increased “concreteness”
- Developed items to differentiate standard and vocational Life Coaches



# Participants (N=16, 56% female)

- Current diagnosis
- Recent (<18 months) arrest/release from incarceration,
- Lived in stable community settings
- Ages 17-19
- Referred from child welfare and justice systems
- Analyses are based on 90 TAM-EAs completed by 16 participants
- 26 LCAMs completed by 7 individuals



# MST-EA Fidelity Methods

- Pearson's R used to examine intercorrelations for all pairs of items to determine independence
- Cronbach's alphas were assessed for each section: Working in Partnership, Clarity of the Work, Social Context, Other Features.



# MST-EA Fidelity Results

- 4 item pairs Pearson's correlations  $>.80$ .
- Alpha's ranged from .83-.92
- Alphas not improved by removing any single item.








# MST-EA Fidelity Results

- We attempted to improve the wording of the items to maximize rating of concrete therapist or Life Coach behaviors,
- Wording reviewed by emerging adults with lived experience for clarity.
- The resulting measure will be used in the next iteration of feasibility work.



# Life Coach Skill Inventories

## Additional Domains for Vocational LC

	DOMAIN
	DOMAIN 1: CAREER EXPLORATION & PREPARATION
	DOMAIN 2: RESUME
	DOMAIN 3: JOB HUNTING
	DOMAIN 4: INTERVIEWING
	DOMAIN 5: KEEPING A JOB

## Standard LC Domains

	DOMAIN
	DOMAIN 1: GOALS & VALUES
	DOMAIN 2: EDUCATION
	DOMAIN 3: HOUSING
	DOMAIN 4: TRANSPORTATION
	DOMAIN 5: NUTRITION & MEAL PLANNING
	DOMAIN 6: MONEY MANAGEMENT
	DOMAIN 7: LEGAL ISSUES/SOCIAL SERVICES
	DOMAIN 8: HOUSEHOLD MANAGEMENT
	DOMAIN 9: HEALTH & SAFETY
	DOMAIN 10: STRESS & COPING
	DOMAIN 11: SOCIAL SKILLS & RELATIONSHIPS
	DOMAIN 12: SEXUAL HEALTH
	DOMAIN 13: PREGNANCY & PARENTING



# Skills Portion of LCAM

**Which skills did you work on with your Life Coach in the past 2 weeks?**

***Interviewer Instruction - record the skill as described then assign the skill code number and check with participant for verification of the skill category. After 4 skills recorded review the list of skills and check any others they felt they worked on (indicate context code as needed)***





# Life Coach Skills by Client Report (N=7)

■ Voc LC   ■ Standard LC

