INDIVIDUAL FIDELITY MEASURE
DEVELOPMENT FOR
MULTISYSTEMIC THERAPY FOR
EMERGING ADULTS

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MST-TAY Team - North American Family Institute

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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

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
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 with 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**

<table>
<thead>
<tr>
<th>DOMAIN</th>
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<tbody>
<tr>
<td>DOMAIN 1: CAREER EXPLORATION &amp; PREPARATION</td>
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<tr>
<td>DOMAIN 2: RESUME</td>
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<tr>
<td>DOMAIN 3: JOB HUNTING</td>
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<td>DOMAIN 4: INTERVIEWING</td>
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<td>DOMAIN 5: KEEPING A JOB</td>
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**Standard LC Domains**

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

Skills:
- Getting along
- Disclosure
- Getting Job
- Budgeting
- Advocating
- Transportation
- Coping
- Balance
- Time Mgmt
- Career explore
- Explore Un paid work
- Post secondary skills
- Problem Solving
- Goal Setting
- Place to live
- Parenting
- Grocery shopping
- Healthy Life Style