
BEHAVIORAL HEALTH CARE

**Assessment, Service Planning, and
Total Clinical Outcomes Management**

**Edited by
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In 2008, John S. Lyons became the first Endowed Chair of Child and Youth Mental Health on the psychology faculty at the University of Ottawa and the Children's Hospital of Eastern Ontario. Prior to that, he was a professor of psychiatry and medicine at Northwestern University's Feinberg School of Medicine and the founding director of the Mental Health Services and Policy Program. He has published nearly 200 peer-reviewed articles and five books, including *Redressing the Emperor: Improving Our Children's Public Mental Health Service System*. Dr. Lyons has developed and implemented outcomes management tools, such as the Child and Adolescent Needs and Strengths (CANS) and Adult Needs and Strengths (ANSA), which are widely used in systems of care in the United States and are also used in Canada, Europe, and Asia. He actively works at the interface between behavioral healthcare, child welfare, juvenile justice, and education. He received his doctorate in clinical psychology and methods and measurement from the University of Illinois at Chicago in 1982 and then completed a two-year postdoctoral fellowship with Donald Fiske, Ph.D., at the University of Chicago.

Dana A. Weiner, Ph.D.

Dana A. Weiner has worked for the past seven years on evaluating the progress and outcomes of programs that deliver mental health services to children and youth in child welfare. Her work includes developing strategies for applying technology to build awareness of services and understand the gaps between regional needs and resources. In her current position in the Director's Office at the Illinois Department of Children and Family Services, she uses continuous clinical assessment data to inform child welfare policy, and to this end she has linked clinical child assessment data with service recommendations that can be incorporated into provider search and geomapping tools. The Statewide Provider Database search tool, launched in March 2008 to caseworkers and administrators across Illinois, allows caseworkers to search for providers close to children based on individual child need, and allows system planners to assess the local capacity to meet the needs of the local population. In her role as assistant professor in the Mental Health Services and Policy Program at Northwestern University, Dr. Weiner teaches courses in statistics and mental health services research. She has overseen many program evaluation projects for the State of Illinois, including an evaluation of a pilot implementation of evidence-based treatment for trauma, an ongoing outcomes monitoring system for a foster-care stabilization program, and a residential performance-monitoring unit. She is the author of numerous publications stemming from this work. Dr. Weiner received her doctorate in clinical psychology from Northwestern University in 1999 and her bachelor of science degree in human development from Cornell University in 1992.

Rachel L. Anderson, Ph.D.

Rachel Anderson is an associate professor with the Department of Health Management and Policy in the College of Public Health at the University of Iowa. She completed her graduate training in social policy at Northwestern University and a two-year National Institutes of Mental Health-funded postdoctoral fellowship in mental health services research at Rutgers University, as well as a two-year NIMH mentoring and education program in mental health services research. Dr. Anderson is director of the Mental Health Services and Policy Collaborative and associate director of the National Health Law and Policy Resource Center in the College of Law, and she holds secondary appointments in the colleges of nursing and law. Her research interests are in mental health services and policy research. She is engaged in a variety of research efforts that contribute to policy debates and the development of legislation, as well as advising policy agencies and other research organizations. Her research examines strategies for connecting service systems in an effort to maximize the effectiveness of usual care practice and to identify prevention and early intervention strategies for persons with mental health challenges and their families.

Lise M. Bisnaire, Ph.D.

Lise Bisnaire received her doctorate in clinical psychology in 1988 from the University of Ottawa, Canada. She has been at the Children's Hospital of Eastern Ontario since 1996 and is currently the director of the Autism Intervention Program at CHEO, where she is involved in the development and implementation of the Total Clinical Outcomes Management approach to services for children, youth, and their families. At the time this chapter was drafted, she was the clinical director of the Inpatient Psychiatry Program and a professional practice leader in psychology at CHEO.

Margaret E. Blaustein, Ph.D.

Margaret Blaustein is a practicing clinical psychologist who specializes in the assessment and treatment of complex childhood trauma. Dr. Blaustein is the director of training and education at the Trauma Center at the Justice Resource Institute in Brookline, Massachusetts, and co-developer of the Attachment, Self-Regulation, and Competency (ARC) treatment framework. She has provided extensive didactic and interactive training to clinicians, educators, professionals, and consumers regarding the impact of and intervention for childhood-onset trauma. She received her doctorate in clinical psychology, with a specialization in children and families, from the University of Miami, and completed her internship at Boston Children's Hospital/Harvard Medical School.

Jason Brennen, B.A.

Jason Brennen has a background in health policy research. He was the project coordinator for the Mental Health Juvenile Justice (MHJJ) evaluation for three years under the supervision of Dr. John S. Lyons at Northwestern University, and in 2005 he served as an appointee to the State of Illinois Juvenile Justice Task Force Committee. His other research efforts have included Chicago's System-of-Care and the Department of Human Services of Illinois Sex Offenders project. Prior to his experience at Northwestern, he was employed at the Rhode Island Division of Mental Health as a program development associate. After a year teaching English as a second language in China, Mr. Brennen has returned to the United States where he is currently an

associate director of Events Management for Hyatt International. He received his bachelor's degree in psychology from Brown University in 1999.

Inger Burnett-Ziegler, M.A.

Inger Burnett-Ziegler is a student in the clinical psychology doctoral program at Northwestern University and is currently teaching psychology courses at Chicago State University. She has worked in myriad clinical settings, including a Veterans Administration Medical Center, private hospital, and outpatient mental health center, conducting individual and group psychotherapy as well as psychological assessments. She has also worked for the Inspector General's office for the Illinois Department of Children and Family Services and as a consultant for the State of Illinois Department of Mental Health. Ms. Burnett-Ziegler plans to continue her work as a clinician to those with chronic and severe mental illness and to work for improvements in policy related to the provision and receipt of mental health services in the community. She received her bachelor's degree in psychology from Cornell University.

Julita Caliwan, M.S.W.

Julita Caliwan has nearly twenty-five years of experience in human services. She is currently with New Jersey's Division of Developmental Disabilities, coordinating efforts to address the cross-system challenges in serving children and adults with developmental disabilities and co-occurring behavioral health disorders. She previously served as an assistant division director of Policy, Planning and Quality Improvement at New Jersey's Division of Child Behavioral Health Services (DCBHS). Her experience with the DCBHS includes directing and overseeing the development of annual plans; coordinating federal, state, and foundation grant activity; developing policies and procedures, including regulations and Medicaid State Plan amendments; developing training activities; and developing and managing a continuous quality improvement (CQI) unit to infuse all DCBHS operations with a CQI culture of accountability and excellence. She was also on the faculty of the 2005 SAMHSA National Technical Assistance Center Policy Academy. Ms. Caliwan received her master's degree in social work from the Graduate School of Social Work at Rutgers University in 1983.

Stacey Cornett, M.S.W., L.C.S.W.

Stacey Cornett is the director of Intensive Youth Services at the Community Mental Health Center in Lawrenceburg, Indiana. In this position, Ms. Cornett is responsible for the development and administration of intensive home- and community-based services and a systems of care initiative for youth from infancy to age twenty-two. She has served as a consultant to the State of Indiana in the development of the Indiana Comprehensive Child and Adolescent Needs and Strengths Assessment, birth to five version. In addition, she has worked with Allegheny County, Pennsylvania's early childhood system of care initiative to develop an early childhood version of the ANSA. Ms. Cornett serves as the co-chair of the Indiana Association of Infant and Toddler Mental Health and is endorsed as a distinguished mentor in infant mental health. She serves as a consultant to various early childhood programs and trains mental health and early intervention providers throughout the country. She received her master's degree in social work from Saint Louis University in 1988.

Keith Cruise, Ph.D., M.L.S.

Keith Cruise is an assistant professor of psychology at Fordham University, where he teaches both graduate and undergraduate courses and contributes to clinical research and supervision as part of the clinical-forensic training specialization. Before joining the Fordham faculty in 2006, Dr. Cruise was an assistant clinical professor of public health at Louisiana State University Health Sciences Center in New Orleans, with a primary appointment to the LSUHSC Juvenile Justice Program. He earned his doctorate in clinical psychology in 2000 from the University of North Texas and his master's degree in legal studies from the University of Nebraska in 1995.

Norin Dollard, Ph.D.

Norin Dollard is a research assistant professor in the Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida. She has over fifteen years of services research and evaluation experience in the behavioral health needs of children and families in child welfare, juvenile justice, and education systems. Prior to her work in Florida, Dr. Dollard was a research scientist with the New York State Office of Mental Health. She received her doctorate in curriculum and instruction with a specialization in child and family policy from the University of South Florida in 2003.

Elizabeth M. Durkin, Ph.D.

Elizabeth Durkin received her doctorate from Northwestern University and is currently on the university's faculty in the Department of Psychiatry and Behavioral Sciences. She conducts research in the areas of mental health services, health care organizations, and health policy. She has collaborated on two evaluations of federally funded programs for homeless individuals with co-occurring substance use and mental health disorders. Dr. Durkin is also a lecturer in Northwestern University's master's degree program in public health.

Murielle Elfman, M.S.S., L.S.W.

Murielle S. Elfman currently manages the CANS Unit for the Philadelphia Department of Human Services' Behavioral Health and Wellness Support Center, where she oversees all aspects of the CANS process in Philadelphia, including training, quality assurance, utilization of CANS data in strategic planning, and development and management of the CANS database. She also acts as a consultant to child welfare and mental health organizations as well as to state agencies on the implementation and use of the CANS and has co-presented with Dr. John Lyons on the use of the CANS in child serving systems. Prior to her work at the Philadelphia DHS, Ms. Elfman spent twenty-five years at several private child welfare agencies in the field of adoption and adoption search. She holds a master's degree in social work from Bryn Mawr Graduate School of Social Work and Social Research.

Heidi Ellis, Ph.D.

Heidi Ellis is a licensed clinical psychologist and instructor of psychiatry at Children's Hospital Boston/Harvard Medical School. Dr. Ellis's primary focus is the development

and dissemination of interventions for traumatized children and their families, particularly refugees. She has also conducted research with the Somali community on issues of stigma, mental health, and service utilization. Before joining Children's Hospital in 2007, she was on the faculty of Boston University School of Medicine. She completed her doctorate in clinical psychology at the University of Oregon in 2000.

Philip Endress, L.C.S.W., A.C.S.W., M.B.A.

Philip Endress is the Commissioner, Erie Department of Mental Health in Buffalo, New York. He previously held the same position in Oneida County for eighteen years. His primary interest is developing systems of care for children and adults that are responsive to the evolving needs of individuals. Mr. Endress received his master's degree in social work from the State University of New York in Buffalo in 1977 and a second master's degree in business administration, also from SUNY Buffalo, in 1984.

Marcia Fazio, M.S.

Marcia Fazio is the director of the Hudson River Field Office of the New York State Office of Mental Health. At the time of the writing of this chapter, she was the assistant director of New York's Office of Mental Health, Division of Children and Families, and was involved in overseeing the transformation of children's services. Ms. Fazio has twenty-five years' experience working in the public mental health system in New York State. She received her degree in rehabilitation counseling at the State University of New York at Albany in 1977.

Jason Fogler, Ph.D.

Jason Fogler is a clinical associate at the Brookline Mental Health Center in Brookline, Massachusetts. At the time of the writing of this chapter, he was a National Institutes of Mental Health (NIMH) postdoctoral clinical research fellow at the National Center for Posttraumatic Stress Disorder and Boston University Medical Center, where he specialized in the study and treatment of posttraumatic stress in children, adolescents, and combat veterans. From 2003 to 2006, he was part of the research development team and a project coordinator for the initial studies of Saxe, Ellis, and Kaplow's Trauma Systems Therapy (TST); which informs many of the ideas in Chapter 17. Dr. Fogler earned his doctorate in clinical psychology from Boston University in 2005.

Susan Furrer, Psy.D.

Susan Furrer is the executive director of the Behavioral Research and Training Institute and the Violence Institute of New Jersey at University Behavioral Health Care, University of Medicine and Dentistry of New Jersey. Dr. Furrer administers a number of statewide training and technical assistance efforts (funded by the New Jersey Department of Human Services) and directs a variety of research and program evaluation projects focused on violence prevention. She administered the statewide training and technical assistance program for the New Jersey System of Care from its inception in 2001 until 2005. Dr. Furrer earned her doctorate in clinical psychology in 1990 from the Graduate School of Applied and Professional Psychology at Rutgers University.

Stephanie L. Greenham, Ph.D.

Stephanie L. Greenham is a clinical psychologist and research coordinator with the inpatient psychiatry program at the Children's Hospital of Eastern Ontario in Ottawa, Ontario, Canada, where she has been involved since 2000 in the development and implementation of an outcomes management approach to inpatient mental health services. Dr. Greenham earned her doctorate in clinical psychology in 1999 from the University of Ottawa.

Grant R. Grissom, Ph.D.

Grant R. Grissom is the president and CEO of Polaris Health Directions. Dr. Grissom is a leader in the field of outcomes management. He holds advanced degrees in mathematics, computer science, and counseling. He served as social science research director of Philadelphia's University City Science Center and as vice president for research and development for Compass Information Services and Integra. Dr. Grissom has been the principal investigator for more than twenty-five grants by the National Institutes on Drug Abuse (NIDA), Mental Health (NIMH), Alcoholism and Alcohol Abuse (NIAAA), and the federal Departments of Education, Justice, and Defense.

Bruce Hillman, M.S.

Bruce Hillman is the chief executive officer of Campagna Academy in Schererville, Indiana. Campagna Academy is a multi-service agency that serves the child welfare, juvenile justice, and education systems in northwest Indiana through its residential treatment, foster care, and charter school programs. Before coming to Campagna Academy in 2005, Mr. Hillman was the Lake County Director for the Department of Child Services. Mr. Hillman served as department director for ten years and supported the initial use of the CANS in Lake County before it was adopted for use throughout the State of Indiana. Mr. Hillman is a doctoral candidate at Walden University in the area of nonprofit management and leadership. Walden is headquartered in the Mills District in Minneapolis.

Stacey Hirsch, M.S.W.

Stacey Hirsch is the Director of the PMHCC Best Practices Institute (BPI) (PMHCC was formerly the Philadelphia Mental Health Care Corporation.). Her expertise is in resource development, capacity building, and program and organizational development for nonprofit and public agencies serving children and families. Ms. Hirsch manages twenty staff members who provide technical assistance and consulting support to two major departments within the City of Philadelphia Social Services Division: the Department of Human Services and the Department of Behavioral Health/Mental Retardation Services. Prior to joining BPI, Ms. Hirsch spent four years working for the Child Welfare League of America in the National Center for Field Consultation, providing consultation services to public child welfare agencies. In addition, she was the director of the Philadelphia Interdisciplinary Youth Fatality Review Team; she also spent several years as a kindergarten teacher and child care worker. She received her master's degree in social policy and program planning from Temple University and her bachelor's degree in human services from the University of Delaware.

John A. Hunter, Ph.D.

John Hunter is a research associate professor of psychology at the University of Virginia. He is well-known for his clinical study of the etiology, assessment, and treatment of juvenile sexual aggression. He has published over forty articles and book chapters on the subject of juvenile sexual offending and sexual trauma, and has been the recipient of seven federal research grants. Most recently, Dr. Hunter received a Career Development Award for the National Institutes of Mental Health to further his study of subtypes of sexually aggressive youth and their differential developmental trajectories. He has directed both community-based and residential treatment programs for juvenile sexual offenders and is a former member of the board of directors for the Association for the Treatment of Sexual Abusers. He currently serves on the Kempe Center National Task Force on Juvenile Sexual Offending, the University of Oklahoma Center on Sexual Behavior National Advisory Committee, and the Center for Sex Offender Management National Resource Group.

Frits J Huyse, M.D., Ph.D.

Frits J. Huyse is a professor of psychiatry and medicine at Groningen University Medical School in Groningen, the Netherlands. He was recently awarded the Thomas Hackett award for career contributions to Consultation-Liaison Psychiatry for his work on the INTERMED.

Crystal Jackson, M.A.

Crystal Jackson is a doctoral student of sociology at Loyola University of Chicago. Ms. Jackson has worked on many program evaluation projects for the Mental Health Services and Policy Program at Northwestern University, where she has been primarily responsible for the local evaluation site for a national program aiming to improve service utilization through school-based linkages. She is also a certified CANS trainer. Her current research interests focus on social policy as a vehicle for addressing social and economic inequality. She received her bachelor's degree from the University of Louisville and her master's degree in clinical psychology from the University of Detroit—Mercy.

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Peter de Jonge is an assistant professor in the Department of Internal Medicine and Psychiatry at the University of Groningen, the Netherlands.

Cassandra Kisiel, Ph.D.

Cassandra Kisiel is a research assistant professor at Northwestern University Feinberg School of Medicine and a trauma consultant and project director for the Illinois Department of Children and Family Services, where she is responsible for developing and implementing trauma-focused training plans and materials related to best practices for child trauma assessment and treatment, both within the Illinois child welfare system and with mental health providers across the state. In this capacity, she conducts evaluations and research related to complex trauma adaptation and protective factors for child trauma. Before joining Northwestern in 2006, Dr. Kisiel was the training director for the SAMHSA-funded National Child Traumatic Stress Network through the University

of California, Los Angeles. Dr. Kisiel earned her doctoral degree in clinical psychology at Northwestern University Feinberg School of Medicine and completed her internship at Cambridge Hospital, Harvard Medical School, and postdoctoral fellowships at the Cambridge Hospital and the National Violence Against Women Prevention Research Center at the Stone Center of Wellesley College.

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Renanah K. Lehner, Ph.D.

Renanah Lehner is a psychologist at Trilogy, Inc., a psycho-social rehabilitation agency for individuals with severe mental illness. She received her doctorate from the Northwestern University Feinberg School of Medicine clinical psychology program, with a concentration in mental health and policy research. She also completed a post-doctoral fellowship at the Northwestern University Institute for Healthcare Studies focusing on mental health services.

Scott C. Leon, Ph.D.

Scott Leon is an assistant professor of clinical psychology at Loyola University in Chicago, where he teaches and mentors in the undergraduate and graduate psychology programs. Dr. Leon received his doctorate in clinical psychology from Northwestern University Medical School in June 2002. During his graduate studies, he developed research interests in mental health services evaluation. He has conducted research in community mental health centers, schools, and child welfare agencies, with the primary goal of improving the appropriateness and effectiveness of mental health services delivered to youth. Dr. Leon also practices psychotherapy as an associate in a private group practice.

Zoran Martinovich, Ph.D.

Zoran Martinovich is a research assistant professor at the Northwestern University Feinberg School of Medicine. He received his doctorate in psychology from Northwestern University in Evanston, Illinois in 1998, and has provided teaching and statistical support services within Northwestern's Mental Health Services and Policy Program since that time. His research has primarily concerned statistical methods and products with real-world applications for outcomes management in mental health care.

Mitch Mason, M.S.W.

Mitch Mason is the Chief of Governmental Relations for the Los Angeles County Department of Children and Family Services. He is responsible for providing leadership on the department's legislative agenda, coordinating efforts with the County Welfare Directors Association and other stakeholders. He also oversees the department's Policy, Training, Education and Licensure, and Accountability and Outcomes sections. Mr. Mason participated in the development of the department's Title IV E Waiver Demonstration Project; in 2003 he served as the Structured Decision-Making

(SDM) Project Manager. He has been involved in the field of child welfare for over twenty-seven years. He started as a field social worker in South Central Los Angeles in 1980. From 1990 to 1996, he was employed by the Los Angeles County Inter-Agency Council on Child Abuse and Neglect to coordinate the county's child death review team. He has worked in the department's Training Section, coordinating and presenting training to nearly 5,000 social work and support staff, and has held a number of executive support positions. Mr. Mason received his master's degree in clinical and counseling psychology from California State University at Los Angeles, and his master's of social work degree from California State University at Long Beach.

Joan Mechlin, M.A., M.S.N., A.P.R.N.B.C.

Joan Mechlin is a consultant to various child serving systems in Philadelphia, Pennsylvania, having recently retired from her position as director of the Mobile Response Services for New Jersey's Child Behavioral Health Division.

Angelica Oberleithner, M.S.

Angelica Oberleithner is the program director of the Orange County Partnership for Young Children in Chapel Hill, North Carolina, a local Smart Start agency. Angelica oversees and manages program evaluation, program monitoring, and program development for the agency and its twenty funded providers in the areas of early childhood education, early intervention, and family support. Before relocating to North Carolina, Angelica was the director of the PMHCC Best Practices Institute (BPI) in Philadelphia, Pennsylvania, where her work focused on treatment foster care reform, a key initiative in the Department of Human Services' permanency reform agenda. Before joining BPI, Angelica served as division director for health promotion and wellness at one of Philadelphia's largest social service providers, overseeing and managing a multitude of programs in the areas of domestic violence, HIV prevention and intervention, child welfare, and maternal health. Angelica holds a master's degree in sociology from the University of Vienna, Austria and is fluent in German, English, and Spanish.

Thomas W. Pavkov, Ph.D.

Thomas Pavkov is an associate professor of psychology at Purdue University, Calumet, and the director of the Institute for Social and Policy Research located on the same campus. Dr. Pavkov has served as the principal evaluator for the Residential Treatment Center Evaluation Project along with the Circle Around Families Child Mental Health Initiative Evaluation. Dr. Pavkov's work as an evaluator has spanned numerous initiatives, including Head Start, juvenile justice, and child welfare. Prior to working at Purdue, Dr. Pavkov was a research associate at Chapin Hall for Children at the University of Chicago. Dr. Pavkov earned his doctorate in human development and social policy from Northwestern University.

Irene Podrobinok, B.A.

Irene Podrobinok received her bachelor's degree in psychology in 2004 from Knox College in Galesburg, Illinois, and shortly thereafter began working for the Mental Health Services and Policy Program at Northwestern University. Ms. Podrobinok worked as a project assistant for the System of Care evaluation, helping to measure

agency effects on child outcomes. She also worked on the development and pilot of the CANS 0-5 items. She is currently a graduate student and will receive her master's degree in child development from the Erickson School of Psychology in Chicago in 2009.

Michael Rauso, Psy.D., M.F.T.

Michael Rauso is the director of Wraparound Services for the Los Angeles County Department of Children and Family Services (DCFS). He oversees the DCFS's Family to Family Initiative, Family Group Decision-Making, and its crossover prevention program. He is also the chair of the California Welfare Directors Association's Wraparound subcommittee. Dr. Rauso started as a therapist in a group home and then came to the DCFS in 2003 as director of Wraparound, where he grew the program from an initial 175 enrolled children to a current census of 1,157. He holds a doctorate in clinical psychology and also is a licensed marriage and family therapist.

Mary Beth Rautkis, Ph.D.

Mary Beth Rautkis received her doctorate from the University of Pittsburgh School of Social Work in 1993. She is an assistant professor of research in the Child Welfare Research and Training Program at the university. Prior to this appointment, she was the director of research and evaluation at Pressley Ridge, an international nonprofit provider of services to children and families. She was also an adjunct at the University of Pittsburgh School of Social Work and Robert Morris University Business School in nonprofit management, and a visiting professor at the University of Minho, Institute of Child and Family Studies in Portugal.

Purva Rawal, Ph.D.

Purva Rawal currently does health and social policy work in the United States Senate, where she drafts legislation and provides briefings on a range of health and social policy issues. Prior to her current position, she was a Congressional Fellow through the Society for Research on Child Development and the American Association for the Advancement of Science. She received her doctorate in clinical psychology from Northwestern University in 2005, and completed her predoctoral internship at Johns Hopkins University.

Laura L. Rogers, L.C.S.W.

Laura Rogers is currently an executive director at the Stockton site of the Victor Community Support Services in northern California. Prior to this, she was the director of Children and Family Services at Oneida County Mental Health in Oneida, New York, where she was charged with establishing and implementing a seamless process called Single Point of Access (SPOA) for children's systems in the areas of mental health, child welfare, juvenile justice, and education.

Glenn N. Saxe, M.D.

Glenn Saxe is associate chief of psychiatry at Harvard Medical School and Children's Hospital in Boston, where he is also the director of the Center for Behavioral Science. His main area of expertise is traumatic stress in children. His research concerns

bio-behavioral processes and intervention development related to children who have experienced trauma. Dr. Saxe is the lead developer of Trauma Systems Therapy (TST), an integrated treatment model for traumatized children and families who live in the most challenging of environments. He also directs the Center for Refugee Trauma, a treatment adaptation center within the National Child Traumatic Stress Network. He received his medical degree from McMaster University Medical School in Hamilton, Ontario and completed his residency in adult psychiatry at Harvard Medical School/Massachusetts Mental Health Center.

Joris P. J. Slaets, M.D., Ph.D.

Joris P. J. Slaets is a professor of geriatrics and Chairman of the Internal Medicine Department at the Gronigen University Medical School in Groningen, the Netherlands. He is well known for his work in geriatrics, particularly with the frail elderly.

David Sliefert, M.A.

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Jena H. Stallings, M.A.

Jena Stallings is a clinical psychology doctoral candidate at Northwestern University Feinberg School of Medicine. She has six years' experience in the area of outcome assessment and program evaluation as a research assistant in the Mental Health Services and Policy Program. She has worked on several different projects, including structuring a database for a sex offender treatment center, evaluating community based mental health and substance abuse services for homeless individuals in Chicago, and examining differences in outcomes across residential facilities for children in Illinois. Her research interests include children's mental health services and more specifically outcome evaluations of residential mental health services for children.

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Linda L. Toche-Manley, Ph.D.

Linda Toche-Manley is principal investigator at Polaris Health Directions, where she is the primary scientific developer of Polaris's public sector products for youth, for the severely and persistently mentally ill, and for domestic violence and child welfare. Dr. Toche-Manley received her doctorate in applied psychology from Claremont Graduate University in Claremont, California. She has extensive experience based on her

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Keren S. Vergon, Ph.D.

Keren Vergon is a research assistant professor in the Department of Child and Family Studies, Louis de la Parte Florida Mental Health Institute, University of South Florida. Dr. Vergon has twelve years of behavioral services research experience in the areas of older adults' and children's mental health. She received her doctorate in aging studies from the University of South Florida in 2006.

Notes on the Organization of This Book

The overall goal of this book is to bring to life a variety of applications of communimetric tools with the long-term objectives of fully implementing the principles of Total Clinical Outcomes Management (TCOM). Part 1, Setting the Stage (Chapters 1 and 2), is a general introduction to TCOM and the Child and Adolescent Needs and Strengths (CANS) tool. The remaining chapters in the book provide a variety of case studies of various aspects of the TCOM approach and the development and use of communimetric tools. These case studies are organized based on the level of the implementation.

Part 2, Cross-Program Applications Within Systems, includes six chapters describing experiences with system level implementations. Chapters 3 and 4 narrate the story of statewide CANS implementation in New York. In Chapter 3, Fazio describes the state level use of CANS, first in a need-based planning study and then in support of the implementation of systemwide efforts at transformation. In Chapter 4, Rogers and Endress provide a parallel description of New York's transformation process at a county level rather than from the state perspective. The New York State Office of Mental Health (OMH) works to facilitate adoption of innovation at the county level because so much system control occurs at the county level. By requiring that a Single Points of Accountability (SPOA) system adopt some standard measure, and by recommending the CANS as this measure, the OMH both encourages adoption and respects local control.

In Chapter 5, Caliwan and Furrer describe one of the most comprehensive applications of this approach in New Jersey. New Jersey's vision, the most ambitious effort nationally, is to implement TCOM across the state's entire child-serving system through the use of a common assessment strategy. In Chapter 6, Hirsch, Elfman, and Oberleithner describe an interesting implementation in Philadelphia's child welfare system. This chapter describes the oldest and most successful implementation of an eligibility approach to decision model implementation. The success of the treatment foster care eligibility model has spawned expansion into thresholds for group homes and institutions and applications within the juvenile justice system.

Pavkov and Hillman in Chapter 7, and Rauso and Mason in Chapter 8, describe county-based applications in Indiana and California, respectively. Lake County, Indiana, in the northwest corner of the state, is a complex and diverse county. The Lake Country implementation has led to a statewide approach in Indiana. Los Angeles County's population would make it the fifth largest state; implementation is well underway.

Part 3, Managing Single Programs Across Systems, describes TCOM implementations that focus on single programs in statewide systems. In Chapter 9, Leon describes one of the one of the most mature applications of TCOM in the mobile crisis services in Illinois. Recently, the method described by Leon has been expanded as the mobile crisis program has grown to include all Medicaid-eligible youth. In Chapter 10, Furrer and Mechlin describe how New Jersey used its Information Management and Decision Support tool (IMDS) to support the implementation of its

mobile response component to its expanded children's system of care. To conclude Part 3, Burnett-Ziegler, Brennen, and Jackson present in Chapter 11 the Mental Health Juvenile Justice Initiative's approach to TCOM. Data on the impact of this program was successfully used to secure its expansion to all county detention centers and it has become a model for Illinois's Department of Juvenile Justice.

Part 4, Program-Level TCOM, presents three chapters that describe TCOM approaches at the program level in areas where systemwide implementation has not been undertaken. In Chapter 12, Bisnaire and Greenham describe the first program-level effort at TCOM at the Children's Hospital of Eastern Ontario. This program is seen as an innovation at the provincial level, with funding from Ontario's Center for Excellence, representing the first externally funded TCOM implementation. In Chapter 13, Lehner and Durkin present the development and implementation of TCOM within a program for adults with serious substance use and housing problems. Implementation occurs here in the context of an under-funded environment that uses staff with less training and experience than many service delivery settings. In Chapter 14, Anderson describes a process to improve mental health services in an adult prison. The challenge of needs-based planning and service system transformation in an environment that is historically unfriendly to mental health is an interesting application of the person-centered approach advocated in TCOM.

Part 5, Treatment Management for Special Populations, offers four chapters that cover the design and implementation of communimetric tools for special populations. In Chapter 15, Huysse and his colleagues describe the development of the INTERMED, which is used in medical/surgical populations. This tool has been successfully used to support biopsychosocial assessment and intervention in a wide variety of complex medical and surgical settings, both inpatient and outpatient. In Chapter 16, Hunter and Cruise present research on the version of the CANS developed for use with sexually aggressive youth. The authors compare the communimetric CANS tool with other tools that come from psychometric theory. Kisiel, Blaustein, and colleagues describe in Chapter 17 the collaboration within sites of the National Child Traumatic Stress Network to develop a special version of the CANS-Trauma Experiences and Adjustment version. This development was the foundation for the CANS version that is now used statewide in child welfare in Illinois. To round out Part 5, Cornett and Podrobinok in Chapter 18 describe the early development version of the CANS used for children five years old and younger. Currently, early development interventions are an important area of interest and program expansion. Few comprehensive, strength-based assessment approaches exist for this age group.

Part 6, TCOM Methods, presents methods applications for TCOM. Rawal and Lyons in Chapter 19 describe the methods for needs-based planning, which can be used as the foundation of developing TCOM in complex systems (e.g., New York State, Philadelphia, Illinois State, and Los Angeles County). In Chapter 20, Dollard, Rautkis, and colleagues present the development of a file review method to match assessment information to service planning and treatment impact documentation. Effective use of information technology is an important aspect of successful TCOM implementation, and this technique, Service Process Adherence to Needs and Strengths (SPANS), is an excellent method of quality improvement consistent with the TCOM philosophy.

In Chapter 21, Toche-Manley and Grissom present a computer-based management system that supports TCOM implementation at a program level. Weiner in Chapter 22 discusses the development of a method for building matches between assessment data

and provider information, an important contribution for anyone interested in managing complex systems. Chapter 23 presents an innovative statistical approach to using communimetric data for outcomes. Martinovich and Stallings use hierarchical linear models to build trajectories of recovery for children and youth in residential treatment settings. In Chapter 24, Lyons describes the philosophy and methods for developing decision models, and in Chapter 25, Lyons and Weiner discuss the future of TCOM and offer their reflections on what it needs to succeed in the long run.

In sum, the design of the book is to provide a series of case studies that describe aspects of the TCOM approach, using communimetric measures, from a variety of levels and perspectives. As yet, no implementation represents a full implementation of TCOM. However, together these stories provide a useful way to understand the philosophy and approach.

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