8-30-2020

Children's Home Society Evaluation: Brief Summary

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**Recommended Citation**

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August 30, 2020
The University of Central Florida’s Institute for Social and Behavioral Science (ISBS) was contracted by Children's Home Society of Florida (CHS) to perform an evaluation of therapy session case notes from CHS therapists. The sample chosen for evaluation was the most recent 6 case notes from 200 therapist and client pairs. The notes were evaluated using quantitative checklists specific to 4 therapeutic modalities: Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Cognitive Behavioral Therapy (CBT), Motivational Interviewing (MI), and Solution-Focused Brief Therapy (SFBT).

First, each set of case notes was examined to determine which of the 4 modalities were being utilized so that it could be evaluated using that specific checklist. A modality was chosen if most of the sessions in a set utilized that modality. 58% of the case notes utilized CBT; 10% MI; 7% TF-CBT; and 3.5% SFBT; 21.5% were unable to be evaluated because they did not use one of the 4 modalities of interest.

After a modality was selected, the case notes were carefully reviewed to determine if they met the criteria required for each individual modality and scores were tracked on an Excel sheet in a manner fitting for that modality. For CBT, each item was given a score of 0-6 and averages were calculated at the end to determine the overall score of the sample. Scoring sessions utilizing TF-CBT required determining if any 1 PRACTICE checklist component was used in the session. Evaluating sessions for appropriate use of MI asks the evaluator to record whether a clinician performed each of the 15 list items with a “Yes” or “No”. Finally, the SFBT checklists asks that you rate the therapist’s use of SFBT techniques on a scale from 1-7—1 being “not used at all” and 7 being “clearly used”.

Detailed results of the analysis were shared with the client. They are not discussed here as they are for internal use by staff at Children’s Home Society. We also recorded what additional
modalities besides the 4 of interest were being used by the therapists. Throughout the process, we kept notes concerning the quality of the notes and how it impacted scoring to form our recommendations at the end of the evaluation.