

The Child Outcomes Research Consortium

The Child Outcomes Research Consortium (CORC) is the UK's leading membership organisation that collects and uses evidence to improve children and young people's mental health and wellbeing.

Our members include mental health service providers, schools, professional bodies and research institutions from across Europe and beyond.



CORC's **vision** is for all children and young people's wellbeing support to be informed by real-world evidence so that every child thrives.

Our **mission** is to promote the meaningful use of evidence to enable more effective child-centred support, services and systems to improve children and young people's mental health and wellbeing.



Who we are

...at collects and uses evidence to enable more effective child-centred ... and young people's mental health and wellbeing. We have over 15 ... ledge on outcome measurement and relating this to the insights ... ing with children and young people on the ground.

Training & events

6
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2020

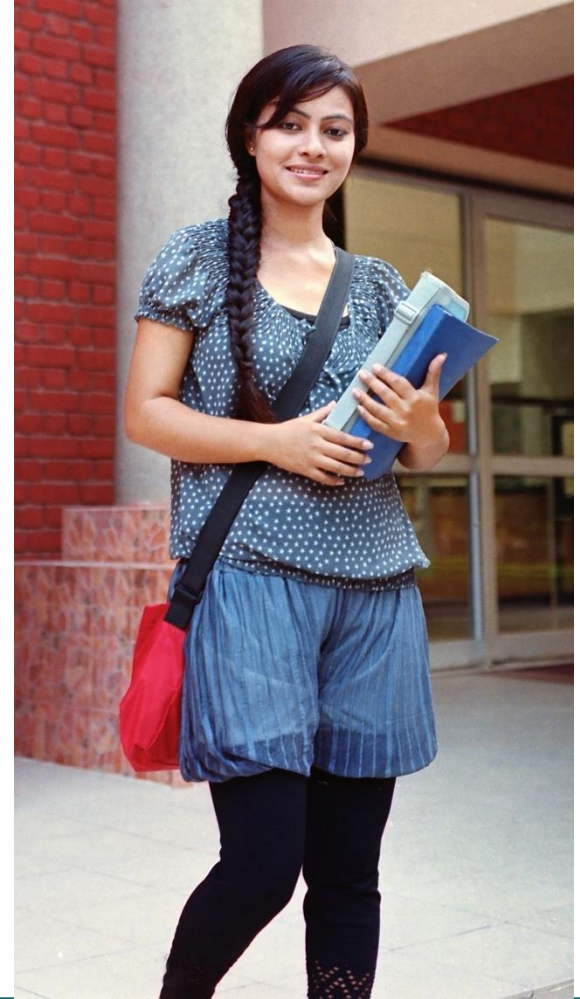
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Mar
2020

...ion:

CORC Training Session:

Today

- Some research highlights
- Collaboration with our four main audiences – what's new and what's next
 - Commissioners
 - Practitioners
 - Schools and colleges
 - Young people



Research highlights

<https://www.corc.uk.net/resource-hub/research-library/>

Research highlights

Contextualising reliable improvement and deterioration in mental health services – what do we see in a school sample?



Wolpert, M., Zamperoni, V., Napoleone, E., Patalay, P., Jacob, J., Fokkema, M., Promberger, M., Costa da Silva, L., Patel, M., & Edbrooke-Childs, J. (2019). [Predicting mental health improvement and deterioration in a large community sample of 11- to 13-year-olds](#). *European Child & Adolescent Psychiatry*, doi: 10.1007/s00787-019-01334-4.

Research highlights

What is the trajectory of change, and factors associated with change in depressive symptoms for young people seen in routine mental health services?



Napoleone, E., Evans, C., Patalay, P., Edbrooke-Childs, J., & Wolpert, M. (2019) Trajectories of change of youth depressive symptoms in routine care: shape, predictors, and service-use implications. *European Child & Adolescent Psychiatry*, doi: 10.1007/s00787-019-01317-5.

Research highlights

How much can variation in non-consensual drop-out be explained at the service level - and how much at the practitioner level?



Edbrooke-Childs, J., Boehnke, J. R., Zamperoni, V., Calderon, A. & Whale, A. (2019). Service- and practitioner-level variation in non-consensual dropout from child mental health services. *Eur Child Adolesc Psychiatry*. doi: 10.1007/s00787-019-01405-6

Research highlights

What measures of outcome are being used in clinical research?



Krause, K., Bear, H., Edbrooke-Childs, J., & Wolpert, M. (2018) [What Outcomes Count? A Review of Outcomes Measured for Adolescent Depression Between 2007 and 2017.](#) *Journal of the American Academy of Child and Adolescent Psychiatry.* doi: 10.1016/j.jaac.2018.07.893

Don't miss our regional seminars!

- 2019 - Measuring what matters in child and youth mental health: what's a fair way to measure a service?
 - Devising a meaningful measure for comparing services
 - Evidence from young people's goal-setting
 - Ethnicity and service access
 - How would young people measure things?

Save the date

London, 13 May 2020

Doncaster, 19 May 2020

Birmingham, 21 May 2020

Reaching out to commissioners

A common language for meaningful change?

“Of all CYP, aged 0-18, discharged after treatment from a CYP MH Service, how many show measurable improvement”

Outcomes for all?: leveraging the new metric



What does the outcome metric say about services across your area? - and what doesn't it say?

What is the quality of the data?

What other information fills out the picture?

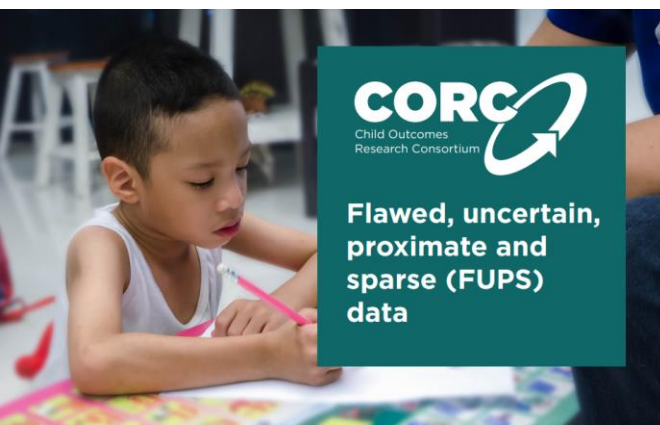
- Who is accessing the service? Context and benchmarks
- What experience are they having?
- Are they moving towards their goals?

What can be learned or hypothesised?

Working as a system of support: who should you be thinking about this with?

Thinking from CORC

- How do we analyse and get the most from data?
- How do we work meaningfully with FUPs data?
- What can we learn from goals?
- How can we improve data quality?



Flawed, uncertain, proximate and sparse (FUPS) data

Introduction

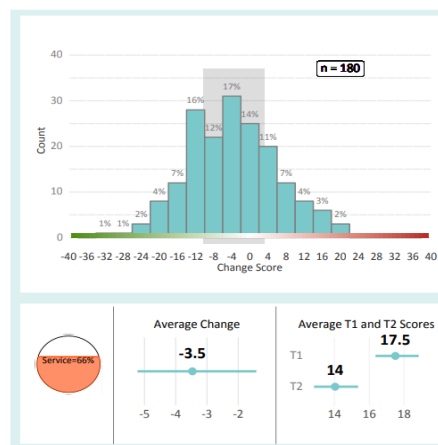
Researchers, clinicians and other mental health professionals hope that looking closely at large datasets can improve the quality of mental health services. In particular, it is hoped that routinely collected data can be used to establish benchmarks and help with evaluation.

However, such data are frequently flawed, uncertain, proximate and sparse (FUPS) data. They are:

Given this, CORC believes that we need to find the best ways to use these data. Consideration of such data can be a spur to better quality data collection, and we can also use FUPS data to have more informed debates about what outcomes can be achieved by those seeking help from child mental health services.

CORC is aware that reporting on data where there are questions about the quality, and a high degree of missing data, is likely to be criticised. Respected researchers and

How have Child SDQ scores changed between T1 and T2?



Results included

All paired scores for the Child SDQ (n = 180).

How representative is this sample?

66% of those with a time 1 score, had a corresponding time 2 score. The follow up rate suggests the sample is representative of about two thirds of the children and young people who completed the SDQ at the first time point.

What do the plots show?

The middle 50% of children and young people (C&YP) either had a similar score at time 2, or improved by up to 10 points (on a scale of 1 to 40). The top quarter improved by between 10 and 30 points, however the bottom quarter deteriorated by up to 23 points. In the long run, we estimate that the average improvement of C&YP like those contained in this sample would be between 1 and 6 points.

Conclusion

Most of the C&YP we have data for have made modest improvements in their SDQ score. With a higher follow up rate, these results could be generalizable to all children and young people who completed the SDQ at a first time point in Erinsborough.

What kind of themes to goals reflect?

- Relationship/interpersonal: listening and understanding
- Personal growth & functioning: understanding and improving self
- Coping with specific problems and symptoms

Child led

- Listening, talking, understanding and relationships
- Managing specific difficulties
- Improving self or life
- Parent-specific goals

Parent led

- Managing specific issues
- Talking and listening; communication with family and peers
- Self-confidence and understanding; hopes for the future
- Parent-specific goals
- Hobbies

Joint

Analysis of goals from 8 services 2007 to 2011 - 678 goals from 180 case records

Bradley, J., Murphy, S., Fugard, A. J., Nolas, S. M., & Law, D. (2013). What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data. *Child and Family Clinical Psychology Review*, 1, 8-18.

Jacob, J., Edbrooke-Childs, J., Holley, S., Law, D., & Wolpert, M. (2016). Horses for courses? A qualitative exploration of goals formulated in mental health settings by young people, parents, and clinicians. *Clinical child psychology and psychiatry*, 21(2), 208-223.

Meaningful change in goals?

- Bespoke in nature, so questions about aggregating/looking at scores alongside standardized measures
- Internal consistency findings suggest that goals may work in a similar way to standardized measures
- Proxy of reliable change, 2.5 points
- Based on this, services in the CYP IAPT dataset saw
 - 70% reliable improvement in goals based outcomes
 - 3% deterioration in goals based outcomes

Watch this space..

Jacob, J., Edbrooke-Childs, J., Law, D., & Wolpert, M. (2015). [Measuring what matters to patients: using goal content to inform measure choice and development](#). *Clinical Child Psychology and Psychiatry*. 22(2), 170–186.

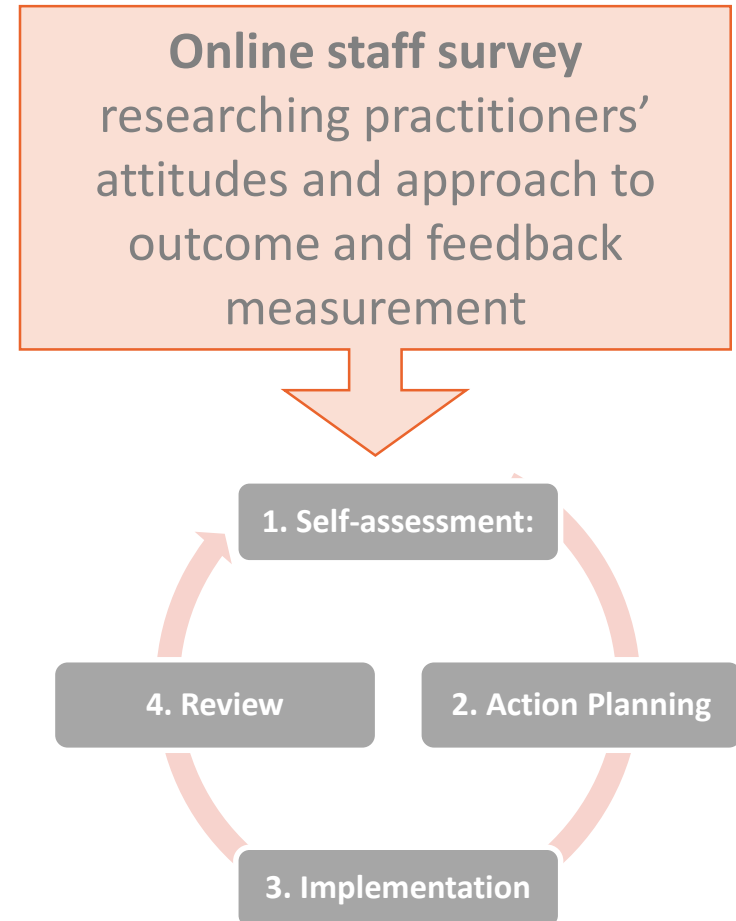
Edbrooke-Childs, J., Jacob, J., Law, D., Deighton, J., & Wolpert, M. (2015). Interpreting standardized and idiographic outcome measures in CAMHS: what does change mean and how does it relate to functioning and experience? *Child and Adolescent Mental Health*. 20(3), 142–148.

Bradley, J., Murphy, S., Fugard, A. J. B., Nolas, S-M. & Law, D. (2013). What kind of goals do children and young people set for themselves in therapy? Developing a goals framework using CORC data. *Child and Family Clinical Psychology Review*, 1, 8–18.

Data quality. Good news!

THIS RESEARCH IS PRE
PUBLICATION SO WE CAN'T
SHARE PUBLICLY AT THIS STAGE

- PLEASE KEEP AN EYE ON OUR
NEWSLETTER AND WEBSITE TO
STAY UP TO DATE ON THE
LATEST RESEARCH!



CORC Best Practice Framework



LEADERSHIP & MANAGEMENT

- Organisational vision
- Organisational commitment
- Organisational culture



STAFF DEVELOPMENT

- Staff confidence in understanding the data and using the measures
- Measures reviewed in supervision and team
- Training and CPD



INFRASTRUCTURE & INFORMATION MANAGEMENT

Enables use of data in -

- direct practice with clients
- for individual practitioners
- at team level
- at service level



SERVICE USER EXPERIENCE

Service users -

- Understand the role of the measures and how they are used
- Are involved in the choice of measures and in collaborative goal-setting
- Have opportunities to see, discuss and feedback on support, and on data



Practitioners - specialist perinatal mental health services

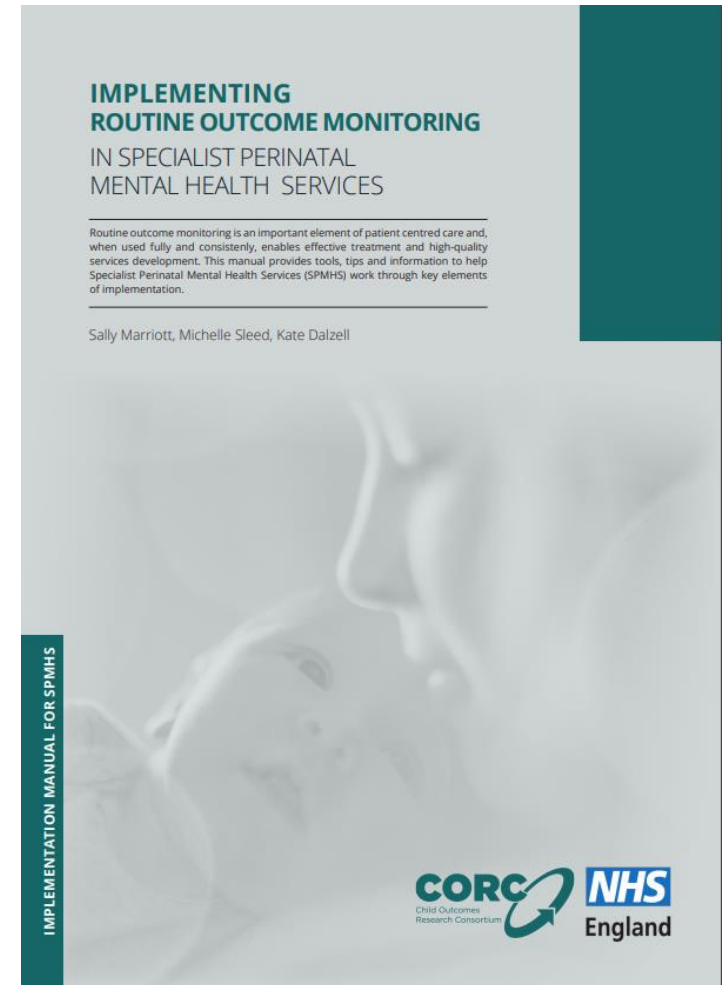
- The majority of women felt positive about SPMH services collecting ROMs and could see value in them: want measures to be *part of* clinical conversations
- Practitioners feeling ‘clunky’
- Considerations specific to perinatal services
 - sleep and anxiety questions
 - Differences between Community and MBU
 - Relapse prevention work



Practitioners – specialist perinatal mental health services

Recommendations for implementation

- Clinician Rated Outcome Measure
 - HoNOS
- Patient Rated Outcome Measure
 - CORE-OM
 - CORE-10
- Patient Rated Experience Measure
 - Patient rated Outcome and Experience Measure (POEM)



Practitioners

Don't miss out

- New training programme

Looking forward to learning from

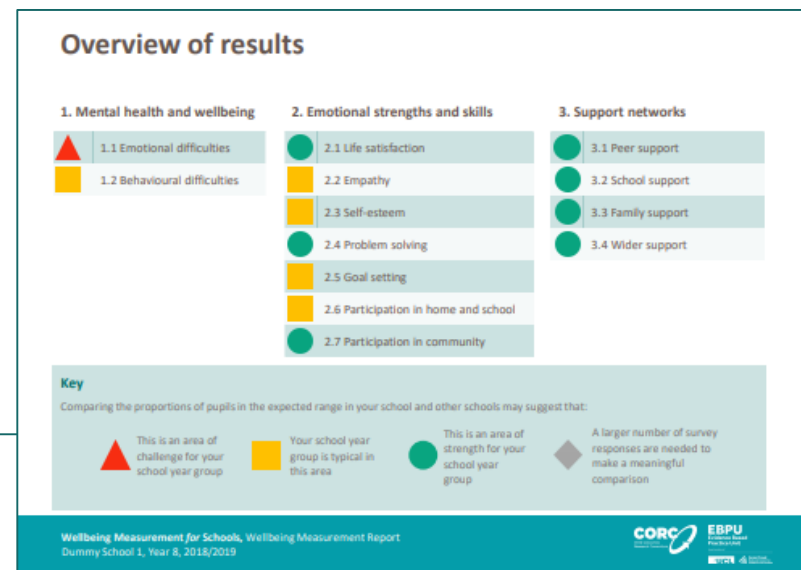
- Looked After Children mental health assessments
- Evaluation FCAMHS and Secure Stairs



Education – what's new?

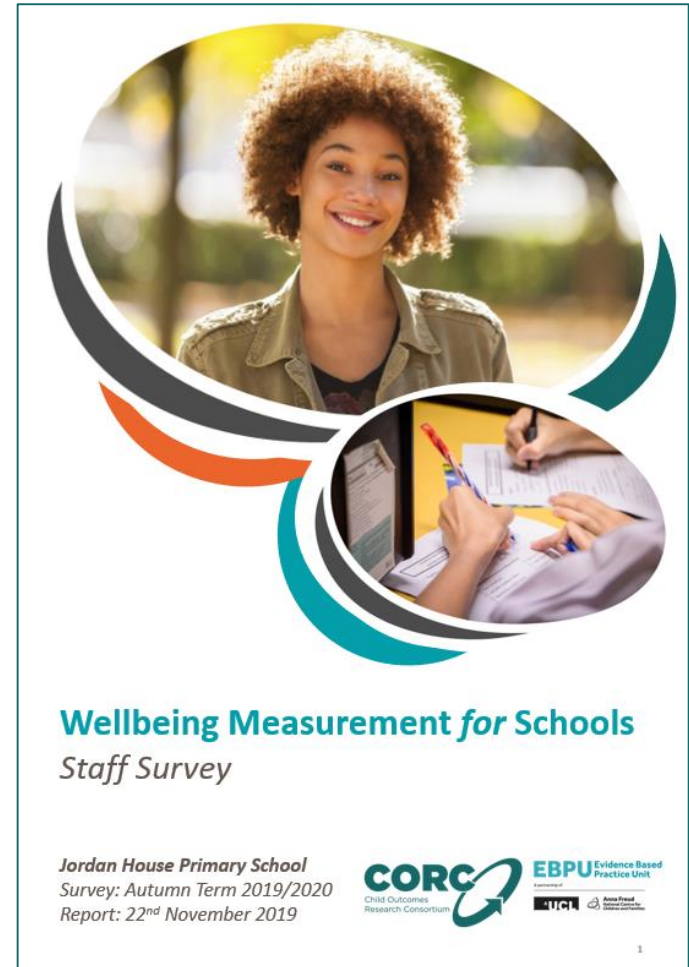
Responding to learning and feedback on our online wellbeing measurement..

- Expansion: age-appropriate surveys for children from Year 4 to Year 11
- Simplification: opt-out consent



Education – what's new?

- A staff survey, looking at
- Knowledge and confidence – of mental health, and in engaging with students and parents/ carers
 - Own wellbeing (SWEMWBS and Perceived Stress)
 - Support at school, factors ameliorating or detracting from wellbeing at work



Education – what's next?

- Continuing to work with schools on discussing and responding to their survey results
- Learning with the HeadStart Learning Team
- Building on our college trials
- Tailored support and resources for schools

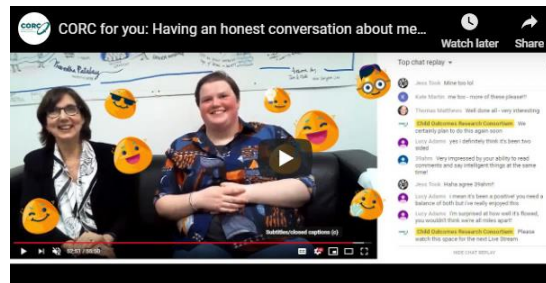
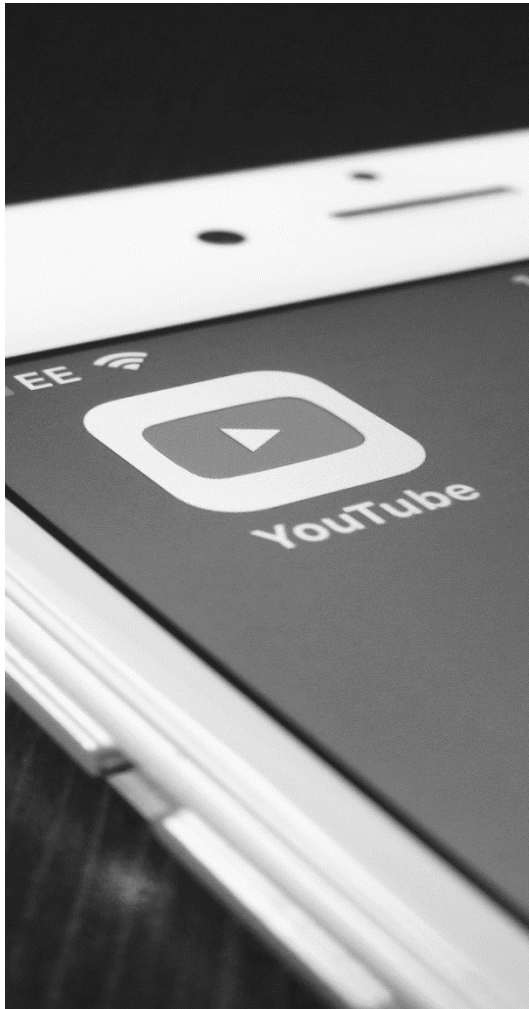
<https://www.corc.uk.net/for-schools/tailored-support-and-resources-for-schools/>



Young People

- New board member
- Youtube chats/ direct work: what matters most and how would like to be involved with CORC
- Ask young people to co-produce and advise on specific projects
 - Video project
 - Work on more a more meaningful measure – including opportunities for measurement to support self-care
 - Work more closely with member services

CORC LIVE CHAT



CORC for you:
Having an honest
conversation
about mental
health treatment

February 2019



CORC for you:
What would
young people
measure?

April 2019



CORC for you:
Do mental health
services work?
What are the
alternatives?

October 2019

Collaboration at CORC

Please stay in touch, and share through us!


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www.corc.uk.net
corc@annafreud.org




Tweets 2,711 Following 1,128 Followers 3,685 Likes 2,502 Lists 6 Follow

Tweets Tweets & replies Media


CORC @CORCCentral · 5h
Happening tomorrow! Looking forward to a jam packed agenda and discussion on Outcomes for All? Finding a common language for child and youth mental health. Follow us throughout the day using #CORCForum2019



CORC @CORCCentral · 5h
New @EBPUnit paper presents an analysis of the reliability, validity & sensitivity of the Child Outcome Rating Scale: an accessible measure that captures YPs' perspectives on their ability to perform daily activities & engage in relationships with others: ow.ly/gA1E30pU3vD



CORC @CORCCentral · Nov 19
We are so excited welcoming all our attendees this Thursday for our annual #CORCForum! We share young people's views on outcome measures, the latest position from NICE, service innovation from our members, new CORC research, and learning from the international arena.



Worldwide trends

- #WednesdayWisdom 17.1k Tweets
- #FactCheckuk 11.6k Tweets
- #LoveTheatreDay 1.5k Tweets
- #WorldChildrensDay 3.9k Tweets
- #GRAMMYS 22.8k Tweets
- Matic 8.6k Tweets
- Dominic Raab 12.8k Tweets
- Paul Burrell 2.1k Tweets
- Ralf Little 2.1k Tweets

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Thank you

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