

Common Elements of Practice

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Origins of the Common Elements approach

Step 1:
Emphasis on
evidenced-based
treatments

Step 2:
Development of
treatment manuals

Step 3:
Information
overload: too many
treatment manuals
to learn and
manuals changes
as new knowledge
is gained



What is the Common Elements approach?

- “Clinicians ‘borrow’ strategies and techniques from known treatments, using their judgment and clinical theory to adapt the strategies to fit new contexts and problems” *(Chorpita, Becker & Daleiden, 2007, 648-649)*
- An alternate to using treatment manuals to guide practice
- Using elements that are found across several evidence-supported, effective interventions
- Actual practice elements become unit of analysis rather than the treatment manual
- Practice elements are selected to match particular client characteristics

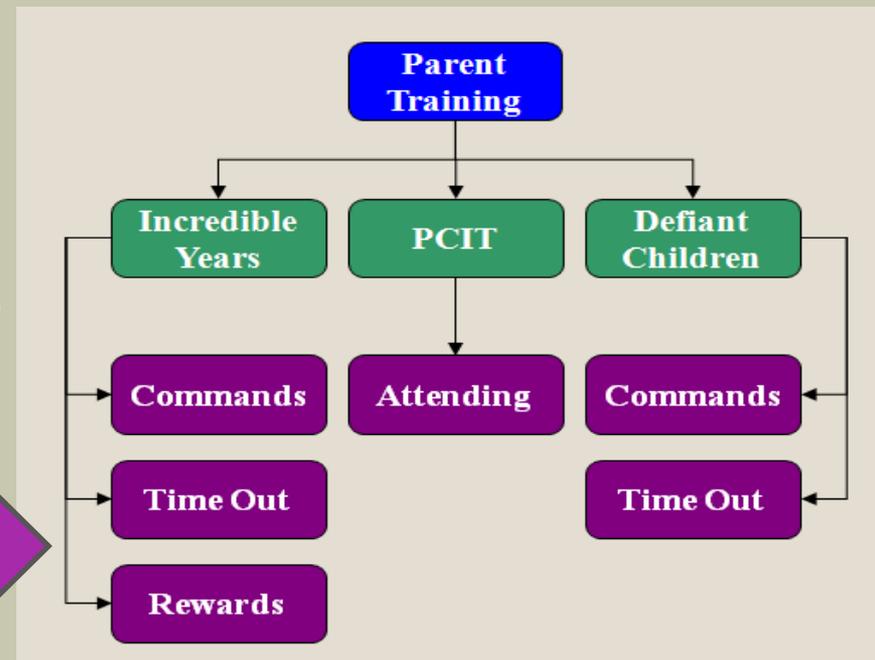
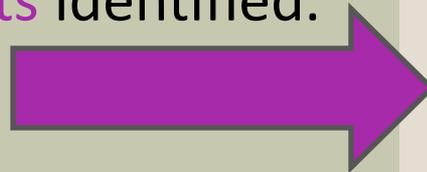
How were the practice elements identified?

(Chorpita & Daleiden, 2009)

- ▶ Trained coders reviewed **322 randomized controlled trials** for major mental health disorders for children and teens;
 - ▶ Over \$500 million invested in studies
 - ▶ over a span of 40 years
 - ▶ More than 30,000 youth cumulatively in samples
- ▶ **Approach: What features characterize successful treatments? What strategies are common across effective interventions?**

- ▶ Frequencies of practice elements from winning treatment groups tallied to find practice elements most commonly found in effective interventions

- ▶ **41 practice elements** identified.



Example of printable PDF describing practice element:

Practitioner Guides

Practitioner Guide

Activity Selection

Use This When:

To introduce mood-elevating activities into the child's day.



Objectives:

- to emphasize the link between positive activities and feeling good
- to note that doing more things with someone we like is a good way to enjoy activities
- to explain that we can make ourselves busy so that we don't have time to worry or feel bad
- to discuss helping other people; it makes them and us feel good

Steps:

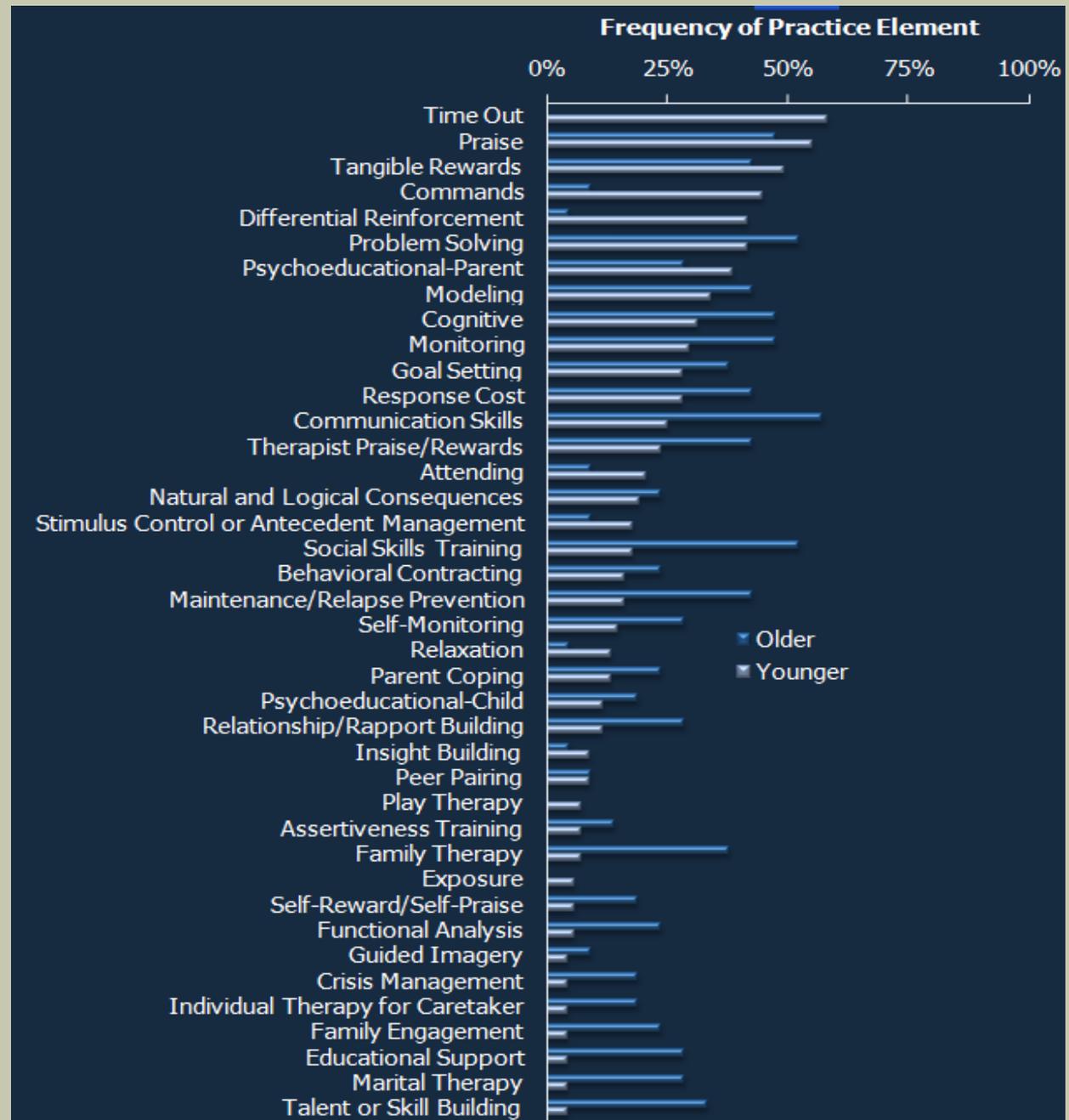
<input type="checkbox"/> Educate in types of mood-lifting activities	Discuss with the child that today you will focus on activities that can all help get our minds off of bad feelings and make us feel better. These are activities that: 1) we enjoy, 2) are done with someone we like, 3) keep us busy, or 4) help someone else.
<input type="checkbox"/> Illustrate connection between activities and feelings	Help the child to grasp that: <ul style="list-style-type: none">• doing activities we enjoy can make us feel good• doing activities we do not enjoy (or doing nothing) can make us feel bad You may start by telling the child about a time when doing things you (or a boy or girl you know) did not like made you feel bad, and then doing something you liked made you feel better.
<input type="checkbox"/> Illustrate how activities can be mood-enhancing for the child	Demonstrate that activities, feelings and actions are connected for the child personally. To help make this point: <ul style="list-style-type: none">• Ask the child to identify 2-3 examples of times when he/she felt bad, then did something enjoyable, then felt better.• Discuss these experiences with the child.
<input type="checkbox"/> Generate simple pleasant activities	<ol style="list-style-type: none">1) Ask the child to list 10 (or less, depending on time) easy-to-do activities that he/she can do to elevate his/her mood.2) Encourage the child to come up with as many as he/she can3) Make suggestions if the child has trouble thinking of activities.4) The activities must be:<ul style="list-style-type: none">• simple,• free,• do-able almost any time, and• virtually guaranteed to make the child feel good. The list might include such activities as calling a friend, throwing a ball outside, spending time with a pet, remembering a fun experience, or stretching.

Audience

Goals of this practice element

Steps for using this practice element

Common Practice Elements for Disruptive Behavior: Differences by Age group



Using tools at www.practicewise.com, you can enter client characteristics to find common practice elements...

PracticeWise

Search by Youth Characteristics

Enter Youth Characteristics [View Results](#)

The treatment summary that you will see is based on research including all the characteristics that you select below. After selecting criteria, click on the View Results button and the system will summarize relevant Treatment Protocols and Research Papers. As you choose more characteristics, your search results are likely to decrease because less research is available that meets all of your criteria.

Strength of Evidence:
Level:

Problem Type:	Age or Grade:	Race or Ethnicity:
<input type="checkbox"/> Anxiety	Birthdate (mm/dd/yyyy): <input type="text"/>	<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Attention Problems	Age: <input type="text" value="12"/>	<input type="checkbox"/> Asian
<input type="checkbox"/> Autism Spectrum	Grade: <input type="text" value="-- Select Grade --"/>	<input type="checkbox"/> Black or African American
<input checked="" type="checkbox"/> Depression	Gender:	<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Disruptive Behavior	<input type="radio"/> Either <input type="radio"/> Male <input checked="" type="radio"/> Female	<input type="checkbox"/> Multiethnic
<input type="checkbox"/> Eating		<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> Substance Use		<input type="checkbox"/> White or Caucasian
<input type="checkbox"/> Suicidality		<input type="checkbox"/> Other <input type="text"/>
<input type="checkbox"/> Traumatic Stress		

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Effective interventions for treating depression in samples that include 12 year old girls included these practice elements and formats

Number of Study Groups: 5 [View Protocols](#) Number of Papers: 5 [View Papers](#)

PRACTICE ELEMENT	PERCENT OF GROUPS	FORMAT	PERCENT OF GROUPS
Cognitive Behavior Therapy and Medication	20	School	20
Family Therapy	20	Group Client	40
Cognitive	80	Individual Client	40
Activity Scheduling	60	Family	20
Goal Setting	60	Individual Parent	20
Problem Solving	60	Parent Child	20
Psychoeducational-Parent	60		
Communication Skills	40		

