

# CAMHS Payment System Project: Proposed Draft Groupings

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Evidence Based Practice Unit

Caring for young minds

Anna Freud Centre



East London NHS Foundation Trust



South London and Maudsley NHS Foundation Trust



The Tavistock and Portman NHS Foundation Trust



Tees, Esk and Wear Valleys NHS Foundation Trust



# CAMHS Payment System Project Group

Miranda Wolpert (Project Co-director), Panos Vostanis (Project Co-director), Simon Young (Steering Group Chair), Ann York (Advisory Group Chair), Isobel Fleming, Peter Martin, Benjamin Ritchie, Andy Whale, Amy MacDougall, Charlotte Payne, Roger Davies, Bruce Clark, Rob Senior, Pat Howley, Lynne Howey, Tony Martin

# Acknowledgements

*Former members of Project Group:* Andy Fugard, Davide de Francesco, Katy Hopkins, Melanie Jones, Rebecca Kyrke-Smith, Ruth Sweeting, Deirdre Moroney, Mary Ann Doyle

*NHS England:* Martin Campbell, Sue Nowak, Barbara Fittall

*Service user consultation:* Kate Martin

*Data collection pilot sites:* 2gether NHS FT; Birmingham Children's Hospital NHS FT; Central and North West London NHS FT; Coventry and Warwickshire Partnership NHS Trust; Dudley and Walsall Mental Health Partnership NHS Trust; East London NHS FT; First Steps (Homerton University Hospital NHS FT); Hertfordshire Partnership University NHS FT; Lancashire Care NHS FT; Leicestershire Partnership NHS Trust; North East London NHS FT; Oxford Health NHS FT; Rotherham, Doncaster and South Humber NHS FT; South London and Maudsley NHS FT; South West Yorkshire Partnership NHS FT; Sussex Partnership NHS FT; Tees, Esk and Wear Valleys NHS FT; The Huntercombe Group; The Priory; West London Mental Health NHS Trust

# A note on language

- When the project started in 2011 the term clusters was used to refer to groups of children, young people and their families that aimed to be as clinically meaningful and resource homogeneous as possible (given current data limitations)
- Recently concerns have been raised about the language of ‘clusters’
- We use the more neutral term ‘groupings’ in this summary of our work
- These groupings can still be considered an approach aimed at identifying people with as similar as possible needs for advice or help
  - We have continued to use ‘clinical meaningfulness’ and ‘resource homogeneity’ as indicators of this, mindful that each have strengths and limitations as indicators of needs, and thus provide an opportunity to complement one another
- Developing groupings is one part of developing ‘currencies’\*
  - A currency comprises a grouping, and an event/period over which it applies
  - The event/period may be defined differently depending on the intended application

\* Currencies can be considered an approach to classification that aims to group together instances or periods of help or advice with broadly similar resource use, ideally in a manner that is meaningful to practitioners and compatible with need.

# Background information

- Project background and context within payment system development:  
<http://pbrcamhs.org/wp-content/uploads/2015/01/Engagement-events.pdf>
- The process of development and early thinking on conceptual descriptions of the emerging groupings:  
<http://pbrcamhs.org/wp-content/uploads/2015/01/Dec-2014-engagement-events-CAMHS-Payment-System-Project-v6.4.pdf>
- Details of data analysis to inform grouping development:  
<http://pbrcamhs.org/wp-content/uploads/2015/01/Engagement-Event-Data-Analysis-Slides-PM-Dec-2014-with-annotation.pdf>
- Responses to frequently asked questions from Dec 2014 engagement events:  
<http://pbrcamhs.org/wp-content/uploads/2015/01/FAQs-from-Dec-2014-engagement-events-CAMHS-Payment-System-Project-v6.pdf>

# Feedback from December 2014 stakeholder engagement events

- Events were held on 10<sup>th</sup> and 11<sup>th</sup> December to share preliminary results and to provide an opportunity for the CAMHS community and other stakeholders to engage in the developing groupings
- Three draft models were discussed: 3 groupings, 5 groupings, 16 groupings
- Discussions suggested that a majority of participants favoured a model with 16 groups
- Several questions and concerns were raised, in particular:
  - Language – appropriateness of the names of the groupings of children, young people and their families
  - How the categorisation deals with the high prevalence of co-occurring problems
- Following the events, the 16 group model has been developed into our current proposal of 19 groupings, which is described in this document

# Summary of changes to 16 group model since December 2014 engagement events (1 of 2)

- Four new groupings introduced:
  - ‘Getting Advice: Neurodevelopmental Assessment’
    - Rationale: the resources for neurodevelopmental assessment requirements and additional investigations are considered additional to the resources used to treat a different problem(s) or to provide advice for a different problem(s)
  - ‘Getting Help: With Co-occurring Behavioural\* And Emotional\*\* Difficulties’  
‘Getting Help: With Co-occurring Emotional\*\* Difficulties’
    - Rationale: allows a finer distinction between different types of co-occurring problems (cases in these groupings were categorised under ‘Getting Help: Multiple moderate problems’ and ‘Getting More Help: Multiple severe problems’ in the previous 16 group model)
  - ‘Getting More Help: Guided by NICE Guideline 78 For Symptoms/Presentation Suggestive of High Risk of Emerging Borderline Personality Disorder or Potential BPD’
    - Rationale: NICE Guideline 78 includes best practice advice which may help young people with these symptoms/presentation

\* Behavioural difficulties (Conduct Disorder or Oppositional Defiant Disorder).

\*\* For the purpose of grouping assignment emotional difficulties are defined as: Depression/low mood (Depression); Panics (Panic Disorder); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Anxious in social situations (Social anxiety/phobia); Anxious away from caregivers (Separation anxiety); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia).

# Summary of changes to 16 group model since December 2014 engagement events (2 of 2)

- Generalized Anxiety Disorder and Panic Disorder combined into a single grouping
  - Rationale: the two conditions are covered by a single NICE guideline
- Self-harm grouped within 'Getting Help' rather than 'Getting More Help'
  - Rationale: self-harm presentations vary in severity, and not all may require the extensive treatment predicted for 'Getting More Help'
- Several grouping names changed in response to feedback:
  - 'Coping' renamed 'Getting Advice'
  - New name: 'Getting More Help: With Co-occurring Difficulties of Severe Impact'  
New name: 'Getting Help: With a Difficulty or Co-occurring Difficulties Not Covered by H1-H10, MH1-MH3 or H21-H22'\*
    - Rationale: the new names aim to describe the groupings as clearly as possible.

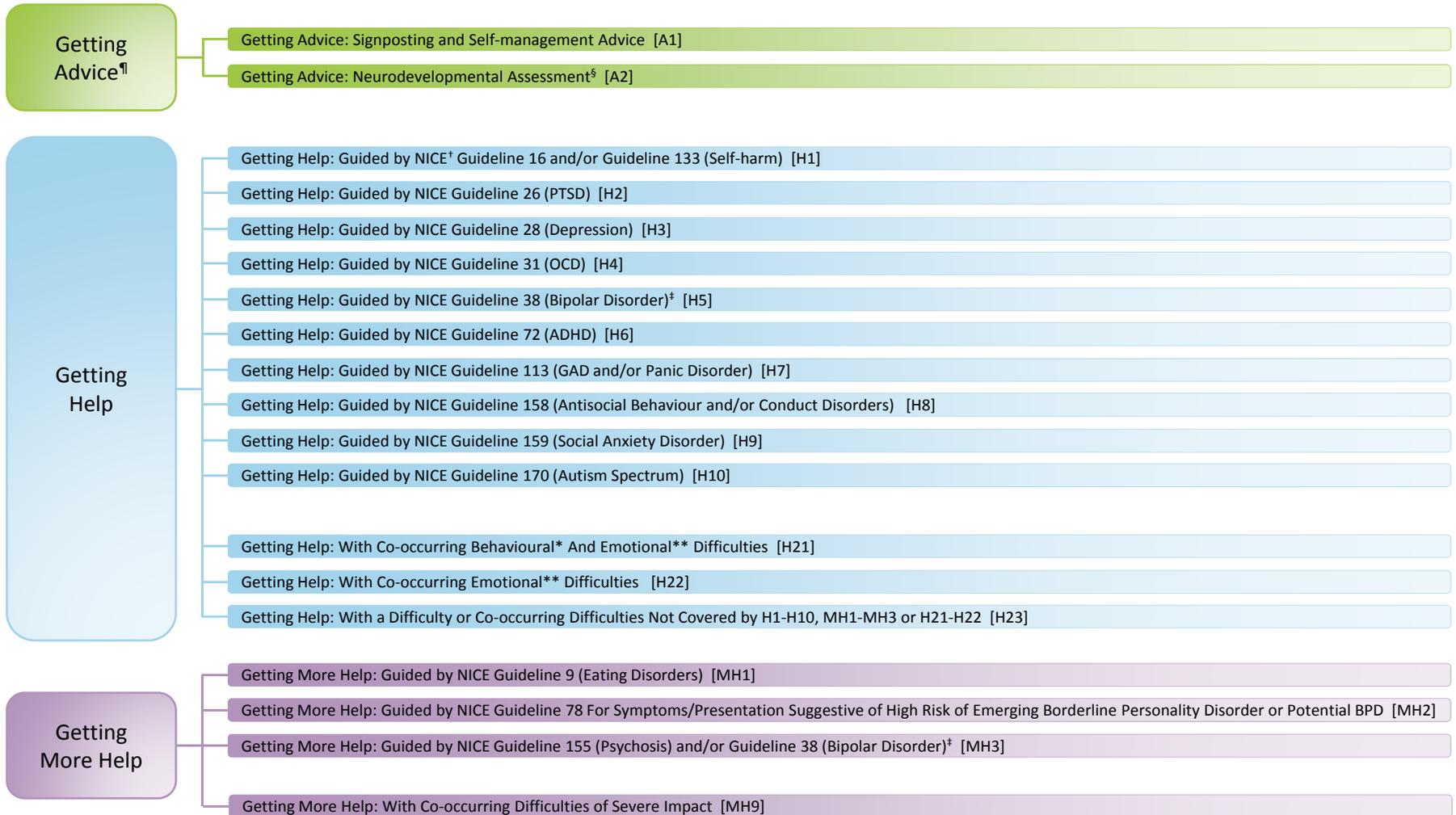
\* H1-H10, MH1-MH3 or H21-H22 are codes to identify other Getting Help and Getting More Help groupings (see next page).

# Proposed groupings (draft 08/04/15)

## 'Super groupings' (n=3)

## Groupings (n=19)

(need not necessarily have a formal diagnosis; H11-H20 and MH4-MH8 intentionally left blank)



<sup>¶</sup> Advice may be guided by the relevant parts of National Institute for Health and Care Excellence (NICE) guidelines.

<sup>§</sup> A child can be in the grouping 'Getting Advice: Neurodevelopmental Assessment' (A2) at the same time as being in one of the other groupings. Apart from A2 all other groupings are mutually exclusive.

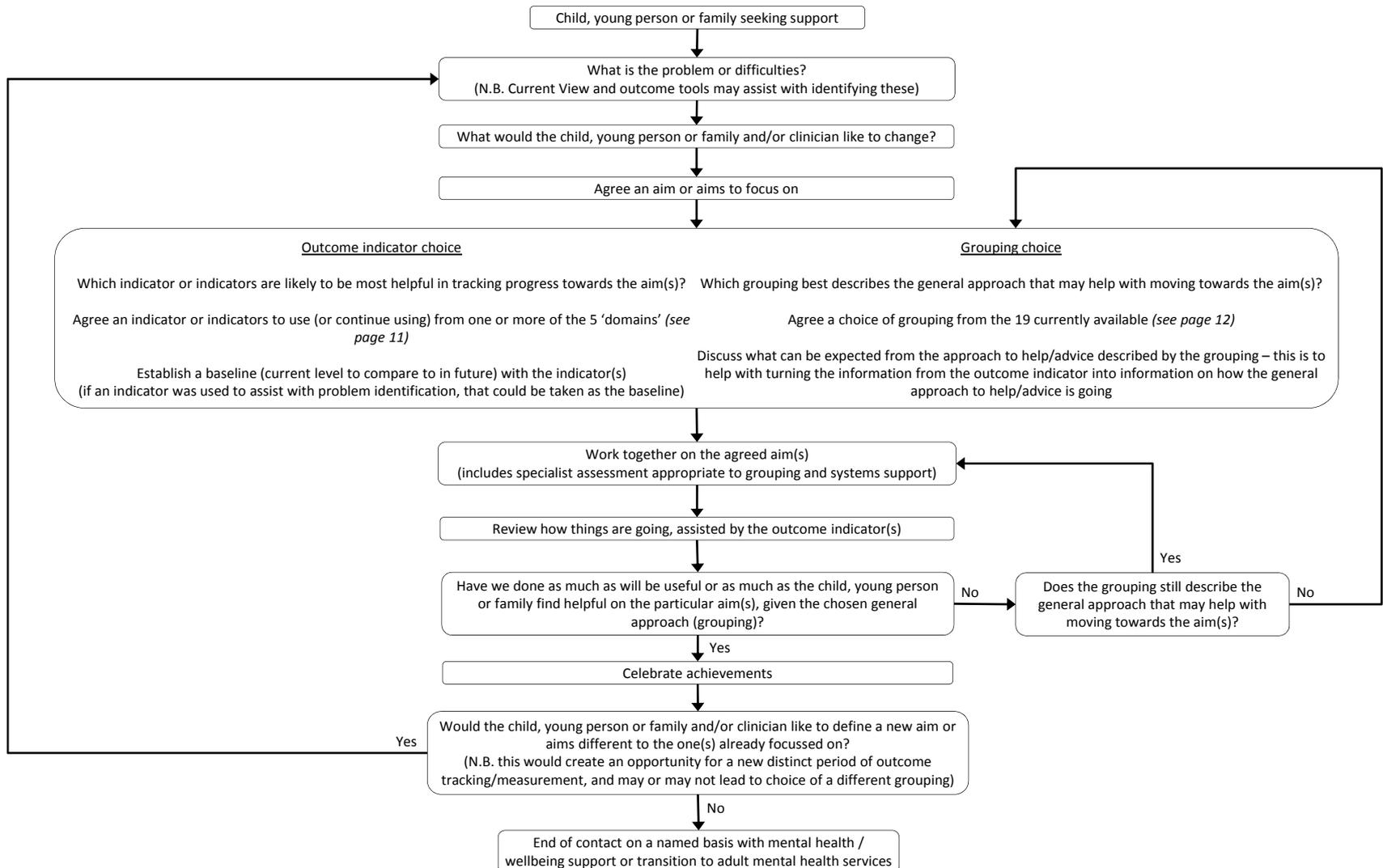
<sup>†</sup> 'NICE' is the acronym for the National Institute for Health and Care Excellence, which provides guidance and advice to improve health and social care ([www.nice.org.uk](http://www.nice.org.uk)).

<sup>‡</sup> If extremes of mood or bipolar disorder have moderate impact on functioning (at individual or family level) and/or distress consider grouping H5; if they have severe impact consider grouping MH3.

\* Behavioural difficulties (Conduct Disorder or Oppositional Defiant Disorder).

\*\* For the purpose of grouping assignment emotional difficulties are defined as: Depression/low mood (Depression); Panics (Panic Disorder); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Anxious in social situations (Social anxiety/phobia); Anxious away from caregivers (Separation anxiety); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia).

# Flow chart of agreeing aims and choosing an indicator and grouping to help move towards them (draft 08/04/15)



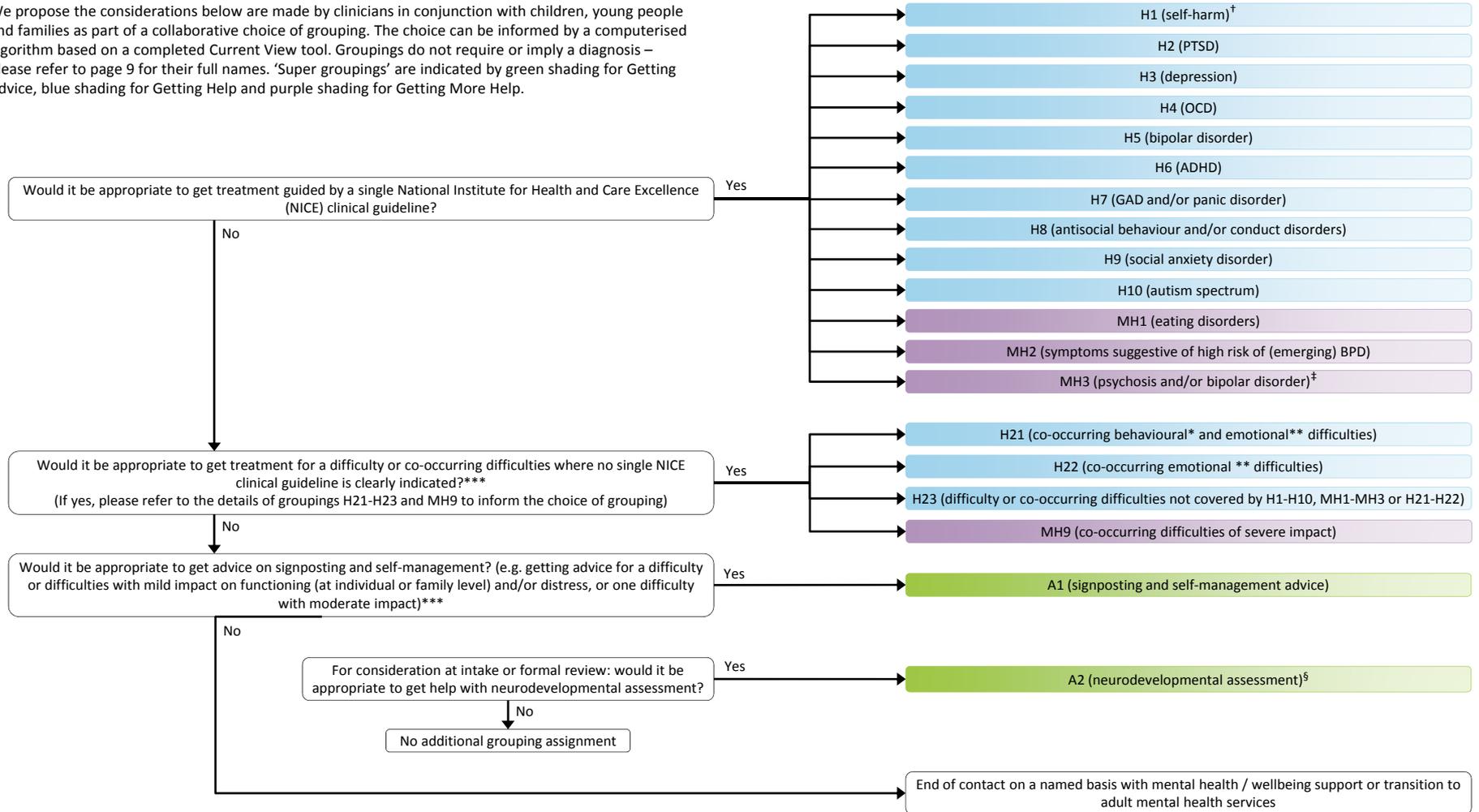
# Considerations for outcome indicator choice

- For advice on using outcomes and feedback tools with children, young people and families please refer to:
  - Child Outcomes Research Consortium (CORC) [www.corc.uk.net](http://www.corc.uk.net)
  - Children and Young People’s Improving Access to Psychological Therapies programme (CYP IAPT) [www.cypiapt.org](http://www.cypiapt.org)
  - Quality Network for Inpatient CAMHS (QNIC) [www.rcpsych.ac.uk](http://www.rcpsych.ac.uk)
- It may be useful to consider 5 general ‘domains’ from which specific indicators can be chosen:

Domains (may overlap)	Domain description	Example of indicator
Bespoke goals	What I/we would like to achieve	Goals based outcome (GBO)
General wellbeing	How things are generally	Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS)
Symptoms	How things are specifically	Social Phobia Subscale of Revised Child Anxiety and Depression Scale
Impact on life	How school, work, home life, friendships or relationships are affected	Attendance or attainment with regard to education, employment and training
Experience of service	Would I recommend to a friend	CHI Experience of Service Questionnaire (CHI-ESQ)

# Considerations for grouping choice (draft 08/04/15)

We propose the considerations below are made by clinicians in conjunction with children, young people and families as part of a collaborative choice of grouping. The choice can be informed by a computerised algorithm based on a completed Current View tool. Groupings do not require or imply a diagnosis – please refer to page 9 for their full names. ‘Super groupings’ are indicated by green shading for Getting Advice, blue shading for Getting Help and purple shading for Getting More Help.



† Help may be guided by one or both of NICE guidelines 16 and 133.

‡ Help may be guided by one or both of NICE guidelines 155 and 38.

\* Behavioural difficulties (Conduct Disorder or Oppositional Defiant Disorder).

\*\* For the purpose of grouping assignment emotional difficulties are defined as: Depression/low mood (Depression); Panics (Panic Disorder); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Anxious in social situations (Social anxiety/phobia); Anxious away from caregivers (Separation anxiety); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia).

\*\*\* Difficulties under consideration: Anxious away from caregivers (Separation anxiety); Anxious in social situations (Social anxiety/phobia); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Panics (Panic disorder); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia); Repetitive problematic behaviours (Habit problems); Depression/low mood (Depression); Self-Harm (Self injury or self-harm); Extremes of mood (Bipolar disorder); Delusional beliefs and hallucinations (Psychosis); Drug and alcohol difficulties (Substance abuse); Difficulties sitting still or concentrating (ADHD/Hyperactivity); Behavioural difficulties (CD or ODD); Poses risk to others; Carer management of CYP behaviour (e.g., management of child); Doesn't get to toilet in time (Elimination problems); Disturbed by traumatic event (PTSD); Eating issues (Anorexia/Bulimia); Family relationship difficulties; Problems in attachment to parent/carer (Attachment problems); Peer relationship difficulties; Persistent difficulties managing relationships with others (includes emerging personality disorder); Does not speak (Selective mutism); Gender discomfort issues (Gender identity disorder); Unexplained physical symptoms; Unexplained developmental difficulties; Self-care Issues (includes medical care management, obesity); Adjustment to health issues.

§ A child can be in the grouping 'Getting Advice: Neurodevelopmental Assessment' (A2) at the same time as being in one of the other groupings. Apart from A2 all other groupings are mutually exclusive.

# Incorporating monitoring of quality and outcomes

- At a team, organisation or commissioning level the groupings may facilitate the identification of quality indicators of relevance to the needs for advice/help of particular groupings of children, young people and families
- Commissioners, providers and service user representatives could work together to identify and agree specific quality indicators for groupings

# **Details of proposed draft groupings**

Descriptions, draft computerised algorithm criteria, examples of shared decisions that differ from algorithm criteria, and potentially relevant outcomes and feedback tools

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm)
<b>Draft grouping code</b>	H1
<b>Description</b>	Children, young people (and families where relevant) who may benefit from a care package guided by NICE guidelines 16 (self-harm short-term physical and psychological management and secondary prevention) and/or 133 (self-harm longer-term management).  Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	Self-Harm (Self injury or self-harm) rated 'moderate'/'severe'  AND  All of the following rated 'none' or at lower than or equal to severity as Self-Harm (Self injury or self-harm): <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Depression/low mood (Depression)</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> AND  Extremes of mood (Bipolar disorder) rated 'none' or at lower severity than Self-Harm (Self injury or self-harm)  AND  All of the following rated 'none'/'mild': <ul style="list-style-type: none"> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> <li>• Unexplained developmental difficulties</li> <li>• Adjustment to health issues</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	Algorithm suggests 'Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm)' (H1) on the basis of 'Self-Harm (Self injury or self-harm)' rated as 'moderate' on the Current View tool. Young person unwilling to engage in treatment and together with carers agrees a plan to safely manage self-harm. Follow-up appointment and advice to carers is offered. Thus 'Getting Advice: Signposting and Self-management Advice' (A1) is chosen.
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	Algorithm suggests 'Getting Help: Guided by NICE Guideline 28 (Depression)' (H3) on the basis of 'Depression/low mood (Depression)' rated as 'severe' and 'Self-Harm (Self injury or self-harm)' rated as 'moderate' on the Current View tool. Young person adamant that does not want work on negative views about self. Collaborative decision made to focus on self-harm. Thus 'Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm)' (H1) is chosen.
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA) (completed by child/young person, parent/carer or practitioner)</li> <li>• Clinical Outcomes in Routine Evaluation Screening Measure-10 (CORE-10) (completed by child/young person)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 26 (PTSD)
<b>Draft grouping code</b>	H2
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for post-traumatic stress disorder (PTSD).</p> <p>This does not necessarily require or imply a diagnosis of PTSD.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Disturbed by traumatic event (PTSD) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower than or equal to severity as Disturbed by traumatic event (PTSD):</p> <ul style="list-style-type: none"> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> </ul> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Disturbed by traumatic event (PTSD):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Depression/low mood (Depression)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	<p>Algorithm suggests 'Getting Help: Guided by NICE Guideline 26 (PTSD)' (H2) on the basis of 'Disturbed by traumatic event (PTSD)' rated as 'moderate' on the Current View tool. Discussion with young person regarding treatment options and recommendation that seen for weekly sessions to process trauma. Young person chooses not to access treatment as now understands symptoms, is able to manage these and does not wish to face difficult trauma memories at present. Symptom management strategies agreed between clinician, young person and their family. Bibliotherapy with one-off follow up is offered. Thus 'Getting Advice: Signposting and Self-management Advice' (A1) is chosen.</p>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder)' (H7) on the basis of 'Anxious generally (Generalized anxiety)' rated as 'moderate' and 'Disturbed by traumatic event (PTSD)' and 'Depression/low mood (Depression)' rated as 'mild' on the Current View tool. Discussion with young person and carer identify that traumatic event resulted in the development of generalised anxiety symptoms and depression. Thus 'Getting Help: Guided by NICE Guideline 26 (PTSD)' (H2) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Impact of Events Scale (IES) (completed by child/young person)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 28 (Depression)
<b>Draft grouping code</b>	H3
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for depression.</p> <p>This does not necessarily require or imply a diagnosis of depression.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Depression/low mood (Depression) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower than or equal to severity as Depression/low mood (Depression):</p> <ul style="list-style-type: none"> <li>• Peer relationship difficulties</li> <li>• Unexplained physical symptoms</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Depression/low mood (Depression):</p> <ul style="list-style-type: none"> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Does not speak (Selective mutism)</li> <li>• Self-Harm (Self injury or self-harm)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Unexplained developmental difficulties</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting More Help: With Co-occurring Difficulties of Severe Impact' (MH9) on the basis of 'Depression/low mood (Depression)', 'Family relationship difficulties' and 'Problems in attachment to parent/carer (Attachment problems)' rated as 'severe' on the Current View tool. Young person is in the care of the local authority and the family are not willing to attend treatment. In discussion with the young person and their social worker a decision is reached to choose 'Getting Help: Guided by NICE Guideline 28 (Depression)' (H3).</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• PHQ-9 (Depression) (completed by child/young person)</li> <li>• Depression Subscale of Revised Child Anxiety and Depression Scale (DEP) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 31 (OCD)
<b>Draft grouping code</b>	H4
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for obsessive-compulsive disorder (OCD).</p> <p>This does not necessarily require or imply a diagnosis of OCD.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Compelled to do or think things (OCD) rated 'moderate'/'severe'</p> <p>AND</p> <p>Avoids specific things (Specific phobia) rated 'none' or at lower than or equal to severity as Compelled to do or think things (OCD)</p> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Compelled to do or think things (OCD):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Does not speak (Selective mutism)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Unexplained physical symptoms</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Unexplained developmental difficulties</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: With Co-occurring Emotional Difficulties' (H22) on the basis of 'Compelled to do or think things (OCD)' and 'Depression/low mood (Depression)' rated as 'moderate' on the Current View tool. Young person and clinician believe that the depression arose after the OCD had seriously limited ability to get on with life. They think a care package focussed on helping with the compulsion to do things would be more appropriate than a care package aimed at helping with both compulsion to do things and depression, as it is felt that treatment for the former would help to lift depression. Thus 'Getting Help: Guided by NICE Guideline 31 (OCD)' (H4) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• Obsessive Compulsive Disorder Subscale of Revised Child Anxiety and Depression Scale (OCD) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder)
<b>Draft grouping code</b>	H5
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for bipolar disorder.</p> <p>This does not necessarily require or imply a diagnosis of bipolar disorder.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Extremes of mood (Bipolar disorder) rated 'moderate'</p> <p>AND</p> <p>Age 10 or older</p> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Adjustment to health issues</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: Guided by NICE Guideline 28 (Depression)' (H3) on the basis of 'Depression/low mood (Depression)' rated as 'severe' on the Current View tool. Clinician concerned about intermittent periods of overactivity, irritability and elation; therefore, although criteria of bipolar disorder are not fulfilled, she discusses with the family the importance of extended monitoring and potential treatment. Collaborative decision is reached to choose 'Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder)' (H5).</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA) (completed by child/young person, parent/carer or practitioner)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 72 (ADHD)
<b>Draft grouping code</b>	H6
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for attention deficit hyperactivity disorder (ADHD).</p> <p>This does not necessarily require or imply a diagnosis of ADHD.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Difficulties sitting still or concentrating (ADHD/Hyperactivity) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Depression/low mood (Depression)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	<p>Algorithm suggests 'Getting Help: Guided by NICE Guideline 72 (ADHD)' (H6) on the basis of 'Difficulties sitting still or concentrating (ADHD/Hyperactivity)' rated as 'moderate' on the Current View tool. Parents are against using medication and are unable to commit to parenting groups due to work pressures. Advice for teachers and parents is offered. Thus 'Getting Advice: Signposting and Self-management Advice' (A1) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder)		
<b>Draft grouping code</b>	H7		
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for generalised anxiety disorder and panic disorder (with or without agoraphobia).</p> <p>This does not necessarily require or imply a diagnosis of generalised anxiety disorder or panic disorder.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>		
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Fits the criteria for either or both of the GAD and panic disorder categories below:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><u>GAD category</u> Anxious generally (Generalized anxiety) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower than or equal to severity as Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> </ul> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Compelled to do or think things (OCD)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Self-Harm (Self injury or self-harm)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Unexplained developmental difficulties</li> </ul> </td> <td style="vertical-align: top;"> <p><u>Panic disorder category</u> Panics (Panic disorder) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Panics (Panic disorder):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> </ul> </td> </tr> </table>	<p><u>GAD category</u> Anxious generally (Generalized anxiety) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower than or equal to severity as Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> </ul> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Compelled to do or think things (OCD)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Self-Harm (Self injury or self-harm)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Unexplained developmental difficulties</li> </ul>	<p><u>Panic disorder category</u> Panics (Panic disorder) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Panics (Panic disorder):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> </ul>
<p><u>GAD category</u> Anxious generally (Generalized anxiety) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower than or equal to severity as Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> </ul> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Anxious generally (Generalized anxiety):</p> <ul style="list-style-type: none"> <li>• Compelled to do or think things (OCD)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Self-Harm (Self injury or self-harm)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Unexplained developmental difficulties</li> </ul>	<p><u>Panic disorder category</u> Panics (Panic disorder) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Panics (Panic disorder):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> <li>• Self-care Issues (includes medical care management, obesity)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> </ul>		
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• GAD-7 (Generalized Anxiety Disorder 7) (completed by child/young person)</li> <li>• Generalized Anxiety Disorder Subscale of Revised Child Anxiety and Depression Scale (GAD) (completed by child/young person or parent/carer)</li> <li>• Panic Subscale of Revised Child Anxiety and Depression Scale (PANIC) (completed by child/young person or parent/carer)</li> </ul>		

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders)
<b>Draft grouping code</b>	H8
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for antisocial behaviour and conduct disorders.</p> <p>This does not necessarily require or imply a diagnosis of conduct disorder.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Behavioural difficulties (CD or ODD) rated 'moderate'/'severe'</p> <p>AND</p> <p>Gender discomfort issues (Gender identity disorder) rated 'none' or at lower severity than Behavioural difficulties (CD or ODD)</p> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Depression/low mood (Depression)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Does not speak (Selective mutism)</li> <li>• Unexplained physical symptoms</li> <li>• Unexplained developmental difficulties</li> <li>• Self-care Issues (includes medical care management, obesity)</li> <li>• Adjustment to health issues</li> </ul> <p>AND</p> <p>Pervasive Developmental Disorders (Autism/Asperger's) rated 'no'</p>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: With Co-occurring Behavioural And Emotional Difficulties' (H21) on the basis of 'Behavioural difficulties (CD or ODD)' and 'Anxious generally (Generalized anxiety)' rated as 'moderate' on the Current View tool. Clinician and parents consider that the primary intervention should target the externalising behaviours, as young person does not wish to engage with individual sessions on anxiety. Thus 'Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders)' (H8) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Behavioural Subsection of Me and My School (M&amp;MS) (completed by child/young person)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder)
<b>Draft grouping code</b>	H9
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for social anxiety disorder.</p> <p>This does not necessarily require or imply a diagnosis of social anxiety disorder.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Anxious in social situations (Social anxiety/phobia) rated 'moderate'/'severe'</p> <p>AND</p> <p>All of the following rated 'none' or at lower severity than Anxious in social situations (Social anxiety/phobia):</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: With Co-occurring Emotional Difficulties' (H22) on the basis of 'Anxious in social situations (Social anxiety/phobia)' and 'Avoids going out (Agoraphobia)' rated as 'moderate' on the Current View tool. Young person believes that the latter difficulty is a consequence of the social anxiety. Together with clinician they agree a care package for social anxiety is more relevant. Thus 'Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder)' (H9) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• Social Phobia Subscale of Revised Child Anxiety and Depression Scale (SP) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Help: Guided by NICE Guideline 170 (Autism Spectrum)
<b>Draft grouping code</b>	H10
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for autism spectrum.</p> <p>This does not necessarily require or imply a diagnosis of autism spectrum.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Pervasive Developmental Disorders (Autism/Asperger's) rated 'yes'</p> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Depression/low mood (Depression)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Drug and alcohol difficulties (Substance abuse)</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Unexplained developmental difficulties</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: With Co-occurring Behavioural And Emotional Difficulties' (H21) on the basis of 'Behavioural difficulties (CD or ODD)', 'Anxious in social situations (Social anxiety/phobia)' and 'Anxious generally (Generalized anxiety)' rated as 'moderate' on the Current View tool. Young person, with a prior diagnosis of ASD, has been experiencing these difficulties following a difficult transition to secondary school. Young person and their family elect for a service which can focus on addressing developmental issues relevant to autism, rather than a specific treatment for anxiety or behaviour. Thus 'Getting Help: Guided by NICE Guideline 170 (Autism Spectrum)' (H10) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Brief Parental Self-Efficacy Scale (BPSES) (completed by parent/carer)</li> <li>• Sheffield Learning Disabilities Outcome Measure (SLDOM) (completed by parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting More Help: Guided by NICE Guideline 9 (Eating Disorders)
<b>Draft grouping code</b>	MH1
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for eating disorders.</p> <p>This does not necessarily require or imply a diagnosis of an eating disorder.</p> <p>Treatment is intended to be higher in resource use than treatment in a Getting Help grouping.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Eating issues (Anorexia/Bulimia) rated 'moderate'/'severe'</p> <p>AND</p> <p>Age 10 or older</p> <p>AND</p> <p>Depression/low mood (Depression) rated 'none' or at lower than or equal to severity as Eating issues (Anorexia/Bulimia)</p> <p>AND</p> <p>Both of the following rated 'none' or at lower severity than Eating issues (Anorexia/Bulimia):</p> <ul style="list-style-type: none"> <li>• Compelled to do or think things (OCD)</li> <li>• Avoids specific things (Specific phobia)</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Panics (Panic disorder)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Poses risk to others</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Unexplained physical symptoms</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	<p>Algorithm suggests 'Getting More Help: Guided by NICE Guideline 9 (Eating Disorders)' (MH1) on the basis of 'Eating issues (Anorexia/Bulimia)' rated as 'moderate' and 'Anxious in social situations (Social anxiety/phobia)' rated as 'mild' on the Current View tool. Young person is currently stable in terms of their eating issues and is maintaining their weight. From past experience of the young person the care team feel that there are many different facets of social difficulties that are currently hampering access to education and training. On that basis a collaborative decision is reached to choose 'Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder)' (H9), with the hope that this will maintain and improve past treatment gains for eating issues.</p>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	<p>Algorithm suggests 'Getting Help: Guided by NICE Guideline 28 (Depression)' (H3) on the basis of 'Depression/low mood (Depression)' rated as 'moderate' and 'Eating issues (Anorexia/Bulimia)' rated as 'mild' on the Current View tool. Clinician and family agree that the primary intervention should target the young person's eating pattern, even if this is not of moderate or severe degree at the time, partly so that the weight loss does not escalate, and partly because this is the intervention the young person will engage with. Thus 'Getting More Help: Guided by NICE Guideline 9 (Eating Disorders)' (MH1) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Eating Disorder Examination Questionnaire (EDE-Q) (completed by child/young person)</li> </ul>

<b>Draft grouping name</b>	Getting More Help: Guided by NICE Guideline 78 For Symptoms/Presentation Suggestive of High Risk of Emerging Borderline Personality Disorder or Potential BPD
<b>Draft grouping code</b>	MH2
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guideline for borderline personality disorder (BPD).</p> <p>This does not necessarily require or imply a diagnosis of BPD.</p> <p>Treatment is intended to be higher in resource use than treatment in a Getting Help grouping.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	Not currently defined. In the case of young people who are not already known to services, we think a computerised algorithm's ability, at the beginning of a period of contact, to identify those who fit this grouping would be poorer than its ability to identify young people who fit other groupings. We therefore propose that assignment to this grouping is based on clinical judgement and shared decision making (where appropriate), informed by the grouping's conceptual description. We feel there is scope to explore future development of an algorithm for this grouping that takes into account the history of a young person's pattern of behaviour and interaction with services (e.g. re-referral).
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> </ul>

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<b>Draft grouping name</b>	Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder)
<b>Draft grouping code</b>	MH3
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from a care package guided by the NICE guidelines for psychosis, schizophrenia and/or bipolar disorder.</p> <p>This does not necessarily require or imply a diagnosis of psychosis, schizophrenia or bipolar disorder.</p> <p>Treatment is intended to be higher in resource use than treatment in a Getting Help grouping.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Either or both of the following:</p> <ul style="list-style-type: none"> <li>• Delusional beliefs and hallucinations (Psychosis) rated 'moderate'/'severe'</li> <li>• Extremes of mood (Bipolar disorder) rated 'severe'</li> </ul> <p>AND</p> <p>Age 10 or older</p> <p>AND</p> <p>Adjustment to health issues rated 'none'/'mild'</p>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	<p>Algorithm suggests 'Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder)' (MH3) on the basis of 'Delusional beliefs and hallucinations (Psychosis)' rated as 'moderate' on the Current View tool. Young person, who is 14 years old, attended after a significant brief episode of psychosis with significant paranoid ideation, and some sensory disturbance. By assessment this has resolved, but clinical staff believe it may have been a stress reaction following some bullying. Initial assessment indicates unusual social communication of long-standing. Together with the family the young person elects to have an assessment for autistic spectrum disorder and to defer choosing an appropriate treatment grouping until this has been completed. Thus 'Getting Advice: Neurodevelopmental Assessment' (A2) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA) (completed by child/young person, parent/carer or practitioner)</li> </ul>

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<b>Draft grouping name</b>	Getting Help: With Co-occurring Behavioural And Emotional Difficulties
<b>Draft grouping code</b>	H21
<b>Description</b>	<p>Children, young people (and families where relevant) with co-occurring behavioural and emotional difficulties who may benefit from a care package consisting of a combination of care recommendations from the NICE guideline for antisocial behaviour and conduct disorders (guideline 158) and one or more NICE guidelines for emotional difficulties (guidelines 28, 31, 113 or 159).</p> <p>A care package guided by a single NICE guideline is thought not to be sufficient on its own.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Behavioural difficulties (CD or ODD) rated 'moderate'/'severe'</p> <p>AND</p> <p>At least one of the following rated 'moderate'/'severe':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Panics (Panic Disorder)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia).</li> </ul> <p>AND</p> <p>Does not fit the algorithm criteria for any of the following groupings:</p> <ul style="list-style-type: none"> <li>• Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm) [H1]</li> <li>• Getting Help: Guided by NICE Guideline 26 (PTSD) [H2]</li> <li>• Getting Help: Guided by NICE Guideline 28 (Depression) [H3]</li> <li>• Getting Help: Guided by NICE Guideline 31 (OCD) [H4]</li> <li>• Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder) [H5]</li> <li>• Getting Help: Guided by NICE Guideline 72 (ADHD) [H6]</li> <li>• Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder) [H7]</li> <li>• Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders) [H8]</li> <li>• Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder) [H9]</li> <li>• Getting Help: Guided by NICE Guideline 170 (Autism Spectrum) [H10]</li> <li>• Getting More Help: Guided by NICE Guideline 9 (Eating Disorders) [MH1]</li> <li>• Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder) [MH3]</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Pervasive Developmental Disorders (Autism/Asperger's)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> </ul>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• GAD-7 (Generalized Anxiety Disorder 7) (completed by child/young person)</li> <li>• PHQ-9 (Depression) (completed by child/young person)</li> <li>• Depression Subscale of Revised Child Anxiety and Depression Scale (DEP) (completed by child/young person or parent/carer)</li> <li>• Generalized Anxiety Disorder Subscale of Revised Child Anxiety and Depression Scale (GAD) (completed by child/young person or parent/carer)</li> <li>• Obsessive Compulsive Disorder Subscale of Revised Child Anxiety and Depression Scale (OCD) (completed by child/young person or parent/carer)</li> <li>• Panic Subscale of Revised Child Anxiety and Depression Scale (PANIC) (completed by child/young person or parent/carer)</li> <li>• Social Phobia Subscale of Revised Child Anxiety and Depression Scale (SP) (completed by child/young person or parent/carer)</li> <li>• Behavioural Subsection of Me and My School (M&amp;MS) (completed by child/young person)</li> </ul>

<b>Draft grouping name</b>	Getting Help: With Co-occurring Emotional Difficulties
<b>Draft grouping code</b>	H22
<b>Description</b>	<p>Children, young people (and families where relevant) with co-occurring emotional difficulties who may benefit from a care package consisting of a combination of care recommendations from two or more NICE guidelines for emotional difficulties (guidelines 28, 31, 113 or 159).</p> <p>A care package guided by a single NICE guideline is thought not to be sufficient on its own.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>At least two of the following rated 'moderate'/'severe':</p> <ul style="list-style-type: none"> <li>• Depression/low mood (Depression)</li> <li>• Panics (Panic Disorder)</li> <li>• Anxious generally (Generalized anxiety)</li> <li>• Compelled to do or think things (OCD)</li> <li>• Anxious in social situations (Social anxiety/phobia)</li> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia).</li> </ul> <p>AND</p> <p>Does not fit the algorithm criteria for any of the following groupings:</p> <ul style="list-style-type: none"> <li>• Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm) [H1]</li> <li>• Getting Help: Guided by NICE Guideline 26 (PTSD) [H2]</li> <li>• Getting Help: Guided by NICE Guideline 28 (Depression) [H3]</li> <li>• Getting Help: Guided by NICE Guideline 31 (OCD) [H4]</li> <li>• Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder) [H5]</li> <li>• Getting Help: Guided by NICE Guideline 72 (ADHD) [H6]</li> <li>• Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder) [H7]</li> <li>• Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders) [H8]</li> <li>• Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder) [H9]</li> <li>• Getting Help: Guided by NICE Guideline 170 (Autism Spectrum) [H10]</li> <li>• Getting More Help: Guided by NICE Guideline 9 (Eating Disorders) [MH1]</li> <li>• Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder) [MH3]</li> </ul> <p>AND</p> <p>All of the following rated 'none'/'mild':</p> <ul style="list-style-type: none"> <li>• Behavioural difficulties (CD or ODD)</li> <li>• Extremes of mood (Bipolar disorder)</li> <li>• Pervasive Developmental Disorders (Autism/Asperger's)</li> <li>• Delusional beliefs and hallucinations (Psychosis)</li> <li>• Eating issues (Anorexia/Bulimia)</li> <li>• Disturbed by traumatic event (PTSD)</li> <li>• Self-Harm (Self injury or self-harm)</li> <li>• Difficulties sitting still or concentrating (ADHD/Hyperactivity)</li> </ul>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of a grouping other than this grouping</b>	<p>Algorithm suggests 'Getting Help: With Co-occurring Emotional Difficulties' (H22) on the basis of 'Depression/low mood (Depression)' and 'Anxious in social situations (Social anxiety/phobia)' rated as 'moderate' on the Current View tool. Clinician and young person consider that the social functioning is secondary to the low mood; hence the care package should primarily focus on treating the depression. Thus 'Getting Help: Guided by NICE Guideline 28 (Depression)' (H3) is chosen.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• GAD-7 (Generalized Anxiety Disorder 7) (completed by child/young person)</li> <li>• PHQ-9 (Depression) (completed by child/young person)</li> <li>• Depression Subscale of Revised Child Anxiety and Depression Scale (DEP) (completed by child/young person or parent/carer)</li> <li>• Generalized Anxiety Disorder Subscale of Revised Child Anxiety and Depression Scale (GAD) (completed by child/young person or parent/carer)</li> <li>• Obsessive Compulsive Disorder Subscale of Revised Child Anxiety and Depression Scale (OCD) (completed by child/young person or parent/carer)</li> <li>• Panic Subscale of Revised Child Anxiety and Depression Scale (PANIC) (completed by child/young person or parent/carer)</li> <li>• Social Phobia Subscale of Revised Child Anxiety and Depression Scale (SP) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Help: With a Difficulty or Co-occurring Difficulties Not Covered by H1-H10, MH1-MH3 or H21-H22
<b>Draft grouping code</b>	H23
<b>Description</b>	<p>This grouping should only be applied after groupings H1-H10, MH1-MH3 and H21-H22 have been considered and decided not to be appropriate. This grouping includes children, young people (and families where relevant) who may benefit from treatment consisting of a care package that is different to those described for groupings H1-H10, MH1-MH3 and H21-H22.</p> <p>Treatment is intended to have clear collaboratively agreed aims and criteria for assessing whether aims have been achieved.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>Either or both of the following:</p> <ul style="list-style-type: none"> <li>• One difficulty rated 'severe'</li> <li>• At least two difficulties rated 'moderate'</li> </ul> <p>AND</p> <p>Does not fit the algorithm criteria for any of the following groupings:</p> <ul style="list-style-type: none"> <li>• Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm) [H1]</li> <li>• Getting Help: Guided by NICE Guideline 26 (PTSD) [H2]</li> <li>• Getting Help: Guided by NICE Guideline 28 (Depression) [H3]</li> <li>• Getting Help: Guided by NICE Guideline 31 (OCD) [H4]</li> <li>• Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder) [H5]</li> <li>• Getting Help: Guided by NICE Guideline 72 (ADHD) [H6]</li> <li>• Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder) [H7]</li> <li>• Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders) [H8]</li> <li>• Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder) [H9]</li> <li>• Getting Help: Guided by NICE Guideline 170 (Autism Spectrum) [H10]</li> <li>• Getting More Help: Guided by NICE Guideline 9 (Eating Disorders) [MH1]</li> <li>• Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder) [MH3]</li> <li>• Getting Help: With Co-occurring Behavioural And Emotional Difficulties [H21]</li> <li>• Getting Help: With Co-occurring Emotional Difficulties [H22]</li> </ul> <p>AND</p> <p>If age 10 or older, all of the following:</p> <ul style="list-style-type: none"> <li>• Delusional beliefs and hallucinations (Psychosis) rated 'none'/'mild'</li> <li>• Eating issues (Anorexia/Bulimia) rated 'none'/'mild'</li> <li>• Extremes of mood (Bipolar disorder) rated 'none'/'mild'/'moderate'</li> </ul> <p>* Difficulties under consideration: Anxious away from caregivers (Separation anxiety); Anxious in social situations (Social anxiety/phobia); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Panics (Panic disorder); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia); Repetitive problematic behaviours (Habit problems); Depression/low mood (Depression); Self-Harm (Self injury or self-harm); Extremes of mood (Bipolar disorder); Delusional beliefs and hallucinations (Psychosis); Drug and alcohol difficulties (Substance abuse); Difficulties sitting still or concentrating (ADHD/Hyperactivity); Behavioural difficulties (CD or ODD); Poses risk to others; Carer management of CYP behaviour (e.g., management of child); Doesn't get to toilet in time (Elimination problems); Disturbed by traumatic event (PTSD); Eating issues (Anorexia/Bulimia); Family relationship difficulties; Problems in attachment to parent/carer (Attachment problems); Peer relationship difficulties; Persistent difficulties managing relationships with others (includes emerging personality disorder); Does not speak (Selective mutism); Gender discomfort issues (Gender identity disorder); Unexplained physical symptoms; Unexplained developmental difficulties; Self-care Issues (includes medical care management, obesity); Adjustment to health issues.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• GAD-7 (Generalized Anxiety Disorder 7) (completed by child/young person)</li> <li>• PHQ-9 (Depression) (completed by child/young person)</li> <li>• Depression Subscale of Revised Child Anxiety and Depression Scale (DEP) (completed by child/young person or parent/carer)</li> <li>• Generalized Anxiety Disorder Subscale of Revised Child Anxiety and Depression Scale (GAD) (completed by child/young person or parent/carer)</li> <li>• Obsessive Compulsive Disorder Subscale of Revised Child Anxiety and Depression Scale (OCD) (completed by child/young person or parent/carer)</li> <li>• Panic Subscale of Revised Child Anxiety and Depression Scale (PANIC) (completed by child/young person or parent/carer)</li> <li>• Social Phobia Subscale of Revised Child Anxiety and Depression Scale (SP) (completed by child/young person or parent/carer)</li> <li>• Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA) (completed by child/young person, parent/carer or practitioner)</li> <li>• Behavioural Subsection of Me and My School (M&amp;MS) (completed by child/young person)</li> <li>• Impact of Events Scale (IES) (completed by child/young person)</li> <li>• Brief Parental Self-Efficacy Scale (BPSES) (completed by parent/carer)</li> <li>• Sheffield Learning Disabilities Outcome Measure (SLDOM) (completed by parent/carer)</li> <li>• SCORE Index of Family Function and Change-15 (SCORE-15) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting More Help: With Co-occurring Difficulties of Severe Impact
<b>Draft grouping code</b>	MH9
<b>Description</b>	<p>This grouping should only be applied after groupings H1-H10, MH1-MH3 and H21-H23 have been considered and decided not to be appropriate. This grouping includes children, young people (and families where relevant) with co-occurring difficulties of severe impact on functioning (at individual or family level) and/or distress. They may benefit from treatment consisting of a care package that is different to those described for groupings H1-H10, MH1-MH3 and H21-H23.</p> <p>Treatment is intended to be higher in resource use than treatment in a Getting Help grouping.</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>At least one of the following:</p> <ul style="list-style-type: none"> <li>• Delusional beliefs and hallucinations (Psychosis) rated 'moderate'/'severe' AND Age 10 or older</li> <li>• Eating issues (Anorexia/Bulimia) rated 'moderate'/'severe' AND Age 10 or older</li> <li>• Extremes of mood (Bipolar disorder) rated 'severe' AND Age 10 or older</li> <li>• At least two difficulties rated 'severe'*</li> </ul> <p>AND</p> <p>Does not fit the algorithm criteria for any of the following groupings:</p> <ul style="list-style-type: none"> <li>• Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm) [H1]</li> <li>• Getting Help: Guided by NICE Guideline 26 (PTSD) [H2]</li> <li>• Getting Help: Guided by NICE Guideline 28 (Depression) [H3]</li> <li>• Getting Help: Guided by NICE Guideline 31 (OCD) [H4]</li> <li>• Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder) [H5]</li> <li>• Getting Help: Guided by NICE Guideline 72 (ADHD) [H6]</li> <li>• Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder) [H7]</li> <li>• Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders) [H8]</li> <li>• Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder) [H9]</li> <li>• Getting Help: Guided by NICE Guideline 170 (Autism Spectrum) [H10]</li> <li>• Getting More Help: Guided by NICE Guideline 9 (Eating Disorders) [MH1]</li> <li>• Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder) [MH3]</li> <li>• Getting Help: With Co-occurring Behavioural And Emotional Difficulties [H21]</li> <li>• Getting Help: With Co-occurring Emotional Difficulties [H22]</li> </ul> <p>* Difficulties under consideration: Anxious away from caregivers (Separation anxiety); Anxious in social situations (Social anxiety/phobia); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Panics (Panic disorder); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia); Repetitive problematic behaviours (Habit problems); Depression/low mood (Depression); Self-Harm (Self injury or self-harm); Extremes of mood (Bipolar disorder); Delusional beliefs and hallucinations (Psychosis); Drug and alcohol difficulties (Substance abuse); Difficulties sitting still or concentrating (ADHD/Hyperactivity); Behavioural difficulties (CD or ODD); Poses risk to others; Carer management of CYP behaviour (e.g., management of child); Doesn't get to toilet in time (Elimination problems); Disturbed by traumatic event (PTSD); Eating issues (Anorexia/Bulimia); Family relationship difficulties; Problems in attachment to parent/carer (Attachment problems); Peer relationship difficulties; Persistent difficulties managing relationships with others (includes emerging personality disorder); Does not speak (Selective mutism); Gender discomfort issues (Gender identity disorder); Unexplained physical symptoms; Unexplained developmental difficulties; Self-care Issues (includes medical care management, obesity); Adjustment to health issues.</p>
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> <li>• GAD-7 (Generalized Anxiety Disorder 7) (completed by child/young person)</li> <li>• PHQ-9 (Depression) (completed by child/young person)</li> <li>• Depression Subscale of Revised Child Anxiety and Depression Scale (DEP) (completed by child/young person or parent/carer)</li> <li>• Generalized Anxiety Disorder Subscale of Revised Child Anxiety and Depression Scale (GAD) (completed by child/young person or parent/carer)</li> <li>• Obsessive Compulsive Disorder Subscale of Revised Child Anxiety and Depression Scale (OCD) (completed by child/young person or parent/carer)</li> <li>• Panic Subscale of Revised Child Anxiety and Depression Scale (PANIC) (completed by child/young person or parent/carer)</li> <li>• Social Phobia Subscale of Revised Child Anxiety and Depression Scale (SP) (completed by child/young person or parent/carer)</li> <li>• Health of the Nation Outcome Scales for Children and Adolescents (HoNOSCA) (completed by child/young person, parent/carer or practitioner)</li> <li>• Behavioural Subsection of Me and My School (M&amp;MS) (completed by child/young person)</li> <li>• Impact of Events Scale (IES) (completed by child/young person)</li> <li>• Brief Parental Self-Efficacy Scale (BPSES) (completed by parent/carer)</li> <li>• Sheffield Learning Disabilities Outcome Measure (SLDOM) (completed by parent/carer)</li> <li>• Clinical Outcomes in Routine Evaluation Screening Measure-10 (CORE-10) (completed by child/young person)</li> <li>• Eating Disorder Examination Questionnaire (EDE-Q) (completed by child/young person)</li> <li>• SCORE Index of Family Function and Change-15 (SCORE-15) (completed by child/young person or parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Advice: Signposting and Self-management Advice
<b>Draft grouping code</b>	A1
<b>Description</b>	Children, young people (and families where relevant) who may benefit from advice on signposting and self-management. They may be <ul style="list-style-type: none"> <li>• adjusting to life circumstances</li> <li>• coping with mild or temporary difficulties</li> <li>• managing chronic difficulties.</li> </ul>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	<p>No difficulties rated 'moderate'/'severe'</p> <p>OR</p> <p>One of the following difficulties** rated 'moderate' AND no other difficulty rated 'moderate'/'severe':</p> <ul style="list-style-type: none"> <li>• Anxious away from caregivers (Separation anxiety)</li> <li>• Avoids going out (Agoraphobia)</li> <li>• Avoids specific things (Specific phobia)</li> <li>• Repetitive problematic behaviours (Habit problems)</li> <li>• Drug and alcohol difficulties (Substance abuse)</li> <li>• Poses risk to others</li> <li>• Carer management of CYP behaviour (e.g., management of child)</li> <li>• Doesn't get to toilet in time (Elimination problems)</li> <li>• Family relationship difficulties</li> <li>• Problems in attachment to parent/carer (Attachment problems)</li> <li>• Peer relationship difficulties</li> <li>• Persistent difficulties managing relationships with others (includes emerging personality disorder)</li> <li>• Does not speak (Selective mutism)</li> <li>• Gender discomfort issues (Gender identity disorder)</li> <li>• Unexplained physical symptoms</li> <li>• Unexplained developmental difficulties</li> <li>• Self-care Issues (includes medical care management, obesity)</li> <li>• Adjustment to health issues</li> </ul> <p>* Difficulties under consideration: Anxious away from caregivers (Separation anxiety); Anxious in social situations (Social anxiety/phobia); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Panics (Panic disorder); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia); Repetitive problematic behaviours (Habit problems); Depression/low mood (Depression); Self-Harm (Self injury or self-harm); Extremes of mood (Bipolar disorder); Delusional beliefs and hallucinations (Psychosis); Drug and alcohol difficulties (Substance abuse); Difficulties sitting still or concentrating (ADHD/Hyperactivity); Behavioural difficulties (CD or ODD); Poses risk to others; Carer management of CYP behaviour (e.g., management of child); Doesn't get to toilet in time (Elimination problems); Disturbed by traumatic event (PTSD); Eating issues (Anorexia/Bulimia); Family relationship difficulties; Problems in attachment to parent/carer (Attachment problems); Peer relationship difficulties; Persistent difficulties managing relationships with others (includes emerging personality disorder); Does not speak (Selective mutism); Gender discomfort issues (Gender identity disorder); Unexplained physical symptoms; Unexplained developmental difficulties; Self-care Issues (includes medical care management, obesity); Adjustment to health issues.</p> <p>** The difficulties listed are those on the Current View tool that are not currently covered in the titles of National Institute for Health and Care Excellence (NICE) clinical guidelines relevant to children, young people and families seeking support. The exception is 'Persistent difficulties managing relationships with others (includes emerging personality disorder)' as a computerised algorithm for the grouping 'Getting More Help: Guided by NICE Guideline 78 For Symptoms/Presentation Suggestive of High Risk of Emerging Borderline Personality Disorder or Potential BPD' (MH2) is not currently defined.</p>
<b>Hypothetical example of shared decision that differs from the computerised algorithm and leads to choice of this grouping rather than another grouping</b>	Algorithm suggests 'Getting Help: Guided by NICE Guideline 31 (OCD)' (H4) on the basis of 'Compelled to do or think things (OCD)' rated as 'severe' on the Current View tool. Young person chooses to live with symptoms (e.g. excessive hand washing) and collaboratively agreed between clinician and young person to consider bibliotherapy with one-off follow up. Thus 'Getting Advice: Signposting and Self-management Advice' (A1) is chosen.
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	<ul style="list-style-type: none"> <li>• CHI Experience of Service Questionnaire (CHI-ESQ) (completed by child/young person or parent/carer)</li> <li>• Child Outcome Rating Scale (CORS) (completed by child/young person)</li> <li>• Warwick-Edinburgh Mental Well-being Scale (WEMWBS) (completed by child/young person)</li> <li>• Young Person's Clinical Outcomes in Routine Evaluation (YP-CORE) (completed by child/young person)</li> <li>• Outcome Rating Scale (ORS) (completed by child/young person or parent/carer)</li> <li>• Strengths and Difficulties Questionnaire (SDQ) (completed by child/young person, parent/carer or teacher)</li> <li>• Regular Monitoring Questionnaire (impact supplement of SDQ) (completed by child/young person or parent/carer)</li> <li>• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)</li> <li>• Children's Global Assessment Scale (CGAS) (completed by practitioner)</li> <li>• Revised Child Anxiety and Depression Scale (RCADS) (completed by child/young person, parent/carer)</li> </ul>

<b>Draft grouping name</b>	Getting Advice: Neurodevelopmental Assessment
<b>Draft grouping code</b>	A2
<b>Description</b>	<p>Children, young people (and families where relevant) who may benefit from assessment leading to information and advice on neurodevelopmental difficulties.</p> <p>For example, assessments could be for:</p> <ul style="list-style-type: none"> <li>• autism,</li> <li>• previously unrecognised learning disabilities,</li> <li>• difficulties alongside developmental disorders of speech, motor skills, etc.</li> </ul> <p>N.B. A child or young person can be in grouping A2 at the same time as being in one of the other groupings (i.e. alongside signposting and self-management advice, or alongside treatment for a different problem).</p>
<b>Draft computerised algorithm criteria for the grouping (based on a completed Current View tool)</b>	Unexplained developmental difficulties rated 'moderate'/'severe'
<b>Outcomes and feedback tools that may be relevant to service users assigned to the grouping in some cases</b>	• Goals Based Outcomes (GBOs) (completed by child/young person, parent/carer, teacher or practitioner)

DRAFT

# **Illustrative indications of grouping sizes and distributions of resource use (appointments)**

Based on analysis of Current View and appointments data collected  
September 2012 – June 2014

# Notes on analysis

- The table and chart on the following pages show how periods of contact in the CAMHS Payment System Project data set are categorised if the draft algorithm alone is applied to the Current View tool data.
  - This serves as an illustrative indication of relative grouping sizes and distributions of appointments, because it has not taken into account clinical judgement and shared decision making. Our view is that clinical judgement and shared decisions would be an important part of piloting grouping assignment in future.
- The grouping 'Getting More Help: Guided by NICE Guideline 78 For Symptoms/Presentation Suggestive of High Risk of Emerging Borderline Personality Disorder or Potential BPD' (MH2) is not included in these analyses.
  - This is because an algorithm for MH2 is not currently defined. In the case of young people who are not already known to services, we think a computerised algorithm's ability, at the beginning of a period of contact, to identify those who fit this grouping would be poorer than its ability to identify young people who fit other groupings. We therefore propose that assignment to this grouping is based on clinical judgement and shared decision making (where appropriate), informed by the grouping's conceptual description. We feel there is scope to explore future development of an algorithm for this grouping that takes into account the history of a young person's pattern of behaviour and interaction with services (e.g. re-referral).

# Illustrative indication of relative grouping sizes based on analysis of Current View data collected Sep 2012-June 2014<sup>¶</sup>

Draft groupings	Percentage of periods of contact in sample <sup>§</sup>
Getting Advice: Signposting and Self-management Advice [A1]	30 %
Getting Advice: Neurodevelopmental Assessment [A2]	3 %
Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm) [H1]	6 %
Getting Help: Guided by NICE Guideline 26 (PTSD) [H2]	2 %
Getting Help: Guided by NICE Guideline 28 (Depression) [H3]	6 %
Getting Help: Guided by NICE Guideline 31 (OCD) [H4]	1 %
Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder) [H5]	1 %
Getting Help: Guided by NICE Guideline 72 (ADHD) [H6]	6 %
Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder) [H7]	4 %
Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders) [H8]	5 %
Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder) [H9]	2 %
Getting Help: Guided by NICE Guideline 170 (Autism Spectrum) [H10]	2 %
Getting Help: With Co-occurring Behavioural* And Emotional** Difficulties [H21]	2 %
Getting Help: With Co-occurring Emotional** Difficulties [H22]	8 %
Getting Help: With a Difficulty or Co-occurring Difficulties Not Covered by H1-H10, MH1-MH3 or H21-H22 [H23]	16 %
Getting More Help: Guided by NICE Guideline 9 (Eating Disorders) [MH1]	1 %
Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder) [MH3]	1 %
Getting More Help: With Co-occurring Difficulties of Severe Impact [MH9]	8 %

<sup>¶</sup> Total sample size: 4573 periods of contact in the community (i.e. does not include inpatient periods of contact) from 11 CAMH services. Data were collected between September 2012 and June 2014. Current View tools were usually completed after the first contact within a period of contact.

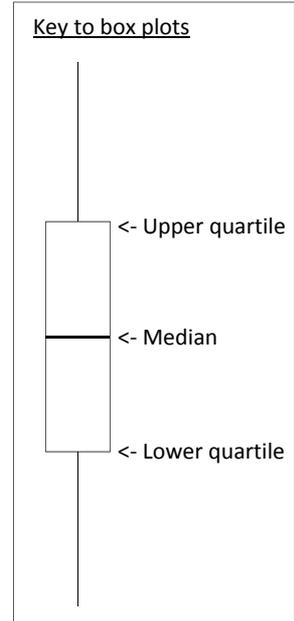
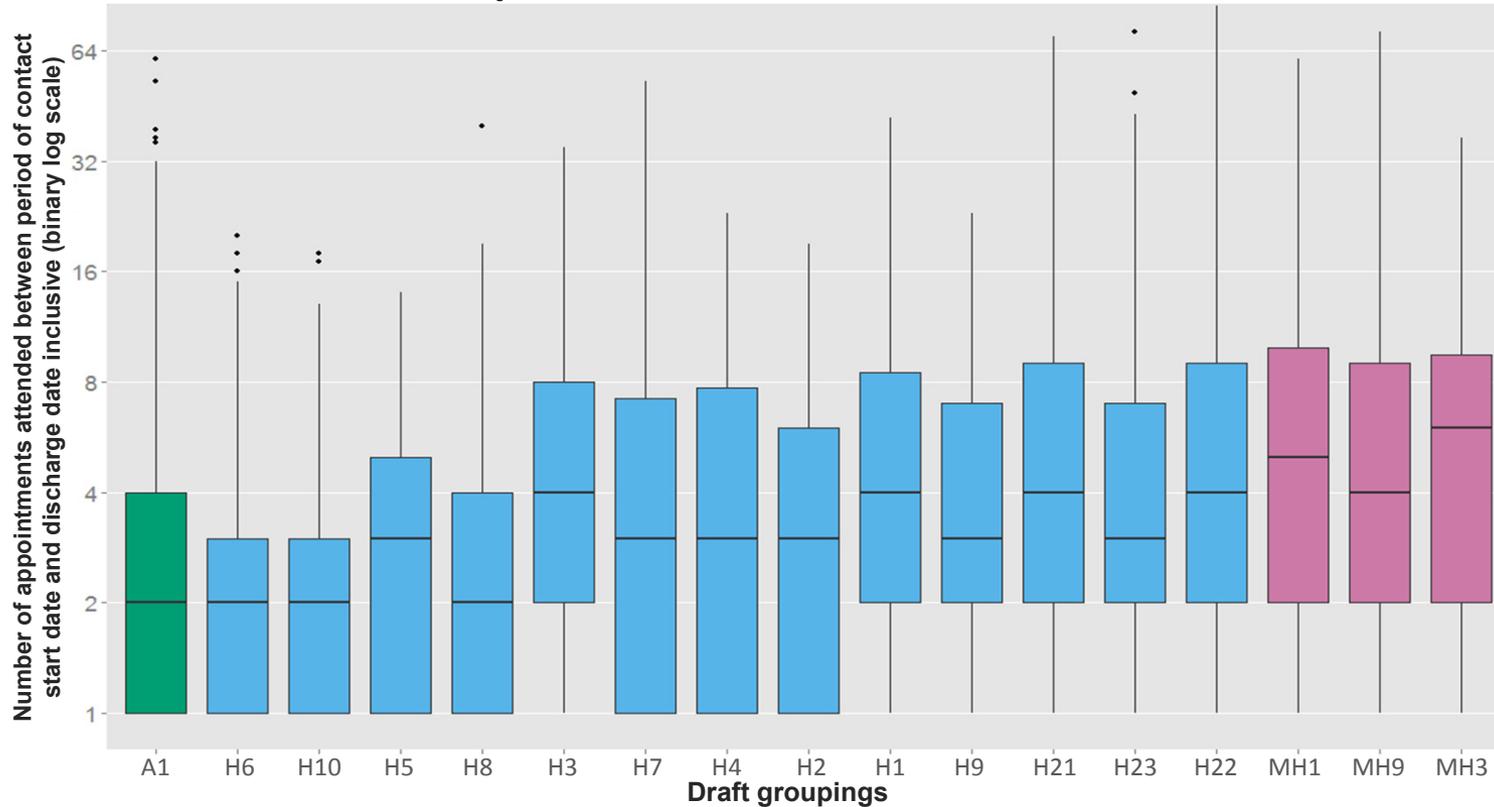
<sup>§</sup> Percentages sum to more than 100%, because each group has been rounded to the nearest whole percentage, and because a child can be in the grouping 'Getting Advice: Neurodevelopmental Assessment' (A2) at the same time as being in one of the other groupings. Apart from A2 all other groupings are mutually exclusive.

\* Behavioural difficulties (Conduct Disorder or Oppositional Defiant Disorder).

\*\* For the purpose of grouping assignment emotional difficulties are defined as: Depression/low mood (Depression); Panics (Panic Disorder); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Anxious in social situations (Social anxiety/phobia); Anxious away from caregivers (Separation anxiety); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia).

# Illustrative indication of distributions of appointments by grouping based on analysis of Current View and appointments data collected Sep 2012-June 2014<sup>¶</sup>

<sup>¶</sup> Total sample size: 4573 periods of contact in the community (i.e. does not include inpatient periods of contact) from 11 CAMH services. Data were collected between September 2012 and June 2014. Current View tools were usually completed after the first contact within a period of contact.



## Legend to grouping labels

- A1: Getting Advice: Signposting and Self-management Advice
- H1: Getting Help: Guided by NICE Guideline 16 and/or Guideline 133 (Self-harm)
- H2: Getting Help: Guided by NICE Guideline 26 (PTSD)
- H3: Getting Help: Guided by NICE Guideline 28 (Depression)
- H4: Getting Help: Guided by NICE Guideline 31 (OCD)
- H5: Getting Help: Guided by NICE Guideline 38 (Bipolar Disorder)
- H6: Getting Help: Guided by NICE Guideline 72 (ADHD)
- H7: Getting Help: Guided by NICE Guideline 113 (GAD and/or Panic Disorder)
- H8: Getting Help: Guided by NICE Guideline 158 (Antisocial Behaviour and/or Conduct Disorders)
- H9: Getting Help: Guided by NICE Guideline 159 (Social Anxiety Disorder)
- H10: Getting Help: Guided by NICE Guideline 170 (Autism Spectrum)

- H21: Getting Help: With Co-occurring Behavioural\* And Emotional\*\* Difficulties
- H22: Getting Help: With Co-occurring Emotional\*\* Difficulties
- H23: Getting Help: With a Difficulty or Co-occurring Difficulties Not Covered by H1-H10, MH1-MH3 or H21-H22
- MH1: Getting More Help: Guided by NICE Guideline 9 (Eating Disorders)
- MH3: Getting More Help: Guided by NICE Guideline 155 (Psychosis) and/or Guideline 38 (Bipolar Disorder)
- MH9: Getting More Help: With Co-occurring Difficulties of Severe Impact

\* Behavioural difficulties (Conduct Disorder or Oppositional Defiant Disorder).

\*\* For the purpose of grouping assignment emotional difficulties are defined as: Depression/low mood (Depression); Panics (Panic Disorder); Anxious generally (Generalized anxiety); Compelled to do or think things (OCD); Anxious in social situations (Social anxiety/phobia); Anxious away from caregivers (Separation anxiety); Avoids going out (Agoraphobia); Avoids specific things (Specific phobia).

N.B. 'Getting Advice: Neurodevelopmental Assessment' (A2) is not shown as *additional* appointments that may be associated with this grouping cannot be discerned in this data set.

# A note on the limitations of the draft groupings

- As noted earlier, we have aimed for the groupings to be as ‘clinically meaningful’ and as ‘resource homogeneous’\* as possible
- Regarding resource use, we would argue that the prediction of numbers of appointments provided by the draft groupings and computerised algorithm described above is poor
  - Although average numbers of appointments differ between the groupings broadly in line with our theoretical expectations, there is arguably more variation within the groupings than between them, as illustrated by the chart on the previous page
  - One set of characteristics that were hypothesised, at the beginning of the project, to improve the prediction of resource use are the complexity factors, contextual problems and education, employment & training (EET) issues that complement the problem descriptions on the Current View Form
  - With regard to the data set collected for the purposes of this project, additional knowledge about any complexity factors, contextual problems or EET issues does not appear to improve the prediction of the number of appointments
  - This finding runs counter to our hypothesis and we think further exploration would be valuable, potentially with more detailed resource use data that may become available in future\*\*

\* For a grouping to be described as ‘resource homogeneous’, or ‘iso-resource’, the resource use of the people assigned to that grouping should be broadly similar.

\*\* Unfortunately, despite enormous effort on the part of participating sites and focussed work on data quality throughout the data collection pilot, limitations of existing electronic record systems made a comprehensive analysis of true costs impossible to achieve, and we had to use a proxy measure of resource use: appointments attended.

# Comments

- Please feel free to email any comments on the draft groupings or algorithm to [pbrcamhs@annafreud.org](mailto:pbrcamhs@annafreud.org)