

Practice to Research Partnerships to Support the Use of Evidence-Based Assessment in Schools

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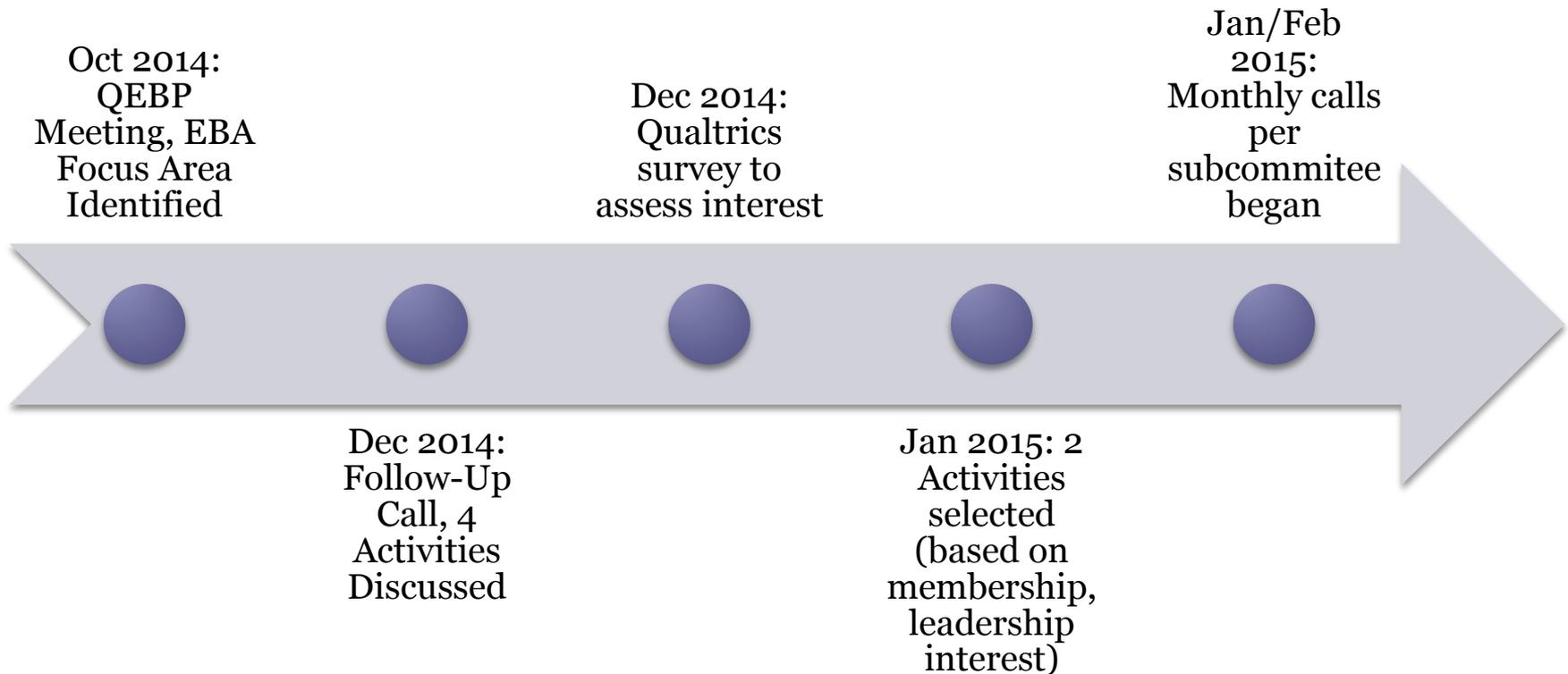
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Agenda

- I. Process and history of EBA subcommittees
- II. List of Measures Sub committee
- III. Practical Considerations subcommittee
- IV. Review Manuscript
 - What is EBA?
 - EBA in Schools: 5 Key Aspects
 - ✓ Review literature on each
 - ✓ Participant feedback/discussion (handout)
- V. Future Directions & Discussion: Field Guide for EBA in SMH
- VI. Q & A

Process and History of EBA Subcommittees



4 EBA Activities Identified

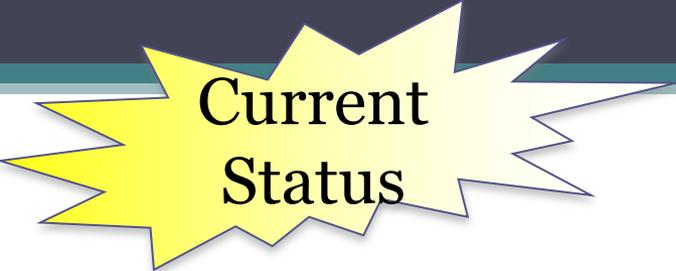
- **EBA Activity #1: Annotated bibliography of literature on EBA in SMH**
 - Goal: Disseminate a list of relevant literature to practice group members that briefly describes each article to support members who would like to "brush up" on information in this area
- **EBA Activity #2: Public domain (free) list of evidence-based assessment measures**
 - Goal: Disseminate a list of free EBA measures to SMH programs nationwide who would like to see a menu of options to inform their decisions about which measures to use.
- **EBA Activity #3: Develop a matrix of practical considerations related to implementing EBA in schools**
 - Goal: Beyond just selecting EBA measures to be used, this activity would provide more comprehensive information on important considerations for implementing EBA in schools (e.g., contextual factors, staff training, infrastructure, turnover of students, purpose of using EBA such as progress monitoring, program evaluation, sustainability, how to take into account RtI frameworks and multi-tiered systems of support, etc.)
- **EBA Activity #4: Work toward a way to showcase SMH programs "successfully" using EBA**
 - Goal: Exchange ideas, lessons learned, strategies and structures in place that facilitate successful use of EBA in SMH programs. May include a focus on what "success" means for SMH programs in the context of using EBA (and EBPs) such as demonstration of various target outcomes. Format TBD, possible webinar or webinar series where "case studies" of successful programs are identified and presented.

Goals of Our EBA Efforts

- To increase understanding of EBA within the SMH research and practice community
 - Conduct survey study about familiarity, use of and preferences for EBA measures in SMH
 - Review literature for key issues in EBA in SMH
- To disseminate information about EBA in SMH
 - Revise CSMH list of publically available measures
 - Prepare manuscript on key considerations
 - Develop an EBA Field Guide

List of Measures Subcommittee

- **EBA Activity #2: Public domain (free) list of evidence-based assessment measures**
 - Goal: Disseminate a list of free EBA measures to school mental health programs nationwide who would like to see a menu of options to inform their decisions about which measures to use.
- Leaders: Denise Wheatley-Rowe, Melissa George
- QEBP Coordinator: Elizabeth Connors
- 11 additional members



Current
Status

List of Measures Subcommittee

Attention school-mental health clinicians!
The Quality and Evidence-Based Practice group is interested in the type of assessments you use in your work with students and families. We have developed a brief survey to inform our efforts, which we hope you will complete.

The survey can be accessed here:
<http://tinyurl.com/QEBPsurvey>
Thank you for your assistance!

Practical Considerations Subcommittee

- **EBA Activity #3: Develop a matrix of practical considerations related to implementing EBA in schools**
 - Goal: Beyond just selecting EBA measures to be used, this activity would provide more comprehensive information on important considerations for implementing EBA in schools
Leaders: Kristen Schmidt, Prerna Arora
- QEBP Coordinator: Mark Sander
- 12 additional members

Practical Considerations Subcommittee

- **Peer-reviewed manuscript in preparation**
 - **INTRODUCTION TO EBA FOR A SMH AUDIENCE**
 - **5 KEY ASPECTS OF EBA FOR SMH**
(will be sharing our initial review findings during this session)
- **Field Guide development to follow**
 - **Starting TODAY as we ask for your reactions to/ feedback on the 5 Key Aspects**



EBA OVERVIEW: WHAT, WHY, AND HOW IN SCHOOLS?

What is EBA?

Starting with a more familiar term...

“EBPs”

Evidence-Based Practice =

the application of empirically supported
intervention and assessment principles

- APA Presidential Task Force on Evidence-Based Practice, 2006

Part of an Evidence-Based Orientation

- An evidence-based orientation to clinical practice incorporates 3 elements:
 1. Assessment that informs diagnosis, treatment planning, and outcome
 2. Intervention
 3. Ongoing progress monitoring

APA Task Force on Evidence-Based Practice with Children and Adolescents,
2008

Definition of EBA

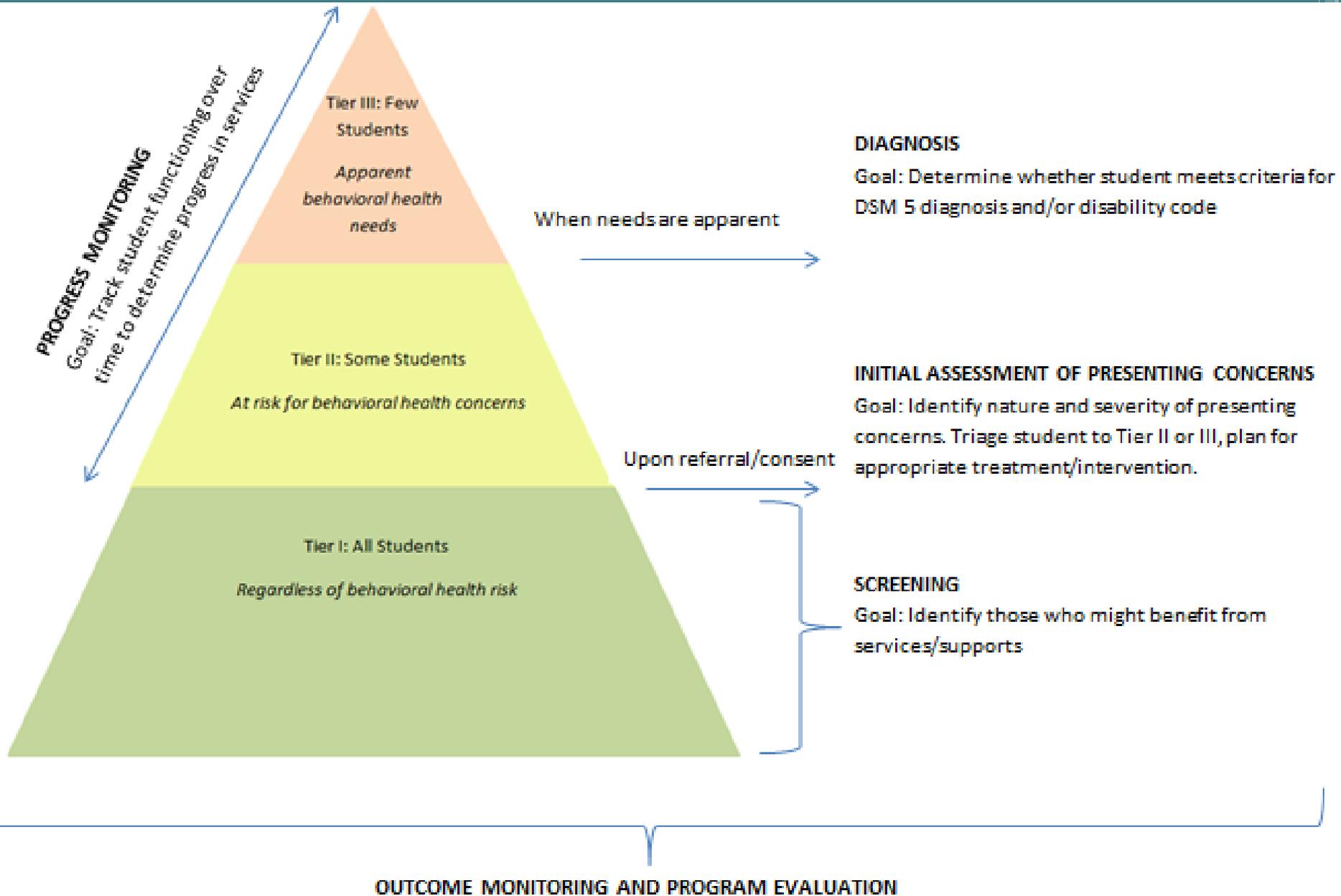
- Evidence-Based Assessment (EBA) involves:
 - Use of assessments that are **reliable, valid, and clinically useful for the intended population**
 - Data collection at **regular intervals** throughout treatment
 - Informing **diagnosis, treatment planning, and outcome**
 - **Ongoing progress monitoring** to inform changes in treatment

Why is EBA Important?

- Reduces bias and improves accuracy
- Supports data-informed decision making in schools
- Associated with greater treatment success
- Supports school behavioral health quality and accountability

Purpose of Assessments

- Diagnosis of Client
- Case Conceptualization
- Treatment Selection
- Treatment Planning
- Monitoring Client Change
- Evaluating Effectiveness of Treatment



Goal: Determine whether students individually, by agency, or entire Network are achieving behavioral health outcomes.

One can aggregate data from all of the above assessment purposes depending on outcome monitoring goals.

Considerations for EBA in Schools

- Multi-Informant Assessment
- Using a Developmental Perspective
- Reducing Barriers to EBA

Challenges to EBA in Schools

- Logistics
 - TIME to administer, score, interpret
 - Availability/cost of measures
 - Inflexible format
 - Respondent engagement
- Adequately supporting clinicians
 - Exposure in graduate training
 - Supervision, continuing education
- School environment characteristics
 - “Talking the same language” as schools/ what datapoints are valued, collected, used....or not

Developing a Field Guide

- Provides quicker and easier access to key aspects of EBA manuscript
- Takes key aspects of the manuscript and infuses feedback, insights and recommendations for practicing clinicians, supervisors and program directors
- Increases the likelihood that clinicians and programs will use EBA in their daily practice

5 Key Aspects

- 1. Identifying Assessment Targets**
- 2. Selecting Measures**
- 3. Organizational Readiness for EBA in SMH Settings**
- 4. Implementation Support for EBA**
- 5. Utilization of Assessment Data**

Key Aspect 1: Identifying Assessment Targets

- Careful identification of measurement targets
 - What do you want to change? Theory of change
- Assessment targets depend on
 - Purpose (case conceptualization vs monitoring client progress, etc)
 - Goals
 - Student(s), Classroom, Grade or School, Family
 - Dimensions of Student Functioning: Social, Emotional, Behavioral, Academic functioning
 - Processes by which goals are expected to be achieved
- Situated within context of a given SMH program

Key Aspect 1: Identifying Assessment Targets

PARTICIPANT FEEDBACK:

- What are other important factors related to identifying assessment targets in schools?
- What purpose, goals, or processes are particularly unique to schools?
- What barriers do you face in specifying your theory of change and identifying assessment targets accordingly?

Key Aspect 2: Selecting Measures

- Translating selection of assessment targets to measurement tools
- Complexity of measurement selection
- Selecting pragmatic measures– Glasgow & Riley (2013) framework:
 - important to stakeholders, low burden, actionable, sensitive to change, broad applicability, comparable to normed samples, not likely to cause harm, psychometric strength, and linked to theory
- Nomothetic versus idiographic
 - Individual data compared to others; classify or predict
 - Individually selected/tailored; maximize relevance

Key Aspect 2: Identifying Assessment Targets

PARTICIPANT FEEDBACK:

- What do you care about most when selecting measures for your work in SMH?
- What are your biggest concerns about selecting measures for your work in SMH?
- What are the biggest needs for the field related to measuring SMH impact and outcomes?

Key Aspect 3: Organizational Readiness for EBA in SMH Settings

- OR includes:
 - culture, climate, structure, work attitudes core technology
 - Collective motivation to implement the innovation, general organizational capacities, and innovation-specific capacities (Scaccia et al., 2015)
- Assess readiness at individual and organizational levels
- Texas Christian University Organizational Readiness to Change (TCU ORC, Lehman, Greener & Simpson, 2002)

Key Aspect 3: Organizational Readiness for EBA in SMH Settings

PARTICIPANT FEEDBACK:

- How relevant is OR to implementing EBA in SMH?
- What features of this Key Aspect are most salient?
- Are there any organizational factors at the school building, district, agency, community, etc levels you have experienced that facilitate or hinder implementation of EBA?

Key Aspect 4: Implementation Support for EBA

- Training and Consultation
 - Training is necessary but insufficient
 - Consultation dose and strategy
 - Importance of contextual factors (e.g., treatment goals aligned with IEP goals, and assessment data selected accordingly to inform both)
- Team-based Implementation Approaches
- Technology
 - Remote training/consultation/teaming support
 - Information systems for outcome monitoring/feedback (SWIS, EHR, etc)
 - Technology-facilitated assessment

Key Aspect 4: Implementation Support for EBA

PARTICIPANT FEEDBACK:

- What barriers/successes do you face providing training/consultation to SMH staff for assessment?
- What specific contextual factors and teaming approaches are most important for successful use of assessment data in schools?
- How's that technology going for you? 😊

Key Aspect 5: Utilization of Assessment Data

- Schools are full of data!! How are we using it?
 - Multiple reporters and sources of data
 - Ensuring a data-driven decision making approach in all school supports (e.g., various teams serving individual and groups of students)
 - Useful in promoting stakeholder buy-in
 - 4 Evidence Bases: general services research, case history, local aggregate, and causal mechanism evidence

Key Aspect 5: Utilization of Assessment Data

PARTICIPANT FEEDBACK:

- What have been your greatest successes in using assessment data?
- What have been some barriers to meaningfully using assessment data?
- Are you currently collecting data you're not using regularly, and if so, what solutions can you think of to leverage the data you have?

Components of the Field Guide

5 Key Aspects

- 1. Identifying Assessment Targets**
- 2. Selecting Measures**
- 3. Organizational Readiness for EBA in SMH Settings**
- 4. Implementation Support for EBA**
- 5. Utilization of Assessment Data**

More Questions for Field Guide

- What have we missed?
 - Key aspects
 - Practical considerations/barriers
 - Other field guide contents of interest
- How “much” or what parts of EBA are you doing already?
- What are the main areas for school mental health to grow in this area?
- What solutions/recommendations do you have to support the use of EBA in schools?

Q & A

Thank you!