Avoiding Common Missteps when Selecting Evidence-Based Interventions for Behavioral and Mental Health

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School-Based Leaders
District Leaders
Teachers
Students & Families

What We Do

Supporting culturally equitable academic & social-emotional behavior competence
Supporting culturally valid decision-making
Supporting culturally relevant evidence-based interventions
Supporting culturally knowledgeable staff behavior

OUTCOMES
PRACTICES

Who Coach
Who Coach
Who Coach
Who inform culturally responsive practices to address local needs.

Source: Center on PBSIS

Supporting culturally relevant evidence-based interventions

Supporting culturally valid decision-making

Supporting culturally knowledgeable staff behavior

Supporting culturally equitable academic & social-emotional behavior competence

Who Coach
Who Coach
Who Coach
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Poll
• How many of you have attempted to implement a new program in a school?
• How many of you have seen those programs fail to accomplish what you had hoped?
• How many of those programs that failed were “evidence-based”?

Misstep #1
Selecting an Intervention with Little Empirical Evidence of Effectiveness

OOPS!

Just because it's popular, doesn't mean it is evidence-based.
Or maybe it wasn't demonstrated as successful for students like yours or in a setting like yours.

**Misstep #2**

Failing to obtain buy-in for implementation

Staff impacted by the EBP need to be involved in selection.
Misstep #3
Insufficiently analyzing student behavioral and mental health needs and assets before selecting.

Data-Based Decision Making
Data is used to make decisions at:
- Every tier of support
- Every step of the Problem-Solving Process

Define
What's the problem?

Analyze
Why is it occurring?

Evaluate
Is it working?

Implement
What are we going to do?

Misstep #4
Selecting practices with implementation requirements beyond what can be provided.
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PBIS Systems Framework
- School Leadership
- School Team
- Data-based problem solving
- Effective interventions
- Implementation
- Coaching

Misstep #5
Selecting practices that do not align with other initiatives

Teaming Alignment
- Valued Outcomes
- Core Features Alignment (Fit)
- Professional Development
- Data Analysis & Decision Making

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Avoid Selection Missteps

1. Explore Evidence to Work with Context and Need
2. Engage Implementers and Maintain Buy-In
3. Clearly Connect with Student Needs & Assets
4. Ensure Capacity & Supports to Implement
5. Align with Other Initiatives

What have you done?

What is an evidence-based practice?

“The approaches that researchers use to measure and communicate the impacts of interventions are constantly evolving.”

https://ies.ed.gov/ncee/wwc/Handbooks
What is an evidence-based practice?

- A practice that has been rigorously evaluated in experimental evaluations and shown to make a positive, statistically significant difference in important outcomes.

- Rigorous experimental evaluations supported by data, not just based on theory
- More effective than standard care or an alternative practice
- Can be reproduced
- Sample characteristics specified
- Treatment protocol

(Chambless & Hollon, 1998; Oregon Research Institute)

Efficacious versus Effective Interventions

**Efficacious** - Investigators had tight control over the implementation of the intervention; may have had more than the usual level of resources for conducting the intervention

**Effective** - Intervention implemented under real world conditions

- (Flay et al., 2005)

RE-AIM

- **Reach** your intended target population
- **Efficacy** or effectiveness
- **Adoption** by target staff, settings, or institutions
- **Implementation** consistency, costs and adaptations made during delivery
- **Maintenance** of intervention effects in individuals and settings over time

(http://www.re-aim.hsfc.u-tokyo.ac.jp/)
Implementation Frameworks

- What critical supports and infrastructure are needed to make the change?
- Who is accountable for the change?
- What steps will lead to successful implementation?
- What is being done to improve outcomes?

Continuous Improvement: How do we create an environment where we can effectively problem solve and improve?

Effective Interventions Stages

Drivers

Teams

Effective Interventions

The Hexagon Tool


Equity represents the provision of supports that are matched to student need, so that all individuals can attain equally successful outcomes.
Equitable Implementation

works to addresses cultural, systemic, and structural norms that privilege some groups over others by:

- sharing power so that the voices of those who develop a practice, those who use and validate a practice, and those who experience a practice are equal;
- shedding the solo hero model in favor of teaming structures that distribute power, responsibility, and accountability;
- abandoning the belief that there is a single right answer or approach and embracing the complexity and the need to be flexible; and,
- accepting discomfort and emotion as part of the process of ensuring that cultural knowledge and experience are incorporated instead of ignored or devalued.

Frameworks for Making Cultural Adaptations

Consider

• Research base, target population, target domain
• Accessible, underlying mechanism of change and fit with target population, acceptability

What?

• Ecological Validity Model (Bernal, Bonilla, Bellido, 1995)
• Language, persons, metaphors, content concepts, goals, methods, and context
• Cultural Sensitivity Model (Resnicow, Soler, Braithwaite, Ahluwalia, & Butler, 2000)

How?

• Informed by stakeholder expertise, formative research, and formal evaluation

Practitioners can:

Engage community members with openness to community experiences, knowledge, and history to learn how these complement your approach

Build capacity for equity work by unpacking your assumptions and how they affect your work

Build capacity for data work
• What data are needed to understand how and whether an intervention is working?

Build capacity to critically appraise and use research

Consider what ways the knowledge base can be relevant to your community and what else you need to know to implement in ways that promote equity
Avoiding Selection Missteps

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How We Will Achieve Our Vision

Intentional Focus on Student Achievement and Well-Being

Strategy 1: Promote student engagement through safe, nurturing, and enriching learning environments.
Strategy 2: Provide rigorous and research-based curricula through different learning opportunities.
Strategy 3: Expand and improve well-rounded opportunities for the development of the whole child.

Ensure Effective, Equitable, & Efficient Use of Resources Aligned to Improve Student Outcomes
District Team Supports School Teams

Identifies Universal Prevention EBP, Targeted Outcomes Aligned with District Mission/Strategic Plan

Team membership ensured:
- outcomes and fidelity data on needs and current initiatives
- Stakeholder voice and decision making power at district and school level

Defined School Commitments & Implemented Administrator Agreements

- Implement SEL Curriculum with fidelity
- Use Data Based Decision making through the 4 step problem solving process.
- Regular monthly PBIS/Leadership Team Meetings.
- Commitment to using student outcome and fidelity data to drive evaluation of MTSS for MH across tiers.
- Complete Universal Screener
- Time for professional development and coaching in areas identified by team for improvement

Resource Mapping With PBS Leadership Teams

What needs do we have? What outcomes have we had with current supports in place?

Summary of Key Factors

Summary of Key Factors

Resource Mapping With PBS Leadership Teams

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Additional Resource For More Information on Resource Mapping:
District Needs Assessment

Review Of Needs
- Environmental Scan: Increase of violent offenses/arrests, suicide and Baker Acts
- Survey School Staff: What are Mental Health Needs?
- Initial Assessment of PBS Framework and Baseline of Selected Interventions

Gaps
- District selected prevention practices in place
- Fidelity of programs and PBS Framework

Elementary Staff Survey Example:

Resources
- Parent Involvement cards
- Food draws parents to events
- Faculty/staff open to professional development
- Response strategies
- Classroom strategies
- Academic Frustration
- Trauma Informed Care
- Value of Education/self worth
- Leadership League – Peer Mediation

Barriers
- Students Issues: Anger, impulsivity, depression, trust, isolation, self confidence
- Parents need skills to address behavior and knowledge of how help their child
- Illiterate Parents
- Parental insurance coverage
- Community Resources (WFSS)
- Need Faith Based Partners
- Abandonment - foster care, parental incarceration

Match of EBP to Needs: Mental Health Awareness
Work Within District
- Connect Mental Wellness to Academic Success
- Link Awareness to Change in EB Practices
Making Decisions: 4-Step Problem Solving Process

Step 1: Problem Identification
What's the problem?

Outcomes Desired: Using Expanded Data Sources
Match of EBP

Step 2: Problem Analysis
Why is it occurring?

Fidelity of Selected EBP

Step 3: Intervention Design
What are we going to do about it?

Crucial Ongoing Activity: Review outcome and implementation fidelity data to inform ongoing problem-solving and action planning for implementation of Tier 1 interventions (continue, adapt/modify or discontinue practices)

Adolescence

Goals

• Reduce Risk
• Promote Physical Development
• Academic achievement
• Intellectual development
• High self-esteem
• Good mental health
• Good physical health
• Good personal skills
• Engagement in healthy activities
• Engagement in school
• Supportive family
• Supportive friends
• Positive beliefs
• Clear expectations for behavior
• Healthy emotional and psychological health

• Risk Factors
• Early puberty
• Early parent dropout
• Unhealthy peer relationships
• Unhealthy social environment
• Poor problem-solving skills
• Poor self-esteem
• Substance use
• Abuse
• Dropout
• Dropouts
• Mental health
• Psychological health

Investing:

Match to Data On Needs/Evidence Base to Work:
Example

Connecting Back to SWB's Expectations: Prevention

17th Int'l Conference on PBS
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Selecting an Evidence-Based SEL Curriculum for Your School(s): 2013 Guide for Preschool and Elementary Schools via www.casel.org

Ongoing Support For Identified EBP - Focus on Effective Professional Development

Initial Trainings: Skill Building
- Second Step
- Mental Health Friendly Classroom
- MH Awareness and TIC

Ongoing Skill Embedded Coaching Support
- School Leadership Team Meetings and PUCs for grades
- Use of progress fidelity tools to monitor implementation and target future PD
- Problem solving barriers to implementation

Explicit Instruction, Modeled Instruction, Guided Practice

Social-Emotional Learning Lessons
The program’s lessons, which take approximately 25 minutes each, are projected from a web-based portal and require little prep time. They address four key areas of SEL.

Review Sample Schedules, Options for Time To Instruct
Aligned to Health Course Standards in Middle School
Second Step School Team Overview

What Is Taught, Reinforced and Promoted School Wide?

- PBS SW Expectations Across Campus:
  Students and teacher define aligned rules for classroom
- Social Emotional Learning Curriculum:
  Second Step Ongoing Instruction on Skills To Demonstrate SW Expectations
- Everyone on Campus: Ongoing reinforcement when students demonstrate expectations and social-emotional skills taught to generalize across campus
- Use strategies taught in Second Step as part of instructional discipline

Second Step Fidelity Changes

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<td>Total</td>
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MH Friendly/TIC Classroom Tool

Goals in creating tool with Rubric:
- Teacher self-reflection and ongoing monitoring
- Promote integration of TIC practices and PBIS Classroom foundation

Mental Health Friendly Classroom

- Baseline MH Friendly Classroom:
  - Class rules align with school-wide expectations for success
  - Classroom prevention strategies effective for students
  - Teaching promotes behavioral skills and self-control
  - Knowledge appropriate between & building positive teacher-student relationship

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Staff Overview With Operationalized Goals
Mental Health Outcomes

Tier 3: Decrease students with 2 or more flags and increase students meeting individual behavioral goals

Tier 2: Decrease Students with 1 or more flags for risk EWS, increase % of points for Behavior Report Card

Tier 1: Reduction of Referrals, Increase % of students with 0 flags/On-track

Focus on: Attendance, Math Academic Achievement, Social Emotional Skills, Reduction of Negative Impact and Increase in Social Functioning

Increased % of students with no flags/On-track

Focus on: students with 1 or more Suspension

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Resources

1. Evidence-Based Interventions
   • http://ies.ed.gov/ncee/wwc/
   • http://www.ebbp.org/

2. SAMHSA Registry of Evidence-Based Program and Practices
   • https://www.samhsa.gov/ebp-resource-center

3. Collaborative on Academic, Social and Emotional Learning
   • www.casel.org

4. Accessing Registries of Evidence-Based Mental Health Programs and Practices: State Guidance
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Resources

http://sss.usf.edu/resources/topic/mentalhealth/index.html

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