Placing Evidence-based Interventions at the Fingertips of School Social Workers

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Acknowledgements

- Project and presentation made possible through a collaboration between the University of South Florida Institute for Translational Research in Adolescent Behavioral Health[*] and the Hillsborough County Public Schools.

Panel Overview

1. Needs Assessment & Evaluation
   - Background & Initial *e*BIT Conceptualization
2. Literature Review & Methods
   - Constructing the Framework for *e*BIT
3. *e*BIT Development & Launch Plan
   - Looking Ahead: Testing and Implementation
   - Sustainability Planning

1. Needs Assessment & Evaluation

USF Institute for Translational Research in Adolescent Behavioral Health

MISSION:
To develop, cultivate, and disseminate an innovative model of research education that addresses best practices for translational research in the field of adolescent behavioral health, as it relates to substance abuse and co-occurring disorders.

Institute Coursework
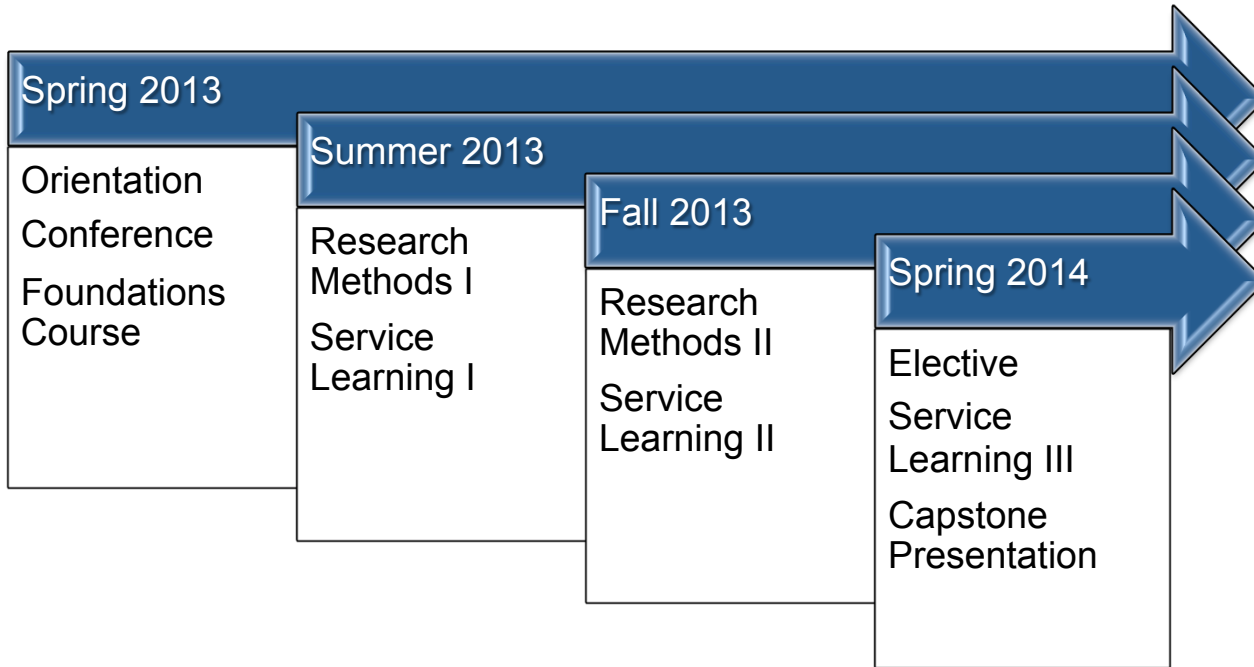
- Foundations in Adolescent Behavioral Health

- Translational Research Methods I & II

- Service Learning in Adolescent Behavioral Health I, II, & III

- Elective courses related to Adolescent Behavioral Health

Institute Coursework Timeline

Spring 2013

Orientation
Conference
Foundations
Course

Summer 2013

Research
Methods I
Service
Learning I

Fall 2013

Research
Methods II
Service
Learning II

Spring 2014

Elective
Service
Learning III
Capstone
Presentation

Graduate Certificate in Adolescent Behavioral Health

Service Learning Institute Objectives

Orient students to the organizational context of community partner agencies and the implementation of evidence-based practices in real-world community settings.

Form a collaboration with the community partner agency to design and implement a translational research project of benefit to the agency.

Apply principles of translational research methods to conduct community projects, analyze and organize the information yielded, and report findings.

Evidence-based Intervention Toolkit

eBIT

The Stakeholders

Academic Mentor
- Tiina Ojanen, PhD

SSW Steering Committee
- Evelyn Fearon
- Lynette Judge

SSW Supervisor
- Ken Gaughan, PhD

ITRABH Scholars
- Tommi Rivers
- Cat Randall
- Humberto López Castillo

IS Dept.
- Chris Franklin

Hillsborough County Public Schools

- Fully accredited district
- Eight largest school district in the US
- Third largest school district in FL
- Educational opportunities include Head Start and adult education programs
- Pre-K through 12th grade are offered through traditional and nontraditional alternatives

HCPS Numbers

The district operates with more than 202,000 students, 25,000 employees, and a $2.8 billion budget.
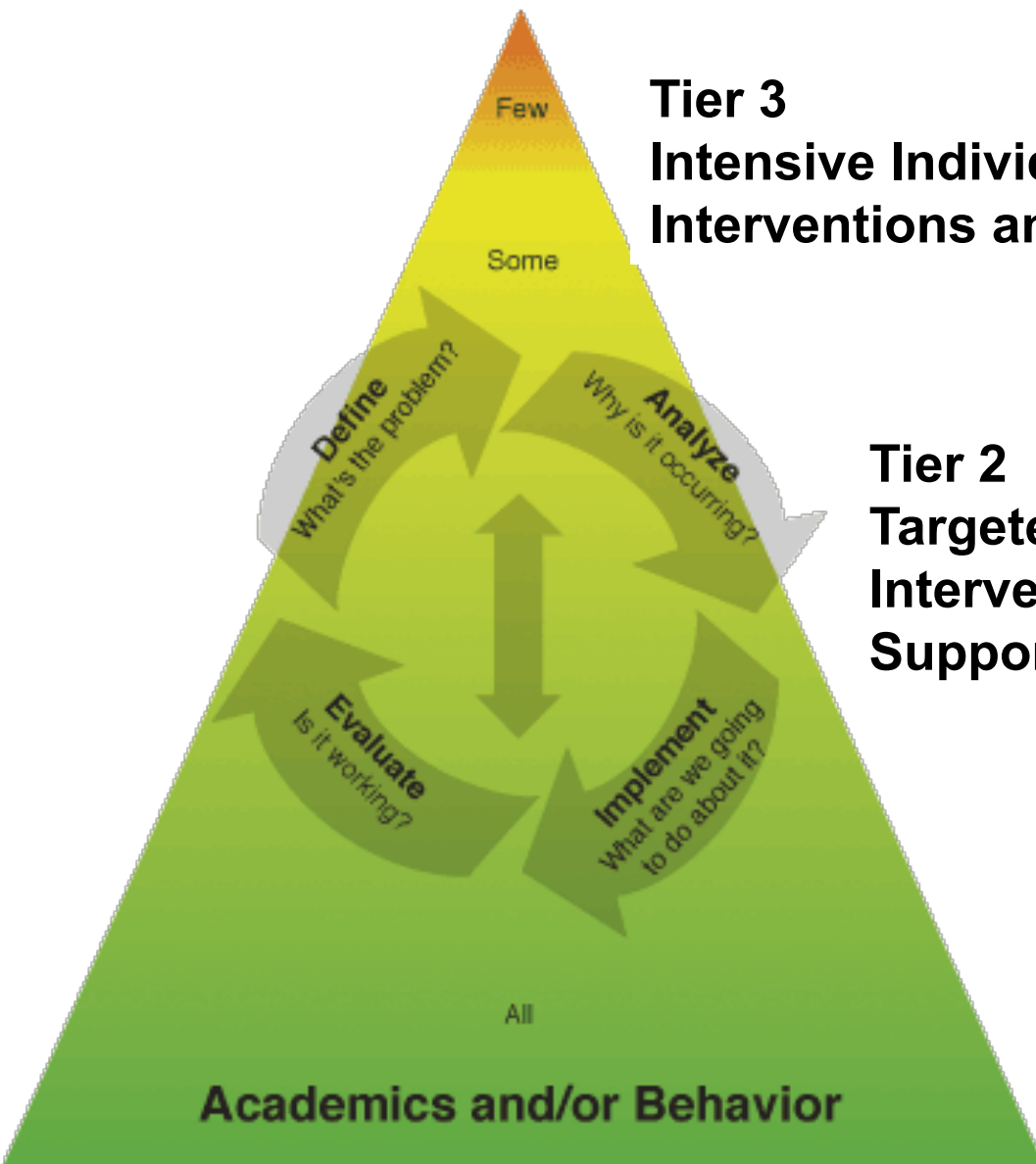
HCPS SSW Services

Theoretical Framework

- Response to Intervention (RtI) Multi-tiered System of Support (MTSS)
  - Systematic use of multi-source assessment data to most efficiently allocate resources

- Ultimate goal
  - Improve learning for all students, through integrated academic and behavioral supports.

Tier 3
Intensive Individualized Interventions and Supports

Tier 2
Targeted Supplemental Interventions and Supports

Tier 1
Core Universal Instruction and Supports

Few

Some

All

Define What's the problem?

Analyze Why is it occurring?

Implement What are we going to do about it?

Evaluate Is it working?

Academics and/or Behavior

Evidence-based Intervention Toolkit

eBIT

Service Learning Project: Overall Objectives

- Translate science to service in a tangible and meaningful manner

- Meaningful, practical application for school social workers

- Mechanism to sustain post-Institute participation

- Capacity for future adaptations and expansions

Desirable Skills that Social Workers Must Have to Effectively Implement Evidence-Based Interventions

Understand and value the evidence-based perspective

Select empirically tested interventions or practice methods supported by the best available scientific evidence

Appreciate the degree to which leading social work theories and policies are research based

Effectively deliver micro-, mezzo-, and macro-practice interventions with the strongest empirical support in their fields of practice
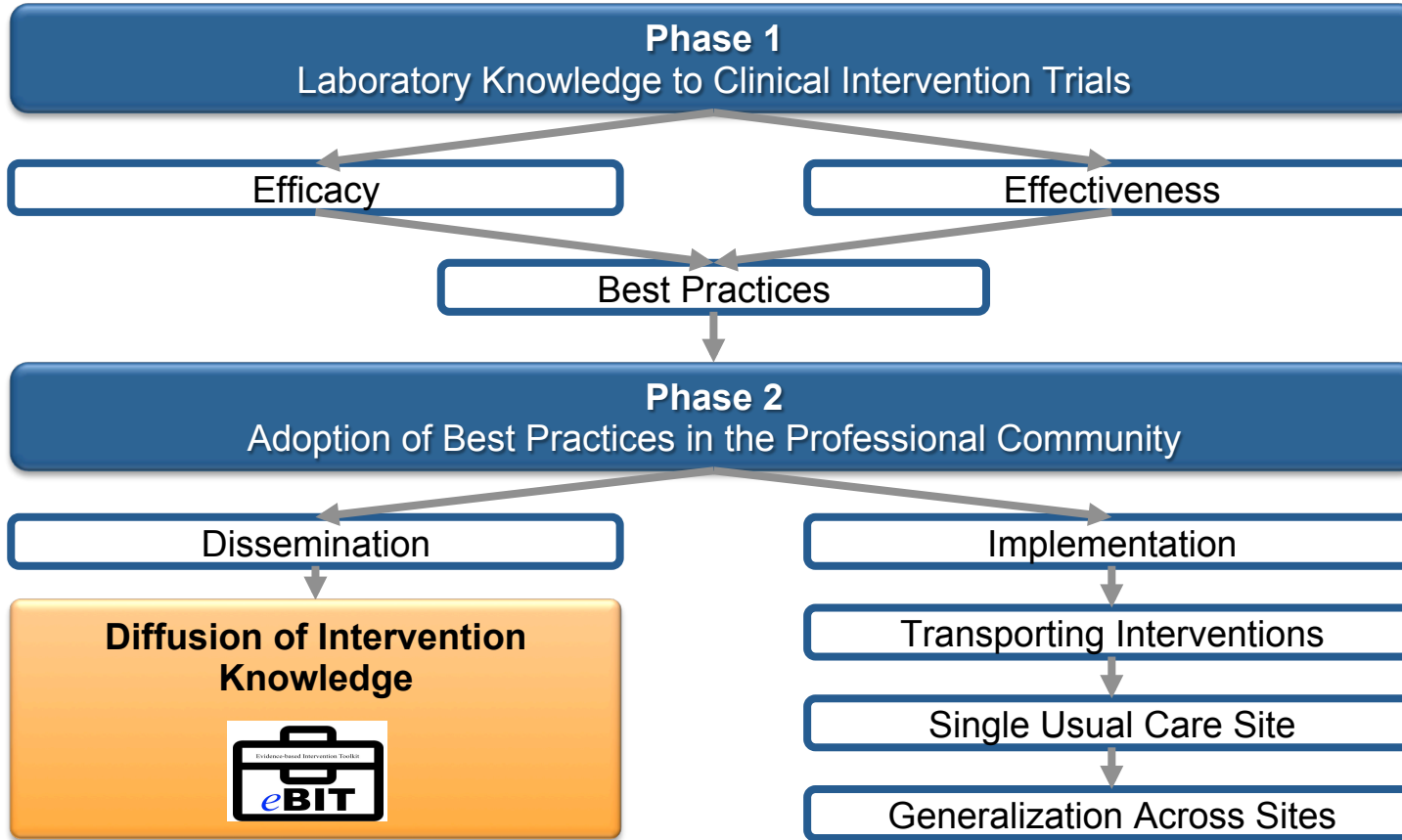
Adapt the recommendations of practice guidelines, treatment manuals, and systematic reviews for use with specific client populations and in diverse agency settings

Evaluate the effectiveness of their own practice efforts

Identify their information needs as they arise in varied practice settings, define searchable questions with which to query relevant scientific databases, and locate, critically appraise, and apply interventions based on the evidence they judge valid and pertinent

Modified from Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice, 13*(2), 234-259. doi: 10.1177/1049731502250404.

Translational Model for SW

Phase 1
Laboratory Knowledge to Clinical Intervention Trials

Efficacy

Effectiveness

Best Practices

Phase 2
Adoption of Best Practices in the Professional Community

Dissemination

Implementation

Diffusion of Intervention Knowledge

Transporting Interventions

Single Usual Care Site

Generalization Across Sites

Needs Assessment Rationale

- EBIs are those "based on the best available science" (McNeece & Thyer, 2004, p. 9).

- For SSW) EBI integrate expertise with the best available evidence within the context of clients' values and expectations (Johnson, 2006, p. 93).

- There is a growing body of EBI that is not effectively reaching the SSW professional community (Howard, McMillen, & Pollio, 2003, p. 240).
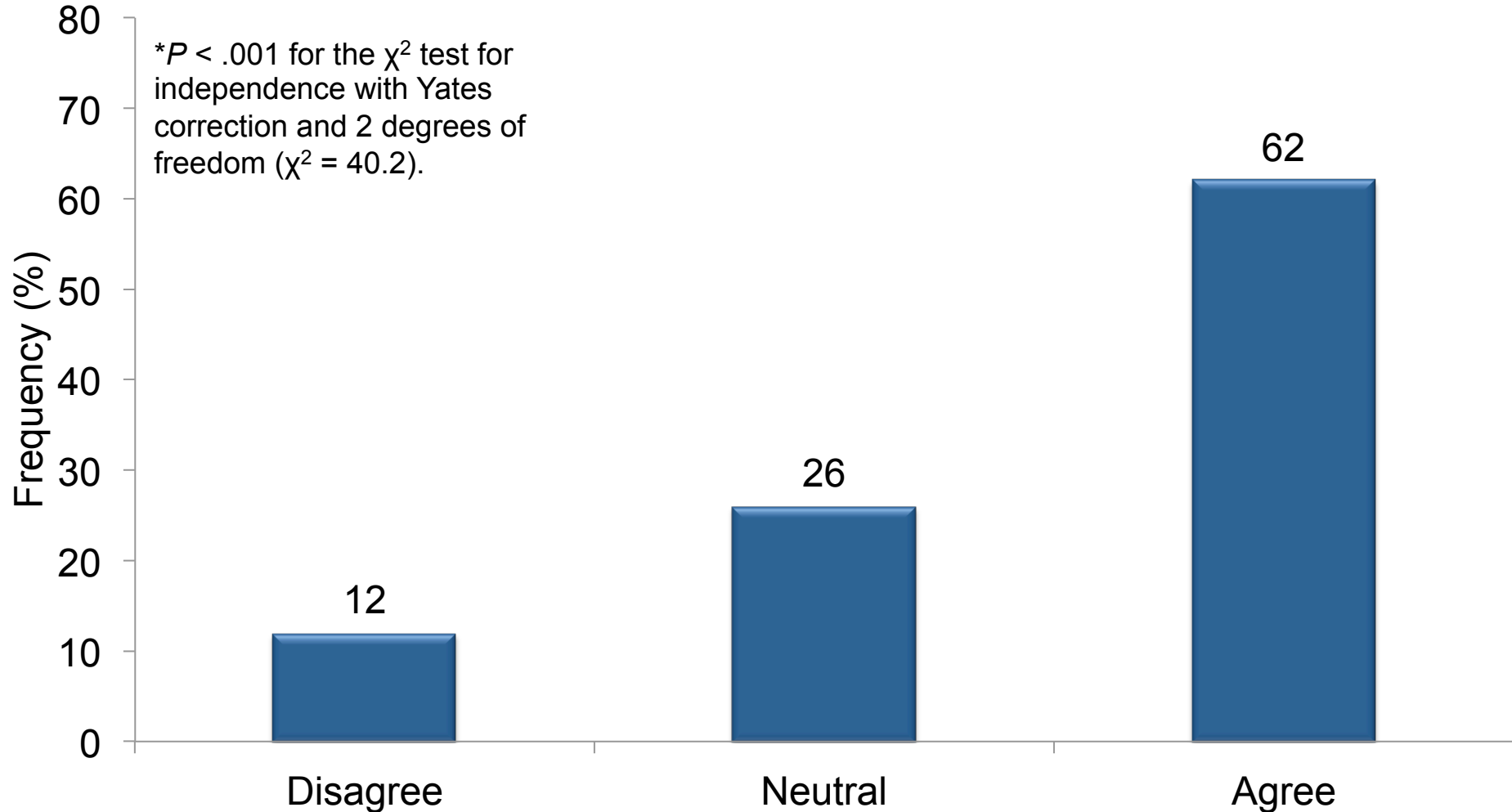
Average weekly time spent looking for online interventions (n = 107)*

*$P < .001$ for the χ^2 test for independence with Yates correction and 2 degrees of freedom ($\chi^2 = 98.9$).

Frequency (%)

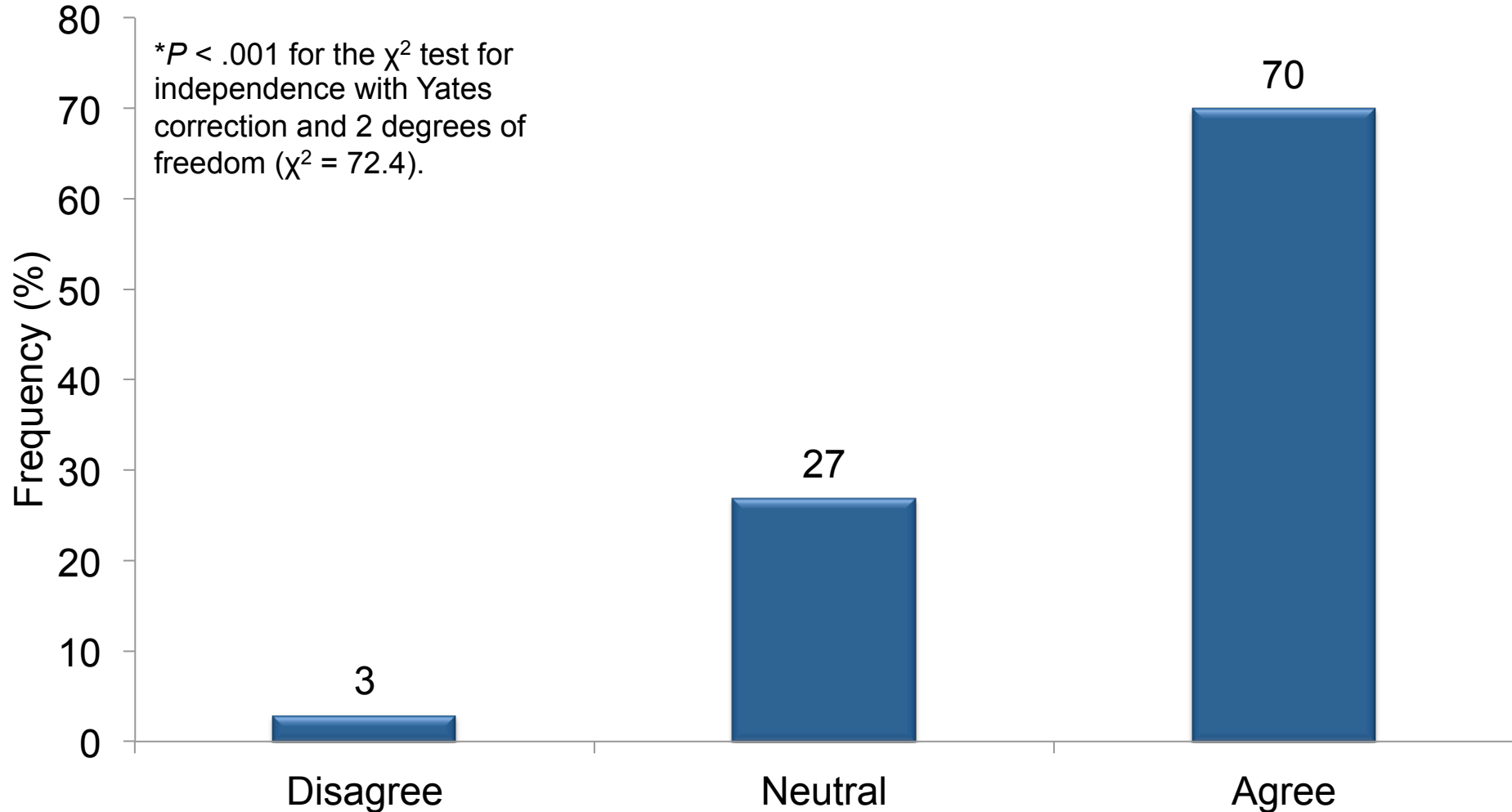| None	1-4 hours	>4 hours
20	78	2
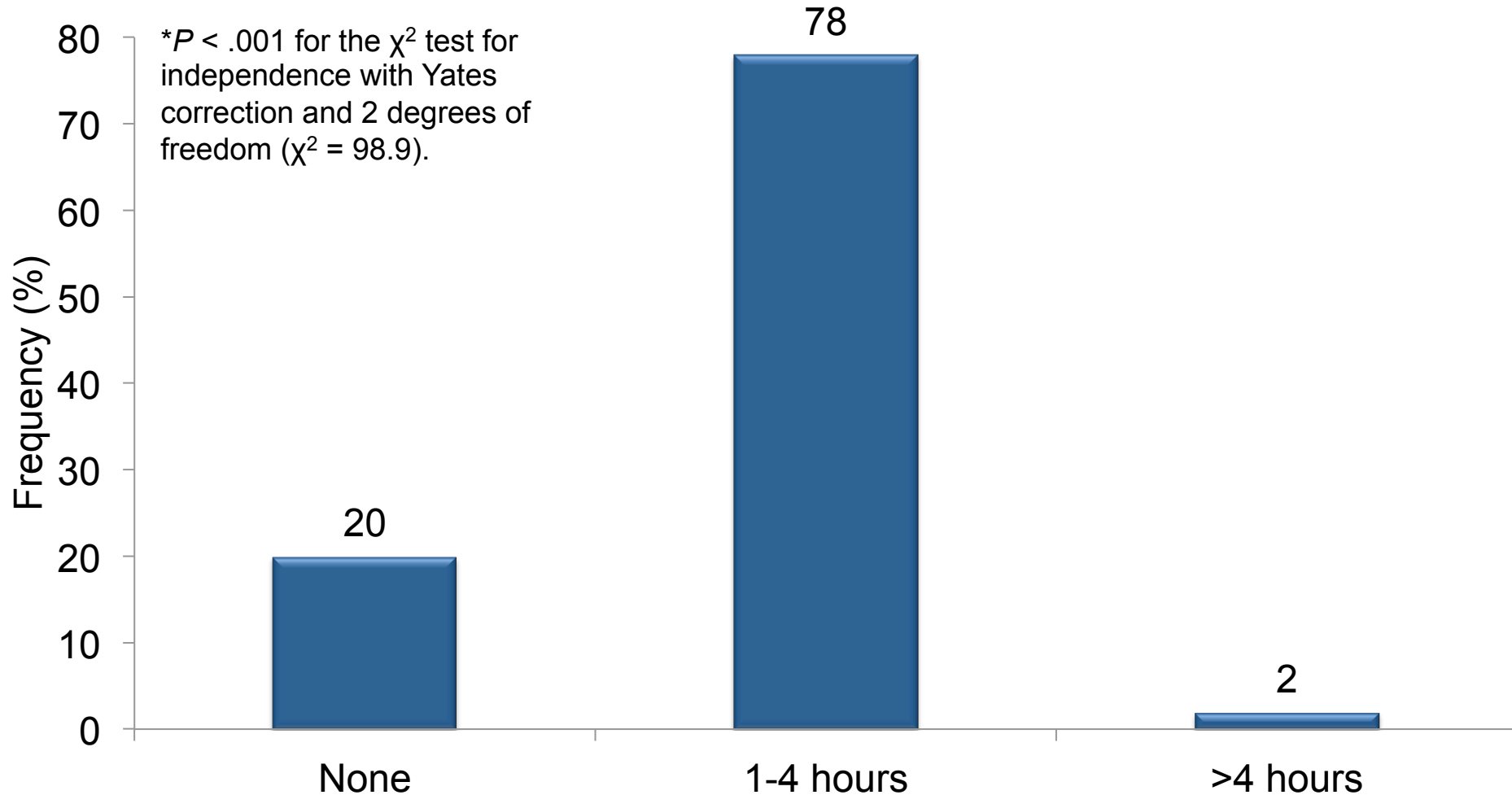
I know where to find evidence-based interventions
(n = 107)*

*$P < .001$ for the χ^2 test for independence with Yates correction and 2 degrees of freedom ($\chi^2 = 40.2$).

I use evidence-based interventions in my everyday practice (n = 107)*

*$P < .001$ for the χ^2 test for independence with Yates correction and 2 degrees of freedom ($\chi^2 = 72.4$).

Results

- HCPS had 128 site-based SSWs, 107 of which returned the surveys (response rate = 83.6%)
- Just under half (49%) of respondents use online intervention databases, Intervention Central, or District Mental Health Toolbox less than twice per month.
- Of all respondents, 18% are not familiar with the EBIs identified and sanctioned by HCPS in the past 10 years
  - Why Try
  - Motivational Interviewing
  - Project ACHIEVE
  - Skillstreaming

Primary Goal

- The ultimate goal is to provide a "one-stop shop" for obtaining information about tier 2, evidence-informed interventions for School Social Workers.

- Create a web-based toolkit for SSW behavioral interventions to support academic performance
  - Tier 2
  - Evidence-based
  - School-age appropriate

2. Literature Review & Methods

Translating research into categorizations for evidence-informed SSW interventions

What is *e*BIT?

- *e*BIT is an online searchable database for evidence-informed, tier 2 interventions for School Social Workers.
- Users will be able to search using keywords or criteria to find an intervention appropriate for use with their caseload.
- Will include both public domain and proprietary interventions.
- Users can rate their experience with an intervention using a 5-star rating system with a field for narrative descriptions.
- Users can request new interventions be added.
 - Must meet minimum "evidence" criteria for inclusion.

Development of *e*BIT

- Comprehensive literature review using a set of criteria for inclusion

- Standardization of information in an Excel-based database

- Summarization of interventions for website "output"

- Collaboration with HCPS's IS Department to establish structure and function of *e*BIT website fed by the *e*BIT database developed by the Institute Scholars
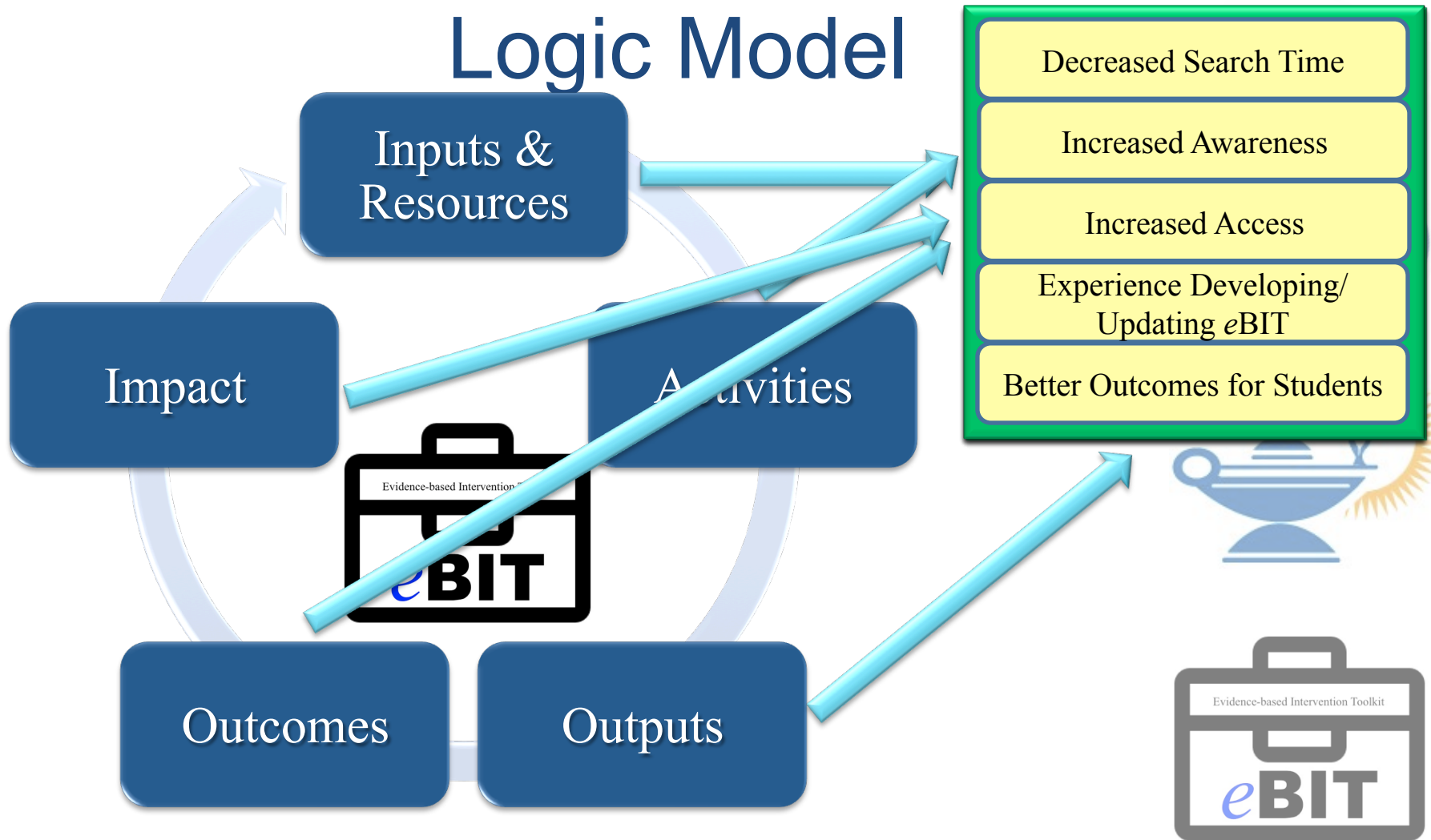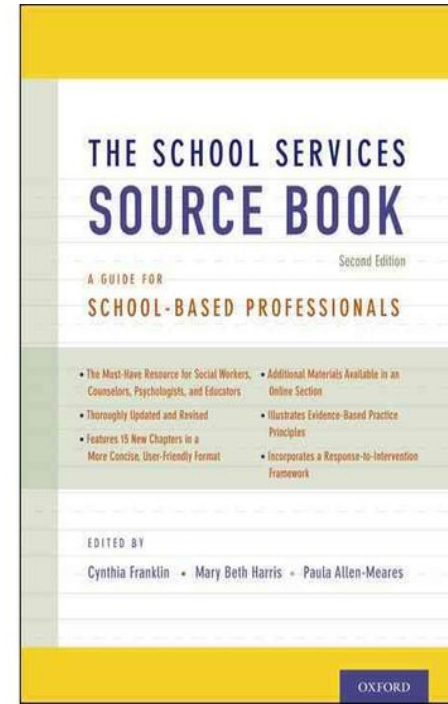
Rationale for Classification

- Common reference source for SSW
- "Standardized" classification tool
- Not a comprehensive list of interventions

User-defined Intervention Ratings

- Intuitive

- Ratings from 1 to 5 stars, with 5 stars being the best.

- An intervention's average rating will appear in *e*BIT.

Central Research Question

Will the development and implementation of an electronic toolkit of EBIs have a positive impact for SSWs' use of EBIs?

A Word or Two on Our Logo

Evidence-based Intervention Toolkit

*e*BIT

Project Timeline

Conceptualization to development of *e*BIT

*e*BIT Project Timeline

Spring 2013

- Scholars paired with Hillsborough County Schools.
- Early meetings held to discuss ideas for a service learning project.

Summer 2013

- Initial literature reviews and building upon project ideas.

Fall 2013

- September: Intensive work on building *e*BIT database through literature review.
- October: Initial meeting with I.S. to pitch the *e*BIT website.
- November: Continued work on *e*BIT database and *e*BIT Process Manual.

Evidence-based Intervention Toolkit

*e*BIT

3. Testing & Implementation

Timeline of next steps with an eye on sustainability

*e*BIT Development

- Meeting with IS Department
- Development of "Interface"
- Reports generation
- Testing

Testing Phase

After development and initial testing by I.S., two rounds of additional testing will be employed to ensure appropriate functioning of the *e*BIT website.

Phase 1: Alpha Testing
Scholars will conduct the first round of testing and report any "bugs" or "quirks" to I.S. for resolution.

Functionality
Ease of Navigation
Correct Content

Phase 2: Beta Testing
The website will be opened for access and a group of school social workers will be invited to "play" with *e*BIT.

Ease of Navigation
Search Functions Properly
Desired Content
Downloads Work

Project Outputs

Dissemination of Findings

Post-implementation Survey Plans

- Allow SSW access to *e*BIT for a minimum of one month.

- Distribute online survey link.

- Utilize SSW Steering Committee to encourage participation for sufficient response rate for statistical testing.

- Analyze differences pre- and post-*e*BIT implementation.

Breaking News

- Prototype is generating reports of good enough quality
  - Still has consistency issues
- Next step: User-friendly interface
- Initial functionality testing (α) should be ready early April
- Launch for β testing in May (✌🏼)

Implications for Translational Research in Adolescent Behavioral Health

- A great deal of excellent research is collecting dust in a journal.

- There is a need to utilize more creative means of dissemination in order to increase and enhance awareness of and access to the research literature by practitioners.

Implications for Hillsborough County Public Schools

- District-wide, SSW will have the ability to one-stop-shop for interventions.

- With *e*BIT the district will possess the first database of its kind and is on the cutting edge of using research to inform practice.

- Future integrations with existing district electronic systems can further enhance awareness of clinical need and match it with the appropriate interventions.
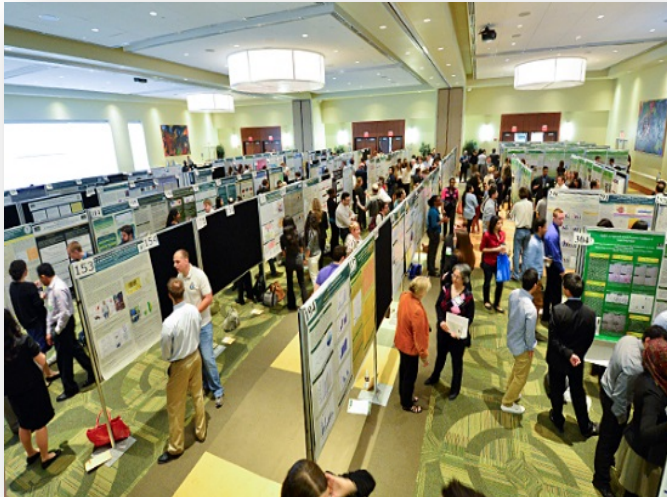
Dissemination Efforts

- SSW Project Presentation on December 2013

- Poster presentation at USF Health Research Day

- This conference!

USF Health Research Day

February 21, 2014

- USF Health Research Day event featured over 350 scientists displaying their work.

- *e*BIT poster was awarded one of the seven Best College of Public Health Poster Presentation recognitions.

Future Dissemination Efforts

- Peer-reviewed journal article(s)
- Newsletters and district-wide *e*BIT training series for SSW
- Conference presentations (APHA, NASW).

- For more information on the Institute for Translational Research in Adolescent Behavioral Health, see http://health.usf.edu/publichealth/itrabh/index.htm
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  - Humberto López Castillo: hlopezca@health.usf.edu
  - Tommi L. Rivers: trivers@health.usf.edu

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