Evidence-Based Interventions in Schools: Meeting the Behavioral Health Needs through a Collaborative Approach
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Who Are We?
- Fairfax County is located in the Washington, D.C., Metropolitan area
- There are over 1 million residents
- 395 square miles
- Second highest median income in nation after neighboring Loudoun County

Who Are We?
- 64,600 persons or 5.8% of residents live in poverty, even though most are employed
- 373,215 persons (34% of population) speak a language other than English at home
- 2nd largest number of homeless people in our region
- Special needs assignment for military families

Regional Characteristics
- Influence of Washington, DC – military, government
- Competitive, high-achieving
- Traffic, stressful commuting
- Transience of population
- Gateway for immigrants, refugees

Unhealthy Cultural Themes
- Stress
- Anxiety
- Depression
- Self-Harming/Injury
- Executive Functioning
- Trauma
- Avoidance
What is the CSA System of Care?

• Comprehensive Services Act, 1993 is a Virginia law that pooled 8 different funding sources and mandated public agency multi-disciplinary planning
• Each locality has a governing board comprised of school officials, and public agency directors from behavioral health, juvenile justice, child welfare along with parent and provider representatives
Key Objectives for Today:

- Participants will be able to develop an intervention model that reflects their own school system goals and achievement needs.
- Participants will be able to list three best practices for the implementation of empirically supported interventions.
- Participants will describe how to present their data to stakeholders in their communities.

Who is FCPS?

- FCPS is projected to educate 186,785 students in SY 14-15
- Approximately one of every six residents is a public school student
- There are 196 schools and centers
- Students receiving free and reduced meals: 1 in 4
- English for Speakers of Other languages (ESOL) students: 29,723
- 170 languages are spoken in the home by elementary school students and their families
- Students receiving special education services: 25,425

Who is FCPS Office of School Work?

- 145.5 Direct Service Workers
- Five Leadership Roles
- General Education and Special Education
- Seven Comprehensive Services Sites (CSS)
- 46 Alternative Programs and Learning Centers
Who is the Social Work EBP Committee?
- Seven Direct Service Social Workers
- Support with Two Social Work Leaders
- Collaborative Work Group
- Monthly Meetings
- Focus on Best Practice and EBP
- Accountability to Our Direct Practice and Stakeholders

SW EBP Committee Process
- Four A’s Framework
- Support Structure
- Identification of Common Needs Across the District
- Prepared EBP Modules
- Process Improvement

FCPS Practice Framework
- **Alignment**: implementation will focus on understanding how to review school plans and student achievement goals to determine appropriate interventions
- **Action**: Implement the intervention and compile data.
- **Accountability**: Analyze data to determine if the intervention was effective and met the intended goals.
- **Achievement**: Reflect on the outcomes from the intervention. Share outcomes of the intervention and its link to student achievement goals with stakeholders.

FCPS Student Achievement Goals
All students will:
- **Academics**: Obtain, understand, analyze, communicate and apply knowledge and skills to achieve success in school and in life.
- **Essential Life Skills**: Demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.
- **Responsibility to the Community**: Understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Alignment
- Review district and school improvement plans
- Brainstorm ideas and complete a needs assessment
- Begin to think about linking data collection to your interventions
- Consider evaluation methods needed to assess outcomes

Alignment
- Develop a hypothesis that supports the expected intervention outcomes
- Select specific data to measure that will determine outcomes
- Propose the intervention to stakeholders
Sample Data Sources
- Attendance
- Discipline Referrals
- Academic achievement (grades)
- School & Community engagement (measured participation in activities such as a parent information session or parent program)
- Test scores
- Pre- and post-surveys
- Evaluation of presentations/trainings
- Assessment tools (SSIS, Vineland, CANS, Strengths and Difficulty Questionnaire)

Relevant Practice Outcome Measures
What types of interventions can the following data support

Attendance Data
- School engagement, group counseling, life skills

Discipline Reports
- Behavior intervention, social skills

Pre- and Post-Questionnaires
- Resources and referrals to families, mentoring, group counseling

Assessment Tools
- Individual counseling, family assistance, socialization

Action
- Conduct any necessary screenings
- Collect necessary and appropriate pre-intervention data
- Implement the intervention with fidelity or the use of a best practice model
- Track data throughout the process
- Complete any needed post-intervention data

Data Collection Methods
Examples:
- Excel
- Excel in a Word Document
- Survey Monkey
- Google Docs

Accountability
- Consolidate and organize the data
- Calculate your data into quantifiable results
- Analyze the data and compare the results of your data with your hypothesis

Achievement
Reflect on the outcome measures:
- Did you reach your targeted goal and expected outcomes?
- Were there any unintended outcomes?
- Were there barriers to implementation?
- Did other factors influence the outcomes?
Achievement

• Assess if the intervention should be repeated
• Make any necessary changes to the current practice, if necessary
• Identify stakeholders who will receive the information
• Determine how the information will be presented
• Present the outcomes

Themes

• Anxiety (Coping Cat & C.A.T. Project)
• Attendance (Check and Connect)
• Drug Prevention
• Executive Functioning (Unstuck and On Target)
• Depression and Suicide Awareness (Signs of Suicide – SOS)
• Intensive Case Management
• Social Skills (SuperFlex)
• Trauma (CBITS)

Specs of the Interventions

<table>
<thead>
<tr>
<th>Theme</th>
<th>Specifics</th>
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<tbody>
<tr>
<td>Anxiety</td>
<td>Will need to work with school community to purchase components of the curriculum</td>
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<tr>
<td></td>
<td>12-week intervention (7 individual sessions, 5 group sessions)</td>
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<tr>
<td>Attendance</td>
<td>No cost to the school</td>
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<tr>
<td></td>
<td>Implementation is school-wide or small targeted group</td>
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<tr>
<td></td>
<td>12-month intervention</td>
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<tr>
<td>Exec. Functioning</td>
<td>Needs to be school-wide or at specific grade levels</td>
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<tr>
<td>Drug Prevention</td>
<td>The curriculum is free through the county after signing an MOU</td>
</tr>
<tr>
<td>Intensive Case Mgmt</td>
<td>Please talk with your senior to get information as this type of intervention may be available for use at your assigned schools</td>
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Prepared Modules

• Adhere to Copyright
• Communication with Authors To Adapt to School Environment and Stay True to Fidelity
• Created Uniform Documents for All Interventions
• Sample Goals for Accountability to the Division
• Permission Slips
• Staff Training and Support

School-based CANS Data

EBP Committee Resources Provided:

• Consultation Days
• Four A’s Templates
• Individual Access to EBP Committee Members and Leadership
• Trainings
• Voice-over Power Point
• Department-wide Access to an Automated Assessment Tool and Analysis
• End of the Year Symposium
Thank you!