Just Click Search!
Placing Evidence-based Interventions at the Fingertips of School Social Workers

Humberto López Castillo, MD, MEd, MSc; Tommi Rivers, BS; Catherine Randall, MSW

Disclaimers

• The statements and opinions expressed are solely those of the authors and not necessarily reflect those of the University of South Florida, the Hillsborough County Public Schools, or the National Institute of Drug Abuse.

• The authors declare no personal financial relationships with commercial interests relevant to this presentation during the past 12 months.

• The authors will not promote any products, goods, or services; will not bias the educational content; and will protect the integrity of the presentation contents according to the following APHA’s Standards:
  • Conflict of Interest Policy
  • Continuing Education Content Integrity
  • Commercial and Sponsorship Support
  • Off-label and Experimental Drug Use
Our Stakeholders

- Evelyn Fearon
- Lynette Judge
- Chris Franklin
- Marianne Aman
- Ken Gaughan, EdD, MSW
- Tiina Ojanen, PhD
- Tommi Rivers
- Cat Randall
- Humberto López Castillo

SSW Steering Committee
- Evelyn Fearon
- Lynette Judge

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

ITRABH Advisors
- Tom Massey, PhD
- Julie Baldwin, PhD
- Bruce Levin, DrPH
- Donna Burton, PhD

Hillsborough County Public Schools

- Among the 10 largest
  - #8 in the US
  - #3 in FL
- Operations
  - >200,000 students
  - >25,000 employees
  - 2.8 billion USD budget
Needs Assessment

Evidence-based Interventions for School Social Workers

Needs Assessment Results

- HCPS had 128 site-based SSWs, 107 of which returned the surveys
  - Response rate = 83.6%
- About one of every five SSWs (18%) is not familiarized with the four EBIs sanctioned by HCPS
I use evidence-based interventions in my everyday practice
\( (n = 107) *\)

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

\[ \text{Frequency (\%) } \]

- Disagree: 3
- Neutral: 27
- Agree: 70

---

I know where to find evidence-based interventions
\( (n = 107) *\)

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

\[ \text{Frequency (\%) } \]

- Disagree: 12
- Neutral: 26
- Agree: 62
Average weekly time spent looking for online interventions (n = 107)*

*P < .001 for the χ² test for independence with Yates correction and 2 degrees of freedom (χ² = 98.9).

The Problem

Disseminate Evidence-based Interventions by Translating Them Into a “One-stop Shop” for School Social Workers
Theoretical Frameworks

- 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.

---

**RtI MTSS**

- **Tier 1**
  - Core Universal Instruction and Supports

- **Tier 2**
  - Targeted Supplemental Interventions and Supports

- **Tier 3**
  - Intensive Individualized Interventions and Supports
Translational Model for Social Work

**Phase 1**
Laboratory Knowledge to Clinical Intervention Trials

- Efficacy
- Effectiveness
- Best Practices

**Phase 2**
Adoption of Best Practices in the Professional Community

- Dissemination
- Implementation
- Transporting Interventions
- Single Usual Care Site
- Generalization Across Sites

Diffusion of Intervention Knowledge


The Solution

Evidence-based Intervention Toolkit

eBIT
**eBIT Logic Model**

**Inputs & Resources**
- Newsletter
- IS Staff
- SSWs Online Platform
- Categories for Resources in the Toolbox

**Activities**
- Review newsletter contents
- Classify resources for the toolbox
- Discuss implement possibilities with IT staff and SSW
- Document the process through a handbook
- Design an evaluation phase for pilot-testing

**Outputs**
- Toolbox
- Handbook
- Evaluation Process

**Outcomes**
- More effective and standardized list of resources for SSW
- Periodic updates with inputs by SSW and clients
- Changes can be made as needed with the handbook
- The toolbox will have a continuous evaluation

**Impact**
- Decreased time searching for resources
- Increased access and awareness of EBIs
- Experience in developing and updating a toolbox
- Better Outcomes for Students

---

**eBIT Vision**

- Online searchable database for Tier 2 EBIs
- Keyword- or criteria-search to find an appropriate EBI for their caseload
- Includes both public domain and proprietary EBIs
- Users can request new interventions be added
eBIT Development

- Comprehensive literature review using a set of criteria for inclusion
- Standardization of information in a MS Excel–based database
- Summary of interventions for website output
- Collaboration with HCPS’s IS Department to establish structure and function of eBIT website
  - Fed by the eBIT database developed by ITRABH scholars
  - Development of “Interface”
  - Reports generation
  - Testing (alpha and beta)
eBIT Implementation Plan

- Allow SSW access to eBIT for a minimum of one month
- Distribute online follow-up survey
- Utilize SSW Steering Committee to encourage participation for sufficient response rate for statistical testing
- Analyze differences pre- and post-implementation
Implications for TRABH

• A great deal of excellent research is collecting dust in a journal in a bookshelf
• 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 HCPS

• District-wide, SSW will have the ability to one-stop-shop for interventions.
• With eBIT 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.
• eBIT could become a Florida SSW standard
Acknowledgements

• Project made possible through a collaboration partnership between Institute for Translational Research in Adolescent Behavioral Health (ITRABH)* at the University of South Florida and the Hillsborough County Public Schools.

• Presentation possible through unrestricted travel support from:
  • The ITRABH’s Scholar Travel Awards
  • The College of Public Health’s Student Honorary Awards for Research and Practice (SHARP) Award
  • The Professional Excellence Scholarship of Panama’s Secretariat for Science, Technology, and Innovation (SENACYT)

*Funded through the National Institute on Drug Abuse (NIDA), Grant 1R25DA031103-01A1