Evidence-based Practices in Urban Schools

- Ideal setting for transporting EBPs to "real world"
- Potential for addressing services disparities
- Fewer access barriers
- Not effective or small effect sizes (Alegria et al., 2006)
- Ecological, systems-approach

School-wide PBIS

- Emphasis on data-based decision-making
- Incorporates multiple tiers of prevention
- Ideal setting for transporting EBPs to "real world"
- Decrease behavioral health disparities for urban students
- Improve school climate and student emotional and behavioral outcomes

Purpose of Project ACCESS

- Use SWPBIS model to increase urban schools' internal capacity for uptake and sustainability of EBPs
- Train and support school staff members to encourage high program fidelity
- Improve school climate and student emotional and behavioral outcomes
- Decrease behavioral health disparities for urban students

Project ACCESS: Consultation and Coaching

- 3 schools assigned to Consultation only
- 3 schools assigned to Consultation Plus Coaching

Project ACCESS Tier 2 – Small Group CBT

- FRIENDS for Life to address anxiety
- Coping Power Program to address anger management
- Education/Skills building
- Problem solving
- Practice in challenging situations
- 4-6 children per group
- 40 minute sessions for 14 weeks

Present Study: Aims

- Present preliminary implementation and acceptability data from years 1, 2 and 3 of the five-year project

Participating Schools: Demographics

- Schools
  - 6 schools (4 K-8, 1 K-4, 1 K-5)
  - 3,900 students
  - 17% English Learners (range 11%-24%)
  - 97% Free or reduced price lunch (range 95%-98%)
- Ethnic breakdown
  - 58% Latino
  - 33% African American
  - 8% Other ethnic minority
  - 1% Caucasian
  - Approximately 260 teachers

Inclusion Criteria

- Tier 1 – All children
- Tier 2 – Children in grades 3-8
- Meet screening and diagnostic criteria
  - Screening Criteria – A score > 1SD on the Conduct Problems or Emotional Symptoms scales of the Strengths and Difficulties Questionnaire (SDQ) filled out by a teacher or other school staff member
  - Diagnostic Criteria – Primary diagnosis of ODD, CD, GAD, SAD, SP, PTSD (based on C-DISC-IV and Clinical Global Impression Severity Scale [CGI-S] filled out by an independent rater) at Intermediate or Positive level
  - Children with comorbid (secondary) conditions are included
  - Children with Intellectual Disability or with a history of psychotic or autistic spectrum disorders are excluded

Leadership Team Meeting Process Fidelity

- 100% of sessions
- Session Content Fidelity
- Leadership team meeting process fidelity
- Multi-Year SET Data: Teaching Scores
- Multi-Year SET Data: Mean Scores

Tier 2 Feasibility

- Average Group Attendance = 85% of sessions
- Session Content Fidelity (100% of sessions randomly selected and coded by independent observer)

Conclusions

- SWPBIS is a useful and feasible model for rolling out EBPs in urban school settings
- Preliminary data suggest that urban school staff can be trained to implement Tier 2 EBPs with fidelity
- Sample size is too small at this time to evaluate differences between groups (C and C+C)

References