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Learning Outcomes

• Discuss how evidence-based and evidence-informed practice can support school social work practice.
• Gain understanding of how data can be used to support student outcomes.
• Identify data collection tools that can be used to measure student outcomes.
• Review the importance of sharing student outcomes with administrators, teachers, and parents.
Ice Breaker
Evidence-based practice (EBP) is a process in which the practitioner combines well-researched interventions with clinical experience and ethics, and client preferences and culture to guide and inform the delivery of treatments and services.

- Ensures that the treatments and services, when used as intended, will have the most effective outcomes as demonstrated by the research.
Evidence Based Practices
Research Appraisal Process-
Asking Open Ended Questions

• Does the intervention work in a school setting? For whom?

• How was the study conducted? Was it qualitative, or quantitative (control and experimental groups)?

• Was the sample large enough to reduce effects of individual differences?

• Was the study population culturally relevant to my student population?
Cognitive Behavioral Therapy (CBT)

- CBT is a type of treatment that explores the relationship between thoughts, feelings, and behaviors, and how erroneous patterns of thinking can lead to self-destructive actions.
- Using a plethora of techniques such as controlled breathing, thought stopping, positive reframing, and cognitive processing, clients can more accurately identify their thoughts, and feelings, and then practice more appropriate effective expression.
Three Evidence Based Approaches

CBITS:
A school-based group and individual intervention designed to reduce symptoms of posttraumatic stress disorder (PTSD), depression, and behavioral problems; improve peer and parent support; and enhance coping skills among students exposed to traumatic life events, such as community and school violence, physical abuse, domestic violence, accidents, and natural disasters.

Anger/Coping Power:
Emphasizes social and emotional skills that are needed during the transition to middle school.

Coping Cat:
A cognitive behavioral treatment that assists school-age children in self-regulation via: (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying cognition in anxiety-provoking situations (i.e., unrealistic expectations); (3) developing a plan to help cope with the situation (i.e., determining what coping actions might be effective); and (4) evaluating performance and administering self-reinforcement as appropriate.
Sample of Evidence Based Tools or Programs – School-Wide

**Second Steps** - Evidence Based Social and Emotional Learning Program Universal Level

**Lions Quest** - Evidence Based Social and Emotional Learning Program (High School) - Universal Level
Why is the use of data important?

• Document outcomes to show effectiveness of school social work intervention.

• Share student outcomes with teachers and parents, students.

• Disseminate outcomes to building principal, social work administrators, etc.

• Publish/present exemplary cases to inform the field of school social work practice
Use data to align social work services with school academic achievement goals

- Have a clear understanding of the school’s academic goal/mission.
- Develop an awareness of Common Core Learning Standards.
- Develop a Needs Assessment.
- Gather data that can be used to support the Needs Assessment; use existing data when available.
  - School wide surveys
  - School climate surveys
  - Student surveys etc.
  - Student focus group information
Needs Assessment

Provides a framework for the development of the school social work program

- Review services that currently exist
- Determine service gaps
- Gather data that can be used to support expansion of school social work services or the continuation of current services
Mapping Services

As a part of the Needs Assessment map the existing services within your building. Include the following:

- Identify all school based services
- Identify school linked services
- Identify special programs
  - Programs that enhance the classroom and address barriers to learning
  - Programs that support parental involvement
  - Programs that support transition
- Direct services, referral and case management for students and families.
- Crisis Assistance and Prevention
Small Group Table Top Activity
What is the Purpose of Instruments

- Research Instruments are measurement tools (for example, questionnaires or scales) designed to obtain data on a topic of interest from research subjects.
Examples of Existing Data Sources that monitor student outcomes

- Formal Adaptive Behavior Scales
- Functional Analysis/Behavior Charts
- Formal Observation Tools
- Incident Reports
- Satisfaction Surveys
- Report Cards, Achievement Tests etc.
- School Wide Survey
- School Report Card
- Pre and post data instruments
- School wide climate survey
- Student Surveys
- Teacher Surveys
- Parent Surveys
Data Collection tools
Sample of Existing Tools Used in Schools

• Needs Assessment
• School Climate Survey
• Strength and Weakness Questionnaire (SWQ)
• Web-based applications
Benefits of using data

- Use to evaluate service delivery
  - Quantity and quality of interventions provided
  - Program outcomes support service mission
  - Review cost effectiveness.
- User’s contentment- satisfaction outcomes with the service delivered and outcomes achieved
Benefits of using data
Evaluation of Practice

- Practice Outcomes – Evaluation of change in client as a result of the intervention

- Process:
  - Collect data using tool/measure (baseline)
  - Identify appropriate intervention based on the literature
  - Intervene
  - Measure effectiveness of the intervention by collecting post intervention data and conducting analysis
Example for Evaluating your Practice

1. Identify Individual/Group/Classroom
2. Decide on an intervention based on SEL goal to address
3. Choose instrument to collect data pre/post intervention (e.g. CDC compendium, SDQ, ClassDojo)
4. Implement intervention
5. Analyze data and share results with others (parents, students, teachers, administrators)
Using Excel as a data collection tools

Acknowledgement
Jim Raines, Ph.D., LCSW, Department Chair
Health, Human Services & Public Policy
California State University Monterey Bay
### Weekly Goal Log

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Quarterly Progress Report

**Chart 2**

- **Series1**
Data Collection tools
Sample Existing Tools

Tools that you can use to collect student pre- and post- student outcome data

• Measuring Violence- Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools
  – Provide pre and post tests that are user friendly

• School Climate Survey
  – System-wide data gathered from parents, teachers and students
A compilation of over 170 measures that assess violence-related beliefs, behaviors, and influences, as well as evaluate programs to prevent youth violence.

These measures focus on individual violence-related attitudes, beliefs, and behaviors for youth 5 years old through adolescence.

Compendium is free and can be downloaded from the Center for Disease Control at http://files.eric.ed.gov/fulltext/ED486261.pdf
The Strengths and Difficulties Questionnaire (SDQ)

- A tier 2 level, brief screening questionnaire for child mental health problems which can be completed by parents, teachers, and children.
- One-page questionnaire for assessing the psychological adjustment of children and youths.
- SDQ can be used for screening, as part of a clinical assessment, as a treatment-outcome measure, and as a research tool.
- This tool has been translated in over 40 languages and can be downloaded from the Internet and copied without charge for noncommercial purposes.

http://www.sdqinfo.com/
Class Dojo keeps track of student academic, social and emotional performance and allows virtual collaboration with teachers as well as parents. Students are also able to interact with this application if the school provides in-class access to computers and this application.

https://www.classdojo.com/
Small Group Activity
References


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