

# Nothing About Us Without Us: Centering Student and Family Voice Via Measurement-Based Care

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*The Virtual Annual Conference on Advancing School Mental Health*  
*October 14, 2022*





# Acknowledgements

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AACPS Expanded School-Based Mental Health

Anne Arundel Public School System

Army Behavioral Health

Catholic Charities' Villa Maria Behavioral Health

Innovative Therapeutic Services

The Children's Guild

Thrive Behavioral Health

Behavioral Health Systems Baltimore

Baltimore City Public Schools

West Haven Public Schools

Stamford Public Schools

Countless dedicated educators, administrators and clinicians....



# data

: factual information (such as measurements or statistics) used as a basis for reasoning, discussion, or calculation

// the *data* is plentiful and easily available

— H. A. Gleason, Jr.







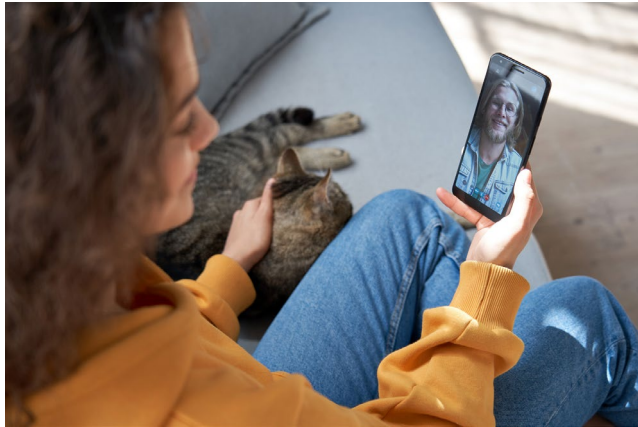
**KEEP  
CALM  
AND  
LOVE  
DATA**





Early  
Intervention  
and Treatment  
(For Some Students)

Universal Mental Health Promotion  
(For All Students)



# Measurement-Based Care

The **routine** collection and **use** of student- and parent-reported progress measures **throughout** Tier 2/3 interventions to guide **shared decision-making**.

(definition adapted for schools from Scott and Lewis, 2015)

# Measurement-Based Care



**COLLECT**



**SHARE**



**ACT**



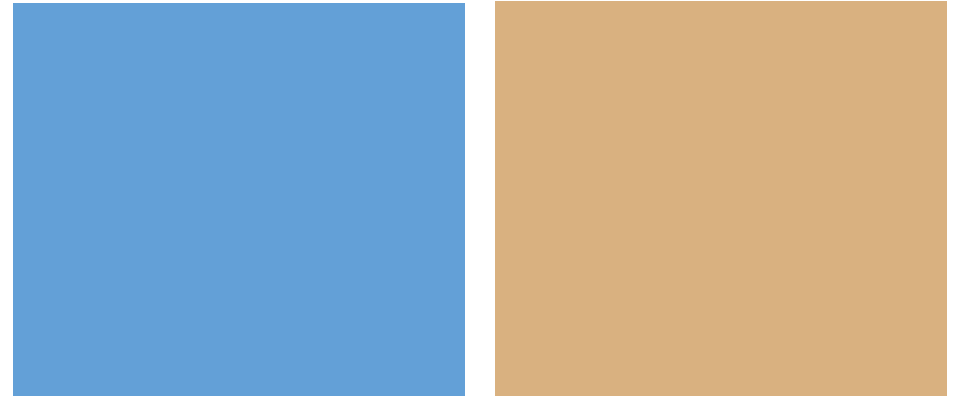
# MBC Foundations

- Conduct initial assessment
- Identify targets
- Co-create SMART goals
- Develop an intervention plan
- Monitor progress over time



# MBC Research: Children & Adolescents

- Better and faster symptom improvement
- Decrease in psychological distress
- Improvement may occur in patient-report, parent-report and/or therapist-report measures
- Improvement in outcomes may be dose-dependent



(Parikh et al., 2020)



# Why MBC in Schools?

1. Schools deliver more mental health treatment to children and adolescents than any other child-serving sector.  
(Duong et al., 2020)
2. MBC is highly consistent with goals of the education system to use data-driven approaches to meet student needs





# MBC Improves School Mental Health Quality and Sustainability

## Empowerment

- Centers student and family voice

## Transparency

- Clarify goals and evaluate progress together

## Effectiveness

- Ensure interventions are data-driven

## Sustainability

- Track and communicate the impact of your Tier 2/3 interventions (*eventually*)
-

A woman with her hair in a bun, wearing a grey blazer, is speaking and gesturing with her hands. She is facing a man in a blue shirt who is seen from the back. In the background, a man and a young boy are sitting at a table, looking towards the woman. The scene appears to be a meeting or a community engagement session.

# MBC Promotes Engagement

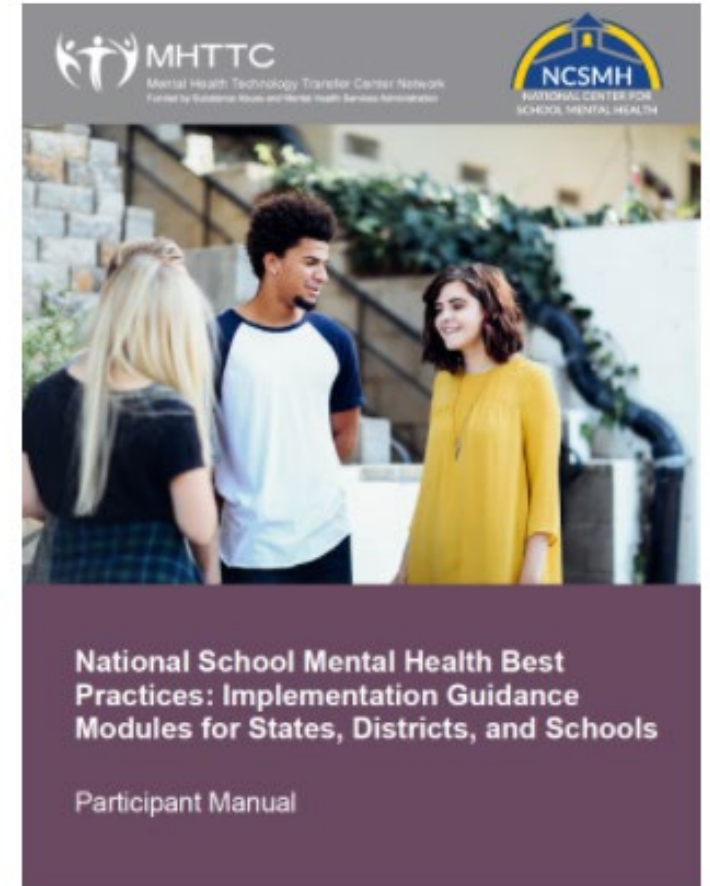
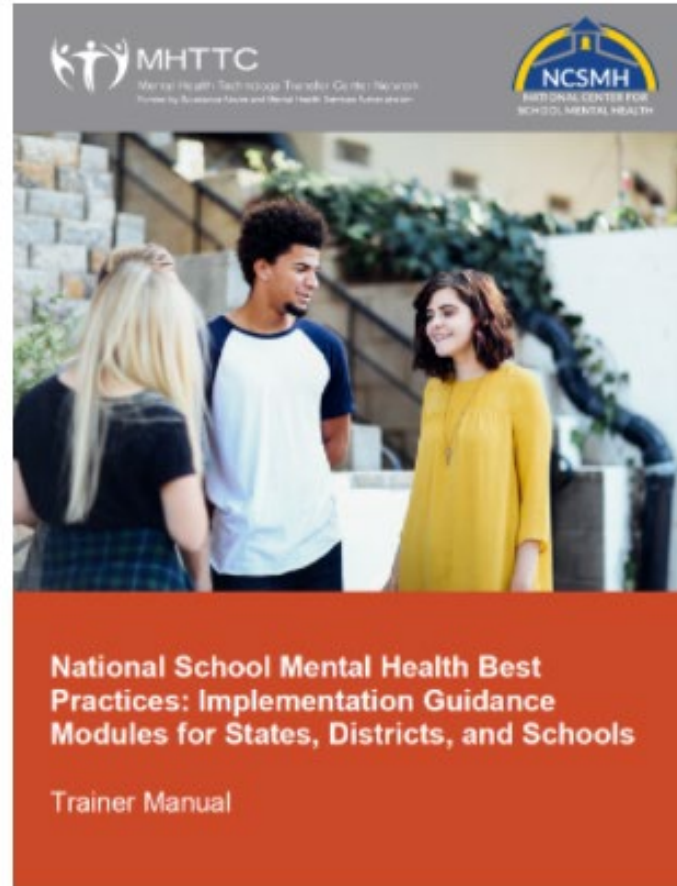
A close-up photograph of several hands of different skin tones reaching towards the center and touching at the fingertips, forming a circle. The background is blurred, showing more people. The text "MBC Promotes Equity" is overlaid in white, serif font, with a white horizontal line underneath it.

# MBC Promotes Equity

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# MBC Promotes Performance on National School Mental Health Quality Indicators



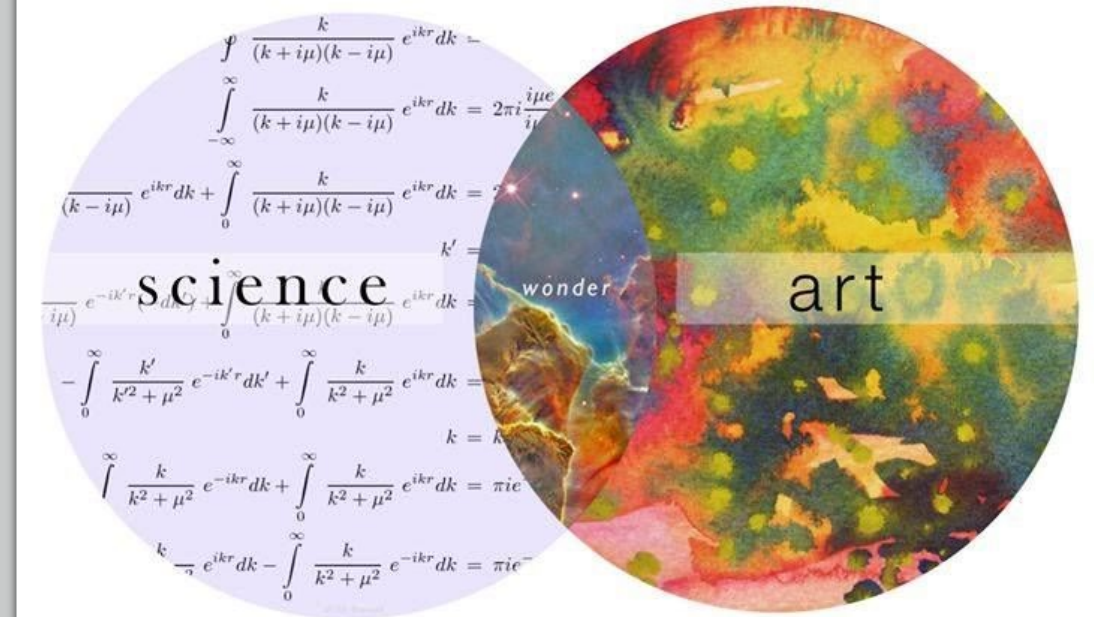
<https://mhttcnetwork.org/centers/global-mhttc/school-mental-health-resources>

[www.theshapesystem.com](http://www.theshapesystem.com)

# Clinical Value of MBC

"I think it is a great way to ask questions that kids may not tell you the answer to unless you ask. I have had many sessions change because of a discussion based on an answer they had to [the measure] and I don't think I would have found that information if we had just done a normal session."

-School clinician in Annapolis, MD





# Locating Free and Low-Cost Measures



# SHAPE Screening and Assessment Library

- Searchable library of free or low-cost screening and assessment measures related to school mental health
- Filter by academic, school climate, or social, emotional, and behavioral focus area, assessment purpose, student age, language, reporter, and cost
- Two-page summaries are available for every measure with links directly to the measure and scoring information

The screenshot displays the SHAPE School Health Assessment and Performance Evaluation System interface. The page is titled 'JEFFERSON UNITED School Mental Health System' and shows a dashboard with a navigation menu, a search bar, and a table of assessment measures.

Navigation Menu: Home, About Us, How to Register, Privacy/Security, FAQs, Contact Us, My Account

View Selection / District Admin

Mental Health Profile Updated: March 16, 2018

Buttons: Certificate, Report, Update

System Performance, My Schools, Trauma Responsiveness, **Screening and Assessment**, Team Members

Welcome to the School Mental Health Screening and Assessment Library. Use the filters below to locate a measure that is appropriate for your needs. Each measure includes a one page information sheet, scoring details, and access to the measure.

Clear All 1 filters selected Search:

Focus Area	Instrument Name	Purpose	Focus Area	Reporter for (Student Age)
Assessment Purpose	Foa's Child PTSD Symptom Scale (CPSS)	Screening/Initial Evaluation Diagnostic Progress Monitoring	Trauma	Student (8-18) Clinician (8-18)
Screening/Initial Evaluation	Generalized Anxiety Disorder-7 (GAD-7)	Screening/Initial Evaluation Diagnostic Progress Monitoring	Anxiety Trauma	Student (11-19+)
Diagnostic	Patient Health Questionnaire-9 (PHQ-9)	Screening/Initial Evaluation Diagnostic Progress Monitoring	Depression/Mood	Student (11-19+)
Progress Monitoring	Revised Child Anxiety and Depression Scale (RCADS)	Screening/Initial Evaluation Diagnostic Progress Monitoring	Anxiety Depression/Mood	Student (grade 3-12) Caregiver (grade 3-12)
Student Age	Traumatic Events	Screening/Initial Evaluation	Trauma	Student (11-19)

<https://theshapesystem.com/assessmentlibrary/>

# MBC Data System Options

- Better Outcomes Now <https://betteroutcomesnow.com/>
- BH Works for Schools\* <https://mdlogix.com/for-schools/>
- Greenspace <https://www.greenspacehealth.com/en-us>
- Mirah <https://www.mirah.com/>
- Owl Outcomes <https://www.owl.health/>
- Powerschool\* (with customizations) [www.powerschool.com](http://www.powerschool.com)
- Project Covitality\* <https://www.covitalityucsb.info/>
- Google forms

\*school specific



# MBC with Minoritized Populations



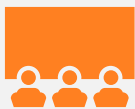
Collect: Measure selection / awareness of sample measures were measured on



Rationale: Confidentiality, data storage, purpose (not for research)



Share: Making sense of the data through client perspectives (as always)



Act: Thinking outside the “box” and generating options together

Ongoing Cultural Competence Training and Consultation



So, doing MBC  
is easy.....  
right?



# MBC Use in Practice

**Fewer than 20% of clinicians report collecting data prior to sessions**



National Survey of N=144 SMH Clinicians:

Barrier	Clinicians Who Endorsed	
	N	%
Difficulty reaching Parents	94	65
Parents do not understand assessment questions	53	37
Students do not understand assessment questions	48	33
I don't have access to the assessments I Like	42	29
Not enough time in my day	41	29
I don't have access to the assessments I Need	41	29
Difficulty reaching Teachers	32	22
There are too many assessments to choose from	15	10
Teachers do not understand assessment questions	13	9
Delay in getting scores back (if someone else scores for you)	13	9
Too difficult to Score	9	6
Too difficult to Interpret	9	6
I do not use the assessment data to inform my treatment/care	7	5
Other <sup>a</sup>	19	13

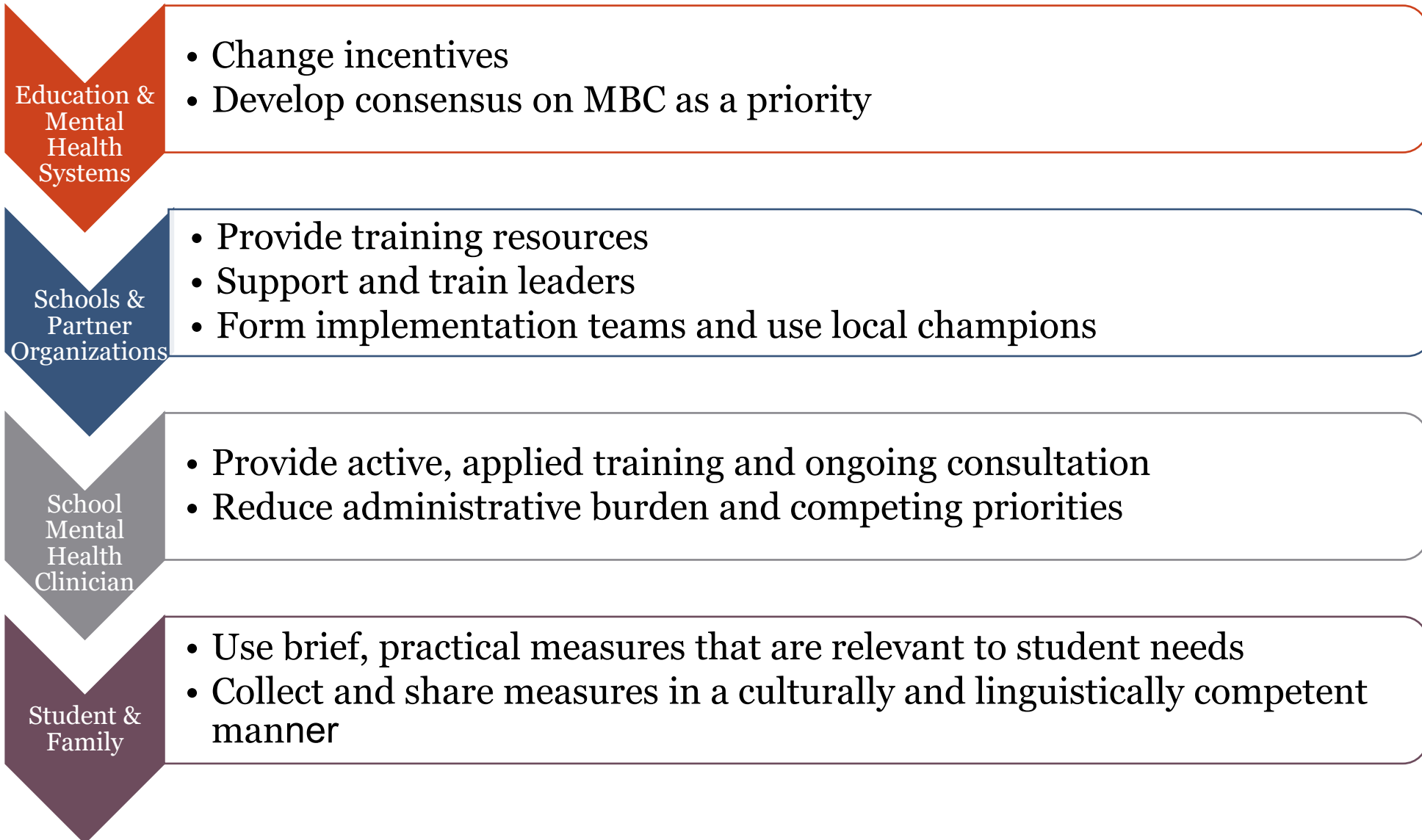
(Bickman et al., 2000; Connors, Arora, Curtis & Stephan, 2015; Gilbody et al., 2001; Jensen-Doss et al., 2016)



# Planning Ahead for Implementation



# Multi-Level Implementation Supports





# Top Implementation Strategies for Measurement-Based Care in Schools

-  Assess for readiness and identify barriers and facilitators
-  Identify and prepare champions
-  Develop a usable implementation plan
-  Offer a clinician-informed menu of free, brief measures
-  Develop and provide access to training materials
-  Make implementation easier by removing burdensome documents

(Connors, Lyon, Garcia, Sichel, Hoover, Weist, & Tebes, 2022)

# FOCUSS

# Feedback and Outcomes for Clinically Useful Student Services

- District-wide Quality Improvement MBC Initiative
- SY 2021-22 and 2022-23
- West Haven Public Schools: 9 Schools, 32 Clinicians
- Stamford Public Schools: 23 Schools, 47 Clinicians
- PCOMS measurement system



**Stamford Public Schools**  
EXCELLENCE IS THE POINT.



**Yale SCHOOL OF MEDICINE**

Funding: NIMH Ko8 MH116119

# FOCUSS

## Clinician Feedback on Implementing MBC in Schools

### Empowering Students

"I think [doing the ratings] completely empowered them. I think at the beginning, even though it was very difficult for most of my students to really stop and think how they were actually feeling, but it helped them learn that, too."

### Teaching Skills

"I see [MBC] as an opportunity to teach [students] life skills. With the consistency, the organization. You want to see progress and be kind of tangible somehow, you need to learn to self monitor yourself and this is a very gentle way to start to do that."

### Having Data for Transparency

"[MBC] is a great tool and if you're hesitant, it means maybe you haven't had a parent yet who's questioned your goals and objectives....nobody wants to be stuck in that position. Cause even if you're collecting your own data, which you should be, it's just another piece to go along with it and everybody loves data."

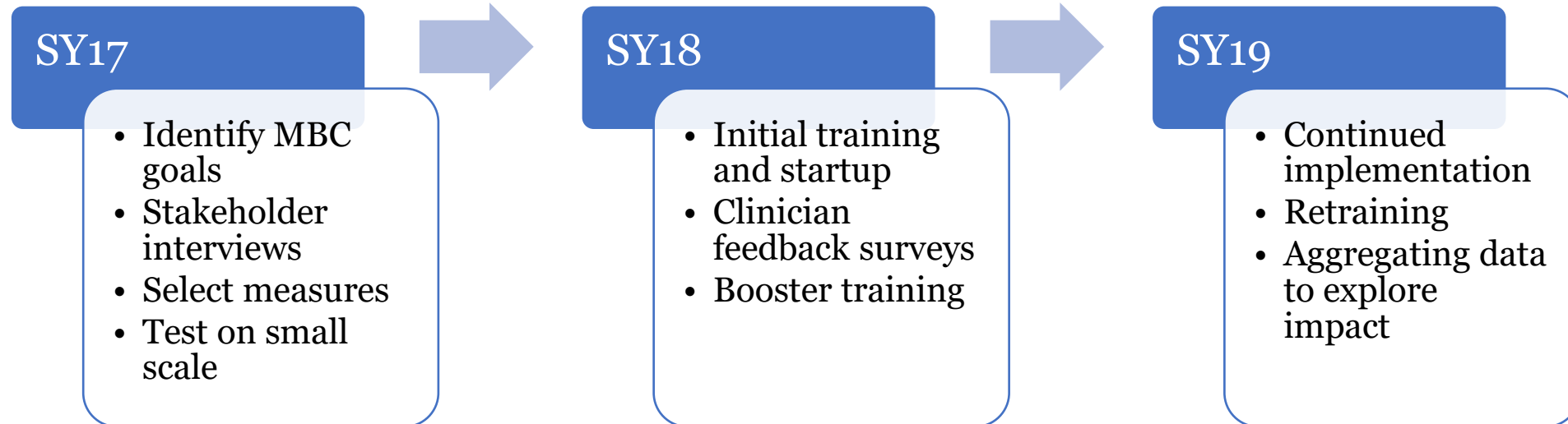
Funding: NIMH Ko8 MH116119



# School District MBC Implementation Success Story

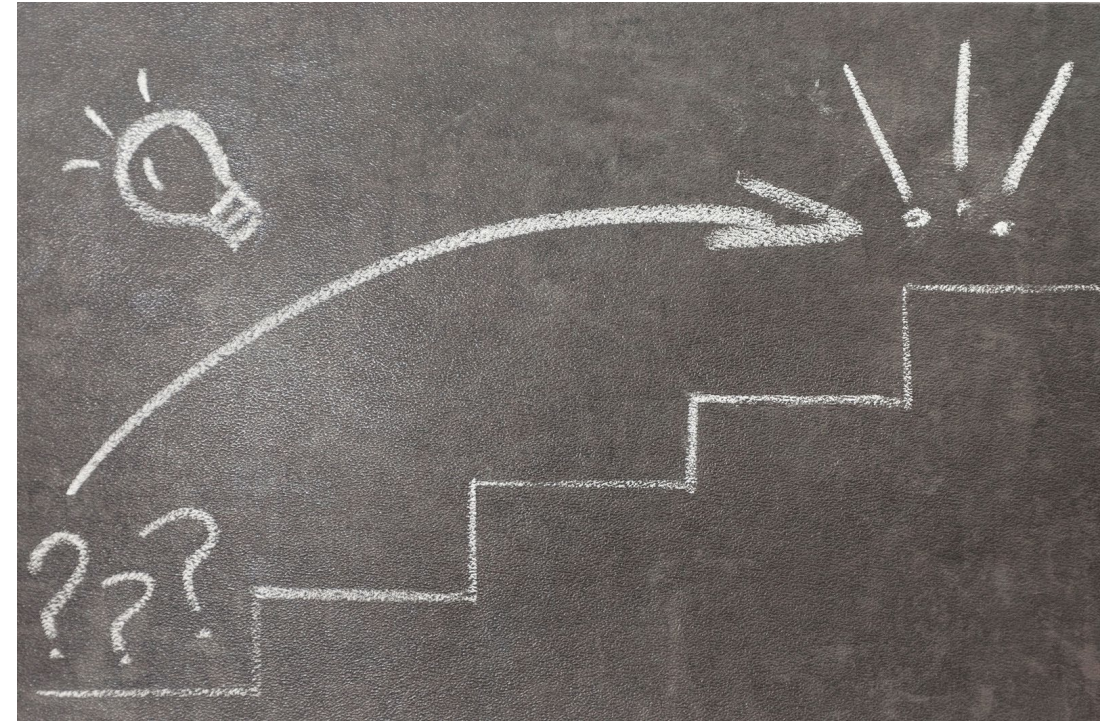
## Anne Arundel County Public Schools Expanded School Based Mental Health

- 5 community mental health agencies
- 60 school-based clinicians
- 2,000+ students served at school
- Tiered mental health promotion, prevention and intervention services



# AACPS ESBMH Results After 2 Years

- 77% students with multiple assessments
- Moderate-large effect sizes (0.70 -0.76)
- 64.5% of youth (N=1,121 of 1,737) improved
- 17.8% progressing better than expected; 59.5% as expected and 22.7% “off track”
- Effects positively correlated with # of individual sessions, # of family sessions, # of assessments







# **Bold Transformation of Student Supports**

- Put students and families in the driver's seat
- Co-create what “success” looks like
- Normalize and celebrate change over time (“graduation”!)
- Challenge the status quo



# Cool Resources

**Free Webinars** hosted by Southeast MHTTC on MBC in School Mental Health:

- Part 1: <https://bit.ly/3RFAf6K>
- Part 2: <https://bit.ly/3eTfSER>

**MBC Demo Videos** with a Teen in School:

[https://medicine.yale.edu/psychiatry/research/programs/clinical\\_people/mbccollab/demonstration-videos/](https://medicine.yale.edu/psychiatry/research/programs/clinical_people/mbccollab/demonstration-videos/)

**Vignettes** on what MBC “looks like” in schools:

<https://drive.google.com/file/d/1KQTUqQhxViLQNfMNmfMoLS8V7pgkSwY/view?usp=sharing>





THE YALE MEASUREMENT  
BASED CARE  
COLLABORATIVE

The Yale MBC Collaborative is dedicated to MBC implementation for systems, clinicians and clients and MBC advancement as an evidence-based practice via continued research.

## YMBCC Faculty:

Jessica Barber, PhD

Amber Childs, PhD

Elizabeth Connors, PhD

Sandy Resnick, PhD



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[https://medicine.yale.edu/psychiatry/research/programs/clinical\\_people/mbccollab/](https://medicine.yale.edu/psychiatry/research/programs/clinical_people/mbccollab/)



**Thank you!**  
*Questions?*

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@DrEConnors