Background

- Autistic youth with anxiety have difficulty accessing evidence-based practices (EBPs) due to long wait lists and lack of trained providers.
- Interdisciplinary school providers (ISPs) can be trained to deliver mental health EBPs like Facing Your Fears - School Based (FYF-SB) to autistic students with anxiety.

Method

Seventy-seven ISPs from 27 school teams in 3 school districts were trained to deliver FYF-SB to autistic students, ages 8-14, with anxiety.

Pre-training, ISPs with greater concerns related to student discipline and motivation self-reported that EBPs were less appealing (p = .03), but they would use them if required (p = .05).

Yet, post-training, ISPs with more concerns regarding student discipline and motivation reported higher levels of FYF-SB acceptability (p < .01).

Stress around time management was associated with lower self-reported adoption if required (p = .03).

Other work-related stressors were associated with lower acceptability (p = .03).

Higher organizational pressure to produce was associated with more positive attitudes toward EBPs (p < .001).

Objective

Determine the extent to which provider stress and organizational climate impact:
1) provider attitudes towards EBPs and
2) provider perceptions of acceptability and appropriateness of FYF-SB.

Method

Seventy-seven ISPs from 27 school teams in 3 school districts were trained to deliver FYF-SB to autistic students, ages 8-14, with anxiety.

Pre-training measures:
- Teacher Stress Inventory (TSI)
- Organizational Climate Measure (OCM)
- Evidence-Based Practices Attitudes Scale (EBPAS)

Post-training measures:
- Implementation survey examining perceived appropriateness and acceptability of FYF-SB

Analysis

1) ISP attitudes toward EBPs did not indicate a need for multilevel data structure and were analyzed using hierarchical multiple regression.
2) Perceived acceptability (ICC = .43) and appropriateness (ICC = .29) were analyzed using multilevel models, with ISPs nested within schools.

Implications

Pre-implementation strategies focused on supporting time management and workplace stressors, as well as student discipline and motivation, may enhance openness to EBPs for decreasing anxiety for autistic youth in schools.

Results Summary

Pre-training, ISPs with greater concerns related to student discipline and motivation self-reported that EBPs were less appealing (p = .03), but they would use them if required (p = .05).

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Disclosures

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References


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References