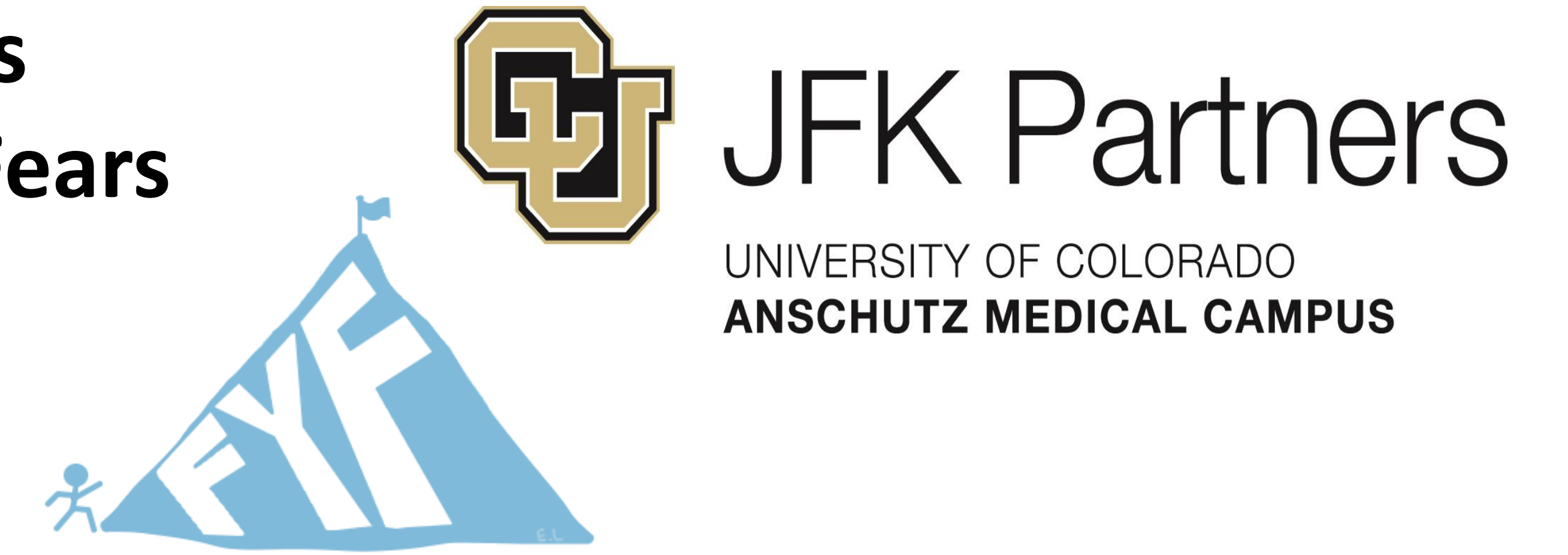


The role of organizational climate and teacher stress in predicting attitudes towards evidence-based practices and implementation outcomes of School-Based Facing Your Fears

Kyle M. Frost¹, Katherine Pickard², Allison Meyer¹, Audrey Blakeley-Smith¹, Richard Boles¹, Lisa Hayutin¹, Caitlin Middleton¹, Nuri Reyes¹, Aubyn Stahmer³ & Judy Reaven¹

¹JFK Partners, University of Colorado School of Medicine; ²Emory University School of Medicine, Marcus Autism Center; ³University of California, Davis



Background

- Autistic youth with anxiety have difficulty accessing evidence-based practices (EBPs) due to long wait lists and lack of trained providers¹
- Interdisciplinary school providers (ISPs) can be trained to deliver mental health EBPs like Facing Your Fears-School Based (FYF-SB) to autistic students with anxiety²

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)³
- Organizational Climate Measure (OCM)⁴
- Evidence-Based Practices Attitudes Scale (EBPAS)⁵

POST-TRAINING MEASURES

- Implementation survey examining perceived appropriateness and acceptability of FYF-SB

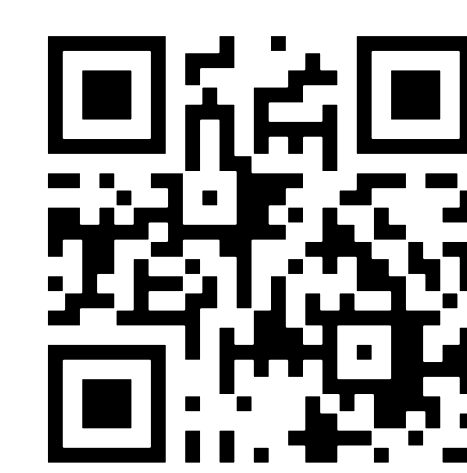
ANALYSIS

- (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.

Download a copy of this poster & view results tables



Author contact: Kyle Frost
kyle.frost@cuanschutz.edu
@kylemfrost

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 ($p=.05$)



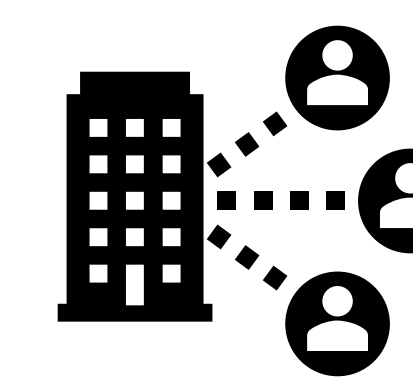
Yet, post-training, ISPs with more concerns regarding student discipline and motivation reported higher levels of FYF-SB acceptability ($p<.01$)



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 ($p<.001$)

Disclosures

Funding Source: HRSA 1 R41MC31075-01-00; Funded in part by HRSA Leadership Education in Neurodevelopmental Disabilities (LEND) Grant T73MC11044 and by the Administration on Community Living under the University Center of Excellence in Developmental Disabilities (UCDEDD) Grant 90DDUC0014 of the U.S. Department of Health and Human Services (HHS). This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

References

1. Elkins, McHugh, Santucci & Barlow (2011).
2. Reaven, Meyer, Pickard, Boles, Hayutin, Middleton, ... & Blakeley-Smith, A. (2022).
3. Firman & Fastenau (1990).
4. Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, S., ... & Wallace, A. M. (2005).
5. Aarons, G. A. (2004).