Measurement-Based Care Implementation Feedback Form for School Mental Health Clinicians

About This Resource. Below is a list of 25 factors that can be barriers (negative; hinder implementation) or facilitators (positive; help implementation) to any new initiative or practice. This resource can be used as a tool to understand how school mental health clinicians experience measurement-based care after initial training and/or implementation.

Instructions for Clinicians. Please use the list below to indicate which you experienced personally with measurement-based care (MBC) this school year. MBC implementation includes your experiences explaining MBC to students and families, collecting and using psychosocial progress measures throughout a Tier 2 or Tier 3 intervention. *Supervisors and clinicians are encouraged to discuss the results of this form in supervision to decide together how to best support each individual clinicians' MBC implementation.*

For each factor, please indicate if it is a barrier, facilitator, both, or neither.

Factor	Definition	**Barrier** Hindered my implementation	**Facilitator** Helped my implementation	**Both** It's complicated	**Neither** Not applicable to me
Quality of evidence	Level of confidence that MBC is based in good science				
Strength of recommendation	Level of confidence that MBC will help students more than it hurts them				
Clarity	Clarity about who MBC is for				
Cultural appropriateness	Level of fit between MBC and my students				
Feasibility	Extent to which MBC is practical in schools				
Compatibility	Level of fit between MBC and school mental health interventions or requirements				
Effort	Amount of effort required to implement MBC				
Trialability	My ability to "try out" MBC before really implementing (e.g., practicing in training)				

Factor	Definition	Barrier	Facilitator	Both	Neither
Observability	Extent to which you can see and know other clinicians are implementing MBC				
Domain knowledge	Extent to which you already had expertise about feedback-informed care before MBC training				
Skills	Extent to which you have the skills you need to implement MBC				
Expected outcome	Level of confidence that MBC will work				
Learning style	How well MBC training, supervision and ongoing supports fit with my learning style				
Emotions	My emotional experience when providing MBC				
Capacity to plan change	My capacity to make changes in my schedule to provide MBC				
Team processes	Extent to which my school team worked together on MBC processes, procedures, implementation				
Student needs	How well MBC fits with student's needs				
Student preferences	How well MBC fits with student preferences				
Caregiver preferences	How well MBC fits with caregiver preferences				
Mandate	School system / agency requirement for me to use MBC				
Capable leadership	Extent to which your supervisor or administrator supported your use of MBC				
Priority	How important MBC is compared to other new initiatives or requirements				
Monitoring and feedback	Extent to which my supervisors or administrators collected information on my progress with MBC cases and provided feedback				
Payment/ reimbursement	Extent to which students' insurance or other funding sources covered MBC				

Liability	Extent to which providing MBC introduced a possible liability or union concern for your, your agency, school or district				

What did we miss?

Please list any other factors you personally experienced during MBC implementation and indicate if it was a barrier, facilitator or both:

Factor	Barrier	Facilitator	Both

Development History. This list of barriers was adapted by Elizabeth Connors, PhD, from a review of factors influencing implementation published by Flottorp and colleagues' (2013) checklist for identifying determinants of practice and adapted to MBC in school mental health. Dr. Connors' team has used this checklist in measurement-based care needs assessments, ongoing implementation evaluation and quality improvement initiatives with school mental health partners who are school- and community-employed.

Credits. This resource was developed by Elizabeth H. Connors, PhD, Associate Professor of Psychiatry (Psychology), Division of Prevention and Community Research at the Yale School of Medicine. This resource is intended to be free and publicly available; no modification, sale or commercial use is permitted. Please include proper attribution. This resource is licensed under the Creative Commons (CC BY-NC-ND 4.0) license. The terms and conditions are available at: https://creativecommons.org/licenses/by-nc-nd/4.0/. Email elizabeth.connors@yale.edu with any questions. For more information and related resources, visit: m.yale.edu/mbc. © 2024 Elizabeth H. Connors, PhD. All Rights Reserved.