

School-Wide Evidence-Based Prevention Practices

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Goals for our Presentation

- Outline the process of selecting and implementing a school-wide evidence-based prevention program...
- ...from three perspectives:
 - School
 - Funding agency
 - Technical assistance collaborator

School-Wide Evidence-Based Prevention Programs

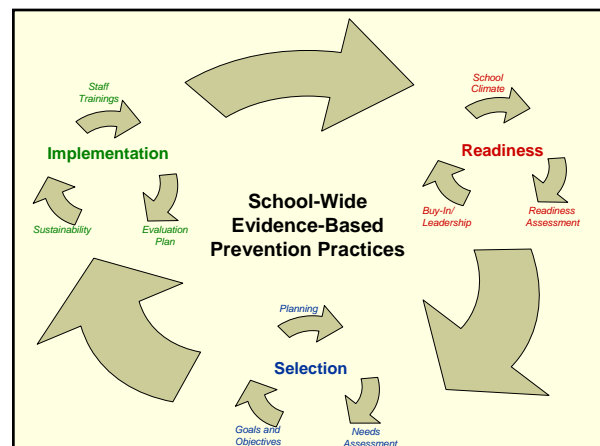
- Evidence-based prevention programs
 - Developed using scientific processes
 - Strategies proven effective through rigorous evaluation
 - Also referred to as science-based and research-based
- Benefits of evidence-based programs
 - Compatible with No Child Left Behind legislation
 - Linked to positive behavioral outcomes
 - Linked to positive academic outcomes

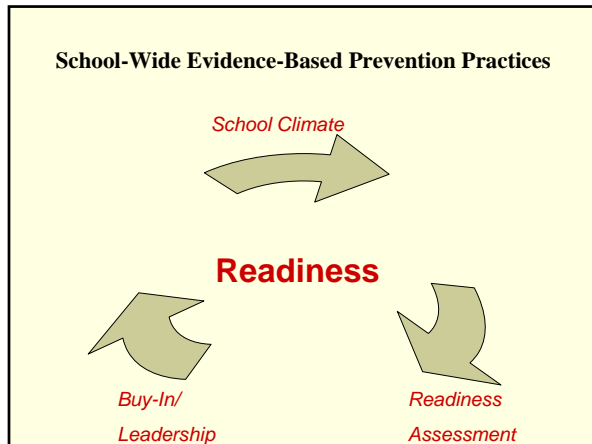
The Health Foundation of Greater Cincinnati

- *Improving Student Behavioral Health: School-Wide Evidence-Based Prevention Programs*
 - 9-Month Planning Grants
 - 3-Year Implementation Grants
 - 4 Years of Technical Assistance from Miami University

School-Wide Evidence-Based Prevention Programs

■ THE PROCESS...





Readiness from a theoretical perspective

- **School Climate**
 - School must be ready and adequately prepared to implement a prevention program (Stith et al.)
 - Sufficient assets, resources, and capacity exist
 - Recognition that a problem exists and existing programs are not sufficient
 - Key champion(s) for the program identified
 - Appropriate climate for implementation exists

Stith, S., Pruitt, L., Deak, J., Franco, M., Green, N., Som, A., & Liska, D. (2006). Implementing community-based prevention programming: A review of the literature. *The Journal of Primary Prevention, 27*(6), 559-617.

Readiness from a theoretical perspective

- **Readiness Assessment**
 - Assessment of site readiness (Mihalic et al.)
 - Is site communicating information regarding effective, research-based programs?
 - Is site enhancing support, readiness, and willingness to adopt new empirically-based practices?
 - Use of data, surveys, and assessments (Fisher et al.)
 - Conduct a readiness assessment
 - Assess level of awareness about problems and programs that can target problem reduction
 - Assess level of existing assets and capacities

Fisher, D., Iann, P., Cherman, M., & Wandersman, A. (2006). Getting to outcomes with developmental assets: Ten steps to measuring success in youth programs and communities. Minneapolis: Search Institute.
Mihalic, S., Pagan, A., Iann, K., Bellard, D., & Elisei, D. (2002). Blueprints for violence prevention replications: Factors for implementation success. Boulder: Institute of Behavioral Science.

Readiness from a theoretical perspective

- **Buy-In / Leadership**
 - Buy-In
 - Staff buy-in
 - Administration buy-in
 - Leadership (Devaney et al.)
 - Principal (leadership) commits to initiative
 - Principal (leadership) engages stakeholders and forms steering committee
 - Steering committee develops and articulates shared vision

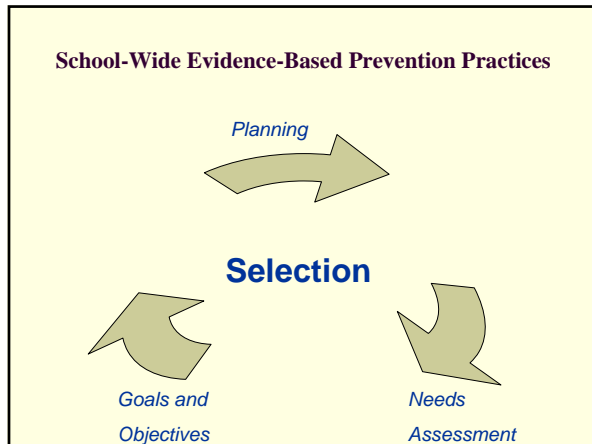
Devaney, E., O'Brien, M.U., Reerk, H., Keister, S., & Weissberg, R.P. (2006). Sustainable schoolwide social and emotional learning (SEL) implementation guide and toolkit. Chicago: Collaborative for Academic, Social, and Emotional Learning (CASEL).

Readiness from a Funder's perspective

- **Why was Readiness necessary?**
 - Lots of schools/ lots of need
 - Have to change school climate
 - Change takes leadership and buy-in
- **Steps for Readiness**
 - Principal and two team members attend RFP Workshop
 - Online survey readiness assessment
 - Proposal

Readiness from a School's Perspective

- **School climate**
 - Identification of problems within school setting
- **Buy-in/Leadership**
 - Role of the core planning team
 - Willingness (buy-in) of staff to dedicate time to identification of problems/solution finding
- **Readiness assessment**
 - Surveying staff
 - Information used in RFP application



Selection from a theoretical perspective

- Planning
 - Comprehensive services (Nation et al.)
 - Program should:
 - include multiple components
 - affect multiple areas of an individual's life
 - address wide range of risk and protective factors
 - Varied teaching methods (Nation et al.)
 - Should include an active, skills-based components to:
 - Develop ability to avoid/resist problem behaviors
 - Develop their cognitive/thinking skills
 - Develop ability to communicate assertively

Nation, M., Chuato, C., Wandersman, A., Kumpfer, K.L., Seybold, D., Morrisey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist, 58*, 448-456.

Selection from a theoretical perspective

- Needs Assessment
 - Four components (Fisher, et al.)
 - Assets and resources
 - Conditions and thriving indicators
 - Risks
 - Deficits and needs
 - Program Fit (Stith et al.)
 - Program is flexible, responsive, cost-effective, and culturally appropriate
 - Needs and preferences of stakeholders addressed

Fisher, D., Irem, P., Chirman, M., & Wandersman, A. (2006). Getting to outcomes with developmental assets: Ten steps to measuring success in youth programs and communities. Minneapolis: Search Institute.
Stith, S., Pratt, L., Dees, J., Forso, M., Green, N., Som, A., & Livick, D. (2006). Implementing community-based prevention programming: A review of the literature. *The Journal of Primary Prevention, 27*(6), 358-371.

Selection from a theoretical perspective

- Goals and Objectives
 - Develop clear and realistic goals and objectives (Fisher et al.)
 - Create measurable outcomes tied to goals and objectives (Fisher et al.)
 - Outcomes can include knowledge, attitudes, skills, behaviors
 - Outcome statements should be specific and realistic
 - Outcomes should be measurable in multiple ways
 - Program selected is theory-driven (Nation et al.)
 - Scientific justification and/or logical rationale
 - Theory about problem development exists
 - Theory of change/action exists

Fisher, D., Irem, P., Chirman, M., & Wandersman, A. (2006). Getting to outcomes with developmental assets: Ten steps to measuring success in youth programs and communities. Minneapolis: Search Institute.
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Selection from a Funder's Perspective

- Need thorough assessment of student needs
- Proper planning provides smoother implementation
- Build staff support and buy-in to selection
- Let's school and funder know if the school is not ready to implement

Selection from a School's perspective

EIGHT STEPS

1. Brainstorming problems area (s) with teachers
2. Conducting teacher and student surveys to narrow focus
3. Selecting a focus area from survey results
4. Making a commitment to find an EBP that meets identified problem area (s)

Selection from a School's perspective

EIGHT STEPS (cont.)

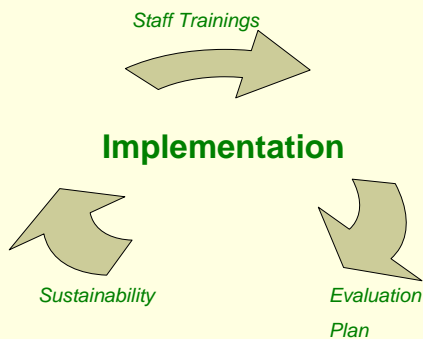
5. Researching, Researching, Researching
6. Narrowing EBP's being considered
7. Presenting to staff during in-service to introduce the program being considered and to increase buy-in
8. Identifying school within region who is implementing program (s) chosen and visiting school to see program in action

Selection from a School's Perspective

Key Elements of Selection Process

- Communication with staff
- Buy-in of staff
- Outlining expected outcomes of program
- Time expected to implement program
- Level of outside support (consultants) anticipated for staff

School-Wide Evidence-Based Prevention Practices



Implementation from a theoretical perspective

Staff Trainings

- Well-trained staff (Nation et al.)
 - Sufficient training, support, and supervision
 - Follow-up or booster training sessions available
 - Technical assistance available
- Program/implementation fidelity (Mihalic, et al.; Stith et al.)
 - Five primary components include adherence, exposure, quality of program delivery, participant responsiveness, and program differentiation
 - Ongoing supervision and feedback
 - Identify and address barriers to program fidelity

Mihalic, B., Fagan, A., Irwin, K., Ballard, D., & Elliot, D. (2002). Blueprints for violence prevention replications: Factors for implementation success. Boulder: Institute of Behavioral Science.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456.

Stith, G., Frick, J., Davis, J., Flenoy, M., Green, N., Scott, A., & Liska, D. (2006). Implementing community-based prevention programming: A review of the literature. *The Journal of Primary Prevention*, 27 (3), 599-617.

Implementation from a theoretical perspective

Evaluation Plan

- Sufficient dosage (Nation et al.)
 - Number and length of sessions
 - Amount of dosage needed is contingent upon level of risk and amount of deficits
- Appropriately timed (Nation et al.)
 - Program activities happen at developmentally appropriate times
 - Tailored to intellectual, cognitive, and social development levels
- Systematic Outcome Evaluation (Nation et al.)
 - Evaluation strategy is built into implementation
 - Continuous quality improvement addressed
 - Evaluation/feedback can occur throughout the process (rather than just at the end)

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456.

Implementation from a theoretical perspective

Sustainability

- Monitoring the fluctuating contexts that impact the program (Fisher, et al.)
 - Change in stakeholders' interest in program
 - Change in staffing/personnel
 - Change in needs among participants
 - Fatigue/drift from the program
- Continuous quality improvement (Fisher et al.; Nation et al.)

Fisher, D., Irwin, P., Chienman, M., & Wandersman, A. (2006). Getting to outcomes with developmental assets: Ten steps to measuring success in youth programs and communities. Minneapolis: Search Institute.

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456.

Implementation from a Funder's Perspective

- Reality Unknown
- Expectations:
 - Programs will follow fidelity measures; assess progress and modify to work
 - Areas of expected struggle
 - Staff buy-in
 - Willingness to continue implementing to fidelity
 - Monitoring the program

Implementation from a School's perspective

- Willingness of staff to implement
- Consider costs and sustainability once funding ends
- Sufficient training and support for staff
- Fidelity measures
- Monitoring implementation and outcomes

In conclusion...

- The process involves:
 - Readiness
 - Selection
 - Implementation
- The process is cyclical in nature

