



National Center
for Mental Health
Promotion and
Youth Violence
Prevention

A Framework for Implementing Evidence-Based Programs & Practices (EBPs) Effectively in Schools

Lessons Learned from the Research and the SS/HS Initiative

**The National Center EBP Workgroup
and
Cynthia Wright, Chicago SS/HS**



Welcome!

- Overview and Objectives
- Research on Effective Implementation
- Lessons Learned from SS/HS Grantees
- Illustration of Tools used by Chicago Public Schools SS/HS Grantee
- Group Participation with the tools



Overview and Objectives

1. Identify **contributing factors**, barriers and strategies to successful implementation of EBPs.
2. Learn about the **process** to select, implement, adapt, and sustain EBPs.
3. Preview and use tools such as the **Program and Resource Mapping Tool** developed to assist SS/HS grantees to strengthen selection, implementation, and sustainability of EBPs.

sshs.promoteprevent.org

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Grantee List | Project Launch
http://dev.sshs.promoteprevent.org/contacts-for-grantees/grantee-locator-list?field_grantee_project_value_many_to_one=All&field_grantee_state_value_many_to_one
post to del.icio.us my del.icio.us Promote/Prevent SS/HS TADB CT TADB CMHCPG Site Timesheet/Expenses Google Directions Jott G2W EDC Sp MHPYVP Sp HHD Sp EDC Facebook Connect Pro Pandora

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Safe Schools
Healthy Students

ABOUT US | FOR PROJECT DIRECTORS | IMPLEMENTING THE SS/HS INITIATIVE | MEETINGS & WEBINARS | CONTACTS FOR GRANTEEES | RESOURCES

Contacts

- Grantee Locator
- Grantee List

Grantee List

To filter items on the **Grantee List**, select an EBI, a grant program, or a state, and then click on the "Apply" button.

Grantee
<Any>

State
<Any>

Evidence-Based Programs

- <Any>
- 1234 Parents
- 21st Century
- 40 Developmental Assets - Search Institute
- A Connected School
- A Smoking Prevention Interactive Experience (ASPIRE)
- Abstinence Education
- Abstinence Resource Center
- Academy of Reading
- ACES Program
- Across Ages
- Act Now
- ACT SAFE
- ACTION Juvenile Diversion Program
- Active Parenting of Teens
- Adolescent Community Reinforcement Approach
- Adolescent Transitions Program
- Adopt a School Business Partnership
- Advancement Via Individual Determination (AVID)
- Adventure-Based Counseling
- Adventure-based Learning

High Quality Implementation

- Amount delivered
- Reach
- Fidelity
- Appropriate adaptation
- Quality of delivery
- Participant responsiveness



Search

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Implementation

Evidence-based Programs (EBPs)

Best Practices

Universal Level Approaches

Cultural and Linguistic Competence (CLC)

Partnership

Leading Systems Change

Evaluation

Sustainability

Program Implementation



SS/HS Initiatives implement a range of programs, services, and interventions designed to reduce risk, promote resilience, and build comprehensive service systems.

SS/HS is guided by a public health approach that recognizes that activities must address the needs of individual students while also changing the school environment. The triangle of universal, selected, and indicated intervention levels is a key framework in coordinating implementation and ensuring that it is

comprehensive.

SS/HS activities typically include a mix of required evidence-based programs, best practices from the field, and universal level approaches that promote mental health of all children. This section provides information on these types of activities.

Evidence-based Programs (EBPs)

Evidence-based programs or interventions (EBPs/EBIs), also called science- or research-based programs, are programs proven through research to achieve stated goals and objectives.

[LEARN MORE](#)

Best Practices

Best practices are programs and strategies that are widely recognized by practitioners as effective, but do not yet have formal research findings to support them.

[LEARN MORE](#)

Universal Level Approaches

The SS/HS Initiative takes a public health approach to promoting mental health.

[LEARN MORE](#)

Why should
we care about
implementation?



- INFORMATION CLEARINGHOUSE
- TECHNICAL ASSISTANCE
- CSPV RESEARCH
- BLUEPRINTS**
- Model Programs
- Promising Programs
- Selection Criteria
- Interactive Program Selection
- Program Matrix
- Blueprints Publications
- Program Contacts
- SAFE COMMUNITIES ~ SAFE SCHOOLS



Blueprints

for Violence Prevention



[Nominate a program for review](#)

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[Blueprints Conference 2010](#)

Overview

Demand for effective violence, drug, and crime prevention programs continues to grow. Across the country, a raft of programs aimed at preventing violence and drug abuse is underway. All of these programs are well-intentioned. Yet very few of them have evidence demonstrating their effectiveness. Many are implemented with little consistency or quality control.

How do we know what works?

Blueprints for Violence Prevention, a project of the Center for the Study and Prevention of Violence at the University of Colorado, provide answers to that question. The Blueprints mission is to identify truly outstanding violence and drug prevention programs that meet a high scientific standard of effectiveness. In doing so, Blueprints serves as a resource for governments, foundations, businesses, and other organizations trying to make informed judgments about their investments in violence and drug prevention programs.

Blueprints staff systematically and continuously review the

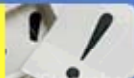


Blueprints Conference

NREPP SAMHSA's National Registry of Evidence-based Programs and Practices

- About
- Find Interventions
- Review Process
- Submissions
- Resources
- Help
- Contact

Using NREPP



Welcome to the National Registry of Evidence-based Programs and Practices (NREPP), a service of the Substance Abuse and Mental Health Services Administration (SAMHSA).

Find Interventions



NREPP News



NREPP is a searchable database of interventions for the prevention and treatment of mental and substance use disorders. SAMHSA has developed this resource to help people, agencies, and organizations implement programs and practices in their communities.



A program of the U.S. Department of Health and Human Services Substance Abuse & Mental Health Services Administration

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This site was last updated on 11/24/2009



Reasons for Concern

- Study of a tobacco prevention curriculum
- Over 1/3 of the teachers who intended to teach the program never implemented it
- Of the 2/3 of teachers receiving materials who initially used them, one year later, 40% were no longer teaching the curriculum.

(Gingiss, Gottlieb, & Brink, 1994)

Reasons for Concern

- Study of a psychosocial-based substance abuse program
- 78% of teachers trained implemented one or more lessons in the first year
- During the second year, only 25% maintained implementation

(Rohrbach, Graham, & Hansen, 1993)

Reasons for Concern

- Study of 5053 students to assess the Resolving Conflict Creatively program
- Positive results solely in classrooms with a high number of program lessons

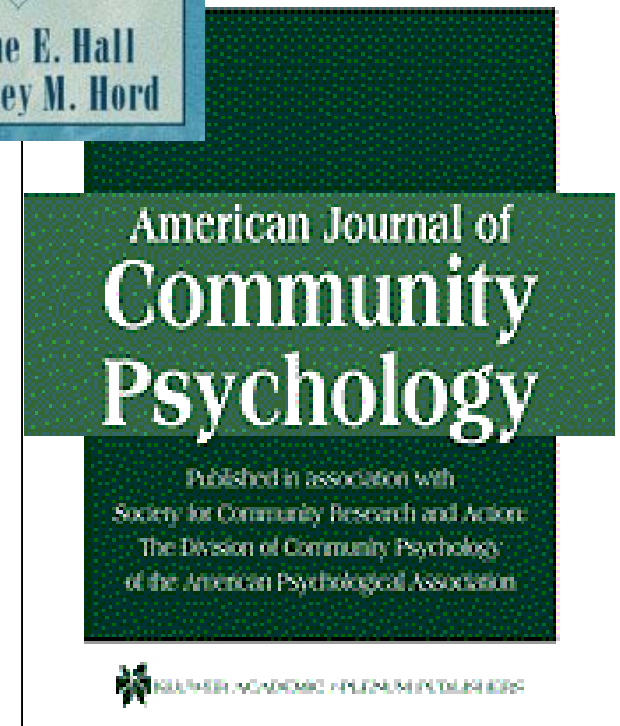
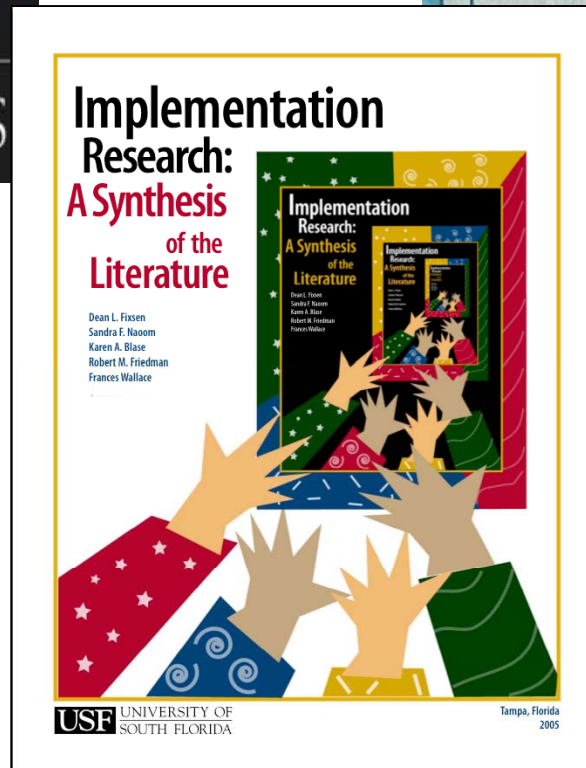
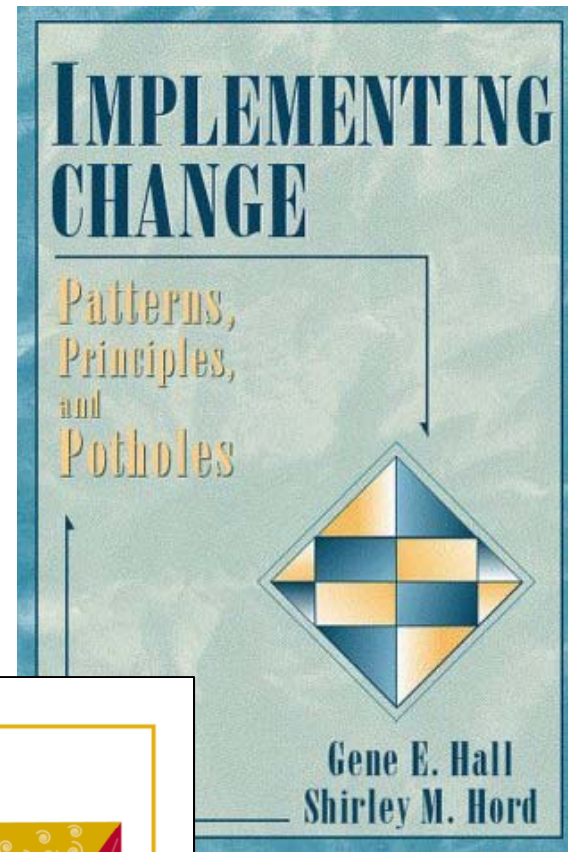
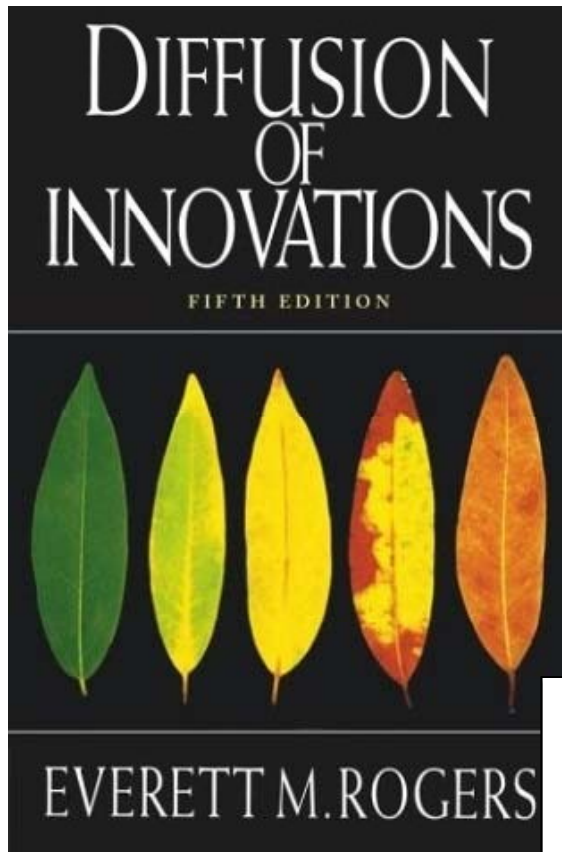
(Aber et al., 1998)

Reasons for Concern

- *Negative effects* in classes in with a small number of program lessons
 - Increases in hostile attributional bias
 - Decreases in competent negotiation strategies
 - Increases in aggressive strategies
 - Higher levels of aggressive fantasies

(Aber et al., 1998)





What does the
research say about
effective
implementation?

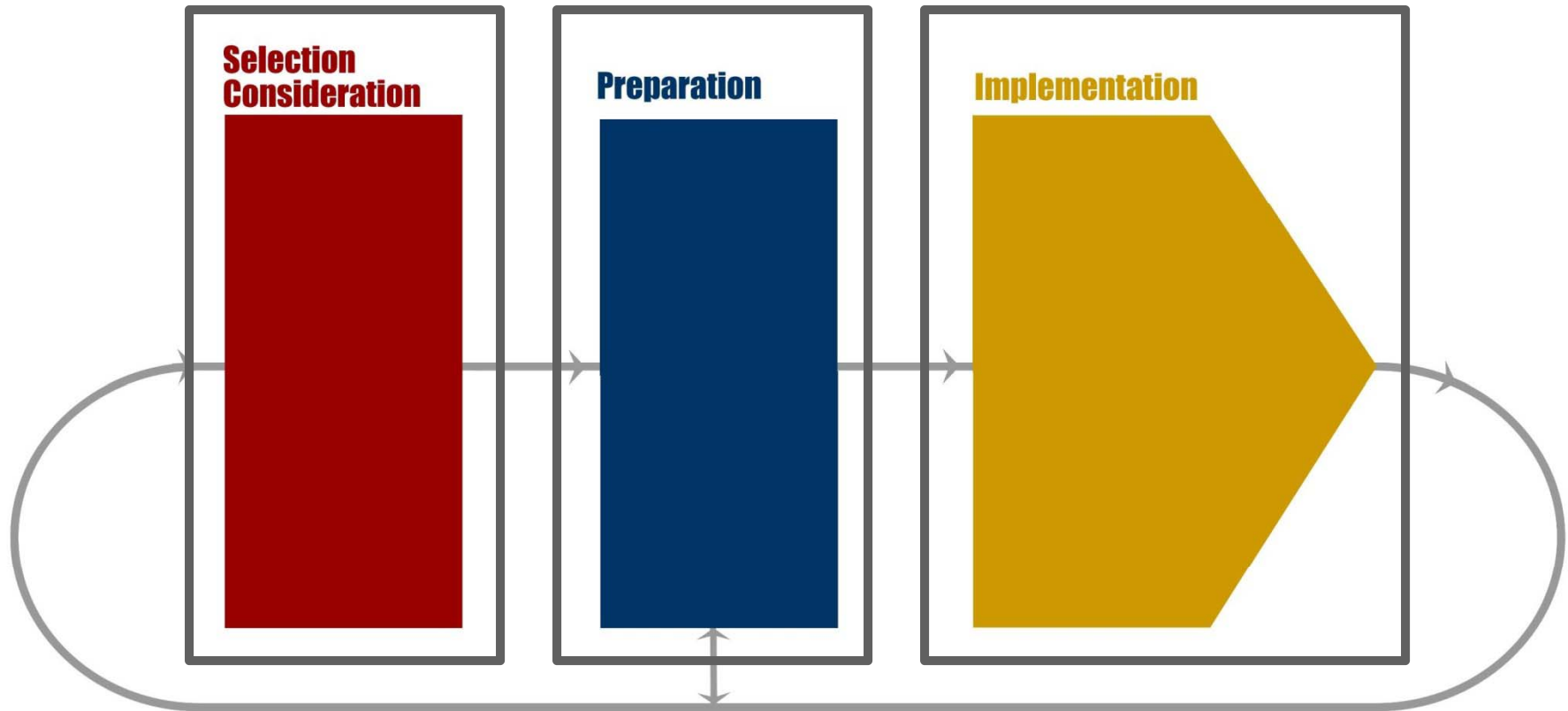
Principles of Effective Implementation

- Effective implementation is a process— not a one-time event
- Programs selected must fit the needs of the community and the available resources
- Schools/systems don't change until individuals change
- Administration and structural support are key.
- Securing broad-based support and ownership is vital.
- Respected champions can promote acceptance and manage potential problems
- Initial training is important but ongoing support is also key.
- Broader context influences the chances for implementation success

The Safe Schools/Healthy Students Story: Lessons Learned

- Administration/teacher turnover a common implementation challenge
- Challenges balancing program adaptations vs. implementing with fidelity.
- Did not have a clear sense of how to “install them” well
- Did not have a sense of how they “fit together.” Need a broader view.
- There are common patterns among strategies the grantees use to effectively address issues

Framework for Program Implementation



Evaluation Feedback Loop

Program Supports

| | | | |
|-----------|-------------------|-------------|-----------|
| Evaluator | Partnerships | TAS | FPO |
| Training | Local SS/HS Staff | SS/HS Peers | Developer |

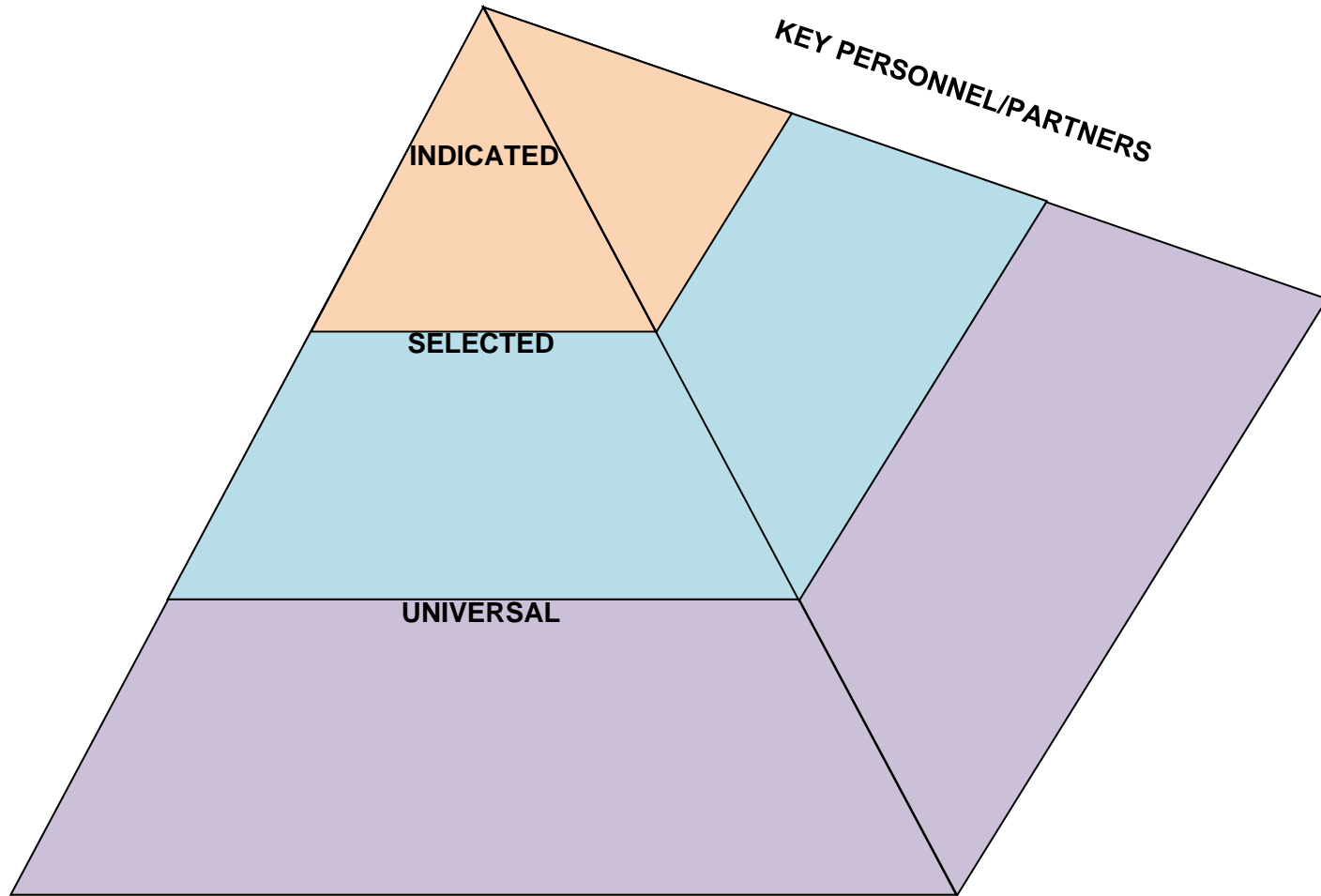
Tools

| |
|--|
| Mapping Tool of Programs and Resources |
| EBI Implementation Checklist |

Selection Consideration

- Conduct needs assessment
- Research available EBPs
- Select EBPs that address desired outcomes & fit community
- Convene program selection committee

Program and Resource Mapping Tool



Comparison Chart for Programs or Models/Approaches

| | EBP 1 | EBP 2 |
|---|-------|-------|
| Targeted Population Served | | |
| Goals/Focus of Program | | |
| Program Characteristics – curriculum, materials, resources, staffing needed, time required, adaptations for populations, etc. | | |
| Needs Addressed, Fit with Schools and Community, CLC | | |
| Training Requirements and Trained Trainer Options | | |
| Supports and Staff Necessary for Implementation | | |
| Evaluation – Process and Outcomes | | |
| Research to Support the Model | | |
| Costs for Training and Materials | | |
| Potential Implementation Challenges | | |
| Opportunity for Sustainability | | |
| Developer’s website | | |

Preparation

- Connect with the developer
- Select program implementers who are enthusiastic and influential
- Visit nearby schools that are implementing the program
- Carve out ample time for staff training
- Conduct a small pilot of the program

“We piloted [the program] at two of our schools ... the teachers were happy with the program ... had wonderful things to say ... ‘Wow, this does really work, and I can continue teaching instead of continuing to stop for discipline issues.’”

Ownership From Teachers & Administrators

- Involve teachers and administrators in choosing the EBP
- Choose EBPs that are easy to implement or easy to integrate
- Hold information sessions on the EBPs
- Make the case that EBP supports learning

“ We got [buy-in] by talking,
talking, and more talking
...demonstrating that it was a
useful curriculum ...
meetings with them one-on-
one ... It was constant the
first year.”

Ownership From Teachers & Administrators

- Have one-on-one conversations with administrators
- Provide the opportunity to be professionally trained
- Hire a prevention specialist/intervention coach

“We have a contracted consultant who comes in every month and meets with [the] school sites...very successful...people know who she is...know she’s accessible to everybody if people have questions, or run into problems.”

Ownership From the Community

- Choose a program that is culturally & linguistically appropriate
- Be intentional about engaging the community in the initiative
- Form a relationship with local media

Participation by Parents

- Reminders, food, & childcare increase attendance
- Combine the program with an existing/known program that parents are already connected to
- Create a program that kids are excited about so that they influence their parents to attend
- Make the parent component a requirement in exchange for something they really want

Implementation

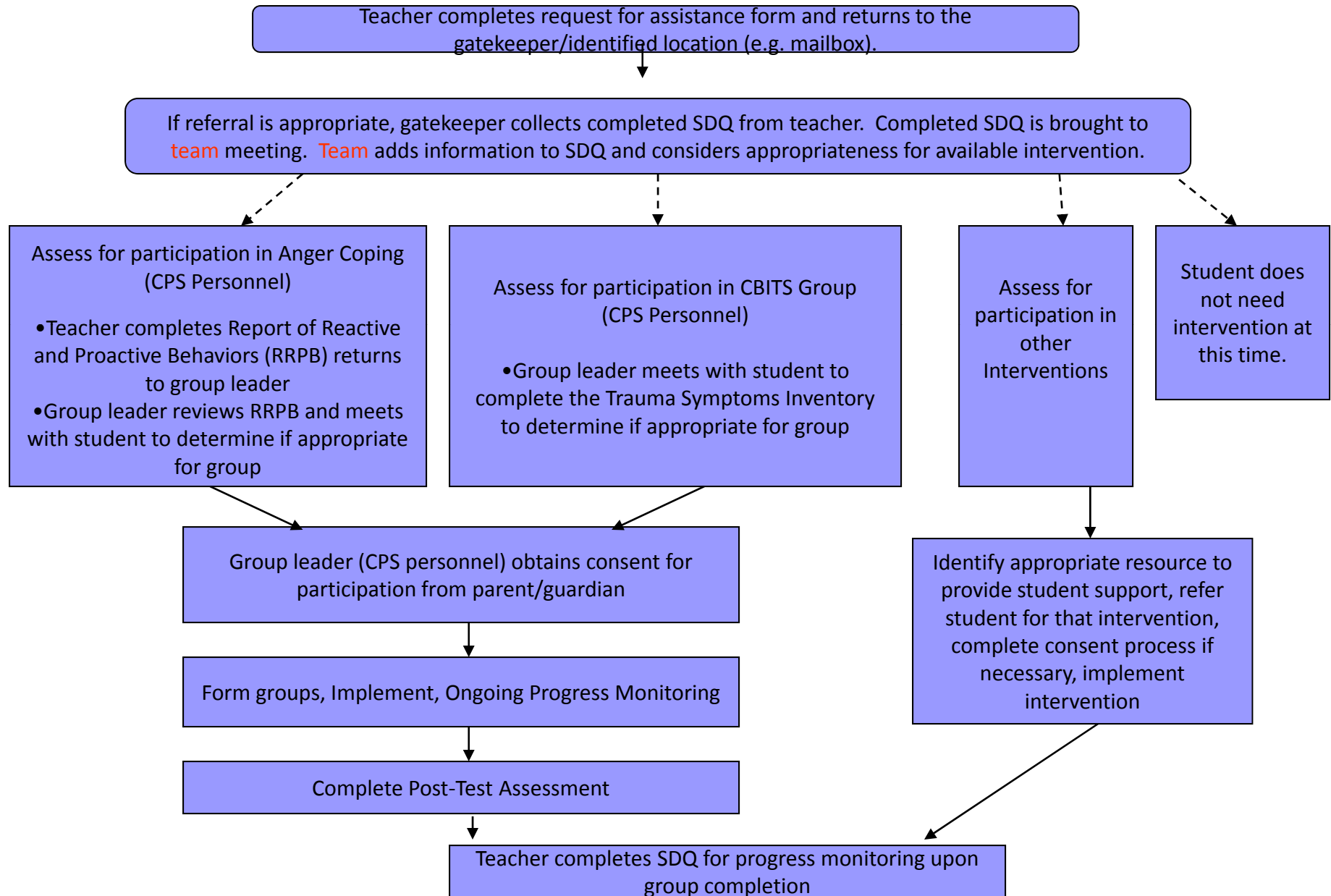
- Keep the momentum going
- Continue to train new staff
- Continue to collaborate with peers/developers/TASs
- Consider training some implementers to be program trainers
- Build EBP training into trainings for new staff
- Collect data on program outcomes
- Build in a process evaluation

“[A] part of the evaluation was to have them do a check-off regularly of what curriculum was taught ...we built in accountability ... check and cross-check”

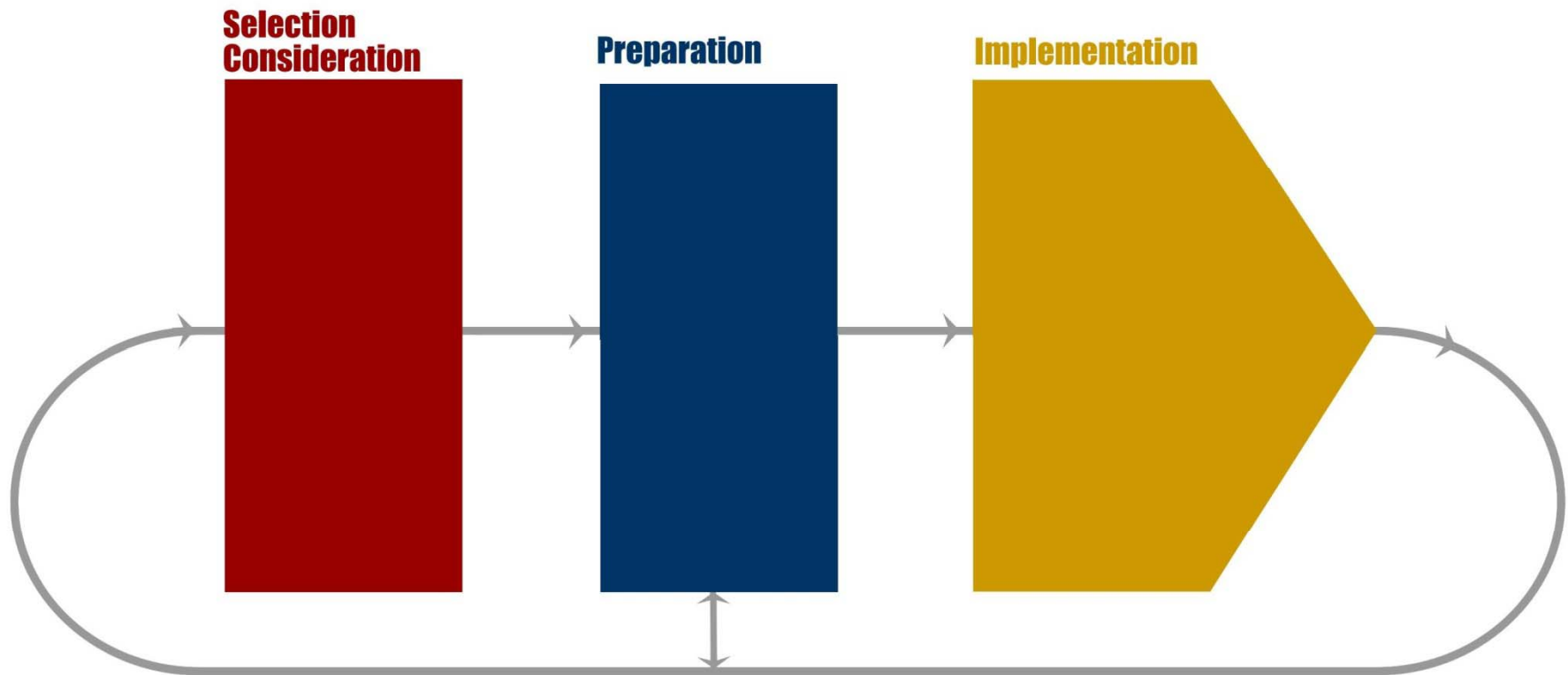
Chicago Experience with EBP Implementation

- Tools used as they planned for program implementation
- What is supporting successful implementation?

SSHS Schools: Intervention Workflows



Framework for Program Implementation



Evaluation Feedback Loop

Program Supports

| | | | |
|-----------|-------------------|-------------|-----------|
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Tools

| |
|--|
| Mapping Tool of Programs and Resources |
| EBI Implementation Checklist |

Using Tools To Assist You with Implementation

- Considering the framework, what have you completed and what might you still want to do?
- What tools will you use to support staff to better implement EBPs and sustain them?
- What tools might assist you in obtaining ownership for implementing and sustaining EBPs?
- What further technical assistance will assist you in reaching successful outcomes with EBPs?