THE IMPLEMENTATION OF SCHOOL-BASED INTERVENTIONS
Implementation – Monitoring and Evaluation

RESCUR seminars in Crete
University of Crete, Rethimno
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Terje Ogden

Norwegian Center for Child Behavioral Development
Unirand, University of Oslo

Implementation – from research to practice

- What facilitates and hinders efforts to get the initiative to work?

- Today we have more knowledge about what works than what it takes to get practitioners to use it in a systematic and committed way,

  The lack results may indicate that the intervention is not working, or that the implementation failed.

Implementation drivers

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
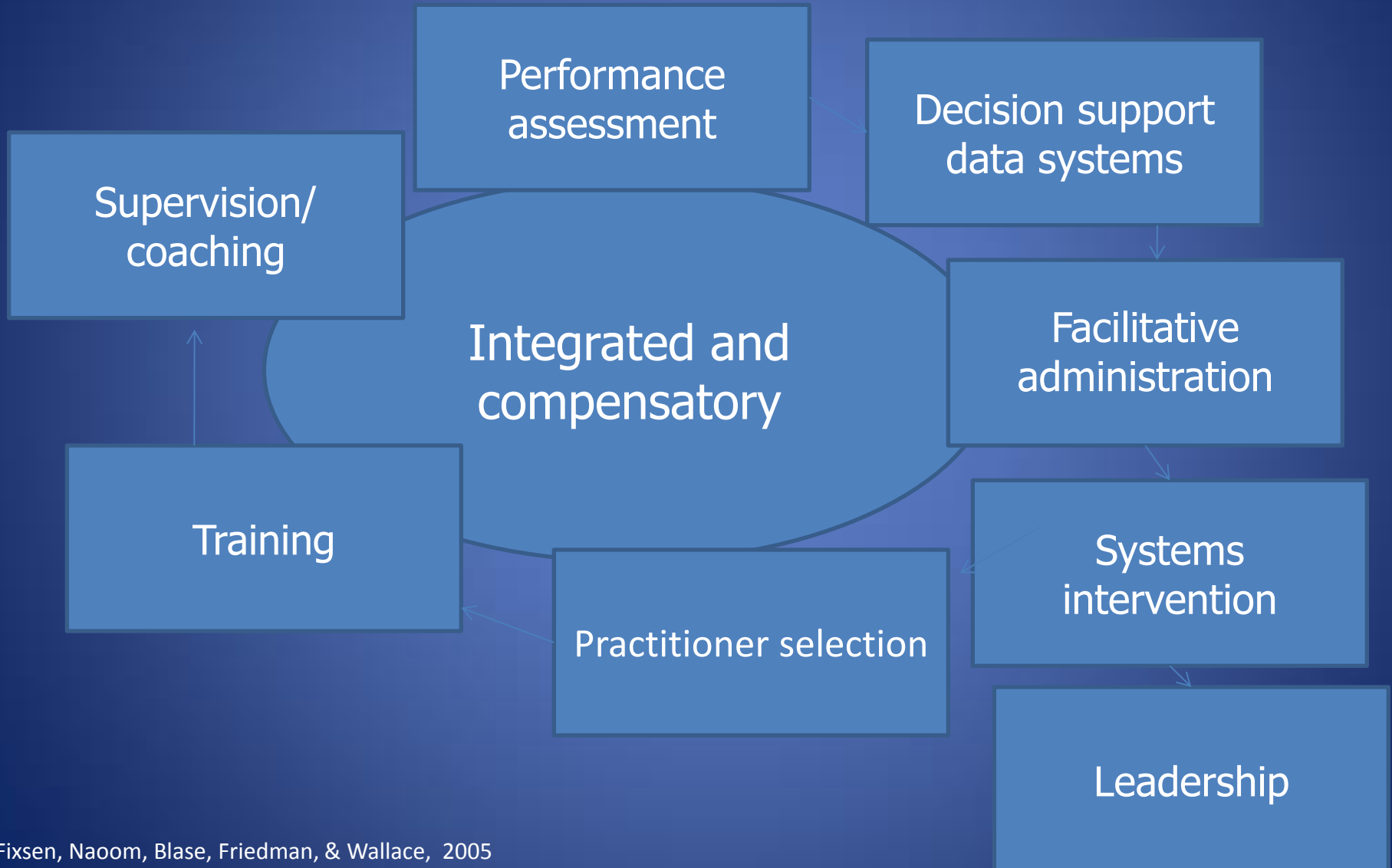
Core implementation components

- *Recruitment and selection of practitioners*, t*raining and supervision/ coaching*

- *Performance assessment and decision support data systems* : evaluation of the amount and quality of work related to the practitioners use of the intervention, which is used for quality improvement and increased effectiveness,

- *Leadership and facilitative administration:* leaders who take decisions that influences the way in which teachers work with students, and creating new structures or procedures which support and encourage the use of the intervention,

- *Systems interventions* are changes in the external systems in order to develop better support for the use of the intervention.

Fixsen, Panzano, Naoom, & Blase, 2008

Competency and organizational components

Performance Assessment (Fidelity)

COMPETENCY

ORGANIZATION

Coaching

Systems Intervention

Training

Facilitative administration

Integrated & Compensatory

Selection

Decision support data system

Leadership

Facilitators of implementation at the school

- High problem awareness and willingness to prioritize the intervention,

- "Face-to-face" skill based dissemination with coaching and practice feedback,

- Patient and insistent leadership at the school level,

- Support from local champion advocates, gate keepers or opinion leaders,

- The prevention of staff turnover and ongoing training to replace those who quit,

- The quality of the training and supervision, and good practical support from the change agents.

Overview Tuesday April 29th

- Positive Behavior Support Model (N-PALS)

- Prerequisits for implementation,

- Matching interventions to students risk level

- Teacher behavior

- Implementation issues with PALS and connection with RESCUR project,

- Discussion

Topic 1

THE POSITIVE BEHAVIOR SUPPORT MODEL (N-PALS)

The PALS schoolwide positive behavior support model

- PALS is a school-wide, multi-level, and multi-component 3-year intervention model for primary schools adapted from the Positive Behavior Support model (SPBS; Sprague & Walker, 2005),

- To prevent and cope with student problem behavior and to promote social competence in schools,

- Implemented in a step-wise manner at universal, selected, indicated level, and adjusted to each school's culture and needs,

- Interventions are implemented according to the PALS assessment system (SWIS), and matched to the students' developmental and learning needs.

1. Principles of N-PALS

- **School-wide interventions**. The school-wide approach involves all students and the whole staff and emphasizes that monitoring and interventions should target all arenas of the schools. The approach stresses the importance of consistency in the communication of norms, and common rules.

- **Multi-modal interventions**. Multi-modal interventions are implemented at the individual level, the classroom or group level, the school level and the system or organizational level. Interventions might target students directly or indirectly through the staff.

- **Matching interventions to the students' risk level**. A three-tiered model of assessment and intervention is differentiating between universal (primary), selected (secondary) and indicated (tertiary) interventions.
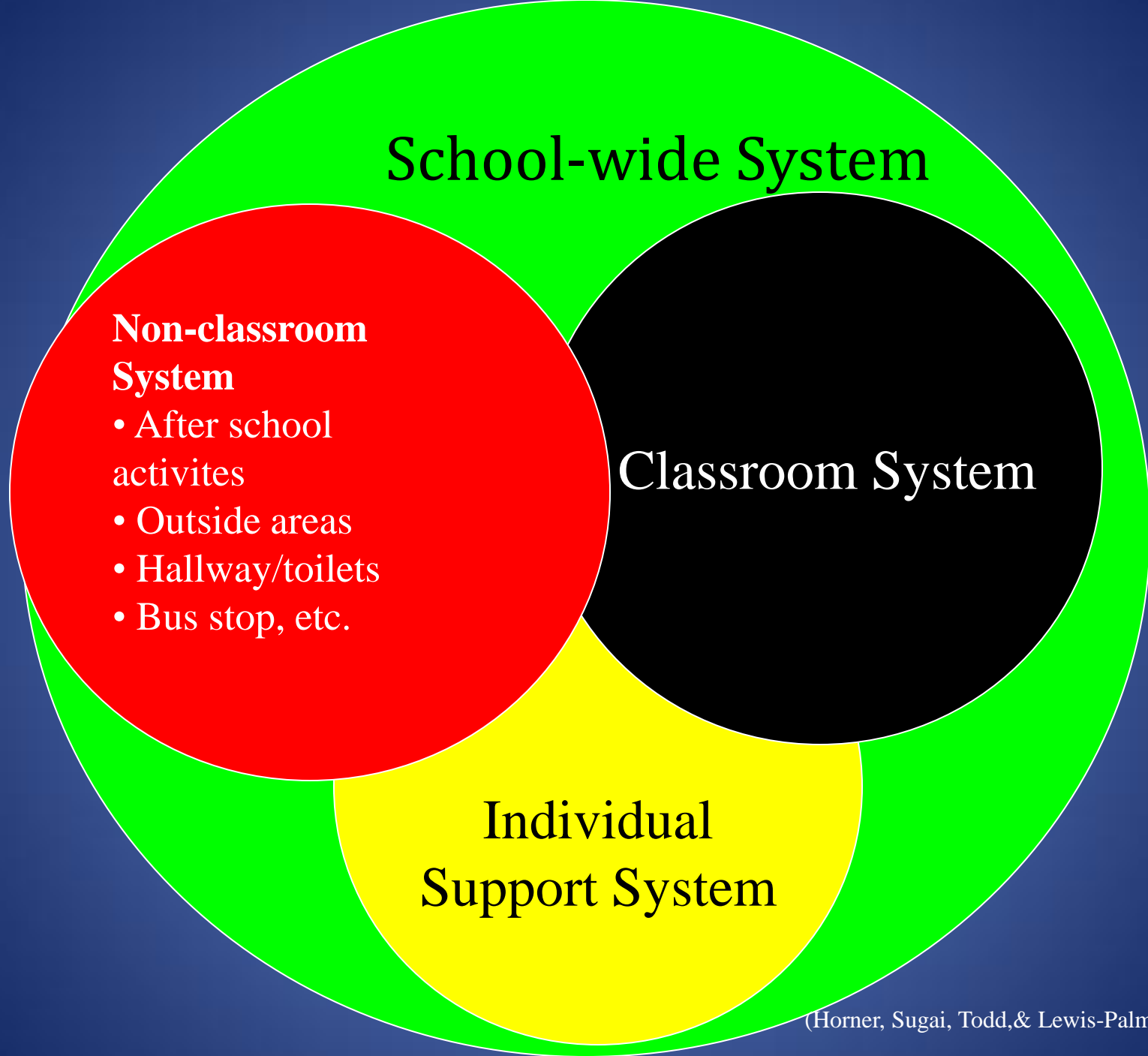
2. Principles of N-PALS

- **Positive behaviour support** emphasizes the importance of communicating to the students rules and expectations about what they are expected to do, and the systematic use of positive feedback and consequences in order to promote positive behaviour.

- **Action-oriented and skills-oriented** interventions. Students learn more from what teacher and staff do, than from what they say. Although, increased teacher awareness and reflection is emphasized in the PALS model, it is followed by practical problem solving, planning and concrete action.

- **Problems-oriented and resource-oriented** interventions. Assessment of risk factors is combined with systematic attention to protective factors and resources, both in the students and in the school environment at each school.

3. Principles of N-PALS

- **Academic and social competence** is the combined aim of the interventions. Social and academic competence are mutually reinforcing, and either of the two might be the cause of the other. Consequently, both academic skill deficits and social skills deficits are targeted in an overall intervention strategy with problem students.

- **Team-based intervention approach**. A team models in which all important groups at the school are represented, including the school leadership and the parents. Teams who are familiar with the intervention components and well trained in the implementation strategy are the link between the programme supervisor and the school staff.

- **Interventions implemented with fidelity**. The core components of the programme model should be carried out as planned and consonant with the programme's goals and theoretical assumptions

PALS – 4 main goals:

- Build a positive social culture through support and involvement from the entire school environment (system)

- Promote a good teaching environment through development of social competence and positive behavior (practice)

- Give the school's staff knowledge and skills to prevent and handle problem behavior (data/information gathering)

- Maintain knowledge and competence over time (results)

Anne Arnesen -
Atferdssenteret -
University of Oslo

School-wide System

Non-classroom System
• After school activites
• Outside areas
• Hallway/toilets
• Bus stop, etc.

Classroom System

Individual Support System

(Horner, Sugai, Todd,& Lewis-Palmer (1999)

Prerequisites for implementation

- Define at least one goal for improving the school's academically and social culture

- The school evaluates the need to develop positive behavior and promote a supportive teaching environment

- Positive support and participation from the school's management/leadership/administration

- At least 80% positive support from the staff

Prerequisites for implementation

- Establishing a representative school team,

- Support and participation from parents, administration and other stakeholders,

- Allow enough time, prioritize resources and have focus on the program for 2-3 years

- Collect data on the implementation process and the outcomes.

Matching Interventions to the Students' Risk Level
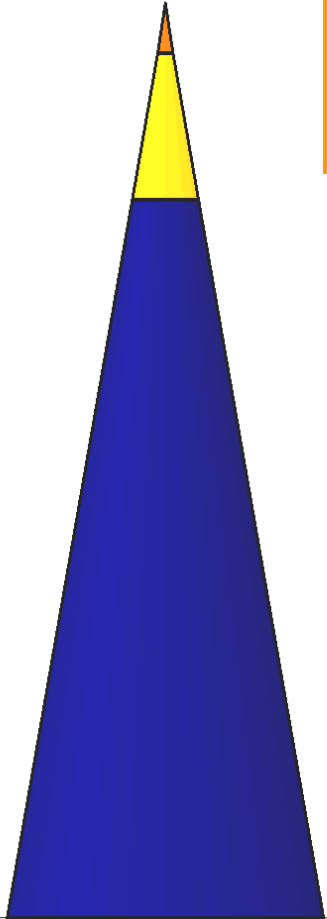
INDICATED LEVEL (high risk)
- Individual & multi-systemic support plan based on functional assessment
- Intensive social skills training with coach ("SNAP")
- Parent Management Training (PMTO) for parents
- PMTO-based behavior management training for teachers

SELECTED LEVEL (moderate risk)
- Additional social skills training (individual students or small group instruction)
- Additional academic support (individual students or small group instruction)
- Emotional regulation and effective problem solving skills (teacher)
- Proactive classroom management skills (teacher)
- Increased home-school cooperation

UNIVERSAL LEVEL (low risk)
- School intervention team
- Establishing school-wide rules and their application (rule matrix)
- School-wide IT-based problem behavior registration system (SWIS)
- School-wide procedures for encouragement of positive student behavior and predictable consequences to problem behavior
- Proactive classroom management, academic support & good directions
- Promoting positive behavior and social competence:
    - Teaching school-rules & expected behavior
    - Social skills training (e.g. Second Step)

	Be Respectful	Be Responsible	Be Safe
In the class room	• Put up your hand if you want to say something • Listen and follow instructions • Hands and feet to yourself • Listen when others speak • Use your inside voice • Be polite • Use your class mates and teachers names • Leave other people belongings alone • Be honest to yourself and others	•Check the schedule - bring what you need • Be there, be ready • Go quickly to your work station • Try before you ask for help • Work calmly without disrupting others • Say so if you need help • Think for yourself – make your own choices and stand by them	• Help others • Co-operate with others • Laugh with not at • Give praise • Great others
In the hall way	• Leave other peoples belongings alone • Hands and feet to yourself • Use your inside voice • Talk nicely to each other • Respect others who work	• Put your shoes and coat in its right place • Tell someone if someone needs help • Walk slowly • Open doors carefully	• Help each other • Show that you see people around you • Greet each other
In the school yard	• Leave others to play • Talk nicely • Follow the rules in ball games and play (if you are not sure ask and adult • Follow instructions from adults • Wait for your turn • You can throw snowballs at the bull's eye	• Care about the outside area • Use the equipment for what it is intended • Deliver back what you have borrowed • Dress for the condition • Go inside when recess is over • Stay inside school grounds	• Let those who want to, join the game • Care about how others feel

Topic 3

IMPLEMENTATION ISSUES

Implementing PALS (1)

- Implementation teams are in place at each school, with participants from staff, administration, parents, and school psychological services.

- The teams plan and implement interventions, introduce PALS to parents and staff, adapt the PALS handbook to the school's situation, monitor the process and outcomes, and coordinate the schoolwide assessment of risk and protective factors.

- PALS supervisors supply monthly training and consultation with the teams, while the team trains the school staff on a weekly basis.

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Implementing PALS (2)

- The program remains in place at each school for three years and in the first year, universal schoolwide and classroom planning occurs and the school staff receives training.

- During the second year, staff combines universal interventions targeting all students with selected interventions targeting at-risk students.

- In the third year, staff adds functional assessments and interventions targeting the high-risk students to the program. PMTO is an option for parents of the high-risk children; their teachers receive supervision based on PMTO principles.

Structure for implementation

2.year of implementation
- Follow-up school and class-room level
- Continue implementing at individual and group
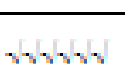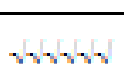
1.year of implementation
- **Implement school-wide and class-room interventions**
- **Develop the team's competence**
- **Plan/develop skill training on individual and group level**

Assess risk and protective factors in the school
- Establish a school team (administration,staff,parents,school-psychol.services)
- Monthly counseling in the teams
- Involving the entire staff in weekly meetings (core components)
- Staff and parents meeting (orientation and consent)

Implementation checklist

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
9	7	4	1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.	4	4	3
2	6	12	2. Expected student behaviors are taught directly.	10	4	6
7	9	3	3. Expected student behaviors are rewarded regularly.	6	6	
7	11	3	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	6	4	4
	8	9	5. Consequences for problem behaviors are defined clearly.	11	3	3

CLASSROOM SYSTEMS

| Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq$ 75% correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

The first evaluation of PALS

- Researchers evaluated the effectiveness of PALS in a quasi-experimental design in 4 elementary schools two years after implementation (Sørlie & Ogden, 2007).

- All 4 comparison schools had initiated some type of school improvement projects in order to promote positive student behavior and/or improve learning conditions.

- The outcome study concluded that PALS seemed to be a promising intervention model for schoolwide prevention of behavior problems, and for the promotion of positive behavior.

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The second evaluation of N-PALS
(2007 – 2012)

- A quasi-experimental design in which comparison schools were matched to the PALS schools on school size and geographical location.

- 65 schools contribute to the study, out of which 28 schools implement the full scale PALS model, and 20 schools recruited from the same municipalities are comparison schools.

- Moreover, 17 schools from different municipalities implemented a abbreviated or brief version of PALS, referred to as the PALS Compressed model (PC) (multiple comparison groups).

Figure 1. PALS evaluation timeline 2007 - 2012
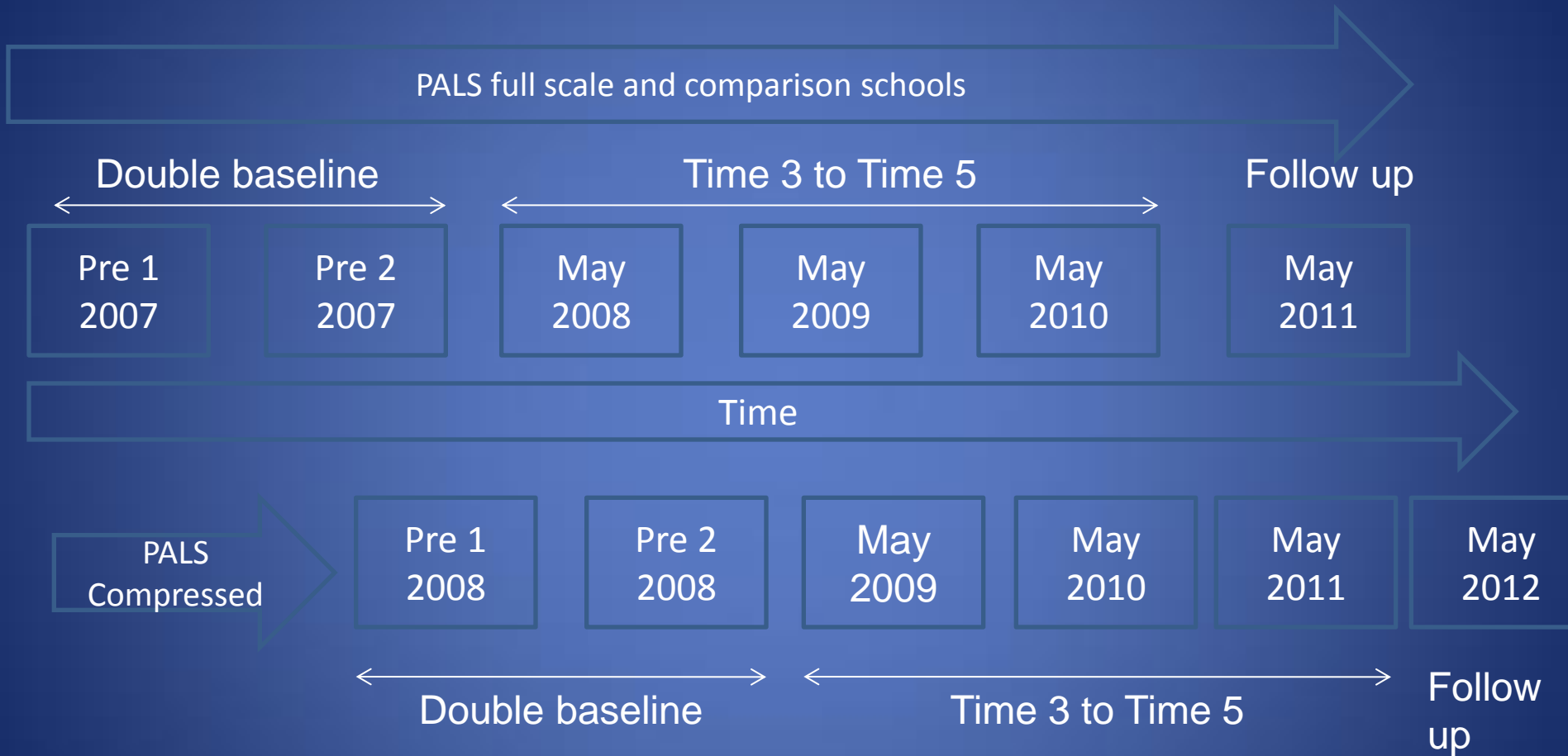
The take home message

- The single most important factor in translating theory to practice is to maintain the purity of the original idea throughout the entire implementation process.

- Many competing forces will dillute, defocus and devalue the orginal research concept unless someone maintains "iron control" over the implementation process from beginning to end.

- Not only do you have to know when to be **rigid** but you also have to learn where to be **flexible**