

THE IMPLEMENTATION OF SCHOOL-BASED INTERVENTIONS

Implementation – Monitoring and
Evaluation



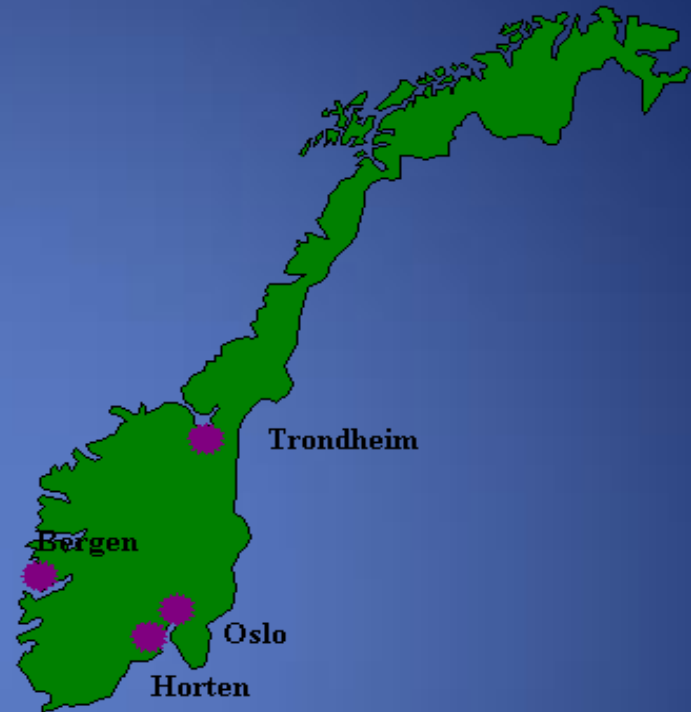
RESCUR seminars in Crete
University of Crete, Rethimno
April 28th and 29th 2014

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Norwegian Center for Child Behavioral Development

A governmental initiative was launched in Norway in 1999 with the goal of increasing the capacity and the competence of the child and adolescent service system to address the challenges of child conduct problems



The aim was to decrease the use of incarcerations and out of home placements due to serious behavior problems by implementing family based empirically supported interventions (ESI's).

Terje Ogden - biosketch

- Terje Ogden (PhD) holds the position as Research director at the Norwegian Center for Child Behavioral Development, Unirand and is also Professor at the Institute of Psychology, University of Oslo, Norway.
- Ogden is trained as a teacher for students in primary and secondary school (1970) and graduated from the Institute of Educational research at the University of Oslo 1979.
- He has specialized in intervention and implementation research and interests include clinical trials and implementation of empirically supported interventions (ESI) targeting antisocial children and youth.
- Ogden is also the project leader of a longitudinal prospective study of the social development of children in which the development of approximately 1200 children are followed from 6 months to 7 years of age (The Behavior Outlook Norwegian Developmental Study – BONDS) in order to determine the early development of externalizing behavior problems and social competence.

Publications

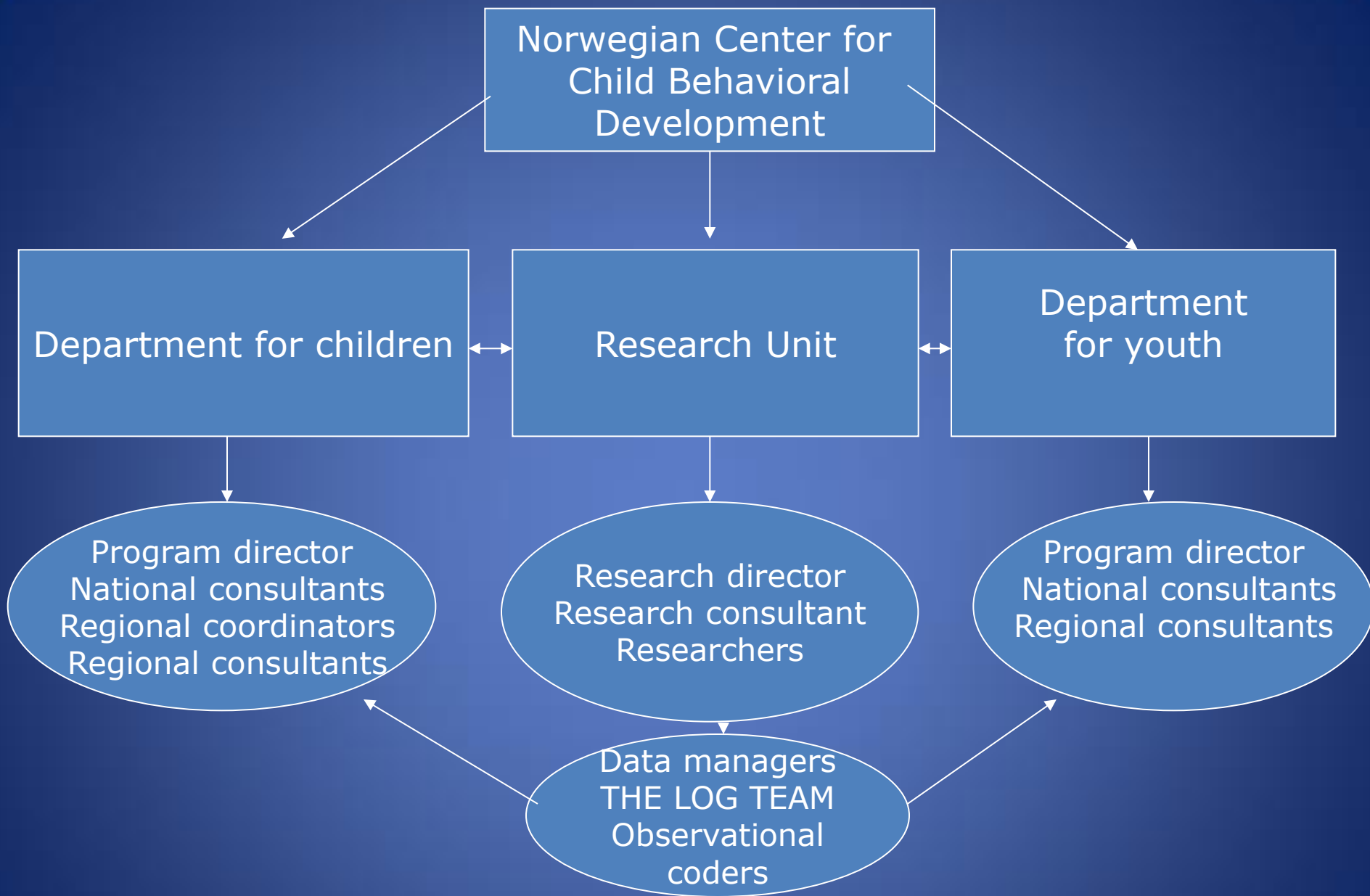
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The Norwegian Center for Child Behavioral Development

www.atferdssenteret.no

Program
selection

Long term
funding

Evidence
based policy
support

Recruitment
Training
Supervision

Technical
support

Center for implementation and research

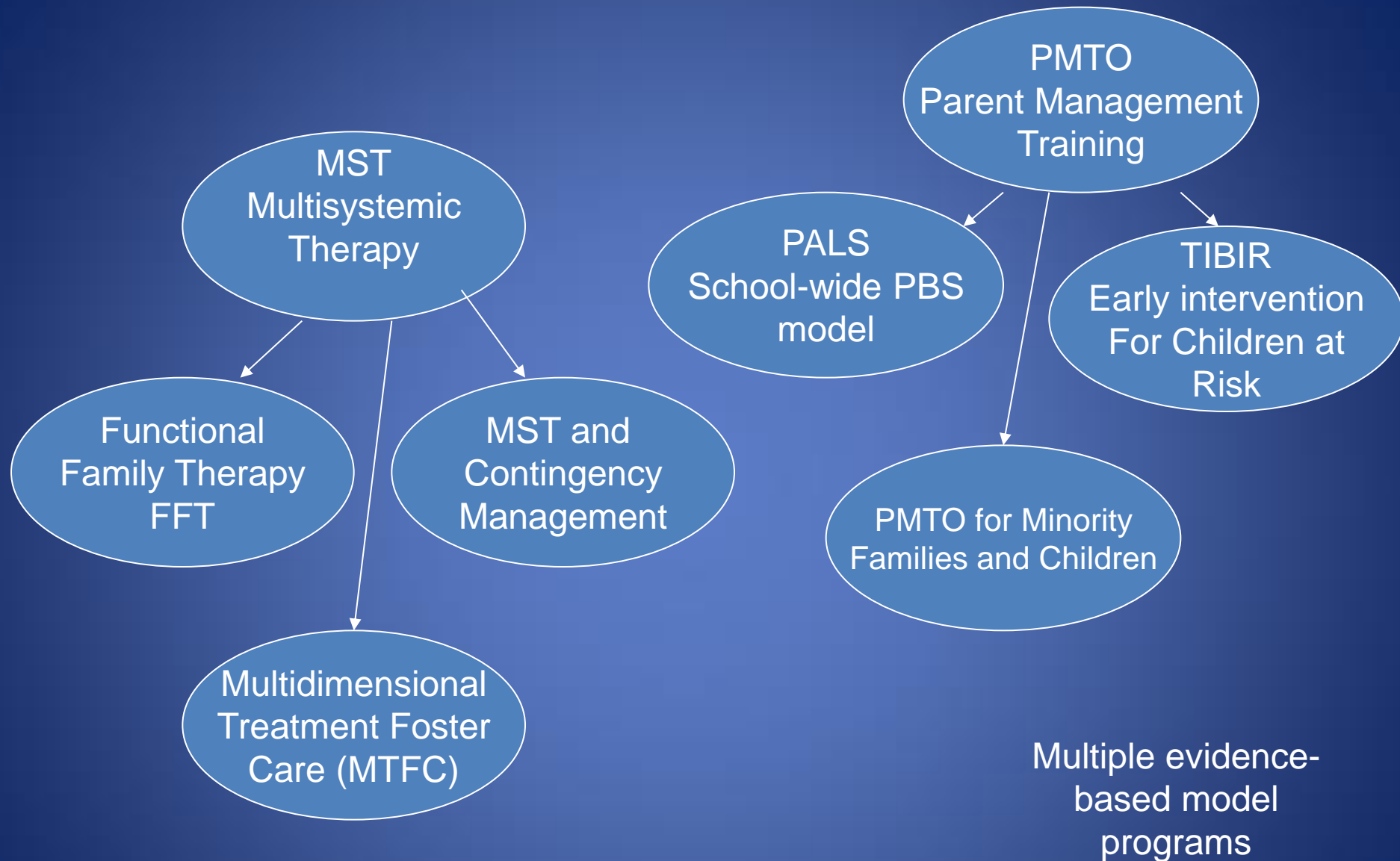
Program development and implementation
Technical support

Monitoring of program- and treatment integrity

Multi-allegiance research on:

Outcomes, implementation, mediators and
change processes

Sustainability of
programs and
clinical outcomes



Overview Monday April 28th

- Elements of successful implementation
- Facilitators and obstacles in the implementation process,
- Universal program characteristics
- Universal school-based interventions
- Lessons from SEAL
- Lessons from programs to strategies
- Discussion and connection with RESCUR project.

Overview Tuesday April 29th

- Positive Behavior Support Model (N-PALS)
- Prerequisites for implementation,
- Matching interventions to students risk level
- Teacher behavior
- Implementation issues with PALS and connection with RESCUR project,
- Discussion

Outcomes?

- What is the essence or the core components of the curriculum,
- What characterizes and ideal universal school based curriculum for academic, social and emotional learning in primary school?
- What are the facilitators and obstacles of a high quality implementation?
- The elements of a high quality implementation plan?
- The evaluation of the implementation – process and outcomes?

Topic no 1

ELEMENTS OF SUCCESSFUL IMPLEMENTATION

Implementation at a glance

- The quality of the implementation is a key to good outcomes, and interventions “that work” are of little value without proper implementation.
- Some interventions are easier to implement than others,
- Some implementers are more competent and successful than others,
- Some implementation sites (schools) are more open to new interventions than others,
- Some implementation strategies are more effective than others.

The formula for successful implementation

$$SI = f(E, C, F)$$

SI = Successful implementation

f = function

E = Evidence (research, experience, and user preferences)

C = Context (the environment in which the intervention is implemented)

F = Facilitation ("making it happen" – implementation and leadership)

What does it take to change practice?

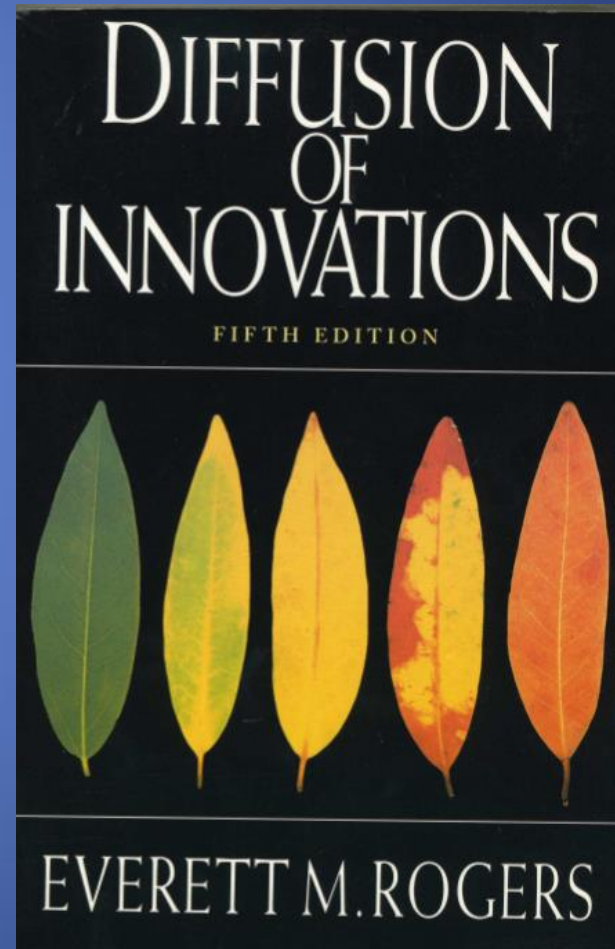
| | Result | Result | Result |
|---------------------------------------|-----------|--------|----------------------|
| Components: | Knowledge | Skills | Transfer to practice |
| Knowledge dissemination | 10 | 5 | 0 |
| Dissemination with practical examples | 30 | 20 | 0 |
| Own practice at the training | 60 | 60 | 5 |
| Coaching or supervision at work | 90 | 95 | 95 |

From diffusion to implementation

Diffusion is the passive process by which a growing body of information about an intervention, is initially absorbed and acted upon by a body of highly motivated recipients,

Dissemination is the targeted distribution of information and intervention materials to a specific audience,

Implementation is the use of strategies to adopt and integrate evidence-based interventions and change practice patterns (behavior change) within specific settings (Fixsen et al., 2005).



"Readiness"

- Problem awareness of the services and their openness and interest in change affects the interest to adopt new practices,
- 'Readiness' is all about the demand and support for new initiatives among teachers and other school personnel, based on the awareness of a problem and how motivated and committed the staff is to do something about it (e.g. resilience, social competence, bullying, underachievement, dropout, acting out behavior).

Implementation strategies

The well-known distinction between diffusion and dissemination on the one hand and implementation on the other highlights the difference between passive and active approaches to knowledge transfer,

Implementation strategies may also be categorized as “topdown” or “bottom up.”

In a top-down linear model new interventions are disseminated from a central source to the local level or sites (effective, counter-forces),

A bottom-up or decentralized approach signals that new interventions are initiated by individuals and stakeholders at the community level (ownership and commitment at practitioners level; fidelity problems).

Improved strategies: An active implementation framework

- First, the active implementation framework summarizes the importance of knowing WHAT the intervention is prior to attempting to use it in practice,
- Second, the active implementation framework describes HOW interventions are supported in practice - (recruitment, leadership, training, supervision, fidelity assessment),
- Finally, the active implementation framework describes WHO does the work of implementation (individuals or teams of purveyors).

Implementation quality

Dosage: the right number of sessions are implemented with the right length and at regular intervals,

Dissemination Quality: the change agent's skills in modeling and using the techniques, her enthusiasm, preparation, and attitudes,

Participant responsiveness: How many are being engaged and involved in intervention activities and in the content of the intervention,

Adherence: all core components are applied as intended and the fidelity to the intervention is monitored and evaluated (process and outcomes).

What do practitioners look for?

- Practitioners are not impressed or convinced by data – their decisions about adopting new practices are more often based on someone telling a good story;
- For instance, practitioners want to see and hear other practitioners talk about the intervention.
- Perceived advantages by potential adopters (Jim Dearing, 2009):
 - ☐ Cost *****
 - ☐ Simplicity *****
 - ☐ Compatibility *****
 - ☐ Evidence **
 - ☐ Trialability *
 - ☐ Observability *

Implementation facilitators

- Practical and technical support including attractive and user friendly material,
- “Buy in at all levels” – long term commitment from practitioners, leaders, policy makers and the local community,
- “Timing” is important, and the intervention should be matched to the needs and priorities of the agency or the organization,
- The intervention should be compatible with the values and theoretical orientation of the agency or organization,
- Competence building is the key – evidence without capacity for training is of little value.

«Adoption»

- The term 'adoption' was introduced by Rogers (1995) to describe the decision to start implementing an innovation,
- He differentiated between 'early adopters', 'late adopters' and 'refusers' ,
- The decision to adopt the programs is a signal to start the implementation, however, it is no guarantee of a successful implementation,
- More important than individual characteristics are often organizational factors in school and school cultures can influence the extent to which practitioners start implementing the intervention.

Important local conditions

- Having gatekeepers that support the intervention: support from the local community and from leadership and colleagues,
- Willingness to commit to implementing interventions with a high degree of competence and integrity,
- Local interest and demand for action, as well as recruitment of teachers who will practice the intervention,
- Sufficient resources are allocated / available (time, money, personnel), and good physical conditions,
- Low turnover in the administration and among practitioners.
- Good professional and technical support from implementors,

What is practical and technical support?

- Structure, content, timing and quality of training and supervision in the use of the intervention,
- Routines that captures teacher needs or solve problems along the way,
- Quality Assurance - evaluating and monitoring the performance and integrity,
- Implementers who are friendly, knowledgeable and available, who are experienced, good listeners and helpful problem solvers,
- Materials and books, relevant, attractive and user-friendly.

Participant responsiveness

- **Contributions from the change agent:**
 - Clear and enthusiastic communication – face-to-face
 - Process skills – interactive skills like active listening, summary etc.
 - Customization: adds or modifies according to the participant's needs and variations in context, but does not detract from the intervention or programme,
- **Participant responsiveness:**
 - The perceived relationship with the change agent
 - High attendance – shows up,
 - Active participation – interested and contributing,
 - Committed: does homework or requested tasks,
 - Gives positive evaluations.

Indicators of successful implementation

- Is the intervention working – is it effective?
- Is the intervention acceptable, and does it meet the needs and improve outcomes for students?
- Is the intervention implemented with fidelity?
- How many teachers are actively using the intervention?
- What are the environmental or contextual circumstances that improve the likelihood of success?
- Is there a dosage effect?
- Any un-intended consequences or outcomes?
- What are the long term costs and benefits of the interventions?

What does not work?

- Information dissemination alone (research literature, mailings, practice guidelines) is an ineffective implementation method,
- Training (no matter how well done) by itself is an ineffective implementation method,
- The strongest evidence concerns skill-based training and practitioner performance or fidelity measures.
- Good evidence also supports the need for coaching and practitioner selection.

Fixsen et al., 2005

Implementation in school - summary

- **Readiness:** The degree to which staff are motivated and decides to start implementation of the program or curriculum,
- **Problem Awareness:** When the majority of staff wants to prioritize a problem and put it on the agenda,
- **Understanding:** The program or curriculum is perceived as relevant to the school's challenges and that it will be more effective than current practice,
- **Resources:** Sufficient resources in terms of time, money and staff,
- **Gate-keepers:** People with influence, expertise and willingness to implement changes in practice,
- **Training and Evaluation:** Adequate training and supervision of staff and procedures for registering implementation process and outcomes.

Topic 3

THE CHARACTERISTICS OF UNIVERSAL SCHOOL BASED PROGRAMS

What characterizes universal programs for good mental health and positive behavior?

(Weare & Nind, 2011)

- An overview of 52 systematic reviews and meta-analyses of interventions promoting positive mental health and preventing problem behavior in school,
- The most successful interventions were universal and targeted all students, but the high risk students benefited the most from projects which combined universal and individual interventions,
- Efforts to improve mental health can also have a positive effect on the students' academic learning and achievement, attendance and learning behavior.

An ideal developmental model (Weare & Nind, 2011)

- A universal research based model for good mental health and positive behavior focuses on positive learning support and the following characteristics:
 - **School-wide** approach and implementation,
 - **Skills oriented** and promoting competence,
 - **Differentiated** and adapted to the students' abilities and needs, and striking a good balance between universal and individual interventions
 - **Integrated**; competency and mental health promoting interventions should be an integrated part of the teaching rather than being treated as a separate topic.

Universal school-based interventions

- School-wide positive learning support (academic and social),
- Social skills training which helps students cope with academic and social demands,
- Classroom management to promote good learning conditions,
- Student contributions: Teachers allow for students' views and opinions,
- Teachers establish good social relations to students,
- Teachers encourage students to be supportive, considerate and pay attention to each other.

Social and emotional learning

(Jones & Bouffard, 2012)

- Daily practice in school influences the emotional development of children – small changes may be of great importance, for instance the way staff talk to students,
- Collective positive interaction with students which communicates positive expectations, meeting challenges in the same way, with respect, helpfulness and a problem solving attitude,
- If students should change what they say and do, so should the school staff,
- Establishing good habits or routines in daily practice, in order to communicate expectations, solving problems and conflicts etc.

The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students

John Payton
Roger P. Weissberg
Joseph A. Durlak
Allison B. Dymnicki
Rebecca D. Taylor
Kriston B. Schellinger
Molly Pachan

We recommend that well-designed programs that simultaneously foster students' social, emotional, and academic growth be widely implemented in schools.

Findings from Three Scientific Reviews

Main Findings

Overall, the results indicated strong and consistent support for the value of SEL programs. There were six major sets of findings:

1. Students in SEL programs demonstrated improvement in multiple areas of their personal, social, and academic lives. SEL programs fostered positive effects on: students' social-emotional skills; attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance. Notably, SEL programming yielded an average gain on achievement test scores of 11 to 17 percentile points.
2. SEL interventions were effective in both the school and after-school setting and for students with and without presenting problems. They were also successful across the K-8 grade range, for schools in urban, suburban, and rural areas, and for racially and ethnically diverse student bodies.
3. Studies that collected data at follow-up indicated these effects remained over time — although they were not as strong as the results at post (i.e., immediately after the intervention).
4. Data from the Universal and Indicated Reviews also indicated that SEL programs were effective when conducted by school staff, suggesting that these interventions can be incorporated into routine educational practice.

Evaluation of social and emotional learning

(Durlak et al., 2011)

- The evaluation of 213 schoolbased, universal primary prevention programs showed positive results for social and emotional skills, attitudes towards self and others, positive behavior, less behavior problems and social and emotional problems and improved academic achievements,
- The most successful programs were well designed and well implemented with explicit skills focus and learning of social skills, interactive learning approaches and high implementation quality,
- Teachers who succeeded in implementing programs in their own practice (daily interaction, relations and teaching), got better student results.

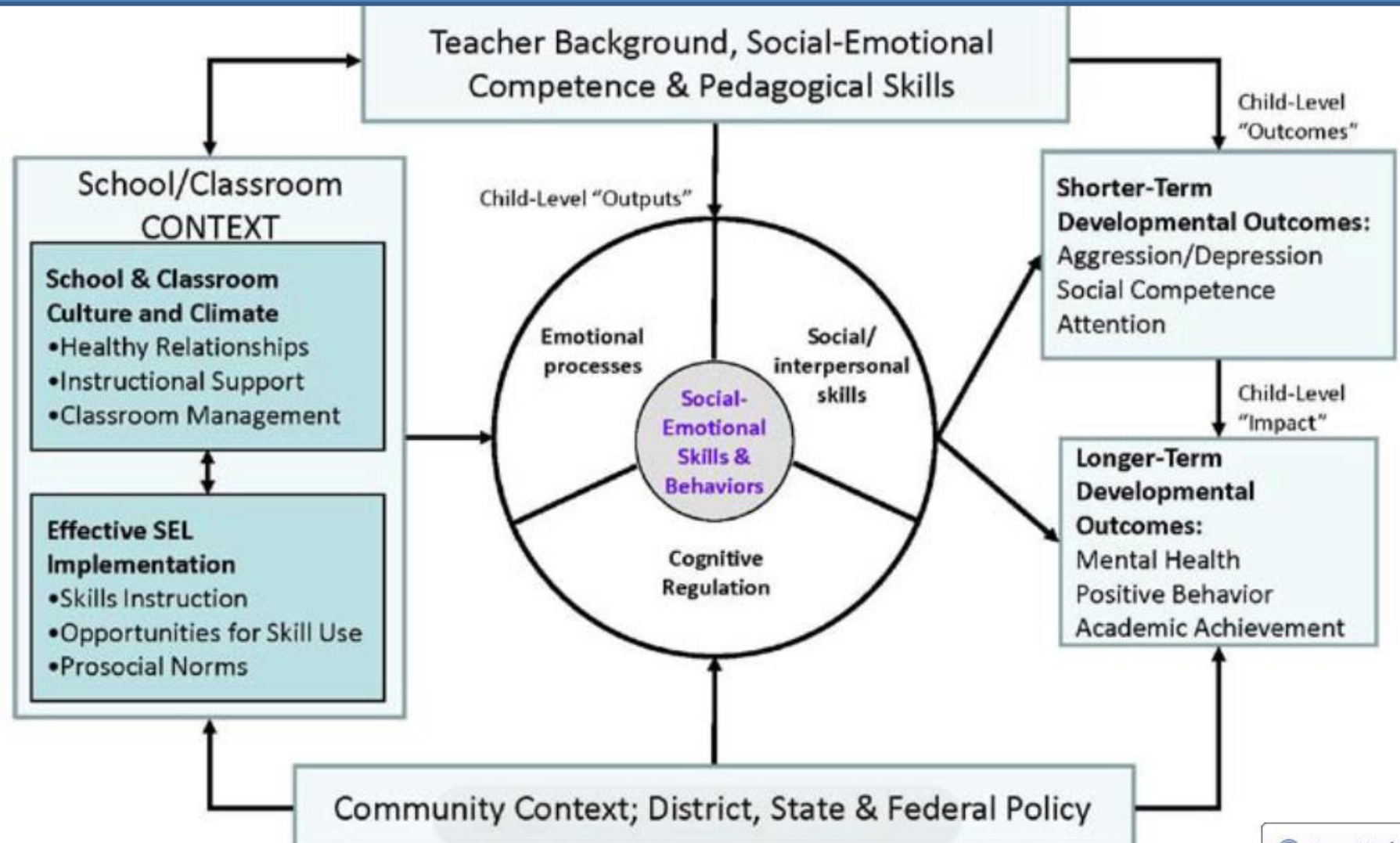
Moderators – SAFE (Durlak et al., 2011)

- Do program activities lead to the development of student skills? (Sequence),
- Is the program using active approaches to teach student skills ? (Active),
- Do the program have at least one component that contributes to the development of social and personal skills? (Focused),
- Do the program aim at learning the students specific social and emotional skills rather than focus on a general positive development? (Explicit),
- Has the program been well implemented?

Practical obstacles to implementing social learning in school

- **Restrictions:** often implemented without enough time – or with only half an hour per week,
- **Fragmentation and marginalization;** few efforts to promote the application of the skills in the daily life of school,
- **Limited to classroom focus;** the skills are not followed up in areas outside of the classroom.
- **Limited training of teachers;** the training is inadequate and teachers do not master the skills or the way they should disseminate them.

From programs to strategies



Social and emotional learning in schools. From programs to strategies
S. M. Jones & S. M. Bouffard, Harvard Graduate school of education. *Social Policy Review*, 2012

Topic 4

FACILITATORS AND OBSTACLES FOR HIGH QUALITY IMPLEMENTATION

Barriers and incentives to practice change

- Barriers and incentives to practice change are associated with characteristics of the innovation itself, the provider, the practitioner adopting the practice, the students, and the inner and outer context of the school,
- Key attributes of **new practice** may include relative advantage, compatibility with current norms and value, low complexity, triability, observable benefits, and flexibility in the setting,
- Attributes of the **practitioners** may include tolerance for ambiguity, openness to change, motivation, confidence, skill, social values, and learning style.
- Attributes of the **school** include decentralized decisionmaking, professionals with specialized knowledge, lack of formality, good internal communication, and technical support for change.

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.

Topic 5

LESSONS FROM THE 'SEAL' PROGRAMME

Making the most out of school-based prevention: lessons from the social and emotional aspects of learning (SEAL) programme

Neil Humphrey*, Ann Lendrum and Michael Wigelsworth

School of Education, University of Manchester, Manchester, UK

Evaluation of SEAL, a national school-based program in England to promote social and emotional skills of pupils and staff;

1) a school-wide approach; 2) direct teaching of social and emotional skills in and 3) teaching and learning approaches that support learning of these skills, 4) continuous professional development of school staff.

The schools were encouraged flexible implementation to support the school's priorities, thereby increasing local ownership and ensure the continuation,

This received an enthusiastic reception from the staff at the schools because it recognized local priorities and encourage professional autonomy.

The lessons from SEAL

- Local adaptation enhances ownership, but increases the complexity of implementation and the teachers did not implement SEAL in line with the developers' guidelines,
- The SEAL program did not achieve objectives and did not contribute to improving all aspects of the school environment,
- **Learning Experience # 1:** Evidence-based interventions can be combined to prevention adapted to local needs, but schools should use interventions with proven efficacy,
- **Learning Experience # 2:** ... "critical components" should be identified and implemented with thoroughness,
- **Learning Experience # 3:** The change agents should know how to ensure implementation quality (how often and for how long and with what critical components implemented with integrity).

Topic 6

IMPLEMENTATION FRAMEWORKS

The RE-AIM framework

