

21st Annual RTC Conference
Presented in Tampa, February 2008

**STRATEGIES TO ENHANCE THE
DISSEMINATION AND ADOPTION OF
INNOVATION IN SCHOOL MENTAL
HEALTH**

21st Annual Research Conference
University of South Florida
February 25, 2008

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- Evidence-Based Practices for School-Wide Prevention Programs (EBP-SPP) Initiative
- Grant Funded Initiative:
 - Goal: To improve student behavioral health through identification and implementation of evidence-based school-wide prevention programs
 - [See RFP handout](#)

The Research to Practice Gap

*“...the literature on ‘evidence based practices’ in children’s mental health pays insufficient attention to features of the **school context** that might influence intervention delivery (p154).”*

Ringeisen, Henderson & Hoagwood (2003)

Collaboration Model

- Based on the Results Oriented Grant-Making and Grant-Implementation (ROGG) System
 - Phase 1: Grant Proposal Process
 - Capacity-building to better develop, implement, and evaluate prevention programs
 - Phase 2: Grant Implementation Process
 - Successful program implementation and sustainability

Custo, C.A. & Wanderman, A. (2004). Setting the stage for accountability and program evaluation in community-based grant-making. In A. Roberts & K. Yeager (Eds.), *Best reference of evidence-based research in health care and human services: Research and outcome measures in health and human services* (pp. 162-177). New York: Oxford University Press.

Strategies to Enhance the Dissemination and Adoption of Innovation

- Assess and build Readiness
- Assess and build both Innovation-Specific and General Capacities

General vs. Innovation-Specific Capacity

- Innovation-specific capacity refers to specific motivation and skills (at the individual level) and human, technical, and fiscal conditions (at the organizational level) which are necessary to successfully implement a particular innovation (Livet and Wandersman 2005).
- General capacity refers to skills that are associated with the ability to implement or improve any innovation (Flaspohler *et. al.*, 2008).

Building General Capacity for Prevention



Request for Proposals (RFP) Process

9 Month Planning Grants

- ✓ To improve student behavioral health through identification and implementation of evidence-based school-wide prevention programs
- ✓ Eligible applicants are elementary and middle schools located in one the Foundation's 20 counties

3 Year Implementation Grants

- ✓ To improve student behavioral health through evidence-based school-wide prevention programs
- ✓ Eligible applicants are elementary and middle schools that have successfully completed a previously awarded planning grant

Assessing and Building Readiness

Results Oriented Grant Making




Factors that influence whether an innovation is successfully adopted (Davis, 1978)

- | | |
|---|--|
| ▪ organization's ability to carry out change | ▪ timing of the innovation |
| ▪ values of the organization | ▪ perceived obligation to engage in change |
| ▪ information about the innovation that would match perceived needs | ▪ anticipated negative consequences |
| ▪ prevailing circumstances | ▪ anticipated positive consequences. |


Identifying "ready" schools

- Core Planning Team must attend RFP Workshop
 - Principal, Teacher, Counselor/School Psychologist, SMH personnel, and one other
- School staff complete online assessment of readiness and capacity
- Results of assessment fed back to Core Planning Team
- Core Planning Team and larger planning team use results of online assessment in planning grant proposal



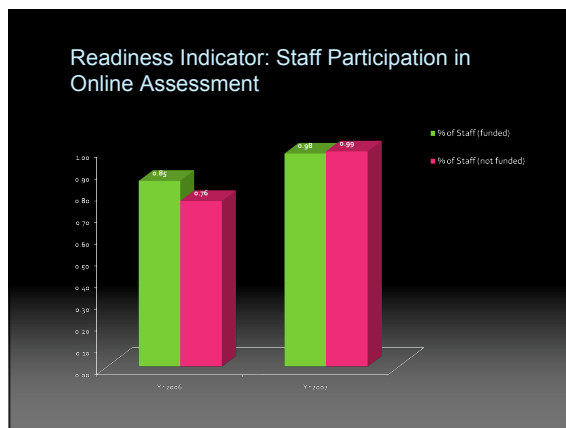
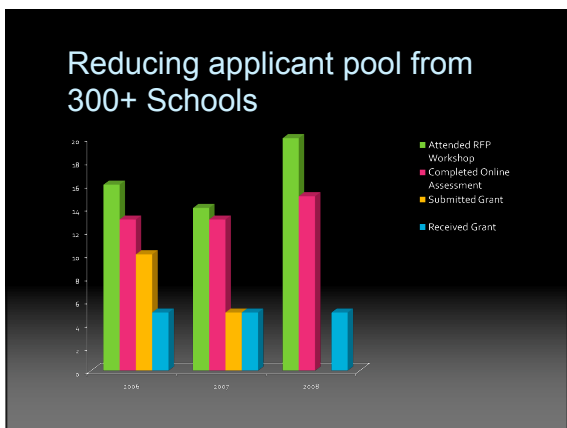
Selection Criteria for *Planning* Grant Recipients

- ✓ Strong commitment of school to complete the planning process and implement an evidence-based prevention program
- ✓ High percentage of staff that complete the online readiness survey
- ✓ Results from online readiness survey indicate that the school is ready to plan for a prevention program
- ✓ High incidence of behavioral health problems
- ✓ High percentage of SED students
- ✓ High percentage of students in Free/Reduced Lunch Program
- ✓ Address cultural, racial, and ethnic issues
- ✓ Clearly delineated planning budget with justification of each line item



Selection Criteria for *Implementation* Grant Recipients

- ✓ Strong commitment of school to implement and sustain an evidence-based prevention program
- ✓ Completed a successful planning process to select an appropriate evidence-based prevention program
- ✓ Selected a prevention program that has been rated as an evidence-based program
- ✓ High percentage of staff who indicate they are ready to implement a prevention program
- ✓ Clearly delineated implementation budget with justification of each line item



Online Readiness Assessment

2006 Cohort	% of staff completing survey	Received funding?
School #1	100%	No
School #2	27%	No
School #3	100%	No
School #4	100%	No
School #5	97%	No
School #6	33%	No
School #7	91%	Yes
School #8	100%	Yes
School #9	73%	Yes
School #10	88%	No
School #11	100%	Yes
School #12	66%	No
School #13	63%	Yes

Online Readiness Assessment

2007 Cohort	% of staff completing survey	Received funding?
School #1	100%	Yes
School #2	100%	No
School #3	100%	No
School #4	90%	Yes
School #5	100%	Yes
School #6	100%	Yes
School #7	100%	No
School #8	97%	No
School #9	97%	No
School #10	100%	No
School #11	100%	Yes
School #12	98%	No
School #13	100%	No

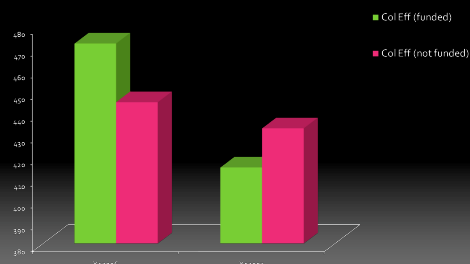
Online Readiness Assessment

2008 Cohort	% of staff completing survey	Received funding?
School #1	78%	Unknown
School #2	98%	Unknown
School #3	98%	Unknown
School #4	54%	Unknown
School #5	73%	Unknown
School #6	88%	Unknown
School #7	91%	Unknown
School #8	88%	Unknown
School #9	100%	Unknown
School #10	66%	Unknown
School #11	59%	Unknown
School #12	63%	Unknown
School #13	86%	Unknown
School #14	100%	Unknown
School #15	100%	Unknown

Readiness Assessment Results

- Readiness Assessment includes:
 - Collective Efficacy
 - School Characteristics
 - Strength-Based Practices
 - School Readiness
 - Life Satisfaction

Collective Efficacy



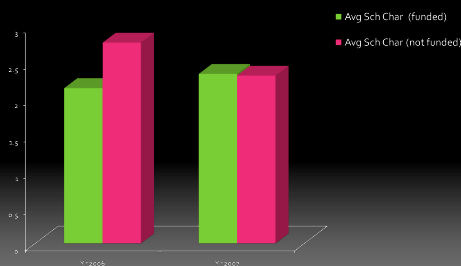
School Characteristics: My School...

- | | | |
|----------------------|-----|-----------------------------|
| Is open to new ideas | vs. | Is closed to new ideas |
| Is well-coordinated | vs. | Is poorly coordinated |
| Is stable | vs. | Is unstable |
| Is well regarded | vs. | Is poorly regarded |
| Is proactive | vs. | Is reactive |
| Has clear goals | vs. | Does not have clear goals |
| Has clear mission | vs. | Does not have clear mission |

My School...

- | | | |
|----------------------------|-----|-----------------------------|
| Is high performing | vs. | Is poor performing |
| Values relationships | vs. | Is isolated |
| Welcomes parents | vs. | Keeps parents out |
| Is safe | vs. | Is dangerous |
| Cares about families | vs. | Doesn't care about families |
| Is improving | vs. | Is getting worse |
| Is friendly | vs. | Is unkind |
| Helps all students succeed | vs. | Helps only a small group |

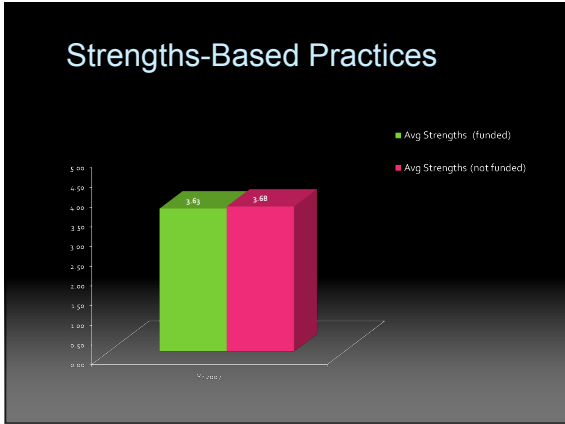
School Characteristics



Strengths-Based Practices

STAFF AT MY SCHOOL...

- help me to see strengths in myself I didn't know I had.
- help me to use my own skills and resources to solve problems
- help me to see that I am a good professional.
- encourage me to think about my own personal goals or dreams.
- respect my family's cultural and/or religious beliefs.
- have materials for students that positively reflect their cultural background.
- know about other resources I can use if I need them
- understand when something is difficult for me
- encourage me to share my knowledge with parents and teachers.
- provide opportunities for me to get to know other professionals in my building
- encourage me to go to friends and family when I need help or support.
- encourage me to get involved to help improve my community.

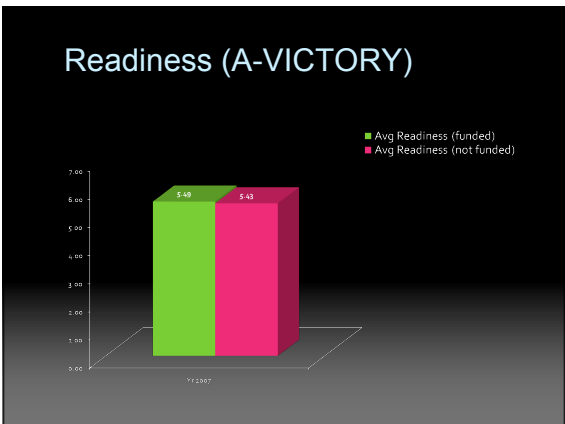


Readiness (A-VICTORY)

Reluctant to participate in a new prevention program or strategy	vs.	Willing to participate in a new prevention program or strategy
Obscure and confusing	vs.	Clear and understandable
Poor fit with my school's mission and objectives	vs.	Good fit with my school's mission and objectives
Demanding a great deal of my school's time and effort	vs.	Not demanding a great deal of my school's time and effort
Irrelevant to helping my school get good family and child outcomes	vs.	Essential to helping my school get good family and child outcomes
Unnecessary	vs.	Necessary

Readiness (A-VICTORY)

Making my work harder	vs.	Making my work easier
No benefits to my school's work with families and children	vs.	Substantial benefits to my school's work with families and children
Does not make sense	vs.	Makes sense
Resistant to my school's participation in a new prevention program of strategy	vs.	Open to my school's participation in a new prevention program of strategy
Poorly timed to fit with my school's other activities	vs.	Timed just right to fit my school's other activities
Very little (support needed)	vs.	Substantial (support needed)



LESSONS LEARNED...

Strengths:

- an attempt to address factors contributing to the disconnect between program development (in lab) and dissemination ("real world")
- a useful strategy to guide investments
- can help to raise awareness of the complex nature of planned change processes
- engagement in the process builds general capacity to participate in data-informed decision making

Challenges

- Are we being told what we want to hear?
(Bias inherent in the grant-making process)
- Working “the Cream”?
(The greatest needs are found among the least ready)
- Setting the Bar too high?