

Strengthening Adolescent Outcomes: Enhancing Adoption and Implementation of *Too Good* Prevention Programs using the Consolidated Framework for Implementation Research (CFIR)

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Outline

- Background
- Purpose
- Prevention Program
- Research Question
- Methods
- Results
- Conclusion
- Implications

Background

Good News

- Proper implementation of evidence-based programs (EBPs) produces positive outcomes for adolescents

Bad News

- Lack of evidence regarding effective strategies to prepare organizations for successful implementation of EBPs

Background

Why the lack of evidence regarding effective implementation?

- Concern for the effectiveness of interventions
- Research has focused on evaluation of and proving the efficacy and effectiveness of interventions

Background

The Research to Practice Gap

- Produces lower outcomes for adolescents
- Research and funding needs to focus more on discovering evidence-based implementation strategies to strengthen outcomes



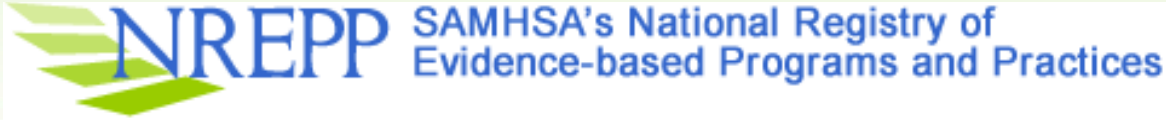
Purpose

The purpose of this study was to examine factors that affect the adoption and implementation of *Too Good* prevention programs.



MENDEZ FOUNDATION

Too Good Programs

- Evidence-based drug and violence prevention programs
- Listed on National Registry of Evidence-based Programs and Practices (NREPP) 
- The programs are developed locally by the C.E. Mendez Foundation
- Implemented in school and community settings in 50 states

Too Good Programs

Theoretical Foundation

Social Learning Theory (Bandura, 1977)

Problem Behavior Theory (Jessor, 1977)

Social Development Model (Hawkins, et al. 1992)

Too Good Programs...

- develop social-emotional learning skills
- build adolescent protective factors
- buffer risk factors

Too Good Programs

Core Components

- Goal Setting
- Decision Making
- Identifying and Managing Emotions
- Effective Communication
- Healthy Bonding and Relationships



Research Question

What are the adoption and implementation moderators and barriers of *Too Good* programs?

Methods

Methods

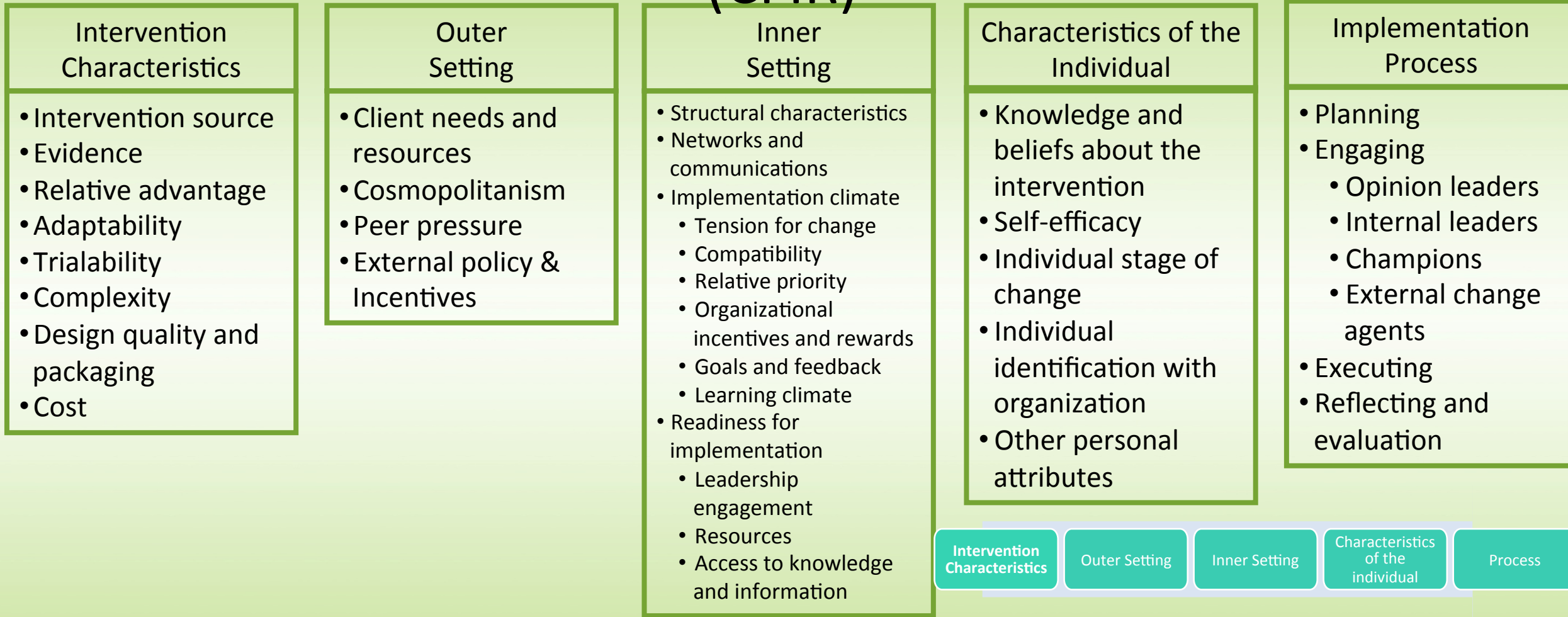
- Participants N=140 (from 36 states)
 - Adopters
 - Implementers
 - Facilitators
- Email invitation n=1,082

Research Instrument

- Research Instrument
 - 55-item web-based survey (15-25 minutes)
 - guided by the **Consolidated Framework for Implementation Research (CFIR)**
 - 5 domains with 21 out of 39 constructs of the CFIR
- Content validity was established by recruiting subject-matter experts who evaluated the survey questions.



Consolidated Framework for Implementation Research (CFIR)



CFIR Domain - Intervention Characteristics

Constructs

- Intervention source
- Evidence strength & quality
- Relative advantage
- Adaptability
- Trialability
- Complexity
- Design quality and packaging
- Cost

Survey Question

The program was developed with input from experienced professionals.

Too Good Programs can be adapted in ways that work best for my setting.

Intervention
Characteristics

Outer Setting

Inner Setting

Characteristics of
the individual

Process

CFIR Domain - Outer Setting

Constructs

- Patient needs and resources
- Cosmopolitanism
- Peer pressure
- External policy & incentives →

Survey Question

What kind of funding support did you or your school/community agency receive to purchase *Too Good* Prevention Programs.

Intervention
Characteristics

Outer Setting

Inner Setting

Characteristics of
the individual

Process

CFIR Domain - Inner Setting

Constructs

- Structural characteristics
- Networks and communications
- Culture
- Implementation climate
 - Tension for change
 - Compatibility
 - Relative priority
 - Organizational incentives and rewards
 - Goals and feedback
 - Learning climate
- Readiness for implementation
 - Leadership engagement
 - Resources
 - Access to knowledge and information

Survey Question

Administrators at my school or community setting are involved in the planning process to implement *Too Good* prevention programs.

Intervention
Characteristics

Outer Setting

Inner Setting

Characteristics of
the individual

Process

CFIR Domain - Characteristics of Individuals

Constructs

- Knowledge & beliefs about the intervention →
- Self-efficacy →
- Individual stage of change
- Individual identification with the organization
- Other personal attributes

Survey Question

The staff at my setting has a favorable attitudes toward *Too Good* prevention programs.

I am confident in my ability to fully implement *Too Good* prevention programs.

Intervention
Characteristics

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the individual

Process

CFIR Domain - Process

Constructs

- Planning
- Engaging
 - Opinion leaders
 - Internal leaders
 - Champions
 - External change agents
- Executing
- Reflecting and evaluation

Survey Question

Does your setting appoint a person to monitor the implementation of *Too Good* prevention programs?

Intervention
Characteristics

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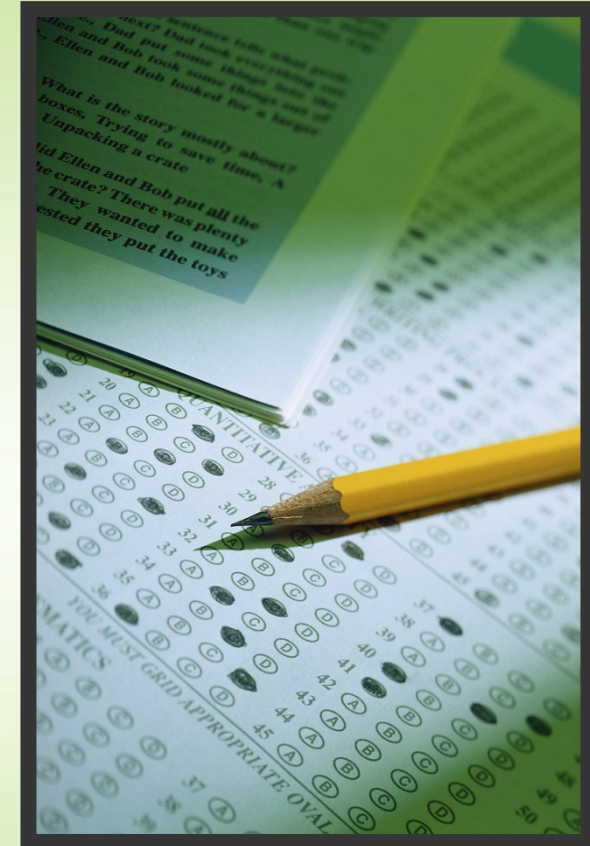
Process

Creating a
healthier world.

Results

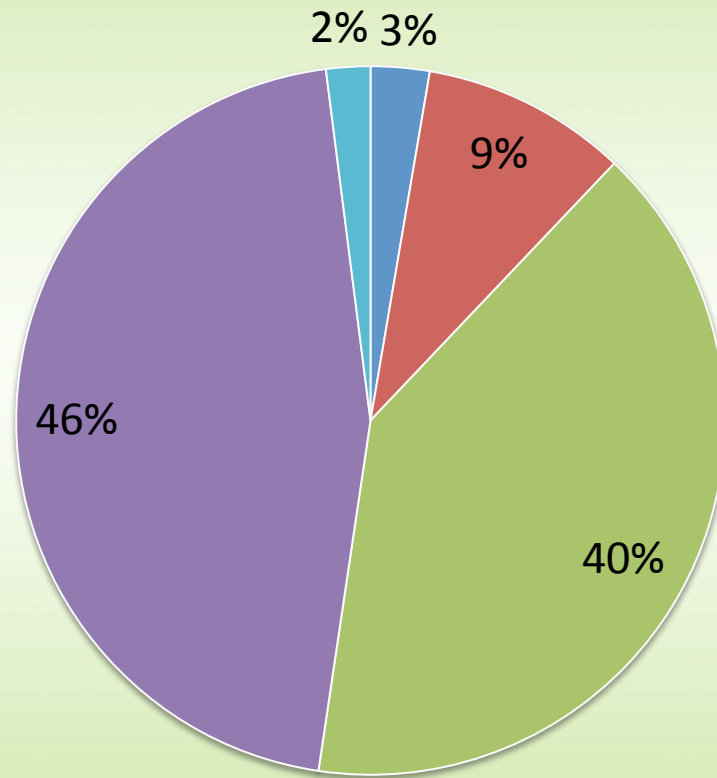
Results - Demographics

- Gender
 - Male 14%
 - Female 84%
- Age
 - Under 25 (1%)
 - 25-29 (11%)
 - 30-39 (27%)
 - 40-49 (26%)
 - 50-59 (23%)
 - 60+ (9%)
- 67% of respondents were facilitators of *Too Good* programs.



Education

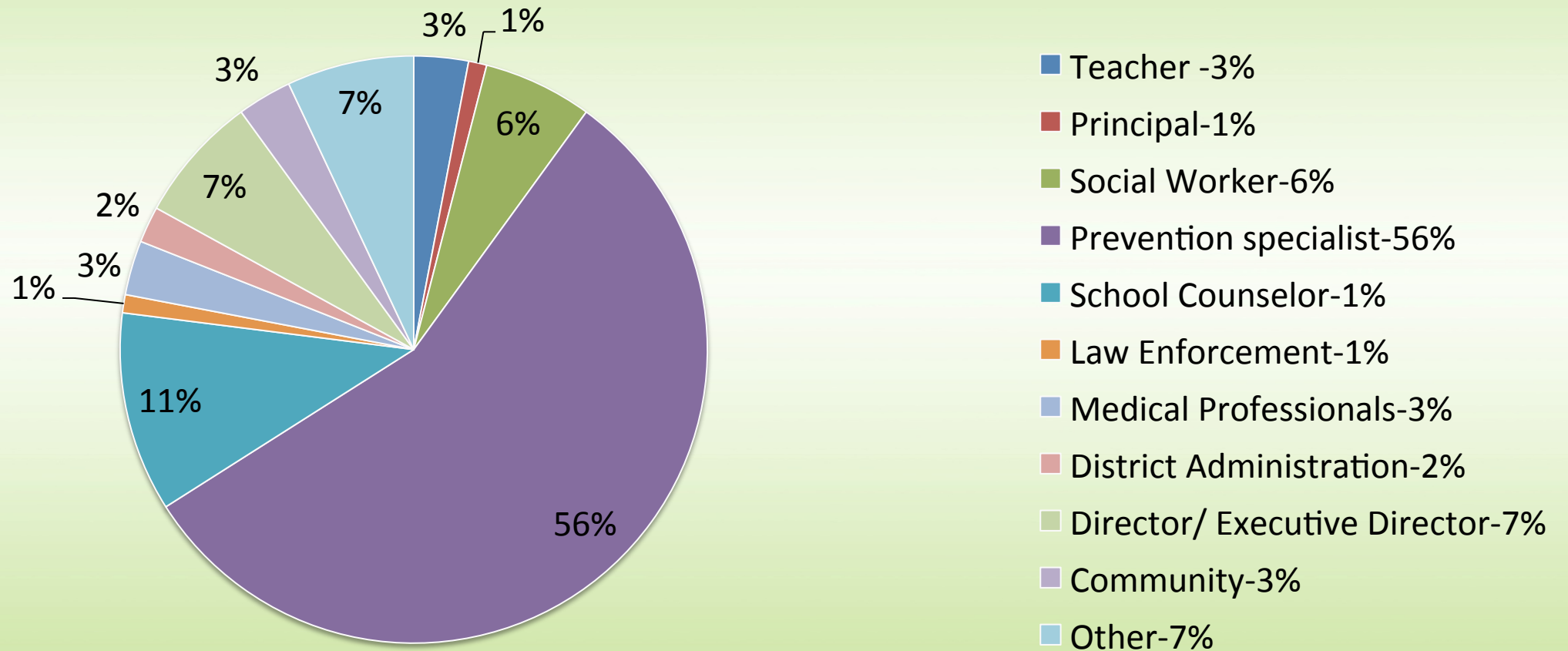
Highest level of education that you have completed?



- High School Diploma-3%
- Some College-9%
- Bachelor's Degree-40%
- Master's Degree-46%
- Doctorate or PhD-2%

Survey Participants

What is your position at the school or community agency where Too Good prevention programs are implemented?



CFIR Domain- Intervention Characteristics

Constructs	Results
Intervention Sources	85% agree or strongly agree that the programs were developed with input from experienced professionals
Evidence Strength & Quality	89% agree or strongly agree the evidence supporting the effectiveness of the program is credible
Relative Advantage	71% agree or strongly agree there are more advantages to implementing <i>Too Good</i> than other programs
Adaptability	88% agree or strongly agree <i>Too Good</i> programs can be adapted in ways that work best for my setting

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Evidence Strength and Quality

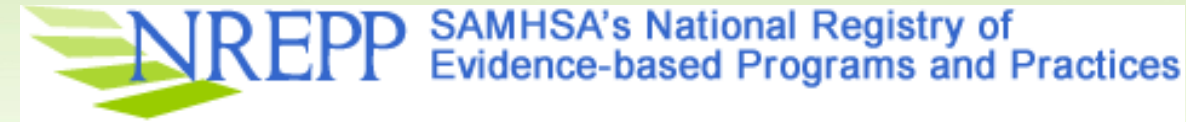
- Program effectiveness determination:

- National Registry (38%)

- Research reports (25%)

- State approval list (38%)

- Colleague recommendation (20%)



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Adaptability

Participant Quote

“The Middle School Revised program is easier to implement due to all materials (games and game components) are created and ready for implementation (games look like store bought games versus teacher created). **Being able to adapt the TGFD program** to different schools and each school's needs is a benefit for scheduling as a community non-profit organization.”



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Peer Pressure

Who influenced you or your school/community agency to purchase or implement *Too Good* prevention programs?

- 15%, School Counselor
- 14%, Supervisor
- 11%, Committee/ Coalition/ Service Board
- 7%, National Registry (i.e. NREPP, SAMSHA, OASAS)
- 8%, by State Department of Education
- 8%, Evidence Based/ Model Program Research

Intervention
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External Policies and Incentives

Funding Source	%
Federal grant	26%
State grant	44%
District grant	3%
Parent donations	0%
Community donations	7%
Fundraising efforts	5%
Other	16%
Not sure	11%
Internal funding	11%



Intervention Characteristics

Outer Setting

Inner Setting

Characteristics of the individual

Process

Funding

Participant Quote

Our agency has had a lot of success with the Too Good programs. Kids enjoy them, teachers find it a valuable use of time, and evaluations show a lot of improvement in attitudes and knowledge! We love it and just hope **we can continue to have funding to implement the program** in various districts across the county!

Intervention
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Relative Priority/Tension for Change & Compatibility

- 100% of participants either agreed or strongly agreed there is a need for their student population to receive prevention programs
- 90% agreed or strongly agreed *Too Good* prevention programs are compatible with subject area objectives
- 87% agreed or strongly agreed *Too Good* programs are compatible with state standards.

Intervention
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Process

Readiness for implementation: Leadership Engagement & Available Resources

- Data shows that 61% of participants report administrators at the school or community setting are involved in the planning process to implement *Too Good* programs
- 30% of schools and community settings are not using laptops or desk computers



Intervention
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Process

Available Resources

The majority of participants reported receiving training in *Too Good Programs*.

59%



Intervention
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Outer Setting

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the individual

Process

Available Resources

The majority of participants reported receiving training by a representative from the program developer.

67%



Intervention
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Available Resources

Reasons given for not receiving training



- 26% lack of funding
- 19% were not aware training was available
- 12% didn't think it was necessary
- 7% had time constraints

Intervention
Characteristics

Outer Setting

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the individual

Process

Available Resources

What additional types of training formats would enhance *Too Good* program training?



Frequently Asked
Questions on a Website

38%



Online Course

53%



YouTube

51%



Online Webinar

42%

Intervention
Characteristics

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Process

Knowledge & Beliefs about the Intervention

A majority of participants (85%) **report they agree or strongly agree** that the Staff at their school or community setting have a favorable attitude toward *Too Good* prevention programs.



Intervention
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Process

Self-efficacy

A majority of participants, 96%, report they agree or strongly agree they have confidence in their ability to fully implement *Too Good* prevention programs.

Intervention
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Process

Individual Stage of Change

- 95% of participants agree or strongly agree they are motivated to implement *Too Good* prevention program.



Intervention
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Process

Planning

- The average class size
 - 12-30 students (61%)
 - 6% reported having 31+ students



Intervention
Characteristics

Outer Setting

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Process

Reflecting and Evaluating

- School or Agency
 - 63% reported having someone who monitored implementation
 - 80% of those received support and feedback

Intervention
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Process

We are a school district of 24,000 students and have used the "*Too Good for Violence*" program since 2007 in grades K through 8. It is required that all school counselors teach the curriculum during the school year along with the other requirements of the guidance curriculum. The student surveys are used as a pre and post assessment. The **results are monitored and shared as outcome data during our district program evaluation process, along with other district data.**

Intervention
Characteristics

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Process

Conclusion

- Contributes to the field of implementation science
- Limitations in translating research to real-world practice contribute to low levels of program implementation
- Need for additional implementation research using the CFIR or other implementation theory
 - External Validity
 - Improve positive outcomes for adolescents

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Implications for Policy

- Funding and other support for implementation research is needed.
- Promote theoretical-guided evaluation of implementation of evidence based programs.
- Community funding entities should incorporate policies to promote theory guided evaluation of implementation of evidence based programs.

Implications for Practice

- Facilitator Profiles
- Enhanced Trainings
- Implementation Support Blog

Implications for Research

- Consolidated Framework for Implementation Research (CFIR)
 - Guide evaluations prior to, during, and after implementation
- Findings from this study will help to inform the next stages of research including qualitative semi-structured interviews.

Questions



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