

# **Framing Frameworks: A Case Study Evaluation of Teens In Action Workshops**

## Implications for Diverse Dissemination

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# Presentation Objectives Roadmap

Background

Evaluation Questions

Discussion of Methods

Communication of Results

Implications

# Key Terms

- Social-Emotional Learning (SEL)
- Evidence-Based Practice
  - Practice Based Evidence
- Service learning
- Case Study
- Diverse Dissemination



**Frameworks**  
of Tampa Bay, inc.  
POSITIVE YOUTH DEVELOPMENT FROM THE INSIDE OUT

**Mission & Vision:** To teach youth to manage their emotions, develop healthy relationships, and make good decisions for academic, career and personal success.

**How is this accomplished? Through Social and Emotional Learning.** We teach a core set of social and emotional attitudes, values and skills that help children, teens and adults more effectively handle life challenges to succeed in academic, social and professional environments. **In short, we teach youth and adults to manage their emotions, so that those emotions do not manage them.**

# Teens In Action: A promising, Home-Grown SEL program



- Service-Learning Component
- **Workshops**

## 2015-2016 Cohort:

- 70% Caucasian
- Top 3 schools: Plant, Robinson, Academy of the Holy Names



# The Workshop: Community-Building Structure



- A. Leader Meeting
- B. Workshop
  1. Breathing
  2. Ice Breaker
  3. Compliments
  4. SEL Lesson
  5. News
  6. Transition Breathing

## Workshop Objectives

- Recognize stress is an inevitable part of life at all stages. EVERYONE has it.
- Learn basics of human physiological stress response
  - Flight,
  - Fight, or
  - Freeze
- Identify proactive approaches for coping with stress
- Begin working on team presentations

## SEL Competencies

- Self-Awareness
- Self-Management

## Breathing

TIA Leaders will read one of these three options to begin the SEL Community Building Session:

|  |   |  |
|--|---|--|
| <b>Focus Breathing #1</b><br>Sit up straight<br>Feet firmly planted on the floor<br>Hands relaxed on your legs<br>Take one deep breath in<br>One deep breath out<br>Take another deep breath in<br>And another deep breath out | <b>Focus Breathing #2</b><br>Sit up straight<br>Feet firmly planted on the floor<br>Hands relaxed on your legs<br>Take one deep breath in<br>One deep breath out<br>Put aside everything else you are thinking about<br>Take another deep breath in<br>Deep breath out<br>Simple focus on your breath.<br>(with practice, begin to extend the number of deep breaths) | <b>Focus Breathing #3</b><br>Sit up straight<br>Feet firmly planted on the floor<br>Deep breath in; deep breath out<br>If your attention goes away, simply bring it back to the breath.<br>Notice your breath moving in to and out of your body.<br>Deep breath in; deep breath out.<br>Deep breath in and hold so you feel the breath in your belly (for a moment)<br>And release the breath.<br>Deep breath in; deep breath out.<br>Enjoy sitting for just a moment. |
|--|---|--|

Adapted from the Cleveland Metropolitan School District Class Meeting curriculum (2014)

## Greeting/ Ice breaker

### Full Plate-

1. Provide each student a paper plate and a marker
2. Tell them not to write their name on the plate.
3. Ask them to write down, what's "on their plate" (i.e. school, job, etc)
4. When they are done, throw the plates into the middle of the circle (like a frisbee)
5. Have each student pick up someone else's plate
6. Ask random students to read responses from the plate they picked up
7. Ask the following questions:
  - a. What are some things on our plates that create stress?
  - b. How do we determine what goes on our plate?
  - c. Can anyone find a stress reliever written on one of our plates? Why? Why not?

## Sharing/Compliments

1. Select 6 students names
2. Ask people to pull the names from the envelope
3. The person sitting to the right of the person called will write down the compliments
  - a. Provide compliment cards to the person to the right of the one being complimented

# Goals of Evaluation



Support for attainment of  
EBP Status

Dissemination of  
TIA across  
diverse Tampa  
neighborhoods



# Case Study Evaluation of TIA Workshops

1. What are the core components of the TIA workshops?
  - Are these components triangulated across data sources?
1. Is there consistency between the curriculum, facilitation, and student perceptions, with regards to monthly workshop focuses?
2. What is the cultural framework of implementation and what are its implications in terms of diverse dissemination?

# Benefits of Case Study Approach

- Multiple Data Sources
  - Triangulation!!!
- Thick Description
  - Rich, insider understanding
- Evaluation Process
  - Implications to guide “home-grown” program dissemination in diverse contexts

# Case Study Evaluation Methods

- ☐ Curriculum/Document Analysis
- ☐ Observations
- ☐ Surveys
- ☐ Focus Groups
- ☐ Interviews
- ☐ Testimonials



# Curriculum/Document Analysis

- Curriculum Binder
- Monthly Workshop Guides
- Schedule
- TIA Website, Links, and Social Media
- Recruitment forum and materials
- Literature Review

Evaluation Questions 1, 2, & 3

# Successfully Managing Stress

Tuesday, January 05, 2016 2:04 PM

## Materials Needed

|                 |                       |               |
|-----------------|-----------------------|---------------|
| • Laptop        | • Nametags            | • Snacks      |
| • Projector     | • Thumb drive         | • Soda/H2O    |
| • Speaker       | • Leader instructions | • Stress Dots |
| • Lesson Binder |                       |               |

## Setup Preparation

Chairs in a big circle

## Workshop Objectives

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## Greeting/ Ice breaker

# Observations

## 5 Workshops

- ‘Participant Observation’
  - Trust building, connection, deep understanding, familiarity
    - » Informal Interviews: Candid conversation

Evaluation Questions 1, 2, & 3

# Observation Guide

## Our Research Questions:

1. What are the core components of the TIA workshops?
2. Is there consistency between the curriculum, actualization, and Frameworks' personnel perceptions with regards to TIA workshops' core components?
3. What is the cultural framework of implementation and what are its implications in terms of diverse dissemination?

## Workshop 7: Successfully Managing Stress

**This Month's SEL Focus:** Self-awareness, self-management

**Core Components** (describe observations related to):

1. Community Building Structure: Breathing/compliments/News
2. SEL focus consistency
3. Leadership
4. Service learning discussion
5. Technology: Use of/reference to

### Interpersonal

1. Proxemics (physical group(s) composition)
2. Dialogue
  - a). Engaged? Animated?
  - b). Who participates most? least?
  - c). Side Conversations

### Cultural Cues

1. Transportation
2. Schools
3. Extracurriculars/hobbies/interests

**Illustrative Examples (scenes, quotations, etc.)**







# Surveys

1. How do you see yourself applying what you've learned today over the next month?
2. What do you think was the most important part/topic of today's workshop?
3. How relevant do you feel today's workshop is to your everyday life?

Not at all relevant   1   2   3   4   5   Very Relevant

Evaluation Questions 1, 2, & 3

# Survey Samples and Coding Procedure

- 5 Workshops

$[n_1=36; n_2=34; n_3=28; n_4=29; n_5=29]$

- 7 Codes:
  - 2 Programmatic Codes
  - 5 SEL Competencies/Skills

# Survey Coding Examples

Leadership: “As a teen, **making a big difference** is very possible.”

Discussion of Service Learning Projects: “Just to be open[-]minded about all the **situations that come with doing Cornerstone Kids**, and be willing to get what needs to be done finished without complaining.”

Self-Awareness: “Not be so **controlling** in group projects.”

Self-Management: “**Not procrastinating** as much.”

Social Awareness: “I anticipate attempting to understand people from a **perspective other than my own**. I also see myself taking more time to get to know people and their situations.”

Relationship Skills: “Learning how to **effectively talk** to people.”

Responsible Decision Making: “**Set goals** even if they are little to **stay motivated**.”

# Focus Groups

- 5-7 Students per group
- 6 Focus Groups (2 leader groups, 4 participant groups)
- Open ended discussion questions, including:
  - Do you apply the SEL skills you have learned outside of TIA?
  - What do you most look forward to/value regarding the monthly workshops?
  - What is the most memorable activity you've engaged in?
  - If you are or were to become a leader, what suggestions might you have to improve the program?
  - “South Tampa Lifestyle”

Evaluation Question 1, 2, & 3

# Key Personnel Interview

- Lisa Rose: Program Manager
- Key Points from Interviews:
  - Leadership Structure
  - Mutual Respect (The Facilitator role)
  - “The Magic”

*“Being a leader isn’t knowing everything, it’s not being perfect. It’s having the courage to own the imperfections.”*

Evaluation Question 1, 2, & 3

# Testimonials

*“Basically, everything I learned in TIA, I use on a daily basis; everything from time management to how to work as a team.”*

*“The SEL Wheel has given me the tools and ideas I need to properly address people with memory loss and Alzheimer's Disease. Though not every visit contains conflict, when a conflict does arise [at At Home With Friends], I am able to employ Responsible Decision Making to put the residents at ease.”*

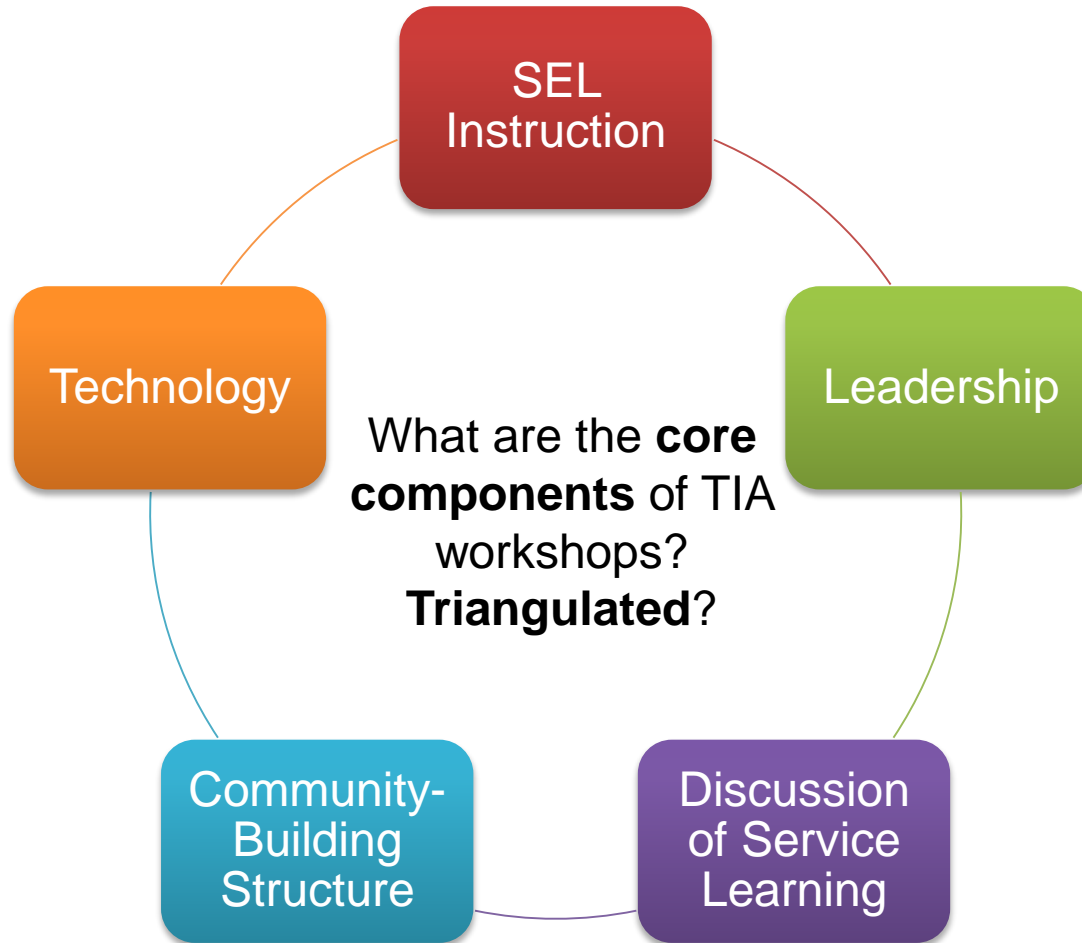
*“My involvement in Teens In Action has taught me how to control my emotions and not let my emotions control me. TIA has also helped me spend more time volunteering and to not expect something out of it.”*

Evaluation Questions 1, 2, & 3

# Evaluation Questions

1. What are the **core components** of the TIA workshops?
  - Are these components triangulated across data sources?
2. Is there **consistency** between the curriculum, facilitation, and student perceptions, with regards to monthly workshop focuses?
3. What is the **cultural framework** and what are its implications in terms of diverse dissemination?

# Evaluation Question 1



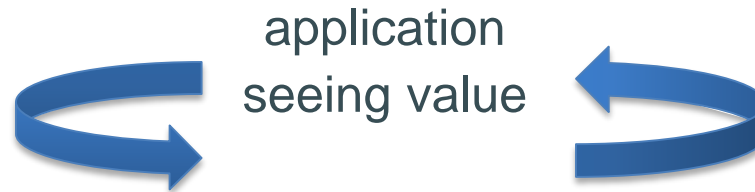


# Core Component A: SEL Instruction

**1. Fundamentals:** Reference to wheel in workshops/curriculum;

**2. Identification of Focus Competencies:** Workshop guide; iteration; Technology/Social media

**3. Embodiment of SEL Skills:** Interaction with each other; Community-Building structure; understanding...



**Data Sources:** Observation, Interview, Survey, Curriculum, Focus Groups, Testimonials

# Core Component B: Leadership

## 1. Instructor that Embodies SEL Skills:

Willingness to be emotionally vulnerable; Demonstration of SEL Skills; Development of mutual respect

## 2. Leadership Program:

Responsible for facilitating workshops; Service-Learning projects; Separate leader guide and meeting

## 3. Encouragement to be Leaders in their Communities:

Opportunities/programs presented; Civic service; Peer groups

**Data Sources:** Observation, Interview, Survey, Curriculum, Focus Groups, Testimonials

# Core Component C: Discussion of Service-Learning Projects

- 1. Leadership through Service:** Teamwork; Group communication; Professional/personal development
- 2. Fundraising:** For community organizations and TIA; Discussion exercised via SEL brainstorming strategies
- 3. Workshops as Forum for Coordination and Planning:** Monthly gathering to troubleshoot and prepare (leader meetings); Logistics discussed outside of community setting
- 4. Technology:** Build group community; Communication and coordination

**Data Sources:** Observation, Interview, Survey, Curriculum, Focus Groups, Testimonials

# Core Component D: Community-Building Structure

**1. Safe Space for Social-Emotional Development:** Comfortable environment for vulnerability; Kindness and acceptance are valued and promoted (i.e. compliments); Trickle-down effect

**2. Leader Facilitated:** Enhanced sense of community; Deemphasized power dynamic (nonhierarchical)

**3. Familiar Structure:** Students know what to expect; Facilitators know what to plan; Consistent across Frameworks programs

**Data Sources:** Observation, Interview, Curriculum, Focus Groups

# Core Component E: Technology

- 1. Planning and Preparation:** Use of social media to prime monthly workshop focus; Email communication for logistics
- 2. Application and Recruitment:** TIA website; Online Application (disseminated through email to current cohort)
- 3. Service-Learning:** Noble Hour; Coordination, Graduation presentations
- 4. Culture:** Frequency and reliability of use; Discussion of technology age and implications for communication and connection; Readily available

**Data Sources:** Observation, Interview, Survey, Curriculum, Focus Groups



Teens in Action  
Calendar



Noble Hour  
Instructions



Teens in Action  
Program Overview



TIA Volunteer:  
IT Position



TIA Volunteer:  
Mentor Position

Join Teens in Action on social media



# Evaluation Question 2

Is there **consistency** between the curriculum, facilitation, and student perceptions, with regards to monthly workshop focuses?

# Workshop Evaluation Model

- a. Identify Focus Competencies from Curriculum, and supporting activity
- b. Observation: engagement & understanding, activity demonstrably supports SEL goal
- c. Student Survey Results: Snapshot of student perception



# **Example Triangulation: Successfully Managing Stress**

## **a. Curriculum**

### **Workshop Objectives**

- Recognize stress is an inevitable part of life at all stages. **EVERYONE** has it.
- Learn basics of human physiological stress response
  - Flight,
  - Fight, or
  - Freeze
- Identify proactive approaches for coping with stress
- Begin working on team presentations

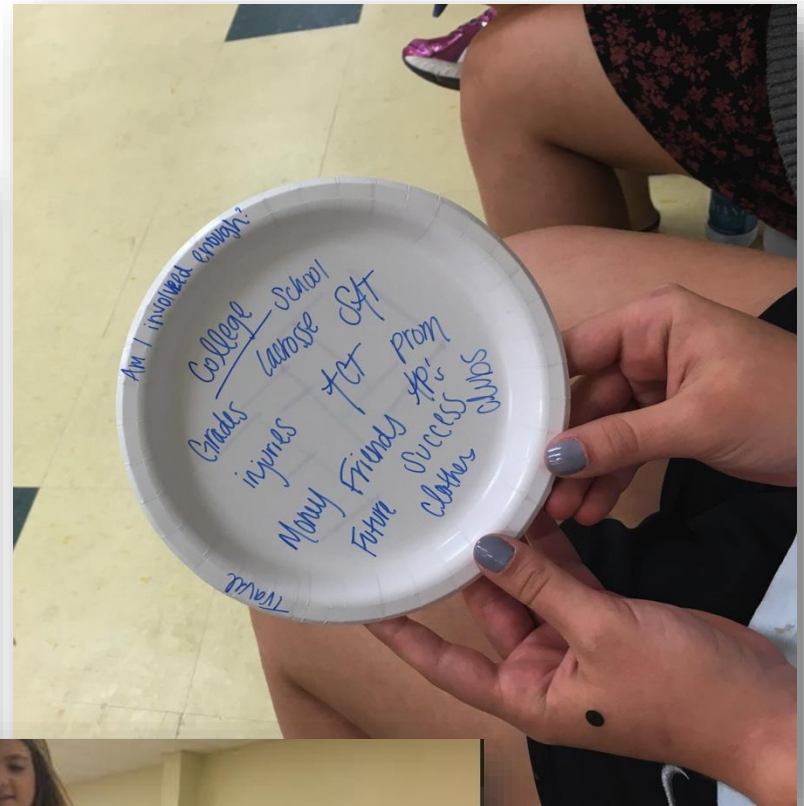
### **SEL Competencies**

- Self-Awareness
- Self-Management

## b. Observation

### Relieve Your Stress

- Schedule
  - Deep breath
  - Going for a walk (Bayshore)
  - Motivate yourself internally (list what's wrong)
  - Take a bath b
  - Pant/Vent+!!!
  - Listen to music
  - Don't pack your plate too full
  - Art!
  - Animal
  - Do it! (Relieve the stress)
- Schedule time to have fun and relax (laugh, be healthy, spend time with good people)
- Rewards for relieving stress
- Shia LaBeouf

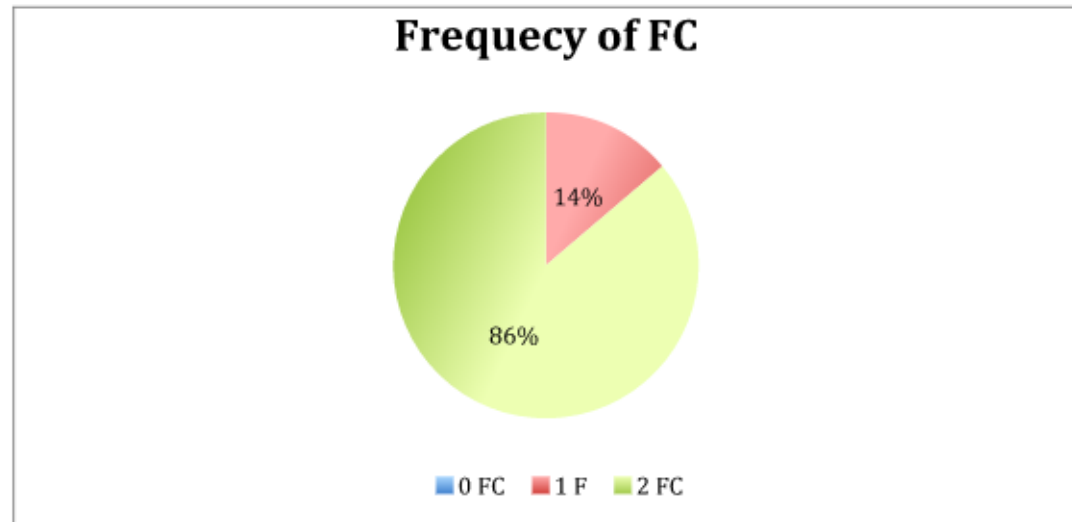


# Surveys

## Successfully Managing Stress

1. How do you see yourself applying what you learned today over the next month?

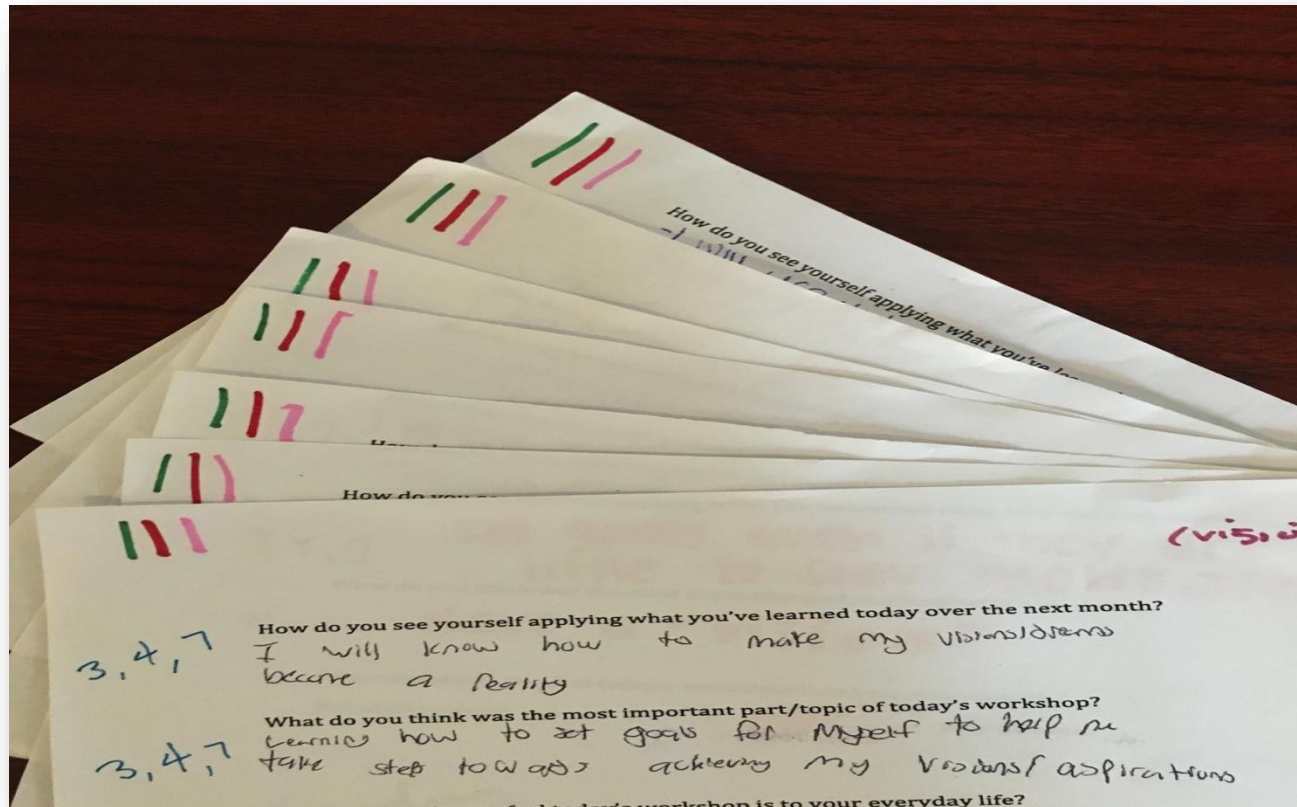
On average, student responses indicated that they planned to apply 1.9 out of the 2 focus concepts.



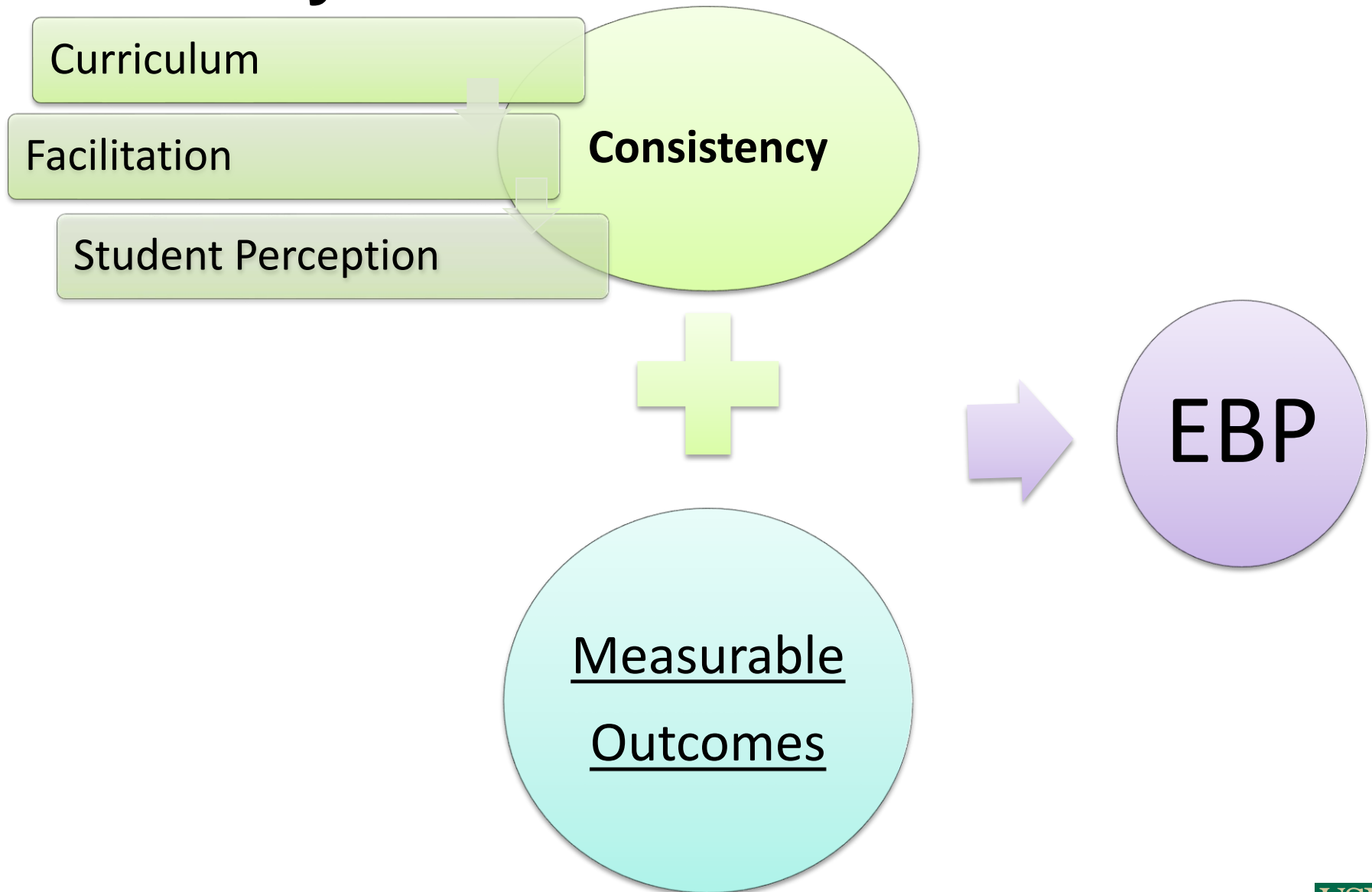
2. What do you think was the most important part/topic of today's workshop?

Leadership: 3%  
Discussion of Service Learning Projects: 0%  
**Self-Awareness: 72%**  
**Self-Management: 79%**  
Social Awareness: 0%  
Relationship Skills: 0%  
Responsible Decision Making: 45%

# Identifying Themes



# Key: Measurable Outcomes



# Evaluation Question 3

What is the cultural framework of implementation and what are its implications in terms of diverse dissemination?

# Current Framework

| Total # | Black | Hispanic | White | Other |
|---------|-------|----------|-------|-------|
| 48      | 2     | 10       | 34    | 2     |

| School   | Black (%) | Hispanic | White   |
|----------|-----------|----------|---------|
| Plant    | 7.3       | 18.48    | 66.64 % |
| Robinson | 14.78     | 21.26    | 46.61%  |

**High SES**

**“South Tampa Lifestyle”**

**Privilege**

# Growth of Framework(s)

Adaptation

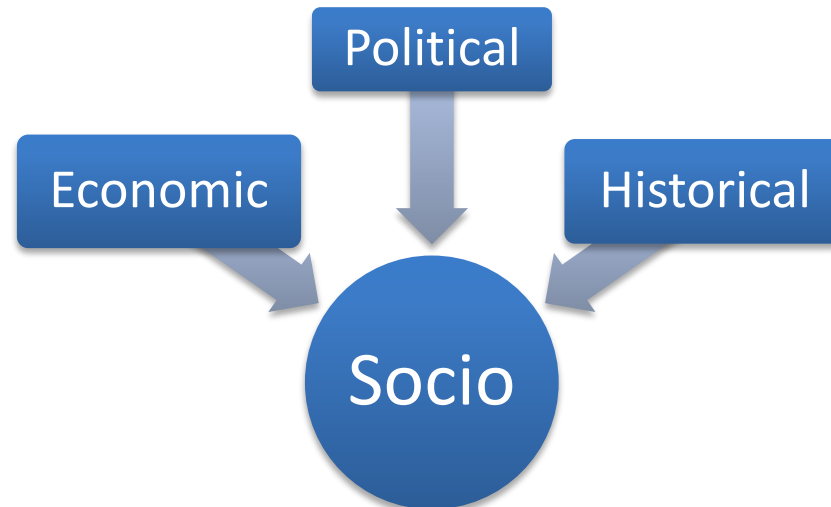


Targeting

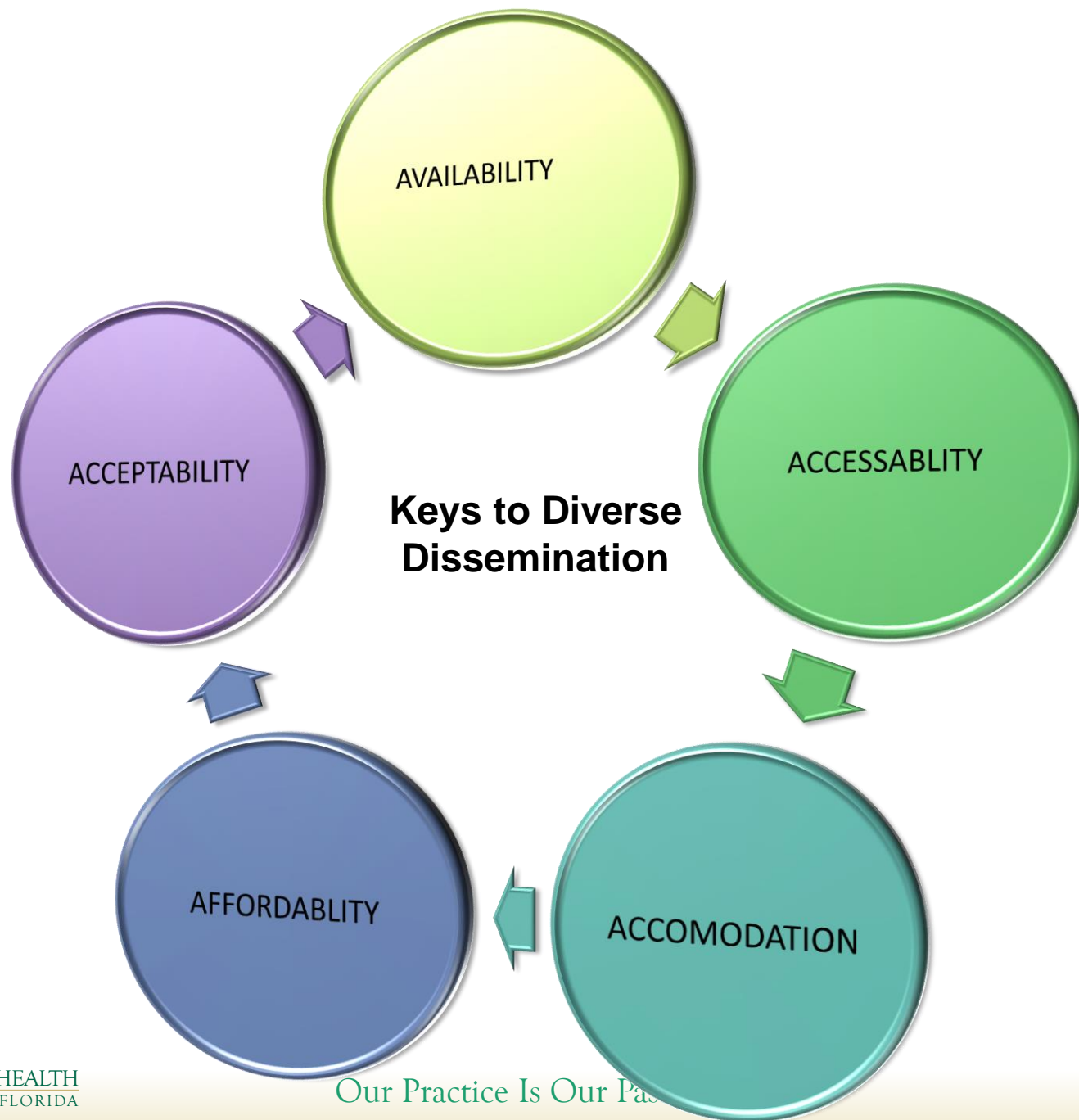


Tailoring

| School    | Black (%)   | Hispanic     | White   |
|-----------|-------------|--------------|---------|
| Plant     | 7.3         | 18.48        | 66.64 % |
| Robinson  | 14.78       | 21.26        | 46.61%  |
| Leto      | 7.06        | <b>73.36</b> | 11.34   |
| Middleton | <b>51.4</b> | 18.53        | 19.6    |







# “Home-Grown” and off the ground

- Practice-Based Evidence vs. Evidence-Based Practice
- Natural Tension: Practitioner and Organizational; Research and Policy
  - Goals for evaluation
- Benefits of Evaluator Immersion for Diverse Dissemination

# Future Implications: Teens in Action Growth

- Longitudinal study
- Internal evaluation tool/Structured guide:
  - **Measurable Outcomes**
- Pilot study within target population
  - After-school or community settings to address cost and logistical issues
    - Measurable outcomes
- Community partnership, buy-in, and sustainability

# Implications: Adolescent Behavioral Health

- Case study evaluation approach as a strategic tool to move from practice-based evidence to evidence-based practice

# Acknowledgments

We'd like to take this moment to recognize and thank:

- Frameworks of Tampa Bay
- Ms. Lisa Rose
- Dr. Tom Massey

• Questions?