

Community Partnerships to Support Prevention Research from Effectiveness to Implementation

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The Baltimore Education and Prevention Partnership

- Baltimore City Public Schools have partnered with us on three generations of randomized field trials
- Testing programs aimed at helping children master key social task demands of the classroom
- Interventions tested separately, then together
- Recent focus: sustaining practices and moving to scale

Theoretical Model & Technical Steps in Building Community and Institution Partnerships

- Analyze the social/political structure of the school district
- Learn the vision and understand the challenges and priorities
- Identify mutual self-interests within and across the leadership
- Fit the education/prevention research/program interests under the visions of the leadership
- Work through trust issues
- Request ad hoc oversight from community

Role of a Community and Institution Board

- Establish vision and priorities
- Examine/critique/approve/support proposed programs
- Communicate constituents' concerns, values, priorities, and acceptable language to program leaders
- Communicate program needs to constituent leaders
- Continually assess absent constituencies
- Work toward institutionalizing programs

Whole Day First Grade Program Randomized Field Trial (WD)

PARTNERS

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Baltimore City Public School System
Students, Parents, Teachers, Administrators

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New methodology: **NIMH and NIDA R01 MH40859**



Design of WD Trial

■ WD intervention

- Universal intervention aimed at early risk factors of aggressive, disruptive behavior and poor academic achievement
- Three components integrated into one whole-day (WD) program: GBG+ C&I+ F/C partnership

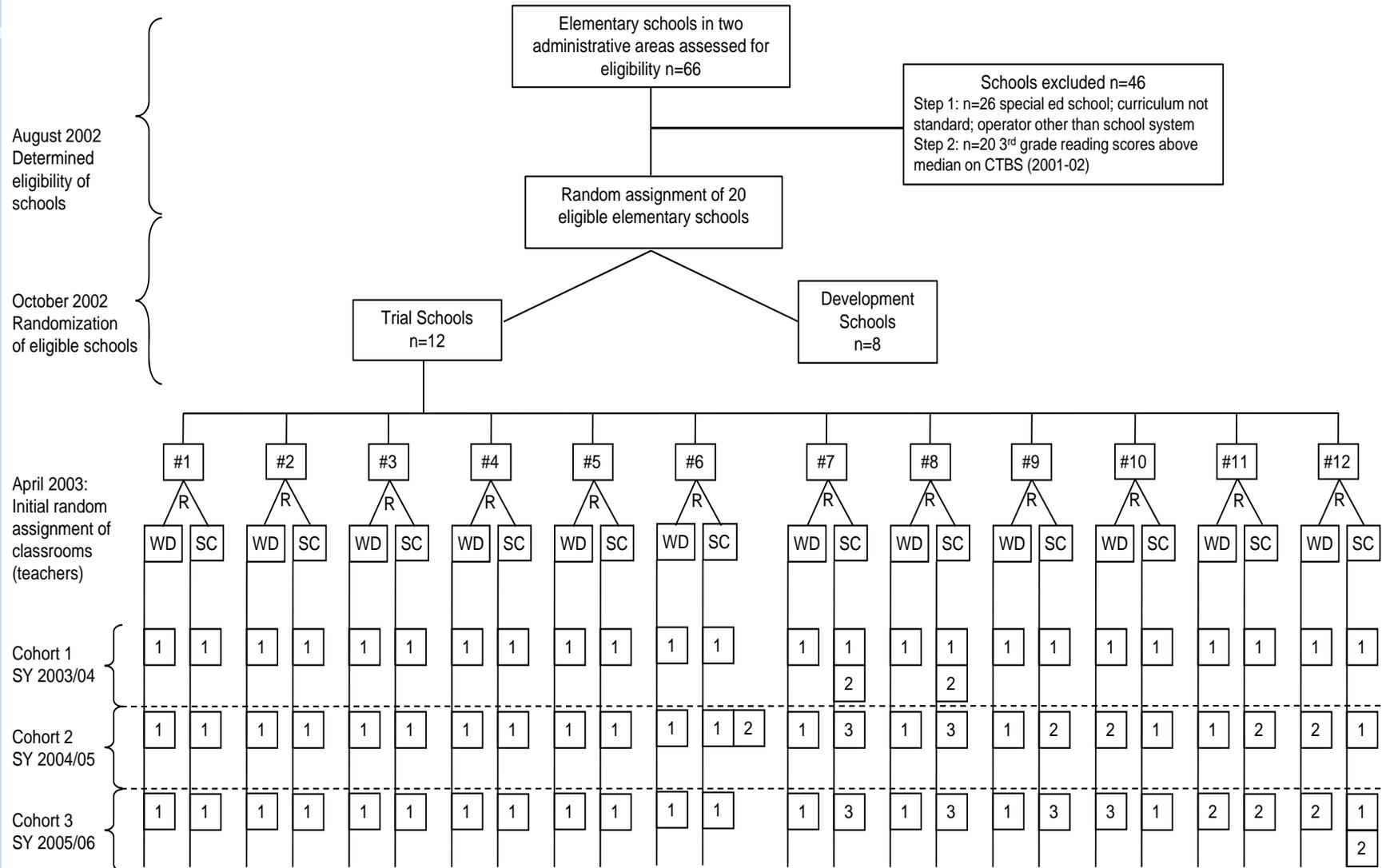
■ Effectiveness Trial

- Within 12 trial schools, random assignment of all 1st-grade children, teachers, and classrooms
- Children in 12 WD 1st-grade classrooms are compared to children in 12 standard program classrooms (SC)
- To date, children followed to third grade

■ Focus on Sustainability and Scaling up WD

- Teachers followed over two subsequent cohorts of children

Whole Day First Grade Program: Design Status for Schools and First Grade Classrooms/Teachers



SY=School Year; WD=Whole Day First Grade Program Intervention Classroom; SC=Standard Setting Classroom/Control; R=Random assignment occurred

Maintaining the Design

WD Trial: Teachers

		Schools	Intervention (WD)	Control (SC)
No Need to Impose Protocol Rules	Same teacher over all 3 years School: 1-5	5	5	5
Protocols were Followed	Teacher changed during the year School: 7, 8, 12	3	0	3
	Teacher changed between years School: 7-12	6	4	5
Protocols were Not Followed	Teacher switched intervention condition	0	0	0
No Protocols Available	Classroom was too large and had to be split School: 6	1	0	2

Sustaining and Scaling-Up School-Based Prevention Programs with Fidelity: Challenges and Lessons Learned

- Challenges for School-Based Prevention Programs
 - Maintaining a clear vision and mission
 - Multiple initiatives, competing priorities
 - Creating a governance structure to support sustainability and scaling-up
 - Maintaining complex designs
- Lessons Learned
 - Focus on organizational change and individual level change
 - Requires a governance structure to support sustainability and scaling-up
 - Professional development across multiple levels of the school district/community
 - Monitoring of practices over time
 - Requires a political base in the broader community
 - Focus on structure of partnership relationships over time/stages of implementation

R21: Scaling-Up Prevention Services

Specific Aims

- 1) Develop partnership model
- 2) Ensure relevance and acceptability of:
 - Multi-level intervention: Good Behavior Game, a classroom behavior management strategy aimed at reducing aggressive, disruptive behavior **PLUS** support (direct coaching, systems-level intervention)
 - Measures
 - Design
- 3) Identify common and unique factors across communities that hinder or aid implementation?

District/Community Partners

- Houston: Federation of Teachers
- Colorado: Invest in Kids

**Mapping the
Social/Political
Scene re: GBG,
classroom
behavior
management**

**Federal &
National Level**

State Level

Local Community

School District

Dept of ED:
Safe & Drug Free
Schools
IES
Safe Schools/
Healthy Students

Professional
Organizations:
SREE, SPR, AERA,
APHA

Legislators

Deans:
Schools of Ed

Governor's
Office

Local
Foundations:
OSI, Abell

Health Department

Welfare:
Foster Care

Business:
GBC

Balto Ed
Network: BEN

Parent Groups:
PCAB, PTA

Teachers' Union
BTU

School Board

Admin Union:
PSASA

Sororities/
Fraternities

MD State Dept of Ed

Mayor's office

District
Attorney

Juvenile
Justice

Schools
of ED:
MSU, TU

Media

General
Assembly

National
Teachers'
Unions:
AFT, NEA

National
Institutes
of Health:
NIDA,
NICHD,
NIMH

SAMHSA

National Foundations:
RWJ, WT Grant, Spencer,
Annie E Casey



Designs to Study Implementation

- Wait-list designs
 - Match pairs of schools
 - School A serves as control for School B for specified number of time points
 - All schools receive intervention by study's end
- Run-in design
 - Borrow concept from clinical trials
 - Assess teachers from large number of schools
 - Conduct trial in schools in which teachers are well-matched with regard to x

Moving Research into Practice

- Models of partnerships and governance structures
- Theory-driven systems-level interventions to support programmatic interventions
- Designs that support studies of replication and of implementation as programs are moved into practice

The End—Thank You