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# The Future of Child Sexual Abuse Prevention: Leveraging Implementation Science to Reach the Next Level

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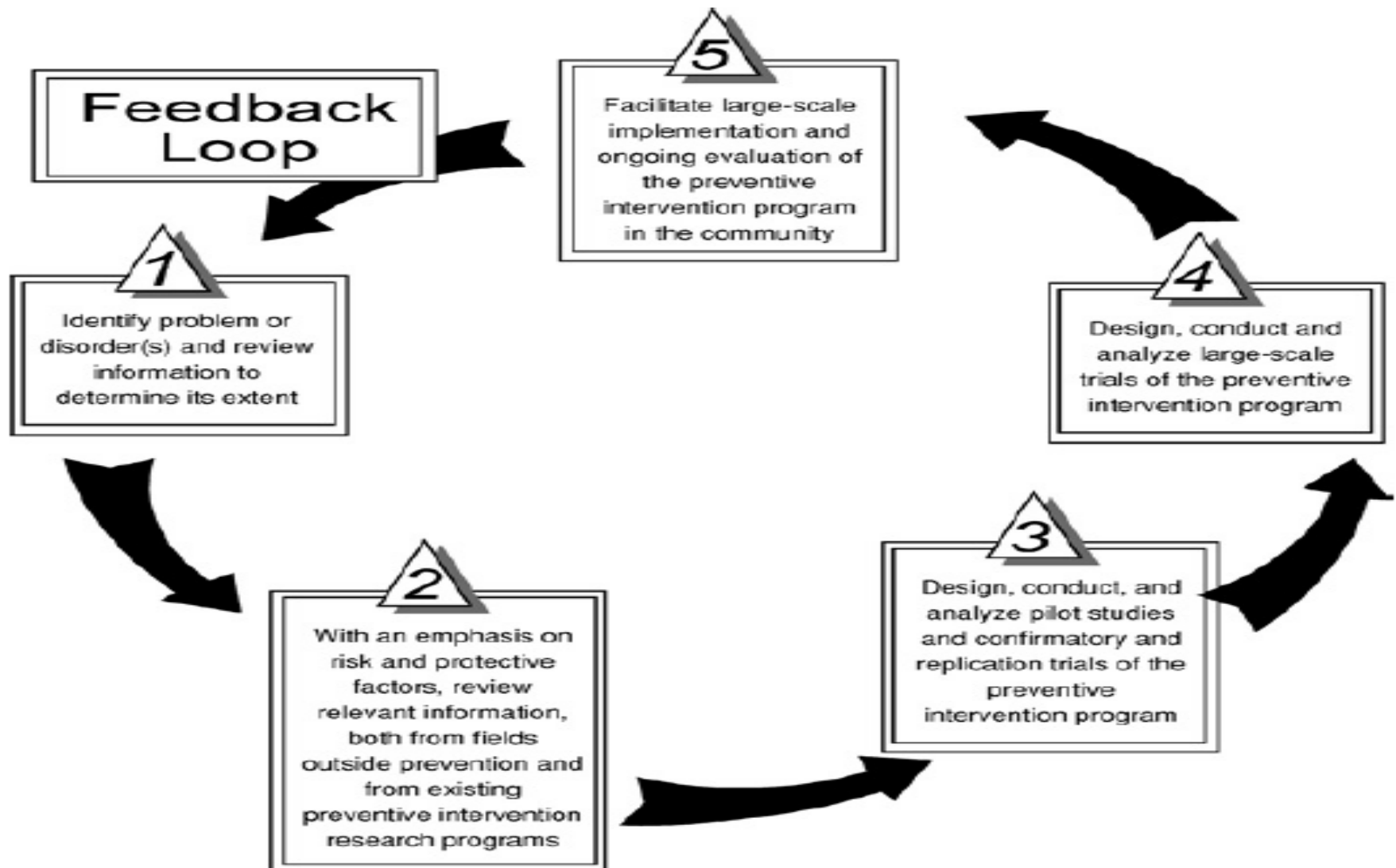


National Center for  
Rural School Mental Health



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# Prevention Research Cycle (Eddy et al., 2005)



# Ready for Scale-up?



- The number of empirically validated preventive interventions has grown substantially
- Reviews of evidence-based programs are now widely available
- Numerous best-practice guidelines are being published and local communities are being encouraged to implement only these “proven-programs” or “evidence-based programs”

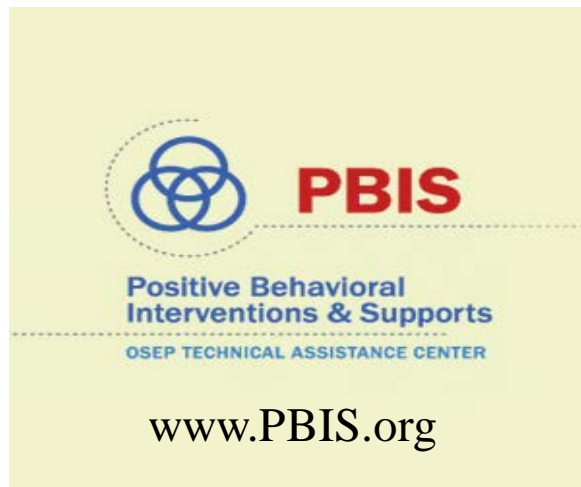
# Current Challenge

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- Good to think about and plan for scaling-up when developing the model
- Moving from efficacy trials to effectiveness research is hard and expensive!
- Need more focus on broad dissemination and “going to scale” of evidence-based programs
- Maintaining high quality fidelity of programs under “real-world” and “scale-up” conditions

(Spath et al., 2013, Addressing core challenges for the next generation of type 2 translation research and systems: The Translation Science to Population Impact (TSci Impact) Framework, *Prevention Science*)

# Science of Scale-up



District  
Resource Center

([www.CASEL.org](http://www.CASEL.org))

# Next Phase of CSA Scale-up Research

1

Understanding the factors that promote or undermine implementation

2

Developing a “science of implementation”

## General Definition of Implementation

What an intervention consists of in practice and the degree to which it was conducted as it was originally intended/designed

(Durlak, 1995; Yeaton & Sechrest, 1981)

# Defining the Intervention & its Support System

## Planned Intervention

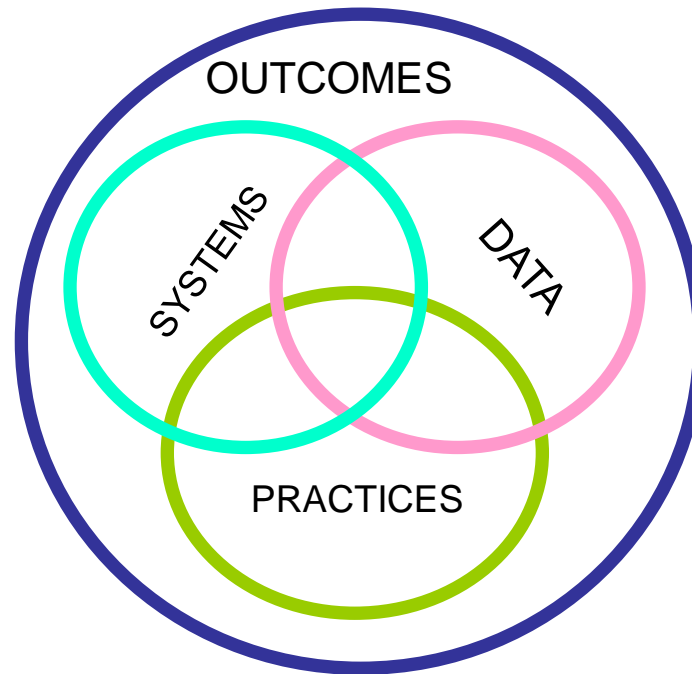
- Core Elements/Components
- Standardization
- Delivery

## Support System

- Core Elements/Components
- Standardization
- Delivery



# Systems to Improve Implementation and Assess Impact



## Positive Behavioral Interventions and Supports (PBIS):

Whole-school Approach to Prevention and Promotion

# Assess Indicators of both the Intervention and Support System

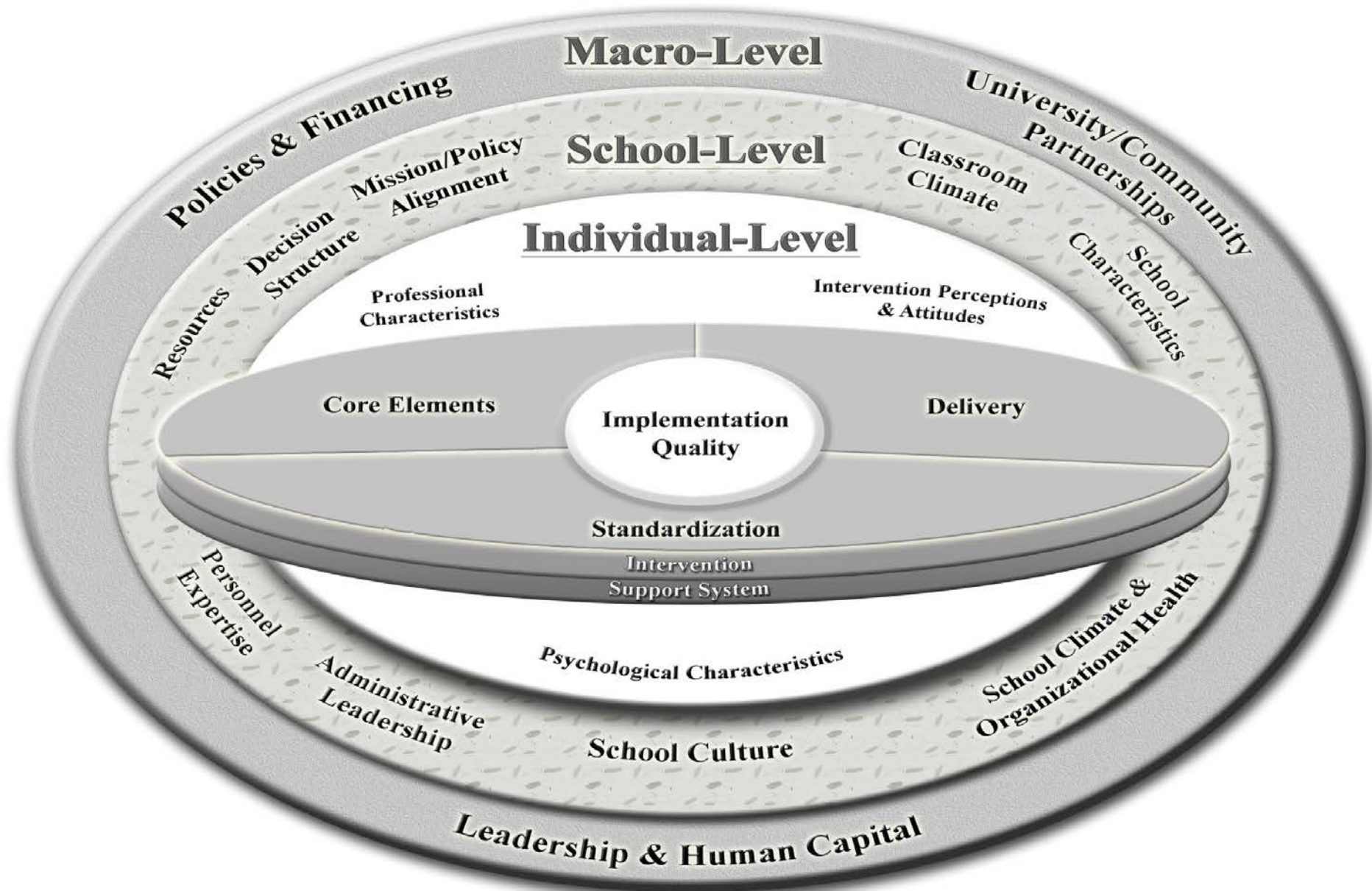
- Adherence
- Dosage
- Quality of Delivery
- Engagement

# Modeling Variation in Implementation Fidelity on Outcomes

## Complier Average Causal Effect (CACE) estimation:

Testing impacts of the Good Behavior Game  
with “compliance” on

- teacher outcomes (e.g., efficacy and burnout) (Berg, Bradshaw, Jo, & Jalongo, 2016)
- student outcomes (Bradshaw, Shulka, Berg et al., 2020)



# Factors Influencing Implementation

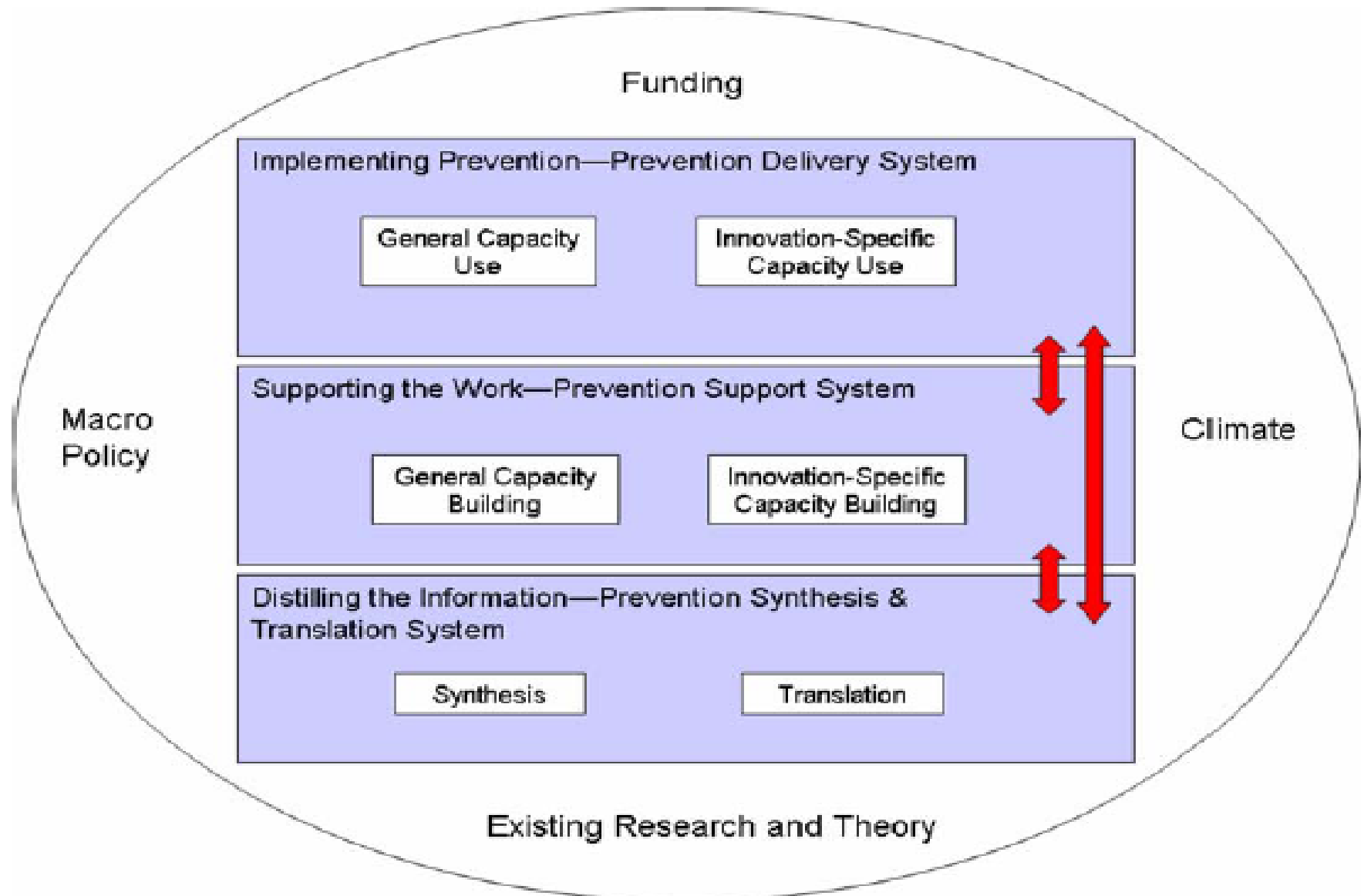
- **Individual Level**
  - Professional & Psychological Characteristics
  - Intervention Perceptions & Attitudes
- **School/Setting Level**
  - Resources, Administrative Leadership and Support
  - Climate, Setting Characteristics
- **District/Community Level**
  - Centralization/decentralization
  - Governance structure
- **Macro Level**
  - Policies & Financing
  - Leadership & Human Capital
  - Researcher/Community Partnerships

# Implementation Considerations

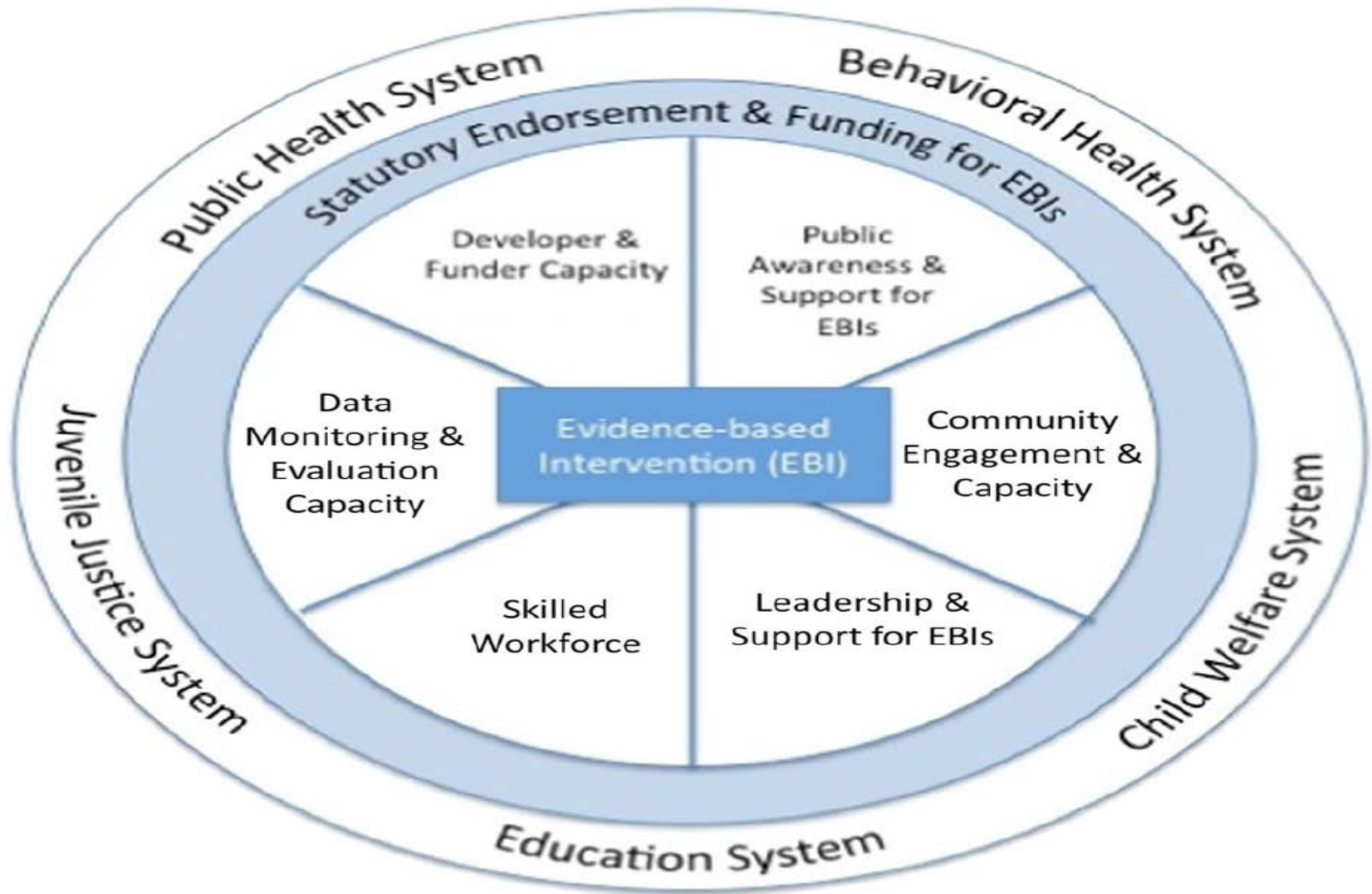
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- Assess multiple indicators
  - Quality vs. dosage (Becker, Bradshaw et al., 2013; Pas, Bradshaw et al., 2015)
  - Ensure core components covered
  - Adaptation, customization, and contextual fit (Castro, Barrera, & Martinez, 2004)
- Characteristics predicting implementation
  - Implementer level factors associated with implementation (Domitrovich, Bradshaw et al.)
  - Climate / organizational health (Bradshaw et al., 2009; Glisson & Green, 2006)

# Interactive Systems Framework For Dissemination & Implementation (Wandersman et al., 2008)







**Fig. 1** Ecological model identifying the factors that affect EBI scale-up in five public systems



# Models of Implementation Support

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- Training vs. technical assistance vs. consultation vs. mentoring vs. coaching
  - Provide opportunities for observation, practice, performance feedback, and reflection
  - Focus on skill development among program deliverers
  - Leverage motivational interviewing techniques to optimize implementation

(Fixsen et al. 2005; Herschell et al. 2010; Kraft et al., 2018; Pas et al., in press; Pas & Bradshaw, 2020; van Driel et al. 2001)

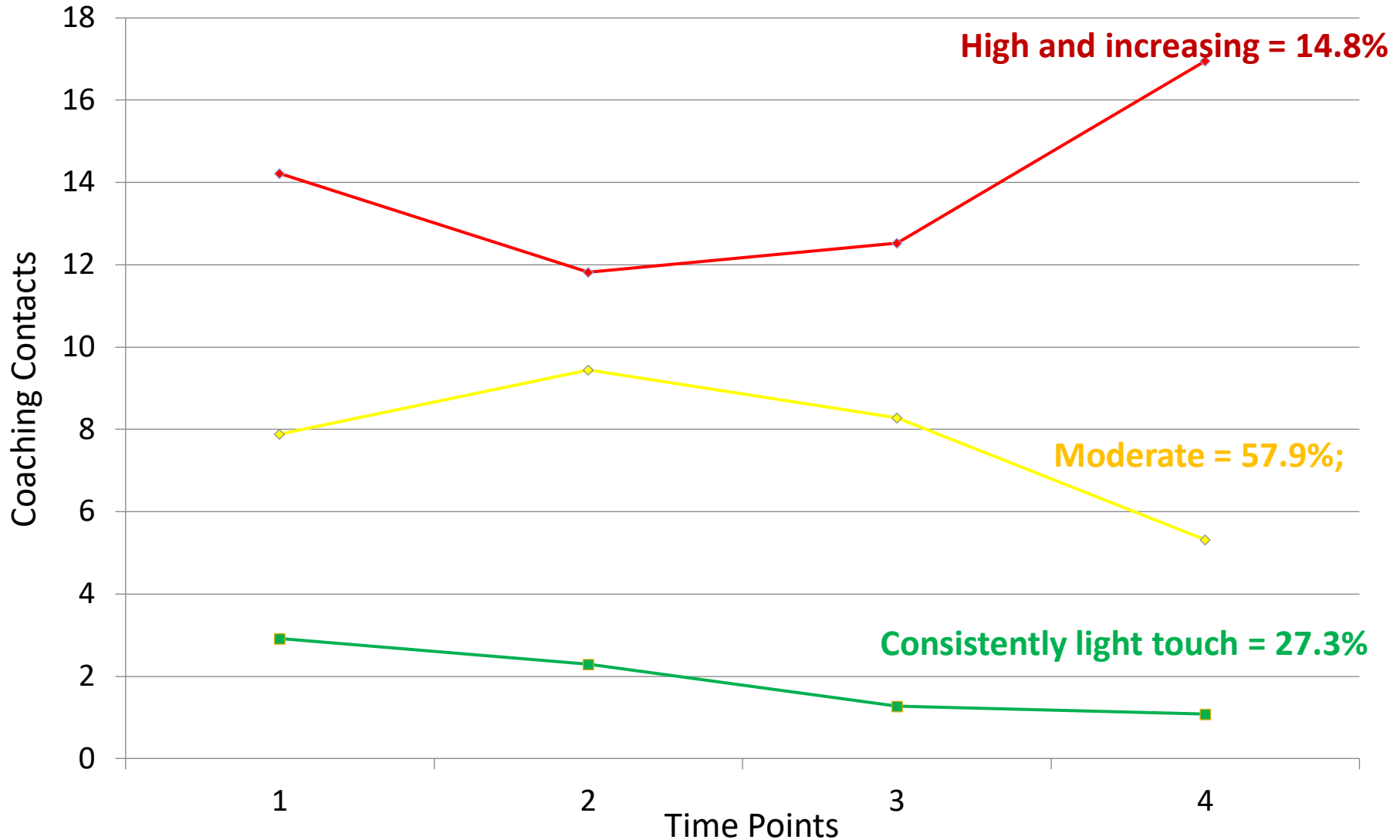
# Challenges Developing and Investigating Implementation Support Models

Research investigating coaching as an intervention support is promising (Kraft et al., 2019)

- Approach to coaching varies (collaborator, expert, TA)
- Variability in the background and duties performed by coaches
- Unknown optimal dosage of coaching
- Varying fidelity to coaching model

(Becker et al., 2013; Hershfeldt et al., 2012; Pas et al., 2015)

# Coach Contact Trajectories

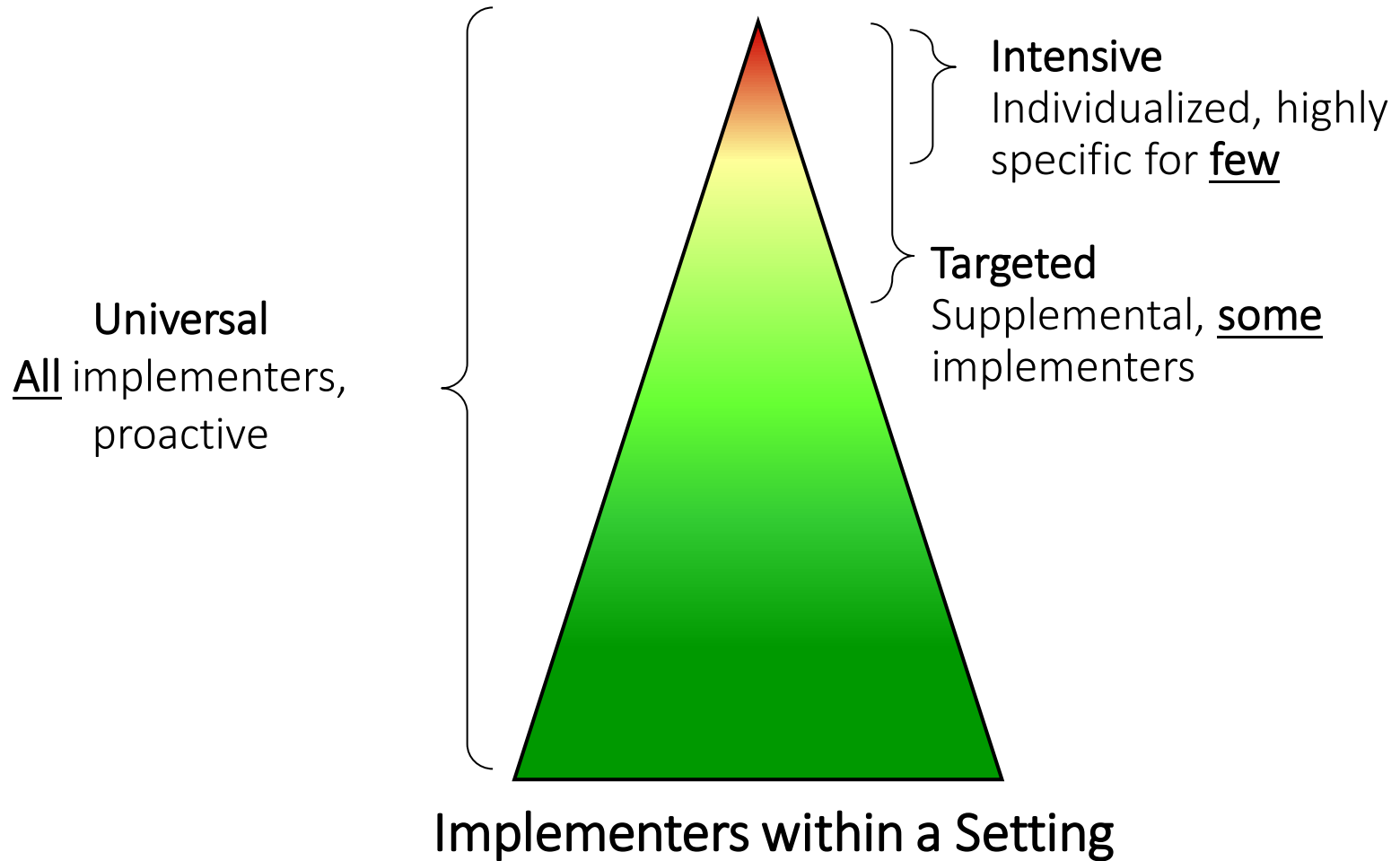


# Coaching as an Adaptive Process

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- What data are used to tailor the coaching process?
- Tiered coaching models
  - Do the most challenged implementers (or implementation settings) get the most coaching supports?

# A Multi-tiered System of Support: Public Health Model



# Coaching as an Adaptive Process

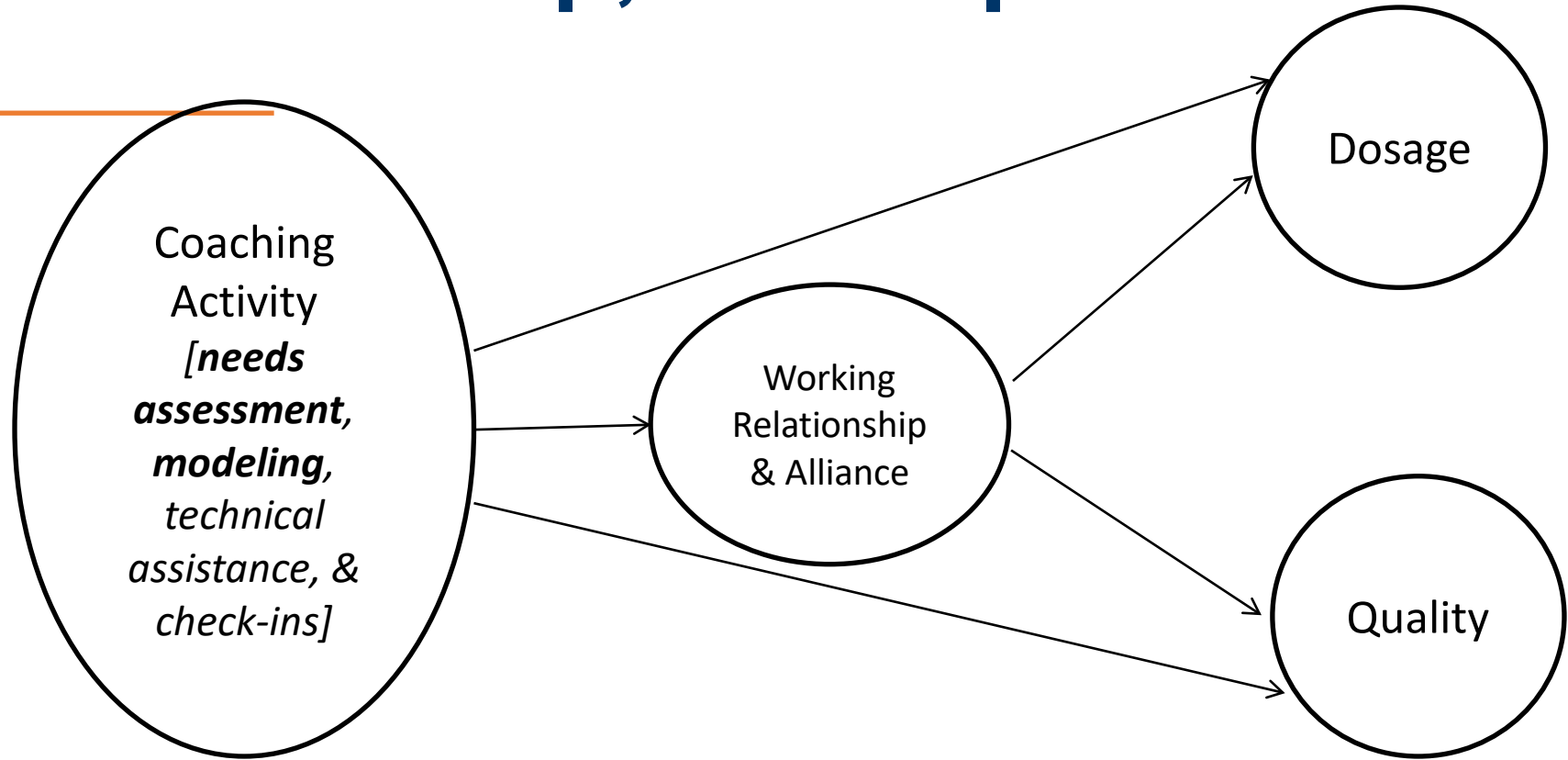
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- What data are used to tailor the coaching process?
- Tiered coaching models
  - Do the most challenged implementers (or implementation settings) get the most coaching supports?
- Coaching programs vs. systems change
- Alliance between implementers and coaches

# What might make coaching successful?



# Connecting Coaching, Working Relationship, and Implementation





# Focus on Scale-up of Evidence-based Programming: Intervention Hub

Enhancing the Capacity of Rural Schools to  
**Identify, Prevent, and Intervene** in Youth  
Mental Health Concerns

<https://www.ruralsmh.com>

Funded by the Institute of Education Sciences, U.S. Department of Education, through Grant R305C190014 to the University of Missouri (PI/Director: Wendy Reinke), University of Virginia, and University of Montana.





## Cost Calculator

Calculate the costs of your school's programs to support students' social, emotional, and behavioral health and make the most of your current plans.

**How does it work?**



### Answer Questions

Provide budgetary outlay of your programs

Provide staff time spent on implementing and monitoring programs



### Generate a Report

Receive your total investments in behavioral and mental health

Receive program specific information



### Make a Plan

Estimate the return on investment

Determine the best mix of programs to meet your students' needs

Go to Cost Calculator →

# Conclusions and Lessons Learned from Statewide Scale-up Efforts

- Coordinated system for large-scale training & implementation support
  - Infrastructure for data collection (web-based system)
  - Skills and time to collect data
- Incentives for data submission (e.g., recognition system)
- Emphasis on implementation quality vs. outcomes
  - Complexity of assessing implementation
  - Challenges unique to scale-up efforts
- Use of data for decision-making
- Partnerships between researchers, educators, and practitioners
  - Support research and implementation
  - Special issue of *Administration and Policy in Mental Health and Mental Health Service Research* titled “Forging and Sustaining Partnerships to Support Child Mental Health Prevention and Services Research” (C. Bradshaw & K. Taylor Haynes, Guest Editors)

# Forming Partnerships that Matter

- Balancing priorities of different agencies
  - Mutual agreement about goals
  - What's in it for me
  - What do I have to contribute
- Value unique perspectives, goals, constraints
- Shared decision-making
- Shared accountability
- Sustainability via multiple 'champions'
- Non-linear implementation and dissemination
- Ready to respond
- Authentic relationships

# Policy Toolkit to Support Scale-up

## Zoom-based tele-education

- Topical expert discusses problem and what schools are doing
- Audience shares what they are doing
- One-page summaries developed and uploaded as resource on website

<https://www.ruralsmh.com>

## Goals

- Help to address current mental health problems identified by school partners
- Strengthen partnership with rural schools
- Inform national and state policies



National Center for  
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# ***Where to go from here?***

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