Implementation of evidence-based-practices in schools

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Key questions and topics

- What is evidence-based practice?
  - CASE: School-to-work group method

- How evidence-based practices spread into practical context in schools?
  - Diffusion of innovations theory
  - Implementation process
“Evidence-based practice” refer to organized interventions with identified linkages between core components and expected outcomes for an identified target population (Allison & Metz 2007)

“Evidence-based practice” (EBP) refers to a body of scientific knowledge, defined by reference to research methods or designs. . . . The knowledge base describes the impact of particular practices on target group outcomes. “Evidence-based practice” is a term denoting the quality, robustness, or validity of scientific evidence as it is brought to bear on these issues. (Kratochwill & Shernhoff 2004)
Evidence-based-practice (EBP)

- **Theory-based model**
  - Clearly articulated model or theory of how the intervention/practice produces effects.
    "Why x affects b"

- **Empirical research evidence**
  - I.E Randomized-controlled trial
CASE: School-to-Work group method

• New version published in 2012
  • Partly based on "JOBS" program (Caplan et al., 1997)
  • English version will be published in early 2013

• 5-day intensive course
  • Structured program
  • Active learning process
  • Strengthening preparedness
  • Inoculation against setbacks

• Randomized-controlled trial (n=314)
  (Koivisto, Vuori & Nykyri 2007)
  • Beneficial effects on
    • Employment quality
    • Career management strategies
    • Mental health (symptoms of depression and psychological distress)
Diffusion of innovation (Rogers 1995)

**KNOWLEDGE**
Person becomes aware of an innovation and has some idea of how it functions

**PERSUASION**
Person forms a favorable or unfavorable attitude toward the innovation

**DECISION**
Person engages in activities that lead to a choice to adopt or reject the innovation

**IMPLEMENTATION**
Person puts an innovation into use

**CONFIRMATION**
Person evaluates the results of an innovation-decision already made
Factors affecting diffusion (Rogers 1995)

1. Innovation characteristics
2. Organization characteristics
3. Social network characteristics (e.g., network position)
4. Marketing strategies employed
5. Institutional structures (e.g., government)
6. Change agency
7. Opinion leadership
From Diffusion to implementation: Change process in schools

- Implementation of EBP (I.E preventive interventions) in schools can be seen as change process

(Miles et al., 1987)
Factors affecting EBP implementation success in schools

1. Policy level
   Educational policies, promotion strategies, reform initiatives (Coburn, 2003)

2. Organization level
   Leadership (Kam, Greenberg & Walls 2003)
   School climate (Kallestadt & Olweus 2003; Beets et al 2008)
   School's change turbulence
   Curriculum (Durlak & Dupre 2008)

3. Individual level
   Perceived need (Greenhalgh et al 2005)
   Change efficacy (Evers, Brouwers & Tomic 2002)
   Change cynicism (Lochman et al 2009)

4. Characteristics of the Innovation
   Compatibility (fit, congruence, match) (Stith et al 2006)
   Adaptability (program modification, reinvention) (Ertesvåg et al 2010)
Diffusion and implementation process of School-to-work group method

- **Semi-structured interviews (n=9)**
  - Diffusion and implementation process of school-to-work method

- **Content analysis**
  - Diffusion and implementation theory

- **Key factors found in interview data**
  - Regional network: Benchmarking effect
  - Change agent activity
ESF – network and benchmarking

Koulutuksesta työhön, Pori/Hki

Urahaukka, Kokkola

UraAVVAIN, Oulu

UraRekry, Vaasa

UraRekry Kemi/Tornio

OPINION LEADER
ESF – projects contributing diffusion and implementation process

- Diffusion process (Over school boundaries)
  - Regional project network
  - Mimetic isomorphism (Dimaggio & Powell 1983)
  - Opinion leader role of Pori

- Implementation process (Local school context)
  - Project managers as change agents
  - Implementation process was linked to local ESF project
  - Local ESF project created agenda and need in school
  - ESF project resources supported implementation
Keys to implementation success
TOP 5

1. Create practice-research network
   • shared responsibility to implementation process

2. EBP should be viable and sustainable

3. EBP should be tied to a local agenda and local needs

4. Use school project networks, local change agents and opinion leaders
   • Change agent understands the EBP and supports it

5. Give implementation support
   • Easy-to-use manuals, clear guidelines
   • Good quality training and consultation, before and after implementation
Thank You!

"Change is a journey not a blueprint"

(Fullan)
References

- What is evidence-based-practice? Part 1 in a Series on Fostering the Adoption of Evidence-Based Practices in Out-Of-School Time Programs Allison J. R. Metz, Ph.D., Rachele Espiritu, Ph.D., and Kristin A. Moore, Ph.