Implementation Planning
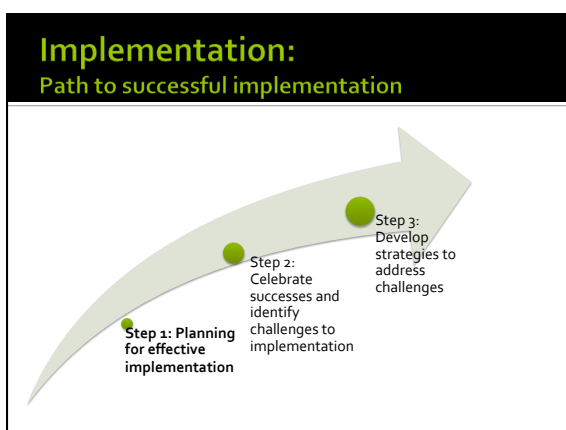
LifeSkills®

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Implementation:
Path to successful implementation

Step 1: Planning for effective implementation

Step 2: Celebrate successes and identify challenges to implementation

Step 3: Develop strategies to address challenges

Planning for Effective Implementation
www.lifeskillstraining.com/planningworkbook

I. Understanding & valuing evidence based prevention
II. Identifying how programs such as LST meet evidence based standards
III. How do you know what you need
IV. Assessing resources for developing strategies
V. Developing a plan for implementation
VI. Assessing need for funding & potential resources

I. Understanding & Valuing Evidence Based Prevention

Evidence based programs are comprised of a set of coordinated services or activities that demonstrate effectiveness based on research.

What should the research look like?

What Makes a Blueprints Program?

Evaluation quality—Can we be confident in a program's evaluation

Intervention impact—How much positive change in key developmental outcomes can be attributed to the intervention

Intervention specificity—Is the intervention focused, practical and logical

Dissemination readiness—Does the program have the necessary support and information to be successfully implemented

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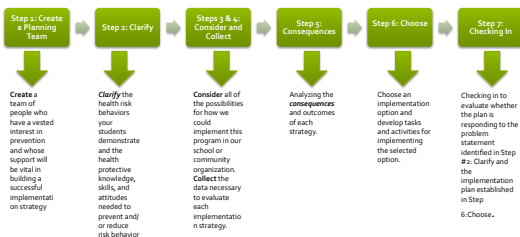## II. How Does LST meets Evidence Based Standards

- LST is Evidence Based
- LST is Skills-Focused
- Competency Domains
- Booster Sessions
- Teaching Methods
- Role of Information

III. How do you know want you need?

Locate any ATOD survey data available from your school, county, region or state including:

- Bullying or harassment incidents,
- Disciplinary actions or suspensions for substance use or possession,
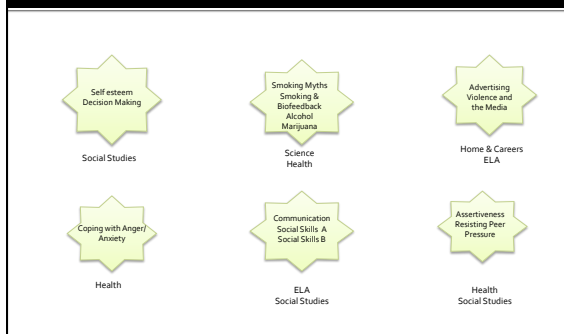- Pregnancy data,
- Absenteeism and tardiness

IV. Assessing Resources for Developing Strategies
The 7 Cs of LST Implementation

Step 1: Create a Planning Team	Step 2: Clarify	Steps 3 & 4: Consider and Collect	Step 5: Consequences	Step 6: Choose	Step 7: Checking In
Create a team of people who have a vested interest in prevention and whose support will be vital in building a successful implementation strategy	*Clarify* the health risk behaviors your students demonstrate and the health protective knowledge, skills, and attitudes needed to prevent and/or reduce risk behavior	**Consider** all of the possibilities for how we could implement this program in our school or community organization. **Collect** the data necessary to evaluate each implementation strategy.	Analyzing the *consequences* and outcomes of each strategy.	Choose an implementation option and develop tasks and activities for implementing the selected option.	Checking in to evaluate whether the plan is responding to the problem statement identified in Step #2: Clarify and the implementation plan established in Step 6:Choose.

V. Developing a Plan for Implementation:
Who?

- Classroom teacher
- Guidance Counselor
- Co-facilitation by classroom teacher and guidance counselor
- Classroom teacher delivers LST in the classroom and guidance counselor reinforces skills with high risk students in small group setting
- Facilitator from the community (police officer, prevention professional etc.) pushing into the classroom delivering alone or co-facilitating with the teacher
- Facilitator delivering LST in a community-based setting as part of regular programming

V. Developing a Plan for Implementation:
Where? Cross Curricular Integration of LST

Self esteem
Decision Making

Social Studies

Smoking Myths
Smoking &
Biofeedback
Alcohol
Marijuana

Science
Health

Advertising
Violence and
the Media

Home & Careers
ELA

Coping with Anger/
Anxiety

Health

Communication
Social Skills A
Social Skills B

ELA
Social Studies

Assertiveness
Resisting Peer
Pressure

Health
Social Studies

Planning for Teacher Training

- Who will be trained?

- Why are we conducting the training?

- When and where will the training be conducted?

- What pre-training orientation is needed for teachers?

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Step 3:
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Step 2:
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Identification of Challenges to Implementation:
Post-Implementation Debriefing

Sample Agenda
1. Needs Assessment
2. Review the purpose of learning
3. Identifying challenges and brainstorming possible strategies
4. Creative Sharing
5. Managing the learning environment
6. Planning for year _____ implementation

Celebrate Successes!

- What did we do that we liked?
- What did we do our students liked?
- What resulted in the best outcomes?

Identification of Challenges to Implementation

First place to look..........

Your schools Annual Year-End Site Report from CSPV!!

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Strategies for Addressing Challenges to Implementation

The "Top 6" Challenges to Implementation

LifeSkills®

The "Top 6" Challenges to Implementation

1. Time Management
2. Classroom Management
3. Space Issues
4. Delivering with Fidelity
5. Maintaining Interest Across all Levels of Program
6. Incorporation of Technology

How Do You Manage Time?

- Find a partner that you do not know.
  - Have a brief discussion of time management techniques that have been effective for you.
  - Both partners share ideas with each other.
- At the sound of the bell – switch to a new partner.
  - New partners share ideas with each other.
- Switch partners a third time.
  - New partners share ideas with each other
  - At the sound of the bell return to your sears and be prepared to share!

Time Management

- Utilize the fidelity checklists on LST website
  - Fidelity Checklists

- Consider using a LST Box for questions

- Name jar

Time Management

- Create a PowerPoint to use on a smart board with directions to tasks. (This way you won't have to repeat yourself several times.)

  Middle School Support Slides

Time Management

When students pass in papers:
- Ask students to pass them *across the rows* rather than passing them forward.

- The people in the row to whom the papers eventually come can then pass them forward to one person.

Time Management

Assign each student a number which corresponds to the number in your grade book.

Instruct students to put their numbers (along with their names) on their papers.

When you collect the papers, simply have one student put them in numerical order.

Marking grades in the book is easier because you are not jumping from name to name trying to find a particular student.

Classroom Management

How Works For You?

- Find a partner that you do not know.
  - Have a brief discussion of classroom management techniques that have been effective for you.
  - Both partners share ideas with each other.
- At the sound of the bell – switch to a new partner.
  - New partners share ideas with each other.
- Switch partners a third time.
  - New partners share ideas with each other
  - At the sound of the bell return to your sears and be prepared to share!

Classroom Management

"Classroom Monitor"

Give a rotating job(s) to some of your more challenging students

- Attendance
- Passing out materials
- Collecting homework
- Calling on students

Classroom Management

"You have 10 Seconds"

"I'm going to start at 10 when I get to 1 you need a pencil and your *LifeSkills* book on your desk."

Use a PowerPoint Count Down Timer

10 Sec.	10 Min.
15 Sec.	15 Min.
20 Sec.	20 Min.
30 Sec.	25 Min.
45 Sec.	30 Min.
50 Sec.	35 Min.
1 Min.	40 Min.
2 Min.	45 Min.
3 Min.	50 Min.
4 Min.	55 Min.
5 Min.	1 Hour

Close Clock

*Countdown Clock
By Dr. Jeff Ertzberger*

Classroom Management

"Messages on the Board"

Start writing a message on the board very slowly. That will often get their attention to see what the final message says.

Ex. "When I have 27 sets of eye on me I will continue."
" When you are quiet I have something important to tell you."

Classroom Management

"Beat Yesterday's Time"

When you need students to complete a task, such as getting back to their seats with no one talking, you can say.. "Can we beat the time?"

Use a stop watch or some other timing device to time them, put the "time to beat" on the board every class.

Classroom Management

Daily Self-Starter Themes/Seat work

<u>Make a Decision Mondays</u>: Name the 3 C's of effective decision making
<u>Technique Tuesday</u>: Name 4 advertising techniques
<u>Wild Wednesdays</u>: Name 3 stress management skills.
<u>Throwback Thursday</u>: Write about a time in the past when you had a hard time standing up for yourself
<u>Friendship Friday</u>: Name 3 ways to start a conversation with a friend

Self Starters can set the tone and engage the mind before the actions begin.

Classroom Management

- Write every students name on a stick
- Select a desired behavior and write it on the board
- Select a stick with a student name on it, but do not reveal the name to the class
- Monitor the named student for the desired behavior
- At conclusion of class, reward named student if desired behavior was demonstrated.
- If desired behavior is not demonstrated, then indicate the behavior was not seen so a new "mystery student" will be selected next class.

Classroom Management
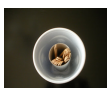
If using the "name on a stick" technique....

Take a cup and glue an empty paper towel roll inside. Now you can pull from the middle and put them on the outside once students have been selected to participate.

Classroom Management

"Give Me Five"

Extend five fingers out on your outstretched arm. This mean "two eyes watching, two ears listening and one mouth closed." The students will usually give the "high five" gesture back and begin paying attention.

Classroom Management

Provide a weekly reward system for students who earn enough points.
- The idea here is to make the reward attainable to any student who follows the rules and does not disrupt class.

- The reward can be something as simple as:
  - Early dismissal on the last day of the school week.
  - Free ice cream
  - Homework pass

The Challenge of Space: The "Goldilocks Syndrome"

The room is too big!
The magic of pylons

The room is too small!
*Line drills
*Practice in pairs with a partner in front or next
*Park Bench

The room is *just* right!!

Implementation with Fidelity

- Minimizing gaps in deliver: Teaching at least 1x per week

- What is an appropriate supplement to instruction

- Integrating interactive techniques ie. behavioral rehearsal

- Fostering teacher & administrator buy-in

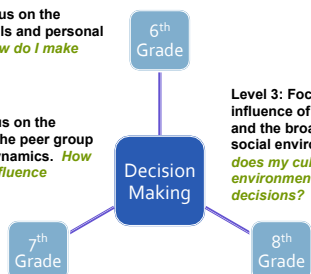## Maintaining Interest Across all Levels of Program

Recognizing and Teaching to Developmental Changes in our students

LifeSkills®

Maintaining Interest Across all Levels of Program: Recognizing developmental changes

Level 1: Focus on the Fundamentals and personal efficacy. *How do I make decisions?*

6th Grade

Level 3: Focus on the influence of the peer group and the broader culture/ social environment. *How does my culture/social environment influence decisions?*

Level 2: Focus on the influence of the peer group and group dynamics. *How do groups influence decisions?*

Decision Making

7th Grade

8th Grade

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Maintaining Interest Across all levels of Program: Recognizing Developmental Changes

- 6th grade – Building the Foundation

- 7th grade – Identification of what is different, scary, or anxiety producing compared to when they were in 6th grade

- 8th grade – Preparation for changes, opportunities, challenges of high school

Tips for Teaching the Boosters

- Quick review and reinforcement of big ideas and skills from previous level

- Focus on the new big ideas and skills in the current level

- Less discussion, more practice of skill sets using coaching and behavioral rehearsal

- Focus on developmental tasks of the age group

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Integration of Technology

- Use of Companion website
      Companion Website

- Use of new Middle School support slides
- Use of Hyperlinks:
  - Appropriate advertising examples
  - Examples of violence in media

Your Ideas!

Next Stop.....

- Fidelity 101: Flexibility and Program Modifications

- Interactive Enrichment Techniques

- Sustainability Planning