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

Mission & Vision:

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

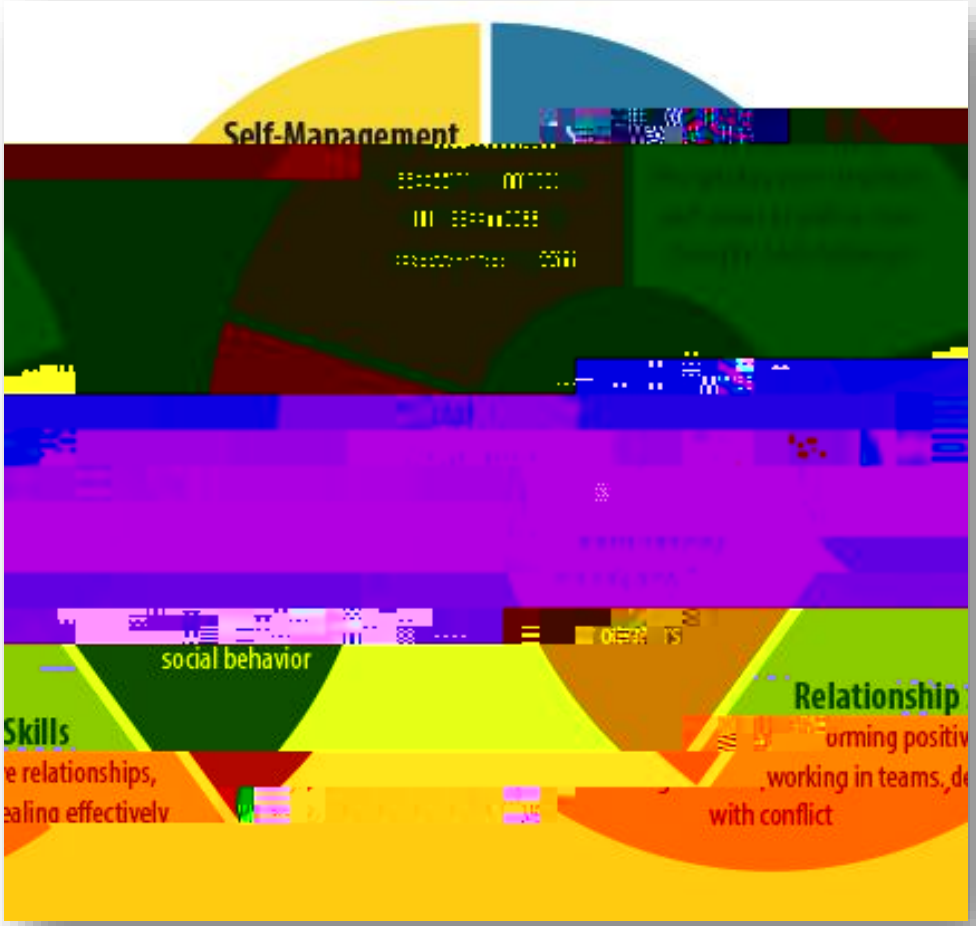
Service-Learning Component
Workshops

<u>2015-2016 Cohort:</u>

70% Caucasian

Top 3 schools: Plant, Robinson, Academy of the Holy Names

The Workshop: Community-Building Structure



Goals of Evaluation

Case Study Evaluation of TIA Workshops

Benefits of Case Study Approach

Multiple Data Sources

- Triangulation!!!

Thick Description

- Rich, insider understanding

Evaluation Process

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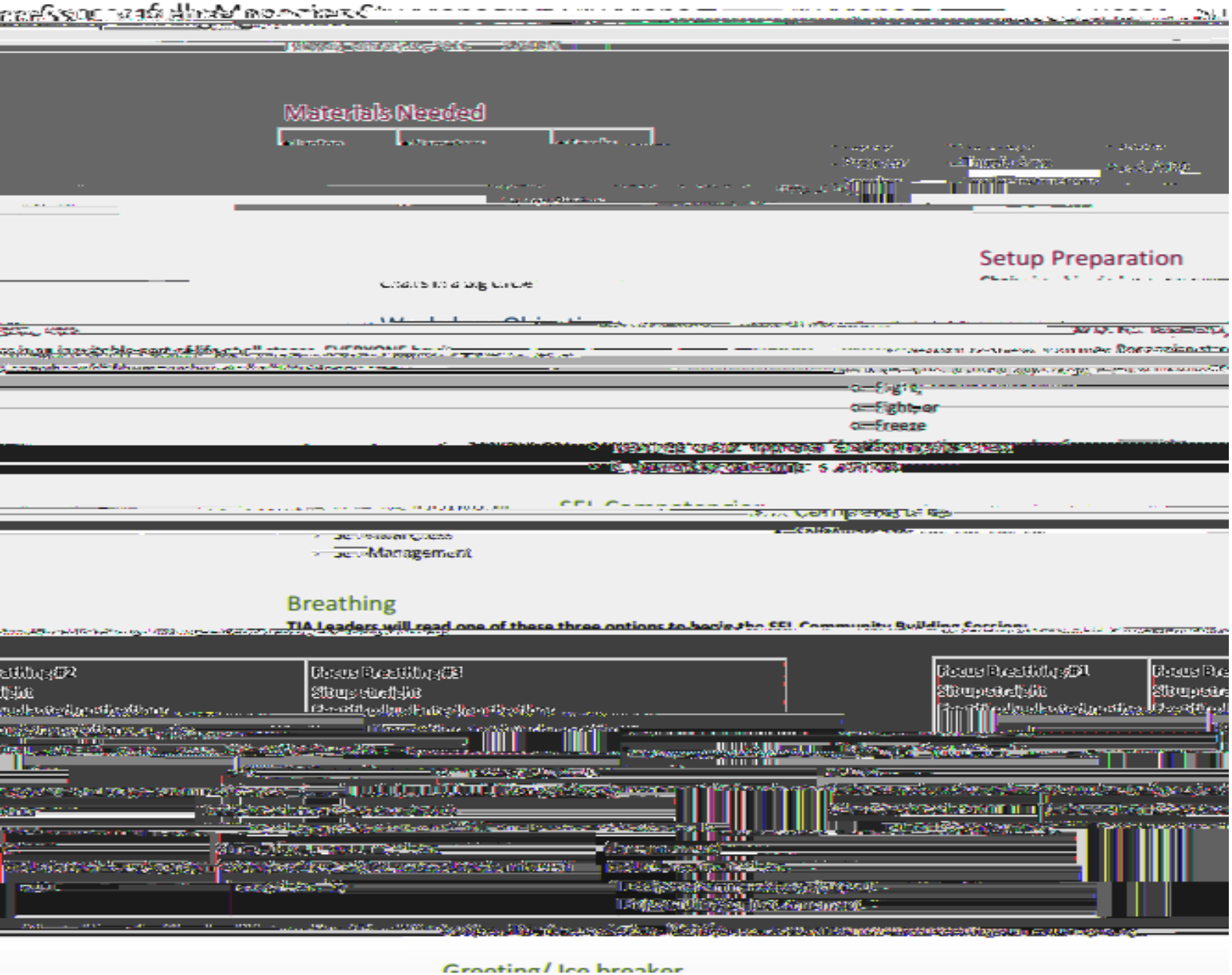
- dissemination in diverse contexts

Curriculum/Document Analysis

Curriculum Binder

Monthly Workshop Guides

Schedule

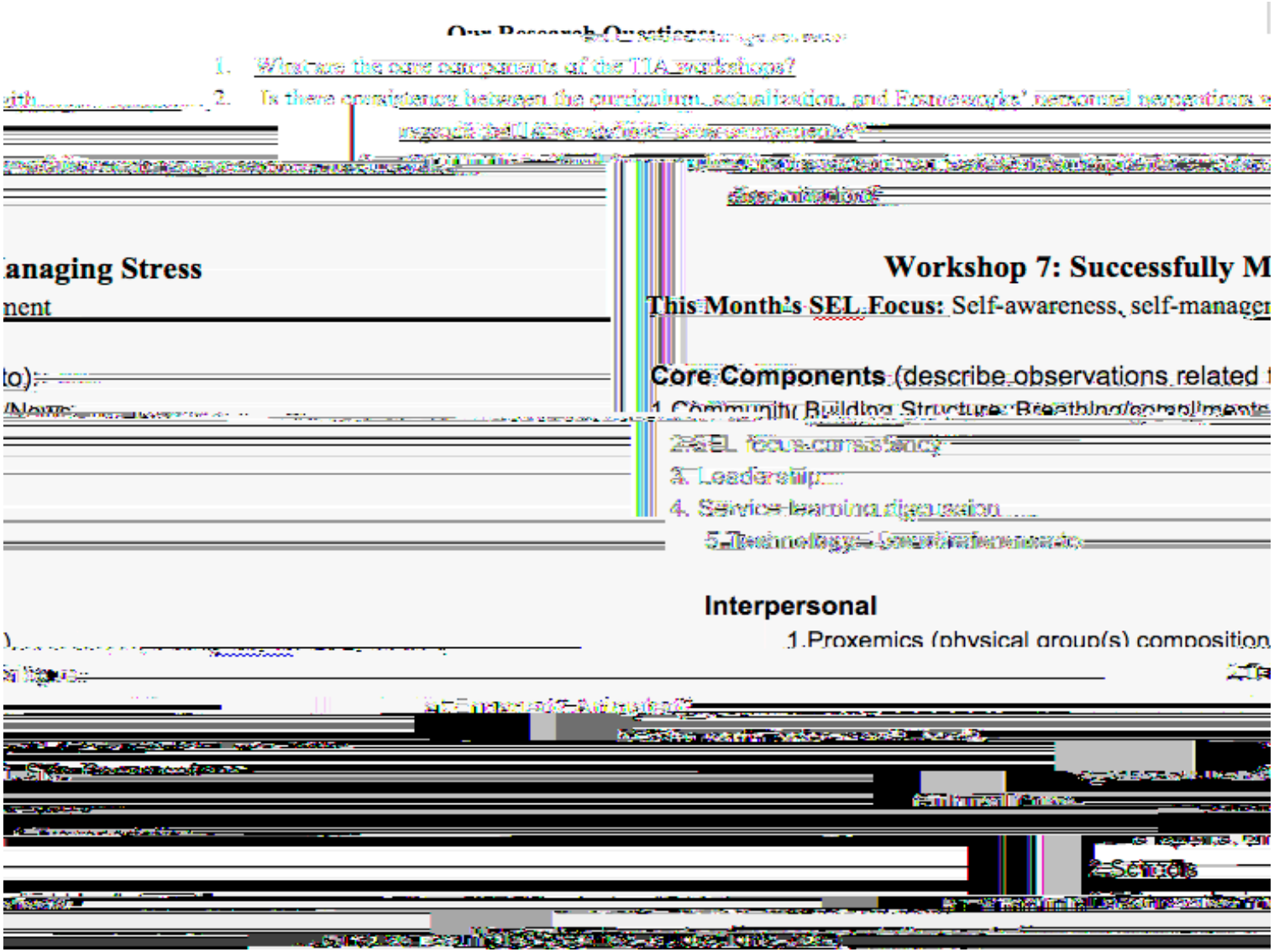

Materials Needed
Setup Preparation
Breathing
Greeting/ Ice breaker

Observations

5 Workshops

Participant O

Observation Guide



Our Research Questions:

1. What are the core components of the TIA workshops?
2. Is there consistency between the curriculum, actualization, and Restorative[illegible]' personal perceptions

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to):

Workshop 7: Successfully M

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

Core Components (describe observations related

1. Community Building Structure: Breathing/compliments
2. SEL focus consistency
3. Leadership
4. Service-learning discussion
5. Technology Communication

Interpersonal

1.Proxemics (physical group(s) composition

Schools

Surveys

1.
   next month?

2. What

3. How

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

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?

If you are or were to become a leader, what suggestions might you have to improve the program?

Evaluation Question 1, 2, & 3

Key Personnel Interview

Lisa Rose: Program Manager

Key Points from Interviews:

- Leadership Structure
- Mutual Respect (The Facilitator role)

Testimonials

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

emotions and not let my emotions control me. TIA has also helped me

Evaluation Questions 1, 2, & 3

Evaluation Questions

1.

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

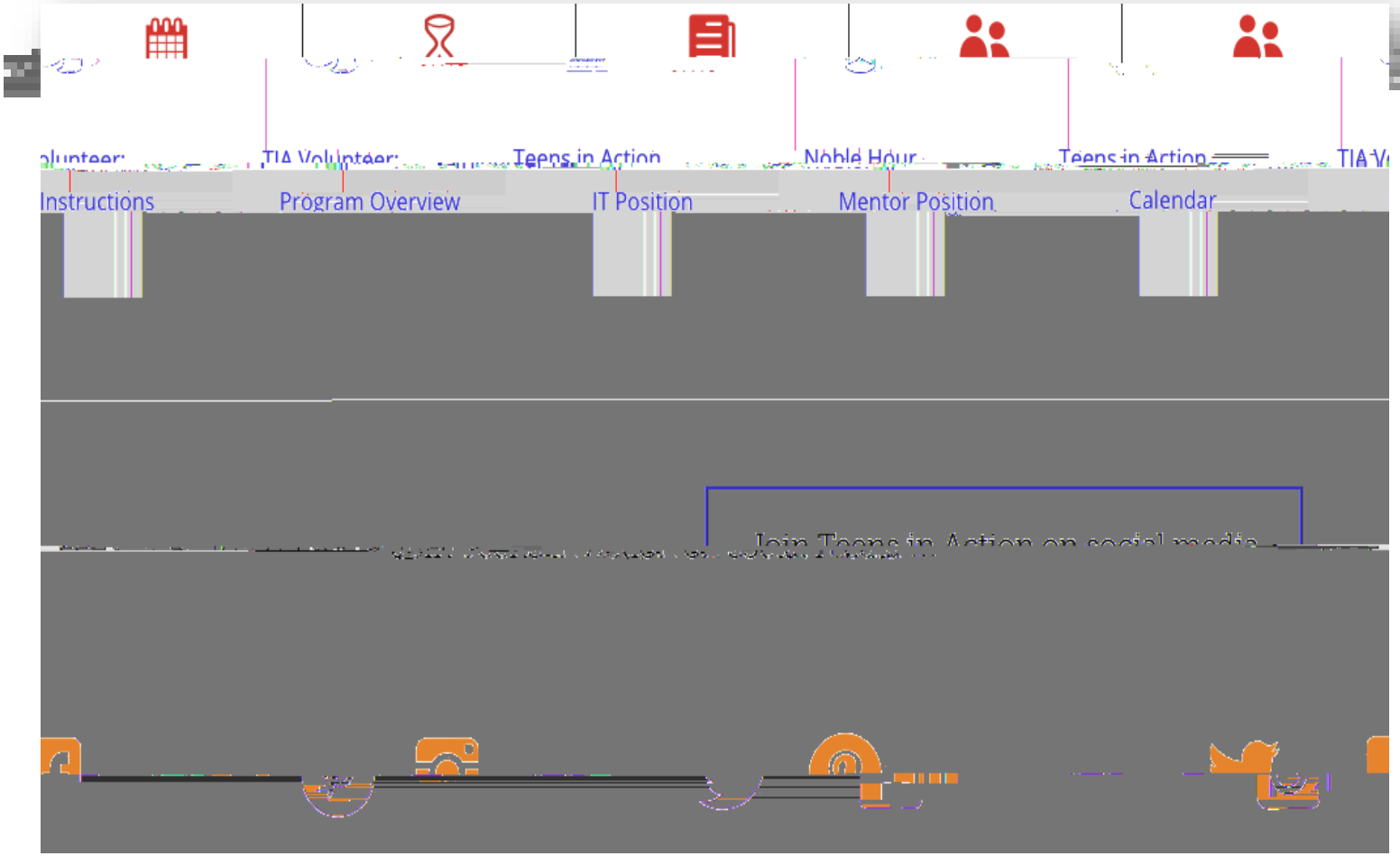
Core Component C: Discussion of Service-Learning Projects

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:**

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-


Instructions
Program Overview
IT Position
Mentor Position
Calendar

Evaluation Question 2

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

Workshop Evaluation Model

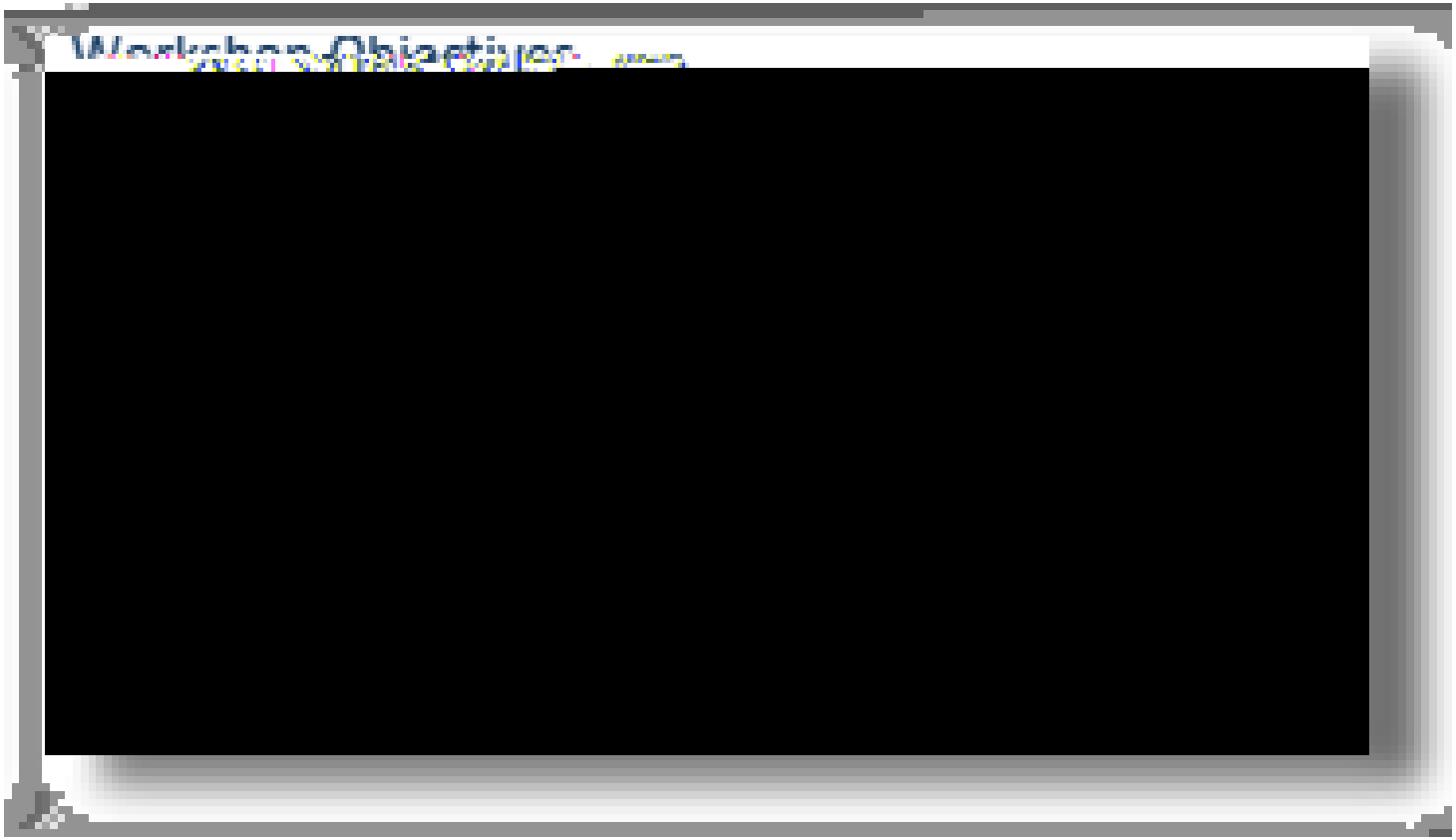
a. Identify Focus Competencies from Curriculum, and supporting activity

b. Observation: engagement & understanding, activity demonstrably supports SEL goal

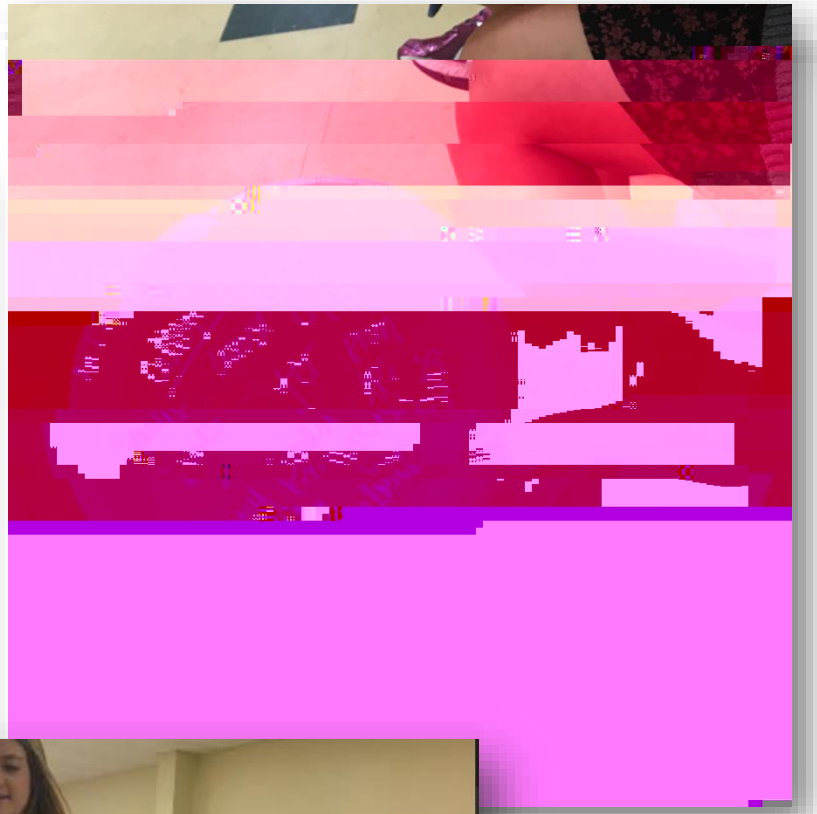
c. Student Survey Results: Snapshot of student perception

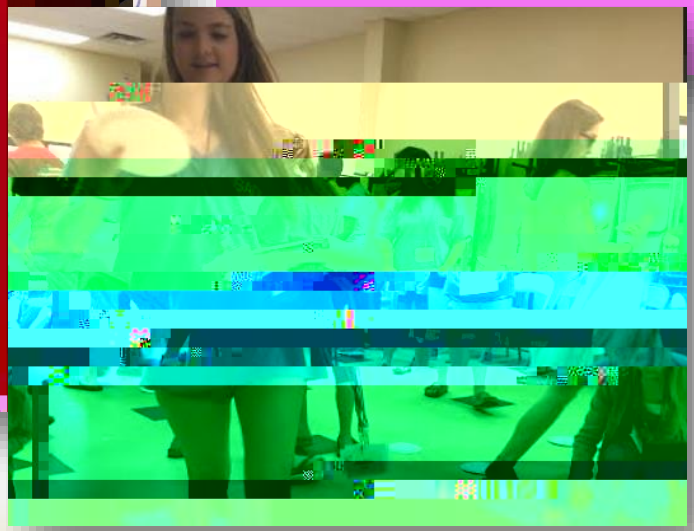
Example Triangulation:
Successfully Managing Stress

a.Curriculum

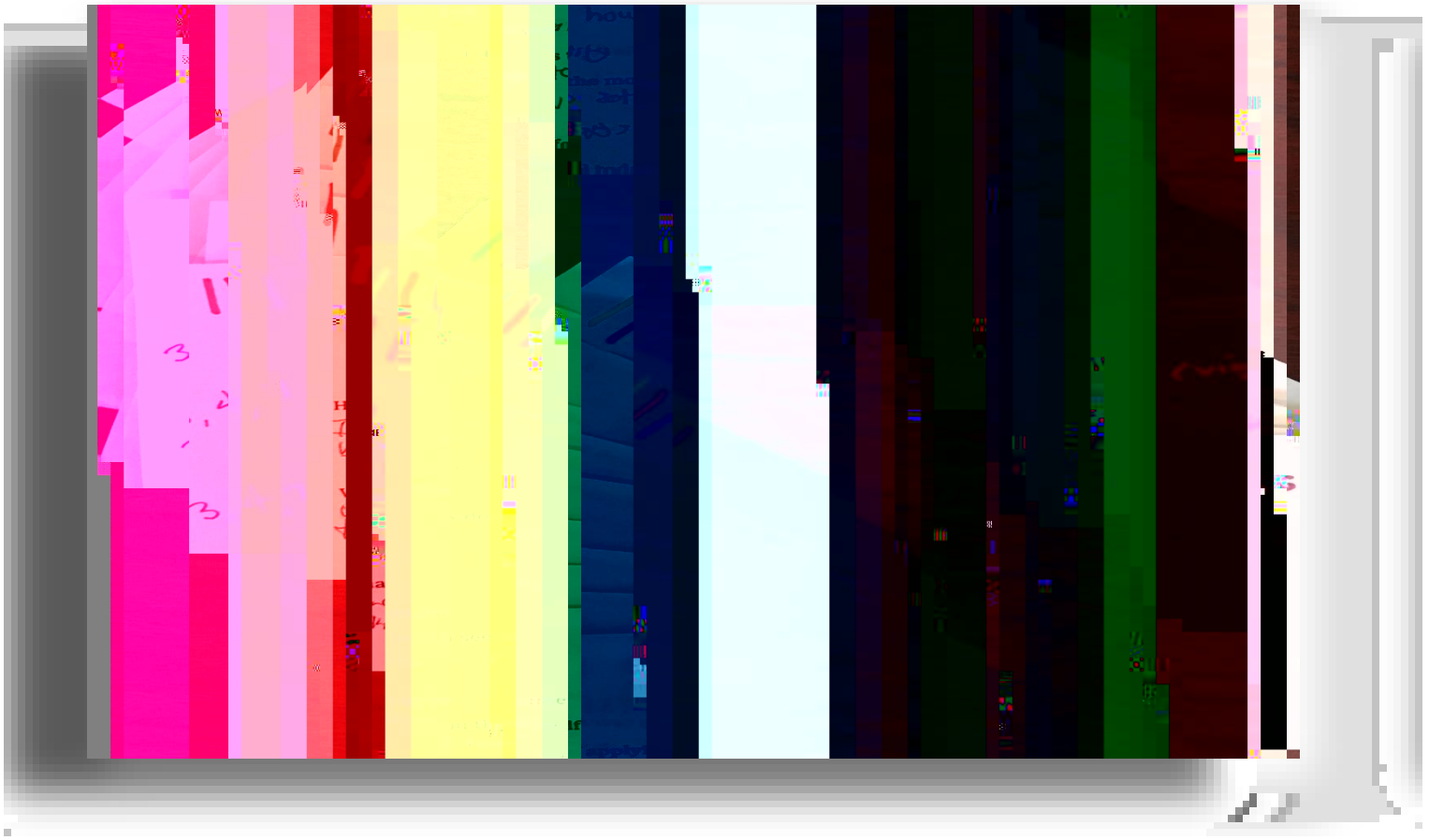


b.Observation





Identifying Themes



Evaluation Question 3

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

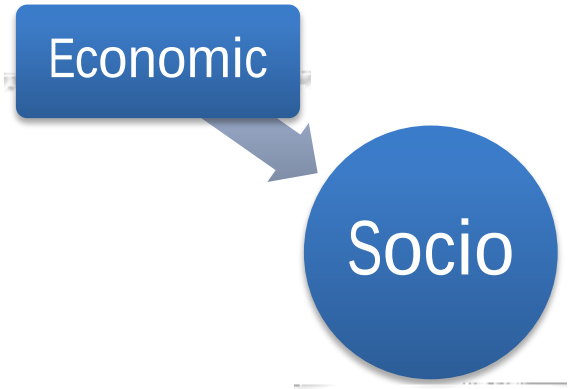
Current Framework

Plant	7.3	18.48	
Robinson	14.78	21.26	

Growth of Framework(s)

Adaptation → Targeting → Tailoring

Plant	7.3	18.48	
Robinson	14.78	21.26	
Leto	7.06		11.34
Middleton		18.53	19.6



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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

and thank:

Frameworks of Tampa Bay

Ms. Lisa Rose

Dr. Tom Massey