

### 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** 

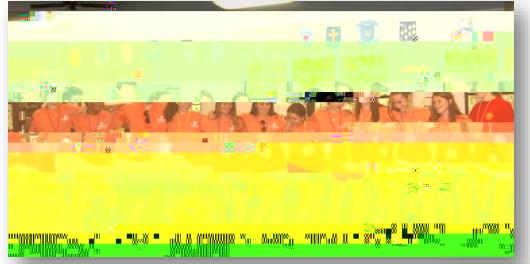
Implications

### **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

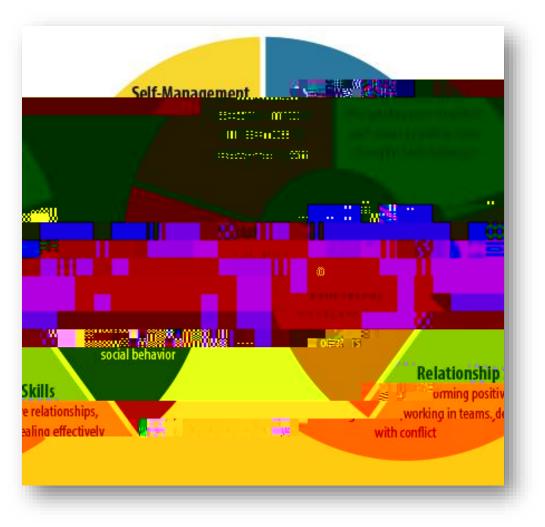


Service-Learning Component **Workshops** 

2015-2016 Cohort: 70% Caucasian Top 3 schools: Plant, Robinson, Academy of the Holy Names



#### The Workshop: Community-Building Structure



#### **Goals of Evaluation**

## Support for attainment of EBP Status

Dissemination of TIA across diverse Tampa neighborhoods

#### Case Study Evaluation of TIA Workshops

### **Benefits of Case Study Approach**

Multiple Data Sources Triangulation!!! Thick Description Rich, insider understanding Evaluation Process

dissemination in diverse contexts

#### **Curriculum/Document Analysis**

Curriculum Binder Monthly Workshop Guides Schedule

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#### **Observations**

**5 Workshops** 

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#### **Observation Guide**

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#### **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

 $[n_1=36; n_2=34; n_3=28; n_4=29; n_5]$ 

#### **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 Comunities: Opportunities/programs presented; Civic service; Peer groups

Data Sources: Observation

Core Component C: Discussion of Service-Learning Projects

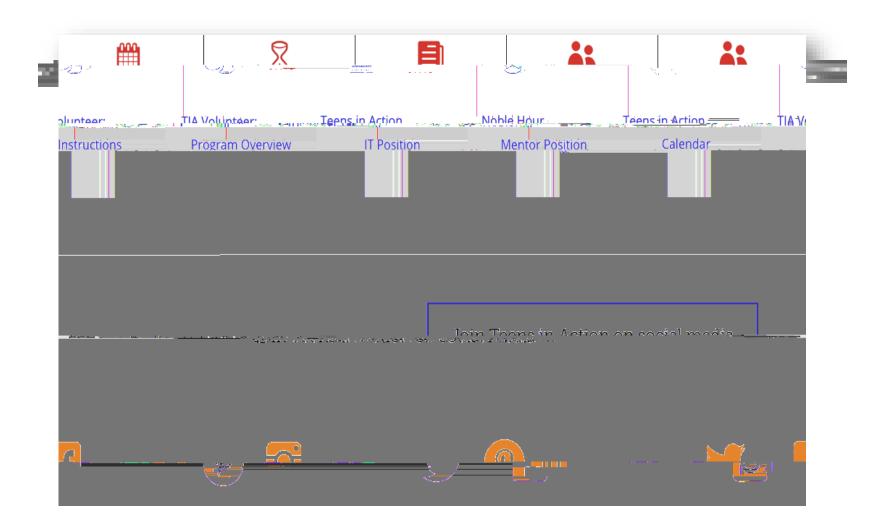
1. Leadership through Service: Teamwork; Group communication; Professional/personal development

- **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-



#### **Evaluation Question 2**

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

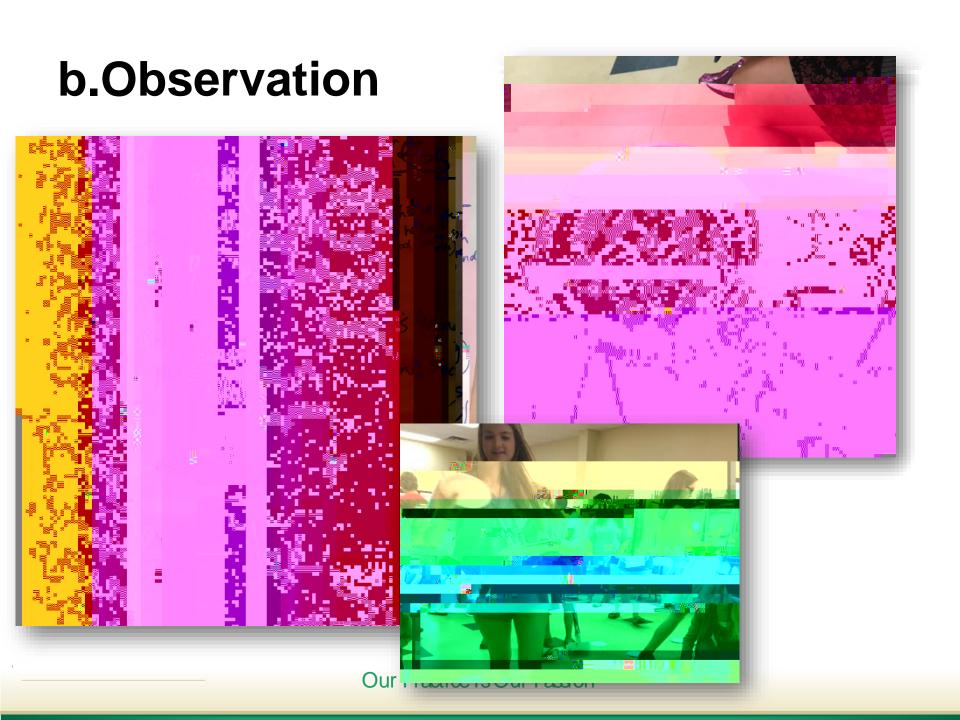
### **Workshop Evaluation Model**

- 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

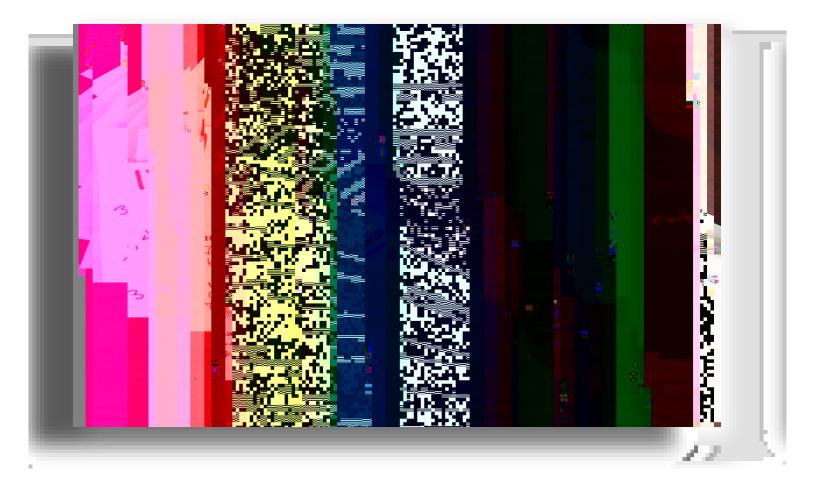
#### Example Triangulation: Successfully Managing Stress

#### a.Curriculum

| Moskshan Objectives |  |
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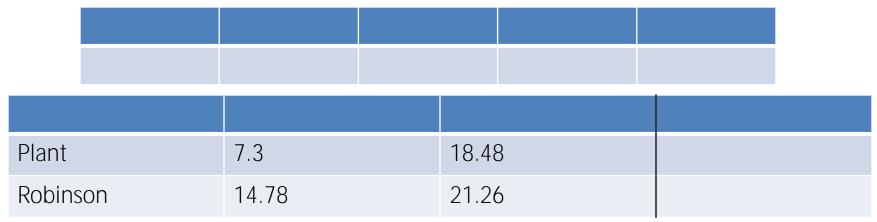
#### **Identifying Themes**



#### **Evaluation Question 3**

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

#### **Current Framework**



### 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      |



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:

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