

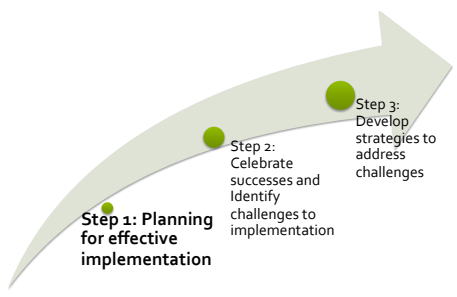
Implementation Planning



LifeSkills®

Lynne Gochenaur
lgochenaur@rochester.rr.com
 National Health Promotion Associates

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 implementation strategies
- V. Developing a plan for implementation
- VI. Planning for teacher training

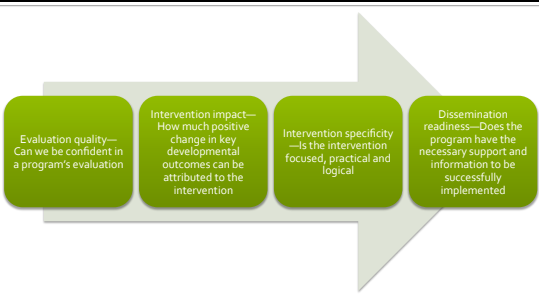
I. Understanding & Valuing Evidence Based Prevention

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

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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

II. How Does LST meets Evidence Based Standards

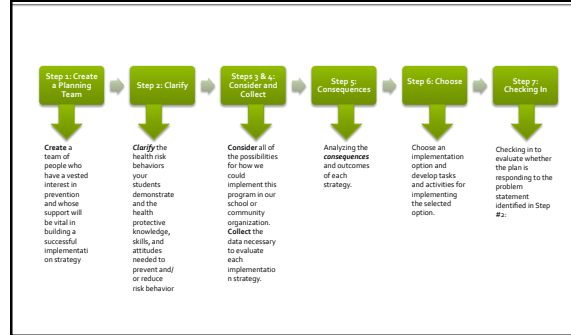
- LST is Evidence Based
- LST is Skills-Focused
- Competency Domains
- Booster Sessions
- Teaching Methods
- Role of Information

III. How do you know what 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

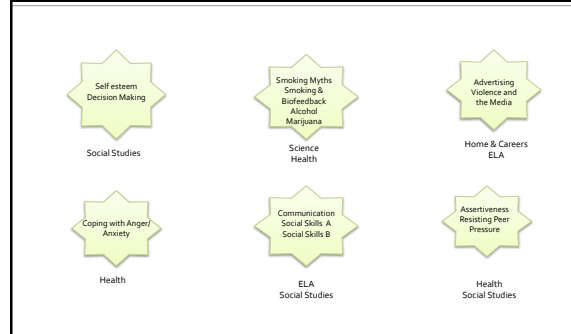
IV. Assessing Resources for Implementation Strategies The 7 Cs of LST Implementation



V. Developing a Plan for Implementation: Who?

- Classroom teacher
- School Counselor
- Co-facilitation by classroom teacher and the school counselor
- Classroom teacher delivers LST in the classroom and school counselors reinforce 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

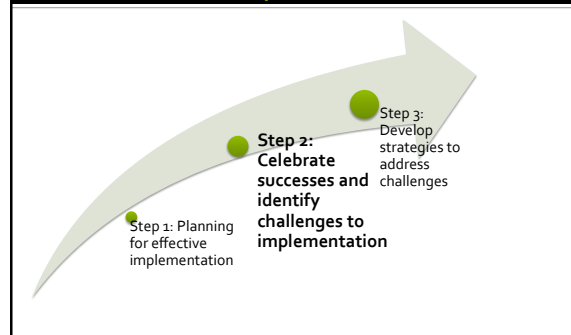
V. Developing a Plan for Implementation: Where? Cross Curricular Integration of LST



VI. 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?

Implementation: Path to successful implementation



Identification of Successes and Challenges to Implementation: Post-Implementation Debriefing

Sample Agenda

1. Needs Assessment
2. Review the purpose of learning
3. Celebrate successes and identify challenges
4. Brainstorm strategies for identified challenges
5. Creative Sharing
6. Managing the learning environment
7. Planning for year ____ implementation

Celebrate Successes!

- What did we do that we liked?
- What did we do that 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!!

Implementation: Path to successful implementation



Strategies for Addressing Challenges to Implementation

The "Top 6" Challenges to Implementation

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. Share your name and have a brief discussion of time management techniques that have been effective for you. Both partners will share their ideas.
- At the sound of the bell, switch to a new partner. Both partners share.
- Switch partners a third time. At the sound of the bell return to your seats and be prepared to share!

Time Management

- Utilize the fidelity checklists on LST website
 - [Fidelity Checklists](#)
- Consider using a LST Box for questions/ comments
- 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, tell them to pass them *across the rows* instead of 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



What Works for You?

- Find a partner that you do not know. Share your name and have a brief discussion of classroom management techniques that have been effective for you. Both partners will share their ideas.
- At the sound of the bell, switch to a new partner. Both partners share.
- Switch partners a third time. At the sound of the bell return to your seats and be prepared to share!

Classroom Management


Classroom Assistant

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"



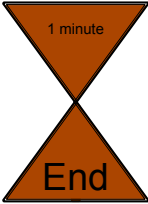
"I'm going to start at 10 when I get to 1 you need a pencil and your *LifeSkills* book on your desk."

Choose a Count down Time by Clicking a Button Below.

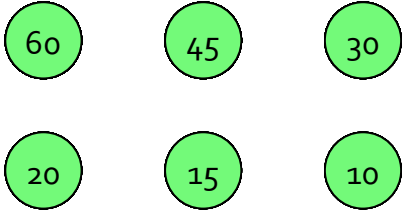
10 Sec.	10 Min.
15 Sec.	15 Min.
20 Sec.	20 Min.
30 Sec.	25 Min.
45 Sec.	30 Min.
50 Sec.	35 Min.
1 Min.	40 Min.
2 Min.	45 Min.
3 Min.	50 Min.
4 Min.	55 Min.
5 Min.	1 Hour

[Close Clock](#) Countdown Clock By Dr. Jeff Eitzinger

1 minute sand timer



Button timers - green



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?"

- BR return time
- Ready to start class 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"

Make a Decision Mondays: Name the 3 C's of effective decision making

Technique Tuesday: Name 4 advertising techniques

Wild Wednesdays: Name 3 stress management skills.

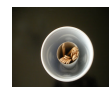
Throwback Thursday: Write about a time in the past

when you had a hard time standing up for yourself

Friendship Friday: 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



Do you have popsicle sticks with student names on them? Do you ever lose any of the sticks?? Try this.

Take your cup and place an empty paper toilet paper roll inside. Now you can pull from the middle and put them on the outside once they have been chosen

Classroom Management

"Mystery Student"

- 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



"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

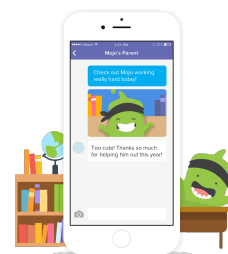
Provide a weekly reward system for students to points.

- 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

Classroom Management:

Classdojo.com/resources/

- Free online classroom management tool
 - Tracks both positive & negative behaviors
 - Can send behavior reports to parents
 - Can track entire class on smart board
 - Will show positive points
 - You can choose to show or not show negative comments
 - Timer & countdown feature



The Challenge of Space: The "Goldilocks Syndrome"

The room is too big!

- *Horseshoe or circle seating
- *The magic of pylons

The room is too small!

- *Line drills
- *Practice in pairs with 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

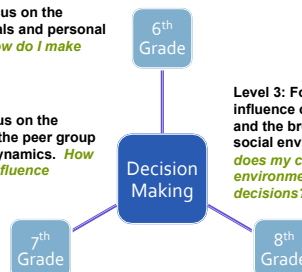


Maintaining Interest Across all Levels of Program: Recognizing developmental changes

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

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

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



Tips for Teaching the Boosters

- Quick review and reinforcement of big ideas and skills from previous level
- Focus on the new 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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Maintaining Interest Across all Levels of Program: Recognizing developmental changes

- 6th grade - Building the foundation
- 7th grade – Identification of what is different, scary, anxiety producing compared to when they were in 6th grade
- 8th grade – Preparation for changes, opportunities, challenges of high school

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.....

- Flexibility & Fidelity
- Interactive Enrichment Techniques
- Sustainability Planning