Implementation of the Hand in Hand program for school staff and students

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Agenda

- **Theoretical background**
  - How to think about implementation
  - Implementation research (in the field of SEL)
  - Theories of translation and consequential transitions

- **Context**
  - The Hand in Hand program

- **Research aims**

- **Methods**

- **Findings**

- **Perspectives**

We should not think about SEL programs as being effective; it is well-implemented SEL programs that are effective” Durlak et al., 2015
What kind of focus on implementation?

- **Implementation is determent for success:**
  - *The important role that adaptation can play in program-implementation might be the most provocative finding of this review* Durlak and DuPre 2008:341

- **Effects from SEL programs differ much** Nielsen et al., 2019
  - Professional learning for school staff is crucial for effect

- **One kind of definition of implementation**
  - *To put an innovation into practice in such a way that it meets the necessary standards to achieve the innovation’s desired outcomes* Meyers et al, 2012:465

- **But…..**
  - Adaptations at the classroom level, not policy makers’ plans, largely determine programs’ effectiveness Penuel et al., 2011
  - There will always – intended or unintended – happen a transformation of “the object of implementation”.

- **We suggest a different focus than “level of meeting standards”**
  - The processes and the implementers (competencies, support etc.)
Translation and transitions

Effects from SEL programs, but large variance - local adaptations - and professional agency - important Nielsen et al, 2019

“The objects of implementation” are going through a process of change when being used in a concrete practice

- these changes can be seen as processes of translation Røvik 2015; 2016
- or consequential transitions - sociocultural transfer research King, 1999
  - Transitions: complex patterns, more than
  - Consequential: what is emphasised as important by the professionals/in the professional context

Hand in Hand: Several steps of translation/transitions

- in the meeting between programme development and trainers
- in the meetings between trainers and teachers (and/or students)
- in the meeting of teachers with students and/or colleagues.
Data presented focuses on the complex processes and the meaning-making of the trainers

Adapted from Lund, 2018
 Shortly about pre-requisites/capacity-building

- Approaches/materials developed in a collaborative process in the project group
- Pre-intervention meeting at schools etc
- Hand in Hand “manuals”
  - emphasise the necessity of adaptations and therefore also the key-components/ “the active ingredients”:
    1) working with a variety of inner meditative exercises, more outer-going physical exercises and dialogue exercises
    2) by using "gearshifts" (e.g. between outer going and more inward going exercises), and by
    3) working to establish close contact with school staff and students.
Research focus

- Follow over time how trainers from the 3 countries perceived the process of translating/adapting the program to the local conditions
- What they emphasise as possibilities and challenges
- **Their reflections about the active ingredients:**
  1. working with a variety of inner meditative exercises, more outer-going physical exercises and dialogue exercises
  2. using "gearshifts" (e.g. between outer going and more inward going exercises)
  3. working to establish close contact with school staff and students.
Methods

- **Mixed design**
  - mainly qualitative data, but also a few likert-scale answers
  - structured reflection logs after each session at the schools
  - from introduction meetings to training sessions for school staff, leaders and counsellors, and students (the whole school approach: Jennings & Greenberg, 2009)

- **Analysis**
  - The inputs (n=121) from May to December 2018, from trainers from Sweden, Croatia and Slovenia have been analysed by thematic analysis Braun & Clarke, 2006 of open reflections
  - frequency analysis and cross tabulations of the likert-scale answers
Presented in monography: Nielsen (in process). *Implementation of the Hand in Hand program for school staff and students*

- Here only a few examples: interplay between trainers and school staff

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**Trainers’ experiences of succeeding in relation to the active ingredients: data after the first 2 months**
### The full dataset:

- A development in general
- Particular interesting development in relation to an experience of succeeding in close contact and dialogue

| 9. Core components/active ingredients - To what degree, did you experience to succeed in including a variation with different kind ... |
|---|---|---|---|---|
| 25 | 40 | 23 | 3 2 8 |

| 9. Core components/active ingredients - To what degree, did you experience to succeed in using "gearshifts" (e.g. between outer going a... |
|---|---|---|---|---|
| 19 | 35 | 31 | 5 3 7 |

| 9. Core components/active ingredients - To what degree, did you experience to succeed in being in close contact/dialogue with t... |
|---|---|---|---|---|
| 18 | 33 | 34 | 11 3 2 |
Reflections: the social climate/atmosphere

**June, 2018:**
- ...the atmosphere was bad, some of the teachers did not say hello back ...it felt they were forced to be there by school coordinator. Their thought were somewhere else and it was hard to be enthusiastic about the program and the project....

**August 2018:**
- The atmosphere was better, a lot of positive feedback ...participants started to share their experiences, thoughts. Some reflected that they were really focused on finding solutions on the first day and they feel now ..they are here just for themselves. They provided some insight at the end on how and what they find useful and were eager to use some also with students.

**September, 2018:**
- The atmosphere was very positive Even though the teachers came after their classes and were tired they were in the good mood ...Especially after the round, the connection was felt. By the fact that they have used several activities on their own if felt that the program was positively received. And that we are a group now.

**December 2018**
- The climate was positive, accepting, it is also a result of the last module and we know each other well by now. It felt that the participants are relaxed to share their opinions, thoughts. Also at the end, there was a lot of gratitude and hugs and connection felt in the room.
Another country/trainer …..

- **June 2018:**
  - The teachers were worried about the days in December when they usually have a lot of work. There are many challenges for teachers with the students and I am not sure how we can handle this in the teacher training.

- **October, 2018:**
  - It was much easier to be in a rather close contact with the teachers this second time.
What are the most important learning/insights you as a trainer take with you from this session?

- ...the atmosphere was bad.....

- The atmosphere was better, a lot of positive feedback...participant started to share their experiences, thoughts.

- ....we are a group now ....

- To focus more on the content of the program and not so much on the research - this is not interesting for the teachers.

- That it takes time to form a contact, that you cannot rush things and that finding a way to relax yourself is a way to lower the distance a bit.

- To listen to my inner voice [....] that the process and the active ingredients are more important than keeping up with the schedule.
Summing up – some key points

- A case of the process of developing ownership/professional agency in a large-scale project context

- Confirm the implementation dynamics ....
  - A dynamic process over time – interaction in the group of developers and with participants ....

- Development of ”close contact”, is related to the aims of the Hand in Hand project – but maybe a more generic key-point in professional learning?
  - Developing deeply founded competencies in the field – ”opening-up” in the meeting with other people/perspectives?

- In-depth insight to help understand results
  - and ”Sustainabilisation” – looking forward ..


