

Session 3 Goal

To identify research needs and challenges associated with the translation of evidence-based models into field settings



An Impressive Set of Papers

- Wide ranging in conceptualization
 - Methodological principles, experiments, evaluation processes
- Excellent examples to guide us in application of principles of FSP in the field with appropriately varied focuses
- Also, excellent examples of contextualized variations in method, measurement and design for examining the effects of a FSP models

The Devil Is in the Details

- **Specifying the conceptual model**
 - Defining context
 - Specifying the mechanism for change including mediators
 - Defining the independent variable(S)
 - Identifying active ingredients (necessary, sufficient)
 - Defining the dependent variable
 - Valued, measurable outcomes
 - Accounting for time
 - Accounting for developmental specificity
 - Accounting for the levels of the system
 - Accounting for dynamics (feedback, sequence)

Conceptual Model Drives Measures

- Defining the ecosystem, measures at indicated levels
- Independent variable: measuring fidelity of complex interventions
 - Activities: what people do
 - Content: what is taught/done
 - What types of interactions are needed? By whom?
 - Is relationship behavior or quality a consideration?
 - Is appropriate developmental or other adaptation measured?
- Defining the dependent variable
 - Valued, measurable outcomes for children, parents, schools

Conceptual Model Drives the Analysis

- Within levels
 - Sequential simple
 - Sequential tiered
 - Feedback or dynamic adjustments
 - Immediate
 - Time lagged or cumulative
- Across levels (primary interest)
 - Two level
 - Multi level

Some thoughts about field experiments

- Essential
- Expensive, time consuming
- Informed by sophisticated descriptive studies
- Getting beyond treatment/nontreatment (BAU) comparison
- Collaborative measures across studies
- Leveraging small study outcomes
- Using data to test models
- Sharing expertise, measures, data

What Are The Important Outcomes for Intervention Studies?

- Child
 - Achievement
 - Prevention of problems, failures
 - Participation, motivation to learn
 - Long term choices, performance
 - Satisfaction, empowerment, choice
- Family
 - Participation, short and long term
 - Satisfaction, empowerment, choice
 - Knowledge, parenting practices, support for school
- School
 - Teacher communication over time
 - Teacher inclusion of families in curriculum
 - Satisfaction, retention, performance in other areas

What Next?

- Principled** model development
 - Context
 - Ecosystems
 - Mechanisms of change
 - Outcomes
- Measures review: constructs, continuity, comparability
- Borrow existing models from other fields,
- Bootstrap model/measure/ analysis development

Session 3 Framing Questions

- What are research needs related to school culture and system readiness, fidelity, and sustainability?
- How do we isolate the effects of family-school partnerships from other aspects of intervention programs?
- What methods do we have or new techniques do we need to be developed in order to address translation and scale up?
- What are one to two issues that still need to be explored or refined in understanding how to move research on family-school partnerships into practice?

THANK YOU 