TRANSLATING RESEARCH TO PRACTICE

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Quotes to "Sum up"

"*There is a simple solution to every problem,*
and it is invariably wrong."

- Angus Hernandez (and/or Einstein?)

"*It is the long history of humankind (and animal kind, too) those who learned to collaborate and improvise most effectively have prevailed.*"

- Charles Darwin

Questions Raised

- Making meaning of evidence
  - What does "evidence based" mean?
  - What are the "active ingredients" in interventions?
- Communicating about research
  - How do we market and disseminate our innovations better?
  - How do we communicate findings in understandable ways to stakeholders?

Questions Raised

- Contextualizing the issue
  - What are the individual differences among teachers that lead some to adopt programs, others to try but fail, and others to avoid them altogether?
  - How do we work most effectively within the context of the stress and depression that face many teachers and school personnel?
  - Leadership is important in implementation. What constitutes good leadership?

Challenges

- "Cultural" difference
  - Three different cultures (research, policy, and practice)
  - Researchers struggle to communicate in accessible language (e.g., sound bytes)
  - Practitioners often want simple answers to implement quickly
  - Researchers and practitioners have different ideas about what constitutes "evidence based"
  - What outcomes are important? (some of the outcomes we are interested in may not be of interest to schools)
  - Schools struggle both with open ended research partnerships (e.g., "What do you want us to help you with?") and very structured relationships (e.g., "Here is our suggested intervention. Now do it.")

Challenges

- Implementation
  - Handing over a packaged intervention often leads to low fidelity, but programs often blamed
  - Schools do not take much ownership of the interventions we promote
  - Teachers perceive that there is not time in the curriculum to address these problems
  - Aides, bus drivers, paraprofessionals, etc., are often instrumental in bullying interventions, but they don't get the training

Challenges

- Importance of policy, but…
  - Standards that are set are often overlooked or ignored by individual schools
  - Policies are not always communicated even within schools (e.g., principal to teacher) and to parents
  - Policy makers develop the policies with limited input of researchers and school practitioners
  - Lawsuits are a way to gain a schools' attention, but are also punitive and can also cause schools to not welcome this work
- External forces and stresses
  - Schools and teachers have come under attack in the media, despite evidence that academics and behavior are better than ever
  - Teacher unions do not like their members to be evaluated

Challenges

- Structural barriers
  - Teacher preparation programs do not focus on
    - consuming research
    - managing behavior
  - Universities value the publications, not often the process (time!) and work that goes into partnerships and intervention work
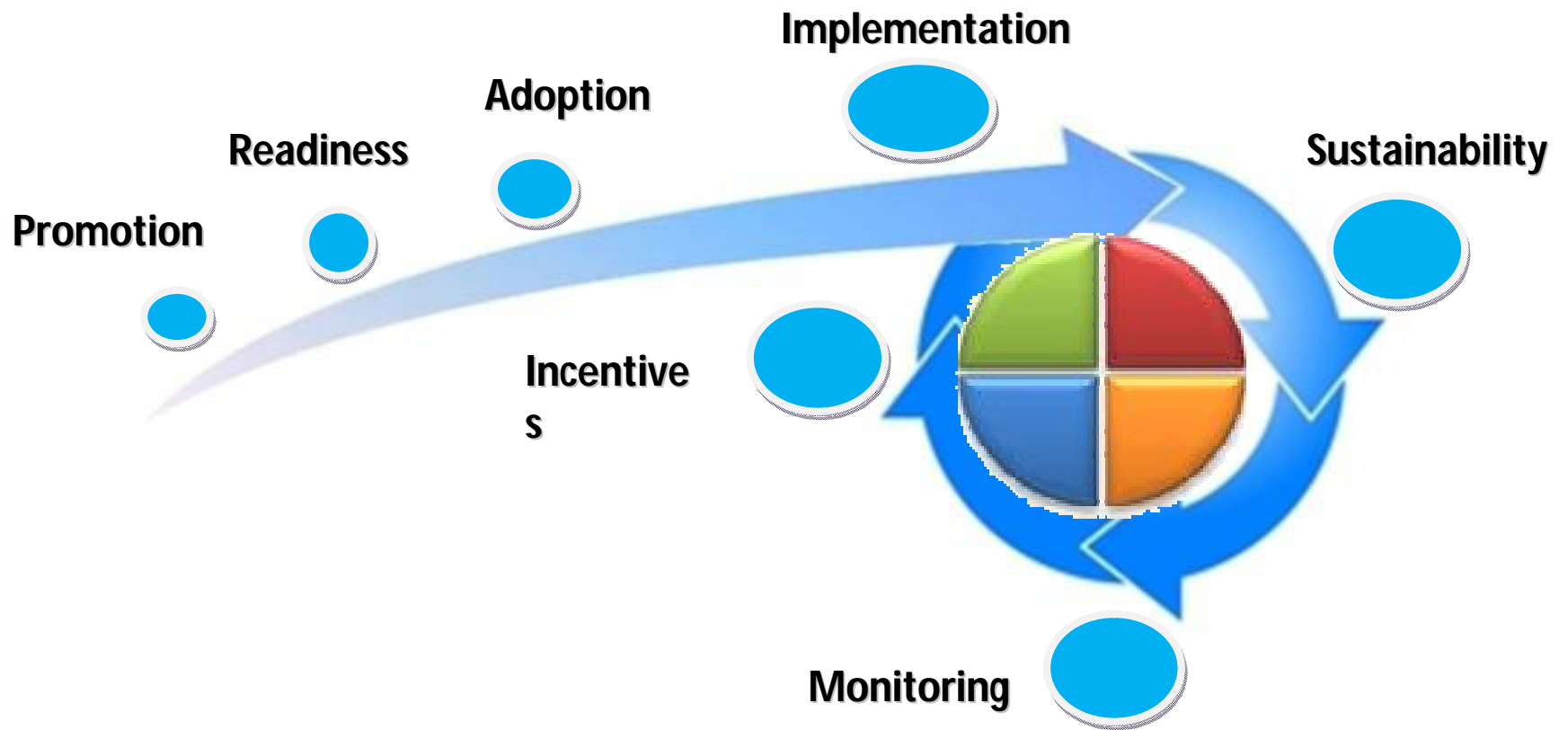
Suggestions

- Collaborate and co-construct!
  - Involve practitioners from the beginning of research projects
  - Kids are an asset
    - We need to hear their voices (get their input and have them help send the message, as well) to help with ownership
  - Address defensiveness and resistance to bullying prevention studies (feeling blamed) among teaching staff
  - Find practices that provide a dependable way of meeting a problem that schools have recognized
  - Senior researchers can work with early career researchers in intervention work

Suggestions

- Implementation
  - Pay attention to quality assurance (with implementation as one part)
    - Require x% buy in or have a readiness scale before implementation
    - Incentives for schools for sustainability
  - "Laboratory schools" as an intermediate step, or setting up a <u>relationship</u> where we work together to explore research questions of mutual interest
    - Many universities have early childhood centers that do research, as well
  - Seek teachers' perspectives about what we can do to make our research and interventions more relevant and accessible to them
  - This is an emerging area of inquiry and we encourage continued scholarship in this area for bullying
    - Include it in intervention research studies

Promotion

Readiness

Adoption

Implementation

Sustainability

Incentives

Monitoring

Suggestions

- Change policy and find ways to pay attention to this issues:

  - If we are to have high stakes academic tests, use assessments of social/emotional learning or school culture and develop standards in the same way

Suggestions

- Communication of findings
  - Give very simple, , colorful, short graphs to practitioners to communicate findings
  - Write into grants funds for a "marketing guru"
  - Provide more explicit training in graduate school on writing policy briefs and communicating with media and practitioners (look at last issue of 2010 Child Development – Ken Dodge and colleague)