



Prevention Research Center

FOR THE PROMOTION OF HUMAN DEVELOPMENT

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"Assessing Readiness to Implement Social-Emotional Learning Interventions"

Presentation Abstract

High quality implementation increases the effectiveness of school-wide social-emotional learning (SEL) interventions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Unfortunately, intervention implementation varies widely (Weise, 1992; Weisz, Sandler, Durlak, & Anton, 2005). This high degree of variability is concerning because higher levels of implementation often relate to better outcomes for children (Hansen, 2001). Strategies to improve fidelity of implementation have often been uniform within an intervention, but may be more effective if individualized by teacher, principal, and school characteristics. In the present study, we looked at baseline predictors of fidelity of implementation for a social-emotional learning intervention, the *Responsive Classroom* approach. Specifically, we examined the relationship between initial alignment and the aims of the intervention, self-efficacy, and demographic characteristics and fidelity of implementation after two years of training. We also investigated possible indirect relations between these baseline characteristics and implementation via teachers' engagement in intervention training. Discussion will focus on findings from this work as well as future implications for efforts to assess readiness to implement a social-emotional learning intervention.

Dr. Wanless's research focuses on the most effective ways to measure and influence social-emotional and self-regulatory development of children in classroom contexts. Specifically, she has worked on cross-cultural measurement development as a Fulbright Scholar in Taiwan and has investigated predictors of the implementation of interventions to support social-emotional and self-regulatory skills. Dr. Wanless is currently using mixed methods and longitudinal analyses to develop a screening tool to assess readiness to implement social-emotional learning interventions.