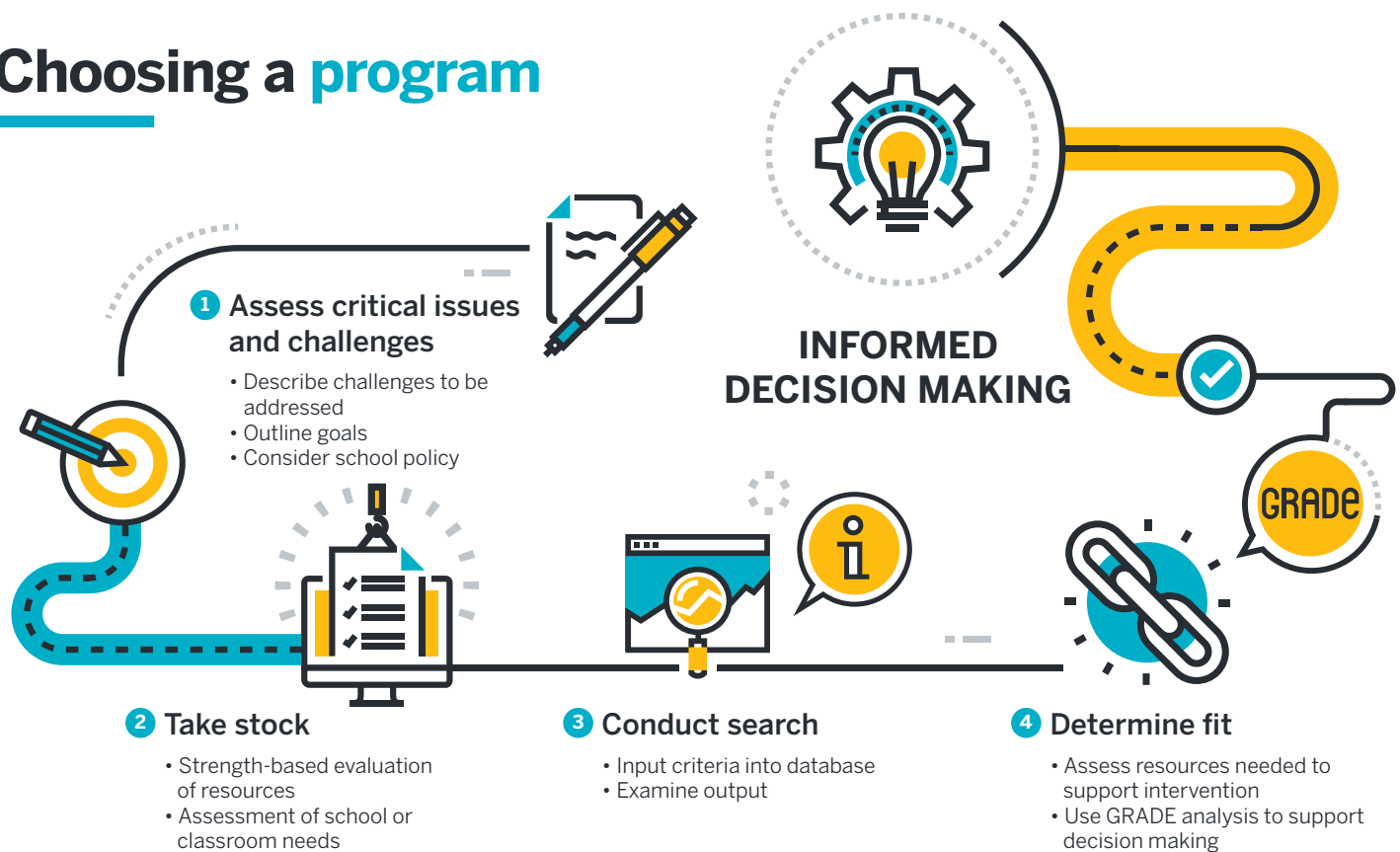


Program Assessment Tool Guide

Detailed

Welcome to the Program Assessment Tool guide! This tool is designed to support you and your school in making an informed decision. We hope that following the steps will increase the likelihood that you can find a resource that meets your unique needs. Stages 1 and 2 will help you analyze the issues and challenges you are hoping to address, and the strengths and capacities of your classroom and school. Once you've completed these steps, you're ready to search for a program.

Choosing a program



Finding a program

A team of researchers at Western University has reviewed a number of programs and resources that can be found on [Teach Resiliency](#).

- If you find one or more programs that seem to meet your criteria, you can use the prompts in stage 4 to further evaluate and compare programs.
- If you cannot find a program in the Teach Resiliency database that is suitable to your needs, consider using the assessment tool to evaluate programs from other sources. If you find a useful program that is not currently in our data base consider sharing it with [teachresiliency.ca](#). It might be exactly what others are looking for.

Stage 1. Assess critical issues and challenges

To create a clear and focused vision of the issues and challenges you hope to address and to help determine fit between your goals and the intervention, consider the following:

a. Describe the challenges to be addressed

Briefly describe the challenges the school/classroom is facing. *(Examples: I've noticed some of my students struggling with feelings of anxiety/depression in the classroom OR my students are not getting along with each other.)*

b. Outline goals

What is the goal you hope to achieve?

c. Consider school policy

Consider your board's vision or strategy related to supporting school mental health by identifying currently offered professional development opportunities.

Does your school have a *Healthy School Plan*?

Yes

No

In what ways do your objectives fit with school policy / procedures / goals? *(If unsure, check online or consult with principal and Board Mental Health leader)*

d. Consider the level of intervention

What level of intervention are you seeking? Check all that apply. Consider the targeted group and desired outcome.

For few (identified individuals): Interventions for identified challenges that impact a few students *(e.g., trauma, addiction, or eating disorders)*.

For many (classroom / age group): Programs such as school/class wide socio-emotional learning or stigma reduction.

For everyone (whole school / all students): Educator mental health literacy, safe and caring school environment, and engagement.

Stage 2. Take stock: Assessment of initial capacity

Taking stock through a strength-based evaluation of organizational resources.

a. Strength-based evaluation of resources

What we have (strengths assessment): While taking stock of current strengths and capacities of your school and classroom, consider all stakeholders (*i.e., teachers, mental health leads, teaching assistants, principals, parents, students, community leaders, and community professionals*).

	Within school	Outside of school
PEOPLE		
Who is able and willing to support the objective? In what ways can they be supportive? What are the strengths of the stakeholders involved?		
CULTURAL AND SOCIAL CAPITAL		
Consider the non-financial attributes of your school, classroom, students, parents, and surrounding community. What does your school or community excel at? What do people get excited about?		
PROGRAMS		
Current programs in place that could support this initiative.		

	Within school	Outside of school
RESOURCES		
Current resources that could support this intervention. Consider factors such as time, space, finances, and resources such as computers.		

b. Assessment of school or classroom needs

What we need (needs assessment): While assessing the needs of your classroom or school, consider contacting individuals in administrative roles such as the school principal or mental health leads.

	Within school	Outside of school
PEOPLE		
Who could take the lead on this program, resource, or intervention? <i>(i.e., student support teams, teachers, counsellors, mental health leads, principals)</i>		
Who will deliver the program, resource, or intervention?		
Is anyone else needed to support the intervention <i>(consider stakeholders inside and outside of school)</i> ?		
Consider what sort of shared decision-making model may be a good fit.		

	Within school	Outside of school
RESOURCES		
Is funding available?		
Can funding be applied for? List any possible sources.		
List other required resources <i>(i.e., computers, internet access, or meeting space).</i>		

Stage 3. Conduct search

a. Search and compare

Use [Teach Resiliency](#) search and compare functions to create a list of possible programs, interventions, or resources.

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Stage 4. Determine fit: Making an informed decision

- a. Assess program fit with desired outcomes.
- b. Assess the resources needed to support chosen intervention.
- c. Use GRADE analysis to support decision-making.

Determine fit		
EVALUATION		
How effective has the intervention been in the past?		
What population was it evaluated with?		
TRANSFERABILITY		
Culturally relevant?	Yes	No
Grade appropriate?	Yes	No
List any other concerns.		
IMPLEMENTATION		
Is program manualized?	Yes	No
Could it fit with preexisting curriculum?	Yes	No
<i>Describe how.</i>		

Determine fit

IMPLEMENTATION

Does resource fit with school health plan?	Yes	No
<i>Describe how.</i>		
Is parental permission required?	Yes	No

TRAINING

Is training, coaching or supervision required for the program?	Yes	No
Any necessary qualifications?	Yes	No
<i>Specify.</i>		
How many hours of training?		
Are there individuals who could fill this role?	Yes	No
<i>Specify.</i>		

TIME NEEDED FOR ADMINISTRATION

Class time required.		
Frequency of intervention.		

Determine fit

STANDARDS AND TOOLS FOR MONITORING PROGRESS

How will the intervention be evaluated?	
How will you seek feedback from stakeholders?	
OTHER	
Estimated cost of program.	
Do you have any concerns about this program?	

Prepare for challenges

Congratulations on choosing a suitable program. Now that you have picked a resource that meets your needs, please consider the following challenges you or your school may encounter.

Treatment fidelity is defined as the strategies that monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned and that each component is delivered in a

comparable manner to all participants over time. Programs are designed to be administered as is. We understand that it is difficult to facilitate a program exactly as it was designed and that it can be valuable to tailor programs to fit your needs and resources. However, changes in administration may impact the outcomes of the program and may even do harm.

Training the trainer. Some resources and interventions require a facilitator to be trained in administering the intervention. Consider what will happen if this individual leaves the school—for example, due to job change. It may be beneficial to have more than one individual trained in facilitating this resource.

*We hope this assessment tool has helped
you meet the needs of your classroom or school.*