



Wyoming's National Governors Association Grant Tier 2 Implementation

PLANNING

When introducing school-based mental health services (SBMHS), it is important to minimize challenges through an understanding of the systemic conditions and factors that affect the implementation of SBMHS. The information presented in this resource comes from Richter et al., 2022*, which adapts a previous version of the Consolidated Framework for Implementation Research (CFIR) to the implementation of SBMHS. This model considers the relationship between intervention characteristics, the outer and inner context, individual characteristics, and the process of implementing (shown to the left) to the success of the intervention.

ENGAGING

- **Intervention characteristics** include the adaptability of the intervention, the quality of design, and cost. Adaptability is especially important in the context of Wyoming given the state's rural and frontier geography. Adaptability and fidelity can successfully coexist so long as the core components of the intervention are preserved and adaptations are made using an intentional process.
- **The outer setting** represents the context of the organization in which the intervention takes place. Key drivers include the level of integration into the larger network, including external policies and incentives. These aspects are especially important due to the cross-agency collaboration involved in SBMHS.
- **The inner setting** includes students and their families, district and school administrators, mental- health service providers, and educators. Leadership, networks, and open communication are key to the success of SBMHS in the inner setting.
- **Individual characteristics** are defined as the personal attributes of individuals who have a role in program implementation. Knowledge, motivation, resiliency, and beliefs are all associated with successful implementation.

EXECUTING

REFLECTING & EVALUATING

Consideration of these four elements should be ongoing throughout the implementation process, which includes planning, engaging, executing, and reflecting and evaluating. Ideal implementation involves students and their families, whose lived experiences are invaluable. Additional roles include district and school administrators, mental health service providers, educators, and others invested in the importance of student well-being.

*Richter, A., Sjunnestrand, M., Romare Strandh, M., & Hasson, H. (2022). Implementing school-based mental health services: A scoping review of the literature summarizing the factors that affect implementation. *International journal of environmental research and public health*, 19(6), 3489.

INTERVENTION CHARACTERISTICS

- Evidence of effectiveness and quality
- Perceived advantage of implementing an intervention compared to other interventions
- Intervention complexity
- Intervention adaptability
- Costs associated with the intervention
- Usability and accessibility

OUTER SETTING

- Prioritization of student needs
- Resources allocated to student needs
- Level of integration into a larger network
- Use of intervention in similar settings
- External policies and incentives

CHARACTERISTICS OF INDIVIDUALS

- Knowledge about the intervention
- Beliefs and perceptions about the value of the intervention
- Other personal attributes such as motivation, value, or learning style

INNER SETTING

- Structural characteristics (e.g., organizational age, maturity, and size)
- The nature and quality of (in)formal networks and communication
- Culture (i.e., norms, values, and assumptions)
- Compatibility with existing workflows & norms
- Relative priority the intervention is perceived to have
- Availability of resources, including incentives and rewards for implementation
- Clear goals and feedback processes
- Leadership engagement
- Access to knowledge and information about the intervention