

Introduction

- ✦ To accelerate the translation of proven effective mental health prevention programs into routine school practices, there is a need to identify strategies that best support implementation.
- ✦ In partnership with the NSW Department of Education we co-designed, and are trialling, a multicomponent strategy to enhance the implementation of the PAX Good Behaviour Game in primary schools.
- ✦ This realist evaluation aims to understand which strategies have the greatest potential for successfully supporting program implementation and integration, for whom, and under what conditions.

Methods

- ✦ Qualitative methodology, via videoconferencing technology
- ✦ Interviews (n=16) and focus group discussions (n=16)
- ✦ Interviews guided by Pawson and Tilley's (1997) realist evaluation framework. Participants were asked to identify strategies successfully used. For each strategy, they reflected on the context and mechanisms of change that interacted to produce outcomes.

Participants

- ✦ Between November and December 2021, 29 educational staff from 15 NSW primary schools participated.

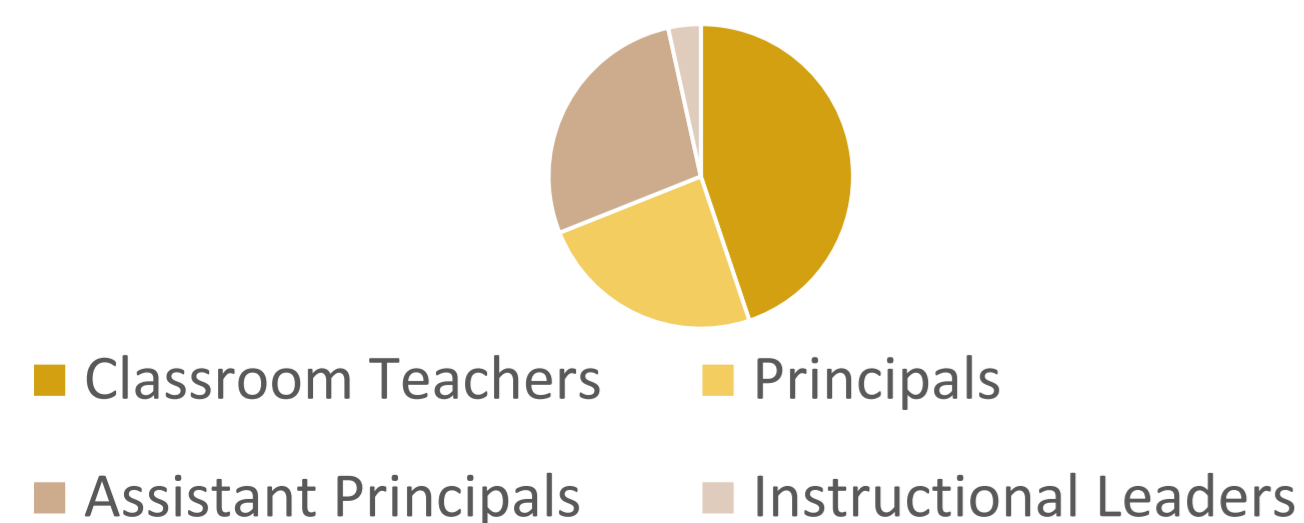


Figure 1. Participants by job type

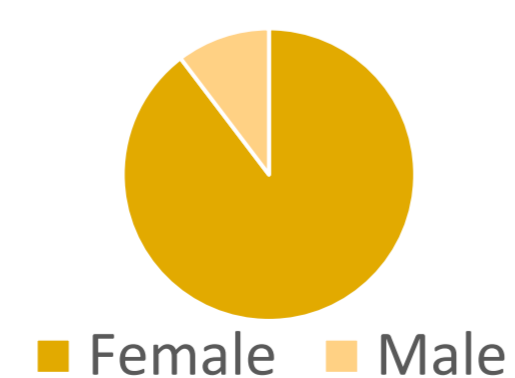


Figure 2. Participants by gender

Main Findings

Acceptable strategies for implementation

- Recognition system
- Leadership meetings
- Training
- Distribute support resources

Unacceptable strategies for implementation

- Progress monitoring using self-report
- E-newsletters with practical tips
- Online peer learning network

Conclusion

- ✦ We recommend practitioners consider and tailor recognition systems, training, leadership support and streamlined resources to improve the implementation of evidence-based programs in schools.

Acknowledgements

- ✦ Thank you to the NSW Department of Education wellbeing leadership team and teachers and executive school staff who contributed to the co-design of the strategy and its evaluation.