

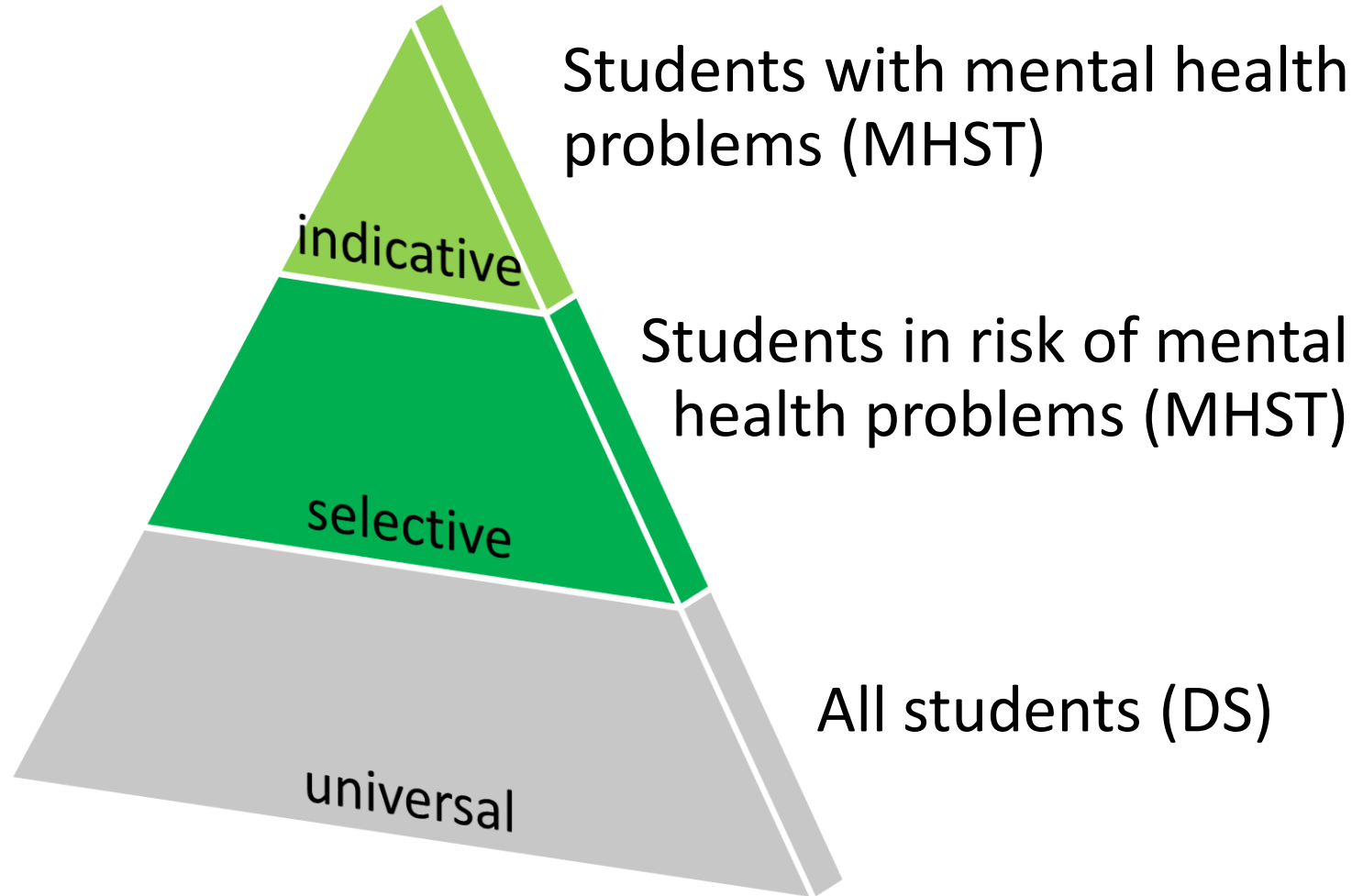
The first years in upper secondary school are often challenging: Can a good psychosocial environment mitigate the challenge?

Professor  
Torill Larsen  
UiB/WNU

# Background

- Dropout in upper secondary education has been relatively stable over recent decades and is a pronounced concern for Norwegian authorities (Lillejord et al, 2016).
- Previous research shows that a good psychosocial learning environment helps to promote health, well-being and good social development (Durlak et al., 2011, Samdal & Rowling, 2011; 2014).
- In addition, the transition from lower secondary to upper secondary school is considered a critical period (Eccles & Roeser, 2009, Eccles & Roeser 2011).
- In an already challenging developmental period of adolescents, changing from an environment where one knows most people, to a whole new environment where few or no-one knows each other, entails an additional burden for some students. It is therefore particularly important that one facilitates a good transition process (Eccles & Roeser, 2009, Eccles & Roeser 2011)

# Combining measures



# Effectiveness and process evaluation 2016-2019

## Randomized Control Trial

17 schools randomized into three groups



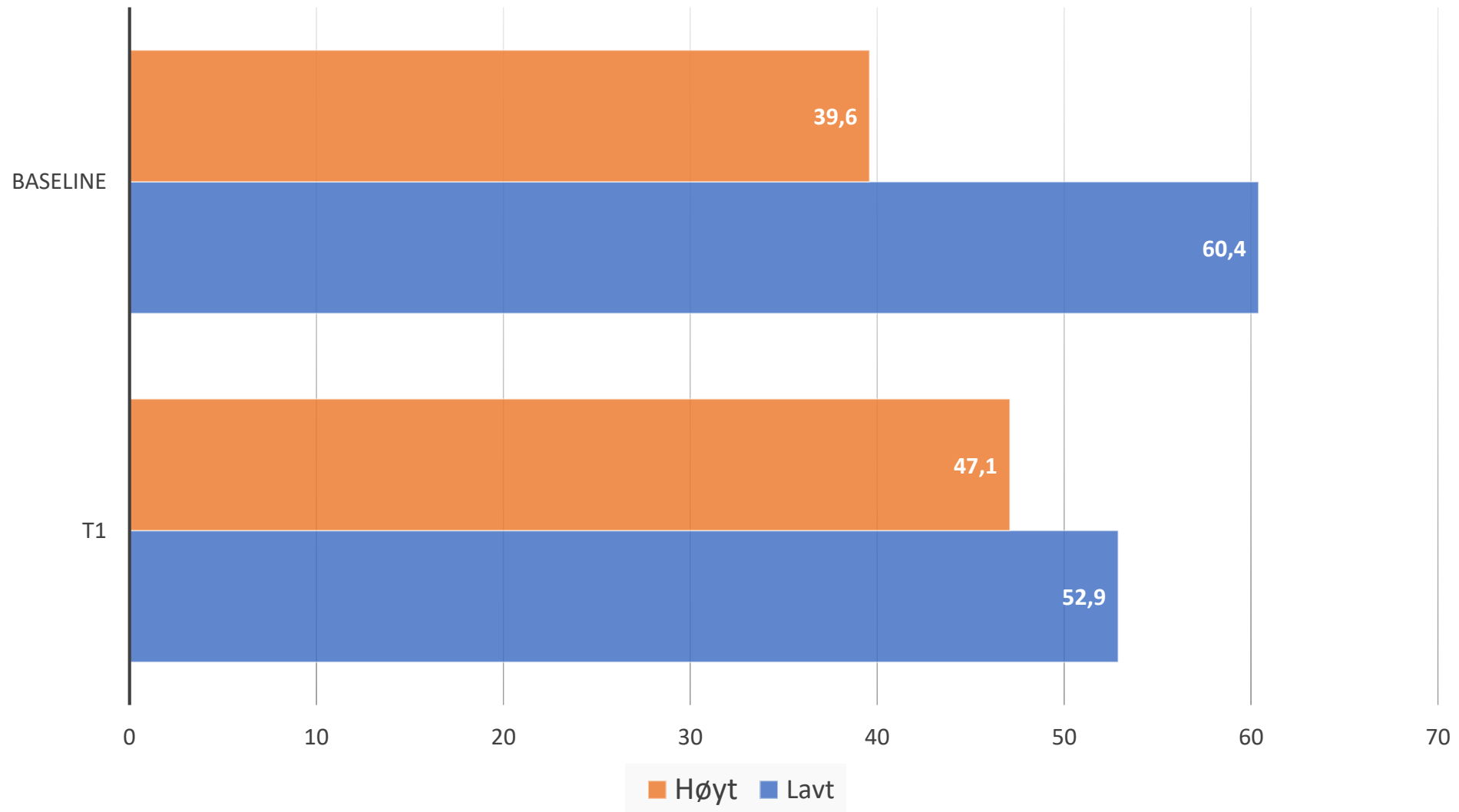
Process evaluation: interviews and observations,  
including all stakeholders (principal, teachers , students, mental  
health support team, peer mentors)

# Participants and measure points

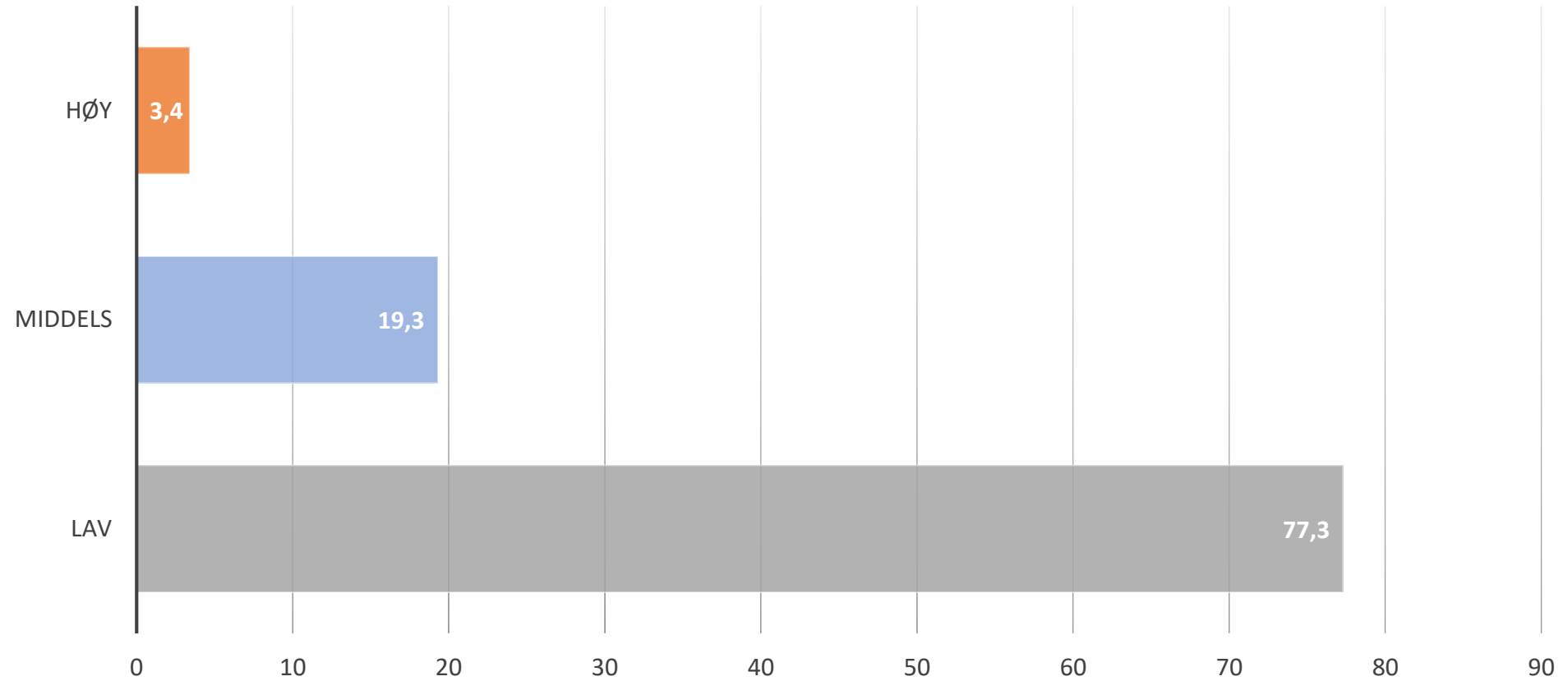
- $n = 2338$
- 85 % of the respondents reported at both baseline and follow-up.
- Age group: 15 - 16
- Vocational and general (academic) program

	Baseline			T1		
Total	Control	DS	MHST & DS	Control	DS	MHST & DS
	759	682	849	560	618	867
Gender						
Boys	58 %	55 %	59 %	55 %	54 %	61 %
Girls	42 %	45 %	41 %	45 %	46 %	39 %
Study program						
Vocational	61 %	40 %	61 %	58 %	39 %	60 %
General	39 %	57 %	37 %	41 %	61 %	40 %
SES						
Low	13 %	11 %	14 %	13 %	15 %	16 %
Middle	9 %	9 %	6 %	8 %	9 %	6 %
High	47 %	51 %	43 %	54 %	53 %	48 %

# School stress

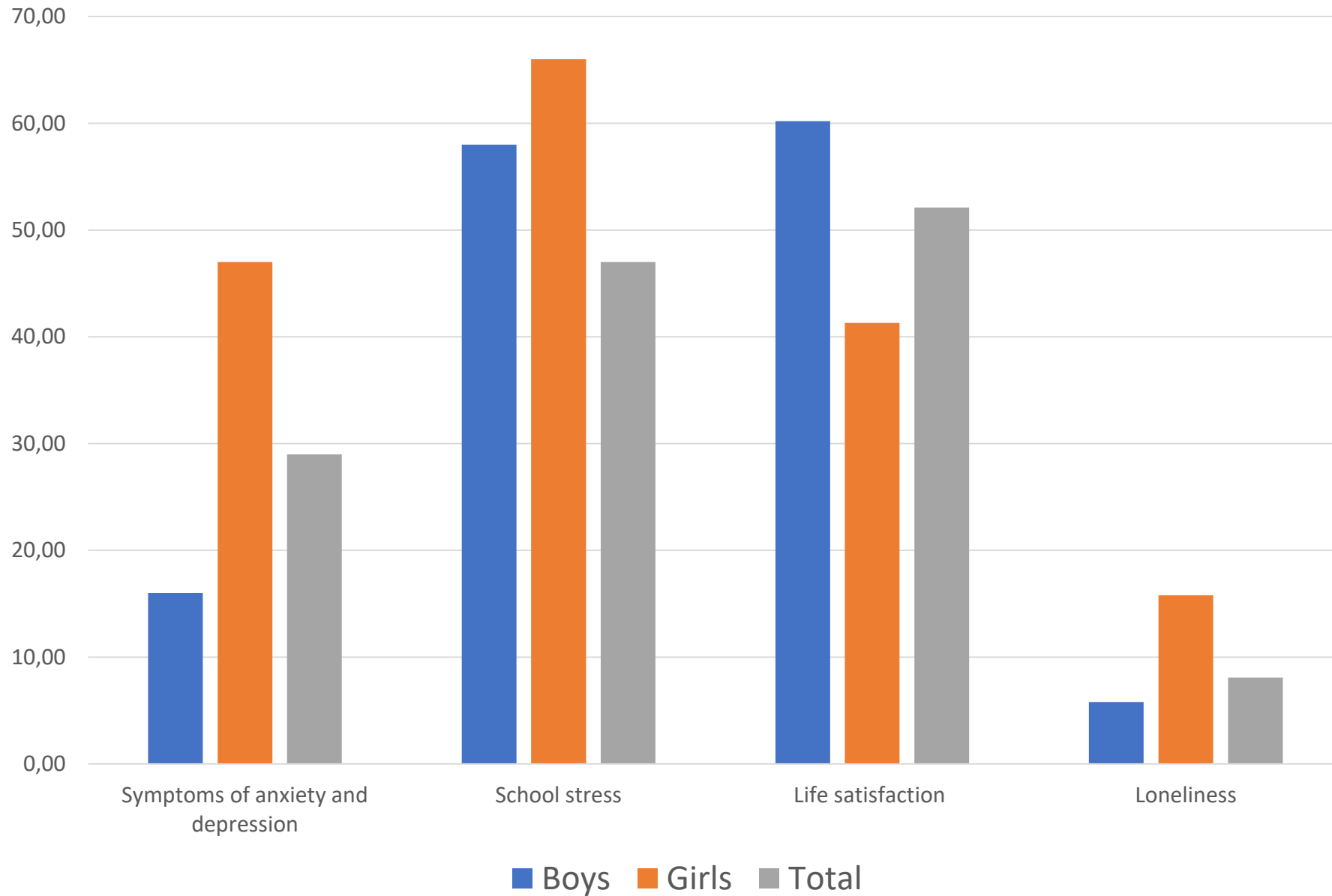


# Loneliness

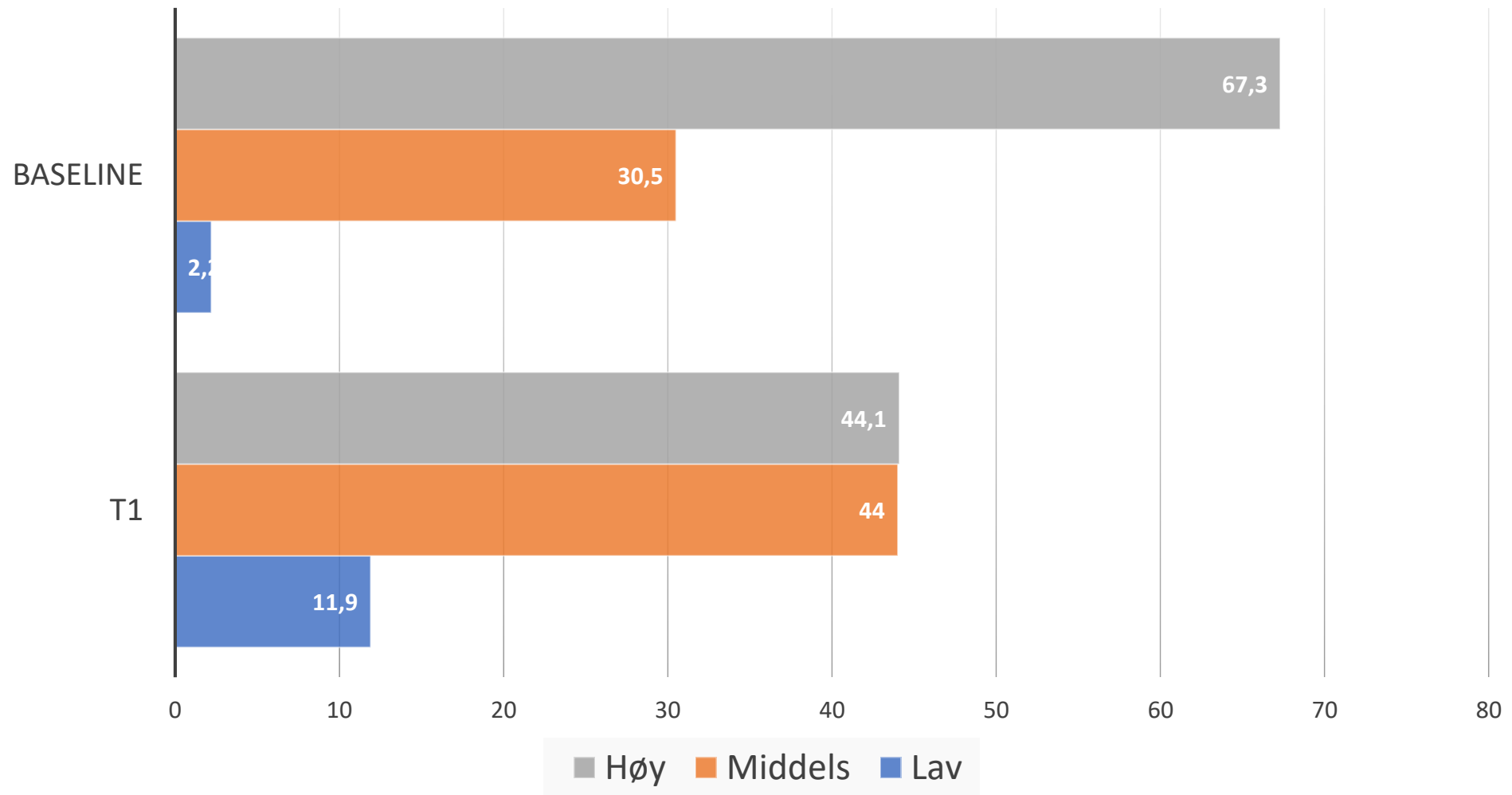




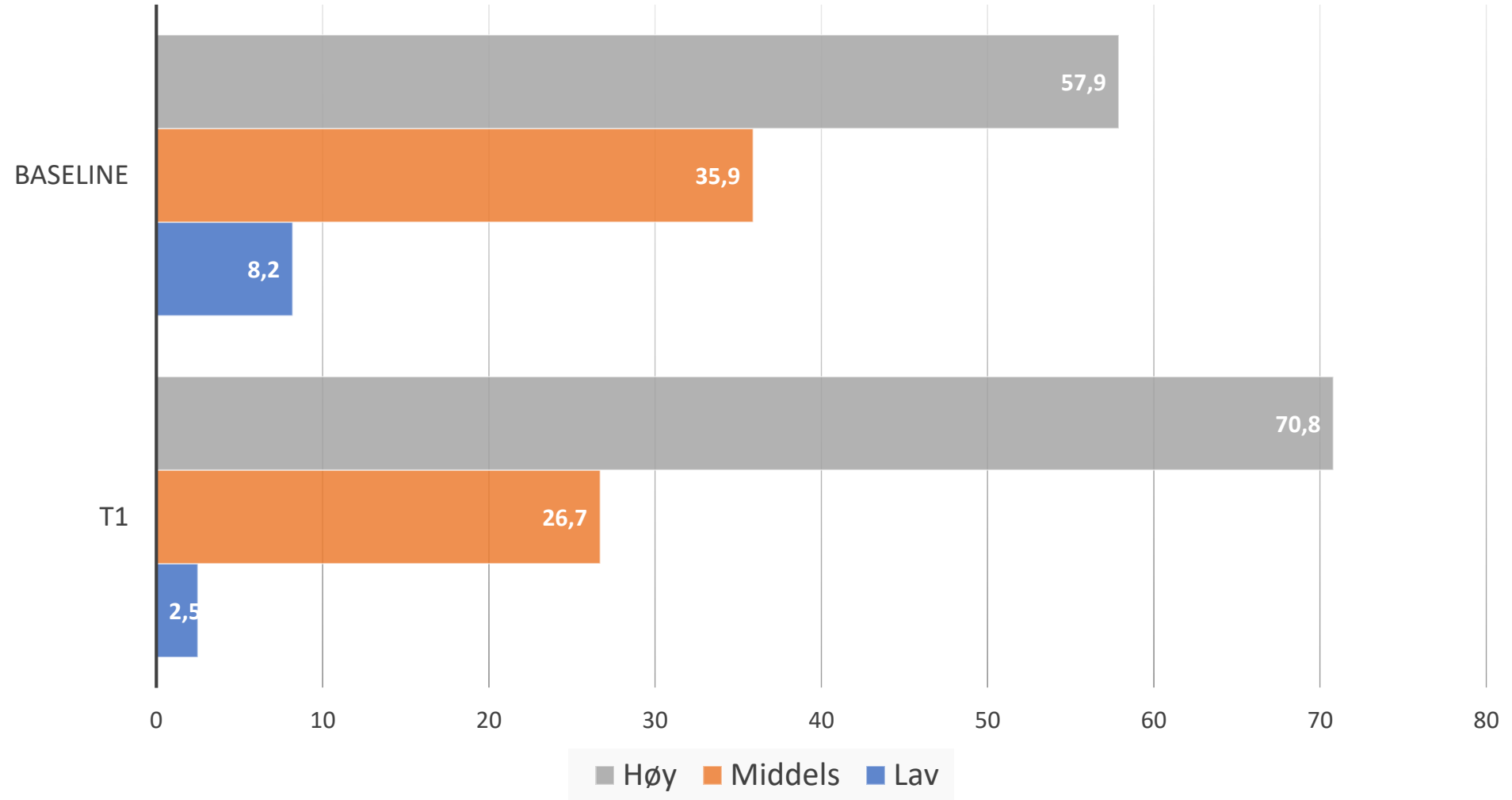
Distribution at follow up








# Teacher support



# Class support



# Overall effects

		Dream school	Dream school and Mental Health Support Team
Total	Symptoms of anxiety and depression		
	Life satisfaction		
Boys	Symptoms of anxiety and depression		
	Life satisfaction		
	Class support		

# Implementation indicators

**Two indicators are developed to capture the implementation:**

1. Fidelity
2. Adoption/integration

- There are operationalised 7 elements to capture fidelity and 4 elements to capture adoption/integration .
- In total there are given scores from 1 to 3 on 11 different elements for each school on the measures.
- These scores are based on a syntesis of the interview with the different stakeholders (students, teachers, principals, resoursgroup a.o) .
- The interview material from the process evaluation during spring 2018 include 128 interview, (both single and focus groups).










# Adoption /integration

		Dream School		
MHST		Low	Medium	High
	Low		C	E
	Medium		D	A
	High		B	
	No MHST	K	F	

# Fidelity

		Dream School		
MHST		Low	Medium	High
	Low		C	
	Medium		A	E
	High		B D F	
	No MHST	GJK	H	I

# Effect and implementation

		Low	Middle	High
Program fidelity	Symptoms of anxiety and depression			
	Life satisfaction			
	Teacher support			
	Class support			
Organizaional integration and acceptance	Symptoms of anxiety and depression			
	Life satisfaction			
	Class support			

# Summary

- The transfer from lower to upper secondary is a challenge for many students
- Justify the importance of such interventions
- The challenge of measuring effects after only one or two years- practice change slowly
- Very important with process evaluation in addition to RCT
- RCT in social systems are a challenge
- Follow the control schools more in depth to see what's happening there during the intervention period







Thank you for listening