**What works with Evidenced-Based Practices**

See the components of evidenced-based practices

(What Works with EBPs; Foreman, Olin, Hoagwood, Crowe, and Saka, 2009)

* the development of support from the administration (e.g., principal);
* obtaining support from teachers (e.g., priority);
* obtaining financial resources to sustain the project (e.g., FTE);
* providing effective training and coaching to increase fidelity;
* the alignment of the interventions with the schools’ goals, philosophy, policies, and programs (e.g., PLC);
* making sure program outcomes are visible to all stakeholders (e.g., share data); and
* developing processes to address the change in staff and administrators (e.g., plan, manual, specified roles).

Reflective question: Can you think of times when these were applied with success? Or perhaps non-examples?

Forman, S. G., Olin, S. S., Hoagwood, K. E., Crowe, M., & Saka, N. (2009). Evidence-based intervention in schools: Developers' views of implementation barriers and facilitators. *School Mental Health*, 1(1), 26-36.

