

Increasing Implementation Success in Prevention Programs

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This special issue of the *Journal of Educational and Psychological Consultation* represents several years of joint efforts between the Collaborative to Advance Social and Emotional Learning (CASEL) and the Society for Community Research and Action (SCRA) of the American Psychological Association. A call for articles was extended to these organizations, and we are fortunate that a number of their members were able to share their expertise and experiences in program implementation with us through this project. What we believe will be of most importance to readers is that the contributors offer many practical ideas about how to enhance program implementation. Indeed, we learned much from each of them, and we believe you will too.

Important points supporting prevention as an integral aspect of school improvement are made in the first article, by Howard Adelman and Linda Taylor, which is followed by an interesting discussion of a theory of

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change approach written by James Connell and Adena Klem. Next, Laurie Kramer, Gary Laumann, and Liesette Brunson describe issues related to program diffusion that those working in rural communities face. Full-service schools and integrated service delivery systems have been discussed in the literature in recent years (e.g., Dryfoos, 1994; Illback, Cobb, & Joseph, 1997), but there has been minimal discussion of the problems that may be associated with these initiatives. This topic is the focus of an article by Thomas McMahon, Nadia Ward, Marsha Kline Pruett, Larry Davidson, and Ezra Griffith. In the next article, Geoffrey Nelson, Jeanette Amio, Isaac Prilleltensky, and Peggy Nickels offer some ideas that can guide consultants in implementing programs in partnership with other stakeholders. This special issue concludes with an article in which Charles Diebold, Ginny Miller, Leah Gensheimer, Elaine Mondschein, and Harold Ohmart present a blueprint for planning, implementing, and evaluating prevention programs. The multiple perspectives presented by this diverse group of contributors provide a rich analysis of the field. And, what is also noteworthy, was the risk that was taken by several authors as they described problems they encountered, and discussed mistakes that were made. We thank each of the contributors for their participation and true collegiality in making this special issue possible.

We hope you will enjoy reading this volume as much as we enjoyed organizing and editing it.

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