

## Investigating Social Disparities in School-Based Health-promoting Programming

### Questionnaire on Implementation of Interventions for Elementary School

*We thank you again for taking the time to speak with us. Please be assured that your participation is entirely voluntary and confidential. The data collected will not be nominative and the results will not permit identification of a specific school or person. The responses that you provide in this interview will not be shared with your school or schoolboard.*

#### GLOSSARY

**1. School-based health promotion** aims to enable students to make enlightened choices affecting their health and well-being by providing age-appropriate health knowledge and experiences, and helping develop health-related skills and helping to build self-esteem and emotional literacy.

**2. Health-promoting intervention** refers to an activity, class or special event aimed at students, that is: (i) not part of the Ministry-mandated curriculum, (ii) within the school timetable such that participation is expected at the group, class, grade or school-level, (iii) approved by the Governing Board (optional). Health-promoting interventions can address: smoking, healthy eating, physical activity, injury prevention, oral health, sex education, mental health, or intimidation.

**3. Health-promoting special event** refers to an event that takes place during the school timetable and involves all students in a class, grade or school-wide, +/- parents, +/- community. The primary focus of an event can be: smoking, healthy eating, physical activity, injury prevention, oral health, sex education, healthy human development, mental health, or intimidation and aggressive behavior.

**4. Extra-curricular activity** refers to an activity that contributes to school life (and can also contribute to student health or well-being), provides students with opportunities outside classroom/class hours, in which participation is voluntary and can be associated with an extra cost that is funded by the schoolboard or by parents (e.g. school clubs, sports teams, physical activities, cultural activities, community activities).

**5. Implementation** refers to the delivery of a health-promoting intervention to students in the school.

**6. Intervention animators** are individuals tasked with delivering a health-promoting intervention (e.g. teachers, specialists, community organization members, or a combination thereof)

**7. Health-promoting school policy** is a school policy designed to create conditions that support making healthy choices.

*Most of the following questions pertain to the reference intervention that was chosen as an example in the first interview.*

\*\*\*\*

*To answer the following questions, please refer to the first time the (name of intervention) was implemented in your school. Note that the response choices are in the past tense although we understand (name of intervention) may be ongoing.*

**Q1. Which grade(s) received (name of intervention)? Check all that apply.**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- All grades (adjusted for age-appropriate content)
- Other (specify) \_\_\_\_\_

**Q2. Were the following members of the school community included in (name of intervention)? Check all that apply.**

- No
- Yes →
  - Families (invited to participate)
  - Families (informed about intervention)
  - Community groups (invited to participate)
  - Community groups (informed about intervention)
  - Other (specify) \_\_\_\_\_

**Q3. (Name of intervention) was a...**

- Special event (e.g. health fair, guest speaker at an assembly, etc.) (specify) \_\_\_\_\_
- Pedagogical activity
- Learning and evaluation situation
- Programme (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

**Q4. Were any of the following core competencies incorporated into (*name of intervention*)? Check all that apply.**

- Self-esteem
- Managing emotions and stress
- Positive interactions with others
- Self-awareness
- Learning to saying “no”
- Asking for help
- Informed lifestyle choices
- Adoption of prosocial choices
- Management of social influences
- Social engagement
- Other (specify) \_\_\_\_\_

**Q5. Were there any other initiatives occurring in your school before or around the same time as (*name of intervention*) that addressed the same health and wellbeing issue as (*name of intervention*)? Check all that apply.**

- No
- Yes →  Media campaign (e.g. posters, distribution of leaflets, social media, etc.)
  - Assemblies
  - Extra-curricular activities (specify) \_\_\_\_\_
  - Linking to services offered by external organization (specify) \_\_\_\_\_
  - Infrastructure (e.g. installation of bike racks) (specify) \_\_\_\_\_
  - Social environment (e.g. increased surveillance, support to students, etc.) (specify) \_\_\_\_\_
  - School policy (e.g. nutrition, physical activity, bullying, etc.) (specify) \_\_\_\_\_
  - School day care service activities (specify)
  - Special events (specify) \_\_\_\_\_
  - Other (specify) \_\_\_\_\_

**Q6. What type of learning strategy was used for (*name of intervention*)? Check all that apply.**

- Lecture strategies: presentations, demonstrations
- Individual work: independent practice
- Interactive teaching strategies: group discussion, role-play, modeling
- Social constructivist teaching strategies: peer education, tutoring, collaborative and cooperative learning
- Other (specify) \_\_\_\_\_

**Q7. Did your school work with any other organization(s) in relation to the (name of intervention)? Check all that apply.**

- No → Go to Q10
- Yes →
  - High school(s)
  - Other elementary school(s)
  - Organization that developed (name of intervention)
  - Local municipality
  - Police department
  - CISSS/CIUSSS (Centre intégré de santé et de services sociaux/Centre intégré universitaire de santé et de services sociaux)
  - Community organization(s) (specify) [redacted]
  - Not-for-profit organization(s) (specify) [redacted]
  - For-profit organization (specify) [redacted]
  - Resource centre (i.e., organization engaged in information sharing, professional development in a specific domain)
  - Other (specify) [redacted]

**Q8. Who would you consider to be the main organization to work with your school in relation to (name of intervention)?**

- High school
- Other elementary school
- Organization that developed (name of intervention)
- Local municipality
- Police department
- CISSS/CIUSSS (Centre intégré de santé et de services sociaux/Centre intégré universitaire de santé et de services sociaux)
- Community organization (specify) [redacted]
- Not-for-profit organization (specify) [redacted]
- For-profit organization (specify) [redacted]
- Resource centre (i.e., organization engaged in information sharing, professional development in a specific domain)
- Other (specify) [redacted]

**Q9. Which of the following supports did this main organization provide? Check all that apply.**

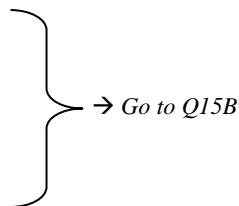
- Funding
- Services (e.g. expertise; can include mentorship, graphic design, translation, etc.)
- Intervention materials (e.g. animator manuals, student workbooks/handouts, promotional materials, toolkits, etc.)
- Other materials (e.g. ingredients, sports equipment, etc.)
- Personnel - animators
- Personnel – other (specify) [redacted]
- Training
- Technical assistance (limited to assistance with software or equipment)
- Space/Facility
- Access to a network of organizations
- Competition prizes
- Other (specify) [redacted]

**Q10. Who was responsible for planning how (name of intervention) would be implemented in the first year? Check all that apply.**

- A team composed of members of the school staff
- A team composed of members of the school staff and a partner organization (answer to Q7)

OR

- School principal
- Vice principal
- Homeroom teacher
- Other teacher (specify specialty)
- External agency
- (Name of intervention) developers
- Other (specify)



**Q11. How many implementation team members were there?**

**Q12. Was one implementation team member considered to be the leader?**

- No → Go to Q14
- Yes → If yes, was this team member you or your predecessor?
  - No
  - Yes

**Q13. How difficult was it for the implementation team leader to...**

	Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult
Recognize and appreciate team efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolve obstacles to implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delegate tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate his or her vision clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay on budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be knowledgeable about all aspects of the intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems within the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems associated with the intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q14. Were clear roles assigned to each implementation team member?**

- No
- Yes
- Don't know

→ Go to Q15A

**Q15A. Indicate your level of agreement. The implementation team...**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Met regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained open communication to facilitate knowledge-sharing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributed to professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made joint decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed a written plan to facilitate implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established written standards for implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solved critical implementation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could answer questions about the <i>(name of intervention)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ Go to Q16

**Q15B. The individuals who were responsible for planning the implementation ...**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Developed a written plan to facilitate implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Established written standards for implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solved critical implementation issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could answer questions about the <i>(name of intervention)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now think back to before (*name of intervention*) was delivered to students for the first year in your school.

**Q16. Prior to implementation, did your school make any modifications to (*name of intervention*)?**

- No modifications were made: it could be used as is → *Go to Q19*
- No modifications were made: it was already tailored to our school → *Go to Q19*
- No modifications were made: other reason (specify) \_\_\_\_\_ : → *Go to Q19*
- Yes, minor modifications
- Yes, major modifications
- Yes, but don't know if they were major or minor modifications → *Go to Q19*
- Don't know. An external agency implemented the intervention in our school → *Go to Q19*

**Q17. Did your school do any of the following to modify the (*name of intervention*)? Check all that apply.**

- Change objectives
- Change instructional format
- Change sequence of activities
- Change frequency of delivery
- Change duration of delivery
  
- Add relevant role models/speakers
- Add real-life examples
- Add local evidence or data
- Incorporate additional resources
  
- Remove resources that were not available at the school (e.g. workbooks, laptops, etc.)
- Remove content
- Eliminate activities deemed less critical
  
- Adapt wording/expressions
- Translate
  
- Update content
- Adapt material/equipment
- Adapt content to improve socio-cultural relevance
- Adapt content to account for level of development
  
- Other (specify) \_\_\_\_\_

**Q18. Modifications to (*name of intervention*) were made based on.... Check all that apply.**

- Consultation with the (*name of intervention*) developers
- Guidelines in the (*name of intervention*) user manual or brochure
- Teachers' experience and judgment
- Intervention animator's experience and judgment
- Other (specify) \_\_\_\_\_

**Q19. Indicate your level of agreement. Prior to implementing (*name of intervention*)...**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Training was provided to ( <i>name of intervention</i> ) animators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods to collect evaluation data were developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indicators were developed to evaluate the impact of the ( <i>name of intervention</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ( <i>name of intervention</i> ) was pilot tested in a small group of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q20. Was there someone who advocated strongly for the intervention and supported its implementation despite barriers?**

- No → Go to Q22
- Yes

**Q21. Please indicate their job title(s). Check all that apply.**

- School principal
- Vice principal
- Homeroom teacher
- Other teacher (specify specialty) \_\_\_\_\_
- Special education staff (specify specialty, if applicable) \_\_\_\_\_
- Health professional staff (specify specialty, if applicable) \_\_\_\_\_
- Professional staff (specify specialty, if applicable) \_\_\_\_\_
- Parent(s)
- Member of your Schoolboard (specify) \_\_\_\_\_
- Member of a community organization (specify) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

*The following questions pertain to the delivery of (*name of intervention*) to the students in your school during the first year.*

**Q22. What was your role during the implementation of (*name of intervention*)? Indicate all that apply.**

- Animator delivering the intervention to students
- Member of the implementation team
- Leader of the implementation team
- No direct role during the implementation
- Other (specify) \_\_\_\_\_



**Q23. (Name of intervention) animators were... Check all that apply.**

- Homeroom teachers
- Other teachers (specify specialty) \_\_\_\_\_
- Student-peers
- School health professionals (e.g. nurse, dental hygienist, etc.)
- Other (specify) \_\_\_\_\_

} → Go to Q24A

- External health professionals (e.g. physician)
- Members of a community organization (specify) \_\_\_\_\_
- CEGEP or university students
- Other (specify) \_\_\_\_\_

} → Go to Q24B

**Q24A. How difficult was it for (name of intervention) animators to...**

	Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult
Acquire the skills needed to deliver the (name of intervention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve problems related to the (name of intervention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deliver (name of intervention) as it was intended by the intervention developers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ Go to Q25

**Q24B. Indicate your level of agreement. (Name of intervention) animators...**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Had the skills required to deliver the (name of intervention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Could solve problems related to the (name of intervention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked well with the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the school context enough to modify the (name of intervention) appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understood the concept of delivering an intervention with fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were enthusiastic about the (name of intervention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q25. Did (*name of intervention*) change during its implementation? (*Name of intervention*)...**

- Did not change at all → *Go to Q28*
- Underwent minor modifications
- Underwent major modifications
- Changed completely
- Don't know. An external agency implemented the intervention in our school → *Go to Q28*

**Q26. During (not prior to) implementation, did your school do any of the following to modify (*name of intervention*)? Check all that apply**

- Change objectives
- Change instructional format
- Change sequence of activities
- Change frequency of delivery
- Change duration of delivery
  
- Add relevant role models/speakers
- Add real-life examples
- Add local evidence or data
- Incorporate additional resources
  
- Remove resources that were not available at the school (e.g. workbooks, laptops, etc.)
- Remove content
- Eliminate activities deemed less critical
  
- Adapt wording/expression
- Translate
  
- Update content
- Adapt material/equipment
- Adapt content to improve socio-cultural relevance
- Adapt content to account for level of development
  
- Other (specify)

**Q27. Modifications to (*name of intervention*) during implementation were made based on.... Check all that apply.**

- Consultation with the (*name of intervention*) developers
- Guidelines in the (*name of intervention*) user manual or brochure
- Teachers' experience and judgment
- Intervention animator's experience and judgment
- Other (specify)

**Q28. Did any of the following changes occur in your school as a result of implementing (*name of intervention*)?**

	No	Yes
Changes to the social environment (e.g. increased supervision, emotional support for the students, development of relaxation areas, etc.)	<input type="radio"/>	<input type="radio"/>
Changes to school infrastructure (e.g. bicycle racks)	<input type="radio"/>	<input type="radio"/>
Update of teachers' roles and responsibilities	<input type="radio"/>	<input type="radio"/>
Addition of health-promoting interventions	<input type="radio"/>	<input type="radio"/>
Addition of extra-curricular activities	<input type="radio"/>	<input type="radio"/>
Modification/termination of other health-promoting interventions	<input type="radio"/>	<input type="radio"/>
Addition of equipment	<input type="radio"/>	<input type="radio"/>
Revision of school policy or addition of new school policy	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>

It is too early to know if changes have occurred

**Q29. Did your school do any of the following to evaluate (*name of intervention*)?**

	No	Yes
Hold regular meetings	<input type="radio"/>	<input type="radio"/>
Obtain feedback from the ( <i>name of intervention</i> ) animators	<input type="radio"/>	<input type="radio"/>
Document the extent to which implementation was carried out in accordance with the plan	<input type="radio"/>	<input type="radio"/>
Document the number of students participating in the ( <i>name of intervention</i> )	<input type="radio"/>	<input type="radio"/>
Document the barriers and facilitators to implementation	<input type="radio"/>	<input type="radio"/>
Formally evaluate the outcomes of the ( <i>name of intervention</i> )	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>

**Q30. Indicate your level of agreement.**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Intervention animators enjoyed working on the <i>(name of intervention)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(Name of intervention)</i> helped strengthen partnerships with community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abandoning the <i>(name of intervention)</i> had/would have a negative effect on the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(Name of intervention)</i> has had a positive impact on students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoolboard supports the continuation of the <i>(name of intervention)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>(Name of intervention)</i> had unexpected consequences (positive or negative) on health and/or behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please explain: _____					
<i>(Name of intervention)</i> met all objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q31. Was the schoolboard involved in the implementation of the intervention?**

- No → Go to Q33
- Yes (specify how: \_\_\_\_\_ )

**Q32. If yes, indicate your level of agreement. The schoolboard...**

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Helped solve problems related to the <i>(name of intervention)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q33. How permanent do you think the *(name of intervention)* is at your school?**

- Very permanent (as long as it remains relevant)
- Moderately permanent (more or less)
- Not at all permanent → Go to Q35

**Q34. Is *(name of intervention)* explicitly written in your school's orientations (e.g. the educational project, the success plan or others)?**

- No
- Yes

**Q35. Indicate the level of difficulty. In this school how difficult is it for the principal to...?**

	Very easy	Easy	Neither easy nor difficult	Difficult	Very difficult
Demonstrate leadership for change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a climate of openness to innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that instructional goals are clearly communicated to everyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing resources for health-promoting interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish a safe and orderly school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guide the staff in the process of solving problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**RESPONDENT CHARACTERISTICS**

**Q36. Are you...**

- Female
- Male

**Q37. How old are you?**

- < 30
- 30 - 39
- 40 - 49
- 50 - 59
- ≥ 60

**Q38. What is the highest level of education that you have completed?**

- Bachelor's degree (specify field of study) \_\_\_\_\_
- Graduate diploma or certificate (specify field of study) \_\_\_\_\_
- Master's (specify field of study) \_\_\_\_\_
- PhD (specify field of study) \_\_\_\_\_
- Other (specify) \_\_\_\_\_

**Q39. How many years have you been working in your current position?**

- Less than 1
- 1-3
- 4-6
- 7-9
- $\geq 10$

**Q40. How many years of experience do you have working as a [REDACTED] ?**

- Less than 1
- 1-3
- 4-6
- 7-9
- $\geq 10$

**THANK YOU!**