

Implementation of the Icelandic Prevention Model in the Netherlands:  
The perspective of schools

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**Abstract**

Around a quarter of Dutch adolescents start drinking at an early age, which is linked to, among other things, school problems and delinquent behaviour. Iceland has developed a model that has most likely contributed to a strong decrease in alcohol use at an early age among Icelandic youth. Therefore, the Trimbos Institute and the Netherlands Youth Institute initiated a pilot study to investigate the potential usefulness of implementing the IPM in the Netherlands. The current study aimed to gain insight into needs, roles and cooperation of schools in implementing the IPM. Thirteen schools from all six pilot municipalities were interviewed. Results obtained through qualitative analysis showed that the implementation is generally perceived positive, with room for improvement. Schools have a clear picture of roles, but expectations are unclear; schools identify risk behaviour rather than preventing it, the municipality takes initiative to organise activities but does not follow up, and the role of the Healthy School Advisor is not fully exploited. Regarding needs, schools desire training, more knowledge, youth-workers, and leisure activities. Further research could focus on how cooperation between municipalities, schools, and parents can be stimulated and how guidance from the municipality can be adjusted to the expectations of schools.

*Keywords:* Icelandic Prevention Model, IPM pilot Netherlands, Trimbos Institute, preventing early substance use, adolescence

### **Samenvatting**

Ongeveer een kwart van de Nederlandse jongeren start jong met drinken, wat in verband wordt gebracht met o.a. schoolproblemen en delinquent gedrag. IJsland heeft een model ontwikkeld dat zeer waarschijnlijk heeft bijgedragen aan een sterke afname van alcoholgebruik op jonge leeftijd onder IJslandse jongeren. Daarom hebben het Trimbos-instituut en het Nederlands Jeugdinstituut een pilotstudie geïnitieerd om mogelijke bruikbaarheid van het IPM in Nederland te onderzoeken. De huidige studie tracht behoeften, rollen en samenwerking van scholen tijdens het implementeren van IPM inzichtelijk te maken. Dertien scholen uit alle zes pilot gemeenten werden geïnterviewd. Uit resultaten van de kwalitatieve analyse bleek dat de implementatie over het algemeen positief wordt ervaren, met ruimte voor verbetering. Scholen hebben een duidelijk beeld van rollen, maar verwachtingen zijn onduidelijk; scholen signaleren risicogedrag in plaats van het te voorkomen, gemeente neemt initiatief om activiteiten te organiseren, maar blijft niet betrokken en de rol van Gezonde School-adviseur wordt niet ten volle benut. Wat de behoeften betreft, vragen scholen om; scholing, meer kennis, jongerenwerkers en vrijetijdsactiviteiten. Verder onderzoek zou zich kunnen richten op hoe de samenwerking tussen gemeenten, scholen en ouders kan worden gestimuleerd en hoe de begeleiding vanuit de gemeente kan worden afgestemd op de verwachtingen van scholen.

*Trefwoorden:* IJslandse Preventiemodel, IPM-pilot Nederland, Trimbos-instituut, preventie van middelengebruik op jonge leeftijd, adolescentie

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## 1. Introduction

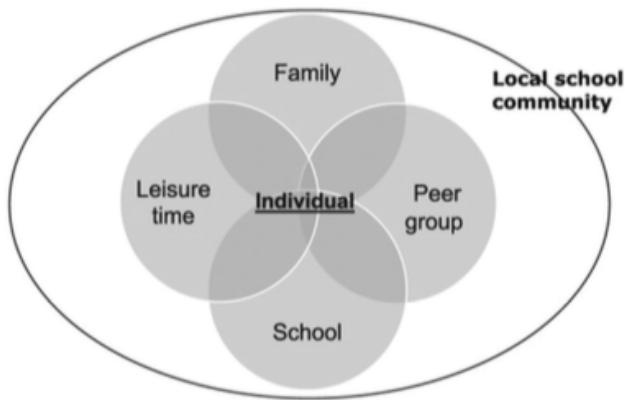
During adolescence, most youngsters start using substances such as alcohol. Half of the Dutch adolescents aged twelve to sixteen have drunk alcohol at least once, and over a quarter (26% girls, 27% boys) did so in the past month (Rombouts et al., 2019). Once adolescents have started drinking, they drink a lot; 19% of those drinking in the previous month have been drinking at least five glasses on one occasion (binge drinking). After alcohol, smoking happens most often; 17% of the twelve- to sixteen-year-old adolescents have ever smoked a cigarette (Rombouts et al., 2019).

An early onset of substance use relates to numerous undesirable short- and long-term consequences. For example, several studies demonstrated links between drinking alcohol at an early age and alcohol abuse later in life (Dawson et al., 2008; King & Chassin, 2007). In addition, early onset of drinking is associated with academic problems, dropping out of high school earlier, delinquent behavior, employment problems, and inflicting self-harm (Grand & Dawson, 1997; Ellickson et al., 2003). A study by Rosewich et al., (2008) showed that an addiction to nicotine develops mainly before the age of twenty, specifically, 80% of all adult smokers started as teenagers. Early developed health damage that continues thereafter will result in long-term sequelae due to immaturity of the organs (Rosewich et al., 2008). Furthermore, there was a decline in youth using substances from 1999 to 2015, but that decline now appears to be stagnant (Tuithof et al., 2020). All the more reason to gain insight into ways to prevent the early onset of substance use.

Though across most countries in the world the use of alcohol has declined in recent years, the decline in alcohol use among Icelandic youth is very impressive (Kristjansson et al., 2016). Since 1995, Iceland has pioneered in developing the Icelandic Model for Primary Prevention of Substance Use, which most likely has contributed to the steep decline in early alcohol use among youth (Kristjansson et al., 2020a). The Icelandic Prevention Model (IPM) was developed by the Icelandic Centre for Social Research and Analysis, a non-profit research institute in Reykjavik (Smeets et al., 2019). The IPM is a theoretical, evidence-based approach to preventing use of alcohol and drugs by young people in the community. The main goal of IPM is to create a healthy living environment for young people that is designed to prevent substance use. Therefore, the model focuses on domains that have a strong influence on youth substance use, namely family, peers, school and leisure time. For each domain, multiple factors are described that reduce the risk of substance use (protective factors) or increase it (risk factors) as seen in Figure 1 (Kristjansson et al., 2020a). The present study examines the perspective of one of the defined domains, namely the school.

**Figure 1.**

*Domains of community risk and protective factors in the Icelandic prevention model*



*Note.* Copied from Kristjansson et al., (2020a).

The promising figures on declining substance use in Iceland were reason for the Dutch Institute Trimbos Institute [Trimbos-instituut] to investigate whether the IPM can also be implemented in the Netherlands. However, there are many differences between the Netherlands and Iceland; for example, alcohol is a more important part of sports culture in the Netherlands than in Iceland and there are curfew regulations for youth at the national level in Iceland, while there is no such regulation in the Netherlands (Koning et al., 2020). When adopting an intervention, it is important that the model on which the intervention is based, and the design of the evaluation technique, are critically inspected. This enables decision making about whether, and if so to what extent, an adaptation of the original intervention would be justified, before the intervention is adopted blindly. In addition, it is important for the effectiveness of the intervention to have a clear overview of its shortcomings and strengths (Movsisyan et al., 2019). In the Netherlands, for example, it would take a long time to implement a national alcohol policy as is present in Iceland, with the banning of alcohol advertising and the establishment of a curfew for young people. This requires significant changes in the law which can hardly be influenced by intervention developers (Koning et al., 2020). In addition, there is no data on the essential characteristics of the IPM context and the inner mechanisms of the Icelandic community, which is necessary for generalisability (Watts et al., 2011). Hence, the intervention cannot be easily copy-pasted. Therefore, a pilot study on the feasibility of the IPM in the Netherlands is currently conducted.

The Trimbos Institute, together with the Netherlands Youth Institute [Nederlands Jeugdinstituut], is currently conducting a pilot study to explore the potential utility of the IPM

in the Netherlands including six Dutch municipalities. According to McKenzie et al. (2016), for an intervention to be effective, it is essential to look at the role of stakeholders. One of the most relevant stakeholders that plays an important role in the implementation of the IPM is the school. Three reasons have been found as to why this is so. First, Thorlindsson et al. (1991) found that when adolescents feel closely connected to school and therefore spend a lot of time on schoolwork, they will use fewer substances. Secondly, school climate also plays a substantial role as Kristjánsson et al., (2013) demonstrated that youngsters were more likely to use substances when they were in a school where the average substance use was higher, than when they were in a school where this was lower. Lastly, Fletcher et al. (2008) confirmed in a systematic review of preventive drug interventions in schools that school climate and the use of interventions in the school context are important factors in reducing substance use. Drug use decreases in schools that deploy preventive interventions in the areas of improving school climate, focusing on positive social norms and student engagement (Fletcher et al., 2008). Thus, school plays a major role in reducing substance use overall. However, it is questioned what these schools need so that effective implementation of IPM can be ensured?

In order to make the implementation of IPM as effective as possible, the present study investigates the perspective of the pilot schools on three factors that have been identified to contribute to successful implementation of interventions. Koelen et al. (2008) conducted a study on achieving coordinated action, which involves working in a new field, with new people with different backgrounds, knowledge domains, interests and perspectives. This study identified factors that may be similar to those that contribute to successful implementation of IPM. Firstly, stakeholders from different sectors of society must be present to broaden the perspective. Daamen and Ince (2014) argued that effective implementation requires alignment between different domains and agreement among stakeholders on different interests and goals is important. According to McKenzie et al., (2016), knowing what the goals are provides focus to develop an intervention that meets the needs of the priority population. Furthermore, these goals should be realistic, clearly formulated and future-oriented and there should be a clear link between goals and means (Durlak & Weissberg, 2007). Thirdly, an agreement on roles and tasks among the school, municipality and possible partners should be there. The stakeholders involved have a lot of knowledge and skills in common, and to enable optimal use it is important that everyone knows what their task is. Here, on the one hand cooperation is essential, on the other hand the freedom to do the work as they feel is needed (Wagemakers et al., 2010). Research by Armourand &

Yelling (2004) and O'Sullivan and Deglau (2006) showed that for an intervention to be successful, teachers must have the right to shape the innovation according to their own needs while being able to be involved in the formulation of the reforms. All in all, these three factors provide insight into important factors that contribute to successful implementation of any intervention.

### *Current study*

In this study we aim to gain more insight into the needs, roles and cooperation in the implementation of the IPM as experienced by schools. More specifically, thirteen schools in six municipalities participating in the Dutch pilot study on the feasibility of IPM in the Netherlands, will be interviewed about their perspective on different roles, cooperation and their own needs.

## **2. Method**

### **2.1 Design**

In order to explore how the needs, roles and collaboration in the implementation of the IPM are experienced by Dutch schools, a qualitative design was applied. Three reasons were found that make qualitative design the best fit for this study. Firstly, according to Holloway (2005), qualitative research is the best method for looking at experiences, in this study referring to schools' experiences in implementing IPM. Secondly, Miles et al. (2018) says that qualitative research focuses on ordinary events in natural settings, so there is a strong handle on how events happened in the perspective of schools. It specifically looks at the role that context plays by asking in-depth questions, leading to a rich and holistic picture. Finally, several studies (Miles et al., 2018; Finlay, 2006; Patton, 2005) suggest that qualitative research is the best strategy to discover and explore a topic about which not much is known, and to develop hypotheses.

### **2.2 Sample and procedure**

Before starting the literature review, a meeting took place with the commissioner (Trimbos Institute) about the status of the pilot study on the implementation of IPM. The Trimbos Institute indicated which themes they were interested in. Based on their input, a topic list was compiled for the interviews. The topics were determined in advance and structured questions were formulated to increase comparability and reliability. In addition, there was room for the participants' opinions, experiences and perspectives (Bourgeault et al., 2010).

All schools (N=16) located in one of the six participating municipalities were asked to participate in this study. The contact details of the persons responsible for the implementation of IPM in schools were provided by the Trimbos Institute. The participants (care coordinators, directors, deputy directors, heads of the support team, senior team leaders, a support coordinator acting rector, a contact person from secondary education to the primary school, a school educator, and a department leader) were approached with an email containing information about the study itself and an invitation to participate in an interview (See Appendix 3). After receiving online consent, a date was set for both the interviewer and interviewee to conduct the study.

Of the sixteen schools invited, one school indicated that it did not have time to participate at this time, two schools did not respond, and thirteen schools indicated that they would like to participate. These schools were sent an online consent form to obtain active informed consent. This consent form was created using the Qualtrics research tool from Utrecht University (see Appendix 4). The questionnaire, information letter and informed consent form were approved by the Ethics Committee of the Faculty of Social and Behavioural Sciences of Utrecht University (see Appendix 6).

### **2.3 Measures**

The thirteen interviews took place between January 22 and March 23 and were all conducted by the author of this study. In addition, all interviews, expect for one, took place in the online environment Microsoft Teams where they were also recorded. One interview took place face-to-face at the school itself (this interview was recorded using Microsoft Teams as well). Two interviews took longer than the scheduled time, so a follow-up appointment was made to complete the interview. Interviews were held for 52 to 97 minutes, with an average interview time of 67 minutes. After conducting the interviews, the movie file was converted to an audio file, after which all interviews were transcribed.

The interview contained nine topics: First, how schools experienced the data collection; Second, about organised activities. Thirdly, about the role of schools in preventing substance use and promoting well-being among students. Fourthly, about the role of the municipality; Fifthly, about the role of the Healthy School Advisor. Sixth, the schools' needs in the field of prevention. Seventh, the school's needs and goals for a healthy learning environment. Eight about the needs of parent involvement; Ninth about the needs and goals of leisure activities. The complete topic list can be found in Appendix 5.

## 2.4 Data analysis

After transcribing the interviews, data were analyzed using the program NVIVO. Given the exploratory nature of the study, an inductive analysis approach was chosen (Thomas, 2006; Durkin, 1997, Liu, 2016). The data were determined to focus on overarching, general concepts and were broken down into more detailed, specific topics that were labeled.

First, the transcripts were reread so that the researcher became more familiar with the data. After this, open coding was used, where the answers from the topic list questions were labeled. One by one, the first three surveys were given open labels. The codes found in these three transcripts were then applied to the other ten transcripts. The next step was to axially code all thirteen interviews, comparing excerpts with the same code for differences and similarities. The next step was selective coding of all thirteen transcripts, developing concepts into a theory and looking for exceptions through constant comparison. Lastly, a report was written in narrative form, where the elaborated theory consisting of concepts can be found. In addition, striking results were highlighted (Green & Thorogood, 2014).

## 3. Results

### 3.1 Different roles

#### 3.1.1 *The school's role in prevention and well-being*

Respondents provide many different perspectives on the role of their school in prevention and well-being in youth (see Table 1), such as to keep an eye on the students ( $\pm 69\%$ ) and to ensure short lines with youth care institutions ( $\pm 62\%$ ). It is noteworthy that the group of respondents who believe that the school should identify risky behaviors ( $\pm 46\%$ ) corresponds for the most part to the same group of respondents who believe that the school should make teaching a priority ( $\pm 46\%$ ).

**Table 1**

*The School's Role in Prevention and Well-being*

Percentage of respondents	The school's role:
$\pm 69\%$	Keeping an eye on the students
$\pm 62\%$	Ensuring short lines with youth care institutions

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± 46%	Prioritizing teaching
± 46%	Signaling risk behaviors
± 38%	Coaching students
± 38%	Facilitating
± 38%	Being resource center of the target population
± 38%	Informing
± 31%	Maintaining close contact with parents
± 31%	Maintaining close contact with organizations with expertise in prevention
± 31%	Having a parenting role
± 23%	Maintaining close contact with the bridge officer (this contact person forms a bridge between parents/carers, the child, the school and the neighbourhood)

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### ***3.1.2.1 Current role of the municipality in prevention and well-being***

When asked about the perspective of the respondents on the current role of the municipality in the field of prevention and well-being (see Table 2), almost all respondents (± 85%) indicate that the role of the municipality is now mainly initiating in organising activities. In addition, many diverse roles were appointed, such as a leadership role (± 31%), maintaining short lines of communication with school (± 31%) and/or providing information (± 31%), e.g. (Quotes in Dutch can be found in Appendix 7):

*"The director's role is an important one anyway, because if you don't have a director, then it really does stay in the consultation very often. Also, if you bring parties together, but you don't have someone at the table like the municipality directing there, then I think less gets off the ground." - Respondents 14 and 92*

**Table 2**

*The Municipality's Role in Prevention and Well-being*

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<b>Percentage of respondents</b>	<b>The municipality's current role:</b>
± 85%	Taking initiative
± 31%	Having a leadership role
± 31%	Maintaining short lines of communication with schools

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± 31%	Providing information
± 23%	Connecting stakeholders with each other
± 23%	Prioritizing implementing the IPM
± 23%	Having a bureaucratic role
± 15%	Funding
± 8%	Prioritizing the enforcement of measures concerning Covid-19

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### ***3.1.2.2 Desired role of the municipality in prevention and well-being***

When asked about the desired role of the municipality, most respondents indicate that they wish the municipality would give more guidance to the project, (± 54%) and/or organize more (± 54%) or facilitate more in their activities (± 46%), e.g.:

*"I also don't know at all who is responsible for the project now for example. I have the idea that they themselves don't have it so well in place yet." - Respondent 98*

This can be obtained by receiving more information of the municipality about the possibilities of IPM (± 54%), insight into activities that other schools are carrying out in the context of IPM (± 54%) and/or information about the budget to be spent (± 46%).

In addition, other roles are named, such as connecting (± 31%), and boosting (± 15%) the collaborating stakeholders (see Table 3). Thus, most participants indicate that the municipality does take the initiative to organise activities, but does not follow through with it. As a result, the municipality is asked for more involvement, and various ways of achieving this are described.

**Table 3**

*Desired Role of the Municipality in Prevention and Well-being*

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<b>Percentage of respondents</b>	<b>Desired role of the municipality:</b>
± 54%	Give more guidance
± 54%	Organize more
	Give more information about:
± 54%	- The possibilities of IPM

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± 54%	- Insight into activities that other schools are carrying out in the context of IPM
± 46%	- The budget to be spent
± 46%	Facilitate more in activities
± 31%	Connect the collaborating stakeholders more
± 15%	Take on a more activating role
± 15%	Share responsibility
± 8%	Municipality's role is good as it is now

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### ***3.1.3.1 Current role of the Healthy School Advisor in prevention and well-being***

When asked about the current role of the Healthy School Advisor, about 31% of respondents felt that the adviser has a visible role in conversations around the IPM and/or works well together. About 23% of the schools said that an advisory role is fulfilled and/or see the Healthy School Advisor as a liaison between the school and the municipality. About 8% of the schools sees the role mainly as signaling.

About 23% of the respondents indicated that they are not currently in contact with the Healthy School Advisor.

### ***3.1.3.2 Desired role of the Healthy School Advisor in prevention and well-being***

Some respondents (± 23%) like the role of the Healthy School Advisor as it is now. In addition, about 15% of the schools would like to receive more advice and/or share the responsibility more together and about 8% of the schools would like to see a more coaching and/or a more visible role for the Healthy School Advisor.

### ***3.1.4 The role of parents***

The majority of respondents (± 77%) felt that the responsible role in prevention and well-being is shared between the school and parents, e.g.:

*"Together we are a triangle; the school, the coach, the parents and the student sit in the middle to get things done together." - Respondent 2*

In addition, slightly less than half of the respondents (± 46%) indicated that among parents, children's substance use is considered as normal.

### **3.2. Cooperation between stakeholders**

#### ***3.2.1 Positive aspects of cooperation***

Most respondents ( $\pm 77\%$ ) indicated that because of the IPM pilot, they feel that a shared responsibility has been created among the participating stakeholders. About half of the schools ( $\pm 46\%$ ) believe that the IPM meetings have led to more awareness about substance use, mental health and about how many balls a school has to keep in the air. In addition,  $\pm 46\%$  of the schools think that the IPM has given structure, in cooperation and in setting up and offering activities.  $\pm 38\%$  of the respondents say that the stakeholders can find each other more easily than before. Additionally,  $\pm 31\%$  of the respondents mention the positive cooperation with the Trimbos Institute that has been created by the IPM pilot.

#### ***3.2.2 Negative aspects of cooperation***

When looking at negative aspects of the cooperation, half of the respondents ( $\pm 54\%$ ) cited poor communication from the municipality as the reason for the current lack of activities. These respondents need more information regarding the IPM and want to know what is expected of them, e.g.:

*"Look if the municipality says: these are our plans, or this is our time frame, or these are our short-term goals, then that helps me in my thinking what maybe I would like to do at school right now." - Respondent 47*

Also, half of the schools find the implementation of IPM a time-consuming process ( $\pm 46\%$ ). In addition, a variety of other negative aspects are mentioned, (See Table 4) such as improperly distributed responsibility between stakeholders ( $\pm 31\%$ ) and activities that do not match the target group ( $\pm 23\%$ ). Thus, there are a number of negative aspects of the collaboration mentioned by respondents, many of which come down to miscommunication.

**Table 4**

*Negative Aspects of Cooperation*

<b>Percentage of respondents</b>	<b>Negative aspects of cooperation</b>
$\pm 54\%$	Poor communication from the municipality

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± 46%	Implementing IPM is time-consuming
± 31%	Improperly distributed responsibility between stakeholders
± 23%	Organized IPM activities do not match the target group
± 23%	Overlap in the discussions between the partnerships and the stakeholders participating in the IPM
± 23%	There is no contact at all between the stakeholders participating in the IPM

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### ***3.2.3 Suggestions for improvement cooperation***

More than half of the schools (± 62%) emphasize that implementing IPM only works if they collaborate with one another.

*"We'd all like to organize those activities, but it's important to do it in a way where it works for everyone." - Respondents 14 and 92*

Further, a variety of reasons are given as to what that collaboration should look like. For example, schools should be given more responsibility to make their own decisions about the implementation of activities (± 15%), there should be more long-term planning (± 15%), stakeholders should meet physically as soon as possible (± 8%), more parties should join IPM discussions (± 8%), and stakeholders should express their expectations to each other more (± 8%).

## **3.3. Needs**

### ***3.3.1 Needs in the field of prevention and well-being***

When talking about prevention and well-being, schools indicated needs for training their teachers in identifying risk behaviors and conversation techniques about substance use (± 46%), more contact with expertise organizations (± 38%), or to deploy prevention activities earlier in school grades (± 23%).

### ***3.3.2 Healthy learning environment needs***

When asked about their needs for a healthy learning environment, respondents indicated that they wanted more mental support (± 38%), better collaboration with a youth-worker (± 15%)

and/or to rebuild the school so that it is all about movement and so that subject matter lessons can also be taught outdoors ( $\pm 8\%$ ), e.g.:

*"Look in the mental area we will really get some more work now. I think it's far from clear what those lock-downs have done to our students." - Respondent 56*

### **3.3.3 Needs in parent involvement**

In terms of parent engagement, respondents need a way to reach different target groups of parents ( $\pm 62\%$ ), a way to have more contact with parents ( $\pm 38\%$ ), or they want parents to have more insight into any risk behaviors of their children ( $\pm 31\%$ ), e.g.:

*"Yes, now how do you map out what they want. Our target group of parents consists of parents who are well organized, highly educated who know exactly how care works, also in care requests. And a target group of parents who are low-literate." - Respondent 355*

In addition, schools indicate that they would like the responsibility of their role in prevention and well-being to be shared a bit more with parents ( $\pm 15\%$ ), and/or a parent council to be formed ( $\pm 15\%$ ). So, schools are mostly looking for ways to have contact with parents, with different target groups or in different ways.

### **3.3.4 Leisure needs**

All schools indicated that in terms of leisure activities, they mainly need to organize sports activities at school. In addition, respondents indicated that they would like to offer other types of leisure activities, but are not yet sure what ( $\pm 62\%$ ). They are also looking for a way to reach different groups of students ( $\pm 54\%$ ), want to offer programs of external organizations at school ( $\pm 38\%$ ) or indicate other activities (See Table 3). In summary, schools know very well what they want in terms of activities that can serve as leisure activities. In this, offering sports activities is the most important, e.g.:

*"We see that many students receive little attention at home, that parents are at work, and that students then hang out on the street, or stay longer at school but don't actually have a fun afternoon to spend. So after the lessons we want to be able to offer a nice afternoon's entertainment and that it also has a kind of neighborhood function. You can think of sports and culture, exercise, and in that respect it can be anything." - Respondent 471*

**Table 3***Leisure Needs*

<b>Percentage of respondents</b>	<b>Leisure needs:</b>
± 100%	Organize more sports activities at school, after school or during breaks
± 62%	Offer other kind of leisure activities, what is still unclear
± 54%	Find a way to reach different target groups of students
± 38%	Offer a program from an external organization at school
± 31%	Get more student participation
± 23%	Create a chill spot in the school
± 23%	Offer more cultural activities
± 15%	Find a way to link social service hours to leisure time
± 15%	Offer activities that encourage a sense of responsibility
± 15%	Offer vacation programs
± 15%	Offer technology activities
± 8%	Give students access to a bank card with a certain budget that could be spent on leisure activities

**3.3.5 General needs**

Most schools would like more hours (± 85%) or budget (69%) to be available for IPM

Additionally, about 54% of the schools see benefit in extending IPM more broadly, preferably across the entire duration of adolescence, e.g.:

*"Look, I think such an integrated approach, on such a holistic view of the whole life course is very good. Because you can't break something down into pieces at all of course." -*

*Respondent 882*

#### **4. Discussion**

The aim of this research was to get more insight into the needs, roles and cooperation in the implementation of IPM as experienced by the schools. From the results it can be concluded that the implementation of IPM by the schools is generally perceived as positive, with some room for improvement.

#### **4.1 Interpretations**

The schools had a clear picture of the roles of stakeholders during the implementation of the IPM, but there is still a lack of clarity regarding the expectations. First, the role of the school itself in prevention and well-being was perceived as an observing role, a connecting role and a signaling role. It is striking that the group of respondents who think that the school should signal risk behaviour is for the most part the same as the group of respondents who think that the school should make teaching a priority. This could mean that when teaching is seen as a priority, identifying risky behaviour is seen as sufficient instead of actively preventing it. Secondly, the role of the municipality in prevention and well-being vary widely across schools . It is notable that most respondents mention that the municipality's role at the moment is mainly one of initiating, leading and connecting, while they would also like to see the municipality show more commitment. This could mean that the municipality takes the initiative to organise activities, but does not follow them up. The municipality could take the next step by providing information on the possibilities of IPM, insight in activities other schools are doing within the framework of IPM, and/or information on the budget to spend. In line with previous research (Koelen et al., 2008; Daamen and Ince, 2014) there should be agreement on roles and tasks. When it is not clear what the municipality intends and what is expected from the schools, this causes dissatisfaction and raises questions. Thirdly, the role of the Healthy School Advisor is perceived as positive by the schools working with the advisor. It is striking that many schools have little or no contact with the advisor and that when they do, the role is mainly seen as a liaison between the municipality and the school. This interpretation of the role combined with the lack of communication between the municipality and the school raises doubts whether the Healthy School Advisor is the right person to play an important role in implementation. As a fourth and final role, parents were often mentioned as crucial in the triangle between student, school and parent to prevent drug use. In the area of parent involvement, schools would like to have more contact with parents and are looking for ways to achieve this, with different target groups or in different ways. Research by Sigfúsdóttir et al., (2009) on the evaluation of IPM in Iceland showed that the role of each school was to connect parents and ensure that they knew each other and could help prevent substance use in their children. It is recommended that schools organise activities that connect parents as soon as possible, as early involvement and ownership of the process is a way to maximise community participation (Kristjansson et al., 2020b). However, it should be noted that population density is an important difference between Iceland and the Netherlands.

In the Netherlands, according to the Nederlands Jeugdinstituut (2020), in 2018 there were on average about 1500 pupils per secondary school institution, in Iceland this is on average about 750 pupils (Statistics Iceland, 2018; Nordic cooperation, n.d.). Therefore, it can be said that Dutch schools have twice as many pupils, which could make it more difficult to reach parents and get them in touch with each other.

The collaboration between stakeholders and schools is generally perceived as positive. A shared responsibility among stakeholders to maintain substance use prevention and promote well-being has emerged. There is more awareness of the school's role in preventing substance use and the introduction of IPM has given structure to the cooperation between stakeholders and to the development of activities. Besides these positive points, there is work to be done to improve the cooperation between stakeholders. Schools indicate that the implementation of IPM is experienced as time-consuming and more guidance is needed from the municipality. According to Kristjansson et al, (2020b) changing the social environment requires the joint participation of many community members, yet how this is achieved is unknown. It is also important to keep in mind that this new way of working together for schools and municipalities may take time, in Iceland as much as 20 years, to become a smooth process.

In general, the schools know very well what they need. They want training for teachers in signalling risk behaviour and techniques for talking about substance use, more contact with expert organisations and more mental support. A number of schools also expressed the need for youth-workers in the school. The schools where a youth-worker is already in contact with the students experience this as very positive. It is noteworthy that some schools are not yet working with a youth-worker, especially as they are part of the pilot project, and it is strongly recommended that they start working with a youth-worker as soon as possible. Schools indicate that they want to offer sports activities, a chill out area, programmes from external organisations. They are still looking for ways to reach different students. Schools indicate that more hours and more budget to carry out all this would be very welcome.

## 4.2 Recommendations

It is recommended by the IPM developers that schools design activities based on results of the data collection. Organising activities based on recent and local data is central to the IPM. Therefore, ensuring data collection maximises the practical usefulness of the data (Kristjansson et al., 2020b). The IPM does not provide a handbook in which specific

components and active ingredients for success can be found (Koning et al., 2021). Therefore, the goals schools want to achieve must include more specific strategies tailored to success within the community context. The six pilot communities differ greatly from one another, therefore the selection of goals and strategies relies heavily on local knowledge of which goals will resonate with community members and which implementation strategies are most likely to work in each specific school-community. In order to achieve a structural solution for substance use prevention, it is necessary to stimulate cooperation between municipalities, schools and parents. Although schools are positive about the implementation, there are recommendations that focus on the communication between them and the municipality/youth-worker, and there is a request for more clarity on the roles, especially that of the Healthy School Advisor, and expectations in general. More knowledge about how these aspects are encouraged in Iceland is imperative for other countries to implement this intervention effectively.

### **4.3 Limitations**

One of the strongest points of this research is that it contributes to a gap in the literature. To date, not much is known about schools' experiences of implementing IPM, not in Iceland nor elsewhere. The current study contributes to a broader knowledge of how working with the model is experienced and whether the IPM is translatable to Dutch culture. As a second strength, the methodical reporting and systematic analysis of the interviews ensures that the steps of the analysis are verifiable and traceable. This has a positive influence on the reliability of the research (Baar, 2002; Baarda et al., 2013; Boeije, 2016). Thirdly, it can be both a strength and a limitation that the conducting and analysis of the interviews was done by one researcher, thereby ensuring reliability. On the one hand, all respondents were asked the same questions and no misconceptions could arise; on the other hand, this might have affected the objectivity of the analysis because only one perspective is taken. Nevertheless, regular feedback was received from the supervisor, the Trimbos Institute and the thesis supervisory group, allowing multiple perspectives to be included.

A limitation might be that by using the qualitative method of analysis, the results of the analysis are based on the abilities and judgement of the researcher. As this is a study about the experiences of schools, this form of research was most appropriate. Follow-up research could use a mixed method, combining the strengths of qualitative and quantitative research (Neuman, 2012). During the interviews, the researcher did make use of methodological notes, so that there was conscious reflection on the biases. During this research there was one very

unexpected second limitation, namely the corona pandemic. Without Covid-19 the schools or municipalities might have organised more activities and had more contact with the municipality. As a result, they would have had a different, perhaps more positive experience with the implementation of IPM. This could mean that when this research is reproduced, it is likely that different results will come out. However, the research makes reproduction possible through the use of the topic list, which creates external validity. In addition, the schools have had a positive experience in implementing the IPM, despite the Covid-19 pandemic. The results show that they manage to work together and set up activities for the students despite the busyness and changes. This promises well for the future!

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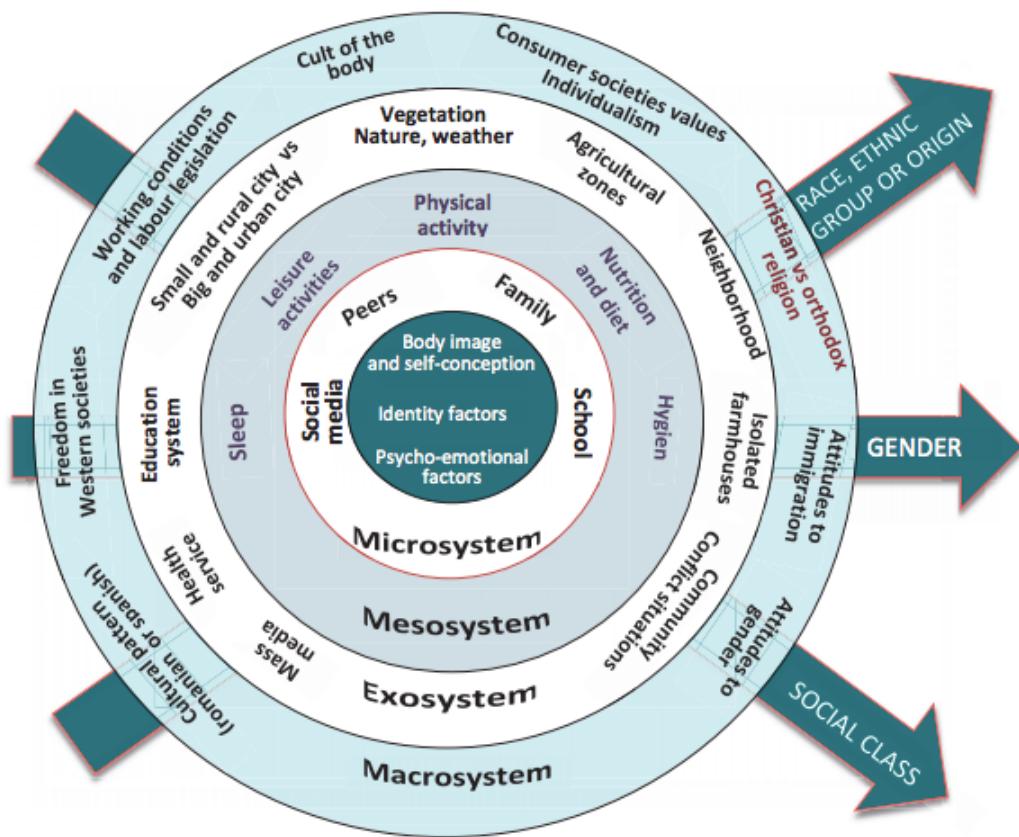
### **Appendix 1. Interdisciplinary approach**

The Ecological Systems Theory of Bronfenbrenner (1992) explains how the environment of adolescents relates to the growth and development of youngsters. This theory emphasizes the importance of looking at the environment of youth, also known as ecological systems, to try to understand the development of an adolescent. Each of the ecological systems interact with each other and influence each other in all aspects of the adolescents' lives. Bronfenbrenner's ecological model looks at different layers and divides them into five categories of external influence (See Figure 2). Using these different layers of influence where the innermost layer has the most direct influence, this study focuses on the microsystem. The microsystem is formed by the contacts that have the most influence on the adolescent, secondary schools are also included (Bronfenbrenner, 1992).

According to Cala and Soriano (2014), who researched health education from an ecological perspective, focusing mainly on adapting the Bronfenbrenner model from the experience of adolescents, the current study also focuses on the Exosystem. This system also includes the education system, which includes more than just the influence of teachers and classmates, but the whole school climate and the way of teaching.

**Figure 2.**

*The ecological approach, adapted from adolescents' experiences*



*Note.* Copied from Cala & Soriano (2014).

## Appendix 2. Research Project Agreement

Student: *Heleen Scholten*

Graduation variant: *Masters in Youth Studies, RIT*

Supervising lecturer: *Ina Koning*

Tel: +31 6 29373351

Faculty: *Social sciences*

Second assessor:

### Internship information

Institution: *Trimbos-instituut*

Address: *Da Costakade 45*

Postcode and Town/City: *3521 VS Utrecht*

External supervisor: *Lian Smeets*

Starting and ending dates: *Does not apply*

### Agreements

Submission date for work plan/research proposal: *18-01-21*

Period during which the lecturer will review the final product and any interim products:  
*Does not apply*

Number of working days/working hours per week: *Does not apply*

Topic: *Implementation of the Icelandic prevention model: The perspective of schools*

Agreements concerning papers to be submitted in the interim: *Does not apply*

The client (host institution or faculty/programme) will provide the facilities needed in order to conduct the assignment properly.

If applicable: Form and frequency of supervision within the host institution: *Before and after the data collection and processing is completed*

Number of conferences between the supervising lecturer and the supervisor within the host institution: *Two, one before and one after the data collection and processing is completed*

Prescriptions concerning the confidentiality of information: *The data is handled anonymously by Utrecht University and the Trimbos Institute. More on this can be found in my ethics report.*

Ownership of the research data, in the event of deviation from the rule (see 16): *Utrecht University has ownership of the data, but the outcomes will also be shared with the Trimbos Institute*

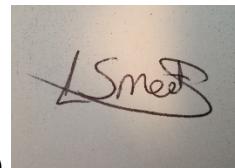
Right to publish based on the research data:

*The Trimbos Institute will be allowed to use the results in evaluation research of the Icelandic prevention model.*

**Signed as approved, Location/date: Utrecht, 11-02**



Signature of the student:



Signature of the supervising lecturer:

Signature of the external supervisor (if applicable)

Signature of the Course Coordinator [ ]

### Appendix 3. Information letter

*Informatiebrief voor middelbare scholen die worden uitgenodigd om deel te nemen aan een afstudeeronderzoek naar de behoeften, rollen en samenwerking in de implementatie van het IJsselse preventiemodel bij de pilotgemeenten*

13 januari 2020, Utrecht

Beste meneer/mevrouw,

Allereerst wil ik u bedanken voor het lezen van deze informatiebrief. Met deze brief wil ik u graag uitnodigen om deel te nemen aan een interview voor mijn afstudeeronderzoek. Voor het schrijven van mijn thesis voor de master Youth Studies aan de Universiteit Utrecht doe ik onderzoek naar de behoeften omtrent de implementatie van het IJsselse preventiemodel bij middelbare scholen in de pilotgemeenten. Tevens ben ik benieuwd naar de huidige stand van zaken rondom de rolverdeling van- en samenwerking met onder andere de gemeente. Dit onderzoek doe ik in samenwerking met het Trimbos-instituut.

Dit eenmalige interview zal ongeveer 45 minuten duren. We zijn benieuwd naar uw meningen en ervaringen. U kunt te allen tijde met het interview te stoppen of bepaalde vragen niet te beantwoorden. U hoeft hiervoor geen reden op te geven. Alles wat we bespreken in dit interview is vertrouwelijk en wordt enkel gebruikt voor het huidige afstudeeronderzoek en voor een eindevaluatie van het pilottraject door het Trimbos-instituut. Het interview zal persoonlijk door ondergetekende afgenomen worden en zou, naar uw voorkeur, op de school, een andere gewenste locatie of een online ontmoetingsplek plaats kunnen vinden.

Voor het verwerken van uw antwoorden zal het gesprek worden opgenomen. Deze opname wordt, nadat het getranscribeerd is, verwijderd. De transcripten zullen enkel gedeeld worden met de begeleider van dit onderzoek en het Trimbos-instituut. Uw naam en de naam van de school zullen niet benoemd worden in het verslag, om uw anonimiteit te waarborgen. Na afloop van het onderzoek zal een overzicht gecreëerd worden van de antwoorden uit de interviews, dat gedeeld zal worden met het Trimbos-Instituut. Ook u heeft recht om na afloop dit onderzoek in te zien.

Voor vragen of onduidelijkheden over (het verloop van) het onderzoek mag u contact met mij opnemen. Als u na het lezen van deze informatiebrief besluit om deel te nemen aan het onderzoek, mag u contact opnemen met mij of met uw contactpersoon binnen het Trimbos-Instituut.

Met vriendelijke groet,  
Heleen Scholten, a.j.h.scholten@students.uu.nl

**Appendix 4. Consent form**

Alvast hartelijk bedankt voor het invullen van dit digitale toestemmingsformulier! Dit formulier bestaat uit tien vragen en het beantwoorden hiervan zal enkele minuten duren.

Wat is uw naam (dit zal anoniem verwerkt worden)?

Wat is de naam van school waar u werkzaam bent (dit zal anoniem verwerkt worden)?

Men heeft mij uitgelegd wat het doel en de opzet van deze studie zijn. Ik heb de tijd gehad om een en ander te overdenken en vragen te kunnen stellen over mijn deelname aan de studie.

Ja

Nee

Weet ik niet

Ik begrijp dat deelname aan dit onderzoek geheel vrijwillig is en dat ik op elk moment mijn toestemming in kan trekken.

Ja

Nee

Weet ik niet

Ik geef toestemming om de audio van dit interview op te nemen.

Ja

Nee

Weet ik niet

Ik geef hierbij toestemming om het geanonimiseerde transcript van dit interview te delen met de Universiteit Utrecht en het Trimbos Insituut.

Ja

Nee

Weet ik niet

Ik weet dat gegevens over de school, die van betekenis zijn voor dit onderzoek, gebruikt worden voor wetenschappelijke doeleinden en eventueel gepubliceerd worden. Hiermee ga ik akkoord op voorwaarde dat mijn privacy gewaarborgd wordt.

Ja

Nee

Weet ik niet

Ik geef hierbij toestemming om de gegevens van huidig onderzoek, verricht binnen de Universiteit Utrecht, te gebruiken voor toekomstige aanverwante studies.

Ja

Nee

Weet ik niet

Ik geef hierbij toestemming om benaderd te worden voor een mogelijk vervolgonderzoek behorende bij dit onderzoek.

Ja

Nee

Weet ik niet

Ik geef hierbij uit vrije wil toestemming om deel te nemen aan het onderzoek.

Ja

Nee

Weet ik niet

## Appendix 5. Topic list

### Interviewvragen middelbare scholen pilotgemeenten – IJsslandse preventiemodel

*Voordat we beginnen wil ik u allereerst heel erg bedanken voor uw tijd en uw deelname aan dit onderzoek. Ik voer een onderzoek uit voor de thesis van mijn master Youth Studies in Utrecht. Dit onderzoek gaat over de behoeften, samenwerking en rollen die scholen hebben bij de implementatie van het IJsslandse preventiemodel. Dit doe ik in samenwerking met het Trimbos instituut.*

*Het gesprek dat wij gaan hebben is vertrouwelijk en alles wat u zegt zal anoniem zijn. Wel wordt het, zonder uw naam er bij, verwerkt in mijn thesis. Als u het leuk vind kan ik het rapport later toesturen, zodat u weet wat er uit gekomen is! Ik zou het gesprek ook graag willen opnemen. Deze opname ga ik alleen zelf gebruiken om terug te luisteren en te transcriberen. Hierna wordt de opname verwijderd. Mag dit? Heeft u nog vragen aan mij voordat we beginnen?*

#### Dataverzameling

*Van het Trimbos instituut heb ik begrepen dat eind 2020 de tweede ronde van dataverzameling heeft plaatsgevonden op de scholen.*

- Hoe is deze dataverzameling ronde voor uw school verlopen?
- Waren er **factoren** die de dataverzameling **makkelijker maakten**? Zoja, welke en waarom?
- Waren er **factoren** die de dataverzameling **moeilijker maakten**? Zoja, welke en waarom?

#### Rollen en samenwerking

##### Activiteiten

- Zijn er **momenteel activiteiten** in het kader van het IJsslandse preventiemodel op uw school?

Zoja:

- Hoe is **de samenwerking** tussen de school, gemeente en eventuele andere partners verlopen binnen het proces van het opzetten van deze activiteit(en)?
- Hoe is **de rolverdeling** tussen de school, gemeente en eventuele andere partners verlopen binnen het proces van het opzetten van deze activiteit(en)?
- Zijn er **factoren** die het proces van het opzetten van deze activiteit(en) **makkelijker** hebben gemaakt? Zo ja, welke en waarom?
- Zijn er **factoren** die het proces van het opzetten van deze activiteit(en) **moeilijker** hebben gemaakt? Zo ja, welke en waarom?
- Wat zou er in de **toekomst beter kunnen gaan** tijdens het opzetten van activiteiten in het kader van het IJsslandse preventiemodel?

##### School

- Wat voor rol heeft de **school** op dit moment in de **preventie van middelengebruik** en het bevorderen van het **welbevinden** van leerlingen?

- Welke rol zou de school in uw ogen moeten hebben in de preventie van middelengebruik en welbevinden van leerlingen?
- Wordt de rol, hoe u die voor ogen heeft voor de school, in de preventie van middelengebruik en welbevinden van leerlingen bereikt met de implementatie van het IJsslandse preventiemodel?

*Gemeente*

- Wat voor rol heeft de gemeente op dit moment in de preventie van middelengebruik en het bevorderen van het welbevinden van leerlingen?
- Welke rol zou de gemeente in uw ogen moeten hebben in de preventie van middelengebruik en welbevinden van leerlingen?
- Wordt de rol, hoe u die voor ogen heeft voor de gemeente, in de preventie van middelengebruik en welbevinden van leerlingen bereikt met de implementatie van het IJsslandse preventiemodel?
- Hoe is de samenwerking tussen de school en de gemeente op dit moment?
- Zijn er factoren die de samenwerking met de gemeente makkelijker maken? Zo ja, welke en waarom?
- Zijn er factoren die de samenwerking met de gemeente moeilijker maken? Zo ja, welke en waarom?
- Wat zou er in de toekomst beter kunnen gaan in de samenwerking met de gemeente?

*De Gezonde School-Adviseur van de GGD / partners*

- Werkt uw school samen met de Gezonde School-Adviseur van de GGD?
- Werkt uw school samen met andere partners (zoals jongerenwerk of sportclubs)?
- Wat voor rol heeft de Gezonde School-Adviseur van de GGD / partner op dit moment in de preventie van middelengebruik en het bevorderen van het welbevinden van leerlingen?
- Welke rol zou de Gezonde School-Adviseur van de GGD / partner in uw ogen moeten hebben in de preventie van middelengebruik en welbevinden van leerlingen?
- Wordt de rol, hoe u die voor ogen heeft voor de Gezonde School-Adviseur van de GGD / partner, in de preventie van middelengebruik en welbevinden van leerlingen bereikt met de implementatie van het IJsslandse preventiemodel?
- Hoe is de samenwerking tussen de school en de Gezonde School-adviseur van de GGD / partner op dit moment?
- Zijn er factoren die de samenwerking Gezonde School-adviseur van de GGD / partner makkelijker maken? Zo ja, welke en waarom?
- Zijn er factoren die de samenwerking met Gezonde School-adviseur van de GGD / partner moeilijker maken? Zo ja, welke en waarom?
- Wat zou er in de toekomst beter kunnen gaan in de samenwerking met de Gezonde School-adviseur van de GGD / partner?
- Zijn er nog zaken die u wilt melden over de samenwerking, rollen en/of rolverdeling die nog niet aan bod zijn gekomen in dit interview?

**Behoeftenpeiling**

- Wat was de reden dat uw school er in eerste instantie voor koos om mee te doen aan de pilot van het IJsland preventiemodel?
- Heeft u op dit moment voldoende financiële middelen voor het uitvoeren van activiteiten in het kader van het IJsland preventiemodel?
- Heeft u op dit moment voldoende tijd voor het uitvoeren van activiteiten in het kader van het IJsland preventiemodel?
- Heeft u op dit moment voldoende mankracht voor het uitvoeren van activiteiten in het kader van het IJsland preventiemodel?

**Preventie middelengebruik leerlingen**

- Aan wat voor preventieactiviteiten om het middelen gebruik onder jongeren te verminderen heeft uw school behoefté?
- Wat voor doelen heeft de school gesteld voor het organiseren van preventieactiviteiten om het middelen gebruik onder jongeren te verminderen?
- Zijn er doelen die in het verleden al gehaald zijn? Zo ja, welke en wat voor factoren hebben daaraan bijgedragen?
- Wat zou er voor nodig zijn om de gestelde doelen rondom de preventieactiviteiten te behalen?
- Zijn er factoren die het uitvoeren van preventieactiviteiten makkelijker maken? Zo ja, welke en waarom?
- Zijn er factoren die het uitvoeren van preventieactiviteiten moeilijker maken? Zo ja, welke en waarom?

**Gezonde leeromgeving leerlingen**

- Aan wat voor activiteiten om een gezonde leeromgeving voor leerlingen te creëren heeft uw school behoefté?
- Wat voor doelen heeft de school gesteld voor het organiseren van activiteiten om een gezonde leeromgeving voor leerlingen te creëren?
- Zijn er doelen die in het verleden al gehaald zijn? Zo ja, welke en wat voor factoren hebben daaraan bijgedragen?
- Wat zou er voor nodig zijn om de gestelde doelen rondom de activiteiten te behalen?
- Zijn er factoren die het uitvoeren van activiteiten om een gezonde leeromgeving voor leerlingen te creëren makkelijker maken? Zo ja, welke en waarom?
- Zijn er factoren die het uitvoeren van activiteiten om een gezonde leeromgeving voor leerlingen te creëren moeilijker maken? Zo ja, welke en waarom?

**Ouderbetrokkenheid**

- Aan wat voor activiteiten om ouderbetrokkenheid te stimuleren heeft uw school behoefté?
- Wat voor doelen heeft de school gesteld voor het organiseren van activiteiten om ouderbetrokkenheid te stimuleren?
- Zijn er doelen die in het verleden al gehaald zijn? Zo ja, welke en wat voor factoren hebben daaraan bijgedragen?
- Wat zou er voor nodig zijn om de gestelde doelen rondom de activiteiten te behalen?
- Zijn er factoren die het uitvoeren van activiteiten om ouderbetrokkenheid te stimuleren makkelijker maken? Zo ja, welke en waarom?

- Zijn er factoren die het uitvoeren van activiteiten om ouderbetrokkenheid te stimuleren moeilijker maken? Zo ja, welke en waarom?

*Vrijetijdsbesteding*

- Aan wat voor activiteiten die kunnen dienen als **vrijetijdsbesteding** voor leerlingen heeft uw school behoefté?
- Wat voor **doelen** heeft de school gesteld voor het organiseren van **activiteiten** die kunnen dienen als **vrijetijdsbesteding** voor leerlingen?
- Zijn er doelen die in het **verleden** al gehaald zijn? Zo ja, welke en wat voor factoren hebben daaraan bijgedragen?
- Wat zou er voor nodig zijn om **de gestelde doelen** rondom de activiteiten te behalen?
- Zijn er factoren die het uitvoeren van **activiteiten** die kunnen dienen als **vrijetijdsbesteding** voor leerlingen makkelijker maken? Zo ja, welke en waarom?
- Zijn er factoren die het uitvoeren van **activiteiten** die kunnen dienen als **vrijetijdsbesteding** voor leerlingen moeilijker maken? Zo ja, welke en waarom?
- Zijn er nog zaken die u wilt melden over de behoeften die uw school heeft met betrekking tot het implementeren van het IJsslandse preventiemodel die **nog niet aan bod** zijn gekomen in dit interview?
- Zijn er nog opmerkingen in het algemeen die u graag kwijt zou willen?

*Nogmaals bedankt voor uw deelname!*

## Appendix 6. Ethical approval

<b>P.O. Box 80140, 3508 TC Utrecht</b>	<b>Faculty of Social and Behavioural Sciences</b>
The Board of the Faculty of Social and Behavioural Sciences Utrecht University P.O. Box 80.140 3508 TC Utrecht	Faculty Support Office Ethics Committee
	<b>Visiting Address</b>
	Padualaan 14 3584 CH Utrecht
<b>Our Description</b>	20-0647
<b>Telephone</b>	030 253 46 33
<b>E-mail</b>	FETC-fsw@uu.nl
<b>Date</b>	03 May 2021
<b>Subject</b>	Ethical approval

### ETHICAL APPROVAL

Study: Wat zijn de behoeften voor nu en voor in de toekomst van scholen uit de pilot gemeenten, wat zijn de rollen en hoe gaat het met de samenwerking tussen gemeenten, scholen en de Gezonde School-adviseur van de GGD?

Principal investigator: A.J.H. Scholten

Supervisor: Ina Koning

This student research project does not belong to the regimen of the Dutch Act on Medical Research Involving Human Subjects, and therefore there is no need for approval of a Medical Ethics Committee.

The study is approved by the Ethics Committee of the Faculty of Social and Behavioural Sciences of Utrecht University. The approval is based on the documents send by the researchers as requested in the form of the Ethics committee and filed under number 20-0647. The approval is valid through 30 July 2021. Given the review reference of the Ethics Committee, there are no objections to execution of the proposed research project, as described in the protocol and according to the GDPR. It should be noticed that any changes in the research design oblige a renewed review by the Ethics Committee by submitting an amendment.

Yours sincerely,



Peter van der Heijden, Ph.D.  
Chair

### Appendix 7. Quotes in Dutch

“Dat is de rol van de school die wij wel hebben. We zijn de grootste school ook in de gemeente X, dus ook contact met politie, wijkagenten. Al dat soort lijnen lopen wel.” – Respondent 56

“De urgentie is ook toegenomen daarbij. Als je het op verschillende beleidstafels van gemeenten terug hoort komen, dan zie je ook dat er op verschillende afdelingen er ook iets in beweging gezet gaat worden. Dan zie je ook dat er daadwerkelijk wat gedaan wordt.” – Respondenten 14 en 92

“Ik weet ook helemaal niet wie er op dit moment verantwoordelijk is voor het project bijvoorbeeld. Ik heb het idee dat ze het zelf nog niet zo goed op de rit hebben.” – Respondent 98

“Met elkaar zijn we een driehoek; de school, de coach, de ouders en de leerling zit in het midden om dingen samen voor elkaar te krijgen.” – Respondent 2

“Kijk als de gemeente zegt: dit zijn onze plannen, of dit is ons tijdschap, of dit zijn onze korte termijn doelen, dan helpt dat mij in mijn denken wat ik misschien nu al zou willen op school.” – Respondent 47

“We willen dat allemaal graag organiseren die activiteiten, maar het is wel belangrijk dat we dat op een manier doen waarbij het voor iedereen werkt.” - Respondenten 14 en 92

“Kijk op mentaal gebied zullen we nu echt wel wat meer werk krijgen. Ik denk dat het nog lang niet helder is wat die lockdowns hebben gedaan met onze leerlingen.” – Respondent 56

“Ja, hoe breng je nu in kaart wat ze willen. Onze doelgroep ouders bestaat uit ouders die goed georganiseerd zijn, hoogopgeleid die precies weten hoe de zorg werkt, ook in zorg aanvragen. En een doelgroep ouders die laaggeletterd is.” – Respondent 355

“Een veilige plek waar je even, ja leuk kan zitten. Want thuis is het gewoon soms te druk of is geen plek. Ouders zeuren..” – Respondent 51

“Kijk, ik vind zo’n integrale aanpak, op zo’n holistische visie op de hele levensloop wel heel goed. Want je kunt helemaal niet iets in stukjes opdelen natuurlijk.” – Respondent 882

## Appendix 8. Codes

**Nodes**

Name	Files	References	Created On	Created	Modified On	Modified
Algemene behoeften	0	0	2-5-2021 15:56	A.J.H.	2-5-2021 15:56	A.J.H.
Meer budget voor IPM	9	41	15-4-2021 14:54	A.J.H.	2-5-2021 10:38	A.J.H.
Meer informatievoorziening	0	0	15-4-2021 16:03	A.J.H.	2-5-2021 10:42	A.J.H.
Informatie over budget IPM	6	16	13-4-2021 17:21	A.J.H.	2-5-2021 11:14	A.J.H.
Informatie over de mogelijkheden IPM	7	26	13-4-2021 17:20	A.J.H.	30-4-2021 11:32	A.J.H.
Inzicht activiteiten andere scholen	7	15	13-4-2021 13:13	A.J.H.	2-5-2021 11:05	A.J.H.
Meer uren voor IPM	11	46	15-4-2021 13:22	A.J.H.	30-4-2021 14:16	A.J.H.
Algemene suggesties	0	0	13-4-2021 17:20	A.J.H.	30-4-2021 12:27	A.J.H.
Activiteiten moeten niet OP school plaatsvinden	3	10	15-4-2021 14:58	A.J.H.	2-5-2021 10:37	A.J.H.
Beslissingsbevoegdheid bij de school tot bepaald bedrag	2	4	28-4-2021 20:56	A.J.H.	29-4-2021 14:59	A.J.H.
Er is een overlap tussen samenwerkingsverband en IPM	3	13	13-4-2021 13:50	A.J.H.	30-4-2021 13:40	A.J.H.
IPM breder trekken over hele jeugd	7	21	27-4-2021 19:55	A.J.H.	30-4-2021 13:38	A.J.H.
Je moet het samen doen met alle partijen	8	37	28-4-2021 11:49	A.J.H.	2-5-2021 11:16	A.J.H.
Naamsbekendheid creeren	2	13	26-4-2021 20:44	A.J.H.	29-4-2021 12:00	A.J.H.
Nieuwe speerpunten IPM	1	2	27-4-2021 10:14	A.J.H.	27-4-2021 10:14	A.J.H.
Ouderavonden over preventie werken niet	2	3	15-4-2021 13:01	A.J.H.	2-5-2021 10:39	A.J.H.
Suggesties verbetering samenwerking	0	0	15-4-2021 11:17	A.J.H.	2-5-2021 10:44	A.J.H.
Uitbreiden met meer partijen	1	2	2-5-2021 10:44	A.J.H.	2-5-2021 10:44	A.J.H.
Verwachtingen uitspreken	1	1	17-4-2021 14:10	A.J.H.	17-4-2021 14:10	A.J.H.
Vooruitdenken met plannen activiteiten	2	7	15-4-2021 16:44	A.J.H.	17-4-2021 14:41	A.J.H.
Zodra het kan weer fysiek samenkomen	1	3	26-4-2021 20:42	A.J.H.	26-4-2021 20:43	A.J.H.
Verantwoordelijkheid wordt nog niet gedeeld	4	22	15-4-2021 11:05	A.J.H.	2-5-2021 11:13	A.J.H.
Voorlichting op school werkt beter dan voorlichting gemeente	2	4	16-4-2021 12:09	A.J.H.	17-4-2021 14:08	A.J.H.
Dataverzameling tweede ronde	0	0	13-4-2021 17:33	A.J.H.	13-4-2021 17:33	A.J.H.
DV algemeen	0	0	13-4-2021 12:58	A.J.H.	13-4-2021 12:58	A.J.H.
DV op school ingevuld	6	8	13-4-2021 13:03	A.J.H.	30-4-2021 12:18	A.J.H.
DV thuis ingevuld	3	5	28-4-2021 12:48	A.J.H.	30-4-2021 12:18	A.J.H.
Niet herkenbaar voor de school	1	5	15-4-2021 16:30	A.J.H.	15-4-2021 16:34	A.J.H.
DV negatieve factoren	0	0	13-4-2021 12:58	A.J.H.	17-4-2021 13:55	A.J.H.
DV afnemen lastig ivm corona	3	7	28-4-2021 12:48	A.J.H.	29-4-2021 11:44	A.J.H.
DV hoeveelheid werkt demotiverend	3	3	15-4-2021 10:18	A.J.H.	28-4-2021 20:50	A.J.H.
DV mentoren moeten van tevoren op de hoogte zijn	1	2	27-4-2021 19:34	A.J.H.	30-4-2021 12:21	A.J.H.
DV niet afronden	2	4	13-4-2021 12:57	A.J.H.	27-4-2021 16:00	A.J.H.
DV niet serieus invullen	3	5	13-4-2021 13:06	A.J.H.	29-4-2021 10:23	A.J.H.
DV niet toereikend, meer behoefte aan gesprek	1	2	15-4-2021 16:29	A.J.H.	15-4-2021 16:29	A.J.H.
DV sluit niet aan bij doelgroep	1	4	28-4-2021 20:48	A.J.H.	28-4-2021 20:50	A.J.H.
DV technische problemen	3	5	17-4-2021 13:54	A.J.H.	28-4-2021 12:49	A.J.H.
DV uitslag resultaten duurt lang	2	3	15-4-2021 11:03	A.J.H.	16-4-2021 11:42	A.J.H.
DV vraagstelling te moeilijk	3	3	15-4-2021 10:17	A.J.H.	29-4-2021 11:43	A.J.H.
DV wisselende tijdsduur	2	3	13-4-2021 12:57	A.J.H.	27-4-2021 15:54	A.J.H.
DV positieve factoren	0	0	13-4-2021 12:58	A.J.H.	13-4-2021 13:05	A.J.H.
DV suggesties verbeteringen	0	0	13-4-2021 12:58	A.J.H.	13-4-2021 12:58	A.J.H.
DV positieve factoren	0	0	13-4-2021 12:58	A.J.H.	13-4-2021 13:05	A.J.H.
DV binnen de tijdsspanne	2	2	13-4-2021 13:00	A.J.H.	27-4-2021 15:55	A.J.H.
DV digitale afname	2	5	13-4-2021 13:05	A.J.H.	27-4-2021 19:33	A.J.H.
DV duidelijk anonimiteit	1	1	13-4-2021 13:06	A.J.H.	13-4-2021 13:06	A.J.H.
DV duidelijk belang van eerlijk invullen	1	1	15-4-2021 10:21	A.J.H.	15-4-2021 10:21	A.J.H.
DV duidelijke cyclus zichtbaar	2	2	15-4-2021 10:20	A.J.H.	29-4-2021 11:44	A.J.H.
DV duidelijke vraagstelling	2	2	13-4-2021 13:01	A.J.H.	29-4-2021 10:23	A.J.H.
DV goed gestructeerd	4	4	27-4-2021 11:22	A.J.H.	28-4-2021 20:50	A.J.H.
DV ruimte om uitleg te geven	3	5	15-4-2021 10:19	A.J.H.	28-4-2021 12:49	A.J.H.
DV suggesties verbeteringen	0	0	13-4-2021 12:58	A.J.H.	13-4-2021 12:58	A.J.H.
DV belang vraagstelling uitleggen	3	5	13-4-2021 13:01	A.J.H.	30-4-2021 12:24	A.J.H.
DV centrale introductie	4	8	15-4-2021 10:14	A.J.H.	30-4-2021 12:23	A.J.H.
DV niet tegelijkertijd met GGD vragenlijst	6	8	13-4-2021 13:31	A.J.H.	30-4-2021 12:25	A.J.H.

<input type="checkbox"/> Geen activiteiten momenteel	0	0	13-4-2021 13:09	A.J.H.	30-4-2021 11:20	A.J.H.
<input type="checkbox"/> Activiteiten sluiten niet aan bij de doelgroep	3	19	28-4-2021 20:52	A.J.H.	2-5-2021 10:31	A.J.H.
<input type="checkbox"/> Gebrekkige communicatie partijen IPM	7	45	13-4-2021 13:28	A.J.H.	2-5-2021 10:29	A.J.H.
<input type="checkbox"/> Geen contact partijen IPM	3	7	13-4-2021 13:12	A.J.H.	2-5-2021 10:28	A.J.H.
<input type="checkbox"/> Geen resultaten uit eerste ronde DV	2	4	13-4-2021 13:11	A.J.H.	27-4-2021 16:04	A.J.H.
<input type="checkbox"/> Gehinderd door corona situatie	8	24	13-4-2021 13:44	A.J.H.	2-5-2021 11:11	A.J.H.
<input type="checkbox"/> Gezonde leeromgeving	0	0	13-4-2021 14:12	A.J.H.	15-4-2021 16:04	A.J.H.
<input type="checkbox"/> Behoeften gezonde leeromgeving	0	0	15-4-2021 16:05	A.J.H.	15-4-2021 16:05	A.J.H.
<input type="checkbox"/> Behoefte aan beweegschool	1	9	27-4-2021 10:46	A.J.H.	30-4-2021 11:40	A.J.H.
<input type="checkbox"/> Behoefte aan buitenschool	1	3	27-4-2021 10:50	A.J.H.	30-4-2021 11:40	A.J.H.
<input type="checkbox"/> Behoefte aan jongerenwerker in school	2	7	29-4-2021 10:29	A.J.H.	30-4-2021 12:14	A.J.H.
<input type="checkbox"/> Behoefte aan mentale steun jongeren	5	12	27-4-2021 13:37	A.J.H.	30-4-2021 11:42	A.J.H.
<input type="checkbox"/> Huidige activiteiten gezonde leeromgeving	0	0	15-4-2021 16:05	A.J.H.	15-4-2021 16:05	A.J.H.
<input type="checkbox"/> Gezonde school kantine	8	17	17-4-2021 13:19	A.J.H.	29-4-2021 14:50	A.J.H.
<input type="checkbox"/> Gezonde school op het gebied van sport	3	5	28-4-2021 11:57	A.J.H.	28-4-2021 21:34	A.J.H.
<input type="checkbox"/> Gezonde school op welbevinden	3	8	29-4-2021 15:01	A.J.H.	30-4-2021 12:16	A.J.H.
<input type="checkbox"/> Groente en fruit project EU	1	2	28-4-2021 21:39	A.J.H.	28-4-2021 21:40	A.J.H.
<input type="checkbox"/> Leren gezond te eten	2	5	13-4-2021 14:17	A.J.H.	28-4-2021 21:41	A.J.H.
<input type="checkbox"/> Rookvrije school	2	4	27-4-2021 16:51	A.J.H.	29-4-2021 11:27	A.J.H.
<input type="checkbox"/> Interventies	0	0	28-4-2021 10:27	A.J.H.	28-4-2021 10:27	A.J.H.
<input type="checkbox"/> Gehoorbescherming	1	1	28-4-2021 11:53	A.J.H.	28-4-2021 11:53	A.J.H.
<input type="checkbox"/> Gender interventies	1	2	13-4-2021 13:48	A.J.H.	13-4-2021 13:49	A.J.H.
<input type="checkbox"/> Groepsdynamiek	0	0	29-4-2021 10:26	A.J.H.	29-4-2021 10:26	A.J.H.
<input type="checkbox"/> Groepsinterventies	13	36	13-4-2021 13:43	A.J.H.	29-4-2021 15:57	A.J.H.
<input type="checkbox"/> Individuele interventies	9	12	15-4-2021 12:58	A.J.H.	30-4-2021 15:36	A.J.H.
<input type="checkbox"/> Interventies door externe partij	10	35	27-4-2021 12:00	A.J.H.	30-4-2021 15:37	A.J.H.
<input type="checkbox"/> Omgaan met social media	3	3	16-4-2021 11:14	A.J.H.	30-4-2021 12:28	A.J.H.
<input type="checkbox"/> Preventie in curriculum	10	23	15-4-2021 13:00	A.J.H.	29-4-2021 13:24	A.J.H.
<input type="checkbox"/> Rots en water interventies	1	11	28-4-2021 10:26	A.J.H.	28-4-2021 11:48	A.J.H.
<input type="checkbox"/> Website met informatie IPM	2	5	28-4-2021 10:56	A.J.H.	30-4-2021 12:28	A.J.H.
<input type="checkbox"/> Invloed IPM	0	0	15-4-2021 13:02	A.J.H.	2-5-2021 10:06	A.J.H.
<input type="checkbox"/> Activiteiten team gevormd	6	16	15-4-2021 10:23	A.J.H.	2-5-2021 10:46	A.J.H.
<input type="checkbox"/> Bewustwording	6	12	15-4-2021 16:10	A.J.H.	2-5-2021 10:07	A.J.H.
<input type="checkbox"/> Contact met Trimbos	4	6	28-4-2021 11:09	A.J.H.	2-5-2021 10:06	A.J.H.
<input type="checkbox"/> Gedeelde verantwoordelijkheid partijen IPM	10	26	15-4-2021 16:10	A.J.H.	30-4-2021 13:40	A.J.H.
<input type="checkbox"/> IPM moet vervolg krijgen	6	13	15-4-2021 16:12	A.J.H.	2-5-2021 10:02	A.J.H.
<input type="checkbox"/> Leerlingen hebben meer inspraak gekregen	5	26	15-4-2021 10:23	A.J.H.	2-5-2021 11:08	A.J.H.
<input type="checkbox"/> Meer structuur	6	19	17-4-2021 14:32	A.J.H.	2-5-2021 10:06	A.J.H.
<input type="checkbox"/> Partijen weten elkaar door IPM te vinden	5	20	28-4-2021 11:09	A.J.H.	2-5-2021 10:00	A.J.H.
<input type="checkbox"/> Tijdrovend proces	6	26	15-4-2021 13:05	A.J.H.	2-5-2021 11:14	A.J.H.
<input type="checkbox"/> Ouderbetrokkenheid	0	0	13-4-2021 14:19	A.J.H.	15-4-2021 16:07	A.J.H.
<input type="checkbox"/> Behoeften ouderbetrokkenheid	0	0	15-4-2021 16:07	A.J.H.	15-4-2021 16:07	A.J.H.
<input type="checkbox"/> Behoefte aan delen rol school met ouders	2	2	30-4-2021 14:58	A.J.H.	30-4-2021 15:02	A.J.H.
<input type="checkbox"/> Behoefte aan een manier om verschillende doelgroepen te ber	8	26	15-4-2021 15:48	A.J.H.	30-4-2021 13:24	A.J.H.
<input type="checkbox"/> Behoefte aan een oudderaad	2	3	28-4-2021 12:00	A.J.H.	30-4-2021 13:22	A.J.H.
<input type="checkbox"/> Behoefte aan inzicht ouders in activiteiten kinderen	4	9	27-4-2021 15:40	A.J.H.	2-5-2021 11:10	A.J.H.
<input type="checkbox"/> Behoefte aan meer contact met ouders	5	12	27-4-2021 19:12	A.J.H.	30-4-2021 13:24	A.J.H.
<input type="checkbox"/> Behoefte aan nieuwe vormen om ouders te betrekken	1	3	29-4-2021 13:48	A.J.H.	30-4-2021 13:32	A.J.H.
<input type="checkbox"/> Huidige activiteiten ouderbetrokkenheid	0	0	15-4-2021 16:07	A.J.H.	15-4-2021 16:07	A.J.H.
<input type="checkbox"/> Ouderraad	5	7	16-4-2021 12:08	A.J.H.	2-5-2021 11:10	A.J.H.
<input type="checkbox"/> Ouders worden betrokken bij leerproces	4	14	13-4-2021 17:02	A.J.H.	30-4-2021 13:34	A.J.H.
<input type="checkbox"/> Voorlichting over IPM	2	4	15-4-2021 15:46	A.J.H.	30-4-2021 13:30	A.J.H.
<input type="checkbox"/> Voorlichting over middelengebruik	7	22	16-4-2021 12:06	A.J.H.	2-5-2021 11:09	A.J.H.
<input type="checkbox"/> Preventie en welzijn	0	0	13-4-2021 14:09	A.J.H.	15-4-2021 16:13	A.J.H.
<input type="checkbox"/> Behoeften preventie en welzijn	0	0	15-4-2021 16:15	A.J.H.	15-4-2021 16:15	A.J.H.
<input type="checkbox"/> Behoefte aan contact met expertise organisaties	5	10	13-4-2021 14:12	A.J.H.	30-4-2021 11:31	A.J.H.
<input type="checkbox"/> Behoefte aan preventie eerder in leerjaren inzetten	3	5	15-4-2021 13:24	A.J.H.	30-4-2021 11:36	A.J.H.
<input type="checkbox"/> Behoefte aan training voor docenten	6	27	13-4-2021 13:46	A.J.H.	30-4-2021 15:31	A.J.H.
<input type="checkbox"/> Huidige activiteiten preventie en welzijn	0	0	30-4-2021 12:17	A.J.H.	30-4-2021 12:17	A.J.H.
<input type="checkbox"/> Gemeente heeft voorlichting IPM gegeven	2	4	15-4-2021 10:29	A.J.H.	26-4-2021 18:12	A.J.H.
<input type="checkbox"/> Jongerenwerkers op school	7	37	17-4-2021 13:27	A.J.H.	2-5-2021 11:07	A.J.H.
<input type="checkbox"/> Resultaten DV 1 gebruikt voor ontwerpen preventie activiteite	7	13	16-4-2021 10:51	A.J.H.	2-5-2021 09:59	A.J.H.

<input checked="" type="radio"/> Reden deelname IPM	0	0	13-4-2021 14:05	A.J.H.	13-4-2021 14:05	A.J.H.
<input checked="" type="radio"/> Enthousiast door reis naar IJsland	3	5	27-4-2021 17:22	A.J.H.	29-4-2021 11:53	A.J.H.
<input checked="" type="radio"/> Gemeente wilde meedoen	4	6	13-4-2021 14:06	A.J.H.	29-4-2021 13:37	A.J.H.
<input checked="" type="radio"/> Mogelijkheden voor de school	6	12	13-4-2021 14:07	A.J.H.	2-5-2021 13:07	A.J.H.
<input checked="" type="radio"/> Past binnen de visie van de school	5	8	26-4-2021 20:39	A.J.H.	2-5-2021 09:53	A.J.H.
<input checked="" type="radio"/> Samenwerkingsverband scholen wilde meedoen	3	4	13-4-2021 14:06	A.J.H.	28-4-2021 11:16	A.J.H.
<input checked="" type="radio"/> Zorgen over middelengebruik	3	5	15-4-2021 13:18	A.J.H.	2-5-2021 09:54	A.J.H.
<input checked="" type="radio"/> Rol gemeente	0	0	15-4-2021 13:02	A.J.H.	2-5-2021 11:17	A.J.H.
<input checked="" type="radio"/> Gewenste rol gemeente	0	0	15-4-2021 13:04	A.J.H.	15-4-2021 13:04	A.J.H.
<input checked="" type="radio"/> Goed zoals het nu is	2	2	16-4-2021 11:43	A.J.H.	2-5-2021 10:34	A.J.H.
<input checked="" type="radio"/> Meer activerend	2	2	27-4-2021 17:14	A.J.H.	30-4-2021 15:42	A.J.H.
<input checked="" type="radio"/> Meer de verantwoordelijkheid delen	2	5	15-4-2021 13:05	A.J.H.	2-5-2021 10:36	A.J.H.
<input checked="" type="radio"/> Meer faciliteren	6	11	17-4-2021 14:06	A.J.H.	2-5-2021 10:41	A.J.H.
<input checked="" type="radio"/> Meer informeren	5	15	16-4-2021 11:44	A.J.H.	2-5-2021 10:36	A.J.H.
<input checked="" type="radio"/> Meer organiseren	7	19	17-4-2021 14:05	A.J.H.	2-5-2021 11:06	A.J.H.
<input checked="" type="radio"/> Meer sturing geven	7	34	13-4-2021 17:22	A.J.H.	2-5-2021 10:35	A.J.H.
<input checked="" type="radio"/> Meer verbinden tussen partijen	4	8	17-4-2021 14:09	A.J.H.	30-4-2021 15:43	A.J.H.
<input checked="" type="radio"/> Rol gemeente momenteel	0	0	15-4-2021 13:04	A.J.H.	15-4-2021 13:04	A.J.H.
<input checked="" type="radio"/> Bureaucratisch	3	8	28-4-2021 20:54	A.J.H.	2-5-2021 09:57	A.J.H.
<input checked="" type="radio"/> Financierend	2	3	27-4-2021 20:07	A.J.H.	29-4-2021 13:27	A.J.H.
<input checked="" type="radio"/> Geeft prioriteit aan IPM	3	7	15-4-2021 11:10	A.J.H.	2-5-2021 11:07	A.J.H.
<input checked="" type="radio"/> Informatievoorzienend	4	4	15-4-2021 13:03	A.J.H.	28-4-2021 19:49	A.J.H.
<input checked="" type="radio"/> Initiatiefnemend	11	17	15-4-2021 13:03	A.J.H.	2-5-2021 09:50	A.J.H.
<input checked="" type="radio"/> Leiderschapsrol	4	12	16-4-2021 11:52	A.J.H.	29-4-2021 14:51	A.J.H.
<input checked="" type="radio"/> Onderhoudt korte lijntjes met school	4	10	26-4-2021 16:52	A.J.H.	2-5-2021 13:53	A.J.H.
<input checked="" type="radio"/> Prioriteit elders door corona	1	1	28-4-2021 20:10	A.J.H.	28-4-2021 20:10	A.J.H.
<input checked="" type="radio"/> Verbindend	3	4	29-4-2021 13:27	A.J.H.	2-5-2021 11:05	A.J.H.
<input checked="" type="radio"/> Rol Gezonde school adviseur	0	0	15-4-2021 13:07	A.J.H.	30-4-2021 15:35	A.J.H.
<input checked="" type="radio"/> Gewenste rol gezonde school adviseur	0	0	15-4-2021 13:15	A.J.H.	15-4-2021 13:15	A.J.H.
<input checked="" type="radio"/> Gewenste rol bereikt	3	4	27-4-2021 10:20	A.J.H.	29-4-2021 13:35	A.J.H.
<input checked="" type="radio"/> Meer adviseren	2	5	27-4-2021 12:16	A.J.H.	30-4-2021 15:41	A.J.H.
<input checked="" type="radio"/> Meer coachen	1	1	15-4-2021 13:16	A.J.H.	30-4-2021 15:41	A.J.H.
<input checked="" type="radio"/> Meer verantwoordelijkheid delen	2	4	15-4-2021 13:15	A.J.H.	30-4-2021 15:42	A.J.H.
<input checked="" type="radio"/> Meer zichtbaarheid	1	3	15-4-2021 13:17	A.J.H.	30-4-2021 15:41	A.J.H.
<input checked="" type="radio"/> Huidige rol Gezonde school adviseur	0	0	15-4-2021 13:12	A.J.H.	30-4-2021 15:35	A.J.H.
<input checked="" type="radio"/> Aanwezig bij gesprekken IPM	4	7	16-4-2021 11:46	A.J.H.	29-4-2021 15:56	A.J.H.
<input checked="" type="radio"/> Adviserende rol	3	6	28-4-2021 21:11	A.J.H.	30-4-2021 15:39	A.J.H.
<input checked="" type="radio"/> Contactpersoon tussen gemeente en school	3	6	29-4-2021 10:41	A.J.H.	29-4-2021 15:55	A.J.H.
<input checked="" type="radio"/> Samenwerkend	4	11	26-4-2021 20:31	A.J.H.	2-5-2021 11:15	A.J.H.
<input checked="" type="radio"/> Signalerende rol	1	1	16-4-2021 11:48	A.J.H.	16-4-2021 11:48	A.J.H.
<input checked="" type="radio"/> Niet in contact met gezonde school adviseur	3	6	15-4-2021 13:12	A.J.H.	28-4-2021 20:21	A.J.H.
<input checked="" type="radio"/> Rol ouders	0	0	15-4-2021 11:07	A.J.H.	2-5-2021 11:18	A.J.H.
<input checked="" type="radio"/> Ouders vinden alcohol gebruik normaal	6	13	17-4-2021 14:34	A.J.H.	30-4-2021 14:59	A.J.H.
<input checked="" type="radio"/> Rol school wordt gedeeld met ouders	10	24	13-4-2021 13:35	A.J.H.	2-5-2021 11:10	A.J.H.
<input checked="" type="radio"/> Rol school	0	0	13-4-2021 13:33	A.J.H.	2-5-2021 11:18	A.J.H.
<input checked="" type="radio"/> Coachend	5	24	13-4-2021 13:34	A.J.H.	30-4-2021 15:34	A.J.H.
<input checked="" type="radio"/> Contact hebben met ouders	4	7	17-4-2021 14:00	A.J.H.	30-4-2021 15:30	A.J.H.
<input checked="" type="radio"/> Faciliterend	5	8	27-4-2021 20:08	A.J.H.	2-5-2021 10:45	A.J.H.
<input checked="" type="radio"/> Informatievoorzienend	5	9	17-4-2021 14:24	A.J.H.	2-5-2021 10:45	A.J.H.
<input checked="" type="radio"/> Leerling in beeld hebben	9	23	13-4-2021 13:37	A.J.H.	30-4-2021 15:40	A.J.H.
<input checked="" type="radio"/> Lesgeven als prioriteit	6	14	15-4-2021 11:10	A.J.H.	30-4-2021 15:28	A.J.H.
<input checked="" type="radio"/> Opvoedende rol	4	14	17-4-2021 14:04	A.J.H.	30-4-2021 15:05	A.J.H.
<input checked="" type="radio"/> Signalerende rol	6	27	27-4-2021 17:07	A.J.H.	29-4-2021 16:07	A.J.H.
<input checked="" type="radio"/> Vindplaats voor de doelgroep	5	18	26-4-2021 20:34	A.J.H.	30-4-2021 15:08	A.J.H.
<input checked="" type="radio"/> Zorgstructuur waarborgen	0	0	13-4-2021 13:35	A.J.H.	30-4-2021 15:26	A.J.H.
<input checked="" type="radio"/> Korte lijnen in de zorgstructuur	8	34	30-4-2021 15:25	A.J.H.	30-4-2021 15:26	A.J.H.
<input checked="" type="radio"/> Nauw contact brugfunctionaris	3	10	29-4-2021 10:36	A.J.H.	30-4-2021 11:25	A.J.H.
<input checked="" type="radio"/> Nauw contact expertise organisatie	4	6	13-4-2021 13:40	A.J.H.	29-4-2021 12:30	A.J.H.

<input checked="" type="radio"/> Vrijtijdsbesteding	0	0	13-4-2021 17:09	A.J.H.	15-4-2021 16:18	A.J.H.
<input checked="" type="radio"/> Behoeften vrijtijdsbesteding	0	0	15-4-2021 16:18	A.J.H.	15-4-2021 16:18	A.J.H.
<input checked="" type="radio"/> Behoefte aan extern aanbod OP school	5	21	13-4-2021 17:11	A.J.H.	30-4-2021 14:09	A.J.H.
<input checked="" type="radio"/> Behoefte aan activiteiten waarin verantwoordelijkheid gestim	2	16	17-4-2021 14:03	A.J.H.	30-4-2021 14:12	A.J.H.
<input checked="" type="radio"/> Behoefte aan chillplek op school	3	9	27-4-2021 15:47	A.J.H.	30-4-2021 14:45	A.J.H.
<input checked="" type="radio"/> Behoefte aan cultuur activiteiten	3	7	15-4-2021 15:52	A.J.H.	30-4-2021 14:15	A.J.H.
<input checked="" type="radio"/> Behoefte aan een koppeling met maatschappelijke diensttijd	2	7	28-4-2021 19:54	A.J.H.	30-4-2021 14:14	A.J.H.
<input checked="" type="radio"/> Behoefte aan meer inspraak jongeren	4	9	26-4-2021 20:46	A.J.H.	30-4-2021 14:11	A.J.H.
<input checked="" type="radio"/> Behoefte aan sportactiviteiten	13	39	13-4-2021 14:15	A.J.H.	30-4-2021 14:52	A.J.H.
<input checked="" type="radio"/> Behoefte aan technologie activiteiten	2	3	15-4-2021 15:54	A.J.H.	30-4-2021 14:17	A.J.H.
<input checked="" type="radio"/> Behoefte aan vakantieprogramma's	2	2	16-4-2021 12:13	A.J.H.	30-4-2021 14:22	A.J.H.
<input checked="" type="radio"/> Behoefte aan verschillende doelgroepen benaderen	7	22	27-4-2021 11:16	A.J.H.	30-4-2021 14:21	A.J.H.
<input checked="" type="radio"/> Behoefte aan vrijtijdpas met budget voor elke jongere	1	4	17-4-2021 14:25	A.J.H.	30-4-2021 14:16	A.J.H.
<input checked="" type="radio"/> Behoefte is er, wat is nog onduidelijk	8	20	27-4-2021 15:45	A.J.H.	30-4-2021 14:08	A.J.H.
<input checked="" type="radio"/> Vrijtijdsbesteding momenteel	0	0	15-4-2021 16:20	A.J.H.	15-4-2021 16:20	A.J.H.
<input checked="" type="radio"/> Activiteiten op school die buitenschoolse activiteiten stimule	4	8	15-4-2021 12:52	A.J.H.	30-4-2021 14:50	A.J.H.
<input checked="" type="radio"/> Chillplek op school	1	8	27-4-2021 19:50	A.J.H.	28-4-2021 11:41	A.J.H.
<input checked="" type="radio"/> Keuzevakken waarin activiteiten uitgevoerd worden	3	12	15-4-2021 10:24	A.J.H.	30-4-2021 14:49	A.J.H.
<input checked="" type="radio"/> Leerlingenraad	2	3	28-4-2021 12:14	A.J.H.	29-4-2021 10:31	A.J.H.
<input checked="" type="radio"/> Sportactiviteiten	6	14	26-4-2021 17:00	A.J.H.	30-4-2021 14:52	A.J.H.
<input checked="" type="radio"/> Techniek activiteiten	1	2	28-4-2021 12:14	A.J.H.	30-4-2021 14:53	A.J.H.