The event in which you are about to participate is provided through the New England Prevention Technology Transfer Center (New England PTTC) a program funded through the Substance Abuse and Mental Health Services Administration's (SAMHSA). SAMHSA Cooperative Agreement #5H79SP081020-05.

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New England Prevention Technology Transfer Center

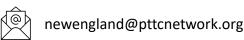


Improve implementation and delivery of effective substance misuse prevention interventions



Provide training and technical assistance services to the substance misuse prevention field

- Tailored to meet the needs of recipients and the prevention field
- Based in prevention science and use evidence-based and promising practices
- Leverage the expertise and resources available through the alliances formed within and across the HHS regions and the PTTC Network.
- Webinars
- Project ECHO Learning Communities
- Development of Prevention Resources & Tools
- Tailored intensive technical support for coalitions and prevention organizations
- Specialty Area of Training & Technical Assistance: Cannabis prevention
- Leadership development & mentoring



EVIDENCE-BASED PROGRAM TRAINING SERIES

Brittany Cooper, PhD
Kat Bruzios, MS
Washington State University



Three Sessions

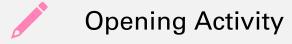
9/12: What are evidence-based programs (EBPs) and why are they important?

9/19: How do we choose the right EBP for our community?

9/26: How do we strike the right balance between EBP fidelity and adaptation?

Session 1 Agenda





- What is evidence?
- What does and doesn't work in prevention?
- What is an evidence-based program (EBP)?
- Closing Activity

Introductions

- Please raise your Zoom hand and keep it raised until you introduce yourself.
- Going around the room tell us your:
 - Name
 - Role/Organization
 - Favorite fall activity



Session 1 Objectives



To improve knowledge of different types of evidence.



To improve understanding of what research shows does and does not work in substance misuse prevention programs.



To learn what constitutes an evidence-based substance misuse prevention program and how to identify evidence-based programs using publicly available program registries.

Opening Activity: Nine Whys

 Part 1 (3 mins): Make a list of all of the tasks and activities you do in your job as a part of your prevention work. Try to keep writing until I tell you time is up.

Modified from: https://www.liberatingstructures.com/3-nine-whys/

Opening Activity: Nine Whys

• Part 2 (10 mins): In pairs, choose one person to go first. Introduce yourself and then read your list of tasks/activities. After the final task/activity listed, your partner should ask "Why is that important to you?" and you should respond. After each response, your partner should keep asking 'And why is that important?' up to 9 times. You will see a message from us when it's time for the other person to share.

• Part 3 (5 mins): Using Poll Everywhere, share a word that best describes the core why underlying your prevention work.

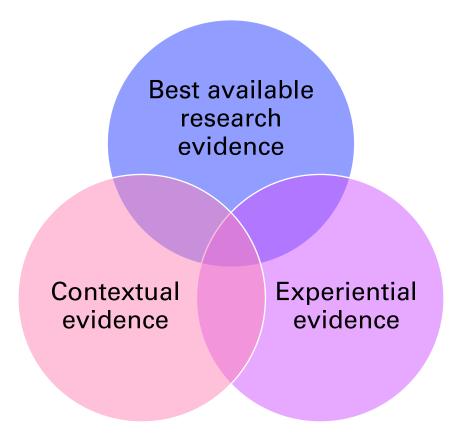
Modified from: https://www.liberatingstructures.com/3-nine-whys/

WHAT IS EVIDENCE?

How can measurable evidence help us achieve our prevention goals?

Evidence-based Decision Making

 Process for making decisions about a program, practice, or policy that is grounded in the best available research evidence and informed by experiential evidence from the field and relevant contextual evidence.

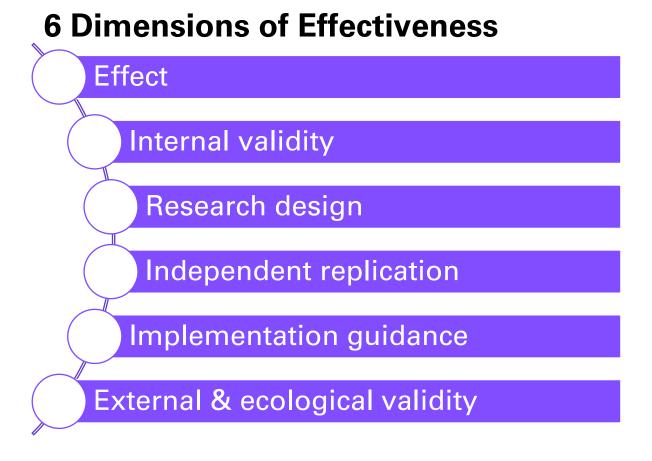


Best Available *Research* Evidence

- How much scientific research has been done on a program?
- What effects has the program had on the targeted outcomes (e.g., youth substance use)?
- How well does a study's design support causal statements about the program's effects?
- What implementation guidance is available and what does that guidance tell us about the capacity needed to successfully implement the program?

Continuum of Evidence of Effectiveness

The Continuum is designed to be used as a tool to help you better understand the best available research evidence, and why this evidence is important.



CDC Understanding Evidence: https://vetoviolence.cdc.gov/apps/evidence/Default.aspx

	Well Supported	Supported	Promising Direction / Emerging / Undetermined More Research Needed	Unsupported	Harmful	
Effect		itive outco	s ability to reduce or prevent nega mes. Indicates whether a program t.			
nal ity	Internal Valid	litv : extent	to which the program outcomes of	an truly be att	tributed	
Internal		to it or if these outcomes could have been caused by something else.				
Type of evidence/ research	Research Des	Research Design: components or elements of a study, such as measures, participant selection, group assignment, and outcome assessment over time.				
4				U		
Independent	with another	group of p	n: involves duplicating the implemarticipants to determine whether to should be not be conducted by the should be not	he same effec	ts will be	
± .	Implementation Guidance: services and/or materials that aid in the					
mplement ation	implementation of a program in a different setting such as training, coaching,					
Imple	technical ass	technical assistance, support materials, and manuals/guides.				
External and ecological	External valid	External validity refers to whether a program, can demonstrate effects among a				
ernal olog	wide range o	f populatio	ns and contexts. Ecological validit	y refers to wh	ether the	
ec Ext	program con	<u>nponents a</u>	nd procedures are feasible in real-	world settings	3.	

	Well Supported Supported Promising Direction / Emerging / Undetermined Unsupported Harr More Research Needed	mful
Effect	Found to be effective Some evidence of effectiveness Expected preventive effect undetermined Ineffective of ha	es risk
Internal	Internal Validity: extent to which the program outcomes can truly be attribute to it or if these outcomes could have been caused by something else.	;d
Type of evidence/ research design	Research Design: components or elements of a study, such as measures, participant selection, group assignment, and outcome assessment over time.	
Independent	Independent Replication: involves duplicating the implementation of a prograwith another group of participants to determine whether the same effects will achieved. The replication should be not be conducted by the original research	l be
Implement- ation guidance	Implementation Guidance : services and/or materials that aid in the implementation of a program in a different setting such as training, coaching, technical assistance, support materials, and manuals/guides.	,
External and ecological validity	External validity refers to whether a program, can demonstrate effects among wide range of populations and contexts. Ecological validity refers to whether program components and procedures are feasible in real-world settings.	

	Well Supported Supported	Promising Direction / Emerging / Undetermined More Research Needed	Unsupported Harmful	
Effect	Found to be effective	Some evidence of effectiveness Expected preventive effect undetermined	Ineffective constitutes risk of harm	
Internal	True experimental Quasi experimental design design	Non-experimental design Sound theory only No research No sound theory	True or quasi experimental design with results indicating negative effect	
Type of evidence/ research design	Research Design: components or elements of a study, such as measures, participant selection, group assignment, and outcome assessment over time.			
		II I		
Independent	Independent Replication : involves duplicating the implementation of a program with another group of participants to determine whether the same effects will be achieved. The replication should be not be conducted by the original researchers.			
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	Well Supported Supported	Promising Direction / Emerging / Undetermined More Research Needed	Unsupported Harmful	
Effect	Found to be effective	Some evidence of effectiveness Expected Effect is undetermined	Ineffective constitutes risk of harm	
Internal	True experimental design Quasi experimental design	Non-experimental design No research No sound theory	True or quasi experimental design with results indicating negative effect	
Type of evidence/ research design	Randomized control trials and meta-analysis / systematic review Quasi experimental design	Single group Exploratory Needs assessment	Randomized control trials or quasi experimental design Any design with results indicating negative effect	
Independent	Independent Replication: involves duplicating the implementation of a program with another group of participants to determine whether the same effects will be achieved. The replication should be not be conducted by the original researchers.			
Implement- ation guidance	Implementation Guidance: services and/or materials that aid in the implementation of a program in a different setting such as training, coaching, technical assistance, support materials, and manuals/guides.			
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	Well Supported Supported	Promising Direc	tion / Emerging ere Research Need		Unsupported	Harmful
Effect	Found to be effective	Some evidence of effectiveness	Expected preventive effect	Effect is undetermined	Ineffective	Practice constitutes risk of harm
Internal	True experimental design Quasi experimental design	Non-experimental design	Sound theory only	No research No sound theory	True or quasi experimental design	Any design with results indicating negative effect
Type of evidence/ research design	Randomized control trials and meta-analysis / systematic review Quasi experimental design	Single group design	Exploratory study	Anecdotal / Needs assessment	Randomized control trials or quasi experimental design	Any design with results indicating negative effect
Independent	Program replication with evaluation replication	Program replication without evaluation replication	Partial program re evaluation	eplication without replication	Program replication with evaluation replication	Possible program replication with / without evaluation replication
Implement- ation guidance	Implementation Guidance: services and/or materials that aid in the implementation of a program in a different setting such as training, coaching, technical assistance, support materials, and manuals/guides.					
External and ecological validity	External validity refers to whether a program, can demonstrate effects among a wide range of populations and contexts. Ecological validity refers to whether the program components and procedures are feasible in real-world settings.					

	Well Supported Supported	Promising Direction / Emerging / Undetermined More Research Needed	Unsupported Harmful	
Effect	Found to be effective	Some evidence of effectiveness Expected preventive effect undetermined	Ineffective Practice constitutes risk of harm	
Internal	True experimental design Quasi experimental design	Non-experimental design Sound theory only No research No sound theory	True or quasi experimental design Any design with results indicating negative effect	
Type of evidence/ research design	Randomized control trials and meta-analysis / systematic review Quasi experimental design	Single group Exploratory Anecdotal / Needs assessment	Randomized control trials or quasi experimental design Any design with results indicating negative effect	
Independent	Program replication with evaluation replication	Program replication without evaluation replication evaluation replication	Program replication with evaluation replication without evaluation replication	
Implement- ation guidance	Comprehensive	Partial None	Comprehensive / partial	
External and ecological validity	External validity refers to whether a program, can demonstrate effects among a wide range of populations and contexts. Ecological validity refers to whether the program components and procedures are feasible in real-world settings.			

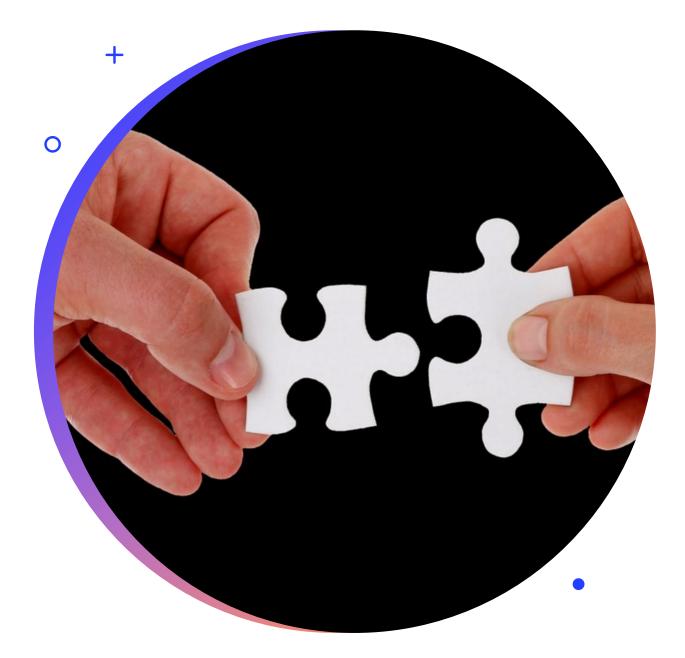
	Well Supported Supported	Promising Direct	tion / Emerging re Research Need		Unsupported	Harmful
Effect	Found to be effective	Some evidence of effectiveness	Expected preventive effect	Effect is undetermined	Ineffective	Practice constitutes risk of harm
Internal	True experimental design Quasi experimental design	Non-experimental design	Sound theory only	No research No sound theory	True or quasi experimental design	Any design with results indicating negative effect
Type of evidence/ research design	Randomized Quasi control trials and meta-analysis / systematic review Quasi experimental design	Single group design	Exploratory study	Anecdotal / Needs assessment	Randomized control trials or quasi experimental design	Any design with results indicating negative effect
Independent	Program replication with evaluation replication	Program replication without evaluation replication	Partial program re evaluation		Program replication with evaluation replication	Possible program replication with / without evaluation replication
Implement- ation guidance	Comprehensive	Partial	No	ne	Comprehensive	Comprehensive / partial
External and ecological validity	Applied studies— different settings (2+) Applied studies— similar settings (2+)	Real-world informed	Somewhat real-world informed	Not real-world informed	Applied studies— same / different settings	Possible applied studies—similar / different settings



Experiential Evidence

 Collective experience and expertise of those who have practiced or lived in a particular setting as well as subject matter experts.

CDC Understanding Evidence: https://vetoviolence.cdc.gov/apps/evidence/Default.aspx



Contextual Evidence

- Information about whether or not a program "fits" with the context in which it is to be implemented
- It is feasible to implement?
- Is it useful?
- Is it likely to be accepted by our community?

CDC Understanding Evidence: https://vetoviolence.cdc.gov/apps/evidence/Default.aspx

Evidence-based Decision Making

 Process for making decisions about a program, practice, or policy that is grounded in the best available research evidence and informed by experiential evidence from the field and relevant contextual evidence.

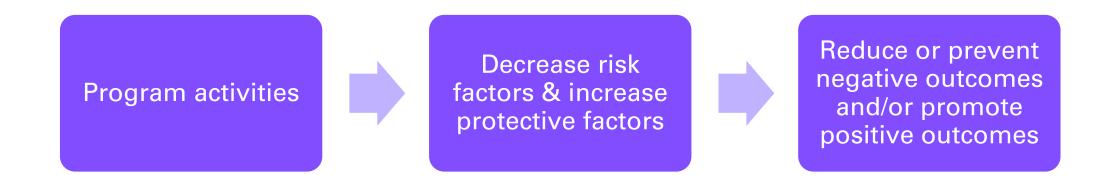


QUESTIONS?

WHAT DOES & DOESN'T WORK IN PREVENTION?

Essential elements of effective youth substance misuse programs

Effective Prevention: The Logic



Effective Prevention: *The Elements*

 What: Knowledge, skills, and messages delivered through program activities

How: Instructional methods, setting, and timing

 Who: Characteristics of the person/organization delivering the program

Substance Misuse Prevention: What *DOES NOT* work

Element	Characteristics of Ineffective Strategies
What: characteristics of content being delivered	 Use scare tactics or fear arousal Focus on substance abstinence Lack social skills practice Only provide knowledge or about the consequences of substance use Focus on long-term consequences of substance use
How : characteristics of how it is delivered	 Use lectures (passive) Do not pay attention to what is developmentally appropriate Lack interpersonal Are punitive
Who: characteristics of the person delivering the material	 Use expert telling or personal testimony as a primary way to deliver program content

Substance Misuse Prevention: What *DOES* work

Element	Characteristics of Effective Strategies
What: characteristics of content being delivered	 Are comprehensive and theory-driven Are socioculturally and developmentally relevant Have clear goals and objectives with evidence of impact Focus on norms Are skills-based and promote developing positive relationships Aim to reduce risk factors and enhance protective factors Focus on short-term consequences of substance use
How : characteristics of how it is delivered	 Have a sufficient dosage Use varied teaching methods Are socioculturally sensitive and developmentally appropriate Are interactive Include peer-led components Target multiple settings/influences (school, family, community)
Who: characteristics of the person delivering the material	 Are delivered by well-trained program facilitators Provide facilitators with sufficient support and supervision

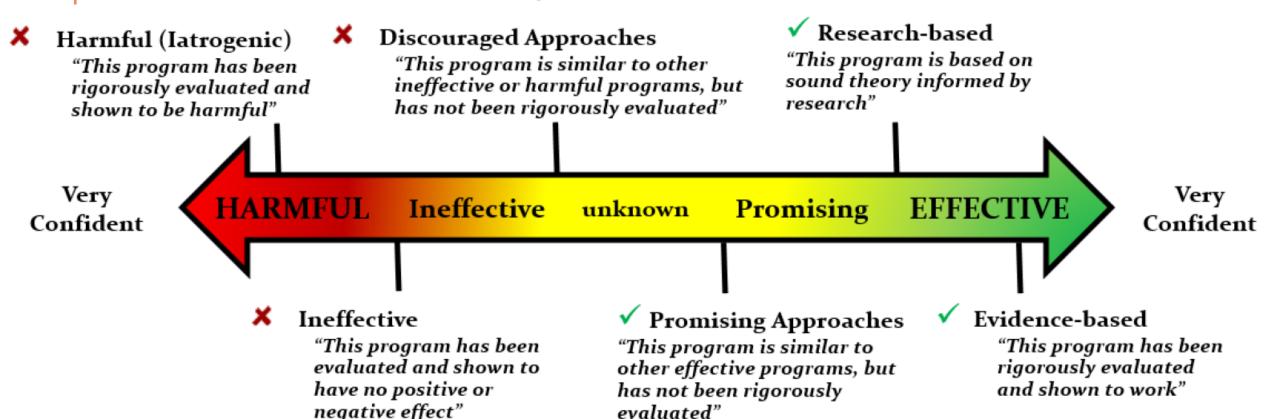
QUESTIONS?

SO, WHAT IS AN EBP?

How do evidence-based programs help us reach our prevention goals?

Evidence-based Programs

Prevention Program: Continuum of Confidence



Evidence-based Programs



Based on clearly articulated and empirically-supported theory (logic model) and have detailed description of intervention activities



Tested in rigorous scientific evaluations with comparison group (e.g., randomized control trials)

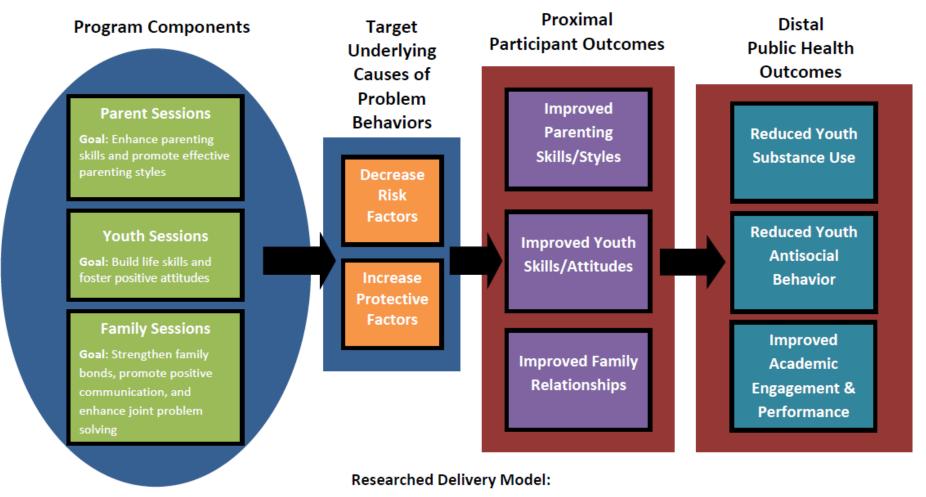


Demonstrated effectiveness on targeted participant outcomes – ideally, with evidence of sustained effects for minimum of 6 months following the end of the program

Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

The original version of this program was developed through Project Family by the Social and Behavioral Research Center for Rural Health at Iowa State University.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at the Pennsylvania State University



[•]targets youth ages 10 to 14 and their caregivers •goal of serving 10 families per program •delivered once weekly for 7 weeks •a scripted curriculum with interactive video instruction •led by three facilitators •parent and youth sessions run concurrently followed by a joint family session for approximately two hours of instruction •a family meal is recommended prior to program delivery to promote bonding and facilitator modeling

Program **Components & Goals**

SFP 10-14 is delivered over 7 weeks. Each week, the youth and parents meet separately and then, together. Targeted goals drive the parent, youth, and family sessions.

Specific strategies, methods, and techniques are used to accomplish the program goals.

Projects &

Games

Role Play &

Skill Practice

Group

Discussions

Video Portraval & Modeling

Group

Discussions

Self-reflection

Video Portraval

& Modeling

Family Meal

Family Games

& Projects

Video Portraval

& Modeling

Role Play &

Skill Practice

Component: **Parent Sessions**

Goal: Enhance parenting skills and promote effective parenting

Component: **Youth Sessions**

Goal: Build life skills and foster positive attitudes

Component: Family Sessions

Goal: Strengthen family bonds, promote positive enhance joint problem solving

Program Modalities

against negative outcomes, are targeted for an increase.

Risk Factors:

Targeted

Risk and Protective Factors

Risk factors, which increase the

likelihood of drug use, delinguency,

school dropout, teen pregnancy, and

violent behavior, are targeted for a

decrease. Protective factors, which

exert a positive influence and buffer

- Negative youth and family
- -Youth aggressive or withdrawn
- behaviors and substance use
- Poor social/stress management skills

Protective Factors:

- -Positive youth and family age-appropriate parental expectations.
- -Effective and empathetic parent-child
- -Promotion of healthy beliefs and clear
- -Family bonding and supportive family
- -Positive parent-child affect
- -Pro-social family values
- -Peer pressure refusal skills

Proximal Outcomes

SFP 10-14 is designed to impact targeted outcomes immediately following program completion.

Distal Outcomes

Outcomes impacted by the program months/years following program completion have been demonstrated through research.

Improved Parent Skills/Styles:

- -Empathy with youth stressors
- -Support youth goals & dreams
- Active listening and effective communication
- -Understand youth development
- Clear communication of rules and substance use expectations
- -Identify and deliver appropriate consequences calmly
- -Reward good behavior
- -Monitor youth

Improved Youth Skills/Attitudes:

- -Healthy coping & stress management
- -Peer pressure resistance
- -Making good decisions/Setting goals for the future
- -Empathy & appreciation of parents
- -Understanding the value of rules & responsibilities
- -Know qualities of good friends
- -Understand the harmful impact of problem behavior & substance use

Improved Family Relationships:

- -Family bonding/Affective quality
- Joint problem solving
- -Effective communication
- Identify family strengths & values
- Value time together/family fun

Reduced Youth Substance Use:

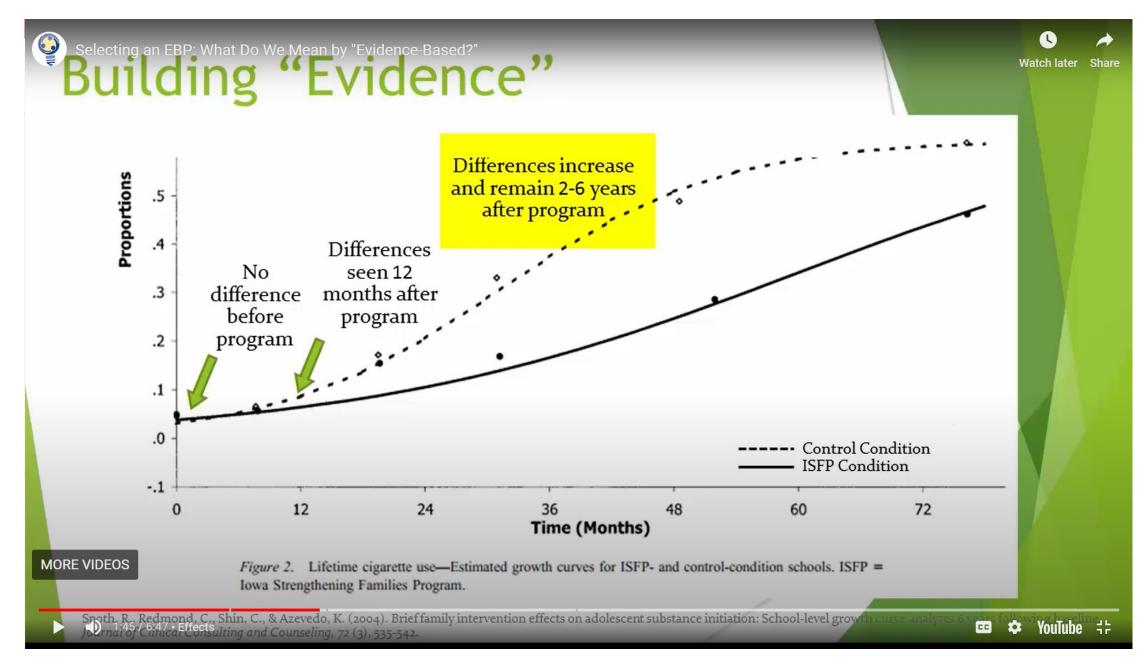
- Less likely to have ever used alcohol
- More likely to delay initiation of alcohol, cigarette, and marijuana use
- Less likely to have misused prescription drugs
- -Less likely to report
- methamphetamine use
- Less likely to show growth in polysubstance use
- -Less likely to report drunkenness or illicit drug use

Reduced Youth Antisocial Behavior:

- -Less self-reported aggressive & destructive behavior
- -More likely to delay onset of
- problematic behaviors Less likely to show growth in
- internalizing symptoms

Indirect Impact -Improved Youth Academics:

- -More likely to report improved school engagement
- -More likely to report improved academic success



Substance Misuse Prevention: What *DOES* work

Element	Characteristics of Effective Strategies
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Who: characteristics of the person delivering the material	 Are delivered by well-trained program facilitators Provide facilitators with sufficient support and supervision

Session 2 Preview

The second session will dive deeper into a three-step process for choosing the right evidence-based program (EBP) to meet your community's needs.

1

Assess and understand your community's needs and priorities (contextual evidence).

2

Identify and narrow your EBP options by considering the type of EBP needed.

3

Compare EBPs by assessing their strength of research evidence and degree of fit with your community's needs and resources.

Closing Activity: Shape-up Reflection

Type responses in the chat box to the follow questions.



What 2-4 things from today's session "square" with your beliefs and/or experience?



What 3 points do you want to remember from today?



What 1 question is still circling in your mind?