

**COMMUNITY RESEARCH & SERVICES TEAM**

# **RPTF E-BPPP & Adaptation Documentation Guidance Version 1.4/2020**





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# Overview

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## E-BPPP & Adaptation Documentation Spreadsheet

The purpose of this guidance document is to familiarize you with and assist you in completing the ***RPTF Evidence-Based Practices, Policies, & Programs (E-BPPP) & Adaptation Documentation*** spreadsheet.

The purpose of the spreadsheet is to document programmatic activities completed using RPTF funding, by CSAP strategy, as well as any existing or planned adaptations to evidence-based strategies.

**Please follow the number sequencing of the guidance document to the best of your ability when completing the spreadsheet.** This will facilitate completion in a timely manner and prevent unnecessary errors in data entry.

As a reminder, the CRST is available for TA at any point during your data entry process.

**Thank you in advance for your participation!**

# 1. Community

Click on each cell in the 'Community' column to select a community/municipality for each intervention implemented in your region using RPTF funding.

Cells are pre-populated with a drop-down list that will make your selection easier.

Each intervention will be listed in its own row.

A	B	C
<b>Region 5: East Bay</b> <b>Year 1</b>		
	<b>Community</b>	<b>Intervention/Activity Name</b>
	<input data-bbox="1468 776 2016 930" type="text"/>	
	Barrington	
	Bristol	
	East Providence	
	Warren	

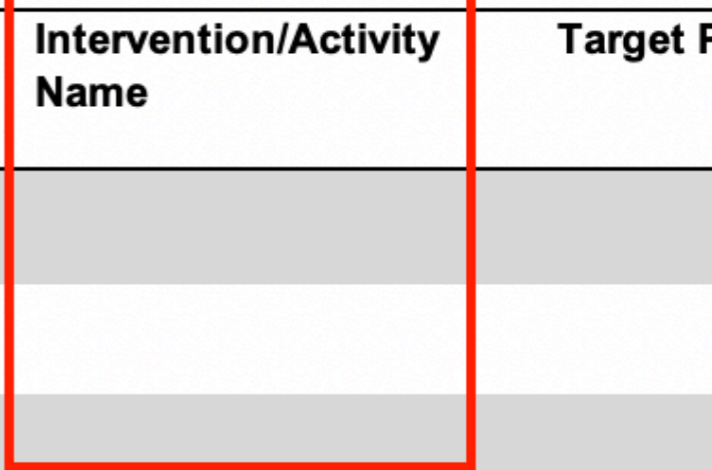
## 2. Intervention/ Activity Name

Under the 'Intervention/Activity Name' column, please enter the name of the intervention or activity that was implemented in each community.

*If you implemented the same intervention or activity in multiple communities in your region, you will need to enter this information on a separate row for each community.*

### Region 5: East Bay Year 1

Community	Intervention/Activity Name	Target Popu



# 3. Target Population

**Target Population** refers to the target population for the intervention that was implemented in each community.

Examples of target populations for various prevention interventions include populations based on:

- o Age
- o Gender
- o Race/Ethnicity
- o Risk status
- o Culture of origin

***Please be as specific as possible when describing the target population for each intervention.***

*Example:*

*“Children 12-14 years old and their parents.”*

A	B	C	D	
<b>Region 5: East Bay</b>				
<b>Year 1</b>				
Community	Intervention/Activity Name	Target Population	Target Risk Factors	

# 4. Target Risk/ Protective Factors


**Target Risk/Protective Factor(s)** refers to the risk and protective factors targeted by each intervention, for the population of interest indicated in Column D.

Examples of targeted risk/ protective factors include:

- o *Favorable attitudes toward problem behavior*
- o *Early initiation of problem behavior*
- o *Interaction with friends involved in problem behavior*
- o *Low commitment to school*
- o *Favorable parental attitudes to the problem behavior*
- o *Interaction with prosocial peers*
- o *Social skills*
- o *Attachment and bonding to family*

***Please be as specific as possible when describing the targeted risk/protective factors for each intervention in the target population.***

D	E	F
Target Population	Target Risk/Protective Factors	CSAP Strategy



# 5. CSAP Strategy

Click on each cell in the ‘**CSAP Strategy**’ column to select a CSAP strategy for each intervention implemented in your region using RPTF funding. Cells are pre-populated with a drop-down list that will make your selection easier. Definitions are as follows:

**Information Dissemination:** provides awareness and knowledge of the nature and extent of alcohol, tobacco, and drug use, abuse, and addiction, and their effects on individuals, families, and communities. It also provides knowledge and awareness of available prevention programs and services. Information dissemination is characterized by one-way communication from the source to the audience, with limited contact between the two.

**Prevention Education:** involves two-way communication and is distinguished from Information Dissemination by the fact that interaction between the educator/facilitator and the participants in the basis of its activities. Activities under this strategy aim to affect critical life and social skills, including decision-making, refusal skills, critical analysis, and systemic judgment abilities.

**Alternative Activities:** provide for the participation of the target population in activities that exclude alcohol, tobacco and other drug use. The assumption is that constructive and healthy activities offset the attraction to or otherwise meet the needs usually filled by alcohol, tobacco, and other drugs and would, therefore, minimize or remove the need to use these substances.

**Community-Based Process:** aims to enhance the ability of the community to more effectively provide prevention services for alcohol, tobacco, and drug abuse disorders. Activities in this strategy include organizing, planning, and enhancing the efficiency and effectiveness of services implementation, interagency collaboration, coalition building, and networking.

**Environmental:** establishes or changes written and unwritten community standards, codes, and attitudes, thereby influencing incidence and prevalence of the use of alcohol, tobacco, and other drugs used in the general population. This strategy is divided into two subcategories to permit distinction between activities which center on legal and regulatory initiatives and those which relate to the service and action-oriented initiatives.

**Problem Identification & Referral:** aims at identification of those individuals who have indulged in illegal/age-inappropriate use of tobacco or alcohol and those individuals who have indulged in the first use of illicit drugs and to assess if their behavior can be reversed through education.

E	F	G	
Risk/Protective	CSAP Strategy	Type of Intervention	Ad
	<div data-bbox="1698 778 2140 887" style="border: 1px solid green; padding: 5px;"> <input type="text"/> </div> <div data-bbox="1698 887 2483 1304" style="background-color: #333; color: white; padding: 10px; margin-top: 5px;"> <ul style="list-style-type: none"> <li>Information Dissemination</li> <li>Prevention Education</li> <li>Alternative Activities</li> <li>Community-Based Process</li> <li>Environmental</li> <li>Problem Identification &amp; Referral</li> </ul> </div>		

# 6. Type of Intervention

Click on each cell in the ‘**Type of Intervention**’ column to select whether the intervention in each row is an evidence-based practice/program, a locally-developed intervention, or other.

Cells are pre-populated with a drop-down list that will make your selection easier.

If you are uncertain whether your intervention is evidence-based, select ‘Unsure’ from the drop-down menu and the evaluation team will assist you with making this distinction.

F G H I				
CSAP Strategy	Type of Intervention	Adaptation(s)	Type of Adaptation	Type of Outcome
	<input type="text" value=""/>			
	<input type="text" value=""/>			
	<input type="text" value=""/>			
	<input type="text" value=""/>			
	<input type="text" value=""/>			
	<input type="text" value=""/>			
	<input type="text" value=""/>			

Evidence-based Program/Practice (EBPP)  
Local Intervention  
Other  
Unsure



# 7. Adaptation(s)

Adaptation is a process of making changes to an EBP so that it is more suitable for a particular population or an organization’s setting or program structure without compromising or deleting its core components.

**Click on each cell in the ‘Adaptation(s)’ column to select whether or not any adaptations were made to the program for that row.**

Cells are pre-populated with a drop-down list that will make your selection easier.

Select **‘No adaptation(s) made’** if the program was implemented as intended.

Select **‘Adaptation(s) made with permission from developer’** if the program developer was consulted and approved of any adaptations to the program.

Select **‘Adaptation(s) made without permission from or consultation with developer’** if adaptations were made but it was not possible to consult with the developer for approval.

Select **‘Unsure’** if you are unsure whether any changes made qualify as adaptations to the program for each row and the evaluation team will assist you with making this distinction.

	G	H	I	J	K	L
Intervention	Adaptation(s)	Type of Adaptation	Type of Adaptation (if combination of A-D or Other): Please describe	Planned Start Date	Actual Start Date	

No adaptation(s) made

Adaptation(s) made with permission from developer

Adaptation(s) made without permission from or consultation with developer

Unsure

Not applicable

without compromising or deleting its core components

# 8. Type of Adaptation(s)

Click on each cell in the 'Type of Adaptation(s)' column if adaptations were made to the program for that row. If no adaptations were made, skip this column.

Cells are pre-populated with a drop-down list that will make your selection easier.

Select '**Implemented in different population**' if the program was implemented in a population other than that for which it was developed.

Select '**Implemented in different setting**' if the program was administered in a setting other than that for which it was developed.

Select '**Implemented in different timeframe**' if the program was administered in a shorter or longer timeframe than intended by the developers.

Select '**Unable to complete core components**' if barriers arose that prevented the administration of core components of the program, as identified by the developer.

Select '**Combination of A-D**' if multiple changes were made to the program.

***If you select 'Combination of A-D' or 'Other,' PLEASE PROCEED TO COLUMN J (Type of Adaptation (if combination of A-D or Other)) and describe the combination of adaptations made.***

***OTHERWISE PLEASE SKIP TO COLUMN K ('Planned Start Date')***

H	I	J	K
Type of Adaptation(s)	Type of Adaptation	Type of Adaptation (if combination of A-D or Other): Please describe	Planned Start Date
	<input type="text"/> <div style="border: 1px solid black; background-color: #f0f0f0; padding: 5px;"> <ul style="list-style-type: none"> <li>A: Implemented in different population</li> <li>B: Implemented in different setting</li> <li>C: Implemented in different timeframe</li> <li>D: Unable to complete core components</li> <li>Combination of A-D (Please specify)</li> <li>Other (please specify)</li> </ul> </div>		

# 9. Type of Adaptation (if combination of A-D or Other): Please describe

If you selected ‘**Combination of A-D**’ or ‘**Other,**’ in Column I (**Type of Adaptation**), please describe in detail the combination of adaptations that were made to the intervention listed in that row.

Otherwise, you may skip this cell and move to Column K (**Planned Start Date**).

	I	J	K	L	M	N
)	Type of Adaptation	Type of Adaptation (if combination of A-D or Other): Please describe	Planned Start Date	Actual Start Date	Planned End Date	Actual End Date

# 10. Planned and Actual Start Date

**Planned Start Date** refers to the date (MM/DD/YY) that you *planned* to begin implementation of the intervention listed in that row.

**Actual Start Date** refers to the date (MM/DD/YY) that you *actually began* implementation of the intervention listed in that row.

If your planned and actual start dates are the same, please enter the same date in Columns K and L.

	J	K	L	M	
Type of Adaptation (if combination of A-D or other): Please describe		Planned Start Date	Actual Start Date	Planned End Date	Actual End Date

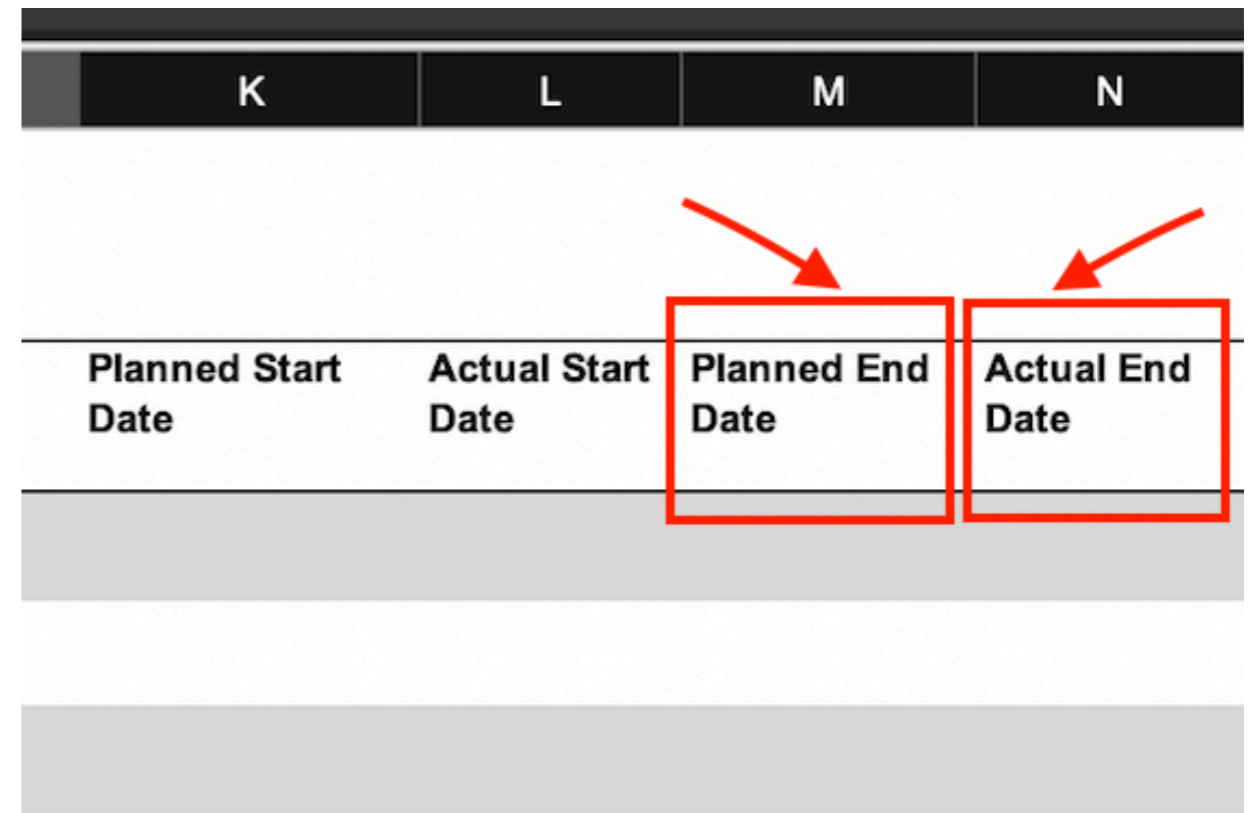
# 11. Planned and Actual End Date

**Planned End Date** refers to the date (MM/DD/YY) that you *planned* to end implementation of the intervention listed in that row.

**Actual End Date** refers to the date (MM/DD/YY) that you *actually ended* implementation of the intervention listed in that row.

If your planned and actual end dates are the same, please enter the same date in Columns M and N.

K	L	M	N
Planned Start Date	Actual Start Date	Planned End Date	Actual End Date



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# Further Guidance

## How to seek additional help

If you require further assistance with completing the E-BPPP Adaptation Documentation spreadsheet, please consult with the evaluation team.

A sample spreadsheet with multiple examples of data entry is available in Appendix A of this guidance document.

We understand that there may be some burden in completing this spreadsheet for activities implemented in Years 1-2 of RPTF.

However, tracking adaptation(s) made to evidence-based programs is important when measuring the impact of substance abuse prevention initiatives. We hope that this document will help you to do so.

Please contact Dorothy Skierkowski-Foster, PHD with any questions on completing the spreadsheet and a representative from the Community Research & Services Team will contact you within 48 hours.

In addition, virtual (or in-person, at the conclusion of the Covid-19 crisis) technical assistance can be provided by a member of the CRST.

Dorothy Skierkowski-Foster, PHD

[dskierkowski@uri.edu](mailto:dskierkowski@uri.edu)

# Appendix A

REGION 9: SAMPLE REGION														
Year 1														
SAMPLE DATA ENTRIES	Community (select community name from drop down list)	Intervention/Activity Name	Target Population (briefly describe the target population for each intervention)	Location (briefly describe the location(s) where you plan to or were able to implement each intervention)	Target Risk/Protective Factors (briefly identify the target risk and protective factors for each intervention)	CSAP Strategy (select the appropriate CSAP strategy for each intervention from drop down list)	Type of Intervention (select whether the intervention is an evidence-based program, practice or policy, a locally-developed intervention, or other)	Adaptation(s) (select how adaptations were made from the drop down menu, if any)	Type of Adaptation (select the type of adaptation made from the drop down menu)	Types of Multiple Adaptation(s) (if combination of A-D or Other: Briefly describe the adaptations made)	Planned Start Date (what was the PLANNED start date for the intervention?)	Actual Start Date (what was the ACTUAL start date for the intervention?)	Planned End Date (what was the PLANNED end date for the intervention?)	Actual End Date (what was the ACTUAL end date for the intervention?)
<b>SAMPLE 1</b> (Information Dissemination; Substance 1)	Town A	Marijuana Social Media Campaign	Youth (12-20)	Online dissemination of information targeted to individuals identified as students between the ages of 12-20 on Instagram, Facebook, and Snapchat in Town A.	Knowledge; Awareness	Information Dissemination	Local Intervention	No adaptation(s) made			6/1/17	10/1/17	12/31/17	12/31/17
<b>SAMPLE 2</b> (Information Dissemination; Substance 2)	Town A	Alcohol Social Media Campaign	Youth (12-20)	Online dissemination of information targeted to individuals identified as students between the ages of 12-20 on Instagram, Facebook, and Snapchat in Town A.	Knowledge; Awareness	Information Dissemination	Local Intervention	No adaptation(s) made			6/1/17	8/1/17	12/31/17	12/31/17
<b>SAMPLE 3</b> (Prevention Education with NO adaptations)	Town A	Positive Action	Youth (12-14)	Town A Middle School 1; Town A Middle School 2	Risk: Favorable attitudes towards drug use; Early initiation of drug use/ Protective: Problem solving, decision-making and critical thinking skills	Prevention Education	Evidence-based Program/Practice (EBPP)	No adaptation(s) made						
<b>SAMPLE 4</b> (Prevention Education WITH adaptations)	Town A	Project Towards No Drug Abuse	Youth (14-18)	Town A High School 1; Town A High School 2	Risk: Favorable attitudes towards drug use; Early initiation of drug use/ Protective: Problem solving, decision-making and critical thinking skills	Prevention Education	Evidence-based Program/Practice (EBPP)	Adaptation(s) made with permission from developer	Other (please specify)	Due to issues related to significant school budget cuts, we anticipated we would be unable to complete all components of the program as originally planned. We received permission from the developer to administer a truncated version of the program, with guidance on selection of	9/15/17	9/15/17	12/31/17	10/31/17
<b>SAMPLE 5</b> (Environmental)	Town B	Compliance Checks	Youth (12-20)	Town B liquor store 1; Town B liquor store 2; Town B liquor store 3... Town B liquor store [...]	Youth retail access to alcohol	Environmental	Evidence-based Program/Practice (EBPP)	No adaptation(s) made						
<b>SAMPLE 6</b> (Environmental)	Town B	Party Patrols	Youth (12-20)	Town A High School Football games (3 of 10); Local residences reported by callers (25);	Youth social access to alcohol	Environmental	Evidence-based Program/Practice (EBPP)	No adaptation(s) made						
<b>SAMPLE 7</b> (Alternative Activities; Adaptations made WITHOUT approval from developer)	Town C	Wyman's Teen Outreach Program	Youth (14-18)	Town A High School 1	Risk: Low school commitment and attachment/ Protective: Prosocial behavior; Skills for social interaction	Alternative Activities	Evidence-based Program/Practice (EBPP)	Adaptation(s) made without permission from or consultation with developer	Combination of A-D (Please specify)	We were unable to implement Wyman's Teen Outreach Program as an after school program at Town High School 1 due to logistical issues with scheduling at the school and transportation issues for students. Programming was implemented at the local church hall on weekends and we added a module on the protective factors of engagement with the faith community.	3/1/17	3/1/17	6/30/17	6/30/17
<b>SAMPLE 8</b> (Community-Based Process; Training and Technical Assistance RECEIVED)	Town C	TTA (Received)	Town C Coalition Coordinator and Staff	Town C Prevention Coalition meetings (a member from the local evaluation team was available to provide on-site training and technical assistance at each meeting of the coalition (n = 12 meetings)).	NA	Community-Based Process	Other				1/1/17	1/1/17	12/31/17	12/31/17
<b>SAMPLE 9</b> (Community-Based Process; Accessing/Monitoring Services and Funding)	Town C	Assessing/Monitoring Services and Funding: Coordinating and monitoring federal/state/tribal/local prevention grantees and subcontractors, ensuring quality assurance/improvement efforts, engaging in the request for proposal (RFP) process, developing contracts and program budgets, researching and applying for federal/state/local funding sources that will leverage prevention funding	NA	Town C Prevention Coalition Address	NA	Community-Based Process	Other				1/1/17	1/1/17	12/31/17	12/31/17
<b>SAMPLE 10</b> (Community-Based Process; Assessing Community Needs/ Assets)	Town D	Assessing Community Needs/ Assets: Conducting/participating in neighborhood/community and/or statewide prevention needs assessments which may include data collection (key informant interviews, focus groups, surveys), data assessment, problem statement development, organizational/fiscal/leadership capacity assessment, readiness assessment, cultural competence assessment, service gap analysis, external factors/barriers to success	NA	Town C Prevention Coalition Address	NA	Community-Based Process	Other				1/1/17	1/1/17	12/31/17	12/31/17
<b>SAMPLE 11</b> (Community-Based Process; Coalition/ Workgroup Activities)	Town C	Coalition/ Workgroup Activities: The development and ongoing meetings/efforts of coalitions, community teams, short-term workgroups	NA	Town C Prevention Coalition Address	NA	Community-Based Process	Other				1/1/17	1/1/17	12/31/17	12/31/17