“Selecting, Preparing for, and Implementing Evidence-Based Programs in Community and School Settings”

Engage and Discover Webinar Series: Advancing Best Practices so Children, Youth, and Families Thrive
Dr. Jeanne Poduska, Dr. Allison Dymnicki, Sandy Crawford, MSW
September 22, 2016
2:00 – 3:30 p.m. EST
The National Resource Center, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), offers resources and expert support to help prevent youth violence and promote the overall well-being of children, youth, and their families.
Supports efforts serving CHILDREN AND YOUTH from birth to high school
The National Resource Center

SERVES:

1. Safe Schools/Healthy Students (SS/HS) grantees
2. Project LAUNCH grantees
3. Field at-Large
Poll #1
Dr. Allison Dymnicki, Senior Researcher at AIR, has extensive expertise conducting prevention and intervention research and evaluation in school and community-based settings.

Dr. Jeanne Poduska, Managing Scientist at AIR, has worked at the intersection of mental health and education for over 25 years and has expertise partnering with communities to develop, test, and implement school-based programs.
Sandy Crawford is a former SS/HS Project Director with the Alton School District in Alton, Illinois. The selection and implementation of several EBP's throughout the school district was an integral part of the grant. She has 29 years of experience as a school social worker, and coordinated a staff of 24 social workers and interns.
Objectives:

Participants will:

1. Understand what evidence-based programs are and the value of implementing them
2. Gain an understanding of the considerations involved with selecting evidence-based strategies
3. Consider steps needed to start planning or preparing for implementation of evidence-based programs
4. Expect and anticipate challenges associated with implementing evidence-based programs
5. Know how to access information resources from the NRC to support knowledge and understanding of evidence-based programs
Agenda:

1. Overview of Evidence-based Programs
2. Selecting and Planning for Implementation
3. Implementing Evidence-based Programs and Overcoming Challenges
4. Learning from School-based Experts
Poll #2
Overview of Evidence-based Programs: Defining What They Are

“Prevention or intervention programs that have been found to be effective based on results of rigorous evaluations.”

Overview of Evidence-based Programs: What Are the Benefits of Using Them?

- Increases the likelihood of success
- Offers implementation support
- Promotes efficient use of limited resources
- Facilitates stakeholder buy-in
- Provides justification for funding and resources
- Raises the bar for the types of programs that are implemented
Poll #3
Selecting Evidence-Based Programs: Using a Careful Approach

Selection process based on thoughtful analysis and collaboration

- Assess and analyze data
- Assess readiness
- Examine and assess existing programs
- Use resources and information to select evidence-based programs
Selecting Evidence-Based Programs: Assess and Analyze Data

- Understand risk and protective factors
- Access existing data sources
- Collect and/or compile data
- Make sense of data to identify needs
Selecting Evidence-Based Programs: Assess Data

- Consider the following sources of local data about the focus area
  - Results from recent surveys
  - Interviews/focus groups/events with youth, staff, or community members
  - Data from school, court, or police records
  - Data from observations of classrooms, other school-settings, after-school programs
Poll #4
Selecting Evidence-Based Programs: Accessing Existing Data Sources

**Government Agencies**
- Substance Abuse and Mental Health Services Admin.
- Centers for Disease Control
- Department of Justice
- Department of Education

**Local Sources**
- Schools
- Mental Health
- Law Enforcement
- Public Health Departments

**National Organizations**
- Annie E. Casey Foundation
- National Assembly on School-Based Health Care
## Selecting Evidence-Based Programs: Examples of Potential Data Sources

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Brief Description of Data Source</th>
<th>Website</th>
<th>Risk and Protective Factors</th>
</tr>
</thead>
</table>
| **Annie Casey Foundation’s KIDSCount Data Book**<br>Sponsored by Casey Foundation | National and state-by-state data tracking the status of U.S. children since 2000. Reports are published yearly.                                                                                                                      | [http://datacenter.kidscount.org/](http://datacenter.kidscount.org/) | Data include educational, social, economic, and physical well-being of children across indicators including:  
  - Birth weight  
  - Infant, child, and teen mortality  
  - Teen pregnancy  
  - School attendance  
  - Parent education  
  - Family poverty  
  - Single-parent families |
| **Behavioral Health United States, 2012**<br>Substance Abuse and Mental Health Services Administration (SAMHSA) | Comprehensive resource for national behavioral health statistics, compiling information from a diverse set of data sources, journal articles, online tools, and other publications.                                                                 | [http://store.samhsa.gov/product/Behavioral-Health-United-States-2012/SMA13-4797](http://store.samhsa.gov/product/Behavioral-Health-United-States-2012/SMA13-4797) | Behavioral health data, including:  
  - Mental health  
  - Substance use |
| **California Healthy Kids Survey**<br>Sponsored by WestEd and California Department of Education | State-wide survey of students in grades 5, 7, 9, and 11. Local and California state-wide reports are available going back to 2002.                                                                                                   | [http://chks.wested.org/](http://chks.wested.org/) | Alcohol and drug use  
  - Safety and violence  
  - Physical health  
  - Home, school, peer, and community protective factors  
  - Personal resilience factors |
| **Child Trends Data Bank**<br>Sponsored by Child Trends | Compilation of child and adolescent trend data pulled from a variety of national, state, and local data sources.                                                                                                               | [http://www.childtrendsdatabank.org/?q=node](http://www.childtrendsdatabank.org/?q=node) | Indicators organized by:  
  - Age group (pregnancy and birth, infants and young children, adolescents, and young adults)  
  - Health and safety (e.g., depression, child maltreatment, teen pregnancy)  
  - Child care and education (e.g., dropout rates, reading proficiency, absenteeism)  
  - Risk and protective behaviors (e.g., bullying, alcohol and drug use, volunteering) |
Selecting Evidence-Based Programs: Collect or Compile Data

- Anticipate the time and effort involved with collecting new data
- Anticipate concerns partners might have about sharing data
- Compile data for several years, if possible
Selecting Evidence-Based Programs: Making Sense of Data to Identify Needs

- Compare data against benchmarks
- Disaggregate data from surveys or assessments for subgroups
- Share results in multiple formats and in a range of venues
- Look for trends or patterns of similarities
- Consider outliers or points where perspectives diverge
Selecting Evidence-Based Programs: Why Assess Readiness?

- Readiness is
  - the state of being prepared to do something
  - important to successfully implement EBPs
- Assessing readiness can
  - help to determine whether the resources invested in EBP implementation are likely to pay off
  - identify barriers to successful implementation, as well as strategies for addressing the barriers
Selecting Evidence-Based Programs: Domains of Readiness

- General Organizational Capacity
- Intervention-Specific Capacity
- Motivational Readiness
- Readiness to Implement an EBP
## Selecting Evidence-Based Programs: Assess Existing Programs Using Resource Mapping Tools

<table>
<thead>
<tr>
<th>Priority Need/Issue:</th>
<th>Program: Example: Positive Behavioral Interventions and Supports (PBIS)</th>
<th>Program:</th>
<th>Program:</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Programs (provided for all students)</td>
<td>Is the program evidence-based?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Is the program being implemented with fidelity?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Why or why not?</td>
<td>Example: PBIS Team Implementation Checklist shows all action items in progress or achieved.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are process data available on your school/community’s implementation of the program?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Are outcome data available on your school/community’s implementation of the program?</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>List sources of process and/or outcome data:</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Reflection Questions

Think about the programs currently being offered in your school/organization for all students, at-risk students, and students demonstrating problems

• Are there any duplicative programs?
• Are there any programs that you don’t think are serving their intended purposes?
• What needs are not being met with the existing programs?
Selecting Evidence-Based Programs: Use Resources and Information to Gather Information

Explore

- EBP Registries
- Research Literature
- EBP Developers
- Schools Implementing the EBP

Learn as much as possible about each EBP you’re considering to see if it’s appropriate for the youth in your school or community.
Reflection Questions

Which sources have been the most useful?
- EBP registries
- Research literature
- EBP developers contacting you
- EBP developers you contact
- Other schools/organizations implementing EBPs
## Selecting Evidence-Based Programs: Use Registries to Review

<table>
<thead>
<tr>
<th>Registry/Program</th>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substance Abuse and Mental Health Services Administration (SAMSHA)</td>
<td><a href="http://www.nrepp.samsha.gov">www.nrepp.samsha.gov</a></td>
<td>National Registry of Evidence-Based Programs &amp; Practices (NREPP) Mental Health and substance abuse interventions</td>
</tr>
<tr>
<td>Crime Solutions</td>
<td><a href="http://www.crimesolutions.gov">www.crimesolutions.gov</a></td>
<td>Justice-related programs and practices</td>
</tr>
<tr>
<td>Youth.gov</td>
<td><a href="http://www.youth.gov">www.youth.gov</a></td>
<td>Youth focused evidence-based programs including risk and protective factors</td>
</tr>
<tr>
<td>Blueprints Programs</td>
<td><a href="http://www.blueprints.com">www.blueprints.com</a></td>
<td>Evidence based prevention and intervention programs focused on reducing antisocial behavior</td>
</tr>
</tbody>
</table>
## Selecting Evidence-Based Programs: Making Decisions

### Helpful Tools: Exploring EBPs tool and STRYVE Strategy Selector

<table>
<thead>
<tr>
<th>Existing Practices and Organizational Support</th>
<th>Does the EBP duplicate or compete with existing programs? If yes, what duplications or competition might occur? List here:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td>What do you expect would be the net value of adopting the EBP in your setting?</td>
<td>Low</td>
<td>Med</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Med</td>
<td>High</td>
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<tr>
<td></td>
<td>Does the EBP require strong organizational support (e.g., school leader support, administrative support)?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
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<tr>
<td>Training</td>
<td>If yes, is this support likely to be forthcoming?</td>
<td>Yes</td>
<td>No</td>
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<td></td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>How long is the training for the EBP (hours, days)?</td>
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<td></td>
<td>How will new staff (hired after the initial training) be trained?</td>
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<tr>
<td></td>
<td>What is the cost of the initial training? (Include trainers’ fees, travel, space, equipment, food, etc.)</td>
<td>$</td>
<td>$</td>
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<td></td>
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<tr>
<td></td>
<td>What is the cost of ongoing training, including booster sessions?</td>
<td>$</td>
<td>$</td>
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<tr>
<td></td>
<td>Can staff in your setting become certified to conduct training?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If yes, what is the cost of certification training?</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Selecting Evidence-Based Programs: Determine Fit

- Demonstrated effectiveness for similar population of focus and setting
- Alignment with mission and vision
- Clarity of program design
- Administrative, technical, and financial feasibility
- Alignment of values
Reflection Questions

• Does the program align with my school’s or organization’s mission and vision?
• Do the EBP’s features align with your preferred delivery characteristics (e.g., setting, time of day, frequency, staff who will implement)?
• If not, how will this impact implementation?
Planning for Implementation: Considerations

- Consider partner roles and facilitate shared decision-making
- Develop/revise logic models with stated vision, goals, plans
- Consider how implementation/outcomes will be assessed and if adaptations need to be made
Planning for Implementation: Considerations (cont)

- Develop implementation teams and champions
- Focus on how the system might need to be altered to be conducive to the EBPs
- Develop implementation, communication, and tracking/monitoring plans
A Systems Approach: Implementation in Context
Poll #6
Poll #7
Key Considerations for Implementing EBPs

• Stakeholders and Partners
• Logic models/Measurement
• Structures for Implementation and Sustainability
Mapping the Social/Political Context

1. Who needs to be at the table?
2. How do they interact with one another?
3. Where are the leverage points to affect change?
4. Where do you anticipate challenges?
Stakeholders and Partners at Multiple Levels

Reflection Questions

- What stakeholders or partners are missing for you?
- Why are they important?
Steps in Developing Partnerships

- Analyze the social and political constituencies
- Engage and work through trust with each
- Learn their mission and vision
- Identify mutual self-interests
- Encourage their coming together as oversight committee
Reflection Questions

• Choose one person you identified in the previous reflection question…
• What actions will you commit to for meeting with that person?
Reflection Questions

If you have an oversight committee, how much of your time do you spend?

- Sharing updates
- Addressing immediate problems and concerns
- Reviewing data
- Discussing long-term strategy—3 years out
Reflection Questions

If you have an oversight committee:
• Do you have shared norms for how you show up and interact?
• Do you have processes are in place to ensure equity of voice?
• Do you meet on a regular schedule?
Logic Models and Measurement

“If you don’t know where you are going, you’ll end up someplace else.”
-Yogi Berra

“If you don’t know where you are going, any road will get you there.”
-Lewis Carroll
Functions of a Logic Model

- Aligns needs with goals, objectives, and EBPs
- Outlines partners’ roles
- Guides planning and activities

It is a process, not an event.
There are 7 steps to developing a logic model for each EBP you want to implement:

1. Define Goals
2. Summarize Baseline Data
3. Develop Objectives
4. Name the EBP
5. Describe Partners’ Roles
6. Specify Process Measures
7. State Outcome Measures
# SAMPLE LOGIC MODEL

**Goal:**
To reduce the level of bullying among middle school youth (grades 6-8) in our school district.

<table>
<thead>
<tr>
<th>Baseline Data</th>
<th>Objectives</th>
<th>EBP</th>
<th>Partner Roles</th>
<th>Process Measures</th>
<th>Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of middle school youth surveyed in April 20XX reported engaging in bullying activities during the past 30 days.</td>
<td>To reduce the percentage of students in grades 6-8 who report bullying others in the past 30 days by 15% from baseline by the end of the project in June 20XX.</td>
<td>Implement the STOP Bullying program with middle school youth in grades 6-8 in all schools in the district.</td>
<td>Mental health partner will train teachers in use of the curriculum. Teachers will deliver the STOP Bullying program. Students who exhibit high levels of risk will be referred to the mental health partner for services.</td>
<td>Number of teachers trained to deliver the curriculum. Number of sessions delivered per classroom. Measures of program fidelity.</td>
<td>Reduce the percentage of students in Grades 6-8 who report bullying by the end of the project in June 20XX as measured by a school-wide survey.</td>
</tr>
</tbody>
</table>
Assess Progress Toward Achieving Goals

- Monitor short- AND long-term goals
- Monitor processes
  - Implementation of program—fidelity and adaptations
  - Skills acquired by implementer's
  - Partnering and coalition
- Share and process findings as a group often and consistently
- Discuss progress or challenges to making progress

It is a process, not an event.
Poll #8
Poll #9
Takeaways

- Implementation occurs within systems
- You cannot talk with a system; trust occurs between people
- Implementation and sustainability are processes, not events
Been There, Done That...
One school district’s experience with selecting and implementing EBPs
• 2009 – 2014 cohort SSHS grant
• 6,500 students, Pre-K through 12th
• Diverse, racially, and economically
• Substance abuse reported in youth; heroin use beginning in community
• Strength in partnerships through core management team
EBPs

- Substance abuse – implemented by health teachers and school resource officer. Online training
- Social Emotional Learning curriculum – implemented by classroom teachers, trained by Trainer of Trainers model
- Both selections written into grant – one selection changed during planning phase
The Good, the Bad & the Ugly

- Social Emotional Learning – implemented by elementary classroom teachers
- Strengths – trainer of trainer model, using respected staff
- Weakness – not enough “championing” of all administrators, with plan for monitoring fidelity in buildings. Result was inconsistent implementation in buildings.
Substance Abuse Curriculum

- Health Department and Police involved in selection and planning
- Online training, low cost result in ease of sustainability
- Active engagement/involvement of administrator in ongoing fidelity monitoring
- Strong support from community partner
- Optional lessons integrated into PBIS tiers
What I Wish I’d Done Differently

- Think sustainability from beginning, more involvement of implementers in planning
- Consider postponing to allow more planning/input or consider staggered implementation
- Focus more on integration/alignment
- Develop stronger champions at all district levels – deeper planning for competing initiatives and fidelity monitoring
Poll #11
Closing

Please share in the response pod:

- One key take-away
- One way that you will use this information going forward
- Any lingering questions for the presenters
EBP Online Training Module Series

Series of interactive, self-paced learning modules on selecting, preparing for, and implementing evidence-based programs in school settings, found at:
Resources

- Evidence-Based Module Series:
  • Selecting Evidence Based Programs Module
  • Preparing to Implement Evidence-Based Programs in School Settings
  • Implementing Evidence-Based Programs in School Settings

- Resource Mapping Tool:
  http://airhbsdlearning.airws.org/ResourceMappingTool_508.docx

- Steps to Developing a Logic Model:
  http://airhbsdlearning.airws.org/sshslogicmodel/presentation.html
If you would like more information about the content of this online learning event or about how the National Resource Center for Mental Health Promotion and Youth Violence Prevention can help you with the work you do, please contact 1-866-577-5787 or via email at Healthysafechildren@air.org
Feedback Survey:
https://www.surveymonkey.com/r/EngageDiscoverWebinarSurvey

Thank you!