

Making “What Works” Work

THE FLORIDA CENTER
FOR PREVENTION RESEARCH



Program Implementation Thoughts/Challenges/Solutions

Program Components

- Must be adaptable and affordable
- Must be credible to the targeted audience
- Should include some Child Development Theory
 - *What does the world look like from your 6th graders eyes?*
- Should include crisis intervention information
 - *Where can families seek assistance when in crisis?*
- Should include a companion youth component
 - *Peer-to-Peer training opportunity*
- Should include high quality materials

Program Implementation Thoughts/Challenges/Solutions

Trainer Identification

- Must bring ability to “think on their feet”
- Must be credible to the targeted audience
- Must ID strengths & weaknesses in training teams
- Must be approachable and flexible

Program Implementation Thoughts/Challenges/Solutions

Training Administration

- Do not just teach the manual
 - *Training skill-building*
 - *Additional training on program components*
 - *Child Development Model*
 - *Risk/Protective Factors*

- How will training “fit” into trainer’s world?

- Make the expectations of the trainer clear
 - *Training administration: registration, copies, materials*
 - *Follow-up with attendees*
 - *Deliverables list*

- Plan follow-up meetings
 - *Lunch-and-learn experiences*
 - *Pot luck dinners*
 - *Quarterly training refreshers*
 - *Direct assistance for those struggling*

Program Implementation Thoughts/Challenges/Solutions

Program Adaptation

- Don't "data dump"
- Is it applicable in a broad prevention sense?
- Explore training setting/referral options
 - *Faith, Judicial, civil citation, DCF*
- Seek partnerships
 - *Clinicians/providers: LMHC, SW, etc*
 - *Youth Programs: FYPD, SAAD, Key Club, etc*
 - *Local coalitions*
- Be creative when seeking funding

Program Implementation Thoughts/Challenges/Solutions

Keeping Families Engaged

- Select trainers who will be credible to audience
- Pair trainers with complementary strengths/weaknesses
- Survey parents at arrival – are there problems, what are concerns, what would you like to see covered, etc
- “What’s in it for me” must be answered at first session

Program Implementation

Thoughts/Challenges/Solutions

Keeping Families Engaged

- Know your audience
- Let the audience determine schedule
- High quality, user-friendly materials/visuals
 - *Ensure the materials are on an appropriate level for the audience*
 - *Create “cue-cards” as necessary*
- Make them feel special
 - *Great food/snacks: Let them decide*
 - *Organized, relaxed, and inviting surroundings*
 - *“Treats” at each meeting: hand-outs, give-aways*
 - *Prizes: family portrait, family-friendly activities*

Program Implementation

Thoughts/Challenges/Solutions

Keeping Families Engaged After the Training

- Develop a system for future contact
 - *2, 4, 6 months*
 - *Good for evaluation*
- Create a distribution list for further communication
- Create “Parent Networks”
- Invite successful families to speak at other trainings
- Ask trained families to become trainers

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Program Fidelity

The degree of fit between the developer-identified components of a substance abuse prevention program and its actual implementation in a given organizational or community setting.

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- In other words, how well does a promising, effective, or model program match the specifications of the original?
- Was the recipe for replication of the program that was provided by the developer followed—for example, strength of treatment or intensity?

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Program Adaptation: Deliberate or accidental modification of the program, including:

- Deletions or additions (enhancements) of program components
- Modifications in the nature of the components that are included

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- Changes in the manner or intensity of administration of program components called for in the program manual, curriculum, or core components analysis, or
- Cultural and other modifications required by local circumstances
- Adaptation is also sometimes referred to as “reinvention”

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Fidelity/Adaptation Balance

A dynamic process, evolving over time, by which those involved with implementing a science-based substance abuse prevention program address both the need for fidelity to the original program and the need for local adaptation.

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- This balance is achieved at the point of full program implementation, but is not necessarily stable over time.
- Revisiting fidelity/adaptation is, in fact, an important element in sustainability.

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Lakota Indian wisdom says:

*“When you discover you are riding a
dead horse, the best strategy
is to dismount”*

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- Changed riders
- Said things like “this is the way we always have ridden this horse”
- Appointed a committee to study the horse
- Arranged to visit other sites to see how they ride dead horses
- Created a training session to increase our riding ability

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- Harnessed several dead horses together for increased speed
- Provided additional funding to increase the horse’s performance
- Declared the horse is better, faster and cheaper dead
- Studied alternative uses for dead horses
- Promoted the dead horse to a supervisory position

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- We have come a very, very long way.
- No more warring camps. There is simply too much to do, and too much at stake.
- Our job is to take what has been proven to work and make it work where we work.

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- Identifying & Selecting Evidence-Based Interventions
 1. Included on Federal Lists or Registries
 2. Reported in peer-reviewed journals or
 3. Documented effectiveness

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- Documented Effective When:
 - The intervention is based on a solid theory or theoretical perspective that has been validated by research
 - Is supported by documented body of knowledge
 - Judged by a consensus among informed experts to be effective

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National Registry of Effective Prevention Programs (NREPP)

www.nrepp.samhsa.gov/

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Guidelines for balancing fidelity and adaptation

- **Step 1** – *Identify and understand the theory base behind the program*
- **Step 2** – *Obtain or conduct a core components analysis of the program*
- **Step 3** – *Assess fidelity/adaptation concerns for the particular implementation site*
- **Step 4** – *Consult as needed with the program developer to review the above steps and how they have shaped a plan for implementing the program in a particular setting*
- **Step 5** – *Consult with the organization and/or community in which the implementation will take place*
- **Step 6** – *Develop an overall implementation plan based on these inputs*

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