

# Choosing the Right Program:

How to find programs that fit  
the needs of your community

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Jaymie Vandagriff, PhD & Rachel Oliver, BS

Prevention System Managers | HCA/DBHR

Evidence Based Programs Lead & Young Adult Prevention Services Lead

# Overview

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- ▶ Why prioritize Evidence-based Programs (EBPs)?
- ▶ What makes an EBP 'fit' within a community?
- ▶ Activity: EBP selection
- ▶ What resources are available to select programs?

# Objectives

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## ▶ By the end of this session, you will:

- ▶ Understand the importance of prioritizing Evidence-based Programs that match your community's needs
- ▶ Learn six elements that influence whether a program is a fit for your community
- ▶ Practice assessing whether a program fits your community's needs

# Why prioritize Evidence-based Programs?



# What are Evidence-based Programs (EBPs)?

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- ▶ Integrate the **best research evidence** with clinical **expertise** and **patient values**<sup>1</sup>
- ▶ Integrate the **best available research** with clinical **experience** in the context of patient **characteristics**, **culture** and **preferences**<sup>2</sup>
- ▶ In essence, EBPs are tested by research and found to be effective:
  - ▶ in a particular context and setting
  - ▶ with particular components and resources
  - ▶ for a particular audience (or audiences, depending on the research)

<sup>1</sup>Sackett, D. L. (2000). *Evidence-based Medicine: How to practice and teach EBM*. Edinburgh: New York: Churchill Livingstone.

<sup>2</sup>American Psychological Association (2006). Evidence-based practice in psychology. *American Psychologist*, 61(4), 271–285. <https://doi.org/10.1037/0003-066X.61.4.271>

# What makes \*this\* program an EBP?

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- ▶ Agencies and registries use different criteria. Common elements:
  - ▶ **Quality of research:** study design, measures, statistical analyses
  - ▶ **Weight of evidence:** mostly positive effects; no harmful and few 'null' effects
  - ▶ **Program Description:** Clearly describe the program, components, context
  - ▶ **Dissemination:** Provide guidance, training, and technical assistance
- ▶ This status can change with new evidence and shifts in standards; and **adaptations** could enhance or detract from a program's effects

**Goal:** Maximize positive outcomes;  
minimize harmful outcomes or no change

# What makes an EBP in our section?

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- ▶ Aligned with Blueprints registry's standards for Promising Practices
  - ▶ *Intervention Specificity*: outcomes and risk/protective factors; versions; fit in WA
  - ▶ *Evaluation Quality*: at least 1-2 studies that meet quality standards
  - ▶ *Intervention Impact*: overall positive impact; no harmful effects
  - ▶ *Dissemination Readiness*: sufficient training and technical assistance materials



<https://www.blueprintsprograms.org/blueprints-standards/>

- ▶ University partners assist with review of programs, including evidence-based registries and literature searches
  - ▶ Crosswalk of ratings across registries and process for checking studies

# Why select Evidence-based Programs (EBPs)?

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## ▶ In summary, EBPs:

- ▶ Have been tested by rigorous research
- ▶ Were found to be effective (and not harmful)
  - in a particular context with specific people (or sets of people)
  - with specific curricula, components, and delivery methods
- ▶ Offer standardized curricula, training, and technical assistance

By selecting an EBP that fits your community's needs, capacity, culture, and values, you **maximize the chance of positive outcomes** and **minimize the risk of harm or no change**



# What makes an EBP 'fit' within your community?



# Overarching questions about fit

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- ▶ **Outcomes** with strong evidence aligned with community needs?
  - ▶ Choose a program that addresses the relevant knowledge, attitudes, values, skills, and other underlying risk/protective factors and local conditions identified.
- ▶ **Participants and program context** aligned with your community?
- ▶ **Content, format, and curriculum** accessible and appealing to our community?
- ▶ What **adaptations, if any**, would need to be made to fit our needs?
  - ▶ Prioritize programs that would not need to be adapted, or minimally so.

**BALANCING FIDELITY  
AND ADAPTATION:**  
A GUIDE FOR EVIDENCE-BASED PROGRAM  
IMPLEMENTATION



<https://alliance-wsu.esploro.exlibrisgroup.com/esploro/outputs/report/Balancing-fidelity-and-adaptation--a/99900501630001842>

# Framework and Tool: NIRN Hexagon

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## Resource with worksheets

<https://implementation.fpg.unc.edu/resource/the-hexagon-an-exploration-tool/>

## Application Activity

<https://implementation.fpg.unc.edu/resource/activity-stages-exploring-with-the-hexagon-tool/>

## Training module

<https://implementation.fpg.unc.edu/resource/lesson-the-hexagon-tool/>

# Resources for Program & Evaluation Info

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- ▶ [Athena Forum Excellence in Prevention registry](#) + Outcome Specific Lists
- ▶ [Blueprints for Healthy Youth Development registry](#)
- ▶ [California Evidence Based Clearinghouse](#)
- ▶ [Title IV-E Clearinghouse](#)
- ▶ [What Works Clearinghouse](#)
- ▶ [CrimeSolutions Registry](#)



# The Hexagon: Program Indicators

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## ▶ Evidence

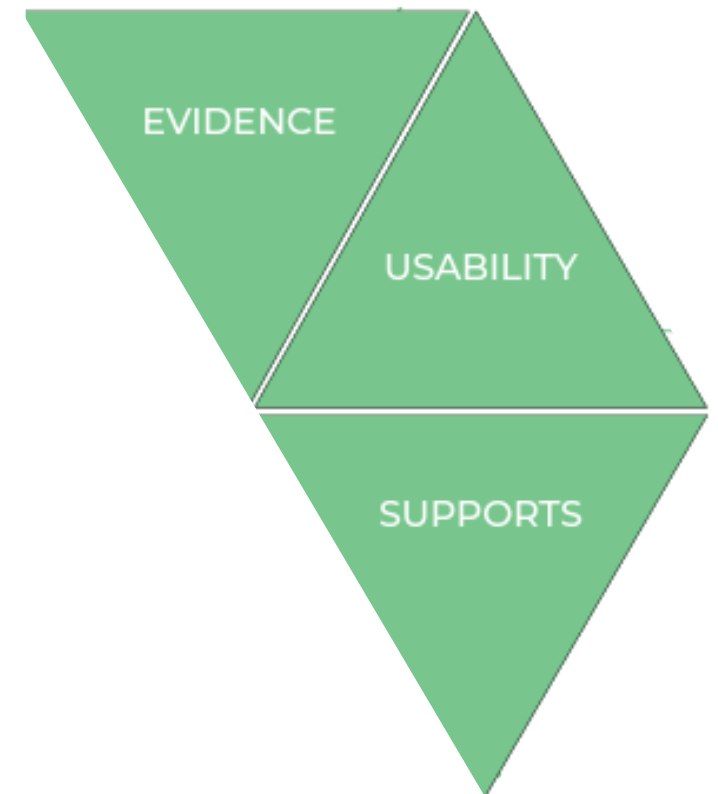
- ▶ Strength of evidence; relevant outcomes and risk/protective factors; small vs large changes

## ▶ Usability

- ▶ Well defined program and logic model with core components; resources for fidelity and/or adaptation; support to contextualize program adaptations

## ▶ Supports

- ▶ Curriculum, training, and technical assistance available, especially for cultural adaptations; resources to build staff competency and organizational development



# The Hexagon: Site Indicators

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## ▶ Capacity

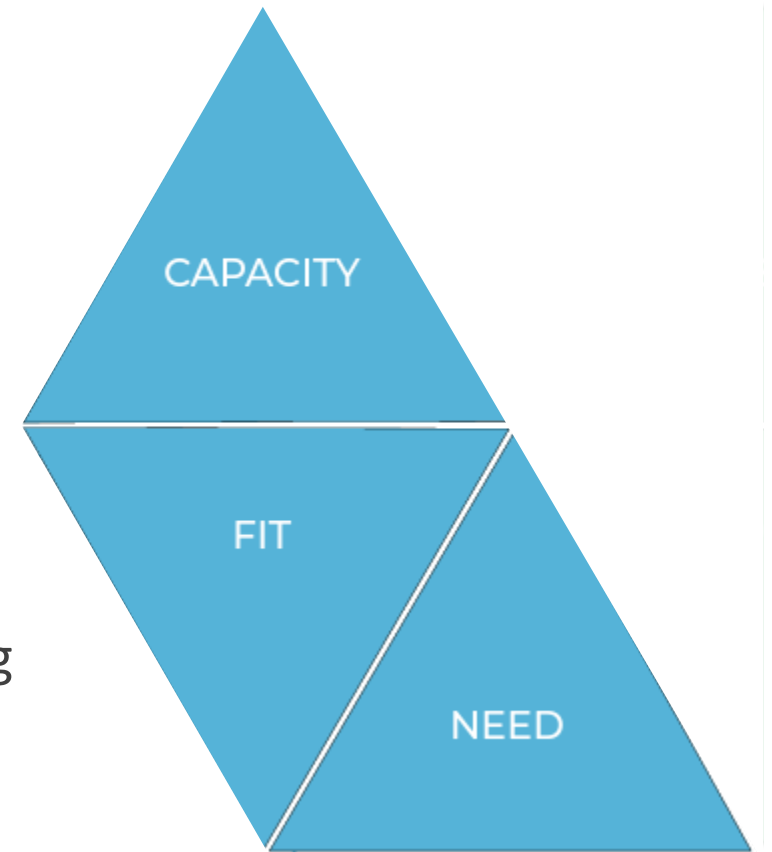
- ▶ Logistical considerations: policies & procedures; costs; human resources; infrastructure; facilities

## ▶ Fit

- ▶ How does the program fit with priorities; community values, culture, language, history; intersect with other efforts; fill gaps or face barriers

## ▶ Need

- ▶ Based on review of local data, who needs programming most - and are there specific groups; what are the needs; what is perceived as most helpful





# Activity: EBP Selection

# EBP Selection Activity



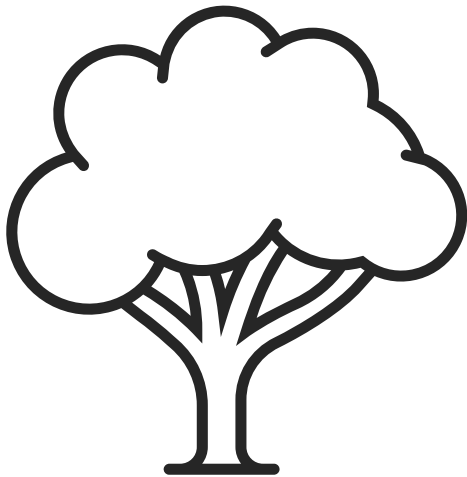
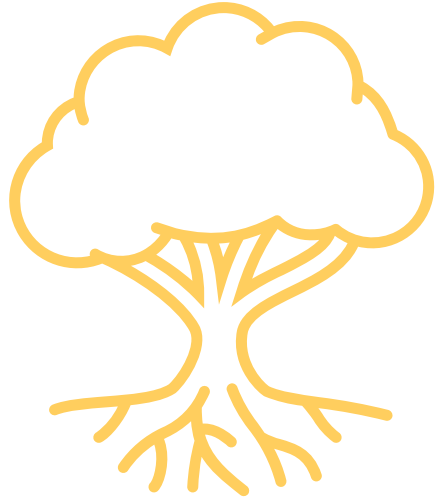
- ▶ This will be a **very shortened** simulation of program selection
- ▶ At your tables, in small groups:
  - ▶ Choose a community of focus
  - ▶ Designate a notetaker who will fill out the worksheet
  - ▶ As a group, fill out the worksheet for 3 programs (details on next slide)
    - Rate each program's fit with Program Indicators - **Evidence, Usability, and Supports**
    - Rate each program's fit with Site Indicators - **Capacity, Fit, and Need**
- ▶ With the larger group, we will discuss which program you picked, why it was the best fit, and where you would like to dive deeper



# EBP Selection Activity – Programs

Program	Strengthening Families Program for Parents and Youth 10-14 (SFP 10-14, Iowa)	PAX Good Behavior Game (PAX GBG)	SPORT Prevention Plus Wellness (SPORT PPW)
<b>Setting</b>	Community	School	School
<b>Participants</b>	Caregivers and youth age 10-14	Students in Pre-K through 6 <sup>th</sup> grade, age 4-12	Students in Middle School (age 10-14) and High School (age 14-18)
<b>Sessions and Format</b>	7 weekly, 2-hour in-person or virtual sessions with separate & combined parent and youth sessions	GBG strategies are incorporated by educators in classes 3-5 times each school day throughout school year	In-person or virtual 1hr session including a) screening survey, b) tailored presentation, c) commitment
<b>Facilitators</b>	3 trained adult facilitators	Trained educator of classroom	1 trained adult facilitator
<b>Outcomes &amp; Risk/Protective Factors</b>	Early initiation of drug use, favorable attitudes, interaction with antisocial peers, family management, attachment to parents, nonviolent discipline, opportunities for prosocial involvement with parents	Disruptive classroom behaviors, classroom participation, social competence, HS graduation, internalizing disorders, suicidal ideation and attempts	Alcohol use, alcohol initiation, exercise, perceived risk of drug use, drug initiation, drug use, cigarette use, physical activity, nutrition, relaxation activities
<b>Registry Information</b>	<a href="https://www.blueprintsprograms.org/programs/189999999/strengthening-families-10-14/">https://www.blueprintsprograms.org/programs/189999999/strengthening-families-10-14/</a>	<a href="https://www.cebc4cw.org/program/pax-good-behavior-game/">https://www.cebc4cw.org/program/pax-good-behavior-game/</a>	<a href="https://www.blueprintsprograms.org/programs/477999999/sport-prevention-plus-wellness/">https://www.blueprintsprograms.org/programs/477999999/sport-prevention-plus-wellness/</a>

# EBP Selection Activity – Discussion



- ▶ Which program did you pick? Why?
- ▶ What aspects of fit were easiest to discuss and decide on?
- ▶ In which areas would you want more information to dive deeper?

# What resources are available to select programs?



# Excellence in Prevention strategy list

<https://theathenaforum.org/EBP>



Home » Excellence in Prevention Strategy List

## Prevention 101

[Excellence in prevention strategy list](#)

[Introduction to prevention](#)

[Planning frameworks](#)

[Community Library](#)

[Best practices toolkit](#)

[Prevention and mental health news](#)

[Definitions and foundations](#)

[Research briefs on substance use prevention and mental health](#)

## Excellence in Prevention Strategy List

Welcome to the **Excellence in Prevention Strategies List**. This page provides detailed information about direct service and environmental prevention strategies. Programs and strategies in this list must be shown in at least two studies to produce intended results. All programs listed include substance abuse prevention as an area of interest.

The strategies described in this list come from three primary resources:

1. National Registry for Evidence-based Programs and Practices (NREPP)
2. The State of Oregon's list of evidence-based programs
3. The Pacific Institute for Research and Evaluation's "Scientific Evidence for Developing a Logic Model on Underage Drinking: A Reference Guide for Community Environmental Prevention."

Program lists for specific behavioral health outcomes

### Youth Cannabis Use Prevention

- [Youth Cannabis Use Prevention List](#)  
effective July 1, 2023

### Opioid Use Prevention

- [Opioid Use Prevention List](#)  
effective July 1, 2023

# Resources for Program & Evaluation Info

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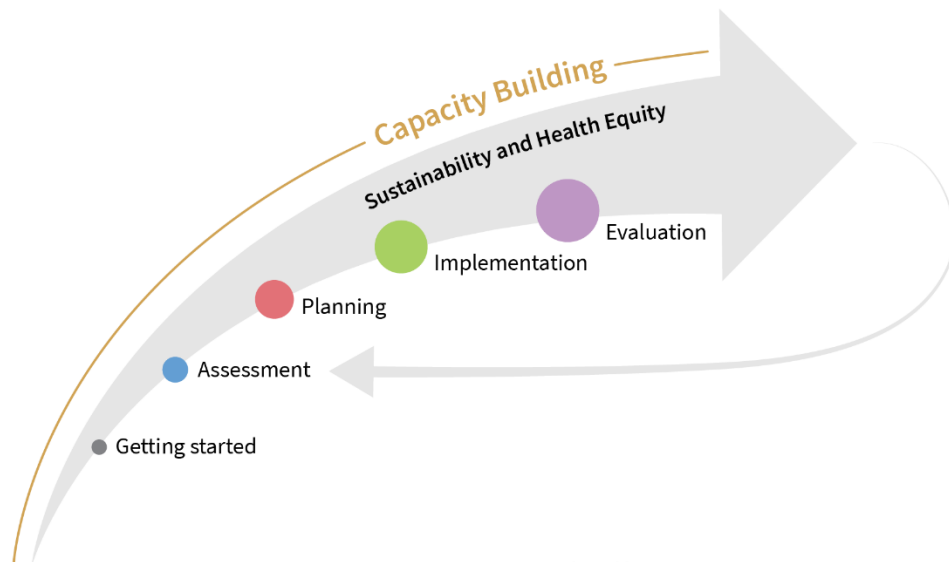
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- ▶ [What Works Clearinghouse](#)
- ▶ [CrimeSolutions Registry](#)



# More Program Selection Resources

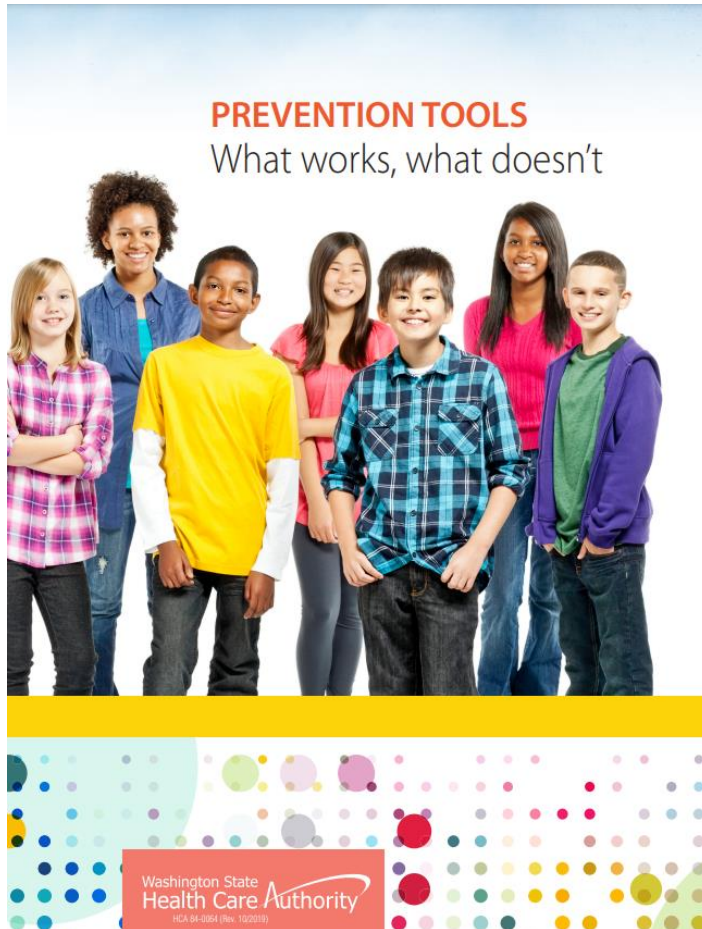
The **CDC's SELECT, ADAPT, EVALUATE!** offers tools for how to select and adapt an EBP to fit your community. <https://vetoviolence.cdc.gov/apps/adaptation-guidance/>

Washington State Prevention Planning Framework



- ▶ The more you know about a program's evidence base, core components, fidelity requirements, and potential for adaptation in the **Planning** phase of the process, the more evidence-informed your decision 😊

# What Works, What Doesn't Resources



- ▶ Guide  
<https://theathenaforum.org/best-practices-toolkit-prevention-tools-what-works-what-doesnt>



- ▶ Video  
<https://www.youtube.com/watch?v=PtNClqr-hMA>

# Recap

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- ▶ By the end of this session, you will:
  - ▶ Understand the importance of prioritizing Evidence-based Programs that match your community's needs
    - ▶ Maximize the chance of positive outcomes; minimize the chance of negative outcomes or no change
  - ▶ Learn six elements that influence whether a program is a fit for your community
    - ▶ NIRN Hexagon: Evidence, Usability, Supports, Capacity, Fit, Need
  - ▶ Practice assessing whether a program fits your community's needs
    - ▶ This is a more systematic process in practice 😊



# Questions?

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Jaymie Vandagriff: [jaymie.vandagriff@hca.wa.gov](mailto:jaymie.vandagriff@hca.wa.gov)  
Rachel Oliver: [rachel.oliver@hca.wa.gov](mailto:rachel.oliver@hca.wa.gov)