



# Evidence-Based Interventions, A New Paradigm for Selecting Prevention Strategies

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# Agenda



- \* Part I. Evolution of Evidence-Based Prevention
- \* Part II. Selecting Interventions
- \* Part III. Implementing Interventions

# Learning Objectives



- \* Gain a foundational knowledge regarding EBPPs.
- \* Understand key factors for consideration in selecting EBPPs
- \* Access EBPP resources

Part I.

# Evolution of Evidence- Based Prevention

# The History



# History

- ✱ Before the 1990s most prevention program selection was based on popular belief or practitioner recommendations.
- ✱ Now most funding agencies provide funding for evidence-based programs and practices.

# History

- \* 1997: Appears in federal policy--SAMSHA, CSAP NREPP
- \* 2001: U.S. DOE NCLB
- \* 2002: SDFSC California Governor's Program
- \* 2007: Major redesign of NREPP

# History

Science

Community  
Practice

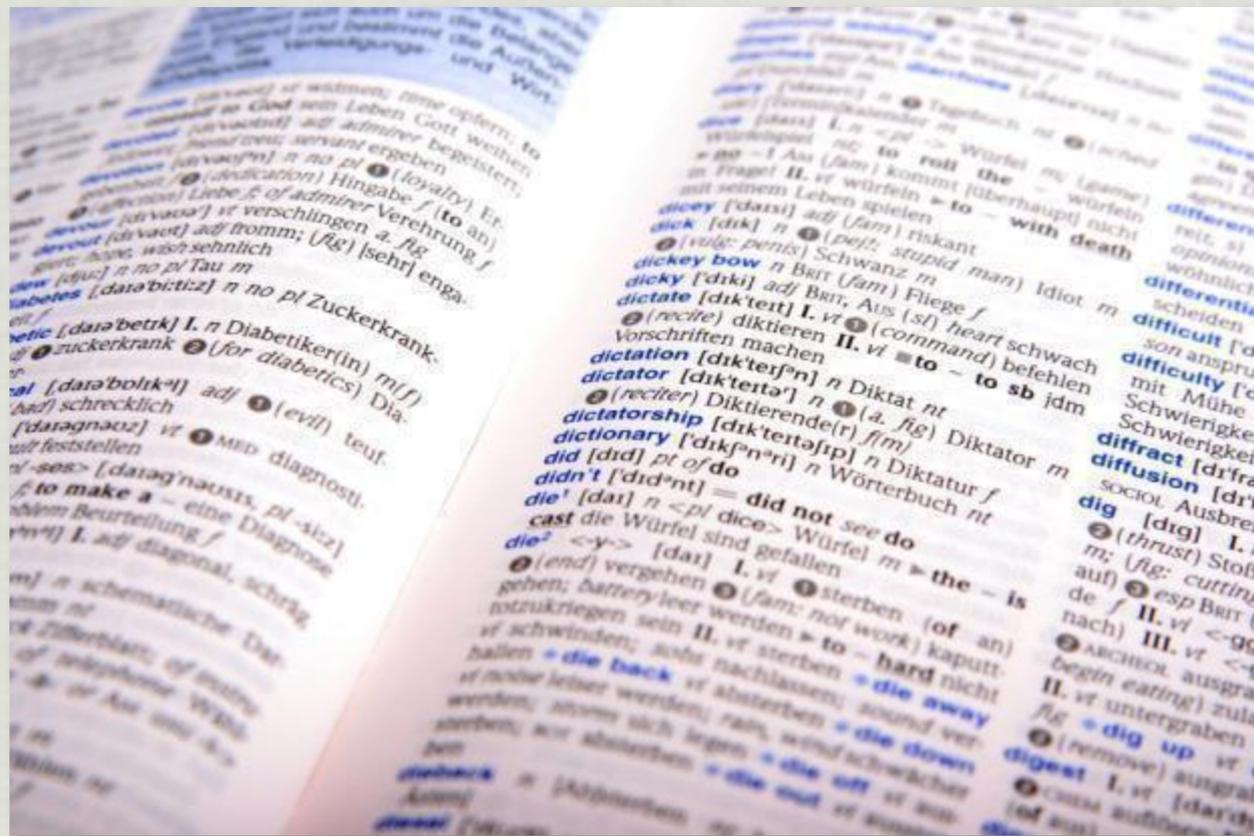
Profession

# Making Sense of the Terms



# “Evidence-Based”

- ✿ There is no single, universally accepted definition of “evidence-based”.



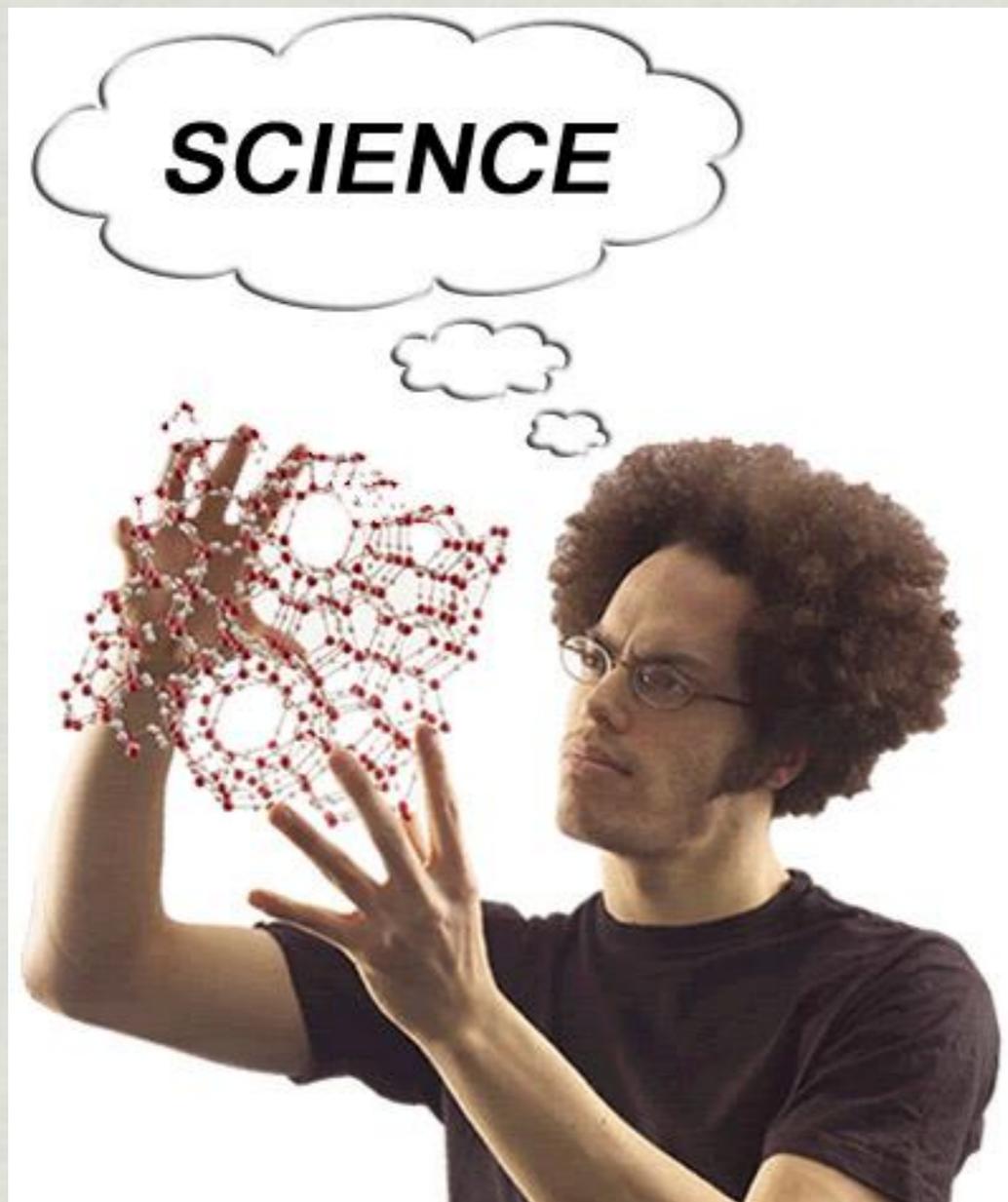
# “Evidence-Based”

- \* In simple terms...
- \* The extent to which an intervention has proven to be effective.

# “Evidence-Based”

- ✱ Defined by inclusion in one or more of the following:
  - Included in Federal registries
  - Reported (with positive effects on the primary targeted outcome) in peer-reviewed journals
  - Documented effectiveness supported by other sources of information and the consensus of experts

# “Science-Based”



- \* Empirically evaluated using experimental design trial involving random assignment and use of multi-informant, multi-method measurement procedures at pretest, posttest, and follow-up data collections

\* Flay, Biglan, Boruch, Castro, Gottfredson, Kellam, Moscicki, Schinke, Valentine, Ji, (2005), Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. *Prevention Science*.

# “Research-Based”

- \* Developed as part of research studies; demonstrate that those participating in programs, over time, had better outcomes than those who did not.

\* Flay, Biglan, Boruch, Castro, Gottfredson, Kellam, Moscicki, Schinke, Valentine, Ji, (2005), Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. *Prevention Science*.

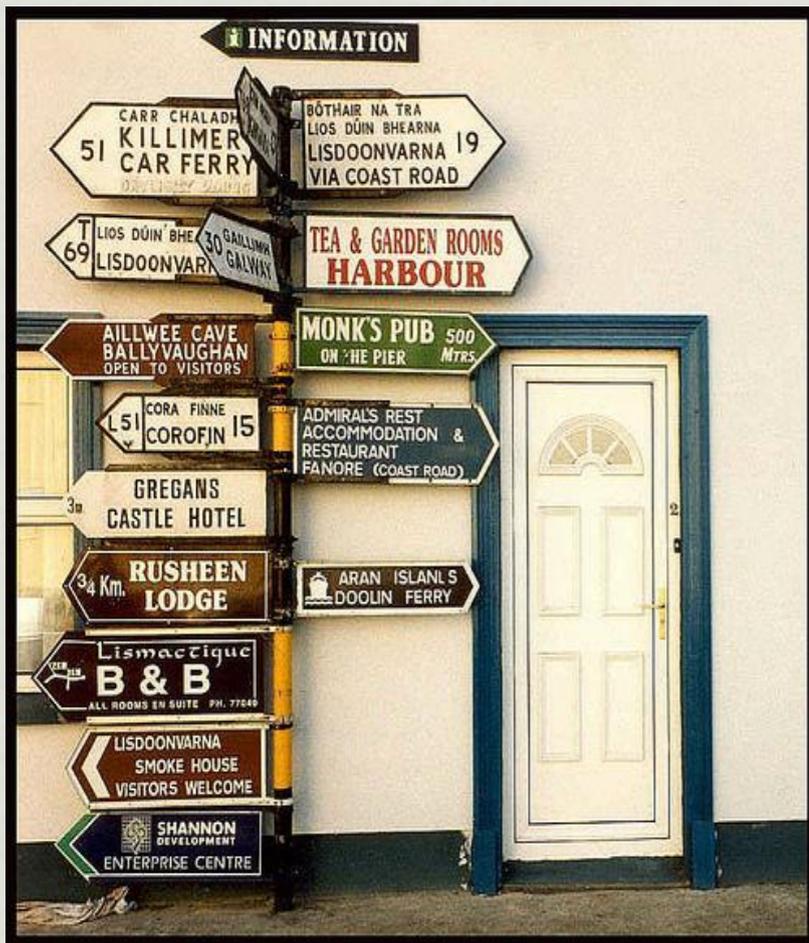


# “Evidence-Informed”

- ✳ The integration of experience, judgment and expertise with the best available external evidence from systematic research.

- Increasingly cited in policy development in recent years.

- Based on the principle that the development and implementation of interventions is informed by the most current, relevant and reliable evidence about their effectiveness.



# “Programs, Practices...”

\* **Programs:** generally refers to “models” or “curriculum”

- *e.g. Project Alert, Botvin’s Life Skills*

\* **Practices:** a broader term that isn’t usually reflective of a standard set of programmatic components.

- *e.g. youth development practices*

**Policies:** a more specific term that refers to some type of policy development, adoption, or enforcement activities

*e.g. social host ordinance*

# “Interventions, Approaches...”

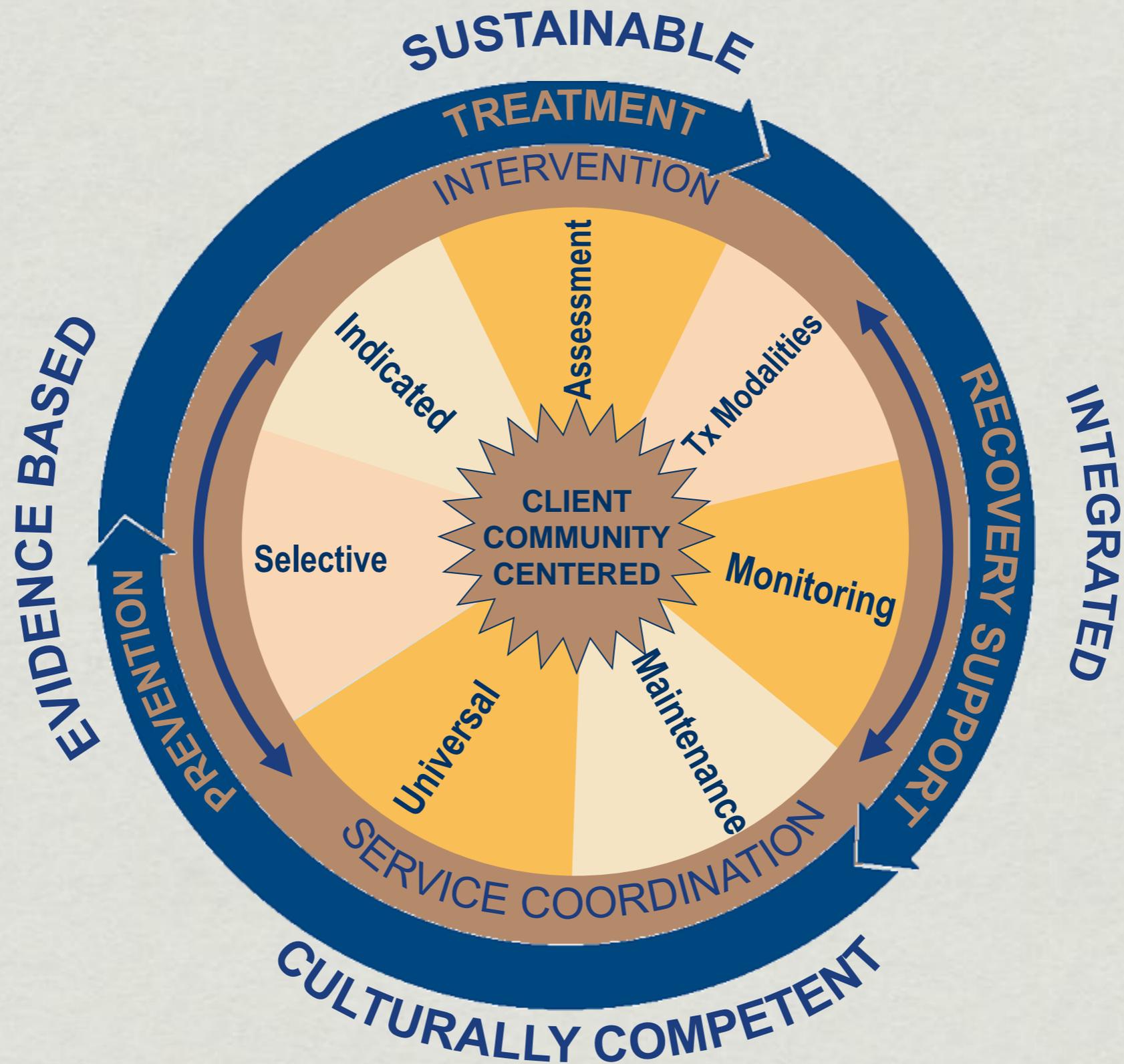
## Intervention:

- A strategy or approach intended to prevent an undesirable outcome (prevention), promote a desirable outcome (promotion) or alter the course of an existing condition (treatment).

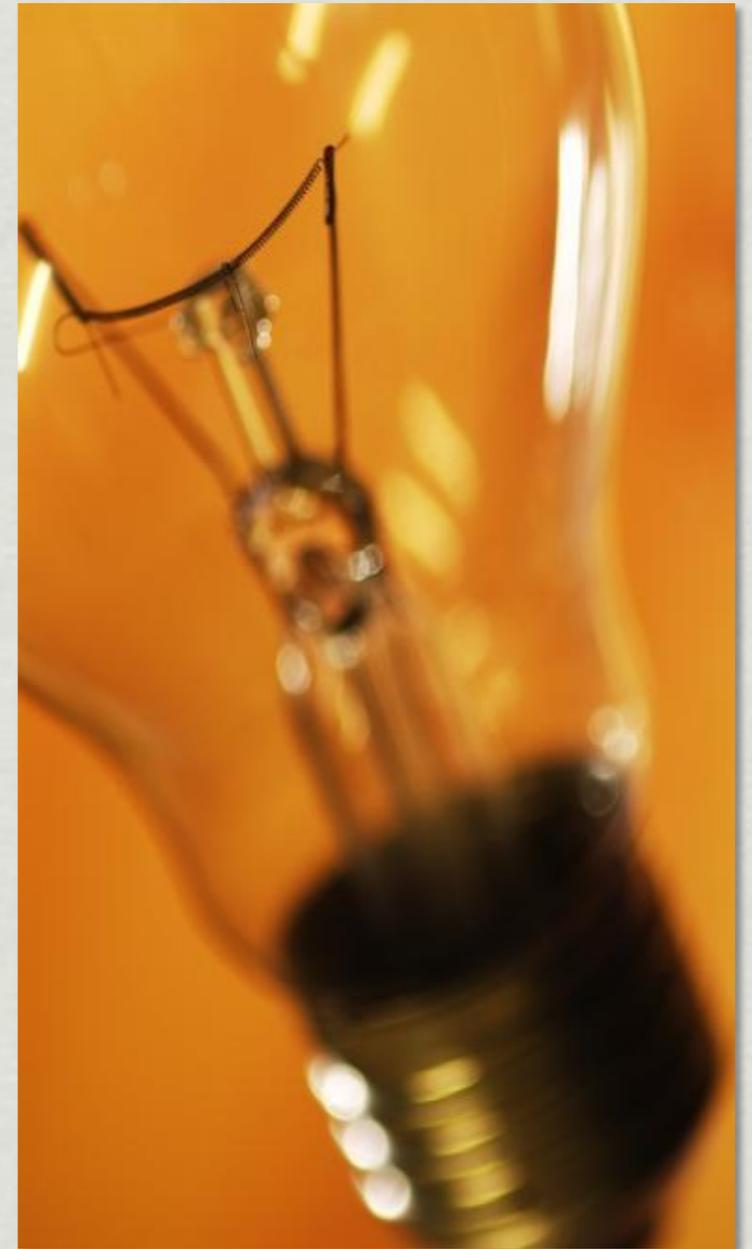
## Approach:

- “Strategies” and “Approaches” are traditionally used interchangeably and broadly cover programs, practices, and policies.

# California: Continuum of Services



# A Paradigm Shift



# “Evidence-Based”

- \* **Continuous**

- \* It is not all or nothing—it is a matter of degree

- \* **Contextual**

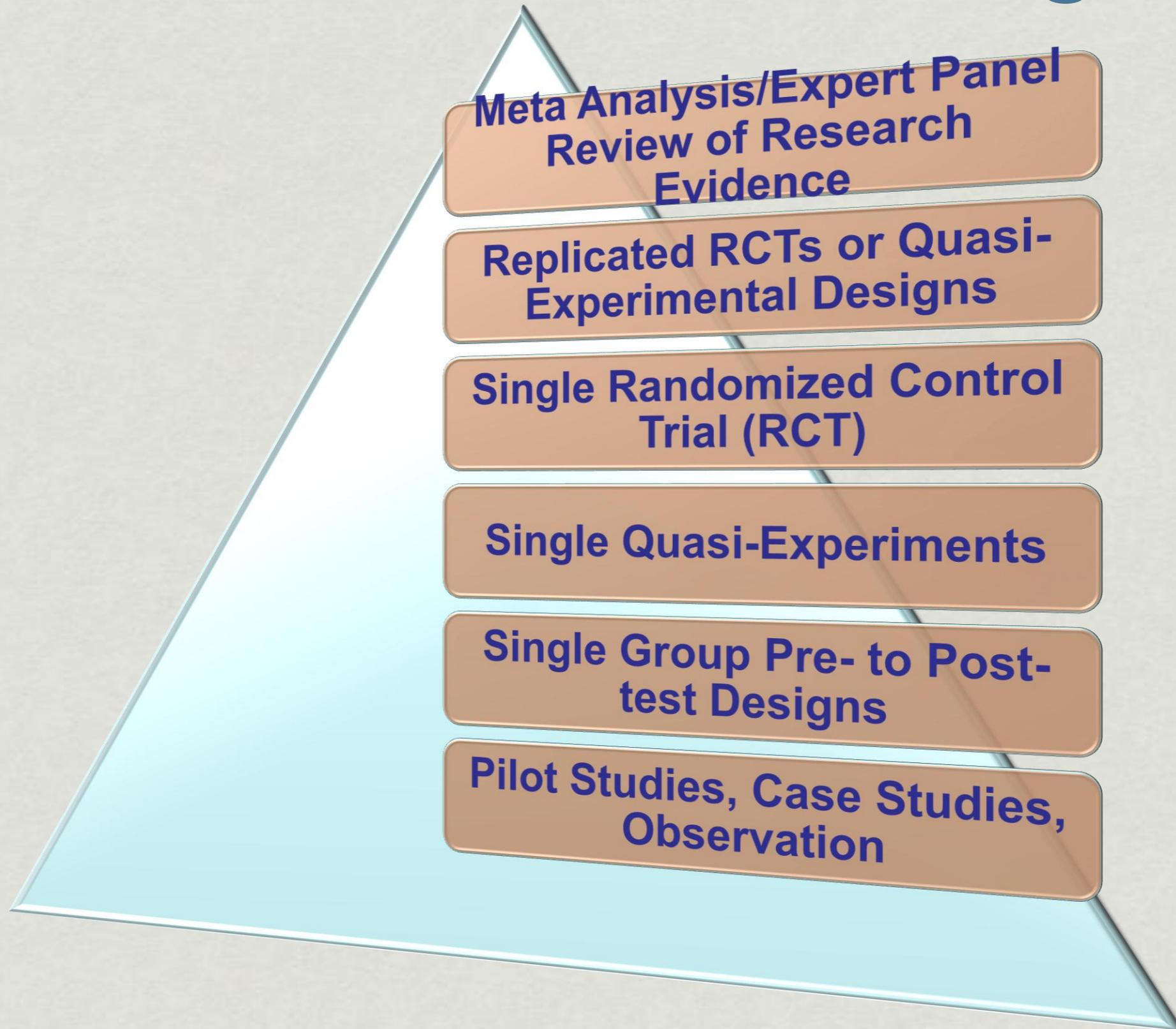
- \* The audience and setting matter

# “Evidence-Based”

The “**Strength**” of Evidence is based on:

- \* Rigor of the evaluation design
- \* Rigor and appropriateness of the methods used to collect and analyze the data
- \* The magnitude and consistency of the effects of the intervention on targeted outcomes
- \* Extent to which findings can be generalized to similar populations and settings

# What is Evaluation Rigor?



# From “Picking off the Lists”

- ✱ Major federal funding agencies developed their own intervention categorizations.
  - National Registry of Evidence-Based Prevention Practices (NREPP)
    - Model, Effective, and Promising
  - Office of Juvenile Justice and Delinquency Prevention (OJJDP)
    - Model and Promising

# To “Rethinking the Lists”

- NREPP underwent a revamping process
  - Conducted a series of focus groups throughout the nation to gather feedback.
  - Made considerable changes to NREPP and launched the newly designed and re-named site to the field.

# A Paradigm Shift

SAMHSA's new process for selecting evidence-based programs represents a paradigm shift and providers should consider how this shift is being managed within their organization.

## From:

- Picking off lists
- Categorical labels
- Relying on strength of evidence alone
- Stand-alone intervention selections

Terminology shift from programs

## To:

- Thinking critically about needs
- Ratings along a continuum
- Assessing relative importance of strength of evidence in broader context
- Comprehensive community plans
- Program, policies and practices, eventually adding interventions.

# The New NREPP

- ✱ Promoting informed decision making
- ✱ Disseminating timely and reliable information regarding interventions
- ✱ Allowing access to descriptive information about interventions
- ✱ Providing peer-reviewed ratings of outcome-specific evidence across several dimensions.

# NREPP Legacy Programs

- The label used by SAMHSA for all former Effective and Promising Programs, which were reviewed between 1997 and 2004 as part of the Center for Substance Abuse Prevention's Model Programs Initiative.
- Summaries for these Legacy Programs are listed in the Legacy Programs section of the NREPP Web site.
- ADP honors these programs if counties choose to adopt.

# State Level Definitions

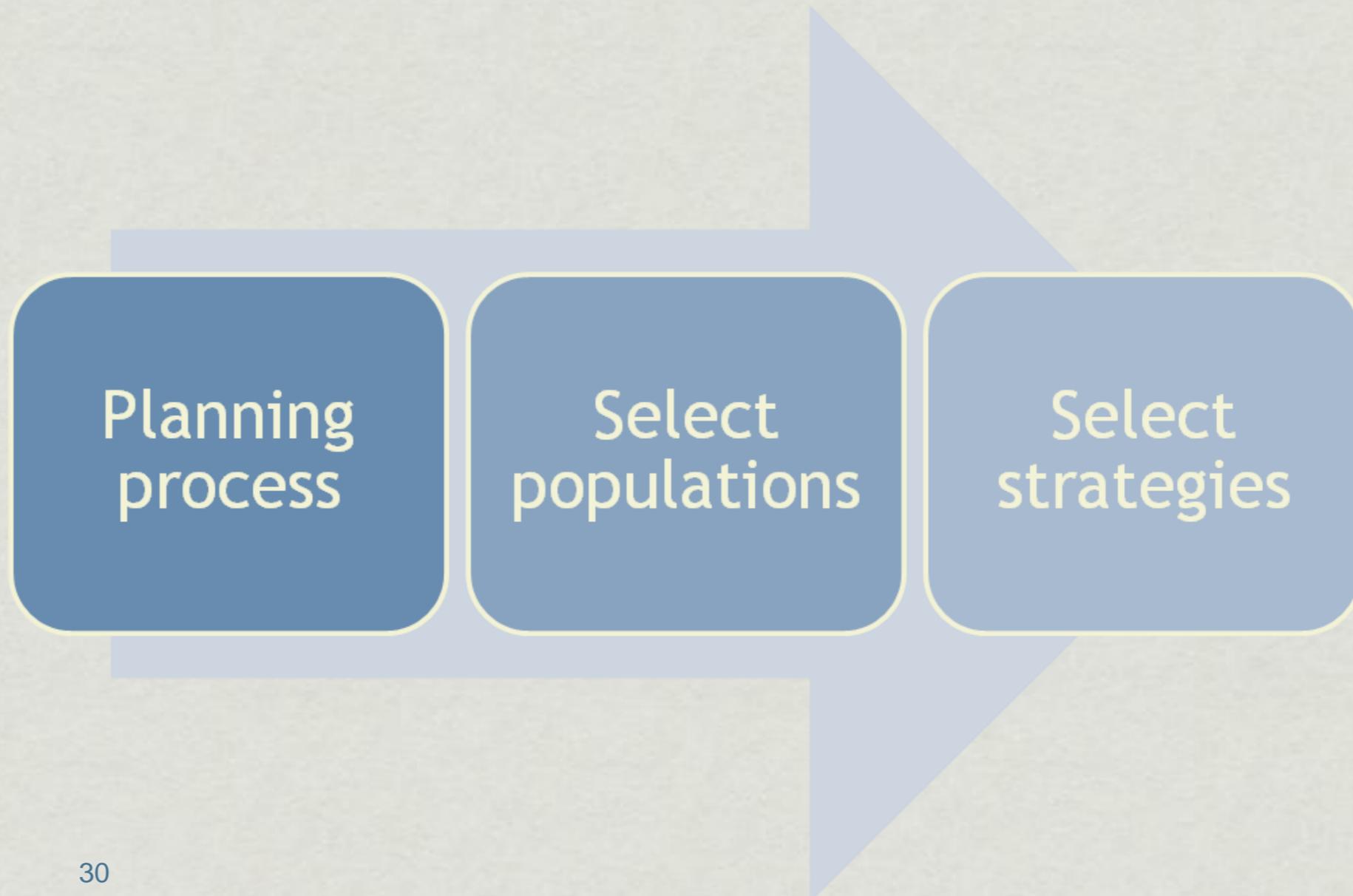
- CSAP allows for and encourages states to create their own definitions and standards for evidence-based.
  - To date, ADP has not adopted a formal definition or standards specific to the state.
  - GPAC workgroup visited the issue to some extent but decided to not move forward.

Part II.

Selecting Interventions

# Selecting Interventions

- Don't predetermine interventions



# Selecting Interventions



- Using the right tools
- in the right combinations
- **to make the desired change**

# Selecting Interventions—Context Matters

## Relevant?

- Identify types of interventions addressing populations that fit your data-based priority problems, goals and objectives.

## Appropriate?

- Select interventions that fit with community:
  - Resources
  - Capacity
  - Readiness
  - Complement existing efforts

## Effective?

- Evidence of effectiveness based in:
  - Recognized practice
  - Scientific report
  - Documented experience & judgment

Adapted from Identifying & Selecting  
Evidence-Based Interventions, SAMHSA,  
January 2007

# Is it Relevant?

- Match the intervention to the community's goals.
- *If the program, policy, or practice doesn't address the underlying risk and protective factors/conditions that contribute to the problem, then it is unlikely to be effective in changing the issue, problem or behavior.*

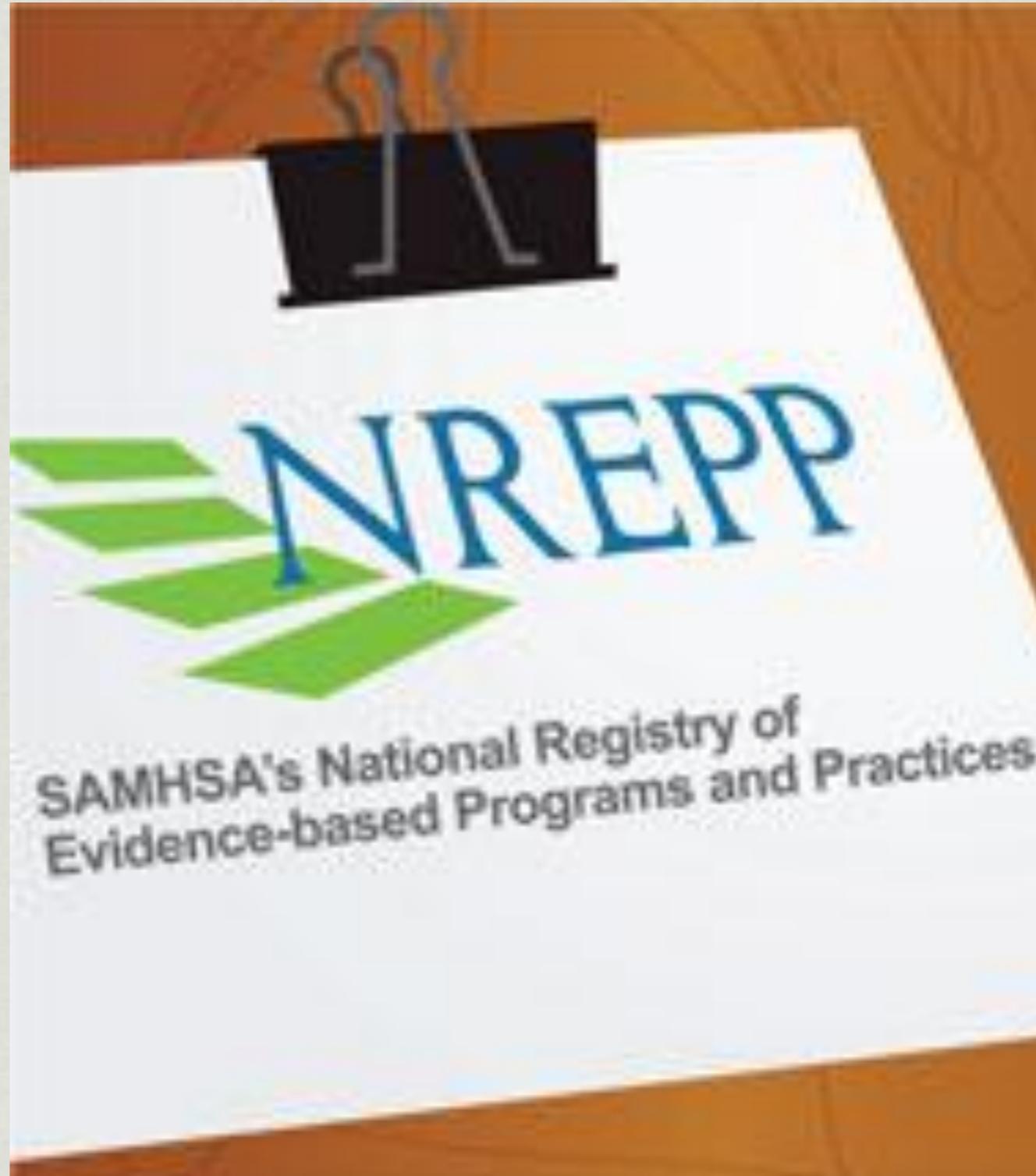
# Is it Appropriate?

- Determine if the intervention is appropriate and feasible.
- *If the program, policy, or practice doesn't fit the capacity, resources, or readiness to act, then the agency is unlikely to implement the intervention effectively.*

# Is it Effective?

- Determine if the intervention is proven to have desired impact.
- *Is there sufficient evidence or support for documented effectiveness to select the intervention and include it in the comprehensive community prevention plan?*

# NREPP



# Other Federal Registries

## **OJJDP Model Programs Guide**

- [http://www.dsgonline.com/mpg2.5/mpg\\_index.htm](http://www.dsgonline.com/mpg2.5/mpg_index.htm)

## **Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs**

- **Sponsored by the U.S. Department of Education**

<http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf>

- **Guide to Clinical Preventive Services Sponsored by the Agency for Healthcare Research and Quality [AHRQ]**

- <http://www.ahrq.gov/clinic/cps3dix.htm>

## **Guide to Community Preventive Services Sponsored by the Centers for Disease Control and Prevention [CDC]**

- <http://www.thecommunityguide.org>

# Resources Evaluating and Rating EBPP

[A Guide To Evidence-Based Practices \(EBP\) on The Web](#)

[California Evidence-based Practices Clearinghouse](#)  
[Helping America's Youth](#)

[Blueprints for Violence Prevention](#)

[SAMHSA CMHS Evidence-based Practice Implementation](#)  
[Resource Toolkits](#)



# Other Sources

- Peer-review journals
- Other documented information sources
- Rigorous local level evaluation
- Consensus from panel of accredited experts
  
- \*see the CARS Prevention Tactic for additional sources and methods of establishing proven prevention interventions

# Part III.

# Implementing Interventions

# What is Fidelity?

- The extent to which a program or practice is delivered in accordance with the intended (tested) design and delivery.
- Also referred to as “adherence” or “integrity”
- Traditionally, referred to with curriculum.

# What is Adaptation?

- Modification to the original (tested) intervention.
  - May include: eliminating, abbreviating, reorganizing, or modifying original intervention components.
  - Is best when done strategically and when intended to meet the needs of the community/population being served.

# Finding a Balance

- No program or practice is implemented with 100% fidelity in real world settings.
- Fidelity is not all or nothing--it is a matter of degree.
- Adaptation to meet the needs of diverse communities and populations is very appropriate.
- The key is selecting an appropriate and relevant intervention.



# Discussion





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