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Moderator

Cabell Cropper
Executive Director
National Criminal Justice Association

Introduction

Denise O’Donnell
Director
Bureau of Justice Assistance

Presenters

Roger Przybylski
Founder
RKC Group

Brian Bumbarger
Founding Director
Evidence-based Prevention and Intervention Support Center (EPISCenter)
Pennsylvania State University
BJA Director
Denise O'Donnell
Implementation Science and the Importance of Fidelity: Replicating Evidence-Based Practices

Roger Przybylski
Founder
RKC Group
Objectives

• Heighten awareness regarding:
  – The importance of implementation in evidence-based initiatives
  – Implementation science and its value for bridging the research to practice gap
  – Key implementation drivers
  – Resources for learning more about implementation science
Implementation Matters

• Identifying and adopting what works is not enough to achieve successful outcomes
• Evidence-based programs and practices still have to be delivered with fidelity/integrity in diverse and complex real-world settings

One of the strongest messages coming from the research is that fidelity—the quality with which the treatment is delivered—is crucial to successful outcomes. Lipsey et al. (2010)
Real World Outcomes/Benefits are Shaped by Program Effectiveness and Implementation Effectiveness

Program Effectiveness + Implementation Effectiveness = Outcome

Effective Program + High-Quality Implementation = Positive Outcomes

Ineffective Program + High-Quality Implementation = Inconsistent, Unsustainable, or Poor Outcomes

Effective Program + Low-Quality Implementation = Poor Outcomes

Ineffective Program + Low-Quality Implementation = Inconsistent, Unsustainable, or Poor Outcomes

**Formula for Success**

Effective Program + Sound Implementation = Positive Outcomes
Washington State Institute for Public Policy Evaluation of Functional Family Therapy in Washington State

18-month Felony Recidivism Rate

- Control Group: 28%
- Not Adherent: 34%
- Borderline: 31%
- Adherent: 23%
- Highly Adherent: 18%

Source: Adapted from Barnoski (2004)
High-Quality Implementation is Difficult to Achieve

What appears to be simple and straightforward in the implementation process often turns out to be more complex than anticipated.

In implementation, we often underestimate the number of steps involved, the number of separate decisions that have to be made, or the number of participants whose preferences have to be taken into account.

Because of the complexity involved, implementation, even under the best circumstances, is exceedingly difficult.

Pressman & Wildavsky (1973)
# Levels of Complexity

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complicated</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following a Recipe</strong></td>
<td><strong>Sending a Rocket to the Moon</strong></td>
<td><strong>Raising a Child</strong></td>
</tr>
<tr>
<td>Recipe is essential.</td>
<td>Formula are critical/necessary.</td>
<td>Formula have limited application.</td>
</tr>
<tr>
<td>Recipe is tested to assure replicability of later efforts.</td>
<td>Sending one rocket successfully increases likelihood the next will be OK.</td>
<td>Raising one child gives no assurance of success with the next.</td>
</tr>
<tr>
<td>Expertise is not required.</td>
<td>High levels of expertise.</td>
<td>Expertise can help, but is not sufficient; relationships matter.</td>
</tr>
<tr>
<td>Recipe specifies the nature and quantity of parts needed.</td>
<td>Separate into parts and then coordinate.</td>
<td>Can’t separate parts from the whole.</td>
</tr>
<tr>
<td>Recipes produce standard products.</td>
<td>Rockets similar in critical ways.</td>
<td>Every child is unique.</td>
</tr>
<tr>
<td>Certainty of same results every time.</td>
<td>High degree of certainty regarding outcomes.</td>
<td>Uncertainty of outcome remains.</td>
</tr>
</tbody>
</table>

Implementation Science

• The study of methods to promote the integration of research findings and evidence into policy and practice
  (Adapted from NIH, Fogarty International Center)

• Empirically-based insights and tools that can be used to support high-quality implementation in diverse and complex real-world settings
Key Implementation Science Resources

National Implementation Research Network (NIRN)

Regional and international implementation groups
(California, Colorado, North Carolina, European, Australian)


Download monograph at: http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31
Used alone, none of the following are sufficient

- Diffusion/dissemination of information
- Passing laws, using mandates
- Providing funding, using incentives
- Training
- Organizational development

Fixsen et al. (2005)
Stages of Implementation

Fixsen et al. (2005)

1. Exploration
   – Awareness, acquisition of information
2. Installation
   – Active preparation, behind the scene tasks
3. Initial implementation
   – Initial change in practice; many forces at play, including resistance, push-back
4. Full implementation
   – New learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. Full staffing and client loads. The innovation becomes accepted practice.
5. Innovation
6. Sustainment

2-4 Years
Fixsen et al. (2005) have identified core components that build and support high-fidelity implementation.

**Develop staff competence**
- Recruitment and selection
- Training
- Coaching
- Staff performance evaluation

**Provide organizational and system supports**
- Administrative supports
  - Data
- Fidelity assessments
- Practice/policy feedback mechanisms

Interactive, Integrated and Compensatory

Provide Leadership
Importance of Coaching in Developing Staff Competencies

• In education, Joyce and Showers (2002) found that...
  – 10% of trainees will transfer a new skill into practice when training involves theory, discussion and demonstration
  – 25% will transfer a new skill into practice when training involves theory, demonstration and practice
  – 90% will transfer a new skill into practice when training involves theory, demonstration, practice and on the job coaching

• In community corrections, as part of the Strategic Training Initiative in Community Supervision (STICS), Bonta et al. (2010) found that...
  – Probation officer training + coaching on RNR interaction skills produced higher quality interactions with offenders and lower offender recidivism rates
Other Key Implementation Supports

• Implementation teams
• Communities of practice
• Data-driven feedback
  – To support coaching; development of staff competencies
  – To support fidelity assessments, formative program evaluation
• Practice to policy feedback mechanisms
• Leadership
Colorado Evidence-Based Practice Implementation for Capacity (EPIC)

• Comprehensive effort to enhance knowledge/skills of criminal justice professionals in evidence-based practices, particularly Motivational Interviewing, Cognitive Behavioral approaches and use of a validated risk/needs assessment instrument

• Multi-agency collaboration
  – Department of Public Safety; Division of Criminal Justice (Community Corrections); Department of Corrections (Institutions, Adult Parole, Community Corrections, Youthful Offender System); State Judicial Branch, Probation Services; Department of Human Services, Behavioral Health

• Utilizes...
  – Training, coaching, and feedback from taped and live interactions
  – Implementation teams
  – Communities of practice
  – Data driven coaching feedback, fidelity and outcome assessment
Fidelity Assessments

• Critical to achieve positive outcomes
• Should be concerned with...
  – Structure (framework for service delivery) and process (way in which services are delivered) (Mowbray et al., 2002)
  – Adherence, exposure/dosage, quality of delivery, participant responsiveness (Mihalic et al., 2004)
  – Context, compliance and competency (Fixsen et al., 2005)

• Adapt after achieving high-fidelity implementation and positive outcomes
  – Guide any adaptation with data and assessment
Implementation Science Resources

• National Implementation Research Network
  http://nirn.fpg.unc.edu/

Global Implementation Conference 2013
Pre-conference activities: Monday, August 19
Main conference: Tuesday-Wednesday, August 20-21, 2013
Washington Hilton, Washington D.C.
http://globalimplementation.org/gic

• Information concerning Colorado EPIC
  http://www.colorado.gov/cs/Satellite/CDPS-CJJ/60/1251624330546
  https://www.facebook.com/COEPICProject
Replicating Evidence-based Practices with Fidelity:

Lessons from Pennsylvania’s Blueprints Initiative

Brian Bumbarger
NCJA Webinar
May 2013
Investigators and Authors:
Brian Bumbarger           Mark Greenberg
Mark Feinberg            Brittany Rhoades
Louis Brown              Wayne Osgood
Ty Ridenour              Damon Jones
Jennifer Sartorius       Daniel Bontempo
Brendan Gomez            Richard Puddy
Michael Cleveland

Collaborative Policy Innovators:
Mike Pennington           Clay Yeager
James Anderson            Keith Snyder

The EPICenter and research described here are supported by grants from the Pennsylvania Commission on Crime and Delinquency. Special thanks to the staff of the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
Effective Programs

- Are based on a research-informed theory of how the target outcome develops (etiology)
- Are predicated on a logic model of intervening in and changing that developmental pathway
- Rely on implementation that does not violate that logic model (fidelity)
Pennsylvania’s “Blueprints” Initiative

- Followed from earlier CTC initiative that promoted community coalitions/risk & resource assessments
- State funding for program startup, after identification of need by local community
- Nearly 200 EBP’s funded since 1998 (+~200 through other sources)
- Big Brothers/Sisters, LST, SFP 10-14, PATHS, MST, FFT, MTFC, Olweus Bullying Program, TND, Incredible Years, ART

(www.blueprintsprograms.com)
A unique partnership between policymakers, researchers, and communities to bring science to bear on issues of public health and public safety.
Support to Community Prevention Coalitions

Support to Evidence-based Programs

Improve Quality of Juvenile Justice Programs and Practices

A unique partnership between policymakers, researchers, and communities to bring science to bear on issues of public health and public safety

The EPISCOnter is a project of the Prevention Research Center, College of Health and Human Development, Penn State University, and is funded by the Pennsylvania Commission on Crime and Delinquency and the Pennsylvania Department of Public Welfare as a component of the Resource Center for Evidence-Based Prevention and Intervention Programs and Practices.
EPISCenter’s 3 Key Functions

- Build general capacity among providers and practitioners
- Build program-specific capacity
- Facilitate interaction/communication between systems

From Lists to Improved Public Health: Barriers

- Synthesis and translation of research to practice, (and practice to research)
- EBP dissemination, selection, and uptake
- Ensuring sufficient implementation quality and fidelity
- Understanding adaptation and preventing program drift
- Measuring and monitoring implementation and outcomes
- Policy, systems, and infrastructure barriers
- Coordination across multiple programs and developmentally
- Sustainability in the absence of a prevention infrastructure


Pennsylvania’s EBP dissemination in 1999...
Pennsylvania’s EBP dissemination in 2013...

see: www.episcenter.org/emaps
Did you achieve fidelity?

Percent of Respondents that Adapted

- Overall
- School-based
- Mentoring
- Fam Prev.
- Fam TX

*P < .01

Type of Adaptations


The majority of adaptations were made reactively in response to barriers.

The majority of adaptations were made because of issues of logistical rather than cultural or philosophical fit.

The majority of adaptations were predicted to negatively impact program effectiveness.

*but 1/3 were positive adaptations!

"I think you should be more explicit here in step two."
Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

Program developed for Project Family of the Institute for Social and Behavioral Research at Iowa State University by Virginia Molgaard, Ph.D. under the direction of Richard Sother, Ph.D.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISC) at Penn State University

**Program Components**

- **Parent Sessions**
  - Goal: Enhance parenting skills and promote effective parenting styles.

- **Youth Sessions**
  - Goal: Build youth life skills.

- **Family Sessions**
  - Goal: Strengthen family bonds, promote positive communication, and enhance joint problem solving.

**Targets**

- Decrease Risk Factors
- Increase Protective Factors

**Proximal Outcomes**

- Improved Parent Skills/Styles
- Improved Youth Skills/Attitudes
- Improved Family Relationships

**Distal Outcomes**

- Reduced Youth Substance Use
- Reduced Youth Antisocial Behavior
Program Components & Goals
SFP 10-14 is delivered over 7 weeks. Each week, the youth and parents meet separately and then, together. Targeted goals drive the parent, youth, and family sessions.

Program Modalities
Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors
Risk factors, which increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal Outcomes
Targeted outcomes that the program is designed to impact immediately following program completion.

Distal Outcomes
Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

Component: Parent Sessions
Goal: Enhance parenting skills and promote effective parenting styles.

Component: Youth Sessions
Goal: Build youth life skills.

Component: Family Sessions
Goal: Strengthen family bonds, promote positive communication, and enhance joint problem solving.

Risk Factors:
- Negative youth and family management practices: harsh, inappropriate, or inconsistent discipline, indulgence, poor monitoring, demanding/rejecting behavior, and poor communication of rules
- Youth aggressive or withdrawn behavior
- Favorable attitudes toward problem behaviors and substance use
- Negative peer influences
- Poor social/stress management skills
- Family conflict
- Early initiation and persistent antisocial behavior
- Poor school performance

Protective Factors:
- Positive youth and family management practices: monitoring, age-appropriate parental expectations, and consistent discipline
- Effective and empathetic parent-child communication
- Promotion of healthy beliefs and clear standards
- Family bonding and supportive family involvement
- Goals/positive future orientation
- Positive parent-child affect
- Emotion management
- Pro-social family values
- Peer pressure refusal skills

Improved Parent Skills/Styles:
- Empathy with youth stressors
- Support youth goals & dreams
- Active listening and effective communication
- Understand youth development
- Clear communication of rules and substance use expectations
- Identify and deliver appropriate consequences calmly
- Reward good behavior
- Monitor youth

Improved Youth Skills/Attitudes:
- Healthy coping & stress management
- Peer pressure resistance
- Making good decisions/Setting goals for the future
- Empathy & appreciation of parents
- Understanding the value of rules & responsibilities
- Know qualities of good friends
- Understand the harmful impact of problem behavior & substance use

Improved Family Relationships:
- Family bonding/Affective quality
- Joint problem solving
- Effective communication
- Identify family strengths & values
- Value time together/family fun

Reduced Youth Substance Use:
- Less likely to have ever used alcohol
- More likely to delay initiation of alcohol, cigarette, and marijuana use
- Less likely to have misused prescription drugs
- Less likely to report methamphetamine use
- Less likely to show growth in poly-substance use
- Less likely to report drunkenness or illicit drug use

Reduced Youth Antisocial Behavior:
- Less self-reported aggressive & destructive behavior
- More likely to delay onset of problematic behaviors
- Less likely to show growth in internalizing symptoms
Evidence-Based Programs (EBP)

General Resources

The following evidence-based programs are supported through the work of the EPISCenter: Please use the links below for program specific information.

- Aggression Replacement Training
- Big Brothers Big Sisters
- Functional Family Therapy
- LifeSkills Training Program
- Multidimensional Treatment Foster Care
- Multisystemic Therapy
- Olweus Bullying Prevention Program
- Project Towards No Drug Abuse
- Promoting Alternative THinking Strategies
- Strengthening Families Program: For Parents & Youth 10-14
- The Incredible Years
Evidence-Based Programs (EBP)

LifeSkills Training Program (LST)

LST Readiness Tool

Frequently Asked LST Implementation Questions

Training for LST

LST Implementation Manual

LST Logic Model

LST Data Collection Process

Updated

LST Alignment with PA Academic Standards

Evaluation Tools for LST

LST Quality Assurance Review Process

LST Outcomes Report Guidance and Template

Presentations, Resources and Articles Related to LifeSkills Training

EBP

- Aggression Replacement Training
- Big Brothers Big Sisters
- Functional Family Therapy
- LifeSkills Training Program
- Multidimensional Treatment Foster Care
- Multisystemic Therapy
- Olweus Bullying Prevention Program
- Project Towards No Drug Abuse
- Promoting Alternative Thinking Strategies
- Strengthening Families Program 10-14
- The Incredible Years
Evidence-Based Programs (EBP)

Project Towards No Drug Abuse

Project TND Pennsylvania Outcomes Report

This report summarizes outcomes data from the first six months of 3 PCCD funded TND implementations.

Project Towards No Drug Abuse (TND) is a classroom-based drug abuse prevention curriculum implemented at the high school level. Students, ages 14 to 19, are educated on the consequences and misperceptions associated with drug use. A set of 12 in-class interactive sessions provide motivation-skills-decision-making material targeting the use of cigarettes, alcohol, marijuana, hard drug use, and violence related behavior. The lessons, approximately 40 to 50 minutes each, are designed to be implemented over a four-week period. The instruction to students provides cognitive motivation enhancement activities (to not use drugs), detailed information about the social and health consequences of drug use, and correction of cognitive misperceptions. The instruction also addresses topics including active listening, effective communication skills, stress management, coping skills, tobacco cessation techniques, and self-control to counteract risk factors for drug abuse relevant to older teens. Research has demonstrated the program's impact on reductions in cigarette smoking, alcohol use, marijuana use, hard drug use, and victimization at one- and two-year follow-up periods.

EBP

- Anger Management Training
- Big Brothers Big Sisters
- Functional Family Therapy
- LifeSkills Training Program
- Multidimensional Treatment Foster Care
- Multisystems Therapy
- Great Schools Prevention Program
- Project Towards No Drug Abuse
- Promoting Alternative Thinking Strategies
- Strengthening Families Program 10-14
- The Incredible Years
Are You Ready to Implement Project TND?
Find out by using this new Project TND Readiness Checklist.

Tools for Measuring the Impact of Project TND
These tools are adapted from the original tools recommended by Project Towards No Drug Abuse developer, Dr. Steven Sussman. They are useful for measuring the immediate impact of the Project TND curriculum. They are the preferred tools for all PCCD funded implementations.

Project TND Pre Test
This test should be administered at the beginning of the first TND lesson.

Project TND Post Test
This test should be administered at the end of lesson 12, the last TND lesson.

Project TND Attendance and Student Code Tracking Form
Use this tool to track student attendance and to maintain the confidentiality of student pre/post data.

Tips for Implementing the Project TND Survey
Click here for a brief list of tips for helping youth feel comfortable and making administration go smoothly.

Project TND PCCD Quarterly Reporting Tool
Use this tool to record, report, and summarize data from the Project TND Pre/Post Student Surveys and Fidelity Observation Checklists.
Tools for Maintaining Model Fidelity

In order to make sure that we get the desired outcome from the Project TND curriculum it is important to teach each lesson as written in the developers manual with the correct style and additional activities. The tool below will help you to stick to the Project TND model by providing a structure for assessing each other and/or completing a self assessment. PCCD sites are required to conduct two peer observations and one self report observation for every implementation of the curriculum.

**Project TND Fidelity Observation Checklist**

Complete 3 fidelity observation checklists for every 12 TND lessons taught.

**More Than Just Check The Box! 7 Ways to Bring Meaning to Your Use of Fidelity Observation Tools**

Click here for a list of strategies for enhancing your fidelity observation process.

**Project TND Game Tips:** This deceptively simple part of the TND curriculum is actually an excellent tool for engaging students, reviewing material and controlling classroom behavior. Click here for tips on how to maximize your use of this game while teaching TND lessons.
Policy and Practice Innovations

Ongoing monitoring of implementation

• Quality assurance verification by program developer
  ✓ Including recommendations for strengthening implementation quality and fidelity

• Performance measures tied to program logic model
  ✓ Including implementation/fidelity measures

• Development & support of Communities of practice
Lessons, observations, epiphanies...

• Find a small number of things that work, and do them well

• Dissemination and high-quality implementation are often at odds

• Intentional behavior change model – from extrinsic to intrinsic motivation
  – From a culture of compliance to a culture of excellence
  – Demonstrate, experience, build capacity, increase sense of efficacy
  – Greater focus on understanding, communicating and educating on logic models & theory of behavior change
If you don’t know where you’re going, any road will get you there…

The Cheshire Cat
A State Agency–University Partnership for Translational Research and the Dissemination of Evidence-Based Prevention and Intervention

Brian K. Bumbarger · Elizabeth Morey Campbell

The Role of a State-Level Prevention Support System in Promoting High-Quality Implementation and Sustainability of Evidence-Based Programs

Brittany L. Rhoades · Brian K. Bumbarger · Julia E. Moore

Examining Adaptations of Evidence-Based Programs in Natural Contexts

Julia E. Moore · Brian K. Bumbarger · Brittnay Rhoades Cooper
Thank You!

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To submit questions for the presenters please use the chat feature on the right hand side of your screen. Please select Host and Presenter.
Q&A

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THANK YOU FOR JOINING US

Today’s slides and a recording of this webinar will be available at:

www.ncja.org/webinars

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