



# Making “What Works” Work for You: Evidence-Based Components and Adaptation



# Moderator



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**Presented by OJJDP  
in conjunction with the  
National Juvenile Justice Evaluation Center**

**a project of the Justice Research and Statistics Association**





# National Juvenile Justice Evaluation Center (NJJEC) a project of the Justice Research and Statistics Association (JRSA)

The screenshot shows the homepage of the National Juvenile Justice Evaluation Center (NJJEC). The header features the NJJEC logo and the text "National Juvenile Justice Evaluation Center". Below the header is a navigation menu with links for Home, About, NJJEC Trainings, Skill-Building, Resources, NJJEC Bulletin, Publications, and ERP & Evaluation Resources. The main content area begins with a "Welcome to NJJEC!" section, followed by a paragraph describing the center's mission. A "What's New" section highlights recent updates, including a slideshow on outcome evaluation research, the March edition of the NJJEC Bulletin, and new sustainability toolkits. A feedback link is provided, and a disclaimer at the bottom states that the website is funded through a grant from the Office of Juvenile Justice and Delinquency Prevention.

**NJJEC** National Juvenile Justice Evaluation Center

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### Welcome to NJJEC!

The National Juvenile Justice Evaluation Center (NJJEC) is designed to assist state, local, and tribal entities with the evaluation of juvenile justice programs and implementation of evidence-based initiatives. We provide a number of resources to guide juvenile justice agencies and practitioners to select, implement, evaluate, and sustain programs supported by research evidence.

#### What's New

A slideshow that explains key concepts in outcome evaluation research is now available on the [Skill-Building](#) page.

**NJJEC Bulletin** Check out the March edition of the [NJJEC Bulletin](#)! Visit the [NJJEC Newsletter](#) page to subscribe.

**Sustainability Toolkits** Learn about critical components of program sustainability with the [Sustainability Toolkit for Service Providers](#), and the new [Sustainability Toolkit for Grantors](#).

**Performance Measure Guide** Learn the basics of defining, developing, and reporting program data with NJJEC's online [Performance Measure Guide](#).

[Feedback - Please let us know what you think about the website.](#)

NJJEC is a project of the Justice Research and Statistics Association (JRSA). JRSA previously had a similar project called the Juvenile Justice Evaluation Center (JJEC). Many resources from the JJEC project are available on this website.

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# Presenters



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Liane Rozzell: sean johnson, would love to discuss the family engagement services you are talking about in Richmond. Please email me at [liane@fayyouth.org](mailto:liane@fayyouth.org)

MARK TOBIN: Thanks, everyone

Jennifer Marr: I just highlighte ans copied

Brian Schultz: Thanks all

Christina Hanna: It is not about coding. It is about making connections. I would put my future on it. the connections are there

Rachel Loupe: Tracy... I can email it to you...

Sheila Pessingua: when you hightight and copy, it doesn't include all of the chat text

Jacqueline Scott: Thank you everyone, this was a great webinar. And a special thank you to the presenters for sharing your stories with us.

Malcolm Joseph 2: Take care everyone. You're all doing amazing work.

gwen burton: thanks

Armen Santiago Roberts: Thanks everyone! Great job!

herry calloway: nice seminar



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# Webinar Objectives

- Understand program adaptation.
- Identify the advantages of an evidence-based components approach.
- Determine when and how to modify an evidence-based program.





## Poll Question One



# Why the Push for EBP?

- Smarter use of funds, resources
  - Cost-benefit
  - Return on Investment (ROI)
- Less need for evaluation
  - IF program plan adheres to effective model



# EBP Resources

- [Crimesolutions.gov](http://Crimesolutions.gov)
- OJJDP Model Programs Guide
- Blueprints for Healthy Youth Development
- SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)



# Implementation Fidelity

- Following the *exact* EBP model
  - Target population
  - Treatment dosage, method, etc.
  - Staff training
- Implementation science
  - Process evaluation



# Problems with EBP

- Quality of evidence varies
- Scarce research on some topics
- EBP may not be successful in every situation
  - Embed in existing context
  - “Real world” application





# Implementation

- Difficulties of finding a well-matched EBP
- Evolving discussion: feasibility of name brand programs
- Shift in focus towards broad strategies



## Poll Question Two

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# Evidence-Based Components



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# Components-Based Approach

- Strategies or techniques used by proven programs
- Rather than a specific *program*, focus on *components* demonstrated effective across settings



# Examples of Proven Programs

- Multi-systemic Therapy (MST)
- Functional Family Therapy (FFT)
- Nurse-Family Partnership

What strategies do they have in common?

What components might be effective for your problem and target population?





# Successful Techniques Across Programs

- Mentoring
- Family counseling/therapy
- Cognitive-behavioral therapy
- Risk assessment
- Graduated sanctions



# Evidence Based Components Examples

- Big Brothers Big Sisters → *mentoring*
- Midwestern Prevention Project (MPP) → *cognitive behavioral therapy*
- HOMEBUILDERS → *motivational interviewing*
- The Incredible Years → *social learning/modeling*



# Components-Based Approach

- Easier to work into current practice
- Might actually *increase* likelihood of success
- Scale up, scale down
- More likely to sustain over time



# Can Also Tell Us What NOT To Do

- Programs or policies with evidence of ineffectiveness or harm
  - Those with little or no evidence— judgment call
- Shock treatment or shock incarceration
  - E.g., Scared Straight, boot camps



## Poll Question Three





# Adaptation



# Adaptation

- Making a data-driven or research-based change to an existing EBP
- Reason: EBP model is not an exact fit
  - Not simply a response to a lack of resources
- Modify certain elements without changing the “guts” of the program



# Fidelity

- Following the exact model/program plan
- Monitoring fidelity prevents:
  - Mission creep
  - Failure to deliver services
  - Spontaneous/unplanned changes to target population or service delivery

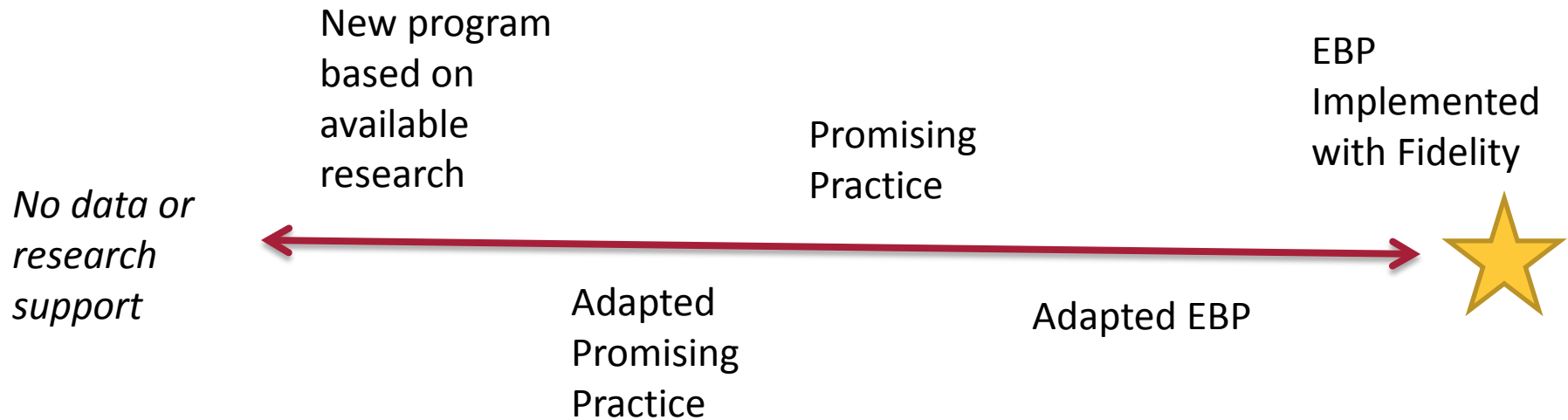


# Confusion: Fidelity or Adaptation?

- No simple answer
- Main considerations:
  - Have support to justify the change
  - DOCUMENT the change with program data
  - Carefully assess (process and outcome) how the change has affected program performance



# EBP Continuum





# Deciding What To Modify

- Adaptation can be successful as long as changes do not affect what is actually causing the change in youth
- Evidence-based components are the critical, over-arching elements that should **not** be changed



# EB Components and Adaptation

- Understanding evidence-based components can inform decisions about adaptation
- Not an exact science
- Performance measurement, evaluation preparation are critical





# Decisions About Adaptation

- Adaptation—whether a big or small change—can impact the effectiveness of a program, policy, or practice.
- Use a data-driven or research-based approach to support changes whenever possible.



# Example: Substance Abuse Treatment

- 60-day residential, following specified treatment protocol and a 30-day intensive community follow-up
- What could be changed?
  - 30 days, 45 days, etc.
  - Non-residential treatment
  - No community follow-up



# What Factors Might Be Important?

- *Type* of treatment or intervention
  - Mentoring vs. academic tutoring
- *Dosage* of treatment or intervention
  - 3 meetings of 1 hour per week vs. 3-hour meetings once a week
- *Manner of delivery* for treatment or intervention
  - Home-based vs. school-based mentoring



# Youth Interventions: What is Essential?

- Addressing risk factors such as abuse, substance use, poverty
- Community/family based programs, rather than institutional
- Staff are sufficiently trained to deliver treatment appropriately and uniformly
- **DATA COLLECTION AND ANALYSIS**



# Cautions and Caveats

- Change creates potential for the program to fail or have diminished effects
- Greater departure from evidentiary support—lower expectation that program **WILL** be effective
- Do not alter program plan based *solely* on lack of resources



# Cautions and Caveats

- **Collect** performance measurement data to document change.
- **Use** performance measurement data to reassess program plan.



**Questions submitted during the presentation will  
now be addressed!**





# Working Backwards

Determine if a currently operating program uses evidence-based components.



# Existing Programs

- Currently operating programs/practices may reflect evidence-based components
- Confident that program/practice is successful; demonstrate with data



# Examine Your Logic Model

- Determine if evidentiary support for current program, practice exists
- Consider conformity to EBP plan to further increase success



## Example: **Violence Prevention Program**

- Middle school male and female students
- Referred to school counselor for physical altercation with teacher or peer(s)
- Parent, teacher involvement
- Purpose: teach self control, anger management; develop social skills, learn appropriate responses to disagreement



# Violence Prevention Program uses...

- Wraparound approach
- Cognitive-behavioral techniques
- Mentoring
- School-based setting



# SNAP

- Under 12, originally designed for males only
- Includes risk assessment
- Curriculum can be applied to youth in custody, females
- Reduces aggression, anti-social behavior



# VPP and SNAP

- Both use similar techniques—evidence-based components
- SNAP has been demonstrated successful in a wide variety of settings
- **VPP** might benefit from risk assessment
  - More effective time to refer youth than after a physical altercation?





# Starting From Scratch

Adapt an evidence-based program to  
address an identified problem or  
need.



# Develop Program Logic

- **Identify** problem and target population
- **Examine** evidence-based strategies addressing problem, target population
- **Develop** goal, objectives, and activities
- **Generate** performance measures
- **Justify** program decisions with evidence base



# Adapt...

- To address a variation on a specific problem
- To apply a strategy in a new context or for a new target population
- To examine the use of a technique in a new situation

.... *etc.*



# Examples:

- Rural/urban areas
- Tribal youth
- Girls/boys
- High school/middle school students



# Nurse-Family Partnership

- Top-tier evidence-based practice
- Consistently demonstrated effective in a wide variety of settings using randomized controlled trials
- Bi-weekly home visits for expectant mothers through age 2



# Nurse-Family Partnership

- Problem addressed: health, education, and economic disparities for low-income, first-time mothers
- Results for children: improved prenatal health, school readiness, fewer childhood injuries
- Results for mothers: increased employment



# Adaptation: Target Guardians

- Single fathers, grandmothers, etc.
- Changes to program plan:
  - No pre-natal involvement
  - Target population demographics (age, gender)





# Justification

- Substantial need in areas with prevalent non-maternal guardianship
  - Address same negative consequences for guardian, children as original program plan
- NFP encourages involvement of fathers during home visits with mothers
  - Demonstrated success with fathers in this context



# Important Considerations

- Implement all other aspects of program with fidelity
- Performance measurement data critical
  - Number of visits
  - Demographic information
  - Outcomes related to health, employment, etc.



# Assessment of Adaptation

- Compare process and outcome data with original NFP
  - Degree of success in outcomes
  - Ability to implement and see results for new target population



# Assessment of Adaptation

- New challenges in implementation, outcomes
- Was the change appropriate? Is the program plan still effective with this change?
- Responses: reassess technique, mode of delivery, etc.



# Takeaways

- Evidence-based components lay the framework for adaptation
  - Inform decisions about program modification
- Components approach is user-friendly, real-world accessible, addresses many of the current problems with implementing EBP
- Necessary to review quality program data, assess effect of change on implementation, outcomes



# More Information

- Improving the Effectiveness of Juvenile Justice Programs – M. Lipsey et al.
- What Works: Effective Recidivism Reduction and Risk-Focused Prevention Programs – R. Przybylski



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