

Lobby

What is your role currently in selecting an evidence-based intervention (EBIs)? (check all that apply)

- I help locate and identify potential EBIs for consideration
- I participate in discussions regarding potential EBIs for consideration
- I'm the decision-maker for selecting EBIs
- Other __ (chat box) _____
- I don't currently have a role related to identifying or selecting EBIs.



Pacific Southwest (HHS Region 9)

PTTC

Prevention Technology Transfer Center Network

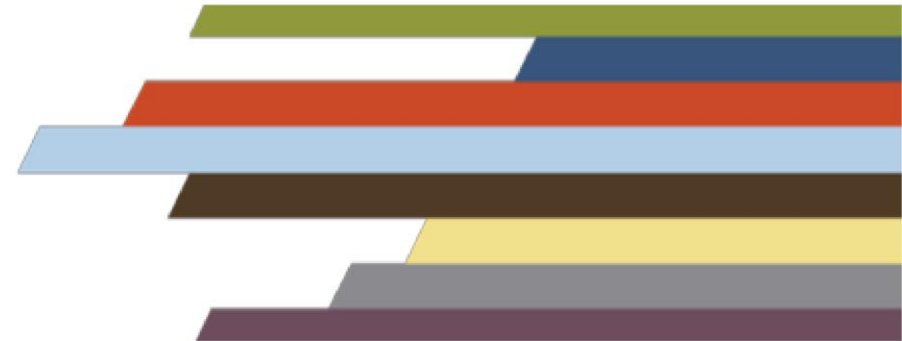
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Selecting Evidence-Based Interventions

Finding the Best Fit

Alyssa O'Hair, MPH, MA, CPS



Disclaimer

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H79SP081015-01

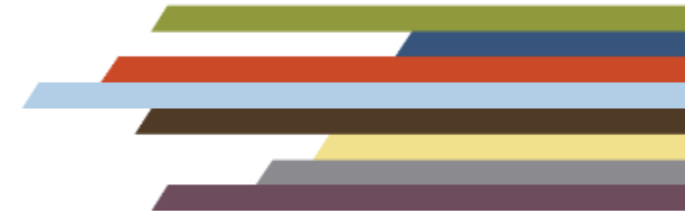
Purpose of the TTCs

1

Develop and strengthen the **workforces** that provide substance use disorder and mental health disorder prevention, treatment, and recovery support services.

2

Help people and organizations incorporate **effective practices** into substance use and mental health disorder prevention, treatment and recovery services.



PTTC Network Approach

The PTTCs...

Develop and disseminate tools and strategies needed to improve the quality of substance misuse prevention efforts

Provide training and resources to prevention professionals to improve their understanding of

- prevention science,
- how to use epidemiological data to guide prevention planning, and
- selection and implementation of evidence-based and promising prevention practices.

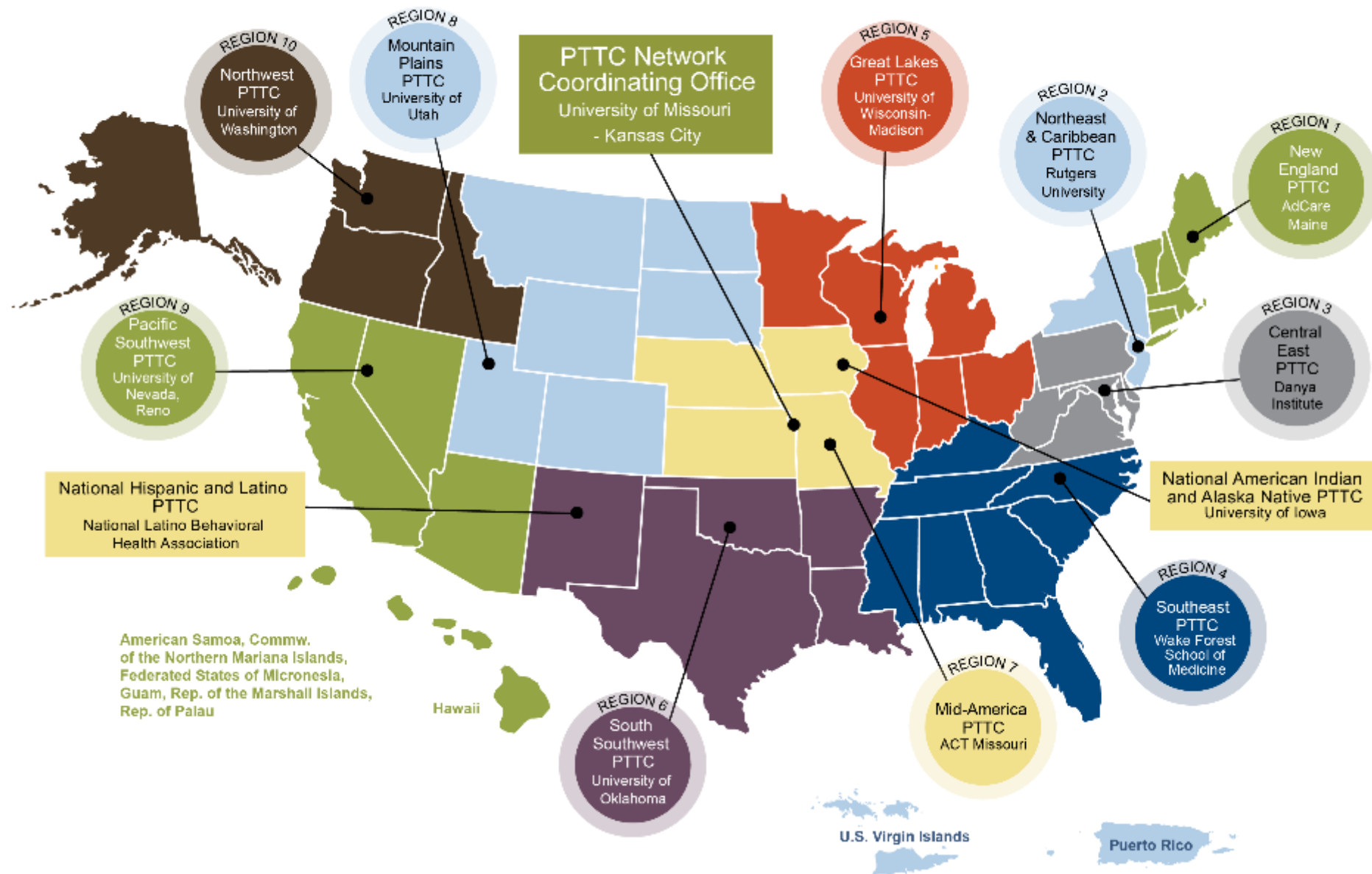
Develop tools and resources to engage the next generation of prevention professionals

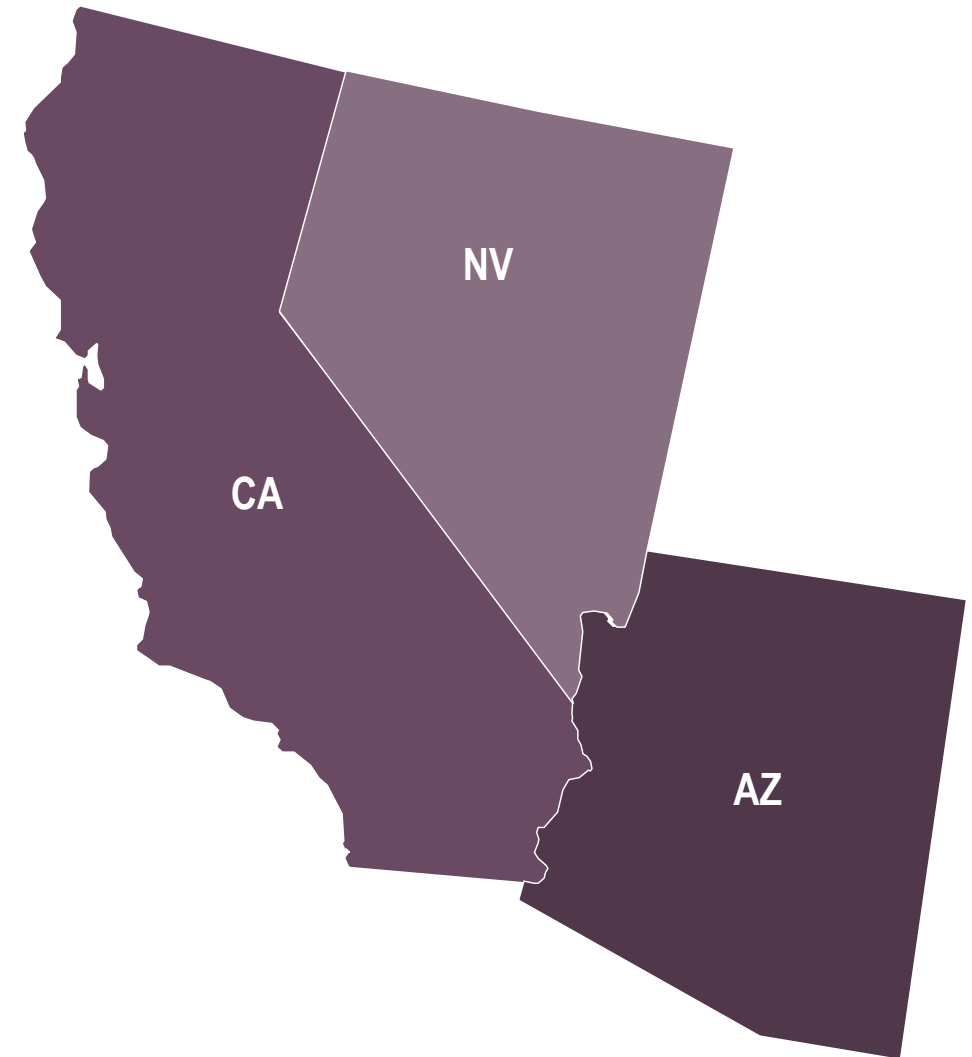
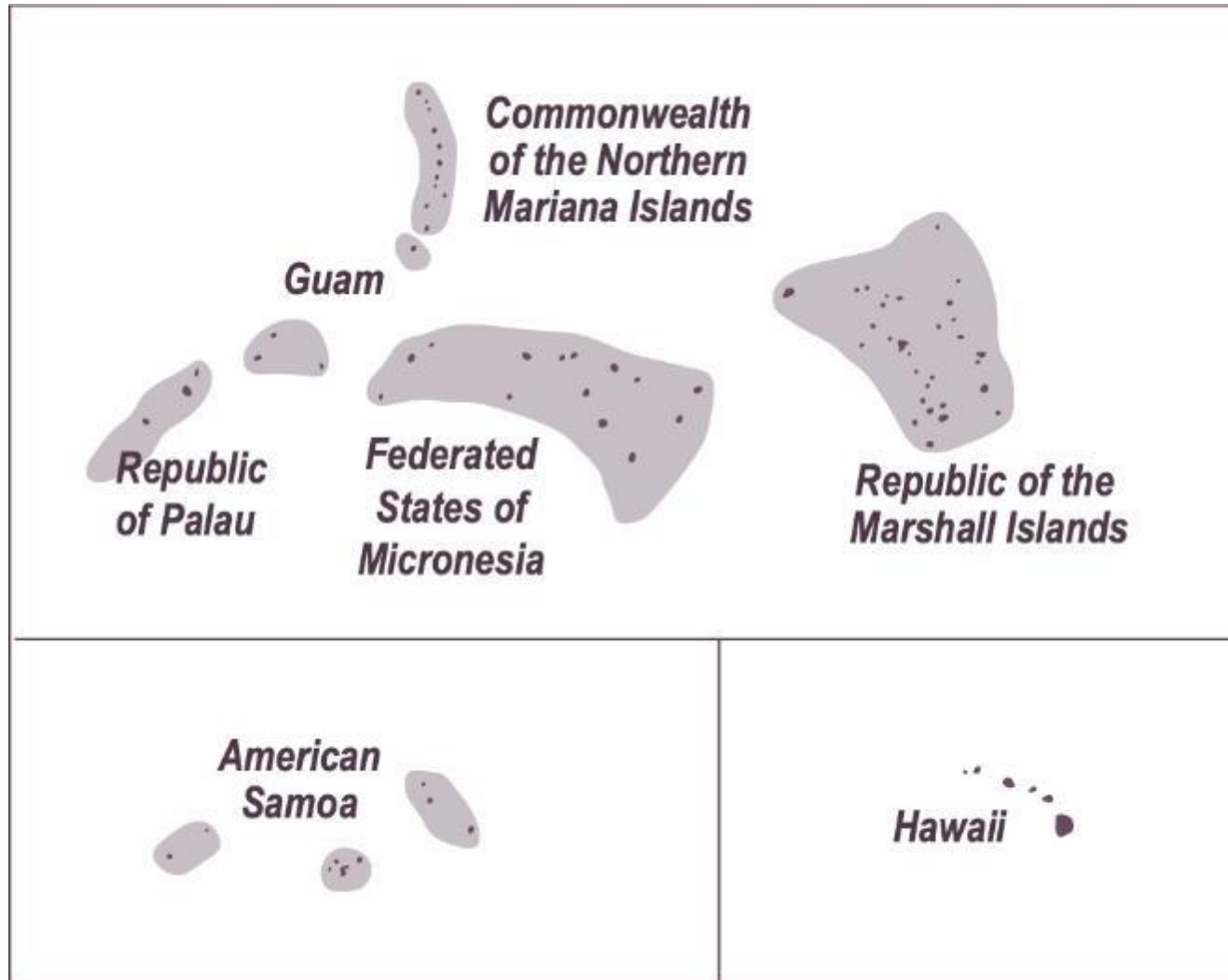


PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

PTTC Network





Pacific Southwest PTTC Overall Goal

To advance the ability of the Region 9 substance misuse prevention workforce to identify, select, implement, and evaluate evidence-based and promising substance misuse prevention interventions to achieve a reduction in substance misuse and its harmful consequences.

Mark your Calendars!*

Webinar:
Advocating for Advocacy in Prevention
August 31

Enhanced Prevention Learning Series:
Selecting Evidence-Based Interventions: Finding the Best Fit
Thursdays, August 19-September 23

Please visit pspttc.org for registration and more information!

*all times 3:00 Pacific, unless otherwise noted. Dates and times subject to change.

Housekeeping

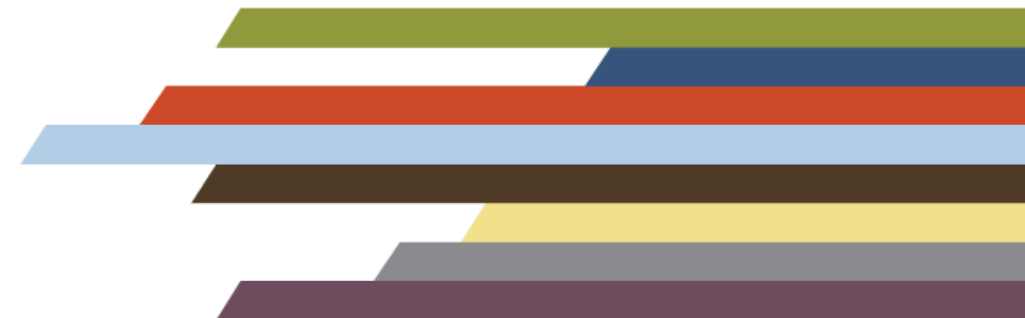
In **7-10 days**, you will receive:

- Webinar recording
- Slides and other support materials
- Certificate of attendance
- Advanced access to register for the “Selecting EBIs...” EPLS





Selecting Evidence-Based Interventions: The Process of Finding the “Best Fit”

- Define Evidence-based Interventions
 - Review key steps for identifying EBIs
 - Describe 3 criteria for selecting EBIs
 - Share examples of where to look for potential EBIs
- 

What is an
evidence-based
intervention?



One Definition

“...organized and typically multi-component interventions with clearly identified linkages between core components and expected outcomes, which have been experimentally evaluated and deemed efficacious in meeting specified goals.¹”

Evidence-based Interventions

Intervention: Programs, practices, policies

Evidence-based: there is strong evidence based on rigorous evaluation or research studies that the intervention “works” as intended

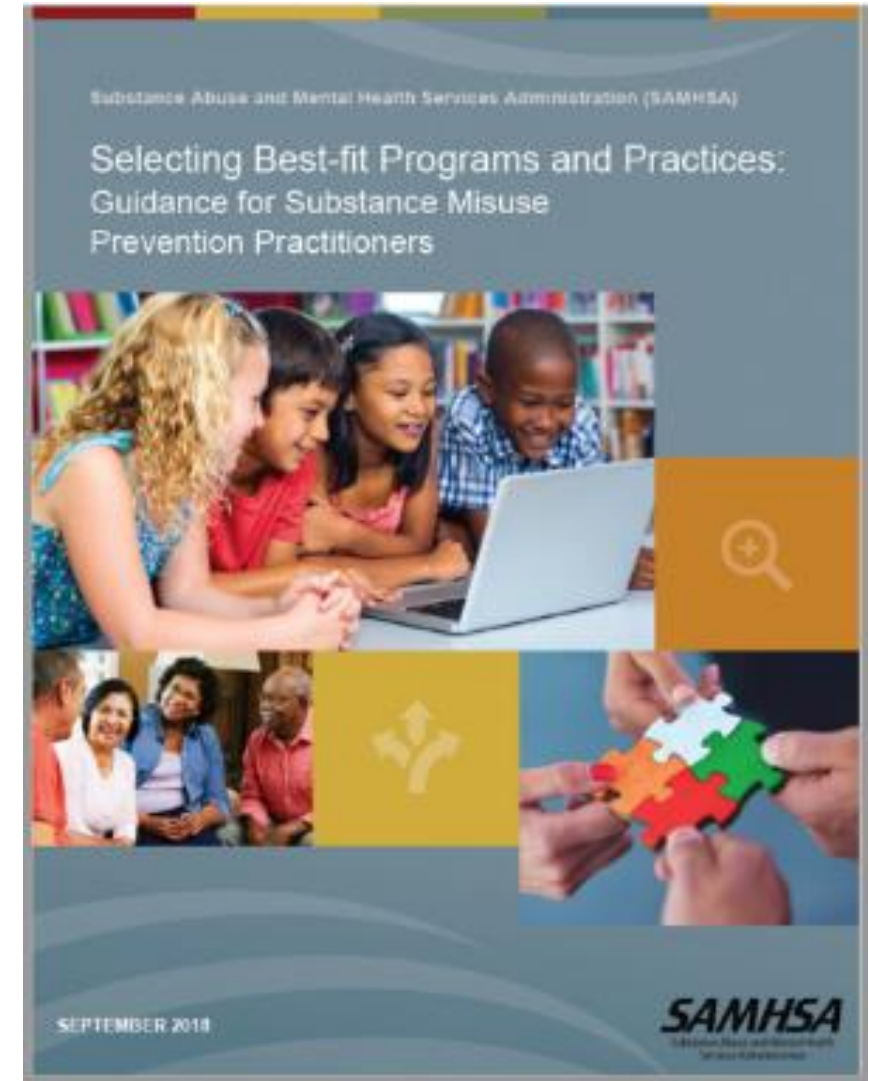


SAMHSA's Strategic Prevention Framework

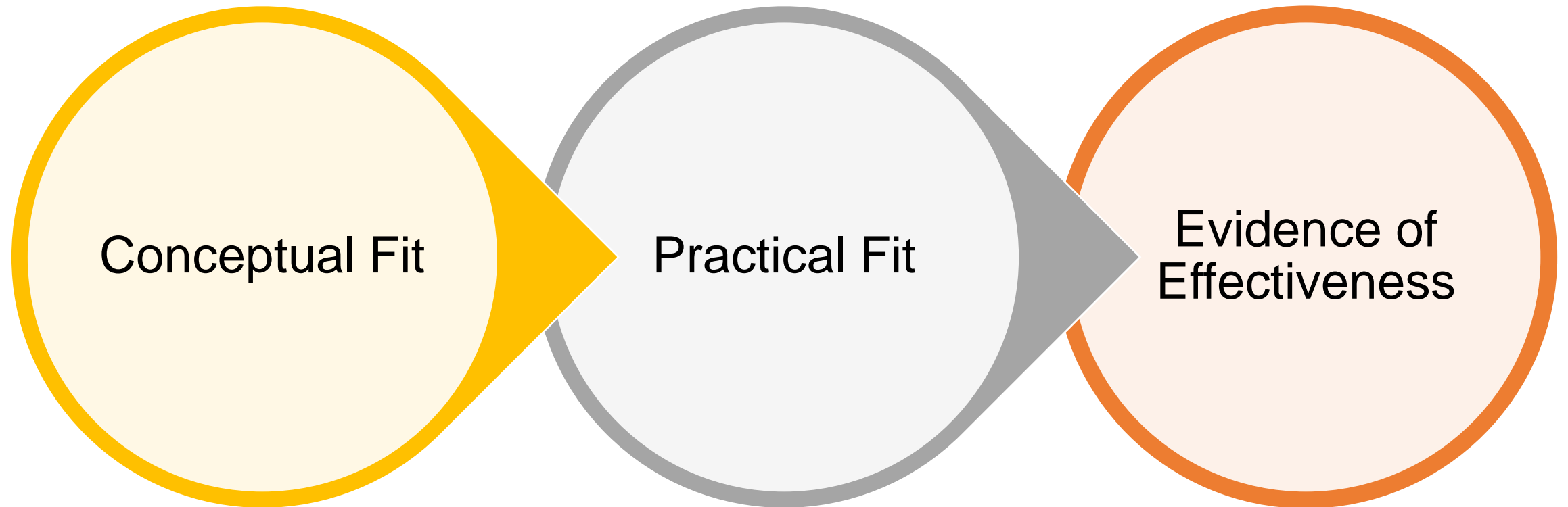


SAMHSA's Guidance²

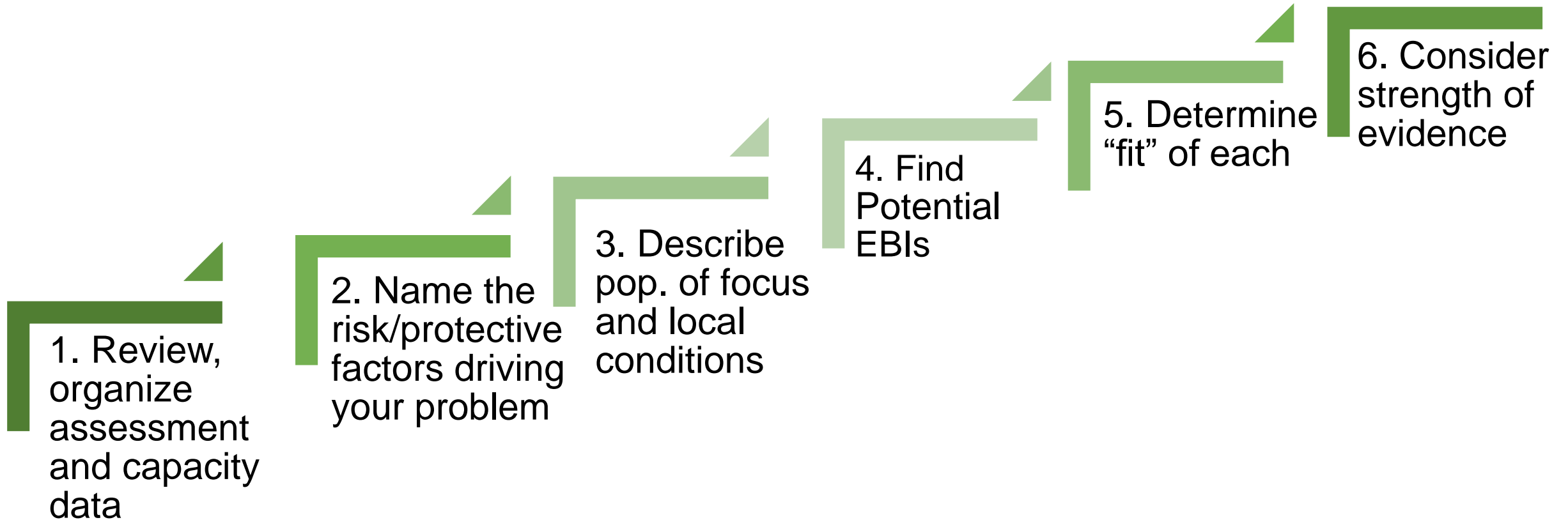
- The value of embedding EBI selection in a strategic planning process
- Where to find information on interventions and how to choose among them
- Tips for adopting, adapting, and innovating interventions and for supporting their successful implementation and continual improvement at the local level



What do you look for in an EBI?²

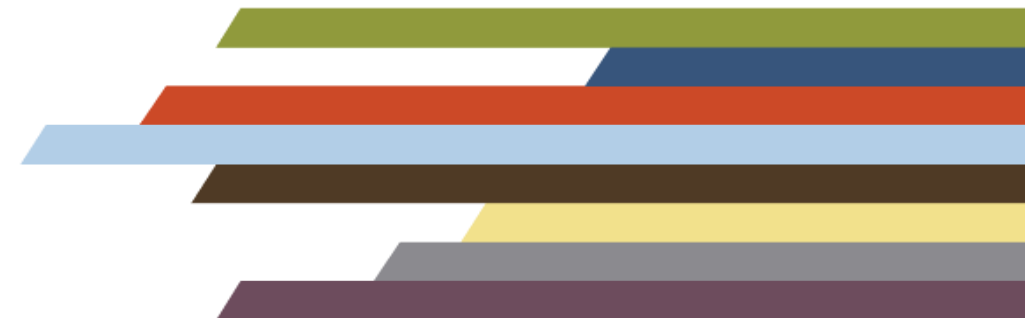


Steps in Selecting EBIs





1. Conceptual Fit





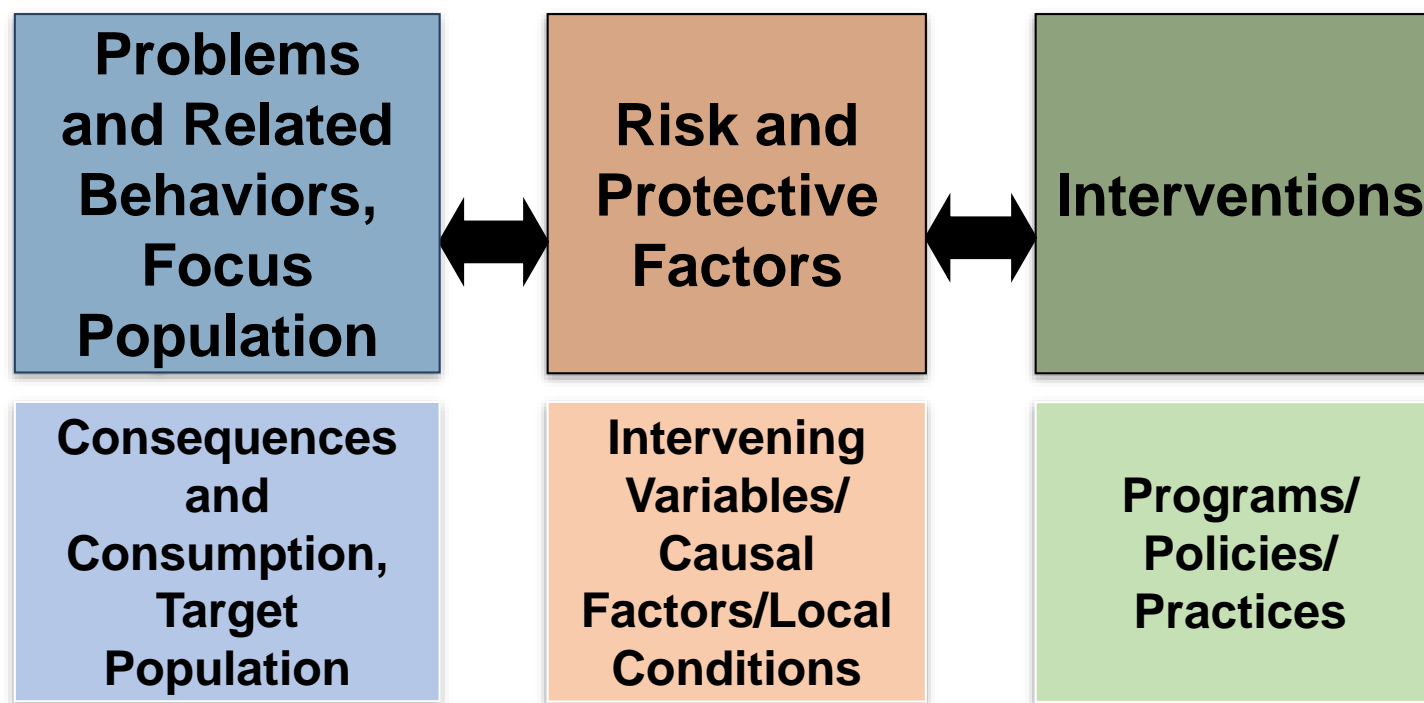
Conceptual Fit
for EBI Selection

Polling Question 1

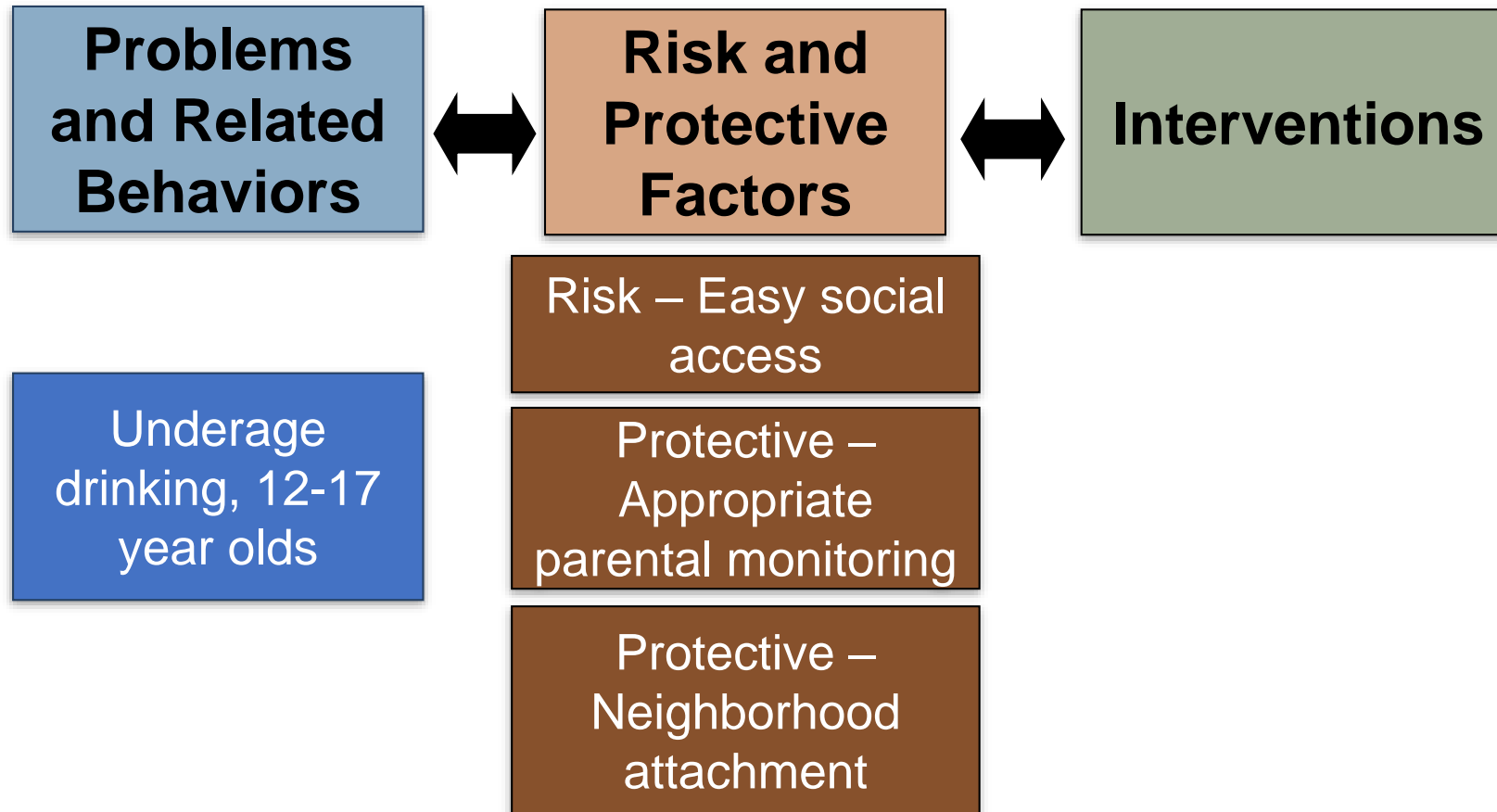
How do you feel about the quality of your data to find an EBI with strong conceptual fit?

- Not great, we don't collect any!
- Not great, we only collect data sporadically and/or on a small number of factors
- Pretty good, we collect data on many risk/protective factors regularly
- Great! We excel in this area

Conceptual Fit: Linking Interventions to the Problems and Population³



Logic Model Development



Sample Logic Model: Clarifying Factors



Sample Logic Model: Potential Interventions

Prioritized Community Consumption Pattern

34% of youth ages
12-17 drink alcohol

Community Risk Factor #1*

Social Access

What does this R/P factor look like in our community?

Family fiestas include
alcohol, available in coolers
without supervision

It is culturally accepted (and
expected) for underage youth
to bring alcohol to adults
when asked

Adults believe that allowing
youth to drink small amounts
at fiestas teaches
responsible drinking
behaviors

What types of interventions might address each of these conditions?

Social marketing
campaign re: coolers

Parent/family
education programs

Social host
regulations

Community alcohol
regulations

Does the intervention make sense?

What types of interventions might address each of these conditions?

Parent/family education programs

What does this R/P factor look like in our community?

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Community Risk Factor #1*

Social Access

Prioritized Community Consumption Pattern

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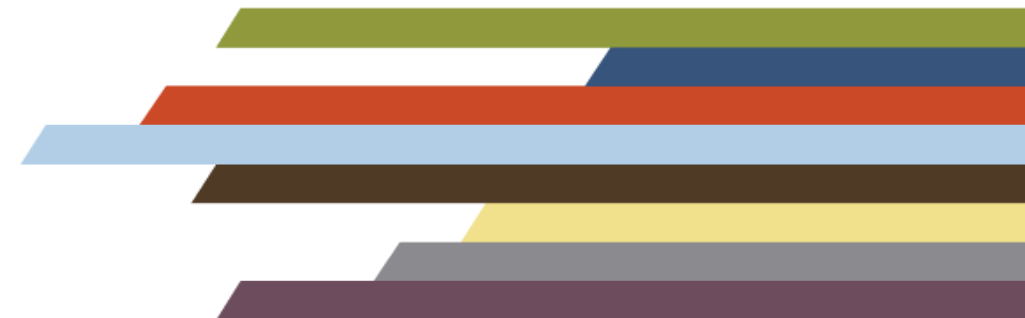
Conceptual Fit: Key Questions

- Does the potential EBI address the specific substance-use related **problem or behavior** in our community?
- Does it address one (or more) of our identified **risk and/or protective factors**?
- Is it appropriate (e.g., age/developmental stage, culturally) for our focus **population**?



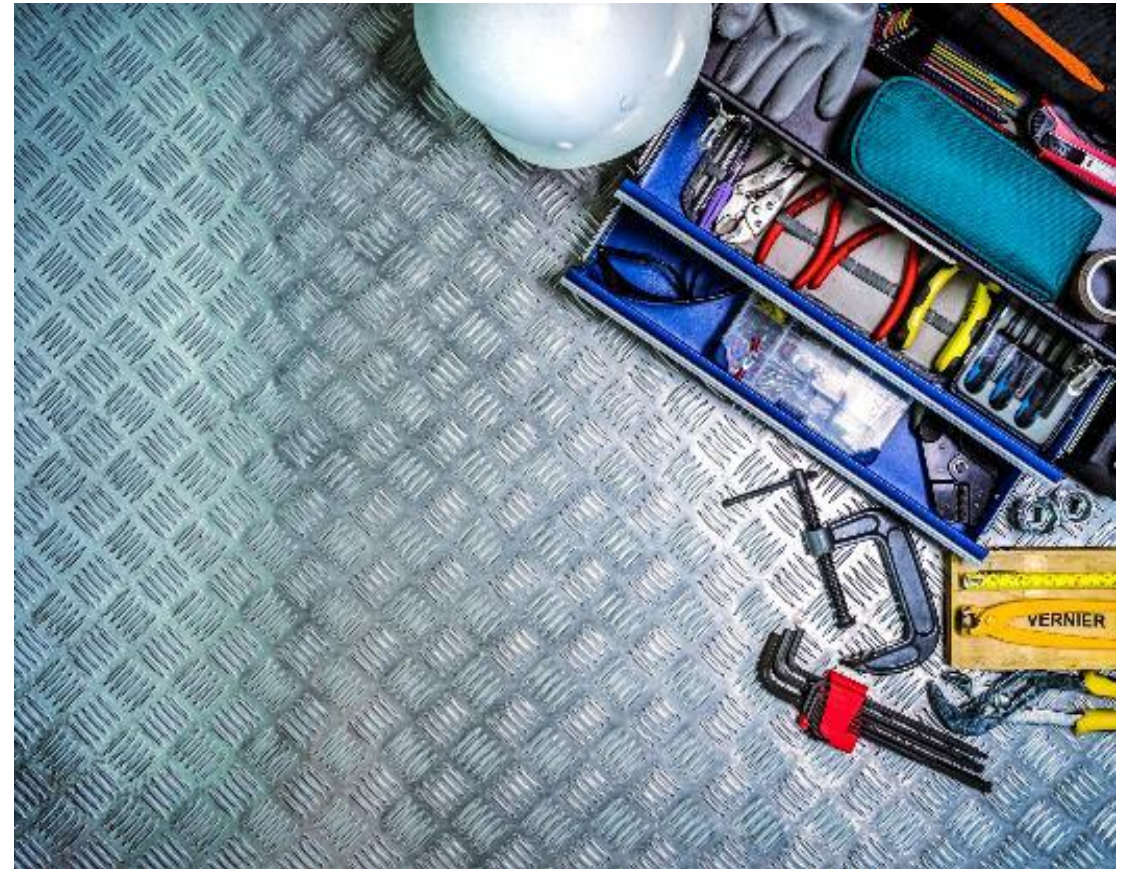


2. Practical Fit



Practical Fit: Key Considerations

Do you have the right set of tools?



Implementation and Fidelity⁴

Implementation

A specified set of activities
designed to put into practice
... a program of known
dimensions.

Fidelity

The degree to which a
program [or policy] is
implemented as its
developer intended or that
research shows is effective.

The Importance of Fidelity



Can we do it, part 1?

- Quality program materials to guide implementation
- Published guidance or other “direction” for non-programmatic interventions
- Training and post-training coaching available



Can we do it, part 2?

- Do we have...
 - sufficient funding to do it?
 - staff with the right skill set?
 - other required resources (location, time, food, materials, supplies, marketing, etc.)?
 - a qualified evaluator or data expert?
- Can we reach the right audience with it?



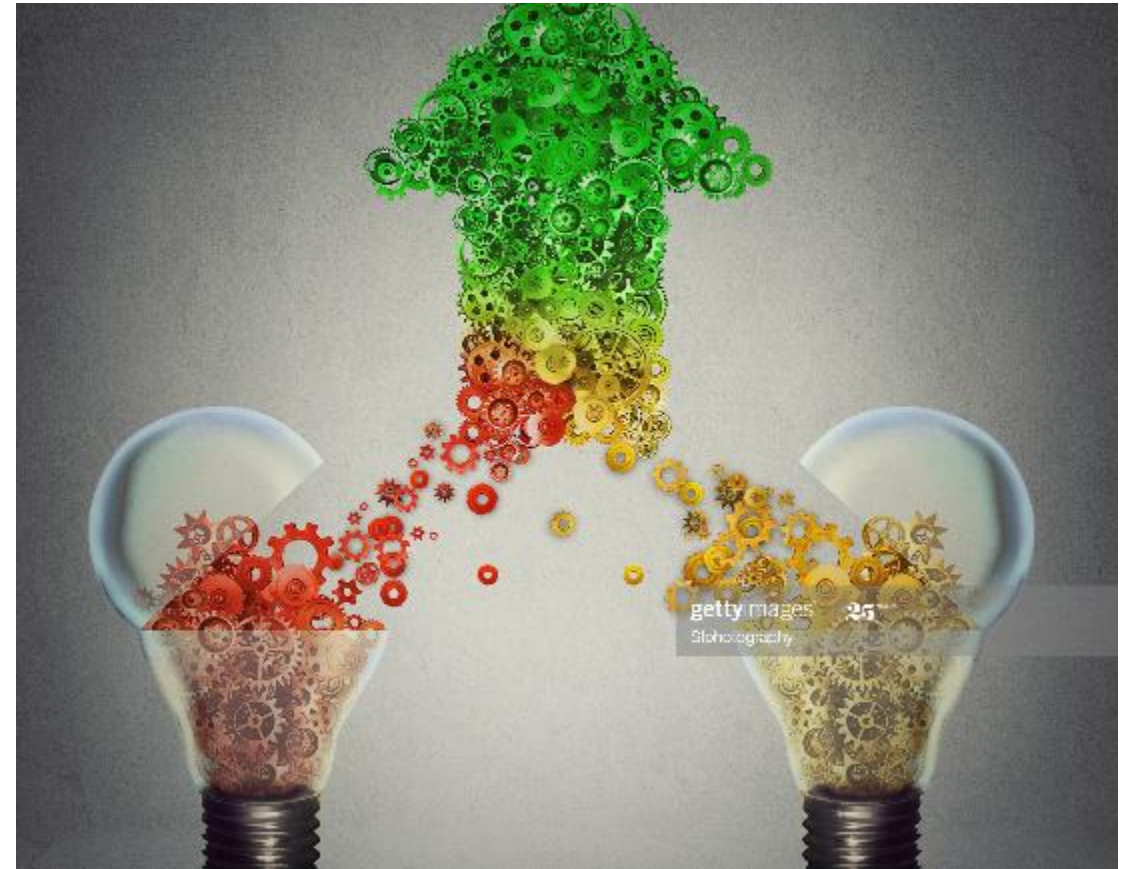
Do we have stakeholder support?

- Service recipients/ program participants
- Key leaders (formal and informal)
- General community support



Will it create synergy?

- Aligns with our mission
- Enhances other prevention efforts in our organization
- Enhances other prevention efforts in the broader community



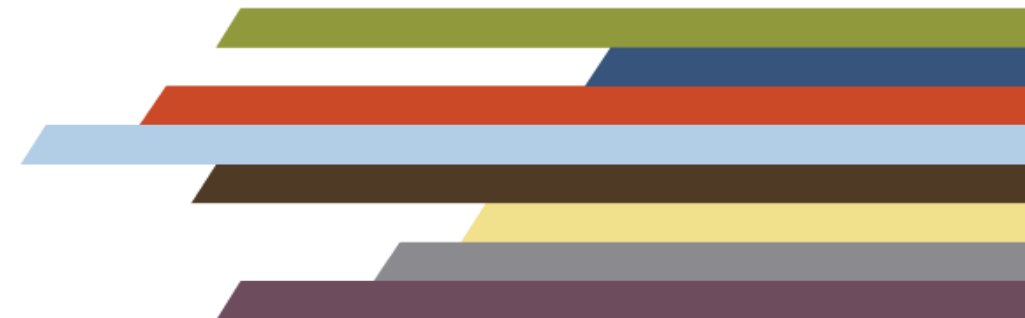
Example: Parent/Family Education Program

Is this strategy practical?

- ✓ Staff are trained and experienced in delivering curriculum-based trainings and working with parents, or have access to experts
- ✓ Resources and other supports specifically need to implement (e.g., location, printing, food) can be easily mobilized
- ✓ Key leadership acknowledge underage drinking as a problem, and that fiesta coolers are contributing to underage drinking
- ✓ Community readiness to address underage drinking is high and fiestas are recognized as a problem more broadly
- ✓ It aligns with the mission and enhances other efforts



3. Evidence of Effectiveness



CAN YOU
PROVE IT?

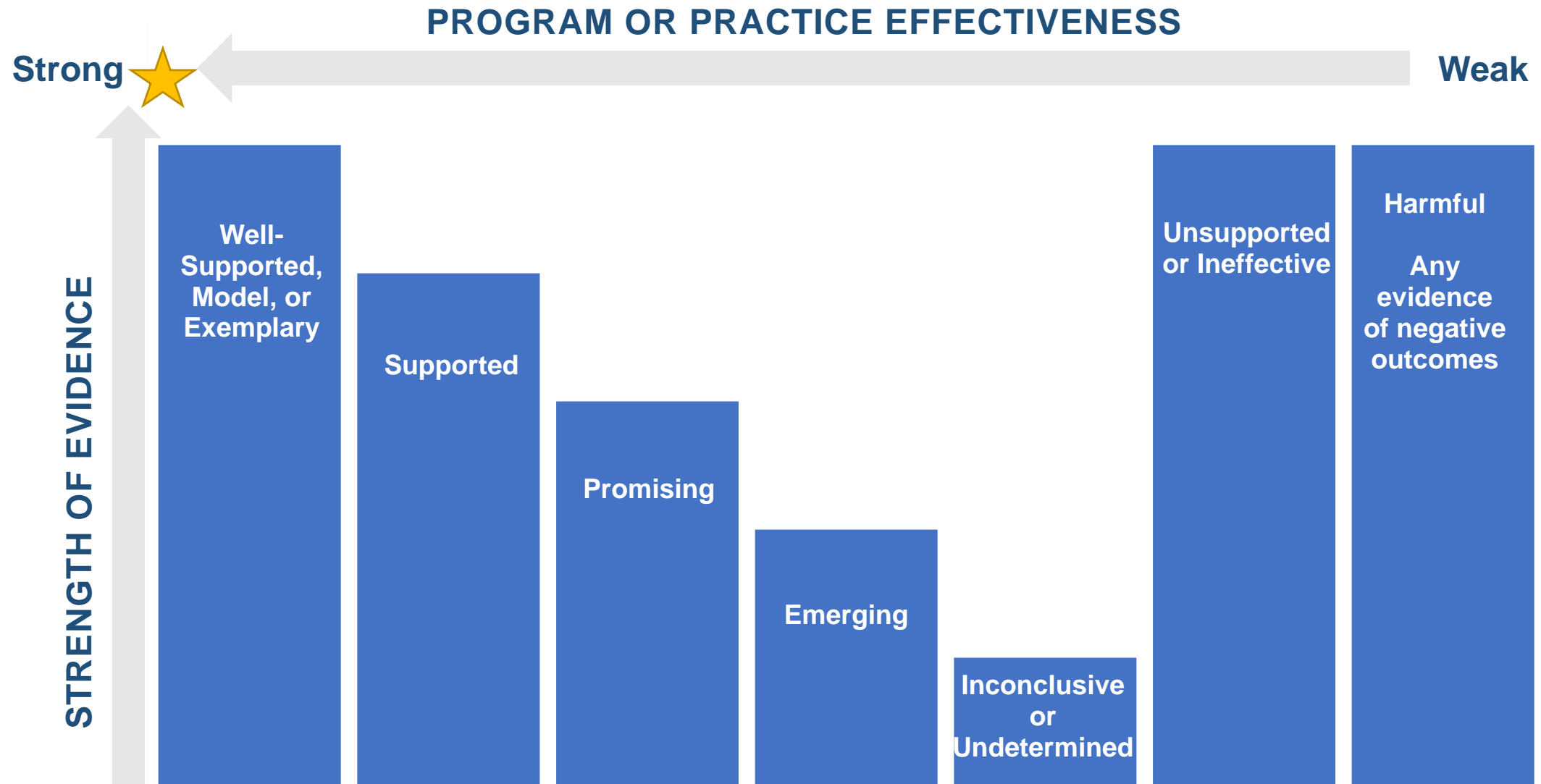


Evidence

- The proof that an intervention (i.e., program, practice, or policy) can (or cannot) do the job that needs to be done.



Continuum of Evidence⁵



Criteria for Strength of Evidence²



Research
Design



Internal
Validity



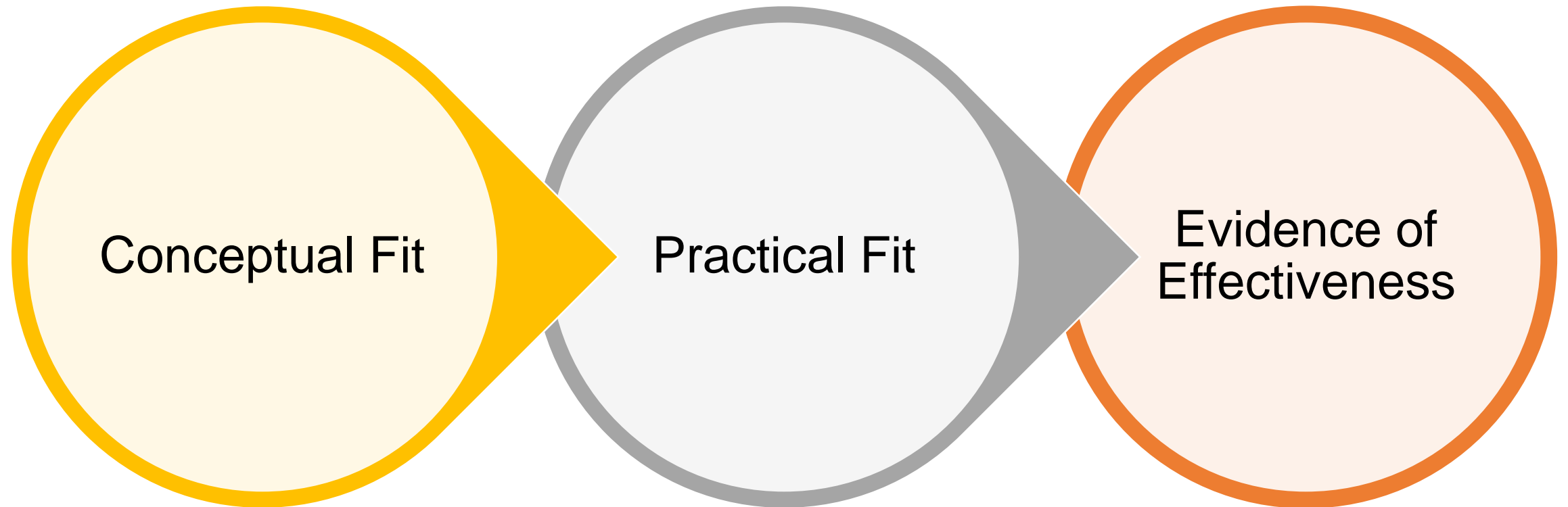
Independent
Replication



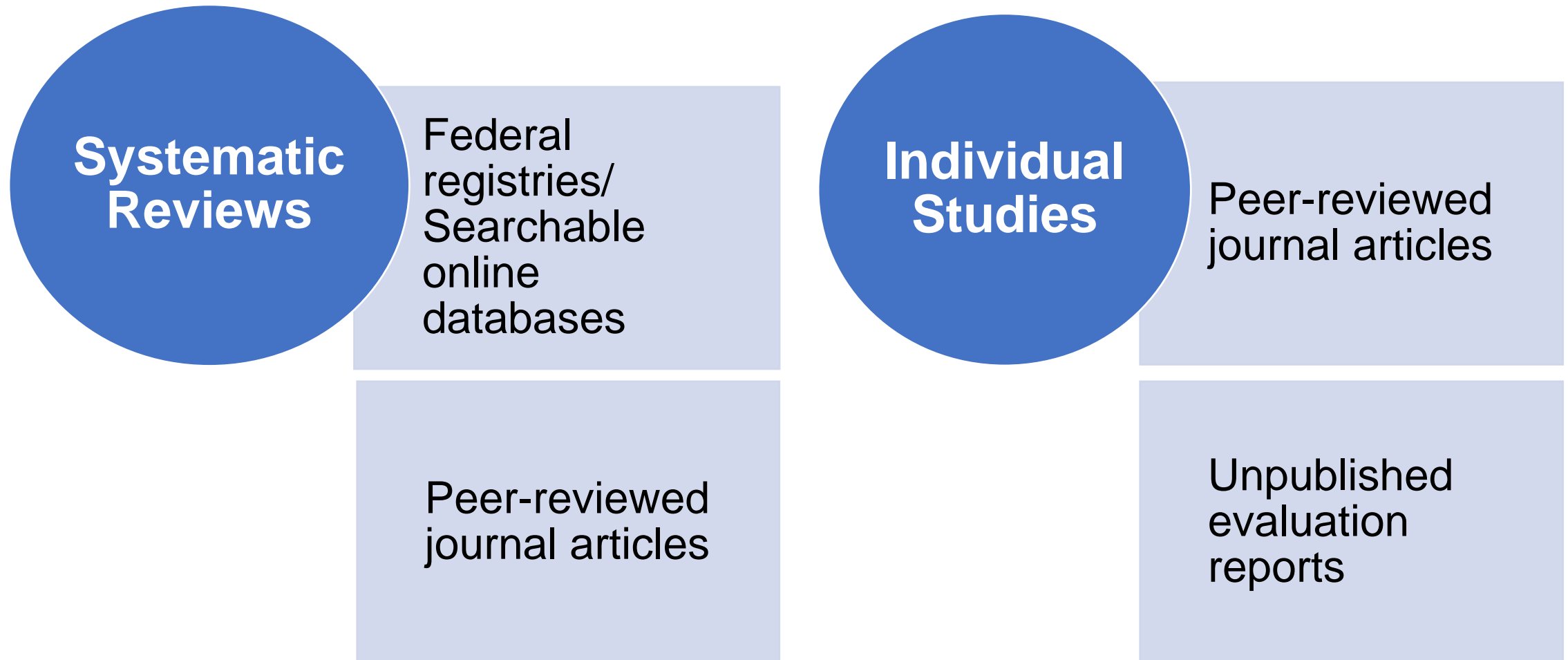
External and
Ecological
Validity



Three Criteria to Look for in an EBI²



Where Do You Look for Possible EBIs?²



Registries/Searchable Online Databases

A woman in a white lab coat is sitting at a desk, looking at a laptop screen. She has a concerned or thoughtful expression, with her hand near her mouth. The scene is dimly lit, with a blue light source illuminating her face and the desk.

Examples:

- [Blueprints for Healthy Youth Development](#)
- [What Works Clearinghouse](#)
- [Results First Clearinghouse](#)

Finding Peer-Reviewed Journal Articles

- Google Scholar
- PubMed
- PsychInfo
- Medline
- PsychArticles
- SocIndex

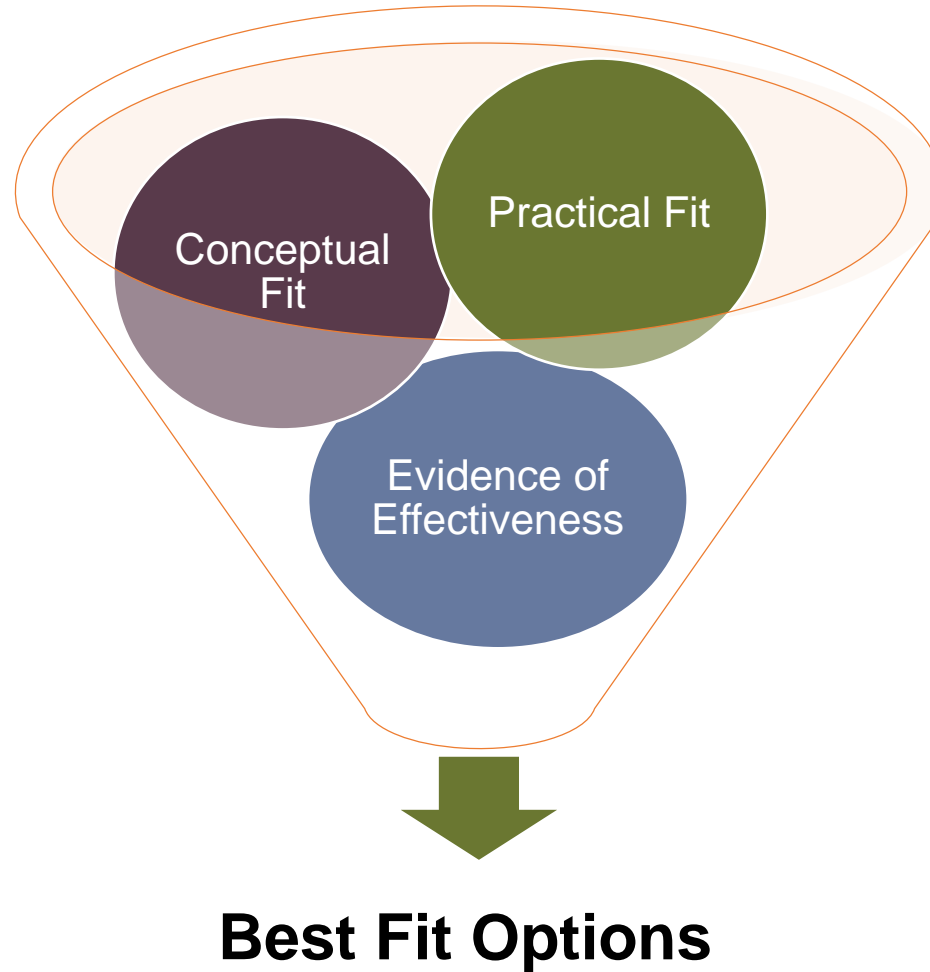


Polling Question 2

Where did you look to find potential EBIs for your agency or organization to consider?

- Searchable online databases or federal registries
- Peer-reviewed journals/academic research literature
- Unpublished program evaluations
- I am just beginning! I haven't actually looked for any yet
- Other (share in chat box) _____

Strong Fit *and* Strong Evidence of Effectiveness



Polling Question 3

Which criteria would YOU consider first?

1. Conceptual Fit
2. Practical Fit
3. Evidence of Effectiveness
4. This is a trick question...

Final Thought: Consider “Fit” First



The Final Step



Questions?



Post-Webinar Feedback

Please click on the link in the chat to complete a very brief online feedback form!

Thank you!





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Thank you!

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References

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- ⁵Puddy, R. W., & Wilkins, N. (2011). Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness. Centers for Disease Control and Prevention: Atlanta, GA. Available at: https://www.cdc.gov/violenceprevention/pdf/understanding_evidence-a.pdf