



What Does NOT Work in Prevention Webinar

Participant Workbook – March 2, 2022

What is your greatest fear or hope when you hear, “What does NOT work in prevention?”

A Timeline of Prevention

| Time | Strategy | Activities |
|---------------------------|--|---|
| 1950s and 1960s | Scare tactics | Films and speakers |
| Early 1970s | Drug education | Curricula based on factual information |
| Mid-/Late-1970s | Affective education and alternatives to drug use | Curricula based on communication, decision-making, values clarification, and self-esteem |
| Late-1970s to early 1980s | Affective education, alternatives to drug use and training | Social skills curricula, refusal skills training, parenting education |
| Late-1980s to mid-1990s | Parent, school, and community partnerships | Research-based curricula, peer programs |
| Mid-1990s to 2010 | Replication of research-based models and application of research-based approaches | Environmental approaches, comprehensive programs targeting many domains and strategies, evaluation of prevention programs, media campaigns |
| 2010s to today | Expansion of research base-models with a focus on more diverse audiences through continued evaluation and research | Cross sector prevention efforts, public health focus, community-based strategies for greater impact, focus across the lifespan and on diverse population groups |

Continuum of Evidence of Effectiveness

| | Well Supported Supported | | Promising Direction / Emerging / Undetermined More Research Needed | | | Unsupported | Harmful |
|----------------------------------|---|---------------------------------------|---|--|--------------------------------|--|--|
| Effect | Found to be effective | | Some evidence of effectiveness | Expected preventive effect | Effect is undetermined | Ineffective | Practice constitutes risk of harm |
| Internal validity | True experimental design | Quasi experimental design | Non-experimental design | Sound theory only | No research No sound theory | True or quasi experimental design | Any design with results indicating negative effect |
| Type of evidence/research design | Randomized control trials and meta-analysis / systematic review | Quasi experimental design | Single group design | Exploratory study | Anecdotal / Needs assessment | Randomized control trials or quasi experimental design | Any design with results indicating negative effect |
| Independent replication | Program replication with evaluation replication | | Program replication without evaluation replication | Partial program replication without evaluation replication | | Program replication with evaluation replication | Possible program replication with/without evaluation replication |
| Implementation guidance | Comprehensive | | Partial | None | | Comprehensive | Comprehensive/partial |
| External and ecological validity | Applied studies—different settings (2+) | Applied studies—similar settings (2+) | Real-world informed | Somewhat real-world informed | Not real-world informed | Applied studies—same/different settings | Possible applied studies—similar/different settings |

The various areas and dimensions of the Continuum of Evidence of Effectiveness are explained in the accompanying guidance document, *Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness*, which can be downloaded from www.VETOviolence.org or ordered in hardcopy from www.cdc.gov/injury/publications/index.html.

National Center for Injury Prevention and Control
Division of Violence Prevention



<https://www.cdc.gov/violenceprevention/pdf/continuum-chart-a.pdf>

Reflection #1

How does your community/organization typically make decisions about strategies to implement? Does the loudest voice in the room “win”? Is it hard to break “traditions” in terms of what is implemented year to year? Does data drive your decisions?

Ineffective and Effective Strategies for Substance Misuse Prevention

| | Ineffective | Effective |
|----------------------------|---|--|
| Education | <ul style="list-style-type: none"> • One-time events • Assemblies • Personal testimony from people in recovery • Mock car crashes • Drunk goggles | <ul style="list-style-type: none"> • Social emotional learning curricula in school • Parenting programs focused on talking to and supporting youth • Curricula proven to address risk and protective factors • Age-appropriate information delivered over time • Long-term education campaigns with a focused goal and audience |
| Appeals | <ul style="list-style-type: none"> • Fear-based campaigns • Grotesque images • Long-term consequences • Exaggerated dangers • Moralistic appeals | <ul style="list-style-type: none"> • Normative messages regarding peer use and actions • Short-term impacts of use • Positive effects of no use |
| Information Sharing | <ul style="list-style-type: none"> • Knowledge-based interventions <ul style="list-style-type: none"> ◦ Drug fact sheets ◦ Effects of drugs • Myth busting | <ul style="list-style-type: none"> • Education related to risk and protective factors • Action-focused information |

Reflection #2

List one strategy that has been or is being done in your community that is known to be ineffective:

What are the reasons why my community (or an individual) is invested in this strategy?

Reflection #3

How could a shift to an effective, evidence-based strategy benefit those invested in the ineffective strategy?

Moving Forward

Video: Navigate and Embrace Change with Simon Sinek

<https://www.youtube.com/watch?v=pUmTQ-86-YI>

*How can you move your community **incrementally** toward more effective strategies?*

How can you apply the Law of Diffusion of Innovations to moving your community toward more effective strategies? Who might your early adopters be? How can you build demand?

“Prime the Pump”

- Review your strategic plan, including the priority problems, risk/ protective factors
- Provide training on logic models
- Identify evidence-based strategies that are a good fit for your community

Steps Toward Implementing More Effective Strategies

- **Identify** WHY your community (or a certain individual) is invested in the ineffective strategy
- **Find** evidence-based, effective strategies that can be implemented instead
- **Brainstorm** how the change in strategy could benefit those invested in the ineffective strategy
- **Create** a message to persuade people to embrace replacing the ineffective strategy
- **Meet** with those invested in the ineffective strategy

Reminders

- Understand what is appealing about the ineffective strategies
- Anticipate and prepare for resistance
- Use strategic plan to ensure strategies selected are a good fit
- Craft messages that provide:
 - ✓ Compelling reason to quit using the ineffective strategy
 - ✓ How the new strategy will be advantageous
 - ✓ A clear call to action
- Practice, practice, practice!

Office Hours

- March 3 from 1-2 CT with Erin; March 7 from 10-11 CT with Kris
- Bring your questions!
- No registration needed
- Zoom links will be sent via email to webinar participants

Upcoming Events

- **Five (C's) Not D's of Data**
March 9 from 10-11:30 CT
- **Foundations in Prevention Intensive Training Course**
March 21, 24, 28, 31, April 4, 7, 11, & 14 from 10:00-11:30 CT
- **Taking Action on Stigma: A Training Series for Substance Misuse Prevention Professionals**
March 30 and April 6 from 9:00-11:00 CT

To register: <https://tinyurl.com/GLPTTCevents>

Additional Resources

- **Prevention Tools: What Works, What Doesn't**
Washington State Health Care Authority
<https://theathenaforum.org/best-practices-toolkit-prevention-tools-what-works-what-doesnt>
- **Guide to Online Registries for Substance Misuse Prevention**
Pacific Southwest Prevention Technology Transfer Center
<https://pttcnetwork.org/centers/pacific-southwest-pttc/product/guide-online-registries-substance-misuse-prevention-evidence>
- **Webinar: Online Registries for Evidence-Based Substance Misuse Prevention: How to Conduct a Successful Search**
Prevention Technology Transfer Center (PTTC) Network Coordinating Office
<https://pttcnetwork.org/centers/pttc-network-coordinating-office/product/online-registries-evidence-based-substance-misuse>
- **A Guide to SAMHSA's Strategic Prevention Framework**
Substance Abuse and Mental Health Services Administration
<https://www.samhsa.gov/sites/default/files/20190620-samhsa-strategic-prevention-framework-guide.pdf>
- **Not Your Mother's Scare Tactics – Brief**
Prevention Solutions@EDC
https://preventionsolutions.edc.org/sites/default/files/attachments/Not-Your-Mothers-Scare-Tactics-Brief-The-Changing-Landscape-of-Fear-based-Messaging_0.pdf
- **Ineffectiveness of Fear Appeals in Youth Alcohol, Tobacco, and Other Drug Prevention**
Prevention First
<https://www.prevention.org/Resources/348ad797-5165-4695-885f-1e958b8f5591/IneffectivenessofFearAppealsinYouthATODPrevention-FINAL.pdf>