



Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches

August 28, 2017

MB: Welcome everyone to today's web conference! We will start at the top of the hour

MB: Slides for this session are available on <http://www.preventconnect.org/2017/07/using-essential-elements-to-select-adapt-and-evaluate-violence-prevention-approaches/>

MB: For audio over the phone-- please call 1-888-447-7153 with Password: 879 736#

MB: Closed captioning is available by clicking on the CC logo located on the top right hand corner of this iLinc window! Thanks Aberdeen for providing us the captioning

MB: Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches report is available here: <https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>

KV: a

VA: A

MB: @Kasandra and Vasthi- Thank you

JG: It's me

JG: :)

MB: @Jennifer- Yay!

JM: Never heard of it before the training announcement.

MB: @Jill- Thanks!

MB: QUESTION: Why is adaptation important for prevention practice?

JG: Because programming is not one size fits all

KV: because society grows and changes with each new generation

DB: Hello everyone

JLC: to foster innovation

PS: Every community has different needs

CA: because my community is different from your community!

HG: one size fits all programming does not serve diverse populations and their specific needs and concerns. We need to make it relevant to their lives.

LW: Our communities are different and one size fits all programs won't be as effective.

CS: different cultures

AG: to make sure it is relevant to our populations served

SCC: Because our "audience" is ever changing

CHM: Because not all solutions fit all clients and not all programming fits all clients, we must adapt to move forward

MS: cultural consideration

JH: Our approach requires meeting communities where they are, and being adaptable to those differing circumstances is one of the most important pieces of that

VL: to address specific needs

MS: Because, we should all want to be culturally relevant...the needs of our audience varies

TF: We need to build on our own resources

BM: So that we are able to better serve more clients and meet more needs

KP: To encourage cultural humility and build relevance of the strategy to the community in which it is implemented.

TC: In a small place you need to think out of the box

AB: To stay current and inclusive

RR: We can affect the impact of violence on a individual (PTSD), and community level, (jail/prison, generational abuse etc..)

NH: Every situation is unique, helps to understand that and not use a broad stroke

LH: Cultural competency

BL: So that we are able to meet the needs of each person. Everyone is different and need different services.

KM: Because if we are adapting, we are recognizing and responding to the known parameters and limitations. Adaptation is important! General "we know this doesn't cover everyone but.." statements don't cut it/are passive and destructive of trust

BL: To better serve victims in our community

RR: Whoops misread the question. I think of every family as its own culture. Every family or

individual you work with will not get the benefit from cookie cutter approaches

MB: CDC's Technical Packages for Violence Prevention

<https://www.cdc.gov/violenceprevention/pub/technical-packages.html>

MB: PreventConnect had hosted a web conference on Stop SV: A Technical Package in 2016: You can find the recording and supporting materials here:

<http://www.preventconnect.org/2016/05/stop-sv-a-technical-package-to-prevent-sexual-violence/>

MB: PreventConnect had also hosted a web conference on "Preventing Intimate Partner Violence..." technical package: <http://www.preventconnect.org/2017/05/preventing-intimate-partner-violence-across-the-lifespan-a-technical-package-of-programs-policies-and-practices/>

MB: For more details on the Safe Dates Program,

<http://nrepp.samhsa.gov/ProgramProfile.aspx?id=83>

MB: QUESTION: How do you decide that a prevention strategy is a good fit for your context?

HDP: participants get excited and give positive feedback

KV: Discussing the different issues that are in the different schools and fit it to that school

CS: If they interact

NH: feedback and previous attempts, look at the history

JA: Compare prevention program to the audience who will be participating

SM: From the audience, they tell us

KS: That it's been implemented in similar populations as mine and shown to be successful

AB: It includes all stakeholders, community effort

KM: Participants report not just recall and recognition, but also integration of knowledge in assessments

AG: Hearing about challenges and successes experienced by those facilitating

CHM: Needs assessment /feedback/panel/survey

MV: Collaborate with partners to get their input and work with what they can do, not be limited by what they can't

SG: There are rarely prevention strategies that have been adequately tested/documentated in our API communities. So we start from 1) what's the need 2) what fits with the resources we can bring to it 3) how much flexibility is there to adapt to the specific API context.

PG: Usually work with a coalition (sometimes temporary) discuss project and strategy and determine which pieces fit and will it be accepted.

VL: Language, ideas, concepts, etc., are accessible and relatable

RR: I think it would be thinking about specifics about the population. For example I live in a rural area, the ages or cultures of those participant manner. The profession, I am providing prevention info to professionals or couples. It depends on many elements

KP: Have the community understand and identify what risk and protective factors are prevalent in the context and match them with a strategy that meets service gaps and addresses identified risk and protective factors

SM: The audience internalizes the concepts presented

SM: The audience responds to a call to action

KK: Keep an eye on the population and their needs

DH: When you, the facilitator, start the train rolling down the track, and then your students/audience engage with heart, they keep the train rolling and on topic.....

DH: You know you have the best fit....

MB: QUESTION: Share one situation that has come up when you had to make a change or adaptation to a program...

MS: Don you can download the guide here:

<https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>

MV: The school won't let me say the word gender, or discuss gender stereotypes

SG: @Don Houts - go to menu up top -- Controls -- View -- Zoom -- 150% to increase the size on the screen

TF: Some curriculums have a set length... if you can't modify it, you can't present to certain groups who only have certain length meetings.

SP: when risk factors are slightly different, we need to adjust. For example, we did our program for young adults with cognitive disabilities so we focused more on power and control

KM: All of the relationships are heterosexual

MS: I was implementing BITB and received feedback from students that the scenarios were too overt. In addition, they didn't like that all the scenarios were hetero-normative.

RE: My students felt the names for people in scenarios made it feel racist

HDP: Utilizing a middle school curriculum with an immature group of 7th graders - had to change some of the language to meet them where they were at

LW: Some scenarios were not inclusive or recognizing LBGTTQQI relationships

TF: Yes, the special education youth I teach vary in ability between classes and within classes.

RR: Policy clashes or misunderstanding. I work for county mental health but in a jail. Jail specifically wants one thing but mental health cannot provide due to policies related to funding source

BM: Disabilities to make sure things are accessible for everyone

KF: In preparing for an event, changed the time of delivery to include youth after the school day.

JV: Changing media examples to relate to LGBTQ+ communities during a media literacy presentation.

MS: Schools do not have time for the Play in Safe Dates, not sure of what could replace this

SG: Community folks won't come to the program if it's described as "dating violence prevention" etc., but will be interested if it's framed as healthy relationships. Also language access issues, adapting materials to be in-language and figure out what the correct word is if that word doesn't have an exact parallel in the API language.

SM: When there were outside factors influencing the group: election results brought up a conversation about power

SM: Or a recent fatality in the school changed the conversation to warning signs and safety planning

LW: Understanding that cultural differences influence what bystander intervention looks like

EK: One gender wound up speaking more than others in a youth program -- had to adjust so all were comfortable participating

SG: Framing outreach for a sexual violence prevention program as "general information sharing about a community program" -- again, people won't come up to you in the Asian market or community fair if you're advertising yourself as specifically DV or SV, but might take some handouts if you start out talking more generally about your services.

SER: We have had a school where many of students have experienced trauma, so they needed to take that in to consideration.

SCC: Have adapted language to be gender neutral

SG: I saw a program that used specific quotes from community members, like "my kids mean the world to me" rather than the drier, more academic title of the program component

BL: Changing from a rule based shelter and adapt to best practices

SG: Adaptations to incorporate trauma-informed practices, thinking about traumas specific to the community (e.g. racism, refugee experiences, etc.)

JB: Will we be able to get copies of the slides from today?

BM: Consistency with everyone within the agency as far as tracking information in the same way or even at all

MV: I forget

MB: QUESTION: What are some challenges you have faced in tracking implementation?

AG: getting staff buy in; not wanting to add to the workload

SP: We tend to let educators be flexible and creative, so fidelity isn't very strong. However, we don't have enough staff to supervise or observe so it is hard to keep track of what differences are being used

KM: Training volunteers to do tracking

KM: Also so much of our systems are paper/pencil, so all has to be input by hand...

SM: A good database

KF: Attempting to track domestic violence advocacy by police precinct. Challenge in protecting the victim personal info. Now sticking to the numbers per zone/zip code.

AT: Our anti-technology staff members! :-)

PG: Sometimes there is little interest in objectively tracking, because "they already know how well it is working". Fighting the "feel good" assumption.

TF: Multiple trainers... little changes can become big changes over time. Hard to direct supervise every trainer/training.

SCC: yes to so much work, not enough staff. Follow through of partners

RE: Not knowing what to track

EG: Have everyone follow same protocol

JB: Challenges we face are creating consistency in our material and among our campus representative, myself and our RCC we partner who have different facilitation styles

JM: The time factor. We are a small rural program. My position as prevention educator is only half of my actual job. I am also the only prevention educator. The reality is one person can only do so much. I do have support from our team, but they have their jobs to do also.

LW: when a "better" practice is discovered it is not documented in the tracking process and therefore not disseminated to the rest of the implementers.

KF: Emotional attachment of leadership to an approach that sounds good, but is unproven.

SG: Capturing the culturally-specific elements - sometimes it feels so natural to staff, they don't see how it's different from the base intervention

JB: therefore we may track what information was delivered, but we have a challenge in tracking the effectiveness of the delivery

SG: I've found it helpful to create a process map or implementation flowchart and then note over time what's changed

SG: (by talking to individual staff involved in the program)

SG: Q for presenter -- do you have a worksheet that specifically dives in deeper to adaptations that may be required for culturally-specific communities? I'm thinking language access, gender/sexual orientation, accessibility, religion/cultural acceptability/taboo topics, community-experienced trauma, etc. --some of the things people mentioned above?

SG: Or a worksheet that might guide people to think through what adaptations might be necessary for a specific cultural community they're working with? It would help communities have conversations with funders, for example, who often want "strict fidelity" without understanding that culturally - specific communities must think through many different issues before implementing programs that were often not developed in their communities.

SG: Yes - a future iteration including partnerships with lots of culturally specific communities would be great!!

MB: QUESTION: How could you use information from the guide in your work?

SP: the template for tracking adaptations will be incredibly helpful for us

KV: I am new to this field so I am excited to implement and understand essential elements in the curriculum that I will be using in my local schools

TF: I think this would be helpful in doing process evaluations.

AV: Lots of thoughts on evaluating the work we're doing!

KR: This information can enhance our own Elements of Effective Violence Prevention Programs, which we created about five years ago. This is very helpful for our community partners to help support them in offering quality programs.

EB: Train other staff

KF: First need to share with the content/context partners.

MS: discuss at quarterly statewide prevention meetings

AG: share with colleagues

SCC: Use it as another tool for stakeholders to know how we measure/track and also help is talking with those not in programming.

BM: Reviewing the procedures that we have in place and making sure that we are providing the best services to our clients and the community as far as our delivery and making sure we are able to adapt for include as many areas and clients as possible

TF: Is anybody else working with youth with intellectual disabilities?

SG: This could be a good starting point for my TA conversations with API programs who're looking to adapt EBPs, but will need to supplement with in-depth conversation about adaptations that might be necessary for their specific communities. It'd be nice to have a supplement that looks at those issues more closely in the next iteration.

MB: The "Selecting, Implementing, and Adapting Youth Empowerment Solutions" Guide is available for download here:
<https://deepblue.lib.umich.edu/bitstream/handle/2027.42/110221/YES%20Adaptation%20Guide%20FINAL.pdf?sequence=1&isAllowed=y>

MB: For more details on the Coaching Boys into- Coaches Clinics, click here
<http://www.coachescorner.org/coach-respect/#clinics>

MB: The CBIM Delivery: Foul or Fair Play Info-graphic can be found here:
<http://coachescorner.org/wp-content/uploads/2016/07/13.-NEW-Fair-or-Foul-Play-1.pdf>

MB: PreventConnect had hosted a Peer Learning Forum last year: "Coaching Boys Into Men: A 3-Part Series on Program Design, Community Engagement, and Adaptation." The recordings, slides and text chat transcripts are available here:
<http://www.preventconnect.org/2016/04/coaching-boys-into-men-a-3-part-series-on-program-design-community-engagement-and-adaptation/>

PG: are the slides available?

SG: Meghna - thanks so much for these resources!!

MB: @Susan- you are welcome!

TF: Very helpful, thank you.

MB: @Pam- Slides for this session are available on
<http://www.preventconnect.org/2017/07/using-essential-elements-to-select-adapt-and-evaluate-violence-prevention-approaches/>

MB: Thank you everyone for sharing your insights and participating in our web conference session! Have a wonderful day