Welcome, this web conference will begin soon

VetoViolence®

Violence Prevention Approaches

SELECT
ADAPT
EVALUATE

WEB CONFERENCE

Wednesday, September 18, 2019
11:00AM PT | 2:00PM ET

prevent connect

Meet the PreventConnect Team

Ashleigh Klein-Jimenez
Program Manager
she/her/hers

David Lee
Director of Prevention
he/him/his

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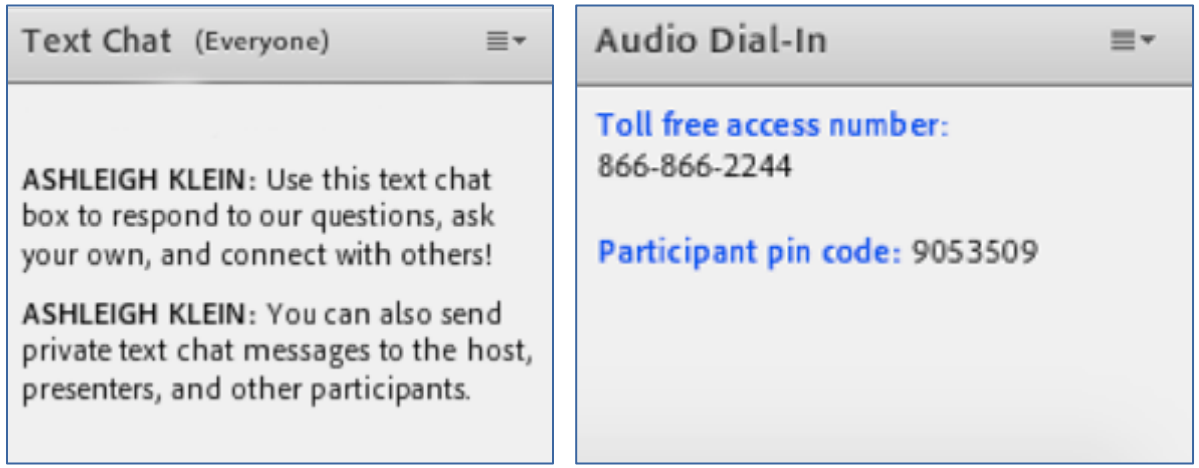

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PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan, including child sexual abuse
- Prevent before violence starts
- Connect to other forms of violence and oppression
- Connect to other prevention practitioners

PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by the U.S. Centers for Disease Control and Prevention. The views and information provided in this web conference do not necessarily represent the official views of the U.S. government, CDC or CALCASA.

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Objectives

- Describe the *Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches* guidance and online resource
- Understand how *Essentials Elements* can be used to improve violence prevention efforts
- Identify ways to utilize the tool in state and local violence prevention efforts

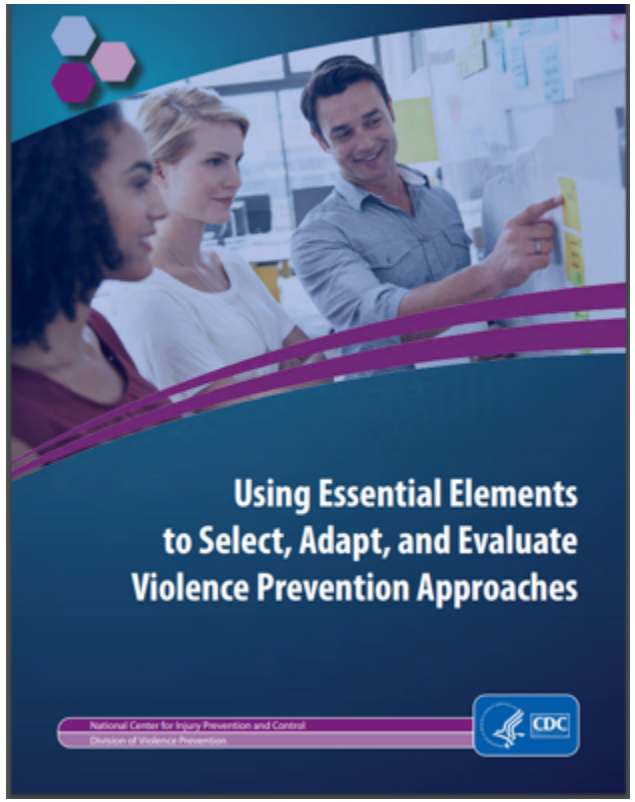
Meet Our Guests

Lindsey Barranco, PhD
Behavioral Scientist,
Division of Violence Prevention, Centers for Disease Control and Prevention
she/her/hers

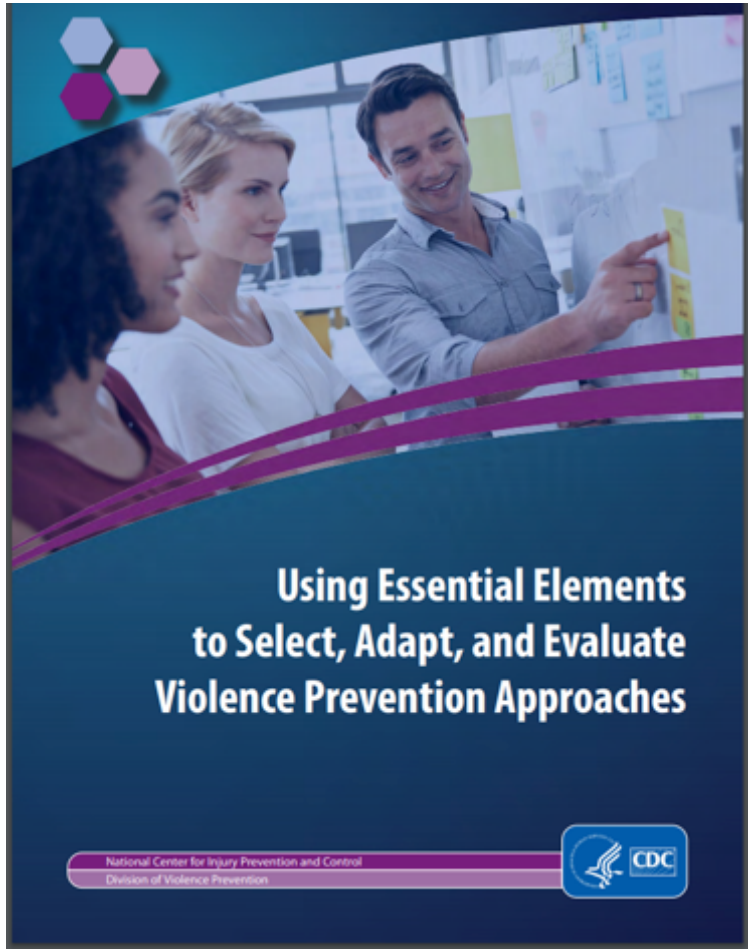
Kimberley Freire, PhD, MPH
Program Evaluation and Translation Team Lead,
Division of Violence Prevention, Centers for Disease Control and Prevention
she/her/hers

Polling Question

- How familiar are you with *Using the Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches*?



Developing the Essential Elements Framework

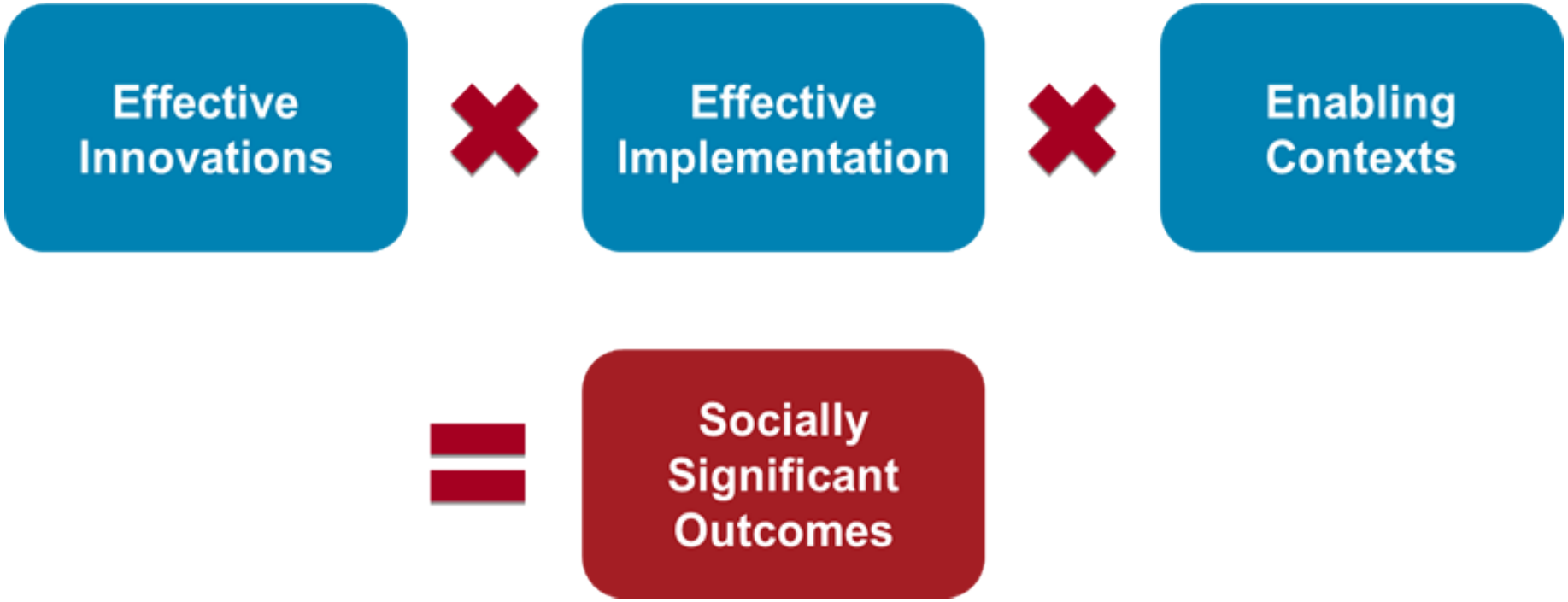


"Innovations are rarely new per se; rather, they are modifications or adaptations of preexisting ideas transported from one social system into another." Hanson, et al. (2012)

This work applies concepts from other work and builds on existing ideas

- Core Components
- Core Elements

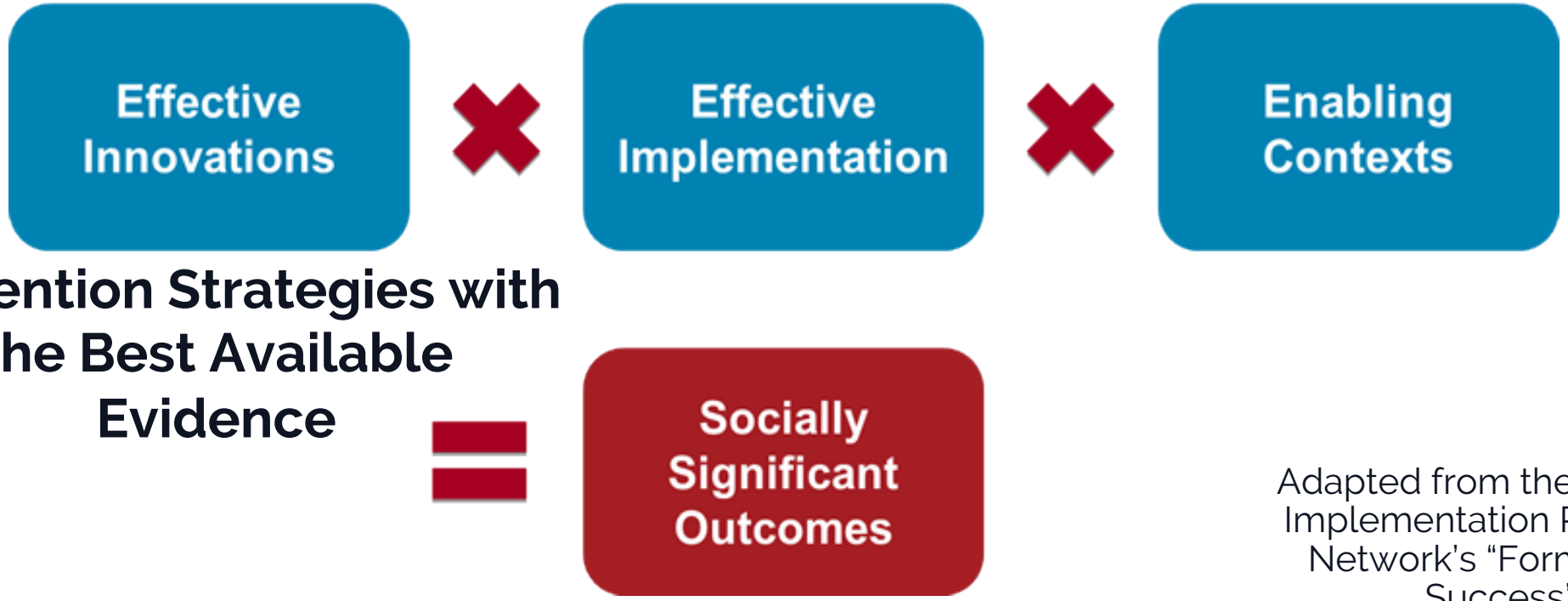
Formula For Success



- Adapted from the National Implementation Research Network's "Formula for Success"

Public Health Impact

Formula For Success



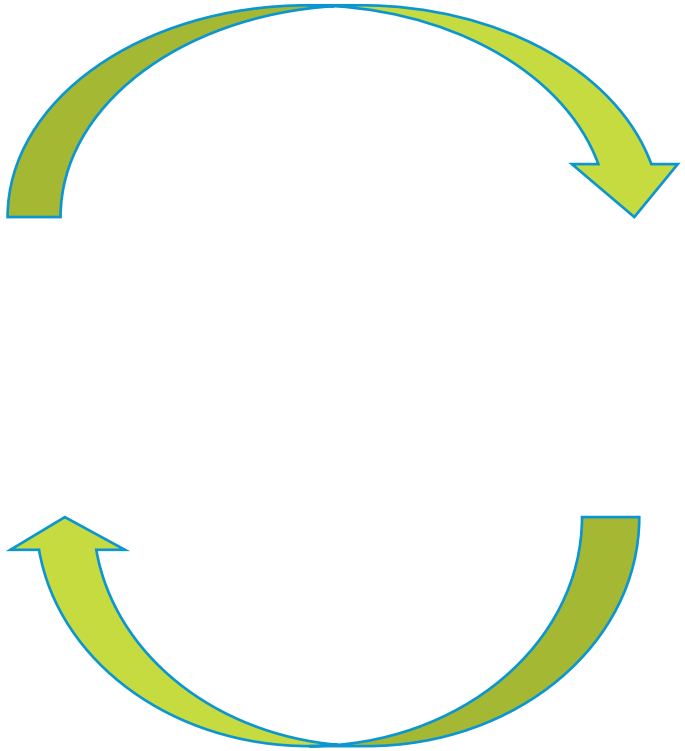
Adapted from the National Implementation Research Network's "Formula for Success"

What does implementation of evidence look like?

DVP Technical Packages

Knowledge Translation

Strategies that make scientific findings understandable to the knowledge user



Practice-based evidence develops

New research evidence develops

Violence Prevention in Practice

Implementation Science

Strategies that promote the adoption, integration, and scale-up of evidence based interventions in practice settings

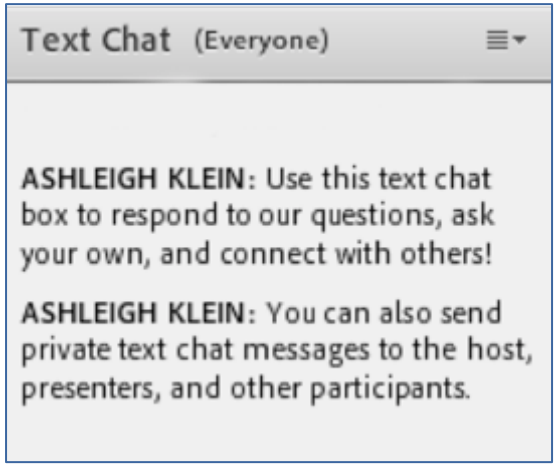
Violence Prevention in
PRACTICE

7 phases in *comprehensive* violence prevention

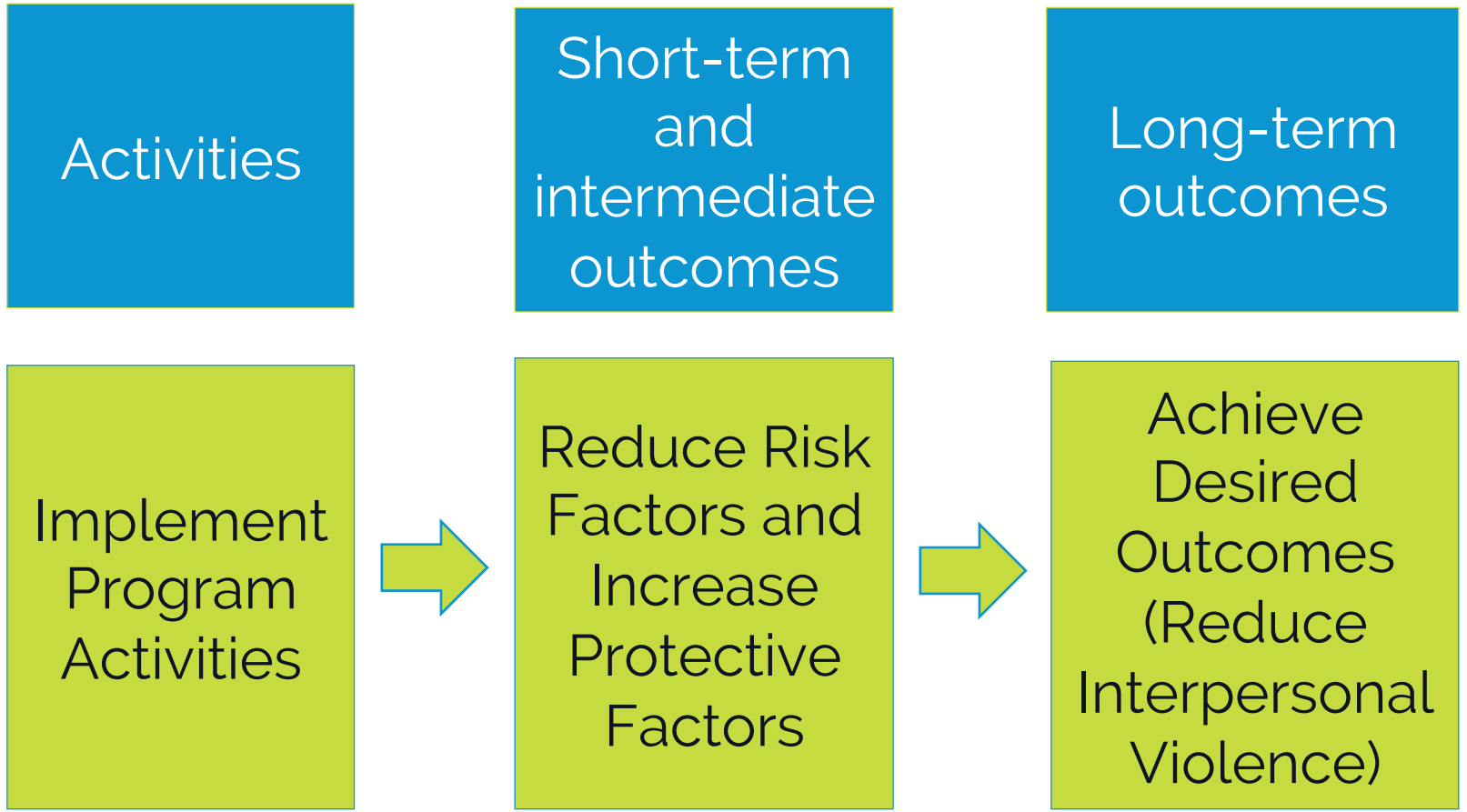
What prevention strategies are you trying to implement right now?

Text Chat Question

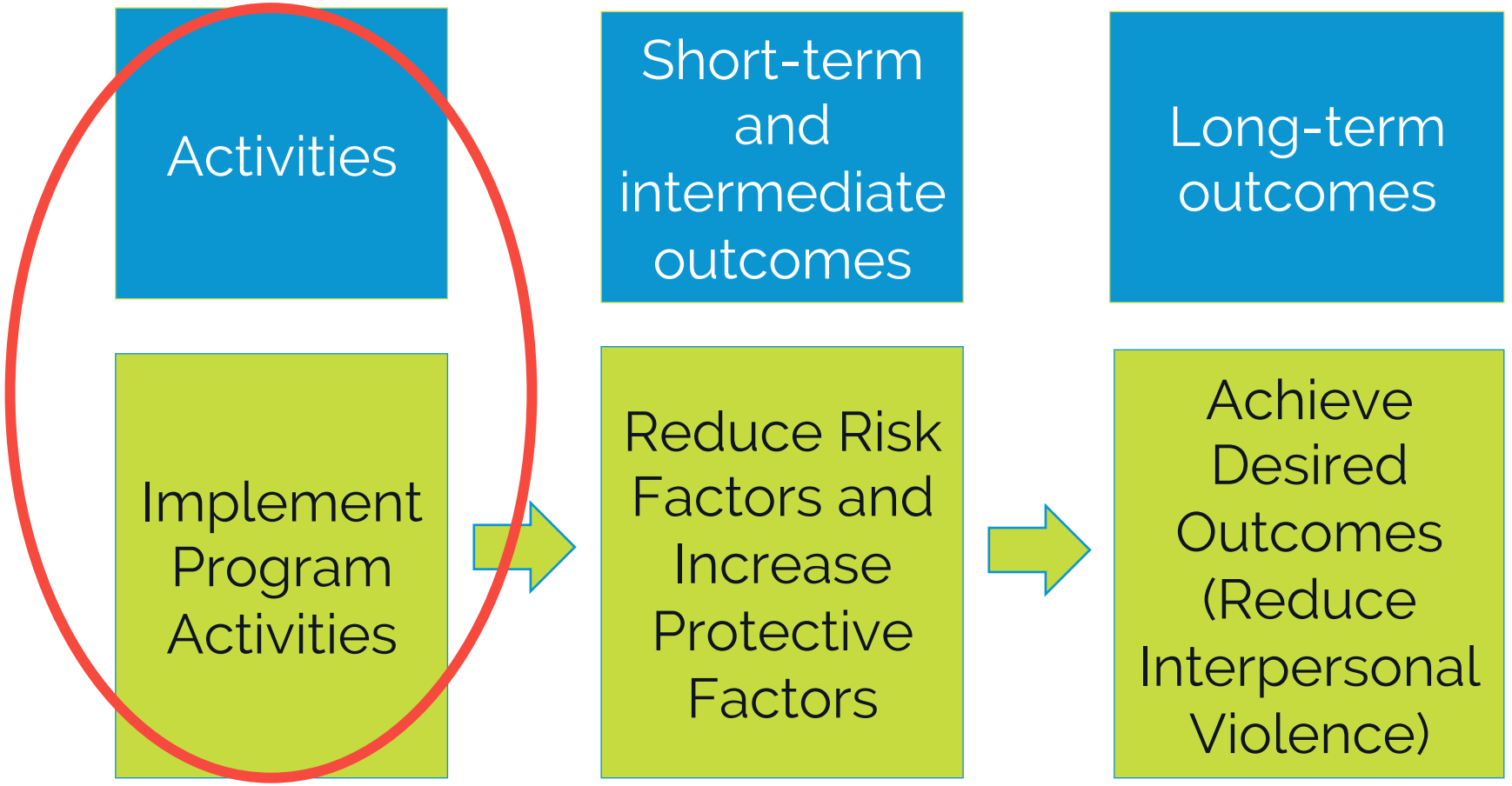
Use the Text Chat feature to answer the question.



Evidence Based Prevention Internal Logic (Logic Model)

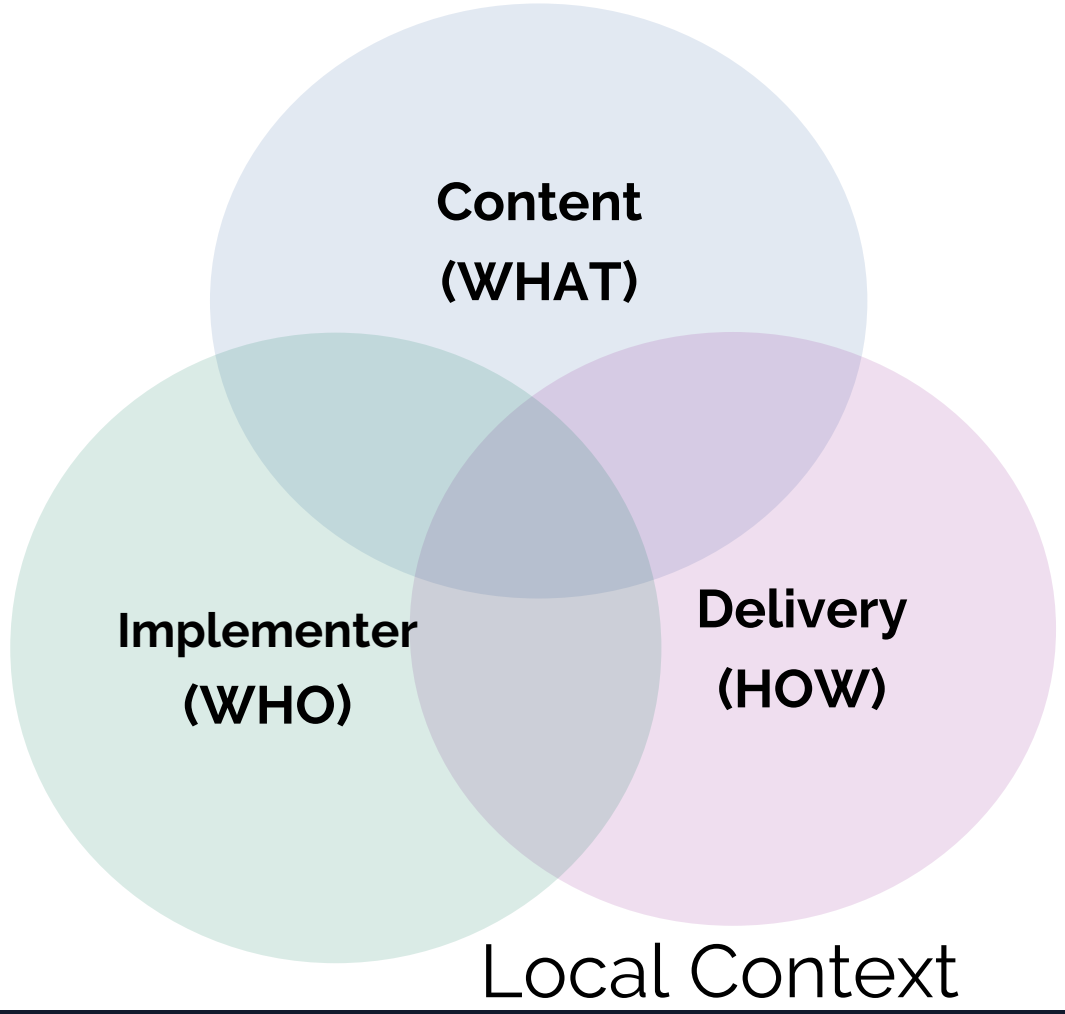


Evidence-based Prevention Internal Logic (Logic Model)



Program Essential Elements

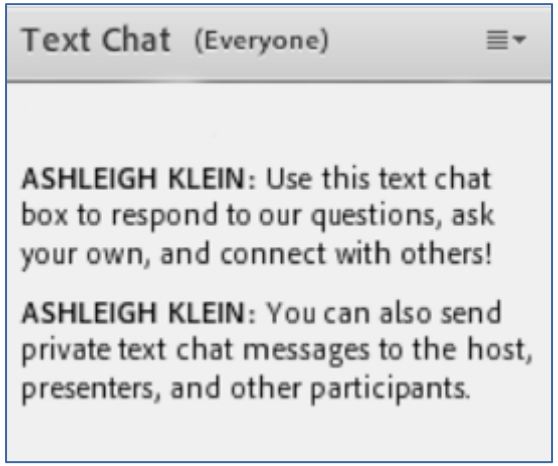
- **Essential elements** are the active ingredients of a prevention strategy assumed to be responsible for achieving intended outcomes



What are the important considerations in making adjustments to your program(s)?

Text Chat Question

Use the Text Chat feature to answer the question.



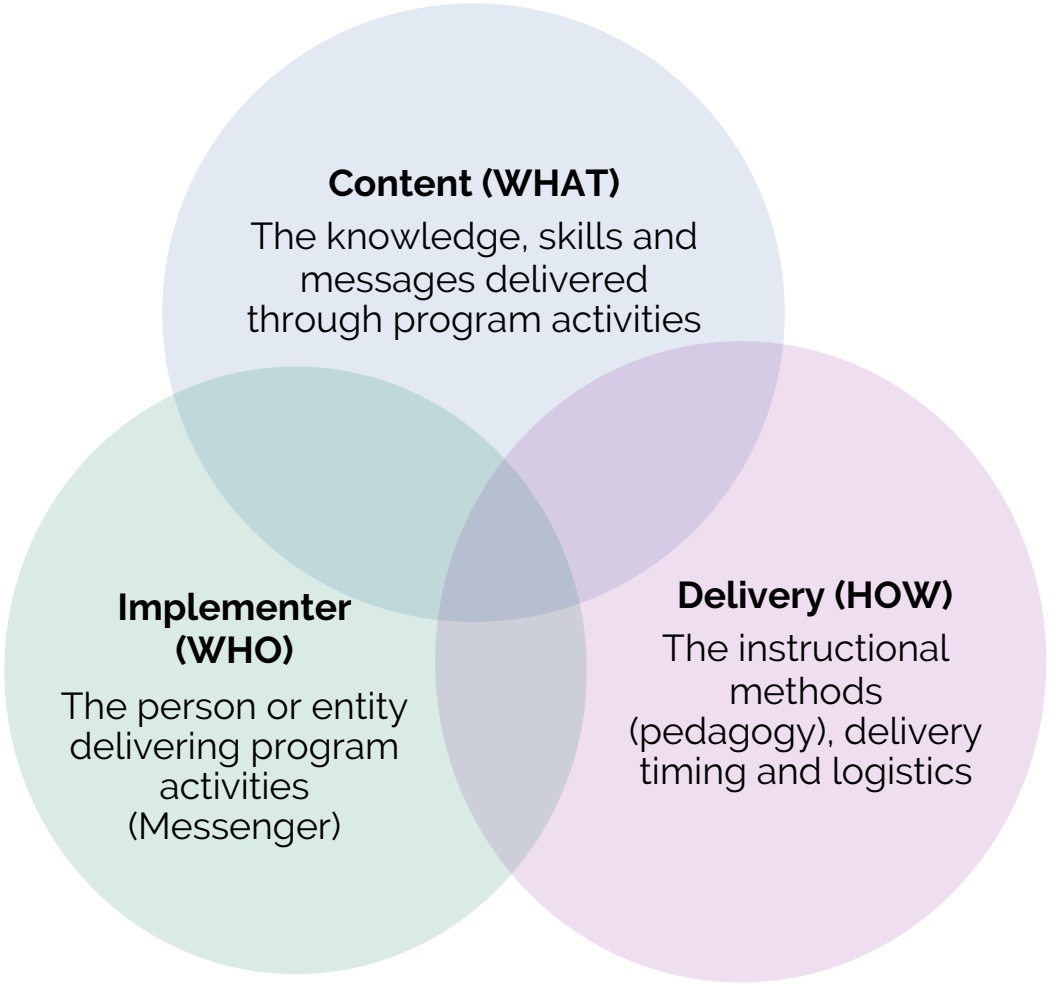
Identifying Essential Elements

- Empirically test strategy components, elements or adaptations
- Social and behavioral theory and the strategy's theory of change
- Implementation data; qualitative data from implementers, developer, participants
- Usability testing after an evaluation study

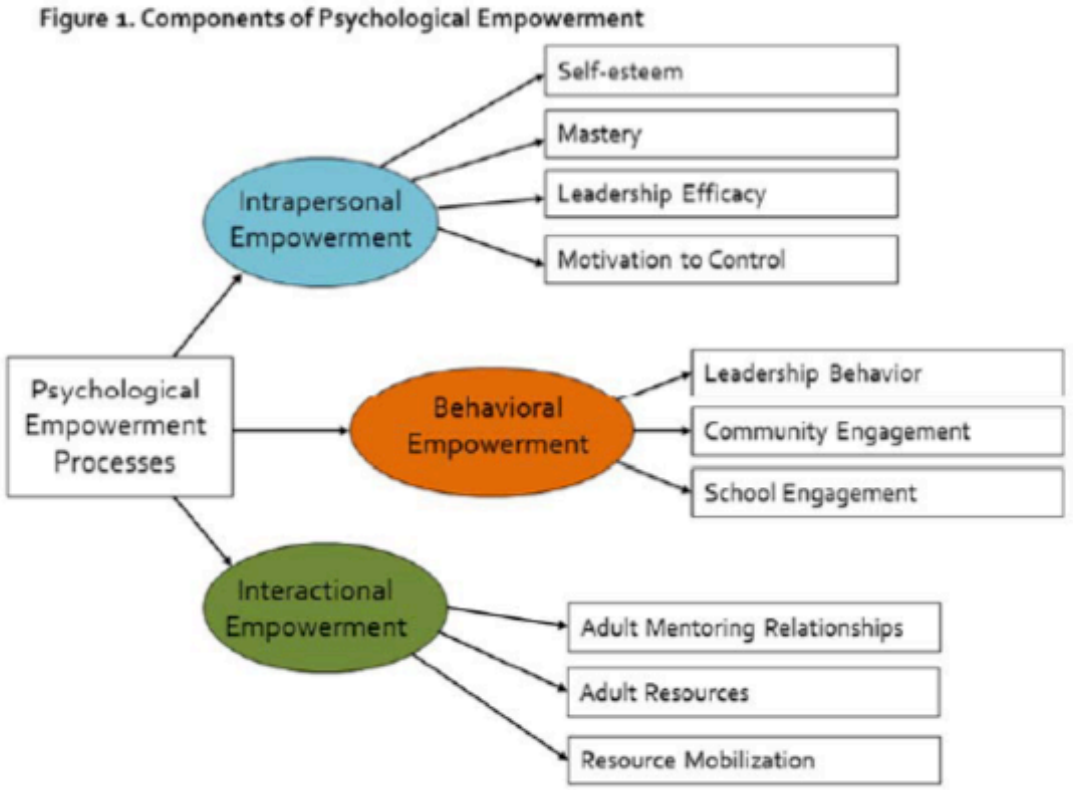
A Practical Approach to Estimating Essential Elements

- Review and consider what is known about the essential elements of your approach - program, practice and policy
- Refer to the approach's logic model, materials, or other documents that identify stated outcomes and how actions lead to outcomes
- Seek input from others who have experience with the approach, including innovators, previous participants, implementers, technical assistance providers, and funders

Program Essential Elements



Youth Empowerment Solutions Theory



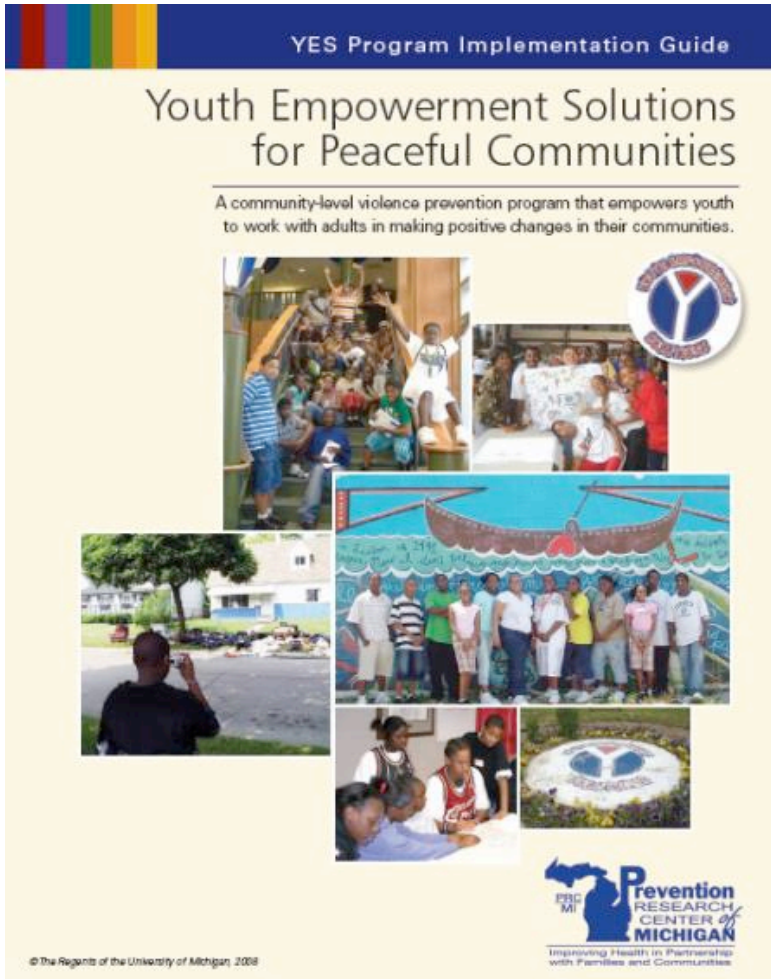
Feeling

Connecting

Doing

Morrels-Samuels, S., Hutchison, P., Perkinson, L., Bostic, B. & Zimmerman, M. (2014). Selecting, Implementing and Adapting Youth Empowerment Solutions http://yes.sph.umich.edu/yes-adaptation-guide-now-available/

WHAT: YES Essential Content



YES Core Content Components

YES core content components include the key messages and activities that are designed to emphasize the three different elements of empowerment illustrated in Figures 1 and 2: Intrapersonal (Feeling), Behavioral (Doing), and Interactional (Connecting). Each element is connected with specific skills, abilities, attitudes and beliefs that YES activities are designed to promote. Table 1 provides examples of sessions from the curriculum that support elements of empowerment. Refer to Appendix A. to see how the empowerment elements align with each session of the YES Curriculum.

Table 1. YES Core Content Components

INTRAPERSONAL EMPOWERMENT (FEELING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youths' feelings that they are capable of influencing a given context.		
Skills, abilities, attitudes and beliefs	**Why these skills, abilities, attitudes or beliefs are promoted in YES**	**Examples of activities and messages that emphasize intrapersonal empowerment**
Self-esteem	An individual's personal judgment of their own worth and their satisfaction with their identity. One aspect is an acceptance of one's own culture and background.	**Session 1.2 Cultural Heritage and Masks** Participants create masks that connect to cultural traditions and provide opportunities for self-expression.
Leadership-efficacy	A belief that one has the capacity to take on a leadership role. YES provides the opportunity for youth to practice leadership skills in a safe environment before facing the challenges of using them in situations outside of the group setting.	**Session 1.7 What does it Mean to be a Leader** Participants discuss characteristics of good leaders and illustrate their ideas in a group activity.
Mastery	The ability to plan and complete tasks and to apply problem solving skills to overcome barriers.	**Session 3.4 Summer Project Brainstorm** Participants discuss community assets and liabilities and generate ideas for projects.
Motivation to control	The desire to identify and achieve specific goals. In the YES program, this goal-setting is focused on improving the community.	**Session 1.3 Group Agreements** Participants decide on guidelines for the group and work as a team to set goals.

WHAT: YES Essential Content

INTERACTIONAL EMPOWERMENT (CONNECTING): Core content designed to promote skills, abilities, attitudes and beliefs to increase youth's understanding of how systems work in their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Adult mentoring relationships	Relationships that assist youth with critical awareness and decision making, and assist adults to understand what youth need to be healthy and successful. YES prepares youth and adults to communicate and understand power differentials.	**Session 4.5 Intergenerational Team-Building** Adults and youth share differences and commonalities and engage in collaborative activities.
Adult resources	Youth learn how to connect with adults and use the services and knowledge they provide. YES enhances the capacity of youth to use adult resources to plan and implement community projects.	**Sessions 4.3 & 4.4 Neighborhood Advocate Interviews** Participants prepare questions for adult volunteers and interview them about their skills and interest in the YES program.
Resource mobilization	The ability to identify and access the social and material goods necessary to achieve specific goals. Accessing resources (e.g. libraries, local businesses) is critical for planning and implementing YES community improvement projects.	**Session 5.2 Finishing Project Proposals** Participants do research on the materials and resources needed to complete the projects that they have chosen.

BEHAVIORAL EMPOWERMENT (Doing): Core content designed to promote skills, abilities, attitudes and beliefs that increase the likelihood that youth will engage in behavior to positively influence their context		
Skills, abilities, attitudes and beliefs	Why these skills, abilities, attitudes or beliefs are promoted in YES	Examples of activities and messages that emphasize intrapersonal empowerment
Leadership behavior	Action taken that exhibits positive control over a situation to accomplish desired outcomes. Leadership behavior is a vital component of empowerment because it demonstrates a capacity to organize others to achieve goals.	**Session 5.4 Community Leader Meeting** Participants present their completed project proposals to community leaders to ask for their support.
Community engagement	Involvement in pro-social activities designed to enhance community. Community engagement helps youth gain the skills, responsibilities, and confidence to develop into productive, healthy adults and avoid health compromising behaviors.	**Unit 6 Action and Reflection** Participants carry out their community projects and reflect on what they have learned and accomplished.
School engagement	Emotional connection to school, whether it is academically, socially, in athletics, or in any aspect of the school environment.	**Session 3.3 Guest Panel** Participants engage with adults, including school personnel, who are active in improving their community.

HOW: Essential Delivery Elements (Examples)

- Provide a safe and consistent physical setting and routine
- Reduce barriers to attendance
- Create and maintain positive group norms
- Support and encourage lively group interactions through hands-on activities
- Implement sessions in order
- Take advantage of serendipitous opportunities

Youth Empowerment Solutions (YES)

Certificate of Completion

Presented to

_____

On the ____ Day, of _____, 20___

Congratulations for completing the YES Curriculum and designing and carrying out a Community Improvement Project with your team.

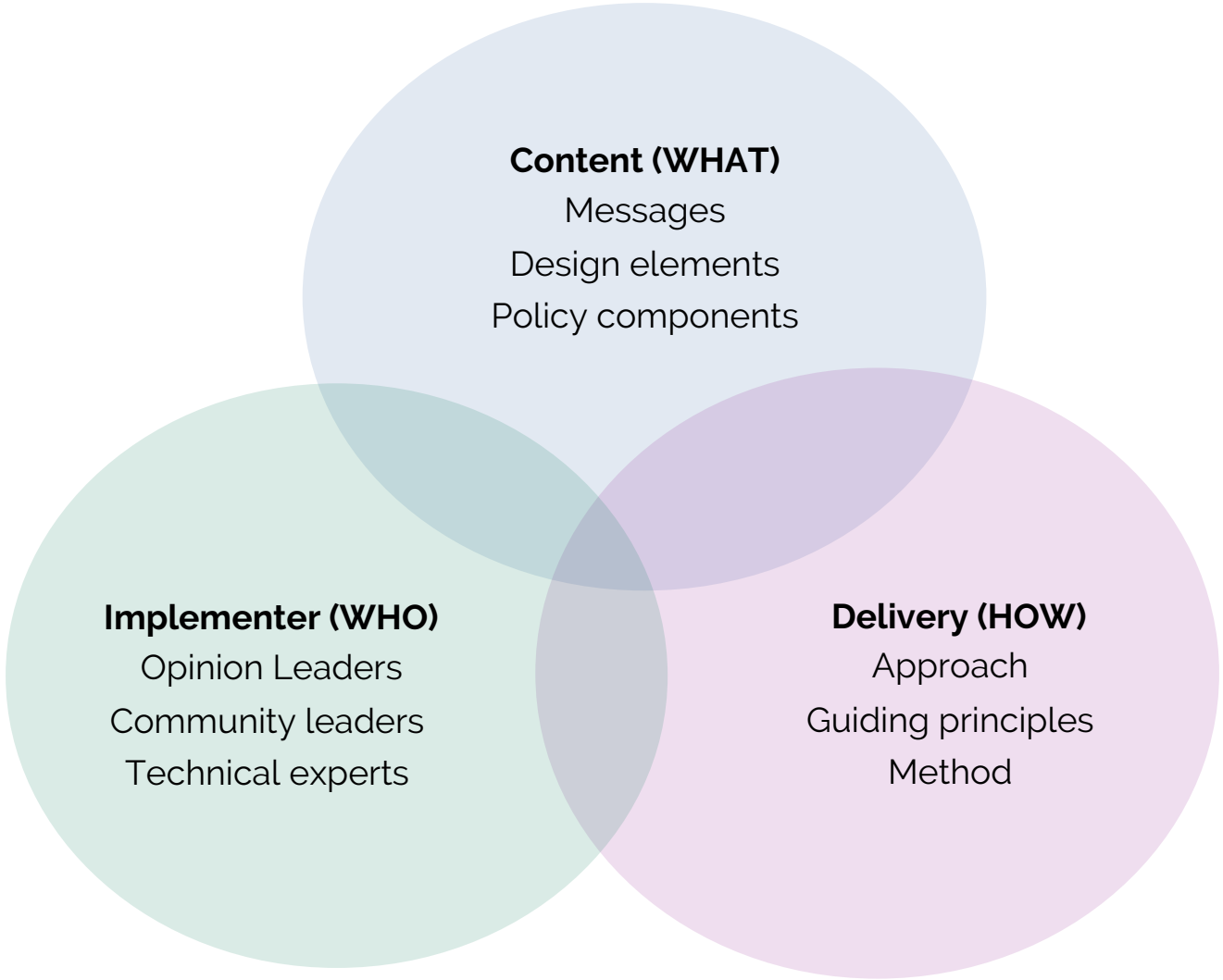
Marc Zimmerman, Ph.D., YES Director
University of Michigan School of Public Health

_____
_____, *YES Leader*
_____

WHO: Essential Group Leader Characteristics (Examples)

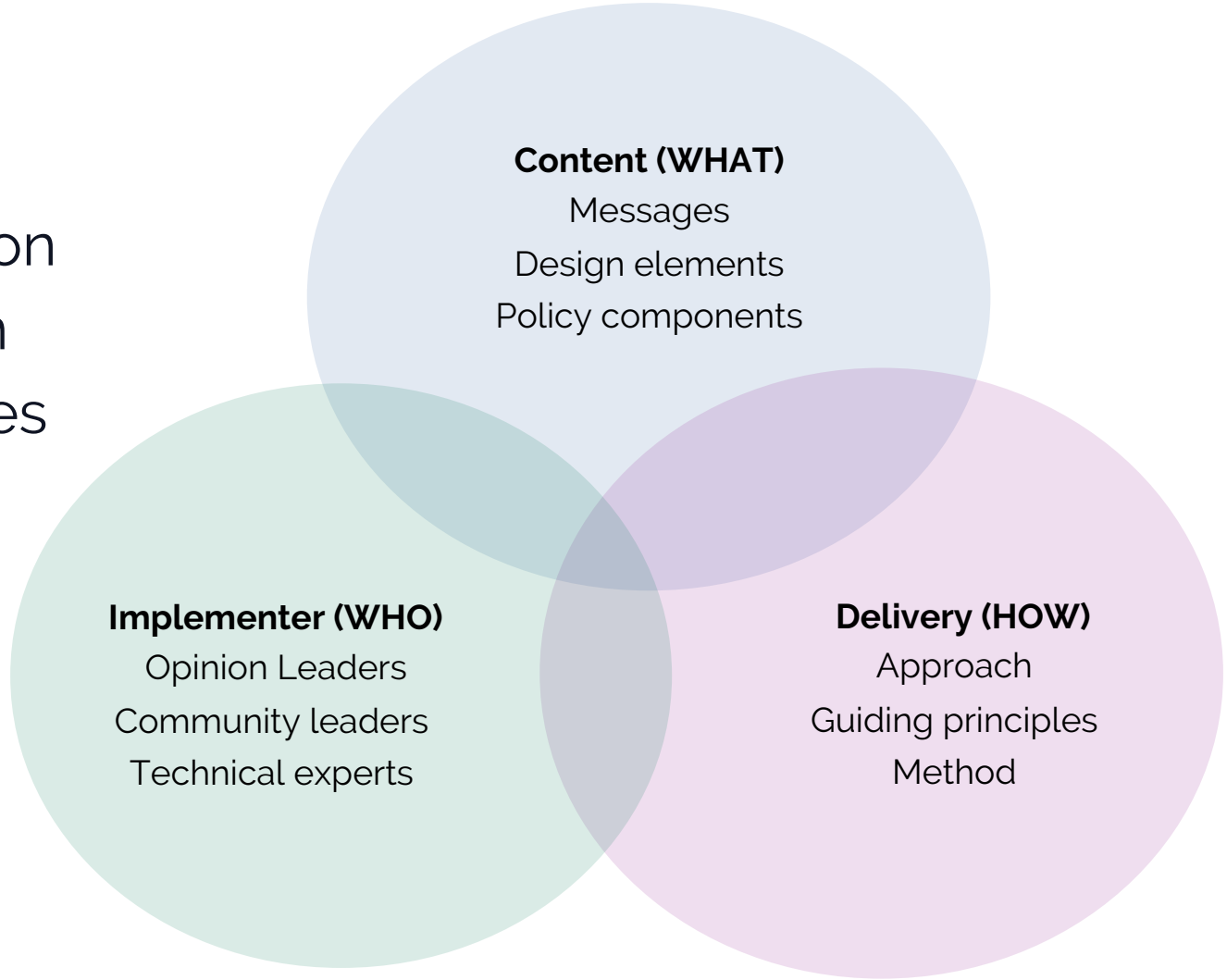
- Must possess a genuine interest in helping students succeed
- Must have a working knowledge of youth development principles
- Should possess good student management skills
- Neighborhood advocates need to possess a fondness for young people, strong desire to see them succeed and a flexible approach.

Essential Elements of Other Prevention Strategies



Essential Elements of Other Prevention Strategies

- Social Media
- Media Campaigns
- Community Mobilization
- Policy Implementation
- Environmental Changes

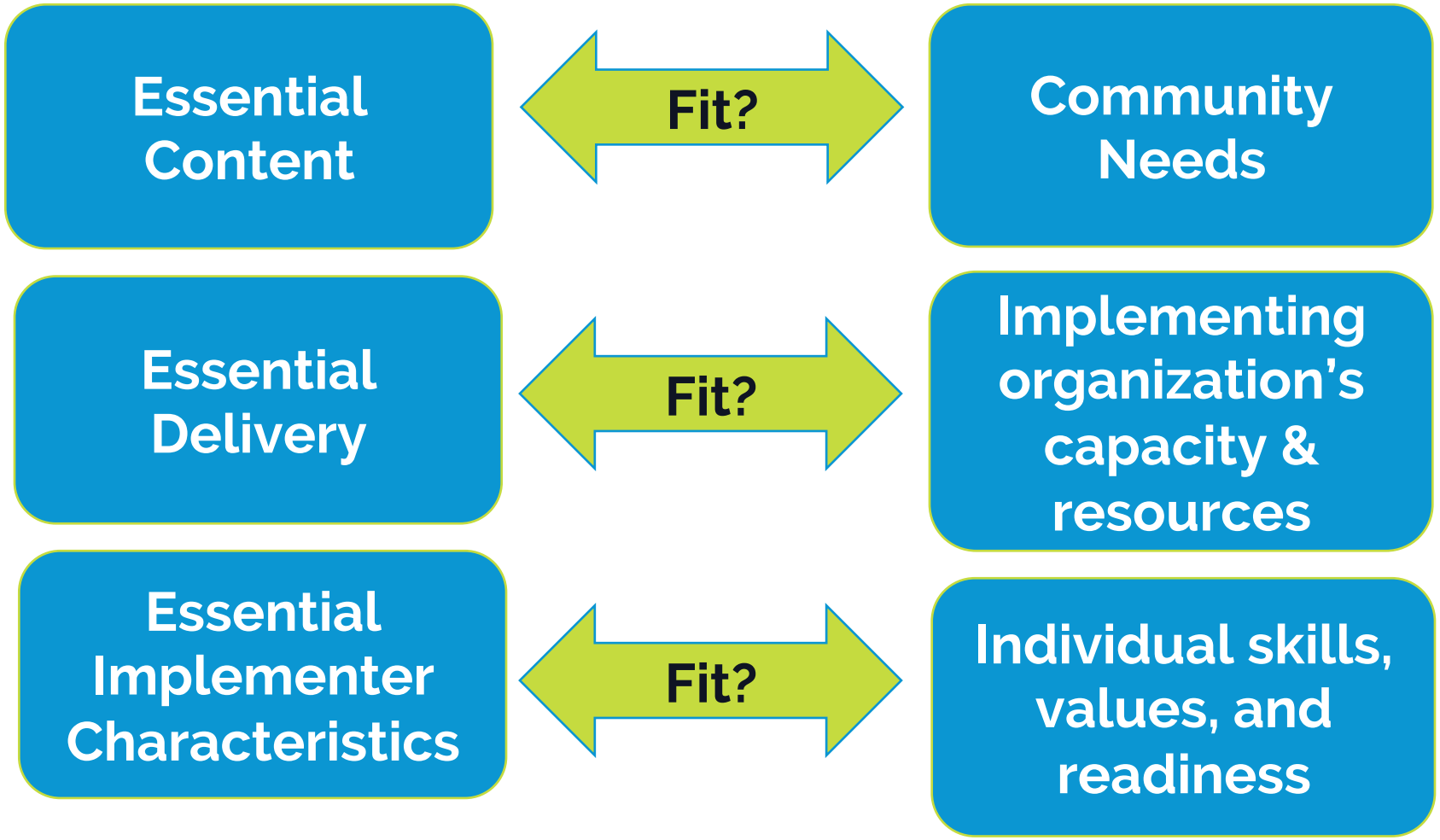


Cleaning and Greening Example

- WHAT – Design Elements
- HOW – Guiding Principles ("best process")
- WHO – Community leaders who organize activities and resident volunteers

Using Essential Elements to Assess Program Fit

Using Essential Program Elements to Assess Fit



Using Essential Elements to Select a Program or Strategy: Essential Delivery (HOW)

II. IS YES RIGHT FOR YOU?

Is YES a program that your community needs and wants to support?

- Are there youth in your community who need opportunities for positive engagement?
- Will YES provide an alternative for youth who may be underserved? Do similar programs already exist?
- Will you have support from key stakeholders such as community groups, schools, faith-based organizations and local businesses?

Does your organization have experience with youth programming?

YES leaders must have appropriate training and experience to carry out a youth program. YES is designed for, and has been evaluated with, middle school children. YES has also been implemented with elementary through high school students. Organizations should be prepared to work with youth from diverse cultural, economic and social backgrounds, some of whom may have learning or behavioral challenges.

Do YES program goals fit those of your program?

YES short-term goals:

- Empower youth to change their community.
- Create a positive setting for youth to develop.
- Help form positive relationships among youth and adults.

The success and sustainability of the youth projects that are completed during the YES program depend on the involvement of the community to support them. In the case of school programs this might mean the principal or school board. For community based projects this could be the city council, county commission, public safety or neighborhood organizations.

YES long-term goals:

- Change conditions in the community that play a part in causing youth violence.
- Promote attitudes that support community participation and nonviolence.
- Reduce the number of youth who are victims and perpetrators of violence.

Does your organization have the capacity to carry out the YES program effectively?

- Recommended staffing includes a 0.20 - 0.25 FTE for 2 sessions per week with 10-20 students. Staff hours include recruitment, prep-time, and networking in the community for volunteers and resources for projects.
- The full YES Curriculum includes thirty-seven 90-minute sessions and 8 hours to complete a community project, for a total of 63.5 hours.
- The condensed YES Curriculum (see Appendix B) includes eighteen 80-minute sessions and 8 hours to complete a community project, for a total of 32 hours.

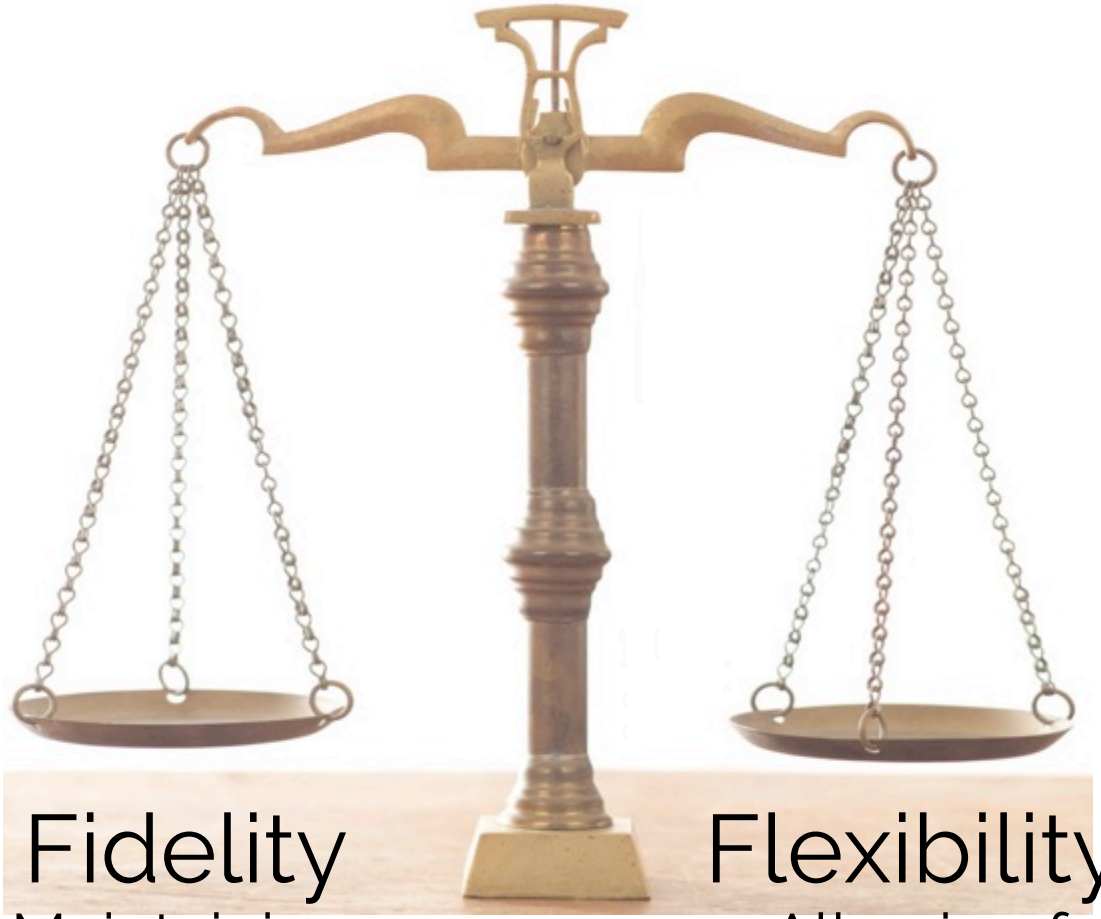
Using Essential Elements to Select a Program or Strategy: Essential Delivery (HOW)

Worksheet #1. Organizational Capacity - YES Program Essentials			
1.	Is YES a program that your community needs and wants to support?	Yes	No
2.	Does your organization have experience with youth programming?	Yes	No
3.	Does your organization have strong connections with other community organizations?	Yes	No
4.	Does your organization have access to volunteers who could help implement YES?	Yes	No
5.	Does your organization create a positive setting for youth to develop?	Yes	No
6.	Does your organization help form positive relationships between youth and adults?	Yes	No
7.	Does your annual budget include the necessary staff time, materials for community projects, transportation (if needed), and curriculum supplies?	Yes	No
8.	Does your organization have a regular meeting space that is convenient and accessible to participants?	Yes	No
9.	Do you have access to technology in your meeting space or other accessible location (internet, computers, TV/DVD player, etc.)?	Yes	No
10.	Will your organization be able to complete the full YES Curriculum (37 sessions + 8 hours for project)?	Yes	No
11.	Will your organization be able to complete the condensed YES Curriculum (18 sessions + 8 hours for project) (Appendix B.)?	Yes	No
If you answered **"no"** to any of these questions what can you do to better prepare your organization to implement YES?			

Using Essential Elements to Select a Program or Strategy: Essential Implementer Characteristics (WHO)

Worksheet 2. YES Staff Experiences and Skills			
Program Manager/Supervisor			
1.	Has experience with youth programming?	Yes	No
2.	Has strong relationships with community organizations?	Yes	No
3.	Has experience managing staff who work with youth?	Yes	No
4.	Has experience recruiting and managing volunteers?	Yes	No
5.	Understands and supports the goals of youth empowerment?	Yes	No
6.	Is familiar with host organization's policies and procedures?	Yes	No
Group Leader			
1.	Has experience working with youth with diverse backgrounds and needs?	Yes	No
2.	Is able to collaborate well with other staff and volunteers?	Yes	No
3.	Is able to engage youth and allow them to take leadership?	Yes	No
4.	Is able to plan and organize YES sessions in advance?	Yes	No
5.	Is able to respond to the needs of youth, while maintaining focus on the program?	Yes	No
6.	Understands the core components of the YES program?	Yes	No
7.	Has or is able to acquire a familiarity with community resources?	Yes	No
8.	Understands host organization's policies and procedures?	Yes	No
Volunteer Neighborhood Advocate			
1.	Has experience working with youth with diverse backgrounds and needs?	Yes	No
2.	Is able to engage youth and allow them to take leadership?	Yes	No
3.	Understands purpose and goals of YES program?	Yes	No
4.	Has familiarity with the local community?	Yes	No
If you answered no to any of these questions what can you do to prepare your organization to satisfy the YES program's staffing needs?			

Finding the Balance: Fidelity and Flexibility



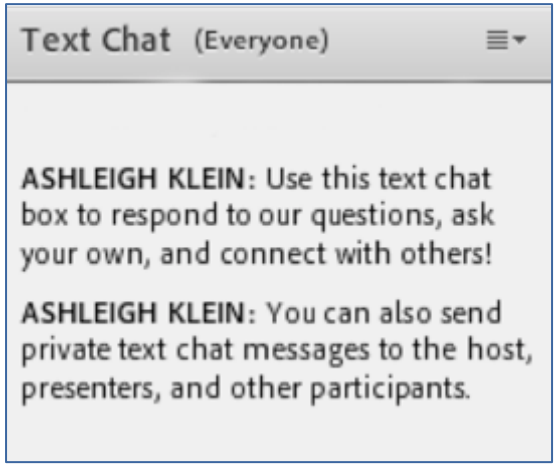
Maintaining Essential Elements

Allowing for Adaptations

Thinking of the considerations you listed in the last Text Chat Question, what adaptations would you or have you implemented based on those considerations?

Text Chat Question

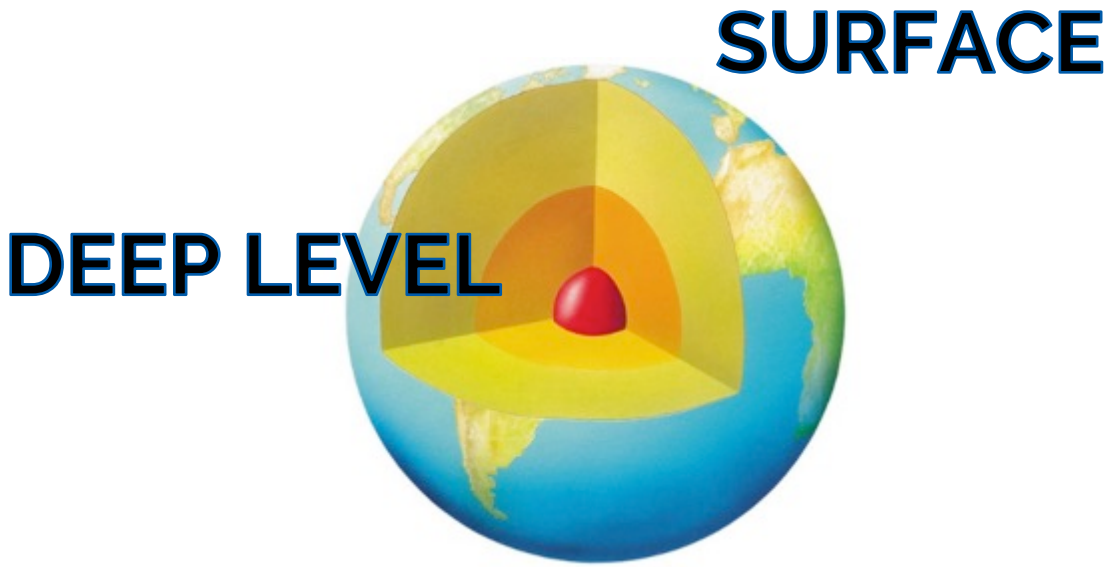
Use the Text Chat feature to answer the question.



What are program adaptations?

- Adaptations refer to changes made to an evidence-based strategy including additions, deletions, modifications and reordering.

- Adaptation Timing
  - Before implementation starts
  - During implementation



Common Program Adaptations and Reasons

Common Reasons

- To increase participant understanding and participation
- To make lessons more relevant for participants
- To create/maintain relationships with participants
- To respond to limited time and resources
- To fit with practitioner teaching style and approach

Common Types

- Modifications to delivery or implementer
- Additions or deletions to content
- Changes to sequence and timing

Framework for Evaluating Adaptations Using Core Components

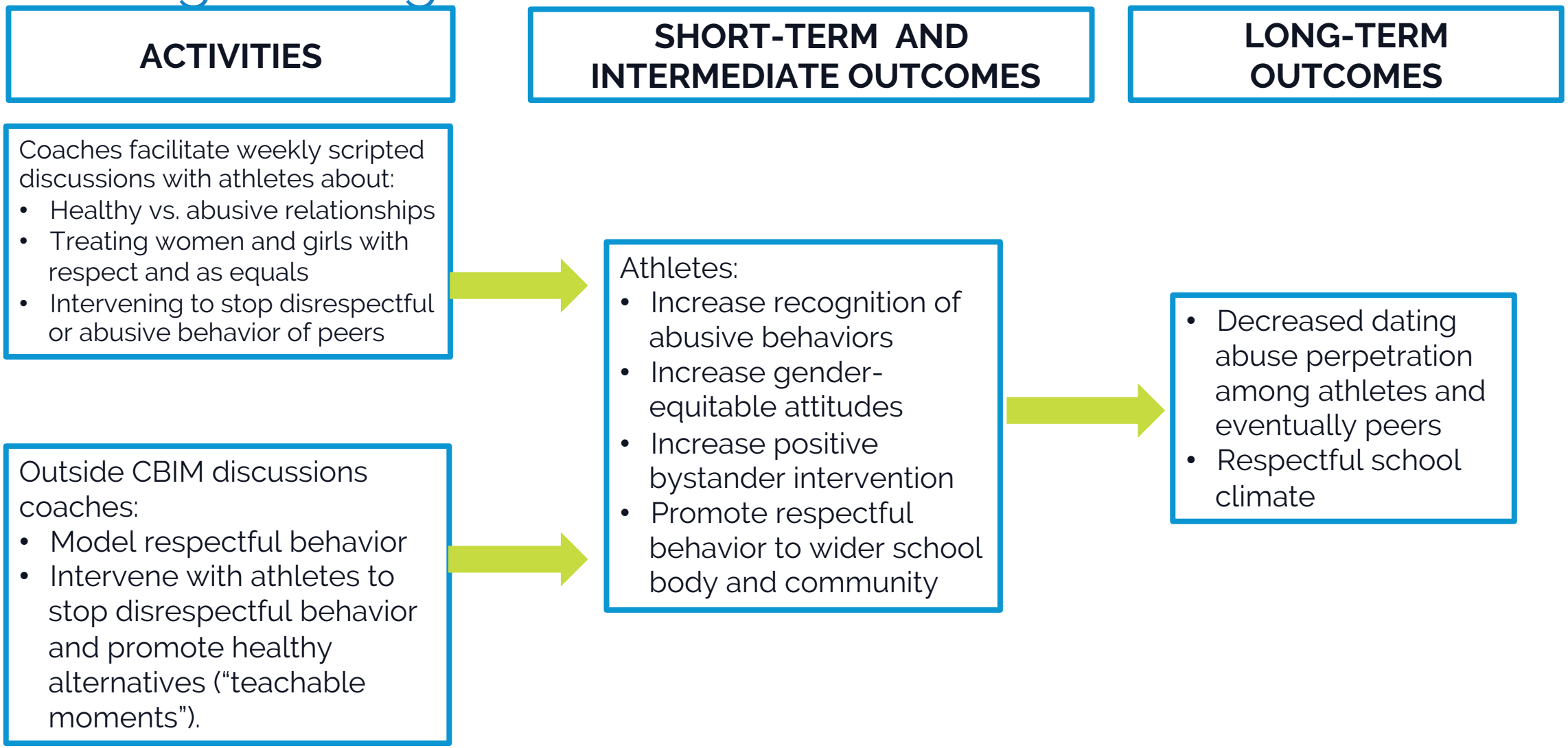
Green light adaptations:
Maintain essential elements and may improve program fit and usability.

Red light adaptations:
Likely to compromise essential elements or alter how they work together.

Coaching Boys Into Men (CBIM): An Example

Coaching Boys into Men (CBIM)

CBIM Program Logic



Essential Content

Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning language or attention and emotional, verbal, physical, or sexual abuse.

CBIM Essential Delivery Components:

- Coaches facilitate 12 discussions over the course of at least 6 weeks with no more than 2 discussions per week.

- Teaching methods are interactive. Implementers use real life examples to convey program messages and ask athletes to answer questions and share their experiences.

Essential Implementer Characteristic:

Implementers are dedicated to building a strong relationship with their athletes based on trust and respect.

Adaptation Tool

Coaching Boys INTO MEN
CoachesCorner.org

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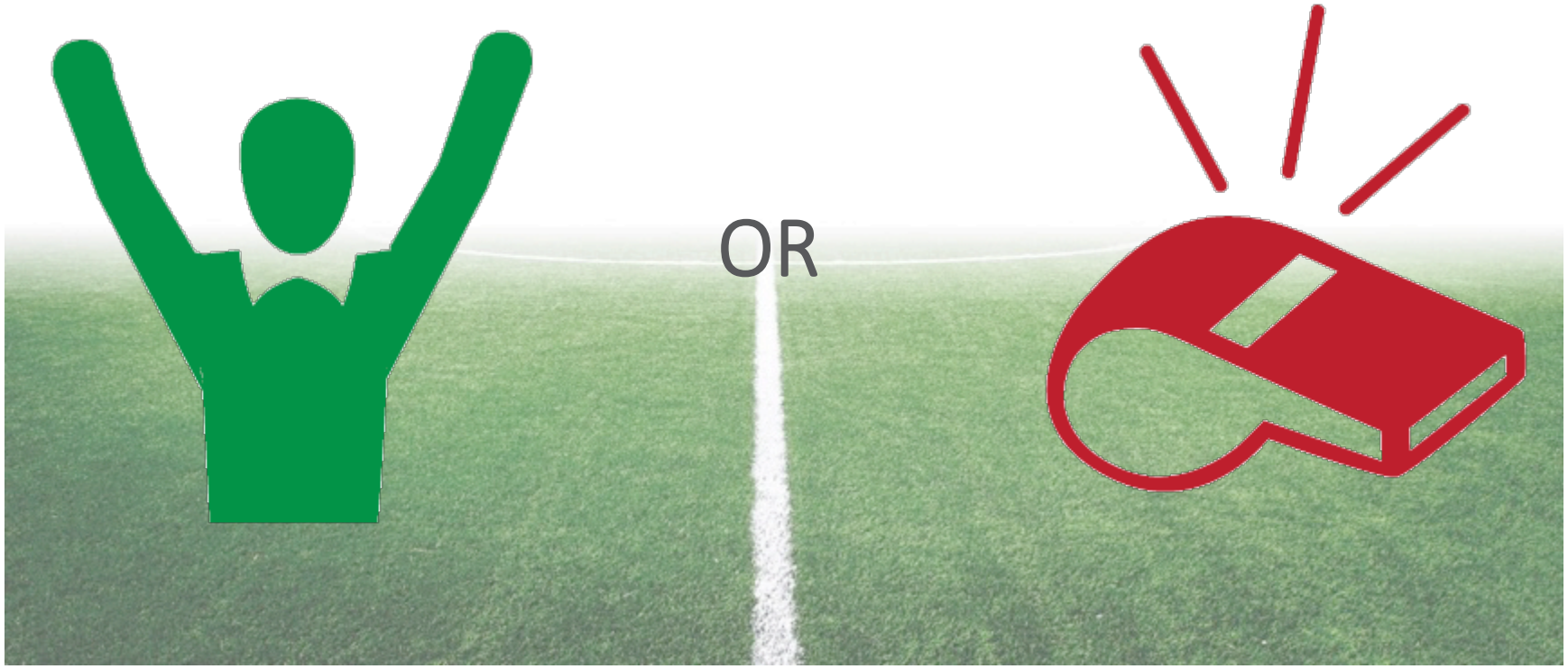
Fair or Foul Play?



Coaching Boys INTO MEN
CoachesCorner.org

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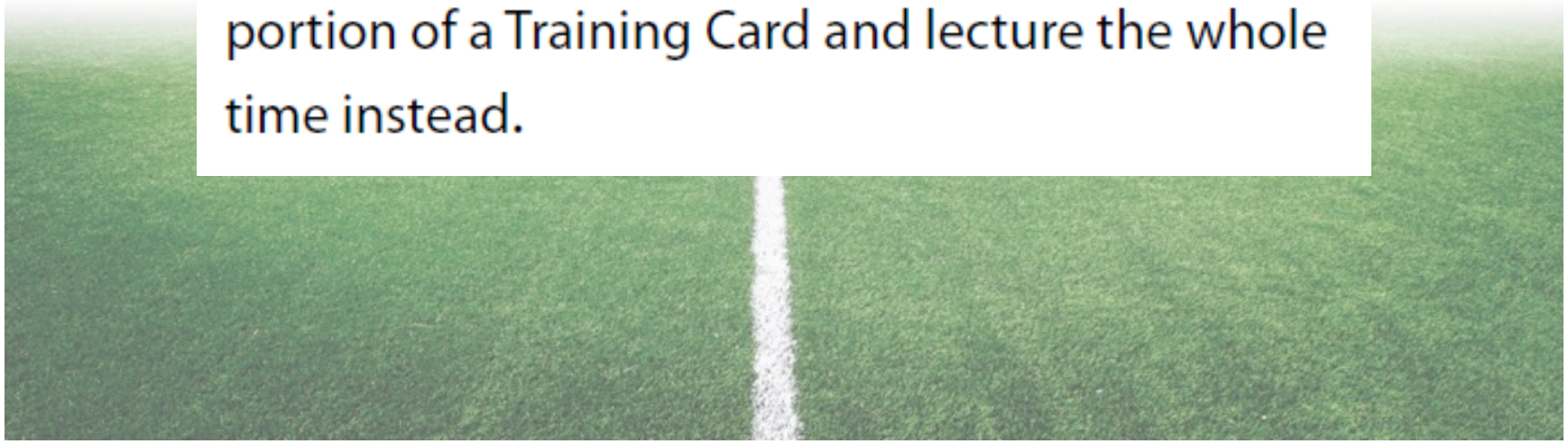
Example: Fair or Foul Play?

The play:

A coach who is accustomed to lecturing his team on sports strategy decides to skip the discussion portion of a Training Card and lecture the whole time instead.



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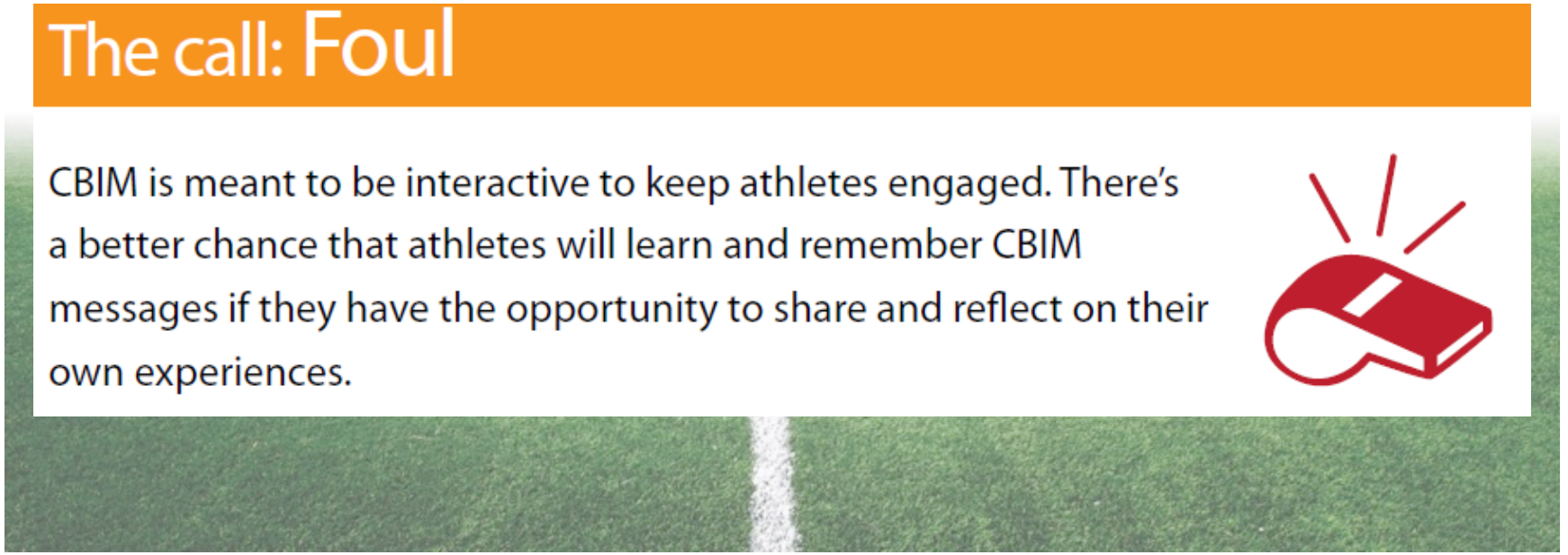
Example: Fair or Foul Play?



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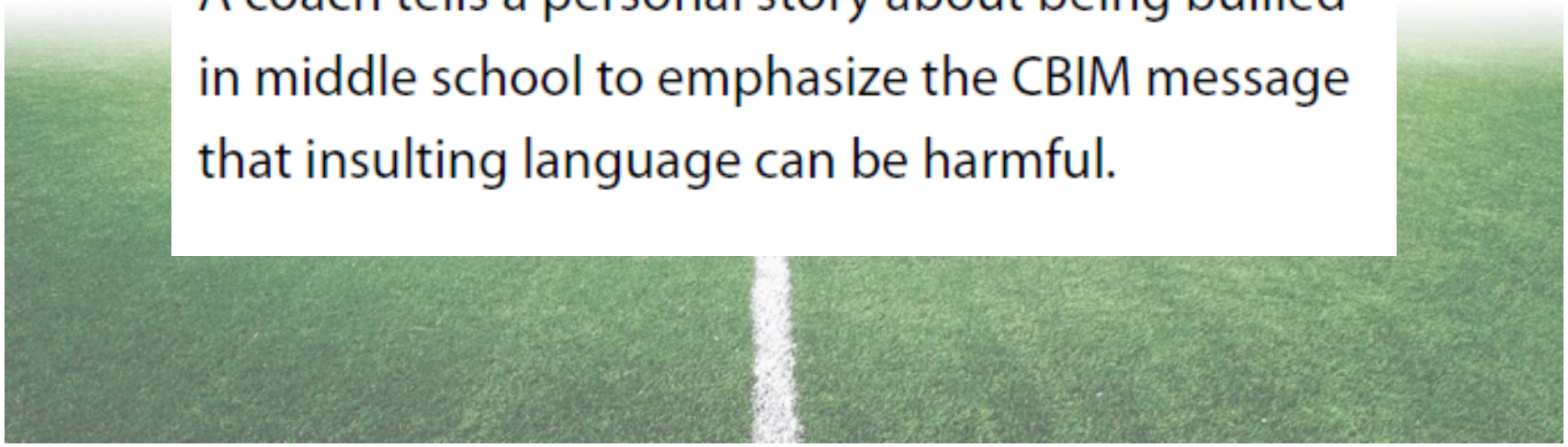
Example: Fair or Foul Play?

The play:

A coach tells a personal story about being bullied in middle school to emphasize the CBIM message that insulting language can be harmful.



Coaching Boys INTO MEN
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Example: Fair or Foul Play?

The call: Fair Play

The story used by the coach reinforces a key CBIM message and makes delivery more engaging. The stories or examples you use in CBIM delivery should always reinforce rather than distract from key Training Card messages.

Coaching Boys INTO MEN
CoachesCorner.org

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Using Essential Elements to Design Implementation Evaluations

What implementer qualities and characteristics are essential for success?	What does this look like / involve, why is this important?	How can I know if this is in place?	How can I know if this is not in place?
[combine w/ relationship]			
Teacher has a genuine interest in helping participants succeed.	*There must be a sincere desire on part of teacher to empower young people*	*Teacher treated his/her students with respect by listening to students when they participated, not talking over them, and validating their responses.*	*Teacher was rude or short with the students.*
Relationship between participants and implementer is characterized by trust and respect	*Messages are more likely to be received by participants who trust and respect their teacher*	*Students showed respect to the teacher by listening, speaking one at a time, facing the teacher, and using a respectful tone of voice.*	*Students did not listen, talked over the teacher and each other, or made sarcastic comments.*
		Teacher provided relevant and age appropriate examples to which the students could relate.	*Teacher did not seem to know students well based on the examples used: inappropriate or irrelevant.*
		Teacher encouraged participation by praising, affirming, and by acknowledging contributions	*Teacher ignored students who tried to participate.*
		Teacher redirected off-the-mark responses in such a way that student contributions were not undermined.	*Teacher was impatient, shot down students' responses, or did not pose questions*

Program Evaluation Tool 4. Assessing Delivery of Essential Knowledge, Messages, and Skills

Practitioners can assess how well essential knowledge, messages, and skills identified in Worksheet #1 were supported in each session by using the template below. An observer can use this section to observe the extent to which the implementer delivered key messages, knowledge, and skills-building activities. A post-test or follow-up survey can be given to participants to assess the extent to which skills were built and knowledge and messages were retained. This tool can be copied and used for individual sessions as a standalone tool, or it can be used in combination with other tools in this document.

If the session was designed to communicate key messages to participants, what were they? (Refer to worksheet #1)	To what extent were key messages communicated?	Not at all	Somewhat	Fully

If the session was designed to increase knowledge among participants, what were participants expected to learn? (Refer to worksheet #1)	To what extent was essential knowledge (facts, ideas) communicated?	Not at all	Somewhat	Fully

If the session was designed to increase certain skills, what were they? (Refer to worksheet #1)	To what extent were skills-building activities delivered?	Not at all	Somewhat	Fully

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

Program Evaluation Tool 2. Assessing Implementer–Participant Relationship[19]

The questions below ask an observer to think about how the implementer delivered the session and his or her relationship with participants. This tool can be used by an observer as is, or it can be tailored to reflect the essential elements of a specific prevention approach. If there is more than one implementer, you can answer the questions about the primary implementer or make additional copies of this tool to assess the participant–implementer relationship across all implementers.

1. In your opinion, what was the overall quality of the implementer–participant relationship? Refer to the examples of negative and positive implementer behaviors below to help you rate.

1 (Poor)	2 (Good)	3 (Exceptional)
Implementer demonstrated more negative than positive behaviors.	Implementer demonstrated mostly positive behaviors. Few negative behaviors, if any, were noted.	Implementer demonstrated positive behaviors throughout the session.

Examples of POSITIVE group leader behaviors		Examples of NEGATIVE group leader behaviors	
Used respectful language and a warm tone of voice. Encouraged all participants to participate, did not talk over them, and validated contributions.	☐	Was rude or short with participants; ignored, dismissed, put down, or embarrassed participants; talked over participants; did not validate participants' contributions.	☐
Demonstrated genuine interest in helping participants succeed; showed an interest in participants beyond what happened in class.	☐	Showed little interest in participants; did not interact with them beyond what was outlined in the session.	☐

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

Program Evaluation Tool 1. Tracking and Reflecting on Adaptations

This section can be used by an observer or implementer to track adaptations and record overall impressions during a given session. This section can be copied and used for individual sessions as a standalone tool or, it can be used in combination with other sections in this document.

Observer Name: _____ **Implementer Name:** _____

Session #: _____ **Date:** _____

Activity	Complete?	Describe changes, if any, and general impressions about delivery and participant response.
	☐	

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

V. REFLECTING ON YOUR ADAPTATIONS

Collecting information about adaptations during implementation can help you understand whether they were implemented as intended, how the participants responded, and whether the activity achieved its intended goals and preserved the YES core components. The information you collect can be formal or informal. We have provided a worksheet to assist you in recording your reflections.

Worksheet #4 Reflecting on Your Adaptation			
Session Title:			
Unit Number:	Session Number:		
What adaptation was tested?			
How was the adaptation tested?			
Who provided feedback?	Youth	Group Leader	Observer
How was feedback collected?	Written	Verbal	Both
What feedback did you receive?			
Was the adaptation successful?	Yes	Partially	No
Are there modifications to the adaptation that you will make based on feedback?			
If the adaptation was successful, how will you ensure that it is maintained?			

http://yes.sph.umich.edu/curriculum/adaptation-guide/

Cleaning and Greening Example

- WHAT – Design Elements
- HOW – Guiding Principles ("best process")
- WHO – Community leaders who organize activities and resident volunteers

Greening and Cleaning Example

WHAT = Design Elements

- Greened lots should provide a welcoming look that clearly identifies the space is open to residents
- Borders should delineate public and private space without creating dense or blocked areas
- Spaces should include features that promote community connectedness, such as play space, benches and community gardens

Greening and Cleaning Example

HOW = Guiding Principles

- A resident collective with decision-making authority should be formed to plan and implement greening activities
- Residents should participate in greening activities, such as trash pick-up, landscaping and maintenance

Cleaning and Greening Example

WHO – Community Leaders and residents

- Leaders who organize residents must believe greening is a legitimate way to increase community connectedness and safety, and they must want to promote green space to cultivate healthy communities

- Resident volunteers should be motivated to self-organize and must be committed to cleaning and greening activities that bring together residents for a common goal

Cleaning and Greening Example

The community collective partnered with a local fence business that has offered to donate chain link fence for some of the green spaces to help delineate “greened” areas.

Is this an adaptation?

Cleaning and Greening Example

The community collective partnered with a local fence business that has offered to donate chain link fence for some of the green spaces to help delineate “greened” areas.

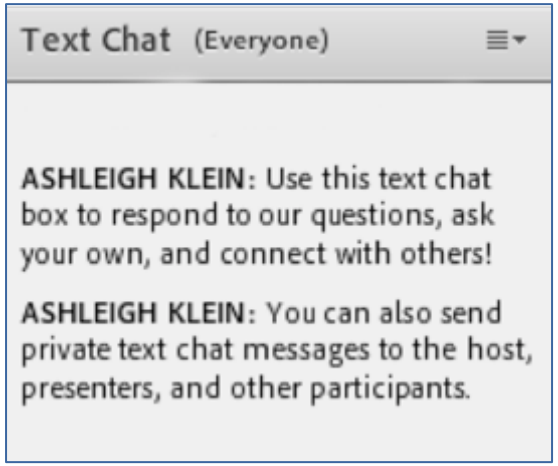
Let’s assume it is an adaptation to the typical model that uses low hedges to create borders, is it red or green light? Why?

Put your answers in the text chat box

What are some examples of essential elements for community-level prevention strategies you are implementing?

Text Chat Question

Use the Text Chat feature to answer the question.



Take Away

- Essential elements are the assumed active ingredients of a program or prevention strategy

- Understanding a program's internal logic and essential elements can facilitate adaptations that do not compromise outcomes

Online Adaptation Resources

Adaptation Section in Violence Prevention in Practice

Violence Prevention in **PRACTICE**

STORIES RESOURCES APPROACHES CONTACT

Adaptation

find the policies, practices, and programs that fit

Policies, practices, and programs are sometimes evaluated within a particular context that may be different from your community. State and local agencies may decide to make adaptations to policies, practices, and programs to fit their local context. This requires identifying and maintaining what is essential as you make necessary changes.

The content of this page is from Using Essential Elements to Select, Adapt and Evaluate Violence Prevention Approaches.

Adaptations are changes, such as additions, deletions, modifications, or reordering made before or during implementation to an existing policy, practice, or program. Common reasons for adaptation:

- Increasing relevancy and understanding among participants
- Increasing participation
- Creating or maintaining relationships
- Responding to limited time and resources.

Three Steps for Adapting:

Identify Essential Elements → Adapt the Approach → Track and Evaluate Adaptations

Download Accessible PDF

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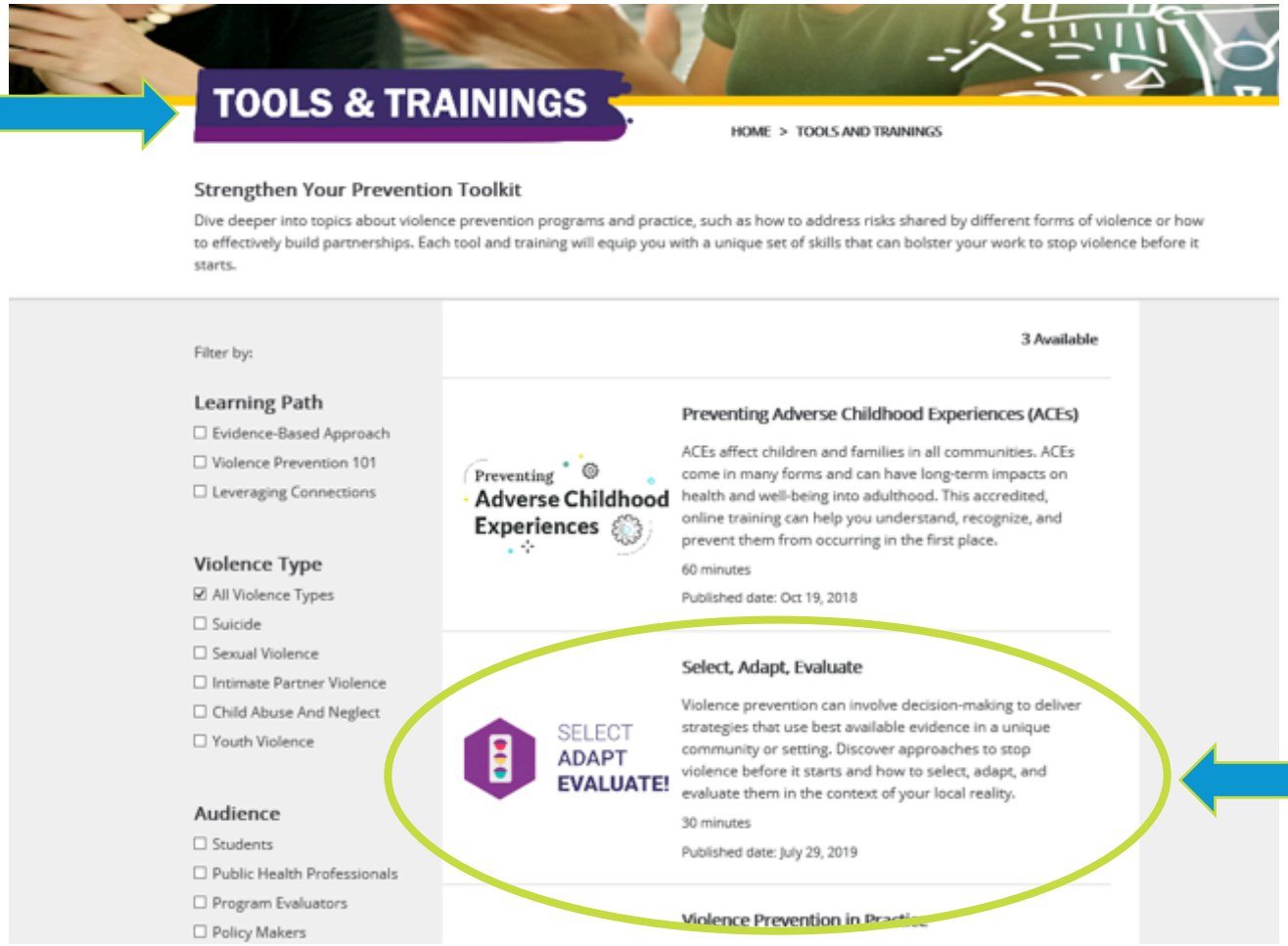
SELECT, ADAPT, **EVALUATE!**

HOW TO USE **ESSENTIAL ELEMENTS** TO INFORM
YOUR VIOLENCE PREVENTION APPROACHES

https://vetoviolence.cdc.gov/apps/adaptation-guidance/

VetoViolence.gov

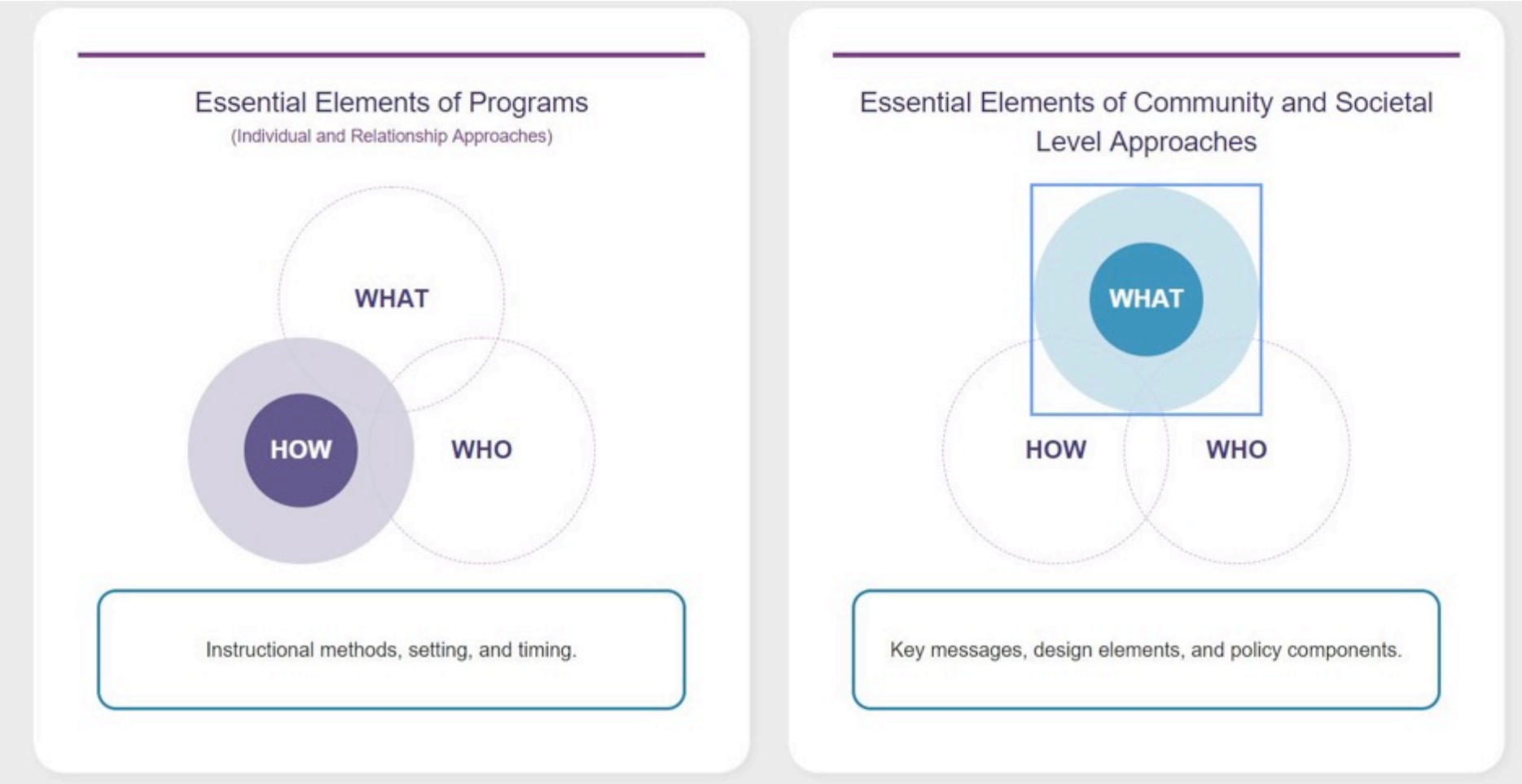


Purpose of Tool

This online tool will help you to:

- Understand Evidence-Based Approaches
- Estimate Essential Elements
- Assess Fit
- Make Adaptations
- Evaluate Adaptations

Interactive Elements



Concrete Examples

Examples for Programs

WHAT | HOW | WHO

ESSENTIAL ELEMENTS

Each session should be delivered for 60 minutes.

ADAPTATION

To develop rapport with participants, the implementer delivers for 90 minutes.

MAY BE GREEN LIGHT IF...

Participants are engaged in activities and become more comfortable with implementer.

MAY BE RED LIGHT IF...

Participatns express disinterest and discomfort.

Examples for Community and Societal Approaches

WHAT | HOW | WHO

ESSENTIAL ELEMENTS

Clearly defining public and private property while enhancing a sense of community, well-being and safety in public places.

ADAPTATION

Instead of creating a boundary using landscaping, partners propose building a fence around the boundaries of a public park.

MAY BE GREEN LIGHT IF...

The fence selected is low and decorative and a wide opening is left at the entrance to the park to ensure individuals feel welcome to use the space.

MAY BE RED LIGHT IF...

A high chain-link fence is selected that gives the impression that the space is off limits or that individuals are not welcome to use the space.

Knowledge Checks

Community organizers decide to fund raise in order to hire a landscape company to complete greening activities using the design plan that was created through a community planning process.

Consider what you've learned about using the essential elements of a program to assess fit.

Would this be a GREEN light or a RED light adaptation?

Incorrect!

This is likely a RED light adaptation because one of the principles of the green space approach is to increase community connectedness and cohesion through the actual greening activities. By hiring a professional landscaping company, this reduces opportunities for community members to work together to reach a common goal and connect with other community members.

Community organizers move forward with the approach and involve community members in the process. They decide to ask residents who are helping with greening efforts to recruit one friend or family member to help with planting efforts. They allow residents to recruit individuals from outside the neighborhood.

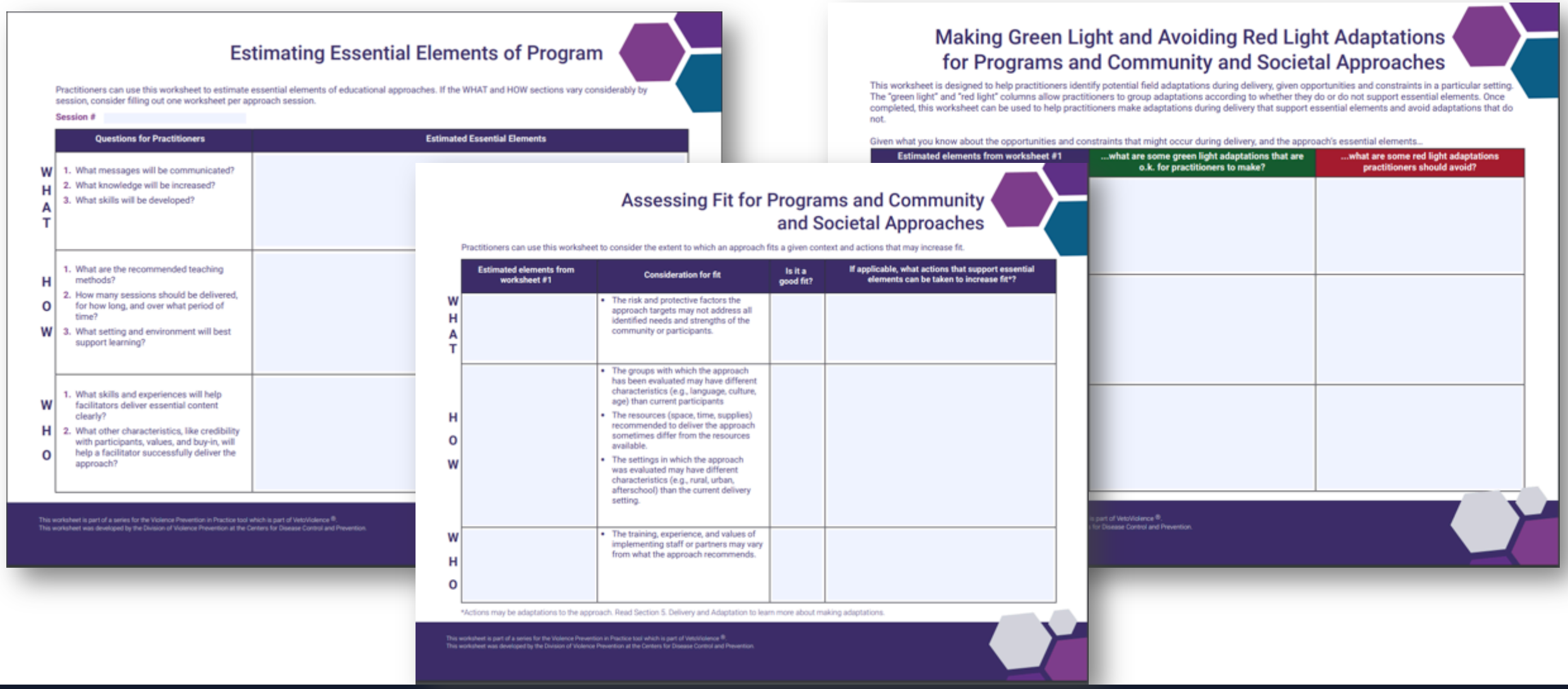
Consider what you've learned about using the essential elements of a program to assess fit.

Would this be a GREEN light or a RED light adaptation?

Correct!

This is likely a GREEN light adaptation because the HOW element of engaging residents in efforts is maintained and having additional help from individuals outside the neighborhood will probably not undermine neighborhood residents' connecting with each other and building community cohesion.

Downloadable and Fillable Worksheets



Estimating Essential Elements of Program

Practitioners can use this worksheet to estimate essential elements of educational approaches. If the WHAT and HOW sections vary considerably by session, consider filling out one worksheet per approach session.

Session #

	Questions for Practitioners	Estimated Essential Elements
WHAT	1. What messages will be communicated? 2. What knowledge will be increased? 3. What skills will be developed?	
HOW	1. What are the recommended teaching methods? 2. How many sessions should be delivered, for how long, and over what period of time? 3. What setting and environment will best support learning?	
WHO	1. What skills and experiences will help facilitators deliver essential content clearly? 2. What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the approach?	

This worksheet is part of a series for the Violence Prevention in Practice tool which is part of VetoViolence®.
This worksheet was developed by the Division of Violence Prevention at the Centers for Disease Control and Prevention.

Making Green Light and Avoiding Red Light Adaptations for Programs and Community and Societal Approaches

This worksheet is designed to help practitioners identify potential field adaptations during delivery, given opportunities and constraints in a particular setting. The "green light" and "red light" columns allow practitioners to group adaptations according to whether they do or do not support essential elements. Once completed, this worksheet can be used to help practitioners make adaptations during delivery that support essential elements and avoid adaptations that do not.

Given what you know about the opportunities and constraints that might occur during delivery, and the approach's essential elements...

Estimated elements from worksheet #1	...what are some green light adaptations that are o.k. for practitioners to make?	...what are some red light adaptations practitioners should avoid?

This worksheet is part of VetoViolence®.
for Disease Control and Prevention.

Assessing Fit for Programs and Community and Societal Approaches

Practitioners can use this worksheet to consider the extent to which an approach fits a given context and actions that may increase fit.

	Estimated elements from worksheet #1	Consideration for fit	Is it a good fit?	If applicable, what actions that support essential elements can be taken to increase fit*?
WHAT		• The risk and protective factors the approach targets may not address all identified needs and strengths of the community or participants.		
HOW		• The groups with which the approach has been evaluated may have different characteristics (e.g., language, culture, age) than current participants • The resources (space, time, supplies) recommended to deliver the approach sometimes differ from the resources available. • The settings in which the approach was evaluated may have different characteristics (e.g., rural, urban, afterschool) than the current delivery setting.		
WHO		• The training, experience, and values of implementing staff or partners may vary from what the approach recommends.		

*Actions may be adaptations to the approach. Read Section 5. Delivery and Adaptation to learn more about making adaptations.

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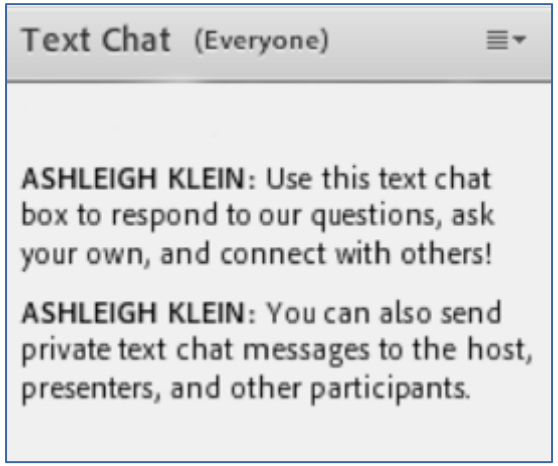
What are some examples of essential elements for community-level prevention strategies you are implementing?

Text Chat Question

Use the Text Chat feature to answer the question.



For more information about "*Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches*" or *Select, Adapt, Evaluate!*

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