

**Welcome,
This Web Conference
Will Begin Soon**



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

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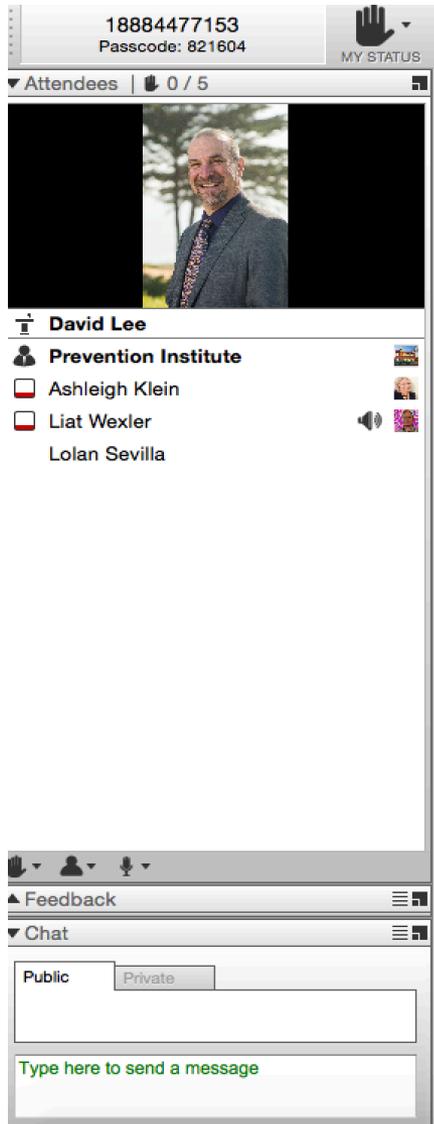
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PreventConnect

- 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 & oppression
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Other PreventConnect Web Conferences

January 25: Back to basics and moving beyond: A prevention approach to sexual and domestic violence

February 15: Intertwined and aligned: Supporting health equity and justice in sexual and domestic violence prevention

March 15: How do we Connect the Dots? Local approaches to preventing multiple forms of violence

May 31: Healthy masculinities: Mobilizing men and boys to foster healthy gender norms

June 28: Community accountability for safety: Building capacity to make sexual and domestic violence prevention a community responsibility

July 19: Organizing for economic opportunity : Movements and strategies to improve economic opportunities for sexual and domestic violence prevention

August 16: A safe place to call home: Strategies and movements to transform the physical/built environment for sexual and domestic violence prevention

August 28: Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches

September 11: #PowerInPrevention Ending Child Sexual Abuse: Survivor Leadership: It's Relevance to Child Sexual Abuse Prevention

September 20: From research to practice: Addressing shared underlying factors to prevent sexual and domestic violence





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

August 28, 2017

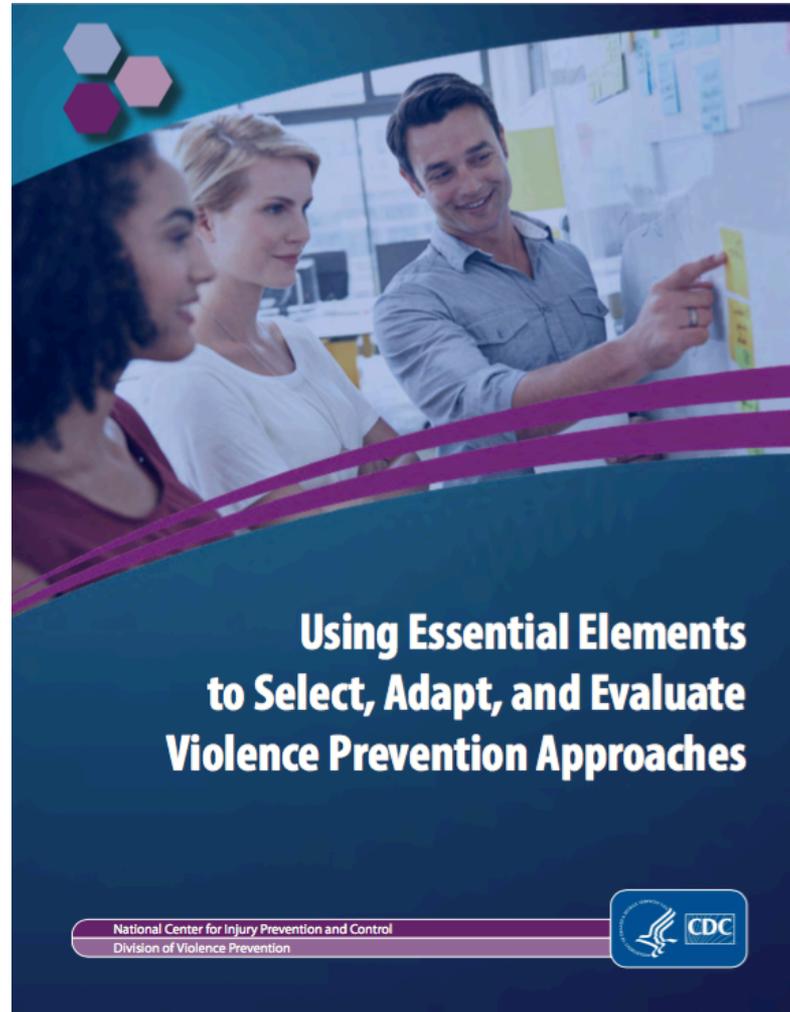
11am-12:30pm PT; 2pm-3:30pm ET

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Learning Objectives

- Identify three types of essential elements and considerations when estimating each of these elements
- Describe how understanding an approach's essential elements can be used to decide which approach to select and to guide delivery once selected
- Identify 1-2 examples of how to make adaptations that maintain the essential elements of an approach while effectively responding to local opportunities and challenges

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

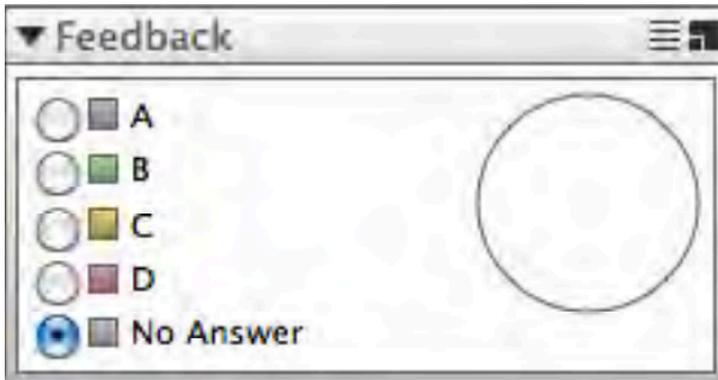


<https://www.cdc.gov/violenceprevention/pdf/adaptationguidance.pdf>



How familiar you are with the guide “Using Essential Elements to Select, Adapt and Evaluate Violence Prevention Approaches”?

Answer on the left



Feedback

A

B

C

D

No Answer

- A. I had not heard about the guide before this web conference was announced
- B. I heard about the guide through a partner announcement or other source
- C. I have reviewed the guide
- D. I have used the guide

Presenters



Kimberley Freire, PHD, MPH



Meredith Stocking, MPP

**Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention**



Text Chat Question



**Why is adaptation
important for
prevention practice?**

Adaptation Project Goals

- Examine perspectives of multiple implementation stakeholders
- Identify types and reasons for adaptations made during implementation
- Facilitate feedback loops among implementation stakeholders to advance implementation goals

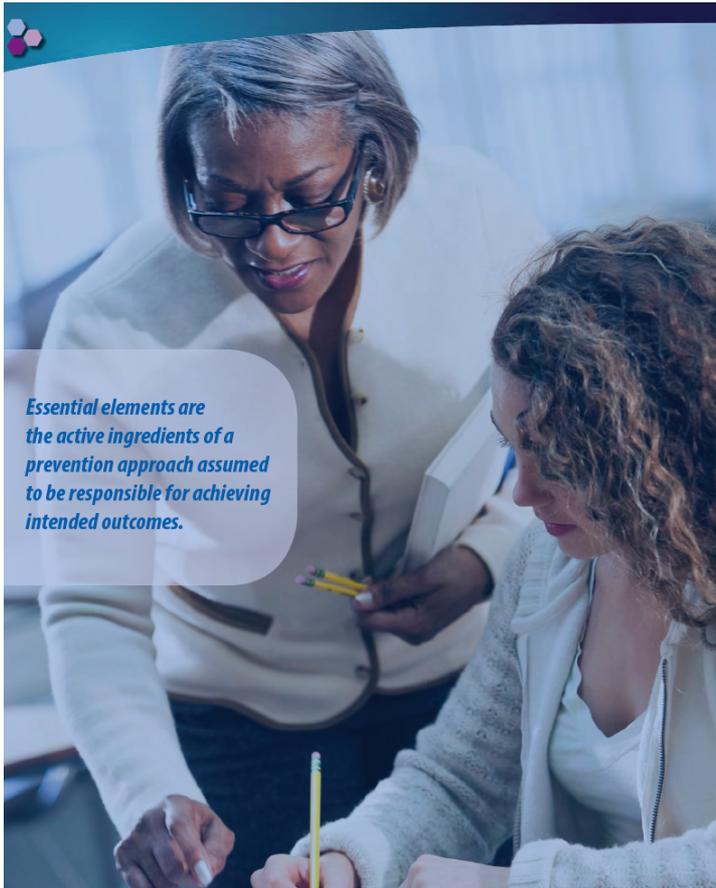
Guiding Questions

Which adaptations are consequential?

Who decides?



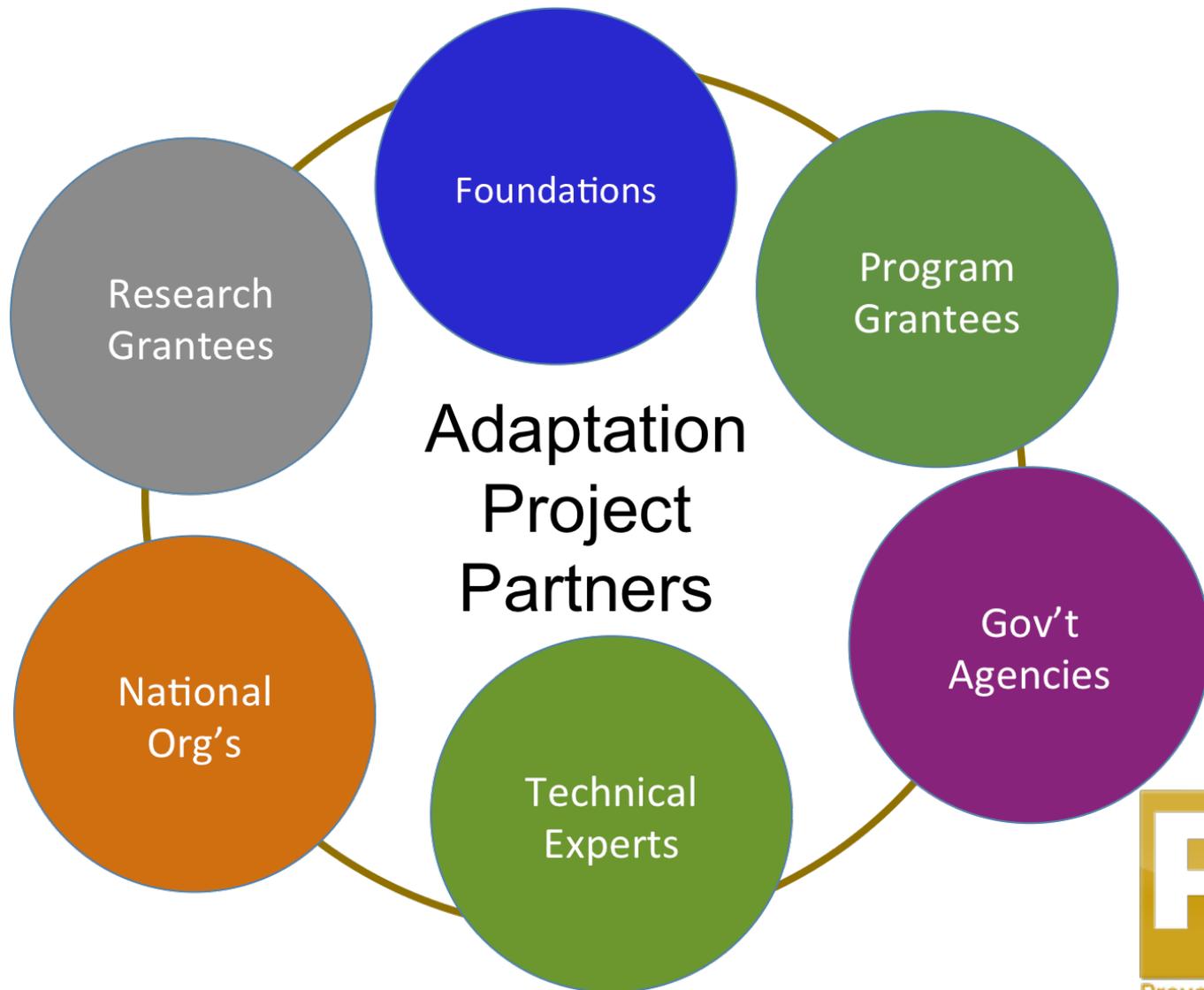
Essential Elements



Essential elements are the active ingredients of a prevention approach assumed to be responsible for achieving intended outcomes.

Practical approach using the best available information to guide implementation decisions

Adaptation Project



Adaptation Project



Adaptation Project

- Identify Essential Elements
- Track and study adaptations
- Interpret findings with stakeholders
- Apply findings to implementation

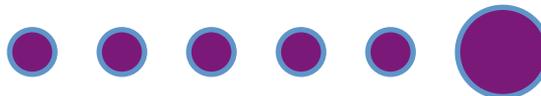


Using Lessons from the Adaptation Project

Examined different perspectives



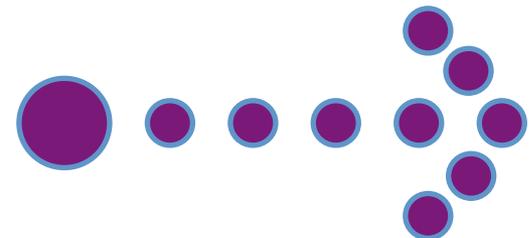
Assessed adaptations



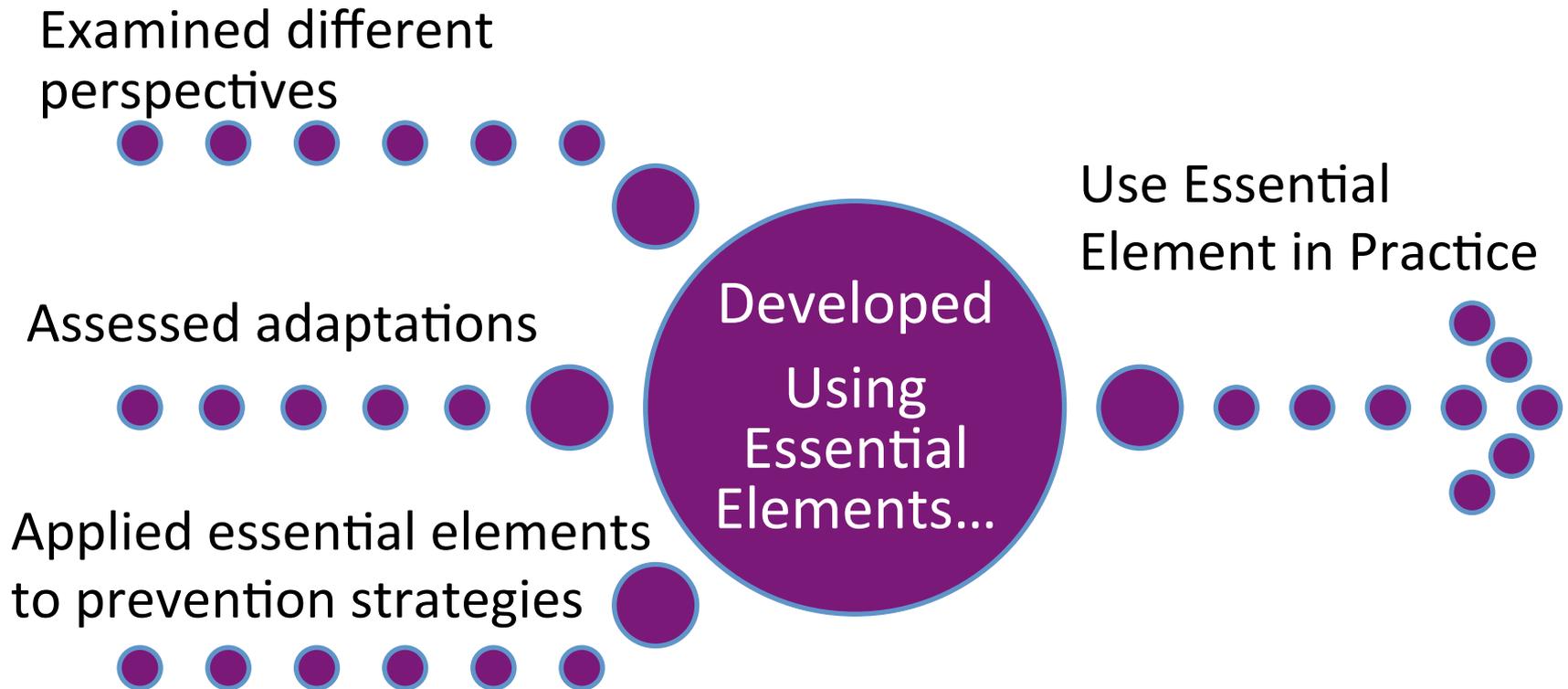
Applied essential elements to prevention strategies



Developed
Using
Essential
Elements..



Using Lessons from the Adaptation Project



Guidance Sections

1. Understanding Evidence-Based Approaches

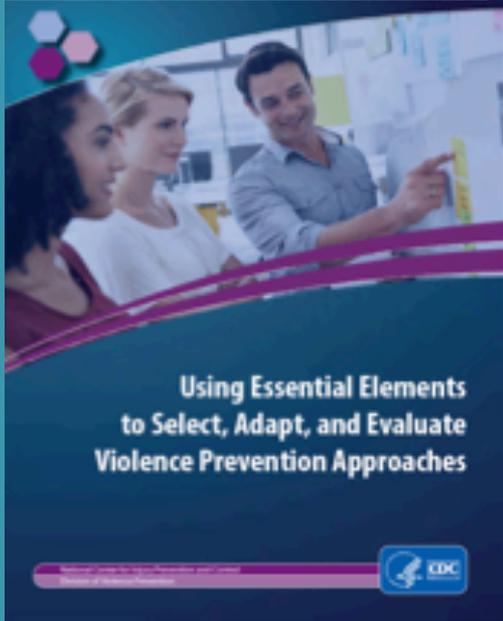
2. Understanding Essential Elements

3. Estimating Essential Elements

4. Using Essential Elements to Assess Fit and Guide Selection

5. Delivery and Adaptation

6. Tracking and Evaluating Adaptations



Guidance Sections

1. Understanding Evidence-Based Approaches

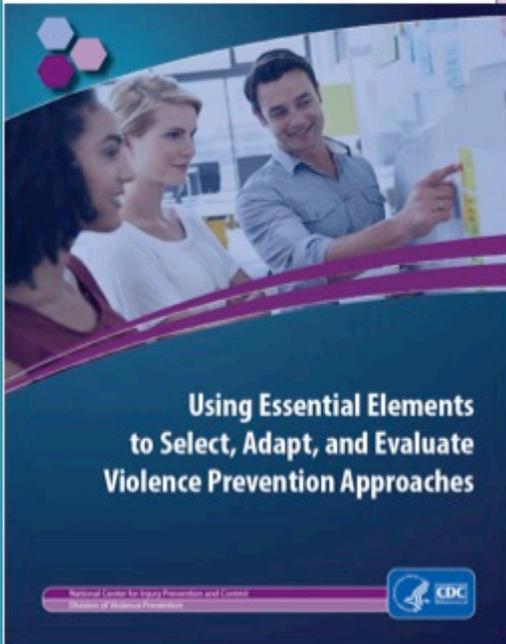
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Understanding Evidence-Based Approaches



Evidence-based approaches for preventing violence include a range of programs, policies, and practices intended to influence risk and protective factors at the individual, relationship, community and societal levels.

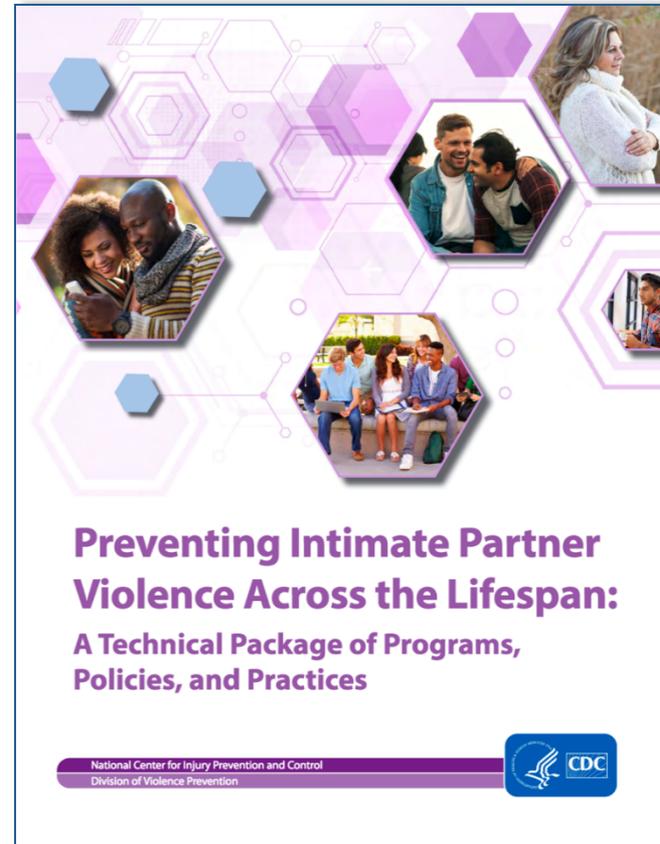
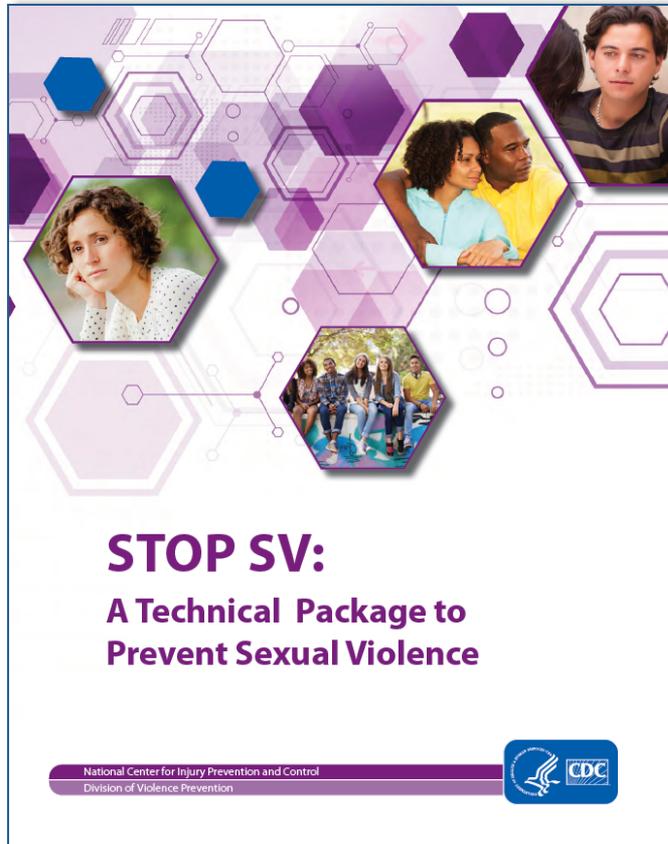
Evidence-based approaches for preventing violence include a range of programs, policies, and practices intended to influence risk and protective factors at the individual, relationship, community and societal levels.

Understanding Evidence-Based Approaches

Figure 2. Logic Model



Use “Best Available Evidence”



CDC's Technical Packages for Violence Prevention

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



Guidance Sections

1. Understanding Evidence-Based Approaches

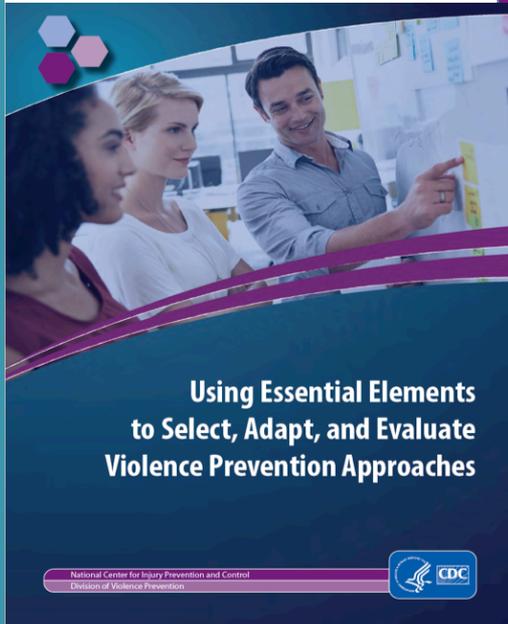
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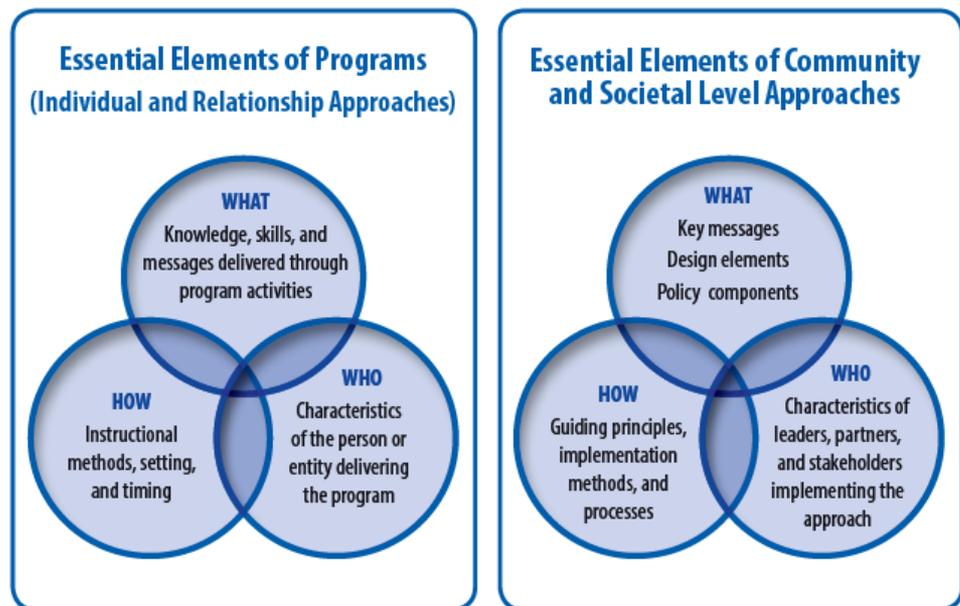
Understanding Essential Elements

What is delivered?

How is it delivered?

Who delivers it?

Figure 3. Essential Elements



Guidance Sections

1. Understanding Evidence-Based Approaches

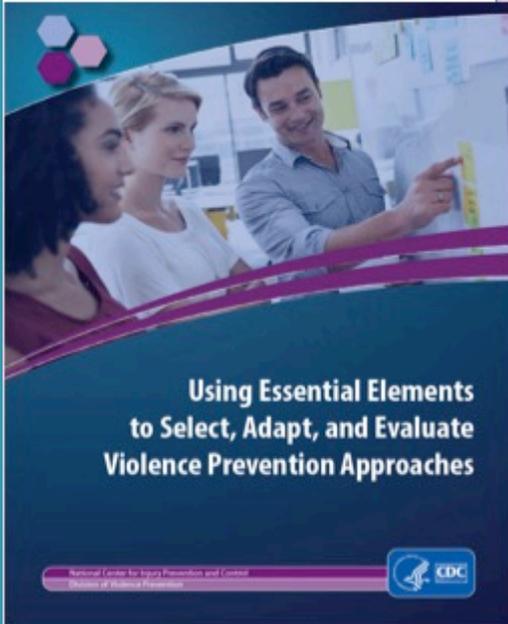
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Estimating Essential Elements



Table 2. Considerations When Estimating Essential Elements of Programs

	Essential Elements	Why these are often essential	Examples
WHAT	Building knowledge of topic areas	Activities in many programs are designed to communicate key messages to increase knowledge and understanding.	Raising awareness that violence is a serious issue and has many negative impacts.
	Building skills	Activities in many programs are designed to teach skills that help prevent violence and promote positive behaviors.	Teaching non-violent problem-solving skills. Training on community engagement
HOW	Using recommended teaching methods	Approaches often recommend specific teaching methods to reinforce concepts.	Lecturing or using interactive methods like group discussion.
	Following sequence and timing	Activities often build on each other, and approaches may recommend delivery over a period of time, for a specified length, and that a minimum number of sessions is completed.	Completing a session that introduces concepts before role playing to practice. Delivering one 60-minute session each week for 10 weeks.
	Delivering in the ideal environment	Delivery in an environment that supports learning may enhance participant outcomes.	A safe, quiet environment in a community-based after-school program.
WHO	Practitioner possesses specific skills and experience	Practitioners who use recommended teaching methods and are comfortable with content are likely to fully deliver a program and clearly convey messages.	Practitioner has experience discussing key topics and working with young people and knows how to manage a classroom.
	Practitioner has credibility	A credible practitioner may increase participant receptivity to content and motivate participants to apply skills.	Practitioner is respected and trusted by participants because s/he shares similar life experiences.

Estimating Essential Elements

Safe Dates Example

Essential Elements	Focus for Safe Dates Assessment	Information Used
WHAT	Messages Knowledge Skills	<ul style="list-style-type: none"> - Stated program goals - Session objectives - Program logic model
HOW	Instructional methods Delivery timing Session sequencing Setting	<ul style="list-style-type: none"> - Implementation guidance in curriculum - Input from practitioners delivering program - List of common considerations for curriculum delivery
WHO	Important characteristics of the facilitators	<ul style="list-style-type: none"> - Implementation guidance in curriculum - Identified skills related to delivering content - Input from practitioners delivering program

Estimating Essential Elements

Safe Dates Example

- Have a clear understanding of the themes and messages of Safe Dates®
- Show genuine interest in the participants' lives and ability to relate to them
- Demonstrates a commitment to students and to the program by finishing all sessions
- Can maintain order & keep class on topic
- Fosters a safe and non-judgmental environment
- Are excited and enthusiastic about the material! This will translate into enthusiasm in and engagement by the students



Estimating Essential Elements Example

Characteristics that do not support essential implementer elements:

- Don't believe in what they're doing
- Don't practice values that they're teaching
- Not aware
- I know everything attitude
- Not willing to learn
- Not relatable

Guidance Sections

1. Understanding Evidence-Based Approaches

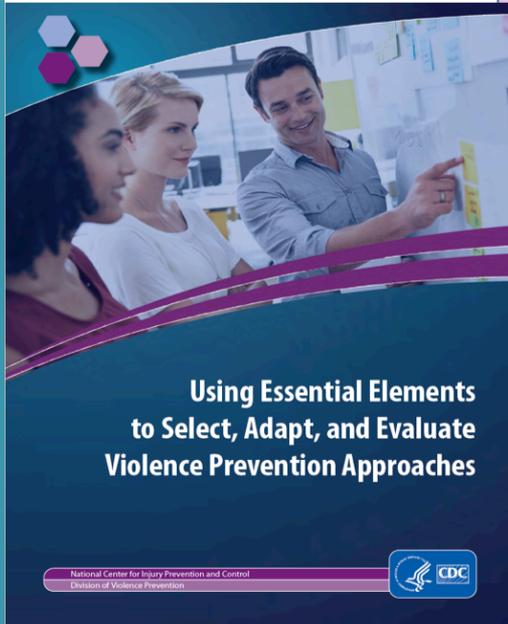
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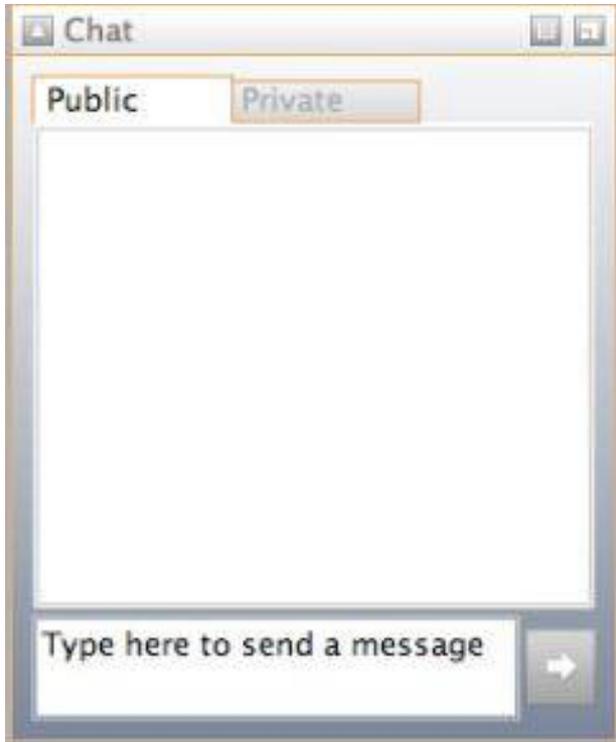
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6. Tracking and Evaluating Adaptations

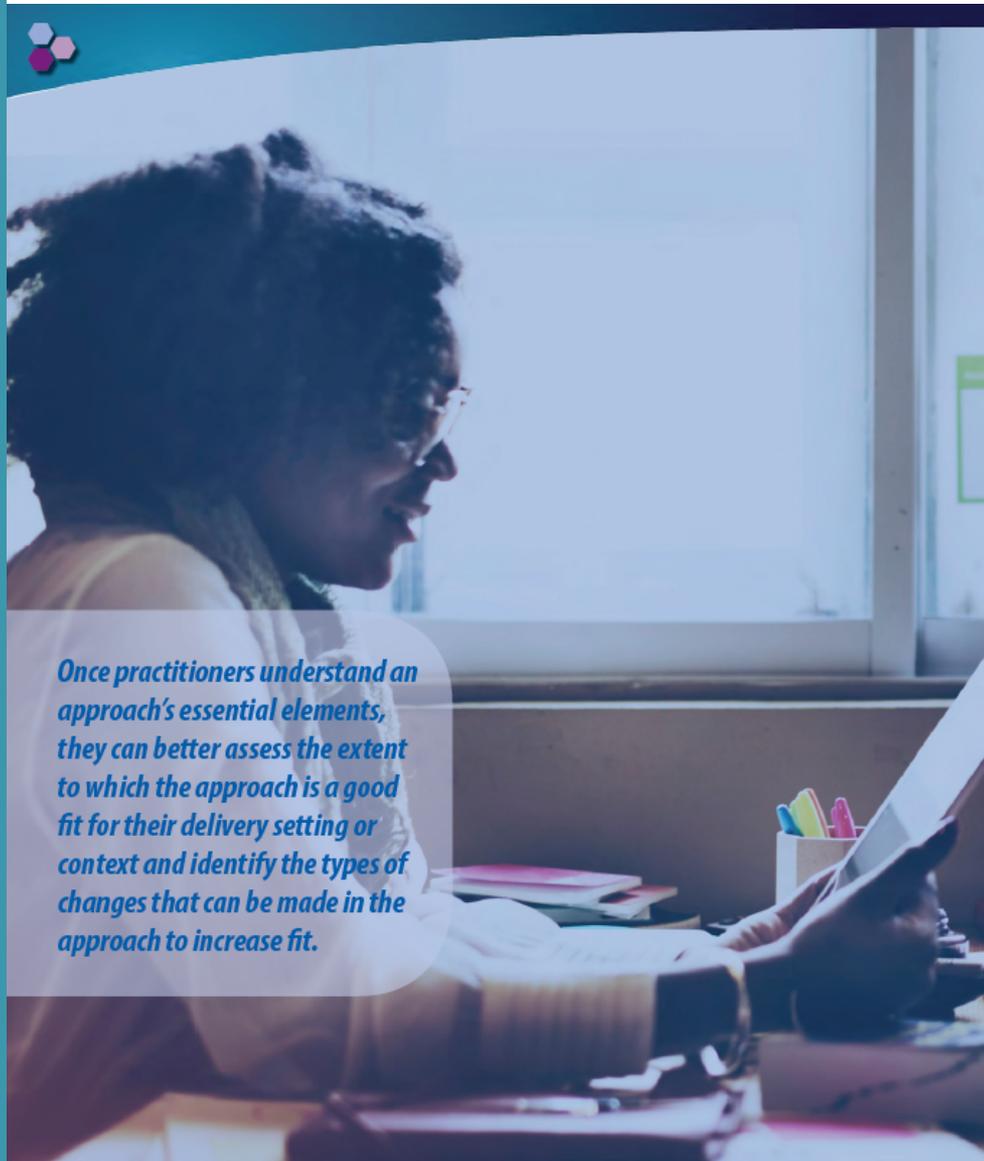


Text Chat Question



**How do you decide
that a prevention
strategy is a good fit
for your context?**

Assessing Program Fit



Once practitioners understand an approach's essential elements, they can better assess the extent to which the approach is a good fit for their delivery setting or context and identify the types of changes that can be made in the approach to increase fit.

Once practitioners understand an approach's essential elements, they can better assess the extent to which the approach is a good fit for their delivery setting or context and identify the types of changes that can be made in the approach to increase fit.

Aspects of Program Fit



- Practitioners can use available information
 - Needs and Assets Assessments
 - Capacity Assessments
 - Community Readiness Assessments

Using Essential Elements to Assess Fit



Worksheet 3. 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		<ul style="list-style-type: none"> The risk and protective factors the approach targets may not address all identified needs and strengths of the community or participants. 		
HOW		<ul style="list-style-type: none"> 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, after-school) than the current delivery setting. 		
WHO		<ul style="list-style-type: none"> 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.

Guidance Sections

1. Understanding Evidence-Based Approaches

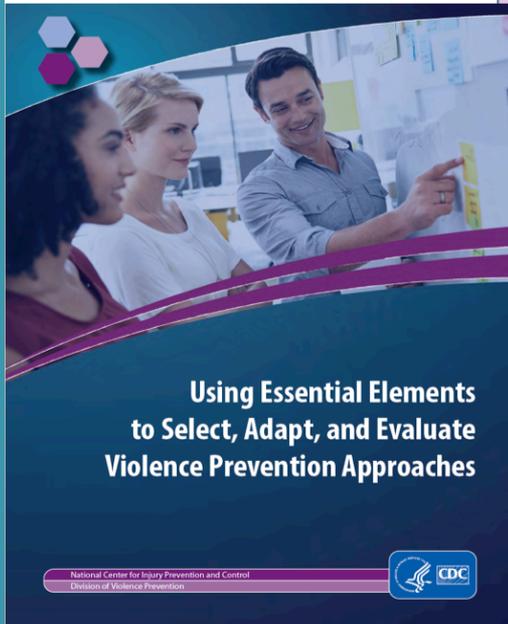
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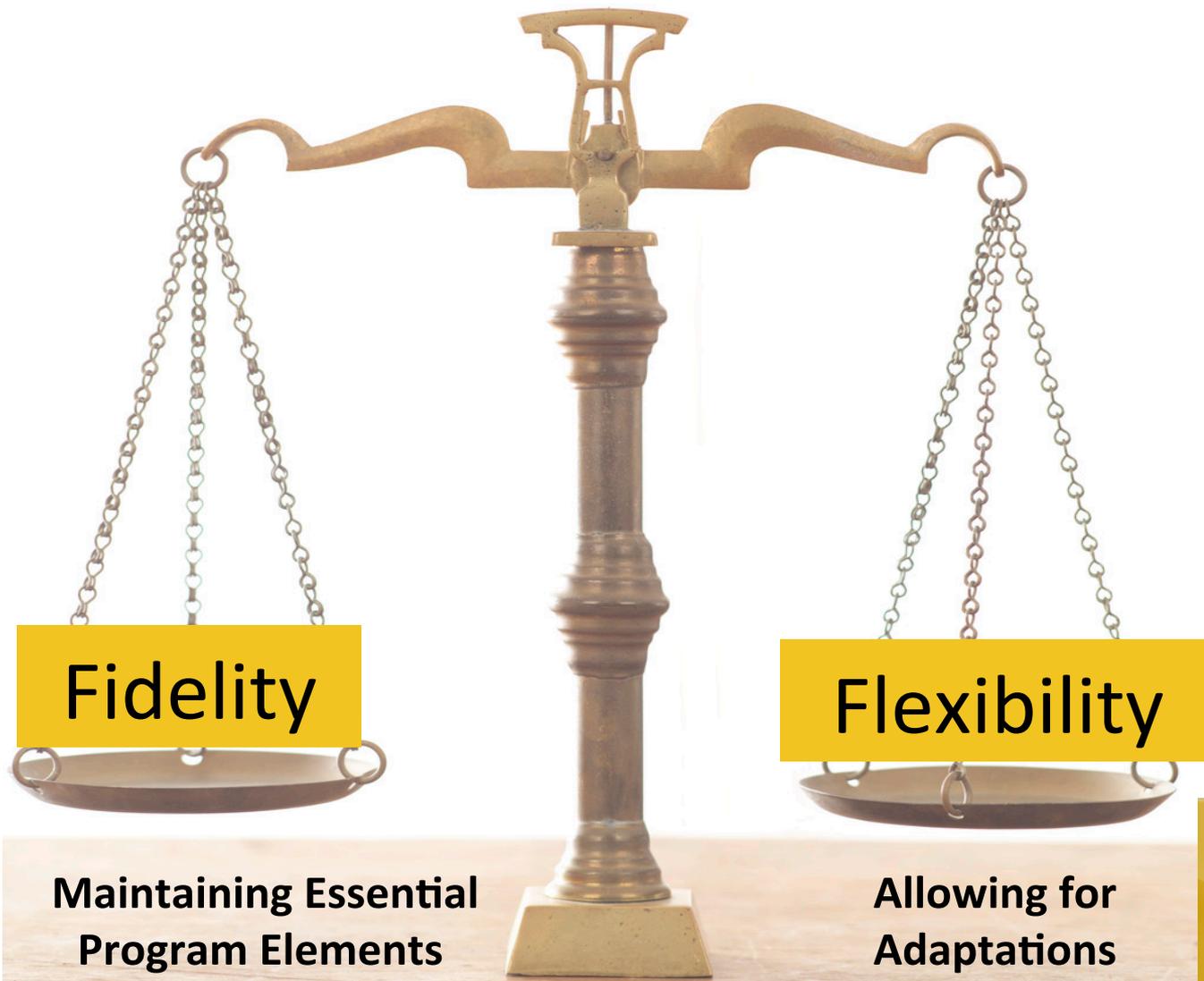


When did you make a change...



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

Finding the Balance: Fidelity and Flexibility



Delivery and Adaptation



Using a traffic light framework can help describe whether an adaptation likely supports essential elements or does not.

Using a traffic light framework can help describe whether an adaptation likely supports essential elements or does not.

Using Essential Elements to Consider Adaptations

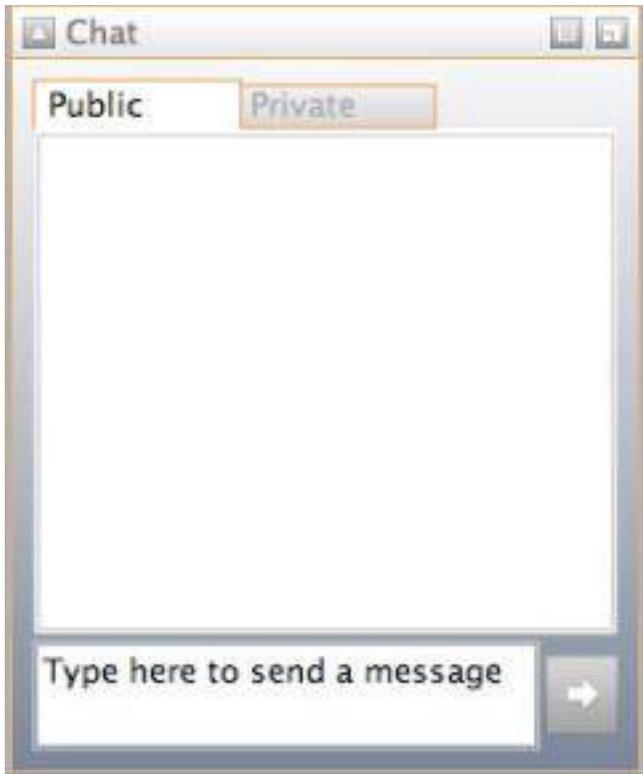


An example of a yellow light adaptation for a *community-level approach* is using adult volunteers in addition to school staff to monitor campus “hot spots” for physical fights to promote a safe school environment. On the one hand, using adult volunteers may provide greater coverage of hot spots and alleviate the burden on teachers and administrators who have competing demands. On the other hand, bringing in adults who do not have a relationship with students and may not know the overall school climate may result in unintended consequences such as undermining students’ sense of school connectedness.

Table 7. Examples of Red and Green Adaptations for Programs

	Essential Elements	Adaptation	May be green light if...	May be red light if...
WHAT	The session should increase understanding that violence is a serious problem.	Implementer changes a brief lecture about violence into group conversation.	Key messages and activities about violence are delivered and the discussion is well managed.	Participants talk over one another and key messages and activities are contradicted.
HOW	Each session should be delivered for 60 minutes.	To develop rapport with participants, the implementer delivers for 90 minutes.	Participants are engaged in activities and become more comfortable with implementer.	Participants express disinterest and discomfort.
WHO	The practitioner should be at ease discussing content and facilitating discussion.	A substitute delivers a session.	The substitute understands and buys into the key messages and delivers them in an engaging manner.	The substitute does not believe in the key messages of the session and reads the curriculum verbatim.

Text Chat Question



What are some challenges you have faced in tracking implementation?

Guidance Sections

1. Understanding Evidence-Based Approaches

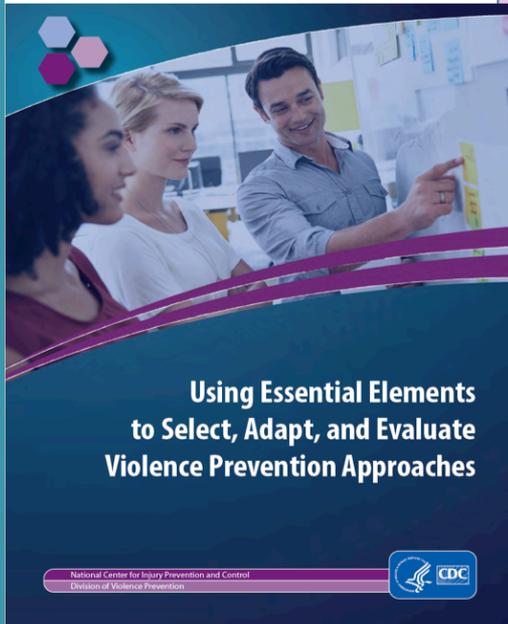
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Common Ways Practitioners Use to Track Implementation

- Implementation logs
- Observations
- Focus Groups
- Follow-up phone calls
- Fidelity checklists

Tracking Adaptations

Worksheet 6. Tracking and Evaluating Adaptations for Programs and Community and Societal Approaches

Describe the adaptation.	What happened that led to the adaptation? (If it was planned, describe why it was planned.)	 Is this red or green light and WHY?	Will you keep, change, or omit this adaptation?

Tracking and Evaluating Implementer Characteristics

1. Overall, how well do you think the implementer delivered the session? Refer to the examples of implementer behaviors below to help you rate.

Examples of NEGATIVE group leader behaviors		Examples of POSITIVE group leader behaviors	
Read word for word from the approach.	<input type="checkbox"/>	Appeared to be comfortable and familiar with the approach.	<input type="checkbox"/>
Was frequently lost or did not make connections to session goals or previous content.	<input type="checkbox"/>	Was able to relate new concepts to previous learning and connected the session to people in community and events when appropriate.	<input type="checkbox"/>
Expressed ideas, beliefs, or attitudes that differed from or contradicted the intended messages.	<input type="checkbox"/>	Changes made reinforced or enhanced the intended goals and objectives.	<input type="checkbox"/>
Did not focus discussion on main messages in the approach.	<input type="checkbox"/>	Discussion was clear and focused most or all of the time.	<input type="checkbox"/>

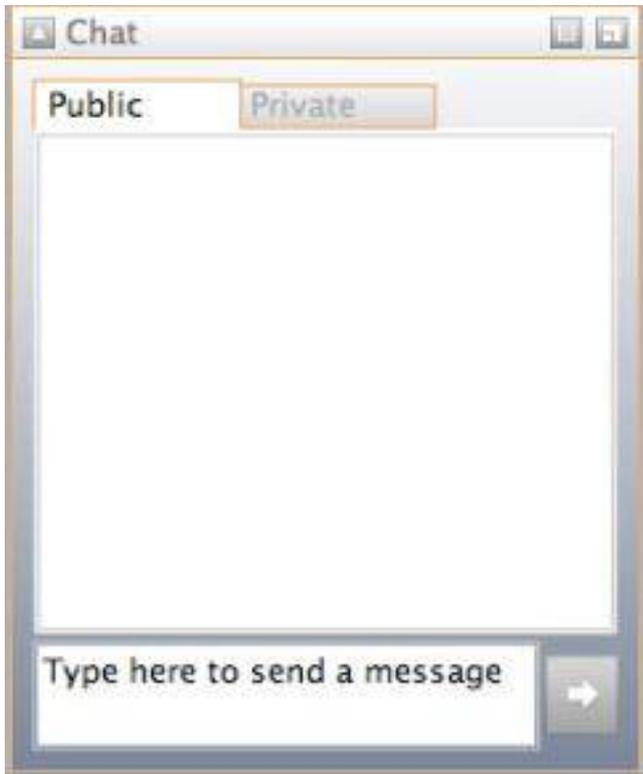
Tracking and Evaluating Delivery Characteristics

2. In your opinion, to what extent did the setting support learning? Refer to the examples of positive and negative setting characteristics below to help you rate.

Examples of NEGATIVE setting characteristics		Example of POSITIVE setting characteristics	
There were frequent disruptions.	<input type="checkbox"/>	The setting was quiet.	<input type="checkbox"/>
The arrangement of the room (chairs and tables) made it difficult for participants to fully engage with the implementer and with each other.	<input type="checkbox"/>	The arrangement of the room supported participation.	<input type="checkbox"/>
The location of the setting or timing of the session made it difficult for participants to attend.	<input type="checkbox"/>	The setting was accessible and the session was at a convenient time.	<input type="checkbox"/>

1 (Setting did not support learning)	2 (Setting supported learning)	3 (Setting enhanced learning)
The setting had more negative than positive characteristics.	The setting had mostly positive characteristics. Few negative characteristics were present.	The setting included all positive characteristics.

Text Chat Question



**How could you use
information from
the guide in your
work?**

Application of Essential Elements – Partner Products



Selecting, Implementing and Adapting YOUTH EMPOWERMENT SOLUTIONS

YES Program Implementation Guide

Youth Empowerment Solutions for Peaceful Communities

A community-level violence prevention program that empowers youth to work with adults in making positive changes in their communities.



Helpful Tips #3: Teacher Feedback

YES teachers (i.e. group leaders) have extremely valuable perspectives on the program. Teachers interact with the participants directly, they know what worked and didn't work for the youth, and they gained insight about working in the community. They are an important resource for information to keep improving YES. Here are some suggestions on collecting information from YES teachers.

1. Teacher Interviews:

The University of Michigan YES team uses teacher interviews as a component of its own evaluation process.

The purpose of the interview is three-fold:

1. To gather teachers' opinions and assessments regarding their experiences in carrying out YES program.
2. To learn if, how, and why modifications were made when implementing the YES program.
3. To obtain feedback about how the YES program can improve.

In this packet we have provided the questionnaire that YES researchers use to interview teachers. The interviews can be done by phone or in person. If you choose to conduct interviews, you may want to tailor the questions to your site.

This interview is just one way to gather information from YES teachers. You may find it useful, or you may choose to use other methods.



2. Other Ways to Gather Information from Teachers:

- Informal individual or group conversations
- **STRIVE group leader logs** - logs that group leaders (i.e. YES teachers) complete that correspond to each session in order to track any changes (deletions or additions) made to the session in the YES curriculum.
- **STRIVE observation logs** - logs that observers (e.g. program managers, assistants, other staff) complete that correspond to each session in order to track planned or spontaneous changes made to the session in the YES curriculum. These documents also allow the observer to evaluate the delivery of the content.



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Coaching Boys INTO MEN CBIM Delivery: Foul or Fair Play?

Each coach and coaching style is unique and the same is true for how CBIM Training Cards are delivered. CBIM should be tailored to fit your unique coaching style. These are a few things, however, that shouldn't be changed.

These real world examples from coaches who have delivered CBIM can help you understand when fair and foul play when it comes to CBIM. The situations below are only a few of the most common adaptations in the field. We realize, however, that each situation is unique and there may be a good rationale for making a change to CBIM that is generally not encouraged. If these cases, please reference the Adaptation Guidelines document, or email to coachcommunity.future@withoutviolence.org.

The play:
A coach delivering CBIM for the first time feels unsure about how to discuss the topic of consent in sexual situations with his athletes. He consults a staff person from his local violence prevention agency for guidance. After talking, they decide to deliver the "Responsible Consent" Card together.

The play:
A coach decides to skip from the 2nd Training Card to the 7th Card, "Talking About Sexual Reproduction." Because he has an athletes' housing about his sexual reputation in the locker room, he later goes back to deliver Training Cards through it.

The play:
A coach feels like he has too many to deliver CBIM during

The call: Fair Play
Working with others who have experience educating young people about healthy relationships is a smart way to get extra training.

The call: Foul
While opportunities to correct disrespectful behavior shouldn't be missed, it is important to deliver CBIM Training Cards in order. Each card builds on the last, gradually preparing athletes to have more serious conversations.

The call: Foul
Refer to the Teachable Moment Card in the Card Series for more resources on how to handle situations like these directly.

CBIM is designed to be delivered over the course of the sports season. It takes approximately 8-10 weeks and requires a minimum of 2 weeks.

Coaching Boys INTO MEN

Coaches
Advocates
Impact
Tools

DOWNLOAD NEW COACHES KIT

COACHING
START
CLINICS
THE KIT
EVALUATE

Coaches Clinics

A Coaches Clinic is a training kick off that can help you practice teaching techniques and learn CBIM program goals and structure. These training tools will help you get ready to start leading the card series curriculum with your athletes.

Coaches Training

Download PDF

MORE TRAINING TOOLS

PLAY VIDEO: TOP TIPS FROM CBIM COACHES



Application of Essential Elements – CDC Products

Identifying Practice-Based Prevention Strategies

SYSTEMATIC IDENTIFICATION OF SEXUAL VIOLENCE PRACTICE-BASED PREVENTION STRATEGIES READY FOR MORE EVALUATION

ESSENTIAL ELEMENTS

Table 1. Common Essential Elements of Educational Prevention Strategies

The following table outlines common essential elements of educational prevention strategies and provides examples of essential elements for a prevention strategy that uses athletic coaches to engage male student athletes through a curriculum focused on reducing dating violence and sexual assault.

ESSENTIAL ELEMENTS	WHY THESE ARE OFTEN ESSENTIAL	EXAMPLES
W H A T	Building knowledge of topic areas	Activities in many programs are designed to communicate key messages to increase knowledge and understanding.
	Building skills	Activities in many programs are designed to teach skills that help prevent violence and promote positive behaviors.
H O W	Using recommended teaching methods	Approaches often recommend specific teaching methods to reinforce concepts (e.g. lecture or interactive methods like group discussion, group projects, games, or role play).
	Following sequence and timing	Activities often build on each other, and approaches may recommend delivery over a period of time, for a specified length, and that a minimum number of sessions is completed.
W H O	Delivering in the ideal environment	Delivery in an environment that supports learning may enhance participant outcomes.
	Practitioner possesses specific skills and experience	Practitioners who use recommended teaching methods and are comfortable with content are likely to fully deliver a program and clearly convey messages.
W H O	Practitioner has credibility	A credible practitioner may increase participant receptivity to content and motivate participants to apply skills.
		Coaches feel comfortable discussing key topics and create an environment where athletes can talk openly without fear of judgment.
		Coaches are dedicated to building a strong relationship with their athletes based on trust and share similar life experiences that athletes can relate to.

DVP Technical Package Implementation Guidance

Implementation Guidance for Technical Packages

Overview

The Implementation Guidance represents a strategic approach to program planning, implementation, and evaluation to strengthen violence prevention efforts. The aim is to guide health departments, partners, and violence prevention practitioners through the process of implementing Division of Violence Prevention (DVP) technical packages.

The implementation guidance will focus on:

- General implementation guidance (planning, developing partnerships, implementation, adaptation, policy, program and evaluation)
- Content specific considerations and resources (tailored to the strategies and approaches in each technical package)

Audience(s)

- Primary: State and local health departments who are responsible for planning and overseeing implementation of a cohesive and comprehensive approach to violence prevention.
- Secondary: Other state and local leadership entities such as coalitions or other state and local government agencies.

Objectives:

- Assist health departments in planning a cohesive and comprehensive approach to violence prevention.
- Guide health departments, partners, and violence prevention practitioners through the process of implementing Division of Violence Prevention (DVP) technical packages.



Training



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U.S. AIR FORCE



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preventconnect.org/email-group

eLearning: learn.preventconnect.org

Wiki: wiki.preventconnect.org



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