Welcome, this web conference will begin soon

ESTIMATING ESSENTIAL ELEMENTS FOR COMMUNITY-LEVEL PREVENTION STRATEGIES

Friday, January 22
11am PST/2pm EST

prevent connect

Meet the PreventConnect Team

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PreventConnect.org/email – email group

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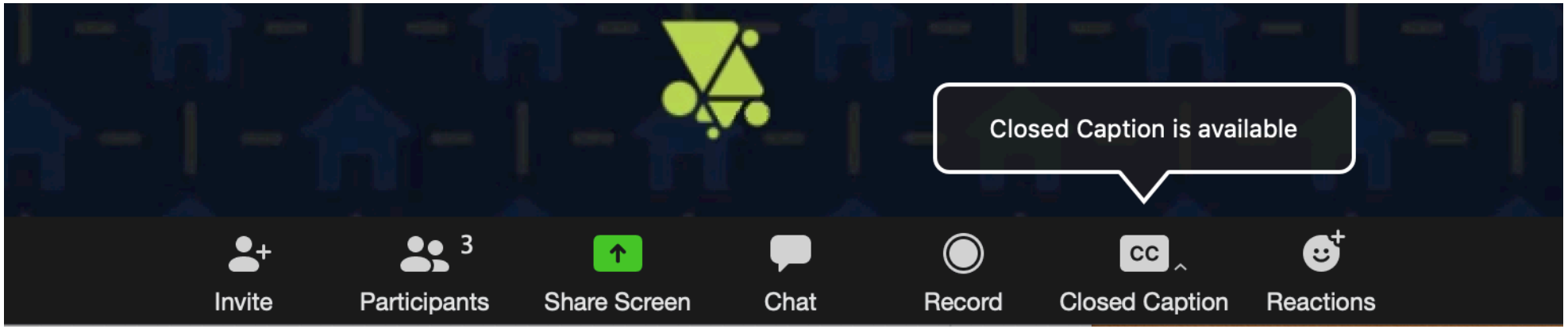
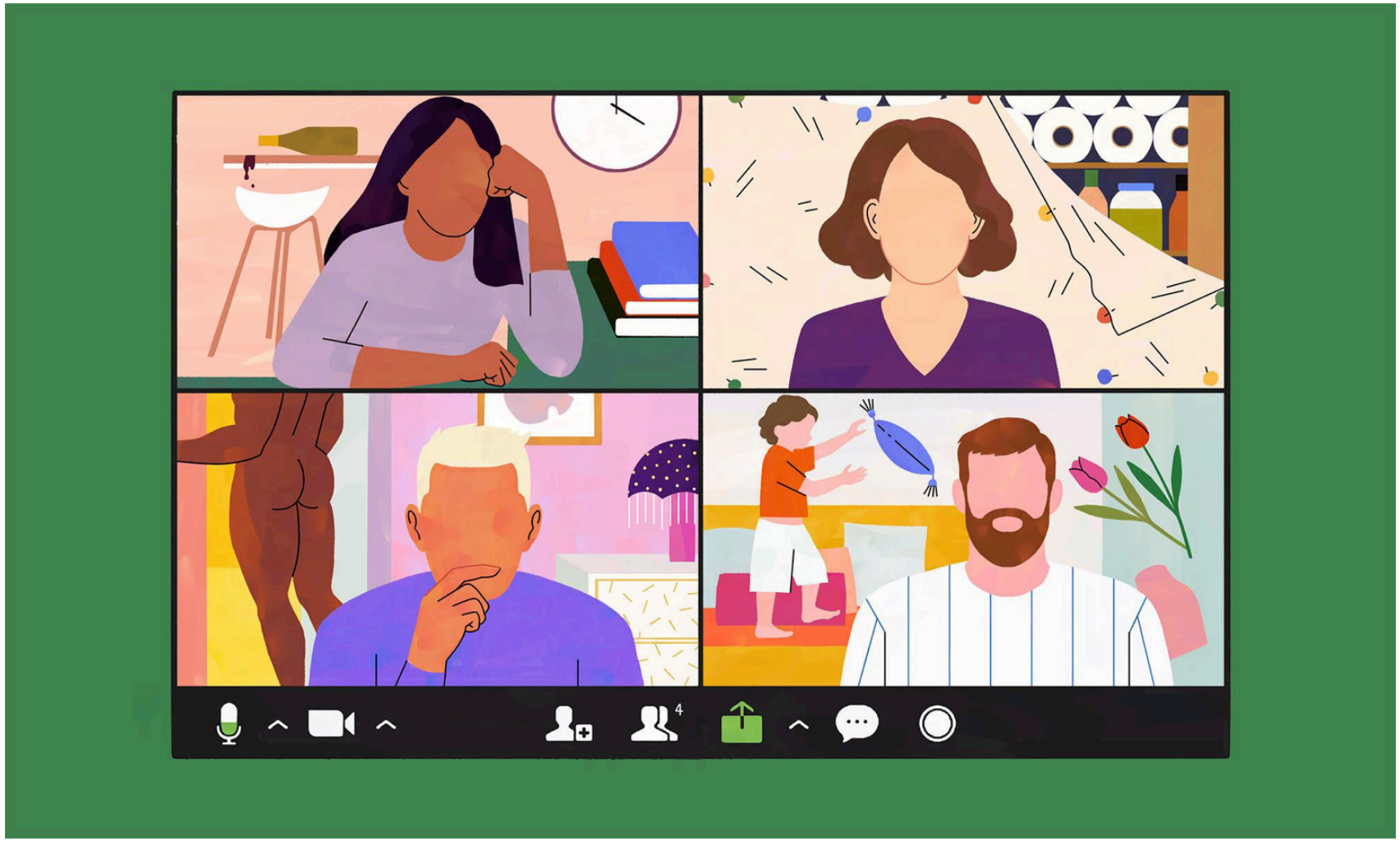
How to use Zoom

- Text chat
- PowerPoint Slides
- Polling Questions
- Phone
- Closed Captioning
- Web Conference Guidelines



How this landscape is impacting us



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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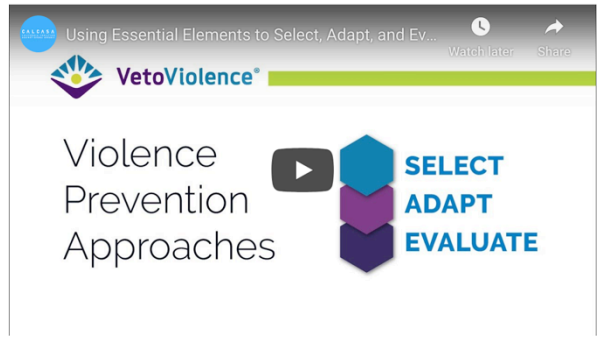
Objectives

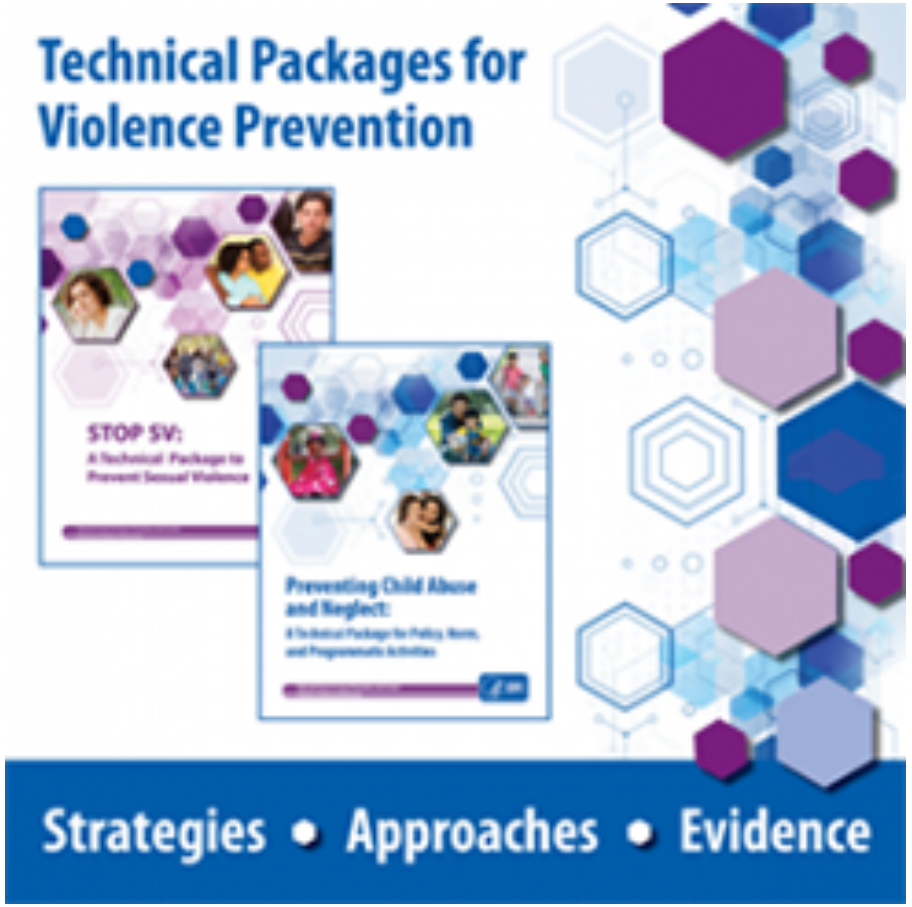
- Discuss the purpose of estimating essential elements for community-level strategies
- Describe the process of identifying essential elements and how it may differ for community level strategies versus individual and relationship level programs
- Identify examples of estimating essential elements for community-level strategies

Past conferences/resources

- Introducing the New VetoViolence Tool: Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches
- Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches
- Peer Learning Forum – Meeting local needs without compromising outcomes: Using essential program elements to guide program adaptation



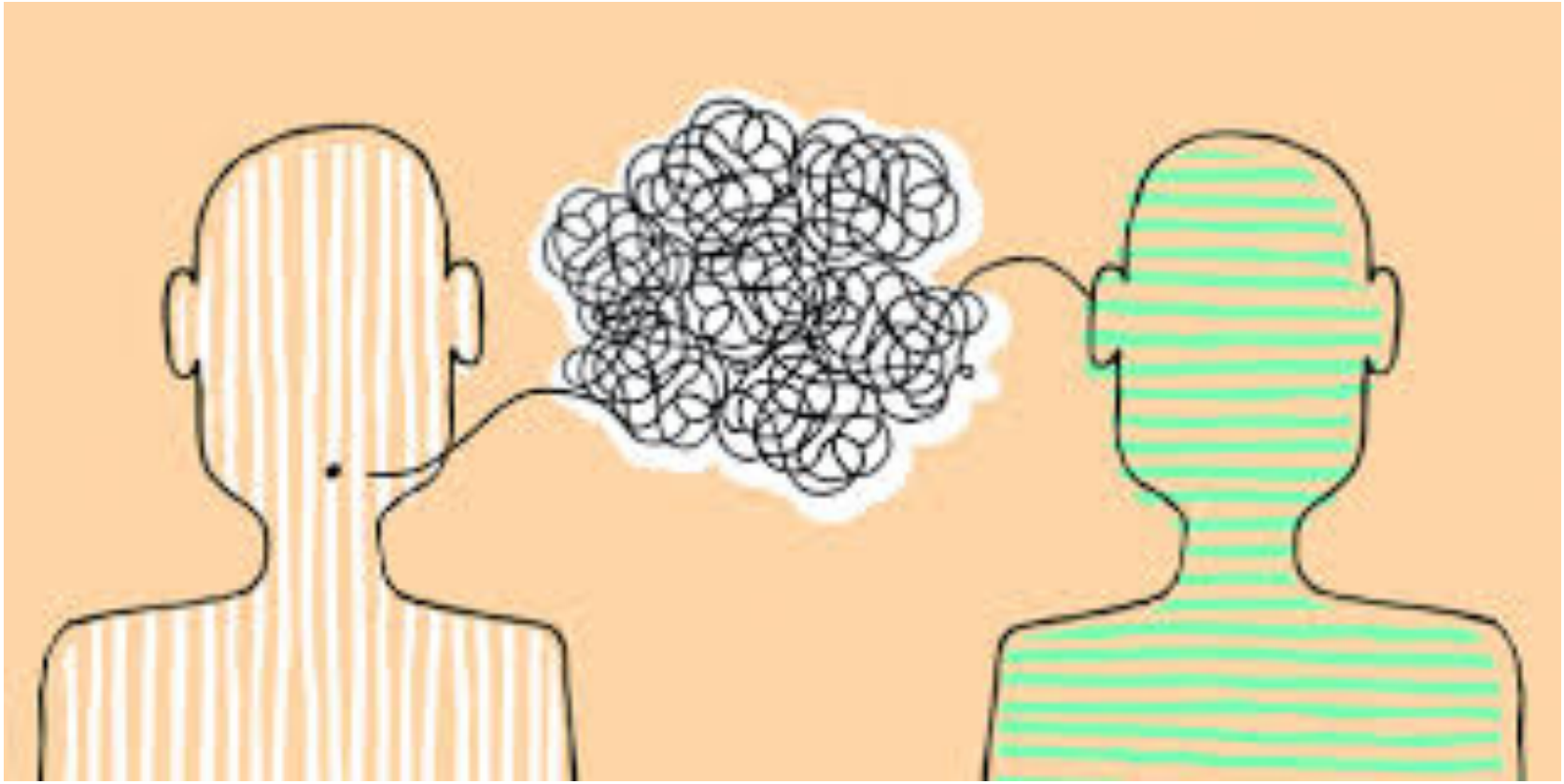
Thinking about the main ingredients of prevention strategies



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

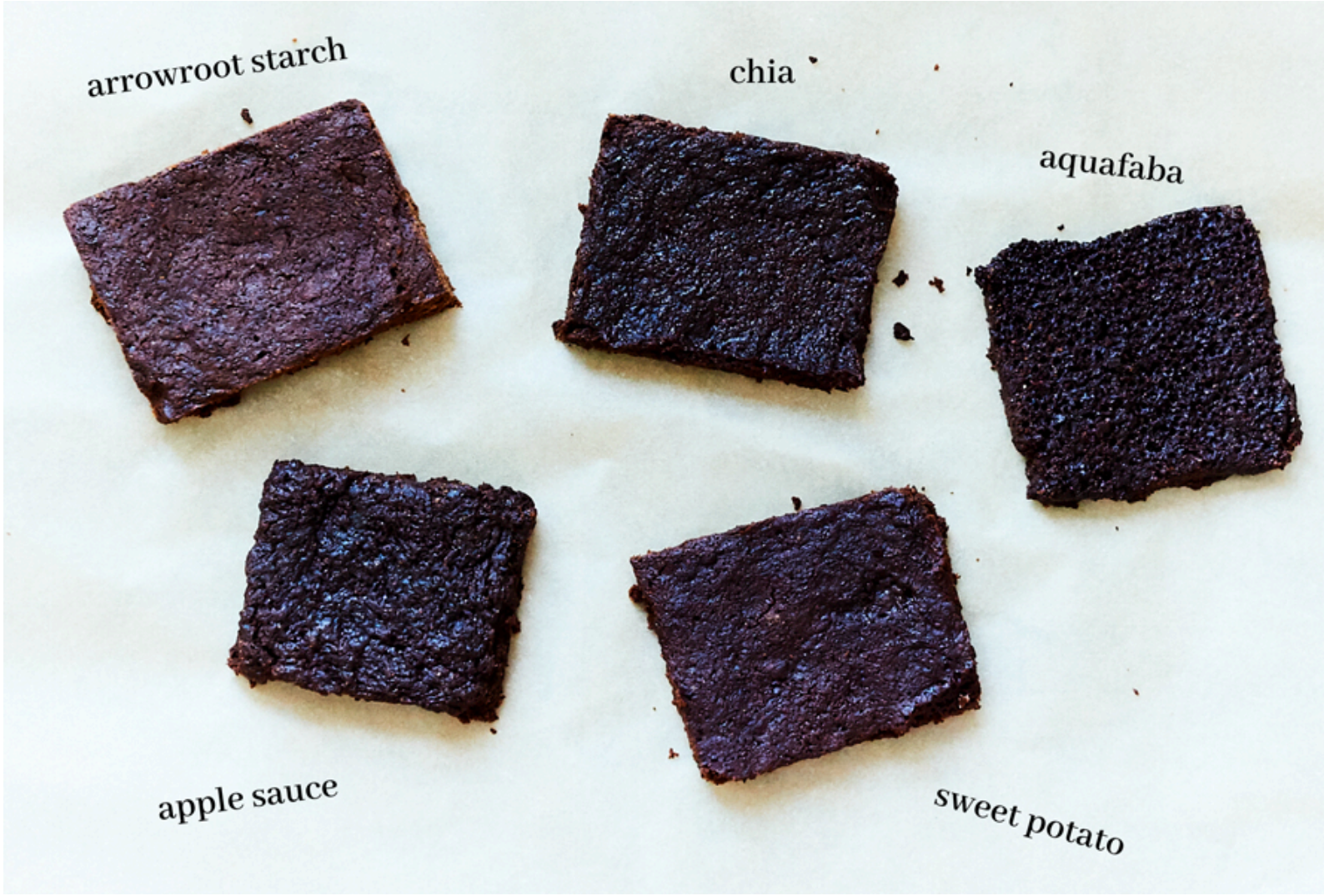
COVID-19 Context

Messaging prevention



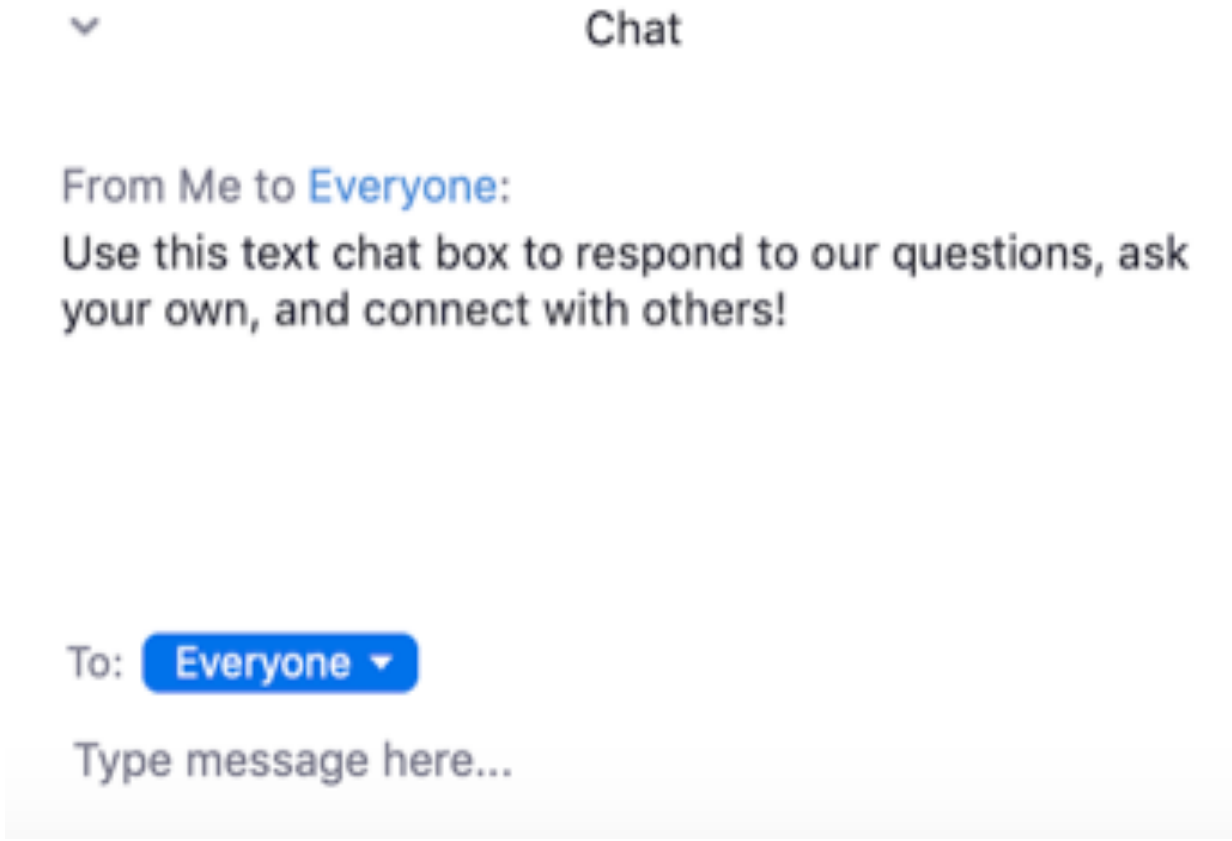
Local community context

When you're missing ingredients in your recipe



Why is it important to you to estimate the main ingredients of a prevention strategy?

Text Chat Question



Meet our guest

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

Injury Prevention & Control: Division of Violence Prevention

VetoViolence®

Violence Prevention Approaches

SELECT

ADAPT

EVALUATE

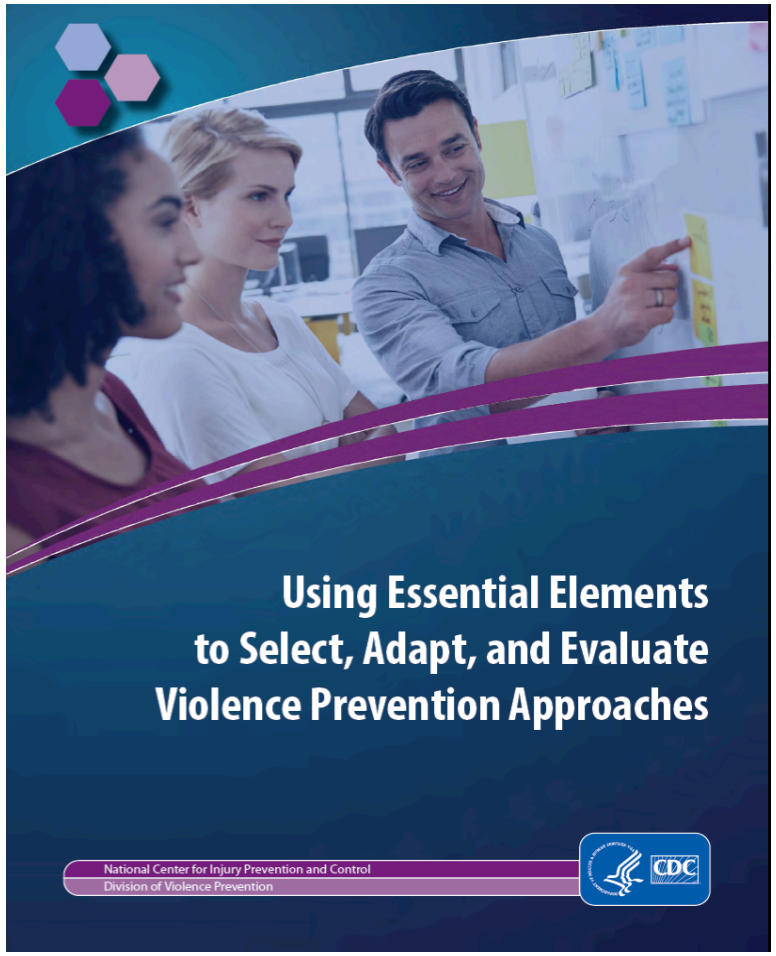
Polling Question

- How familiar are you with the *Select, Adapt, Evaluate* tool on VetoViolence?

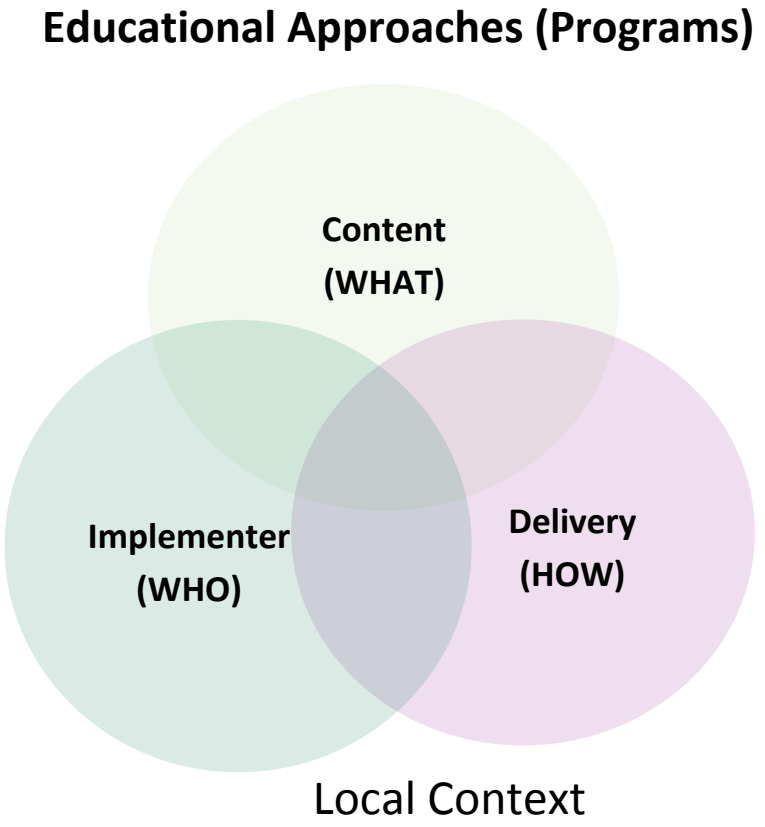
Violence Prevention in
PRACTICE

7 phases in *comprehensive* violence prevention

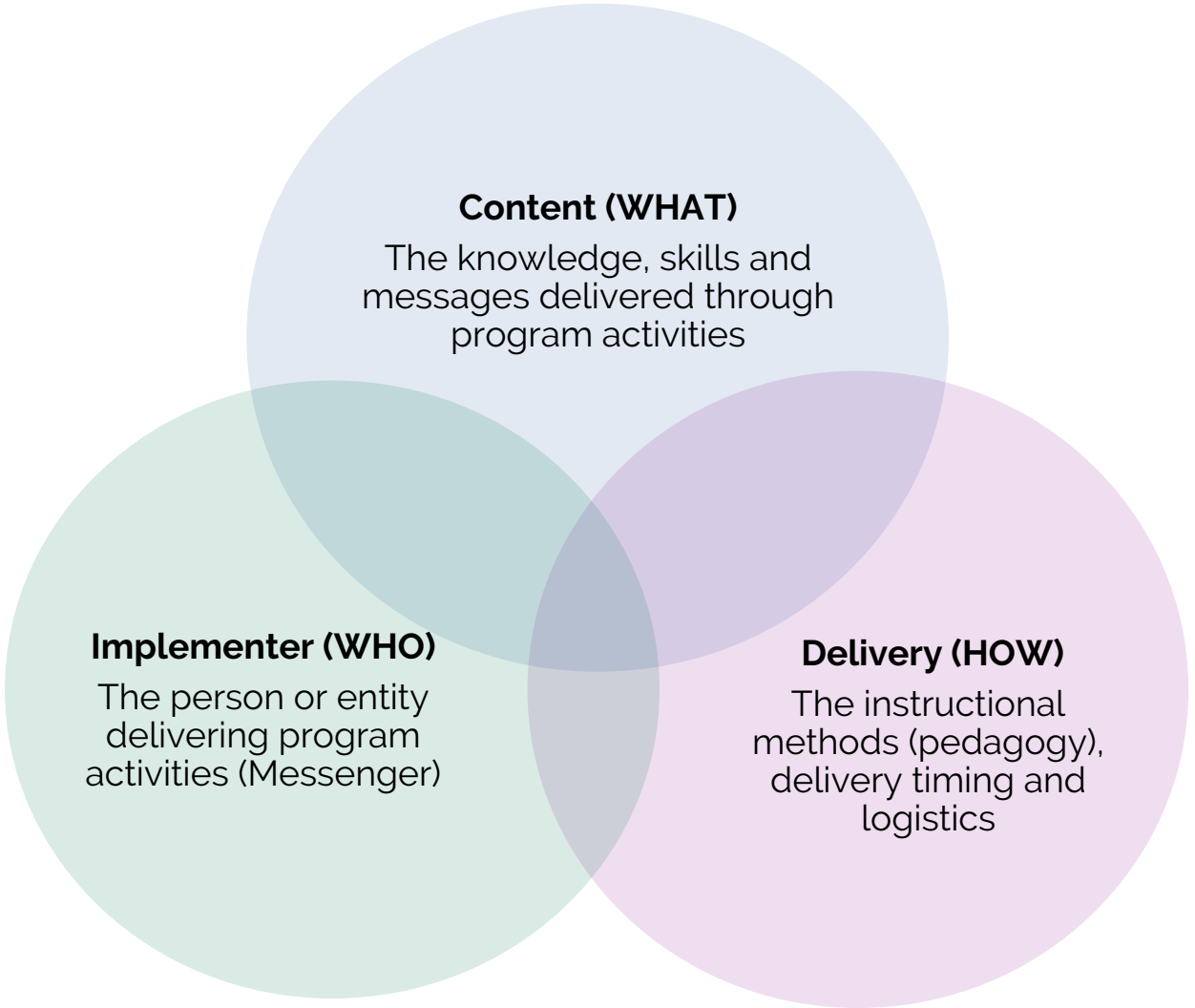
Essential Elements Framework



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

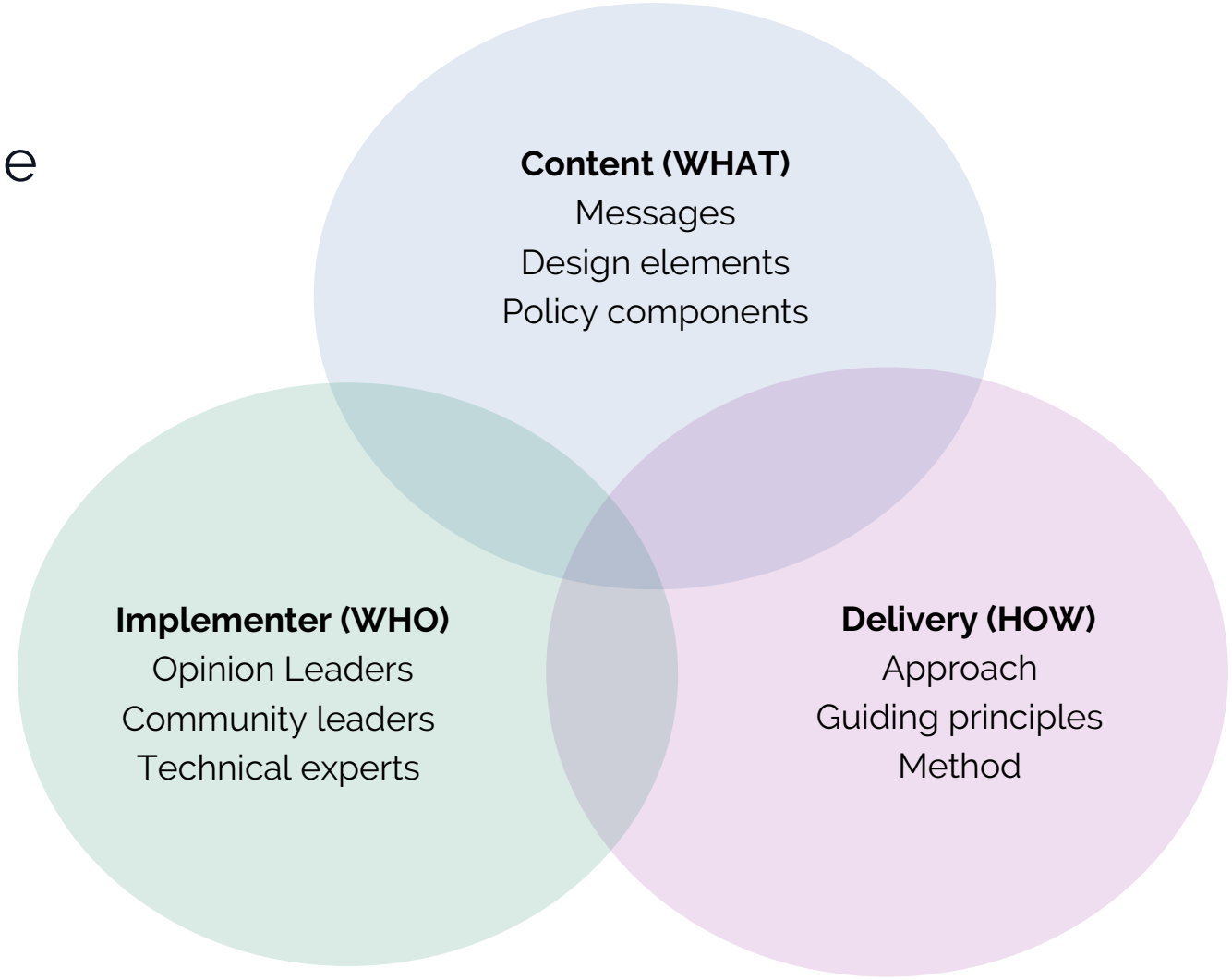


Program Essential Elements



Essential Elements of Other Prevention Strategies

- Environmental Change
- Norms Change
- Policy Efforts



Estimating the Essential Elements of Community and Societal Level Approaches

WHAT

What are the key messages, design elements, media, and policy components?

HOW

What guiding principles, approaches, and processes are central to the approach's success?

WHO

Which leaders and partners are central to the success of the approach, and what are their characteristics (e.g., technical expertise, ability to sway opinions)?

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

Understanding Context

Consider characteristics related to approach participants, leaders, supporting organizations, and the setting in which the approach will be delivered.

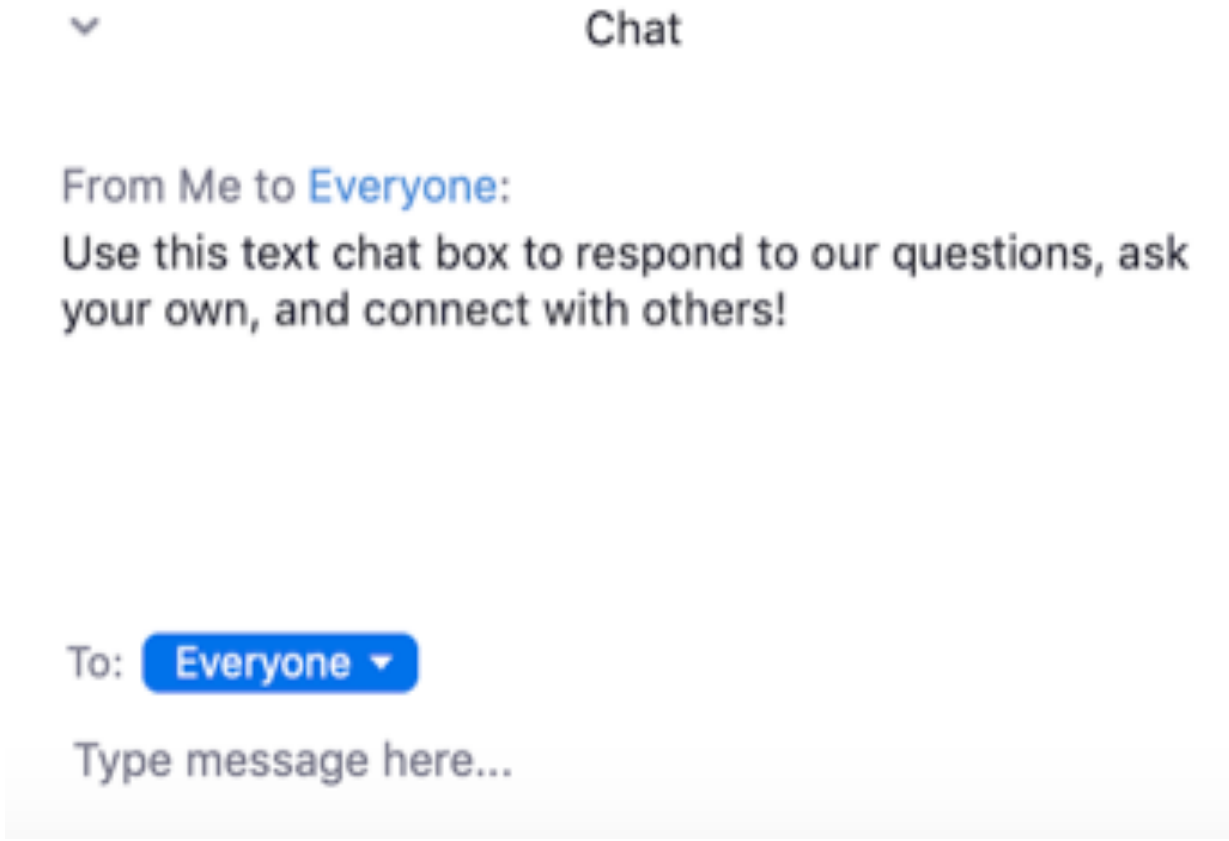
There are many ways to learn about these characteristics, including:

- Community needs and strengths assessment
- Organizational capacity assessment
- Environmental scan

https://vetoviolence.cdc.gov/apps/violence-prevention-practice/planning#!/

How do you gather information about the context in which you are implementing your prevention strategies?

Text Chat Question



Applying the Essential Elements Framework

Create Protective Environment Strategies

WHAT
Content

- Key messages
- Design elements guiding modifications to the environment
- Policies and protocols that may impact physical or social environment

HOW
Delivery

- Agreed upon principles, approaches to guide work
- Specific implementation methods

WHO
Implementer

- Leaders who can sway opinions or have authority to enforce policies and procedures
- Partners who can lend credibility or expertise
- Affected community members with a role in changes and decisions

Estimating Essential Elements: Create Protective Environments

What

- What messages or knowledge will be communicated? What skills will be developed?
- What are design elements and/or organizational policies or protocols essential for creating safe environments?

How

- What guiding principles, approaches, and implementation methods are central to the prevention strategy's success?

Who

- Who are the influential leaders, partners, or community members needed to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?
- Who will be most impacted by the strategy, and why is it important to involve them in the process?

Create Protective Environments Strategy Example
Improve School Climate and Safety

WHAT
Content

- Train and develop a system of teachers and school staff to monitor and address abusive behavior or violence.
- Messages on posters communicate that students and staff are in a violence-free zone.
- Use lighting design to maximize visibility and ensure potential problem areas, including hallways, stairs, and parking areas, are well lit.
- A school policy mandates training for all staff and monitors campus hot spots where harassment and violence happen.

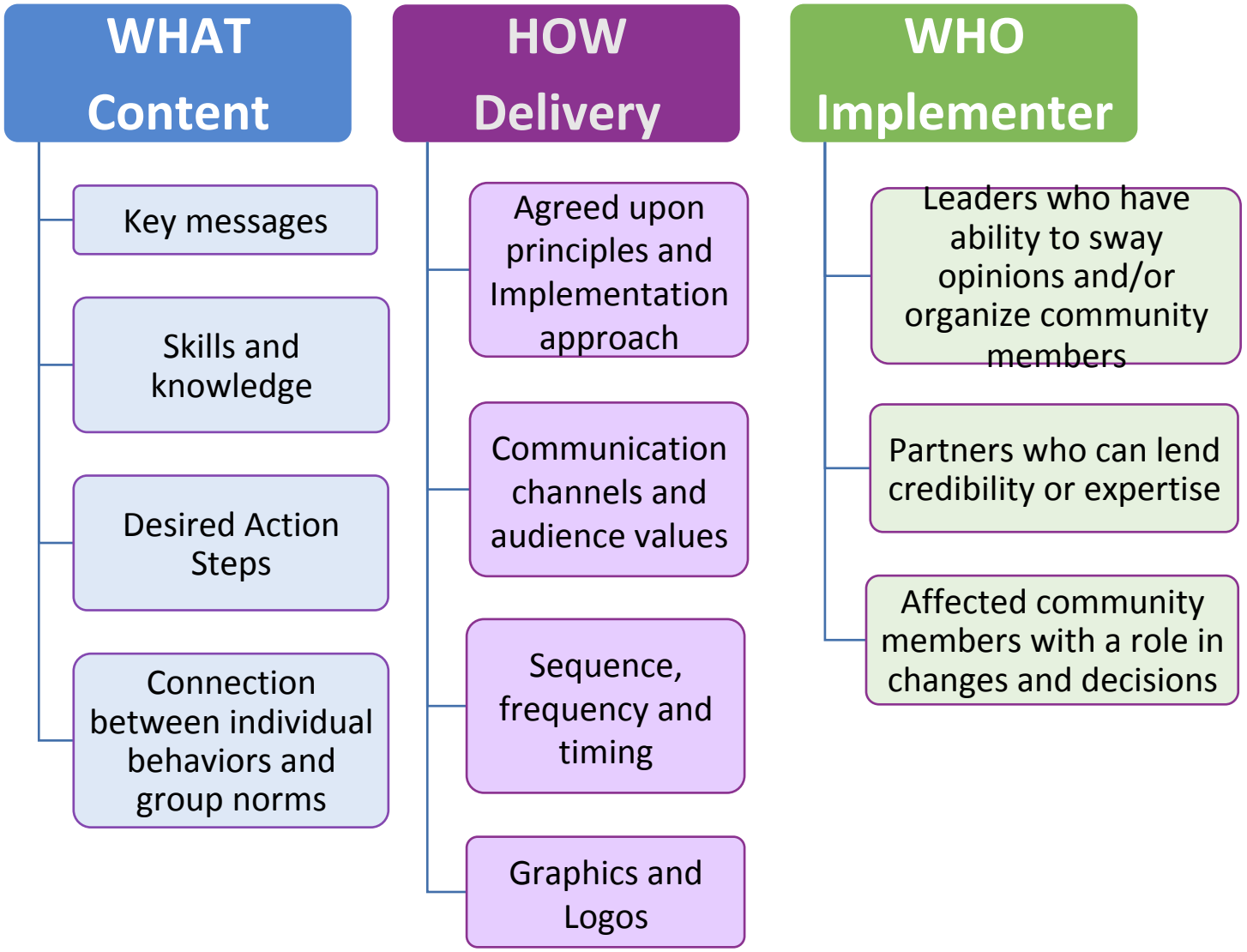
HOW
Delivery

- Guiding principles include creating a warm, welcoming environment for all students and fostering a sense of physical and social order through adult monitoring and enforcement of social expectations.
- Staff receives a half-day training, monitor building hot spots, wear t-shirts, and place posters throughout the school that communicate key messages. Administrators assess the physical environment monthly and perform required maintenance

WHO
Implementer

- Administrators champion school policies and dedicate staff time and resources to implement building monitoring protocol.
- Students work in partnership with staff to map out school hot spots. Parents and caregivers are involved in shaping programs and policies.

Social Norms Change Strategies



Estimating Essential Elements: Social Norms Change

What

- What key messages are shared? What knowledge or behavior will be changed? What are the desired action steps
- What are the key marketing messages? For which audiences are the messages intended?
- In what ways does the strategy connect individual behaviors to group expectations and norms?
- What actions or behaviors are messages designed to influence? What are the desired action steps?

How

- What guiding principles, approaches, communication channels or implementation methods are critical to success?
- How does the strategy require appropriate timing, frequency and sequence in implementation?
- What audience values or recognizable graphics are critical in raising visibility and credibility?

Who

- Who are the influential leaders, partners, or community members to implement the strategy? What are their characteristics (e.g., ability to sway opinions)? Who can lend credibility or expertise?

Social Norms Strategy Example
Bystander Intervention

WHAT
Content

- Create messages that increase awareness and empathy about sexual violence and inspire students to model positive bystander behaviors.
- Cultivate skills to identify situations where bystander intervention may be appropriate.
- Work through the decision process to perform bystander behaviors, including the costs and benefits of the intervention.
- Understand how community members can prevent sexual and relationship violence and stalking and reduce its negative consequences.
- Share past bystander experiences to inspire a sense of community responsibility.
- Use local and campus statistics on sexual violence to clarify current situation and how it reflects or does not reflect desired social norms.
- Campus and local community members employ bystander behaviors
- Train facilitators in how to dialogue and model positive social norms that prevent sexual violence and promote bystander behaviors.

HOW
Delivery

- Training and description of desired action steps emphasize a process to assess situations and consider personal safety. Activities go beyond changing individual knowledge, skills and behaviors to include how campus administration, “Greek Life,” and student organizations cultivate positive social norms related to sexual violence and bystander behaviors.
- Trainings engage campus community members as stakeholders in issues of sexual violence with a mix of information and interactive discussion. Events model desired behaviors and norms, such as calling out gender stereotypes and building empathy for sexual violence survivors.
- Facilitators attend a five-day training to become certified to provide community trainings. The campus or community trainings include opportunities to practice skills.
- Trainings and practicing skills to intervene come before any plan of action so participants can safely and successfully practice positive bystander behaviors.

WHO
Implementer

- Campus administrators and faculty, student leaders, and organizations are key to sustaining social norms that prevent sexual violence and promote bystander behaviors.

- All campus community members are essential participants in the bystander strategy and collectively create the campus norms; however, early adopters are selected based on their ability to spread the message and promote behavior change.

Challenges related to Estimating Essential Elements

- Time to consider WHAT, HOW and WHO
- Defining complex prevention strategies
- Deciding what can be deemed “essential”
- Context dependent
- No formal “curriculum” or prescribed way of implementing
- Less research available about the specifics of what, how, where approaches work

Utility of Estimating Essential Elements

- Helps describe a strategy in concrete terms
  - Distill what is most important
  - Explain why it is important

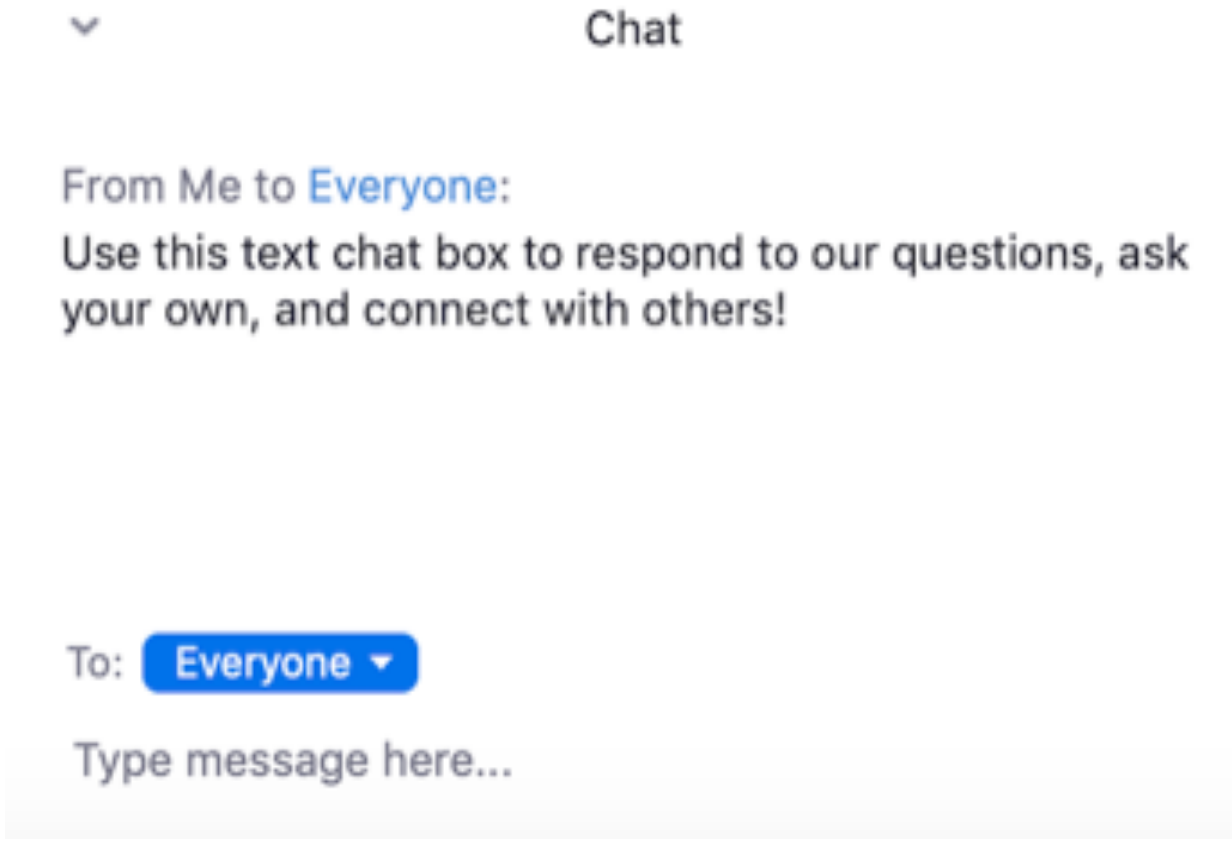
  } Implementation Outcomes

- Guides decision-making for selection and adaptations

- Helps define valuable evaluation activities

Think about a strategy that you're implementing. What are the essential elements that are top of mind?

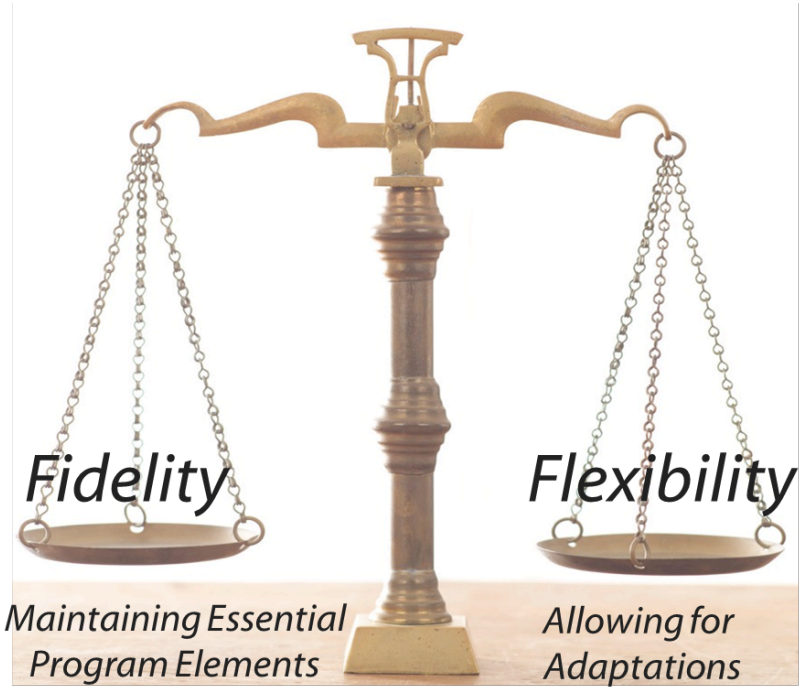
Text Chat Question



Using Essential Elements to Guide Decisions about Adaptation

What do we mean by adaptation?

- Changes made to an evidence informed approach, often to increase fit with local community, context, and capacity
- Before or during implementation
- Changes to WHAT is implemented, HOW it is implemented and/or WHO implements (Essential Elements)



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

Recipient Adaptation Examples

Engage Influential Adults and Peers

- ***WHAT:*** *Adapting content for new settings (e.g. community college, recreation league, etc.)*
- ***WHO:*** *Adding a social media or marketing aspect to expand reach*
- ***HOW:*** *Adapting delivery to expand youth or peer engagement (peer educators, youth leadership teams)*

Create Protective Environments

- ***HOW:*** *Expanding focus beyond school setting to include community*
- ***HOW:*** *Implementing in high schools or nontraditional school settings*
- ***WHAT:*** *Adapting policy and procedure components to work within existing administrative context*

Strengthen Economic Supports for Families

- ***WHAT:*** *Changes in language around policy effort*
- ***WHAT:*** *Expanding focus of effort to include additional types of policies*
- ***HOW:*** *Incorporating complementary efforts (social messaging or public education campaigns)*

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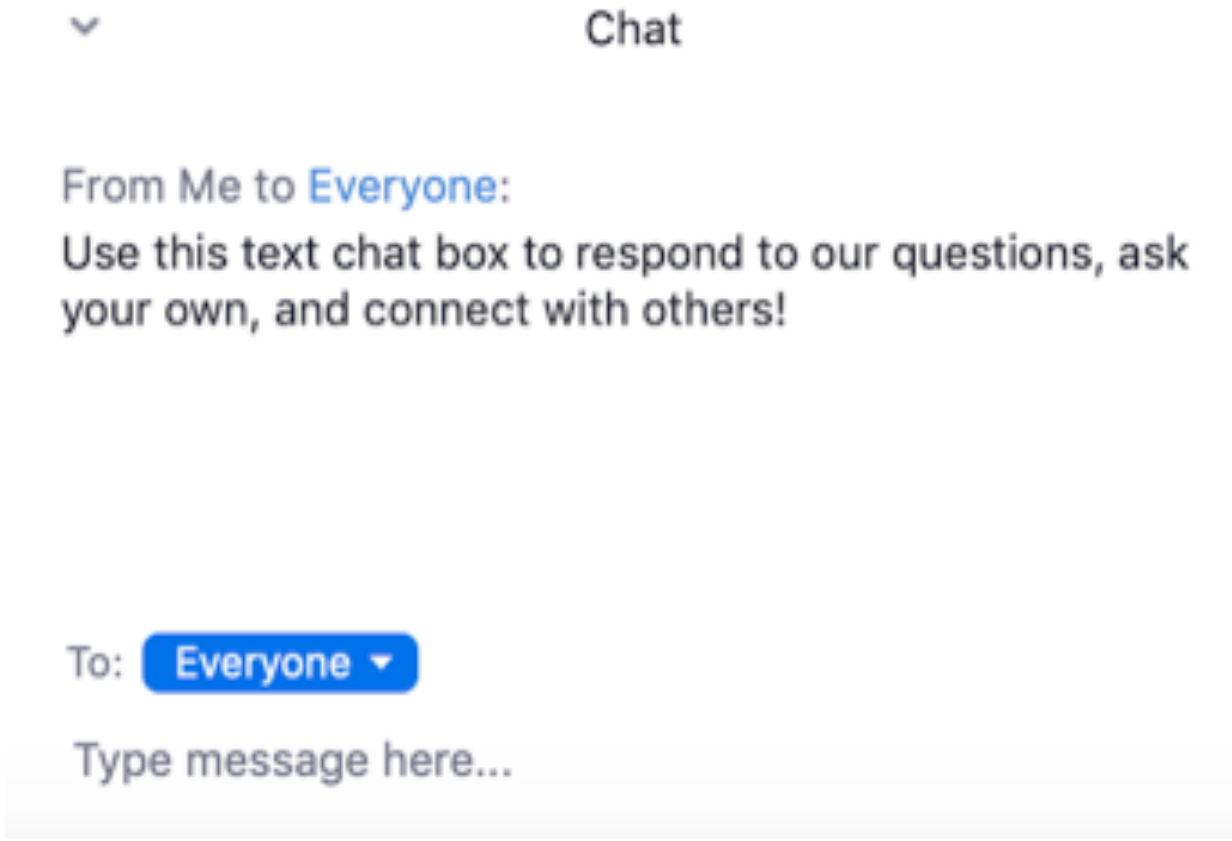
This is the year of adaptations. What are some of the adaptations you've applied in the past year?

Text Chat Question



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.

Modify Physical and Social Environments Example: Greening

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

Modify Physical and Social Environments Example: Greening

HOW – Guiding Principles ("best process")

- 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

Modify Physical and Social Environments Example: Greening

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

Modify Physical and Social Environments Example: Greening

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?

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

Social Norms Change Strategy Example: Social Marketing

WHAT – Key Messages and Desired Actions

- Disseminate messages designed to increase recognition among college students that non-consensual sex is sexual violence.
- Initiate a call to intervene in situations where consent has not or cannot be given and share it on social media.

Social Marketing Example

HOW – Implementation approach, communication channels, audience values, graphics and logos

- Combining online engagement events (Twitter chat, Google Hangout, online panel, etc.) with in-person campus events using campaign videos (roundtables, rallies, pledge drives, etc.). One event is held each month of school year
- Messages and marketing materials are empowering, inviting, action-oriented, and do not shame others. The materials also reflect the audience's characteristics.
- Develop public service announcement videos on consent and bystander intervention. "Sexual violence ends with us" tagline, logo, and hashtags, and sample tweets.

Social Marketing Example

WHO – Leaders with sway, credible partners, affected community members

- Public service announcements featuring celebrities that are well known and respected among college-aged students.
- Local peer influencers to promote campaign messages and desired action steps.

Social Marketing Example

The team decides they want to use photographs of people that look hopeless, scared and lonely in their social media messages to illustrate potential impacts of sexual violence.

Is this an adaptation?

Would it be a green or red light adaptation based on the estimated essential elements?

Put your answers in the text chat box

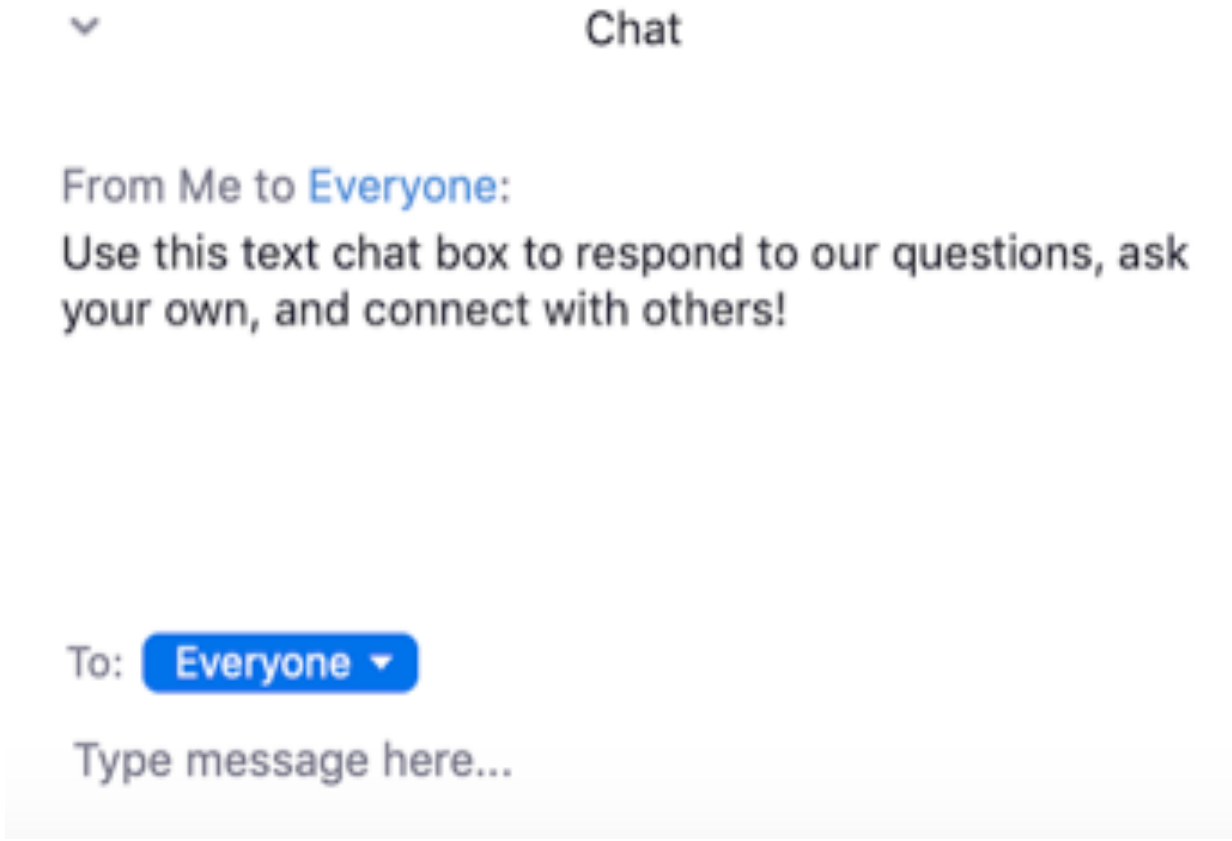
Take Away

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

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

What questions do you have?
What do you anticipate struggling with the most?
What do you anticipate will be the most useful for you?

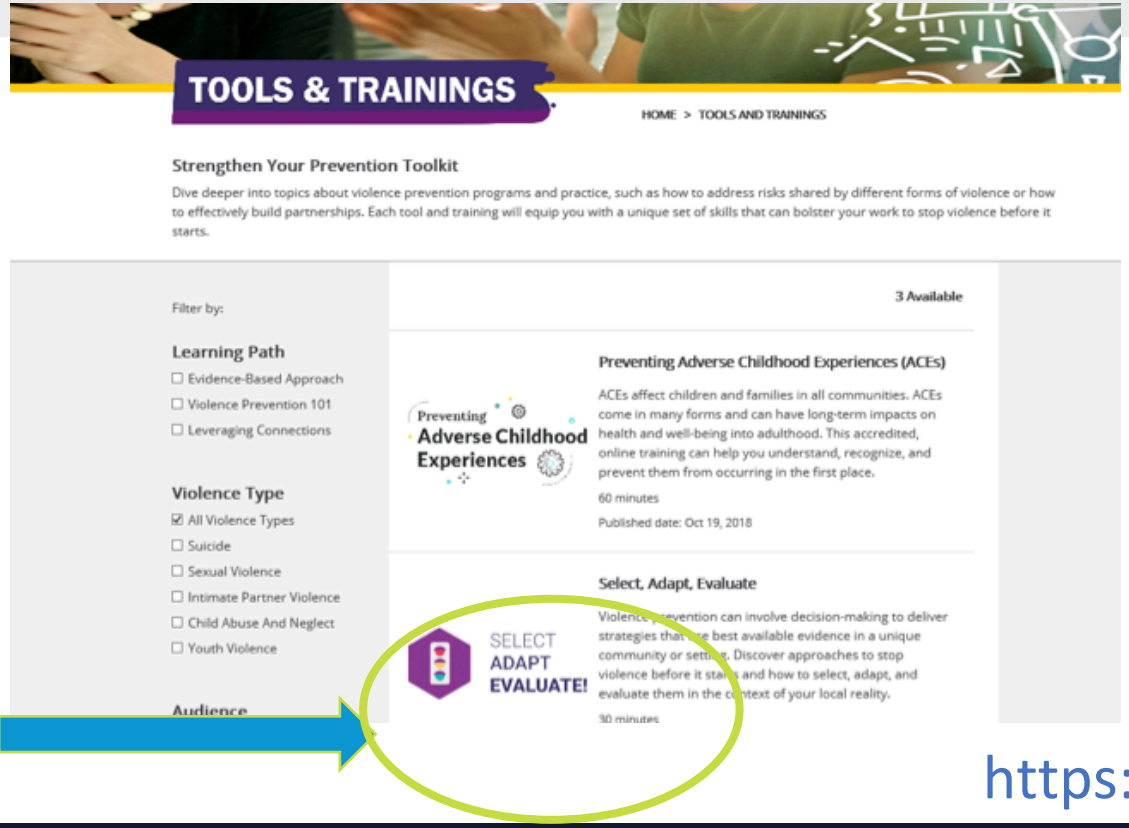
Text Chat Question



Online Adaptation Resources

SELECT, ADAPT, **EVALUATE!**

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



This online tool will help you to:

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

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

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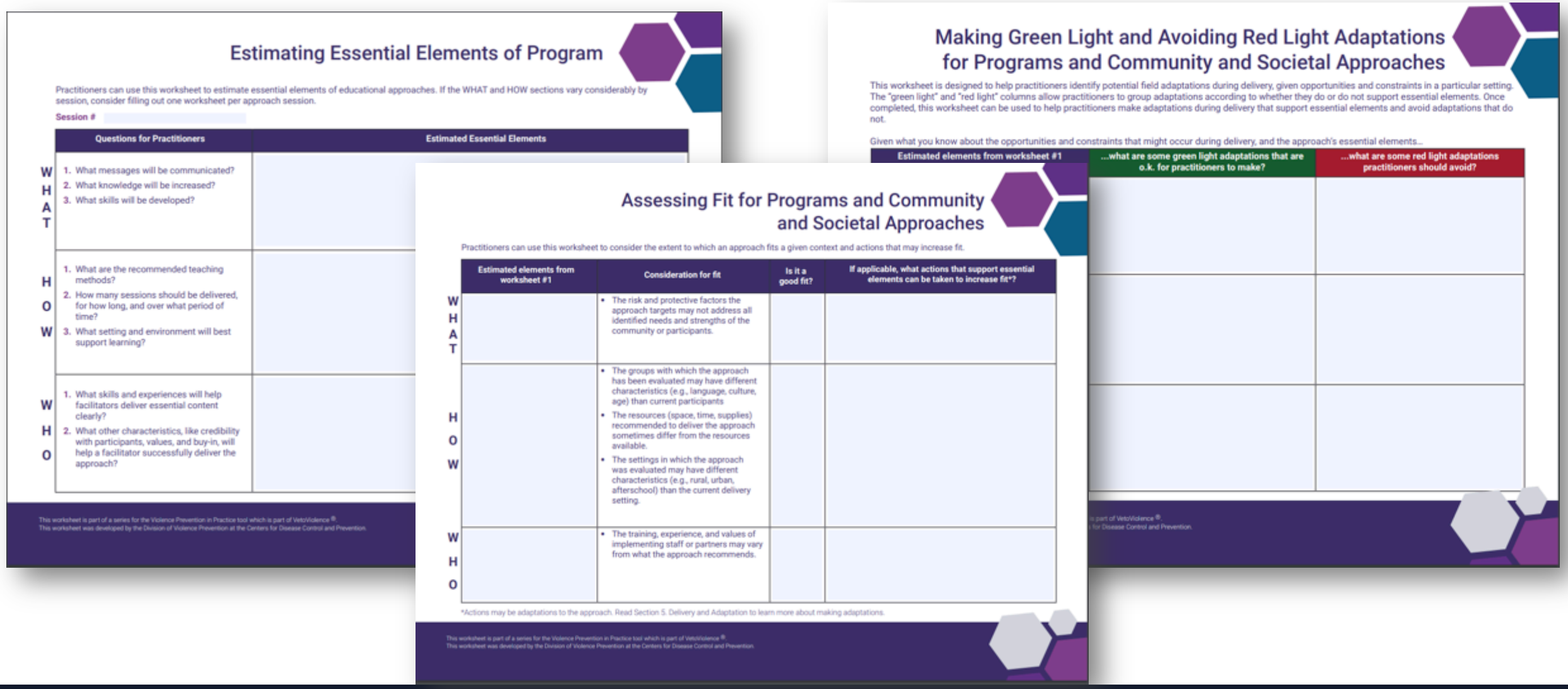
Downloadable and Fillable Worksheets



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.

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.

This worksheet is part of a series for the Violence Prevention in Practice tool which is part of VetoViolence®.
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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?

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Violence Prevention in **PRACTICE**

7 phases in *comprehensive* violence prevention

https://vetoviolence.cdc.gov/apps/violence-prevention-practice/#!/

Violence Prevention in PRACTICE

STORIES | RESOURCES | APPROACHES

Filter Clear All

VIOLENCE TYPE ▾ Clear

- ○ Child Abuse and Neglect
- ○ Youth Violence
- ○ Suicide
- ○ Sexual Violence
- ○ Intimate Partner Violence

STRATEGY ▾ Clear

- ○ Promote Social Norms that Protect Against Violence
- ○ Strengthen Economic Supports
- ○ Create Protective Environments
- ○ Promote Quality Education Early in Life
- ○ Promote Healthy Child Development
- ○ Teach Skills
- ○ Engage Influential Adults and Peers
- ○ Promote Connectedness
- ○ Provide Opportunities to Empower and Support Girls and Women
- ○ Disrupt the Developmental Pathways Toward Violence
- ○ Strengthen Access and Delivery of Suicide Care
- ○ Identify and Support People at Risk of Suicide
- ○ Lessen Harms

Strengthen Household Financial Security

This approach addresses several risk factors for violence, including poverty, unemployment, low income, financial stress and hardship, instability in child care arrangements, parental stress, family conflict, depression, and gender inequality. Providing income supports (e.g., tax credits, child care subsidies, livable wages, unemployment compensation, and other forms of temporary assistance), income generating opportunities to empower and support women, and decreasing the gender pay gap target these risk factors directly. These supports help individuals and families increase household income and buffer against the risk for multiple forms of violence.

APPROACHES

Strategies

- Strengthen Economic Supports for Families (Child Abuse and Neglect)
- Strengthen Economic Supports for Families (Intimate Partner Violence)
- Strengthen Economic Supports (Suicide)
- Provide Opportunities to Empower and Support Girls and Women (Sexual Violence)
- Create Protective Community Environments (Youth Violence)

Key Objectives	• Improve ability to satisfy basic needs (e.g., food, … an unanticipated hardship, insufficient wages, or ab…
	• Improve ability to access stable and affordable h…
	• Increase women's labor force participation and e…
	• Reduce the impacts of poverty and financial stre…

Key Objectives

Example Outcomes

Implementation Considerations

Additional Resources

Sector Engagement

Example Programs, Practices, Policies

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QUESTIONS?

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