

# Strategies for Scaling Family-Focused Preventive Interventions: The Role of State-level Intermediaries

### **Collaborative Policy Partners:**

Linda Rosenberg     John Frain  
James Anderson     Keith Snyder  
Mike Pennington     Clay Yeager

### **Investigators and Authors:**

Brian Bumbarger     Mark Greenberg     Mark Feinberg  
Brittany Rhoades     Louis Brown     Wayne Osgood  
Ty Ridenour     Damon Jones     Jennifer Sartorius  
Daniel Bontempo     Brendan Gomez     Richard Puddy  
Michael Cleveland     Elizabeth Campbell

*The EPISCenter and research described here are supported by grants from the Pennsylvania Commission on Crime and Delinquency. Special thanks to the staff of the Office of Juvenile Justice and Delinquency Prevention (OJJDP)*



**pennsylvania**  
COMMISSION ON CRIME  
AND DELINQUENCY

# The Challenge:

How do we reduce the incidence and prevalence of negative cognitive, affective, and behavioral outcomes among youth in the United States?

- *Provide effective family-focused interventions at sufficient scale and reach*
- *With sufficient quality and fidelity*
- *To strategically identified populations*
- *Sustained over generations*

Bumbarger, B. and Perkins, D. (2008). After Randomized Trials: Issues related to dissemination of evidence-based interventions. *Journal of Children's Services*, 3(2), 53-61.

Bumbarger, B., Perkins, D., and Greenberg, M. (2009). Taking Effective Prevention to Scale. In B. Doll, W. Pfohl, & J. Yoon (Eds.) *Handbook of Youth Prevention Science*. New York: Routledge.

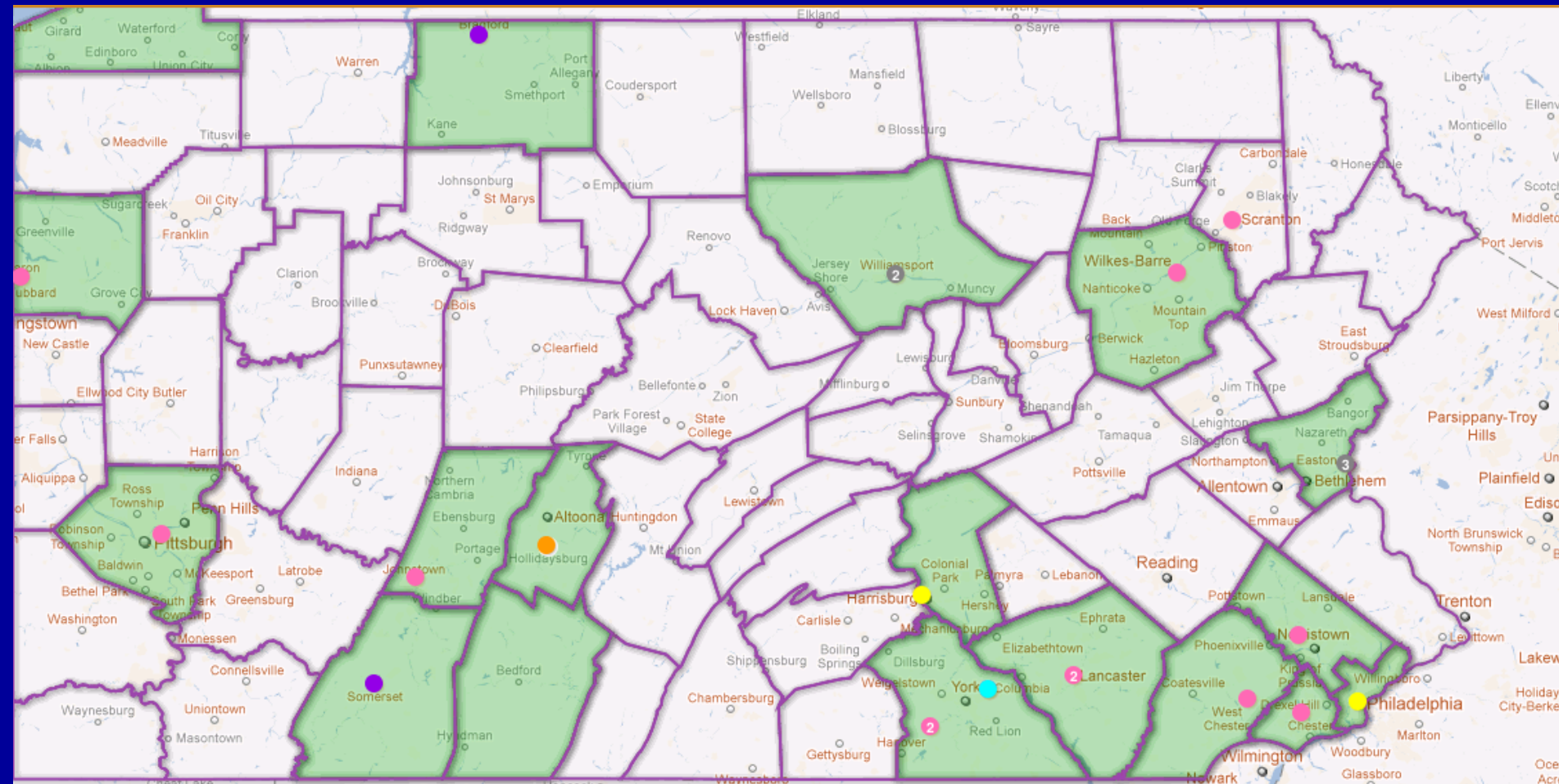
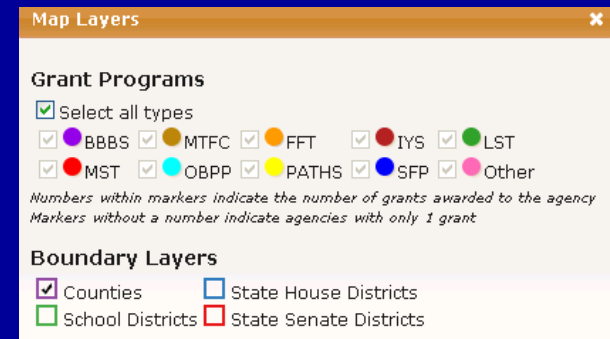
# Pennsylvania's Blueprints Initiative

*A 20-year Case Study in Scaling  
Evidence-based Programs*

# The Menu of EBPs in PA's Initiative\*

- Olweus Bullying Prevention Program (OBPP)
- Promoting Alternative Thinking Strategies (PATHS)
- Big Brothers Big Sisters of America (BBBS)
- Multidimensional Treatment Foster Care (MTFC)
- Strengthening Families Program 10-14 (SFP)
- Project Towards No Drug Abuse (Project TND)
- Life Skills Training (LST)
- Incredible Years (IYS)
- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Aggression Replacement Training (ART)

# Pennsylvania's EBP dissemination in 1999...





# Pennsylvania's EBP dissemination in 2013...

**Map Layers**

**Grant Programs**

☒ Select all types

☒ BBBS

☒ MTFC

☒ FFT

☒ IYS

☒ LST

☒ MST

☒ OBPP

☒ PATHS

☒ SFP

☒ Other

*Numbers within markers indicate the number of grants awarded to the agency  
Markers without a number indicate agencies with only 1 grant*

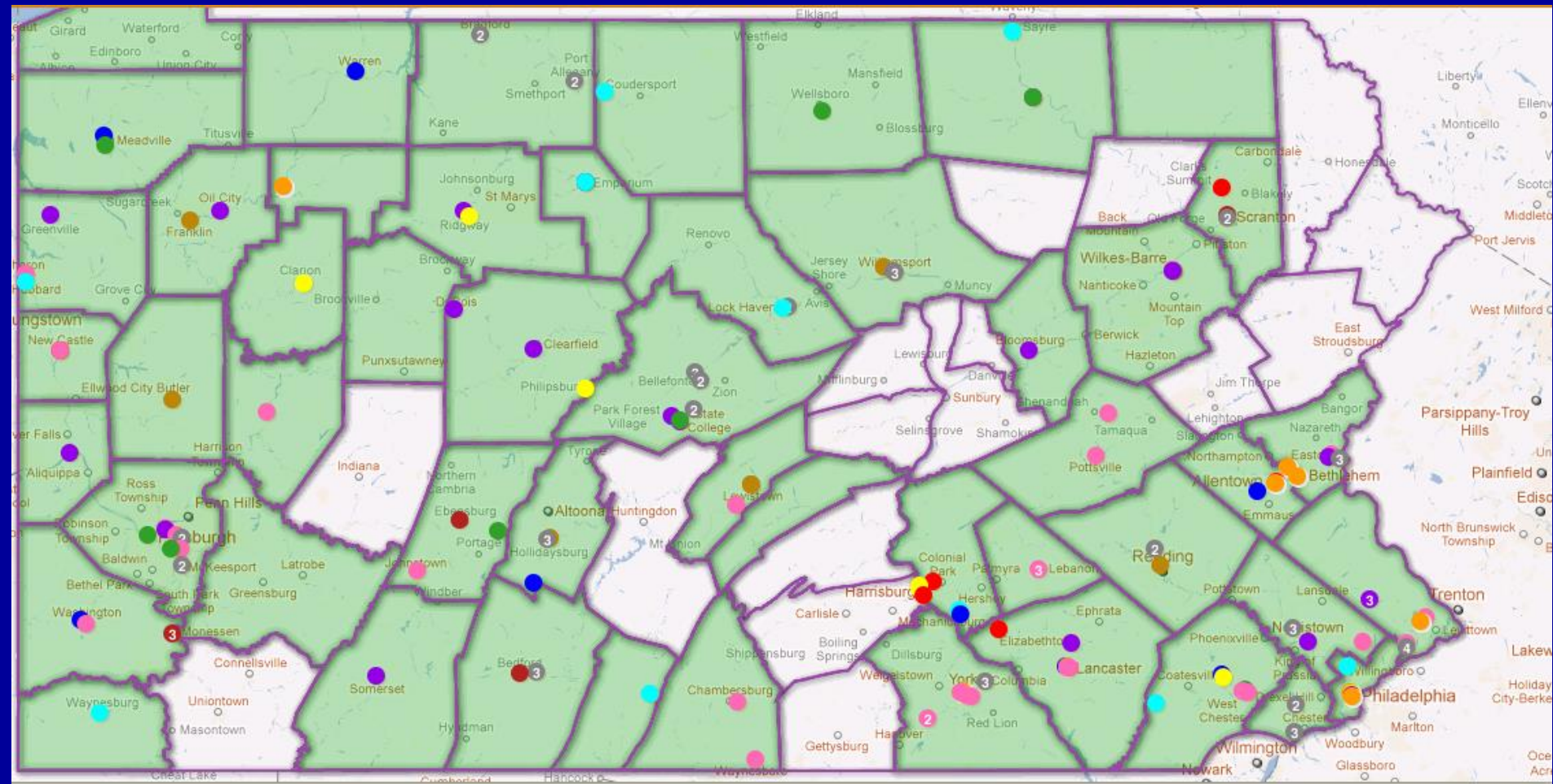
**Boundary Layers**

☒ Counties

☐ State House Districts

☐ School Districts

☐ State Senate Districts



# The Challenge:

How do we provide effective family-focused interventions at sufficient scale and reach to  
reduce the incidence and prevalence of negative  
cognitive, affective, and behavioral outcomes  
among youth in the United States?



# A Few Recommendations...

- **Better and more sophisticated data systems infrastructure – both for problem identification and impact assessment/CQI**
- **Greater focus on capacity building (at scale) – less what, more how**
- **Establish a distinct “intervention optimization and delivery infrastructure” that is separate from the conventional system for discovery and innovation (R&D)**
- **Build infrastructure for continuous quality improvement at every level (practitioner, provider organization, systems)**

# The Menu of EBPs in PA's Initiative\*

- Olweus Bullying Prevention Program (OBPP)
- Promoting Alternative Thinking Strategies (PATHS)
- Big Brothers Big Sisters of America (BBBS)
- Multidimensional Treatment Foster Care (MTFC)
- Strengthening Families Program 10-14 (SFP)
- Project Towards No Drug Abuse (Project TND)
- Life Skills Training (LST)
- Incredible Years (IYS)
- Functional Family Therapy (FFT)
- Multisystemic Therapy (MST)
- Aggression Replacement Training (ART)



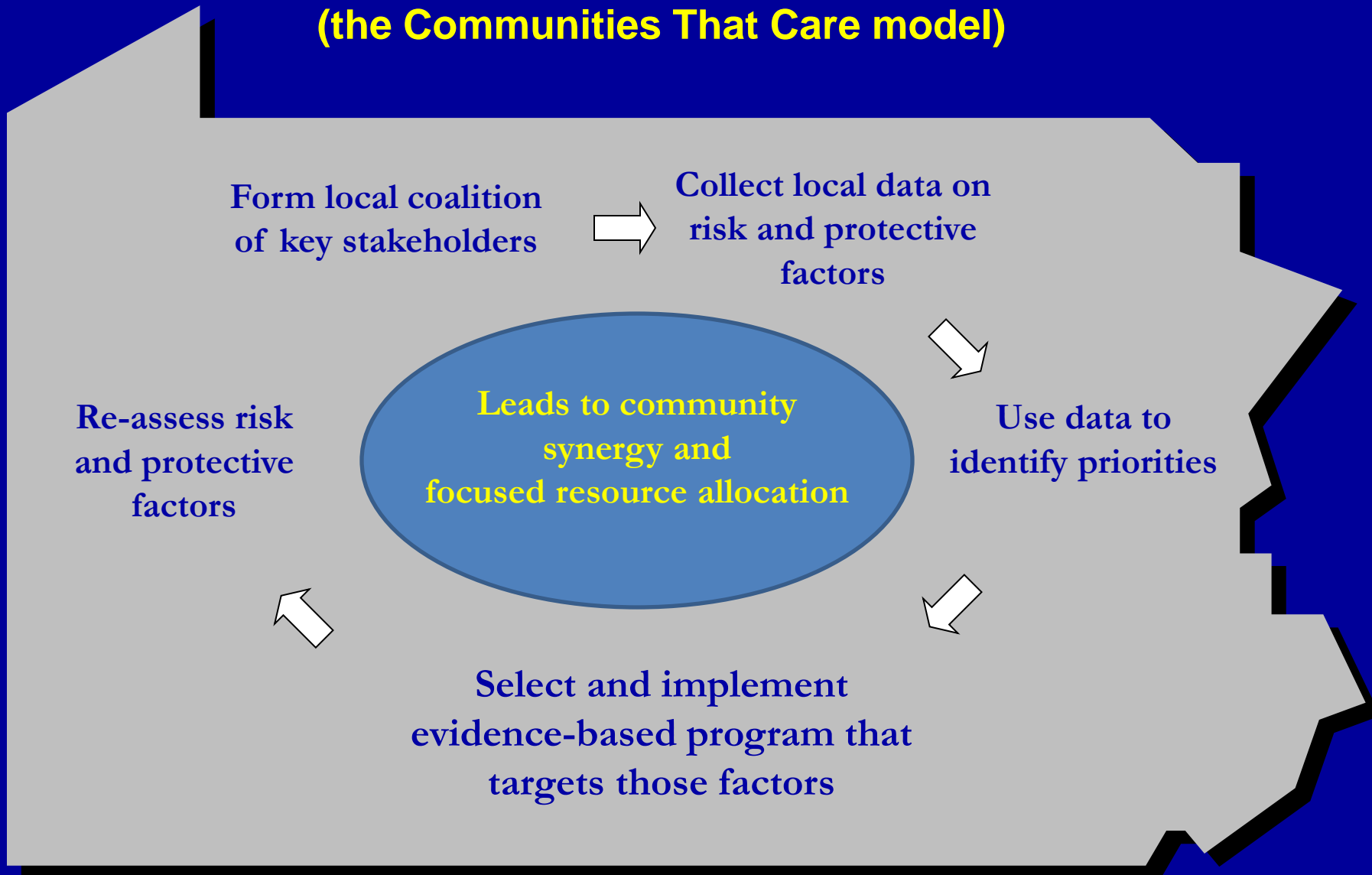
GETTY IMAGES



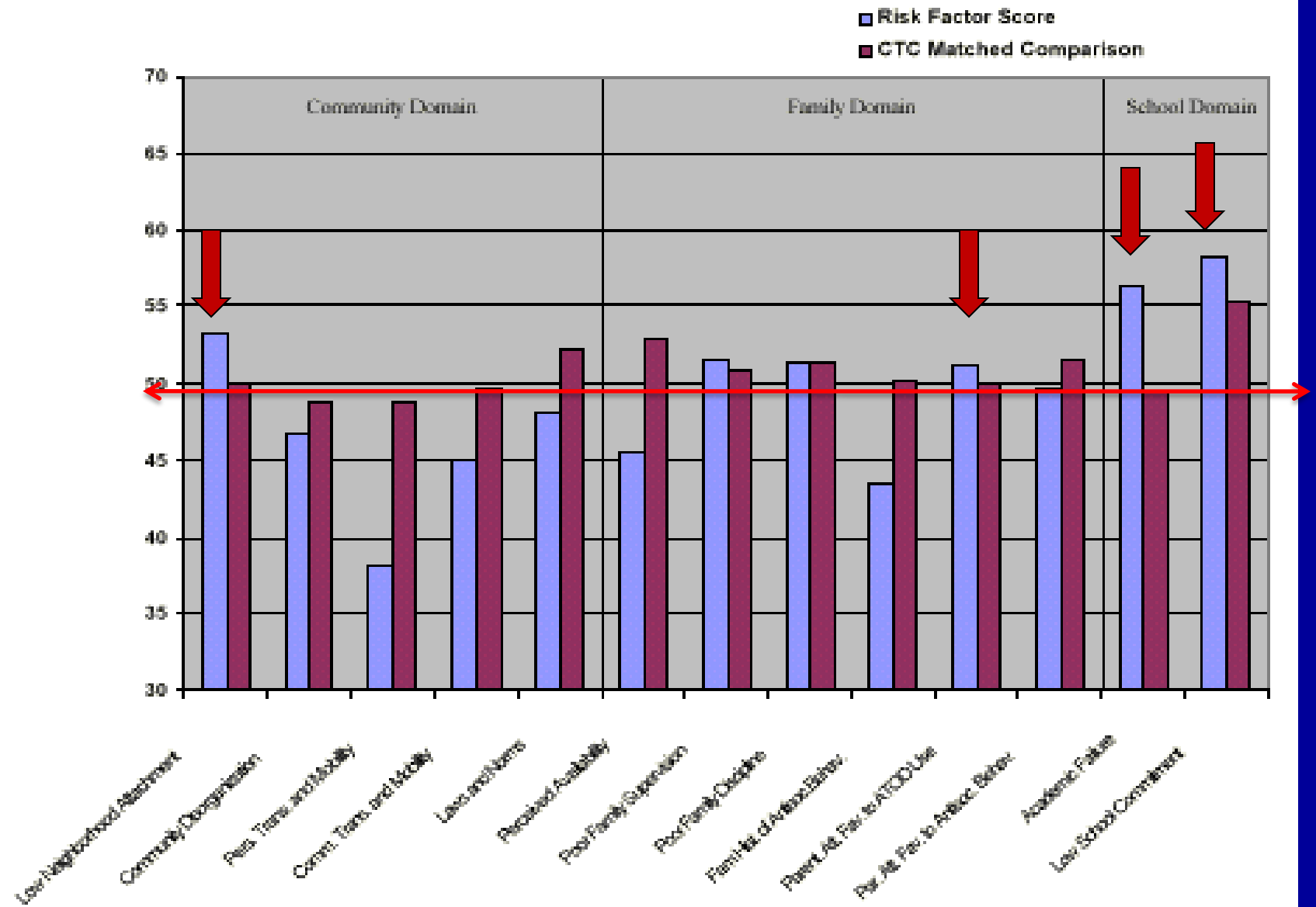
# Creating Fertile Ground for EBPs

## Risk-focused Prevention Planning

(the Communities That Care model)



Graph 7: Risk Factor Scores for Centre County: Community, Family, and School Domains.



# Community-Monitoring Systems:

TRACKING AND IMPROVING THE  
WELL-BEING OF AMERICA'S  
CHILDREN AND ADOLESCENTS

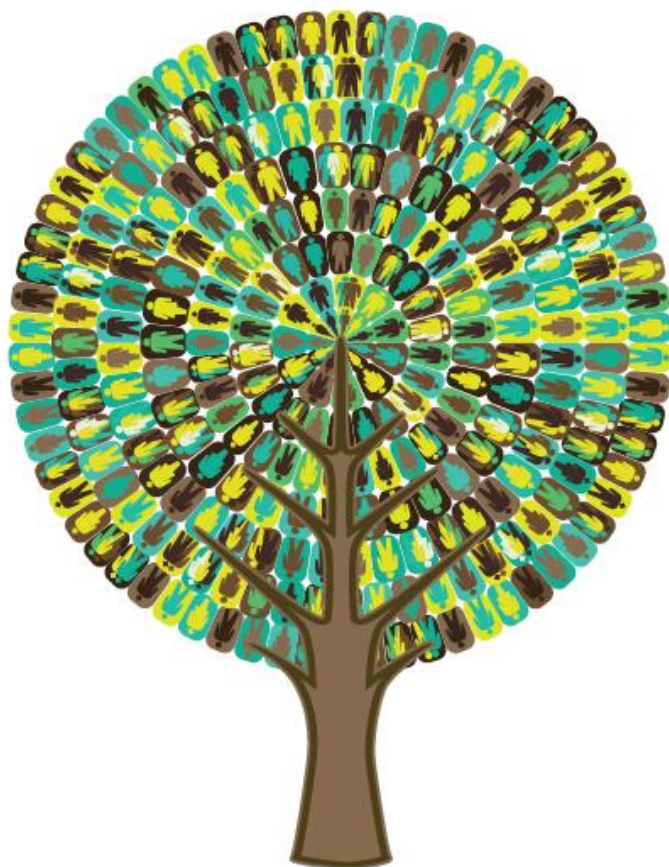
Patricia Mrazek, M.S.W, Ph.D.  
Anthony Biglan, Ph.D.  
J. David Hawkins, Ph.D.



Funding from the National  
Institutes of Health and  
Robert Wood Johnson  
Foundation—coordinated  
through the National Science  
Foundation and the Society  
for Prevention Research—  
supported the preparation of  
this paper.



# UNDERSTANDING THE VALUE OF BACKBONE ORGANIZATIONS IN COLLECTIVE IMPACT



## Achieving Large-Scale Change through Collective Impact Involves Five Key Conditions For Shared Success

**Common Agenda:** All participants have a **shared vision for change** including a common understanding of the problem and a joint approach to solving it through agreed upon actions

**Shared Measurement:** **Collecting data and measuring results consistently** across all participants ensures efforts remain aligned and participants hold each other accountable

**Mutually Reinforcing Activities:** Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action

**Continuous Communication:** **Consistent and open communication** is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation

**Backbone Support:** Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies**

### Backbone Organizations

Types of Backbones	Description	Examples	Pros	Cons
<b>Funder-Based</b>	One funder initiates CI strategy as planner, financier, and convener	Calgary Homeless Foundation	<ul style="list-style-type: none"> <li>Ability to secure start-up funding and recurring resources</li> <li>Ability to bring others to the table and leverage other funders</li> </ul>	<ul style="list-style-type: none"> <li>Lack of broad buy-in if CI effort seen as driven by one funder</li> <li>Lack of perceived neutrality</li> </ul>
<b>New Nonprofit</b>	New entity is created, often by private funding, to serve as backbone	Community Center for Education Results	<ul style="list-style-type: none"> <li>Perceived neutrality as facilitator and convener</li> <li>Potential lack of baggage</li> <li>Clarity of focus</li> </ul>	<ul style="list-style-type: none"> <li>Lack of sustainable funding stream and potential questions about funding priorities</li> <li>Potential competition with local nonprofits</li> </ul>
<b>Existing Nonprofit</b>	Established nonprofit takes the lead in coordinating CI strategy	Opportunity Chicago	<ul style="list-style-type: none"> <li>Credibility, clear ownership, and strong understanding of issue</li> <li>Existing infrastructure in place if properly resourced</li> </ul>	<ul style="list-style-type: none"> <li>Potential "baggage" and lack of perceived neutrality</li> <li>Lack of attention if poorly funded</li> </ul>
<b>Government</b>	Government entity, either at local or state level, drives CI effort	Shape Up Somerville	<ul style="list-style-type: none"> <li>Public sector "seal of approval"</li> <li>Existing infrastructure in place if properly resourced</li> </ul>	<ul style="list-style-type: none"> <li>Bureaucracy may slow progress</li> <li>Public funding may not be dependable</li> </ul>
<b>Shared Across Multiple Organizations</b>	Numerous organizations take ownership of CI wins	Magnolia Place	<ul style="list-style-type: none"> <li>Lower resource requirements if shared across multiple organizations</li> <li>Broad buy-in, expertise</li> </ul>	<ul style="list-style-type: none"> <li>Lack of clear accountability with multiple voices at the table</li> <li>Coordination challenges, leading to potential inefficiencies</li> </ul>
<b>Steering Committee Driven</b>	Senior-level committee with ultimate decision-making power	Memphis Fast Forward	<ul style="list-style-type: none"> <li>Broad buy-in from senior leaders across public, private, and nonprofit sectors</li> </ul>	<ul style="list-style-type: none"> <li>Lack of clear accountability with multiple voices</li> </ul>

Multi-Agency Steering Committee  
(Justice, Welfare, Education, Health)

*Resource Center*  
for Evidence-based Prevention and Intervention  
Programs and Practices

Support to  
Community  
Prevention  
Coalitions

Support to  
Evidence-based  
Programs

Improve Quality of  
Juvenile Justice  
Programs and  
Practices

*A unique partnership between policymakers, researchers, and communities to bring science to bear on issues of public health and public safety*

*The EPISCenter is a project of the Prevention Research Center, College of Health and Human Development, Penn State University, and is funded by the Pennsylvania Commission on Crime and Delinquency and the Pennsylvania Department of Public Welfare as a component of the Resource Center for Evidence-Based Prevention and Intervention Programs and Practices.*



*It is easier to prevent bad habits than to break them.*

—Benjamin Franklin



Evidence-Based Programs (EBP)

Resources & Research

Outreach

Upcoming Events

News

Juvenile Justice

Communities That Care (CTC)

## Welcome to the EPISCenter

**We have some great new resources on our "[maps](#)" page!**

The EPISCenter is a project of the Prevention Research Center, College of Health and Human Development, and Penn State University, with funding and support from the Pennsylvania Commission on Crime and Delinquency (PCCD) and the Pennsylvania Department of Public Welfare (DPW) as a component of the [Resource Center for Evidence-Based Prevention and Intervention Programs and Practices](#). The EPISCenter supports the dissemination, quality implementation, sustainability, and impact assessment of a menu of proven-effective prevention and intervention programs, and conducts original translational research to advance the science and practice of evidence-based prevention.

[Follow @EPIS\\_Center](#)



EPISCenter

[Like](#) 161

### Popular Content

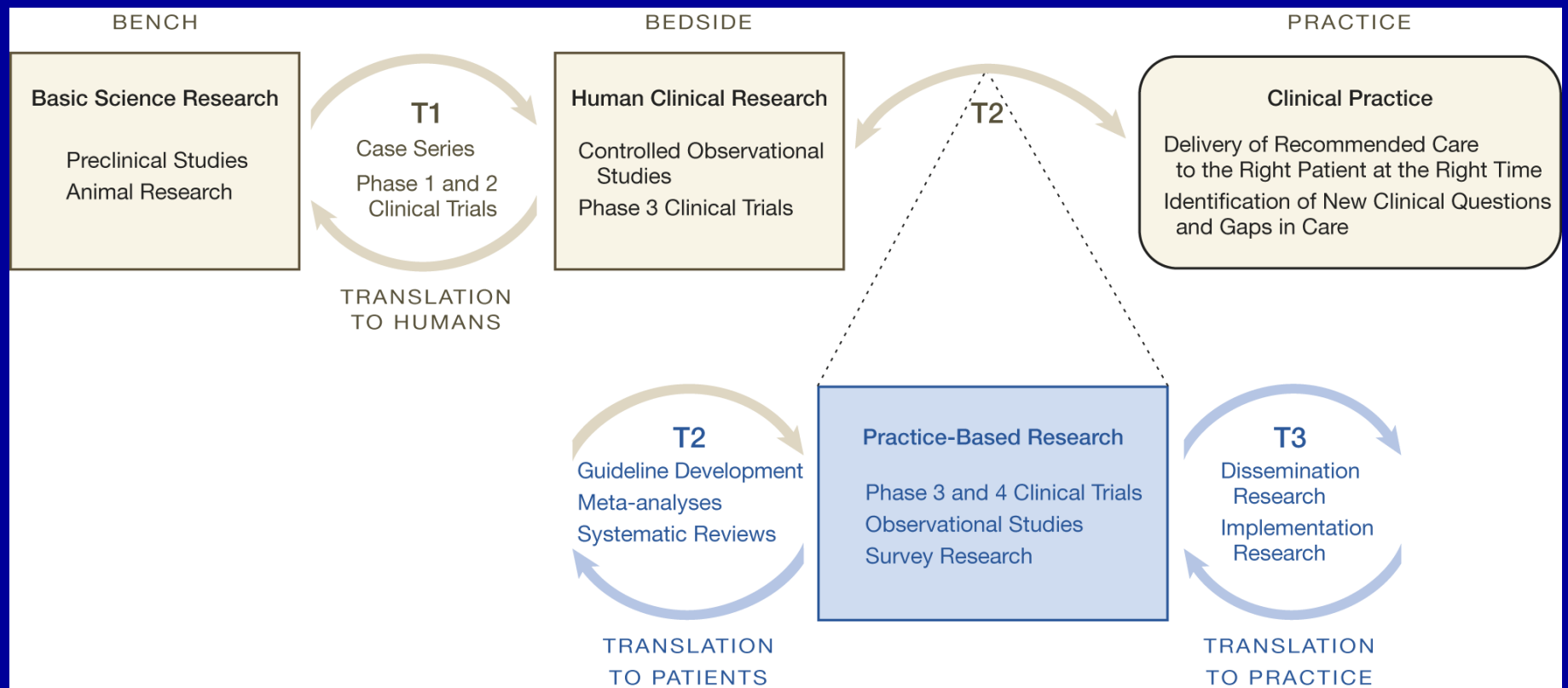
- [Functional Family Therapy](#)
- [LifeSkills Training Program](#)
- [Promoting Alternative THinking Strategies](#)
- [Strengthening Families Program 10-14](#)
- [Olweus Bullying Prevention Program](#)

Find us on Facebook

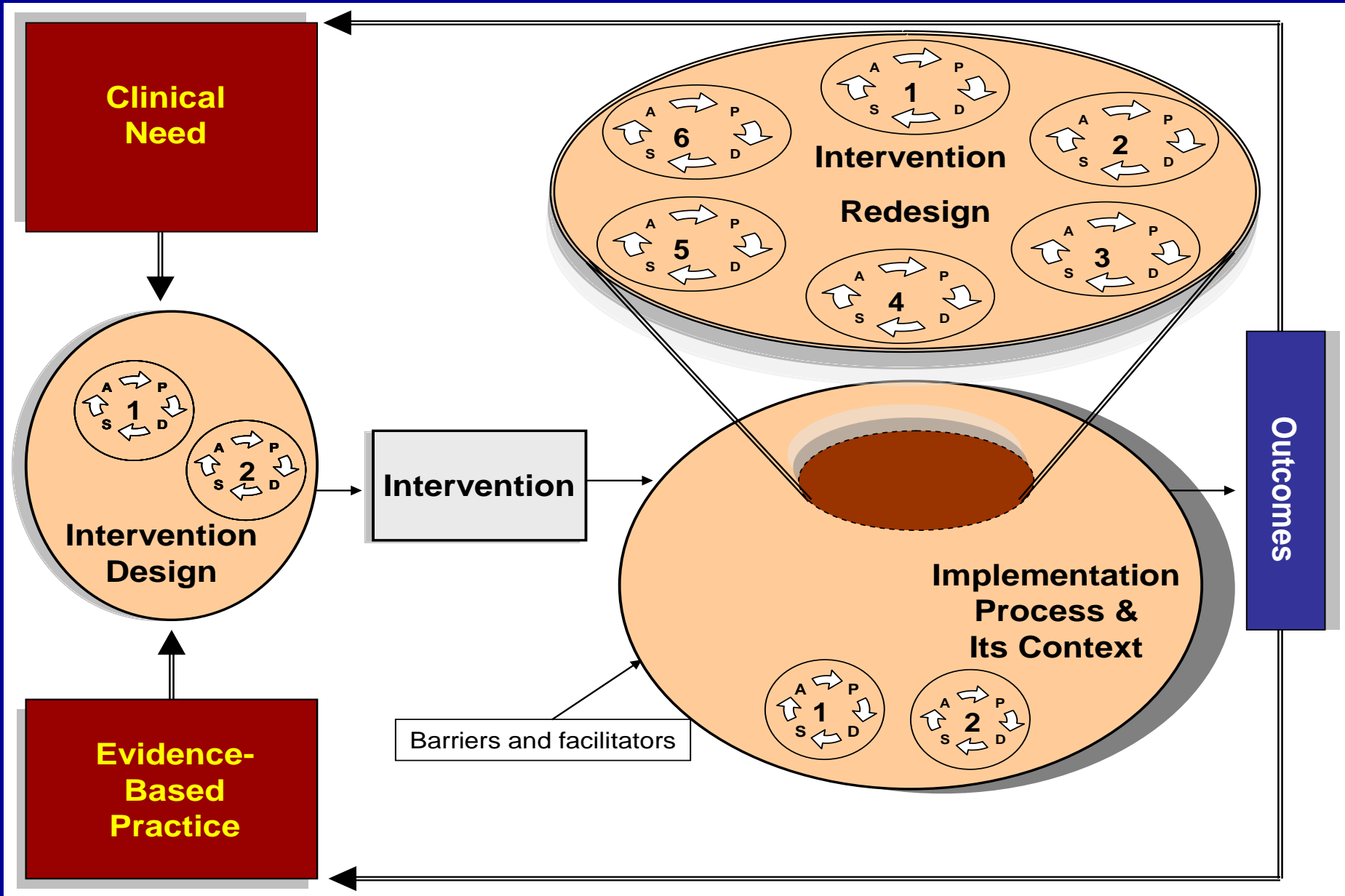


EPISCenter

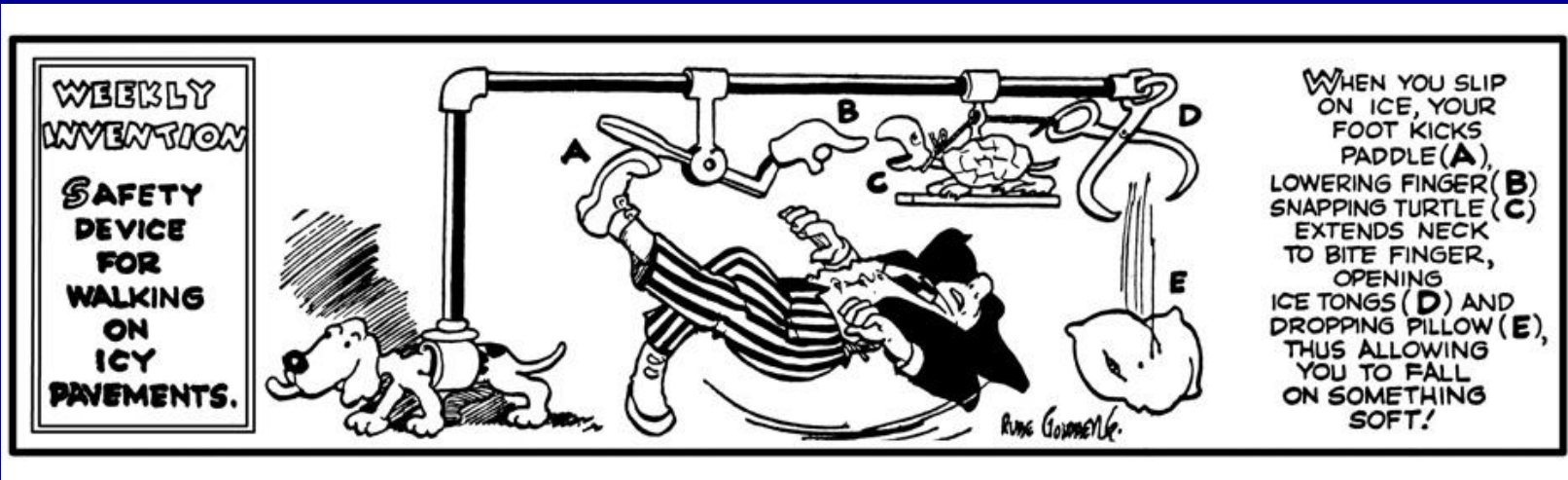
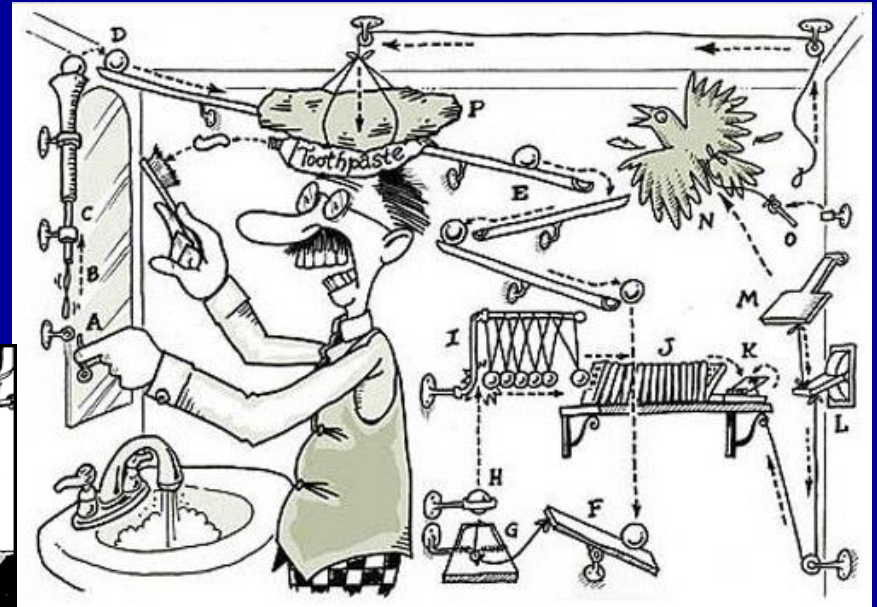
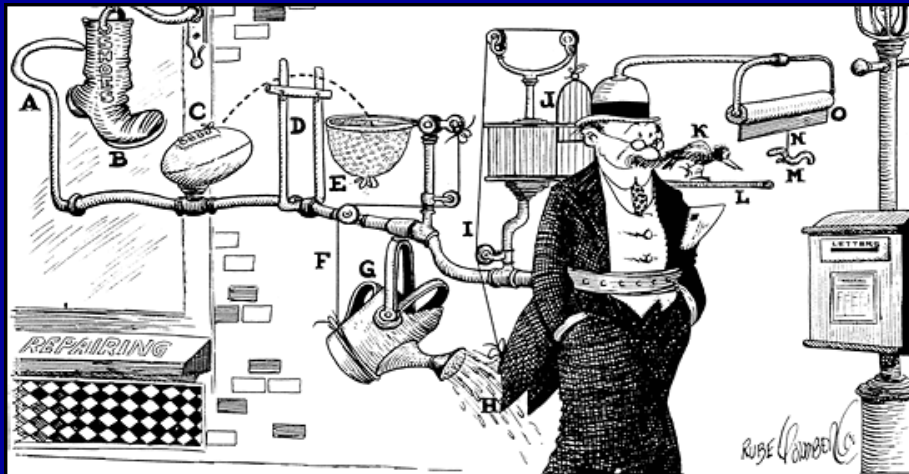
[Like](#) 161







# EBP logic models...







Evidence-Based  
Programs (EBP)

Resources &  
Research

Outreach

Upcoming  
Events

News

Juvenile  
Justice

Communities  
That Care (CTC)

## The Incredible Years

[f Recommend](#) [Share](#) 7 people recommend this. Be the first of your friends.

**The Incredible Years** programs are research-based, proven effective for reducing children's aggression and behavior problems and increasing social competence in home and school settings.

### Incredible Years Training for Parents:

- **The Basic Parent Training** prevention model is a universal program for parents of children ages 3-6 years. Over 16-20 weeks it emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as; child lead play, effective praise, and limit setting.
  - [BASIC Parent Training Fact Sheet](#)
  - [BASIC Parent Training 2012-2013 Outcomes Data Summary](#) **NEW!**
- **The Advance Parent Training** program consists of 9-11 additional sessions that build on the Basic program. It emphasizes parent interpersonal skills such as: effective communication skills, anger management, problem-solving between adults, and ways to give and get support.

### Evidence-based Programs

- [Aggression Replacement Training](#)
- [Big Brothers Big Sisters](#)
- [Functional Family Therapy](#)
- [LifeSkills Training Program](#)
- [Multidimensional Treatment Foster Care](#)
- [Multisystemic Therapy](#)
- [Olweus Bullying Prevention Program](#)
- [Project Towards No Drug Abuse](#)
- [Promoting Alternative Thinking Strategies](#)
- [Strengthening Families Program 10-14](#)
- [The Incredible Years](#)

### Search

Search this site:

**EPISCenter Email List**

**Incredible Years Training for Children:**

## Options for Incredible Years Training

### Upcoming 2014 Pennsylvania Trainings

- **May 19-20**  
Consultation Days  
Bedford, PA (**Limited Space Available**)
- **July 28-29**  
Advance Training  
Havertown, PA (**Limited Space Available**)
- **July 30 - Aug 1**  
Basic Training  
Lancaster, PA
- **August 6-8**  
Dinosaur Small Group  
Harrisburg, PA
- **September 15-17**  
IYS Basic Training  
Bedford, PA
- **October 7-9**  
Dinosaur Small Group or Classroom  
Bedford, PA

Please email Lee Ann Cook at [lcCook@episcenr.org](mailto:lcCook@episcenr.org) to inquire about one of these trainings or to list a training on this page. Important Note: facilitators who wish to participate in the IYS Advance Training must have conducted two or more IYS Basic Groups.

### Upcoming Regional Training

- IYS Basic - March 3-5, 2014 Baltimore, MD Very limited space available please contact Lee Ann Cook at [lcCook@episcenr.org](mailto:lcCook@episcenr.org) for more information.

### Creating a Training Budget

Costs will vary depending on the number of participants, facilitator travel expenses. Costs for the training alone (not including travel for your facilitator) will not exceed the maximums listed in this overview.

[View the PA Based IYS Training Overview](#)

### Accessing already scheduled IYS Trainings:

In order to make the IYS program more sustainable PCCD funded facilitators are asked to utilize PA based trainings to minimize travel costs. Occasionally it is possible to travel to Seattle Washington, and other locations, for one of the regularly scheduled IYS training workshops. [View the IYS international training schedule](#).

**Do you have PA based training needs not met by the schedule above? Please fill out this survey to help us plan for future trainings.**

### Evidence-based Programs

- [Aggression Replacement Training](#)
- [Big Brothers Big Sisters](#)
- [Functional Family Therapy](#)
- [LifeSkills Training Program](#)
- [Multidimensional Treatment Foster Care](#)
- [Multisystemic Therapy](#)
- [Olweus Bullying Prevention Program](#)
- [Project Towards No Drug Abuse](#)
- [Promoting Alternative Thinking Strategies](#)
- [Strengthening Families Program 10-14](#)
- [The Incredible Years](#)

### Search

Search this site:

Search






### EPISCenter Email List

Stay up to date on funding opportunities, training events, and other important news from the EPISCenter by signing up for our



## The Incredible Years Evaluation Tools

Below are links to the evaluation tools required for the Incredible Years Parent and Child Programs to report on the PCCD Performance Measures for PCCD funding





### Incredible Years BASIC Parent Program Evaluation Tools

- [Parent Practices Interview \(Non-Scannable Version\)](#) 
- [Parent Practices Interview \(EPISCenter Scannable Version\)](#) 
- [Parent Practices Interview \(Spanish Version\)](#) 
- [EPISCenter IYS BASIC Parent Program Weekly Evaluation Form](#) 
- [IYS BASIC Parent Group Leader Checklist \(Developer Version\)](#) 

### 2.2 Version of the IYS BASIC Spreadsheet (Released July 2013)

- [IYS BASIC Parent Spreadsheet for Outcomes Analysis and PCCD Reporting](#) 
- [Video tutorial for using the automatic saving feature for the IYS BASIC spreadsheet](#) 

### Incredible Years ADVANCE Parent Program Evaluation Tools

- [EPISCenter IYS ADVANCE Parent Program Parent Survey](#) 
- [EPISCenter IYS ADVANCE Parent Program Weekly Evaluation Form](#) 
- [IYS ADVANCE Parent Group Leader Checklist \(Developer Version\)](#) 
- [IYS ADVANCE Parent Spreadsheet for Outcomes Analysis and PCCD Reporting](#) 
- **Please carefully review the instructions tab for process to convert spreadsheet to proper format for reporting in PCCD quarterly report**

### Evidence-based Programs

- [Aggression Replacement Training](#)
- [Big Brothers Big Sisters](#)
- [Functional Family Therapy](#)
- [LifeSkills Training Program](#)
- [Multidimensional Treatment Foster Care](#)
- [Multisystemic Therapy](#)
- [Olweus Bullying Prevention Program](#)
- [Project Towards No Drug Abuse](#)
- [Promoting Alternative Thinking Strategies](#)
- [Strengthening Families Program 10-14](#)
- [The Incredible Years](#)

### Search

Search this site:




Search

### EPISCenter Email List

Stay up to date on funding opportunities, training events, and other important news

## Readiness Tools

For communities that are considering implementation of the Incredible Years these tools can help guide the decision making and planning process


- [IYS DINA Small Group Therapy Readiness Tool](#) 
- [IYS DINA Classroom Readiness Tool](#) 
- [IYS BASIC Readiness Tool](#) 

## PA Based Training

In 2014, PCCD and the EPISCenter are collaborating with IYS providers to begin offering a more coordinated series of PA based Incredible Years trainings. There are two main goals for this collaboration:



1. Decrease Training Costs: By ensuring that each training is fully utilized and avoiding travel to Seattle PCCD will be able to decrease the overall costs to providers for Incredible Years training. Lower costs mean that our state prevention dollars are stretched to serve more families and youth.

2. Enhance the Pennsylvania Incredible Years Learning Community: By inviting providers across the state to come together for training we increase the opportunity for networking between providers. Facilitators can share lessons learned and build relationships that will allow them to access each other throughout their implementation of the model.

- [Training for the Incredible Years - Updated 2014 Schedule](#)
- [Overview and Budgeting Information](#) 


## Evaluation

Part of high quality implementation is assessing program impact and fidelity to the model. Below are tools and resources provided by the EPISCenter to assist in collecting, analyzing, and communicating this data.

- [IYS Data Collection Processes](#)
- [Evaluation Tools for IYS](#)
- [IYS Quality Assurance Review Process](#)
- [Preparing to Submit a Video for Review](#)  
- [IYS Outcomes Report Guidance and Template](#)

## More Resources

Find a variety of resources to support your implementation of the Incredible Years below.

- [General presentations, esources, and articles related to the Incredible Years](#)
- [IYS BASIC Parent Program resources](#)
- [IYS DINA Classroom and Small Group resources](#)
- [IYS Implementation Manual](#) 
- [IYS Newsletter](#)
- National Site: [The Incredible Years®](#)

## Crime and Delinquency

(PCCD) and the Pennsylvania Department of Public Welfare to support high-quality implementation of evidence-based prevention & intervention programs. PCCD is a state-level planning & coordinating agency designed to prevent delinquency, substance use, and violence.



## Prevention Research Center

The EPISCenter is a project of the [Bennett Pierce Prevention Research Center®](#), College of Health and Human Development, Penn State University. The PRC is actively engaged in conducting high-quality research in the prevention field and supporting the wide-spread dissemination of prevention programs.




[Evidence-Based Programs \(EBP\)](#)
[Resources & Research](#)
[Outreach](#)
[Upcoming Events](#)
[News](#)
[Juvenile Justice](#)
[Communities That Care \(CTC\)](#)

## Quality Assurance Review Process

Each PCCD grantee is required in the second year of funding to participate in a Quality Assurance Review Process (QAR) with the program developer.

The Quality Assurance Review Process (QAR) by the developer is an integral part of promoting model adherence, implementation quality, and demonstrating program outcomes and impact. The purpose of the review process is to fully assess a site's functioning, their data collection process, and their ability to demonstrate and communicate impact.

Demonstrating program outcomes and tying them to high-quality program implementation will advance Pennsylvania's dedication and financial commitment to supporting evidence-based programs. This assessment along with sites' outcomes can potentially lead to increased funding and continued statewide support for the evidence-based program initiative in PA.

- [Outline of the QAR for the Incredible Years](#)
- [Questionnaire for the IYS BASIC QAR](#)
- [Questionnaire for the IYS DINA Classroom QAR](#)
- [Questionnaire for the IYS DINA Small Group QAR](#)

[Back to The Incredible Years](#)

## Evidence-based Programs

- [Aggression Replacement Training](#)
- [Big Brothers Big Sisters](#)
- [Functional Family Therapy](#)
- [LifeSkills Training Program](#)
- [Multidimensional Treatment Foster Care](#)
- [Multisystemic Therapy](#)
- [Olweus Bullying Prevention Program](#)
- [Project Towards No Drug Abuse](#)
- [Promoting Alternative Thinking Strategies](#)
- [Strengthening Families Program 10-14](#)
- [The Incredible Years](#)



## Tips for PA IYS Providers: Submitting a video for review



### Video Recording

Pennsylvania providers who video record sessions early and often as a regular part of the IYS implementation process have the most success with achieving certification. Here's why:

- Allows facilitators to get used to being recorded
- Allows for a broader selection of recordings for submission
- Allows for peer and supervisory review to improve skills prior to submission for certification

### Preparing to Submit a Video for Review

**Make sure to complete and submit the following 3 documents with your video.**

1. **Self-evaluation of your video.** Lisa St. George from the Incredible Years shared the following with EPIS, "It is important that you review your own DVD before you send it for feedback. It is your chance to self-reflect, and the reviewer can see the direction you are moving in your thoughts on the group. It's also a good way to make sure the DVD works!" Here are links to the forms to guide this process from the [developer's website](#):

[Basic Parent Self Evaluation](#)

[Small Group Self Evaluation](#)

[Classroom Self Evaluation](#)

2. **Application form.** Here are links to the applications from the [developer's website](#):

[Basic Parent Group Leader Application](#)

[Small Group Group Leader Application](#)

[Classroom Group Leader Application](#)

3. **Brief letter** outlining the following details:

- ✓ Topic/Lessons covered in group
- ✓ Population Served
- ✓ Any contextual information to help the reviewer understand the group and your interactions with them.
- ✓ Areas that you would like feedback on
- ✓ A description of yourself (so they know who to watch!)

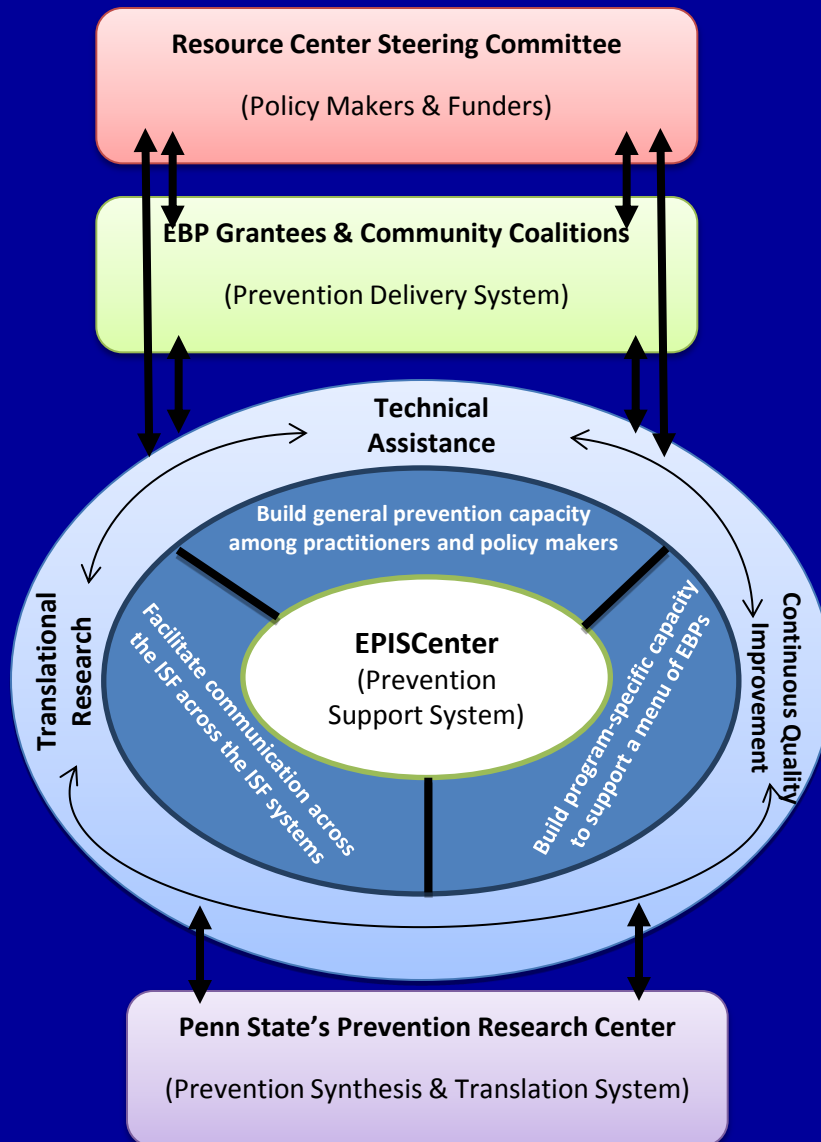
### Other helpful links

[The Incredible Years Website](#) is full of useful information. Here are just a few links to information that can help you navigate the IYS Group Leader certification process.

[Main Certification Page](#) - This is where to start to drill down to specific information about certification requirements for each IYS Model



# Prevention Support System as Infrastructure



- Infrastructure for both TA and Research (braided)
- Role of TA provider gives access to populations (scale)
- A logical cycle of research, TA, CQI
- Ensures immediacy and policy relevance of research
- Recognizing and engaging funders/policy makers as active stakeholders, not just a “context”
- Broker and facilitator across agencies

*The road to scale runs through  
public systems.*

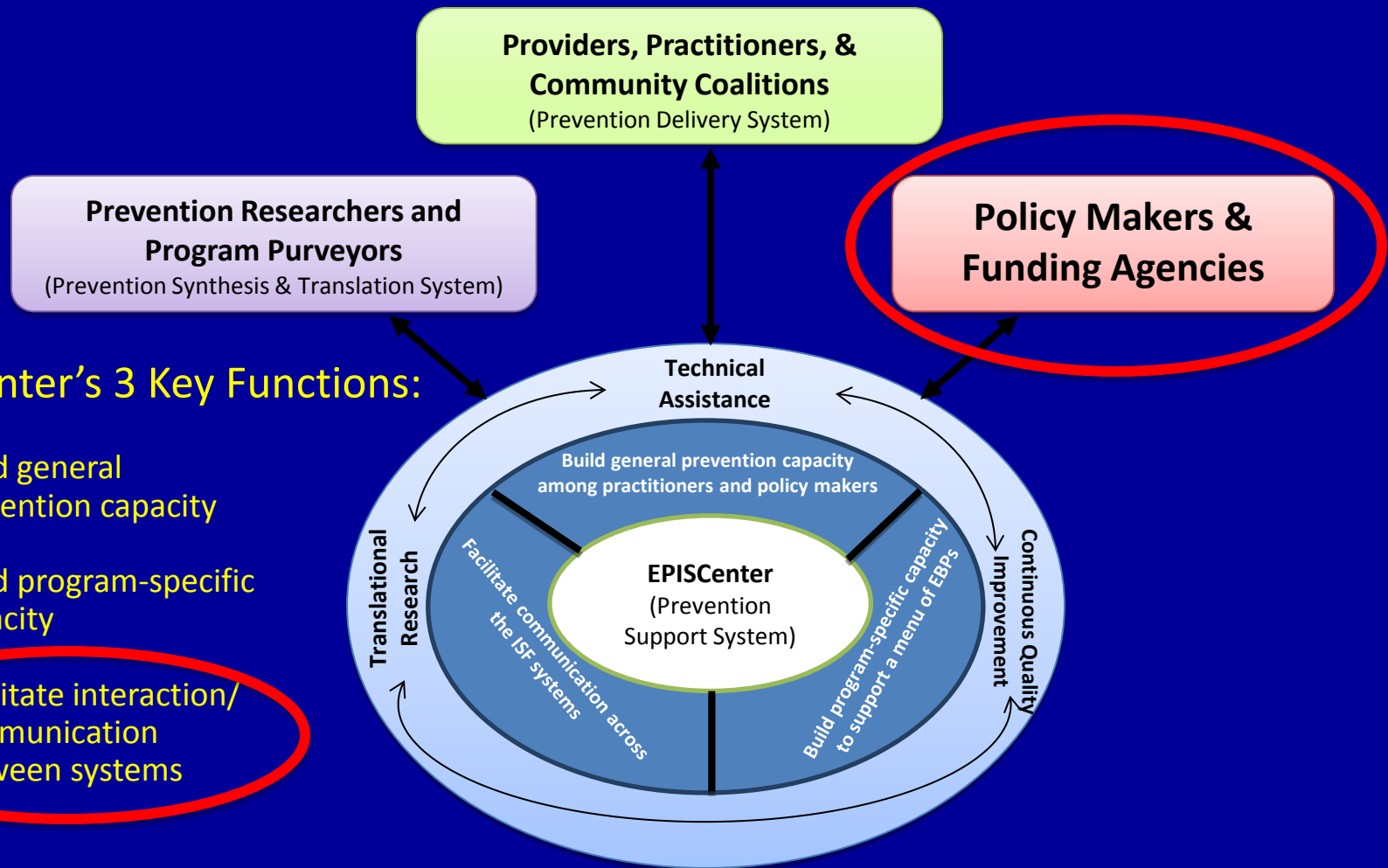
*...decades of experience  
tell us that a bad system will trump a good  
program every time.*

*Patrick McCarthy, Annie E. Casey Foundation*

# Collaboration:

Do we really have the same mission?





## The Role of a State-Level Prevention Support System in Promoting High-Quality Implementation and Sustainability of Evidence-Based Programs

Brittany L. Rhoades · Brian K. Bumbarger ·  
Julia E. Moore

© Society for Community Research and Action 2012

**Abstract** Although numerous evidence-based programs (EBPs) have been proven effective in research trials and are being widely promoted through federal, state, and philanthropic dollars, few have been “scaled up” in a manner likely to have a measurable impact on today’s critical social problems. The Interactive Systems Framework for Dissemination and Implementation (ISF) explicates three systems that are critical in addressing the barriers that prevent these programs from having their intended public health impact. In this article we describe the relevance of these systems in a real-world context with

wide-scale dissemination and support of EBPs, and recognizing the need for a distinct state-level PSS, Pennsylvania has created an infrastructure to effectively address the primary barriers to moving from lists of EBPs to achieving population-level public health improvement.

**Keywords** Translational research · Implementation · Sustainability · Dissemination · Evidence-based programs · Prevention



## The in P of E

Brittan  
Julia F

© Socie

Abstra  
(EBPs)  
are be  
philant  
manner  
critical  
work f  
cates t  
barriers  
intende  
the rel

Adm Policy Ment Health  
DOI 10.1007/s10488-011-0372-x

ORIGINAL PAPER

## A State Agency–University Partnership for Translational Research and the Dissemination of Evidence-Based Prevention and Intervention

Brian K. Bumbarger · Elizabeth Morey Campbell

© Springer Science+Business Media, LLC 2011

**Abstract** This article describes a decade-long partnership between the Prevention Research Center at Penn State and the Pennsylvania Commission on Crime and Delinquency. This partnership has evolved into a multi-agency initiative supporting the implementation of nearly 200 replications of evidence-based prevention and intervention programs, and

emergence of this evidence base has come a concomitant shift in policy and funding to promote the use of evidence-based programs and practices (EBPs). However, we have yet to realize broad public health impact (at the population level) from this movement because the barriers of widespread adoption, high-quality implementation and fidelity,

## The in P of E

Brittan  
Julia E

© Socie

Abstra  
(EBPs)  
are bei  
philant  
manner  
critical  
work fo  
cates t  
barriers  
intende  
the rel

Adm Policy Ment Health  
DOI 10.1007/s10488-011-0372-x

ORIGINAL PAPER

J Primary Prevent  
DOI 10.1007/s10935-013-0303-6

ORIGINAL PAPER

A  
Re  
an

Br

# Examining Adaptations of Evidence-Based Programs in Natural Contexts

Julia E. Moore · Brian K. Bumbarger ·  
Brittany Rhoades Cooper

© S

Abs  
betw  
the  
This  
supp  
evid

© Springer Science+Business Media New York 2013

**Abstract** When evidence-based programs (EBPs) are scaled up in natural, or non-research, settings, adaptations are commonly made. Given the fidelity-versus-adaptation debate, theoretical rationales have been provided for the pros and cons of adaptations. Yet the basis of this debate is theoretical; thus, empirical evidence is needed to understand the types of adaptations made in natural settings. In the present study, we introduce a taxonomy for understanding adaptations. This taxonomy addresses several aspects of

respondents reported making adaptations. Adaptations to the procedures, dosage, and content were cited most often. Lack of time, limited resources, and difficulty retaining participants were listed as the most common reasons for making adaptations. Most adaptations were made reactively, as a result of issues of logistical fit, and were not aligned with, or deviated from, the program's goals and theory.

**Keywords** Adaptation · Fidelity · Implementation

## The in P of E

Brittan  
Julia E

© Socie

Abstra  
(EBPs)  
are bei  
philant  
manner  
critical  
work fo  
cates t  
barriers  
intende  
the rele

Adm Policy Ment Health  
DOI 10.1007/s10488-011-0372-x

ORIGINAL PAPER

J Primary Prevent  
DOI 10.1007/s10935-013-0303-6

ORIGINAL PAPER

A  
Re  
an

Brit

## Examini in Natu

Julia E. Mo  
Brittany Rh

© S

Ab  
betw  
the  
This  
supp  
evid

© Springer Sci

**Abstract** V  
are scaled u  
adaptations a  
versus-adapt  
been provide  
the basis of  
evidence is  
tations made  
we introduce  
tions. This

Prev Sci  
DOI 10.1007/s11121-013-0427-1

## Sustaining Evidence-Based Prevention Programs: Correlates in a Large-Scale Dissemination Initiative

Brittany Rhoades Cooper · Brian K. Bumbarger ·  
Julia E. Moore

© Society for Prevention Research 2013

**Abstract** Over the past four decades, significant strides have been made in the science of preventing youth problem behaviors. Subsequently, policymakers and funders have begun to insist on the use of evidence-based programs (EBPs) as a requirement for funding. However, unless practitioners are able to sustain these programs beyond initial seed funding, they are unlikely to achieve their ultimate goal of broad public health impact. Despite its obvious importance, sustainability has received relatively little attention in prevention science until

technical assistance and support necessary to promote the sustainability of EBPs in nonresearch contexts are also discussed.

**Keywords** Sustainability · Sustainment · Evidence-based programs · Prevention programs

Bridging the gap between the science and practice of youth substance use and violence prevention has come to the fore-

# Thank You!

Evidence-based Prevention and Intervention Support Center  
Prevention Research Center, Penn State University

University Park, PA 16802

[www.prevention.psu.edu](http://www.prevention.psu.edu)



[www.episcenter.org](http://www.episcenter.org)

