

# *Implementation Science and the Importance of Fidelity: Replicating Evidence-Based Practices*

3-4:00 PM EST

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National Criminal  
Justice Association

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

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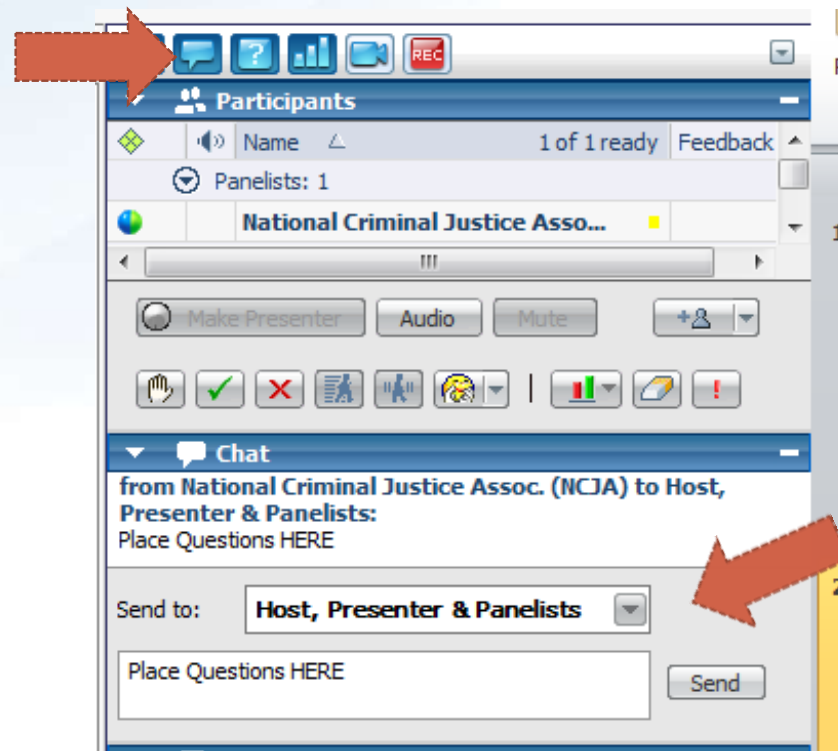
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## Moderator

Cabell Cropper  
Executive Director  
National Criminal Justice Association

## Introduction

Denise O'Donnell  
Director  
Bureau of Justice Assistance

## Presenters

Roger Przybylski  
Founder  
RKC Group

Brian Bumbarger  
Founding Director  
Evidence-based Prevention and Intervention Support Center (EPISCenter)  
Pennsylvania State University

# BJA Director Denise O'Donnell



# Implementation Science and the Importance of Fidelity: Replicating Evidence-Based Practices

**Roger Przybylski**  
**Founder**  
**RKC Group**

# Objectives

- Heighten awareness regarding:
  - The importance of implementation in evidence-based initiatives
  - Implementation science and its value for bridging the research to practice gap
  - Key implementation drivers
  - Resources for learning more about implementation science

# Implementation Matters

- Identifying and adopting what works is not enough to achieve successful outcomes
- Evidence-based programs and practices still have to be delivered with fidelity/integrity in diverse and complex real-world settings

One of the strongest messages coming from the research is that fidelity—the quality with which the treatment is delivered—is crucial to successful outcomes. Lipsey et al. (2010)



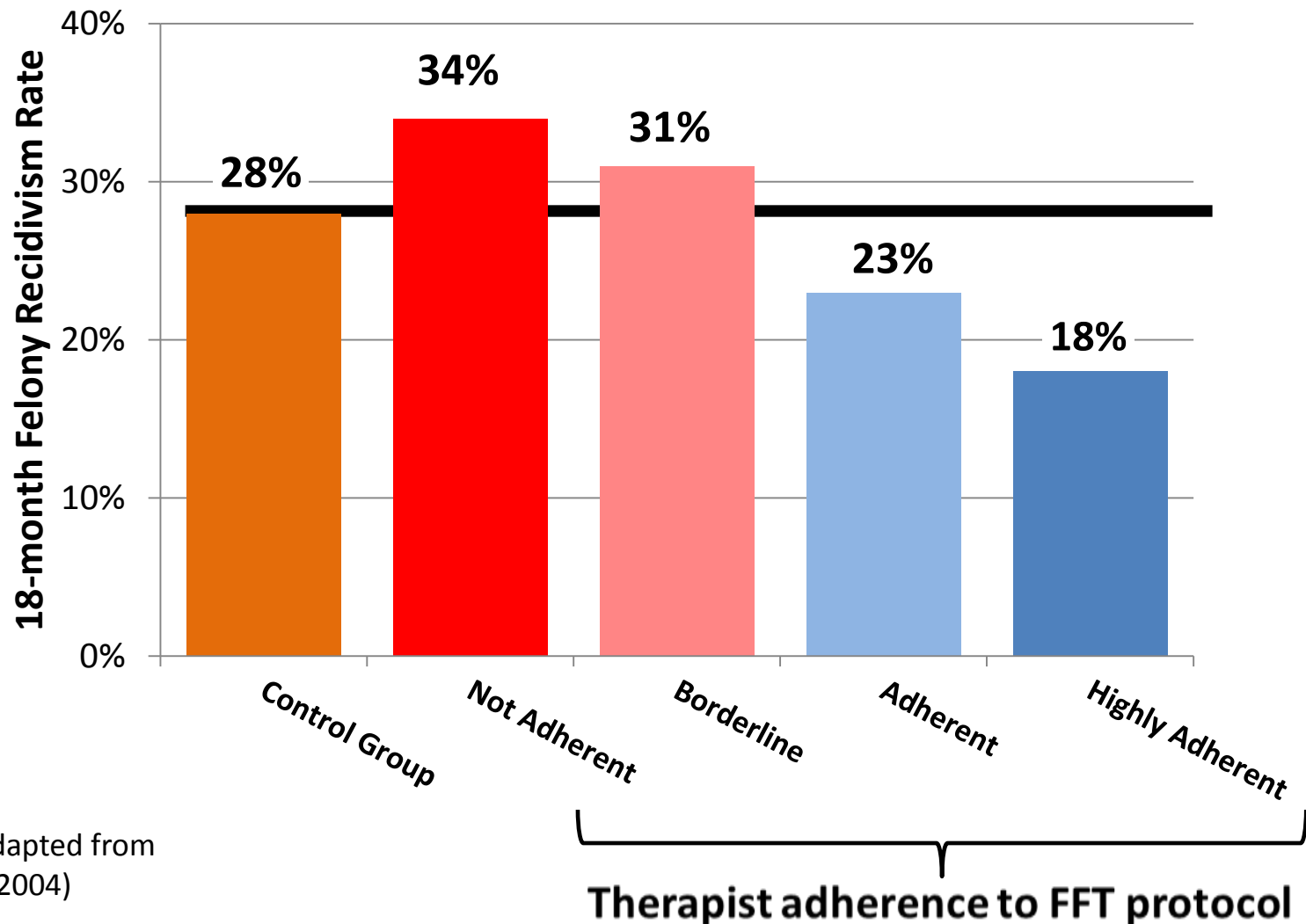
# Real World Outcomes/Benefits are Shaped by Program Effectiveness *and* Implementation Effectiveness



## Formula for Success

**Effective Program + Sound Implementation = Positive Outcomes**

# Washington State Institute for Public Policy Evaluation of Functional Family Therapy in Washington State



Source: Adapted from  
Barnoski (2004)

# High-Quality Implementation is Difficult to Achieve

What appears to be simple and straightforward in the implementation process often turns out to be more complex than anticipated.

In implementation, we often underestimate the number of steps involved, the number of separate decisions that have to be made, or the number of participants whose preferences have to be taken into account.

Because of the complexity involved, implementation, even under the best circumstances, is exceedingly difficult.

Pressman & Wildavsky (1973)

# Levels of Complexity

Simple	Complicated	Complex
Following a Recipe	Sending a Rocket to the Moon	Raising a Child
<p>Recipe is essential.</p> <p>Recipe is tested to assure replicability of later efforts.</p> <p>Expertise is not required.</p> <p>Recipe specifies the nature and quantity of parts needed.</p> <p>Recipes produce standard products.</p> <p>Certainty of same results every time.</p>	<p>Formula are critical/necessary.</p> <p>Sending one rocket successfully increases likelihood the next will be OK.</p> <p>High levels of expertise.</p> <p>Separate into parts and then coordinate.</p> <p>Rockets similar in critical ways.</p> <p>High degree of certainty regarding outcomes.</p>	<p>Formula have limited application.</p> <p>Raising one child gives no assurance of success with the next.</p> <p>Expertise can help, but is not sufficient; relationships matter.</p> <p>Can't separate parts from the whole.</p> <p>Every child is unique.</p> <p>Uncertainty of outcome remains.</p>
<p>Adapted from Freedman, ODI presentation, Exploring the science and complexity of aid policy and practice, London, July 2008.</p>		

# Implementation Science

- The study of methods to promote the integration of research findings and evidence into policy and practice

(Adapted from NIH, Fogarty International Center)

- Empirically-based insights and tools that can be used to support high-quality implementation in diverse and complex real-world settings

# Key Implementation Science Resources

National Implementation Research Network (NIRN)

Regional and international implementation groups  
(California, Colorado, North Carolina, European, Australian)

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Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

*Download monograph at:*

<http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31>

# Used alone, none of the following are sufficient

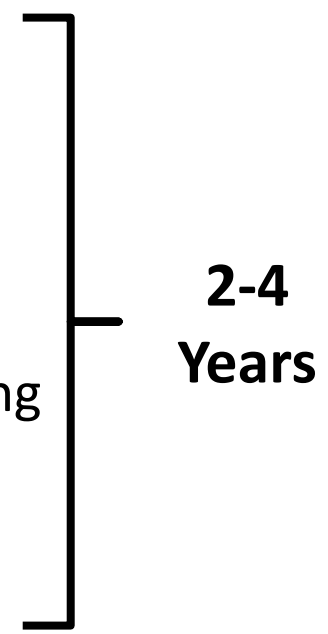
- Diffusion/dissemination of information
- Passing laws, using mandates
- Providing funding, using incentives
- Training
- Organizational development

# Stages of Implementation

Fixsen et al. (2005)

1. Exploration
    - Awareness, acquisition of information
  2. Installation
    - Active preparation, behind the scene tasks
  3. Initial implementation
    - Initial change in practice; many forces at play, including resistance, push-back
  4. Full implementation

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    - New learning becomes integrated into practitioner, organizational, and community practices, policies, and procedures. Full staffing and client loads. The innovation becomes accepted practice.
  5. Innovation
  6. Sustainment
- 
- 2-4  
Years**



# Implementation Drivers

Fixsen et al. (2005) have identified core components that build and support high-fidelity implementation.

## Develop staff competence

- Recruitment and selection
- Training
- Coaching
- Staff performance evaluation

## Provide organizational and system supports

- Administrative supports
  - Data
- Fidelity assessments
- Practice/policy feedback mechanisms



# Importance of Coaching in Developing Staff Competencies

- In education, Joyce and Showers (2002) found that...
  - 10% of trainees will transfer a new skill into practice when training involves theory, discussion and demonstration
  - 25% will transfer a new skill into practice when training involves theory, demonstration and practice
  - 90% will transfer a new skill into practice when training involves theory, demonstration, practice and on the job coaching
- In community corrections, as part of the Strategic Training Initiative in Community Supervision (STICS), Bonta et al. (2010) found that...
  - Probation officer training + coaching on RNR interaction skills produced higher quality interactions with offenders and lower offender recidivism rates

# Other Key Implementation Supports

- Implementation teams
- Communities of practice
- Data-driven feedback
  - To support coaching; development of staff competencies
  - To support fidelity assessments, formative program evaluation
- Practice to policy feedback mechanisms
- Leadership

# Colorado Evidence-Based Practice Implementation for Capacity (EPIC)

- Comprehensive effort to enhance knowledge/skills of criminal justice professionals in evidence-based practices, particularly Motivational Interviewing, Cognitive Behavioral approaches and use of a validated risk/needs assessment instrument
- Multi-agency collaboration
  - Department of Public Safety; Division of Criminal Justice (Community Corrections); Department of Corrections (Institutions, Adult Parole, Community Corrections, Youthful Offender System); State Judicial Branch, Probation Services; Department of Human Services, Behavioral Health
- Utilizes...
  - Training, coaching, and feedback from taped and live interactions
  - Implementation teams
  - Communities of practice
  - Data driven coaching feedback, fidelity and outcome assessment

# Fidelity Assessments

- Critical to achieve positive outcomes
  - Should be concerned with...
    - Structure (framework for service delivery) and process (way in which services are delivered) (Mowbray et al., 2002)
    - Adherence, exposure/dosage, quality of delivery, participant responsiveness (Mihalic et al., 2004)
    - Context, compliance and competency (Fixsen et al., 2005)
- 
- Adapt after achieving high-fidelity implementation and positive outcomes
    - Guide any adaptation with data and assessment

# Implementation Science Resources

- National Implementation Research Network

<http://nirn.fpg.unc.edu/>

Global Implementation Conference 2013

Pre-conference activities: Monday, August 19

Main conference: Tuesday-Wednesday, August 20-21, 2013

Washington Hilton, Washington D.C.

<http://globalimplementation.org/gic>

- Information concerning Colorado EPIC

<http://www.colorado.gov/cs/Satellite/CDPS-CJJ/CBON/1251624330546>

<https://www.facebook.com/COEPICProject>

# Replicating Evidence-based Practices with Fidelity:

## Lessons from Pennsylvania's Blueprints Initiative

Brian Bumbarger  
NCJA Webinar  
May 2013

PENNSSTATE



**pennsylvania**  
COMMISSION ON CRIME  
AND DELINQUENCY

### **Investigators and Authors:**

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

### **Collaborative Policy Innovators:**

Mike Pennington	Clay Yeager
James Anderson	Keith Snyder

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# Effective Programs

- Are based on a research-informed theory of how the target outcome develops (etiology)
- Are predicated on a logic model of intervening in and changing that developmental pathway
- Rely on implementation that does not violate that logic model (fidelity)

# Pennsylvania's "Blueprints" Initiative

- Followed from earlier CTC initiative that promoted community coalitions/risk & resource assessments
- State funding for program startup, after identification of need by local community
- Nearly 200 EBP's funded since 1998 (+~200 through other sources)
- Big Brothers/Sisters, LST, SFP 10-14, PATHS, MST, FFT, MTFC, Olweus Bullying Program, TND, Incredible Years, ART

([www.blueprintsprograms.com](http://www.blueprintsprograms.com))

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.*

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Support to  
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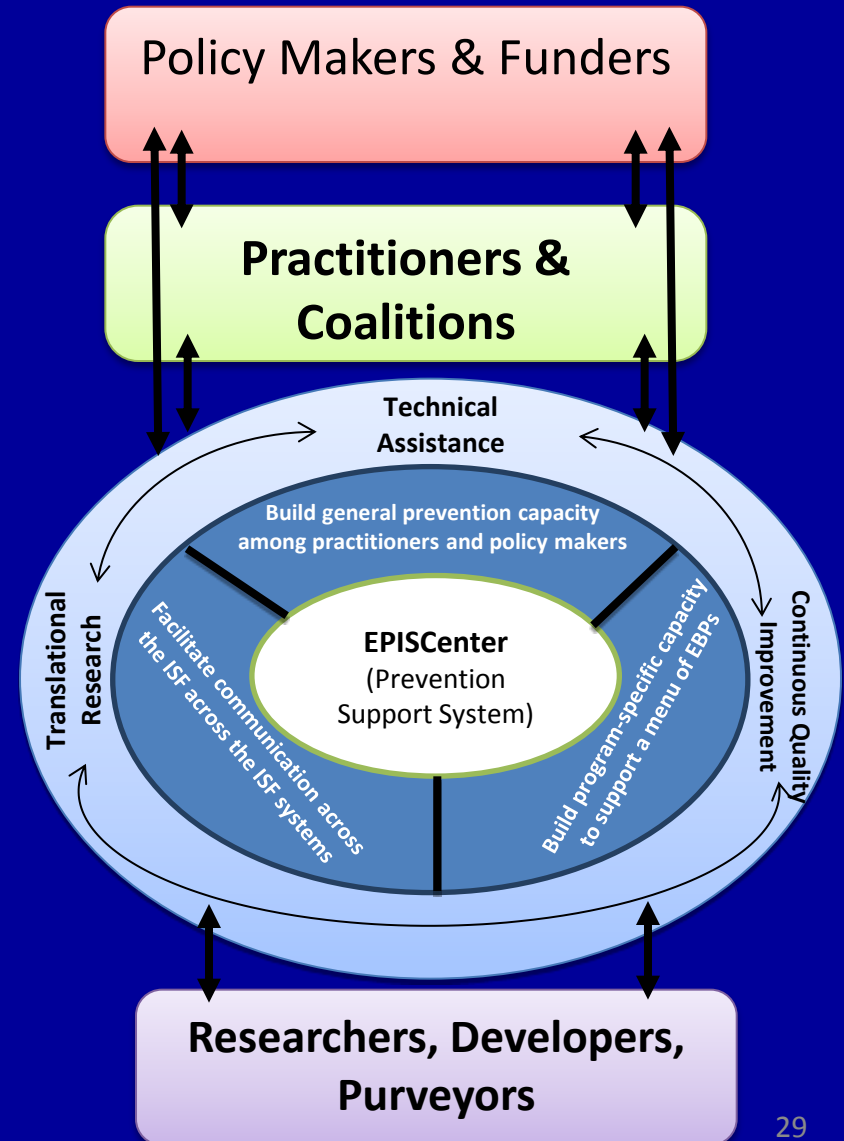
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# EPISCenter's 3 Key Functions

- Build general capacity among providers and practitioners
- Build program-specific capacity
- Facilitate interaction/communication between systems



Rhoades, Bumbarger & Moore (2012). The Role of a State-Level Prevention Support System in Promoting High-Quality Implementation and Sustainability of Evidence-based Programs. *American Journal of Community Psychology*.

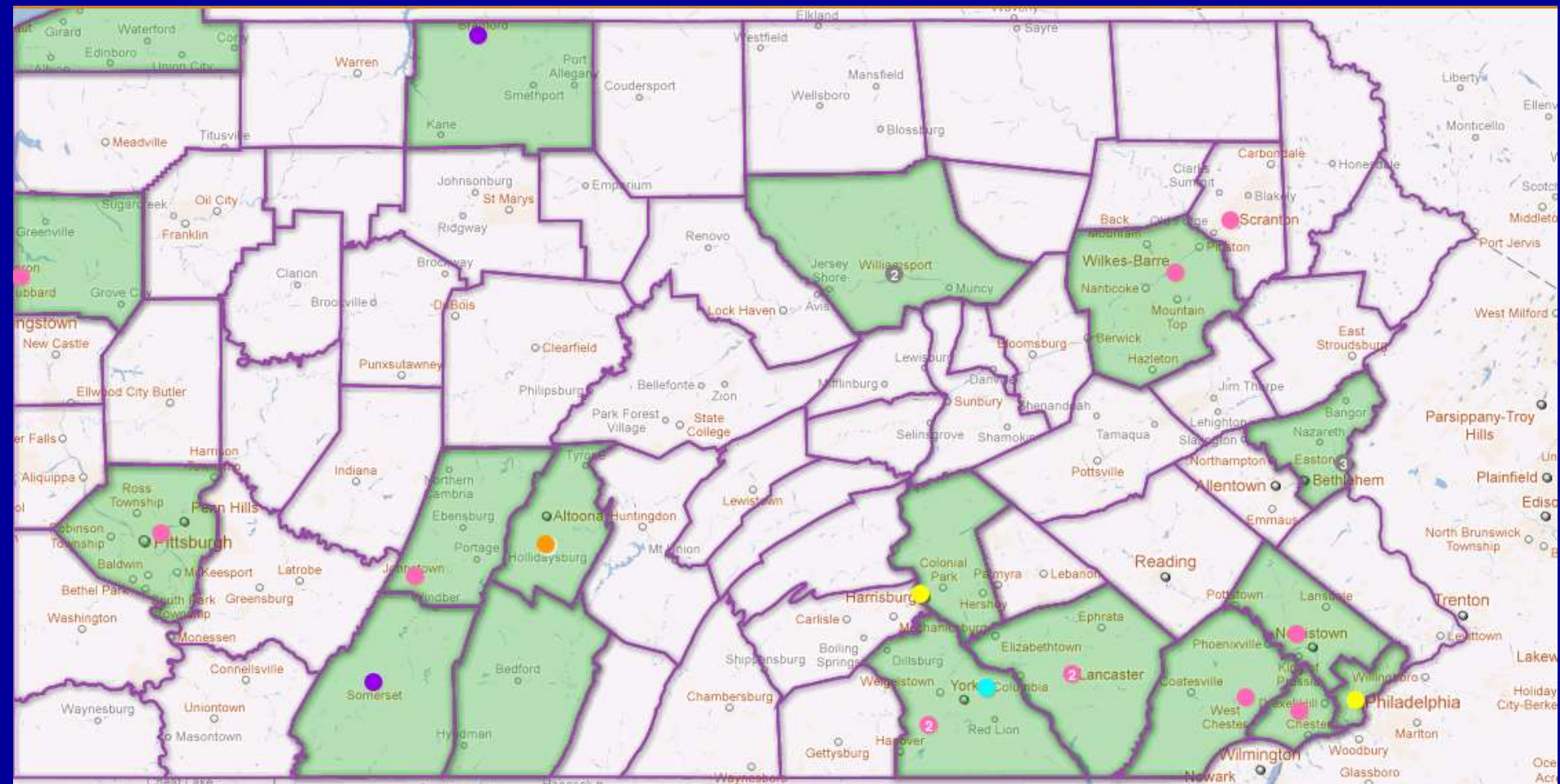
# From Lists to Improved Public Health: Barriers

- Synthesis and translation of research to practice, (and practice to research)
- EBP dissemination, selection, and uptake
- Ensuring sufficient implementation quality and fidelity
- Understanding adaptation and preventing program drift
- Measuring and monitoring implementation and outcomes
- Policy, systems, and infrastructure barriers
- Coordination across multiple programs and developmentally
- Sustainability in the absence of a prevention infrastructure

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.

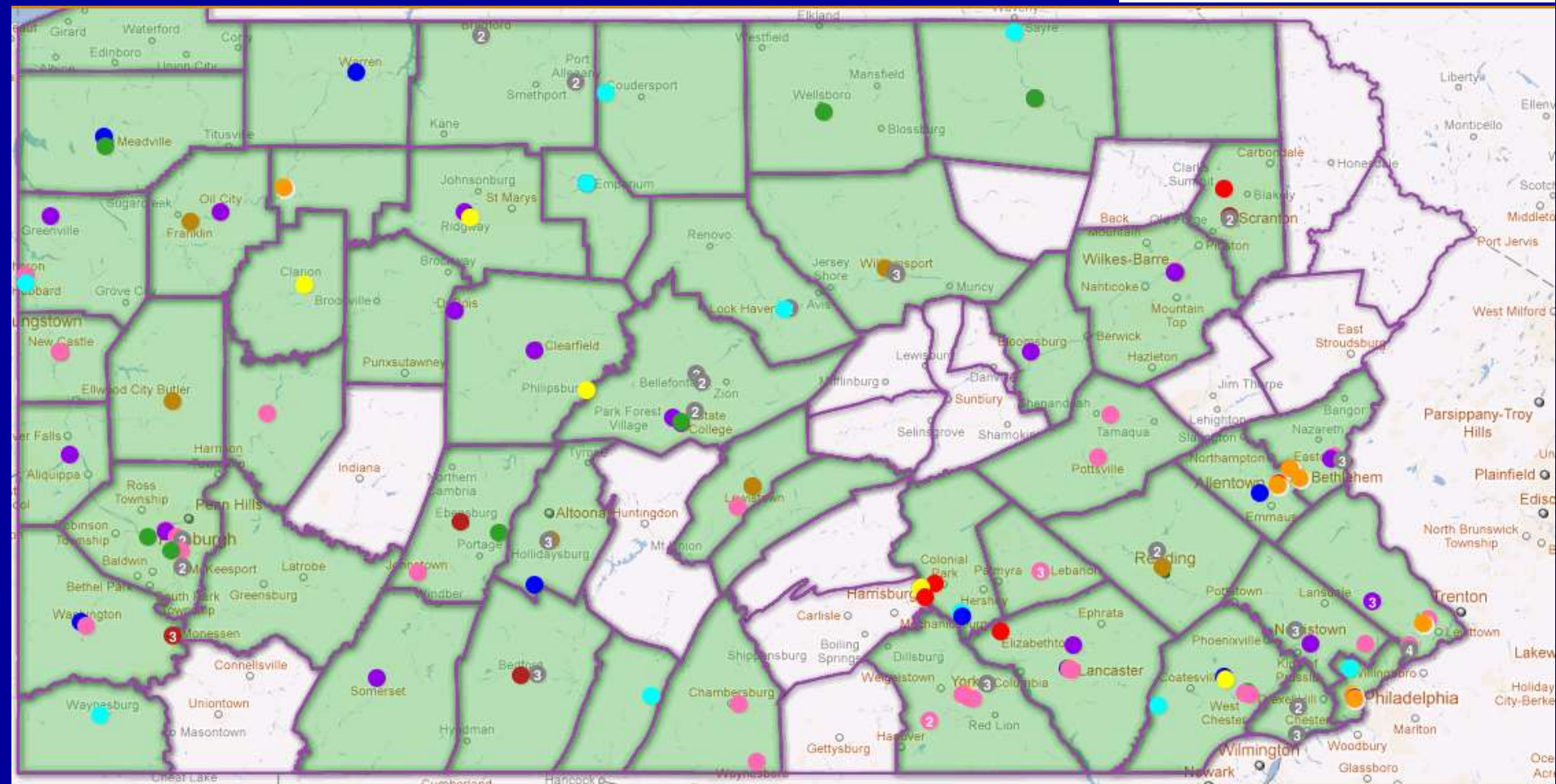
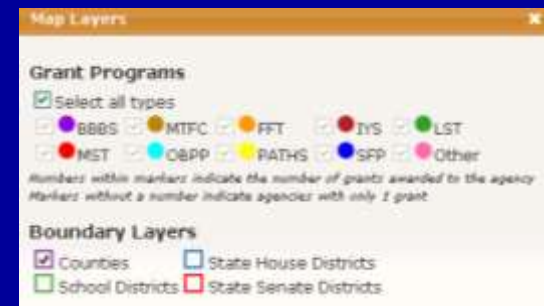
Bumbarger, B., Perkins, D., and Greenberg, M. (2009). Taking Effective Prevention to Scale. In B. Doll, W. Pfohl, & J. Yoon (Eds.) *Handbook of Youth Prevention Science*. New York: Routledge.

# Pennsylvania's EBP dissemination in 1999...





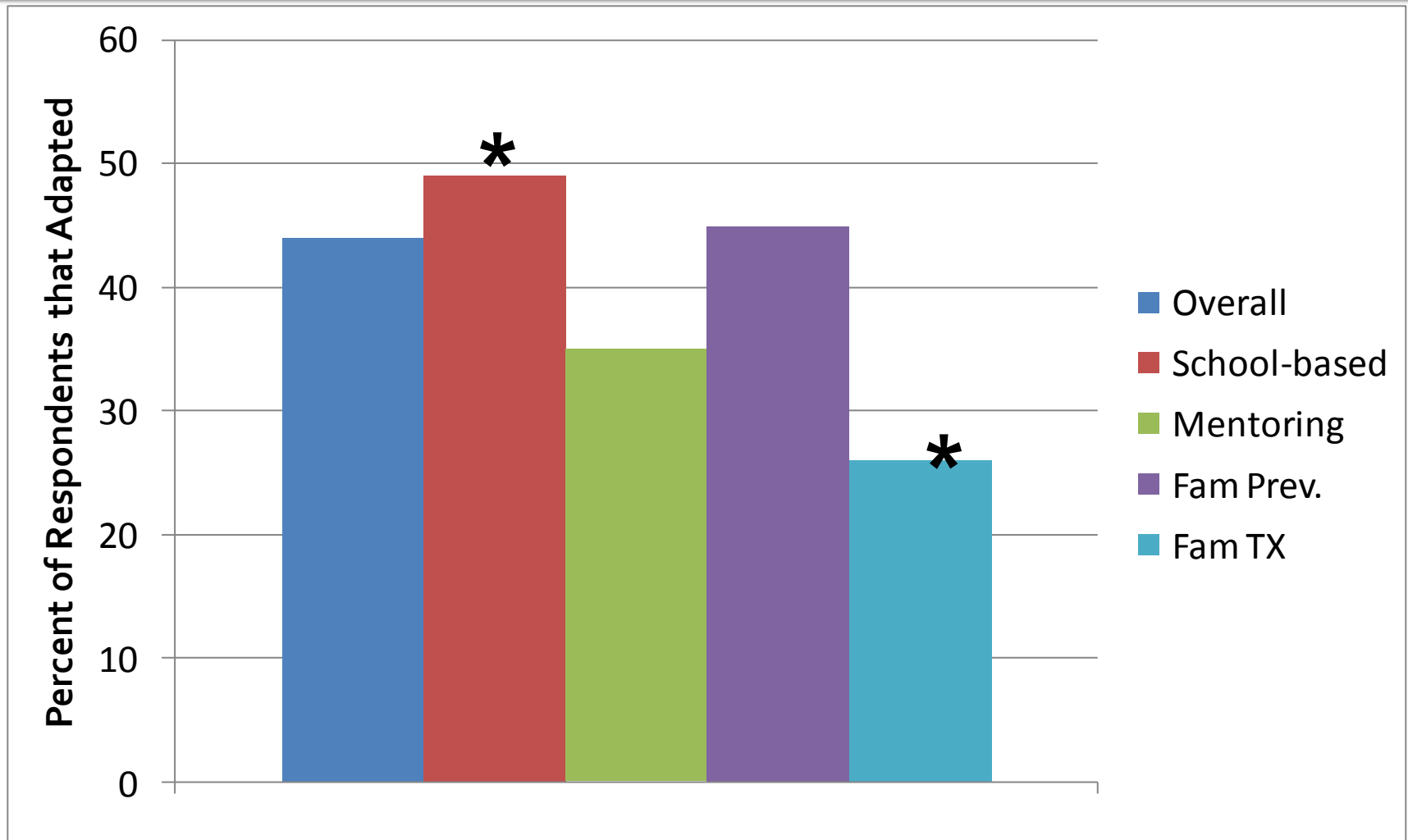
# Pennsylvania's EBP dissemination in 2013...



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



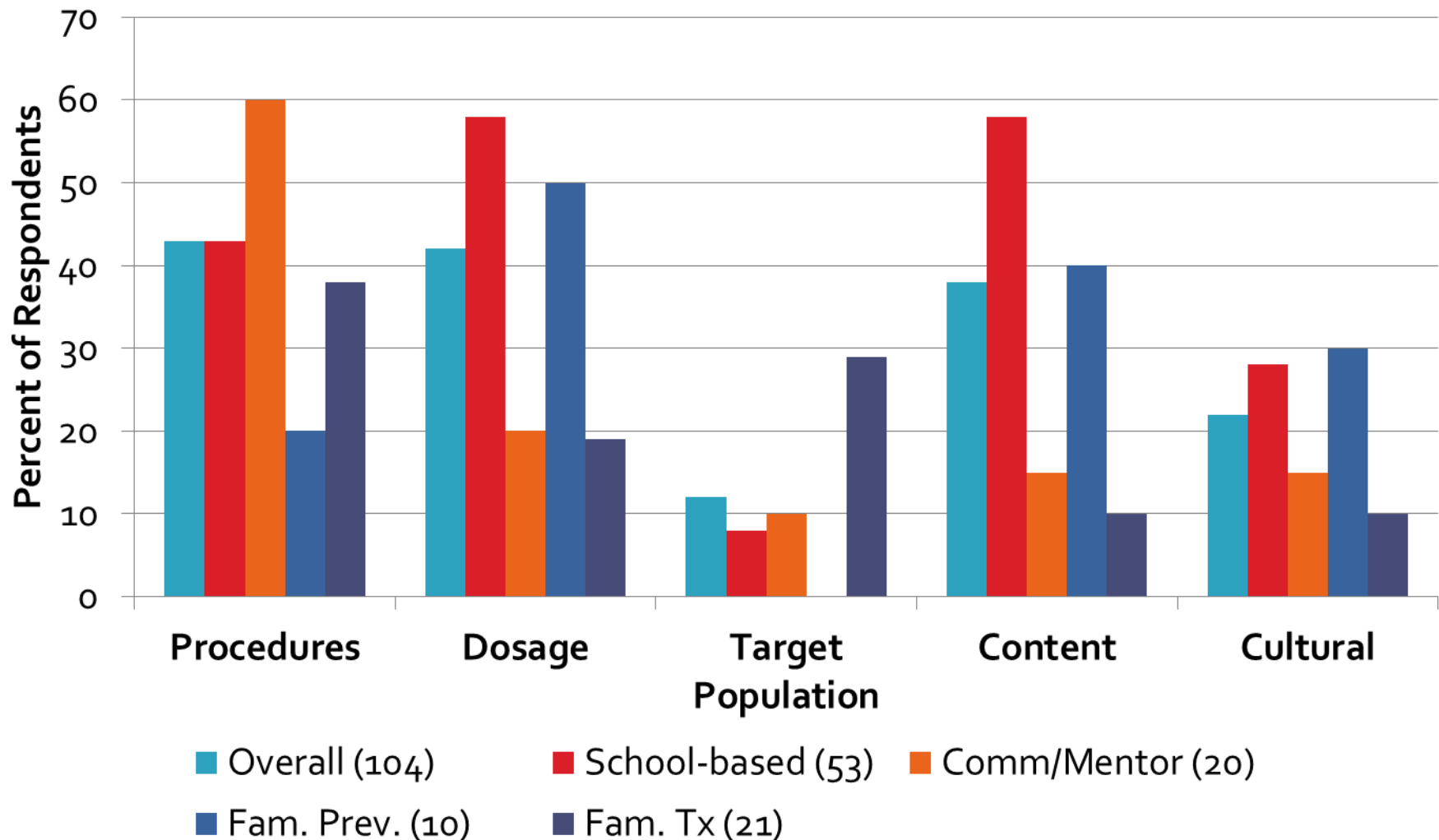
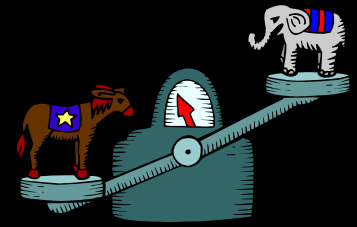
# Did you achieve fidelity?



**\*P < .01**

Moore, Bumbarger & Cooper (2013). Examining adaptation of evidence-based programs in natural contexts. *Journal of Primary Prevention*.

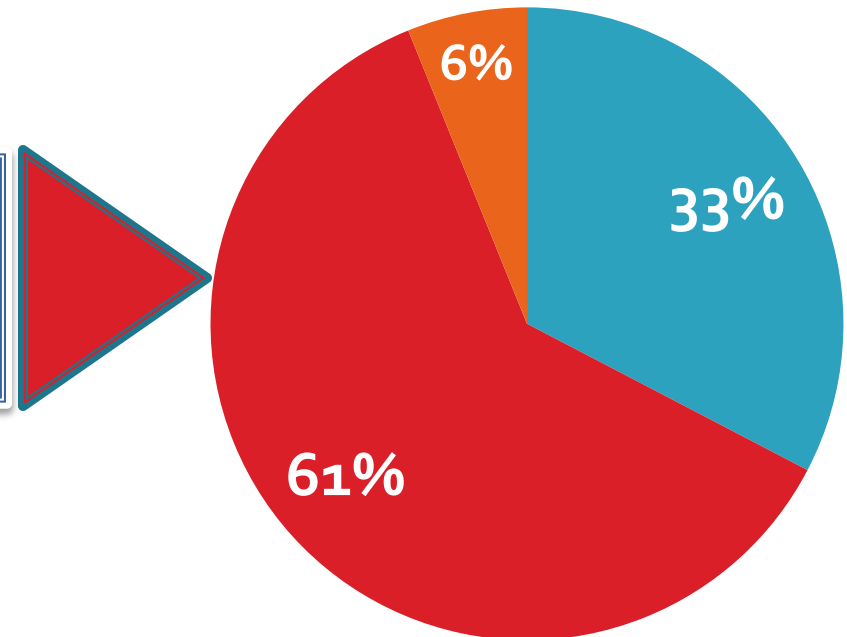
# Type of Adaptations



# Timing of Adaptations

- Proactive
- Reactive
- Not Enough Information

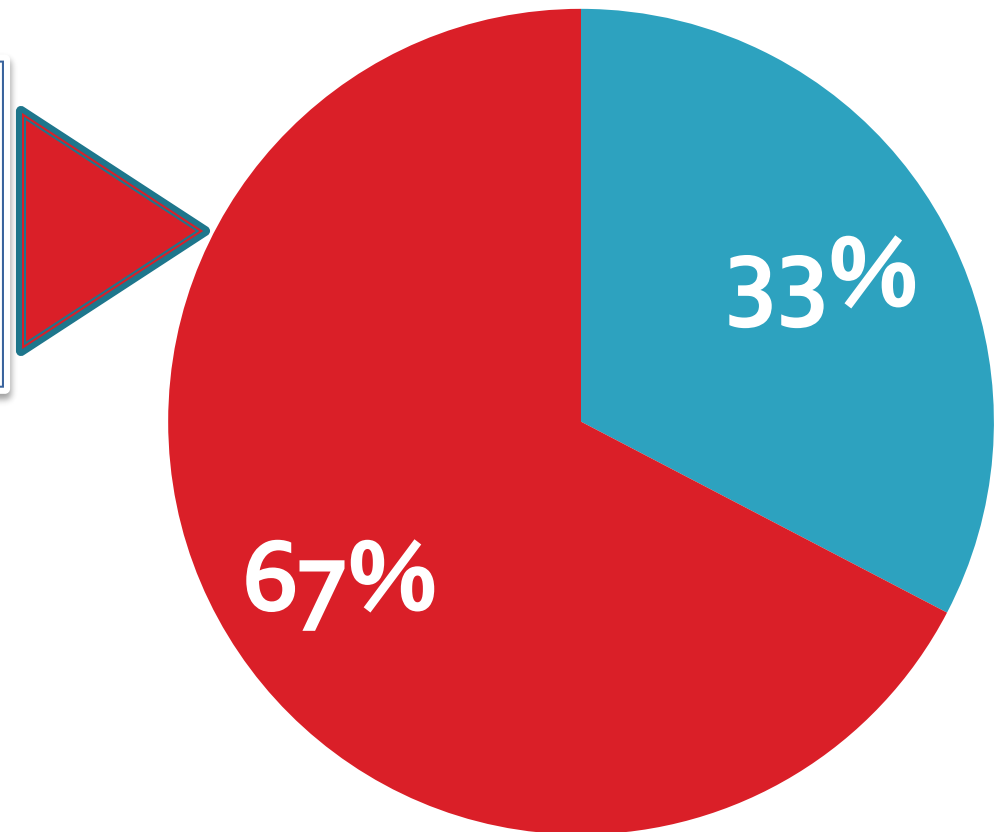
*The majority of adaptations were made reactively in response to barriers.*



# Cause of Adaptations

■ Philosophical ■ Logistical

*The majority of adaptations were made because of issues of logistical rather than cultural or philosophical fit.*

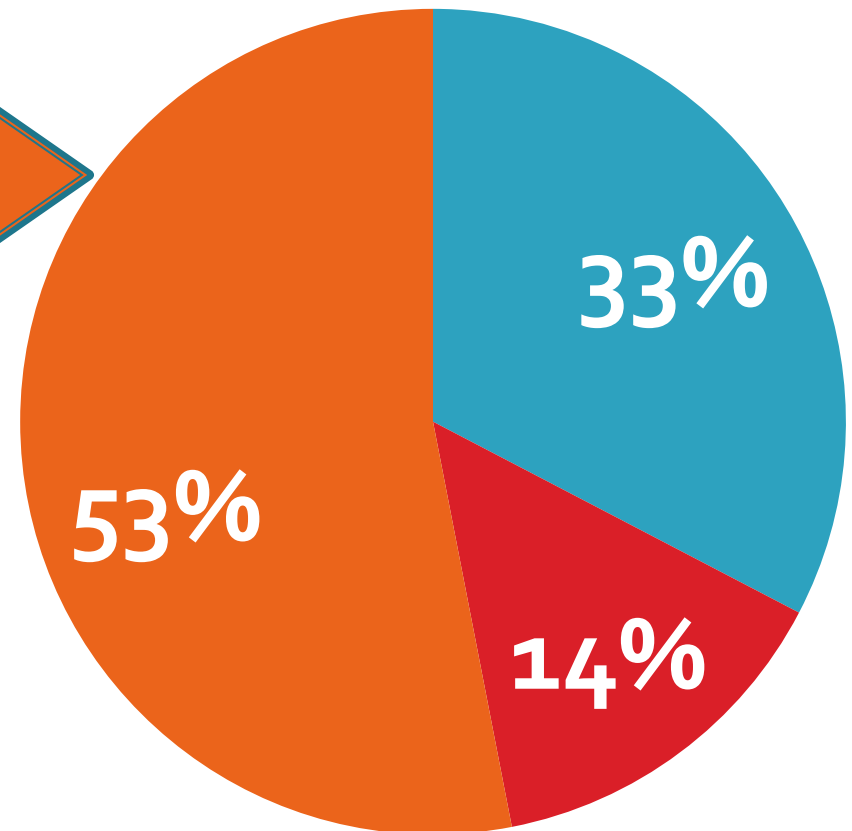


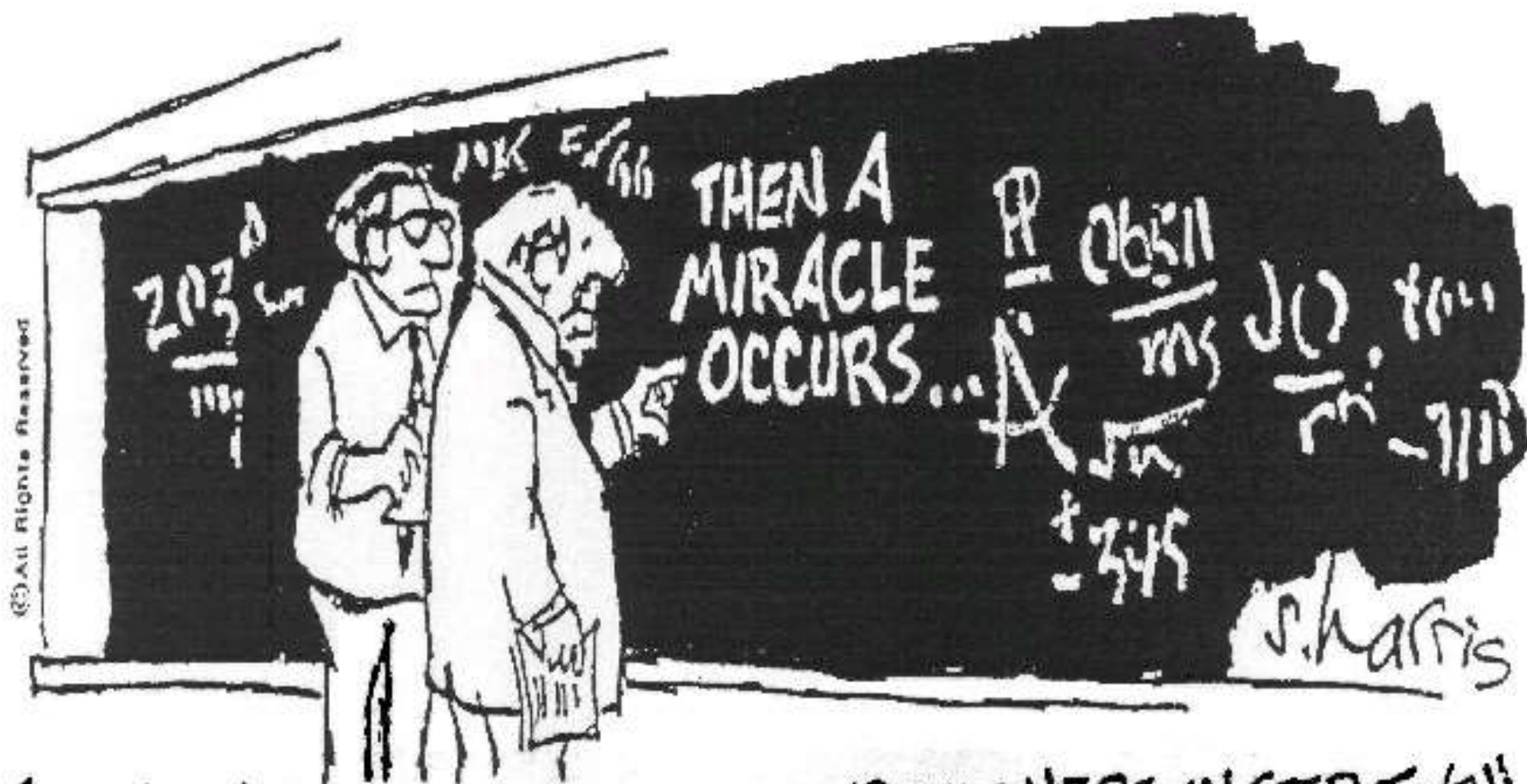
# Valence of Adaptations

■ Positive ■ Neutral ■ Negative

*The majority of adaptations were predicted to negatively impact program effectiveness.*

*\*but 1/3 were positive adaptations!*



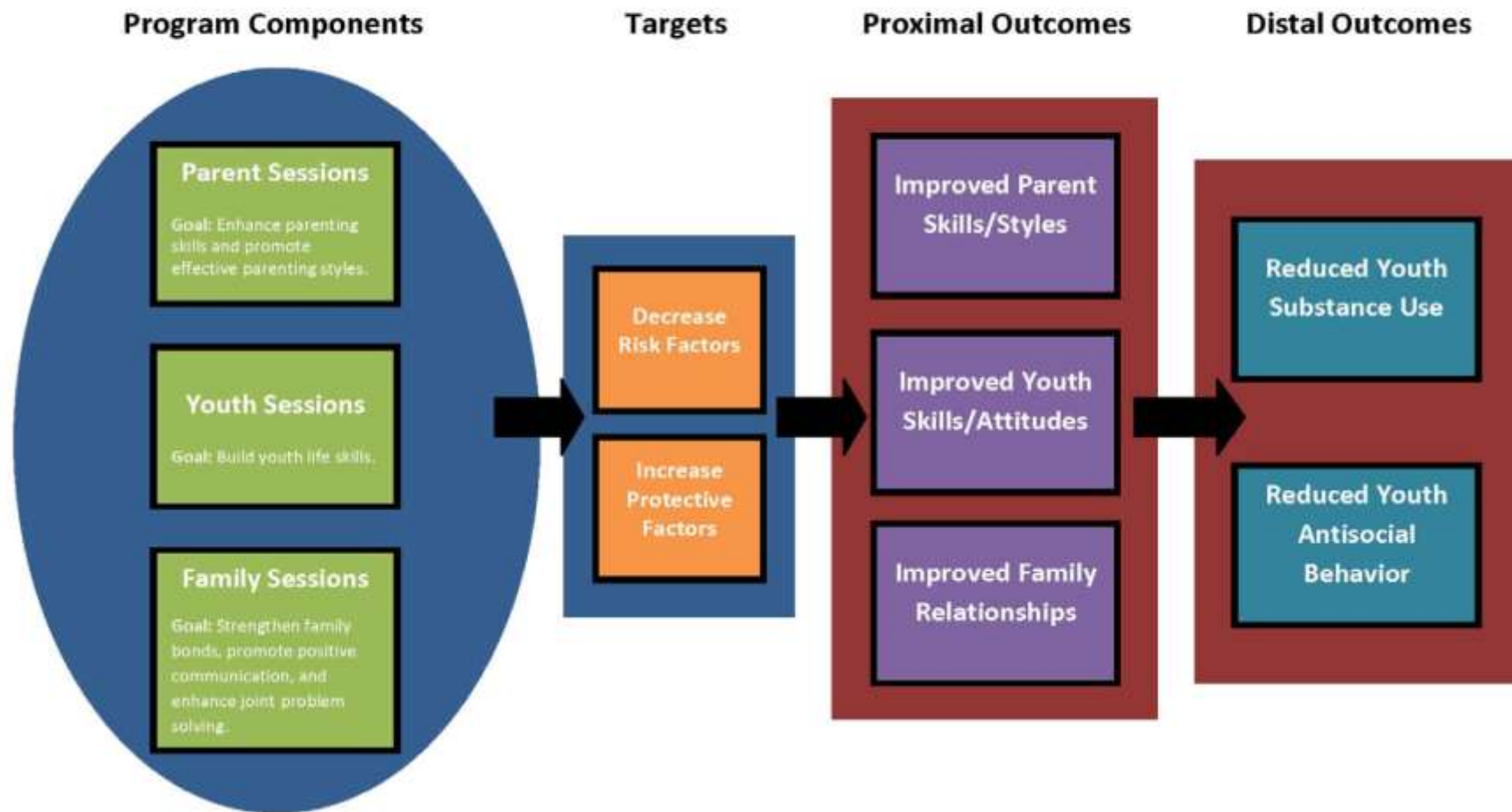


"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

## Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

Program developed for Project Family of the Institute for Social and Behavioral Research at Iowa State University by Virginia Molgaard, Ph.D. under the direction of Richard Spoth, Ph.D.

*Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University*





## Program Components & Goals

SFP 10-14 is delivered over 7 weeks. Each week, the youth and parents meet separately and then, together. Targeted goals drive the parent, youth, and family sessions.

## Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

## Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

## Proximal Outcomes

Targeted outcomes that the program is designed to impact immediately following program completion.

## Distal Outcomes

Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

### Component: Parent Sessions

**Goal:** Enhance parenting skills and promote effective parenting styles.

Projects & Games

Role Play & Skill Practice

Group Discussions

Video Portrayal & Modeling

Group Discussions

Self-reflection

Video Portrayal & Modeling

### Component: Youth Sessions

**Goal:** Build youth life skills.

Family Meal

Family Games & Projects

Video Portrayal & Modeling

Role Play & Skill Practice

### Component: Family Sessions

**Goal:** Strengthen family bonds, promote positive communication, and enhance joint problem solving.

### Risk Factors:

- Negative youth and family management practices: harsh, inappropriate, or inconsistent discipline, indulgence, poor monitoring, demanding/rejecting behavior, and poor communication of rules
- Youth aggressive or withdrawn behavior
- Favorable attitudes toward problem behaviors and substance use
- Negative peer influences
- Poor social/stress management skills
- Family conflict
- Early initiation and persistent antisocial behavior
- Poor school performance

### Protective Factors:

- Positive youth and family management practices: monitoring, age-appropriate parental expectations, and consistent discipline
- Effective and empathetic parent-child communication
- Promotion of healthy beliefs and clear standards
- Family bonding and supportive family involvement
- Goals/positive future orientation
- Positive parent-child affect
- Emotion management
- Pro-social family values
- Peer pressure refusal skills

### Improved Parent Skills/Styles:

- Empathy with youth stressors
- Support youth goals & dreams
- Active listening and effective communication
- Understand youth development
- Clear communication of rules and substance use expectations
- Identify and deliver appropriate consequences calmly
- Reward good behavior
- Monitor youth

### Improved Youth Skills/Attitudes:

- Healthy coping & stress management
- Peer pressure resistance
- Making good decisions/Setting goals for the future
- Empathy & appreciation of parents
- Understanding the value of rules & responsibilities
- Know qualities of good friends
- Understand the harmful impact of problem behavior & substance use

### Improved Family Relationships:

- Family bonding/Affective quality
- Joint problem solving
- Effective communication
- Identify family strengths & values
- Value time together/family fun

### Reduced Youth Substance Use:

- Less likely to have ever used alcohol
- More likely to delay initiation of alcohol, cigarette, and marijuana use
- Less likely to have misused prescription drugs
- Less likely to report methamphetamine use
- Less likely to show growth in poly-substance use
- Less likely to report drunkenness or illicit drug use

### Reduced Youth Antisocial Behavior:

- Less self-reported aggressive & destructive behavior
- More likely to delay onset of problematic behaviors
- Less likely to show growth in internalizing symptoms



## Evidence-Based Programs (EBP)

### General Resources

**The following evidence-based programs are supported through the work of the EPISCenter:** Please use the links below for program specific information.

- [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: For Parents & Youth 10-14](#)
- [The Incredible Years](#)

## Evidence-Based Programs (EBP)

### LifeSkills Training Program (LST)

[LST Readiness Tool](#) 

[Frequently Asked LST Implementation Questions](#) 

#### [Training for LST](#)

[LST Implementation Manual](#)

[LST Logic Model](#) 

[LST Data Collection Process](#) 

 **Updated**

[LST Alignment with PA Academic Standards](#) 

[Evaluation Tools for LST](#)

[LST Quality Assurance Review Process](#)

[LST Outcomes Report Guidance and Template](#)

[Presentations, Resources and Articles Related to LifeSkills Training](#) **NEW**

#### EBP

- [Aggression Replacement Training](#)
- [Big Brothers Big Sisters](#)
- [Functional Family Therapy](#)
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- [The Incredible Years](#)

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

## Evidence-Based Programs (EBP)

### Project Towards No Drug Abuse

#### [Project TND Pennsylvania Outcomes Report](#)<sup>new</sup>

This report summarizes outcomes data from the first six months of 3 PCCD funded TND implementations.

**Project Towards No Drug Abuse (TND) is a classroom-based drug abuse prevention curriculum implemented at the high school level.** Students, ages 14 to 19, are educated on the consequences and misperceptions associated with drug use. A set of 12 in-class interactive sessions provide motivation-skills-decision-making material targeting the use of cigarettes, alcohol, marijuana, hard drug use, and violence related behavior. The lessons, approximately 40 to 50 minutes each, are designed to be implemented over a four-week period. The instruction to students provides cognitive motivation enhancement activities (to not use drugs), detailed information about the social and health consequences of drug use, and correction of cognitive misperceptions. The instruction also addresses topics including active listening, effective communication skills, stress management, coping skills, tobacco cessation techniques, and self-control to counteract risk factors for drug abuse relevant to older teens. Research has demonstrated the program's impact on reductions in cigarette smoking, alcohol use, marijuana use, hard drug use, and victimization at one- and two-year follow-up periods.

#### EBP

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

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## Evidence-Based Programs (EBP)

EBP
<a href="#">Aggression Replacement Training</a>

### Project Towards No Drug Abuse

#### [Project TND Pennsylvania Outcome Report](#)

This report summarizes outcomes data from implementations.

**Project Towards No Drug Abuse (TND) curriculum implemented at the high school level** addresses the consequences and misperceptions associated with drug use. The curriculum sessions provide motivation-skills-decision-making and information about the social and health consequences of alcohol, marijuana, hard drug use, and violence. The 40 to 50 minutes each, are designed to be implemented in a classroom setting. The curriculum provides cognitive motivation and information about the social and health consequences of drug use. The instruction also addresses communication skills, stress management, and self-control to counteract risk factors for drug use. The program's impact on reducing alcohol use, hard drug use, and victimization at one

### Are You Ready to Implement Project TND?

Find out by using this new [Project TND Readiness Checklist](#) **New!**

[Project TND Logic Model](#)

[Project TND Frequently Asked Questions](#)

### Tools for Measuring the Impact of Project TND

These tools are adapted from the original tools recommended by Project Towards No Drug Abuse developer, Dr. Steven Sussman. They are useful for measuring the immediate impact of the ProjectTND curriculum. **They are the preferred tools for all PCCD funded implementations.**

[Project TND Pre Test](#)

This test should be administered at the beginning of the first TND lesson.

[Project TND Post Test](#)

This test should be administered at the end of lesson 12, the last TND lesson.

[Project TND Attendance and Student Code Tracking Form](#)

Use this tool to track student attendance and to maintain the confidentiality of student pre/post data.

[Tips for Implementing the Project TND Survey](#)

Click here for a brief list of tips for helping youth feel comfortable and making administration go smoothly.

[Project TND PCCD Quarterly Reporting Tool](#)

Use this tool to record, report, and summarize data from the Project TND Pre/Post Student Surveys and Fidelity Observation Checklists





Evidence-Based Programs (EBP)

Resources & Research

Outreach

Upcoming Events

News

Juvenile Justice

Communities That Care (CTC)

## Evidence-Based Programs (EBP)

### Project Towards No Drug Abuse

#### [Project TND Pennsylvania Outcome](#)

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**Project Towards No Drug Abuse (TND) curriculum implemented at the high school level** the consequences and misperceptions associated with alcohol, marijuana, hard drug use, and violence. Sessions provide motivation-skills-decision-making. 40 to 50 minutes each, are designed to be implemented to students provides cognitive motivation and information about the social and health consequences of misperceptions. The instruction also addresses communication skills, stress management, and self-control to counteract risk factors for drug use. Demonstrated the program's impact on reducing drug use, hard drug use, and victimization at one

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[Project TND Logic Model](#) 

[Project TND Frequently Asked Questions](#) 

#### Tools for Measuring the

These tools are adapted from the developer, Dr. Steven Sussman, ProjectTND curriculum. They are used in implementations.

[Project TND Pre Test](#) 

This test should be administered

[Project TND Post Test](#) 

This test should be administered

[Project TND Attendance and](#)

Use this tool to track student attendance data.

[Tips for Implementing the Pr](#)

Click here for a brief list of tips for implementing the program smoothly.

[Project TND PCCD Quarterly](#)

Use this tool to record, report, and analyze PCCD Surveys and Fidelity Observations

## Tools for Maintaining Model Fidelity

In order to make sure that we get the desired outcome from the Project TND curriculum it is important to teach each lesson as written in the developers manual with the correct style and additional activities. The tool below will help you to stick to the Project TND model by providing a structure for assessing each other and/or completing a self assessment. PCCD sites are required to conduct two peer observations and one self report observation for every implementation of the curriculum.


### [Project TND Fidelity Observation Checklist](#)

Complete 3 fidelity observation checklists for every 12 TND lessons taught.



### [More Than Just Check The Box! 7 Ways to Bring Meaning to Your Use of Fidelity Observation Tools](#)

Click here for a list of strategies for enhancing your fidelity observation process.

**[Project TND Game Tips:](#)**  This deceptively simple part of the TND curriculum is actually an excellent tool for engaging students, reviewing material and controlling classroom behavior. Click here for tips on how to maximize your use of this game while teaching TND lessons.

# Policy and Practice Innovations

## Ongoing monitoring of implementation

- Quality assurance verification by program developer
  - ✓ Including recommendations for strengthening implementation quality and fidelity
- Performance measures tied to program logic model
  - ✓ Including implementation/fidelity measures
- Development & support of *Communities of practice*

# Lessons, observations, epiphanies...

- Find a small number of things that work, and do them well
- Dissemination and high-quality implementation are often at odds
- Intentional behavior change model – from extrinsic to intrinsic motivation
  - From a culture of compliance to a culture of excellence
  - Demonstrate, experience, build capacity, increase sense of efficacy
  - Greater focus on understanding, communicating and educating on logic models & theory of behavior change

*If you don't know  
where you're going,  
any road will get you  
there...*

**The Cheshire Cat**





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

Brian K. Bumbarger · Elizabeth Morey Campbell

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**Abstract** This article describes the partnership between the Prevention Research Institute and the Pennsylvania Commission on Crime and Delinquency. This partnership has evolved in supporting the implementation of evidence-based prevention and

Am J Community Psychol  
DOI 10.1007/s10464-012-9502-1

ORIGINAL PAPER

## 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

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**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

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

ORIGINAL PAPER

## Examining Adaptations of Evidence-Based Programs in Natural Contexts

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

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**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 adap-

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

# Thank You!

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

**206 Towers Bldg.**

**University Park, PA 16802**

**(814) 863-2568**

**episcenter@psu.edu**



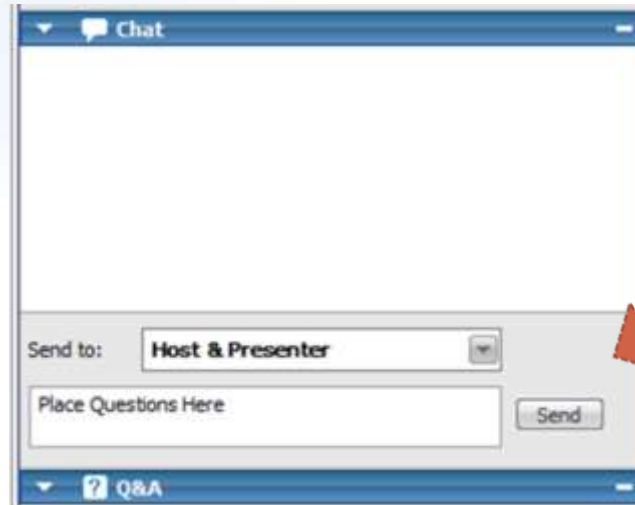
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# Q & A

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# Q&A

## Moderator

Cabell Cropper

National Criminal Justice Association

## Presenters

Roger Przybylski

RKC Group

rogerkp@comcast.net

Brian Bumbarger

Evidence-based Prevention and Intervention Support Center (EPISCenter)

Pennsylvania State University

bbumbarger@episcenter.org

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