

# Investigating Adaptations to an Evidence-Based Prevention Program

## Institute Scholars

Shawna Green, MA, MSW

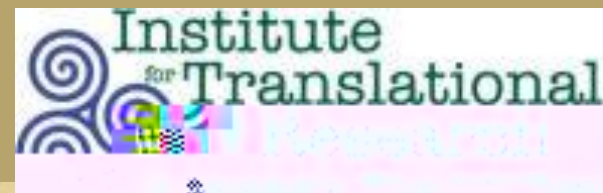
Lauren Nieder, BSPH

Ashley Souza, BSPH

## Community Partners

Charles E. Mendez

Kimberly Menendez





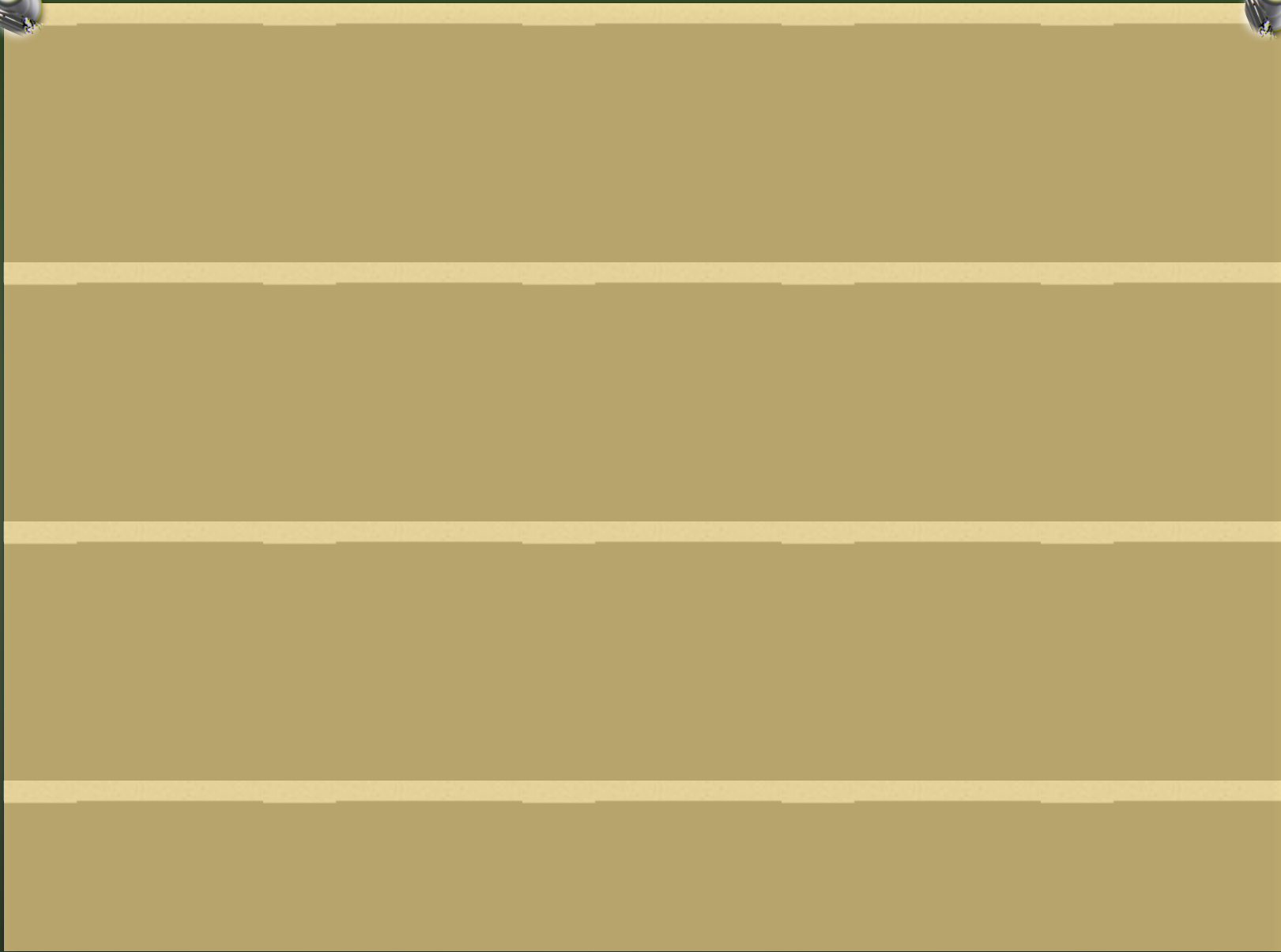
# Presentation Overview

- Introduction
- Methodology
- Results
- Implications
- Recommendations
- Closing Remarks



# Introduction

- Evidence-Based Programs (EBPs) are commonly utilized in adolescent prevention programs
- Implemented in schools, afterschool programs, retreats, etc.





# Research Questions

o Who

o What

o Why



# Research Purpose

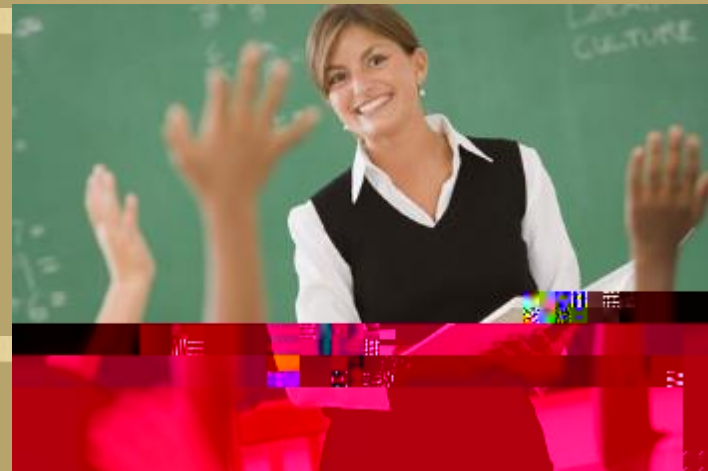
*o* To assess

*o* To explore

# Who is our population?

o Program facilitators

o Ex: teachers, coaches, prevention specialists, etc.



# Methods

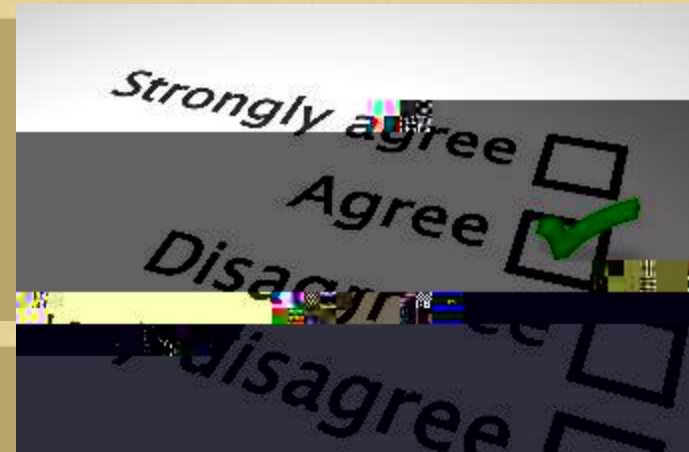
- o Mixed-method approach
- o Two phases





# Phase One

- Quantitative
- Survey
  - 101 responses (n=101)



# Quantitative Results

- ~64% of respondents have adapted the programs
- ~40% of respondents felt confident making adaptations to the program
- Guidance counselors were found to be four times less likely to make modifications

# Quantitative Results (Cont'd)

- ~60% of respondents reported receiving training
  - Of the 40% that did not receive training, 64% felt it wasn't necessary
- Training did not have a significant influence on whether or not respondents reported making adaptations
- Training did not significantly impact respondents' confidence in making substantive changes to the program

# Phase 2

- Qualitative
- Phone interviews
  - 7 interviews total (n=7)





# Qualitative Results

o Guidance counselors

o Majority participants understood





# Qualitative Results (Cont'd)

"When you're unfamiliar and you're not sure what you're teaching, y'know, you have to







# Recommendations

0



## Types of Program Adaptations

### Acceptable Adaptations:

- ◆ Changing language – Translating and/or modifying vocabulary
- ◆ Replacing images to show youth and families that look like the target audience
- ◆ Replacing cultural references
- ◆ Modifying some aspects of content
- ◆ Adding relevant basic content to make the program more relevant to participants.

### Risky Adaptations:

- ◆ Reducing the number, or length, of sessions or a participant's involvement
- ◆ Lowering the level of participation

- ◆ Changing the theoretical approach
- ◆ Using staff or volunteers who are not adequately trained or qualified
- ◆ Using fewer staff members than recommended

## Adaptation Checklist

### What do I do when...I can't follow fidelity 100%?

#### Questions to ask...

1. Am I establishing the right format and objectives for the lesson?
2. Are the students learning and practicing the skills?
3. Am I keeping the protective factors in this activity?
4. Am I making sure to meet the needs that will improve...



# Closing Remarks

- o Thank you
  - o Institute
  - o Mendez Foundation
  - o Mentors and supporters



# Contact Information

o Shawna Green, MA, MSW

o [shawnagreen@health.usf.edu](mailto:shawnagreen@health.usf.edu)

o Lauren Nieder, BSPH

o [lnieder@health.usf.edu](mailto:lnieder@health.usf.edu)

o Ashley Souza, BSPH

o [asouza2@health.usf.edu](mailto:asouza2@health.usf.edu)

