



Selecting Evidence-Based Programs

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Learning Objectives

- Consider factors in determining a good conceptual and practical fit between outcome goals and evidence-based programs/strategies
 - Become familiar with resources to search for evidence-based programs, based upon SDFS needs assessment results and outcome goals
 - Anticipate and plan to address common issues and roadblocks in selecting evidence-based programs for SDFS
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Considerations in Selecting Evidence-Based Programs

- **Conceptual fit = Relevant**
 - **Practical fit = Feasible**
 - **Effectiveness = Evidence-Based**
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Fitting Evidence-Based Programs to Schools

Identify Types of Programs Targeting Priority Risk Behavior(s) and Risk/Protective Factors

Demonstrate Conceptual Fit

Relevant?

Select Specific Program(s)

Demonstrate Practical Fit

Feasible?

Ensure Effectiveness

Demonstrate Effectiveness

Evidence-Based?

Best-Fit Prevention Program(s)

Fitting Evidence-Based Programs to Schools

A good “Conceptual Fit” prevention program should:

- Fit into the logic model
 - Address the priority risk/protective factors
 - Drive a reduction in the targeted risk behavior(s)
 - Be evidence-based principles for the targeted population(s)
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Fitting Evidence-Based Programs to Schools

Does your school's existing prevention programming have a good Conceptual Fit?

- Fit into the logic model
 - Address the priority risk/protective factors
 - Drive a reduction in the targeted risk behavior(s)
 - Be evidence-based principles for the targeted population(s)
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Fitting Evidence-Based Programs to Schools

A good “Practical Fit” prevention program should:

- Have sufficient level of resources and capacities
 - Add to or reinforce existing prevention programming in the school and community
 - Consider school/community climate
 - Meet the cultural needs of the target population(s)
 - Be sustainable in community
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Fitting Evidence-Based Programs to Schools

Does your school's existing prevention programming have a good Practical Fit?

- Have sufficient level of resources and capacities
 - Add to or reinforce existing prevention programming in the school and community
 - Consider school/community climate
 - Meet the cultural needs of the target population(s)
 - Be sustainable in community
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Fitting Evidence-Based Programs to Schools

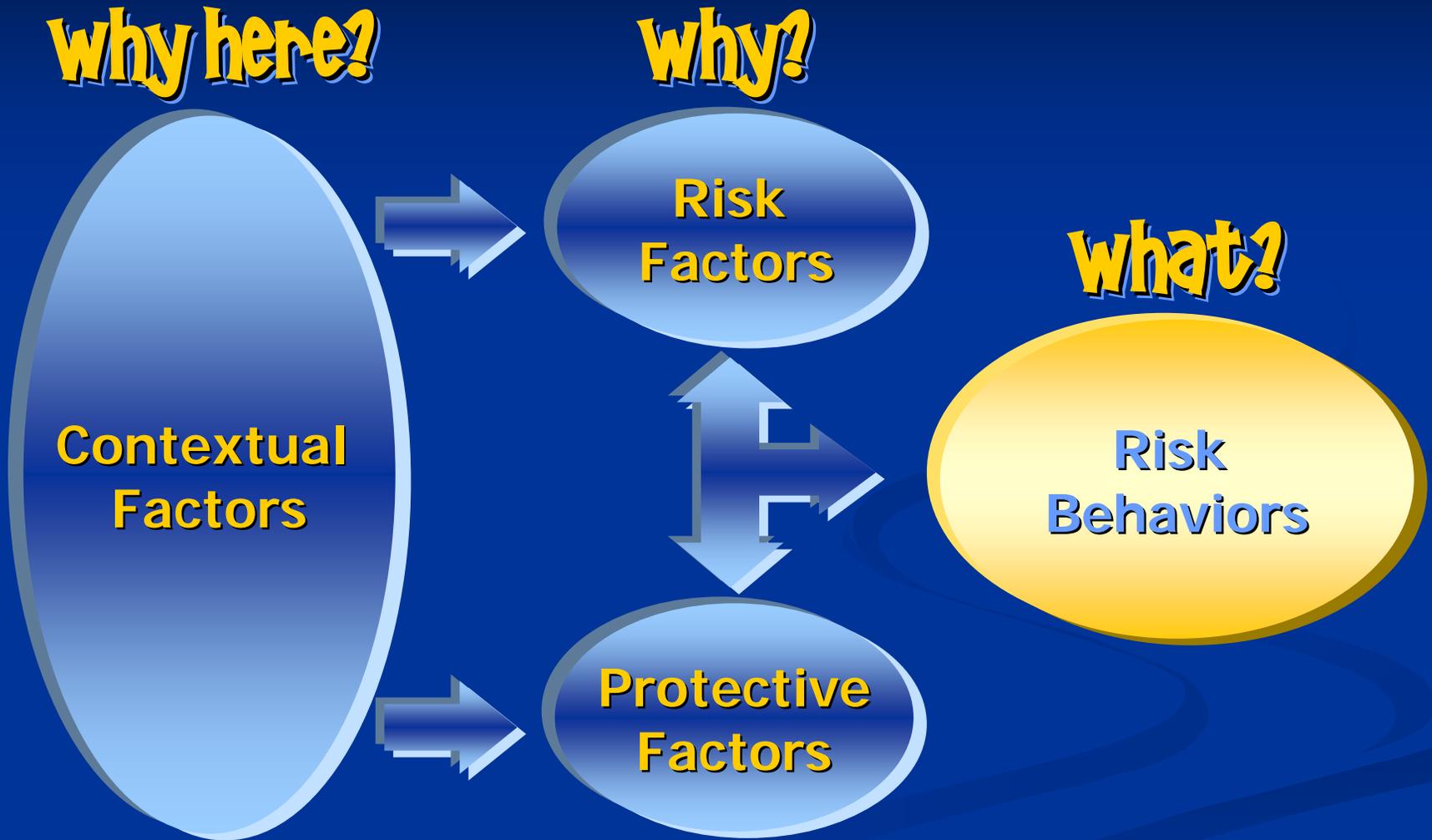
A good “Evidence-Based Fit” prevention program should demonstrate effectiveness that:

- Employed systematic, empirical methods
 - Utilized experimental or quasi-experimental designs
 - Relied on measurement methods that provide reliable and valid data across evaluators and across studies
 - Involved rigorous and adequate data analyses
 - Was accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous review
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Searching for Evidence-Based Prevention Programs

- **Use SDFS Needs Assessment Checklist to prioritize and summarize:**
 - Risk behavior results
 - Risk/Protective factor results
 - Contextual factor results
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Prioritize and Summarize



Searching for Evidence-Based Prevention Programs

- **Use an electronic resource to identify potential evidence-based programs, based upon priority risk behaviors and risk/protective factors:**
 - **SAMSHA: National Registry of Evidence-based Programs and Practices (NREPP):**
<http://www.nrepp.samhsa.gov/>
 - **OJJDP: Model Programs Guide and Database (MPG&D):**
http://www.dsgonline.com/mpg2.5/TitleV_MPG_INTRO.asp
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Searching for Evidence-Based Prevention Programs

- **Ask about evidence-based programs used by other districts that share similar priority risk behaviors, risk/protective factors, and contextual factors.**
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Common Issues in Selecting Evidence-Based Programs

■ Resources:

- “We don’t have enough money from SDFS to purchase the program that seems best for the needs of our youth.”

Solutions?

■ Fidelity/Adaptability:

- “The program has too many lessons or the lessons take too long to implement.”

Solutions?

Questions?
