Welcome to Today's Webinar!

Using Evidence-based Registries for Program Selection— Realities for Bullying Prevention

This event will start at 11:00 a.m. E.T.

Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar

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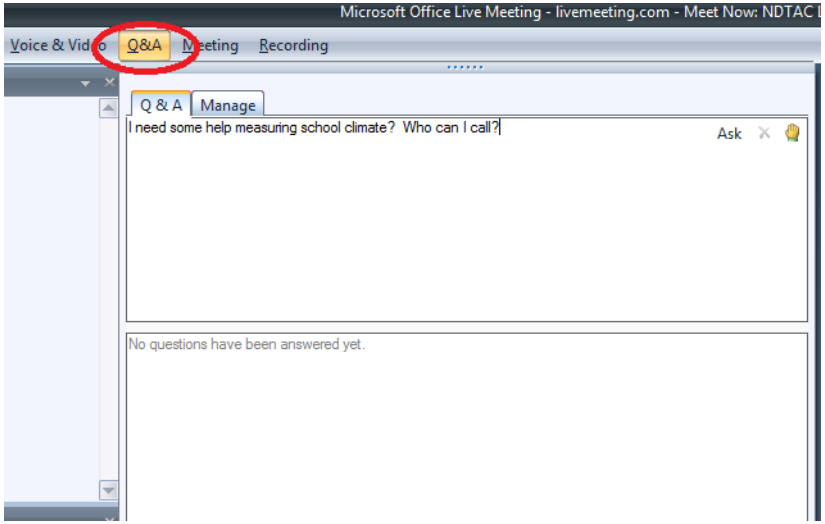
Q&A



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An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

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The Safe and Supportive Schools Technical Assistance Center

- **Funded by the U.S. Department of Education's Office of Safe and Healthy Students.***
- **Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.**
- **Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.**

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

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Safe and Supportive Schools Website

http://safesupportiveschools.ed.gov

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Federal Partners in Bullying Prevention

- **The Federal Partners in Bullying Prevention is an interagency effort led by the Department of Education that works to coordinate policy, research, and communications on bullying topics, including Webinars like this one.**
- **The Federal Partners include representatives from the U.S. Departments of Agriculture, Defense, Education, Health and Human Services, the Interior, and Justice, as well as the Federal Trade Commission and the White House Initiative on Asian Americans and Pacific Islanders.**
- **The Federal Partners coordinate closely with www.stopbullying.gov.**

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Stopbullying.gov

http://www.stopbullying.gov/

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Polling Question #1

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

Polling Question #2

Which of the following best describes the primary reason you chose to participate in today's session?

- ❑ You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- ❑ You are interested in gaining new information and strategies for your own professional use.
- ❑ Both of the above.

Agenda

1. **Using Evidence-based Programs (EBP) Registries**
   Brian K. Bumbarger, Evidence-based Prevention & Intervention Support Center, Penn State University

2. **Using CrimeSOLUTIONS.gov**
   Amy Staubs, MPH, Office of Justice Programs, U.S. Department of Justice

3. **A Community's Experience in Selecting a Program via a Registry**
   Nancy Vaniman, Project Director, Choose Peace/Stop Violence

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Using Evidence-based Registries for Program Selection

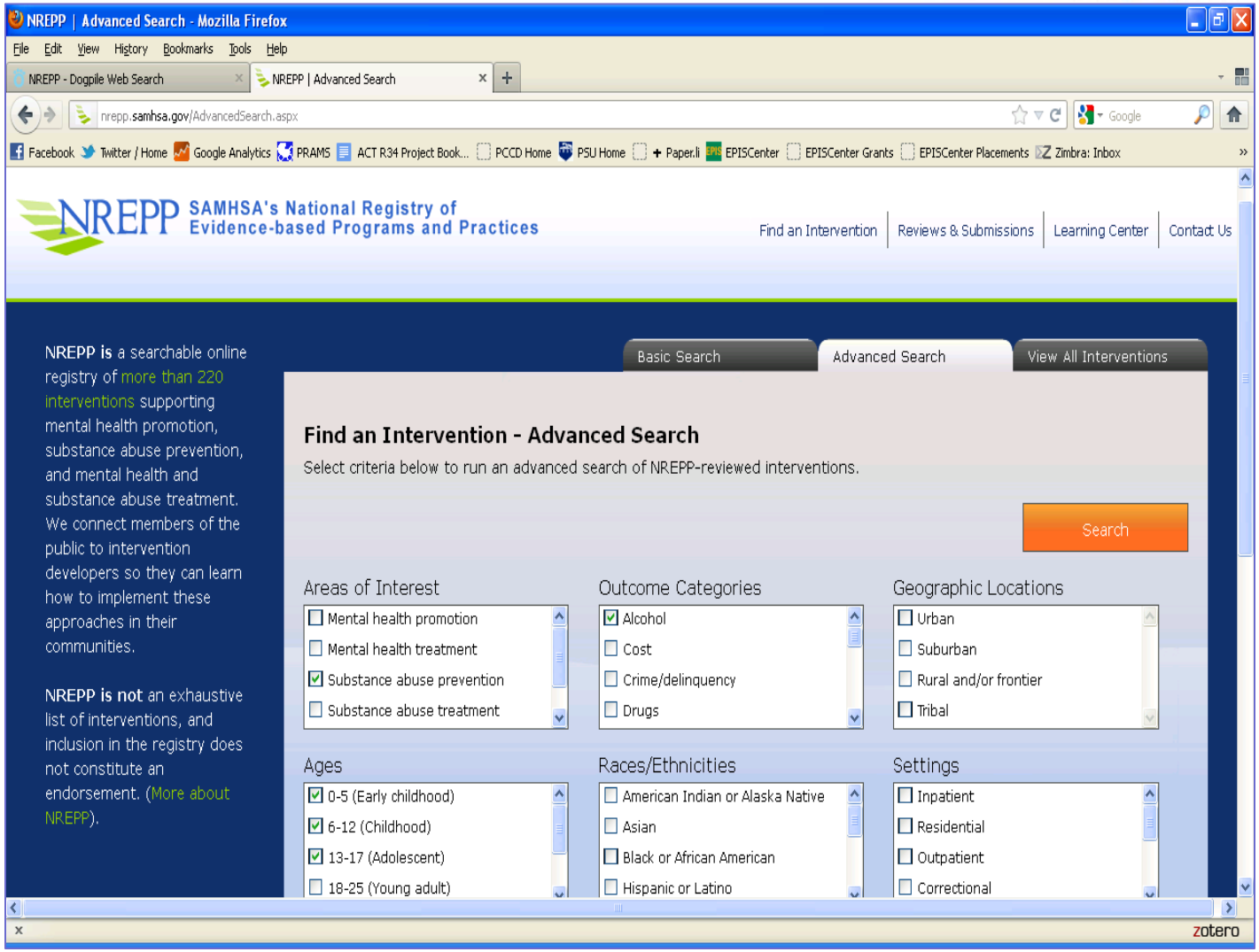
Brian K. Bumbarger, Evidence-based Prevention & Intervention Support Center

Learning Objectives

1. The purpose for EBP registries
2. The definition of “evidence”
3. The benefits of selecting programs from EBP registries
4. The role of registries and evidence in program selection decisions

CrimeSOLUTIONS.gov

SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP)



Published Research

PEDIATRICS

OFFICIAL JOURNAL OF THE AMERICAN ACADEMY OF PEDIATRICS

Preventive Interventions Addressing Underage Drinking: State of the Evidence and Steps Toward Public Health Impact

Richard Spoth, Mark Greenberg and Robert Turrisi

Pediatrics 2008;121:S311-S336

DOI: 10.1542/peds.2007-2243E

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DEDICAT

What works in preventing bullying: effective elements of anti-bullying programmes

Maria M Ttofi and David P Farrington

Institute of Criminology, Cambridge University, Cambridge, UK

ABSTRACT

This paper summarises the results of a systematic review and meta-analysis of the effectiveness of anti-bullying programmes in schools. Extensive searches were carried out in 18 databases and in 35 journals. The number of reports on anti-bullying programmes increased considerably over time. Nearly 600 reports were found, but only 59 of these (describing evaluations of 30 different programmes) were eligible for inclusion in our review because they described a high-quality evaluation. We coded the elements of the intervention in these programmes and key features of the evaluation and related these to the effects of the intervention. These types of figures have never been presented in any previous systematic review or meta-analysis of anti-bullying programmes. Our meta-analysis showed that school-based anti-bullying programmes are effective in reducing bullying and victimisation (being bullied), which were reduced by about 20–23% in experimental schools, compared with control schools. The most important programme components that were associated with a decrease in bullying were parent training, improved playground supervision, disciplinary methods, school conferences, videos, information for parents, work with peers, classroom rules and classroom management.

KEY WORDS

Systematic review; meta-analysis; anti-bullying programmes in schools; intervention components; evaluation research.

Introduction

In light of the serious short-term and long-term effects of bullying on children's physical and mental health (Ttofi & Farrington, 2008) it is understandable why school bullying has become a topic of both public concern and research efforts. Research on school bullying has expanded worldwide (Smith *et al*, 1999), with a variety of intervention programmes being implemented (Smith, Pepler & Rigby, 2004a), and with some countries legally requiring schools to implement an anti-bullying policy (Ananiadou & Smith, 2002).

Bullying research should be designed sensitively in order to assist educationalists and policy-makers in

and implement effective interventions. The varying results of intervention research in different countries (Smith & Ananiadou, 2003; Pepler, Smith & Rigby, 2004) show the necessity to advance knowledge about the predictive efficiency of each anti-bullying programme. In particular, it is important to establish which intervention components of anti-bullying programmes correlate with effect sizes, in order to determine what are the 'active ingredients'.

A systematic review aims to comprehensively locate and synthesise research that bears on a particular question, using organised, transparent, and replicable procedures at each step in the process (Littell, Corcoran & Pillai, 2008). It includes explicit criteria for inclusion or exclusion of studies

Prevention & Treatment

Prevention & Treatment, Volume 4, Article 1, posted March 30, 2001

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The Prevention of Mental Disorders in School-Aged Children: Current State of the Field

Mark T. Greenberg, Celene Domitro
Pennsylvania State

ABSTRACT

The authors reviewed scores of primary prev
preventive interventions that had undergone
trials and been found to reduce symptoms of
depression, or anxiety) or factors commonly
for later mental disorders. In this review, the
universal and targeted interventions that hav
under rigorous evaluation. The authors go o
characteristics of successful prevention prog
based on these characteristics for policy and
based prevention of childhood psychopathol

Mark T. Greenberg, Celene Domitrovich, and Brian Bumbar
of Human Development, Pennsylvania State University.

This report was supported by funds from the Prevention Res
Development in the College of Health and Human Developm

A portion of this article originally appeared in the report "Pr
Children: A Review of the Effectiveness of Prevention Progr
Department of Health and Human Services, Substance Abus
Center for Mental Health Services.

Report prepared for Brå by Maria M. Ttofi, David P. Farrington and Anna C. Baldry

Effectiveness of Programmes to Reduce School Bullying

brå

brottsförebyggande rådet

Swedish National Council for Crime Prevention

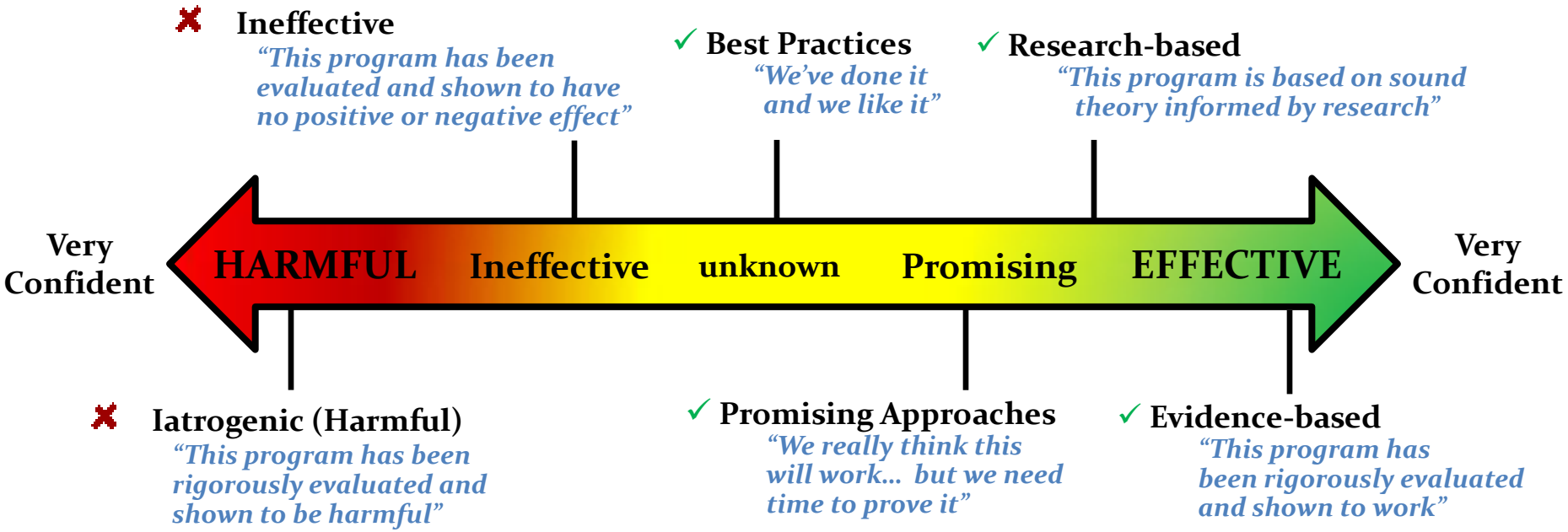
EBP Registries

- EBP Registries are a tool for a job – a means to an end.

- They're only useful if you understand the tool, AND understand the job.

Continuum of Confidence

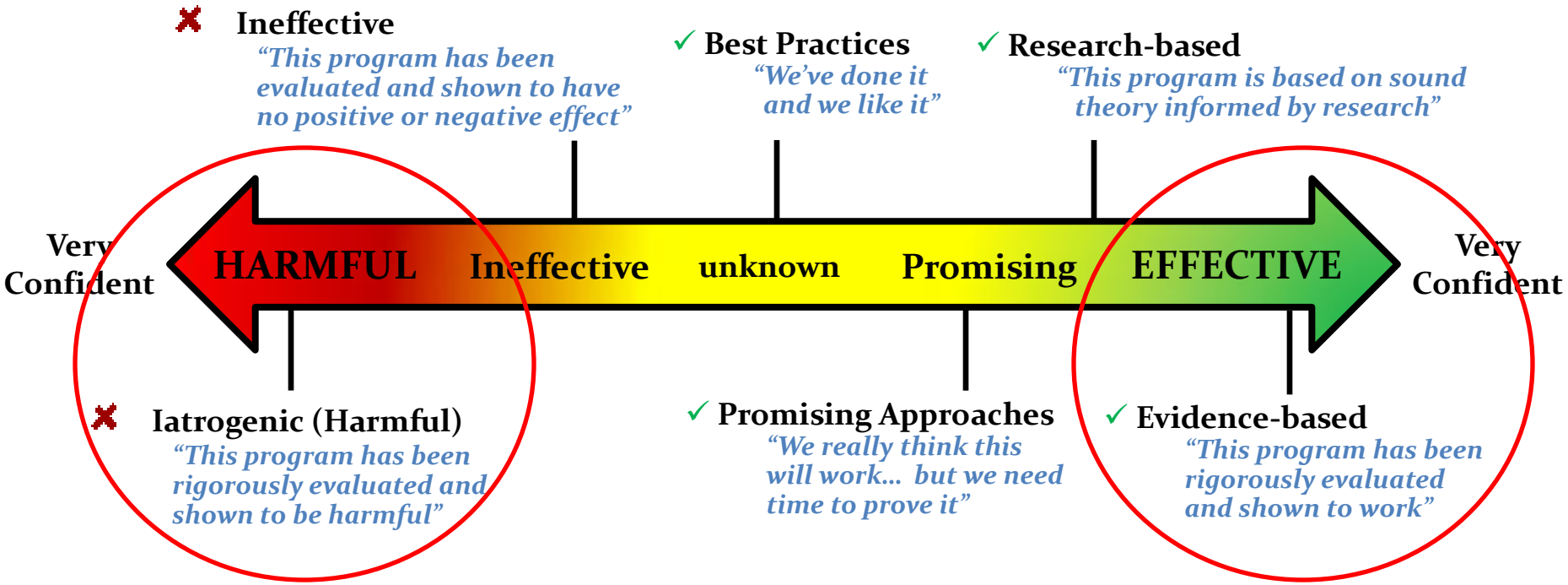
- Programs can be placed along a continuum of confidence based on their evidence or theory



How confident are we that this program or practice is a good use of resources AND improves outcomes for children and families?

Continuum of Confidence

- Programs can be placed along a continuum of confidence based on their evidence or theory



How confident are we that this program or practice is a good use of resources AND improves outcomes for children and families?

Evidence-based Programs

- Theoretically sound interventions that have been evaluated using a well-designed study (randomized controlled trial or strong quasi-experimental design) and have demonstrated significant improvements in the targeted outcome(s).
- Evidence is strengthened by independent replication and sustained benefits.
- These EBPs give us the greatest confidence they will be effective at promoting better youth outcomes….

…if they're a good fit AND are implemented well.

Randomized Controlled Trial

Random Selection

Randomization

Pre-test

Prevention Program

Post-test

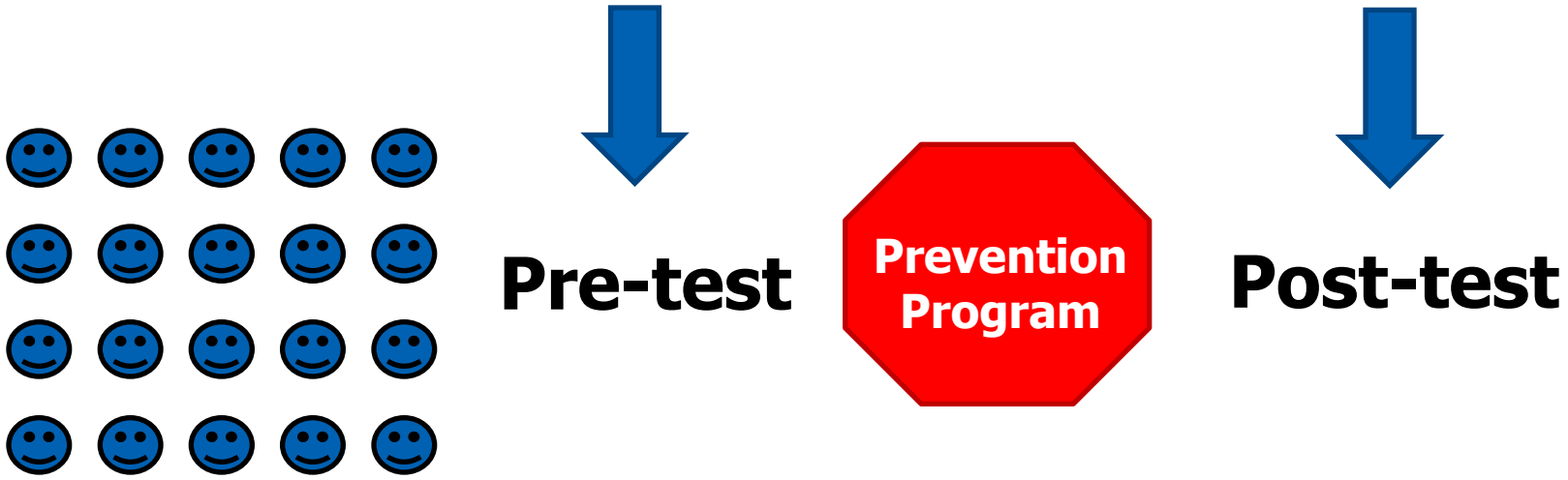
Follow up Data

Pre-test

Prevention Program

Post-test

Simple Pre-Post Comparison



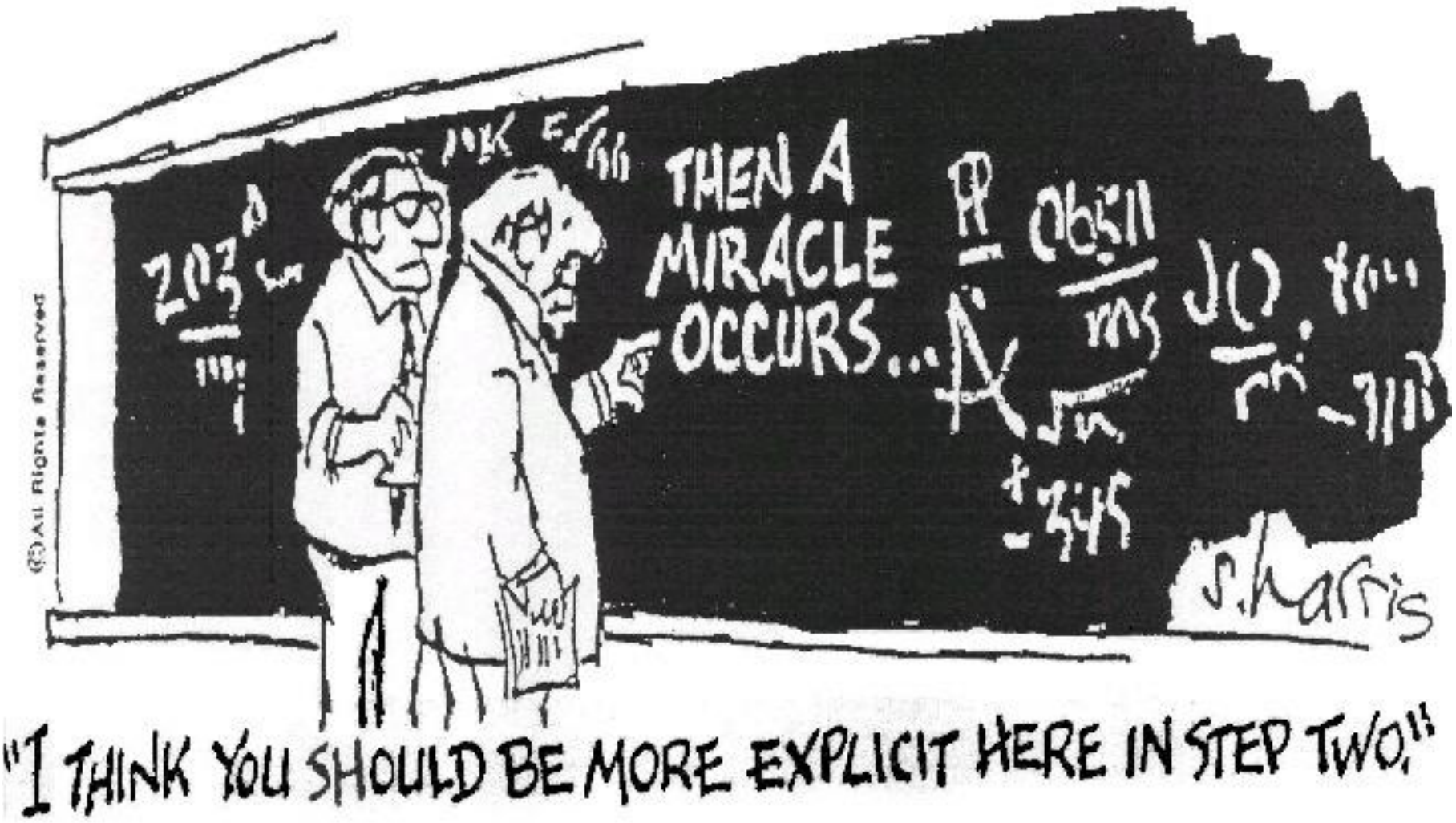
We can compare the difference between pre-test and post-test, But…

- What if something else caused the change?
- If the post-test isn't better, does that mean the program didn't work?
- What would have happened in the absence of the program?
- Are these kids representative of all kids?

Effective Programs…

- …are based on a theory of the etiology of the outcome to be prevented.
- …are based on a logic model of intervening in and changing the pathway.
- …rely on implementation that does not violate that logic model (fidelity).

Effective Programs

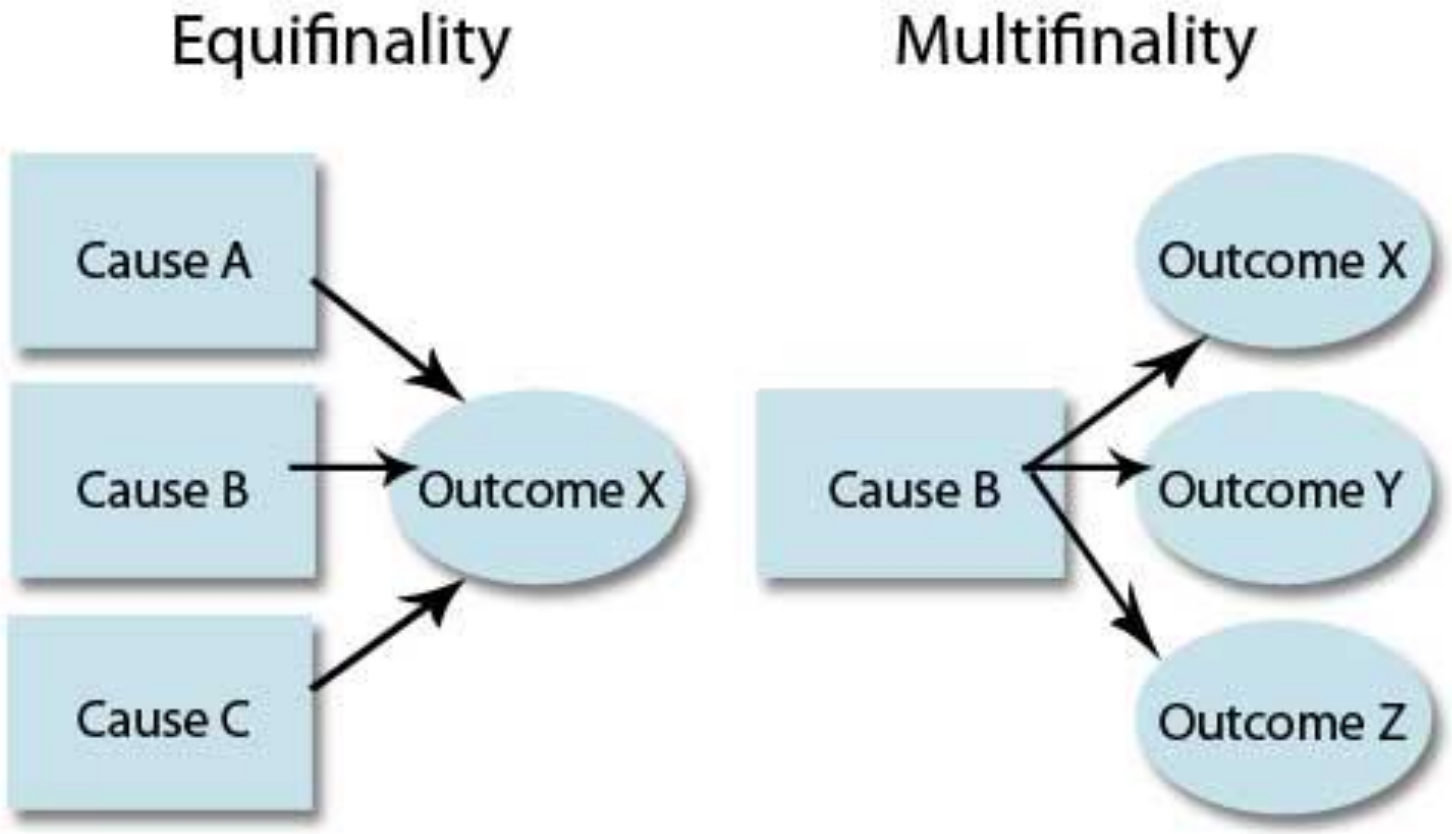


Polling Question #3

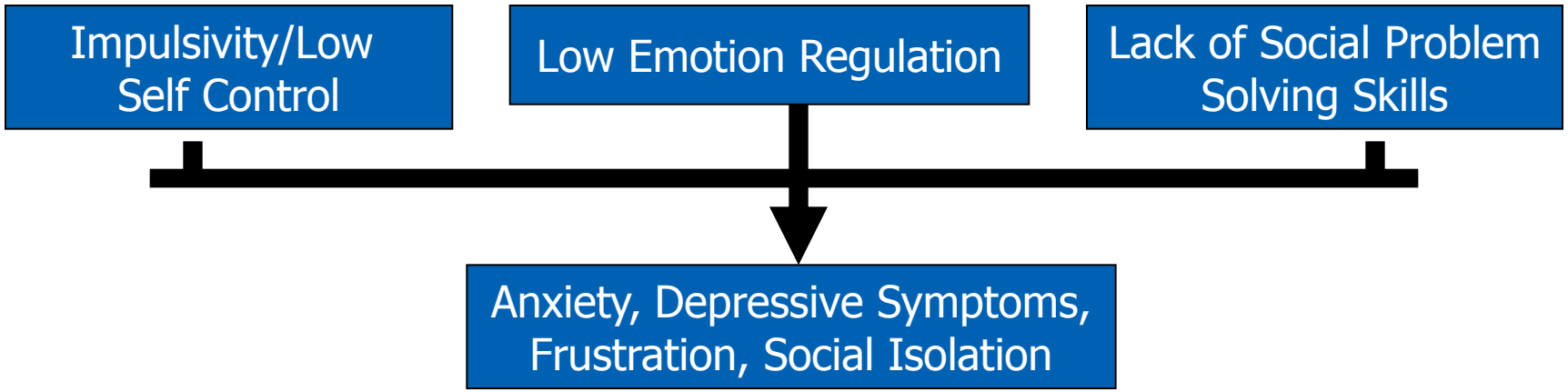
If you are currently looking for a program to address a problem (such as bullying) in your school or community, how much background data do you have to inform your selection decision?

- ❑ We don't have any specific data, but there have been some "high profile" incidents and we need to act.
- ❑ We've collected some data on how much of the problem (e.g. bullying) exists.
- ❑ We have data on who is being bullied, who is doing the bullying, how often, and where.
- ❑ We have data on the above and data on known risk factors for bullying and victimization, to understand the underlying causes for OUR school.

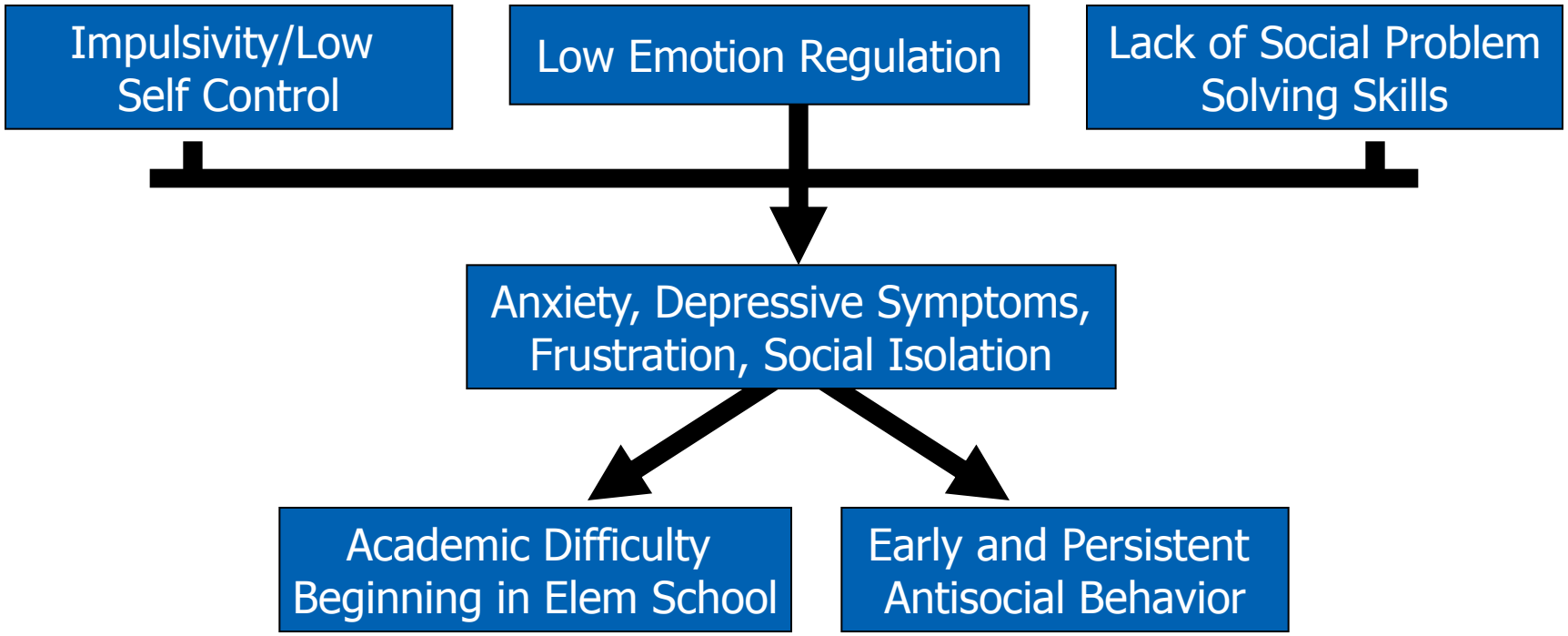
Effective Programs



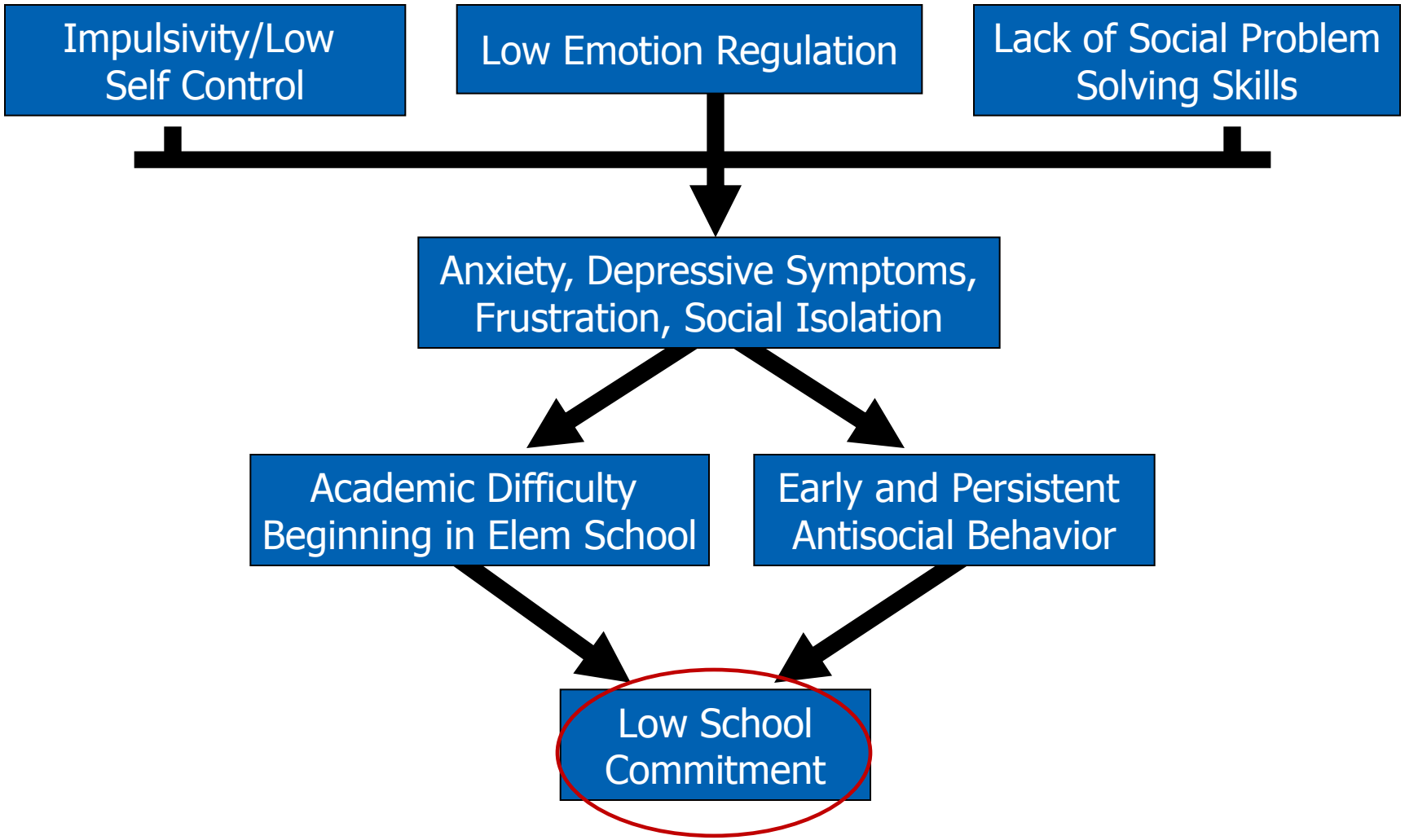
A Theoretical Risk Factor Pathway



A Theoretical Risk Factor Pathway



A Theoretical Risk Factor Pathway



A Theoretical Risk Factor Pathway

Impulsivity/Low Self Control

Low Emotion Regulation

Lack of Social Problem Solving Skills

Anxiety, Depressive Symptoms, Frustration, Social Isolation

Academic Difficulty Beginning in Elem School

Early and Persistent Antisocial Behavior

Low School Commitment

Friends Who Engage In Problem Behavior

Best Program Choice

Evidence + Fit + Feasibility =
Best Program Choice

- **Evidence:** How confident can I be that this program is an effective intervention for the problem I'm trying to address?
- **Fit:** How well does this program match the context and population I'm trying to impact?
- **Feasibility:** How likely is it that this program can be delivered (and sustained) with the same level of quality that was necessary to be effective?

Best Program Choice

Evidence + Fit + Feasibility = Best Program Choice

Evidence (Strong ---------- Weak)	Fit & Feasibility (F&F): Poor		Good
Strong	Evidence-based but poor F&F	Evidence-based but some challenges to F&F	Evidence-based and good F&F
----------	Promising Effectiveness but poor F&F	Promising Effectiveness but some challenges to F&F	Promising Effectiveness and good F&F
Weak	Untested or Ineffective and poor F&F	Untested or Ineffective & some challenges to F&F	Untested or Ineffective but good F&F

All "Model Programs" Are Not Equal

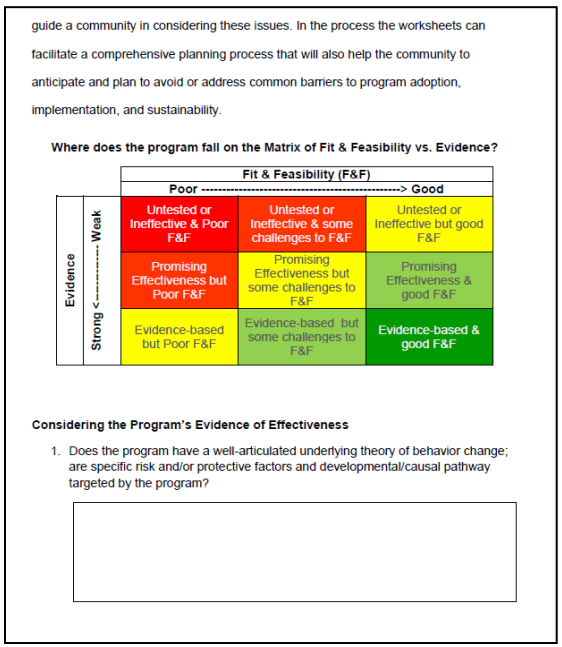
- Relevance of the conceptual model (theory of change)
- Quantity and quality of evidence
- Generalizability of evidence
- Economic feasibility
- Local "fit"
- Breadth of impact
- TA and training infrastructure
- Peer network
- Sustainability

Questions to Ask When Considering a Program

- How strong is the evidence?
- Do we need it?
- What are the other options?
- Does the evidence apply to our population?
- Is it worth the investment, and can we afford it?
- Can we assemble the necessary resources and stakeholders?
- Will our community find it acceptable?
- How broad might the impact be?
- Can the developer support our site?
- Do we know others who have used it?
- What will it take to sustain it?

A Program Selection Activity

- A free tool "Reducing Youth Problems and Promoting Positive Youth Development: Choosing the best program for your community" is available for download from the EPISCenter website at: http://bit.ly/OjjwQF



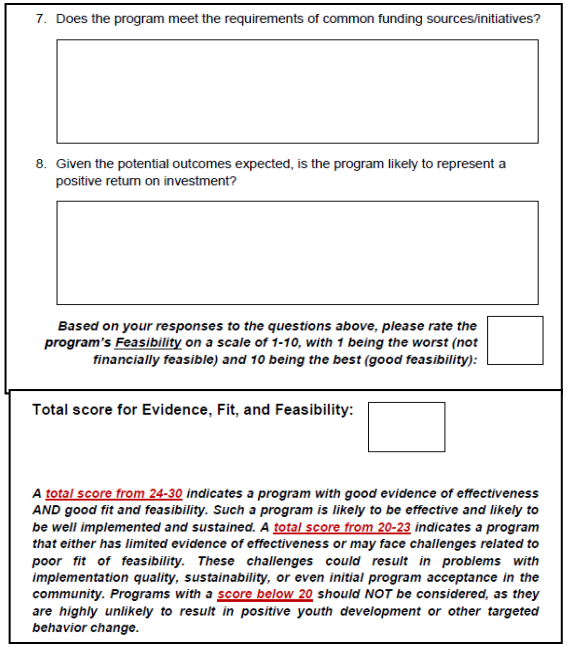
guide a community in considering these issues. In the process the worksheets can facilitate a comprehensive planning process that will also help the community to anticipate and plan to avoid or address common barriers to program adoption, implementation, and sustainability.

Where does the program fall on the Matrix of Fit & Feasibility vs. Evidence?

Evidence	Fit & Feasibility (F&F): Poor ----------> Good		
Weak <---------- Strong	Poor F&F	Some challenges to F&F	Good F&F
Weak	Untested or Ineffective & Poor F&F	Untested or Ineffective & some challenges to F&F	Untested or Ineffective but good F&F
	Promising Effectiveness but Poor F&F	Promising Effectiveness but some challenges to F&F	Promising Effectiveness & good F&F
Strong	Evidence-based but Poor F&F	Evidence-based but some challenges to F&F	Evidence-based & good F&F

Considering the Program's Evidence of Effectiveness

1. Does the program have a well-articulated underlying theory of behavior change; are specific risk and/or protective factors and developmental/causal pathway targeted by the program?



7. Does the program meet the requirements of common funding sources/initiatives?

8. Given the potential outcomes expected, is the program likely to represent a positive return on investment?

Based on your responses to the questions above, please rate the program's Feasibility on a scale of 1-10, with 1 being the worst (not financially feasible) and 10 being the best (good feasibility):

Total score for Evidence, Fit, and Feasibility:

A total score from 24-30 indicates a program with good evidence of effectiveness AND good fit and feasibility. Such a program is likely to be effective and likely to be well implemented and sustained. A total score from 20-23 indicates a program that either has limited evidence of effectiveness or may face challenges related to poor fit of feasibility. These challenges could result in problems with implementation quality, sustainability, or even initial program acceptance in the community. Programs with a score below 20 should NOT be considered, as they are highly unlikely to result in positive youth development or other targeted behavior change.

- Other resources are available at: www.EPISCenter.psu.edu

Questions?

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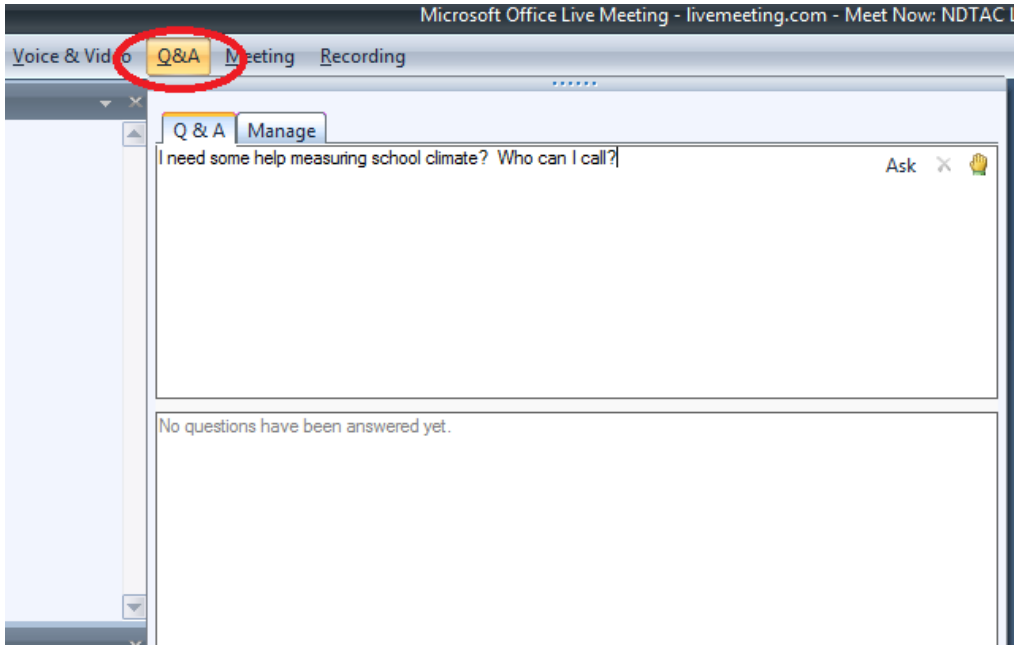


Using CrimeSOLUTIONS.gov

Amy Staubs, MPH, Office of Justice Programs, U.S. Department of Justice

CrimeSOLUTIONS.gov

RELIABLE RESEARCH. REAL RESULTS.

E2I Goal: Translating Evidence into Practice

- A single, credible, online resource to inform practitioners and policymakers about what works in criminal justice, juvenile justice and crime victim services
- Launched June 2011

CrimeSolutions.gov Users

- Legislators and Legislative Staff
- Mayors
- Police Chiefs & Law Enforcement
- State Administering Agency Representatives
- Congressional Staff
- Judges & Court Personnel
- Justice Practitioners & Service Providers
- Researchers & Academics

What CrimeSolutions.gov Offers

- Research on program effectiveness reviewed and rated by expert reviewers
- Easily understandable ratings based on the evidence that indicates whether a program achieves its goals
  - Effective
  - Promising
  - No Effects
- **Key program information and research findings**

CrimeSolutions.gov Uses

- Find an effective or promising program to replicate (search by keyword, advanced search, or topic).
- Find a program to adapt (based on a community's unique needs, population, etc.).
- Inform funding priorities and decisions.
- Identify areas in need of further research.

Impact on the Field

- Increase the use of evidence-based programs in criminal justice, juvenile justice and victim services settings.
- Inform practitioners and policy makers about what works using the best available evidence.
- At a time of budget cutbacks and fiscal shortfalls, help state and local jurisdictions address crime effectively and efficiently.

Justice-Related Program Topics

- Corrections & Reentry
- Courts
- Crime & Crime Prevention
- Drugs & Substance Abuse
- Forensics & Technology
- Juvenile Justice
- Law Enforcement
- Victims & Victimization

CrimeSolutions.gov Programs

To fall within the scope, a program must:

- Aim to prevent or reduce crime, delinquency, or related problem behaviors (such as aggression, gang involvement, or school attachment);
- Aim to prevent, intervene, or respond to victimization;
- Aim to improve justice systems or processes; and/or
- Target an offender population or an at-risk population (that is, individuals who have the potential to become involved in the justice system).

Minimum Evidence

- The program must be evaluated with **at least one quasi-experimental research design** with a comparison condition (including time series).
- Evaluations must assess one or more outcomes related to crime and delinquency, victimization, or justice system improvements.
- Evaluations must be published in a peer-reviewed journal or comprehensive research report.
- The date of the evaluation's publication must be **1980 or later**.

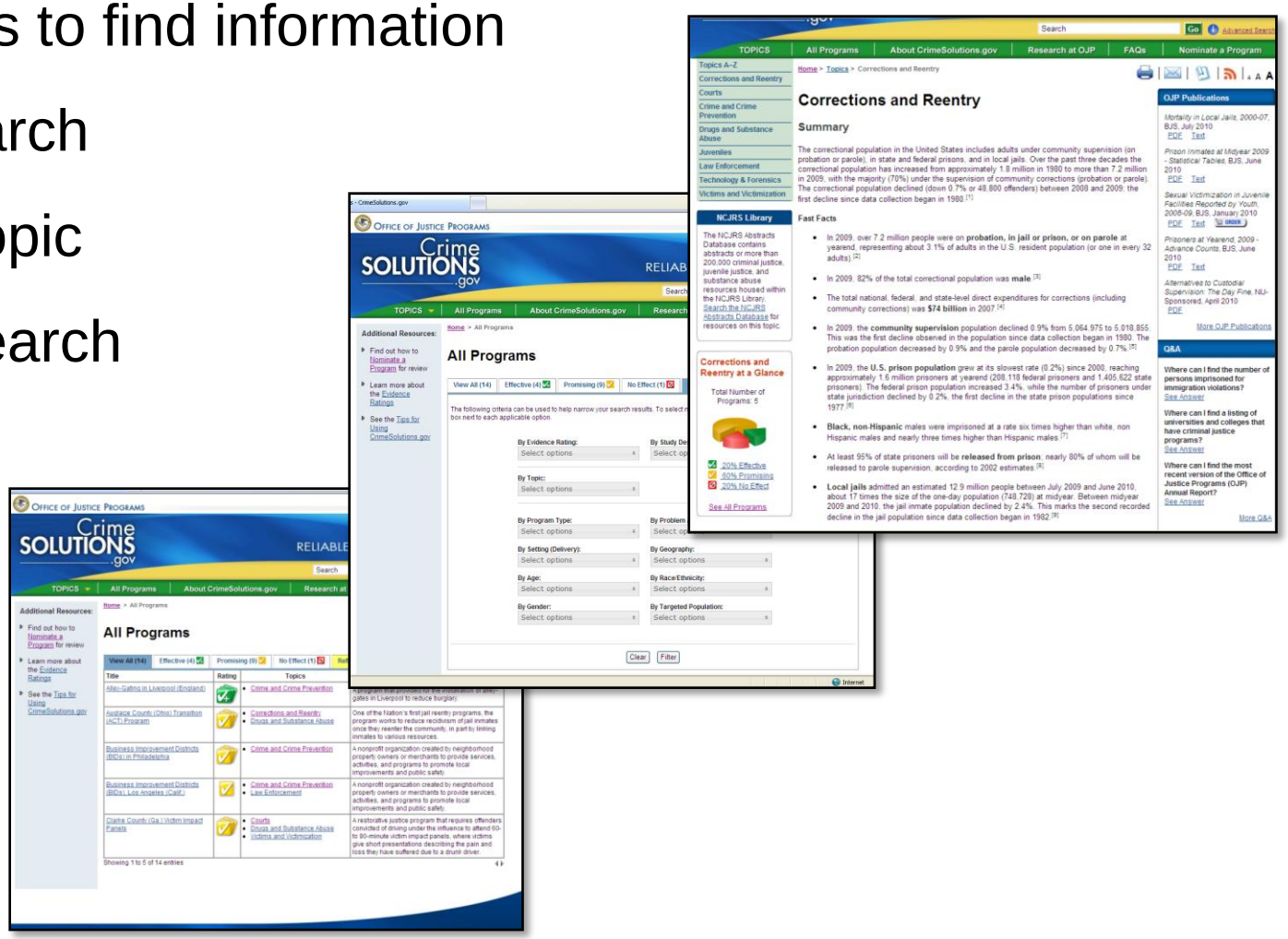
Eight-Step Program Review and Rating Process

1. Preliminary program identification
2. Initial program screening
3. Literature search
4. Initial evidence screening
5. Selection of evidence base
6. Expert review
7. Study classification
8. Program evidence rating

CrimeSOLUTIONS.gov

CrimeSOLUTIONS.gov

- Multiple ways to find information
- Keyword search
- Browse by topic
- Advanced search
- All programs



210 Program Records…and Counting

- **Users can "drill down" from brief summary information to:**
  - Program description
  - Outcomes
  - Study methodology
  - Cost
  - Implementation information
  - Evidence reviewed
  - Additional references

Fulfilling the Mission of the Office of Justice Programs (OJP) and the Evidence Integration Initiative (E2I)

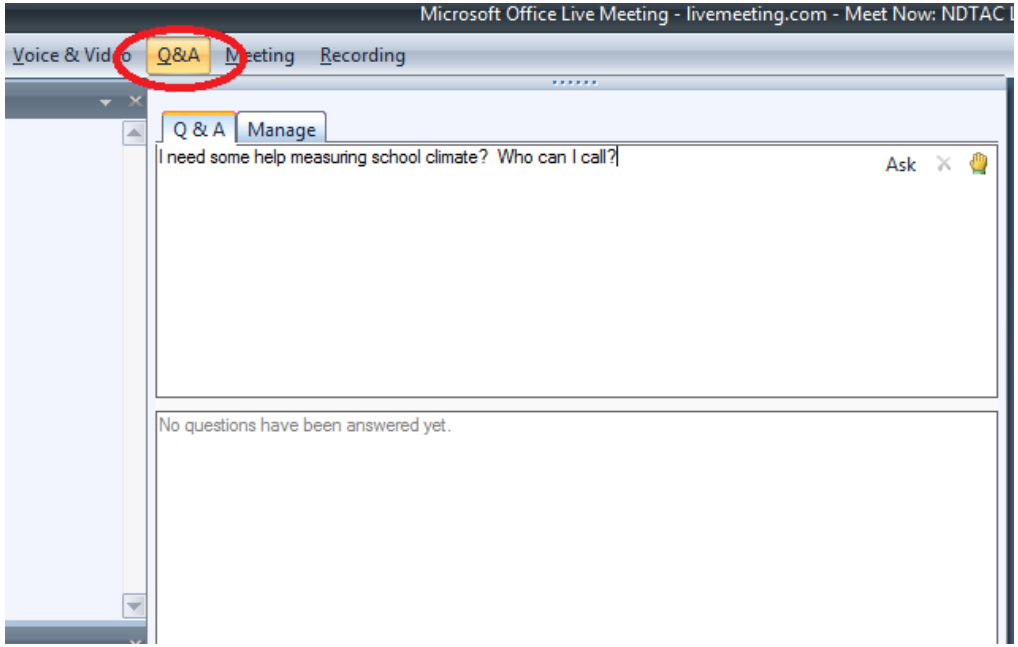
OJP launched E2I in 2009 with three goals to:

1. Improve the quality and quantity of evidence generated by OJP
2. Integrate evidence into program, practice, and policy decisions
3. Improve the translation of evidence into practice

OJP is using two integrated resources to put these goals to action:

Questions?

If you have a question for the presenter, please type it in the Q & A pane or email sssta@air.org.



A Community's Experience in Selecting a Program via a Registry

Nancy Vaniman, Project Director, Choose Peace/Stop Violence

Need for Program

- A youth violence prevention collaborative in Broward County, Florida was formed in 2010 after violent acts received national attention.
  - A youth was set on fire by 3 teens over a dispute concerning money.
  - A middle school student was severely beaten by a teen that exchanged harassing text messages.
  - Study methodology

How Organization Was Formed

- 200 community members met to discuss community-wide strategies to address youth violence
- Representatives from agencies including:
  - Elected officials
  - Students
  - Law Enforcement
  - Business Leaders
  - Funding Agencies
  - Educators
  - Media

Organization's Structure

- The community partnership is designed to provide guidance in the selection of evidence based programs to address youth violence, including bullying prevention in the schools and community.
- Members include:
  - School District
  - Law Enforcement
  - Health Department
  - Healthcare Agencies
  - Children's Agencies
  - County Government
  - Non-Profit Agencies

Local Realities

- Broward County has one school district with 235,000 students.
- The Broward County Sheriff's Office provides law enforcement services in 14 jurisdictions.
- A Children's Services Council was formed to provide funding for evidence-based programs throughout the county.
- The United Way of Broward County Commission on Substance Abuse is the state prevention partner to coordinate substance abuse prevention initiatives throughout the county to avoid duplication of services and to ensure that evidence-based programs are implemented.

Local Realities

- Broward County is the 2nd largest county in Florida.
- There are 31 jurisdictions within the county.
- Broward County has the highest rate of juvenile delinquency in the state of Florida.
- There are 18 local law enforcement agencies.
- There are over 100 agencies who serve children.

Challenges Faced & Solutions Found

Challenges: Education

- Broward County has numerous funding agencies to support youth violence/bullying initiatives.
  - Not all funding agencies have the expertise or resources to research/select evidence-based programs.
- Service Providers
  - Providers are bombarded with information on "what works" in the area of bullying prevention, including internet sites, private companies, and national organizations.

Solution: Funders have made a commitment to research evidence-based programs AND to invite subject matter experts to provide training to service providers on "what works and what doesn't work" in the areas of children's services.

Challenges Faced & Solutions Found (continued)

Challenge: Funding

- Evidence-based programs are sometimes cost prohibitive to implement.

Solution: Local funding agencies have collaborated to ensure that resources are distributed to agencies who implement evidenced-based programs.

Challenges Faced & Solutions Found (continued)

Challenge: Fidelity

- Service providers sometimes lack the training to implement evidence-based programs with fidelity.

Solution: Funders are requiring the implementation of evidence based programs AND provides funding to train program staff.

Challenge: Commitment

- Most evidence-based programs require long-term commitment to implement with fidelity.
- Providers rely on external funding that doesn't necessarily support the commitment required to implement the program.

Solution: Funders are providing multi-year funding.

Questions?

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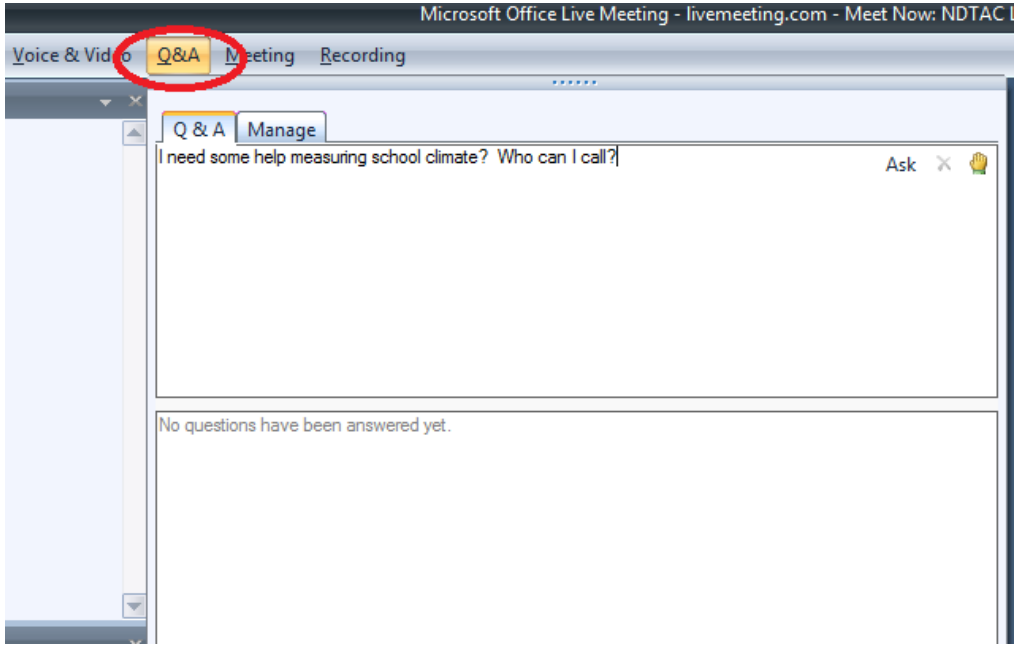

Take Aways

1. Use Evidence-based Registries

- Narrow the field of potential programs and strategies.
- Identify programs and strategies that are ineffective (or even potentially harmful).

2. Choose Wisely

- Because of the difficulty in implementing evidence based programs, understand the required components of the program (i.e., required data collection) before you commit resources to that program.

3. Community Support

- Ensure that you have the support of the community (school officials, after-school providers, funders) to commit to implementing a program.

Citations

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