Adapting Evidence-Based Practices to Meet Your Community's Needs

Presented by CalTrin
In Partnership with the CEBC

Website: CalTrin.org
Email: info@caltrin.org
X: @cal_trin
Facebook: @caltrin
LinkedIn: California Training Institute

What Do I Want to Achieve Today?

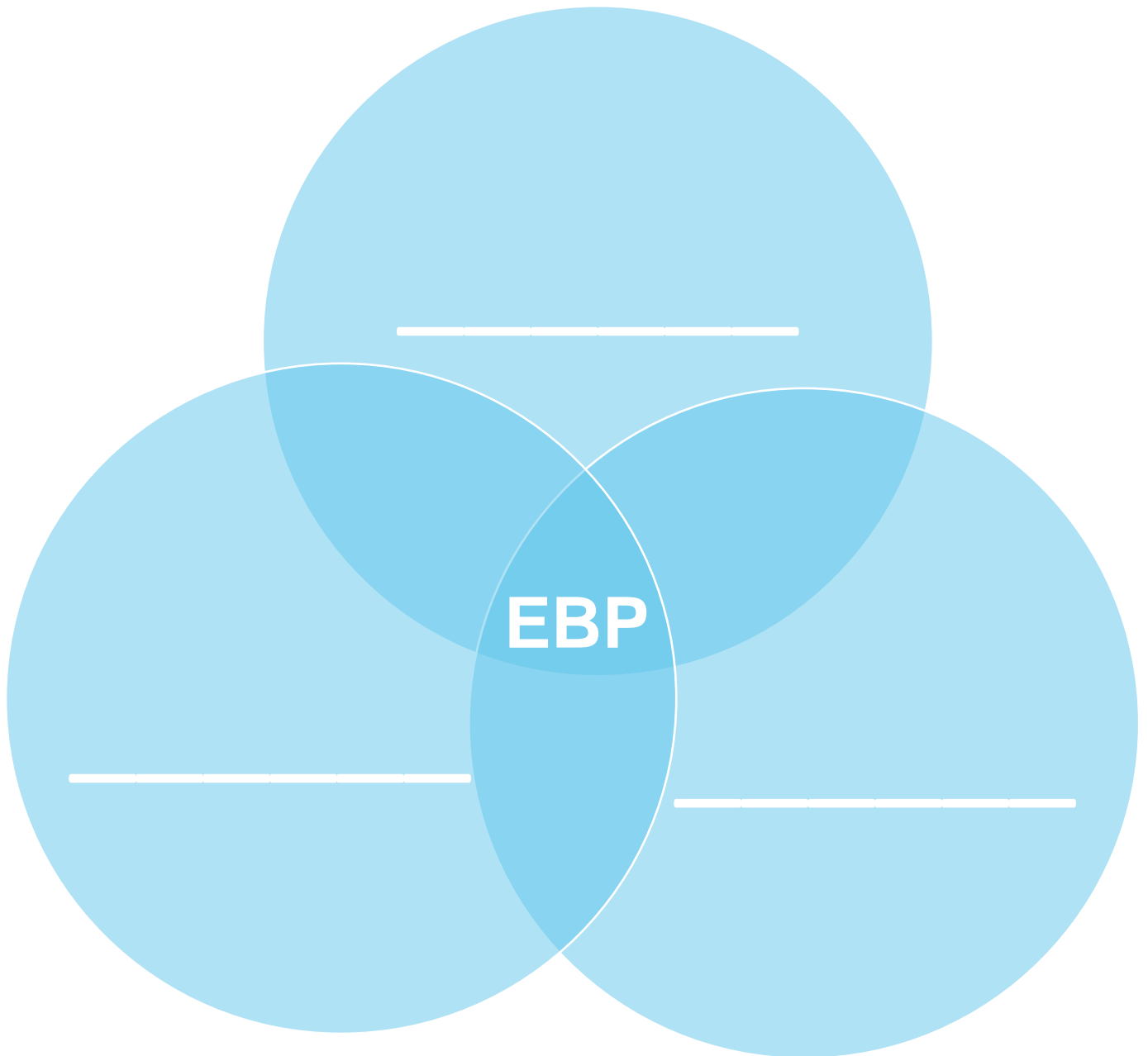**Take a moment to note your intentions for the workshop.**

What do you hope to learn in this workshop?

What is the most important question you'd like answered today about adapting EBPs?

What are some specific needs you are trying to address?

Identify any specific issues with your current EBPs:

What is an EBP?

EBP

Intentions/questions for today?
Issues you are trying to address?
Issues with your current EBP?

CALTRIN
California Training Institute

Selecting the Right EBP

Careful selection matters! Ensure all three components have been addressed.

What might be some consequences of selecting an inappropriate EBP?
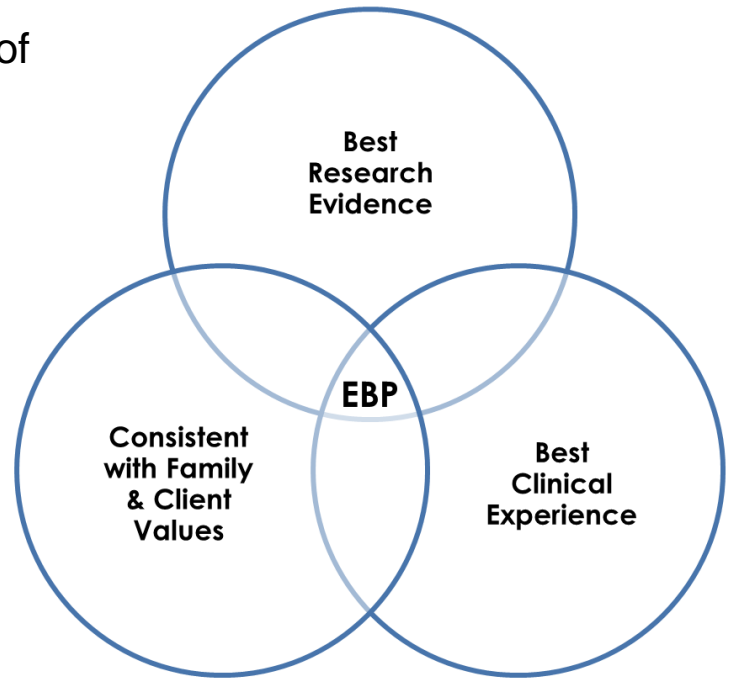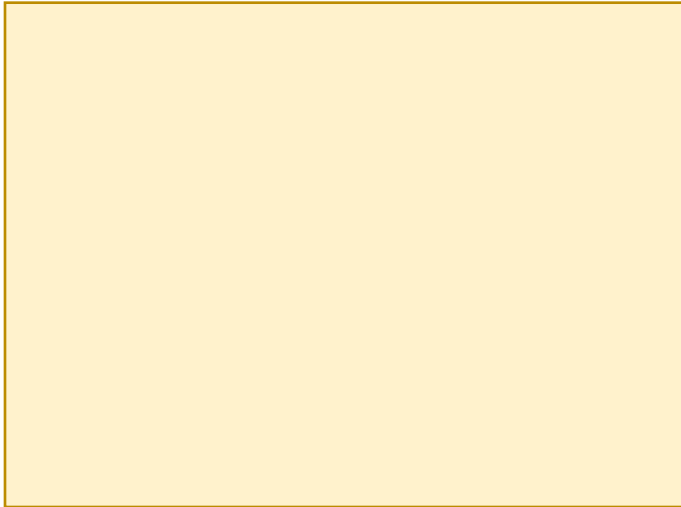
EPIS Framework
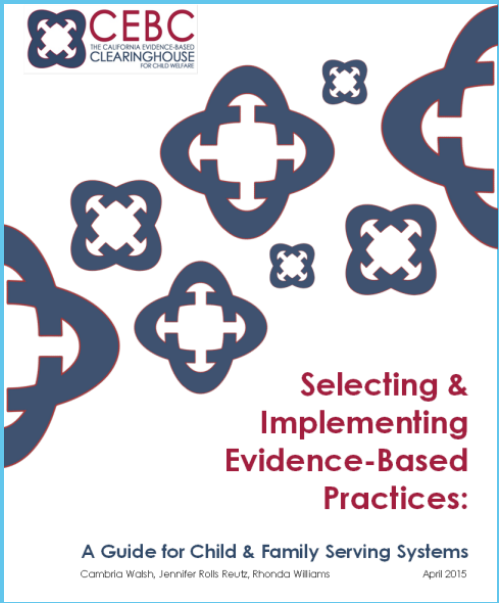
E _____

P _____

I _____

S _____

Find More Information

Selecting & Implementing Evidence-Based Practices:

A Guide for Child & Family Serving Systems
Cambria Walsh, Jennifer Rolls Reutz, Rhonda Williams   April 2015

https://www.cebc4cw.org/files/CEBC_Imp_Guide_2016_Colors.pdf

What is an Adaptation?

Two Major Types of Adaptation

[ ]	= What is delivered
[ ]	= How it's delivered.

What are the three core components of an EBP that might be adapted? Remember our cake metaphor!

1. [ ]

2. [ ]

3. [ ]

CALTRIN
California Training Institute

Why Adapt an EBP?

What are some reasons you have found for needing to adapt your evidence-based programs?

Questions that might inform whether adaption is needed:
- Who is showing up for services, and how do they find us?
- What are we learning about client needs and abilities as we implement?
  - What services do clients use?
  - Where and at what times do clients want services?
- What are we learning about staffing needs and training?
- What are we learning about program integration within the organization?
- What are we learning about our ability to collaborate with partners?
- What are we learning about funding streams?

How do We Adapt an EBP?

1. Use a ⬚ process

2. Pilt the ⬚ ⬚ first

3. Be ⬚ when making adaptations

4. Work with the program ⬚

5. Document ⬚ !

    a. All the changes, additions, subtractions, and the reasons for each

6. Assess ⬚

    a. Have you changed elements assessed by the fidelity tool?

CEBC Resources

Tips for Implementation Teams

Supporting Client Involvement in Implementation Teams

Examples of Adaption

AFFIRM YOUTH

How do these changes address cultural needs?

How do these adaptations address each of the three components of an EBP?

Best
Research
Evidence

EBP

Consistent
with Family
& Client
Values

Best
Clinical
Experience

Examples of Adaption

WEAVING HEALTHY FAMILIES (WHF)

How do these changes address cultural needs?

How do these adaptations address each of the three components of an EBP?

Best
Research
Evidence

EBP

Consistent
with Family
& Client
Values

Best
Clinical
Experience

Traffic Light Model

RED = STOP

- Deleting core components, sessions, or activities
- Cutting the program timeline
- Cutting the program dosage
- Major changes to target population

GREEN = GO

- Translation and interpretation
- Changing program names and wording
- Updated & relevant statistics
- Changing pictures
- Updating scenarios
- Increased training for providers
- Additional treatment partners

YELLOW = CAUTION

- Substituting/adding activities
- Changing session sequence
- Changing the delivery format
- Changing who delivers the program
- Changing treatment length

(National Cancer Institute, 2019)

CALTRIN
California Training Institute

10

Traffic Light Model

What "Traffic Light Color" would you assign to these adaptations?
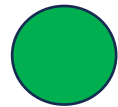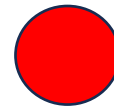Explain why you choose each traffic light color.
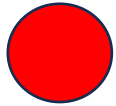
🔴 **Red-Light Change: Do NOT Pursue!**

🟡 **Yellow-Light Change: Cannot be Sure of Impact**

🟢 **Green-Light Change: OK to Proceed**

🔴 🟡 🟢

1. Updating the lesson with images that represent the culture of the community/participants.

⬛ ⬛ ⬛

2. Replacing an activity with a more culturally relevant activity.

⬛ ⬛ ⬛

3. Providing additional resources that support the cultural strengths and needs of participants.

⬛ ⬛ ⬛

4. Adjusting the program goals to match the cultural beliefs of participants.

⬛ ⬛ ⬛

CALTRIN
California Training Institute

Practice: Making Adaptations

Your group will be assigned one of the following scenarios. Use the questions on the next page to consider program adaptations.

Scenario 1: Your organization is preparing to implement a **school-based program** in your **low-SES, low-income** community. This evidence-based program has been shown to *reduce depression and youth substance use*. The original EBP was not previously tested in low-SES communities, but your implementation team can't find a program that will better fit your community. So, your team anticipates adapting the program to better fit participants' strengths and needs.

Scenario 2: Your organization is preparing to implement a **family-based program** in your community with a high **Mexican American** population. This evidence-based program has been shown to *reduce substance use and increase family communication skills*. The original EBP has not been specifically tested with Mexican American families, but your team can't find a program that will better fit your community. So, your team anticipates adapting the program to better fit participants' strengths and needs.

Scenario 3: Your organization is preparing to implement a **parenting program** in your **very rural community**. This evidence-based group program has been shown to *reduce substance misuse for adults and youth and increase family communication skills*. The original EBP was not previously tested with rural families, but your team can't find a program that will better fit your community. So, your team anticipates adapting the program to better fit participants' strengths and needs.

Practice: Making Adaptations

Small Group Discussion Questions

Consider what may be unique to your community that may warrant a need to adapt the program.

Brainstorm: What are some adaptations you could consider implementing?

Categorize each of your selected adaptations as Red, Yellow, or Green according to the Traffic Light Model.

How might this level of adaptation (Red, Yellow, Green) affect implementation fidelity or program outcomes?

CALTRIN
California Training Institute

Alternatives to Adaptation

Think about your breakout scenario. Did you discuss any Red or Yellow adaptations? Note them in the Red and Yellow columns.

What are some alternatives?

RED	YELLOW	GREEN

What's Next?

1. REVISIT WHAT YOU ARE CURRENTLY DOING

How does your agency make decisions about adopting a new intervention? Do you consider adaptation when selecting?

What programs do you currently have in place at your agency? Have you adapted them at all, even Green changes?

See if the programs you are currently implementing are on the CEBC: www.cebc4cw.org. If so, what are they rated?

2. PICK THE RIGHT EBP
Use Selecting and Implementing EBPs: A Guide for Child &Family Serving Systems

3. VISIT THE CEBC: www.cebc4cw.org

4. ASK FOR HELP IF YOU NEED SUPPORT!
Do you have more questions about adaptation? If so, make a plan to email the CEBC or the developer/purveyor of the program you are implementing.

CALTRIN
California Training Institute

Additional Resources

[When to Adapt: - Ensuring Evidence-Based Treatments Work for Children of Diverse Cultural Backgrounds ISSUE BRIEF 88](#) (Child Health and Development Institute)

[Developing Strategies for Child Maltreatment Prevention: A Guide for Adapting Evidence-Based Programs](#) (The University of Texas at Austin)

[Cultural Adaptations of Evidence-Based Interventions for Latinx Populations](#) (National Hispanic and Latino Mental Health Technology Transfer Center)

[Adapting Evidence-Based Practices for Under-Resourced Populations](#) (SAMHSA)

[Implementation Toolbox](#) (Colorado State University Prevention Research Center)