



Welcome to




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

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...




Icebreaker Question
(answer in the chat)

What's your favorite breakfast food?




Survey & Certificate of Completion





Available following the training.



VISIT [CALTRIN.ORG](https://caltrin.org) & SCAN TO LEARN MORE



FOLLOW US! AND CHECK OUT TRAINING REPLAYS ON YOUTUBE!

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Hi, We're CalTrin!



Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBG/CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS

mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops

-  **August 29** | Understanding Your Role in Creating a Trauma-Informed Environment
-  **September 10** | Introduction to Motivational Interviewing
-  **September 12** | Trauma-Informed Leadership: The Balance of Compassion & Accountability




-  **September 17** | Protective Factor: Knowledge of Parenting & Child Development
-  **September 20** | Art & Science of Father Engagement Programming
-  **September 24** | Centering Equity in the Work: Three Strategies That Will Change Your Professional Practice


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Before We Begin...


DURING




The notetaking slides and participant guide are in the chat now!



Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.




This presentation is being recorded.




External AI assistants are not allowed in CalTrin trainings due to California privacy laws.

AFTER



Complete the survey at the end of the training to receive your Certificate of Attendance.

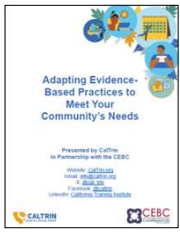


A follow-up email will be sent to all participants within two days.


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TRAINING RESOURCES

Workbook Page # x





Fillable PDF Participant Guide







Notetaking PPT Slides

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

Presenters: Jennifer Rolls Reutz and Dana Jarzynka

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CALTRIN
California Training Institute

Speaker SPOTLIGHT



Jennifer Rolls Reutz, MPH
Director, California Training Institute & California Evidence-Based Clearinghouse
Rady Children's Hospital – San Diego



Dana Jarzynka, MA
Administrative Manager, Behavioral & Developmental Services
Rady Children's Hospital – San Diego

ICHSO is not responsible for the creation of content and any views expressed in its materials and programming.

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CALIFORNIA EVIDENCE-BASED CLEARINGHOUSE (CEBC) MISSION

Advance the effective implementation of evidence-based practices for children and families involved with the child welfare system

Program Registry

Selecting & Implementing Programs

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OVERVIEW

- What is an EBP?
- What is an adaptation?
- How can adapting an EBP affect results?
- Examples of EBP adaptation
- Traffic Light Model
- Practice making adaptations
- Alternatives to adaptation

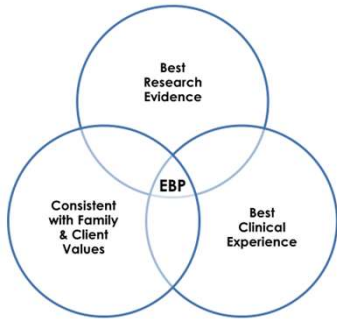
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WHAT IS AN EVIDENCE-BASED PRACTICE?

- What issue are you trying to address?
- What program(s) have evidence that addresses that issue?



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[Based on Institute of Medicine, 2001]

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Research and evaluation showing what the program accomplishes



[Based on Institute of Medicine, 2001]



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What meets family and community needs and values?

[Based on Institute of Medicine, 2001]

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What does the provider/ agency think is needed to address the issue?

[Based on Institute of Medicine, 2001]

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[Based on Institute of Medicine, 2001]


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WHY CAREFUL SELECTION MATTERS 4

Need to ensure all three components have been addressed: research evidence, family/community values, and provider judgment.

Negative consequences of adopting an inappropriate EBP.



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GUIDE TO SELECTING & IMPLEMENTING EBPs



Background on Evidence-Based Practices

Overview of the EPIS Framework

- Exploration
- Preparation
- Implementation
- Sustainability

Detailed Description of EPIS Phases

Putting it all Together





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WHAT IS AN ADAPTATION? 5

Any changes to a program:

- Content (what is delivered)
- Implementation (how it is delivered)



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CAKE

- Core ingredients
- Core methods
- Core equipment
- Variations

A round cake with white frosting and colorful sprinkles. The cake is decorated with white frosting and has colorful sprinkles on top. The cake is placed on a light blue surface.

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A collection of baking ingredients including a whisk, rolling pin, butter, eggs, and flour. The ingredients are arranged on a light blue surface. A whisk is at the top left, a rolling pin is below it, a bowl of butter is to the right, a bowl of eggs is below that, and a bowl of flour is at the bottom left.

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CORE METHODS

Cake: how to mix it, how long to bake it, what temperature to use, etc.

EBP: delivery methods, dosage, activities, environment, etc.

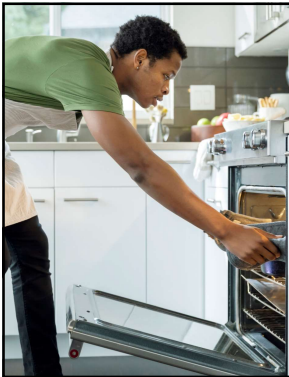


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CORE EQUIPMENT

Cake: the size of the cake tin, type of oven, etc.

EBP: staff training and qualifications, agency capacity, materials used, etc.



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VARIATIONS

Cake: add ingredients to change flavor, change color, different icing, etc.

EBP: changing images and terms, adding local resources, culturally representative staff, etc.



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WHY ADAPT AN EBP?

Better meet local needs

Make the program:

- More engaging
- More current / timely
- Fit local constraints
- More culturally relevant



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ADAPTATION EXAMPLES

Content

- Used local images and pictures
- Added local data and information
- Modified readability level
- Added topics from clients' socio-cultural framework

Implementation

- Recruited native speakers as providers
- Added staff pre-service training on culture
- Offered food during group sessions
- Offered Zoom format



From Hanson et al. 2017, Venner et al. 2016, Bahu, 2019, Cheng & Merrick 2016

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ADAPTATION IS A CONTINUUM



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HOW CAN ADAPTATIONS AFFECT RESULTS?

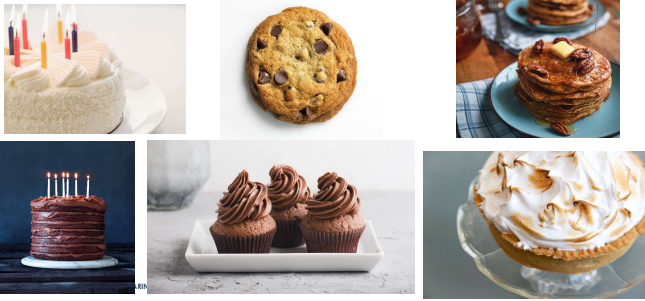
The more you change an EBP, the less chance you have that the prior results will be replicated.

Changing core elements can change program outcomes.



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ADAPTATION IS A CONTINUUM



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SO HOW DO WE ADAPT AN EBP?

- Use a team process
- Pilot the original model first
- Be proactive when making adaptations
- Work with the program developer/purveyor



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SO HOW DO WE ADAPT AN EBP?

- Start small
- Document everything!
- Assess fidelity
 - Have you changed elements assessed by the fidelity tool?
- Examine outcomes



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CULTURAL ADAPTATIONS

Every adaption is cultural: you are adapting to the local situation.

A team process involving **active engagement of community stakeholders is key** to successful cultural adaptations.



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Cultural Adaption Examples

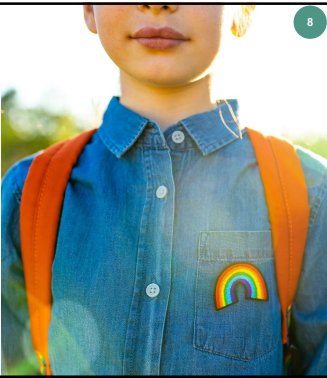
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AFFIRM YOUTH

Group Cognitive Behavioral Therapy (CBT) program for LGBTQ+ youth.

Challenges:

- Standard CBT did not address LGBTQ+ needs
- Little data on LGBTQ+ outcomes from standard CBT




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AFFIRM YOUTH

Solution:


- Adapted CBT components to reflect the LGBTQ+ experience
- Incorporated trauma-informed principles, affirmative practice, minority stress framework
- Added modules on hope and social supports
- Modified language to be more inclusive



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AFFIRM YOUTH

- Piloted the adaptations
- Examined outcomes
- Continual feedback loop
 - Community and youth advisory boards, AFFIRM graduates, community providers
- Ongoing training needs



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WEAVING HEALTHY FAMILIES (WHF)

Cultural adapted version of Celebrating Families!

Challenges:


- Historical oppression
- Indigenous people at higher risk for MH, AOD, PTSD, etc.
- Few culturally specific programs

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WEAVING HEALTHY FAMILIES (WHF)

Solution:


- Indigenous stakeholders and Community Advisory Boards selected the Celebrating Families! curriculum
- Framework of Historical Oppression, Resilience, and Transcendence (FHORT)
- Two-Eyed Seeing approach



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WEAVING HEALTHY FAMILIES (WHF)

- Facilitated by tribal community health representatives
- Whole family/extended family systems
- Shortened and streamlined CF! program
- Added cultural components: talking circle; medicine wheel; FHORT; tribal nutrition and foods; tribal values; and tribal teachings



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WEAVING HEALTHY FAMILIES (WHF)

Celebrating Families!

- 16 sessions
- 5 groups: ages 4-7, 8-10, 11-12, 13-17, parents
- Session: Meal, Insights for Living (IFL), Connecting with My Family (CWMF)

WHF

- 10 sessions
- 4 groups: ages 5-7, 8-11, 12-17, parents/caregivers
- Session: Meal w Tribal foods, IFL w/ Talking Circle, Tribal CWMF, Tribal Teachings throughout

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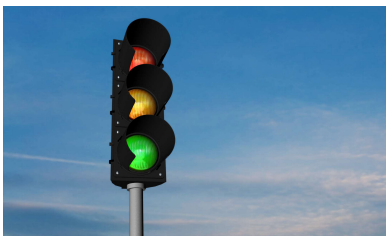
WEAVING HEALTHY FAMILIES (WHF)

- Pilot study completed
- Full trial underway
- Outcomes vs / and acceptance



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TRAFFIC LIGHT MODEL

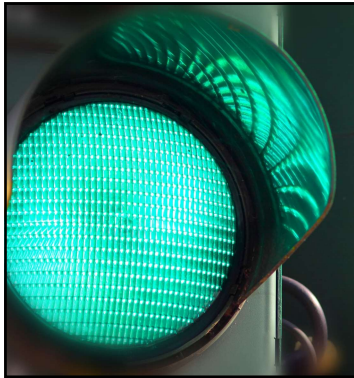


Green = GO

Red = STOP



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GREEN LIGHT EXAMPLES

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

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YELLOW LIGHT EXAMPLES

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



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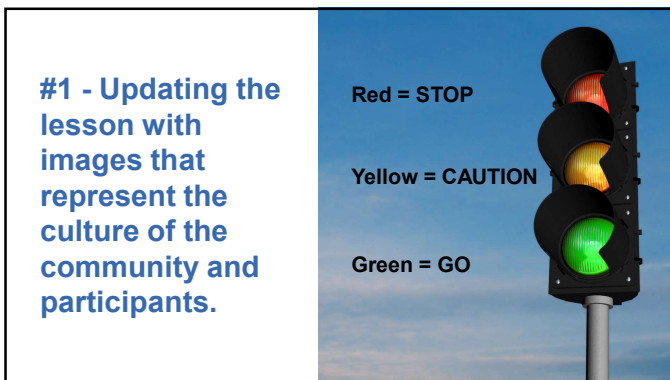
RED LIGHT EXAMPLES

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

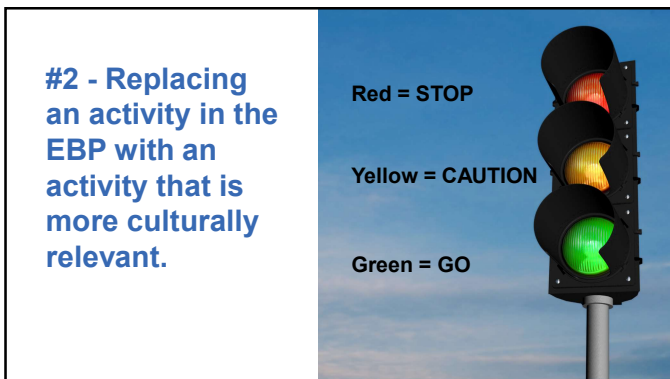
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#3 - Providing additional resources that support the strengths and needs of your participants.

Red = STOP

Yellow = CAUTION

Green = GO



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#4 - Changing the program goals to meet local needs.

Red = STOP

Yellow = CAUTION

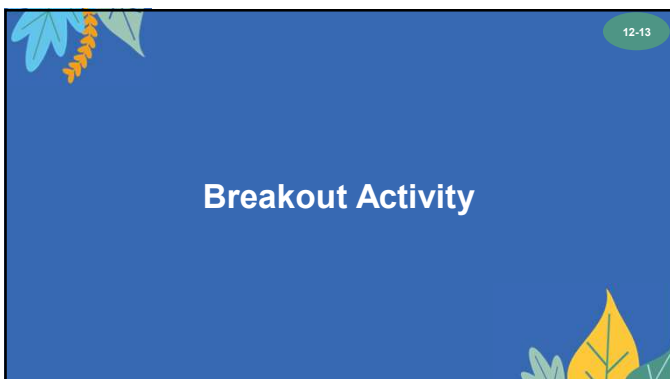
Green = GO



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Breakout Activity



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ADAPTATION ALTERNATIVES

- Make the smallest amount of change necessary to meet your needs.
 - **Yellow** instead of **Red**
 - **Green** instead of **Yellow**
- Use the original model first and evaluate
- Consider alternative programs



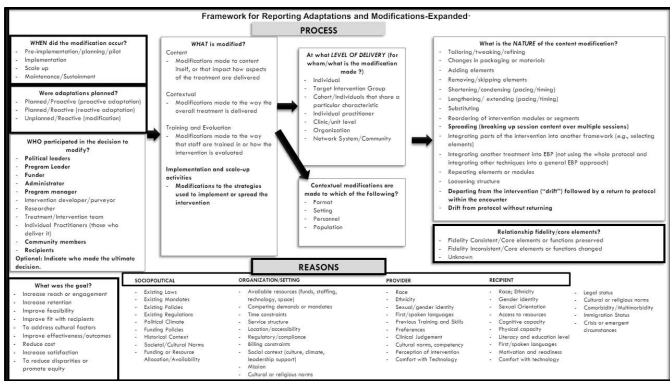
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MAKING SIGNIFICANT CHANGES

- **Red** should not be your first choice.
 - Before moving forward, determine if there is a better EBP for your needs.
- Talk to the developer **FIRST**
- Work with an evaluator
- Document what you want to do
 - Use an Implementation Framework*

*Aarons, G. A., Green, A. E., Palrakis, L. A., Self-Brown, S., Whitaker, D. J., Lutzker, J. R., ... & Chaffin, M. J. (2012). Dynamic adaptation process to implement an evidence-based child modification intervention. *Implementation Science*, 7(1), 1-8.
Miller, C. J., Wilcox-Sizman, S., & Bazzano, A. A. (2020). Iterative Decision-making for Evaluation of Adaptations (IDEA): A decision tree for balancing adaptation, fidelity, and intervention impact. *Journal of Community Psychology*, 48(4), 1163-1177.
Moore, G., Campbell, M., Cochrane, L., Craig, P., Mooneyagh, A., Hodcroft, P., ... & Evans, R. (2021). Adapting interventions to new contexts—the ADAPT guidance. *bmj*, 374.


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TAKE HOME MESSAGE

- Want pie? Don't bake cake.
- Minor adaptations can be good
- The farther you go down the continuum, the more cautious you need to be
- In California? The CEBC can help!
info@cebc4cw.org



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FOR MORE INFO ABOUT THE CEBC

Contact us: info@cebc4cw.org

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Thanks for joining us!

WHAT'S NEXT?

- Survey and certificate in the chat now
- Follow-up email with resources within two days
- Watch your inbox for the next issue of *CalTrin Connect*



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