

# Why Good Ideas Fail... and how we can do better

The role of implementation in  
connecting knowledge to practice

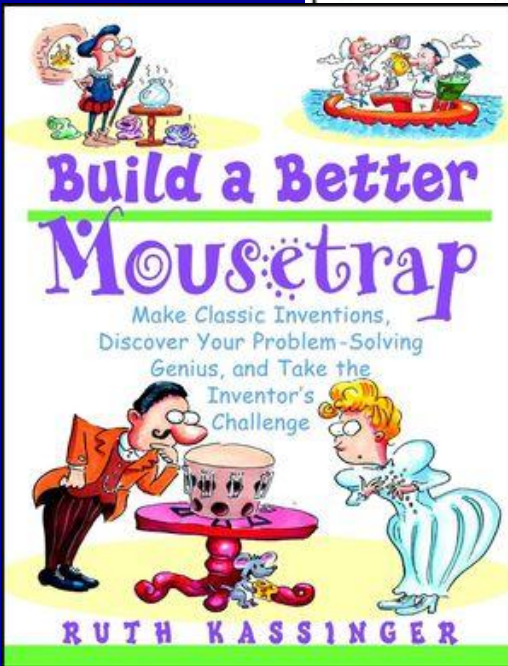
Brian Bumbarger  
Australian Implementation Conference  
October 2012



### A BETTER MOUSETRAP



NOW THAT WE'VE BUILT IT,  
LET'S SIT TIGHT AND  
WAIT FOR THE WORLD TO  
BEAT A PATH TO OUR DOOR.



**PREVENTING MENTAL DISORDERS IN  
SCHOOL-AGE CHILDREN:  
A Review of the Effectiveness of Prevention Programs**

**EXECUTIVE SUMMARY**

**Mark T. Greenberg Ph. D.  
Celene Domitrovich Ph. D.  
Brian Bumbarger**

**Prevention Research Center for the Promotion of Human Development  
College of Health and Human Development  
Pennsylvania State University**

Submitted to:  
**Center for Mental Health Services (CMHS)  
U.S. Department of Health and Human Services**

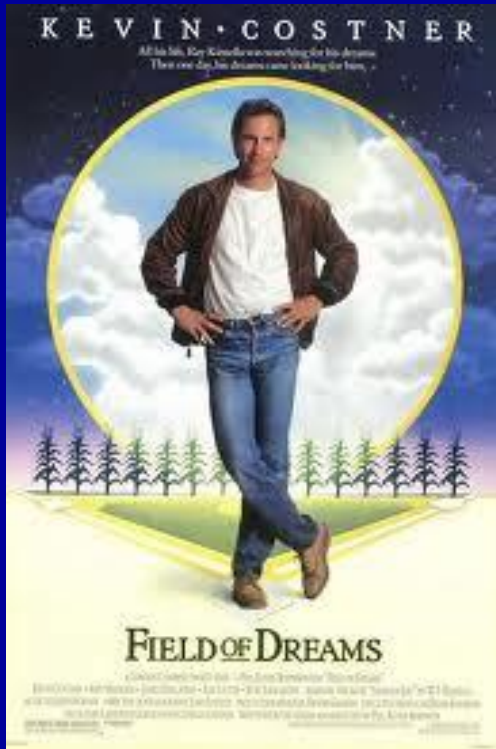
July, 1999

ACHIEVING | SUSTAINABLE  
& EFFECTIVE  
**Violence  
Prevention**

*Blueprints*

**FOR VIOLENCE PREVENTION**

If you build it, they will come....or



# “If you build it”

- ...they may never know about it
- ...they may not understand what it is
- ...they won't know how to get there
- ...they won't think it fits
- ...they'll think they already have it
- ...they'll see it as competition
- ...they'll decide they should build their own
- ...they'll adapt it into something unrecognizable
- ...they'll only use the pieces of it they like

**OR**

**...they WILL come, and love it.  
Then they'll want you to make ten more just like it in surrounding  
communities. Now.**



# Progress in Prevention Science

- Advances in our knowledge of epidemiology, etiology, methodology, and prevention practice
- Development and efficacy testing of a wide variety of preventive interventions
- Growing and widely-accepted “lists” of effective programs
- Significant body of cost-effectiveness/cost-benefit studies

NREPP | Advanced Search - Mozilla Firefox

File Edit View History Bookmarks Tools Help

NREPP - Dogpile Web Search x NREPP | Advanced Search x +

nrepp.samhsa.gov/AdvancedSearch.aspx

Facebook Twitter / Home Google Analytics PRAMS ACT R34 Project Book... PCCD Home PSU Home Paper.li EPISCenter EPISCenter Grants EPISCenter Placements Zimbra: Inbox

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

Find an Intervention | Reviews & Submissions | Learning Center | Contact Us

NREPP is a searchable online registry of more than 220 interventions supporting

Basic Search Advanced Search View All Interventions

Topic: Delinquency Prevention - CrimeSolutions.gov - Mozilla Firefox

File Edit View History Bookmarks Tools Help

Topic: Delinquency Prevention - CrimeSolutio... +

www.crimesolutions.gov/TopicDetails.aspx?ID=62

Facebook Zimbra: Inbox Twitter / Home Google Analytics Spam Quarantine check PRAMS Australian Dollar: CUR... Members Only ACT R34 Project Book... PCCD Home PSU Home

**Crime SOLUTIONS.gov** Home | Help | Contact Us | Site Map | Glossary

RELIABLE RESEARCH. REAL RESULTS.

Search Go Advanced Search

TOPICS All Programs About CrimeSolutions.gov Research at OJP FAQs Nominate a Program

Topics A-Z

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

Home > Topics > Juveniles > Delinquency Prevention

## Juveniles

### Delinquency Prevention

When a juvenile commits an act that would be criminal if committed by an adult, the juvenile is determined to be delinquent. Delinquent acts may include crimes against persons, crimes against property, drug offenses, and crimes against public order. Delinquency prevention efforts seek to redirect youth who are considered at-risk for delinquency or who have committed a delinquent offense from deeper involvement in the juvenile justice system.

All Results (74) Effective (30) Promising (35) No Effects (9) Refine Results

Showing 1 to 50 of 74 entries

Title	Evidence Rating	Summary
<a href="#">Big Brothers Big Sisters (BBBS) Community-Based Mentoring (CBM) Program</a>	4	A one-to-one mentoring program that takes place in a community setting.
<a href="#">Brief Alcohol Screening and Intervention of College Students (BASICS)</a>	4	A preventive intervention for college students designed to help students make better decisions about using alcohol.

**NCJRS Library**

The NCJRS Abstracts Database contains abstracts or more than 200,000 criminal justice, juvenile justice, and substance abuse resources housed within the NCJRS Library. [Search the NCJRS Abstracts Database](#) for resources on this topic.

**OJP Publications**

*U.S. Attorney General's Defending Childhood Initiative: Formative Evaluation of the Phase I Demonstration Program*, NIJ-Sponsored, November 2011 [PDF](#)

*Hot Spots of Juvenile Crime: Findings From Seattle*, OJJDP, October 2011 [PDF](#) [ORDER](#)

*Shifting Boundaries: Final Report on an Experimental Evaluation of a Youth Dating Violence Prevention Program in New York City Middle Schools*, NIJ-Sponsored, October 2011 [PDF](#) [ORDER PHOTOCOPY](#)

*Randomized Experimental Evaluation of the Tribes Learning Communities*

http://www.crimesolutions.gov/default.aspx

Search

Geographic Locations

- Urban
- Suburban
- Rural and/or frontier
- Tribal

Settings

- Inpatient
- Residential
- Outpatient
- Correctional

zotero

# From Lists to Improved Public Health...

- Synthesis and translation of research to practice, (and practice to research)
- EBP dissemination, selection, and uptake
- Ensuring sufficient implementation quality and fidelity
- Understanding adaptation and preventing program drift
- Measuring and monitoring implementation and outcomes
- Policy, systems, and infrastructure barriers
- Coordination across multiple programs and developmentally
- Sustainability in the absence of a prevention infrastructure

Bumbarger, B. and Perkins, D. (2008). After Randomized Trials: Issues related to dissemination of evidence-based interventions. *Journal of Children's Services*, 3(2), 53-61.

Bumbarger, B., Perkins, D., and Greenberg, M. (2009). Taking Effective Prevention to Scale. In B. Doll, W. Pfohl, & J. Yoon (Eds.) *Handbook of Youth Prevention Science*. New York: Routledge.





# Pennsylvania's EBP dissemination in 1999...

**Map Layers**

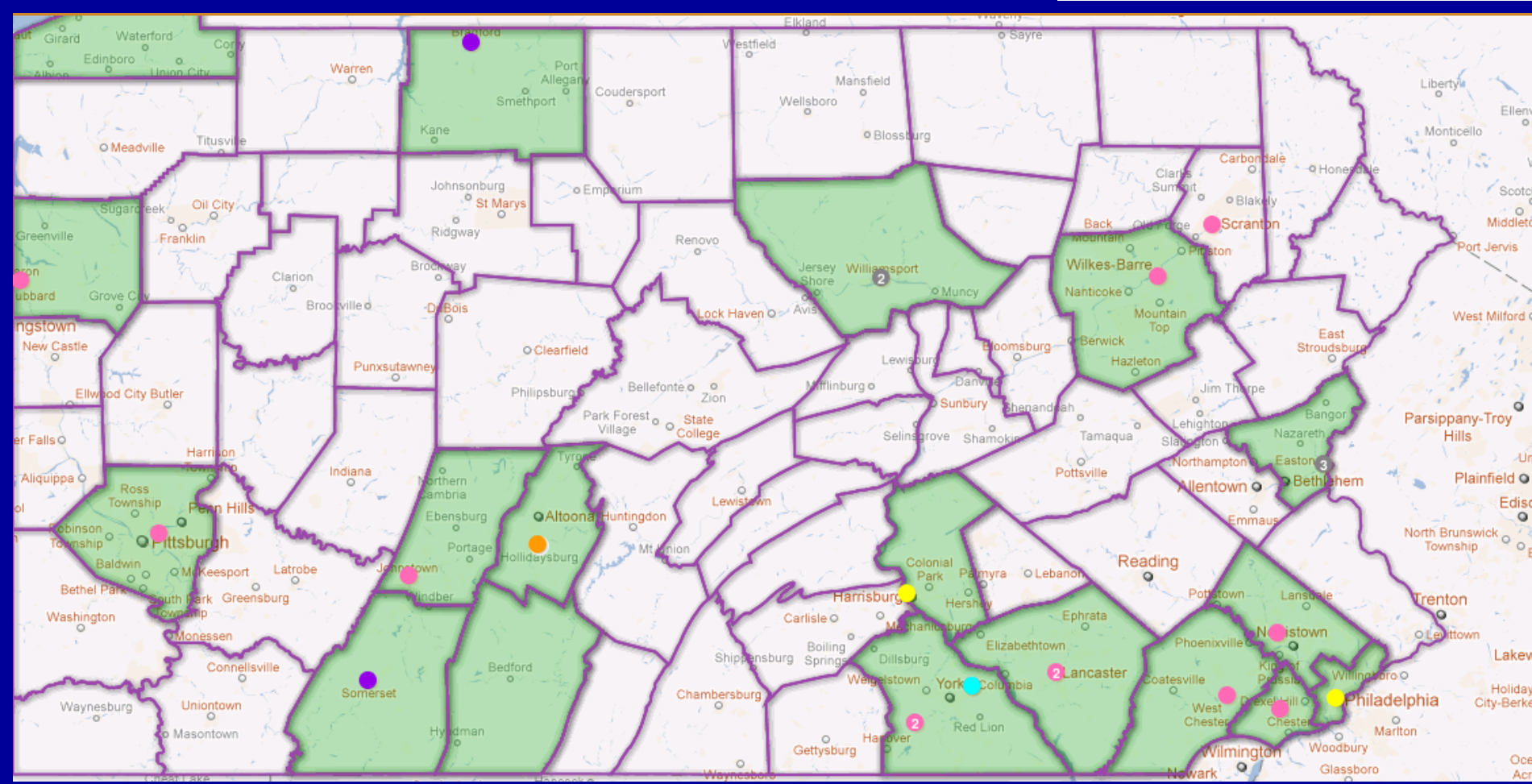
**Grant Programs**

- Select all types
- BBBS  MTFC  FFT  IYS  LST
- MST  OBPP  PATHS  SFP  Other

*Numbers within markers indicate the number of grants awarded to the agency. Markers without a number indicate agencies with only 1 grant.*

**Boundary Layers**

- Counties  State House Districts
- School Districts  State Senate Districts



# Pennsylvania's EBP dissemination in 2012...

**Map Layers**

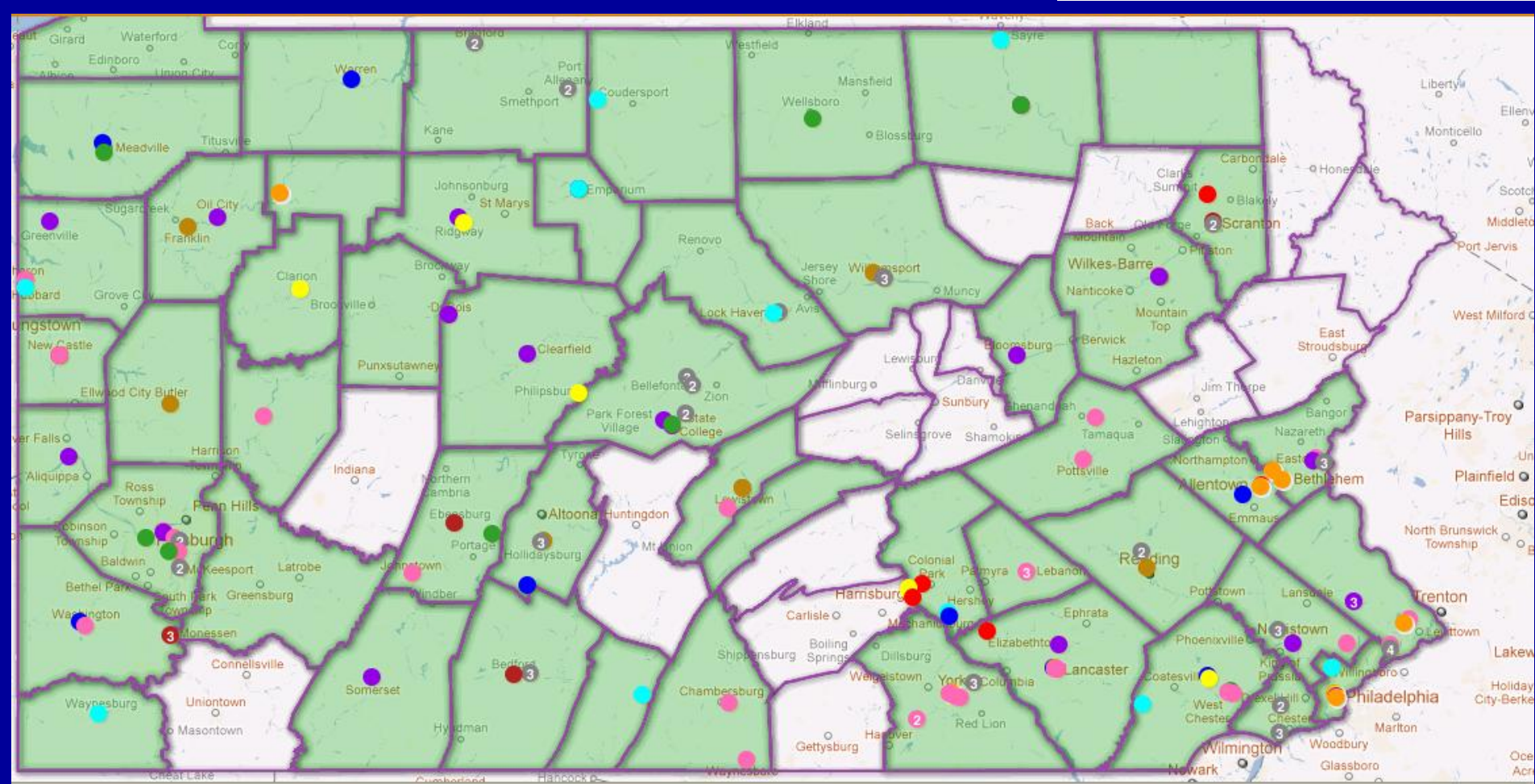
**Grant Programs**

- Select all types
- BBBS  MTFC  FFT  IYS  LST
- MST  OBPP  PATHS  SFP  Other

*Numbers within markers indicate the number of grants awarded to the agency. Markers without a number indicate agencies with only 1 grant.*

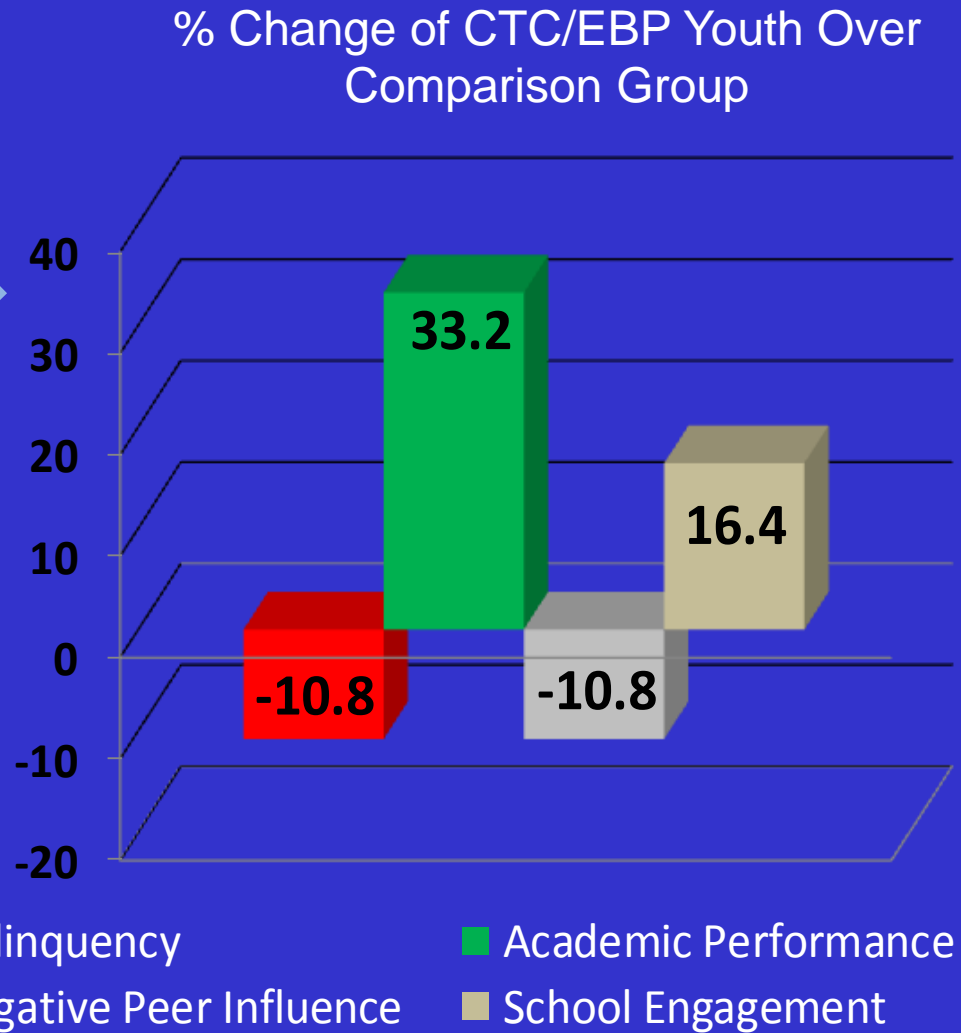
**Boundary Layers**

- Counties
- State House Districts
- School Districts
- State Senate Districts



# 5 year Longitudinal Study of PA Youth

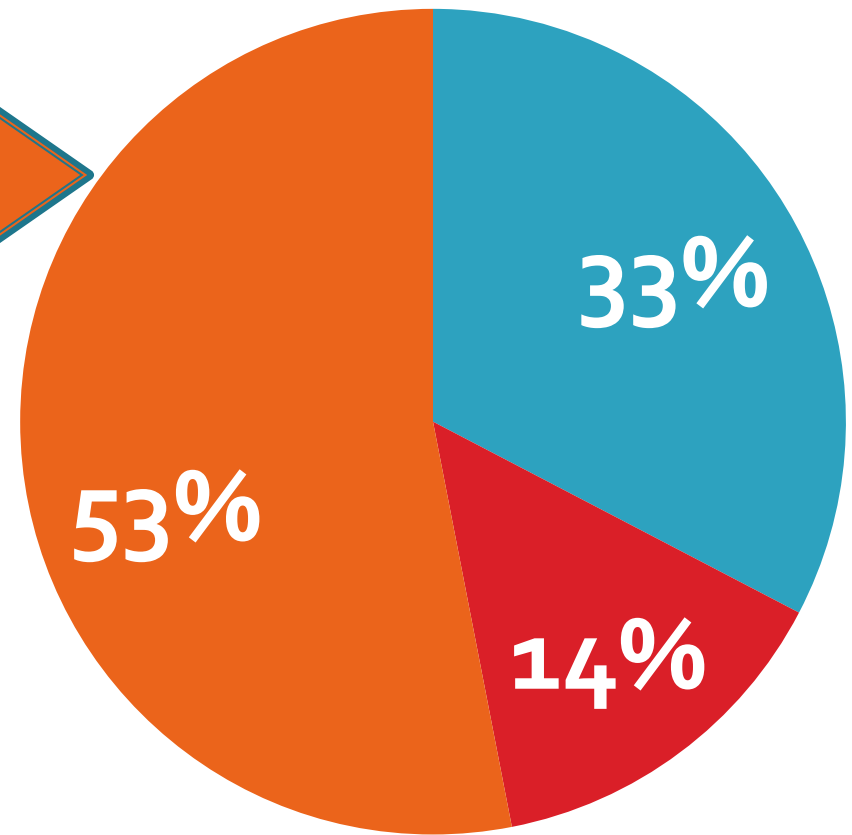
419 age-grade cohorts over a 5-year period: youth in CTC communities using EBPs had significantly lower rates of delinquency, greater resistance to negative peer influence, stronger school engagement and better academic achievement



# Valence of Adaptations

■ Positive ■ Neutral ■ Negative

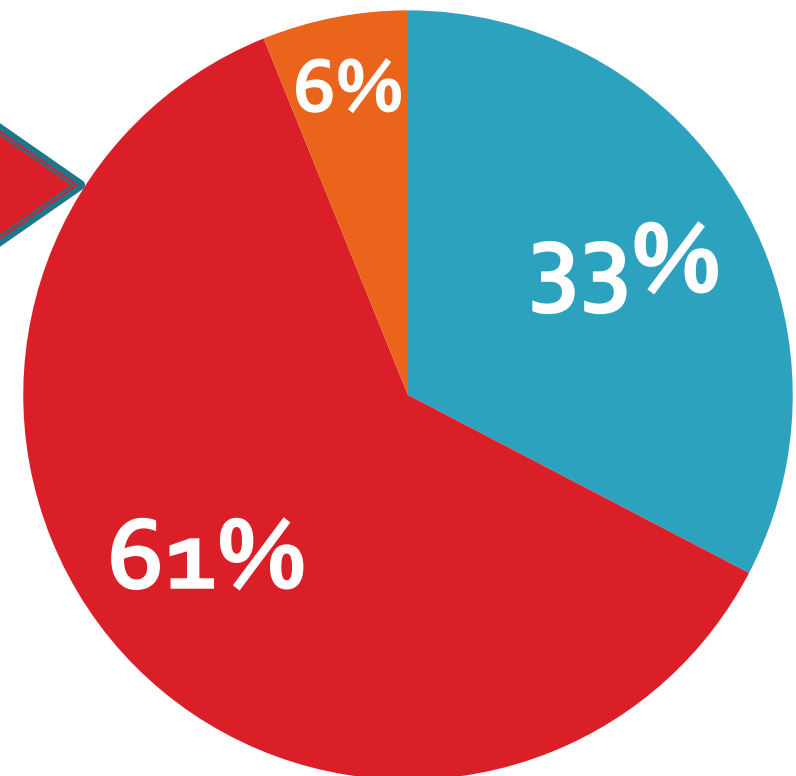
*The majority of adaptations were predicted to negatively impact program effectiveness.*

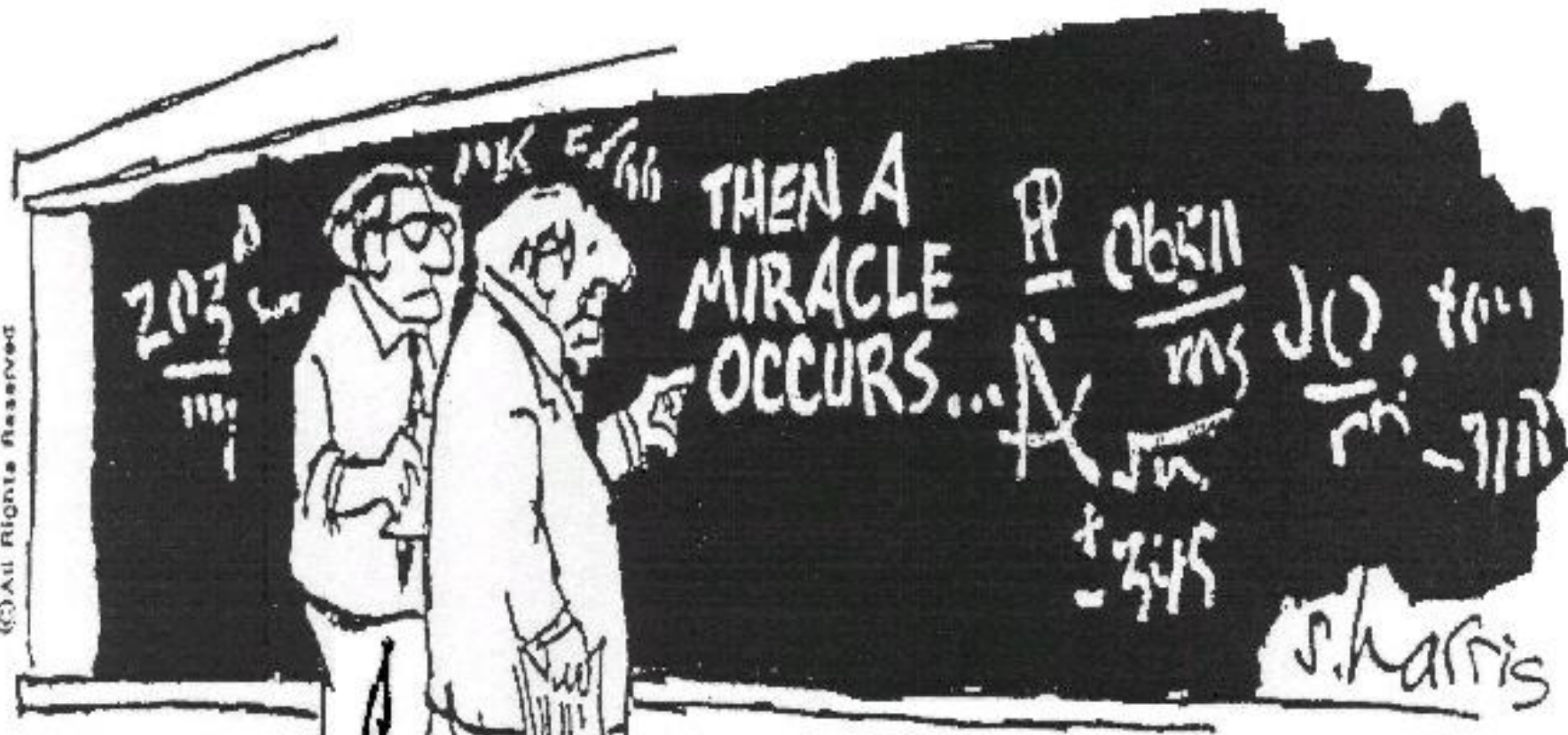


# Timing of Adaptations

- Proactive
- Reactive
- Not Enough Information

*The majority of adaptations were made reactively in response to barriers.*



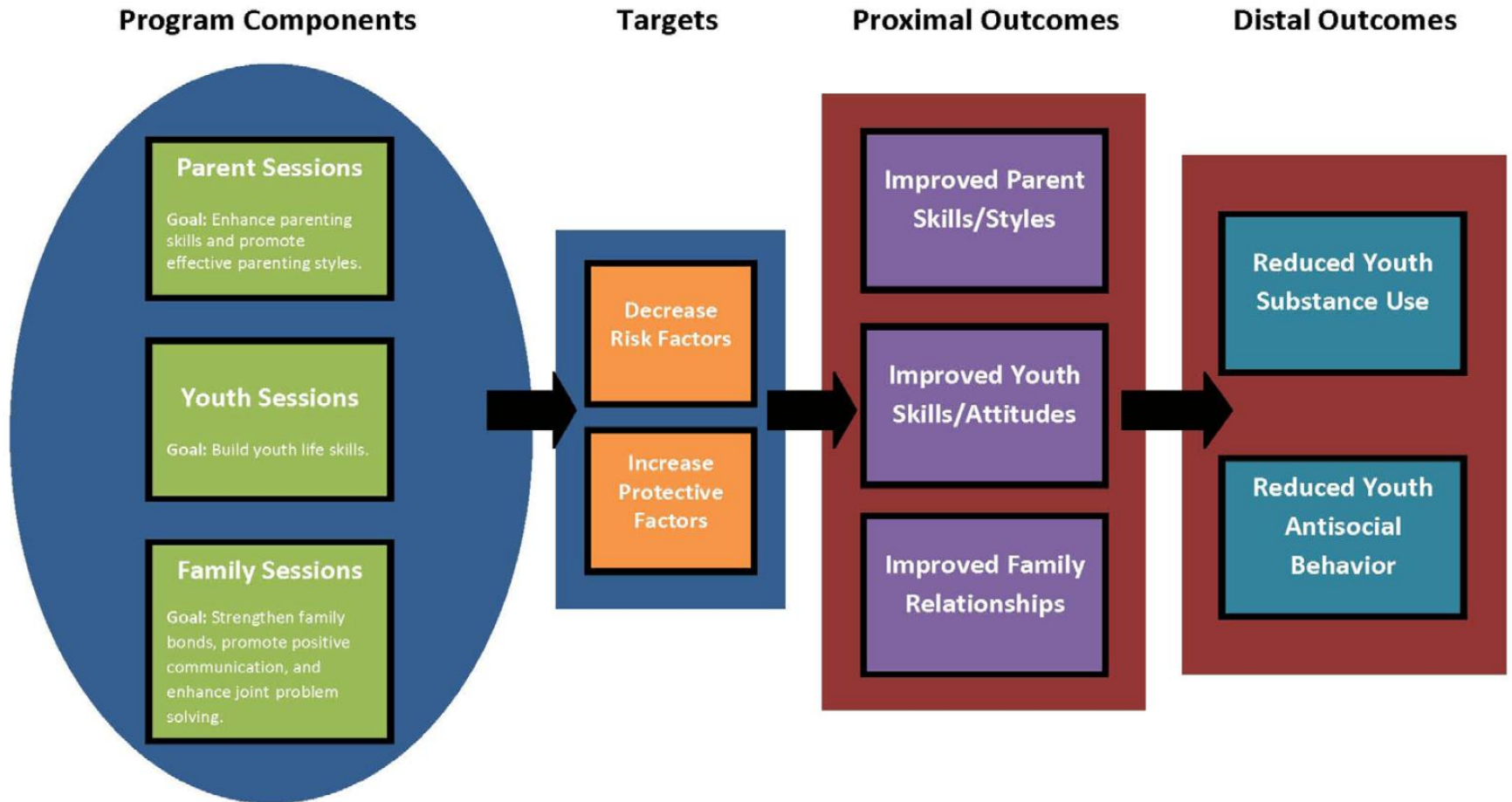


"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

# Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

Program developed for Project Family of the Institute for Social and Behavioral Research at Iowa State University by Virginia Molgaard, Ph.D. under the direction of Richard Spoth, Ph.D.

*Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University*





**Program Components & Goals**

SFP 10-14 is delivered over 7 weeks. Each week, the youth and parents meet separately and then, together. Targeted goals drive the parent, youth, and family sessions.

**Program Modalities**

Specific strategies, methods, and techniques are used to accomplish the program goals.

**Targeted Risk and Protective Factors**

Risk factors, which increase the likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior, are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

**Proximal Outcomes**

Targeted outcomes that the program is designed to impact immediately following program completion.

**Distal Outcomes**

Outcomes impacted by the program months/years following program completion that have been demonstrated through research.

**Component: Parent Sessions**

**Goal:** Enhance parenting skills and promote effective parenting styles.

**Component: Youth Sessions**

**Goal:** Build youth life skills.

**Component: Family Sessions**

**Goal:** Strengthen family bonds, promote positive communication, and enhance joint problem solving.

- Projects & Games
- Role Play & Skill Practice
- Group Discussions
- Video Portrayal & Modeling
- Group Discussions
- Self-reflection
- Video Portrayal & Modeling
- Family Meal
- Family Games & Projects
- Video Portrayal & Modeling
- Role Play & Skill Practice

**Risk Factors:**

- Negative youth and family management practices: harsh, inappropriate, or inconsistent discipline, indulgence, poor monitoring, demanding/rejecting behavior, and poor communication of rules
- Youth aggressive or withdrawn behavior
- Favorable attitudes toward problem behaviors and substance use
- Negative peer influences
- Poor social/stress management skills
- Family conflict
- Early initiation and persistent antisocial behavior
- Poor school performance

**Protective Factors:**

- Positive youth and family management practices: monitoring, age-appropriate parental expectations, and consistent discipline
- Effective and empathetic parent-child communication
- Promotion of healthy beliefs and clear standards
- Family bonding and supportive family involvement
- Goals/positive future orientation
- Positive parent-child affect
- Emotion management
- Pro-social family values
- Peer pressure refusal skills

**Improved Parent Skills/Styles:**

- Empathy with youth stressors
- Support youth goals & dreams
- Active listening and effective communication
- Understand youth development
- Clear communication of rules and substance use expectations
- Identify and deliver appropriate consequences calmly
- Reward good behavior
- Monitor youth

**Improved Youth Skills/Attitudes:**

- Healthy coping & stress management
- Peer pressure resistance
- Making good decisions/Setting goals for the future
- Empathy & appreciation of parents
- Understanding the value of rules & responsibilities
- Know qualities of good friends
- Understand the harmful impact of problem behavior & substance use

**Improved Family Relationships:**

- Family bonding/Affective quality
- Joint problem solving
- Effective communication
- Identify family strengths & values
- Value time together/family fun

**Reduced Youth Substance Use:**

- Less likely to have ever used alcohol
- More likely to delay initiation of alcohol, cigarette, and marijuana use
- Less likely to have misused prescription drugs
- Less likely to report methamphetamine use
- Less likely to show growth in poly-substance use
- Less likely to report drunkenness or illicit drug use

**Reduced Youth Antisocial Behavior:**

- Less self-reported aggressive & destructive behavior
- More likely to delay onset of problematic behaviors
- Less likely to show growth in internalizing symptoms

# Pennsylvania's EBP dissemination in 2012...

**Map Layers**

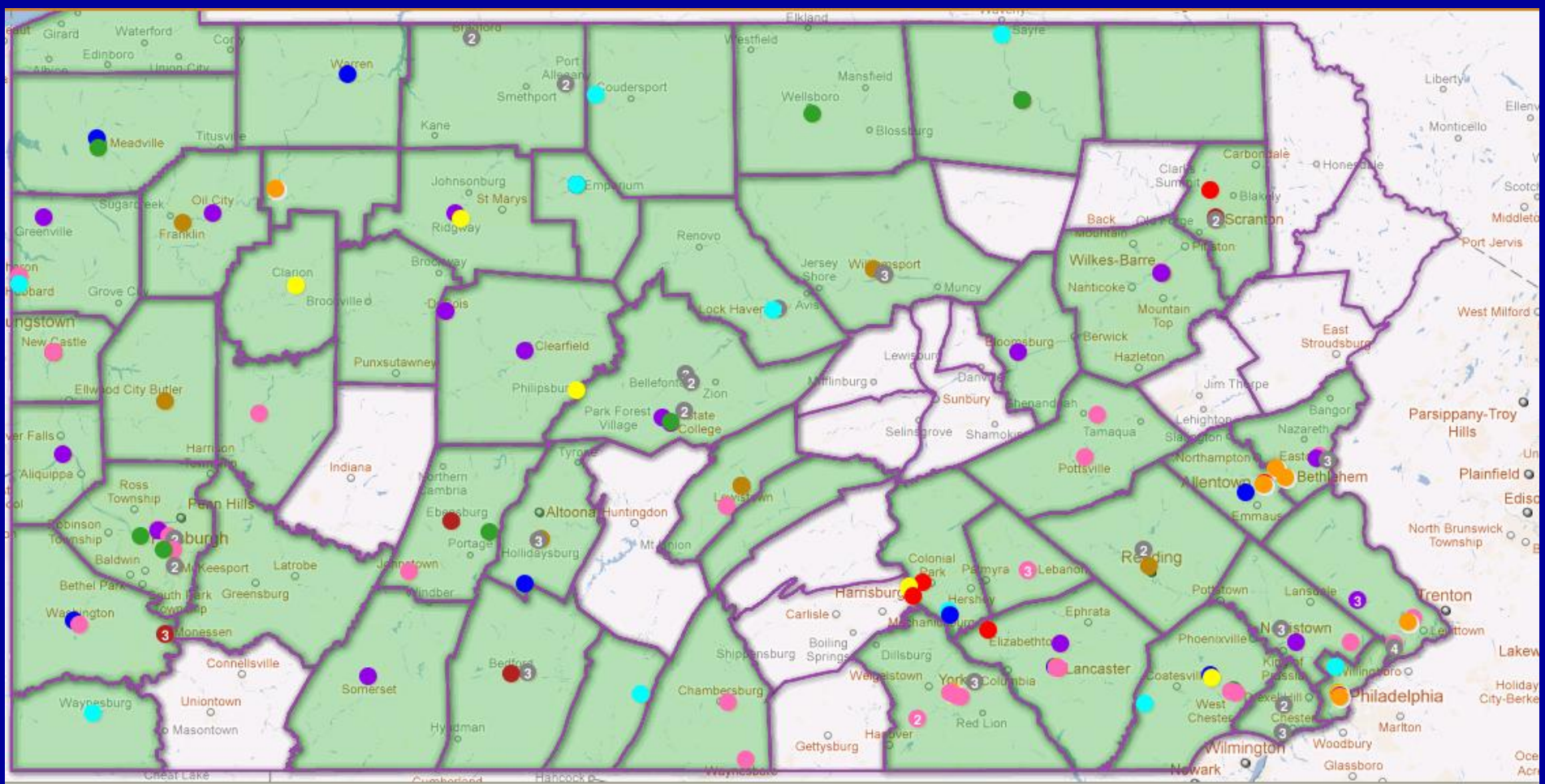
**Grant Programs**

- Select all types
- BBBS  MTFC  FFT  IYS  LST
- MST  OBPP  PATHS  SFP  Other

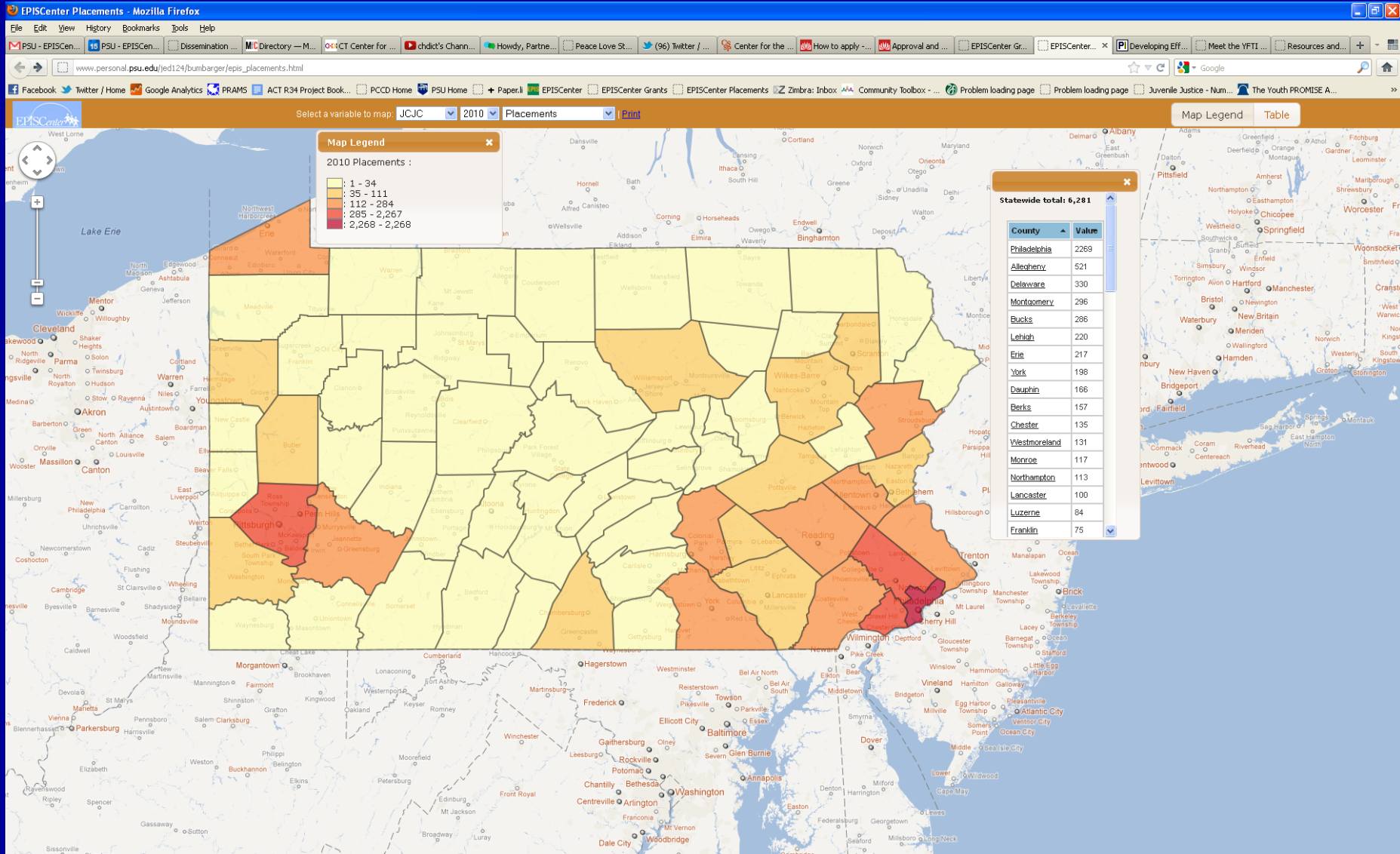
*Numbers within markers indicate the number of grants awarded to the agency. Markers without a number indicate agencies with only 1 grant.*

**Boundary Layers**

- Counties  State House Districts
- School Districts  State Senate Districts



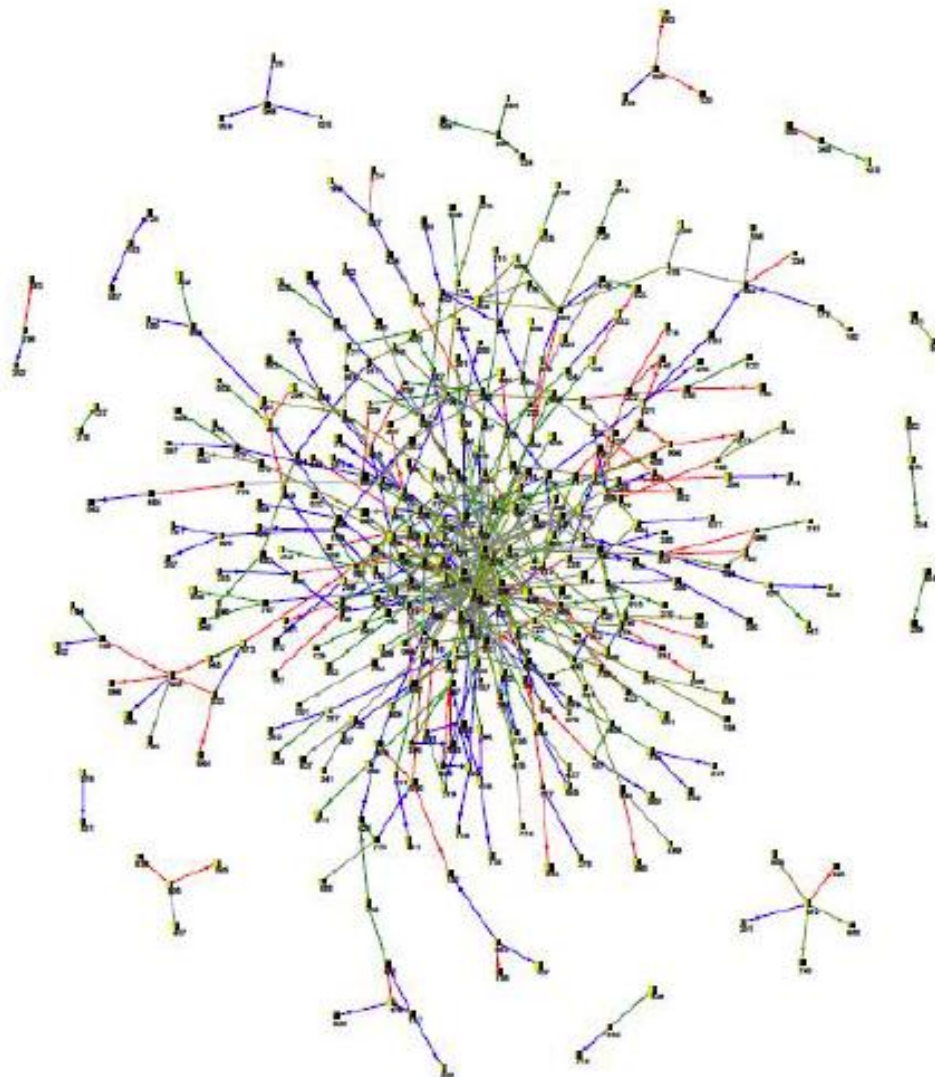
# Pennsylvania Juvenile Court Placements by County



## Advice-Seeking about Juvenile Justice Innovations in Pennsylvania

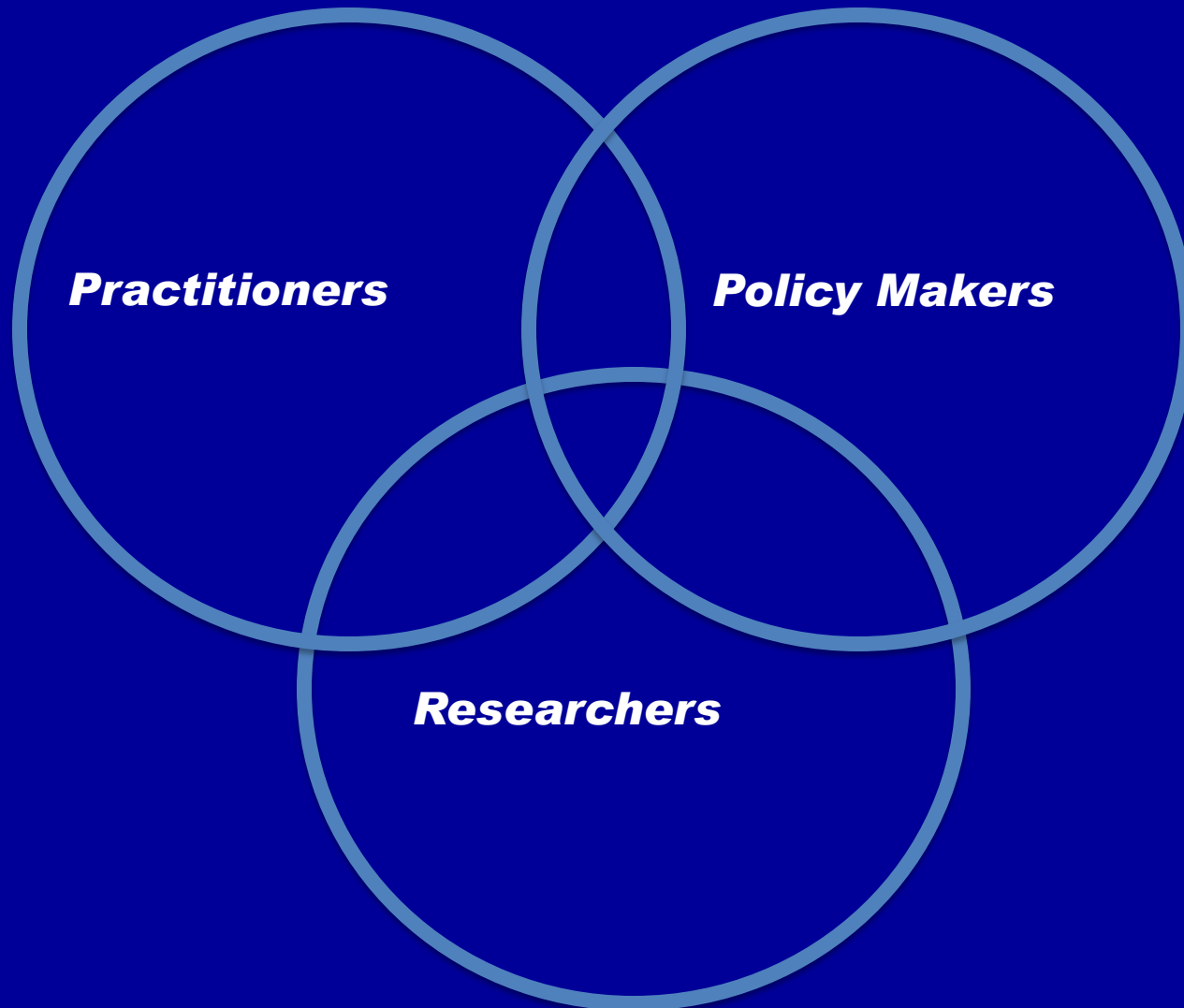
(382 individuals with 506 links; numbers = individuals)

Advice-Seeking is **daily or more**, **weekly**, **monthly**, **quarterly**, **yearly**

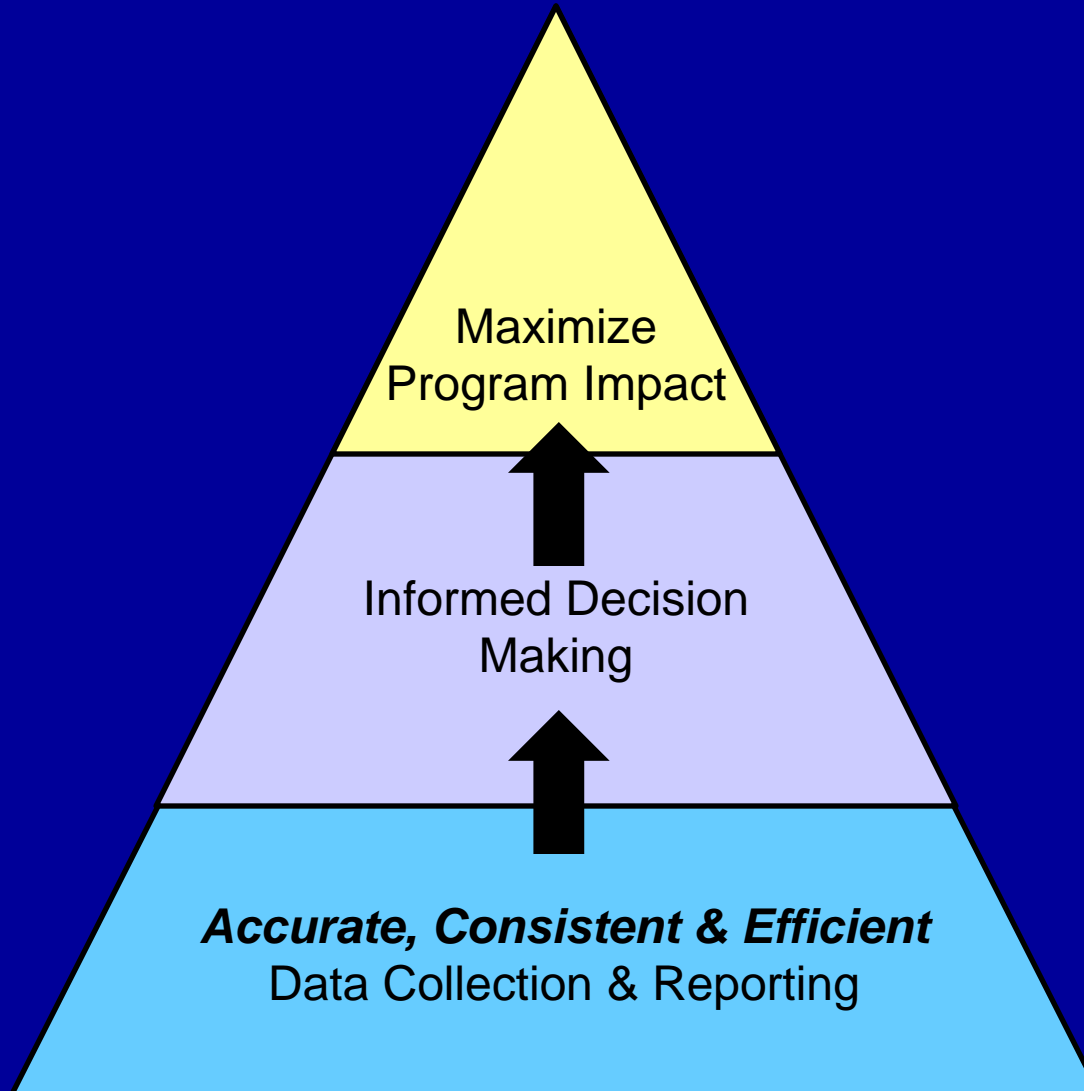


Dearing & Kim 2006, for the John D. and Catherine T. MacArthur Foundation

# EBP Dissemination & Implementation



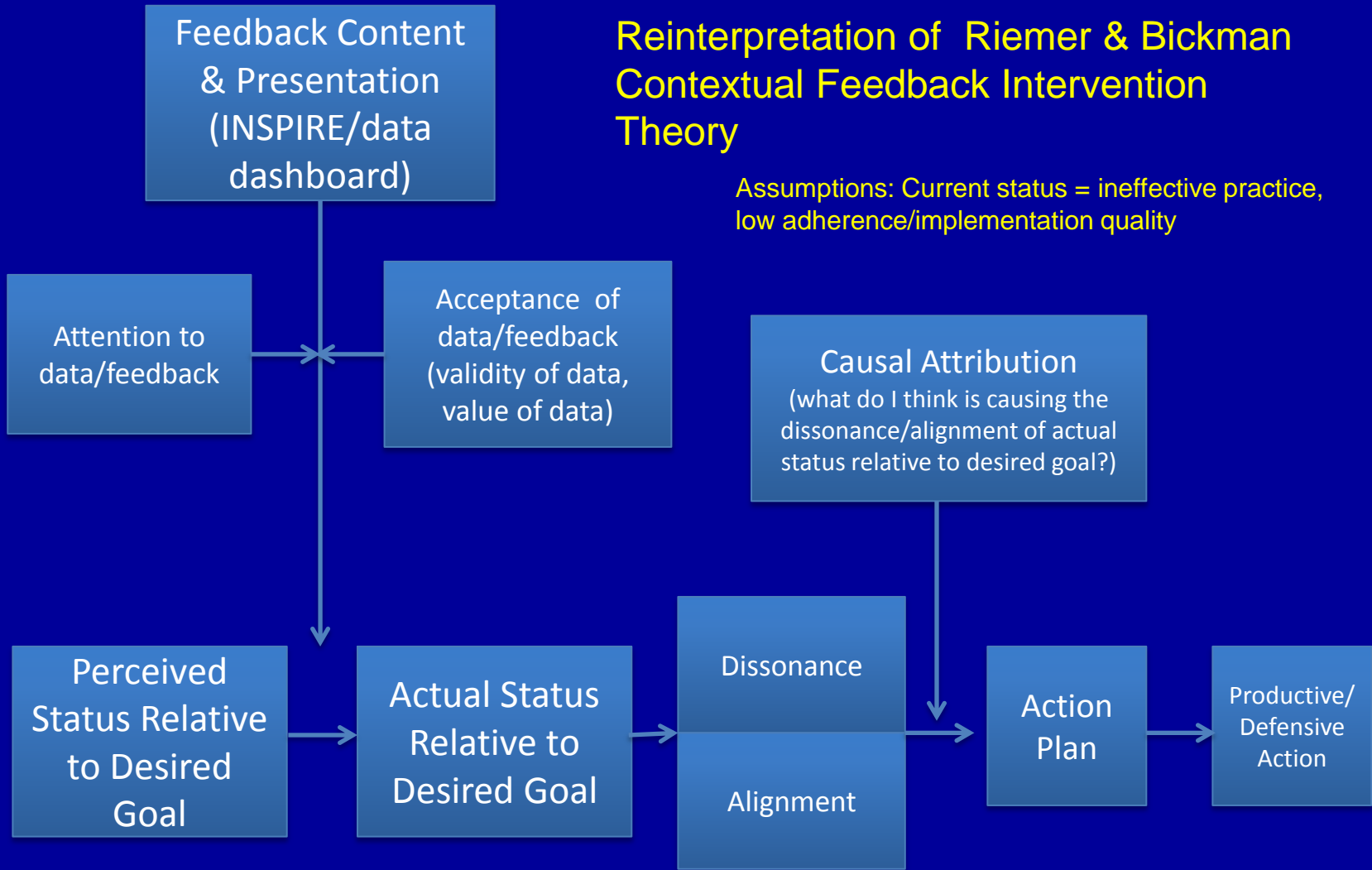
# Linking Data to *Action*



# Reinterpretation of Riemer & Bickman Contextual Feedback Intervention Theory

Assumptions: Current status = ineffective practice, low adherence/implementation quality

Autonomous Goal Setting



**\*\*Behavior Change (Problem) & Professional Development (Normative)\*\***

Goal Commitment

Goal Attractiveness

Efficacy

Competing Demands

Supporting Factors Data/program/goal Alignment

# Lessons, observations, epiphanies...

- EBPs are not a panacea, and rarely fill a void
- Dissemination of EBPs is a means rather than an end
- Dissemination and high-quality implementation are often at odds
- Scale-up is different than dissemination, and requires a different approach
- Development & support of *Communities of practice*
- State-level Intermediary as knowledge broker and convener



# Final thoughts...

- Find a small number of things that work, and do them very well
- Some balance between evidence-based practices and practice-based evidence
- Intentional behavior change model – from extrinsic to intrinsic motivation
  - From a culture of compliance to a culture of excellence
  - Greater focus on understanding, communicating and training on logic models & theory of behavior change
  - Data systems that promote continuous quality improvement

# Thank You!

Evidence-based Prevention and Intervention Support Center  
Prevention Research Center, Penn State University

206 Towers Bldg.

University Park, PA 16802

(814) 863-2568

[episcenter@psu.edu](mailto:episcenter@psu.edu)



[www.episcenter.psu.edu](http://www.episcenter.psu.edu)

