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Evidence-Based Programs

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Overview

- Research-based vs. Evidence-Based Programs
- Evaluation
- How to Find Evidence-Based Programs
- Advantages of Evidence-Based Programs
- Challenges in Using Evidence-Based Programs
- Evidence-Based Programs and Extension



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Research-based vs. Evidence-based

(Cooney et al., 2007)

- Based on or guided by solid empirical work
- Based on or guided by solid empirical work
- Effectiveness based on results from rigorous evaluations
- Evaluation is peer-reviewed
- Program is endorsed



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Other Commonly Used Terms

- Evidence-Informed: guided by theory, basic research, practitioner wisdom, qualitative studies
- Evidence-Based Kernels: “Any indivisible procedure shown through experimental evaluation to produce reliable effects on behavior “ (Embry & Biglan, 2008)



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What “counts” as a rigorous evaluation?

- Design:
 - “Gold Standard”: experimental design evaluation-
Considered to be “effective” or “model program”
- Evaluator-Third party vs. internal
- Replication
- Demonstrated evidence of long-term, sustained impacts

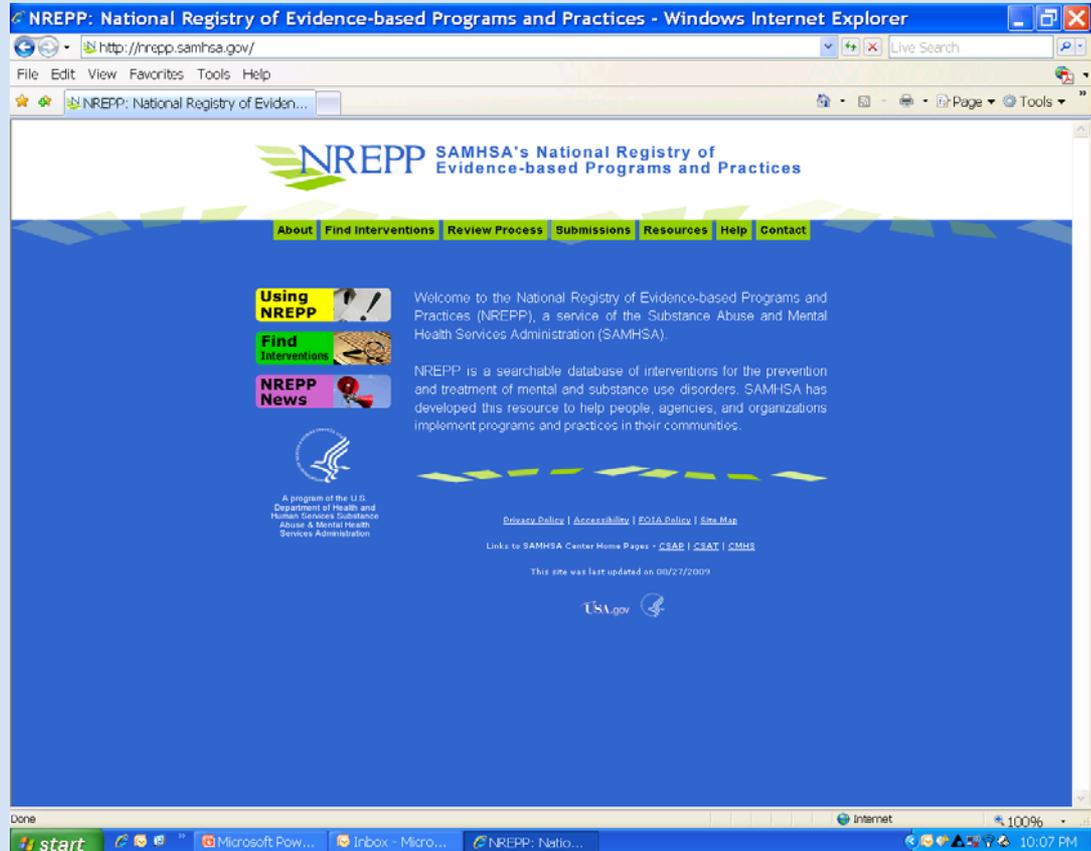


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How Do You Find Evidence-Based Programs?

- Federal Registries
- On-line or published documents





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Review of Evidence-Based Programs Resources (Terzian et al., 2009)

- 11 on-line databases
- 2 interactive online summaries
- 8 online documents



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Federal Registries

- National Registry of Evidence-Based Programs and Practices (NREPP): <http://nrepp.samhsa.gov>
- FindYouthInfo Program Tool: <http://findyouthinfo.gov>
- OJJDP Model Programs Guide:
http://www2.dsgonline.com/mpg/mpg_search.aspx
- What Works Clearinghouse:
<http://ies.ed.gov/wwc/publications/intervention/>



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Example: Findyouthinfo.gov

- Level 1: Scientifically demonstrated to deliver consistent positive outcomes by reducing risk factors or enhancing protective factors for delinquency and other child and youth problems using a research design of the highest quality (i.e., an experimental design and random assignment of subjects).
- Level 2: Scientifically demonstrated to be effective, and to prevent or reduce the risk of delinquency and other child and youth problems using either an experimental or quasi-experimental research design, with a comparison group.
- Level 3: Display a strong theoretical base and have been demonstrated to prevent delinquency and other child and youth problems or to reduce risk factors and enhance protective factors using limited research methods (with at least single group pre- and post-treatment measurements). The evidence associated with these programs appears promising but requires confirmation using more rigorous scientific techniques.



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Considerations in Selecting Evidence-Based Programs

(Adapted from Terzian et al., 2009)

- Determine whether the program has been tested and evaluated with your target audience
- Determine outcomes of interest to your stakeholders and whether the program addresses relevant risk and protective factors
- Consider time and cost to implement the program
- Consider whether there are programmatic materials-training manuals, curricula, etc.



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Advantages of Evidence-Based Programs

- Can help obtain funding
- More likely to have undergone cost-benefit analyses
- Efficient use of limited resources
- When implemented with fidelity, very likely to see positive impacts



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Disadvantages of Evidence-Based Programs

- High cost-e.g., copyrighted, specialized training
- Different criteria for different registries and guides
- More problem-focused programs than those focused on positive outcomes
- Need to be implemented with fidelity-cannot adapt to local needs
- Resistance to using Evidence-Based Programs



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Evidence-Based Programs and Extension

- Opportunities for Extension educators to move from dissemination to informing and translation
- Opportunities for Extension faculty to bring promising programs to scale
- Evidence-based kernels



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Evidence-Based Kernels

- “Any indivisible procedure shown through experimental evaluation to produce reliable effects on behavior” (Embry & Biglan, 2008)
- Concept addresses difficulty in implementing EBP with fidelity
- Recognizes many problems or behaviors do not need expensive and/or lengthy interventions
- Recognizes limitations of EBPs to address broader range of situations and behaviors
- Can be used to strengthen programs; not intended to replace tested programs



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Examples of Evidence-Based Kernels

(Embry & Biglan, 2008)

Cooperative, structured peer play	Decreases aggression; increases social competence
Contingent music (music played or stopped in real time based on observed behavior)	Increased weight gain in babies; reduction in ADHD symptoms
Zinc supplements	Increases effectiveness of drug treatment and/or may prevent ADHD symptoms



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