

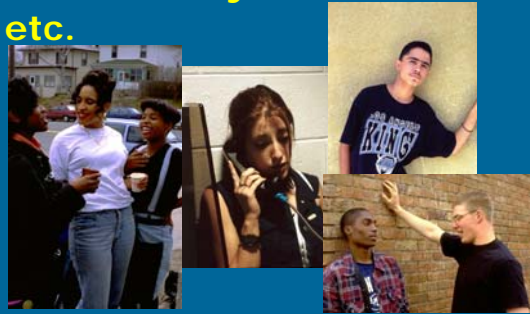


Common Factors, Processes, & Principles in Evidence-Based Behavioral Interventions

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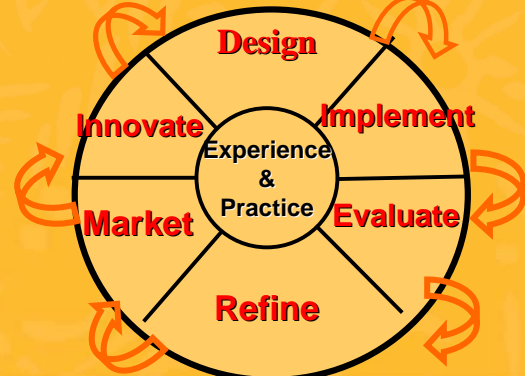
Nationally, EBI have been designed by researchers & diffused by CDC, SAMHSA, etc.



EBI use a "gold standard" scientific model, but are not designed for providers or consumers.



EBP must be improved with experience over time.



Our Standards of Evidence require a fixed, linear process over 10-20 years to diffuse an EBP.



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Efficacy > Effectiveness > Diffusion

Flay et al., 2005

Prevention Researchers are limited by poor definitions of Replication with Fidelity.



Core Elements defined by researcher-developers are not consistent in scope

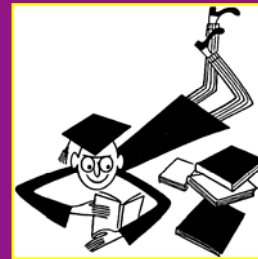
- Theoretical Concepts
- Key Skills
- Social Support
- Specific Activities
- Population characteristics & challenges
- Delivery formats
- Recruitment & Outreach Strategies
- Key Outcomes

Unless we understand the deep, robust structure of EBI, we will not be able to design EBI that will be broadly adopted.



**Today's goal:
Identify the common,
robust features of EBI to
facilitate design &
diffusion.**

Different scientists have created EBI that have much more in common than unique.



Synthesis of EBP define ROBUST, allowing replicability & scalability.



Common processes in 5 adolescent HIV prevention programs were examined.

- **Be Proud, Be Responsible**
- **Be A Responsible Teen**
- **Focus on Kids**
- **Safer Choices**
- **Street Smart**

Adolescent EBI

Intervention	Ethnicity	Age	Format	# of Sessions	Same Gender	Theory
Be Proud!	AA	13-18	Small Group	6	Yes	Planned Behavior
BART	AA	14-18	Non-school, Community based	8	Yes	Self-Efficacy
Focus on Kids	AA	14-18	Friendship Groups	8	Yes	Protection Motivation
Safer Choices	Minority	14-18	Classroom		No	Social Cognitive
Street Smart	Minority	14-18	Small Group	8	No	Social Cognitive

Three Stage Manual Rating Process

- Generate categories
- Establish reliability & rate
- Examine emphases across programs

Common Processes of EBI:

Highly Structured

Goals, Agendas, Teacher Role

Strategies for Group Management

Support, Cohesiveness, Self-disclosure,
Active Engagement, Cultural Sensitivity
Behavioral Management, Fun

Feel, Think, Do Skills

Cognitive, Affective, & Behavioral

Developmental Issues

Social identity, Sense of self, Set rules,
Promote morality, Focus on future

Similarities & Differences

100% Clear Goals, Session Agendas,
Active Engagement, Social
Rules, Cognitive Change

Variability

Role of Affect, Teacher Role,
Cultural sensitivity, Sense of
Self, Promote morality, Focus
on future

Common Principles of EBI:

- Believe in your worth & right to future
- Distinguish fact from myth
- Evaluate options & consequences
- Commit to change
- Plan ahead & be prepared
- Practice self-control
- Know pleasurable alternatives
- Negotiate verbally, not non-verbally
- Choose to limit your own freedom
- Act to help others protect themselves

Plan Ahead and Be Prepared

BPBR	20 steps for condom use.
BART	Practice purchasing condoms.
FK	"Condom hunt" in store.
SC	Role play condom conversation.
SS	\$1 reward for condom in pocket.

Show Concern for Others

BPBR	Notify all sexual partners if HIV+.
BART	“Spread the word.”
FK	Deliver HIV prevention to others.
SC	Friends help friends stay safe.
SS	Create video presentation commercial.

Be Internally Directed

BPBR	Role play condom use.
BART	“Kujichagulia” – believe in self.
FK	Define & rank values
SC	Identify & practice saying “no.”
SS	Visualization of future goals; postcards to future.

Negotiate Verbally

BPBR	Role play saying “no” & sharing feelings.
BART	Role play assertive communication.
FK	Role play assertive communication.
SC	Role play assertive communication.
SS	Role play assertive communication & “I” statements.

The common factors of EBI are:

- Frame issue to motivate change
- Apply health information to daily life
- Build feel, think, do skills
- Address environmental barriers
- Build sustainable social support

Framing adolescent HIV prevention

Protecting oneself, source of ethnic pride
 Healthy adolescents have own identity; keep their own counsel
 Protecting virginity demonstrates hope for marriage
 Sexual health requires safety from HIV
 Danger threatens your well-being

Skills for HIV prevention

Awareness of risk situations
 Personal triggers for risk
 Social assertiveness, not passivity
 Emotional self-regulation
 Socially competent verbal & non-verbal behaviors
 Problem-solving skills
 Reducing catastrophic thinking

Are rules same for all preventive EBI: obesity, smoking, or violence?



Can break out of the box of our current ways of designing & delivering EBI?



How could deep understanding of EBI shift CDC pipeline?

Market-driven EBI design

Replication with CQI

Identification of robust factors

Providers & Clients

EBP delivery devices & modules can be tailored to local contexts.



New research questions emerge:
Are the effect sizes different based on the structural features included?



Create opportunity for a New Generation of HIV EBI, new designers, & new adaptation models.





Thank You