

# Guiding Good Choices: Building Practitioner Capacity to Adapt Family-Based Prevention Programs

Sarah Cusworth Walker, PhD  
Mike Graham-Squire, CPP  
Fong Lau-Johnson, PhD  
Kristin Vick, MPA  
Lina Benson, MSW  
Emi Gilbert, BS

**SAJE Center**  
Department of Psychiatry  
University of Washington School of Medicine

UW Medicine  
DEPARTMENT OF PSYCHIATRY  
AND BEHAVIORAL SCIENCES

**SAJE**  
CENTER  
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# Adapting Guiding Good Choices Acknowledgements

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# Adapting Guiding Good Choices Background/Problem

## Adaptation of manualized curricula recognized as:

1. Better for engaging diverse populations
2. Inevitable, as adaptations will happen ad hoc in the real world anyway



- (1) Stirman, S., Baumann, A., & Miller, C. (2019). The FRAME: An expanded framework for reporting adaptations and modifications to evidence-based interventions. *Implementation Science*, 14(1), 1-10.
- (2) Moore, J., Bumbarger, B., & Cooper, B. (2013). Examining adaptations of evidence-based programs in natural contexts. *Journal of Primary Prevention*, 34(3), 147–161.

## Adapting Guiding Good Choices

# Challenges

### **Developing wholesale adaptations of curricula by developers and/or research experts is:**

- Time consuming
- Expensive
- Unlikely to meet the cultural needs of many smaller ethnic/cultural communities
- And doesn't solve the issue of local practitioners adapting content ad hoc

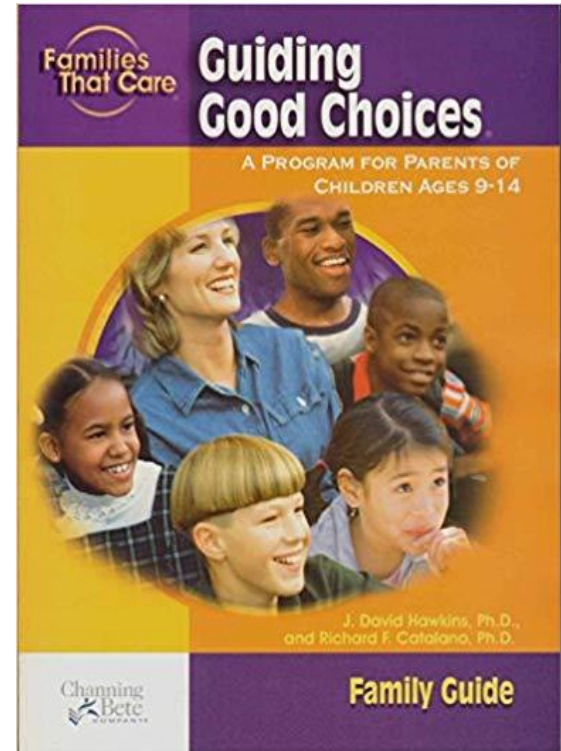
# Question



**Research Question:** Can we guide direct practitioners to make adaptations of curricula using a core elements framework?

# Adapting Guiding Good Choices Study Description

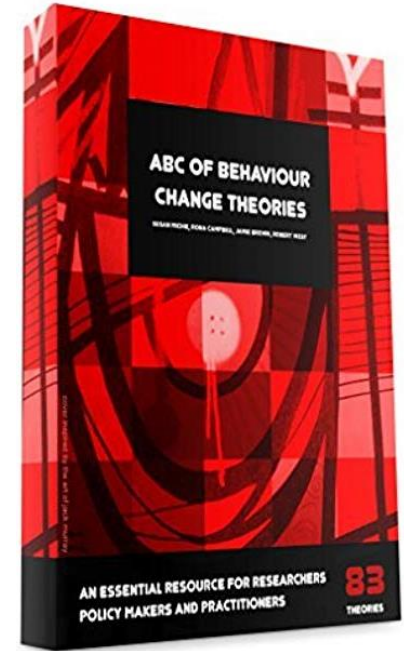
This study tests the feasibility of a self-guided workbook designed to give facilitators of evidence-based programs (EBPs) for family prevention (in this case Guiding Good Choices) structure for developing adaptations.



# The Workbook

The workbook uses a common elements framework drawn from Michie's Behavioral Change Taxonomy

- Pairs each unique element of the GGC curriculum with a behavioral change element



# Adapting Guiding Good Choices Process

## 1) Conducted surveys with all GGC facilitators contracted through Neighborhood House

- Assessed patterns of strain in specific GGC activities
- Response:  $n = 21$

## 2) Facilitated two workshops

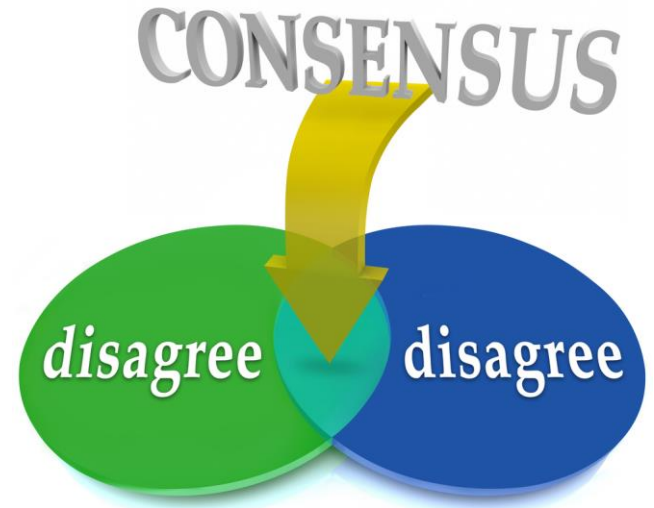
- Trained facilitators on the framework and active elements of GGC
- Guided facilitators through some adaptations





# Adapting Guiding Good Choices Analysis

- Survey and narrative data was captured from the two workshops
- Utilized content coding with two independent reviewers to iteratively develop codes and themes using consensus



# Adapting Guiding Good Choices Findings

Surveys identified clear areas of strain common across practitioners

Session + Activities <i>TOPICS AND ACTIVITIES: How often is this topic covered in your workshop? If you DON'T cover this topic all the time, why not?</i>	Mean Mean across responses (1-5):	Why Not?				"Other" Coding	
		Not enough time	Not culturally relevant	Does not engage parents	Other (write in)	Structure Coding Counts	Content Coding Counts
Session 1: Activity 7: Review highlights - social development strategy, risk and protective factors, and family meetings - answer questions, assign homework to practice family meeting at home	4.29	3	1	3	3	0	0
Session 2: Activity 1: Scavenger Hunt	2.05	5	2	3	2	2	4
Session 2: Activity 2: Homework review, addressing questions	2.71	4			4	3	1
Session 2: Activity 3: Discuss clear guidelines and the social development strategy	3.81	2			1	1	1
Session 2: Activity 3: Discuss risk factors to be reduced in session 2	3.81	2			1	1	0
Session 2: Activity 3: Small group discussion	3.48	5		2	1	3	0
Session 2: Activity 3: Video segment 1: Problems with not having a clear position on drug use	3.19	2			1	0	3
Session 2: Activity 4: Develop sample family guidelines	3.10	4			2	2	1

Range = 2.05 – 4.81 | Overall Average = 3.90 | Mode = 4.05

# Adapting Guiding Good Choices Workshops



**Conducted three, iterative workshops in which we incorporated feedback on usability and engagement from the previous round.**

- **Workshop 1:**  $n = 5$  participants + 3 support staff. Two hours. Overview of the common elements guide and presentation of survey results. Asked staff to focus on areas of the highest strain to develop adaptations.
- **Workshop 2:**  $n = 4$  participants + 3 support staff. Two hours. Overview of the common elements framework and revised worksheet for identifying areas to adapt. Ask staff to focus on areas they determined were not working well.
- **Workshop 3:**  $n = 15$  + 5 support staff. Two hours. Interactive activities to drive home conceptual model. Staff worked in pairs to develop and then peer critique modifications.

# Adapting Guiding Good Choices Findings



## **Response to the adaptation guide workshops revealed the following themes:**

1. Facilitators indicated the need for being able to adapt content to better suit clientele
2. Facilitators were mixed in their confidence and ability to develop adaptations
3. The guidebook was too complex and not engaging
4. Facilitators liked the training on common elements
5. Workshop participants recommended more discussion-based strategies for developing adaptation ideas
6. Facilitators valued and wished to engage in peer support

# Adapting Guiding Good Choices Summary

## **Summary:**

- GGC facilitators are likely to enjoy and professionally benefit from activities that build their capacity to adapt the content of family-based prevention programs.
- However, a self-guided approach to capacity building seems infeasible, at least with the materials used in this project.

# Adapting Guiding Good Choices

## Next Steps: Learning Collaborative

### Next steps:

- As a response to the feedback, our team developed a peer learning-based protocol for developing adaptation ideas
- Work together to establish learning collaborative in 2019-2020

Month	Activity
October 2019	Two separate, 2-hour workshops focused on Module 1 and 2
November 2019	Two separate, 2-hour workshops focused on Module 3 and 4
December 2019	One, 2-hour workshop focused on Module 5
April 2020	Follow-up, 2-hour workshop to review and discuss effectiveness of adaptations developed collaboratively in Oct-December 2019

# Contact Info

**Mike Graham-Squire**

Neighborhood House

[mikegs@NHWA.org](mailto:mikegs@NHWA.org)

**Sarah Cusworth Walker**

SAJE Center/EBPI

[secwalkr@uw.edu](mailto:secwalkr@uw.edu)

[www.sajecenter.org](http://www.sajecenter.org)

[www.ebp.institute](http://www.ebp.institute)