## Bringing Evidence-Based Strategies to Campus: Prevention Planning with CollegeAIM



@cshrb\_uw

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### Overview of today

- Thank you to MeLissa Butler, Haley Irons, Megan Hopkins, and Linda Major
- Thank you to all of you for doing what you do to support your campus community
- What I said I was asked to address:
  - "Our members have requested more information on the NIAAA Matrix, so that would be the topic of discussion."
- What I said I'd cover:
  - The College Alcohol Intervention Matrix (CollegeAIM) reviews over 60 individually-and environmentally-focused strategies for reducing alcohol-related harms on college campuses. In this keynote presentation, we will review how partners across campus can work together to select a mix of strategies, with a focus on individually-focused programs with higher effectiveness.

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### What counts as "evidence-based"?

Identifying and Selecting
Evidence-Based Interventions
Revised Guidance Document for the Strategic Prevention
Framework State Incentive Grant Program

Center for Substance Abuse Prevention (CSAP) (2009). Identifying and Selecting Evidence-Based Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.

Three definitions of "evidence-based" from CSAP/SAMHSA	
<ul><li>(1) Inclusion in Federal registries of evidence-based interventions</li><li>(2) Reports with positive effects on variables of interest in peer reviewed journals</li></ul>	
(3) Documented effectiveness supported by four additional guidelines	
Center for Substance Abuse Prevention (CSAP) (2009). Identifying and Selecting Evidence-Based Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.	
4	
When selecting interventions based on other sources of supporting information, all four of the following guidelines should be met:	
<ul> <li>Guideline 1: The intervention is based on a theory of change that is documented in a clear logic or conceptual model;</li> </ul>	
CSAP (2009), p. 18	
Center for Substance Abuse Prevention (CSAP) (2009). Identifying and Selecting Evidence-Based Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.	
5	
<ul> <li>Guideline 2: The intervention is similar in content and structure to interventions that appear in registries and/or the peer-reviewed literature;</li> </ul>	
CSAP (2009), p. 18	
Center for Substance Abuse Prevention (CSAP) (2009). Identifying and Selecting Evidence-Bosed Interventions Revised Guidance-Document for the Strategic Prevention Framework State Incentive Grant Program. HITS Pub. No. (SMA)09-4205.	
Rockville, MD: Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.	

•	Guideline 3: The intervention is supported by documentation that it has been	
	effectively implemented in the past, and multiple times, in a manner attentive to scientific standards of evidence and with results that show a consistent pattern of	
	credible and positive effects; and	
	CSAP (2009), p. 18	
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•	Guideline 4: The intervention is reviewed and deemed appropriate by a panel of informed prevention experts that includes: well-qualified prevention researchers who	
	are experienced in evaluating prevention interventions similar to those under review, local prevention practitioners, and key community leaders as appropriate (e.g., officials	
	from law enforcement and education sectors or elders within indigenous cultures).	
	CSAP (2009), p. 18	
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Tŀ	aree definitions of "evidence-based" from CSAP/SAMHSA	
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	(2) Reports with positive effects on variables	
	of interest in peer reviewed journals (3) Documented effectiveness supported by	
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	Interventions Revised Guidance Document for the Strategic Prevention Framework State Incentive Grant Program. HHS Pub. No. (SMA)09-4205. Rockville, MD: Center for Substance Abuse Prevention,	
	Substance Abuse and Mental Health Services Administration.	
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College student drinking hit the radar of researchers in 1945

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Fry, C.C. (1945) A note on drinking in the college community. Quarterly Journal of Studies on Alcohol, 6, 243-248.

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### Fry (1945)

"These parties are often attended by faculty members, some of whom are selected to respond to the chant, 'Old Prof. is in the alcohol ward Drink, Drink, Drink, Drink'. Cheers, or moans, and laughter follow this performance according to the speed with which the professor empties [their] glass. These parties break up after a few hours of song and good fellowship.

They do not occur often, but are part of the life of colleges and are accepted by the community as such." (p. 244)



### Fry (1945)

- "Wine is often served at fraternity dinners in the hope that members will learn to appreciate proper wines with food." (p. 244)
- "Although milk and soft drinks are extremely popular in American colleges the consumption of them being greater than other beverages a special snobbism is sometimes to be associated with the appreciation and knowledge of fine wines." (p. 244)



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### Fry (1945)

- Warns that a "state of intoxication" could be the primary purpose of some events.
- Discusses the opportunity for returning veterans to attend college, and speculates on the role alcohol might play related to coping when under pressure in the college setting.

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### **Just Say No**

- "Just Say No..."
- In 1982, while speaking with schoolchildren in Oakland, California, First Lady Nancy Reagan was asked what to do if someone were to be offered drugs.
- She answered, "Well, you just say no."
- By the end of President Reagan's term, over 12,000 "Just Say No" clubs had started

Just say no

Just Say No

 However, research at the time on prevention strategies acknowledged that while knowledge might increase following involvement in a program, attitudes were more difficult to change, and most studies showed no change in actual patterns of use (Hanson, 1982).

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https://www.collegedrinkingprevention.gov/media/TaskForceReport.pdf

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www.collegedrinkingprevention.gov/CollegeAIM



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Start with a compilation of what is already offered



www.collegedrinkingprevention.gov/CollegeAIM

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Then, consult College AIM!

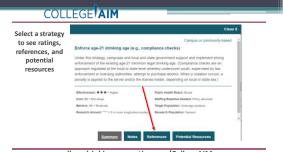


www.collegedrinkingprevention.gov/CollegeAIM



www.collegedrinkingprevention.gov/CollegeAIM

Select a strategy	All environmental-level s	trategias rated by College	A/M  Print Preview Strategies
to see ratings,	Lower costs \$	Md-range costs \$8	Higher costs \$\$\$
references, and		Hig ver effectiveness	
potential resources	Restrict happy hours/price promotions Retain age-21 drinking age	Enforce age-21 drinking age (e.g., comptiance checks)  Establish minimum unit pricing <sup>8</sup>	None
		Increase alcohol tax	
		Moderate effectiveness	
	<ul> <li>Retain or enact restrictions on hours of alcohol sales</li> </ul>	<ul> <li>Prohibit alcohol use/sales at campus sporting events</li> </ul>	Restrict alcohol sponsorship     and advertising <sup>b</sup>
	Retain ban on Sunday sales (where applicable) <sup>b</sup>	<ul> <li>Conduct "reward &amp; reminder" or "mystery shopping visit"<sup>8</sup></li> </ul>	<ul> <li>Enact responsible beverage service training laws</li> </ul>
	☐ Enact social host provision	☐ Enact dram shop liability laws:	



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## COLLEGE AIM Click on strategies to print for reference or discussion

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- Normative re-education: Electronic/mailed personalized normative feedback (PNF)—Generic/other

  Skills training, alcohol focus: Self-monitoring/self-assessment alone
  Personalized feedback intervention (PFI): eCHECKUP TO GO (formerly, e-CHUG)

  Skills training, alcohol focus: Goal/intention-setting alone

  Skills training, alcohol plus general life skills: Alcohol Skills Training Program (ASTP)

  Brief motivational intervention (BMI): n-person—Individual (e.g., BASICS)

  Personalized feedback intervention (PFI): Generic/other

  Multi-component education-focused program (MCEFP): AlcoholEdu® for College

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INDIVIO Estimati	UAL-LEVEL STRATEGIES: Revised and Updat d Relative Effectiveness, Costs, and Barriers; Public	ed* : Health Reach; Research Amount; and Primary N	COLLEGE AIM	
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	(PNF)—Generic/other			
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		rvention (PFI): eCHECKUP TO GO	(formerly, e-CHUG)	
	<ul> <li>Skills training, alcohol focus: Goal/intention-setting alone</li> </ul>			
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	<ul> <li>Multi-component educatio</li> </ul>	n-focused program (MCEFP): Alc	oholEdu® for College	

#### Prevention strategies:

Personalized Normative Feedback (PNF) and Personalized Feedback Intervention (PFI)

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### **Norms Clarification**

### • Examines people's perceptions about:

- Injunctive Norms:
- AttitudesAcceptability of behaviors

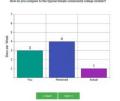
### Descriptive norms

- Perceptions about the prevalence of substance use among peers
   Perception about the rate of substance use by



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### PNF (Personalized Normative Feedback) Number of Drinking Days in a Typical Week



Typically delivered web-based/online

### PFI (Personalized Feedback Intervention)

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Can include PNF, and can be delivered web-based/online But...most robust findings and largest effect sizes with in-person delivery as BMI (more on this in a bit)

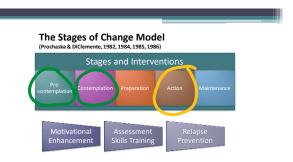
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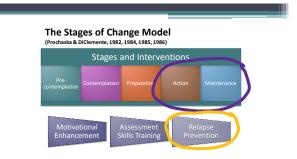
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<ul> <li>Skills training, alcohol plus general life skills; Alcohol Skills Training Program (ASTP)</li> </ul>	• 9	kills training, alcohol focus:	Goal/intention-setting alone	
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Personalized feedback intervention (PFI): Generic/other		Multi-component education	-focused program (MCEFP): Alco	abolEdu® for Collogo

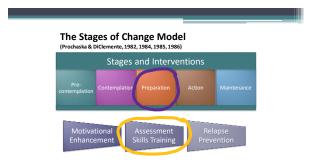
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### The Alcohol Skills Training Program (ASTP)

 A skills-training approach using motivational interviewing techniques in its delivery with a focus on drinking in less dangerous and less risky ways for those who make the choice to drink.







# The Stages of Change Model (Prochaska & DiClemente, 1982, 1984, 1985, 1986)



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## Motivational Interviewing Basic Principles (Miller and Rollnick, 1991, 2002)

1. Express Empathy



- 2. Develop Discrepancy
- 3. Roll with Resistance
- 4. Support Self-Efficacy

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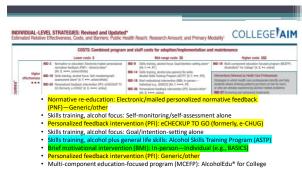
### Motivational Enhancement Techniques: Group Settings

- Non-judgmental, non-confrontational
- Cast a wide net to be inclusive of audience
- Ask open-ended questions as much as possible
   Reflect when possible this remains key
- Consider "hooks" for the group
- Elicit personally relevant reasons for change
- Let group generate protective behavioral strategies, then fill in what they miss

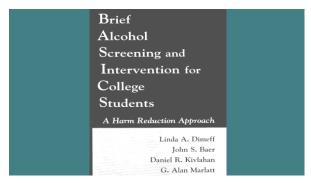
### **Specific Tips for Reducing** the Risk of Alcohol Use

- Set limits
- · Eat prior to or while drinking
- Keep track of how much you drink
- Space your drinks
- Alternate alcoholic drinks w/non-alcoholic drinks
   Avoid trying to "out drink" or keep up with others
- · Avoid or alter approach to drinking games · If you choose to drink, drink slowly
- Use a designated driver
- Don't accept a drink when you don't know what's in it
- Have a friend let you know when you've had enough
- Avoid combining alcohol with marijuana (or other substances)

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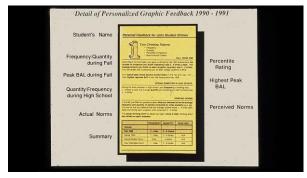
### What does it mean to "do" BASICS?



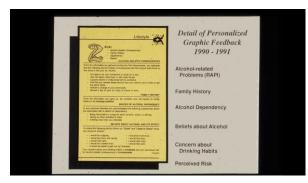
- The "AS" is the alcohol screening
- Originally a separate in-person session
   Subsequently achieved online, but BASICS does require a screening

- The "!" is the intervention
  Originally a second in-person session
  guided by personalized graphic feedback
  - Personalized graphic feedback delivered online/in-print without interaction with a facilitator (PFI) is not BASICS
    Intervention must be delivered with
- fidelity (meaning adherence to MI spirit, style, and strategies)

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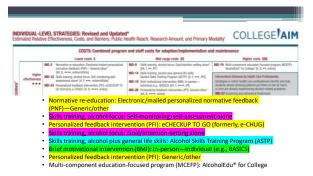
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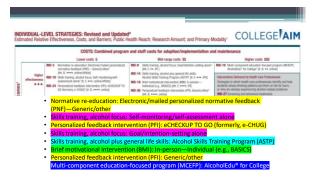


### This can be done virtually, and this can be done in two-year settings

- BASICCS (Brief Alcohol Screening and Intervention for Community College Students)
- At 3-month follow-up, individuals in BASICCS (compared to assessment only control) had lower estimated peak blood alcohol concentration, 29% fewer drinks per week, 62% fewer episodes of HED, and 24% fewer consequences than those in AOC
- Lee, C.M., Cadigan, J.M., Kilmer, J.R., Conce, J.M., Suffoletto, B., Walter, T., Fenning, C., & Lewis, M.A. (in press). Brief Alcohol Screening and Intervention for Community College Students (BASICCS): Feasibility and Preliminary Efficacy of Web-conferencing BASICCS and Supporting Automated Text Messages. Psychology of Additional Perhapsis of Press (Press) (Press).

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### "Consider a mix of strategies.

Your best chance for creating a safer campus could come from a combination of individual- and environmental-level interventions that work together to maximize positive effects (p. 5)."

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### This "mix" includes (but is not limited to):

- Policies
- Enforcement
- Education
- Prevention
- Intervention
  - Treatment

Recovery support

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### Implementation strategies are key

"...the use of effective interventions on a scale sufficient to benefit society requires careful attention to implementation strategies as well. One without the other is like serum without a syringe; the cure is available, but the delivery system is not." (p. 448)

Fixsen, D. L., Blase, K. A., Duda, M. A., Naoom, S. F., & Van Dyke, M. (2010). Implementation of evidence-based treatments for children and adolescents: Research findings and their implications for the future. In J. R. Weisz & A. E. Zatzdin (Eds.), Evidence-based psychotherapies for children and adolescents (p. 435–450). The Guilford Press

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		vention (PFI): Generic/other	
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An example of how a "mix of strategies" can result in a package of programs

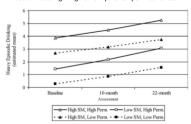
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### Examining role of parents and peers

- Fairlie, Wood, & Laird (2012) collected data during summer before starting college, 10 month follow-up (spring semester of first year), and 22 month follow-up (spring semester of second year)
   Looked at social modeling (e.g., # of close friends who drink heavily, perceived friend approval of drinking and getting drunk) and parental permissiveness

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Prospective Protective Effect of Parent Alcohol Invo	ns on Poer Influences and College obserners
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Heavy episodic drinking as a function of high or low social modeling + high or low parental permissiveness







	A second intervention, the Parent Handbook, focuses on teaching parents how and when to intervene	
	during the critical time between high school graduation and college entry to disrupt the escalation of heavy drinking during the first year of college. The Parent Handbook is distributed during the summer	
	before college, and parents receive a booster call to encourage them to read the materials. Research has found that the timing for the Parent Handbook is critical. If parents received it during the summer before	
	college, it reduced the odds of students becoming heavy drinkers, but this intervention was not effective if used after the transition to college. is: One study showed the combination of BASICS, and the Parent	
	$\it Handbook$ significantly reduced alcohol consumption among incoming college students who showed heavy rates of high school drinking. $^{int}$	
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	A Randomized Clinical Trial Evaluating a Combined	
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	students to the subsequent	
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	6.7 year Tale gar gang encoupous new due 15's of the about 15 year Tale gar gang encoupous new due 15's of all entitle shope paids (Topic 28). There are a few minimum or affect of 38th House of al. 2015 Montal and 28th Montale	
65		
	Approaching strategies with fidelity	
66		

Implementation Fidelity is "the degree to which... programs are implemented...as intended by the program developers" (Dusenbury, et al., 2003; Carroll, et al., 2007)



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### **Elements in Implementation Fidelity** (Carroll, et al., 2007, page 4 of 9)

### Adherence

### A conceptual framework: elements and relationships Adherence

Adherence
Content
Coverage
Frequency
Duration
Adherence is essentially the bottom-line measurement of implementation fidelity. If an implemented intervention adheres completely to the content, frequency, duration, be said to be high. Measuring implementation fidelity means evaluating whether the result of the implementation as planned by its designers.

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**Elements in Implementation Fidelity** (Carroll, et al., 2007, page 4 of 9)

### Adherence

- Content
- The "active ingredient" of the intervention
- Coverage
- Frequency
- Duration

Elements in Implementation Fidelity	
(Carroll, et al., 2007, page 5 of 9)	
Adherence	
• Content	
• Coverage • Frequency — The "dose"	
• Duration	
70	
Be aware of	
what does not	
work (or can	
even make	
things worse)	
71	
Not   NO-7 Skills training, alcohol focus: Expectancy challenge intervention (EC)—By proxyldidactic/discussion alone*   INO-1   Information/knowledge/education alone*   IF, E. ***.   IPG   INO-5   Values clarification alone*   IF, E. ***.   IPG   INO-5   INO	
effective  (#, F, **, IPG)  ND-6* Skills training, alcohol focus: Blood alcohol concentration feedback alone* (#, F, **, IPI)	
https://www.collegedrinkingprevention.gov/CollegeAIM/Resources/NIAAA_College_Matrix_Booklet.pdf	
72	
72	



theathenaforum.org/EBP

73

What can backfire and/or doesn't work (10 things listed, including...)

- Mock car crashes
- Role play (e.g., Fatal Vision Goggles)

Source: Washington State Health Care Authority (HCA 84-0064, Rev. 10/2019)

https://the athena forum. org/best-practices-toolkit-prevention-tools-what-works-what-doesnt

74

If generating public health or prevention content, pilot test.

Pilot test all of it.

Images, words, and making sure people understand what you're trying to communicate.

	Great resource from CDC:	
	https://www.cdc.gov/healthcommunication/Health_Equity.html	
	•	
76		
	Avoid saying target, tackle, combat, or other terms with violent	
	connotation when referring to people, groups, or communities.  These terms should also be avoided, in general, when communicating about public health activities.	
	Instead of this Try this	
	Target communities for interventions     Target population     Target population     [population of focus]	
	Tackle issues within the community     Aimed at communities     Combat or fight against [disease]     Combat or fight against [disease]	
	War against [disease]      War against [disease]      Communities/populations of focus     Intended audience	
	<ul> <li>Eliminate/eradicate [issue/disease]</li> <li>Prevent/control spread of [disease]</li> </ul>	
http	os://www.cdc.gov/healthcommunication/Key_Principles.html	
77		
	Great resource from APA	
	https://www.ana.org/about/ana/orgity_divorsity_inslusion/language_guidelines = 45	
	https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf	
	•	

Realize that what you do in prevention can contribute to student success

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### Relationship Between Substance Use and Academic Success

- Relationship between alcohol use and sleepiness, engagement, and GPA exists in college (Singleton & Wolfson, 2009, Porter & Prior, 2007, Pascarella, et al., 2007)
- More frequent cannabis use is associated with skipping more classes, lower GPAs, and taking longer to graduate (Arria, et al., 2013, 2015; Suerken, et al., 2016)
- Students using both cannabis and alcohol at moderate to high levels have significantly lower GPAs over two years (Meda, et al., 2017)
  - Students who moderate or curtail substance use improved GPA (Meda, et al., 2017)

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When in doubt, transform the narrative

### https://www.depts.ttu.edu/hs/csa/docs/1.pdf

#### Center for the Study of Addiction and Recovery, Texas Tech University (2005)

"By ensuring their enrollment in the university, the Collegiate Recovery Community estimates retaining \$430,500.00 annually in direct tuition revenue that could potentially be lost due to relapse and subsequent dropout. (p.6)"

REMEMBER

REMEMBER

Strobens face a greater risk of drop-out due to personal, financial, family, and legal problems. At Texas Rech University (TTO), the Center for the Study of Addiction and Recovery supports 80 of the estimated 213 addicted students seeking belly on the enrollment in the university, the Collegiate Recovering the enrollment in the university, the Collegiate Recovering straints retaining \$430,500.00 annually in direct nation revenue that to redupe and subsequent dropout.

Wrapping up

83

82

### **Utilize your coalition** and partners on and off campus

Some of the most effective strategies are carried out in the communities and states surrounding the campuses, such as enforcing the minimum legal drinking age. Campus leaders can be influential in bringing about off-campus environmental changes that protect students.

To achieve success off campus, partner with leaders and coalitions in your community and state. Building these partnerships takes time, so you may want to make it part of a long-term plan. For models of campus-community collaboration, see the Frequently Asked Questions section of the CollegeAIM website (see URL below).

CollegeAIM, page 6

85

If there's a limited budget for prevention, invest in evidence-based strategies

86

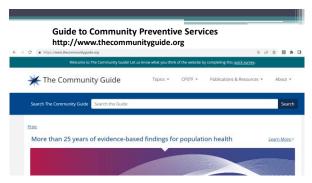


www.collegedrinkingprevention.gov/CollegeAIM



#### Suicide Prevention Resource Center Best Practices Registry http://www.sprc.org/online-library





		In Crisis? Call or Text 58
	Search SANH	Home Site Map Con ISA.gov Sea
ents Data	Programs News	room About Us Public
		100
ter		
ices 30		
	ter it services for menta s, policy-makers and	ter  It services for mental and substance use disorderers, policy-makers and others with the information .

# Then, implement them with fidelity

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Possible Barriers to <u>Implementation</u> in Implementing Effective Interventions

- Proper training of those delivering a program
- A tendency to "reinvent" innovations (Rohrbach, D'Onofrio, Backer, & Montgomery, 1996)

Source: Larimer, Kilmer, and Lee, 2005

	Do oware of your delivery	
	Be aware of your delivery strategies and what your	
	campus's "mix of strategies" is	
	campas s mix of strategies is	
0.4		
94		
	And when people don't seem on	
	board with prevention?	
	Tell the story differently.	
95		
<i></i>		
	Show how what you do in one	
	domain pays dividends	
	elsewhere.	
	Transferms the mounting to made	
	Transform the narrative to make	

clear why prevention matters.

Because sometimes we just need to tell a story in more than one way to get people on board...

97

Because sometimes we just need to tell a story in more than one way to get people on board...
And you have that ability...

98

"When you wake up in the morning, Pooh,"	
Piglet at last, "what's the first thing you so	ay to
yourself?"	
"What's for breakfast?" said Pooh. "What de	o you
say, Piglet?"	
"I say, I wonder what's going to happen exc	citing
today?" said Piglet.	
Pooh nodded thoughtfully.	
"It's the same thing" he said	

Milne (1926)

### Thank you!

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