

Designing the Future of Prevention Science

Results from the “brainstorm” activity at the
Edna Bennett Pierce Prevention Research Center
25th Anniversary Celebration & 1-Day Conference
April 4, 2024



EDNA BENNETT PIERCE
PREVENTION RESEARCH CENTER

We asked our workshop participants to “brainstorm” on how we can:

- Increase the use of larger, more sustainable funding streams to support evidence-based interventions.



Here's what they said...

Topic: Increase the use of larger, more sustainable funding streams to support evidence-based interventions.

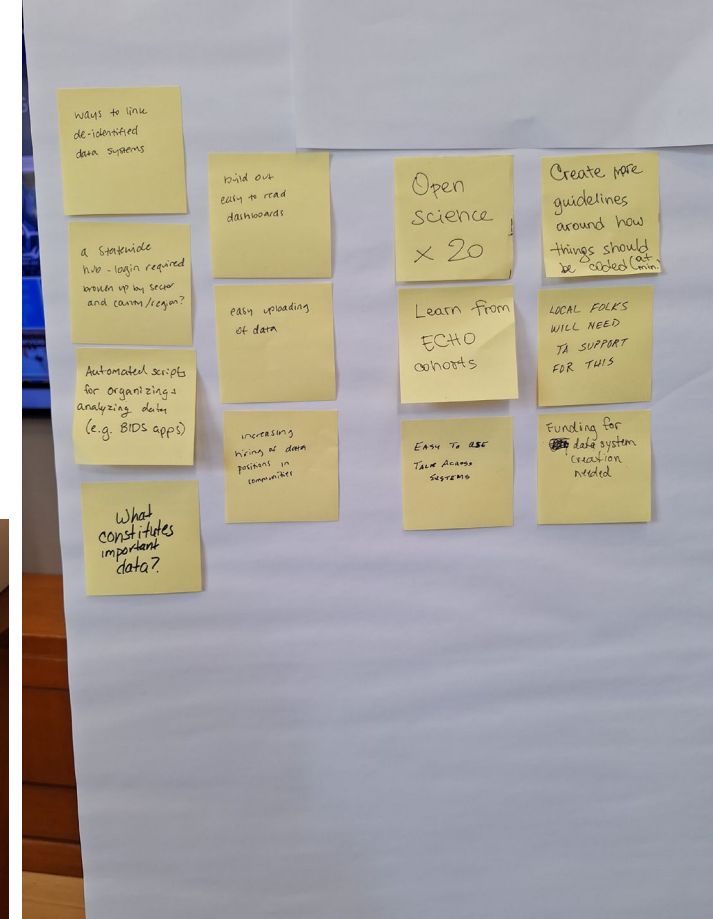
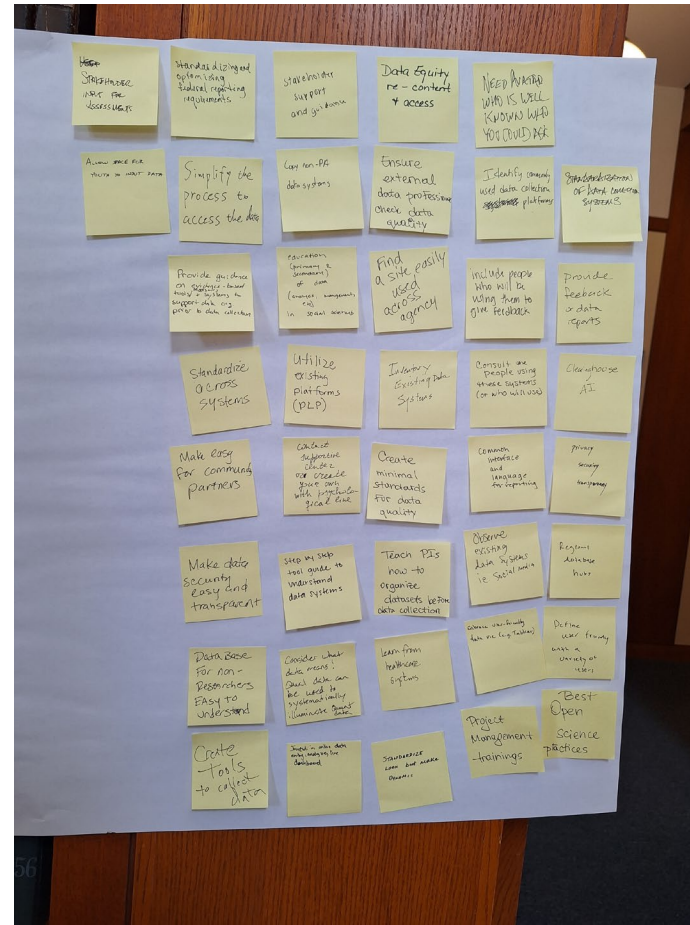
Content of Post-it Notes as (imperfectly) "read" by ChatGPT from the photo(s)

Define "larger sustainable funding." Media and sharing benefits. Social media role in SEL and evidence-based interventions evidence dissemination. Directly funding state, communities, and schools. Help other state agencies understand their role in prevention. Engage CEOs, philanthropists, and stars from other regions. Increase federal & state budgets for prevention. Commit to the long term... NUMBERS! Create CLP (community learning partnerships?) consortiums. Win Powerball. Grassroots advocacy. Have professional athletes buy-in. Engage states/BA. Diversity funding. TRUMP? Statewide, universally accepted and organized systems. Provide cost-benefit findings. What's the economic power of prevention? Calculate savings for communities, states, and nation. State education department. Funding to support the infrastructure for program implementation. Collaborate with universities, research centers, or think tanks. Stakeholder buy-in. Social media networking with schools and educators. Funding based on scientific data and causes. Reach out to interested foundations. Increase reach to public schools. Strategies to leverage existing (funding) streams. Support grassroots efforts. Long-term, more diverse approaches to funding dissemination. Disseminate strategic planning tools. Avoid health equity tourism. Intentionally link researchers and communities around funding. Grant writing workshops. Determine all available funding streams. 5-year grant. Create partnerships (networking). Figure out better ways to capture progress that is more qualitative. Involve the funders in opportunities to engage with the receiving end.

We asked our workshop participants to “brainstorm” on how we can:

- Support the creation and use of user-friendly data systems, that can be linked within and across systems, to monitor different types of evidence-based interventions, including their implementation and short- and long-term outcomes at county, state, and federal levels.

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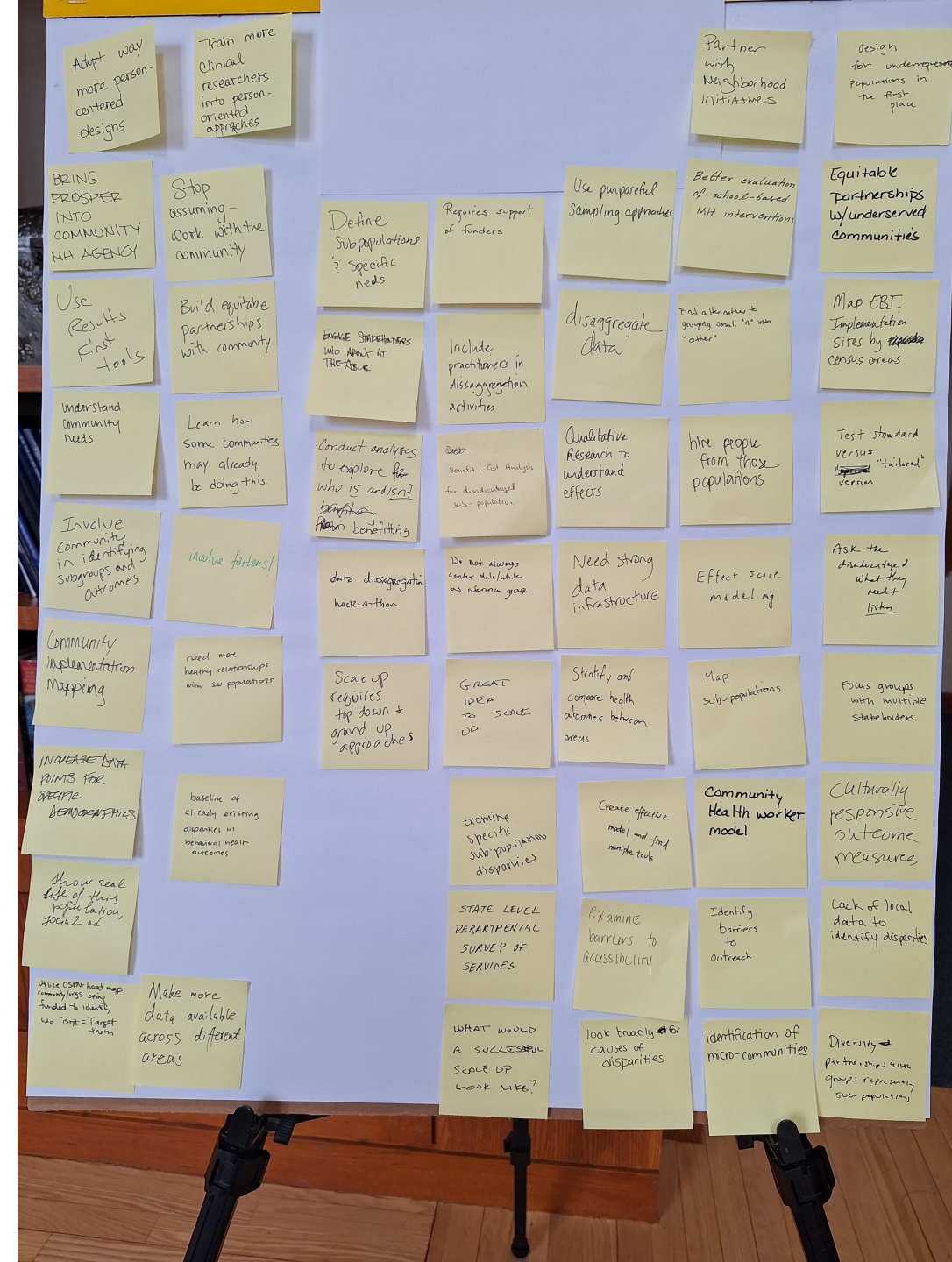
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Ways to link de-identified data systems. Build out easy-to-read dashboards. A streamlined, how-to login required, broken up by sector and community/region? Easy uploading of data. Automated scripts for organizing & analyzing data (e.g., BIDS apps). Open science x 20. Learn from ECHO cohorts. Increasing minority data positions in communities. Easy to use. Track Access Systems. Create more guidelines around how things should be coded/enter. Local folks will need to support for this. Funding for data system needed. Standardizing and streamlining data systems and operationalizing them for easy access. Data security is easy and transparent. Simplify the process to access the data. Provide guidance on organizing support data or point to data collection. Standardize across systems. Utilize existing platforms (PLP). Make data security easy and transparent. Database for non-researchers is easy to understand. Create tools to collect data. Data equity – content + access. Need a party who is well-versed in what you could be. Ensure external data storage, check data quality. Find easily a site used across agency. Involve people who will be using them to give feedback. Provide feedback on data reports. Cleanhouse AI. Make data security easy and transparent. Teach PIs how to organize datasets for data collection. Learn from existing systems. Project management trainings. Best open science practices.

We asked our workshop participants to “brainstorm” on how we can:

- Investigate the capacity of scaled up evidence-based interventions to reduce disparities in behavioral health outcomes for disadvantaged sub-populations.

Here’s what they said...



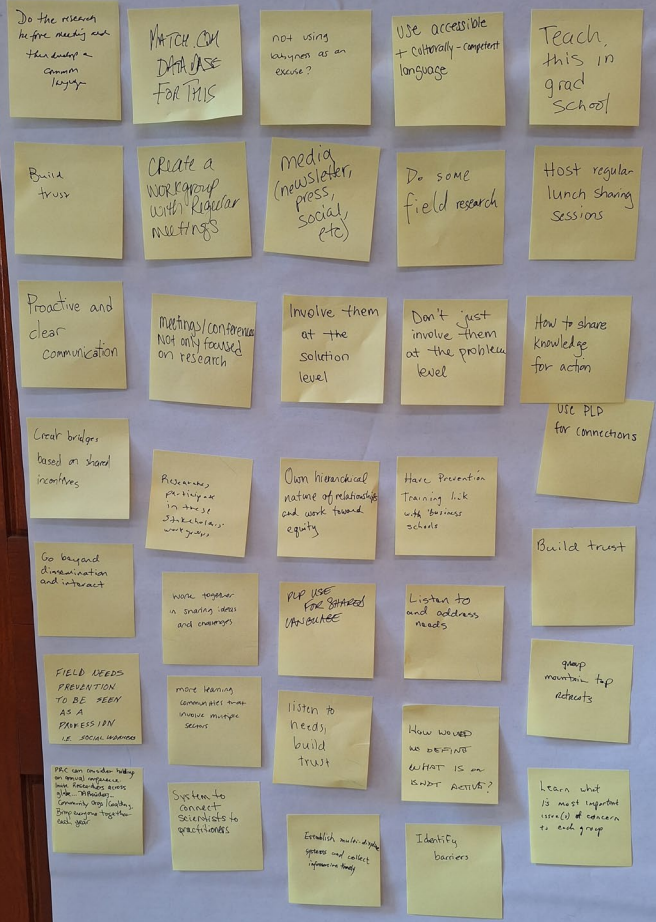
Topic: Investigate the capacity of scaled up evidence-based interventions to reduce disparities in behavioral health outcomes for disadvantaged sub-populations

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Adopt way more person-centered designs Train more clinical researchers into embedded approaches Bring R2P & Foster Community Agency Stop assuming working with the community Define Subpopulations & Specific Needs Requires co-opt of funders Use purposeful sampling approach Better evaluation designs for MH interventions Equitable partnerships with underserved communities Design for development priorities in place Partner with Neighborhood Initiatives Use result-edits & tools Build equitable partnerships with community Involve stakeholders throughout the R2P Include practitioners in Dissemination Activities Disaggregate Data Take a likeness to "nothing about us without us" Map evidence-based interventions implementation to specific census areas Understand nuances Learn how some communities may feel stigmatized by doing this Conduct analyses to understand who is and isn't benefitting Test the hard versus "natural" version Ask the affected & not just stakeholders & link Involve a diversity of views and outcomes Involve students! Data disaggregation by race/ethnicity Need strong data infrastructure Effect size modeling Hire people from the populations Focus groups with various stakeholders Community Health Worker model Culturally Responsive Outcome Goals Community mapping Scale-up requires top down & ground up approaches Create resource model and fund the work Staff, org, compete, have an advantage between orgs Lack of local data to identify disparities Innovate data points for better demographics/synthesis Create program specific approaches to disparities Examine barriers to accessibility Identify barriers to outreach Identification of micro-communities If you use a deficit model for SEL, does that further stigmatize? Make more data available across different areas Looking at sharing data across international health outcomes State-level departmental surveys of services Look broadly at causes of disparities What would a scaled-up look like? Community aspirations, group resources, empowerment

We asked our workshop participants to “brainswarm” on how we can:

- Promote active partnerships between scientists, policy makers, practitioners, and community members, within and across systems.



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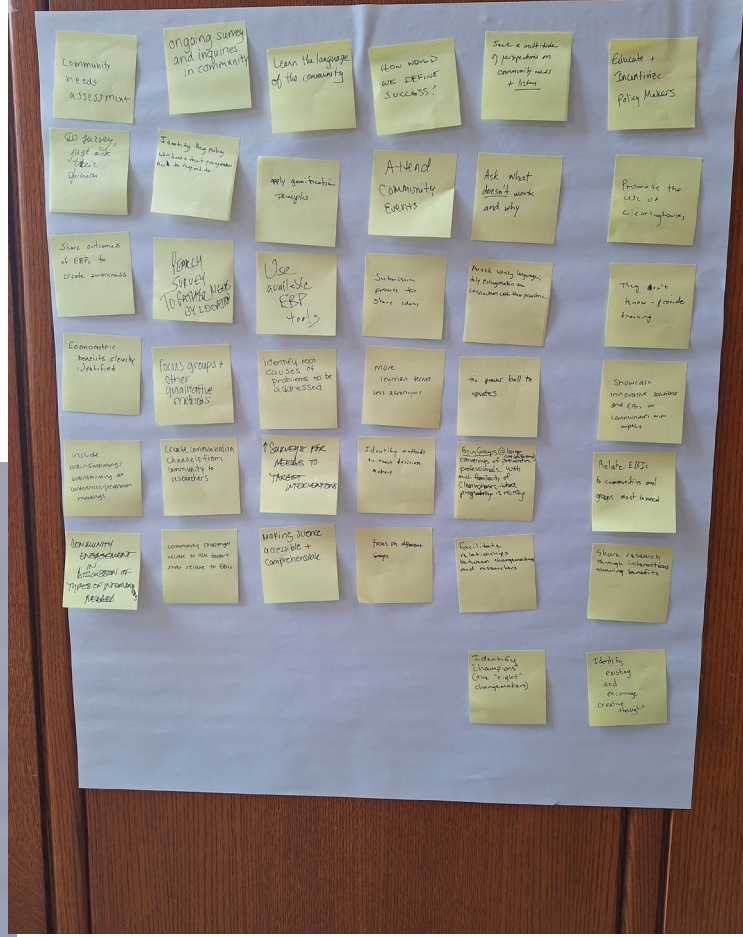
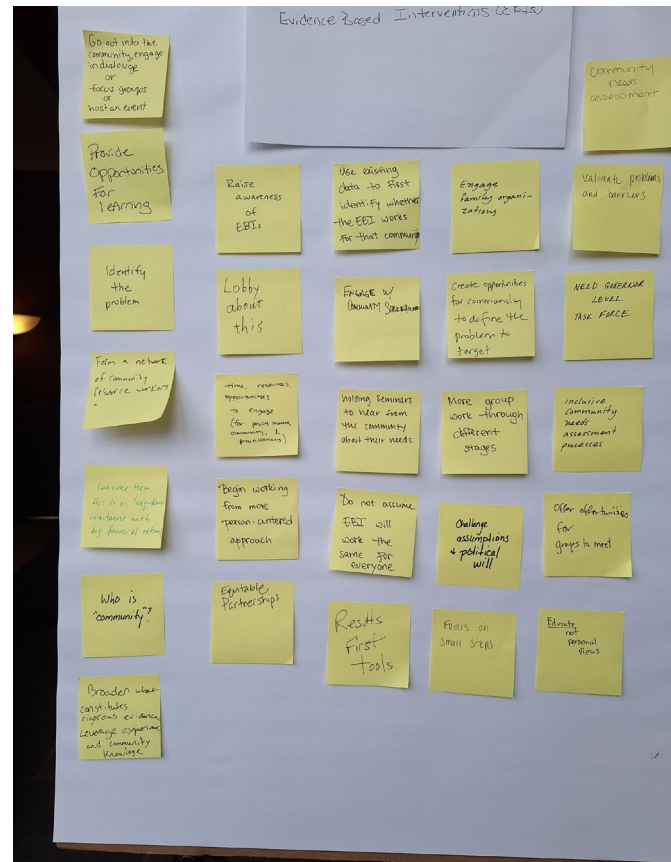
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Common goals across sectors, bringing down silos for collective conversation Create dissemination materials Clarify roles and expectations PRESENT AT THE PTA NATL. CONVENTION Longer time: scale-up development phase Take a census and make connections Create a Summit to connect the sectors Creation of an online forum or group Create infrastructure for “ownership” in the community Find the common goal for the focus Equitably Compensate Community Partners Interrogate existing power differentials in partnerships Reach across sectors Non-academic collaboration Identify incentives Who is not at the table? Host symposiums for mental health PTS Translate UP/DOWN Do the research for the meeting with the community - integrity MATCH COM DATABASES FOR THIS not using lawyers as an excuse? USE accessible + culturally-competent language Teach this in grad school Build trust CREATE a WORKgroup with Regular meetings Media (newsletter, press, social, etc.) Do some field research Host regular lunch sharing sessions Proactive and clear communication meetings/conferences NOT only focused on research Involve them at the solution level Don't just involve them at the problem level How to share knowledge for action USE PLD for connections Create bridges based on shared incentives Awareness + priority + buy-in Own historical nature of relationships and own responsibility for equity Have Prevention Training Link to Practice + Skill Build trust Go beyond dissemination and extract work together with training sites and comms Pop UP USE for STARTED (unreadable) Listen to understand needs Super momentum - top athletes FIELD NEEDS TO BE SEEN AS A PROFESSION LIKE SOCIAL WORK more learning communities that involve multiple sectors Listen to needs, build trust Learn what is most important terms of question to each group Identify barriers System to connect scientists to practitioners EMBEDDED studies allow for co-learning - very important during study

We asked our workshop participants to “brainstorm” on how we can:

- Encourage policy makers, practitioners, and community members to identify the types of evidence-based interventions that need to be created and scaled up.

Here’s what they said...



Topic: Encourage policy makers, practitioners, and community members to identify the types of evidence-based interventions that need to be created and scaled up

Content of Post-it Notes as (imperfectly) "read" by ChatGPT from the photo(s)

Go out into the community, engage in dialogue focus groups, host an event Provide Opportunities for Learning Identify the problem Form a network of community resource centers Who is "community"? Broaden what constitutes evidence - recognize expert and community knowledge Raise awareness of evidence-based interventions Lobby about this Time, resources, incentives to engage (especially policymakers) Begin working from more person-centered approaches Equitable partnerships Use existing data to first identify whether the evidence-based interventions works for "that community" Engage w/(CHANGE) Structures Holding seminars to learn from our community about our needs Do not assume evidence-based interventions will work "the same" for everyone Challenge assumptions & political will Results First Tools Focus on small steps Educate about personal biases Community needs assessment Engage family organizations Validate problems and barriers Create opportunities for community to define the problem to target NEED GENERAL LEVEL TASK FORCE More group work through different stages Offer opportunities for gov's to meet Community needs assessment ongoing survey and data mining in communities Learn the language of the community HOW WOULD WE DEFINE 'SUCCESS'? Seek a multiplicity of perspectives on community and history Educate - Initiatives Policy Makers Do surveys, get to the question Identify key leaders and build relationships with them in various communities Any quantifiable findings Attend community events Ask what doesn't work and why Promote the use of collective impact Share outcomes of evidence-based interventions, create awareness Yearly surveys to monitor needs BY LOCATION Use available EBP tools Sometimes process is more than outcome Avoid using fancy, jargonistic language (unless you can teach them first) They get little training Economic benefits clearly identified Focus groups & other qualitative methods Identify root causes for disparities & address them More command teams less acronym & peer bod[ies] to gov[ern]s Showcase how research informs innovation driving benefits Include understanding of cultural/contextual meaning Create communication channels from community to researchers SURVEY FOR NEEDLE TO TARGET INTERVENTION Making science digestible to comprehensible Focus on diverse com Facilitate societal understanding and consensus Instruments DIFFERENT TYPES OF EVALUATING NEEDED Community changing table - too often more crises to com. Focus on diverse com Don't say (Thump paper Changes) Identify existing and emerging crises/issues Feedback loops to ensure the programming is working How can we learn from failures and not just successes? It should be driven by (Thump paper Changes)

* Note that AI did a pretty poor job of extraction here. This may have been due to number of notes (38).

We asked our workshop participants to “brainstorm” on how we can:

- Expand youth participatory research opportunities in Social and Emotional Learning (SEL) program development and delivery.

Here’s what they said...



Topic: Expand youth participatory research opportunities in SEL program development and delivery

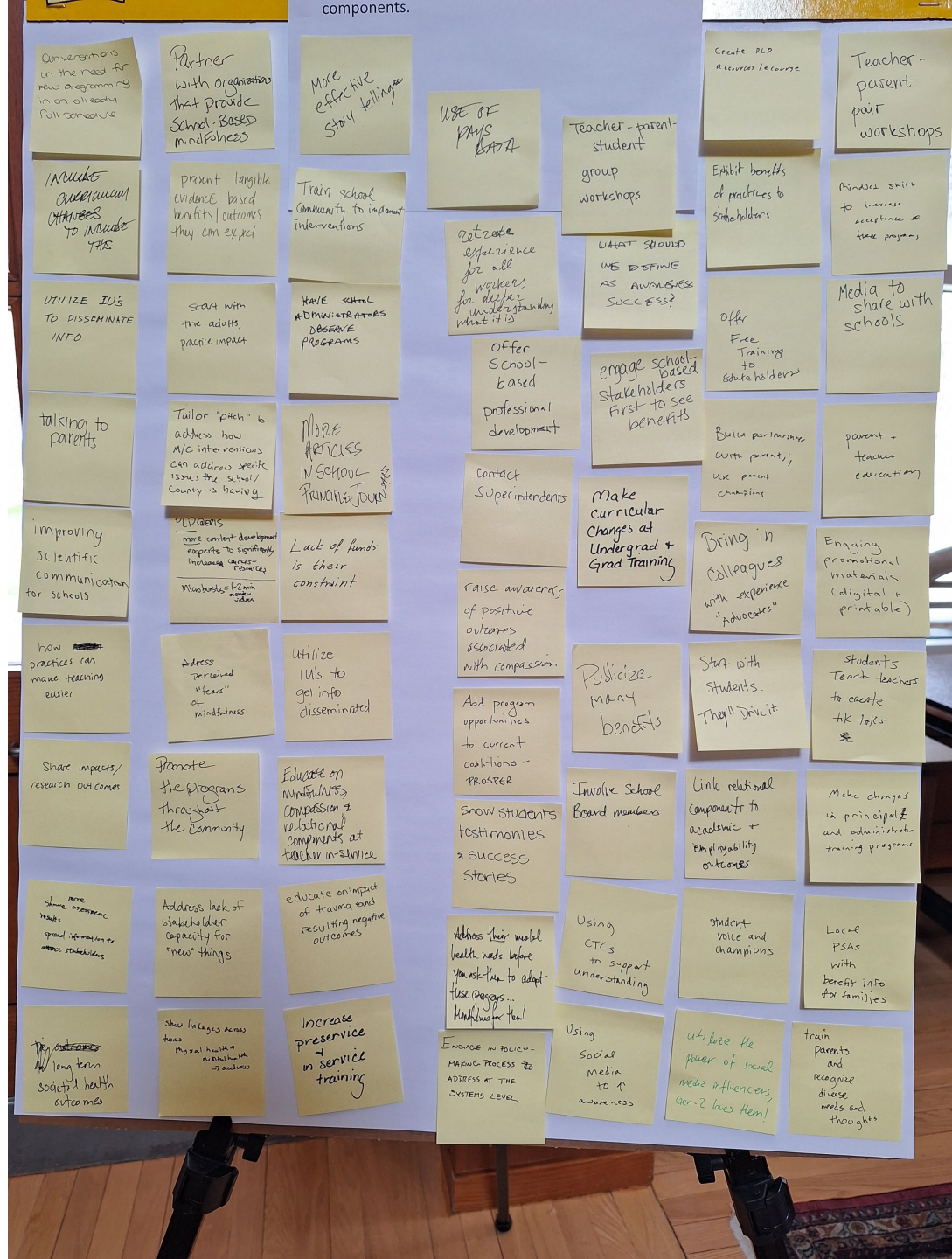
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Incentivize participation Consider youth across all dimensions of diversity INVITE YOUTH TO PARTICIPATE IN RESEARCH Let them identify the ways in which they can help Students' needs... who gets to count them YMCA & other community-building workshops Explore willingness of youth to participate and motivations for participating Encourage students to do their own research in SEL TEACH A DESIGN COURSE TO TEENS TO DO THIS Create competitive advising 1 groups Not Directly Sure what that means Make it FUN THE MODERN PATH INTERESTS IN COLLABORATION Expand Evidence-based models to SEL Youth Engagement Go to where they are Change the question type of studies into programs Do Not Tokenize... Compensate youth in meaningful ways Encourage co-authorship on anything you're writing WORK WITH COALITIONS TO ENGAGE YOUTH Increase use of youth as co-researchers Going to places where teens like to be about it Value experiences more than or equal to the 'status' Find school partners to implement research study evidence-based interventions peer support groups Engage existing youth SEL groups Leverage the use of tech & leadership, i.e., a 'platform' Trust youth to lead Partner with teachers Connect youth with experience out of mural, art creation Leverage the educational process Involve youth in the process and neurodevelopment / Models that support student INTERESTS Fun, (play), and excitement... Make education entertaining Youth created fun ideas Rich Diverse Youth Reach out to diverse groups - advertise Ask youth what they need Let youth lead message CREATE "MANY BANYAN" BRANCHES SPEAKING TO DIVERSE YOUTH Give them a Voice Utilize existing youth leadership groups / coalitions Easy Introductions Broaden youth participation - not just this year or last years kids involved Partner with IOUs Provide funds to student researchers Promote diversity in outreach Develop Online Platforms for support Involve students in intervention delivery

We asked our workshop participants to “brainstorm” on how we can:

- Increase school-based stakeholders' awareness of and demand for programs and practices that include mindfulness, compassion, and relational components.

Here's what they said...



Topic: Increase school-based stakeholders' awareness of and demand for programs and practices that include mindfulness, compassion, and relational components.

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Conversations on how programs are implemented from practical standpoint Partner with organizations that provide school-based mindfulness Pilot mindfulness effectiveness study USE OF DATA STATS Teacher - parent - student group workshops Create PLD around science Teacher-parent workshops Include curriculum directors to include this Present tangible benefits towards district board so they can support Train school community to implement interventions Offer School-based professional development Engage school stakeholders first to see benefits Media site tours to schools UTILIZE IOUs TO DISSEMINATE INFO Stay with the adults, pragmatic approach Have school principals endorse SEL programs Contact Superintendents Make curricular changes at undergrad & grad training Bring in colleagues & administrators to advocate Engaging motivational speakers talking to parents Tailor "pitch" to address how SEL can address issues they care about (ex. bullying, test scores) More ARTICLES IN SCHOOL PSYCHOLOGY JOURNALS Raise awareness of positive aspects Add compassion program to curriculum Publicize many benefits Sit with students. They'll drive it. Students teach teachers about SEL & its benefits improving SEL certification for schools Projects on SEL benefits Lack of funds is their constraint Ask program opportunities to current coalitions - TRUST Show students testimonials & success stories Student voice and champions Share university research outcomes Promote the programs through the community Evaluate on MULTIPLE LEVELS: Does it improve COMPETENCE/ACTUAL SKILLS? Does this work with what kids love to do? Justify budget needs for SEL programs Educate on SEL without having negative outcomes Increase preservice + in-service training Enforce or build - MAKE POLICY. ADDRESS POSITIVE TO ACTIONS AT SYSTEMS LEVEL Educate about the mind-body connection Using TFCs to improve understanding Using social media to increase awareness Offer free use of space for social influence (Gen Z loves them) Train parents to recognize adverse childhood experiences and get them involved Address lack of student understanding of "new" things Partner with IOUs Provide funds to student researchers Promote diversity in outreach Develop Online Platforms for support Involve students in intervention delivery

We asked our workshop participants to “brainstorm” on how we can:

- Support the adults in systems that deliver SEL to students and children.

Here’s what they said...



Topic: Support the adults in systems that deliver SEL to students and children

Content of Post-it Notes as (imperfectly) "read" by ChatGPT from the photo(s)

USE SEL LITERATURE FOR ADULT SEL PROGRAMS Facilitate an understanding/learning of content area by youth for (alleviating) stressors cash or other incentives Professional Development Credits for Engagement in Training After training continue support to help them, follow up... Trauma Informed Training Prevention Learning Portal Understand Adult Social & Emotional Competence Provide more tangible support for teachers build it into current curriculum create ready-made curricula that teachers can download & use at any time Working with Higher Ed for Effective Content to provide delivery training Engage large other groups/stakeholders background/education/ - change in SEL Continued technical assistance + follow up Information Dissemination Research on Programs co-leaders to help with delivery Evidence-Based Technical Assistance Understanding technical and barriers PROVIDE ADULT MINDFULNESS enhance understanding of why SEL is so important to them, their health, their kids Training Resources that are available Training Monitoring Make systemic changes from top down Invest in the workers Implement more rigorous ways to evaluate SEL capabilities DELIVER FREE SUPPORTS FOR ADULT SEL SEL STRATEGIES FOR ADULTS TOO If you expect more, give them more Provide free mental health first aid training PD (PLD) Review Learning Outcomes Seek SEL research studies for adults Strategies to identify SELs that adults will find appealing Come to EPIS! provide free curriculum/resources to them Offer district SEL training SEL Direct support to adults like PD Compensate & communicate expertise & effort PDF Downloadable (units?) (PLPs) RECOGNITION MIL[ITARY] BASE FAMILIES FLEET&FAMILIES Increase teachers salaries, stipends - voice Give adult mental health breaks Create opportunity for staff use mindfulness training & stress management SEL (can you skills) What would success for adult SEL look like? Write grants to help fund SELs for adults Ask their needs Recognize barriers to resource provision Promote Connected Learning SEL in adults Offer Free Support Provision Training Developed Needs assessment – for adults RECOGNIZE & reward SEL educators Connect AH Provisions Services to schools Facilitate room for adult self-support

The first prompt we gave to ChatGPT

Members of the prevention research center at penn state shared answers to questions regarding prevention science. EBIs refers to evidence based interventions and SEL refers to social emotional learning. I will share the questions and the answers people gave. I want you to provide four main themes from the answers with a brief description and three specific examples from the answers for each theme.

Here are the results...



Increase the use of larger, more sustainable funding streams to support evidence-based interventions

1. Diversification and Innovation in Funding Sources

This theme highlights the importance of exploring a wide range of funding opportunities and innovative approaches to secure financial support for evidence-based interventions and SEL programs.

Examples:

- Engage CEOs, philanthropists, and stars from other regions to bring in diverse funding sources.
- Win Powerball, suggesting thinking outside the box or unconventional methods to fundraise.
- Leverage professional athletes' buy-in, indicating the potential for celebrity endorsements and investments.

2. Strategic Partnerships and Community Engagement

The emphasis here is on building collaborative relationships with various stakeholders, including communities, states, educational institutions, and private entities, to foster a supportive ecosystem for prevention science.

Examples:

- Create Community Learning Partnerships (CLP) consortiums to enhance collaborative learning and resource sharing.
- Collaborate with universities, research centers, or think tanks to strengthen the research and evidence base behind prevention programs.
- Involve funders in engagement opportunities with the receiving end, fostering a closer relationship between investors and beneficiaries.

3. Advocacy and Awareness

This theme focuses on raising awareness and advocating for the importance of prevention science, aiming to increase funding through heightened visibility and understanding of its benefits.

Examples:

- Utilize social media for the role in SEL and evidence-based interventions evidence dissemination, highlighting the power of digital platforms in spreading awareness.
- Grassroots advocacy to mobilize community support and action towards securing funding.
- Provide cost-benefit findings to highlight the economic power of prevention, making a compelling case for investment.

4. Sustainability and Long-term Planning

Underlining the need for sustainable approaches to funding that ensure the longevity and impact of prevention programs over time.

Examples:

- Increase federal & state budgets for prevention, advocating for more substantial and reliable governmental financial support.
- Support grassroots efforts, emphasizing the role of community-driven initiatives in sustaining prevention efforts.
- Create long-term, more diverse approaches to funding dissemination, suggesting the importance of flexible, adaptive funding strategies that can evolve with changing needs and circumstances.

Support the creation and use of user-friendly data systems, that can be linked within and across systems, to monitor different types of evidence-based interventions, including their implementation and short- and long-term outcomes at county, state, and federal levels.

1. User Accessibility and Friendliness

This theme emphasizes the importance of making data systems easy to use for a wide range of stakeholders, ensuring that they are accessible, understandable, and user-friendly.

Examples:

- Build out easy-to-read dashboards to facilitate quick comprehension and use of data.
- Simplify the process to access the data, making it less cumbersome for users to get the information they need.
- Create tools to collect data that are designed with non-researchers in mind, ensuring the database is easy to understand and navigate.

2. Integration and Standardization

The focus here is on ensuring that data systems can communicate within and across systems seamlessly and that data collection and reporting practices are standardized for consistency and comparability.

Examples:

- Ways to link de-identified data systems, allowing for the integration of data while protecting privacy.
- Standardizing and streamlining data systems and operationalizing them for easy access, ensuring uniformity across different platforms.
- Standardize across systems to ensure that data is collected and stored in a consistent manner, facilitating easier analysis and comparison.

3. Security and Transparency

This theme highlights the critical importance of maintaining the security of data systems while ensuring that their operations are transparent and understandable to users.

Examples:

- Make data security easy and transparent, reassuring users about the safety of their data while making the security measures clear.
- Ensure external data storage and check data quality, emphasizing the need for secure and reliable data storage solutions.
- Use AI to improve data security measures, using advanced technologies to enhance the protection of sensitive information.

4. Engagement and Support

Addressing the need for ongoing support and engagement with the end users of data systems, including training, feedback mechanisms, and community involvement to ensure the systems meet the users' needs.

Examples:

- Involve people who will be using the data systems to give feedback, ensuring that the systems are developed with the users' needs in mind.
- Provide feedback on data reports, allowing for continuous improvement and user satisfaction.
- Teach Principal Investigators (PIs) how to organize datasets for data collection, offering support and training to facilitate better data management practices.

Investigate the capacity of scaled-up, evidence-based interventions to reduce disparities in behavioral health outcomes for disadvantaged sub-populations.

1. Inclusive and Person-Centered Approaches

This theme underscores the importance of designing and implementing evidence-based interventions that are tailored to the specific needs and contexts of diverse sub-populations, ensuring that interventions are culturally responsive and person-centered.

Examples:

- Adopt way more person-centered designs to ensure that interventions meet the unique needs of individuals within sub-populations.
- Use purposeful sampling approaches to capture the experiences and outcomes of diverse groups more effectively.
- Culturally responsive outcome goals, which involve setting intervention outcomes that are relevant and meaningful to the cultural contexts of targeted sub-populations.

2. Community Engagement and Partnership

The emphasis here is on the critical role of engaging with communities and forming equitable partnerships to ensure that evidence-based interventions are effectively adapted and implemented in ways that are respectful and beneficial to those communities.

Examples:

- Equitable partnerships with underserved communities, focusing on collaboration that respects the autonomy and agency of community members.
- Partner with neighborhood initiatives, leveraging local knowledge and networks to enhance the reach and impact of evidence-based interventions.
- Involve stakeholders throughout the research to practice (R2P) process, ensuring that the perspectives and feedback of those affected by the interventions are incorporated into decision-making.

3. Data-Driven Insights and Evaluation

This theme focuses on the importance of utilizing data to understand disparities, evaluate the effectiveness of interventions, and adapt strategies to better serve disadvantaged sub-populations.

Examples:

- Disaggregate data by race/ethnicity, allowing for a deeper understanding of how interventions impact different groups.
- Conduct analyses to understand who is and isn't benefitting from evidence-based interventions, identifying gaps in effectiveness and areas for improvement.
- Innovate data points for better demographics/synthesis, enhancing the ability to capture and analyze the nuanced impacts of interventions on various sub-populations.

4. Scalability and Accessibility

Addressing the challenges and strategies related to scaling up evidence-based interventions in a way that maintains their effectiveness while ensuring they are accessible to and inclusive of disadvantaged sub-populations.

Examples:

- Scale-up requires top-down and ground-up approaches, indicating the need for both strategic oversight and grassroots involvement in expanding evidence-based interventions.
- Examine barriers to accessibility and outreach, identifying and addressing obstacles that prevent disadvantaged sub-populations from benefiting from evidence-based interventions.
- Create program-specific approaches to disparities, suggesting that interventions may need to be adapted or designed specifically to address the unique challenges faced by different sub-populations.

Promote active partnerships between scientists, policy makers, practitioners, and community members, within and across systems.

1. Building Collaborative Frameworks and Communication Channels

This theme emphasizes the importance of creating structures and forums that facilitate open dialogue and information sharing among all stakeholders involved in prevention science.

Examples:

- Create a Summit to connect the sectors, providing a platform for diverse stakeholders to discuss, network, and plan collaborative efforts.
- Creation of an online forum or group to allow for continuous exchange of ideas, resources, and support across sectors.
- Host regular lunch sharing sessions and CREATE a WORKgroup with Regular meetings to maintain ongoing communication and partnership development.

2. Clarifying Roles, Goals, and Compensation

The focus here is on ensuring that all parties involved in partnerships have a clear understanding of their roles, the collective goals, and the importance of equitable compensation for community partners.

Examples:

- Clarify roles and expectations to prevent misunderstandings and ensure that each partner knows what is expected of them and what they can expect from others.
- Find the common goal for the focus, which involves identifying and uniting behind shared objectives that motivate and drive the collaborative effort.
- Equitably Compensate Community Partners, recognizing the value of their contributions and ensuring fair treatment and respect for their time and expertise.

3. Enhancing Accessibility, Trust, and Mutual Learning

Addressing the need for accessible communication, the building of trust among partners, and opportunities for mutual learning to enhance the effectiveness and impact of collaborations.

Examples:

- USE accessible + culturally-competent language to ensure that communication is inclusive and respectful of all partners' backgrounds and needs.
- Build trust by consistently demonstrating honesty, integrity, and respect in all interactions, which is foundational for successful collaboration.
- EMBEDDED studies allow for co-learning, highlighting the importance of designing research and interventions that facilitate mutual learning and benefit all parties involved.

4. Engagement, Incentivization, and Equity

This theme underscores the critical importance of actively engaging diverse partners, identifying incentives for collaboration, and addressing power differentials to ensure equity in partnerships.

Examples:

- Identify incentives to motivate and sustain engagement from various sectors, recognizing that different stakeholders may have different motivations for participating.
- Interrogate existing power differentials in partnerships to address and mitigate inequities that could hinder collaboration.
- Own historical nature of relationships and own responsibility for equity, acknowledging past issues and committing to equitable practices moving forward.

Encourage policy makers, practitioners, and community members to identify the types of evidence-based interventions that need to be created and scaled up.

1. Community Engagement and Inclusivity

This theme emphasizes the importance of directly engaging with communities to understand their unique needs, challenges, and the types of interventions that would be most effective and welcome.

Examples:

- Go out into the community, engage in dialogue, focus groups, and host events to gather direct input from community members.
- Hold seminars to learn from our community about our needs, emphasizing the importance of listening to and learning from the community's own perspectives.
- Engage family organizations and conduct community needs assessments to validate problems and barriers directly identified by the community.

2. Recognition of Diverse Evidence and Knowledge

Acknowledging and valuing the different types of knowledge and evidence that exist within communities, including experiential and cultural knowledge, to inform the development and scaling of evidence-based interventions.

Examples:

- Broaden what constitutes evidence to recognize expert and community knowledge, challenging traditional notions of evidence to include a wider array of insights.
- Use existing data to first identify whether the evidence-based interventions works for “that community,” ensuring interventions are tailored and relevant.
- Create opportunities for the community to define the problem to target, leveraging community knowledge to identify key issues and potential solutions.

3. Collaboration and Multi-Perspective Integration

Fostering collaborative efforts that bring together policymakers, practitioners, and community members to co-create and identify necessary evidence-based interventions, ensuring that interventions are comprehensive and multifaceted.

Examples:

- Form a network of community resource centers to facilitate ongoing collaboration and resource sharing among stakeholders.
- Identify key leaders and build relationships with them in various communities, ensuring a diverse range of perspectives are included in the conversation.
- Promote the use of collective impact approaches, which emphasize the power of working together across sectors and disciplines to address complex social issues.

4. Adaptation and Learning from the Community

Adapting interventions based on continuous feedback from communities and learning from both successes and failures to refine and improve evidence-based interventions.

Examples:

- Do not assume evidence-based interventions will work “the same” for everyone, highlighting the need for adaptability and customization of interventions.
- Feedback loops to ensure the programming is working, demonstrating the importance of iterative development and responsiveness to community feedback.
- How can we learn from failures and not just successes? underscoring the value of recognizing and learning from interventions that do not achieve the desired outcomes.

Expand youth participatory research opportunities in social and emotional learning (SEL) program development and delivery.

1. Youth Empowerment and Engagement

This theme emphasizes the importance of actively involving youth in the research process, recognizing them as valuable contributors with unique insights and perspectives.

Examples:

- INVITE YOUTH TO PARTICIPATE IN RESEARCH, highlighting the necessity of making youth active participants rather than passive subjects.
- Encourage co-authorship on anything you're writing, underscoring the value of recognizing youth as legitimate and capable contributors to academic and practical research.
- Trust youth to lead, demonstrating a commitment to empowering young people to take on leadership roles in research initiatives.

2. Diversity and Inclusivity

Acknowledging the importance of considering youth across all dimensions of diversity to ensure that SEL programs are reflective of and responsive to the varied experiences and needs of young people.

Examples:

- Consider youth across all dimensions of diversity, ensuring that programs and research initiatives are inclusive and representative.
- Reach out to diverse groups - advertise, stressing the need to proactively engage a broad and diverse range of youth participants.
- CREATE "MANY BANYAN" BRANCHES SPEAKING TO DIVERSE YOUTH, symbolizing the importance of creating multiple entry points and opportunities for engagement that respect and celebrate diversity.

3. Innovation and Adaptability

Focusing on the development of creative and flexible approaches to engage youth in participatory research, leveraging technology, and adapting methodologies to fit the interests and lifestyles of young participants.

Examples:

- TEACH A DESIGN COURSE TO TEENS TO DO THIS, suggesting innovative educational approaches to equip youth with the skills needed to actively participate in research.
- Leverage the use of tech & leadership, i.e., a 'platform', indicating the potential of digital tools to facilitate youth engagement in SEL research.
- Make it FUN and Make education entertaining, recognizing that engagement strategies must be appealing and relevant to young people's interests and ways of learning.

4. Collaboration and Partnership

Underlining the need for collaborative efforts between youth, researchers, educators, and community organizations to enrich the research process and enhance the relevance and impact of SEL programs.

Examples:

- WORK WITH COALITIONS TO ENGAGE YOUTH, advocating for partnerships with existing youth organizations and groups to leverage their networks and insights.
- Partner with teachers and find school partners to implement research study, highlighting the role of educational institutions as vital collaborators in youth participatory research.
- Utilize existing youth leadership groups / coalitions, emphasizing the value of tapping into established networks of engaged and motivated young people.

Increase school-based stakeholders' awareness of and demand for programs and practices that include mindfulness, compassion, and relational components.

1. Education and Professional Development

This theme emphasizes the importance of educating school-based stakeholders about the benefits of mindfulness, compassion, and relational programs through targeted professional development and curriculum integration.

Examples:

- Create Professional Learning Development (PLD) around the science of mindfulness and SEL to educate teachers and administrators.
- Offer school-based professional development sessions that train the school community to implement these interventions effectively.
- Increase preservice and in-service training to ensure that educators are prepared to incorporate these practices into their teaching.

2. Partnerships and Community Engagement

Focusing on building partnerships with organizations that specialize in mindfulness and SEL, as well as engaging the wider school and local community to foster support and understanding.

Examples:

- Partner with organizations that provide school-based mindfulness programs, leveraging their expertise and resources.
- Promote the programs through the community, creating a broader base of support and understanding of SEL's benefits.
- Engage school stakeholders first to see benefits, ensuring buy-in from the beginning of program implementation.

3. Evidence-Based Advocacy and Communication

- Utilizing data, research outcomes, and student testimonials to advocate for the adoption of mindfulness and compassion programs, highlighting their tangible benefits for students, educators, and the school community.

Examples:

- Pilot mindfulness effectiveness study and USE OF DATA STATS to present compelling evidence of the programs' impact.
- Share university research outcomes and student testimonials & success stories to demonstrate the effectiveness and benefits of these programs.
- Tailor "pitch" to address how SEL can address issues they care about (e.g., bullying, test scores), making the case for SEL programs relevant to stakeholders' concerns.

4. Student Involvement and Leadership

Recognizing and harnessing the power of student voice and leadership in driving the demand for and engagement with mindfulness and compassion programs within schools.

Examples:

- Sit with students. They'll drive it, acknowledging students' critical role in advocating for and benefiting from SEL programs.
- Students teach teachers about SEL & its benefits, facilitating a reciprocal learning environment where students and teachers learn from each other.
- Involve students in intervention delivery, empowering them as active participants in their own social and emotional learning journey.

Support the adults in systems that deliver social and emotional learning to students and children.

1. Professional Development and Continuous Learning

This theme highlights the importance of providing ongoing training and resources to adults, ensuring they have the skills and knowledge to effectively deliver SEL programs.

Examples:

- Offer Professional Development Credits for Engagement in Training to incentivize continuous learning and engagement with SEL content.
- Provide trauma-informed training to equip adults with the skills to support students who have experienced trauma.
- Facilitate access to Prevention Learning Portals and other online resources that offer training and support for educators in delivering SEL.

2. Systemic Support and Resource Provision

Emphasizing the need for systemic changes and tangible supports that make it easier for adults to integrate SEL into their work with children and students.

Examples:

- Create ready-made curricula that teachers can download and use, reducing the burden of developing SEL materials from scratch.
- Provide adults with mindfulness programs and mental health breaks to support their well-being, recognizing that adults' mental health is crucial for effective SEL delivery.
- Implement more rigorous ways to evaluate SEL capabilities, ensuring that adults have the necessary competencies to support SEL learning.

3. Mental Health and Well-being Focus

Focusing on the mental health and emotional well-being of the adults delivering SEL, acknowledging that their well-being is essential for the successful implementation of SEL programs.

Examples:

- Offer free mental health first aid training to educators and school staff to improve their ability to support both their mental health and that of their students.
- Create opportunities for staff to use mindfulness training and stress management techniques, emphasizing self-care and emotional regulation.
- Engage in strategies to identify SEL approaches that adults find appealing and beneficial for their own well-being.

4. Recognition and Incentivization

Recognizing and rewarding the efforts of educators and other adults involved in delivering SEL, providing incentives and acknowledgments for their dedication and hard work.

Examples:

- Increase teachers' salaries and provide stipends as a form of recognition for their efforts in delivering SEL.
- Offer district SEL training with certification or recognition for completion, valuing the professional development of educators.
- Write grants to help fund SEL programs for adults, securing financial resources to support their continued education and training in SEL.

The second prompt we gave to ChatGPT

Based on the questions and answers here, what are the four main directions you would recommend the PRC go in their efforts to improve prevention science and improve implementation of that science by policymakers in the communities they serve?

Here are the results...



Recommended directions for the Prevention Research Center

The Prevention Research Center (PRC) can leverage the insights from the questions and responses to chart a strategic path forward in enhancing prevention science and its implementation in communities. Four main directions emerge as pivotal for the PRC to consider:

1. Enhance Stakeholder Engagement and Collaboration

The responses underscore the importance of active and inclusive engagement with a diverse range of stakeholders, including policymakers, practitioners, community members, and especially youth. Collaborative efforts should prioritize:

- Building partnerships across sectors to broaden the reach and impact of prevention science.
- Developing platforms and forums for continuous dialogue and co-creation of solutions with communities and stakeholders.
- Emphasizing the involvement of youth in the design and implementation of interventions to ensure relevance and efficacy.

2. Foster Education and Capacity Building

A strong focus on education, professional development, and capacity building for all stakeholders involved in the delivery of evidence-based interventions (evidence-based interventions) is critical. This includes:

- Offering training and resources to educators, community leaders, and policymakers on the latest in prevention science and SEL practices.
- Providing continuous learning opportunities and support for adults delivering SEL, ensuring they have the skills and understanding to effectively implement these programs.
- Utilizing existing research and data to inform training materials and professional development programs.

3. Promote Innovation and Adaptability in Program Development

Innovation in the development and scaling of evidence-based interventions should be a cornerstone of the PRC's approach, with a focus on:

- Encouraging the use of technology and digital platforms to enhance the delivery and scalability of prevention programs.
- Developing flexible, adaptable program models that can be customized to meet the diverse needs of different communities and stakeholders.
- Investing in research to explore new areas of prevention science, including the integration of mindfulness, compassion, and relational components in SEL programs.

4. Strengthen Evidence-Based Advocacy and Policy Influence

To improve the implementation of prevention science by policymakers, the PRC should prioritize evidence-based advocacy and strive to influence policy at all levels of government. This entails:

- Utilizing data and evidence to advocate for the inclusion of prevention science in policy decisions and funding priorities.
- Working closely with policymakers to translate research findings into actionable policy recommendations.
- Engaging in public awareness campaigns to increase the visibility of prevention science and its benefits to communities.

By focusing on these directions, the PRC can enhance its efforts in prevention science, ensuring that evidence-based interventions are effectively implemented and adapted to meet the evolving needs of the communities they serve. Through stakeholder engagement, education, innovation, and advocacy, the PRC can significantly contribute to the advancement of prevention science and its practical application in improving public health and well-being.