

## EXAMPLE - ESTIMATING ESSENTIAL ELEMENTS OF PREVENTION STRATEGIES

# Teaching Skills

Practitioners can use this worksheet to consider the extent to which an approach fits a given context and actions that may increase fit.

Common essential elements		Why is it essential?	Example: A Healthy Relationships Program	Example: A Social-Emotional Learning Program
WHAT	Establish key messages and build knowledge	Program activities communicate key messages to increase knowledge and understanding of violence prevention.	Raise students' awareness about healthy and abusive dating relationships, dating abuse, and its causes and consequences.	Strengthen youth's interpersonal, emotional, and behavioral skills to help them deal with stress, anxiety, and peer pressure.
	Build violence prevention and positive behavior skills	Program activities teach skills that help prevent violence and promote positive behaviors.	Teach students skills and resources to help themselves or friends in abusive dating relationships and develop healthy dating relationships, including positive communication, anger management, and conflict resolution.	Build self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem-solving skills. Build a positive school climate to reduce violence and support academic success.
HOW	Use recommended teaching methods	Recommend specific teaching methods to reinforce concepts (e.g., lectures, group discussions, group projects, games, or role-play).	Teaching methods are interactive and engaging. Implementers use multiple, real-life examples to convey program messages.	Teaching methods are interactive and engaging and include opportunities to practice and reinforce skills. Daily activities promote use of skills and support behavior changes.
	Follow sequence and timing	Activities often build on each other, and approaches may recommend delivery for a specified time and completion of a minimum number of sessions.	Facilitators deliver 10 50-minute sessions designed to explore why people abuse, identify how to prevent dating abuse, and promote healthy communication and equal power in relationships. These activities are reinforced by a 45-minute school-wide play performed by students, a school-wide poster contest, and materials sent home to parents.	Implementers present lessons two to three times per week. Lessons focus on various domains in sequence to build upon each other and integrate concepts from previous lessons. Developmentally appropriate versions of the lessons are provided to each grade so that students continue to build skills over time.

Example: Estimating Essential Elements of Prevention Strategies  
**Teaching Skills**

Common essential elements		Why is it essential?	Example: A Healthy Relationships Program	Example: A Social-Emotional Learning Program
	Deliver in the ideal environment	Deliver in an environment that supports learning (e.g., quiet, safe, consistent place) to enhance participant outcomes.	Deliver sessions in a regular classroom where students can engage in group and individual work.	Deliver sessions in a regular classroom setting where students can engage in group and individual work.
	Deliver all essential content to meet program objectives	Many programs are designed to deliver specific content to ensure program fidelity.	Each session covers a specific topic related to peer and/or dating violence. Sessions typically include three overarching messages and related skills that define the minimum required content. The poster contest and parent materials are important in reinforcing the messages.	In addition to session content, teachers and other school personnel are trained on ways to monitor and manage behavior in the classroom and create a positive school climate. Parents are engaged through home activities and information.
<b>WHO</b>	Practitioner has specific skills and experience	Practitioners who use recommended teaching methods and are comfortable with content are likely to fully deliver a program and clearly convey messages.	Facilitators can maintain order and keep class on the topic and foster a safe, non-judgmental environment.	Facilitators can maintain order and keep class on the topic and foster a safe, non-judgmental environment. Facilitators receive training on how to deliver lessons effectively.
	Facilitators can maintain order and keep class on the topic and foster a safe, non-judgmental environment. Facilitators receive training on how to deliver lessons effectively.	A credible practitioner may increase participant content receptivity and motivate participants to apply newly learned skills.	Facilitators show genuine interest in participants' lives, relate to them, and commit to the students and program.	Facilitators show genuine interest in participants' lives, relate to them, and commit to the students and program.
	Practitioner/implementer values program messages, participants, and intended outcomes	A practitioner who values the program messages may communicate messages more clearly and enthusiastically to participants; this may also help establish credibility with participants.	Facilitators have a clear understanding of the themes and messages and are excited and enthusiastic about the material.	Facilitators have a clear understanding of the themes and messages and are excited and enthusiastic about the material.



Prevention strategy name:

Names of stakeholders completing worksheet:

Guiding questions		Estimated essential elements
<b>WHAT</b>	What messages will be communicated?	
	What knowledge will be increased?	
	What skills will be developed?	
	What behaviors will be changed?	
<b>HOW</b>	What are the recommended teaching methods?	
	How many sessions should be delivered, for how long, and over what period?	
	Will all essential content be delivered?	
	What setting and environment will best support learning?	
<b>WHO</b>	What skills and experiences will help facilitators clearly deliver essential content?	
	What other characteristics, like credibility with participants, values, and buy-in, will help a facilitator successfully deliver the prevention strategy?	