

Common Elements for Implementing Evidence-Based Practices in Children's Mental Health

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Background

- ❖ Implementation of EBP entails extensive planning, training, and quality assurance
- ❖ Involves a complex set of interactions between developers, system leaders, front line staff, and consumers



Little is known about which methods and interactions are most important for successful implementation

Observational Opportunity

- * Randomized implementation trial in CAL and OH
- * 53 Sites observed from Engagement through Competency
- * Span 3 Phases of Implementation
 - Pre-Imp, Implementation, Sustainment
- * Developed a Measurement Tool to measure
 - Rate of Implementation (Duration)
 - Thoroughness of Implementation (Proportion)
- * Stages of Implementation Completion
 - 8 Stages from Engagement to Competency
 - Activities within Stages



Stages of Implementation Completion (SIC)

8 Stages:

- Pre
1. Engagement
 2. Consideration of Feasibility
 3. Readiness Planning
- Imp
4. Staff Hired and Trained
 5. Adherence Monitoring
Established
 6. Services and Consultation
 7. Ongoing Services, Consultation,
Fidelity Monitoring, Feedback
- Sus
8. Competency (certification)

Involvement:

System Leader
System Leader, Agency
System Leader, Agency
Agency, Practitioner
Practitioner, Client
Practitioner, Client
System Leader, Agency,
Practitioner, Client

Activities Within Stages

- * Stakeholder Meetings
- * Readiness Calls
- * Trainings
- * Establishing QA systems
- * Participating in Consultation
- * Serving Clients



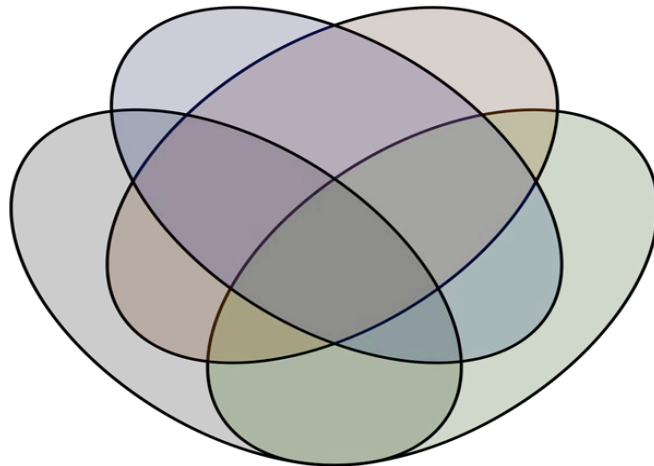
MTFC-SIC Utility

- * Reliably distinguish good from poor performers
- * Meaningful prediction of implementation milestones
- * Pre-implementation SIC behavior predicts successful program start-up
- * Pre-implementation SIC behavior predicts discontinuing program
- * Thus far, pre-implementation SIC behavior does not predict competency but does predict penetration



Adaptation

- * Can the SIC be adapted to other child mental health treatments?
- * Will similar utility be found?
- * Is there a universality in implementation?



Additional EBPs

SCHOOLS:

- * Camp-Cope-A lot: Computer Assisted Version of Coping Cat
- * CBITS

CHILD WELFARE:

- * KEEP

JUVENILE JUSTICE

- * MST



Included MTFC

Adaptation Process

- * Operationalize the Implementation Process
- * Do the 8 Stages Map Onto Their Process?
- * Identify the Implementation Activities that are Key to Defining Each Stage
- * Are there Implementation Activities that were Tracked as Essential but not Being Defined?



First Glance

- * Iterative Process
- * Retrospective Data
- * Early Stages of Adaptation, Modification, and Data Collection

PRELIMINARY

Universal Stages

- * All 5 Practices Agree on 8 Stages
- * Ordering of Activities within Stages Vary
- * Hypothesize Similar Implementation Behavior
 - * e.g. Many more sites drop out in Pre-Implementation, but if move into implementation they are likely to take it all the way through program start-up



Pre-Implementation Universality

No entirely unique items

Information about Program
Express Interest to Move Forward
Stakeholder Meetings
Referral Criteria Defined
Readiness Call/Questionnaires/Plan
Hiring Plan, Time-Line, Staffing

5/5 6 Universal Items Across

Initial Planning Contact
Identifying Program Champion

4/5 2 Items nearly Universal

3/5 4 Items with some level

Feasibility Questionnaire
Contract Review
Cost/Funding Plan
Recruitment of Ancillary Support Staff

2/5 1 Item only shared by 2 Pr

Communication Plan Review

Implementation Universality

No entirely unique items

5/5 7 Universal Items Across

Hiring/Filling Positions
Clinical Training
Initial Assignment to Consultant
Fidelity Monitoring Tools Established
First Client Served
Consultation Calls
Program Status Check

4/5 1 Item nearly Universal

Fidelity Check by Developer

3/5 3 Items with some

Agency/Provider Procedural Questionnaire
Supervisor Training
Site Visit/Booster Training

2/5 1 Item only shared by 2 Practices

Administrator-Developer Calls

Entering into Sustainment

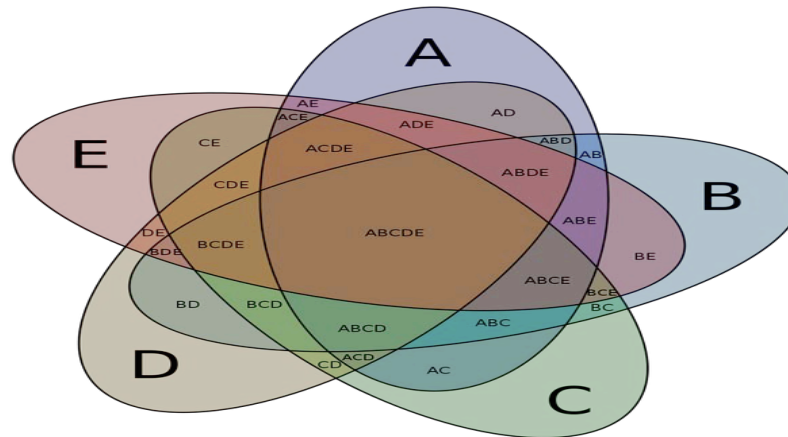
5/5 Practices have some method of assessing Program Outcomes

3/5 Practices have some form of Certification Process



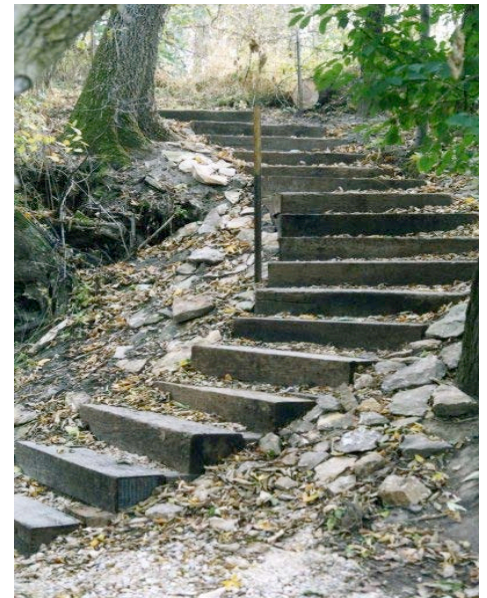
Conclusions

- * Might use different terms, but once operationalized, more similar than different
- * Common Elements Despite Very Different Practices
- * Some Differences found between School Setting and CW/JJ
- * Definitions vary somewhat for team versus individual interventions



Next Steps

- * Determine if the SIC operates the same way for these practices as it does for MTFC
- * Evaluate the SIC as a potential implementation intervention tool
- * Use of the SIC as a method for defining implementation



Thank You

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