B15 Selecting and Implementing Evidence-Based Practices for Children, Youth and Parents

Wednesday, June 13, 2018 1:30 - 3:00 p.m.

C15 Selecting and Implementing Evidence-Based Practices for Children, Youth and Parents (Repeat Session)

Wednesday. June 13, 2018 3:30 - 5:00 p.m.

Jared Martin

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Selecting & Implementing Evidence-Based Practices for Children, Youth, and Parents

Partnership for Well-Being Institute

June 15, 2018

Poll Question

What is your position type?

A) Direct services

B) Administrative

C) Mid-management

D) Leadership

E) Other

Poll Question

How familiar are you with the CEBC?

A) Very familiar

B) A little bit

C) Not at all

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Learning Objectives

Participants will be able to:

- Describe how the CEBC and how it evaluates research evidence,

- Effectively identify interventions for their target population using the CEBC website,

- Define the Exploration Phase of implementation and apply concrete steps to adopting a new intervention.

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The California Evidence-Based Clearinghouse

CEBC Mission

To advance the effective implementation of evidence-based practices (EBPs) for children and families involved with the child welfare system

Program Registry

Selecting & Implementing Programs

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Topics Currently on the Website

45+ topics are clustered in the following areas:

- Anger Management, Domestic Violence, and Substance Abuse
- Behavior Management and Parent Training
- Core Child Welfare Services
- Engagement and Parent Partnering Programs
- Mental Health
- Prevention and Early Intervention
- Support Services for Youth in CWS

CEBC Team

Chadwick Center for Children and Families
Rady Children's Hospital-San Diego

Charles Wilson, MSSW
Project Co-Director Director

Jennifer Demaree, MS
Content and Design Specialist

Chris Perkins
Project Analyst

Molly Duenow
Project Coordinator

John Landsverk, PhD
Scientific Director

Jennifer Rolls Reutz, MPH
Project Co-Director

Rhonda Williams, MA
Research Associate

Jared Martin, MA
Training and Implementation Specialist

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CEBC Advisory Committee

- California DSS - Child and Family Services Division

- County Child Welfare Departments

- County Welfare Directors Association of California

- California Child Welfare Training Organizations

- Public & Private Community Partners

- National Child Welfare Consultants

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The CEBC Scientific Panel

- **Richard P. Barth, PhD** - University of Maryland

- **Lucy Berliner, MSW** - Harborview Clinic for Sexual Assault & Traumatic Stress

- **Lauren Brookman-Frazee –** University of California, San Diego

- **Stan Huey, Jr., PhD** - University of Southern California

- **Laurel Leslie, MD, MPH** - Tufts University School of Medicine

- **Benjamin E. Saunders, PhD** - Medical University South Carolina

- **Haluk Soydan, PhD** - University of Southern California

- **Shannon Dorsey –** University of Washington

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Implementation Science Panel

- **Greg Aarons, PhD** - University of California, San Diego

- **Lauren Brookman-Frazee, PhD** - University of California, San Diego

- **Patti Chamberlain, PhD** - Oregon Social Learning Center

- **Larry Palinkas, PhD** - University of Southern California, School of Social Work

- **Sonja Schoenwald, PhD** - Medical University of South Carolina

- **Shannon Dorsey –** University of Washington

Question

What's the first thing you think of when you hear the term *evidence-based practices?*

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CEBC's Definition of EBP

Best Research Evidence

Best Clinical Experience

EBP

Consistent with Family & Client Values

- Programs that can be replicated with a manual and/or training

- Must be implemented with *fidelity* to achieve intended results

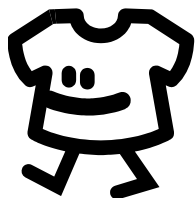- Programs have varying levels of supporting research evidence

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Which EBPs are you familiar with or use at your agency?
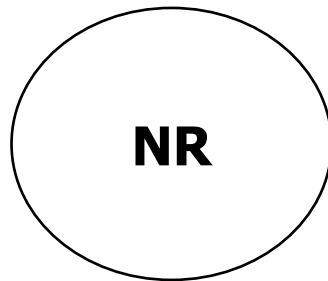
Important Concepts

Randomized Controlled Trial

Peer-Reviewed

Treatment Group Follow-up

Control Group Follow-up

Patients Random assignment

Compare results

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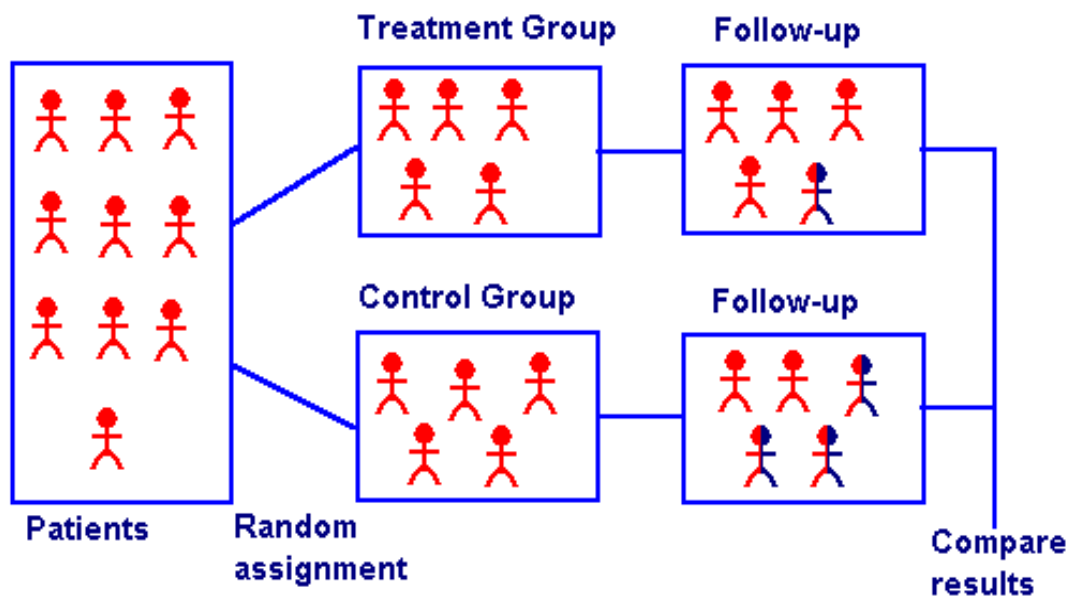
The CEBC Scientific Rating Scale

WELL-SUPPORTED ⟵⟶ CONCERNING

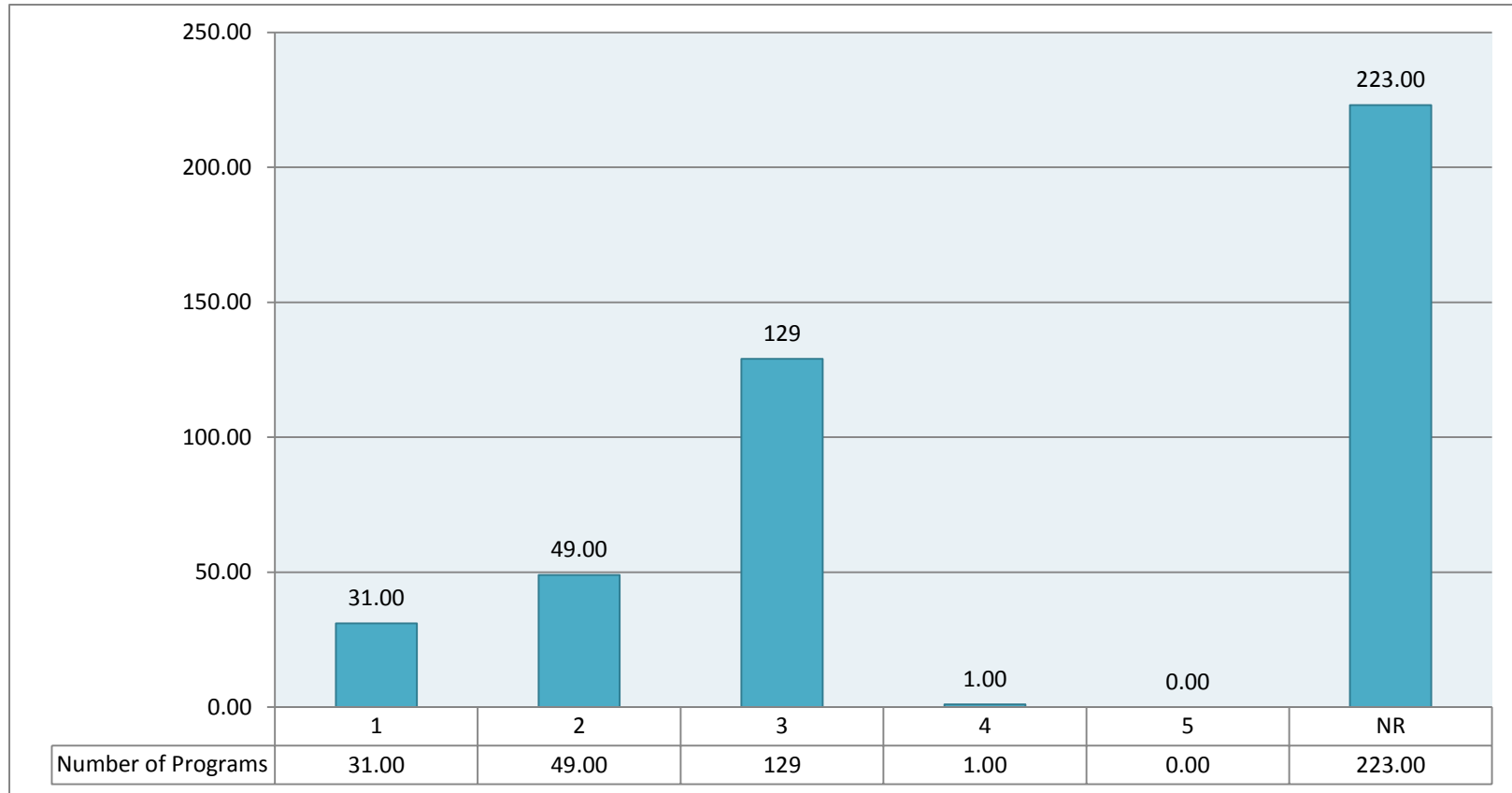Supported   Promising   No Effect

1   2   3   4   5
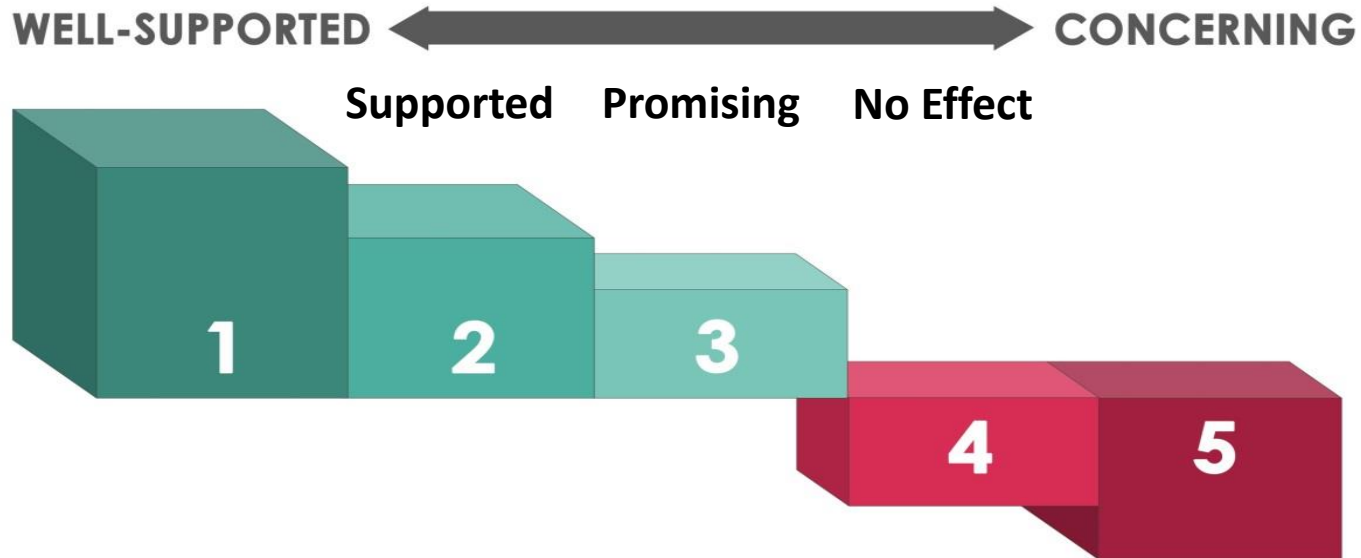
**NOTE:
NOT ALL PROGRAMS LISTED ON THE CEBC HAVE RESEARCH STUDIES**

NR

Not Able To Be Rated
- Has no research, or
- Research doesn't fit scale criteria

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Number of Programs by Rating

Number of Programs	1	2	3	4	5	NR
Number of Programs	31.00	49.00	129	1.00	0.00	223.00

Total= 433 programs as of March 2018

www.cebc4cw.org

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Important Considerations

- Look at the program's research & reference section
    - Programs rated a 3 may have multiple RCTs but no follow-up
    - Programs rated NR may have research that's non-peer reviewed

- Critically examine the components of the EBP itself
    - 1s or 2s have strong supporting research evidence but may not be a good fit for your organization
    - More on this later….

Strengths & Limitations

- Rating scale is **clear cut**

- Numbering system is **easy to follow**

- May **miss high quality research and null studies** by relying on published, peer-reviewed research

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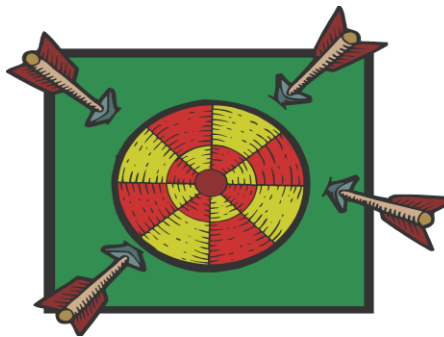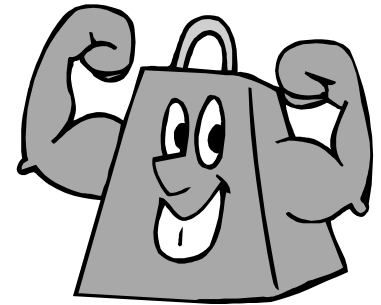
CEBC vs. Other Registries

- CEBC requires published, peer reviewed research

- CEBC requires post-intervention follow-up for top levels

- Focus on CWS specific programs

Selecting & Implementing Evidence-Based Practices

www.cebc4cw.org/implementing-programs/

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Information and Resources for Child Welfare Professionals

Home | **Program Registry** | **Implementation** | Find Programs

Tools & Resources | Implementation Guide | Implementation Examples

Home ‹

Selecting & Implementing Programs

The goal of the CEBC Selecting & Implementing Programs section is to provide guidance and resources about the implementation of Evidence-Based Practices (EBPs).

Tools & Resources

Guide to Selecting & Implementing EBPs

Implementation Examples

Research on implementation, both in child welfare and in related fields, is still in its early stages. The limited amount of existing implementation research in child welfare focuses on factors (e.g., research-practice partnerships, provider attitudes, technical assistance teams, organizational culture and climate) that facilitate or impede the implementation of EBPs.

Over the coming years, data from completed studies and studies currently under way will help to inform policy makers, agency directors, providers, and consumers about the best ways to facilitate implementation of evidence-based practice in real-world practice settings. Additional resources and information will continuously be added to this section of the CEBC website that will keep the consumer up-to-date on the emerging field of implementation.

What types of problems can agencies encounter when starting up an EBP?

EPIS Phases of Implementation

More info on the EPIS Framework:
http://www.cebc4cw.org/implementing-programs/tools/epis/
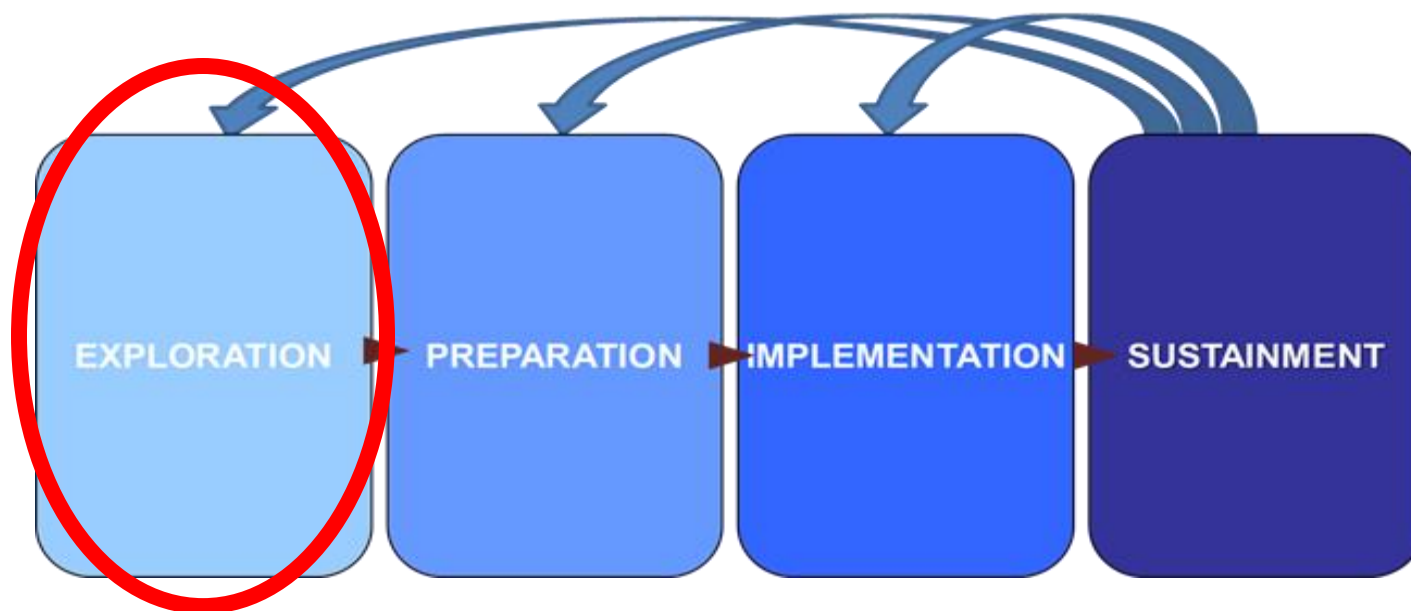
Why Careful Selection Matters

- The success and sustainability of an EBP begins with selecting the right one

- Negative consequences of adopting an inappropriate EBP

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Why Careful Selection Matters

Adopting a new program isn't always the answer:

1) Changes to internal processes

2) Expand existing effective programs that need more capacity

3) Develop an evidence base for an existing program that seems promising

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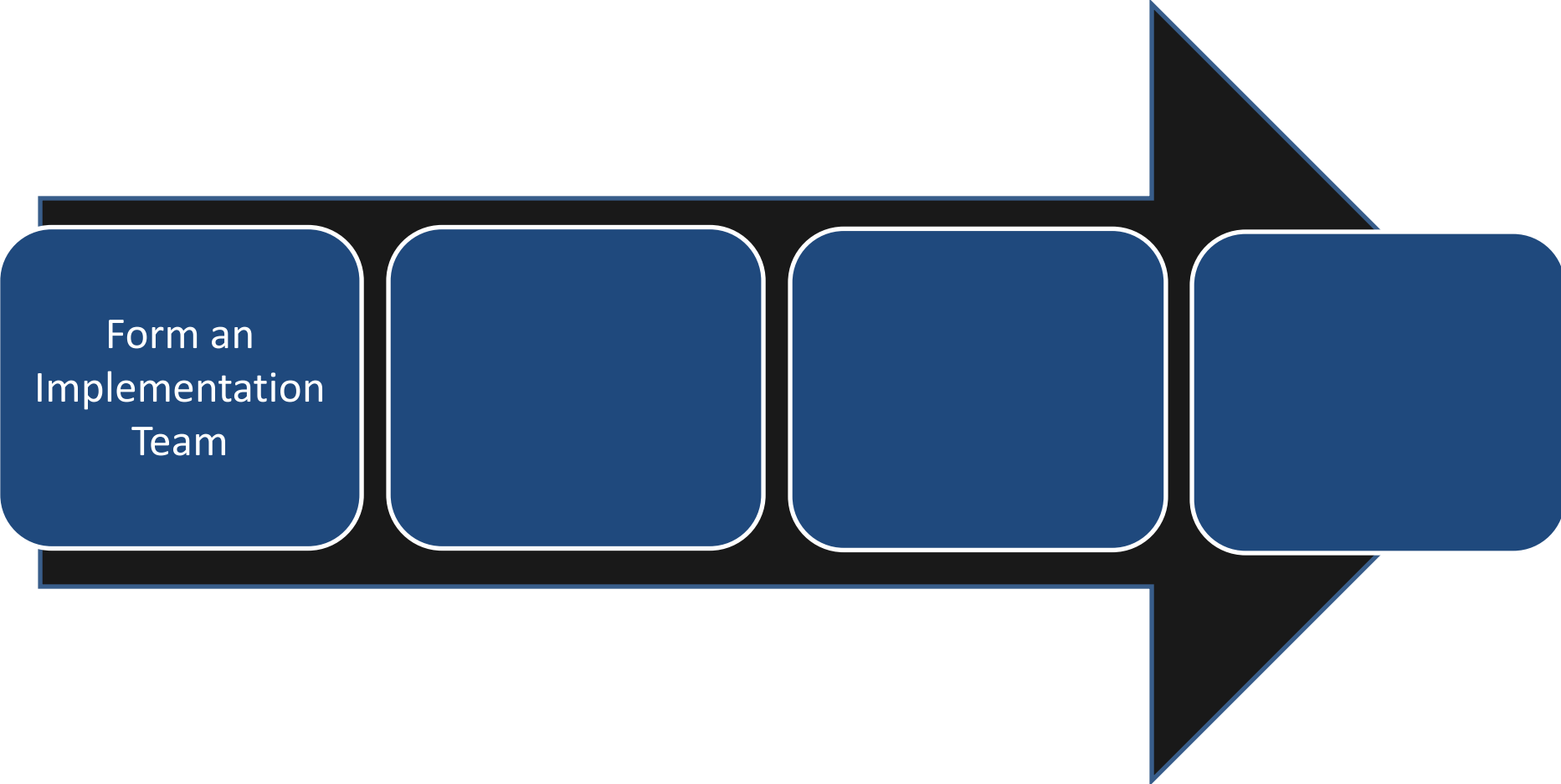THE CALIFORNIA EVIDENCE-BASED
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Key Steps in the Exploration Phase

- Form an Implementation Team

- Conduct a needs assessment

- Identify potential solutions

- Determine program fit

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Example from "County A"

- Mid-sized county

- Mix of rural and urban areas

- Placement disruption rates
- 18.9% FY 2014-2015
- 18.1% FY 2013-2014
- 21.5% FY 2012-2013
- All higher than state average and CFSR standard

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The Exploration Phase Tasks

Form an Implementation Team

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Implementation Teams

- Ensures purposeful, proactive, and effective implementation

- Members include:
  - Senior level administration
  - Managers
  - Content experts
  - Client representation
  - Others deemed appropriate throughout the process

- CEBC Tips for Implementation Teams
  - www.cebc4cw.org/files/CEBCTipsForImplementationTeams.pdf

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First Task for Team

- Explore the problems/areas to be addressed

- Narrow the focus
  – Where to begin?
  – How much can we cover at once?

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The Exploration Phase Tasks

Form an Implementation Team

Conduct a Needs Assessment

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Conducting a Needs Assessment

Use data to examine the issues:

- Existing organizational data sources

- Collect new data as needed
  - Surveys
  - Focus groups
  - Chart reviews

Identifying & Clarifying the Problem Areas

- Identify key aspects
  - Target population demographics
    - Other co-occurring problems
    - Treatments already offered
  - Time frames
  - Locations

- Use root cause analysis as needed

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Ask Why 5 Times

Why do the placements disrupt? Parents give 7-day notice stating they can't handle youth's bx

Why? Usually, a precipitating incident - an argument, rule infraction, school suspension

Why? Youth have on-going histories of bx problems and conflict over rules/expectations

Why? Many of these youth have received or are receiving mental health services

Why? Externalizing bx disorder the most common diagnostic group

Partner Activity

Face back-to-back with your partner

I will read a true/false question out loud

Use your arms to make a "T" for True or "X" for False

Then quickly turn around to show your answer

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True or False

If a program is listed on the CEBC it means that the program is "evidence-based"

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True or False

The EPIS framework stands for *Examine, Plan, Initiate, & Support*

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True or False

A solution to a clinical or service problem doesn't always require the addition of a new program

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True or False

A similar agency to your own has been successful using Parent-Child Interaction Therapy (PCIT). That means PCIT is guaranteed to work for your agency

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True or False

An Implementation Team is formed during the Exploration Phase of the EPIS Framework

The Exploration Phase Tasks

| Form an Implementation Team | Conduct a Needs Assessment | Identify Potential Solutions | |

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Identifying Potential Solutions

If the decision is made to adopt a new program, identify key terms that describe what you are looking for:

"Child"

"Placement Disruption"

"Externalizing Problems"

"Adolescent"

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The Exploration Phase Tasks

Form an Implementation Team → Conduct a Needs Assessment → Identify Potential Solutions → Determine Program Fit

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Determine Program Fit

- Ease of Use
- External Compatibility
- Financial Considerations/ Relative Advantage
- Internal Compatibility
- Knowledge Requirements

- Match of Skill Set
- Observability of Benefits
- Reinvention/ Adaptability
- Risk
- Training/Support
- Trialability

Greenhalgh et al., 2004.

Detailed info on each domain:
http://www.cebc4cw.org/files/CEBCSelectionGuideEBPSChildWelfare-onlinelinked-E7.pdf

Working with Program Developers

- Working with Program Developers
  - Questions about research
  - Implementation requirements
  - Someone you can collaborate with?

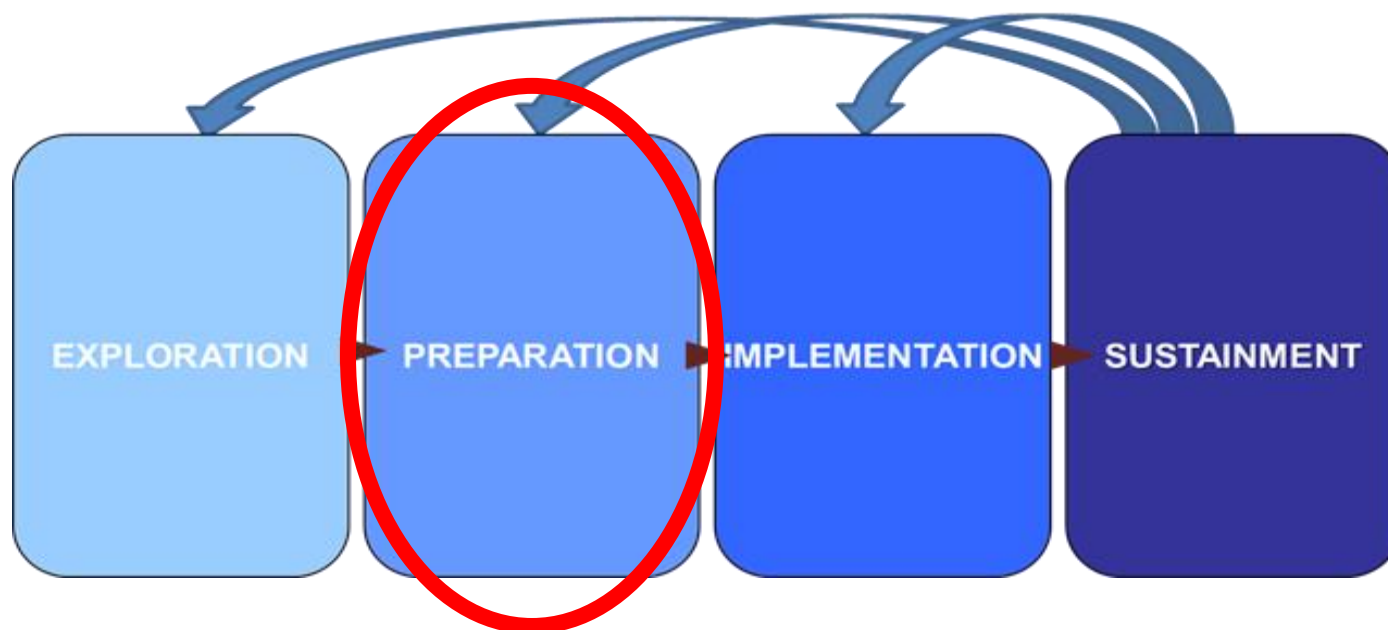- Developer contact information available in the CEBC program registry

Create a Written Summary

- Document how the team came to its decision

- Create a plan with next steps

- Secure leadership buy-in
  - Overlap with Preparation Phase

EPIS Phases of Implementation

EXPLORATION → PREPARATION → IMPLEMENTATION → SUSTAINMENT

More info on the EPIS Framework:
http://www.cebc4cw.org/implementing-programs/tools/epis/

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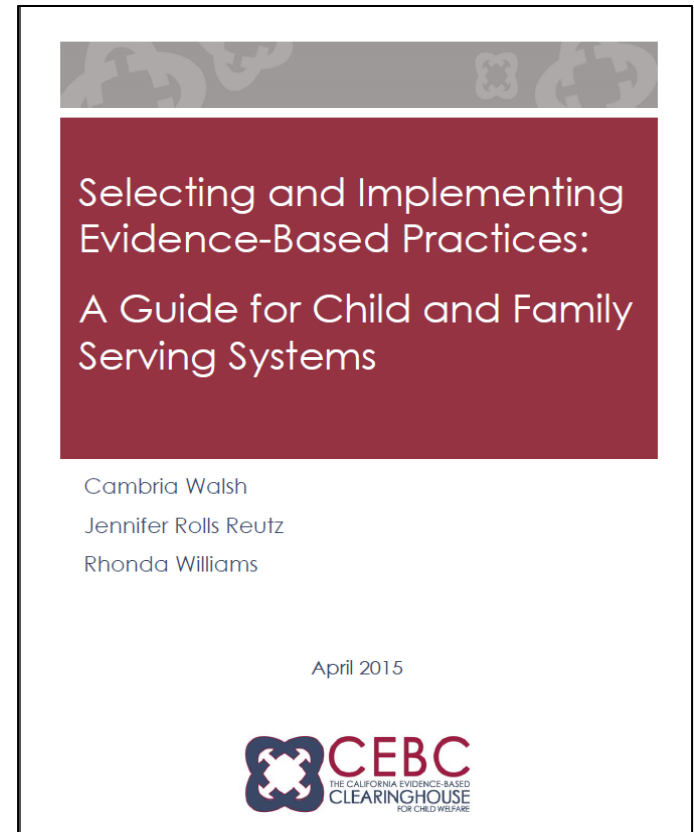www.cebc4cw.org

Key Steps in Preparation Phase

- Ensure leadership buy-in
- Develop an implementation support system
  - Contract out services
- Identify viable funding streams
- Develop timetables

Contracting Out New Services

- Request for Proposals should:
  - Outline data-driven needs assessment process
  - Detail criteria for what constitutes "evidence-based"
  - Require quality improvement mechanisms
- Sustainability Planning
  - Collaboration among services providers & academic researchers
  - Protections against external system changes

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The CEBC Selection & Implementation Guide

- Detailed information on each implementation phase

- Extensive technical assistance materials

- Relevant real world examples

Selecting and Implementing Evidence-Based Practices:

A Guide for Child and Family Serving Systems

Cambria Walsh

Jennifer Rolls Reutz

Rhonda Williams

April 2015

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Download at:
http://www.cebc4cw.org/implementing-programs/guide/

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