SEEING THE WHOLE ELEPHANT
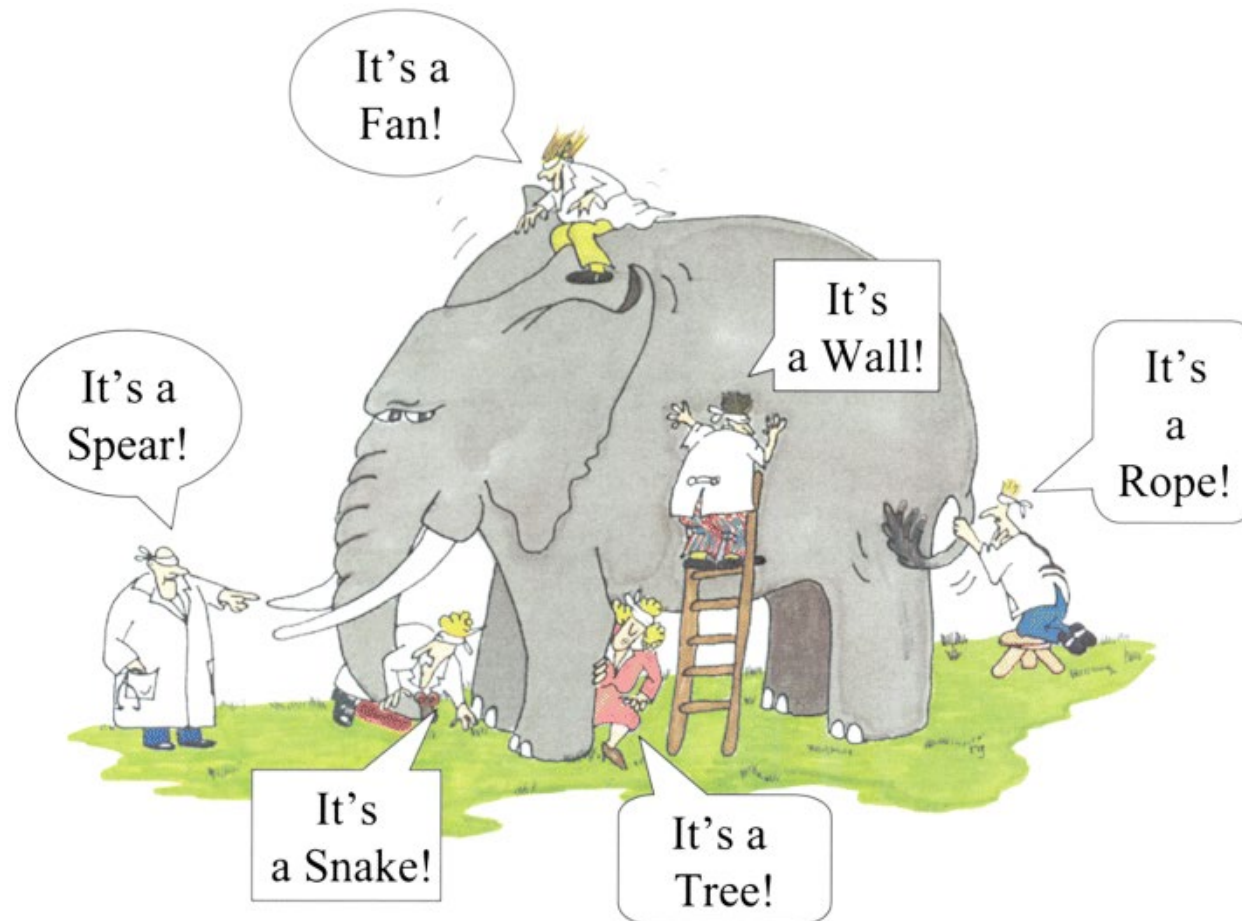
ACCELERATING UNDERSTANDING OF WHAT WORKS THROUGH FIDELITY ASSESSMENT, PROGRAM EVALUATION, AND IMPLEMENTATION RESEARCH

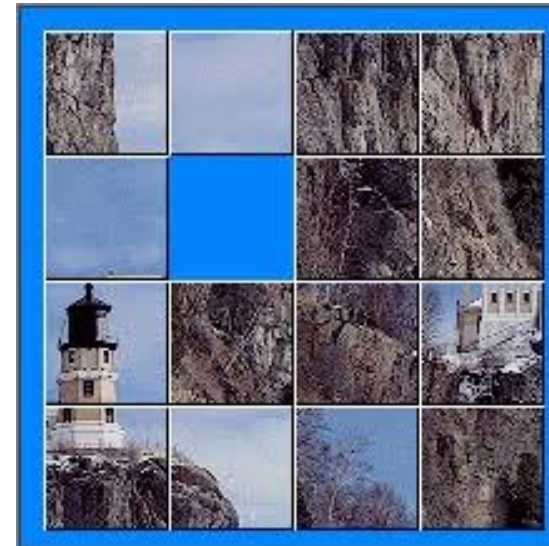April Allen, PhD, MPA
Resilient Futures LLC

Nancy Hafer, MS
Northern California Training Academy

Alison Book, LCSW
Northern California Training Academy

LET'S START WITH A PARABLE…

THE ELEPHANT AND CQI

IN ORGANIZATIONS WITH LIMITED TIME AND MONEY, WHY IS IT IMPORTANT TO SYSTEMATICALLY BUILD EVIDENCE?

- For emaxlpe, it deson't mttaer in waht oredr the ltteers in a wrod aepapr, the olny iprmoatnt tihng is taht the frist and lsat ltteer are in the rghit pcale. The rset can be a toatl mses and you can sitll raed it wouthit pobelrm.

- SIMIL4RLY, Y0UR MIND I5 R34DING 7HI5 4U70M47IC4LLY WI7H0U7 3V3N 7HINKING 4B0U7 I7.

WHAT'S THE HARM?

(OKAY, WE CAN TAKE IT DOWN A NOTCH…BUT ONLY SLIGHTLY)

SESSION OVERVIEW

- Tools to build evidence in child welfare

- Case Study: Safety Organized Practice

- Activity: action plan to build evidence
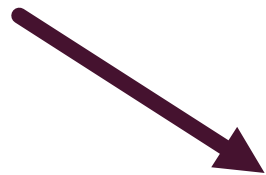
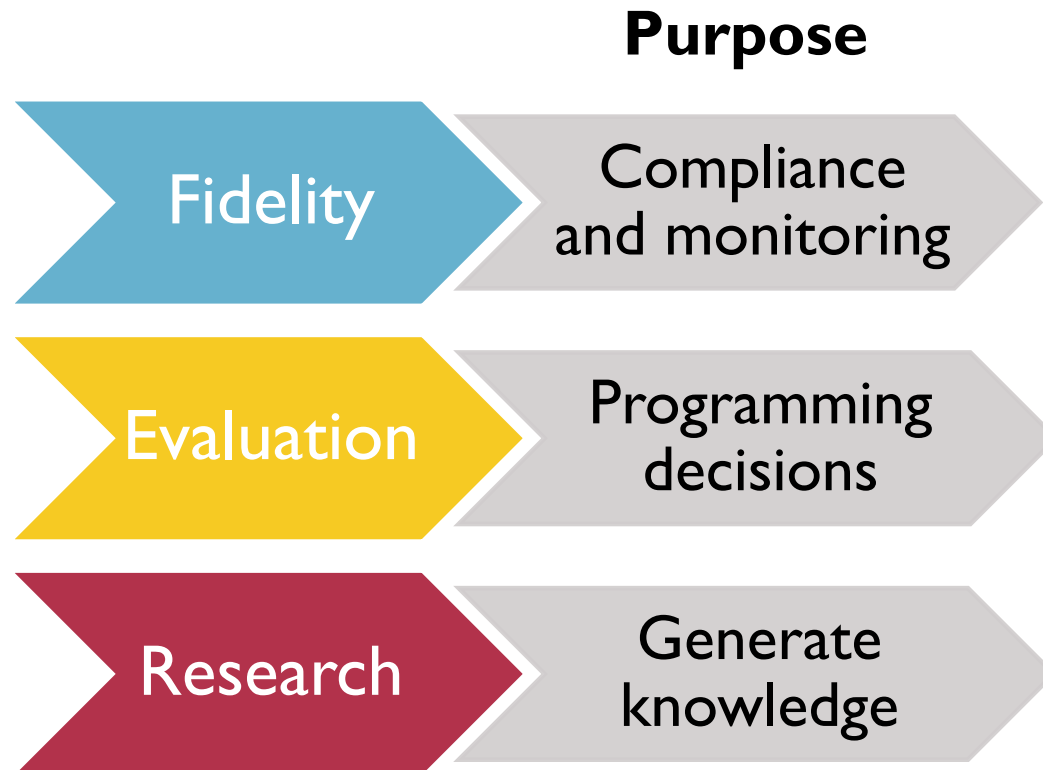- Interpreting and applying evidence

APPROACHES TO BUILDING EVIDENCE

THREE DIFFERENT APPROACHES…

- Fidelity monitoring
- Program evaluation
- Research

- What is the purpose?
- Who is leading the activity?
- When is it occurring?

DIFFERENCES BETWEEN APPROACHES

Purpose

Fidelity	Compliance and monitoring
Evaluation	Programming decisions
Research	Generate knowledge

DIFFERENCES BETWEEN APPROACHES

	Purpose	Leader
Fidelity	Compliance and monitoring	Manager/ Monitor
Evaluation	Programming decisions	Evaluator
Research	Generate knowledge	Researcher

DIFFERENCES BETWEEN APPROACHES

	Purpose	Leader	Timing
Fidelity	Compliance	Manager/ Monitor	Now
Evaluation	Assess worth or effectiveness	Evaluator	Now and Later
Research	Generate knowledge	Researcher	Later and Now

SAFETY ORGANIZED PRACTICE:
A CASE STUDY

REMEMBER OUR ELEPHANT?

If we only "train and hope"…

THE VERY FIRST STEP…

ACTIVE IMPLEMENTATION:
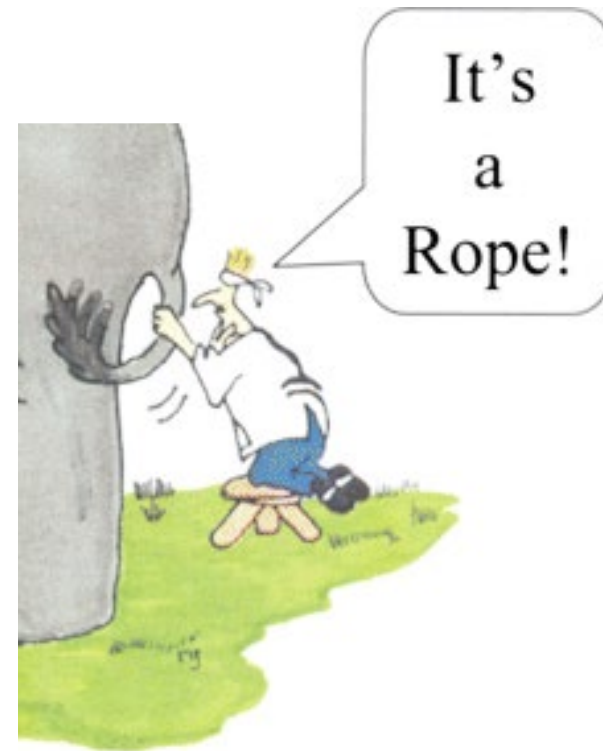## FOCUS ON BOTH PEOPLE & ORGANIZATIONS

"Usable Intervention" **×** Training and Coaching AND Organizational Structures, Processes, Leadership **=** Supportive and Efficient Child & Family Service Systems **+** Improved safety, permanency & wellbeing for children, families, communities
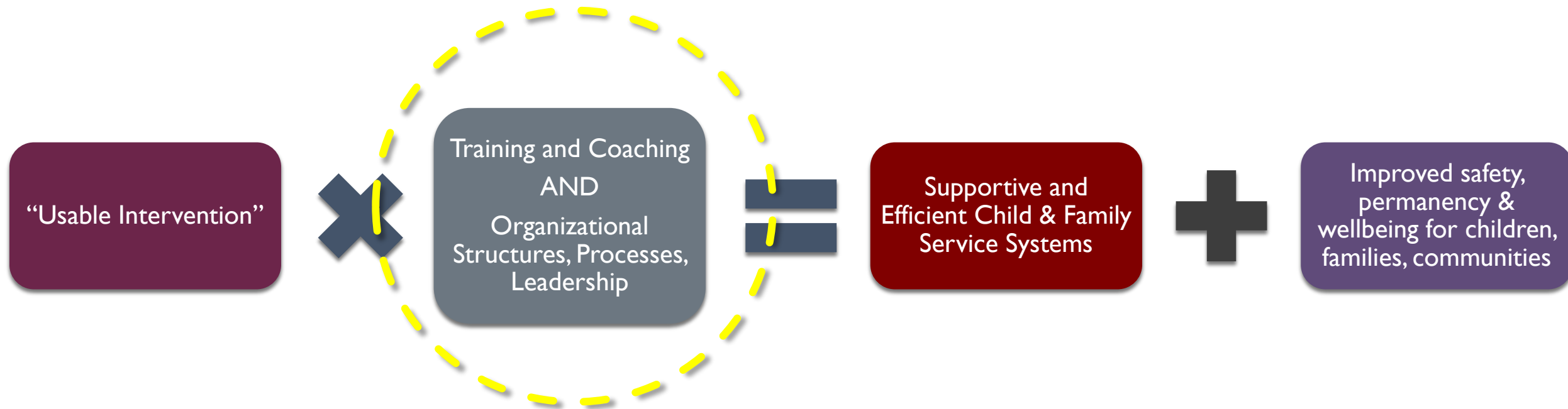
Make "it" teachable, learnable, doable, assessable, and repeatable in practice

THE **IMPACT** CENTER at FPG — Building Capacity for Stronger Systems and Communities

UNC FPG CHILD DEVELOPMENT INSTITUTE

CALIFORNIA CHILD WELFARE — CORE PRACTICE MODEL — *A Guiding Framework for Child Welfare Practice*

CFPIC | Child & Family Policy Institute of California

Stage	Definition
1. Exploration	Creating an Implementation Team; assessing readiness for implementation; building readiness as needed.
2. Installation	Initial training; establishing tools to assess fidelity; ensuring access to materials and equipment; updating tools and templates; revising policies and procedures; etc.
3. Initial Implementation	Practitioners are attempting to use newly learned skills in the context of an organization that is just learning how to change to support the new ways of work.
4. Full Implementation	50% or more of staff are using the practice with fidelity and good outcomes. Now the standard ways of work.

Adapted from the National Implementation Research Network (NIRN)

PERFORMANCE ASSESSMENT (FIDELITY)

National Implementation Research Network (NIRN)
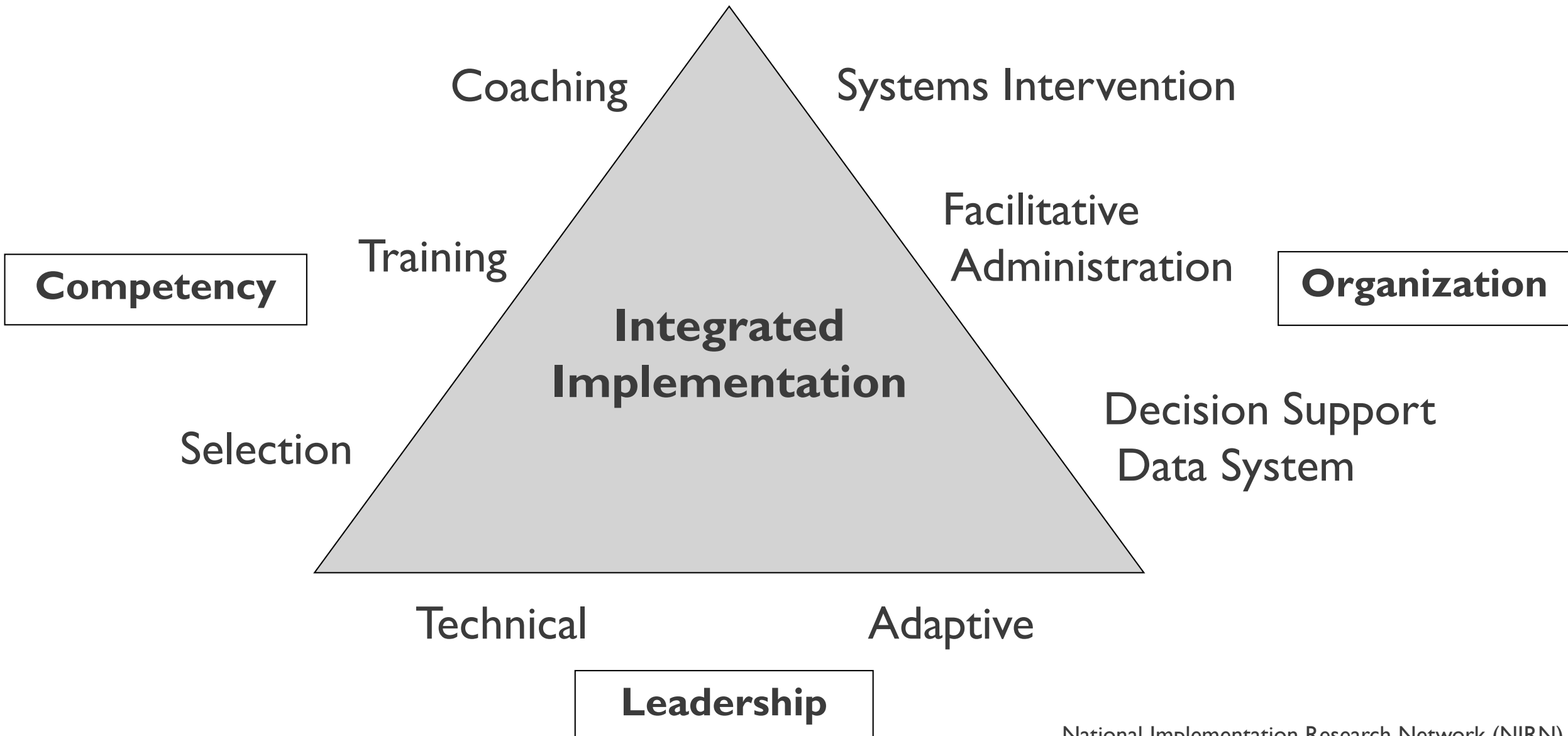
COMPETENCY DRIVERS

SELECTION	TRAINING	COACHING
• Selecting staff to implement first • Selecting implementation teams, trainers, coaches, evaluators	• Imparting knowledge/skills related to the practice • Teaching new ways of work • Lecture, demonstration, behavioral rehearsal	• Supporting after training to translate to practice • Expanding on knowledge and skills from training • Imparting "craft" knowledge (i.e., ethics, engagement, managing work flow) • Emotional and personal support

ORGANIZATIONAL DRIVERS

SYSTEMS INTERVENTION

- Support from management and leadership
- Creation of organizational culture and policies that support new practice

FACILITATIVE ADMINISTRATION

- Support for eliminating system barriers (caseload sizes, worker safety, communication, process barriers)
- Creating a hospitable environment for practitioners to engage in new practice

DECISION-SUPPORT DATA SYSTEM

- Guiding practice based on data and CQI
- Evaluating fidelity of practice
- Providing feedback loops so adjustments can be made as needed

20

LEADERSHIP DRIVERS

TECHNICAL	ADAPTIVE
• Addressing issues of time, funding, equipment, etc. • Timely responses to issues where the problem is clear and there is agreement about how to solve it	• Leadership for complex issues that lack clear or easy solutions • Convening groups to identify problems, arriving at consensus regarding how to approach a solution • Addressing systems issues or issues that lack a technical solution

DELIBERATE ATTENTION TO IMPLEMENTATION FACTORS?

YES	NO
80% 3 Years	14% 17 Years

(Fixsen, Blase, Timbers, & Wolf, 2001)

(Balas & Boren, 2000; Green, 2008)

(Saldana & Chamberlain, 2012)

22

IMPLEMENTATION PROCESS AND OUTCOMES (E.G.)

What do you want to know?	Dimension of Implementation
Is training happening? When? With whom? Is training addressing essential components?	*Provision* of implementation support *Quality* of implementation support
Are workers participating in coaching? Are workers satisfied with coaching? Are worker skills improving after coaching?	*Provision* of implementation support *Quality* of implementation support *Outcome* of implementation support
Are SOP tools being used within defined timeframes and in the intended ways?	*Fidelity* – "adherence" to approach
Are families interacting with broader circles of natural supports? Are families feeling more engaged?	*Proximal child and family outcomes – the experience of children and families in the intervention*

23

Adapted from the University of North Carolina Frank Porter Graham Impact Center

IMPLEMENTATION PROCESS AND OUTCOMES

What do you want to know?	How are you going to know it?
Is training happening? When? With whom? Is training addressing essential components?	*Counts from training delivered* *Review of objectives/activities; pre-post survey of knowledge change by key content*
Are workers participating in coaching? Are workers satisfied with coaching? Are worker skills improving after coaching?	*Counts from coaching logs* *Coaching survey for workers* *Observational assessments*
Are SOP tools being used within defined timeframes and in the intended ways?	*Case record reviews; other data entries*
Are families interacting with broader circles of natural supports? Are families feeling more engaged?	*Case record reviews* *Family questionnaire*

Adapted from the University of North Carolina Frank Porter Graham Impact Center

NOW THAT WE'VE IMPLEMENTED…

HOW DO WE KNOW IT'S HAPPENING?

SOP SUPERVISOR CHECKLIST

Gathers feedback from supervisors on their workers' current level of mastery of the skills and behaviors that are the hallmark of SOP

Principles of Safety-Organized Practice (SOP): Supervisor Checklist

This survey asks questions related to practice indicators for SOP. Please select the rating that best fits the practitioner's way of working with families overall, including every individual in that family. You are asked to rate the practitioner on a scale of 0 to 3, from "Never practicing this way" to "Consistently practices this way in a range of contexts."

Never	Emergent Practice	Accomplished Practice		Distinguished Practice		Not Applicable
Practitioner does not implement skill or abilities in any context.	Building skills and abilities and creating an infrastructure to do so. Additional support may be needed to apply the behaviors and skills needed.	Practitioner is able to apply skills and abilities independently but in a limited range of settings and contexts.		Practitioner applies skills and abilities independently and consistently in a wide range of settings and contexts, while continuing to grow and improve.		Current position does not permit practitioner to demonstrate this skill or ability.
0	1 2 3	4 5	6	7 8	9	N/A

	Never	Emergent		Accomplished			Distinguished			N/A
1. Practitioner considers his/her own assumptions and beliefs and how they influence interactions with children and families, working actively to recognize and mitigate his/her biases.	0	1	2	3	4	5	6	7	8	9	N/A
2. Practitioner inquires about families' cultural identities, resources, supports and needs.	0	1	2	3	4	5	6	7	8	9	N/A
3. Practitioner uses solution-focused questions as a primary engagement strategy; i.e., exception questions to explore what has worked in the past, position questions to help people see others' perspectives, coping questions to elicit adaptive strategies, and scaling questions to assess feasibility of safety plans and case plans.	0	1	2	3	4	5	6	7	8	9	N/A
4. Practitioner strategically utilizes Motivational Interviewing to navigate through "resistance," develop discrepancy when there is a gap between current and desired behavior, and increase internal motivation for change.	0	1	2	3	4	5	6	7	8	9	N/A
5. Practitioner shares openly, directly and transparently the worries of Child Welfare Services in clear, simple and behaviorally-specific	0	1	2	3	4	5	6	7	8	9	N/A

SOP PRACTICE PROFILES

Define the gradual progression of skill acquisition as a practitioner integrates a particular practice into their work

1. Safety Mapping

2. Integrating the Child's Perspective

3. Harm & Danger Statements

4. Safety Planning

5. Safety Networks

6. Safety Goals

	Emergent Practice Built Infrastructure and Now Using	**Accomplished Practice** Gaining Consistency and Collaborating	**Distinguished Practice** Innovating and Sustaining
	\multicolumn{3}{c}{**Safety Mapping**}		
	\multicolumn{3}{l}{**Safety Mapping** is a process of dialogue and inquiry designed to help social workers, families and extended networks work together to surface the different aspects of danger and safety present in the family and move toward group agreements about what needs to happen next to ensure the safety of the child.}		
Purpose	Describes Safety Mapping as a tool to organize information about danger and safety into three categories: • What are we worried about? • What's working well? • What are the next steps?	Describes Safety Mapping as • A tool to organize information about danger and safety into an assessment and planning process that maps the harm, danger, complicating factors, and existing safety and strengths. • A collaborative tool used with families and their network to develop a relationship of trust and gain their perspective on the events that brought CWS into their lives and to help them reach their goals. • An approach to assessment and safety planning that focuses the conversation, assessment and planning on child safety and the impact of the caregiver's actions. Displays an integration of mapping with other decision support tools (i.e., SDM) to develop rigorous Safety Goals and Safety Plans.	Everything in Accomplished Practice, plus: Describes safety mapping as a process of building shared understanding and agreement among all stakeholders re: the danger, safety, and risk to the child.

SOP CASE REVIEW

Team-based, on-site review process that evaluates depth and rigor of SOP practice and implementation

WORKER INTERVIEW – COUNTY OF ▯

Worker Name: ▯	Unit/Program: ▯	Time with Agency: ▯ Time as CWS Social Worker: ▯
Reviewer: ▯	Review Date: ▯	Supervisor Name: ▯

Ideally before beginning the case file review, conduct an interview with the worker. Ask the following questions:

PART I: GENERAL USE OF SOP

1. How do you define Safety Organized Practice for yourself in your work? ▯

2. How long have you been using the Safety Organized Practice model? ▯

3. What type of training have you received in SOP? ▯

4. On a scale of 1 to 10, with 1 being "Beginner" and 10 being "Expert," how would you rate your current skill in using Safety Organized Practice?

Beginner 1	2	3	4	5	6	7	8	9	Expert 10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. You gave yourself a number ▯ on the last question. How did you arrive at this number? ▯

6. If your skill level in SOP increased from a ▯ to a ▯ *[one number higher than they said]*, what would your practice look like? ▯

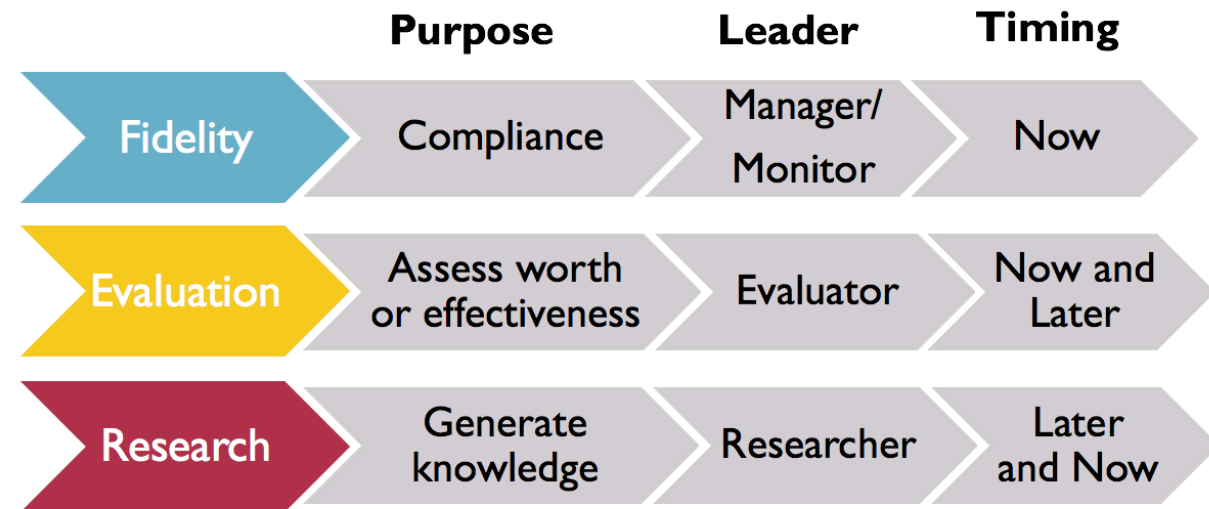7. What SOP tools and strategies do you use most often in your daily work? ▯

ACTION PLAN

CONSIDERING YOUR ORGANIZATION…

- Think of one initiative or program that you have implemented.
  - What parts of the "elephant" are you capturing with fidelity monitoring, evaluations, or research?
  - Where are the opportunities to build evidence?
  - What is one short-term step you can take to collect new data or integrate/analyze existing data?

	Purpose	Leader	Timing
Fidelity	Compliance	Manager/ Monitor	Now
Evaluation	Assess worth or effectiveness	Evaluator	Now and Later
Research	Generate knowledge	Researcher	Later and Now

APPLYING AND INTERPRETING EVIDENCE

THE WAY EVIDENCE IS COLLECTED AND ANALYZED LIMITS THE WAYS IT CAN BE USED.

REMEMBER SOP?

RESEARCH QUESTIONS AND PURPOSE

- Does coaching affect self-reported worker empowerment/motivation and the quality of child welfare practice (including Safety Organized Practice)?

- Does coaching affect supervisory skills and abilities, as well as the quality of supervision received by workers?

- Does coaching affect implementation of Safety Organized Practice at the county level?

METHODS

- Hybrid effectiveness-implementation design

- Mixed methods:

  - Secondary data analysis of evaluation surveys

  - Retrospective Qualitative interviews (n=8) and focus groups (n=2)

  - Total respondents: n=21

CONSIDER THE SOURCE:

- Fidelity monitoring: coaching activity tracker, SOP case review
- Program evaluation: learner and county-level satisfaction surveys
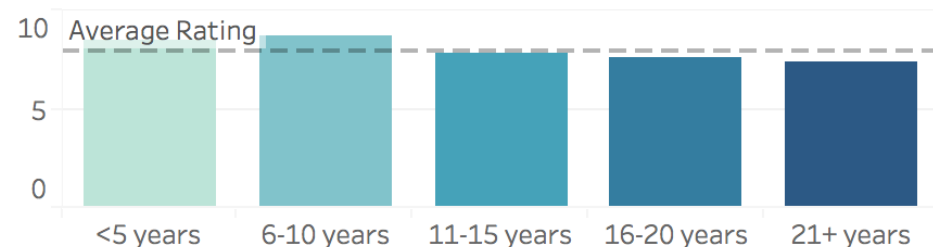- Implementation research: interviews/focus groups

RATING OF COACHING EXPERIENCE: TAKE I

On a scale of 1-10, with 10 being extremely helpful to your growth as a child welfare practitioner and 1 being not helpful at all, what is your overall impression of your coaching experience?
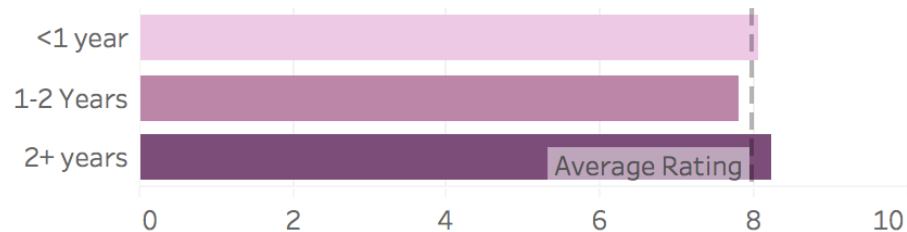
Ratings by Role

Ratings by CW Experience Level

Ratings by Length of Coaching Relationship

Note: N=151, though valid responses to individual questions vary slightly due to missing or incomplete responses. Surveys administered to learners were anonymous, so individual learners may be represented multiple times within the sample (representing different coaching sessions).
Data source: Northern California Training Academy, Coaching Learner's Survey

RATING OF COACHING EXPERIENCE: TAKE 2

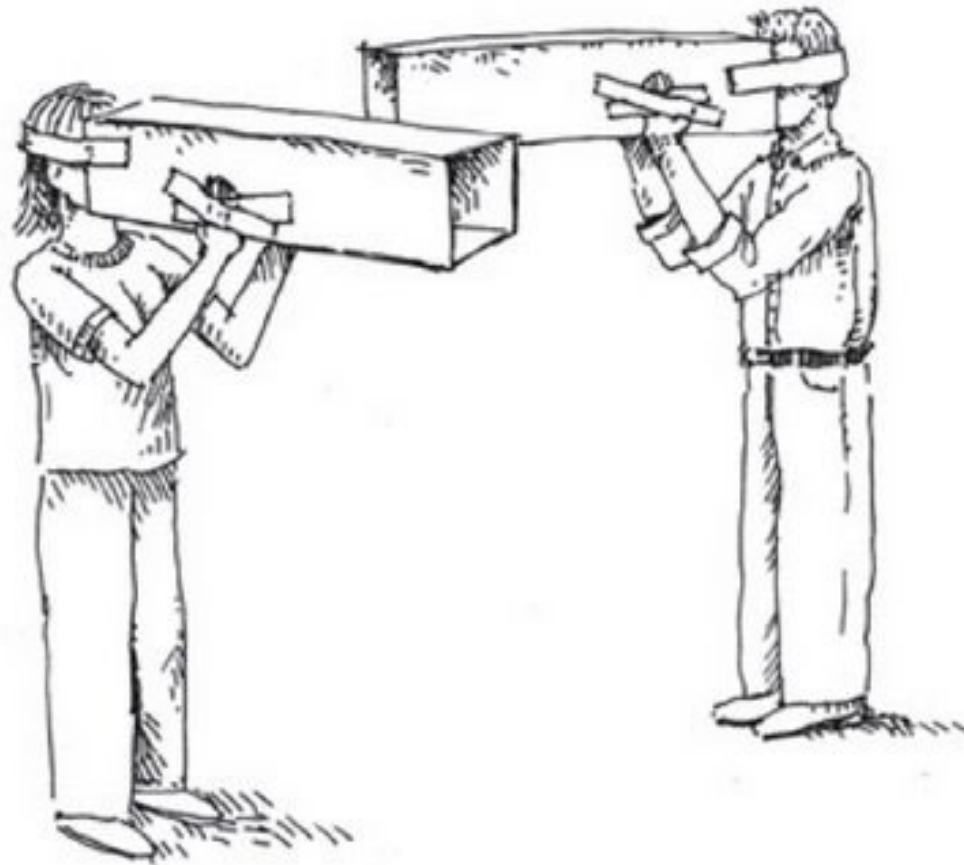Figure 7: Specific Ratings by Learners, by Coaching Duration

(Scale of 1-5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree")

Coaching History
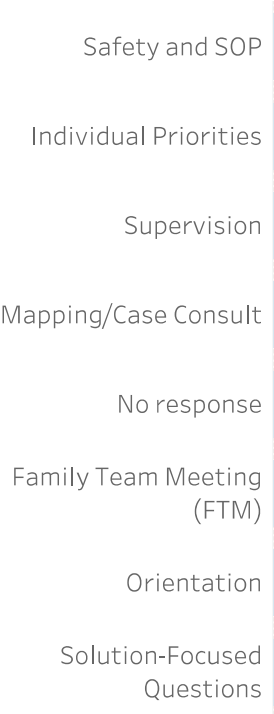
■ <1 year   ■ 1-2 Years   ■ 2+ years

s within the sample (representing different coaching sessions)...
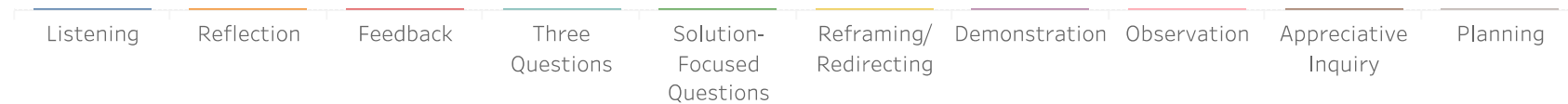
TAKEAWAY: THE WAY YOU ASK A QUESTION MATTERS!

WHEN CAN YOU COMBINE AND COMPARE DATA ACROSS SOURCES?

Figure 3: Learner Report of Topics Covered in Coaching Sessions

Safety and SOP

Individual Priorities

Supervision

Mapping/Case Consult

No response

Family Team Meeting (FTM)

Orientation

Solution-Focused Questions

demy, Coaching Learner's Survey

WHEN CAN YOU COMBINE AND COMPARE DATA ACROSS SOURCES?

Figure 4: Common Strategies Used in Sessions, as Reported by Coaches
(proportion of coaching sessions, categories not exclusive)

| Listening | Reflection | Feedback | Three Questions | Solution-Focused Questions | Reframing/ Redirecting | Demonstration | Observation | Appreciative Inquiry | Planning |

ornia Training Academy, Coaching Activity Tracker

TAKEAWAY: WHEN YOU HAVE MORE THAN ONE OPTION, CHOOSE THE HIGHEST QUALITY SOURCE OR ANALYSIS!

HOW DOES THE RESPONDER LIMIT THE CONCLUSIONS?
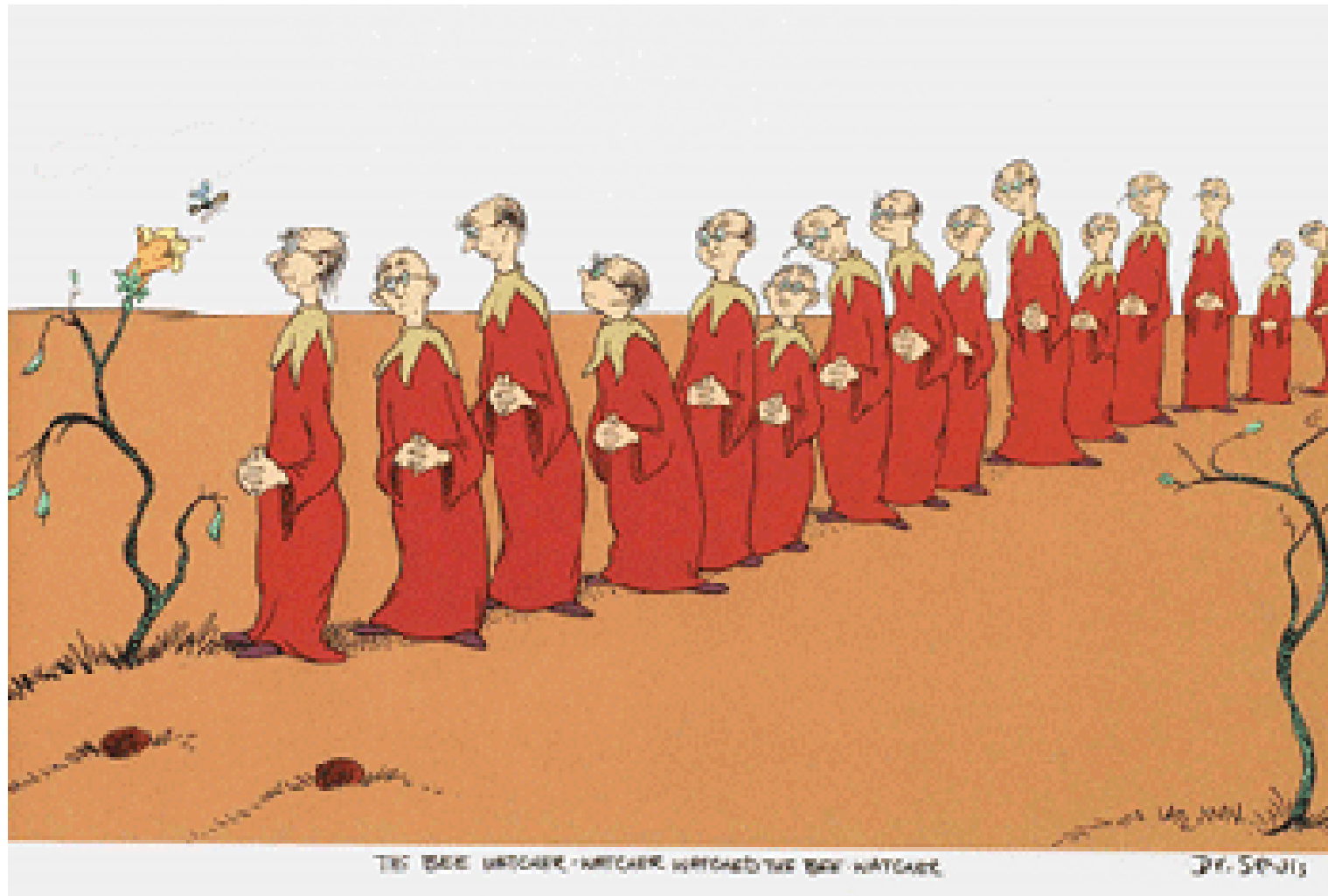
Figure 11: Coaching Impact on Social Worker Practice

Overall, coaching has had a positive impact on social worker practice.

Neither Agree Nor Disagree   Agree   Strongly Agree

raining Academy, SOP Coaching Quality and Effectiveness Survey

TAKEAWAY: LEAD WITH THOSE CLOSEST TO THE EXPERIENCE!

THE BEE-WATCHER-WATCHER WATCHED THE BEE-WATCHER.

Dr. Seuss

HOW CAN YOU USE IMPERFECT OR INCOMPLETE DATA?

Figure 12: Coaching Impact on SOP Implementation

Overall, do you believe coaching has had a positive impact on SOP Implementation this year?
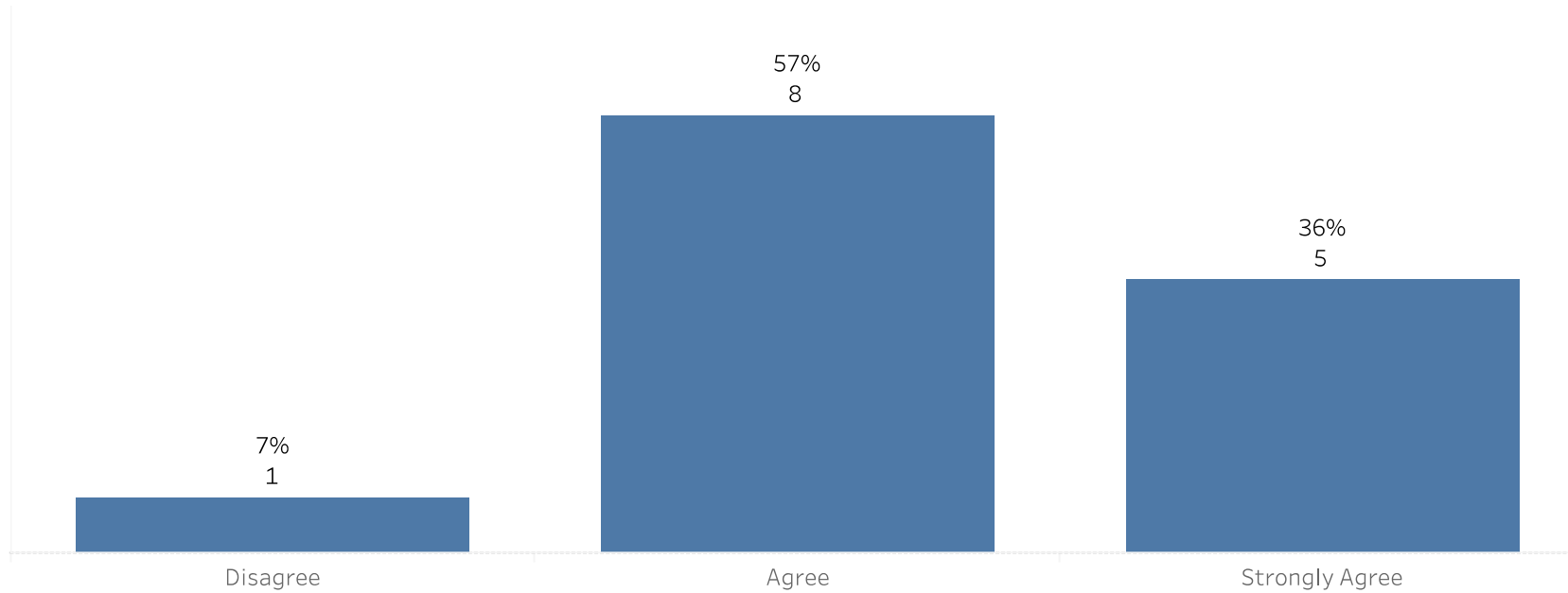
Note: N=14; this question was not asked on the 2017 survey, so reflect responses from only one county.
Data source: Northern California Training Academy, SOP Coaching Quality and Effectiveness Survey

TAKEAWAY: SOMETIMES IMPERFECT INFORMATION IS ALL YOU HAVE, BUT MUST BE USED CAREFULLY

QUESTIONS?

April Allen: april.allen@ResilientFuturesLLC.com

Nancy Hafer: nshafer@ucdavis.edu

Alison Book: apbook@ucdavis.edu