Topics

- Rationale for Community Development Team
- Community Development Team Context and Goals
- Community Development Team Phases and Processes
- Community Development Team Activities
Why CDT?

• Need for evidence-based implementation
  – There are currently (at least) 61 different models in the literature that support implementation of behavior change in community-based settings
Why CDT?

• Three (of 61) implementation models have strong support of their effectiveness
  – **Community Development Team (CDT), CIBHS**
  – Availability, Responsiveness, Continuity (ARC), Glisson and colleagues
  – Interagency Collaborative Teams (ICT), Aarons & colleagues

• All 3 are multicomponent strategies
Research Support for the CDT

- The only implementation support model to be subjected to a randomized-controlled trial (funded by NIMH)
- Determined to be effective at achieving its intended goal:
  
  The **sustainable** adoption of a **model-adherent** evidence-based practice
Community Development Team
Context and Goals
CDT Context and Goals

• The CDT model is a strategy or approach for increasing the dissemination and use of evidence based practices (EBPs), in everyday public mental health settings

• It is focused on EBP programs, models, and interventions

• It is about implementing (establishing) and sustaining, with model-adherence or integrity or fidelity

• All CDT activities need to be directed toward this goal
CDT Context and Goals

• We want to maintain good relationships, working relationships, functional relationships, positive relationships with all stakeholders

• Stakeholders can include
  – Program developers
  – Implementing agencies
  – Funding agencies (counties)
CDT Context and Goals

CDT Work is Staged

- Helping agencies see the benefits of EBPs or the need for a change
- Helping agencies understand what EBPs entail
- Helping agencies select EBPs to implement
- Developing implementation plans
- Coordinating and supporting training events and activities
CDT Context and Goals

CDT Work is Staged

• Reinforcing and enhancing organizational capacity to plan, supervise and sustain
• Conducting program performance evaluation
• Coordinating strategies for sustainability (managing turnover)
  - Clarifying -- formalizing training protocols with developers
  - Clarifying -- developing sustainability strategies with developers
CDT Context and Goals

- Educate, clarify, persuade
- Plan
- Coordinate, convene
- Investigate, brainstorm, problem solve, organize, document
- Support, reinforce
CDT Context and Goals

Important Considerations

• Implementing and sustaining model-adherent evidence-based practices is very challenging
• Important to remain goal directed -- focused on implementation and sustainability
• Confident, positive, reassuring, problem-solving, persistent
• Diligent attention to detail
• Balanced relationships and sensitivity to stakeholder perspective
• Mutually supportive relationship between development team staff
CDT Context and Goals

Sensitivity to Stakeholders

• County wants effective services and responsive contract providers
• Developer wants adherence to their model
• Agency wants to help children and families, be valued by the county, and successful as a business
• Loyal to each stakeholders primary interests, while advancing implementation
CDT Context and Goals

Credibility

• Clear and accurate information
• Effective agent for change (realistic, concrete, innovative)
• Strong communication (make the complex understandable and achievable)
• Anticipate, predict and mitigate
• Cross site perspective
• Relationship with developer
• Knowledge of the literature
• Knowledge of the service systems, demands on counties and providers
Community Development Team
Phases and Processes
CDT Phases and Processes

• Pre-Intention Phase
• Planning Phase
• Implementation Phase
• Sustainability Phase
Pre-Intention Phase

Processes

• Create the circumstances such that agencies can see (1) the value of EBPs, and (2) how they can successfully implement and sustain.

• Our goal is fully informed (thoughtful) decisions around selection and implementation.

• We educate, clarify and persuade.

• We use:
  - Need-benefit analysis
  - Technical investigation
  - Problem solving
  - Peer to peer support
Pre-Intention

Support Development of Leadership Skills and Organizational Capacity

- Need-benefit analysis
- Planning
- Monitoring and support
- Fidelity focus
- Technical investigation
- Problem solving
- Procedural skills development
- Peer-to-peer support
Pre-Intention Phase

Need-Benefit Analysis

• Influence perception of risk, overcome risk hesitancy
• Emphasize benefits of EBPs (in general) and specific model (in particular)
• Emphasize that implementation is challenging, but doable, being successfully done all over the state
• Gently challenge the view that current services (absent evaluation) necessarily work
• Be prepared for common challenges around severity of disorders experienced by county clients, cultural diversity issues, costs to implement
Pre-Intention Phase

- Understanding that practices have varying levels of effectiveness
- Understanding that evidence-based refers to the quality of the research and in turn confidence in the results
- Interest in improving services/programs
- Understanding of a specific model
- Decision to implement a specific practice
Planning Phase

• We work with agencies to develop sound, thoughtful, informed, thorough implementation plans
• Our goal is for agencies to have sound plans for establishing and sustaining the EBP
• We plan
• We use:
  - Planning
  - Procedural skills development
  - Peer to peer support
Planning Phase

- Guided plan development, to demystify the implementation issues
- Focus on training to establish a new program
- Supports to maintain fidelity
- Strategies for sustainability
- Structures for program performance evaluation
Planning Phase

Technical Investigation

• Help clarify actual (from perceived) barriers
• Assist with problem solving (brainstorming, what other sites have done)
• Reduce unnecessary focus on trivial issue, focus attention on actual barriers
• Offer and support solutions for intra-agency barriers
• Help address extra-agency barriers
Planning Phase

Procedural Skills Development

• Assistance developing communication, planning, problem solving capacity
• Leadership, staff selection, supervision, evaluation, replacement training
• Advocating and preserving focus on sustainability and fidelity
  – Up through the organization (executive leadership)
  – Down through the organization (line supervisors and practitioners)
Planning Phase

• Understanding of the training model
• Understanding requirements to be successful
• Attention to key implementation factors (i.e. referrals, selection of staff, funding, replacement training, administrative champion)
• Development of an implementation plan
Implementation Phase

• We make preparations with developers and implementing agencies for training and evaluation activities
• Our goal is for agencies to diligently and thoroughly participate in all training activities
• Coordinate, convene and proctor
• We use:
  - Monitoring and support
  - Fidelity focus
  - Peer to peer support
Implementation Phase

Monitoring and Support

• Forecast training events, and implementation issues to come
• Support participation in training and implementation activities
• Encourage persistence, reinforce accomplishments
• Identify and assist to overcome barriers
Implementation Phase

Peer-to-Peer Support

• Reduce risk hesitancy
• Support ongoing engagement, commitment, and persistence
• Enhance problem solving
• Develop economies of scale
Implementation Phase

• Select/hire and prepare practitioners
• Full participation in all training and consultation activities
• Attention to factors that contribute to learning and using the practice with model-adherence
• Start to use the model soon after training
• Oversight and support from an administrative champion
• Supervision and evaluation structures are established
Sustainability Phase

• We arrive at agreements with developers
• We make preparations with agencies
• We convene replacement training events
• Our goal is for agencies to continue the EBP with integrity
• Investigate, brainstorm, problem solve, organize, document
• Support, reinforce
• We use:
  - Monitoring and support
  - Fidelity focus
  - Technical investigation
  - Problem solving
  - Procedural skills development
  - Peer-to-peer support
Sustainability Phase

Fidelity Focus

• Maintain focus on practice standards
• Empower administrative leads to use achieving and maintaining fidelity as an organizational goal on par with billing priorities
Sustainability Phase

• Ongoing oversight and support by an administrative champion
• Model-specific supervision structures
• Routine monitoring of fidelity and outcomes
• Commitment to replacement training and consultation as needed
• Dedication of time and money to training activities
Community Development Team Activities
CDT Activities

• Pre-CDT workshops, webinars, conference calls
• Community development team meetings
• Implementation plans
• Administrator’s monthly calls
• Developer's monthly call
• Fidelity monitoring and outcome evaluation
• Explanatory materials
• Site specific assistance as needed
CDT Activities

Meetings

• Meetings and clinical training conducted with all participating agencies
• Planning meetings are with lead administrators, managers and supervisors
• Builds peer-to-peer support
• Creates scale and momentum
CDT Activities

Meetings

• Participants
  – Administrative leads
  – Managers, supervisors (others?)

• Introduction meeting
  – Review model and outcomes
  – Review training protocol and sustainability options
  – Review implementation issues and solutions
CDT Activities

Meetings

• Implementation planning meeting
  – Review and comment on implementation plans
  – Review next steps, preparations (selecting staff, referrals, training dates)

• Sustainability meeting
  – Review progress, challenges, outcomes
CDT Activities

Administrator’s Calls

• To support participation in training and consultation activities
• Forecast training milestones and challenges
• Build peer-to-peer support
• Identify early signs of difficulty
• Address concerns/barriers
• Celebrate successes
CDT Activities

Developer’s Call

- Review training activities/plans
- Review individual agency progress
- Address challenges
- Plan for sustainability
CDT Activities

Fidelity and Outcome Evaluation

• Support agency capacity to monitor fidelity and outcomes
• Establish evaluation protocol
• Agency collects, enters and submits data
• CIBHS analyzes and prepares reports
• Reports designed to have programmatic relevance
CDT Activities

Training Protocols

• Initial training
• Booster training
• Consultation calls
• Audio or videotape reviews
• Practice guide or checklists
CDT Activities

Sustainability Options

• Training for trainers
• Training for agency-trainers
• Trained supervisors
• Training for practitioners only
CDT Activities

Sustainability Options

- All training completed by national training center or national trainers
- Training is shared between national center and site
- Training is completed entirely by site once trained as trainer
- Representation that one uses a model may be restricted or may not be
- Certification may be required or optional or not available
- Certification may be at the agency or practitioner levels
- There may be no national training center or endorsed national trainers
- Monthly in-house EBP-specific consultation group with certified agency lead
Contact

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