


RTC Study 4: Community-Based Theories of Change

Overview of Findings

Presentation at:
 18th Annual Research Conference -
 A System of Care for Children's Mental
 Health: Expanding the Research Base
 Tampa, FL
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Overview of Findings
 Mario Hernandez

**Creating Change
 and Keeping it Real**




Overview of Findings
 Mario Hernandez

Using a theory-based approach, organization members are compelled to:

- examine the underlying beliefs and assumptions
- link expected outcomes to a specific population of focus
- link expected outcomes to strategies for achieving those outcomes.

As a result, they must focus on why they believe certain services or policies will lead to positive changes in the identified population.



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Four Organizational Characteristics:

- **Identity** - Clear and shared understanding of organization's purpose
- **Integration** - Organizational structures and functions are aligned
- **Initiative** - Achievement orientation for the organization
- **Innovation** - New and creative approaches to achieving vision and mission



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 Mario Hernandez


Two Organizational Facilitators:

- **Leadership**
 - ◆ Inspiration, guidance and direction
 - ◆ Strong and empowering
 - ◆ Clear lines of authority
 - ◆ Decentralized decision making
- **Communication**
 - ◆ Transmitting information and ideas within and outside the organization
 - ◆ Open, multi-directional, continuous
 - ◆ Formal: staff meetings, written reports, training events
 - ◆ Informal: impromptu phone calls, office visits, lunch gatherings




Overview of Findings
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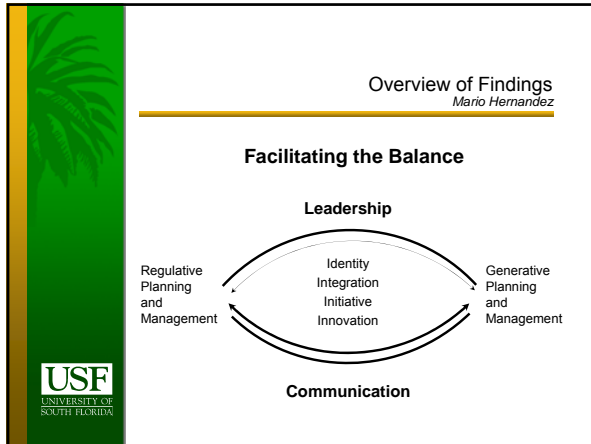
Regulative **Generative**



<ul style="list-style-type: none"> ■ Reliance on Power ■ Employs Standardization ■ Treats Actions as Final ■ Filters Out Feedback 	<ul style="list-style-type: none"> ■ Reliance on Information ■ Context-Sensitive Design ■ Treats Actions as Experimental ■ Incorporates Feedback
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Benefits and Challenges:

- **Benefits**
 - ◆ Focused effort
 - ◆ Expanded creativity
 - ◆ Improved ability to demonstrate effectiveness
 - ◆ Increased engagement
 - ◆ Reduced Turnover
- **Challenges**
 - ◆ Resistance to change
 - ◆ Turnover/Training
 - ◆ Balancing the real and the ideal
 - ◆ Need for capacity building
 - ◆ Costs

Regardless of theory of change, sites experienced similar benefits and challenges.

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Overview of Findings
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- Evidence to confirm findings across phases of study
- Analysis not complete:
 - ◆ Cross-site analysis of concept maps
 - ◆ Integration of Phase II interview data with analysis of concept mapping statements
 - ◆ Detailed analysis of individual findings

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**Structures and Processes
 Supporting the Mission and Goals of
 a Family Run Organization**

King County Blended Funding Project

Presentation at:
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**Structures and Processes Supporting the
 Mission and Goals of a Family Run
 Organization**
Svetlana Yampolskaya

Purpose of the Study:

- To identify structures and processes within a family-run organization that support its mission and goals

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**Structures and Processes Supporting the
 Mission and Goals of a Family Run
 Organization**
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Methodology:

- Concept Mapping (Trochim, 1993)
- Semi-structured interviews conducted with stakeholders of a family-run organization

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Concept Mapping Procedure:

- **Participants:**
 - ◆ Twelve stakeholders of the Blended Funding Project
- **The Focus Statement:**
 - ◆ "Generate a list of things that are done in the Blended Funding Project so that you and others understand how to carry out its missing and goals."
 - ◆ 77 statements were generated


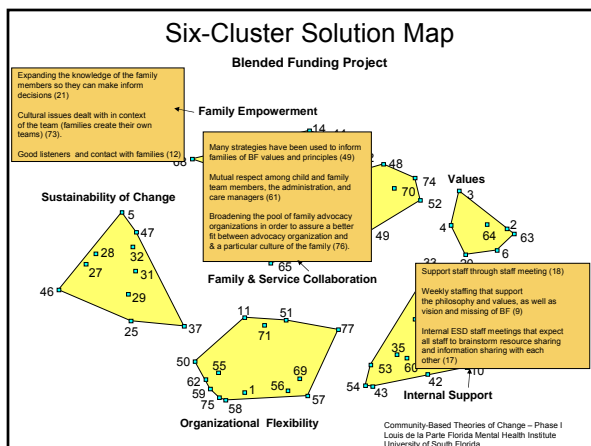
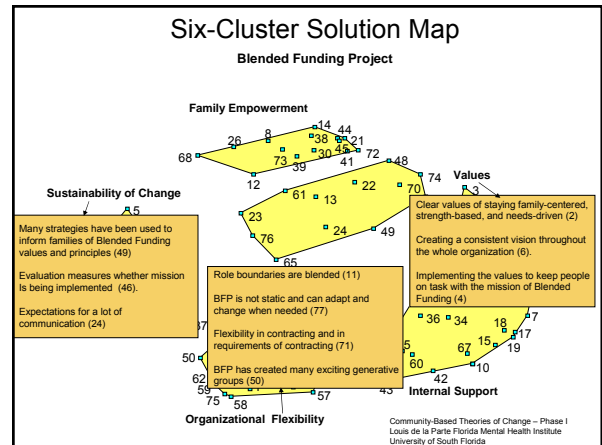
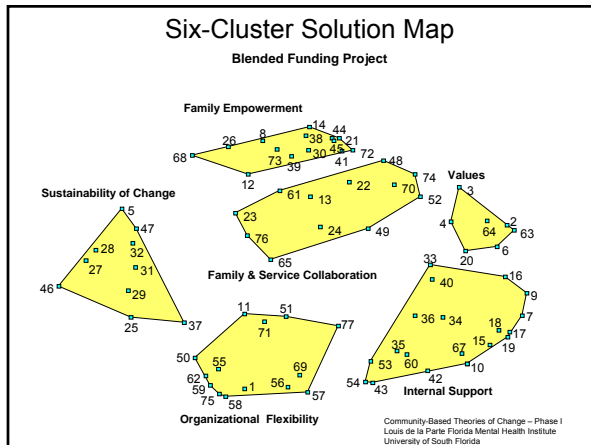


Structures and Processes Supporting the Mission and Goals of a Family Run Organization

Svetlana Yampolskaya

Key Elements of the Blended Funding Theory of Change:

- Child & family support
- Financial flexibility
- Family empowerment
- Individual & organizational change
- Family collaboration with community
- Family and service system collaboration
- Addressing children's needs across multiple domains





Structures and Processes Supporting the Mission and Goals of a Family Run Organization

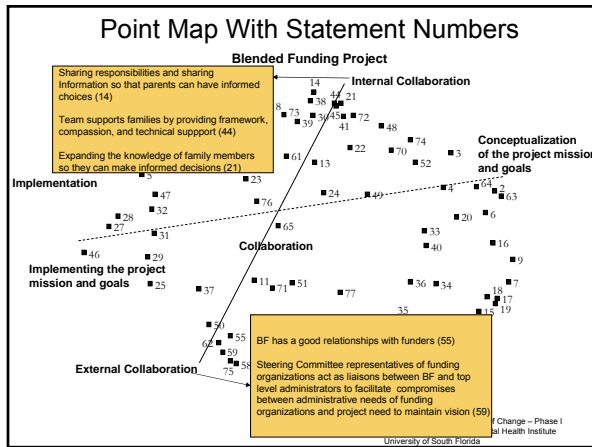
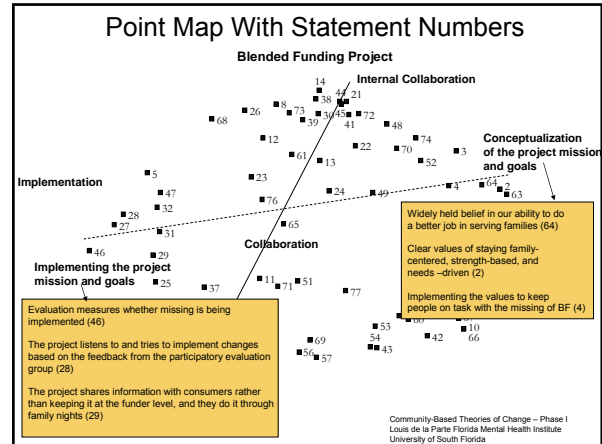
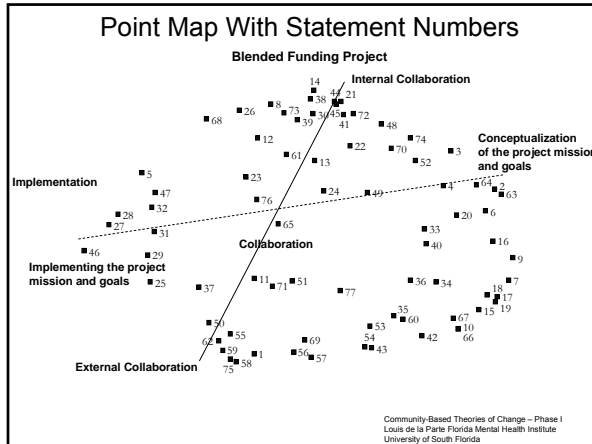
Svetlana Yampolskaya

Concept Mapping Results:

- The observed clusters represent the major theoretical concepts of the Blended Funding Project Theory of Change
- Although one of the key elements of the Blended Funding Project Theory of Change (i.e., "Addressing children's needs across multiple domains") was not identified as a separate cluster, the structures and processes in place provide ample response to a wide array of children's needs
- One additional cluster identified as "Internal Support" was observed



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Concept Mapping Results:

- Two dimensions were identified:
 - Conceptualization/implementation of the project mission and goals
 - Collaboration with both families and community partners

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Results of Semi-Structured Interviews:

- Primary theme was the creation and functioning of care teams
- Care teams serve as a mechanism that insures achieving Blended Funding Project mission and goals
- Care teams are created as family-centered

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Quotes:

- "As a part of the project I have a team of people who support me..."
- "We have a real unusually wonderful wrap-around team..."
- "This is a family empowerment model of change"
- "We let parents have a lot of power... have a voice..."
- "The dollars are actually made available directly to the family and they are all individually designed."
- "Families don't always fit into this nice little system we have, so we try to be creative and mold services for families..."
- "Program that takes a look at the whole family"


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**Structures and Processes Supporting the
 Mission and Goals of a Family Run
 Organization**
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Conclusions:

- Blended Funding Project has widely held Theory of Change
- There is collaboration with both families and community partners
- Care teams and internal support are mechanisms that allow for achieving the project mission and goals
- The project was created as family-centered: Family is an overseer services provision and family as a recipient of wrap-around services




**Organizational Structures and
 Processes Within an Evidence-
 Based Practice**

*Cross-Site findings From a Study of Teaching Family
 Organizations*

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**Organizational Structures and Processes
 Within an Evidence-Based Practice**
Teresa Nesman

**Phase II of a National Study: Community-Based
 Theories of Change:**

Research Questions:

- ◆ How does an organization implementing an evidence-based practice turn ideas into action?
- ◆ What structures and processes support such an organization's ability to carry out its mission and goals?
- ◆ How does such an organization sustain its focus?




**Organizational Structures and Processes
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**Teaching Family Association (TFA) Theory of
 Change:**

- Behavioral problems in children and youth result from a lack of appropriate alternative ways of interacting with their home, school, and community environments.
- Therapeutic change takes place through the implementation of individualized child and family treatment plans.
- Change for professionals and organizations is necessary to achieve client-level outcomes.


Teaching Family Association: <http://www.teaching-family.org/about-us.html>



**Organizational Structures and Processes
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Concept Mapping: Participants

- Staff from Organizations Implementing the Evidence-Based Practice of TFA
 - ◆ Barium Springs Home for Children (Barium Springs) N=13
 - ◆ Bringing It All Back Home (Morganton) N=16
 - ◆ Closer To Home (Calgary) N=20
 - ◆ Utah Youth Village (Salt Lake City) N=11
 - ◆ Devereaux Family Programs (New Jersey) N=11




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Concept Mapping: Brainstorming and Rating

- Focus statement for brainstorming:
"Generate a list of things that are done at [our organization] so that we understand how to carry out the Teaching-Family mission and goals."
- Statements generated per site:

◆ Barium Springs	101
◆ BIABH	97
◆ Closer To Home	101
◆ Utah Youth Village	53
◆ Devereaux	81
- Rating statements on Importance and Effectiveness (Scale of 1-5)




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Analysis: Comparison to Phase I Findings

- Analysis of brainstorming statements for the presence of Phase I organizational characteristics and facilitators:
 - ◆ Coding statements from each site by categories:
 - *Identity*
 - *Innovation*
 - *Integration*
 - *Leadership*
 - *Initiative*
 - *Communication*
 - ◆ Addition of new codes/modification of definitions
 - ◆ Calculating interrater reliability for coding within and across sites
- Comparing reliability with importance and effectiveness ratings for each statement




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Interrater Reliability (Percent Agreement) by TFA Site and Phase 1 Theme (N = 3 Raters)

TFA Site	Phase 1 Theme						Total
	Identity	Integration	Initiative	Innovation	Communication	Leadership	
Utah	83%	75%	81%	95%	92%	95%	87%
Closer	86%	69%	88%	88%	83%	91%	84%
Devereaux	93%	73%	90%	86%	80%	96%	86%
BIABH	91%	69%	91%	89%	86%	86%	85%
Barium	91%	69%	91%	91%	75%	70%	82%
Total	89%	71%	88%	90%	83%	88%	85%




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Overall Interrater Reliability by TFA Site

TFA Site	Overall Agreement	0/3 Agreement	2/3 Agreement	3/3 Agreement	Kappa
Utah	77%	8%	47%	45%	.407
Closer	71%	12%	53%	36%	.405
Devereaux	76%	7%	49%	43%	.400
BIABH	67%	22%	35%	43%	.460
Barium	72%	12%	48%	41%	.348




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Highest Reliability, Importance & Effectiveness Ratings-Identity

FACTOR	REL/IMP/EFF	#	STATEMENT
IDENTITY			
- Barium	1.004.77/4.75	57	Family teachers live and model the TF approach
- BIABH	1.004.75/4.47	4	BIABH encourages us to live what we teach in our personal lives
- Closer	1.004.90/4.11	64	Individual commitment to this work
- Devereaux	1.004.91/4.73	58	Commitment that all pieces of the model have to work together (you can't just do part of it)
- Utah	1.004.55/4.36	34	Job is not a job, it's a lifestyle-cultural/mission-driven commitment




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Highest Reliability, Importance & Effectiveness Ratings-Integration

FACTOR	REL/IMP/EFF	#	STATEMENT
INTEGRATION			
- Barium	1.005.00/5.00	30	Group homes have a couple and two staff, plus three floaters available (adequate staffing)
- BIABH	1.005.00/5.00	94	All consultants are experienced as Teaching Parents
- Closer	1.004.85/4.16	52	In-home support staff for teaching parents
- Devereaux	1.005.00/4.80	3	Provide Teaching Parents with skills (skill list) to teach to children, skill curriculum
- Utah	1.004.36/4.45	23	Families and children are part of the treatment team




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Highest Reliability, Importance & Effectiveness Ratings-Initiative

FACTOR	REL/IMP/EFF	#	STATEMENT
INITIATIVE			
- Barium	1.004.66/4.58	2	Evaluations - individual and program components using aggregate information from all program evaluations as a systemic tool
- BIABH	1.004.88/4.67	89	High criteria for accountability and job performance at all levels
- Closer	1.004.65/4.33	35	Working toward clearly defined outcomes (e.g., performance based contracts with funders)
- Devereaux	1.004.64/4.36	46	TFA evaluation process offers feedback that allows program to grow
- Utah	.67/4.64/4.55	26	Mandatory performance improvement with clear expectations. Consumer ratings and feedback create an incentive for change in practice




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**Highest Reliability, Importance & Effectiveness
 Ratings-Innovation**

FACTOR	REL/IMP/EFF	#	STATEMENT
INNOVATION			
- Barium	1.004.77/4.33	48	Flexibility: fitting model to the kid - techniques have to be individualized
- BIABH	1.004.89/4.80	18	TFM is not a cookie-cutter approach (allows different approaches with different children)
- Closer	1.004.85/4.42	25	Flexible responses to needs of consumers
- Devereaux	.87/4.73/4.36	20	Flexibility of Teaching Parents
- Utah	1.004.27/4.27	12	Grassroots (informal)- ongoing discussion of individual client needs, problems, and progress




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**Highest Reliability, Importance & Effectiveness
 Ratings-Leadership**

FACTOR	REL/IMP/EFF	#	STATEMENT
LEADERSHIP			
- Barium	1.004.08/3.97	78	Admissions is by clinical team decision
BIABH	1.004.50/4.47	23	Leadership of BIABH serve as role models
- Closer	1.004.85/4.68	27	Higher authority to make decisions 24-7
- Devereaux	1.004.82/3.73	32	Ability to set guidelines for admission standards of the kids
- Utah	1.004.36/4.27	32	Everybody lives the TFM: model is management style




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**Highest Reliability, Importance & Effectiveness
 Ratings-Communication**

FACTOR	REL/IMP/EFF	#	STATEMENT
COMMUNICATION			
- Barium	1.005.00/4.67	1	Preservice training
- BIABH	1.004.94/4.60	1	Preservice training
- Closer	1.005.00/4.21	3	Preservice training
- Devereaux	1.005.00/4.91	1	Intensive training - initial preservice training
- Utah	1.005.00/4.18	1	Preservice workshop/training; 40+ hours includes teaching TFM...role playing (10 hrs) with role play feedback


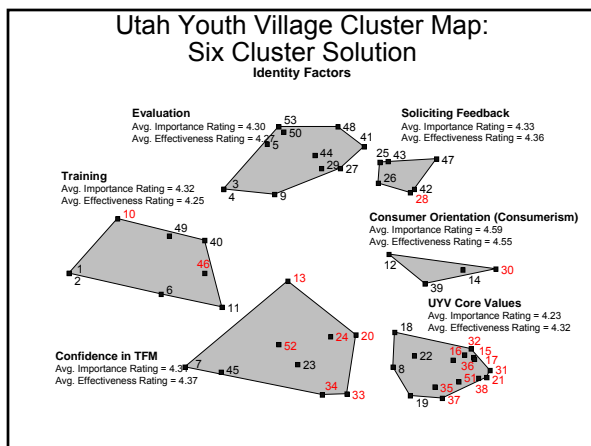


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Next Steps: Cluster Map Analysis

	Barium	BIABH	Closer To Home	Utah	Devereaux
# Statements	101	97	101	53	81
6-Cluster Titles	<ul style="list-style-type: none"> •Training •Consultation •Client-Specific Approach •TF & the Community •Collaboration •Continuous Quality Improvement 	<ul style="list-style-type: none"> •Training •Consultation •TFA •Awareness •Self-Determination •Quality 	<ul style="list-style-type: none"> •Training •Support •Our Values •Treatment •Positions/Staffing •Outcome Measures/ Feedback Points 	<ul style="list-style-type: none"> •Training •Soliciting Feedback •UJV Core Values •Confidence in TFM •Consumer Orientation •Evaluation 	<ul style="list-style-type: none"> •Work of the Teaching Parent •Agency •Youth •Admissions •Inter-Agency Cooperation •Evaluation/ Monitors

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Conclusions:

- Presence of all organizational factors and facilitators in each TFA organization
- High level of integration between structures and processes across sites (statements incorporate both)
- Exceptions to high reliability in coding vs. high importance and effectiveness ratings suggest the need for further clarification of some factors
- TFA theory of change elements found in statements and clusters across sites
- Analysis of concept maps will illustrate implementation of TFA within different organizational structures

