



October 21, 2004

RTC Study 4: Community-Based Theories of Change
Organizational Structures and Processes Within an Evidence-Based Practice

Presentation at:
 18th Annual Research Conference -
 A System of Care for Children's Mental
 Health: Expanding the Research Base
 Tampa, FL
 March 8, 2005

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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?




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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>



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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%	.346



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


FACTOR	REL/IMP/EFF	#	STATEMENT
IDENTITY			
- Barium	1.004.774.75	57	Family teachers live and model the TF approach
- BIABH	1.004.754.47	4	BIABH encourages us to live what we teach in our personal lives
- Closer	1.004.904.11	64	Individual commitment to this work
- Devereaux	1.004.914.73	58	Commitment that all pieces of the model have to work together (you can't just do part of it)
- Utah	1.004.554.36	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	1.005.005.00	30	Group homes have a couple and two staff, plus three floaters available (adequate staffing)
- BIABH	1.005.005.00	94	All consultants are experienced as Teaching Parents
- Closer	1.004.854.16	52	In-home support staff for teaching parents
- Devereaux	1.005.004.80	3	Provide Teaching Parents with skills (skill list) to teach to children, skill curriculum
- Utah	1.004.364.45	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	1.004.694.58	2	Evaluations - individual and program components using aggregate information from all program evaluations as a systemic tool
- BIABH	1.004.884.67	89	High criteria for accountability and job performance at all levels
- Closer	1.004.654.33	35	Working toward clearly defined outcomes (e.g., performance based contracts with funders)
- Devereaux	1.004.644.36	48	TFA evaluation process offers feedback that allows program to grow
- Utah	.674.644.55	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	1.004.774.33	48	Flexibility: fitting model to the kid - techniques have to be individualized
- BIABH	1.004.694.80	18	TFM is not a cookie-cutter approach (allows different approaches with different children)
- Closer	1.004.654.42	25	Flexible responses to needs of consumers
- Devereaux	.674.734.36	20	Flexibility of Teaching Parents
- Utah	1.004.274.27	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


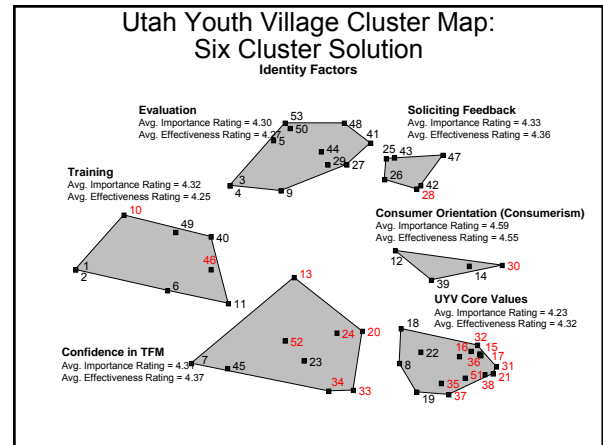


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Next Steps: Cluster Map Analysis

	Barium	BIABH	Closer To Home	Utah	Devereaux
# Statements	101	97	101	53	81
E-Cluster Titles	•Training •Consultation •Client-Specific Approach •TF & the Community •Collaboration •Continuous Quality Improvement	•Training •Consultation •TFA •Awareness •Self-Determination •Quality	•Training •Support •Our Values •Treatment •Positions/Staffing •Outcome Measures/ Feedback Points	•Training •Soliciting Feedback •UYV Core Values •Confidence in TFM •Consumer Orientation •Evaluation	•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

