

October 21, 2004

**RTC Study 4: Community-Based Theories of Change**  
**Structures and Processes Supporting the Mission and Goals of a Family Run Organization**

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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Structures and Processes Supporting the  
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**Purpose of the Study:**


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



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**Methodology:**


- Concept Mapping (Concept Systems, Inc. 2002. *The Concept System* (Version 1.75) [Computer Software] Ithaca, NY: Author).
- Semi-structured interviews conducted with stakeholders of a family-run organization



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**Concept Mapping Procedure:**


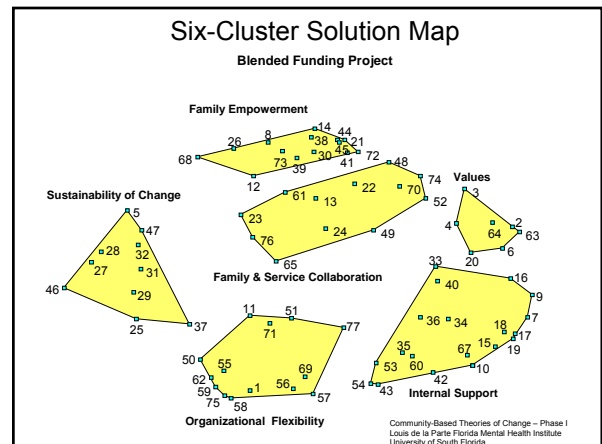
- Participants:**
  - Twelve stakeholders of the Blended Funding Project
- The Focus Statement:**
  - "Generate a list of things that are done in the Blended Funding Project so that you and others understand how to carry out its mission and goals."
  - 77 statements were generated



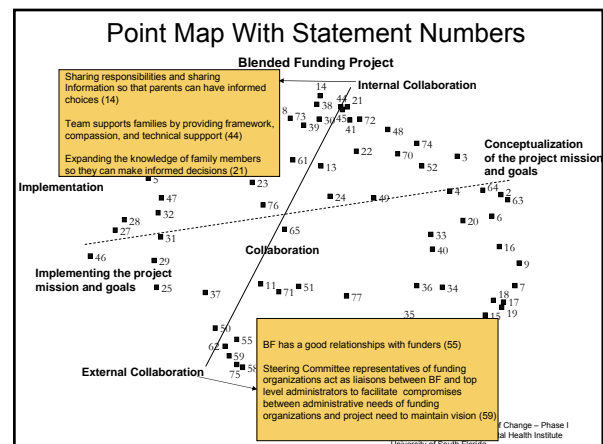
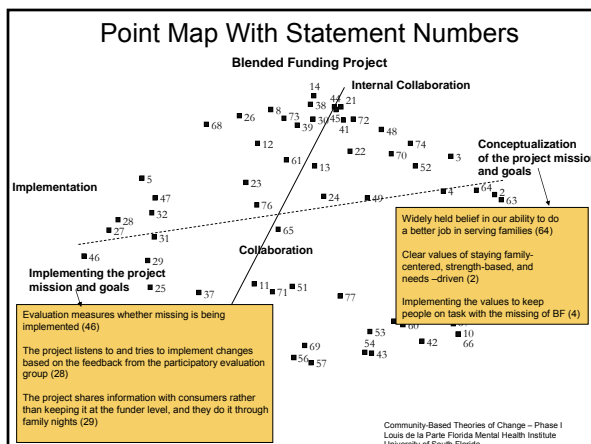
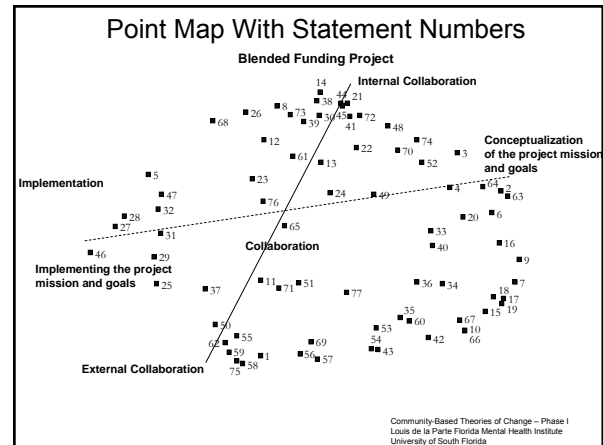
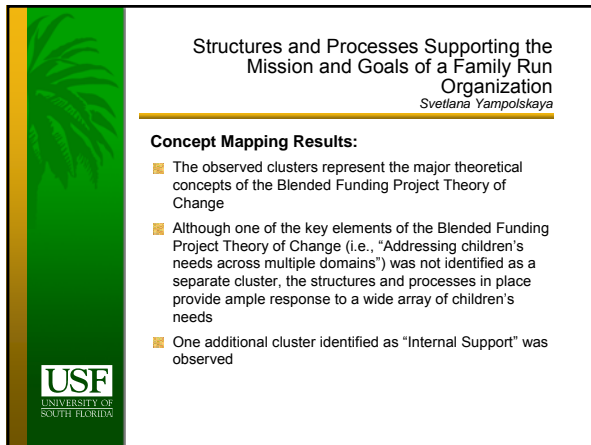
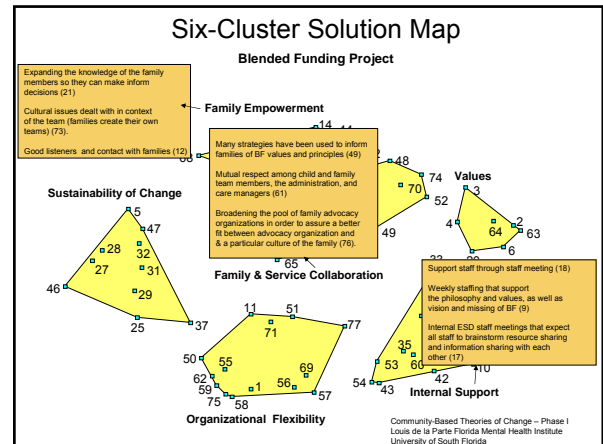
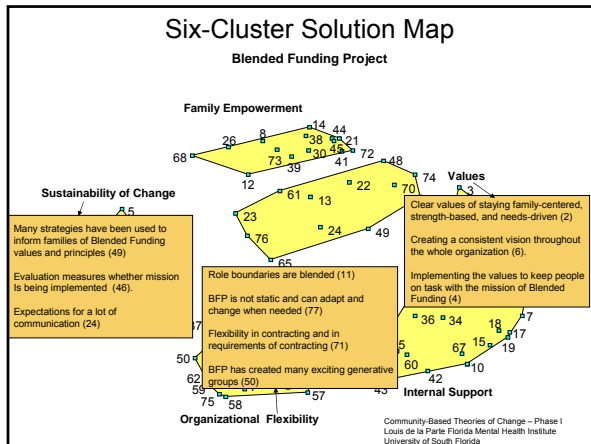
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**Key Elements of the Blended Funding Theory of Change:**

- 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

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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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**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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**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%
<b>Total</b>	<b>89%</b>	<b>71%</b>	<b>88%</b>	<b>90%</b>	<b>83%</b>	<b>88%</b>	<b>85%</b>




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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	1.004.894.58	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	1.004.063.97	78	Admissions is by clinical team decision
- BIABH	1.004.504.47	23	Leadership of BIABH serve as role models
- Closer	1.004.854.68	27	Higher authority to make decisions 24-7
- Devereaux	1.004.823.73	32	Ability to set guidelines for admission standards of the kids
- Utah	1.004.364.27	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	1.005.004.67	1	Preservice training
- BIABH	1.004.944.60	1	Preservice training
- Closer	1.005.004.21	3	Preservice training
- Devereaux	1.005.004.91	1	Intensive training - initial preservice training
- Utah	1.005.004.18	1	Preservice workshop/training: 40+ hours includes teaching TFM...role playing (10 hrs) with role play feedback



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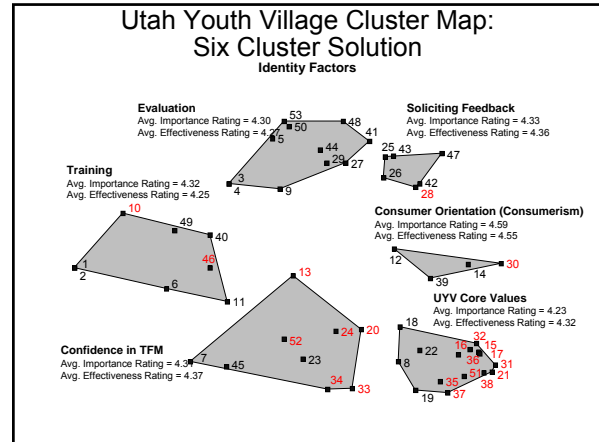
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#### Next Steps: Cluster Map Analysis

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





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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