USING IMPLEMENTATION SCIENCE TO ENHANCE UPTAKE OF EVIDENCE BASED SUPPORT FOR TRANSITION AGED YOUTH

Waterloo Region District School Board
Implementation of TIP

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THE BACKSTORY.....

- Ontario’s Comprehensive Mental Health and Addictions Strategy focuses on children and youth
- Systems Improvement through Service Collaboratives (SISC) initiative working in 18 communities across Ontario to address system issues related to youth transitions
  - Lead by the Provincial System Support Program at CAMH
- Brings together cross-sectoral partners in Waterloo Wellington community to identify a system gap and intervention to improve the identified gap
- Implementation Science the research based framework employed by SISC
A STORY IN THREE CHAPTERS

Chapter 1: The Implementation Approach - Implementation Science
Chapter 2: The Intervention - Transition to Independence Process (TIP)
Chapter 3: The Process and Impact - Community Collaboration to Implement a Common Intervention
CHAPTER #1
THE IMPLEMENTATION APPROACH
What is Implementation Science?

- Specified set of purposeful activities designed to put into place an intervention of known dimensions with fidelity
  http://nirn.fpg.unc.edu/learn-implementation/implementation-defined
- Science of bringing evidence to practice to enhance client outcomes

Why Implementation Science?

- Effective implementation of effective interventions leads to positive outcomes
- Supports fidelity to evidence
- Plans & structures activities purposefully
- Contributes to sustainability
Why Focus on Implementation?

“I think you should be more explicit here in step two.”
ACHIEVING OUTCOMES

Provides a research based process to support:

- Decision making
- Development of intervention specific implementation plans
- Evaluating to ensure implementation occurs as intended to achieve desired outcomes

Effective Interventions  ×  Effective Implementation Methods  ×  Enabling Contexts  =  Socially Significant Outcomes

Formula courtesy of National Implementation Research Network, University of North Carolina
Active Implementation Frameworks

- Implementation Stages
- Implementation Drivers
- Implementation Teams
- Usable Interventions
- Improvement Cycles
IMPLEMENTATION STAGES

- Implementation a process and not an event!
- Conducting stage-appropriate implementation activities is necessary for successful service and system change

(Metz & Bartley, 2012)

**EXPLORATION**
Engage stakeholders. Create readiness for change. Decide what to implement

**INSTALLATION**
Plan how it will happen. Define what needs to be in place to implement. Develop shared understanding.

**INITIAL IMPLEMENTATION**
Implement the plan. Get started and improve as you go. Scale up.

**FULL IMPLEMENTATION**
Make it ‘business as usual’; using with skill.
IMPLEMENTATION DRIVERS

- Key components that enable successful implementation
  - *Developing implementation components (a.k.a. Drivers) results in an implementation infrastructure that supports competent and sustainable service delivery* (Metz & Bartley, 2012)

Benefits of Driver Based Planning

- Infrastructure needed becomes visible to all
- Next steps are planned and results measured
- Resources can be aligned and re-purposed to improve implementation
Competency

- Develop, improve and sustain staff’s ability to implement an intervention as intended
- Selection
- Training
- Coaching
- Performance Measurement

Leadership

- Focuses on providing the right leadership for the different types of challenges
- Technical
- Adaptive

Organization

- Create and sustain hospitable organizational and systems environments for effective services
- Systems Intervention
- Facilitative Administration
- Decision Support Data Systems
Are you all still with me?
CHAPTER #2
THE INTERVENTION
Transition to Independence (TIP)

- Evidence-supported model for working with Transition Age Youth with emotional/behavioural difficulties (ages 14 – 29)

- Community-based system where provision of services follows youth across sectors

- Provides access to developmentally appropriate, culturally competent, and appealing services and supports
TIP Origin

TIP is a trademarked program facilitated by Stars Training Academy, a division of Stars Behavioral Health Group (SBHG) and the National Network on Youth Transition (NNYT)

The Stars Training Academy serves as the purveyor of the Transition to Independence Process (TIP) Model

NNYT monitors certification standards for TIP
TIP is.....

- A set of **guidelines** and **core practices** focused on tailoring services to the specific needs of each youth
- A common language and tools for all service providers
- A system that engages youth in their own planning process and provides support
- An approach that facilitates greater self-sufficiency and goal attainment across transition domains
TIP Transition Domains

http://www.tipstars.org/Portals/0/documents/Website%20TIP%20Model%20Table%20of%20COMPONENTS%20PDF%20092714.pdf?timestamp=1412197254144
TIP Core Guidelines

- Person-centered futures planning
- Individualized, strength-based, youth-friendly services
- Personal choice and responsibilities
- Safety net of support
- Enhance young person’s competencies
- Outcome focus at young person, program and community level
- Youth and family member involvement at all levels
## TIP Core Practices

<table>
<thead>
<tr>
<th>Practice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths Discovery &amp; Needs Assessment</strong></td>
<td>Develop evolving profile of youth strengths and needs. Focus on strengths-based and person centered planning. Includes family and other supports, as determined by the youth.</td>
</tr>
<tr>
<td><strong>Futures Planning</strong></td>
<td>Defines the life a youth wishes to live and describes what will assist the youth in moving toward that life from the youth’s perspective.</td>
</tr>
<tr>
<td><strong>Rationales</strong></td>
<td>Designed to understand the link between behaviour and likely negative or positive consequences.</td>
</tr>
<tr>
<td><strong>In Vivo Teaching</strong></td>
<td>Learn by doing through instruction and coaching of skills in natural or simulated settings.</td>
</tr>
<tr>
<td><strong>Social Problem Solving</strong></td>
<td>SODAS Framework (Situation, Options, Disadvantages, Advantages, Solution) to support youth in developing problem solving skills.</td>
</tr>
<tr>
<td><strong>Prevention Planning on High Risk Behaviours &amp; Situations</strong></td>
<td>A prevention plan is collaboratively determined in response to an impending or potential high-risk situation or behaviour.</td>
</tr>
<tr>
<td><strong>Mediation with Young People and Other Key Players</strong></td>
<td>Process for solving problems and making decisions in situations where the youth needs to make a joint decision or resolve conflict with others.</td>
</tr>
</tbody>
</table>
WRDSB Training Vision

- Train Child and Youth Workers in the secondary schools
- Offer on site coaching for our staff members
- Train selected Child and Youth Workers to become a TIP Coach
- Offer TIP Solution Review training meetings with WRDSB and community trained people
TIP SOLUTIONS REVIEW

A TSR is......
- A facilitated discussion to brainstorm how to use TIP and other interventions to best support a young person through his/her challenges

A TSR helps to.....
- Bring community supports and education together to collaborate
- Strengthens our understanding of supports and resources
- Aligns common language and tools
- Deepens knowledge of TIP practices
AMY (CYW) TALKS ABOUT ADVANTAGES OF TIP AND THE TSR
Kim (CYW) Talks About Collaboration and the TSR
CHAPTER #3
THE PROCESS & IMPACT
Process
EXPLORATION

In the Community
- Formed Service Collaborative
- Developed buy-in
- Identified gap (youth in transition)
  - Selection Criteria and Prioritization Tool
- Identified intervention (TIP)
  - Hexagon Selection Tool
- Defined core components of the intervention
  - Practice Profiles
EXPLORATION

At the WRDSB

- **Selected** staff group to be involved in implementation
- Secured support for change from...
  - Senior Leadership
  - Child & Youth Worker supervisors
  - Child & Youth Workers
- Provide rationale for change in practice to
  - Child and Youth Workers
  - Senior Leadership
- Establish implementation team consisting of leadership & TIP trainers
Installation

In the Community

- Developed an implementation plan using each of the implementation drivers
- Developed selection protocol for ‘first adopters’
- Created coaching support plan
- Drafted evaluation plan

At the WRDSB

- Attend to Administrative Processes
  - Develop ongoing communication plan
  - Developed internal training plan
  - Created ongoing WRDSB coaching support plan
**Initial Implementation**

In the Community

- Training and coaching delivered
- Established **structure/process** for tracking **improvement cycles** at the community and agency levels
- Execute and monitor implementation drivers
- Revise plans
- Collect **evaluation data**
INITIAL IMPLEMENTATION

At the WRDSB

- **Select** initial Child and Youth Worker trainees
  - Potential **champions**
  - Respected by staff group
  - Interested
- Completed initial **training**
- **Reassessment** of staff **selection**
FULL IMPLEMENTATION

In the Community
- Establish ongoing oversight/leadership structure for sustainability
- Collect data at multiple levels
- Monitor fidelity to intervention components

At the WRDSB
- Review and/or develop structures for...
  - Ongoing staff selection
  - Administrative supports
  - Trainer support
  - Ongoing training and coaching plans
- Scale up implementation
- Fidelity monitoring
- Plan for sustainability
IMPACT
Intentional Process to Move to Action

Common Approach

Collaboration
Benefits for Young People

- Focus on skills for transition to independence
- Similar language and strategies throughout the community reinforces skill development
  - Intervention can be used in many diverse service settings/sectors
- TSR supports cross-agency collaboration that enhances support for youth
A Student Talks About What She Has Achieved
Benefits for the WRDSB

- Facilitates relationships with community providers
  - Enhances understanding of what is offered by each provider
  - Cross sector training approach
- Quality of intervention for youth
  - Allows tangible articulation of what type of support is being delivered
- Consistent approach across schools/staff
- TSR supports fidelity efforts and collaboration within WRDSB
- Leadership opportunity re: youth service provision
- IS provides framework to support continued scale up, fidelity and sustainability
**Benefits for Community**

- IS made decision-making and planning process explicit and transparent
  - Facilitated relatively expeditious movement from problem identification to intervention
- Intervention aligned with Provincial strategic directions
  - Holistic, cross-sectoral care
- Collaboration and consistency across services/sectors
- IS approach can be applied to future work/collaborations
CHALLENGES

For WRDSB

- Incorporating TIP into CYW role description
- Senior leadership support for ongoing coaching and monitoring
- Encourage fuller adoption by resisters
- Monitor and coach to sustain fidelity of practice

For Community

- Transition to community leadership from CAMH
- Ongoing training for trainers and implementing staff
- Structure for ongoing collaboration between community members
## TIP Implementers

<table>
<thead>
<tr>
<th>Primary Sector</th>
<th># Staff Trained</th>
<th># Agencies Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td>58</td>
<td>4</td>
</tr>
<tr>
<td>Addictions</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Mental Health &amp; Addictions</td>
<td>105</td>
<td>7</td>
</tr>
<tr>
<td>Justice</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>83</td>
<td>5</td>
</tr>
<tr>
<td>Child Welfare</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>Housing</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Other (e.g. Health, employment)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>322</strong></td>
<td><strong>27</strong></td>
</tr>
</tbody>
</table>
Collect more data
- Expand core practice tracking; which are most used? Not being used? Why? Coaching required?
Ongoing monitoring of implementation drivers
WRDSB: Balance depth of use with spread
- Expand to alternative education, grade 7 & 8 staff while still providing depth of coaching & implementation support to already trained staff

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