

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

## Waterloo Region District School Board Implementation of TIP

**Dr. Virginia Nusca**, Chief Psychologist, Waterloo Region District School Board  
**Carrie Parking**, Paraprofessional Supervisor & Certified TIP Trainer, WRDSB  
**Dr. Lisa Mulvihill**, Psychologist & Certified TIP Trainer, WRDSB  
**Kim Baker**, Implementation Supervisor, Provincial System Support Program,  
Centre for Addiction and Mental Health

# 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

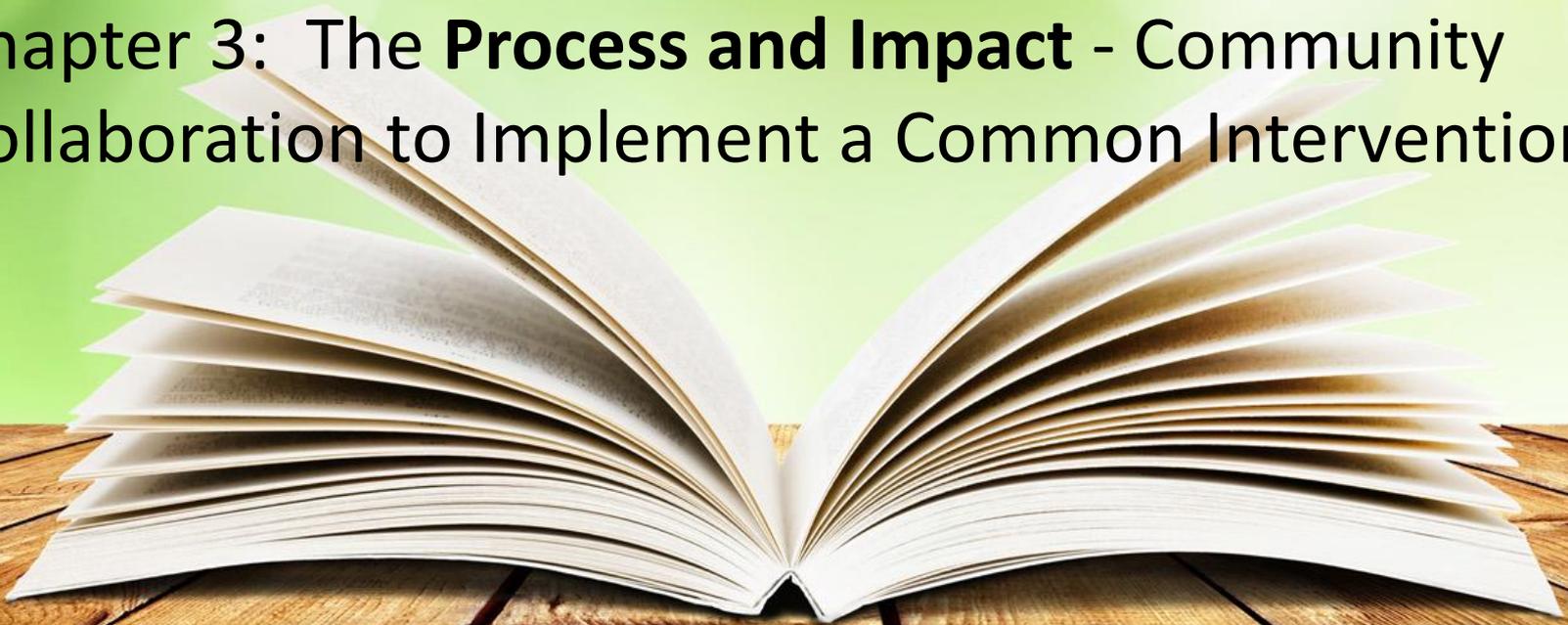


# A STORY IN THREE CHAPTERS

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**



# EVIDENCE DRIVEN IMPLEMENTATION

## What is Implementation Science?

- Specified set of purposeful activities designed to put into place an intervention of known dimensions with fidelity

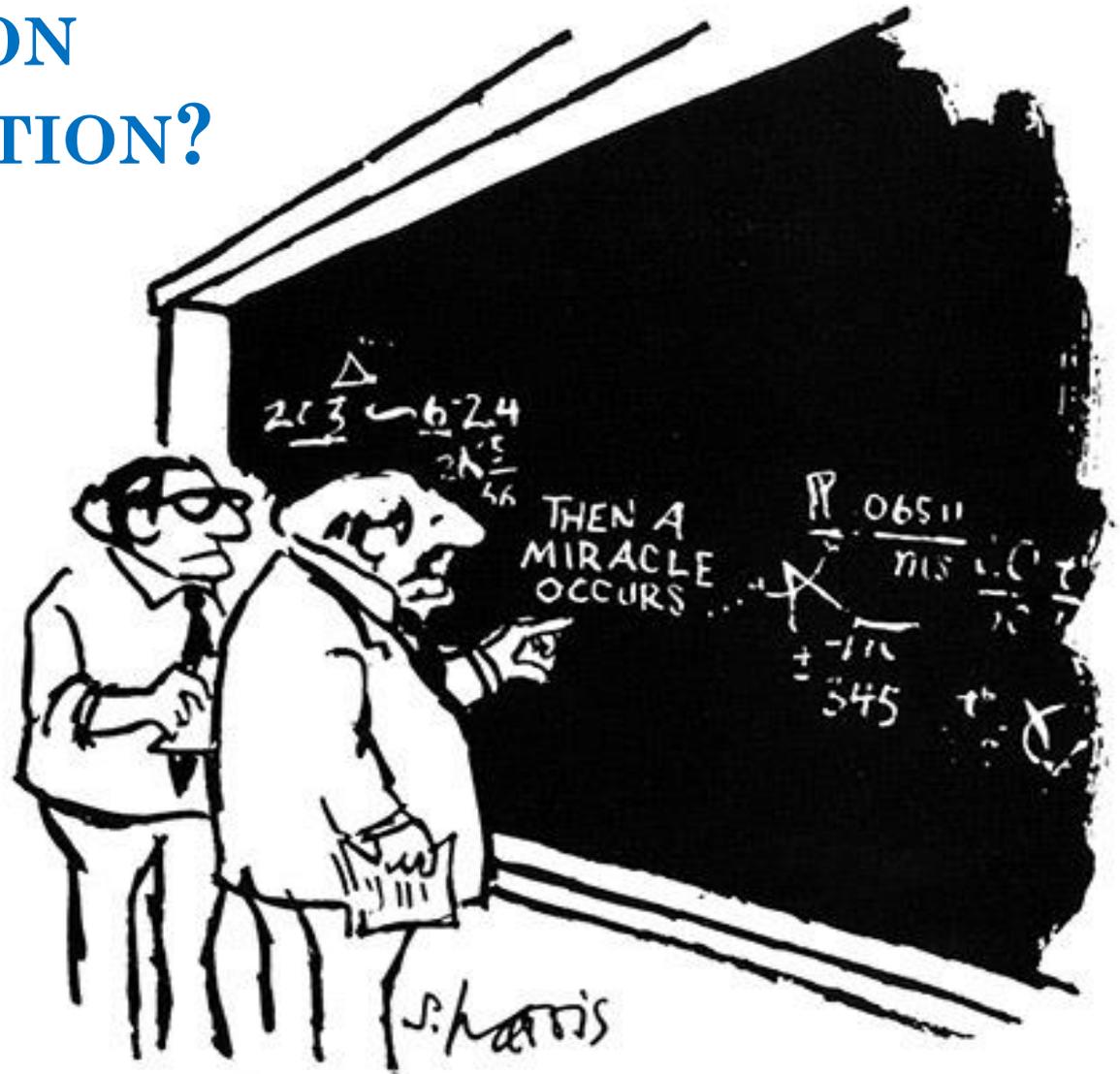
<http://nirn.fpg.unc.edu/learn-implementation/implementation-defined>

- 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
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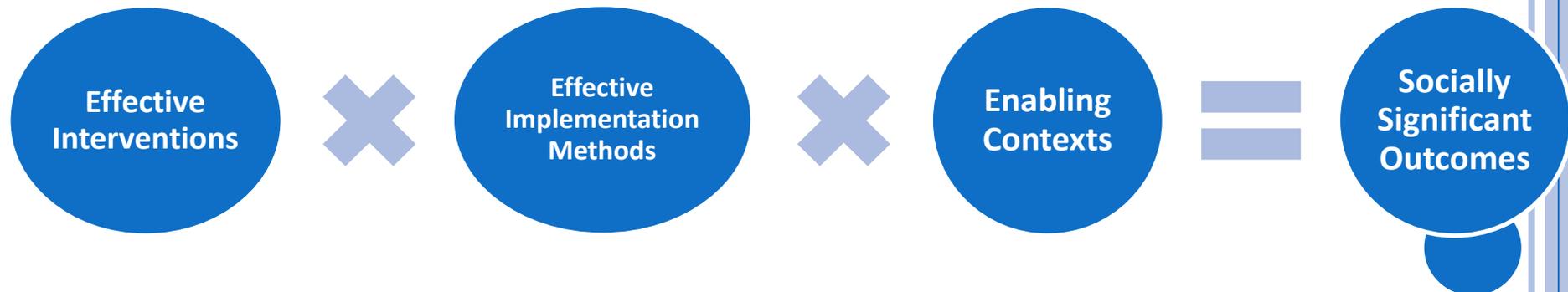
# WHY FOCUS ON IMPLEMENTATION?



"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



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

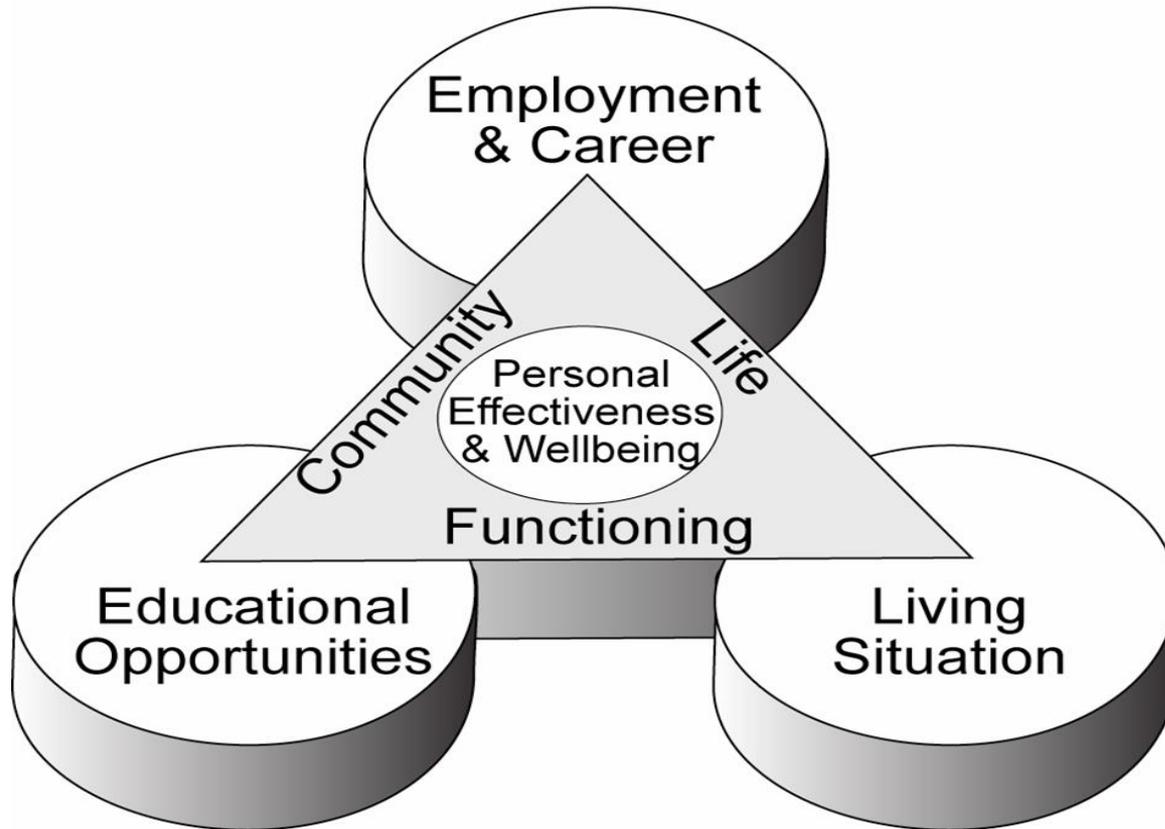


# TIP IS.....

- 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



# 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

<i>Strengths Discovery &amp; Needs Assessment</i>	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.
<i>Futures Planning</i>	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.
<i>Rationales</i>	Designed to understand the link between behaviour and likely negative or positive consequences.
<i>In Vivo Teaching</i>	Learn by doing through instruction and coaching of skills in natural or simulated settings.
<i>Social Problem Solving</i>	SODAS Framework (Situation, Options, Disadvantages, Advantages, Solution) to support youth in developing problem solving skills.
<i>Prevention Planning on High Risk Behaviours &amp; Situations</i>	A prevention plan is collaboratively determined in response to an impending or potential high-risk situation or behaviour.
<i>Mediation with Young People and Other Key Players</i>	Process for solving problems and making decisions in situations where the youth needs to make a joint decision or resolve conflict with others.



# 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

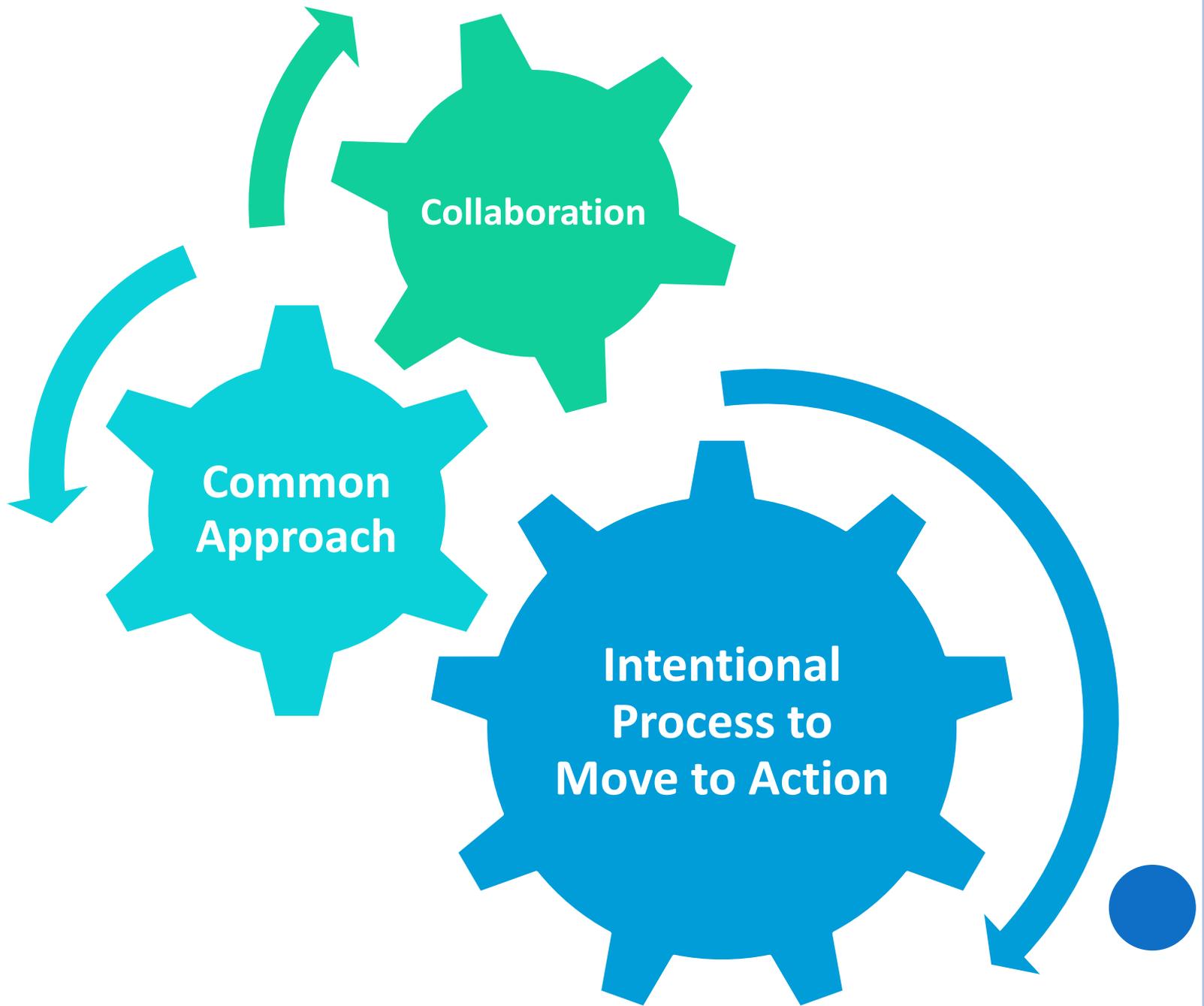
## At the WRDSB

- 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





**Collaboration**

**Common  
Approach**

**Intentional  
Process to  
Move to Action**

# 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

Primary Sector	# Staff Trained	# Agencies Trained
Mental Health	58	4
Addictions	13	2
Mental Health & Addictions	105	7
Justice	25	2
Education	83	5
Child Welfare	24	3
Housing	12	2
Other ( <i>e.g. Health, employment</i> )	2	2
<b><u>Total</u></b>	<b><u>322</u></b>	<b><u>27</u></b>



# WHAT'S NEXT?

- 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





# More Info

<http://nirn.fpg.unc.edu/>  
[www.servicecollaboratives.ca](http://www.servicecollaboratives.ca)

Clark, H.B., Jaouich, A., & Baker K. (2015). The transition to independence process: Implementation of the TIP model for improving the outcomes of youth and young adults with emotional/behavioral difficulties. In *Transition of Youth and Young Adults: Advances in Learning and Behavioral Disabilities*, Volume 28, 135-171.



Q & A

A 3D rendered image featuring the letters 'Q', '&', and 'A' in a dark, metallic, sans-serif font. These letters are positioned in the foreground on a light-colored, reflective surface. The background is filled with a dense field of other 3D letters and symbols, all rendered in a lighter, semi-transparent blue color and significantly out of focus, creating a bokeh effect. The lighting is soft and directional, casting subtle shadows and highlights on the letters and the surface they rest upon.



virginia\_nusca@wrdsb.on.ca

lisa\_mulvihill@wrdsb.on.ca

carrie\_parking@wrdsb.on.ca

kim.baker@camh.ca

