

Using Data to Improve Fidelity of Implementation of a Tier 3 Intervention: RENEW in New Hampshire and Pennsylvania

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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 <p>University of New Hampshire Institute on Disability/UCED Center for RENEW Implementation</p>	<p>Commonwealth of Pennsylvania Tom Wolf, Governor</p>
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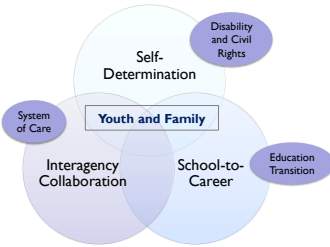
Objectives

- Describe the basic features of RENEW
- Describe how RENEW was scaled up in New Hampshire
- Connect the role of fidelity tools to the stages of implementation.
- Identify three things that cause an implementation gap.

Agenda

1. About RENEW
2. Pennsylvania Department of Education
 - Brief Intro to Implementation Science
 - RENEW in PA
 - Upholding Fidelity
 - Data
3. University of New Hampshire
 - Enter for RENEW Implementation

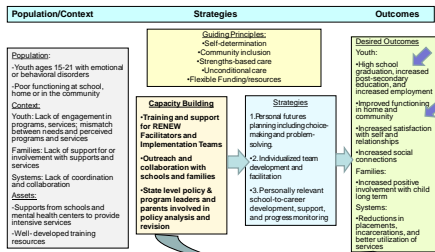
RENEW: Model Elements



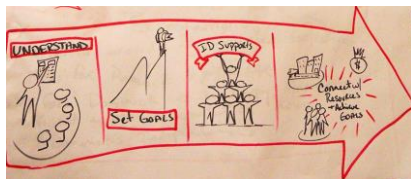
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RENEW LOGIC MODEL

Vision: By targeting youth who are in out-of-home placements or who are not succeeding in school or at home and providing them with the tools, supports, and relationships they need to develop and direct their own transition from high school to adult life, we hope to create more positive outcomes for these youth including high school completion, employment at their full potential, postsecondary education and training participation, stable independent living, and improved mental health.



The RENEW Process



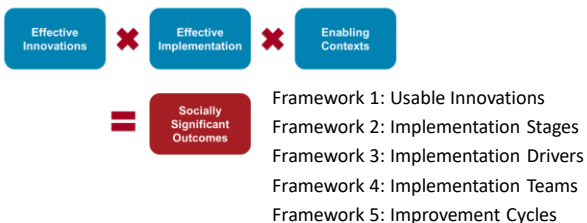
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Pennsylvania Department of Education - PaTTAN

IMPLEMENTATION OF RENEW IN PA

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The Science of Implementation



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Implementation Science is the study of factors that influence the full and effective use of innovations in practice. The goal is to not answer factual questions about what is, but rather to determine what is required. (NIRN, 2015).

Why is this important to your RENEW Tertiary Team?

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

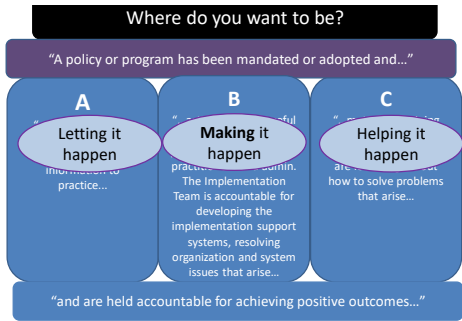
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Avoid the Implementation Gap

What you want -----What actually happens

- What is adopted is not used with fidelity and good outcomes
- What is used with fidelity is not sustained for a useful period of time
- What is used with fidelity is not used on a scale sufficient to impact social problems

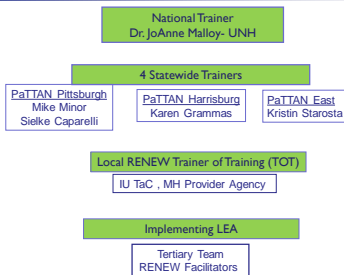
PA Measures RENEW in 3 ways:
 RENEW Implementation Checklist (Fidelity)
 RENEW Integrity Tool (Fidelity)
 Student Data Tracker (Impact)



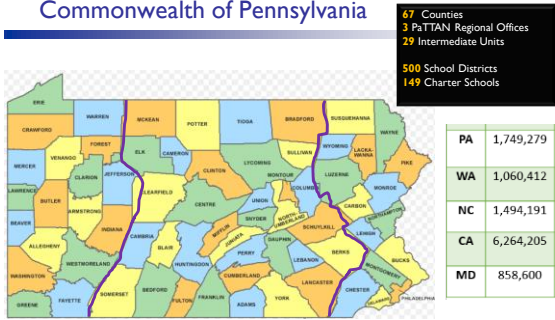
(Fixsen, et al., 2011)

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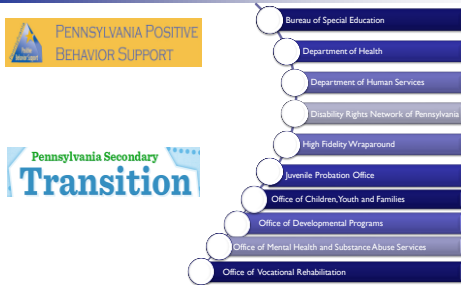
Structure of Trainers



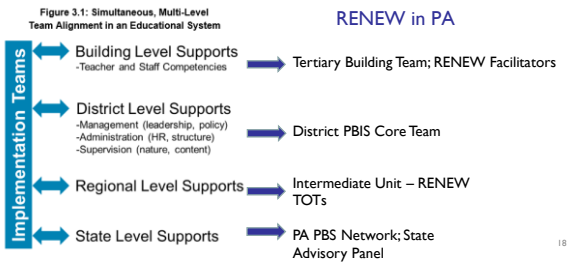
Commonwealth of Pennsylvania

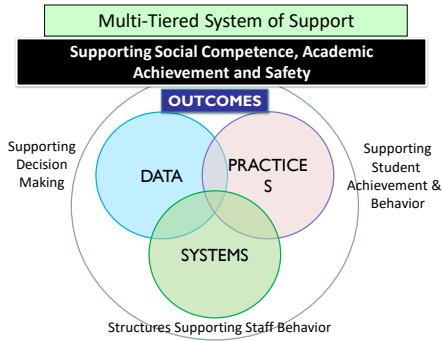


Pennsylvania State Structure of RENEW

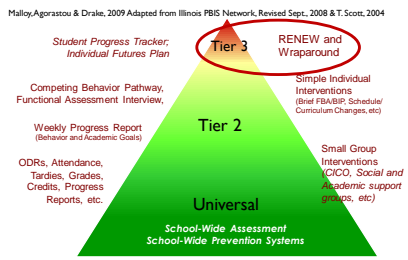


Implementation Teams (NIRN, 2017)





The High School Model: Positive Behavior Interventions & Supports & RENEW



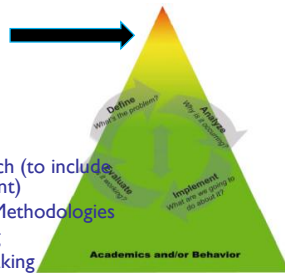
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RENEW in PA System of Education

- Behavior Initiative
- Secondary Transition Initiative
- MTSS – Advanced Tiers

MTSS

Cross-Disciplinary Team Approach (to include Community Involvement)
 Use of Evidence-Based Practices/Methodologies
 Progress-Monitoring
 Data-Based Decision-Making



Holding on to Fidelity

**Get Started
and then
Get Better**

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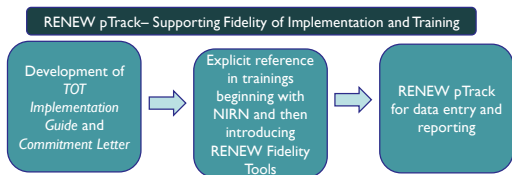
Implementation Stages (Goodman—Adapted from Fixsen, 2013)

Focus	Stage	Description
2011-2012 Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
2012-2015 Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
2015 - present Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

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Holding to Fidelity

- RENEW Implementation Checklist (RIC)
- RENEW Integrity Tool (RIT)
- Student Data Tracker



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Fidelity Assessment

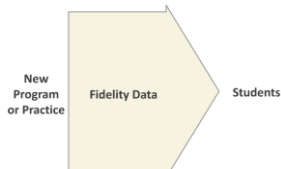
- not a personnel evaluation
- not measures of child outcomes; rather of ADULT behavior, products and condition
- not a start up activity

NIRN; Module 7: Fidelity Assessment (2017)

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Assessing Fidelity

- Frequent
- Relevant
- Actionable



Without fidelity data, we cannot determine if we have a performance problem or an innovation problem.

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RENEW Implementation Checklist (RIC)

- Completed by team very 6 months until team reaches 80%, then yearly thereafter
- Building-Level Coach enters data into RENEW Database

Purposes:

- Measure fidelity
- Ensure implementation
- Reinforce staff and build on strengths
- Feedback to TOT on functioning of
 - Recruitment and Selection Practices
 - Training Programs (pre and in-service)
 - Supervision and Coaching Systems
 - Interpretation of Outcome Data

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RENEW Implementation Checklist (RIC)

- 3 sections (17 Items | 34 Points)

- Foundations
- Training and Technical Assistance
- Ongoing Support and Progress Monitoring

- The team reviewed the list of youth eligible for RENEW (Strengths and Needs Checklist), ensured quick enrollment and identified disposition of youth at every meeting (Tracker)
- The Tracker or equivalent data system is in place and the team reviews implementation benchmarks at least 1x/mo. (Tracker)
- Outreach and education activities took place about RENEW to key stakeholder groups
- There is a process in place using data to assess youth retention, achievement of benchmarks, and outcomes.

Implementation Rating	Priority Rating
2-Fully in Place	H-High
1-Partially in Place	M-Medium
0-Not Yet Started	L-Low

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RENEW Integrity Tool (RIT)

- TOT completes with Facilitator 6 months post initial training and then yearly thereafter
- TOT enters data into RENEW Database

Purposes:

- Ensures fidelity
- Ensures implementation
- Develops educational and practice judgment
- Provides feedback to selection and training processes
- Grounded in "Best Practices"

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RENEW Integrity Tool (RIT)

- 3 sections (38 Items | 152 Points)
 - Phase 1: Engagement and Mapping
 - Phase 2: Initial Plan Development
 - Phase 3: Plan Implementation & Refinement

6	Every youth who enrolled and his or her parents signed school/agency consent documents required to participate in RENEW.
7	The Roles and Responsibilities agreement was discussed with each youth who enrolled in RENEW & signed.
8	The facilitator's schedule allowed for youth to choose the mapping meeting times, frequencies and locations.

Fully Implemented (4)
Mostly (3)
Somewhat (2)
Minimally (1)
Almost Never (0)

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Success

Challenges

- TOT Supervisors and Commitment to Fidelity
- Document Infrastructure
- Data Systems
 - Schedule
 - Collection | Entry
 - Completion | Accurate
- Network
- Demand for training

- TOT Supervisors and Commitment to Fidelity
- Regional turnover
- Refining Data Systems
 - Reports and Analysis
- Time – embedding RENEW into instructional day

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Aligning data is critical to managing and developing RENEW in PA.

GOAL: Convey a common understanding of data definitions and data responsibilities.

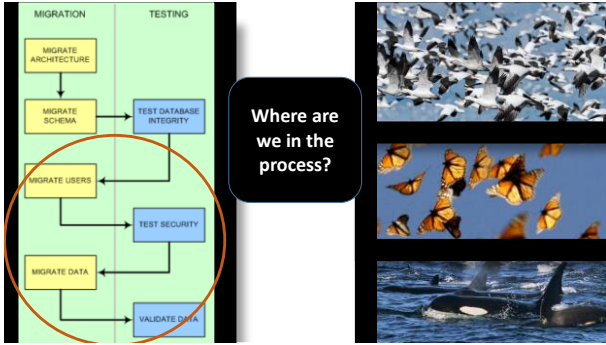


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Spreadsheets → Database

RENEW

- Percent Courses Completed Report
- ODR Aggregate Change Report
- Percent of Excused Absences
- Percent of Un-Excused Absences
- Number of Days in ISS
- Number of Days in OSS



Recall RENEW Roles for Data Collection

State Trainers	TOT	Building Level Coach
	RENEW Integrity Tool (enter and view)	n/a
	RENEW Implementation Checklist (enter/view in order to support Building Level Coaches)	RENEW Implementation Checklist (enter/view)
		Student Tracker (enter/view)

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RENEW Data Directions

Contents

- TOTs Entering RIT Data
- RENEW Building Coaches entering RIC Data
- RENEW Building Coaches entering Student Tracker
- Need more HELP?.....

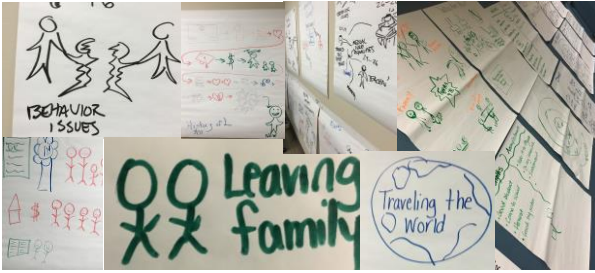
Please make a selection

RIT

RIC

Documents

Stories from the Field










Stories from the Field – Youth Voice

Videos

Training Dates: October 28, 2015 - 7 Weeks

RENEW: Student Family and Staff Members' Perspectives Sort by: **Select One**

RENEW is a youth-directed planning and support process designed to meet the needs of young people transitioning from school to adult life. This video series features three youth from Pennsylvania and how RENEW has made a positive impact on their school experiences and their planning for post-school goals.

 RENEW: Successes and Outcomes Duration: 05:40 8 Comments	 RENEW: Going Through the Training Duration: 04:50 8 Comments	 RENEW: Going Through the Process Duration: 12:17 8 Comments
 80 The Youth Voice of RENEW Duration: 02:34 8 Comments	 RENEW: Sara Duration: 05:10 8 Comments	 RENEW: Lance Duration: 05:58 8 Comments
 RENEW: Ashlyn Duration: 05:13 8 Comments		

Page 1 of 1, showing results 1 - 7 of 7

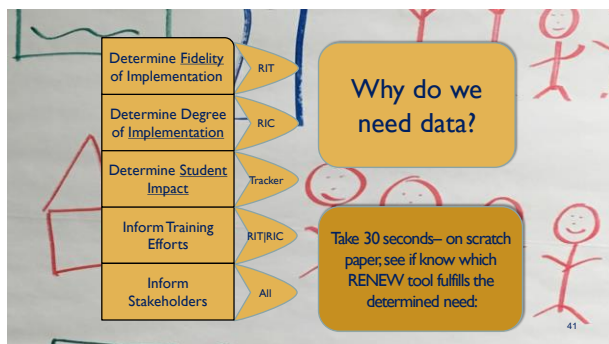
Want to be a better Facilitator? Check it out!

1	Is neutral, s/he does not take sides and does not express or advocate points of view during the process.	Request Part II of the RENEW Integrity Tool from your RENEW TOT!
2	Is aware of group and organization dynamics, in order to foster natural group strengths.	
3	Supports and ensures that the youth is respected and is the primary authority regarding his/her life decisions.	8 Elicits positive responses from the youth (he/she wants to talk more, affirms that he or she has been heard, etc.)
4	Creates procedures for and effectively facilitates meetings (i.e. well-developed agendas, decision making methods, ground rules etc.)	9 Asks open-ended questions and questions that promote exploration of ideas and insight
5	Uses clear and simple language that ensures that all individuals stay with the process rather than rush to premature solutions.	10 Shows patience, let's silence occur, and does not talk to fill space
6	Manages conflicts within the group and uses the incidents as learning opportunities for the process itself.	11 Uses the flip charts recording to facilitate group and individual learning
7	Uses facial expressions and body language that expresses empathy and understanding (looks at the person speaking, summarizes, reflects, appropriately).	12 Records, summarizes and shares information such that it is accessible to and clear to everyone.
		13 The facilitator tells the youth what will happen, and next steps (orients and summarizes).

Recall Why we Need Data:

- Inform stakeholders of impact and outcomes
 - State Advisory Panel (includes 12+ state departments and agencies)
- Inform professional development
 - TOTs can use fidelity tool results to afford training opportunities to individuals or small groups
 - State Trainers can pull reports and use data to inform training resources (materials and time)
- Communicate the PA RENEW Footprint
 - How many TOTs? How many schools?

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Recall when RENEW data is due

- **RIT Data** is due
 - Last day of January (if RIT was conducted in the fall)
 - Last day of June (if RIT was conducted in the spring)
- **RIC Data** is due -) on behalf of the Tertiary Team two times a year until 80% implementation is achieved and once a year thereafter.
- **Student Data** is due
 - Last day of January (reflecting 18 weeks of fall semester)
 - Last day of June (reflecting 18 weeks of spring semester)

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DATA OUTCOMES

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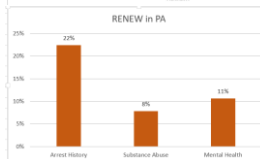
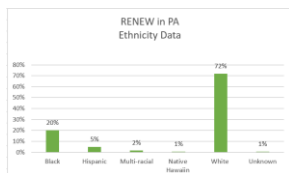
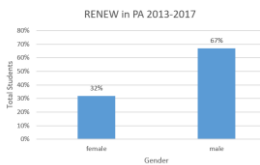
PA RENEW Data

- 2016 – 2017
- 178 Records Cumulative
- 44 Have 3 Semesters of Exposure to RENEW
 - 18 Females | 26 Males
 - 12 Arrest History | 2 Mental Health | 4 Substance Abuse
 - 14 Black | 3 Hispanic | 27 White

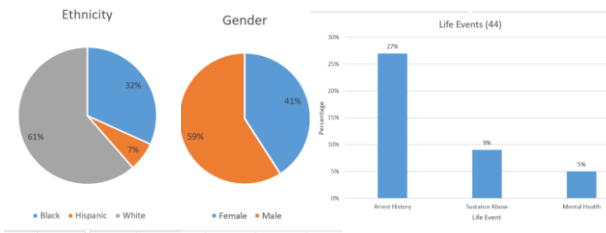
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***n* = 178 Student Trackers**

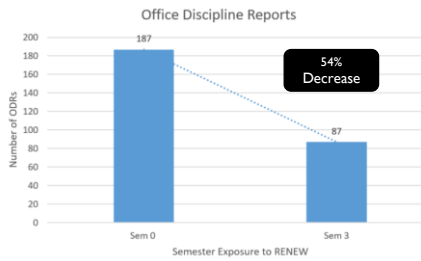
This total is cumulative from 2013 to 2017
58 Contributing Schools



Ethnicity and Gender (44)



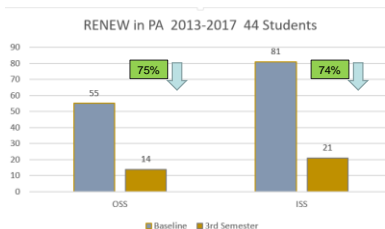
ODRs (44)



ODR- 44 Students

Baseline	Semester 3	36% ↓								
160	101									
Frequency Distribution										
ODR	0	1	2	3	4	5	6-10	11-15	16 - 20	21+
Baseline # of Students	16	5	3	2	2	1	11	2	1	1
Sem. 3 # of Students	27	2	2	1	1	3	3	1	2	2
Students experienced	Decrease		Increase			No change				
	50% (18)		25% (9)			25% (9)				

OSS & ISS 2012-2017



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Next Steps PA

- Set up reports and conduct analysis of RIT and RIC Data
- Continued teaming and training across all levels
- Exploration of ideas to embed RENEW into educational day for students
- Exploration of ideas to help facilitators move through established Youth Action Plan
- Exploration of RENEW in county level mental health model, Systems of Care

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References

Blasé, K., van Dyke, M., & Fixsen, D. (2013). *Stages of implementation analysis: Where are we?* [self assessment tool]. National Implementation Research Network. Retrieved from <http://implementation.fpg.unc.edu/resources/stages-implementation-analysis-where-are-we>

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children*, 79(2), 213-230.

Fixsen et al (2011)

The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel - Hill Module 7: Fidelity Assessment (2017)

The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill NIRN: Implementation Science Define <http://nirn.fpg.unc.edu/learn-implementation/implementation-defined>

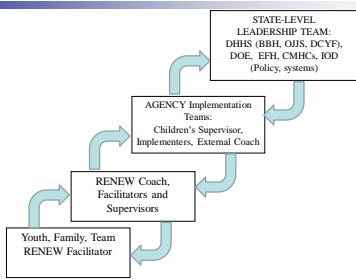
The National Implementation Research Network, FPG Child Development Institute, University of North Carolina, Chapel Hill Implementation Teams (2017) Retrieved from <http://nirn.fpg.unc.edu/learn-implementation/implementation-teams>

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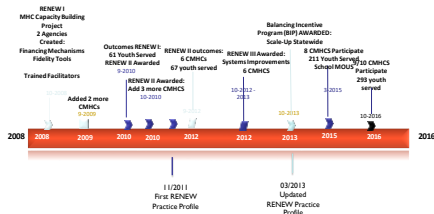
RENEW IMPLEMENTATION IN NEW HAMPSHIRE'S COMMUNITY MENTAL HEALTH SYSTEM

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RENEW Mental Health Center- Implementation Structure

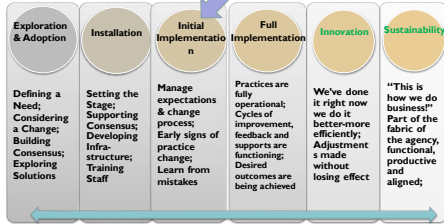


RENEW Capacity Building Projects (Oct. 2008- June, 2016)



STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES

Description of Stages of Improvement



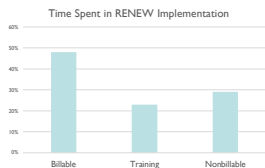
STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES



Using PDSA Cycles to Make Systems Improvements

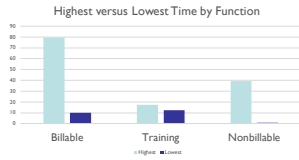
- RENEW I Facilitators told us: "It takes time away from billable hours to implement RENEW"

Our Response was: Let's study that!



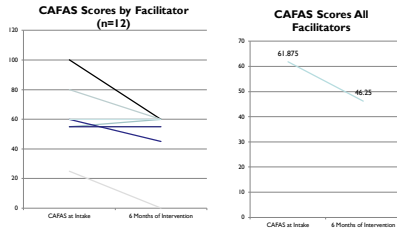
Findings from Time Logs

- Significant variability between time facilitators spent with youth, and billable versus non-billable:



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RENEW I Youth Outcomes



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Drivers



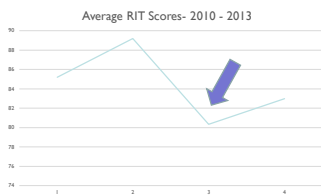
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Discussion

- How were the drivers related to system, fidelity and outcome improvements?

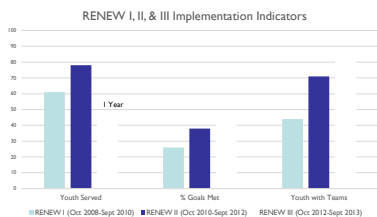
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RENEW Integrity Checklist



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Conclusions and Next Iterations- RENEW II and III



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Result: We were asked to apply for a 3-year state Medicaid Balancing Incentives Project (BIP) 2013-2016

- Systems improvements- requiring and training RENEW Implementation Teams
- Data improvements- piloted an online data system; refined our fidelity measures
- Scaled up from 6 to 9 Community Mental Health Centers
- Facilitator training improvements
- Created a formal local coaching system
- Linked with education

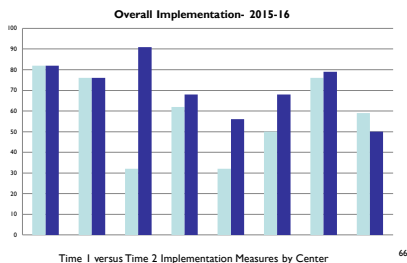
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BIP- Implementation Enhancements

- Provided up to \$12,000/year of incentive payments to CMHCs for achieving benchmarks.
- Refined and supported internal/local coaches.
- Facilitated formal agreements with high schools (tied to one benchmark).

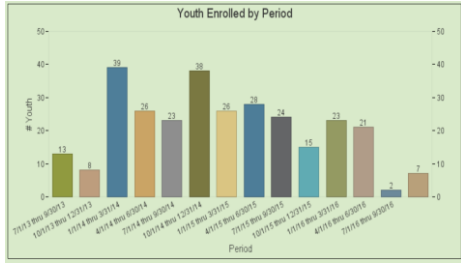
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BIP-RENEW Implementation Checklist-

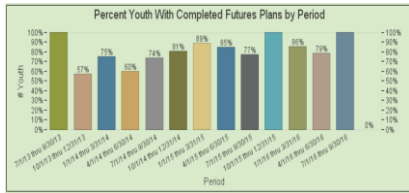


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BIP- Youth Enrollments by Quarter

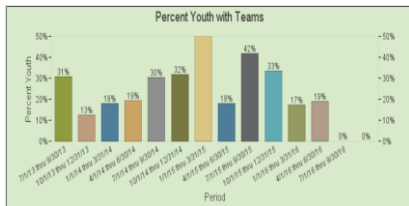


BIP-Youth Who Completed Plans



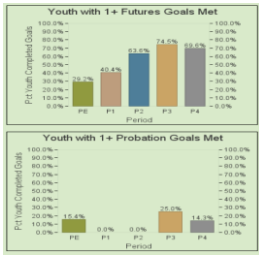
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BIP- Youth With Teams

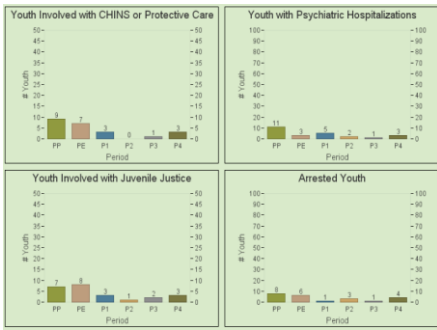


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BIP- % Youth Goals Met



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Exemplar- Seacoast Mental Health and Exeter High School

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The Role of a Mental Health Specialist on the Implementation Team

- More efficient access to needed information.
- Earlier access to the RENEW intervention.
- Effective cross-team structure promotes better communication & coordination of services.
- Able to stream line the process.
- Cross-team leadership promotes common language & approach to address needs of the school & community.
- Greater ability to focus on the organizational structures of both systems .
- Able to provide school staff with insight into beneficial RENEW practices and helpful tools.

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RENEW Implementation Team

Vision Statement:

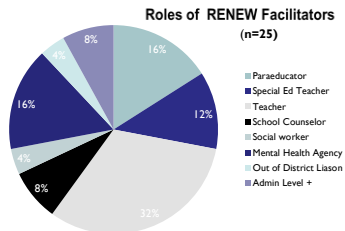
To develop a sustainable infrastructure to support students through strengths-based futures planning.

Mission:

To ensure the successful implementation and collaboration of the RENEW process through analyzing data, identifying students, and coaching facilitators with the goal of improving student outcomes.

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Who are the RENEW facilitators?



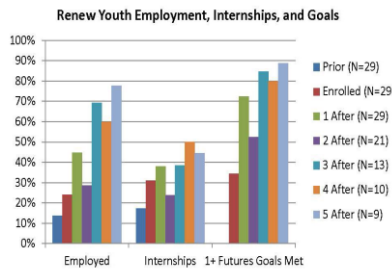
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Trainings for 2014-2017:

- 3 Day RENEW facilitator's training
- 1 Day RENEW Coaches Training
- RENEW Implementation Team Training
- **Ongoing bimonthly coaching and TA to RENEW Implementation Team and RENEW facilitators**

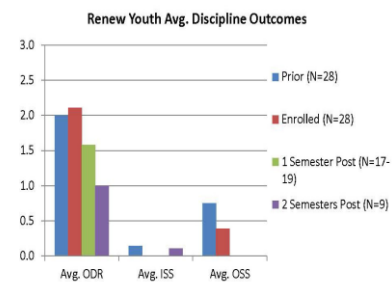
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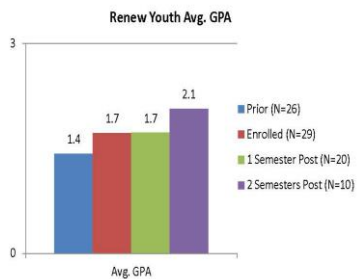
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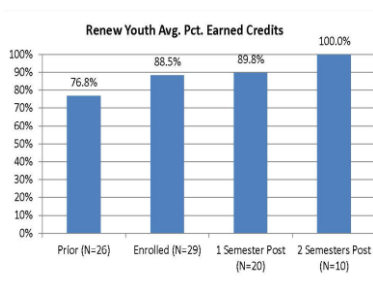
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What does it take to sustain RENEW ?

- Committed coaches, committed facilitators, and supportive leadership
- A solid implementation team with a dedicated coach who is able to manage this process with fidelity and support facilitators
- Investment for training and ongoing support for facilitators
- Reliable data-driven decision-making
- Identified conduits to outside resources and community
- Commitment from SAU to support coaching support provided by Seacoast Mental Health

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Thank you!

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- RENEW website: www.renew.unh.edu
- For further questions please contact us at iod.renew@unh.edu

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