

Selecting and Implementing Evidence-Based Practices

May 19, 2015

Questions and Answers Summary

Question	Answer
<p>One of our biggest challenges is keeping people involved in the EBP.</p> <p>What are some strategies for keeping people involved?</p> <p>How about for following up with clients who may have stopped participating?</p>	<p><u>Cambria Walsh, CEBC</u></p> <p>Make sure to explain the EBP to the parent/participant. Be clear about the expectations such as number of sessions, time commitment, what the parent/child will get out of participation in the intervention.</p> <p>This is practice specific so you want to talk with the program developer for advice they may have for the specific EBP. One of the key strategies is make sure they have an understanding of what it is that is happening in the practice. The more they have an understanding, the better engagement you will have with them. When people start doing EPB, they are still trying to understand it themselves. Look at what the barriers are for them that you can help them overcome. Revisiting the clarification is important.</p> <p>Look at why the clients have stopped participating. Is it transportation issues? Is it logistics? Or is it something about a specific practice that is going on that isn't working or isn't a good fit for the group of clients?</p> <p>One of the key strategies for keeping people engaged is make sure they have an understanding of what it is that's going to happen in the practice. Provide as much information as you can in the initial meeting about the duration of the practice, the requirements for them to participate, the benefits they will see out of this and how soon they will see it, etc. The more they have an understanding of what you are providing, the better engagement you will have with them. When people start doing EPB, they are still trying to understand it themselves and they do not explain to their clients exactly what it is that they are going to be doing. Look with the clients about what the barriers might be for them and if you can work with them and strategize how to overcome the logistics. You want to address these sooner than later so they know if it will be a good fit for them.</p> <p><u>Ken DeCerchio, NCSACW:</u></p> <p>Consider if the agency/program is using the right engagement strategies with the clients/parents. Is it the right intervention for the population? Are there barriers that can be addressed such as transportation or child care?</p> <p>Look to see where they are dropping out. Is it early on in the practice or after the practice has been implemented for a while? It depends on the intervention and external compatibility as well.</p>

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	<p>Implementation of these practices is not done in a silo or in a vacuum. Families are coming across systems. These families are not educated and told about how everything fits together and what they should expect over that life cycle of engagement, clarifying everything up front is important. Revisiting and checking in with parents is important. The importance of engaging those referring agencies has an important bearing in generating referrals and for everyone to be on the same page.</p>
<p>How do you continue to monitor fidelity through different stages of implementation?</p> <p>We have support for this right now but what about the long-term?</p>	<p><u>Cambria Walsh, CEBC</u></p> <p>Build it into program implementation from the beginning. This should not be an add on or after thought but a part of the program throughout implementation.</p> <p>This is dependent on the individual EBP. It is important that you build this in as part of supervision and day-to-day practice to help sustain it. It's important that it is not something that is going to disappear when your funding disappears. You need to look at how you implement this within the existing structure of your organization so that it is able to stay. You need to revisit it to see if it is working and that you are maintaining fidelity. Some agencies do it through supervision and it works well but for some it does not.</p> <p><u>Ken DeCerchio, NCSACW</u></p> <p>Institutionalizing and incorporating it into existing process is important. Having a quality improvement program/quality assurance in the extent that it can be incorporated into your practice is important. The propensity for maintaining and sustaining that fidelity is increasing significantly by doing it that way. Always having the management and leadership support early on in the selection process is important as well.</p>
<p>At what stage or phase of recovery should you refer a client to an EBP parenting program?</p>	<p><u>Cambria Walsh, CEBC</u></p> <p>Contact the program developer to see what their advice and feedback is. It differs from program to program; look at each program individually. Some programs are meant for people in different points in their recovery. Other might be an add on that are not going to be successful until certain points. You have to look at each program individually. This is a question you would have to explore with the program developer.</p>
<p>What is the difference between accountability and fidelity?</p>	<p><u>Ken DeCerchio, NCSACW:</u></p> <p>Fidelity can be considered one element of accountability. Fidelity, in this context, addresses the extent that specific clinical interventions are implemented according to the components of the intervention that established it as evidence based. Accountability speaks to being answerable or responsible (individual, agency, or system) for tasks or</p>

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	mission. One can be held accountable for implementing an evidence-based practice with fidelity.
Requests for assistance in identifying and selecting an EBP for the following populations:	<p><i>For information about the process for selecting an EBP, please review the CEBC publication <u>Selecting and Implementing an Evidence-Based Practice: A Guide for Child and Family Serving Systems</u> available at http://www.cebc4cw.org/implementing-programs/guide/. If you have questions beyond what is available in the guide, please contact the CEBC via the website - http://www.cebc4cw.org/</i></p> <p><i>Information about EBPs for specific target population is identified below.</i></p>
Truancy Diversion	<p>The Office of Juvenile Justice and Delinquency Prevention’s (OJJDP’s) Model Programs Guide (MPG) contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. Information regarding Delinquency Prevention programs is available at http://www.ojjdp.gov/mpg/Topic/Details/79</p> <p>The CEBC has information in the following area:</p> <p>Behavioral Management Programs for Adolescents in Child Welfare http://www.cebc4cw.org/topic/behavioral-management-for-adolescents-in-child-welfare/</p>
Substance Abuse Treatment	<p>The CEBC has information in the following 2 areas:</p> <p>Substance Abuse Treatment (Adolescent) - http://www.cebc4cw.org/topic/substance-abuse-treatment-adolescent/</p> <p>Substance Abuse Treatment (Adult) - http://www.cebc4cw.org/topic/substance-abuse-treatment-adult/</p>
Juvenile Justice Populations	<p>OJJDP’s MPG contains information about evidence-based juvenile justice and youth prevention, intervention, and reentry programs. Information about programs including listing by topic can be found at http://www.ojjdp.gov/mpg/</p> <p>The CEBC has a number of target areas that may be appropriate for a juvenile justice population but specific information will depend on the problem identified. The list of topics is available at http://www.cebc4cw.org/search/topic-areas/</p>
Parenting	<p>The CEBC has information in the following area:</p> <p>Parent Training Programs - http://www.cebc4cw.org/topic/parent-training/</p>
Anti-Social Personality Disorders	<p>OJJDP’s MPG contains information about evidence-based programs in the topic area Antisocial Behavior/At-Risk Problem Behaviors. Information is available at http://www.ojjdp.gov/mpg/Topic/Details/80</p>

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<p><i>EBPs that have proven effective with minority populations</i></p>	<p>OJJDP’s MPG includes information about programs for Racial and Ethnic Minorities - http://www.ojjdp.gov/mpg/Topic/Details/131</p> <p>The Cultural Resources Reference List for the CEBC provides citations and abstracts from articles that have been published in peer-reviewed, published literature about culture as it relates to evidence-based practice. Information can be accessed at http://www.cebc4cw.org/home/cultural-resources/</p>
<p><i>Trauma</i></p>	<p>The CEBC has information in the following 2 areas:</p> <p>Trauma Treatment (Adult) - http://www.cebc4cw.org/topic/trauma-treatment-adult/</p> <p>Trauma Treatment (Child & Adolescent) - http://www.cebc4cw.org/topic/trauma-treatment-for-children/</p> <p>The National Child Traumatic Stress Network also has information about evidence-based practices for trauma under the Treatments that Work tab - http://www.nctsn.org/resources/audiences/parents-caregivers/treatments-that-work.</p>