Concept Mapping

A Next Generation Multi-Use Strategy

The Research & Training Center
for Children's Mental Health

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Presenters

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Intensive Workshop Overview

- Concept Mapping Overview
- Examples from the Field
- Break (10 minutes)
- More Examples from the Field
- Readiness Study and Community Readiness Assessment
- Discussion & Wrap UP

Concept Systems, Inc.

All projects discussed today use

- the methods and software developed by Concept Systems, Inc., Ithaca, NY.

- the Concept System© software: Copyright 2004-2007; all rights reserved. Concept Systems Inc.

Why Concept Systems?

This system offers a next generation approach to data collection and management

- Moved concept mapping beyond focus group model

- Added web-based method to collect data

- Added statistical analyses, formerly subjective interpretation

- Added graphic presentations of finding

- Is flexible, applicable to many situations

Overview of Concept Mapping from Concept Systems, Inc.

- Why Concept Mapping?
- Multiple Uses
- Multiple Methods
- Process and Products

Why Concept Mapping ?
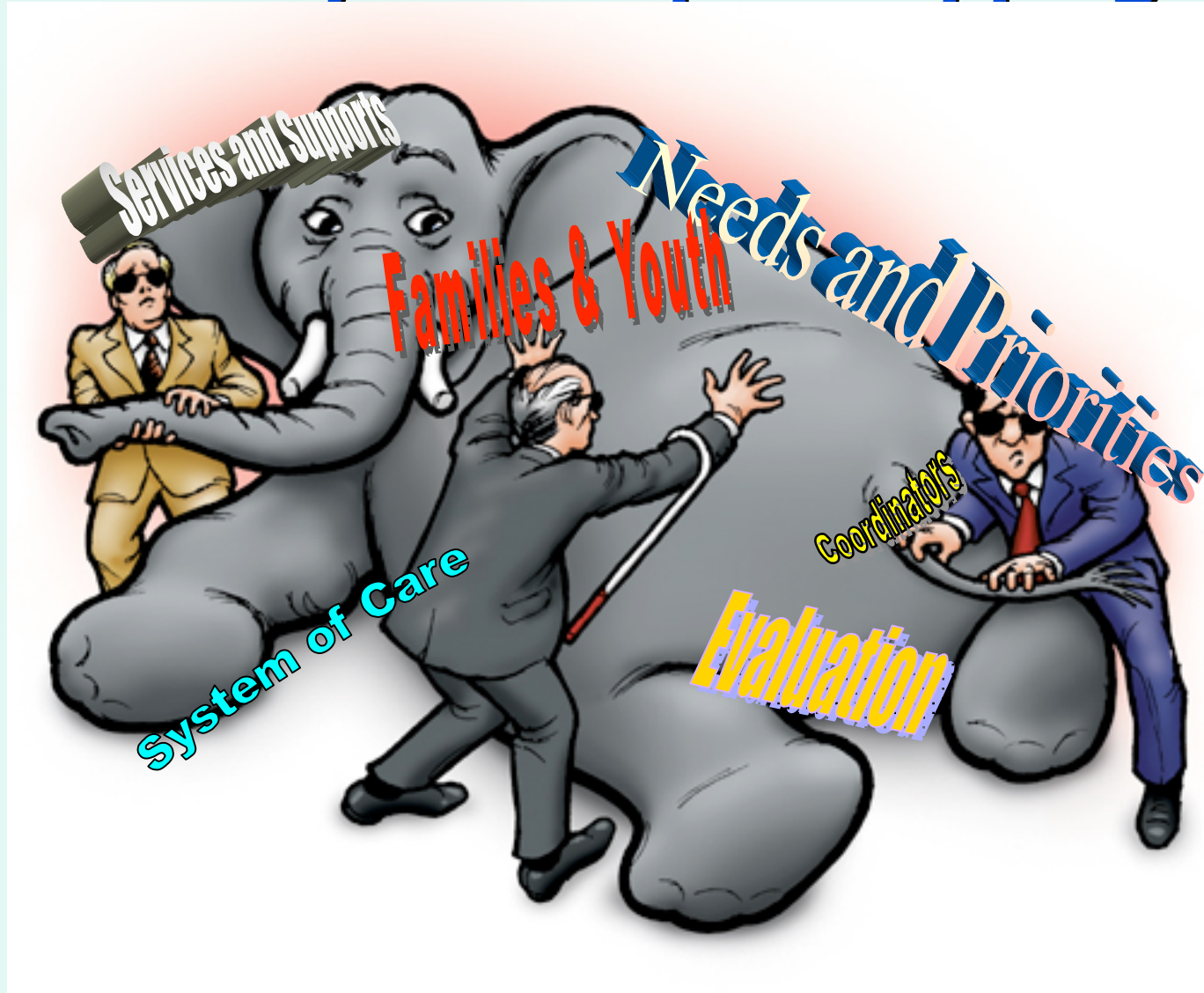
Definition

- A structured process used to organize the ideas of a group that wishes to develop framework for planning and evaluation.

- The process is used to develop pictorial representations of the ideas generated by the group and the relationships of these ideas to

Definition--More

- The participants express both their individual ideas and interact (face-to-face or virtually) with the entire group.

- The input is analyzed statistically and the findings are not subjective.

Advantages

- Time efficient

- Easy to understand; no jargon

- Effective engagement strategy

- All participants have equal voice

- Supports ownership; empowers
action

Advantages--More

- Allows for assessing multiple dimensions, such as importance and feasibility

- Grounded by statistical analyses, not subjective interpretation

Uses for Concept Mapping

- Community planning for change: to set goals, for implementation and/or sustainability, for logic model development

- State level planning

- Evaluation, using repeated measures

State Level Planning Example

Planning for new programs, expansions, and budgets

Quote from a deputy commissioner

It got to the heart of my frustrations over all the Plans and task forces we used to have in the Division that took forever and were little more than the nominal group method. Our planning never took "feasibility" into consideration and thus most plans ended up as pipe dreams to be revisited over and over and over again. Concept Mapping provides a structured, valid and much more time efficient method of identifying actions that both the community and the State can embrace, irrespective of resources. Our plans all just resulted in requests for millions of $ that had no prayer of passing. It is neat to see this kind of advance in the "science" of consensus building.

In Order to Avoid This

Kresba Dušan Blažek

And Get Organized Input from Stakeholders

Two Methods for the Concept Mapping Process

- Can be done face-to-face with a group

- Can be done using a web-based program; participants respond online

Process – how does it work?

- Convening a group

- Brainstorming

- Sorting the responses

- Rating the responses

- Feedback session & products

Convening a Group

Organizers determine the participants.

They may include administrators, staff, board members, family members, youth, community leaders and others.

Develop the Focus Prompt

The Focus Prompt is the trigger for Brainstorming. It sets the framework for how the group thinks about the task.

Examples of a Focus Prompt

- "To develop a system of care in our community, we must have the following characteristics and functions ….."

Or

- "To have a system of care in our community, we must….."

Brainstorming

- Generate ideas in response to a prompt

Sorting

- Sort each idea into groups that are related to each other

- Label each group

What is Brainstorming?

- Participants generate ideas about the topic of interest

- There are no limits on the number of ideas, though excessive numbers may become cumbersome.

The Brainstorming Process

- As a statement is made, it is typed into the computer and projected onto the screen.

- Brainstorming is complete when the group cannot generate any more statements.

- Or the process stops at about 100 statements.

Sorting

- The group returns the next day

- Each statement is printed on an index card; a full set of cards is provided to each person.

- Each person puts items into piles that go together and

Rating

- Utilizes a Likert scale
- Each respondent rates each item on two separate dimensions
- Each item is rated on a 1 to 5 response scale with 1 equaling strongly disagree and 5 equaling strongly agree

Products

- Point Map/Concept Map from sorting and labeling.

- Ladder graph from ratings of importance and feasibility.

- Go-zone map from ratings of importance and feasibility.

How the Data are Analyzed

- Data from the brainstorming, sorting and rating are statistically analyzed, using item analyses, hierarchical cluster analyses and multidimensional scaling

- Findings are not based on opinions or subjective interpretations.

Multidimensional Scaling

- Concept Systems software program calculates spatial relationships of paired data from the total square similarity matrix much as one would position cities on a blank map if the distance between the cities was known.

- Mathematical scaling is done using a multivariate analysis to represent the location of all of the statements on a two dimensional point map.

Multidimensional Scaling, cont'd

- Points on the map represent individual statements and their positions relative to each other.

- Points close to each other are conceptually similar; points that are far apart are conceptually different.

- The point map forms the basis for the construction of the cluster map.

Point Map
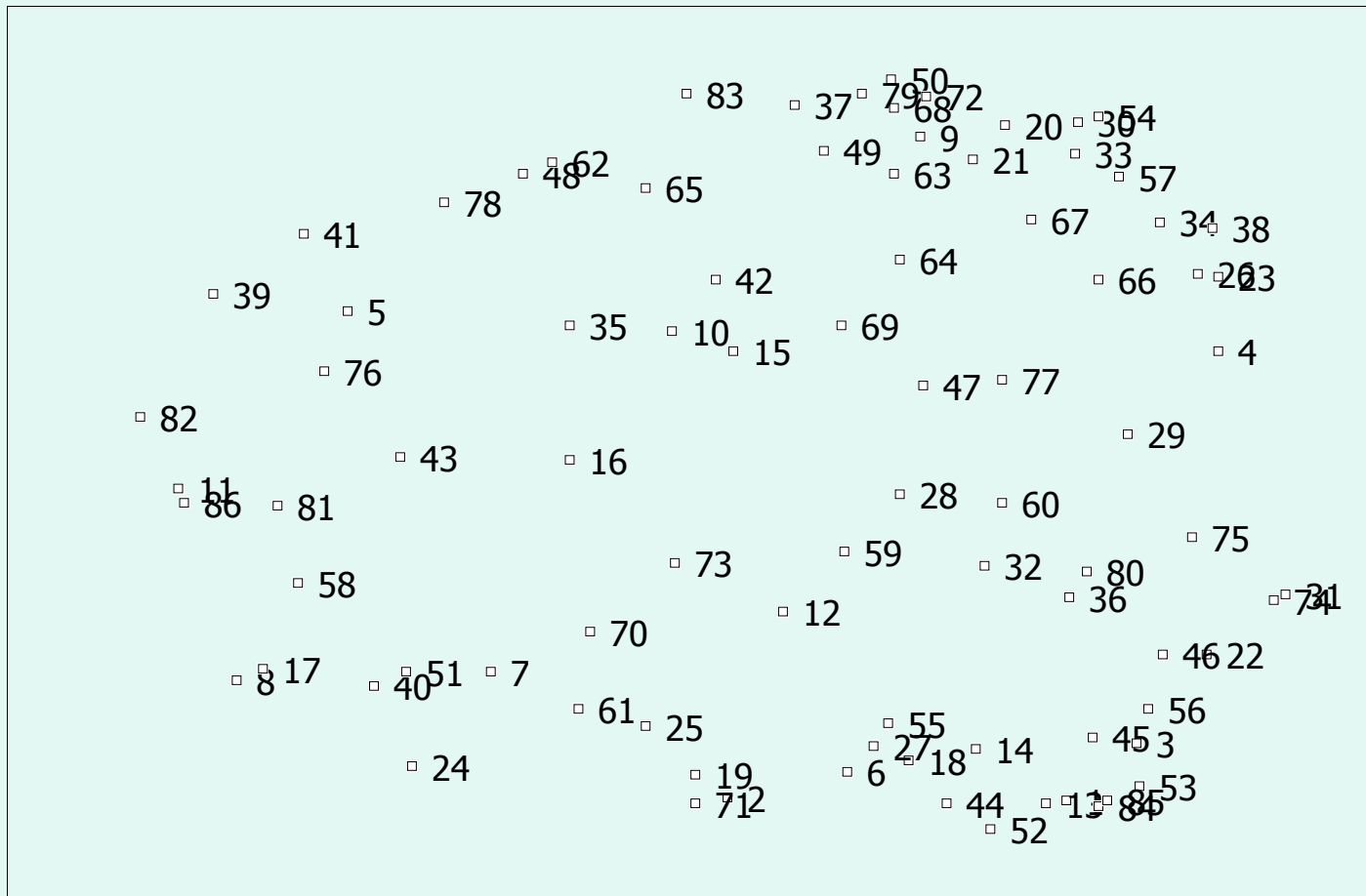
Hierarchical Cluster Analysis

- Individual statements are mapped showing their relationship to one another, forming a point map.

- The point map is grouped into clusters of statements that in theory reflect similar concepts, forming a cluster map.

- There can be as many clusters as statements, and the final number is determined by the analyst, with advice

Hierarchical Cluster Analysis, cont'd

- With 100 statements, 20 down to 3 clusters are examined.

- As the analysis moves from one cluster level to the next, (e.g., from 10 to 9 clusters) the grouping is examined to determine if it makes sense to the overall framework.
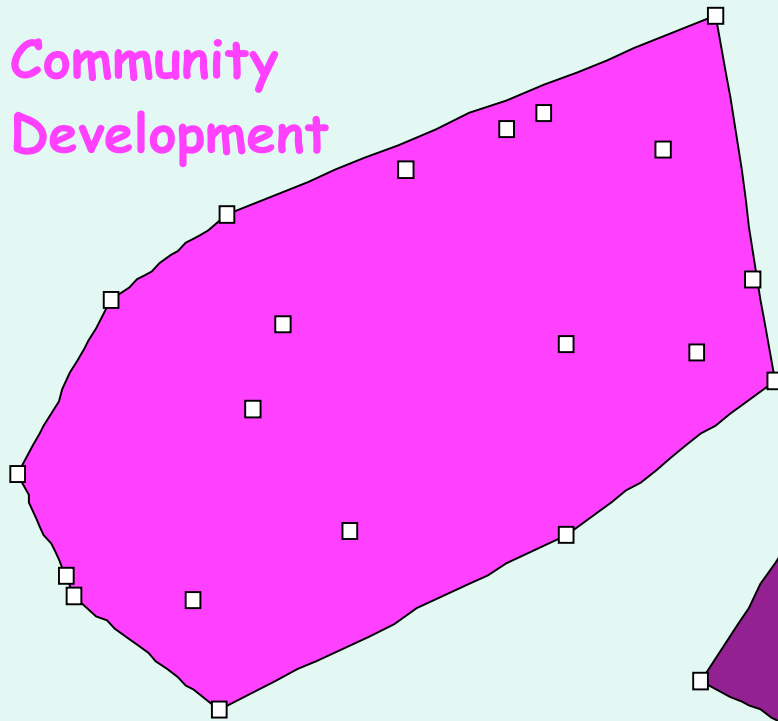
Participant Input

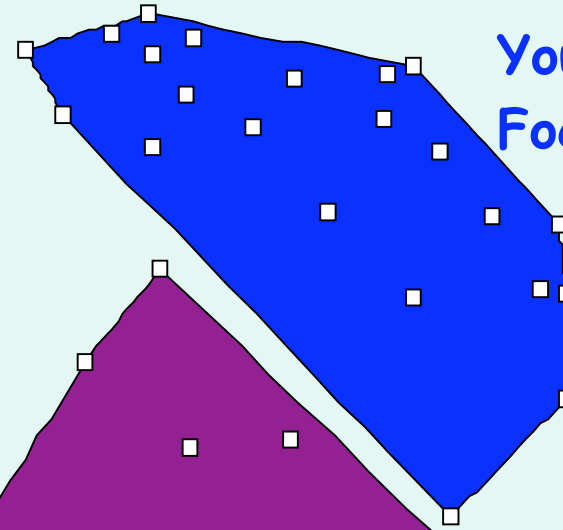Discussion with participants focuses on

- Number of cluster solutions

- Names of clusters; program generates several options based on the labels participants gave
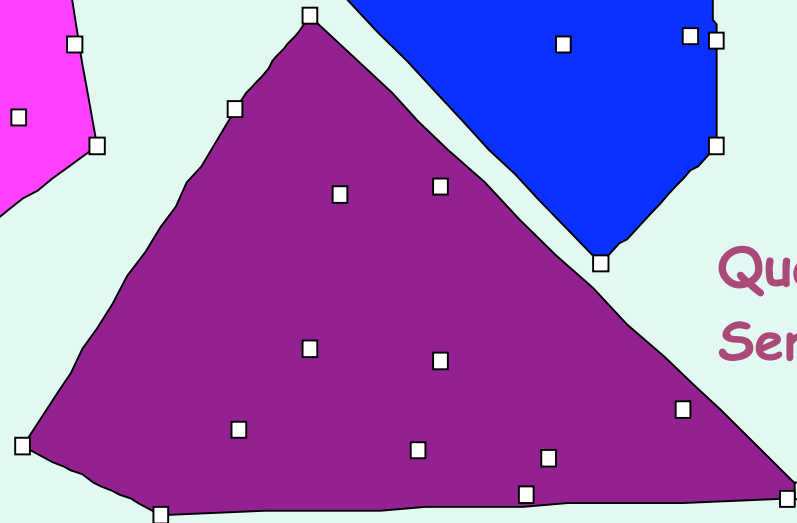
Five Cluster Solution

Community Development

Youth & Family Focus
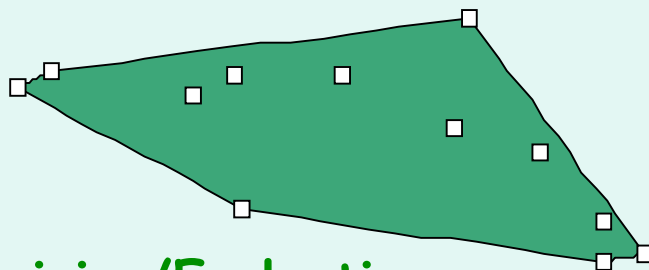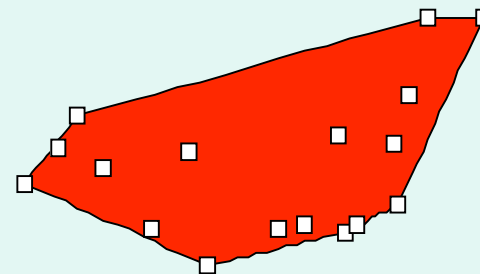
Quality Services

Training/Evaluation

Communication/Collaboration

Six Cluster Solution

Community
Development

Youth &
Family Focus

Cultural
Issues

Quality Services

Training/Evaluation

Communication/Collaboration

Seven Cluster Solution

Community Development

Youth Focus

Family Focus

Cultural Issues

Quality Services

Training/Evaluation
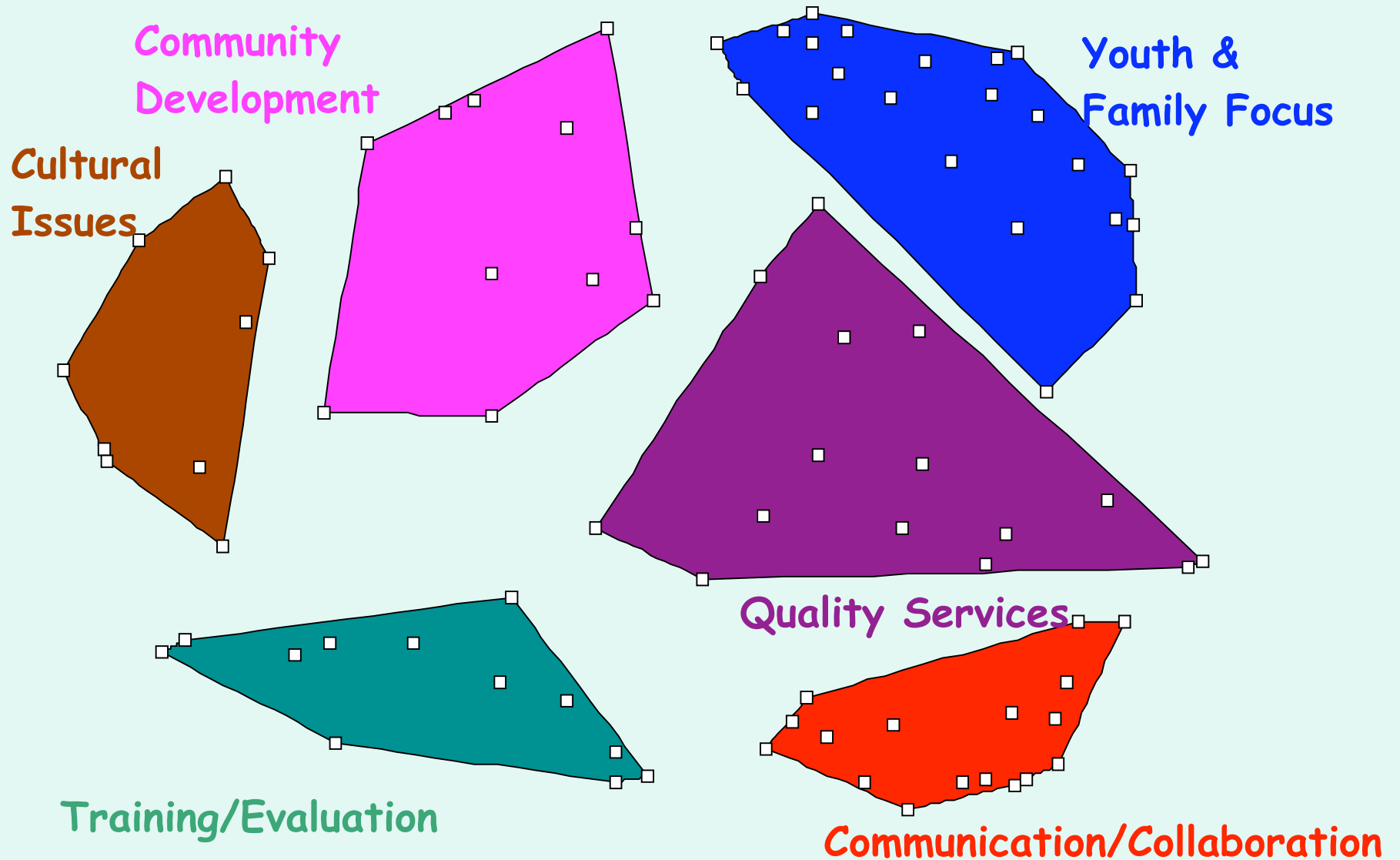
Communication/Collaboration
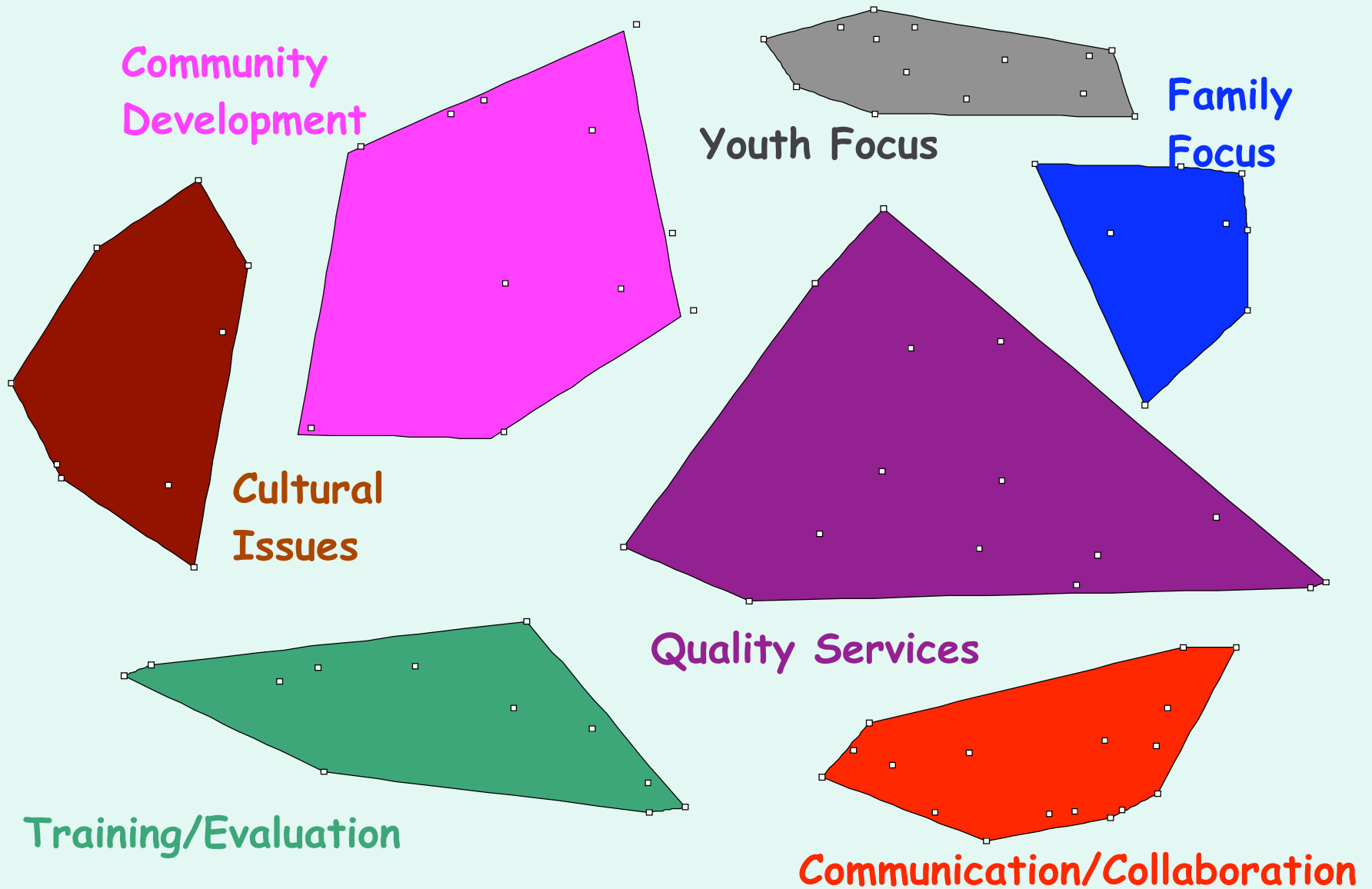
The Ladder Graph

- Shows the results of comparisons between participant responses on importance and feasibility, by cluster

- Depicts the correlation between these two dimensions

- A correlation ranges from -1.00 to +1.00

- In the next example, the correlation coefficient (r value) for the level of agreement between the two dimensions is

Cluster Ratings
on Importance and Feasibility

Importance

Feasibility

4.1

4.1

Youth Focused Initiatives

Community Education

Family Issues

Evaluation

Advocacy

Service Delivery

Communication/Collaboration

Funding

Family Issues

Youth Focused Initiatives

Community Education

Communication/Collaboration

Evaluation

Advocacy

Service Delivery

Funding

2.9

2.9

r = 0.93
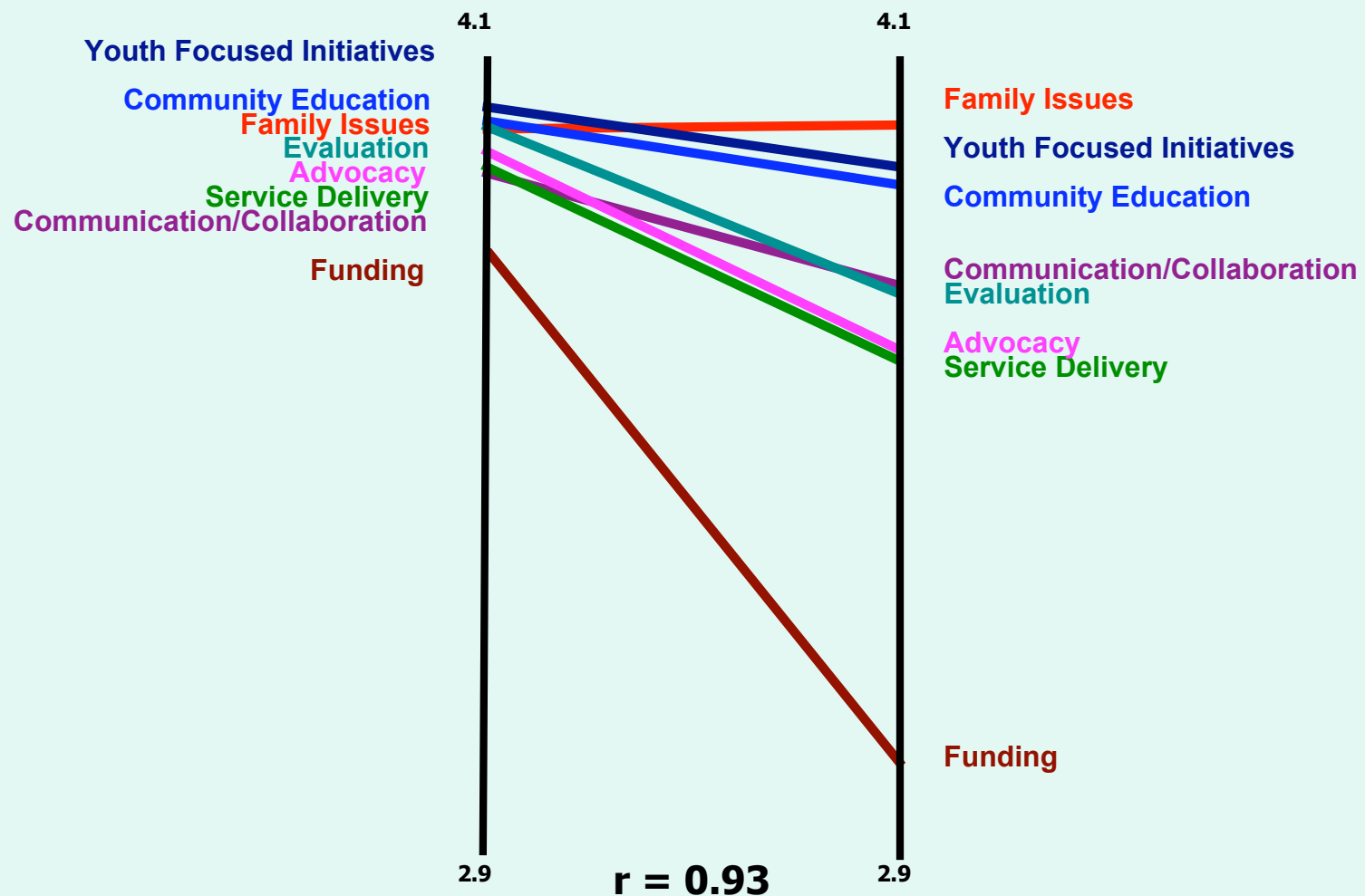
Go-Zone Plot

- Facilitates planning. By focusing on those items rated as the most important and most feasible, action plans can then be created.

- Facilitates development of a logic model for systems change, by defining areas of importance

Go-Zones

Feasibility (y-axis): 3, 3.91, 4.71
Importance (x-axis): 3.38, 4.22, 4.96
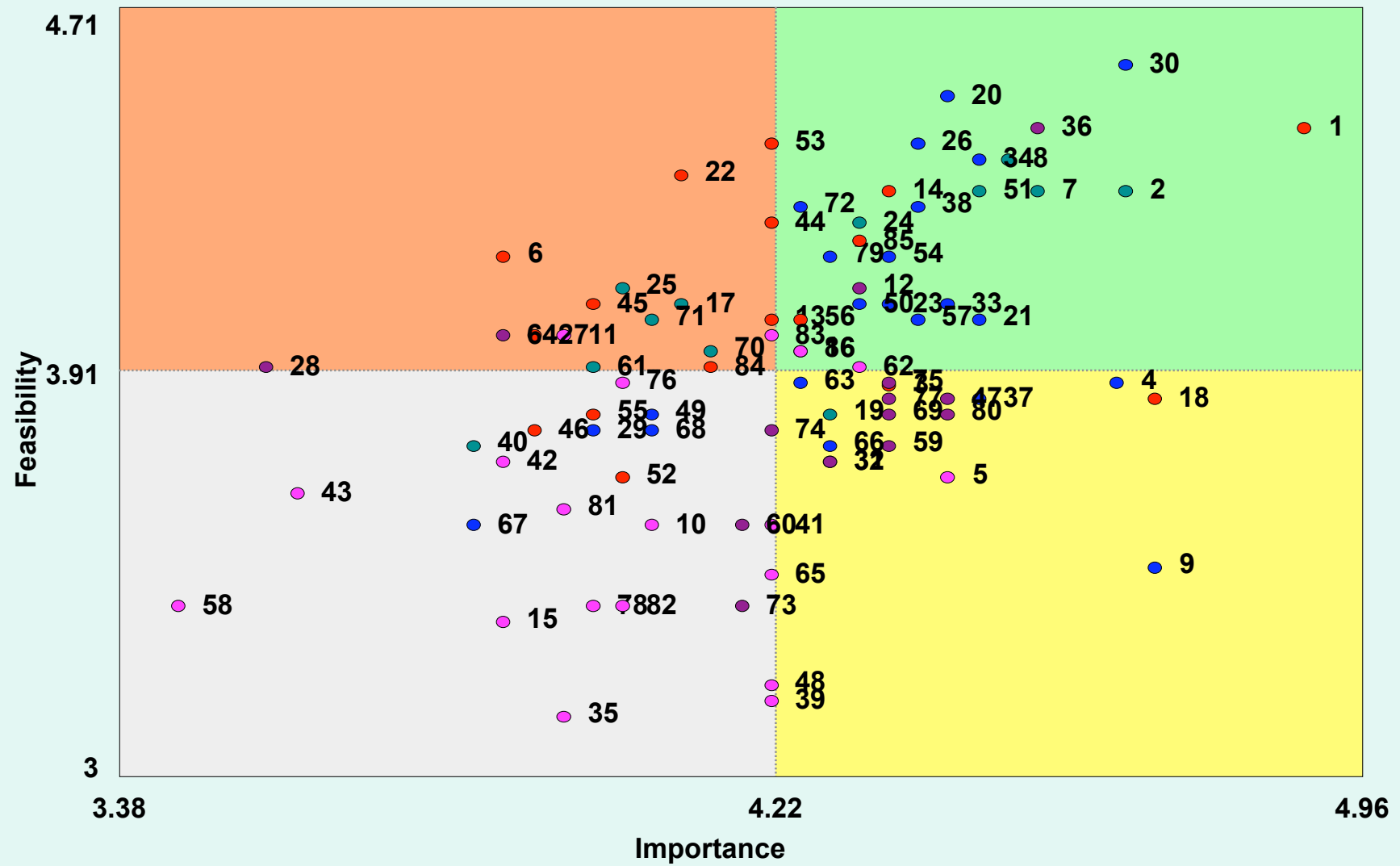
Highest Statements

- Listen to youth

- Ask youth what they want

- Deal with confidentiality

- Develop a plan for communications

- Train direct service staff to serve children and families

Benefits

- The concept mapping framework provides an easy, organized way to help participants with planning or an evaluation study.

- The methodology helps participants describe their ideas in a familiar language rather than that of the evaluator or planner, free of

Using the Results

- The results are presented graphically, showing the ideas and relationships, to the participant group as well as to other interested groups.

- The process increases group ownership of the actions based

Examples from the Field

Wm. Martin Hydaker, Director

Hydaker Community Consulting

How Others Have Used Concept Mapping

Concept Systems, Inc.
Example of Clients

Examples from the Field

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Hydaker Community Consulting

How Others Have Used Concept Mapping

Concept Systems, Inc.
Example of Clients

Examples from the Field

- National Traumatic Stress Initiative

- State of Mississippi

- Maternal Child Health Bureau

- Comprehensive Community Mental Health Services Program for Children and Their Families

Commonalities

- Engagement activity
- Planning for change

Site Specific Adaptations

- Enhancing community voice

- Questionnaire and survey development

- Evaluation & continuous quality improvement

- Group comparisons

- Multiple implementation sites

- Increase family & youth "voice"

- Logic model/strategic plan development

Trauma Recovery for Youth Network (TRY)

A partnership working to develop a multi-agency, child and family centered trauma-informed community network serving Hinds, Madison and Rankin Counties.

TRY Major Activities

- Build upon existing infrastructure to develop a community practice center;

- Provide services to, and collect data on trauma affected children;

Major Activities cont.

- Bring expertise to bear on effective practices, service financing, and other issues;

- Provide leadership and training on child trauma mitigation for providers and staff in the area.

TRY Concept Mapping

- To develop an approach guided by the community.

- Identification of highly valued activities.

- Use prioritized activities to build the local network.

- Establish a baseline for evaluation

Examples of Important and Feasible Activities

- Increase awareness of services available through the network
- Provide trauma training to direct service staff
- Identification of new partners
- Link first responders & service providers
- Increase understanding of the values and cultural norms of the population served.

Conclusions

- A shift in implementation focus
- Prioritized activities became a focus for evaluation and continuous quality improvement
- Information for interviews and a brief rating scale derived from concept mapping

Mississippi's Department of Mental Health
&
Mississippi Families as Allies

Planning for statewide implementation of community systems of care for children and youth with serious emotional/behavioral disorders and their families.

Planning for Statewide Implementation

- Identification of critical steps necessary for statewide implementation of SOC.

- Comparison of response from two groups; community stakeholders and key state level personnel

Focus Statement

Generate a list of things that need to be done if the system of care is to be developed and sustained successfully throughout the state.

Results, using combined groups

- A low level of agreement between importance and feasibility, r = .31

- Relatively little agreement between the two groups on importance, r = -.40

- Far more agreement between the two groups on the dimension of feasibility, r = +.95

Results – Combined
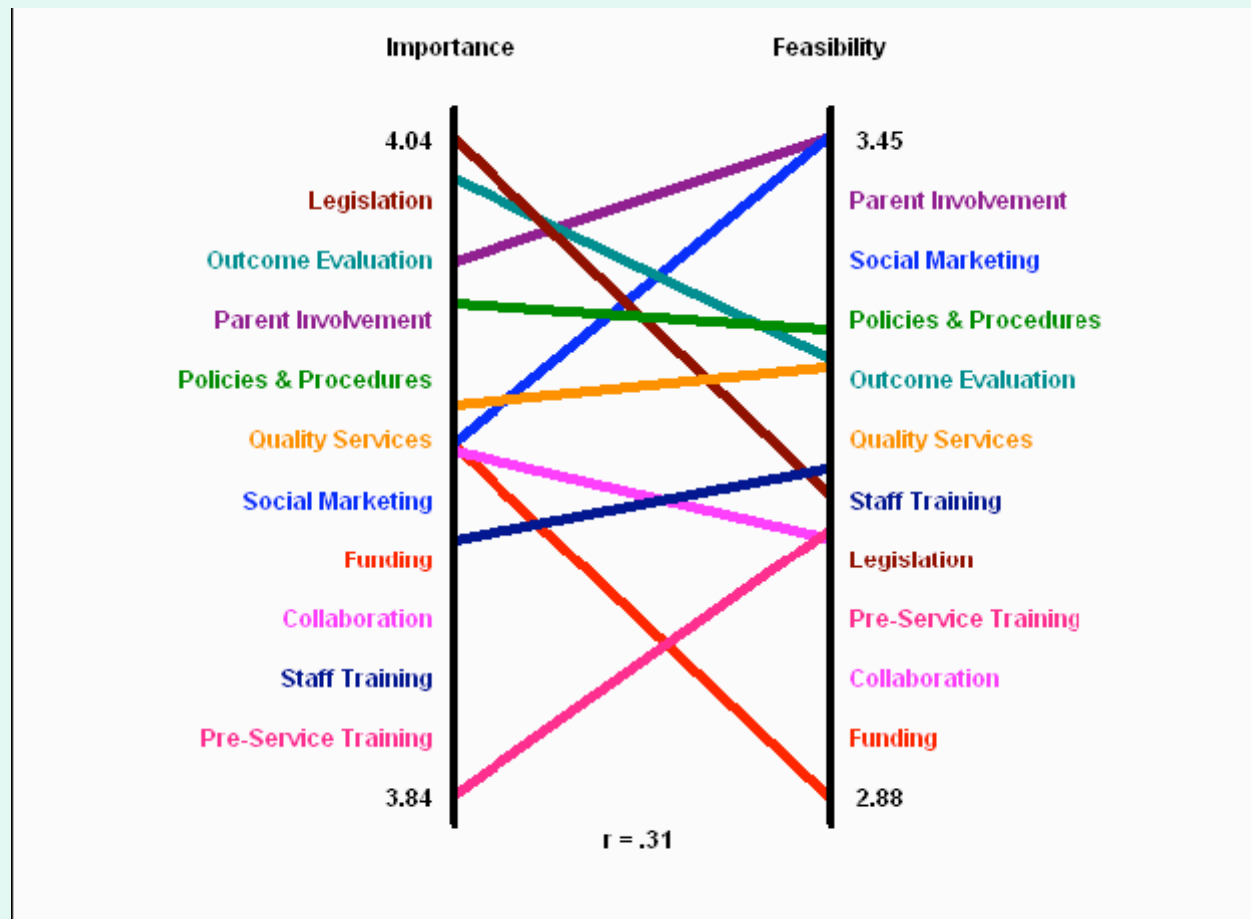
Importance Comparison
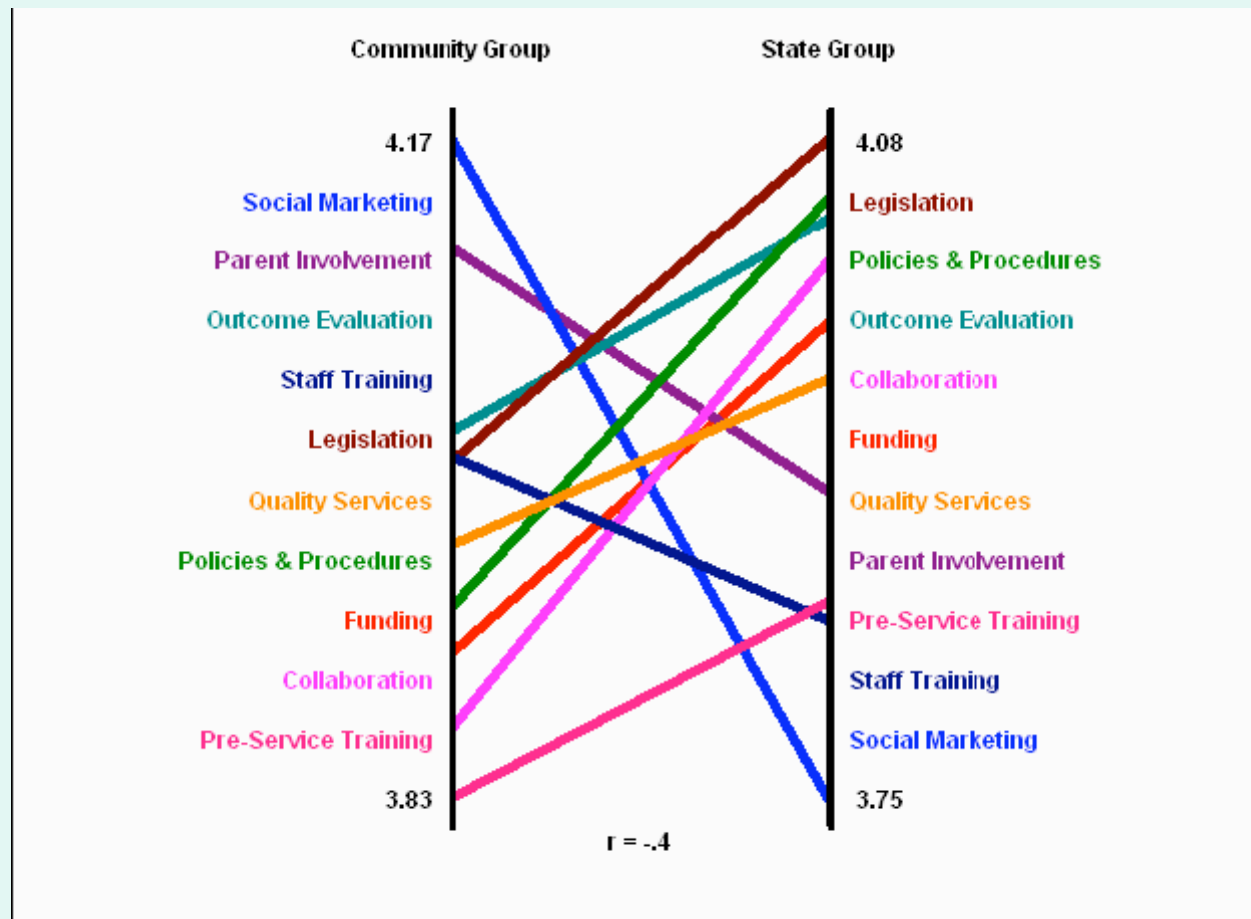
Feasibility Comparison
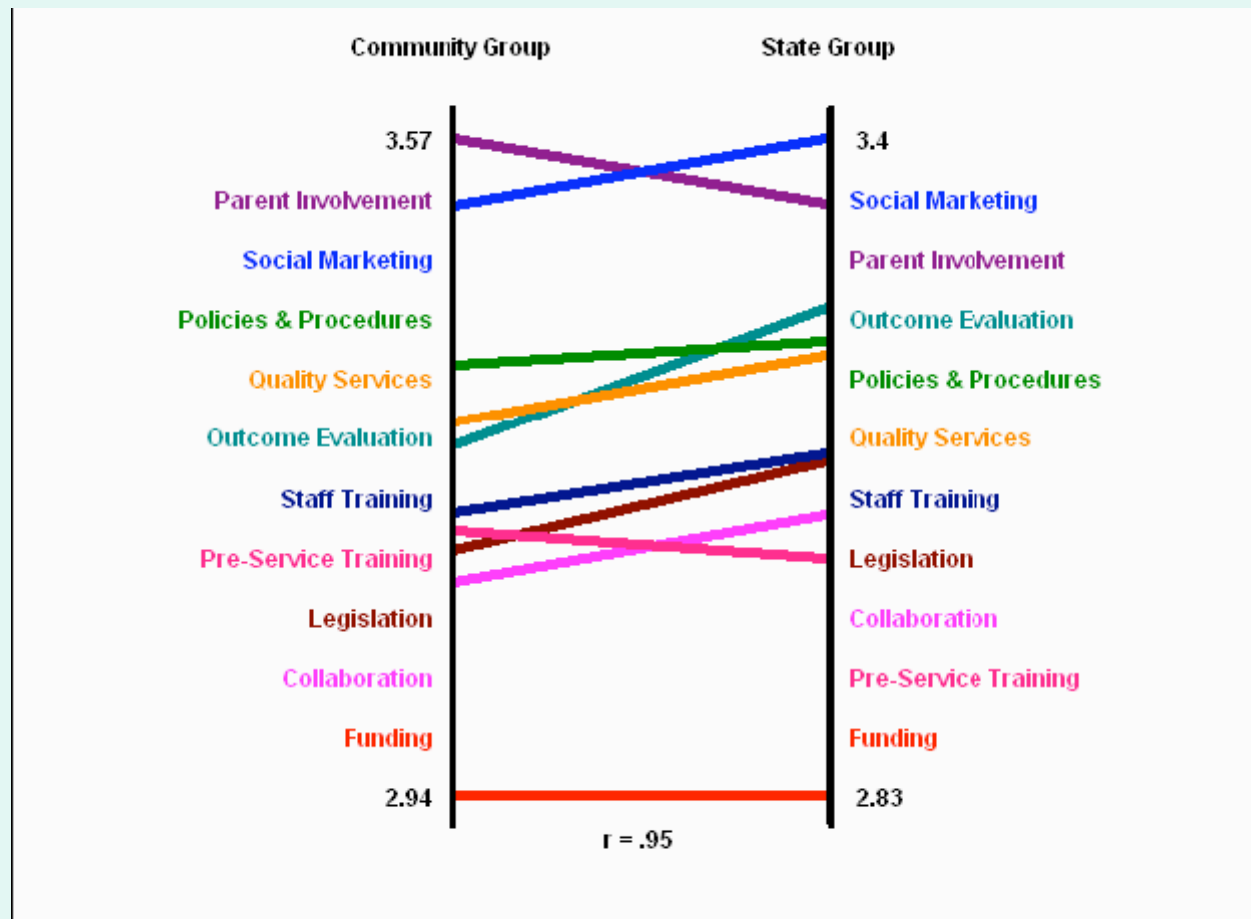
Results – Community Group

- High level of agreement on what was important and feasible,
  $r = +.73$

Results - Community Group
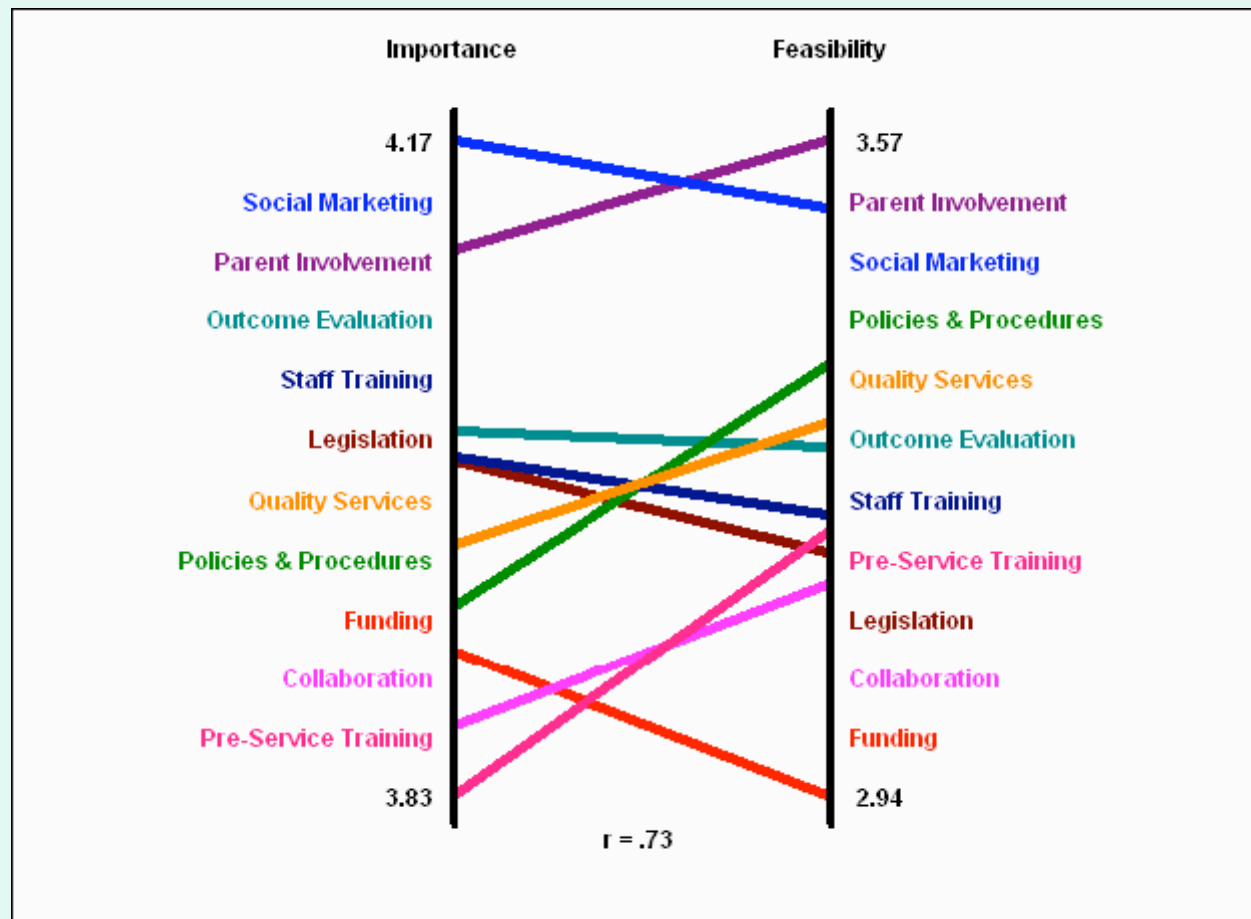
Results – State level group

- Moderate to high level of disagreement between what they considered to be important and what they viewed to be feasible, r = -.30

Results – State level group
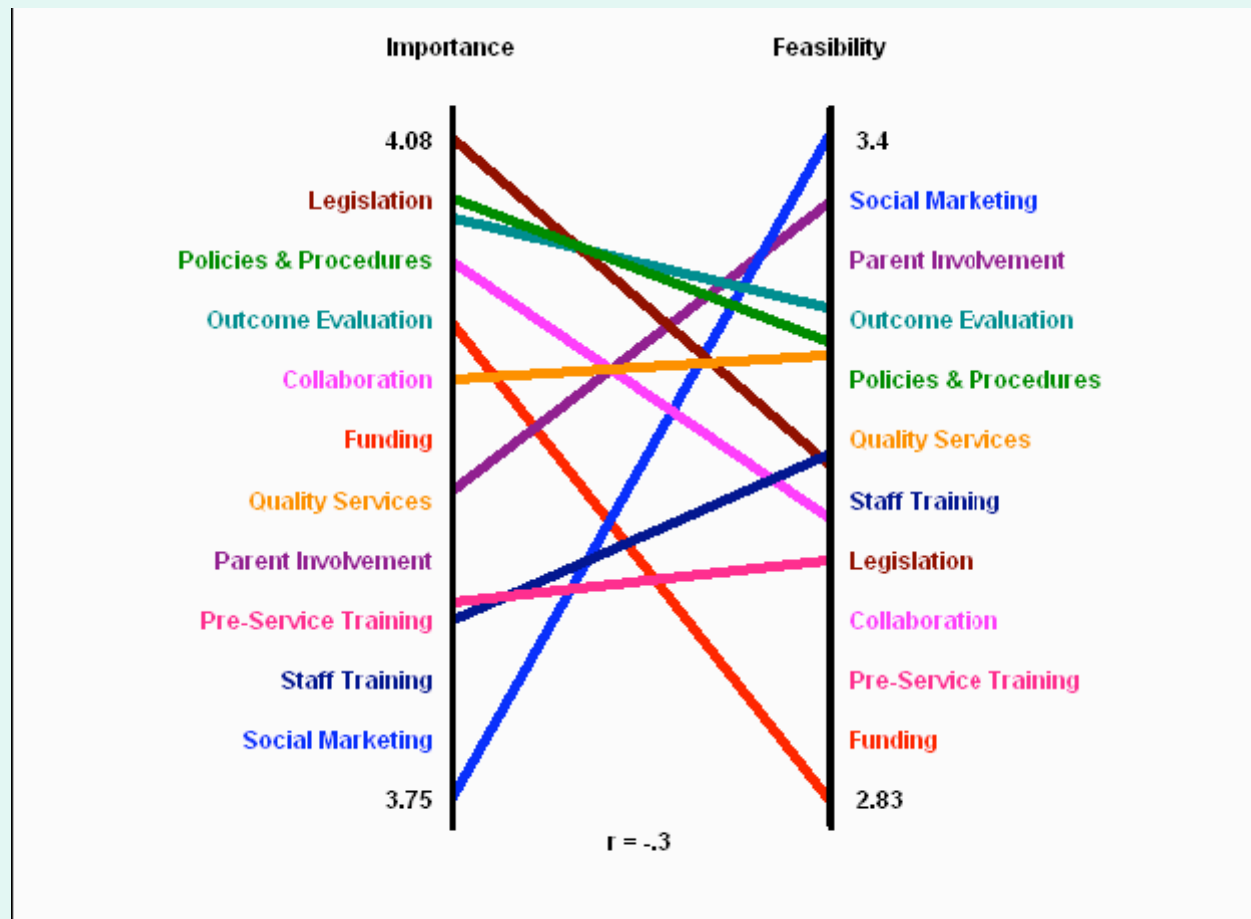
Conclusions

- The clusters for both groups were consistent with the essential elements of SOC.

- The two groups placed different importance on next steps.

- Remarkable agreement on what the two groups saw as feasible.

Conclusions

- The community group is more optimistic and has different priorities.

Integrating Families, Communities, and Providers (IFCAP)

- Grantee - Florida Institute for Family Involvement

- Funding – Federal Maternal and Child Health Services Division for Children with Special Health Care Needs

IFCAP Vision

Build and sustain a family centered, community based, culturally competent system of care for all children and youth with special health care (CYSHCN) needs and their families in Florida through community partnerships.

IFCAP Approach

- Enhance family capacity to be full partners

- Enhance provider capacity to implement medical home approach and to partner with families

IFCAP Approach

- Enhance system capacity to facilitate, fund and sustain quality care and partnerships for CYSHCN

- Support existing community partnerships to build local

IFCAP Concept Mapping

- To understand more clearly the environment surrounding CYSHCN

- Focus work efforts during the remainder of the grant period

- Individualized approach to each community

IFCAP Concept Mapping

- Monitor progress and increase accountability - follow up involved key informant interviews and completedness scales

- Integrated report

Conclusions

- Improved understanding of the environment in each community

- Invigorated interest and planning at the community level

- Improved accountability

Integrated Findings

- A consensus that improvement in services could not occur without increases in funding

- Increased belief that a focus on the family is key improving the lives of CYSHCN

- Education and training are important and feasible

System of Care

commUNITYcares
(uniting neighborhoods – integrating through youth)
and

Circle of Hope
(Hope, Opportunities, Parents and Professionals Empowerment)

System of Care

- Funding – Federal Comprehensive Community Mental Health Service Program for Children and Their Families

commUNITYcare & HOPE First Year Planning

- Governance

- Vision, mission, & goal development

- Population of focus

- Strategic and sustainability planning

commUNITYcare & HOPE Concept Mapping

- Broad based community input

- Increased family and youth "voice"

- Incorporated into logic model

- Evaluation and continuous quality improvement

Conclusions

- Enhanced community, family and youth involvement

- Logic model development

- Completedness measures

Concept Mapping & Logic Model Development

A theory of change for a local system of care is "theory" in the sense that it represents stakeholders' best ideas about the action they need to take. (Hernandez & Hodges 2003)

commUNITYcare
Focus Statement

What specific actions/steps need to be taken for the system of care to be successful?

HOPE
Focus Statement

Generate a list of things that need to done if the system of care is to be developed and sustained successfully.

Concept Mapping & Logic Model Development References

Anderson LA, Gwaltney MK, Sundra DL, Brownson RC, Kane M, Cross AW, et al. Using concept mapping to develop a logic model for the Prevention Research Centers Program. Prev Chronic Dis [serial online] 2006 Jan [*date cited*]. Available from: URL:http://www.cdc.gov/pcd/issues/2006/jan/05_0153.htm.

SVETLANA YAMPOLSKAYA, TERESA M. NESMAN, MARIO HERNANDEZ, AND DIANE KOCH, Using Concept Mapping to Develop and Logic Model and Articulate a Program Theory: A Case Example. American Journal of Evaluation 2004

Examples from the Field

Robert Paulson, (ret.) Professor

Dep't of Child and Family Studies

Louis de la Parte Florida Mental Health Institute

University of South Florida

Three Pragmatic Examples of the Use of Concept Mapping

- Getting a quick consensus for a newly formed heterogeneous groups-The Florida Suicide Implementation Project

- Catalyzing a Non-system into Action-The Collier County Children's Mental Health Needs Assessment Project

Three Pragmatic Examples of the Use of Concept Mapping

- Identifying the critical (active) ingredients in an effective model for the purposes of replication-The Ingham County, MI Home Based Care Project

Context for The Florida Suicide Implementation Project

- A suicide prevention coordinating council was created by the legislature and appointed by the governor to advise a newly created Office of Suicide Prevention in the Governor's Office of Drug Control

- The council consisted of over thirty members and only meets four times a year

- The new council consisted of state and local agency representatives, advocates and survivors some of whom had worked together others whom were new to the

Challenges for the Project

- How to build on prior work of a state wide coalition and state wide task force which had created a Florida Suicide Prevention Strategy but give the new organization a chance to put its "own stamp" on suicide prevention activities and develop a collective ownership

- How to develop consensus quickly so work can begin with so few meetings and little opportunity to have a more natural organic process of developing trust and rapport

Challenges for the Project

- No opportunity to do planning with entire group and develop ownership of the process although the decision to use concept mapping was made jointly with the Director of the Office of Suicide Prevention and Drug Control

- Introduction to Concept Mapping and brainstorming had to occur within a one hour and fifteen minute time period in the initial four hour meeting of the

Need for Global Version

- Since there would not be another meeting for three months there was no choice but to use the global version

- Because not all of the council members attended and there was a desire to get as much public input as possible, the web based version allowed for more people to participate in each phase and pattern matching would detect any major sub-group differences (e.g., council members vs. others)

Brainstorming

- Brainstorming participants generated statements in response to the prompt "*In order to move the Florida Suicide Prevention Strategy into ongoing community programs and/or initiatives, a specific activity/task that should/must occur is…*

- The brainstorming process generated 149 statements which were consolidated to the system limit of 125 statements.

Sorting and Rating

- Following brainstorming, participants were invited to go on the website and sort the 125 statements into categories in a "way that makes sense" to them and to name each pile of statements.

- Participants were also asked to rate the statements from 1 to 5 in terms of:

    ○ Importance (1 being not important and 5 being very important)

    ○ Ease of implementation (1 being not easy and 5 being extremely easy)

    ○ Impact on Reducing the Suicide Rate (1 being little to no reduction and 5 being an extreme reduction)

Response Rate

- Participants:
  - 51 brainstorming
  - 20 sorting,
  - 22 rated importance
  - 20 rated the ease of implementation
  - 21 rated impact on the suicide rate
- Response rate is within the acceptable

Response Rate and Use of Global Version

- The biggest reason for not doing the rating and sorting was the amount of time it took to complete the process

- Secondly, even though one of the project team had been involved with suicide prevention for many years and was on the council we were an outside group

- Many council members represented agencies where suicide prevention was not part of their primary mission so there was less incentive to take the time to complete

Cluster Analysis

- The very heterogeneous nature of the council resulted in very different sorting patterns so the clusters were not as closely connected as they frequently are in situations where there is some unifying characteristic (agency, profession, shared issue)

- However, Cluster Analysis still proved to be useful in organizing the statements into groupings which could be useful for forming sub-committees or ad hoc task groups of interested parties to continue

Six Cluster Solution

4. Initiatives for Specific Populations

6. Training

5. Programs

2. Social Marketing, Legislation and Advocacy

3. Communication of Resources

1. Planning, Capacity Building and Strategic Engagement
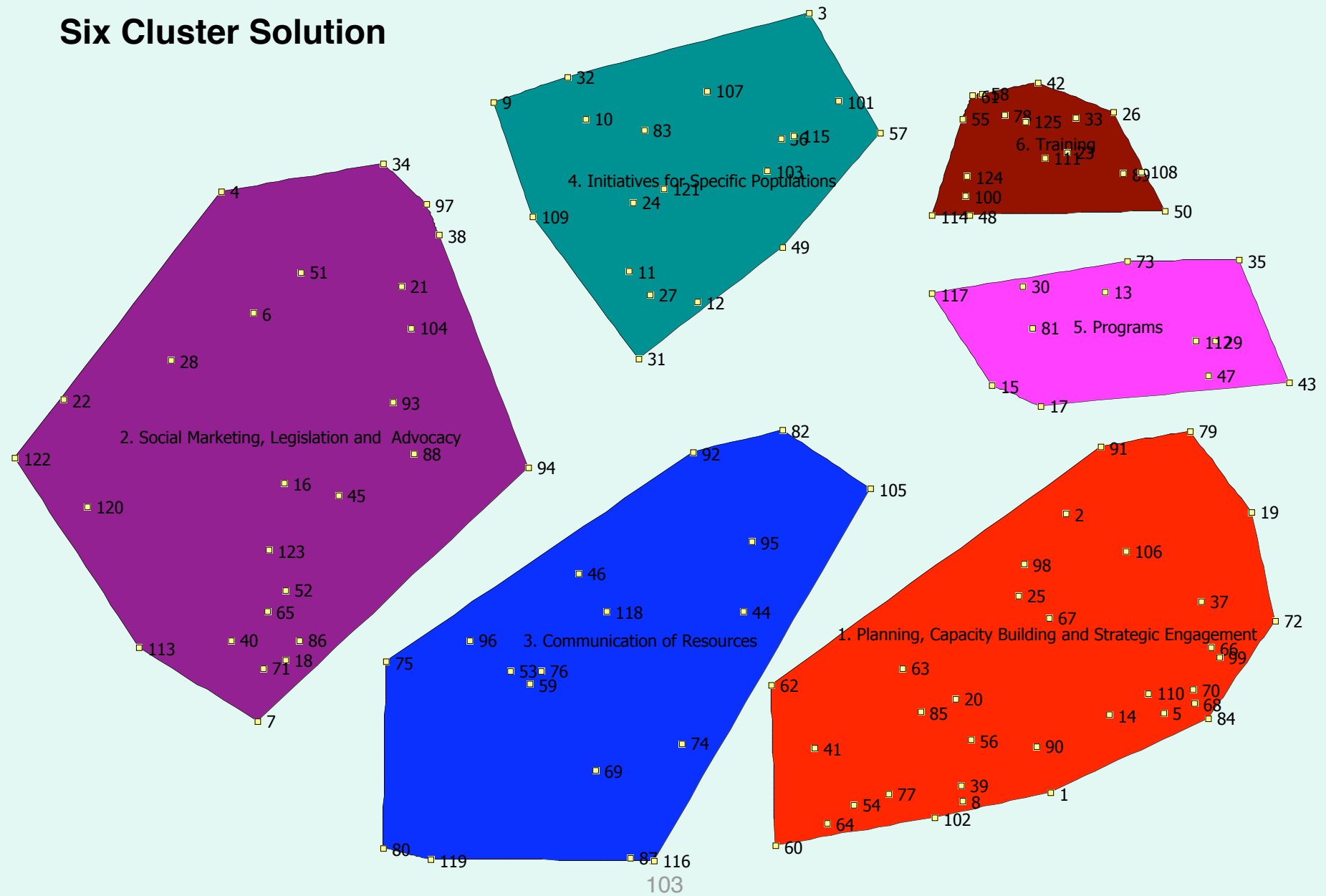
Spanning Analysis

- Because of the heterogeneity of the group, many statements were sorted into different piles by so many people that the computer can't assign it to a particular cluster so it is placed in the cluster which geographically is the average of the sorting.

- Spanning analysis was useful in helping people understand why a very different

Spanning Analysis for Statement 24

6. Suicide Prevention Training

5. Programming and Training Targeted for Specific Age Groups

2. Social Marketing

3. Communication

1. Planning and Capacity Building
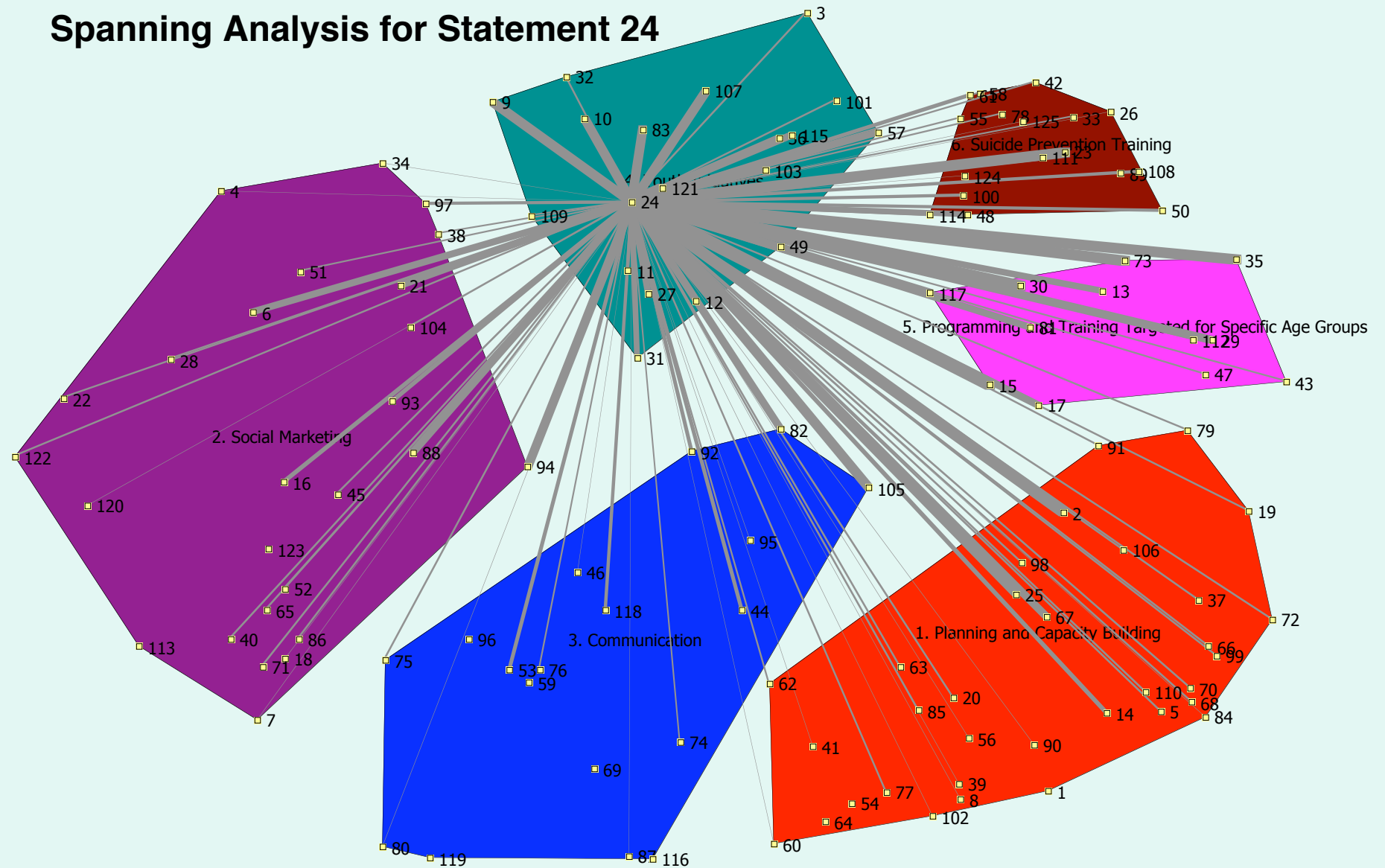
Pattern Matching

- As might be expected there was a higher correlation (.6) between the statements which were viewed as important and those which would have an impact on suicide reduction.

- As is frequently the case there was a much higher correlation in ratings on feasibility since everyone shared the same environmental realities and constraints (e.g., legislation, politics, resource constraints)

Pattern Matching

- Because the majority of positions on the council were legislatively mandated there was a natural concern that it might not represent the views of the general public

- Pattern matching was very helpful in resolving these concerns because the results from a comparison of responses between Council Members and Non-Council members had a very high correlation indicating that the council was highly representative of the views of the larger group (i.e., the general public)

Go Zone Plot

- Go Zone Plots proved to be very useful for planning the next steps.

- Action plans can be created by focusing on those statements that are perceived to be the most important and easiest to implement while making strategic decisions on whether to devote resources to difficult but important activities or to chose some "easy" but somewhat less important tasks to create quick victories.

- While the actual plots were interesting for people to see the relationships it was essential to undertake the time consuming

Zone Charts With Statements

Zone 1: Most Important and Easiest to Implement

	1

7   Engage the media on advancing state suicide prevention efforts. Florida is welcome to utilize the SPAN USA Media Action Center to reach local Florida media to assist in this effort and to utilize SPAN USA's Engaging the Media Guide.

12   All schools need to have "Where To Turn" books listing agencies to help all youth and their families.

15   Identify and support programs targeted to at-risk youth that are found to have a lower suicide rate than the Florida average for that demographic group.

20   Use the Strategic Prevention Framework's 5-step process to continue to strengthen state planning so that resources are targeted where there is the greatest need and in a manner that tracks progress and measures outcomes.

24   Address issues (e.g., medical problems, loss of spouse & friends, financial problems) that cause depression in the elderly.

37   Develop a comprehensive list of all types (areas of focus), locations and contact information of all suicide prevention gatekeeper programs throughout the state to be disseminated throughout the state to encourage the establishment of a network of gatekeepers.

43   Partner with state agencies to educate and train not only the personnel but the populations they serve.

46   Identify an assortment of effective public awareness and educational materials that can be used to carry the suicide prevention message into the state agencies and various organizations.

47   Identify a network of trainers around the state who can train various populations about suicide prevention in a variety of settings.

48   Offer counseling and prevention services in schools.

49   Make school administrators aware of the suicide prevention tools they can implement in their districts.

51   Support legislation to educate public school employees about youth suicide.

53   Use federal and national public awareness resources (e.g., SPRC and 1-800-273 TALK) and identify state and local avenues through which to disseminate them.

56   Integrate suicide prevention activities with other prevention initiatives that are currently ongoing around the state so we can utilize their resources and ensure that we are a part of the broader prevention network.

58   Ensure teachers receive training (and refresher training) on identification of childhood depression and suicidality, as well as how to respond appropriately.

63   Engagement in a regular (e.g. annual) data-driven strategic planning process.

64   Creation of a resource directory that identifies resources and programs around the state.

65   Use PSA's to disseminate messages, e.g., "Suicide prevention is important because each new suicide puts others at risk, promote life as a solution, Stopping one suicide saves more than one life."

69   Develop a One Stop comprehensive web site.

Continued on next slide.

Results of Concept Mapping: Comparison to FSPS Objectives

- Comparison of the statements generated by the concept mapping process to the ten objectives in the Florida Suicide Prevention Strategy revealed the following:
  - The newly formed coordinating council confirmed the work which had gone on before and is currently reflected in the OSP Action Items plan.
  - New areas of action that arose during concept mapping can be incorporated into the plan as it evolves.
  - The clustering provided a useful starting point to help organize all of the activities into manageable groups
- Concept mapping proved to be very useful in jump starting the work of the OSP and the Council

Project Spin-off

- Based on the success of the initial concept mapping a local suicide prevention coalition which had "stagnated" asked us to use the process to reinvigorate the coalition by inviting persons and groups who had participated in the past but were no longer active, who had expressed some interest, or who the group thought would be helpful to the cause (e.g. faith based groups) to a planning meeting

Project Success

- The use of a novel planning process helped attract a much larger group of participants

- The results identified a number of options for the coalition to expand its activities and membership

- Over time the new energy and directions have been sustained

Collier County Children's Mental Health Needs Assessment

Concept Mapping Project

Four-cluster solution
(effectiveness)

Outcomes

Team process

Evaluation/assessme

Planning
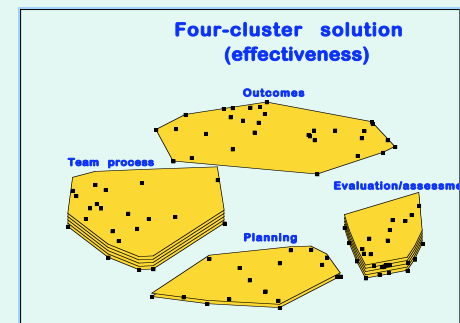
Project Context

- The project was funded by the Naples Children's Education Foundation to conduct a needs assessment of Children's Mental Health

- Project consisted of 34 Key Informant interviews, concept mapping, network analysis, community forums, a financing sub-study, and an analysis of available Collier County data

Project Context

- A project advisory committee and key informants emphasized they understood what the problems were and were much more interested in how they could improve the system particularly incorporating innovative programs and policies which were effective in other sites

- The major agencies and sectors knew each other personally and served on many committees together but admitted they had little understanding of what each

# Project Context

- A major issue was that there was no coordinating group or authority responsible for children's mental health or children's services in general

- Concept mapping appeared to be a good way of getting a consensus on what would be the best ways to improve the system and provide the foundation with background information they could use in crafting a focused children's mental health

Concept Mapping

- In this case a small group of available members of the advisory committee convened for the initial brainstorming process

- A follow-up e-mail was sent to all key informants and other interested parties with the statements and a request to add any additional statements to the focus prompt

- A packet for hand sorting and rating along with a pre-paid returned envelope was sent to the entire list

- The inability to conduct a meeting for sorting and rating led to an initial small response rate but encouragement by the foundation boosted the

Focus Statement:

"The most important things to improve systems and services for children with mental health challenges in Collier County so that they and their families could achieve better outcomes are:"

Four-cluster solution (effectiveness)
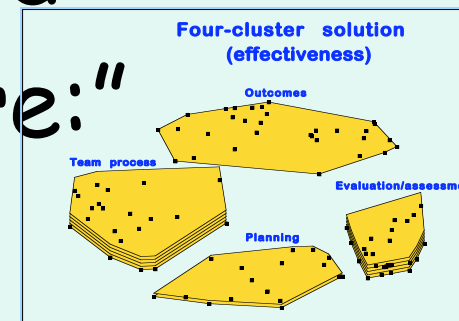
Cluster Analysis

- As can be seen in the following cluster diagram the clusters are logical for focusing on system improvement.

- The center cluster included many of the statements regarding the exchange of information around the services of the agencies and a centralized information and referral resource

- The cluster served as a useful mechanism for integrating the findings across all of the different data sources

Modified Seven Cluster Solution

3. Funding

7. Provider Collaboration

1. Infrastructure/Workforce

5. Identifying Needs/Marketing & Outreach

4. Access to Services

2. Prevention

6. Training/Education
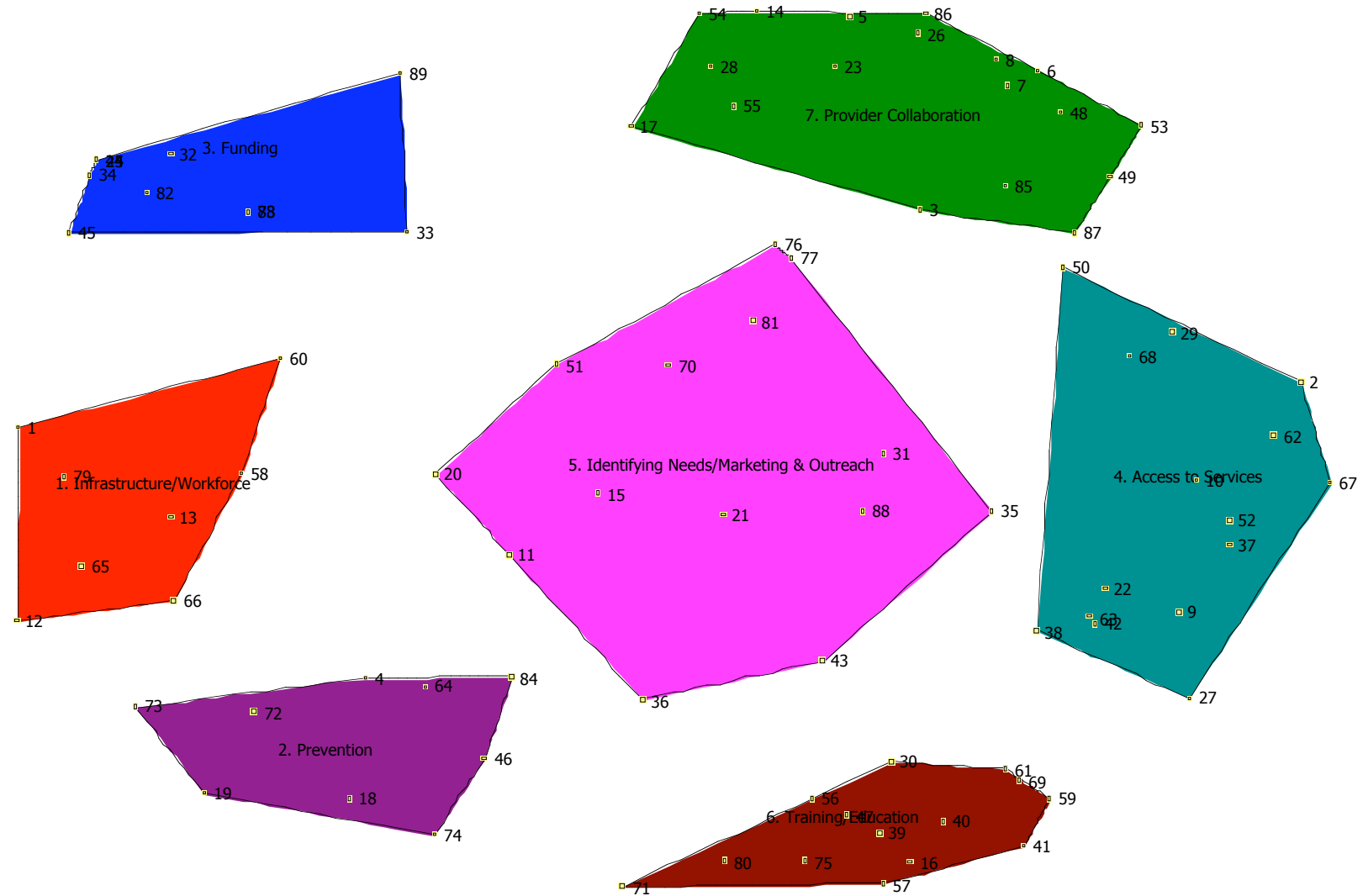
Pattern Matching

- Since there was no children's service system per se there was a concern that there might be major differences on perceptions of needs and solutions

- Pattern matching showed that there was very little disagreement on the importance ratings between mental health respondents and other sectors and unanimity on ease of implementation

- As in most projects items were rated as higher on importance than in ease of

Go-Zones

- While the Go-Zone charts are useful we experimented with a number of ways to present the data in the most useful format

- In addition to listing out the statements by go Zone, we found that the best way, illustrated in the next slide, for action planning purposes was to take the top quarter or third of the importance rankings (depending on where there were cut-offs because of many ties in scores) and listing these statements by cluster with the top importance ratings followed by the ease of implementation ratings

Go-Zones

- This kept the organization value of the clusters with the top priorities in each area

- It also showed which clusters had the most high priority statements and even some clusters which had no statements in the top tier of importance

Thirty Most Important Statements By Cluster With Importance & Ease Of Implementation Average

Cluster 1: Infrastructure/Workforce

	Importance	EOI
1. Identifying needs	4.50	3.09
58. using data to inform practice	4.20	2.70

Cluster 2: Prevention

4. identifying children who need services	4.80	2.82
18. more early identification and prevention services	4.70	2.45
19. making prevention services a high priority	4.67	3.18
46. early intervention 0 to 3	4.50	3.00
74. abuse prevention	4.40	3.09
84. enhance in-home services	4.20	2.45

Cluster 3: Funding

25. maximize funding resources available	4.80	2.36
24. seek funding resources in the private sector	4.50	2.27
82. advocate for insurance parity	4.40	1.70
34. united front with legislature around budget issues	4.30	2.18
83. eliminate lack of coverage for pre-existing conditions	4.20	1.09

Cluster 4: Access to Services

9. use of best practices model	4.80	3.36
62. transportation	4.30	1.73

Usefulness of Concept Mapping

- Concept mapping was helpful as a means of triangulating and integrating the data from the various sources

- It also provided a vehicle for the various actors and sectors to think in an organized way about what they could do to improve the system

- The degree of consensus proved to be a motivator for further action

- A recently formed children's mental health coalition has emerged as a possible coordinating body and whether or not there is foundation funding will use the

Concept Mapping for the Home Based Services Program

Project Context

- The Home Based Services Program (HBS) of the Family Guidance Services of Ingham County MI had been shown through a state-wide comparison of CAFAS scores to be one of the most effective state programs

- There was interest on the part of the State and the Ingham County System of Care in providing additional support for HBS as an evidence based practice and to develop a method for replicating the

Project Context

- The program had been established about 15 years ago by the current program director out of frustration with the ineffectiveness of the prior system

- Many of the staff had been with the program over ten years and there was very little turnover

- Staff were generally hired from MSU interns after they had the opportunity to be trained and screened through the internship process

Project Context

- Consequently there was a high degree of consistency among all staff in how they viewed the program and very high staff morale

- The program was a mixed methods study using key informant interviews, team observations, shadowing of home visits, six case studies where four respondents (parent, child, HBS worker, and other sector worker) were interviewed about HBS and what was successful or

Project Context

- All key informants were incredibly consistent in identifying HBS as a value based program with a consistent clinical philosophy which mirrors system of care values (strength based, family driven, data based decision making) and an agency practice and philosophy encouraging supportive administration, a whatever it takes approach, an encouragement on trying new things, high quality clinical and peer supervision

- Staff were treated the way they were expected to treat families-with trust and respect

Concept Mapping

- We used concept mapping to identify the "active or critical" ingredients of the intervention

- It in fact is a quicker and more scientific version of the nominal group expert process used by many programs such as ACT in developing there fidelity scales
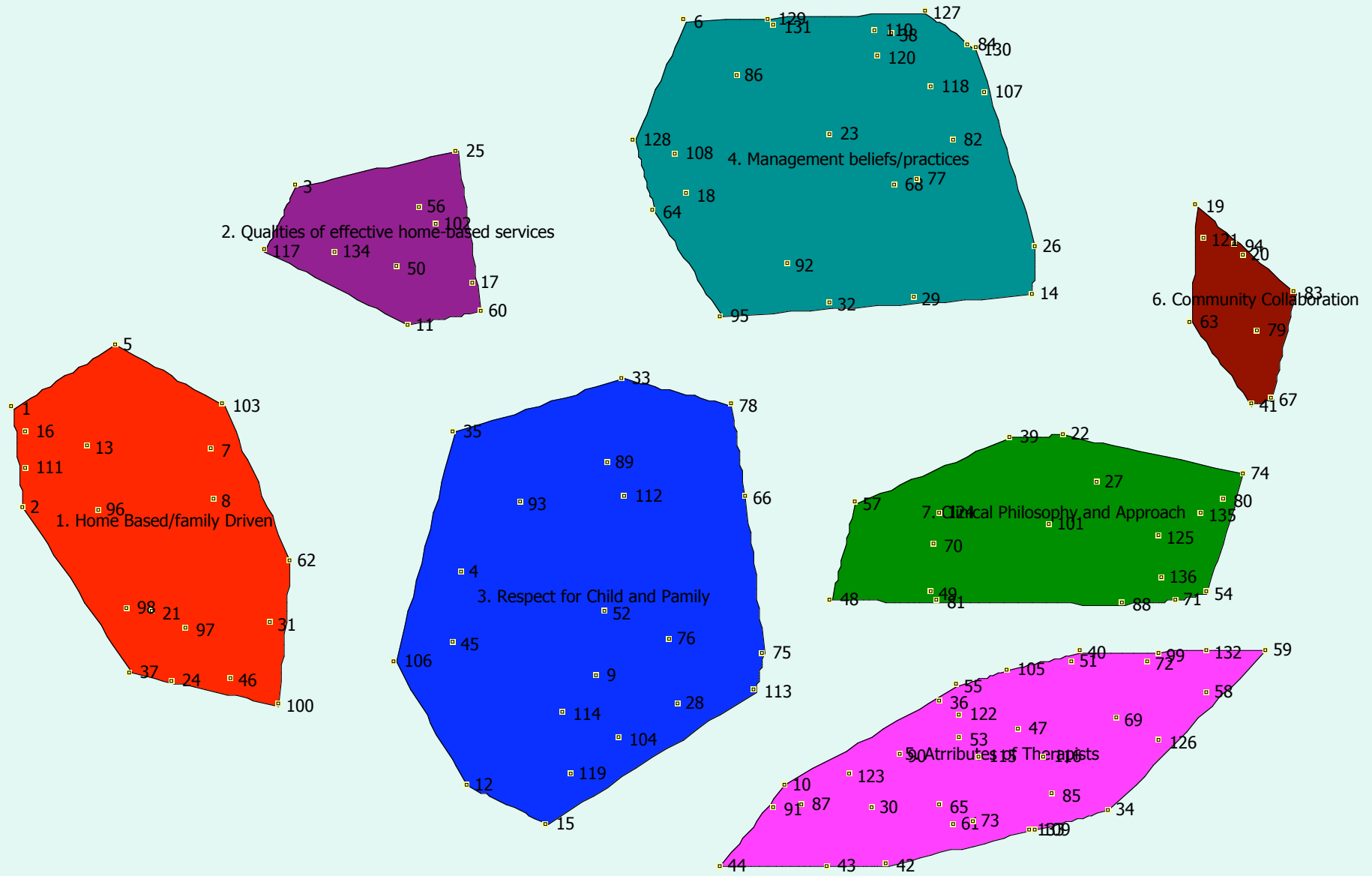
Brainstorming

- The concept mapping group consisted of the program director, senior supervisors, home based clinicians, workers from the schools and courts working with HBS and 4 HBS family members

- Participants generated statements in response to the prompt "The most important ingredients contributing to the effectiveness of the Home Based Services Program are:"

- Brainstorming generated 136 Statements

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- Sorting and rating was completed the

Cluster Analysis Results

- The cluster analysis perfectly mirrored what we had learned from observations, key informant interviews and case studies

- The management beliefs and practices and the central value of respect for the child and family were the center bridging clusters

- Program characteristics are reflected in the two clusters on the left while clinical philosophy (including the importance of collaboration) and therapist characteristics form the region on the

7 Cluster Solution

4. Management beliefs/practices

6 · 129 · 131 · 110 96 · 127 · 84 130 · 120 · 86 · 118 · 107 · 128 · 108 · 23 · 82 · 18 · 64 · 68 77 · 26 · 92 · 95 · 32 · 29 · 14

2. Qualities of effective home-based services

25 · 3 · 56 · 102 · 117 · 134 · 50 · 17 · 60 · 11

6. Community Collaboration

19 · 121 94 · 20 · 83 · 63 · 79 · 41 67

1. Home Based/family Driven

5 · 1 · 103 · 16 · 13 · 7 · 111 · 2 · 96 · 8 · 62 · 98 · 21 · 97 · 31 · 37 · 24 · 46 · 100

3. Respect for Child and Family

33 · 78 · 35 · 89 · 93 · 112 · 66 · 4 · 52 · 76 · 45 · 75 · 9 · 113 · 28 · 114 · 104 · 119 · 12 · 15

7. Clinical Philosophy and Approach

39 · 22 · 74 · 27 · 57 · 124 · 80 · 101 · 135 · 70 · 125 · 49 · 136 · 48 · 81 · 88 · 71 · 54

5. Attributes of Therapists

40 · 99 · 132 · 59 · 105 · 51 · 72 · 58 · 55 · 36 · 122 · 47 · 69 · 126 · 53 · 50 · 115 · 85 · 10 · 123 · 30 · 65 · 34 · 91 · 87 · 61 73 · 18 9 · 44 · 43 · 42

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Pattern Matching

- Once we had established that there was remarkable consistency between all of the sub-groups we used the analysis of pattern matching to highlight potential issues which need to be addressed in replication

- Some examples are provided in the next few slides

Pattern Matching

- Both direct service workers (HBS and other sectors) and consumers rated management beliefs and practices last

- Consumers rated management beliefs and practices as easiest while providers saw it as most difficult

- The attributes of therapists on the other hand were seen as quite difficult by consumers but much easier by

Pattern Matching

- Interestingly, in comparing HBS with other sectors the one cluster that there was complete agreement on was the ease of implementation of the home based/family driven cluster

- There was a big difference however in the ratings of the ease in implementing respect for child and family.

- Since this is a core principle which is already implemented in HBS it was seen as

Pattern Matching

- These ladder graphs emphasize that as we would expect different roles (administrator, provider, consumer) and sectors (MH and other) influence the perceptions of importance and ease of implementation.

- A replication strategy should take these differences into account when presenting the model and be careful to tailor the message and strategies to take these differences into account

Pattern Matching

- The biggest differences for the groups in their perception of ease of implementation was between the management beliefs/practices and the attributes of therapist clusters

Lessons Learned

- Concept mapping can be used in a number of different ways and in different contexts other than the more traditional uses for evaluation and research

- It should be noted that in each of these examples follow up concept mapping can be conducted as one form of evaluation using a focus prompt focusing on the progress in achieving the next steps identified in the initial process

Lessons Learned

- The process was valuable in getting feed back from participants at a presentation of the results and giving the funders confidence that "we had gotten it right"

- The visuals produced by concept mapping were helpful to many participants

- All of these projects had short time frames and limited resources and concept mapping proved invaluable in helping to get quick agreement on the issues and next steps

DEFINING COMMUNITY READINESS
for the
IMPLEMENTATION OF A SYSTEM OF CARE

Lenore B. Behar, Director

Child & Family Program Strategies

www.lenorebehar.com

Credits

The Comprehensive Community Mental Health Services Program for Children and Their Families

Provides funds to

- States
- Communities
- Territories
- Indian tribes & tribal organizations

Government Investment

- Since 1993, 144 grants
- $4-5 million per site, over 6 years
- Technical assistance, training
- Evaluation
- Currently, 59 funded sites, 83 graduated
- 2008-09, 18 new sites funded

Program Principles

- Services should be driven by the needs and preferences of the child and family

- Service planning should be strengths based

- Management of services should occur in a multi-agency collaborative environment

Program Principles-More

- Programs should be responsive to the cultural context of the population served

- Families should be the lead partners in planning and implementing the system of care.

Easy to believe in

Hard to do

Where to start?

Community Readiness
A Missing Piece

- Start by determining the areas of readiness and areas needing strengthening

- But first, how to define readiness

Readiness Study Design

Concept mapping fit the requirements to gather and organize information

- Needed to build consensus among diverse populations

- Participants were scattered across the country

- Wanted a transparent and not subjective process

Study Design--More

- Used Concept Systems "Global" software to gather information

- Through e-mail invited participants, gave instructions, and link to website

Study Sample

- Selected participants experienced in implementing systems of care

- Invited two groups totally 223 people
  - Group 1: 151 representatives from 27 5th and 6th year sites
  - Group 2: 72 experts in systems of care (trainers, researchers, evaluators, consultants)

Phase 1: Brainstorming

Participants responded by entering statements online to:

"To be ready to develop a system of care, the following specific characteristics and functions are essential to be in place before an application for funding can be

Respondents to Brainstorming

- Responses from 115 people (52%)

- Broad representation across target groups, age, race, gender, ethnicity
  - 28% administrators (PIs, PDs)
  - 13% outside experts
  - 11% TA coordinators
  - 8% parent coordinators
  - 4% parents

Responses to Brainstorming

- 336 statements generated

- 109 unduplicated ideas

- "collaboration" was the most frequently misspelled word!

Phase 2: Rating the Items

Invitations to participate were issued

Group 1 (27 sites) members were asked to rate the 109 items on a scale of 1-5

Ratings were for the Importance of the item and the Ease of Implementation

65 of 155 members responded (42%)

Phase 2: Sorting the Items

Invitations to participate were issued

Group 2 (72 experts) members were asked to sort the 109 items into groups that went together

Group 2 members were asked to label the groups

36 of the 72 members responded (50%)
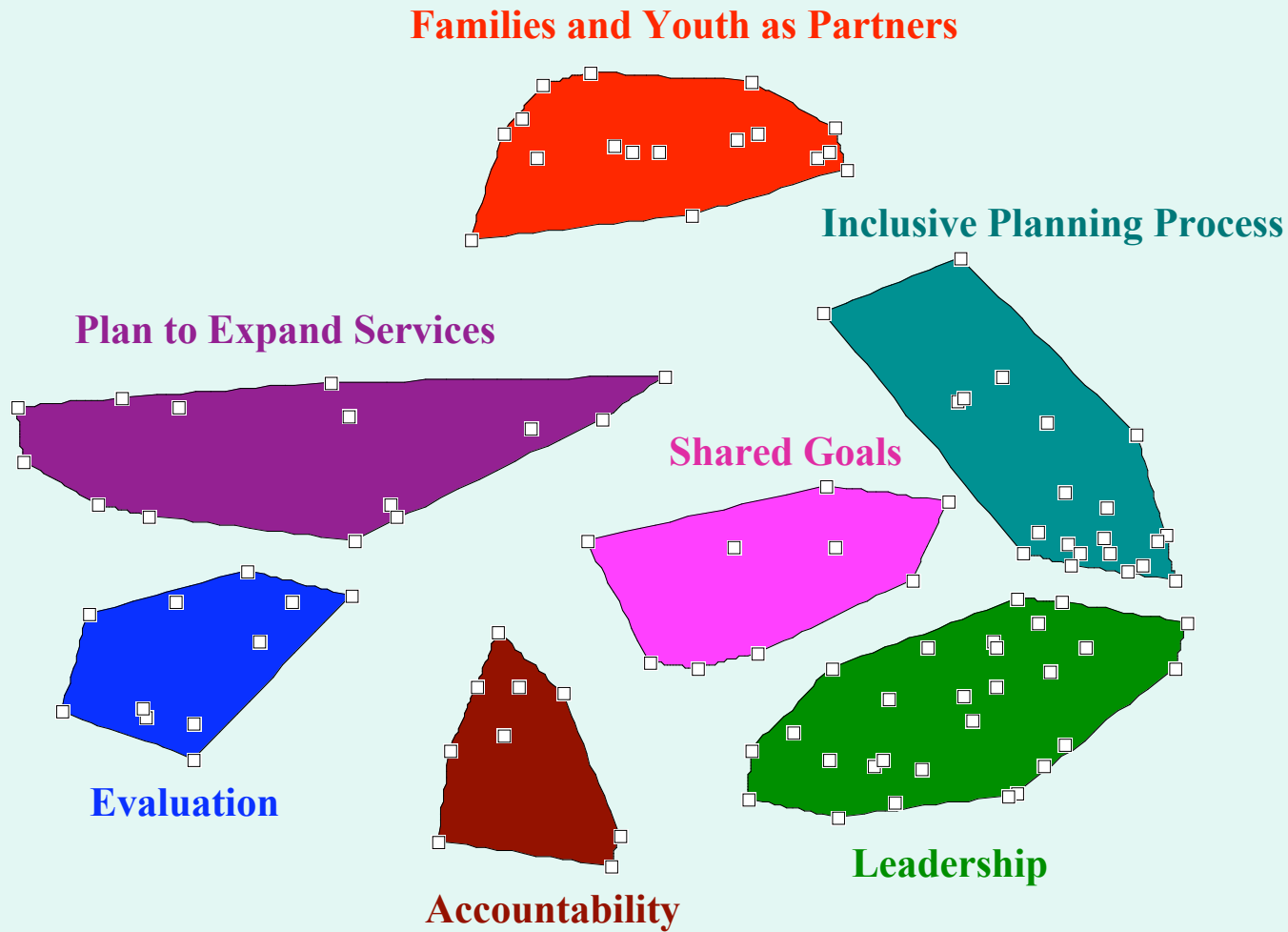
Note about Response Rate

The response rate was from 42% - 52%; 25 of 27 sites responded

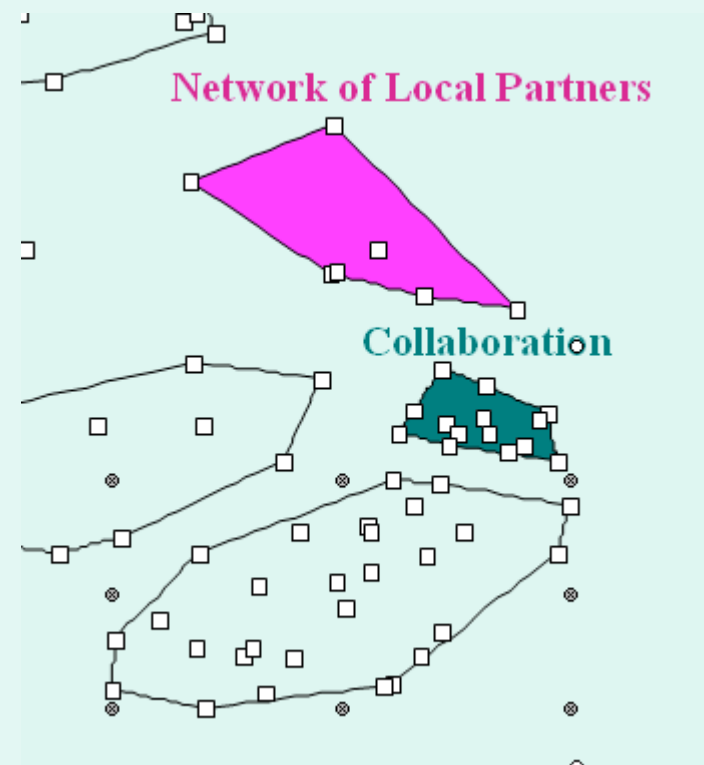Although this appears low, it met the purposes of the study:

- To offer participation to many of people

- To obtain responses from enough people for a robust sample, according to Concept Systems criteria (n=14-20)
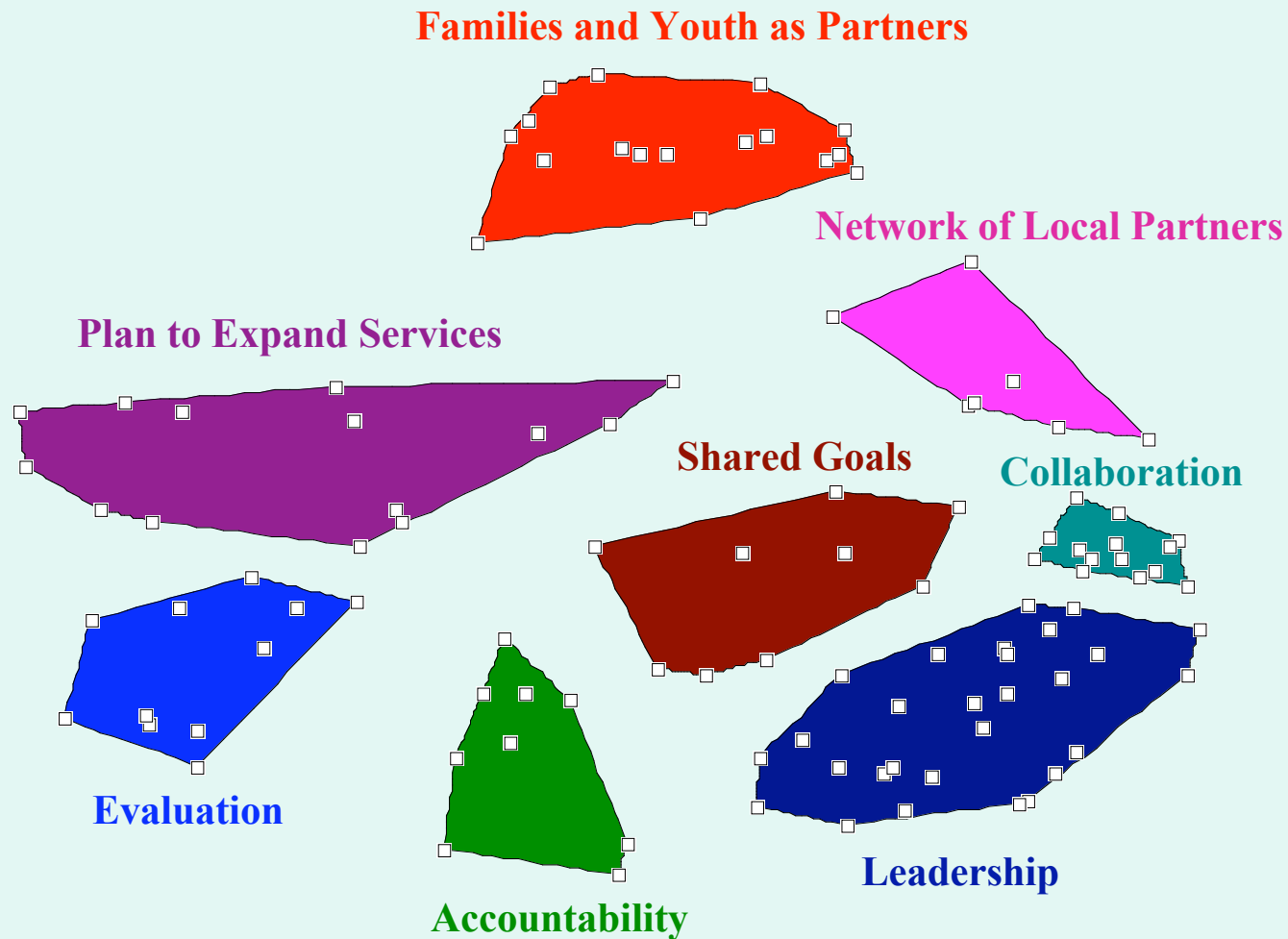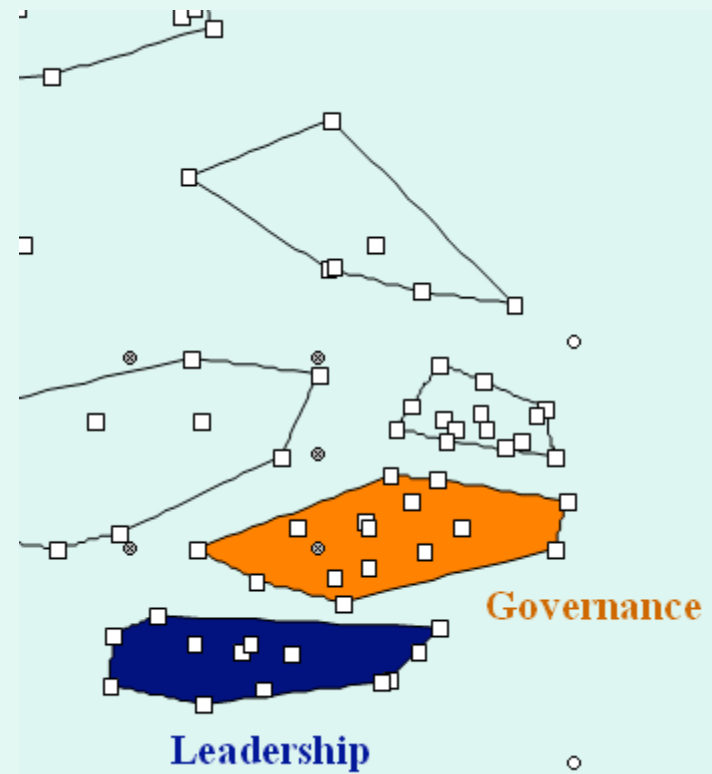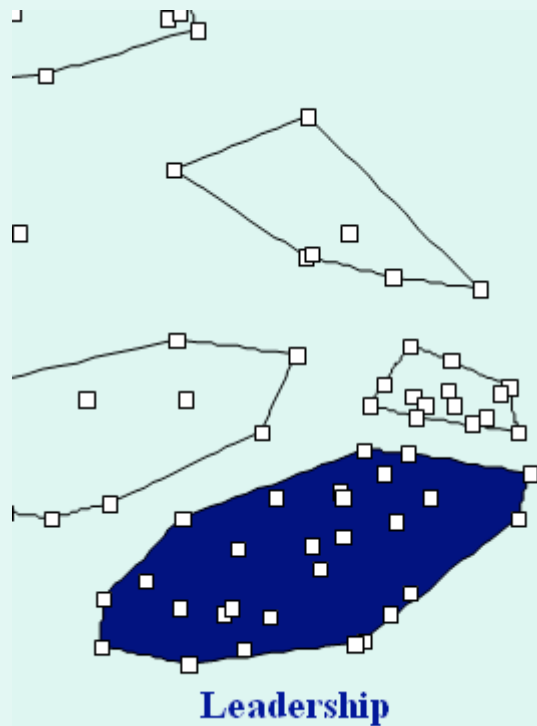
Results

Seven Cluster Solution

Families and Youth as Partners

Inclusive Planning Process

Plan to Expand Services

Shared Goals

Evaluation

Accountability

Leadership

Moving From Seven to Eight Clusters

Eight Cluster Solution

Families and Youth as Partners

Network of Local Partners

Plan to Expand Services

Shared Goals

Collaboration

Evaluation

Accountability

Leadership

Moving From Eight to Nine Clusters

Nine Cluster Solution

Families and Youth as Partners

Network of Local Partners

Plan to Expand Services

Shared Goals

Collaboration

Evaluation

Governance

Accountability

Leadership

Cluster Ratings
on Importance and Ease of Implementation

Importance

Ease of Implementation

4.35

4.35

Network of Local Partners

Leadership
Collaboration

Families & Youth as Partners

Accountability
Plan to Expand Services
Shared Goals
Evaluation

Leadership

Network of Local Partners
Collaboration
Shared Goals
Families & Youth as Partners
Accountability
Evaluation
Plan to Expand Services

3.10

r = .75

3.10

Plot of Focus Zones

Importance

Ease of Implementation

4.55

4.14

3.25

2.43   3.31   3.97

Five Most Important Items

- There should be input from youth and families to determine the needs in the community.

- It must be understood that sustainability of services should be part of discussions beginning in the 1st year not waiting until the end.

Most Important Items--More

- It is important to have a real commitment to the effort from key community stakeholders - people with the ability to influence attitudes and actions of others such as elected officials, community champions, respected individuals, etc

Most Important Items--More

- The concept of permanent system change needs to be understood and accepted as the end goal.

- There must be a commitment from policy makers, community leaders, partners, and staff to the system of care values and principles.

Next Steps

- Use the list of items to create the Community Readiness Assessment Scale (CRAS)

- Work with new sites to assess readiness; report within 30 days

- Re-assess in 12 months to measure progress