NWIC | National Wraparound Implementation Center

Advancing Systems ✦ Enhancing the Workforce ✦ Improving Outcomes

Booster Module on Facilitating Family-/ Youth-Driven Conversation: Results of Initial User Testing

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Child, Adolescent and Young Adult Behavioral Health

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THE INSTITUTE FOR INNOVATION & IMPLEMENTATION

Outline for Today

- Background
  - Rationale
  - Prior Study
- Rationale for “Booster” training
- Booster content: Techniques
- Booster description and tour
- Field-tester evaluation outcomes
- What's next?

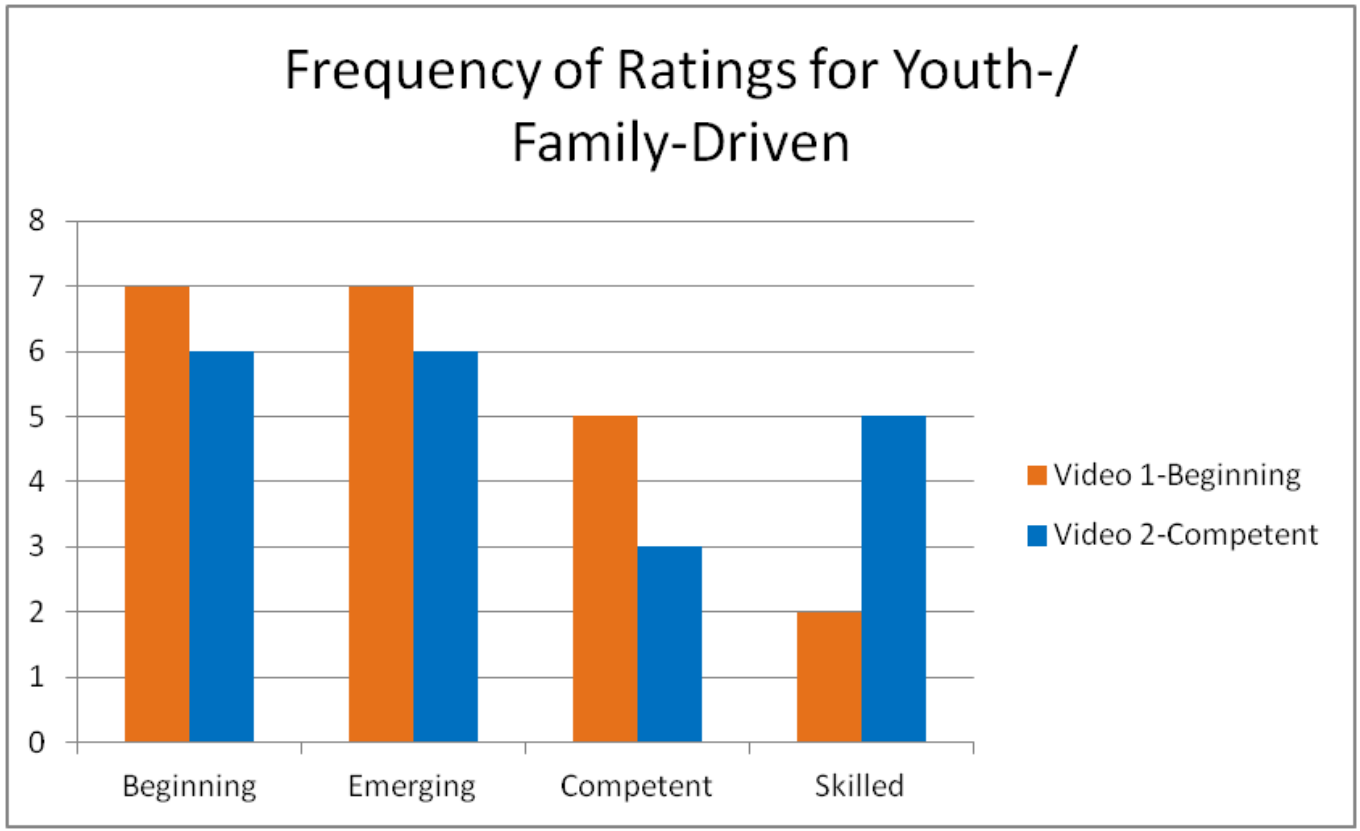
Background - Rationale

- Roles for Wraparound are complex
  - Most attention to date on skills for team meetings
  - Much work is carried out one-on-one
- Family-/Youth-Driven are “top” Wraparound principles
  - Not a lot of clarity regarding what these look like in practice
  - Review of video material from other research projects on interventions intended to be youth-/young-adult driven
  - Review of one-on-one practice submitted to the NWI

Earlier Study on Experts' Perspectives on Practice Examples

- Experts from NWI advisors: trainers, supervisors, coaches
- Focus on extent to which practice showed evidence of being
  - Youth-/Family-Driven
  - Strengths Based
- ~20 minute videos viewed in one-minute segments
- Comment in each segment
  - Practice present? Describe
  - "Improvables"? Describe
  - No description of what constituted good/poor practice
- Final segment, provide overall ratings on 4-point scale
  - Beginning, Emerging, Competent, Skilled

Overall Ratings from Experts



Rationale for “Booster” Training

- Develop more consistency regarding what good/not so good practice looks like
- Focus on actual practice and the “techniques” that are important
  - Use real video as examples of practice
  - Give trainees the opportunity to assess practice and get feedback
- Create training that can be easily integrated into usual settings

Techniques

- Five basic techniques
  - Open-ended questions
  - Reflections
  - Promote Control
  - What and Why
  - Keep it Conversational
- For each technique
  - Hallmarks of good practice/ What to avoid
  - Video clips as examples of these

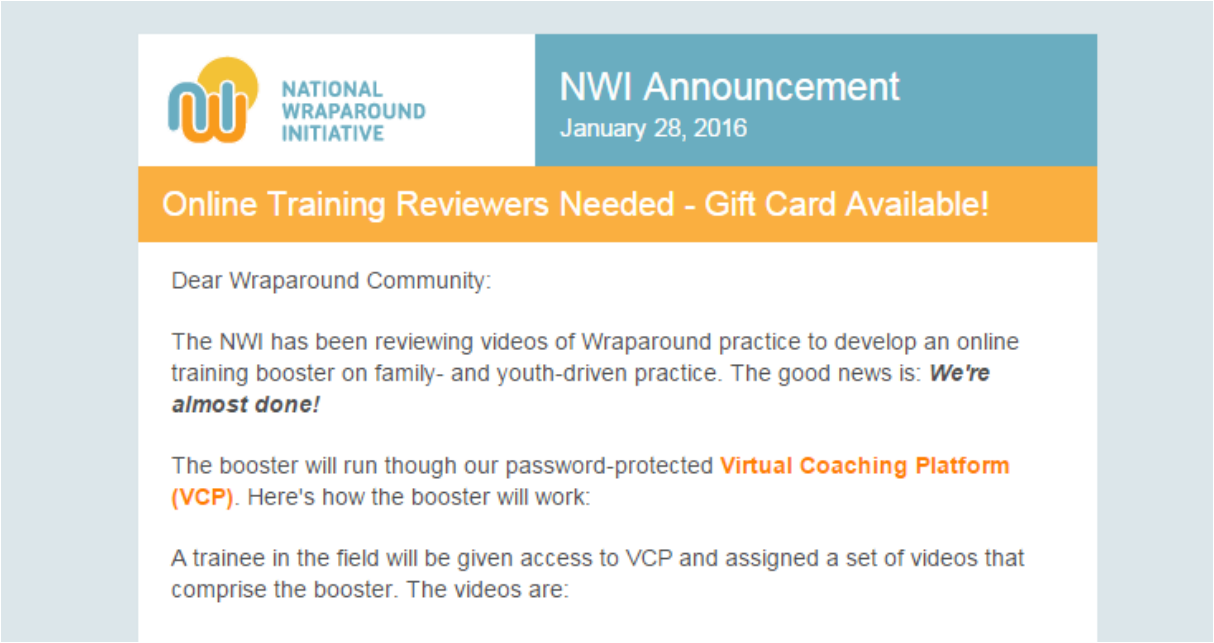
“Draft” Booster Training

- Start with basic techniques for family-/youth-driven conversation
- Invite experts who participated in the earlier study
  - 11 agreed to participate, of whom 10 completed
  - Complete the booster, provide feedback on
    - Usability, Acceptability, Appropriateness, Effectiveness
    - Techniques
- Invite more typical users from NWI membership
  - 51 agreed to participate, of whom 35 completed
  - Complete the booster, provide feedback on
    - Usability, Acceptability, Appropriateness, Effectiveness

Booster Field Tester Recruitment

- NWI experts who participated in the study were asked to take part in the booster field test.
- Other individuals were recruited from the NWI newsletter list via special announcement

Sent to ~17,000 individuals;
~2,100 opened the email;
~162 clicked on the links;
~130 signed up as testers.



NATIONAL WRAPAROUND INITIATIVE

NWI Announcement
January 28, 2016

Online Training Reviewers Needed - Gift Card Available!

Dear Wraparound Community:

The NWI has been reviewing videos of Wraparound practice to develop an online training booster on family- and youth-driven practice. The good news is: ***We're almost done!***

The booster will run though our password-protected **Virtual Coaching Platform (VCP)**. Here's how the booster will work:

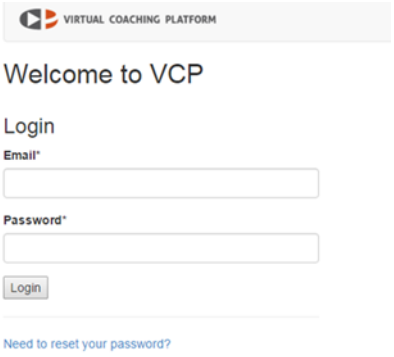
A trainee in the field will be given access to VCP and assigned a set of videos that comprise the booster. The videos are:

Description of Booster

- Virtual Coaching Platform (VCP)
  - Web-based tool
  - Password protected
  - Allows for remote viewing, rating and feedback on video, audio or document (PDF) data.
  - More information available at:

www.vcponline.com

VIRTUAL COACHING PLATFORM

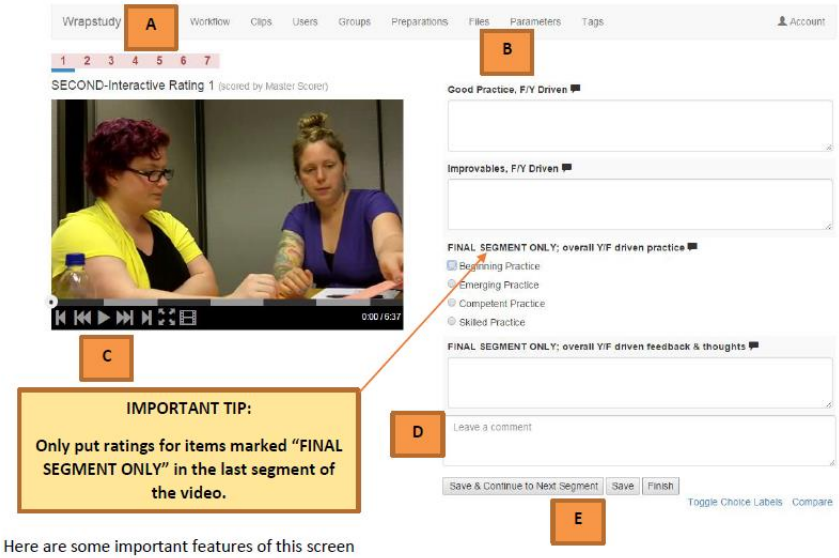


Description of Booster

How to use VCP…

4. Watching and rating the booster components (For a video demonstration this process, please click here).

NOTE: The interactive rating videos play back in segments; the orientation, debriefs and wrapping up videos play back as a whole. The following describes the scoring screens for the interactive rating videos. You will notice that each booster component consists of a video paired with a question or set of questions. This screen is shown below:



Here are some important features of this screen

- A – Segment completeness indicator: Some of the videos play back in segments. This means you will watch a minute of the video and give a rating for that minute. You will then save your work and move on to the next segment. There is one indicator per segment and the number shows which minute of video it relates to.
- B – Items: Please refer to the 'cheat sheet.' For items that require a text response, click into the box and type your answer. (Note to make the box bigger, just click and drag on the lower right corner of the box.) For multiple choice items (final segment ONLY), click on the radio button that corresponds to your choice.
- C – Video playback controls. Hover over the control and a description appears. NOTE: You can rewind 5 seconds at a time and listen to clips again if you have trouble hearing what's going on.
- D – Overall comment box. On the last segment, leave a comment about your overall rating (please refer to the 'cheat sheet.'
- E – Save and Finish Buttons: Save your work in progress by clicking on the 'Save' button. You will still be able to

"Cheat sheet" on scoring…

NATIONAL WRAPAROUND INITIATIVE

"CHEAT SHEET" FOR RATING VIDEOS IN THE NWI'S BOOSTER MODULE I

Recognizing Basic Techniques in Family- and Youth-Driven Conversation

Directions

For ***each segment*** of the video, please enter text into the boxes marked "good practice" and "improvables," describing good and not-so-good aspects of family- or youth-driven practice that you have seen in that segment. Please be as clear as possible in your comments. Also, please use the *specific names of techniques* as you see them (or when you think they could have been used and were not). Also, if you observe aspects of family- or youth-driven practice that are *not* covered by the basic techniques listed below, please include comments on those as well.

Definitions of "good practice" and "improvables," as well as definitions of the techniques, are provided below.

At the ***end of the video***—i.e., ONLY as part of coding the last segment—please ALSO code the **overall** rating for youth-family-driven on the 1-4 scale provided below. In the *overall comment box*, please describe in at least a couple sentences your rationale for providing that score. If you want to indicate a shading (e.g., between 2 and 3 for the overall score), indicate that in the something like 2+ or 3- with the latter being a higher score than the former.

Remember, this overall rating ONLY reflects the family- and youth-driven aspect of practice in the video. Choose one of the following:

Beginning practice. Many improvables, some of which are significant. There may be a few examples of OK to good practice, but improvables and concerns are the most notable features. Overall, improvables clearly predominate.

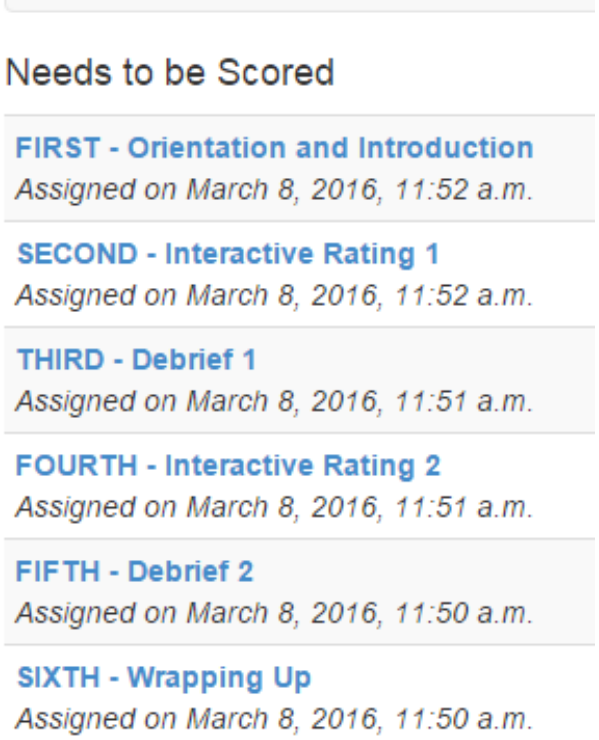
Developing practice. Improvables are still quite apparent, but they are mostly minor or subtle and there are some examples of good practice and appropriate use of techniques. Overall, the balance of practice is tipped somewhat toward improvables.

Competent practice. Good practice is more frequent as is the appropriate use of techniques. Improvables are still apparent, but the balance of practice is tipped toward good.

Expert practice. Good practice clearly predominates with few, if any, examples of

DRAFT: NOT FOR DISTRIBUTION

Description of Booster



- Booster consisted of 6 videos
  - Didactic Overview
  - Interactive Rating
    - With ability to compare ratings with master rater.

Video Tour of Booster

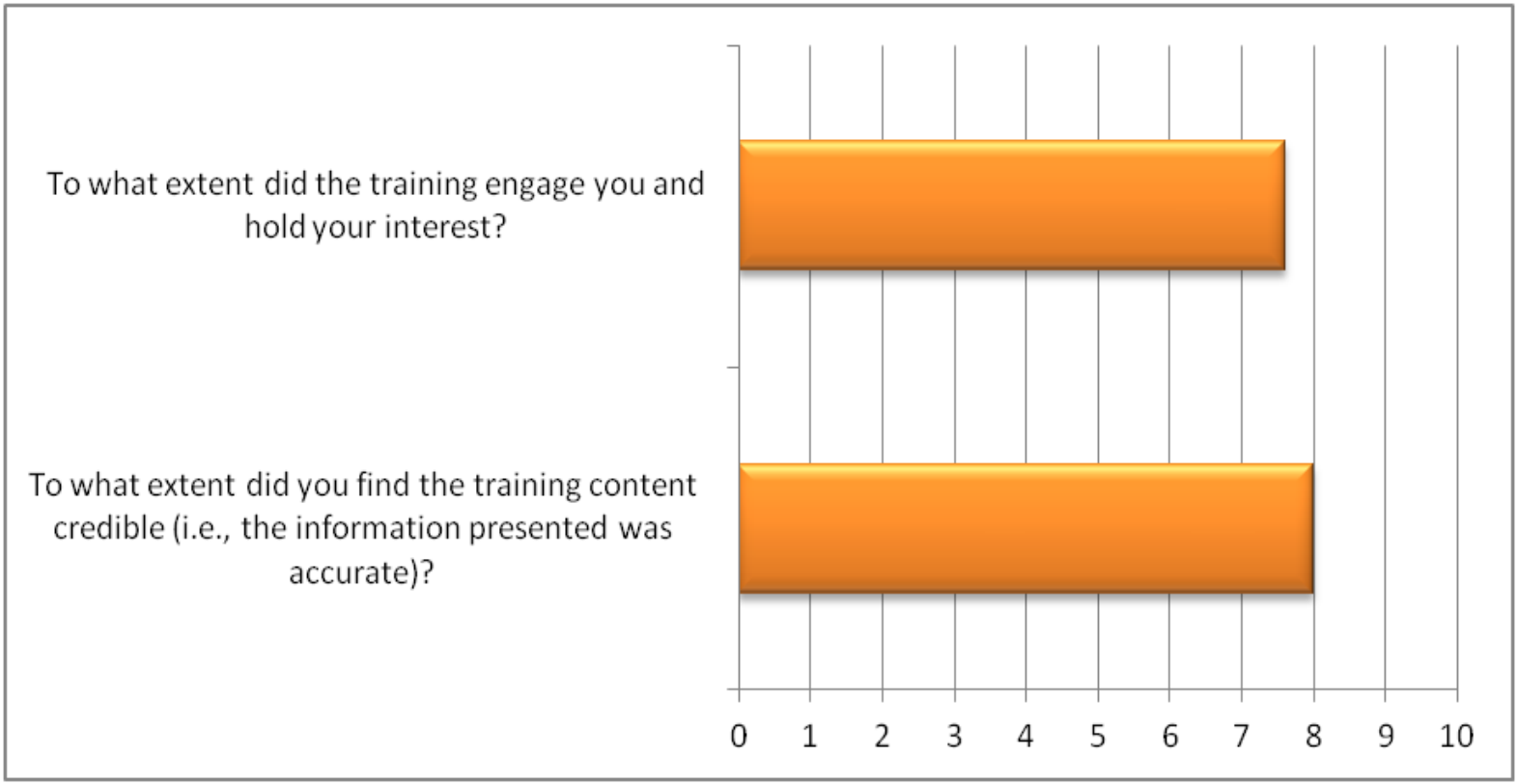
Please contact **jdo@pdx.edu** if you would like more details about this content.

Usability

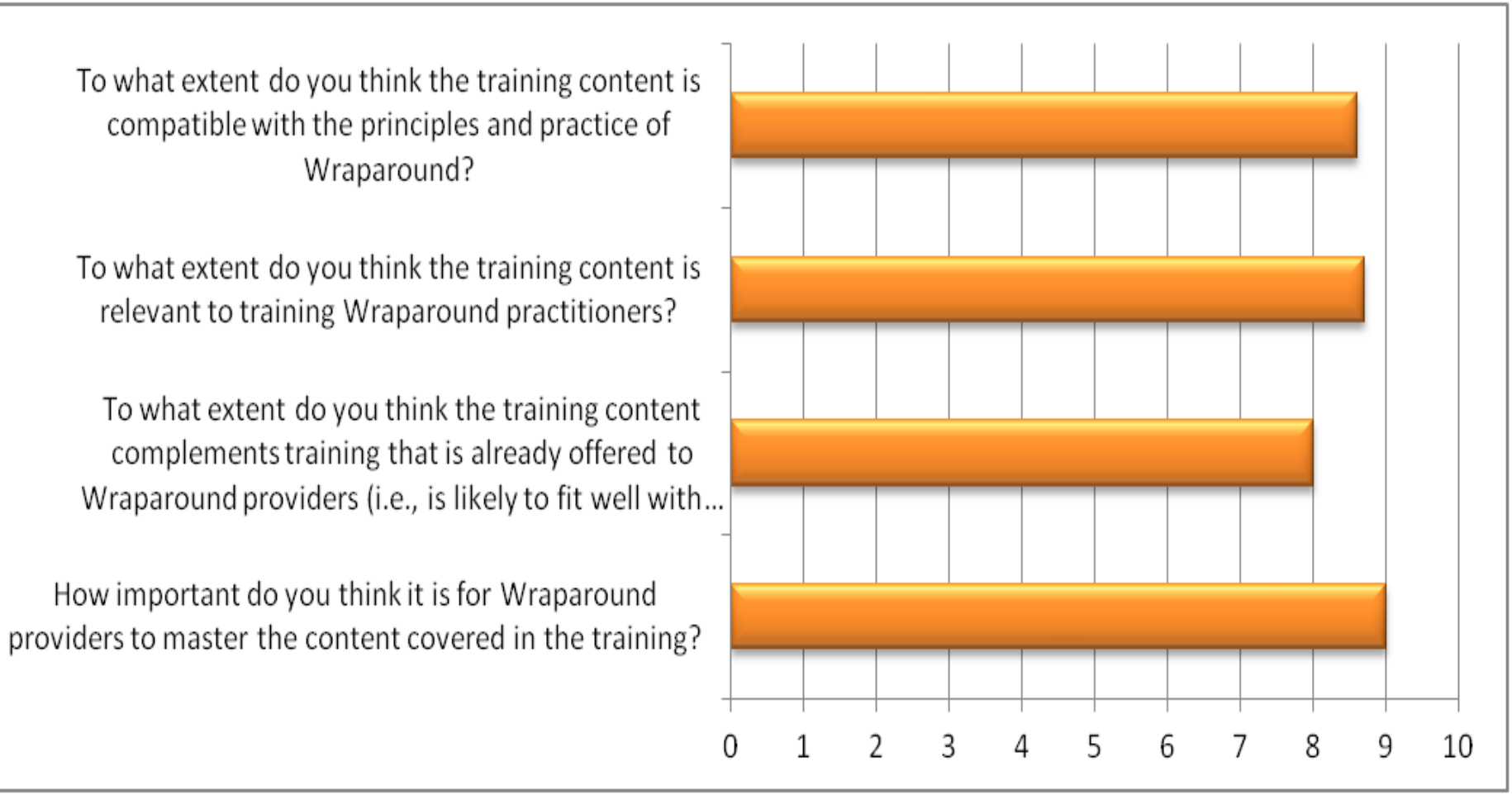
- From all participants N=45
- Rated the difficulty of 14 user steps
  - Scale
    - 1=Very Difficult/Confusing
    - 5=Very Simple/Intuitive
  - Mode for all items either 5 or 4
  - Means
    - 5 items > 4.0; 5 items between 3.8 and 4.0
    - More difficulty with first video rating, submitting, comparing and second video comparing
    - Lowest mean 3.4, rating on fist video
- Overall usability scale
  - 3 items: simple, intuitive, confident (α = .94)
  - Mean = 3.7 on same 5-point scale

Acceptability

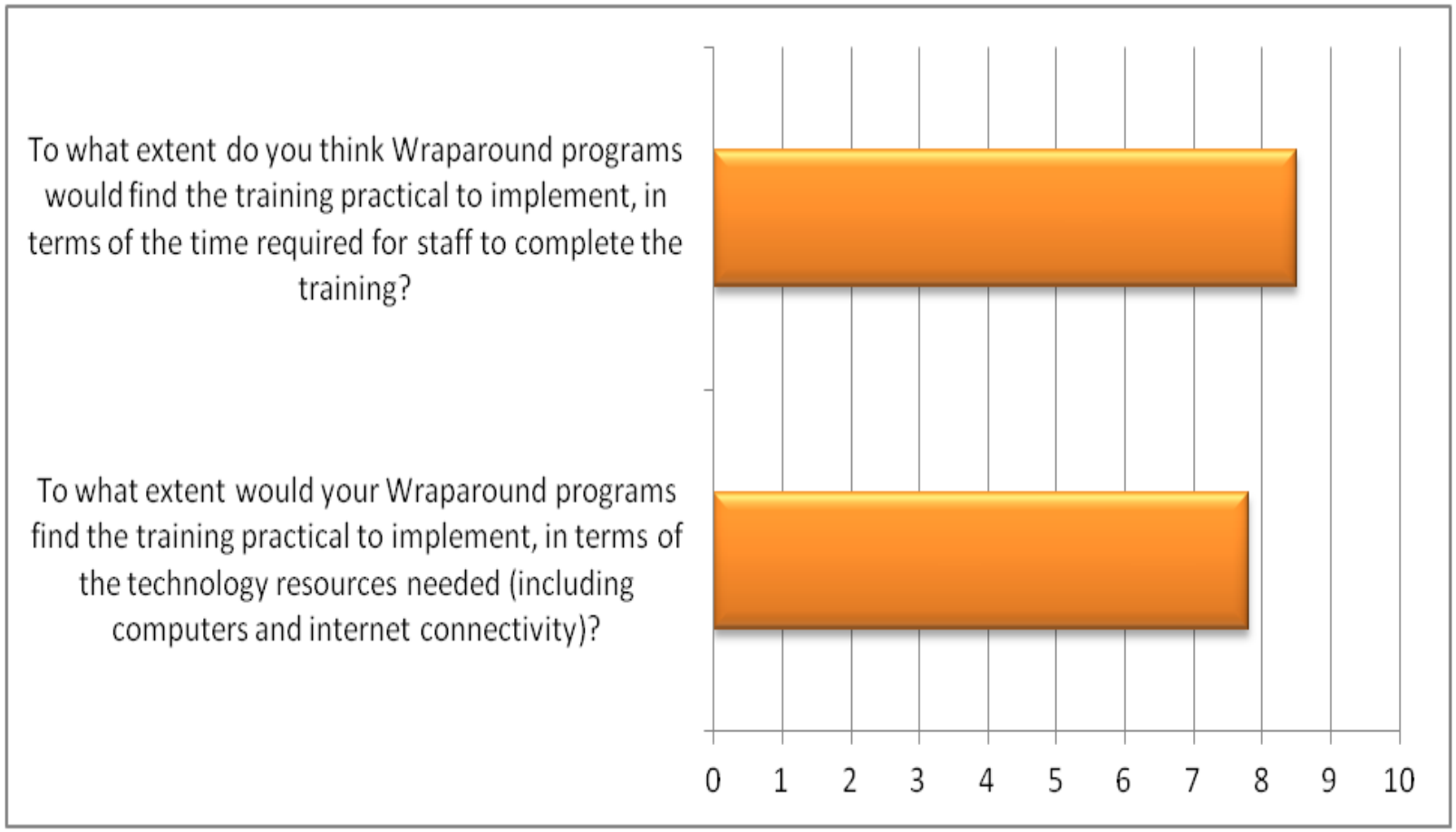
- Scale from 0=Not at all to 10=Extremely
- One item not usable (Organization)



Appropriateness



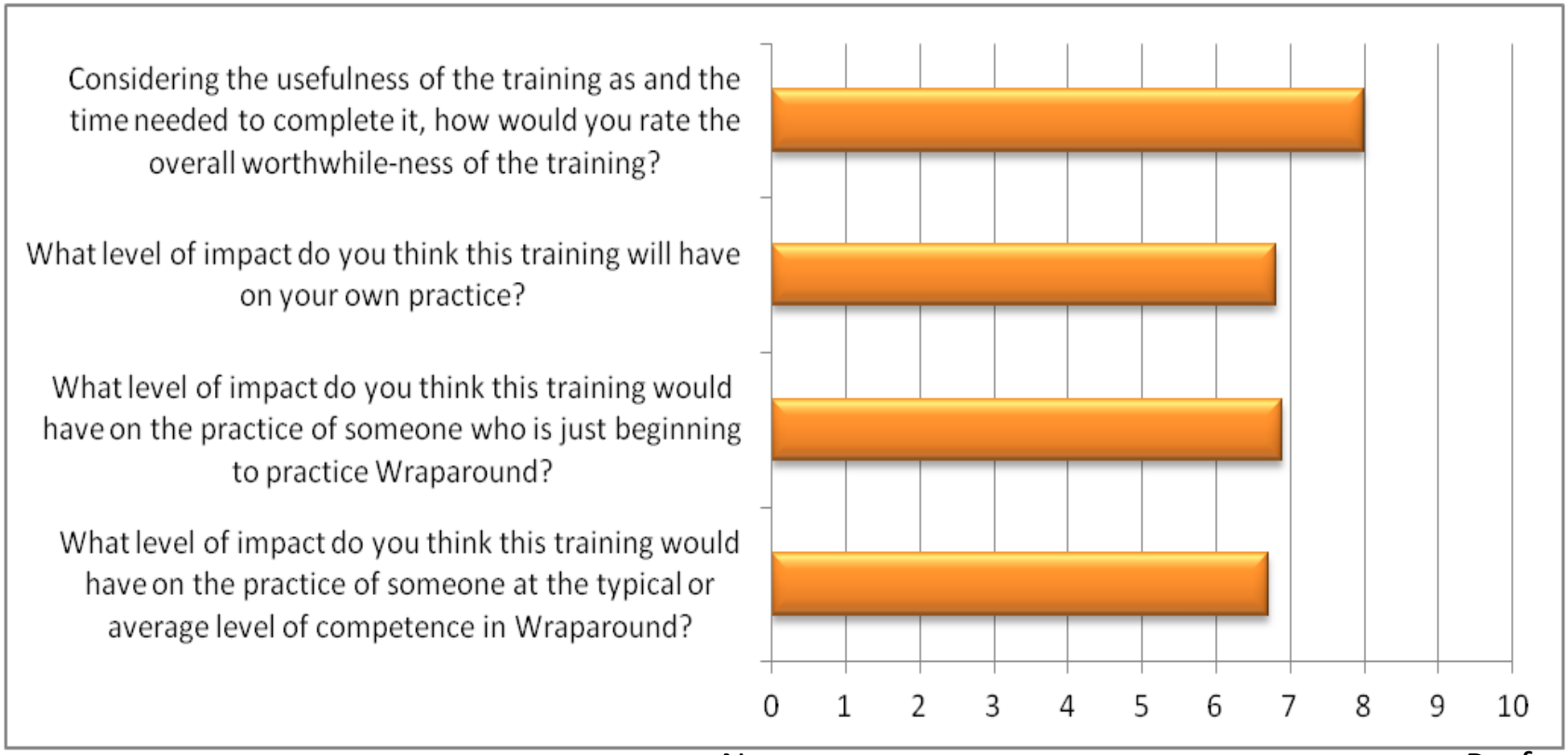
Feasibility



Not at all

Extremely Practical

Impact



Median	9.00	8.00	8.00	8.00
Mode	10	8	10/9	8

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Analysis of Comments

	Booster Strengths	Booster Improvables
Format	• Remote coaching would be very useful. • Clear and logical presentations. • With a little practice, VCP is really easy to use.	• Navigation issues (i.e.: Individual videos were not in numerical order) • Percent complete indicator was off. • Video/Audio quality needs improvement (or subtitles).
Content	• Generally acceptable, credible and useful content. • Should be shared widely.	• Maybe too much content – break down into smaller/simpler boosters. • Give context to the clips. • More consistency in terminology.
Feasibility	• Programs would (and should) make this training available.	• Concerns about technological requirements/access.

Expert review of content

	Overall Definition	Open Ended Questions	Reflections	Control/ Record	What and Why	Conversa-tional
Importance						
Essential	n/a	9	9	9	10	9
Optional	n/a	1	1			1
Inadvisable	n/a			1		
Wording						
Fine As Is	7	8	6	4	8	6
Minor Changes	3	2	3	5	2	3
Major Changes			1	1		1

What's next?

- Revise booster module 1
  - Shorter didactic intro
  - Practice coding one technique at a time at first
  - Caption all video
- Complete series on family-/youth-driven
  - Certify completion? Video rating test? Video submission?
  - CEUs
- One or more modules on strengths-based practice

Acknowledgments/Funders

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