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

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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

Frequency of Ratings for Youth-/Family-Driven

- Video 1-Beginning
- Video 2-Competent
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.
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
Description of Booster

How to use VCP...

“Cheat sheet” on scoring...

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:

IMPORANT TIP:
Only put ratings for items marked “FINAL SEGMENT ONLY” in the last segment of the video.

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 button: Save your work in progress by clicking on the ‘Save’ button. You will still be able to return to this screen later.

Directions

For each segment of the video, please enter text into the boxes marked “good practice” and “improvable,” 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 “improvable,” 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 1-3 scale provided below. In the overall comment box, please describe in at least a couple of 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 ‘cheat sheet’.
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 ($\alpha = .94$)
  - Mean = 3.7 on same 5-point scale
Acceptability

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

Bar chart:
- To what extent did the training engage you and hold your interest?
- To what extent did you find the training content credible (i.e., the information presented was accurate)?

Scale from 0=Not at all to 10=Extremely

Not at all  |  |  |  |  |  |  |  |  | 10
Extremely
Appropriateness

To what extent do you think the training content is compatible with the principles and practice of Wraparound?

To what extent do you think the training content is relevant to training Wraparound practitioners?

To what extent do you think the training content complements training that is already offered to Wraparound providers (i.e., is likely to fit well with...)

How important do you think it is for Wraparound providers to master the content covered in the training?
To what extent do you think Wraparound programs would find the training practical to implement, in terms of the time required for staff to complete the training?

To what extent would your Wraparound programs find the training practical to implement, in terms of the technology resources needed (including computers and internet connectivity)?
Impact

Considering the usefulness of the training as and the time needed to complete it, how would you rate the overall worthwhile-ness of the training?

What level of impact do you think this training will have on your own practice?

What level of impact do you think this training would have on the practice of someone who is just beginning to practice Wraparound?

What level of impact do you think this training would have on the practice of someone at the typical or average level of competence in Wraparound?

<table>
<thead>
<tr>
<th></th>
<th>Median</th>
<th>Mode</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>9.00</td>
<td>10</td>
</tr>
<tr>
<td>Profound</td>
<td>8.00</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8.00</td>
<td>10/9</td>
</tr>
<tr>
<td></td>
<td>8.00</td>
<td>8</td>
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</table>
## Analysis of Comments

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

<table>
<thead>
<tr>
<th>Importance</th>
<th>Overall Definition</th>
<th>Open Ended Questions</th>
<th>Reflections</th>
<th>Control/Record</th>
<th>What and Why</th>
<th>Conversational</th>
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<tr>
<td>Essential</td>
<td>n/a</td>
<td>9</td>
<td>9</td>
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<tr>
<td>Optional</td>
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<tr>
<td>Inadvisable</td>
<td>n/a</td>
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<table>
<thead>
<tr>
<th>Wording</th>
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<tbody>
<tr>
<td>Fine As Is</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Minor Changes</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Major Changes</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>
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
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