

# Blueprints Conference

May 1, 2018

From Development to Implementation in  
High Need Communities: Translating  
Research into Practice to Support  
Students' Literacy and Coping with  
Trauma

THE ANNIE E. CASEY FOUNDATION



# Objectives

- Examine processes to implement, **sustain** and **scale** evidence-based strategies in new communities
- Explore the role of **local context** in **innovating** in evidence-based programming
- Share examples of **community members'** roles, including service on **implementation** teams and **co-designing** and piloting **adaptations**

# Session Agenda

- Introduction and Perspective of the Annie E. Casey Foundation
- Background and Journey: Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Story Talk
- Co-Design in Action: Video and Activity
- Panel Discussion
- Open Question and Answer

# CBITS From Initial Installation to Culturally Relevant Implementation

- Cognitive Behavior Intervention for Trauma in Schools (CBITS)
- Evidence2Success priority risk factors (anxiety, depression, post-traumatic stress disorder) and program(s) selected by Providence residents and community partners
- CBITS implementation team convened prior to installation and has convened throughout
- Initial installation challenges included student engagement and attendance, resulted in mixed results
- Stretching initial investments and partnerships to better understand implementation context



# CBITS From Initial Installation to Culturally Relevant Implementation

- In addition to monthly implementation teams, student engagement (not satisfaction) and interviews
- Co-designed proposal of performing arts integrated clinical sessions for SAMHSA category III implementation grant
- Hundreds of planning hours post award, across clinicians, artists, system partners, intermediary and check ins with CBITS developer Lisa Jaycox
- Partnering with Child Trends in the development of logic model and white paper
- Full evaluation on the horizon

# Implications of Culturally Relevant Implementation and Adaptations

- Clinicians and artists of color with shared lived experiences' input has translated to 80 percent retention rate (225 students annually) over past 18 months
- Child welfare's dearth of culturally relevant programming has led to direct investments
- Increased uptake, increased dosage, better results
- Destigmatizing behavioral health, clinical supports
- Students requesting participation in clinical groups, "alumni programming;" trauma is ongoing
- Scale, saturation and amplifying trauma networks as policy platform

# The Potential of Co-Creation in Implementation Science

- Co-creation models are used in health, business and public service sectors in the United Kingdom to promote collaborative problem solving among governance, research, service and consumer populations.
- The intention is to support and sustain the use of research evidence in complex services systems.
- Allows for an explicit focus on assessing and understanding how various actors and groups must build trust and pathways for the use of research evidence to improve outcomes for populations of concern.

\*Co-creation information drawn from the National Implementation Research Network

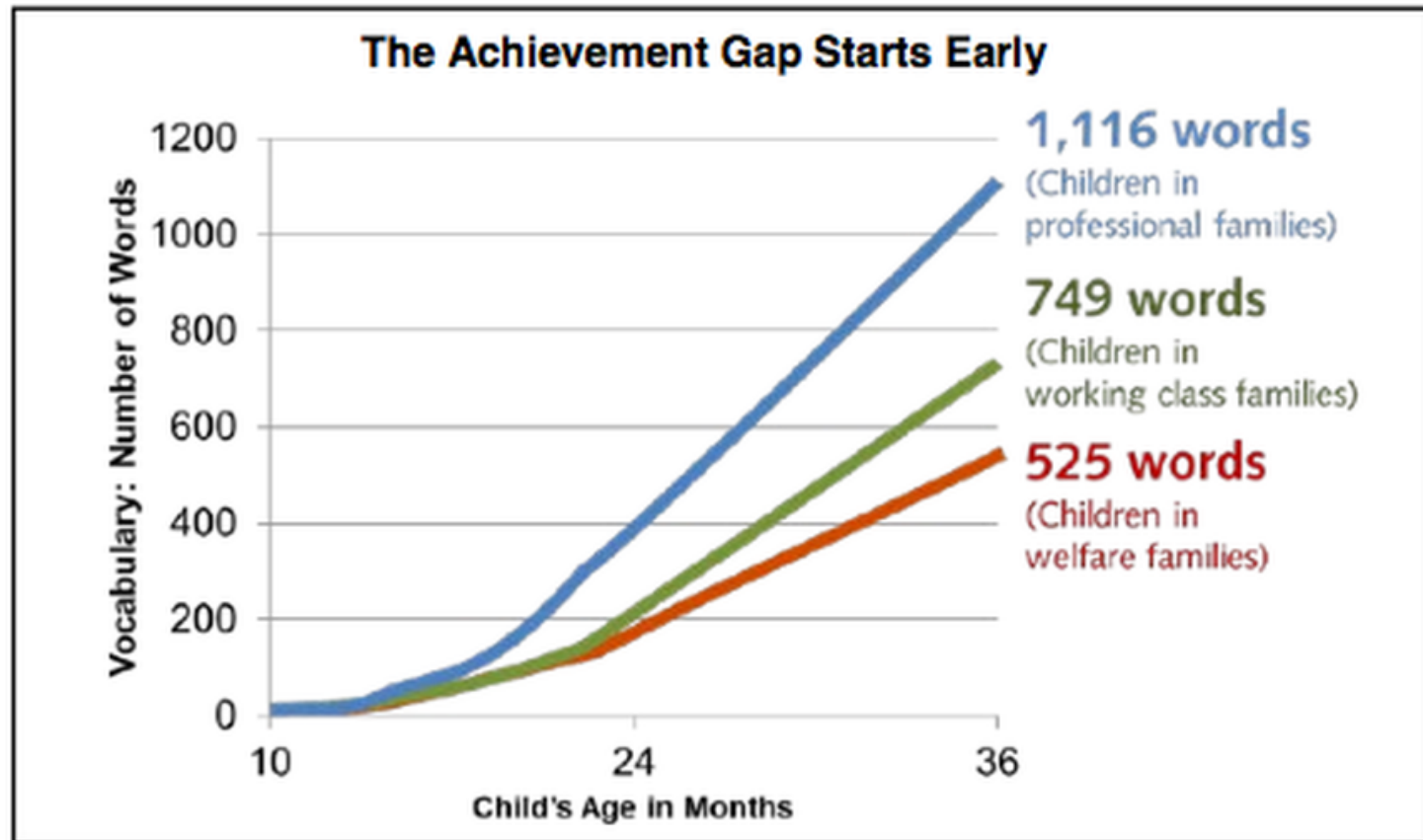
# Benefits of Effective Co-Creation

- 1) Increased role clarity and shared commitment among interconnected stakeholders linking science with practice
- 2) Maximized synergies among complex and adaptive knowledge systems
- 3) The optimization of evidence in local contexts for sustainable outcomes.

# The Story Talk Story

- Blueprints Promising Program: Story Talk Interactive Book Reading Program
- Institute for Education Sciences supported three-year project to develop a highly feasible and effective classroom intervention that can be used with low-income preschoolers
- Add-on home component
- Development and testing in Head Start urban preschools in Maryland

# The Problem: Early Vocabulary Gap



# Children Build Vocabulary Through Conversations





# Classrooms Can Be Challenging Places for Conversations





## One Solution: Home-School Coordination



# Story Talk Classroom Intervention

- 3-4 week themes
- 3 books per week
- For each book:
  - Story Map
  - Five vocabulary words
  - Read three times
- Center activities
- Guiding questions
- Child progress monitoring
- Three trainings (two hours each) over year
- Bi-weekly onsite coaching



# Story Talk at Home

- Weekly materials
- Distributed September to June
- Four to five words from theme
- Picture cards
  - With child-friendly definition and question
- Two activities
- Book or toy



# Story Talk at Home Development and Testing

- Year 1: Focus groups
  - Parents
  - Teachers
  - Family coordinators
- Year 2: Pilot testing
  - 10 families provided weekly feedback
- Year 3: RCT
- Year 4: Second RCT





# Lessons Learned Thus Far

- Families are very concerned about school readiness
- Families have limited time and attention
- Families want specific directions
- Teachers need support around family outreach
- Deliverables are important
- Incentives may help

Tuesday	Wednesday	Thursday
3 Busy Election Day	4 Busy	5 Busy
10 Busy	11 Busy Veterans Day	12 Busy
17 Busy	18 Busy	19 Busy
24 Busy	25 Busy	26 Busy Thanksgiving Day
How Far Is It to Grandma's House?		

# Questions

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