Keys to Decision Making

Services based on consistent principles and current evidence

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Evaluation Team

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- Evans, Julie, R.SLP
- Jackson, Karen RN BScN MEd
- Roberts, Gwen, OT
- Rose, Amanda , OT

Passionate parents, educators, leaders, mentors and clinicians too numerous to mention.

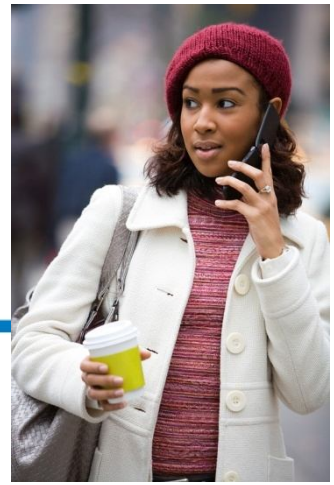
Objectives

- Appetite for change
- Principles & Leadership
- Building consistency
- Learning and growing

Responding to a Need

- Variations in service
- Concern and frustration for parents, staff and partners
- Frequent misunderstandings
- Questions regarding evidence and rationale

Passion & Dedication



Grass roots movement with high level support

The right mix of people who would NOT give

Working Group

& Advisory (parents, multiple disciplines, shareholders, operational leaders government, etc)

Strong opinions

and commitment

Search for common beliefs & grounding principles

Gathering & Distilling Data

Dream catalogue for SLP Services

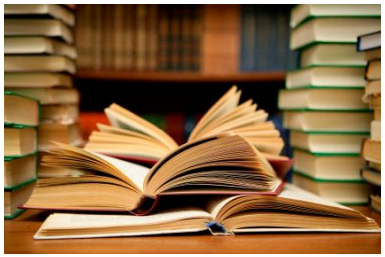
Provincial group across geography, disciplines and service sectors

Evidence based on:

- The opinions of 120+ rehabilitation professionals
- Innumerable hours in discussion
- Literature summary
- 75 interviews with educators
- Parent perspectives

Hundred of hours of conversation

Theme, summarize validate, theme summarize validate, theme summarize validate, theme summarize validate, theme summarize validate, theme summarize validate, theme summarize validate, theme summarize validate, theme summarize validate,…



The Beginnings of a Movement

- Show others how to follow.
- Consider the role of connectors, mavens and sales people.
- Nurture the followers
- *How to Start a Movement* http://www.youtube.com/watch?v=V74AxCqOTvg

- 324 rehabilitation staff & 55 managers joined the development and refinement process through pilot projects, presentations and focus groups.

Creating a movement in AHS…

The following video was created by a speech language pathologist and therapist assistant who were not on the Keys working group but were motivated to share the Keys and help embed it in our system:

http://www.xtranormal.com/watch/14162874/keys-to-decision-making-a-brief-history

Special thanks to Crystal Klassen, R.SLP and Lisa Booth, TA from AHS in Camrose, Alberta

What are *The Keys*?

Child & Family
Voice & Choice

Functional Assessment;
Meaningful Goals

Transition & Discharge

Explore Your Practice

Collaboration &
Capacity Building

Environment
& Supports

Child & Family Voice and Choice

- connect with families as the first step
- listen to stories, perspectives and priorities
- fully involve families in decision making and service delivery
- establish clear roles

Functional Assessment – Meaningful Goals

- Clarify and remain focused on purpose
- Consider readiness
- Set functional goals related to participation and relationships
- Clearly define success

Environment and Supports

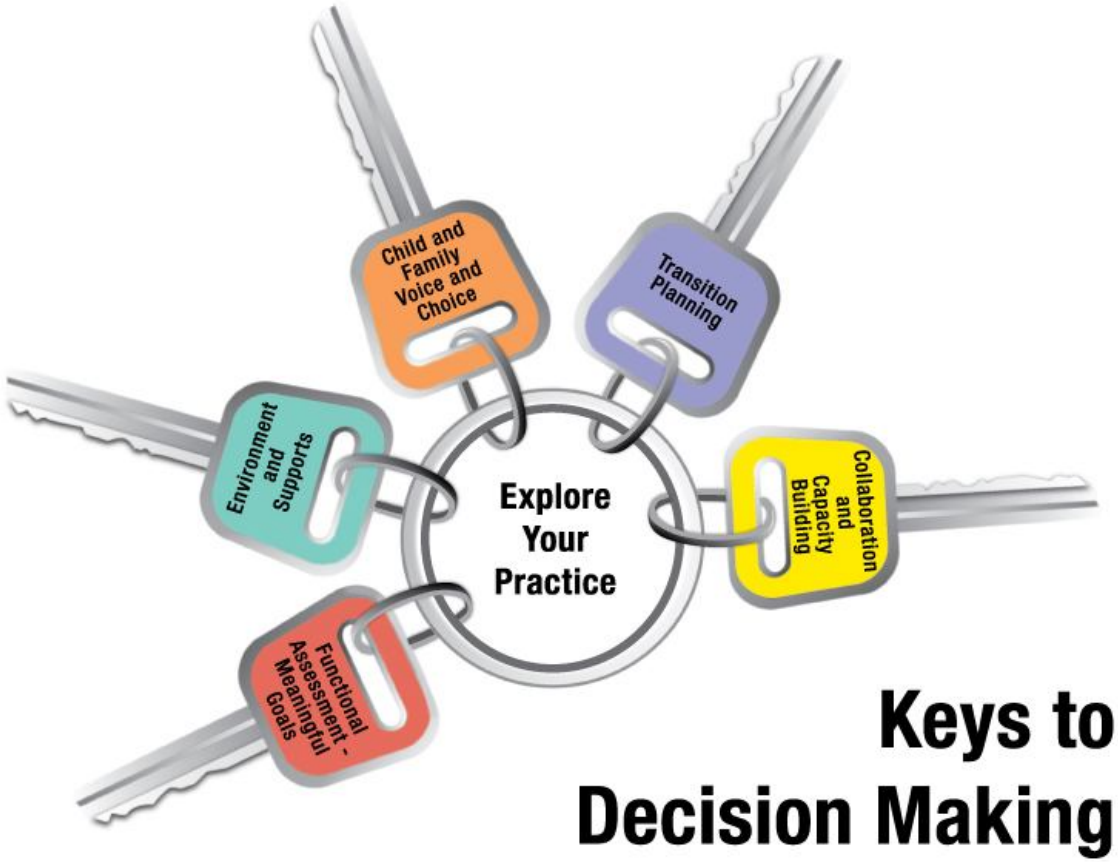
- Build on strengths, natural supports and resources
- Influence factors around the child
- Creating environments that support success for all children

Collaboration and Capacity Building

- Strengthen relationships & partnerships
- Families and teams learn from one another
- Work toward shared goals

Transition & Discharge

- Plan for success from the start
- Discuss team roles
- Support children, families and partners to be involved, informed and ready to face challenges



Decisions based on Principles and Evidence

Baseline data (4 Months after launch)

Surveyed staff (OTs, PTs, SLPs & therapist assistants) and operational leaders 4 months after launch.

Difficulty in defining our sample and low sample size leads to caution in interpreting results,

Most important supports to adopting the Keys were identified as:

- discussion and self reflection time
- local management support

There was an indication of the need for continued communication and ongoing support over the next few years.

Biggest barriers perceived by staff:

- Lack of time for learning and reflection
- *Others* resistance to change or lack of commitment by others

More than half moderate to extensive support in changing practice

Largest areas of reported change

1. Communicating with families & Increasing child & family involvement
2. Increasing collaboration and improved communication with schools and community partners

How staff are using *The Keys*

Revising processes:

- Functional, reader friendly report templates
- Face to face 1st meetings with parents
- Forms and processes to support informed consent & increased family involvement
- Area wide goals such as increasing collaboration with schools or trialing community based PT therapy groups

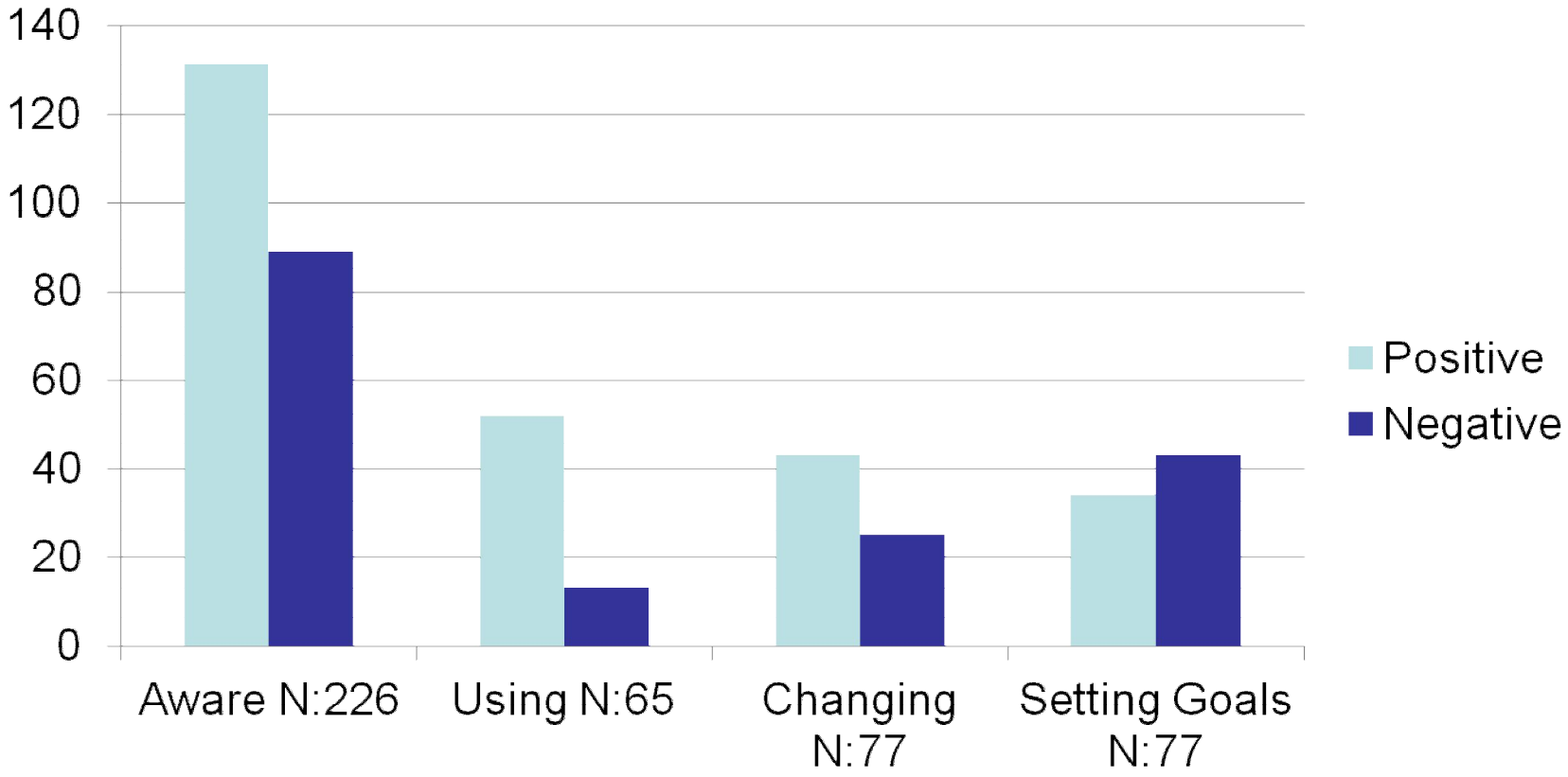
As Reflection Tool:

- regarding specific clients or groups
- in addressing challenges
- in team planning
- for self evaluation
- in communities of practice and resource team meetings

As a Discussion Opener:

- with parents, teachers & other partners
- at regular team meetings
- with operational leaders

Some Initial Findings



Examples of Practice Changes

- Including parents in assessments more often… ”parents in the driver’s seat”
- Asking for the child/youth’s perspective
- Increasing capacity building in classrooms AND community settings
- Broader range of partners included
- Increasing range & flexibility in service offerings (i.e., walk in clinics, intensive, episodic interventions…)
- Considering a broader range of potential goals, using the *International Classification of Functioning, Disability & Health* (2002)
- Prioritizing caseload differently

Most important supports

1. Verbal Communications

- Conversation between managers & staff
- Presentations & workshops
- Communities of practice & regular discussions about *how* to implement
- Peer mentoring

2. System communication with parents & partners

3. Resources

- Access to resources on the internal website
- Associated resources, such as information and tools for functional assessment, coaching, etc.

Conclusions

- Individuals & teams had varied strengths. They started from different places in implementation
- Most staff report some degree of impact on practice in the short term the highest impact reported was increased communication with and involvement of families
- Anecdotally staff speak most about being more reflective
- Local management support is crucial – this is where staff got most of their information & were most likely to go for support
- Staff need more time set aside for reflection (team meetings, communities of practice, discussion with co-workers & practice leaders)
- Communication and support must be ongoing over the next few years

300+ participants in development

People were invested!

References

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Quotes from staff:

"I especially enjoy/appreciate the fact that it is based in reflective practice."

"Participating in this project really helped me to understand the importance of the parent's perspective."

"Now I approach assessment from a different place in my mind."

"The real challenge ahead lies in convincing people that although they already do these things, The Keys will help to augment and enhance HOW they do those things, thus improving the overall quality of service. "

"It is a good tool to help shape our approaches to a more positive focus. It provides us with a guideline to help involve parents and caregivers in a collaborative way."

"Thank you-this is one of the best resources I have seen since starting work in this field 15+ years ago!"

Contact Information

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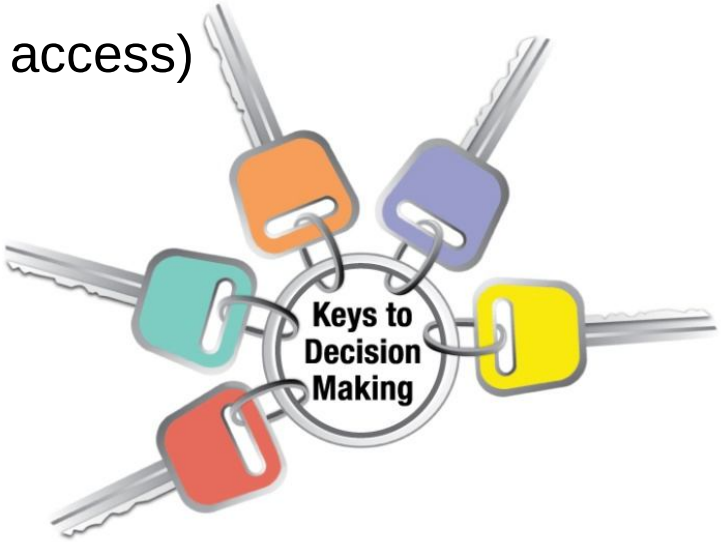
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