NCTSN The National Child Traumatic Stress Network

NCTSN IMPLEMENTATION SUMMIT 2020

STAKEHOLDER SUMMARY REPORT

Background

Despite the use of diverse implementation strategies, multiple barriers continue to arise in pursuit of the National Child Traumatic Stress Network's (NCTSN) mission of increasing access to quality trauma-informed services for children, their families and communities. Barriers include, but are not limited to, financial and time constraints, limited availability of training and implementation supports in specific interventions, and a lack of cultural adaptation or responsiveness. To address this growing research-to-practice gap in the implementation science field, the 2020 Implementation Summit served as the second Network-wide opportunity to explore the most pressing issues about implementation strategies, namely how best to spread and sustain trauma-informed curricula, practices, and treatments (hereafter referred to as interventions).

As the need to implement and sustain trauma-informed interventions grows within the NCTSN, the Summit specifically emphasized train-the-trainer (TTT) models given the dearth of standardized guidance on developing or delivering such models within the NCTSN. Broadly, TTT models provide individuals with training in a specific intervention and instruction on how to train, monitor, and consult others in this approach.[1] The proposed Summit foci were based on recommendations from the 2015 Implementation Summit, as well as guidance from the NCTSN Implementation Advisory Committee (IAC) and its two subcommittees—the Evidence-Based Treatment (EBT) and Systems and Practice Change (SAPC) Subcommittees. The Summit was a collaborative effort among the Training and Implementation Program of the National Center for Child Traumatic Stress (NCCTS), the NCTSN IAC, and other NCCTS programs. To better understand the influence of the Summit on implementation knowledge and practice, participants were asked to complete a Summit evaluation. Evaluation data presented in this report were collected from 73% (n = 58) of the participants.

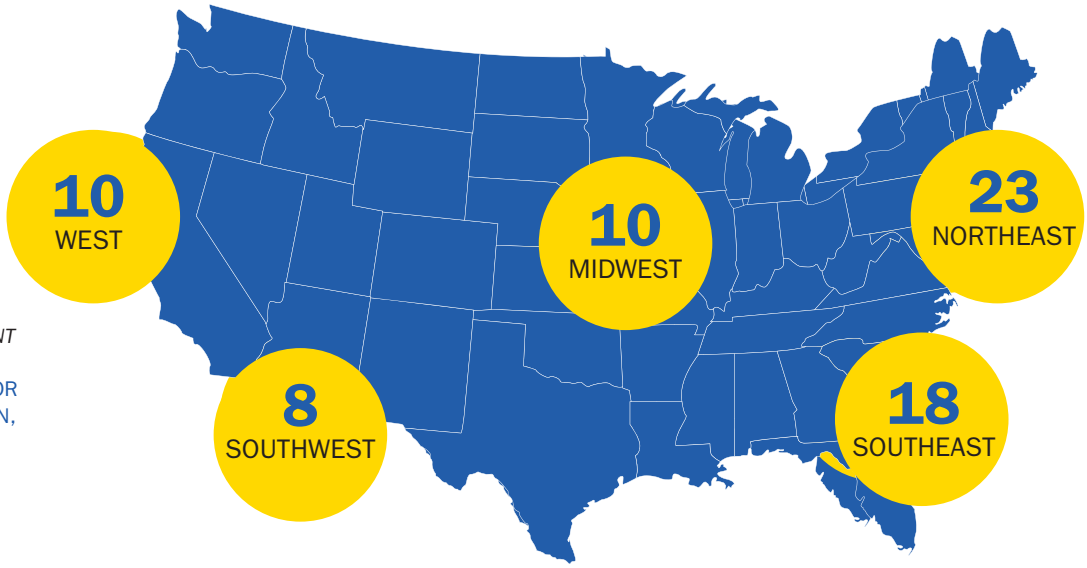
The 2020 Implementation Summit took place on September 30 and October 1, 2020 and was hosted virtually due to COVID-19 safety precautions. **Eighty** NCTSN members from several stakeholder groups participated, with **69** participants attending and **11** staff and faculty supporting Summit activities.

> "…the orchestration of the virtual platform went really well, both in terms of creating a comfortable and relatively connected environment as well as structuring conversations in a way that had a clear progression and goal."
>
> *– Trainer Workgroup Participant*

[1] Pearce, J., Mann, M. K., Jones, C., van Buschbach, S., Olff, M., & Bisson, J. I. (2012). The most effective way of delivering a train-the-trainers program: a systematic review. *Journal of Continuing Education in the Health Professions, 32*(3), 215-226.

Participants Represented Multiple Perspectives, Experiences, and Regions

31 Category II
26 Category III
12 Affiliate



75%
LISTED MULTIPLE ROLES
MEAN OF 3.7 ROLES PER PARTICIPANT
(E.G., ADMINISTRATOR OR AGENCY DIRECTOR, CLINICIAN, DEVELOPER OR CO-DEVELOPER OF AN INTERVENTION, EVALUATOR, SUPERVISOR, TRAINER, RESEARCHER, ETC.)

100%
REPORTED ACTIVELY IMPLEMENTING AT LEAST ONE TRAUMA-INFORMED INTERVENTION
MEAN OF 2.1 INTERVENTIONS
(E.G., TRAUMA-FOCUSED COGNITIVE-BEHAVIORAL THERAPY [TF-CBT], THINK TRAUMA, EVIDENCE-BASED ASSESSMENT)

Summit structure was guided by four primary goals and provided a space for treatment developers, trainers, and agency directors to grapple with guidelines related to TTT programs and associated implementation strategies (e.g., quality improvement practices, cost-benefit analyses). As shown on page 3, participants overwhelmingly agreed (89%-98%) that the Summit met its proposed goals.

The Summit used multiple activities offered before, during, and after the two-day Summit event to meet its goals and objectives. Pre-Summit activities included an application and review process, use of Basecamp (i.e., a virtual project management and participant communication platform), and the completion of pre-work reading and activities. For example, participants were encouraged to record short video introductions for other participants to replicate the connection and networking elements of an in-person event. All Summit participants engaged in a Launch Call and Virtual Coffee Hour designed to introduce plenary speakers, initiate conversations with other participants, and serve as a proxy for in-person networking with other NCTSN members. The Summit began with a plenary presentation—with featured speakers, Byron J. Powell, PhD, LCSW and NCTSN member Ginny Sprang, PhD—that summarized key areas of implementation science, explored lessons learned through training and implementation in community settings, and provided a call to action for the Summit. The plenary was designed to inspire participants to ground their discussion of TTT programs in the available science while elevating future needs of the NCTSN to improve access to trauma-informed interventions. Following the plenary, participants were divided into three workgroups based on their identified role. Agency Director (n = 20, 29%), Trainer (n = 24, 34%), and Developer roles (n = 25, 37%) are characterized in the side bar on page 3.

> "With regard to the structure of the meeting, the way in which [faculty] designed the breakout rooms and larger facilitated breakout groups really created a safe space for sharing of ideas. I also appreciated the small breakout groups as an opportunity to connect with others and have that 'off the cuff' kind of conversation."
>
> – *Trainer Workgroup Participant*

Participants Agreed the Summit Met Intended Goals

94%

GOAL 1
Ensure a common understanding of implementation strategies used to plan, prepare for, implement, and/or sustain trauma-informed interventions within the NCTSN

89%

GOAL 2
Share and capture the process by which implementation strategies are identified, employed, and documented throughout the NCTSN

93%

GOAL 3
Synthesize NCTSN survey data and identify best practices in TTT programs employed to enhance the sustainability of trauma-informed interventions across child and family service systems

98%

GOAL 4
Initiate the first phase of developing guidelines for the sustainment of trauma-informed interventions, specifically with respect to TTT strategies.

In addition to role-specific workgroups, cross-role breakout groups and discussions were facilitated for identifying and sharing cross-cutting ideas, as well as generating new and emerging themes. The final Summit activity brought all participants together to share primary TTT considerations and suggestions identified within role-specific workgroups.

Role-Specific Workgroups

A large portion of the Implementation Summit was reserved for role-specific workgroups to address the Summit's third and fourth goals, which served to synthesize NCTSN survey data, identify best practices in TTT programs, and initiate the first phase of developing guidelines for the sustainment of trauma-informed interventions. Discussions were first driven by findings from the NCTSN's Train-the-Trainer Survey, which was disseminated in 2019 and completed by over 120 respondents to better understand the state of TTT programs for trauma-informed interventions familiar to the NCTSN. Following the presentation and discussion of Train-the-Trainer Survey results, participants engaged in small-group discussions to develop initial recommendations to support the sustainment of trauma-informed interventions through TTT and other implementation strategies within the NCTSN and more broadly.

Developer:
Developer or co-developer (i.e., in the process of developing, or has developed) of a trauma-informed treatment, practice, or curriculum, and can speak to TTT programs from this perspective.

Trainer:
Professional who could (or has) participated in a TTT program in order to become a trainer for a trauma-informed treatment, practice, or curriculum and can speak to TTT programs from this perspective.

Agency Director:
Training program manager or agency director/administrator who makes decisions about the training for an agency and staff and can speak to TTT programs from this perspective. Evaluators are included in this role as they can articulate TTT program implementation and evaluation experience from a variety of perspectives.

Summit Format Advanced Train-the-Trainer Program Guidelines

		Agency Directors	Trainers	Developers
Session 1	Topic	**Maintaining a Skilled and Established Workforce** Focus on how agency directors use TTTs for sustainability, specifically addressing the maintenance of a skilled and established workforce of clinicians/staff after the completion of training to ensure skills and avoid drift (i.e., unintentional moving away over time from how interventions were intended to be delivered as planned).	**Quality Improvement Practices in TTT Programs** Identify benchmarks for quality improvement strategies when implementing TTT programs and supporting the sustainment of trauma-focused interventions.	**Building Capacity, Building TTT Programs, and Overall Sustainment of TTT Programs** Develop recommendations to build capacity for, develop, and sustain TTT programs.
	Questions	• At your agency, how do you support the sustained use of trauma-informed interventions? • At your agency, what are facilitators and barriers to maintaining a workforce that is skilled in delivering trauma-informed interventions?	• What quality improvement strategies do you believe should be a part of every TTT program with respect to knowledge acquisition, skill acquisition, fidelity to intervention, outcomes, and sustainment?	• What are the facilitators and barriers to building capacity for, developing, and sustaining TTT programs? • What are the products and/or activities that would improve the NCCTS and NCTSN approaches to the development and sustainment of TTT programs? • Which recommendations are within your authority or are recommendations we need other groups to address?
Session 2	Topic	**Sustaining Practices: Benefits Versus Costs** Focus on the why and why bother of unpacking the value and costs of sustaining trauma-informed interventions, including discussion about how directors "know" the strategies are effective.	**Addressing Sustainment and Innovative Practices** Discuss innovative TTT components that expand spread and sustainability of interventions while maintaining quality. Explore ways in which trainers share TTT components and/or implementation strategies with developers.	**Improving Succession Planning Practices** Develop recommendations to improve succession planning practices (i.e., identifying and developing new leaders or processes to prepare for the departure of developers).
	Questions	• What are the perceived benefits of TTT programs as compared to giving up on models? • What is the value added for TTT programs/within-agency trainers to support sustainability, including how one knows TTTs are effective for sustainability?	• What are innovative TTT components that could expand the spread and sustainability of trauma-focused interventions within the NCTSN? • Have you shared an innovative TTT component or implementation strategy with a developer? If yes, what was the outcome? If no, what were the specific barriers?	• What are the facilitators and barriers for succession planning for NCTSN developers and co-developers? • What are the products and/or activities that would improve the NCCTS and NCTSN approaches to succession planning? • Which recommendations are within your authority or are recommendations other groups need to address.
Session 3	Topic	**Initial Phase of Developing Guidelines Based on Sessions 1 and 2** Develop initial recommendations to support the sustainment of trauma-informed interventions through TTT and other implementation strategies.		
	Questions	• What is most needed to support efforts in sustaining trauma-informed interventions? • What are the products and/or activities that would improve NCCTS and NCTSN approaches?		

Results of Participation

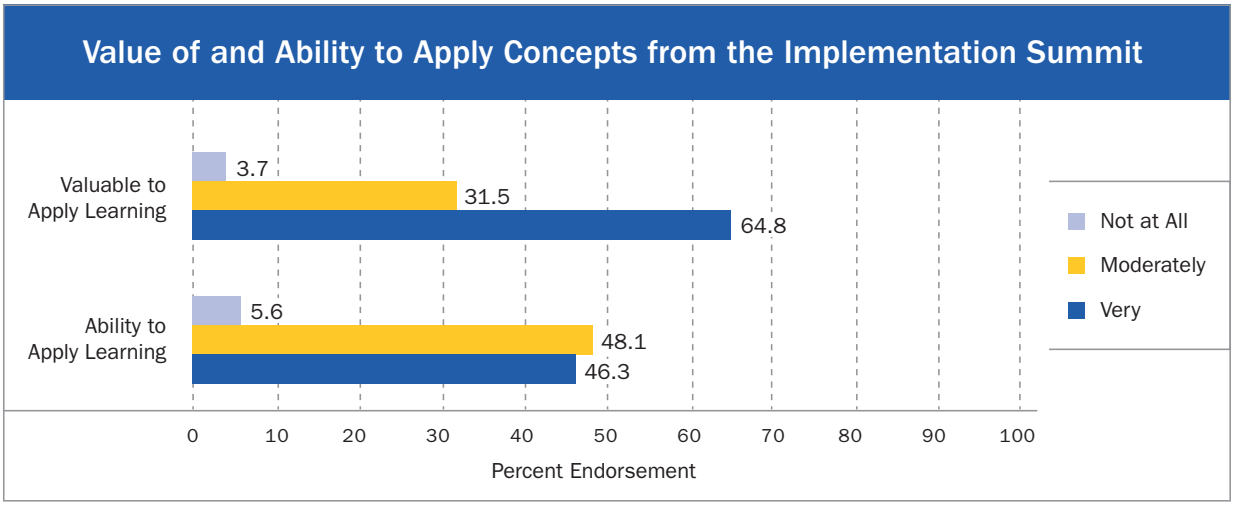
To better understand the impact of the Summit, participants were asked to reflect on the primary results of participation, ranging from networking opportunities to increased competency in implementation science. Respondents were allowed to identify as many results as desired. A large proportion of the respondents indicated that being with others in their field felt inspiring and energizing (n = 39, 67.2%) and that they had generated new ideas to meet current challenges (n = 35, 60.3%). In regards to being and connecting with others, several respondents commented that the Summit was a "great opportunity to connect with colleagues" and it allowed for "connecting and hearing ideas from newer and longstanding NCTSN members." Summit activities also supported the sharing of ideas and lessons learned to meet current implementation and training challenges. Specifically, one participant reflected that "…the main benefit of the Summit included the ability to share lessons learned related to implementation and TTT models across sites and types of interventions or practice models…and gain new ideas about existing strategies we are utilizing for new strategies to implement in the context of TTT or implementation/sustainability efforts."

> "I did appreciate the significant focus on feedback to developers, with particular attention paid to systemic racism within many EBPs. It's difficult to discuss, but I'd like to see many more opportunities for us to look at the various interventions we promote and how to better support the feedback loop to the developers."
>
> *– Trainer Workgroup Participant*

Further, approximately half of respondents indicated that they developed valuable connections and access to NCTSN members (n = 32, 55.2%), their competency in implementation science increased (n = 30, 51.2%), and they learned about new interventions or resources with which they were not previously familiar (n = 29, 50%). A smaller proportion indicated that their ideas of what matters or is important to meet grant goals changed (n = 15, 25.9%), and that they were able to make progress on collaborative projects or activities (n = 7, 12.1%). Lower endorsement of these specific results may have been due to the Summit's virtual platform and emphasis on the generation of TTT model guidelines, with little time provided to make progress on extant collaborative projects or activities.

The Summit planning team also wanted to ensure that this event not only increased participant knowledge and awareness, but also facilitated the anticipated application of this knowledge to improve practices for children, families, and staff. As such, both knowledge of concepts and application of those concepts were assessed in the evaluation. Evaluation respondents were first asked to rate the extent to which it would be valuable to apply what they learned during the Summit to their implementation work. Ninety-six percent of respondents (n = 52) indicated that it would be moderately to very valuable to apply Summit content to their implementation work. Participants were then asked to rate the extent to which they would be able to apply what they learned during the Summit to their implementation work, considering resources, time, training ability, and other considerations. Ninety-four percent of respondents (n = 51) reported that they would be moderately to very able to apply Summit content to their implementation work, suggesting that the content discussed was considered both applicable and feasible to participants.

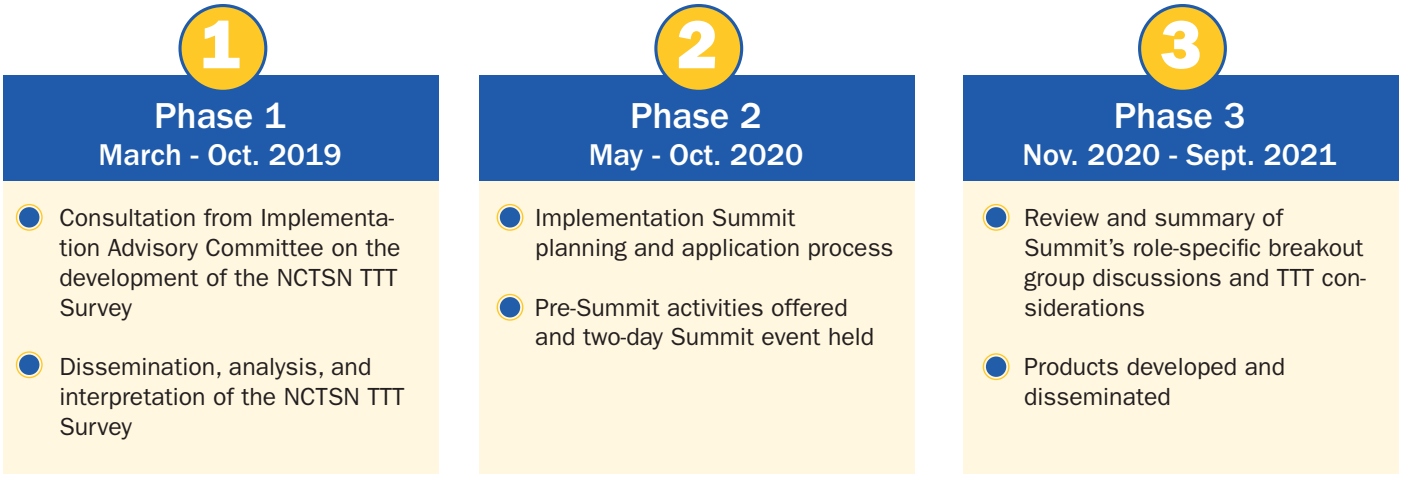
Participants Expected to Apply Knowledge Gained to Enhance Their Work



Next Steps

The NCCTS Training and Implementation Program is undertaking a multi-pronged strategy to disseminate key findings and TTT guidelines from the 2020 Implementation Summit across the NCTSN. To provide wider access to content from the Summit, the Training and Implementation Program worked with NCTSN Product Development to post the opening plenary recording on the NCTSN Learning Center. Follow this link to the NCTSN Learning Center to access the 50-minute recording of the opening session.

The Training and Implementation Program will continue with guideline development for the sustainment of trauma-informed interventions using TTT strategies. While the Summit initiated the second phase of this process, the third phase consists of reviewing and summarizing initial suggestions and considerations developed during the role-specific workgroups. EBT and SAPC Subcommittee calls will be combined to support the provision of feedback by Summit participants through the prioritization and refinement of initial suggestions and considerations. Agency director recommendations were reviewed in January 2021, and trainer and developer recommendations will be reviewed in March 2021 and April 2021, respectively. Subcommittee call participants will be encouraged to contact the Training and Implementation Program if they wish to participate in product review.



Finally, several future products will be developed and shared as a result of the 2020 Implementation Summit. In addition to this brief product focused on the Summit structure, goals and general results, the NCCTS and IAC will prepare a more extensive document providing in-depth TTT guidance including, but not limited to, essential TTT components; best practices in developing, implementing, and sustaining TTT programs; model TTT programs for trauma-informed interventions (i.e., treatments, practices, and/or curricula); and research needs. A portion of this document will also address considerations related to diversity, equity, and inclusion, such as attention to and training in anti-racism, racial equity, and cultural humility. These products will also serve to update related Training and Implementation Program resources, including the *Implementation Glossary: 2015 NCTSN Implementation Summit.*[2]

If you would like to learn more about the 2020 Implementation Summit or play an active role in the development of Train-the-Trainer considerations, please contact the Training and Implementation Program at training@nctsn.org.

SUGGESTED CITATION:

Donisch, K., Ake, G., & Purbeck Trunzo, C. (2021). NCTSN Implementation Summit 2020 Stakeholder Summary Report. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

[2] Amaya-Jackson, L., Agosti, J., Ake, G., Tise, N., Aldridge, W., Fixsen, A., & the Implementation Task Force, National Child Traumatic Stress Network. (2015). *Implementation Glossary: From the 2015 Implementation Summit*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.