



Child and Family Support System

A Guide to

The Common Elements Approach

2022-2023



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Hi everyone,

As Director of the Early Intervention Research Directorate (EIRD) within DHS, it is my pleasure to introduce you to the Common Elements approach as a key strategy of 'Priority 2: Service Integrity' of our CFSS Roadmap for reforming the Child and Family Support System (CFSS).

As outlined in the 'Roadmap to Reform' the CFSS reform is based on knowledge from diverse sources – data, research, practice and the voices of lived experience, as we continue to create and sustain a more evidence informed and culturally and trauma responsive system. As part of this reform, our priority work includes supporting and strengthening our workforce. We know that family preservation work is hard and complex, but we are keen to support our practitioners in this important mission to keep children safe at home in community and culture.

At the heart of the new Child and Family Support System is a healing and trauma informed approach, where all those involved (children and families, practitioners, organisations, and funders) are intentionally working together to create a system and practices that support healing and avoids further traumatisation. The success of our efforts in family preservation is directly related to having a stable, skilled, and diverse workforce that feels valued, supported and inspired.

I am really excited therefore to be able to share with you The Common Elements approach which is a key and intentional strategy being used to support and strengthen the CFSS workforce. The Common Elements approach is being offered to the CFSS workforce delivering evidence-informed modules of practices that are proven to be linked to successful outcomes for families and children.

The implementation of the Common Elements approach is intensive and targeted. It is not just a training program, instead a journey of reflective practice that includes one-on-one clinical coaching and team learning activities to encourage deep reflection of foundational practice concepts and embed these skills consciously and consistently into practice.

The Common Elements approach aims to enrich our workforce and hone practitioner skills in the art and science of family preservation. It closely aligns with the Trauma Framework, providing the practical tools and coaching support for staff to engage with families in ways that support trauma responsive practice. It provides detailed 'how to' guidance for practitioners and their supervisors. Together, these two projects will support our workforce in the delivery of this challenging work.

Through these initiatives, we hope that practitioners will feel enriched and empowered to deliver trauma responsive practice across our service system and provide more opportunities for healing and increasing safety and wellbeing for our families.

We want you to feel nourished and valued in this important work that you do. The initiatives will also assist us as a sector, to recruit and retain a family preservation workforce that feels supported and confident in the difference they are making in the lives of children.

We are all in this together. We are linked together by our commitment to working with children and families. These families and children will benefit from a connected service system in which workers are skilled in responding to trauma. And who are able to draw on practices that are known in research 'to work' in helping families stay together and reduce the need for child protection intervention.

Alisa Willis



Acknowledgment of Country

We respectfully acknowledge Aboriginal and Torres Strait Islander peoples as the traditional owners and occupants of lands and waters of this country, whose practices and dreaming are still living through Elder's past, present and emerging.

Further, we acknowledge that the spiritual, social, cultural, and economic practices of Aboriginal and Torres Strait Islander peoples come from connection and maintenance of lands, waters, values, heritage beliefs, languages and lore which are of ongoing importance. From the past, in the present, into the future, forever.

We acknowledge the impact of historical policies that were harmful and have contributed to intergenerational trauma. This includes policies and practices of colonisation that have had a profound impact on Aboriginal and Torres Strait Islander people's connection to country, culture, and one another.

We aim to continue to apply a cultural lens when we work together to promote a cultural evidence base that centres around self-determination, choice, and a healing approach, through Aboriginal ways of knowing, being and doing. All while valuing Aboriginal and Torres Strait Islander people as strong, resilient people, and decision makers in their own lives.



“The Aboriginal Cultural Lenses of Practice” Artist Sasha Houthuysen

The Artwork

The artwork was created as a visual statement piece by Sasha Houthuysen, a Yamatji/Noongar woman. This piece is the representation of Aboriginal voice from a workshop co-facilitated by Dana Shen, a Ngarrindjeri/Chinese woman, DS Consultancy. The workshop was commissioned by the Department of Human Services to create ‘the Aboriginal Cultural Lenses of Practice’ for Safer Family Services. The workshop was attended by Safer Family Services Aboriginal staff and allies to give a voice to Aboriginal ways of knowing, being, doing and guidance in supporting a culturally safe workforce.

The artwork is used throughout the department's Child and Family Support System policy and practice resources. It incorporates the symbols representing the cultural lenses journey: allies walking alongside Aboriginal staff, families and communities, and meeting and learning places supporting Aboriginal best practice.

DHS commissioned Pat Caruso, an Eastern Arrernte man and the Founder/Director of We Create Print Deliver to digitise and use these elements of the artwork to depict our healing approach. This ensures that we are always keeping children front and centre and working from a culturally safe lens.

Key Messages

- The Child and Family Support System (CFSS) co-design processes recognised that families should receive the same healing approach and quality of service, based on a shared philosophy of practice. Well-supported, trained, compassionate and motivated workers, able to practice with integrity in difficult situations, are critical in delivering effective service outcomes for children and families within the new CFSS.
- DHS Early Intervention Research Directorate (EIRD) in partnership with the Centre for Evidence and Implementation (CEI) developed the CFSS Common Elements approach designed to build the capability of the workforce to form positive, productive relationships with families whilst also assuring consistent practice focussed on responding to trauma and increasing safety and family functioning for families.
- Common Elements are discrete techniques or practices (elements), grounded in evidence and which are most commonly found in various approaches /interventions (thus 'common') and found to be effective. This concept describes the name 'Common Elements'.
- Evidence suggests best practice in child protection settings includes the ability to keep the most important child safety concerns in focus, whilst also creating an environment in which parents and carers can consider change (Forrester, 2020). The 10 Common Elements for the CFSS Common Elements approach have been carefully chosen to align with evidence such as this.
- The Common Elements approach plays an important role assisting the implementation of the Trauma Framework. The Common Elements Practice Guides provide detailed 'how to' guidance on trauma responsive practice for practitioners and their supervisors.
- The Common Elements approach involves a staged Training and Coaching Program that supports the 10 practice guides that have been developed. The training element of the program involves a combination of self-guided learning, facilitated reflective practice discussions and team activities, including the opportunity to reflect on practice with Lived Experience Members. Local implementation teams for each service will inform planning and delivery of training and coaching to ensure it meets local needs and can be built into business as usual.
- The coaching element of the program aims to acknowledge and strengthen competency and confidence of practitioners by providing the opportunity to engage in robust and nurturing reflective practice supporting individual practitioners to embed key skills consciously and consistently into practice.
- The Training and Coaching Program uses Implementation Science to facilitate the translation of the Common Elements evidence into practice. Implementation Science is the study of methods and strategies to promote the uptake of evidence-informed practices into 'business as usual' to improve the quality and effectiveness of services. Selected strategies can be tailored to the needs of each service/team participating in the program.
- CFSS must uphold our individual and system wide commitment to keeping Aboriginal children front and centre, in the context of their families, communities and strong, resilient culture. The Common Elements have a purposeful and unwavering focus on working from a healing approach, where all those involved are intentionally working together to create a system and practices that support healing and avoid further traumatisation.
- The Common Elements approach is intended to be used flexibly, alongside other practices, models and strategies.



Background

The South Australian government is creating a cohesive Child and Family Support System (CFSS) which brings together all in-scope government and non-government delivered services to create a connected, evidence-informed service system for vulnerable children and families.

The Department of Human Services (DHS) undertook a co-design process in 2019, with the child and family services sector to inform the design and delivery of this new CFSS. **The Roadmap for reforming the Child and Family Support System 2021–2023** (the Roadmap) outlines the steps that will be taken to improve early intervention services for children and families with complex needs. These steps have been shaped by the voices of over 1000 people from across the system, wanting to create better alignment between the needs of children and families and the services that aim to support them.

At the heart of the new system is a healing approach, where all involved (children and families, practitioners, organisations and funders) are intentionally working together to create a system and practices that support healing and avoid further traumatisation. This means that everyone involved in the system works together to get better at responding to trauma, wherever it is present. A healing approach is critical to creating and sustaining the engagement of families with our services.

It was agreed that families should receive the same healing approach and quality of service, based on a shared philosophy of practice. Well-supported, trained, compassionate and motivated workers, able to practice with integrity in difficult situations, is critical in delivering effective service outcomes for children and families within the new CFSS. The Roadmap's Priority 2: service integrity outlines the need to support the CFSS workforce to work with families with multiple and complex needs.

Priority 2: Service integrity Supporting and strengthening our workforce

Acknowledging the important yet challenging work our practitioners undertake and the wisdom they hold from their experiences of working with families, we recognised the need to equip practitioners with the best available tools. To do this DHS partnered with the Centre for Evidence (CEI) to develop the Common Elements approach – an evidence-based set of techniques proven to be effective in supporting families with complex needs, building practitioners existing skills, experience and practice expertise.

A pilot to test the Common Elements approach was undertaken in late 2021 to establish acceptability and feasibility of the approach for CFSS services.

Key learnings from the pilot include:

- Apply an increased focus on engagement and readiness in the 'prepare and plan' phase of implementation
- Enhance learning materials to be even more culturally responsive and better aligned to the context of the CFSS reform and sector workforce
- Develop and invest more in strong, well-informed teams who hold decision making power and are advocates for change at the local level
- Ensure a larger emphasis on the coaching and reflective practice support model with a prolonged period of coaching to test skills, reflect on practice, and refine techniques in a supportive environment
- Invest in a dynamic learning management system to support engagement and sustainability of learning strategies
- Develop strong data capture systems for continuous improvement
- Build CFSS specific Implementation Science capacity to enhance evidence informed practice and system change across the CFSS reform

What is the Common Elements Approach?

The Common Elements approach includes: the development of Practice Guides; a staged approach to training using Implementation Science; and a coaching and reflective practice support model to maximise the opportunity for good implementation and embed learnings into practice.

The Common Elements approach is being implemented by DHS to provide opportunities for practitioners and leaders across the CFSS sector to share in a journey of reflective practice whilst reinforcing practice wisdom and system supports for best practice in supporting families with safety concerns. The approach moves away from traditional training methods and instead focus' on coaching and reflective practice. It is designed to complement and strengthen existing evidence-informed practice approaches.

The approach draws on evidence from empirical research as well as practitioner knowledge, client values and perspectives and organisational context. The empirical research base includes controlled trials of intervention or program effectiveness as well as studies of the implementation of evidence-based interventions within actual organisations (Implementation Science).

The Common Elements approach is also enhanced by recognising and valuing the unique perspectives of practitioner and families. Local implementation teams play a vital role in identifying appropriate intervention design, tailored to the unique needs of each individual family and child.

The Common Elements approach includes the following aspects of implementation:

- **Common Elements Practice Guides** identify the key elements of practice, found to be effective in the context of CFSS service delivery.
- **Tailored self-guided training** via a new digital learning platform.
- **Facilitated reflective practice discussion** of each module is provided to contextualise the use of CFSS Common Elements, with an opportunity to reflect on practice with members of the Lived Experience Network to support increased understanding about the impacts of our practice.
- **Strong local team structures are introduced** to lead the training and implementation within each service, addressing contextual barriers and identifying enablers to influence and enhance uptake of the approach.
- **Coaching** provides support to embed learning into practice and provides practitioners with the opportunity to engage in ongoing, robust, and nurturing reflective practice to test skills, reflect and refine techniques in a supportive environment.
- **Implementation Science** methods and strategies promote the uptake of the Common Elements practices into 'business as usual', with the aim of strengthening workforce capacity and confidence as well as introducing systematic and intentional opportunities for service improvement.
- **Data collection** to monitor implementation and inform continuous improvement. This also provides opportunity to collect practitioner wisdom from the implementation and from reflective practice which can then in turn contribute to our systematic learning systems for the CFSS reform

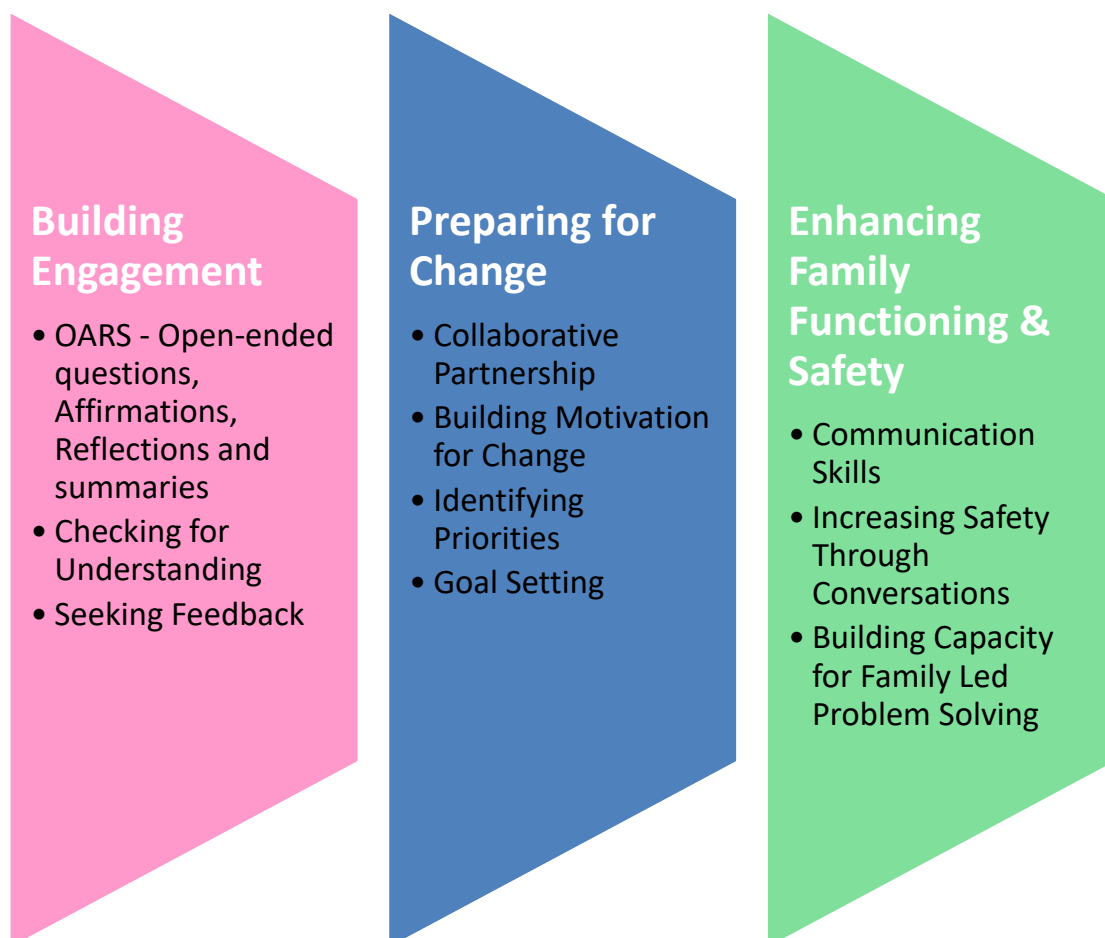


What are Common Elements?

Common Elements are discrete techniques or practices that are grounded in evidence that can be found across different manualised programs (thus 'common').

They are evidence-informed common practices used to engage clients and facilitate changes in behaviours. They are found across empirically supported interventions or based on evidence drawn from multiple sources.

One of the core strategies of a Common Elements approach is to select a set of practice elements appropriate to the needs of a particular client or group of clients with shared needs. DHS' previous co-design and consultation work highlighted priority areas and target populations that required an evidence-informed response. In particular, client engagement and child and family safety were identified as priority areas. Using a trauma responsiveness lens throughout all practice is also another key requirement of the work. Following these considerations, and in collaboration with CEI, DHS have identified 10 Common Elements as being the most critical for the CFSS sector. They can be used flexibly in response to client need and complement existing evidence-informed practices. The Common Elements identified have been grouped into three modules:



Each module aims to support practitioners to develop skills in the use of very specific small, granular pieces of practice elements (Common Elements). This approach provides practitioners with a set of discrete techniques and practices which can be drawn upon as required, using each practice flexibly, alongside other practices, models, and strategies when needed, as well as alongside practitioner knowledge and skills, and in line with family preferences.

As always, **child safety is paramount**, and practitioners must address immediate safety and wellbeing concerns of children. These modules offer some techniques that will support practitioners to undertake this work, whilst also working towards meaningfully engaging and collaborating with families.

Why are Common Elements so important to my practice and the CFSS sector?

The Common Elements approach nurtures relationship-based strategies that supports gaining trust and engagement from families, acknowledges the context of the environment in which practitioners work and values and collects practitioners' practice wisdom.

Best practice in child protection settings includes the ability to keep the most important child safety concerns in focus, whilst also creating an environment in which parents and carers can consider change (Forrester, 2020).

Parents and carers are central to the ongoing safety and wellbeing of children. Evidence suggests there must be a greater recognition of their strengths and rights and the importance of their active and meaningful participation (alongside their children) in child safety processes (Toros, 2018). Despite this, there are significant practice challenges in helping families stay focused on child safety concerns (Ferguson, 2017), sometimes leading to the use of unhelpful coercive practices (Forrester et al, 2008a; Forrester et al, 2008b; Forrester, Westlake & Glynn, 2012).

The Common Elements approach prioritises a well-supported and trained workforce to support families by providing an environment of continuous practice development within a reflective system for practice improvement. At an individual level, it is embedded within a nurturing and supportive model of reflective practice. The DHS Lived Experience Network (LEN) will also assist in co-facilitating reflective practice discussions with our local teams. Having the LEN support this initiative will be a fantastic opportunity for different viewpoints to be considered to support increased understanding about the impacts of practice. At a systems level, continuous practice development will be enacted via an Implementation Science model delivered through ongoing dialogues and relationships with service partners.

The Common Elements of practice are intended to be used flexibly, alongside other practices, models, and strategies; supporting workers to respond to immediate, short term needs whilst also mobilising a unique family-specific focused strategy to increase longer term family functioning.

How do Common Elements link to the Trauma Framework?

The Trauma Framework seeks to embed trauma responsiveness to create a healing system. It is a system capacity framework that spans being trauma responsive at all levels of the child and family support system (child, family, community, practitioner, organizational and funder levels) and across the six principles: Safety; Trustworthiness; Collaboration; Empowerment and self-determination; Peer and community support; and know yourself and learn.

The Common Elements approach plays an important role assisting the implementation of the Trauma Framework.

The Common Elements Practice Guides provide detailed 'how to' guidance on trauma responsive practice for practitioners and their supervisors.

Why is an Implementation Science approach used?

Implementation Science is the study of methods and strategies to promote the uptake of evidence-informed practices into 'business as usual' to improve the quality and effectiveness of services (Eccles & Mittman, 2006). It draws on evidence from empirical research as well as practitioner knowledge, client values, and organisational context. There is often a gap between what is known to work, and what is being done in routine practice. In the evidence, this is referred to as a 'knowledge-practice' gap or 'know-do' gap.

Implementation Science provides insights into how to bridge this gap. The field of Implementation Science aims to close this gap between research and practice. Evidence indicates that training alone is not enough to embed new ideas into practice of 'business as usual'. When introducing a new evidence-informed practice, the 'how' of the implementation is crucial to facilitating sustained change in practice.

This is different to traditional methods of change which may not include the greater focus on embedding the learnings into practice (rather than the training alone) and ensuring other appropriate practitioner supports and system changes are implemented to support the true extent of the change required.

We are therefore building our capacity within DHS in the field of Implementation Science. Whilst we are at the beginning of our journey in this area of expertise, our experiences and learnings from the pilot and discussions with our partners across the sectors and states has reinforced our beliefs that this will be an extremely useful concept, for the further roll out of Common Elements and other reform activities across the CFSS sector.

What is the evidence base for Common Elements?

Evidence reviews were undertaken to identify Common Elements that may support the priority areas of Client Engagement and Child and Family Safety, guided by the following question:

What practice elements are common to several (evidence based) programs that have been shown to impact client engagement and collaboration with services, family safety and functioning?

A targeted approach was used to identify key published, reviewed papers that had identified practices within research-supported programs. These publications were used to select the 10 CFSS Common Elements to be implemented.

This targeted approach of reviews was supplemented by additional analysis of Common Elements and modular interventions (where Common Elements have been bundled up into modules to address specific problem areas or needs) that are already available and have been tested and tried in other contexts.

These included:

- Practicewise® (based on Bruce Chorpita's work) to identify the most Common Elements distilled from manualised programs for youth
- MATCH® modular intervention for families of youth experiencing anxiety, depression, traumatic stress, or disruptive behaviour (Chorpita & Weisz, 2009)
- Common Elements Therapeutic Approach (CETA) modular intervention for treating depression, anxiety, substance use, trauma, and stress related disorders (Murray et al., 2014).

For a full list of the evidence base utilised, please see appendix 1.

Why do the Common Elements appear to be elementary social work concepts?

Much of the Common Element's approach can be aligned with foundational practice elements of social work.

For example, the practice technique of Collaborative Partnership is a practice within the Preparing for Change module and focuses on building a collaborative relationship that will support families in their journey toward implementing and maintaining meaningful change in their lives.

Another practice example may be the techniques used within Seeking Feedback. Seeking Feedback is a practice within the Building Engagement module and is a powerful way of improving practitioner skills and service delivery while maintaining or improving engagement with a client.

The Common Elements can also be found to align with other approaches within other disciplines too such as motivational interviewing. Again, this is to be expected given the Common Elements are 'grounded' in best practice evidence and is why they are 'common' across different disciplines and practice contexts.

In the CFSS context, the Common Elements are identified as simple and effective skills and techniques that practitioners can apply flexibly within their work and can be readily added to existing practice approaches or adjusted as the need arises across the spectrum of complex needs and safety risks experienced by children, young people and families. The Common Elements approach builds the capacity of practitioners to use and reflect on the use of common evidence informed techniques in their day-to-day practice to support high risk families and influence improved outcomes with the aim of reducing cumulative harm.

Who are CEI and how have they been involved in the CFSS Reform?

The Centre for Evidence and Implementation (CEI) are a global intermediary agency and are experts in accessing, synthesising and analysing high quality research to provide insights into what the evidence says is effective. CEI's area of expertise is in Implementation Science. They specialise in working on projects that aim to help practitioners translate evidence to their everyday practice and improve outcomes for communities facing adversity. CEI use rigorous methods and tools to trial, test and evaluate policies, practice, and programs, tailor them to the local context and ensure they are delivering the best possible outcomes for the communities they serve.

In 2020, CEI were engaged by DHS to support work in responding to recommendations of the 2019 co-design report related to supporting and strengthening the CFSS workforce.

To support this work, CEI were commissioned to work with sector partners to support a Common Elements approach to practice in South Australia within the CFSS continuum.

A trial was undertaken in 2021 where CEI supported DHS Safer Family Services Family Practitioners to implement the Common Elements approach and embed this training through a coaching and reflective practice support model. With expertise in understanding the evidence base and using Implementation Science, CEI assisted DHS to develop methods and processes to put the evidence into practice by trialing, testing, and identifying findings from the Common Elements approach within the trial.

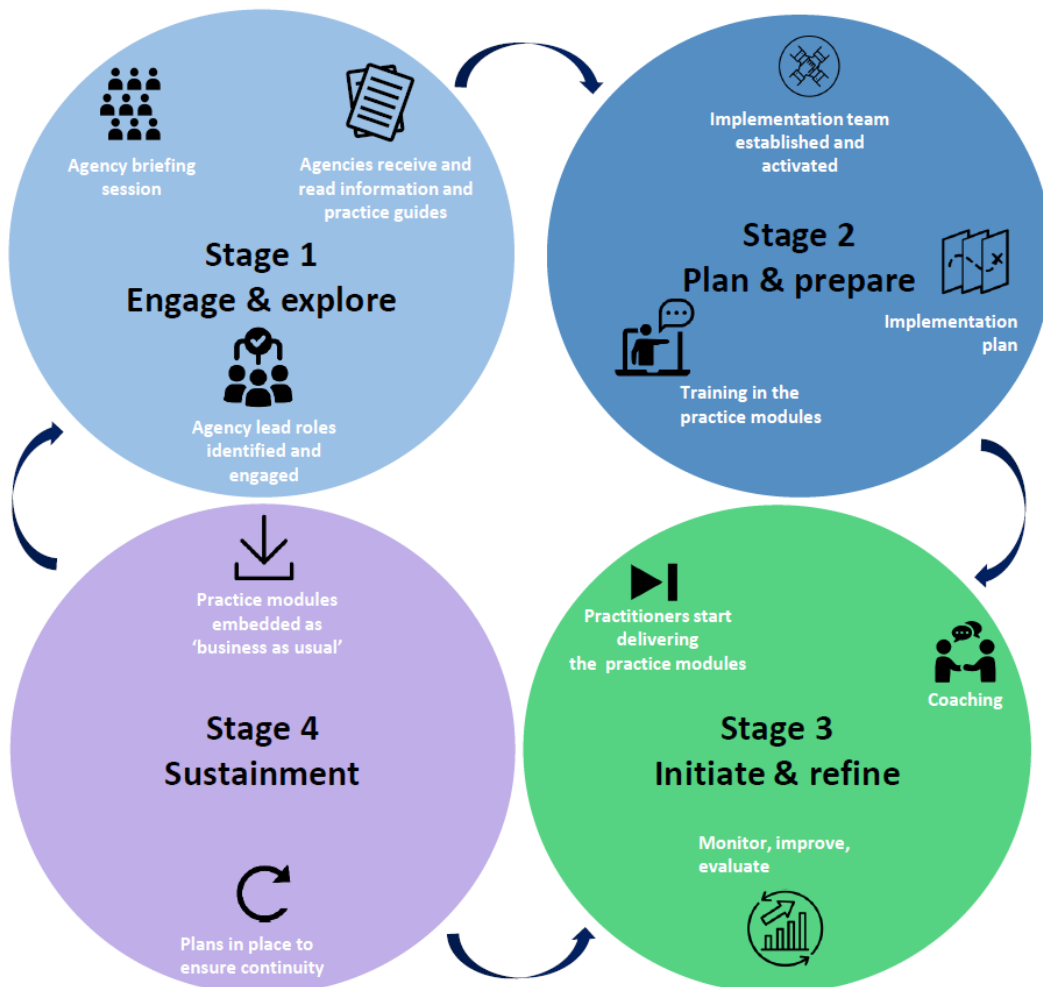
Do the Common Elements have an Aboriginal Cultural lens applied?

A cultural lens is the consideration and application of how we perceive our environment based on knowledge, values, attitudes, and the traditions of the group with which we most identify. Applying an Aboriginal and Torres Strait Islander cultural lens means stepping back and considering one's own identity, values, background, and experiences that influence these perspectives. When this is understood, it creates space to layer additional knowledge, understandings, and skills, to embrace the true histories, culture, and Aboriginal ways of 'knowing, being and doing'. This is also known as allyship accountability.

The DHS Aboriginal Practice Team within Safer Family Services have worked with the Early Intervention and Research Directorate to review the learning materials within each module. This includes the practice guides and the online learning content. In particular, the team have outlined the importance of allyship accountability and applying an Aboriginal cultural lens over the practice strategies. When working with Aboriginal families, the practices will help to explore and evaluate strategies that acknowledge and appreciate culture as a safety and protective factor, whilst consistently valuing, developing, or increasing capacity for self-determination.

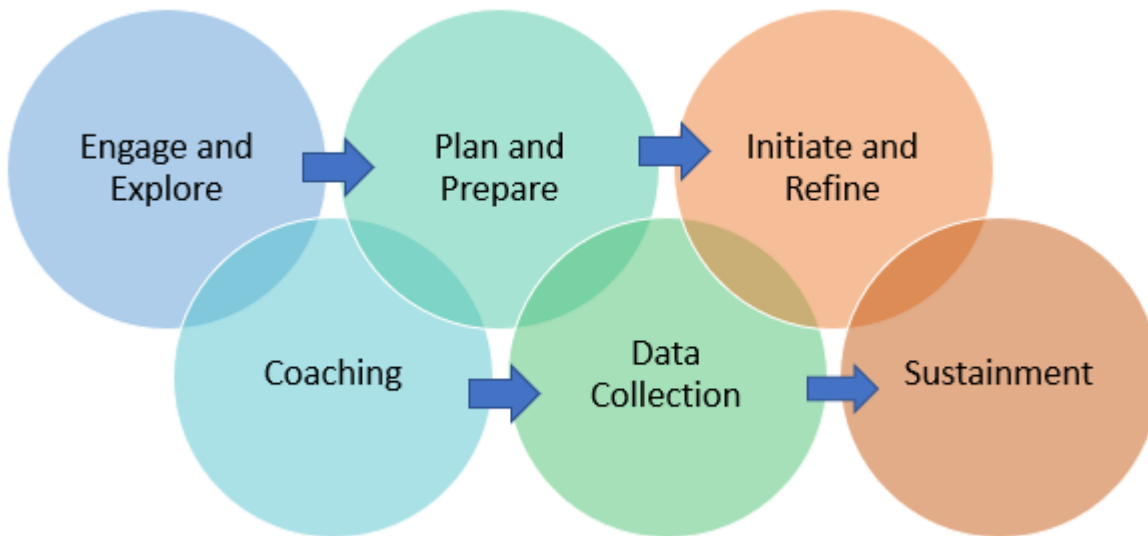
What does implementation look like?

Research shows that implementation occurs in stages. It is a process rather than a single event. An implementation plan will be developed for the needs and context of the local service introducing the Common Elements approach. Each stage of the plan will clearly identify what is involved so that appropriate planning and supports can be put in place, up front. Prior to course commencement, services will undertake a readiness assessment. From here, programs will identify implementation enablers and address implementation barriers. Early identification of enablers and barriers increases the success of the learnings being implemented into practice.



<https://aifs.gov.au/cfca/publications/guidelines/implementation-action>

How will my agency be supported locally?



Engage and Explore- Common Elements will be introduced and discussed at CFSS Communities of Practice, service update meetings, one on one readiness assessments, and workshops with key service representatives. General information will be made available via the DHS Website and will also be provided to services. EIRD Project staff will meet with each service to explore and support readiness.

Plan and Prepare- DHS will support services to identify key enablers and any barriers to implementation through a readiness assessment. It is recommended that Local Implementation Teams are established within each service to support key decision making.

Initiate and Refine- Self guided training in the Common Elements approach and Practice Guides will be provided via access to an online platform for self-learning. Facilitated reflective practice discussion sessions reflecting on the practices within each module will be held online, or face to face (COVID restrictions permitting). Members of the Lived Experience Network will also attend, providing an engaging opportunity for reflective questions.

Coaching- Identified coaches within each service will have the opportunity to access mentoring support to ensure they are well-equipped to provide effective coaching to practitioners within their own organisations.

Data Collection- Services will be supported by EIRD staff to collect data and then utilise this for service improvement and team reflection/discussion.

Sustainment- Each Local Implementation Team will be supported to plan and deliver the Common Elements approach as well as ensure sustainability measures are enabled to embed the learnings of the Common Elements approach into 'business as usual'.

EIRD and other DHS representatives will support the delivery, and evaluation of the training and coaching support for the Common Elements approach using an Implementation Science approach.

Who will the coaches be?

The Common Elements approach involves identifying and supporting coaches within your day-to-day service delivery teams to work with other practitioners to provide opportunities for reflective practice and a supportive environment to test and refine their newly acquired Common Element practice skills. The Common Elements approach will provide an opportunity to support you in building the capacity of your own practitioners to become coaches and hence embed the Common Elements practices within your work with families.

What does effective coaching look like?

Coaches are most effective when they are known and trusted practice leaders with experience in effective service delivery. Coaches may or may not also have a line management / supervisory role. Coaches are provided with training and support from DHS to provide regular coaching to practitioners in their organisation. Effective coaching is focused on promoting reflective practice, skill development and, where possible includes direct observation of practice so that specific feedback can be used to improve practice.

What do coaches do in coaching sessions with practitioners?

The main task of a coach is to work with the practitioner to improve their skills in using the Common Elements practices with families. The coach works with the practitioner to identify some key priorities and goals that they would like to focus on (such as specific practices or skills) and set out a plan for working on these skills together. This may include exploring the practice guides and training materials, using role plays or discussions to practice the skills, and direct observation of practice to continue to hone these skills.

What is expected of coaches?

Coaches are expected to:

- Undertake and actively engage in Common Elements training
- Participate in coaching support opportunities
- Provide practice coaching to practitioners (individual, group and/or via home visit observation)
- Collect data to track the type of coaching provided and provide observations of effect. (methods are supported by DHS)

What coaching support will be provided to coaches?

Coaching support from DHS enables coaches the opportunity to reflect upon application of coaching skills with practitioners and develop their coaching skills further.

DHS will provide further information to each service regarding coaching support opportunities.

Coaching – Suggested Reading

Marshall & Nielsen (2020): Ch 1 MI and Leadership

Marshall & Nielsen (2020): Ch 1 MI and Leadership; Ch2 What is MI?

Mazzucchelli & Ralph (2019) Self-Regulation Approach to Training Child and Family Practitioners

Local Implementation Teams

What is a Local Implementation Team?

Local Implementation Teams (LIT) are made up of key people within each service to provide the key decision making around how the implementation of the practice modules across their service will best work and how to support sustainability of the approach. A key element of this work will require identifying enablers and resolving barriers to implementation so having the right people with the appropriate level of decision making as well as understanding the everyday practices and support structures within the service will be critical to success. The LIT members should be selected as advocates for change, staff who will support and drive the change within their service.

What helps them to be effective?

The LIT members facilitate 'what' is being implemented (the practice modules) and 'how' it can be best adopted, embedded, and sustained in context. It will require active participation and commitment to work towards change over time. LITs are most effective when members have skills such as problem solving, communication, creativity and innovation, conceptual and analytical ability, drive and enthusiasm, stakeholder management and teamwork.

What is their role?

The LIT members role is to

- Develop a localised plan for implementation prior to the commencement of the training program
- Drive and monitor implementation activities
- Identify, discuss, and address barriers and enablers to implementation
- Assess data capture as well as identify other learnings for evaluation and future decision making

LIT members will drive change at the local level. A team of EIRD and DHS representatives will be available to answer any questions regarding implementation of the training.

Local Implementation Team key objectives

The key objective of the team is to take accountability for the implementation as a whole process and to enable practice and organisational changes to be embedded for long-term sustainability. This means taking responsibility to build implementation capacity within their own service and ensure the practice modules are used consistently to achieve the intended outcomes. The team will need to monitor and troubleshoot implementation of the practice modules and coaching program, tailoring the approach to fit each agency's local context.



Further Readings and Next steps

For further reading about implementing evidence informed programs and practices please see:

https://aifs.gov.au/cfca/sites/default/files/publication-documents/1906_implementation_in_action_1.pdf



To find out more about the Common Elements approach and training please contact:

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Appendix 1

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Notes



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