

ESTER- SUPERVISOR TRAINING

ESTER

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ESTER-SUPERVISOR TRAINING CONTENT

- About the ESTER-Supervisor role
- About important aspects of implementation of a new method
- Repetition – ESTER
- About the Computerized System, and licenses
- Group work and discussions continuously during the day

THE ROLE AS AN ESTER-SUPERVISOR

- The ESTER-Supervisor:
 - is a role model in the use of ESTER or see to that role models are created and maintained
 - have studied the ESTER-handbok/manual in great detail – and all other material
- A support for other ESTER-Users in your unit
 - Answer questions (use the support function for questions that you cannot answer on your own – i.e., info@ester-bedomning.se)
 - Proactively check in with staff on how their work with ESTER is going
 - Motivate others to get started
- Is the "spider in the web" in facilitating the implementation and maintaining of ESTER
 - E.g., make sure that ESTER is continuously and repeatedly discussed in the unit, etc.

ESTER-SUPPORT

- Support to ESTER-Supervisors primarily given via e-mail: info@ester-bedomning.se.
- Use this opportunity!

ABOUT IMPLEMENTATION

- Implementation refers to the procedures used to introduce new methods in regular practice and ensuring that the methods are used as intended and with duration.

KNOWLEDGE ABOUT IMPLEMENTATION IS ESSENTIAL (FIXSEN ET AL., 2001)

- With knowledge about implementation, 80 percent of the planned change has occurred after three years.
- Without knowledge about implementation, 14 percent of the change process has occurred after an average of 17 years.

MYTHS AND MISCONCEPTIONS ABOUT IMPLEMENTATION

1. Effective methods does spread by themselves
2. Information is enough to accomplish change
3. Training/education leads to use of the method
4. Change occurs quickly
5. Belief in what you do is enough

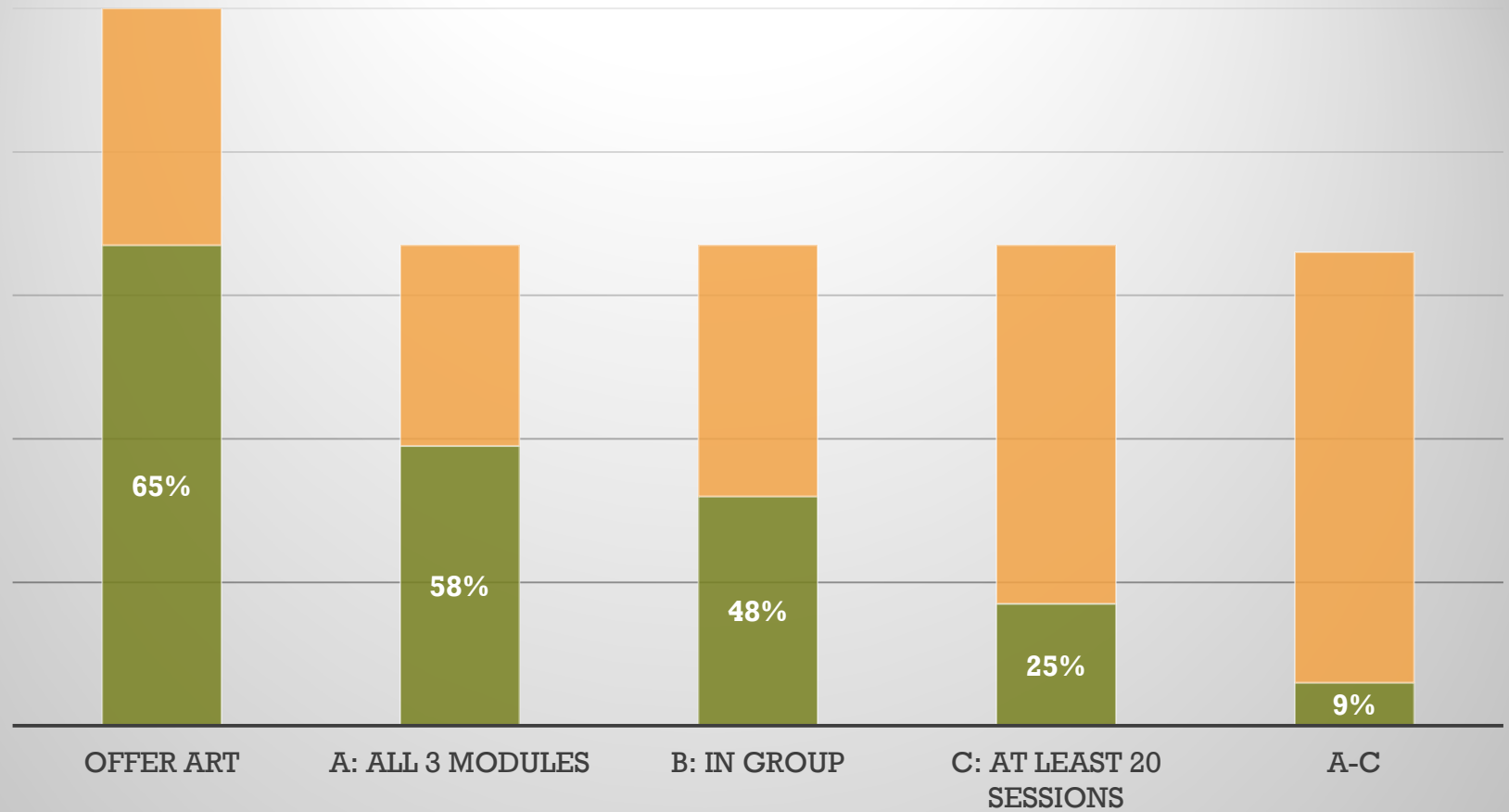
Implementation is rather about hard, patient, and never-ending work

COMMON THAT IMPLEMENTATION OF NEW METHODS FAIL

- Why serious that implementation fails?
 - Low program fidelity associated with lack of effectiveness.
 - Risks.
 - Costs.
- One example among many (Kaunitz & Strandberg, 2009)
 - Aggression Replacement Training (ART) in Sweden

LESS THAN 10% REALLY USES ART

(KAUNITZ & STRANDBERG, 2009)



THINGS THAT HELP IMPLEMENTATION

(DURLAK & DUPRE, 2008; GREENHALGH ET AL.,
2004)

- **Relevance:** The new method is perceived as relevant by prospective users.
- **Relative advantages:** The new method seems effective and more cost-effective than a method already used.
- **Compliance:** The new approach is consistent with the prevailing conditions, such as existing rules, values, and the approach to change.
- **Usability:** An easy method is implemented more easily than a method that is perceived as complex and difficult to use.

THINGS THAT HELP IMPLEMENTATION

(DURLAK & DUPRE, 2008; GREENHALGH ET AL.,
2004) (CONT.)

- **Testability:** The user has the opportunity to try the new method works in a smaller scale while getting consultative support.
- **Visible results:** Rapid positive outcomes of the change is motivating. When the effects of the new method can be expected much later one needs to put up additional short-term goals.
- **Adaptability:** If the new method can be adapted to the context in which it is introduced, it increases the chances of successful implementation.
- **Leadership:** Effective and supporting leadership is key. Leaders must be clear with direction and dare to maintain when co-workers have doubts. If effective method – dare to continue. Evaluate and show effects!

IMPORTANT! TO DEVELOP AND FOLLOW AN IMPLEMENTATION PLAN

- A clear plan for how to get started with ESTER
 - At start-up
 - When ESTER is new to all colleagues
 - When hiring new staff
- Make this plan explicit for everyone involved
- Also plan for maintenance of the method – how do we ensure method fidelity over time?

WHAT IS ESTER?

- A research based assessment system containing
 - (1) a screening tool(ESTER-screening)
 - (2) a structured assessment instrument(ESTER-assessment).
 - A computerized system to facilitate interpretation of results, professional collaboration, etc.
- **Risk-need-assessment** of risk and protective factors among youth (0-18 yrs) with or at risk for normbreaking behavior
 - Can be used for prevention and treatment.
 - Designed for repeated follow-ups across time, e.g., before and after interventions.
 - Designed to be used by all professionals, regardless of profession

ESTER-ASSESSMENT

- Research based, structured risk-need assessment instrument of risk and protective factors for normbreaking behavior among youth between 0-18 years of age
- 19 risk and protective factors
- Supports decision making concerning interventions
- Incites repeated assessments (e.g., before and after interventions)
 - Computerized system that facilitates interpretation, presentation, and collaboration

THE PURPOSE OF ESTER-ASSESSMENT

- The primary purpose of ESTER-assesment is to function as **decision making support** for the professional, when choosing and making decisions about interventions for the youth.
 - **To, based on the risk-need profile of the individual, suggest interventions to reduce risk factors and strenghten protective factors.**
- Another purpose is that ESTER-assessment should function as a tool for follow-ups of risk and protective factors.

ESTER-SCREENING

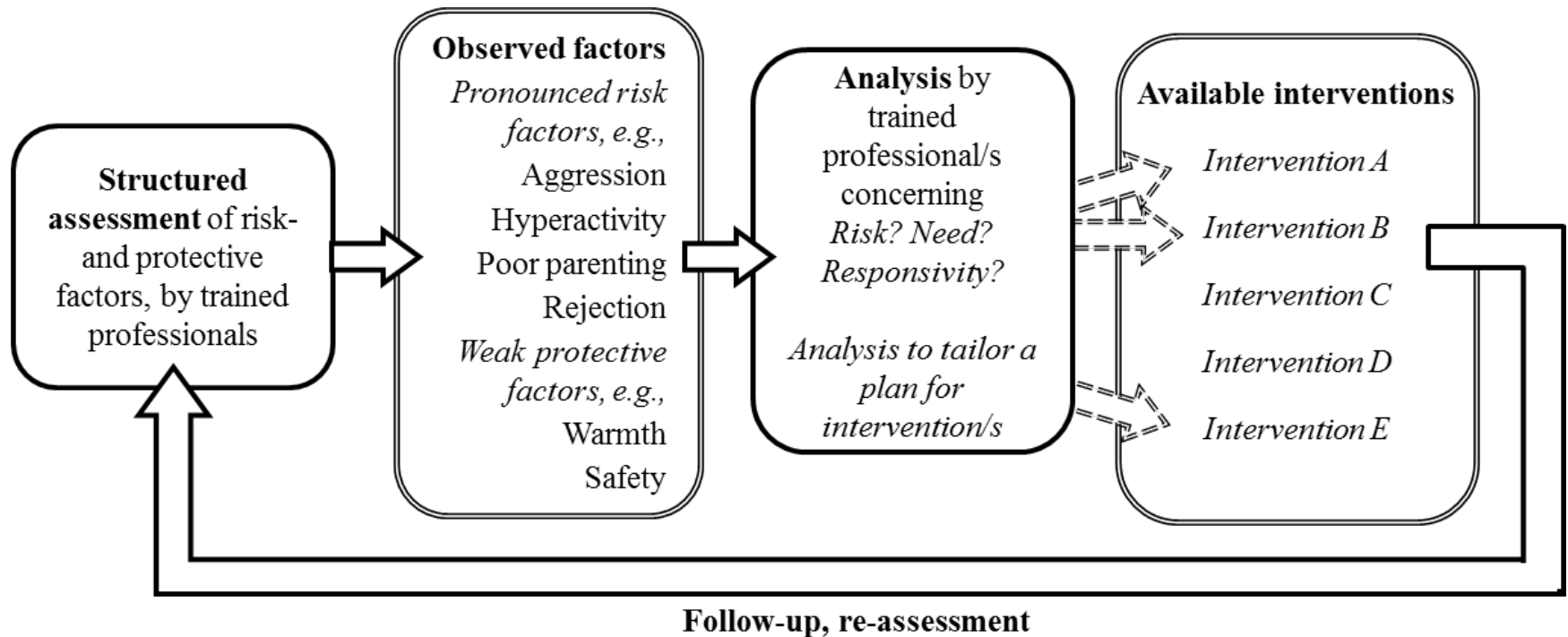
- Short questionnaire concerning strengths and weaknesses/problems – 4 pages (approx. 15 minutes)
 - Main focus on risk factors
- Main purpose:
 - Screening to determine which children/adolescents who are in need of a more detailed assessment/intervention
- Versions for:
 - **Parents/caregivers** (with or without family risk factors)
 - **Professionals** (e.g., teachers, treatment staff, etc.) (with or without family risk factors)
 - **The youth him-/herself** (10 years or older) (with or without family risk factors)

ESTER AIMS TO FACILITATE:

1. Cross-professional collaboration (e.g., police, social services, preschool/school, child- and adolescent psychiatry, etc.), through providing a concrete tool through which to more effectively collaborate around clients with or at risk for norm breaking/criminal behavior.
2. More consistent/similar and less arbitrary risk-need assessments/investigations, that is, different assessors/investigators should reach similar assessments/conclusions.
3. More effective interventions, through focusing on the specific risk and protective factors that the youth and his/her family are experiencing.
4. Repeated assessments (e.g., before and after interventions), as a routine. ESTER-assessment is especially designed for repeated assessments and the computerized system highlights changes over time.

THE RELATION BETWEEN ASSESSMENT AND INTERVENTION

(ANDERSHED & ANDERSHED, 2015; ANDERSHED, ANDERSHED, & FARRINGTON, 2012)



EXAMPLE OF HOW TO WORK WITH ESTER

Initial **ESTER-Screening** of a class/group of children

Screening indicates need for further assessment

Actualization. The child is considered having difficulties

Initial Assessment. An initial assessment of all ESTER-factors, where research based risks and needs of the youth and the family are identified and rated. Documentation of planned interventions.

Screening indicates no need for further assessment

Analysis of Risks and Needs. Why are there risks for, or established normbreaking behavior? How is it increasing the risk for (continued) normbreaking behavior of this youth? Why are the protective factors not there? The answers will guide choices of interventions.

Stabilization. Stabilize positive change through continued intervention. Keep up interventions and follow-up assessments if possible, until the behavior has been stably positive for at least 3 months.

Follow-up Analysis. Find out what has changed and what has not, through comparing with previous assessment(s). Analyze which interventions that have worked or not worked; which goals have been fulfilled or not? Where are there positive change and why? Why are there no change or negative change, and why? Ask parents and other important persons what they think is working/not working.

Follow-up Assessment and Documentation of Interventions. Conduct a new assessment of all risk and protective factors in ESTER. Document which intervention that have actually been implemented during the last 4 weeks. What has been done, why, by whom, for whom, how much, for how long? Directed toward which risks and needs?

Plan for Interventions. Concretely specify what should be done, by whom, why, how, how much, during the next 4 weeks. Directed toward which risks-needs? If possible in collaboration with parents and other important persons, e.g., teachers. Consider what parents and others see as high in priority.

Goal Formulation. Come up with concrete goals with parents and other important persons. Listen to them and the youth concerning what needs to be changed (e.g., less cutting class) "Translate" this goal to ESTER's rating scale (e.g., the risk factor Normbreaking behavior where the behavior of cutting class should be reduced to at least "Weak"). Formulate goals for each 4-week period, and end goals.

Conducting Interventions. Implement the planned interventions. If possible, involve parents and other important persons, e.g., teachers.

DISCUSSION IN GROUPS

1. Do you know which and how specific risk and protective factors can be worked with in your interventions?

2. Choose at least three of your commonly used interventions and list which risk and protective factors that can be worked with in those interventions!

3. Some risk and protective factors that lack interventions?

RISK FACTORS ASSESSED IN ESTER-ASSESSMENT

Youth

- Defiant behavior, anger or fearlessness.
- Overactivity, impulsiveness or concentration difficulties.
- Difficulties with empathy, feelings of guilt or regret.
- Insufficient verbal abilities or school performance.
- Negative problem solving, interpretations or attitudes.
- Depressive mood or self harming behavior.
- Norm breaking behavior/Conduct problems.
- Alcohol- or drug abuse.
- Problematic peer relations.

Family

- Parents' own difficulties.
- Difficulties in parent-youth relations.
- Parents' difficulties with parenting strategies.

PROTECTIVE FACTORS ASSESSED IN ESTER-ASSESSMENT

Youth

- Positive school attachment and performance.
- Positive attitudes and problem solving strategies.
- Positive relations and activities.
- The youth's awareness and motivation.

Family

- Parents' energy, engagement and support.
- Parents' positive attitudes and parenting strategies.
- Parents' awareness and motivation.

DISCUSSION IN GROUPS

1. When and why use ESTER-screening?

2. When and why use ESTER-assessment?

3. Do you need to change something in order to use ESTER in a good way? What and how?

DISCUSSION IN GROUPS

1. Make a list of good things with using ESTER. - First individually and then make a common list that you try to agree on.

2. Make a list of bad things /obstacles with using ESTER. . - First individually and then make a common list that you try to agree on.

3. Weigh the lists against each other – a good idea to use ESTER? Many obstacles? How get by them?

DISCUSSION IN GROUPS

1. Which instant and long-term effects should we expect from using ESTER? – How measure/observe this?

2. What can you as a co-worker do to assure that ESTER is implemented effectively - so it helps your work with interventions to youths?

3. What can you as a leader do to assure that ESTER is implemented effectively - so it helps your co-worker's work with interventions to youths?

THE COMPUTERIZED SYSTEM AND LICENSES

- ESTER-License = Typically 1-year access to the ESTER-Assessment Computerized System
 - All of you have test licenses until December 31 2015 – then you need to decide who needs licenses
 - License = Unlimited access to the ESTER-Assessment Computerized System during 12 months from the distribution of user name and password.
 - ESTER-Supervisors with a license have access to implementation support (ESTER-Support).
 - In the computerized system you will also find all documentation necessary: the ESTER-Manual, the ESTER-Assessment Booklet, and ESTER-Screening forms.

THE COMPUTERIZED SYSTEM AND LICENSES (CONT.)

- The cost of a 1-year license for access to ESTER-Assessment Computerized System covers
 1. a guarantee for secure servers and data flow
 2. continuous daily support to ESTER-Supervisors
 3. enhancements and further development of the computerized system.

DISCUSSION IN GROUPS

1. Draft a first version of your implementation plan!

- Who does what?
- When? Deadlines (dates)?
- Who is responsible for what?
- How secure and maintain method fidelity?
- How observe and document instant and long-term effects?

USE THIS PAGE TO DRAFT
IMPLEMENTATION PLAN