



## Partnering for Success:

Child Welfare, Juvenile Justice, and  
Mental Health in Partnership with  
Evidence-Based Programs

*Partnering for Success: Child Welfare, Juvenile Justice, and Mental Health in Partnership with Evidence-Based Programs: A Web-based Training on the Benefits of Evidence-Based Programs (EBP) and the Partnership Practices that Facilitate Successful Outcomes for Children,*

*Youth, and Families* is a web-based, self-guided training series.

Over the course of eight interactive, self-paced online modules, professionals from a variety of child and family-serving agencies learn the fundamentals of evidence-based programs (EBPs), four core partnership practices, and how to use their role to maximize the benefits of EBPs for children, youth, and families. This training uses vignettes, interactive activities, reflective prompts, and videos to bring concepts to life and promote application to everyday practice. Participants can access additional resources and online tools in real time in order to strengthen their knowledge and understanding.

### **Module 1: What is Partnership and Why Does it Matter?**

The first of the eight-module training series delivers an overview of *Partnering for Success*, the purpose of the virtual training, and key concepts. This practice emphasizes methods to improve outcomes for children, youth, and families by focusing on partnerships with evidence-based programs to increase opportunities for individuals and families to participate in the most effective services, interventions, and treatment. Additionally, participants will be oriented to terms used throughout the training and recommendations for implementation.

#### Module 1 Learning Objectives:

1. Define what Partnering for Success is
2. Identify the purpose of Partnering for Success as it relates to the outcomes children, youth, and families
3. Explain your role in Partnering for Success

### **Module 2: Evidence-Based Programs**

This module engages learners to develop an understanding of what constitutes an evidence-based program (EBP), including the development and research process, as well as providing tools and resources to identify effective services, interventions, and treatment and their defining characteristics. Common concerns are acknowledged and addressed, and components associated with effective practices when evidenced-based interventions are not available are outlined in this module as well.

### Module 2 Learning Objectives:

1. Explain how a program is determined to be evidence-based through research and why EBPs have the potential to impact outcomes related to personal and public safety, permanency, well-being, and recidivism for individuals, families, and communities
2. Explain the role of research and fidelity in evidence-based programs
3. Use resources to determine the degree of evidence for a program's effectiveness and its focus population
4. Name at least three EBPs that may be relevant for those with whom you partner

### **Module 3: How Do We Partner?**

Addressing roles and responsibilities critical for effective partnerships, the content of module 3, sets the stage for upcoming modules that operationalize the core partnership practices (Assess, Engage, Match, and Track). Challenges and barriers are discussed, as well as strategies for effective communication, including the development of a communication plan and using a structured method for tracking progress called APPLE (Attendance, Participation, Provider, Learning, Evaluation).

### Module 3 Learning Objectives:

1. Identify the distinct roles and responsibilities for individuals and families, care coordinators, and EBP providers
2. Name and define the purpose of the four "Partnership Practices" for care coordinators
3. Establish and maintain a plan for ongoing communication with the child, youth, caregivers, family, and EBP provider to increase the effectiveness of EBP delivery

### **Module 4: Assess**

In this module, learners explore the first of four practices for effective partnership, Assess. Participants learn a comprehensive approach to truly understand an individual and family by looking beyond paperwork and labels to emphasize learning about strengths, traditions, and cultural factors. Through a combination of information sources, Assess further includes the use standardized measurement tools to develop a full understanding of a child, youth, and family.

### Module 4 Learning Objectives:

1. Use a comprehensive approach that includes conversation, observation, and standardized measures to identify needs and strengths unique to the individual and family, and their situation to align with the goals of services and supports, as well as determine the helpfulness of interventions
2. Describe and begin to use strategies to collaborate with the child, youth, caregiver, and family, and/or their primary caregivers in the assessment process
3. Consider relevant characteristics of a child, youth, caregiver, and family to assess in an individualized way

## Module 5: Engage

Through intentional and thoughtful engagement with individuals and families, participants will learn the next necessary steps to facilitate a strong match with the supports and services that best meet the needs families have identified based on their desired outcomes. This module applies a research-driven approach to engagement by emphasizing both Common Factors Theory as well as the Mary McKay Engagement Steps to support children, youth, and families most effectively. *Engage* is closely linked to the partnership practice in the next module, *Match*, and both practices are often used in tandem or in varying stages depending on the needs of the family and the participant's knowledge of the service array in their community.

### Module 5 Learning Objectives:

1. Facilitate a partnership with the family and EBP provider that helps the family connect their needs with the appropriate strategies that an EBP may provide.
2. Demonstrate the ability to use the Mary McKay Engagement Steps to engage a youth and their primary caregivers and/or family in an EBP.

## Module 6: Match

This module provides participants with strategies and tasks for effectively connecting an EBP provider and family, thereby increasing the likelihood of a good fit and a strong beginning to the collaborative relationship. This includes knowing the type of information to gather about an EBP and how to select the best option in collaboration with the family. Best practice when making a referral is outlined in detail, with an emphasis on helping the provider understand who the individual and family are as people, rather than what their paperwork says. *Match* is closely linked to the partnership practice in the previous module, *Engage*, and both practices may be used in tandem or in varying stages depending on the needs of the family and the participant's knowledge of the service array in their community.

### Module 6 Learning Objectives:

1. Identify an appropriate EBP provider and help the family with selection and address barriers to access
2. Gather appropriate information from EBP providers to thoroughly understand the service and support youth and families in understanding the EBP
3. Complete referral by communicating information to the EBP provider that helps them understand the unique family needs and strengths, including relevant preferences and cultural needs, and increases the effectiveness of the referral

## Module 7: Track

Though often overlooked, monitoring progress and making necessary adjustments when things are not working are the most crucial aspects of care coordination. In this module, participants learn which elements of the intervention to track, as well as how to track these aspects in a systematic and measurable way. This includes communication methods and steps to take when the family or provider feels things are getting better, when progress is not being made, or when it is time for a transition.

### Module 7 Learning Objectives

1. Routinely and systematically evaluate progress to collaboratively adjust the service plan, and support transitions when needed.
2. Use initial and re-assessments, goals identified in the service plan, family perspective, provider input, and observation to determine level of progress.
3. Know when changes to the plan of care should happen based on progress determined.

## Module 8: Review and Wrap-Up

In this last module of the *Partnering for Success* training, learners will briefly review important core concepts including the purpose and key elements of *Partnering for Success*, the details of evidence-based programs, and the four partnership practices: Assess, Engage, Match, and Track. Finally, participants will reflect on their learning and identify next steps to begin transferring these concepts and activities into their daily practice.

### Module 8 Learning Objectives:

1. Explain the relevance of Partnering for Success to your work and the outcomes for children, youth, and families
2. Articulate how all the partnership practices inform and support one another
3. Identify action steps for integration of skills and strategies into your work