

# Colorado Probation Research in Brief

## *Implementation of evidence-based home visiting programs aimed at reducing child maltreatment: A meta-analytic review*

Casillas, K., Fauchier, A., Derkash, B., & Garrido, E. (2015). "Implementation of evidence-based home visiting programs aimed at reducing child maltreatment: A meta-analytic review." *Child Abuse & Neglect*, 53, 64-80.

**Key Words:** Implementation, fidelity, training, supervision

### Summary/Conclusions

This meta-analysis sought to identify the implementation factors that have the biggest impact on outcomes. The study focused on the implementation of home visiting programs that target high-risk families with children ages 0-5. Researchers assessed implementation factors and outcomes, specifically reviewing research that used randomized and quasi-experimental trials of nine evidence-based programs. Studies were coded based on characteristics, implementation factors, and outcomes. Findings show training, supervision, and fidelity have impacts on positive outcomes.

### Limitations of Information

The current study focused on home visit programs for families with children ages 0-5 in the home. The study is not probation focused. Home programs vary widely between target population, approach, frequency, curriculum, and personnel. The programs in the study used a variety of implementation methods. There are many different implementation frameworks; this research focused solely on the framework developed by the National Implementation Research Network (NIRN).

**Caveat:** The information presented here is intended to summarize and inform readers of research and information relevant to probation work. It can provide a framework for carrying out the business of probation as well as suggestions for practical application of the material. While it may, in some instances, lead to further exploration and result in *future* decisions, it is not intended to prescribe policy and is not necessarily conclusive in its findings. Some of its limitations are described above.

### Implementation factors impact outcomes

Implementation science provides a framework for installing new programs in organizations. The framework is designed to overcome barriers to change, increase the likelihood that programs will be implemented to fidelity and have positive outcomes. There are nine implementation factors that fall into three main categories: leadership, competency, and organization. This study sought to identify the factors that have the biggest impact on outcomes. The factors analyzed included: the background of professionals, training components, if supervision was reflective or content driven, whether supervisors provided direct observation and feedback, if the supervisor was trained in supervision, frequency of fidelity measures, who provided measures of fidelity, and whether fidelity measures focus on content or quality. The results found that training, supervision and fidelity monitoring all have an impact on outcomes.

The study indicated that training that includes role play is more likely to increase program effectiveness. Additionally, the analysis compared the differences between administrative or case management supervision and reflective supervision. Supervisors who receive training in and provided reflective supervision guided staff on skill integration, decision-making, and problem solving. Reflective supervision also allowed supervisors to provide emotional support to others. Direct observation and feedback demonstrated increased program effectiveness. Finally, fidelity monitoring,

and in particular, fidelity monitoring that focused on quality of deliver had the largest impact on outcomes.

### Practical Applications

- ✓ Try to incorporate role plays into training and engage in communities of practice (CoP) to lock in learning.
- ✓ Seek opportunities to integrate direct observation and feedback in training and in the workplace.
- ✓ Participate in quality assurance (QA) and continuous quality improvement (CQI) activities to help increase quality and fidelity.
- ✓ Engage in reflective supervision activities to provide emotional and skill support to officers.
- ✓ As available, attend training activities that teach and encourage reflective supervision and coaching skill development.
- ✓ Supervisors and officers are welcome to attend training and learn together.
- ✓ As available, seek and engage in coaching opportunities.
- ✓ Seek out role models and opportunities to learn from others.
- ✓ As appropriate, supervisors and staff should engage in decision-making processes together to help develop critical problem solving skills.