

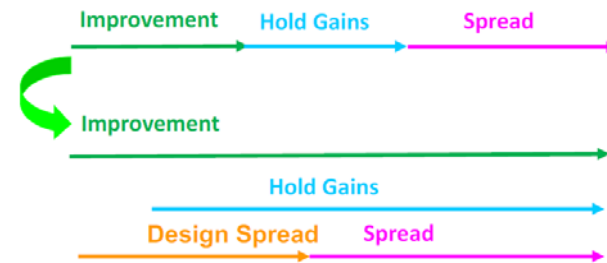
## BRAINSTORM--SPREADING AND SUSTAINING CHANGE ON ADHD WORK THROUGHOUT THE PRACTICE; REVIEW QI DATA AND PROGRESS

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April 13, 2018

11:00-11:45 am

## Creating a New System



### OBJECTIVES

- Review data and progress to-date
- Review coach notes for your practice with a focus on how to identify signals of improvement
- Understand necessary steps for sustaining improvements—holding the gains
- Think about next steps your practice will need to take to sustain improvements

*"There will come a time when you think you are finished. That will be the beginning."*

Louis L'Amour

### TEEING UP THE SESSION...

- Think of a time in your personal or work life when you or a team you were part of made a change that was an improvement and it "stuck". It comes to mind quickly because it was a great experience.
- Why did the change/improvement "stick"?
- What characteristics were present that made the change stick.

### HOLDING THE GAINS

- Supportive Management Structure
- More Reliable Structures in Place—Address Human Factors (e.g., “Foolproof” Change)
- Robust, Transparent Feedback Systems
- Shared Sense of the Systems to Be Improved
- Culture of Improvement and a Deeply Engaged Staff
- Formal Capacity-Building Programs

### PROGRESS TO DATE

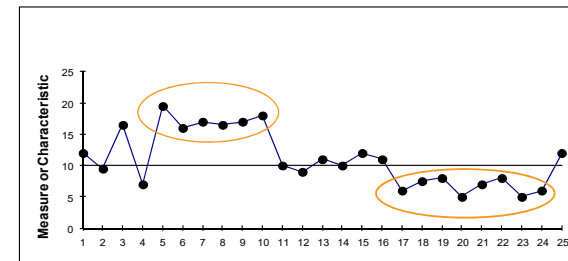
- But first, what “progress” are we looking for?
- In the improvement world, we are looking for favorable:
  - Shifts
  - Trends
  - Astronomical points



### HOLDING THE GAINS

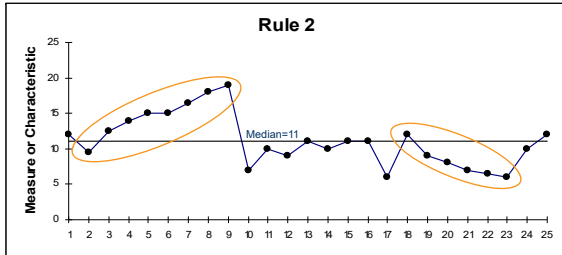
- Supportive Management Structure
- More Reliable Structures in Place—Address Human Factors (e.g., “Foolproof” Change)
- **Robust, Transparent Feedback Systems**
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### THE SHIFT



Six or more consecutive **POINTS** either all above or all below the median. Skip values on the median and continue counting points. Values on the median DO NOT make or break a shift. Use 8 if 20+ in your data set.

THE TREND



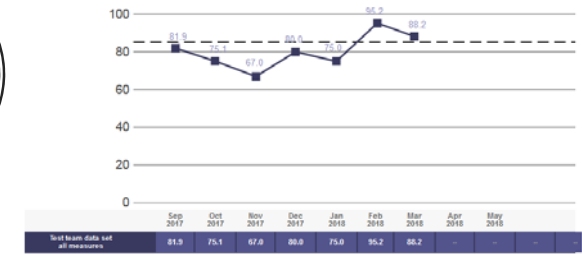
5 points all going up or all going down. If the value of two or more successive points is the same, ignore one of the points when counting; like values do not make or break a trend. Use 6 if 20+ in your data set.

Murray and Provost, 3 (11-15)

CALM Aggregate Graphs Avg of Avg

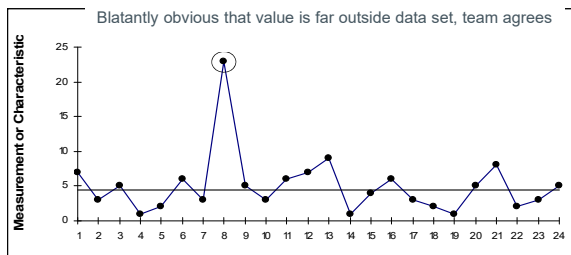
Graphs at aggregate level

% assessed using DSM 5



Shifts?  
Trends?  
Astronomical Points?

THE ASTRONOMICAL POINT

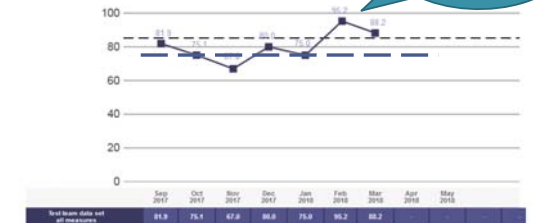


Murray and Provost, 3 (11-15)

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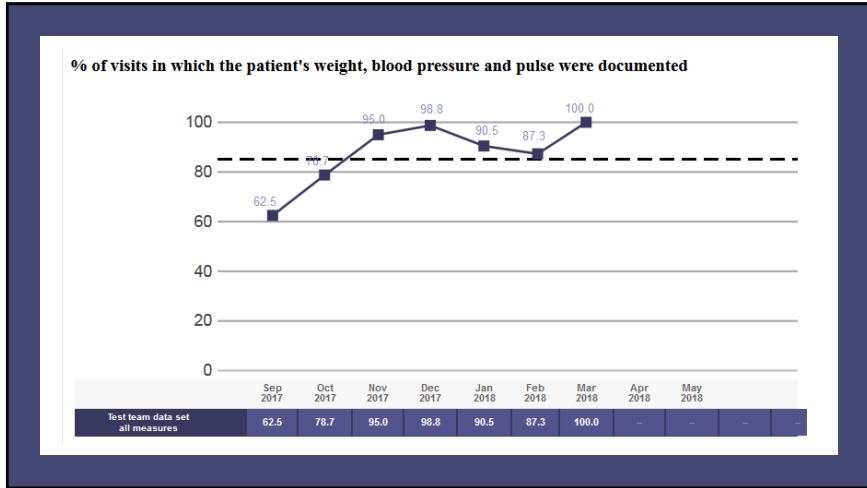
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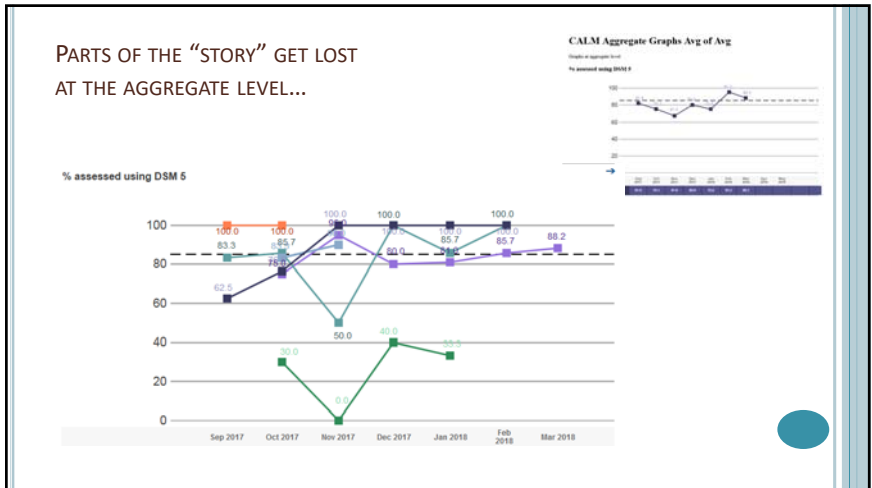
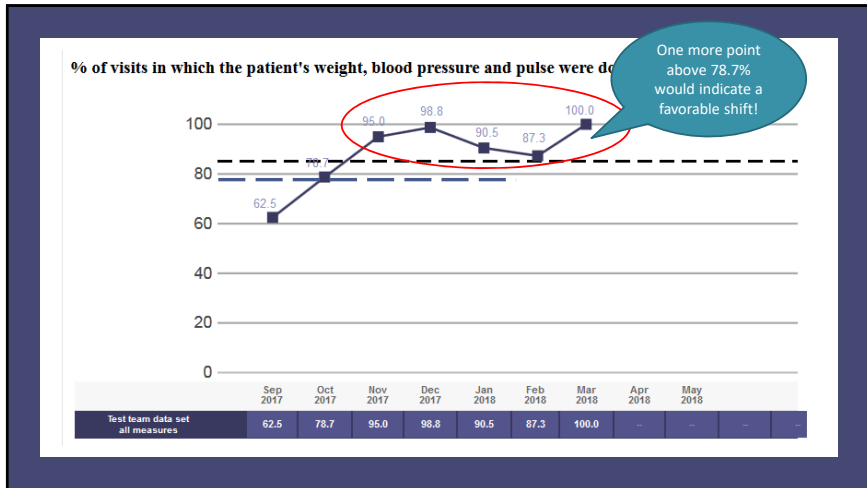
Downside of shorter collaborative.

Shifts?  
Trends?  
Astronomical Points?



## DASH THROUGH THE DATA ON QI TEAMSPACE...

[https://teamspace.mainequalitycounts.org/collaborative-adhd-learning-in-maine-calm-project/calm-aggregate-graphs-avg-of-avg-1/@print\\_report](https://teamspace.mainequalitycounts.org/collaborative-adhd-learning-in-maine-calm-project/calm-aggregate-graphs-avg-of-avg-1/@print_report)



#### LOOKING AT THE STORY IN **YOUR** DATA...

- What patterns are you seeing (shifts, trends, astronomical points)?
- Where has data collection been hard? Easy?
- Is there data that would have been more useful?
- Did you stop collecting and reporting data? If so, why? How might you begin again?
- What data can you continue to collect and share to know that;
  - You are holding the gains?
  - You are continuing to make improvements?



*For your time  
For your attention  
For your passion around  
improving care for children*

#### HOLDING THE GAINS--EXERCISE

- Supportive Management Structure
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Are these characteristics present in your ADHD management work?

If your team would turn over tomorrow, are the changes you have made such that the work would continue in its improved state?