

Becoming Trauma-Informed: Building Organizational Capacity for Collaborative Inquiry and Improvement

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**DEFENDING
CHILDHOOD**
PROTECT HEAL THRIVE



Study Context: BSC on Trauma-Informed ECE

- Breakthrough Series Collaborative with six urban ECE programs, led by the city's public health department and funded by the US Department of Justice
- Dual focus:
 1. Trauma-Informed Care practices
 2. Teach methods for organizational improvement and CQI

Study Purpose

- To Investigate the use of the Breakthrough Series Collaborative (BSC) methodology for improvement to promote adoption of trauma-informed practices in the ECE context.
- To examine how the BSC fostered a culture of collaborative inquiry in participating organizations

What is the BSC Model for Improvement?

- A quality improvement method for implementing, spreading, sustaining new practices
 - To close the gap between what we know and what we do
 - Promotes spread & sustainability
 - A systems approach
 - Extensive evidence supporting this approach in health care sector
- Institute for Healthcare Improvement, www.IHI.org

The Learning Collaborative Process

Pre-Work *Set improvement goals, collect baseline data and prepare for Learning Session 1*

Action Period 3

Adopt successful changes throughout the organization

Action Period 2

Further refine improvement strategies, begin spreading successful changes throughout the organization

Action Period 1

Adapt and test improvement strategies

Document work, report on results and lessons learned

Learning Session 3

Learning Session 2

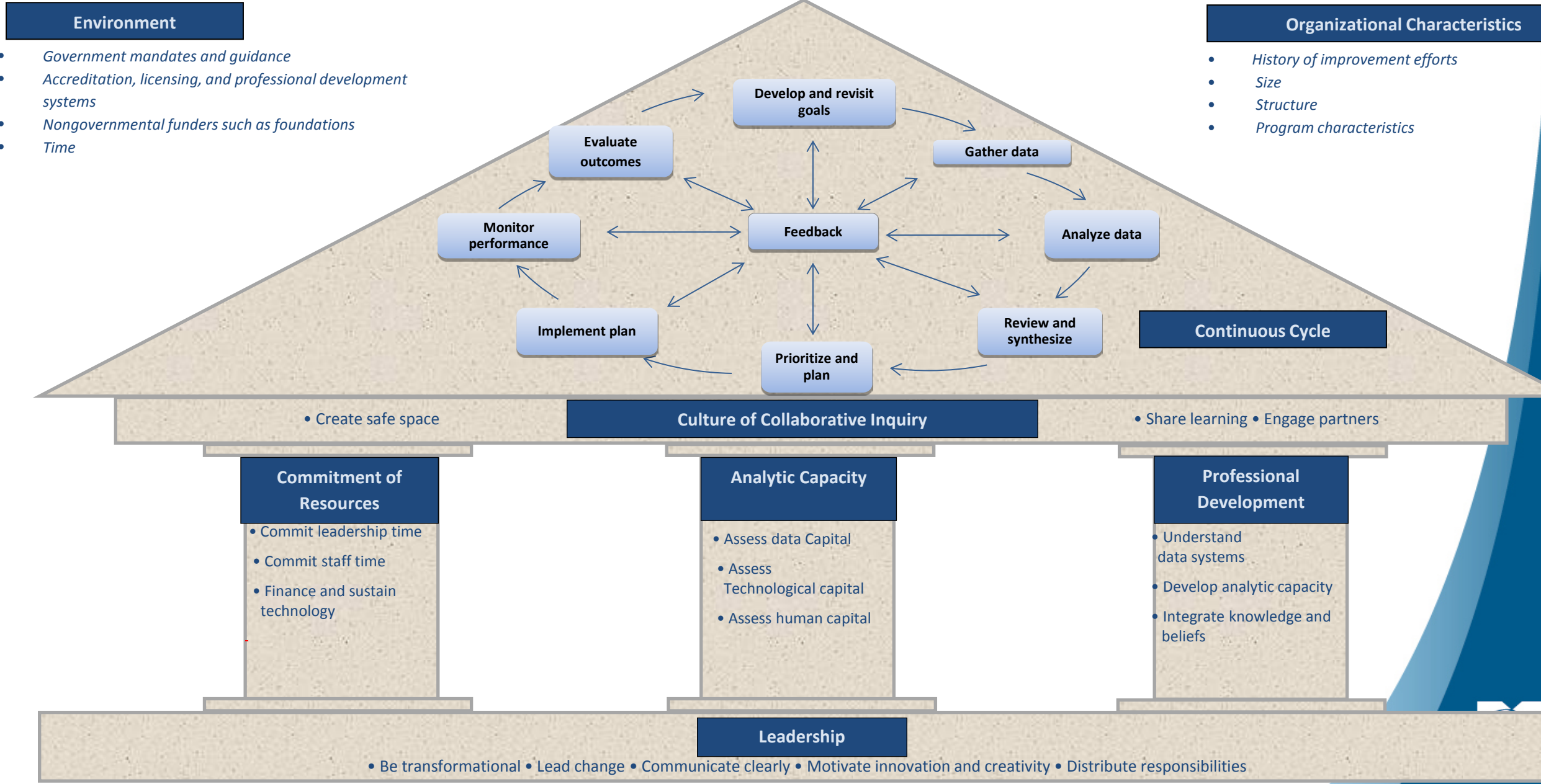
Learning Session 1

Ongoing support:

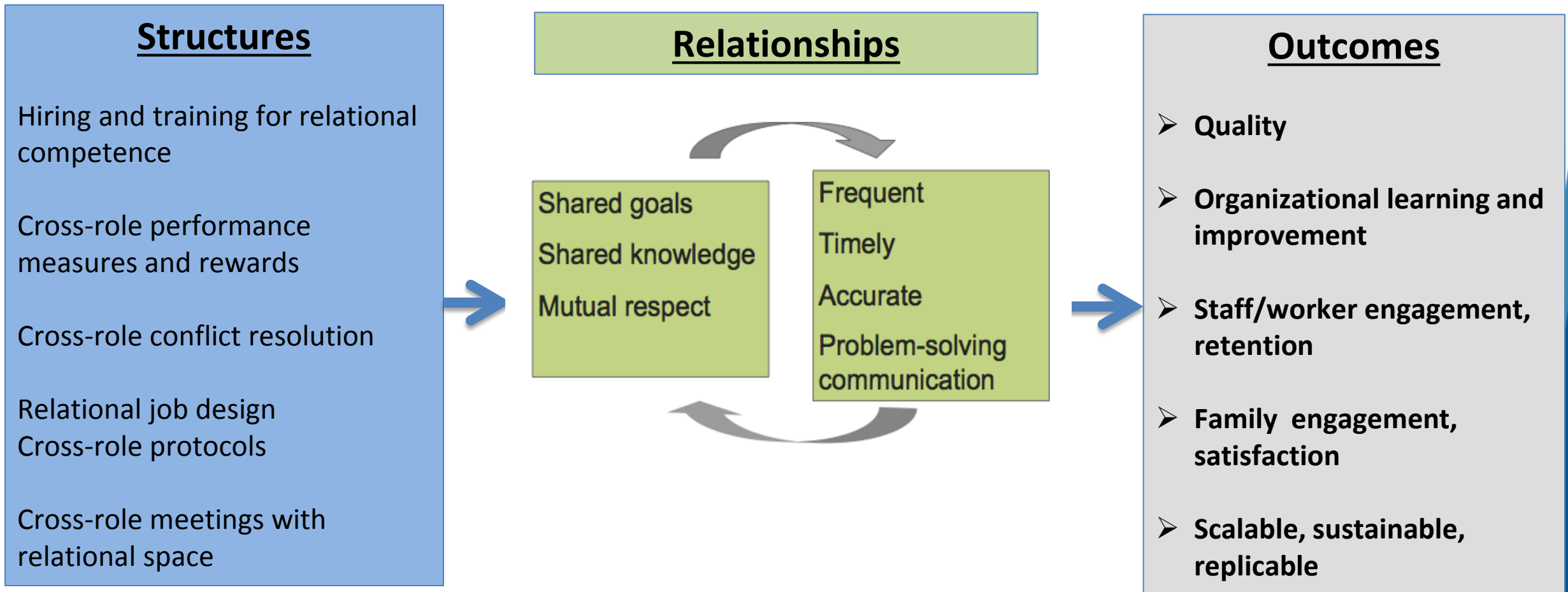
Phone conferences, monthly team reports, on-site peer-to-peer visits

Continuous Quality Improvement Conceptual Framework

Derrick-Mills, Sandstrom, Pettijohn, Fyffe, and Koulish, 2014



The Contribution of Relational Coordination Theory: Building a Culture of Collaboration

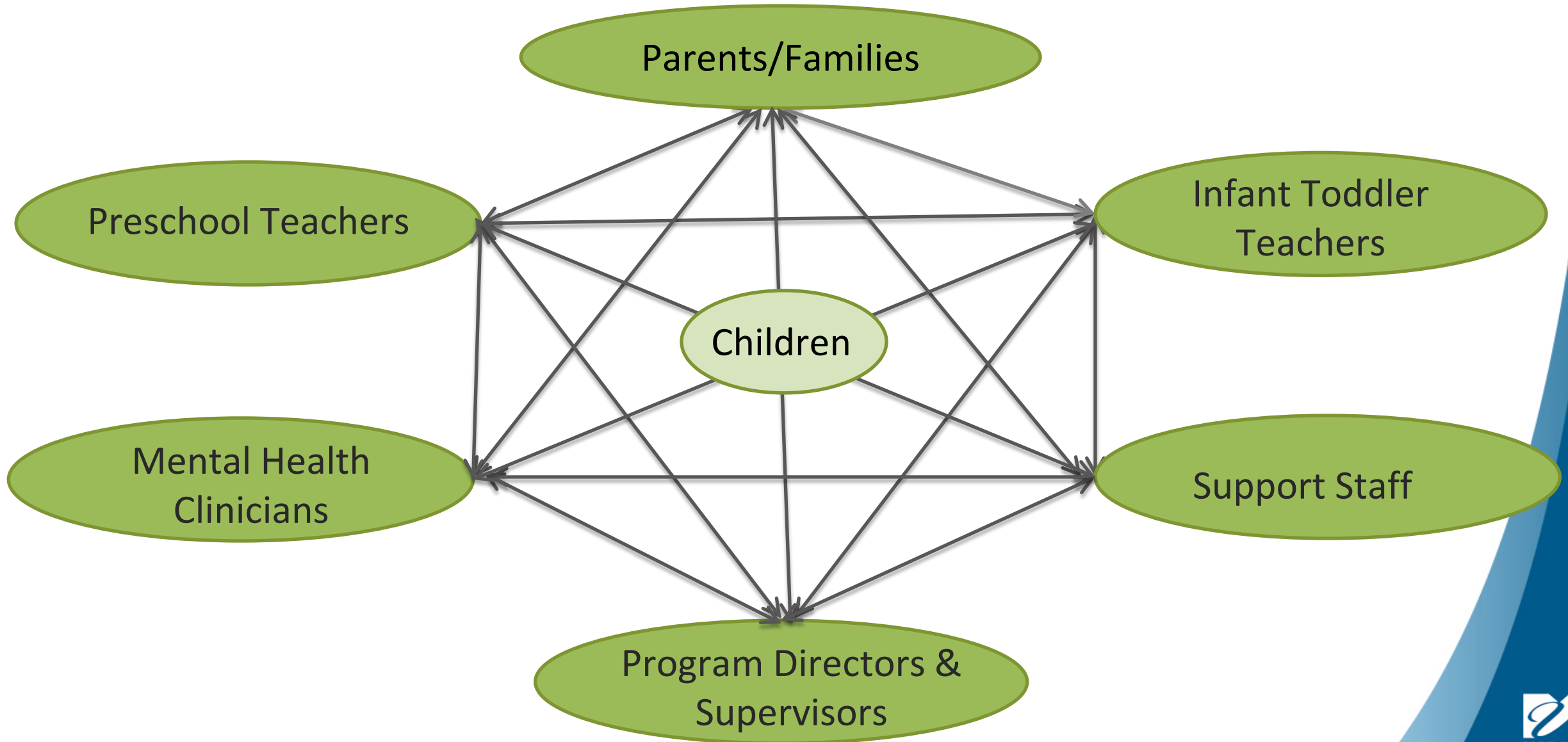


- Relational Coordination Research Collaborative: <http://rcrc.brandeis.edu/>
- Gittell, Jody H.; Douglass, Anne (2012). Embedding reciprocal relationships into roles: the relational bureaucratic form. *Academy of Management Review*, 37(4), 709-733.
- Gittell, Jody.H. (2015). *Transforming Relationships for High Performance*. Palo Alto, CA: Stanford University Press.

Study

- Workplace relationships and communication
- Their influence on learning & improvement process and outcomes
- Multiple comparative case study

Relationships of Shared Goals, Shared Knowledge, Mutual Respect



Mental Health Clinician

- “[The BSC] allowed me to build some more relationships with other staff members that I might not have had as open communication with before.”

Teacher (talking about a parent)

- “When I saw [the parent], I shed a tear because ... at the beginning of the year, this was a woman who was like giving me F-bombs who wouldn't come to the school, who wouldn't pick up phone calls, who wouldn't return letters. And at the end of the school year, now she's showing up for everything. She's sending me notes and writing in the book and giving me phone calls just to check in on her daughter.”

How does Relational Coordination work?

- *Shared goals* help participants to align their actions with each other
- *Shared knowledge* helps participants to understand how their work/roles fit together
- *Mutual respect* helps participants to value the contributions and input of others

Together, relationships of shared goals, shared knowledge, and mutual respect:

- Provide an *organizational culture* that supports inquiry and improvement
- Help staff and administrators to connect *around* the child/family
- Foster psychological safety in the workplace: to experiment, speak up, try something new
 - “I found my voice a little bit” (teacher)

Organizational Structures that Support Relational Coordination

- Cross role meetings:
 - regular, safe space, reflective, participatory
- Team composition guidelines/policy
- Personnel Policies and Protocols:
 - Supports for staff: breaks, supervisory check-in protocol, self-care included in performance evaluation

Conclusions

1. Structures to build and sustain relational capacity
2. Relationships of shared goals, knowledge, and mutual respect
3. High quality communication and psychological safety
4. Support inquiry cycles, taking a risk or experimenting with a new idea,
5. Culture of improvement and innovation

Continuous Quality Improvement Conceptual Framework

