

Team Effectiveness Mechanisms and Outcomes:

Testing Team-Based Implementation Strategies in Children's Mental Health

Lauren Brookman-Frazee, PhD, Shawn Burke, PhD, Marisa Sklar, PhD, Nicole A. Stadnick, PhD, MPH,
Mark Ehrhart, PhD, Anna G. Brubaker, MS, Lilliana R. Conradi, BA, Jonathan Helm, PhD, and Gregory A. Aarons, PhD

Background

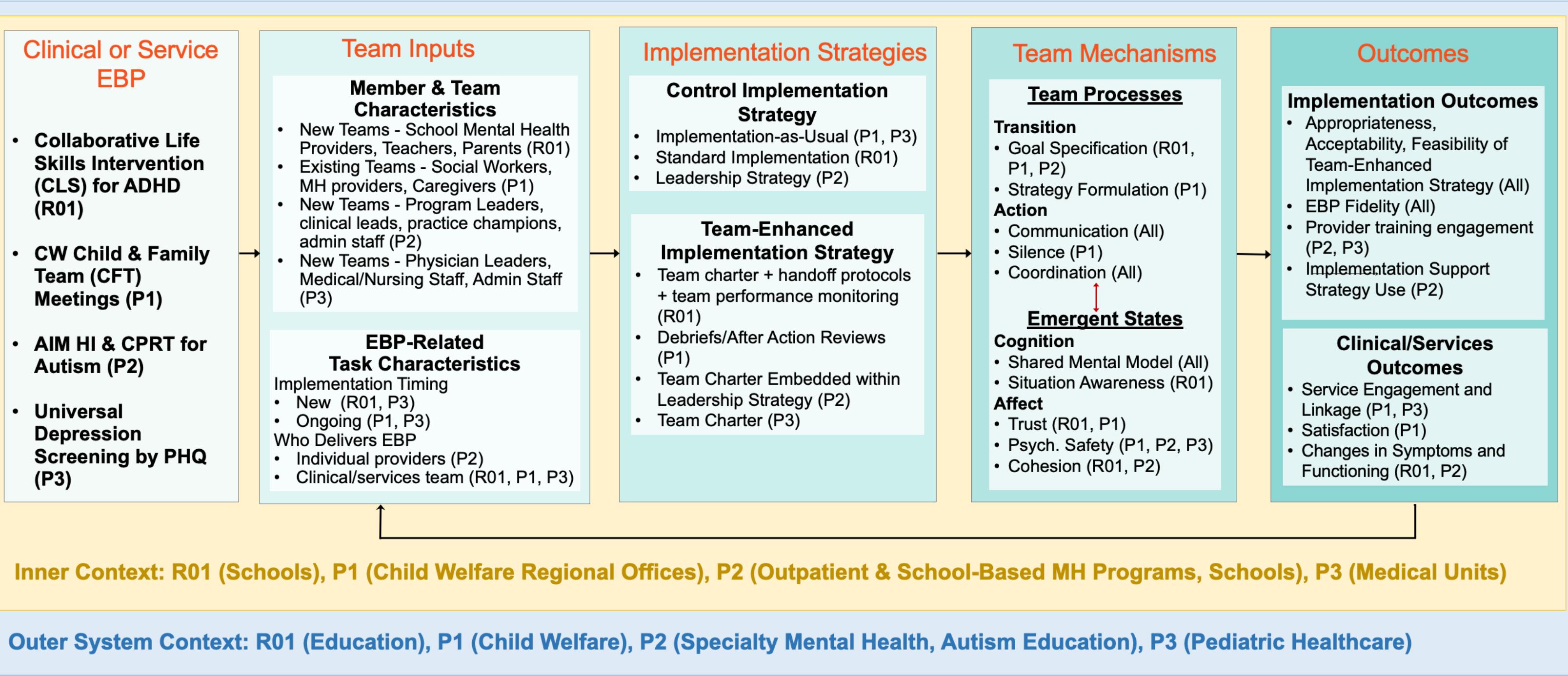
- High quality services for children with mental health and developmental needs is a high priority.
- Services are coordinated by multiple individuals working interdependently (i.e. "teams"). High performing teams are essential for EBP implementation.
- The extensive research on team development interventions has not been applied in the improvement of the de facto teams in children's mental health.

The Implementation Science and Team Effectiveness in Practice (IN STEP) Children's Mental Health Research Center (NIMH-funded ALACRITY P50) leverages team effectiveness research to develop and test team-based implementation strategies in multiple service systems.

Methods

- The IN STEP Conceptual Model (Figure 1) builds on the Exploration, Preparation, Implementation, Sustainment (EPIS) framework and targets novel, team mechanisms through team development interventions to improve EBP implementation and clinical outcomes.
- Four core hybrid type 3 projects apply this model to test team-based implementation strategies paired with interventions for children with (1) ADHD, (2) autism, (3) depression, and (4) risk for common mental health conditions in multiple service systems.
- The Center leverages expertise in multiple areas to advance research on team-based implementation strategies and uses multiple mechanisms to build internal and external capacity.

Figure 1. IN STEP Conceptual Model of Team Effectiveness for EBP Implementation



Cumulative Member Relevant Expertise and Center Involvement by Institution (n=72)

	UCSD	UCF	SDSU	UCLA	UCD	UCSF	Other
Center-Relevant Expertise							
Implementation Science	12	1	4	4	3		8
Team Effectiveness Research		6					1
Methods	5	3	3	1			1
Children's Mental Health	11		13	8	3	7	4
Center Involvement							
Admin Core	4			2			
Methods Core	5	6	2	1			1
Signature R01 (ADHD)	1		9		7		
Dev Project 1 (MH)	6						
Dev Project 2 (Autism)	10			2		1	
Dev Project 3 (Depression)	4						
Pilot Studies	1		3	1		1	5

Growth in Network Membership and Connections between Members Based on Annual Social Network Survey

	2022	2023	2024
Active Members	N = 48	N = 59	N = 72
# of Contacts Between Members			
Any Frequency	410	641	996
≥Quarterly Contact	226	343	470
# of Mentorship Connections	163	222	343
# of Collaborations Between Members			
Any	228	266	359
New Research	183	199	285
Submitted Grant	128	66	51
Presentation	115	164	191
Publication	108	116	127

Center Impact

- Based on mixed methods needs assessments and co-design, 4 team-based implementation strategies targeting discrete team mechanisms were adapted for the current context and paired with five EBPs.
- Preliminary findings support the feasibility of the team-based implementation strategies and the engagement of targeted team mechanisms.
- Additional center activities conducted to date contribute to impact - 9 Mock Grant Reviews, 51 Consultations, 37 Seminars, 9 Pilot studies funded.
- The size of the Center network and number of collaborations and interactions have grown over the first 3 years of the Center.

Implications for D&I Research

- The IN STEP model reframes mental health services as team-based activities that can facilitate the effective implementation of EBPs for children in different service systems.
- Team-based implementation strategies have the potential to significantly improve the quality and effectiveness of care.

Acknowledgements

The IN STEP Children's Mental Health Research Center is funded by the National Institute of Mental Health (NIMH) [P50MH126231](#) (MPI: Brookman-Frazee and Aarons).