



Implementing the THRIVE Framework

Phase 1: Developing a full understanding of your current system

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting"



Agenda



1. Overview of the THRIVE Framework and
Implementing THRIVE (i-THRIVE)
2. Phase 1: Understanding your system
3. Establishing Priorities
4. Gap Analysis
5. Next Steps



Overview of the THRIVE Framework for system change (Wolpert et al., 2019)

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting"





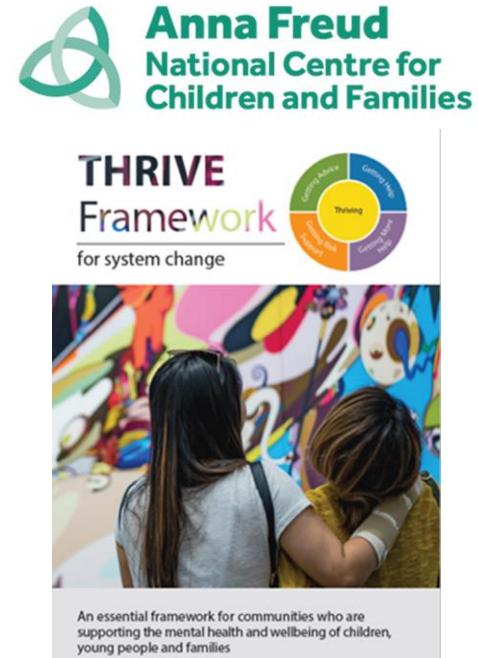
The THRIVE Framework for system change

The THRIVE Framework for system change (Wolpert, et al. 2019) was developed as a collaboration between the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust.

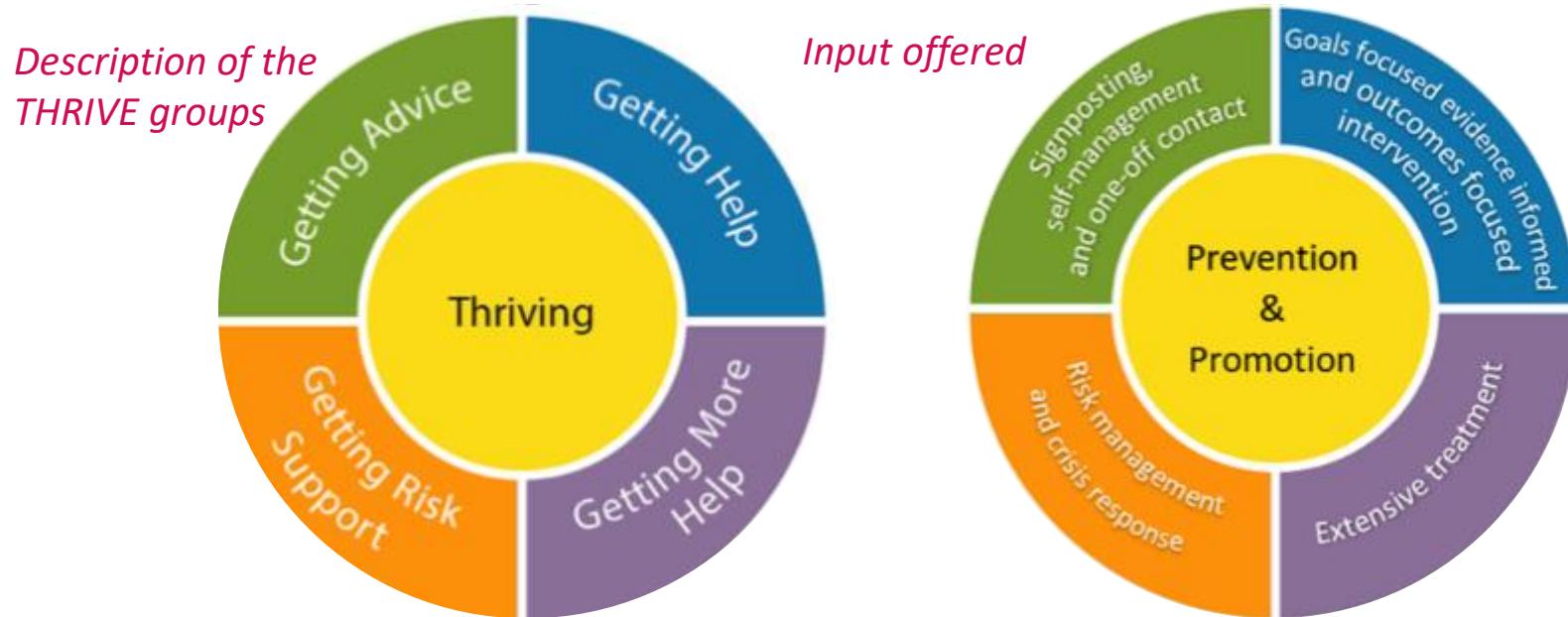
Built on learning from:

- Child Outcomes Research Consortium (CORC); use of patient reported outcome measures to transform practice: www.corc.uk.net
- Choice and Partnership Approach (CAPA); how to manage flow and embed shared decision making: <http://capa.co.uk/>
- Payment Systems in CAMHS development; 19 case mix adjusted groupings:
<http://pbrcamhs.org/final-report-published/>

The Tavistock and Portman **NHS**
NHS Foundation Trust



The THRIVE Conceptual Framework



- Distinction between advice/support and evidence based ‘treatment’
- The five needs based groups are distinct in terms of the:
 - needs and/or choices of the individuals within each group
 - skill mix of professionals required to meet these needs
 - resources required to meet the needs and/or choices of people in that group

THRIVE Framework for system change (Wolpert et al., 2019)



THRIVE Framework Key Principles

Common Language

- Common conceptual framework (five needs-based groupings: *Thriving, Getting Advice and Signposting, Getting Help, Getting More Help, Getting Risk Support*) shared across the system.

Needs-Led

- Approach based on meeting need, not diagnosis or severity. Explicit about the definition of need (at any one point, what the plan is and everyone's role within that plan). Fundamental to this is a common understanding of the definitions of needs based groupings across the local system.

Shared Decision Making

- Voice of children, young people and families is central. Shared decision-making processes are core to the selection of the needs-based groupings for a given child or young person.

Proactive Prevention and Promotion

- Enabling the whole community in supporting mental health and wellbeing. Proactively working with the most vulnerable groups. Particular emphasis on how to help children, young people and their communities build on their own strengths including safety planning where relevant.



THRIVE Framework Key Principles Continued...

Partnership Working

- Effective cross-sector working, with shared responsibility, accountability, and mutual respect based on the five needs based groupings.

Outcome-Informed

- Clarity and transparency from outset about children and young people's goals, measurement of progress movement and action plans, with explicit discussions if goals are not achieved.
 - Discuss the limits and ending of interventions
 - Differentiate treatment and risk management
 - Consider full range of options including self or community approaches.

Reducing Stigma

- Ensuring mental health and wellbeing is everyone's business.

Accessibility

- Advice, help and risk support available in a timely way for the child, young person or family, where they are and in their community.



What does the THRIVE Framework mean to young people?

- No ‘wrong door’, meaning anyone they went to see for advice, whether they were a teacher, a GP or the school lunchtime assistant, would be able to provide support or to signpost a child.
- Whoever is offering them help would know the best ways to ask for their views about what was important to them and what they wanted to be different, so that there is genuine shared decision making about ways of helping.
- There will be a particular emphasis on looking at different things the young person, their family and friends could do to help including accessing community groups and resources, from drama, to sport, to volunteering.



Continued...

- Whoever is providing targeted specific help to address the mental health difficulties would support the young person to evaluate progress and to check that what was being tried was helping.
- There will be supportive but transparent conversations about what different treatments were likely to lead to, including the limitations of treatment and the possibilities of needing to put in place management of ongoing difficulties as relevant.



Implementing the THRIVE Framework (i-THRIVE)

*The THRIVE Framework, in the words of Benjamin Zander is:
“A possibility to live into”*





The response to the THRIVE Conceptual Framework

We really like the concept and principles of the THRIVE Framework and would like to use it to underpin our redesign of mental health services for children and young people in line with Future in Mind

BUT...

What do the principles look like in practice on the ground?

Can we access support for implementation?

How do we make it work in our area?

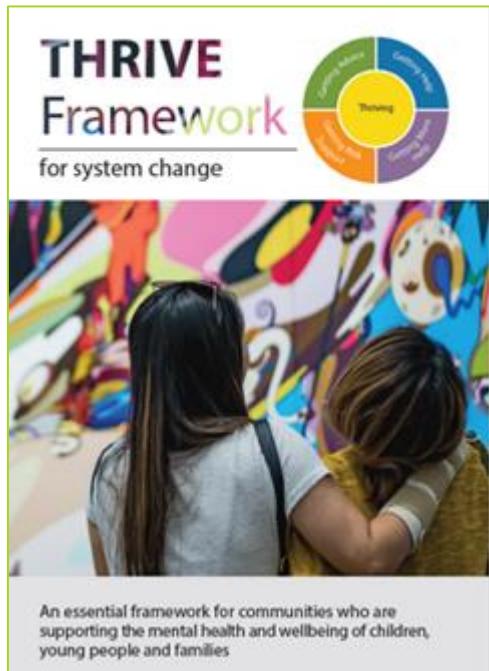
How should we design services to reflect the principles of the THRIVE Framework?

Is there a blueprint for implementation?

How do we implement the concepts?

National i-THRIVE Programme

i-THRIVE is the implementation programme that supports sites to translate the THRIVE Conceptual Framework into a model of care that fits local context.



The National i-THRIVE Programme is a collaboration between the Anna Freud National Centre for Children and Families, the Tavistock and Portman NHS Foundation Trust, Dartmouth Institute for Health Policy and Clinical Practice, and UCLPartners.

i-THRIVE Community of Practice: Offer

Funded projects:

Individual projects, e.g.,
Inpatient Forum,
Development of local CoP's,
e.g., Greater Manchester,
Northern Ireland,
South West England

Membership and participation is voluntary:

Promotes a “bottom-up” approach to service improvements, with dynamic multi-professional membership evolving over time

Direct support to sites:

From the national programme team:
Includes regular liaison, coaching, consultation and practical support

Co-ordination by i-THRIVE

Programme Team:

Support sites to self-organise and manage



i-THRIVE Illustrated:

Series of co-designed case studies highlighting how sites have approached implementing the THRIVE Framework

i-THRIVE Academy:

Learning and development support and training modules for sites

Free access to resources:

Continually evolving i-THRIVE Toolkit, evidence based tools to aid implementation

Regular interaction:

Nation-wide shared learning events, a forum for sites to share experiences about implementing THRIVE, peer support, E-newsletters

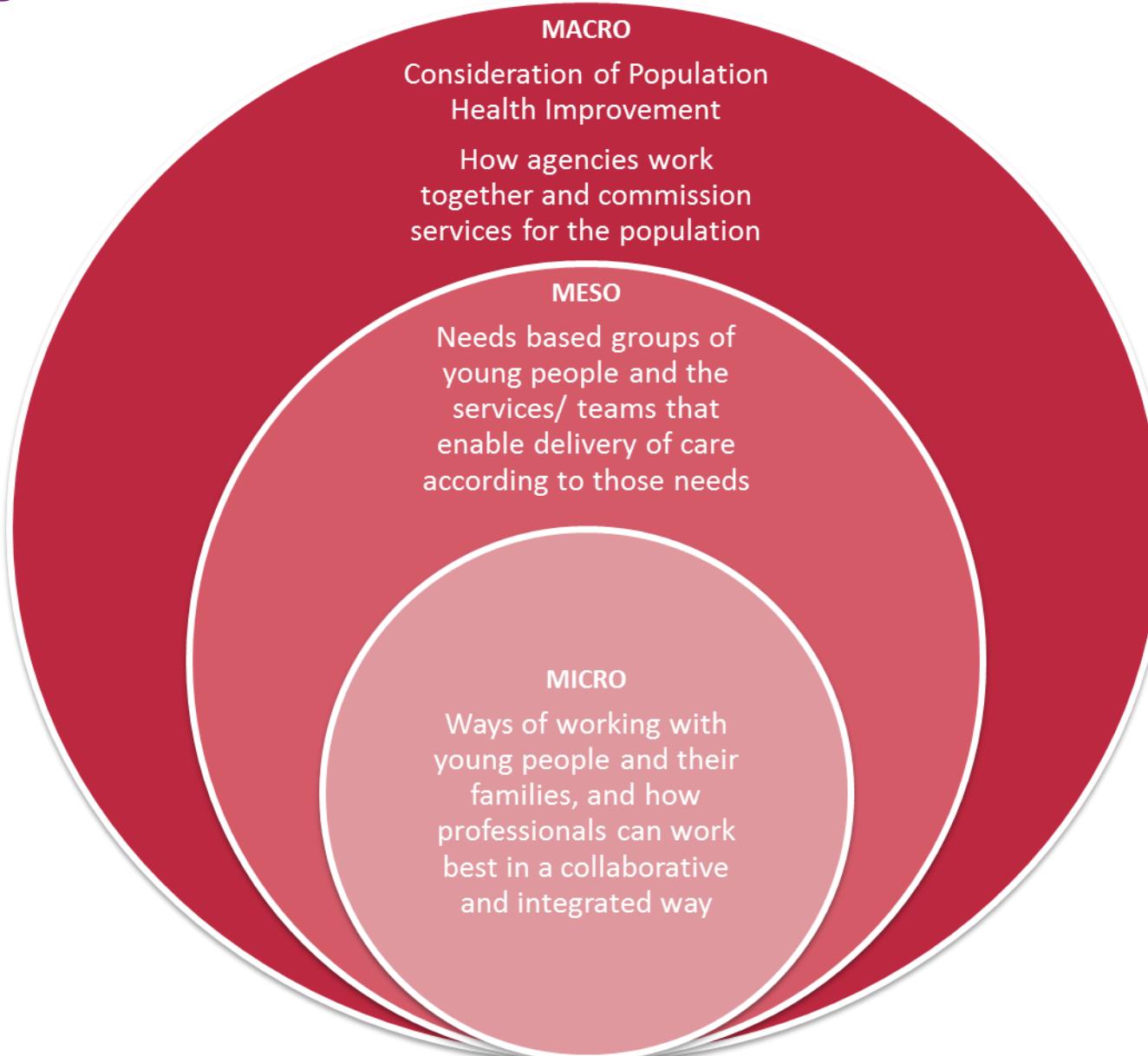


Core principles and components of the i-THRIVE model of care

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting"

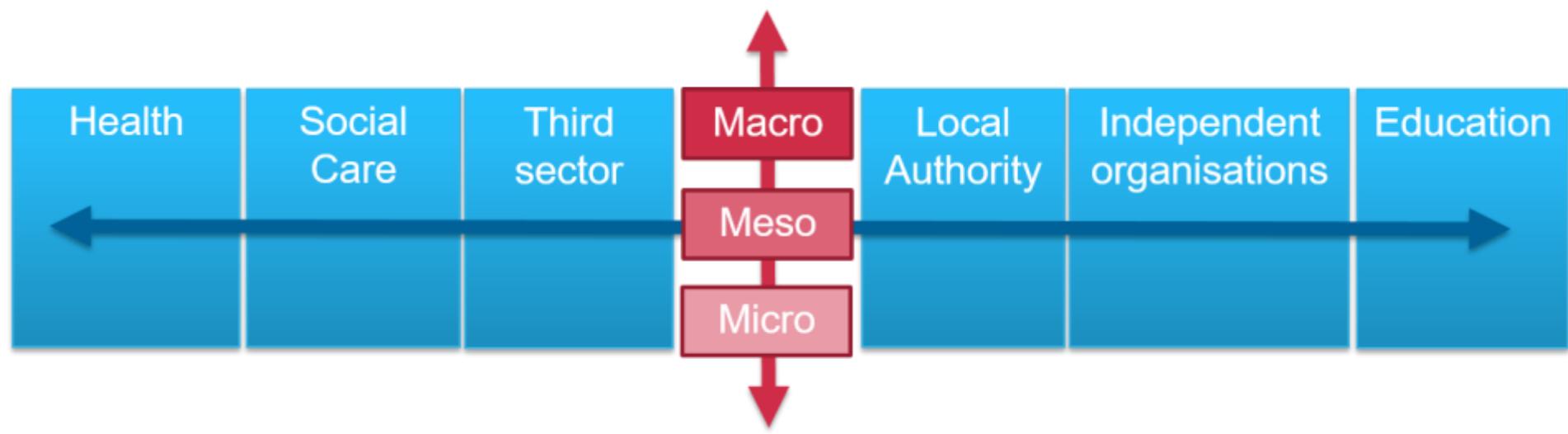


i-THRIVE Approach to Implementation: whole system change





i-THRIVE Approach to Implementation: whole system change





i-THRIVE Approach to Implementation

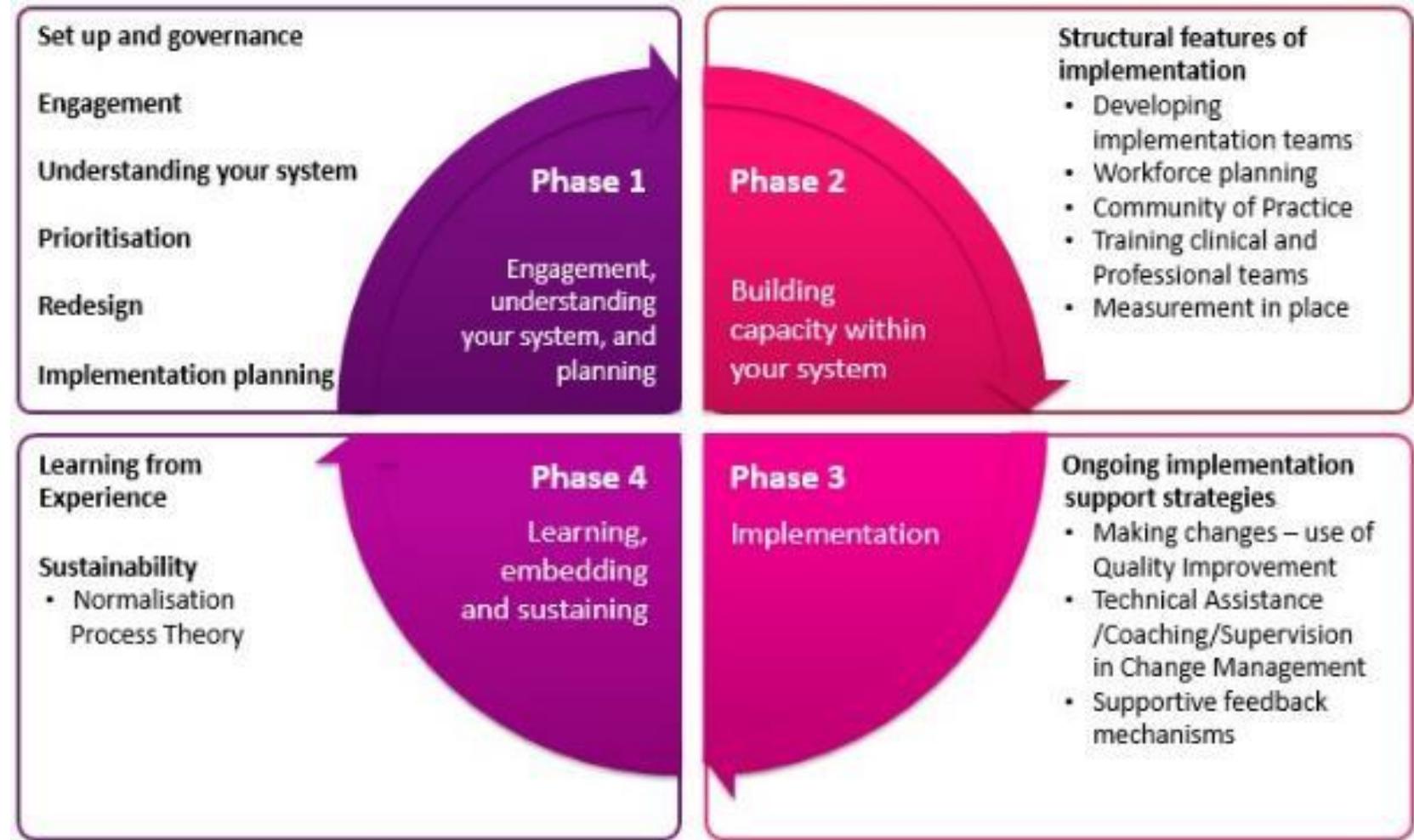
Phase 1: Understanding Your System

*"If we keep on doing what we have been doing, we are going to
keep on getting what we have been getting"*





i-THRIVE Approach to Implementation



Phase 1: Understanding Your System and Agreeing Your Priorities



1. Establishing a team who will oversee this process

- Senior oversight, includes commissioners and providers of health, care and education.

2. Initial engagement with the system

- Communication and engagement across the system, from senior leadership to team leads and those working with children and young people day to day.
- Aim for agreement from the system, to increase awareness of issues as well as understanding of the possible approaches to improvement.

3. Analysis of your existing systems

- i. Pathway Mapping
- ii. Data Analysis
- iii. Qualitative Understanding

4. THRIVE Framework Baseline: How THRIVE-like are we currently?

5. Agreeing priorities for improvement

- i. What are our collective aims?
- ii. What are the priority areas that will help us improve on these areas?

6. Transformation Design and Implementation Planning

Detail of Delivery of Phase 1



Set up and communication across the whole system

Series of three workshops

1. Pathway Mapping and Analysis
2. Understanding system together, THRIVE Assessment and Prioritisation
3. Redesign

Data gathering

- Quantitative: how is the system performing?
- Qualitative: what are the perceived strengths and weaknesses? (staff & CYP)
- Pathway structures
- Workforce Analysis

Outputs

- Phase 1 analysis report and Implementation Plan



i-THRIVE Approach to Implementation

Phase 1: Understanding Your System

Establishing Priorities

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting"





Establishing Priorities

Based on your work mapping the pathways in your locality and the results of the THRIVE Assessment Tool we will now begin to identify key priorities to focus on moving forward.

Session today:

- Review of the top line priorities based on the THRIVE Assessment Tool and pathway mapping exercises
- Discuss potential priorities now that we have had time to further think about our system
- In groups identify your five top priorities and rank them in order
- Share with the group as a whole and agree consensus on top five priorities to take forward



Establishing Priorities

- The THRIVE Framework for system change (Wolpert et al., 2019) is made up of a set of core principles that relate to three parts of the system: the macro, meso and micro system.
- The THRIVE Assessment Tool explains each of these principles and provides four descriptions for each principle, which range from a very THRIVE-like system, to one that has some way to go before it can describe itself as 'THRIVE-like'.
- You have already scored each of the principles of the THRIVE Framework based on your understanding of the current system in your locality.

Establishing Priorities



Group Exercise 1 (30 mins)

- On each table are the individual principles of the THRIVE Framework that you have already assessed as part of the THRIVE Assessment Tool.
- As a group, decide on your top five priorities for your locality.
- Think about your pathway maps, your understanding of the data and the scores of the THRIVE Assessment Tool as you rank the principles of the THRIVE Framework in order of priority.
- Agree a consensus on priorities 1, 2, 3 ,4 and 5.

Establishing Priorities



Group Exercise 2 – Feedback (10 mins)

- Now that you have identified your top five priorities on your tables, share these with the whole group.
- Each table will take their turn in sharing their top five with the whole group.

Group Exercise 3 – Agreeing Consensus (20 mins)

- As a whole group you can now see what the top five priorities are for each table.
- Agree a consensus as a whole group and identify the top five priorities for your locality that you will address going forward.
- Write these top five priorities on flip chart paper and make sure that they are visible to everyone in the room.



i-THRIVE Approach to Implementation

Phase 1: Understanding Your System

Gap Analysis

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Gap Analysis

Now that we have identified our five key priorities it is helpful to look at those priorities individually and establish:

- The ‘ideal’ as set out in the principle of the THRIVE Framework
- What is currently in place?
- What is in development?
- Identified gaps – try putting yourself in the shoes of a CYP in your locality
- What training might be useful?
- Recommendations about transformation

Gap Analysis



Group Exercise 1 (1 hr)

In your tables discuss whether services are integrated, blockages in the system are minimised and young people get the right support at the right time and document on your exercise sheet:

- For priority one, write the agreed priority in the left hand column
- Work your way through each column and add the requested information
- This is in draft form so don't worry about having the perfect wording – you will be able to tweak and refine this at a later date
- Repeat with priorities two, three, four and five
- Spend roughly 20 minutes on each priority



Next Steps

"If we keep on doing what we have been doing, we are going to keep on getting what we have been getting"





Next Steps

- Integrate the priorities and gap analysis work to develop a plan of what the next steps might be
- Discuss plans for wider engagement and how you will share these next steps across the system
- Where do we want to go from here?
- Redesign workshop

For more information: i-THRIVE



www.implementingthrive.org

Sign up to the national i-THRIVE Community of Practice and receive monthly updates. Email Bethan Morris at:

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