Transformational Collaborative Outcomes Management

A conceptual and practical framework for managing complex systems.

The TCOM approach is grounded in a **philosophy of a single shared vision—** helping people achieve their health and wellness goals as they navigate healthcare, child welfare, juvenile justice, behavioral health, education and other complex systems. By creating processes that consistently point to this shared vision, it is easier to create and manage effective and equitable systems.

To accurately reflect the shared vision and effectively support personal change, **a set of tools is used for communication, service planning and to monitor progress.**

These tools — the Child and Adolescent Needs and Strengths (CANS), Crisis Assessment Tool (CAT), Family Advocacy and Support Tool (FAST) and the Adult Needs and Strengths

Assessment (ANSA) — provide a structured assessment and strategy for identifying strengths and actionable needs.

Central to TCOM is the idea that one tactic or process can be used to help perform a variety of activities at different levels of the system. Information gathered from the structured assessments are used to **inform and structure relevant decisions at each level of the system.**
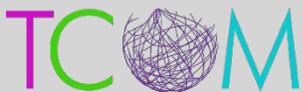
TC◯◯M — Transformational Collaborative Outcomes Management

Transformational. The priority of the system is supporting personal change. This focus means impact must be understood as change in status, not a status at the end of care.

Collaborative. We work towards a common goal and know that collaborations work only when there is a shared vision and purpose. Engagement, teaming, and system integration are all collaborative processes and should ultimately share the same vision.

Outcomes. System management is based on impacting the personal change processes. Understanding the intended and unintended impacts of the system on the people we serve is fundamental to effective case management, program management and system management.

Management. The collaborative focus on personal change is embedded in all aspects of the work and all levels of the system. This, along with maintaining the focus on the shared vision, makes it possible to manage effectiveness.

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We use a collaborative 360^0 feedback process for better decision making.

There are decision points at all levels of the system best informed by collecting information that is used to provide feedback on how things are working and what needs to be done differently. The TCOM feedback process helps:

- Families and youth discover their strengths and needs, and their progress in addressing needs and building strengths.

- Front line staff better identify the families and children they can most effectively serve, and the practices they need support in developing to become even more effective.

- Supervisors assess the extent to which front line staff are collaboratively identifying, documenting and treating child and family needs and strengths.

- Program managers identify their core areas of program impact, populations best served, areas for staff training and quality improvement targets.

- System administrators demonstrate population impact of services provided, use variation across providers to improve system performance, and anticipate short and long-term effects of fiscal and policy changes.

The TCOM Team

Chapin Hall offers many products and services related to TCOM that are supported by a team of experts in many fields including child welfare and behavioral health. These include: TCOM implementation (state, county or organization), readiness assessment, TCOM tool development (Adult Needs and Strengths, Child and Adolescent Needs and Strengths, Crisis Assessment Tool, Family Advocacy and Support Tool), training and technical assistance, electronic data capture system development and support, and customized reports and analytics.

John S. Lyons, PhD is the developer of the TCOM framework and tools. His specialties include: TCOM implementation, tool development, decision-support modeling and algorithm development.

Suzanne Button, PhD has experience in child welfare, behavioral health, and educational settings. Her specialties include: TCOM implementation across agencies and in schools, learning collaboratives, evidence-based care, and crisis and risk management.

April Fernando, PhD has experience with non-profit agencies, behavioral health and child welfare systems.

Her specialties include: Reference guide development, assessment and service platforms, training and support (supervision and treatment planning).

Nathaniel Israel, PhD has experience in behavioral health and child welfare systems. His specialties include: TCOM implementation (technology and tool integration), family engagement, TCOM fidelity and reporting.

Mark Lardner, MSW has experience in child welfare and education systems. His specialties include: development of curriculum guides, service planning and training.

Jennifer O'Brien, MS has experience in child welfare and behavioral health systems. Her specialties include: meaningful use of standardized assessments developing Learning Collaboratives, and CANS training and support.

Larry Small, PsyD has experience with child welfare systems. His specialties include: trauma informed planning and policy planning at state and local levels.

Lynn Steiner, MSW has experience in the child welfare system. Her specialties include: Crisis Assessment Tool (CAT), eCANS training and support.

Statewide
Countywide
Presence

TCOM in the US
as of May 2016

For More Information on TCOM:
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