

Thoughtful and Purposeful Implementation: *Plenary*

Dale Cusumano, Ph.D. Angela I. Preston, Ph.D. University of North Carolina Chapel Hill

June 2017



Outcomes for this Plenary

- Gain an **understanding** of implementation science
- Be able to identify what is needed to implement innovations with fidelity
- Be able to articulate what implementation science is AND be able to communicate it to others
- Be able to identify Implementation Drivers
- Start thinking of **opportunities for change** in your work





Research to Practice Gap







Implementation....



"What it takes for a practice to produce value for its intended beneficiaries?"





Formula for Success







Fixsen, Blase, Metz, & Van Dyke (2015)



Think, Pair, Share: Strengths and Opportunities for Change

- 1. Take 2 minutes to self-reflect upon the strengths and opportunities for change in your current work based on the Formula for Success
- 2. Take 4 minutes to share your thoughts with a partner
- 3. Share with the **large group**.



Active Implementation



6



How often do the practices we use have...

Core Components Operationally Defined?

Fidelity Assessments Correlated with Outcomes?





1,200+ Outcome Studies Moncher & Prinz, 1991;Gresham, et al., 1993; Dane & Schneider, 1998; Durlak & DuPre, 2008

Usable Innovations



Usable Innovation



Hexagon Tool





Active Implementation



6





PLANNING

Still a good thing to do first.

Our Current Context



Implementation Stages





 \bigcirc

Implementation Stages



What are the components of a stage-based approach to implementation?



Implementation Teams





Implementation Infrastructure



Adapted from Metz, Naoom, Halle, & Bartley (2015)

Active Implementation



6



What are Implementation Drivers?

Drivers Support and maintain successful implementation of an EBP

Drivers support and initiate change at all levels

Drivers = Infrastructure

Drivers done well = Fidelity

Improve competence and confidence, create systems that enable the innovation to be implemented with fidelity



Fixsen et al., 2005



Activity: Does your current work align with Best Practices for Drivers?



 \bigcirc



Activity: Competency Drivers







Implementation Drivers



Selection Best Practices

- Select for "tough to teach traits"
- Set expectations for staff
- Improve retention
- Job descriptions
- Interviewers understand the skills and abilities needed for position
- Interview protocols are in place
- Interview processes regularly reviewed







Training Best Practices

- Acquire knowledge
- New skill development
- Continue 'buy-in'
- Build community
- Skill-based training
- Use best practices for adult learning
- Training data are used to develop competency and improve training



onosench





Coaching Best Practices

- Ensure Implementation
- Generalize skills in setting
- Includes direct observation and feedback
- Competency development
- Coaching service delivery plan
- Assessments of coaching effectiveness







Fidelity Best Practices

- Motivates implementation
- Reinforces staff and build on strengths
- Interprets Outcome Data
- Use a consistent fidelity system
- Follow a **protocol** for fidelity assessments
- Use fidelity assessment data to improve outcomes and implementation supports
- Provide a proactive staff overview/introduction







Implementation Drivers



Activity: Organization Drivers







Facilitative Administration Best Practices

Support to make the work of practitioners more effective and less burdensome

Leaders and managers:

- Actively facilitate the use of implementation supports for programs and practices
- Use effective meeting processes
- Actively seek and use feedback from staff, families, and stakeholders





Systems Intervention Best Practices

- Identify and "lift up" systemic barriers and facilitators to the next level
- Develop key partnerships to ensure resources to support implementation

Leaders and Managers:

- Engage with the system to create improved regulatory and funding environment
- Engage with key stakeholders and partners to support effective practice





Decision Support Data Systems Best Practices

- Monitor and improve outcomes
- Engage in continuous quality improvement
- Celebrate success
- Data are useful and usable
- Access to relevant data for making decisions
- Process for using data for decision-making



Implementation Drivers



Activity: Leadership Drivers







Leadership Best Practices

- Respond appropriately
- Promote Active Implementation
- Support Learning
- Sustain Attention and Resources
- Recognize adaptive from technical challenges
- Communicate importance of effective implementation methods
- Encourage learning from success and failure
- Keep **goals** in focus and **resources** available









Activity

Identify Opportunities that you want to address first.



We will be action planning later ⁽³⁾

OPPORTUNITY AHEAD

Active Implementation



6



Why an Implementation Team?



SISEP

Sources:

Fixsen, Blase, Timbers, & Wolf, 2001; Balas & Boren, 2000; Green & Seifert, 2005; Saldana & Chamberlain, 2012

anirn

Linking Team Structure







Implementation Teams



Active Implementation



6





Your Roles as Leaders in the Process of Change



Data from Drivers to Inform Practice



Communication







Practice-Policy Feedback Loop



Adaptive Challenges

- Duplication
- Fragmentation
- Hiring criteria
- Salaries
- Credentialing
- Licensing
- Time/ scheduling
- Union contracts
- RFP methods
- Federal/ State laws

"The fault cannot lie in the part responsible for the repair."

Ashby (1956)



Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013).



Thoughtful and purposeful implementation

Integrated Stage-based Work

Adapted from Metz, Naoom, Halle, & Bartley (2015)

	Exploration	Installation	Initial Implementation	
e e e e e e e e e e	Form teams Develop ways of work and communication	 Develop team competencies Assure resources to support innovation 	 Troubleshoot Use data at each team meeting for improvement Develop and test enhancements 	
• Data	Conduct needs assessment Determine fit and feasibility Assess readiness	 Assess infrastructure gaps Institute practice- policy feedback loops Assess competencies 	 Assess usability testing data to stabilize approach Track and improve fidelity Assess outcomes Collect data to support fidelity monitoring and improvement 	
• Infra- structure	Identify needed infrastructure to support practice, organization and esystem change	• Develop needed infrastructure elements to support practice, organization, and system change	 Improve infrastructure to support practice, organization, and system change Maintain skillful practice to produce efficient and effective infrastructure to support outcomes 	; ve

Integrated Stage-based Planning Resource



Integrated Stage-Based Conceptual Framework Planning*

Implementation Component	Exploration	Installation	Initial Implementation	Full Implementation
Implementation	Form team; develop ways of work and communication protocol	Develop team competencies; assure resources to support innovation	Troubleshoot and problem- solve; use data at each team meeting to promote improvement	Use improvement cycles; develop and test enhancements
Teams				
Data and	Conduct needs assessment; determine fit and feasibility of approach; assess staff readiness	Assess infrastructure gaps; institute policy-practice feedback loops; assess team competencies	Assess usability testing data to stabilize approach; track and improve fidelity scores	Assess outcomes; collect data to support fidelity monitoring and improvement
Loops				
Implementation	Identify necessary infrastructure elements to support practice, organizational, and system change	Develop necessary infrastructure elements to support practice, organization, and system change	Improve necessary infrastructure elements to support practice, organizational, and systems change	Maintain skillful practice' produce more efficient and/or effective infrastructure to support outcomes
Infrastructure				



Adapted from Metz, Naoom, Halle, & Bartley (2015)



Action Planning over the Course of these Two Days

STEP 1: Prioritize 2-3 Areas (Items) for Action Planning

STEP 2: Identify 1-2 Quick Wins for each identified area.

ontro



STEP 3: Select data sources to measure progress and fidelity

25

STEP 4: Identify goal(s) for success (What and by When)

STEP 5: Just do it!





Outcomes for this Plenary: How did we do?

- Gain an **understanding** of implementation science
- Be able to identify what is needed to implement innovations with fidelity
- Be able to articulate what implementation science is AND be able to communicate it to others
- Be able to identify Implementation Drivers
- Start thinking of **opportunities for change** in your work





Resources for Further Inquiry

Evidence-based Implementation

Implementation Research: A Synthesis of the Literature



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, The National Implementation Research Network



HTTP://NIRN.FPG.UNC.EDU



NIRN | AI HUB | SISEP

Search

The National Implementation Research Network's HUB Active Implementation Hub

Modules and Lessons Site Help Resource Library Workgroups Home Get Started A set of quick start videos and guides developed to help you and your team get started with Active Implementation. Implementation The Al Hub Learning Quick Start (see more) Quick Start (see more) Quick Start (see more) Video Introduction (see more) Video Introduction (see more) Learning Plan (see more) Get Better Learning materials, tools and work spaces designed to give you and your team deeper dives into Active Implementation Modules & Lessons **Resource Library** Workgroups A searchable listing of evaluation & An area to help groups work together to Self-paced content, activities and assessments designed to promote the planning tools, handouts, activites and learn, try and apply new active knowledge and practice of implementation implementation skills. more. science and scaling-up. Go there > Go there > Go there >

http://implementation.fpg.unc.edu/

The Active Implementation Hub is a free, online learning environment for use by any stakeholder practitioners, educators. coaches, trainers. purveyors involved in active implementation and scaling up of programs and innovations.





www.scalingup.org







For more on Implementation Science <u>http://nirn.fpg.unc.edu</u> <u>www.globalimplementation.org</u>

For more information

Allison Metz, Ph.D.

Allison. metz@unc.edu

Dean L. Fixsen, Ph.D.

dean.fixsen@unc.edu



Frank Porter Graham Child Development Institute

University of North Carolina

Chapel Hill, NC

http://nirn.fpg.unc.edu/ www.scalingup.org www.globalimplementation.org





Aladjem, D. K., & Borman, K. M. (2006, April). *Summary of Findings from the National Longitudinal Evaluation of Comprehensive School Reform.* Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, CA.

Balas EA, Boren SA. Yearbook of Medical Informatics: Managing Clinical Knowledge for Health Care Improvement. Stuttgart, Germany: Schattauer Verlagsgesellschaft mbH; 2000.

Carpenter, W. A. (2000). Ten years of silver bullets: Dissenting thoughts on education reform. *Phi Delta Kappan,* 81(5), 383-389.

Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional Children (Special Issue), 79(2), 213-230.*

Nutt, P. (2002). Why decisions fail: Avoiding the blunders and traps that lead to debacles. San Francisco: Berrett-Koehler Publishers Inc.

Fixsen, D. L., Blase, K. A., Timbers, G. D., & Wolf, M. M. (2001). In search of program implementation: 792 replications of the Teaching-Family Model. In G. A. Bernfeld, D. P. Farrington & A. W. Leschied (Eds.), *Offender rehabilitation in practice: Implementing and evaluating effective programs* (pp. 149-166). London: Wiley.



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).*

Girard, N. J. (2013). Nurse Staffing Ratios. AORN Journal, 97(5), 604-538. doi: http://dx.doi.org/10.1016/j.aorn.2013.02.01.

Green, L. W. (2008). Making research relevant: if it is an evidence-based practice, where's the practice-based evidence? *Family Practice*, 25, 20-24.

Grigg, W. S., Daane, M. C., Jin, Y., & Campbell, J. R. (2003). The nation's report card: Reading 2002. Washington, DC: U.S. Department of Education, Institute of Education Sciences.

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from http://edglossary.org/hidden-curriculum

Higgins, M., Weiner, J., & Young, L. (2012). Implementation teams: A new lever for organizational change. *Journal of Organizational Behavior. Retrieved from doi:10.1002/job.1773*



Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Kozol, J. (2005). The shame of the nation: The restoration of apartheid schooling in America (1st ed.). New York: Crown Publishers.

Kutner, M., Greenberg, E., Jin, Y., Boyle, B., Hsu, Y., & Dunleavy, E. (2007). Literacy in everyday life: Results from the 2003 National Assessment of Adult Literacy (NCES 2007–480). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

National Commission on Excellence in Education. (1983). A Nation at Risk: The Imperative for Educational Reform. Washington, DC: U.S. Government Printing Office.http://nces.ed.gov/nationsreportcard/subject/publications/main2012/pdf/2013456.pdf

Prevalence and Implementation Fidelity of Research-Based Prevention Programs in Public Schools: Final Report. Washington, D.C.: U.S. Department of Education.

Regional School District Organization <u>http://www.doe.mass.edu/finance/regional</u>





Saldana, L., & Chamberlain, P. (2012). Supporting implementation: The role of community development teams to build infrastructure. *American Journal of Community Psychology. doi: 10.1007/s10464-012-9503-0*

Tyack, D., & Cuban, C. (1995). Tinkering toward utopia: A century of public school reform. Cambridge, MA: Harvard University Press.

Ulrich, W. M. (2002). Legacy systems: Transformation strategies. Upper Saddle River, NJ: Prentice Hall PTR.

U.S. Department of Education Office of Planning Evaluation and Policy Development and Policy and Program Studies Service. (2011).

Vernez, G., Karam, R., Mariano, L. T., & DeMartini, C. (2006). *Evaluating comprehensive school reform models at scale: Focus on implementation*. Santa Monica, CA: RAND Corporation.





©Copyright Dean Fixsen and Karen Blase

This content is licensed under Creative Commons license CC BY-NC-ND, Attribution-NonCommercial-NoDerivs. You are free to share, copy, distribute and transmit the work under the following conditions: Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work); Noncommercial — You may not use this work for commercial purposes; No Derivative Works — You may not alter or transform this work. Any of the above conditions can be waived if you get permission from the copyright holder.

http://creativecommons.org/licenses/by-nc-nd/3.0





