Effective Implementation: What does it take?

Introduction to Implementation Science
University of North Carolina at Chapel Hill

Frank Porter Graham Child Development Center

NIRN: National Implementation Research Network

SISEP: State Implementation and Scaling-up of Evidence-based Practices
Goals for Today

Share **high leverage talking points** about implementation science

Promote **thinking** about the **relationship** between implementation science and your work

Provide information about **next steps** for additional resources for **deeper learning**
Which program would YOU want?

A or B
School Behavioral Health

% Reduction in Aggression

A

B

0 10 20 30 40 50 60 70 80 90 100

NIRN
NATIONAL IMPLEMENTATION
RESEARCH NETWORK
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Delinquency Treatment: Residential

% Recidivism

A

B
Adult MH Employment Program

% Employed

A

B

NIRN
NATIONAL IMPLEMENTATION RESEARCH NETWORK
AT THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Behavior-Bullying School Program

Discipline Referrals per 100 Students

A: 0.8
B: 0.6
Choose a Program

In each chart
A and B were the SAME PROGRAM!
(EBPs = PATHS, TFM, SE, PBIS, DBT)

A = **Low** Fidelity use of EBP in practice
B = **High** Fidelity use of EBP in practice

First do it as intended (if you can) then change it.

Fidelity FIRST Achieve intended outcomes Improve with use of data
“the degree to which teachers and other program providers implement programs as intended by the program developer (emphasis in original)”

(Dusenbury, Brannigan, Falco & Hansen, 2003, p. 240)
Activity: Reflect on Current Work.

Think-Pair-Share

With a partner, answer the following question:

1. What do you think it takes to achieve use of a practice/program as intended? (3 min)

2. Discuss as a whole group. (2 min)
Implementation science refers to the “methods or techniques used to enhance the adoption, implementation, and sustainability” of an intervention (Powell et al., 2015)

Implement = Use
Science to Service Gap: Implementation

1. What is adopted is not used with fidelity
2. What is used with fidelity is not sustained
3. What is used with fidelity is not used to scale
When used alone...

- Diffusion/ Dissemination of information
- Training
- Passing laws/ mandates/ regulations
- Providing funding/ incentives
- Organization change/ reorganization

Use of Practices / Innovations As Intended

Return on Investment: 5-15%
Active Implementation

Effective Practices × Effective Implementation × Enabling Contexts = Improved Outcomes
Effective Practices

• What works, for whom, why, and in what circumstances?

• Who are we supporting to use the practice?

Contextual fit is the match between the strategies, procedures, or elements of a practice/program and the values, needs, skills and resources of those who implement and experience the practice/program.

(Horner, Blitz & Ross, 2014)
Effective Implementation

• What are the visible supports needed?

• How we do transition those supports?

Supports throughout the system and for multiple programs
  • Competency
  • Organizational
  • Leadership
Effective Implementation

• What are the visible supports needed?
• How we do transition those supports?

Common Implementation Dilemmas

• Program developer supports diminish (e.g., Coaching, fidelity assessments transition to local agency)
• Federal/State or Research/Evaluation Funding ends or is insufficient (e.g., Decision-support data systems are no longer funded)
• “Special” accommodations end (e.g., Planning periods end; integration of new services into overall service system takes place)
Active Implementation

Effective Practices \(\times\) Effective Implementation \(\times\) Enabling Contexts = Improved Outcomes
Enabling Context

VALUE: Implementation is a collaborative act

Collaboration leads to:

- Knowledge and evidence that is more implementable
- Infrastructure that brings research evidence and implementation closer together
- Attention to local needs and increased relevance and impact of implementation activity
- Enhanced capacity and capability of implementation
Active Implementation

Effective Practices × Effective Implementation × Enabling Contexts

= Improved Outcomes
Change is great...

...you go first!
Active Implementation Frameworks

Effective Practices
Usable Innovations

Effective Implementation
Stages
Drivers

Enabling Contexts
Teams
Improvement Cycles

Improved Outcomes
Our Current Context
Implementation Stages

- **Exploration**
  - Assess need; Examine fit and feasibility

- **Installation**
  - Assure resources; Develop supports

- **Initial Implementation**
  - Initiate practice; use data to improve supports

- **Full Implementation**
  - Practice is consistent; positive outcomes
In each stage....
Case Example
Out-of-School Suspensions by race/ethnicity

- American Indian or Alaska Native: 1% Suspensions, 20.6% Enrollment
- Asian: 2.4% Suspensions, 15% Enrollment
- Black: 5% Suspensions, 28.3% Enrollment
- Hispanic: 7% Suspensions, 10.2% Enrollment
- Native Hawaiian or other Pacific Islander: 1% Suspensions, 14.8% Enrollment
- White: 7.8% Suspensions, 67% Enrollment
- Two or more races: 4% Suspensions, 15.9% Enrollment

Legend:
- Orange: Suspensions
- Blue: Enrollment
Exploration Stage

- Formed Representative District Implementation Team
- Determined Need and Identified Options including scan of current practices
- Assess Evidence, Fit, Feasibility of Identified Options
- Identify the infrastructure changes needed
- Create Readiness with stakeholders
- Create Communication Plan
Practice Selection: Hexagon Tool

Developed for use in implementation informed assessments

Reviewed and edited by the Racial and Ethnic Equity and Inclusion Team (REEI)

For use by organizations and communities

Adapted from Blase, K., Kiser, L. and Van Dyke, M. (2013).
Usable Innovation

Fidelity Assessments

Usable Innovation

Philosophy Values Beliefs

Clear philosophy, values, and principles
Inclusion and exclusion criteria

Essential Functions

Identification of what must be present (core components)

Operational Definitions

Did we do what we said we would do?

What is done in practice (say and do)
Activity: Reflect on Policy Implications

Think-Pair-Share

With a partner, answer the following question:

- What are key takeaways from exploration and selection of practices to think about in terms of legislation or policy? (1 min)

- Discuss as a whole group. (2 min)
Exploration: Implications

- Time for exploration
  - Cost Benefit

- Identification of essential functions

- Selection based on analysis of evidence, usability, supports, needs, fit, and capacity
  - De-selection, de-implementation

- Engagement of stakeholders in exploration process

- Use of team for accountability purposes
New Approaches to Policy Implementation
(Ejler, Ostersen, Graff, Dyrby, 2016)

“The Ministry of Social Affairs has gone from only thinking implementation when a law has been passed in Parliament. We have to think implementation before laws are adopted to have a better understanding of what works, what is possible, who are those implementing, what is their reality, what do they demand. Doing this, we make it much easier for ourselves and for those afterwards when we start to implement.”

Nina Eg Hansen,
former Deputy Permanent Secretary and Director at Danish Ministry of Social Affairs, now Director of Department of Children and Youth, City of Copenhagen
What supports does Asha need to be successful in her role as a provider?
Fixsen et al., 2005

Implementation Drivers

Positive Outcomes

Fidelity

Coaching

Systems Intervention

Facilitative Administration

Decision Support Data System

Integrated & Compensatory

Leadership

Training

Selection

Compency Drivers

Organization Drivers

Fixsen et al., 2005
Installation Stage

- Developing/refining the infrastructure or implementation supports
- Developing selection protocols (who?)
- Selecting first practitioners (users)
- Initiating training
- Developing coaching plans
- Evaluating and developing data systems
- Creating Readiness /Communicating
Activity: Reflect on Policy Implications

Think-Pair-Share

With a partner, answer the following question:

• What are key takeaways from the needed infrastructure to think about in terms of legislation or policy? (1 min)

• Discuss as a whole group. (2 min)
Installation: Implications

• Funding of implementation

• Support organizational capacity development

• Support use of different types of data within a system
  • Implementation Data
  • Outcome Data

• Support for follow-up and coaching necessary for changing practice (knowledge & practice change)

• Engagement of stakeholders
Initial Implementation Stage

- Conducting assessment of initial selection, training, and coaching processes
- Ensuring training and coaching is provided with fidelity
- Using data within a plan do study act process to identify improvements and address barriers
- Communicating/Creating Readiness
Fidelity / Child Improvement Real Story

Time

Fidelity

Child Improvement

Strain, 2016
Adults Supported By Coaching To Fidelity

Fidelity / Child Improvement Myth

Strain, 2016
Ward District

Out-of School Suspensions by Race/Ethnicity Over Time

- American Indian or Alaska Native
  - Suspensions-Current: 1%
  - Suspensions-Time 1: 18.6%
  - Enrollment: 20.6%
- Asian
  - Suspensions-Current: 2.4%
  - Suspensions-Time 1: 2.4%
  - Enrollment: 15%
- Black
  - Suspensions-Current: 5%
  - Suspensions-Time 1: 15.3%
  - Enrollment: 28.3%
- Hispanic
  - Suspensions-Current: 7%
  - Suspensions-Time 1: 8.2%
  - Enrollment: 10.2%
- Native Hawaiian or other Pacific Islander
  - Suspensions-Current: 1%
  - Suspensions-Time 1: 8.8%
  - Enrollment: 14.8%
- White
  - Suspensions-Current: 5.3%
  - Suspensions-Time 1: 7.8%
  - Enrollment: 67%
- Two or more races
  - Suspensions-Current: 4%
  - Suspensions-Time 1: 13.9%
  - Enrollment: 15.9%
Activity: Reflect on Policy Implications

Think-Pair-Share

With a partner, answer the following question:

• What are key takeaways from initial implementation processes to think about in terms of legislation or policy? (1 min)

• Discuss as a whole group. (2 min)
Initial Implementation Implications

- Create value for implementation data (Fidelity) on way to improving outcomes
- Support an organization culture of learning – start small, get better
- Time to demonstrate effective implementation and impact
- Feedback loop is critical to ensuring feedback from educators (implementers) is informing decisions regarding innovation, implementation supports, and policy
  - Practice Inform Policy --- Policy Enable Practice

Initiate practice; use data to improve supports
A Stage Based Approach…

**Exploration**
- Diverse Teams
  - Define need and select innovation

**Installation**
- Diverse Teams
  - Co-create
    - Training, coaching, data system

**Initial Implementation**
- Teachers & School Staff
  - Support to use the innovation

**Full Implementation**
- 80% of District
  - Use innovation
  - Improve outcomes

Full Implementation – 3-5 Years - Optimal Conditions
Lessons Learned...

- Have a plan based on best practices and science
  - Identify critical components
  - Expect more to get more

- Measure what is important
  - Use frequent, relevant, & actionable data for planning

- Make purposeful use of usability testing
  - Use PDSA to guide work with all
  - Improve methods and measures

- Engage existing staff in developing capacity
  - Be a systems change agent impacting knowledge, skills, and abilities
  - Change hearts, minds, and behavior
Believe in Possibilities....
Get Started
A set of quick start videos and guides developed to help you and your team get started with Active Implementation.

Implementation
- Quick Start (see more)
- Video Introduction (see more)

The AI Hub
- Quick Start (see more)
- Video Introduction (see more)

Learning
- Quick Start (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
Self-paced content, activities and assessments designed to promote the knowledge and practice of implementation science and scaling-up.
- Go there >

Resource Library
A searchable listing of evaluation & planning tools, handouts, activities and more.
- Go there >

Workgroups
An area to help groups work together to learn, try and apply new active implementation skills.
- Go there >
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