

# Effective Implementation: What does it take?

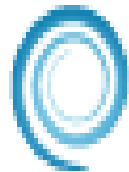
*Introduction to Implementation Science*



# University of North Carolina at Chapel Hill



## Frank Porter Graham Child Development Center



**NIRN**

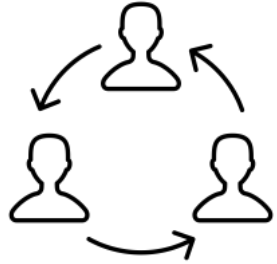
NATIONAL IMPLEMENTATION  
RESEARCH NETWORK



**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?

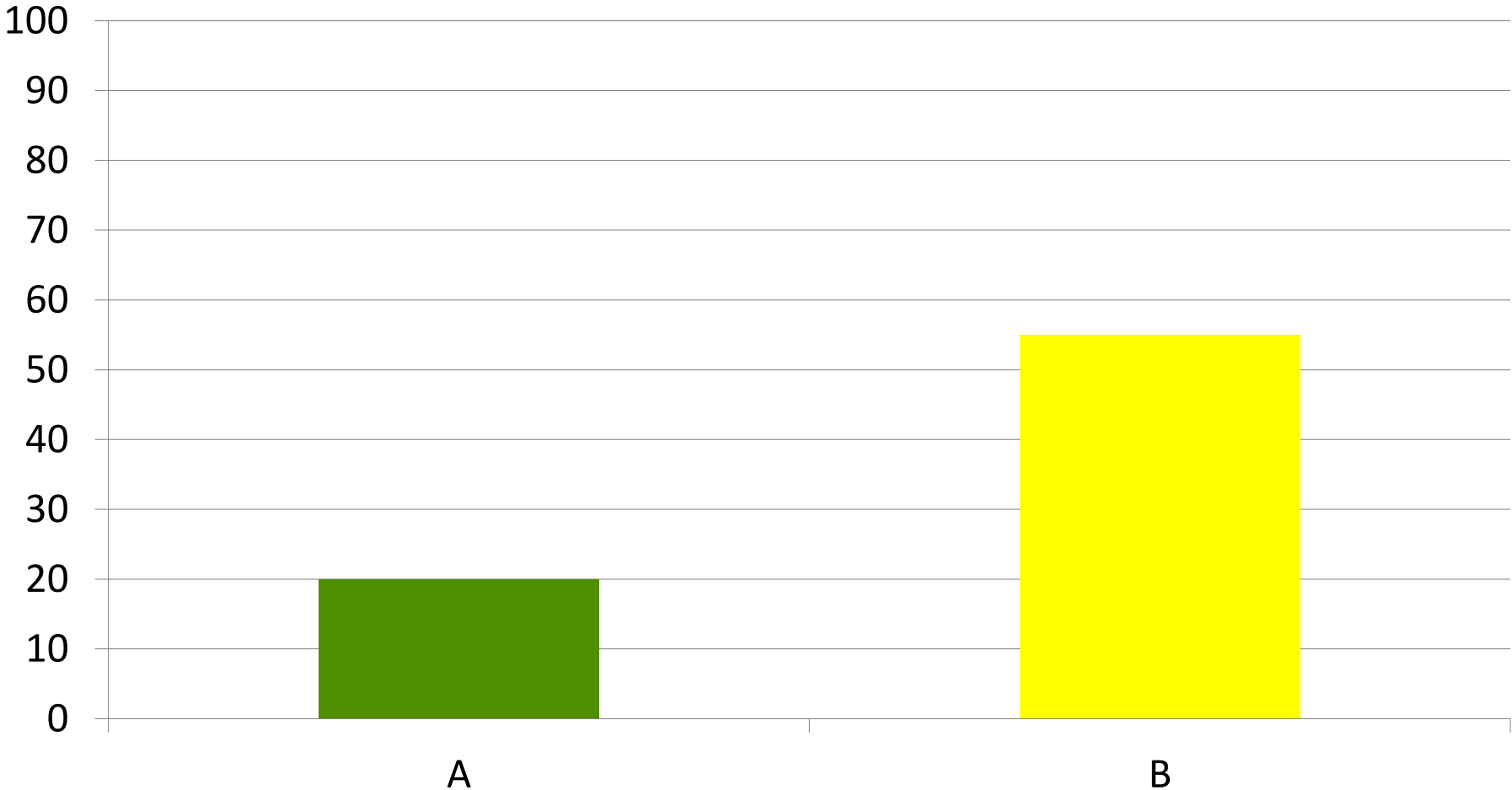
A

or

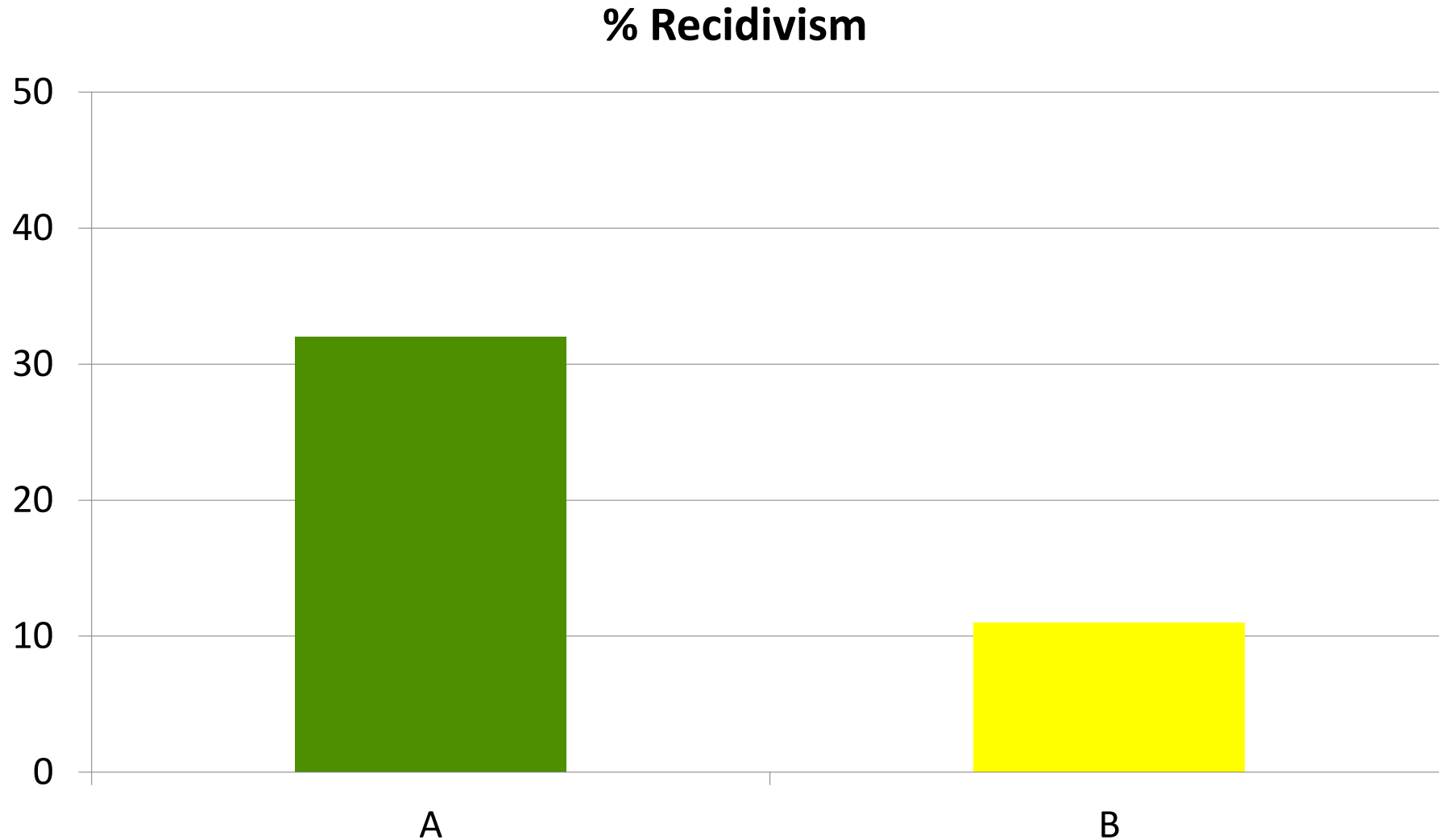
B

# School Behavioral Health

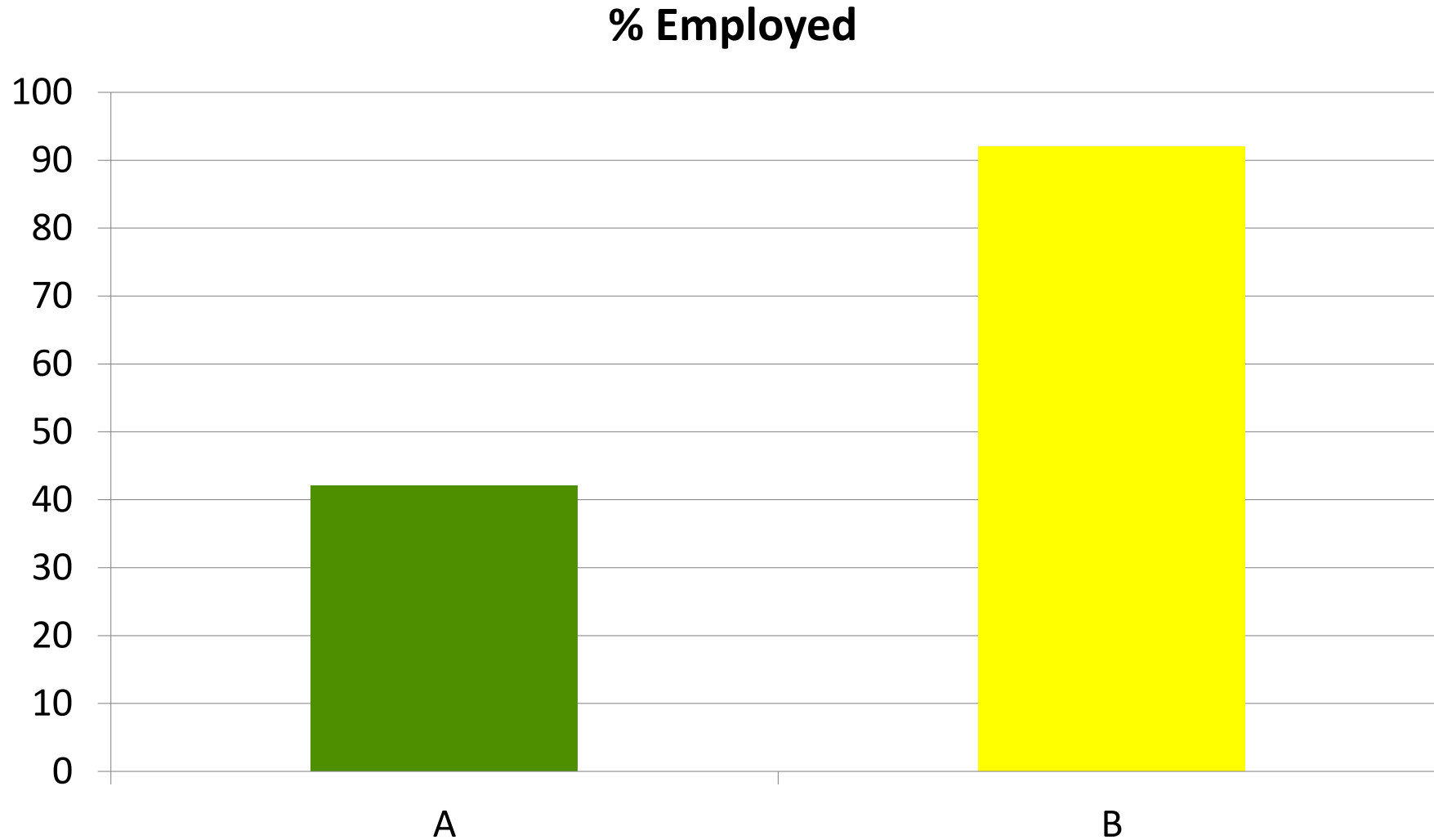
## % Reduction in Aggression



# Delinquency Treatment: Residential

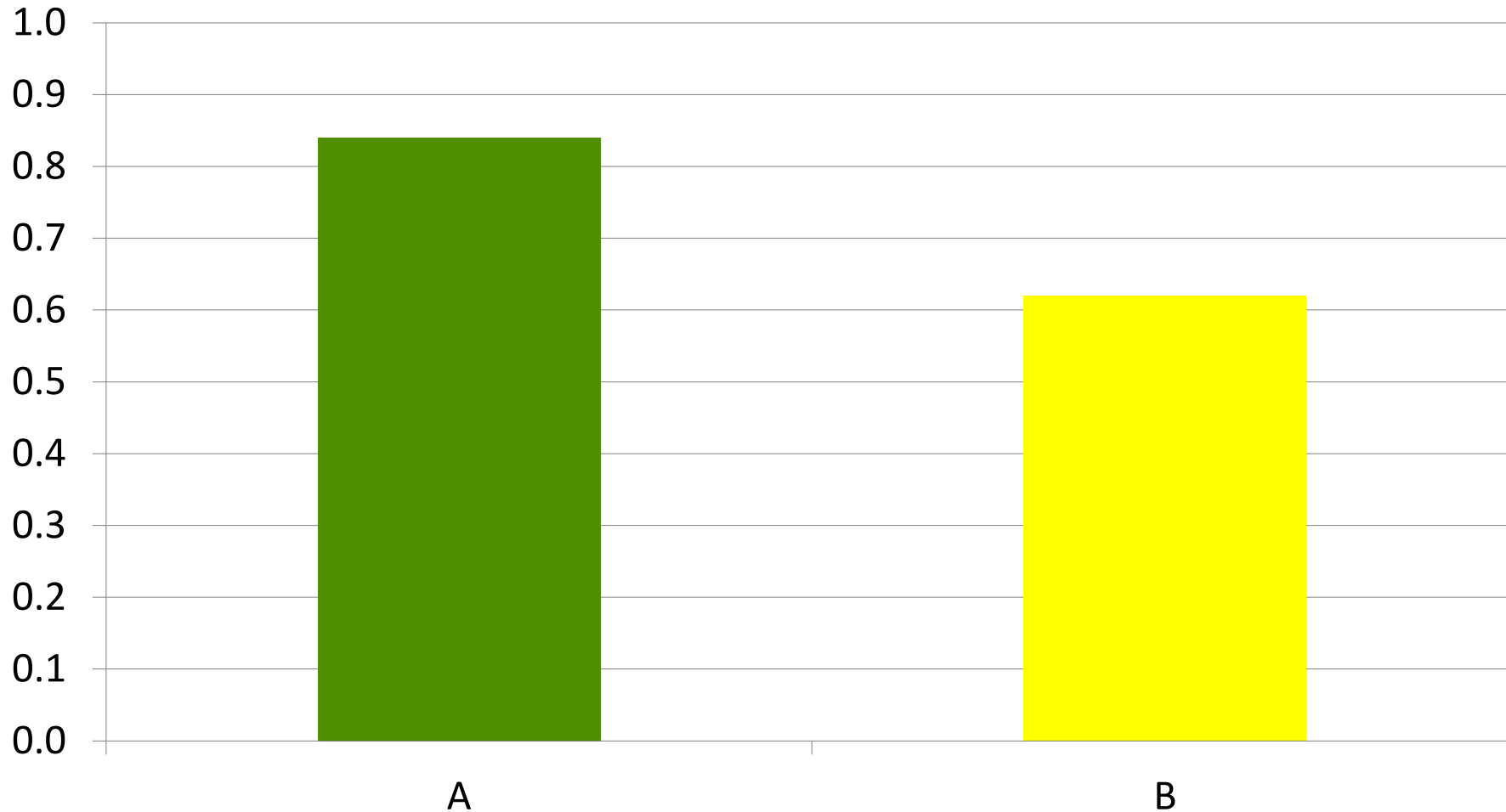


# Adult MH Employment Program



# Behavior-Bullying School Program

## Discipline Referrals per 100 Students





# 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



# Fidelity: Definition & Purpose



“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)

Fidelity Data Help Us Understand  
Our Outcomes

Fidelity Data Help Us Improve and  
Sustain Outcomes

Improve  
Individual  
Performance

Improve  
Organizational  
Supports

# Activity: Reflect on Current Work..



## Think-Pair-Share

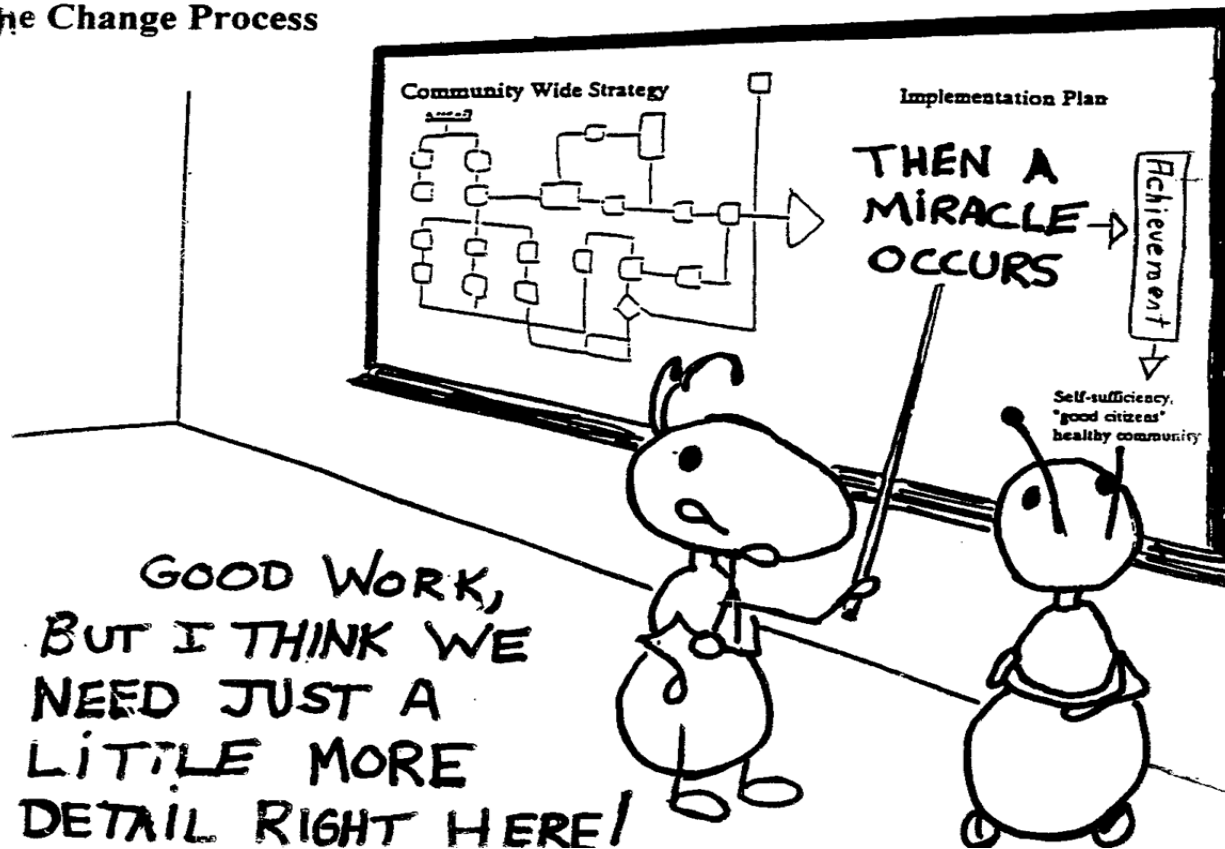
**With a partner, answer the following question:**

- 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)**



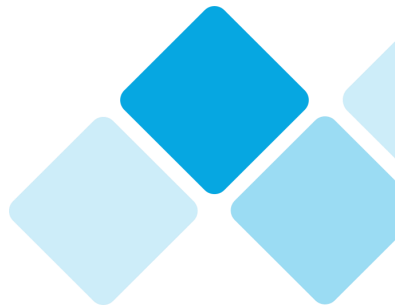
# Implementation Science...

The Change Process

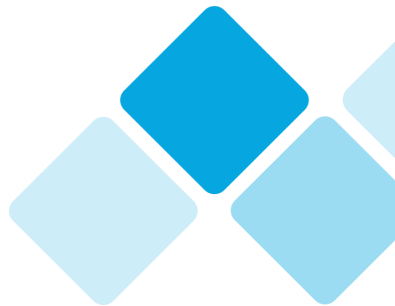
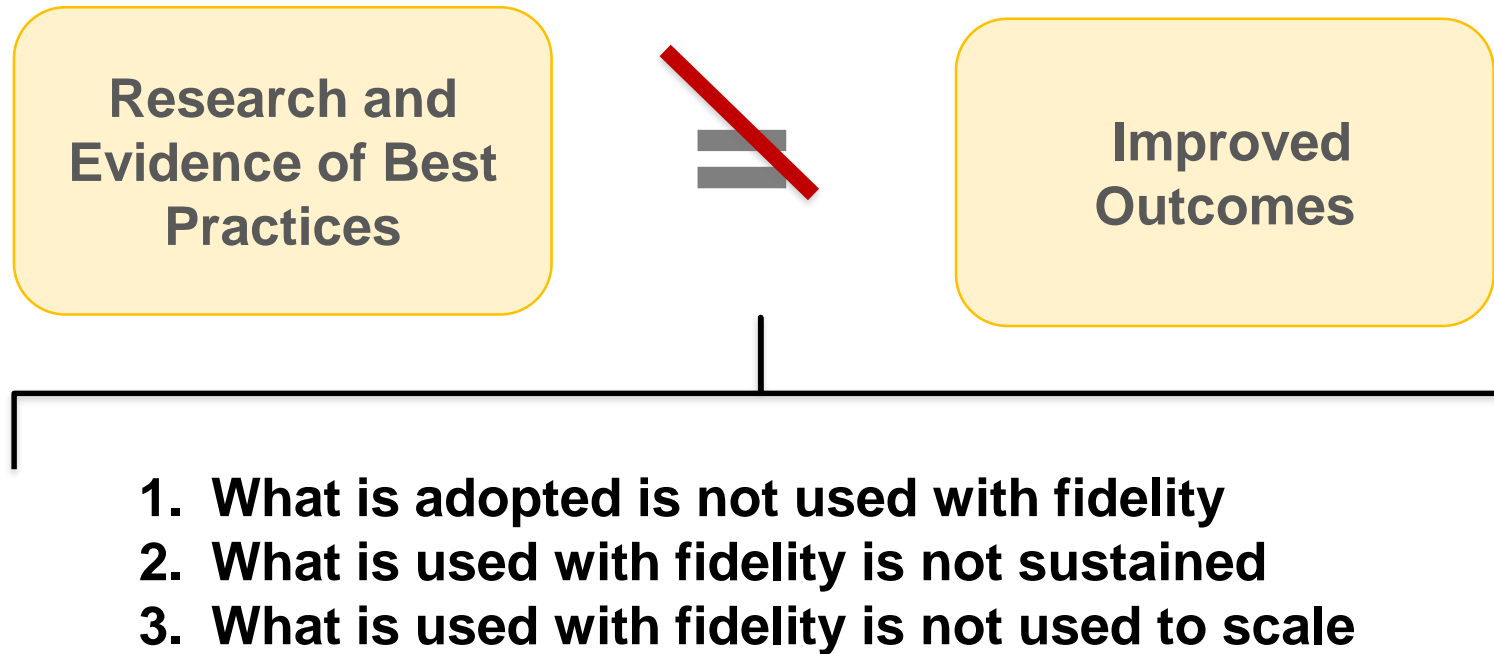


**Implementation science refers to the “methods or techniques used to enhance the adoption, implementation, and sustainability” of an intervention (Powell et al., 2015)**

**Implement = Use**



# Science to Service Gap: Implementation



# When used alone..

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



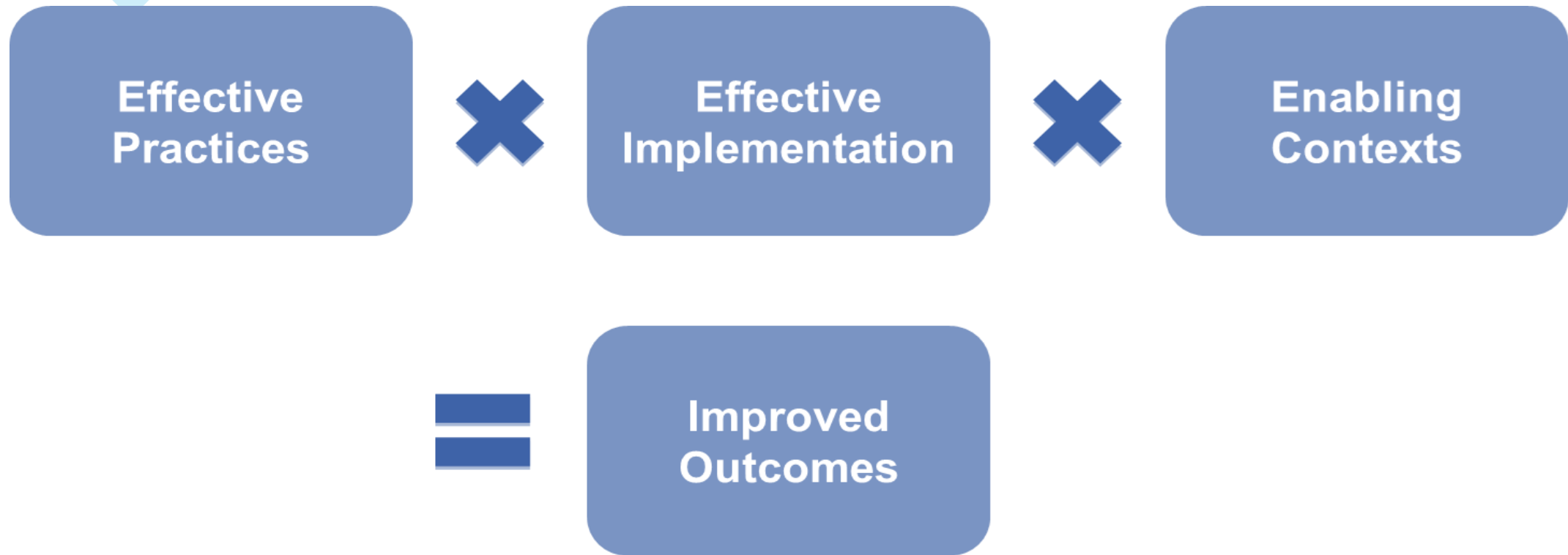
Use of Practices /  
Innovations As  
Intended



**Return on Investment: 5-15%**





# Active Implementation





# Effective Practices

- 
- **What works, for whom, why, and in what circumstances?**
  - **Who are we supporting to use the practice?**

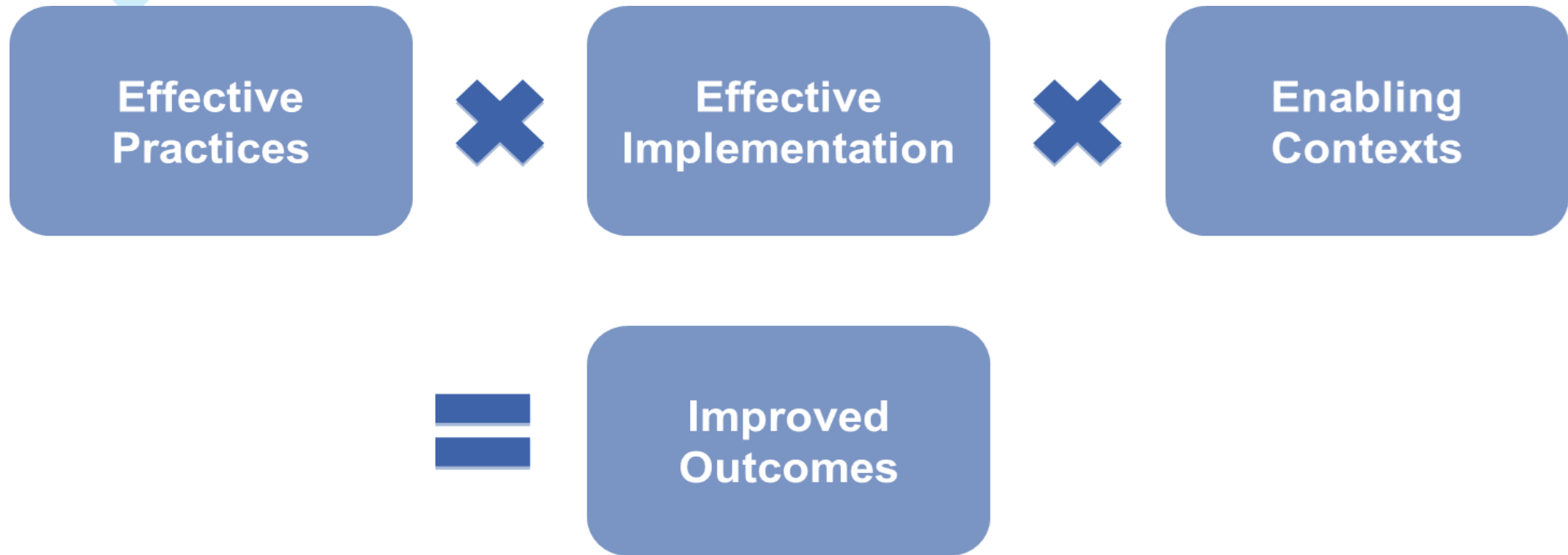


Contextual fit is the match between the strategies, procedures, or elements of a practice/program and the values, needs, skills and resources of those who implement and experience the practice/program.

(Horner, Blitz & Ross, 2014)



# Active Implementation





# 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



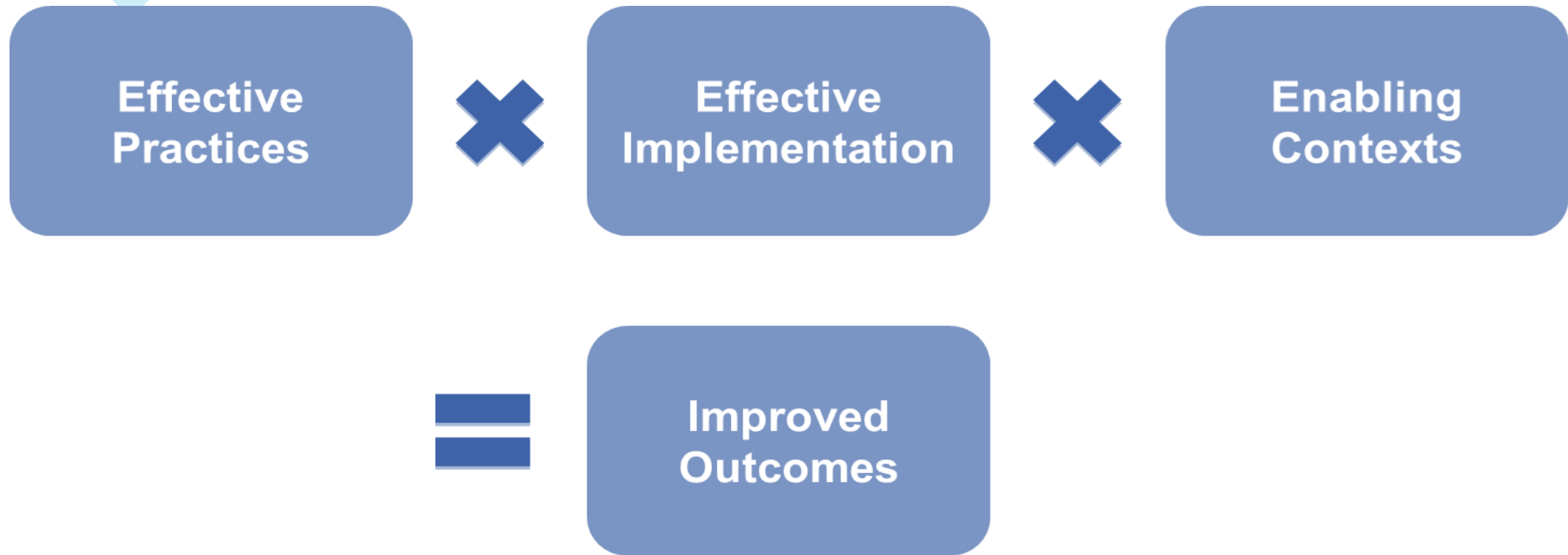
# Effective Implementation

- **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






# Enabling Context



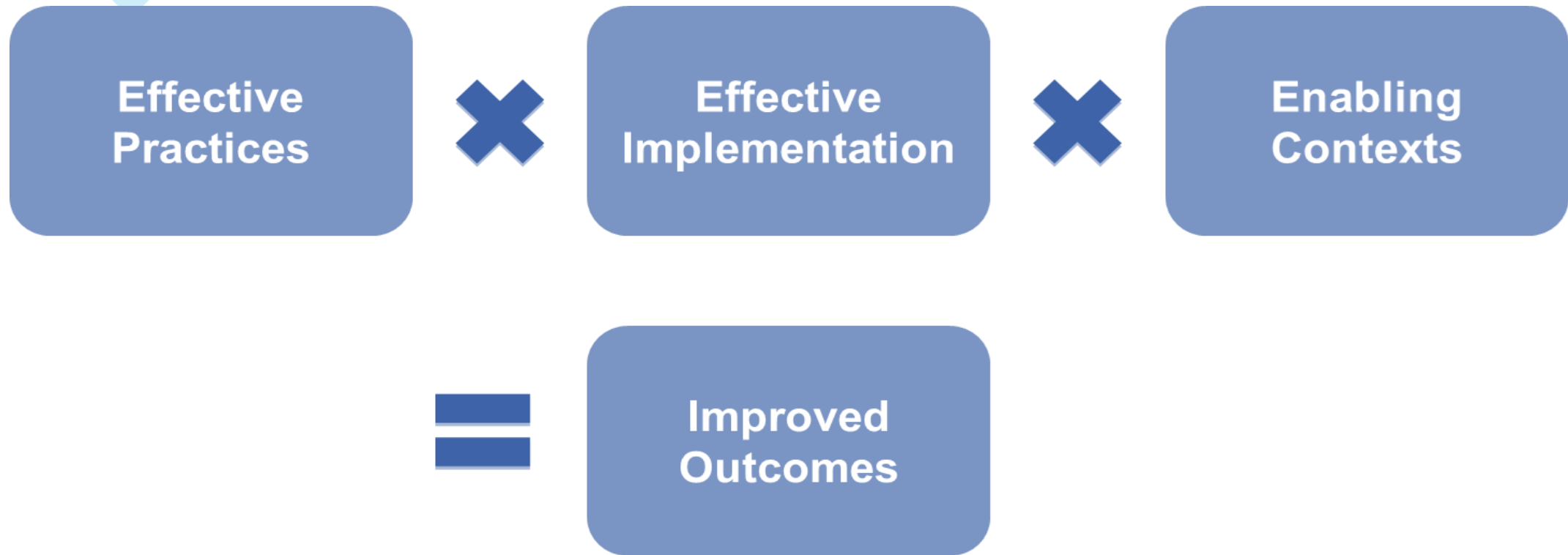
**VALUE:** Implementation is a *collaborative act*



**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



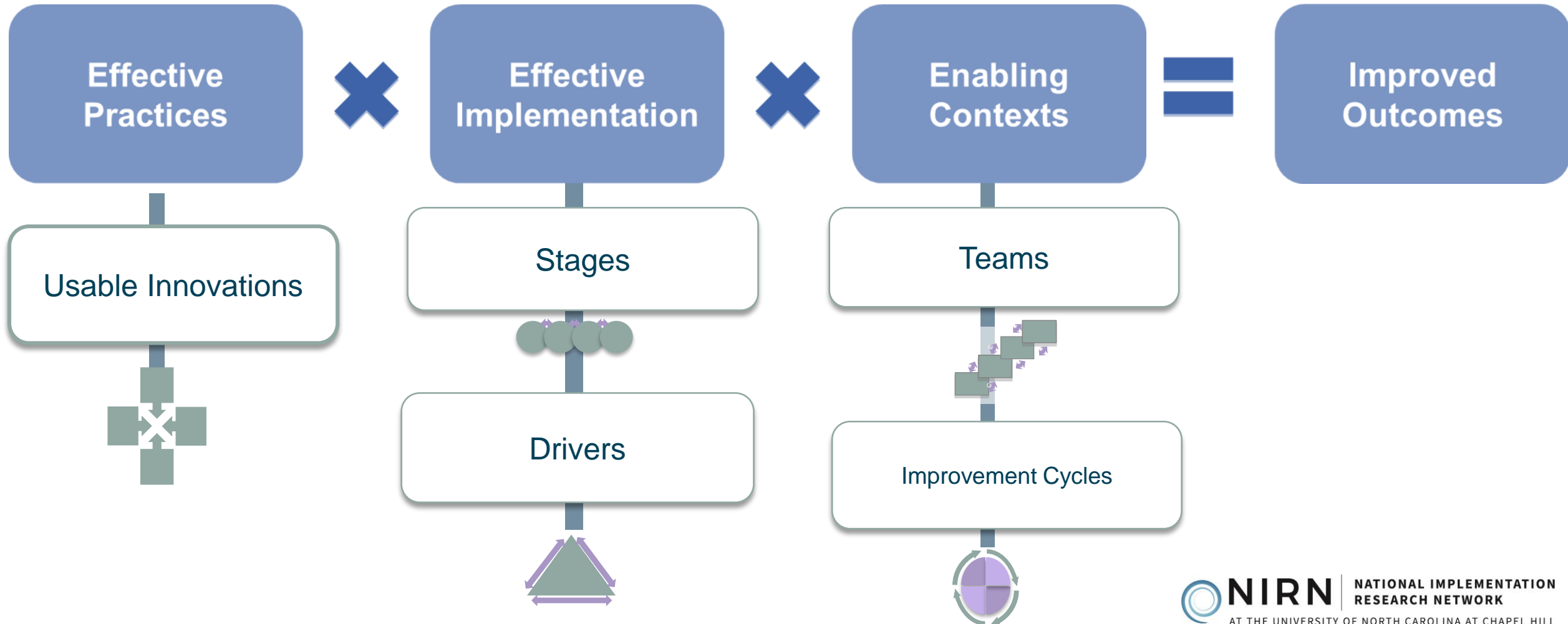


Change is  
great...

**...you go first!**



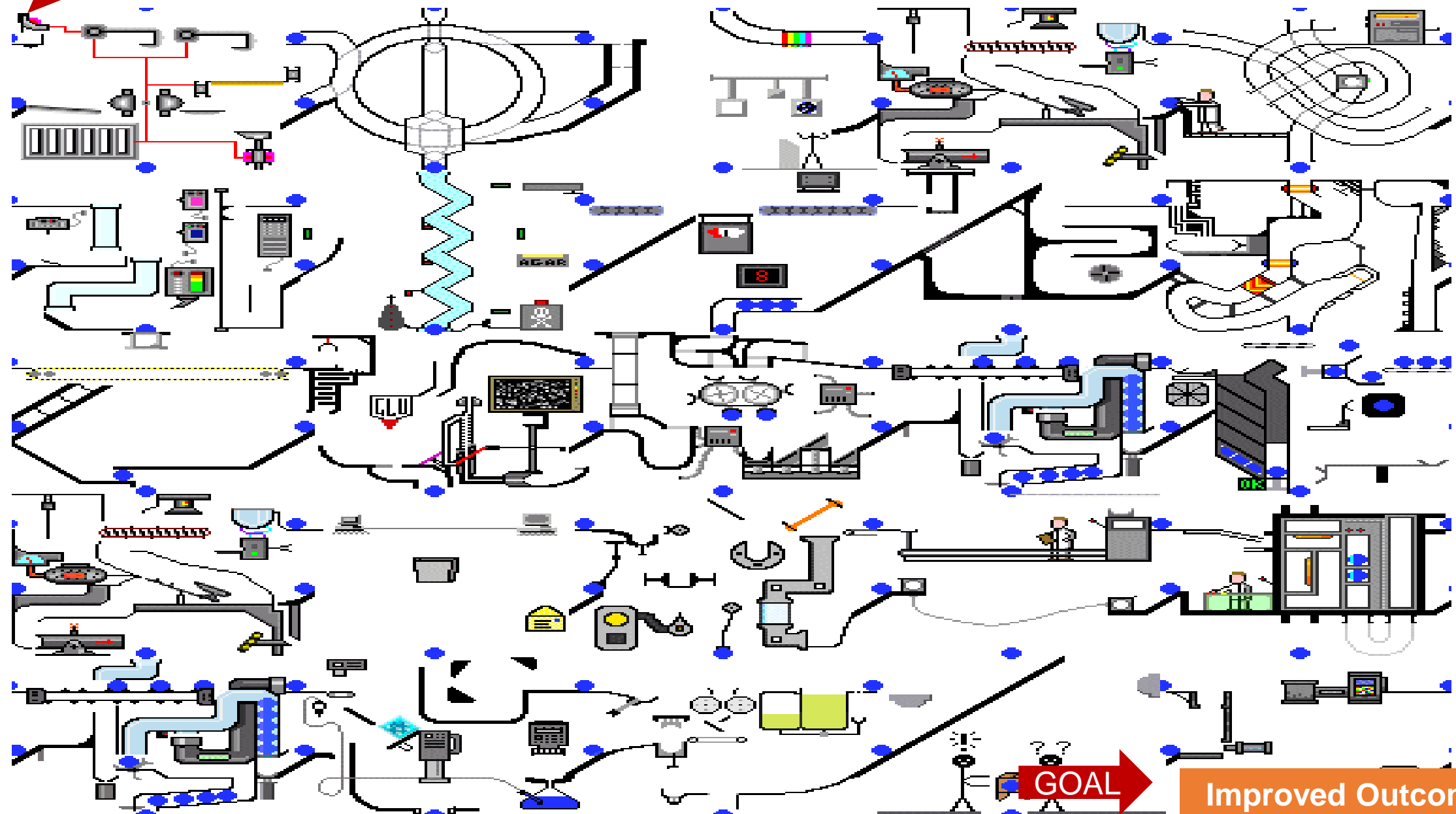
# Active Implementation Frameworks





EBPs/EIIs

# Our Current Context

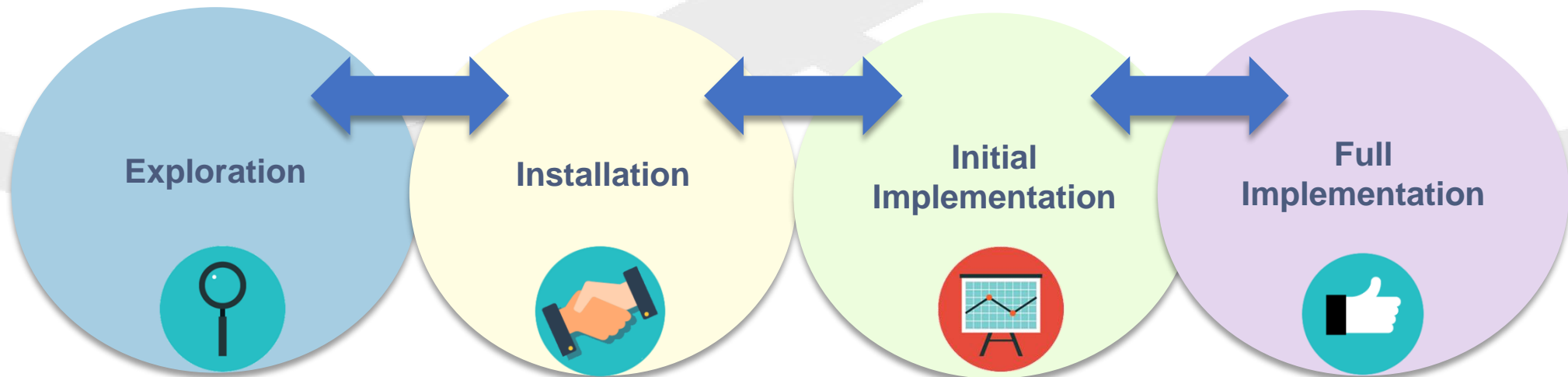


GOAL

Improved Outcomes



# Implementation Stages



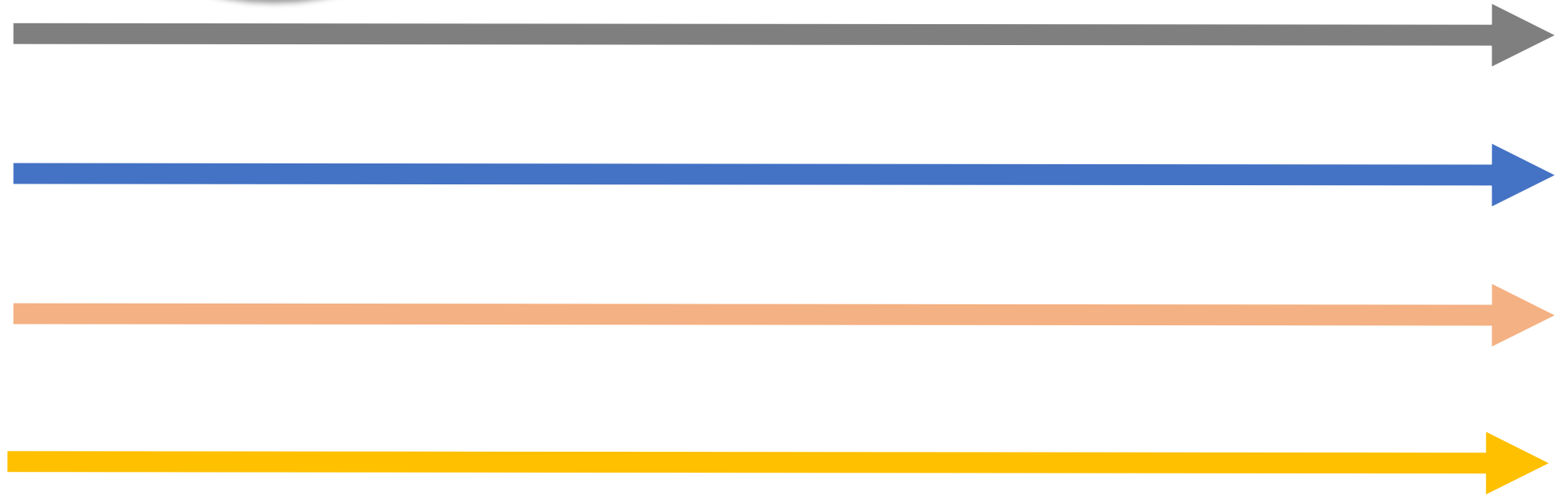
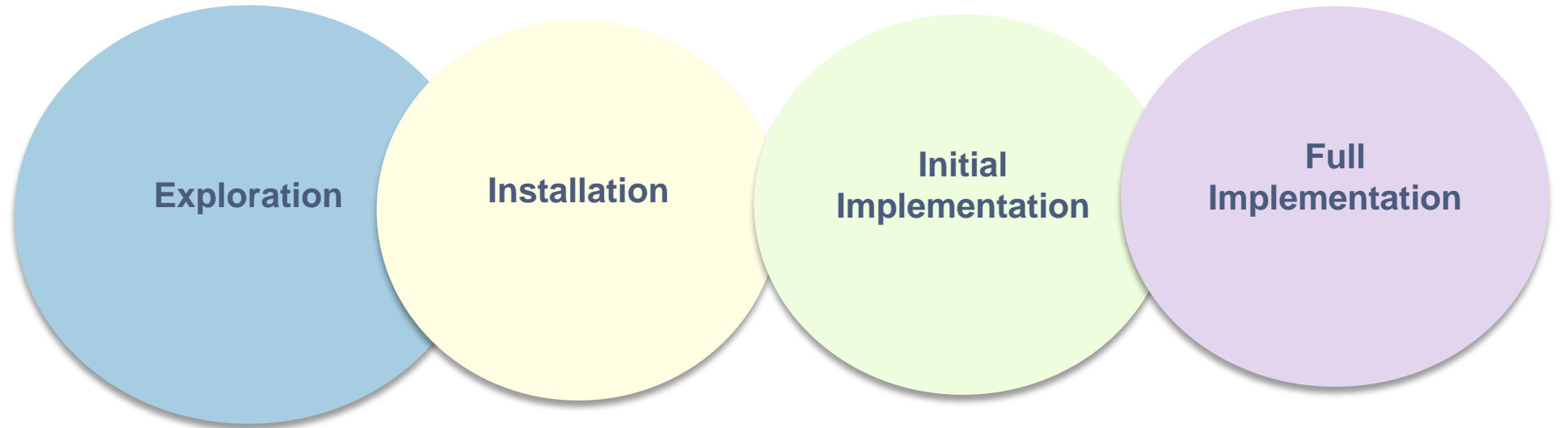
**Assess need;  
Examine fit and  
feasibility**

**Assure resources;  
Develop supports**

**Initiate practice;  
use data to  
improve  
supports**

**Practice is  
consistent;  
positive outcomes**

# In each stage....

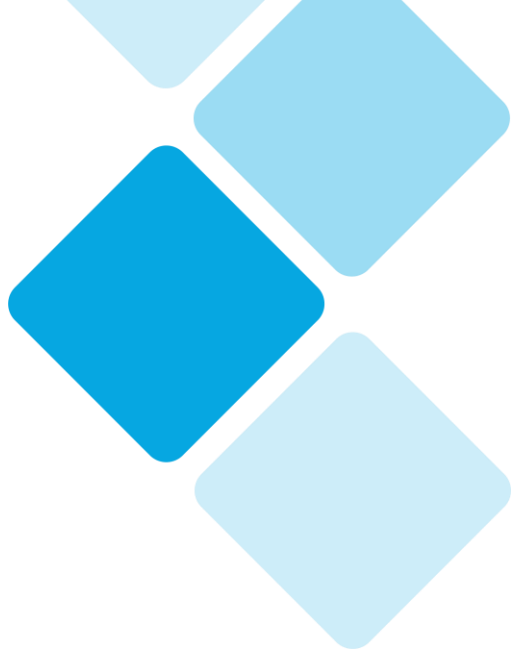


Usable  
Innovations

Teams

Implementation  
Drivers

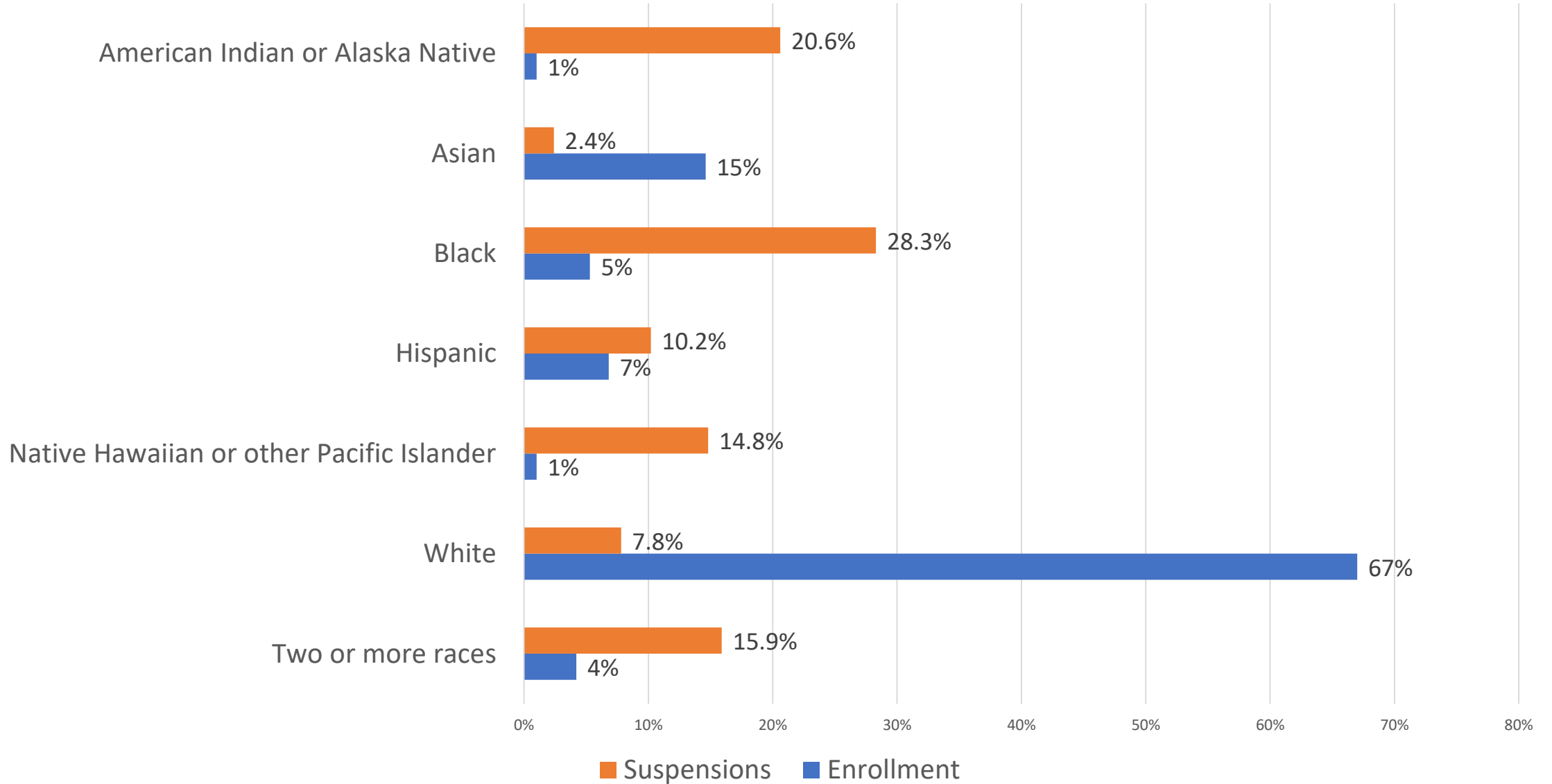
Improvement  
Cycles



# Case Example

# Ward District

Out-of-School Suspensions by race/ethnicity





# Exploration Stage



**Assess need;  
Examine fit and  
feasibility**

- 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

## IMPLEMENTATION SITE INDICATORS

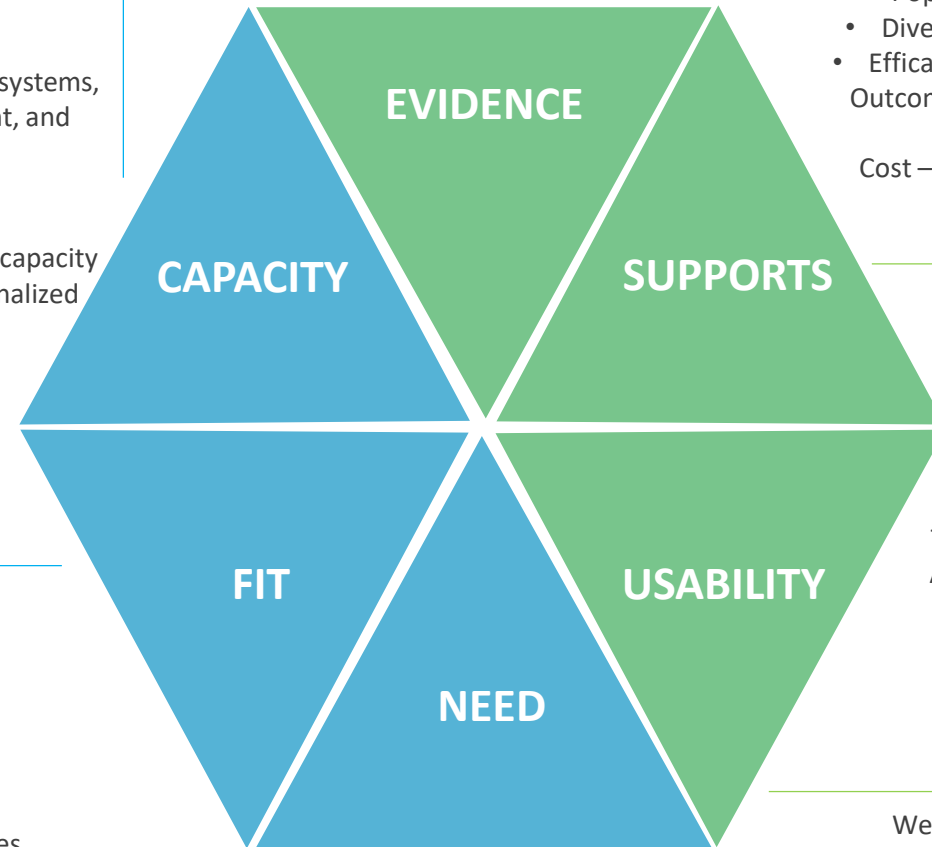
**CAPACITY TO IMPLEMENT**  
 Staff meet minimum qualifications  
 Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financially
- Structurally
- Cultural responsivity capacity

Buy-in process operationalized

- Practitioners
- Families

**FIT WITH CURRENT INITIATIVES**  
 Alignment with community, regional, state priorities  
 Fit with family and community values, culture and history  
 Impact on other interventions & initiatives  
 Alignment with organizational structure



## PROGRAM INDICATORS

**EVIDENCE**  
 Strength of evidence—for whom in what conditions:

- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

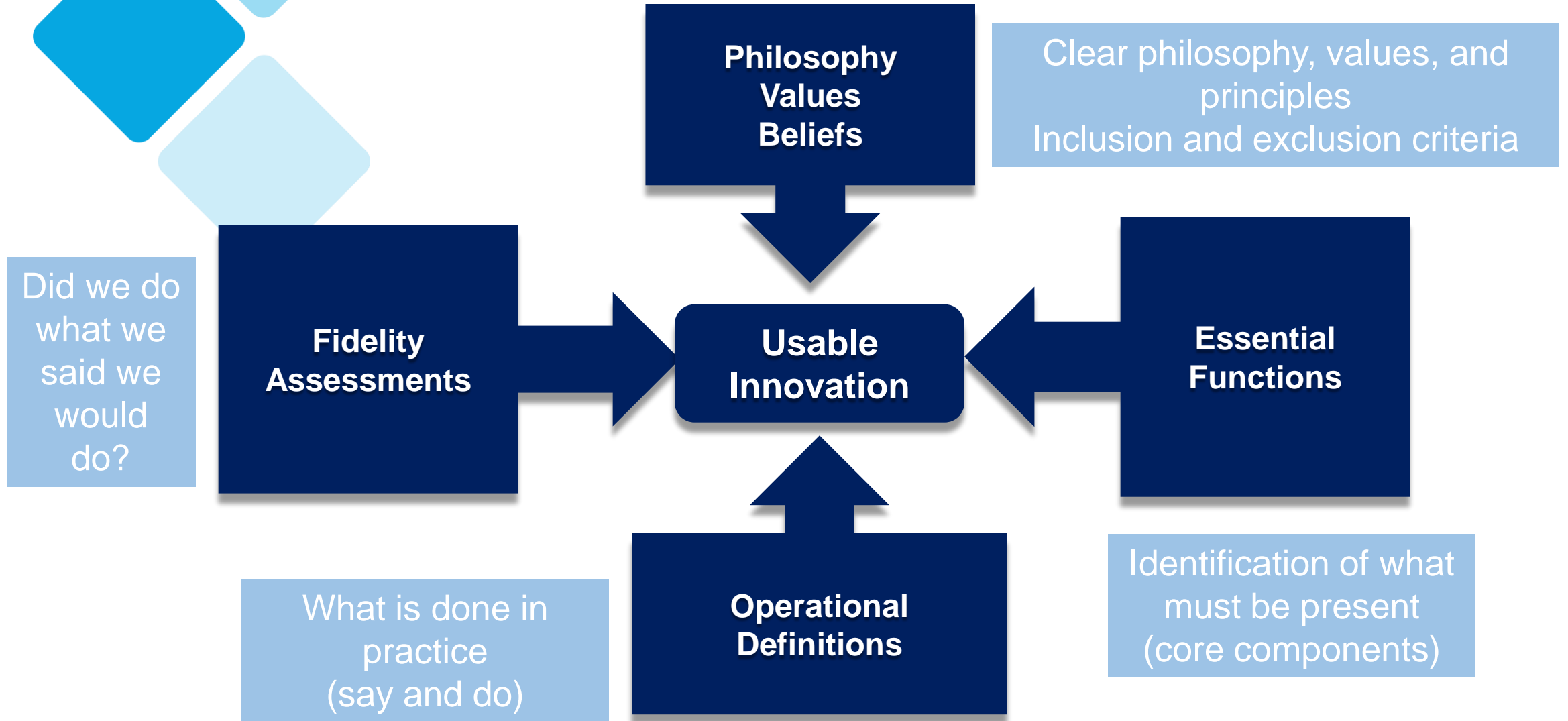
Outcomes – Is it worth it?  
 Fidelity data  
 Cost – effectiveness data

**SUPPORTS**  
 Expert assistance  
 Staffing  
 Training  
 Coaching & Supervision  
 Racial equity impact assessment  
 Data Systems  
 Technology Supports (IT)  
 Administration & System

**USABILITY**  
 Well-defined program  
 Mature sites to observe  
 Several replications  
 Adaptations for context

**NEED**  
 Target population identified  
 Disaggregated data indicating population needs  
 Parent & community perceptions of need  
 Addresses service or system gaps

# Usable Innovation





# 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



**Assess need;  
Examine fit and  
feasibility**

- 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)

“

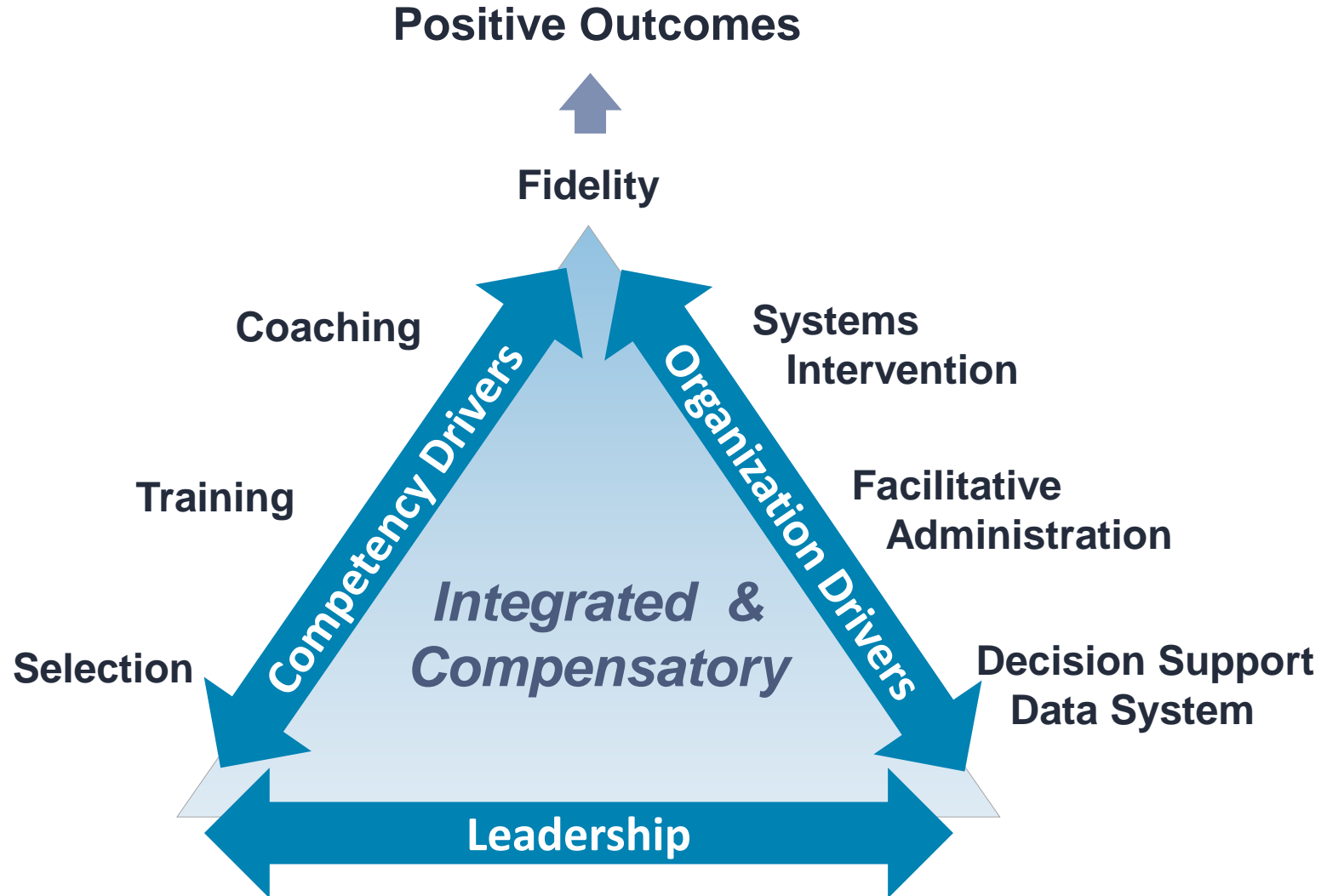
The Ministry of Social Affairs has gone from only thinking implementation when a law has been passed in Parliament. We have to think implementation before laws are adopted to have a better understanding of what works, what is possible, who are those implementing, what is their reality, what do they demand. 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*

A woman with long dark hair, wearing a green button-down shirt and blue jeans, stands in a brightly lit classroom. The room is filled with educational toys, including a colorful rug with letters and numbers, a wooden rocking chair with a blue cushion, and various storage bins. A white text box is overlaid on the right side of the image, containing the question: "What supports does Asha need to be successful in her role as a provider?".

**What supports does Asha need to be successful in her role as a provider?**

# Implementation Drivers





# Installation Stage



Installation

Assure resources;  
Develop supports

- 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



Installation

Assure resources;  
Develop supports

- 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





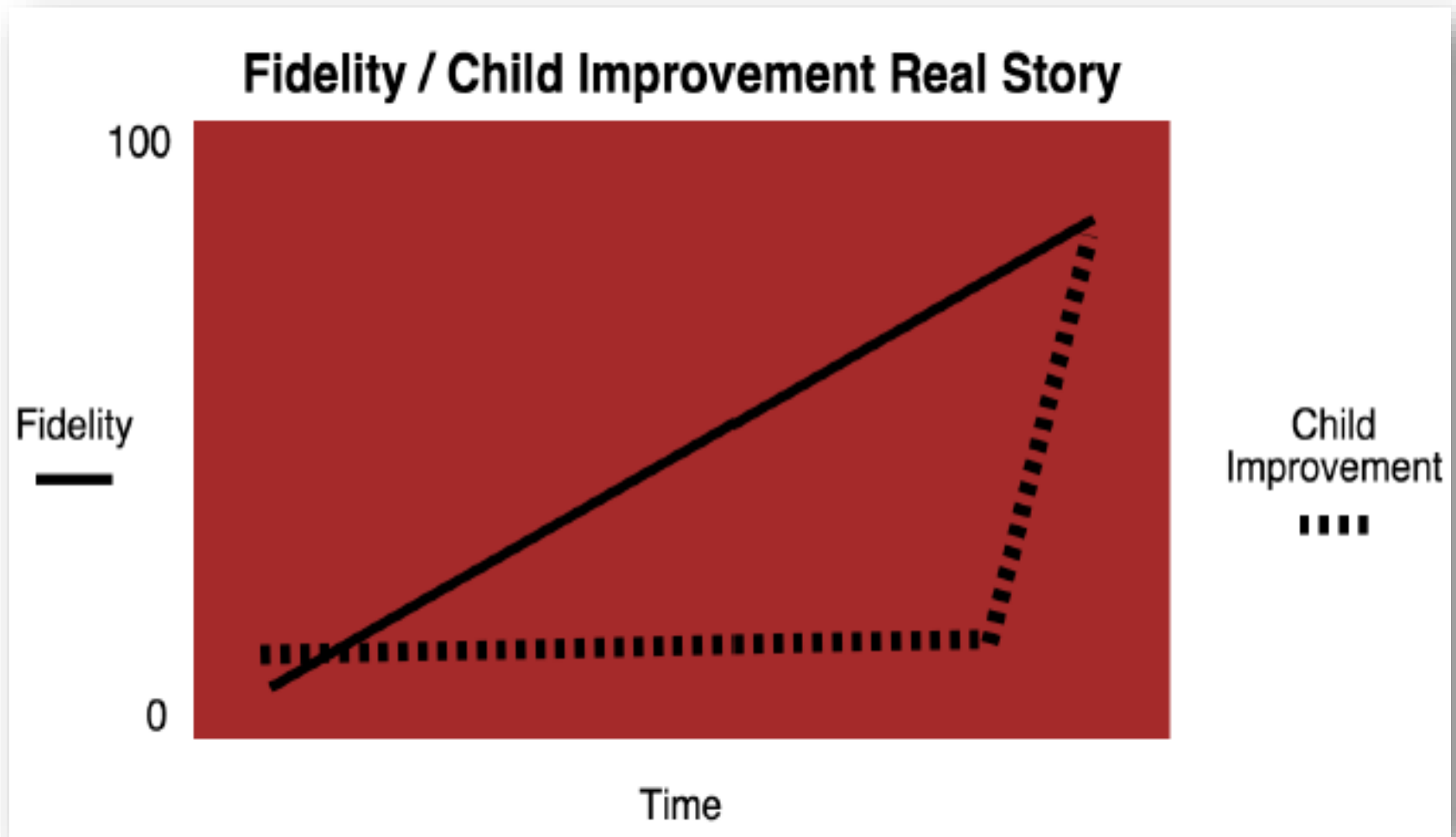
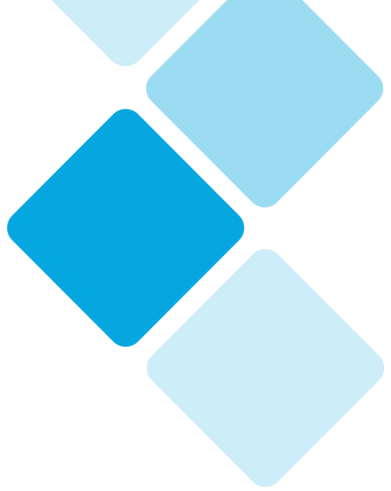
# Initial Implementation Stage



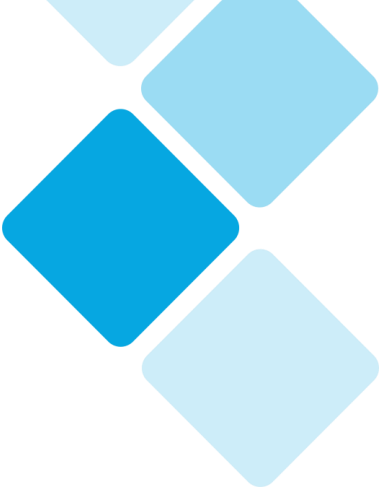
## Initial Implementation

Initiate practice;  
use data to  
improve  
supports

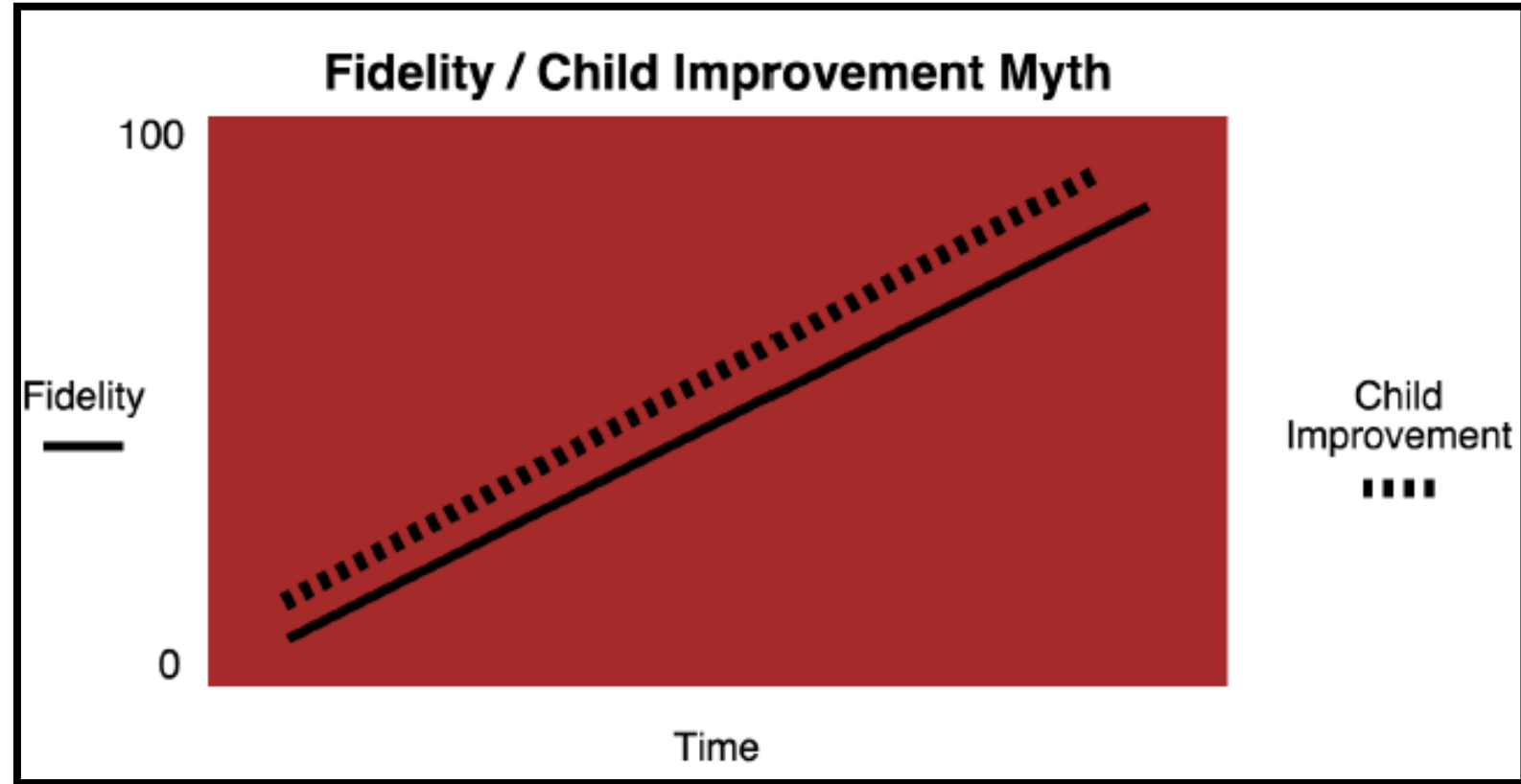
- Conducting assessment of initial selection, training, and coaching processes
- Ensuring training and coaching is provided with fidelity
- Using data within a plan do study act process to identify improvements and address barriers
- Communicating/Creating Readiness



Strain, 2016



# Adults Supported By Coaching To Fidelity



Strain, 2016



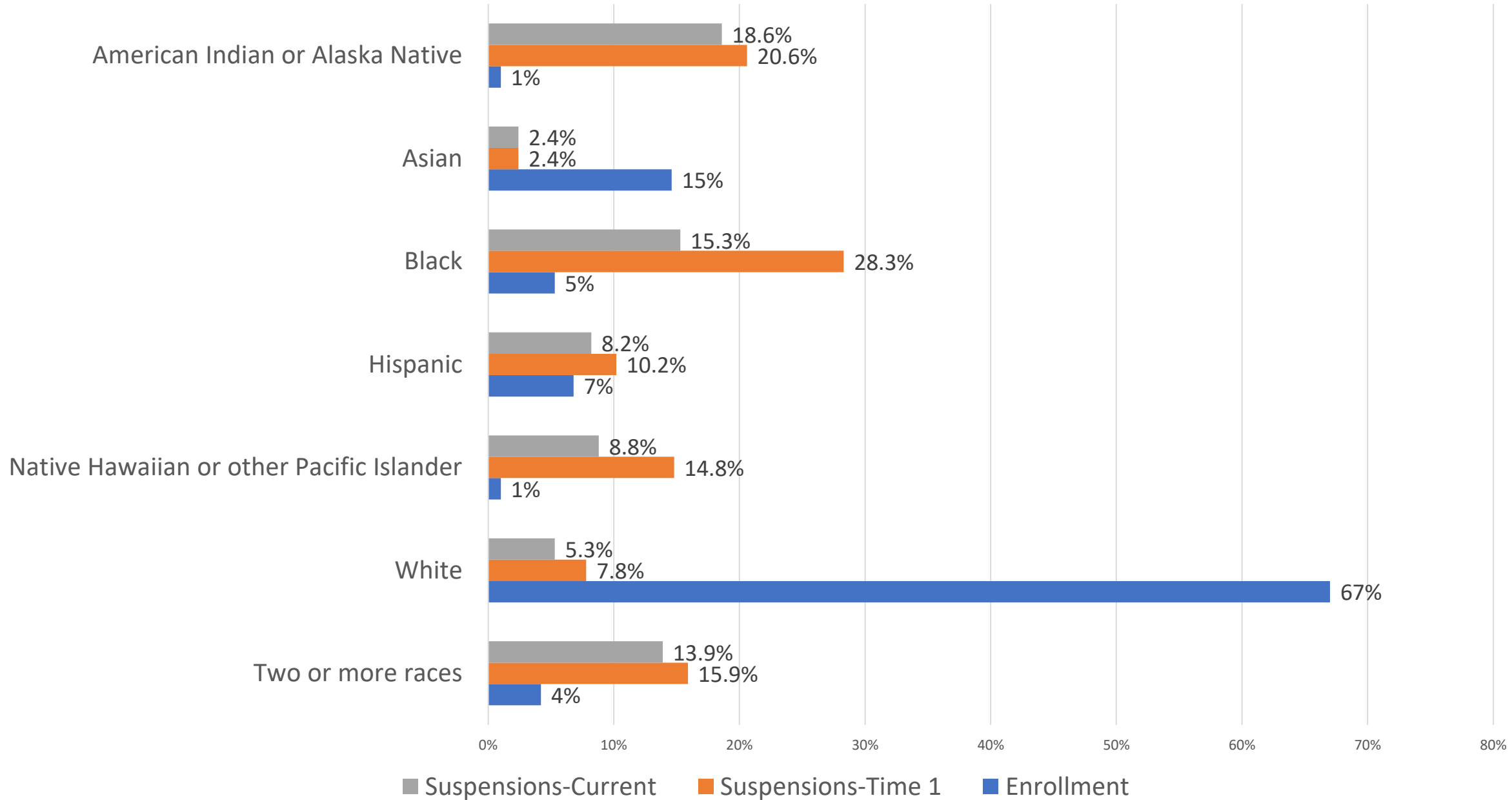
**FRANK PORTER GRAHAM  
CHILD DEVELOPMENT INSTITUTE**



**NATIONAL IMPLEMENTATION  
RESEARCH NETWORK**

# Ward District

## Out-of School Suspensions by Race/Ethnicity Over Time



# 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



**Initial  
Implementation**

**Initiate practice;  
use data to  
improve  
supports**

- 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

# 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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