



# Making it Happen: Implementation Drivers and Stages

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UNC

FPG CHILD DEVELOPMENT INSTITUTE

# Implementation Science

 **Hand out matrix**




 **Hand out RFP process**

# Work of Implementation

**“Systems don’t change - people do.”**

– Jim Wotring, Georgetown University

## **Changing the thinking and behavior of:**

-  **Adult human service professionals (teachers, staff) so that positive outcomes are more frequently created for students.**
-  **Administrators in organizations (Principals, Assistant Principals) to support new ways of work**
-  **System directors, policy makers, and funders (District Staff, SEA) so that implementation is supported and outcomes can be achieved**

# Work of Implementation

- Changing the behavior of adult human service professionals is hard work
- It requires a systematic approach to support behavior change of practitioners, administrators, and policy makers
- It requires the application of Implementation Drivers and Stages

# Implementation Science

## Some fundamental features

# Implementation Science

 **Students cannot benefit from interventions they do not experience**

# Implementation Science

|              |               | IMPLEMENTATION   |                      |
|--------------|---------------|--|----------------------|
|              |               | Effective  | NOT Effective        |
| INTERVENTION | Effective     | <b>Student Benefits</b>  | <b>Poor Outcomes</b> |
|              | NOT Effective | <b>Highly variable, often ineffective, sometimes harmful to students, families, and adults</b> |                      |

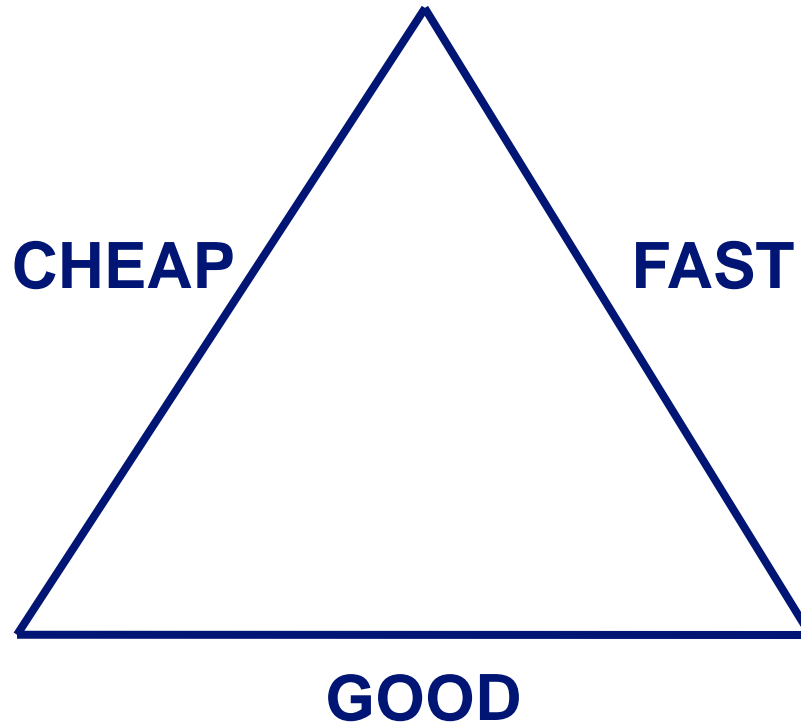
(Institute of Medicine, 2000; 2001; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1983; Department of Health and Human Services, 1999)

# Stages of Implementation

 **Implementation is a process,  
not an event**

# Wexelblatt's Scheduling Algorithm

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When developing a program you may pick any two.

# Student Benefits

## Stages of Implementation

• Exploration

• Installation

• Initial Implementation

• Full Implementation

• Innovation

• Sustainability

Performance Assessment  
(Fidelity)

Coaching

Systems  
Intervention

2 – 4 Years

Adaptive

Organization

Facilitative  
Administration

Integrated &  
Compensatory

Decision Support  
Data System

Selection

Technical

Leadership

# Stages of Change

- **Pre-contemplation (Say what?)**
- **Contemplation (Let me think about it.)**
- **Preparation (I think I will do that.)**
- **Action (I am trying it now.)**
- **Implementation (I am working out the bugs as I try to do it.)**
- **Maintenance (Say what?)**

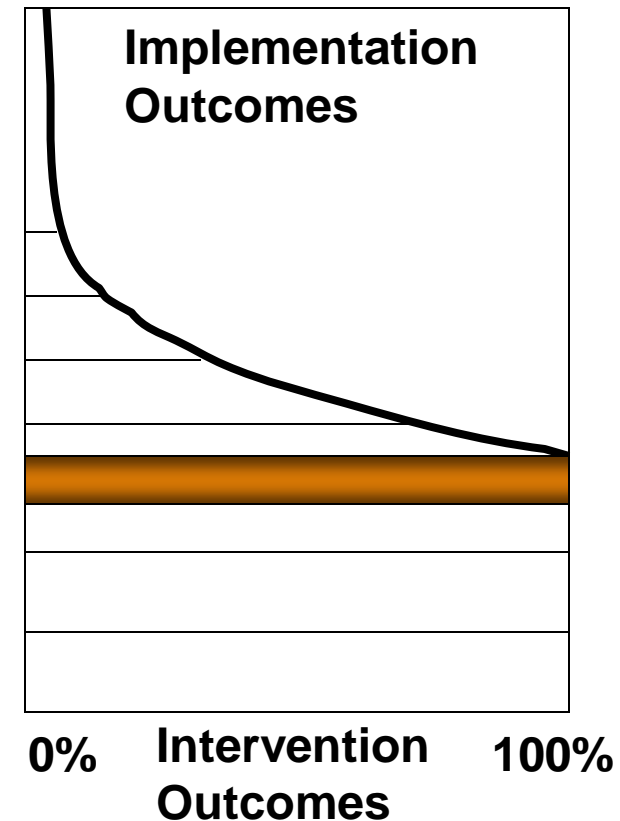
Hall & Hord, 1978

Prochaska & DiClemente, 1982

# Stages of Implementation

Implementation occurs in stages:

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**
- **Innovation**
- **Sustainability**



Fixsen, Naom, Blase, Friedman, & Wallace, 2005

# Implementation Drivers

- **Implementation Drivers are methods to develop, improve, and sustain competent uses of innovations.**
- **Implementation Drivers are methods to create and sustain hospitable organizational and systems environments for effective education**

# Implementation Science

## Letting it happen

 Recipients are accountable

## Helping it happen

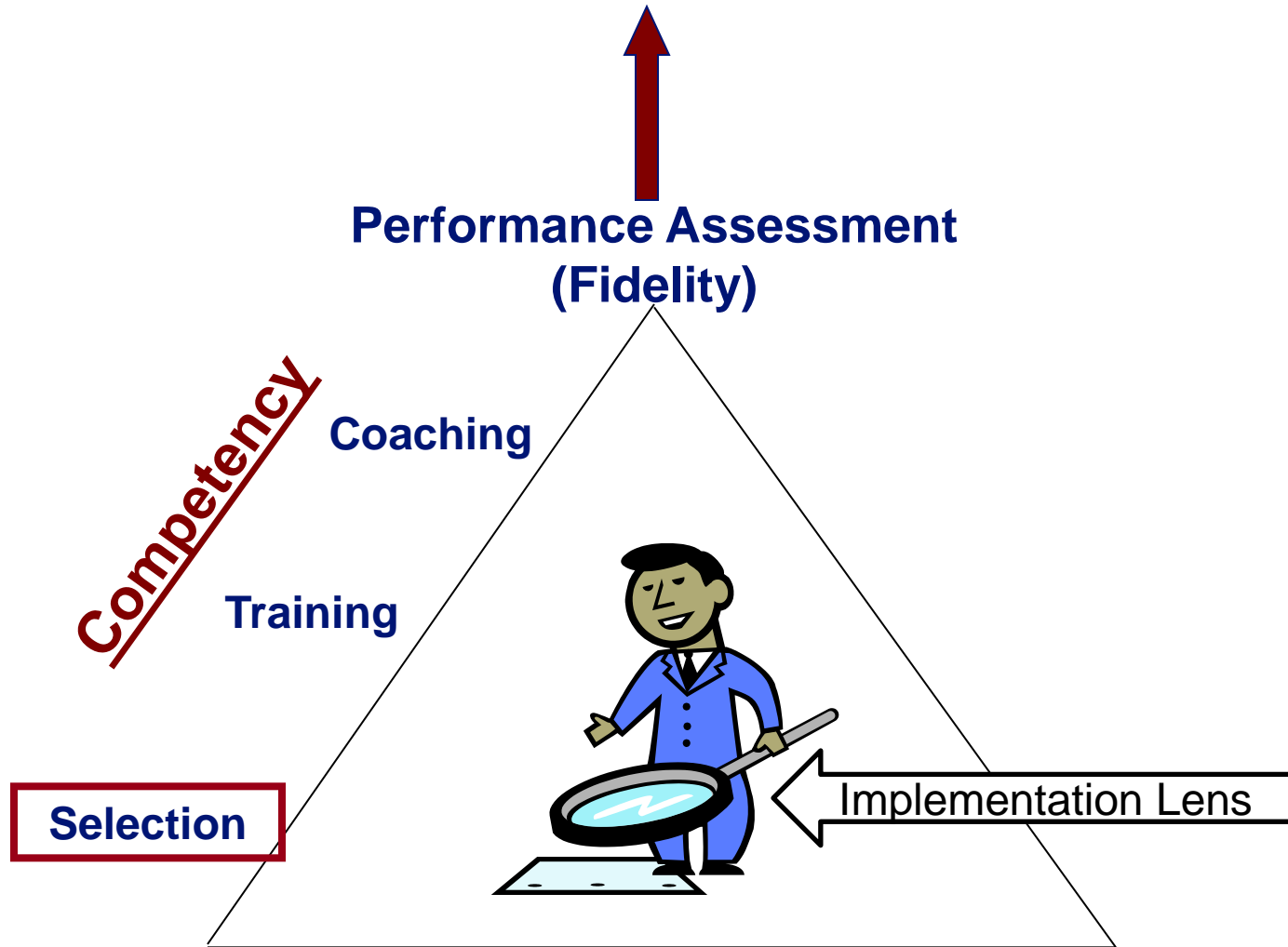
 Recipients are accountable

## Making it happen

 Implementation teams are  
accountable: **THEY DO THE WORK**

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004

# Student Benefits



# Recruitment and Selection

**It's about “choice” and “fit”  
for:**

 **Current Staff**

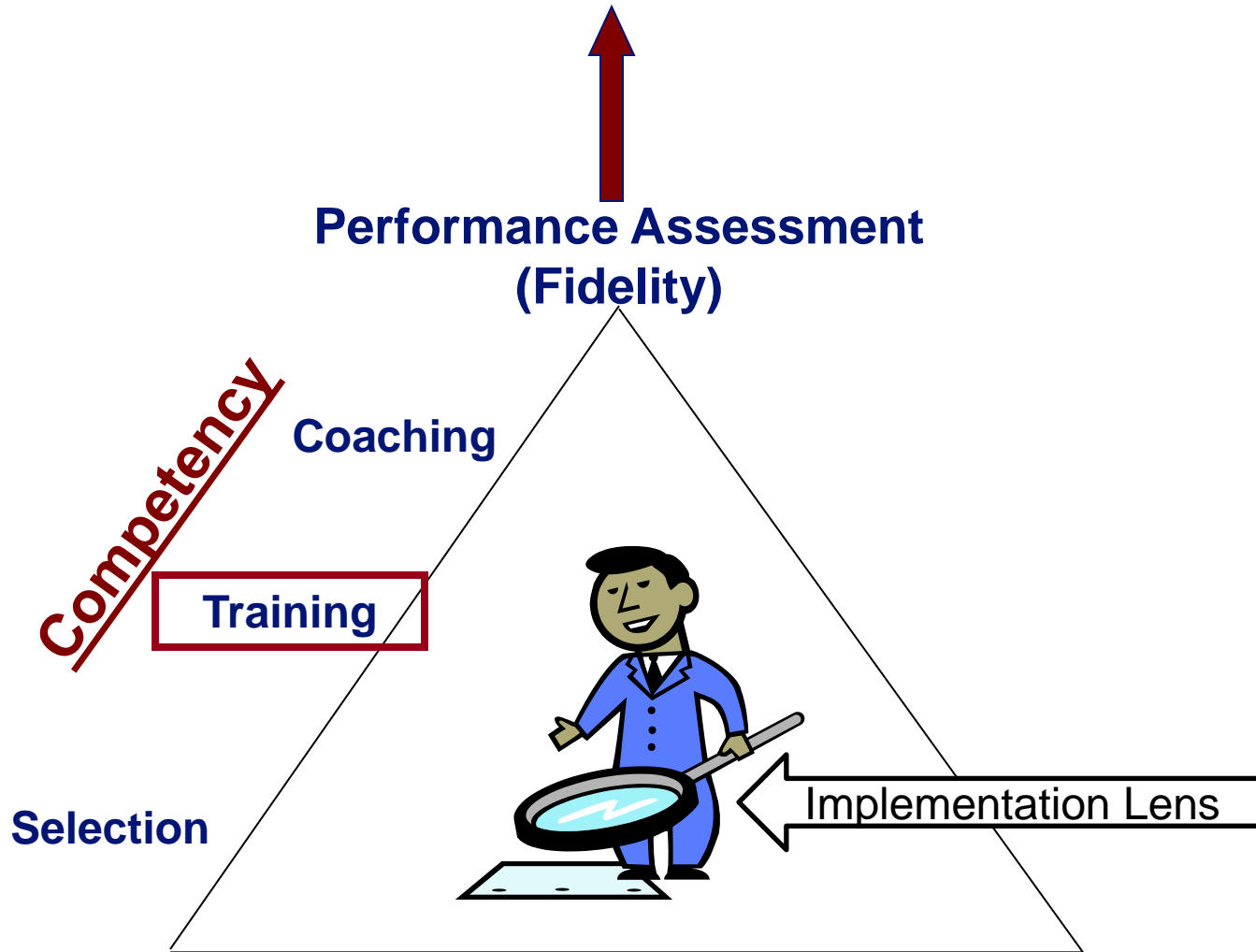
 **New Staff**

# Recruitment and Selection

## Purposes:

- 🚩 **Select for the “unteachables”**
- 🚩 **Screen for pre-requisites**
- 🚩 **Set expectations**
- 🚩 **Allow for mutual selection**
- 🚩 **Improve likelihood of retention after “investment”**
- 🚩 **Improve likelihood that training, coaching and supervision will result in actual use of an innovation**

# Student Benefits



# On-Site Professional Development

## Purposes:

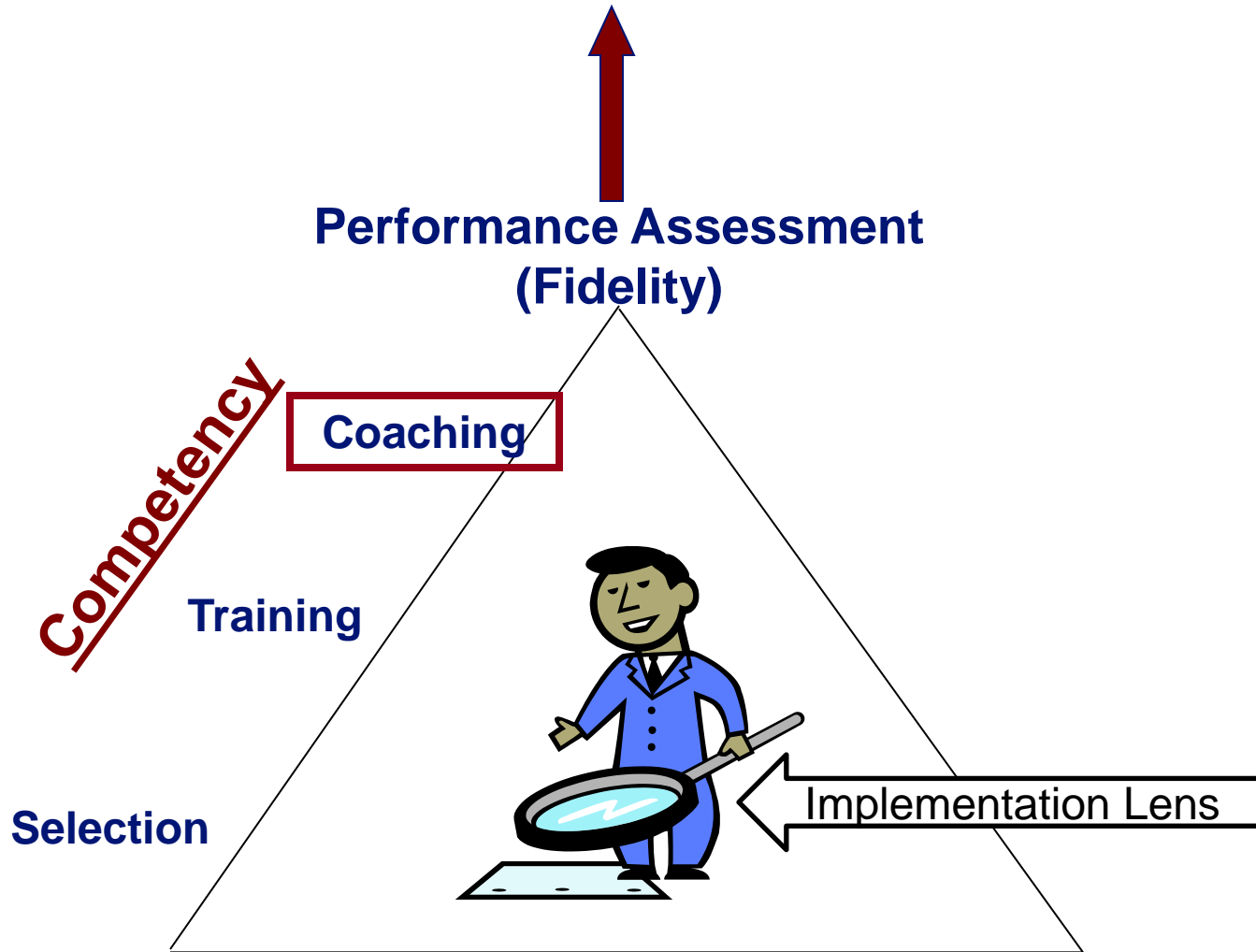
- Knowledge acquisition
- Basic Skill Development
- “Buy-in”

## Implementation Best Practices:

- Theory grounded (adult learning)
- Skill-based
  - Behavior Rehearsals vs. Role Plays
  - Practice to Criteria
- Feedback to Selection and Feed Forward to Supervision
- Data-based (pre and post testing)



# Student Benefits



# Coaching Impact

|   | <b>OUTCOMES</b>   |                            |                             |
|---|---|----------------------------|-----------------------------|
|   | <b>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom</b> |                            |                             |
| <b>TRAINING COMPONENTS</b>                      | <b>Knowledge</b>  | <b>Skill Demonstration</b> | <b>Use in the Classroom</b> |
| <b>Theory and Discussion</b>                    | <b>10%</b>  | <b>5%</b>                  | <b>0%</b>                   |
| <b>...+Demonstration in Training</b>            | <b>30%</b>  | <b>20%</b>                 | <b>0%</b>                   |
| <b>...+ Practice &amp; Feedback in Training</b> | <b>60%</b>  | <b>60%</b>                 | <b>5%</b>                   |
| <b>...+ Coaching in Classroom</b>               | <b>95%</b>  | <b>95%</b>                 | <b>95%</b>                  |

Joyce and Showers, 2002

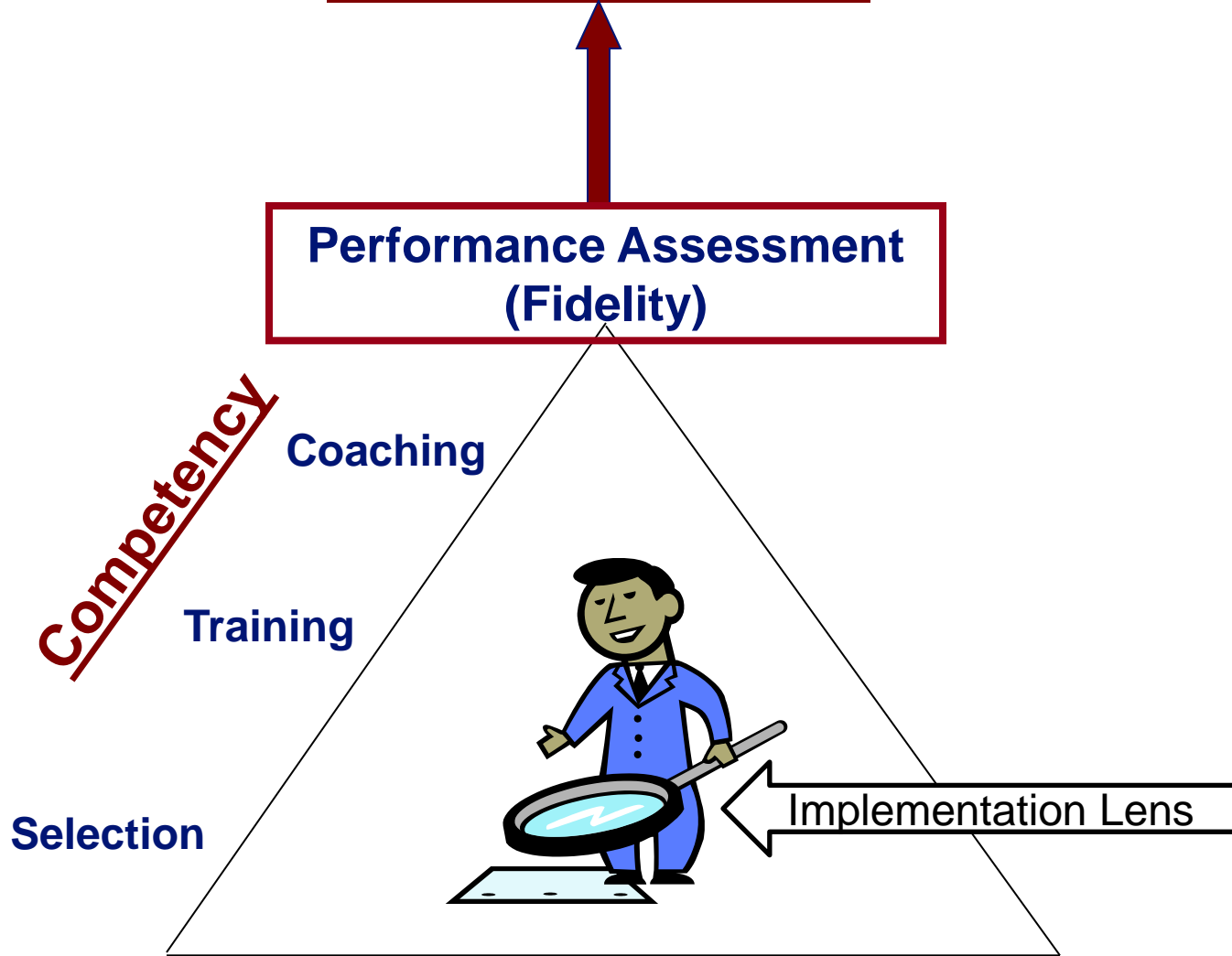
# Supervision and Coaching

## Purposes:

- **Ensure implementation**
- **Develop good judgment**
- **Ensure fidelity**
- **Provide feedback to selection and training processes**
- **Provide feedback to facilitative administrators**



# Student Benefits



# Fidelity Matters

 **Higher Fidelity is correlated with better outcomes across a wide range of programs and practices**

 **Adult Mental Health – ACT, IPS, IDDT**

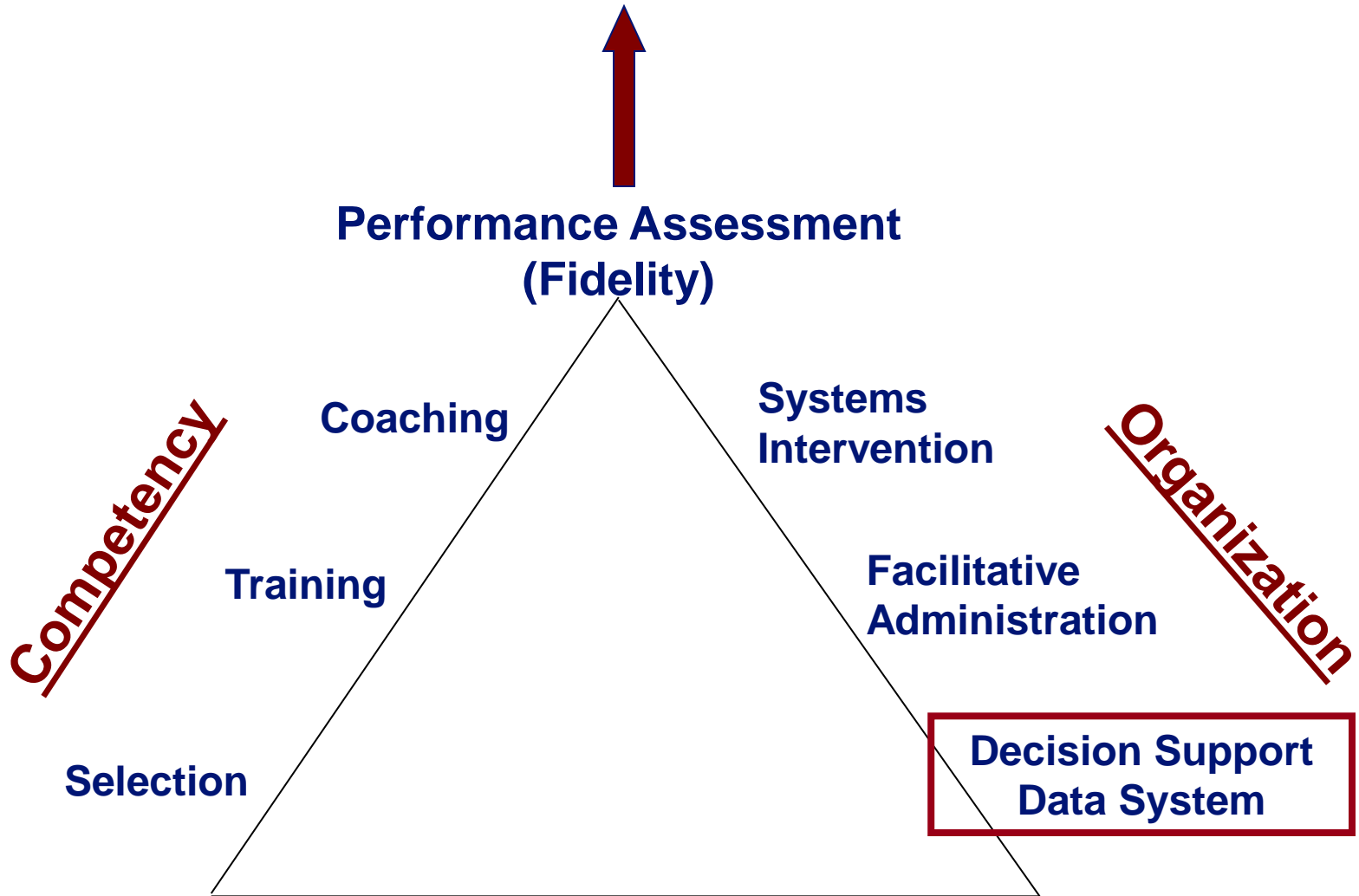
 **Medicine – DOTS, Texas Algorithm, OMAP**

 **Children’s Services – FFT, MST, Wraparound, TFM**

 **Education – HiPlaces, SWPBS, STEP**

 **School-Based MH Prevention Programs - PATHS**

# Student Benefits



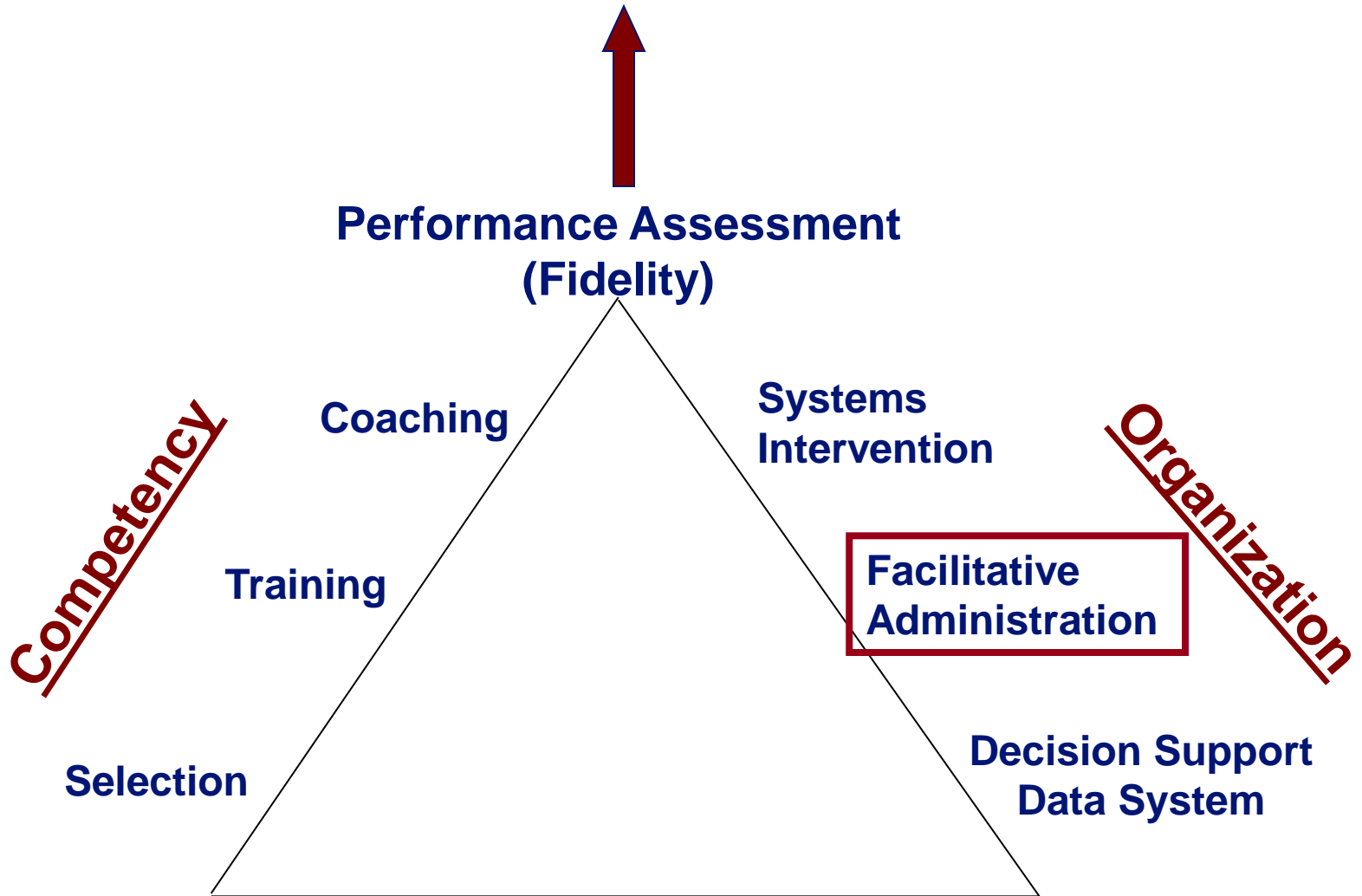
# Decision Support Data Systems



## Purposes:

- To make a difference for students and society
- Provide information to assess effectiveness of education strategies
- To guide further program development
- Celebrate success
- Engage in continuous quality improvement
- Be accountable

# Student Benefits



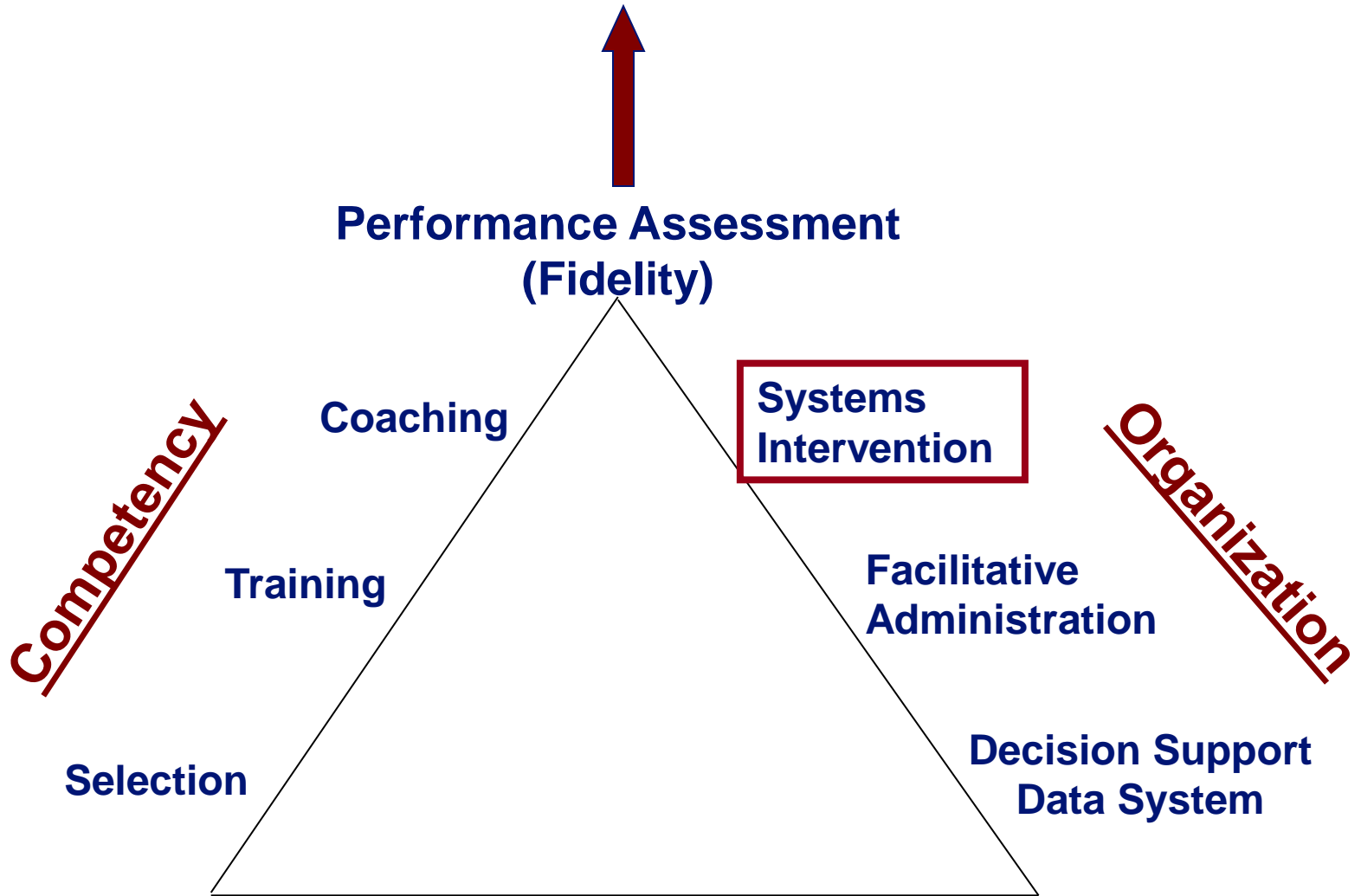
# Facilitative Administrative Supports

**No such thing as a purely administrative decision!!....They are all decisions about support for teacher and staff effectiveness**

## **Purposes:**

- 🚩 Facilitates installation and implementation**
- 🚩 Takes the lead on Systems Interventions**
- 🚩 Looks for ways to make work of teachers and staff easier and more effective**

# Student Benefits







# Systems Intervention

## Systems Trump Programs!

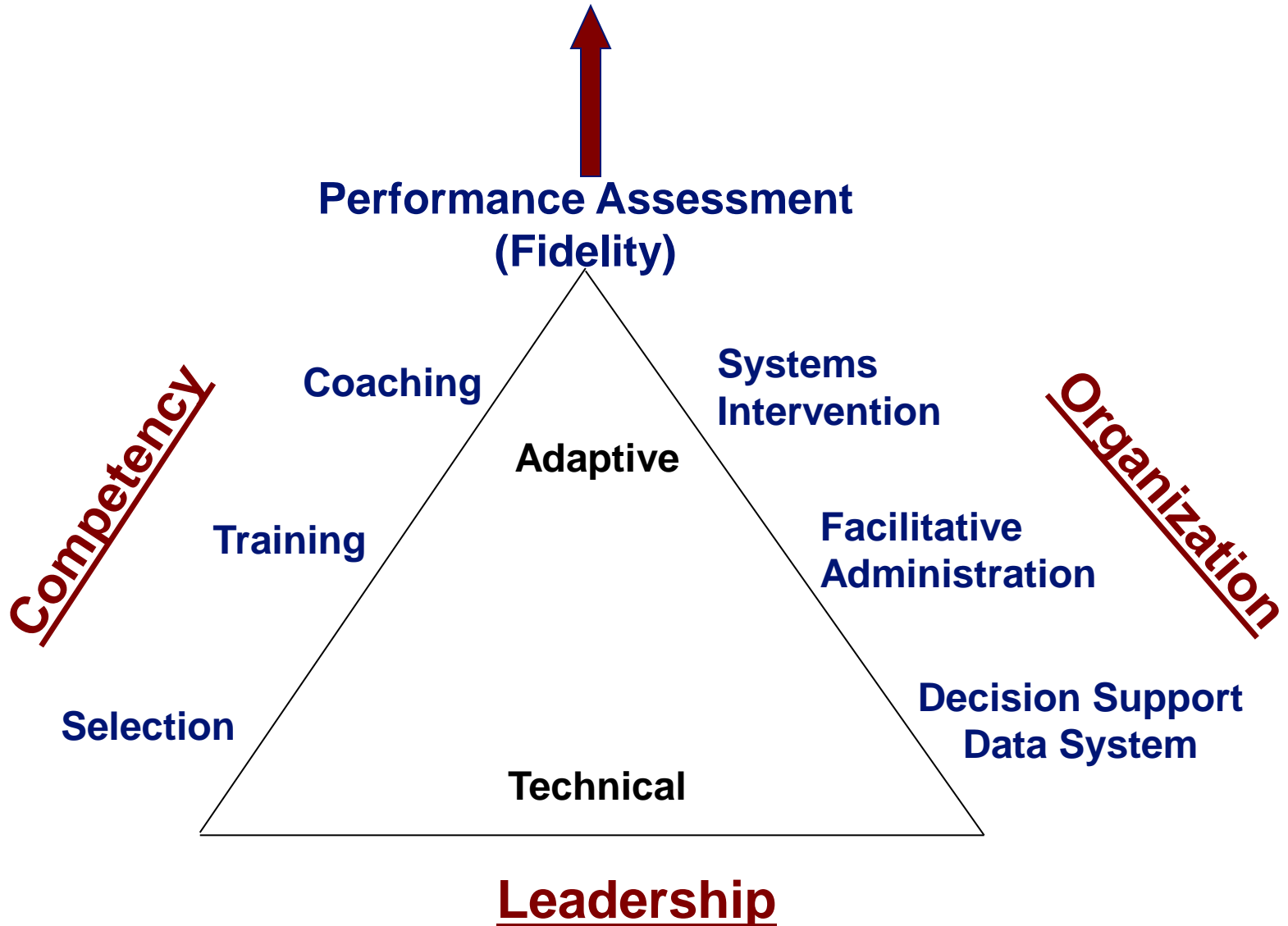
- Patrick McCarthy, Annie E. Casey Foundation

**Goes on at**

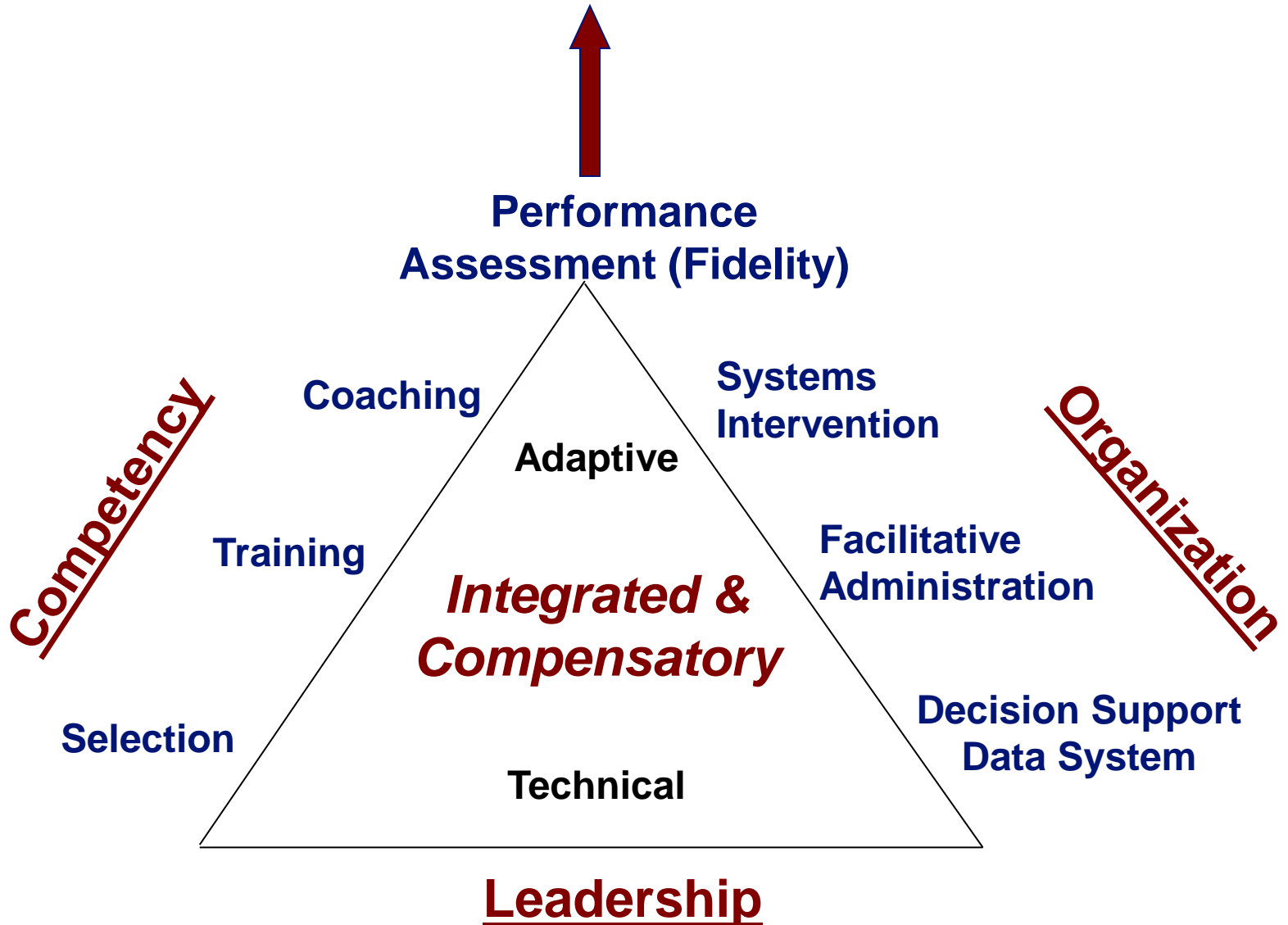
-  **practice**
-  **program**
-  **agency**
-  **and systems levels**



# Student Benefits



# Student Benefits






# Integrated and Compensatory

## Integrated

- 
**Consistency in philosophy, goals, knowledge and skills across the innovation and Implementation Drivers**

## Compensatory

- 
**A weakness in one level can be offset by added strengths at other levels**
  - 
**At the Implementation Driver level**
  - 
**At the teacher, staff, administrator level**

# Implementation Science

## Letting it happen

 Recipients are accountable

## Helping it happen

 Recipients are accountable

## Making it happen

 Implementation teams are  
accountable: **THEY DO THE WORK**

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004

# Implementation Team

- A group that knows the innovation very well (formal and practice knowledge)
- A group that knows implementation very well (formal and practice knowledge)
- A group that knows improvement cycles to make intervention and implementation methods more effective and efficient over time

# Implementation Team

- ▶ **Minimum of three people (four or five preferred) to promote effective, efficient, and sustainable implementation, organization change, and system transformation work**
- ▶ **Requisite variety of knowledge, skills, and abilities**
- ▶ **Capacity for sustaining relationships among stakeholders**
- ▶ **Tolerate turnover**

# Implementation Team

## Simultaneous, Multi-Level Interventions

**Implementation Team**

↔ **Teacher**

↔ **School**

↔ **Management (leadership, policy)**

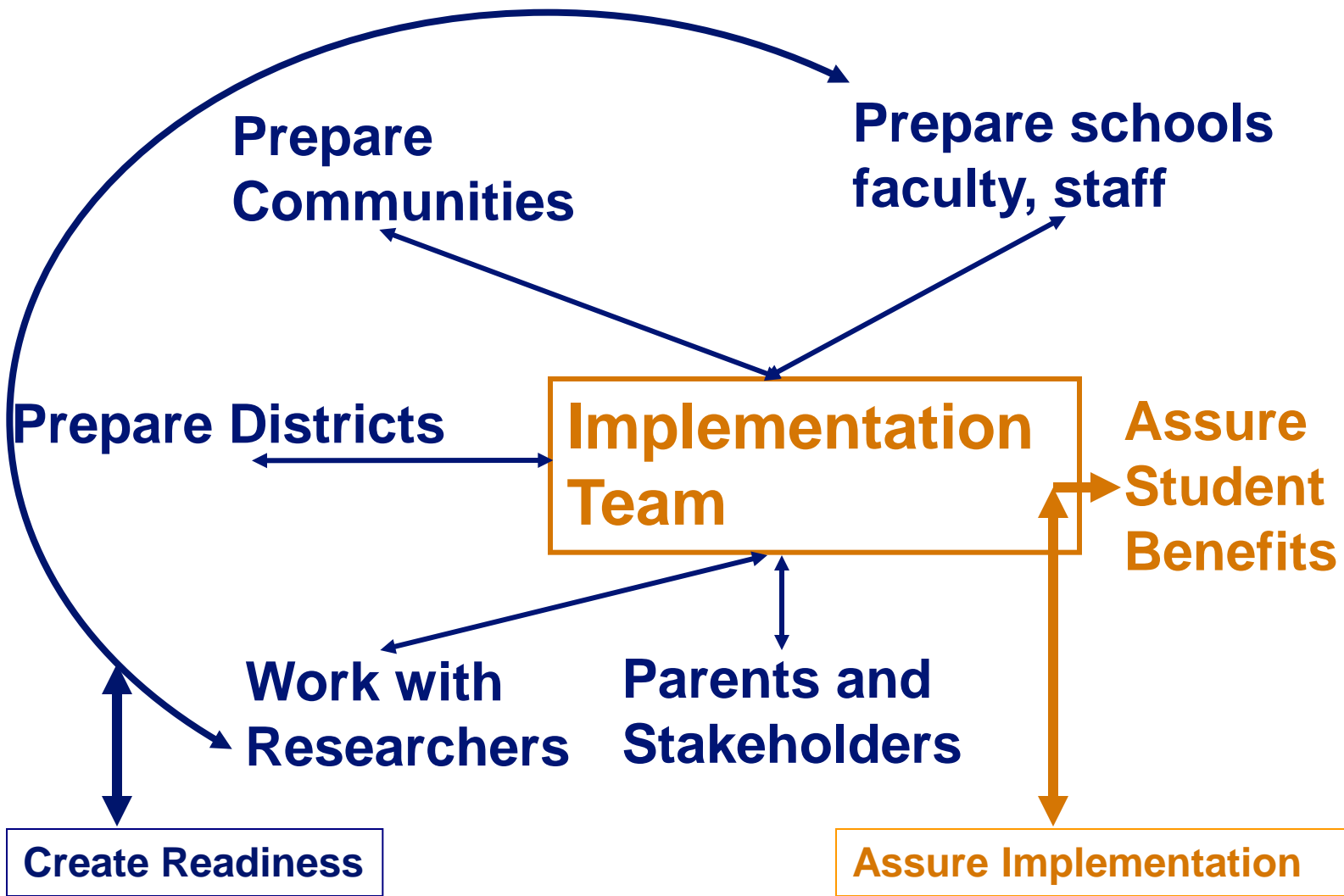
↔ **Administration (HR, structure)**

↔ **Supervision (nature, content)**

↔ **District**

↔ **State and Community Context**

# Implementation Team



# Implementation Science

## IMPLEMENTATION

|              |               | Effective           | NOT Effective        |
|--------------|---------------|---------------------|----------------------|
| INTERVENTION | Effective     | <b>80%, 3.6 Yrs</b> | <b>14%, 17.0 Yrs</b> |
|              | NOT Effective |                     |                      |

# Scaling Up

➤ **Making it Happen: Implementation teams are accountable**

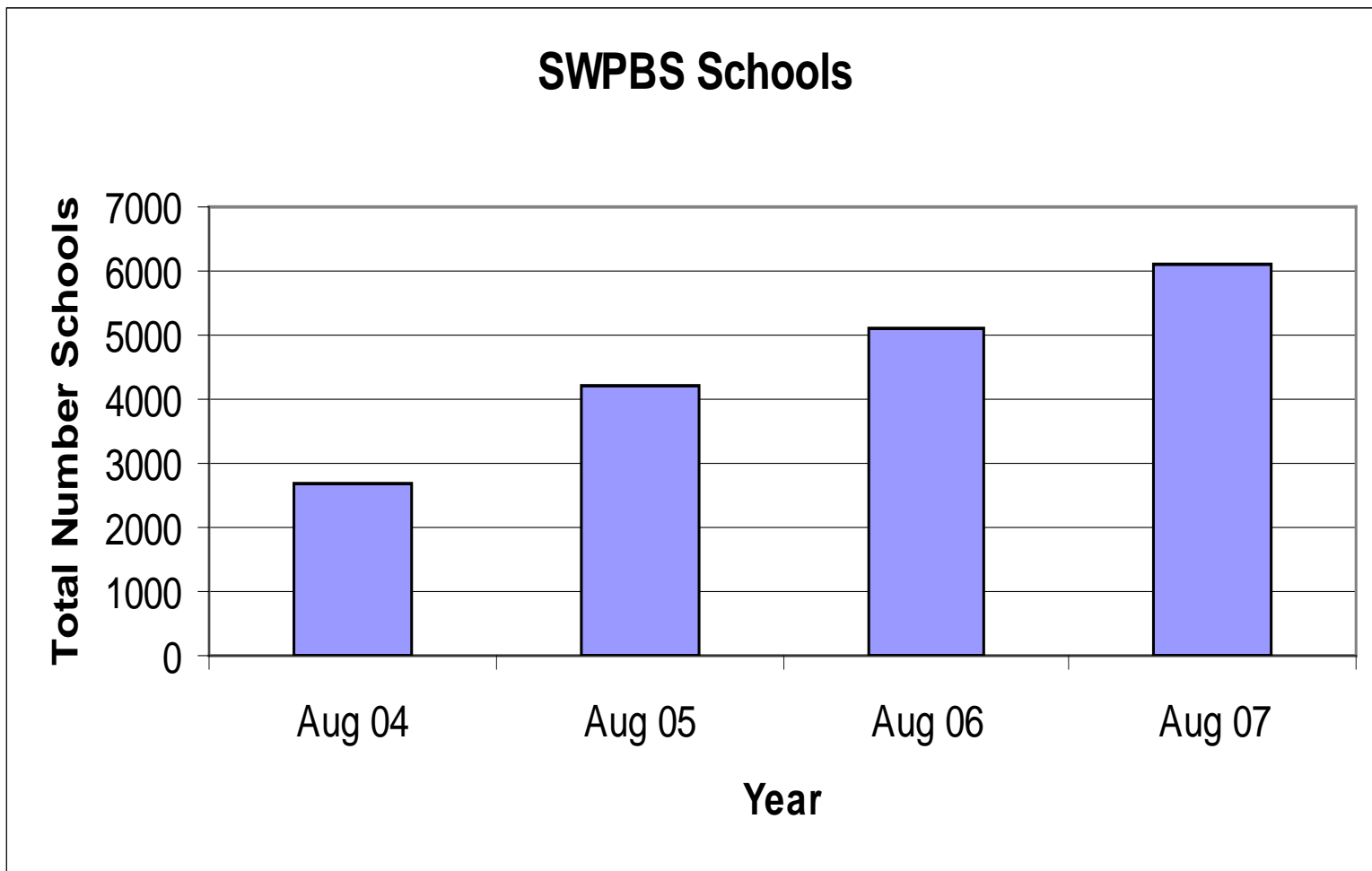
**EBPs currently are used where they are most wanted (boutique uses)**

**Social impact will come from going where they are most needed (ALL students and families who need help – common usage)**

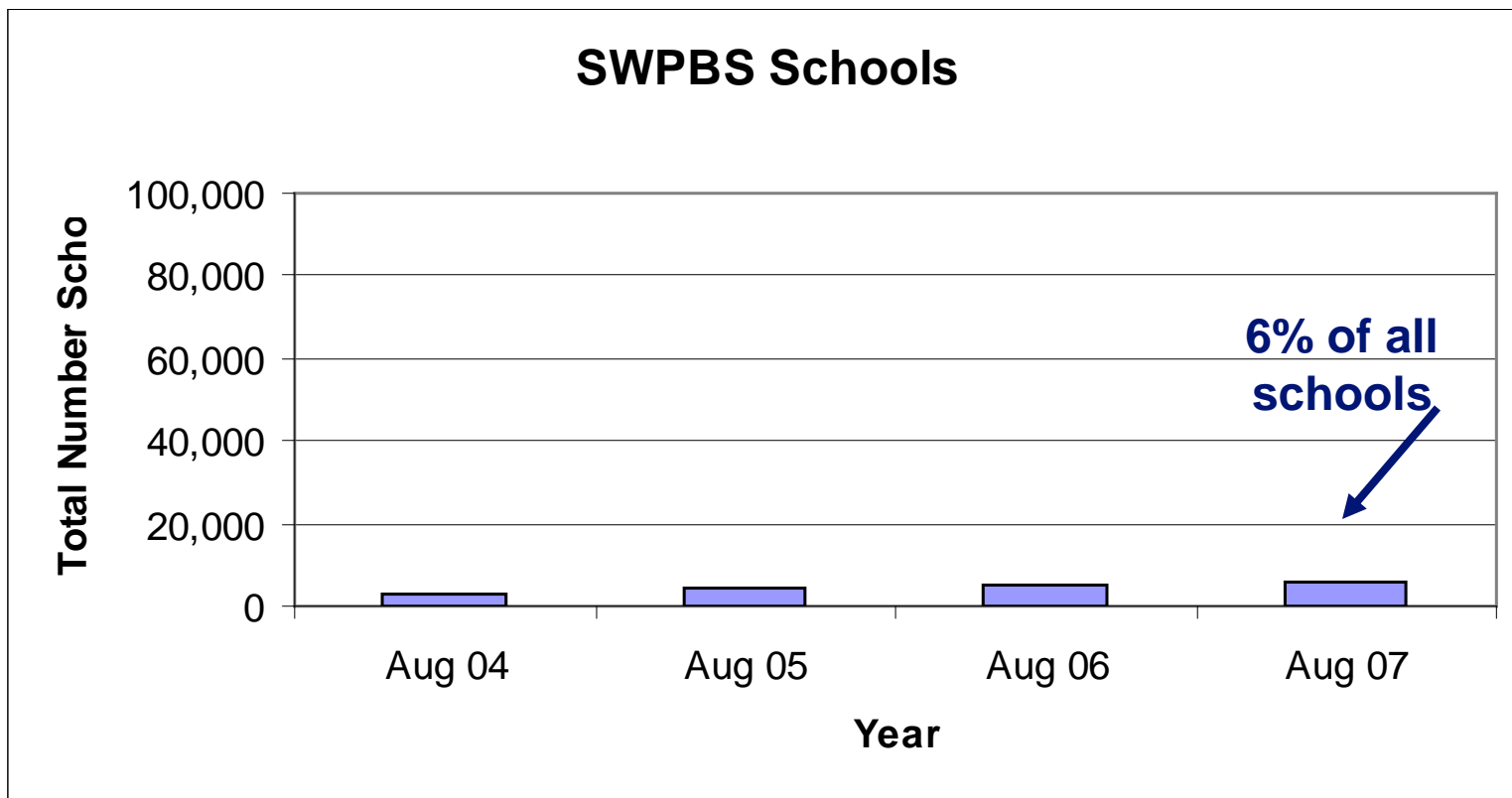
# Scaling Up

**Scaling up is achieved when at least 60% of the students/ schools that could benefit from an innovation have full and effective access to that innovation.**

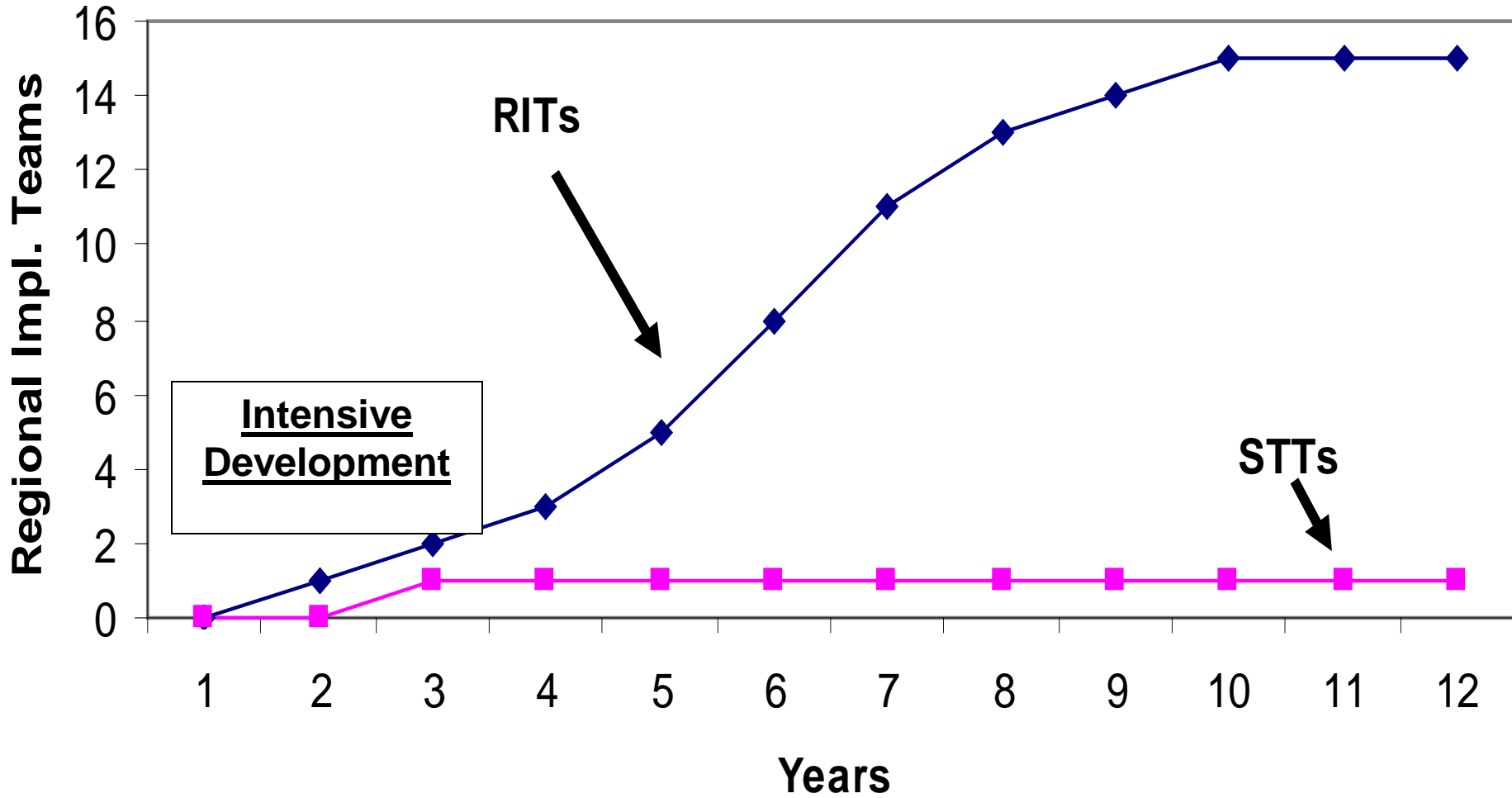
# School Wide PBS



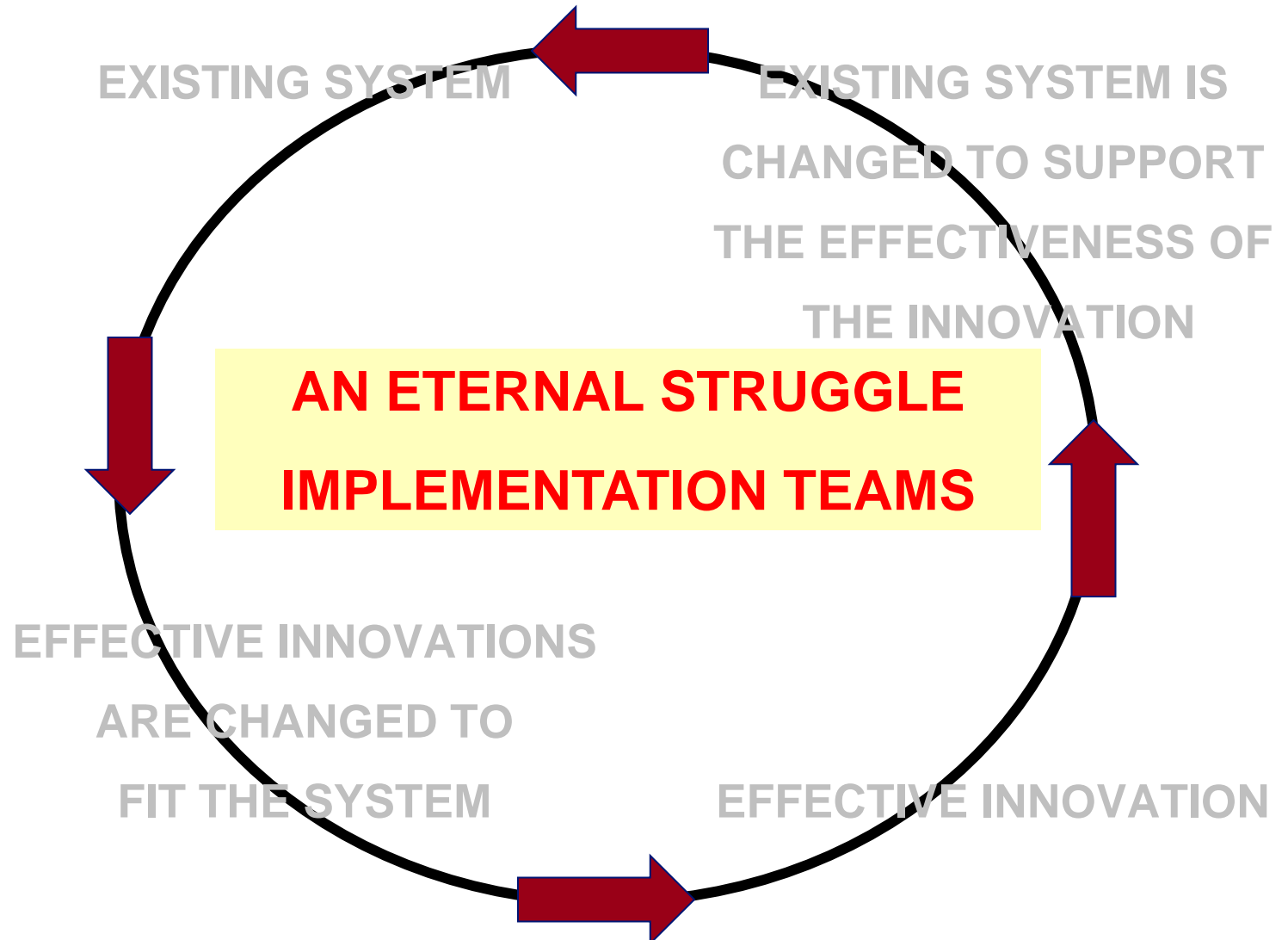
# School Wide PBS



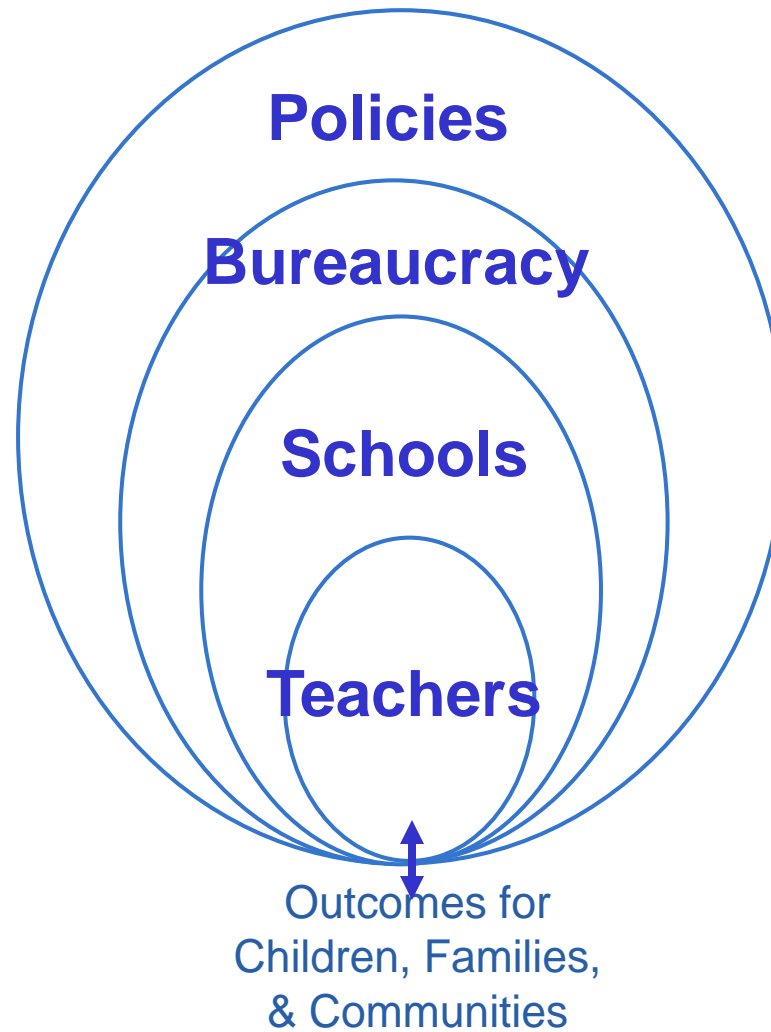
# State Capacity Development



# Moving the Indicators









# Functional Education



# Thank You

## We thank the following for their support

-  **Annie E. Casey Foundation (EBPs and cultural competence)**
-  **William T. Grant Foundation (implementation literature review)**
-  **Substance Abuse and Mental Health Services Administration (implementation strategies grants; NREPP reviews; SOC analyses of implementation; national implementation awards)**
-  **Centers for Disease Control & Prevention (implementation research contract)**
-  **National Institute of Mental Health (research and training grants)**
-  **Juvenile Justice and Delinquency Prevention (program development and evaluation grants)**
-  **Office of Special Education Programs (Capacity Development Center contract)**
-  **Agency for Children and Families (Child Welfare Leadership Development contract)**

# For More Information

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**[www.scalingup.org](http://www.scalingup.org)  
<http://nirn.fpg.unc.edu/>  
<http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>**

# SISEP Center

**State Implementation and Scaling up of Evidence-based Practices (SISEP)**

**Dean Fixsen, Karen Blase, Rob Horner, George Sugai**

**[www.scalingup.org](http://www.scalingup.org)**

**“Resources”**

- Concept paper**
- Annotated bibliography**

# For More Information

## 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, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

*Download all or part of the monograph at:*

<http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31>