

# THE SCIENCE OF IMPLEMENTATION



**JUNE 10 & 11, 2015**

# PURPOSE:



- Improve the fidelity of effective practices
- Enhance the sustainability of implementation efforts
- Scale-up successful programs and practices

# SESSION OBJECTIVES:



- Exploring reasons why practices are not sustained
- Learning the key elements of Implementation Science content:
  - Practice Selection and Adoption
  - Fluency
  - Cycles and Stages
  - Drivers
- Exploring the application of Implementation Science to current practices
- 15 Key Ways to Improve Implementation Practices

# TOOLS & TAKE-A-WAYS



- Participant Guide
- Implementation Briefs and Articles
- “15 Ways” Tool
- Coaching Support Process

# HOW DO WE EFFECTIVELY IMPLEMENT EVIDENCE-BASED PRACTICES AND NEW INITIATIVES?

## Differences that make a Difference...

- Evidence Based Practices
- Sustainable/Sustained Practice
- Scale-Up Practice/s
- Large Scale Initiatives
- Implementing Grant Activities

# WARMING UP TO THE BIG IDEAS AROUND EFFECTIVE IMPLEMENTATION

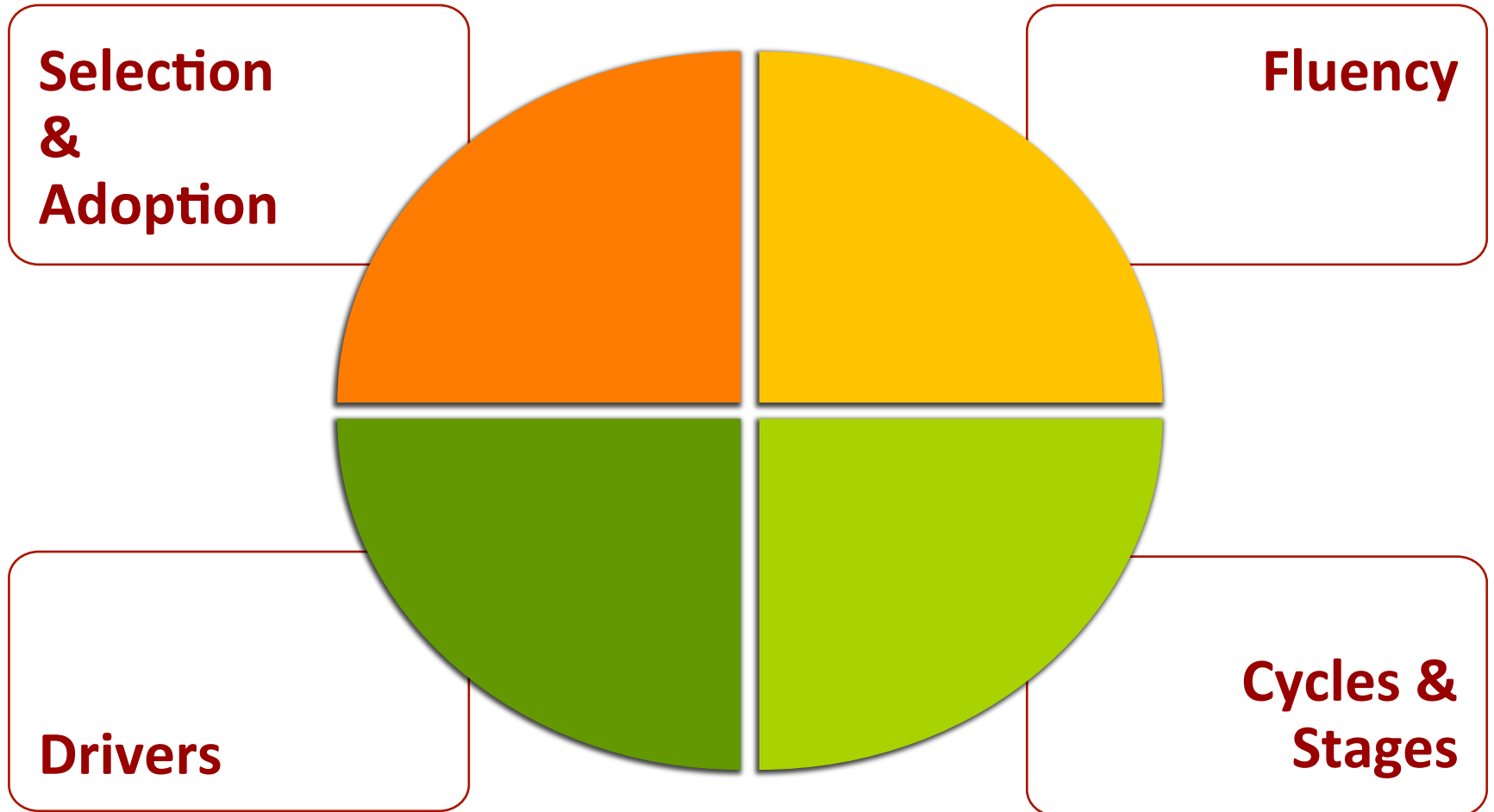
- NIRN Brief\_Implementation
- SISEP Brief\_Scaling Up
- Last Word Protocol
  
- “Homework” for Tomorrow
  - *“Active Implementation Frameworks for Program Success”* Metz & Bartley





***THE PATH LESS TRAVELED:  
Developing Effective Implementation Practices***

# FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION





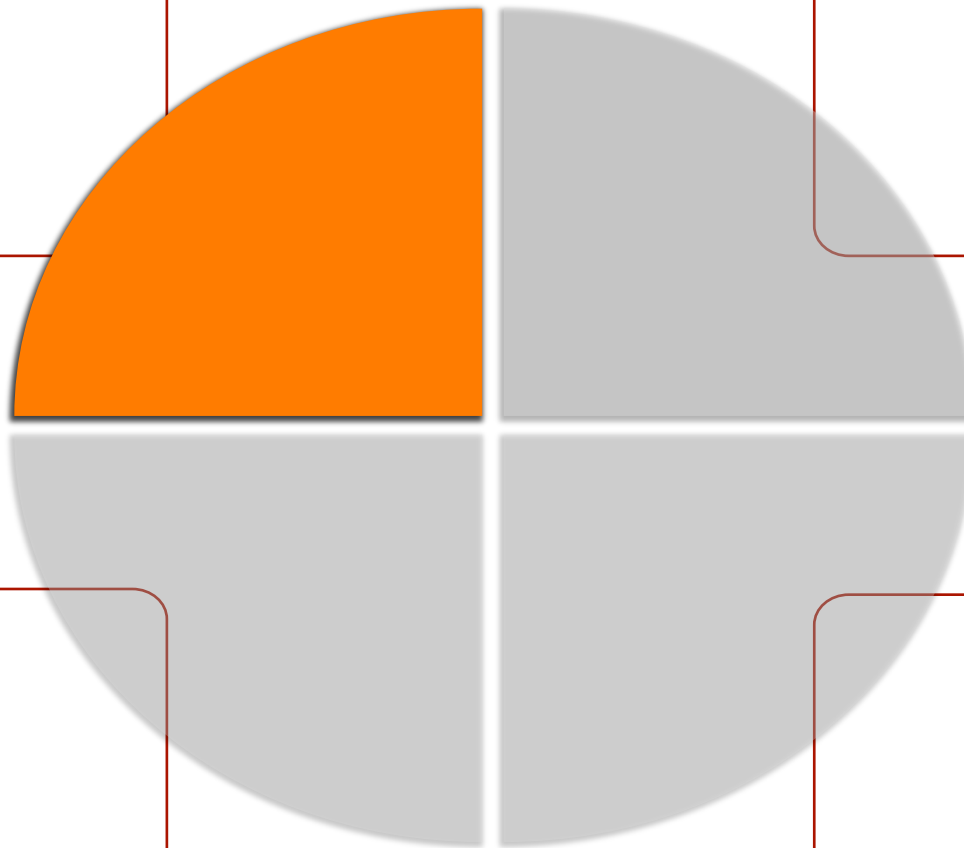
# FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION

**Selection  
&  
Adoption**

**Fluency**

**Drivers**

**Cycles &  
Stages**



**KEY FEATURE #1**  
**SELECTING AND ADOPTING A PRACTICE**



**The processes/actions a team uses to study  
and understand a need**

**AND**

**The processes/actions a team uses to adopt  
the necessary practices to address the need**

# SELECTING & ADOPTING THE RIGHT PRACTICE

## Selection & Adoption



# *SELECTING AND ADOPTING KEY QUESTIONS*

**#1: “IS THIS THE RIGHT THING TO  
DO?”**

**#2: “CAN WE DO THIS THE RIGHT  
WAY?”**

# KEY QUESTION #1: “IS THIS THE RIGHT THING TO DO?”

- **Identifying Need**
- **Determining Fit**
- **Examining Evidence**

**KEY QUESTION #2:  
“CAN WE DO THIS THE RIGHT WAY?”**

- **Resource Availability**
- **Assessing Readiness**
- **Capacity to Implement**

# RULE OF THUMB RE: SELECTING & ADOPTING

▶ **STOP CHASING SHINY  
OBJECTS**

▶ **GO SLOW TO GO FAST**



# YOUR TURN: SELECTING & ADOPTING

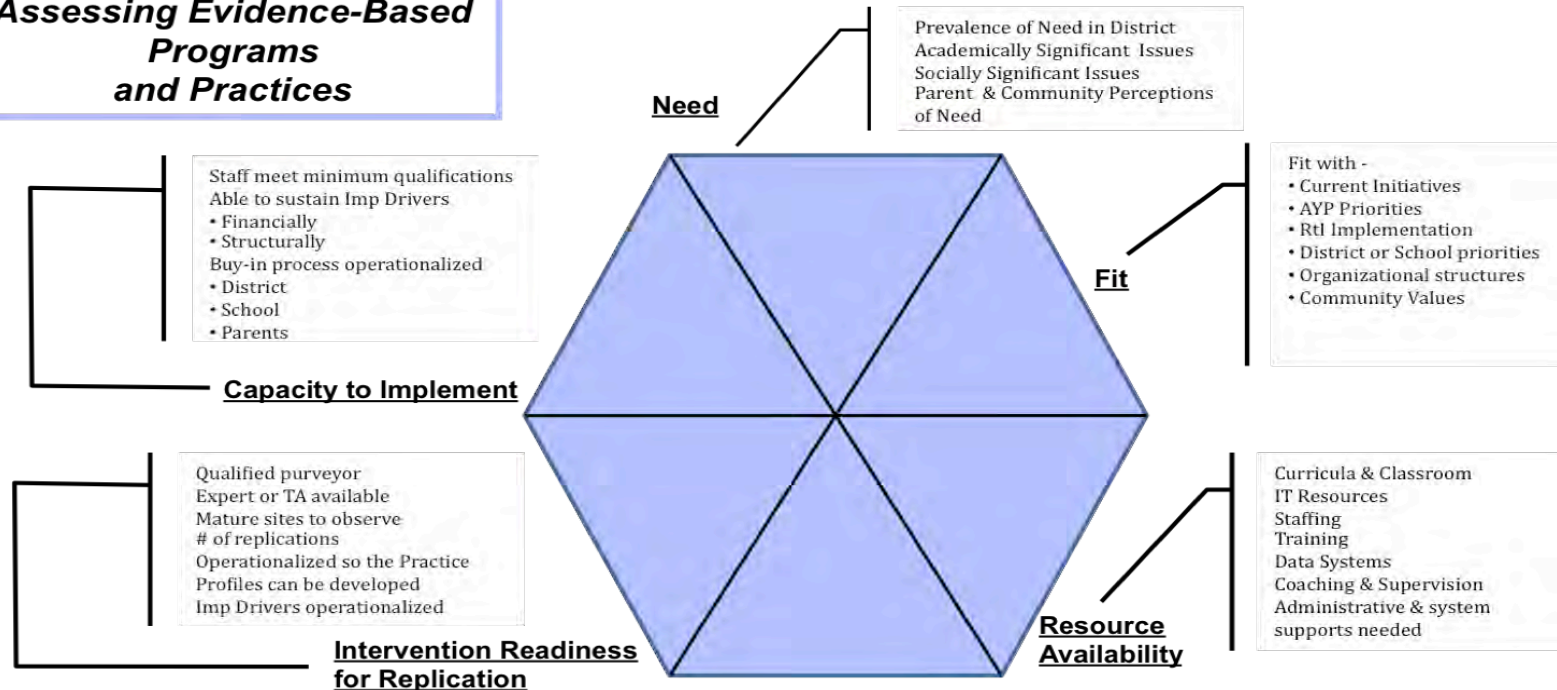
IS IT THE RIGHT THING TO DO?		
	Considerations & Probe Questions:	Evidence Based Practice Being Considered: _____
<b>Need</b>	<ul style="list-style-type: none"> <li>➤ Is the need identified across the district? Building level? Grade level?</li> <li>➤ Has this need been identified by the school improvement process as a critical improvement effort?</li> <li>➤ Is this a social/behavioral need or an academic need? Have these needs been correlated?</li> <li>➤ Is there community support for addressing this identified need?</li> </ul>	
<b>Fit</b>	<ul style="list-style-type: none"> <li>➤ What other initiatives must be considered when addressing the need?</li> <li>➤ What district/school priorities must be considered?</li> <li>➤ Are there priorities identified by the school improvement process related to student performance?</li> <li>➤ Are there school wide structures that need to be considered when determining fit?</li> <li>➤ Is there a multi-tiered system of supports in place that must be considered?</li> </ul>	
<b>Evidence</b>	<ul style="list-style-type: none"> <li>➤ Do school personnel have the necessary skills required to:               <ul style="list-style-type: none"> <li>○ Examine research or scientific evidence?</li> <li>○ Analyze and use data to make decisions?</li> <li>○ Understand effect size, efficacy and effectiveness information?</li> </ul> </li> <li>➤ Are these practices of "examining" information/data etc. embedded in the school improvement process?</li> <li>➤ What limitations of the research must be considered?</li> </ul>	

# YOUR TURN: SELECTING & ADOPTING

CAN WE DO IT THE RIGHT WAY?		
	Considerations & Probe Questions:	Evidence Based Practice Being Considered: _____
<b>Resources</b>	<ul style="list-style-type: none"> <li>➤ What resources will be needed?               <ul style="list-style-type: none"> <li>○ Fiscal</li> <li>○ Personnel</li> <li>○ Technology</li> <li>○ Data and Information</li> <li>○ Training and coaching</li> </ul> </li> <li>➤ Are there current resource expenditures that require change, adjustment or elimination?</li> <li>➤ Are there current practices that require change, adjustment or elimination?</li> </ul>	
<b>Readiness</b>	<ul style="list-style-type: none"> <li>➤ Is there a commitment to the practice? Has that commitment been assessed and quantified?</li> <li>➤ Are there benchmarks developed to assess and or determine readiness?</li> <li>➤ What readiness standards are set to insure personnel are ready to adopt?</li> <li>➤ What system &amp; competency benchmarks are in place to insure readiness for implementation?</li> <li>➤ Is there a culture of learning in the "agency" that would support this practice?</li> </ul>	
<b>Capacity</b>	<ul style="list-style-type: none"> <li>➤ Are there certain qualifications needed for implementation? Do staff members meet these qualifications?</li> <li>➤ Is there a decision making process for selection for staff training?</li> <li>➤ Is there political will and commitment to build capacity?</li> <li>➤ Could capacity to implement be sustained?</li> <li>➤ Would cost to build &amp; sustain capacity escalate or de-escalate?</li> </ul>	

# YOUR TURN: SELECTING & ADOPTING

## Assessing Evidence-Based Programs and Practices



EBP:	High	Medium	Low
Need			
Fit			
Resources Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score:			

5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.

# SELECTING & ADOPTING A PRACTICE

- ▶ Find the two page “Inquiry Tool” & the “EBP Selection Tool” in your participant guide
- ▶ Review both tools
- ▶ Discuss at your table the following:
  - How/Where could these process/tools be used?
  - Why might we use one or the other?
  - What might be indicators of this process being done well? (What would you look for?)
  - What strategies could be used to support a team to use these processes/tools?
- ▶ Report your findings to the large group

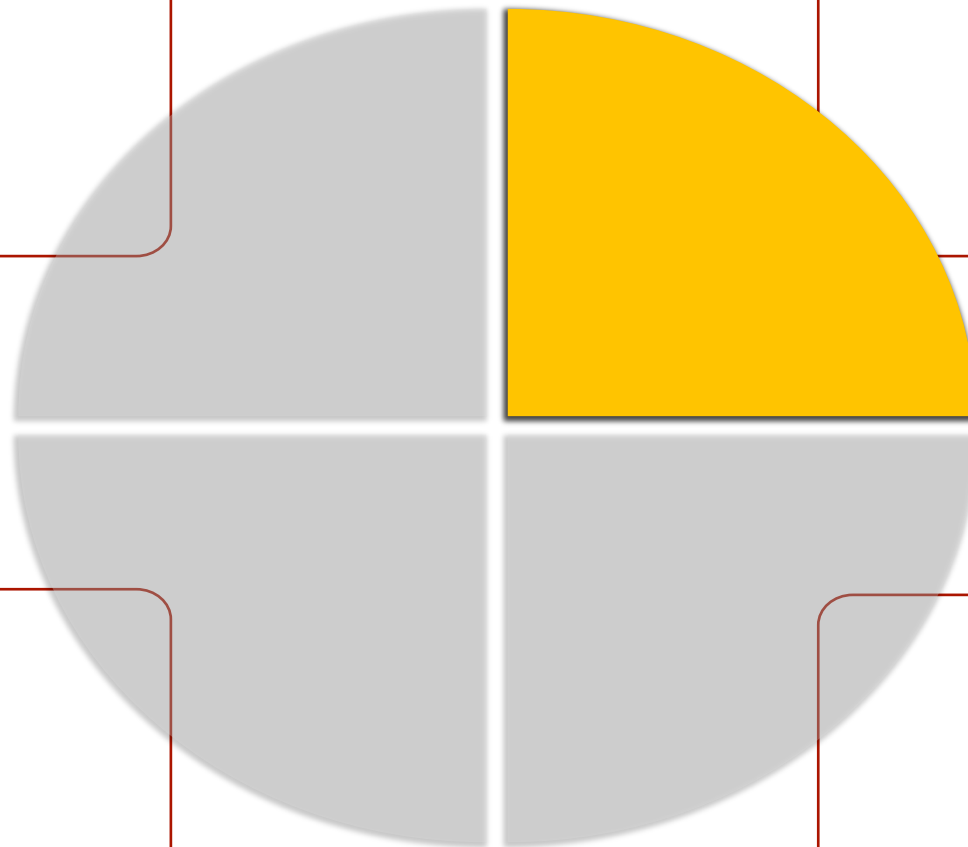
# FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION

**Adoption**

**Fluency**

**Drivers**

**Cycles &  
Stages**

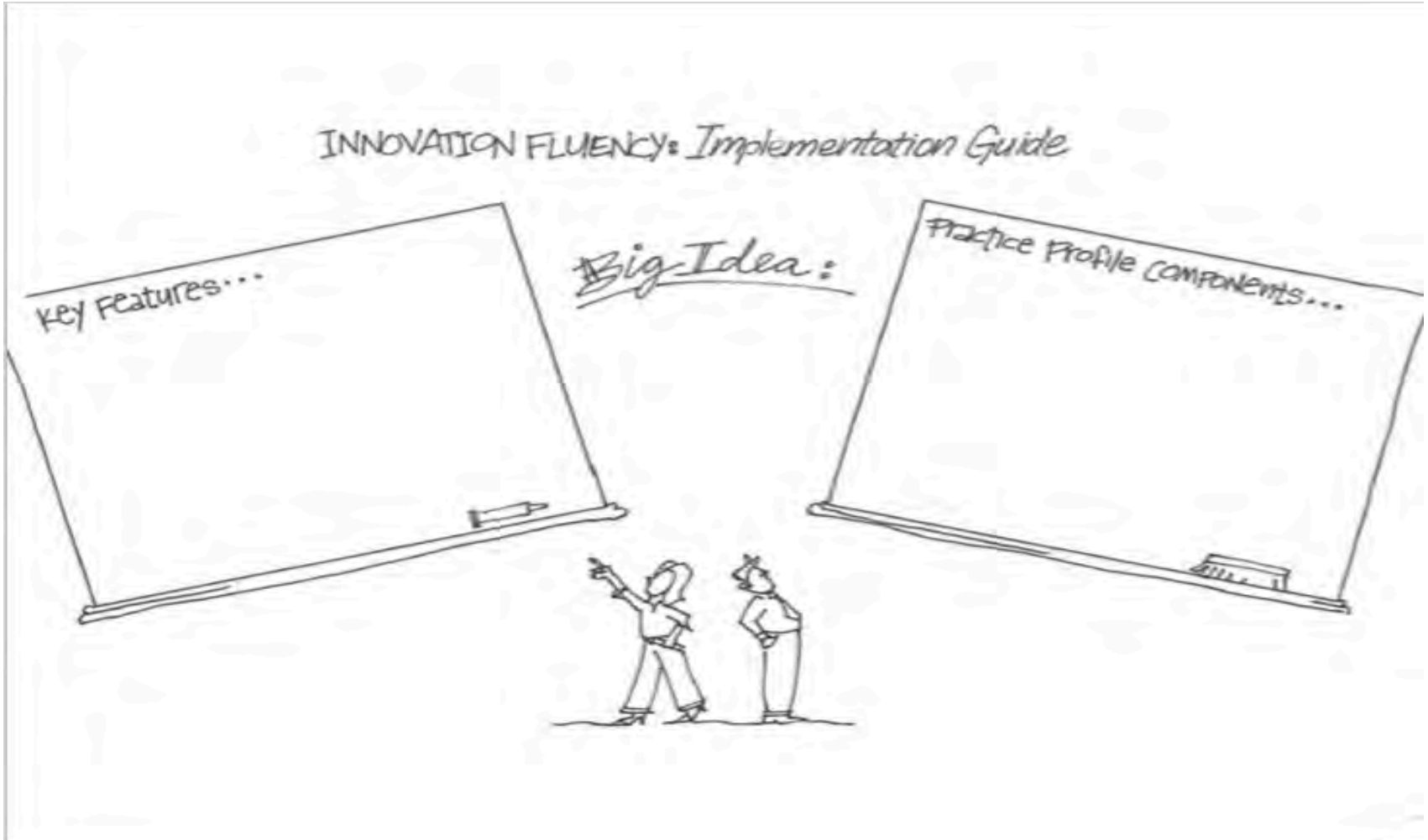


## KEY FEATURE #2

### DEVELOPING FLUENCY WITH A PRACTICE

- **The degree to which implementers understand the practice and how to implement the practice.**
  - Effective processes for choosing a practice supports fluency
  - Key Features or Core Components-These are the NON-NEGOTIABLE features of the practice. If these features are not present you are not “implementing” the practice
  - Observable where it matters most-closest to the “end user”

# PRACTICE FLUENCY





## KEY FEATURE #2

### DEVELOPING FLUENCY WITH A PRACTICE

#### **FLUENCY: Observable features...**

- *Where would you see these features?*
- *Who would derive benefit?*
- *Who are the implementers?*
- *What are the desired outcomes?*
- *How will you measure success?*
- *How would you measure?*

## KEY FEATURE #2 DEVELOPING FLUENCY WITH A PRACTICE

### *Practice Profile/Implementation Guide Components:*

- *Non-negotiable/Critical Component*
- *Contribution to overall outcome*
- *Gold Standard*
- *Acceptable Variation*
- *Unacceptable Variation*

# YOUR TURN: PRACTICE FLUENCY

## Practice Profile/Implementation Guide Template

Name: \_\_\_\_\_ Project: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_\_

Focused Practice: \_\_\_\_\_

Defined Outcome/s for this Practice: \_\_\_\_\_

Critical Component (neg-negotiable)	How does the Critical Component contribute to the Practice Outcome/s?	Ideal/"Gold Standard"	Acceptable Variation	Unacceptable Variation

# PRACTICE FLUENCY

## (PRACTICE PROFILE/IMPLEMENTATION GUIDE)

- ▶ Find the Practice Profile/Implementation Guide Template in your participation guide
- ▶ Review the tool and identify a Evidence Based Practice everyone on the team is familiar with and complete the following:
  1. Name the EBP and articulate the Desired outcome of the EBP
  2. ID at least 2-3 Non-negotiable(s) of the EBP
  3. Clarify how this non-negotiable contributes to the overall desire outcome
  4. Articulate the Gold Standard of Practice
  5. Articulate any Acceptable Variations
  6. Articulate any Unacceptable Variations
- ▶ Report your findings to the large group

# RECAP OF DAY 1

- Overview of the Concepts of Implementation
  - Implementation Brief
  - Scaling Up Brief
- Selection and Adoption
- Fluency
- Questions/Concerns/Thoughts

# REVIEW DAY 1

## ➤ Implementation Briefs & Articles

## ➤ Selection and Adoption:

- 2 Questions
- 6 Considerations

## ➤ Fluency:

- Why does this matter?
- What might we be looking for?

# WARM UP DAY 2: REFLECTIONS

## HOW ARE WE THINKING ABOUT IMPLEMENTATION?

### **I USED TO THINK...**

What are some pre-conceived notions about implementation?

What might be some challenges related to this way of thinking?

What might be some benefits to this way of thinking?

### **NOW I THINK...**

What are some new ways of thinking about implementation?

What might be some challenges to this way of thinking?

What might be some benefits to this way of thinking?



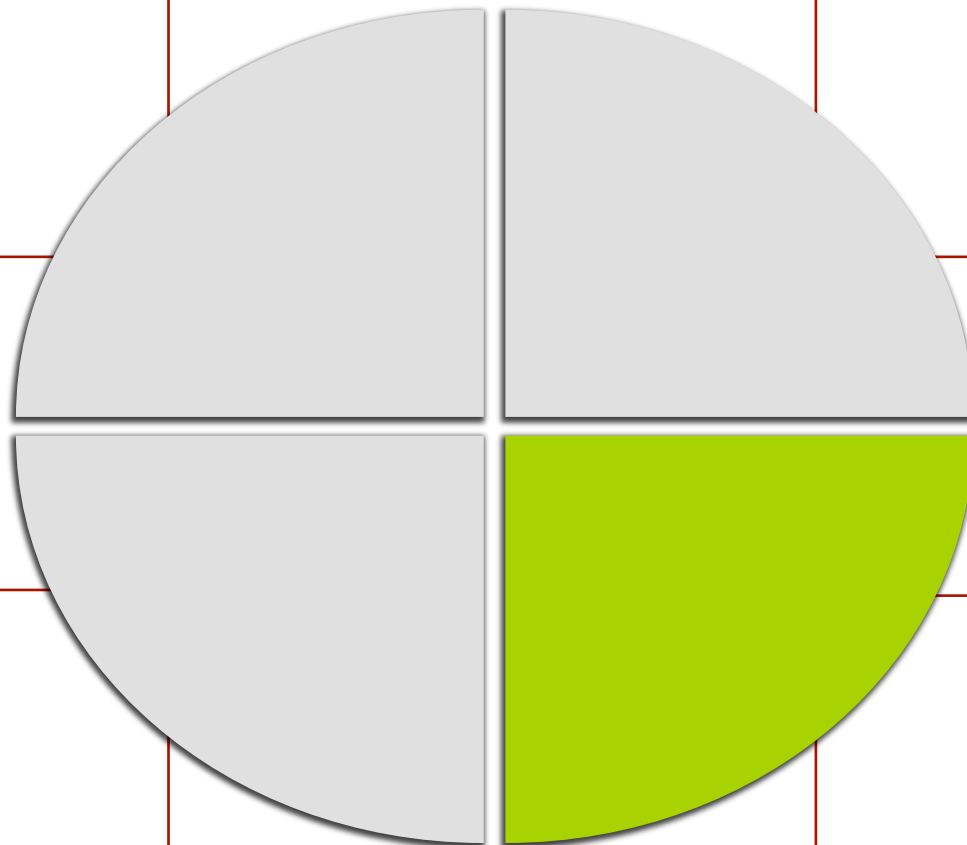
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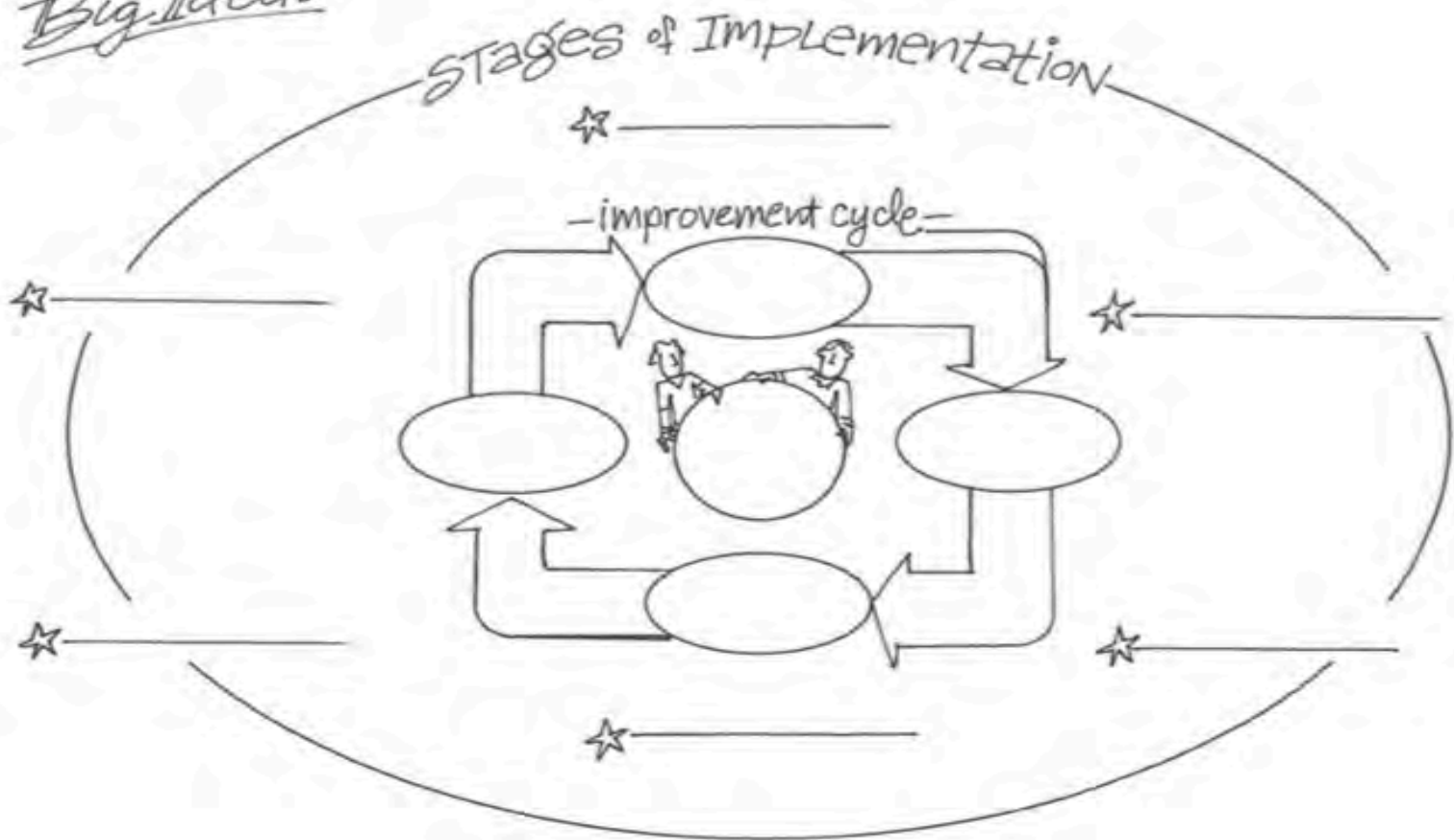
## **KEY FEATURE #3**

### **STAGES OF IMPLEMENTATION** **& IMPROVEMENT CYCLES**

- **The degree to which the team focuses & intentionally engages in continuous improvement supports the practice to sustainability.**
  - Cycles of Improvement
    - Rapid & Frequent (PDSA)
    - Slow & Occasional (PEP-PIP)
  - Stages of Implementation

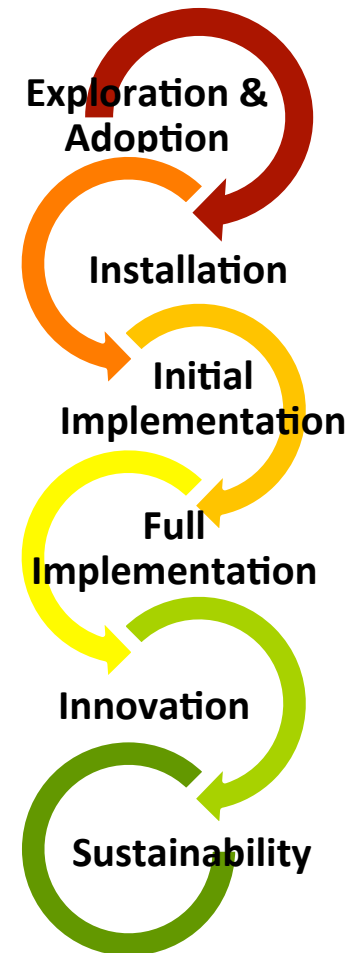
# STAGES AND CYCLES

Big Idea:



# KEY FEATURE #3

## STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES



# KEY FEATURE #3

## STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES

### Comparison of Cycles of Improvement:

	CYCLE	UNIT OF IMPLEMENTATION	SCOPE OF IMPACT	USAGE	FOCUS
<b>PDSA</b>	Rapid & frequent	Individually focused or within system	Micro	Problem-solving & Continuous Improvement	Implementing PRACTICES
<b>PEP-PIP</b>	Slow moving	Large scale focus or across systems	Macro	Removing barriers	Implementing SUPPORTS OF PRACTICES

# KEY FEATURE #3

## STAGES OF IMPLEMENTATION & IMPROVEMENT CYCLES

### Description of Stages of Improvement

**Exploration  
& Adoption**

Defining a  
Need;  
Considering  
a Change;  
Building  
Consensus;  
Exploring  
Solutions

**Installation**

Setting the  
Stage;  
Supporting  
Consensus;  
Developing  
Infra-  
structure;  
Training  
Staff

**Initial  
Implementation**

Manage  
expectations  
& change  
process; Early  
signs of  
practice  
change; Learn  
from  
mistakes

**Full  
Implementation**

Practices are  
fully  
operational;  
Cycles of  
improvement,  
feedback and  
supports are  
functioning;  
Desired  
outcomes are  
being achieved

**Innovation**

We've done  
it right now  
we do it  
better-more  
efficiently;  
Adjustments  
made  
without  
losing effect

**Sustainability**

"This is  
how we do  
business!"  
Part of the  
fabric of  
the agency,  
functional,  
productive  
and  
aligned;



# YOUR TURN: STAGES OF IMPLEMENTATION

## IMPLEMENTATION STAGES TEMPLATE

Practice Implemented: \_\_\_\_\_

Implementation Team Members: \_\_\_\_\_

	Getting Ready		Making it Happen		Keeping it Going	
	Exploration/Adoption	Installation	Initial Implementation	Full Implementation	Innovation	Sustainability
Timelines & Objectives						
Communicate						
Personnel Needs						
Systems & Infrastructures						
Data/Evaluation						
Resource Needs						

# YOUR TURN: IMPROVEMENT CYCLES

## Leadership:

Expectations/Goals	Challenges/Concerns	Possible Solutions/Approaches

## Improvement Cycles:

PLAN (What are we planning to do?)	DO (How are we doing it?)	STUDY (Did we do it? How well?)	ACT (What do we need to do now?)

## Team Member Responsibilities:

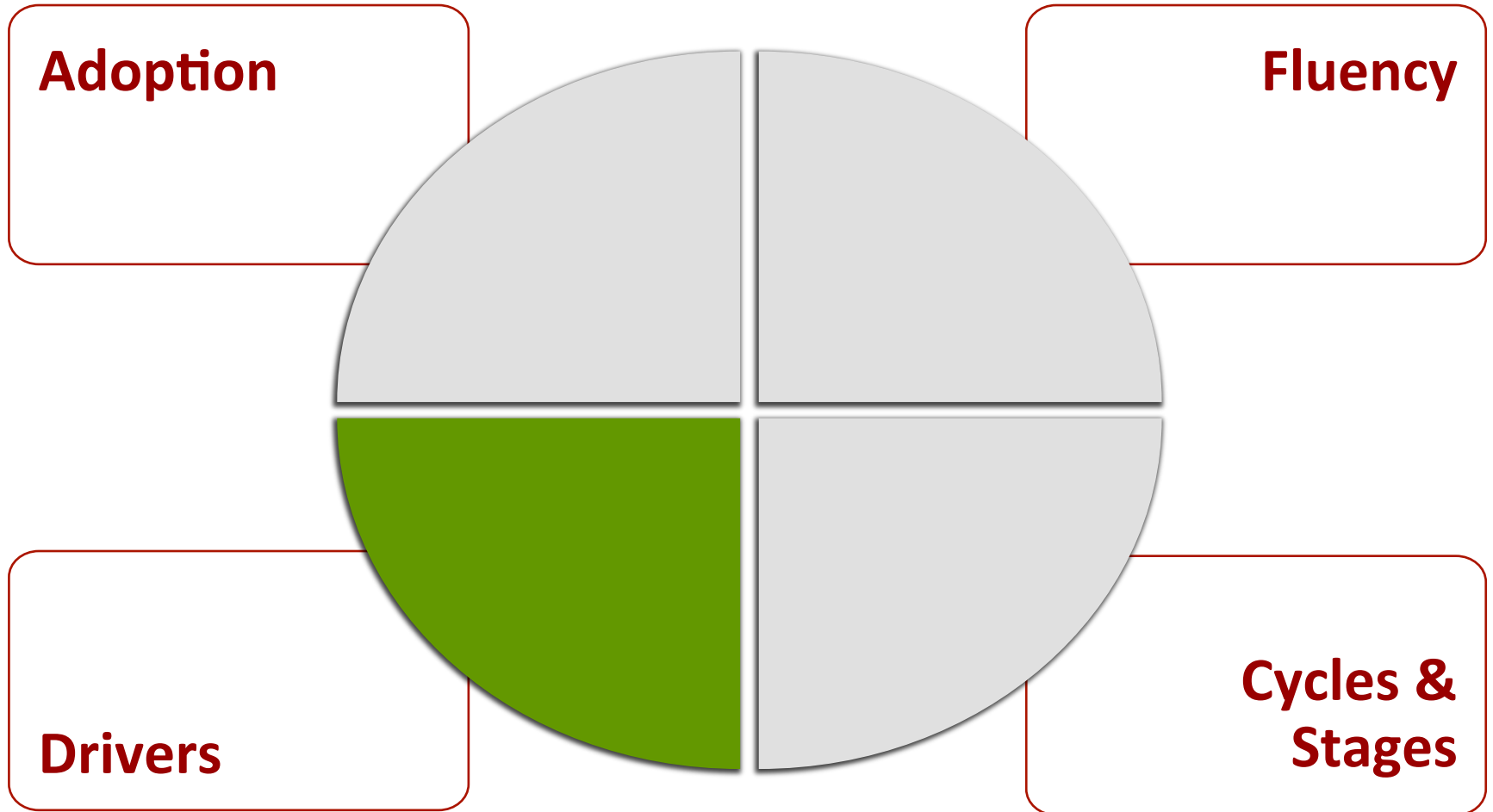
Name	Task	Timeline



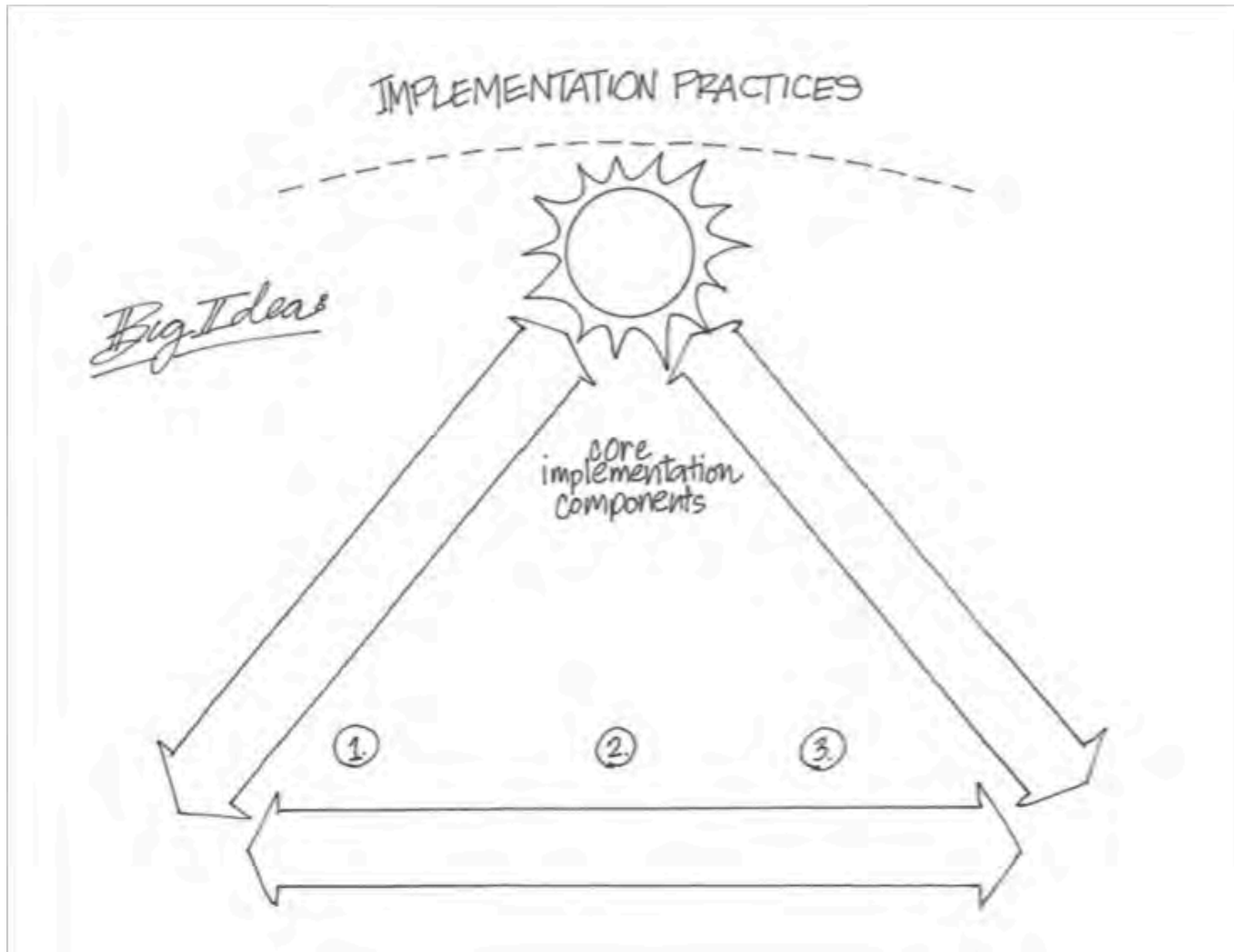
# STAGES AND CYCLES

- ▶ Find the Stages and Cycles Template in your participation guide
- ▶ Review the tool and have a team discussion about :
  1. Actions/Activities you might engage in at each stage of implementation
  2. Considerations related to :
    - i. Critical items for communication
    - ii. Resources, Personnel needs, Systems/Infrastructure needs
    - iii. Methods of evaluation, use of data, what data will be used etc.
  3. Leadership
  4. Improvement Plans
  5. Team Member Responsibilities
- ▶ Report your findings to the large group

# FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION



# DRIVERS



## KEY FEATURE #4 DRIVERS OF THE PRACTICE (STRATEGY, PROGRAM, INITIATIVE)

➤ **The degree to which the team understands and pays attention to how the practice is implemented and what supports are necessary for fidelity.**

- Intentionally managing change
- “Driving” the practice to fidelity
  - Competencies
  - Systems
  - Leadership

Why:

Successful Student/Family Outcomes

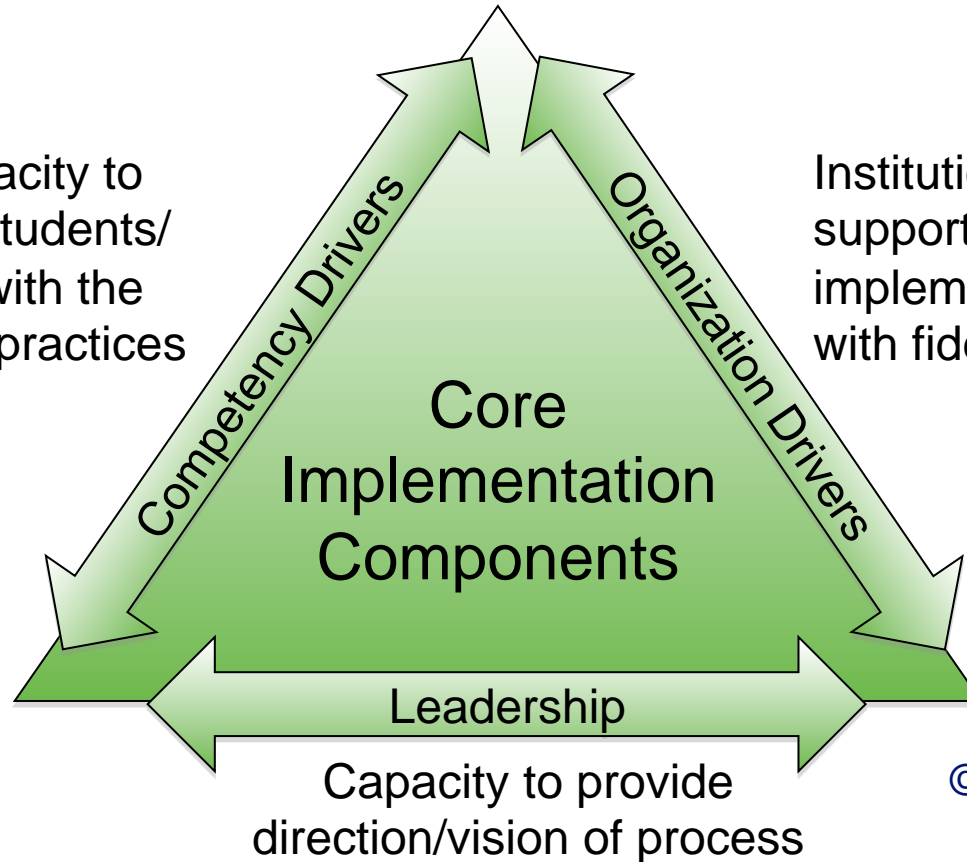
What:

Program/Initiative (set of practices)

How:

Staff capacity to support students/families with the selected practices

Institutional capacity to support staff in implementing practices with fidelity

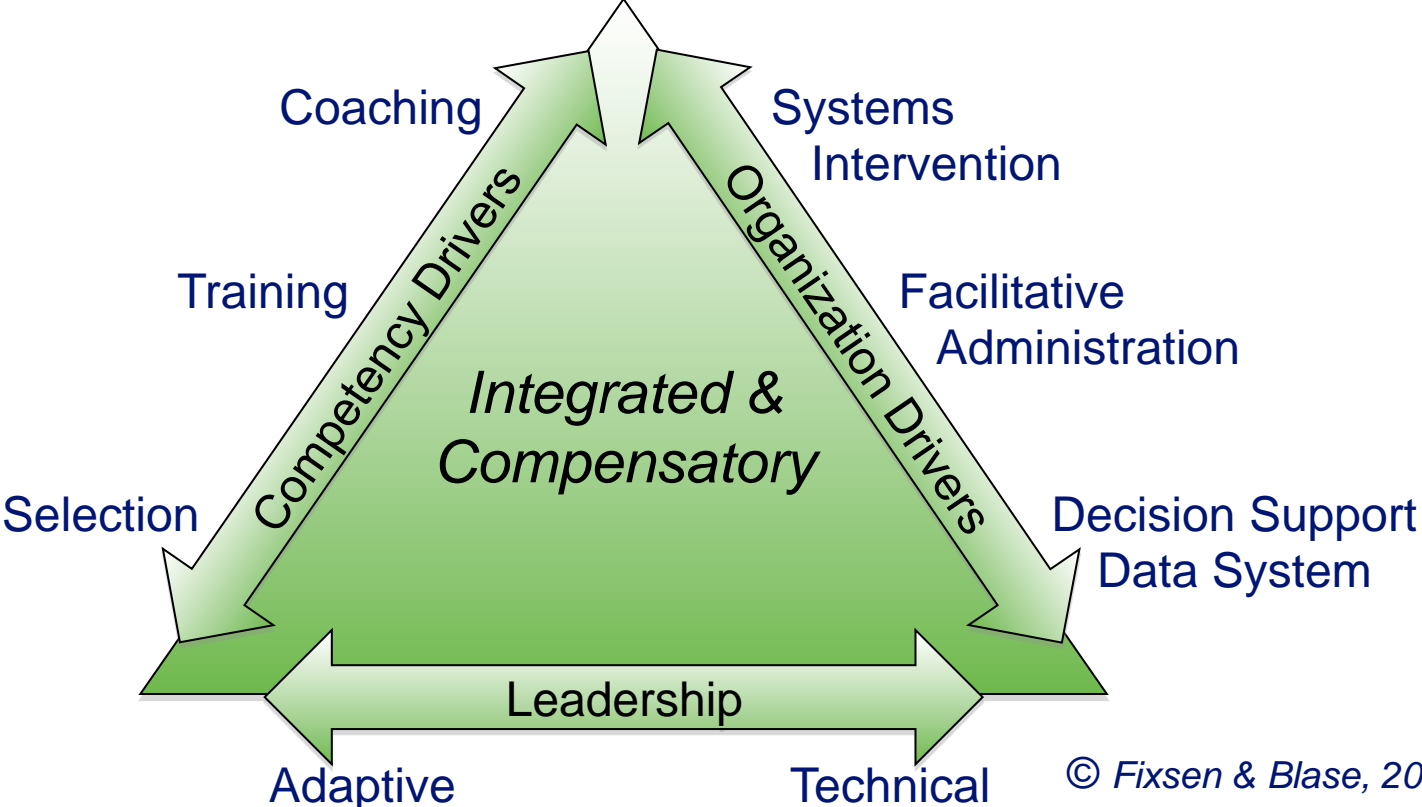


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# Successful Student/Family Outcomes

Program/Initiative (set of practices)

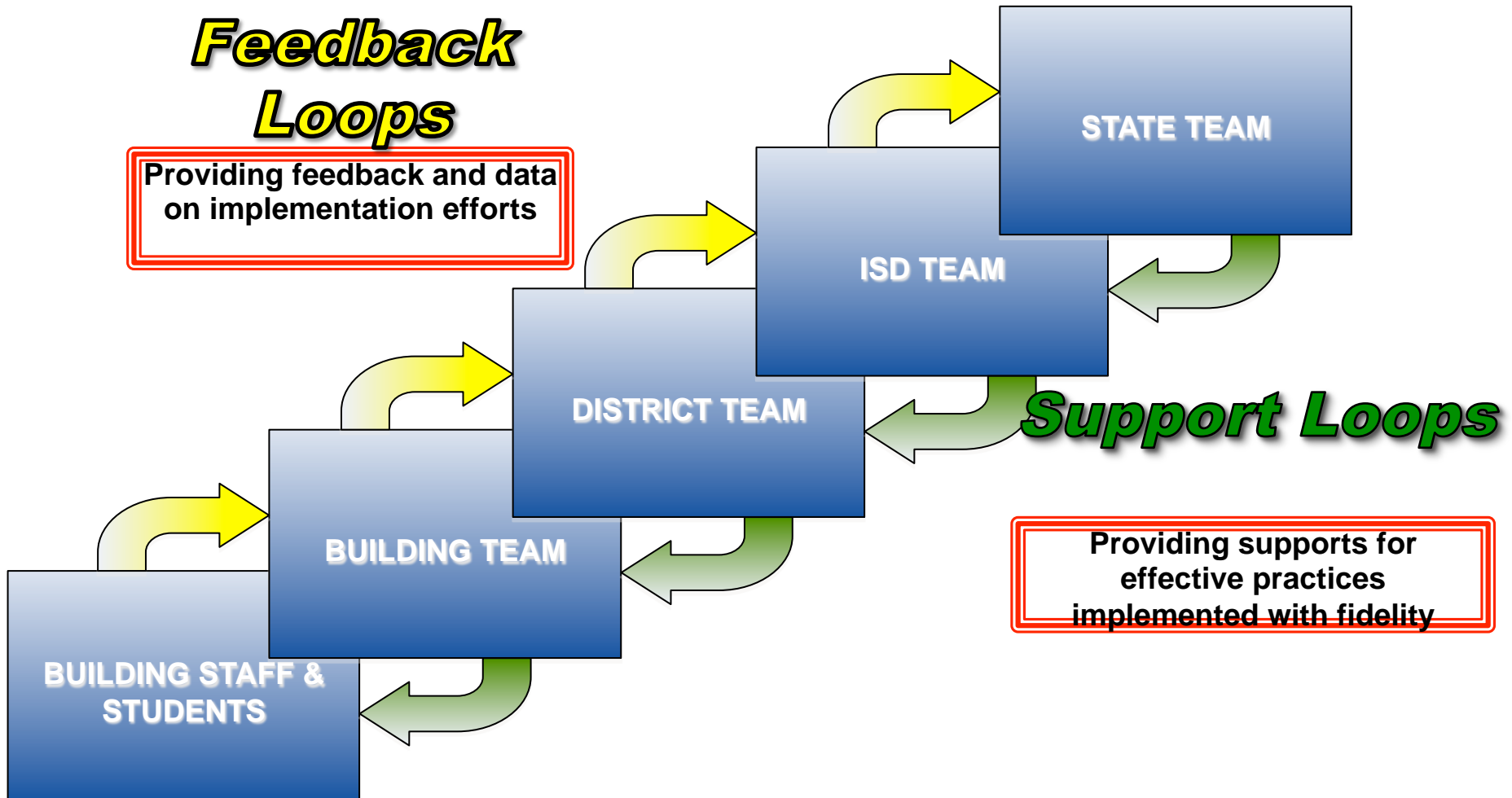
Performance Assessment  
(Fidelity)



# WHERE ARE PRACTICES IMPLEMENTED?

## *Feedback Loops*

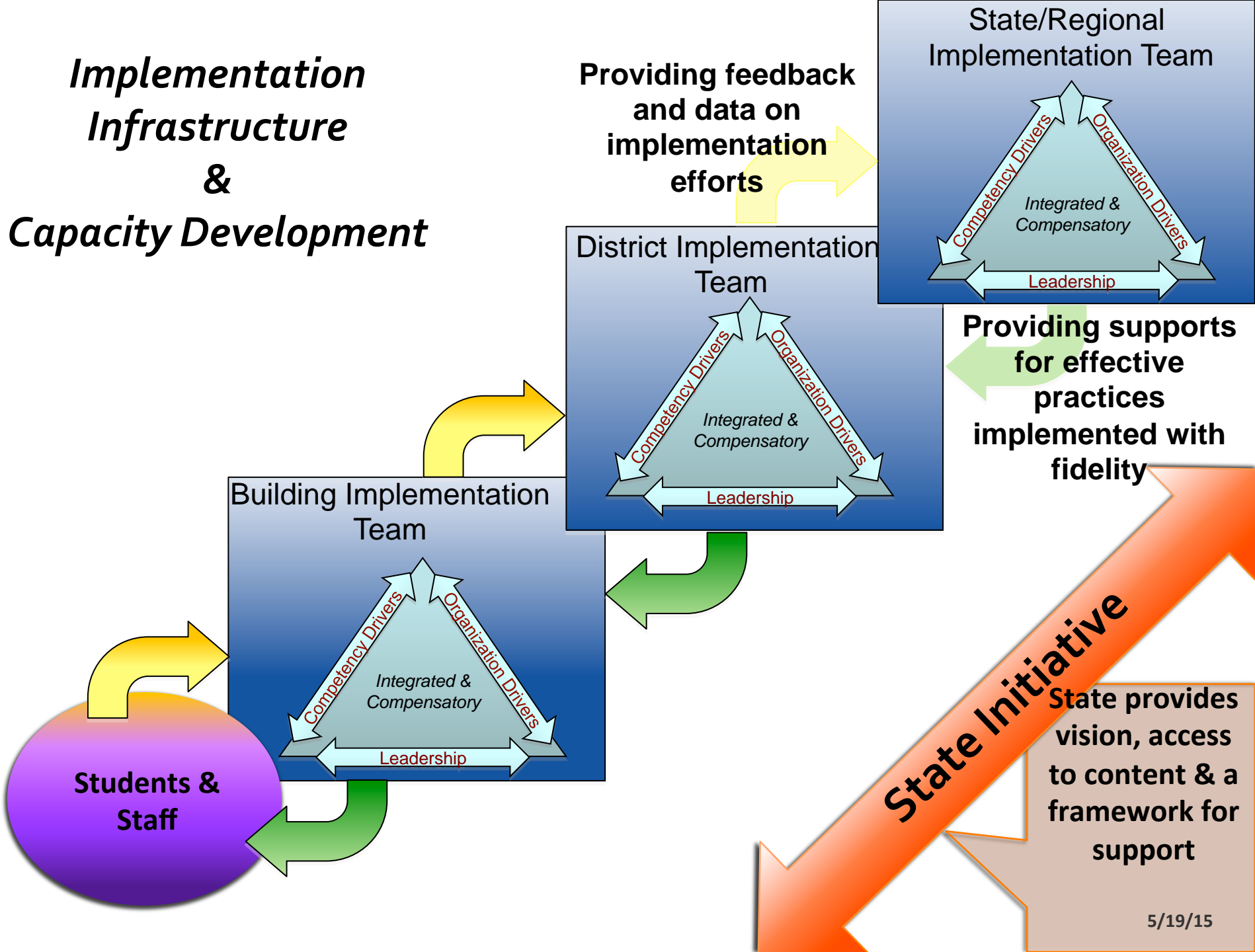
Providing feedback and data  
on implementation efforts



## *Support Loops*

Providing supports for  
effective practices  
implemented with fidelity

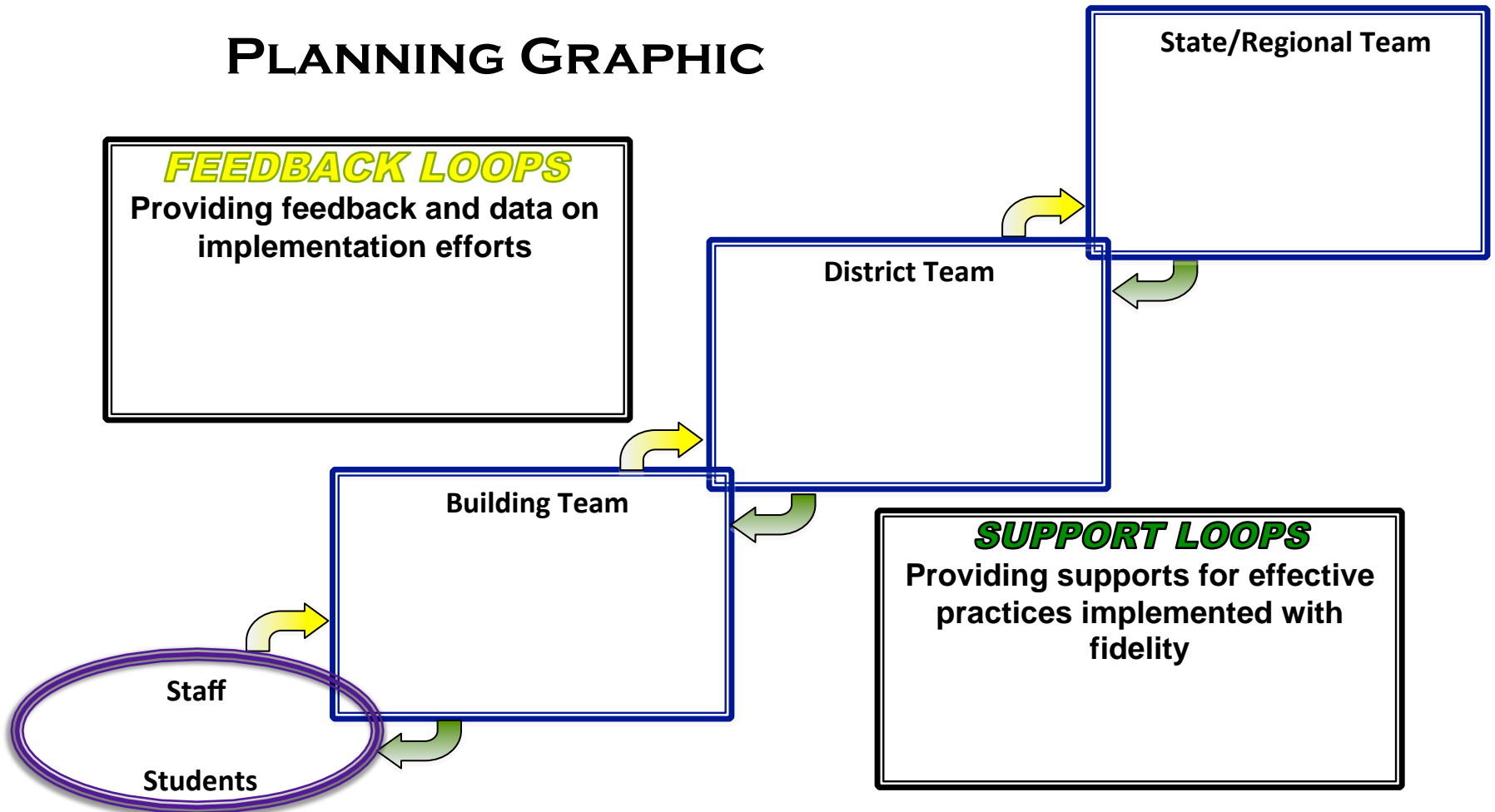
# Implementation Infrastructure & Capacity Development





# YOUR TURN: IMPLEMENTATION FRAMEWORK

## PLANNING GRAPHIC



# PLANNING GRAPHIC

- ▶ Find the Drivers Template and the Planning Graphic in your participation guide
- ▶ Review each tool
- ▶ Using the Planning Graphic have a team discussion about :
  1. The desired outcome at “end user” level
  2. The required actions, competencies, supports and leadership at each level above
  3. The feedback and supports that must move from one level to the next
  4. If you are representing a large scale initiative-what is the role of this initiative to facilitate and ensure the above is supported

# YOUR TURN: DRIVERS

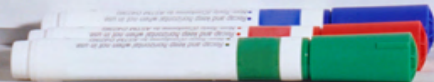
COMPETENCY DRIVERS			Current Status (Check one)		
	Implementation Drivers	Describe what this driver "should be" to ensure the practice is fully implemented and sustained. Check the current status for implementation of these drivers.	Not In Place	Partially In Place	In Place
	Selection				
	Training				
	Coaching				
	Staff Performance Assessments				

# PLANNING GRAPHIC

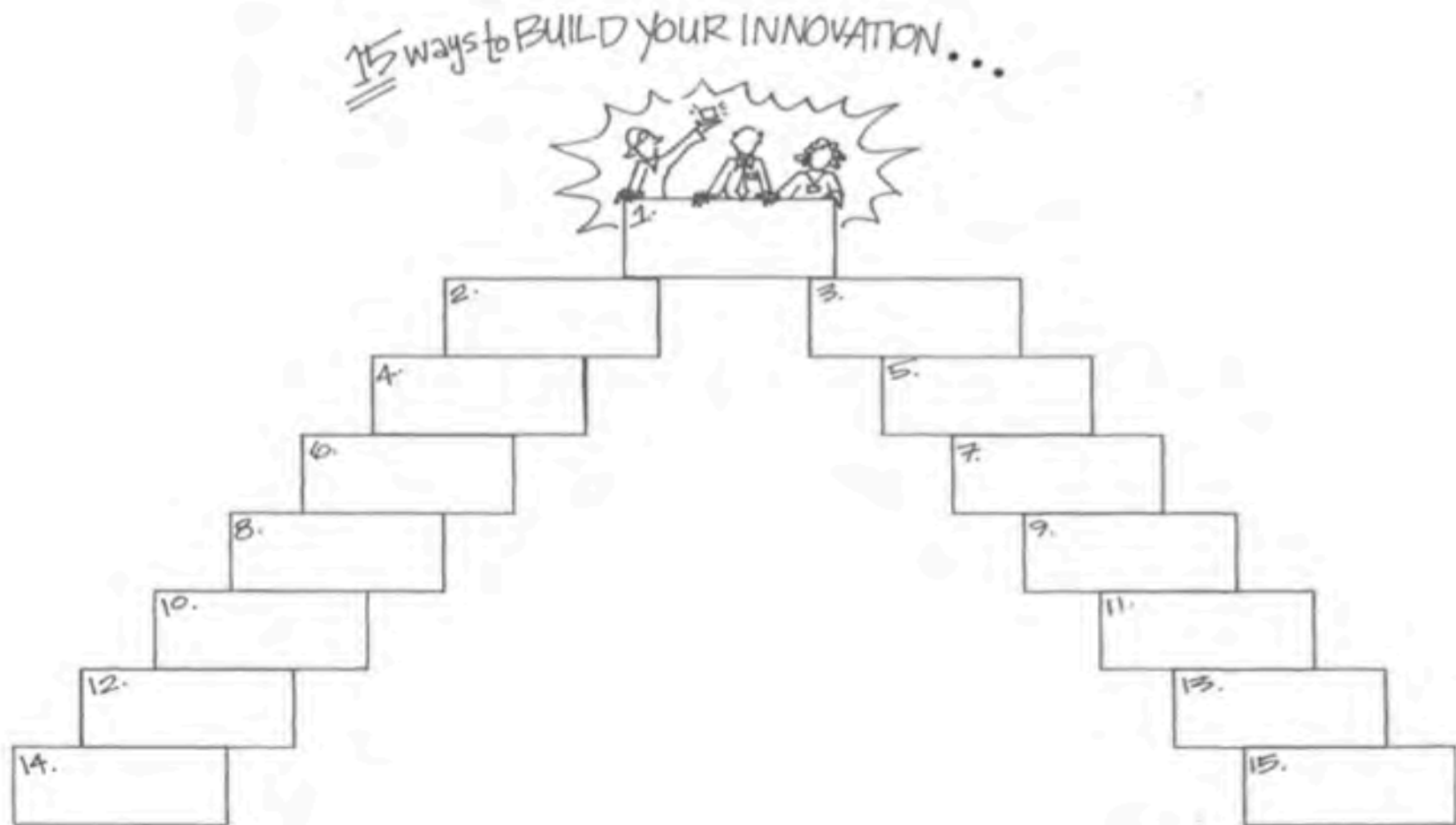
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15 WAYS TO  
BUILD &  
IMPROVE YOUR  
INITIATIVE!



# 15 WAYS TO BUILD & IMPROVE YOUR INNOVATION



# ***15. Braiding Initiatives***

**Relationship between practices not  
competition**

# ***14. Aligned & Integrated***

**Activities at one level can derail  
activities at another level**



# ***13. Feedback & Support***

**Can't improve or change without it**

## ***12. Measurement & Progress***

**If you are not measuring progress you  
are not implementing**

# *11. Role & Function Changes*

**This will happen, it can't be avoided**

# ***10. Capacity Building***

**Continuously assess personnel growth  
to performance standards**

# ***9. Demonstrations & Scaling***

**Know the difference**

## ***8. Complexity of the Initiative***

**If you can't explain it  
they can't do it**

# ***7. Identify Critical Components***

**Identify the Critical Components  
What it IS & What it IS NOT**

## ***6. Readiness***

**There are two types of readiness**



## *5. Leveraging*

**Be aware of context & opportunity**

## ***4. Selection Process***

**Need a structured process to select the practice that is connected to the need**

## ***3. Communication***

**Need an intentional plan.**

## ***2. Shared Vision & Purpose***

**You establish and revisit continuously.**

# *1. Leadership*

It takes ***HARD*** skills and ***SOFT*** skills to  
get the job done.



# Some last thoughts on effective implementation...

Beth A Steenwyk-Systems Design & Implementation



## Consider this; If...


**A poorly implemented program can lead to failure as easily as a poorly designed one.”**

**- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004**

...then...

**What is our responsibility?**





***“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”***

***(R. Elmore, 2002)***

# COACHING AND FOLLOW UP

## EMAIL OR CALL WITH QUESTIONS

- Specific challenges, concerns you are facing
- Problem solving around your context
- Available during June-Sept
- Will respond as soon as I am able

## 2- LARGE GROUP FOLLOW UP CALLS

- Scheduled events in July & August
- Content around the following:
  1. Communication
  2. First & Second Order Change
- Content shared prior to call
- Group sharing and discussion

**Two roads  
diverged in a  
wood, and I,**

**I took the one  
less traveled  
by,**

**And that has  
made all the  
difference.**

**Robert Frost**





**Additional Resources:**

<http://nirn.fpg.unc.edu>



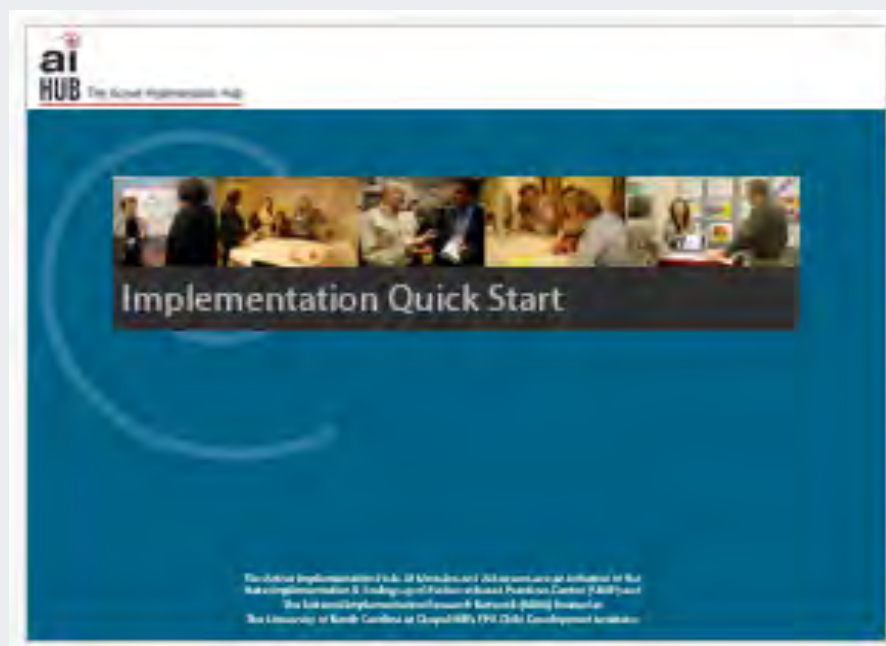
## **Implementation Research: A Synthesis of the Literature**

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).

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008



## State Implementation & Scaling-up of Evidence-based Practices Center



**Additional Resources:**

**<http://sisep.fpg.unc.edu>**

# ***CONTACT INFORMATION***

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