

TRAINING INSTITUTE

Creating Real & Sustained System Impact with Implementation Science Best Practices and Principles



ROBERT F. KENNEDY NATIONAL RESOURCE CENTER FOR JUVENILE JUSTICE PRESENTS

Transformation of Youth Justice

SYMPOSIUM & TRAINING INSTITUTES

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Think about a time . . .
when you implemented or managed
implementation of a new policy, program, or practice
in your organization.



What did you do or notice that made it go well?
What got in the way or may have been missing
for it to go well?

Training Institute Flow



✓ Welcome and Getting to Know Each Other

II. The Critical Role of Leadership and Effective Teaming Structures

III. Brief Overview: Fundamental Implementation Science Concepts

BREAK

IV. Application: Experiential Time Applying Concepts to Reforms

V. Dialogue: Conversations and Lessons Learned

VI. Wrap-Up & Closing



Creating Real & Sustained System Impact with Implementation Science Best Practices and Principles

Critical Role of Leadership and Effective Teaming Structures in Implementation

De Shell Parker





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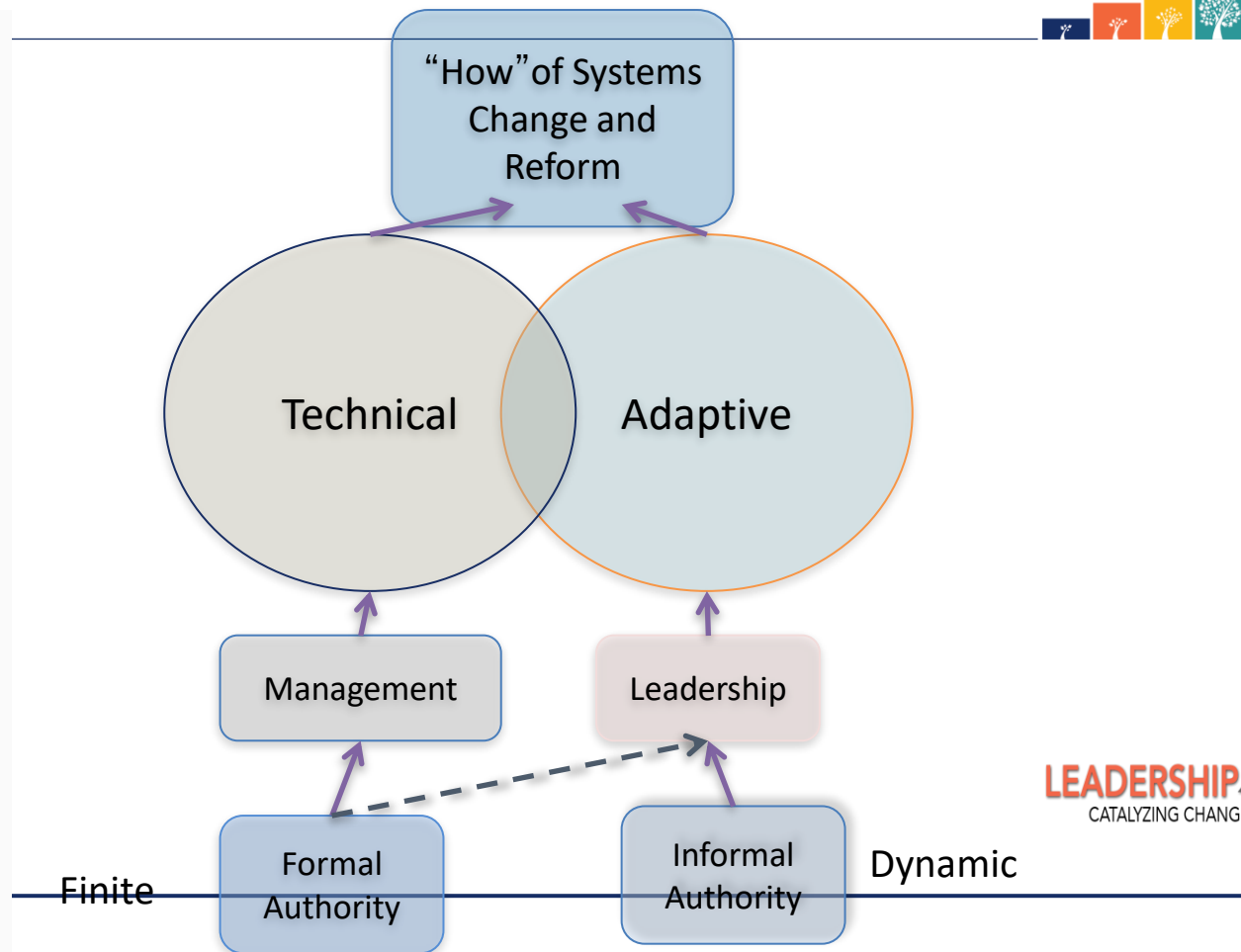
Figure 1: Comparison of Management and Leadership Process Differences in the Workplace

Process	Management	Leadership
Vision Establishment		
Human Development and Networking	<ul style="list-style-type: none"> • Organizes and staffs • Maintains structure • Delegates responsibility • Delegates authority • Implements the vision • Establishes policy and procedures to implement vision • Displays low emotion • Limits employee choices 	<ul style="list-style-type: none"> • Aligns organization • Communicates the vision, mission, and direction • Influences creation of coalitions, teams, and partnerships that understand and accept the vision • Displays driven, high emotion • Increases choices
Vision Execution	<ul style="list-style-type: none"> • Controls processes • Identifies problems • Solves problems • Monitors results • Takes low-risk approach to problem solving 	<ul style="list-style-type: none"> • Motivates and inspires • Energizes employees to overcome barriers to change • Satisfies basic human needs • Takes high-risk approach to problem solving
Vision Outcome	<ul style="list-style-type: none"> • Manages vision order and predictability • Provides expected results consistently to leadership and other stakeholders 	<ul style="list-style-type: none"> • Promotes useful and dramatic changes, such as new products or approaches to improving labor relations



To Be Clear: Leadership is NOT the same as Authority

Authority is much more effective and linear in a technical pathway; leadership is required in different, complex ways when systems and organization reforms are needed



Technical Challenges

- Perspectives are aligned (views, values)
- Definition of the problem is clear
- Solution and implementation of the solution is relatively clear
- There is reasonable confidence that if the solution is implemented there will be resolution
- There can be a “primary” locus of responsibility for organizing the work



- No known solution
- People would rather avoid the Issue
- Reason and logic alone won't get you there
- Recurring problem (and recurring meetings/discussions about it)
- Emotional response
- Failure to resolve competing priorities
- Moving forward feels risky (*leaders feel vulnerable*)
- Casualties may occur
- People must work across boundaries
- Progress is not linear

COMMON

Adaptive Challenge Flags

PROBLEM SOLUTION

Adaptive Leadership Strategies - Examples



Get on the balcony

Distinguish
Tech vs.
Adapt

Find out where
people are at

Song
beneath the
words

Authority
figure for
clues

Think politically

Find partners

Keep
opposition
close

Accept
responsibility for
your piece of the
mess

Acknowledge
their loss

Model the
behavior

Accept
casualties

Orchestrate the conflict

Create a holding
environment

Control the
temperature

Pace the
work

Show them
the future

Give the work back

Take the work
off your
shoulders

Place the
work where
it belongs

Make
interventions
short and
simple

Hold steady

Take the
heat

Let the issue
ripen

Focus
attention on
the issue

Heifetz and Linsky, 2002

Creating Real & Sustained System Impact with Implementation Science Best Practices and Principles

BRIEF OVERVIEW: Fundamental Implementation Science Concepts

Renée Boothroyd & Robin Jenkins



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Fundamental Implementation Science Concepts **Overall Aims**

To build an awareness of “what it takes” (*aka the process of implementation*) to effectively support the use of system reforms, programs, and policies

- What is “implementation” and “implementation science?”
- Why does a focus on the process of implementation matter?
- What does it take? What does building capacities for effective implementation look like?
- What is my role? What are our roles?

“Tell ‘em what you’re gonna tell ‘em”

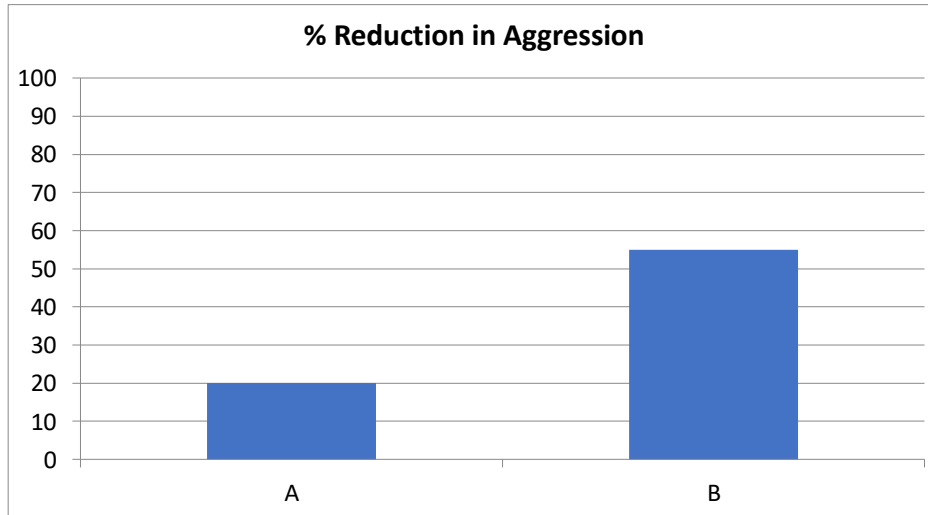
Main Take-Aways

- A. Implementation focuses on the **HOW** of creating change.
- B. A focus on the **“HOW”** of change is REQUIRED to get to the outcomes we want for children, youth, and families
- C. The **HOW** of creating changes focuses on PEOPLE AND ORGANIZATIONS (“5 buckets of capacities”)
- D. The process of change takes time (and is often messy).
- E. Readiness is not a state of being. It changes and is ongoing!
- F. A focus on the **“HOW”** of change is the “secret sauce” for sustainability!

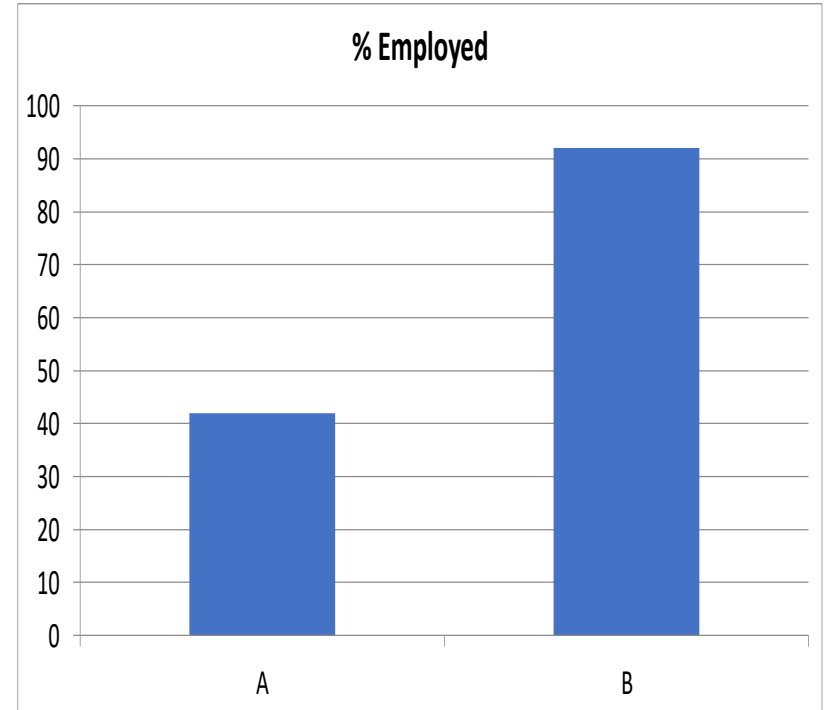


Which program would you want?

School Behavioral Health



Employment Program



Program Choices

In each chart...

A and B are the SAME PROGRAM!

(Evidence-Based Programs = PATHS, SE, DBT)

A = Low Fidelity use of EBP in practice

B = High Fidelity use of EBP in practice

Fidelity: is the program being delivered as intended?

WHAT DO WE WANT? Getting to Impact

How do we get there?

Fidelity to the
Program, Policy,
or Practice



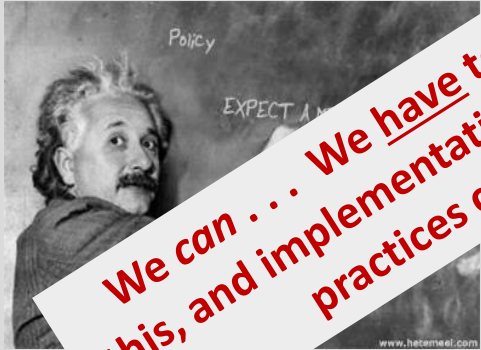
WHAT DO WE WANT? Getting to Impact

Effective Policy,
Programs,
Practices

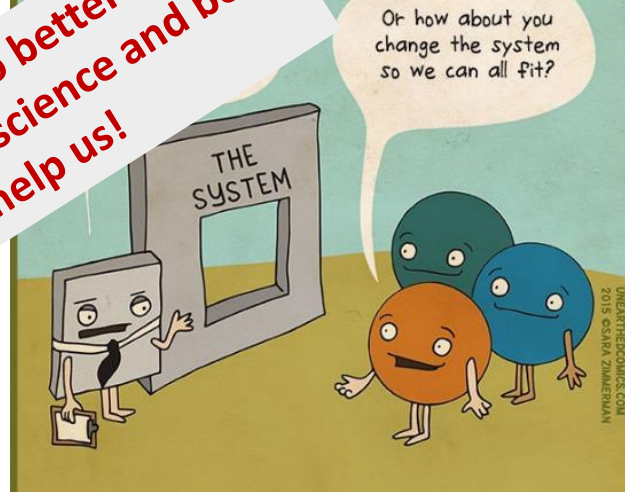
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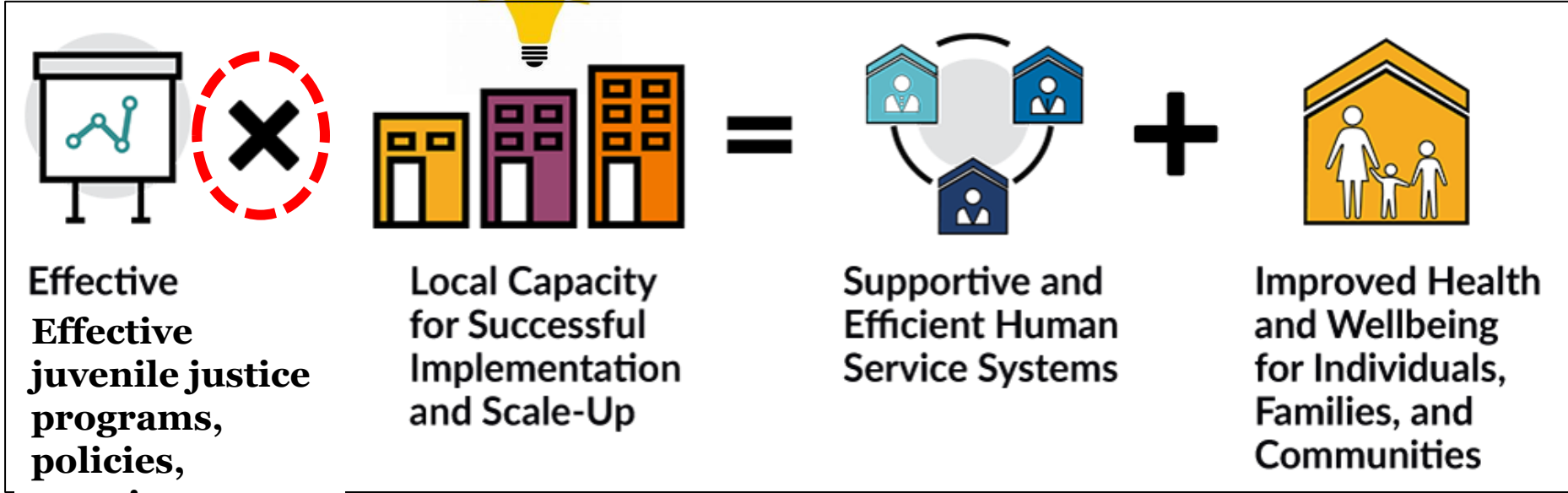
Improved safety,
permanency &
wellbeing for children,
families, communities



We can . . . We have to do better than this, and implementation science and best practices can help us!



Implementation done well is the key. . .



**Effective
Effective
juvenile justice
programs,
policies,
practices**

**Local Capacity
for Successful
Implementation
and Scale-Up**

**Supportive and
Efficient Human
Service Systems**

**Improved Health
and Wellbeing
for Individuals,
Families, and
Communities**

What do we mean by “implementation?”

“A specified set of activities designed to put into practice an activity or program of known dimensions.”

“A process involving multiple decisions, actions, and corrections to change the structures and conditions necessary to successfully implement and sustain new programs and innovations.” (SISEP, n.d.)



“Implementation is about making things work, not discovering whether things could work.”

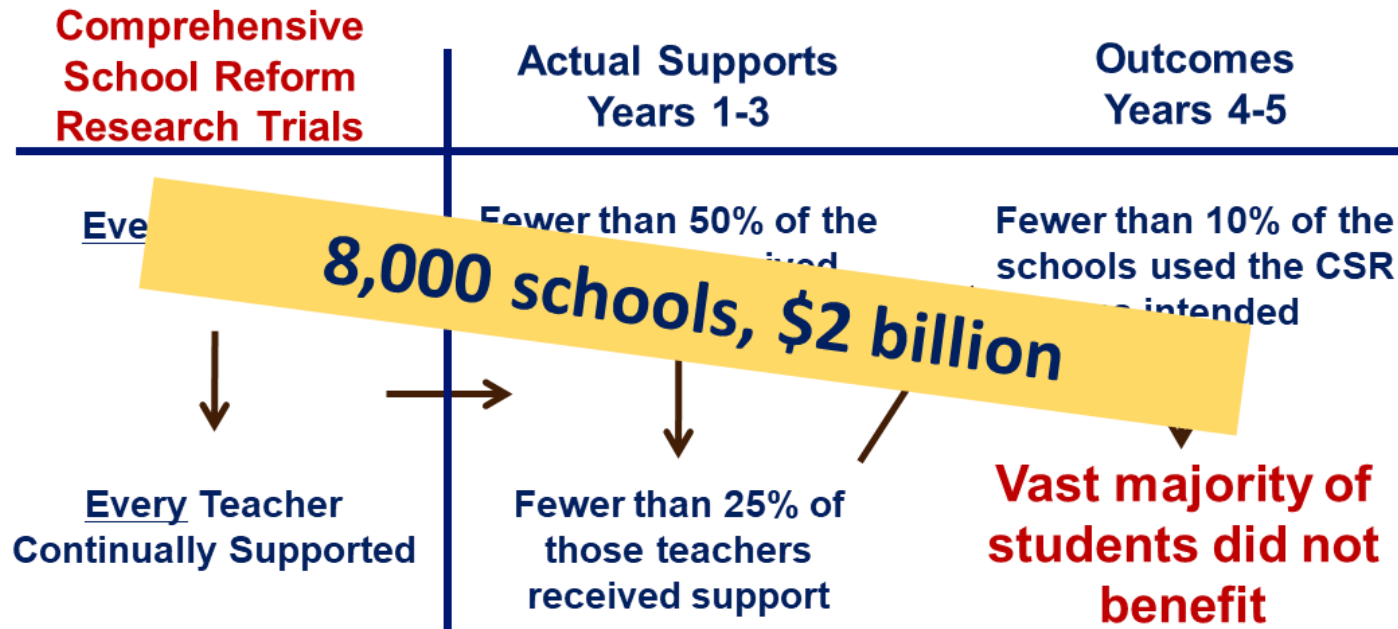
- Hendricks Brown, Implementation Researcher

What do we mean by “implementation?”



Effective Practices Are Not being Effectively Implemented

Longitudinal Studies of a Variety of Comprehensive School Reforms



Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006

Overcoming the Challenges of Implementation

Why Implementation Often Fails?

- Innovation itself is poorly designed or unreliably aligned with proposed population
- Innovations require users to acquire new skills/tech knowledge (which can be under-resourced, tedious, unrewarding to acquire)
- Decision to adopt typically made by leaders without input from practitioners and end users.
- Innovations require role changes, team restructure, norm changes, value shifts – this can disrupt the status quo
- Implementation is time consuming and can initially drag performance



Overcoming the Challenges of Implementation

What Predicts Success?

- ✓ Org Leadership prioritizes effective implementation practices (teaming structures, policies/procedures in support and resources the work)
- ✓ Climate: establish shared ownership & importance of team contributions to overall innovation success
- ✓ Management: their support is crucial irrespective of reservations
- ✓ Financial and non-financial resources in support of the innovation (specifically allocated)
- ✓ Inspiring and maintaining a continuous learning orientation (data!) with linked teaming and quality improvement

PAUSE & REFLECT: How do these ideas about why implementation often fails and what contributes to effective implementation


connect to the thoughts you shared earlier this morning during the Welcome?



Implementation: A Key Missing Link

**DELIBERATE ATTENTION TO
IMPLEMENTATION FACTORS?**

YES	NO
80% 3 Years	14% 17 Years



*Now that we
have your
attention . . .*

WHAT DO WE WANT? Getting to Impact

*Focus on the How =
People & Organizations*

A. Leadership &
Implementation
Team Capacity



Implementation
Capacities & Best
Practices



Fidelity to
Policy, Program,
Practice



- B. Co-Creation Processes
- C. Workforce Development Systems
- D. Getting and Using Data
- E. Media & Networking Systems

Triple P Implementation Evaluation (TPIE),
<http://ncic.fpg.unc.edu/lessons-learned> (see
Reports)

IMPLEMENTATION: WHAT IT TAKES

Focus on People . . . *Not* Just “Train and Hope”

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

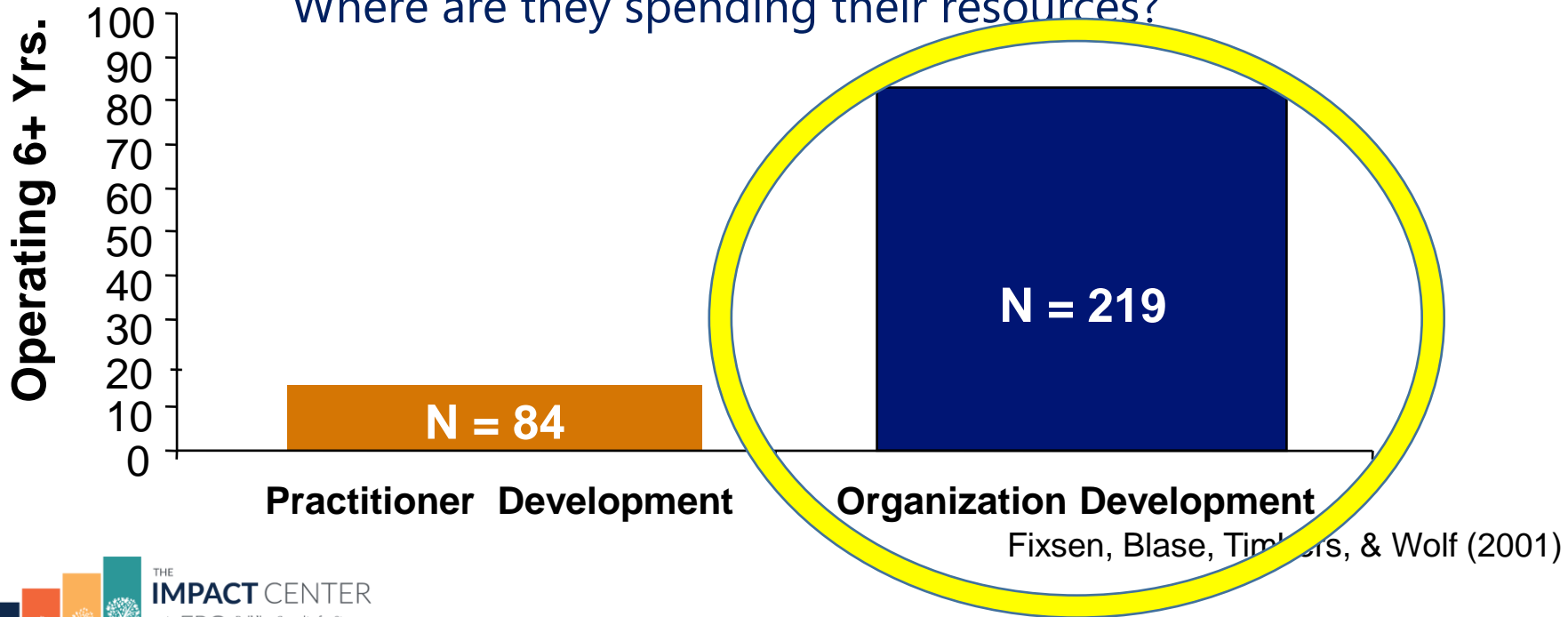
—Joyce and Showers, 2002

IMPLEMENTATION: WHAT IT TAKES

PLUS Focus on the Organization! Especially for Sustainability

Group Homes adopting EBPs:

Where are they spending their resources?



Co-Creation/Partnership:

Internal stakeholders, community members, and system partners are actively involved in teaming structures and processes to support implementation

Leadership & Teams:

Leaders (at multiple levels) and partners have functional roles, and dedicated resources for implementation. Organizational practices create a climate that facilitates progress and problem-solving

Core Implementation Capacity Areas

Getting and Using Data:

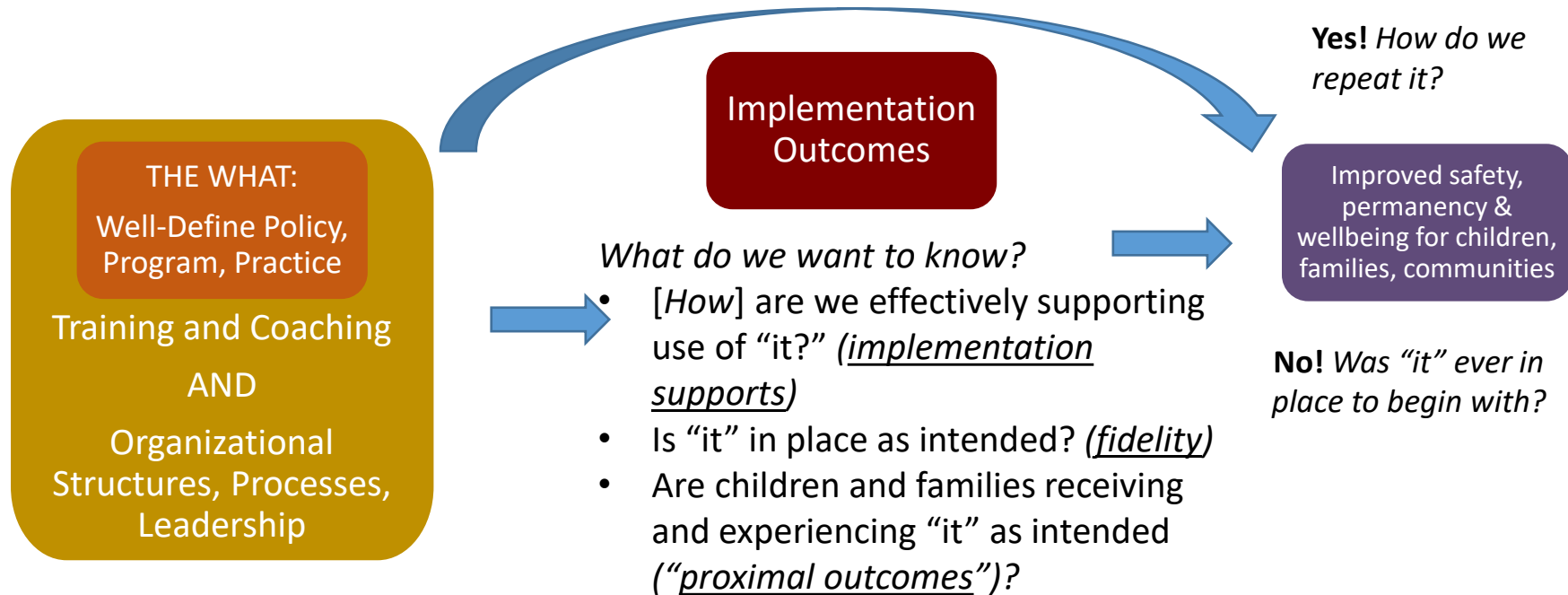
Data reviewed, used by the right people at the right time to address what we want to know (e.g., problems, successes, impact). Leadership and organizational practices support this ongoing quality improvement work

Workforce

Development Systems:

Recruitment, promotion, and retention practices align with reform principles. Ongoing training and coaching plans and practices build competence and confidence of staff at all levels

Building Capacities for Implementation = Pathway to Sustainment



So What is My Role?

Implementation requires strong and engaged leadership in every stage! We can delegate tasks and processes, but we cannot delegate leadership of the organization's executive responsibilities to ensure readiness to offer an optimal and hospitable climate for implementation.



Organizational readiness refers to ‘the extent to which organizational members are **psychologically and behaviorally prepared** to implement organizational change.’

HIGH: More likely to initiate change, exert greater effort, exhibit greater persistence, and display more cooperative behavior.

LOW: More likely to view the change as undesirable and subsequently avoid, or even resist, planning for the effort and participating in the change process.

Getting Clear: Organizational Readiness

“Readiness” is a developmental point at which a person, organization, or system has the capacity and willingness to engage in a particular activity. It is not a pre-existing condition waiting to be found or an enduring aspect of a person, organization, or system. It needs active support to be developed, nurtured, and sustained.

Organizational Readiness: Measure (Ex.)

- Are committed to implementing this change
- Are determined to implement this change
- Are motivated to implement this change
- Want to implement this change
 - Can manage the politics of implementing this change
 - Can support people as they adjust to this change
 - Can coordinate tasks so that implementation goes smoothly
 - Can keep track of progress in implementing this change
 - Can handle the challenges might arise in implementing this change

Shared value and commitment
Collective ability to support change

Readiness Ruler

- Willing: The importance of change
- Able: Confidence for change
- Ready: A matter of priorities



“Tell ‘em what you’re gonna tell ‘em”

Main Take-Aways

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Looking Ahead (in the next 2 weeks or so)

Implementation Science, Practice, My Leadership Role

- What is making you go “hmmm?” How does some of this “HOW” apply to what you are working on?
- What piece of this “focus on the HOW” might you share with someone? Who is that someone, and why share with them?



BREAK!

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Application: Experiential Group Time Applying Concepts to Reforms

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Plan on a Page Activity: Probation Order Reform

Questions to consider as your team works on developing the Plan on a Page:

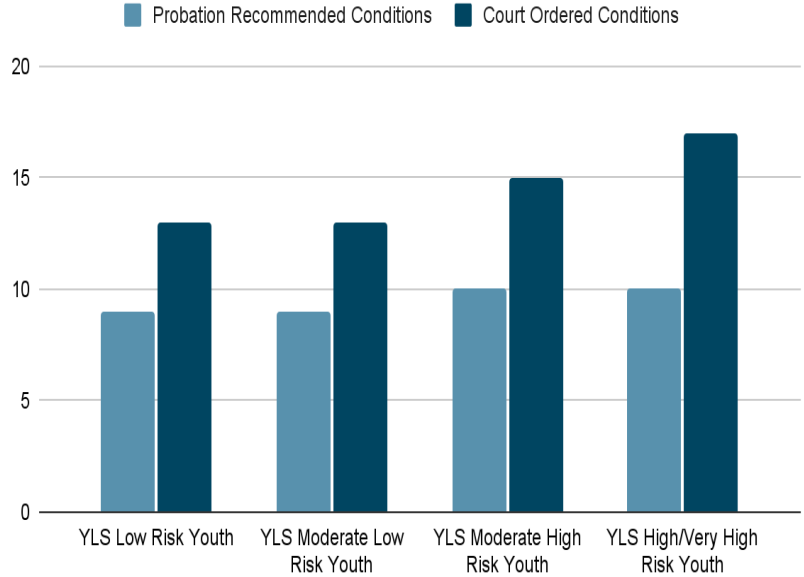
- a. Based on what we've learned about willingness, ability, and motivation to implement, what needs to happen to build and sustain readiness for Probation Order Reform?
- b. What team structures and who needs to be at the table?
 - a. Should those roles shift/change depending on stage of implementation?
- c. How will the team best communicate/coach/support the work?
- d. What early data will they need to know if they are on track?
 - a. What would need to be in place to support the data system?
- e. What partners/stakeholders? (internal, external)

Lancaster County: Probation Order Reform Journey

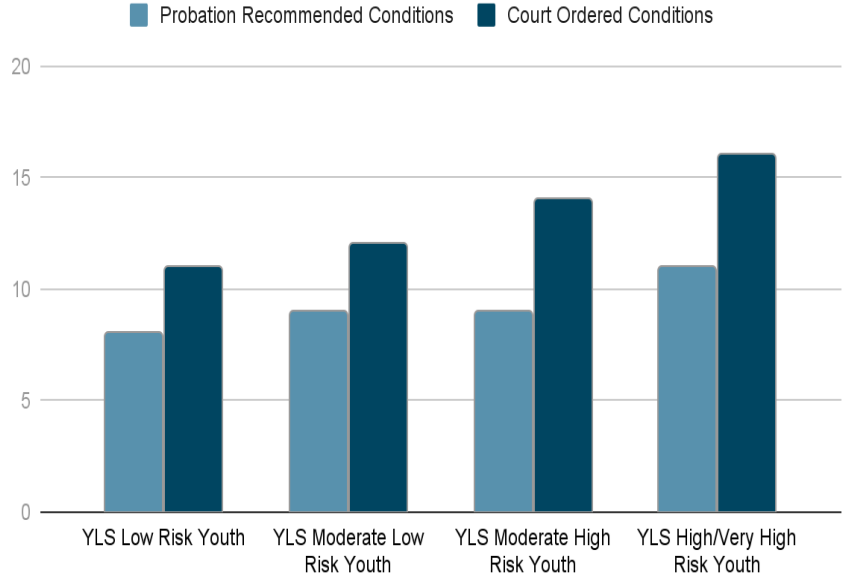
- Partnership with Judiciary, County Attorney, Public Defender and Legal Aid
- Development of the Probation Order Desktop Guide
- Conditions aligned with the YLS domains
- Conditions written in youth and family friendly language
 - Reviewed by National Juvenile Defender Center, RFK, and youth
- Creation of a CQI process by leadership to ensure use of Matrix, Desktop Guide, and a Youth and Family Discussion is represented in the court report
 - Q2 2021 increased to 96%, up from 88% in Q1 2021
 - Q2 2021 increased to 81%, up from 77% in Q1 2021

Lancaster County, Nebraska: Probation Order Reform Data

Quarter 1 2021 Probation Order Data



Quarter 2 2021 Probation Order Data



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Dialogue: Conversations and Lessons Learned

Amoreena Brady & De Shell Parker



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DYFS | Division of
Youth & Family
Services

A Division of the Department of
Health & Human Services

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Wrap-Up and Closing

Robin Jenkins & Team



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