



**SAMHSA's *Enhancing State Prevention Systems for Children & Youth:*
National Webinar Series Presents:**

**“Foundations in Implementation Science:
Effective Strategies for Implementing EBPs”**

❖ Allison Metz, PhD

August 6, 2013





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Foundations in Implementation Science

Effective Strategies for Implementing EBPs

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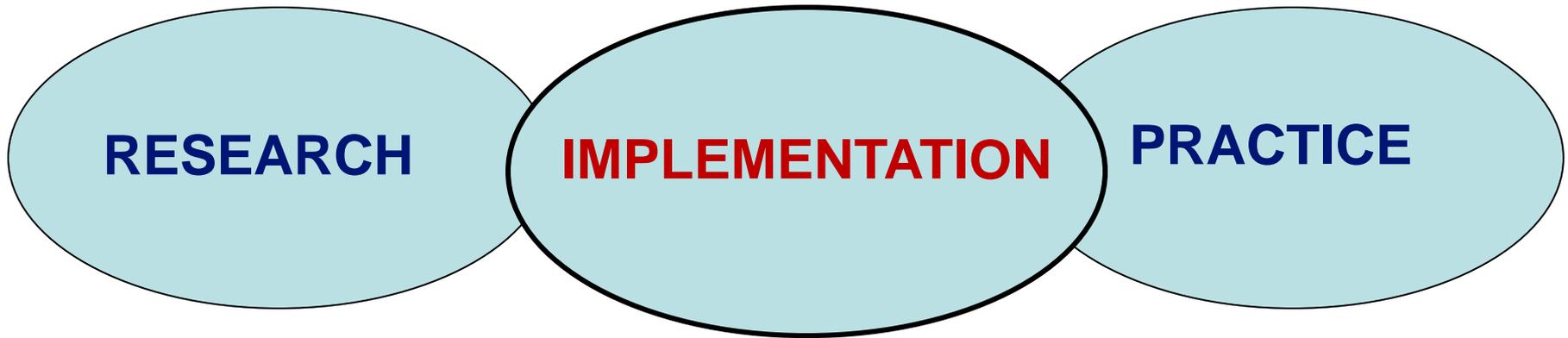


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FPG CHILD DEVELOPMENT INSTITUTE



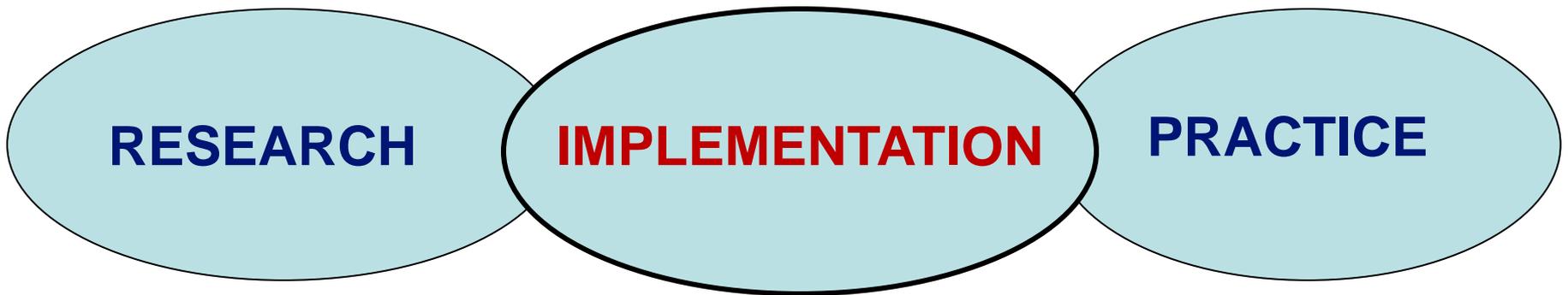
Implementation Gap



Implementation is defined as ***a specified set of activities*** designed to put into practice an activity or program of **known dimensions**.

Implementation Gap

Why Focus on Implementation?



“Consumers cannot benefit from interventions they do not experience.”

Active Implementation

- Letting “It” happen. . .
 - Innovation occurs without intervention
- Helping “It” happen. . .
 - Interested innovators figure it out on their own
- **Making “It” happen. . .**
 - Active use of strategies to support the adoption of the innovation
 - Active installation of supports for the implementation of the innovation
 - Implementation Teams are accountable

Based on Hall & Hord (1987); Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou (2004); Fixsen, Blase, Duda, Naoom, & Van Dyke (2010)

Formula for Success

Effective Interventions
A well-operationalized
“What”



Effective Implementation Methods



Enabling Contexts



Socially Significant Outcomes

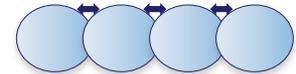
Goals for Today's Session

- **The “What”**
 - The effective interventions and approaches that will improve outcomes for consumers
- **The “How”**
 - Present ‘stage-related’ work necessary for successful change
 - Present **Implementation Drivers** that result in competence and sustainability
 - Explore “improvement cycles” and how to use them at a number of levels
- **The “Who”**
 - Discuss the roles and responsibilities of program developers, purveyors and implementation teams

Interventions



Stages



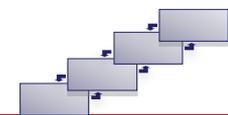
Drivers



Cycles



Teams



And “Why?”

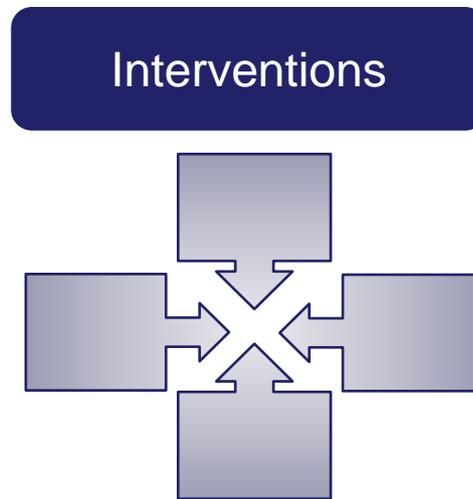
REALIZE THE GOAL

of improving outcomes and maximizing benefits for children, youth, adults, and families globally



The “WHAT”

Effective Interventions and approaches that best meet the needs of consumers with a complex range of problems



Usable Intervention Criteria



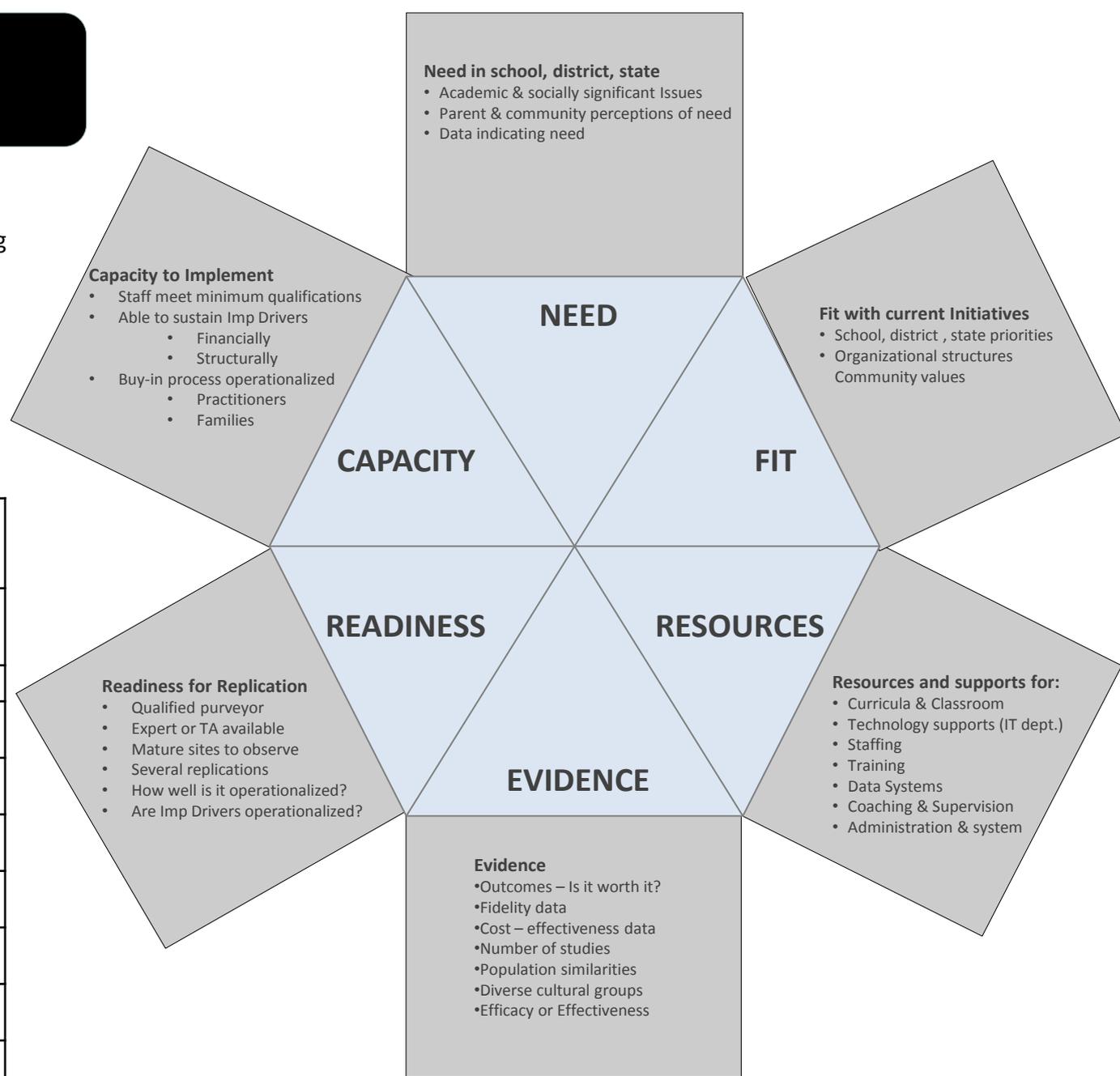
- What are the needs of consumers in your service area?
- What interventions are available to address those needs?
- What is the strength of the evidence of those interventions?
- Which interventions are a good fit for local communities?
- Do providers have what is required to fully and effectively implement these strategies?
- Are there usable intervention criteria?

The Hexagon

An EBP Exploration Tool

The “Hexagon” can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

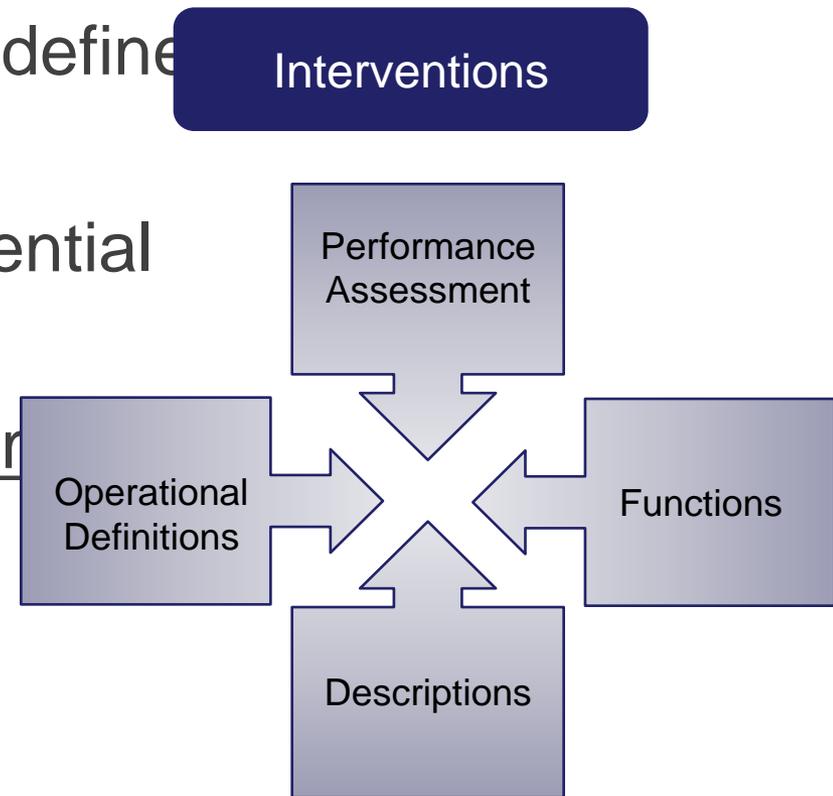
Download available at:
www.scalingup.org/tools-and-resources



EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			

Usable Intervention Criteria

- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of essential functions
- Practical performance assessment



Discussion Points

Supporting New Ways of Work



Usable Interventions

- In your role, how can you encourage careful assessment and selection of well-suited, effective interventions and approaches?
- To what extent have usable intervention criteria been defined with practices you have implemented?
- How has intervention selection affected project progress?

- Implementation Gap
 - What is adopted is not used with fidelity and good outcomes
 - What is used with fidelity is not sustained for a useful period of time
 - What is used with fidelity is not used on a scale sufficient to impact social problems



“Implementation Science”



“Implementation science is the systematic study of variables and conditions that lead to full and effective use of evidence-based programs and other effective innovations in typical human service settings.”

—Blase and Fixsen, 2010
National Implementation
Research Network

Download at:

<http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>

Best data show these methods, when used alone
Do not Result in Implementation as Intended

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

5 to 10% return on investment

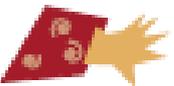
NECESSARY BUT NOT SUFFICIENT

IMPLEMENTATION

		Effective	NOT Effective
INTERVENTION	Effective	Actual Benefit	
	NOT Effective	Unpredictable poor outcome	

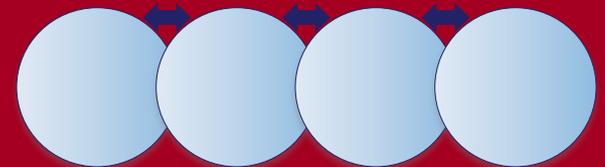
from Mark Lipsey's 2009 Meta-analytic overview—
“... in some analyses, the quality with which the intervention is implemented has been as strongly related to recidivism effects as the type of program, so much so that a well-implemented intervention of an inherently less efficacious type can outperform a more efficacious one that is poorly implemented.”

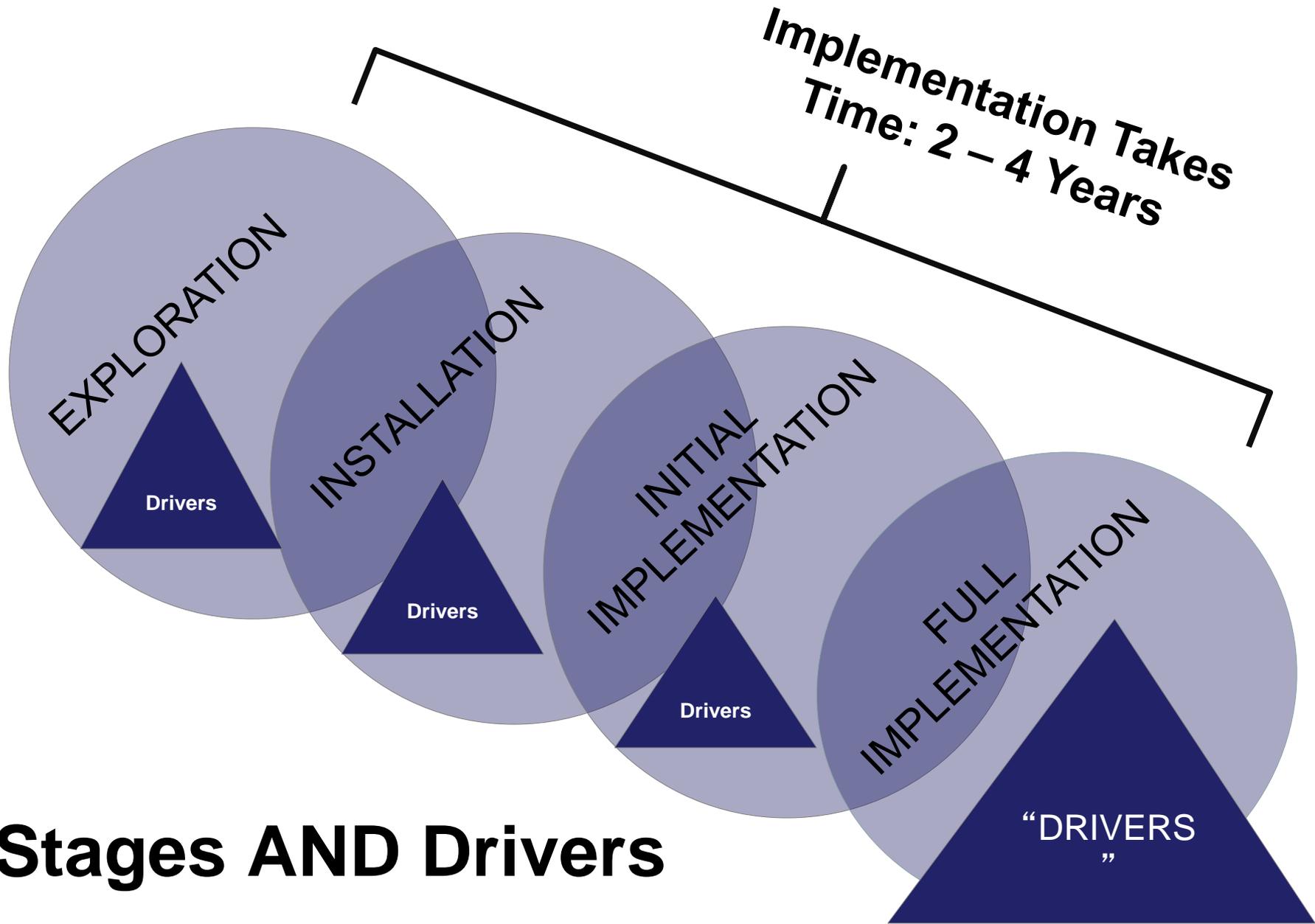
(Institute of Medicine, 2000; 2001; 2009; New Freedom for Health, 2003; National Commission on Excellence in Education, 1983; Health and Human Services, 1999)



IMPLEMENTATION STAGES

Purposeful matching of critical implementation activities to the stage of the process

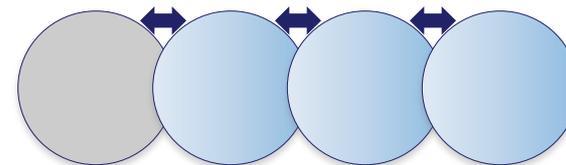




Stages AND Drivers

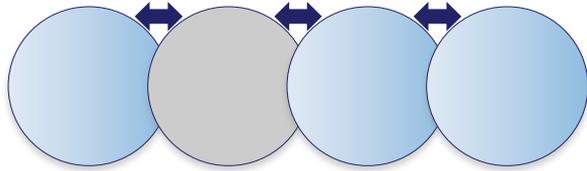
Goals

- Create readiness for change
- Examine degree to which the proposed strategies and practices meet the needs of population(s) of concern
- Determine whether the strategies, practices, and implementation are desirable and feasible



What happens during Exploration Stage?

- Determine Need and Identify Options
- Assess “Fit” and Feasibility
- Structural and functional changes identified
- Promote “Buy in” for the innovation and for implementation supports
- Make recommendations (go/no go)
- Implementation “Team” identified

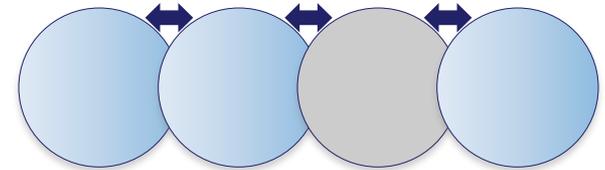


Goals

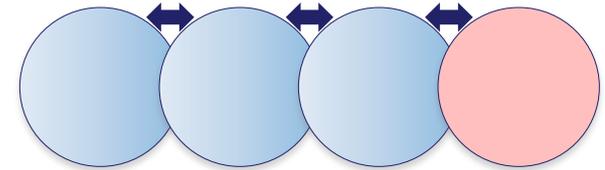
- Structural and functional changes are made to support implementation
- Staff selection protocols developed
- First ‘practitioners’ selected
- Define and initiate training of first cohort of practitioners
- Develop coaching system and plans
- Evaluate readiness and sustainability of data systems (e.g. fidelity, outcomes)

Goals

- Work through the Awkwardness
 - New skills are fragile and uncomfortable
 - Implementation supports require new thinking/doing
 - Organization/system change is scary
- Provide training and coaching on the evidence-based practice, re-organization of organization's roles, functions and structures
- Make use of improvement cycles to resolve systems issues
- Learn from mistakes (detect and correct)
- Celebrate participation and progress
- Continue "buy-in" efforts



Goals



- Maintaining and improving skills and activities throughout the system
- Components integrated, fully functioning
- Skillful practices by front line staff, supervisors, administrators (50% meet performance criteria)
- Changes in policy are reflected in practice at all levels
- Ready to be evaluated for expected outcomes

Discussion Points

Supporting New Ways of Work



Implementation Stages

- What is the current stage of implementation for one of your current projects?
- What are the barriers to moving forward?
- What are the facilitators?
- Did you ‘skip’ some earlier stage-based work?
- What “stage-based” work might need to be done next?
- Other thoughts about Stages?

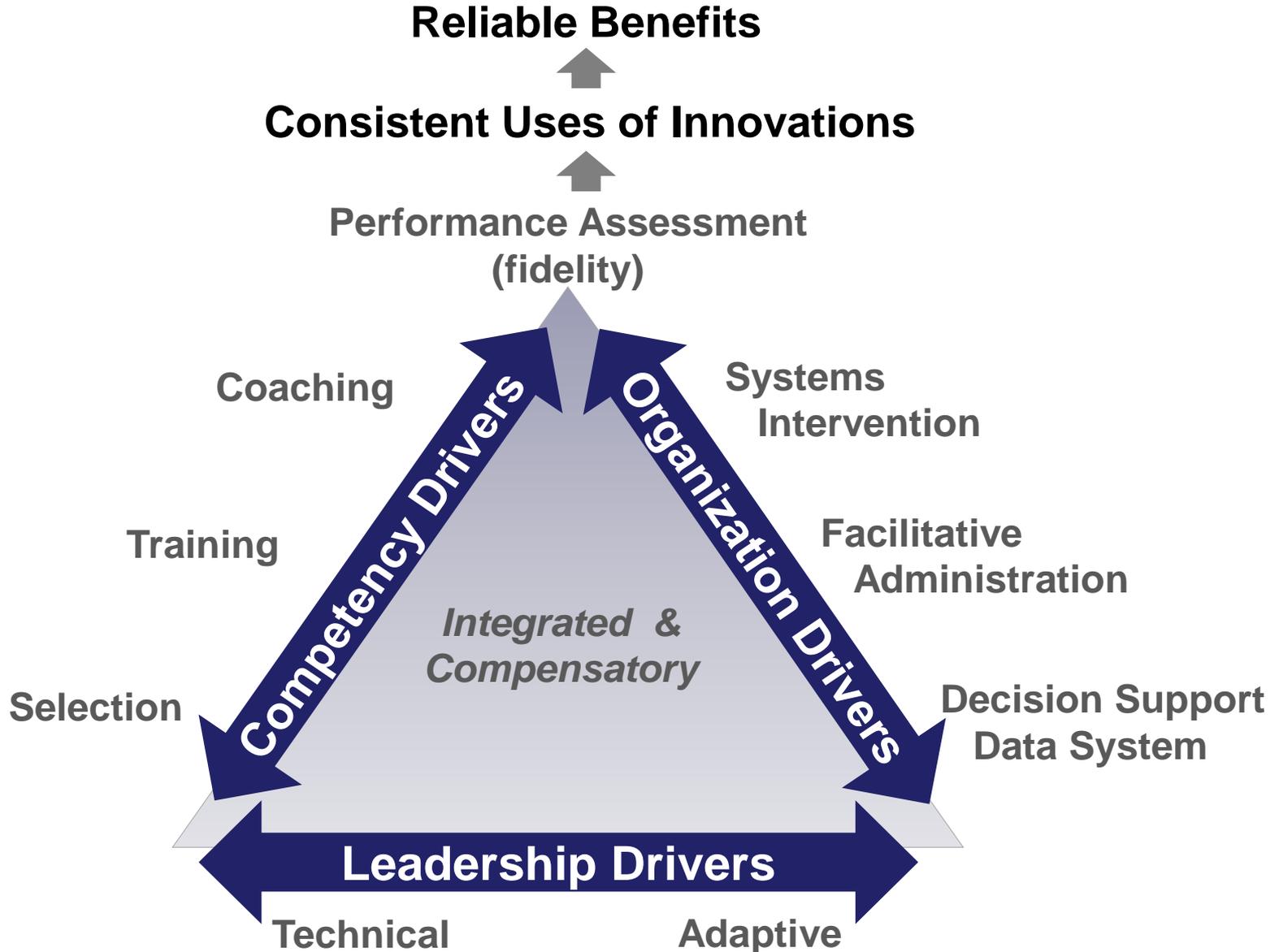


IMPLEMENTATION DRIVERS

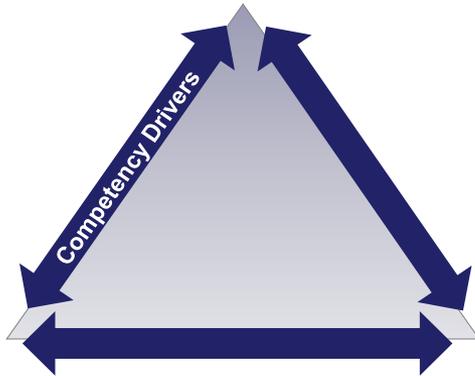
- Develop, improve and sustain practitioner competency
- Institute hospitable organization and systems environments
- Build leadership capacity



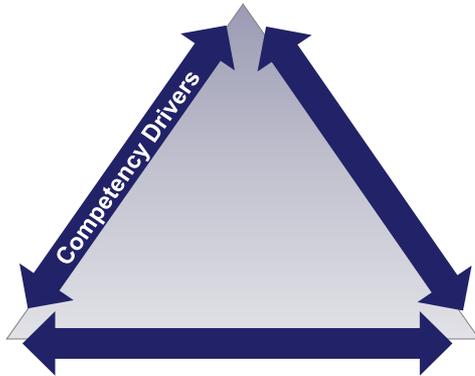
Implementation Drivers



Purposes

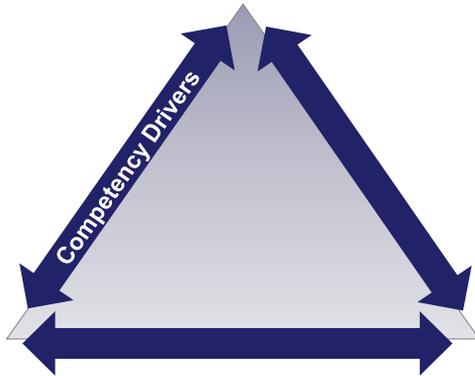


- Select for the “tough to teach traits”
- Screen for pre-requisites
- Set expectations for new hires – use of data, coaching
- Allow for mutual selection
- Improve likelihood of retention after “investment”
- Improve likelihood that training, coaching, and supervision will result in implementation



Purposes

- Continue “Buy-in” process
- Knowledge acquisition
- Skill Development
- Form a ‘community’
- Get started...get better



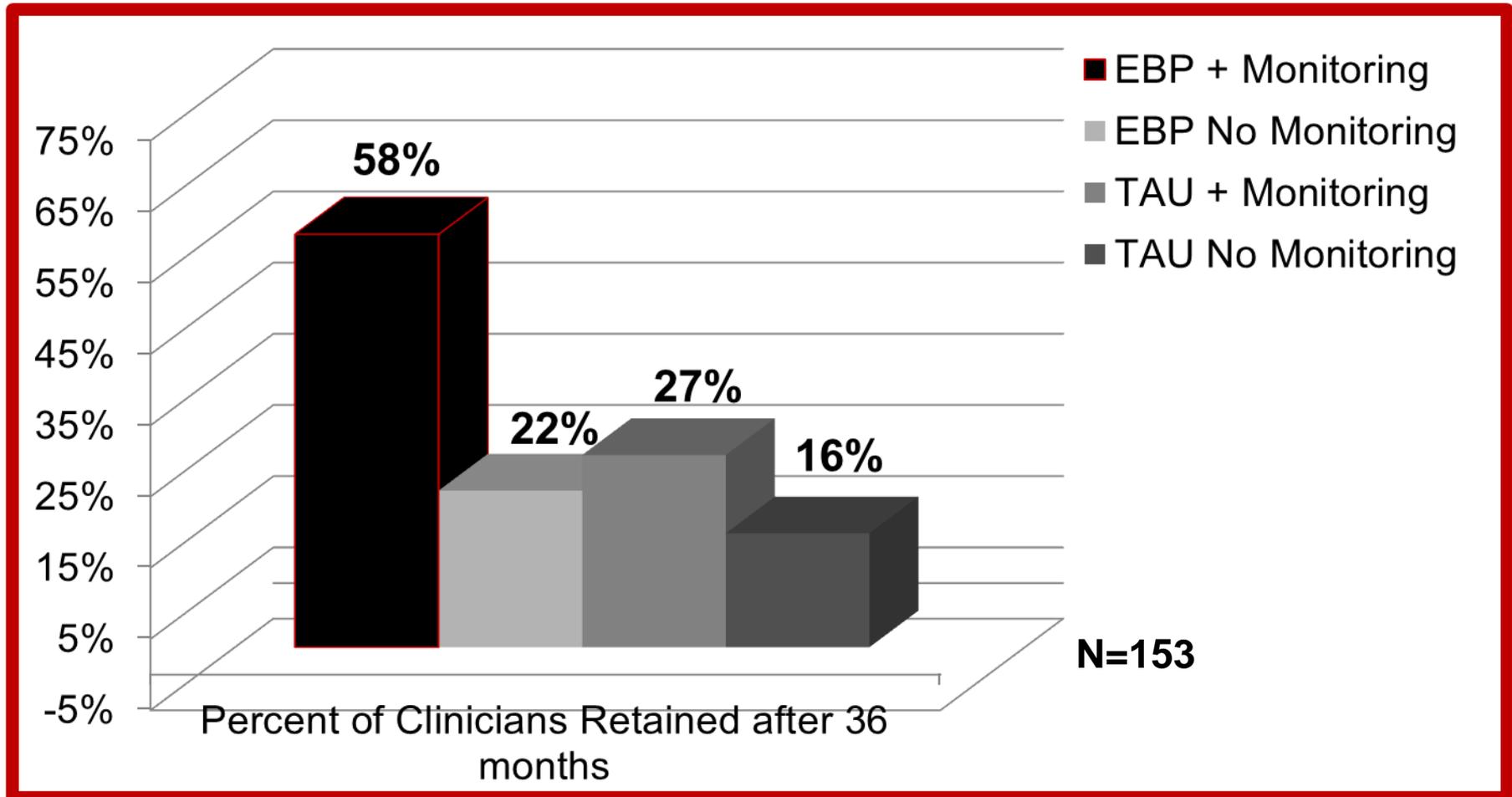
Purposes

- Ensures fidelity
- Ensures implementation
- Develops application judgment in their setting
- Provides feedback to selection and training processes
- Grounded in “Best Practices”
- Must include direct observation and feedback

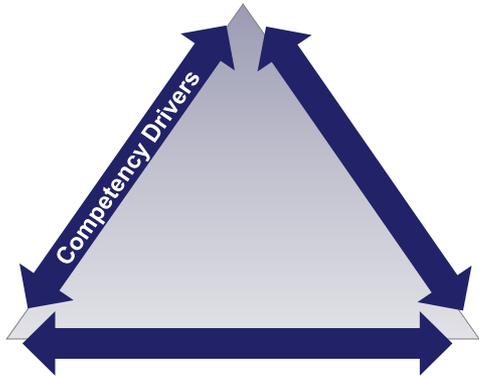
TRAINING COMPONENTS	OUTCOMES		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice &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

—Joyce and Showers, 2002

What Happens to Job Satisfaction When Monitoring/Coaching is Part of an Evidence-Based Practice?



Aarons, G.A., et al. (2009). The impact of evidence-based practice implementation and fidelity monitoring on staff turnover: Evidence for a protective effect. *Journal of Consulting and Clinical Psychology*, 77(2), 270-280



Purposes

“Are we doing what we said we would do?”

- Measure fidelity
- Motivate implementation
- Reinforce staff and build on strengths
- Interpretation of Outcome Data
- Feedback on functioning of
 - Recruitment and Selection Practices
 - Training Programs (pre and in-service)
 - Supervision and Coaching Systems

Implementation Science

Longitudinal Studies of a Variety of Comprehensive School Reforms

Effective Interventions

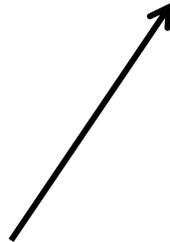
Actual Supports Years 1-3

Outcomes Years 4-5

Every Teacher
Trained



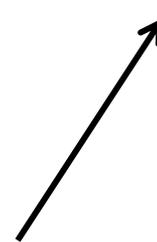
Every Teacher
Continually
Supported



Fewer than 50% of
the teachers
received some
training



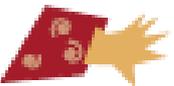
Fewer than 25% of
those teachers
received support



Fewer than 10% of
the schools used the
CSR as intended



**Vast majority of
students did
not benefit**



ORGANIZATIONAL CHANGE

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."



R. Spencer Darling
Business Expert

Purposes



- Monitor and improve student outcomes through data-based decisions
- Provide information to assess effectiveness of intervention and prevention practices
- Analyze the relationship of fidelity to outcomes
- Guide further program development
 - Detect discrete issues as well as systemic issues
- Engage in continuous quality improvement
 - Of the Intervention and the Drivers
- Celebrate success
- Be accountable to parents, State, taxpayers, and other funders



Purposes

- Creates an internally hospitable environment for the new way of work – at the level of the “agency”
- Facilitates the installation, implementation, and improvement of the Drivers for each innovation
- Takes the lead on Systems Interventions
- Looks for ways to make the direct work of practitioners (e.g. workers, agency staff) and directors more effective and less “burdensome”!!



Purposes

- Identify and “lift up” systemic barriers and facilitators to the next level to improve support for the new way of work
- Create an externally “hospitable” environment for the new way of work
- Embed facilitators and strengths
- Contribute to cumulative learning in multi-site projects

Integrated and Compensatory Implementation Drivers

- Integrated

Consistency in philosophy, goals, knowledge and skills across these processes (S/T/C/SE/DSDS/FA/SI)

- Compensatory

- At the practitioner level
- At the program level



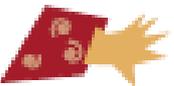
Discussion Points

Supporting New Ways of Work



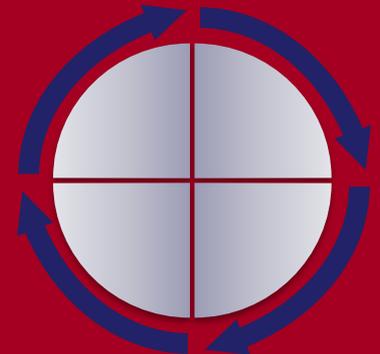
Implementation Drivers

- How are the implementation drivers relevant to the work you do supporting evidence-based practices?
- Which Drivers do projects give the most and least attention to?...Why?
- How can you work with your projects to gain clarity on who's going to “deliver” the Competency and Organization drivers?
- In your role, how can you help implementing sites address “gaps” not installed by program developers or other consultants?



IMPROVEMENT CYCLES

Changing on purpose to support the new way of work

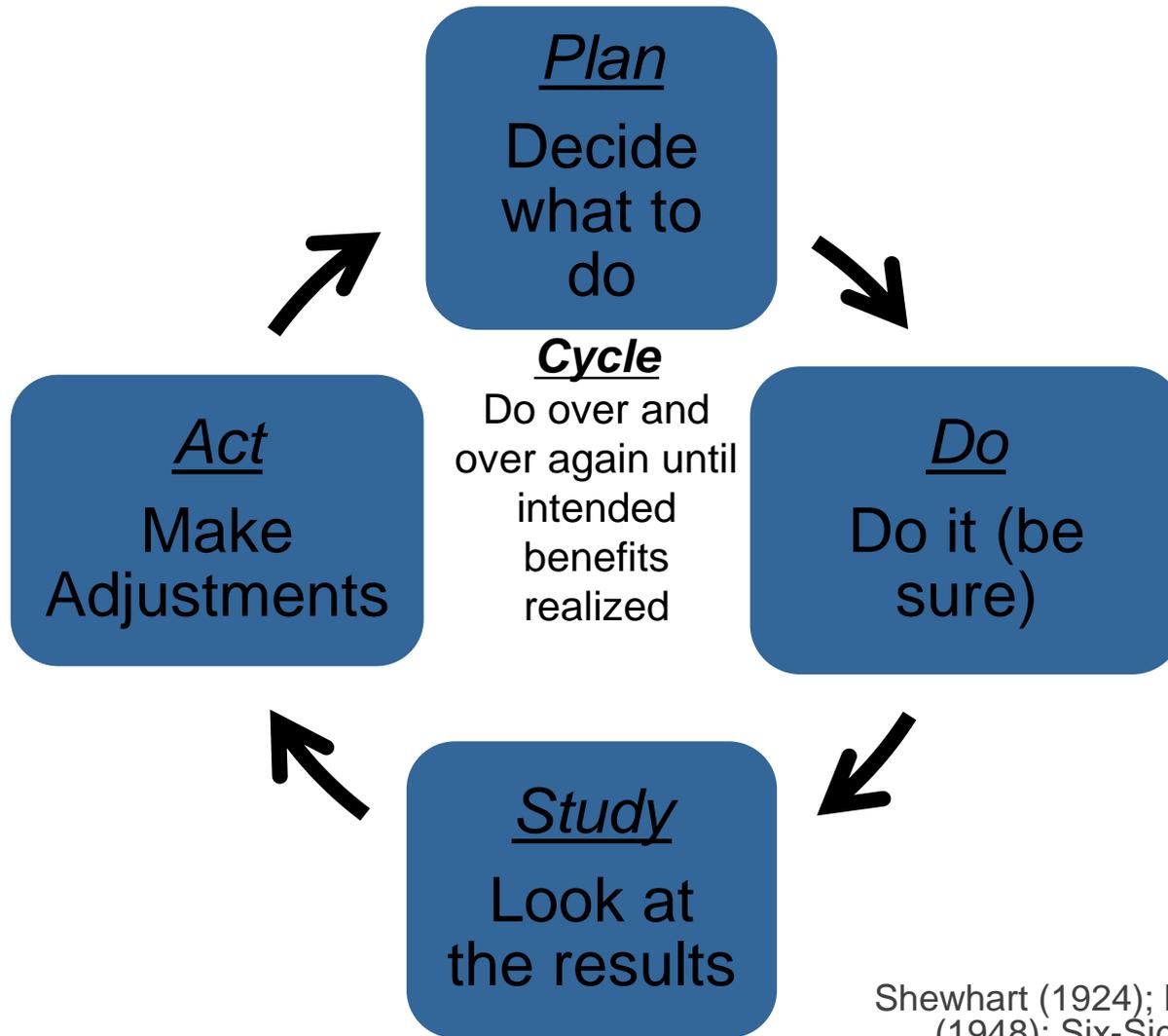


New practices do not fare well in existing organizational structures and systems

People, organizations, and systems. . .

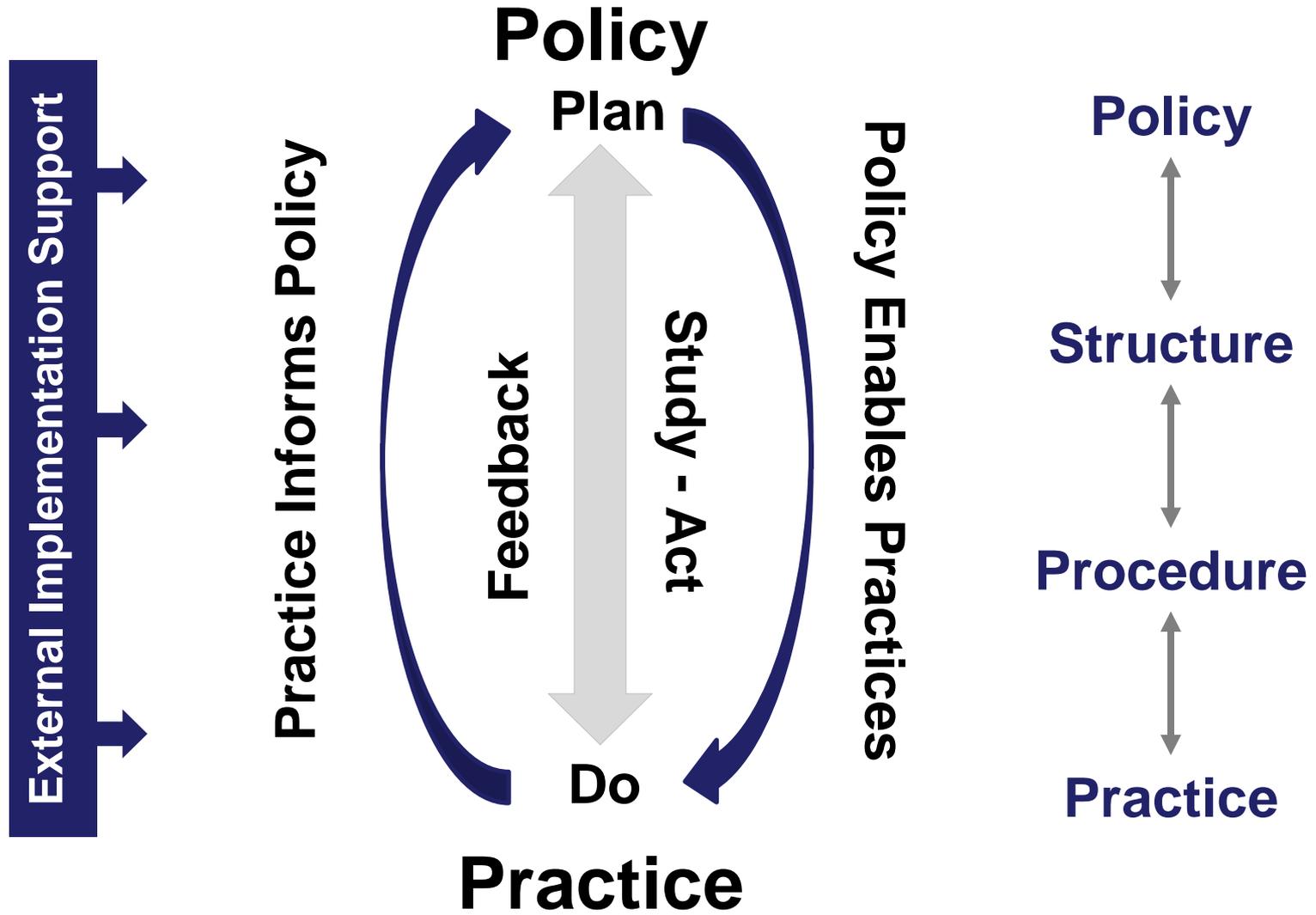
- Cannot change everything at once
- Cannot stop and re-tool
- Cannot know what to do at every step
- Many outcomes are not predictable





Shewhart (1924); Deming & Juran (1948); Six-Sigma (1990)

Practice-Policy Communication Cycle



FORM SUPPORTS FUNCTION

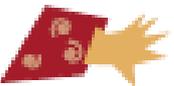
Discussion Points

Supporting New Ways of Work



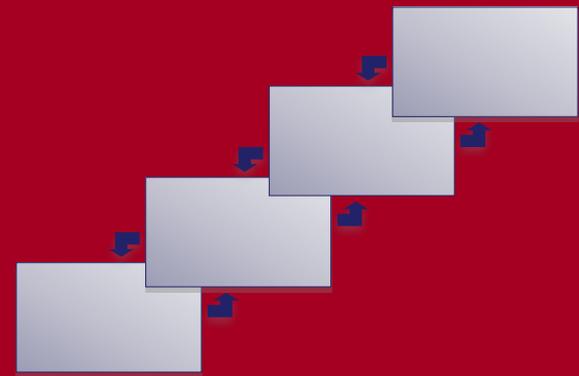
Improvement Cycles

- Consider a current project, are there formal, transparent, and regular methods for hearing from the ‘practice level’ or “next level” about what’s working and needs to change?for moving information ‘up’ the system and back ‘down’ ?
 - What have been the challenges in developing these processes?
 - What have been the benefits?
- In your role, how can you help to install the development of practice-policy feedback loops?



IMPLEMENTATION TEAMS

Organized, expert assistance to develop and sustain an accountable and effective structure



Q. “WHO” MAKES IT HAPPEN?

A. Organized “Expert” Assistance

- **Purveyors**
- **Implementation Teams**

- **Successful implementation of an EBM or innovation on a useful scale requires a purveyor**
 - An individual or group of individuals representing a program or practice who actively work to help others implement that practice or program with fidelity and good effect





Not all purveyors are created equal!

- Different levels of knowledge, experience and support
- Be an informed consumer!

- Focus is on
 - Quality, integration, sustainability of Drivers
 - Data-based decision-making
 - Problem-solving and analytical engagement
 - Purposeful adaptation and planned supports
 - Alignment and Sustainability
- Provide accountable structure to move intervention through stages of implementation for **any new innovation**



Implementation Teams

IMPLEMENTATION

		IMPLEMENTATION	
		Impl. Team	NO Impl. Team
INTERVENTION	Effective	80%, 3 Yrs	14%, 17 Yrs
		Making it Happen	Letting it Happen Helping it Happen

Fixsen, Blase, Timbers, & Wolf, 2001

Balas & Boren, 2000
Green & Seifert, 2005

Discussion Points

Supporting New Ways of Work



Implementation Teams

- Consider a current project you have, WHO supports the change process (Implementation Teams, Model Purveyors, other external experts)?
- Consider a current project, what might be the right next steps in developing an effective teaming structure to support implementation?

Summary

Improving Outcomes through the Active Use of Effective Implementation Strategies...

- Purposeful selection of an effective and feasible “What”
- Conceptualize a change process **so that** effective interventions can become embedded and sustained in socially complex settings
 - “stage-matched activities to guide the process
 - “implementation drivers” to build the infrastructure
- Improvement processes are critical
 - the work is never done because the environment is in motion
- Invest in the development of organized, “expert” implementation support



GIC

Global Implementation
Conference

**Washington Hilton Hotel
Washington D.C.**

August 19-21, 2013

www.globalimplementation.org/gic

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www.implementationconference.org