Using Implementation Science to Build Implementation Capacity:
A "How To" Workshop

Blueprints for Violence Prevention
April 11, 2016

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Louisville, Colorado**

Activity

Active Implementation

Around the room you will see chart paper with a histogram for the activity. Using the sticky dots provided on your table, please identify:

- How familiar are you with implementation concepts?

- What is your level of interest in learning about the implementation concepts?

*Use 1 dot to indicate both interest and familiarity

Pair & Share

In pairs of 2, please take 5 minutes and share with each other:

1.What brought you here today?

2.What are you hoping to get out of today's workshop?

We also want to know:

What do you find most challenging about effectively implementing in community-based settings?

Agenda for Today

TIME	ACTIVITY
8:30 – 10:00	Workshop Part I
10:00 – 10:15	BREAK
10:15 – 12:00	Workshop Part II
12:00 – 1:00	LUNCH
1:15 – 3:00	Workshop Part III
3:00 – 3:15	BREAK
3:15 – 4:30	Workshop Part IV

Objectives

- Common language
- Shared Understanding
- Learning from you
- Ideas you can take back

Slides and handouts:

www.theimplementationgroup.com/workshop-files
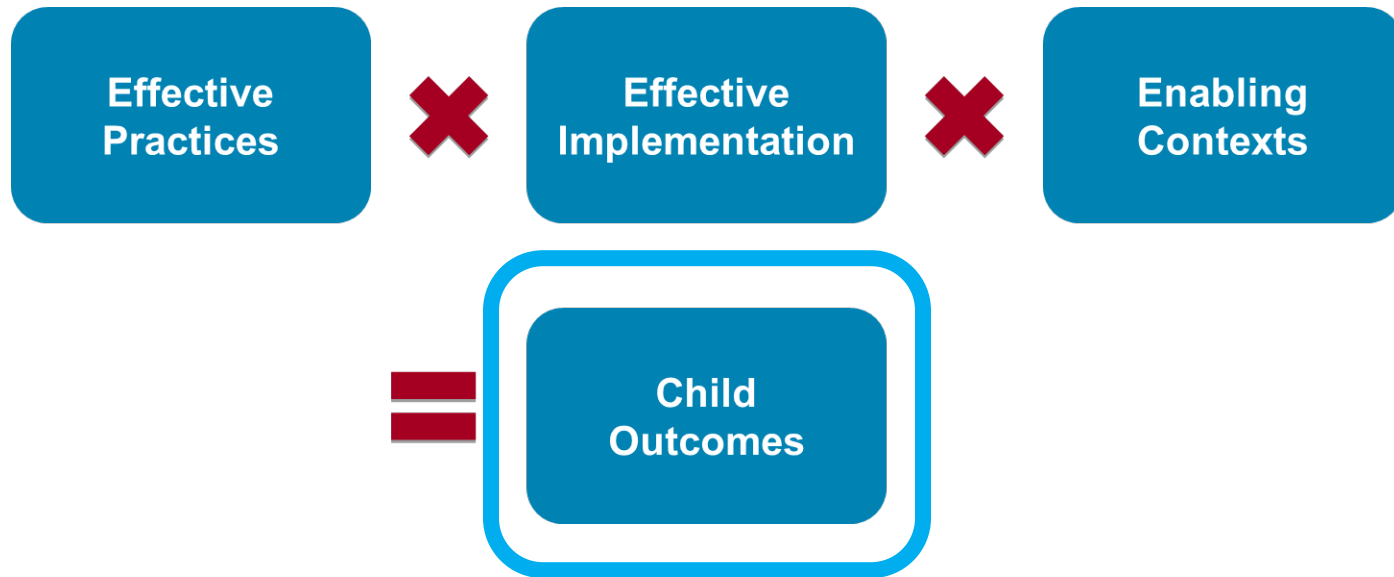
Change is great…

…you go first!

Active Implementation

- Implementation Gap

  – What is adopted is not used with <u>fidelity</u> and good outcomes

  – What is used with fidelity is not <u>sustained</u> for a useful period of time

  – What is used with fidelity is not used on a <u>scale</u> sufficient to impact social problems

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

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QUESTION:

Are you or your partner agencies over-relying on "necessary" but insufficient strategies to implement?

Examples?

Research and Evidence of Best Practices ≠ **Early Childhood Teaching and Learning**

1. What is adopted is not used with fidelity
2. What is used with fidelity is not sustained
3. What is used with fidelity is not used to scale

When used alone….

- **Diffusion/ Dissemination of information**

- **Training**

- **Passing laws/ mandates/ regulations**

- **Providing funding/ incentives**

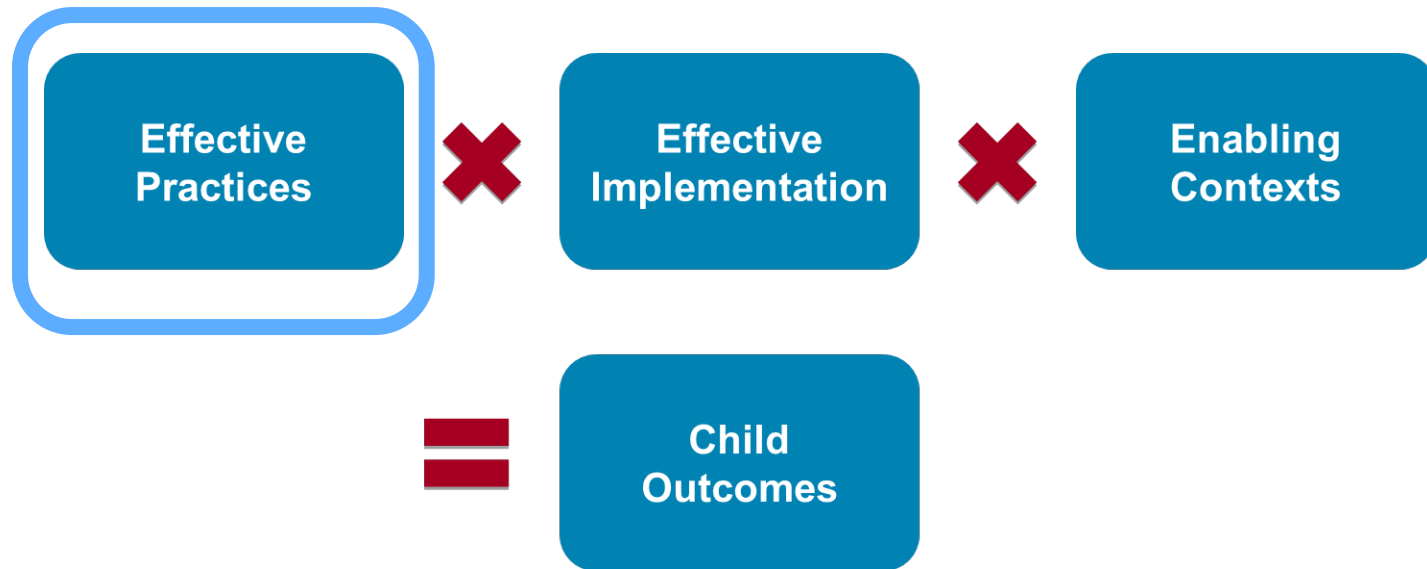- **Organization change/ reorganization**

≠ **Use of Practices / Innovations As Intended**

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

Active Implementation

Defining The "What"

What are the effective practices?

Example → SOCIAL AND EMOTIONAL DEVELOPMENT

▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development

Best Practice Examples
Observing, interpreting, responding contingently to the range of the child's emotional expressions
"Early childhood teacher smiles frequently at children, shows genuine pleasure"

Encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback and other types of guided support
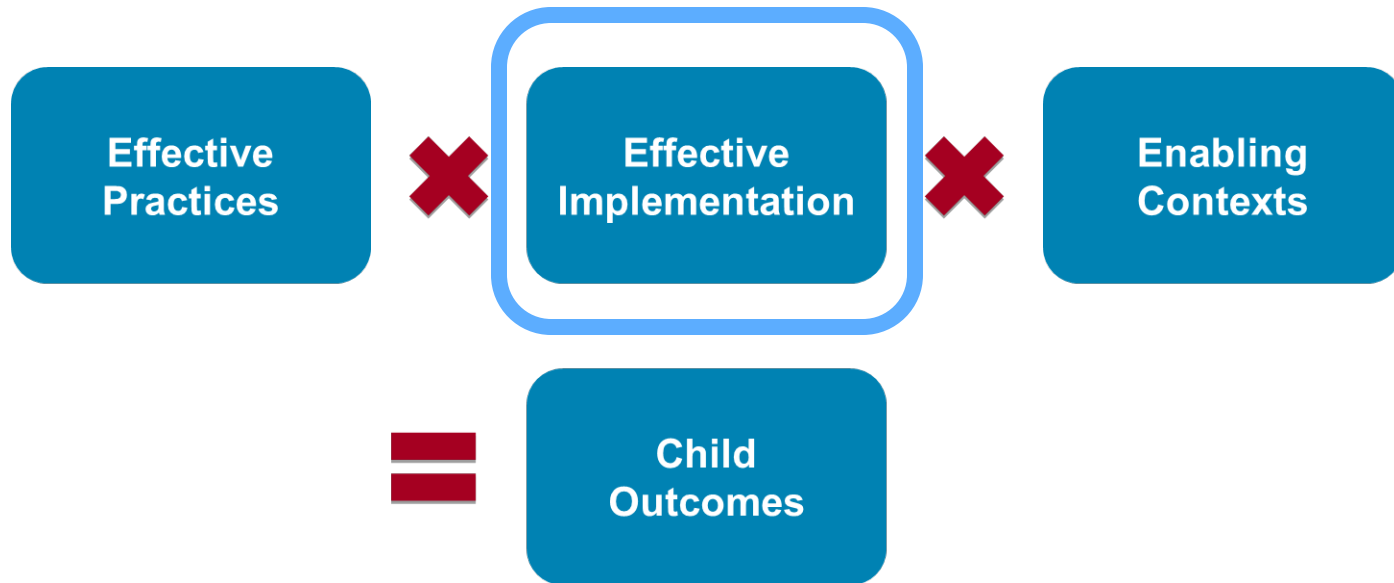*"Early childhood teacher helps peers to respond to a child who uses gestures to communicate"*

Source: Division of Early Childhood (DEC) Recommended Practices

What practices and programs do the Head Start Centers you work with use to improve social emotional outcomes?
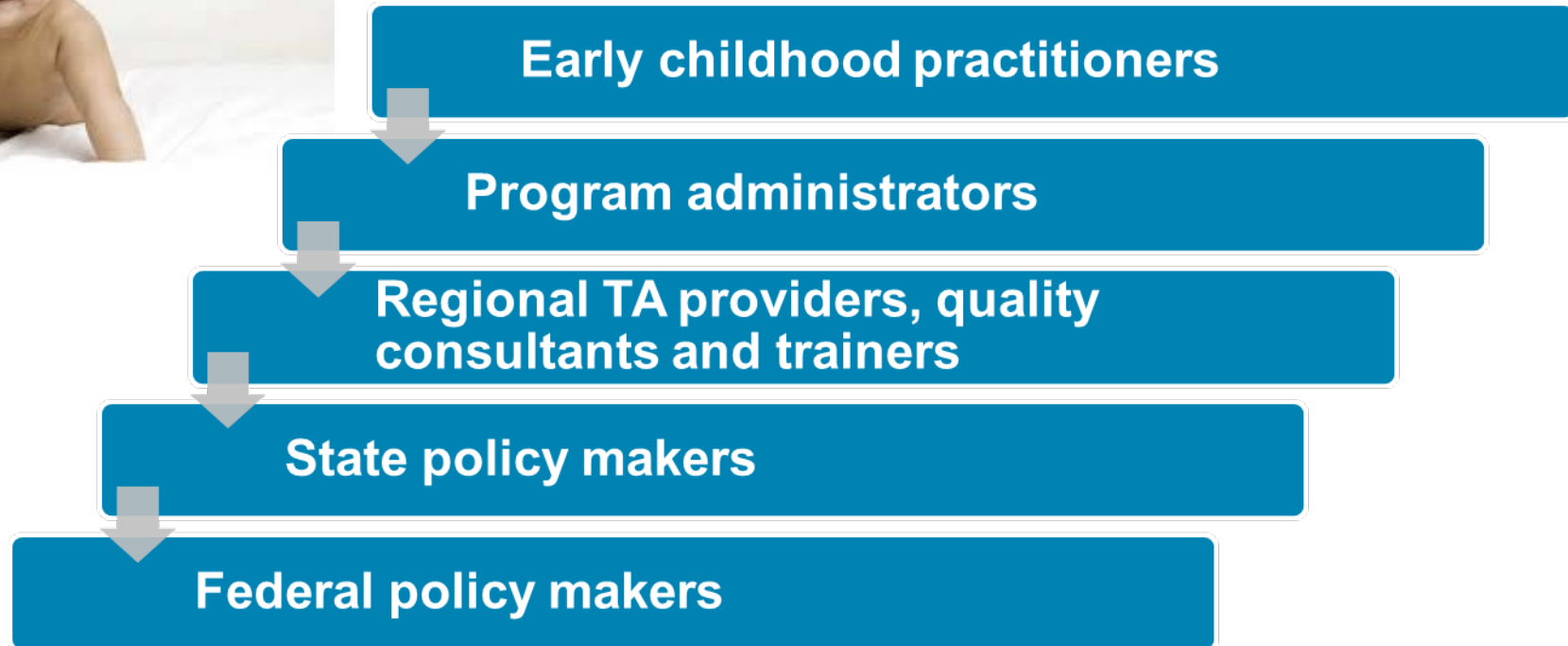
Active Implementation

What does it take to change the system?

- Early childhood practitioners
- Program administrators
- Regional TA providers, quality consultants and trainers
- State policy makers
- Federal policy makers

Aligned change at each level of the system supports implementation so that young children and their families can benefit.

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What does it take?

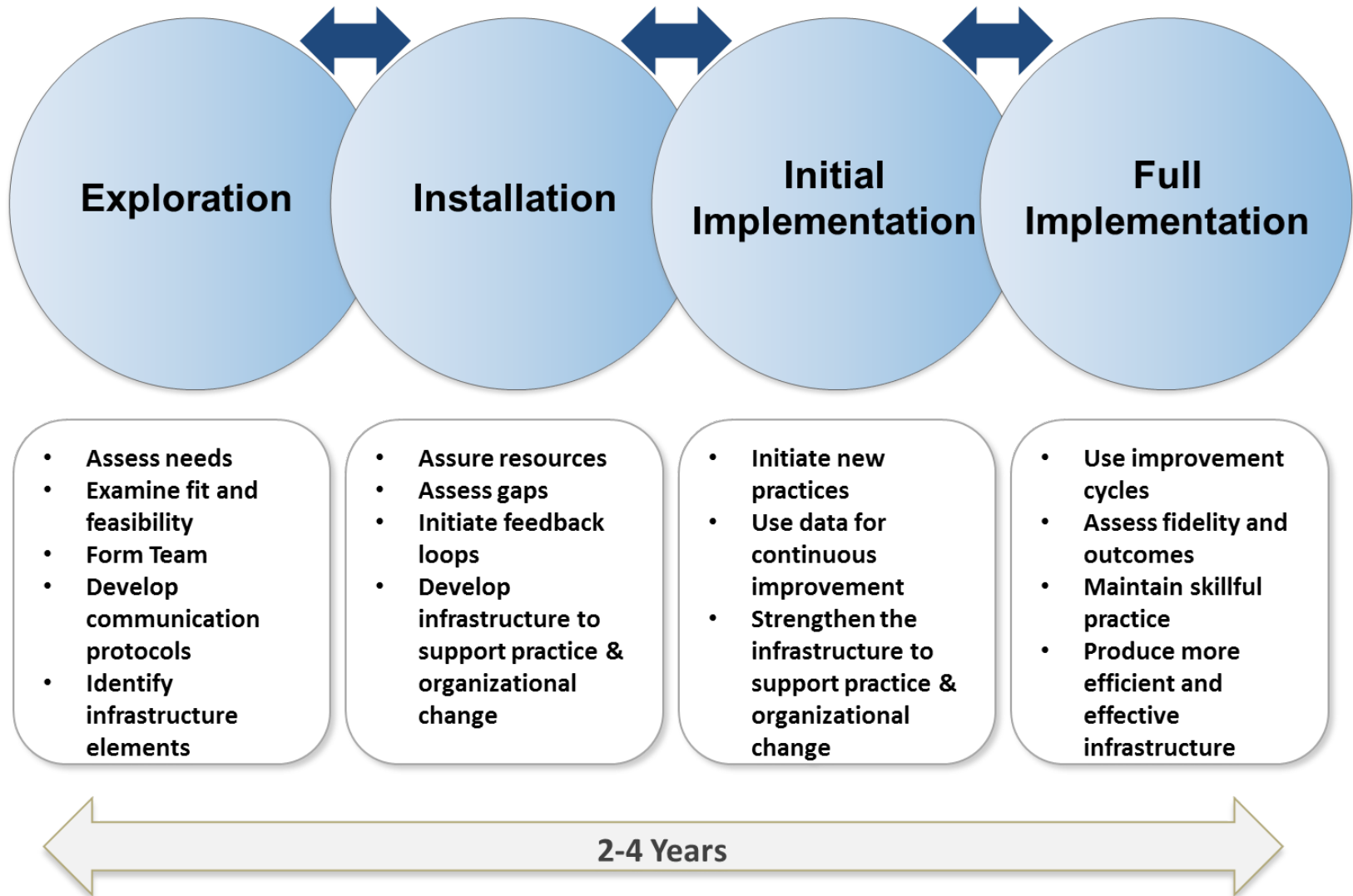- **It Takes Time**
- It Takes Support
- It Takes a Village
- It Takes Communication

IT TAKES TIME

Implementation Stages

Exploration ⟷ **Installation** ⟷ **Initial Implementation** ⟷ **Full Implementation**

Exploration	Installation	Initial Implementation	Full Implementation
• Assess needs • Examine fit and feasibility • Form Team • Develop communication protocols • Identify infrastructure elements	• Assure resources • Assess gaps • Initiate feedback loops • Develop infrastructure to support practice & organizational change	• Initiate new practices • Use data for continuous improvement • Strengthen the infrastructure to support practice & organizational change	• Use improvement cycles • Assess fidelity and outcomes • Maintain skillful practice • Produce more efficient and effective infrastructure

⟵ **2-4 Years** ⟶

Progress through the Stages

- Exploration (pre-implementation):
  - Identify Need + Capacity + "The IT"

- Installation (pre-implementation):
  - What do we need to get started?

- Initial Implementation (Year 1):
  - We're on our way
  - What went right? What went wrong?

- Full Implementation (Years 2-4):
  - How do we get better and sustain?

You Are Here
Navigating the Journey

Quotes from the Field

Providers may underestimate their readiness to implement evidence-based programs

"I had the erroneous notion….that it was like buying a can of soup off the shelf or something. I really thought that setting up the services was going to be as simple as creating a contract and executing it and it turned out that it's a lot more complicated than that."

- State Agency Leader supporting Multisystemic Therapy (MST)

Source: http://www.chdi.org/index.php/publications/reports/other/unlocking-doors-multisystemic-therapy-connecticuts-high-risk-children-youth

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"Our principal is really great, and the process of starting IY was very collaborative. He has always wanted to be involved from the foundation up and has been looking for years for ways to be more involved in kindergarten so they don't have problems in 4th grade. He has told us that when kids get sent to his office for referrals, he pulls out the puppets! So he is using it with other kids in the school."

- Teacher implementing the Incredible Years (IY)

Supportive and adaptive leadership as well as clear communication channels are often cited as predictors of implementation success

Table Talk:
15 minutes

- What are your primary goals for your program/practice?
- What are the barriers to moving forward?
- What are the facilitators?
- Did you 'skip' some earlier stage-based work?

BREAK

10:00 – 10:15 AM

What does it take?

- It Takes Time
- **It Takes Support**
- It Takes a Village
- It Takes Communication

- **Competency Supports**
- **Leadership Supports**
- **Organizational Supports**

Implementation Drivers

Improved Outcomes

Consistent and Competent Use of Effective Practices

Help to develop, improve, and sustain practitioners' competence and confidence to implement effective practices

Competency Drivers

Organization Drivers

Integrated & Compensatory

Leadership Drivers

Help ensure sustainability and improvement at the organization and system levels

Help guide leaders to use the right leadership strategies for the situation

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Competency Drivers

Building Competent
Practitioners
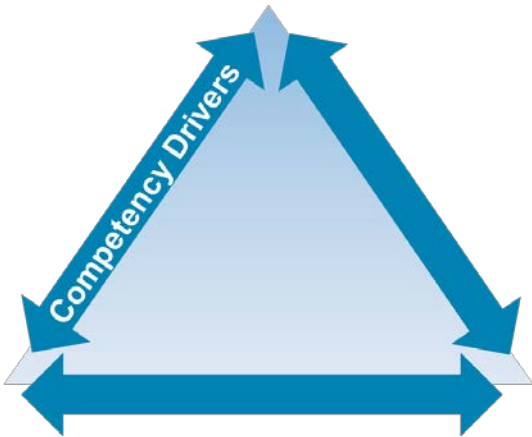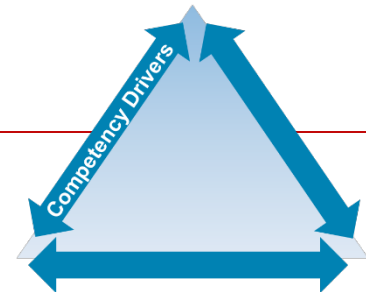
Selection

- Select for "tough to teach traits"
- Set expectations for new staff
- Improve retention
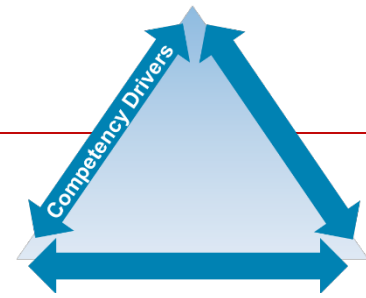
Best Practices

- Job descriptions

- Interviewers understand the skills and abilities needed for position

- Interview protocols are in place

- Interview processes regularly reviewed
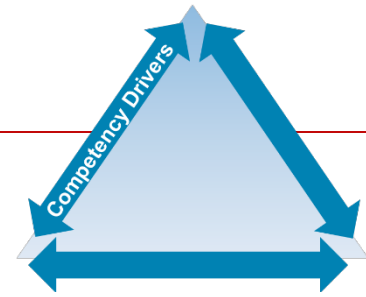
Training

- Continue 'buy-in'
- Acquire knowledge
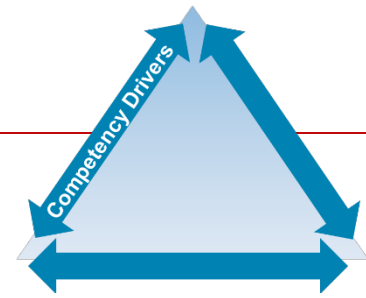- Skill development
- Build community

Competency Drivers
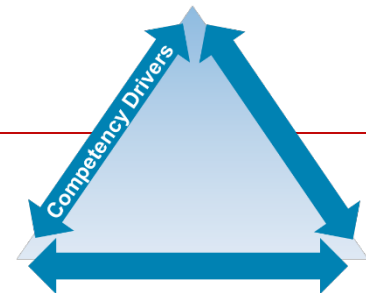
Best Practices

- Skill-based training

- Training data are used to develop competency and improve training

Coaching

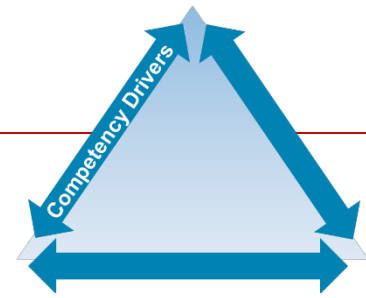- Ensure Implementation

- Generalize Skills

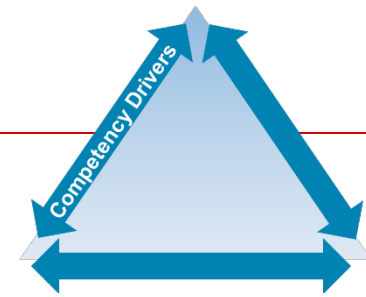- Includes direct observation & feedback
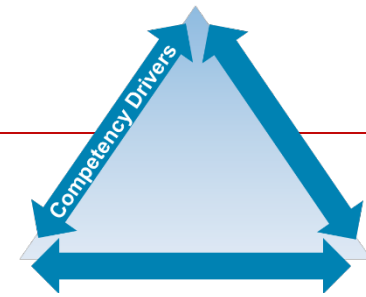
Best Practices

- Competency development

- Coaching service delivery plan

- Assessments of coaching effectiveness

- Motivate implementation
- Reinforce staff and build on strengths
- Interpret Outcome Data

Best Practices

- Consistent fidelity measure

- Protocol for fidelity assessments

- Fidelity assessment data used to improve outcomes and implementation supports

- *"We have who we have...this doesn't apply to us!"*

- *"When staff engage in professional development and training opportunities – we have to trust them to make use of the information."*

- *"Observing staff makes them feel very uncomfortable and isn't how we work."*

- *"Fidelity processes aren't practical and relevant to our work"*

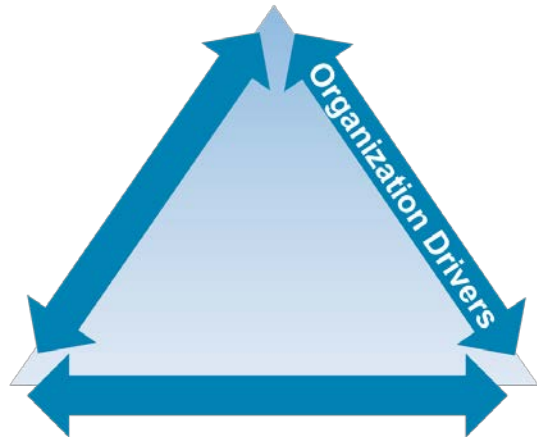**What's the way forward?**

Competency Drivers
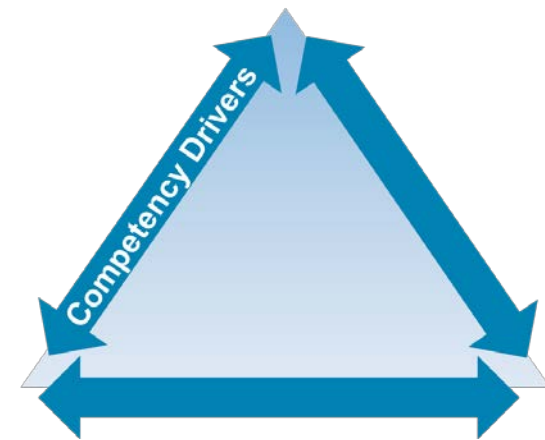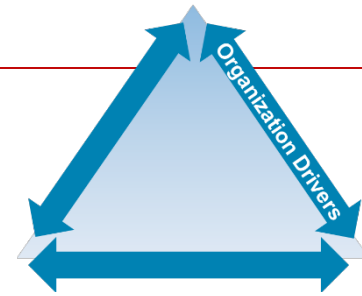
Table Talk:
15 minutes

- How do we currently support competency drivers?

- What are the barriers and facilitators to strengthening competency drivers?
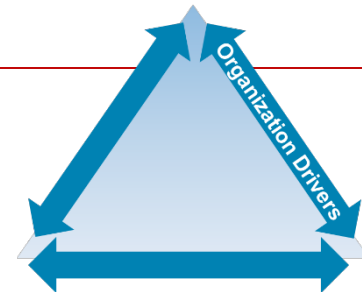
Building Organizational
Supports

Decision Support Data Systems

- Monitor and improve client/recipient outcomes
- Engage in continuous quality improvement
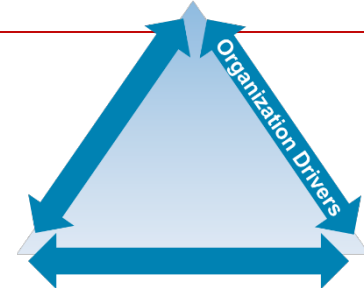- Celebrate success

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Best Practices

- Data are useful and usable

- Access to relevant data for making decisions

- Process for using data for decision-making

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Facilitative Administration

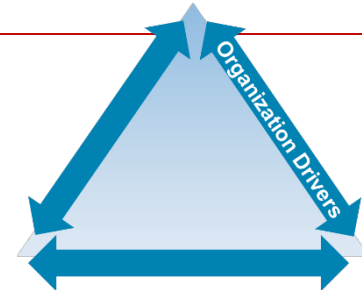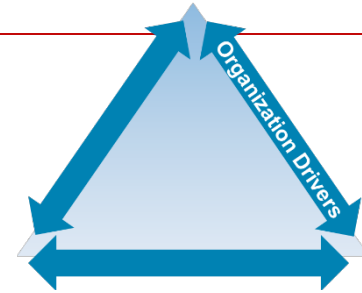- Support to make the work of implementers/ practitioners more effective and less burdensome

Best Practices

Leaders and managers…

- Actively facilitate the use of implementation supports for programs and practices
- Use an effective meeting processes
- Actively seek and use feedback from staff, families, and stakeholders

Systems Intervention

- Identify and "lift up" systemic barriers and facilitators to the next level

- Develop key partnerships to ensure resources to support implementation

## Best Practices

Leaders and managers…

- Engage with system (e.g., behavioral health, criminal justice) to create improved regulatory and funding environment

- Engage with key stakeholders and partners to support effective practice

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Common Challenges
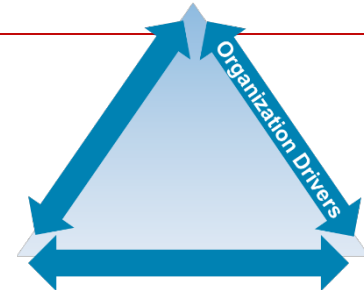
- *"The data systems we have warehouse the data and can't provide it to us in a timely fashion"*

- *"Administration lacks understanding of "what it takes" to support practitioners implementing the new practice"*

- *"Our system blocks feedbacks and does not respond to it"*

What's the way forward?
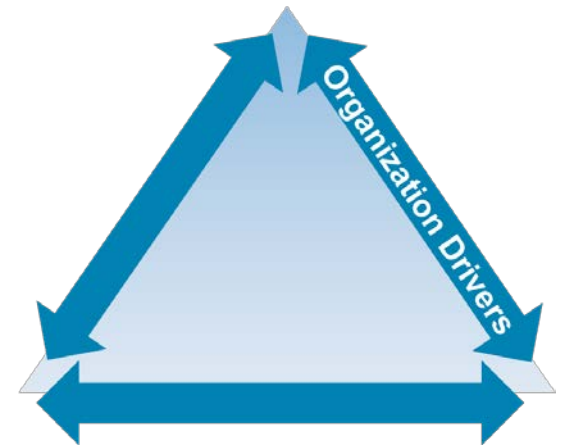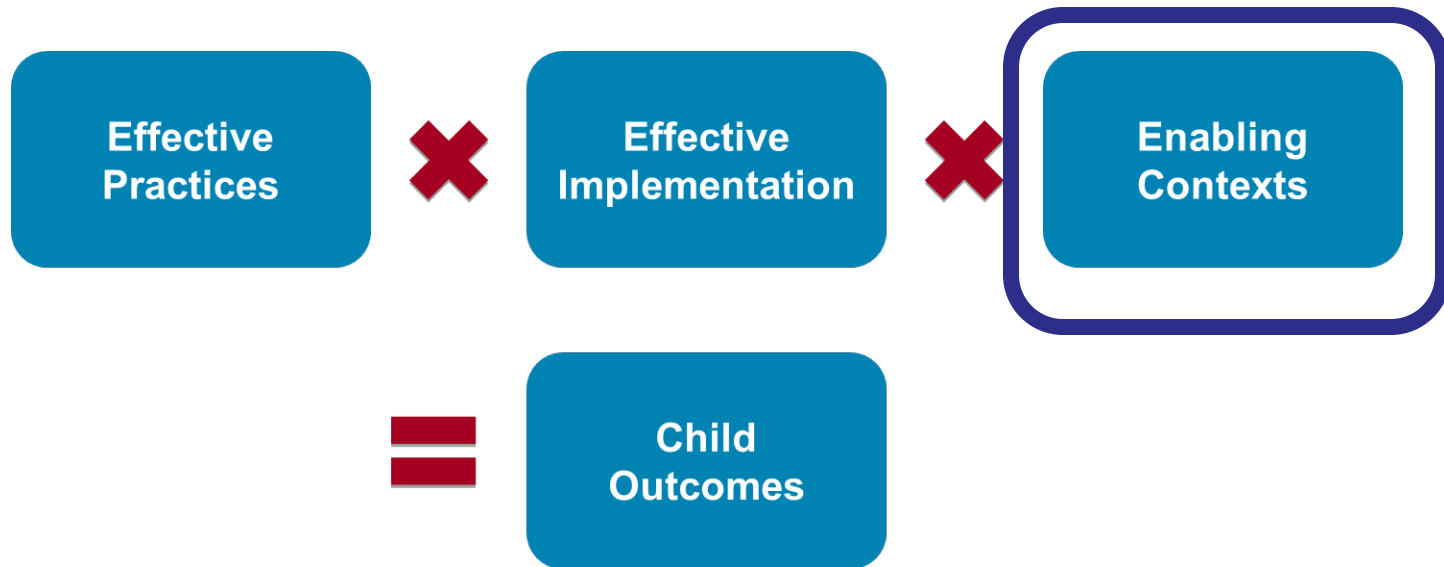
Table Talk:
15 minutes

- How might we help strengthen organization drivers to improve system supports?

- What are the barriers and facilitators to strengthening organization drivers?

LUNCH

12:00 – 1:15 PM

Active Implementation

Effective Practices ✖ Effective Implementation ✖ Enabling Contexts

= Child Outcomes

What does it take?

- It Takes Time
- It Takes Support
- **It Takes a Village**
- It Takes Communication

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IT TAKES A VILLAGE

Making It Happen

- **Letting "it" happen**
  - Effective practices occur without support

- **Helping "it" happen**
  - Interested agencies figure it out on their own

- **Making "it" happen**
  - Active use of strategies to support the adoption of the practices
  - Active installation of supports for use of the practices
  - Implementation teams are accountable for change and progress

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

Implementation Teams

Implementation Teams provide an accountable and sustainable structure to move a practice through stages of implementation.

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Implementation Teams' Function

- Ensuring Support
- Engaging the community
- Creating enabling context

Size and structure vary depending on scope and purpose of the initiative

- **3-12 individuals**
- **Variety of perspectives**
  - **Family**
  - **Community**
  - **Practice, Supervision**
  - **Fiscal and Administrative Leadership**
  - **Policy**

Composition and function shift as decisions are made and implementation moves through stages

Accountable structure remains to avoid many pitfalls of implementation

Core Competencies of Implementation Teams

Implementation Teams *know* and *apply*:
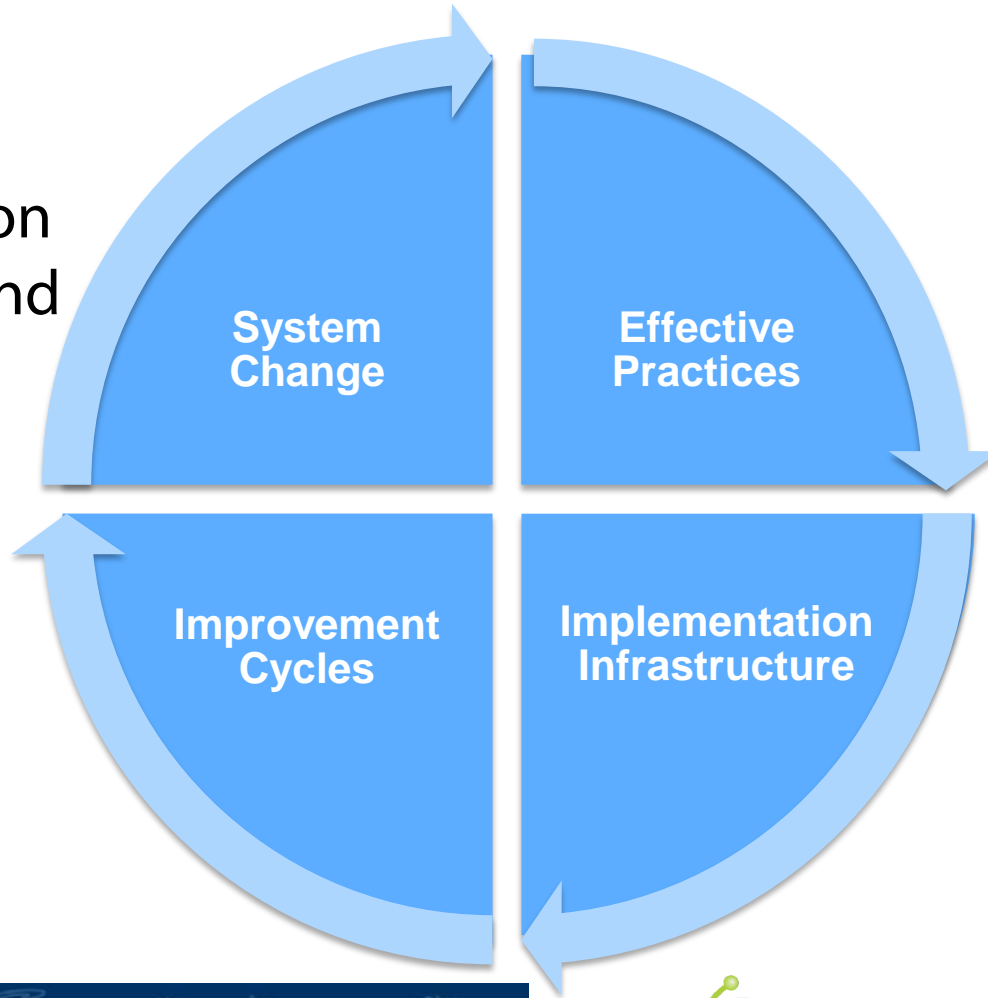
Core Competencies: Innovation

- Fluency in the Effective Practices
- Ability to make informed decisions to support fidelity
  - Local Adaptation
  - Innovation Development

Core Competencies: Implementation Infrastructure

Implementation Infrastructure

- General capacity: Skills & characteristics of individuals; overall functioning of organizations

- Practice-specific capacity: Necessary knowledge, skills and motivation, and supports required to implement practices
  - Use of stage based activities

Core Competencies: Improvement Cycles

- Effective Problem Solving
- Use of Data for Decision Making
- Create Feedback Loops
- Engage Leadership
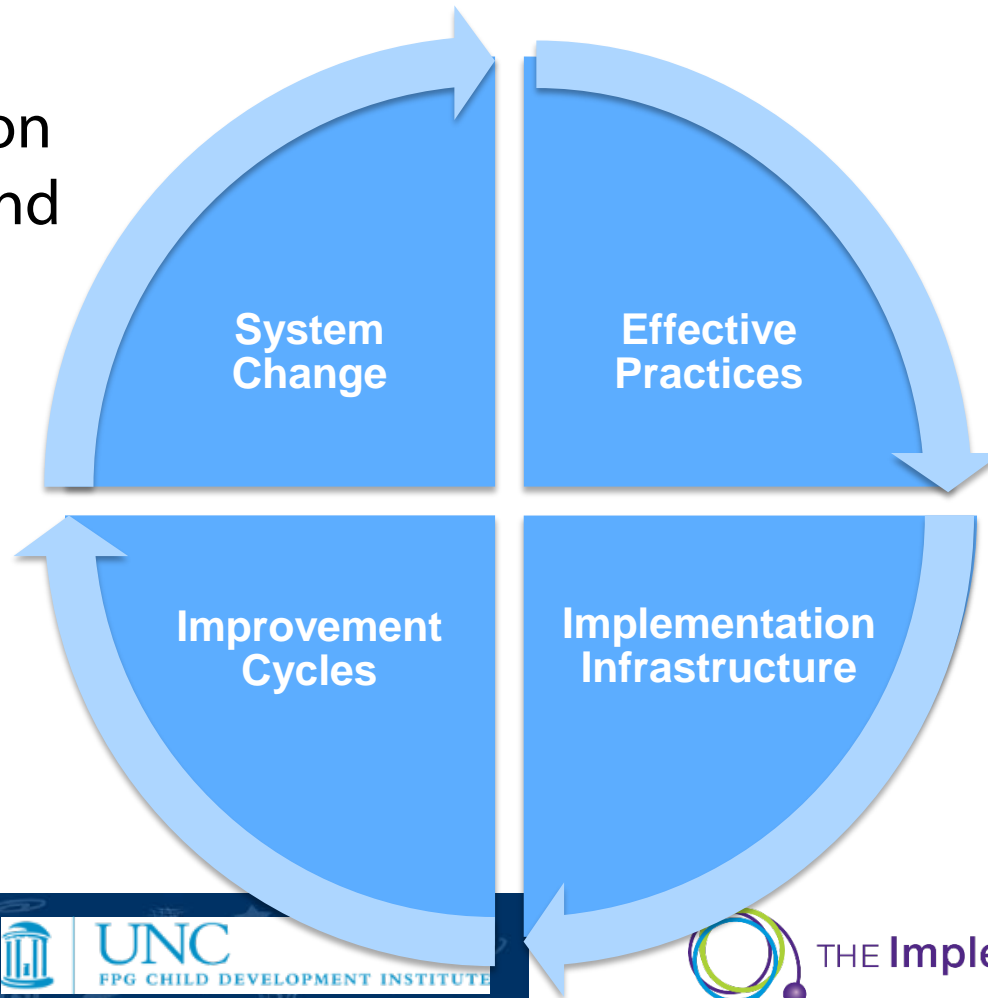
Core Competencies: System Change

System Change

- Effective Systems Building
- Cross-Sector Collaboration
- Build, leverage and share resources

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Core Competencies of Implementation Teams

Implementation Teams *know* and *apply*:

- System Change
- Effective Practices
- Improvement Cycles
- Implementation Infrastructure

Using Data and Information

Look

- What data are we looking at today?
- What are the data telling us?

Think

- How might we need to adjust or pivot our strategy based on this data?

Act

- How will we know these adjustments had the intended effect or benefit?
- Who will be responsible for making this adjustment and in what timeframe?

Summary: Sustainability & Scalability

Teaming Structure

- – Accountable
- – Implementation Science informed
- – Lasting – Key to Sustainability
- – Linked – Key to Scalability

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Table Talk:
15 minutes

- What has been your experience working with teams in your work with supporting effective implementation?

- What are the barriers and facilitators to developing implementation teams?

Revisit Morning Histogram Activity

Before you leave for break, using a different color dot, indicate the following:

- How familiar are you with implementation concepts?

- What is your level of interest in learning about the implementation concepts?

*Use 1 dot to indicate both interest and familiarity

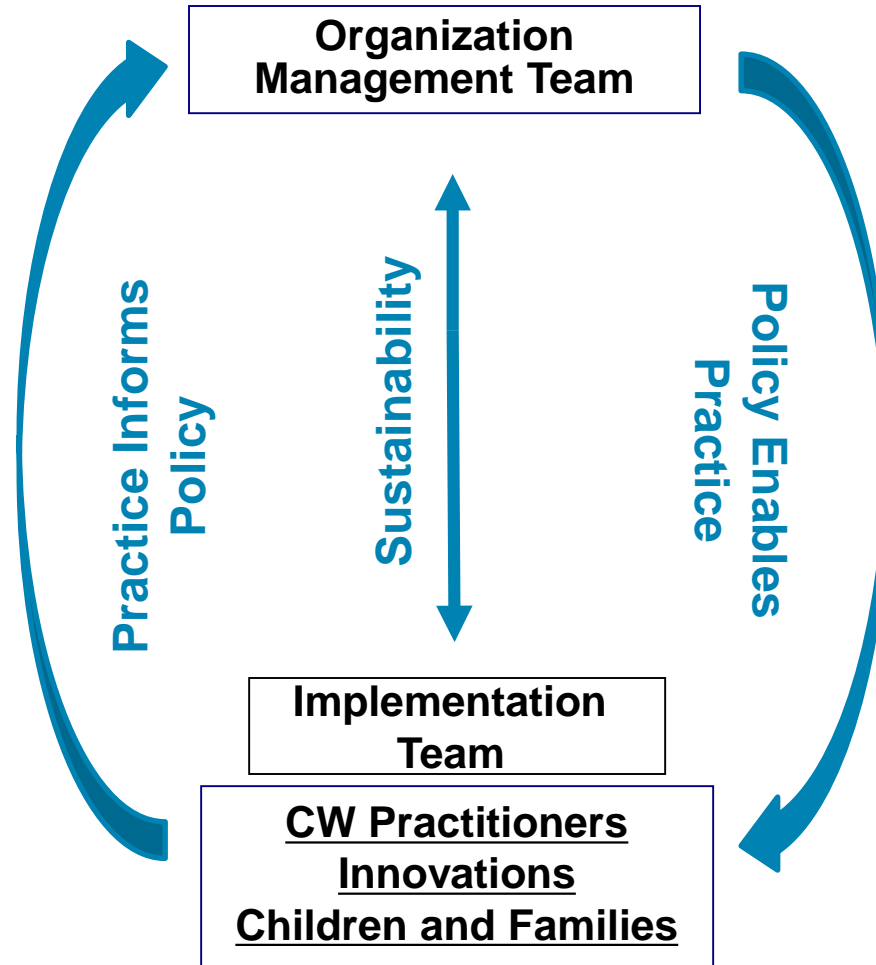# BREAK

3:00 – 3:15 PM

What does it take?

- It Takes Time
- It Takes Support
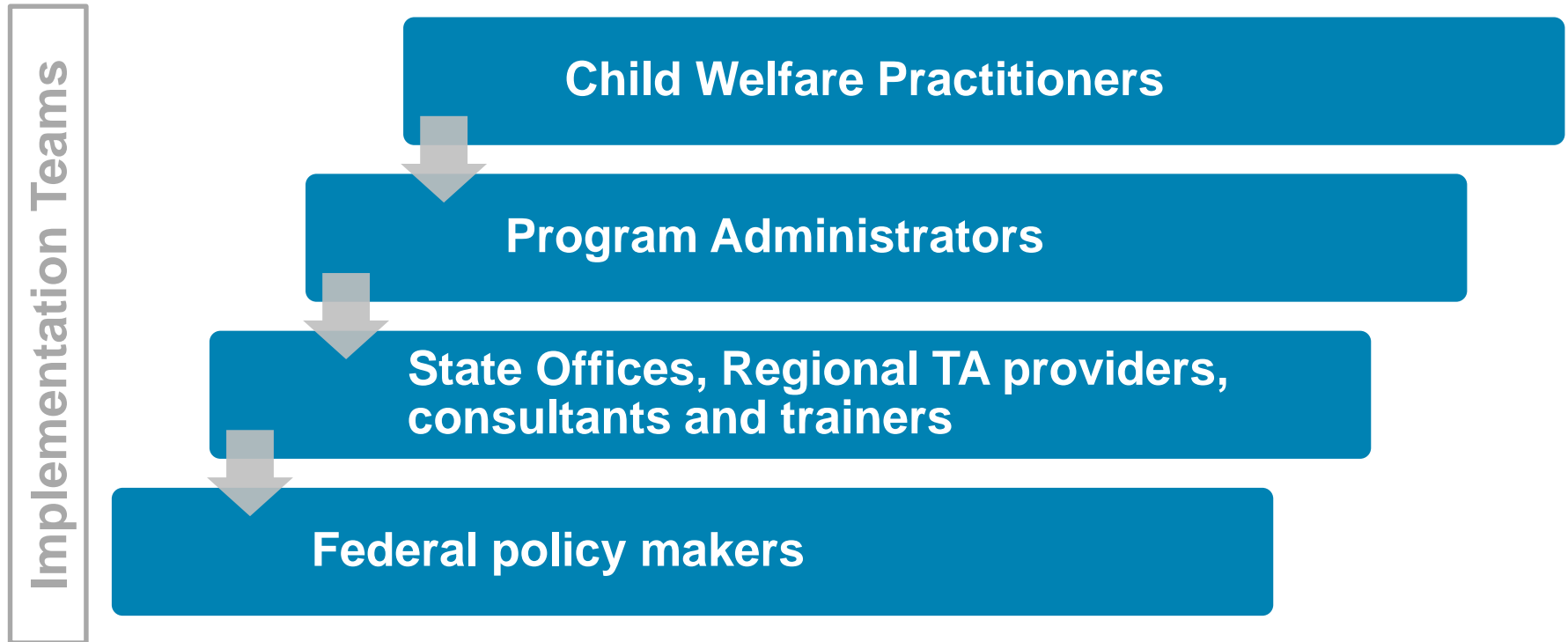- It Takes a Village
- **It Takes Communication**

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It Takes Communication

Linked Implementation Teams

Implementation Teams

- Child Welfare Practitioners
- Program Administrators
- State Offices, Regional TA providers, consultants and trainers
- Federal policy makers
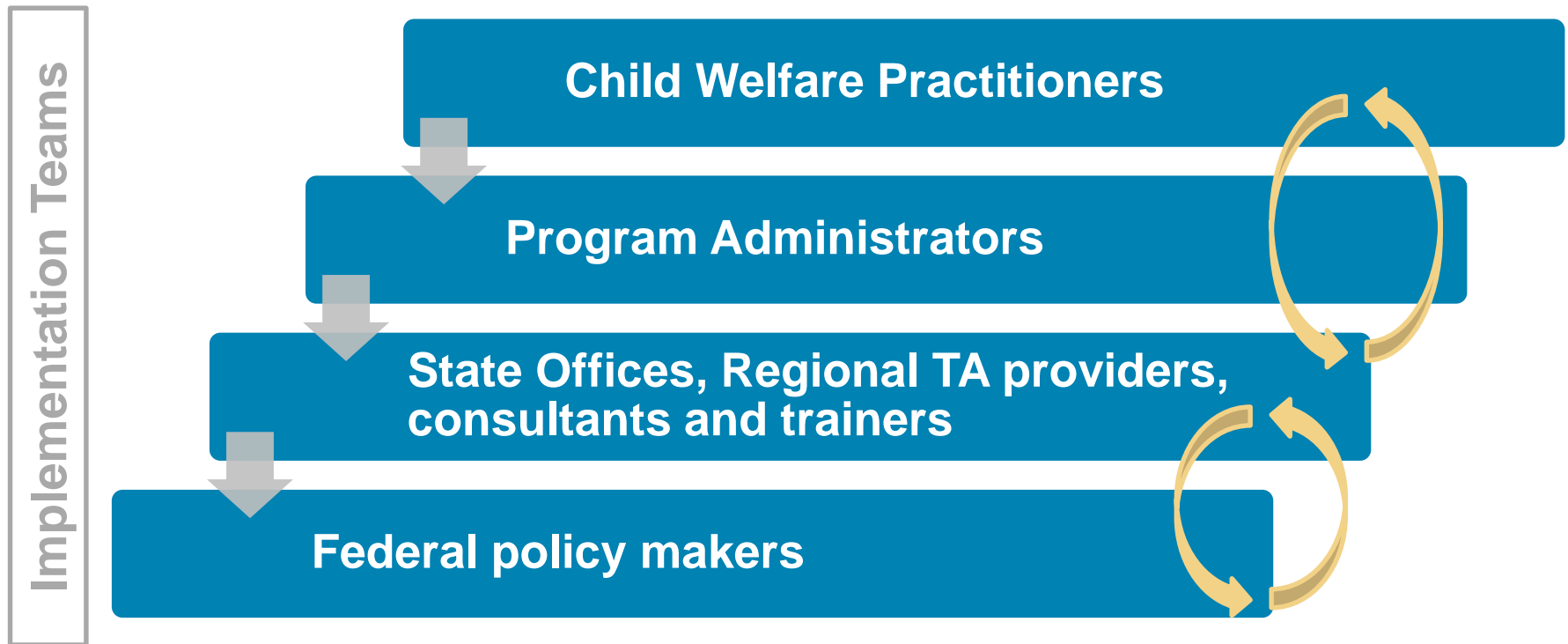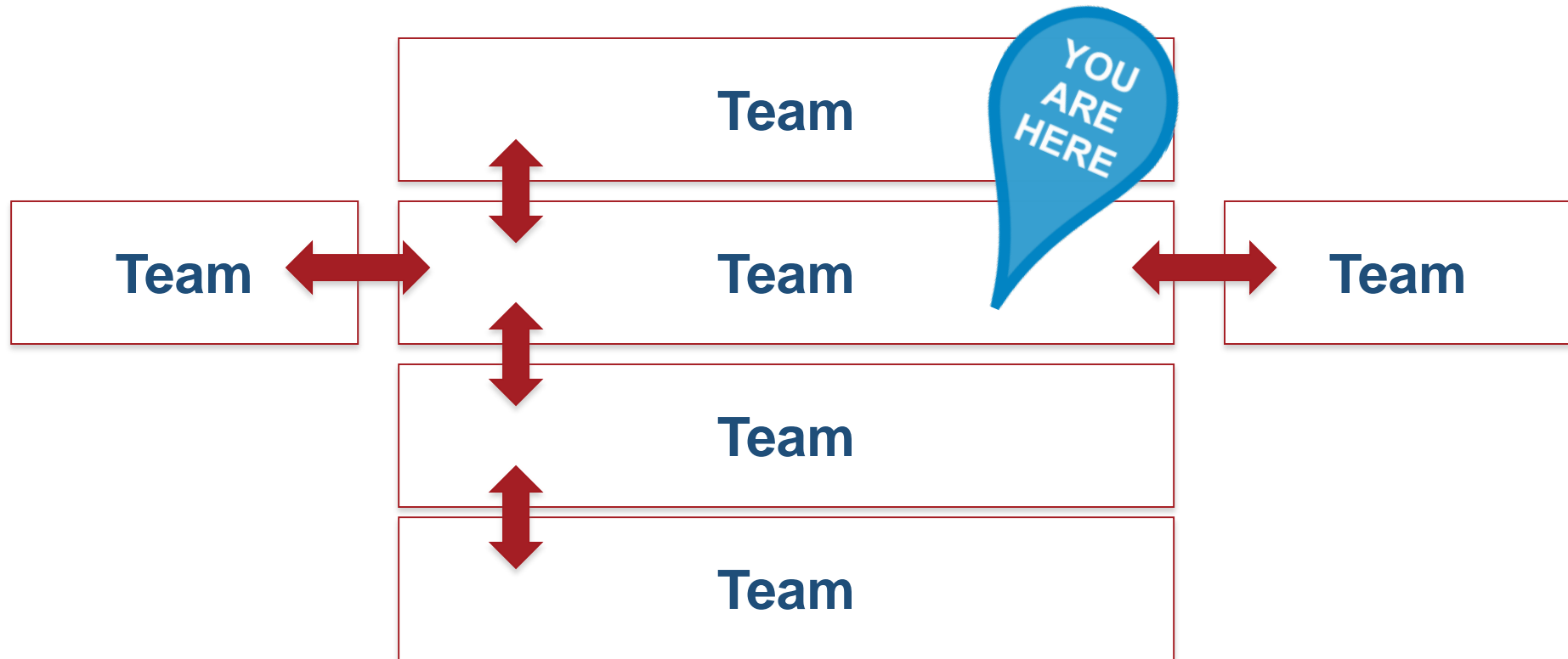
Linked Implementation Teams

Who Should Be Communicating?

- Your team

- Vertical team connections

- Horizontal team connections

How Often Should We Communicate?

- Regularly scheduled
- Formal process
- Dedicated appointment
- Opportunities to make changes
  - Quarterly
  - Monthly
  - Weekly

What Should We Talk About?

- What's working?
- What's not working?
- What's getting in our way?
- How do we know?

DATA

Using Data and Information

Look

- What data are we looking at today?
- What are the data telling us?

Think

- How might we need to adjust or pivot our strategy based on this data?

Act

- How will we know these adjustments had the intended effect or benefit?
- Who will be responsible for making this adjustment and in what timeframe?

Table Talk:
15 minutes

- How do you currently communicate with teams you support?
  With teams that support you?

- What's working? What do you need?

A Readiness Assessment for the Early Stages

In working with intermediaries and implementers alike, staff at The Implementation Group translate implementation drivers through organizing constructs that resonate most with each site. The following have been useful constructs to organize the drivers. *Note that drivers show up in more than one construct.*

- **Practice:**
  - Staff Selection
  - Training
  - Coaching
- **Communication**
  - Buy-in
  - Facilitative Administration (Leadership)
  - Systems/Policy
- **Systems**
  - Facilitative Administration (Leadership)
  - Systems/Policy

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Examples of Low, Medium, and High Capacity and Readiness to Move to the Next Stage:

Low (1 or 2)	Medium (3)	High (4 or 5)
☐ **Buy-in:** Everyone looks like they are volun-told; Line staff are telling you why the innovation conflicts with who they are and what they do ☐ **Staff Selection:** The right people to engage in training, attend Communities of Practice (COPs), etc. have not been identified ☐ **Training & Coaching:** Coaching strategies not identified; Sites are at most focused on getting 101 training and nothing else	☐ **Buy-in:** Staff understand the benefits of this program, but not necessarily how it benefits them or how it aligns with their current practice. ☐ **Staff Selection:** People have been identified but org. leaders have not yet done an assessment about their match for training, Communities of Practice (COPs), etc. ☐ **Training & Coaching:** The site plans to implement coaching but hasn't addressed potential challenges related to long-term sustainability	☐ **Buy-in:** Staff have been engaged in a pre-adoption conversation about the purpose of implementing the program and how it will integrate into their current practice; they are engaged in the development of the implementation plan ☐ **Staff Selection:** The right people have been identified to engage in training, attend COPs, etc. ☐ **Training & Coaching:** Coaching strategies are in place; sites understand that developing peer coaches will ultimately contribute to long-term sustainability as well as to build capacity for all services

Examples of Low, Medium, and High Capacity and Readiness to Move to the Next Stage:

Low (1 or 2)	Medium (3)	High (4 or 5)
☐ **Buy-in:** Implementation science is not seen as important; Implementation culture is non-existent (i.e. quality practice is not a priority) ☐ **Facilitative Administration:** Implementing agencies have little or no communication with implementation teams; Relationships between staff and upper-level management are poor	☐ **Buy-in:** Only a few champions understand that implementation science is vital; Implementation culture exists related to the specific program and is weighted heavily on the left side of the triangle ☐ **Facilitative Administration:** Agencies have met with implementation teams, but communication is not system-wide; management understand that they have a role as a support for implementers but may not yet be engaged in best practices related to these supports	☐ **Buy-in:** Implementation science is seen as important at all levels of the organization/system; implementation principles are applied and a shared language exists; Implementation culture is established ☐ **Facilitative Administration:** Agencies have good communication with the capacity to form a high-functioning implementation team; Relationships between staff and management are functional and management see themselves as a support for implementers

Examples of Low, Medium, and High Capacity and Readiness to Move to the Next Stage:

Low (1 or 2)	Medium (3)	High (4 or 5)
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Colorado IMPLEMENTATION Collaborative

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About the CIC

Implementation Science

Local Initiatives

News and Events

Resources

Get Involved

About the CIC

The CIC provides a home in Colorado to convene knowledge about current best practices in implementation science as well as translate that information into practical application strategies for state and local partners in health and human services.

The CIC meets monthly at the Mile High United Way building in Denver (711 Park Avenue West, 80205). Meetings occur on the 2nd Thursday of each month at 10 a.m. Learn more about our history, our current members, and upcoming CIC events. Click here to find out how to get involved.

For More Information

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http://nirn.fpg.unc.edu/
www.scalingup.org

www.gic.globalimplementation.org

The National Implementation Research Network's
Active Implementation Hub

Home | **Modules and Lessons** | **Resource Library** | **Workgroups** | **Site Help**

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, activites and more.

Go there >

Workgroups
An area to help groups work together to learn, try and apply new active implementation skills.

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The Active Implementation Hub is a free, online learning environment for use by any stakeholder — practitioners, educators, coaches, trainers, purveyors — involved in active implementation and scaling up of programs and innovations.

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The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.