

- Introduction to the Clearinghouse
- Definition of Implementation & Implementation Science
- The relationship between Implementation Quality and Outcomes
- Core Components of a Program
- Fidelity vs. Adaptation
- Factors that Influence Quality Implementation
- Examples of Implementation Framework/Models

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Think of a way you can put a sheet of newspaper on the floor so that when two people stand face to face on it, they won't be able to touch one another. Cutting or tearing the paper is not an option

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- To engage in:
  - Applied research and evaluation
  - Implementation science
  - Education and outreach

To advance the health and well-being of military families

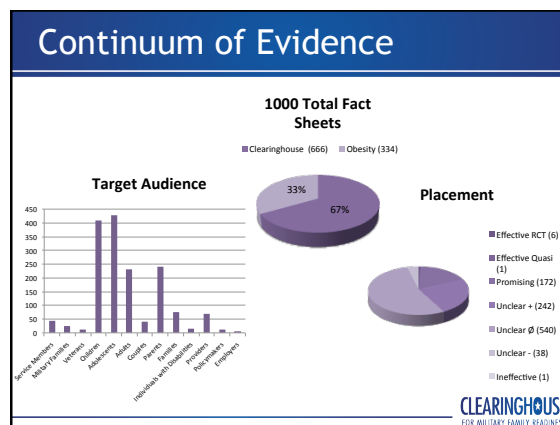
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- Continuum of Evidence (DoD)
  - Review Programs
  - Fact Sheets
- Resource Center for Obesity Prevention (DoD)
  - 5210 Healthy Military Children
  - Practitioner Guide: Obesity Prevention

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Continuum of Evidence <sup>1,2</sup>				
Placement	EVIDENCE! →			Ineffective
Criteria			Unclear <sup>a</sup>	
Significant Effect	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Rigorous statistical evidence of a change in a highly desired outcome that was considered significant, with no negative effects found.	Effects are unclear due to mixed results or no evidence.	An appropriate evaluation has failed to demonstrate a significant effect, or has relative effects.
Sustained Effect	Effect(s) lasting ≥ two years from the beginning of the program, or ≥ one year from program completion.	Effect(s) lasting ≥ one year from the beginning of the program, or ≥ 6 months from program completion. Noted considerations are given for programs that have not had sufficient time to demonstrate long-term effects.	Sustainability not assessed or established.	Program effects not sustained.
Successful External Replication	Program was found effective in at least one other study that matches the original evaluation study design, and conducted by an implementation team that was "independent of the program developer."	No evidence of external replication, or limited replication criteria (i.e., lacking significant sustained effect, inadequate study design, etc.).	No evidence of external replication.	No evidence of successful external replication.
Study Design	Randomized controlled design Well-matched quasi-experimental design	At least a quasi-experimental design	May use a quasi-experimental, pre-post test design, or purely descriptive	Experimental or quasi-experimental design
Additional Criteria Regarding Study Evaluation	Meets all 4 additional criteria (see pages 2-3).	Meets 2 or 3 of the additional criteria (see pages 2-3).	Meets 0 or 1 additional criteria (see pages 2-3).	Meets all 4 additional criteria (see pages 2-3).



## Activity

- Clearinghouse Fact Sheet Activity

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## What is an evidence-based program?

Describes a program that demonstrates impact on outcomes of interest through application of rigorous scientific research methods (i.e., experimental and quasi-experimental designs) that allows for causal inference.

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## Challenges to Using EBPs

- **Cost-** If you can't afford it, it doesn't matter how good it is!
- **Learning something new-** Most people like to use what they know.
- **Fidelity-** Research has shown that many (most?) aren't being implemented with sufficient quality or fidelity
- **Adaptation-** There is tension between advocates of strict fidelity and those who encourage local adaptation.
- **Sustainability-** This remains a challenge - no permanent infrastructure.

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## www.militaryfamilies.psu.edu



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## Technical Assistance

- We provide Technical Assistance (TA; 980) to professionals working with Military Families
- Assist during the program selection, implementation, and evaluation process
- Average number of requests per month have increased to:
  - 9 per month in 2012
  - 15 per month in 2013
  - 19 per month in 2014
  - 24 per month in 2015

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“The world of dissemination and implementation is at its nature complex, dynamic, and uncontrollable.”

Glasgow & Chambers, 2012; p.48

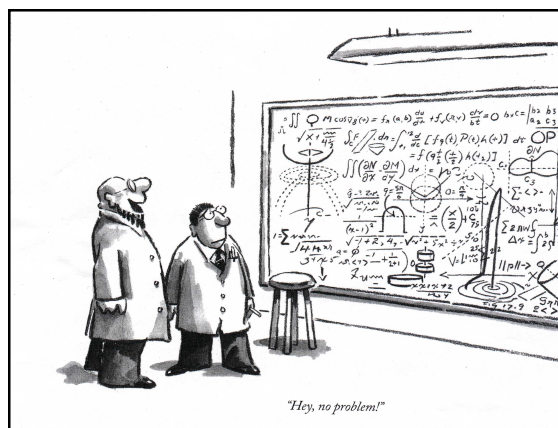


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## What is Implementation?

- Broadly, refers to the process by which interventions are put into action. Graczyk et al. (2003)
- A deliberate process or set of principles to integrate a program, intervention, or practice across contexts and settings. Fixsen, Naoom, Blasé, Friedman, & Wallace (2005)
- Efforts designed to get evidence-based programs/practices into use via effective change strategies. Damschroder & Hagedorn (2011)
- A multi-disciplinary set of theories, methods and evidence aimed at improving the processes of translation from research evidence to every-day practices across a wide variety of human service and policy contexts. Kelly (2013)

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## Positive Innovation Outcomes ≠ Effective Implementation

- **Implementation** has not been achieved by doing more or better research on programs or practices.
- The **usability** of program or practice has nothing to do with the weight of the evidence regarding it.
- **Evidence on effectiveness helps you select** what to implement for whom.
- Evidence on outcomes **does not help you implement** the program.

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## Implementation Science

Over the 15 years, the research examining implementation has:

- identified its complexity and importance to outcomes.
- lead to an increase in the amount and quality of studies examining implementation and how the implementation process works.
- found that implementing programs with quality is necessary to reaching the desired outcomes, which is why monitoring program implementation is so important.

Meyers, Durlak, & Wandersman (2012); Durlak (2013)

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## Implementation Quality

Implementation Quality is delivering an innovation's *core components* with *fidelity* in order to reach the innovation's desired outcomes.

Meyers, Durlak, & Wandersman (2012)

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## Core Components

Core Components: The principles of a program, intervention, or practice that are essential in producing the desired outcomes, and cannot be adapted without affecting the intended outcome.

Rotheram-Borus et al. (2009)

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## Importance of Identifying Core Components

- Allows professionals to:
  - Focus on implementation resources and supports (e.g., resources for staff recruitment and selection, training, coaching, fidelity monitoring) that are related to the most important variables (e.g., the core components) which increases the chance of producing positive program outcomes.
  - Interpret program outcomes accurately and engage in program improvement strategies that are effective and address the areas that need improvement.
  - Adapt the program to increase fit within the local organization and community, without comprising the core program elements.

Blasé & Fixen (2013)

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## Core Components of a Program

Critical features of a program's intent and design:


- Specification of contextual aspects of the interventions (e.g., interventions occur in schools or communities, parent and community involvement);
- Structural elements (e.g., a low adult/child ratio, the required number and sequence of sessions); and
- Specific intervention practices (e.g., teaching problem-solving and communication skills, practicing social skills, reinforcing appropriate behavior).

Blasé & Fixsen (2013)

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**STRENGTHENING Families PROGRAM**  
For Parents and Youth 10-14

JOHNS STATE UNIVERSITY  
University Extension



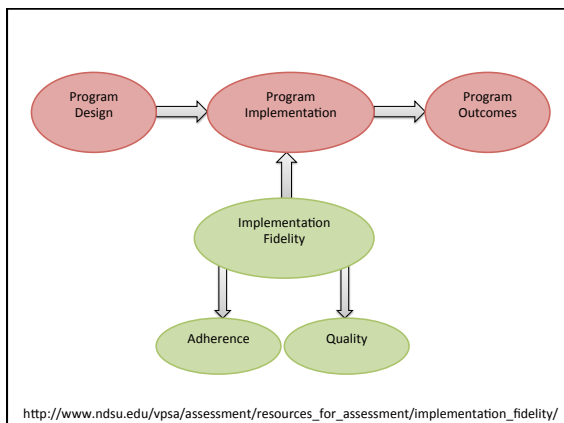
- Core Elements\***
  - 7 weeks (2 hrs long plus 30 min for dinner)
  - Group size is 8-13 families (at least one parent and their teenager)
  - 1<sup>st</sup> hour parents and teen separated; 2<sup>nd</sup> hour parents and teen work together
  - Trained facilitators are required
  - Use of the curriculum video required

\*Not an exhaustive list

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## Activity

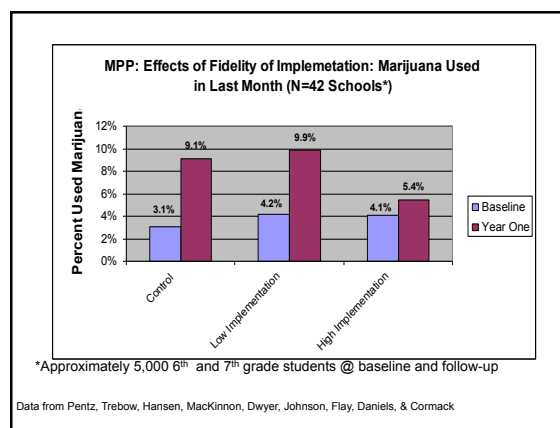
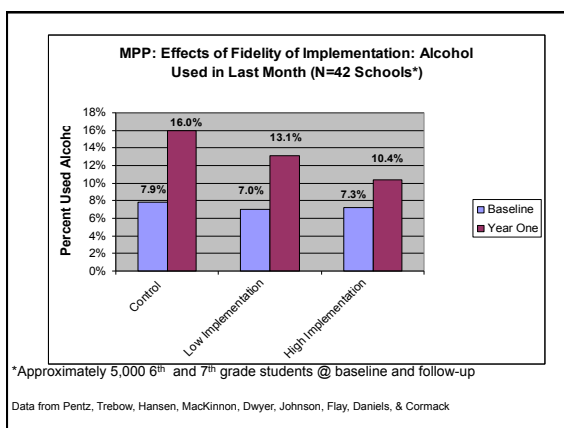
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## Fidelity Dimensions

- **Adherence:** delivered the way it is designed with correct protocols and trained staff
- **Exposure (dosage):** # of sessions delivered, length and frequency
- **Quality of program delivery:** ways in which staff deliver the program (skills and attitude)
- **Participant responsiveness:** the extent to which participants are engaged in the program (attendance + reactions)
- **Program Specificity:** how well the program is defined and is different from other programs

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## Why does Fidelity Matter?

- Research has clearly linked fidelity with positive outcomes
  - Higher fidelity is associated with better outcomes across a wide range of programs and practices (PATHS, MST, FFT, TND, LST and others)
- Fidelity enables us to attribute outcomes to the intervention, and provides information about program feasibility

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## The reality...

- While possible, fidelity is not a naturally occurring phenomenon - adaptation (more accurately program drift) is the default
- Most adaptation:
  - is reactive rather than proactive
  - weakens rather than strengthens the likelihood of positive outcomes

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## Implementation Quality and Outcomes

- Factors that influence quality implementation can include:
  - Societal;
  - Community;
  - Program;
  - Practitioner; and
  - Organizational influences.

Durlak (2013)

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## Factors that Affect Implementation (Durlak and Dupree, 2008)

- Community-wide or societal factors
  - Scientific theory and research
  - Political pressures and influences
  - Availability of funding
  - Local, State, or Federal Policies
  - Perceived need for the program
- Practitioner characteristics
  - Perceived benefits of the program
  - Self-efficacy
  - Skill proficiency
- Characteristics of the program
  - Compatibility or fit with the local setting
  - Adaptability
- Factors related to the organization hosting the program
  - Positive work climate
  - Openness to change and innovation
  - Integration of new programming
  - Shared vision and consensus about the program
  - Shared decision-making
  - Coordination with other agencies or supervisors
  - Openness and clarity of communication among staff and supervisors
  - Formulation of tasks (workgroups, teams, etc.)
  - Effective leadership
  - Program champion (internal advocate)
  - Managerial/supervisory/administrative support
- Factors specific to the implementation process
  - Successful training
  - On-going technical assistance

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## Adaptation

- Adjustments made to a program, that are intentional or unintentional, that may consist of:
  - Removing or adding program components;
  - Adjusting the existing program components;
  - Altering the delivery of program components discussed in the program manual or curriculum; or
  - Adjusting program components for cultural reasons or reasons related to local circumstances.

U.S. Department of Health and Human Services (2002)

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## Balance between Fidelity & Adaptation

- Developing adaptations that fit the local context that do not compromise the program's effectiveness.
- Well-designed adaptations of EBPs may enhance the:
  - Impact;
  - Cultural relevance; and
  - Sustainability of programs.

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## Adaptation Models

- Goldstein's 9-stage model of manual adaptation
  - Gather input from local stakeholders to guide revisions and then test in pilot studies and RCTs
- Additional Models
  - Step Models and Content Models
  - Stacked Models

Goldstein et al. (2012)

Ferrer-Wreder et al. (2012)

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## Examples of Adaptations

### Acceptable

- Expressions
- Replacing images
- Replacing cultural references
- Adding evidence-based content to make the program more appealing to participants

### Unacceptable

- Reducing the number and length of sessions
- Eliminating key messages/skills
- Modifying the theoretical approach
- Using staff or volunteers not adequately trained or qualified
- Using fewer staff members than recommended

O'Conner et al. (2007)

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## Activity

- Clearinghouse Program Fit & Feasibility Tool

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## Recommendations for Program Adaptation

- Examine the program core components, theory of change and logic model carefully.
- Involve input from local stakeholders.
- Include collaboration between local communities and researchers with expertise in program development and evaluation.
- Consult or work with the program developer.

Backer (2001); Skaff et al. (2002); Castro et al. (2004)

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## SFP Example

- Adaptation of the SFP 10-14 program for African American youth was informed by:
  - input from community stakeholders, researchers and the program developer;
  - data related to risk factors for African American youth; and
  - guidance from local stakeholders and cultural experts.

Kogan et al. (2011); Murry & Brody (2004)

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## Implementation Quality Revised

- Implementation Quality is delivering an innovation's core components with fidelity *while systematically adapting the program* in order to reach the innovation's desired outcomes.

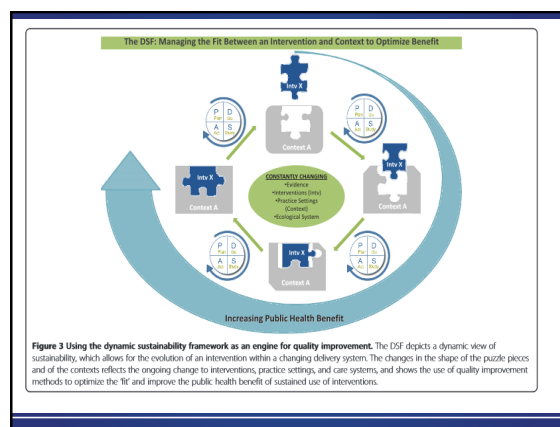
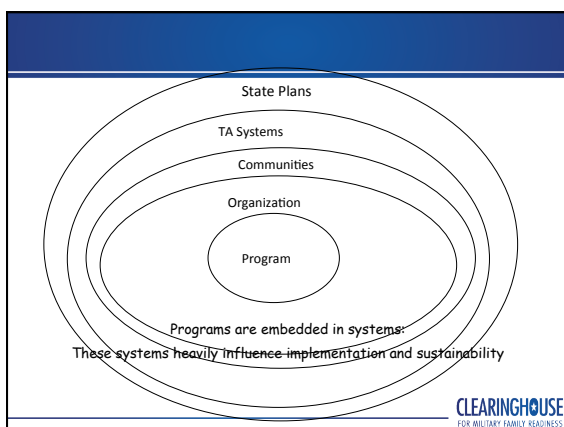
Meyers, Durlak, & Wandersman (2012)

- Initial implementation effort to a longer-term sustainability phases is bridged by an adaptation phase.

Chambers et al. (2013)

- Examine fit between the practice setting and the intervention and make changes necessary to improve the integration of the intervention into the ongoing service process.

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## Implementation Frameworks or Models

- Include specific procedures and strategies that are believed to promote quality implementation.
- A number of frameworks/models have been developed to describe and guide the implementation process.
  - PROSPER
  - Communities That Care (CTC)
  - Interactive Systems Framework
  - Consolidated Framework For Implementation Research (CFIR)
  - Quality Implementation Framework

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## Activity: One-Liners

- Take a minute and reflect on some ideas you have gathered or insights you have developed so far.
- Develop a one-sentence statement that encapsulates an idea or insight that you feel is important.
- Share your one-liners!



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## Implementation Lessons Learned

- A number of issues can happen during implementation.
  - Leadership and staff changes;
  - Budget re-authorizations;
  - Transportation and scheduling issues;
  - Emergencies; and
  - Additional job stressors.
- Professionals have various learning styles and skill levels.
  - Some may learn quickly and some may take more time.
  - They may become less engaged and require professional development to renew interest.
  - Others will lose interest and require more incentives to continue.

Durlak (2013)

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## Recommendations for Quality Implementation

- Conduct a pilot of the program to assist in ironing out potential issues and developing a plan for larger program implementation.
- Seek support from experienced professionals (e.g., TA providers) and utilize available resources to assist with program implementation.
- As long as the core components are not changed, adapting a program to fit with local community and organizational needs may be possible.
  - Consult the program developer for recommendations.

Durlak (2013)

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## Conclusions

- Implementation quality is necessary to achieve the desired outcomes.
- It is a process and it takes time and hard work but it is achievable.
- Utilize the support and guidance of experienced professionals and resources to assist in quality implementation.

Durlak (2013)

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## Conclusions

- Even though there has been an increase in the evidence focusing on the significance of implementation, *more information is needed on how quality implementation can be increased* which increases the chances of providing better services to our communities and in reaching positive outcomes for our youth.

Durlak (2013)

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## THANK YOU!

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