

THE SCIENCE OF IMPLEMENTATION



November 28 & 29, 2018
Beth A Steenwyk

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
- Creating and Facilitating Sustainability

TOOLS & TAKE-A-WAYS



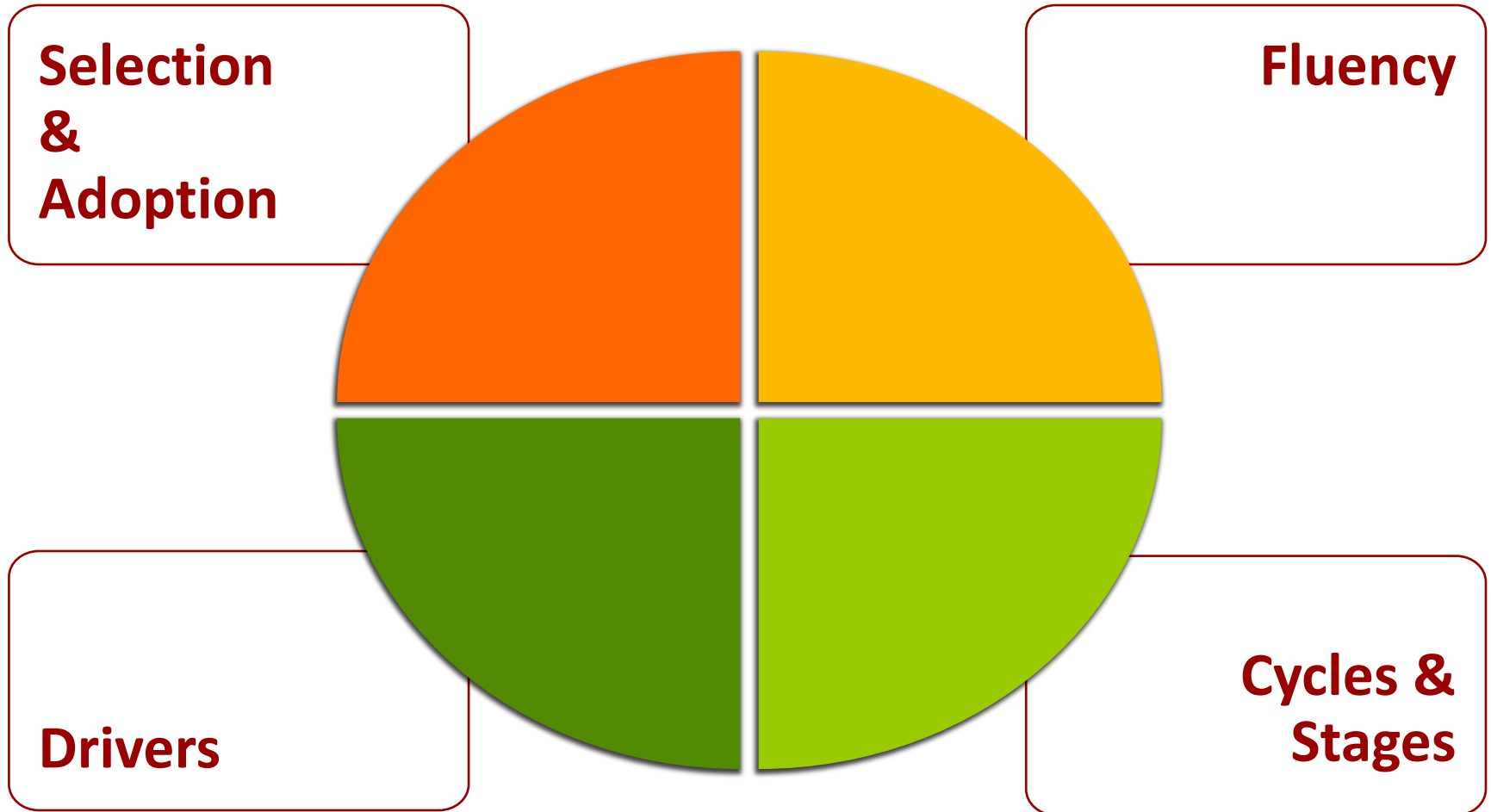
- ↗ Agenda
- ↗ Protocol & Process Tool
- ↗ Implementation Briefs and Articles

WARMING UP TO THE BIG IDEAS AROUND EFFECTIVE IMPLEMENTATION

➤ Last Word Protocol

➤ *“Active Implementation Frameworks for Program Success”* Metz & Bartley

FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION



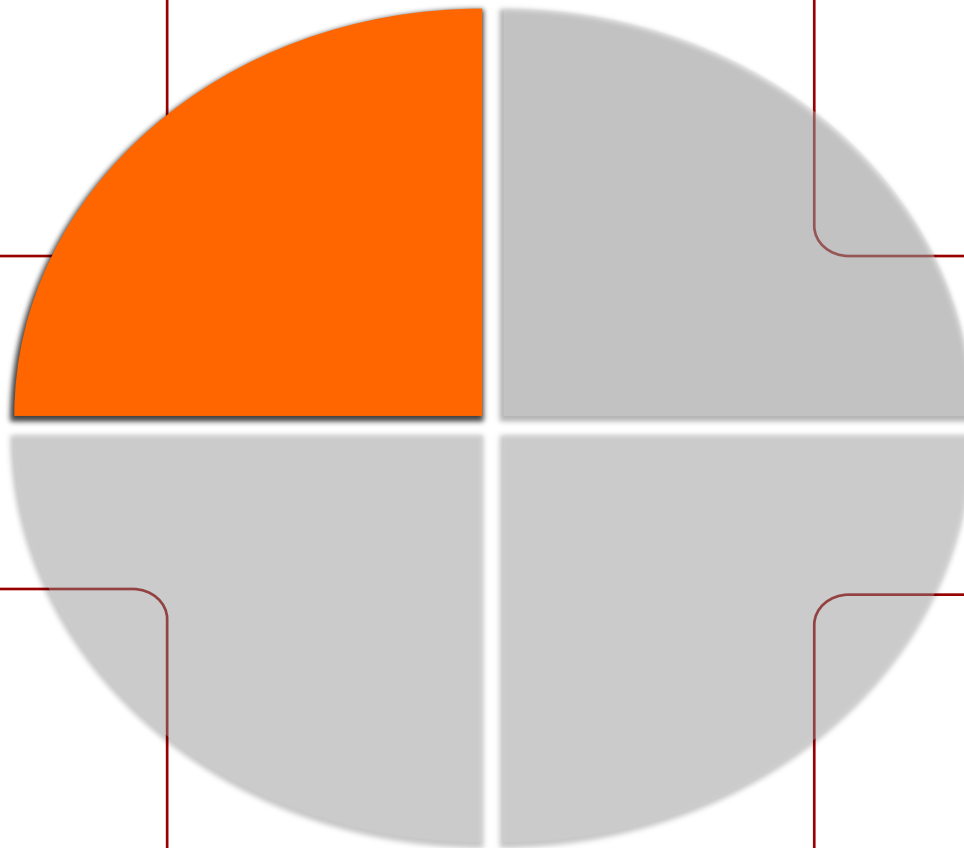
FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION

**Selection
&
Adoption**

Fluency

Drivers

**Cycles &
Stages**



Lesson Element	Time	Notes/Prompts	
Warm Up	5	<i>What are my first thoughts about <u>SELECTION AND ADOPTION</u>?</i>	
Mini-Lesson/ Concept Development	20-25	<i>What have I learned about this concept:</i>	
Team Time/ Application of Concepts	30	<i>Using the provided tools/templates apply this concept to your current practice/initiative.</i>	
Team Discussion	10	<i>How might this concept help us improve what we are doing?</i>	
Reflection/Exit Ticket	5	<i>I used to think...</i>	<i>Now I think...</i>

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

YOUR TURN: SELECTING & ADOPTING

CAN WE DO IT THE RIGHT WAY?

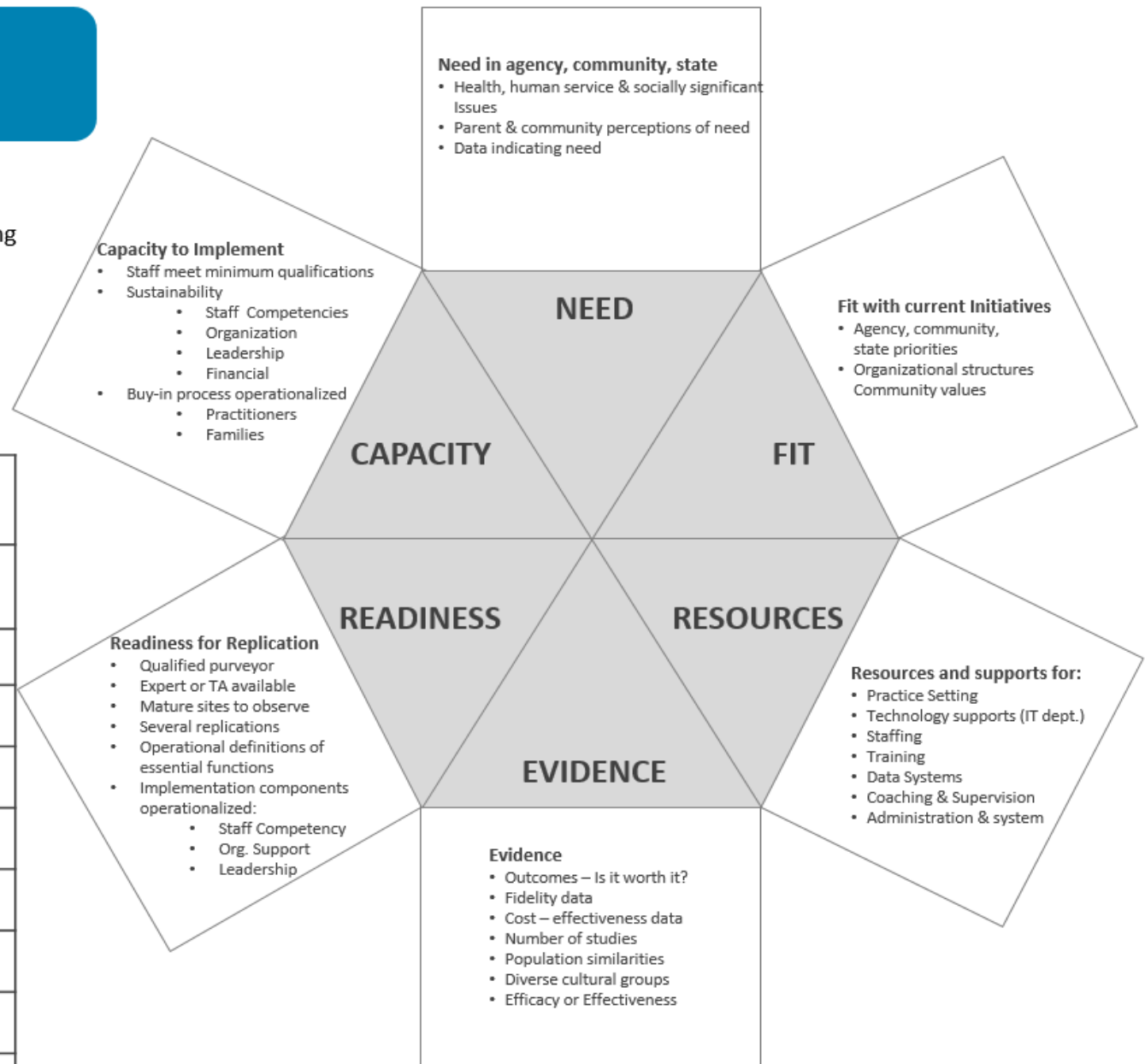
CAN WE DO IT THE RIGHT WAY?		
	Considerations & Probe Questions:	Evidence Based Practice Being Considered: _____
Resources	<ul style="list-style-type: none"> ➤ What resources will be needed? <ul style="list-style-type: none"> ○ Fiscal ○ Personnel ○ Technology ○ Data and Information ○ Training and coaching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

The Hexagon Tool

Exploring Context

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

See the Active Implementation Hub Resource Library
<http://implementation.fpg.unc.edu>



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			

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

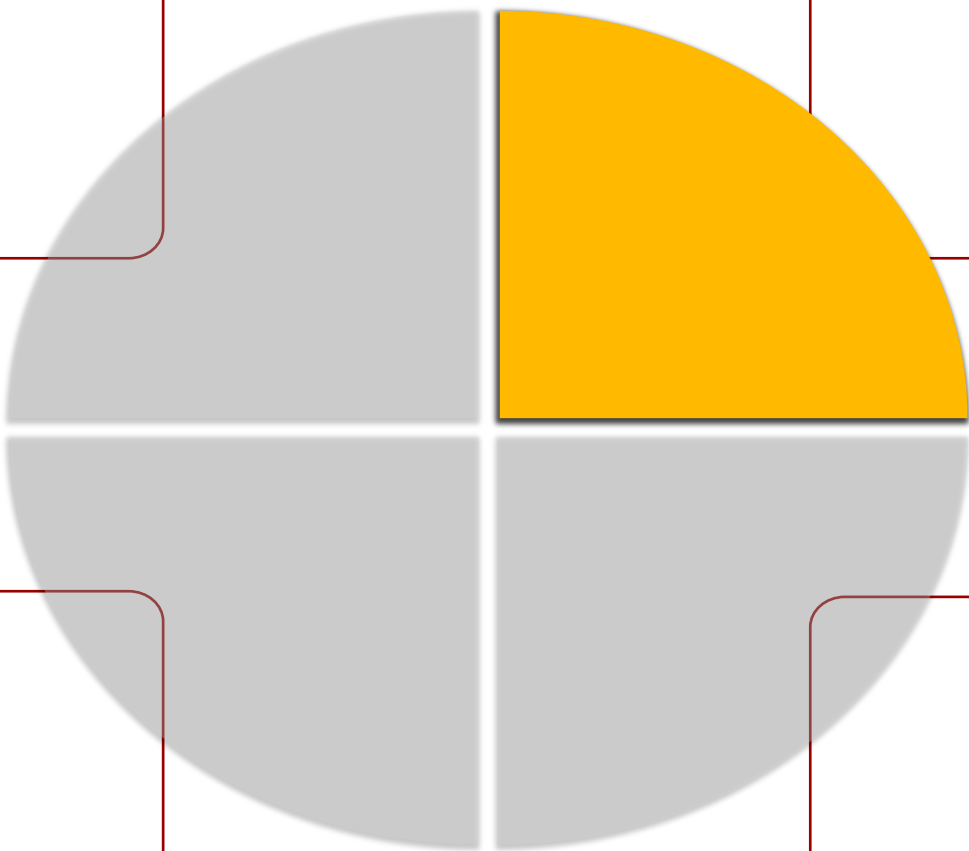
FOUR KEY FEATURES OF EFFECTIVE IMPLEMENTATION

Adoption

Fluency

Drivers

Cycles & Stages





Lesson Element	Time	Notes/Prompts	
Warm Up	5	<i>What are my first thoughts about <u>PRACTICE FLUENCY</u>?</i>	
Mini-Lesson/ Concept Development	20-25	<i>What have I learned about this concept:</i>	
Team Time/ Application of Concepts	30	<i>Using the provided tools/templates apply this concept to your current practice/initiative.</i>	
Team Discussion	10	<i>How might this concept help us improve what we are doing?</i>	
Reflection/Exit Ticket	5	<i>I used to think...</i>	<i>Now I think...</i>

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”

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 (ODD-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

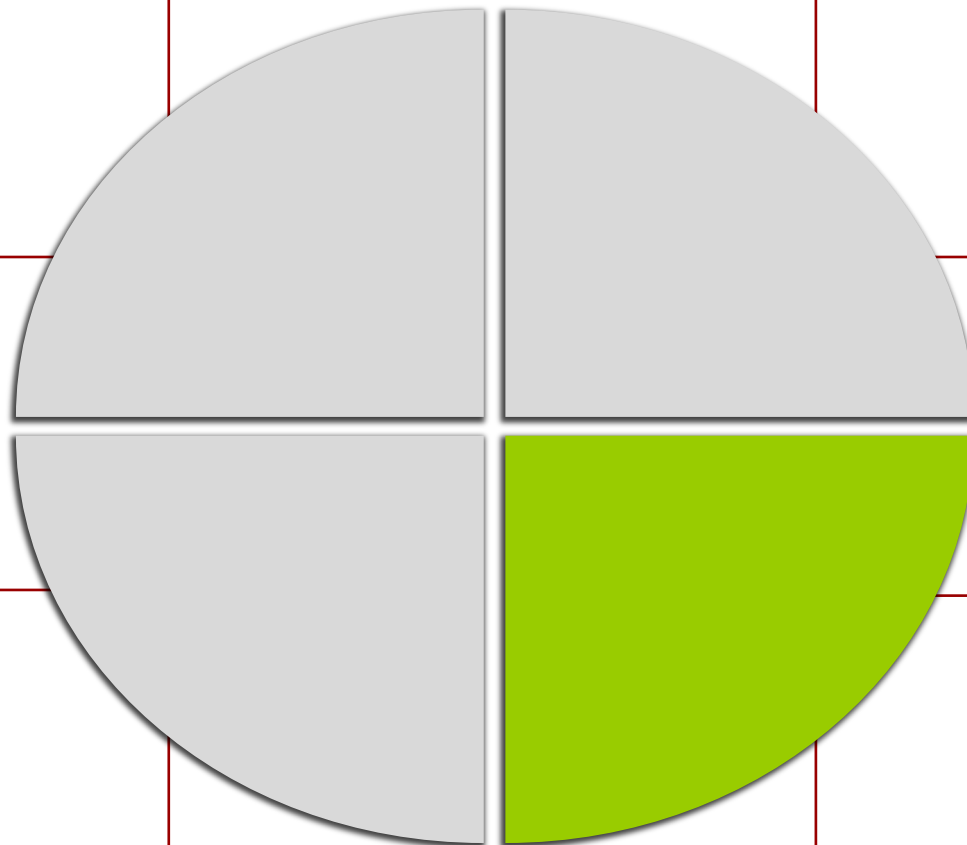
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**Cycles &
Stages**





3. IMPLEMENTATION STAGES

Lesson Element	Time	Notes/Prompts	
Warm Up	5	<i>What are my first thoughts about <u>IMPLEMENTATION STAGES</u>?</i>	
Mini-Lesson/ Concept Development	20-25	<i>What have I learned about this concept:</i>	
Team Time/ Application of Concepts	30	<i>Using the provided tools/templates apply this concept to your current practice/initiative.</i>	
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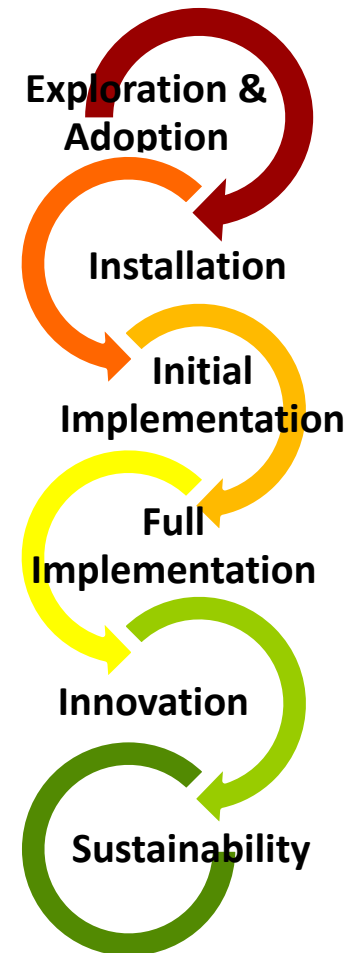
KEY FEATURE #3

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

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
PDSA	Rapid & frequent	Individually focused or within system	Micro	Problem-solving & Continuous Improvement	Implementing PRACTICES
PEP-PIP	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	Installation	Initial Implementation	Full Implementation	Innovation	Sustainability
Defining a Need; Considering a Change; Building Consensus; Exploring Solutions	Setting the Stage; Supporting Consensus; Developing Infrastructure; Training Staff	Manage expectations & change process; Early signs of practice change; Learn from mistakes	Practices are fully operational; Cycles of improvement, feedback and supports are functioning; Desired outcomes are being achieved	We've done it right now we do it better-more efficiently; Adjustments made without losing effect	"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						

STAGES AND CYCLES

- ▶ Find the Stages 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

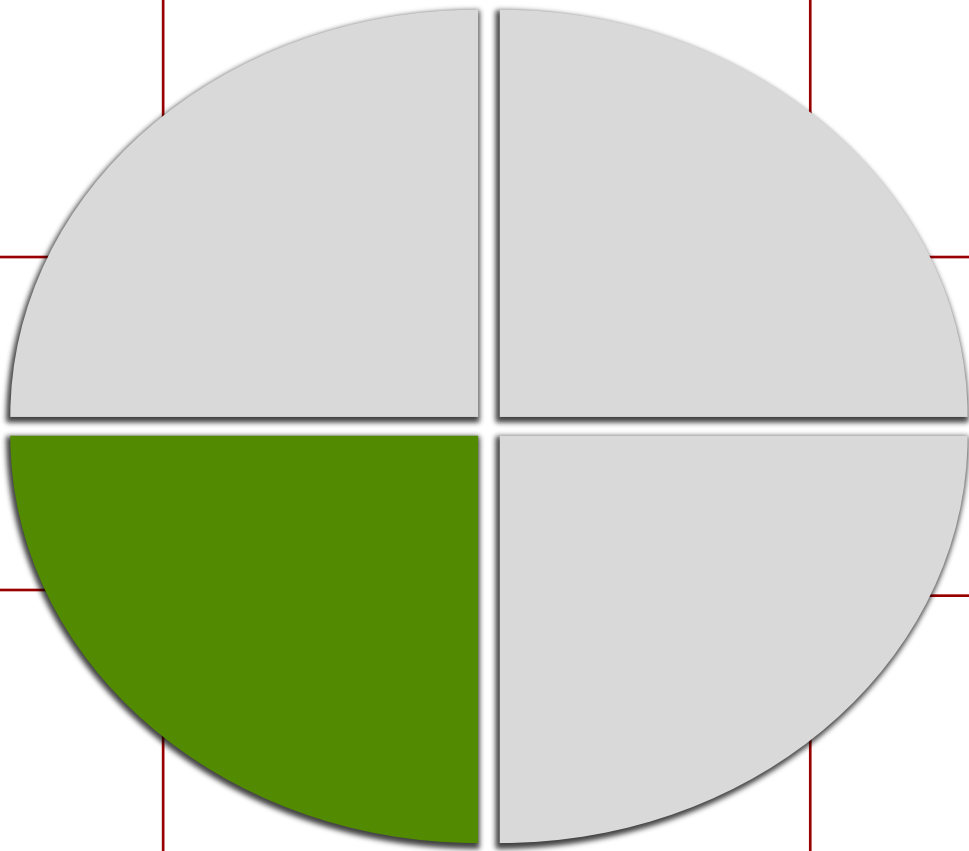
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Lesson Element	Time	Notes/Prompts	
Warm Up	5	<i>What are my first thoughts about <u>IMPLEMENTATION DRIVERS</u>?</i>	
Mini-Lesson/ Concept Development	20-25	<i>What have I learned about this concept:</i>	
Team Time/ Application of Concepts	30	<i>Using the provided tools/templates apply this concept to your current practice/initiative.</i>	
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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

Successful Student/Family Outcomes

Why:

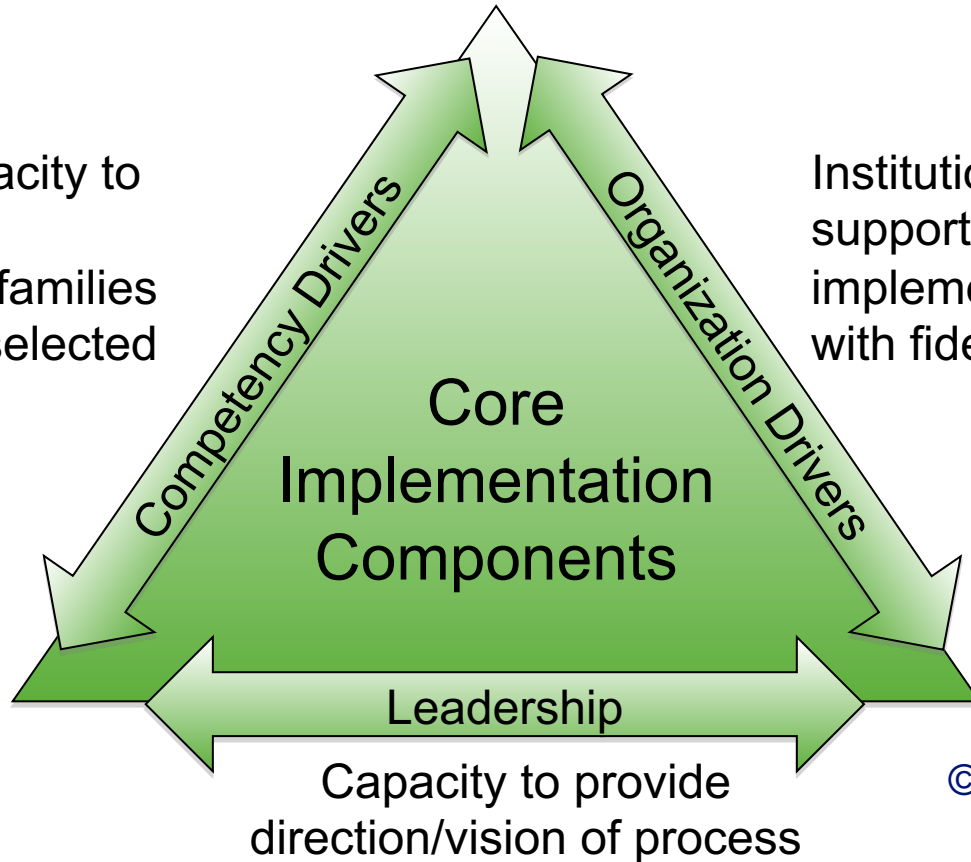
Program/Initiative (set of practices)

What:

How:

Staff capacity to support students/families with the selected practices

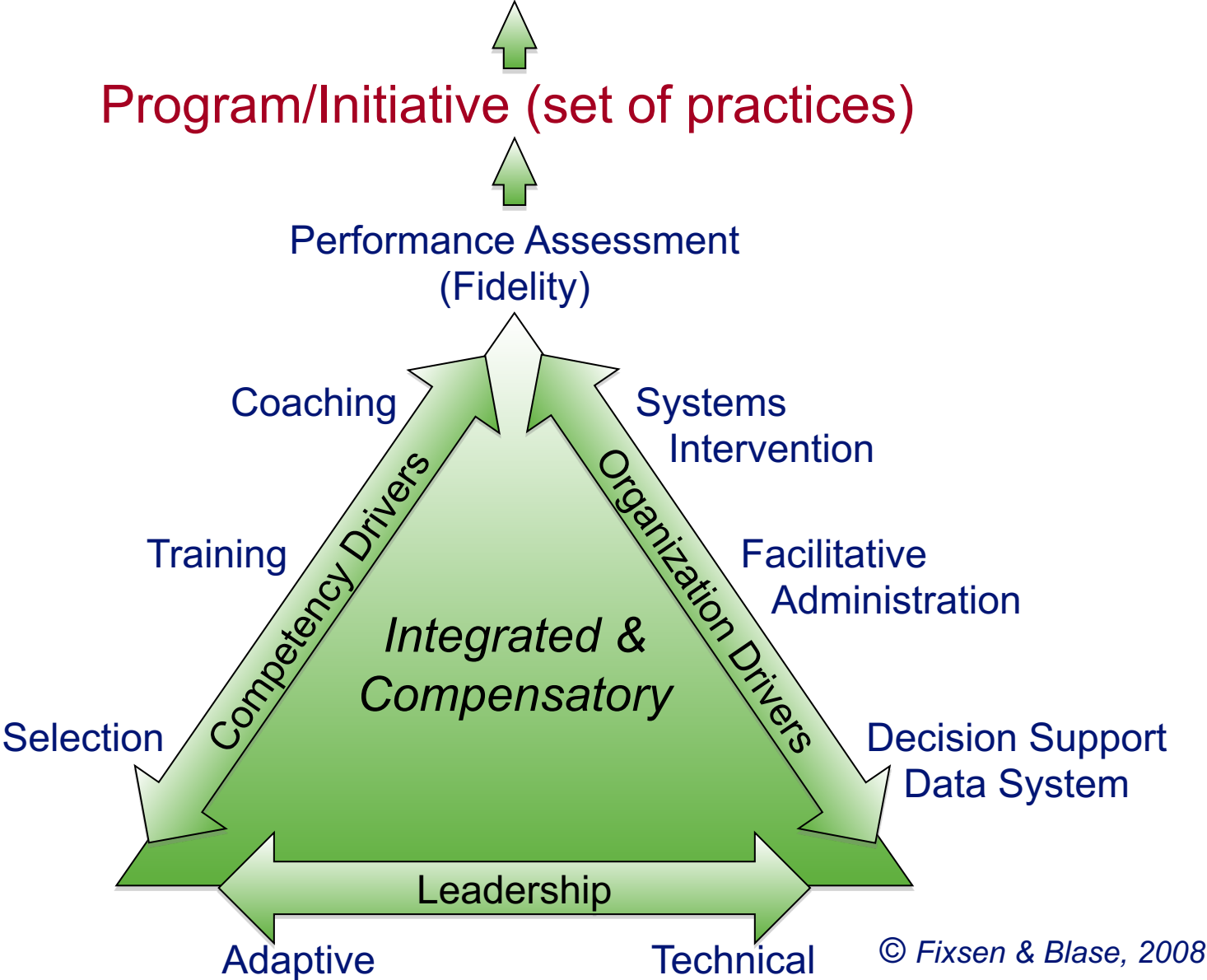
Institutional capacity to support staff in implementing practices with fidelity



© Fixsen & Blase, 2008

Successful Student/Family Outcomes

Program/Initiative (set of practices)



DRIVER TOOL

- ▶ Find the Drivers Template in your participation guide
- ▶ Review the tool
- ▶ Have a team discussion about :
 1. What the driver should be if the practice was implemented with fidelity
 2. Rate the current status of each driver

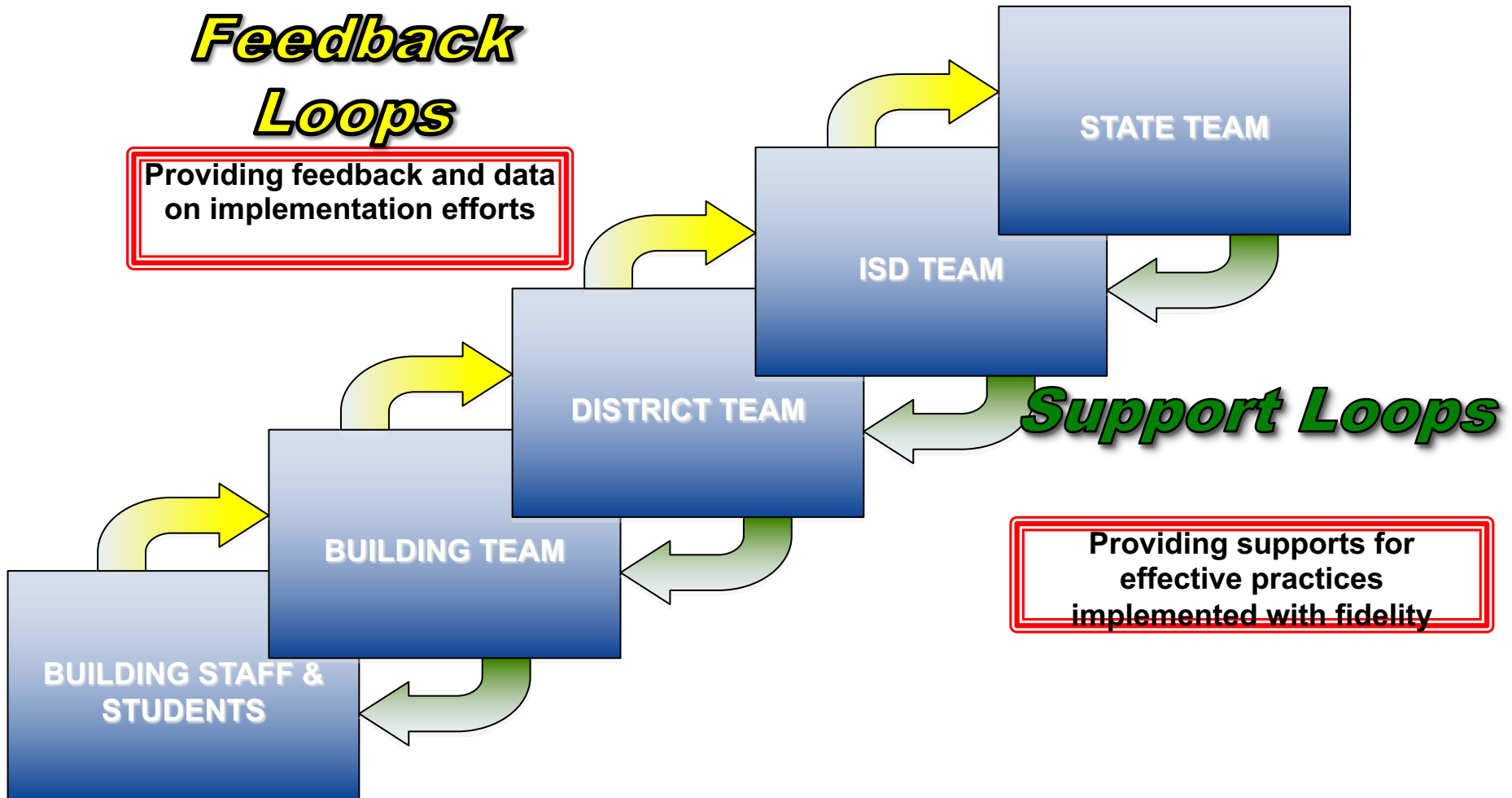
YOUR TURN: DRIVERS

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				

WHERE ARE PRACTICES IMPLEMENTED?

Feedback Loops

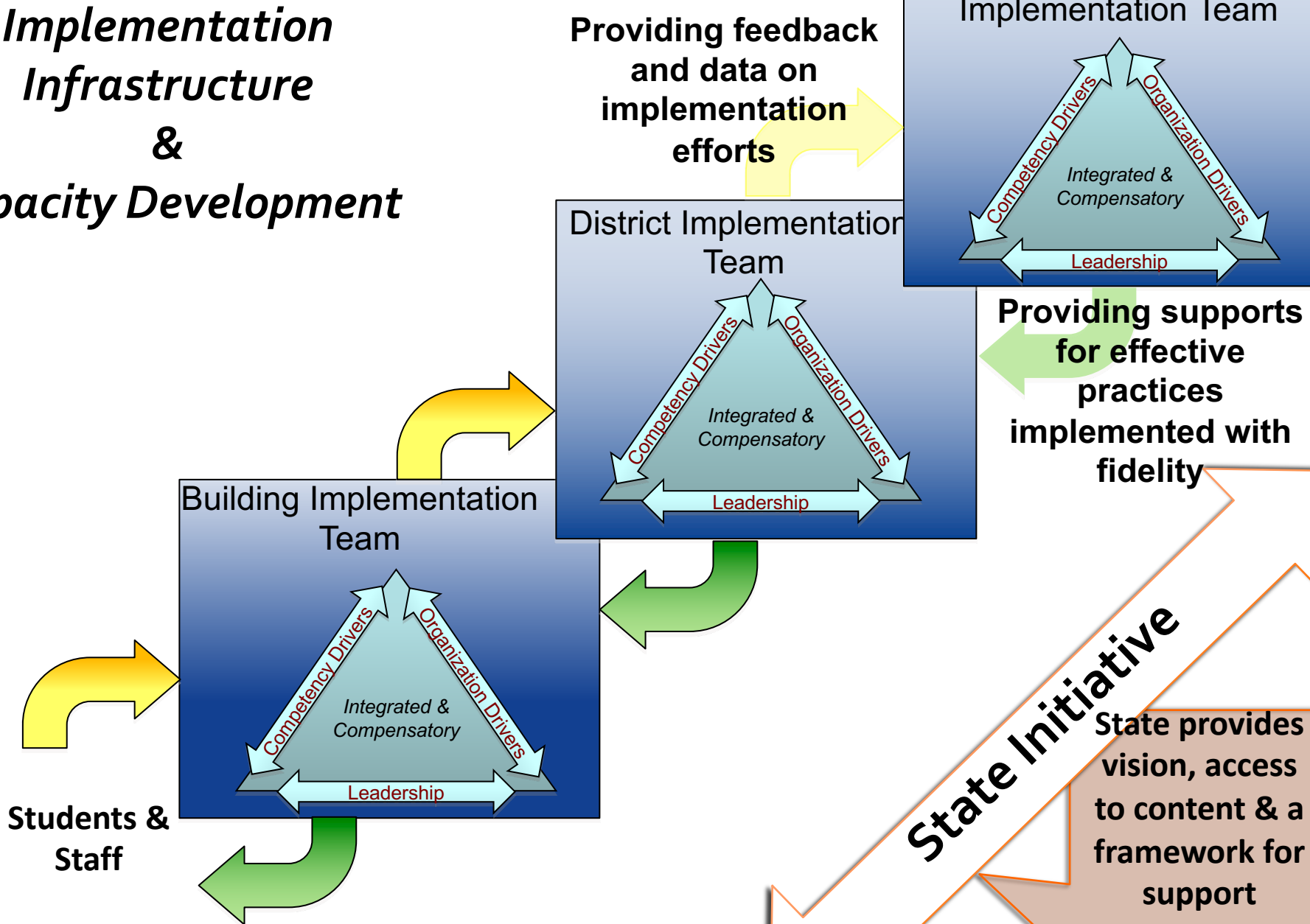
Providing feedback and data on implementation efforts



Support Loops

Providing supports for effective practices implemented with fidelity

Implementation Infrastructure & Capacity Development

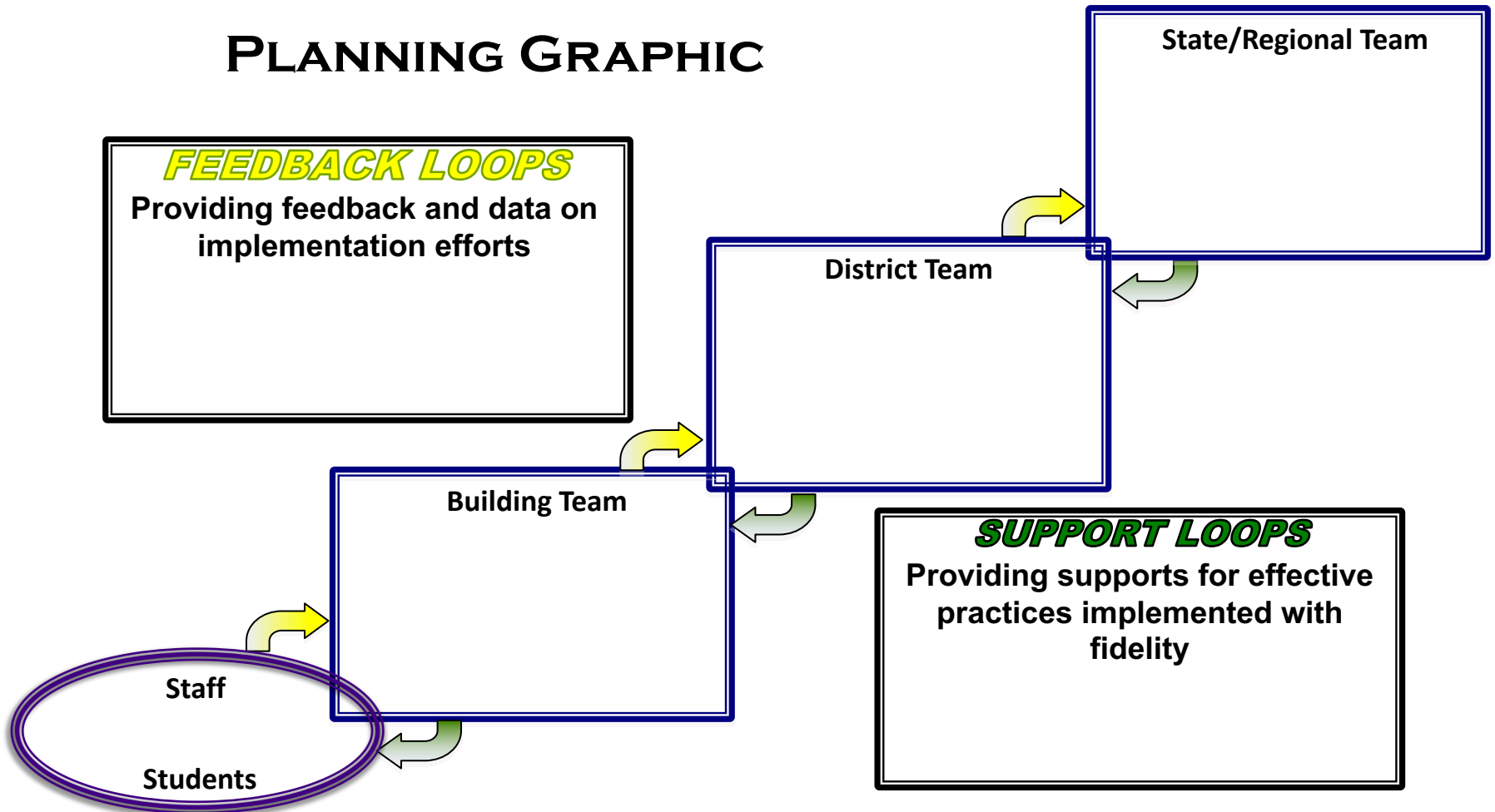


PLANNING GRAPHIC

- ▶ Find the Planning Graphic in your participation guide
- ▶ Review the 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: IMPLEMENTATION FRAMEWORK

PLANNING GRAPHIC





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