



Implementation: Putting the “*to*” in Science *to* Service

*Advancing the Prevention of
Mental, Emotional, and
Behavioral Disorders of
Adolescents:
A Science to Service
Symposium*

Sponsored by the Adolescent
Health Working Group
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Pew Charitable Trust
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Washington, DC

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National Implementation Research Network

FPG Child Development Institute

University of North Carolina at Chapel Hill



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Evidence-Based Movement

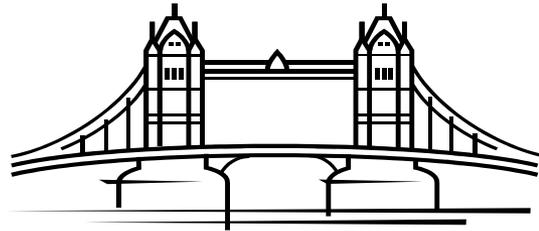
The “evidence-based movement” is an international experiment to make better use of research findings in typical service settings.

The purpose is to produce greater benefits to individuals, families, and society.

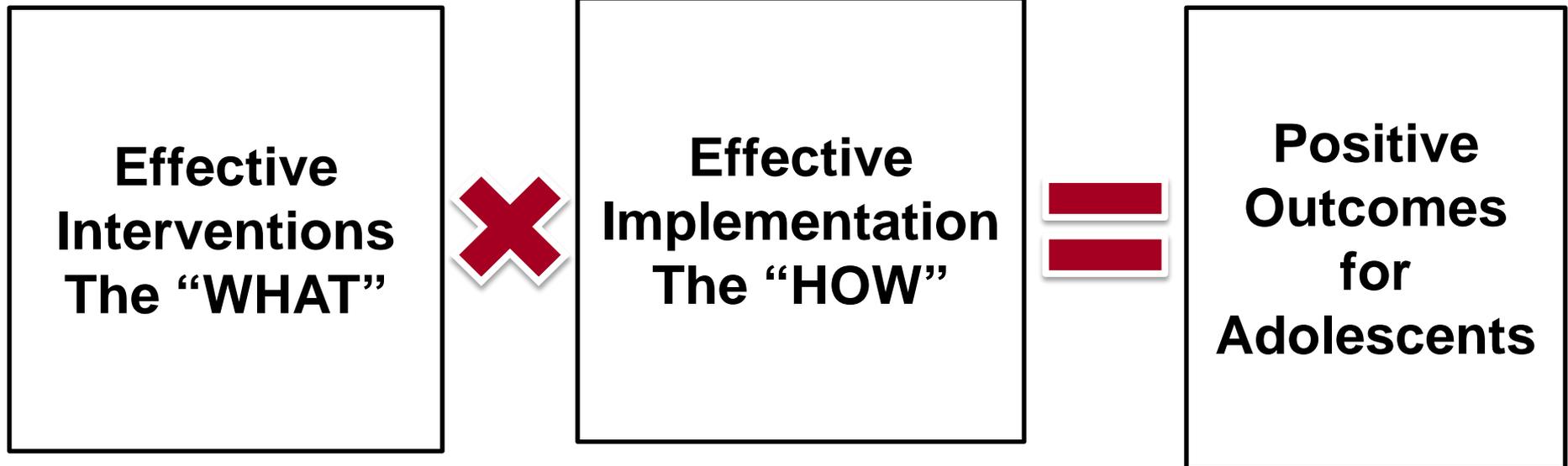
The Challenge....

- ❑ **Each year, more prevention and intervention research is done**
 - ❑ **Research rigor is reviewed and “graded”**
 - ❑ **Information is disseminated about evidence-based practices and programs**
- ❑ **Government, taxpayers, foundations, communities are increasingly focused on the benefits of ebps.**
 - ❑ **Requiring and incentivizing evidence-based efforts and evaluation**
- ❑ **Yet, it is a challenge to realize sustainable and wide spread benefits for children, adolescents, and their families**

Science “to” Service



Implementation Math



Implementation Math

Effective
Interventions
The “WHAT”



Effective
Implementation
The “HOW”

Remembering that any number

from Mark Lipsey’s 2009 Meta-analytic overview of the primary factors that characterize effective juvenile offender interventions –
“. . . 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.”

Implementation Science

**“In theory there is no difference
between theory and practice;
in practice, there is.”**

*variously attributed to
Jan La Van De Snepscheut
or Albert Einstein
or Yogi Berra*

Implementation Definitions

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

Implementation science *is the scientific study of variables and conditions that impact changes at practice, organization, and systems levels; changes that are required to promote the systematic uptake, sustainability and effective use of evidence-based programs and practices in typical service and social settings.*

Implementation Science and Best Practices



What Are We Learning? How Are We Learning?

- Formal Knowledge
- Craft Knowledge
- Implementation Informed Technical Assistance
 - Tools
 - Processes
 - Measures/Data
- Global Implementation Initiative

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005).
Implementation Research: A Synthesis of the Literature. Tampa, FL: University of South
Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation
Research Network (FMHI Publication #231).

Download at:

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

Business as Usual \neq Impact

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**

Necessary But Not Sufficient

Fidelity Matters

***Higher Fidelity* is correlated with better outcomes across a wide range of programs and practices**

- **Children's Services – FFT, MST, Wraparound, TFM**
- **Education – HiPlaces, SWPBS, STEP**
- **School-Based MH Prevention Programs - PATHS**
- **Adult Mental Health – ACT, IPS, IDDT**
- **Medicine – DOTS, Texas Algorithm, OMAP**

		IMPLEMENTATION – The HOW	
		Effective	NOT Effective
INTERVENTION The WHAT	Effective	<p>Child & Youth Benefits High Fidelity</p>	<p>Poor Outcomes, Low Fidelity</p>
	NOT Effective	<p>Highly variable, often ineffective, sometimes harmful to children, families, and communities</p>	

Institute of Medicine, 2000; 2001; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1983; Department of Health and Human Services, 1999

Active Implementation Frameworks

Multi-dimensional, Fully integrated

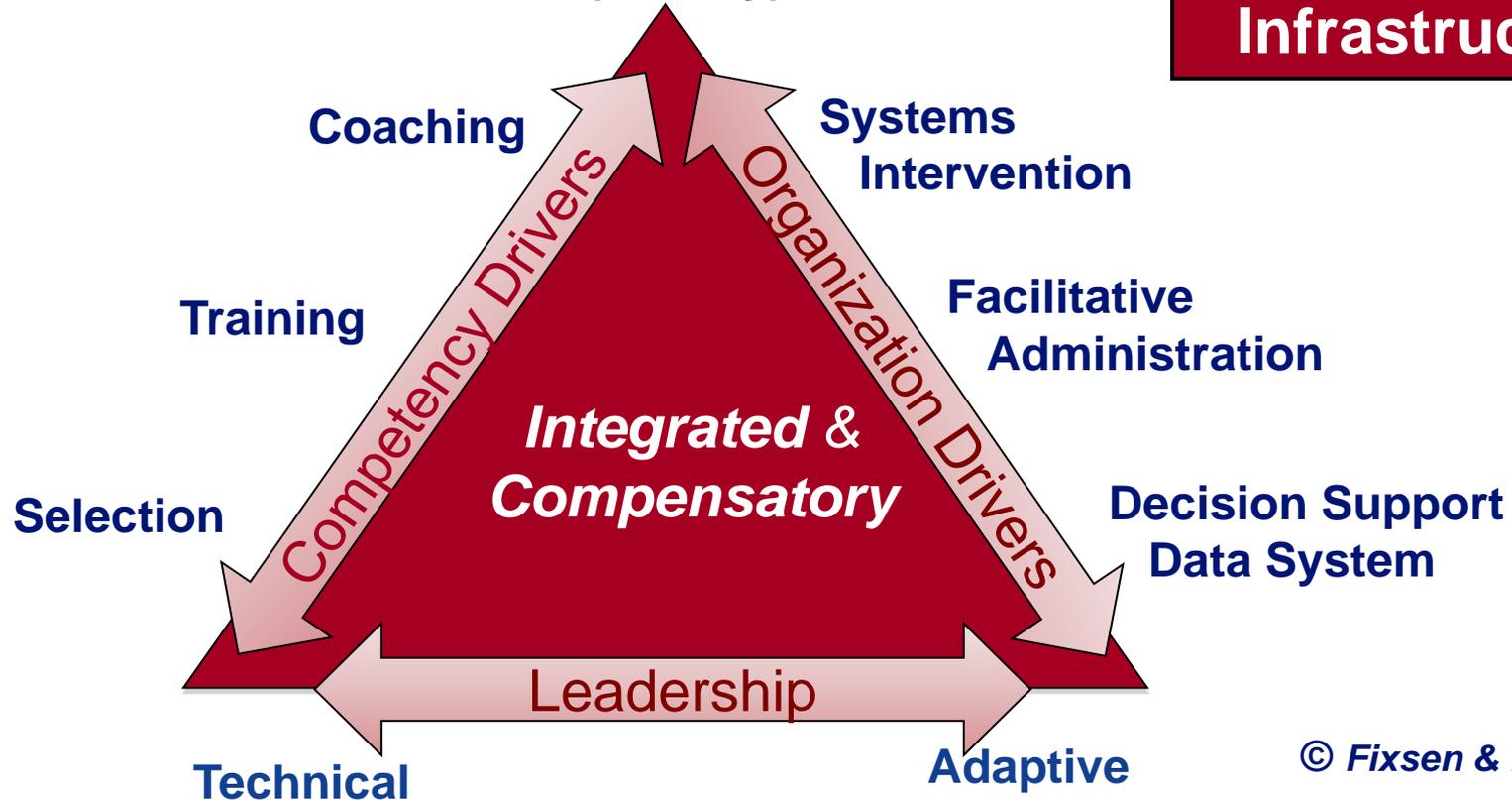
- **Implementation Drivers**
- **Implementation Stages**
- **Implementation Teams**
- **Improvement Cycles**

Improved Outcomes for Adolescents

EBP/Program/Initiative/Framework for Effective Practices & Prevention System Change

Performance Assessment (Fidelity)

Implementation Drivers = Infrastructure



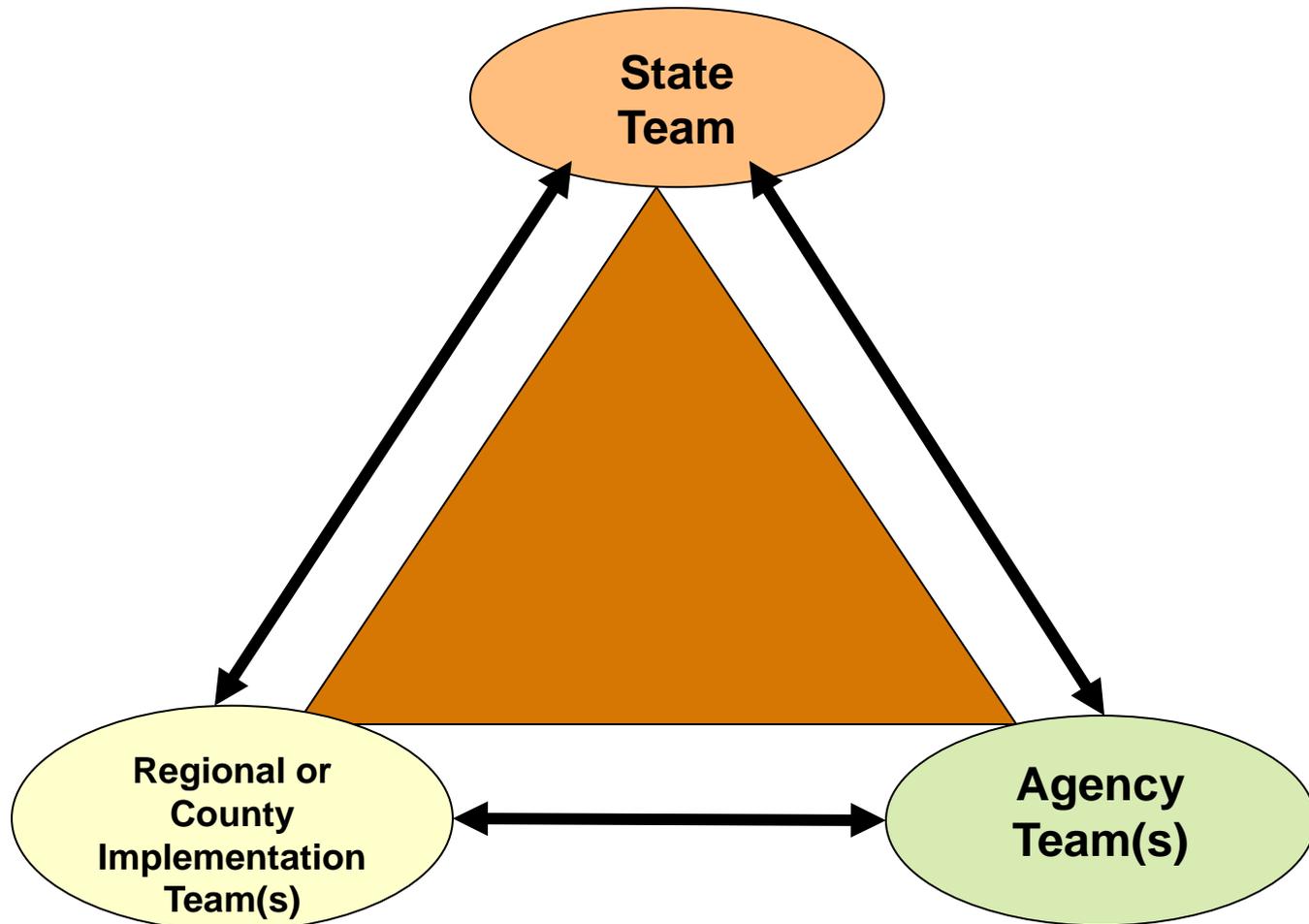
Implementation Takes Time

Major Implementation Initiatives occur in stages:

- **Exploration (Sustainability)**
 - **Installation (Sustainability)**
 - **Initial Implementation (Sustainability)**
 - **Full Implementation (Sustainability & Effectiveness)**
- 2 - 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Linked Implementation Teams



Improvement Cycles

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

- **Plan** – Develop specific things to do
- **Do** – Do them (make sure)
- **Study** – See what happens
- **Act** – Make adjustments
- **Cycle** – Do over and over again until the goal is reached (again)

Improvement Cycle Uses

- Rapid Cycle Problem-Solving Teams**
- Usability Testing Routines**
- Transformation Zones**
- Practice to Policy to Practice Cycles**

Implementation - Informed Efforts

What might the use of **Active Implementation Frameworks** mean for....

- Funding Opportunities
- Infrastructure Development
- Alignment and Systems Change
- Evaluation

Implementation - Informed Efforts

What might attention to implementation mean for...

- Funding Opportunities
- Infrastructure Development
- Alignment and Systems Change
- Evaluation

Implementation - Informed Funding

~ Funding for the Exploration Stage

➤ Funding for a “planning” year to:

- Improve “buy-in” and develop Implementation Teams
- Assess need to carefully select Prevention and Promotion Programs and Initiatives
- Analyze the Required Implementation Infrastructure
- Analyze the Purveyor’s Capacity
- Submit an Implementation Plan
- Approval of Plan to get Subsequent Funding

~ Funding for Purveyors and Other Expertise

~ Match expected results to timeframes & resources

Implementation - Informed Efforts

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Improved Outcomes for Adolescents

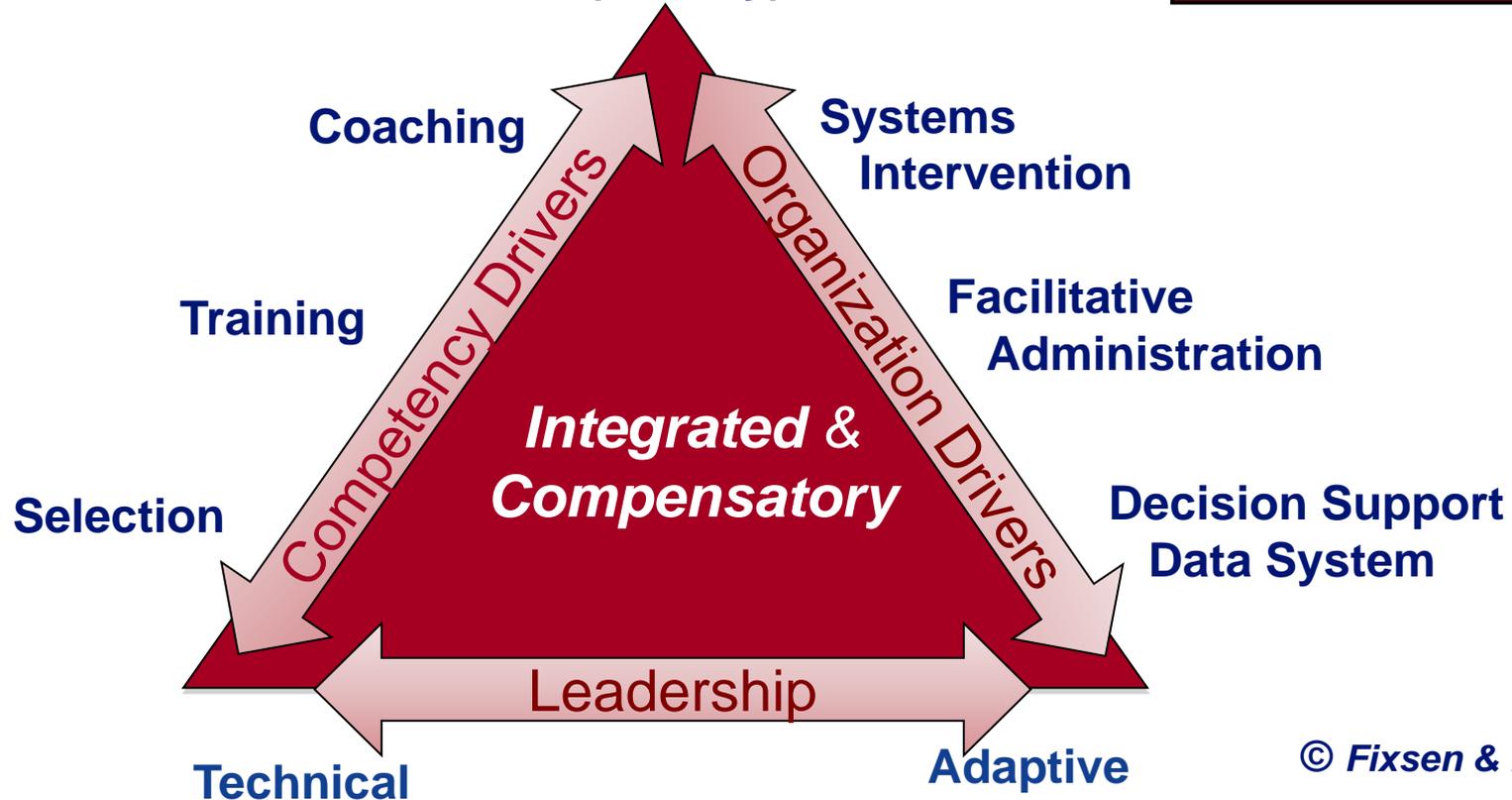


EBP/Program/Initiative/Framework for Effective Practices & Prevention System Change



**Performance Assessment
(Fidelity)**

***Funding for
Infrastructure***

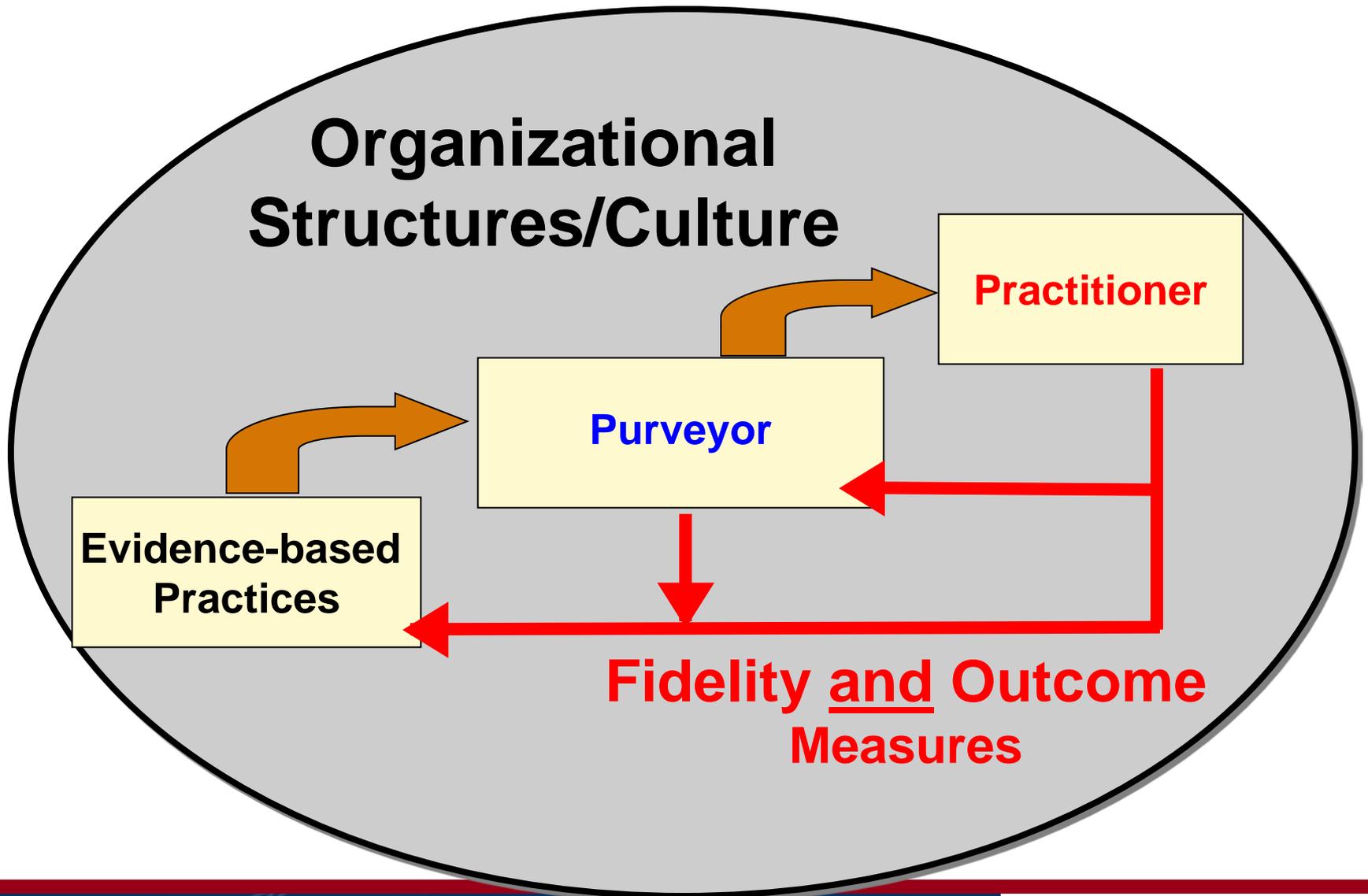


What Works...

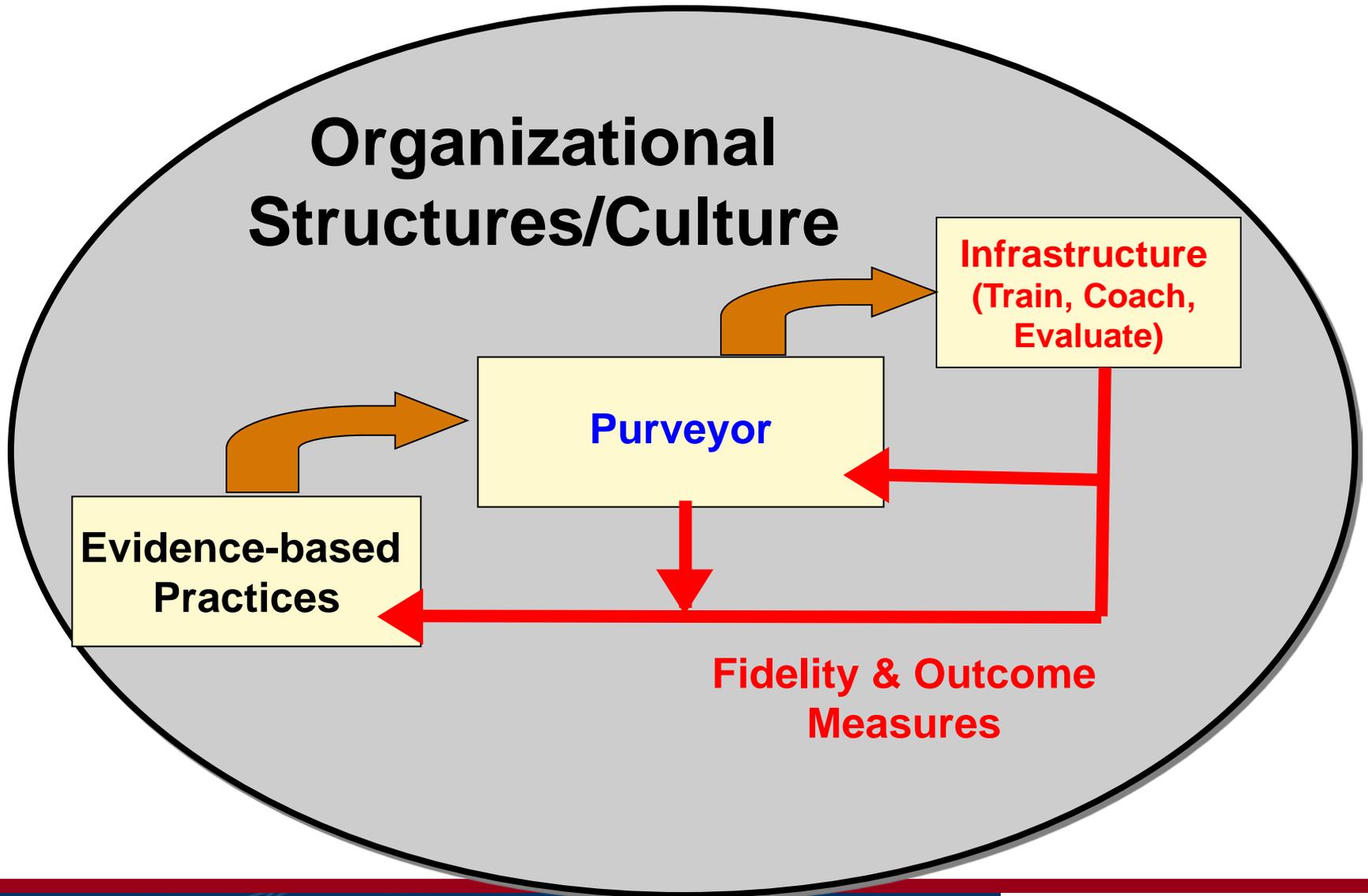
Successful implementation on a useful scale requires a **purveyor**

- **An individual or group of individuals representing a program or practice who actively work to implement that practice or program with fidelity and good effect**
- **Purveyors accumulate data & experiential knowledge, & become more effective and efficient over time**

Implementation Framework



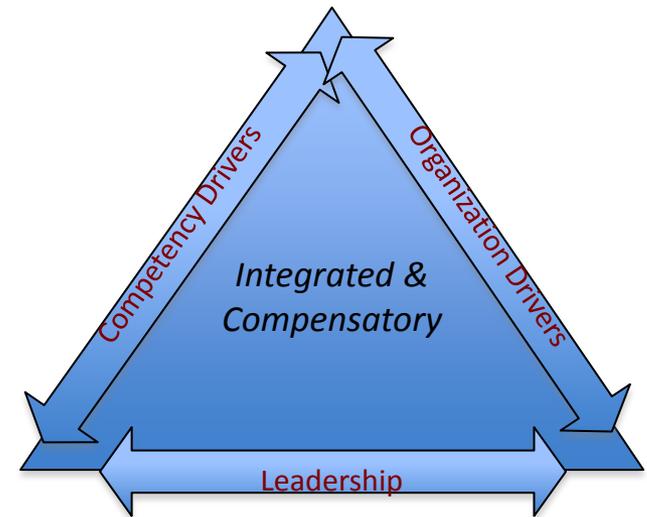
Implementation Framework



Implementation Infrastructure Analysis

Ability to *Implement Well*

- Install and Sustain “Drivers”
- Accountability for “Drivers”
- CQI for “Drivers”
- Strategy for Scale-up
- Link to Fidelity
- Integration



Implementation - Informed Efforts

What might attention to implementation mean for...

- Funding Opportunities
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- Evaluation

Sobering Observations

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

**R. Spencer Darling
Business Expert**

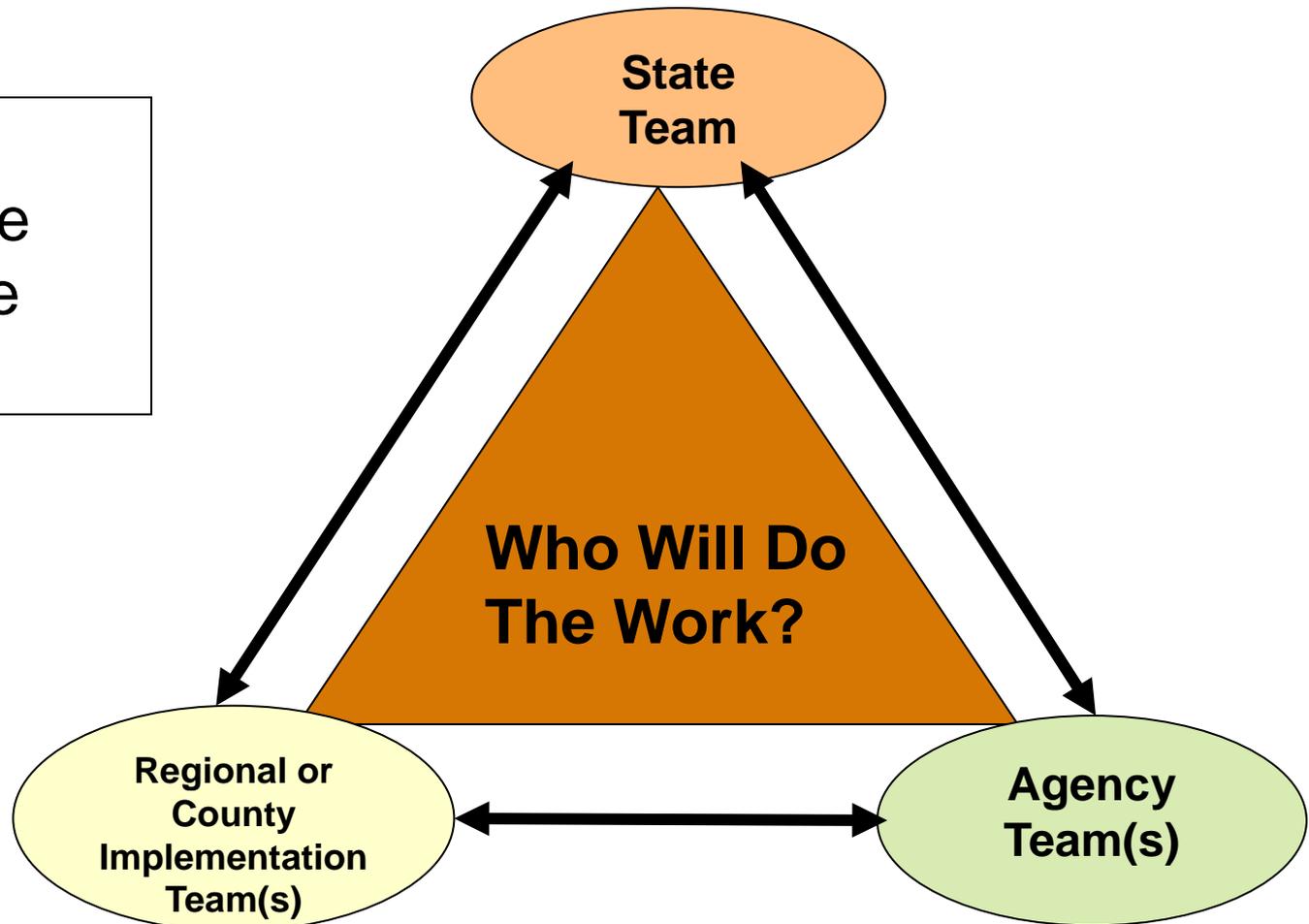
Core Competency for Implementation Teams

A Team that:

- Knows the innovation very well (formal and practice knowledge)
- Knows implementation very well (formal and practice knowledge)
- Knows improvement cycles to make intervention and implementation methods more effective and efficient over time
- Promotes systems change at multiple levels to create hospitable cultures, policies, and funding streams

Linked Implementation Teams

- Resource
- Repurpose
- Reallocate
- Renew



Teaming of Purveyors with Intermediary and/or Implementation Teams

Simultaneous, Multi-Level Interventions

**Purveyor,
Implementation Teams,
Intermediary Org.**

↔ **Practitioners**

↔ **Agencies**

↔ **Management (leadership, policy)**

↔ **Administration (HR, structure)**

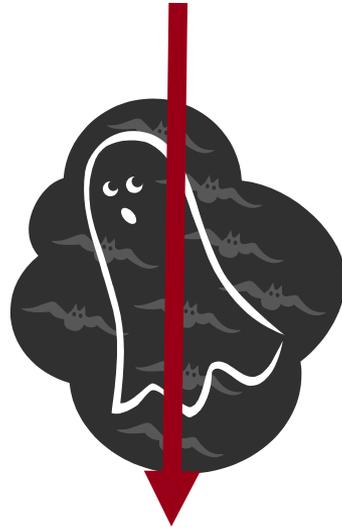
↔ **Supervision (nature, content)**

↔ **Local Context**

↔ **State & Federal Context**

Effective System Change

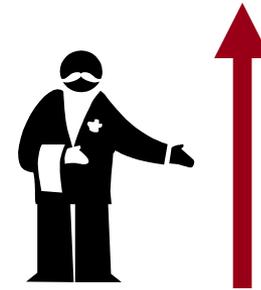
EXISTING SYSTEM



**Effective Innovations are
Changed to Fit the
System**

**Or Operate in the Shadows
(Ghost System)**

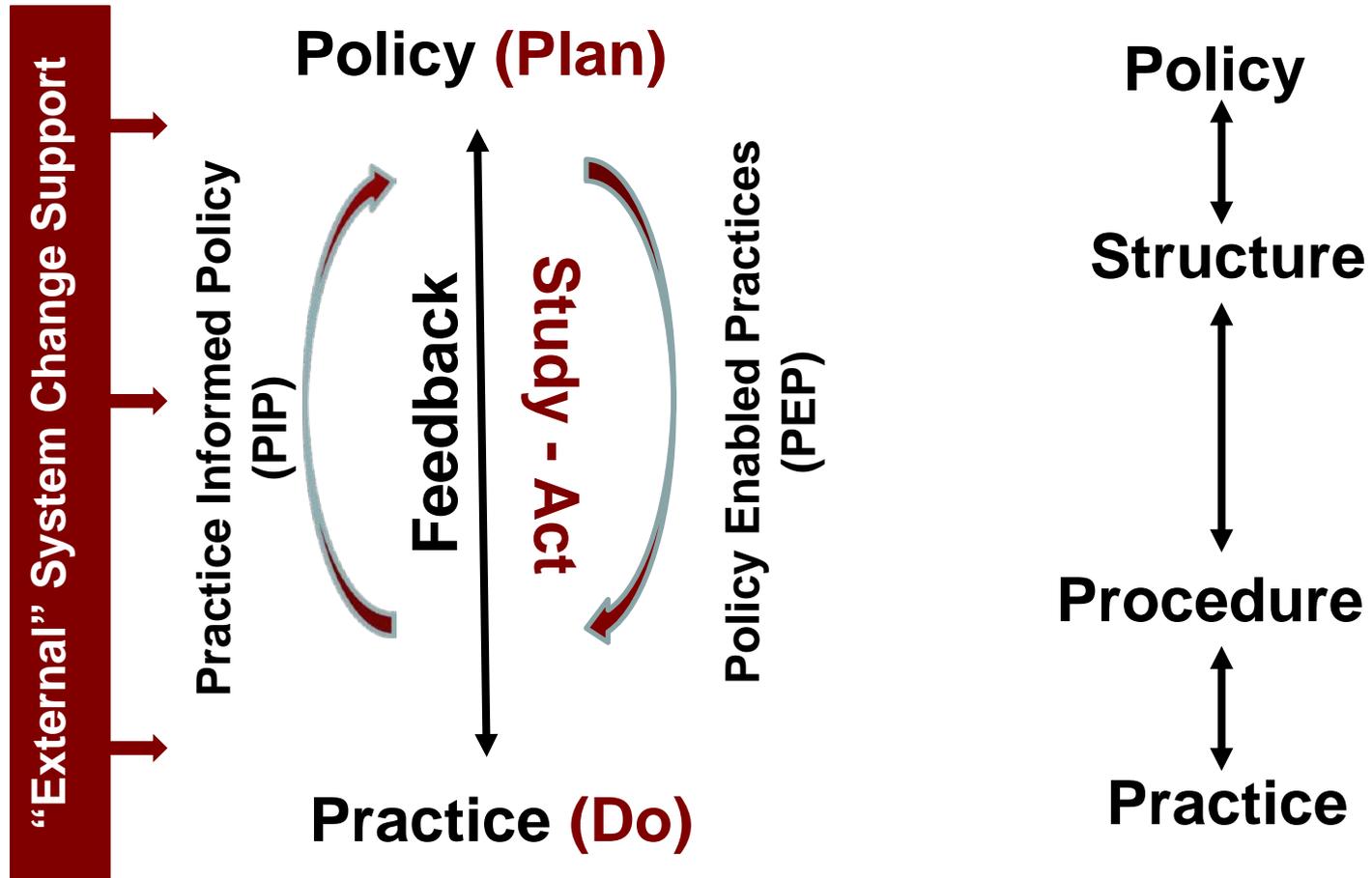
**EXISTING SYSTEM IS
CHANGED TO SUPPORT
THE EFFECTIVENESS OF
THE INNOVATION**



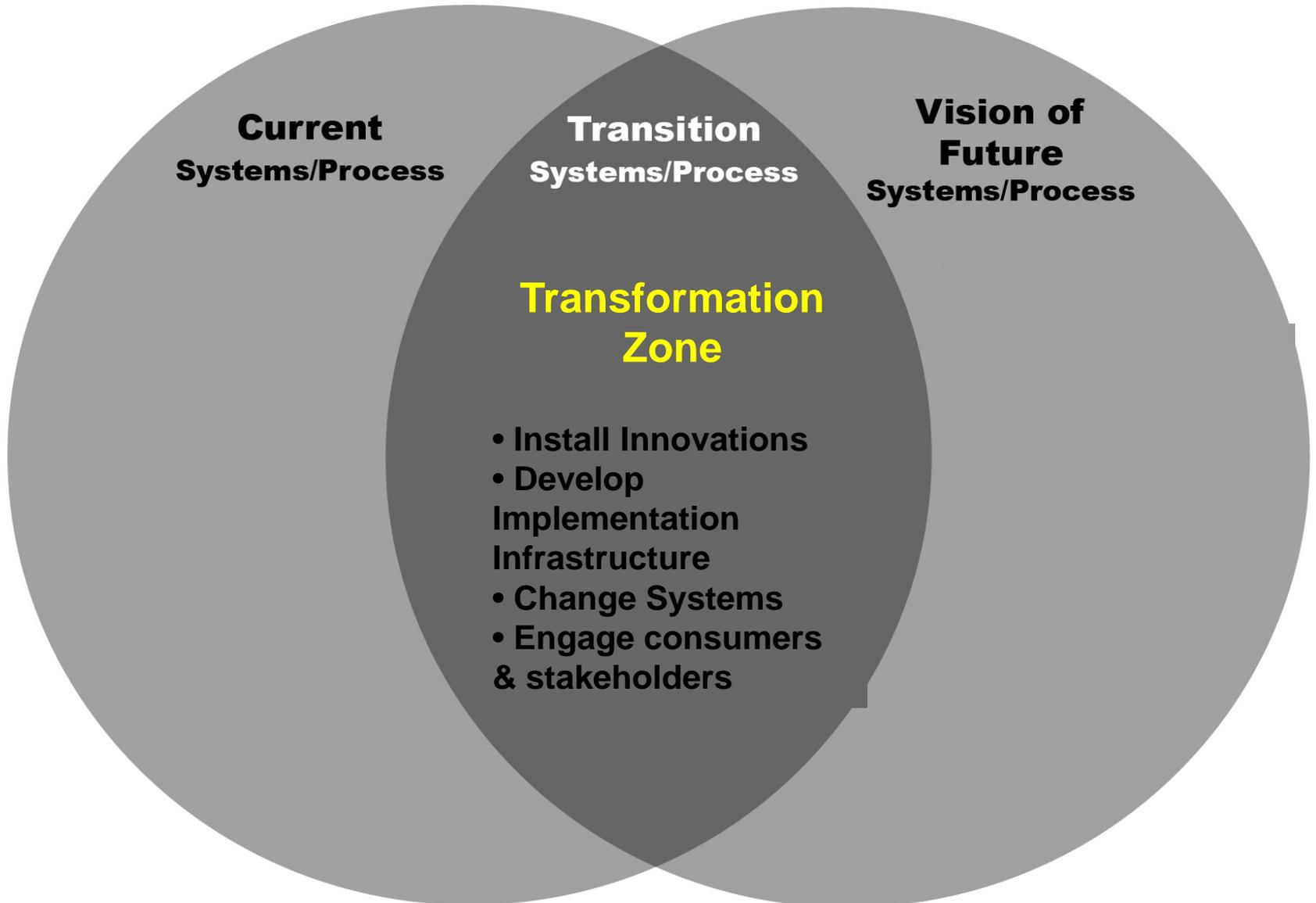
(Host System)

EFFECTIVE INNOVATION

Policy ↔ Practice Feedback Loops



A Representative But Manageable Service Zone
A vertical slice of the system from the “consumer to the Capitol”



Implementation - Informed Evaluation Efforts

- Evaluability **AND** Implementability
- Fidelity of Intervention Activities
- Fidelity of Implementation Activities
- Usability Testing, Formative Evaluation
- Impact Evaluation – Significance
- Participatory and Developmental Evaluation
- Suspending “Judgment” until Full Implementation (Avoid Type III Errors)

Summary

- ❖ Invest in “what works” – science matters
- ❖ Research help us “choose” what to implement
- ❖ Implementation is a practice and science unto itself
- ❖ Print materials, training, or incentives alone generally don’t work
- ❖ Fidelity Matters
- ❖ Selection, Training, Coaching, Fidelity Measures help change and support new practitioner behavior and skills
- ❖ Data systems need to be used to make decisions
- ❖ Facilitative administrative practices & systems interventions create hospitable environments
- ❖ Purveyors, Intermediaries, and Implementation Teams are critical to system and service change
- ❖ Policy enables new practice but practice needs to inform policy

Thank You for Your Support

- Annie E. Casey Foundation (EBPs and cultural competence)
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- Centers for Disease Control & Prevention (implementation research)
- National Institute of Mental Health (research and training grants)
- Juvenile Justice and Delinquency Prevention (program development and evaluation grants)
- Office of Special Education Programs (Scaling up Capacity Development Center)
- Administration for Children, Youth, and Families (Child Welfare Leadership; Capacity Development; Permanency Innovations Initiative)
- Duke Endowment (Child Well-Being Project)

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