

# Implementing Implementation Best Practices

Danish Implementation Network

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# **Science to Service Gap**

We are <u>investing heavily</u> in rigorous research to develop evidence-based programs

What is known is <u>not</u> what is adopted to help children, families, individuals, and communities





# **Science to Service Gap**

- Prevention programs in 5,847 schools
- Avg. 9 innovations per school (a total of over 50,000 innovations)

**\*7.8% were evidence-based** 

**US Department of Education, 2011** 



# **Implementation Gap**

- Interventions are not <u>used as</u> <u>intended</u> and with good outcomes
- Interventions are not <u>sustained</u> for a useful period of time
- Interventions are not used on a scale sufficient to impact social problems



# **Implementation Gap**

Best data show these methods, when used alone, <u>Do not Result in Use of Interventions as Intended</u>

- 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





# APPLIED Implementation Science: Active Implementation Frameworks



Usable Interventions
 Implementation Stages
 Implementation Drivers
 Improvement Cycles
 Implementation Teams

## **Implementation Science**

#### A fundamental truth:

 People cannot benefit from innovations they do not experience

#### **Effective Innovations**

- If we cannot implement them as designed (with fidelity) ...
- They will not produce desired outcomes





## **Active Implementation**

- Letting it happen

   Recipients are accountable
- <u>Helping it happen</u> – Recipients are accountable
- Making it happen
  - Purposeful and proactive use of implementation practice and science
  - 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**









#### **Formula for Success**



Outcomes





# What is "it"?

- About 18% of outcome studies (N=1,200+) assessed the independent variable ("it")
  - About 7% linked essential components (fidelity) to outcomes (we know what produces desired outcomes)
- "It" is not very clear!

Moncher & Prinz, 1991; Gresham, et al., 1993; Dane & Schneider, 1998; Durlak & DuPre, 2008





## **Usable Intervention Criteria**

#### **Clear** <u>description</u> of the program

- Philosophy, values, principles (guidance)
- Inclusion exclusion criteria (beneficiaries)
- Clear essential functions that define the program (core components)
- Operational definitions of essential functions (practice profiles; do, say)
- Practical performance assessment

Highly correlated (0.70+) with desired outcomes







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





Collins, Brooks, Daly, Fixsen, Maloney, & Blase (1976)

#### **Implementation Drivers**

	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)			
TRAINING COMPONENTS	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%	<b>95%</b>	95%	

#### **Functional Family Therapists (WSIPP)**



### **Dialectical Behavior Therapy (DBT)**

% Clean UAs







ONE YEAR HEALTH CARE COSTS PER PATIENT: Dialectical Behavior Therapy					
Linehan et al., 1991		DBT	TAU		
Individual Psychotherapy		\$3,885	\$2,915		
Group Psychotherapy		\$1,514	\$147		
Day Treatment		\$11	\$876		
Emergency Room Visits		\$226	\$569		
Psychiatric Inpatient Days		\$2,614	\$12,008		
Medical Inpatient Days		\$360	\$1,094		
TOTAL		\$8,610	\$17,609		

#### **Competency Drivers and Practitioner Turnover**





## **Improvement Cycles**

#### Rapid cycle (PDSA) problem solving

**Shewhart (1931); Deming (1986)** 

#### Usability testing

▶ Rubin (1994); Nielsen (2000)

#### Practice-policy communication loop

Fixsen, Blase, Metz, & Van Dyke (2013)





### **Improvement Cycles**



1



- Minimum of three people (four or more preferred) with <u>expertise</u> in:
  - **Innovations**
  - **Implementation**
  - Organization change
- **Tolerate turnover;** <u>teams are sustainable</u> even when the players come and go (Higgins, Weiner, & Young, 2012; Klest & Patras, 2011)



#### Simultaneous, Multi-Level Interventionactitioner/Staff Com ce 69 **Organization Sup** entation Management (Lea (reship, policy) Administration (HR, structure) Supervision n (nature, content) **Regional Authority Supports** ď **Mincial/Community Supports** 0 ederal and National Supports



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Casa	Evamo	Motz	otal
Vase	слатр		et al.

#### Results from Child Wellbeing Project

Component	T1	Т2	Т3
Selection	1.44	2.00*	1.89*
Training	1.33	1.50*	1.10
Coaching	1.27	1.73*	1.83*
Perf. Assessment	0.78	1.34	2.00*
DSDS	0.18	1.36	2.00*
Fac. Administration	1.38	2.00*	2.00*
Systems Intervention	1.29	1.86*	2.00*
Average Composite Score	1.1	1.68*	1.83*
Fidelity (% of cases)	18%	83%	83%

Success Coach model involved intense program development of core intervention components and accompanying implementation drivers







Fixsen, Blase, Timbers, & Wolf, 2001 Balas & Boren, 2000 Green, 2008



## **Implementation & Outcomes**

Fixsen, Phillips, et al. (1985)



N = 41 Group Homes (152 Couples)





### **Program Sustainability**



# **Costs and Savings**







#### Reinvention

**Existing System Effective Innovations** Are Changed to Fit The System

Existing System Is Changed To Support The Effectiveness Of The Innovation

**Effective Innovation** 

#### **Initiate and Manage Change**



#### **Adaptive Challenges**

- Duplication
- Fragmentation
- Hiring criteria
- Salaries
- Credentialing
- Licensing
- Time/ scheduling
- Union contracts
- RFP methods
- Laws/ mandates

# **Learning Organizations**

- Able to learn from their own experience
  - Action: Modify their structure and design to reflect that they have learned
- Staff and <u>organizational elements are multi-</u> <u>skilled</u>
  - Action: Systematically detect and correct errors arising in other parts of the system
- System has the capacity to <u>search for errors</u> and faulty operating assumptions
  - Action: Make changes needed to defragment and align functions within the system





### **Functional Systems**

How do YOU contribute to excellent services to children and families?



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# August 19-21, 2013

www.implementationconference.org

# **For More Information**

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# Implementation Science

Implementation Research: A Synthesis of the Literature



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).



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