The science of implementation: Guides for policy and practice

Getting to Uptake 2009

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UNC FPG CHILD DEVELOPMENT INSTITUTE

Improving Human Services

Five important things for you to know (and do) to improve prevention and treatment in human services
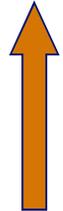
#1: Evidence-based

- **Implementation science is universal (like physics, chemistry)**

Evidence-based (N = 50)

- Psychiatry
- Medicine
- Education
- Infectious Diseases
- Program Evaluation
- Management
- Organization Studies
- Business

- Forestry
- Leadership
- Policy
- Political Science
- Public Health
- Public Administration
- Manufacturing

Consumer Benefits

Performance Assessment
(Fidelity)

Competence

Coaching

Systems
Intervention

Adaptive

Organization

Training

Facilitative
Administration

Integrated &
Compensatory

Selection

Decision Support
Data System

Technical

Leadership

© Fixsen & Blase, 2007

Integrated & Compensatory

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

Joyce and Showers, 2002

Evidence-based

- Global Implementation Conference 2011

  - www.implementationconference.org

- Integrate the science, practice, policy of implementation, organization change, and system transformation

#2: Implementation

- **Children, families, adults, and communities cannot benefit from interventions they do not experience**

Implementation Science

IMPLEMENTATION

		Effective	NOT Effective
INTERVENTION	**Effective**	**Actual Benefits**	**Inconsistent; Not Sustainable; Poor outcomes**
	NOT Effective	**Poor outcomes**	**Poor outcomes; Sometimes harmful**

(Institute of Medicine, 2000; 2001; 2009; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education,1983; Department of Health and Human Services, 1999)

#3: Social Policy

We need to:

- 👉**Turn policy into effective practice**

- 👉**Turn effective practice into policy**

System Change

- **Innovative practices do not fare well in existing organizational structures and systems**

- **Organizational and system changes are essential to successful use of innovations**
  - **Expect it**
  - **Plan for it**
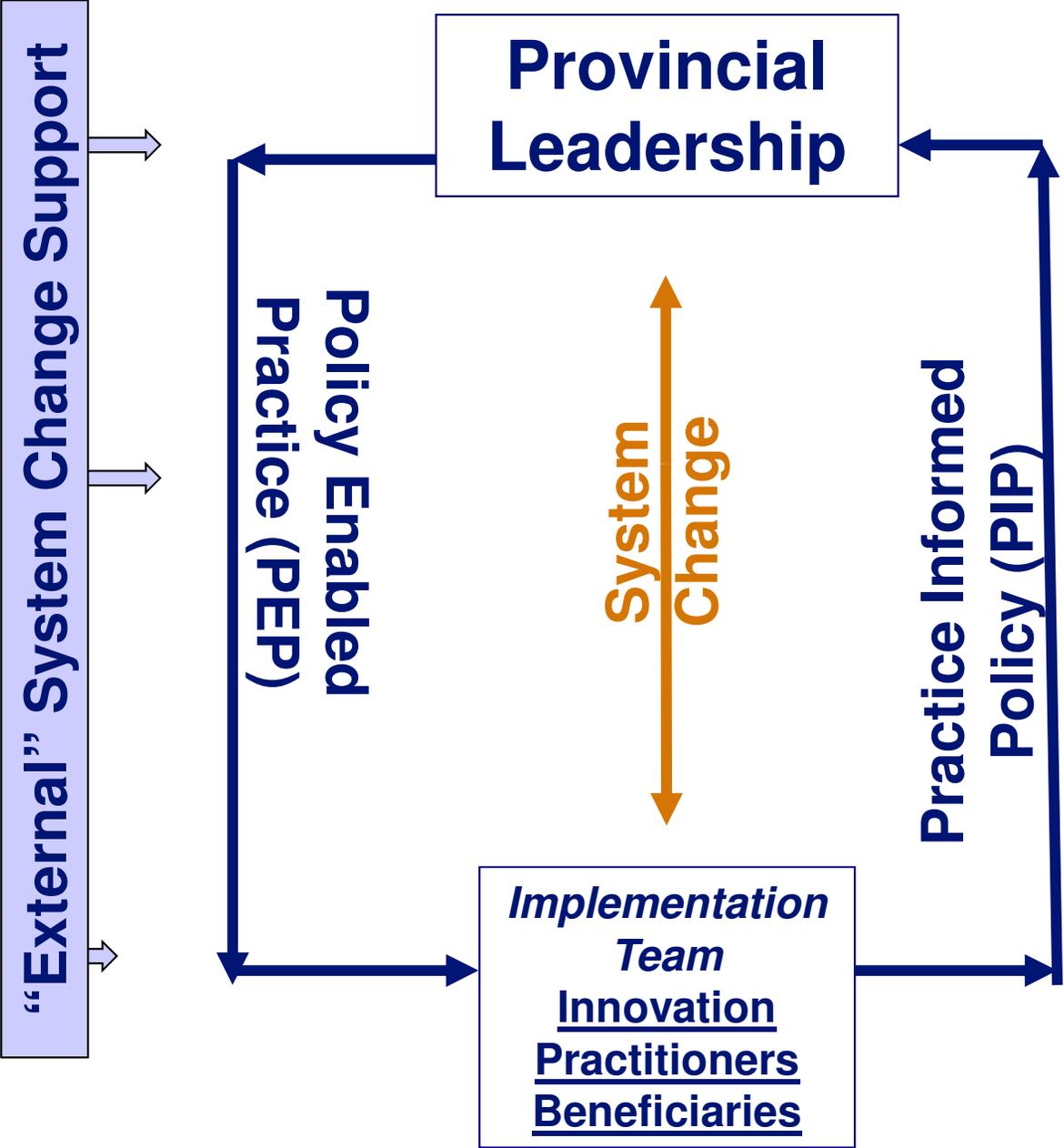
System Change

EXISTING SYSTEM

↓

EFFECTIVE INNOVATIONS ARE CHANGED TO FIT THE SYSTEM

EXISTING SYSTEM IS CHANGED TO SUPPORT THE EFFECTIVENESS OF THE INNOVATION

↑

EFFECTIVE INNOVATION

#4: Complexity

Real life interferes with ideal science

Kinds of problems

- **Tame Problems**

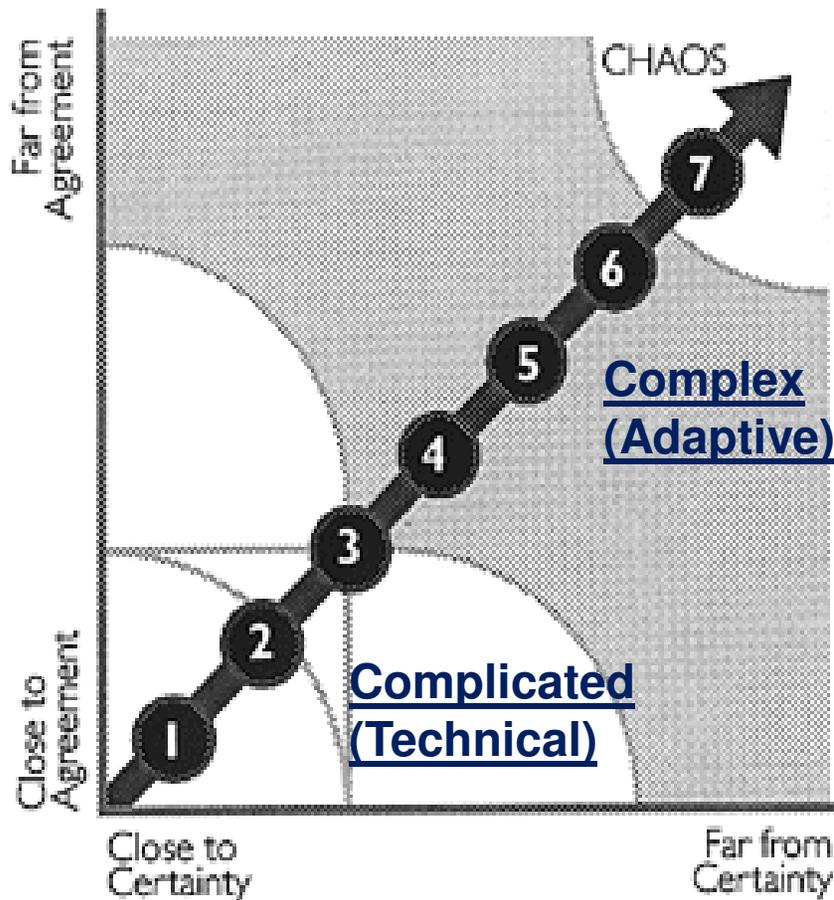 - **Often complicated (e.g. safety of nuclear generators, air traffic control)**

- **Wicked Problems**

  - **They are <u>messy, devious, and fight back when you try to "solve" them</u>**

Rittel & Webber, 1973

Tame and Wicked

Stacey (1996); Heifetz & Laurie (1997)

Diagram axes: Far from Agreement / Close to Agreement (vertical); Close to Certainty / Far from Certainty (horizontal).

Regions labeled: CHAOS, **Complex (Adaptive)**, **Complicated (Technical)**

Numbered steps along the diagonal (1–7):

1 Direct
2 Change Work Processes
3 Modify Structure
4 Convene and Intervene
5 Convene
6 Examine, Describe Patterns
7 Seek Patterns

Adaptive Leadership

> Based on a meta-analysis of 30 years of leadership studies, transformation <u>leaders</u> make changes that "<u>disturb every element of a system</u>." They:

- break with the past,

- operate outside of existing paradigms,

- conflict with prevailing values and norms,

- find solutions that are emergent, unbounded, and complex.
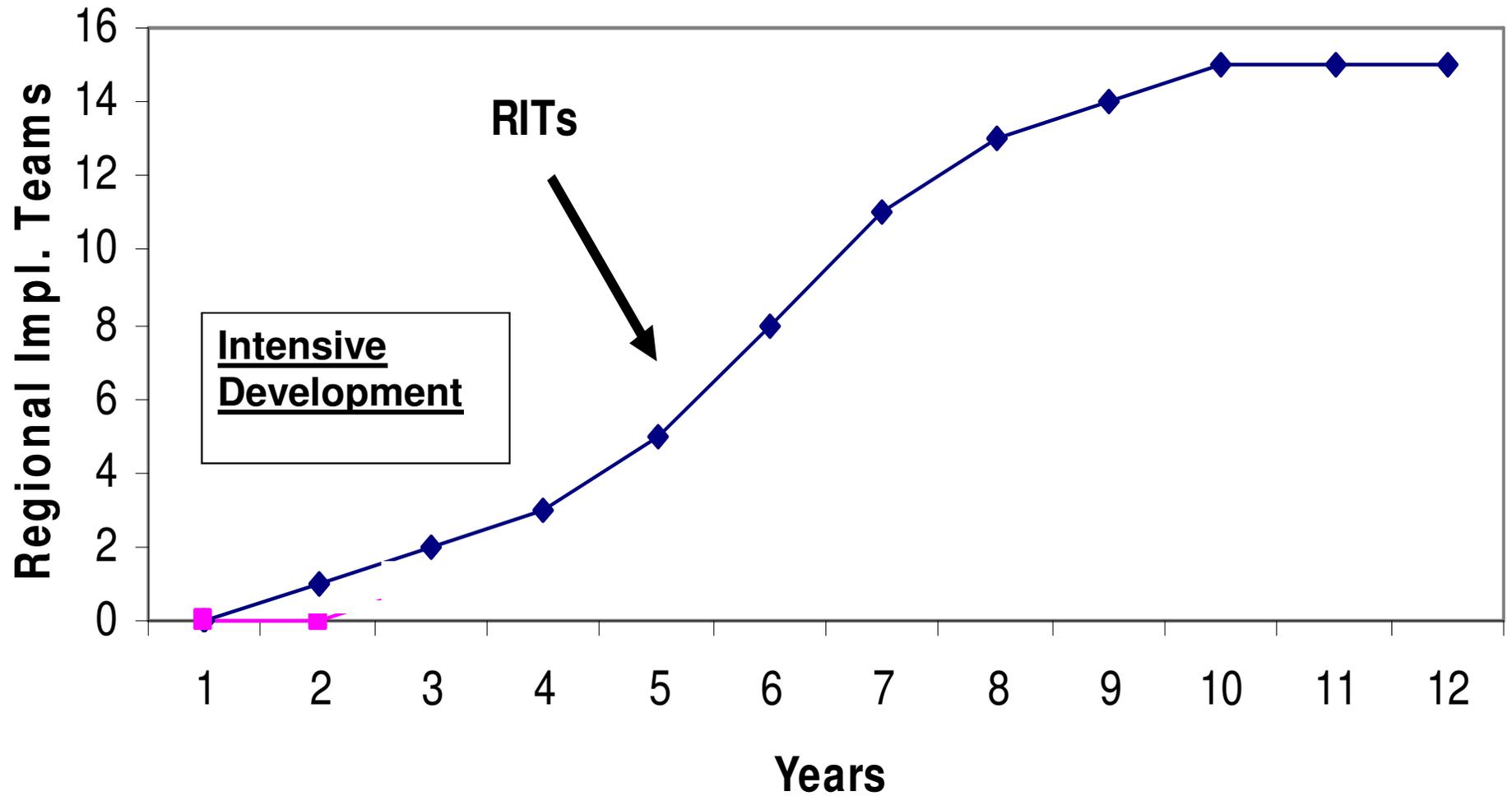
Waters, Marzano, McNulty (2003)

#5: Transformation
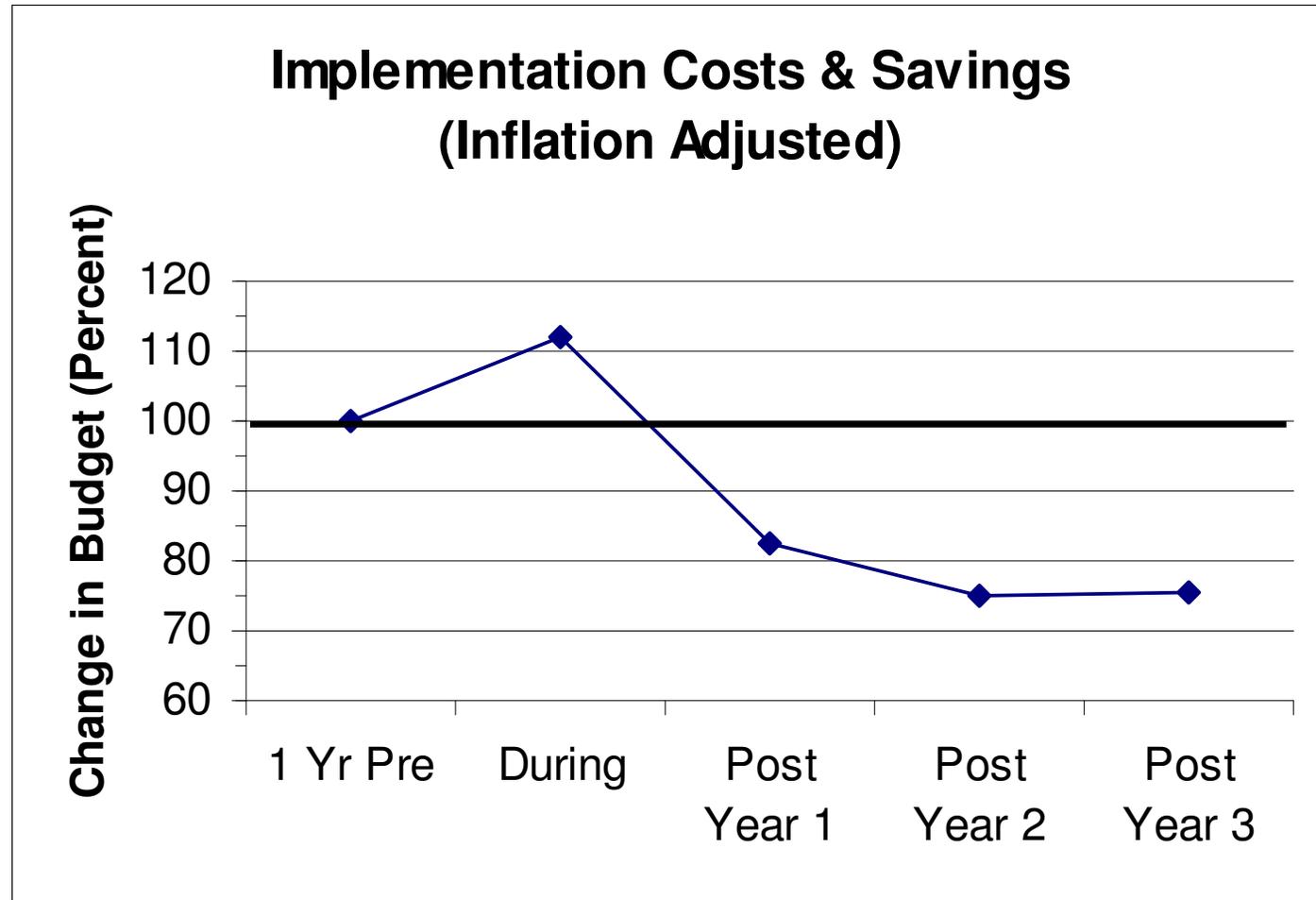
We need to assess outcomes at every level:

- Innovations

- Implementation

- System Transformation

State Capacity Development

Costs and Savings

Implementation Costs & Savings (Inflation Adjusted)

Y-axis: Change in Budget (Percent)

X-axis: 1 Yr Pre, During, Post Year 1, Post Year 2, Post Year 3

Implementation Science

	IMPLEMENTATION	
INTERVENTION	**Impl. Team**	**NO Impl. Team**
Effective	**80%, 3.6 Yrs**	**14%, 17.0 Yrs**
NOT Effective		

Fixsen, Blase, Timbers, & Wolf (2001)

Balas & Boren (2000)

The End in Mind

We want to:

- Make <u>province wide use</u> of evidence-based programs and other innovations…

- That produce <u>increasingly effective</u> outcomes…

- For the <u>next 50 years</u>.

For More Information

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For More Information

State Implementation and Scaling up of Evidence-based Practices (SISEP)

Dean Fixsen, Karen Blase, Rob Horner, George Sugai

www.scalingup.org

"Resources" Tab

- Concept paper
- Annotated bibliography
- Data on scaling up
- Scaling up *Briefs*

Evidence-based

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).

Download all or part of the monograph at:

http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31

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- Office of Special Education Programs (Capacity Development Center contract)

- Agency for Children and Families (Child Welfare Leadership Development contract)