Implementation Gap

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

Why Focus on Implementation?

“Students cannot benefit from interventions they do not experience.”
Making It Happen

- **Letting it happen**
  - Recipients are accountable

- **Helping it happen**
  - Recipients are accountable

- **Making it happen**
  - Purposeful use of implementation practice and science
  - Implementation system is accountable

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004
To successfully implement and sustain evidence-based and evidence-informed interventions, we need to know:

- **The WHAT** - What is the intervention (e.g. effective instruction, effective assessment)
- **The HOW** - Effective implementation and sustainability frameworks (e.g. strategies to change and maintain behavior of adults)

AND

- **The WHO** – Organized, expert implementation assistance
How: Effective Implementation

- Changing the behavior of educators and administrators
- Creating the setting conditions to facilitate these changes
- Creating the processes to maintain and improve these changes in both setting conditions and behavior of well-intentioned adults
- So that students benefit
Drivers
Teams
Stages
Improvement Cycles
Stages of Implementation

Purposeful matching of critical implementation activities to the appropriate stage of the process
Stages of Implementation

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Stages of Implementation

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

Exploration Stage Goals

- Create readiness for change
  - Changing hearts and minds

- Examine degree to which the proposed strategies and practices meet the needs of our State and our students

- Determine whether adoption and implementation are desirable and feasible

“Pay now or pay later.”
Exploration Activities

What happens during Exploration?

- Formalize Team Structures
- Develop Communication Plan
- Determine Need and Identify Options
- Assess “Fit” and Feasibility
- Promote “Buy in” for the innovation and for implementation supports
- Make recommendations
### Current District Initiatives

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Expected Outcome</th>
<th>Target Population</th>
<th>Mandated/Regulatory Activity? Yes/No</th>
<th>Financial Commitment (1=low, 5=high)</th>
<th>Relation to District Priorities &amp; Strategic Plan (1=low, 5=high)</th>
<th>Level of Success (1=low, 5=high)</th>
<th>Evidence of Outcomes</th>
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What: Selecting Effective Programs

Careful Assessment and Selection

- What are the needs of our population?
- What would be a good fit?
- What is the strength of the evidence?
- Do we have what it takes to fully and effectively implement?
- How will we ensure sustainability?
Assessing Evidence-Based Programs and Practices

EBP:

5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.

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<th>Need</th>
<th>Fit</th>
<th>Resource Availability</th>
<th>Evidence</th>
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<td>High</td>
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<td>Medium</td>
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<td>Low</td>
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</table>

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Stages of Implementation

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

- Structural and functional changes are made
- Selection protocols developed
- First implementers selected
- Define and initiate training of first implementers
- Develop coaching plans
- Evaluate readiness and sustainability of data systems
Installation Activities

- Analyze and problem-solve sustainability
- Establish communication links and protocols
Installation

What’s Needed:

- High-level protection, problem solving, and support
- Reduced expectations and higher costs during start up
- Help in evolving organizational supports at every level
- Help in establishing new school, community, and organizational climate and culture
Stages of Implementation

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

“Anything worth doing... is worth doing poorly.”

EXPLORATION

INITIAL IMPLEMENTATION

INSTALLATION

Leadership

Competency Drivers

Integrated & Compensatory Drivers

Organization Drivers
Motto for Initial Implementation

“Anything worth doing...
...is worth doing poorly!”
Initial Implementation

- Get started, then get better!
  - Learn from mistakes
  - Celebrate progress
  - Continue “buy-in” efforts
  - Make systemic changes
  - Manage expectations

- All the components of the program or innovation are in place and the implementation supports begin to function.
Summary: Initial Implementation

- Work through the Awkwardness
  - Managing Change
  - Managing Expectations
- Provide training and coaching on the evidence-based practice, re-organization of school roles, functions and structures
- Make use of improvement cycles to resolve systems issues
Stages of Implementation

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

"The only thing worse than failing and not knowing why you failed, is succeeding and not knowing why you succeeded."
Goals:

- Maintaining and improving skills and activities throughout the system
- Components integrated, fully functioning
- Skillful practices by front line staff, supervisors, administrators
- Changes in policy that are reflected in practice at all levels
- Ready to be evaluated for expected outcomes

“The only thing worse than failing and not knowing why you failed, is succeeding and not knowing why you succeeded.” ~ Jane Timmons-Mitchell
Full Implementation

- “What Change?....This is our way of work!”
  - Skillful Teaching and School Practices
  - Skillful Use of the Drivers
    » Drivers experience their own Improvement Cycles
  - Data Systems in use, reliable, efficient, and used for Decision-Making at multiple levels to regenerate and improve
  - Policy to Practice and Practice to Policy Feedback Cycles
A ‘strength of stage score’ can be computed for each stage to help guide and measure effective use of stages.

<table>
<thead>
<tr>
<th>Stage-Related Activities for Exploration</th>
<th>In Place</th>
<th>Initiated or Partially In Place</th>
<th>Not Yet Initiated</th>
</tr>
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<tbody>
<tr>
<td>1. Form Implementation “Team” or Re-Purpose/Expand a Current Group</td>
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<td>2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups</td>
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<td>3. Analyze Data to determine need and prevalence of need</td>
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<td>4. Select Targeted Areas to address Need (e.g. child, adult, family outcomes)</td>
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<td>5. Review and identify programs, practices, interventions that match target area and address need</td>
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<td>6. Review and discuss “eligible” programs and practices (use the Hexagon) in relation to:</td>
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<tr>
<td>• Need</td>
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<td>• Fit</td>
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<td>• Resources – Sustainability</td>
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<td>• Strength of Evidence</td>
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<td>• Readiness for Replication</td>
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<td>• Capacity to Implement</td>
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<td>7. Select programs/practices for continued exploration based on assessment results from above</td>
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<td>8. Develop methods to promote exploration and assess “buy-in” for range of impacted stakeholders</td>
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<td>9. Analyze information and results of exploration activities</td>
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<td>10. Work group makes recommendation to appropriate level (e.g. state level team, local partners, alliance, funders)</td>
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</table>

**Average % in Each Category - Strength of Exploration Score:**

What should we do to further strengthen our Exploration Process? Are there Exploration Activities we need to revisit? And what are the “next right steps”?
Stay Connected!

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http://nirn.fpg.unc.edu
www.implementationconference.org