Core Components for Successful Implementation

Applying Core Implementation Components in ECE research, evaluation, and technical assistance

Working Meeting on the Application of Implementation Science to Early Care and Education Research

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Welcome!

Goals:

- Provide an orientation to Core Implementation Components

- Discuss the role that core implementation components can play in enhancing program evaluation, implementation research, and technical assistance in ECE settings

- Explore how Core Implementation Components can contribute to the development of ECE research, practice, and policy agendas

> *Between the saying and the doing is the sea.*
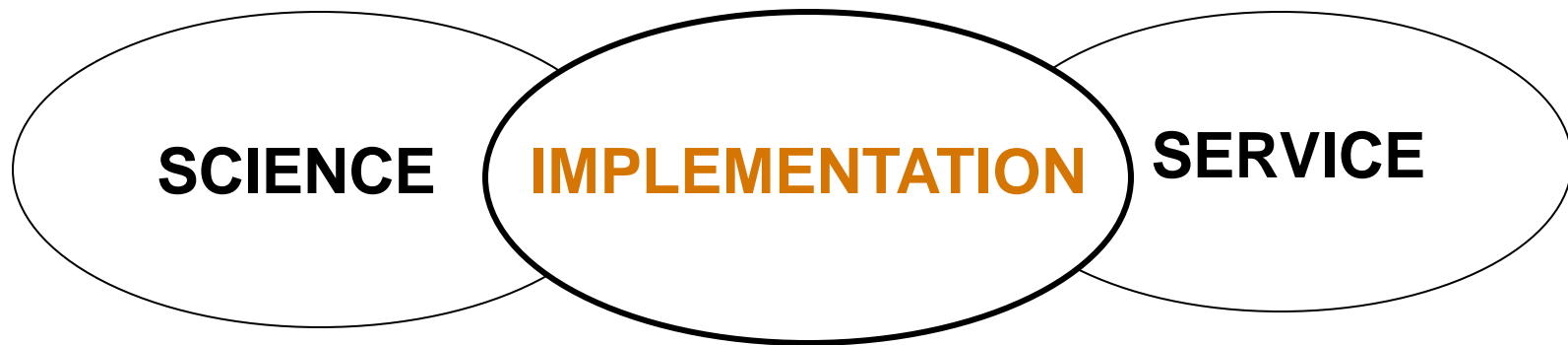> *~ Italian Proverb*

The Implementation Gap

"*The failure of better science to readily produce better services has led to increasing interest in the science and practice of implementation.*"

Fixsen, et. al.

National Implementation Research Network

Science to Service

SCIENCE   IMPLEMENTATION   SERVICE

"What works" for implementation?

- **Scientific information**
  - Program development and replication data
  - Qualitative study of program developers
  - Synthesis of the implementation evaluation and research literature

- **Craft knowledge**
  - Purveyors (program developers)
  - Leaders of provider agencies
  - Implementation researchers
  - Policy makers

Evidence-Based Implementation Frameworks

- Implementation Stages

- **Core Components of Successful Implementation (Drivers)**

- Implementation Teams

- Improvement Cycles

Stages of Implementation

❖ Implementation is not an event

❖ A mission-oriented process involving multiple decisions, actions, and corrections

❖ Implementing a new program or practice takes 2 to 4 years

❖ Evaluation, research and technical assistance strategies must be aligned with stage of implementation

Stages of Implementation

Implementation occurs in stages:

- **Exploration** (sustainability)

- **Installation** (sustainability)

- **Initial Implementation** (sustainability)

- **Full Implementation** (effectiveness, improvement, sustainability)

2 – 4 Years

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

Core Implementation Components

❖ Successfully implemented programs, innovations and systems changes share **7 Core Implementation Components**

❖ The integrated use of these **Core Implementation Components supports high-fidelity implementation**

❖ Identification of the Core Intervention Components is a necessary pre-requisite; **The "how" is only useful when we know the "it"**

❖ **Best Practices associated with Core Implementation Components**

Implementation vs. Program Quality

IMPLEMENTATION – *The HOW*

|		Effective	NOT Effective
INTERVENTION *The WHAT*	**Effective**	**BENEFITS** **(High Fidelity)**	Paper Implementation (Low Fidelity)
	NOT Effective		

Core implementation components and their outcomes exist independently of the quality of the program or practice. Desirable outcomes are achieved only when effective programs are implemented well.

Creating the Infrastructure for Change

- **Core Implementation Components**

  - **Help to develop, improve, and sustain practitioners'/supervisor's ability to implement an intervention or new practice to benefit children and families**

  - **Help ensure sustainability and improvement at the organizational level**

  - **Help guide leaders to use the right leadership strategies for the situation**

Improved outcomes for children and families

Improved outcomes for children and families

Performance Assessment (Fidelity)

Coaching

Training

Selection

Staff Competence
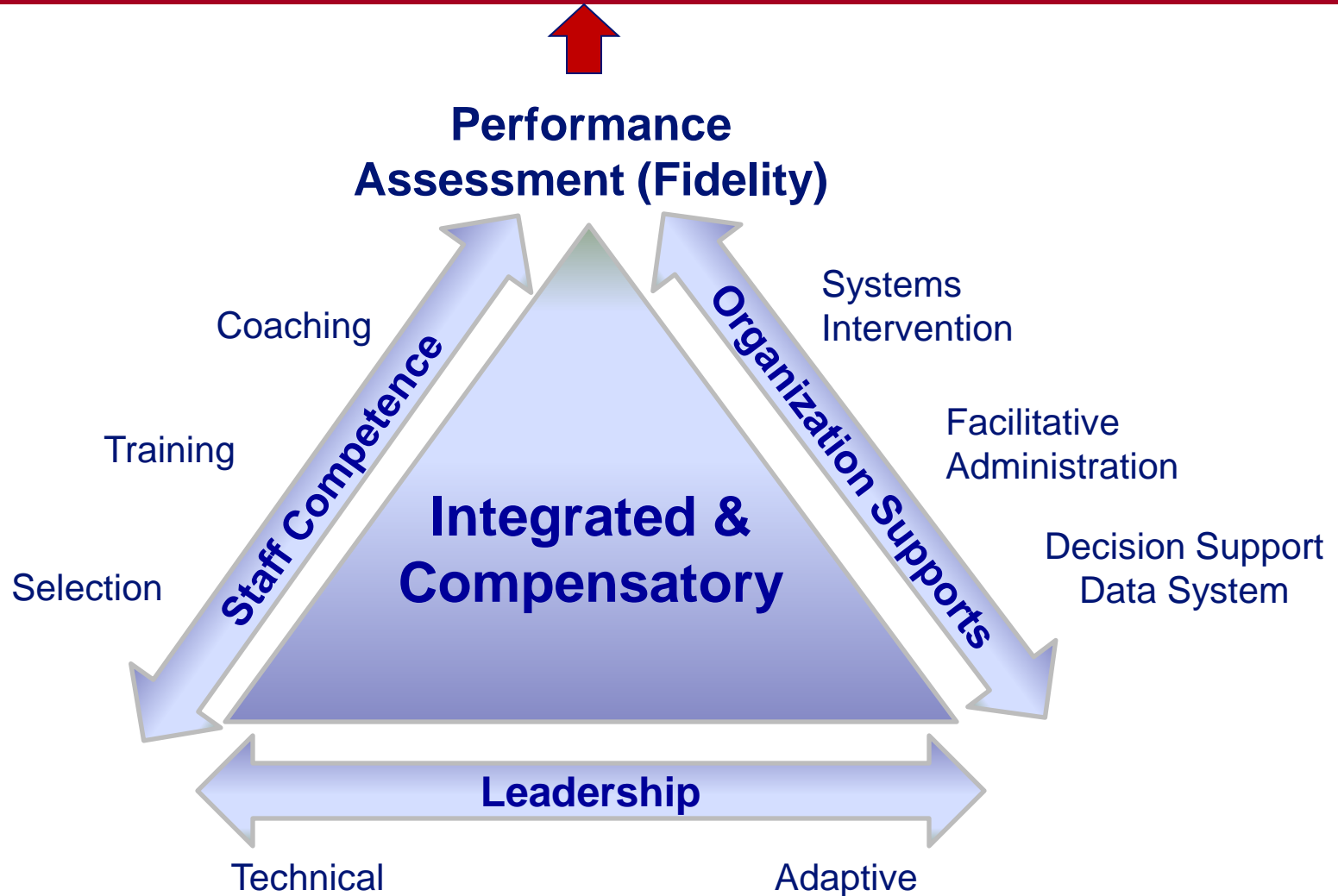
Implementation Lens
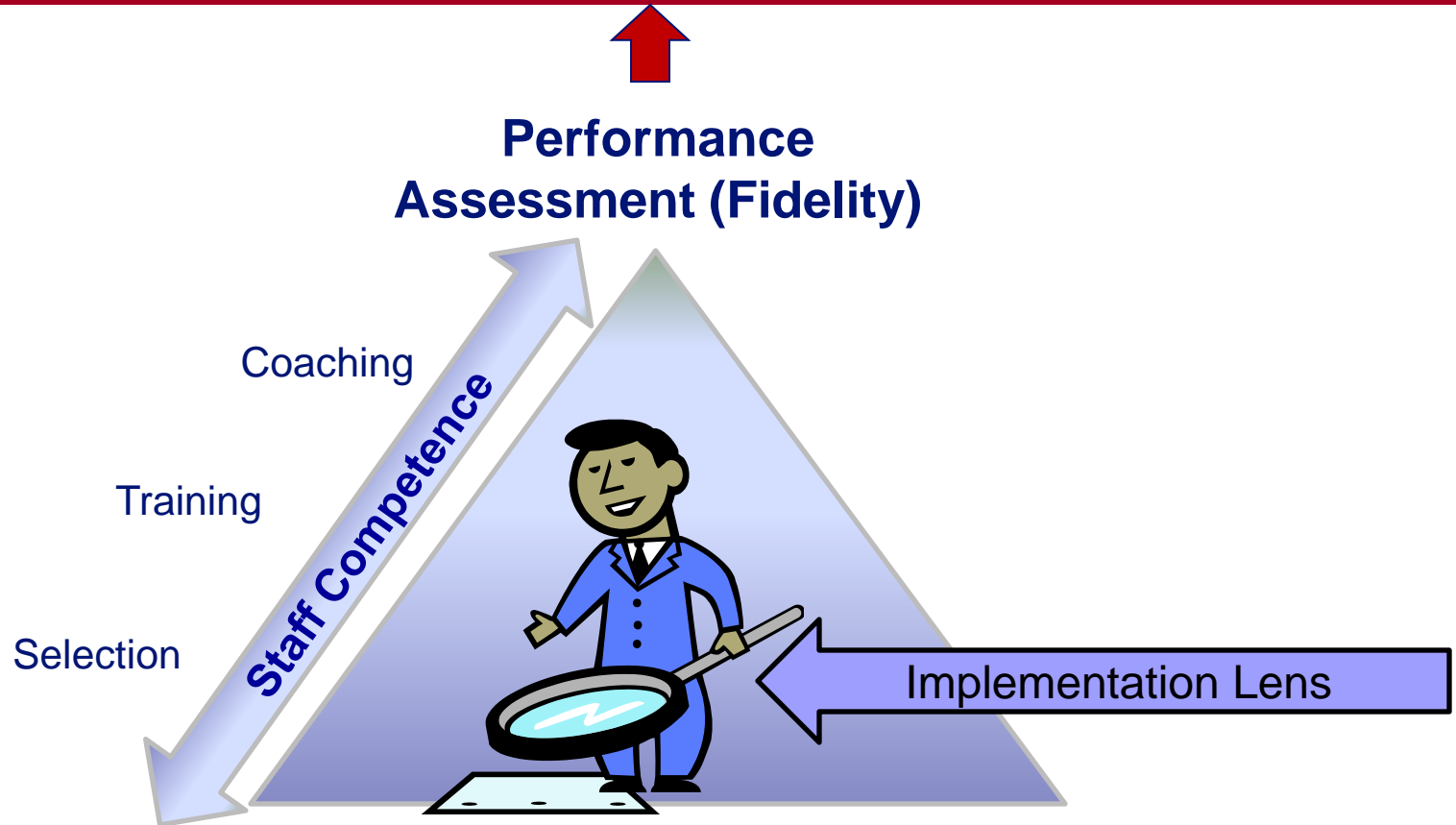
Recruitment and Selection

❖ Select for the "unteachables"

❖ Screen for pre-requisites

❖ Set expectations

❖ Allow for mutual selection

❖ Improve likelihood of retention after "investment"

❖ Select for "coachability"

❖ Improve likelihood that training, coaching and supervision will result in implementation

Pre-Service and In-Service Training

Purposes:

- Knowledge acquisition

- Skill development

  - Behavior Rehearsals vs. Role Plays

  - Knowledgeable Feedback Providers

  - Practice to Criteria

- "Buy-in"

- Theory grounded (adult learning)

Supervision and Coaching

Purposes:

- **Ensure implementation**

- **Develop good judgment**

- **Ensure fidelity**

- **Provide feedback to selection and training processes**

Importance of Coaching

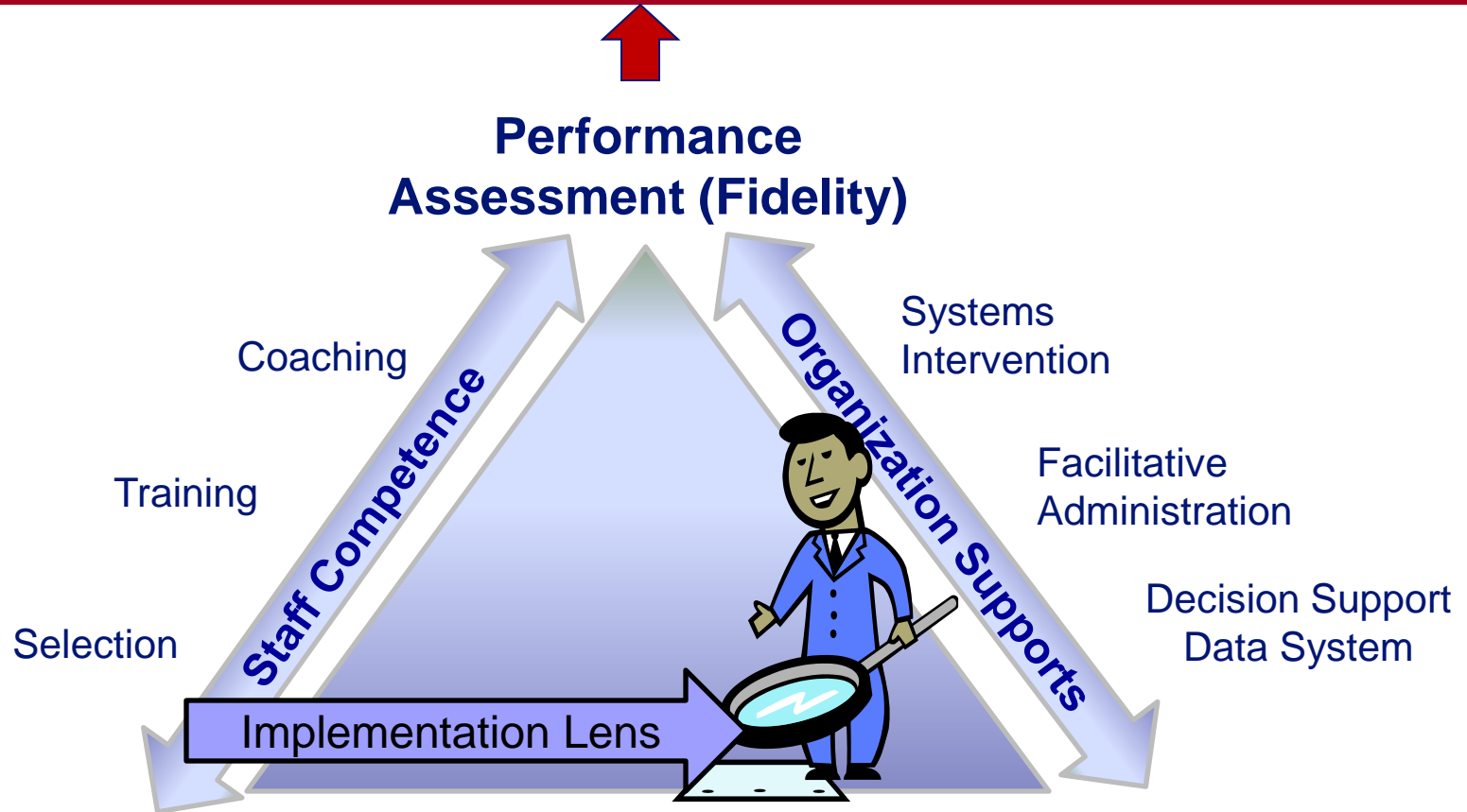|	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
…+ Practice & Feedback in Training	60%	60%	5%
…+ Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

Performance Assessment

Purposes:

❖ Measure fidelity - CRITICAL

❖ Ensure implementation, promote accountability

❖ Reinforce staff and build on strengths

❖ Develop staff skills and abilities

❖ Feedback on functioning of

    ❖ Recruitment and Selection Practices

    ❖ Training Programs (pre and in-service)

    ❖ Supervision and Coaching Systems

    ❖ Interpretation of Outcome Data

    ❖ Systems Change Initiatives

Improved outcomes for children and families

Performance Assessment (Fidelity)

Coaching

Systems Intervention

Training

Facilitative Administration

Selection

Decision Support Data System

Staff Competence

Organization Supports

Implementation Lens

Decision Support Data Systems

❖ **Measure Fidelity <u>AND</u> Measure Outcomes BECAUSE you need to know:**

  ❖ **Are we having an implementation problem?**

    ❖ **Low fidelity & Poor outcome = implementation problem**

  ❖ **Or are we having an effectiveness problem?**

   ❖ **High fidelity & Poor outcome = effectiveness problem**

Facilitative Administration

In ECE, there are no "administrative decisions" – only decisions about children and families

Purposes:

- ❖ **Facilitates installation and implementation of the core components**

- ❖ **Aligns policies and procedures**

- ❖ **Takes the lead on Systems Interventions**

- ❖ **Looks for ways to make work of caseworkers and practitioners more functional and "easier"!!**

Policy - Practice Feedback

Policy (Plan)

Practice (Do)

Feedback

Study - Act

Policy

Structure

Procedure

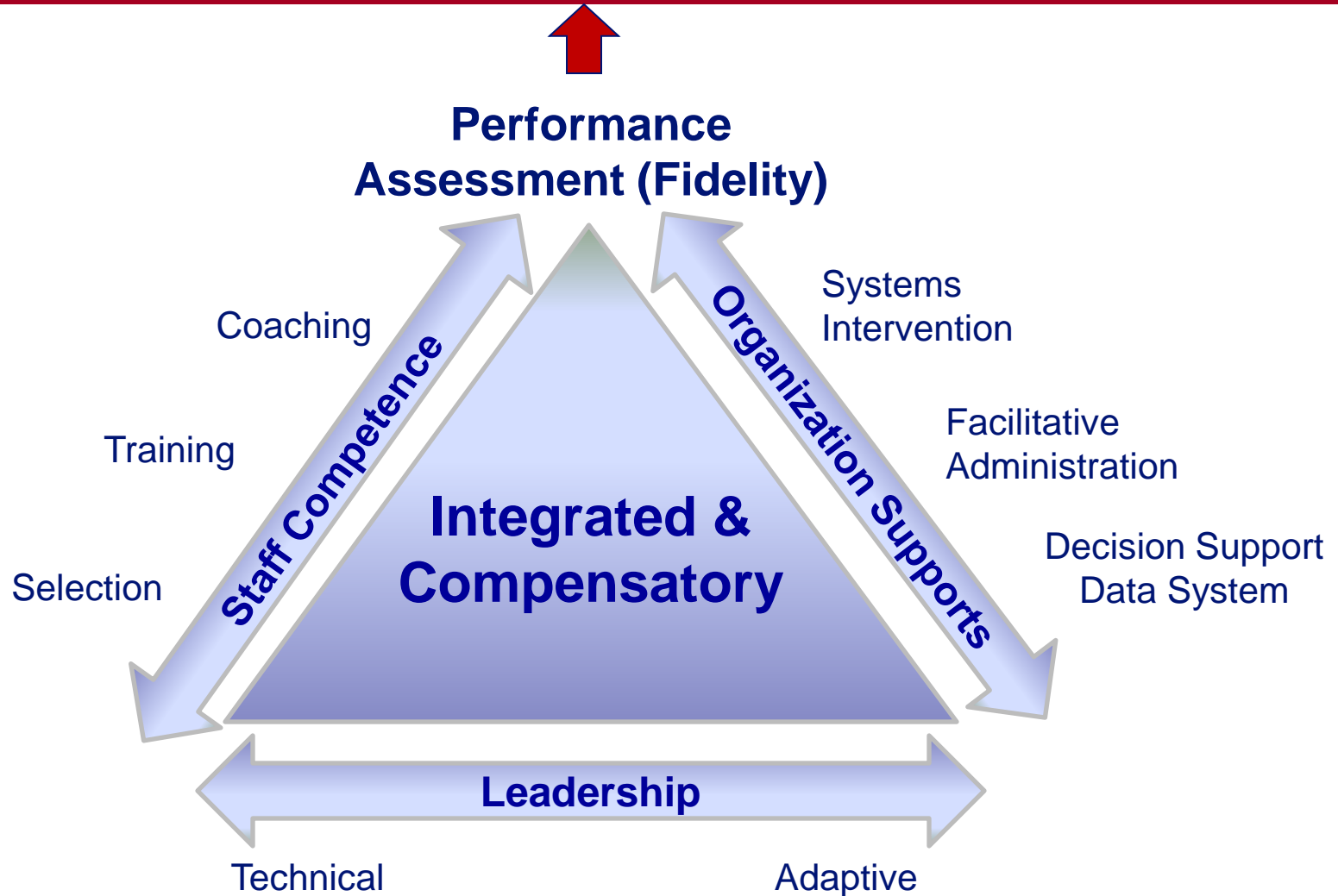Practice
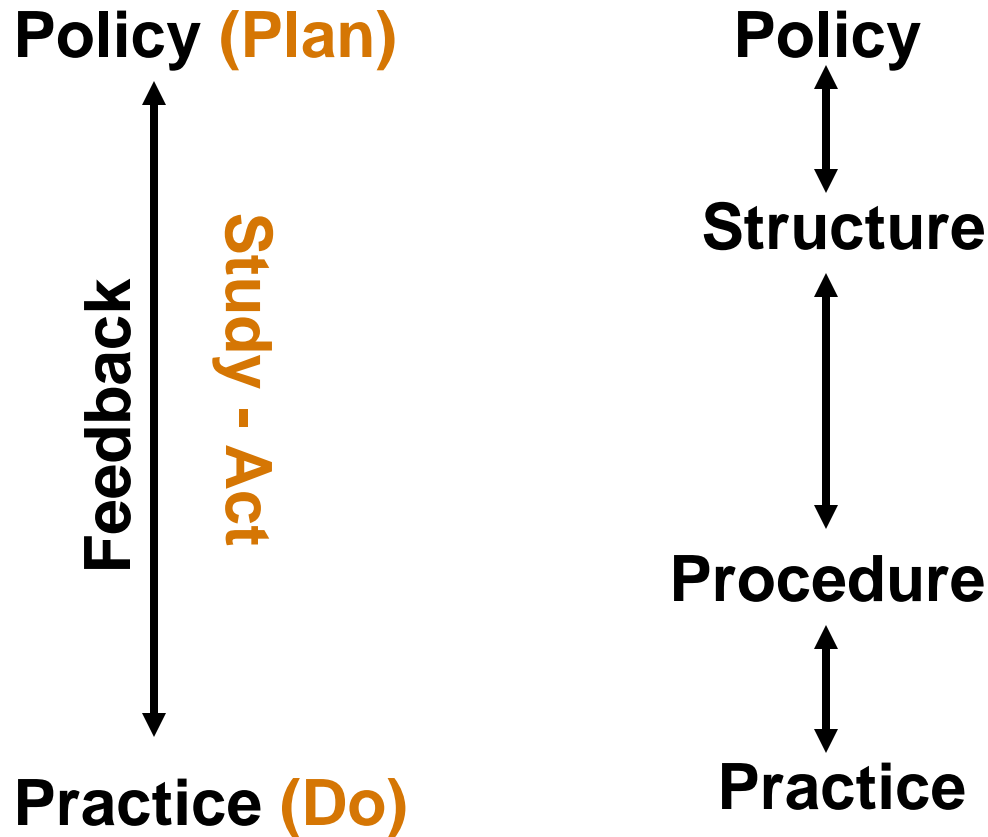
Form follows Function

Systems Intervention

Purposes:

- Identify barriers and facilitators for the new way of work

- Create an externally and internally "hospitable" environment for the new way of work

- Identify strategies to work with external systems to ensure the availability of financial, organizational, and human resources required to do the work.

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

Improved outcomes for children and families

Performance Assessment (Fidelity)

Coaching

Systems Intervention

Training

Facilitative Administration

Staff Competence

Organization Supports

Selection

Integrated & Compensatory

Decision Support Data System

Leadership

Technical

Adaptive

Integrated and Compensatory Implementation Core Components

Integrated

- Consistency in philosophy, goals, knowledge and skills across these processes (S/T/C/SE/DSDS/FA/SI)

Compensatory

- At the practitioner level

- At the program level

Application of Core Implementation Components

- **Stage-appropriate use and assessment of Core Implementation Components**
  - **Early stages/Exploration**
  - **Implementation and Improvement**
  - **Transportability of model**

- **Implementation Research**
  - **Test hypotheses related to core components**
  - **Further science related to evidence-based implementation strategies**

- **Program Development and Technical Assistance**

Early Stages of Program Implementation

- **Identify requirements for installation of core components**

    - E.g., selection criteria for staff; training and coaching requirements; technology requirements; data collection needs; policies and procedures necessary for implementing innovation or system change

- **Assess capacity to implement core components**

    - E.g., workforces issues; staff readiness; capacity to implement sustainable staff training; ability to create and sustain necessary partnerships

- **Document plans for installing core implementation components (for later process evaluation work)**

Early Stages of Program Implementation

Conduct baseline assessment of Core Implementation Components

- Does the component currently exist?

- What is the source of the component? Who has responsibility for this component?

- How does the component currently support implementation?

- Is there a measure of the component's effectiveness?

- How can the component be used more purposefully to support fidelity, outcomes, and/or sustainability?

Initial and Full Implementation Stages

- Assess Best Practices
  - Not in place; partially in place; in place

- Assess fidelity of implementation core components
  - Implementation fidelity is distinct from intervention fidelity
  - Were core implementation components implemented as intended?

Transportability of the Model

- Operationalize core implementation components

- Identify barriers and facilitators to fully implementing core components
  - Financial and human resources
  - Availability of purveyor or outside consultation

- Understand issues of integration and compensation

- Balance fidelity and adaptation of core implementation components

ECE Example – MITT Initiative

Evaluation of MITT – an online PD system, anchored in AA program, for infant and toddler teachers

- Early Stage of Implementation (Year 1)
  - Core implementation components served as framework for implementation evaluation
  - Documented plans for installing core components
- Initial and Full Stages of Implementation (Years 2-3)
  - Best practices for implementation were assessed
  - Formative data were used to improve implementation

Early Childhood Mental Health

Child Wellbeing Project- Comprehensive service system for children exiting foster care to permanency

- Early Stage of Implementation (Year 1)
  - Evaluated installation of early childhood intervention focused on complex trauma
  - Observed training on intervention
  - Debriefed with Implementation Team on likelihood that Core Implementation Components could be installed fully
  - Decision made to not move forward

Implementation Research for ECE

- Develop hypotheses for advancing implementation science in ECE

  - Hypothesis 1: Fully operationalizing core implementation components for ECE initiatives will result in higher levels of practitioner fidelity at ECE programs

  - Hypothesis 2: Comprehensive use and application of all implementation core components will result in higher levels of practitioner and organizational fidelity at ECE programs

Generate Implementation Research Questions and Develop Designs

ECE Implementation Research Questions

- What are the most effective strategies for increasing staff readiness? *(staff selection)*

- What are the most effective strategies for implementing sustainable training models? *(staff training)*

- What are the most effective and sustainable coaching and professional development approaches and strategies? *(staff coaching)*

- What are the most effective strategies for building sustainable, productive partnerships? *(systems interventions)*

Brief Thoughts about TA for ECE Programs

- Core Implementation Components enhance TA delivery:

  - *Assess Readiness and Capacity*

  - *Select appropriate programs, practices and approaches*

  - *Develop Implementation Plans*

  - *Improve Staff Competency*

  - *Align Systems and Create Hospitable Environments for Change*

  - *Promote Data-Driven Decision Making and Program Improvement*

For More Information

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For More Information

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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