



**Webinar for
Coalition for Juvenile Justice**

September 2008

Making a Difference: Implementation Strategies to Make Use of Evidence-Based Programs and Practices

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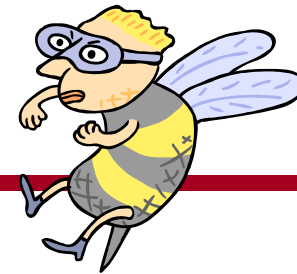
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It's All the Buzz!



Advanced Google Search Results

EBP + Adolescents + Juvenile Justice = 85,000

EBP + Adolescents + Substance Abuse = 536,000

EBP + Adolescents + Alcohol Abuse = 95,300

EBP + Adolescents + Child Welfare = 74,600

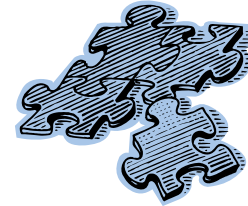
EBP + Adolescents + Mental Health = 1,120,000

The Puzzle



- **Each year, more research is done**
- **More careful methods are crafted for reviewing research and identifying evidence-based practices and programs**
- **More attention is directed to evidence-based practices and programs in journals, conferences, and meetings**
- **Yet, it is a challenge to realize sustainable benefits for consumers, families, children, and youth**

The Problem



Science to Service Gap

 What is known is not what is adopted to help children, families, and adults

Implementation Gap





 There are not clear pathways to implementation

 What is adopted often is not used with fidelity and good effect




 What is implemented disappears with time and staff turnover

Learning About Effective Implementation

Craft knowledge

-  National meeting of EBP Program Developers
-  National meeting of EBP Implementation Sites
-  National meeting of Implementation Researchers
-  Interviews with 64 Program Developers

Formal and scientific information

-  Program Efforts and Replication Data
-  Review of evaluation and research literature related to implementation
-  Publication of *Implementation Research: A Synthesis of the Literature (2005)*

What's Common?

Despite tremendous variability in the content and context across domains....

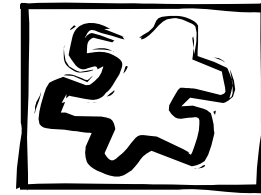
 **They have similar implementation problems**

 **They have similar implementation solutions**

General Conclusions

- The usability of a program has little to do with the weight of the evidence regarding program outcomes
 - Evidence on effectiveness helps us select what we want implement
 - Evidence on outcomes does not help us implement the program

A Puzzle Piece



Effective **intervention** practices

+

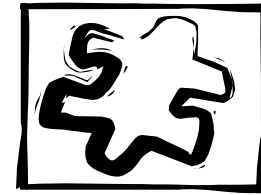
Effective **implementation** practices

=

Positive outcomes for adolescents and their families

No other combination of factors reliably produces desired outcomes for consumers.

A Puzzle Piece








IMPLEMENTATION

| | | IMPLEMENTATION | |
|--------------|---------------|---|---|
| | | Effective | NOT Effective |
| INTERVENTION | Effective | Performance Implementation (High Fidelity) | Paper Implementation Procedure Implementation (Low Fidelity) |
| | NOT Effective | | |

Implementation Best Practices

There are intervention best practices

 Practices

-  Appropriate Risk Assessments
-  Thinking for a Change (CBT Groups)
-  Motivational Interviewing
-  Social Skills Training Programs
-  Best Practices in Behavior Management

 and Programs







-  MST, FFT, MTFC...and more

There are implementation best practices to make the principles and programs come to life in your agency.






New Knowledge

- **Excellent experimental evidence for what **does not work****
- **Dissemination of information by itself **does not** lead to successful implementation (research literature, mailings, promulgation of practice guidelines)**
- **Training alone, no matter how well done, **does not** lead to successful implementation**

Fidelity Matters

-  **Higher Fidelity is correlated with better outcomes across a wide range of programs and practices**
-  **Children's Services – FFT, MST, Wraparound, TFM**
-  **Adult Mental Health – ACT, IPS, IDDT**
-  **Medicine – DOTS, Texas Algorithm, OMAP**
-  **Education – HiPlaces, SWPBS, STEP**
-  **School-Based MH Prevention Programs - PATHS**

Work of Implementation

-  **Changing the thinking and behavior of:**
 -  **Adult human service professionals so that positive outcomes are more frequently created**
 -  **Administrators in organizations so that structures, cultures, and climates change to support quality**
 -  **System directors, policy makers, and funders so that implementation is supported and outcomes are achieved**
-  **Systems don't change - people do.**
 - Jim Wotring, Georgetown University

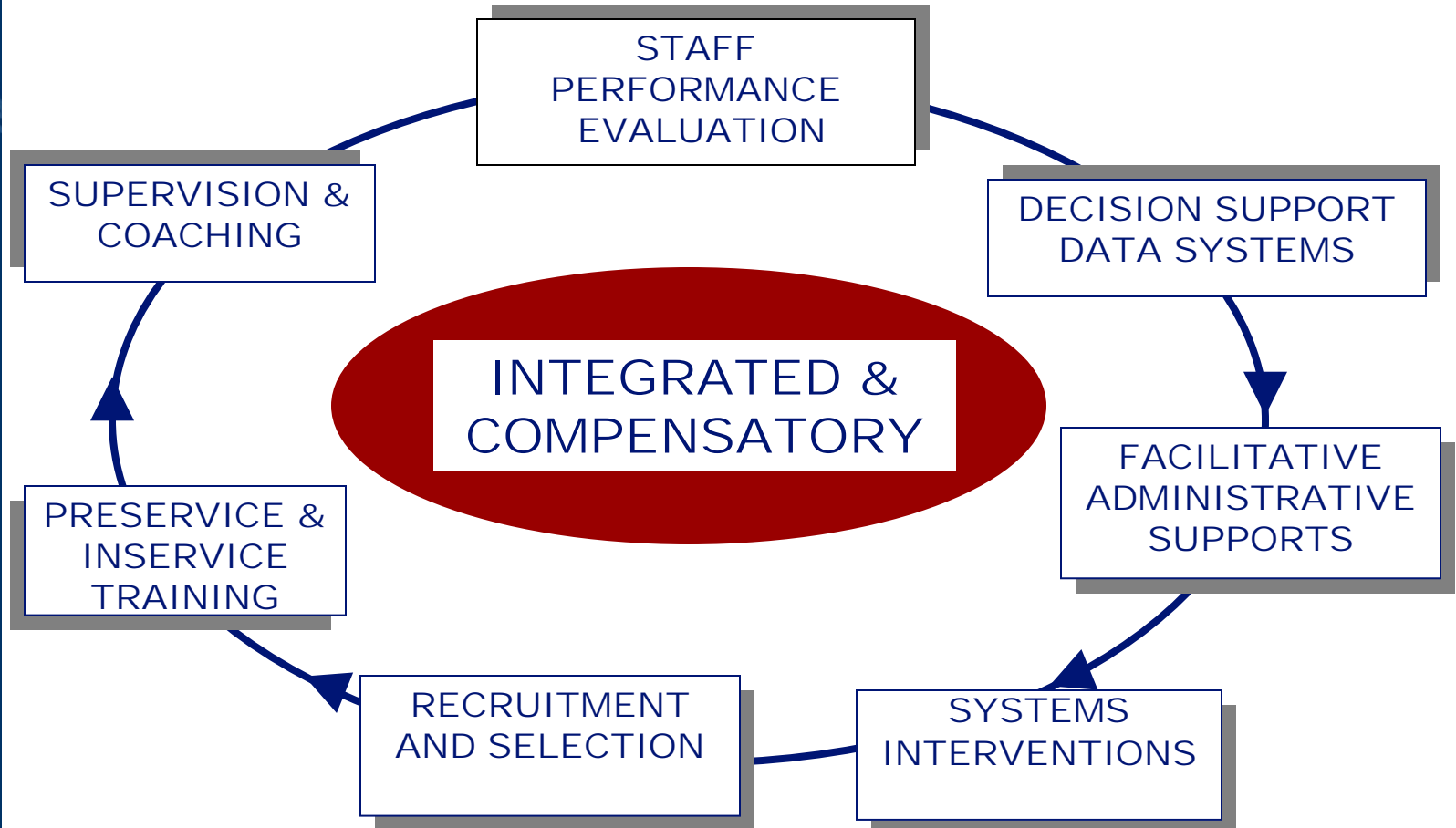
The Work of Implementation

- **Changing the behavior of adult human service professionals is hard work**
- **It requires a systematic approach to support behavior change of practitioners**
- **It requires the application of Implementation Drivers**

What are Implementation Drivers?

- Implementation Drivers are mechanisms that help to develop, improve, and sustain **practitioners' ability to implement** an intervention or innovation for consumer benefit.
- Implementation Drivers are mechanisms to create and sustain **hospitable organizational and systems environments** for quality services

Implementation Drivers



Integrated and Compensatory

Integrated

- Consistency in philosophy, goals, knowledge and skills across these processes (S/T/C/E/A/SI)

Compensatory

- At the Practitioner Level
- At the Program Level

Stages of Implementation

Implementation occurs in stages:

 **Exploration**

 **Installation**

 **Initial Implementation**

 **Full Implementation**

 **Innovation**

 **Sustainability**



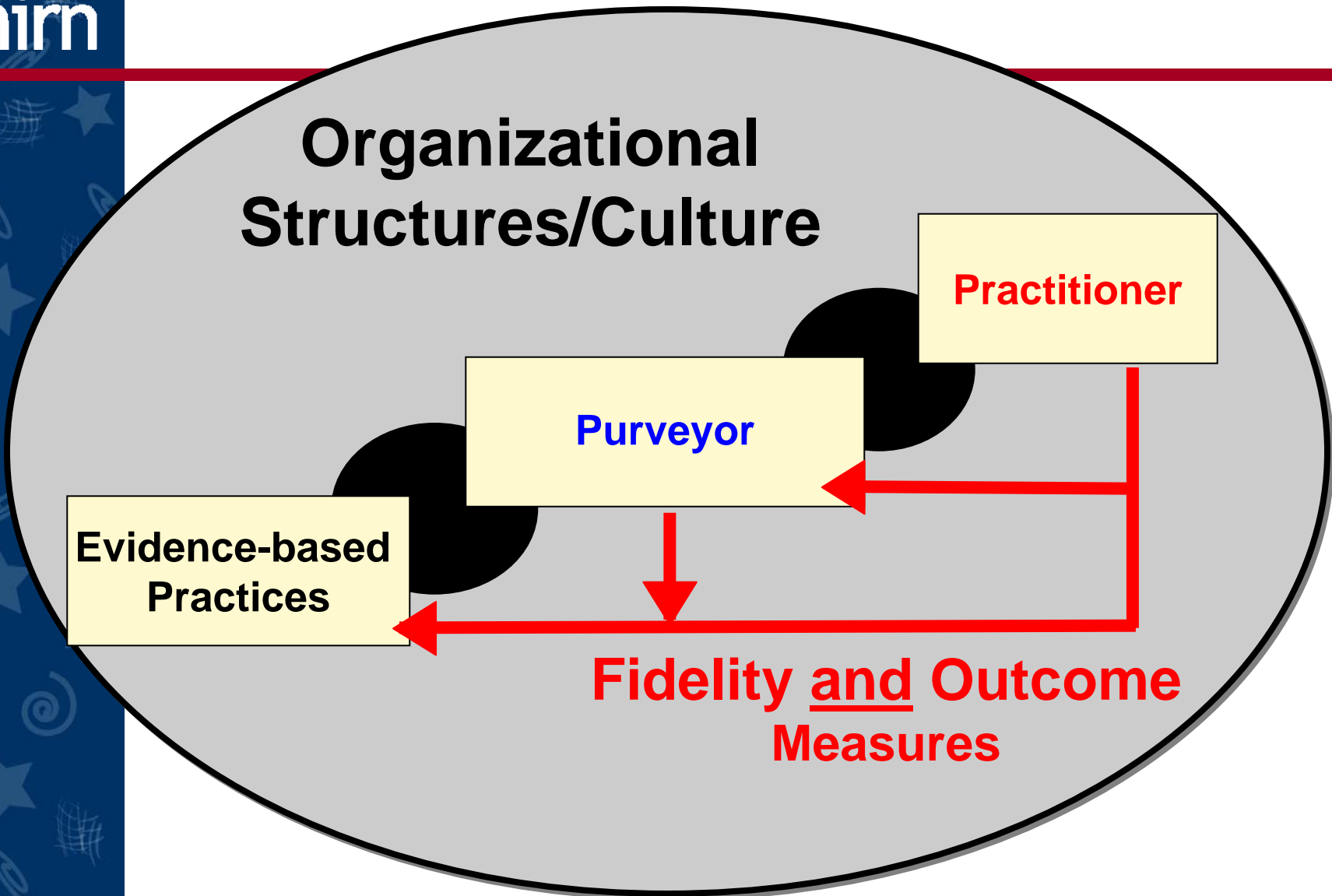
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Years**

Fixsen, Naom, Blase, Friedman, & Wallace, 2005

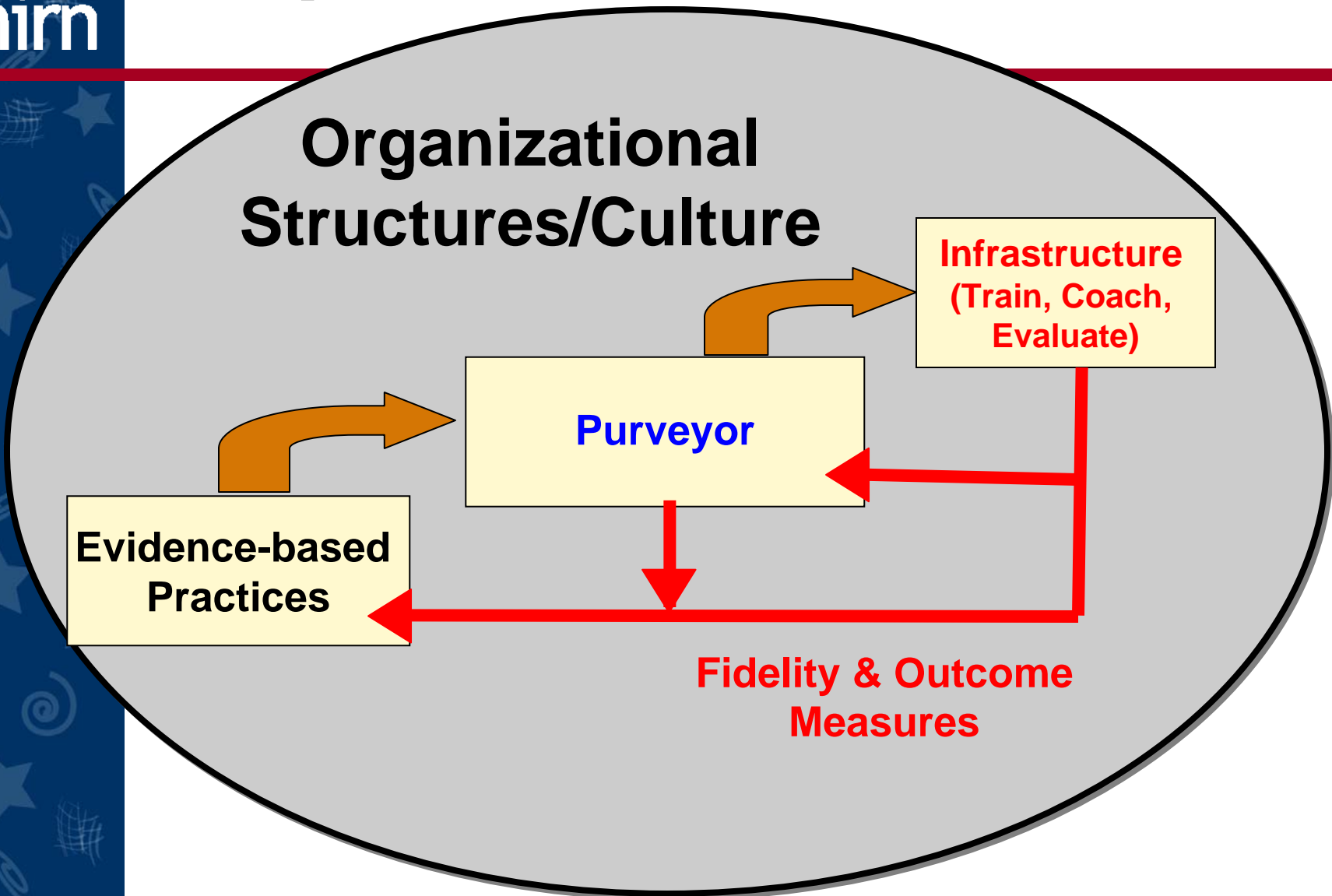
New Knowledge

- **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, more effective and efficient over time**

Implementation Framework

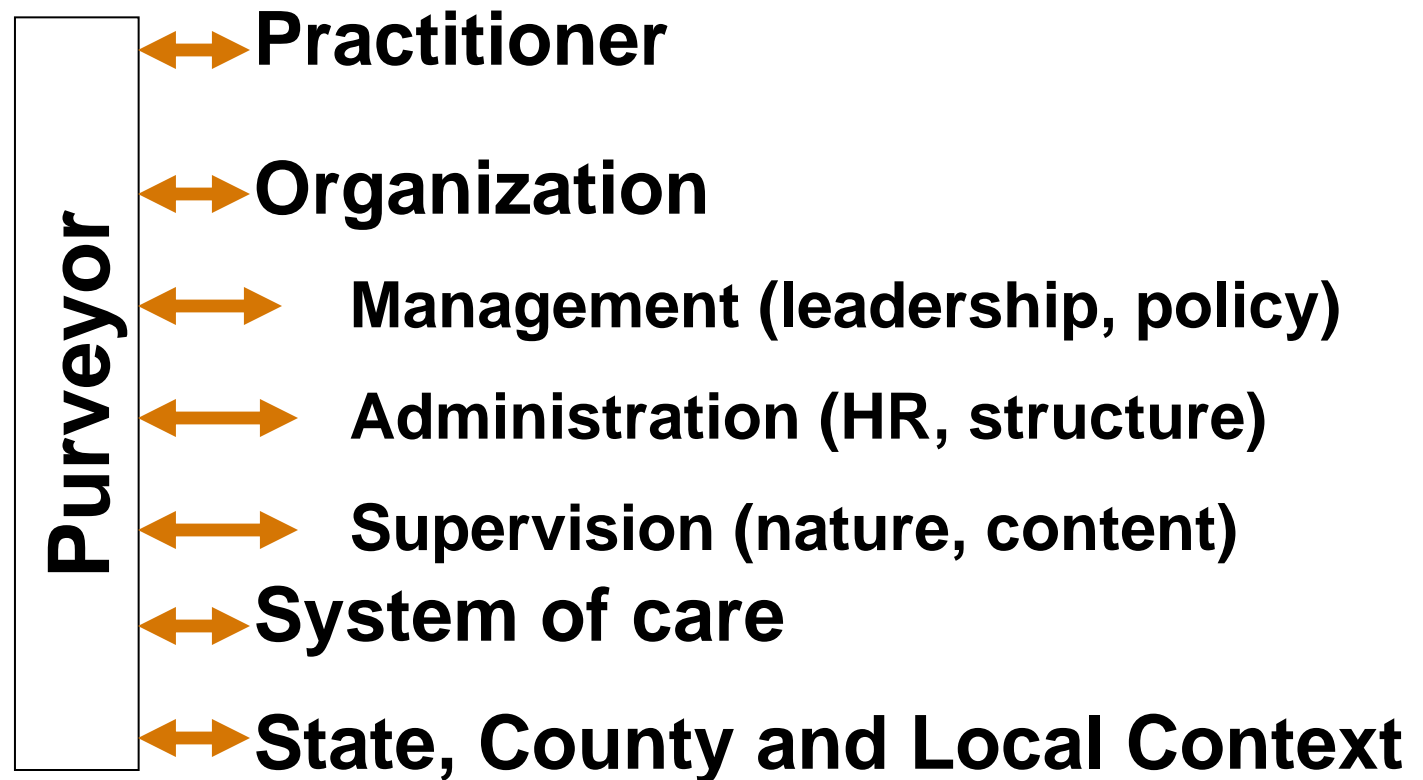


Implementation Framework



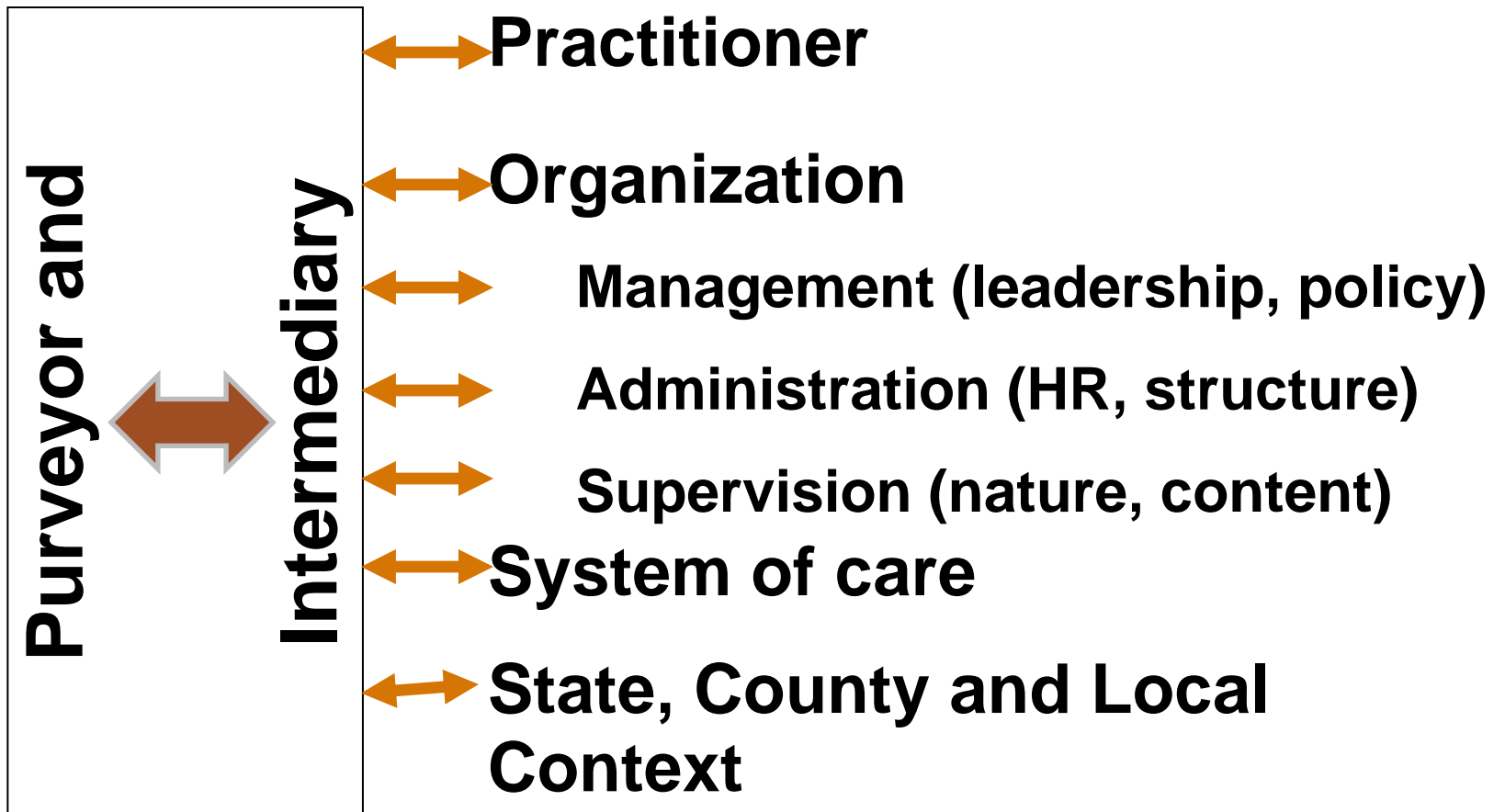
Active Purveyor Role

Simultaneous, Multi-Level Interventions

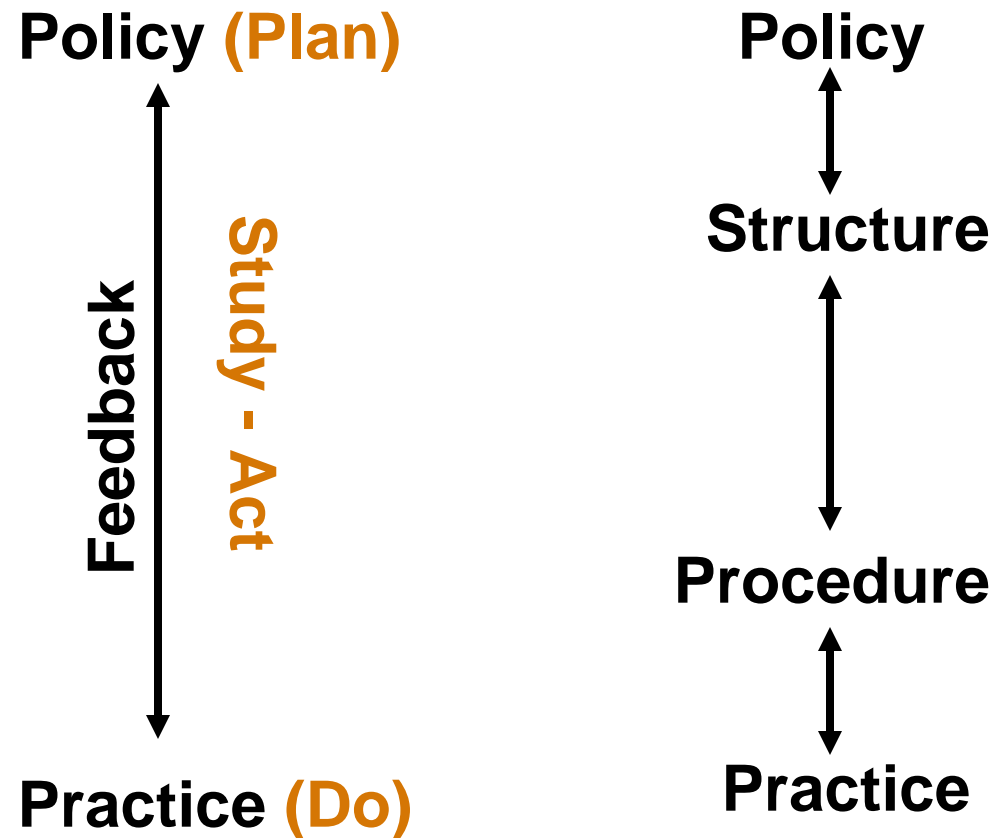


Purveyor AND Intermediary Structures and Strategies

Simultaneous, Multi-Level Interventions













Policy - Practice - Feedback



Form Supports Function

Summary

-  **We need to invest in “what works” – science matters**
-  **Research results help us “choose” what to implement**
-  **But “implementation” is a practice and science unto itself**
-  **Print materials and training alone won’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 decision**
-  **Facilitative administrative practices & systems interventions create hospitable environments**
-  **Purveyors and intermediary organizations help with system and service change**
-  **Policy enables practice but practice needs to inform policy**

*Don't mistake a clear view for
a short distance.*

Grand Canyon Hiking Advice





For More Information

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Presently At the Louis de la Parte Florida Mental Health Institute

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After October 1, 2008

At the Frank Porter Graham Child Development Institute

University of North Carolina

Chapel Hill, NC

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).

Download all or part of the monograph at:

<http://nirn.fmhi.usf.edu/resources/publications/Monograph/index.cfm>