



Policy Maker's Summit  
Center for Evidence-Based Practice:  
Young Children with Challenging  
Behavior  
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# Scaling Up: From Research to National Implementation

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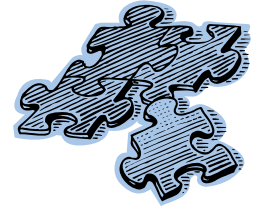
# The Overall Puzzle



- **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 children, families, and caregivers on a broad scale**



# The Center's Pieces of the Puzzle



- Focus of research has been on making a difference in the world...the child's natural environment
- Wisdom and commitment to:
  - Attend to values and “fit” for caregivers and children – What matters and for whom!
  - Recognize multi-level influences (e.g. workforce development issues, policy, organizational culture)
  - Build caregivers capacity and practitioner ability (e.g. attending to the independent variables)
- Inspire and create hope....tell the story and tout the science




# Naming The Challenge



## Science to Service Gap

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

## Implementation Gap

 “....While we have good evidence that the trajectory of a child’s social and emotional development can be changed, the field lacks the necessary information to ensure adoption and sustainability of these program practices...” *Recommended Practices: Program Practices for Promoting the Social Development of Young Children and Addressing Challenging Behavior - Fox*



# Going to Scale: What Would It Take?

**How many implementations of a program or practice will be needed to address needs nationally?**

- **800 child care and referral agencies**
- **14,310 school districts**
- **51,000 incorporated child care centers**
- **906,993 children enrolled in Head Start**
- **11.6 million children under age 5 (with estimates of 10 to 15% with mild to moderate problems)**



# Research to Service



**RESEARCH**

**IMPLEMENTATION**

**SERVICE**





# The Implementation Gap

**It is one thing to say with the prophet Amos, “Let justice roll down like mighty waters,” and quite another to work out the irrigation system.**





**William Sloane Coffin**

**Social activist and clergyman**



# The National Implementation Research Network (NIRN)

## **Craft knowledge**

-  EBP purveyors (program developers)
-  EBP implementation site managers
-  Implementation researchers
-  Survey of EBP program developers

## **Scientific information**

-  Program development and replication data
-  Synthesis of the implementation evaluation and research literature





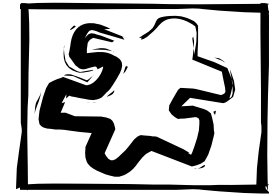
# From the Synthesis of the Literature We Know That...

- **Implementation issues are common across widely diverse domains**
- **Implementation solutions are common across widely diverse domains**

**HOPE – Implementation research findings likely have broad practice implications across domains!**



# Puzzle Pieces



Effective **intervention** practices and programs

+

Effective **implementation** practices

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=

Good outcomes for children, families and consumers

**No other combination** of factors reliably produces desired outcomes for children, families, and caregivers



# Puzzle Pieces



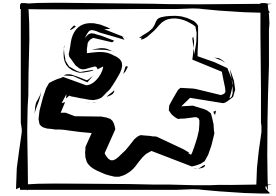
INTERVENTION

## IMPLEMENTATION

	Effective	NOT Effective
Effective	Performance Implementation (High Fidelity)	Paper & Process Implementation (Low or No Fidelity)
NOT Effective		



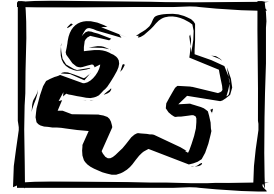
# Puzzle Pieces



- ▶ 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



# Puzzle Pieces



Excellent experimental evidence for what does not work

- ▶ Implementation by edict does not work
- ▶ Implementation by "following the money" does not work
- ▶ Implementation without supporting role and function changes does not work

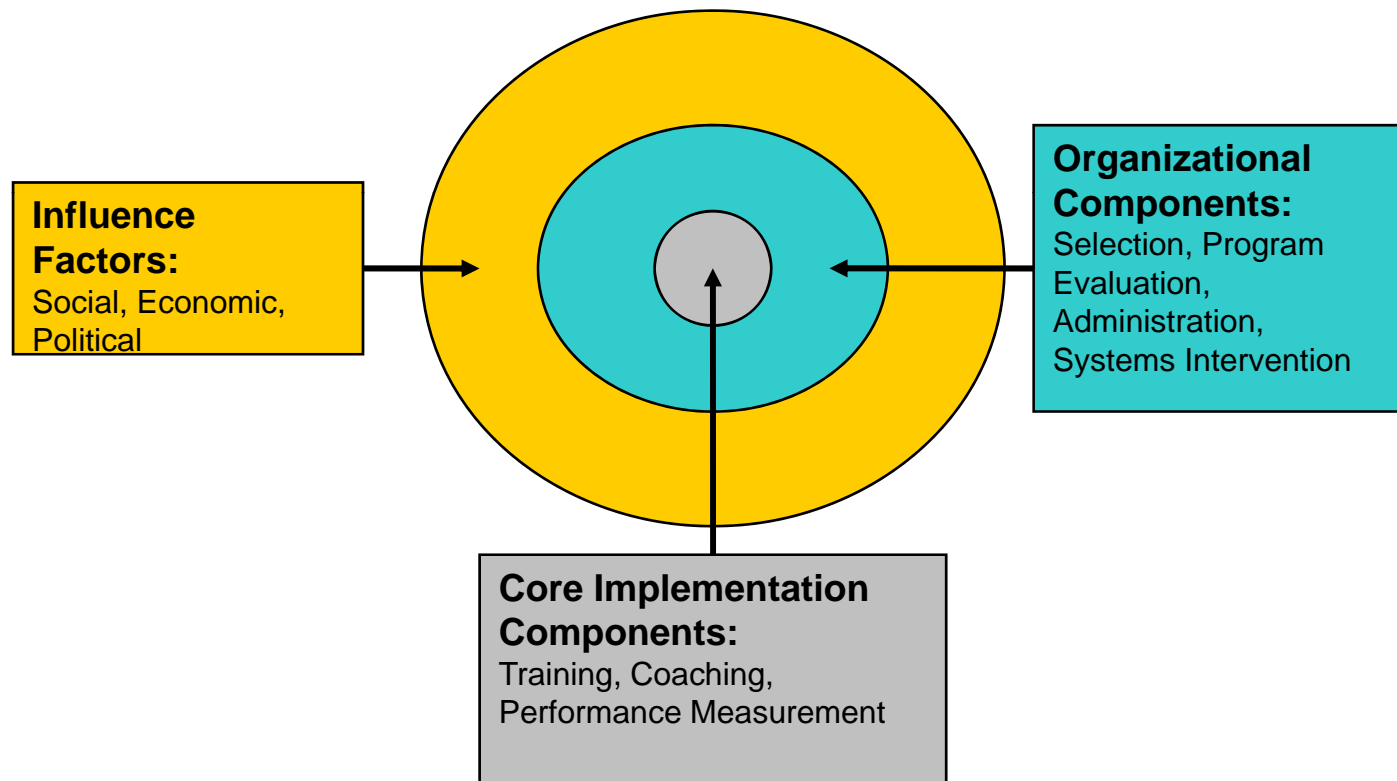
Paul Nutt (2002). *Why Decisions Fail*



# What Seems to be Required

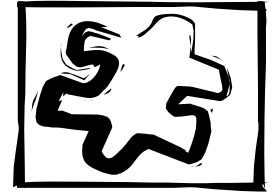


## Integration of Implementation Factors





# What Seems to be Required

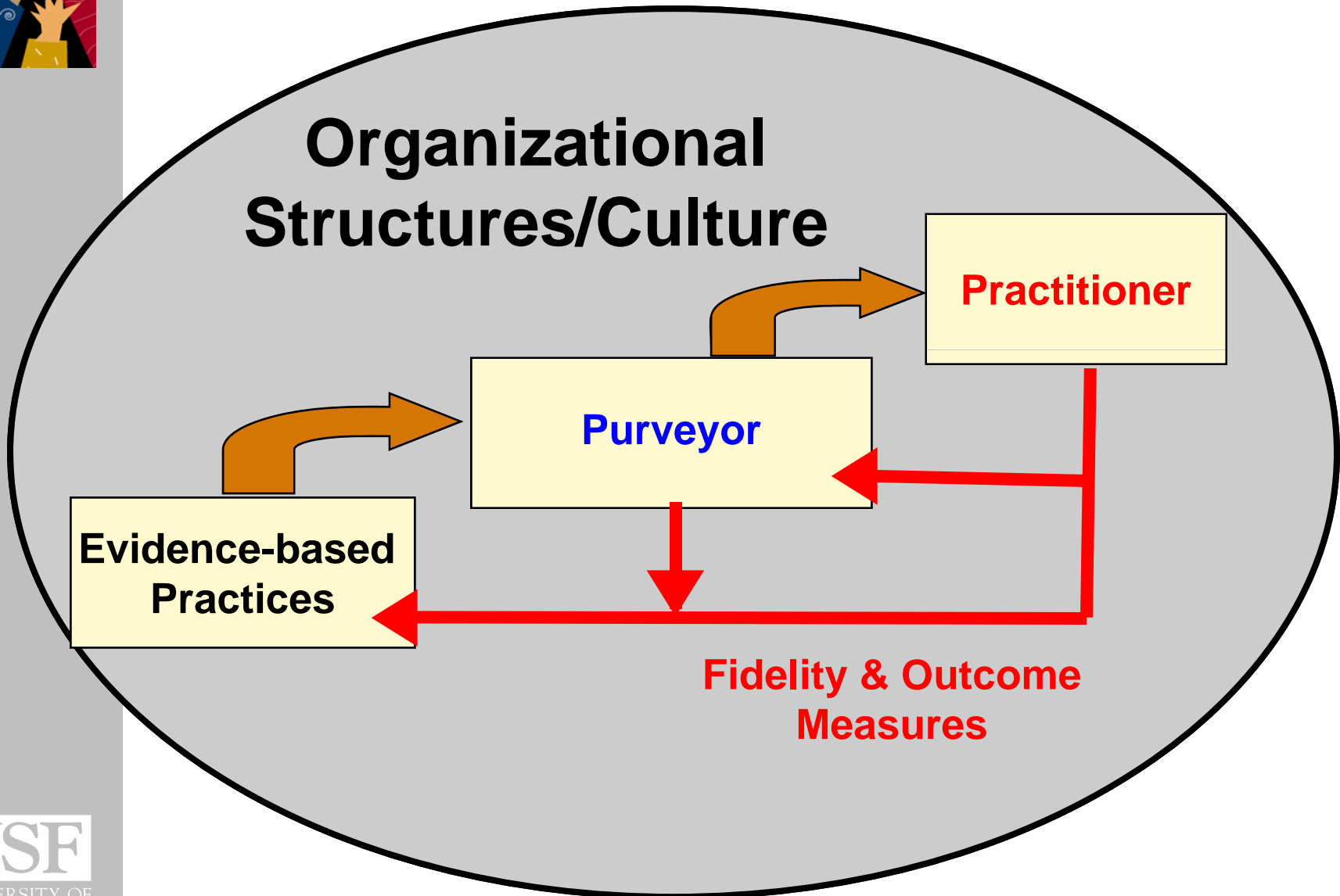


Successful implementation on a useful scale requires a **purveyor**

- An individual or group of individuals representing a program or practice who actively work with organizations and communities to help them implement that practice or program with fidelity and good effect
- Purveyors accumulate data & experiential knowledge to become more effective and efficient over time



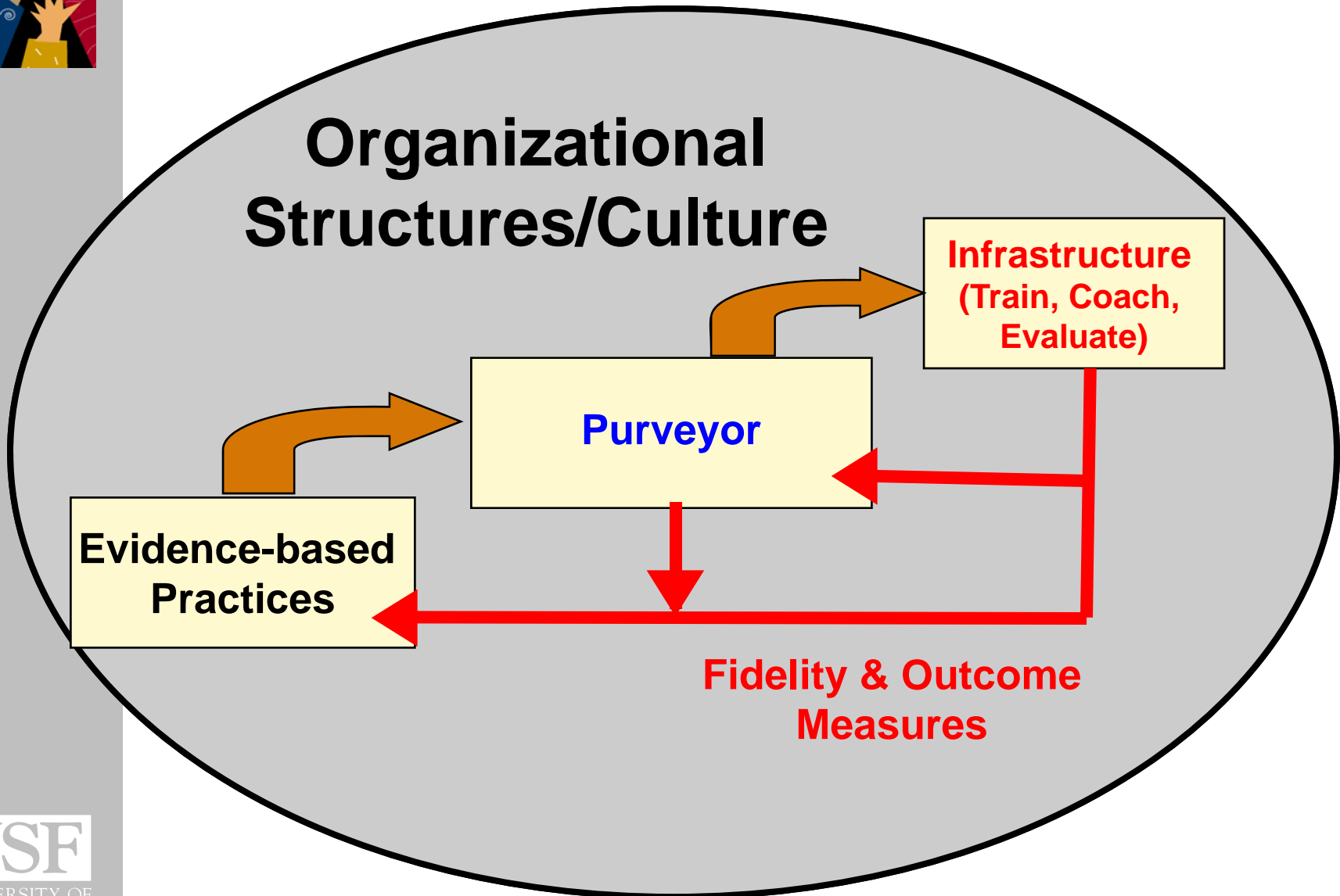
# Implementation Framework







# Implementation Framework

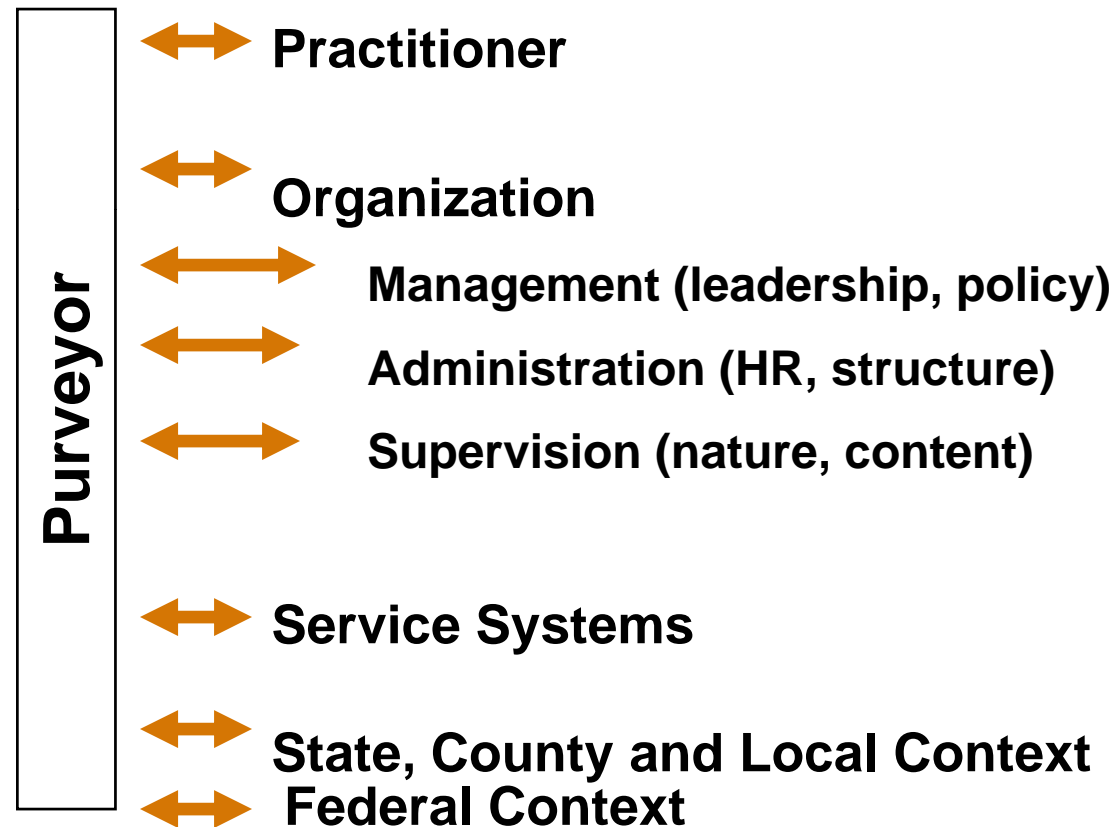




# Active Purveyor Role



## Simultaneous, Multi-Level Interventions





# Purveyor Sources and Strategies

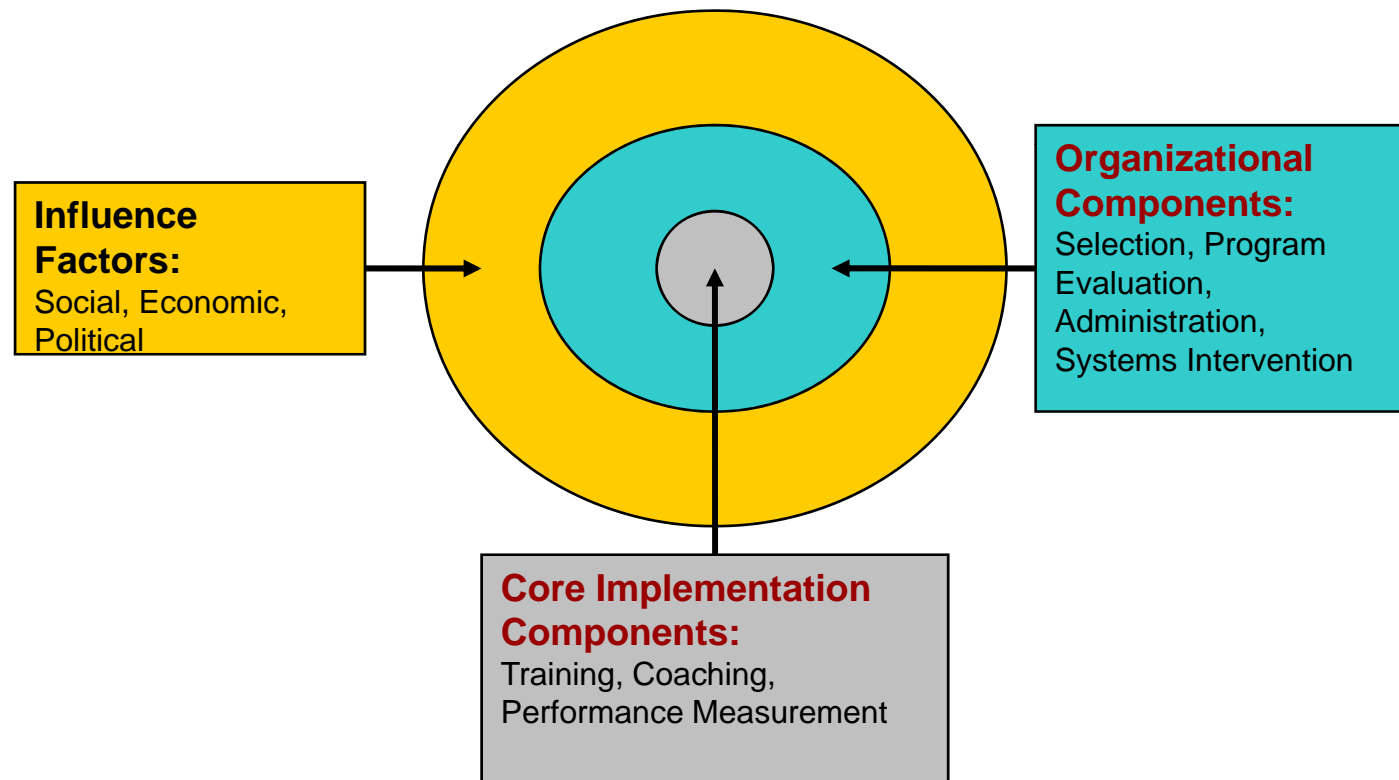
- 👉 **Purveyor group organized and promoted by the originators (e.g. Success for All, Positive Behavior Support)**
- 👉 **Implementation team with the knowledge, skill, freedom, and authority to act (e.g. within a larger organization or a collaboration of agencies)**
- 👉 **An Intermediary Purveyor Organization that becomes expert in implementation and a “bridge” or expert with multiple EBPs (a new way of doing T & TA).**



# What Seems to be Required



## Purveyors Help Ensure the Integration of Implementation Factors





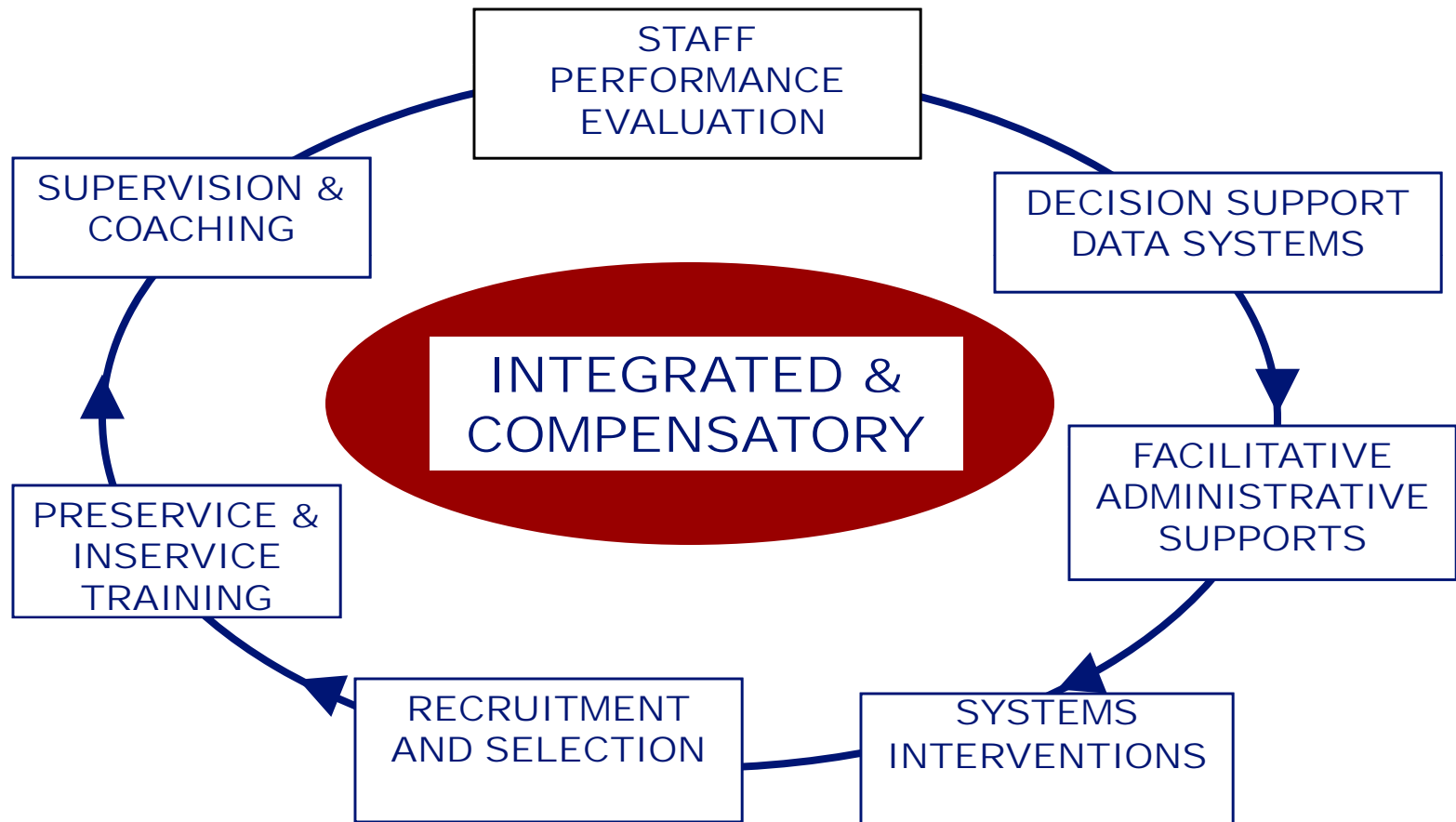
# Implementation Drivers



- Implementation Drivers Coordinate and Operationalize
  - the **Core Implementation Components** and
  - the **Organizational Components**
- Implementation Drivers are mechanisms that
  - Help to develop, improve, and sustain practitioners' ability to **implement** an intervention to benefit children
  - Help ensure sustainability and improvement at the **organizational** level



# Implementation Drivers





# Integrated and Compensatory



## Integrated

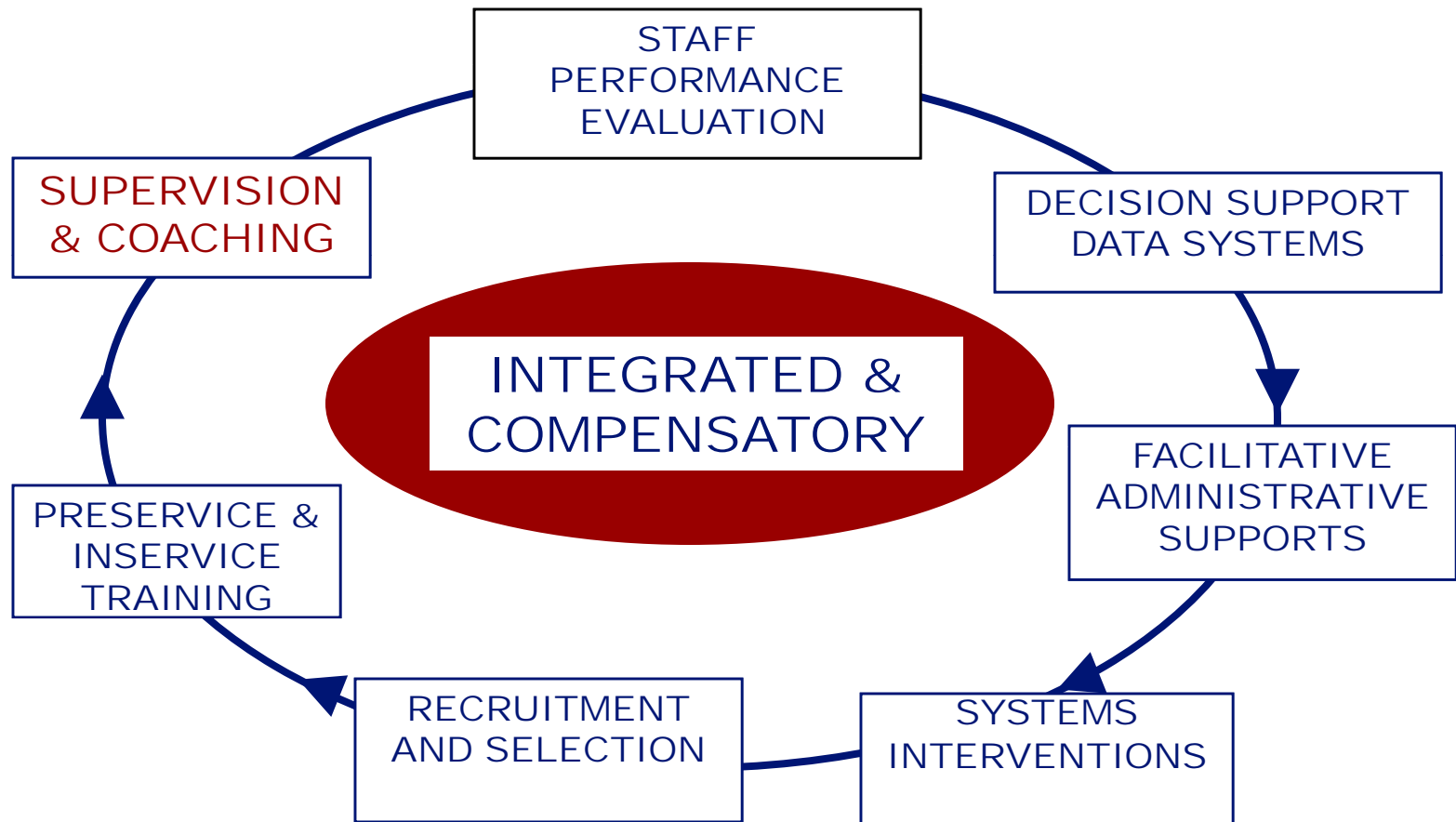
- Consistency in philosophy, goals, knowledge and skills across these processes (S/T/C/E/A/SI)

## Compensatory

- At the Practitioner Level
- At the Program Level



# Implementation Drivers







# Coaching Impact

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



# Stages of Implementation

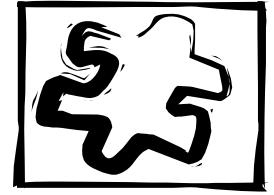


Implementation occurs in stages:





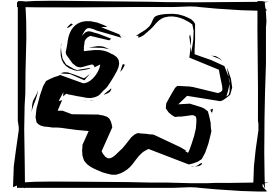
# Stages of Implementation



- **Implementation is not an event**
- **A mission-oriented process involving multiple decisions, actions, and corrections**
- **Implementing an evidence-based program takes 2 to 4 years**



# Organizational Change: Top to Bottom



## Facilitate or Hinder

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➤ **Practitioners**

➤ **Settings**

➤ **System of care**

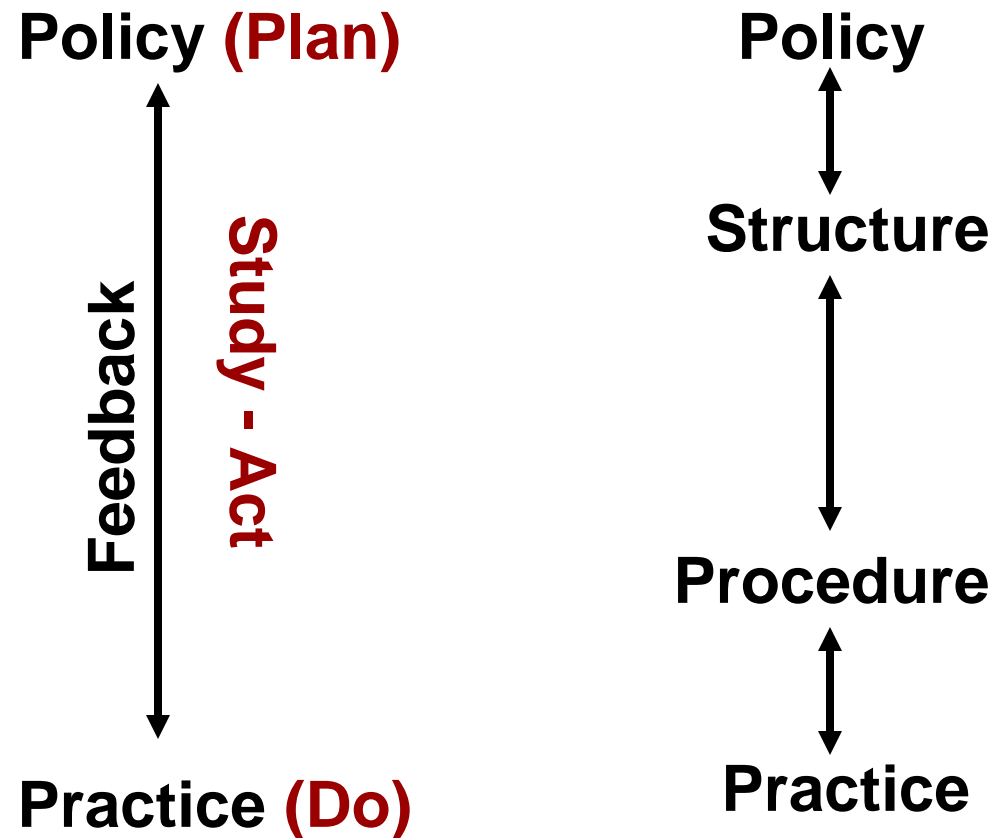
➤ **State policies, coordination, funding,  
support**

➤ **Federal policies, coordination, funding,  
supports**

**Active alignment of policies  
and coordination of efforts  
in support of practitioner's  
use of effective practices to  
benefit children, families,  
and caregivers**



# Policy - Practice - Feedback



**Form follows Function**



# Organizational Change



Successful and sustainable implementation of evidence-based practices and programs always requires **organizational change at multiple levels.**

- Changing the behavior of adult human service professionals
- Changing organizational structures, cultures, and climates
- Changing the thinking of system directors and policy makers

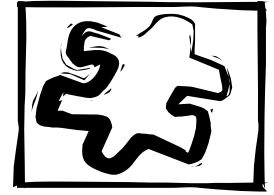


# Getting From Here to There

- **Who is going to do the work of implementation?....at each level?**
- **Who will be the “purveyors”?**
- **What/who will be the source of implementation drivers?**
- **Who will facilitate efficient and effective movement through implementation stages?**
- **How can we build the practice and science of implementation?**



# Summary



- **We need to pay attention to implementation as a separate set of issues, strategies and procedures.**
- **We need to know more about the science of implementation.**
- **Implementation likely requires:**
  - **Knowledgeable “purveyors”**
  - **Implementation Drivers to support practitioner and organizational change (Select, Train, Coach, Evaluate, etc)**
  - **Matching implementation activities to Stages**
  - **Multi-level organizational change that creates alignment to support and sustain new ways of work (Federal, State, Regional, Local, Organizational)**





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

Grand Canyon Hiking Advice





# Thank You

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