



# From Initial Implementation to Sustainability: Getting from Here to There

**SAMHSA**  
**Project LAUNCH**  
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**State Implementation  
& Scaling-up  
of Evidence-based Practices**



# Getting **THERE!**

## *Worthy Goals for Project LAUNCH*

- 
 “For **all** children (birth to age 8) to reach physical, social, emotional, behavioral, and cognitive milestones.
- 
 ...to have **all** young children reach their developmental potential, enter school ready to learn, and experience success in the early grades.”



# Project LAUNCH Strategy to Get There







- “Using a *public health approach*,
- ...focused on *improving the systems* that serve young children and address their physical, emotional, social, cognitive and behavioral growth.”

# What Project LAUNCH Does to Get There

- 🚩 “Work in a designated community over five years to
  - 🚩 test evidence-based practices,
  - 🚩 improve collaboration among child-serving organizations,
  - 🚩 and integrate physical and mental health services and supports for children and their families.
  - 🚩 Lessons learned from these communities guides state level systems change and policy development”.

# Getting from Here to There!

## Goals:

-  Increased understanding of:
  -  Implementation Science
  -  Implementation and systems change “frameworks”
-  Increased ability to integrate “best practices” related to implementation and systems change into your Project LAUNCH initiatives and systems building.

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

# Project LAUNCH Through An Implementation Lens



# *From What* Project LAUNCH Does to *How* the Work Gets Done

- ✦ “Work in a designated community over five years to
  - ✦ test evidence-based practices,
  - ✦ improve collaboration among child-serving organizations,
  - ✦ and integrate physical and mental health services and supports for children and their families.
  - ✦ Lessons learned from these communities guides state level systems change and policy development”.






# Overall Challenge

## Science to Service Gap

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

## Implementation Gap



-  There are not clear pathways to implementation
-  What is adopted often is not used with fidelity and good effect
-  What is implemented often disappears with time and staff turnover



# Implementation Frameworks

- **Brief overview of the science of implementation**
- **Practice, program and systems change through...**
  - **Multi-dimensional, fully integrated use of**
    - **Implementation Stages**
    - **Implementation Drivers**
    - **Improvement Cycles**
    - **Implementation Teams**

# But FIRST...

## What Do We Mean by Implementation?

- A *specified set of activities* designed to put into practice a policy, activity, or program of known dimensions.
- Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”



# Implementation Science

**Review and synthesis of the  
implementation evaluation  
literature (1970 – 2004)**

 **Multi-disciplinary**

 **Multi-sector**

 **Multi-national**

# Implementation

## 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>


# Implementation Science

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

# There are Shared Challenges!!

## Implementation is implementation in:

- Agriculture and Forestry
- Manufacturing and Business
- Substance abuse
- Child welfare,
- Education,
- Engineering,
- Health and Medicine
- Juvenile Justice,
- Mental health,
- Nursing, ...and more

-  They have similar implementation problems
-  They have similar implementation solutions
-  We can learn more ...more quickly

# Positive Intervention Outcomes ≠ Implementation

Implementation has not been achieved by doing more or better research on interventions or on curricula materials.

The **usability** of a program or practice has nothing to do with the weight of the evidence regarding that program

–“Evidence” on effectiveness helps you select what to implement for whom

–“Evidence” on these outcomes does not help you implement the program or practice

# Business as Usual $\neq$ Impact

**Data Show These Methods, When Used Alone, Do Not Result In Implementation As Intended:**

- **Diffusion/ Dissemination of information**
- **Training**
- **Passing laws/ mandates/ regulations**
- **Providing funding/ incentives**
- **Organization change/ reorganization**

**Necessary But Not Sufficient**



*I didn't have potatoes, so I substituted rice.*

*Didn't have paprika, so I used another spice.*

*I didn't have tomato sauce, so I used tomato paste.*

*A whole can not a half can - I don't believe in waste.*

*My friend gave me the recipe - she said you couldn't beat it.*

*There must be something wrong with her, I couldn't even eat it!*

*~ Senior Center Newsletter*

## **WHAT WORKS ~ IMPLEMENTING PROPERLY MATTERS**


**Higher Fidelity is correlated with better outcomes across a wide range of programs and practices**

## **Policy Implications**

- 1. IF THERE IS NOT THE "WILL" OR "MEANS" TO DO IT RIGHT YOU WON'T GET RESULTS**
- 2. YOU CAN'T DO A COST-BENEFIT ANALYSIS IF THERE IS NO BENEFIT!**

# What Works

## IMPLEMENTATION – The HOW




		IMPLEMENTATION – The HOW	
		Effective 	NOT Effective
INTERVENTION The WHAT	Effective	<b>High Fidelity = Good Outcomes</b>	<b>Low Fidelity = Poor Outcomes</b>
	NOT Effective		

1. Getting Here and Staying Here is the Challenge!
2. Fidelity Matters

# What Works


**Successful implementation of an EBP on a useful scale requires a **purveyor****


**A group of individuals**

- 
very knowledgeable about a program or practice
- 
who actively work to help others implement that practice or program
- 
 with fidelity and good effect


**Affiliated with researchers, researchers who become purveyors, T & TA Centers, private consultants sanctioned by developers.**

# What Works

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

➤ “Active” Purveyors accumulate data & experiential knowledge, & become more effective and efficient over time

➤ Not all Purveyors have the same

- Experience
- View of their roles and responsibilities
- Understanding of Implementation Best Practices

➤ You need to interview Purveyors to understand what you will be able to get from them and what you will have to *create or invent!*

# “Active” Purveyor Role

## Simultaneous, Multi-Level Interventions



# Teaming With the Purveyor

## Simultaneous, Multi-Level Interventions



# Table Talk at Home: Through An Implementation Lens



- 🚩 Have we examined Need and Chosen “well”?  
Have we taken into account issues of cultural and linguistic competency?
- 🚩 Are we over-relying on “necessary” but insufficient strategies to implement?
- 🚩 Are we committed to supporting high fidelity implementation?
- 🚩 Have we identified qualified Purveyors
  - 🚩 ...and had serious conversations with them about linguistic and cultural competence,
  - 🚩 and what they offer, when, and how much it costs, what they will help us “build”?

# Implementation Frameworks

**Multi-dimensional, Fully integrated**

 **Implementation Stages**

 Implementation Drivers

 Improvement Cycles

 Implementation Teams



# Implementation Takes Time

**Major Implementation Initiatives occur in stages:**

- **Exploration (Sustainability)**
- **Installation (Sustainability)**
- **Initial Implementation (Sustainability)**
- **Full Implementation (Sustainability & Effectiveness)**









2 - 4  
Years

# Stages of Implementation: Policy and Practice Implications

- 🚩 You don't get to skip any!
- 🚩 If you make a judgment about “effectiveness” too early you might be making a mistake.
- 🚩 Activities need to match the stage.
- 🚩 Stages will need to be “revisited” – important!
  - 🚩 New providers, new practitioners, new communities, new partners, new government officials, new families
- 🚩 Different stages for multiple initiatives
  - 🚩 “Where are we now with this initiative?”




# Exploration - *“Pay now or pay later.”*

-  **Clearly understand needs of young children and their families in your area**
  -  **Attention to cultural and linguistic issues**
-  **Create readiness for change at many levels**
-  **Examine degree to which the EBP, best practice, systems change meets the needs in the settings identified, including cultural and linguistic competency**
-  **Determine what you get and don't get from the Purveyor**
-  **Determine whether moving ahead with the initiative and implementation is desirable and feasible**

# Installation

## Installation Stage Goals & Activities:

 To make the **structural and instrumental changes** necessary to initiate practices, policies, and frameworks.

 **Creating the Necessary Conditions to:**

 Create Competence and Confidence

 Change Organizations

 Change Systems

 **Provide Unwavering Leadership**





*“If you build it, they will come” . . .*

*but you actually have to built it!*

# Initial Implementation

## Initial Implementation Goal











### **Survive the Awkward Stage!**

-  **Learn from Mistakes**
-  **Problem-solve Quickly**
-  **Continue “buy-in” efforts**
-  **Manage expectations at multiple levels**

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




# Full Implementation

## Full Implementation Goals







-  Maintaining and improving
  -  Front line practice
  -  Agency wide Supports
  -  Vigilance around Policy, Funding, Linkages
  -  Support for On-going Learning
  -  Infrastructure and Data Systems Improvement
-  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

# Sustainability

## Goals of Sustainability – Not A Stage







-  Ensure funding streams for service and infrastructure
-  Ensure high fidelity and positive outcomes through infrastructure improvement and maintenance
-  Sustain commitment to Project LAUNCH vision and mission

## Characteristics and Activities

-  Starts during Exploration Stage, never stops
-  Part of every stage
-  Information and trust
-  Achieve and tout good outcomes – **stories and data**
-  Remain programmatically & fiscally vigilant
-  Expand support base during all stages

# Stages Take Home Talk: Exploration Conversation

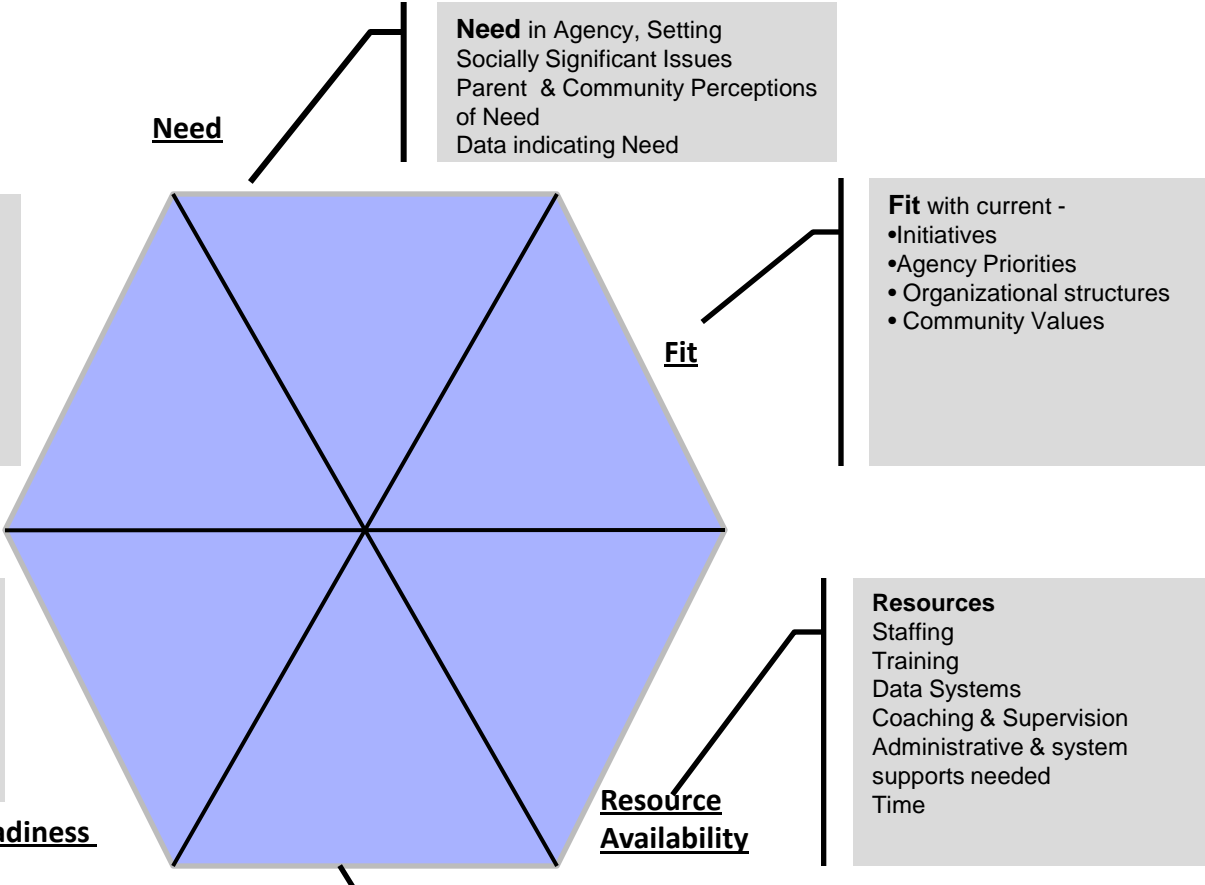
**What additional Exploration work do we need to do?**

-  **Identify needs?**
-  **Identify stakeholders?**
-  **Change hearts and minds?**
-  **Explore the data related to practices, programs and frameworks that meet our children's needs?**
-  **Assess capacity and resources to make change?**
-  **Assess access to and quality of "experts"?**

**What are the next right steps?**









# 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.		
	High	Medium	Low
Need			
Fit			
Resources Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score:			

# Stages Table Talk: Where Are We Now?

-  What is the current stage of implementation of one component of our Project LAUNCH initiative?
-  What are the barriers to moving forward?
-  What are the facilitators?
-  Did we ‘skip’ some earlier stage-based work?
-  What “stage-based” work might need to be done next?
-  Other thoughts about Stages?

## RESOURCES:

- Stages of Implementation Analysis Checklist
- Take Home Talk and Hexagon to Discuss “Selection”

# Implementation Frameworks

## Multi-dimensional, Fully integrated

 Implementation Stages

 **Implementation Drivers**

 Improvement Cycles

 Implementation Teams

# Implementation Drivers...



## ➤ Build Competency and Confidence

- Develop, improve, and sustain competent & confident use of innovations.

## ➤ Change Organizations and Systems

- Create and sustain hospitable organizational and systems environments for effective instructional and educational services

## ➤ Provide Leadership that Matches the Challenge

Improved Child Outcomes

EBP/Program/Initiative/Framework for  
Effective Practices & System Change

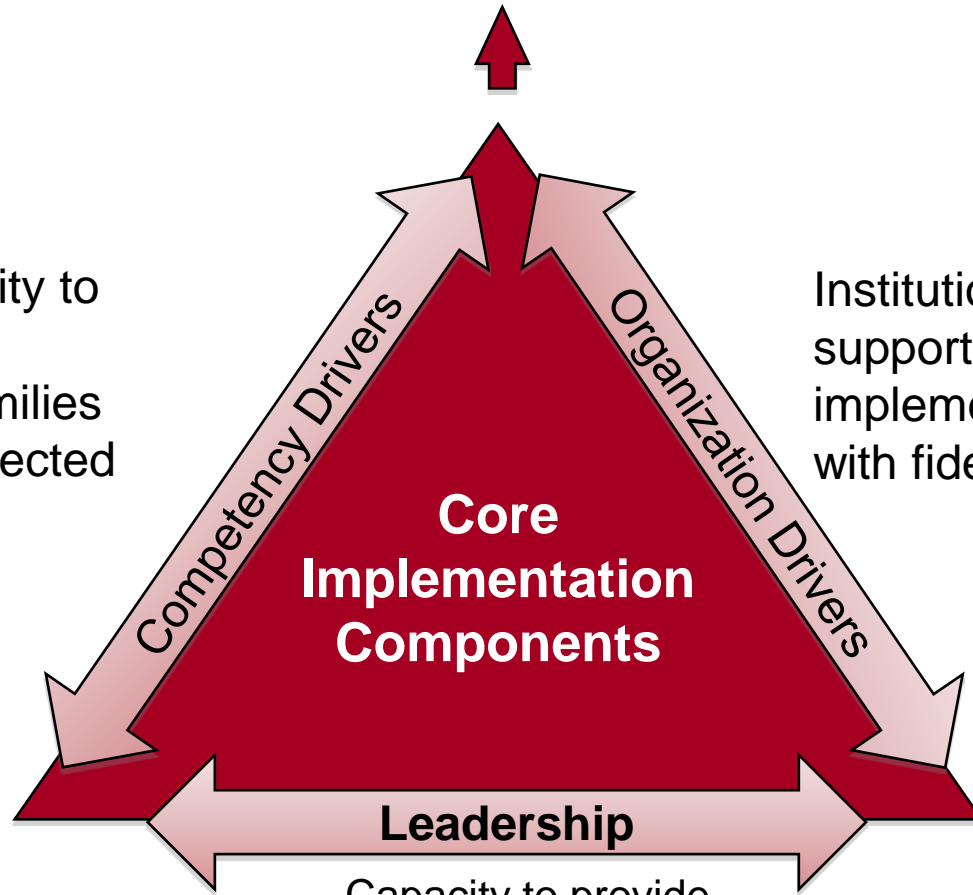
Why:

What:

How:

Staff capacity to  
support  
children/families  
with the selected  
practices

Institutional capacity to  
support staff in  
implementing practices  
with fidelity



Capacity to provide  
direction, vision, & the  
“right” leadership approach

# Improved Child Outcomes

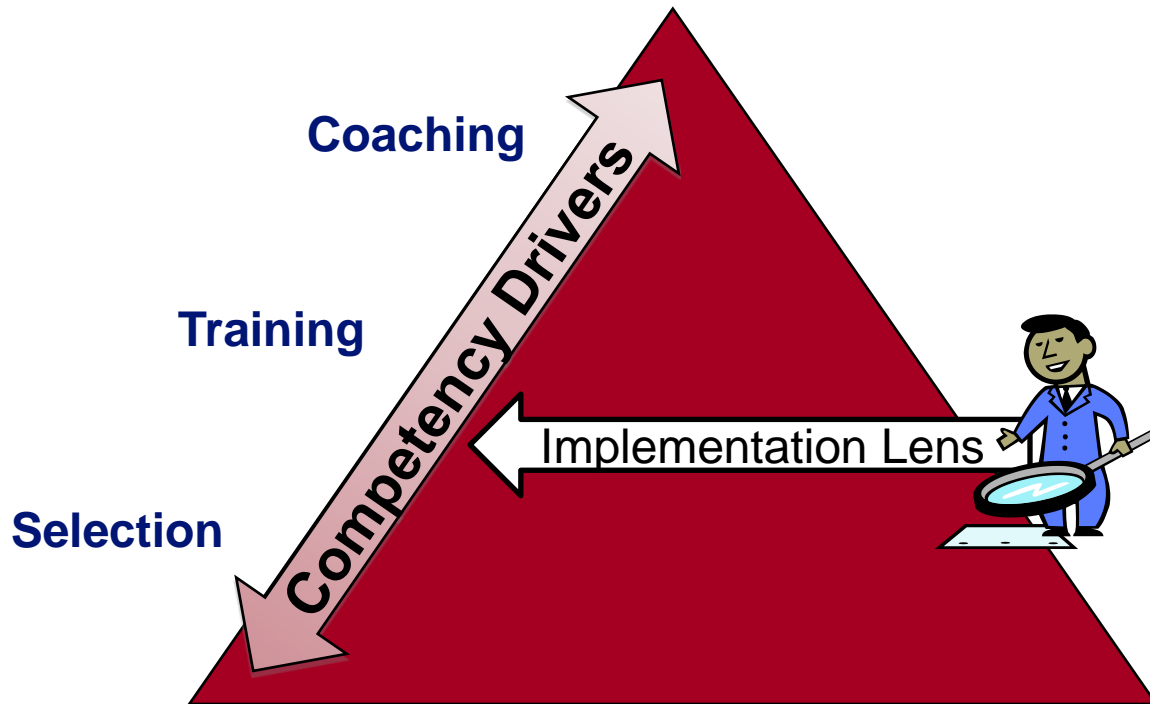


**EBP/Program/Initiative/Framework for  
Effective Practices & System Change**



**Performance Assessment**

***Implementation  
Drivers =  
Infrastructure***



# Coaching Driver

	<b>OUTCOMES</b>		
	% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
<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>

# Improved Child Outcomes

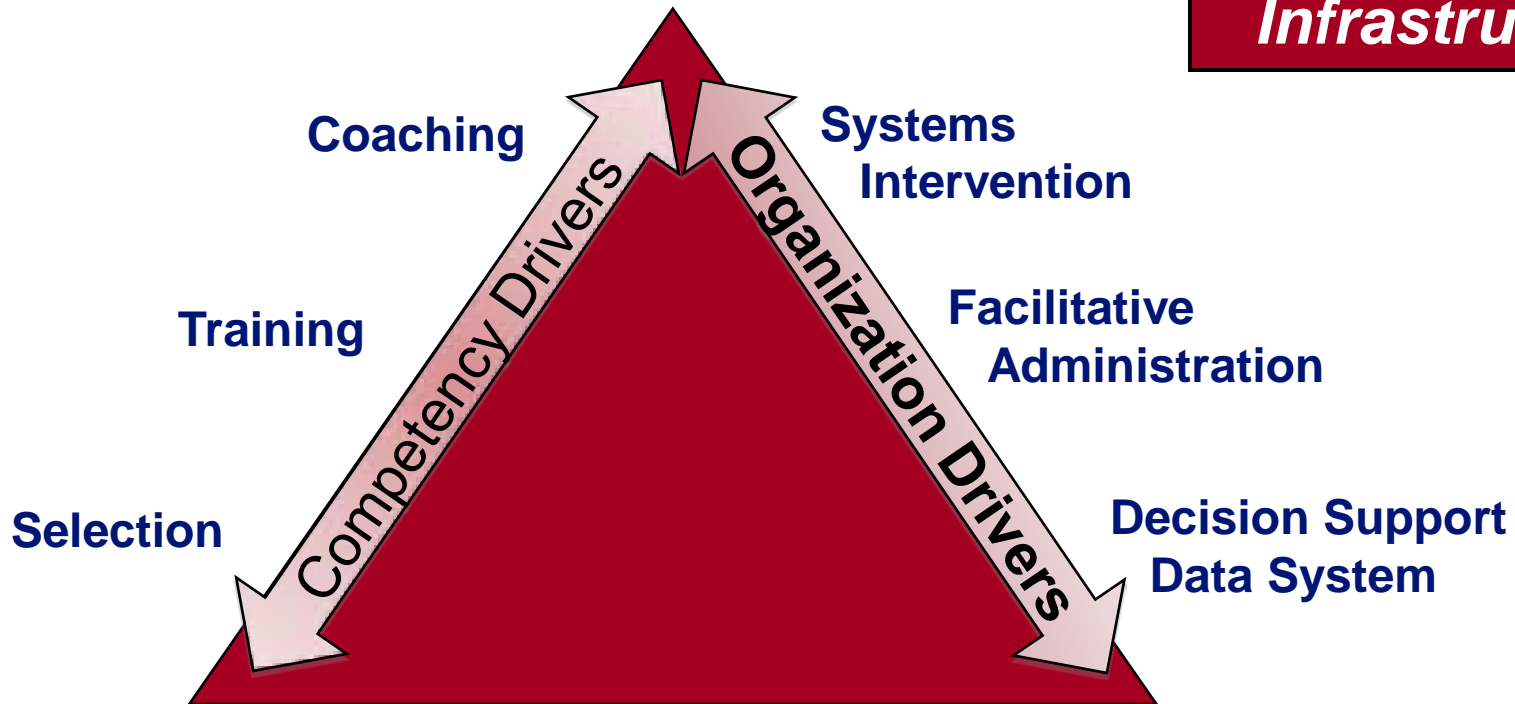


**EBP/Program/Initiative/Framework for  
Effective Practices & System Change**



**Performance Assessment**

***Implementation  
Drivers =  
Infrastructure***





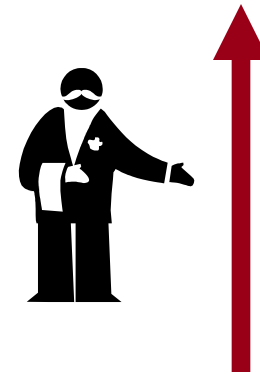
# Effective System Change

**EXISTING SYSTEM**



**Effective Innovations are  
Changed to Fit the  
System  
Or Operate in the Shadows  
(Ghost System)**

**EXISTING SYSTEM IS  
CHANGED TO SUPPORT  
THE EFFECTIVENESS OF  
THE INNOVATION**



**(Host System)  
EFFECTIVE INNOVATION**

# Improved Child Outcomes

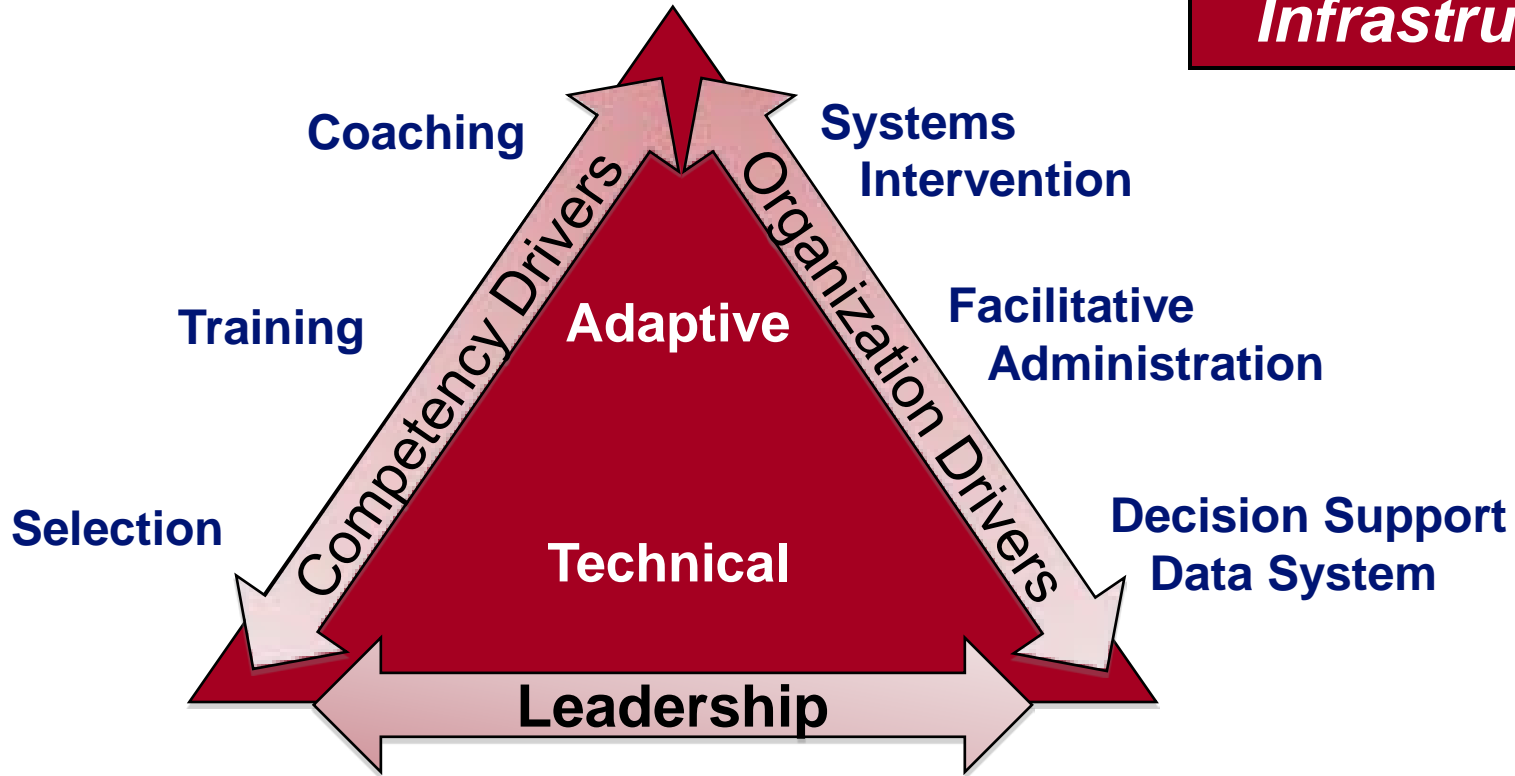


**EBP/Program/Initiative/Framework for Effective Practices & System Change**



**Performance Assessment**

***Implementation Drivers = Infrastructure***



# Types of Leadership Needed

- Different strategies for different challenges
  - Technical Leadership
  - Adaptive Leadership
- According to Ron Heifitz and his colleagues, one of the biggest mistakes “leaders” make is to incorrectly identify the type of challenge they are facing
  - Using technical approaches for adaptive issues

# The Adaptive Work of the Leader

- Get on the Balcony
- Identify the Adaptive Challenge
- Regulate Distress
- Maintain Disciplined Attention
- Give the Work Back to the People
- Protect All Voices

» R. Heifetz and D. Laurie: The Work of Leadership. Harvard Business Review, 1998.

# Improved Child Outcomes

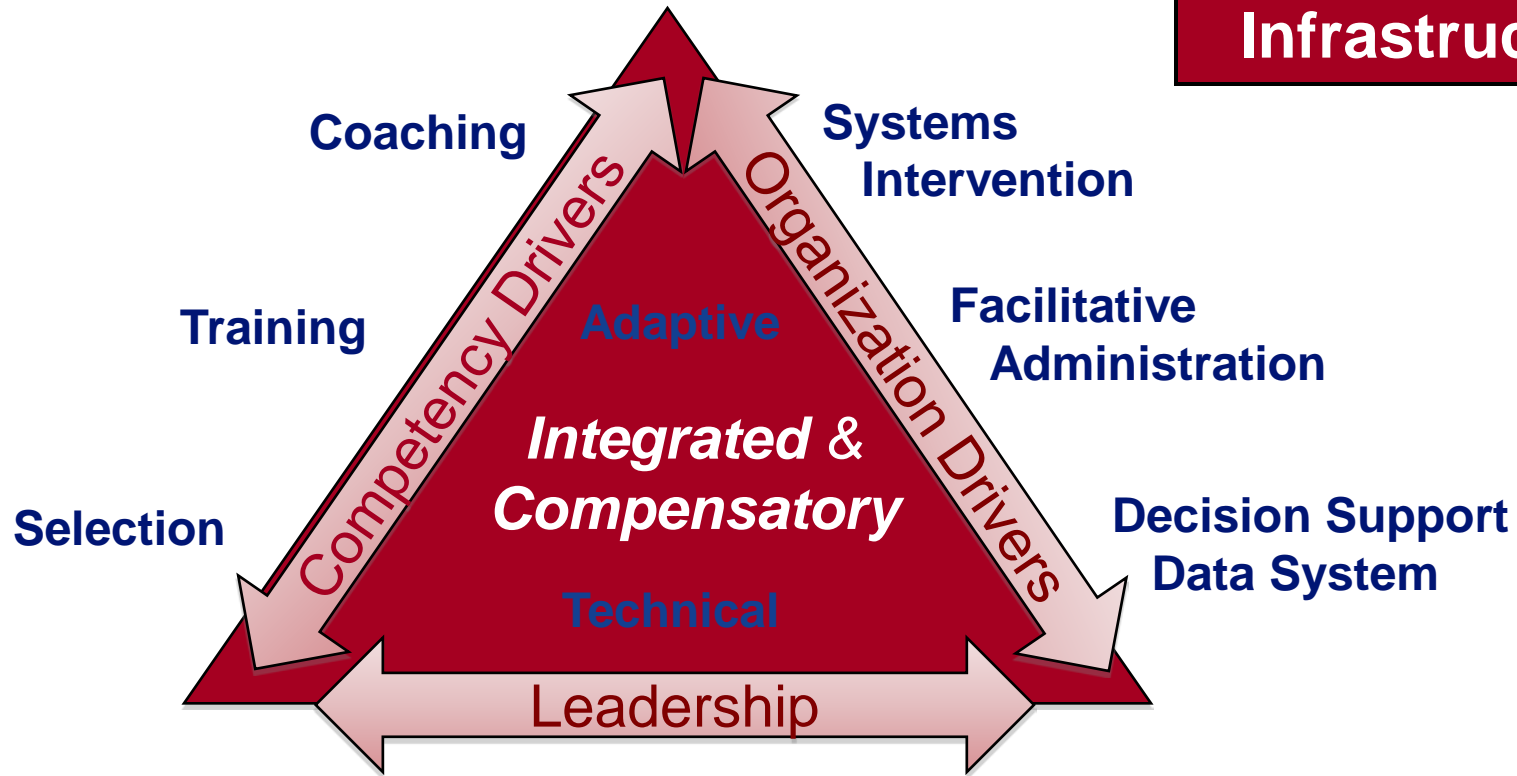


**EBP/Program/Initiative/Framework for  
Effective Practices & System Change**




**Performance Assessment**

***Implementation  
Drivers =  
Infrastructure***



# Integrated and Compensatory Implementation Drivers







## 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

# Table Talk – Drivers

- 
 Select one ebp or component from your Project LAUNCH initiative and reflect on:
  - 
 Which Drivers have we given the most and least attention to?...Why?
  - 
 How clear are we about who's going to “deliver” on the Competency Drivers (purveyor, TA Center, our community)?
  - 
 How confident are we that the training, coaching, fidelity, and data system supports are operationalized well?...affordable? Sustainable?
  - 
 How are the Organizational Drivers supporting high quality implementation?
  - 
 What next steps are needed to improve the Implementation Infrastructure?


**Resources:** Strategic Analysis of the Implementation Drivers  
 Implementation Drivers Best Practices

# Implementation Frameworks

## Multi-dimensional, Fully integrated

- Implementation Stages
- Implementation Drivers
- **Improvement Cycles**
- Implementation Teams



# Improvement Cycle Uses



- Practice-Policy Feedback Loops
- Transformation Zones
- Rapid Cycle Teams
  - Problem-solving
  - Practice Improvement
- *What Do They Have In Common?*

# PDSA Cycles

**Shewhart (1924); Deming (1948); Six-Sigma (1990)**

- ▶ **Plan** – Develop specific things to do
- ▶ **Do** – Do them (make sure)
- ▶ **Study** – See what happens
- ▶ **Act** – Make adjustments
- ▶ **Cycle** – Do over and over again until the goal is reached or the problem is clear (again)

# Improvement Cycle Uses

 **Practice-Policy Feedback Loops**


 Transformation Zones

 Rapid Cycle Teams

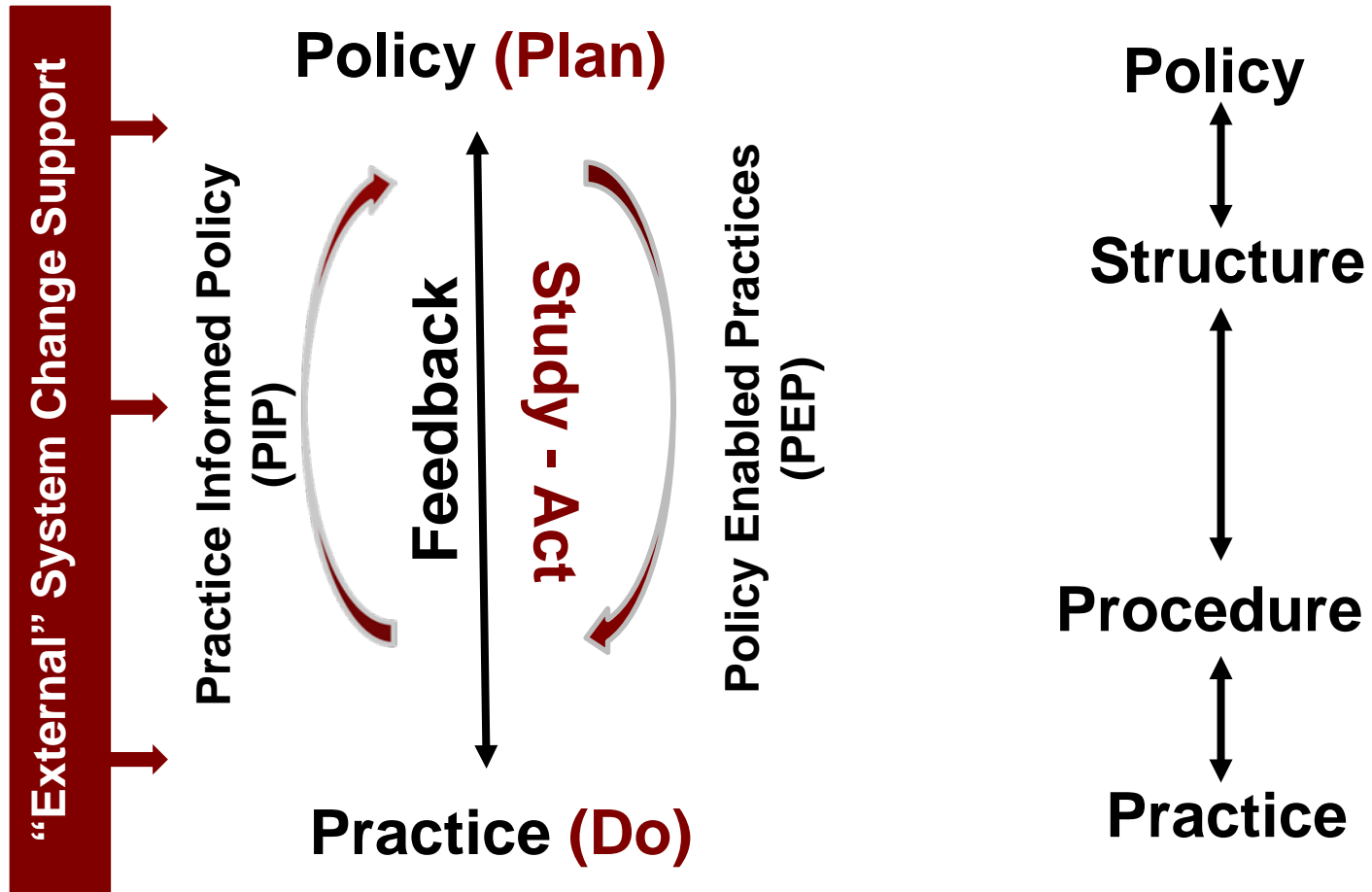
 Problem-solving

 Practice Improvement

# How to Implement Systems Change?

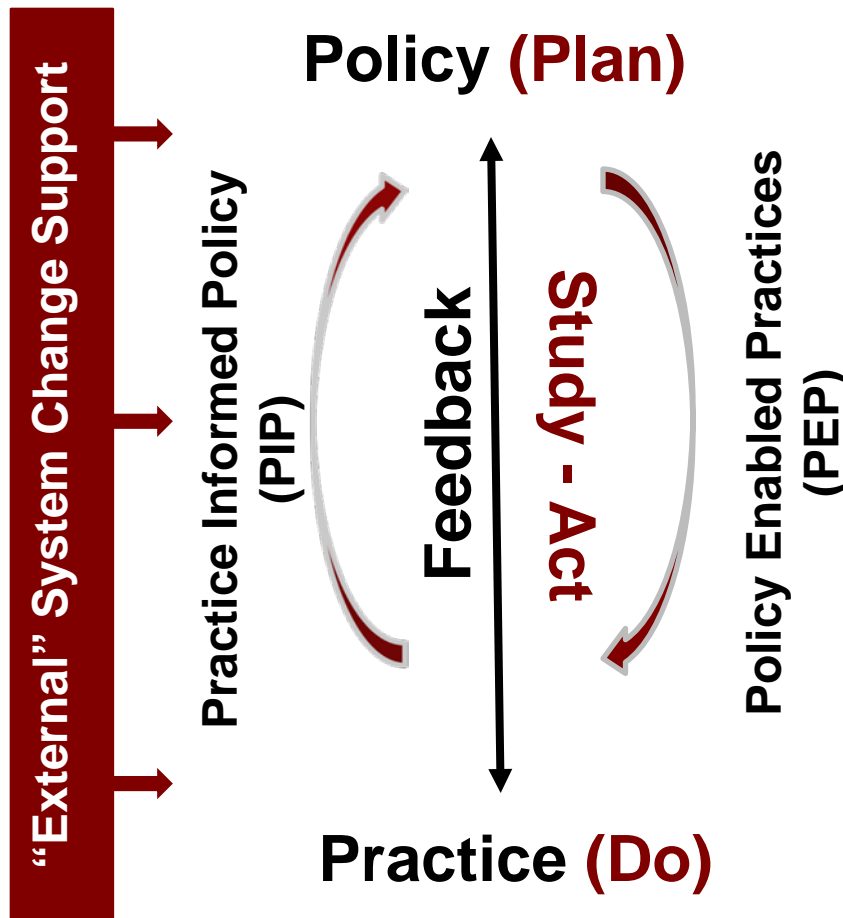
-  **“Lessons learned from Project LAUNCH communities guide state level systems change and policy development.”**

# Policy ↔ Practice Feedback Loops



**Form Supports Function at every level  
(National, State, District, Region, Agency, Practitioner)**

# Policy ↔ Practice Feedback Loops

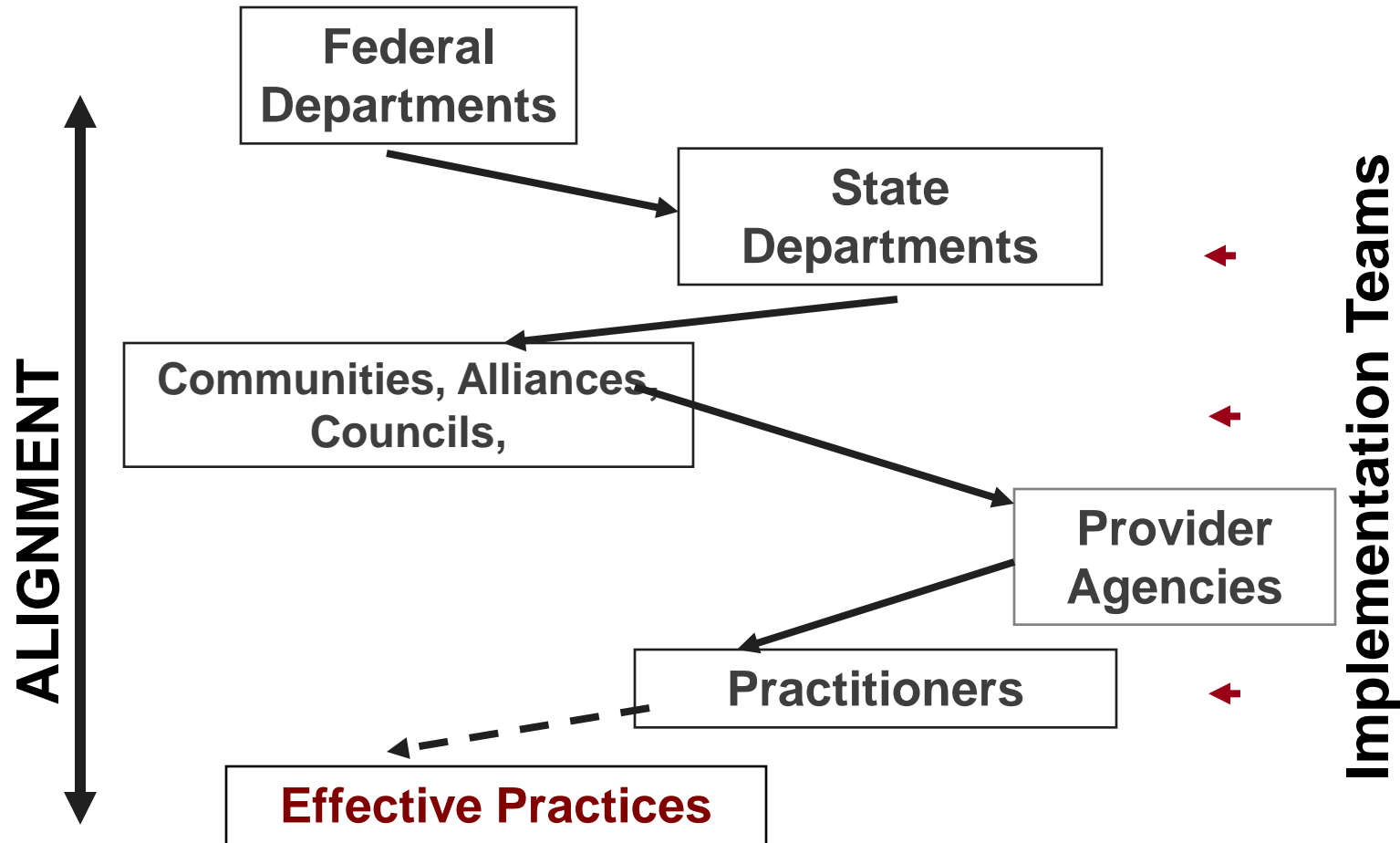


## Requires:

- Buy – in from all
- Facing Adaptive Challenges
- Linked Teams (right issues at the right level)
- Linking Communication Protocols
  - Transparent
  - Formal
  - Regular Intervals
  - Rewards Honesty
  - Able to be Evaluated

**Form Supports Function at every level  
(National, State, District, Region, Agency, Practitioner)**

# System Alignment



**FORM SUPPORTS FUNCTION**





# Table Work – Improvement Cycles

- ❑ What are some of the barriers and facilitators in our early childhood system related to Project LAUNCH
- ❑ Are there formal, transparent, and regular methods for hearing from the ‘practice level’ or “next level” about what’s working and needs to change? ....for moving information ‘up’ (e.g. to coalitions, the state depts.)?
- ❑ What might be barriers and facilitators for developing functional Practice-Policy feedback cycles?
- ❑ **What are the next right steps in creating a more hospitable policy , funding, and regulatory environment?**



# Implementation Frameworks

## Multi-dimensional, Fully integrated

-  Implementation Stages
-  Implementation Drivers
-  Improvement Cycles
-  **Implementation Teams**

# Implementation Science

 **Letting it happen**

 **Recipients are accountable**

 **Helping it happen**

 **Recipients are accountable**

 **Making it happen**















 **Implementation teams are accountable**

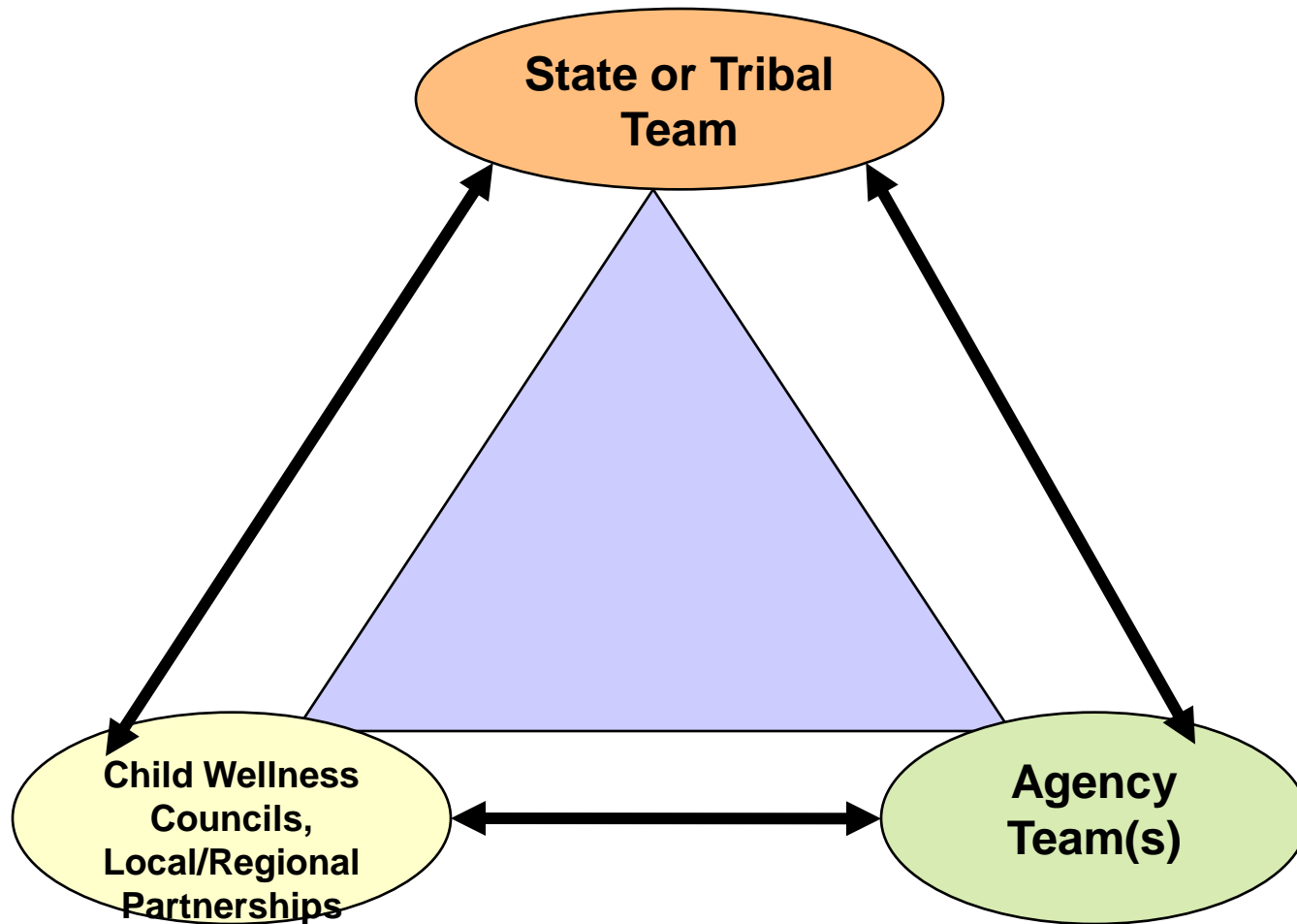
Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004

# Implementation Teams

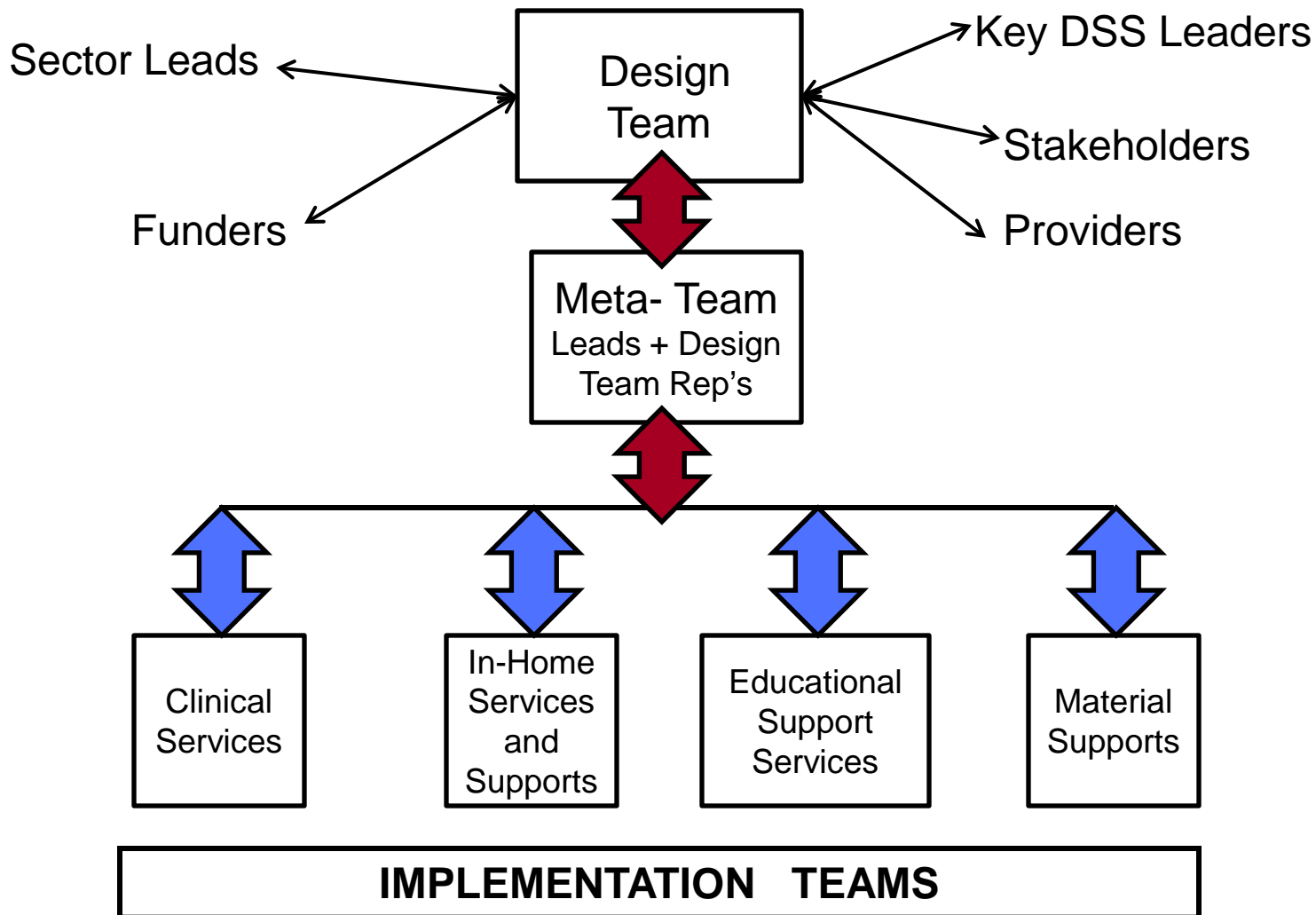


- 
**Integrated and Interlocking at Multiple Levels**
  -  Agency or “setting-based” teams
  -  Community or collaborative teams
  -  Tribal or state team
- 
**Represents the stakeholders and the ‘system’**
- 
**Focus is on**
  -  Ongoing “buy-in” and readiness
  -  Installing and sustaining the Implementation Drivers
  -  Fidelity & Outcomes
  -  Alignment (funding and policy)
  -  Building the new system – linkages
  -  Problem-solving and sustainability

# Linked Implementation Teams












# Catawba County Child Well-Being Project



# Coherent Systems Change












-  Each implementation team needs
  -  **Clear purpose, mandate, and ways of work (Terms of Reference)**
  -  **Are the right people on the team!**
  -  **Stage-based work**
  -  **Linking communication protocols**
    -  **From whom do we get information**
    -  **To whom do we provide information**
    -  **....for what purpose**
  -  **Focus on overall systems change, quality, sustainability**

# Table Talk at Home: Linked Implementation Teams








- What implications does the information regarding *linked* implementation teams have for Project LAUNCH in our state?
- Is there a need for a **linked** teaming structure? What does it look like? What might it look like?
- What role does/should Project LAUNCH, in our state, play in ensuring that implementation teams are in place, clear on their roles and responsibilities, and linked?

# Summary: The Big Picture












-  Choose initiatives on need and choose wisely
-  Integrate cultural and linguistic competency issues into all your conversations
-  Make intended outcomes clear and measurable
-  Implementation efforts must include:
  -  Time for Planning
  -  Development & maintenance of “buy-in”
  -  Funding for the Infrastructure (Drivers)
  -  The Ability to Assess Implementation Quality and Progress
-  Functional, linked, accountable **teams** will make a difference



# Summary: The Big Picture

- 
 How will the “Lead” Project LAUNCH Team(s) help to
  - 
 Gain Efficiency (multiple initiatives)
  - 
 Promote *functional* collaboration so a system is developed
  - 
 Monitor and help install “infrastructure”
  - 
 Assess Purveyor Capacity
- 
 Build transparent, reliable, “honest”, and safe feedback loops
- 
 Recognize and respond to adaptive challenges

# Summary: The Big Picture

-  Hearts and Minds must be considered!
-  Competence needs to be Developed and Sustained
  -  Selection, Training, Coaching, Fidelity Measures help change and support new practitioner behavior and skills
-  Organizations and Systems need to change
  -  Data systems need to be used to make decisions
  -  Facilitative administrative practices & systems interventions create hospitable environments
  -  Policy enables new practice but practice needs to inform policy
-  Content Experts and Implementation Teams help with system and service change
-  You are never done – The environment is in motion
  -  Improvement Cycles are Critical
  -  The 'right' leadership strategies are needed for the issues at hand

# For More Information

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[www.scalingup.org](http://www.scalingup.org)  
<http://nirn.fpg.unc.edu/>  
<http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>

# 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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