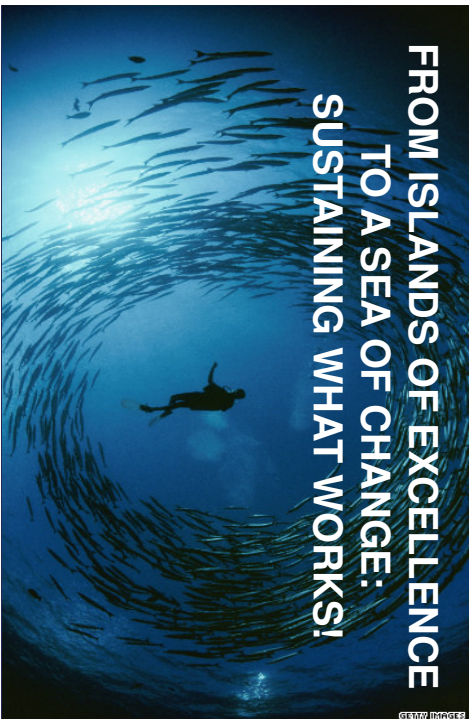


FROM ISLANDS OF EXCELLENCE TO A SEA OF CHANGE: SUSTAINING WHAT WORKS!



Implementation SCIENTISTS
UNC
FPG CHILD DEVELOPMENT INSTITUTE
University of North Carolina Chapel Hill
Dr. Michelle A. Duda, Ph.D., BCBA-D

Objectives

- Describe three rationales for the importance of Implementation Science
- List two strategies for building sustainability
- List one you can promote buy-in and engagement across the stages of implementation



How to we create sustainable systems?

So That..

Students, families and educators can benefit for the next 50 years?

Acknowledgements

The **Active Implementation Frameworks** described in this session are based on the work of the **National Implementation Research Network** at the University of North Carolina-Chapel Hill.

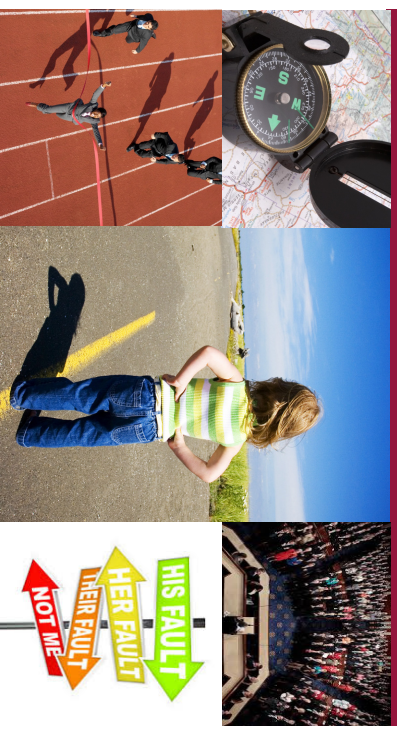
To learn more about the development of the Frameworks and related resources please check out:

<http://implementation.fpg.unc.edu/>

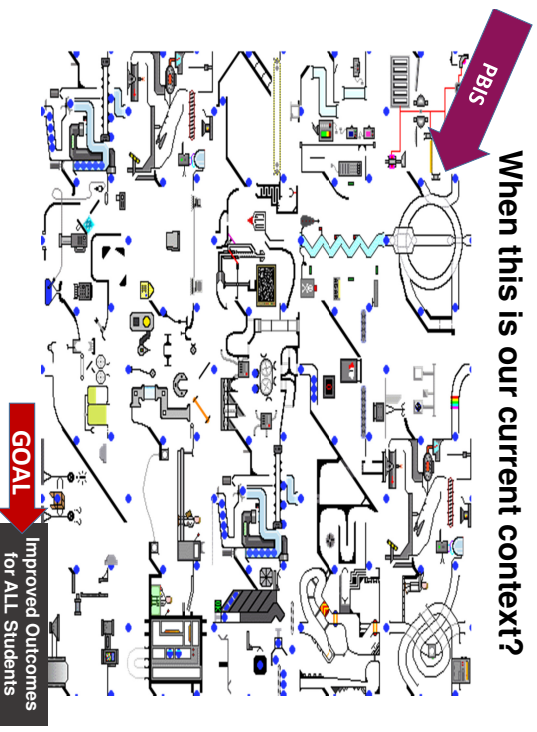
<http://scalingup.org>

<http://fpg.unc.edu/>

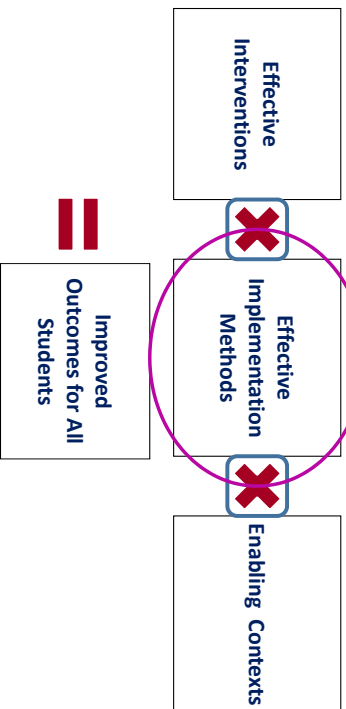
Story: The Nation of Status Quo



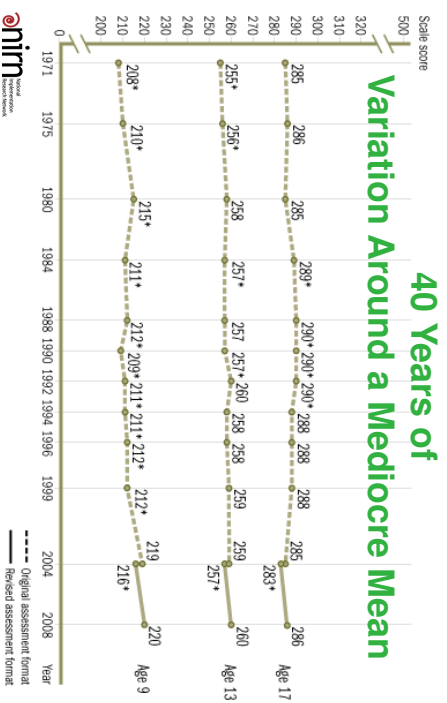
When this is our current context?



Solution: Formula for Success



National Assessment of Education Progress (NAEP)



Implementation Science Why is it Important?

Longitudinal Studies of a Variety of Comprehensive School Reforms

Good Intentions

Actual Supports
Years 1-3

Outcomes

Every Teacher Trained



Every Teacher Continually Supported



Why should we pay attention to “Effective Implementation”?

The BIG Picture

Implementation Science: Why is it important?

Experimental Data Show These Methods, When Used Alone, Are Insufficient:

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

Only 5% to 15% Realize Intended Outcomes



How do we sustain PBIS in our school, district, and state?

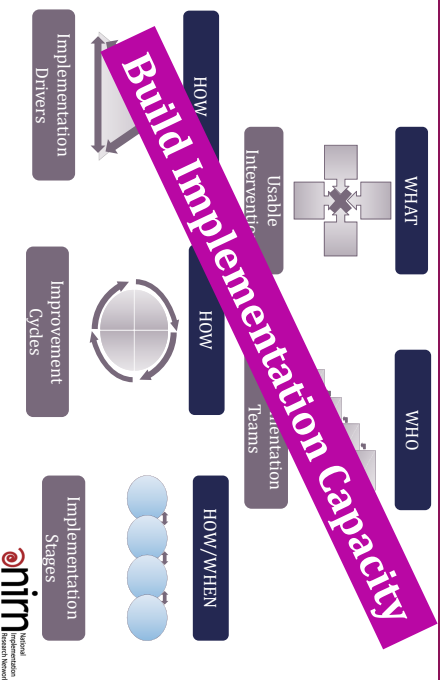
Applied Implementation Science

Active Implementation

- ▣ **Letting it happen**
- ▣ Recipients are accountable
- ▣ **Helping it happen**
- ▣ Recipients are accountable
- ▣ **Making it happen**
- ▣ Purposeful and proactive use of implementation practice and science
- ▣ **Implementation Teams are accountable**

Based on Hall & Hord (1987), Greenhigh, Robert, MacFarlane, Eate, & Kyriakidou (2004), Fixsen, Blase, Duda, Naoom, & Van Dyke (2010)

Active Implementation Frameworks



Implementation Science



“Implementation science is the systematic study of variables and conditions that lead to full and effective use of evidence-based programs and other effective innovations in typical human service settings. ”

Blase and Fixsen, 2010
National Implementation Research Network



TIP #1 KNOW YOUR “IT”

- About 18% of outcome studies (N=1,200+) assessed the independent variable (“it”)
- About 7% linked essential components (fidelity) to outcomes (know what does/ does not produce desired outcomes)
- “it” is not very clear!



Mariche & Pinz, 1991; Greenham, et al., 1995; Dane & Schneider, 1989; Durlak & DuPre, 2008

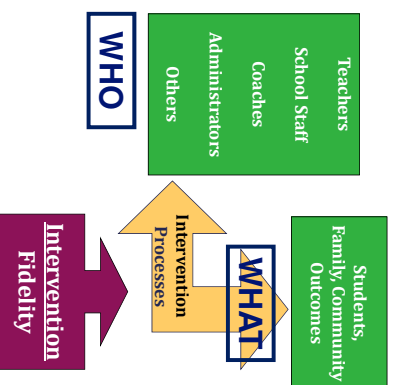
TIP #2: Invest in People

- Linked Teaming Structures
- Accountable
- Implementation Science informed
- Lasting – Key to Sustainability
- Linked – Key to Scalability
- Why
 - Individual champions come and go
 - Structures host functions
 - Intentional use of data, improvement cycles



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 and said you couldn't beat it.
There must be something with her, I couldn't even eat it!

Source: Senior Center Newsletter



FIDELITY Matters!!
Higher fidelity is correlated with better outcomes

© Duda, M. A. 2014



Implementation Teams

IMPLEMENTATION

| | Expert Impl. Team | NO Impl. Team |
|---------------------|--|-------------------------------------|
| Effective | 80%, 3 Yrs | 14%, 17 Yrs |
| INTERVENTION | Effective use of Implementation Science & Practice | Letting it Happen Helping it Happen |

Fixsen, Blase, Timbers, & Wolf, 2001

Balas & Boren, 2000

Building Confidence

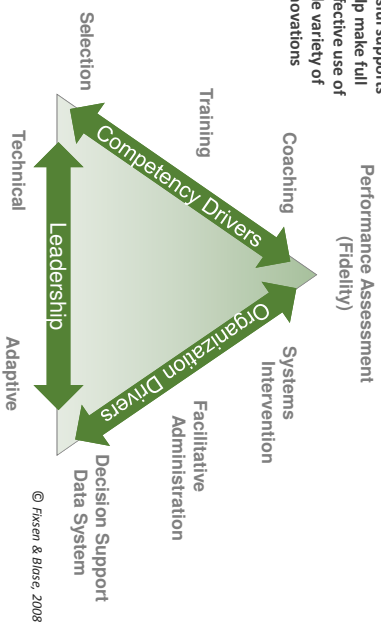
| TRAINING COMPONENTS | Knowledge | Skill Demonstration | Use in the Classroom |
|--------------------------------------|-----------|---------------------|----------------------|
| Theory and Discussion | 10% | 5% | 0% |
| ...+Demonstration in Training | 30% | 20% | 0% |
| ...+ Practice & Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

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

(Joyce & Showers, 2002)

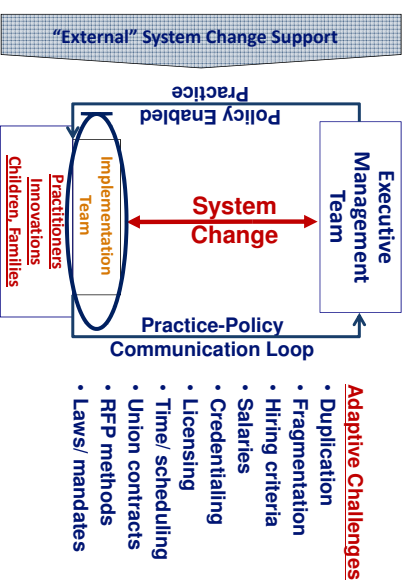
TIP #3: Build the Infrastructure at all levels!

Common features of successful supports to help make full and effective use of a wide variety of innovations

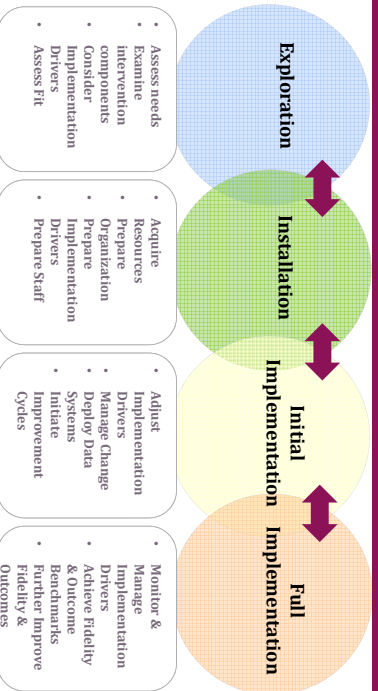


© Fixsen & Blase, 2008

Tip #4: Support Improvement



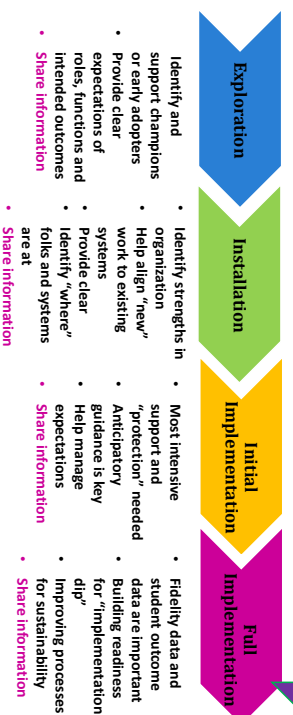
Tip #5: The Implementation Process is Not Linear



2-4 Years

Tip #6: Honor the Work

Buy-in and stakeholder engagement occurs across all Stages



Buy-in and stakeholder engagement occurs across all Stages

© Duda, M.A., 2014

TIP #7: Reinvent the System

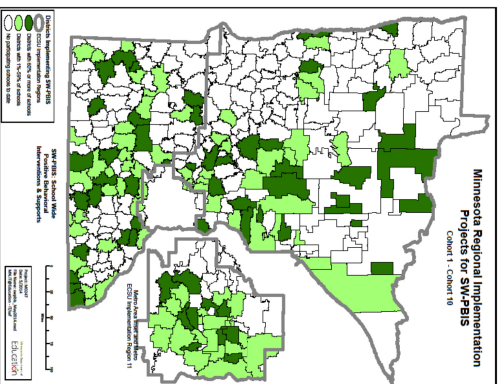
Invent a new future for human services

- Stop wasting time and money on things that don't work (and never have!)
- Suga's Law: For every new initiative, stop two current ones.
- De-scale; Avoid layering and fragmentation
- Set aside 15% of funds for implementation
- Require quarterly reports of fidelity data



Districts participated
SW-PBIS 2 Year Training
Cohorts 1-10 (2005-2016)

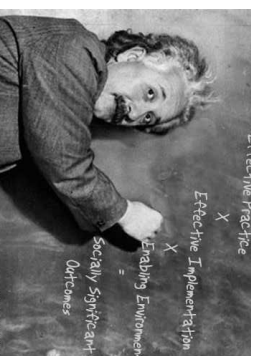
- Districts with 60% or more of schools
- Districts with 1%-59% of schools
- No participating schools to date



Practice Tips



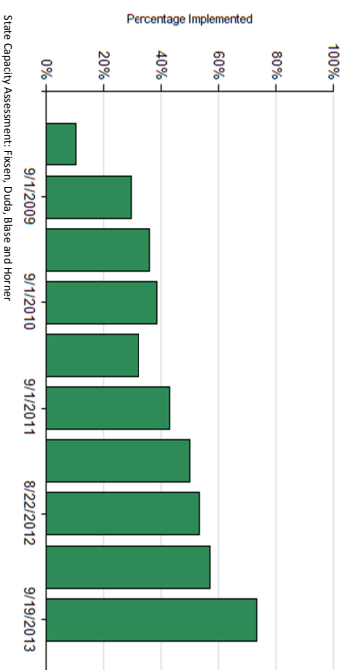
Bring it all
together



So that all students, families and
educators can benefit for generations
to come!

BUILDING MN'S IMPLEMENTATION CAPACITY

State Capacity Assessment for Scaling up of Evidence-based Practices



Questions and Discussion



Need More Information?



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