Keep Dancing After the Music Stops

Barbara Sims
Dean Fixsen
Karen Blase
Michelle Duda

Chapel Hill, NC
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State Implementation
& Scaling-up
of Evidence-based Practices
Formula For Success

- WHAT: Effective Interventions
- HOW, WHO, WHEN: Effective Implementation
- WHERE: Enabling Contexts

= WHY: Socially Significant Outcomes
An intervention needs to be teachable, learnable, doable, and be readily assessed in practice.
Usable Interventions

- Operational Definitions
- Performance Assessment
- Essential Functions
- Clear Description
Usable Interventions

Clear Description

- Philosophy, Values and Principles
- Inclusion and Exclusion Criteria
Essential Functions

- Clear description of the features that must be present to say that a program exists in a given location
- Core components
Operational Definitions

• Describe each core component in terms that can be taught, learned, done in practice, and assessed in practice

• Practice Profiles
Usable Interventions

Performance Assessment

- Provides evidence that the program is being used as intended and is resulting in the desired outcomes
- Fidelity
- Practical enough to repeat time and time again
Usable Interventions

Performance Assessment

Operational Definitions

Essential Functions

Clear Description
Usable Interventions
Tools You Can Use
Hexagon Tool
Practice Profiles
The “Hexagon” can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

Download available at: http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context

### EBP:

<table>
<thead>
<tr>
<th>5 Point Rating Scale:</th>
<th>High</th>
<th>Med</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Availability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity to Implement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NEED**
- Need in school, district, state
  - Academic & socially significant issues
  - Parent & community perceptions of need
  - Data indicating need

**FIT**
- Fit with current initiatives
  - School, district, state priorities
  - Organizational structures
  - Community values

**CAPACITY**
- Capacity to implement
  - Staff meet minimum qualifications
  - Able to sustain Imp Drivers
    - Financially
    - Structurally
  - Buy-in process operationalized
  - Practitioners
  - Families

**EVIDENCE**
- Evidence
  - Outcomes – Is it worth it?
  - Fidelity data
  - Cost – effectiveness data
  - Number of studies
  - Population similarities
  - Diverse cultural groups
  - Efficacy or Effectiveness

**READINESS**
- Readiness for replication
  - Qualified purveyor
  - Expert or TA available
  - Mature sites to observe
  - Several replications
  - How well is it operationalized?
  - Are Imp Drivers operationalized?

**RESOURCES**
- Resources and supports for:
  - Curricula & Classroom
  - Technology supports (IT dept.)
  - Staffing
  - Training
  - Data Systems
  - Coaching & Supervision
  - Administration & system

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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith at the University of Maryland
Practice Profile Tool

Clearly defined components and practices are a pre-requisite for sound implementation. This process will help you identify the core components or essential functions of your evidence based program.

Operationally define what the program would “look like” if you were to observe the instructional or behavioral practices being used as intended in the school or classroom. Identify each core component of the program, with some developmental variations of this core component, and finally identify any unacceptable variations of this component. Use a separate form for each core component.

<table>
<thead>
<tr>
<th>Core Component</th>
<th>Contribution to the Outcome</th>
<th>Expected Use in Practice</th>
<th>Developmental Use in Practice</th>
<th>Unacceptable Use in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of this component</td>
<td>Describe why this core component is important to achieving the outcome</td>
<td>Description of practitioner behavior</td>
<td>Description of practitioner behavior</td>
<td>Description of practitioner behavior</td>
</tr>
</tbody>
</table>
How: Effective Implementation

• Changing the behavior of educators and administrators
• Creating the setting conditions to facilitate these changes
• Creating the processes to maintain and improve these changes in both setting conditions and behavior of well-intentioned adults
• So that students benefit
IMPLEMENTATION DRIVERS

Key components of capacity and infrastructure that influence a program’s success.
# Research Synthesis of Adult Learning Studies

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Practice</th>
<th>Mean Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Out-of-class learner activities/self-instruction</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Classroom/workshop presentations</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>Pre-class learner exercises</td>
<td>0.54</td>
</tr>
<tr>
<td>Illustration</td>
<td>Trainer role playing/simulations</td>
<td>0.55</td>
</tr>
<tr>
<td></td>
<td>Learner informed input</td>
<td>0.53</td>
</tr>
<tr>
<td>Practicing</td>
<td>Real-life learner application</td>
<td>0.94</td>
</tr>
<tr>
<td></td>
<td>Real-life learner application/role-playing</td>
<td>0.86</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Self assessment of strengths/weaknesses</td>
<td>0.94</td>
</tr>
<tr>
<td>Reflection</td>
<td>Identify performance-improvement goals</td>
<td>1.27</td>
</tr>
<tr>
<td></td>
<td>Journaling/behavior suggestions</td>
<td>0.82</td>
</tr>
<tr>
<td>Mastery</td>
<td>Standards-based assessment</td>
<td>0.86</td>
</tr>
</tbody>
</table>

# Implementation Drivers

## Training and Coaching

### OUTCOMES

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

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>..+Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>...+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>...+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

—Joyce and Showers, 2002
Intervention Training

• Develop Intervention Training Plan
  ▪ Identify initial trainers
    » Qualifications for trainers
  ▪ If outside experts are used you need to assess
    » Innovation Fluency
    » Use of Training Best Practices
    » Data from people they have ‘trained’
Intervention Training Plan

• Aspects requiring new knowledge
  ▪ Description
  ▪ Purpose
  ▪ Supporting data
  ▪ Examples
  ▪ Critical components
Intervention Training Plan

• Aspects requiring new skills
  ▪ Key behaviors
  ▪ Behavior rehearsals
  ▪ Identify and prepare behavior rehearsal leaders and confederates
Intervention Training Plan

- Identify time allotment
- Prioritize training topics
- Develop order of training
- Desired outcomes
- Outcomes measurement
- Feedback loops
Intervention Training Plan

• Establish Coaching System
  ▪ Selection Criteria
  ▪ Policy/Procedures
  ▪ Accountability structure
  ▪ Feedback loops
Coaching  
Training  
Selection  
Systems  
Facilitative  
Administration  
Decision Support  
Data System  
Leadership

Improved outcomes

Consistent Use of Programs

Performance Assessment (Fidelity)

Interventions meet Implementation

Competency Drivers

Organization Drivers

Leadership

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Implementation Drivers

Tools You Can Use

Training Plan Template
Coaching System Worksheet
Practice-Policy Communication Cycle

Policy Enables Practices

Policy

Plan

Study - Act

Feedback

Do

Practice

FORM SUPPORTS FUNCTION

External Implementation Support

Practice Informs Policy

Policy Enables Practices

Structure

Procedure

Practice
Children & Families
Building Teachers and Staff
District Leadership and Implementation Team
Regional Implementation Teams
State Transformation Team
State Department of Education Leadership

Practice/Policy Communication Loops
Policy Enabled Practice (PEP)
Practice Informed Policy (PIP)
Communication Cycles
Tools You Can Use
Communication Protocol Worksheet

Drivers
Try This At Home!

1. Training Plan Template & Coaching System Worksheet

2. Communication Protocol Worksheet
Washington Hilton Hotel
Washington D.C.

August 19-21, 2013

www.globalimplementation.org/gic
Get Connected!

www.scalingup.org

For more on Implementation Science
http://nirn.fpg.unc.edu
www.implementationconference.org