



Active Implementation Frameworks

SIRC Conference
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**Dean L. Fixsen, Karen A. Blase,
Leah H. Bartley, Michelle A. Duda,
Allison J. Metz, Sandra F. Naoom,
Barbara J. Sims, Melissa K. Van Dyke**

**National Implementation Research Network
Frank Porter Graham Child Development Institute
University of North Carolina-Chapel Hill**



UNC

FPG CHILD DEVELOPMENT INSTITUTE

Challenge

 **Children and families cannot benefit from interventions they do not experience** (NIRN, 2006)

Implementation Gap

- Interventions are not used as intended and with good outcomes
- Interventions are not sustained for a useful period of time
- Interventions are not used on a scale sufficient to impact social problems

Implementation Science

Longitudinal Studies of a Variety of Comprehensive School Reforms

Evidence-base

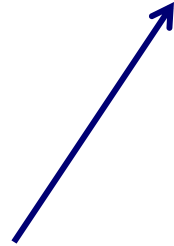
Actual Supports
Years 1-3

Outcomes
Years 4-5

Every Teacher
Trained



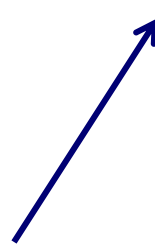
Every Teacher
Continually
Supported



Fewer than 50% of
the teachers
received some
training



Fewer than 25% of
those teachers
received support



Fewer than 10% of
the schools used the
CSR as intended



**Vast majority of
students did
not benefit**

Active Implementation Frameworks

➤ A Theory of Implementation

- Based on extensive analysis and review of evaluation literature

➤ Operationalized Best Practices

- Purveyors, Implementation Site Managers, Researchers, Policy Makers

- Intensive concept mapping; nominal group processes; structured interviews



Implementation Science

Letting it happen

 Recipients are accountable

Helping it happen

 Recipients are accountable

Making it happen

 Implementation Teams are accountable (active support)

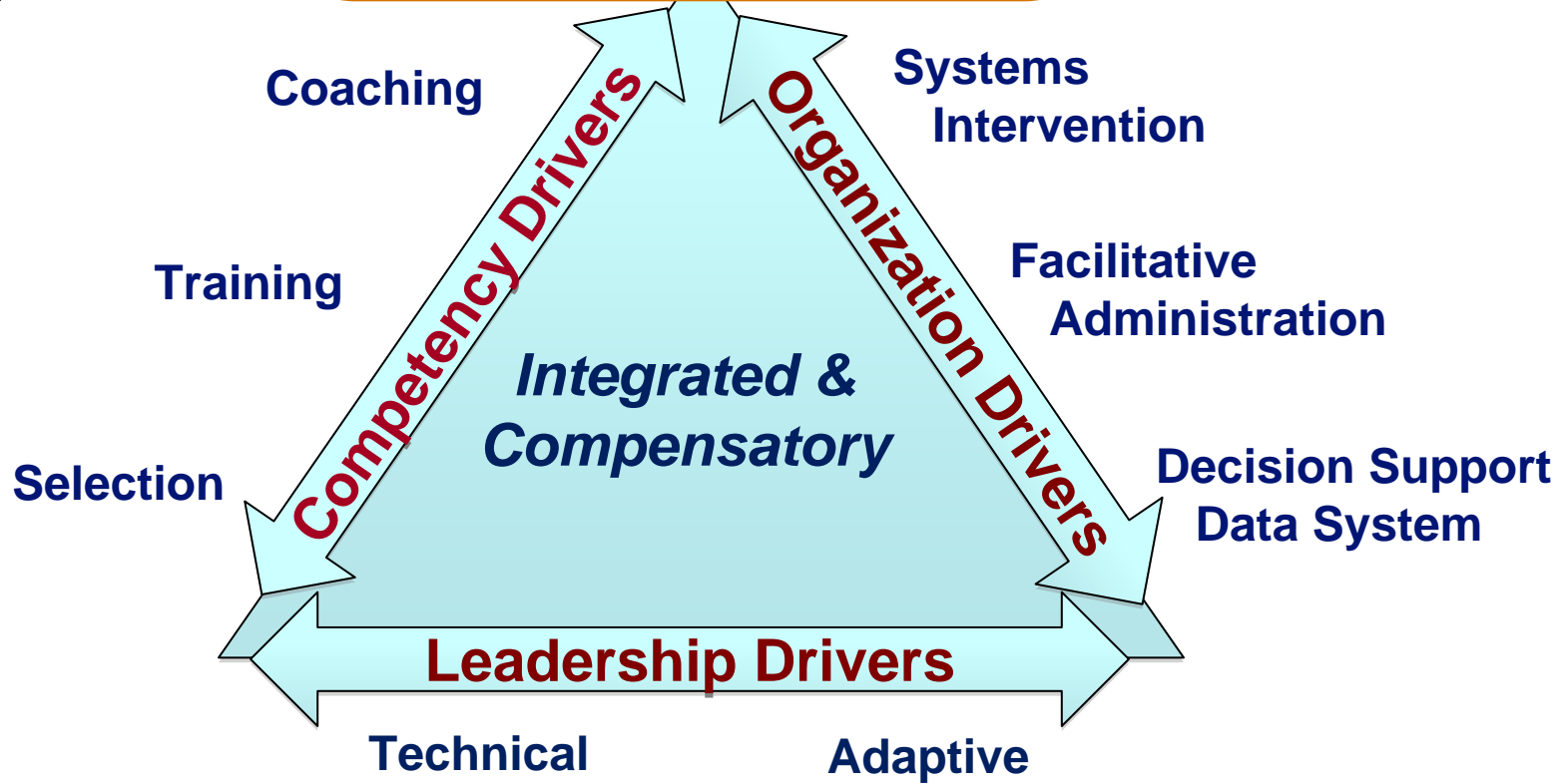
Based on Hall & Hord (1987); Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou (2004); Fixsen, Blase, Duda, Naoom, & Van Dyke

(2010)

Implementation Drivers

Reliable Benefits
Consistent uses of Innovations
↑
Performance Assessment (fidelity)

Interventions meet Implementation



Making Lists

<u>Facilitators</u>	<u>Barriers</u>
<p>Clinics</p> <p>Nurse/time</p> <p>Intervention Training</p> <p>Staff Attitudes</p> <p>Receptivity to Training</p> <p>Rapport with Client</p> <p>Immediate Appointment</p>	<p>Specialist/visibility</p> <p>Clinical Inertia</p> <p>Not part of role</p> <p>Caseload</p> <p><i>Lack of:</i></p> <ul style="list-style-type: none"> •Funding •Knowledge •Time •Belief in usefulness •Comfort with topic •Motivation •Support after Training •Managerial Support

A systematic review of 47 studies of implementing screening and brief intervention for alcohol misuse; Johnson, Jackson, Guillaume, Meier, & Goyder (2010).

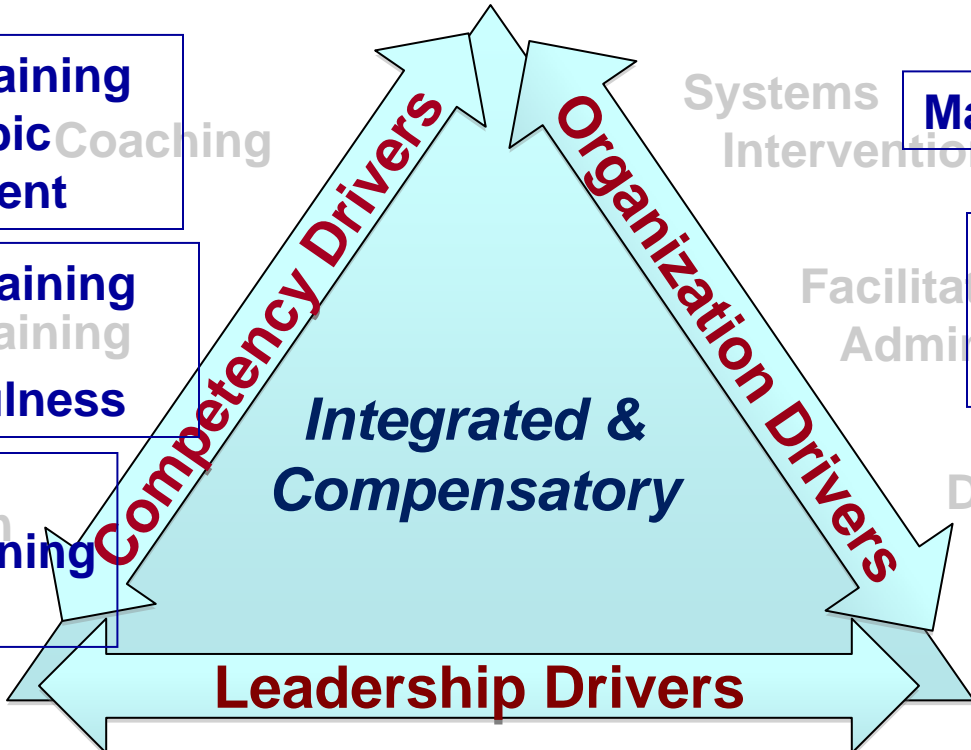
Making Sense

Performance Assessment

- Support after Training
- Comfort with topic
- Rapport with Client

- Intervention Training
- Knowledge
 - Belief in usefulness

- Staff Attitudes
- Receptivity to Training
- Not part of role



- Systems Intervention
- Managerial Support

- Facilitative Administration
- Immediate App't Nurse/time Caseload

- Decision Support Data System

Technical

Adaptive

- Time
- Funding

- Motivation
- Clinical Inertia

Stages of Implementation

Implementation occurs in stages:

 **Exploration**

 **Installation**

 **Initial Implementation**

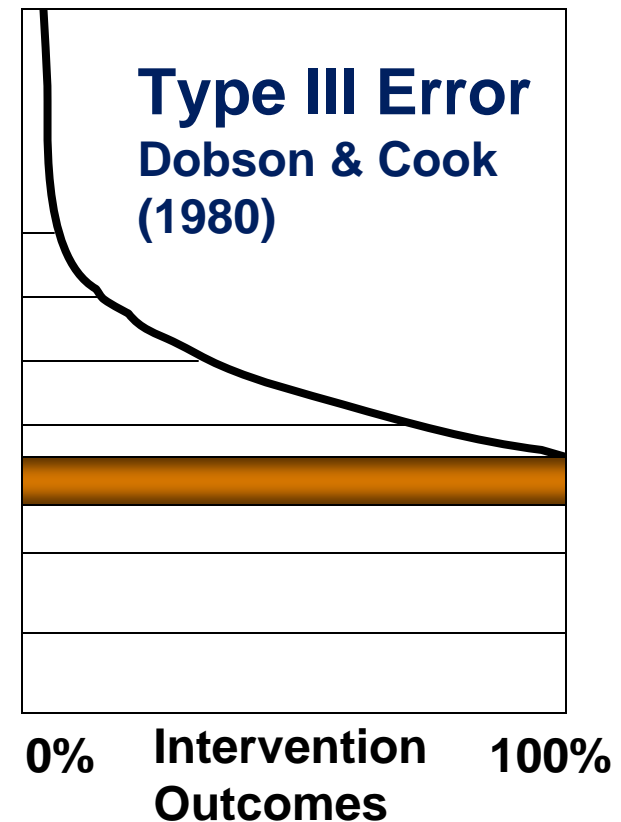
 **Full Implementation**

2 – 4 Years

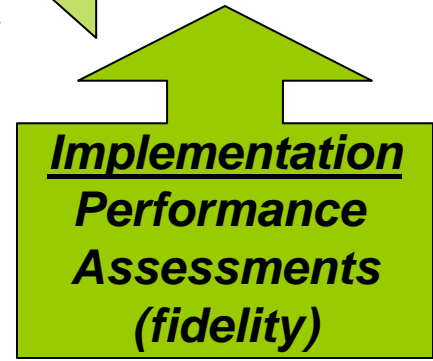
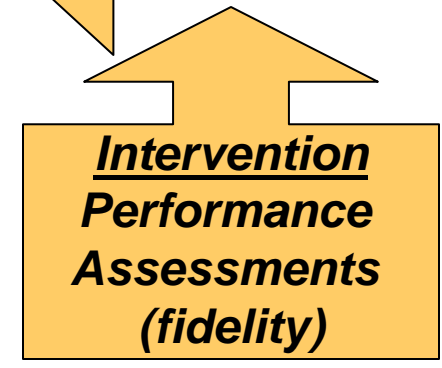
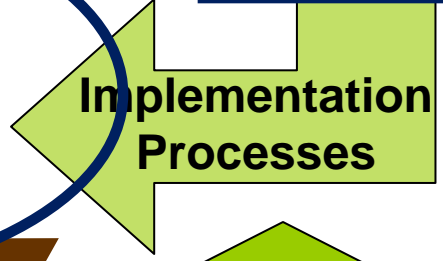
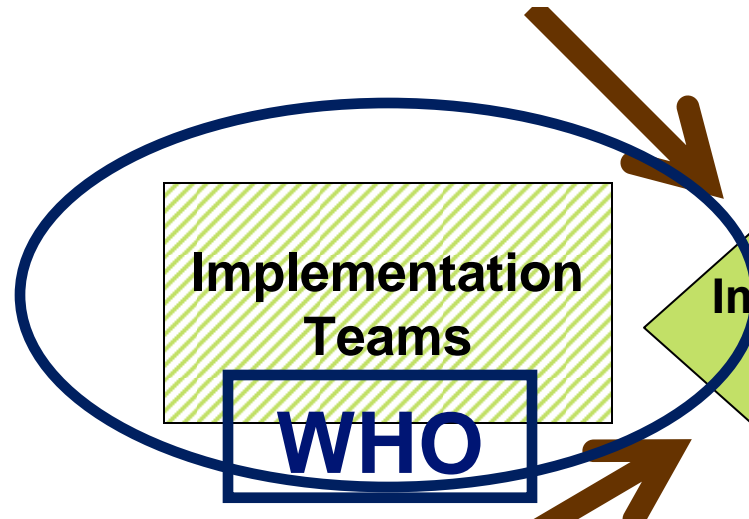
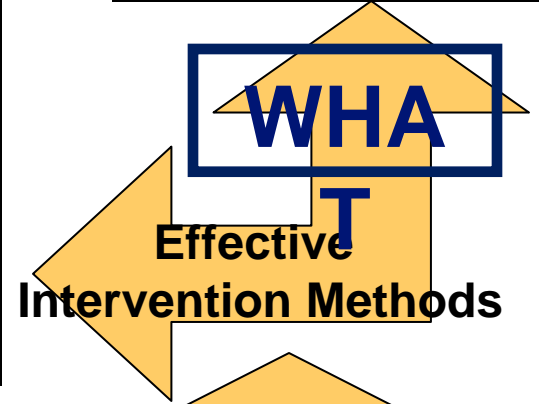
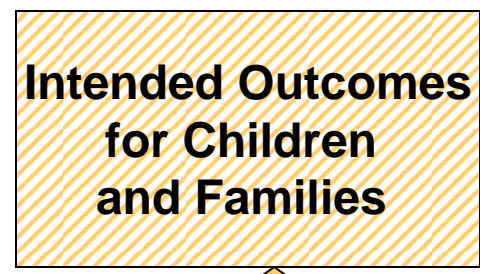
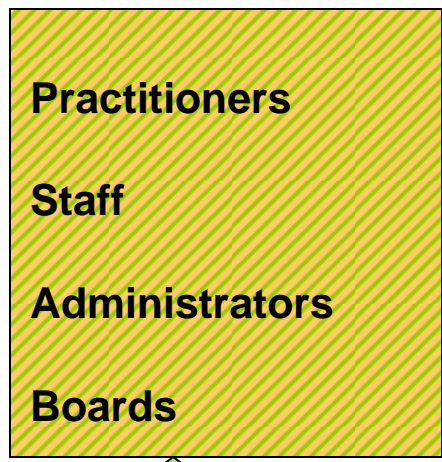
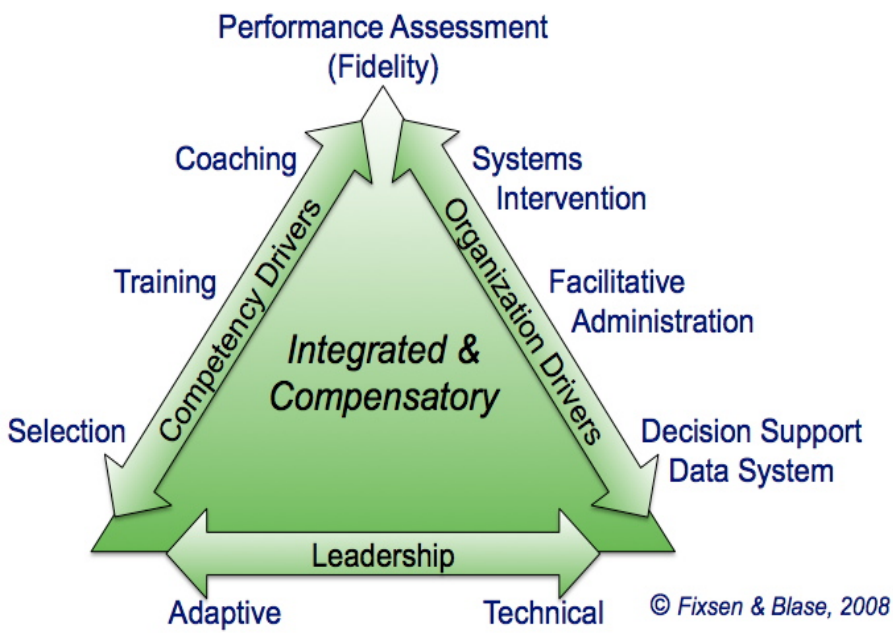
Stages of Implementation

Implementation occurs in stages:

- **Exploration**
- **Installation**
- **Initial Implementation**
- **Full Implementation**



Fixsen, Naoom, Blase, Friedman, & Wallace (2005)



Exploration
Installation
Initial Implementation
Full Implementation

Implementation Team

Intervention expertise

 Operationalize; teachable; learnable; doable; fidelity

Implementation expertise

 Stages and drivers best practices

Improvement cycle expertise

 PDSA; practice-policy communication cycles

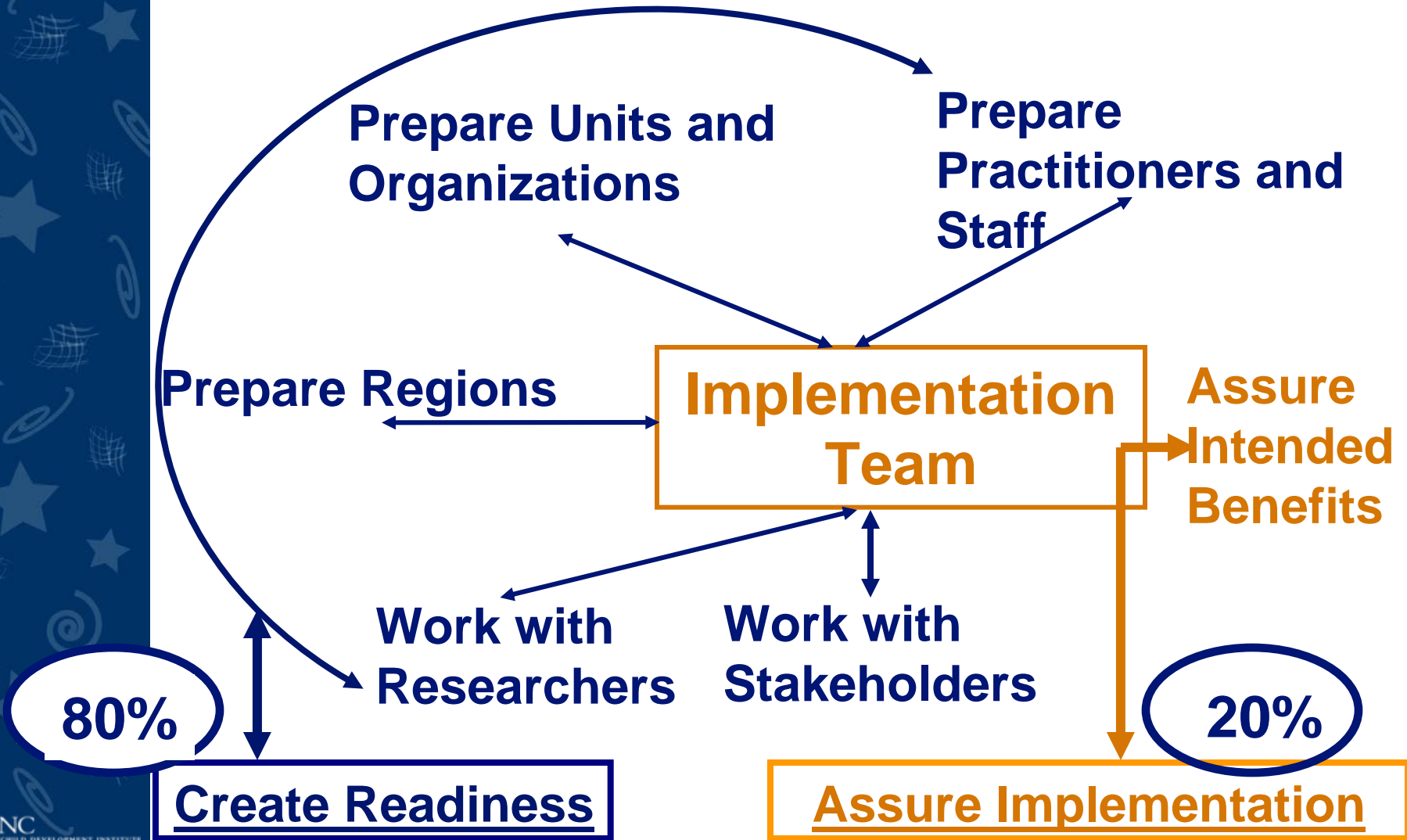
Implementation Team

Simultaneous, Multi-Level Interventions

Implementation Team

- ↔ **Practitioner/Staff Competence**
- ↔ **Unit/Organization Supports**
- ↔ **Management (leadership, policy)**
- ↔ **Administration (HR, structure)**
- ↔ **Supervision (nature, content)**
- ↔ **Regional Authority Supports**
- ↔ **State System Supports**

Implementation Team



Implementation Science

IMPLEMENTATION

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

Fixsen, Blase,
Timbers, & Wolf, 2001

Balas & Boren, 2000

Formula for Success

Effective intervention practices

X

Effective implementation practices

=

Effective outcomes

A blue arrow points from the word "outcomes" in the previous block to the word "implementation" in the block above.

**Disproportional Impact: 3 to 12
times greater benefit**

Implementation Science

- An intervention is one thing
- Implementation is something else altogether
- Like serum and a syringe
 - Very different things
 - Each is necessary
 - Neither is useful without the other

The logo features the letters 'G1C' in a serif font. The 'G' and 'C' are dark green, while the '1' is red. Above the '1' is a red globe with a grid pattern, flanked by two yellow curved arrows pointing in opposite directions.

G1C

Global Implementation Conference

The Science and Practice of Using Science in Practice

2013

www.implementationconference.org

For More Information

Karen A. Blase, Ph.D.

 **919-966-9050**

 **karen.blase@unc.edu**

Dean L. Fixsen, Ph.D.

 **919-966-3892**

 **dean.fixsen@unc.edu**

National Implementation Research Network

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

**State Implementation and Scaling up of
Evidence-based Practices Center**

www.scalingup.org

Evidence-based

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/publications/Monograph/>