

Organization and Practice Change through an Implementation Lens



Implementation Drivers - Best Practices
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The Implementation Drivers are processes that can be leveraged to improve competence and to create a more hospitable organizational and systems environment for an evidence-based program or practice (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Since sound and effective implementation requires change at the practice, organization and systems level, processes must be purposeful to create change in the knowledge, behavior, and attitudes of all the human service professionals and partners involved.

The Implementation Drivers are reviewed here in terms of ‘best practices’ to improve and achieve competence and confidence of the persons who will be involved in implementing the new way of work (e.g. practitioners, trainers, supervisors, case managers, etc.) and the organizations and systems that host and support Evidence-based Programs (e.g. agencies, providers, Government entities, collaborative groups).

It is recommended that an Implementation team that knows the intervention well use this tool as a way to discuss the practice, organizational and systems change they are guiding. Engaging program developers in this process with community members who are charged with successful implementation can yield a useful and enlightening discussion that will not only impact program quality but also programmatic sustainability.

The Team using the Checklist also will want to discuss the importance and perceived cost-benefit of fully utilizing the best practices related to each Driver as well as the degree to which the Team has ‘control’ over each Driver and the associated ‘best practices’. When the best practices cannot be adhered to, then the Team needs to be confident that weaknesses in one Driver are being *compensated for* by robust application of other Drivers. For example, if skill-based training is not offered with qualified behavior rehearsal leaders who know the intervention well, then coaches will likely need to further develop the basic skills of the person they are coaching.

Overall, these Drivers are viewed through an Implementation Lens – after all most organizations would say that they already recruit and select staff, provide orientation and some training, supervise their staff, etc. But what do these Drivers look like when they are focused on *Effective Implementation Practices* designed to create practice, organizational, and systems change.

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Driver Analysis for the Strengthening Families Program

Recruitment and Selection:				
Who is responsible for this driver?				
<ul style="list-style-type: none"> - Who is responsible for developing job descriptions? - Who is responsible for developing interview protocols? - Who is responsible for conducting interviews? 				
To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Job description clarity re: accountability and expectations				
Pre-Requisites are related to “new practices” and expectations (e.g. basic group management skills)				
Interactive Interview Process:				
<ul style="list-style-type: none"> • Behavioral vignettes and Behavior Rehearsals 				
<ul style="list-style-type: none"> • Assessment of ability to accept feedback 				
<ul style="list-style-type: none"> • Assessment of ability to change own behavior 				
Interviewers who understand the skills and abilities needed and can assess applicants accurately.				
Feed forward of interview data to training staff & supervisors & coaches				
Feedback from exit interviews, training data, opinions of supervisors & coaches, and staff evaluation data to evaluate effectiveness of this Driver				
<i>Percent of Recruitment and Selection Items in each column</i>				
How much influence does Communities in Schools have over this driver?				
What benefits might be gained by strengthening this driver (at what cost)?				
What are the “next right steps” for this driver?				

Pre-Service and In-Service Training:				
Who is responsible for this driver?				
<ul style="list-style-type: none"> - Who ensures that staff receives the required training? - Who delivers the training? - Who monitors the quality of training? 				
To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Timely (criteria: Training occurs before the person attempts to or is required to use the new program or practice)				
Theory grounded (adult learning)				
Skill-based				
<ul style="list-style-type: none"> • Behavior Rehearsals vs. Role Plays 				
<ul style="list-style-type: none"> • Qualified Rehearsal Leaders who are Content Experts 				
<ul style="list-style-type: none"> • Practice to Criteria 				
Feed Forward of pre/post data to Coaches/Supervisors				
Feedback of pre/post data to Selection and Recruitment				
Outcome data collected and analyzed (pre and post testing) of knowledge				
Trainers have been trained and coached				
Fidelity measures collected and analyzed (e.g. schedule, content, processes, qualification of trainers)				
<i>Percent of Training Items in each column</i>				
How much influence does Communities in Schools have over this driver?				
What benefits might be gained by strengthening this driver (at what cost)?				
What are the “next right steps” for this driver?				

Supervision and Coaching:

Who is responsible for this driver?

- **Who hires coaches?**
- **Who trains coaches?**
- **Who monitors the quality of the coaching?**
- **Who provides support for coaches?**

To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Written Coaching Service Delivery Plan				
Uses multiple sources of information for feedback				
Direct observation of implementation(in person, audio, video)				
Coaching data reviewed to improve other Drivers				
Accountability structure and processes for Coaches				
<ul style="list-style-type: none"> • Regular review of adherence to Coaching Service Delivery Plan 				
<ul style="list-style-type: none"> • Multiple sources of information for feedback to coaches 				
<ul style="list-style-type: none"> ○ Satisfaction surveys from those being coached 				
<ul style="list-style-type: none"> ○ Observations of expert coach 				
<ul style="list-style-type: none"> ○ Fidelity measures of those being coached 				
<i>Percent of Supervision/Coaching Items in each column</i>				

How much influence does Communities in Schools have over this driver?

What benefits might be gained by strengthening this driver (at what cost)?

What are the “next right steps” for this driver?

Performance Assessment - Fidelity:

Who is responsible for this driver?

- **Who determines the measures of fidelity?**
- **Who is responsible for assessing fidelity?**
- **Who reviews the fidelity data?**

To what extent are best practices being used?

In Place

Partially In Place

Not In Place

Notes:

Transparent Processes – Staff orientation to the performance evaluation process and procedures

Fidelity measures correlated with positive outcomes are available and used

Use of Appropriate Data Sources

Positive recognition processes in place for participation

Informs other implementation drivers (e.g. how are Selection, Training, and Coaching supporting high fidelity)

Average Percent of Performance Assessment/Fidelity Items in each column

How much influence does Communities in Schools have over this driver?

What benefits might be gained by strengthening this driver (at what cost)?

What are the “next right steps” for this driver?

Decision Support Data Systems:				
<p>Who is responsible for this driver?</p> <ul style="list-style-type: none"> - Who determines the outcome measures to be collected? - Who is responsibility for developing the system to collect the data? - Who is responsible for collecting the data? - Who reviews the outcome data? 				
To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Includes intermediate and longer-term outcome measures				
Includes process measures (fidelity)				
Measures are “socially important”				
Data are:				
• Reliable (standardized protocols, trained data gatherers)				
• Reported frequently (e.g. weekly, quarterly)				
• Built into practice routines				
• Collected at actionable units (e.g. practitioner, client, “unit”)				
• Widely shared				
• Used to make decisions				
<i>Average Percent of Decision Support Data System Items in each column</i>				
<p>How much influence does Communities in Schools have over this driver?</p> <p>What benefits might be gained by strengthening this driver (at what cost)?</p> <p>What are the “next right steps” for this driver?</p>				

Facilitative Administrative Supports:

Who is responsible for this driver?

- **Who oversees the integration of the drivers?**

- **Who ensures that practice-level perspectives about “what’s working well” and “what’s getting in the way” is communicated to agency/organization leadership?**

- **Who is involved in addressing organizational barriers that impede the full and effective use of this program?**

To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
An internal implementation team within the host agency is formed and functional				
The Team uses feedback and data to make changes in Implementation Drivers				
Revises policies and procedures to support the new way of work				
Solicits Feedback from staff as well as “consumers”				
Reduces internal administrative barriers to quality service and high fidelity implementation				
<i>Average Percent of Facilitative Administration Items in each column</i>				

How much influence does Communities in Schools have over this driver?

What benefits might be gained by strengthening this driver (at what cost)?

What are the “next right steps” for this driver?

Systems Intervention at the Organizational Level:

Who is responsible for this driver?

- **Who is responsible for building the necessary relationships in the community to implement the program effectively?**

- **Who is involved in addressing systems barriers that impede the full and effective use of this program?**

To what extent are best practices being used?	<i>In Place</i>	<i>Partially In Place</i>	<i>Not In Place</i>	Notes:
Leadership matches level needed to intervene				
Engages and nurtures multiple “champions” and “opinion leaders”				
Objectively documents barriers				
Makes constructive recommendations				
Develops formal processes to establish PEP – PIP cycles				
Creates time-limited, barrier busting pilots				
<ul style="list-style-type: none"> • Uses Transformation Zones 				
Creates optimism and hope!				
<i>Average Percent of Systems Intervention Items in each column</i>				

How much influence does Communities in Schools have over this driver?

What benefits might be gained by strengthening this driver (at what cost)?

What are the “next right steps” for this driver?

<i>Quality Implementation Score Summary: Average Percent of Items Across Seven Implementation Drivers for each column</i>				
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Summary of “next right steps” by driver:		
Recruitment and Selection:		
Pre-Service and In-Service Training:		
Supervision and Coaching:		
Performance Assessment - Fidelity:		
Decision Support Data Systems:		
Facilitative Administrative Supports:		
Systems Intervention at the Organizational Level:		
Given the findings from the analysis of the implementation drivers, the following action steps have been <u>prioritized</u> by this team:		
Next Right Step	Responsible Person	Completion Date

Learn more about the science and practice of Implementation at: www.scalingup.org by reading the Scaling Up Briefs and more about implementation science at <http://nirn.fpg.unc.edu/>

Access the monograph by Fixsen, Naoom, Blase, Friedman, & Wallace (2005). *Implementation Research: A Synthesis of the Literature* at: <http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/>

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