

# Building a Strong SSIP Using Implementation Drivers





## **SSIP Interactive Institutes**

**Albuquerque, NM; April 29-30, 2015**

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**Barbara Sims, SISEP**

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**Jacksonville, FL; May 12-13, 2015**

**Barbara Sims, SISEP**



**State Implementation  
& Scaling-up  
of Evidence-based Practices**

**Chicago, IL; May 27-28, 2015**

**Barbara Sims, SISEP**

# Session Goals

- Understand the role that implementation science can play in improving outcomes
- Increased knowledge of the Implementation Drivers
- Opportunity to discuss the use of the Implementation Drivers in the context of your SSIP

# Science “to” Classroom

## Why Focus on Implementation?

*“Children cannot benefit from interventions they do not experience.”*



Implementation is defined as ***a specified set of activities*** designed to put into practice an activity or program of **known dimensions**.

# Implementation Gone Wrong



# Implementation Science — What Do We Know?

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

- Diffusion/dissemination of information
- Training
- Passing laws/policies/regulations
- Providing incentives
- Organizational change/reorganization

Data show only 15% Realize Intended Outcomes

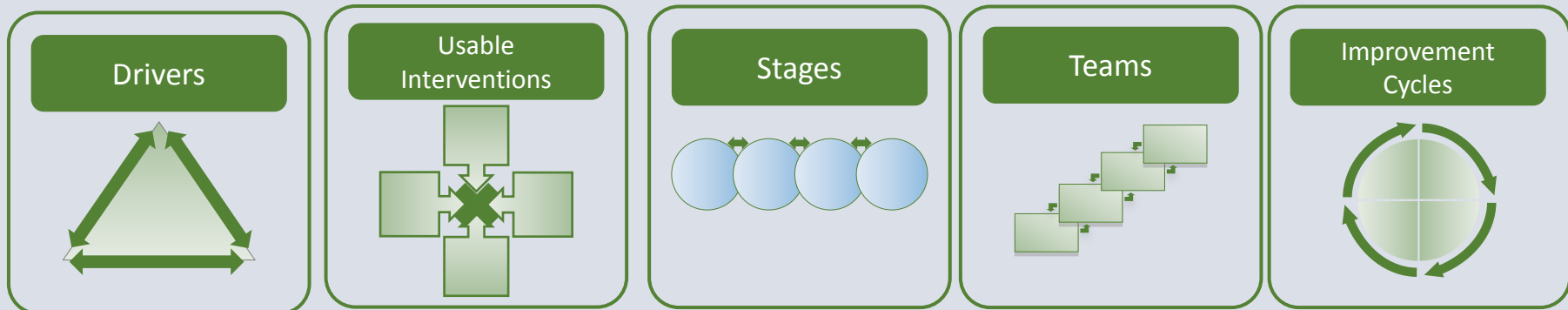
**If we want a better return on our investment,  
what might we do?**

**NECESSARY BUT NOT SUFFICIENT**

# Active Implementation Frameworks

There are evidence-based programs and practices.

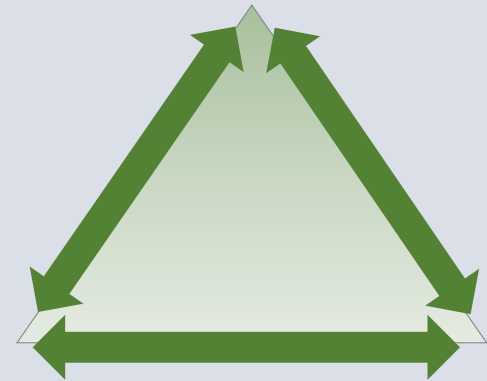
And there are evidence-informed implementation strategies that build system capacity to use evidence-based programs and practices as intended.



Active Implementation Hub <http://implementation.fpg.unc.edu/>

# Implementation Drivers

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





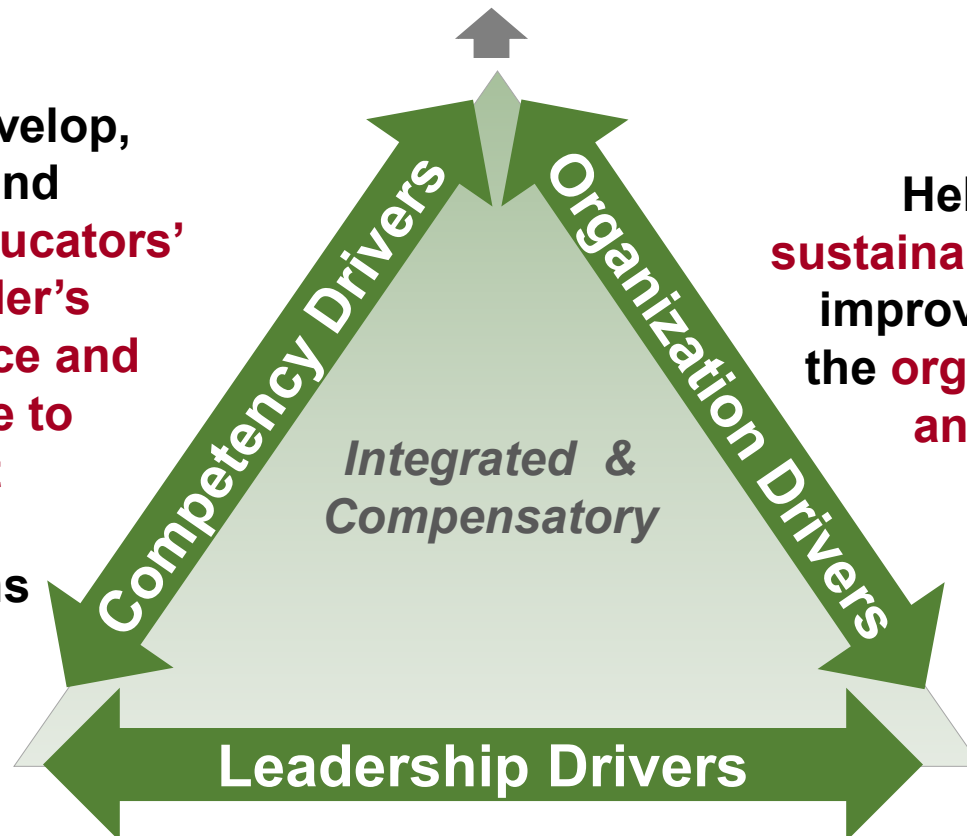
# Implementation Drivers

Improved Outcomes for Children with Disabilities

Consistent and Competent Use of  
Educational and Early Childhood Innovations

Help to develop, improve, and sustain **educators' and provider's competence and confidence to implement effective innovations**

Help **ensure sustainability and improvement at the organization and system levels**

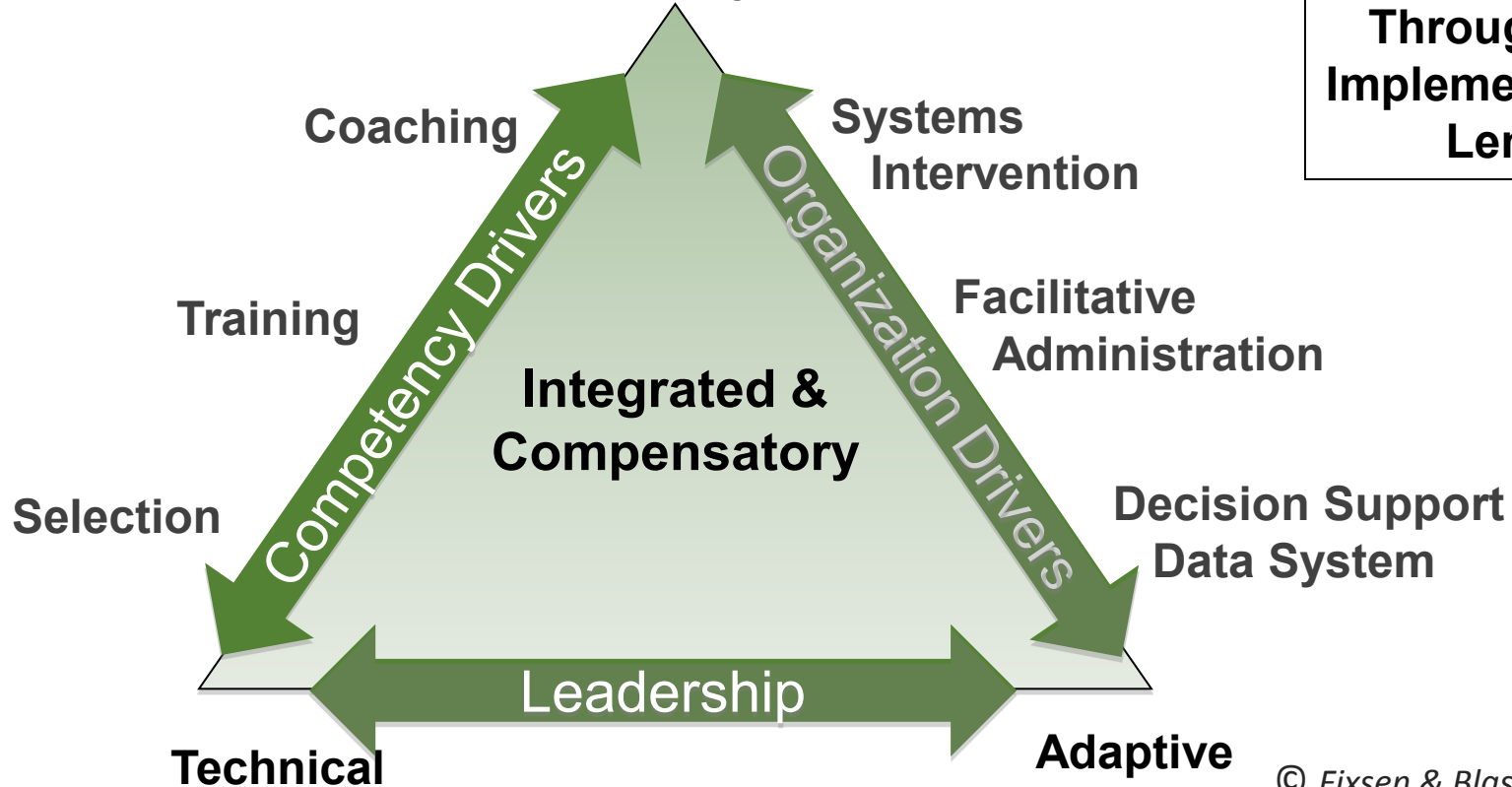


Help **guide leaders** to use the right leadership strategies for the situation

# Improved Outcomes for Children with Disabilities

Consistent and Competent Use of Educational and Early Childhood Innovations

Performance Assessment/  
Fidelity



Through An Implementation Lens

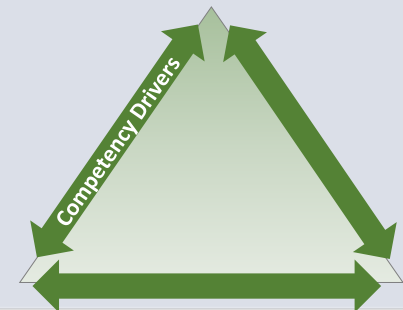
# Competency Drivers: A Deeper Dive



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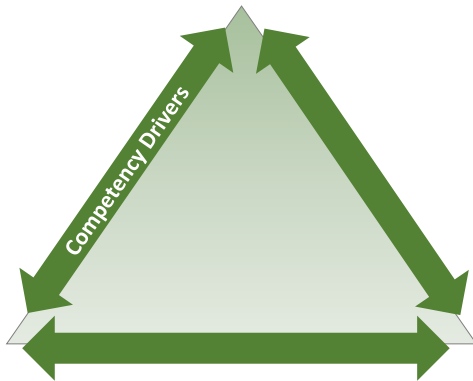
Develop, improve and sustain competent and confident use of the innovation through

- **SELECTION:** Careful selection of new and lead staff
- **TRAINING:** Design and employ effective training plans
- **COACHING:** Design and support a coaching system to build confidence and competency
- **FIDELITY:** Routine use of performance assessment to inform the process



# Performance Assessment/Fidelity Purposes

## Implementation Drivers



**An  
Implementation  
Lens**

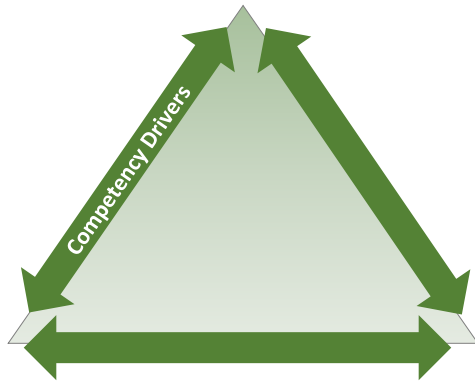
***“Are we doing what we said we would do?”***

- **Measure fidelity**
- **Motivate implementation**
- **Reinforce staff and build on strengths**
- **Interpret outcome data**
- **Feedback on functioning of**
  - **Recruitment and Selection Practices**
  - **Training Programs (pre and in-service)**
  - **Supervision and Coaching Systems**

**Must include observation (e.g., audio, video, in-person)**

# Selection Driver Purposes

Implementation Drivers



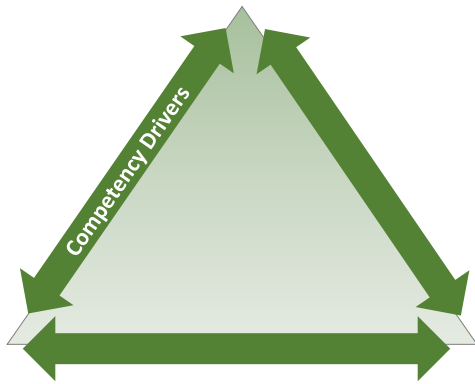
An  
Implementation  
Lens

- Select for the “tough to teach traits”
- Screen for pre-requisites
- Set expectations for new hires – use of data, coaching
- Allow for mutual selection
- Improve likelihood of retention after “investment”
- Improve likelihood that training, coaching, and supervision will result in implementation

**Must assess ‘coachability’  
(e.g., ability to accept feedback and act on it)**

# Training Driver Purposes

Implementation Drivers




An  
Implementation  
Lens

- Continue “Buy-in” process
- Knowledge acquisition
- Understand the “why”
- Skill development
- Form a ‘community’ of learners
- Get started...get better

**Must include a pre-/post-test  
– did anyone improve?**

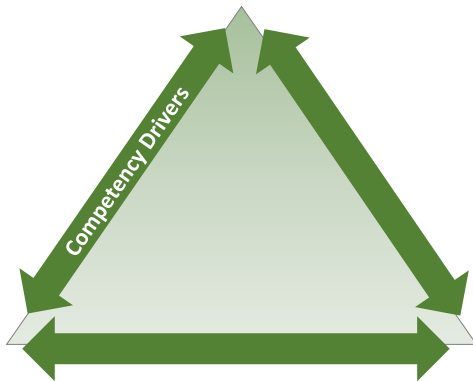
# Research Synthesis of Adult Learning Studies

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



# Coaching Driver Purposes

Implementation Drivers



- Promotes fidelity
- Ensures implementation
- Develops application judgment in the classroom or early childhood setting
- Provides feedback to selection and training processes



An  
Implementation  
Lens

**Must include direct observation and feedback**

# Training and Coaching

## Implementation Drivers

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

—Joyce and Showers, 2002

# Implementation Drivers

Performance Assessment  
(Fidelity)

Coaching

Systems  
Intervention

Training

Facilitative  
Administration

Selection

Decision Support  
Data System

Competency Drivers

Organization Drivers

*Integrated &  
Compensatory*

Leadership

Technical

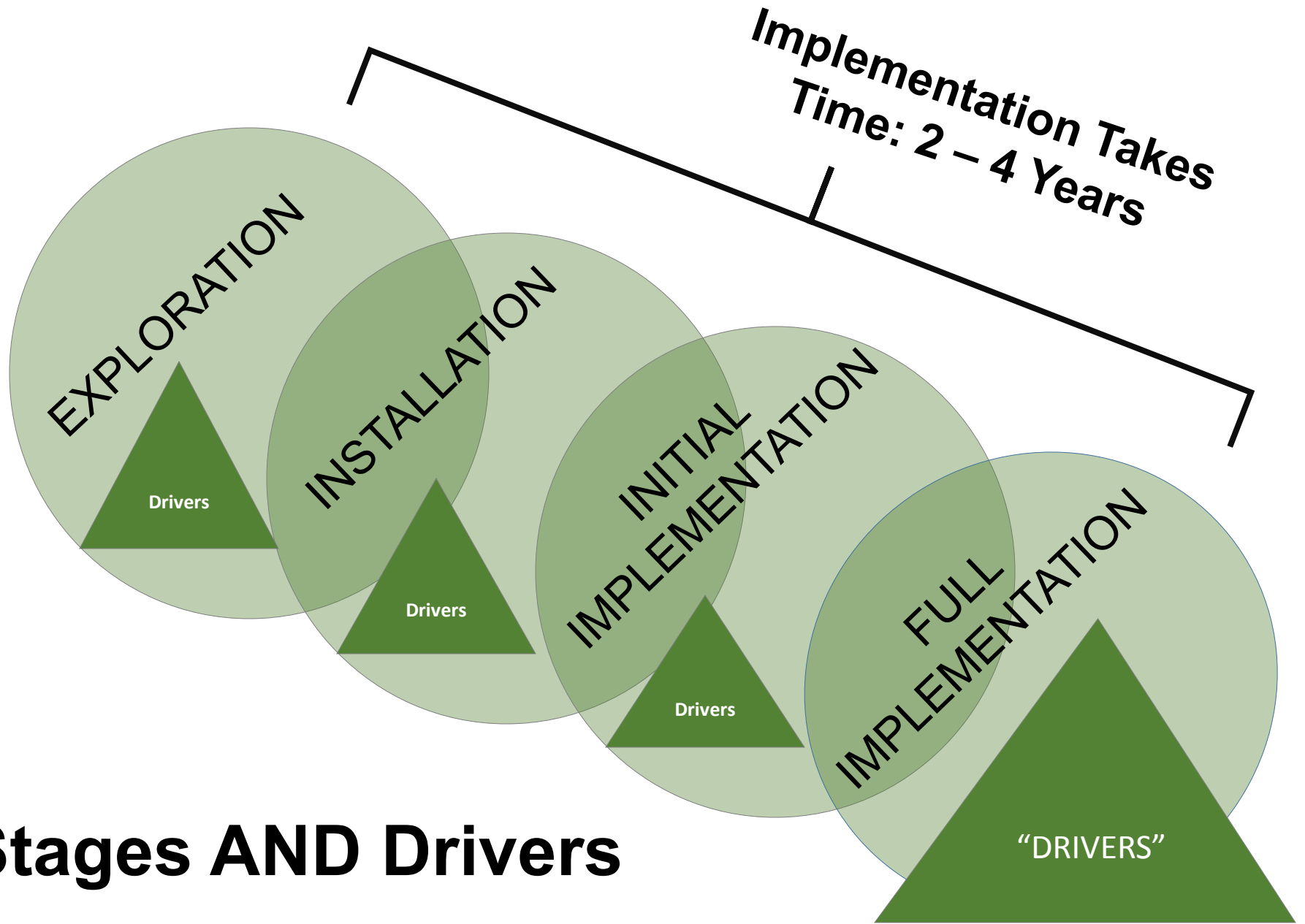
Adaptive

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# Implementation Drivers



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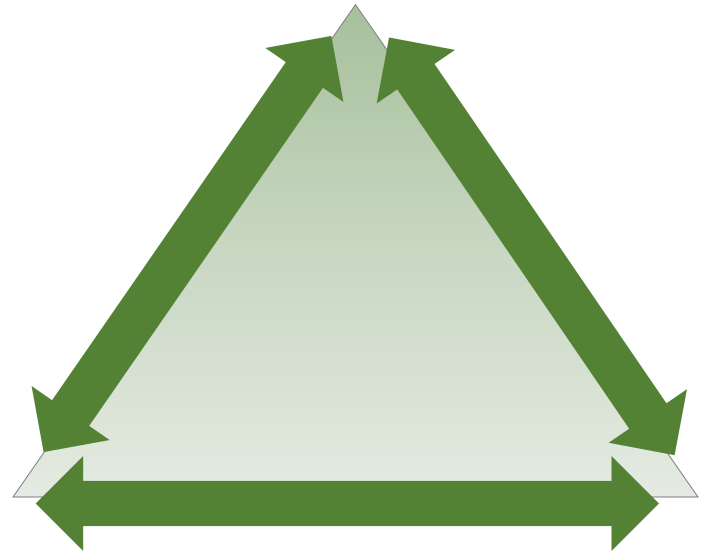


# Stages AND Drivers

# Competency Drivers

## Tools You Can Use

### Conversations You Can Have



# Strategic Analysis of Drivers


<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-StrategicAnalysisImplementationDriversWorksheet.pdf>



In collaboration with DaSy, ECTA, NCSI, & NTACT



# Strategic Analysis of Drivers

<p><b>COMPETENCY IMPLEMENTATION DRIVERS</b></p> <p>Focused on the following staff/position: _____</p> <p>and Program: _____</p>	<p><b>Locus of Responsibility for the Driver</b></p> <p>What entity(ies) have/will have responsibility for this Driver?</p> <p>Do you have <b>Formal</b> authority in relation to the person or entity responsible for the Driver or <b>Informal</b> authority (influence)?</p>	<p><b>How will this Driver be used to support the implementation, sustainability, high fidelity of the innovation/practice/framework?</b></p>	<p><b>How will this Driver be developed, monitored for quality, and maintained over time?</b></p> <p><b>**How can we strengthen this driver, and at what cost?</b></p>
<p><b>Recruitment and Selection</b></p>	<p>___ Formal Authority ___ Influence</p>		
<p><b>Training</b></p>	<p>___ Formal Authority ___ Influence</p>		
<p><b>Coaching</b></p>	<p>___ Formal Authority ___ Influence</p>		
<p><b>Performance Assessment/Fidelity</b></p>	<p>___ Formal Authority ___ Influence</p>		



# Questions and Thoughts



# For More Information

**IDC** Visit the IDC website

<http://ideadata.org/>



Follow us on Twitter

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**For more information on Active Implementation**

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

**For more information on State Implementation  
and Scaling Up of Evidence-based Practices  
Center**

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



State Implementation  
& Scaling-up  
of Evidence-based Practices

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