

“What Does It Take?” for Effective Implementation: Starting with Usable Interventions

*Session 3: Northern California Training Academy
UCD Fundamentals
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Today's Agenda

| | |
|-----------------|--|
| 9:00 – 9:20 am | Welcome Back, Intros |
| 9:20 – 9:40 | Implementation Brief |
| 9:40 – 10:30 | Closer Look at “ <i>So I plan to . . .</i> ” |
| 10:30 – 10:45 | <i>STRETCH BREAK</i> |
| 10:45 – noon | Recap and Group Work Activity |
| Noon – 12:45 pm | <i>LUNCH</i> |
| 1:00 – 1:45 | New Info: Usable Interventions |
| 1:45 – 2:45 | County Group Work |
| 2:45 – 3:00 | <i>STRETCH BREAK</i> |
| 3:00 – 3:30 | Homework and Q&A |
| 3:30 – 4:00 | Plus-Delta & Wrap-Up |

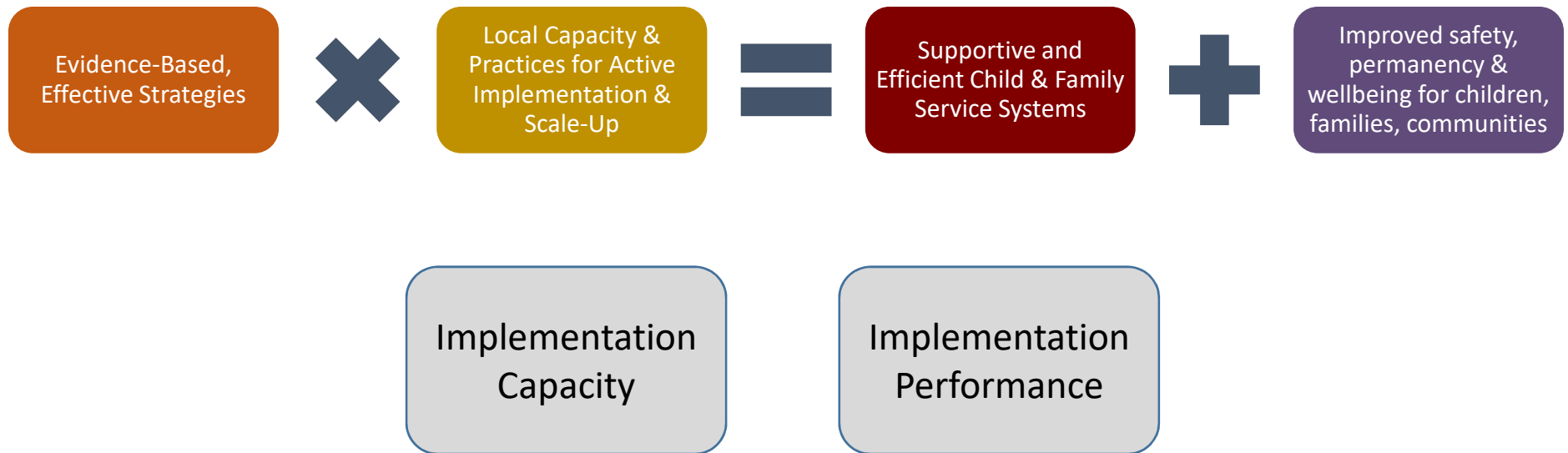
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Evidence-Based Strategies and Getting to Social Impact



3

Active Implementation: Strengthening Systems for Social Impact



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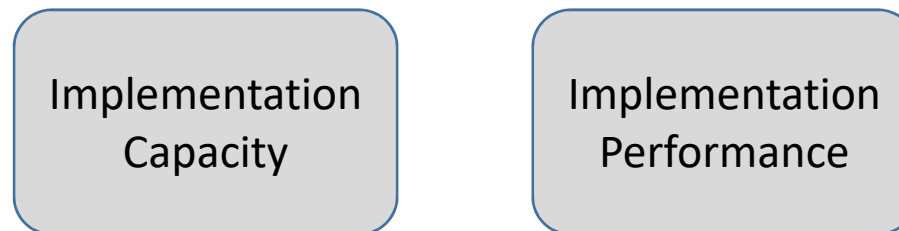
Implementation Capacity & Performance



Active Implementation: Strengthening Systems for Social Impact



Focus on both people and organizations



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Focus on People Matters . . . Not Just “Train and Hope”

| TRAINING COMPONENTS | OUTCOMES | | |
|--------------------------------------|--|---------------------|----------------------|
| | % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom —Joyce and Showers, 2002 | | |
| | 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% |

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Training

- Knowledge acquisition
- Skill Development (“rehearse and demonstrate”)
- Continue “buy-in” process
- Form a ‘community’

Coaching

- Enables ongoing practice of new, fragile skills in real-world context
- Develops professional judgement for application in varied situations and settings

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Competent Coaching

Coaching to Competence

- Relationship
- Support
- Reflection & Self-Awareness
- Practice Judgment
- Peer Learning & Support

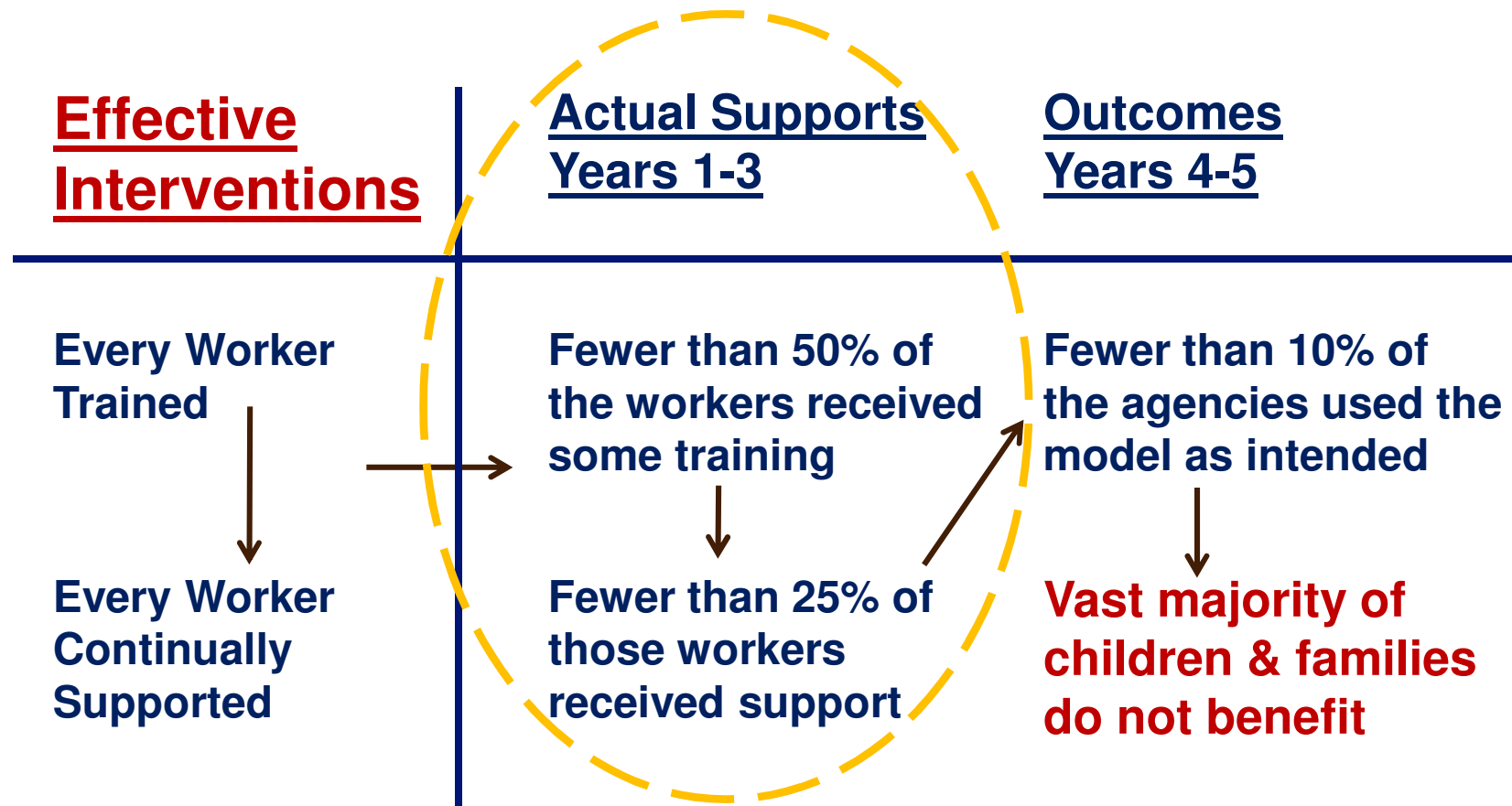
➤ Competent Coaching

PLUS

- Specific to the intervention
 - Operationalized
 - Develop and strengthen new skills and abilities
 - Improve fidelity
 - So that outcomes improve

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Evidence-Based Strategies: *Getting to Social Impact?*



Focus on People Matters . . .

Focus on Organization Matters Just as Much!

Group Homes adopting EBPs:

Where are they spending their resources?



Fixsen, Blase,
Timbers, &
Wolf (2001)

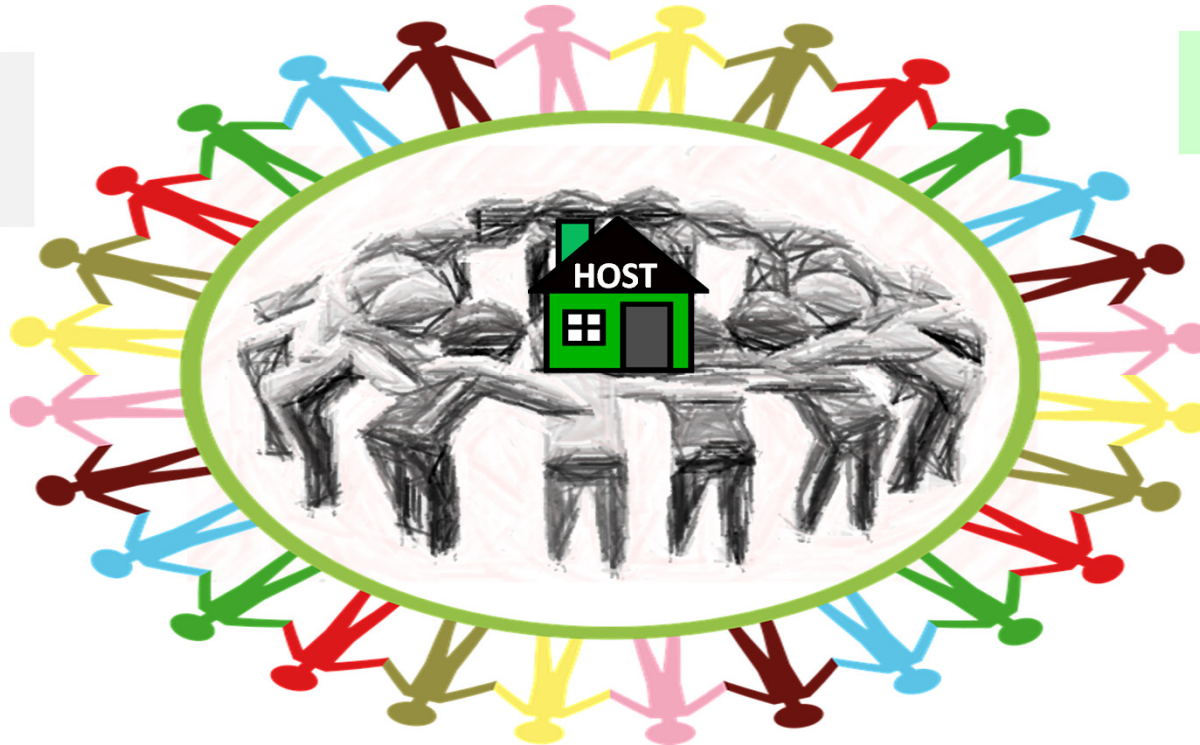
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Organization as “We are in this Together:” Implementation Structures and Processes that:

Engage
leadership at
multiple levels

Use data
for
improve-
ment

Meaningfully
involve
community
partners

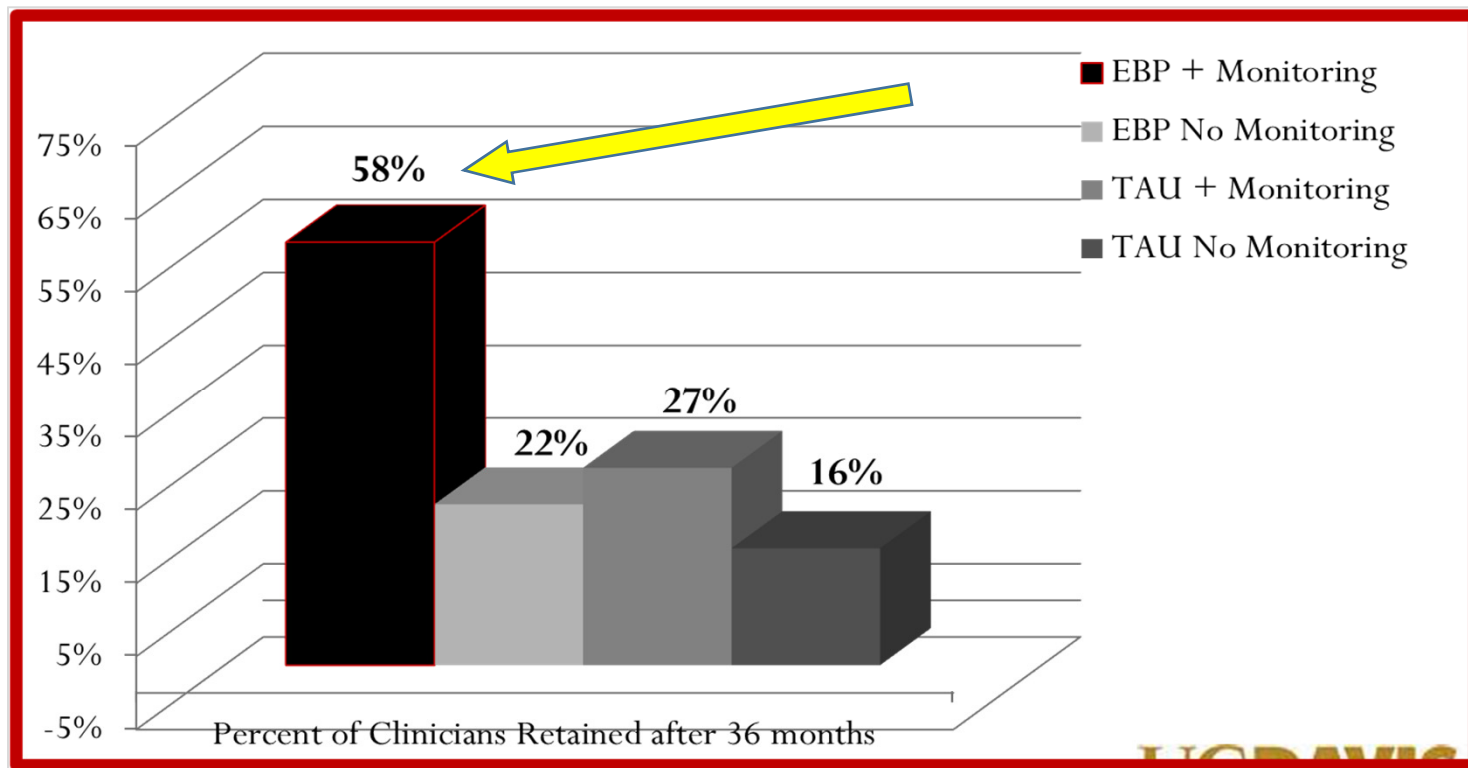


Create and
nurture change

Manage
addressing
how to
improve
policies and
practices

Gather and share
feedback from
staff at all levels
about strengths
and challenges

What Happens to Job Satisfaction When Monitoring/Coaching is Part of an Evidence-Based Practice?



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“What it Takes” for Implementation

1. A focus on **People** matters.
2. A focus on the **Organization** matters just as much if not more.
3. **Leadership** for change lives at multiple levels.
4. Supporting use of an intervention is a deliberate, ongoing **Process**.

Using data for understanding and ongoing improvement



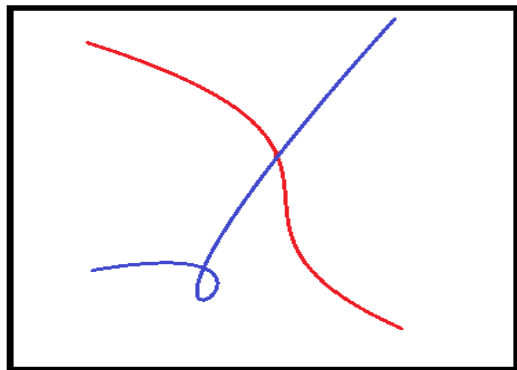
*“I observe that . . . I think it’s
because . . .”*

A Closer Look At
“So I Plan To . . .”

Using Data & Information to Make the Case

Some Lessons

1. Defining the “problem” (“I observe that . . .”) as the absence of your proposed intervention is a trap.



Traditional Problem

Using Data & Information to Make the Case

1. Defining the “problem” (“I observe that . . .”) as the *absence of your proposed intervention* is a trap.



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Planning: Using Data to Make The Case



Dog owners
break bones in
their hands
more often than
other people

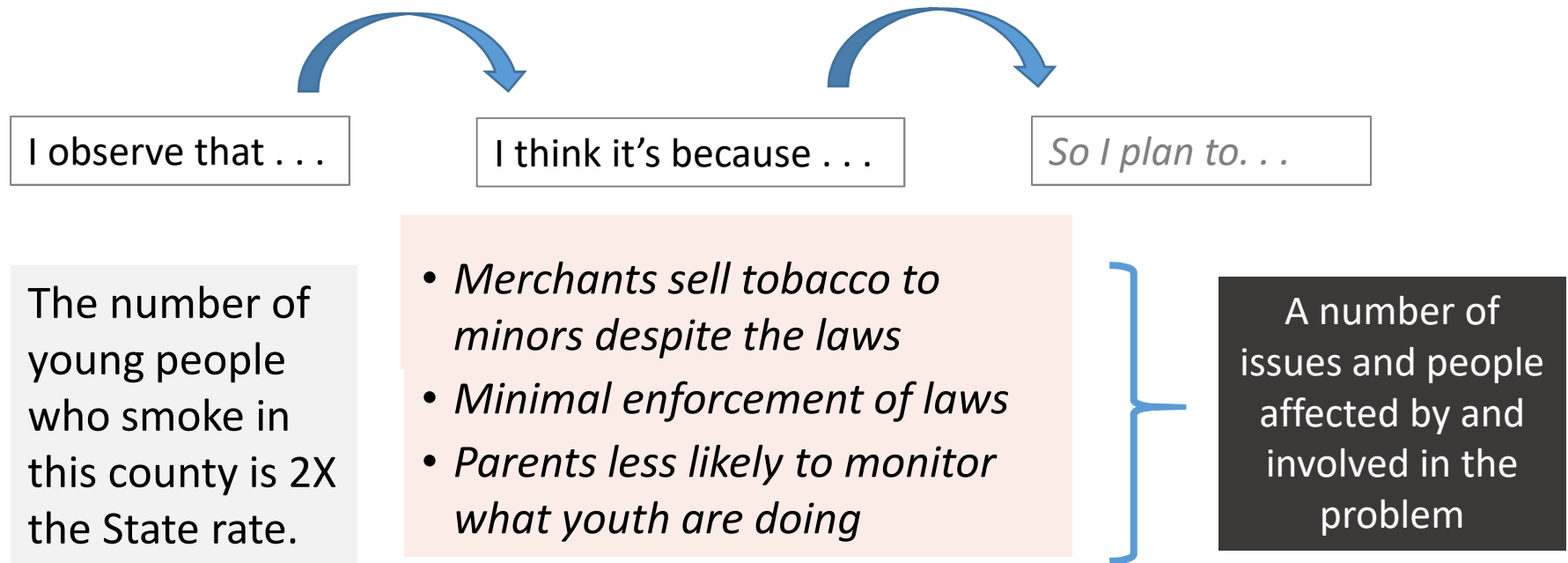
Most dogs don't get
obedience training

*... People walk dogs
using retractable
leashes?*

Provide ob
traini
their

**LIMITED OPTIONS TO
ADDRESS COMPLEX PROBLEM**

Planning: Using Data to Make The Case

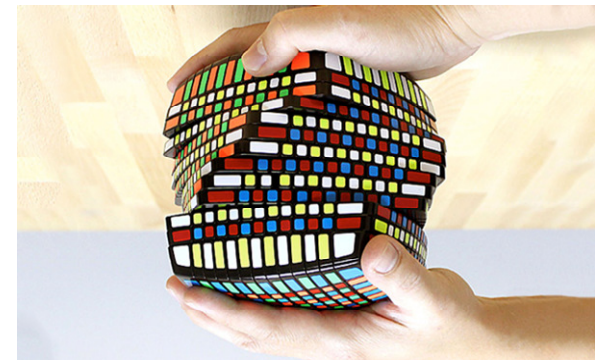
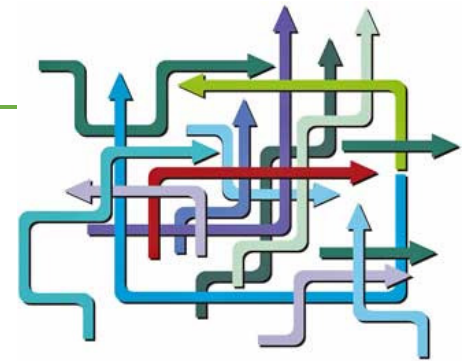


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BUT WHY? Technique

The Inquiring Mind Solves Problems!

- Ask 3-5 “But Why”’s
- See multiple aspects of the problem
- See connected and alternative strategies in complex situations



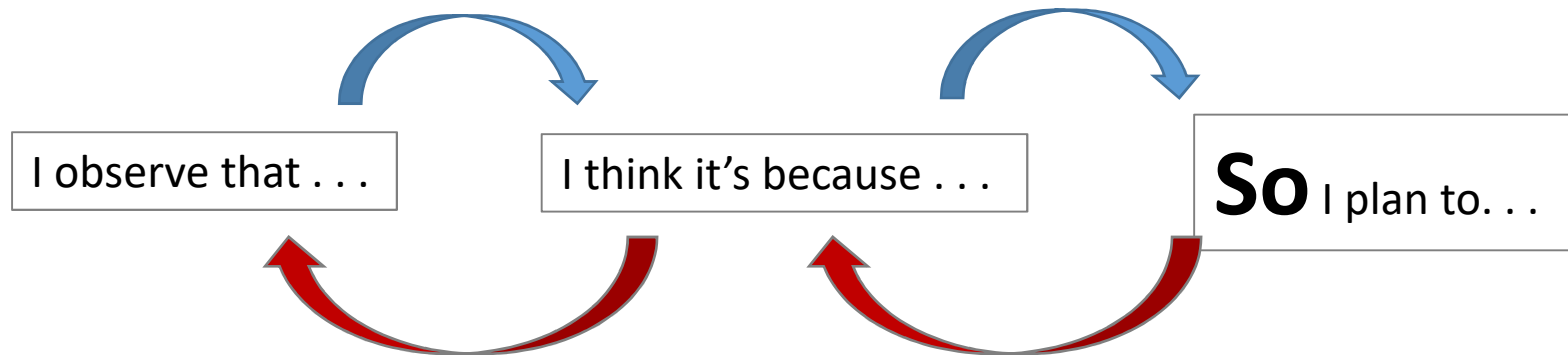
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Using Data & Information to Make the Case

1. Defining the “problem” (“I observe that . . .”) as the absence of your proposed intervention is a trap.
2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (the “rationale”).

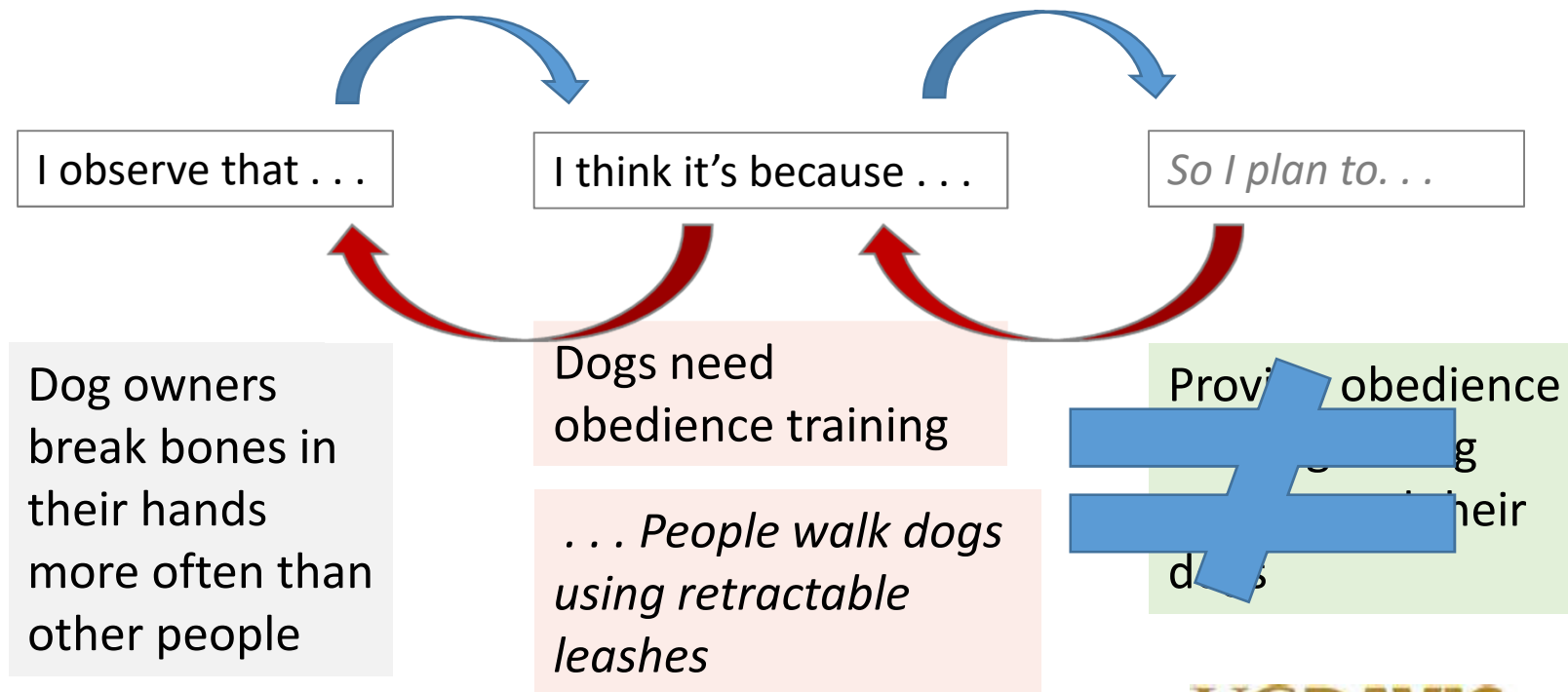
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Planning: Using Data to Clarify Rationales



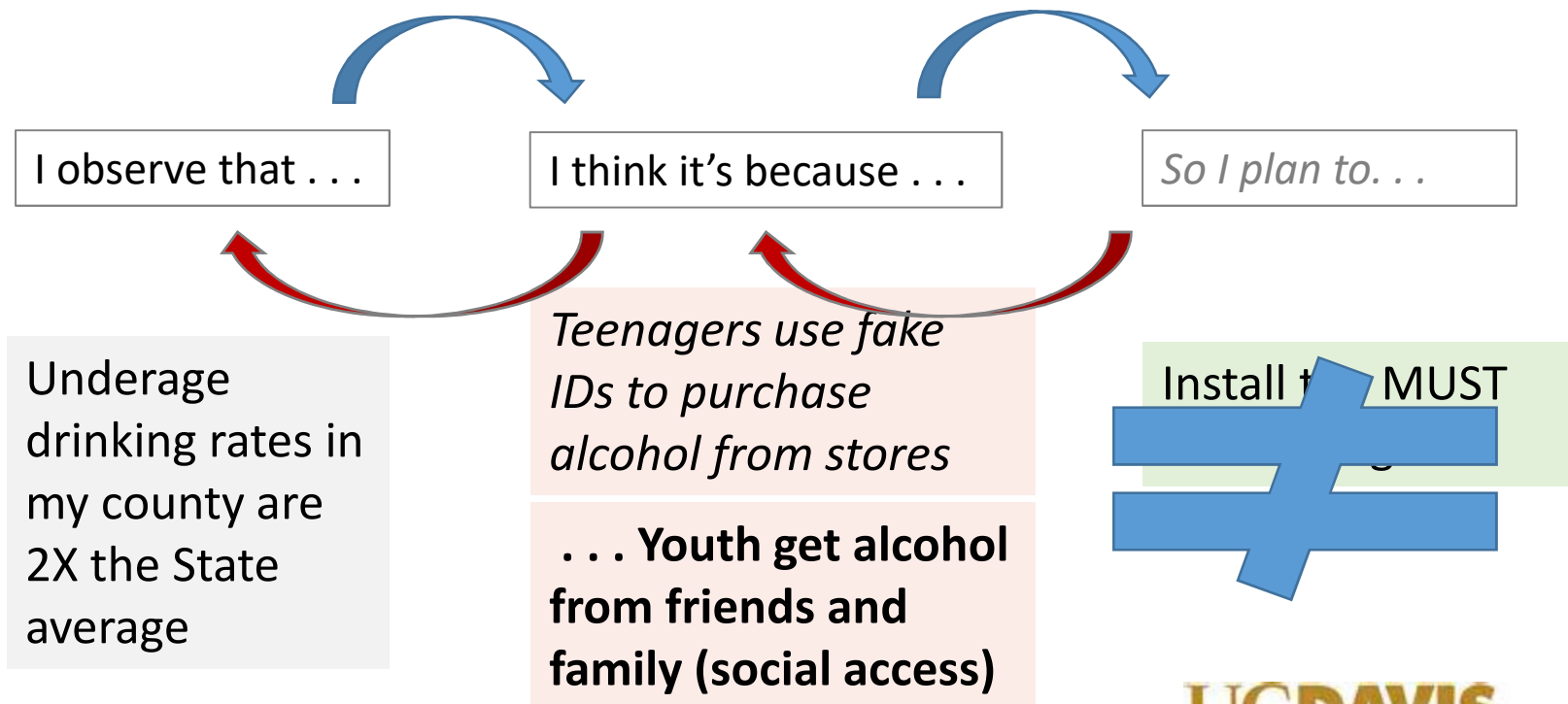
What will you do and why?

Planning: Using Data to Clarify Rationales



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Planning: Using Data to Clarify Rationales



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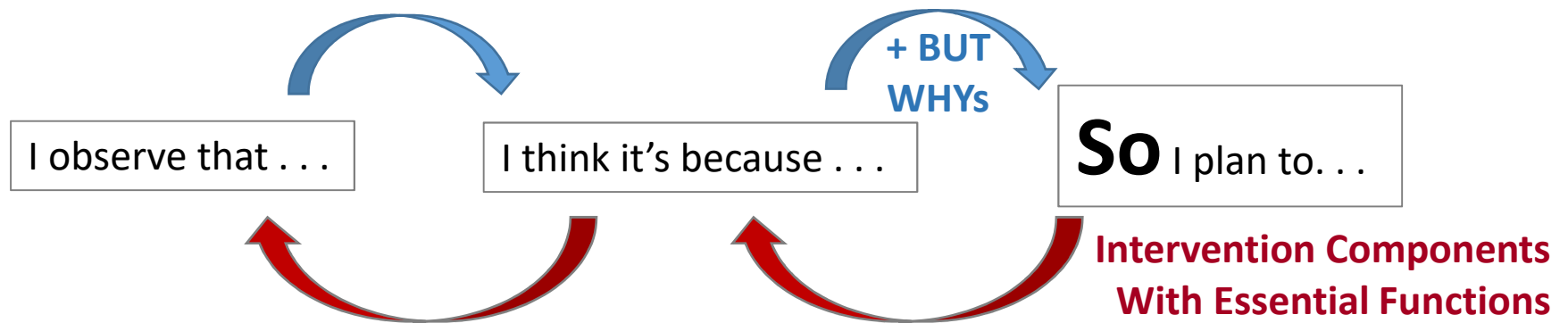
Using Data & Information to Make the Case

1. Defining the “problem” (“I observe that . . .”) as the absence of your proposed intervention is a trap.
2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (the “rationale”).

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Using Data to Clarify Rationales & Make Your Case

What is driving “the problem?”



How do proposed intervention components address key features that are driving the problem?

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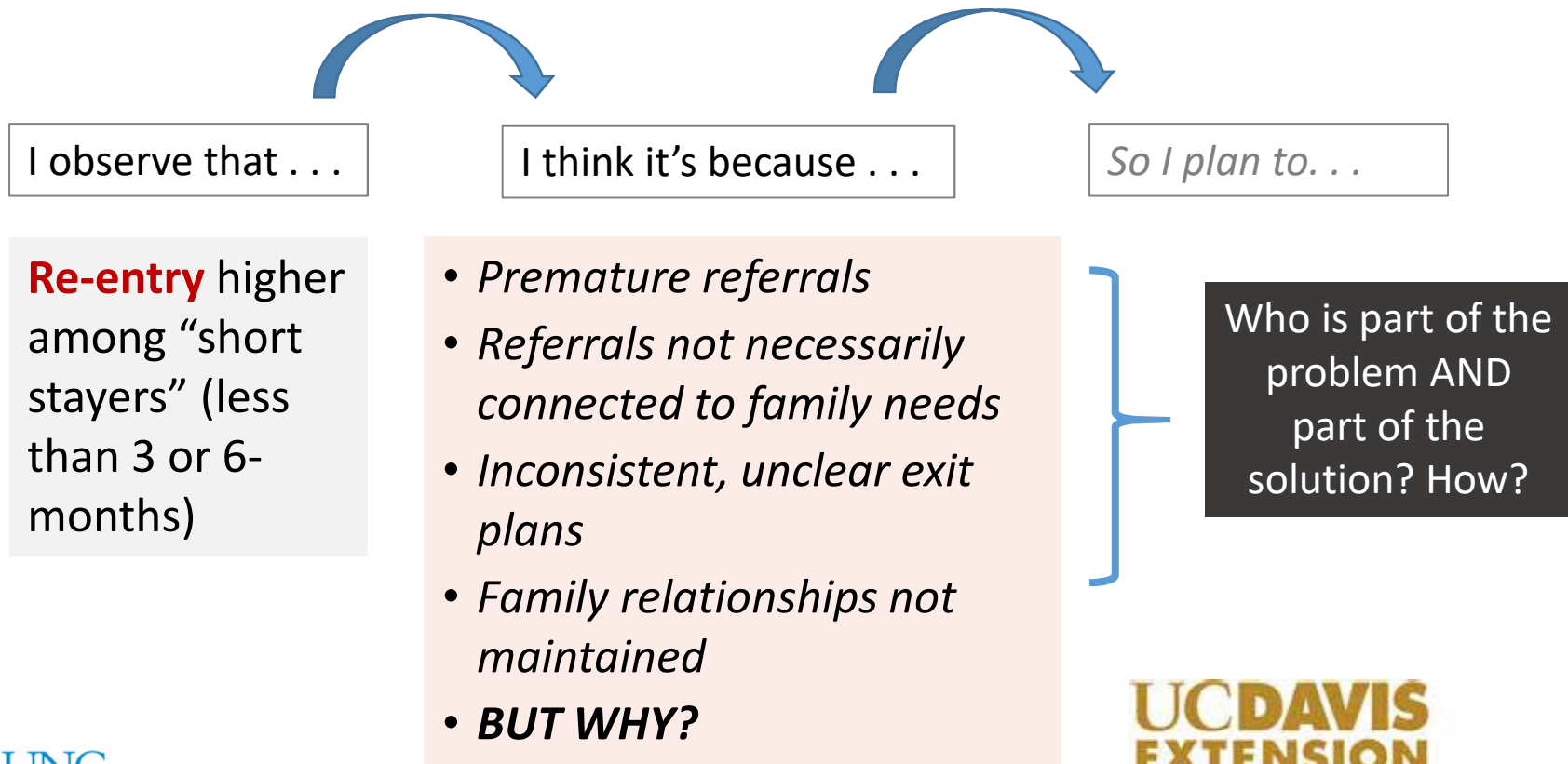
Stretch BREAK (15 mins)

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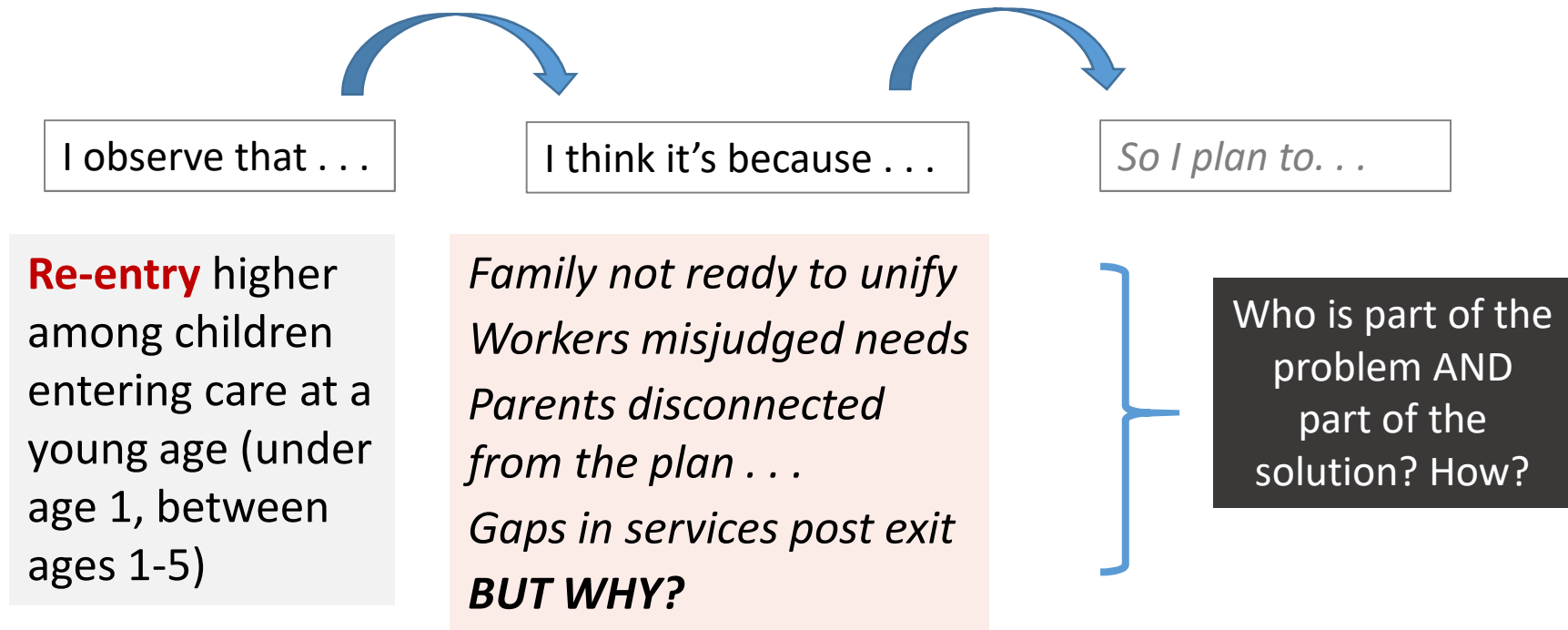
Recap & Group Activity

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Planning: Using Data to Make The Case

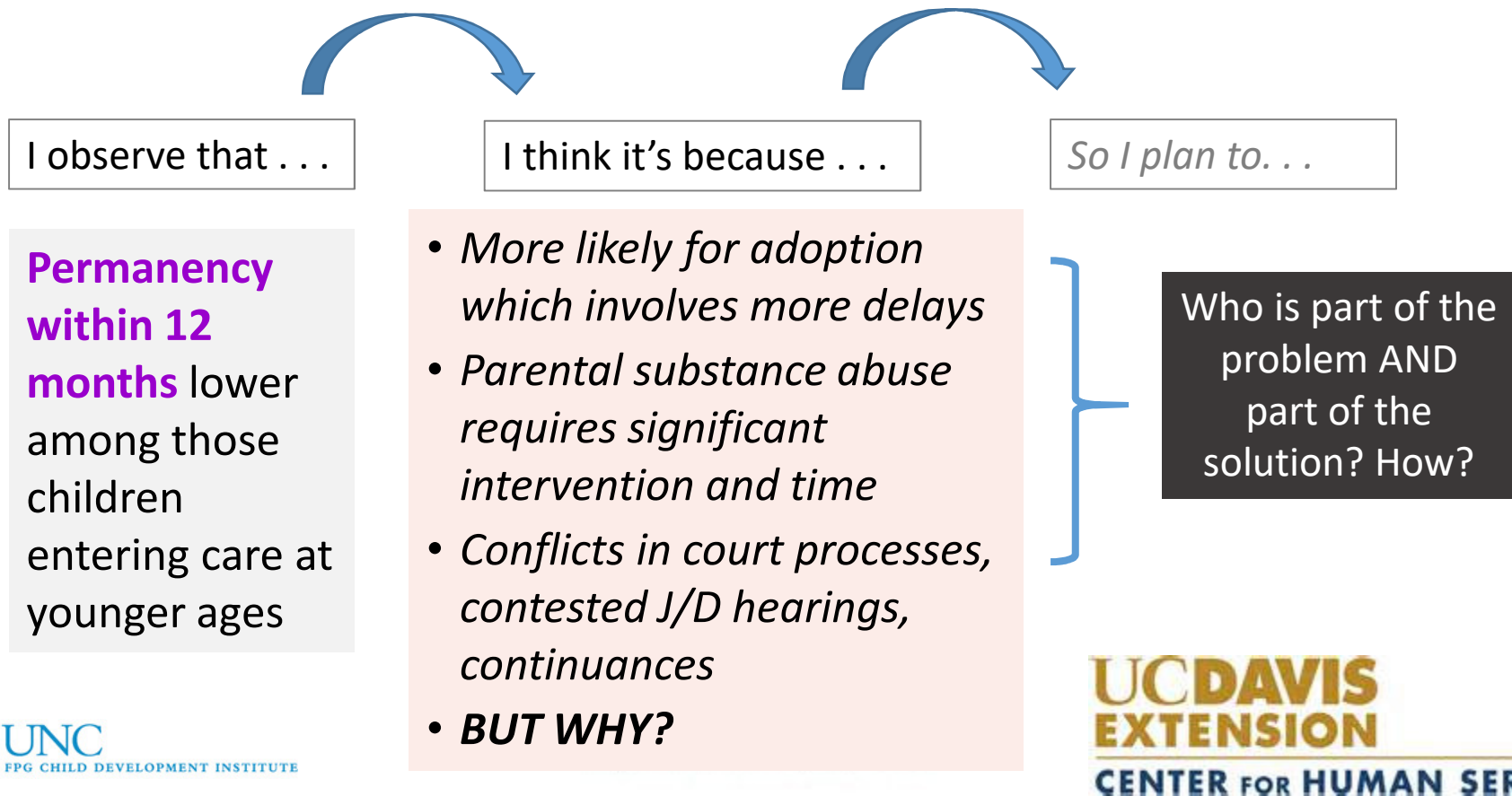


Planning: Using Data to Make The Case

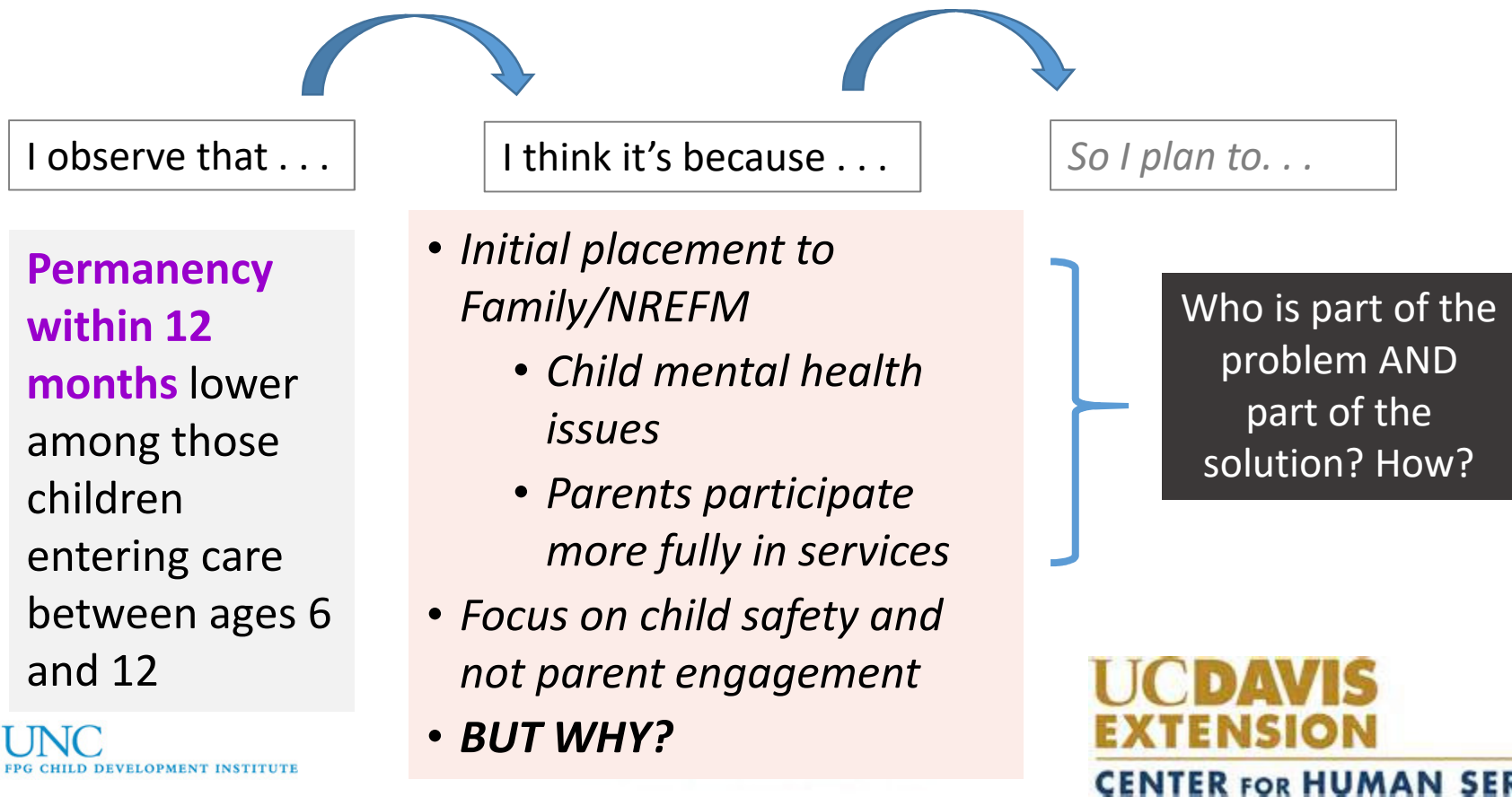


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Planning: Using Data to Make The Case

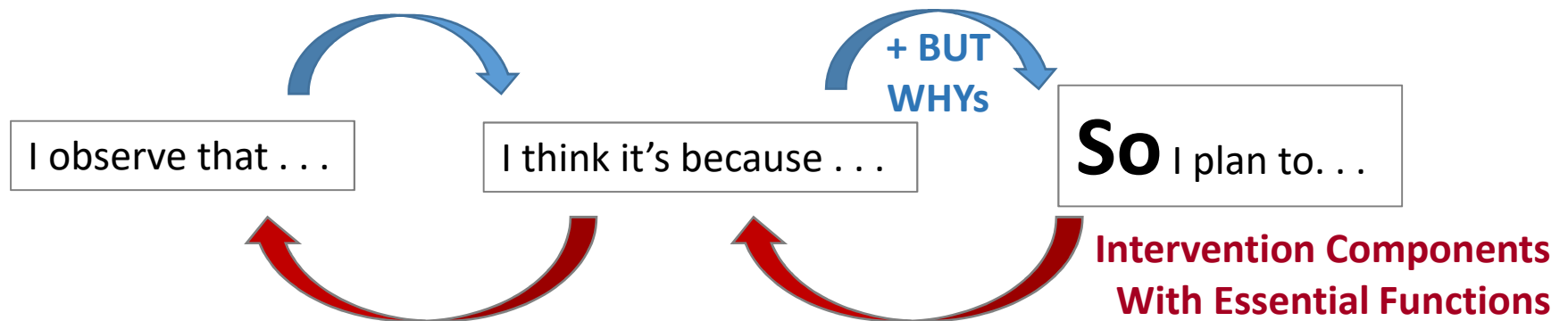


Planning: Using Data to Make The Case



Using Data to Clarify Rationales & Make Your Case

What is driving “the problem?”

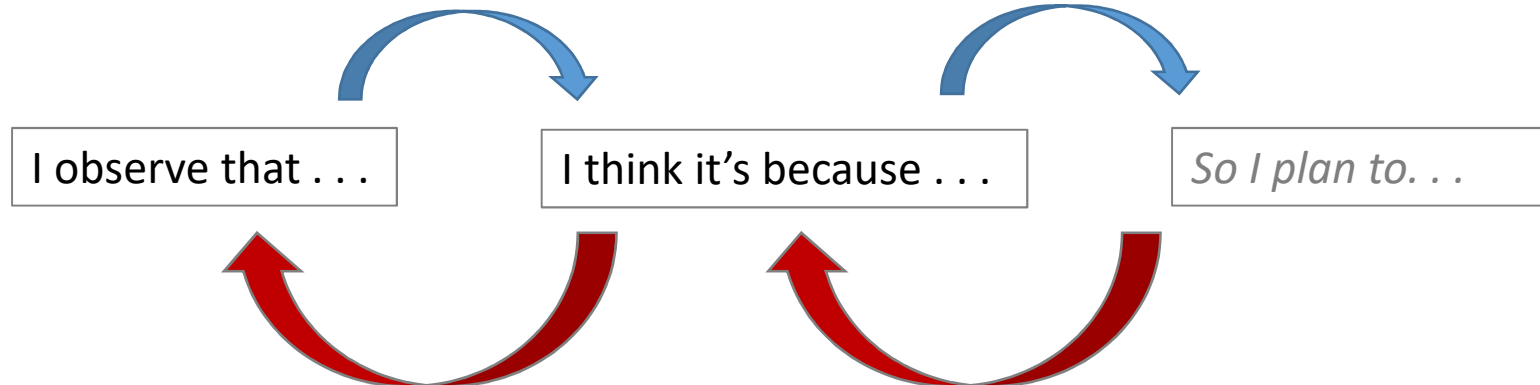


*How do proposed intervention components
address key features that are driving the problem?*

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Planning: Using Data to Clarify Rationales

1. In thematic groups, BUT WHY (3-5 times)



2. Clarify linkages on Theory of Change

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Using Data & Information to Make the Case

1. The “problem” is not the absence of your proposed intervention.
2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (“I think it’s because . . .”).

This creates the “rationale” for your proposal, and also strengthens the link between what you aim to do and its relationship to the problem and creating change.

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- *LUNCH* -
Regroup at 1:00pm

Usable Interventions

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Using Data & Information to Make the Case

1. The “problem” is not the absence of your proposed intervention.
2. Your proposed intervention needs to functionally link back to what you are observing and why you think it is happening (“ I think it’s because . . .). This creates the “rationale” for your proposal.
3. The proposed intervention needs to be “usable.”

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Usable Interventions



- Define WHAT we are trying to accomplish.
- Provide the content that is the focus of selection, training, coaching, and fidelity assessments.
- Provide the reasons for changing roles, functions, and structures in organizations to more efficiently, effectively, and persistently produce intended outcomes.

Make it teachable, learnable, doable, assessable, and repeatable in practice

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Defining Usable Interventions

1. Clear Description of the Intervention

- ✓ The philosophy, values, principles that underlie it. These provide guidance for an organization on fit and consistency
- ✓ Inclusion and Exclusion Criteria. Who is the population for which the intervention is intended? Who is most likely to benefit?

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Defining Usable Interventions

1. Clear description of the Intervention
2. Clear Essential Functions the Define the Intervention
 - ✓ Description of the features – core components or active ingredients – of the intervention. These describe what must be present to say that it is happening.

Defining Usable Interventions

1. Clear description of the Intervention
2. Clear Essential Functions the Define the Intervention
3. Operational Definitions of the Essential Functions
(what people are saying and doing)
 - ✓ Description of the core activities that indicate the core components are in place. These allow for the intervention to be taught, learned, done, assessed, and repeated in practice.

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Defining Usable Interventions

1. Clear description of the Intervention
2. Clear Essential Functions the Define the Intervention
3. Operational Definitions of the Essential Functions
4. **Practical Assessment of Fidelity** (*next session*)
 - ✓ Feasible measurement of the extent to which the intervention's essential functions and core activities are in place.

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Usable Interventions



The Problem: Too many children in care for <1 month re-enter at a higher rate than those in care 1-3 months.

I think it's because parent and caregiver involvement is not taken into account or encouraged in the exit plans or activities

So I plan to Strengthen family engagement and support

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Usable Interventions (getting started)



1. Clear description of the Intervention

- Humility, partnering, respect,
- Parents and caregivers with children newly entered in the system

2. Clear Essential Functions the Define the Intervention

- Immediacy (outreach and/or assessment occurring within short time frame than other cases)
- Intensive, then flexible and ongoing based on needs
- Support in context (home)
- Create incentives for family partners
- Peer-to-peer
- Family as expert

County Group Work *with Usable Interventions*

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Defining Usable Interventions



1. Reflect on Usable Intervention Criteria
2. Discussion: Revisiting H/W #2,
 - How “usable” is the intervention(s) you are planning to do?
 - What are the essential functions behind them? What needs to be happening so that intervention component actually contributes to how you have defined the problem?
3. Capture Your Action Ideas
 - What can you modify, enhance, do differently?

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Stretch BREAK (15 mins)

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HOMework #3: Usable Intervention

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Session #3 Homework

I. Revisit Your Rationale/Making the Case

I observe that _____

I think it's because _____

So I plan to _____

Based on your process of exploring the But Why's, make any adjustments in HW#2 to your "So I plan to . . . " so they functionally connect back to your "I think it's because"

Session #3 Homework

I observe that _____

I think it's because _____

So I plan to _____

[adjustments to your plan/components made based on But Why's]

| Component of Proposed Intervention | Essential Functions, Active Ingredients | Whose behavior does this involve? | What does this look like? What are people saying and doing when this component is in place? | What strengths exist in the organization already to support this? | What changes in the organization are necessary to implement this? |
|------------------------------------|---|-----------------------------------|---|---|---|
| | | | | | |
| | | | | | |
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| | | | | | |
| | | | | | |

Fundamentals Homework Schedule

Session #3

Oct 9 (today)

You Submit Draft H/W

Oct 31

My Feedback to You

Nov 2

Session #4

Nov 6

Only 4
weeks!

Homework and Questions

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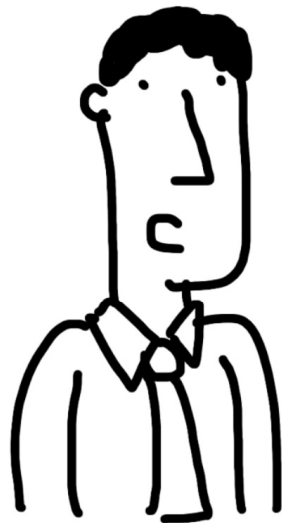
The Impact Center at Frank Porter Graham (FPG) Child
Development Institute

University of North Carolina at Chapel Hill

Implementation Support and Capacity Building

Looking Ahead: Thinking About Measuring Implementation

Can you describe how the program is doing?



No, but I can give you some numbers based on crazy assumptions and lots of big data.



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