




Implementing PALS: Organization and System Change

PALS Conference
Oslo, Norway


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Evidence Based Movement


The “evidence-based movement” is an international experiment to make better use of research findings in typical service settings.

The purpose is to produce greater benefits to individuals and society.






We want to ...

Reliably produce ...
predictable outcomes for children,
families, and communities ...
that improve every year ...
for the next 50 years.





Science “to” Service




The Challenge

- Science to Service Gap
 - What is known is not what is adopted to help children, families, and individuals
- Implementation Gap
 - What is adopted is not used with fidelity and good outcomes for consumers.
 - What is used with fidelity is not sustained for a useful period of time.
 - What is used with fidelity is not used on a scale sufficient to impact social problems.



Improving Outcomes

- Three important things for you to know (and do) to improve education outcomes




#1: Implementation Science

- Use implementation science
- Implementation science is universal (like physics, chemistry)

Implementation Science

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).

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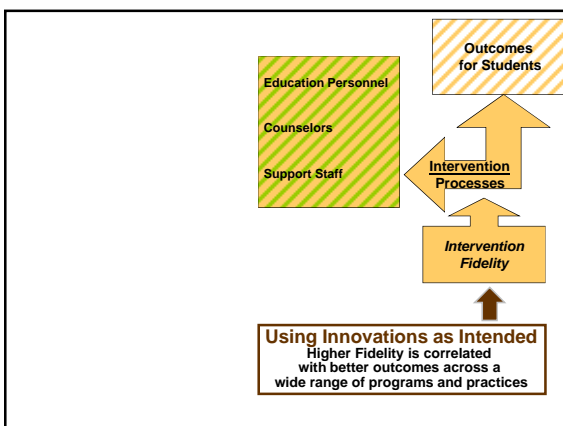
Implementation Science

Best Data Show These Methods, When Used Alone, Do Not Result In Uses of Innovations As Intended:

- Diffusion/ Dissemination of information
- Training
- Passing laws/ mandates/ regulations
- Providing funding/ incentives
- Organization change/ reorganization

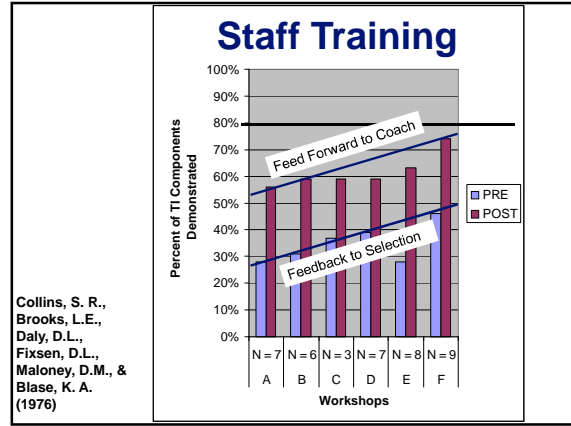
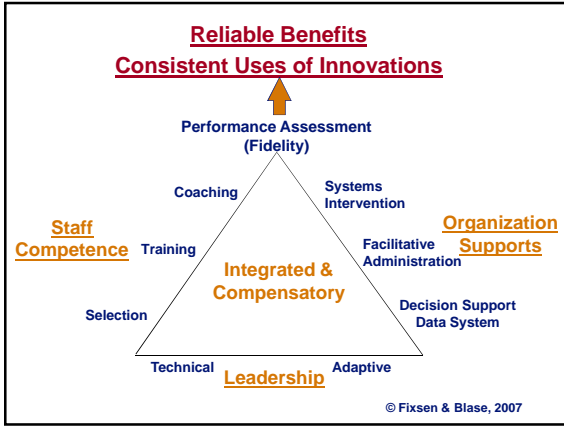
Implementation Science

- We know a lot about ineffective methods because they are the ones we use!
- Implementation science will improve when implementation practices improve (create a better “laboratory”)



What Works

- Implementation Drivers
- Common features of successful supports to help make full and effective uses of a wide variety of programs

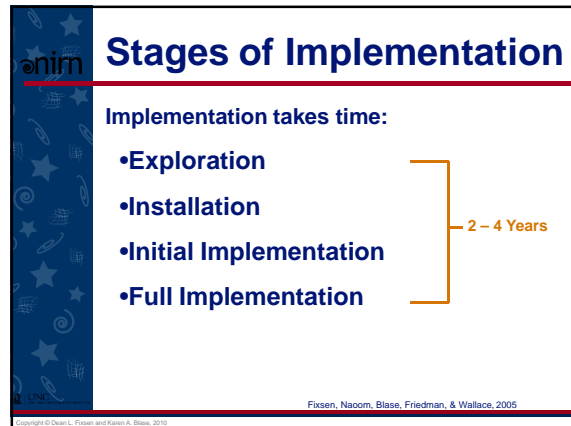
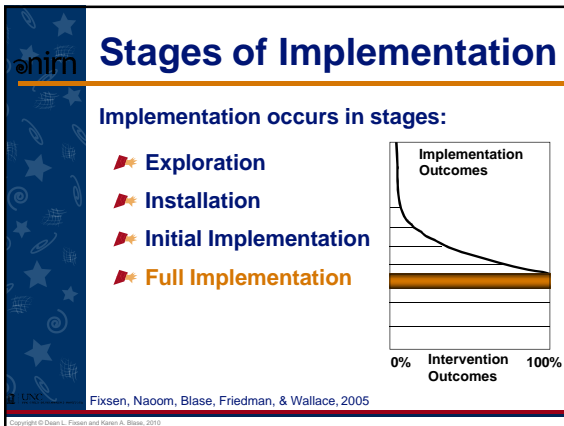
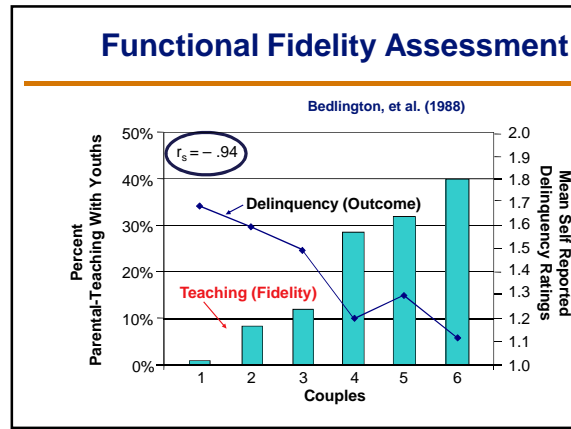


Staff Coaching

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

TRAINING COMPONENTS	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; Rogers, Wellens, & Conner, 2002



#2: Support Implementation

Students cannot benefit from interventions they do not experience

What Works

Effective intervention practices
 +
 Effective implementation practices
 =
Good outcomes

Implementation Science

		IMPLEMENTATION	
		Effective	NOT Effective
INTERVENTION	Effective	Actual Benefits	Inconsistent; Not Sustainable; Poor outcomes
	NOT Effective	Poor outcomes	Poor outcomes; Sometimes harmful

(Institute of Medicine, 2000; 2001; 2009; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1983; Department of Health and Human Services, 1999)

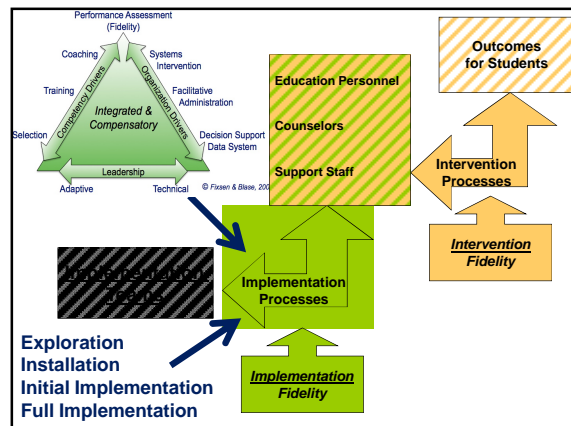
Implementation Science

An intervention is one thing
Implementation is something else altogether

Implementation Science

- Letting it happen
 - Recipients are accountable
- Helping it happen
 - Recipients are accountable
- Making it happen**
 - Implementation Teams are accountable: THEY DO THE WORK**

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004



Implementation Team

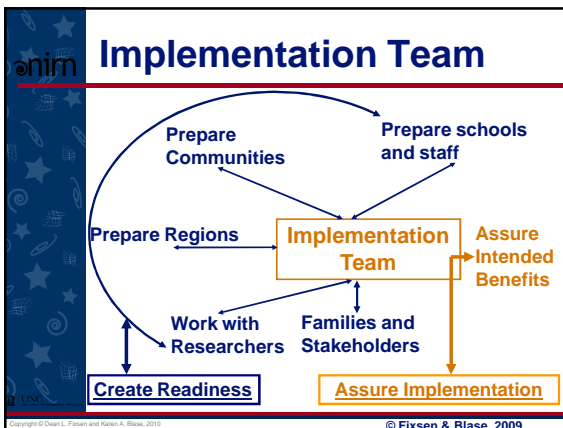
- ★ A group that **knows the innovations very well** (formal and craft knowledge)
- ★ A group that **knows implementation very well** (formal and craft knowledge)
- ★ A group that **knows improvement cycles** to make intervention and implementation methods more effective and efficient over time

Implementation Team

Simultaneous, Multi-Level Interventions

Implementation Team

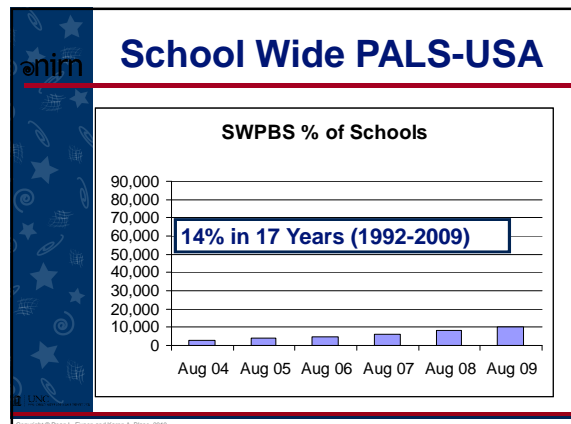
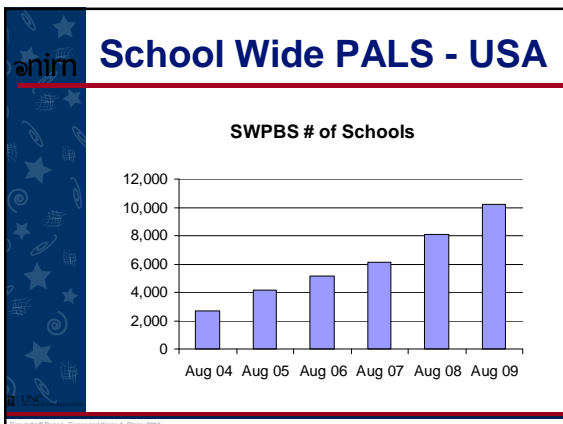
- ↔ Teacher & Staff Competence
- ↔ School Supports
- ↔ Management (leadership, policy)
- ↔ Administration (HR, structure)
- ↔ Supervision (nature, content)
- ↔ Regional Authority Supports
- ↔ Ministry / Community Supports



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



anim Building Capacity

- Invest in competent Implementation Teams
- This year's success pays for next years increase in capacity

Barber & Fullan (2005)

anim Costs and Savings

Implementation Costs & Savings (Inflation Adjusted)

Time Period	Change in Budget (Percent)
1 Yr Pre	100
During	110
Post Year 1	80
Post Year 2	75
Post Year 3	75

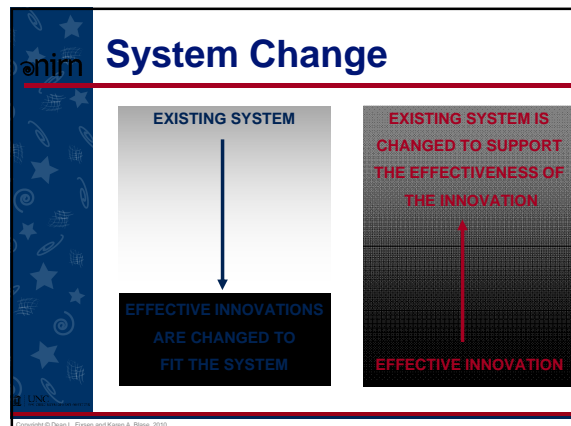
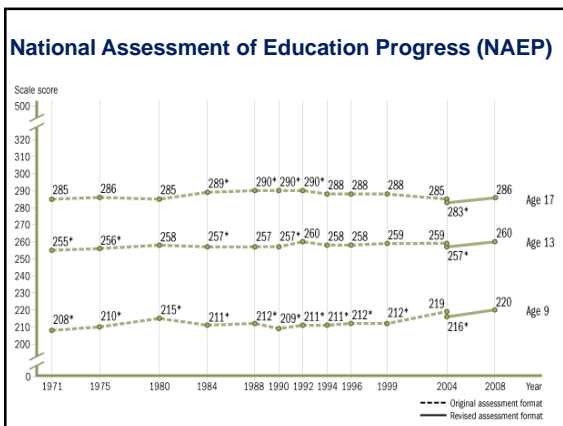
anim #3: Change Systems

We need to:

- Turn policy into effective practice
- Turn effective practice into policy

anim System Change

- Innovative practices do not fare well in existing organizational structures and systems
- Organizational and system changes are essential to successful use of innovations
 - Expect it
 - Plan for it



System Change

- ★ **Supply side:** Innovations go where they are most welcome
 - ▶ Islands of excellence
- ★ **Demand side:** Innovations go where they are most needed
 - ▶ A sea of change

Scaling Up EBPs

State Implementation and Scaling up of Evidence-based Practices

(Dean Fixsen, Karen Blase, Rob Horner, George Sugai)

www.scalingup.org

System Transformation

Executive Management Team

- ▶ Look for Faulty Assumptions & Errors;
- ▶ Make Needed Changes;
- ▶ Invite System to Respond

Adaptive Challenges

- Duplication
- Fragmentation
- Hiring criteria
- Salaries
- Credentialing
- Licensing
- Time/ scheduling
- Union contracts
- RFP methods
- Federal/ State laws

Implementation Team

Practitioners/Innovations Consumers

External System Change Support

Policy Enabled Practice (PEP)

Practice Informed Policy (PIP)

Adaptive Leadership

- ★ Based on a meta-analysis of 30 years of leadership studies, transformation **leaders** make changes that “**disturb every element of a system.**” They:
 - ▶ break with the past,
 - ▶ operate outside of existing paradigms,
 - ▶ conflict with prevailing values and norms,
 - ▶ find solutions that are emergent, unbounded, and complex.

Waters, Marzano, McNulty (2003)

SYSTEM ALIGNMENT

Ministry

Regional Authorities

Schools

Teachers/ Staff

Effective Practices

Implementation Teams

ALIGNMENT

FORM SUPPORTS FUNCTION

To Do List

- ★ Pay attention to implementation science
- ★ Build implementation supports into education systems
- ★ Change systems to support full and effective uses of EBPs
- ★ Expect change, be adaptive
- ★ Contribute to implementation science



Global Implementation Conference

August 15-16-17, 2011
 Washington, DC
www.implementationconference.org
 Integrate research, practice, and policy

For More Information

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For More Information

State Implementation and Scaling up of Evidence-based Practices (SISEP)
 Dean Fixsen, Karen Blase, Rob Horner, George Sugai
www.scalingup.org
 "Resources" Tab

- ▶ Concept paper
- ▶ Annotated bibliography
- ▶ Data on scaling up
- ▶ Scaling up Briefs

Implementation Science

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▶ Centers for Disease Control & Prevention (implementation research)	▶ Administration for Children and Families (Child Welfare Leadership Development)
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