



Building Implementation Capacity: Data to Drive Change





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

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Jacksonville, FL; May 12-13, 2015

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Chicago, IL; May 27-28, 2015

Barbara Sims, SISEP



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

The SSIP Opportunity

We can make a *measurable and meaningful difference* for young children and students with disabilities by...

- Engaging stakeholders
- Understanding student needs and needs of young children
- Selecting effective innovations and interventions
- Using coherent and effective implementation strategies
- Developing or repurposing infrastructures

Using data, data, data at every turn

The Promise and the Challenge



**Evidence- Based &
Evidence-Informed
Interventions,
Practices,
Frameworks**



**Students and young children cannot benefit
from innovations they do not receive.**

Big Challenges Ahead



Formula for Success

WHAT:
Effective &
Usable Practices
and Programs

DATA



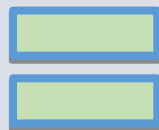
WHO & HOW:
Effective
Implementation
Methods

DATA



WHERE:
Enabling Contexts

DATA

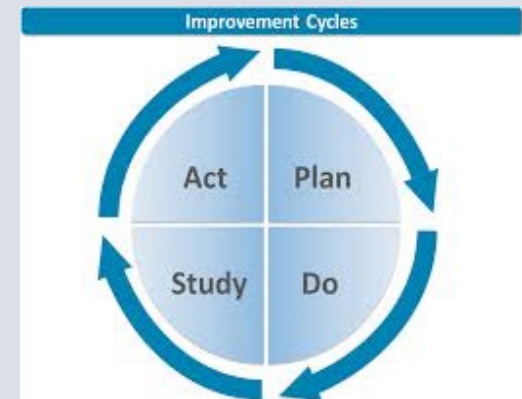


WHY:
Socially Significant
Outcomes for
Children
with Disabilities



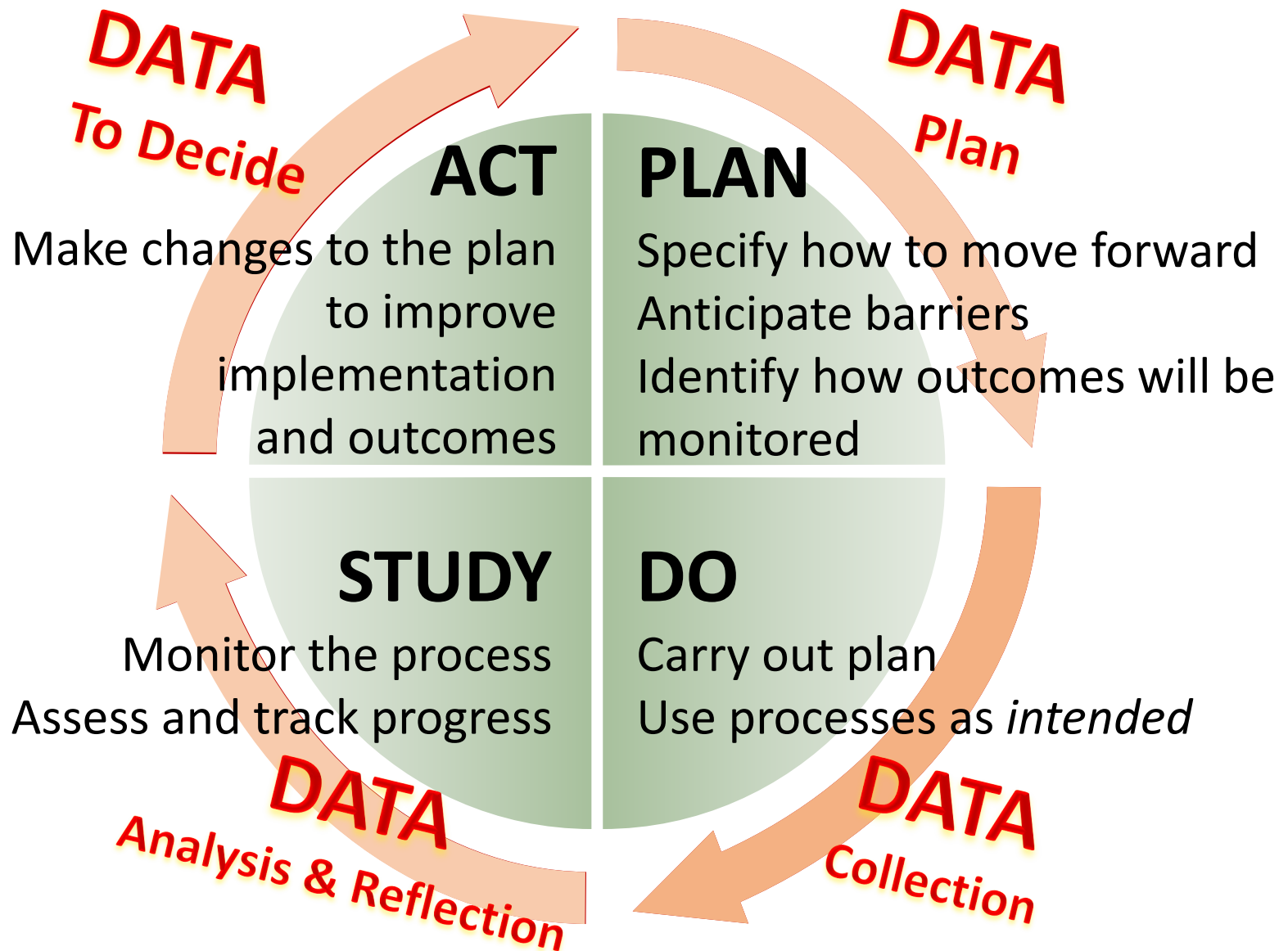
Implementation-Informed Data to Drive Change

Use PDSA Cycles



So That Implementation and Outcomes Improve

Use of Data in a PDSA Cycle



Implementation-Informed Data to Drive Change

USE your Data – PDSA Cycles

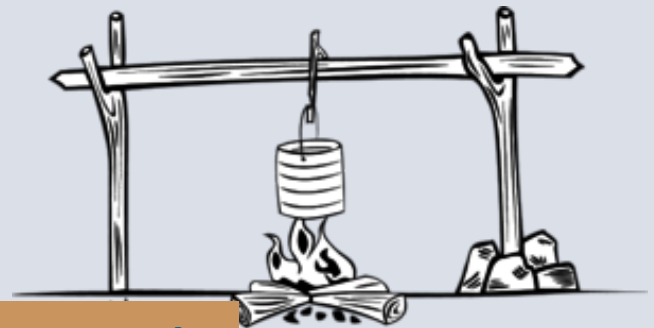
1. Data to choose well – The WHAT
2. Data to implement effectively – The HOW
3. Data to develop the infrastructure to support, improve, and sustain effective practices – The WHERE

So That Outcomes Improve for Children with Disabilities

Identifying Needs: Pre-Requisites for Selecting Strategies

Data Quality, Integrity, Availability

- ✓ Do we understand our child and student data?
- ✓ What's the quality of our data?
- ✓ How functional is our data infrastructure?
- ✓ Can we detect change over time?
- ✓ And so much more....



Data have been 'SIMR-ing.'

Choosing Well

WHAT:
Effective & Usable
Practices and
Programs

 **Choosing
Wisely®**



Choosing Well

WHAT:
Effective & Usable
Practices and
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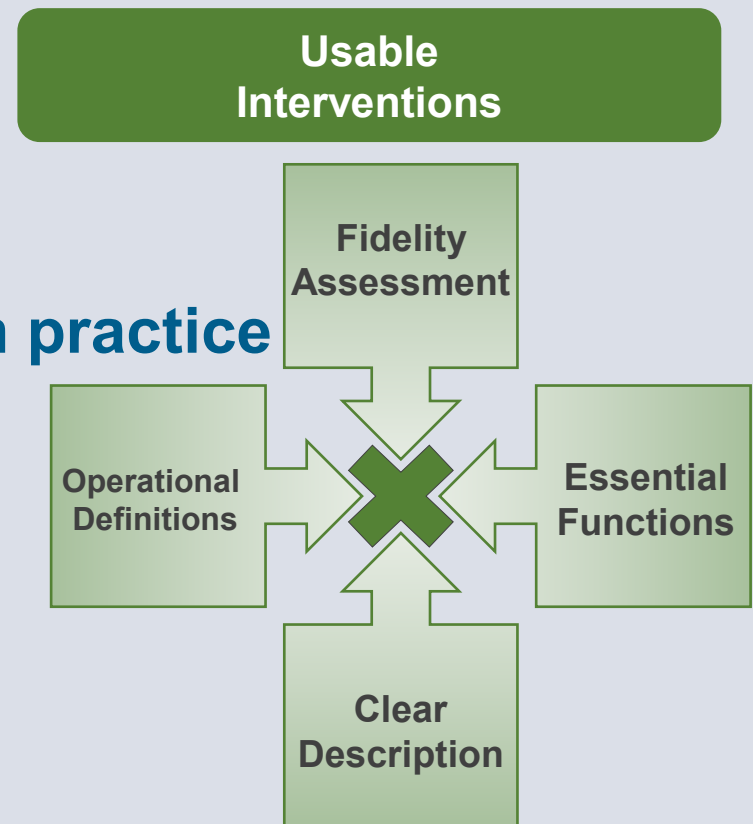
What do the data tell us? We ask...

- Is the research sound enough?
- Are the strategies and interventions likely to address the needs of the identified student group or the young children?
- Are the strategies robust enough to move the dial?
- Does our “theory of change” hold up?
- Overall, are the data promising enough to move forward?

Effective *AND* Usable Interventions

An intervention needs to be effective *AND*

- Teachable,
- Learnable,
- Doable, and
- Able to be readily assessed in practice



What *ELSE* About the WHAT?

Should we do this?

Can we do this well?

Did We Do What We Said We Would Do?

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Implementation data are required to avoid:

- **An investment in a losing proposition with no time to re-tool or re-invest**
- **Random acts of attempted improvements**
 - Inefficient
 - Ineffective
- **Random acts of innovation replacement**
 - Perpetuates “This too shall pass.”

What Do We Mean by Implementation Data?

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Effort – How Will You Know?

- Are the right people showing up to participate?
- Are training and coaching timely?
- Are the key participants actually engaging in the “work”?

Quality – How Will You Know?

- Did anybody learn anything during training?
- Is coaching producing better fidelity?
- Do families, caregivers, and parents feel included?

Fidelity – How Will You Know?

- Is the innovation being done as intended?

Fidelity and Fidelity Measures

Fidelity is the degree to which a program as implemented corresponds with the program as described.

*~Fixsen, Naoom, Blase, Friedman, & Wallace, 2005,
National Implementation Research Network*

Fidelity measures are tools to assess the adequacy of the implementation of the program as described.

Why Fidelity Matters

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Measure Fidelity **ALONG WITH** Outcomes **BECAUSE** you need to know:

Are we having an implementation problem?

Low fidelity + Poor outcome = **Implementation problem**

Are we having an effectiveness problem?

High fidelity + Poor outcome = **Effectiveness problem**

Did We Do What We Said We Would Do?

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Fidelity Pre-Requisites

- **A Usable Intervention – Well Operationalized**
- **Knowledge of “core components”**
 - **Aligned with the “theory of action”**
 - **Just because we can measure it, it doesn’t mean it is important**

Challenges

There is a fidelity assessment so we ask, is it...

- Teachable
- Learnable
- Doable
- Able to be done again and again
- Work with the researchers and developers
- Create a plan to test it (PDSA) using effort, quality, and fidelity data about fidelity processes
- Create a fidelity assessment adherence plan
 - “Did we do what we said we would do in terms of fidelity assessment?”

Challenges

- Hey, where's the fidelity assessment?
- Now what?
- Get started, get better
- Start with your Theory of Action – Can you measure the presence and strength of your “if...then” activities?
- Define your Core Components – Well operationalized
- Consider a fidelity measure for each Core Component
- PDSA your way to success!



Fidelity Summary

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- **Well-operationalized programs, practices, or initiatives are prerequisites for developing fidelity measures and criteria**
- **Valid and reliable fidelity measures need to be developed and collected carefully with guidance from innovation experts**
- **Fidelity is an implementation outcome – a measure of system supports for classroom teachers and early childhood staff**
- **Stakeholders, educators and practitioners need to be full partners in the process**
- **Fidelity data can and should be used for program and practice improvement.**
- **High fidelity is critical to achieving outcomes**

The Fidelity Messages!

- Fidelity is a check on *system supports*.
- Fidelity is not used to reward, rank, or rate classroom teachers or early childhood staff.
- Evidence-based instruction and interventions *done with fidelity* are in the best interests of every student and every young child and are everyone's responsibility.

There's A Systemic Context

Systems Can Trump Evidence-Based Programs and Practices

- Need data to create hospitable environments
- Capacity developed to use effective implementation processes
- Structures to host new functions



Implementation Teams

To Go Fast – Go Alone
To Go Far – Go Together

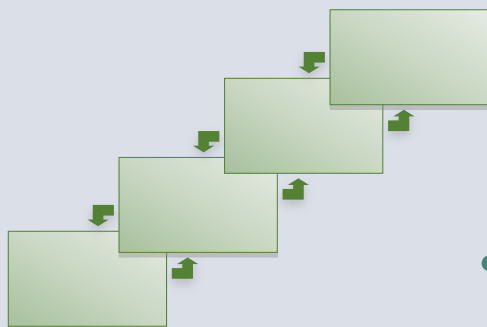
WHERE:
**Enabling
Contexts**

- **Teaming Structures**

- Accountability – Also Rolls Up Hill!
- Lasting – Key to Sustainability
- Linked – Key to Scalability
- Stakeholder Engagement with each team

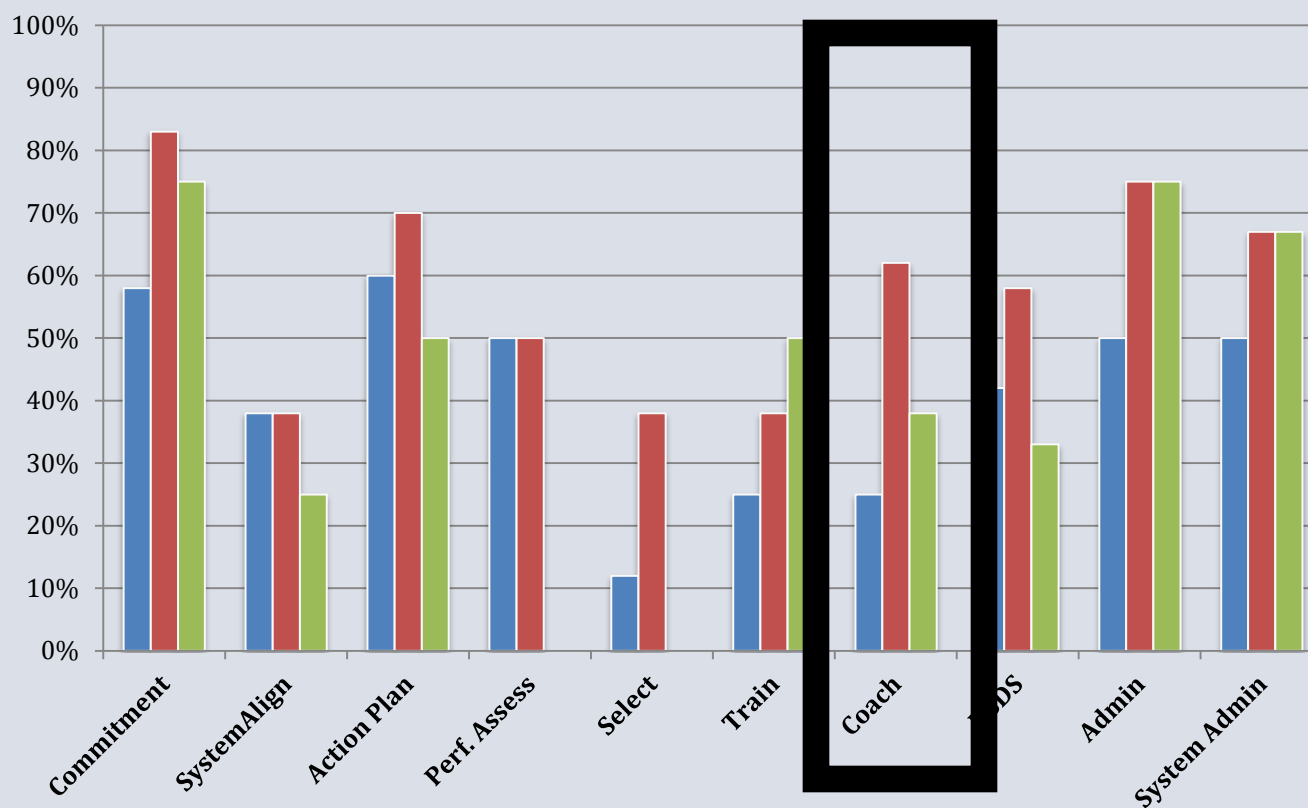
- **Why?**

- Individual champions come and go
- Heroes wear out, leave holes
- Structures are needed to host functions
- **Intentional use of data, improvement cycles at the right level for the right problem**

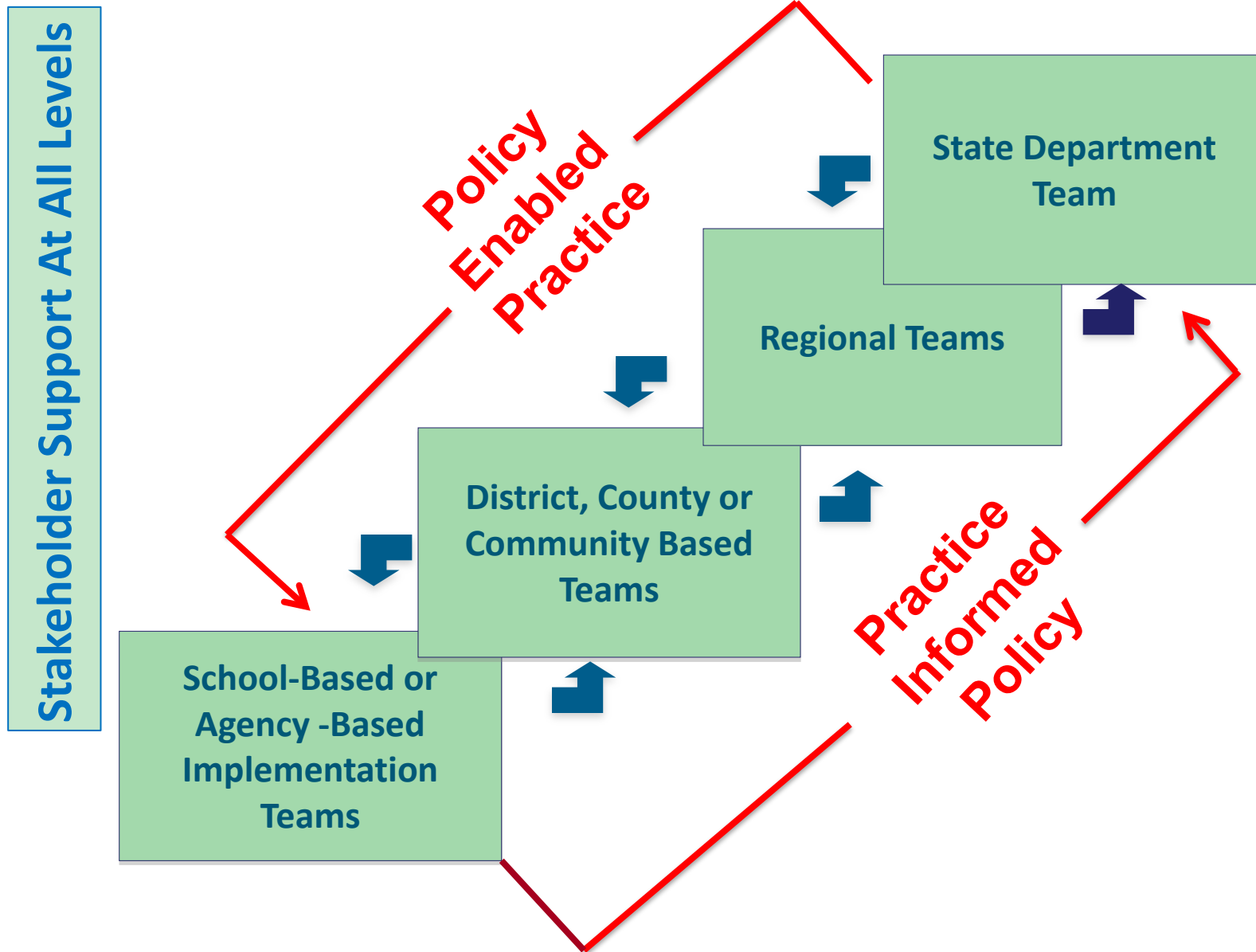


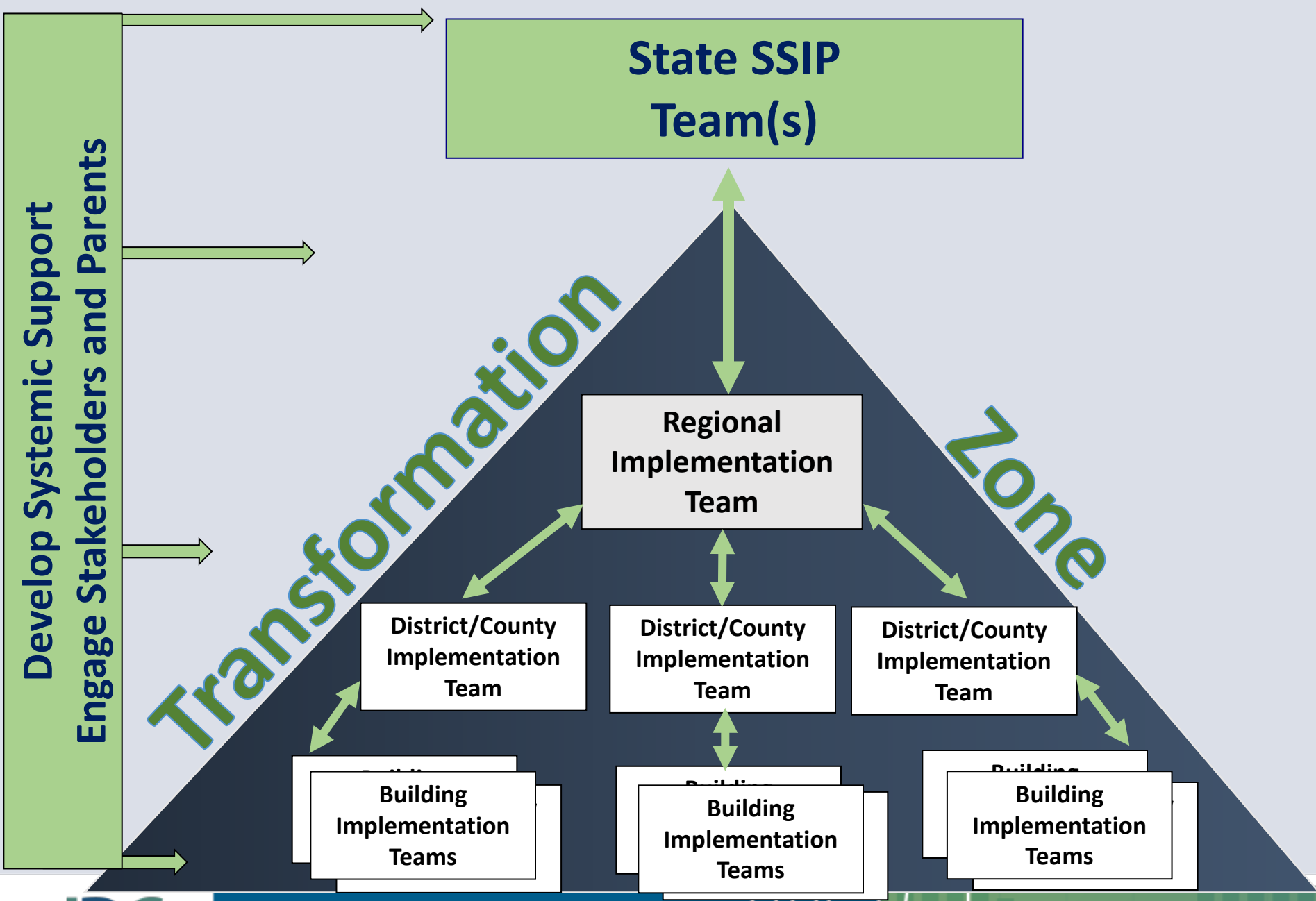
Implementation Capacity Data for Action Planning

DCA Data (Nov, April, Sept)



Create a Hospitable System for New Ways of Work





Use Data to Improve the System

PDSA across the system

- Test processes with a representative “slice” of your system
- Create communication protocols among levels and across stakeholder groups
- Improve data access and sharing at multiple levels and across stakeholder groups

SO YOU CAN solve the right problem at the right levels

Data-Driven Formula for Success

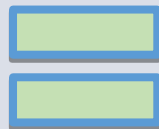
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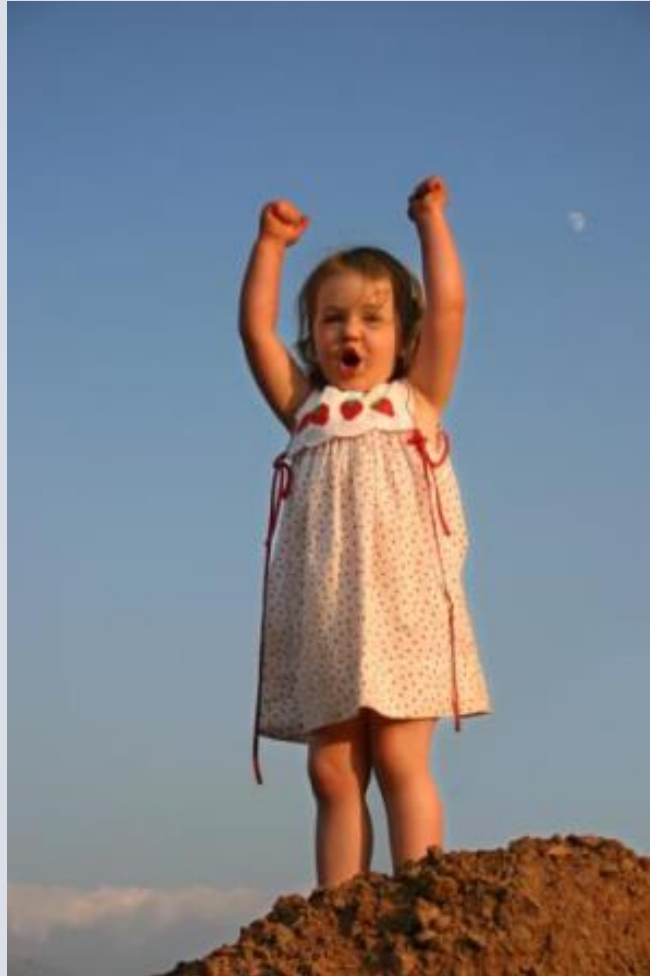
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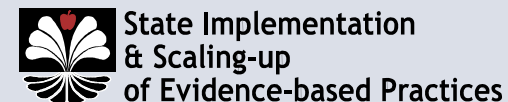
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Scaling Up of Evidence-Based Practices Center**
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