Building Implementation Capacity: Data to Drive Change
SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015
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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

WHO & HOW: Effective Implementation Methods

WHERE: Enabling Contexts

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

**PLAN**
- Specify how to move forward
- Anticipate barriers
- Identify how outcomes will be monitored

**DO**
- Carry out plan
- Use processes as intended

**ACT**
- Make changes to the plan to improve implementation and outcomes

**STUDY**
- Monitor the process
- Assess and track progress

**DATA**
- To Decide
- Plan
- Collection
- Analysis & Reflection
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 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?
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?
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?

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

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?

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

- 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

• 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
Measuring Implementation Capacity

Implementation Capacity Data for Action Planning

DCA Data (Nov, April, Sept)
Create a Hospitable System for New Ways of Work

Stakeholder Support At All Levels

Policy Enabled Practice

State Department Team

Regional Teams

District, County or Community Based Teams

School-Based or Agency-Based Implementation Teams

Practice Informed Policy
Develop Systemic Support
Engage Stakeholders and Parents

State SSIP Team(s)

Regional Implementation Team

District/County Implementation Team

Building Implementation Teams

In collaboration with DaSy, ECTA, NCSI, & NTACT
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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For More Information

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This presentation was supported by grants from the U.S. Department of Education, #H373Y130002 and #H326K120004. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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