Master Class: Effectively Implementing & Sustaining Child Maltreatment Prevention Programs

Professor Diane DePanfilis
University of Maryland School of Social Work
Introductions:

Why are you here?
What are your learning goals?
Purpose of Session

- To involve participants to consider essential activities during stages of implementation of child maltreatment prevention programs:
  - (1) exploration;
  - (2) installation;
  - (3) initial implementation;
  - (4) full implementation (sustainability and effectiveness).
How will we work together?

You will use your own experience in child maltreatment prevention. I will explore where you are in the implementation cycle and together we will identify essential tasks, identify barriers, and arrive at solutions.
Implementation Science Overview

Why focus on implementation?
“Children and families cannot benefit from interventions they do not experience”

This is called the *Implementation Gap*
Implementation Science

Drivers and Stages

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What is “Implementation?”

- A specified set of activities designed to put into practice an activity or program.

- A strategic, purposeful approach, not a one-time event, for making a change.

- A process for bridging the gap between “what we know” and “what we do.”
Implementation Science Purpose

Implementation Science provides frameworks for successful implementation so that:

– Children and families benefit from interventions and experience positive outcomes

– Workers are supported to learn new skills, manage change, and identify and overcome barriers

– Organizations are responsible for creating hospitable environments for change and supporting workers
The Framework we will use today

NATIONAL IMPLEMENTATION RESEARCH

Download all or part of the monograph at:
http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31

Link to NIRN
What works to support successful implementation?

• The **combination** of:
  
  – **Stage-matched** implementation activities
  
  – “**Drivers**” or core components that promote competency, organizational support, and leadership
  
  – **Teams** that provide organized capacity to lead and support the change effort
Review of Implementation Science Core Concepts

1. Drivers
2. Stages
3. Exemplars

Overview of implementation drivers & stages
Implementation Drivers (activities)

Building a plan to install and sustain drivers over time
**Competency Drivers**

Competency Drivers are mechanisms that help to *develop, improve, and sustain one’s ability to implement an intervention with fidelity and benefits to consumers.*

Competency Drivers include: Selection, Training, & Coaching leading to performance that meets fidelity.
Overall Objectives for *Building Competency for NYC Family Connections’ Practice*

- To build knowledge and skills related to the core components of Family Connections.
- To practice working with “sample” families starting at Intake and ending at Case Closure.
Overview of Training and Coaching Plan (2013)

**April**
- Initial Orientation
  - April 9 & 12
- Supervisors and Directors Training
  - April 22-23 & 29-30

**May**
- Phase 1 Core Training
  - (N=103)
  - (N=104)
  - (N=122)
  - (N=42)
- Phase 2 Core Training
  - May 1 or May 3
- Phase 3 Core Training
  - May 20-21 or May 30-31
- Practicum 1
  - (N=103)
  - (N=104)
  - (N=103)
  - (N=42)
- Practicum 2
  - June
  - Onsite Coaching June
- Continued Practicum
  - July
  - Coaching with Supervisors – ongoing on at least a monthly basis

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Association of Children's Welfare Conference, August 18-20, 2014

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Coaching is unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them.

- John Whitmore, 2002
Organization Drivers

Organization Drivers are mechanisms to *create and sustain hospitable organizational and systems environments* for effective services.

Organization Drivers include:
- Decision Support Data System,
- Facilitative Administration,
- Systems Intervention

*Performance assessment still included because all of these influence how well the practice is implemented*
What do you remember from the Keynote?

Perceptions of the NYC programs to support implementation

• TRUE or FALSE?
• Perceptions of preparedness of the organization were perceived less positively a year after implementation?
FALSE – Perceptions improved 1 year later

Figure 9. Preparedness of Organization to Make Change

- Not prepared at all: May-13 8.2%, May-14 1.1%
- Somewhat prepared: May-13 45.9%, May-14 23.9%
- Prepared: May-13 33.7%, May-14 32.6%
- Fully Prepared: May-13 12.2%, May-14 41.3%
- I don't think our organization needs to make any changes: May-13 1.1%, May-14 1.1%
Organizational Capacity

• The systems intervention driver includes strategies for working with external systems to ensure the availability of the financial, organizational, and human resources required to support implementation of the initiative (Fixsen et al., 2009)

• One element of implementing this driver is establishing FCC Community Advisory Committees
Leadership Drivers

Leadership Drivers are methods to manage Technical problems where there is high levels of agreement about problems and high levels of certainty about solutions and to constructively deal with Adaptive challenges where problems are not clear and solutions are elusive.
Integrated and Compensatory

- Not a linear process
- Drivers overlap and interact with each other
- Drivers may be more or less salient at different stages
- Strength of one driver can help to compensate for weakness in another

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YOUR THOUGHTS/EXAMPLES?

How do these components/activities fit with your experience implementing a new practice or innovation?
Drivers are installed and developed over stages of implementation.
Most new initiatives take between 2-4 years to successfully implement
Stages of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation (Sustainability & Effectiveness)
Practical Source for supporting your analysis of your stage based implementation work (Blasé & Fixsen, 2013)

Stages of Implementation Analysis: Where Are We?

Adapted with permission by
The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP)
Based on the work of
The National Implementation Research Network (NIRN)
Sample Tool for assessing your tasks during exploration

<table>
<thead>
<tr>
<th>Stage-Related Activities for:</th>
<th>In Place (2)</th>
<th>Initiated or Partially In Place (1)</th>
<th>Not Yet in Place (0)</th>
<th>Evidence for “In Place” or “Initiated or Partially In Place” Components</th>
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<tbody>
<tr>
<td><strong>Exploration</strong></td>
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<tr>
<td>1. Form “Implementation Team” or Re-Purpose/Expand a Current Group</td>
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<td>2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups</td>
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<td>3. Analyze Data to determine need and prevalence of need</td>
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<td>4. Select Targeted Areas to address Need (e.g. student, teacher, family outcomes)</td>
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<tr>
<td>5. Review and identify programs, practices, interventions that match target area and address need</td>
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<td>6. Review and discuss “eligible” programs and practices (i.e. use the Hexagon tool or a Delphi Process) in relation to:</td>
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<tr>
<td>a) Need</td>
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<td>b) Fit</td>
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<td>c) Resources – Sustainability</td>
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<td>d) Strength of Evidence</td>
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<td>e) Readiness for Replication</td>
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Blasé & Fixsen, 2013
NYC-FCC - Exploration & Adoption
(April –August 2012)

Conduct a series of phone, Go-To Meeting, or In-Person Meetings to explore the fit and feasibility of implementation of Family Connections in Preventive Services in NYC

- Request/review additional materials about FC
- Review program purpose/target population
- Discuss similarities & differences between current practice & FC
- Discuss fidelity criteria
- Discuss significant installation tailoring required
- Formed FC Collaborative (9 programs) – Implementation Team
- Estimate resources (person and financial) that would be needed to replicate
- Submit expressions of interest – October 2012.
## Sample Activities During Installation

### Stage-Related Activities for: Installation

<table>
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<th>1. Make structural and functional changes needed</th>
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<td>(e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)</td>
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<td>a) Within the classroom/building level</td>
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<td>b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams)</td>
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<td>c) Outside the district level (e.g. community, mental health centers etc.)</td>
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<th>2. Make structural and functional changes needed to initiate the new program, practice, framework</th>
<th>In Place (2)</th>
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<th>3. Development of selection protocols for “first practitioners” (e.g., administrators, teachers or staff)</th>
<th>In Place (2)</th>
<th>Initiated or Partially In Place (1)</th>
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Installation
(April – July 2013)

Collaborate on a process to individualize the implementation process

(Some installation activities continued beyond July)

NOTE: Basic Training conducted April – July, 2013 and ongoing every quarter

- Establish local implementation team(s)
- Develop implementation plan
- Develop logic model
- Adapt screening criteria based on target population
- Select standardized clinical assessment measures & arrive at core outcomes
- Decide on intake, case plan, case plan evaluation, and case closing forms (and other case record components)
- Make adjustments to electronic and/or paper case record keeping procedures
- Revise FC Intervention Manual
- Operationalize fidelity criteria and develop fidelity assessment procedures
- Decide on learning approach
- Develop training agendas & curriculum
- Provide core training
- Decide on model for ongoing consultation/coaching
NYC - FCC Logic Model

Inputs
- ACS Funding
- Eligibility Criteria and Referral Procedures
- Trained Staff & Leadership Teams
- Implementation Planning

Intermediate Outputs
- Intake/Outreach/Engagement
- Emergency Assistance (initial & ongoing)
- Comprehensive Family Assessment (4-6 weeks)
- Outcome Driven Service Plans (SMART goals) (6-8 weeks)
- Minimum 1 hour per week change focused intervention
- Advocacy/Service Facilitation
- Evaluation of Change/Case Closure (90 days post Plan)

Final Outputs
- Short-Term/Intermediate Outcomes
  - 1,536 Target Families
  - Increase Protective Factors
    - Parenting Attitudes
    - Family Strengths/Functioning
    - Social Support
    - Family Resources
    - Home Safety & Stability
  - Decrease Risk Factors
    - Parental Stress
    - Caregiver Risks/Needs (FASP)
    - Child Risks/Needs (FASP)
    - Family Risks/Needs (FASP)

Long-Term Outcomes
- Increase child Safety (Prevent Child Maltreatment)
- Achieve Permanency (Prevent Placement)

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# Sample activities during Initial Implementation

**Blase & Fixsen, 2013**

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<th>Evidence for fully “In Place” Components</th>
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<tr>
<td>1. Communication plan(s) developed to inform stakeholders of “launch dates”, activities, and convey support</td>
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<tr>
<td>2. Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each “level” (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next “level” as appropriate)</td>
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<td>3. Leadership develops support plan to promote ongoing efforts</td>
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<td>4. Written coaching plan developed at relevant levels (e.g. unit/site; Teacher; grade-level, building)</td>
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<td>5. Coaching system in place (see Best Practices for Coaching Systems)</td>
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<td>6. Data systems functioning for measuring and reporting outcomes</td>
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<tr>
<td>7. Data systems functioning for measuring and reporting fidelity</td>
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<td>8. Document that reviews initial implementation challenges and facilitators</td>
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**Initial Implementation**  
*(June 2013 – June 2014)*

Support ongoing implementation with fidelity, provide additional training and technical assistance as directed by fidelity assessments; build capacity for training new staff; fully implement all implementation drivers

- Provide monthly consultation, coaching, technical assistance
- Finalized self-assessment fidelity assessment instruments
- Review agency self-assessment fidelity assessment instruments
- Conduct on-site fidelity reviews (2 per year)
- Tailor ongoing technical assistance/training based on results of fidelity reviews
- Implementation Team develops workgroups to develop plans for building capacity for ongoing training, and data support decision systems
- Exploring infrastructure grants to support full implementation

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Sample activities for Full Implementation (Blasé & Fixsen, 2013)

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<td>Full Implementation</td>
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1. Monitoring and support systems are in place for each Implementation Driver:
   - a) Recruitment and Selection
   - b) Training and Booster Training
   - c) Coaching processes and data
   - d) Fidelity measures and reporting processes
   - e) Outcome data measures and reporting process
   - f) Building and/or District Administrative policies and practices (Facilitative Administration)
   - g) Other Levels of Administrative policies and practices (Systems Intervention)
   - h) Leadership support strategies

2. Feedback process from Teachers to Building and/or District administrators is in place and functional (e.g., Teacher participation on Leadership and Implementation Teams, changes in administrative supports and policies occur to
Teams are building capacity for:

- Selection of new staff with the right attitudes/skills
- Ongoing training
- Using data to drive implementation
- Identifying barriers to implementing strategies to improve them
- Adjusting to changes in the environment
- Practice change is now the standard practice change is observable (effective)
- Learning is integrated
- Staff feel confident in using the practice with every family
- Supervisors continually support and coach case planners
- Stakeholders adapt to practice procedures/processes as routine
- Practice implementation drivers are sustained

Implementer (July 2014 - Beginnig)
Full Implementation – NYC FCC moving into this stage

• Learning is integrated
  – *The project becomes the practice
• Staff feel confident in using the practice with every family
• Supervisors continually support case planners
• Stakeholders adapted to practice
• Procedures/processes are routine
• Practice change is observable (effective)
• Practice change is now the standard
• Implementation drivers are sustained
Assess your learning

- How well did you achieve your learning goal?
- What were the key points or lessons learned?
- How will you use your reflections from this session “back on the job”??
Final Questions/Reflections?
References


Follow up Contact information:

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Slides can be retrieved from the Ruth H. Young Center for Families and Children at The University of Maryland School of Social Work at:
http://www.family.umaryland.edu