NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

nirn.fpg.unc.edu | @impscience

An Overview of the Active Implementation Frameworks

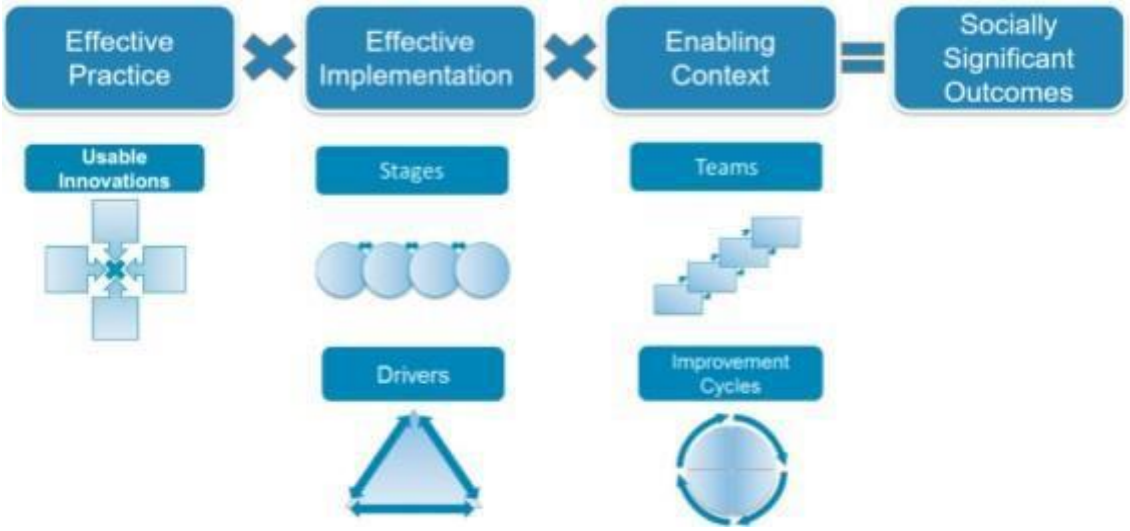


Table of Contents

TIP: When utilizing the hyperlinks in this document…

Right-Click on the Hyperlink:

- Hover your cursor over the hyperlink.
- Right-click (or secondary click) on the hyperlink.

Select "Open Link in New Tab" or Similar:

- A context menu will appear. Look for an option that says "Open Link in New Tab" or something similar.
- Click on that option.

*Note: If your PDF viewer doesn't support opening hyperlinks in a new tab, the hyperlink may open in the same tab or window.

Introduction: An Overview of Implementation Frameworks

There is a continued call for the use of practices supported by evidence to improve the quality and effectiveness of services provided for our children, families, and communities. Despite best intentions, our various systems in education, health and human services continue to struggle to adopt these practices and transfer them into consistent, sustained use by practitioners (Burns & Ysseldyke, 2009; Institute of Medicine, 2007; Madon et al., 2007).

This gap between what we know works and utilization of those practices in real world settings deny individuals from receiving the benefits of an intervention (Dew & Boydell, 2017). Research and practice have shown persistent difference in what has been identified through research to have an impact on performance to what actually gets implemented in practice. Effective implementation occurs when principles and tools of implementation science are integrated with the culture, history, values, assets, and needs of the specific community or group of communities to facilitate quality implementation.

Implementation science, the multi-disciplinary study of methods and strategies to promote use of research findings in practice, seeks to address this by providing frameworks to guide creation of conditions and activities that facilitate use of evidence-based practices (Eccles & Mittman, 2006).

In 2005, the National Implementation Research Network released a monograph (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) synthesizing implementation research findings across a range of fields. Based on these findings, the evolving field of research, and their own practice evidence, NIRN developed five overarching frameworks referred to as the Active Implementation Frameworks.

Active Implementation Frameworks

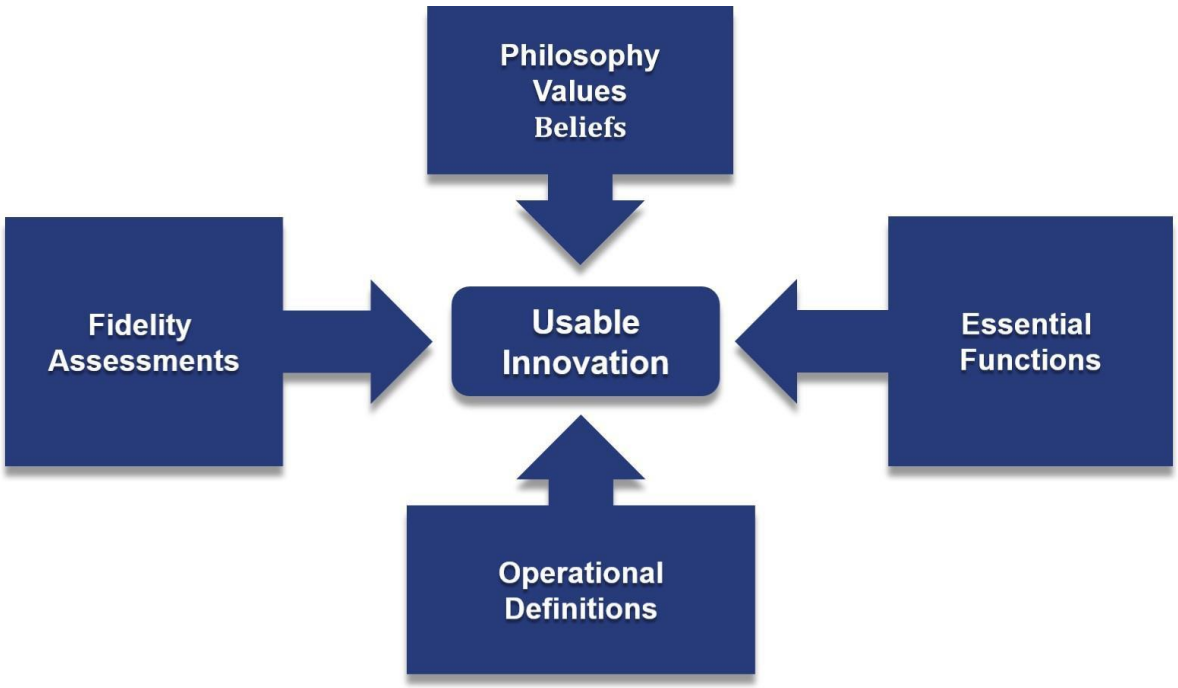
- Usable Innovations
- Implementation Stages
- Implementation Drivers
- Implementation Teams
- Improvement Cycles

Framework 1: Usable Innovations

Innovations (i.e., evidence-based programs or practices) need to be teachable, learnable, doable and readily assessed in practice.

Before implementing an evidence-based practice, it is vital to have a clear understanding of the program and its suitability for your agency or organization. It is necessary to have sufficient detail about the evidence-based practice so that you can train staff and administrators to use it competently; measure the use of the practice with fidelity or integrity; and replicate it across all of your implementing sites such as classrooms, schools, and districts (Fixsen, Blase, Metz, & Van Dyke, 2013; Metz, 2016). The following criteria need to be in place to ensure that your evidence-based practice is usable:

- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of program components
- Practical Fidelity Assessment



Description & Components: Clear Descriptions of the Program

Not every evidence-based program or practice is a good fit with the beliefs, values and philosophy of your education agency or organization. Having a good description of a program and its foundations is necessary so that administrators and staff can make informed choices about what to use. The Hexagon Tool used during the Exploration Stage provides some guidance for assessing the fit of an evidence-based program or practice with the goals and needs of an organization. Using the Hexagon Tool can prompt teams to consider potential impacts of the program or practice on the focus population and whether or not implementation of the program or practice could advance outcomes for all individuals.

Additionally, make sure that you can identify these components:

Clear Philosophy, Values and Beliefs: The philosophy, values and beliefs that underlie the program provide the guidance for all educational and program decisions and evaluations, and are used to promote consistency, integrity and sustainable effort across classrooms, schools and districts.

Clear inclusion and exclusion criteria that define the population for which the program is intended. The criteria define which students are most likely to benefit when the program is used as intended.

Description & Components: Clear Essential Functions

Once an evidence-based practice or program has a clear description, it is important to identify essential functions by considering the key components that must be present to say that an evidence-based practice is being used. For example, providing behavior specific praise requires both an affirmation and description of the behavior. Without either of those components, that comment is no longer considered behavior specific praise. Program components are often thought of as the big rocks or key ingredients that make up an evidence-based practice.

The speed and effectiveness of implementation may depend upon knowing exactly what has to be in place to achieve the desired results for students, families, and communities. Knowing the core intervention components also lead to confident decisions about what

can be adapted to suit your school or district and facilitate measurement of effectiveness.

Definitions & Fidelity: Operational Definitions

Knowing the program components is a good start. The next step is to express each core program component in terms that can be taught, learned, done in practice, and assessed in practice. Engagement, for example, is fundamental to interactive innovations or evidence-based practice. What does this mean for teachers? What should they say and do to ensure the engagement of all students? What should be done to promote benefits from the practice/program being implemented?

Practice Profiles describe the core program components that allow an evidence-based program or practice to be teachable, learnable, and doable in practice, and promote consistency across educators at the classroom, building, and district levels.

Definitions & Fidelity: Practical Fidelity Assessment

How well are educators saying and doing those things that are in keeping with the program components and with the intentions behind the evidence-based program or practice? Are the intended outcomes being realized? An effective Fidelity Assessment provides evidence that the program is being used as intended and is resulting in the desired outcomes.

Look for these features in your Fidelity Assessment:

- The Fidelity Assessment relates to the program philosophy, values, beliefs and program components specified in the Practice Profiles
- The Fidelity Assessment is practical and can be done repeatedly in the context of typical educational systems
- There is evidence that the program is effective when used as intended
- The Fidelity Assessment is highly correlated with intended outcomes for students

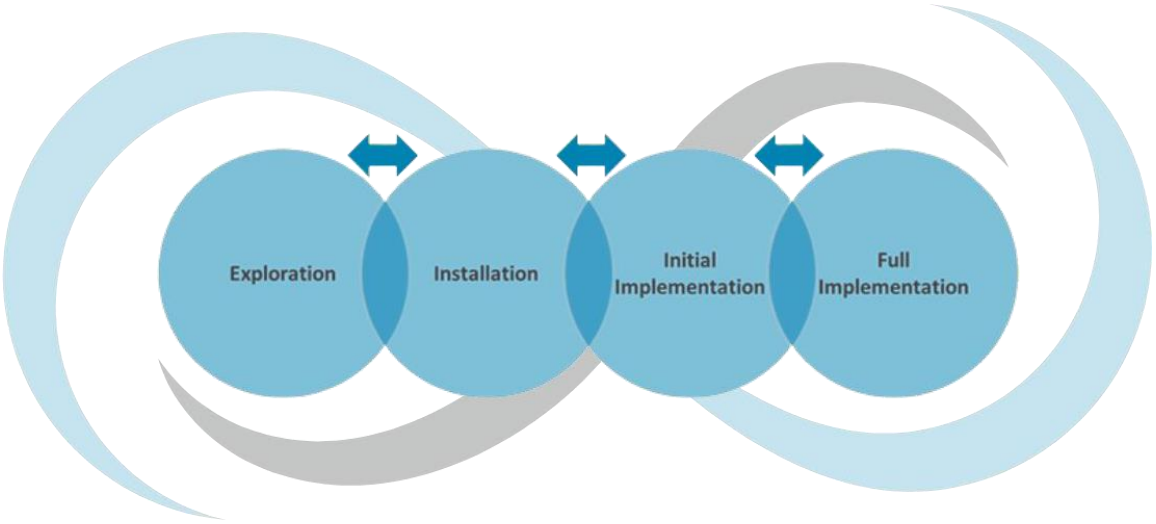
Framework 2: Implementation Stages

Implementation is not an event. Implementation is “a specified set of activities designed to put into practice an activity or program” (Fixen, Naoom, Blase, Friedman, & Wallace, 2005, p. 6). These activities occur over time in stages that overlap and that are revisited as needed.

Implementation involves multiple decisions, actions, and corrections to change the structures and conditions necessary to implement and sustain new practices and programs successfully. The required decisions and actions are accomplished through a set of Implementation Stages.

Research shows achieving intended outcomes through implementing a well-constructed, well-defined, well-researched program can be expected to take 2 to 4 years. The timeline for achieving outcomes (if at all) drastically increases for programs that are not well constructed or well defined. There is substantial agreement that planned change is a recursive process that happens in discernible stages (Bierman et al., 2002; Fixsen, Blase, Timbers, & Wolf, 2001; Panzano & Roth, 2006; Prochaska & DiClemente,1982; Solberg et al., 2004). Conducting stage-appropriate implementation activities is necessary for successfully utilizing new practices and for organizations and systems to change to support new ways of work.

There are four functional Implementation Stages: Exploration, Installation, Initial Implementation, Full Implementation. Stages of implementation do not cleanly end as another begins. Instead, stages overlap with activities related to one stage still occurring as activities for the next stage begin. Likewise, it is often necessary to revisit previous stages when circumstances change (e.g., change in staff/leadership, data identifies an area where changes are required).



The following section describes each of the four stages in more detail.

Exploration

Outcomes of Exploration:

- Formation of a representative implementation team to guide the work
- Demonstrated need for practice or program
- Selection of a practice or program that matches demonstrated needs is acceptable to leaders and staff and is feasible (teachable, learnable, doable, and assessable in practice) to implement

The goal of the Exploration Stage is to collaboratively determine which practice or program is the best fit by examining the degree to which a particular practice or program meets the school, district, or state's needs from the perspective of students, staff, families, and community partners. Additionally, to ensure that practices or programs anticipated to meet the needs of students and families are actually implemented as intended, districts and schools must make certain that they are feasible and doable. Students cannot benefit from best practices that they do not receive.

Requirements for implementation must be carefully assessed, and potential barriers to implementation examined. During Exploration, key activities include engaging a representative a group to form an Implementation Team, cultivating Implementation

Leaders and Champions of the work, and identifying potential programs. It is also important to ensure that clear program components are identified and well operationalized. Even with existing evidence-based practices and programs, further development to define and operationalize the program or practice may be needed before making decisions to move forward with implementation. Once the practice or program is defined, it is vital to explore how it pushes and pulls on existing ways of work (e.g., curricula, practices, programs). To ensure a complete understanding of potential changes and provide clarity, initial communication processes and messages should also be drafted in a Dissemination Plan.

Installation Stage

Outcomes of Installation:

- The Implementation Team is functioning efficiently and effectively.
- Infrastructure is in place to support ongoing professional learning and coaching in the program or practice. Policies and procedures are revised or developed to support practitioners' use of the practice or program as intended.
- Staff members have access to a system for collecting, analyzing, and using data for decision making and know how to use it. The data includes measures of fidelity for the practice or program as well as implementation, capacity, and outcome data.
- Bi-directional communication occurs among both internal and external individuals to gain critical perspectives.

The Installation Stage begins when the decision to move ahead with a practice or program has occurred. In changing complex systems, it is easy to overlook this stage during implementation and not be intentional around planning and building structures (e.g., strengthening competencies, removing barriers, using data to inform decision-making) that will facilitate the successful implementation. Practical preparations are needed to initiate the new practice or program selected during Exploration. Changes often must be made in multiple settings and systems to accommodate and fully support effective implementation. These changes outlined in an implementation plan should include activities such as:

- Ensuring financial and human resources are in place
- Collecting fidelity, capacity, and student outcome data

- Develop decision-making process using data
- Examining and modifying policies and procedures to ensure effective and sustained implementation

Developing the knowledge, skills, and abilities of practitioners and leaders is vital during the Installation Stage. Those expected to implement the new practices or programs must receive the culturally responsive learning and support needed to carry out the practice or programs as intended. Training, coaching, and data systems are conceptualized, created, or purchased to ensure this happens. Well-prepared practitioners are more likely to feel confident and implement new practices or programs with fidelity.

As a state, district, or school begins and moves through the Installation Stage, the implementation teams should revisit Communication Protocols. Given the many decisions made, it is critical to seek and incorporate feedback from a group of Critical Perspectives most likely to be impacted by the changes.

Initial Implementation Stage

Outcomes of Initial Implementation:

- A small group of practitioners are using the practice or program.
- Data and feedback are used regularly to inform decision-making and improve implementation of the practice or program.
- Practitioners are beginning to achieve fidelity and improve the quality of implementation efforts.
- Evidence exists that implementation of the practice or program is feasible.

The Initial implementation Stage begins when a group of practitioners begins using the new practice or program. Examining the infrastructure planned during installation and formed during initial implementation will give implementation teams the opportunity to course-correct and pinpoint inequities that need correcting before implementation progresses.

During this stage, key activities include intensive coaching to help practitioners through this awkward period of growth and change. As problems emerge, the Implementation Team develops and engages in strategies to promote continuous improvement and

Rapid-Cycle Problem-Solving. Teams should use data to assess the quality of implementation, identify problems and solutions, and inform decision-making. It is critical to address barriers and develop systemic solutions quickly rather than allowing issues to re-emerge and reoccur. While addressing barriers in this stage, teams and practitioners should examine how practices are impacting implementation and outcomes at all levels of the system. Centering on data will allow for implementation teams to examine outcomes for targeted populations as well as for all students. The processes for doing so are discussed later in the Improvement Cycles section.

Often, attempts to implement a new practice or program falter (or end) during installation or initial implementation. Implementation may struggle because everyone is learning, and challenges emerge as the status quo is changed. As the most fragile stage, initial implementation requires teachers to remain intentional and purposefully choose not to revert to previous practices.

As with every stage of implementation, communication is vital to the success of a practice or program. Providing feedback loops and communicating progress and improvement strategies to a varied group for critical perspective will help the decision-making process expand the practice or program that much easier.

Full Implementation Stage

Outcomes of Full Implementation:

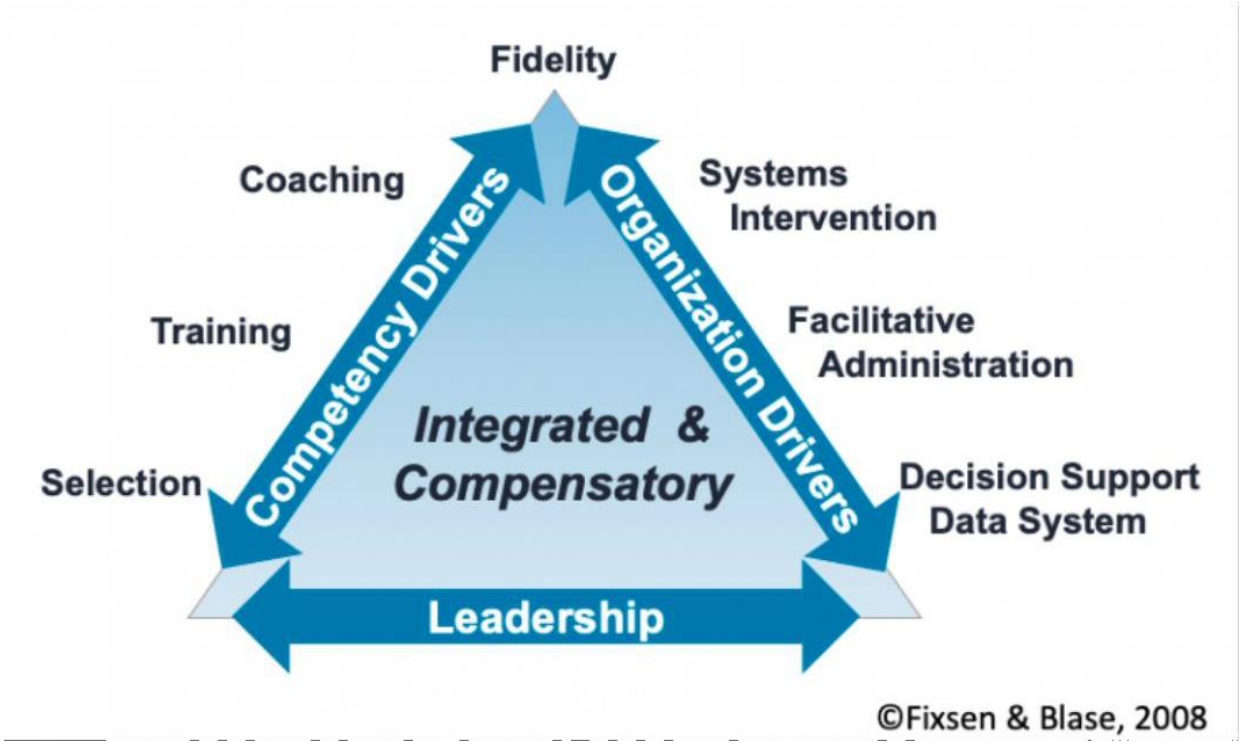
- Data are used regularly to inform decision-making and improve implementation of the practice or program.
- Sustained use of the practice or program with all practitioners delivering with fidelity and ease
- Evidence that identified outcomes are improving through the use of the practice or program.

Full implementation occurs as practitioners skillfully implement the new practice or programs and outcomes are achieved. The practice or program is now the new way of work, and lessons learned from the state agency to the classroom become integrated. In Full Implementation, the system is mostly recalibrated as processes and procedures are in place to support the new way of work. The time it takes to move from initial implementation to full implementation will vary depending upon the complexity of the new practice or program, the development of the infrastructure to support practitioners, and the availability of implementation support and resources.

Framework 3: Implementation Drivers

The next Active Implementation Framework we would like to discuss is Implementation Drivers. Implementation Drivers facilitate and ensure the success of initiatives. They are based on common features that exist among many successfully implemented programs and practices.

The structural components and activities that make up each Implementation Driver are the core components needed to initiate, support, and sustain classroom, building, and district-level change. It is imperative that each Driver is developed using the strengths of the community and attends to the necessary actions to advance outcomes for all students and families.



There are two types of Implementation Drivers:

- Competency Drivers
- Organization Drivers

It is important to note that leadership is foundational to Implementation Drivers and implementation work in general. Leadership is needed at all levels of the system to not only keep work moving forward by managing change, but also support teams and practitioners in removing barriers to implementation. When integrated and used collectively, these drivers ensure high-fidelity and sustainable program implementation.

Leadership

Leadership is foundational to the work of implementation. Volumes have been written about effective leadership, and there is strong agreement about the importance of knowledgeable and engaged leadership. Within the Active Implementation Frameworks, we are focused on the role rather than the authority position of a leader. We emphasize technical and adaptive leadership strategies because there are data to indicate that the ability to engage in such leadership impacts student achievement. This does not mean that many other aspects of leadership are not important. It is critical that leadership development efforts focus on building the leadership of staff and empowering implementation teams to make decisions.

Competency Drivers

Competency drivers are activities to develop, improve, and sustain practitioners', administrators', and support staff's ability to put programs and innovations into practice to benefit the students.

The four competency drivers include Selection, Training, Coaching, and Fidelity Assessment. Collectively they can effectively provide professional development that makes a difference for both practitioners and students.

Selection — Effective staffing requires the specification of required knowledge, skills, and abilities that relate to program-specific needs. This means specifying skills and abilities that are prerequisites for the work ahead and determining those that will be developed once the person is hired.

The criteria initially are used to select candidates among those already employed in a school or district who will be among the first to implement the innovation. Subsequently, each new hiring opportunity is an opportunity to select with implementation in mind.

Once requirements have been identified, schools and districts must identify methods for recruiting candidates who possess these skills and abilities and protocols for

interviewing and criteria for selecting teachers, practitioners, administrators, and even program or practice leads.

Training/Professional Learning — Teachers, practitioners, administrators, and staff need to learn when, how, and with whom to use new skills and practices. Training should:

- Provide information related to the theory and underlying values of the program or practice
- Use training processes grounded in adult learning theory to actively engage participants
- Introduce the components of and rationales for key practices
- Provide opportunities to practice and re-practice new skills and receive feedback in a safe and supportive learning environment

Coaching — Most new skills can be introduced in training but must be practiced and mastered on the job. Coaching is the key. Districts and schools should:

- Develop a system for coaching that ensures a commitment and structure to coaching processes and tools
- Actively develop and implement Coaching Service Delivery Plans that detail what is being coached, what evidence-based coaching strategies are being employed, and the logistics of a coaching cycle
- Use multiple sources of data to provide feedback to practitioners and always include direct observation
- Use coaching data and information from coaches to inform training improvements and improve organizational supports

Fidelity — Using the evidence-based program or practice as intended is both a driver or facilitator of effective implementation and an outcome of fully engaging all of the Drivers. This means that the entire organization is accountable for instructional or program quality. Teachers and other practitioners are not in it alone. Districts and schools should develop and implement transparent Fidelity Assessments, use multiple sources of data to assess fidelity, institute positive recognition so assessments are seen as an opportunity to improve fidelity and use Fidelity Assessment data to improve practice fidelity, organizational and system supports.

Organization Drivers

Organization Drivers are used to develop the supports and infrastructures needed to create a Hospitable Environment for new programs and practices. These supports may need to be developed across the building and district levels. Let's briefly touch on each component.

Decision-Support Data Systems — Better decisions are made when data are available to inform the decision-making process. A functional decision-support data system includes quality assurance data, fidelity data, and outcome data. Data need to be reliable, reported frequently, built into everyday routines, accessible at the classroom and building levels, and used to make decisions at the student, teacher, and building level. Data should include both quantitative and qualitative indicators, centering on the experiences of practitioners, students, and families.

Facilitative Administration — Facilitative administration describes how leaders use various strategies to 'facilitate' the use of the program or practice. They use a wide range of data to inform decision-making to support the overall implementation processes and keep staff organized and focused on achieving the desired outcomes. The goal is to break down internal barriers and make the work of staff easier and less burdensome. This means that leaders and their teams proactively look for ways to:

- Secure needed resources
- Use data to identify and effectively address challenges
- Develop clear Communication Protocols and functional feedback loops
- Adjust and develop policies, procedures, and guidelines to support the new way of work
- Make changes to roles, functions, and structures to accommodate the program or practice

Systems Interventions — Systems intervention describes how leaders actively collaborate with external partners to secure the resources necessary to support and sustain the program or practice. Systems Intervention strategies engage external systems or levels of the education system that are not under the immediate control of the administrators to identify, communicate and resolve systemic issues and barriers. Resources, policies, communication, and systems support need to be aligned to support implementation.

Integrated and Compensatory

A key feature to keep in mind regarding the drivers is their integrated and compensatory nature.

Integrated – means the philosophy, goals, knowledge, and skills related to the new program or practice are consistently and thoughtfully expressed in each of the Implementation Drivers. For example, if the use of data for progress monitoring is an important key feature of the program or practice, then comfort and experience using data will show up in the selection process, be part of training, focus on coaching, and be measured in fidelity protocols. Similarly, the decision-support data system will function to provide timely, reliable data; the building and district administrators will ensure that resources are allocated to the data function, and barriers to creating such systems that are beyond the school level are communicated to the district and from the district to the state as necessary.

Compensatory – means that the skills and abilities not acquired or supported through one Driver can be compensated for by using another Driver. Let's continue with the example of data-based progress monitoring. If teachers and other school staff do not have experience with data at the point of hire but are enthusiastic about learning to use data, training can compensate for skills not present. Similarly, only so much can be learned during training, no matter how well done. Coaching and fidelity monitoring can compensate for the different skill levels that are achieved through training.

Framework 4: Implementation Teams

Implementation Teams leverage implementation science principles, to support the widespread use of evidence-based programs and practices. Implementation Teams must also attend to data at each step in the implementation process.

Historically, educational systems have not been successful in closing the research-to-practice gap when implementing evidence-based programs for children and families. Often administrators, teachers, or other staff are left to make use of research findings on their own. In some systems, implementation is supported by providing one-time training, manuals, or websites to "help" implementation happen in real-world settings. Both approaches have been found to be insufficient for promoting the full and effective use of programs and practices (Aladjem & Borman, 2006; Fairweather, Sanders & Tornatzky, 1979b; Glisson, 2007; Green, 2008; Greenhalgh et al., 2004; Joyce & Showers, 2002; Lynch et al., 2018; Rossi & Wright, 1984; Tornatsky et al., 1980).

Effective implementation is characterized by a team accountable for "making it happen." In this approach, expert Implementation Teams play a role in actively supporting implementation of a new program or practices. There is evidence that creating Implementation Teams that intentionally work to implement programs and practices results in more efficient, higher-quality implementation.

Implementation Teams provide an internal support structure to move selected programs and practices through the Implementation Stages. They also ensure that the implementation infrastructure, as detailed in the Implementation Drivers discussed earlier, is effectively used to support the programs and practices.

Basic Functions of Implementation Teams include:

- Increasing collaboration and readiness
- Analyzing the strengths and needs of the organization
- Selecting innovations based on identified needs and root causes
- Installing and sustaining the Implementation Drivers (e.g., Coaching, Training, Data Systems)
- Assessing and reporting on fidelity, capacity, and outcomes
- Utilizing system change best practices
- Building linkages throughout the system and with partners

- Problem-solving and promoting sustainability

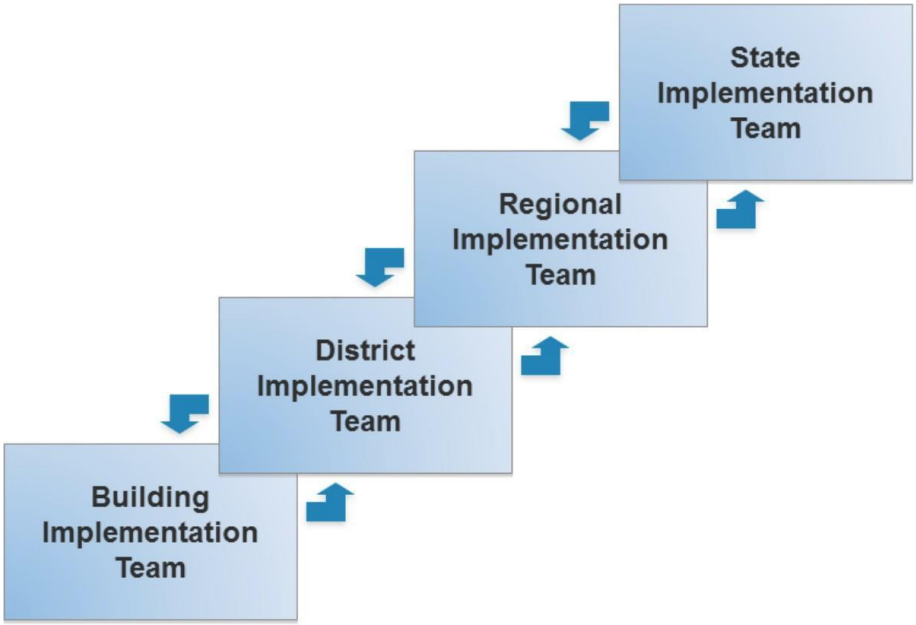
Too often programs and practices rely on just a champion or two. Champions can move on to new challenges and programs come and go with individuals. An advantage of relying on Implementation Teams is that the team collectively has the knowledge, skills, abilities, and time to succeed and sustain the work. The team embodies the capacity needed to implement well and maintain and improve programs and practices over time and across the staff.

Implementation Teams build and work to sustain capacity to realize the goals identified through critical perspectives. The teams should be varied in roles and representative of the population and community served and the intended beneficiaries of the proposed changes. Team members should have the voice and power to make the needed recommendations.

Ideal core competencies of an Implementation Team include the ability to:

- Engage, collaborate, and build relationships with leadership and those with critical perspective
- Build effective teams through development and management
- Facilitate change through implementation training and coaching
- Analyze data for informed decision making and to support complex change
- Understand the components of the selected program or practice and the connection to outcomes

Multiple Implementation Teams, purposefully linked across different levels of the system strengthen capacity, communication, and problem-solving in larger-scale change efforts. The functions of each team within a linked teaming structure need to be clearly defined and known to all other teams.

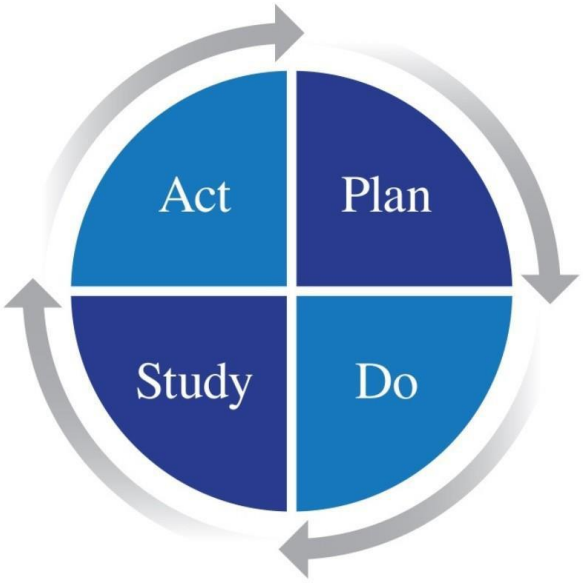


One way to ensure effective collaboration across multiple teams is through the development of Practice-Policy Feedback Loops. The development of these loops provides a specific pathway or channel for sending and receiving information and feedback, as well as lifting barriers, promoting solutions, and celebrating successes. Voices from various perspectives from the practice level (Practice Informed Policy) are heard and inform leaders so that they can ensure that policy, procedures, resources, etc. enable innovative practices to occur in classrooms, schools, and districts (Policy Enabled Practice) as intended.

Framework 5: Improvement Cycles

Implementation Teams use Improvement Cycles to change on purpose. Improvement Cycles are based on a Plan, Do, Study, Act process.

While there are many models for continuous improvement, Plan-Do-Study-Act (PDSA) Cycles provide Implementation Teams with a framework for problem-solving barriers. Many times, implementers, support staff, and teams experience similar, consistent barriers to implementing an evidence-based program or practice as intended. These barriers include lack of training, inadequate communication, low buy-in, and ineffective coaching, among others. Implementation Teams employ PDSA cycles to intentionally identify, problem-solve, and address these barriers and improve implementation.



The PDSA cycles consist of four phases:

- **Plan** - identify barriers or challenges, using multiple data points, and specify the plan to move programs or innovations forward and identify the outcomes that will be monitored,
- **Do** - carry out the strategies or plan as specified to address the challenges,
- **Study** - use the measures identified during the planning phase to assess and track progress, and
- **Act** - make changes to the next iteration of the plan to improve implementation.

To ensure fidelity of implementation, PDSA cycles should center the voices, perspectives, and experiences of those engaged in the improvement process (e.g., implementers, students, families, support staff). It is important to consider how persistent differences between different groups within the system are operating. When conducting a PDSA cycle, Implementation Teams should also discuss the following questions during each phase of the cycle:

- **Plan** - Who was included in developing the plan and who was not? Have students, caregivers, communities, and implementers had the power and voice to create and prioritize change ideas?
- **Do** - Who is included in the testing? Do those who are doing the test represent those expected to implement or receive the practice?
- **Study** - How are we defining evidence? Are we considering multiple and diverse forms of data? For whom did the change work for and in what context?
- **Act** - What in our school or district might be preventing this change from happening or sustaining? Are there power dynamics or systems of oppression that might be preventing success?

Summary

In summary, students cannot benefit from services they do not receive. Active Implementation promotes the full and effective use of evidence-based programs and practices so that student outcomes are improved.

Key Takeaways

Active Implementation is guided by five frameworks:

- Usable Innovations
- Implementations Stages
- Implementation Drivers
- Implementation Teams
- Improvement Cycles

Conducting stage-appropriate implementation activities is necessary for successful service and systems change.

Developing core implementation components results in an implementation infrastructure that supports competent and sustainable use of evidence-based programs or practices.

Creating Implementation Teams that actively work to support the implementation of innovations results in more efficient, higher-quality implementation.

Connecting policy to practice can help reduce systems' barriers to sustainable, high-fidelity practice.

Working together, these Active Implementation Frameworks provide the foundation for evidence-based programs and practices to be successfully implemented with fidelity.

Resources

Read

- Handout: The Active Implementation Frameworks
  Implementation Teams employ Active Implementation Frameworks in their work. Here are the five frameworks and descriptions.

- Accomplishing Effective and Durable Change to Support Improved Student Outcomes
  This white paper, released by SISEP and the Kentucky Department of Education, shares Kentucky's journey and learnings from using implementation science to improve student outcomes.

Watch

- Voices from the Field Video Series (Rationale for Active Implementation)
  Voice from the Field Video Series: Rationale for Active Implementation
- Voices from the Field Video Series (Evidence-Based Practices)
  Voices from the Field Video Series: Evidence-based Practices

Listen

- Implementation Science for Educators Podcast (Implementation Reflections)
  Implementation Science for Educators Podcast: Implementation Reflections
- Implementation Science for Educators Podcast (Integrating Implementation Science with Improvement Science)

Reflect

- Activity 1.6 (Frameworks): Module 1 Summary - Implementation Is a Piece of Cake
  The purpose of this activity is to have you reflect on your knowledge of the Active Implementation Frameworks.

- A Practice Guide to Support Implementation - What competencies do we need?
  The Practice Guide to Supporting Implementation identifies the competencies that implementation support practitioners need to support the effective implementation and scaling of evidence-informed practices, programs and policies, to improve outcomes for people and communities.

Apply

- Activity: A Tale of Two Districts
  Individually or as a team to complete this capstone activity. A blank activity form is provided. Complete this first, then take a look at the NIRN provided feedback document.

For additional resources, visit: https://implementation.fpg.unc.edu/resources/

References

Aladjem, D.K., & Borman, K.M. (Eds.). (2006). Examining comprehensive school reform. Washington, DC: Urban Institute Press.

Bierman, K.L., Coie, J.D., Dodge, K.A., Greenburg, M.T., Lochman, J.E., McMahon, R.J, & Pinderhughes, E. (2002). The implementation of the fast track program: An example of a large-scale prevention science efficacy trial. Journal of Abnormal Child Psychology, 30(1), 1-17.

Burns, M.K., & Ysseldyke, J.E. (2009). Reported prevalence of evidence-based instructional practices in special education. The Journal of Special Education, 43(1), 3–11. 10.1177/0022466908315563

Dew, A., & Boydell, K. (2017). Knowledge translation: Bridging the disability research-to-practice gap. Research and Practice in Intellectual and Developmental Disability, 4(2), 142-157. 10.1080/23297018.2017.1315610

Fairweather, G.W., Sanders, D.H., & Tornatzky, L.G. (1979b). Follow-up Diffusion of the Community Lodge. In G. W. Fairweather, Sanders, D., & Tornatzky, L. G. (Ed.)., Creating change in mental health organizations (pp. 162-180). Elmsford, NY: Pergamon Press

Eccles, M.P. & Mittman, B.S. (2006). Welcome to Implementation Science. Implementation Science, 1(1). 10.1186/1748-5908-1-1

Fairweather, G.W., Sanders, D.H., & Tornatzky, L.G. (1974). Creating change in mental health organizations. New York, NY: Pergamon Press.

Fixsen, D. L., & Blase, K. A. (2008). Drivers framework. Chapel Hill, NC: University of North Carolina, The National Implementation Research Network, Frank Porter Graham Child Development Institute.

Fixsen, D.L., Blasé, K.A., Metz, A., Van Dyke, M.K. (2013). Statewide implementation of evidence-based programs. Exceptional Children, 79(2), 213-230.

Fixsen, D. L., Blase, K. A., Timbers, G. D., & Wolf, M. M. (2001). In search of program implementation: 792 replications of the Teaching-Family Model. In G. A. Bernfeld, D. P. Farrington & A. W. Leschied (Eds.), Offender rehabilitation in practice: Implementing and evaluating effective programs (149-166). London: Wiley.

Fixsen, D., Naoom, S., Blase, K., Friedman, R., Wallace, F. (2005). Implementation Research: A Synthesis of the Literature. Tamps, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. Institute of Medicine (IOM). 2007. The Learning Healthcare System: Workshop Summary. Washington, DC: The National Academies Press.

Glisson, C. (2007). Assessing and changing organizational culture and climate for effective services. Research on Social Work Practices, 17(6). 10.1177/1049731507301659

Green, L. W. (2008). Making research relevant: If it is an evidence-based practice, where's the practice-based evidence? Family Practice, 25, 20-24. 10.1093/fampra/cmn055

Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P. & Kyriakidou O. (2004). Diffusion of innovations in service organizations: Systematic review and recommendations. Milbank Quarterly, 82(4), 581-629. 10.1111/j.0887-378X.2004.00325.x

Joyce, B., & Showers, B. (2002). Student achievement through staff development (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Lynch, E.A., Chesworth, B. M., & Connell, L.A. (2018). Implementation - The missing link in the research translation pipeline: Is it any wonder no one ever implements evidence-practice? Neurorehabilitation and Neural Repair, 0(0), 10.1177/1545968318777844

Madon, T., Hofman, K.J., Kupfer, L., & Glass, R.I. (2007, Dec 14). Public health. Implementation science. Science, 318(5857):1728-9. 10.1126/science.1150009. PMID: 18079386.

Metz, A. (2016). Practice Profiles: A Process for Capturing Evidence and Operationalizing Innovations. National Implementation Research Network White Paper. http://nirn.fpg.unc.edu/resources/white-paper-practice-profiles-process-capturing-evidence-and-operationalizing-innovations

Panzano, P.C. & Roth, D. (2006). The decision to adopt evidence-based and other innovative mental health practices: Risky business? Psychiatric Services, 57, 1153-61. 10.1176/ps.2006.57.8.1153

Prochaska, J.O., & DiClemente, C.C. (1982). Transtheoretical therapy: Toward a more integrative model of change. Psychotherapy: Theory, Research & Practice, 19(3), 276–288. 10.1037/h0088437

Rossi, P.H. & Wright, J.D. (1984). Evaluation research: An assessment. Annual Review Sociology, 10(1), 331-52.

Solberg, L.I., Crain, A.L., Sperl-Hillen, J.M., O'Conner, P.J. & Crabtree, B.F. (2004). Key issues in transforming health care organizations for quality: The case of advanced access. Joint Commission Journal on Quality and Safety, 30, 14–24. 10.1016/S1549-3741(04)30002-X

Tornatzky, L.G., Fergus, E.O., Avelar, J.W., & Fairweather, G.W. (1980). Innovation and social process: A national experiment in implementing social technology. Elmsford, NY: Pergamon Press.