“What Does It Take?”
for Effective Implementation:
Starting with Usable Interventions

Session 3: Northern California Training Academy
UCD Fundamentals
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# Today’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 – 9:20 am</td>
<td>Welcome Back, Intros</td>
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<td>9:20 – 9:40</td>
<td>Implementation Brief</td>
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<td>9:40 – 10:30</td>
<td>Closer Look at “So I plan to . . .”</td>
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<td>10:30 – 10:45</td>
<td><strong>STRETCH BREAK</strong></td>
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<td>10:45 – noon</td>
<td>Recap and Group Work Activity</td>
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<td>Noon – 12:45 pm</td>
<td><strong>LUNCH</strong></td>
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<td>1:00 – 1:45</td>
<td>New Info: Usable Interventions</td>
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<td>1:45 – 2:45</td>
<td>County Group Work</td>
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<td>2:45 – 3:00</td>
<td><strong>STRETCH BREAK</strong></td>
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<td>3:00 – 3:30</td>
<td>Homework and Q&amp;A</td>
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<td>3:30 – 4:00</td>
<td>Plus-Delta &amp; Wrap-Up</td>
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Evidence-Based Strategies and Getting to Social Impact

Effective Practice Strategies

Improved safety, permanency & wellbeing for children, families, communities
Active Implementation: Strengthening Systems for Social Impact

Evidence-Based, Effective Strategies \times \text{Local Capacity & Practices for Active Implementation & Scale-Up} = \text{Supportive and Efficient Child & Family Service Systems} + \text{Improved safety, permanency & wellbeing for children, families, communities}

Implementation Capacity \quad \text{Implementation Performance}
Implementation Capacity & Performance
Active Implementation: Strengthening Systems for Social Impact

Evidence-Based, Effective Strategies

Local Capacity & Practices for Active Implementation & Scale-Up

Supportive and Efficient Child & Family Service Systems

Improved safety, permanency & wellbeing for children, families, communities

Focus on both people and organizations

Implementation Capacity

Implementation Performance
Focus on People Matters . . .
Not Just “Train and Hope”

<table>
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<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
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<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>..+Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>..+ Practice &amp; Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>..+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
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% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom

—Joyce and Showers, 2002
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<th>Training</th>
<th>Coaching</th>
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<tr>
<td>• Knowledge acquisition</td>
<td>➢ Enables ongoing practice of new, fragile skills in real-world context</td>
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<tr>
<td>• Skill Development (&quot;rehearse and demonstrate&quot;)</td>
<td>➢ Develops professional judgement for application in varied situations and settings</td>
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<td>• Continue “buy-in” process</td>
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<td>• Form a ‘community’</td>
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Competent Coaching

- Relationship
- Support
- Reflection & Self-Awareness
- Practice Judgment
- Peer Learning & Support

Coaching to Competence

- Competent Coaching
  
  PLUS

- Specific to the intervention
  
  - Operationalized
  
  - Develop and strengthen new skills and abilities
  
  - Improve fidelity
  
  - So that outcomes improve
Evidence-Based Strategies: *Getting to Social Impact?*

**Effective Interventions**
- Every Worker Trained
- Every Worker Continually Supported

**Actual Supports**
- Years 1-3: Fewer than 50% of the workers received some training
- Years 4-5: Fewer than 25% of those workers received support

**Outcomes**
- Fewer than 10% of the agencies used the model as intended
- Vast majority of children & families do not benefit
Focus on People Matters . . .
Focus on Organization Matters Just as Much!

Group Homes adopting EBPs:
Where are they spending their resources?

Fixsen, Blase, Timbers, & Wolf (2001)
Organization as “We are in this Together:”
Implementation Structures and Processes that:

Engage leadership at multiple levels

Use data for improvement

Meaningfully involve community partners

Create and nurture change

Manage addressing how to improve policies and practices

Gather and share feedback from staff at all levels about strengths and challenges
What Happens to Job Satisfaction When Monitoring/Coaching is Part of an Evidence-Based Practice?

- EBP + Monitoring: 58%
- EBP No Monitoring: 22%
- TAU + Monitoring: 27%
- TAU No Monitoring: 16%

Percent of Clinicians Retained after 36 months

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“What it Takes” for Implementation

1. A focus on People matters.
2. A focus on the Organization matters just as much if not more.
3. Leadership for change lives at multiple levels.
4. Supporting use of an intervention is a deliberate, ongoing Process.

Using data for understanding and ongoing improvement
"I observe that . . . I think it’s because . . ."

A Closer Look At

“**So I Plan To . . .**“
Using Data & Information to Make the Case

Some Lessons

1. Defining the “problem” (“I observe that . . . “) as the absence of your proposed intervention is a trap.
1. Defining the “problem” (“I observe that . . . ”) as the absence of your proposed intervention is a trap.
Planning: Using Data to Make The Case

I observe that...
Dog owners break bones in their hands more often than other people.

I think it’s because...
Most dogs don’t get obedience training.

So I plan to...
Provide obedience training to dog owners and their dogs. ... People walk dogs using retractable leashes?

LIMITED OPTIONS TO ADDRESS COMPLEX PROBLEM
Planning: Using Data to Make The Case

The number of young people who smoke in this county is 2X the State rate.

I observe that . . .
I think it’s because . . .
So I plan to . . .

- Merchants sell tobacco to minors despite the laws
- Minimal enforcement of laws
- Parents less likely to monitor what youth are doing

A number of issues and people affected by and involved in the problem
BUT WHY? Technique

The Inquiring Mind Solves Problems!

• Ask 3-5 “But Why”’s
• See multiple aspects of the problem
• See connected and alternative strategies in complex situations
Using Data & Information to Make the Case

1. Defining the “problem” (“I observe that . . . “) as the absence of your proposed intervention is a trap.

2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (the “rationale”).
Planning: Using Data to Clarify Rationales

I observe that . . .

I think it’s because . . .

So I plan to . . .

What will you do and why?
Planning: Using Data to Clarify Rationales

I observe that . . .
Dog owners break bones in their hands more often than other people

I think it’s because . . .
Dogs need obedience training

. . . People walk dogs using retractable leashes

So I plan to . . .
Provide obedience training to dog owners and their dogs
Planning: Using Data to Clarify Rationales

I observe that . . .

Underage drinking rates in my county are 2X the State average

I think it’s because . . .

Teenagers use fake IDs to purchase alcohol from stores

. . . Youth get alcohol from friends and family (social access)

So I plan to . . .

Install the MUST campaign

Chapin Hall at the University of Chicago
Policy research that benefits children, families, and their communities

UC Davis Extension Center for Human Services
Using Data & Information to Make the Case

1. Defining the “problem” (“I observe that . . . “) as the absence of your proposed intervention is a trap.

2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (the “rationale”).
Using Data to Clarify Rationales & Make Your Case

What is driving “the problem?”

I observe that . . .
I think it’s because . . .
So I plan to . . .

How do proposed intervention components address key features that are driving the problem?

Intervention Components With Essential Functions
Stretch BREAK
(15 mins)
Recap & Group Activity
Planning: Using Data to Make The Case

I observe that . . .

**Re-entry** higher among “short stayers” (less than 3 or 6-months)

I think it’s because . . .

• Premature referrals
• Referrals not necessarily connected to family needs
• Inconsistent, unclear exit plans
• Family relationships not maintained
• **BUT WHY?**

So I plan to. . .

Who is part of the problem AND part of the solution? How?

---

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Planning: Using Data to Make The Case

I observe that . . .

Re-entry higher among children entering care at a young age (under age 1, between ages 1-5)

I think it’s because . . .

Family not ready to unify
Workers misjudged needs
Parents disconnected from the plan . . .
Gaps in services post exit

BUT WHY?

So I plan to . . .

Who is part of the problem AND part of the solution? How?
Planning: Using Data to Make The Case

I observe that . . .

Permanency within 12 months lower among those children entering care at younger ages

I think it’s because . . .

- More likely for adoption which involves more delays
- Parental substance abuse requires significant intervention and time
- Conflicts in court processes, contested J/D hearings, continuances
- BUT WHY?

So I plan to . . .

Who is part of the problem AND part of the solution? How?

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Permanency within 12 months lower among those children entering care between ages 6 and 12.

I observe that . . .

I think it’s because . . .

So I plan to . . .

Who is part of the problem AND part of the solution? How?

- Initial placement to Family/NREFM
  - Child mental health issues
  - Parents participate more fully in services
- Focus on child safety and not parent engagement
- BUT WHY?
Using Data to Clarify Rationales & Make Your Case

What is driving “the problem?”

I observe that . . .
I think it’s because . . .
So I plan to . . .

How do proposed intervention components address key features that are driving the problem?

Intervention Components
With Essential Functions

+ BUT WHYs
Planning: Using Data to Clarify Rationales

1. In thematic groups, BUT WHY (3-5 times)

I observe that . . . I think it’s because . . . So I plan to . . .

2. Clarify linkages on Theory of Change
Using Data & Information to Make the Case

1. The “problem” is not the absence of your proposed intervention.

2. Your proposed intervention should functionally link back to what you are observing and why you think it is happening (“I think it’s because . . .”).

This creates the “rationale” for your proposal, and also strengthens the link between what you aim to do and its relationship to the problem and creating change.
- LUNCH -
Regroup at 1:00pm
Usable Interventions
Using Data & Information to Make the Case

1. The “problem” is not the absence of your proposed intervention.

2. Your proposed intervention needs to functionally link back to what you are observing and why you think it is happening (“I think it’s because . . .”). This creates the “rationale” for your proposal.

3. The proposed intervention needs to be “usable.”
Usable Interventions

• Define WHAT we are trying to accomplish.
• Provide the content that is the focus of selection, training, coaching, and fidelity assessments.
• Provide the reasons for changing roles, functions, and structures in organizations to more efficiently, effectively, and persistently produce intended outcomes.

Make it teachable, learnable, doable, assessable, and repeatable in practice
Defining Usable Interventions

1. **Clear Description of the Intervention**
   
   ✔ The philosophy, values, principles that underlie it. These provide guidance for an organization on fit and consistency
   
   ✔ Inclusion and Exclusion Criteria. Who is the population for which the intervention is intended? Who is most likely to benefit?
Defining Usable Interventions

1. Clear description of the Intervention

2. Clear Essential Functions the Define the Intervention

✓ Description of the features – core components or active ingredients – of the intervention. These describe what must be present to say that it is happening.
Defining Usable Interventions

1. Clear description of the Intervention
2. Clear Essential Functions the Define the Intervention
3. Operational Definitions of the Essential Functions (what people are saying and doing)
   ✓ Description of the core activities that indicate the core components are in place. These allow for the intervention to be taught, learned, done, assessed, and repeated in practice.
Defining Usable Interventions

1. Clear description of the Intervention
2. Clear Essential Functions the Define the Intervention
3. Operational Definitions of the Essential Functions
4. Practical Assessment of Fidelity *(next session)*
   ✓ Feasible measurement of the extent to which the intervention’s essential functions and core activities are in place.
Usable Interventions

The Problem: Too many children in care for <1 month re-enter at a higher rate that those in care 1-3 months. I think it’s because parent and caregiver involvement is not taken into account or encouraged in the exit plans or activities

So I plan to . . . . Strengthen family engagement and support
Usable Interventions (getting started)

1. **Clear description of the Intervention**
   - Humility, partnering, respect,
   - Parents and caregivers with children newly entered in the system

2. **Clear Essential Functions the Define the Intervention**
   - Immediacy (outreach and/or assessment occurring within short time frame than other cases)
   - Intensive, then flexible and ongoing based on needs
   - Support in context (home)
   - Create incentives for family partners
   - Peer-to-peer
   - Family as expert
County Group Work with Usable Interventions
Defining Usable Interventions

1. Reflect on Usable Intervention Criteria
2. Discussion: Revisiting H/W #2,
   • How “usable” is the intervention(s) you are planning to do?
   • What are the essential functions behind them? What needs to be happening so that intervention component actually contributes to how you have defined the problem?
3. Capture Your Action Ideas
   • What can you modify, enhance, do differently?
Stretch BREAK
(15 mins)
HOMEWORK #3: Usable Intervention
Session #3 Homework

I. Revisit Your Rationale/Making the Case

I observe that _________________________________________________________

I think it’s because ____________________________________________________

So I plan to __________________________________________________________

Based on your process of exploring the But Why’s, make any adjustments in HW#2 to your “So I plan to . . . “ so they functionally connect back to your “I think it’s because”
Session #3 Homework

I observe that ____________________________________________________________
I think it’s because ______________________________________________________
So I plan to _____________________________________________________________

[adjustments to your plan/components made based on But Why’s]

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<tr>
<th>Component of Proposed Intervention</th>
<th>Essential Functions, Active Ingredients</th>
<th>Whose behavior does this involve?</th>
<th>What does this look like? What are people saying and doing when this component is in place?</th>
<th>What strengths exist in the organization already to support this?</th>
<th>What changes in the organization are necessary to implement this?</th>
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Fundamentals Homework Schedule

**Session #3**
*You Submit Draft H/W*  Oct 9 (today)
*My Feedback to You*  Oct 31
**Session #4**  Nov 2
Nov 6

Only 4 weeks!
Homework and Questions

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The Impact Center at Frank Porter Graham (FPG) Child Development Institute
University of North Carolina at Chapel Hill
*Implementation Support and Capacity Building*
Looking Ahead: Thinking About Measuring Implementation

Can you describe how the program is doing?

No, but I can give you some numbers based on crazy assumptions and lots of big data.

freshspectrum.com