



CENTRE FOR EFFECTIVE SERVICES

Implementation Network

Dept of Environment, Community & Local Government
Custom House, Dublin 1

9 October 2013



CENTRE FOR EFFECTIVE SERVICES

Welcome and Introduction

Nuala Doherty

Objectives of Meeting

- Share knowledge and experience of implementation based on two **case studies** presented by members of the network
- Discuss the **future development** of the Implementation Network / Initiative
- **Exchange information** among participants on implementation initiatives/work they are involved in

Chatham House Rules

Chatham House Rules apply

i.e. participants are free to use information received at these meetings, but neither the identity nor the affiliation of the speaker(s) may be revealed

- Encourage openness, sharing of information
- Create 'a safe space' for honest dialogue and learning



Agenda

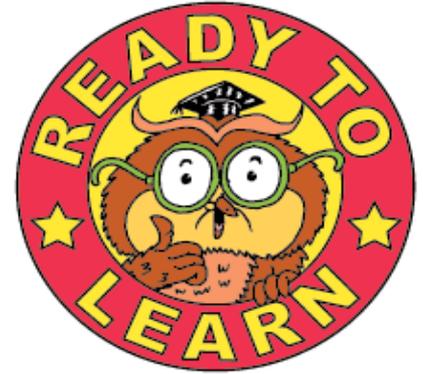
<i>Arrival and Tea/Coffee</i>	<i>10.00 – 10.30</i>
1. Welcome and Introduction (Nuala Doherty, CES)	10.30 – 10.45
2. Case Study Presentations	
- Implementation in a Practice/Services Setting (Julie Healy, Barnardos NI)	10.45 – 11.15
- Implementation of Effective Social Work Practice (Alison Metz, National Implementation Research Network)	11.15 – 11.45
3. Q&A and Group Discussion (Stella Owens, CES)	12.00 – 13.00
4. Implementation Events and Initiatives	13.00 – 13.50
5. Close and Next Steps (Stella Owens, CES)	13.50 – 14.00
<i>Lunch</i>	<i>14.00 – 14.30</i>



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Implementation in a Practice / Service Setting

Julie Healy, Barnardos NI



Implementation Initiative

9th October 2013

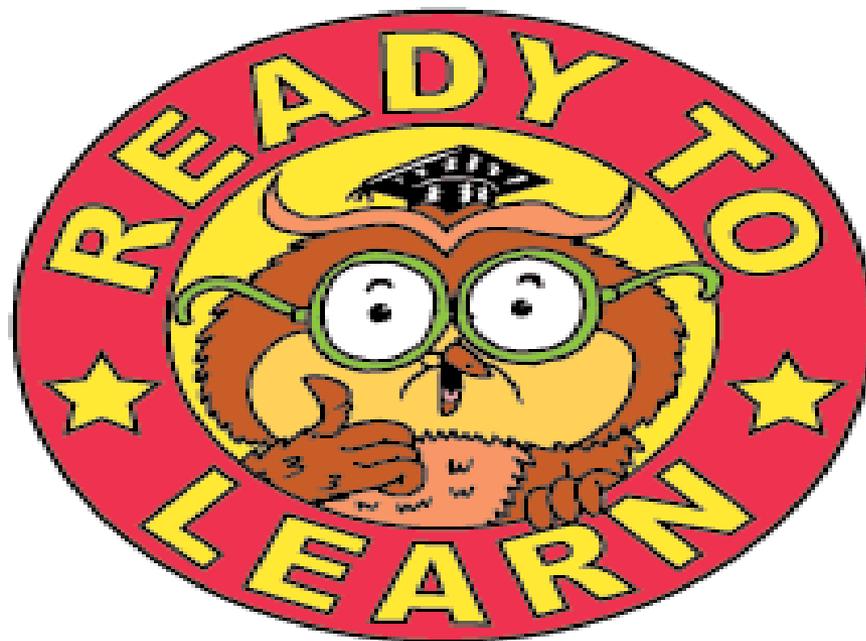
Julie Healy
Ready to Learn
Programme Manager

Session plan

1. The intervention
2. The context
3. The journey
4. The learning



1. The Intervention

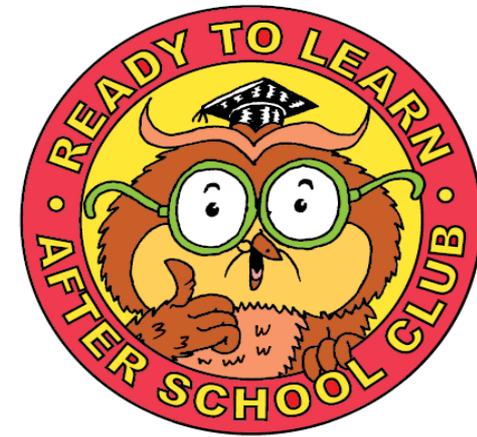


Two components



- After School programme to promote the skills and development needed to achieve in school
- Range of information & activities for parents to help them support their child's learning

After School Programme



Ready to Learn aims to increase educational achievement by providing a literacy rich after school programme to all children who are eligible.

Believe in
children



Barnardo's
Northern Ireland



- The After School Club runs on Tuesday, Wednesday and Thursday afternoons from 2pm-3pm when the school is open.



- All children in the participating classes are eligible to attend (300+).

2 core elements

1. An academic programme aimed at enhancing literacy achievement
2. A social programme incorporating social, emotional and behavioural regulation skills



Literacy rich activities

Strand 1 -Attention and Listening

Strand 2 -Phonological awareness

Strand 3 -Oral language

Strand 4 -Vocabulary

Strand 5-Concepts of print





2. The Context – Barnardo's NI

Believe in
children



Barnardo's
Northern Ireland



13.8 million

- £1.7m Voluntary Funds



496 staff

- 400 volunteers



63 services

- Family Support, Trauma, Counselling, Surestart, Young Carers, Child Sexual Exploitation, Employment, Early Years, Leaving Care



Programmes

- Incredible Years, PATHS, All Stars, Lifeskills, Ready to Learn, PIP (Programme Development)

**Believe in
children**



Barnardo's
Northern Ireland



**Service &
Programme
Delivery**



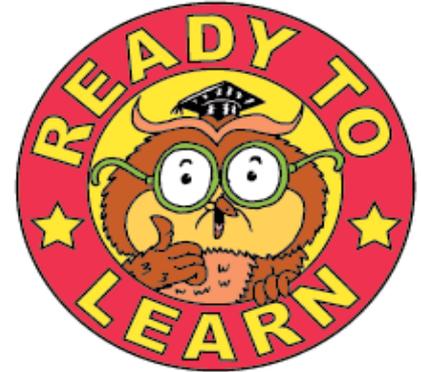
**Policy &
Research**



**Technical
Assistance &
Innovation**

Evidence / Early Intervention / Effective Implementation /

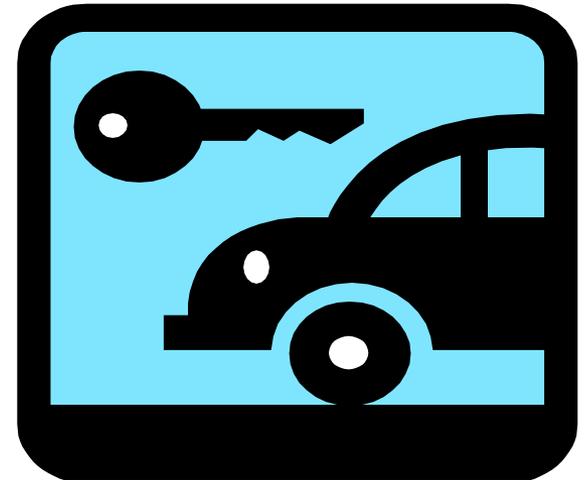
Internal Environment



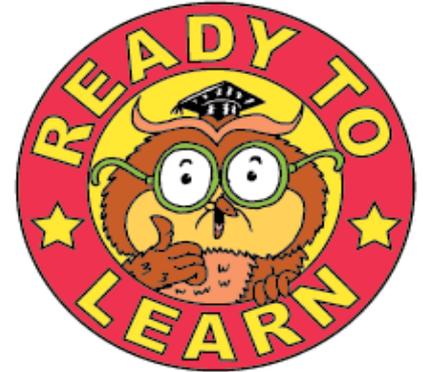
- History of promoting evidence based practice
- Move from 'standards' towards outcomes and effectiveness but
- Strong background in social work
- Traditional structure & hierarchy
- Culture of management & compliance

3. The Journey

- Exploration
- Installation
- Initial Implementation
- Full (or Fuller)
Implementation?

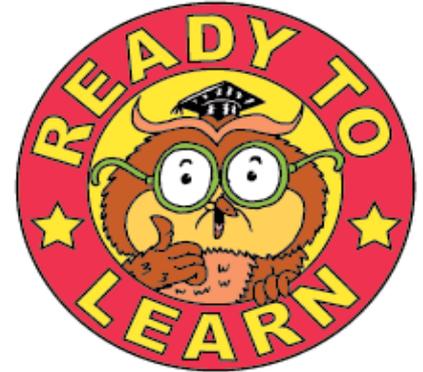


Exploration



- August 07 – Dec 08
- Funding for development stage
- Commissioned research and consultation
- Resources, good-will and time on our side!

Quality Drivers



- Context of a randomised controlled trial
- Potential to create a replicable programme if successful
- High expectations from schools, funders and policy makers
- Opportunity to demonstrate new way of working within organisation

Installation

- April 09 – Aug 10
- Multi-layered
- Deadline of
Sept '10 to start
delivery

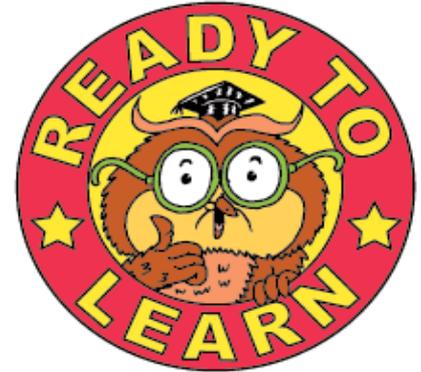


Installation

- On-going service design
- Internal staffing structure
- P.I.D
- Setting up RCT
- Writing manual
- Recruitment



Nearly there ...



By April 2010

- Service Design completed
- Schools selected and on board
- Manual process started
- Specific Job Descriptions
- Recruitment & selection started



Initial Implementation

- Sept 2010 – Year 1
- 9 schools, 12 P1 classes, 300 children
- Frequent problem solving
- Still recruiting
- First term only fully planned
- But very exciting!

Initial Implementation

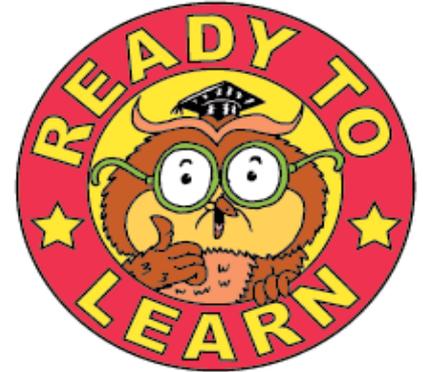
- Managing expectations
- Getting the right balance
 - staff and school
 - use of time
 - use of space



Quality drivers

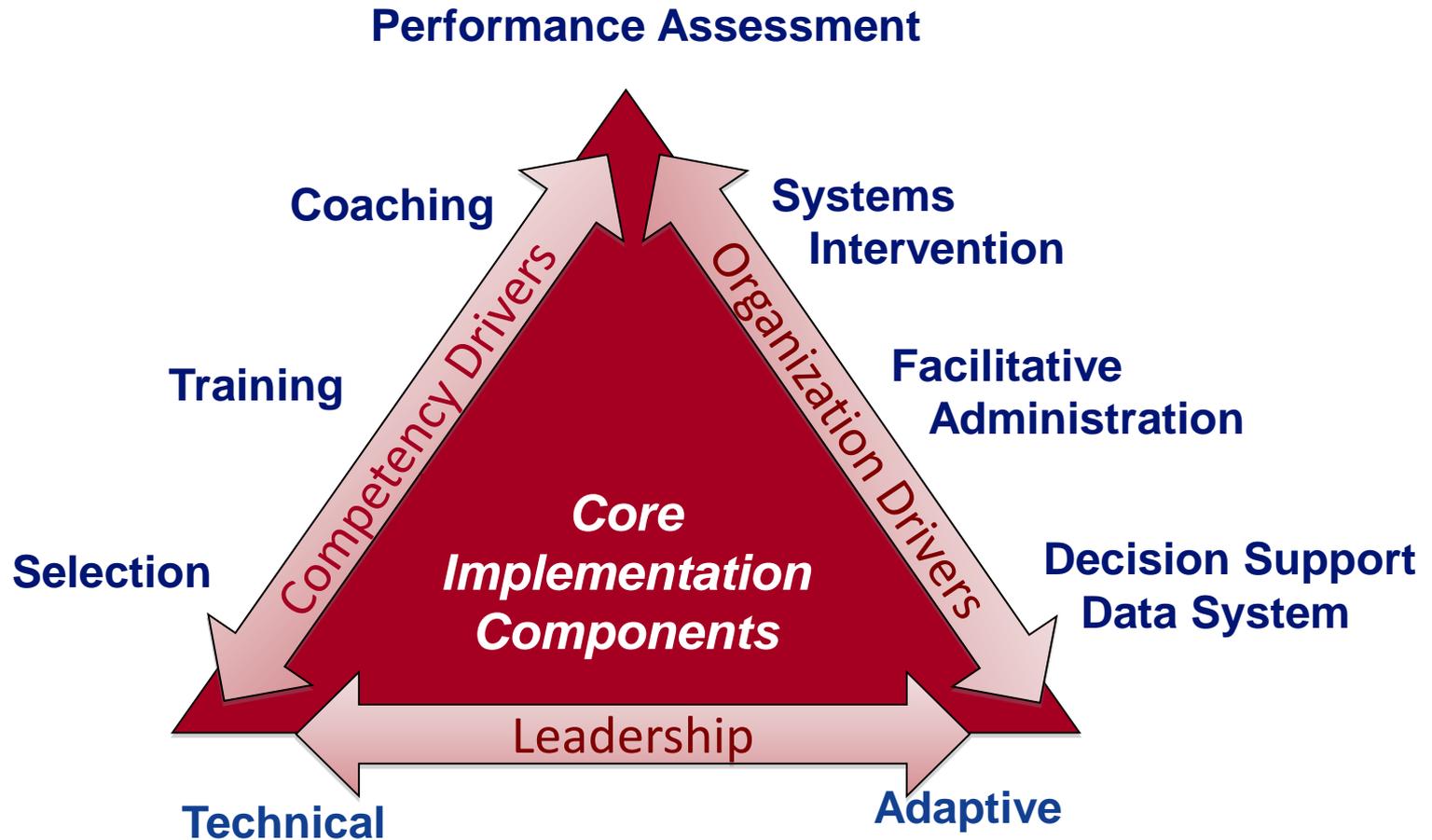
- Manualised programme
- Observation and supervision
- Weekly recording by Leaders
- Team meetings & training
- Feedback from schools & International Committee
- On-going review

Lessons Learned



- Time pressures always a factor but
- Plan for success
- Create a 'facilitative' environment
- Move from 'supervision model' to implementation fidelity
- Go back to the research
- Do we have an effective implementation infrastructure?

Full Implementation



Impact Across Organisation

- Change in language
- Increase in 'programme' work
- More flexible work-force
- New 'School Based Interventions Team'
- Early intervention a UK priority area in new business plan



CENTRE FOR EFFECTIVE SERVICES

Implementation of Effective Social Work Practice

Alison Metz, National Implementation Research
Network, University of North Carolina, Chapel Hill



Active Implementation Frameworks for Successful Service Delivery

*A Case Study of the Catawba County Child
Wellbeing Project*

Irish Implementation
Network Meeting

Dublin

October 9, 2013

Allison Metz, Ph.D., Co-Director

National Implementation Research Network

FPG Child Development Institute

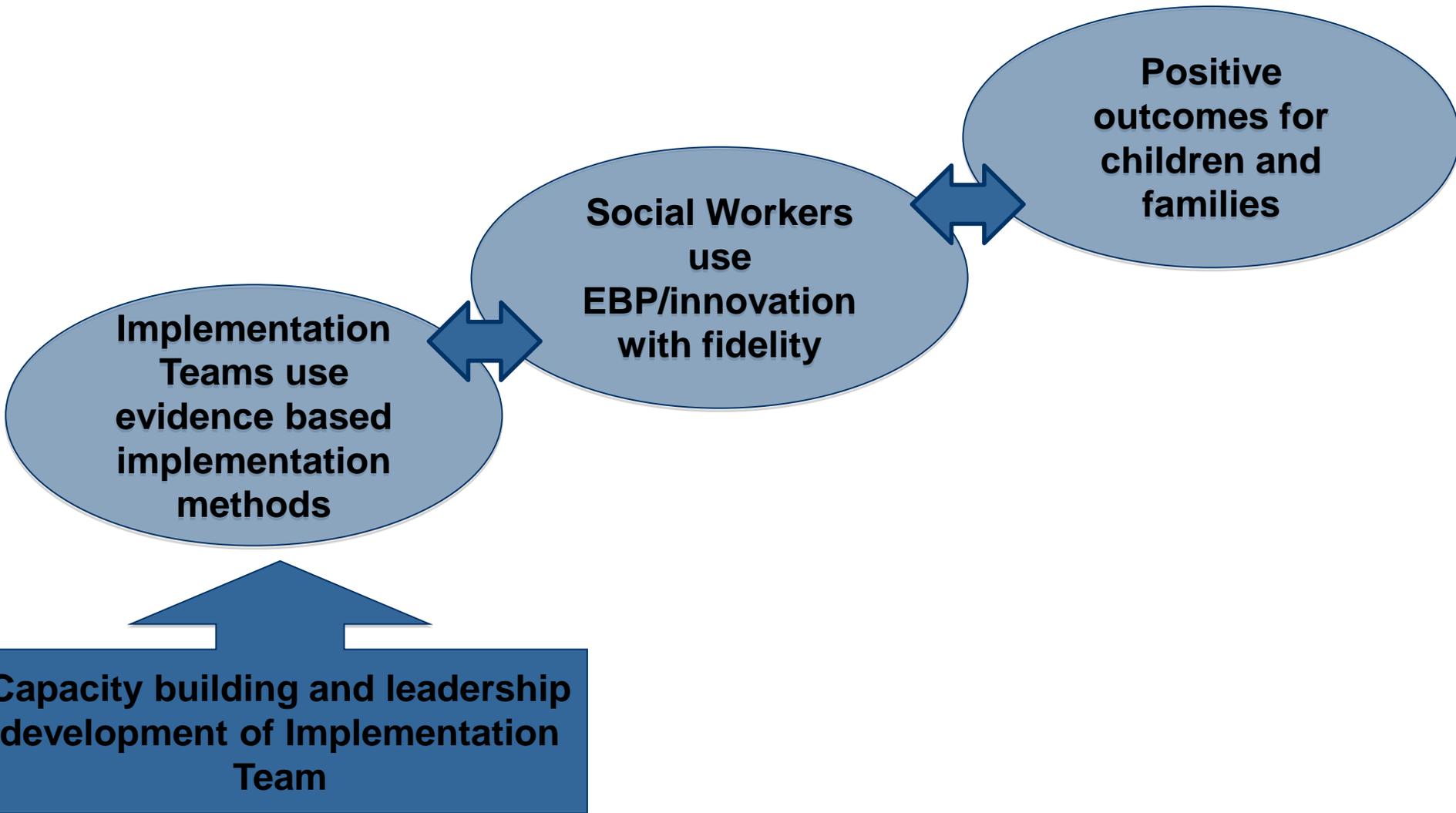
University of North Carolina at Chapel Hill



UNC

FPG CHILD DEVELOPMENT INSTITUTE







Catawba County Child Wellbeing Project

Case Example

Expand services for children and families engaged in child welfare system beyond the mandated service continuum with the goal of improving foster children's wellbeing and transition to adulthood.

Ensure children and youth:

- *Are employable*
- *Are educated*
- *Are connected (civically, spiritually, and to family)*
- *Have stable housing*
- *Have medical home*
- *Make appropriate and wise decisions*



- Methodology included administrative data analysis, focus groups with birth and adoptive parents and guardians, and literature review.
- Six areas of need identified:
 - Ongoing emotional support and case management for families
 - Mental health services for children to address attachment and externalizing behaviors
 - Educational services, supports, and advocacy to improve educational achievement
 - Material supports to provide financial assistance and child care
 - Parent education to enhance parenting skills
 - Emotional supports to help adopted children normalize adoption experience

Educational Services

An Educational Advocate coordinates services between public schools and Social Services to promote educational achievement, stability and continuity. Provides an "Educational Passport" with summary of children's educational activities for parents/guardians of all children leaving care.

Material Supports

Discretionary funds are available to families enrolled in the Success Coach Services to meet critical and concrete needs that impact child wellbeing. Material supports are also available as incentives to reinforce a family's success towards achievement of Success Plan goals.

Success Coach

Success Coach is a voluntary, in-home service in which the worker partners with the family to assess needs, set goals (Success Plan), provide service coordination, skill building and reinforcement, and crisis intervention. This service is the foundation and hub for accessing other post-care services.

Strengthening Families Parenting

SFP Classes are available for families of children aged 6-11. Groups include separate parent and child classes as well as shared family meals and activities. The goal of this evidence-based service is to teach and reinforce positive communication, discipline, boundary setting and shared learning to strengthen the family.

Parent Child Interaction Therapy

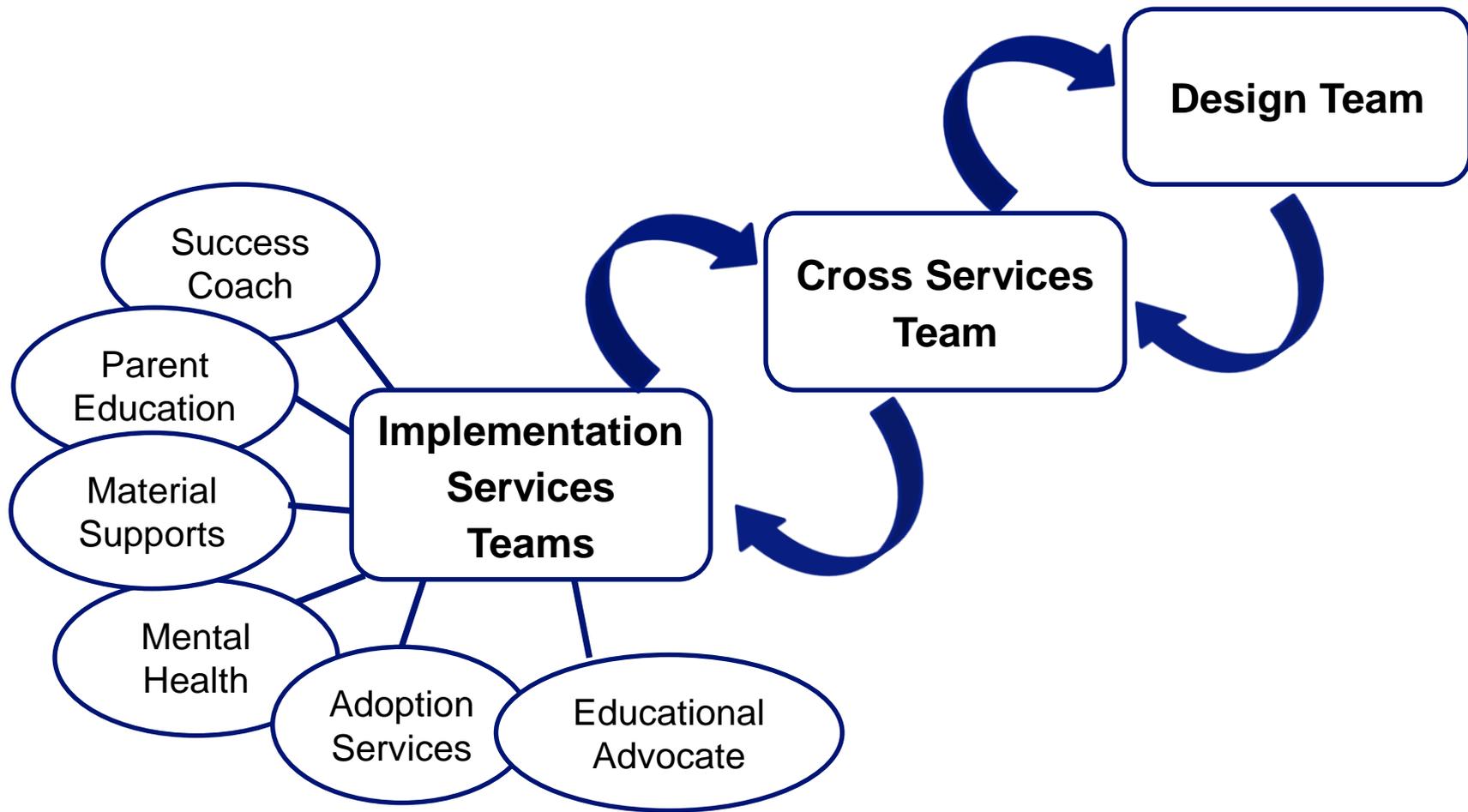
PCIT is an evidence-based therapy for parents/guardians and children ages 2-6 with disruptive behaviors and/or history of abuse/neglect. Through guided play with children, parents learn to interact with and respond to children's behavior appropriately.

Support Group for Adopted Children

Support/therapy groups addressing identity and loss issues are available for children who are two years post-adoption. These groups serve children 2nd through 12th grades in developmentally appropriate groupings.



- Invested in the development of implementation capacity and expanded, diversified leadership
- Linked teaming structure
 - Practitioner-informed decisions
 - Natural champions
 - Cross-discipline teaming
- Composition and function shifted as decisions were made and implementation moved through stages
- Accountable structure remained to avoid many pitfalls of implementation



Active Capacity Building and Leadership Development so that Implementing Agency can...

- Develop model fluency
- Install, manage and improve the infrastructure
- Identify and enact systems interventions
- Use data for continuous improvement

For any new innovation



How do we build the capacity of Implementation Teams to do this work?

Essential Functions

• Indicators

Develop Team Structure

- Represent system
- Provide accountable structure
- Develop MOU and communication protocols

Know and apply the Intervention

- Assess fit
- Demonstrate fluency in strategy
- Operationalize Interventions when needed

Know and apply Implementation

- Develop infrastructure
- Conduct stage-appropriate work
- Use appropriate leadership strategies

Know and apply Improvement Cycles

- Institutionalize feedback loops
- Use data for decision making and problem solving
- Functionally engage leaders

Know and apply Systems Change

- Demonstrate knowledge of system components
- Use skills for system building and cross-sector collaboration

Essential Functions

RESULTS

Develop Team Structure

...can make decisions, access decision-makers, and affect systems change

Know and apply the Intervention

...can operationalize and/or adapt models and promote implementation of core components

Know and apply Implementation

...can guide stage-based implementation and build organizational and system infrastructure

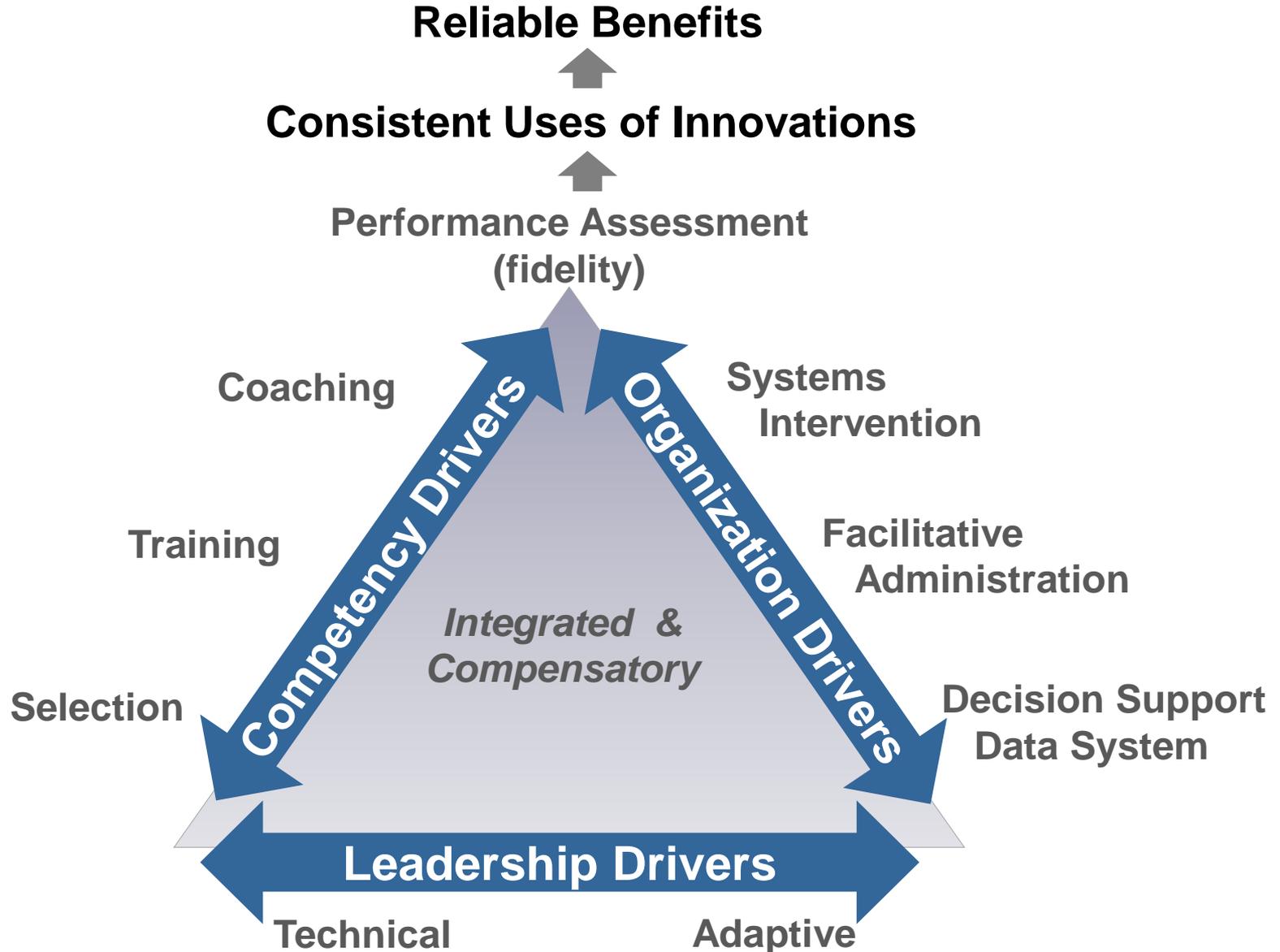
Know and apply Improvement Cycles

...use data for problem solving and action planning and institutionalize feedback loops

Know and apply Systems Change

...can improve access, reach or scale, make connections, and influence decision-making

Implementation Drivers



- Assessment administered in the public child welfare agency
- Baseline at 3 months after initial implementation began; Follow-up assessments conducted at 12 and 24 months
- Facilitated sessions with Implementation Teams
- Consensus scores developed

Case Example

Results from Child Wellbeing Project

Component	T1
Selection	1.44
Training	1.33
Coaching	1.27
Perf. Assessment	0.78
DSDS	0.18
Fac. Administration	1.38
Systems Intervention	1.29
Average Composite Score	1.1
Fidelity (% of cases)	18%

Success Coach model involved intense program development of core intervention components and accompanying implementation drivers.

Clinical case management and home visiting model for families post-care.

- How did Implementation Teams improve fidelity?
 - Intentional action planning based on implementation drivers assessment data and program data
 - Improved coaching, administrative support, and use of data to drive decision-making ; adapted model
 - Diagnosed adaptive challenges, engaged stakeholders, inspired change



Case Example

Results from Child Wellbeing Project

Component	T1	T2	T3
Selection	1.44	2.00*	1.89*
Training	1.33	1.5*	1.10
Coaching	1.27	1.73*	1.83*
Perf. Assessment	0.78	1.34	2.0*
DSDS	0.18	1.36	2.0*
Fac. Administration	1.38	2.00*	2.0*
Systems Intervention	1.29	1.86*	2.0*
Average Composite Score	1.1	1.68*	1.83*
Fidelity (% of cases)	18%	83%	83%

Success Coach model involved intense program development of core intervention components and accompanying implementation drivers

How did Implementation Teams interface with national EBP developers?

- Worked with outside consultants to ensure that best practices for coaching and fidelity assessments were installed (SFP)
- Maintained competency drivers and continue to strengthen organizational supports when the locus of control for the drivers shifted (PCIT)



Case Example

Results from Child Wellbeing Project

Component	SFP T1	SFP T2	PCIT T1	PCIT T2
Selection	1.56	1.67	0.33	0.78
Training	1.00	1.20	2.00	1.80
Coaching	1.82	1.50	1.64	1.42
Perf. Assessment	1.89	2.00	1.33	2.00
DSDS	1.90	2.00	1.91	2.00
Fac. Administration	1.88	2.00	1.75	2.00
Systems Intervention	1.86	2.00	1.63	2.00
Average Composite Score	1.70	1.77	1.51	1.71
Fidelity (% of cases)	93-100%	92-98%	85%	82%

Did high fidelity implementation lead to improved outcomes? Early outcomes include...

- Stabilized families
- Prevented re-entry of children into out of home placements
- Improved parenting knowledge and skills
- Reductions in externalizing behaviors for children



Improving Outcomes through the Active Use of Effective Implementation Strategies...

- Purposeful selection of an effective and feasible “What”
- Enact a change process *so that* effective interventions can become embedded and sustained in socially complex settings
- Improvement processes are critical
- Invest in the development of organized, “expert” implementation support through implementation teams and expanded leadership



Stay Connected!

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www.globalimplementation.org

Q & A Discussion

- Questions & answers to case studies presented
- Challenges, learning and solutions from the case studies and individual's own experience of implementation



CENTRE FOR EFFECTIVE SERVICES

Implementation Events and Initiatives

Global Implementation Initiative 2013



19 - 21 August 2013

Washington, D.C., USA

- Second Global Implementation Conference - 560 participants
 - 150, or 27%, were from Europe
 - 19 people travelled from Ireland, North (9) and South (10)
- Strong presence at the Global Implementation Conference positioned Ireland and Northern Ireland at the forefront of international learning on implementation of evidence-informed policy and practice
- Board of the Global Implementation Initiative decided to hold the next Global Implementation Conference, in 2015, in Europe
- Agenda focused on the **practical application** of implementation science, practice, and policy with implementation tools, frameworks and examples – **the how of implementation**



Global Implementation Initiative 2013

Keynote Speakers:

- **Tony Bates** Founder Director, Headstrong: The National Centre for Youth Mental Health (Ireland)
- **Sonja Shoenwald** Professor, Family Services Research Center, Dept of Psychiatry and Behavioural Sciences, Medical University of South Carolina (United States)

Parallel sessions arranged around **9 themes**:

1. Laying the Groundwork
2. Implementation Teams
3. Implementation Work Force
4. Leadership & Organizational Change
5. Measures & Tools
6. Fidelity & Scaling Up
7. Communication
8. Policy Engagement
9. Implementation Science Synthesis



Irish contributions - Global Implementation Conference 2013

Keynote Speaker: Tony Bates Founder Director, Headstrong: The National Centre for Youth Mental Health (Ireland)

Parallel sessions

- Helen Johnston, NESC, *All vision but no change? Determinants of Implementation: the Case of Ireland and Mental Health Policy*
- Helga Sneddon, CES, *Capturing the learning on leadership from the Prevention and Early Intervention Initiative in Ireland*
- Katie Burke, CES, *Case study on supporting national implementation of government policy with a national implementation team; and An implementation hub at CES – developing and supporting implementation teams in Ireland*

Poster presentations

- Frances Molyneaux & Helen McNamee, NCB
- Joe Barry, TCD/ HSE
- Katherine Dill (QUB) and colleagues
- Catherine Hayes, TCD/HSE

Useful resources – from GIC 2013

- Carl May presented a free online interactive toolkit for implementation at: <http://www.normalizationprocess.org>
- Seattle Implementation Research Collaborative have produced an online resource listing all the implementation measurement tools organised by construct <http://www.seattleimplementation.org/sirc-projects/sirc-instrument-project/>
 - They did a systematic review to identify constructs, then looked for measures under each. So far, they have identified 450 instruments to be included in the repository and are rating each for psychometric quality.
- Other useful Implementation resources available at
 - Active Implementation Hub: <http://implementation.fpg.unc.edu/>
 - State Implementation and Scaling-up of Evidence-based Practices Center (SISEP): <http://sisep.fpg.unc.edu/>
 - National Implementation Research Network (NIRN): <http://nirn.fpg.unc.edu/>

includes free activities, tools, handouts, case studies and planning tools etc.

Useful resources – from GIC 2013

- Ontario Centre of Excellence for Child and Youth mental health has online training modules for implementation
<http://www.excellenceforchildandyouth.ca/training/learning-modules/implementation>
- Knowledge translation planning template from Melanie Barwick (Hospital for Sick Children, Canada) <http://www.melaniebarwick.com/document/KT-Template.pdf> as well their checklist for assessing organisational readiness to implement
http://www.melaniebarwick.com/document/CARI-Checklist_for_Assessing_Readiness_for_Implementation-BARWICK.pdf
- The Australian Implementation Conference to be held 17-18 Sept 2014
<http://www.ausimplementationconference.net.au>



European Implementation Collaborative (EIC)

Bianca Albers

Family & Evidence Center, Copenhagen

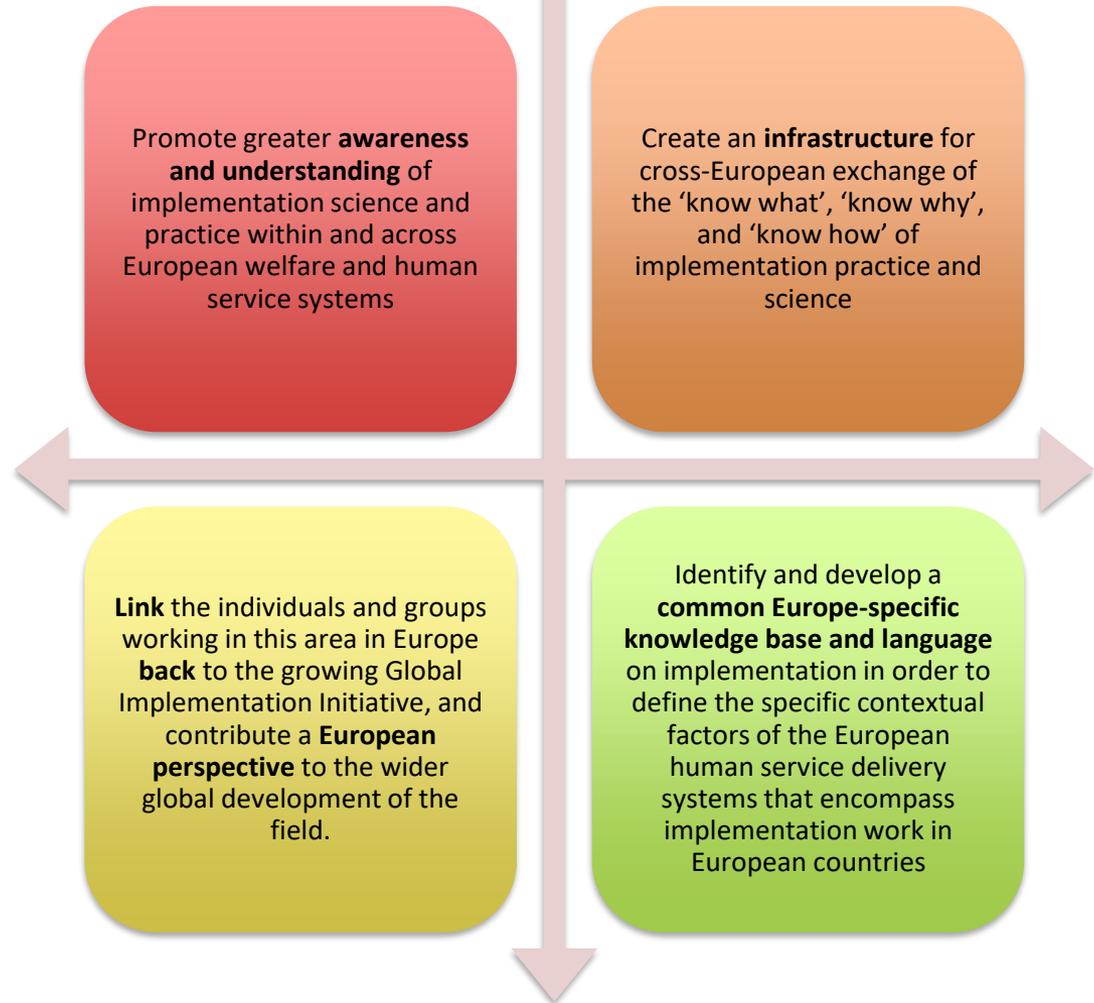


To be European ...



The EIC aims to ...

work with individual country and regional implementation initiatives to make links and exchange learning within Europe and internationally



EIC's audience

Sectors & roles in implementation



Activities

- Structured **intercountry visits** on specific implementation topics
- **Online learning webinars** / events on implementation
- **Biannual seminar/forum** for individuals and organisations interested in collaborative learning, research and problem solving
- **Online sharing of tools and resources** on implementation



Keeping Network Members Connected to Implementation!

LinkedIn

What is LinkedIn?

- Social Network Site
- Primarily used for professional networking
- Individual and company profiles



How will the Implementation Network use it?

- Implementation updates will be posted to the CES LinkedIn company page
- Once you are a follower, updates will be visible in your personal newsfeed
- You will be able to comment on, like, or share the updates

The screenshot shows the LinkedIn profile of the 'Centre for Effective Services'. At the top, there is a search bar and navigation links for Home, Profile, Network, Jobs, and Interests. The company name is prominently displayed, along with '21 followers' and a 'Following' button. A blue 'Edit' button is also visible. Below the header, there is a section for 'New Company Page Analytics' and a 'How You're Connected' section showing 5 first-degree connections and 11 employees on LinkedIn. The main content area features a 'Recent Updates' section with a post from the company. A large black arrow points from the text 'Click here to follow' to the 'Following' button. Another large black arrow points from the text 'Updates will be posted here and will be shown in your personal newsfeed' to the 'Recent Updates' section.



Click here to follow



Updates will be posted here and will be shown in your personal newsfeed



Keeping Network Members Connected to Implementation!

What updates will be posted!

- Articles and case studies
- Implementation tools
- Events (Irish and International)
- Links to resources and websites

Advantages

- Accessible
- Generate discussion between members
- Link to the CES web resource

Go to <http://www.linkedin.com/company/centre-for-effective-services>
and click **follow!**



Keeping Network Members Connected to Implementation!

CES Implementation Web Resource

Dedicated implementation web resource available on the CES website

What is provided?

- Freely accessible articles, categorised into seven primary themes
- Case studies from the Republic of Ireland and Northern Ireland
- Implementation tools
- An Introductory Guide to Implementation
- Links to implementation events and webpages
- Podcasts

www.effectiveservices.org/implementation

Implementation

-
- [Implementation](#)
-
- [Definitions & Key Concepts](#)
-
- [Frameworks](#)
-
- [Government Policy & Strategy](#)
-
- [Facilitators & Barriers](#)
-
- [Leadership & Organisational Change](#)
-
- [Fidelity, Monitoring & Evaluation](#)
-
- [Mainstreaming & Scaling-up](#)
-
- [Case Studies](#)
-
- [Tools and Links](#)



CES Mission:
Evidence + Implementation = Better Outcomes
for Children, Young People Families and Communities

CES Implementation Web Resource

The need for a dedicated implementation web resource emerged from discussions within an Implementation Network of policy-makers, service providers, practitioners and researchers, facilitated and supported by CES, which aims to advance implementation in the Republic of Ireland and Northern Ireland. It was felt that a dedicated web resource would provide those interested in implementation with access to the emerging body of research on implementation.

Knowledge Exchange



Find out the best practice

- [CES Podcast Series](#)
- [CES Library](#)
- [CES Publications](#)
- [Glossary](#)
- [CES Training and Events](#)
- [CES Newsletter](#)
- [CES E-zine](#)
- [CES Web Articles](#)

CES's next event

What Works? Disseminating Evidence

Date: 2nd October 2013,
10.30am-2pm Location: Long

Implementation Learning Communities

- The Implementation Network identified from its members an interest in **developing Implementation Learning Communities**.

- A Learning Community is:

“a group of people who share a common concern, a set of problems, or interest in a topic and who come together to fulfil both individual and group goals”
(Cambridge, Kaplan & Suter 2005:1).

- Purpose
 - Connect people and enable dialogue
 - Provide a shared context for people to communicate and share information
 - Stimulate learning.
 - Introduce collaborative processes to groups and organisations as well as between organisations to encourage the free flow of ideas and exchange of information.



Implementation Learning Communities

- CES presented *thinking to date* at the Network Meeting in Feb 2013
- After feedback from Network members and the Implementation Initiative Steering Group, CES drafted and circulated a **Terms of Reference**.
- To begin the process it was proposed to **start with two themed Implementation Learning Communities**: School Based Implementation Learning Community and Area Based Interagency Implementation Learning Community.
- Implementation Network members were invited to nominate themselves or a relevant person from outside of the Network to join and/or lead either of the above Learning Communities.

Implementation Learning Communities

- There was not enough interest in the Schools Based Implementation Learning Community to make it a viable option at this stage.
- It has been agreed to proceed with establishing one learning community - the **Area Based Interagency Implementation Learning Community**
 - The Area Based Interagency Learning Community will focus on interagency partnerships, working on an interagency basis at a community or county level, or in another area based manner, and will especially concentrate on systems change , training and managing service delivery and other issues identified by the Learning Community.
- Currently finalising the structure and roles within the learning community and CES will be in contact with volunteers
- We will explore the option of another learning community - open to suggestion!



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Close and next steps

Stella Owens, CES



Meeting Close

- Next Meeting
 - 4th /5th March
 - 11th /12th March
- Thank You!