



# Applying the Insights from Implementation Science to the Work You Do

This presentation will describe the application of implementation science, guided by the Active Implementation Frameworks (AIF), to improve practice and policy change efforts, informed by real world examples of educational system and practice improvement initiatives.

[Watch the recording](#)

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## PRESENTER

[Melissa Van Dyke, Ph.D.](#)

*Director, Active Implementation Research Network*

Melissa Van Dyke, Ph.D., joined the CELCIS team in 2015, as the International Expert Advisor on Implementation at the Centre for Excellence for Looked After Children in Scotland (CELCIS) and has a national role focused on building capacity within CELCIS and the children's services and health sectors to adopt an implementation-informed approach to improvement. Melissa is currently leading a number of initiatives designed to improve health, early years, education, and social work practices with children and families' services. Melissa was previously the Co-Director of the National Implementation Research Network (NIRN), FPG Child Development Institute at the University of North Carolina. In the United States, Melissa worked with state and federal initiatives related to scaling up evidence-based practices in education, evidence-based child abuse prevention programs and early childhood home visitation, leadership development in child welfare, and broad reform efforts in early childhood systems and criminal justice systems. Melissa worked in state government in the United States with families and youth in child welfare, children's mental health, and the juvenile justice systems.

## KEY TAKEAWAYS

**Changing our mental frame of reference can begin by changing the question and asking ourselves, “What will it take?”**

**“There is a gap between our knowing and doing, which we call the implementation gap.”**



Best Data Show These Methods, When Used Alone, Do Not Result in Use of Innovations as Intended

- Diffusion/ Dissemination of information
- Training
- Passing laws/ mandates/ regulations
- Providing funding/ incentives
- Organization change/ reorganization

Fixsen, Nabom, Blase, Friedman, Wallace, 2005

Some of the best evidence is around what doesn't work. We seek to deliver change at the practice level to make sure we get the outcomes we are hoping to make.

In isolation, each of these methods produce very little measurable change (5 to 15%)

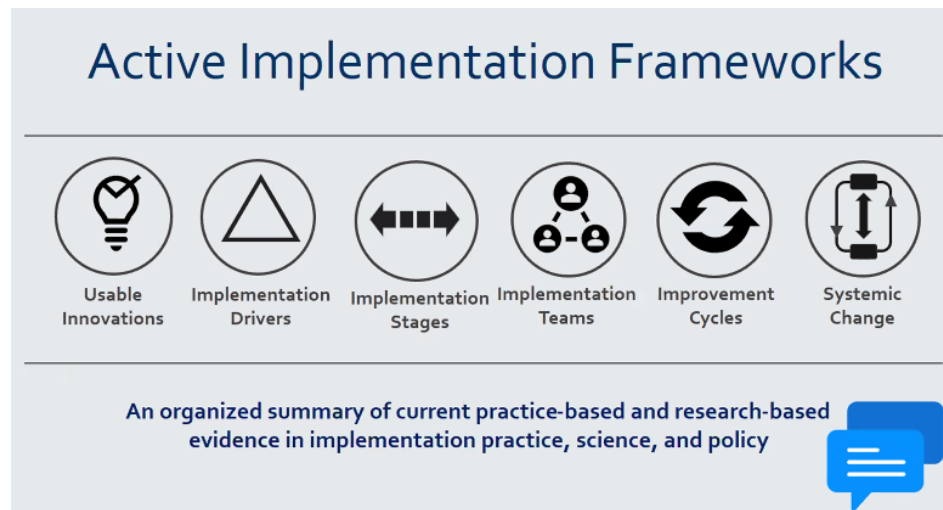
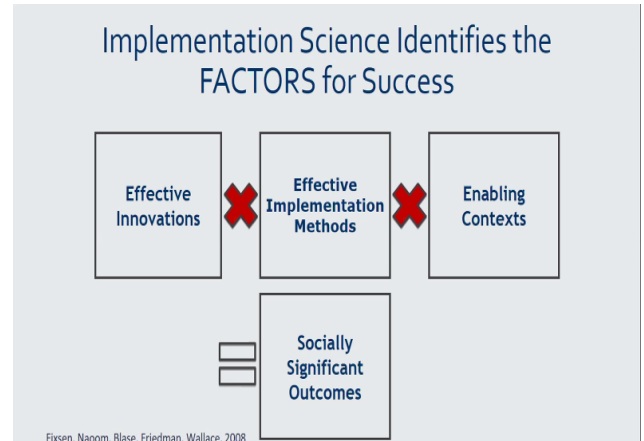
The most effective strategies aren't even on this list!

**“A conceptual framework identifies a set of variables and the relations among them that are presumed to account for a set of phenomena”  
(Carpiano & Daley, 2006, p. 565).**

- Implementation is about what is necessary and what is required. Implementation science helps us know what works and what doesn't work, which empowers and enhances agency efficacy.
- Implementation work keeps us in a constant state of assessment and re-assessment

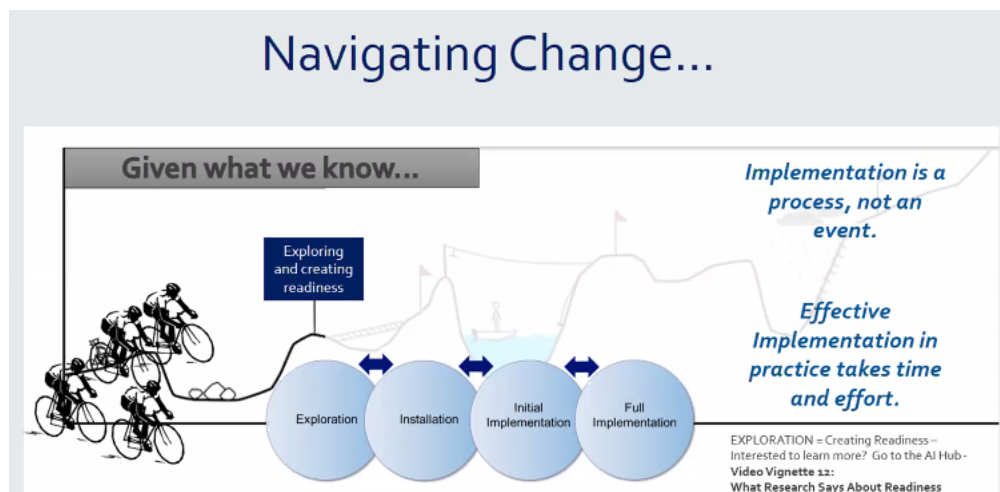
## Evidence based programs don't always tell us if they are easily implemented.

**Implementation is a heavy lift, so we need to be sure to choose innovations that are effective!**



**If we realize that things aren't quit right, what's the work that we have to do before we can begin?**

The importance is finding ways to ensure there is a method that allows us to know what folks are experiencing as we are trying to implement them. It's keeping our finger on the pulse of what's working and what's not working



- Exploration is about readiness. It challenges us to ask, “Where is the leverage point in the system where a little change might make a big shift???”
- Part of readiness is “leaning out” when others aren’t ready to get on board with the change, and supporting autonomy

**If we can’t do what is required, we won't be able to meet the needs of our clients.**

- The heptagon tool helps us in the beginning, and is also good to refer back to and ask, “What are we seeing now?” and, “What needs to be done differently?”
- It’s important to have a clear model in order to teach to this and help others learn
- Attending carefully to what we can do outside of just theory and discussion, but demonstration and feedback, as well as ongoing coaching. Coaching, particularly in early learning, helps ensure fidelity and decreases potential risk to harm
- Leadership is the link between what’s working and not working, and creating feedback loops helps us understand capacity to go to scale

Implementation enhances our ability to assess what is going on and gives us ability to make better decisions

**Applying Implementation Science to achieve Socially Significant Improvements**

<i>Away from</i> reliance on insufficient strategies	<i>To</i> reliance on the implementation evidence
<ul style="list-style-type: none"> <li>• Diffusion/ Dissemination of information</li> <li>• Training</li> <li>• Passing laws/ mandates/ regulations</li> <li>• Providing funding/ incentives</li> <li>• Organization change/ reorganization</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate communication using a shared language</li> <li>• Enhance analysis and decision-making through the use of shared frameworks</li> <li>• Target the factors and the 'levers' in organizations and systems that contribute most powerfully to meaningful improvement</li> </ul>

## REFLECTION

- What will it take to do what needs to be done?
  - Is it implementable?
  - How much of a lift can we create in a professional development setting?
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## Competencies for Implementation Facilitators

Competencies addressed in this webinar:

- Motivation Facilitating Change
  - Diagnosis and Data Analysis
  - Implementation Team
  - Building Relations
  - Knowledge Evidence Based Intervention Implementation Methods
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## **Additional Resources:**

[Global Implementation Society](#)

[National Implementation Research Network](#)

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