Intellectual Assets
Major Value Drivers of Business in the Modern Economy

Relative significance of intangible assets – knowledge, know-how, business models, processes, people, etc. – compared to their tangible peers in business

<table>
<thead>
<tr>
<th>Year</th>
<th>Tangible Assets</th>
<th>Intangible Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>1998</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>2004</td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Source of data: Value-Based Management.net
Implementation: The Missing Link between Research and Practice

Kegeles et al 2008

Dean L. Fixsen, Karen A. Blase, Sandra F. Naoom, Melissa Van Dyke, Frances Wallace

National Implementation Research Network
Louis de la Parte Florida Mental Health Institute
A Functional System
Evidence-Based Movement

The “evidence-based movement” is an international experiment to make better use of research findings in typical service settings.

The purpose is to produce greater benefits to consumers and society.
Science to Service

SCIENCE IMPLEMENTATION SERVICE
Science to Service

Science to Service Gap

What is known is not what is adopted to help students, families, and communities

Implementation Gap

What is adopted is not used with fidelity and good outcomes for consumers.

What is used with fidelity is not sustained for a useful period of time.

What is sustained is not used on a scale sufficient to impact social problems.
Making use of Science

Letting it happen
- Recipients are accountable

Helping it happen
- Recipients are accountable

Making it happen
- Implementation teams are accountable

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004
Teaching–Family Model

Fixsen, Blase, Timbers, & Wolf (2001)

Cumulative Homes
Cumulative Couples


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Follow Through Programs

Figure 1: This figure shows the average effects of nine Follow Through models on measures of basic skills (word knowledge, spelling, language, and math computation), cognitive-conceptual skills (reading comprehension, math concepts, and math problem solving) and self-concept. This figure is adapted from Engelmann, S. and Carnine, D. (1982), Theory of Instruction: Principles and applications. New York: Irvington Press.
Implementation Reviews

- Human service prevention and treatment programs (e.g. education, substance abuse, adult / children’s MH, justice, health)
- Advanced manufacturing technologies
- AMA clinical guidelines
- Engineering: bridge maintenance
- Hotel service management
- National franchise operations
- Cancer prevention & treatment
Implementation Research: A Synthesis of the Literature


Download all or part of the monograph at:
http://nirm.fmhi.usf.edu/resources/publications/Monograph/index.cfm
Ineffective Methods

Excellent experimental evidence for what does not work

- Diffusion/dissemination of information by itself does not lead to successful implementation (research literature, mailings, promulgation of practice guidelines)

- Training alone, no matter how well done, does not lead to successful implementation
Ineffective Methods

Excellent evidence for what does not work

- Implementation by edict by itself does not work
- Implementation by “following the money” by itself does not work
- Implementation without changing supporting roles and functions does not work

Paul Nutt (2002). Why Decisions Fail
What Works

Effective intervention practices

+ 

Effective implementation practices

= 

Good outcomes for consumers
<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
<td>NOT Effective</td>
</tr>
<tr>
<td>Effective Intervention</td>
<td>Consumer Benefits</td>
<td></td>
</tr>
<tr>
<td>NOT Effective Intervention</td>
<td></td>
<td>Placebo</td>
</tr>
</tbody>
</table>

PLACEBO: Something of no intrinsic remedial value that is used to appease or reassure another
Implementation

- An effective intervention is one thing
- Implementation of an effective intervention is a very different thing
From an implementation perspective, what do we need to know about innovations such as evidence-based programs?
The usability of a program has little to do with the quality or weight of the evidence regarding that program.

Evidence on intervention effectiveness for specific populations helps us choose what to implement.

Evidence on the effectiveness of the intervention does not help implement the program or practice successfully.
EBPs & Implementation

Core intervention components

- Clearly described (who/what)
- Practical measure of fidelity
- Fully operationalized (do/say)
- Field tested (recursive revision)
- Contextualized (org./systems fit)
- Effective (worth the effort)
Implementation

What do we need to know about successful implementation methods?
Stages of Implementation

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Stages of Implementation

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Implementation Drivers

- Consultation & Coaching
- Preservice Training
- Recruitment and Selection
- Systems Interventions
- Staff Performance Evaluation
- Decision Support Data Systems
- Facilitative Administrative Supports

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

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### OUTCOMES

(% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<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>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
## Implement Innovations

<table>
<thead>
<tr>
<th>INTERVENTION</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>Effective/Perf. Assess. Fidelity/Not Effective</td>
</tr>
<tr>
<td>Not Effective</td>
<td>Effective/Perf. Assess. Fidelity/Not Effective</td>
</tr>
</tbody>
</table>

Implementation without fidelity does not work
Functional Fidelity Assessment

Bedlington, et al., 1988

\[ r_s = -0.94 \]

Percent Parental-Teaching With Youths

Mean Self Reported Delinquency Ratings

Homes

Copyright © Dean L. Fixsen and Karen A. Blase, 2008
Functional Fidelity Assessment

Bedlington, et al., 1988

r_s = .94

Youth Ratings

Teaching

Mean Youth Satisfaction Ratings

Percent Parental-Teaching With Youths

Homes

1 2 3 4 5 6 7 8 9 10

5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7.0

5.0 5.2 5.4 5.6 5.8 6.0 6.2 6.4 6.6 6.8 7.0

12 3456789 1 0
Implementation

Who does the work?
Implementation Team

- A group that knows the **innovation** very well (formal and practice knowledge)
- A group that knows **how to implement** that innovation with fidelity and good effect
- A group that **accumulates data & experiential knowledge** -- more effective and efficient over time (information economics, K. Arrow)
“Making it happen”

Implementation: Active involvement of implementation teams that work at the intersection of practices, programs, systems, communities, & scientists

Implementation teams are accountable for assuring use of innovations with fidelity and good outcomes

Based on Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004
Implementation Team

Simultaneous, Multi-Level Interventions

Implementation Team

Practitioner
Agency
Management (leadership, policy)
Administration (HR, structure)
Supervision (nature, content)
System of Care
Community & State Context
Implementation Team

Change the behavior of adult human service professionals

“Systems don’t change, people do” (J.W.)

Change organizational structures, cultures, and climates

Change the thinking of system directors and policy makers

Successful and sustainable implementation of evidence-based programs always requires organization and systems change.
Costs and Savings

Implementation Costs & Savings (Inflation Adjusted)

Change in Budget (Percent)

1 Yr Pre  During  Post Year 1  Post Year 2  Post Year 3
### Budget Changes (4 years)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>39%</td>
<td>19%</td>
</tr>
<tr>
<td>Treatment Units</td>
<td>59%</td>
<td>75%</td>
</tr>
<tr>
<td>Training &amp; Eval.</td>
<td>2%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Reduction in administrative staff, reduction in maintenance staff and repairs, reduction in food/staff costs, nearly 100% staff redeployment/rehiring into newly defined positions.
Systems Change

Practitioners impact consumers

It is the job of administrators, managers, and funders to align policies and structures to facilitate effective practitioner behavior.

There is no such thing as an “administrative decision” – they are all treatment decisions.
New practices do not fare well in old organizational structures and systems

Develop new position descriptions and job functions in state departments focused on implementation (effective use) of policies and innovations
A Sobering Observation

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get."

R. Spencer Darling
Business Expert
Systems Change

ALIGNMENT

Federal Departments

State Departments

Bureaucracies

Agencies

Practitioners

Effective Practices

FORM FOLLOWS FUNCTION
A Functional System

Policies
Bureaucracy
Agencies
Practitioners

Outcomes for Children, Families, & Communities
Education Reform

www.scalingup.org

“Just for States”
- Selection criteria/ rationales
- RFP form

“Resources”
- Concept paper
- Annotated bibliography
Thank You

We thank the following for their support

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- William T. Grant Foundation (implementation literature review)
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- Centers for Disease Control & Prevention (implementation research contract)
- National Institute of Mental Health (research and training grants)
- Juvenile Justice and Delinquency Prevention (program development and evaluation grants)
- Office of Special Education Programs (Capacity Development Center contract)
- Agency for Children and Families (Child Welfare Leadership Development contract)
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