The Emerging Science of Implementation: Implications for School Psychologists

Minnesota School Psychologists Association
2015 Midwinter Conference
January 30, 2015
Plymouth, MN

Mary Hunt
Cynthia Conner
Model for Services by School Psychologists

**PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY**
- Data-Based Decision Making and Accountability
- Consultation and Collaboration

**DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS**

**Student-Level Services**
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills

**Systems-Level Services**
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family-School Collaboration Services

**FOUNDATIONS OF SERVICE DELIVERY**
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

**HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST**
MSPA Presentation Outline

- Evidence-based practices and the persistent research to practice gap
- Shift in research to issues of implementation science
- PBIS: integrating implementation concepts
- Implications for school psychologists
MSPA Presentation
Objectives

- Provide an overview of the science of implementation and how it promotes effective educational outcomes
- Introduce the language of evidence informed implementation
- Consider how attention to the critical components of implementation can impact the work of school psychologists
Movement towards the Use of Evidence-Based Practices

- IDEA (2004)
- NCLB (2001)
- APA (2006)
- NASP (2005)
- Blueprint III (2006)
- RtI
- PBS

EBPs
Evidence-Based Practices

- Empirically supported, substantiated with research findings, that demonstrate predictable, beneficial, and effective results for students (Forman & Burke, 2008)

- Address academic, social-emotional, and behavioral problems

- Evidence for improved educational outcomes

- Developed for both general and special education
Evidence-Based Practices: Reduce cognitive and heuristic biases (Lilienfeld, Ammirati, & David, 2012)
Evidence-Based Practices are Increasingly Accessible

- Peer reviewed journals
- Quantitative meta-analyses: Hattie (2009)
- Web based resources:
  - Intervention Central
  - Best Evidence Encyclopedia
  - What Works Clearing House
  - Doing What Works
  - The International Campbell Collaboration
  - Social Programs That Work
  - Promising Practices Network
  - Evidence-Based Interventions Manual (Riley-Tillman et al, 2012)
Challenges Associated with Evidence-Based Practices

- Increasing numbers of EBPs; lack of EBPs for some skill areas
- Lack of a universal accepted definition
- Differing criteria for the ‘EBP’ designation
  - Institute of Education Sciences (IES)
  - What Works Clearing House
- Increase the likelihood of positive student outcomes but are not a guarantee
Latham’s (1988) Birth and Death Cycle of Educational Innovations
Latham’s (1988) Birth and Death Cycle of Educational Innovations

- practitioner disillusionment
- loss of innovation supporters
- lack of training for new personnel and loss of enthusiasm for the added responsibility
- loss of funding
- inadequate supervision for managing the innovation
- lack of accountability
- an administrative view of the innovation as optional
- lack of consequences from administration for abandoning the innovation
- the realization that the innovation required significant changes of users instead of simply promising to make changes for users.
Research to Practice Gap (RPG)

- The resulting difference between what is known to be effective based on research and what actually occurs in practice (Wallace, Blasé, Fixsen, & Naoon, 2008)

- A persistent and significant obstacle to optimizing student outcomes

- The under-utilization of EBPs has been a source of puzzlement and frustration for researchers, practitioners, & policy makers
The Many Factors Contributing to the RPG

- The culture of schools; resistance to change
- Time
- Lack of funding
- Accessible resources
- Adoption of the latest educational fad
- Competing initiatives
- Adversarial relationships
- Motivation

- Researchers do not understand applied issues
- Educators do not implement EBP as designed
- Lack of support, training, and coaching
- Lack of administrator/district/team support
- The tendency to return to the familiar; the power of habit
The Science of School Psychology Research

(a) What is the single most important idea or research finding to the science of school psychology from the past 25 years?

(b) What is the present idea or research you find most exciting?

(c) What topics do you anticipate will be the most important targets for scientific research in school psychology over the next 25 years?
The Shifting Focus in School Psychology Research

McIntosh, Martinez, Ty, & McClain, (2013) asked a sample of established school psychology researchers:

(a) the single most important idea or research finding to the science of school psychology from the past 25 years

(b) the present idea or research finding they found most exciting

(c) topics they anticipate will be the most important targets for scientific research in school psychology over the next 25 years.
Researcher responses on the shift in perceived importance of EBPs and IS across time (McIntosh, Martinez, Ty, & McClain, 2013)
The Shifting Focus in School Psychology Research

The *School Psychology: Blueprint for Training and Practice III* (Ysseldyke, et al., 2006)
Scientific Approaches to Implementation

- Not a magic bullet
- Have the potential to improve student outcomes when integrated with effective interventions
- What is new is the deliberate, systematic, evidence informed, and ecological approach
- Systematic changes are strongly tied to both fidelity and outcome data
Implementation Background and Research

- Based on the diffusion and dissemination of innovation literature (Roger, 1995; Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou, 2004)

- Comprehensive review of the implementation literature across diverse domains (Fixsen, Naoom, Blase, Friedman, & Wallace (2005)

- Review of the educational implementation literature (Wallace, Blase, Fixsen, & Naoom, 2008)

- Review of the leadership literature (Waters, Marzano, & McNulty, 2003)

- Review of Health and Prevention Program implementation (Dulak & DuPre, 2008)
Implementation

- Definition: ‘A specified set of activities designed to put into place an activity or program of known dimensions

(Fixsen et al. 2005)

Conceptualizing the ‘What’ & the ‘How’

The Serum and Syringe Analog

The Vehicles and Transportation System
Effective Intervention
The *What*

- A well operationalized, evidence-based program or practice with clear research based core components *that are essential for achieving desired outcomes*
Effective Implementation
The How

- A specified set of activities designed to put into practice an activity or program of known components that are essential for achieving desired outcomes
Formula for Success

Effective Innovations The “WHAT”

×

Effective Implementation The “HOW”

= Positive Educational Outcomes for Children

Students Cannot Benefit from Instructional Practices or Interventions That They Do Not Receive

© Fixsen & Blase, 2008
National Center on State Implementation of Scaling-up of Evidence-based Practices (SISEP)

- 2008 Minnesota was one of four states selected to work actively with a new national technical assistance center
- Funded by United States Department of Education
- Dean Fixsen, Karen Blase (U of North Carolina), George Sugai (U of Connecticut), Rob Horner (U of Oregon)
- Goal: Building state capacity for scaling up evidence-based practices
- Staff from SISEP provided ongoing technical assistance
- Current work focusing on district teams with PBIS as the platform
What Are We Learning?

Implementation is in service to programs and practices that make a difference. Resources at [Active Implementation Hub](#)

Well defined programs/strategies/interventions include…

- Philosophy, values, & principles underlying the program
- Criteria specifying who is most likely to benefit from the program
- Essential functions that must be present (what “it” is/ is not)
- Operational definitions of the core components
- Evidence that shows the program is effective when used as intended
- Performance assessments (fidelity) that are highly correlated with outcomes
Positive Outcomes for Students

Effective Educational Practices

Why:

What:

How:

Staff capacity to support children/families with the selected practices

Institutional capacity to support teachers & staff in implementing practices with fidelity

Capacity to provide direction and vision

Competency Drivers

Organization Drivers

Core Implementation Components

© Fixsen & Blase, 2008
Active Implementation Frameworks

- **EFFECTIVE & USABLE INTERVENTIONS**
  - What exactly are educators saying and doing that improves student outcomes?

- **STAGES**
  - What steps lead to successful implementation?

- **DRivers**
  - What critical supports are needed to make this change? What is the infrastructure?

- **TEAMS**
  - Who takes responsibility for and helps guide the change process?

- **IMPROVEMENT CYCLES**
  - How can we create more hospitable environments, efficiently solve problems and get better?
Implementation Stages

Purposeful matching of critical implementation activities to the stage of the process

- Implementation is not an event...
- A mission-oriented process involving multiple decisions, actions, and corrections (Horner, 2013)
<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
## Exploration

<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
</table>
| • Teams gather data to determine size/scoped of need and move forward with decision  
  • The [Hexagon Tool](#) found on AI Hub will assist with verification that exploration of EBP has occurred  
  • Need  
  • Fit  
  • Resources  
  • Evidence  
  • Readiness  
  • Capacity  
  • Generate buy-in and organize across levels/sites | • Teams have prerequisites in place so that they are ready for initial installation  
  • PBIS [Application](#) found on pbismn.org contains verification that exploration activities have occurred  
  • Data based definition of need  
  • Awareness & knowledge of key PBIS components  
  • Resources allocated to support training, coaching and evaluation  
  • Building district administrative support for PBIS  
  • 80% **buy-in** from all staff |
Installation

Implementation Science

- Establish a team and data systems, audit what is working, develop plan to further implementation
- Resources planned are being consumed in preparation of installation
- Set up the supports so that implementation happens
- What needs to be accomplished so that the work can begin

PBIS

- Representative team attends training and data system installed
- Budget resources – both people and financial
  - Coaches
  - SET Evaluators
  - Team for training (subs, lodging, etc.)
- Establish universal recognition/ODR system
- Develop positive SW expectation teaching matrix
- Baseline data is secured and analyzed
# Initial Implementation

<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Try out the practices that you have been taught</td>
<td>• Teaching matrix is developed and school staff adopts the school-wide expectations</td>
</tr>
<tr>
<td>• Work out details and the unanticipated issues</td>
<td>• Schedule for teaching SW expectations is established</td>
</tr>
<tr>
<td>• This can be a challenging stage because new meets status quo</td>
<td>• Team establishes a regular meeting schedule to collect and reviews data to:</td>
</tr>
<tr>
<td>• A vulnerable stage because the EBP is first being tried in the new setting.</td>
<td>• Action Plan</td>
</tr>
<tr>
<td></td>
<td>• Develop procedures for recognition and teaching</td>
</tr>
<tr>
<td></td>
<td>• School staff agrees &amp; operationalizes consistent classroom &amp; office managed behaviors</td>
</tr>
</tbody>
</table>
# Full Implementation

<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Realize full benefit for students</td>
<td>• Training completed and implementing PBIS at fidelity:</td>
</tr>
<tr>
<td>• Expand, replicate programs/practices in other locations, individuals, times</td>
<td>• SET of 80/80</td>
</tr>
<tr>
<td>• Make adjustments from initial implementation (PDSA)</td>
<td>• BoQ of 70</td>
</tr>
<tr>
<td>• A The process is now part of the culture so seen as how business is done.</td>
<td>• Implementation data is being used to refine and focus SW-PBIS with action plans across:</td>
</tr>
<tr>
<td></td>
<td>• Locations and Times</td>
</tr>
<tr>
<td></td>
<td>• All Staff</td>
</tr>
<tr>
<td></td>
<td>• Parents and Community</td>
</tr>
<tr>
<td></td>
<td>• Coaching support is an operational norm and PBIS becomes an accepted practice and routine</td>
</tr>
</tbody>
</table>
### Fidelity & Outcome: Diagnostic

**Efficient use of resources to improve effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>High Fidelity</th>
<th>Low Fidelity</th>
<th>No Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent Outcomes</strong></td>
<td>Celebrate!</td>
<td>Define innovation; Improve fidelity assessment</td>
<td>No way to know what to do next</td>
</tr>
<tr>
<td></td>
<td>Keep improving!</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor Outcomes</strong></td>
<td>Select a different innovation</td>
<td>Improve implementation supports</td>
<td>No way to know what to do next</td>
</tr>
</tbody>
</table>

©Copyright Dean Fixsen and Karen Blase
Effective Educational Practices & System Change

- Coaching
- Training
- Selection
- Systems Intervention
- Facilitative Administration
- Decision Support Data Systems
- Performance Assessment (fidelity measurement)

Integrated & Compensatory

- Leadership
  - Technical
  - Adaptive

Improved student outcomes

© Fixsen & Blase, 2008
Performance Assessment

- Need to measure the fidelity of the EBP so that outcomes can be interpreted
- Assessing performance helps us understand how well the implementation drivers are functioning
- Since the drivers are integrated and compensatory it is important to assess each area to determine how they are working together
Performance Assessment
PBIS

- **Measure Valued Outcomes**
  - Increase Instructional Time
  - Decrease Office Discipline Referrals (ODRs)
  - Decrease Suspensions
  - Increase School Climate
  - Increase Student Engagement
  - Increase Student Achievement

- **Measures of Fidelity**
  - Team Implementation Checklist (TIC)
  - School-wide Evaluation Tool (SET)
  - Benchmarks of Quality (BoQ)
  - Self-Assessment Survey (SAS)
  - Tiered Fidelity Inventory (TFI)
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Measurement Tool</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>W</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Team Implementation Checklist (TIC)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Office Discipline Referrals (ODRs)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Staff Self-Assessment</td>
<td>Self-Assessment Survey (SAS)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Implementation Fidelity</td>
<td>School Evaluation Tool (SET)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Number of PBIS schools (Green) Implementing, (Red) measuring fidelity and (Blue) at Tier I fidelity by state

Florida
Illinois
North Carolina
Wisconsin

Total number of schools using SWPBIS

≥75%
- Connecticut
- Iowa
- Kentucky
- Michigan
- Minnesota
- Missouri
- Oregon
- South Carolina
- Vermont

Total number of schools measuring fidelity

Schools at Tier I fidelity

Horner 2013
Competency Drivers

- These are the essential activities to develop, improve and sustain the capacity of people to put practices into place with fidelity

- These Drivers include
  - Selection
  - Training
  - Coaching
Selection Driver

Implementation Science

• Purposeful recruiting, interviewing and hiring as an intentional process
• Selection is a mutual process so that each entity understands what is expected
• This Driver is critical for increased fidelity and improved outcomes

PBIS

• A school leadership team is selected that represents the roles, function and diversity of the school
• Administrator leadership and support through interview process
• 80% Buy-in
• Internal Coach, data person, SET Evaluator
<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supports staff in acquiring skills</td>
<td>• Two year training cohort</td>
</tr>
<tr>
<td>• Necessary but not sufficient is it is used in isolation for building competency</td>
<td>• Trainers reflect the diversity of team membership</td>
</tr>
<tr>
<td>• Provides background information necessary for installation &amp; implementation</td>
<td>• Standardized scope and sequence (revised based on data)</td>
</tr>
<tr>
<td>• Introduces new skills and major concepts before being asked to use them</td>
<td>• Moves schools from installation to initial/full implementation</td>
</tr>
<tr>
<td></td>
<td>• Summer Institute and Sustainability Workshops</td>
</tr>
</tbody>
</table>
# Training Scope and Sequence

## Scope and Sequence of Topics At-a-Glance

### Minnesota PBIS Training

#### Year 1 - Installation

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW-Tier I</strong></td>
<td><strong>SW-Tier II</strong></td>
<td><strong>NC-Tier 3</strong></td>
<td><strong>SW-Tier I</strong></td>
<td><strong>Individual Tier I</strong></td>
<td><strong>Individual Tier II</strong></td>
<td><strong>SW-Tier I</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engaging Community Partners in PBIS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Triangle Map</td>
<td>Purpose</td>
<td>Expectations</td>
<td>Teaching</td>
<td>Continuum</td>
<td>(Effort: Update TIC Version 3.0)</td>
<td>(Effort: Update TIC Version 3.0)</td>
</tr>
</tbody>
</table>

#### Year 2 - Initial Implementation

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SW-Tier I</strong></td>
<td><strong>SW-Tier II</strong></td>
<td><strong>School-wide Tier III</strong></td>
<td></td>
</tr>
<tr>
<td>Check-in/Check-out (CI/CC)</td>
<td>Check &amp; Connect</td>
<td>Preparing for crisis lockdown, introduce new seclusion/restraint law Mn 125A.6942 &amp; National Bills</td>
<td></td>
</tr>
<tr>
<td>Classroom Tier I</td>
<td>Classroom Tier II Introduction: “bundled” classroom interventions for small groups (e.g. Tough Kid Toolbox)</td>
<td>Classroom Tier III Classroom Cross procedures Review Escalation Escalations</td>
<td></td>
</tr>
<tr>
<td>Classroom Tier II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD (e.g. Elem: Parent Early Risers 101; Mid/HS: Parent ver. Check &amp; Connect)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Data 101

- **Basic Overview**: Outcome, Fidelity and Effort data
- **Data 101**: Update TIC Version 3.0
- **Data 101**: Establishing SW-Triangle
- **Data 101**: Review TIC Version 3.0
- **Data 101**: SW Triangle Big 5
- **Data 102**: TIPS: Team Initiated Problem Solving
- **Data 102**: SWIS: CI/CC
- **Data 102**: SWIS: ISIS
Effects of Training and Coaching on Teachers’ Implementation

<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 & Showers, 2002)
<table>
<thead>
<tr>
<th>Coaching Driver</th>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The evidence for coaching is clear</td>
<td>Aligning efforts, looking for efficiencies</td>
</tr>
<tr>
<td></td>
<td>A necessary component for helping to promote school staff skill development</td>
<td>Anticipating needs in training and coaching</td>
</tr>
<tr>
<td></td>
<td>Offers support as a new skills is developed</td>
<td>Coaching at a district, school and classroom level</td>
</tr>
<tr>
<td></td>
<td>Helps staff acquire new skills to assist them implement EBP</td>
<td>Coordinating evaluation (SET, BoQ, TIC, SAS, TFI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connecting with other school, district &amp; regional coaches</td>
</tr>
</tbody>
</table>
Organizational Drivers

● These are the organizational, administrative and systems components that create environments to support staff

● These drivers include
  ● Decision Support Data Systems (DSDS)
  ● Facilitative Administration
  ● Systems Intervention
<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effort, fidelity and outcome data are collected and analyzed</td>
<td>• Reviewing school performance and using data to evaluate outcome, fidelity and effort</td>
</tr>
<tr>
<td>• Data needs to be reliable and valid</td>
<td>• Resolving issues with data systems that do not provide all needed data elements</td>
</tr>
<tr>
<td>• Data is analyzed across levels:</td>
<td>• Access to needed data in a timely and efficient manner across levels</td>
</tr>
<tr>
<td>• Classroom</td>
<td>• Coordinating &amp; triangulating evaluation data (SET, BoQ, TIC, SAS, TFI)</td>
</tr>
<tr>
<td>• Grade</td>
<td></td>
</tr>
<tr>
<td>• School</td>
<td></td>
</tr>
<tr>
<td>• District</td>
<td></td>
</tr>
<tr>
<td>• Region</td>
<td></td>
</tr>
<tr>
<td>• State</td>
<td></td>
</tr>
</tbody>
</table>
School SET Trend Data
Facilitative Administration

- Internal processes, policies and regulations over which a school has control
- Create environments that are safe, supportive and continuously improving
- Identify and remove internal barriers
- Use data and feedback cycle to make the system efficient for staff

Implementation Science

PBIS

- Release time for staff to attend training
- Administrator participates in training and school meetings
- Revision of office discipline referral form
- Time secured for team meetings, coaching and data entry
- Data system (SWIS or other) and staff time to support it.
# Systems Intervention

<table>
<thead>
<tr>
<th>Implementation Science</th>
<th>PBIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focussed on external variables, policies, environments and systems that influence the organization</td>
<td>• Identifying collaborative partners at the regional and state level</td>
</tr>
<tr>
<td>• Identify and reduce barriers by bringing them to the attention of those who can help</td>
<td>• Collaborating with neighboring schools and districts in common areas of training or evaluation</td>
</tr>
<tr>
<td>• Create the environment that supports a new way of work</td>
<td>• Providing feedback to regional and state partners on policies and practices that support or hinder the work.</td>
</tr>
<tr>
<td></td>
<td>• Identifying areas where schools need support</td>
</tr>
</tbody>
</table>
Leadership Drivers

- Technical challenges have clearer pathways to solutions
  - Can often be solved with a traditional problem solving approach
- Adaptive challenges are less clear and have competing perspectives
  - Different views of the problems and different ideas on what might constitute a solution
Leadership Drivers PBIS

● Maintaining conditions for success
  ● Assuring Adequate Levels Buy-In across stages
  ● Resources needed for today and tomorrow
  ● Identifying impact of changing roles and impact of distribution of staff
  ● Building capacity and providing growth opportunities for staff
  ● Anticipating the needs for additional capacity before it is needed.

● Managing implementation informed expectations (fidelity and outcomes) at the school and district levels.
Practice Model Self-Assessment

Model for Services by School Psychologists

<table>
<thead>
<tr>
<th>PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data-Based Decision Making and Accountability</td>
</tr>
<tr>
<td>Consultation and Collaboration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student-Level Services</strong></td>
</tr>
<tr>
<td>Interventions and Instructional Support to Develop Academic Skills</td>
</tr>
<tr>
<td>Interventions and Mental Health Services to Develop Social and Life Skills</td>
</tr>
<tr>
<td><strong>Systems-Level Services</strong></td>
</tr>
<tr>
<td>School-Wide Practices to Promote Learning</td>
</tr>
<tr>
<td>Preventive and Responsive Services</td>
</tr>
<tr>
<td>Family-School Collaboration Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOUNDATIONS OF SERVICE DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity in Development and Learning</td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
</tr>
<tr>
<td>Legal, Ethical, and Professional Practice</td>
</tr>
</tbody>
</table>

HELPING STUDENTS AND SCHOOLS ACHIEVE THEIR BEST
Implementation Lessons Learned

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

- Systematic attention to implementation has historically been underemphasized in research and practice because of the widespread assumption that the essential intervention components are being implemented.

- EPBs are frequently not implemented as intended (Noell & Gansle, 2006).

- Students cannot benefit from EBPs that they do not receive or that are not implemented as intended; clearly operationalized core components are essential (Fixen et al., 2005).

- Effects cannot be attributed to the intervention if fidelity of implementation (FOI) is not assessed (Sanetti & Kratochwill, 2009).

- The process of integrating EBI with EBPs is viewed as a deliberately managed, multi-year endeavor that requires systematic planning and effort over time (Wallace et al., 2008).

- Involves stages and a Developmental process (non-linear) (Fixen et al., 2005).

- Download all or part of the monograph at:

Resources

- Active Implementation (AI) Hub
  http://implementation.fpg.unc.edu/

- National Implementation Research Network (NIRN)
  http://nirn.fpg.unc.edu/

- State Implementation & Scaling-up of EBP Center
  http://sisep.fpg.unc.edu/

- Global Implementation Conference
  http://globalimplementation.org/gic/
Resources

- Positive Behavioral Interventions & Supports

- Global Implementation Initiative

- Minnesota Positive Behavioral Interventions and Supports

- NASP Practice Model

References


References


Contact Information

- Mary Hunt:  Mary.hunt@state.mn.us
- Cynthia Conner:  Conne204@umn.edu