Kansas Intensive Permanency Project

Scaling Up an Evidence-Based Intervention: An Implementation Discussion

October 29, 2013
Today’s Presentation

- Brief background
- Implementation Frameworks
  - KIPP’s Use of Implementation Frameworks
  - Supports and Challenges of Implementation
- Discussion
Brief Background
Kansas Context

- PII Project: Kansas Intensive Permanency Project (KIPP)
- Convened by: University of Kansas School of Social Welfare
- Key partners
  - State public child welfare agency (Kansas DCF)
  - Kansas’ foster care providers
    - KVC Behavioral Healthcare
    - St. Francis Community and Family Services
- Privatized foster care since 1997
- Long history of public-private-university partnership
Map of Kansas Counties by Population Density

Population Density Peer Groups for Counties in Kansas

The X in Barton County designates it as the central county of Kansas. Source: The Geography of Kansas Part 1: Political Geography by Walter H. Scheewe (pg 255) Transactions of the Kansas Academy of Science (1903) copyright 1948 Kansas Academy of Science

Population Density Peer Group
- Frontier (less than 6 persons per sq. mile)
- Rural (6 to 19.9 persons per sq. mile)
- Densely-settled rural (20 to 39.9 persons per sq. mile)
- Semi-Urban (40 to 149.9 persons per sq. mile)
- Urban (150+ persons per sq. mile)

Based on 2007 U.S. Census Bureau Population Estimates using the peer group definition adopted by the Kansas Department of Health and Environment. For more information, see the following website: http://www.dhhs.ks.gov/Aspx/ViewProject.aspx?ID=75
KIPP’s Service Model

Target population: Children with serious emotional disturbance (SED)

Evidence Based Intervention
Oregon Model of Parent Management Training (PMTO)

Tailor PMTO for Parents of Children with SED in Kansas Foster Care
Early intervention & engagement
In-home, intensive
Low caseload
Accessible & responsive
Trauma-informed

Comprehensive family assessment
Robust referrals
Service coordination
Emphasis on parent/child visits
Clinical & team supervision

Proximal Outcomes
• Increase in positive parenting behaviors
• Decrease in coercive parenting practices
• Increase in use of community resources and social supports
• Increased readiness for reunification
• Improvements in parental mental health and substance use
• Decrease in child problematic behavior
• Increase in child functioning

Distal Outcomes
• Increase reunification rates
• Decrease long-term foster-care rates
• Increase in stable permanency rates
Questions for Participants

- Have you implemented an evidence-based intervention (EBI)?
- Have you utilized implementation frameworks?
- Were your experiences with implementing an EBI largely positive?
- Did you work with a purveyor to implement an EBI?
- What has been your greatest challenge in implementing an EBI?
Implementation Frameworks

Source: National Implementation Research Network (NIRN)
Rationale for Implementation
Frameworks

- Many factors influence implementation
- Provide structure and organization for complex processes
- Increase awareness & knowledge
  - Effective planning for upcoming tasks, stages, necessary supports
- Used to assess/evaluate the process and results
  - Did we implement what we intended to implement?
  - Did we make a difference in outcomes?
- Promote long-term sustainability
NIRN’S Four Frameworks of Implementation Science
Implementation Teams

- “Make it happen” vs “let it happen”
- Increase buy-in and readiness
- Install and sustain implementation drivers
- Problem-solve
- Assess fidelity and outcomes
- Establish and maintain linkages with external systems
- Build infrastructure and resources for sustainability

Source: National Implementation Research Network
Teamwork and collaboration are at the heart of KIPP’s work

Peace, Love, KIPP
# Implementation Teams (1 of 2)

<table>
<thead>
<tr>
<th>Supports</th>
<th>Challenges</th>
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</table>
| - Include most critical stakeholders  
- Establish at project inception; needed at every stage  
- Build relationships within team (in-person time)  
- Flexibility is key  
  - Team’s focus changes with new stage | - Define roles as they evolve  
- New stages = new teams = new communication protocols  
- Turnover of key stakeholders  
- Unpredictable challenges require agile teams |

Flexibility is key as the team’s focus changes with new stages. Challenges include turnover of key stakeholders and unpredictable challenges that require agile teams.
## Implementation Teams (2 of 2)

<table>
<thead>
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<th>Supports</th>
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<tbody>
<tr>
<td>• Check-in on terms of reference</td>
<td>• Relationship building, cross-cultural learning</td>
</tr>
<tr>
<td>• Continuity of team members</td>
<td>between purveyor and implementer</td>
</tr>
<tr>
<td>• Communication – up, down, sideways, all-around</td>
<td></td>
</tr>
<tr>
<td>• Purposeful agendas, structured meetings,</td>
<td></td>
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<tr>
<td>defined roles, linkages</td>
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Implementation Stages

Exploration
- Assess needs
- Examine innovations
- Examine implementation
- Assess fit

Installation
- Acquire resources
- Prepare organization
- Prepare implementation
- Prepare staff

Initial Implementation
- Implementation drivers
- Manage change
- Data systems
- Improvement cycles

Full Implementation
- Implementation drivers
- Implementation outcomes
- Innovation outcomes
- Standard practice

Source: National Implementation Research Network
### Implementation Stages - Exploration

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| - Exploration builds foundation  
- Sustainability from the start; begin with the end in mind | - Time...hurry up to implementation...  
- Time for selection of EBI; included interviews of purveyors, implementers, and researchers (200+ hours)  
- Iterative, not linear, process |
# Implementation Stages - Installation

<table>
<thead>
<tr>
<th>Supports</th>
<th>Challenges</th>
</tr>
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<tbody>
<tr>
<td>- Installation deserves time</td>
<td>- Developing and using new &amp; shared selection protocols for hiring</td>
</tr>
<tr>
<td>- Establish hospitable environment within agency</td>
<td>- Hiring in rural areas</td>
</tr>
<tr>
<td>- Leadership plays critical role (vision &amp; communication)</td>
<td>- Coordinating and timing selection with purveyor’s requirements</td>
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## Implementation Stages – Initial Implementation

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<tr>
<td>Initial implementation coupled with usability testing lays a solid foundation</td>
<td>Staged model was a shift for agencies used to quick implementation timelines; learn to “go slowly” and revise as needed</td>
</tr>
<tr>
<td>Create environment of excitement; also safe for learning</td>
<td>Purveyor mandate required cultural shift (videos)</td>
</tr>
<tr>
<td>Multiple meetings with external stakeholders</td>
<td>Vast geographic area</td>
</tr>
<tr>
<td>Rapid cycle problem solving – moment by moment Q&amp;A</td>
<td></td>
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Implementation Drivers

Improved outcomes for children and families

Performance Assessment

Coaching (& supervision)
Training
Selection

Leadership

Integration & Compensatory

Competency Drivers
Organization Drivers
Systems Intervention
Facilitative Administration
Decision Support Data System

National Implementation Research Network

© Fixsen & Blase, 2008
Implementation Drivers – Staff Selection

Supports

- Selection protocols tied to fidelity (e.g., require role play, use of feedback)
- Feed-forward and feedback loops improve staff selection, training, coaching
- Timing...hiring around graduation
- Some people successfully weed themselves out

Challenges

- Selection protocols that capture the intangibles and unteachables
- Turnover
- Short hiring periods
- Overhiring
- Hiring qualified staff, esp rural areas
# Implementation Drivers – Training

## Supports
- Use active teach and role playing
- Hire with EBI fit in mind (behavioral, observational, social learning theory)
- Create safe learning culture
- Use cohorts & peer support

## Challenges
- Efficient use of training vs sequencing supervisors before practitioners
- Training must be accompanied by appropriate caseload & opportunity to apply skills (pacing)
- Clear, organized, usable materials/manual
# Implementation Drivers – Coaching

**Supports**
- High quality coaching with broad and deep feedback
- Direct observation by coaches
- Congruency between model and coaching

**Challenges**
- Coaching capacity must be adequate for number of practitioners
- Local coaching = local expertise and responsiveness
- Practitioners desire for direct, constructive feedback; model’s focus on positive feedback with little emphasis on weaknesses
### Implementation Drivers – Supervision

<table>
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<tr>
<td>Supervisor is critical for supporting new practice</td>
<td>Loss of supervisor presents unique challenges</td>
</tr>
<tr>
<td>Supervisors need practice knowledge/experience</td>
<td>Big do over: Train supervisors before other practitioners</td>
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## Implementation Drivers – Fidelity Assessment

<table>
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</table>
| - Gold standard for fidelity assessment: observational  
- Rich feedback on clinical skills | - Capacity must be adequate for number of practitioners  
- Frequency of fidelity assessment for timely feedback loop for trainers and supervisors  
- Sharing fidelity data with practitioners in a supportive manner |
### Implementation Drivers – Systems Intervention

<table>
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<tr>
<td>• Balance an internal focus on implementation and an external focus on</td>
<td>• Other systems that overlap but may not understand or support the EBI</td>
</tr>
<tr>
<td>gaining support from community stakeholders</td>
<td>(courts, mental health, psych facility)</td>
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<td></td>
<td>• Randomized study</td>
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### Implementation Drivers – Facilitative Administration

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<tr>
<td>• Engage other key child welfare staff; build their trust and buy-in so you’re working as a team, not against one another</td>
<td>• Be careful &amp; selective in creating more work for case managers</td>
</tr>
<tr>
<td>• Constant communication and building buy-in with case managers due to turnover in CW</td>
<td>• Learning new practice is hard work; normalize the struggles</td>
</tr>
<tr>
<td>• Buy-in of randomization and eligibility criteria</td>
<td>• Too many bosses</td>
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<tr>
<td></td>
<td>• Adding or layering a practice is different than changing a practice</td>
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## Implementation Drivers – Decision Support Data Systems

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<tr>
<td>• Every stage requires data</td>
<td>• Funding positions for data support</td>
</tr>
<tr>
<td>• Data systems are needed for ongoing progress monitoring</td>
<td>• Communication and feedback loops are important; making the data meaningful</td>
</tr>
<tr>
<td>• Both quantitative and qualitative data are helpful</td>
<td></td>
</tr>
<tr>
<td>• Value rigorous research</td>
<td></td>
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## Implementation Drivers – Leadership

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<tr>
<td>• Leaders knowing the model well shows commitment</td>
<td>• Values-fit with purveyor; leaders emerge from</td>
</tr>
<tr>
<td>• Have a vision for building evidence for your agency and beyond</td>
<td>training process vs leaders based on agency</td>
</tr>
<tr>
<td>• Celebrate successes at every step and level</td>
<td>position and tenure</td>
</tr>
<tr>
<td></td>
<td>• Flying the plane as we build it</td>
</tr>
<tr>
<td></td>
<td>• Funding cycles may be too short for full</td>
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<tr>
<td></td>
<td>transfer from purveyor to local leaders</td>
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Improvement Cycles

- **Plan**
  - Specify the plan that helps move intervention forward

- **Act**
  - Make changes to the next iteration of the plan to improve implementation

- **Do**
  - Focus on facilitating the implementation of the plan

- **Study**
  - Develop assessment to understand how the plan is working
Evidence to the rescue.
### Implementation Cycles

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<tr>
<td>• From the start, rely on data to define problems and measure success of problem-solving</td>
<td>• Slow enough for testing but fast enough to utilize staff effectively and efficiently</td>
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<tr>
<td>• Create safe learning environment</td>
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Discussion
Questions for Participants

- What questions do you have?
- What has been your experience implementing EBIs?
- How were your experiences similar or different than the supports and challenges we mentioned?
- What advice do you have for implementers?
Contacts

KIPP Lead/Applicant Agency:
KU School of Social Welfare
  Becci Akin, beccia@ku.edu
  Tom McDonald, t-mcdonald@ku.edu

KIPP State Partner:
Kansas Department for Children and Families
  Patricia Long

KIPP Agency Partners:
KVC Behavioral Healthcare, Inc.
  Linda Bass (llbass@kvc.org)
St. Francis Community and Family Services
  Vickie McArthur (vickie.mcarthur@st-francis.org)

Implementation Frameworks Technical Assistance:
PII Training/Technical Assistance Project and National Implementation Research Network
  Karen Blase (karen.blase@unc.edu)
Other Info

- NIRN Website: [http://nirn.fpg.unc.edu/](http://nirn.fpg.unc.edu/)
- KIPP Publications: