THE WING INSTITUTE

The Eighth Annual International
Campbell Collaborative Colloquium

Sustainable Programs: In Search of the Elusive

Randy Keyworth
Jack States
Ronnie Detrich

The ultimate goal of the "evidence-based movement" is make better use of research findings in typical service settings, to benefit consumers and society….

research to practice

Research to Practice

implementation
and
sustainability

The Campbell Collaborative
Education Coordinating Group
Protocol Evaluation Form

"Campbell Reviews should help people make practical decisions about educational interventions and public policy."

"The objectives of a review should address the choices (practical options) people face when deciding about whether or not to adopt a policy or practice."

The Campbell Collaborative Education Coordinating Group

Newsletter, Issue 1, July 2007

An education economic evaluation begins with the benefits as defined by the systematic review, integrates these with estimates of the resources used and their costs, and is focused on how the educational intervention is implemented in actual practice.

Research to Practice: the problem

Despite recent attention, there is still a disconnect between research and practice…

- Too many practices with proven research results fail when implemented in “real world” settings.
- Too many practices with poor or no research are adopted and continue to be implemented despite poor results.

Why do we care about "sustainability"?

average life of an education innovation is 18-48 months (Latham, 1988)

evidence-based and effective practices often fail due to ineffective implementation strategies (National Implementation Research Network)

major gaps exist between what is known as effective practices (i.e. theory and science) and what is actually done (i.e. policy and practice)

(National Implementation Research Network)

initial data on comprehensive school reform models initiated in 2000:

1 in 5 maintained reforms through 2002

1 in 10 maintained reforms through 2004

(American Institute for Research)

Today's Focus

What We Know About Sustaining Programs?
Randy Keyworth

Sustainability: Shifting Contingencies,
What Works and What Doesn't
Jack States

Treatment Integrity and Program Fidelity:
Necessary but Not Sufficient to Sustain Programs
Ronnie Detrich

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30 years studying *"research to practice"* issues…

from the *"practice"* side

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1978 - 2004

operated *"research based"* special education services in *"real-world"* settings…

…provided a "laboratory" setting for longitudinal study of *research to practice*, *implementation* and *sustainability*

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2004 - present

independent, non-profit operating foundation

promote evidence-based education policies and practices

act as a catalyst to facilitate communication, cooperation and collaboration between individuals and organizations currently engaged in evidence based education

The Wing Institute's Strategic Vision

Identify exemplars in evidence-based education

research	*individuals*	*policies*
models	*programs*	*organizations*

Develop networks to facilitate collaboration

Provide support for new ideas, research, and publications

Facilitate cross-discipline cooperation

Emphasize immediate solutions in the real-world as well as long-term system changes

The Wing Institute's Strategic Vision

Increased focus on

Research to Practice

in the Real-world

in Real-time

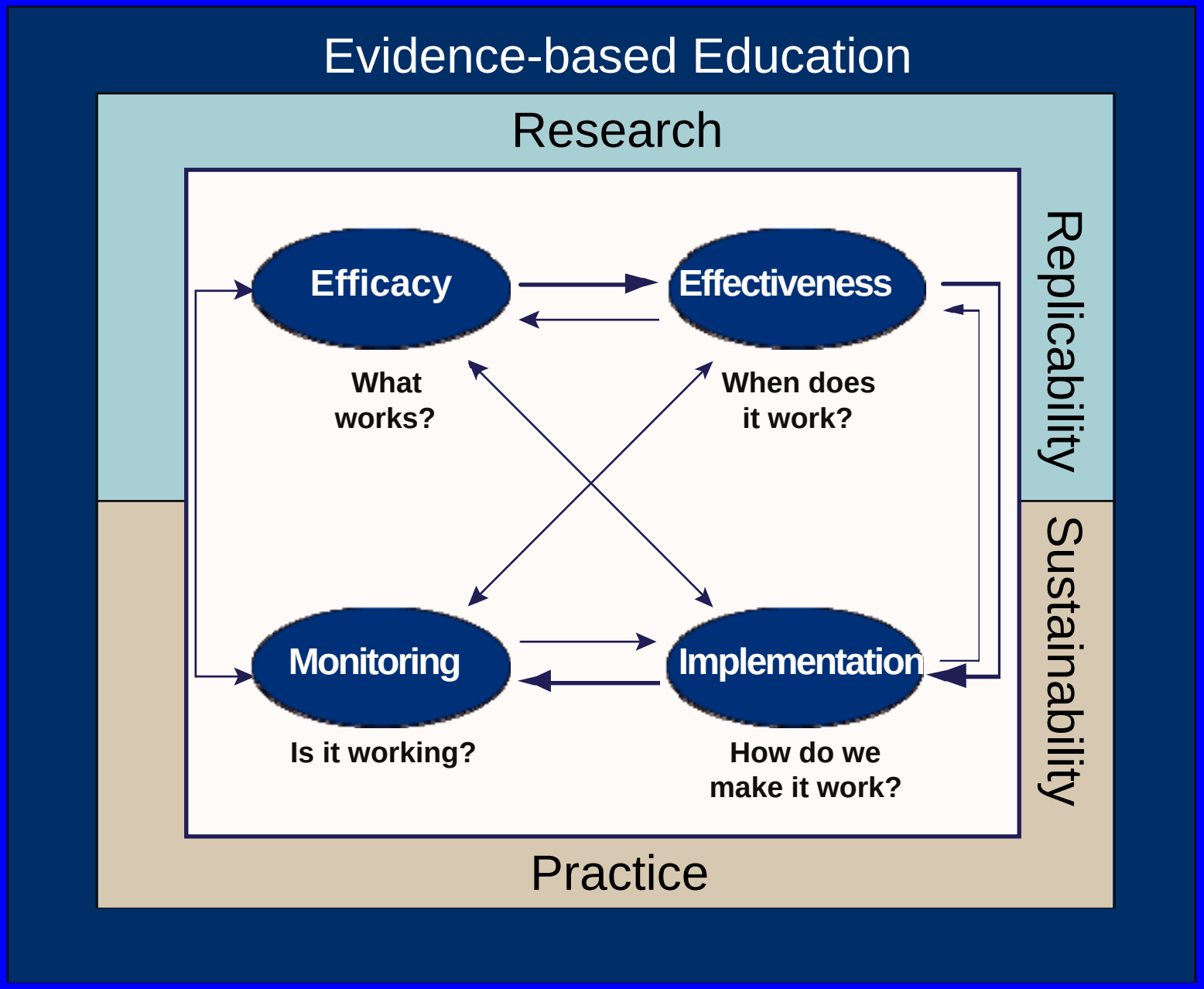
implementation
and
sustainability

“Research to Practice” Roadmap

The purpose of the “Roadmap” is to:

- Provide an expanded model for bridging the gap between research and practice
- Define the primary components of an evidence-based culture, their functions, and how they relate to each other.
- Illustrate the necessary and continuous reciprocal nature of influence between research and practice

Research to Practice



What is a "sustainable" intervention?

- implemented with procedural fidelity and desired outcomes (effectiveness) at the consumer level
- maintains over time
- maintains over generations of practitioners and decision-makers
- operates within existing resources (financial, staff, materials) and existing mandates
- becomes institutionalized, routine…

"the way we do business"

What are the sources of research on "sustainability"??

IMPLEMENTATION RESEARCH

National Implementation Research Network (NIRN)

COMPREHENSIVE SCHOOL REFORM (CSR)

National Longitudinal Evaluation of Comprehensive School Reform (NLECSR)

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (PBS)

RESPONSE TO INTERVENTION (RtI)

SCHOOL PSYCHOLOGY

What do we know about "sustainability"?

***Implementation* is the critical component of sustainability…**

***and implementation and intervention* are not the same thing.**

What do we know about "sustainability"?

1. ***Implementation is a completely separate process from intervention.***

   An evidence-based program is one thing…implementation of an evidence-based program is a very different thing.

   Those responsible for developing effective interventions do not necessarily have the skills for effective implementation.

   The process of implementation is the same regardless of the intervention or domain (mental health, juvenile justice, education, child welfare…as well as business, health, etc.)

   Implementation success often has very little to do with the details or merits of the actual intervention.

(NIRN, 2005)

Definitions…

Intervention is defined as the treatment or prevention efforts at the consumer level.

Implementation is defined as a specified set of activities designed to incorporate a program or practice at the community, agency, or practitioner level.

Sustainable Implementation involves systematic implementation at all levels.

also known as:	diffusion	going to scale
	replication	scaling-up
	rollout	

What do we know about "sustainability"?

Implementation variables are not the same as *intervention* variables

Two distinct sets of activities

intervention-level activity (treatment fidelity)

implementation-level activity (procedural fidelity)
(context, compliance, competence)

Two sets of outcomes

intervention outcomes (student outcomes)

implementation outcomes (org., system outcomes)

What do we know about "sustainability"?

2. Implementation is a <u>social / cultural change</u> process <u>across all levels</u> of an organization

changes in adult professional behavior (all stakeholders)

changes in organizational structures and cultures, both formal and informal (systems, policies, contingencies, values, procedures)

changes in relationships to consumers, stakeholders, and systems partners

What do we know about "sustainability"?

3. Implementation is a long term, ongoing, developmental process

implementation must be an ongoing part of culture…
things change…contingencies, staff, resources

ongoing adaptation and innovation are critical

What do we know about "sustainability"?

4. Implementation must respect and address the <u>uniqueness</u> of every aspect of the system

every culture, system, organization, staff, and consumer has unique

- ↓ needs
- ↓ learning histories
- ↓ values
- ↓ contingencies
- ↓ capacity (resources, skills, etc.)

implementation must be customized within core components

What are "Core Components"?

Core Components for <u>Interventions</u>

the most essential and indispensable components of an intervention practice or program

no more….no less

What are "Core Components"?

Core Components for <u>Implementation</u>

the most essential and indispensable components of an implementation action plan

- outcomes, goals, measures
- performance management strategies
- monitoring
- adaptation and innovation

Obstacles to Sustainable Implementation

stakeholder resistance (general)

- inertia
- cynicism about fads, new ideas, education reform
- resistance to performance feedback
- intervention more difficult than anticipated
- intervention causes too much change
- desired outcomes take too long to materialize
- <u>perceived</u> costs exceed <u>perceived</u> benefits

Obstacles to Sustainable Implementation

organizational lack of skill and experience

The most common forms of implementation…

paper implementation: new policies and procedures put in place

process implementation: new operating procedures put in place

information dissemination
training
supervision

have repeatedly been shown to be ineffective

performance implementation: monitoring activities and outcomes and responding to the data

Obstacles to Sustainable Implementation

organizational support structures are absent or fail to maintain over time

- supporters leave
- personnel lack training
- external funds run out
- inadequate supervision
- poor accountability
- no consequences for early termination

How do we get to SUSTAINABILITY?

The key is systematic, strategic, thoughtful and effective on-going implementation and monitoring strategies at multiple levels.

Sustainability should be the focus from day one.

Sustainable implementation is impossible without a monitoring (feedback) system to guide decisions and activities.

Sustainability and Social Validity

Dimensions of Social Validity (Wolf, 1978)

1. The social significance of the goals.
2. The social appropriateness of the procedures.
3. The social importance of the effects.

Sustainability is a key component of the “social importance of the effects”.

Sustainability requires change at every level of a system: individual, group, organizational, policy, culture.

Have we achieved "social importance"?

"Despite significant progress in the behavioral sciences, ***we have achieved few widespread improvements in our society***. Over the past 40 years, effective interventions have been developed for diverse problems of human behavior, ***but only rarely has our knowledge been translated into changes in the incidence or prevalence of problems … parenting…education…mental health***…"

Biglan 1995

Have we achieved "social importance"?

We, as behavior analysts, have failed to:

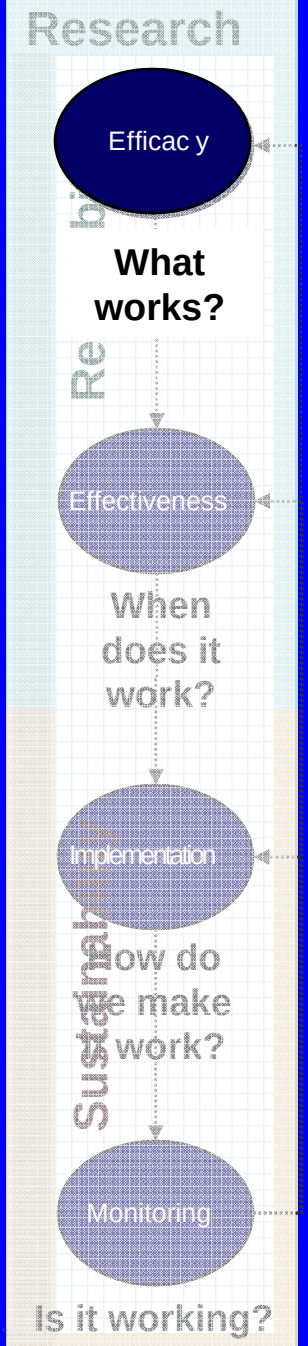
apply behavioral technology to ***larger social needs***,

gain ***social recognition and acceptance*** of behavioral technology

develop the science to ***sustain*** our successes at cultural levels

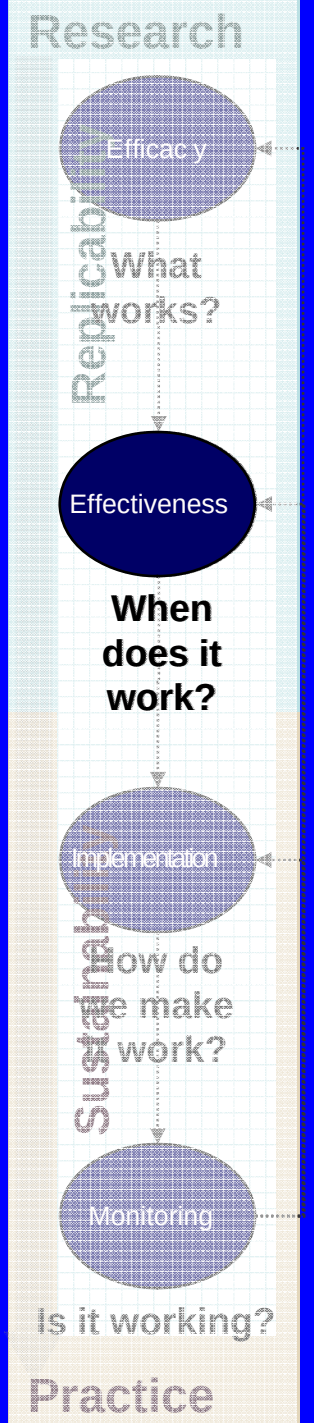
If not us….who

If not now…when



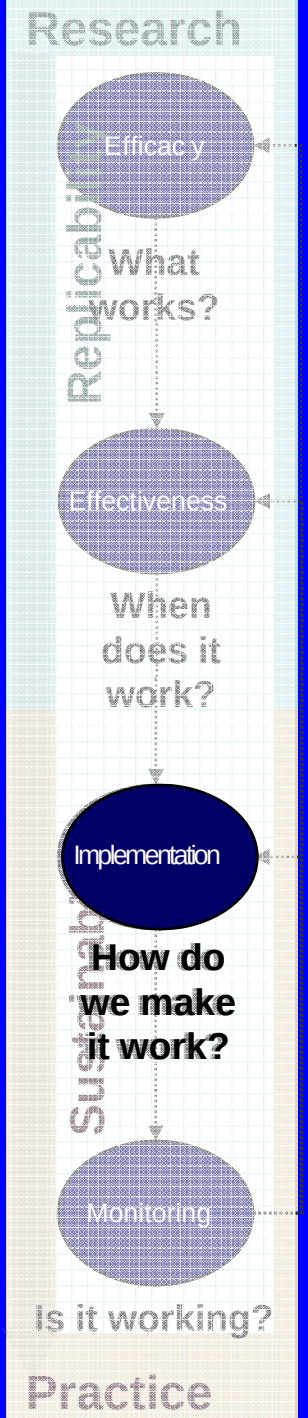
Efficacy Research (What Works?)

- Research conducted to identify promising practices
- Establishes a causal relationship between an intervention and its impact on behavior.
- Often conducted in highly structured and controlled laboratory settings to clearly demonstrate impact and causation
- Precision is often achieved with highly trained change agents, carefully screened participants, adequate resources, and close supervision.
- Currently, this is the most common form of published educational research.



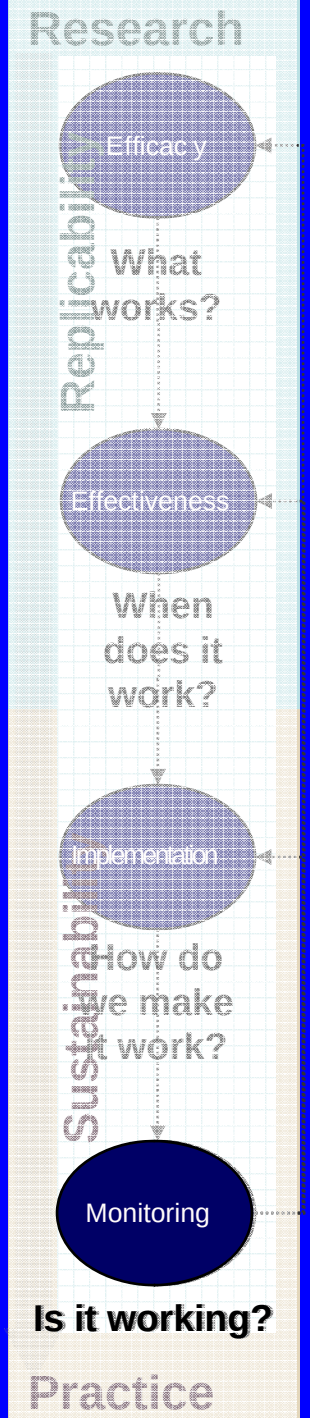
Effectiveness Research (When Does it Work?)

- Research conducted to answer questions about the impact and robustness of interventions when taken to scale in more typical practice settings
- Primarily concerned with when an intervention works in the context of the following dimensions.
  - ↓characteristics of students, setting
  - ↓leadership and instructors
  - ↓resources, training available
  - ↓culture, level of commitment
- Less common than efficacy research



Implementation
(How do we make it work?)

- How do we make this intervention work in this particular setting?
- Translates effectiveness research to practice, from “general settings” to a “ particular setting”
- Explicit, systematic process for analyzing and addressing the critical variables necessary for an intervention to be successfully adopted, implemented and sustained in a particular setting.
- Analyzes the contingencies operating on various stakeholders in a particular practice setting and how they influence adoption and sustainability of an intervention.



Performance Monitoring (Is it Working?)

- To assure that the intervention is actually being effective must monitor the impact of the intervention in the setting (practice-based evidence).

- Monitoring must occur:
  - student level (to ensure progress and be able to modify components of the intervention when necessary)
  - systems level (to be able to make systems level decisions and policy choices)