



# Implementing Effective Home Visitation Services

**2011 Tribal Maternal,  
Infant, and Early  
Childhood  
Home Visiting  
Program Grantee  
Kickoff Meeting**

**January 19, 2011**

**Washington, DC**

**Melissa K. Van Dyke, LCSW**

**Sandra F. Naoom, MSPH**

**Dean L. Fixsen, PhD**

**Karen A. Blase, PhD**

**Michelle A. Duda, PhD**

**Allison J. Metz, PhD**

**National Implementation Research Network**

**Frank Porter Graham Child Development Institute**

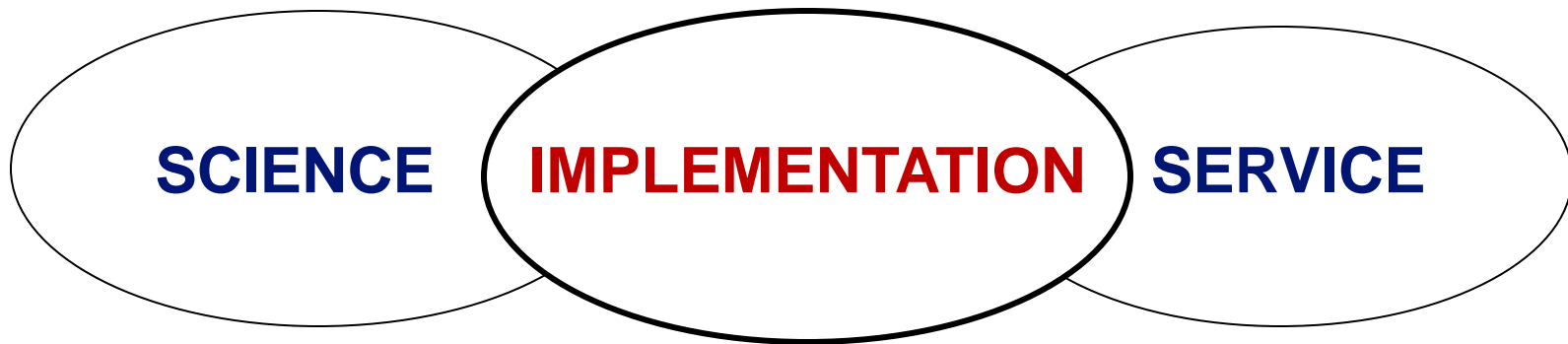
**University of North Carolina-Chapel Hill**



**UNC**

FPG CHILD DEVELOPMENT INSTITUTE

# Science “to” Service



# Implementation

Implementation is defined as ***a specified set of activities*** designed to put into practice an activity or program of known dimensions.

## Why Focus on Implementation?

*“Children and families cannot benefit from interventions they do not experience.”*

*...National Implementation Research Network*

# The Challenge

## ➤ Implementation Gap

- What is adopted is not used with fidelity and good outcomes
- What is used with fidelity is not sustained for a useful period of time
- What is used with fidelity is not used on a scale sufficient to impact social problems






# Implementation

## Review and synthesis of the implementation research and evaluation literature (1970 – 2004)

- **Multi-disciplinary**
- **Multi-sector**
- **Multi-national**



# Insufficient Methods

- 
**Implementation by laws/ compliance 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**
- 
**Diffusion/dissemination of information by itself does not lead to successful implementation**
- 
**Training alone, no matter how well done, does not lead to successful implementation**


# Implementation Science

## IMPLEMENTATION

		IMPLEMENTATION	
		Effective	NOT Effective
INTERVENTION	Effective	<b>Actual Benefits</b>	Inconsistent; Not Sustainable; Poor outcomes
	NOT Effective	Poor outcomes; Sometimes harmful	Poor outcomes; Sometimes harmful

(Institute of Medicine, 2000; 2001; 2009; New Freedom Commission on Mental Health, 2003; National Commission on Excellence in Education, 1983; Department of Health and Human Services, 1999)

# Implementation Frameworks

 **Practice, program and systems change through...**

 **Multi-dimensional, fully integrated use of**

 **Implementation Drivers**


 **Implementation Stages**

 **Implementation Teams**

 **Improvement Cycles**



# Implementation Drivers

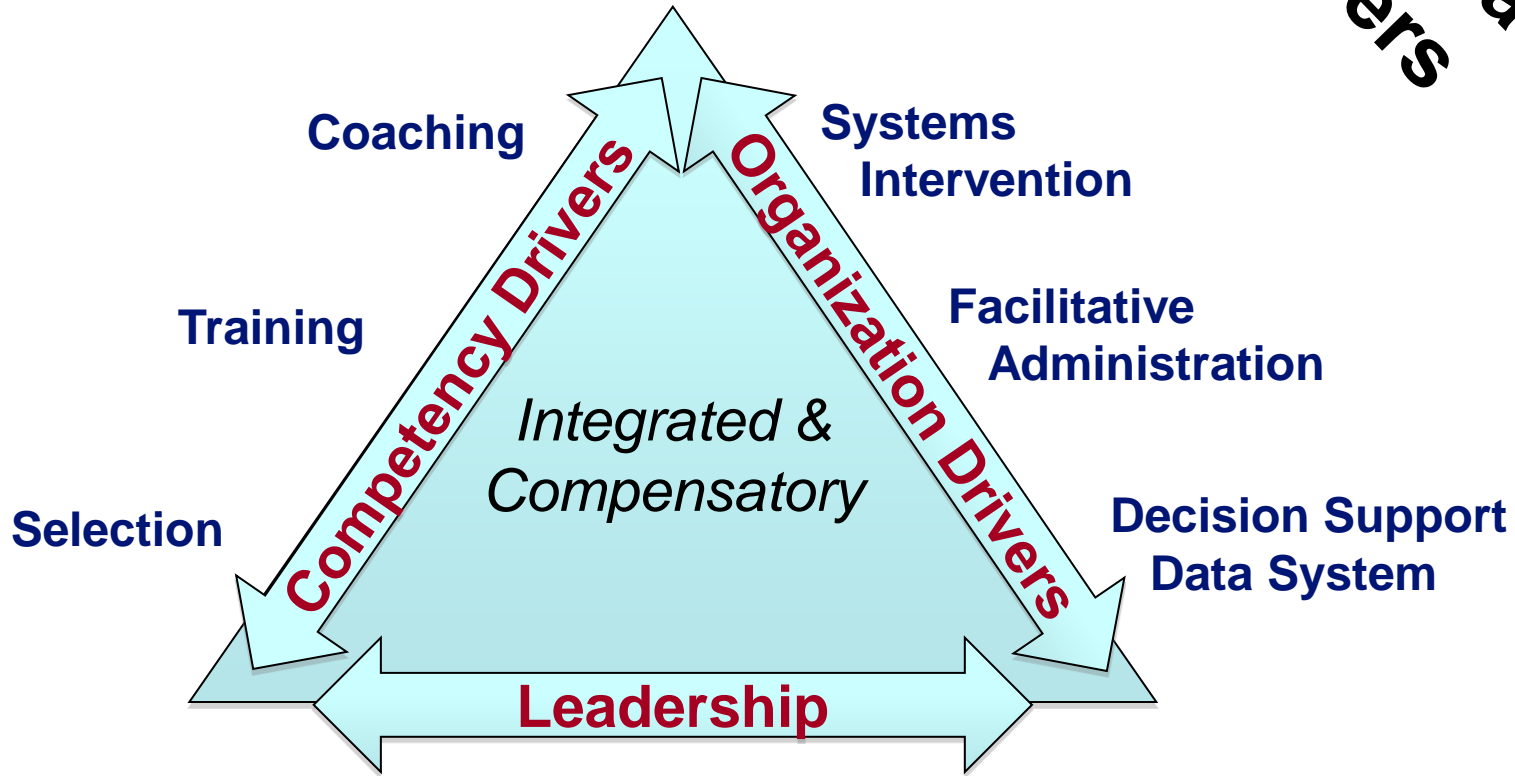
-  **Common features of successful supports to help make full and effective uses of a wide variety of innovations**
-  **Staff Competency**
-  **Organizational Supports**
-  **Leadership**

**Improved outcomes  
for children and  
families**



**Performance Assessment**

**Implementation  
Drivers**

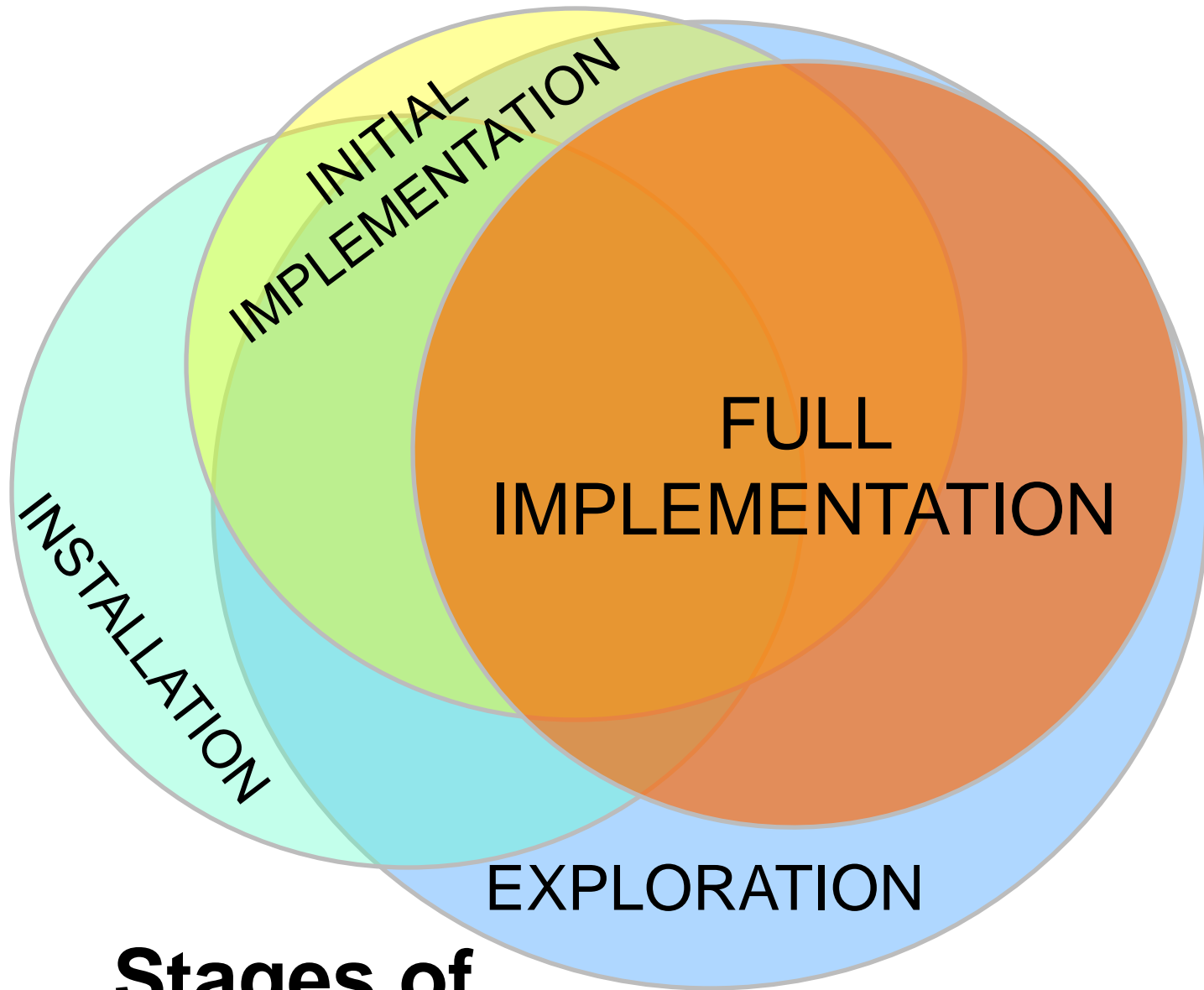


# Implementation Takes Time

Major Implementation Initiatives occur in stages:

- **Exploration (Sustainability)**
- **Installation (Sustainability)**
- **Initial Implementation (Sustainability)**
- **Full Implementation (Sustainability & Effectiveness)**

2 - 4  
Years



2 - 4  
Years

# Stages of Implementation

# Organized, Implementation Support

## Simultaneous, Multi-Level Interventions



# Organized, Implementation Support

## Simultaneous, Multi-Level Interventions



# System Change

---

**"All organizations are designed, intentionally or unwittingly, to achieve precisely the results they get."**

*...R. Spencer Darling*

***Systems trump programs!***

*...Patrick McCarthy, Annie E. Casey*

# System Change

**EXISTING SYSTEM**



**EFFECTIVE INNOVATIONS  
ARE CHANGED TO  
FIT THE SYSTEM**

**EXISTING SYSTEM IS  
CHANGED TO SUPPORT  
THE EFFECTIVENESS OF  
THE INNOVATION**



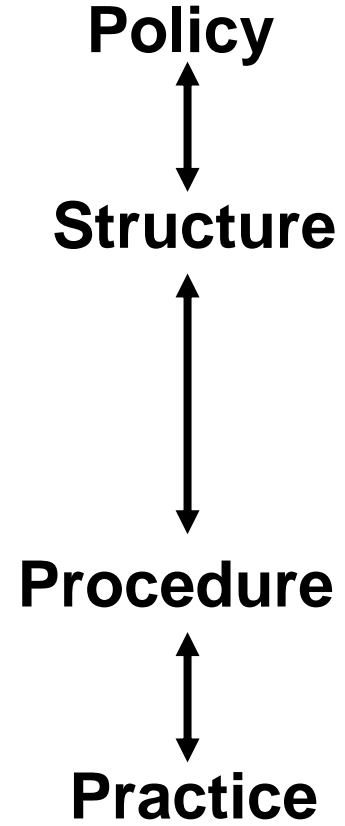
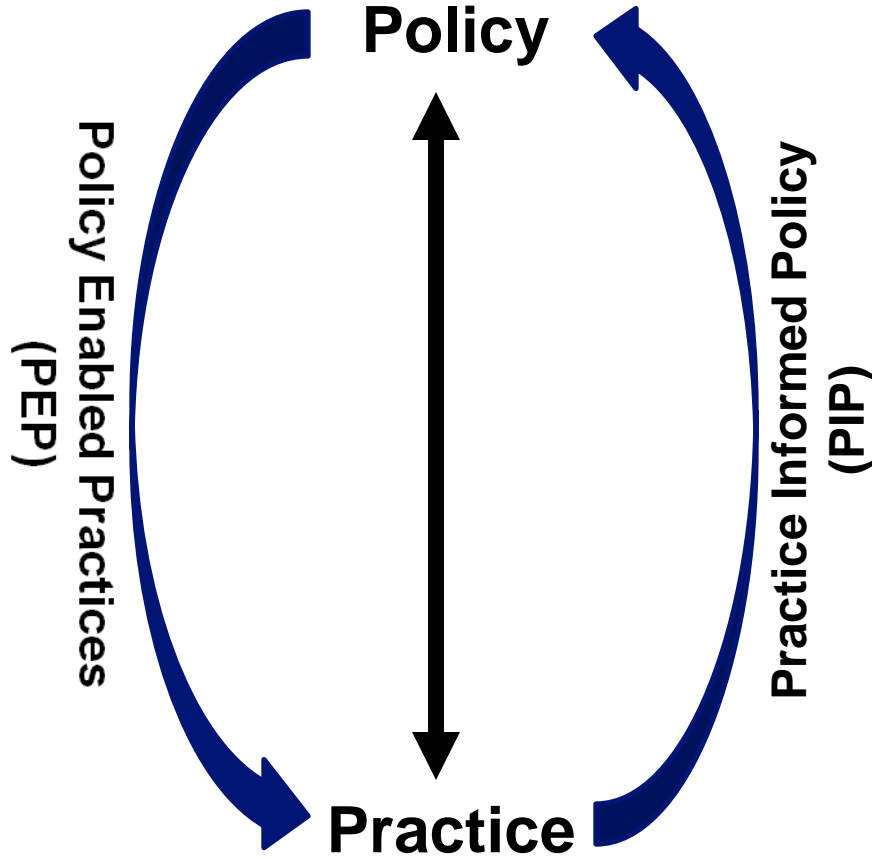
**EFFECTIVE INNOVATION**










# Practice ↔ Policy

## Feedback Loops

**Organized, Implementation Support**



# Implications

-  Fidelity matters!
-  Systems approach is critical
  -  Program developers are a part of the system
  -  Infrastructure must be built and maintained
  -  Organization and policy has to change to support effective practice
-  Tribes will need time to implement effectively
-  Organized, expert, implementation support to build tribal capacity to implement well

# For More Information



**Frank Porter Graham Child Development Institute  
University of North Carolina  
Chapel Hill, NC**

<http://nirn.fpg.unc.edu/>

# Thank You for your Support

- **Annie E. Casey Foundation (EBPs and cultural competence)**
- **William T. Grant Foundation (implementation literature review)**
- **Substance Abuse and Mental Health Services Administration (implementation strategies grants; national implementation awards)**
- **Centers for Disease Control & Prevention (implementation research)**
- **National Institute of Mental Health (research and training grants)**
- **Juvenile Justice and Delinquency Prevention (program development and evaluation grants)**
- **Office of Special Education Programs (Scaling up Capacity Development Center)**
- **Administration for Children and Families (Child Welfare Leadership Development)**
- **Duke Endowment (Child Welfare Reform)**