



Using Implementation Science and SMART Goal Setting

Issues in Child Welfare Practice

September 24, 2013
Silberman School of Social Work at Hunter College



Pre or Post Reading

- Fixsen, Blasé, Naoom, & Wallace (2009)
 - Overview of the National Implementation Research Network concepts
- Kaye, DePanfilis, Bright, & Fisher (2012)
 - Illustration of the NIRN drivers applied in 6 state Child Welfare systems



Implementation Science

Stages & Drivers 



Implementation Science Overview

Why focus on implementation?

Implementation Science



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

This is called the
Implementation Gap

What is “Implementation?”

- *A specified set of activities* designed to put into practice an activity or program.
- A strategic, purposeful approach, not a one-time event, for making a change.
- A process for bridging the gap between “what we know” and “what we do.”



There is Science to Guide Us

NATIONAL IMPLEMENTATION RESEARCH NETWORK (NIRN)



Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

Download all or part of the monograph at:

<http://www.fpg.unc.edu/~nirn/resources/detail.cfm?resourceID=31>

What works to support successful implementation?

- The combination of:
 - **Stage-matched** implementation activities
 - “**Drivers**” or core components that promote competency, organizational support, and leadership
 - **Teams** that provide organized capacity to lead and support the change effort



Review of Implementation Science Core Concepts



Overview of implementation stages & drivers █



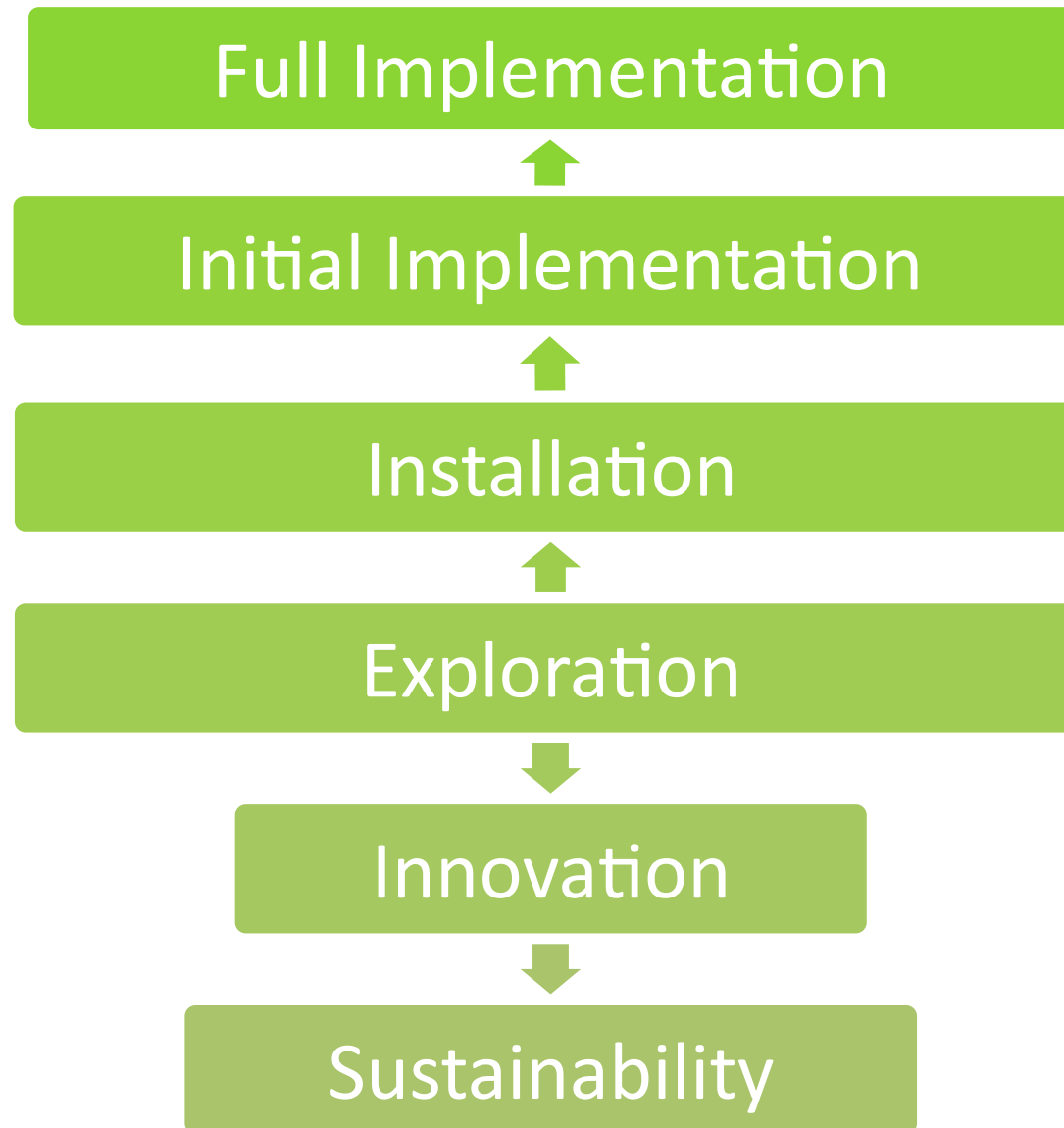


Implementation Stages

Most implementation initiatives take between 2-4 years



Stages of Implementation



Installation

(April – July 2013)

Collaborate on a process to individualize the implementation process

(Some installation activities are still continuing)

NOTE: Training conducted April – July, most at Hunter.

- Establish local implementation team(s)
- Develop implementation plan
- Develop logic model
- Adapt screening criteria based on target population
- Select standardized clinical assessment measures & arrive at core outcomes
- Decide on intake, case plan, case plan evaluation, and case closing forms (and other case record components)
- Make adjustments to electronic and/or paper case record keeping procedures
- Revise FC Intervention Manual
- Operationalize fidelity criteria and develop fidelity assessment procedures
- Decide on learning approach
- Develop training agendas & curriculum
- Provide core training
- Decide on model for ongoing consultation/coaching



Initial Implementation (Current Stage)

Support ongoing implementation with fidelity, provide additional training and technical assistance as directed by fidelity assessments

- Provide monthly consultation, coaching, technical assistance
- Finalize self-assessment fidelity assessment instruments
- Review agency self-assessment fidelity assessment instruments
- Conduct on-site fidelity reviews (2 per year)
- Tailor ongoing technical assistance/training based on results of fidelity reviews



Full Implementation

What we have to look forward to

- Learning is integrated
 - *The project becomes the practice
- Staff feel confident in using the practice with *every* family
- Supervisors continually support case planners
- Stakeholders adapted to practice
- Procedures/processes are routine
- Practice change is observable (effective)
- Practice change is now the standard
- Implementation drivers are sustained



Implementation Drivers

The core components that will increase the effectiveness of implementation

From Stages to Drivers

- Drivers are implementation activities/ components that support successful implementation.

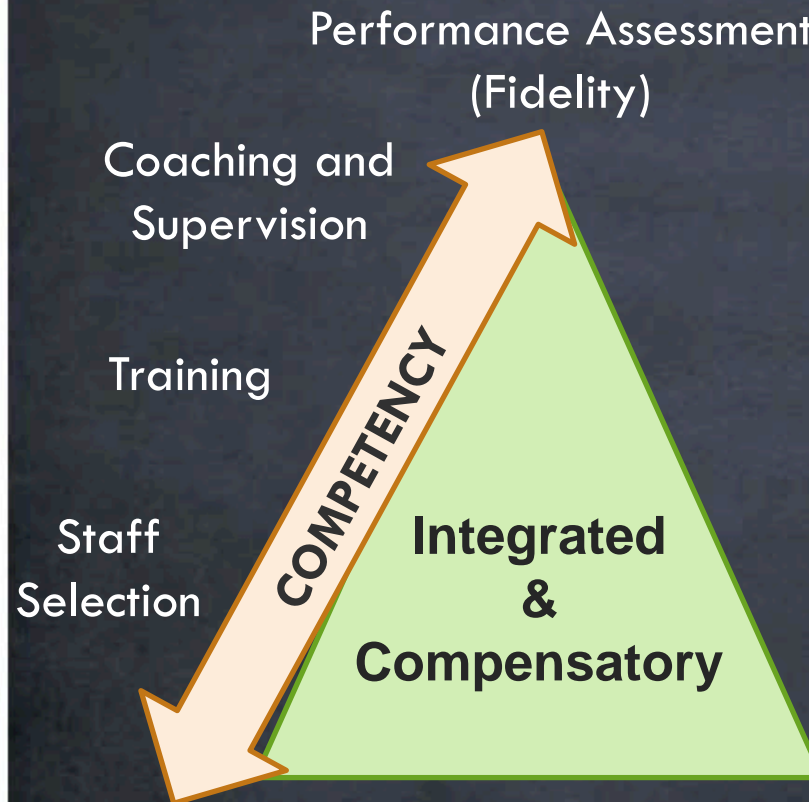


Competency Drivers

Competency Drivers are mechanisms that help to *develop, improve, and sustain one's ability to implement an intervention with fidelity and benefits to consumers.*

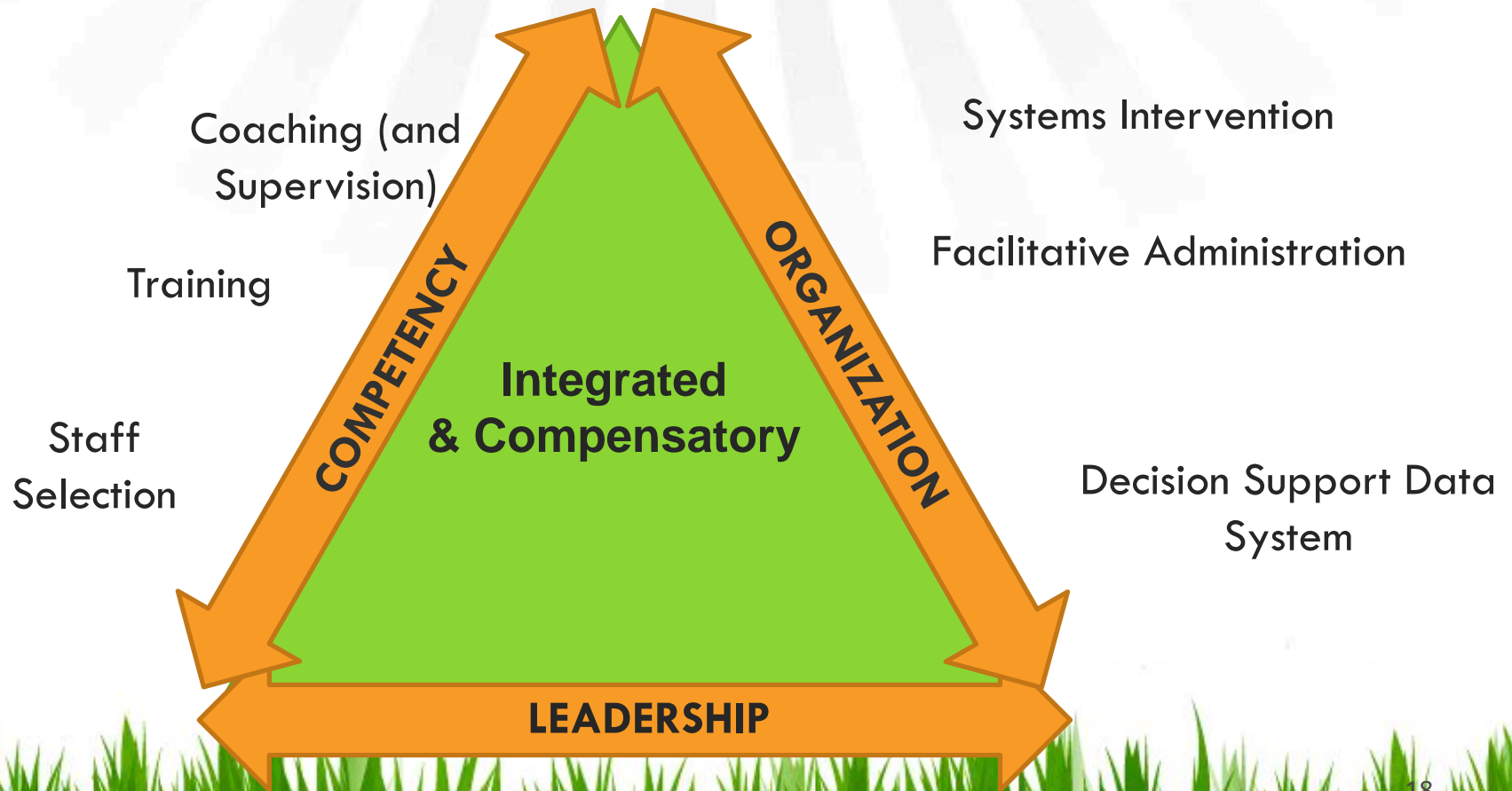
Competency Drivers include: Selection, Training, & Coaching leading to performance that meets fidelity


Implementation Drivers



Implementation Drivers

Performance Assessment (Fidelity)





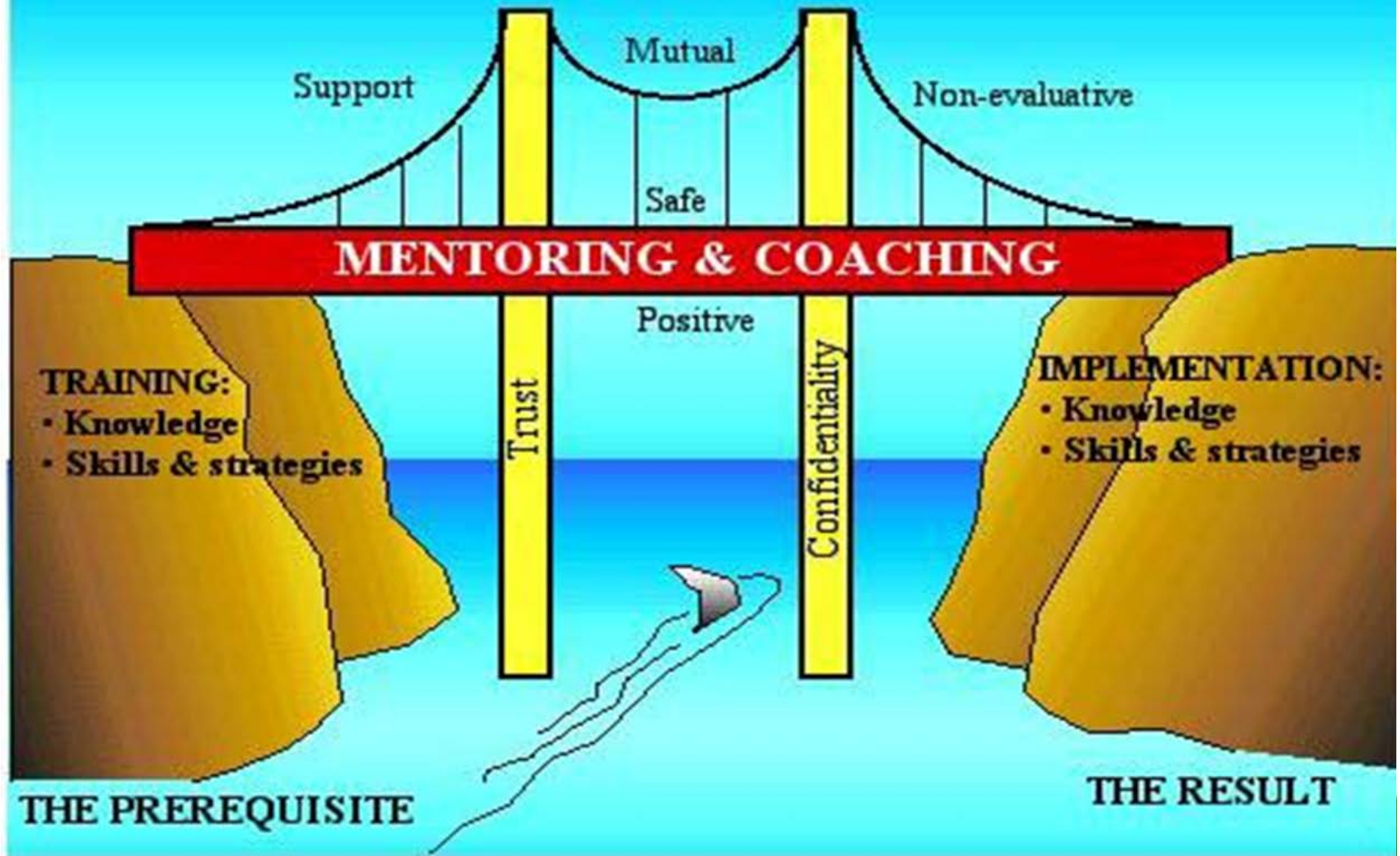
Coaching is unlocking a person's potential to maximize their own performance.

It is helping them to learn rather than teaching them ”

- John Whitmore, 2002

THE ROLE OF MENTORING & COACHING IN IMPROVING TEACHING & LEARNING

© 2002, Barry Sweeney



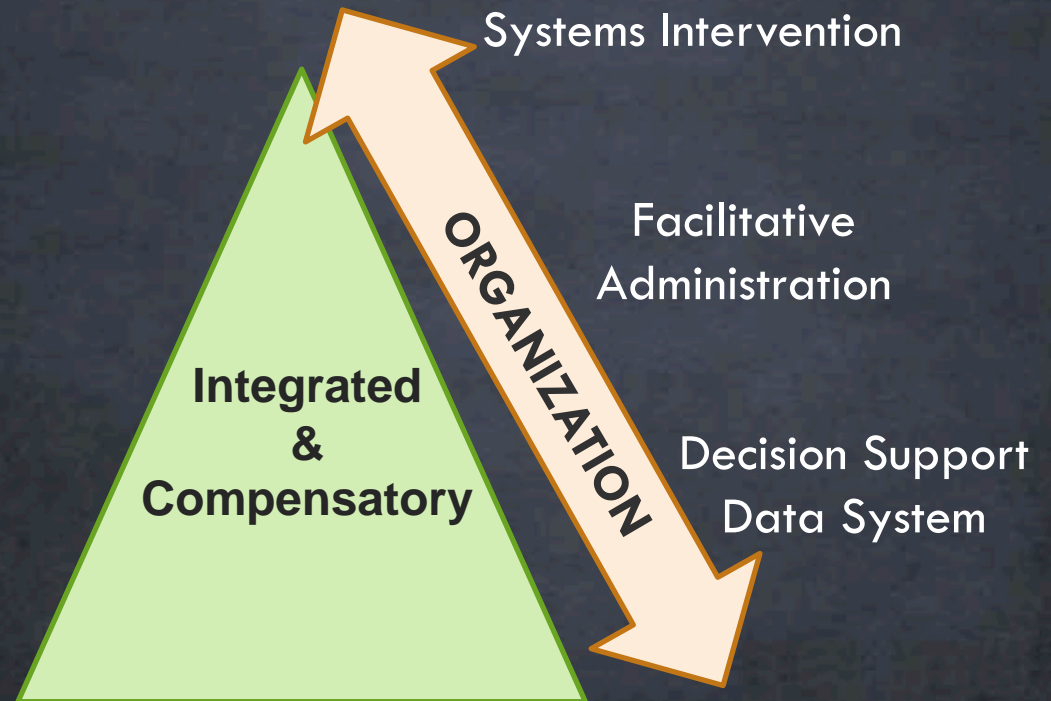
Organization Drivers

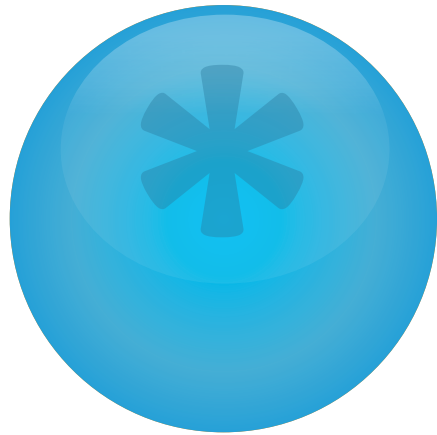
*Performance assessment still included because all of these influence how well the practice is implemented



Implementation Drivers

Performance Assessment
(Fidelity)





Building Organizational Implementation Drivers

Focus on Systems Intervention



Definition



Strengthening Families and Communities

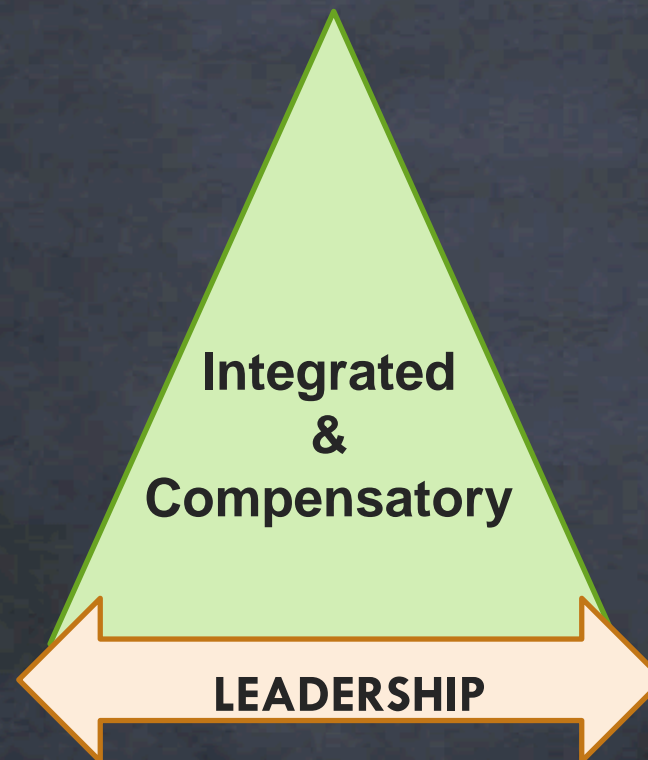
- The systems intervention driver includes strategies for working with external systems to ensure the availability of the financial, organizational, and human resources required to support implementation of the initiative (Fixsen et al., 2009)
- One element of implementing this driver is establishing FCC Community Advisory Committees

Leadership Drivers

Leadership Drivers are *methods to manage Technical problems* where there is high levels of agreement about problems and high levels of certainty about solutions and to constructively *deal with Adaptive challenges* where problems are not clear and solutions are elusive



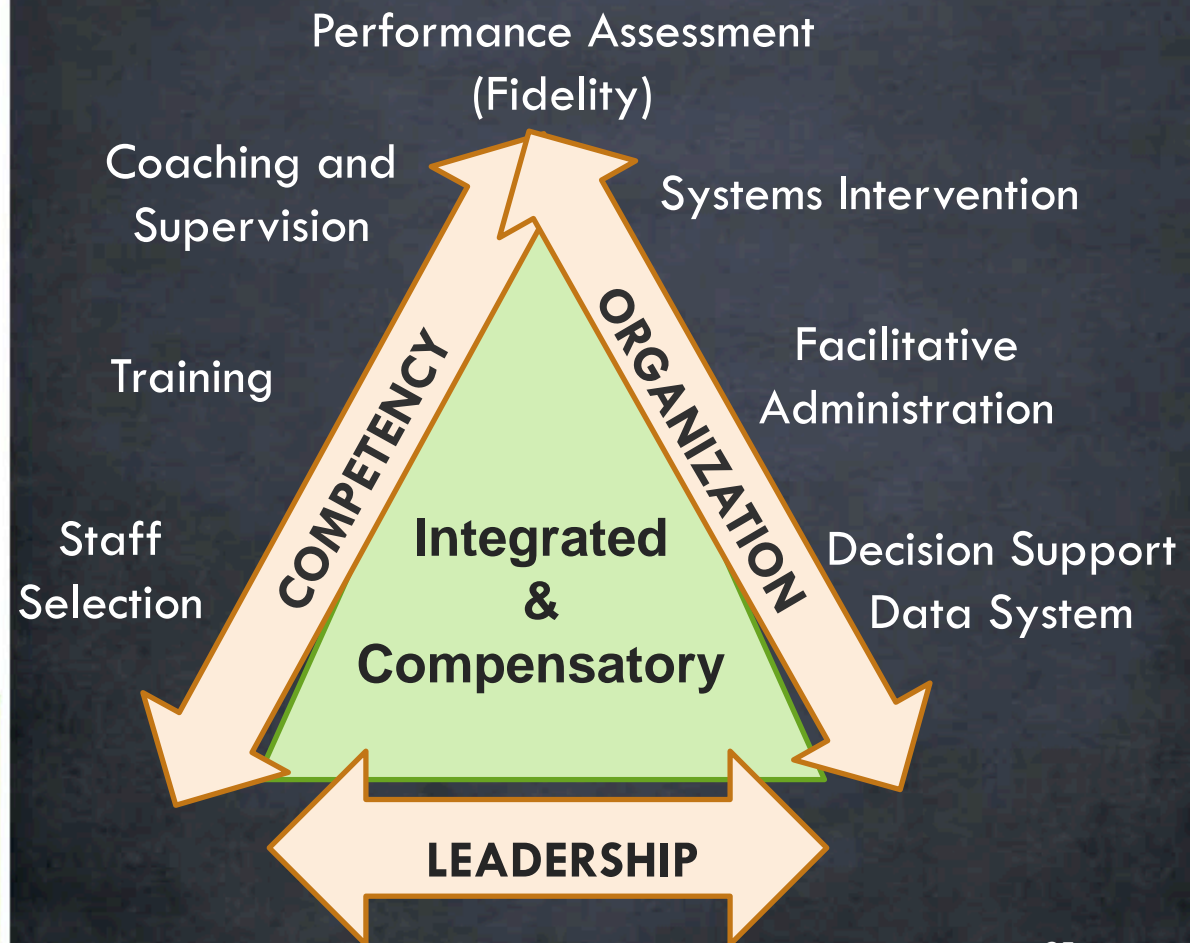
Implementation Drivers



Integrated and Compensatory

- Not a linear process
- Drivers overlap and interact with each other
- Drivers may be more or less salient at different stages
- Strength of one driver can help to compensate for weakness in another

Implementation Drivers



Support Plans

- **Effective support planning is:**
- **Individualized**-meeting the unique needs of the caregiver that is family centered
- **Strength-based**-focused on the caregiver's existing assets and skills and how these positive qualities can contribute to the support plan
-
- **Comprehensive**- the needs of the caregiver are typically addressed in at least 3 domains: safety, medical, legal, educational/vocational, living situation, psychological and social.
- **Flexible**-the support plan needs to be reviewed regularly as needs change and strengths develop. Changes and modifications need to be made to the plan.

SMART PLANNING

- **The goals of the support plan need to be SMART goals:**
 - Specific
 - **Measurable**
 - **Achievable**
 - **Relevant**
 - **Time Limited**

SMART PLANNING

Specific-

What is the desired result? Who? What? When? Why? How?

Measurable-

How will you measure progress toward goal achievement? Can you quantify completion numerically or descriptively?

Making goals measurable helps to keep staff and families on track and accountable

Achievable-

Is it realistic that the family member can achieve the goal through the services and supports you will provide or arrange to be provided?

What resources are needed to support goal achievement?

SMART PLANNING

Relevant- Does the family member express that achieving this goal is important to them?

If the goals in the support plan are achieved, will the purpose of kin caregiver support be achieved?

Time Limited- Shorter time frames are better as they provide a sense of control for families

There should be realistic target dates for completion

SMART PLANNING

Example of a SMART goal:

Goal: Caregiver will assist her granddaughter in improving her attendance and punctuality in school

Mrs. S will establish a routine at bedtime on school nights so that Kendra will get a full night's sleep and have an easier time getting up each morning. She will keep a log of this nightly routine, making note of the time that Kendra gets up in the morning and monitoring what time she arrives at school. Mrs. S will review this log with Kendra at the end of every week to review progress on attendance and punctuality.



Questions/ Reflections?

