

IMPLEMENTATION SCIENCE CASE EXAMPLES

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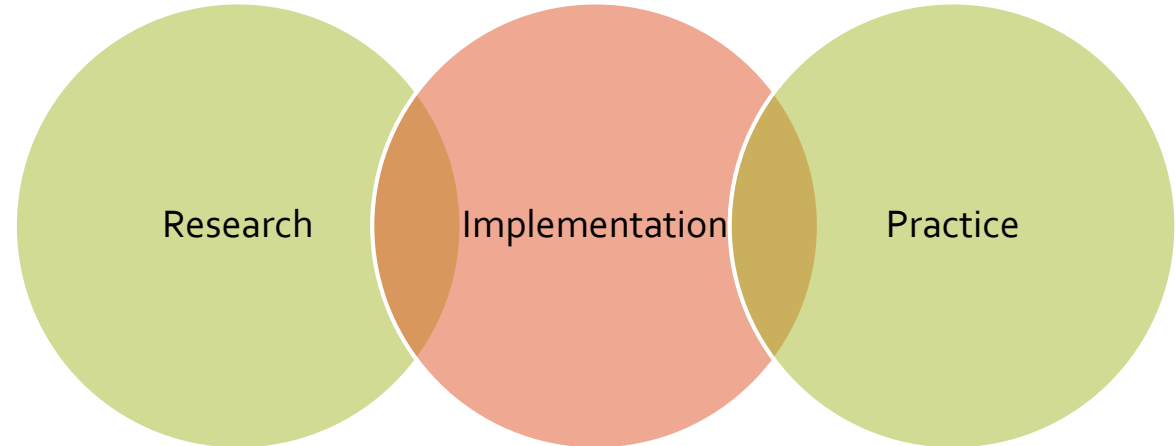
University of Alabama

Outline

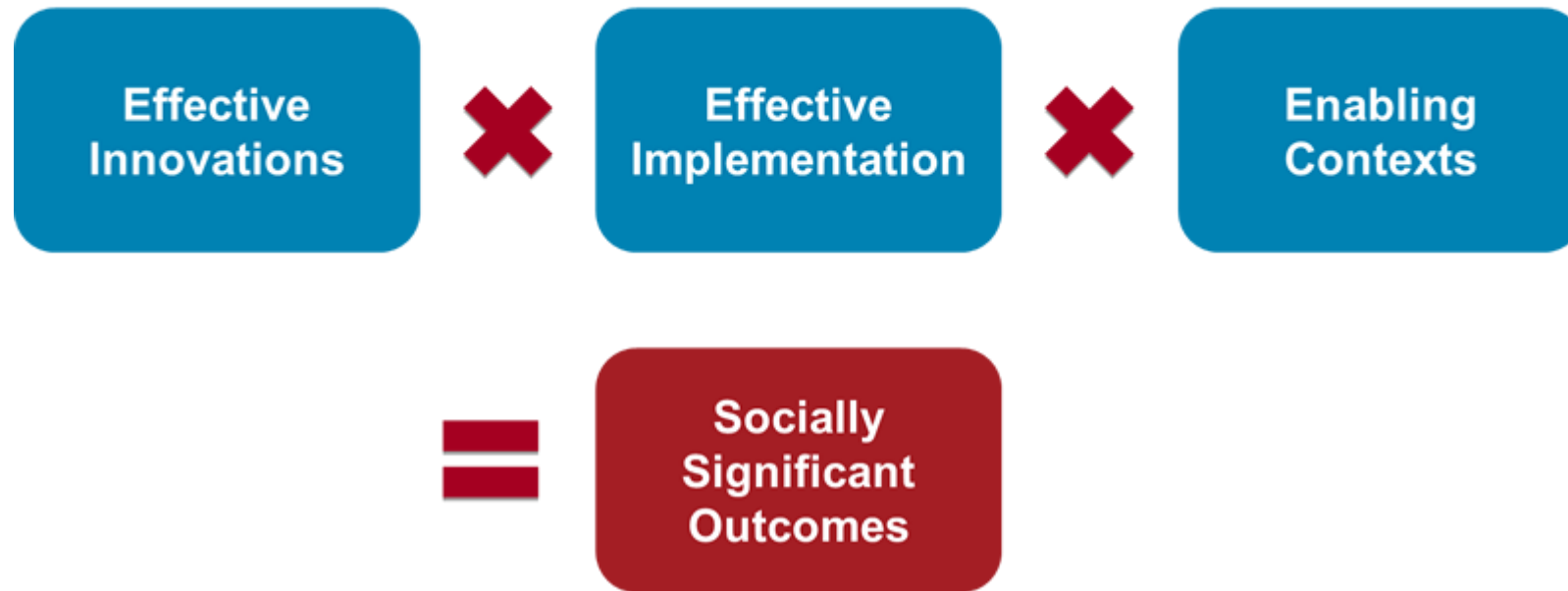
- Overview of implementation science
- Overview of the Routines-Based Model
- Implementation in New Zealand
- Implementation in Maine, USA
- Implementation elsewhere
- Lessons learned

Implementation Science Defined

- “Implementation Science is the study of factors that influence the full and effective use of innovations in practice” (NIRN, 2015)



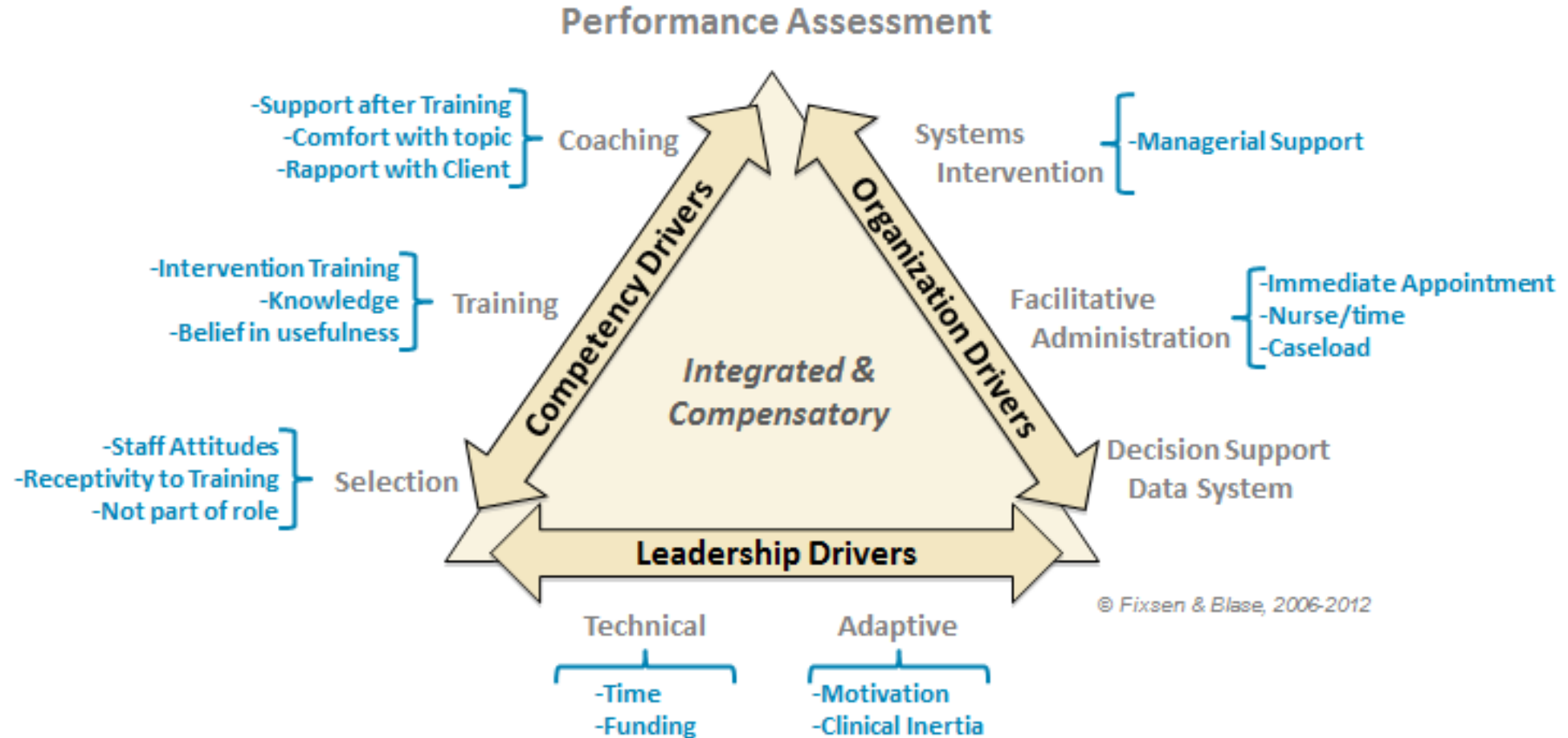
Formula For Success



Implementation Stages

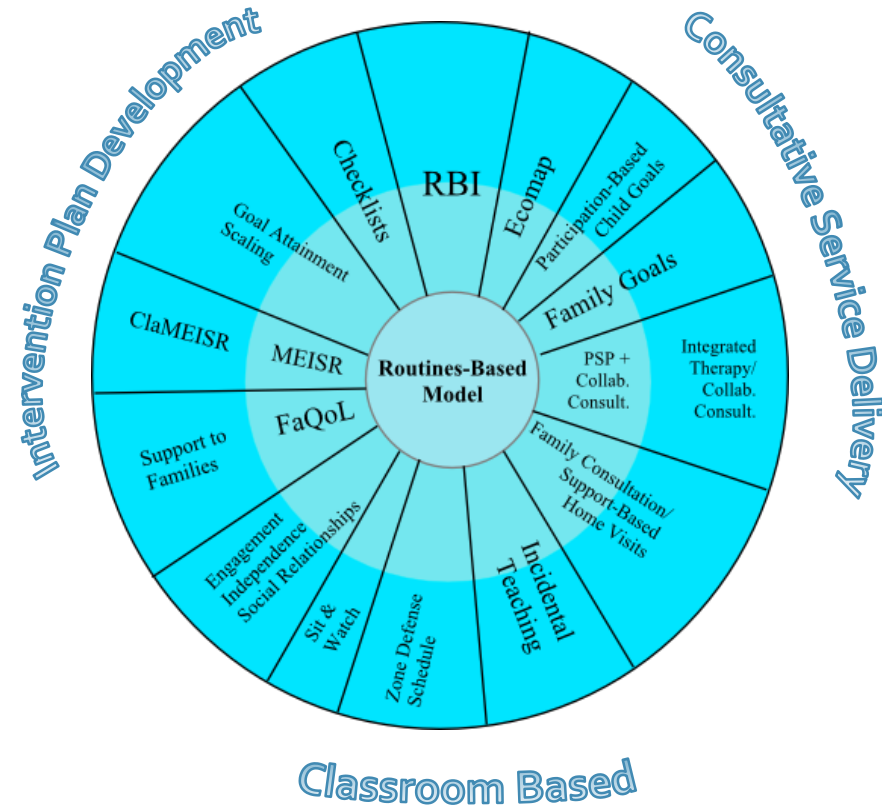
- Exploration
 - Implementation team assesses readiness
- Installation
 - Acquire or repurpose resources needed
- Initial Implementation
 - Needs support at practice level (coaches), organization level, and system level
- Full Implementation
 - > 50% of intended people are using innovation with fidelity and good outcomes

Implementation Drivers



Routines-Based Model

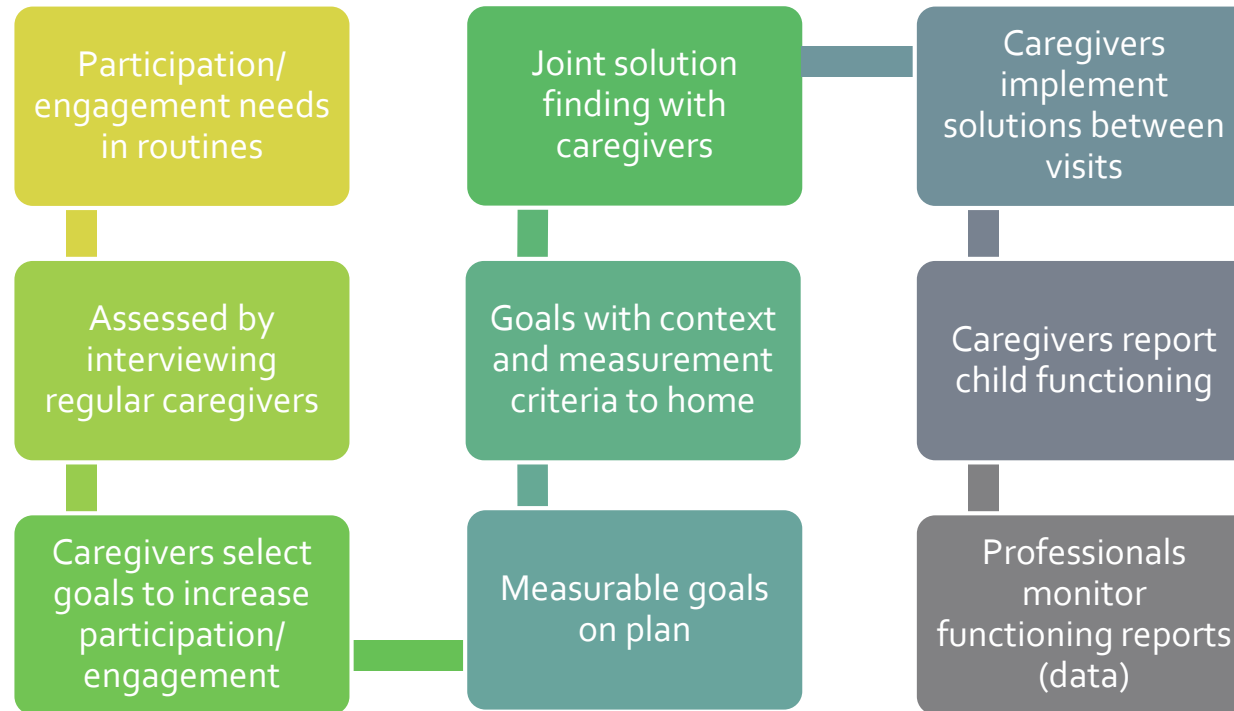
for Early Intervention 0-5



Three General Topics

Intervention Plan Development	Consultative Service Delivery	Engagement Classroom Model
Ecomap	Family Consultation (Joint Solution Finding)	Integrated Therapy
Routines-Based Interview	Next-Steps Form	RBI
Participation-Based, Functional Child Goals	Intervention x Routines Matrix	Zone Defense Schedule
Family Goals	Collaborative Consultation to Child Care	Incidental Teaching in Developmentally Appropriate Routines
	Primary/Comprehensive Service Provider	

From Functional Assessment to Effective Home Visits



Implementation in New Zealand

- Ministry of Education officials heard about the model at a conference
- Invited the “purveyor” to make some presentations
- Committed to implementing the model
- Had the purveyor back to provide training on the RBI
- Purveyor led an intervention-planning meeting
- Intervention plan developed
- Ministry of Education oversaw implementation
- Full implementation = 100% of families in early childhood intervention in New Zealand receive the practices

From Mini-Project Plan: Routines-Based Early Intervention (December 2013)

- **Why are we doing this? Key Messages**
- RBEI strongly aligns with the core principles of early intervention, reflected in the EI Practice Framework, in particular, family centred practice, working in natural environments, inclusive practice and transdisciplinary teaming
- The RBEI approach builds the capability of the adults around the child allowing intervention to happen between EI practitioner visits
- Services are delivered in a way that makes sense to families, not in a way that is most convenient for services.
- The strength of informal supports for the families/whānau is a better predictor of child outcomes than the strength of formal supports eg specialist services
- Goals are functional, participation based, and owned by the family/whānau and educators

R-BEI Best Practice Implementation Plan

Goal – Early intervention in Aotearoa will be engaged in these best practices by July 2018

5 Year Time-line

Implementation	Now	July 2014	July 2015	July 2016	July 2017	July 2018
Ecomap & Cultural profile				→		
RBI				→		
Functional participation based goal writing				→		
Keyworker (PSP)	→	Piloting model	Model developed			
Support based home visits				→		
Collaborative consultation & ECE engagement model/coaching				→		
Incidental teaching (responsive teaching)				→		
Natural environments				→		
Evaluation FINESSEII (adapted) Case Studies STARE data				→		

6/13/2016

Check points along the way R. A. McWilliam



The RAM Group

Implementation in Maine

- Had earlier had training in coaching in early intervention (Shelden & Rush); committed to a PSP approach
- Having some issues with fidelity and with issues not addressed by “coaching”
- Sent personnel to be certified in RBI training and Routines-Based Home Visiting
- Used State Personnel Development Grant money to invite purveyor
- Agreed to have all personnel complete
- Appointed RBI certified trainer and coach as EI personnel development coordinator
- Purveyor led state RBI boot camp
- Purveyor led implementation-planning meeting
- Maine’s early intervention/early childhood special education agency (& director) responsible for implementation
- Working towards *documented* implementation

R-BEI Best Practice Implementation Plan

Goal – Early intervention in Maine will be engaged in these best practices by winter 2018

5 Year Time-line

	August 2013	August 2014	August 2015	August 2016	August 2017	August 2018
Ecomap & RBI	January 2015					
Writing Participation-based Outcomes	August 2016					
PSP	Monitor					
Support Home Visits	October 2015					
Consultative Center Visits	Sites may pilot now – talk with Deborah					
Incidental Teaching	January 2016					
Natural Environments	monitor					
Program Evaluation	Deborah, Janna, Cindy, Roy – October 2015					
MEISR & COSF	September 2015					

Implementation Elsewhere

- Portugal: ANIP and research studies
- Spain: Major change in EI, currently
- Taiwan: Source of randomized control study (Hwang et al., 2013); RBI trainers trained
- Singapore: Independent implementation by Project ECHO
- Australia: Independent implementation in Western Australia; Noah's Ark (Victoria, Canberra) training in RBI
- Implementation at various stages in U.S. states of KS, MD, MO, MS, MT, NE, OK, TN, RI, SD

Lessons Learned

- Leadership in implementation site critical
- Beware of lurching from expert to expert, model to model
- Commit to a model and implement it with fidelity
- Complex approaches are unsustainable
- Include solid child and family outcome measures

Resources

- www.ramgroup.info
- robin@mcwilliamconsulting.com
- www.naturalenvironments.blogspot.com
- Robin McWilliam on Facebook
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