# Implementation Science Definitions

Organization Drivers

Systems Intervention: Systems intervention requires attending to multi-level alignment, maintaining leadership and focus, creating and staying connected to champions, intervening to change policies and funding contingencies, and remaining vigilant at local, state and federal levels for both windows of opportunity and threats to fidelity and sustainability are all fertile arenas for systems intervention. Leadership and responsibility for this systems-alignment function must be clearly articulated at each level and with an overall structure to support the communication within and among these levels.
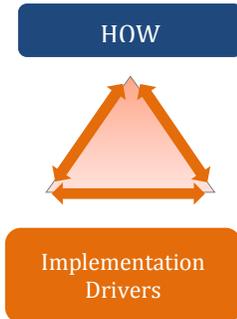
Facilitative Administration: Facilitative administrative support is proactive, vigorous and enthusiastic attention by the administration to reduce implementation barriers and create an administratively hospitable environment for practitioners. In an organization that 'hosts' an evidence-based program or practice, facilitative administration includes internal policy analyses and decisions, procedural changes, funding allocations and a culture that is focused on what it takes to implement with fidelity and good outcomes.

Decision Support Data System: Decision Support Data Systems are sources of information used to help make good decisions internal to an organization. Effective organizations make use of a variety of measures to:
- assess key aspects of the overall performance of the organization,
- provide data to support decision making, and
- assure continuing implementation of the evidence-based intervention and benefits to consumers over time.

Leadership Drivers

Technical: Technical leadership might be thought of as good management. The leader is engaged, quick to recognize and respond to issues that arise, organizes groups to solve problems, and regularly produces desired results. In terms of complexity theory (Stacey, 2002), technical leaders work in the zone where there is substantial agreement about what needs to be done and reasonable certainty about how to do it.

Adaptive: Adaptive leadership is required in the zone of complexity where there is little agreement and less certainty. The concept of adaptive leadership resonates with leaders who recognize the layers of complexity involved in any large-scale systems reform.

Competency Drivers

Selection: Staff selection is an implementation driver although it is not discussed often and rarely evaluated in human service programs. Nevertheless, selection is a key ingredient of implementation at every level:
- selection of practitioners,
- selection of organization staff (trainers, coaches, evaluators, administrators), and
- selection of staff for Implementation Teams.

Selection of staff is important to having effective practitioners, excellent trainers, effective coaches, skilled evaluators, facilitative administrators, or effective purveyors. Not everyone is suited to each role. People who are outgoing and decisive may make good practitioners or Implementation Team members. People who are methodical and comfortable making judgments based on specified criteria may make better evaluators. People who are more comfortable with public speaking and "performing" might make better trainers. With respect to given evidence-based practices or programs, the extent of knowledge and direct experience in the specific program or practice might be more critical for some positions than others.

Training: The effective uses of innovations require behavior change at the practitioner, supervisory, and administrative support levels. Training and coaching are the principal ways in which behavior change is brought about for carefully selected staff in the beginning stages of implementation and throughout the life of evidence-based practices and programs. Most skills needed by successful practitioners can be introduced in training but really are learned on the job with the help of a consultant/coach (e.g., craft information, engagement, treatment planning, teaching to concepts, clinical judgment).

Coaching: Most skills needed by successful practitioners can be introduced in training but really are learned on the job with the help of a *coach.* Coaches not only expand the knowledge and skills taught in training, they also impart craft knowledge (e.g., engagement, ethics, managing work flow, clinical judgment).
Coaching needs to be work based, opportunistic, readily available, and reflective (e.g., debriefing discussions). Spouse (2001) described four main roles of a coach:
- Supervision
- Teaching while engaged in practice activities
- Assessment and feedback
- Provision of emotional support

Fidelity: Fidelity of implementation refers to how closely the prescribed procedures of a process are followed (Mellard & Johnson, 2007). In other words, fidelity of implementation is "the degree to which teachers and other program provider's implement programs as intended by the program developers.

National Implementation Research Network website: http://nirn.fpg.unc.edu/learn-implementation/implementation-drivers