

Topic 4: Installation Stage

New evidence-based programs or practices (EBPs) are not yet being delivered during the Installation Stage. Rather, this is when needed organizational and personal competencies are established to ensure the successful implementation of the selected EBP. After making a decision to begin implementing a new EBP, there are tasks that need to be accomplished before the change in practice actually begins. These activities reflect the Installation Stage of implementation. Activities during the Installation Stage create the infrastructure and make the instrumental changes necessary.

Implementation Teams

During the Installation Stage, [Implementation Teams](#) actively build their own capacity to support the implementation of the selected EBP. They partner with program developers, external consultants, and intermediary organizations to ensure they have the competencies needed to support and sustain implementation at the staff level as well as at the organization level. At this stage, Implementation Teams work together to assure the availability of resources necessary to initiate the project, including the development of the implementation infrastructure.

Organization managers often think of a new program or practice as “plug and play” and are surprised by the need for preparation and resources. Many attempts to use a new EBP end at the Installation Stage when the lack of resources becomes evident. Implementation Teams help organizations anticipate these needs and help them prepare for the next Stage.

Implementation Teams actively develop the supports needed to initiate the new EBP and use it as intended. Teams put necessary organizational supports into place (e.g., funding, human resource strategies, new policies and procedures, materials). They create referral mechanisms, reporting frameworks, and outcome expectations. And importantly, Implementation Teams create and install the supports needed to improve the confidence and confidence of staff (e.g. Training, [Coaching](#), [Data Systems](#)). This is all part of establishing a new site, community and organizational climate and culture.

Usable Innovations

Before implementing a selected EBP, it's important to have a clear definition of the program or practice. Defining an EBP in sufficient detail allows the organization to train

staff and administrators to implement it with fidelity, replicate it across all sites, and observe and measure the use of the program or practice. See [Usable Innovation](#).

Implementation Drivers

[Selection](#) of staff, identifying sources and providing initial Training for staff, identifying resources for [Coaching](#), finding or establishing [Fidelity Assessment](#) tools, locating office space, assuring access to materials and equipment, and so on are among the resources that need to be in place before the work can be done effectively (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Saldana et al., 2012). During the Installation Stage, Implementation Teams work together to secure the availability of these resources, including the development of their organization's implementation infrastructure. These activities and their associated "**start-up costs**" (which may add to first year costs) are necessary first steps to begin any implementation of a new program or practice.

"All organizations [and systems] are designed, intentionally or unwittingly, to achieve precisely the results they get." (Darling, 2005).

From an implementation perspective, we know that successful and sustainable implementation of EBPs always requires organization and systems change. [Implementation Drivers](#) promote work needed for this change including selecting and/or repurposing of staff, scheduling team meetings, aligning policies and procedures, purchasing equipment, finding space and developing the competence of those bringing the changes to staff members. Any of this work that can be done before the Initial Implementation Stage will reduce the number of potential problems later.

Select the first practitioners

Who is qualified to carry out the new program or practices? The Installation Stage includes identifying specific behavioral characteristics needed to carry out the work, then developing methods for recruiting and selecting practitioners with those characteristics and with the necessary prerequisite knowledge and/or skills. At any level of the organization, this decision of "who goes first" must be made: Which sites, which organization staff members, which [Regional Implementation Team](#), which content experts and practitioners have the most potential or at least can be developed quickly? Careful consideration and mutual selection at this point will reduce potential "push-back" as the harder work begins. Just remember, the person who is first to volunteer may not be the optimal choice!

Develop Selection protocols

[Selection](#) of the leaders and early practitioners for your current (and future) improvement initiatives will be crucial to successful use of the EBP. To expedite this Selection process, the development of selection and/or interviewing protocols to use as screening devices will be helpful. Prior to actually selecting staff, the process will develop consensus in the group regarding the skills and characteristics that are necessary. A protocol will keep the focus on specific criteria, keep the process consistent, and make it more likely for choices to be acceptable to the whole group. If necessary, it may also make it easier to later explain why someone was (or was not) selected. Once created, the protocol can continue to support Implementation Teams in selection activities for future work.

Develop Coaching Plan

From the research of Bruce Joyce and Beverly Showers (2002), we have learned how important coaching is to promote actual use of a new program or practice in the service setting by practitioners so that consumers can actually benefit from these strategies. Review the table below. Note the difference coaching makes in terms of actual use of a program or practice.

Table 4.1 Percent of Participants Who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom Outcomes

	Outcomes		
Training Components	Knowledge	Skill Demonstration	Use in Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

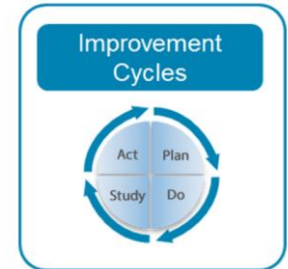
(Joyce and Showers, 2002)

Since strategies practitioners use on site involve skills of varying complexity, it is not enough to know a strategy. They must be able to use it with fluency in order to get

positive student outcomes. [Coaching](#) provides “craft” information along with advice, encouragement, and opportunities to practice and use skills specific to the EBP.

Improvement Cycles

Implementation Teams use [Improvement Cycles](#) to gather data during the Installation Stage to ensure that general and practice-specific capacities are sufficient to begin implementation confidently, and that communication is happening as intended both within and between levels of the organization, team members and key individuals and groups.



Evaluate readiness of data systems

To evaluate success of an EBP, an organization must examine both how it affects recipient outcomes and determine the fidelity of the use of the EBP by the practitioners. If there is only marginal (or no) improvement, does this mean the EBP itself is the problem? Or is the problem that the implementation of the EBP was not effective? A [Decision Support Data System](#) designed to quickly and effectively capture both fidelity and outcome data can provide an answer to that question. Once established, the system provides data that are reliable (consistently measure), valid (accurately measure), accessible for decision-making, and support frequent use of data during the implementation process.

Establish communication links and protocols

Regularly scheduled, frequent, formal, transparent, and accurate communication between and among the practice level (e.g., program/site) and the policy level (e.g., organization/community/state) creates an opportunity to continuously examine and improve the process of implementation. Through these communication links, teams can use [Plan-Do-Study-Act \(PDSA\) Cycles](#) to quickly troubleshoot issues as they arise at the local level and remove roadblocks that slow or derail use of new strategies. Implementation Teams use Improvement Cycles to rapidly solve problems and help keep the focus on using the EBP to improve individual outcomes.

More systemic issues and challenges involving multiple organizational levels also benefit from a [linked communication](#) process. This process of creating and then using communication feedback loops for Policy Enhanced Practices and Practice Informed Policies helps create a more aligned system that supports new ways of work.