

CONFERENCE PROGRAM



Global  
Implementation  
Conference

*The Science and Practice of Using Science in Practice*

WASHINGTON, DC  
AUGUST 15-17, 2011



# W E L C O M E

## *Log On for More Information*

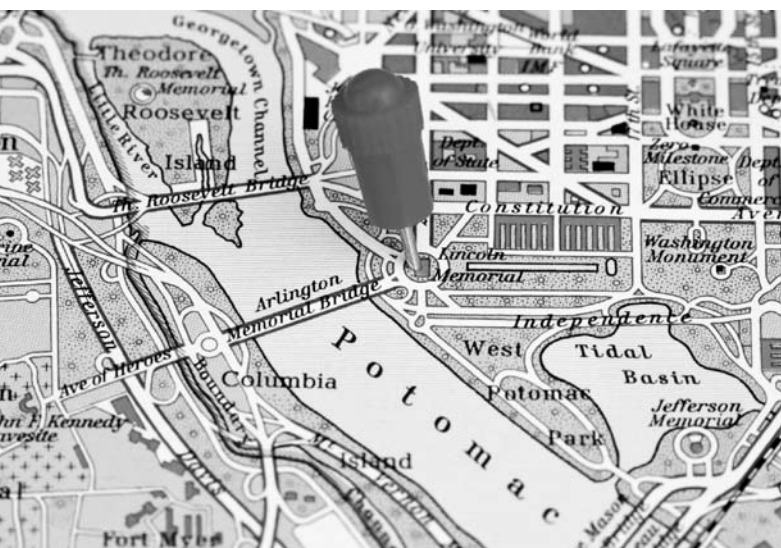
Visit the event web site to download  
PowerPoint presentations, if available.

**[www.implementationconference.org](http://www.implementationconference.org)**

Be sure to check Atrium for discussions,  
resources and information specific  
to your practice group.

If you haven't registered yet for Atrium,  
visit the registration desk to sign up.

**[www.atrium.fpg.unc.edu](http://www atrium.fpg.unc.edu)**



## *Explore DC!*

*If are looking for after-conference  
hour fun, DC has a lot to offer.*

*Come to the registration desk for  
an official DC Visitor's Guide with  
information on shopping, dining,  
and museum destinations.*

# LOGISTICS

*Please take a moment to review the following tips for a positive and informative conference experience.*

**PROGRAM:** This program contains an agenda with room assignments and important announcements. Please read it cover to cover.

**PHONES:** Out of courtesy to the presenters and fellow attendees, please turn off cell phones or place them on vibrate before entering any sessions. Also, please turn off any sounds affiliated with incoming or outgoing text messages.

**ARRIVE EARLY:** Sessions will start on time. We have done our best to place all presentations in appropriately sized rooms. This determination was based on the selections indicated on attendees' registration. We have no control over attendees changing their selections. Therefore, if there is a session you are particularly interested in, we encourage you to arrive early to ensure a seat.

**ROOM ASSIGNMENTS:** Room assignments can be found in this program book on the agenda on pages 2, 3 and 4. Additionally, the Washington Marriott Wardman Park features touch screen reader boards with interactive maps.

**BADGES:** Wear your name badge at all times. This assists with event security and identifies you as a conference participant. There is a \$3 charge to reprint lost badges. Badges with incorrect information will be reprinted at no charge. Please visit the registration desk for badge reprints.

**SPECIAL MEALS:** Efforts have been made to accommodate those that alerted us of special dietary restrictions. You will find a special meal ticket in the back of your badge; please turn your ticket in to your server to receive your special meal.

**PRACTICE GROUP SELECTION:** Ribbons indicating the practice group(s) you selected at registration are included in your badge. If you would like to change practice groups you are welcome to and may pick up an alternate ribbon at the registration desk.

**FACILITY:** All meeting facilities are smoke-free. Please use only designated smoking areas outside.

**RECEIPTS:** A receipt can be printed from your online registration profile. Just log in to the system using the e-mail you signed up with and password you created. If you forgot your password you can request to have it emailed to you.

**LOST AND FOUND:** Any items found during the conference will be taken to the registration desk. If not claimed by the end of the event, the items will be turned in to the hotel's front desk. After the conference, call (202) 328-2000 to see if an item has been turned in.

**HANDOUTS:** The conference management office is not printing all handouts; however, your GIC flash drive includes session descriptions and abstracts for most presentations. Presenter PowerPoints, if provided, are available on the event website at [www.implementationconference.org](http://www.implementationconference.org).

7:30-8:30 am **Breakfast and Registration** (Foyer)

8:30-9:00 am **Welcome** (Salons 2 & 3)

9:00-10:00 am **Plenary** (Salons 2 & 3)

**Frameworks to Integrate Implementation Science, Practice and Policy**

*Speaker:* Dean Fixsen, PhD, National Implementation Research Network (NIRN), University of North Carolina, USA

10:00-10:30 am **Break** (Foyer)

10:30-12:00 pm **Plenary** (Salons 2 & 3)

**Trans-Disciplinary Integration of Research, Practice and Policy**

*Speakers:* From The Norwegian Center for Child Behavioral Development, Oslo, Norway: Bernadette Christensen, Terje Christiansen and Terje Ogden

12:00-12:30 pm **Practice Group Opening Remarks** (Salons 2 & 3)

12:30-1:30 pm **Lunch** (Salons 2 & 3)

1:30-3:00 pm **Practice Group Plenary Sessions**

**POLICY MAKERS** (Virginia C)

**Implementing Education Change Across 5000 Schools**

*Speaker:* Ben Levin, PhD, Ontario Institute for Studies in Education, University of Toronto, Canada

**RESEARCHERS** (Washington 4)

**A Tale in Four Acts: Sustaining Evidence-based and Promising Practices in a State Mental Health System Context**

*Speaker:* Phyllis Panzano, PhD, University of South Florida and Decision Support Services, Inc., USA

**ORGANIZATIONAL LEADERS** (Delaware A & B)

**Creativity: A Critical Driver of Change**

*Speaker:* Tony Bates, Headstrong - The National Centre for Youth Mental Health, Ireland

**PURVEYORS** (Washington 1 & 2)

**Are Purveyors (Really) Necessary?**

*Moderator:* Melissa Van Dyke, National Implementation Research Network, USA.  
*Speakers:* Randy Ahn, Triple P America, USA, Lisa Amaya-Jackson, Duke University, USA, Brian Bumbarger, Penn State University, USA, Katharine Dill, PART-Ontario, Canada, and Deborah Ghate, Independent Consultant, UK.

**PRACTITIONERS** (Virginia A & B)

*Moderator:* Allison Metz, National Implementation Research Network, USA.

*Speakers:* Edward Hayes, Cayuga Home for Children, USA, and Beth Rosica, VisionQuest, USA.

3:00-3:30 pm **Break** (Foyer)

3:30-5:00 pm **Practice Group Breakout Meetings**

**POLICY MAKERS** (Virginia C)

**RESEARCHERS I** (Washington 1)

**RESEARCHERS II** (Washington 2)

**RESEARCHERS III** (Washington 3)

**ORGANIZATIONAL LEADERS I** (Delaware A)

**ORGANIZATIONAL LEADERS II** (Delaware B)

**PURVEYORS I** (Washington 5)

**PURVEYORS II** (Washington 6)

**PRACTITIONERS I** (Virginia A)

**PRACTITIONERS II** (Virginia B)

5:30-7:00 pm **Presentation Clusters** (Exhibit Hall A)

*The Washington Marriott Wardman Park is equipped with interactive touch screen reader boards. Reader boards are located throughout the meeting space and list conference events and room assignments.*

**Maps on page 21.**

## TUESDAY, AUGUST 16

7:30-8:30 am **Breakfast and Registration (Foyer)**

8:30-9:00 am **Welcome (Salons 2 & 3)**

9:00-10:30 am **Plenary (Salons 2 & 3)**

**Integration of Implementation Research, Practice and Policy Across Human Services**

*Speaker:* Brian Mittman, Veterans Administration, Co-Editor, Implementation Science, USA

10:30-11:00 am **Break (Foyer)**

11:00-12:15 pm **Practice Group Reports (Salons 2 & 3)**

12:15-1:30 pm **Lunch (Salons 2 & 3)**

1:30-2:30 pm **Practice Group Plenary Sessions**

**POLICY MAKERS (Virginia C)**

**What Can Badgers Teach us about Implementing Implementation Science, Politics and Policies**

*Speaker:* Sharon Witherspoon, Nuffield Foundation, UK

**RESEARCHERS (Washington 4)**

**Some Ideas on Innovations in Implementation Science**

*Speaker:* Michael Wensing, PhD, Radboud University Nijmegen Medical Centre, The Netherlands Heidelberg University Hospital, Germany

**ORGANIZATIONAL LEADERS (Delaware A & B)**

**Addressing the Implementation Gap in Education**

*Speaker:* Brian McNulty, The Leadership and Learning Center, USA

**PURVEYORS (Washington 1 & 2)**

**The Role of Fidelity Measurement in Implementing Education Reform: School-wide Positive Behavioral Interventions and Supports**

*Speaker:* Robert Horner, University of Oregon, USA

**PRACTITIONERS (Virginia A & B)**

**Delivering Evidence Based Programs in Community Settings**

*Speakers:* Marian Quinn, Childhood Development Initiative, St Marks Youth and Community Facility, Ireland

2:30-3:00 pm **Break (Foyer)**

3:00-5:00 pm **Practice Group Breakout Meetings**

**POLICY MAKERS (Virginia C)**

**RESEARCHERS I (Washington 1)**

**ORGANIZATIONAL LEADERS I (Delaware A)**

**PURVEYORS I (Washington 5)**

**PRACTITIONERS I (Virginia A)**

**EMERGING THEMES I (Washington 2)**

**EMERGING THEMES II (Washington 3)**

**EMERGING THEMES III (Delaware B)**

**EMERGING THEMES IV (Washington 6)**

**EMERGING THEMES V (Virginia B)**

5:30-7:00 pm **Presentation Clusters (Exhibit Hall A)**

# A G E N D A

*Continued from page 3*

## WEDNESDAY, AUGUST 17

7:30-8:30 am	<b>Breakfast and Registration</b> (Foyer)
8:30 -9:00 am	<b>Welcome</b> (Salons 2 & 3)
9:00-10:30 am	<b>Plenary</b> (Salons 2 & 3) <b>Practice Group Panel: Collaboration for Advancing Implementation by GIC 2013</b>
10:30-11:00 am	<b>Break</b> (Foyer)
11:00-12:30 pm	<b>Plenary</b> (Salons 2 & 3) <b>The Future of Implementation - Science, Practice and Policy</b> <i>Moderator:</i> Thomas Backer, PhD, Human Interaction Research Institute, USA <i>Speakers:</i> Karen Blasé, National Implementation Research Network, University of North Carolina, USA Peter Fajans, World Health Organization, Switzerland Holly Hagle, PhD, Northeast Addiction Technology Transfer Center, Institute for Research, Education and Training Addictions, USA Abel Ortiz, Annie E. Casey Foundation, USA John Ovretveit, Karolinska Institute, Sweden Leif Solberg, Health Partners, USA
12:30-2:00 pm	<b>Lunch and Closing Plenary</b> (Salons 2 & 3) <b>Implementation 2020: Implementing our Future.</b> <i>Speaker:</i> Dean Fixsen, PhD, National Implementation Research Network, University of North Carolina, USA

### **Build Your Implementation Network!**

Conferences are an excellent way to meet your colleagues, share ideas, and grow relationships. Here are some tips for making this conference your best one yet:

- 1. Participate, engage, ask questions and talk to the presenters. Introduce yourself and engage in conversation with others in the room. You might be surprised to find what you have in common.*
- 2. Attend with your co-workers. Split up during sessions and at lunch - you need a break from each other! Meeting new people and networking with others is one of the greatest benefits of attending a conference.*
- 3. Take a list of your challenges or questions and ask several people their opinion. There is a wealth of experience in the room so don't miss the opportunity to take advantage of it. You may learn of a great new solution to a problem or, just as important, what doesn't work.*
- 4. Of the things you learned, identify one or two things you can replicate or adapt immediately for your program when you return to work.*
- 5. Meet with your colleagues as soon as possible when you return to work to reflect and summarize the information gained at the conference.*
- 6. Continue relationships after the conference. Visit the event website to access the participant directory and import contacts made straight into your Outlook address book.*
- 7. Participate in post-conference practice group work by staying connected on Atrium.*

# CLUSTERS

MONDAY, AUGUST 15 • 5:30-7:30 PM

1

## **Implementation Research Methods** (Host: Julienne Giard, USA)

Are we ready to move past the era of unique investigator measures of implementation in practice and settle on some common assessments that will generate data suitable for meta-analysis and syntheses of research findings? These investigators are moving in that direction.

- Family Based Interventions for Children and Youth with Conduct Problems: Facilitating Sustainability of Large Scale Implementation Efforts: *Terje Ogden, John Kjobl, Gunnar Bjornebekk*
- Strengthening Practice and Informing Policy While Building Evidence: An Alternative Framework for Implementation Research: *Sarah Kaye*
- Implementation in Four Acts: *Phyllis Panzano*
- Mixed-Methods for Longitudinal Multi-Level Implementation Research: *Gregg Aarons, Lawrence Palinkas, Guy Cafri, Danielle Fettes*
- Research Design Methods and Problems with Evaluation of Implementation of a Large Initiative to Improve Primary Care of Depression: *Leif Solberg*
- A Comprehensive Review of Dissemination and Implementation Science Instruments: *Cara Lewis, Yekaterina Krimer, Katherine Comtois, Sara Landes*

2

## **Training, Coaching and Fidelity** (Host: Sandra Naom, USA)

Evidence-based programs represent new ways of work for practitioners and for those who hope to systematically help practitioners consistently meet fidelity criteria and reliably produce the intended outcomes.

- A Criterion-Based Stepwise Approach for Training Counselors in Motivational Interviewing: *Steve Martino*
- Dissemination and Implementation in Mental Health Services Research: Evidence-Based Training and Consultation for Community Clinicians: *Rinad Beidas, Julie Edmunds, Philip Kendall*
- The Impact of Using Two Coaching Techniques on Staff and Youth Outcomes in 12 Juvenile Justice Agencies: *Faye Taxman, Craig Henderson, Doug Young, Jill Farrell*
- Building Evidence for Train-the-Trainer Program Dissemination and Implementation: *Wendi Cross, Anthony Pisani, Marcie McMabon, Jimmie Lou Munfakh*
- Shifting the Paradigm on Training and Support for Evidence-Based Programs: *Brian Bumbarger*

3

## **Measurement Tools for Fidelity** (Host: Gemma Cox, Ireland)

Performance assessments (fidelity) are pivotal for informing practitioners, managers, and funders about the presence and strength of an intervention. How can performance be assessed in practical and effective ways in typical practice settings?

- A Multi-Site Program Integrity Assessment of a Cognitive Behavioral Program for Incarcerated Offenders in the USA and the Netherlands Using a New Multi-Dimensional Program Integrity Measurement: *Petra Helmond, Daan Brugman*
- Implementation in Early Childhood Curriculum Research to Promote School Readiness - Measurement, Influences and Child Outcome: *Samuel Odom*
- Developing TIP-TOP: A Tool to Evaluate the Implementation of Tiered Instructional Models in Pre-K: *Catherine Darrow, Elena Soukakou, Virginia Buysse, Ellen Peisner-Feinberg*
- Creating Fidelity Tools to Assess Implementation of Novel Practice Models: *Debra Hrouda, Patrick Boyle*
- Effectiveness of Wraparound vs. Case Management: Embedding Fidelity and Organizational Measures into a Randomized Effectiveness Study: *Eric Bruns, April Sather, Michael Pullmann, Ramona Brinson*
- Predictors and Outcomes Related to Implementation of a School-Based Bullying Prevention Program: *Brian Smith, Eric Brown, Sabina Low*
- Developing a Nurse Assessment Tool within a Quality Framework to Support Successful Implementation of the Nurse-Family Partnership Model: *Molly O'Fallon, Mary Beth Wenger*

4

## **The Role of Intermediary Organizations in Promoting Evidence-Based Policy and Practice** (Host: Leah Bartley, USA)

Intermediary organizations are emerging as an essential link to help realize the goals of policy in practice. What are these new additions to the implementation landscape?

*Continued on page 6*

- Implementation of Evidence Based Practice - Governmental Experience and Strategy in Denmark: *Bertil Mabs*
- From Concept to Reality: The Origins of the Centre for Effective Services, Ireland (the Irish Story of an Intermediary Organization!): *Katie Burke, Tom Costello, Sylva Langford*
- Knowledge Mobilization Intermediaries in Education: *Amanda Cooper*
- Doing What Works Developing, Implementing and Spreading Komet and ABC: Parent and Teacher Interventions/Training Programs for Children in Social Services: *Charlotte Skawonius*
- Discovering the 'Art' in PART (Practice and Research Together: A Case Example of Organizational and Systematic Change): *Katharine Dill, Jill Stoddart*

# 5

## **Scaling up Implementation for Population Impact (Host: Cammy Lehr, USA)**

Governments have invested heavily in the development of evidence-based programs with the hope of solving persistent individual and social problems. How can societies scale up implementation capacity so all who need help can benefit?

- Down to the Nitty Gritty: How Do We "Savor the Dialectic?": *James Alexander*
- Statewide Implementation of Evidence Based and Promising Practicing Result in Dramatic Reductions in Out of Home Placements in Connecticut: *Michael Williams*
- What Influences Scale up? Results of a Prospective Study Assessing Scale up Processes and Outcomes in Five Countries: *Victoria Jennings, Kate Cho, Susan Igras, Rebecka Lundgren*
- Lessons from Scaling Up Multiple Public Health Interventions in India: Applying a Systematic Scaling Up Management Framework using an Intermediary Organization: *Richard Kohl*
- A State-Level Prevention Support System: Taking Research to Action: *Brittany Rhoades, Brian Bumbarger, Julia Moore*
- Measuring and Sustaining UTeach Implementation Nationwide: *Alicia Beth, Kimberly Hughes, Pamela Romero, Mary H. Walker*

# 6

## **Lessons Learned: Driving Practice Improvement at Different Levels of Scale**

(Host: Louise Morpeth, United Kingdom)

What are the prompts and guides for implementing evidence-based programs in human services? Some examples are provided in these presentations.

- Strategies and Practical Delivery Mechanisms to Promote Implementation of Evidence Based Practice in Social Work: *Mari Forslund, Knut Sundell*
- Comprehensive Versus Context-Specific Evidence Syntheses: Combining the Best of Both: *Karin Hannes*
- Improvement Science: A Methodology to Guide Reliable Implementation of Health Interventions at Scale: *Kedar Mate, Pierre Barker, Gareth Parry, Teddy Svoronos*
- Facilitating Uptake of EBTs at the Organizational and State Levels through the Implementation of an Outcome Management System: *Kay Hodges, James Wotring*
- Reconstructing the Process of Health Promotion Implementation in Schools: a Pilot Study in Austria: *Lisa Gugglberger, Michaela Adamowitsch, Wolfgang Dur*

# 7

## **Multi-Level Implementation Strategies to Implement and Sustain High-Fidelity Evidence-based Programs (Host: Susan Breitenstein, USA)**

Implementation is not an event but a process, as described in these presentations.

- Brief Strategic Family Therapy (BSFT): A Model for Implementation as well as Clinical Intervention: *Joan Muir*
- Nailing the Educational Pendulum to the Wall: Strategies to Ensure Maintenance of Evidence-Based Practice in Schools: *William Tilly*
- All Kids Learning and Loving It Pennsylvania's Competent Learner Model Project: *Cathy Scutta, Vicci Tucci*
- Family Centered Treatment: Applying Practice Based Evidence Evaluative Research into Evidence Based Practice for the Field of Family Preservation: *William Painter, Timothy Wood*
- Sustainability in a Large-Scale State-wide Evidence-based Programs Initiative: *Brittany Rhoades, Brian Bumbarger, Julia Moore*
- Parent-Child Interaction Therapy: Test of a TOT Training Model: *Anthony Urquiza, Susan Timmer, Chinh Pham*



# 8

## **Translation of Evidence-Based Practices to New Contexts**

(Host: Aileen O'Donoghue, Ireland)

As evidence-based programs move from research to practice, implementation supports and interventions need to be informed by local circumstances. Some of those contextual issues have been documented.

- Karibu Keny: Translating and Implementing a Continuing Medical Education Program from a First-World to a Third-World Setting: *Carla Bevins*
- Interest Driven Networks: Living and Learning in Pasteur's Quadrant: *Garnett Smith, Bryan Cook*
- Transitional Radical Agenda: *Bob Saltz*
- Fit, Fidelity, Rigor and Relevance: Contrasting Demands and the Role of Evaluators in Implementation Science: *Oliver Massey*
- Welcome to the New Frontier: The Many Challenges of Transporting Evidence-Based Practices into the Mental Health Field: *Scott Sells*

# 9

## **Contributors to Successful Implementation in Typical Settings**

(Host: Kimberly Ingram, USA)

Developing evidence-based programs is one thing, implementing them in typical human service settings requires an examination of setting conditions and outcomes.

- The Readiness of Evidence-Based Programs for Implementation at Scale in Service Systems: Measurement Criteria and Preliminary Observations: *Nick Axford, Delbert Elliot, David Hawkins, Michael Little*
- Enhancing the Diagnosis and Management of ADHD in Primary Care: *Peter Jensen, Lisa Hunter Romanelli*
- Perspectives Among Senior Managers and Frontline Clinicians on Organizational Readiness to Implement Evidence-Informed Practices: *Evangeline Danseco*
- Situating Implementation in Program Theory: Development and Pilot-Testing of an Assessment Tool for Systematic Effectiveness Reviews: *Margaret Cargo, Ivana Stankov*
- Examining the Impact of Evidence-Based Interventions on Pennsylvania Delinquency Placement Rates: *Julia Moore*
- Health Promotion in School - Taking Evidence into Practice: *Liselotte Schafer-Elinder*

# 10

## **Implementation of Service Improvements Requiring Inter-System Collaboration**

(Host: Patrick Canary, USA)

Complex issues require more comprehensive approaches that involve multiple organizations and systems. Collaboration and cooperation are the topics of these presentations.

- Challenges in the Implementation of Evidence-Based Practices in Early Childhood Mental Health Service Delivery within Community Based Settings. Proceedings from the National Think Tank on Evidence-Based Practice in Early Childhood, Westin Hotel, Long Beach: *Karen Finello, Marie Poulsen, Virginia Reynolds*
- Implementation of Welfare Plan as a Part of the Child Welfare Act: *Maijaliisa Junnila, Sakari Hanninen, Sami Fredriksson*
- Implementation of National Guidelines for Cardiac Care in Sweden-The Experiences of Politicians, Administrators and Professionals: *Almina Kalkan, Johanna Sandberg*
- Ohio's Interagency Workgroup on Autism: *Jill Hudson, Shawn Henry, Kevin Aldridge*

# 11

## **Digital Technologies to Support Effective Implementation Practices**

(Host: Claire MacEvelly, Ireland)

What can we do to take advantage of digital technologies to reduce the costs of implementation best practices while maintaining the effectiveness of training, coaching, decision support data systems, and so on? Major efforts already are underway.

- Tailoring Technology to Enhance Quality Implementation: *Melissa DeRosier, Janey McMillen, Rebecca Kameny, Min Deng*
- Doing What Works: Advancing Research-Based Practices through a Multimedia Website: *Margaret Simon, Carolyn Vincent, Barbara Acosta*
- Identifying Evidence-Based Programs & Practices: *Daniel Perkins, Sandee Kyler*
- Psychological Care via Internet, a Mode to Achieve Improved Patient Care at a Lower Cost?: *Anders Brantnell, Erik Olsson, Louise von Essen*
- Web Based Implementation Tool - WHAT MAKES WORK WORK: *Kjell Hansson, Jonas Alm*
- Using Best Evidence to Inform and Support Practical, Effective Intervention Strategies: *Denis Belanger, Nancy Robertson*
- Online Training and Distance Implementation Supports to Scale up Integrated Treatment for People with Co-occurring Mental Health and Substance Use Disorders in New York State: *Nancy Covell, Paul Margolies, Forrest Foster, Susan Essock*

# 12

## **Organizational Change** (Host: Jacquie Brown, Canada)

Once the decision is made to make good use of EBPs in practice, how can provider organizations embed implementation best practices so they realize consistent benefits for children, families, adults, and society? The presenters have been there, done that.

- Imparting Innovation Fluency for Health System Improvements – Part 1: Selecting Evidence-based Practices for Successful Outcomes, Sustainability, and Scale for Secondary Complications of Spinal Cord Injury in Three Canadian Health Jurisdictions: *Richard Riopelle, Michelle Duda*
- From Concept to Reality: Introducing Implementation Science as the Method of Moving the Concept of a Country-Wide Parent Resource Network into Practice in Jamaica: *Janet Brown, Jacquie Brown, Margaret Bolt*
- Now What? The Sustainability of Multi-Year, Clinical Transformation Process: *Sandra Cunning, Jane Rounthwaite, Rhodri Evans*
- Developing Organization, Community and Country-Wide Support for Sustainability: *Debbie Easton*

# 13

## **Case Studies and Using Implementation Frameworks** (Host: Brenda Melcher, USA)

Implementation science and best practices are being assimilated into a wide variety of fields. What is happening out there?

- Sports Medicine Embraces Implementation Science: *Caroline Finch*
- From School Practice to District Vision: The Successful Implementation of a Comprehensive School Reform Project: *Michael Frye, Jurich Sonia, Lise Foran*
- The Road Less Traveled: Exploring Two Paths Connecting Research and Implementation: *Richard Puddy, MPH, PhD, Charles Collins, Jr., PhD, Arlene Edwards, PhD, Patricia Jones, PhD, Linda Kay, PhD*
- Implementing FFT and MTFC in an Organization Already Hosting MST: *Dagfinn Thogersen, Bernadette Christensen, Kyrre Lonnum, Nina Tollefsen*

# 14

## **Engaging Stakeholders and Cultural Considerations** (Host: Dale Walker, USA)

How the implementation process begins has considerable influence over the eventual success and sustainability of evidence-based programs in typical service settings. What are the “first right steps?”

- Enhancing Evidence-Informed Treatment Practices for Youth through Cross-Sectoral Collaboration: *Gloria Chalm*
- Tools for Ensuring Prevention Coalition Functioning: *Blair Brook-Weiss, Abigail Fagan, J. David Hawkins, Michael Arthur*
- Changing the Tradition of Segmentation into Integration of Practices and Services, Supported by Participation and Policies: *Isabel Loureiro*
- The CES What Works Process and Tool: A Resource for Improving Evidence Informed Outcomes for Children and Families: *Sean Denyer*
- A Tool for Successful Implementation: Making Better Use of What We Do and What We Know: *Marlene Wilschut, Herma Ooms*
- Native American Child Welfare System Transformation through Implementation of a Culturally Appropriate Practice Model Across Three Tribal Child Welfare Systems: *Maria Scannapieco, Mary Iannone*

# 15

## **Reinventing Service Systems** (Host: Barbara Sims, USA)

It is a truism that current systems are perfectly designed to produce current outcomes. Systems need to be reinvented to support the new ways of work inherent in evidence-based programs.

- Bridging for Success – Revisited. Training and Collaboration across Medical, Educational and Community Systems: *Naomi Swiezy, Iryna Ashby, Erin Ables*
- Using Implementation Drivers to Stay on the Right Road: *Ronda Jenson*
- The Effectiveness of PATHS When Implemented Through Dutch Municipal Health Services: *Ferry Goossens*
- Using Implementation Science to Execute and Sustain a Post-Care Service System: Achieving Good Results the First Time: *Allison Metz, Dawn Wilson, Carol O'Donnell*
- Changing Organization Culture: Participatory Evaluation and Revision of Wraparound Implementation: *Rosalyn Bertram*

# 16

## **Policy Implementation Drivers: Funding, Influence and Data**

(Host: Henry Johnston, Ireland)

Data are important but implementation policy is complex and requires a multi-tiered approach if services are to change. The multiple factors impacting implementation in practice are explored.

- Methods for Ensuring High-Quality Implementation of Prevention Programs Coordinated by Community Coalitions: *Abigail Fagan, Koren Hanson, J. David Hawkins, Michael Arthur*
- Medicaid Funding for Evidence-Based Programs: *Beth Ann Rosica*

- Separating the Flowers from the Weeds: Lessons from the Commissioning Toolkit: *Kirsten Asmussen, Stephen Scott*
- A Lean and Pragmatic Approach to Evidence-Based Policy: *Anton Lager, Jennie Hertzman, Karin Guldbrandsson*
- Funder's Role in Implementation - A UK Perspective: *Chris Robinson*

## 17 Policies to Support Implementation (Host: Vestena Robbins, USA)

How can we develop public policy that supports implementation capacity as well as evidence-based interventions? These presenters have first-hand experience with legislators and implementation.

- Combining Research and Implementation: the Dutch Experience of the Last 14 Years: Implementation, Policy, Lessons Learned, Future Directions: *Barbara van der Linden*
- Supporting the Implementation of Education Reforms by Strengthening the Capacity of State Education Agencies: *Amy Starzynski*
- Three Strategies to Enhance Implementation of Evidence-Supported Practices: *Harold Perl*
- Balancing Excellence and Relevance: A Comprehensive Framework for Evidence-Based Decision-Making: *Sally Thigpen, Helen Singer, Natalie Wilkins, Richard Puddy*
- Moving from Authority-Based to Evidence-Based Social Work - the Case of Sweden: *Knut Sundell, Mari Forslund, Haluk Soydan*

## 18 How Communications Strategies Promote Implementation of EBP's

(Host: Thomas Backer, USA)

How can federal agencies leverage their resources to support implementation with fidelity in typical service environments? One federal agency - the Substance Abuse & Mental Health Services Administration - is making implementation a priority.

- SAMHSA's Grassroots Communications Approaches to Implementing Behavioral Health EBPs: *Juan-Carlos Avile*
- Promoting Implementation of SAMHSA's Screening, Brief Intervention & Referral to Treatment (SBIRT) Method in Kaiser Permanente: *James Dearing*
- SAMHSA Systems and Policy Aspects of Creating Change in Behavioral Health Services: *Kana Enomoto*
- A National Medical Association's Approach for Seeking to Implement SAMHSA's Behavioral Health Innovations: *Saul Levin*
- SAMHSA's Strategic Initiative for Communications About Behavioral Health Innovations: *Mark Weber*

TUESDAY, AUGUST 16 • 5:30-7:30 PM

## 1 Implementation Theory and Frameworks (Host: Brian Mittman, USA)

Is it time to cross-walk the critical themes from the major frameworks guiding implementation and develop a "mid-level theory" of implementation that can integrate and focus future implementation research across disciplines?

Developers/proponents of these frameworks will explore this question.

- Implementation in Action: The Four Factor Model for Practice Change: *Melanie Barwick*
- NIRN Active Implementation Frameworks: *Karen Blasé, Melissa Van Dyke, Barbara Sims, Sandra Naoom*
- Diffusion Theory: *Jim Dearing, Wolfgang Munar*
- Getting to Outcomes: *Abe Wandersman*

## 2 Implementation Research Methods (Host: Jeremy Grimshaw, Canada)

The complex, longer-term, multi-level variables inherent in research on implementation presents challenges for research design and measurement. Some thorny issues and clever solutions will be explored.

- Organizational Social Context and a New Model of Implementation Factors Salient to EBP Practitioners in Norwegian Child Mental Health Agencies: *Sibu Klest, Joshua Patras*
- Implementation Research and Wraparound Literature: Building a Research Agenda: *Rosalyn Bertram*
- Understanding the Implementation Context for Sustainable Injury Prevention in Community Sport: *Caroline Finch, Alex Donaldson*
- The Implementation Study Design for a Teen Dating Violence Program: An Exploratory Case for a Mixed Methods Approach: *Dawnovise Fowler, Diane Hall, Natalie Wilkins*
- Understanding the Technical Assistance Process in Supporting Community Prevention Collaborations: *Sarah Chbilenski, Daniel Perkins, Lesa Hoffman, Mark Greenberg*
- Assessing the Implementation of an Early Childhood Teacher Professional Development System: A Study of the Mentoring Infant and Toddler Teachers Initiative: *Tamara Halle, Allison Metz, Rachel Anderson, Ali Chrisler*

**3 Training, Coaching and Fidelity** (Host: Wynne Norton, USA)  
Evidence-based programs represent new ways of work for practitioners and for those who hope to systematically help practitioners consistently meet fidelity criteria and reliably produce the intended outcomes.

- Training to Promote Implementation Fidelity: Results and Implications of the Project Towards No Drug Abuse Dissemination Trial: *Luanne Robrbach*
- Partnering with Higher Education to Improve the Workforce for Evidence-Based Treatment: *Elisabeth Cannata*
- Characteristics and Consequences of Evidence-Based Implementation Practices: *Carl Dunst, Carol Trivette*
- Implementation with Fidelity: How to Get Changes in Early Childhood Classroom Practices: *Carol Trivette, Carl Dunst*
- Not Reinventing the Wheel: Adaptation of a Theory of Behavior Change for Use in Education: *Lisa Sanetti, Anna Long, Thomas Kratochwill*

**4 Processes for Fidelity Assessments** (Host: Marick Tedesco, USA)  
Performance assessments (fidelity) are pivotal for informing practitioners, managers, and funders about the presence and strength of an intervention. How can performance be assessed in practical and effective ways in typical practice settings?

- Fidelity of What? Assessing Fidelity of Implementation in Intervention Policies vs. Intervention Programs: *Jill Lammert, Sarah Sayko*
- Boosting Program Integrity and Effectiveness of the Cognitive Behavioral Program EQUIP: An Intervention Program for Incarcerated Antisocial Youth: *Petra Helmond, Daan Brugman*
- Measuring the Fidelity of a Naturalistic Communication Intervention Implementation to Inform and Improve Practice: *Dale Walker, Jane Atwater, Kathryn Bigelow*
- Adapting the Integrated Dual Disorder Treatment (IDDT) Fidelity Scale for Inpatient Implementation: *Debra Hrouda, Patrick Boyle*
- Frameworks for Describing Implementation and the Factors that Affect Implementation, Spread and Sustainability of Innovations: *Jeanne Century*
- Making Sense of Implementation Fidelity in Complex Interventions: Case Continuum of Care for Frail Elderly Persons in a Swedish Health and Social Care Context: *Henna Hasson, Anna Duner, Staffan Blomberg, Ulrica von Thiele Schwarz*

**5 Implementation Teams and Purveyors** (Host: Patrick Sablich USA)  
What happens when purveyors of evidence-based programs hold themselves accountable for the uses of the evidence-based programs in practice? The strategies and frustrations of “making it happen” will be thoroughly explored.

- The National Implementing Evidence-Based Practices Project: The Design, Implementation Packages, and Implementation Results: *Will Torrey*
- Implementing Multiple EBPs: *Bernadette Christensen, Dagfinn Thøgersen, Kyrre Lønnum, Nina Tollefsen*
- The Dialectical Behavior Therapy Intensive Training Model: *Tony DuBose, Erin Ward-Ciesielski, Sara Landes, Kathryn Korslund*
- The Community Development Team Model: An Intervention for Implementing Evidence-Based Program: *Lynne Marsenich, Pam Hawkins*
- Disseminating MST: Supporting the Practices Needed to Engage in Ongoing Change: *Lisa Reiter-Lavery*
- Lessons Learned from Implementation of the PROSPER Partnership Model Delivery System in US States: *Richard Spoth, Mark Greenberg, Lisa Schainker*

**6 Use of Data for Improvement, Quality Assurance, Program Integrity and Sustainability** (Host: Rodd Bond, Ireland)

Evidence-based programs require evidence-based decision making to assure high quality implementation and sustainable outcomes. The sources and uses of data are described.

- The FFT-CFS Enhancing Implementing Through Ongoing Clinical Decision Making Feedback Support: *Thomas Sexton, Len Bickman, Susan Kelly*
- Managing Real-World Model Drift: MST Program CQI Approach to Data-Driven, Research-Informed Support to Organizations Implementing MST: *Bernie Centeio, Molly Brunk*
- Strong Program Start Up - Lessons Learned from 15 Years of Implementation: *Brenda Szumski, Laura Shortt*
- Implementation Rx: Using GPRA for Data-Driven Decision Support: *Kathleen Shea*
- Program Evaluation as a Means to Ensure Successful Implementation of Innovations: *Todd Gravois*

## 7 **The Role of Intermediary Organizations in Promoting Evidence-Based Policy and Practice** (Host: John Kjøbli, Norway)

Intermediary organizations are emerging as an essential link to help realize the goals of policy in practice. What are these new additions to the implementation landscape?

- The Role of the Intermediary Organization in Implementing Evidence-Based Practices: *Robert Franks, Robert Plant*
- Influencing Policy and Policy Makers in Support of Effective Implementation in Child and Family Services – a European Example from the Work of the Centre for Effective Services in Ireland: *Deborah Ghate*
- The Evaluation of the National Academy for Parenting Practitioners Training Offer in Evidence-based Parenting Interventions: *Kirsten Asmussen, Stephen Scott*
- Imparting Innovation Fluency for Health Systems Improvements – Part 2: Identifying Centers of Excellence and Building Implementation Capacity as the Platform for Successful Outcomes, Sustainability, and Scale for Secondary Complications of Spinal Cord Injections: *Richard Riopelle, Michelle Duda*
- Promise Neighborhoods Research Consortium: Transforming High-Poverty Neighborhoods Through the Implementation of Interventions Science: *William Aldridge, Anthony Biglan, Brian Flay, Kelli Komro*

## 8 **Scaling up Implementation for Population Impact** (Host: Herbert Peterson, USA)

The purpose of the evidence-based program movement is to produce benefits on a socially significant scale where all those who could benefit have access to evidence-based practices. The presenters are scaling up implementation capacity so evidence-based programs can reach whole populations.

- Scaling Up as Implementation Science: *Laura Ghiron, Ruth Simmons, Peter Fajans*
- The Intersection of Implementation Science with Population-Based Strategies for Parenting Family Support: *Ron Prinz*
- How Fast Can You Scale Up to a Whole State or Country?: *Dennis Embry*
- The Role of Fidelity Measurement in Implementing Education Reform: School-Wide Positive Behavioral Interventions and Supports: *Rob Horner, George Sugai*
- Dissemination of an Alcohol Preventing Program in 290 Municipalities in Sweden – Promoting Factors for Successful Implementation: *Karin Guldbrandsson, Ulrika Haggard, Bjorn Trolldal*
- Unique and Common Challenges in the Multi-National Implementation and Evaluation of Functional Family Therapy: *Michael Robbins, Kjell Hansson, Bernadette Christensen, Dagfinn Thorgerson*

## 9 **Starting with the End in Mind** (Host: Una O’Conner Bones, United Kingdom)

How can the developers of EBPs do research differently to maximize the ability to implement the resulting practices and programs? Start with implementation in mind.

- Making It Real: The Evidence-Based Triangle for Integrating Research with Practice and Policy: *Larry Green, Russel Glasgow, Kurt Strange, Martina Vogel*
- NREPP and Evidence-Based Practice Dissemination: *Kevin Hennessey, Kristin Miller*
- Evaluating Implementation: Practitioners, Academics and Negotiating Research Partnerships: *H. Brinton Milward, Janice Popp*
- Finally! Hands-On Vehicles for Successfully Improving Resource Allocation & Outcomes: A Crash Course in Assessment-Driven Data Dashboards: *Marjorie Rist, Sean Hosman*
- Incorporating Implementation Measures from Study Outset: Assessing Implementation of Comprehensive Treatment Models for Young Children ASD: *Kara Hume, Brian Boyd*
- Will You CONSORT with Me?: Improving Reporting Quality to Improve Outcomes for People and Organizations: *Sean Grant, Evan Mayo-Wilson*

## 10 **Measuring Socially Significant Impact** (Host: Jennifer Coffey, USA)

As implementation capacity is developed and systems are reinvented, what methods can be used to assess social impact? New approaches are needed that look beyond specific services, programs and agencies.

- Promoting Evidence-Based Practice At the State Level: *Peter Greenwood*
- Examining Adaptation of Evidence-Based Programs Under Natural Conditions: *Julia Moore, Brian Bumbarger, Brittany Rhoades*
- Social Return on Investment (SROI) Analysis: A New Tool for Strategic Decision-Making and Successful Implementation for Policy-Makers, Managers, and Investors in International Aid & Development: *Shubha Kumar*
- Making Intervention Outcomes Feasible in Real-World Applications: Testing the Consumer Outcomes Monitoring Tool (COM-T): *Debra Hrouda, Patrick Boyle*

*Continued on page 12*

- Evidence2Success: Robust Data on Outcomes, Risk and Protection to Inform the Focused Implementation of Evidence-Based Interventions: *Tim Hobbs, Nicole Eisenberg, Kevin Haggerty, Blair Brooke-Weiss*
- Using Behavior Analysis to Improve Fidelity of a Teamwork Intervention: *Ulrica Von Thiele Schwarz, Henna Hasson*

# 11

## **Translation of Evidence-Based Practices to New Contexts** (Host: Ian Manion, Canada)

As evidence-based programs move from research to practice, implementation supports and interventions need to be informed by local circumstances. Some of those contextual issues have been documented.

- Family Integrated Transitions – Increasing Success for Youth at Risk: *Eric Trupin, Joshua Leblang*
- Manualizing Change: Adapting and Re-Packaging Existing Evidence-Based Interventions for New Populations and Health Domains: *Warren Passin, Tai Few, Christopher La Rose*
- iCAHE Journal Club: Assisting Allied Health Practitioners Towards Evidence-Based Practice: *Lucylynn Lizarondo, Karen Grimmer-Sommers*
- The Role of an Implementation Theory Between Health Impact Research and Process Evaluation with Regard to Health Promoting Schools: *Wolfgang Duer*

# 12

## **Contributors to Successful Implementation in Typical Settings**

(Host: Irene Jensen, Sweden)

Developing evidence-based programs is one thing, implementing them in typical human service settings requires an examination of setting conditions and outcomes.

- From 1 to 1000: PBIS Implementation in North Carolina Schools: *Heather Reynolds*
- Implementation - The Art of Multi-Tasking: *Terje Christensen, Elisabeth Askeland, Roar Solholm*
- Adoption...Implementation...Sustainability: Adding a Developmental/Contextual Understanding to the Study of Taking EBP Dissemination Under Natural Conditions: *Brian Bumbarger, Brittany Rboades, Julia Moore*
- Supporting Depressed Mothers: The Implementation of an Effective Interaction Training for Mothers with Depression and their Babies in Public Youth Health Care: *Marijke Ruiter, Karin Van Doesum*
- Organizational Leadership and Systems Change: *John Dunne, Eleanor McClorey*

# 13

## **Collaborative Learning, Enhanced Knowledge Transfer, and Supported Uptake**

(Host: Helene Gagne, Canada)

Individuals and organizations are finding ways to implement evidence-based programs and other innovations via self-initiated and collaborative work. In the absence of implementation teams, is this the answer?

- A Showcase of the Learning Collaborative Model, as Developed and Implemented by the National Center for Child Traumatic Stress: *Heather Langan, Jessica Burroughs, Jan Markiewicz*
- United States-Canada Alliance for School Mental Health: Lessons to Enhance Effective and Science-Based Implementation: *Joyce Sebian, Janice Popp, Gloria Wells, Lisa Rubenstein, Kathryn Short*
- Getting the Message Across - An Introduction to a Collaborative Dissemination Process on the Island of Ireland: *Claire Mac Evilly*
- Community of Practice in Autism Spectrum Disorders: *Jill Hudson, Shawn Henry, Joanne Cashman, Brenda Myles*
- Purveyors as Institutional Entrepreneurs - A Role for Community Foundations in the Developing Field of Implementation: *Frank Ridzi, Dave Kilpatrick*
- Implementation Science at School: The Knowledge Mobilization Lab: *Dan Buchanan, Kathy Short*

# 14

## **Key Organizational Factors** (Host: Anne Connolly, Ireland)

Practitioners work in organizations and provide evidence-based services with the full support of the organization or, in some cases, in spite of the organization. What seems to matter?

- Clustering EBP Practitioners Increases the Number of Cases Treated and Program Integration in the Organization: *Joshua Patras, Sibiu Klest*
- Implementation, Resistance and the Preservation of Value: New Ways of Understanding Why Frontline Workers Often Impede the Efforts of Change Agents: *James Conklin*
- Learning Organizations within Child and Youth Behavioral Healthcare: Lessons from an Implementation Case Study: *Melanie Barwick, Gwendolyn Fearing, Melissa Kimber, Lindsay Bennet*

- Implementation of Skills2Care in Home Care, a Proven Dementia Caregiver Program: At the Intersection of Research, Policy and Practice: *Laura Gitlin, Mimi Jacobs, Tracey Vause-Earland, Catherine Piersol*
- Implementation of an Educational Model for Children with Autism: Organizational Learning and Knowledge Sharing Within Schools, Across Schools and Between Schools and the Support Network: *Suzanne Kucharczyk*

## 15 **Developing System Capacity to Scale-Up Effective Practices** (Host: Joumana Haidar, USA)

If effective uses of evidence-based programs require effective uses of implementation methods, how can implementation capacity be developed so evidence-based programs can be used fully and effectively to produce socially significant outcomes?

- Engineering Systems to Support the Implementation of Response to Intervention through a Statewide Model: *Steve Goodman, Rob Horner, Margie McGlinchey*
- Tinkering with Implementation Capacity in United States Corrections: A Multi-Agency Experience: *Bradford Bogue, Mary Kenan, Diane Pasini-Hill, Scot Smith*
- Accelerating Progress Towards Health Related Millennium Development Goals through the Establishment of the Implementation Research Platform (IRP): *Nhan Tran, Abdul Gbaffar*
- Disseminating Evidence-Based Treatments in Developing/Transition Countries: Successes and Challenges in Implementing Functional Family Therapy in Chile: *Holly Barret Waldron, Luis Caris, Hyman Hops, Michael Robbins*

## 16 **Collaborative Structures, Processes, and Stakeholders: Readiness, Buy-In, and Collaboration** (Host: Liselotte Schäfer Elinder, Sweden)

How important is the exploration stage of implementation and the selection driver for practitioners? The lessons for creating readiness are discussed by these presenters.

- Getting Evidence to the Frontline: Educator and Service Provider Perspectives on Practice Change: *Melanie Barwick, Lindsay Bennet, Sabine Johnson, Peter Chaban*
- The Use of Evidence in Practice: Survey Data from a National Sample of Social Workers: *Tracy Wharton*
- Implementation of Mental Health Services in Schools: Policy Development and Professional Role Definition: *Oliver Massey, Donna Burton*
- Implementation of a School-wide Prevention Program in Sweden - Important Factors Related to Provider and Innovation Characteristics: *Maria Ingemarson, Karin Guldbrandsson*
- Co-creation - A Means of Improvement and Implementation: *Helle Hoegh, Britta Ravn*
- Supporting the High-Quality Implementation and Sustainability of Evidence-Based Programs: the Role of Community Coalitions: *Brittany Rhoades, Brian Bumbarger, Julia Moore*

## 17 **Uptake and Implementation: What it Takes from Exploration to Implementation** (Host: Helen Best, USA)

How can human service systems make better use of evidence-based programs and implementation methods? Lessons from the field are explored in this Cluster.

- Implementation in Criminal Justice Settings: Building Capacity for Evidence-Based Practices: *Faye Taxman, Steven Belenko, Danielle Rudes, Shannon Portillo*
- What Will it Take to Scale up Evidence-Based Interventions? Moving from Lists to Public Health Impact: *Brian Bumbarger, Daniel Perkins, Mark Greenberg*
- Implementing the Common Language Prevention Operating System in Birmingham, UK: Success, Challenges and Lessons for the Future: *Nick Axford, Vashti Berry, Michael Little, Louise Morpeth*
- Application of a Five-Level Evaluation Model to Determine Impact of a National Technical Assistance Center: *David Test*
- Using Quality Improvement and Integrative Knowledge Translation Strategies to Improve Evidence-Based Pediatric Pain Assessment and Management Practices across Canada: *Bonnie Stevens, Melanie Barwick, Janet Yamada, Laura Abbott*
- Technology Transfer: Accelerating the Implementation of Evidence-Based Practices in the Behavioral Health Field: *Pamela Waters*

## 18 **Governmental Efforts to Make Evidence-Based Practice More Normative: What Helps, What Hinders** (Host: Nancy Latini, USA)

Policy makers increasingly are including evidence-based programs in their thinking, legislation and funding. How has implementation fared in this process?

- Relational and Contextual Determinants that Shapes Utilization of Research Among Physiotherapists: *Petra Dannapfel, P Nilsen, A Peolsson, C Stabl*
- The Power of Money: *Peggy Hill, Elly Yost*
- Implementing Evidence-Based and Best Practices in Children's Mental Health: The Role of Learning Collaboratives and Quality Improvement: *Robert Franks*
- If Translation is the Answer, Who Should be Involved in Decisions to Translate? Who Decides What Will Be and When it Should be Actively Translated?: *Catherine Lesesne, Katherine Wilson*
- Speaking Implementation Science to Policy Development in Ireland: *John Bamber*

## 19 **Federal Research Initiatives: Resources and Opportunities for Implementation Science** (Host: Aleta Meyer, USA)

As federal funding becomes more closely aligned with evidence-based policy, what are the implications for implementation? This cluster will bring together representatives from federal agencies whose work reflects the expanding role of implementation science in government.

- Applying the Interactive Systems Framework for Dissemination and Implementation to Prevent Violence: *Richard Puddy*
- The Role of the Office of Planning, Research and Evaluation in Evidence-Based Policy Initiatives: *Lauren Supplee, Aleta Meyer, Molly Irwin*
- Implementation Research for Prevention at the National Institute on Drug Abuse: *Belinda Sims*
- Dissemination and Implementation Research at NIMH: *David Chambers*
- Research on the Implementation of Services and Policies in the Office of the Assistant Secretary for Planning and Evaluation (ASPE): *Amy Madigan, Diana Tyson*

## 20 **Implementation Publications** (Host: Petra Helmond, The Netherlands)

Implementation science, practice, and policy are new endeavors, so what are the best publication outlets to assure your information will be reviewed, read, and understood? Interested journal editors will answer your questions.

- Implementation Science: *Greg Aarons*
- Prevention Science: *Hanno Petras*
- World Medical and Health Policy Journal: *Bonnie Stabile*



# B I O G R A P H I E S

## SPEAKERS, FACILITATORS & COMMITTEE MEMBERS

*Listed Alphabetically*

**Bianca Albers** is director and partner at the Family and Evidence Center (FEC) in Copenhagen and takes part in the dissemination and consolidation of evidence-based practices in Denmark. In her role as leader, program developer and change agent at the FEC, Ms. Albers is confronted with the challenges of QA and implementation in social work on a daily basis. She has a bi-national background and thus is familiar with typical implementation issues in the central European and Scandinavian welfare models. As the former program director for evidence-based programs at the Danish National Board of Social Services, Ms. Albers has worked to help implement a variety of child and family evidence-based practices in the Danish setting and make them accessible and practicable for Danish providers.

**Thomas E. Backer, PhD** is president of the nonprofit Human Interaction Research Institute. Founded in 1961, the institute uses behavioral science strategies to help nonprofits handle innovation and change. He also is associate clinical professor of Medical Psychology at University of California, Los Angeles (UCLA) School of Medicine and senior fellow at UCLA's School of Public Policy and Social Research for the 2003-2004 academic year. He has written more than 500 books, articles and research reports, including two books on health communication campaigns. A licensed psychologist in California, Dr. Backer holds a doctorate in psychology from UCLA. He is a fellow of the American Psychological Association (APA) and a member of the College on Problems of Drug Dependence. He has been president of APA's Division of Consulting Psychology and of the Knowledge Utilization Society.

**Frank Bennett** was a clinical psychologist for 35 years working primarily with children and families. He served as a therapist, manager, and for the last 20 years of his career, as the director of family services at Aurora Mental Health Center. He was active in the National Child Traumatic Stress Network, and he led the effort to implement Trauma Focused-Cognitive Behavior Therapy, Child Parent Psychotherapy, and Parent Child Interactional Therapy at the Center. Since his retirement five years ago, he has remained active in the National Child Traumatic Stress Network where he currently serves on the steering committee, the Colorado Child and Adolescent Mental Health Coalition where he is serving as president for the third time, and the Colorado Coalition of Adoptive Families, where he serves on the board.

**David Bernstein, MSW** is director of The Center for Effective Interventions (CEI) at Metropolitan State College in Denver, Colorado. In this capacity he has worked with communities interested in beginning Multisystemic Therapy programs as well as developed an infrastructure to support

MST teams in six Western states. CEI has expanded to promote two other evidence-based models, Functional Family Therapy and Multidimensional Treatment Foster Care, in pursuit of a goal to promote evidence-based therapeutic services for families, children and youth. Prior to his present position, Mr. Bernstein had his own training and consulting business and worked in the public sector for 20 years developing child welfare and human services programs in several metropolitan counties in the Denver area. He has presented at various national conferences on the implementation of evidence-based programs in human services. He also is the director of the Child and Family Evidence-Based Practices Consortium, a group comprised of professionals dedicated to large scale implementation of data driven successful human service programs.

**Karen A. Blasé, PhD** has been a service provider, educator, researcher, program evaluator and published author in the human service field for over 35 years. Dr. Blasé received her doctorate in Developmental and Child Psychology from the University of Kansas with a focus on school-based interventions, teacher training and community-based services for high needs youth. She is a senior scientist at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill and a co-director, along with Dr. Dean Fixsen, of the National Implementation Research Network. Dr. Blasé and Dr. Fixsen also are co-directors of a federally funded Office of Special Education Program Technical Assistant (OSEPTA) Center for State Implementation and Scaling of Evidence-Based Practices (SISEP). She has a wealth of practical experience in human services having worked in juvenile justice, child welfare services, education settings, and in developing community-wide and agency domestic abuse intervention and prevention services. As part of a research team, Dr. Blasé was involved in completing a major review and synthesis of the implementation literature. This extensive review of implementation strategies and proposed frameworks is providing guidance for the adoption and use of evidence-based programs and practices in education and child welfare.

**Jacquie Brown, MES, RSW** is a senior manager/leader, facilitator, and presenter with a broad range of experience and knowledge in development and management in complex systems. She has been involved with services for children, youth and families for over 30 years. Ms. Brown utilizes a collaborative, inclusive, integrated approach and an innovative and creative solutions-focus in supporting capacity building in communities and organizations. In the last ten years she has successfully provided leadership for

*Continued on page 16*

major community and organizational change initiatives. Ms. Brown has most recently worked internationally in the implementation of evidence-based/informed practices and programs for children, youth and families in developing countries.

**Eric J. Bruns, PhD** is a clinical psychologist and associate professor in the Division of Public Behavioral Health and Justice Policy at the University of Washington School of Medicine. Dr. Bruns spends most of his time researching the impact of community-based services and supports for children with complex needs, and asking how we can make these services better. Much of his research has focused on developing the wraparound process, a widely-implemented care coordination model for children and youth with complex mental health needs. He is also recognized for his research on school mental health services, services for youth in foster care, and family peer-to-peer support services.

**Amy T. Campbell, JD, MBE** is an assistant professor in the Center for Bioethics and Humanities at Upstate Medical University and at the Syracuse University College of Law. She is also associate faculty in the Bioethics Program of Union Graduate College-Mount Sinai School of Medicine. Ms. Campbell received her law degree from Yale Law School and her master's in Bioethics from the University of Pennsylvania.

**Terje Christiansen** is a senior advisor at the Norwegian Center for Child Development - Department of Child Program Development, University of Oslo, where he, since 1999, has been a member of The National Implementation Team for Parent Management Training the Oregon model (PMTO). He has worked with implementation of both PMTO and Multi Systemic Therapy (MST) and is now specially devoted to the implementation of a prevention program diverted from PMTO targeting children with risk of developing conduct problems. Mr. Christiansen holds a master of Social Work and is a trained PMTO specialist. He has in his professional career had a special focus and interest in improving Child Welfare Services for children while working in child welfare at community- as well as government level.

**Bernadette Christensen** is clinical director at the Norwegian Center for Child Development - Department of Youth Program Development, University of Oslo. Since 1999, Ms. Christensen has worked with the implementation of Multi Systemic Therapy, Functional Family Therapy and Multidimensional Treatment Foster Care. Norway has 30 teams working with these methods, covering all the major cities in the whole country. In collaboration with the developers of these methods, she has developed a team of senior advisors and consultants giving support to all the teams in the implementation process in Norway. Ms. Christensen is a specialist in clinical psychology. Throughout her professional career had a special focus on the development of good treatment models for youth and adults

with problems relating to drug abuse and serious behavior problems in both mental health settings and in child welfare services. Ms. Christensen has published articles and book chapters on these topics and has presented at a range of conferences both nationally and internationally.

**Kari Collins** is the policy advisor to Kentucky's Department for Behavioral Health, Developmental and Intellectual Disabilities. She also serves as manager for the newly established Outcome Transformation and Education Branch within the Department where she leads system transformation efforts, including the planning and implementation of evidence-based and best practices. Prior to this she served as director of a statewide CSAT adolescent substance abuse infrastructure grant (SAC). She and her colleagues developed and utilized a tool based on the monograph entitled *Implementation Research: A Synthesis of the Literature*, Dr. Fixsen and his colleagues (2005) - the National Implementation Research Network. This tool continues to assist groups in developing a blueprint that guides the effective implementation of an effective program, practice or initiative. She now works with the Reclaiming Futures national program office located in Portland, Oregon as an implementation coach for the model. She was recently awarded the Lifetime Achievement Award from the Kentucky Adolescent Substance Abuse Consortium. Ms. Collins is an active member of Kentucky's Juvenile Justice Advisory Board, Center for Safe Schools Board and the administrator of the State Inter-Agency Council - a policy board comprised of commissioners from various child serving agencies, family and youth representatives.

**Peter Fajans, MD, MPH** works with the Technical Cooperation with Countries team of the Department of Reproductive Health and Research, World Health Organization (WHO), where he leads work related to the implementation of the WHO Strategic Approach to Strengthening Reproductive Health Policies and Programs. This is a process that over 30 countries have used to assess community and service delivery needs and priorities, field test packages of interventions that address identified needs, and then scale up successful innovations for wider impact. This work led to the development of ExpandNet, a small global network of public health professionals devoted to promoting the science and practice of scaling up health innovations. Dr. Fajans is a member of the ExpandNet Secretariat and has co-edited a book and three practical guides related to scaling up. Prior to his work with WHO over the last 16 years, Dr. Fajans was assistant professor of Population Planning and International Health at the University of Michigan School of Public Health. This followed ten years of working in Indonesia on diverse health issues including family planning, reproductive and child health, nutrition, primary health care and sexually transmitted infections, HIV and AIDS prevention in a variety of programmatic settings, including provision of technical support to several scaling-up initiatives.

**Dean L. Fixsen, PhD** is a senior scientist at FPG Child Development Institute. Dr. Fixsen is co-director of the National Implementation Research Network (NIRN), co-director of the State Implementation and Scale up of Evidence-based Practices (SISEP) Center, and co-chair of the Global Implementation Conference. Dr. Fixsen is an implementation research consultant on six NIH RO1 grants and serves on several national advisory boards. He began his career in human services in 1963 as a psychiatric aide in a large state hospital for children with profound developmental delays. He has spent his career developing and implementing evidence-based programs, initiating and managing change processes in provider organizations and service delivery systems, and working with others to improve the lives of children, families and adults. Over the past five decades, he has co-authored over 100 publications including the highly regarded monograph, *Implementation Research: A Synthesis of the Literature*. He has served on numerous editorial boards and has served as an advisor to federal, state and local governments.

**Deborah Ghate, PhD** is the former founding director and chief executive of the Centre for Effective Services (CES). CES was established in 2008 in Ireland and Northern Ireland by a partnership of government and philanthropy. The Centre is independent and not-for-profit, and promotes and supports the application of an evidence-informed approach to policy and practice by connecting the design and delivery of services with scientific and technical knowledge about what works. It is one of a new generation of intermediary organizations concerned with applying the tools and techniques of implementation science to the human services. Dr. Ghate is the author of a large number of publications that cover the fields of family and parenting support, parenting and child maltreatment, evaluation methods and implementation science.

**Holly Hagle, PhD** has been actively working with providers since she joined the Institute for Research, Education and Training in Addictions (IRETA) in 2003. She is the director of the Northeast Addiction Technology Transfer Center (Northeast ATTC) and as such oversees all of the training and educational initiatives and serves as the curriculum developer for IRETA and the Northeast ATTC. Dr. Hagle oversees the curriculum development and project coordination for the Health Resources and Services Administration Screening, Brief Intervention and Referral to Treatment federally funded project with the University of Pittsburgh School of Nursing since 2006. Dr. Hagle has been an adjunct professor and trainer at Point Park University, Pittsburgh, Pennsylvania. Dr. Hagle has her bachelors in psychology, masters in curriculum and instruction and doctorate in education, instructional management and leadership.

**Rob Horner, PhD** holds the Alumni-Knight Endowed Professorship in Special Education at the University of Oregon. Dr. Horner directs research focused on positive behavior support, instructional design, applied behavior analysis, and systems change. Dr. Horner currently

collaborates with Drs. Sugai, Fixsen and Blasé on efforts to implement evidence-based educational practices on scales of social importance.

**Robert J. Illback, PsyD**, is deputy CEO at Headstrong – The National Centre for Youth Mental Health, Dublin, Ireland and CEO / senior evaluation researcher at REACH of Louisville, Kentucky. From 1982 through 1998, he was professor of Psychology in the clinical psychology training program at Spalding University, where he now supervises doctoral research in an adjunct capacity. In addition to numerous journal articles related to children and youth, he has co-edited several books, including *Integrated Services for Children and Families: Opportunities for Psychological Practice* (APA Books, 1997) and *Emerging School-Based Approaches for Children with Emotional and Behavioral Problems: Research and Practice in Service Integration* (Haworth Press, 1996). Dr. Illback has served as principal investigator for several large-scale systems of care change initiatives in the United States and Ireland. His professional and research interests include systems of care in youth mental health, school-based and school-linked integrated service programs, implementation science, community psychology, program planning and evaluation, and planned organizational change. Dr. Illback is a Fellow of the American Psychological Association and the Association for Psychological Science. In 1990, he was named the inaugural recipient of the Donald R. Peterson Prize in recognition of career contributions in professional psychology.

**Patrick Kanary** is the director of the Center for Innovative Practices (CIP), the Begun Center for Violence Prevention at MSAA, Case Western Reserve University. CIP is a Coordinating Center of Excellence, supported in part by the Ohio Department of Mental Health. The Center's mission is the identification and dissemination of youth and family focused evidence-based and effective practices within the behavioral health system. In addition to Multisystemic Therapy, the Center is also facilitates the dissemination of Intensive Home Based Treatment; resilience; and an emerging promising practice, Integrated Co-occurring Treatment, a model for youth with dual diagnosis of substance abuse and mental illness and involved in the juvenile justice system. CIP is also provides technical assistance in the areas of research and evaluation. Mr. Kanary is on the Board of the Georgetown Children's Mental Health National Technical Assistance Center. He is also a program reviewer for SAMSHA's National Registry of Evidence Based Programs and Practice.

**Ben Levin, PhD** is a professor and Canada Research Chair in Education Leadership and Policy at the Ontario Institute for Studies in Education, University of Toronto. He has a strong track record in education both as an academic and as a senior manager in government. As a civil servant, he served as Deputy Minister (chief civil servant) for Education for the Province of Ontario from 2004 to 2007 and again in 2008-09, where he helped lead a dramatic improvement in education outcomes. From 1999 through 2002 he was Deputy Minister of Education and Advanced Education for the Province of

*Continued on page 18*

Manitoba. As an academic, he is a prolific author who has published five books (with three more currently in press), most recently, *How to Change 5000 Schools*, and more than 200 other scholarly and popular articles on education. He has spoken and consulted on education issues around the world with universities, governments, school systems and international agencies. His current interests are in system-wide improvement in education, poverty and inequity, and finding better ways to connect research to policy and practice in education.

**Aaron Lyon, PhD** focuses on research primarily on the implementation of evidence-based psychosocial assessment and intervention practices in community settings that are accessible to chronically-underserved and at-risk youth, with the goal of reducing mental health problems and increasing functioning. His work places particular emphasis on services delivered in the education sector.

**Ian Manion, PhD, CPsych** is a clinical psychologist and scientist-practitioner who has worked with children, youth and families presenting with a variety of social, emotional and behavioral problems. He is a clinical professor in the School of Psychology at the University of Ottawa, and a visiting professor at the University of Northumbria, United Kingdom. Dr. Manion is the executive director for the Ontario Centre of Excellence for Child and Youth Mental Health (the Centre). He is the inaugural chair of the National Infant, Child and Youth Mental Health Consortium, co-chair of the Canadian Child and Youth Health Coalition, and the principal lead for the National School-Based Mental Health and Substance Use Consortium.

**Jan M. Markiewicz, MEd** is the director for training and implementation for the National Center for Child Traumatic Stress at Duke University (NCCTS). In her role she oversees activities to promote the successful adoption and implementation of trauma interventions and practices throughout the National Child Traumatic Stress Network. She is one of the primary developers of the NCCTS Learning Collaborative Model, an adaptation of the IHI Breakthrough Series Model, which has an integrated focus of promoting both clinical and implementation capacity within organizations. Prior to her position at Duke, she was clinical faculty at the University of North Carolina in the Social Work School, consulting and training across the state with local mental health agencies to promote a system of care for children and families. She is a licensed family and child therapist and worked in a variety of mental health agencies for seventeen years.

**Robyn Mildon, PhD** is the director of knowledge exchange and implementation at the Parenting Research Centre, an independent, non-profit research and development organization based in Melbourne, Australia. Dr. Mildon's work focuses on two main areas: the use of innovative and effective knowledge translation and dissemination strategies

aimed at improving the utilization of evidence-based information and practice in parenting education, family support, and child welfare programs; and closing the gap between 'what we know' and 'what we do' by improving the science and practice of implementation in relation to the use of evidence-based practices and programs.

**Brian A McNulty, PhD** is the vice president of Leadership Development for The Leadership and Learning Center. Dr. McNulty brings more than 30 years of experience as a nationally recognized educator in leadership development. Prior to his current position he served as the vice president for field services at the Mid-continent Research for Education and Learning (McREL). He was also an assistant superintendent for Adams County School District 14, and the assistant commissioner of education, for the Colorado Department of Education. An author of more than 40 publications, his most recent books include, *Leaders Make It Happen* with Laura Besser (a 2011 AASA member book) and *School Leadership that Works: from Research to Results*, an ASCD best-selling publication co-authored with Robert Marzano and Tim Waters. Dr. McNulty is well known as a researcher and a keynote speaker, although his primary work has focused on long-term intensive partnerships with schools, districts, state education agencies and educational service agencies in applying the current research to field based problems. His recent research has focused on developing continuous improvement frameworks based on data and inquiry.

**Robert Murphy, PhD** has served as executive director for the Center for Child & Family Health a consortium of Duke University, the University of North Carolina at Chapel Hill and North Carolina Central University, dedicated to research, training and intervention related to child traumatic stress, since 2004. Dr. Murphy is an associate professor in the department of Psychiatry & Behavioral Sciences at Duke University School of Medicine and adjunct associate professor in the Department of Maternal & Child Health at the University of North Carolina Gillings School of Global Public Health University.

**Terje Ogden, PhD** is research director at the Norwegian Center for Child Behavioral Development, Unirand (from 2003), and professor at the Institute of Psychology, University of Oslo, Norway. The aim of the Center is to integrate research and practice in order to increase multi-disciplinary knowledge and enhance clinical competence in the prevention and treatment of serious behavior problems among children and youth. Dr. Ogden has been the director of the research program on the national implementation and evaluation of empirically supported programs for the prevention and treatment of serious behavior problems in children and youth in Norway (e.g. Parent Management Training, Multi-systemic therapy and PALS a school-wide intervention program based on the Positive Behavior Support model). Dr. Ogden also is the project leader of a longitudinal prospective study of the social development of children in which the development

of approximately 1200 children are followed from six months to four years (The Behavior Outlook Norwegian Developmental Study – BONDS).

**Abel C. Ortiz** is director of the Evidence-Based Practice Group at the Annie E. Casey Foundation. The group's work is based on a set of strategies designed to assist public child-serving agencies select and sustain evidence-based programs, policies and practices that directly impact core services and benefit the largest number of recipients. Prior to joining the foundation, Mr. Ortiz served as a policy advisor to Georgia Governor Sonny Perdue, providing policy guidance in health care, human services and juvenile justice. Before joining the Perdue administrative staff, he gained extensive experience in health and human service administration in Utah, where he served as the state's deputy director of the Division of Mental Health and the Division of Child and Family Services. He provided leadership in development of the state's child protective services policy and coordinated the development of evidence-based preferred practice guidelines for the mental health services provided through the local community mental health centers. In 2000, Mr. Ortiz was awarded the Annie E. Casey Foundation's Children and Family Fellowship, an executive leadership program for accomplished professionals designed to increase the pool of diverse, visionary leaders with the competence to lead and sustain major system reforms and community change initiatives. His focus during the fellowship was systems transformation in human services and juvenile justice. Mr. Ortiz earned a law degree from Drake University Law School, an masters in social work from the University of Utah, and bachelors degree in social work and corrections from Weber State University.

**John Øvretveit** is director of research and professor of Health Care Innovation Implementation and Evaluation, The Karolinska Institute, Medical Management Center, Stockholm, and was previously professor of Health Policy and Management at Bergen University Medical School, Norway and at the Nordic School of Public Health, Gothenburg, Sweden. His work is based on the belief that organization and management can bring out the best and worst in people, and that the right organization design is critical for effective healthcare. His current research examines implementation of management and organization improvements, and clinical care coordination for safety and lower costs. Mr. Øvretveit research publications on leading value improvement explore the costs and savings of quality improvements. Some earlier work describes action evaluation methods for giving rapid feedback for service providers and policy-makers to improve their services, and assessing the role of context on implementation.

**Phyllis Panzano** is an industrial/organizational (I/O) psychologist and visiting professor at the University of South Florida. Ms. Panzano also operates Decision Support Services, Incorporated, a research and consulting firm in Columbus, Ohio. Ms. Panzano completed her doctoral work in I/O psychology at The Ohio State University where her academic

interests in organizational decision-making, innovation processes, and healthcare planning ultimately dovetailed into her current research and consulting portfolio which focuses on the adoption and implementation of innovations by individuals, organizations and systems. In the past ten years alone, she has served as principal investigator, co-investigator, or senior implementation research consultant for a dozen research studies, and grants funded by federal and state agencies, and private foundations. These and previous investigations have examined adoption and implementation processes pertaining to a variety of phenomena ranging from laws and policies to products, programs and services. Ms. Panzano's work is considered innovative in its own right and has been recognized for excellence on multiple occasions by the Academy of Management. Her current role on a Substance Abuse and Mental Health Services Administration funded integrated healthcare grant, and the work she is about to begin on a federally-funded workforce development study reflect Ms. Panzano's emerging interest in the development and implementation of best practices within the context of primary and behavioral healthcare integration.

**Marian Quinn's** career has been focused on children, young people and families. She has worked in the voluntary sector, as well as the health service executive and the Department of Justice. On moving to Dublin, Ms. Quinn worked as a youth and community worker, before taking on the coordinator role in a Youthreach Centre for early school leavers. During her time there, she wrote a crime prevention program which eventually became the Copping On National Youth Crime Prevention Initiative. Ms. Quinn coordinated this program for five years, providing training and support to practitioners throughout Ireland. She was also central to the establishment of Breaking Through, the All-Ireland Network for Youth Practitioners, whose committee she chaired for three years. She has published a number of academic articles and contributions in relation to youth crime, spoken at conferences in several European countries as well as the USA, and lectured on various courses at NUI Maynooth.

**Vestena Robbins, PhD** is an associate director in the Outcome Transformation and Education Branch within the Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities where she serves as lead staff for system transformation efforts, including evidence-based and best practices planning and implementation efforts for the state. She has worked in the children's mental health services field as a system of care services researcher, program evaluator, and program administrator for over 15 years. Prior to her career as a services researcher and evaluator, Dr. Robbins worked as a preschool educator and an elementary school counselor. Currently, she is co-principal investigator and evaluation director for Kentucky's CMHS funded system of care cooperative agreement, a statewide initiative aimed at improving the service delivery system for young children who have serious social, emotional, or behavioral challenges. She served as principal investigator of Kentucky's NIMH-funded Evidence-Based Practices State Planning

*Continued on page 20*

Grant and as co-coordinator of Kentucky's Transformation Transfer Initiative focused on increasing the fidelity of wraparound implementation in the state. Dr. Robbins serves on the Evaluation Team and Steering Committee of Kentucky's Family Peer Support Initiative and is a member of the Kentucky Center for Instructional Discipline's State Leadership Team. She is a long-standing board member of the Kentucky Council for Children with Behavior Disorders and serves on the planning committee for the Kentucky Behavior Institute. Dr. Robbins is a member of the International Evidence-Based Practices Consortium, is on the editorial board of the *Journal of Emotional and Behavioral Disorders*, and taught an online course in Program Planning and Implementation in the University of South Florida's Children's Mental Health Graduate Certificate Program.

**Jennifer Schroeder, PhD** is an independent consultant and evaluator focusing on evidence-based practice, implementation science, systems evaluation, and the integration of health, mental health, education, and juvenile justice systems in improving outcomes for children and families. Dr. Schroeder is currently conducting statewide evaluations focusing on the systems-building work of early childhood councils and the scaling up of the Incredible Years program in Colorado. Dr. Schroeder has served as a senior research associate at the Center for Systems Integration in Denver, Colorado and as associate director at the Connecticut Center for Effective Practice of the Child Health and Development Institute of Connecticut where she worked to improve the statewide mobile-crisis services system for children and youth and conducted a statewide evaluation of in-home services for juvenile-justice referred youth.

**Leif I. Solberg, MD** is a family physician who is currently associate medical director for HealthPartners Medical Group and Clinics (a 750-physician multi-specialty group practice), senior staff for HealthPartners (an 850,000-member health plan), and director for Care Improvement Research for HealthPartners Research Foundation in Minneapolis, Minnesota. Dr. Solberg is also a clinical professor at the University of Minnesota Department of Family Medicine and Community Health and on the Board of Directors for the Institute for Clinical Systems Improvement (ICSI), a Minnesota collaborative for quality improvement that has become a national leader. He is internationally known for his research on organizational aspects of quality improvement and implementation, chronic disease care (including depression), and clinical preventive services delivery. He has published over 200 papers and books/book chapters in these areas and his main interest is in learning how to improve

the quality of care provided in the primary care setting. Currently he is Principal Investing for a major National Institute of Mental Health-funded implementation study of a statewide initiative to improve primary care for patients with depression and is on the Agency for Healthcare Research and Quality AHRQ Stakeholder Advisory Group.

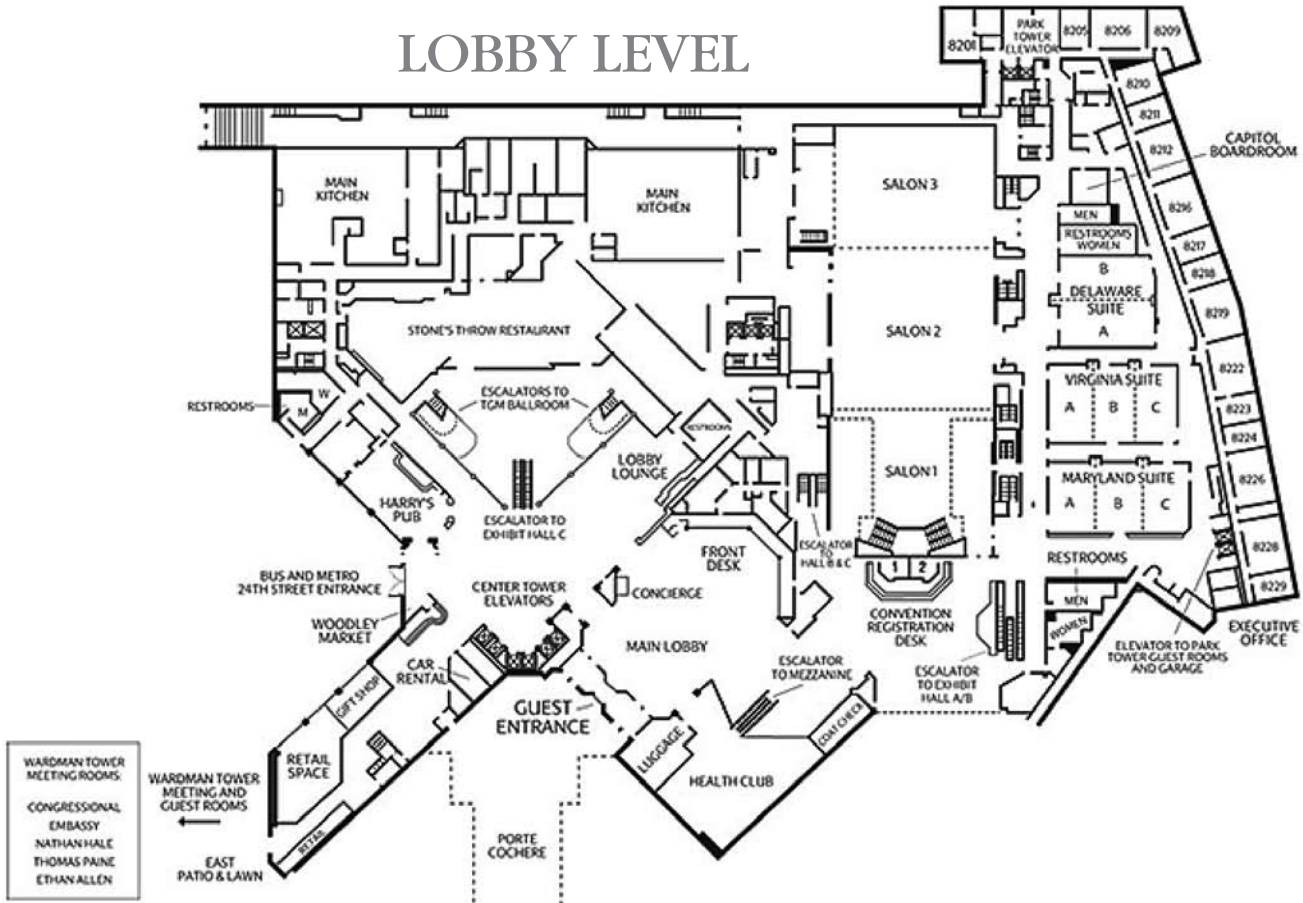
**Michel Wensing, PhD** is medical care researcher and professor of Implementation Science at Radboud University Nijmegen Medical Centre, Scientific Institute for Quality of Healthcare, the Netherlands. He studied social sciences quality of care, health economics, and medical care research. Dr. Wensing's research focuses on knowledge implementation in healthcare practice, particularly in primary and ambulatory care. Research questions concern the quality of current healthcare practice, how to improve healthcare practice, how to sustain improvements. The studies concerned a range of diseases and various health professions. Key themes are: chronic illness care, out-of-hours primary care, mental healthcare, safety of primary care and pharmaceutical care, quality assessment and transparency, including patient perspectives. Dr. Wensing has co-authored more than 200 scientific papers and supervised 20 PhD theses. He is co-editor of the handbook *Implementation of Innovations* (with Grol, Eccles and Davies), which will have a new edition in 2012. He has been principal researcher in a number of European studies. From 2011 on, he is project coordinator of an international four year study concerning tailored implementation interventions in chronic illness care. Dr. Wensing is also associate editor of the journal *Implementation Science*.

**Sharon Witherspoon** has been in charge of the Nuffield Foundation's research in social science and social policy since 1996, and became deputy director of the Foundation in 2000. She has contributed to the development of significant programs of research on children and families, and on empirical research in law, as well as a wide range of projects on social welfare, including work on the finances of old age, and poverty and inequality. Before she joined the foundation, she was a senior researcher at the Policy Studies Institute and at the (then) Social and Community Planning Research, (now the National Centre for Social Research). There Ms. Witherspoon was responsible for the design and statistical analysis of various large scale representative studies of public behavior, family life and the regulation of professions, as well as being one of the original researchers for the British Social Attitudes Survey series. Ms. Witherspoon is a member of the Strategic Forum for the Social Sciences, housed at the British Academy, and various other strategic bodies supporting rigorous social science research. She was awarded an honorary MBE for services to social science in 2008.

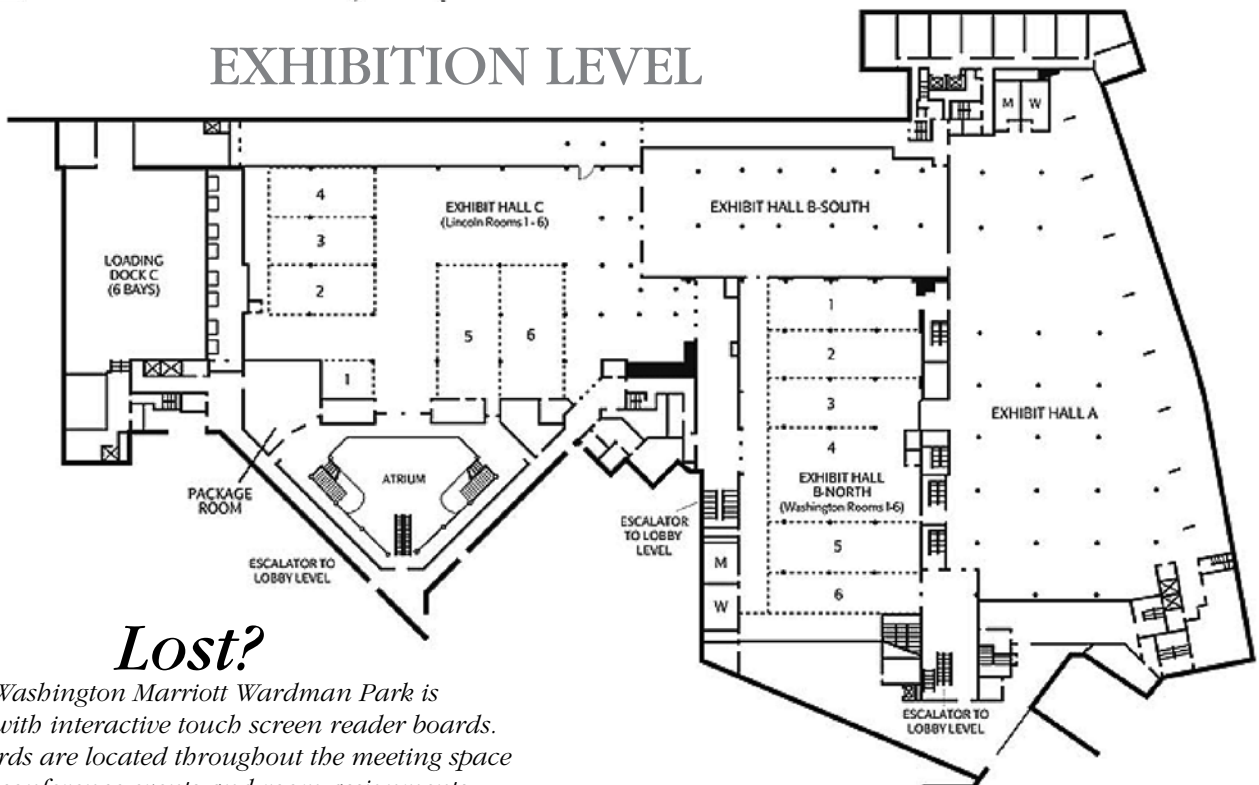
# MAPS

## *The Washington Marriott Wardman Park*

### LOBBY LEVEL



### EXHIBITION LEVEL



### *Lost?*

*The Washington Marriott Wardman Park is equipped with interactive touch screen reader boards. Reader boards are located throughout the meeting space and list conference events and room assignments.*

**Agendas on pages 2, 3 & 4.**



## SPECIAL THANKS

*Please join us in thanking the conference planning committee for dedicating their time and expertise to ensuring your conference experience is valuable and engaging:*

### COMMITTEE CO-CHAIRS

Bianca Albers, Family & Evidence Center (FEC) - Copenhagen  
Dean L. Fixsen, PhD, National Implementation Research Network  
Jennifer Schroeder, PhD, JAS Associates, Inc.

### COMMITTEE MEMBERS

Thomas E. Backer, PhD, Human Interaction Research Institute  
Frank Bennett, PhD, Retired Mental Health Center Administrator  
David Bernstein, MSW, The Center for Effective Interventions  
Jacquie Brown, Dispute Resolution Foundation, Jamaica  
Patrick Canary, Center for Innovative Practices

## THANK YOU TO OUR SPONSORS

Child and Family Evidence-Based Practices (EBP) Consortium, A Project of the Tides Center  
National Implementation Research Network (NIRN)  
Frank Porter Graham Child Development Institute  
Child Health and Development Institute of Connecticut (CHDI)  
The Atlantic Philanthropies (Ireland)  
Centre for Effective Services  
United States Department of Education, Office of Special Education Programs  
William T. Grant Foundation  
Swedish National Board of Health and Welfare  
The Netherlands Organization for Health Research and Development (ZonMw)  
Norwegian Center for the Study of Conduct Problems and Innovative Practice  
United States Department of Veterans Affairs  
Substance Abuse and Mental Health Services Administration (SAMHSA)  
Association for the Advancement of Evidence-Based Practice (AAEBP)  
Canadian Institutes of Health Research (CIHR)  
Annie E. Casey Foundation  
ExpandNet