

IMPLEMENTATION DRIVERS ASSESSMENT

for the Triple P System of Interventions
(IDA-TP)

Facilitator's
Guide



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Implementation
Capacity for Triple P



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Introduction

The Implementation Capacity for Triple P (ICTP) project team has developed a measure of how well individual agencies within a community coalition support the delivery of chosen interventions from the Triple P – Positive Parenting Program system of interventions (Triple P). The Implementation Drivers Assessment for Agencies Implementing Triple P Interventions (IDA-TP) was adapted from a more generic implementation drivers assessment (see “related resources,” page 30) and refined throughout a two-year implementation evaluation of Triple P in Cabarrus and Mecklenburg counties in North Carolina.

The IDA-TP includes eight individual indices and two summary indices reflecting aspects of implementation infrastructure and best practice that are believed to contribute to the overall level of implementation observed in an agency. IDA-TP data collected across 39 agencies in two NC counties suggested strong inter-item reliability for seven of the eight individual indices ($\alpha = .78 - .91$). Sample variance was insufficient to calculate a coefficient alpha for the Training index. The Agency Implementation Capacity Index and Agency Sustainability Planning Index were helpful in understanding why agencies may have become inactive over time. Additional predictive analyses are currently underway.

This IDA-TP Facilitator’s Guide is intended to assist facilitators in planning for and carrying-out a successful assessment. It includes several resources that may be useful for assessment facilitation, including an example script to describe the IDA-TP to participants, a copy of the assessment annotated with facilitation notes, as well as a checklist of actions to take before, during, and after the assessment. Facilitators should review the guide and become familiar with all content prior to moving forward with administration of an assessment.



Delivery

Though it is possible to have a single facilitator, *it is strongly recommended, when possible*, to have one person facilitate and score the assessment and a second person take more detailed process and content notes that may be useful for recalling specific implementation activities, action plans, and/or areas of concern or confusion among respondents. It is important that whoever facilitates the assessment possess the following qualities:

- Proficiency with the IDA-TP instrument and specific indices
- Proficiency with implementation science
- Experience with Triple P implementation
- Strong facilitation and communication skills

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This guide contains a facilitator’s version of the IDA-TP that has been annotated with important notes to keep in mind throughout the assessment process, including common issues encountered and scoring nuances. It is strongly encouraged that the facilitator uses this guide during all assessments so that these essential points are not overlooked.

Who should attend?

The IDA-TP is designed for agency leadership and implementation teams involved in the implementation of Triple P, as well as other agency-level stakeholders. Agency leadership and implementation team members may already be formally identified within an agency or teams might be more informal in nature. For example, there may be many individuals within an agency who are purposefully supporting practitioners to deliver Triple P as intended, but these individuals may not formally refer to themselves as an “implementation team”. Regardless of formal team labels, IDA-TP respondents should include:

- agency leaders with decision-making power related to the implementation of Triple P in the agency;
- agency-level staff who manage the day-to-day implementation of chosen Triple P interventions within the agency; and
- if applicable, agency-level staff who:
 - help make decisions related to identifying or selecting agency practitioners to be trained in Triple P interventions
 - coordinate or facilitate access to Triple P trainings
 - coordinate or facilitate access to coaching supports for Triple P practitioners after Triple P accreditation
 - are involved in collecting or managing data relative to the implementation of Triple P within the agency

Some communities will have more or fewer staff that participate in the IDA-TP, and it is important for the facilitator to work with agency leadership prior to the assessment to determine who should attend.

Tip:

Pay attention to these important notes located in the side bar throughout the assessment.

Tip:

During this conversation, be sure to document potential attendees, and their roles within the organization.

Tip:

The first administration of the IDA-TP can take as long as **2½ hours** to complete. Once participants become familiar with IDA-TP items and administration, subsequent assessments usually take **1½ to 2 hours** to complete. Administration times can vary based on how quickly participants come to consensus on items they may disagree on and need to discuss. It is also recommended that there is at least one break built into the schedule to reduce participant fatigue.

Tip:

It is important emphasize that participants should review the IDA-TP individually, and not discuss items as a team until the day of the assessment.

Preparing for the Assessment:

Successful facilitation of the IDA-TP requires detailed planning. It is recommended that facilitators reach out to the agency Triple P coordinator at least **six weeks prior** to the targeted assessment date in order to—

1. Provide a brief orientation to the purpose and objectives of the IDA-TP.
2. Discuss agency-level leadership and staff who would be most relevant to participate in the assessment.
3. Coordinate a date, time, and location for the assessment that works with all attendees' schedules, as well as a plan for future communication and coordination leading up to the assessment date.

At least **two weeks prior** to the assessment date –

1. Send a copy of the IDA-TP to the agency point-of-contact, along with a letter or email introducing the items and assessment process. Ask that the IDA-TP be shared with and reviewed individually by all individuals who will be in attendance.

One week prior to the assessment date –

1. Send a reminder email to the agency Triple P coordinator, confirming logistics of the upcoming assessment, and address to any remaining questions or concerns they may have.
2. Pull together materials (see Materials Checklist, Appendix D)

Facilitator Instructions:

Read each question aloud and ask all participants to vote whether the item should be scored as “No or Not in Place” (0), “Sometimes or Partially in Place” (1), or “Yes or Fully in Place” (2). Use the first IDA-TP item as a trial to see if participants understand the administration and scoring process. Answer any additional questions or confusion that may persist, and then proceed more formally with the remaining items.

For each item, give participants a moment to jot down their individual vote, then ask the participants to hold up their vote using their fingers (i.e., 0 fingers, 1 finger, 2 fingers); a process known as *simultaneous public polling*. This voting process is intended to equalize all voices in the room on the initial vote and prevent participants from influencing each other’s initial vote. It’s often helpful to prompt simultaneous public polling by stating, “ready, set, vote.”



**No or Not in Place
(0)**

No activities or elements of this item are in place and/or have not yet been initiated.



**Sometimes or Partially
In Place
(1)**

Some activities or elements of this item are in place and/or initiated.



**Yes or Fully In Place
(2)**

All activities or elements of the item are adhered to and there is clear evidence to support this.

Record each participant’s vote. If voting is unanimous, circle the consensus decision and move on to the next question. If voting is not unanimous, facilitate a brief discussion to see if modified consensus can be reached.

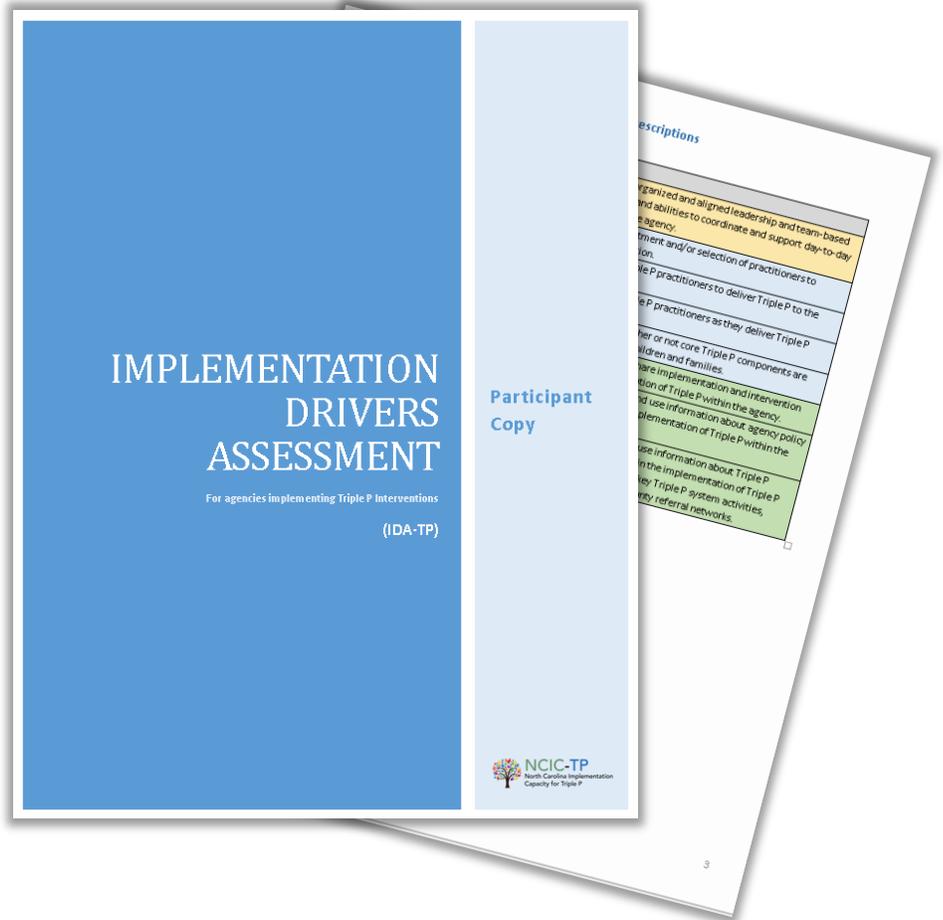
If modified consensus is not reached in a reasonable fashion or if there are strong concerns raised by any participant, facilitators might skip that question for the time being and return to it at a later time during the same administration. If, at that later time, modified consensus still cannot be reached in a reasonable fashion, the majority vote will prevail for assessment purposes.

Make sure to record individual votes **each time a poll is taken** publically and, then circle the final score once a consensus or final decision is made.

What is “Modified Consensus”?

“Modified consensus” is reached when all individuals in the group agree to move forward with a single group vote (0, 1, or 2), and can support that vote outside the context of the original group, even if individual members retain or initially had a dissenting vote. Facilitators might build modified consensus by exploring the different initial votes within the group, asking the group to vote again, and, if voting is still not unanimous, asking the minority vote members if they can agree to move forward with the majority vote.

Following each index in this guide, there are suggested transition statements to help orient the participants to the next index. Given the large amount of information covered in this assessment, it is important to take time to explain the purpose of each set of questions so that participants can more easily make the mental “shift” to a new topic. It may also be helpful to direct them to the list of indices included in their copy of the assessment to give them a sense of progress made.



Once you have reached the end of the assessment , take a few minutes to thank everyone for their participation, explain next steps for the data collected, and remind them how this information may be used to benefit the scale-up of Triple P in their community. A suggested conclusion statement is included after the last index (see page 32).

The following page contains a suggested introductory script which may be beneficial as you begin learn how to best orient your participants to the assessment. It is not recommended that you read directly from this script at the assessment, however, but try to make it more your own while still covering the key points.

Introduction to Participants:

Good morning/afternoon! Thank you for being here and taking the time to meet with us.

Today, we will be using the IDA-TP to understand and describe how your agency is supporting the delivery of your chosen Triple P interventions. We'll cover a number of supports and activities related not only to the implementation of Triple P, but to any innovative practice or program being implemented within an agency. Of course, this particular assessment version has been tailored for use with Triple P.

*It's important to know that there are **no right or wrong answers** – **all agencies tend to look somewhat different**. No agency will naturally have – or even need to have – all supports or practices fully in place to support effective implementation. The strengths of one area of implementation capacity may compensate for challenges in another area, and some agencies may emphasize some practices rather than others. We'd simply like to learn how your agency is organizing its Triple P implementation efforts.*

Do you have any questions or concerns about this?

I will read each item and give you a second to consider your individual responses. Once I have everyone's eyes back on me, I will say "ready... set...vote." At that time, if everyone will please hold up the number of fingers that correspond with your answer: "0," "1," or "2."



**No or Not in Place
(0)**

No activities or elements of this item are in place and/or have not yet been initiated.



**Sometimes or Partially
In Place**

Some activities or elements of this item are in place and/or initiated.



**Yes or Fully In Place
(2)**

All activities or elements of the item are adhered to and there is clear evidence to support this.

Tip:

In addition to letting the participants know the purpose of the assessment, it is also important to share how often the assessment will be given, what the data may be used for, and who the results may be shared with.

Tip:

There is a copy of this diagram, as well as instructions about modified consensus at the back of each participant's copy of the IDA-TP. It can be pulled out of the packet and used as a helpful reminder throughout the process.

If everyone voting is in agreement, then the we'll move on to the next item. If there are different scores within the group, then I'll ask you all to talk about it and try to come to some form of modified consensus, with all participants able to support a single group score, even if there remains some individual disagreements.

As we go along, please consider all Triple P interventions that your agency has adopted and is actively working to implement. Also, feel free to ask clarifying questions as we go along if any particular item is confusing or not clear.

OK, let's try out the first IDA-TP item to see how it goes or if I need to answer any additional questions, and then we'll get started more formally.

This first set of questions focuses on the extent to which your agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.

Implementation Drivers Assessment for Agencies Implementing Triple P Interventions (IDA-TP)

Agency: _____ Community: _____

Date: _____ Facilitator: _____

Note-Taker: _____

Participant Name	Role/Position Related to Agency Triple P Imple-
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Levels of Triple P Adopted

Tip:
You can either write down this information for the participants, or simply pass this sheet around the room for them to fill out.



Don't forget to document!



Don't forget to document!

For example:

- ability to redirect funding
- direct and reassign personnel
- adjust systems policy

Scoring Note:

If undocumented or incomplete, score as a "1".

Scoring Note:

Anything less than three team members should be scored as a "0". A team of three or more that is loosely identified should be scored as a "1".

Agency Implementation Capacity (AIC)			
Index Description: The agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.			
To what extent are the following structures or practices in place?	<i>No or Not In Place (0)</i>	<i>Sometimes or Partially In Place (1)</i>	<i>Yes or Fully In Place (2)</i>
Executive Leadership			
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) has executive leadership of Triple P implementation.			
<i>Please identify the individuals who have <u>executive leadership roles of Triple P implementation in the agency:</u></i>			
2. Among those with executive leadership, there are <u>individuals with authority</u> to create change to support the effective implementation of Triple P in the agency .			
3. At least monthly, executive leaders of Triple P implementation in the agency <u>communicate with individuals who manage and support day-to-day Triple P implementation activities</u> inside the agency.			
4. The agency has <u>documented a sustainability plan</u> for the involvement of executive leaders in the implementation of Triple P in the agency beyond the community service grant.			
Agency Implementation Team			
5. The agency has clearly identified an <u>Agency Implementation Team</u> , consisting of three or more individuals, that is responsible for coordinating and supporting the day-to-day implementation of Triple P.			

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency has clearly identified an <u>Agency Implementation Coordinator</u> (or two) who is responsible for leading an Agency Implementation Team and/or coordinating and supporting the day-to-day implementation of Triple P.			
<i>Please identify the Agency Implementation Team members and indicate the Agency Implementation Coordinator(s) with an “*”:</i>			
7. Each member of the Agency Implementation Team has <u>formally allocated time and effort</u> to support the effective implementation of Triple P (as written into project documents or job description).			
<i>What amount of job time (i.e., FTE) has been <u>formally allocated</u> for each Agency Implementation Team member and the Agency Implementation Coordinator?</i>			
8. Each member of the Agency Implementation Team has <u>sufficient time and effort</u> to support the effective implementation of Triple P in the agency.			
<i>What amount of job time (i.e., FTE) <u>would be ideal</u> for each Agency Implementation Team member and the Agency Implementation Coordinator, based on the work that needs to be done?</i>			
9. The Agency Implementation Team has a <u>document describing its organization</u> , including elements such as purpose, goals, roles and responsibilities, authority, communications, membership.			



Don't forget to document!

Tip:

“Triple P” does not have to be named in official documents, but at least something generic such as “programs.”



Don't forget to document!

Scoring Note:

If the agency only has 1 person coordinating/supporting the implementation of Triple P, this item must be scored “0”. If undocumented or incomplete, score as a “1”.

For example:

- Terms of Reference
- Charter
- Memorandum of Understanding

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
10. Among Agency Implementation Team members, there is <u>experience creating and managing organizational changes</u> to support the implementation of an innovation.			
11. Among Agency Implementation Team members, there is <u>proficiency</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge in varied contexts) <u>with Triple P and how it should be implemented and used in an agency.</u>			
12. Among Agency Implementation Team members, there is <u>proficiency</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge) <u>with the use of evidence-informed, active implementation strategies</u> .			
13. At least monthly, members of the entire Agency Implementation Team <u>meet in person</u> to discuss the ongoing implementation of Triple P.			
14. At least monthly, the Agency Implementation Team <u>provides updates and communicates successes/needs related to Triple P to those with executive leadership</u> of Triple P in the agency.			
15. At least monthly, the Agency Implementation Team <u>provides updates and communicates successes/needs related to Triple P to county Triple P implementation support staff.</u>			

For Example:

- implementation teams
- implementation infrastructure and best practices
- implementation phases or stages
- plan-do-study-act improvement strategies

Scoring Note:

If the agency only has 1 person coordinating/supporting the implementation of Triple P, this item must be scored "0".

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
16. The agency has <u>documented a sustainability plan</u> for the positions on the Agency Implementation Team (including the Agency Implementation Coordinator) beyond the county service			

Tip:
If undocumented or incomplete, score as a "1."

Suggested Transition:
We've just completed the Agency Implementation Capacity index, and now are moving on to the Recruitment & Selection index. If you recall, the Recruitment & Selection index focuses on the extent to which your agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.

Tip:

Before beginning this index, ask the participants if they are currently selecting practitioners to deliver Triple P. If they are not, ask them to respond to the questions as if they were actively recruiting and selecting practitioners.



Don't forget to document!

For Example:

- provided resources,
- valued
- access to agency decision-making processes

Scoring Note:

If undocumented or incomplete, score as a "1"

Recruitment & Selection (RS)			
Index Description: The agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.			
To what extent are the following structures or practices in place?	<i>No or Not In Place (0)</i>	<i>Sometimes or Partially In Place (1)</i>	<i>Yes or Fully In Place (2)</i>
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring the recruitment and selection of practitioners to deliver Triple P.			
<i>Please identify who (position/name) is responsible for ensuring the recruitment and selection of practitioners to deliver Triple P:</i>			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure Triple P practitioner recruitment and selection.			
3. <u>Individuals who are making Triple P practitioner selection decisions are proficient</u> (i.e., advanced knowledge and the ability to reasonably apply that knowledge during selection decisions) in the key principles, skills, and abilities required to effectively deliver Triple P.			
4. <u>There are job, position, or role descriptions</u> for potential Triple P practitioners that provide clear expectations about their Triple P activities, responsibilities, and accountability.			
5. The agency uses <u>Triple P practitioner selection criteria</u> that are aligned with Triple P philosophy, values, and principles.			

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency <u>systematically recruits or selects practitioners to be trained in Triple P</u> in order to maintain the desired number of agency Triple P practitioners . Specifically, the agency creates and/or fills new Triple P training opportunities and addresses turnover responsively.			
7. Agency Triple P practitioner selection processes include <u>observational assessments of key abilities related to delivering Triple P</u> .			
8. Agency Triple P practitioner selection processes include <u>observational assessments of willingness and key abilities related to practitioner professional development</u> .			
9. Information about newly selected Triple P practitioners' strengths and needs is <u>used to inform their training and coaching supports</u> .			
10. Appropriate <u>data are used to evaluate the effectiveness</u> of Triple P recruitment and selection practices.			

Tip:
Observation may occur through interactive interviews or observation of family services delivery.

- For Example:*
- abilities to communicate positive parenting content
 - demonstrate parenting skills
 - engage in role plays, model self-regulatory processes

Tip:
Observation may occur through interactive interviews or observation of prior professional development activities.

- For Example:*
- abilities to modify practice behaviors
 - accept coaching feedback
 - engage in conceptual thinking

- For Example:*
- turnover data
 - data from exit interviews
 - training data
 - coaching data
 - fidelity data

Suggested Transition:
We've just completed the Recruitment & Selection index, and now are moving on to the Training index. If you recall, the Training index focuses on the extent to which your agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.



Don't forget to document!

For Example:

- provided resources
- valued
- access to agency decision-making processes

Scoring Note:

This covers five Drivers Best Practices: integration of evidence- and skill-based approaches to adult learning; certified trainers; trainers receive ongoing coaching using data on their training practices; assessment of the intended delivery of Triple P training courses; uses pre- and post-training data to evaluate practitioner competence and confidence. For scale and index scores, raw scores should be multiplied by 5 (0, 5, 10).

Suggested Transition:

We've just completed the Training index, and now are moving on to the Coaching index, which focuses on the extent to which your agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.

Training (T)			
Index Description: The agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.			
To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that practitioners receive training in Triple P.			
<i>Please identify who (position/name) is responsible for ensuring that practitioners receive training in Triple P:</i>			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure training .			
3. The agency ensures that <u>practitioners recruited or selected to deliver Triple P receive Triple P training.</u>			
4. All agency Triple P practitioners are <u>trained in Triple P before delivering Triple P interventions to children and families.</u>			
5. All agency Triple P practitioners are trained by <u>Triple P America.</u>		(5)	(10)
6. The agency has a process for supporting practitioners' full participation in Triple P training, from the initial training days through accreditation, <u>including practice providing Triple P to children and families during this period.</u>			
7. Information about newly accredited practitioners' strengths and needs is <u>used to inform their ongoing coaching supports.</u>			

Coaching (C)

Index Description: The agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P practitioners receive coaching on their delivery of Triple P following accreditation.			
<p><i>Please identify who (position/name) is responsible for ensuring that Triple P practitioners receive coaching on their delivery of Triple P following accreditation:</i></p>			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure coaching.			
3. The agency has developed or adopted a <u>written plan that details coaching expectations</u> for their Triple P practitioners following accreditation (e.g., where, when, with whom, why).			
4. <u>Coaches' adherence</u> to the agency's written coaching plan is <u>regularly reviewed</u> .			
5. Agency <u>Triple P practitioners systematically participate in Triple P coaching</u> following accreditation.			
6. Triple P practitioners have regular access to coaches who are <u>fluent</u> in the key principles, components, skills, and abilities required to effectively deliver Triple P.			

Tip:

Before beginning this index, ask the participants what coaching forums or activities are currently being used to support practitioners' ongoing coaching following their completion of Triple P training.

For Example:

- in-house peer support
- coalition-level peer support



Don't forget to document!

For Example:

- provided resources
- valued
- access to agency decision-making processes

Scoring Note:

Undocumented or incomplete plans should be scored as a "1".

Scoring Note:

To receive a "2", C #3 must be scored "2."

Tip:

"Fluency" can be obtained from a certified Triple P Trainer/Consultant or may be developed over an extended period of delivering Triple P across diverse families/ contexts with support from a certified Triple P Trainer/ Consultant.

Tip:

It may be helpful to go through the data sources listed with the participants and have them clarify which ones they use. Only one source of information should be scored a “1”.

For Example:

- observational data
- case or records review
- Triple P session checklists
- practitioner self-report
- parent outcome measures
- interviews with others who may know about the practitioner’s Triple P delivery, such as parents or colleagues

Scoring Note:

Only one source of information should be scored a “1”.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
7. Coaches make use of <u>observational data</u> (in person, audio, or video) as a primary source of information to support Triple P practitioner coaching after their accreditation.			
8. Coaches use <u>multiple sources of information to give feedback to Triple P practitioners at the agency.</u>			
9. The agency <u>uses data to evaluate</u> whether or not practitioners’ abilities to deliver Triple P improve as a result of Triple P coaching.			
10. <u>Coaches are provided feedback on their coaching from multiple sources of information,</u> such as practitioner satisfaction surveys, observational assessment of coaching, coach self-report, and practitioner fidelity data.			

Suggested Transition:

We’ve just completed the Coaching index, and now are moving on to the Fidelity Assessment index. If you recall, the Fidelity Assessment index focuses on your agency’s effort to assess whether or not core Triple P components are delivered as intended by Triple P practitioners to children and families. So we’re talking about fidelity assessment rather than fidelity scores.

For example, you can have high fidelity of Triple P delivery, but no assessment of that fidelity. In that case, you wouldn’t know whether you were achieving fidelity or not! Conversely, you can do a great job assessing fidelity, but find out that you actually have really low fidelity scores. For these next questions, we’re only talking about the assessment process—not whether your practitioners are actually delivering with fidelity.

Fidelity Assessment (FID)

Index Description: The agency uses best practices for assessing whether or not core Triple P components are delivered as intended by Triple P practitioners to children and families.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P fidelity assessments are completed and reported.			
<i>Please identify who (position/name) is responsible for ensuring that Triple P fidelity assessments are completed and reported:</i>			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure fidelity assessments .			
3. The agency has <u>practical and efficient</u> Triple P fidelity assessment procedures (i.e., not burdensome).			
4. Triple P practitioners in the agency have been <u>oriented</u> to Triple P fidelity assessment protocols and procedures.			
5. Triple P fidelity assessment procedures are <u>systematically completed</u> for each Triple P practitioner.			
6. Fidelity assessments include <u>observational assessment of practitioners' skills and abilities</u> to competently deliver Triple P.			

Tip:

It is helpful to ask participants, what, if any fidelity assessments are being used by community practitioners to monitor and report Triple P fidelity. This helps set up a more grounded discussion of the items in that section. If no fidelity assessments are being used, it may end up being a simpler section to answer with a number of "0's".

In any case, always administer all items to participants to ensure transparent assessment processes and enable participant learning.



Don't forget to document!

Tip:

If the participants note the Triple P Session Checklists as an assessment of fidelity, it may be necessary to clarify whether or not they are being used simply as a "job aid", rather than an assessment of fidelity for practitioners.

For Example:

- provided resources
- valued
- access to agency decision-making processes

Scoring Note:

Only one source of information should be scored a "0".

For Example:

- quality assessments – third-party observational assessments
- adherence measures – Triple P Session Checklists
- dosage – number of sessions completed
- caregiver engagement – caregiver completion of session activities and homework as intended

To what extent are the following structures or practices in place?	<i>No or Not In Place (0)</i>	<i>Sometimes or Partially In Place (1)</i>	<i>Yes or Fully In Place (2)</i>
7. Fidelity assessment procedures make use of <u>multiple sources of information</u> about practitioners' delivery of Triple P.			
8. The agency <u>recognizes Triple P practitioners specifically for participating</u> in Triple P fidelity assessment procedures.			

Suggested Transition:

We've just completed the Fidelity Assessment index, and now are moving on to the Decision-Support Data System index. If you recall, the Decision-Support Data System index focuses on the extent to which your agency uses best practices to gather, use, and share implementation and intervention data for decision-making to improve the implementation of Triple P within the agency.

Decision-Support Data System (DSDS)

Index Description: The agency uses best practices to gather, use, and share implementation and intervention data for decision-making to improve the implementation of Triple P within the agency.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has clearly identified <u>who</u> (regardless if an individual or group) is responsible for ensuring that Triple P data are collected, analyzed, and reported.			
<i>Please identify who (position/name) is responsible for ensuring that Triple P data are collected, analyzed, and reported:</i>			
2. The individual or group identified in #1 is <u>continually well supported</u> by executive leadership and the agency implementation team to ensure Triple P data are collected, analyzed, and reported.			
3. The agency has <u>practical and efficient</u> Triple P data collection procedures. Specifically, procedures that are built into practice routines, and are not burdensome.			
4. The agency systematically collects data about the <u>recruitment and selection</u> of Triple P practitioners. Specifically, the number of Triple P practitioners selected, selection outcomes, and quality of recruitment and selection processes.			
5. The agency systematically collects data about the <u>training</u> of Triple P practitioners. Specifically, the number of Triple P practitioners trained, training outcomes, and quality of training processes.			



Don't forget to document!

For Example:

- provided resources
- valued
- access to agency decision-making processes

Tip:

It is okay if an agency “out-sources” their data to another organization, such as the coalition backbone organization.

Scoring Note:

Data related to all three of the described indicators (output, outcome, and quality indicators) must be collected in order to receive a “2.”

The collection of data related to only one or two of the described indicators would typically receive a score of “1.”

No collection of data related to the three described indicators would typically receive a score of “0.”

Scoring Note:

Data related to all three of the described indicators (output, outcome, and quality indicators) must be collected in order to receive a “2.”

The collection of data related to only one or two of the described indicators would typically receive a score of “1.”

No collection of data related to the three described indicators would typically receive a score of “0.”

Scoring Note:

Data related to both of the described indicators must be collected in order to receive a “2.”

The collection of data related to only one of the described indicators would typically receive a score of “1.”

No collection of data related to the two described indicators would typically receive a score of “0.”

For Example:

- changes in parenting competence and confidence
- changes in parent-child interactions
- changes in child disruptive behavior

To what extent are the following structures or practices in place?	<i>No or Not In Place (0)</i>	<i>Sometimes or Partially In Place (1)</i>	<i>Yes or Fully In Place (2)</i>
6. The agency systematically collects data about the <u>coaching</u> of Triple P practitioners . Specifically, the number of coaching sessions attended, coaching outcomes, and quality of coaching processes.			
7. The agency systematically collects data about Triple P practitioners’ <u>fidelity</u> to the intended delivery of Triple P core components. Specifically, the number of fidelity assessments completed, fidelity outcomes, and quality of fidelity assessments.			
8. The agency systematically collects data about Triple P <u>service provision</u> . Specifically, the number of families served and caregiver satisfaction with Triple P interventions.			
9. The agency systematically collects data about short-term <u>child and/or family outcomes</u> related to Triple P.			
10. At least quarterly, agency-specific Triple P data reports are <u>widely shared within the agency</u> .			
11. At least quarterly, <u>executive leaders in the agency provide feedback to Agency Implementation Team members</u> on agency-specific Triple P data reports.			
12. Triple P data <u>are used for decision-making</u> to improve Triple P delivery and implementation practices within the agency.			
13. At least quarterly, Triple P data are <u>shared with County Triple P implementation support staff</u> .			
14. At least quarterly, agency-specific Triple P data reports are <u>shared with community stakeholders and appropriate partners outside the agency</u> .			

Suggested Transition:

*We've just completed the Decision-Support Data System index. These next two sections are really flip sides of the same coin—the first is about **internal** policies and practices of your agency that may facilitate or be a barrier to the delivery of Triple P, such as service agency hours or alignment of Triple P with other programs and practices.*

*The second section is all about **external** or larger system needs and facilitators, ones that may be outside your direct control, such as caregiver transportation or third-party reimbursement systems for Triple P.*

*So first is Facilitative Administration, or the **internal** policies/practices that may hinder or help practitioners' delivery of Triple P ...*

Facilitative Administration (FAC)

Index Description: The agency uses best practices to solicit, document, and use information about agency policy and practice facilitators and barriers to improve the implementation of Triple P within the agency.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. Executive leaders in the agency have <u>integrated</u> the implementation of Triple P into the agency's strategic plans.			
2. Internal <u>agency policies and practices reflect</u> evidence-informed, active approaches to implementing <u>Triple P</u> .			
3. The Agency Implementation Team <u>employs usability testing strategies</u> (i.e., short plan-do-study-act cycles with small groups) to test and adjust the implementation of Triple P within the agency.			
4. The agency <u>systematically solicits information from staff</u> about how well its internal policies and practices support implementation of Triple P.			
5. The agency <u>systematically solicits information from the children, families, and/or communities it serves</u> about how well its policies and practices support parent access to and/or participation in Triple P			
6. <u>Common themes</u> in the information gathered from staff, clients, and/or community stakeholders <u>are documented</u> .			
7. At least quarterly, the Agency Implementation Team <u>communicates to the executive leaders in the agency</u> common themes in the information gathered.			

For Example:

- practitioner recruitment and selection, training, coaching, and fidelity assessment
- decision-support data systems
- linked leadership and implementation teams

For Example:

- adequate time or resources to deliver Triple P
- adequate time or resources to participate in Triple P implementation support activities such as coaching and data completion
- alignment of Triple P with other agency activities

For Example:

- Triple P service hours or practitioner availability
- bilingual Triple P practitioners
- provision of childcare during Triple P sessions

Tip:

Triple P's Caregiver Satisfaction Questionnaire does not suffice for this function; the CSQ is more intervention and child and family outcome related, not implementation related.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
8. At least quarterly, <u>executive leaders in the agency provide feedback to the Agency Implementation Team</u> on common themes in the information gathered.			
9. At least quarterly, common themes in the information gathered are <u>shared with Community Triple P implementation support staff</u> .			
10. Common themes in the information gathered are <u>used to strengthen internal agency policies and practices</u> to support the implementation of Triple P.			

Suggested Transition:

We've just completed the Facilitative Administration index, and now are moving on to the Systems Intervention index. If you recall, the Systems Intervention index focuses on the extent to which your agency uses best practices to solicit, document, and use information about Triple P successes and larger systems needs to improve and sustain the implementation of Triple P within the agency. Additionally, the agency participates in key Triple P system activities, including the Triple P Stay Positive media campaign and community referral networks.

Systems Intervention (SI)

Index Description: The agency uses best practices to solicit, document, and use information about Triple P successes and larger systems needs to improve and sustain the implementation of Triple P within the agency. Additionally, the agency participates in key Triple P system activities, including the Triple P Stay Positive media campaign and community referral networks.

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
1. The agency has <u>integrated</u> their implementation of Triple P <u>within larger community initiatives (e.g., the Community Triple P Coalition) or strategic plans.</u>			
2. The agency <u>systematically solicits information from staff</u> about larger service system needs related to Triple P that may be outside of the agency's immediate influence or direct control.			
3. The agency <u>systematically solicits information from the children, families, and/or communities it serves</u> about larger service system needs related to parent access to and participation in Triple P.			
4. The agency <u>systematically solicits information</u> from staff, clients, and community stakeholders <u>about Triple P successes</u> in the agency.			
5. As they are identified, the agency <u>documents</u> larger service system needs and Triple P successes.			
6. At least quarterly, larger service system needs and/or Triple P successes are <u>communicated to executive leaders in the agency.</u>			
7. At least quarterly, <u>executive leaders in the agency provide feedback to Agency Implementation Team members</u> on larger service systems needs and/or Triple P successes.			

For Example:

- community awareness of Triple P
- gaps in resources
- referral networks

For Example:

- travel to Triple P sessions
- preferences for Triple P formats and materials
- Triple P insurance coverage

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
8. At least quarterly, larger service system needs and/or Triple P successes are <u>shared with Community Triple P implementation support staff.</u>			
9. The agency <u>works with appropriate partners</u> at various systems levels <u>to address larger service system needs</u> related to Triple P.			
10. At least quarterly, the agency's <u>Triple P successes are shared with appropriate stakeholders, partners, champions, and opinion leaders outside the agency.</u>			
11. Sufficient Triple P <u>service materials and resources</u> are provided for Triple P practitioners in the agency.			
12. The agency is involved in or uses <u>multiple Triple P STAY POSITIVE media strategies.</u>			
13. <u>Referral channels</u> have been established with other community agencies that are implementing Triple P interventions.			
14. The agency has <u>documented a sustainability plan for the necessary financial and programmatic resources</u> needed to support the ongoing implementation of Triple P beyond the community service grant.			

For Example:

- the Community Triple P Coalition
- state funders or policymakers
- Triple P America

For Example:

- tip sheets
- parent workbooks
- DVDs

Scoring Note:

Only one strategy should be scored a “1”.

For Example:

- awareness materials – brochures/flyers/posters
- TIPPAPERS
- practitioners are registered on Stay Positive website

Scoring Note:

Undocumented or incomplete plans should be scored as a “1”.

Suggested Conclusion:

That was the last section! Congratulations, and thank you for your cooperation and input to complete this process. We will calculate and summarize scores, and send them back to you. Please know that the goal from this assessment is not to work toward achieving “In Place” for each and every driver. No agency does all of these completely and at the same time, so expect variations and shifts. This information can be used by your agency to identify priorities and action plan to strengthen your capacities to implement and scale-up Triple P. Further discussion with staff, leadership, and community partners can help to clarify issues, identify priorities, and define next right steps for addressing them.

Related Resources

- Aldridge, W. A., II, Naoom, S. F., Boothroyd, R. I., & Prinz, R. J. (2014, June). *Implementation drivers group interview protocol: Assessing service agency infrastructure for implementation of Triple P interventions (ID-GIP-TP)*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.
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- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).
- Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., and Redmond, P. (2015). *Active Implementation Frameworks for Successful Service Delivery: Catawba County Child Wellbeing Project*. *Research on Social Work Practice*, 25, 415-422. doi:10.1177/1049731514543667
- Ogden, T., Bjørnebekk, G., Kjøbli, J., Patras, J., Christiansen, T., Taraldsen, K., et al. (2012). *Measurement of implementation components ten years after a nationwide introduction of empirically supported programs – a pilot study*. *Implementation Science*, 7, 49.
- Van Dyke, M., Blase, K., Sims, B., & Fixsen, D. (2013) *Implementation drivers: Team review and planning*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Appendix A.
IDA-TP Index
Descriptions

IDA-TP Index Descriptions	
Index	Definition
Agency Implementation Capacity (AIC)	The agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.
Recruitment & Selection (RS)	The agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.
Training (T)	The agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.
Coaching (C)	The agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.
Fidelity Assessment (FID)	The agency uses best practices for assessing whether or not core Triple P components are delivered as intended by Triple P practitioners to children and families.
Decision-Support Data System (DSDS)	The agency uses best practices to gather, use, and share implementation and intervention data for decision-making to improve the implementation of Triple P within the agency.
Facilitative Administration (FAC)	The agency uses best practices to solicit, document, and use information about agency policy and practice facilitators and barriers to improve the implementation of Triple P within the agency.
Systems Intervention (SI)	The agency uses best practices to solicit, document, and use information about Triple P successes and larger systems needs to improve and sustain the implementation of Triple P within the agency. Additionally, the agency participates in key Triple P system activities, including the Triple P Stay Positive media campaign and community referral networks.
Agency Implementation Drivers Index (AIDI)	This <i>summary index</i> provides aggregate information about all items in the RS, T, C, FID, DSDS, FAC, and SI indices. It represents the aggregate of agency implementation infrastructure and best practices to support the delivery of Triple P as intended.
Agency Sustainability Planning Index (ASPI)	This <i>summary index</i> provides aggregate information about AIC4, AIC16, and SI14. It represents the aggregate of agency sustainability planning related to the implementation of Triple P.

Appendix B.
How to Score
the IDA-TP

The IDA-TP generates two types of scores:

Individual Index Scores are the percentage of possible points accumulated across all items within the following individual indices: AIC, RS, T, C, FID, DSDS, FAC, SI.

Summary Index Scores are the percentage of possible points accumulated across all items in a defined combination of individual indices.

The table below is used to build index scores when the IDA-TP is completed by hand instead of online.

Individual Indices

Summary Indices

Index	# of Items (89 total items)	Actual Points / Points Possible	Percentage of Points Possible:
AIC	16	___ / 32	___ %
RS	10	___ / 20	___ %
T	7*	___ / 22	___ %
C	10	___ / 20	___ %
FID	8	___ / 16	___ %
DSDS	14	___ / 28	___ %
FAC	10	___ / 20	___ %
SI	14	___ / 28	___ %
Agency Implementation Drivers Index (AID Index)	73 (RS, T, C, FID, DSDS, FAC, SI)	___ / 154	___ %
Agency Sustainability Planning Index (ASP Index)	3 (AIC4, AIC16, SI14)	___ / 6	___ %

* For calculation of index and total scale scores, the raw score for T5 should be multiplied by a factor of 5 (0, 5, 10).

Materials Checklist

Materials to Prep	Complete?
Printed copies of the IDA-TP: – enough for the facilitator, note-taker, and each expected participant.	
List of expected participants, and their role within the community.	

Preparation Checklist

6 Weeks Prior to Assessment	Complete?
Reach out to the agency Triple P coordinator to provide brief introduction to the IDA-TP	
Determine and document which leadership & staff should participate	
Coordinate a date/time/location for the assessment	
Create a plan for future coordination and communication leading up to the assessment	
2 Weeks Prior to Assessment	Complete?
Email participant version of IDA-TP to point-of-contact with a letter or email explaining items and assessment process. Ask that all participants individually review the items prior to the assessment date.	
1 Week Prior to Assessment	Complete?
Send a reminder email to the agency Triple P coordinator, confirming logistics of the upcoming assessment, and to address any remaining questions or concerns they may have.	
Pull together materials (see Materials Checklist above)	
During Assessment	Complete?
Record the names and roles of all participants present	
Hand out a copy of the IDA-TP to each participant	
Provide an overview of the voting process, as well as how to reach modified consensus if there are discrepancies	
After Assessment	Complete?
Thank the participants for their time	
Unless participants are interested in keeping them, collect the IDA-TP copies	
Calculate the assessment scores using the scoring protocol	
Follow-through with any data or report sharing previously agreed upon with participants or other stakeholders.	

Appendix D. General Tips

The following are common scenarios that you may encounter during an assessment.

1.

When communities report that there is a general implementation structure or practice in place, but it has not yet been adapted or repurposed for Triple P implementation, no credit should be given (i.e., “0” or “not in place”). For example, there may be a data system present within the agency, but it hasn’t been adapted to support Triple P intervention data. *The IDA-TP specifically assesses the presence of implementation supports for chosen Triple P interventions – not other interventions or agency general operations.*

2.

If an agency is exploring the development of an implementation structure or practice to support their Triple P interventions, but no elements are yet formal or in place, it should still be scored as a “0” or “not in place.” You may remind them that we’ll be revisiting these items at later assessment points and there will be an opportunity for different scores.

3.

If an agency brings up a prior or historical Triple P implementation support structure or practice that has changed or no longer exists, the item should be scored according to the degree that the structure/practice currently exists. This may mean that items that were once “fully in place” may now be “partially in place” or “not in place.”

4.

When an agency has an implementation support structure or practice in place, but has not yet had the opportunity to use the structure or engage in the practice, then they don’t yet have “evidence” that the structure or practice is fully operational. For example, an agency may have a documented plan or agreed-upon process for reporting and using data for decision-making, but they have not yet had an opportunity to report or use data for decision making. This situation is generally scored as a “1” or “partially in place” to give some credit for practice installation without yet having the structure or practice fully operational.

Fluency – top end of competency development, with advanced knowledge and the ability to *flexibly* and *broadly* apply that knowledge across varied professional contexts. Reflects mastery and abilities to use competencies to generate insightful ideas and strategies in novel situations.

Proficiency – conversational end of competency development, advanced knowledge and the ability to *reasonably* apply that knowledge in varied professional contexts.

Limited Proficiency – midpoint of competency development, working knowledge and the ability to navigate limited professional requirements.

Elementary – developmental end of competency development, elementary knowledge and the ability only to navigate basic professional requirements (single concepts in isolation, etc).

Appendix E. Competency Guidelines