



ICTP
Implementation
Capacity for Triple P

NC Triple P System Overview

ICTP Implementation Support Practice Action Guide Series
Action Guide 1 Resource



THE
IMPACT CENTER at
UNC FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

ACTION GUIDE 1 RESOURCE

Support Systems in Action: Alignment of Support Among Triple P America and Intermediary Organizations

One of the NC Triple P Support System's core functions is to provide tailored implementation support to statewide partners [1, 2]. As described originally by Wandersman and colleagues [3] in their interactive systems framework and later adapted by Ramaswamy and Upshaw [4], support systems play essential roles in building capacity for science-to-practice initiatives and state-to-local practice initiatives, including methods for feeding practice-based evidence back into research and state-level decision making (i.e., bidirectional translation; see Figure 1).

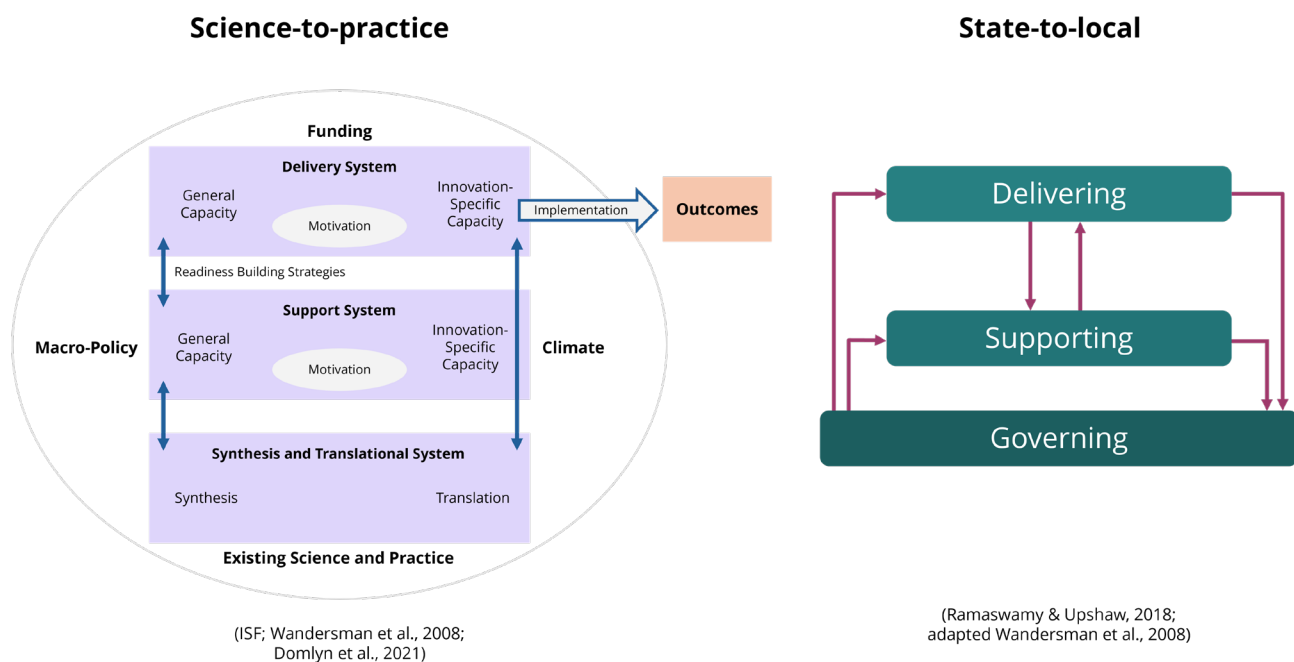


Figure 1 The Role of Support Systems in Science-to-Practice and State-to-Local Translational Activities. Note on reference numbers: Wandersman et al., 2008 [3]; Domlyn et al., 2021 [5]; Ramaswamy & Upshaw, 2018 [4].

Evident in Wandersman and colleagues' [3] interactive systems framework is the concept that both general capacities and innovation-specific capacities (e.g., those related to specific programs or practices) are required for implementation and scale-up. Wandersman and colleagues [6] described general capacities, which we refer to as general organizational capacities, as the basic building blocks needed for an organization to function well (e.g., organizational structure, staffing, and leadership).

We separate Wandersman and colleagues' innovation-specific capacities into two parts: general implementation capacities and innovation-specific implementation capacities. We define general implementation capacities as the organizational/system resources and abilities required to effectively and sustainably implement and/or scale-up any innovative program or practice. These are broadly characterized in the "capacity" column in the ICTP integrated theory of change, **described in detail in a separate action guide.**

We define innovation-specific implementation capacities as the resources and abilities required to implement and/or scale-up a specific program or practice effectively and sustainably. For example, to implement and scale-up Triple P, organizational leaders and teams need knowledge and skills related to the Triple P system of interventions and the chosen Triple P variants they may be implementing. They need to recruit or select practitioners capable of effectively delivering Triple P and coaches with advanced Triple P experience. They need to access and utilize Triple P-specific measures for assessing program effectiveness. Additionally, they must acquire resources such as Triple P training materials, Stay Positive materials, and Peer-Assisted Supervision and Support (PASS) materials.

Figure 2 presents an integrated model of Triple P implementation, showing how general implementation stages (i.e., exploration, installation, initial implementation, and full implementation) and capacities align with the program-specific phases of the Triple P Implementation Framework [TPIF; 7]. Intermediary organizations and TPA may work in concert to support the blend of general implementation processes and Triple P-specific implementation processes.

For example, during the exploration stage [8, 9], lead implementing agencies (LIAs) and their partners benefit from assessing community well-being needs and community provider organizations' readiness to implement practice or program changes. These general implementation processes may be supported by intermediary organizations if needed.

Once needs and readiness for implementation are clarified, LIAs may initiate contact with TPA to assess the fit of Triple P with identified community needs and local readiness (i.e., the engagement phase). If a decision is made to move forward, the organizations develop written agreements for training and other support from TPA (i.e., the commitment and contracting phase). They then progress to the implementation planning phase, during which **an intermediary organization may remain engaged to support planning.**

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For more information about the ICTP Integrated Theory of Change, download Action Guide 3.

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For more information, download Action Guide 3 and refer to the Local Implementation and Scale-Up section.

Additional examples of an integrated approach to supporting general and Triple P-specific implementation activities are provided in Table 1.

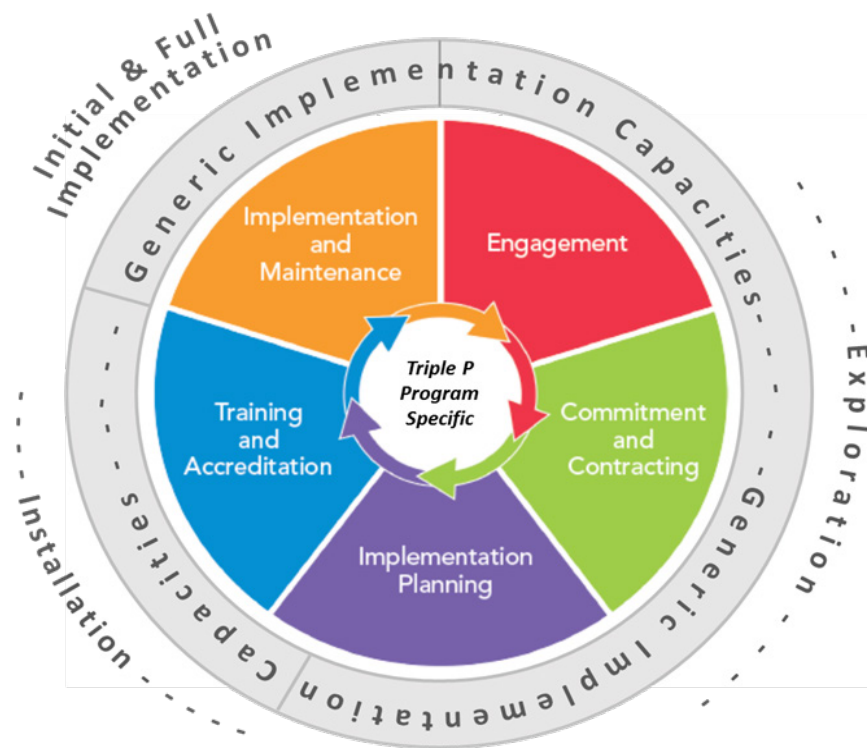


Figure 2 Aligning Triple P-Specific Implementation Stages and More General Implementation Stages and Capacities

With attention to both general and Triple P-specific implementation capacities, providers of implementation support take a building-block approach across stages of implementation to strengthen individual and organizational abilities to effectively deliver Triple P. However, we encourage readers to keep in mind that, **though stages are helpful for conceptualizing the implementation process, implementation and scale-up are widely recognized as dynamic, nonlinear processes involving multiple decisions, not discrete phases that occur over a specific period of time.**

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 For more information about practice principals, download Action Guide 5: Foundations of the ICTP Implementation Support Practice Model.

TPA and intermediary organizations need to be proficient at handling the complex entanglement of natural implementation processes. Additionally, when multiple Support System actors are involved, it becomes especially important to clarify roles in order to prevent duplication of or gaps in services and confusion among broader system partners.

Table 1 Examples of Generic and Triple P-Specific Implementation Activities and Supports by Stages

	IMPLEMENTATION STAGES and EXAMPLE ACTIVITIES			
	Exploration	Installation	Initial Implementation	Full Implementation
General Implementation Activities	<ul style="list-style-type: none"> Assessing community well-being needs Assessing system readiness to implement change Assessing current system implementation capacity, and planning to strengthen gaps and manage challenges Setting up leadership and implementation teams 	<ul style="list-style-type: none"> Professional development to use and support effective implementation practices Community coalition development of implementation infrastructure (e.g., practitioner selection, training, coaching systems; local quality and outcome monitoring systems; linking communication protocols) 	<ul style="list-style-type: none"> Identifying and addressing adaptive implementation challenges Strengthening coalition and multilevel systems environments Using process and outcome data to improve overall implementation capacity and performance 	<ul style="list-style-type: none"> Institutionalizing overall implementation capacity and performance Local regulation of ongoing implementation and program optimization Consideration of how to align or add additional evidence-based programs and practices to meet community goals
Triple P-Specific Implementation Activities	<ul style="list-style-type: none"> Clarifying potential fit for Triple P (e.g., target population, workforce) Clarifying capacities needed for chosen Triple P levels, formats, and goals 	<ul style="list-style-type: none"> Receiving high-quality Triple P training Meeting Triple P accreditation standards Establishing Triple P peer support networks (PASS Model that builds collective regulation) 	<ul style="list-style-type: none"> Facilitating access and engagement for Triple P family services Delivering Triple P programs to families Evaluating Triple P delivery and refining practices Using data to improve organizational support for implementing Triple P 	<ul style="list-style-type: none"> Building linkages across Triple P system levels and service provider organizations Sustaining service delivery and support processes Examining and enhancing population-wide impact

Note. PASS = Peer-Assisted Supervision and Support.

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