



ICTP
Implementation
Capacity for Triple P

Digging Deeper into the Implementation Support Practice Model at the Regional Level

ICTP Implementation Support Practice Action Guide Series
Action Guide 7



THE
IMPACT CENTER at
UNC FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

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Table of Contents

Overview	5
Foundational CPCs.....	7
Building Collaborative Relationships (CPC 1)	8
Reinforcing Leaders' & Teams' Self-Regulation of Effective Implementation Processes (CPC 2).....	11
Co-designed Support Planning & Processes	21
Assessing Implementation Capacity, Implementation Performance, & Progress Toward Intended Outcomes (CPC 3)	22
CPC 3 Essential Practice Activities	23
CPC 3 Practice Enhancers	23
Collecting Data & Information From Multiple Respondents	24
Disaggregation of Data	25
Using Mixed-Methods Data to Support Case Conceptualization	26
Available Measures & Assessment Instruments Tailored to the ICTP Projects	28
Facilitating Collaborative Agreements About Implementation Performance Goals on Which to Focus Support (CPC 4).....	28
CPC 4 Essential Practice Activities	29
CPC 4 Practice Enhancer	32
Approaches & Resources Related to CPC 4.....	32
Integrating Other Practice Activities While Co-designing Support Plans & Processes.....	32
Approaches to Individual & Team Behavior Change.....	33
Providing Learning to Support Leaders' & Teams' Acquisition of New Knowledge & Skills (CPC 5).....	35

Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Individuals & Teams	40
Habituation.....	41
Ensuring Success & Safety During Experiential Learning Activities.....	42
Providing Supportive Behavioral Coaching to Leaders & Teams (CPC 8)	43
Moderators of Adult Learning Effectiveness	47
ICTP Learning & Application Resources	48
Blended Learning Within ICTP Implementation Support	49
“Flipping the Classroom” Within ICTP Implementation Support.....	50
Barriers & Challenges to Individual/Team Behavior Change	51
Approaches to Organizational/System Learning & Improvement.....	53
Facilitating Leaders’ & Teams’ Development of Organizational/System Implementation Capacities (CPC 6)	55
Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Organizations & Systems	63
Developing & Refining Organizational/System Structures, Resources, Policies, or Practices	64
Operating & Managing Organizational/System Structures, Resources, Policies, or Practices.....	64
Facilitating Organizational and System Learning & Adaptive Problem Solving (CPC 9)..	66
Interplay of Individual/Team Behavior Change, Organizational/System Performance Improvement, & Co-design.....	67
Transitioning Out of Intensive Implementation Support (CPC 10)	69
Key Takeaways	73
Reference List.....	76
Links for Print Users	79

Overview

The Implementation Capacity for Triple P (ICTP) Implementation Support Practice Action Guide Series is intended to serve as a comprehensive guide and reference document for current and future Triple P Support System partners in North Carolina and South Carolina. It also serves as a model that can be generalized or adapted by funders, policymakers, and other implementation support providers to support the scale-up of similar programs and practices.

The ICTP Implementation Support Practice Action Guide Series contains three sections:

1. Effective Implementation Systems: Partners and Capacities
2. ICTP Implementation Support Practice Model
3. ICTP Project Infrastructure for Ongoing Learning and Improvement

Effective Implementation Systems: Partners and Capacities consists of:

- Action Guide 1: NC Triple P System Overview
 - Action Guide 1 Resource: Support Systems in Action: Alignment of Support Among Triple P America and Intermediary Organizations
- Action Guide 2: NC Triple P Implementation Evaluation
- Action Guide 3: ICTP Integrated Theory of Change

ICTP Implementation Support Practice Model consists of:

- Action Guide 4: ICTP Practice Model: Background & Development
- Action Guide 5: ICTP Practice Model: Foundations
- Action Guide 6: ICTP Regional Implementation Support
- Action Guide 7: Digging Deeper into the Practice Model at the Regional Level
 - Action Guide 7 Resource: Cross-Walking Implementation Practice Activities and Improvement Science Methods
 - Action Guide 7 Resource: Cross-Walking Adult Learning Best Practices with Implementation Support Practice Activities Related to Individual and Team Behavior Change
- Action Guide 8: ICTP Design & Consultation Support
- Action Guide 9: ICTP Media & Networking Activities

ICTP Project Infrastructure for Ongoing Learning and Improvement consists of:

- Action Guide 10: ICTP Project Infrastructure for Ongoing Learning and Improvement

A Glossary is available that can help navigate key terms in each Action Guide.

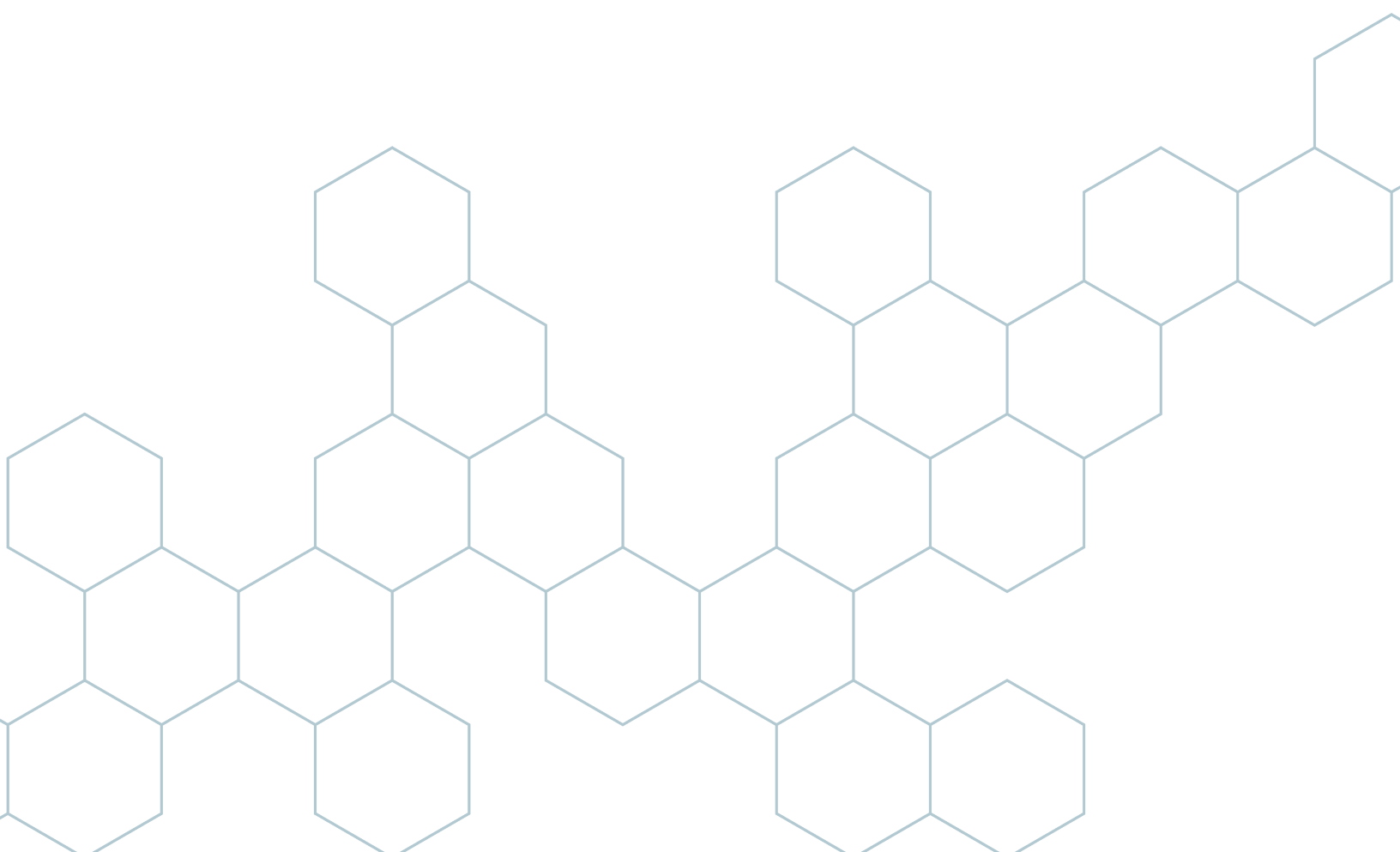
The Practice Activity Deep Dive Resource (PADDD) provides comprehensive information about the 50 practice activities that operationalize the 10 core practice components (CPCs) of the ICTP implementation support practice model, and will be useful beginning with Action Guide 6.

Please refer to the [ICTP Implementation Support Practice Action Guide Series website](#) for a brief description and links to each Action Guide, three Action Guide Resources, a Glossary, the PADDD, and videos from the team.

As discussed in [Action Guide 6, “ICTP Implementation Support Practice at the Regional Level,”](#) the Implementation Capacity for Triple P (ICTP) implementation support practice model includes 10 *core practice components* (CPCs) utilized by implementation support practitioners (ISPs) to influence practice outcomes. These CPCs are operationalized using *practice activities*, including *essential activities*, which are believed to directly contribute to the achievement of the near-term practice outcomes of each CPC, and *practice enhancers*, which are believed to accelerate or otherwise enhance the realization of near-term practice outcomes, even if those outcomes could be achieved in their absence. In this action guide, **we present detailed descriptions of the CPCs and related practice activities within their typical patterns of use** (see Figure 7.1), allowing readers to see what implementation support at the regional level looks like in practice.

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For more information about the typical patterns of CPC use, download [Action Guide 6](#).



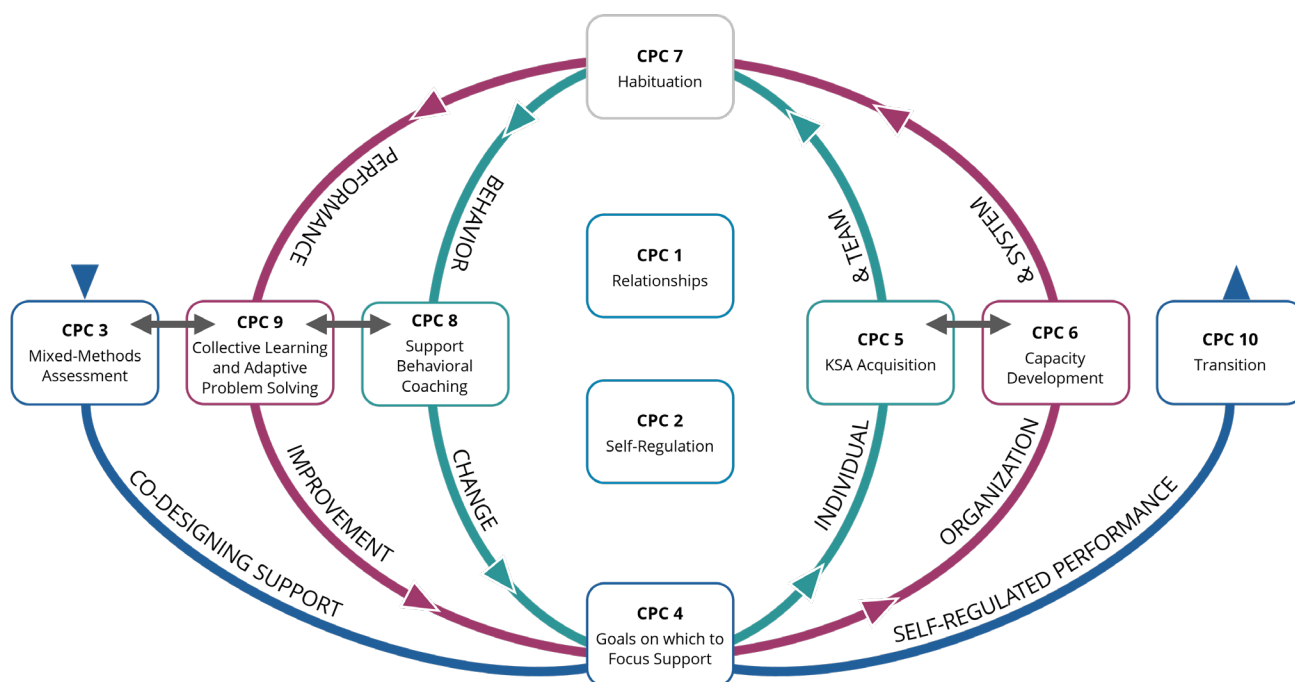


Figure 7.1 A Composite Model of the Primary Patterns of Core Practice Component Use in External Implementation Support. *Note.* CPC = core practice component; KSA = knowledge, skills, and abilities.

Foundational CPCs

The two foundational CPCs of the ICTP implementation support practice model are building collaborative relationships (CPC 1) and reinforcing leaders' and teams' self-regulation of effective implementation processes (CPC 2). "Foundational" suggests that these CPCs bolster ICTP regional support teams' work with support participants and are critical to the effectiveness of all other support strategies. These two CPCs are typically used on a continuous basis by ICTP regional support teams during their **interactions with support participants, such as regional Triple P leaders and implementation team members.**

As such, most if not all support interactions may include practice activities within these core components, even well into the support process when the primary focus of support is on other support activities or aims. This is reflected by the central nature of CPC 1 and CPC 2 in Figure 7.1.

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For more information about support participants, partners, and activities, download [Action Guide 6](#).

Building Collaborative Relationships (CPC 1)

ICTP regional support participants consistently use CPC 1—*build collaborative relationships*—to foster a strong working alliance with support participants (see Figure 7.2). Within the ICTP projects, we define working alliance by two factors: (1) the *bonds* between ISPs and support participants, as reflected by the degree of mutual trust, acceptance, and confidence between parties; and (2) the shared *tasks* of the support process, particularly the degree to which they are perceived as relevant and efficacious and the degree to which both parties share responsibility for them [1].

“Tasks” also includes the degree to which both ISPs and support participants mutually endorse the goals on which support is focused, hence the inclusion in Figure 7.2 of CPC 4—*facilitate collaborative agreements about implementation performance goals on which to focus support*—which will be discussed in more detail in the next section.

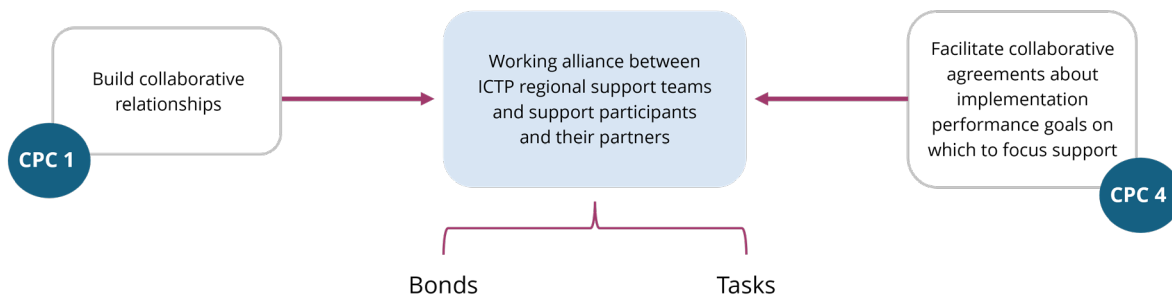


Figure 7.2 Using CPCs 1 and 4 to Influence Working Alliance Between ICTP Regional Support Teams and Support Participants and Their Partners [1]. *Note.* CPC = core practice component; ICTP = Implementation Capacity for Triple P.

CPC 1 focuses on fostering cooperation, trust, engagement, and a sense of belonging in all support activities. This CPC has been reported as the most frequently used of all core components in ICTP implementation support practice [2]. This is consistent with research findings suggesting the key role of relationships in the support process [e.g., 3–5]. And in fact, research has shown that when support participants are more collaborative and engaged with ISPs, they are more likely to achieve their goals in later phases of support [6–8].

Five practice activities are essential to CPC 1:

- Establish or revise partnership roles, responsibilities, and expectations (1.1).
- Provide emotional or practical support regarding hopes, concerns, needs, preferences, and/or context factors (1.2).
- Support emotional and practical readiness for next action steps (1.3).
- Conduct personal check-ins about work or life more broadly (1.4).
- Facilitate the development or revision of group agreements about values and/or behavioral norms for working together (1.5).

In practice, these activities often involve transparent conversations about **partner roles, responsibilities, and expectations within the NC Triple P System; deliberate conversations to identify and share power in the support process;** clarifying expectations about what external implementation support is and is not designed to achieve and for whom; and efforts to initially meet support participants where they are while balancing the expectation to engage in individual/team behavior changes and organizational/system performance improvements.

In addition to the five essential activities for CPC 1, there are two practice enhancers:

- During a working meeting, provide or share food on- or off-site (1.6).
- Engage in social or professional activities outside the normal working environment (1.7).

In practice, these activities ensure the ISP has ways to engage with every support participant as a “whole person” and that all partners involved in the support process have ways to take care of themselves and each other.

Whether essential activities or practice enhancers, support participants may have different expectations, comfort levels, and boundaries around some CPC 1 activities. For example, some support participants may prefer to keep tighter boundaries around their personal or broader professional life than others. Similarly, some organizations may have different practices or policies around bringing in food or engaging in off-site activities. As such, ICTP regional support teams need to carefully tailor the form, amount, and pace of CPC 1 activities to fit both individual and organizational contexts, preferences, and cultures. This can be a helpful framework when developing or revising group agreements about values and/or behavioral norms for working together (practice activity 1.5).

Some CPC 1 practice activities may have particular benefits when the support relationship becomes unsettled—for example, when cooperation, trust, engagement, or belonging are threatened or decline. In these situations, it may be beneficial for ICTP regional support teams to reengage in transparent conversations about partnership roles, responsibilities, and expectations; take extra time to provide emotional or practical support or rebuild support participants’ readiness for engaging in implementation support; revisit group working agreements and behavioral norms; or simply step away from current support plans and focus on the “whole person” to reengage support participants. If this work is not done, the potential to engage in other practice activities may become quickly threatened in part or in whole.

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For more information about partner roles, responsibilities, and expectations within the NC Triple P System, download [Action Guide 1](#).

For more information about power sharing in the support process, download [Action Guide 3](#) and refer to the co-creation partners and processes section, and [Action Guide 5](#) and refer to the principles of implementation support practice section, and equity in implementation practice section.

Essentially, CPC 1 practice activities offer a way for ICTP regional support teams and support participants to create transparency in their partnership, foster a sense of shared belonging, and not lose sight of the human element in the support process. Table 7.1 offers additional examples of how CPC 1 practice activities may take shape in practice environments.

Table 7.1 Examples of Using CPC 1 Practice Activities to Build Collaborative Relationships

Examples of Using CPC 1 Practice Activities to Build Collaborative Relationships	
CPC 1 Practice Activities	Examples from Practice
1.1 Establish or revise partnership roles, responsibilities, and expectations	While onboarding a newly hired Triple P coordinator, the ICTP regional support team detailed what it means to work with The Impact Center at FPG and provided the “Partnering with The Impact Center” handout, which explains the partnership role between The Impact Center and the Triple P region. Through this practice activity, the Triple P coordinator gained an understanding of and expectations for regional support.
1.2 Provide emotional or practical support regarding hopes, concerns, needs, preferences, and/or context factors	An ICTP regional support team was working with a support participant to facilitate their connection of regional Triple P activities with other strategic activities in the regional backbone organization. When the support participant expressed concern about a strategy that involved perceived risk taking with their organizational leadership and shared prior experience of being reprimanded for using similar strategies, the ICTP regional support team responded empathetically. The team then co-designed with the support participant an alternative strategy to avoid the perceived risk and still achieve the intended outcome.
1.3 Support emotional and practical readiness for next action steps	During six months of intensive work with support participants in one NC Triple P region, the ICTP regional support team followed up with the lead Triple P coordinator about collaboratively developed action steps to increase community coalition participation. When it became clear that some steps had not been completed, the support team facilitated discussions to determine barriers to accomplishing the steps and develop strategies to overcome the identified barriers.
1.4 Conduct personal check-ins about work or life more broadly	While settling into a regional support meeting, ICTP regional support team members engaged with support participants to discuss work-life balance. The regional support team members and support participants established rapport by connecting on similar interests.

CPC 1 Practice Activities	Examples from Practice
1.5 Facilitate the development or revision of group agreements about values and/or behavioral norms for working together	After more than a year of not meeting in person during the COVID-19 pandemic, an ICTP regional support team worked with support participants to develop new group agreements for how they would work together during in-person visits. The support participants developed behavioral norms for what in-person regional support visits would look like, which included providing a safe space to ask questions, show respect to one another, be honest when working together, and allow a space for humor.
1.6 During a working meeting, provide or share food on- or off-site	During administration of the Community Capacity Assessment for Triple P (CCA-TP), ICTP regional support teams have often provided and shared a catered lunch with regional support participants.
1.7 Engage in social or professional activities outside the normal working environment	Following an in-person North Carolina Learning Collaborative meeting, regional Triple P coordinators from the host site arranged an after-hours social event at a local Topgolf facility for broader regional Triple P coordinators and support system team members to network, share food, and have fun. Separately, ICTP ISPs and regional support participants have participated in professional conference activities together, as co-attendees and even co-presenters.

Note. CPC = core practice component; ICTP = Implementation Capacity for Triple P; ISP = implementation support practitioner.

Reinforcing Leaders' & Teams' Self-Regulation of Effective Implementation Processes (CPC 2)

Self-regulation of implementation performance has been described as the resources and abilities that leaders and implementation teams need to apply effective implementation practices with confidence, competence, and minimal reliance on external support [9]. Opportunities for ICTP regional support teams to use CPC 2—*reinforce [community Triple P] leaders' and teams' self-regulation of effective implementation processes*—to influence this practice outcome typically present themselves in two ways throughout the course of a support engagement. Both scenarios presume a strong working alliance between ICTP regional support teams and support participants.

As seen in Figure 7.3, ICTP regional support teams may use CPC 2 to reinforce support participants' self-regulation of effective implementation processes based on participants' prior existing knowledge, skills, abilities, and behaviors and their prior existing community Triple P capacities and performance.

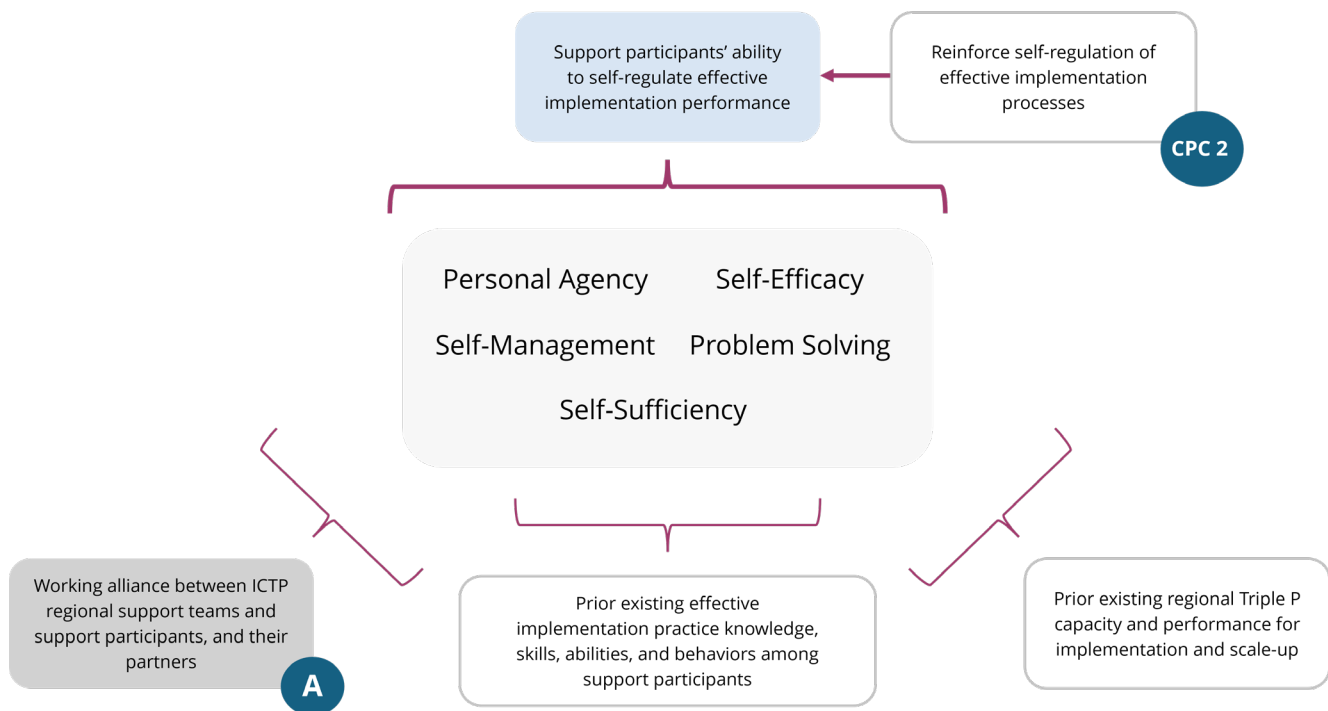


Figure 7.3 Using CPC 2 to Influence Support Participants’ Self-Regulation of Effective Implementation Performance [9]. *Note.* In the presence of practice outcome A, “Working Alliance,” the influence of CPC 2 is believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

Whether they are aware of it or not, regional Triple P leaders and implementation teams are highly likely to be using some effective implementation practices in their work even before a support engagement begins. Likewise, their community Triple P implementation performance is likely to be effective in at least some elemental ways. By identifying these existing strengths, ICTP regional support teams can label them as characteristic of effective implementation and reinforce support participants’ continued self-regulation of these elements going forward. These opportunities tend to present themselves both early and throughout support engagements.

Additionally, as seen in Figure 7.4, ICTP regional support teams may use CPC 2 within the context of support activities designed to facilitate individual/team behavior change and/or organization/system performance improvement.



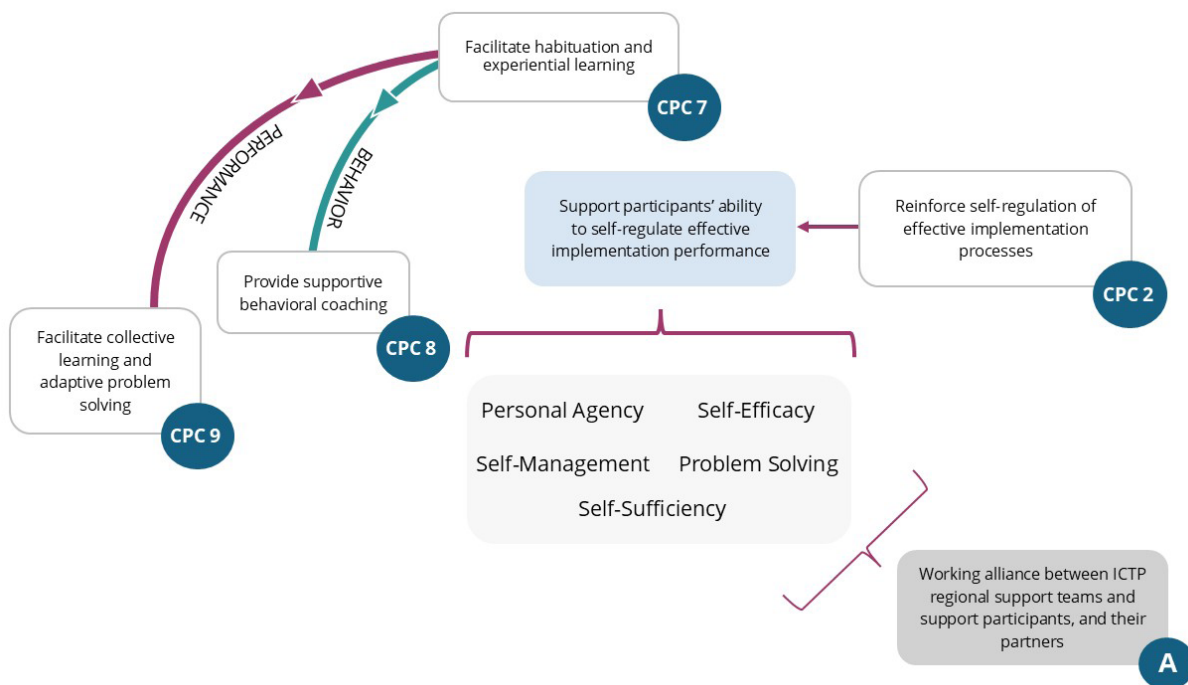


Figure 7.4 Using CPC 2 to Influence Support Participants' Self-Regulation of Effective Implementation Performance Within the Context of Other Support Activities [9]. *Note.* In the presence of practice outcome A, "Working Alliance," the influence of CPC 2 is believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

As support participants begin to put into use their new learning about effective implementation practices and their new organization/system implementation capacities following ICTP regional support teams' *facilitation of habituation and experiential learning* (CPC 7), regional support teams have opportunities to identify successful applications. Alongside *supportive behavioral coaching* (CPC 8) and *organizational and system learning and adaptive problem solving* (CPC 9) activities, regional support teams can reinforce support participants' roles and behaviors in creating success and enabling performance improvements. This promotes self-regulation capabilities.

No matter the context, the intention to use CPC 2 and its related practice activities throughout the course of a support engagement makes this CPC foundational to external implementation support.

CPC 2 has several distinguishing features from most other CPCs. **First, it is the CPC most directly tied to the central constructs of social cognitive theory, which include self-regulation and self-efficacy.**

SOCIAL COGNITIVE THEORY IN ACTION

Self-Regulation/Self-Efficacy. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Relatedly, **the use of CPC 2 is highly aligned with the practice principal “local ownership of progress.”** More than most other CPCs, the use of CPC 2 may increase support participants’ buy-in to learn more about effective implementation practices and their confidence to engage in future support activities, particularly among less experienced support participants. Finally, it is one of three CPCs for which all practice activities are considered essential—the others being CPC 7, *facilitating habituation and experiential learning*, and CPC 9, *facilitating organizational and system learning and adaptive problem solving*.

Each CPC 2 practice activity reflects one of the five dimensions of self-regulation previously conceptualized in relation to parenting [10] and later adapted and applied to leaders’ and teams’ implementation performance [9; see Figures 7.3 and 7.4]. The five dimensions of self-regulation of implementation are listed in Table 7.2.

PRACTICE PRINCIPLE IN ACTION

Local Ownership of Progress. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Table 7.2 The Five Dimensions of Organizational Self-Regulation of Implementation Processes [9, p. 121]

Five Dimensions of Organizational Self-Regulation of Implementation Processes	
Dimension	Processes
Self-efficacy	The perception of an implementation team’s ability to use implementation best practices to attain desired implementation outcomes
Self-management resources	Those collective measures, protocols, team structures, and other tools used by an implementation team to support the management and improvement of evidence-based program implementation
Personal agency	The perception of an implementation team’s responsibility for, ownership of, and influence over adaptive organizational changes and implementation processes
Problem solving	The implementation team’s ability to identify and respond to adaptive and technical challenges to implementation
Self-sufficiency	The perception of an implementation team’s ability to autonomously manage implementation processes, with ongoing support only as needed from external support providers

The following five statements provide a simple way to remember the key features of each dimension. Essential practice activities for ICTP regional support teams are provided after each statement to demonstrate the connection between the practice activity and the characteristics of each dimension of self-regulation.

Self-efficacy:

“We can do the work of implementation.”

ICTP regional support teams reinforce leaders’ and teams’ perceptions of their abilities to apply effective implementation practices to attain desired performance goals and implementation outcomes (practice activity 2.1).

Self-management resources:

“We have tools and resources to help us do the work of implementation.”

ICTP regional support teams reinforce leaders’ and teams’ use of their organizational/system structures, protocols, measures, and tools to manage and improve implementation performance (practice activity 2.2).

The ICTP projects offer support participants several implementation measurement, learning, and application resources.

Although many resources may initially be used in conjunction with ICTP regional support team involvement, they may be used as self-management resources over the longer term. Organizational/system structures used to self-manage implementation performance may include, for example, teaming structures, workforce development systems, quality and outcome monitoring systems, media and networking systems, and any related protocols.

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For more information about ICTP measurement, learning, and application resources, see the [Appendices to the Action Guide Series](#).

Personal agency:

“We do the work of implementation.”

ICTP regional support teams reinforce leaders’ and teams’ perceptions of their responsibility for, ownership of, and influence over adaptive organizational change and implementation performance (practice activity 2.3). See Box 7.1 for an example of how one ICTP regional support team reinforced support participants’ personal agency.

Box 7.1

ICTP PRACTICE EXAMPLE. Reinforcing Support Participants' Personal Agency in Implementation Practice

An ICTP regional support team worked with support participants in a NC Triple P region to develop stronger implementation team structures across all levels of its community Triple P coalition. Regional support team members first worked with support participants housed within the coalition's backbone organization to acquire and apply new knowledge and skills related to the development of their community implementation team. One of the primary purposes of this team is to link to and support implementation teams within local Triple P service provider organizations.

Once the community implementation team was strengthened, the ICTP regional support team offered to partner with support participants to facilitate the development of stronger implementation teams across local Triple P service provider organizations. However, support participants voiced interest in leading these efforts themselves. They subsequently demonstrated personal agency by

- adapting learning and application resources provided by the ICTP regional support team for use with their local Triple P service providers,
- facilitating a learning and application workshop about implementation teams with leaders and managers from their local Triple P service provider organizations, and
- conducting tailored site visits to support the final development of strong and feasible implementation team structures within each local Triple P service provider organization.

To ensure that support participants were aware that they were demonstrating personal agency for their own, effective implementation performance, regional support team members called explicit attention to their collective agency and verbally reinforced them for taking ownership and responsibility of their own implementation processes.

Problem solving:

"We can address the challenges inherent to implementation."

ICTP regional support teams reinforce leaders' and teams' abilities to identify and respond to adaptive and technical challenges to implementation performance (practice activity 2.4).

A full review of adaptive and technical problem solving is beyond the scope of the ICTP Implementation Support Practice Action Guide Series. For a good introduction to these concepts, see Heifetz and Laurie [11] and Heifetz and colleagues [12].

Self-sufficiency:

"We can do the work of implementation without dependence on external implementation support."

ICTP regional support teams reinforce leaders' and teams' perceptions of their abilities to autonomously manage implementation performance, with ongoing support only as needed from external support providers (practice activity 2.5). See Box 7.2 for an ICTP practice example.

Box 7.2

ICTP PRACTICE EXAMPLE. Reinforcing Support Participants' Self-Sufficiency in Implementation Practice

Over the course of more than a year of an ICTP regional support team's intensive work with support participants in a NC Triple P region, the lead Triple P coordinator began demonstrating confidence and competence to effectively apply implementation frameworks and strategies to a set of performance goals within their community coalition. The ICTP regional support team encouraged the coordinator to begin generalizing their learning by formulating their own responses to emergent implementation challenges. Support team members called explicit attention to the coordinator's emerging self-sufficiency in these areas of implementation performance.

Ironically, during one support interaction, the lead Triple P coordinator called out the ICTP regional support team for not adequately reinforcing their self-sufficiency. In anticipation of the interaction, support team members had developed a set of strategies intended to support the coordinator's upcoming action steps. Early in the interaction, however, it became clear that the coordinator had already advanced—quite effectively—several of the strategies on the ICTP support team's agenda.

Somewhat perturbed, the coordinator interrupted, "I thought you wanted me to be moving forward these steps by myself now." Caught in an awkward moment of their own making, all ICTP regional support team members could do was find humility and humor in the situation. They used the moment to again reinforce the coordinator's clear self-sufficiency in the areas of demonstrated performance and worked with the coordinator to shift support activities to other performance goals of shared focus.

The five dimensions of self-regulation [10] have also been adapted and applied to strategies used by ISPs to *promote* leaders' and implementation team members' self-regulation of effective implementation activities [9]. These adapted strategies, listed in Table 7.3, give ICTP regional support teams various ways to nurture self-regulation of effective implementation across a variety of support interactions. Note that these strategies may be helpful for either *developing or reinforcing* self-regulation, though CPC 2 focuses *only on the reinforcement* of support participants' own self-regulatory perceptions, abilities, and behaviors.

For more discussion about self-regulation of implementation performance and examples of how the five dimensions can be promoted through external implementation support activities, including examples from the ICTP projects in North Carolina and South Carolina, see Roppolo and colleagues [9].

Table 7.3 Implementation Support Practitioner Strategies for Promoting Self-Regulation of Implementation Performance Among Support Participants [9, p. 122]

Implementation Support Practitioner Strategies for Promoting Self-Regulation of Implementation Performance Among Support Participants	
Dimension	Processes
Self-efficacy	• Reinforce that the team has learned implementation strategies and best practices that may increase their achievement of desired outcomes • Reinforce the team's abilities to effectively apply implementation best practices within their local context • Reinforce when the team's application of implementation best practices results in desired outcomes
Self-management tools	• Broker the team's adoption and use of new implementation strategies, tools, and measures • Support the team to set specific, challenging goals and to monitor ways that the local context facilitates or hinders goal attachment • Support the team's efforts to tailor implementation strategies, tools, and measures to improve fit with local context • Support the development of a toolbox of implementation strategies, tools, and measures that the team can draw on well after external support tapers
Personal agency	• Ensure the team plays a lead role in setting implementation goals, moving forward action steps, and owning successes • Help to match the team's available resources and abilities and the pace and scope of the work • Reinforce the team's self-motivated efforts to apply implementation best practices within their local context

Dimension	Processes
Problem solving	• Provide learning about the differences between adaptive and technical problems • Support local teams to assess problems and barriers • Encourage the team to correctly label implementation problems as either adaptive or technical when they arise • Guide the team to appropriately select strategies to address the adaptive and/or technical elements of problems • Model problem-solving and decision-making behaviors • Provide supportive behavioral coaching for the team's efforts to apply chosen strategies to local problems; Include specific behavioral praise when problem-solving actions result in desired outcomes
Self-sufficiency	• As learning about an implementation strategy or best practice progresses, step back to allow room for the team's own efforts to move forward that specific strategy or best practice • As learning about implementation best practices progresses, encourage the team to formulate their own responses to novel challenges instead of relying on contributions from external support • As learning about implementation best practices progresses, allow the team to moderate its use of external support in accordance with its own identified needs; Provide occasional check-ins only to ensure that the level of support appropriately matches current needs • Once the team demonstrates broad abilities to move forward implementation processes on its own, taper the support role and transition long-term responsibility for local implementation to the team

Using applied implementation science to build workforce capacity within your integrated care organization

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Co-designed Support Planning & Processes

As the field advances equity in implementation science, considerable attention and effort is being directed toward **co-designing external implementation support** [13].

Within The Impact Center at FPG's practice model, the principle of co-creation—including the function of co-design—permeates CPCs and practice activities. Two CPCs in particular, *assessing implementation capacity, implementation performance, and progress toward intended outcomes* (CPC 3) and *facilitating collaborative agreements about implementation performance goals on which to focus support* (CPC 4), are the primary mechanisms through which ICTP regional support teams can co-design support with regional support participants (see Figure 7.1).

The primary outcome of the co-design process is regional implementation performance goals on which to focus support, and the strength of this relationship is conditioned on the strength of working alliance (see Figure 7.5). Relatedly, and in keeping with social cognitive theory, **co-designing performance goals and related support activities, enables regional support participants to experience agency in their support process.**

DIVE DEEPER

For more information about equity in implementation, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Co-creation. For more information about ICTP Practice Principles, download [Action Guide 5](#).

SOCIAL COGNITIVE THEORY IN ACTION

Human Agency. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

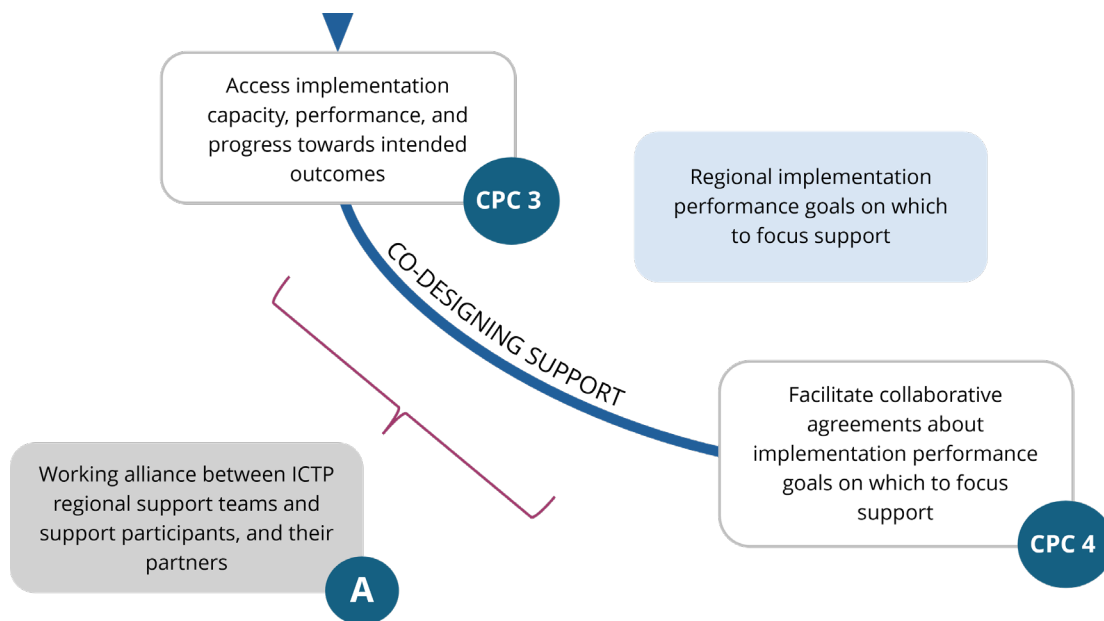


Figure 7.5 Using CPCs 3 and 4 to Co-design Support, Resulting in the Establishment of Regional Implementation Performance Goals on Which to Focus Support. *Note.* In the presence of practice outcome A, “Working Alliance,” the influence of CPCs 3 and 4 are believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

Co-designing support must continue throughout the course of external implementation support, with intentional activities occurring at least periodically. This ensures that support plans evolve based on partners’ perspectives, power continues to be shared in support plans, and authentic collaboration centers all support activities through the process of finding common ground.

Assessing Implementation Capacity, Implementation Performance, & Progress Toward Intended Outcomes (CPC 3)

Approaching the support process from an equitable and inclusive standpoint requires that ICTP regional support teams fully listen to and learn from support participants and their partners. Various assessments, including ones suggested by or co-designed with support participants, can help structure conversations and the learning process. In well-designed support processes, such assessments can also foster the conditions needed for support participants’ co-learning alongside ICTP regional support teams, another key function of co-creation [13]. Because group-based assessments and interviews facilitated by ICTP regional support teams typically pull for organizational and systems-level knowledge and behaviors, support participants may also have opportunities to learn from each other and their partners during these practice activities.

Utilizing both quantitative and qualitative assessments is widely recognized as essential to implementation science activities. In practice, such mixed-methods assessments enable both measurable tracking of progress and the voices and stories that are needed to truly understand the complexities of context, process, and lived experience among regional

partners. Mixed-methods assessments are ensured in ICTP implementation support practice by a diverse mix of CPC 3 practice activities. In the next several sections we discuss these activities and the related factors needed to derive maximum benefits from mixed-methods assessments.

CPC 3 Essential Practice Activities

CPC 3 primarily involves conducting qualitative and quantitative assessment activities (practice activities 3.1 and 3.2) plus reviews of records, such as organizational charts, implementation plans, data reports, contracts, and agreements (practice activity 3.3). All three assessment activities are essential early and repeatedly throughout the support engagement.

The three essential activities in CPC 3 are framed for use with the “primary organization receiving support.” In the ICTP projects, this is typically a community Triple P coalition or a regional Triple P collaborative, either of which is typically supported by a community Triple P leadership team and a community Triple P implementation team. The regional backbone organizations (called “lead implementing agencies” in NC Triple P)—which reinforce community efforts and typically house the community implementation team and some members of the community leadership team—are, themselves, not the primary organizations receiving support. This means that, rather than focusing assessment activities on regional backbone organizations alone, ICTP regional support teams conduct assessments of broader community Triple P teams, capacity, performance, and progress.

CPC 3 Practice Enhancers

The two practice enhancers in CPC 3 involve conducting qualitative (practice activity 3.4) and quantitative (practice activity 3.5) assessments with secondary organizations being supported by the primary organization. In the ICTP projects, “secondary organizations” are typically individual community Triple P service provider organizations, whose implementation and delivery of Triple P are supported by the broader community coalition or regional collaborative.

Community implementation team members—given their primary relationship with community Triple P service providers—typically participate alongside ICTP regional support teams during the administration of initial assessments and then assume leadership of these assessments over the long term. As a result, practice activities 3.4 and 3.5 often have a shorter rather than longer time frame for ICTP regional support teams. Box 7.3 provides an example of how an ICTP regional support team and primary support participants conducted assessments with secondary organizations.

Box 7.3

ICTP PRACTICE EXAMPLE. Conducting Assessments With Secondary Organizations

During the process of onboarding one NC Triple P region to ICTP implementation support, the ICTP regional support team and primary support participants agreed to administer the Implementation Drivers Assessment for the Triple P System of Interventions (IDA-TP; included in Appendix D) to a sample of community Triple P service providers. ICTP regional support team members administered the initial round of IDA-TPs to a cohort of service provider organizations with support participants observing. In the next round, ICTP regional support team members and primary support participants co-administered the assessments, often alternating the administration of individual IDA-TP indices.

For future administrations, the ICTP regional support team and primary support participants agreed that the support participants would take the lead role. For the first couple of support-participant-led IDA-TPs, a regional support team member observed and provided supportive behavioral coaching after the administration. This process reinforced the primacy of support participants' relationships with their community Triple P service providers. It also enabled the ICTP regional support team to *contribute to support participants' acquisition of new implementation practice knowledge and skills* (CPC 5), even before priority goals on which to focus support were identified.

Collecting Data & Information From Multiple Respondents

To ensure the inclusion of diverse viewpoints and co-creation partners, quantitative and qualitative data-collection activities should involve multiple respondents. The inclusion of family and practitioner voice, particularly in communities and provider organizations that may have experienced marginalization, is best practice.

Using mixed-methods assessment activities and the voices and perspectives of multiple respondents allows ICTP regional support teams to identify environmental, cognitive, and behavioral factors that are influencing support participants' current implementation performance. Box 7.4 provides an example of involving multiple respondents, including family and practitioner voice, in data-collection activities.

SOCIAL COGNITIVE THEORY IN ACTION

Reciprocal Determinism. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Box 7.4

ICTP PRACTICE EXAMPLE. Involving Multiple Respondents in Data-Collection Activities

During 2016 and 2018 ICTP site visits with NC Triple P regional partners to assess readiness for engagement in ICTP implementation support activities, ICTP project team members followed protocols designed to ensure the inclusion of multiple community perspectives.

For the first and second parts of the site visit, project team members met with regional Triple P leaders and implementation team members to conduct a semi-structured interview and administer a quantitative measure of organizational readiness for implementing change. For the third part of the site visit, ICTP project team members requested that community members and partners from local Triple P provider organizations join the meeting, at the invitation of regional Triple P leaders and implementation team members.

The ICTP project team conducted a group interview with these community partners to identify strengths and challenges in regional Triple P scale-up activities, the quality of cross-community relationships, and their view of ongoing support needs to which the ICTP project team might be able to contribute. As a final part of assessment activities, the ICTP project team considered state leaders' and funders' perspectives in determining regional readiness to engage in ICTP implementation support activities. More information about ICTP protocols to assess regional readiness to participate in ICTP implementation support is available in Appendix A.

Disaggregation of Data

Disaggregated data, or data broken down by subcategories, are always appropriate for use in implementation practice and critical for achieving equitable programmatic and implementation outcomes. When they are not available, best practice indicates the need to build related data collection and analytical methods into practice work. **ICTP regional support teams aim to acquire and use disaggregated data** throughout their support process. This might occur, for example, when reviewing regional Triple P data reports or participating alongside regional Triple P partners to collect new data. Data may be disaggregated by race and ethnicity, geographic regions (e.g., urban/rural, zip codes, or community boundaries), family characteristics (e.g., single parents, family members who identify as LGBTQ+), or a variety of other sociodemographic constructs and characteristics.

Disaggregated data enable ICTP regional support teams to identify possible inequities in implementation structures and processes, such as when provider organizations that typically

EQUITY IN ACTION

For a primer on equity in implementation practice, download [Action Guide 5](#).

serve families of color are underrepresented or have less power in community coalition activities. Disaggregated data also help all parties engaged in the support relationship to identify disparities in programmatic and population-level outcomes and consider the structural inequities that may be driving them. Moreover, higher community reach and appropriateness are more probable when disaggregated data is used to identify the racial or ethnic mix of participants required to speak to the needs of a particular community. Disaggregated data will also confirm whether all parties have attained desired community reach, or if there are other factors that need to be considered.

Using Mixed-Methods Data to Support Case Conceptualization

Overall, data from mixed-methods assessments help ICTP regional support teams conceptualize a picture of *who* (which support participants and partners) is engaged in *what* implementation-related activities, *why* they may be demonstrating those behavioral patterns, and to what kinds of intended and unintended *outcomes* those behavioral patterns are resulting. *Case conceptualization* is one of the more important skills in implementation support practice, enabling ICTP regional support teams to both proactively and responsively tailor support strategies to contribute to desired practice and implementation outcomes.

Case conceptualization draws from understanding several contextual elements, including (1) current progress toward, and facilitators and barriers to, intended outcomes; (2) historical activities, efforts, and patterns of progress; (3) existing strengths and developmental needs; (4) **how individual, team, organizational, and system factors are working together to produce current behavioral patterns and outcomes**; and (5) **potential practice strategies that might be useful to advance overall activities and goals**.

Within the ICTP projects, case conceptualization guides ICTP regional support teams as they shape the behaviors of community Triple P leaders and implementation team members and guide the activities of other co-creation partners to generate more equitable, stable, and positive expressions of collective community Triple P scaling efforts. See Box 7.5 for a detailed example of this process.

Ongoing use of mixed-methods data enable ICTP regional support teams to monitor the

outcomes of local implementation efforts, monitor the effectiveness of their own support activities, and make quality improvements in their approach to support with a given set of support participants and their partners.

SOCIAL COGNITIVE THEORY IN ACTION

Reciprocal Determinism. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Implementation Scientist-Practitioner Model. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Box 7.5

ICTP PRACTICE EXAMPLE. Using Case Conceptualization to Guide Implementation Support Activities

Initial onboarding of the first several NC Triple P regions to ICTP implementation support typically involved a 3–5-month exploration process during which practice activities were primarily focused within CPC 1 (*building collaborative relationships*), CPC 3 (*assessing implementation capacity, implementation performance, and progress toward intended outcomes*), and CPC 4 (*facilitating collaborative agreements about implementation performance goals on which to focus support*).

Following several months of in-depth mixed-methods assessments, but before participating in “capstone meetings” to agree upon regional implementation performance goals on which to focus support, ICTP regional support team members met to develop a draft case conceptualization. During these meetings, ICTP regional support team members reviewed data from mixed-methods assessments, identified strengths and developmental needs in regional Triple P implementation capacities and performance, and considered partners’ current progress toward intended outcomes. They then used the conceptual and theoretical features of the ICTP integrated theory of change and ICTP implementation support practice model to develop an initial, context-specific case conceptualization of the behavioral and organizational patterns among regional partners that were likely promoting and inhibiting partners’ progress toward their intended outcomes.

During the capstone meeting, ICTP regional support team members, together with regional Triple P partners, refined the presentation of results from their mixed-methods assessment activities. Where regional partners saw incomplete information or language that did not suit their local context, they reshaped the presentation of the initial findings. This facilitated a shared understanding of strengths, needs, and patterns (practice activity 4.1) across ICTP regional support team members and regional Triple P partners. It also helped ICTP regional support team members refine their initial case conceptualization, which they used to guide the identification and prioritization of regional implementation performance goals on which to focus support for at least the first 6–12 months. As progress was made, ICTP regional support team members revisited their case conceptualization and worked collaboratively with support participants to adjust support activities.

Available Measures & Assessment Instruments Tailored to the ICTP Projects

The ICTP projects have adopted, adapted, or created a variety of implementation assessments and measures for use within CPC 3 activities, which can be viewed in Appendix D. Tailored use of assessments throughout a support engagement is best practice, particularly as relevant to regional implementation performance goals on which ICTP support may focus. For example, when regional performance goals focus on community collaboration for Triple P scale-up, the [Wilder Collaboration Factors Inventory](#) may be helpful. When the performance of community leadership or implementation teams is a focus of support, various team functioning scales or the [Agency Triple P Implementation Climate Scale](#) may be appropriate. If performance goals center on Triple P implementation outcomes, [several measures are available](#).

Necessary—but not sufficient—for ICTP CPC 3 activities is the [Community Capacity Assessment for the Triple P System of Interventions \(CCA-TP\)](#), which ICTP regional support teams are expected to administer to key members of community Triple P coalitions or regional collaboratives *every six months*. The parallel [Implementation Drivers Assessment for the Triple P System of Interventions \(IDA-TP\)](#) is intended to be administered by members of community Triple P implementation teams to key members of their community Triple P provider organizations *as deemed useful*. The IDA-TP has been shown to have particular value in unveiling key relationships between providers' implementation infrastructure and several implementation outcomes, including practitioners' delivery of Triple P with adherence to session protocols [14].

The CCA-TP and IDA-TP are comprehensive quantitative assessments of implementation capacity and performance, useful in the formulation of case conceptualizations and the monitoring of capacity, performance, and progress across all performance goals on which support may be focused. The administration of both assessments typically requires a period of training and supported administration. For the IDA-TP, an [online learning module](#) has been created to support this process among community Triple P implementation team members.

Facilitating Collaborative Agreements About Implementation Performance Goals on Which to Focus Support (CPC 4)

As visualized in Figure 7.1 earlier, *facilitating collaborative agreements about implementation performance goals on which to focus support* (CPC 4) provides the pivot point through which ICTP regional support teams enter change- and improvement-focused support activities.

Without collaborative agreements about regional performance goals on which to focus support, support may become too reactive, leaving ICTP regional support teams and support participants unable to gain traction with behavior change or organizational improvement activities. In some cases, support participants could lose their buy-in for support because they experience the process as directionless. In other cases, support participants may

innocently or intentionally repurpose support engagements as a place for brief consultation activities or activities of primarily personal, rather than regional, interest.

Alternatively, in the absence of collaborative agreements, ICTP regional support teams could find themselves becoming too directive about support directions and activities. In these situations, support participants could lose their buy-in for support because they experience it as too demanding or inappropriate, and they view ICTP regional support teams as retaining too much power in the support relationship. All partners involved in ICTP support benefit when decisions about which goals to focus support on are clear, relevant, meaningful, and co-designed through shared rationale and agreements.

CPC 4 Essential Practice Activities

Use of the CPC 4 essential practice activity 4.1—facilitate a shared understanding about strengths, needs, and patterns—**must be grounded in the principle of co-creation.**

A key feature of co-creation is collectively generating usable knowledge about the context, situation, or problem being addressed through shared consideration that spans the boundaries of local practice, science, and governance [15]. Within practice activity 4.1, ICTP regional support teams are both facilitators and participants, but are neither experts nor sole diagnosticians.

As **implementation scientist-practitioners**, they contribute what they know about the factors that may be influencing regional implementation performance. As conveyed in the above ICTP practice example about case conceptualization (Box 7.5), it may be helpful for ICTP regional support teams to have a draft case conceptualization based on results from CPC 3 activities. But practice activity 4.1 provides an essential space for regional support teams to

- check their assumptions;
- gain a fuller understanding of how support participants and regional partners view their local strengths, needs, and patterns and the facilitators of and barriers to their desired level of Triple P implementation performance; and
- shape the language that will be used to communicate about implementation context and progress within local partnerships.

PRACTICE PRINCIPLE IN ACTION

Co-creation. For more information about ICTP Practice Principles, download [Action Guide 5](#).

DIVE DEEPER

For more information about co-creation partners and processes, download [Action Guide 3](#).

PRACTICE PRINCIPLE IN ACTION

Implementation Scientist-Practitioner Model. For more information about ICTP Practice Principles, download [Action Guide 5](#).

The additional three CPC 4 essential practice activities—setting realistic, jointly determined goals (practice activity 4.2); facilitating the prioritization of goals (practice activity 4.3); and setting realistic, jointly established strategies (practice activity 4.4)—are intended to work in close alignment.

Regional implementation performance goals on which to focus support (practice activity 4.2) are best framed around any system performance elements or implementation and scale-up outcomes in the ICTP integrated theory of change (see Figure 7.6). For example,

to support the development of confident and competent practitioners, regional Triple P leaders and implementation team members might set a performance goal for a certain percentage of their region’s trained Triple P practitioners to participate in coaching sessions at some minimal rate per year. Or they might set a performance goal about increasing the reach of Triple P within their region, or practitioners’ fidelity to Triple P program delivery.

DIVE DEEPER

For more information about the ICTP integrated theory of change, download [Action Guide 3](#).

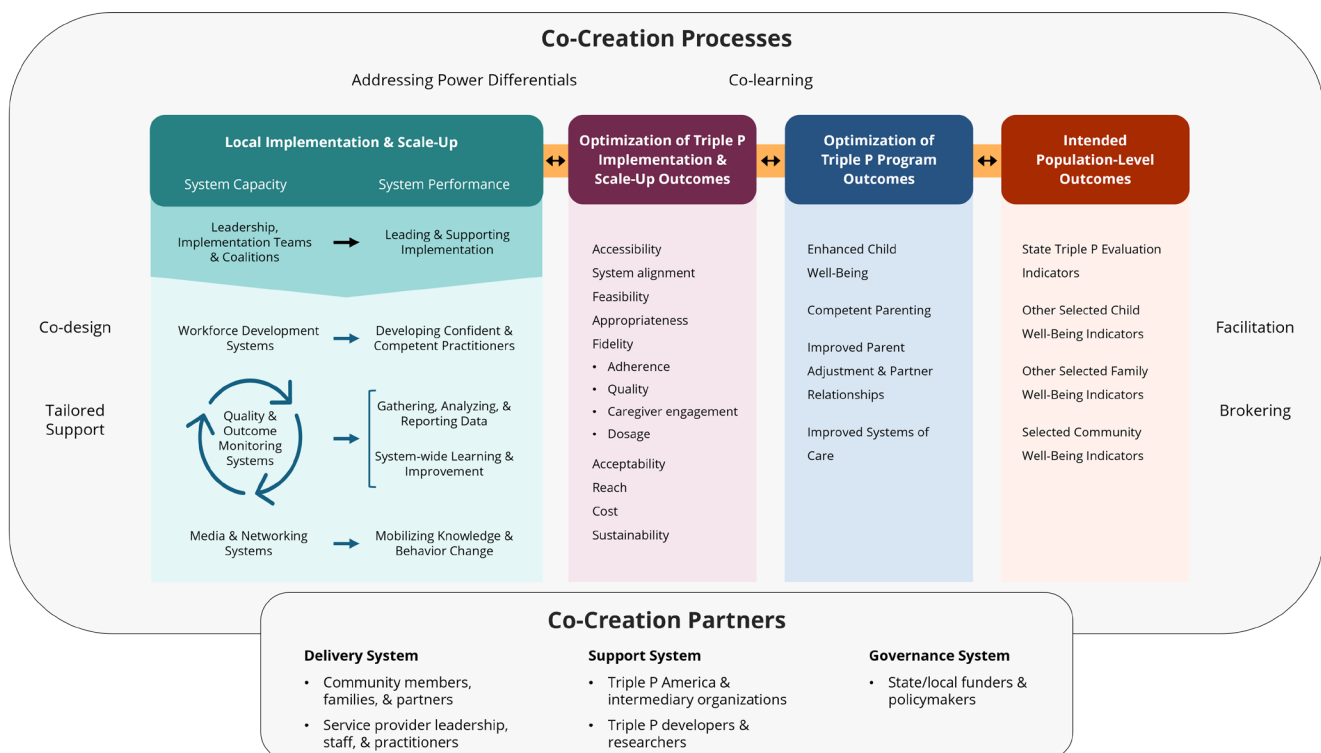


Figure 7.6 ICTP Integrated Theory of Change for Supporting the Implementation and Scale-Up of the Triple P System of Interventions to Achieve Intended Population-Level Outcomes [16–19].

Note. ICTP = Implementation Capacity for Triple P.

Although program or population-level outcomes may provide an appropriate way to *start* planning implementation performance goals on which to focus support, these goals may require much longer timelines and many more action steps to achieve. Therefore, ICTP regional support teams are encouraged to help support participants consider performance goals that are more directly malleable to ICTP support teams' and support participants' shared activities within the typical course of an ICTP implementation support engagement.

Prioritization of goals (practice activity 4.3) is intended to streamline support and create focus. Not all performance goals must—or should—be addressed at the same time. Because implementation capacities and performance operate in highly integrated and compensatory ways [20], accomplishing a highly prioritized goal may likely improve the nature, priorities, or structure of other goals and strategies on which support will be focused.

Strategies to meet prioritized implementation performance goals (practice activity 4.4) are often framed around the regional implementation capacities, co-creation partners, and co-creation processes that primary support participants may need to help their regional Triple P partners reach collective performance goals. This reinforces the importance of community structures, resources, policies, and generative practices within the support process. Strategies may also be framed around the knowledge, skills, and behaviors support participants and their partners need to shift their community or organization towards more effective implementation practices. This reinforces the importance of individual and team **agency**, **ownership**, and practice patterns within the support process.

In either case, strategies set shorter-term practice directions that may guide and sustain efforts toward longer-term performance goals, a key element reinforced in **social cognitive theory** [21]. When performance goals are framed around reducing disparities in implementation structures, processes, or outcomes, **strategies may also need to address structural inequities and root causes of existing disparities.**

PRACTICE PRINCIPLE IN ACTION

Local Ownership of Progress. For more information about ICTP Practice Principles, download [Action Guide 5](#).

SOCIAL COGNITIVE THEORY IN ACTION

Goal-Directed Behavior. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

EQUITY IN ACTION

For a primer on equity in implementation practice, download [Action Guide 5](#).

CPC 4 Practice Enhancer

The one practice enhancer for CPC 4 is practice activity 4.5, identifying multiple “early wins” in the improvement process. Early wins should be quickly responsive to shared, near-term actions by ICTP regional support teams and primary support participants. They should build momentum and buy-in for support among support participants and demonstrate the potential benefits of the support engagement to broader regional Triple P partners. They should also build support participants’ **self-efficacy, another central construct of social cognitive theory** [22, 23].

SOCIAL COGNITIVE THEORY IN ACTION

Self-efficacy. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Approaches & Resources Related to CPC 4

Several facilitation approaches and resources may aid ICTP regional support teams in their CPC 4 activities, such as motivational interviewing, root cause analysis (e.g., 5-whys, driver diagrams), S.M.A.R.T.I.E. (Specific, Motivating, Attainable, Relevant, Trackable, Inclusive, and Equitable) goals, and prioritization matrices. Resources related to these approaches are included in Appendix F.

Integrating Other Practice Activities While Co-designing Support Plans & Processes

As relevant and appropriate, ICTP regional support teams take advantage of, and may enhance the support process by, integrating practice activities that advance multiple practice outcomes simultaneously. During activities to co-design support plans and processes, opportunities often exist to integrate practice activities from other CPCs. For example,

- as existing effective implementation practices are discovered, ICTP regional support teams may reinforce regional partners’ self-regulation of those existing practices (CPC 2 activities);
- as support participants begin to uncover relationships between implementation factors (e.g., capacities, barriers, facilitators, and other determinants) and implementation performance levels, ICTP regional support teams may use just-in-time learning to reinforce such relationships and demonstrate their relevance in implementation practice (practice activity 5.3);
- as ICTP regional support teams collect data about support participants’ progress on implementation practice learning and application or on shared action plans (CPC 3 activities), they may monitor this progress and adjust their implementation support strategies together with support participants (practice activities 5.1 and 6.1); and
- as ICTP regional support teams interview support participants and regional partners about ongoing progress toward goals or adaptive challenges that have arisen while engaging in support (i.e., as a part of practice activity 3.1), ICTP regional support teams may facilitate organizational and system learning and adaptive problem solving (CPC 9).

Approaches to Individual & Team Behavior Change

Supporting individual and team behavior change toward effective implementation practice is an essential building block in the ICTP implementation support practice model for affecting organizational and system change. This type of support involves creating learning environments where support participants are motivated to learn new practice strategies that will **help them reach regional Triple P performance goals more effectively and efficiently and in ways that are flexible and sustainable.**

PRACTICE PRINCIPLE IN ACTION

Implementation Scientist-Practitioner Model. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Learning environments should provide moderately challenging experiential learning activities in psychologically and professionally safe environments. Regardless, introducing behavior change into organizational and system environments typically brings a natural amount of tension and anxiety. This can be constructive if well regulated. **ICTP regional support teams benefit from acknowledging, monitoring, and processing typical tension and anxiety in adaptive ways with support participants before, during, and after experiential learning.**

PRACTICE PRINCIPLE IN ACTION

Adaptive Leadership. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Three CPCs are integrated within the individual/team behavior change cycle with the intent to increase effective implementation practice knowledge, skills, abilities, and behaviors among support participants (see Figure 7.7):

- providing learning to support leaders' and teams' acquisition of new implementation practice knowledge and skills (CPC 5);
- facilitating habituation and experiential learning related to the use of skills, resources, and abilities (CPC 7); and
- providing supportive behavioral coaching to leaders and teams (CPC 8).

Although these CPCs may be utilized in order, starting with CPC 5 and ending with CPC 8, the dynamic nature of implementation practice often precludes such orderly work. **Therefore, ICTP regional support teams may find themselves jumping into the individual/team behavior change cycle at any point in the behavior change process.**

PRACTICE PRINCIPLE IN ACTION

Proactive Support; Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

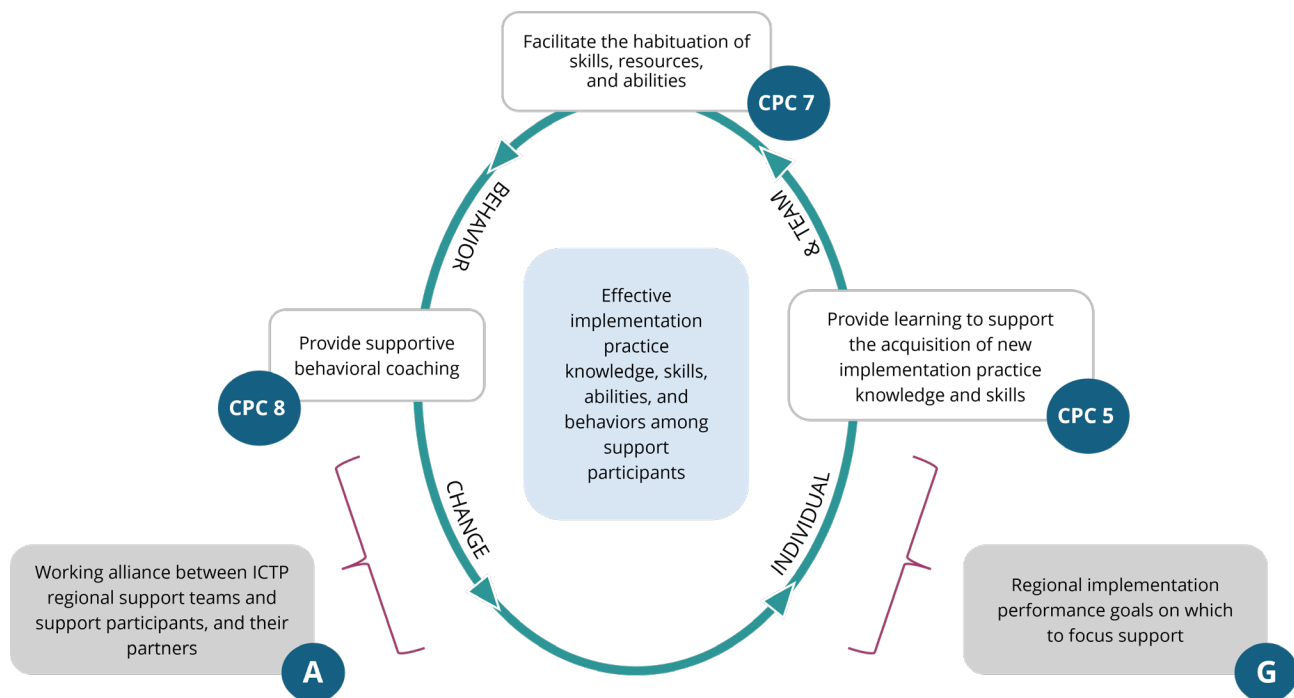


Figure 7.7 Using CPCs 5, 7, and 8 to Increase Effective Implementation Practice Knowledge, Skills, Abilities, and Behaviors Among Support Participants. *Note.* In the presence of practice outcomes A, “Working Alliance,” and G, “Goals,” the influence of CPCs 5, 7, and 8 is believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

The ICTP regional support team’s primary role in this practice cycle is that of a *learning and coaching practitioner*. To the extent that change in support participants’ implementation practice behaviors is

- nurtured within the context of strong working alliances,
- collaboratively planned and aligned with regional Triple P performance goals, and
- reflective of effective implementation practices,

changes can be motivating, meaningful, impactful, and achievable.

Providing Learning to Support Leaders' & Teams' Acquisition of New Knowledge & Skills (CPC 5)

Providing learning to support leaders' and teams' acquisition of new implementation practice knowledge and skills (CPC 5) involves setting and monitoring learning objectives and engaging in effective learning activities to promote new learning.

After ICTP regional support teams and support participants have established agreements and prioritized implementation performance goals on which to focus support (practice activities 4.2, 4.3), along with related strategies (4.4) and early wins (4.5), they need to recognize the specific learning objectives that may be necessary for support participants to move forward in effective ways. Essential practice activity 5.1—setting and monitoring the progress of implementation practice learning objectives related to prioritized goals—enables this work.

The ICTP projects have established comprehensive sets of potential learning objectives to support regional Triple P leaders' and implementation teams' effective implementation and scale-up of Triple P. Sets of knowledge, skill, and application learning objectives, or content frameworks, are available in Appendix E for each of the following content areas:

- Co-creation Partners
- Equitable Family Voice
- Leadership and Implementation Teams
- Workforce Development Systems
- Quality and Outcome Monitoring Systems
- Media and Networking Systems
- Making Use of the CCA-TP and IDA-TP

These content frameworks map directly onto the ICTP integrated theory of change (see Figure 7.6) in the areas of “co-creation partners and processes” and “local implementation and scale-up.” As detailed in the section “Co-designed Support Planning & Processes,” these areas of the ICTP integrated theory of change are where ICTP regional support teams and support participants set their strategies to meet prioritized implementation performance goals (practice activity 4.3). Thus, these seven ICTP content frameworks can be used to operationalize what support participants may need to know and apply to enact the strategies necessary to achieve their prioritized performance goals. See Box 7.6 for an ICTP practice example.

PRACTICE PRINCIPLE IN ACTION

Implementation Scientist-Practitioner Model. For more information about ICTP Practice Principles, download [Action Guide 5](#).



Box 7.6

ICTP PRACTICE EXAMPLE. Using ICTP Content Frameworks to Help Operationalize Necessary Action Steps Related to Performance Goals and Strategies

Let's say that a fictional Triple P coalition, based in fictional Grand County, has established priority goals to increase to 75% over the next two years the percentage of active community Triple P practitioners who are:

- meeting Triple P fidelity benchmarks and
- receiving high ratings from program participants about the appropriateness, feasibility, and acceptability of their Triple P delivery.

The coalition's primary strategies for achieving these goals are to implement coalition-wide Triple P training and coaching systems for Grand County practitioners. Practitioner training and coaching systems are key features of "workforce development systems" in the ICTP integrated theory of change.

Table B.1 lists potential learning objectives for ICTP regional support teams to consider as support participants put these structural strategies into place to make progress toward their performance goal.

Table B.1 Potential Learning Objectives From the ICTP Content Framework “Workforce Development Systems” To Be Considered by the **Fictional** Grand County ICTP Regional Support Team

Implementation Support Practitioner Strategies for Promoting Self-Regulation of Implementation Performance Among Support Participants		
Goals	Strategy	Example Learning Objectives From the Workforce Development Systems Content Framework
Over the next 2 years, 75% of active community Triple P practitioners are meeting Triple P fidelity indicators and receiving high ratings from program participants about the appropriateness, feasibility, and acceptability of their Triple P delivery.	<i>(Workforce Development Systems)</i> Implement a community-wide system for practitioners’ Triple P training	• Describe training best practices • Evaluate existing training at the coalition level • Apply training best practices at the coalition level ○ Coordinate training with Triple P America ○ Communicate with Triple P providers and practitioners directly regarding training logistics and expectations ○ Implement training best practices ○ Provide anticipatory guidance for practitioner engagement • Evaluate existing training at the Triple P provider level • Apply training best practices at the Triple P provider level ○ Ensure providers’ support of Triple P’s full training process ○ Provide feedback regarding Triple P providers’ participation in the Triple P training process ○ Clarify the role of the practitioner’s supervisor in the Triple P training process

Goals	Strategy	Example Learning Objectives From the Workforce Development Systems Content Framework
Over the next 2 years, 75% of active community Triple P practitioners are meeting Triple P fidelity indicators and receiving high ratings from program participants about the appropriateness, feasibility, and acceptability of their Triple P delivery.	<i>(Workforce Development Systems)</i> Implement a community-wide system for practitioners' coaching following training and accreditation	• Describe implementation best practices for coaching • Evaluate coaching practices at the coalition level • Apply coaching best practices at the coalition level ○ Implement relevant/feasible PASS-based coaching structures ○ Incorporate best practices into community coaching strategies ○ Implement and support the coaching system in the community • Evaluate coaching practices at the Triple P provider level • Apply coaching best practices at the Triple P provider level ○ Support providers' incorporation of coaching best practices into their organizational coaching activities ○ Provide feedback to providers about their use of coaching best practices ○ Train well-performing Triple P practitioners to be coaches at the provider level ○ Focus coaching on Triple P competence

Note. ICTP regional support teams and support participants may select the minimally sufficient learning objectives to effectively advance related strategies and goals on which support is focused. ICTP = Implementation Capacity for Triple P; PASS = Peer-Assisted Supervision and Support.

Once relevant learning objectives have been identified, ICTP regional support teams can plan and deliver **structured learning activities focused on support participants' acquisition of these learning objectives** (practice activity 5.2), an essential activity within CPC 5. All structured learning activities within the ICTP projects should reflect adult learning best practices, such as those reviewed and suggested by Dunst and Trivette [24].

The planning resource “Blended Learning Event Planning Grid,” available in [Appendix E](#), lists active learning practices that ICTP regional support teams might consider when planning structured learning activities for support participants. Moderators of the effectiveness of adult learning are reviewed later in this section of the action guide series.

Structured learning activities are not the only way for support participants to acquire new implementation knowledge and skills. **The third essential activity of CPC 5, using incidental or “just-in-time” learning to strengthen connections between effective implementation practices and real-time discussions or activities (practice activity 5.3), provides informal and often opportunistic learning opportunities when support participants are already motivated and ready for specific learning and its application.**

Incidental or “just-in-time” learning also provides opportunities for support participants to see effective implementation practices already in action or right at the moment of need and relevance.

The two practice enhancers in CPC 5, facilitating the independent use of online learning resources (practice activity 5.4) and brokering external learning resources, events, or partnerships (practice activity 5.5), also afford ICTP regional support teams less structured ways to provide learning opportunities and experiences.

The use of these three less structured practice activities (5.3, 5.4, and 5.5) may or may not be aligned with previously identified learning objectives in the support engagement, providing an additional way for ICTP regional support teams to be **responsive and flexible in their delivery of implementation support.**

PRACTICE PRINCIPLE IN ACTION

Proactive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Individuals & Teams

Once support participants have begun acquiring (whether through or outside of ICTP implementation support) the implementation practice knowledge and skills they need to successfully enact the strategies to achieve their performance goals, support participants must apply this knowledge and these skills in their natural community and system environments. ICTP regional support teams assist in this process by *facilitating habituation and experiential learning related to the use of skills, resources, and abilities* (CPC 7).

When support participants will be applying *newly acquired* implementation practice knowledge and skills, acquired over the course of ICTP implementation support (e.g., through CPC 5 practice activities), the aims of CPC 7 are for support participants to

- gain experiential learning to refine and contextualize their implementation practice knowledge, skills, and abilities;
- form new practice behaviors patterned on effective implementation practices; and
- habituate to the typical discomforts and anxieties inherent in behavior, organization, and systems change.

Additionally, CPC 7 may be used to facilitate support participants' application of *prior existing* knowledge and skills, developed or acquired prior to or outside of ICTP implementation support. In this way, CPC 7 may be used as an entry point into the individual/team behavior change cycle, independent of CPC 5.

The degree to which support participants' prior existing knowledge and skills reflect *effective* implementation practices may be unclear. Therefore, facilitating experiential learning activities in these situations enables ICTP regional support teams and support participants to determine whether additional knowledge and skills may be needed for support participants to effectively reach their performance goals. **In this way, CPC 7 may also double as part of an implementation support assessment activity (CPC 3).**

In either case, all three practice activities in CPC 7 are essential activities. In practice activity 7.1, ICTP regional support teams facilitate appropriate, naturally occurring or intentionally created experiential learning activities for support participants to apply their implementation practice knowledge and skills within the full context of their system environment. This involves working closely with support participants to develop, or identify

PRACTICE PRINCIPLE IN ACTION

Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Data-Driven Progress Monitoring and Improvement. For more information about ICTP Practice Principles, download [Action Guide 5](#).

existing, opportunities to put their knowledge and skills into action in their natural practice environments, outside the controlled settings of structured learning environments.

Before experiential learning activities begin, ICTP regional support teams utilize two additional essential activities focused on anticipatory guidance:

- use anticipatory guidance to promote leaders' and teams' success, ensure their safety, and facilitate their anticipatory problem solving related to perceived or potential implementation practice challenges (7.2); and
- use anticipatory guidance to promote leaders' and teams' habituation to the typical discomforts and anxieties of creating change in their own and their organizational/system environments (7.3).

In practice activity 7.2, anticipatory guidance is focused on the *performance features* of the upcoming experiential learning activity. Support participants may mentally or physically rehearse the required skills and strategies to be successful in the upcoming experiential activity; create specific strategies to ensure their professional and psychological safety, if needed; and walk through problem-solving scenarios that may be needed to address typical implementation practice challenges that could arise.

In practice activity 7.3, anticipatory guidance is focused on anticipating the *emotional features* of the upcoming experiential learning activity: the typical discomforts and anxieties that might arise. These might be related to support participants' perceptions of their own competence or confidence to perform implementation practice skills and strategies in their natural practice environments. Alternatively, they might be related to perceived interpersonal or organizational challenges that could arise due to support participants' efforts to affect change in their team, organizational, or system environments.

Habituation

Habituation is a very common and simple form of learning; it involves a decrease in response to a stimulus after repeated experience [25]. Effective implementation practices and strategies are designed to create change. Change can be uncomfortable and anxiety producing. In the case of behavior change in implementation practice, habituation involves a decrease in support participants' discomfort or anxiety after **repeated experiences of applying new implementation practices and strategies to effect change in team, organizational, or system environments**. Essentially, over time, support participants learn they have little reason to feel overly uncomfortable or anxious when applying effective implementation practices.

PRACTICE PRINCIPLE IN ACTION

Iterative, Stage-Based Approach. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Once habituation occurs and support participants experience reduced discomfort and anxiety, they are better able to focus on their performance and intended change processes. They may also be more likely to test out other novel implementation practices and strategies or step forward in more challenging implementation practice scenarios. **This, in turn, builds self-efficacy—the belief in their ability to successfully perform certain actions—through the interactions between cognitive, behavioral, and environmental factors in implementation practice.**

In effect, the process of habituation increases support participants' *change agency*—their ability to effect change. As such, habituation is one of the most essential experiences support participants may have during ICTP implementation support. It is the mechanism through which ICTP regional support teams shape community Triple P leaders and implementation team members to be active and effective change agents within their community-based, collective Triple P efforts.

No other single learning experience may have such an influential impact.

Ensuring Success & Safety During Experiential Learning Activities

To reasonably ensure success and safety across experiential learning activities, ICTP regional support teams must make sure the following characteristics are in place for any individual experiential learning activity:

- a **strong working alliance** must be in place with support participants,
- activities must be **moderately challenging** to facilitate reasonable levels of discomfort or anxiety during support participants' application of new implementation practice knowledge and skills, and
- the environments in which support participants apply their knowledge and skills must be **psychologically and professionally safe**.

It is the ICTP regional support teams' responsibility to work closely with support participants to ensure these conditions are in place when designing, and before support participants engage in, an experiential learning activity.

Designing moderately challenging experiential learning activities is an effective practice for supporting behavior change and goal attainment [26]. If activities are not challenging enough,

SOCIAL COGNITIVE THEORY IN ACTION

Self-efficacy and Reciprocal Determinism. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

SOCIAL COGNITIVE THEORY IN ACTION

Human Agency. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

support participants may not build the level of self-efficacy in their implementation practice that is ultimately required for success and sustainability. If activities are too challenging, they are likely to hinder support participants' experience of success, which, over time, may prevent habituation and lower support participants' confidence in themselves and the support process. ICTP regional support teams and support participants do well to keep experiential learning activities in a moderately challenging range until support participants demonstrate a level of performance and self-regulation that enables them to achieve their related performance goals.

ICTP regional support teams should never ask support participants to anticipate, much less engage in, learning experiences in unsafe work environments. Knowingly doing so would be unethical. Unsafe work environments come in many forms. In one form, support participants' change-related behaviors may be perceived by colleagues or superiors as threats (e.g., interpersonally or organizationally) and bring undue scrutiny or reaction. Working closely with support participants to determine the safety of environments in which experiential learning activities will be carried out is best practice. This is because ICTP regional support teams are likely not familiar enough with all features of support participants' work environments to make fully informed decisions on their own.

Should the safety of a work environment in which an experiential learning activity has been planned become questionable, ICTP regional support teams and support participants work together to either

- change the nature of the work environment (e.g., address the interpersonal or organizational conditions perceived to be creating safety concerns or select an alternate situation without such safety concerns), or
- change the nature of the experiential learning activity (e.g., modify how or to what end support participants will apply new implementation practice skills and strategies).

In all cases, ICTP regional support teams need to expect, acknowledge, and monitor support participants' discomfort and anxiety and process it in adaptive ways with support participants before, during, and after the experiential learning. The presence of strong working alliances between ICTP regional support teams and support participants is paramount for these practice activities.

Providing Supportive Behavioral Coaching to Leaders & Teams (CPC 8)

Following community Triple P leaders' and implementation team members' engagement in an experiential learning activity, ICTP regional support teams *provide supportive behavioral coaching* (CPC 8). CPC 8 may be used following

- ICTP regional support team-facilitated experiential learning activities (practice activity 7.1) or
- independent experiential learning activities that occurred naturally in support participants' recent or past implementation practice activities.

Acknowledged in this latter scenario is that almost any recent or past implementation practice activity is amenable to supportive behavioral coaching. Therefore, CPC 8 may be used independently of prior use of CPC 5 or CPC 7. In this way, CPC 8 may be used as an entry point into the individual/team behavior change cycle. This ICTP practice pattern showed up in the projects' examination of the trajectory of external implementation support over more than five years across the 10 NC Triple P regions and three Triple P SC counties [2].

PRACTICE PRINCIPLE IN ACTION

Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

CPC 8 includes more essential practice activities (six) than any other CPC and more total practice activities than any other CPC except CPC 1 (*build collaborative relationships*), which also has seven total practice activities.

A first step in any supportive behavioral coaching activity is for ICTP regional support teams to ensure they have sufficient behavioral information about the experiential learning activity to be able to provide supportive behavioral coaching. The first essential activity, observe and/or debrief leaders' and team members' experiential learning activities (practice activity 8.1), enables ICTP regional support teams to develop a clear understanding of how the experiential learning activity unfolded and what support participants perceived to be happening, did, and learned. As part of any debriefing process, ICTP regional support teams may review **quantitative data** collected during the experiential learning activity (e.g., ratings of the feasibility, appropriateness, and acceptability of the implementation practice that was demonstrated during the learning activity) **and/or qualitative feedback** from others who participated in or observed support participants' engagement in the learning activity.

PRACTICE PRINCIPLE IN ACTION

Data-Driven Progress Monitoring and Improvement. For more information about ICTP Practice Principles, download [Action Guide 5](#).

It's particularly important for ICTP regional support teams to assess whether support participants experienced any favorable or unfavorable emotions related to their efforts to effect change through their practice activities. ICTP regional support teams can use this information within other CPC 8 practice activities, especially as related to coaching for the emotional aspects of implementation practice.

Once ICTP regional support teams and support participants share sufficient information about the experiential learning activity, several additional essential activities become available to the ICTP regional support team:

- facilitate leaders' and team members' self-reflection about what they have learned from their experiential learning activities (practice activity 8.2),

- provide specific behavioral praise linked to leaders' and teams' behavioral performance during experiential learning activities (practice activity 8.3), and
- provide specific constructive feedback linked to leaders' and teams' behavioral performance during experiential learning activities (practice activity 8.4).

These essential activities are aligned with many reflective coaching models. For example, using a model of supportive behavioral coaching **integrating self-regulation practices** [27], ICTP regional support teams might progress through a series of reflective prompts and feedback:

- Start with "How did it go?"
 - If support participants respond in a manner indicating useful self-reflection, step back and let support participants self-regulate their reflective coaching process.
 - If support participants need more scaffolding (i.e., assistance) to progress through the reflective steps, add the following prompts.
- Ask, "What were two things that went well?"
 - Use additional prompts as necessary to encourage clarity and specifics.
 - Reinforce support participants for identifying their positive practice behaviors.
 - Provide additional specific behavioral praise as necessary.
- Ask, "What is one thing you would do differently next time?"
 - Use additional prompts as necessary to help support participants generate alternative practice strategies **most aligned with effective implementation practice**.
 - Reinforce support participants for identifying their less effective practice behaviors.
 - Provide additional constructive feedback as necessary.
- If necessary, prompt support participants to set specific practice goals to work on. This may involve ICTP regional support teams and support participants
 - revisiting identified learning objectives (practice activity 5.1);
 - modifying action plans for additional learning activities (practice activity 6.1);
 - facilitating and brokering new learning resources, events, or partnerships (practice activities 5.4 and 5.5); and
 - planning new experiential learning activities (practice activity 7.1).
- If necessary, summarize the main points covered.

SOCIAL COGNITIVE THEORY IN ACTION

Self-regulation. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Implementation Scientist-Practitioner Model. For more information about ICTP Practice Principles, download [Action Guide 5](#).

In many supportive behavioral coaching interactions, ICTP regional support teams may provide structured learning activities that promote the refinement of support participants' knowledge and skill (practice activity 8.5), the fifth essential activity of CPC 8. This practice activity differs from practice activity 5.2 (structured learning: new knowledge and skills) in two important ways:

- Practice activity 8.5 is focused on the *refinement* of implementation practice knowledge and skill, rather than on new knowledge and skill acquisition.
- Practice activity 8.5 takes place within the context of supportive behavioral coaching focusing on a *recent or past* experiential learning activity.

Because of these differences, structured learning activities in practice activity 8.5 may more frequently involve support participant practice, reflection, and feedback to foster deeper understanding and recurring application, rather than repeated introduction, illustration, and demonstration of practice knowledge and skills, which are more likely in practice activity 5.2 [24].

Because practice activities 8.2 (self-reflection: experiential learning activities), 8.3 (specific behavioral feedback: praise), and 8.4 (specific behavioral feedback: constructive) are learning activities that promote the refinement of knowledge and skill (8.5), 8.5 is always dually recorded with these practice activities in the ICTP implementation support practice tracking system. However, 8.5 may also be recorded alone when other structured learning activities for knowledge and skill refinement are used.

The final essential activity of CPC 8 is normalizing support participants' thoughts and feelings related to their experiential learning activity (practice activity 8.6). This essential activity is enabled only through ICTP regional support teams' assessment of support participants' emotional experiences while observing or debriefing the experiential learning activity (practice activity 8.1).

Support participants' favorable emotional experiences, when appropriate, can be normalized, reinforced, and used by ICTP regional support teams as incentives or motivation for continued behavior change efforts. More challenging emotions, such as the typical discomfort or anxiety inherent in change processes, can be normalized and used by ICTP regional support teams to provide supportive coaching about the habituation process and encourage repeated experiential activities.

KEY PRACTICE INSIGHT

When tracking practice activities in any data system, practice activity 8.5 (structured learning: knowledge and skill refinement) is always dually coded alongside practice activity 8.2 (self-reflection: experiential learning activities), 8.3 (specific behavioral feedback: praise), and 8.4 (specific behavioral feedback: constructive). 8.2-8.4 are specific examples of 8.5.

DIVE DEEPER

For more information about the implementation support practice tracking system, download [Action Guide 10](#).

When support participants have emotional experiences that are not reflective of typical emotions in implementation practice, ICTP regional support teams might explore the thoughts underlying these emotional experiences. If maladaptive or distorted thought patterns or clinical symptoms become apparent, ICTP regional support teams should take caution to not intervene beyond expressing empathy unless they have specific training and relevant licensure to engage in applicable services and supports (e.g., cognitive behavioral or other intervention strategies). Consultation with supervisors, colleagues, or peers who have training in such techniques or backgrounds in counseling or clinical work may be appropriate. **ICTP regional support teams should never cross into areas of behavioral intervention they do not have training, experience, or appropriate credentialing in. Knowingly doing so would be unethical and may cause harm.**

The one practice enhancer in CPC 8 is facilitating leaders' and team members' self-reflection about the potential generalization of their demonstrated skills and professional judgments (practice activity 8.7). This practice activity may accelerate support participants' use of effective implementation practices in broader implementation contexts or practice situations.

It may also strengthen support participants' abilities to self-regulate future implementation practice activities by increasing their personal agency, self-efficacy, and self-management of implementation practice skills and abilities.

SOCIAL COGNITIVE THEORY IN ACTION

Self-regulation. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Moderators of Adult Learning Effectiveness

Moderators are factors that either positively or negatively affect the relationship between practice activities and their intended outcomes; they tell us under what conditions an intended effect is likely to be true. Moderators of effective adult learning [24] include

- using combinations of active learning practices;
- providing more than 20 hours of learning and coaching support;
- providing learning and coaching support within support participants' own work environments, rather than in university settings; and
- providing learning and coaching to support participants in groups of fewer than 40.

Within the ICTP practice model, these guidelines for adult learning are best framed across CPCs 5, 7, and 8 for a given set of learning objectives. For example, more than 20 hours of learning and coaching support would be the total dosage ICTP regional support teams provide across CPCs 5, 7, and 8 for a given set of learning objectives. CPCs 6 and 9 might also be considered in this mix; although they are primarily focused on organizational/system change activities, they often provide secondary opportunities for support participants to apply or deepen their personal learning about effective implementation practices.

The last moderator of adult learning effectiveness, providing learning and coaching support to groups of fewer than 40, might be easily accommodated **while ICTP regional support teams work directly with primary participants in ICTP support (i.e., regional Triple P leaders and implementation team members). However, additional planning may be needed when ICTP regional support teams and primary support participants work together to provide learning activities to secondary participants in ICTP support (i.e., broader regional Triple P partners), which may involve greater numbers of learners at a time.**

DIVE DEEPER

For more information about participants in ICTP support, download [Action Guide 6](#).

For a closer look at the connections between adult learning best practices and core practice activities, see the supplemental resource to this Action Guide, '[Cross-Walking Adult Learning Best Practices With Implementation Practice Activities Related To Individual and Team Behavior Change](#).'

ICTP Learning & Application Resources

ICTP learning and application resources help support participants acquire effective implementation practice knowledge and skills and apply it in their own organizational and system environments. We refer to the application of knowledge and skills as individual/team “practice behaviors.” All ICTP learning and application resources support the learning or application of one or more ICTP learning objectives detailed in Appendix E.

ICTP learning and application resources come in a variety of forms, including the following:

- tip sheets or job aids
- briefs or reference sheets
- worksheets
- facilitated learning activities
- videos
- online learning and simulation modules
- PowerPoint presentations¹

These resources may be useful throughout the individual/team behavior change cycle. For example, they may be central to supporting *the acquisition of new knowledge and skills* (CPC 5), *habituation and experiential learning related to the use of skills, resources, and abilities within support participants' organizational and system environments* (CPC 7), or *the refinement and generalization of knowledge and skills through supportive behavioral coaching activities* (CPC 8).

¹ PowerPoints have been largely replaced or their use reduced by ICTP online learning and simulation modules and other forms of ICTP learning and application resources.

They may also assist support participants in creating their own catalog of go-to resources to self-manage effective implementation processes beyond ICTP implementation support, a key part of developing self-regulation.

The development of ICTP learning and application resources has accelerated over the past several years. Although many are in various stages of development, resources that are ready for broad use and dissemination are cataloged in Appendix F.

Most ICTP learning and application resources are designed for use by ICTP regional support teams providing tailored implementation support. Though public resources are available for self-paced use through the Simulation Lab and Improvement Lab within the [ICTP website](#), learners are most likely to benefit from them when they are regularly engaging with ICTP regional support teams. Universal access to ICTP resources may be most appropriate for new learners under the expectations of facilitating attitude change and support-seeking behaviors (see [Action Guide 9, “ICTP Media and Networking Activities”](#)).

SOCIAL COGNITIVE THEORY IN ACTION

Self-regulation. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Blended Learning Within ICTP Implementation Support

For a given set of learning objectives, blended learning combines online and face-to-face instruction to maximize effectiveness and efficiency. For the purposes of the ICTP projects, online instruction includes both virtual instruction (group or individual) and independent eLearning activities that make use of online media and eLearning materials. Within the ICTP practice model, blended learning specifically relates to the following three practice activities:

- structured learning: new knowledge and skills (5.2),
- online learning resources (5.4), and
- structured learning: knowledge and skill refinement (8.5).

Blended learning occurs when practice activity 5.2 or 8.5 is used

- for the same or similar sets of learning objectives in both virtual and in-person formats, or
- in person along with past, current, or future use of online learning resources (5.4) for the same or similar sets of learning objectives.

The U.S. Department of Education [28] conducted a meta-analysis of learning studies involving mostly older learners. This analysis concluded that blended instruction demonstrated higher effectiveness than face-to-face instruction alone, whereas purely online instruction demonstrated relative equivalence to traditional classroom instruction. The report stated that the advantages of blending online instruction with face-to-face instruction come *not from the online medium itself* but from other structural elements that typically expand learning

time, materials, and opportunities for collaboration. According to the report, the advantages of online instruction were greater for instructor-directed or collaborative learning rather than independent learning. However, the report indicated that independent online learning is enhanced when learners are given ways to actively engage with media and eLearning materials and are prompted for reflection and self-monitoring of understanding.

ICTP regional support teams should take these U.S. Department of Education findings into consideration when planning any instructional activities. **However, these findings should not be conflated with the broader concept of implementation support practice, which requires a much more comprehensive demonstration of CPCs and related activities. In other words, learning and instruction activities are necessary, but not sufficient, within implementation support.**

Many practice activities across the ICTP practice model may not be as amenable to virtual environments in part or in whole, particularly those focused on building collaborative relationships, qualitative assessment, and the wide array of facilitation activities. Difficult conversations, such as those focusing on tense relationships, the emotional aspects of behavior change and performance improvement, and adaptive implementation challenges, also may be more effective face to face. Additionally, not all ICTP learning and application resources may be as amenable to online use. ICTP regional support teams should give care and consideration when considering what implementation support practice activities are best done in online versus face-to-face formats.

“Flipping the Classroom” Within ICTP Implementation Support

To maximize the value of in-person learning activities, we encourage ICTP regional support teams to take advantage of opportunities to “flip the classroom.” This strategy involves assigning support participants the independent completion of initial learning activities prior to in-person support. Initial learning activities primarily focused on the introduction, presentation, or simulation of information are particularly well suited to independent learning. This way, ICTP regional support teams and support participants can tailor in-person learning and support activities to

- concepts or skills that were difficult to understand or acquire,
- distinctive learner needs or preferences, or
- the application or deeper understanding of concepts or skills within support participants’ unique community and system environments.

The ICTP projects have the advantage of 10 online learning and simulation modules framed around fictional Grand County’s efforts to adopt and scale the Triple P system of interventions. Each online simulation module

- focuses on core, community-wide Triple P implementation and scale-up tasks, often with associated ICTP learning and application resources;
- embeds a set of learning objectives related to one or more ICTP content framework;

- integrates strategies for support participants to actively engage with online content, self-monitor their understanding, and reflect on their learning;
- provides a takeaway summary of learning points to support participants; and
- collects learner data and, on request, reports the data to support participants and ICTP regional support teams.

The ICTP Simulation Lab provides unique opportunities for ICTP regional support teams to “flip the classroom” by

1. assigning support participants’ independent completion of online simulation modules as relevant to identified learning objectives;
2. reviewing support participants’ learner data following completion of the online modules; and
3. tailoring follow-up learning and support activities based on themes from available learner data sets.

Other ICTP learning and application resources, such as tip sheets or job aids and videos, may also be assigned to support participants for independent reading or watching prior to in-person learning and support activities. External learning resources, events (e.g., in-person or online trainings or webinars), or partnerships (e.g., with a peer or another system or field-level partner) may also be arranged or assigned ahead of in-person learning and support. This provides a virtually unlimited toolbox of learning resources that might be used to “flip the classroom.” Unless specifically requested by support participants, ICTP regional support teams typically refrain from assigning independent review of academic or scientific articles, PowerPoint slides (of any nature), or videos of academic or scientific talks.

Barriers & Challenges to Individual/Team Behavior Change

Despite the countless practices and resources available to facilitate behavior change, complex systems environments typically present barriers to change, including at individual and team levels. **ICTP regional support teams need to continually assess and conceptualize**

- individual and team readiness for change,
- individual and team resources to support change,
- individual and team circumstantial factors that may influence change,
- the level or complexity of required changes,
- whether individuals or teams can effect required changes alone,
- the required time needed to achieve change, and
- organizational and system elements that may resist change at individual and team levels.

DIVE DEEPER

For more information about utilizing mixed-methods assessment activities and case conceptualization in implementation support, see the earlier section on co-designed support planning and processes in this Action Guide.



Approaches to Organizational/System Learning & Improvement

In the ICTP practice model, organizational/system improvement efforts run parallel to individual/team behavior change strategies (see Figure 7.1). **Individual/team cognitive and behavioral factors and organizational/system environmental factors have reciprocal effects on each other, creating opportunities for determining new characteristics of performance across all levels.**

ICTP regional support teams' primary role in this organizational/system performance improvement cycle is that of a *facilitator*. To the extent that community leaders and implementation teams have been

- adequately engaged with strong working alliances,
- equitably positioned through partnership agreements,
- authentically involved in the co-design of support processes and goals on which to focus support, and
- prepared to lead structural change activities through implementation practice learning activities,

support participants can be **active agents** of change and influence within their system. Further, to the extent that

- **all co-creation partners have roles in fostering the desired improvements,**
- **progress is locally owned, and**
- **self-regulation is continually reinforced by ICTP regional support teams,**

the impacts of change can be both meaningful and sustainable.

Three CPCs are integrated within the organizational/system performance improvement cycle, through which regional Triple P capacity and performance for implementation and scale-up are intended to improve (see Figure 7.8):

SOCIAL COGNITIVE THEORY IN ACTION

Reciprocal Determinism. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

SOCIAL COGNITIVE THEORY IN ACTION

Human Agency. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Co-creation and Local Ownership of Progress. For more information about ICTP Practice Principles, download [Action Guide 5](#).

- facilitating leaders' and teams' development of organizational and system implementation capacities (CPC 6);
- facilitating habituation and experiential learning related to the use of skills, resources, and abilities (CPC 7); and
- facilitating organizational and system learning and adaptive problem solving (CPC 9).

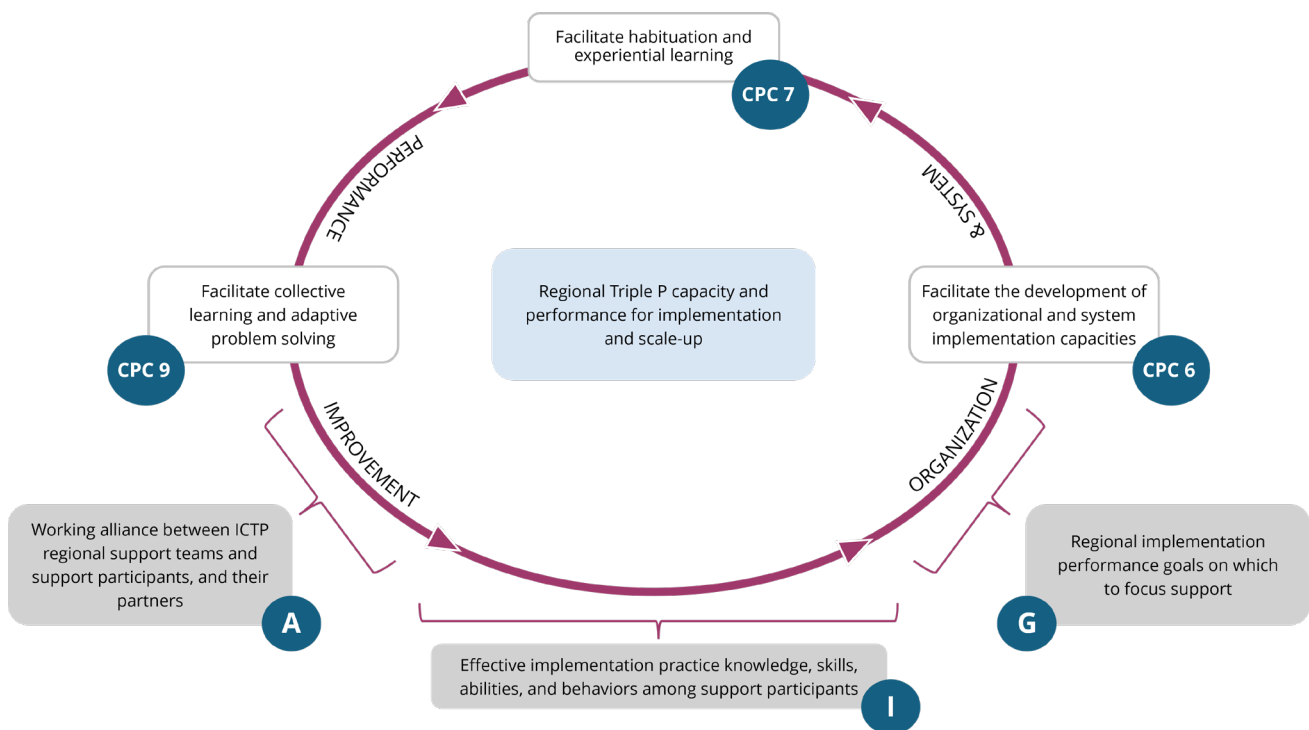


Figure 7.8 Using CPCs 6, 7, and 9 to Facilitate Greater Regional Triple P Capacity and Performance for Implementation and Scale-Up. *Note.* In the presence of practice outcomes A, “Working Alliance,” G, “Goals,” and I, “knowledge, skills, and abilities,” the influence of CPCs 6, 7, and 9 is believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

While these CPCs may be utilized in order, starting with CPC 6 and ending with CPC 9, the dynamic nature of implementation practice often precludes such orderly work. Therefore, ICTP regional support teams may find themselves jumping into CPCs within the organizational/system performance improvement cycle at any point in the improvement process.

PRACTICE PRINCIPLE IN ACTION

Proactive Support; Contextualized and Responsive Support. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Facilitating Leaders' & Teams' Development of Organizational/System Implementation Capacities (CPC 6)

Facilitating leaders' and teams' development of implementation capacity (CPC 6) involves planning for organizational/system change and several other facilitation-based practice activities. After ICTP regional support teams and support participants have established agreements about implementation performance goals on which to focus support (practice activity 4.2) and related strategies (practice activity 4.4), action plans are still needed to put those strategies into place. These are developed within essential practice activity 6.1: develop, adapt and/or monitor the progress of shared action plans to advance strategies in partnership with leaders and teams.

Within practice activity 6.1, both project management skills and implementation practice skills are needed. ICTP regional support teams need to facilitate action planning, detailing the series of action steps—including partners responsible and timelines for each step—to put into place each strategy. **Typically, these action plans are highly interactive, inclusive not only of support participants and ICTP regional support team members, but also of other co-creation partners who may need to be involved. For example, a Triple P implementation consultant may be involved in programmatic steps, funders may be involved in financing steps, policymakers in policy steps, and community partners in a variety of steps for equitable voice and participation.**

In this way, action steps operationalize the co-creation process to put into place a particular strategy. See Box 7.7 for a detailed practice example.

PRACTICE PRINCIPLE IN ACTION

Co-creation. For more information about ICTP Practice Principles, download [Action Guide 5](#).

DIVE DEEPER

For more information about co-creation partners and processes, download [Action Guide 3](#).

Box 7.7

ICTP PRACTICE EXAMPLE. Using Action Planning to Advance the Development of Implementation Capacities That Support the Achievement of Intended Performance Goals

In one NC Triple P region, ICTP regional support team members and regional Triple P partners agreed to focus support on the performance goal “re-establish a set of engaged and effective community Triple P service provider organizations.”

One of the primary strategies to support this performance goal was partnering with the community Triple P implementation team and members of the community Triple P leadership team (collectively, the “primary participants” in ICTP support) to identify, establish, and/or improve leadership and implementation team structures within each community Triple P provider organization in the region.

ICTP regional support team members and regional Triple P partners co-developed an action plan (practice activity 6.1) that articulated the action steps, support formats, due dates, responsible persons, and intended recipients of support in each action step. The action plan included

- an early win (developed through practice activity 4.5);
- the provision of structured learning activities to support new knowledge acquisition (practice activity 5.2) in alignment with identified learning objectives (developed through practice activity 5.1);
- review of records produced by support participants (practice activity 3.3);
- multiple facilitation activities related to the development of organizational resources to support effective implementation (practice activity 6.2);
- facilitation of multiple experiential learning activities (practice activity 7.1);
- multiple activities related to the provision of supportive behavioral coaching (specifically, practice activity 8.1 and opportunities for practice activities 8.2–8.4, 8.6, and 8.7);
- the integration of PDSA methods (practice activity 6.4); and
- multiple opportunities to facilitate organizational and system learning and adaptive problem solving (specifically, practice activity 9.1 and opportunities for practice activities 9.2–9.5).

As this action plan was put into motion, completed steps were turned green, ongoing steps were identified in yellow, and future steps were identified in red. A version of this action plan, in progress at the time of its use, is provided below.

Table B.2 Action Plan Developed To Advance The Development Of Implementation Capacities and Intended Performance Goals

Goal 2: Re-establish a set of engaged and effective community Triple P service provider organizations with identified leadership and implementation team structures						
Action Steps		Support Format	Date Complete	Responsible Person(s)	For use with:	Notes
(1)	Provide adult learning on Leadership & Implementation Teams to Community Implementation Team (CIT) members	ICTP Support On-Site	7-Apr	ICTP Regional Support Team (RST)	Community Leadership Team (CLT) member & Community Implementation Team (CIT)	ICTP Core Leadership & Implementation Teams (LIT) PowerPoint delivered and discussed
(2)	Document what exists at Community Triple P Service Provider Implementation Team (SPIT) levels (EARLY WIN)	ICTP Support Email	11-Apr	Community Implementation Team (CIT)	CIT	Lead Triple P Coordinator developed an Excel grid documenting local Community Implementation Team (CIT) & Community Triple P Service Provider Implementation Team (SPITs)
		ICTP Support Virtual Contact	17-Apr	ICTP RST	CIT	Facilitated discussion & evolution of local CIT, SPIT grid
3	Provide adult learning on Leadership & Implementation Teams to Community Triple P Service Provider Leaders and Implementation Teams	ICTP Support Virtual Contact	16-May	CIT	Community Triple P Service Provider Implementation Team (SPIT)	Cutting ICTP Core LIT PowerPoint down to Service Provider PowerPoint
				ICTP RST	SPIT	Draft regional LIT 1-pager
		ICTP Support Virtual Contact	30-May	ICTP RST	SPIT	Completed revisions to regional SPIT PowerPoint
				ICTP RST	SPIT	Finalize regional LIT 1-pager, with added page for next steps
		Community Triple P Coalition On-Site	2-Jun	Community Leadership Team (CLT) member & CIT	SPIT	Regional SPIT PowerPoint delivered and discussed, with break-outs for application to local service provider levels (ICTP regional support team attends to observe CLT & CIT, support breakout groups, and provide follow-up coaching to CLT & CIT)
		Community Triple P Coalition On-Site	13-Jun	CLT member & CIT	SPIT	
		ICTP Support Virtual Contact	27-Jun	CIT	SPIT	Review PDSA data from participants
4	Develop Service Provider Implementation Team (SPIT) documentation (& new Memorandums of Agreement with Lead Implementing Agency)	ICTP Support Virtual Contact	11-Jul	ICTP RST	SPIT	Material prep for Lead Triple P Coordinator visits to community Triple P service provider organizations: Terms of Reference (ToR), Linked Communication Protocols (LCP), and PDSA materials
		ICTP Support Virtual Contact	11-Jul	ICTP RST	SPIT	Review materials for ToR, LCP and PDSA with SPITs
		ICTP Support On-Site	18-Aug	CIT	SPIT	Support SPIT planning and documentation
		ICTP Support Virtual Contact	8-Aug	CIT	SPIT	Review PDSA data from first site visits
		ICTP Support Virtual Contact	5-Sep	CIT	SPIT	Review PDSA data from second site visits
		ICTP Support Virtual Contact	19-Sep	CIT	SPIT	Review PDSA data from third site visits
		ICTP Support On-Site	19-Sep	CIT	SPIT	
		ICTP Support On-Site	20-Sep	CIT	CIT	

Note. Green shading reflected completed action steps, yellow shading reflected action steps in progress, and red shading reflected future action steps not yet started.

Identified early wins (practice activity 4.5) are typically among the first action steps detailed in action plans. “Early wins” are easily achievable action steps within short timelines that will jump-start progress. They serve to bridge CPC 4 practice activities with CPC 6 practice activities.

Also typically included in action plans are ICTP regional support team activities to provide structured learning focused on support participants’ acquisition of new implementation practice knowledge and skills (practice activity 5.2). This links CPC 5 and CPC 6 practice activities, making explicit the connections between individual/team learning activities and organizational/system performance improvement plans.

Two practice enhancers add great value to practice activity 6.1. First, facilitating the linking of relevant items from ICTP capacity assessments (e.g., CCA-TP, IDA-TP) into interactive action plans (practice activity 6.3) helps align effective implementation practices with capacity-building strategies. For example, if a community working to build its community-wide Triple P fidelity assessment system scored poorly on the CCA-TP Fidelity Assessment Index item *The Implementation Team ensures Triple P practitioners understand how fidelity assessments are administered and used to improve the delivery of Triple P*, one series of action steps to address this gap may be to develop an orientation to community Triple P fidelity assessment protocols. Triple P America implementation consultants may be involved to assist with programmatic messaging, and community Triple P practitioners may be involved to develop messages that resonate with the community’s local contexts and needs.

Second, facilitating leaders' and teams' incorporation of Plan-Do-Study-Act (PDSA) methods into shared action plans (practice activity 6.4) may add value as a practice enhancer. PDSA cycles are used in improvement science to improve organizational/system resources and protocols in small tests of incremental change. Specifically, PDSA cycles help teams execute true tests of change by encouraging them to think small, develop plans to execute the test of change, be methodical and make predictions, and rapidly adapt the plan and implement system changes.

In the example of developing an orientation for community Triple P fidelity assessment protocols, action plans may incorporate support participants' testing the orientation with a small cohort of experienced Triple P practitioners using PDSA methods.

This could be done to gain feedback about the appropriateness and acceptability of the orientation, or perhaps the feasibility of participating in the community-wide Triple P fidelity assessment system as detailed in the orientation. Using PDSA methods would involve making predictions and collecting data on these indicators to learn and improve the orientation process and repeating additional tests of incremental change with small cohorts of practitioners until improvement goals are met and sustained (see Figure 7.9). These PDSA steps are all interrelated "action steps" and can be reflected as such in shared action plans (practice activity 6.1).

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For more information about the integration of improvement science methods in the ICTP implementation support model, download the supplemental resource to this action guide series, ["Cross-Walking Implementation Practice Activities and Improvement Science Methods."](#)

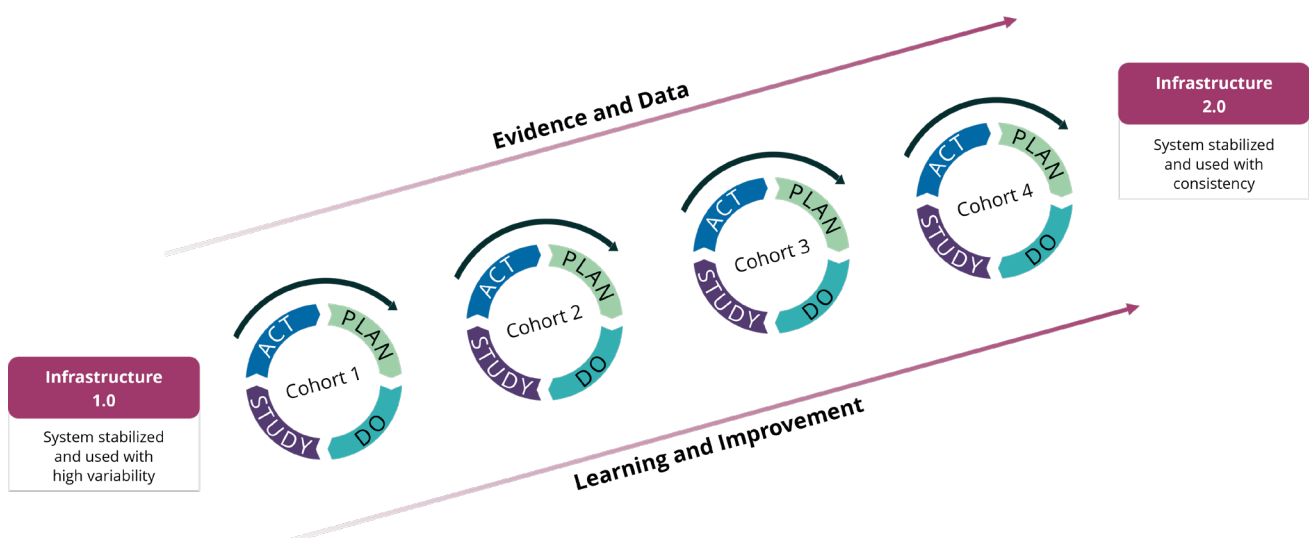


Figure 7.9 Changing System Infrastructure on Purpose Through Small Tests of Change Using PDSA Cycles. *Note.* PDSA = Plan-Do-Study-Act.

Box 7.8 provides a detailed example of one ICTP regional support team's use of PDSA methods, and Box 7.9 lists strategies for creating or adapting resources and protocols through the PDSA method.

Box 7.8

ICTP PRACTICE EXAMPLE. Using PDSA Methods and Small Tests of Change to Develop New Implementation Capacities

In one NC Triple P region, the ICTP regional support team and support participants assessed regional system strengths and needs (through CPC 3 practice activities) and identified the following shared problem statements (practice activity 4.1, "strengths, needs, and patterns"):

- Problem 1: There are families not being served with Triple P due to a shortage of local Triple P practitioners, especially independent/private practitioners.
- Problem 2: Local practitioners are not participating in Triple P training all the way through the accreditation process.
- Problem 3: Regional Triple P training events are expensive, not always accessible, and it is often difficult to fill the 20 necessary seats. Regional Triple P partners describe "not getting the most bang for our buck."
- Problem 4: A number of local practitioners are completing training but not following through with regional performance expectations for program delivery or data reporting.

Regional performance goals on which to focus ICTP support were identified as "increasing Triple P accessibility and reach" and "improving regional Triple P training outcomes and data reporting" (practice activity 4.2, "regional performance goals"). Improving the region's Triple P training process was identified as a key strategy or structural driver that might address many of these problem areas (practice activity 4.4, "strategies").

Working with their ICTP regional support team, support participants further narrowed in on a test of one specific change idea (practice activity 6.1, "action plans"): shifting the region's enrollment of practitioners in Triple P training exclusively to Triple P America's (TPA's) open enrollment training events (the region would no longer host its own 20-seat training events). Support participants predicted this change would

- connect local practitioners to Triple P training events more aligned with their interests and expertise,
- increase regional Triple P practitioners' delivery of Triple P,
- increase the number of regional Triple P practitioners meeting data-reporting expectations,
- increase the amount of Triple P training they could support with their regional training budget, and

- reduce work burden on the community implementation team, which had to be heavily involved in planning and managing Triple P training when hosted within regional events, rather than TPA's open enrollment events.

Once this test of change was identified, support participants agreed to use a Plan-Do-Study-Act cycle to test their change (practice activity 6.4, "PDSA"). The ICTP regional support team provided resources to help support participants learn how to use quality improvement/ PDSA methods and hosted a session for support participants to reflect on their learning and ask questions (CPC 5 practice activities). The regional support team then facilitated support participants' use of the ICTP PDSA worksheet ([see Appendix F](#)) to document the "Plan" for the small test of change, including learning questions; predictions; the who, what, where, when; and the data-collection strategy (practice activities 6.1, "action plans," 6.2 "capacity development," and 7.1, "experiential learning").

The support participants then completed the "Do" part of the PDSA cycle. This involved using a new practitioner vetting and open enrollment registration process with their FY 2022 practitioner cohort and collecting previously identified data for the PDSA cycle (practice activity 7.1, "experiential learning"). During this period, the ICTP regional support team brokered connections with TPA to assist support participants with process troubleshooting (practice activity 9.4, "engage partners for shared learning and problem solving"). Specifically, support participants needed help accessing TPA's available training data. The ICTP regional support team also held support participants accountable for completing their test of change (practice activity 9.2, "accountability").

The regional support team then used the [ICTP PDSA Reflection Activity \(see Appendix F\)](#) to assist support participants through the "Study" and "Act" parts of the PDSA cycle. The "Study" included having support participants review their PDSA data (alongside the ICTP regional support team; practice activity 3.3, "records reviews") and compare it to their predictions, determine if their learning questions were answered, and reflect on successes and challenges (practice activities 9.1, "root causes and lessons learned" and 9.5, "document organizational learning and problem solving"). The results of the PDSA were very promising. Support participants observed that all their predictions were met. They also observed an unexpected outcome: more practitioners were getting trained in different Triple P levels.

When considering the next "Act," support participants had to determine whether to complete another test using the same "Plan" as the first test, adapt the former plan with minor changes for the next cycle, or simply stop and exit the PDSA process. The ICTP regional support team helped facilitate this new planning process (returning to practice activity 6.1, "action plans"). Support participants ultimately decided that they would make minor changes to their plan and run another PDSA cycle. Adaptations included streamlining their data tracking and documentation processes and comparing the outcomes of practitioners attending open enrollment training *plus regional post-accreditation meetings* to those practitioners who attended open enrollment training only.

Reflecting on this practice example, several observations are noteworthy. First, prior to engaging in these activities, support participants had a strong track record of using data for learning and improvement and a basic understanding of PDSA cycles. These conditions made the PDSA cycle approach more feasible and appropriate for this support setting. Second, the PDSA cycle was done in a semi-formal manner and was not as “rapid” as a typical PDSA cycle. However, these adaptations better met the needs of the support participants and their context. Third, it was clear that this support strategy afforded helpful structure, documentation, and accountability for support participants. It also ensured that the support process was more systematic and data-informed than it would have been otherwise. Finally, with this experience, support participants gained new knowledge and skills to test other changes and improvements more effectively.

Box 7.9

Creating or Adapting Resources and Protocols

Implicit in using the PDSA method within implementation practice settings is the creation of new or adapted organizational resources and protocols that will be tested (practice activity 6.2, “capacity development”). Following are several strategies for brainstorming new or adapted organizational resources and protocols [29]:

1. *Don't reinvent the wheel.* Do your research and leverage the knowledge and expertise of similar partners and organizations. Learn from their experiences and use what is working (i.e., “steal shamelessly”). Test it for your own organization or practice setting.
2. *Leverage experience and creativity.* Make use of the experience and creativity of those who are already working within the target areas for change or are recipients of programs and practices in those areas. Typically, these individuals have a wealth of knowledge and great ideas that can be cultivated within a test of change. **Moreover, this reinforces co-creation practices.**
3. *Understand the system.* In order to develop effective changes, you need to understand the system you are trying to improve and identify key drivers of improvement. Two tools helpful for this process are [Driver Diagrams and Change Packages \(see Appendix F\)](#). These resources are used to conceptualize an issue,

PRACTICE PRINCIPLE IN ACTION

Co-creation. For more information about ICTP Practice Principles, download [Action Guide 5](#).

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For more information about co-creation partners and processes, download [Action Guide 3](#).

develop the theory behind the practice or project, determine the components of the system that will influence a goal, and help generate change ideas.

4. *Use change concepts.* “Change concepts” are general approaches found to be useful in developing change ideas that will lead to improvement. The resource [“Complete List of Change Concepts,” available in Appendix F](#), provides examples of change concepts.

Shared action plans (practice activity 6.1) should reflect the necessary action steps required to move change ideas forward.

ICTP regional support teams use the second essential activity within CPC 6, **facilitate the development or refinement of organizational/system structures, resources, policies, or practices (practice activity 6.2)**, when facilitating or otherwise contributing to the development of (1) a new team structure; (2) new elements of regional workforce development systems, quality and outcome monitoring systems, or media and network systems; or (3) any other structure, resource, practice, or protocol that has been identified as necessary to the achievement of overarching regional performance goals.

Continuing the example of orientation to community Triple P fidelity assessment protocols, ICTP regional support teams may facilitate support participants’ development of orientation resources in whatever format makes the most sense for their community Triple P activities. Support participants’ planned development or refinement of organizational/system structures, resources, policies, or practices should be included in shared action plans (practice activity 6.1).

Support participants’ ability to engage in the development or refinement of organizational resources often depends on their learning from previous practice activities (i.e., CPCs 5, 7, 8, and 9). If support participants are unable to participate in organizational/system capacity development activities, ICTP regional support teams might consider additional learning (CPCs 5, 7, 8, and 9), relationship building (e.g., practice activity 1.3, readiness), or assessment activities (CPC 3).

Finally, because action plans often involve multiple co-creation partners, ICTP regional support teams may occasionally need to broker external partnerships or resources as part of their capacity development efforts (practice activity 6.5). This is a practice enhancing activity, as it

KEY PRACTICE INSIGHT

When tracking practice activities in any data system practice, activity 7.1 (experiential learning) is always dually coded alongside practice activity 6.2 (capacity development). Both 6.2 and 7.1 involve ICTP regional support teams’ facilitation of support participants’ application of their implementation knowledge and skills. For more details, see next section, “Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Organizations & Systems.”

aids support participants' efforts but may not be essential for the ICTP regional support teams to sufficiently influence intended practice outcomes. As a secondary benefit, this practice activity may decrease dependence on ICTP regional support teams and broaden support participants' support networks.

Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Organizations & Systems

Facilitating habituation and experiential learning related to the use of skills, resources, and abilities (CPC 7) is a cornerstone of *both* the individual/team behavior change cycle *and* the organizational/system performance improvement cycle (see Figure 7.1). The three practice activities within CPC 7 were previously detailed in the section "Facilitating Habituation and Experiential Learning Related to the Use of Skills, Resources, & Abilities (CPC 7) in Individuals & Teams." For the purposes of using CPC 7 within organizations and systems, these three practice activities (all essential activities) read

- facilitate appropriate, naturally occurring or intentionally created experiential learning activities related to prioritized implementation performance goals for leaders and teams to apply organizational/system structures, resources, policies, or practices within the full context of their system environment (practice activity 7.1);
- use anticipatory guidance to promote leaders' and teams' success, ensure their safety, and facilitate their anticipatory problem solving related to perceived or potential implementation practice challenges (practice activity 7.2); and
- use anticipatory guidance to promote leaders' and teams' habituation to the typical discomforts and anxieties of creating change in their own and their organizational/system environments (practice activity 7.3).

Two scenarios commonly relate to the use of CPC 7 in the organizational/system performance improvement cycle:

1. when facilitating leaders' and teams' application of their implementation practice knowledge and skills to their development or refinement of contextually relevant organizational/system structures, resources, policies, or practices (i.e., alongside practice activity 6.2, "capacity development"); and
2. when facilitating leaders' and teams' operation or management of new or previously established organizational/system structures, resources, policies, or practices in their natural practice settings.

We'll discuss the use of CPC 7 in these two scenarios below.

Developing & Refining Organizational/System Structures, Resources, Policies, or Practices

When ICTP regional support teams help support participants apply their implementation practice knowledge and skills to the development or refinement of structures, resources, policies, or practices relevant to their organization/systems context (practice activity 6.2), they are inherently facilitating experiential learning activities. *Thus, practice activity 7.1 is always dually recorded alongside practice activity 6.2 in the **ICTP implementation support practice tracking system**; practice activity 6.2 is a special case of practice activity 7.1.*

Using the example of support participants' development of a protocol to orient practitioners to community Triple P fidelity assessment practices, ICTP regional support teams typically facilitate support participants' development of orientation resources in formats that make the most contextual sense for their community Triple P activities (practice activity 6.2). While support participants work on developing or improving these resources—likely alongside other regional Triple P partners such as community Triple P practitioners and Triple P implementation consultants—the experiential learning will help them contextualize and refine their knowledge and skills. They will also have opportunities to habituate to typical discomforts or anxieties that arise as they try to effect intended organizational/system changes.

Operating & Managing Organizational/System Structures, Resources, Policies, or Practices

When ICTP regional support teams facilitate support participants' operation or management of new or previously established organizational/system structures, resources, policies, or practices, the aim of CPC 7 is for support participants to

- gain experiential learning to refine and contextualize their implementation *leadership and management* knowledge and skills;
- form new *leadership and management* behaviors patterned on effective implementation practices;
- habituate to the typical discomforts and anxieties inherent in *leading and managing* behavior, organization, and systems change and improvement;

KEY PRACTICE INSIGHT

When tracking practice activities in any data system, practice activity 7.1 (experiential learning) is always dually coded alongside practice activity 6.2 (capacity development).

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For more information about the implementation support practice tracking system, download [Action Guide 10](#).

- engage in *organizational or system-level experiential learning* to reinforce or refine contextually relevant organizational/system structures, resources, policies, or practices; and
- pattern new organizational/system behaviors on effective implementation practices.

Using the example of support participants' development of a protocol to orient practitioners to community Triple P fidelity assessment practices, ICTP regional support teams would facilitate support participants' initial operation and management of orientation protocols. This experiential learning will help support participants refine their implementation leadership and management skills. They will also have opportunities to habituate to typical discomforts or anxieties inherent in leading and managing activities intended to effect organization/system changes.

Additionally, support participants will have the opportunity to participate in *organizational or system-level experiential learning*. Support participants can observe and collect data about how their organization or system shifts in response to the new community Triple P fidelity assessment orientation protocols. Will practitioners participate in orientation sessions? Will they apply community Triple P fidelity assessment practices learned through orientation sessions? Are there unintended or unexpected changes to organizational or system performance?

To the extent that ICTP regional support teams have facilitated the incorporation of PDSA methods into shared action plans (practice activity 6.4), opportunities to build upon organizational and system-level learning can be intentionally planned. Additionally, to the extent that qualitative or quantitative data have been collected during **support participants' operation or management of new or previously established organizational/system structures, resources, policies, or practices, CPC 7 may also double as part of an implementation support assessment activity (CPC 3).**

PRACTICE PRINCIPLE IN ACTION

Data-Driven Progress Monitoring and Improvement. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Facilitating Organizational and System Learning & Adaptive Problem Solving (CPC 9)

After support participants have put new organizational/system structures, resources, policies, or practices into place, ICTP regional support teams may facilitate leaders' and teams' organizational and system learning and problem solving (CPC 9). All five practice activities in CPC 9 are considered essential. The primary sources of *organizational and system learning and problem solving* include facilitating support participants' use of data and feedback to identify and analyze root causes of challenges and identify lessons learned (practice activity 9.1) and their engagement of key partners (e.g., broader regional partners) for shared learning and help with problem solving (practice activity 9.4). Facilitating support participants' documentation of this learning and problem solving (practice activity 9.5) helps sustain the knowledge and experiential learning beyond the turnover of individual partners.

The intent of these practice activities is to build *organizational/system knowledge* about structural and performance changes (i.e., collective knowledge across institutional or regional partners). This is in contrast to building *individual or team knowledge* among primary support participants, as is the intention in supportive behavioral coaching activities (CPC 8). The key differentiation is that organizational/system knowledge is not owned or fully reflected by any one individual or team.

The additional two practice activities in CPC 9 help ICTP regional support teams facilitate support participants' identification of, understanding of, and abilities to address barriers and challenges that may have emerged as they put new organizational/system structures, resources, policies, or practices into place. This starts with facilitating leaders' and teams' identification of technical and adaptive elements of challenges and use of appropriate strategies to address them (practice activity 9.3).

Additionally, ICTP regional support teams often need to **hold leaders and teams accountable for progressing the work, despite adaptive challenges** (practice activity 9.2). When support participants begin to encounter adaptive challenges related to their efforts to effect change in their organizational and system environments, they may experience a variety of attitudinal and emotional challenges to moving the work forward. In these situations, regional support teams must be particularly mindful to continue investing in practice activities related to building collaborative relationships (CPC 1), providing supportive behavioral coaching (CPC 8), and reinforcing self-regulation (CPC 2).

A full review of adaptive leadership and problem solving is beyond the scope of the *ICTP Implementation Support Practice Action Guide Series*.

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Adaptive Leadership. For more information about ICTP Practice Principles, download [Action Guide 5](#).

PRACTICE PRINCIPLE IN ACTION

Adaptive Leadership. For more information about ICTP Practice Principles, download [Action Guide 5](#).

(For a good introduction to adaptive leadership, see Heifetz and Laurie [11]). **However, the six primary adaptive leadership strategies are embedded within the ICTP practice principle “adaptive leadership” and may be used as a guide.**

Having ICTP regional support teams model adaptive leadership principles and facilitate regional leaders’ and teams’ use of adaptive leadership strategies creates a parallel process and **opportunities for leaders and teams to engage in observational modeling.** Resources for facilitation of adaptive leadership and problem solving are included in Appendix E.

SOCIAL COGNITIVE THEORY IN ACTION

Observational Learning. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Interplay of Individual/Team Behavior Change, Organizational/System Performance Improvement, & Co-design

As previously mentioned, the individual/team behavior change cycle typically operates parallel to the organizational/system performance improvement cycle. The sets of practice components and activities involved in these cycles are best seen as integrated, playing off and into each other in dynamic ways.

Two CPCs, *facilitating collaborative agreements about implementation performance goals on which to focus support* (CPC 4) and *facilitating habituation and experiential learning related to the use of skills, resources, and abilities* (CPC 7) pin the two practice cycles together; they are typically used by ICTP regional support teams for both purposes. The goals, strategies, and early wins identified through CPC 4 enable the ICTP ISP to determine learning objectives and activities that may be needed to position support participants as agents of change within their community Triple P environments. When support participants apply their new learning, skills, and abilities within their local system environment, they are often leading or managing new organizational/system implementation capacities in small tests of change to advance desired performance improvements.

Two other CPCs, *facilitating leaders’ and teams’ development of implementation capacity* (CPC 6) and *facilitating organizational and system learning and adaptive problem solving* (CPC 9), often operate similar to and, occasionally, close in time to their counterparts from the individual/team behavior change cycle: *providing learning to support leaders’ and teams’ acquisition of new implementation practice knowledge and skills* (CPC 5) and *providing supportive behavioral coaching to leaders and teams* (CPC 8). This is represented in Figure 7.1 with bi-directional arrows between CPCs 5 and 6 and between CPCs 8 and 9.

As support participants develop new implementation knowledge, skills, and abilities (via CPC 5), ICTP regional support teams typically ask them to begin applying this learning to the development or refinement of organizational/system capacities that will support intended implementation performance goals (CPC 6). Once leaders and teams have tested the performance of these new capacities (CPC 7), regional Triple P partners may engage

in collective learning and adaptive problem solving through small tests of change (CPC 9). Parallel to this, ICTP regional support teams may provide supportive behavioral coaching to regional leaders and team members about their leadership and management during such performance tests (CPC 8).

The interplay between CPCs during these change and improvement cycles does not end there. As support participants engage in experiential learning and conduct small tests of organizational/system change (CPC 7), ICTP regional support teams typically collect data to test original assumptions about whether changes resulted in organizational/system improvements [30]. This reintegrates *mixed-methods assessment activities* (CPC 3)—whether conducted by ICTP regional support teams alone or together with regional Triple P partners and support participants—into the support process.

This allows ICTP regional support teams, support participants, and regional Triple P partners to refine their original goals, strategies, and action plans (CPC 4 and practice activity 6.1) and cycle back through additional individual/team behavior change and organizational/system performance improvement activities, creating continuous quality improvement cycles [30]. Thus, the **co-design process** and the change and improvement processes also interplay with each other.

Meanwhile, practice activities related to *building collaborative relationships* (CPC 1) and *reinforcing self-regulation* (CPC 2) are ongoing. Together with CPCs 3 through 9, this confluence of practice activities can substantially influence the full set of practice outcomes. Once performance goals are sufficiently realized and regional leaders and implementation team members demonstrate the ability to self-regulate ongoing performance according to effective implementation practices and established regional capacities, ICTP regional support teams and support participants may consider *transitioning intensive support to other goals or objectives* (CPC 10).

For a closer look at how core practice activities align with improvement science methods, see the supplemental resource to this Action Guide, "[Cross-Walking Implementation Practice Activities and Improvement Science Methods](#)."

PRACTICE PRINCIPLE IN ACTION

Co-creation. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Transitioning Out of Intensive Implementation Support (CPC 10)

A change agent's implementation work has been described as including seven main areas of activity [31]. The seventh area, "bringing [the change agent's] own role to a conclusion and handing over completely to the recipient" (p. 25), is too infrequently discussed in implementation practice. Nearly as important as establishing a strong working relationship during the early phases of implementation support is *transitioning out of intensive support* (CPC 10) well in later phases.

Preparing for transition must be navigated thoughtfully throughout implementation support. According to Guldbrandsson [31], "If the change agent, advertently or inadvertently, has taken on or been allocated too great a responsibility, this may make the hand-over more difficult at a later stage" (p. 25). This cautionary note elucidates the relationship between an ICTP regional support team's (1) reinforcement of support participants' self-regulation of effective implementation practice and (2) ability to transition out of intensive support well. If support participants have become too dependent on their regional support team, their management of implementation performance may stall once intensive support is removed.

Within the context of the ICTP projects, the term "intensive support" in CPC 10 refers to any facet of tailored implementation support focused on improving implementation capacity or performance. Specifically, transitioning out of intensive support may occur in any of the following situations in the ICTP projects:

- The focus of tailored implementation support is shifting to another implementation performance goal because regional Triple P partners have sufficiently developed and are consistently self-regulating their implementation capacity and performance related to the current goal.
- The tailored implementation support relationship is ending altogether in favor of an alternative support relationship, such as **universal supports, design and consultation supports**, or no support relationship at all (e.g., at the end of a funded support engagement). (See Box 7.10 for a practice example.)
- A member or entire team of ICTP regional support specialists is transitioning out of that region and being replaced by a new member or team.

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For more information about the ICTP tiered model of support, download [Action Guide 6](#).

For more information about design and consultation supports, download [Action Guide 8](#).

Box 7.10

ICTP PRACTICE EXAMPLE. Transitioning From Tailored, Intensive Supports to Universal Support Only

In FY 2022, a Triple P region in North Carolina became the first region to move from ICTP tailored implementation supports in the “intensive, broad-based” and “brief, narrow-focused” tiers to the “universal support” tier only. This transition was negotiated between primary support participants and the ICTP project team, who collectively agreed that regional Triple P partners were maintaining strong levels of regional implementation capacity and self-regulating effective implementation practices well.

Regional Triple P support participants and the ICTP project team agreed to engage in universal supports generally and tailored supports only as needed and determined by regional Triple P partners going forward, unless or until the support relationship needed to be renegotiated.

None of these situations is less important than another. Conducting a good transition when shifting the focus of tailored support between goals or when an individual member leaves the ICTP regional support team can be just as important to the success of a support engagement as transitioning well at the end of the support relationship altogether.

ICTP regional support teams may consider a variety of factors when determining whether to transition out of tailored implementation support. The principle of **data-driven progress monitoring and improvement** guides ICTP regional support teams to collect and use mixed-methods data (through CPC 3 activities), such as

- implementation capacity and performance data, including data about leaders’ and implementation teams’ abilities to self-regulate effective implementation processes;
- feedback, experiences, and learning outcomes collected throughout individual/team behavior change activities (CPCs 5, 7, and 8); and
- feedback, experiences, and data about the completion of shared action plans collected throughout organizational/system learning and improvement activities (CPCs 6, 7, and 9).

For example, when facilitating support participants’ self-reflection on experiential learning activities (practice activity 8.2), ICTP regional support teams may collect feedback and make observations about whether regional Triple P partners have developed high levels of self-efficacy, personal agency, and self-sufficiency.

PRACTICE PRINCIPLE IN ACTION

Data-Driven Progress Monitoring and Improvement. For more information about ICTP Practice Principles, download [Action Guide 5](#).

Alternatively, regional Triple P partners may demonstrate readiness to transition out of intensive support for certain performance goals when reflecting about organizational, community, or system learning (practice activities 9.1 and 9.5). In these moments, they may also demonstrate no further need for ICTP regional support teams' facilitation of adaptive problem solving (practice activity 9.3), instead engaging in such problem solving on their own. In combination, these observations and data points may indicate ICTP regional support teams' ability to greatly taper, if not remove, intensive support activities on certain performance goals.

If ICTP regional support teams conduct transitions out of intensive implementation support when these conditions are present, then support participants will more likely be able to sustain effective implementation practice work. Additionally, this transition is likely to be more effective when there is a strong working alliance between ICTP regional support team members and support participants (see Figure 7.10).

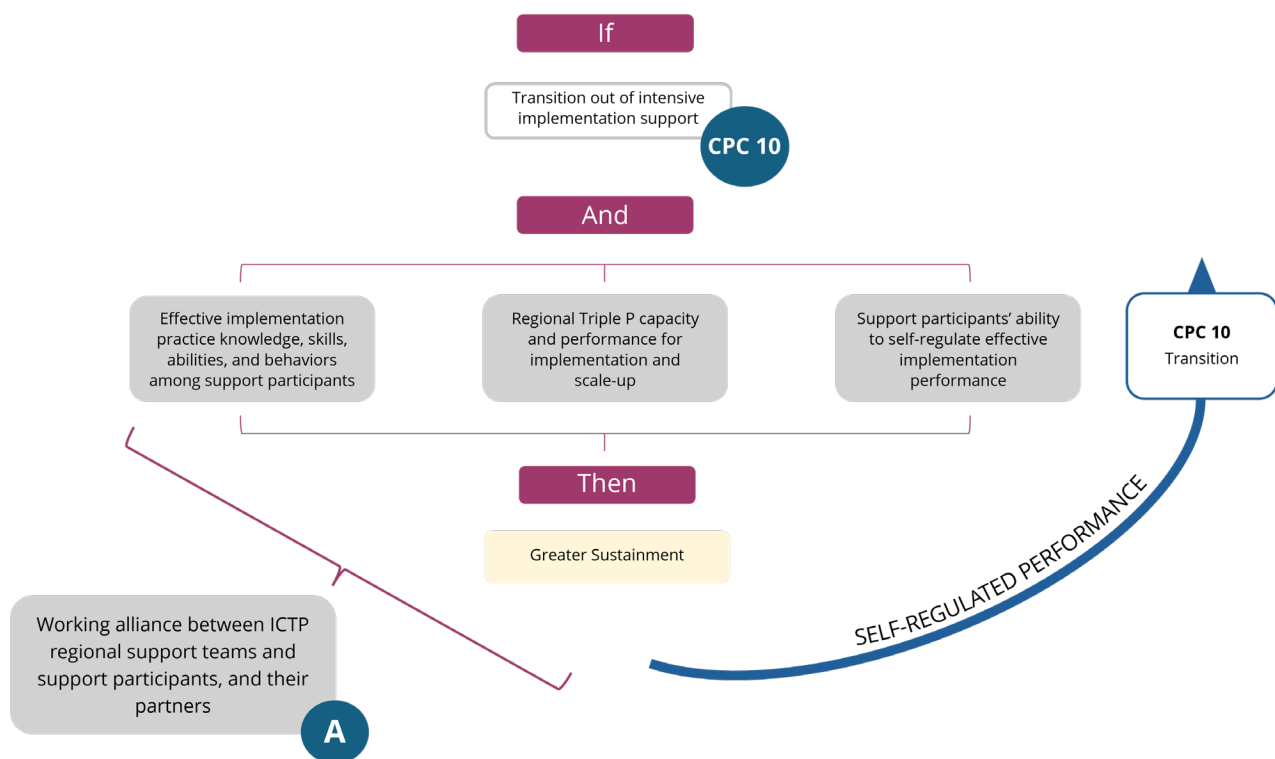


Figure 7.10 Using CPC 10 to Transition Out of Intensive Implementation Support. *Note.* If ICTP regional support team members transition out of intensive implementation support when support participants and their organizational settings demonstrate sufficient capacities and performance for implementation and scale-up, then support participants' sustainment of effective implementation is more likely. In the presence of practice outcome A, "Working Alliance," the influence of CPC 10 on sustainment is believed to increase. CPC = core practice component; ICTP = Implementation Capacity for Triple P.

Two essential activities and one practice enhancer operationalize CPC 10. The essential activities are **establishing a shared understanding of why support is transitioning** (practice activity 10.1) **and when and to whom support participants might reach out for support if needed in the future** (practice activity 10.2).

Inherent in this latter practice activity is that support participants understand that they are not expected or assumed to become entirely independent. Rather, they have a clear picture of their natural support network going forward, how to access it, and when reaching out within that network may be beneficial. This may include peers, mentors, other intermediary partners, and/or ICTP ISPs in various alternative support capacities, such as universal or design and consultation supports.

The aim of the single practice enhancer (practice activity 10.3) is to help support participants to be informed consumers of future implementation support activities. If participants can clearly articulate which support processes have been beneficial to their efforts and which processes have been less helpful, they may be able to select ISPs in the future who better fit their needs and preferences. They may also be able to help those ISPs accelerate their contributions through more informed support activities.

For a facilitation resource to guide conversations about transitioning out of intensive support, see Appendix C.

SOCIAL COGNITIVE THEORY IN ACTION

Self-regulation. Not attending to these practice activities may inadvertently weaken the working alliance between ICTP regional support teams and support participants, undermine support participants' future self-regulatory processes, or result in support participants' perception of unclear or mixed messages about their accomplishments during the support engagement. For more information on the theoretical underpinnings of the ICTP implementation support practice model, download [Action Guide 5](#).

Key Takeaways

- CPCs 1 and 2 are the foundational CPCs of the ICTP practice model as they are critical to the effectiveness of all other support strategies. These CPCs are generally used by ICTP regional support teams throughout their work with support participants.
 - **CPC 1: Build collaborative relationships.** CPC 1's seven practice activities focus on building a strong and transparent working alliance with support participants, fostering a sense of shared belonging, and attending to the human element in the support process.
 - **CPC 2: Reinforce leaders' and teams' self-regulation of effective implementation performance.** CPC 2 focuses on fostering support participants' *self-regulation*, a key aspect of social cognitive theory. Each of the five practice activities (all essential activities) focuses on one dimension of self-regulation—self-efficacy, self-management resources, personal agency, problem solving, and self-sufficiency—as it relates to implementation performance.
- CPCs 3 and 4 are used to *co-design implementation support*, which involves regional support team members working collaboratively with support participants to develop shared case conceptualizations and plan support activities. This ensures that support plans are tailored to support participants' context and needs while being informed by the implementation scientist-practitioner lens used by regional support teams.
 - **CPC 3: Assess implementation capacity, performance, and progress toward intended outcomes.** CPC 3 practice activities, which are used early in and throughout the support engagement, involve conducting qualitative and quantitative (i.e., mixed-methods) assessments and reviewing records to evaluate the organization's implementation capacity and performance. To ensure inclusivity, assessments must involve multiple respondents and data must be disaggregated into sociodemographic categories (e.g., race and ethnicity, geographic region, family characteristics) whenever possible. Data obtained in CPC 3 is used for *case conceptualization*, in other words, to form a full picture of how current individual, team, organizational, and system factors are working together to produce current progress towards, and barriers to, intended outcomes.
 - **CPC 4: Facilitate collaborative agreements about implementation performance goals on which to focus support.** CPC 4 is grounded in *co-creation*, or collectively generating knowledge that spans the boundaries of local practice, science, and governance. CPC 4 essential activities involve creating a shared understanding of the support organization's strengths, needs, and barriers to implementation performance (i.e., refining the case conceptualization with support participants);

setting realistic, jointly determined goals and strategies; and prioritizing goals. The one CPC 4 practice enhancer, identifying “early wins,” helps build buy-in and momentum.

- CPCs 5, 7, and 8 are aimed at facilitating *individual/team behavior change cycles*. ICTP regional support teams use these CPCs to increase Triple P leaders’ and implementation teams’ effective implementation practice knowledge, skills, abilities, and behaviors.
 - **CPC 5: Provide learning to support leaders’ and teams’ acquisition of new implementation practice knowledge and skills.** CPC 5 essential activities involve setting and monitoring learning objectives and engaging in structured or incidental learning activities to promote Triple P leaders’ and implementation teams’ new learning. CPC 5 practice enhancers involve less structured practice activities to support new learning.
 - **CPC 7: Facilitate the habituation of skills, resources, and abilities.** Once Triple P leaders and implementation teams have begun acquiring new knowledge and skills, ICTP regional support teams use CPC 7 activities to support them in *habituating* to their use in their natural community and system environments. The aims of this process are to (1) refine and contextualize learning through application, (2) form new patterns of effective practice behaviors, and (3) reduce support participants’ sensitivity to the typical discomforts and anxieties inherent in behavior, organization, and systems change. ICTP regional support teams partner with support participants to develop experiential learning activities and, prior to engaging in them, use *anticipatory guidance* to help Triple P leaders and implementation teams problem solve and anticipate anxiety and discomfort that may arise. Regional support teams must ensure support participants’ psychological and professional safety throughout all practice activities; this is particularly relevant in the case of experiential learning activities.
 - **CPC 8: Provide supportive behavioral coaching to leaders and teams.** CPC 8 has seven practice activities, six of which are essential activities. These *supportive behavioral coaching* activities include observing and/or debriefing experiential learning activities; facilitating leaders’ and team members’ self-reflection regarding the activities; providing specific behavioral praise, constructive behavioral feedback, and structured learning; and normalizing Triple P leaders’ and implementation teams’ thoughts and feelings regarding the experiential learning activity.
- In the ICTP practice model, organizational/system improvement efforts run parallel to individual/team behavior change strategies. CPCs 6, 7, and 9 are aimed at facilitating *organizational/system performance improvement cycles*.
 - **CPC 6: Facilitate leaders’ and teams’ development of implementation capacity.** One of two essential activities within CPC 6 involves collaboratively developing

shared action plans to put into place the strategies that are necessary to achieve implementation performance goals. Two practice enhancers to support this activity involve incorporating information from regional capacity assessments (i.e., CCA-TP, IDA-TP) and utilizing Plan-Do-Study-Act (PDSA) methods in shared action plans. The second essential activity involves facilitating the development or improvement of the organization's or system's structures, resources, or practices.

- **CPC 7: Facilitate the habituation of skills, resources, and abilities.** Just as CPC 7 practice activities are used to support the habituation of leaders' and implementation teams' new implementation knowledge and skills (see above), they are also used to facilitate the habituation of new organizational/system structures, resources, policies, or practices. This generally happens when facilitating support participants to (1) apply their implementation knowledge and skills to the development of organizational/system structures, resources, policies, or practices and (2) operate or manage organizational/system structures, resources, policies, or practices in their natural practice settings.
- **CPC 9: Facilitate collective learning and adaptive problem solving.** After support participants have put new organizational/system structures, resources, policies, or practice into place, ICTP regional support teams engage with leaders and team members in five essential activities: (1) analyzing the root causes of challenges and reflecting on lessons learned; (2) holding leaders and teams accountable for progressing the work, despite adaptive challenges; (3) addressing challenges, both technical and adaptive; (4) facilitating shared learning and problem solving with broader regional partners; and (5) documenting collective learning and problem solving.
- Because the individual/team behavior change cycle and the organizational/system performance improvement cycle operate in parallel, the CPCs and practice activities involved in these cycles are best seen as integrated, enhancing and benefiting from each other in dynamic ways.
- Finally, **CPC 10: transitioning out of intensive implementation support**, comes into play in various situations, such as (1) when the focus of tailored implementation support is shifting to another implementation performance goal, (2) when the implementation support relationship is ending, and (3) when there is a change in a member or entire team of ICTP regional support specialists. The essential practice activities within CPC 10 involve establishing a shared rationale for the transition and addressing avenues for future support outreach.

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ICTP Action Guide Series

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Wilder Collaboration Factors Inventory

https://www.wilder.org/wilder_studies/collaboration-factors-inventory/

Agency Triple P Implementation

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Climate Scale

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Triple P implementation outcomes measures

<https://ictp.fpg.unc.edu/simulation-lab/>

Community Capacity Assessment for the Triple P System of Interventions (CCA-TP)

<https://ictp.fpg.unc.edu/resource/community-capacity-assessment-for-the-triple-p-system-of-interventions-cca-tp/>

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

<https://ictp.fpg.unc.edu/resource/module-5-administering-and-utilizing-the-implementation-drivers-assessment-for-agencies-implementing-triple-p-interventions-ida-tp/>