



ICTP
Implementation
Capacity for Triple P

Cross-Walking Adult Learning Best Practices with Implementation Support Practice Activities Related to Individual and Team Behavior Change

ICTP Implementation Support Practice Action Guide Series
Action Guide 7 Resource



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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.

Cross-Walking Adult Learning Best Practices with Implementation Support Practice Activities Related to Individual and Team Behavior Change

Adult learning best practices, as detailed by Dunst and Trivette [1], play an essential role in individual and team behavior change activities within the Implementation Capacity for Triple P (ICTP) implementation support practice model. In their examination of the moderators of effectiveness of adult learning methods, Dunst and Trivette found that the use of *combinations* of adult learning best practices, rather than individual practices alone, was associated with significantly greater learner outcomes. The largest effect sizes were associated with the use of *4 or 5* adult learning best practices. Such combinations of adult learning practices don't have to happen in a single learning event. In fact, Dunst and Trivette also found that learning activities spanning more than 20 hours produced the best learner outcomes, particularly when 4 or 5 adult learning best practices were employed.

In the ICTP implementation support practice model, the use of adult learning best practices is embedded across 15 practice activities: practice activities 5.2-5.5, 6.2, 7.1-7.3, and 8.1-8.7. In Table 1 below, these practice activities are cross-walked with learning practices from Dunst and Trivette [1] to provide a *guide* for planning and/or cross-tracking adult learning activities within implementation support practice activities. The intent of this resource is only to provide a guide for planning or cross-tracking. Planning and cross-tracking activities among individual implementation support practitioners may vary or yield new insights over time.

For more information about individual implementation support practice activities, see the Action Guide 6/Action Guide 7 supplemental resource, "[Practice Activity Deep Dive Resource](#)."

Working definitions of learning practices from Dunst and Trivette [1] are provided in Table 2.

Table 1 Cross-Walking Adult Learning Best Practices [1] With Implementation Practice Activities

Cross-Walking Adult Learning Best Practices with Implementation Practice Activities	
Implementation Support Practice Activities	Adult Learning Practices
5.2 (Structured Learning: New Knowledge and Skills): Provide structured learning activities focused on the acquisition of new implementation practice knowledge and skills related to prioritized implementation performance goals	• Introducing new learning material: Out-of-class learner activities/self-instruction; Classroom/workshop presentations; Pre-class learner exercises • Illustrating or demonstrating new knowledge and skills: Role playing/ simulations; Learner-informed input • Applying new knowledge and practicing new skills: Real-life application; Real-life application plus role playing; Problem-solving tasks
5.3 (Just-in-Time Learning): Use incidental or “just-in-time” learning to strengthen connections between effective implementation practices and real-time discussions or activities	• Illustrating or demonstrating new knowledge and skills: Learner-informed input
5.4 (Online Learning Resources): Facilitate the independent use of online learning resources	• Introducing new learning material (outside class): Out-of-class learner activities/self-instruction; Pre-class learner exercises • Illustrating or demonstrating new knowledge and skills (in class): Role playing/ simulations
5.5 (Broker Learning): Broker external learning resources, events, or partnerships	• Introducing new learning material: Out-of-class learner activities/self-instruction; Pre-class learner exercises
6.2 (Capacity Development): Building on support participants’ implementation practice knowledge and skill, facilitate the development or refinement of contextually relevant organizational/system structures, resources, policies, or practices related to prioritized implementation performance goals	• Applying new knowledge and practicing new skills: Real-life application

Implementation Support Practice Activities	Adult Learning Practices
7.1 (Experiential Learning): Facilitate appropriate, naturally occurring or intentionally created experiential learning activities related to prioritized implementation performance goals for leaders and teams to apply knowledge, skills, and organizational/system structures, resources, policies, or practices within the full context of their system environment	• Applying new knowledge and practicing new skills: Real-life application; Real-life application plus role playing; Problem-solving tasks
7.2 (Anticipatory Guidance: Performance Success): 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	• Applying new knowledge and practicing new skills: Real-life application plus role playing; Problem-solving tasks • Reflection: Journaling/behavior suggestion
7.3 (Anticipatory Guidance: Habituation): 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	• Applying new knowledge and practicing new skills: Real-life application plus role playing; Problem-solving tasks • Reflection: Journaling/behavior suggestion
8.1 (Observe and/or Debrief): Observe and/or debrief leaders' and team members' experiential learning activities	• Evaluation (implementation support practitioner): Assess strengths/weaknesses
8.2 (Self-Reflection: Experiential Learning Activities): Facilitate leaders' and team members' self-reflection about what they have learned from their experiential learning activities	• Evaluation (learner): Assess strengths/weaknesses; Review experience/make changes • Reflection: Performance improvement reviews; Journaling/behavior suggestion • Mastery: Standards-based self-assessment

Implementation Support Practice Activities	Adult Learning Practices
8.3 (Specific Behavioral Feedback: Praise): Provide specific behavioral praise linked to leaders' and teams' behavioral performance during experiential learning activities	• Reflection: Performance improvement reviews
8.4 (Specific Behavioral Feedback: Constructive): Provide specific constructive feedback linked to leaders' and teams' behavioral performance during experiential learning activities	• Reflection: Performance improvement reviews
8.5 (Structured Learning: Knowledge and Skill Refinement): Provide structured learning activities that promote the refinement of knowledge and skill for their next application	• Evaluation: Assess strengths/weaknesses; Review experience/make changes • Reflection: Performance improvement reviews; Journaling/behavior suggestion • Mastery: Standards-based self-assessment • Re-introducing learning material: Additional out-of-class learner activities/self-instruction; Additional classroom/workshop presentations; Additional pre-class learner exercises • Re-illustrating or demonstrating knowledge and skills: Additional role playing/simulations • Re-applying knowledge and/or additional practice of skills: Additional real-life application; Additional real-life application plus role playing; Additional problem-solving tasks
8.6 (Normalize): Normalize or temper thoughts and/or feelings related to the application of new or prior knowledge or skills within the local context	• Reflection: Performance improvement reviews; Journaling/behavior suggestion
8.7 (Self-Reflection: Generalization): Facilitate leaders' and team members' self-reflection about the potential generalization of their demonstrated skills and professional judgments to varied practice contexts	• Reflection: Performance improvement reviews; Journaling/behavior suggestion • Mastery: Standards-based self-assessment

Table 2 Working Definitions of Learning Practices [1; 2, Table 1]

Working Definitions of Learning Practices	
Adult Learning Practices	Definition
Introduction	Engage the learner in a preview of the material, knowledge, or practice that is the focus of instruction or training
Out-of-class learner activities/self-instruction	Activities that take place prior to the session/ workshop that set the stage for the information that will be provided – e.g., required readings, session pre-work, introductory videos
Classroom/workshop presentations	Large-group sessions where information is presented to participants by an instructor or expert – e.g., conference sessions, lectures
Pre-class learner exercises	Assigned participant-focused activities that take place prior to a session/workshop that focus the learner's mind and attention on the topic that will be presented – e.g., pre-session reflection questions, pre-session self-assessments
Illustration/Demonstration	Demonstrate or illustrate the use or applicability of the material, knowledge, or practice for the learner
Role playing/simulations	A method where instructors and learners take on specific roles in simulated scenarios to demonstrate and further explain new information or skills – e.g., modeling by experts, instructional demonstrations, acting out scenarios
Learner-informed input	The process of actively incorporating the learner's prior knowledge, experiences, interests, and feedback into the learning process – e.g., table talk, turn & talk, encouraging questions and insights, learner-specific examples

Adult Learning Practices	Definition
Practicing	Engage the learner in the use of the material, knowledge, or practice
Real-life application	The process of connecting new knowledge and skills to practical, real-world situations that learners encounter in their professional lives – e.g., role-specific scenarios, hands-on practice, case studies
Real-life application plus role playing	Using role play (see above) to connect new knowledge to practical situations – e.g., problems of practice role-plays, acting out classroom scenarios
Problem-solving tasks	Structured activities that require learners to analyze, evaluate, and apply knowledge to address real-world situations – e.g., “what would you do” questions, group lesson planning, targeted worksheets
Evaluation	Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge, or practice
Assess strengths/weaknesses	Instructors facilitate and guide the process of reviewing the outcome(s) of learners’ use of the new skill/information – e.g., group or individual assessment of capacity, instructor feedback to individuals or groups
Review experience/ make changes	Learners analyze their application of knowledge and skills, identifying what worked well and what didn’t, and amend their practice based on their assessment – e.g., secondary self-assessments based on data outcomes
Reflection	Engage the learner in self-assessment of their acquisition of knowledge and skills as a basis for identifying “next steps” in the learning process
Performance improvement reviews	Joint learner and instructor discussions of learner application for the purpose of deciding ‘next steps’ in the learning process – e.g., data-sharing calls
Journaling/behavior suggestion	Using ongoing journal entries from learners, coaches track learner progress and provide feedback for ongoing growth

Adult Learning Practices	Definition
Mastery	Engage the learner in a process of assessing their experience in the context of some conceptual or practical model or framework, or some external set of standards or criteria
Standards-based self-assessment	Learners evaluate their own performance based on a prescribed set of standards – e.g., fidelity assessments

Reference List

1. Dunst, C. J., & Trivette, C. M. (2012). Moderators of the effectiveness of adult learning method practices. *Journal of Social Sciences*, 8(2), 143–148. <https://doi.org/10.3844/jssp.2012.143.148>
2. Trivette, C. M., Dunst, C. J., Hamby, D. W., & O'Herin, C. E. (2009, March). Characteristics and consequences of adult learning methods and strategies. *Practical Evaluation Reports*, 2(1), 1–32. <https://files.eric.ed.gov/fulltext/ED565253.pdf>