Implementation Drivers Assessment

for the Triple P System of Interventions

Version 2.0 (IDA-TPv2)

Table of Contents

Acknowledgements and Disclosure

The second edition of the Implementation Drivers Assessment for Triple P (IDA-TP) is based on the original IDA-TP:

Aldridge, W. A., II, Boothroyd, R. I., Veazey, C. A., Powell, B. J., Murray, D. W., & Prinz, R. J., (2016, December). *The Implementation Drivers Assessment for Triple P: Facilitator's Guide*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.
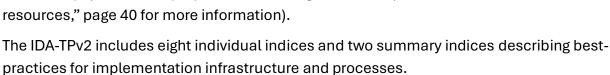
Suggested citation: Roppolo, R.H., Aldridge, W.A., II, Boothroyd, R.I., & The ICTP Project Team (2025, March). *The Implementation Drivers Assessment for Triple P, Second Edition*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Introduction

The Implementation Drivers Assessment for Agencies Implementing Triple P Interventions (IDA-TPv2, or IDA) measures how well agencies support the delivery of Triple P – Positive Parenting Program (Triple P) interventions.

This updated version improves clarity, reduces administrative burden, and enhances psychometric properties of the original IDA-TP (see "related resources," page 40 for more information).

The IDA-TPv2 includes eight individual indices and two summary indices describing best-practices for implementation infrastructure and processes.

This guide includes an overview, example scripts, scoring tips, and a checklist for administering the assessment. Facilitators should review the full guide in advance and use it actively during the assessment – it contains tips and reminders that are helpful in scoring.

Facilitation & Administration

The IDA should be led by a facilitator with:

- Familiarity with IDA and implementation science
- Triple P implementation experience
- Strong facilitation skills

Ideally, a second person takes detailed process and content notes to document specific implementation activities, action plans, and/or areas of concern or confusion.

Participants

Work with agency leadership prior to the assessment to identify appropriate participants. Invite agency staff who:

- Have decision-making authority on Triple P implementation for the agency (e.g. leadership staff)
- Oversee daily implementation activities (e.g. Triple P coordinators)
- Help select, train, or coach practitioners
- Manage Triple P-related data

Preparation Timeline

6 Weeks Before

- Contact the agency's point-of-contact (e.g. Triple P coordinator)
- Identify and document participants and their roles
- Schedule the assessment
- Discuss assessment purpose, frequency, data use, and results-sharing
- Create a plan for future coordination and communication leading up to the assessment

  Tip: The first administration can take as long as 2½ hours to complete. Subsequent assessments usually take 1½ to 2 hours to complete. Times can vary based on familiarity with the IDA, how quickly participants come to a consensus on items. Try to include at least one break to reduce fatigue.

2 Weeks Before

- Send IDA-TPv2 and an introduction email to the agency point-of-contact
- Ask that all participants review the tool independently (no team discussion yet)

1 Week Before

- Confirm logistics with the agency point-of-contact
- Assemble materials (if in person): printed copies for each participant, facilitator, and note-taker

During the Assessment

- Record participants' names and roles

  Tip: You can either write down this information for the participants or simply pass the first page of the IDA-TPv2 around the room for them to fill out.
- Distribute printed copies of the IDA (or pdf if virtual)
- Explain the voting and consensus process

  Tip: Use the first item to see if participants understand the scoring process. Answer any questions and then proceed with the remaining items.

  Tip: Facilitator's Notes and Suggested Transition scripts are in Blue ☺

After the Assessment

- Thank the participants
- Calculate scores and report back as agreed with participants

Scoring Instructions

1. Read each item aloud
2. Participants privately note their score
   Scores: 0 = No or Not in Place, 1 = Sometimes or Partially in Place, 2 = Yes or Fully in Place
3. Conduct simultaneous public polling (e.g., prompt with "Ready, set, vote")
   Tip: This voting process equalizes all voices and prevents participants from influencing others on the initial vote.
4. Record votes
   - *If unanimous, circle the score and proceed*
   - *If not, facilitate discussion to reach modified consensus (agreement to move forward with a group score, even if not all initially voted for it)*
   - *If needed, revisit unresolved items later*
   - *If no consensus is reached, use majority vote*
5. Facilitators should record both individual votes each time a poll is taken and then circle final decisions.

Guidance on Questions

Exploration Only = 0
If an agency is only considering an implementation strategy without action, score as *0*.

Generic Structure = 0
If a general structure exists but hasn't been adapted for Triple P, score as *0*.
Example: A data system exists but doesn't capture Triple P data.

Installed but Not Used = 1
If a support is in place but have yet to use, score as *1*.
Example: A data-use plan exists but hasn't been acted on yet.

Historical Supports = Score Current State
Score based on the current presence of supports.
Example: A discontinued coaching program would score lower than when it was active.

Transitioning Between Indices

Use transition statements (provided after each index) to orient participants and help them shift topics. Reference the index list in the assessment to show progress.

Conclusion

Thank participants and review next steps. Summarize how the data will be used to support Triple P scale-up. A sample script is provided after the final index.

IDA-TPv2 Scoring

The IDA-TPv2 has two types of scores:

Individual Index Scores are the percentage of possible points from all items within each individual index.

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

INDEX	# of items (n=92 total)	Actual Points / Points Possible	Percentage of Points Possible:
Agency Implementation Capacity (AIC)	18	/ 36	%
Recruitment & Selection (RS)	10	/ 20	%
Training (T)	7*	/ 22	%
Coaching (C)	10	/ 20	%
Fidelity Assessment (FID)	8	/ 16	%
Decision-Support Data System (DSDS)	16	/ 32	%
Internal Policy and Practice Improvement (IPPI)	9	/ 18	%
External Policy and Practice Improvement (EPPI)	14	/ 28	%
Agency Implementation Drivers Index (AID Index: RS, T, C, FID, DSDS, IPPI, EPPI)	74	/156	%
Agency Sustainability Planning Index (ASP Index: AIC4, AIC19, SI14)	3	/ 6	%

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

Participant Introduction

Before starting the assessment, it's helpful to explain its purpose, frequency, how the data will be used, and who may see the results. The following is a suggested script to help orient participants:

Suggested Script

Hello, and thank you for being here.

Today's assessment will help us understand how your agency is supporting the implementation of your selected Triple P interventions. There are no right or wrong answers—every agency is different. You may have some areas well developed and others still emerging. That's expected. Our goal is simply to learn how your agency is organizing its efforts.

Here's how the process works: I'll read each item aloud and give you a moment to reflect. When I say, "Ready... set... vote," please hold up the number of fingers that matches your answer:

No or Not in Place (0)	Sometimes or Partially in Place (1)	Yes or Fully in Place (2)
No elements are in place or started	Some elements are in place or underway	All elements are in place with clear evidence

If everyone votes the same, we'll move on. If not, we'll briefly discuss and work toward modified consensus—a score everyone can support, even if it's not their first choice.

Please consider all Triple P interventions your agency is implementing, and feel free to ask questions if anything is unclear.

Implementation Drivers Assessment

for Agencies Implementing Triple P Interventions (IDA-TPv2)

Agency	
Community	
Date	
Facilitator	
Note Taker	

Participant Name	Role/Position related to Agency Triple P Implementation

Levels of Triple P Adopted

Agency Implementation Capacity (AIC)

The agency has formally and sustainably organized and aligned leadership and team-based staff support with the authority, capacity, and abilities to coordinate and support day-to-day Triple P implementation activities within the agency.

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

Executive Leadership

1. Executive leadership of Triple P implementation within your agency is clearly identified.

   Please identify these individuals:

   _____

   _____

2. They have the authority to change policies and practices that support Triple P implementation.[1]

3. At least monthly, leadership within your agency communicates with your team.

4. There is a written plan to sustain leadership involvement with Triple P implementation beyond current funding. *Score undocumented or incomplete as a "1."*

Agency Implementation Team

5. You have an Implementation Team of three or more people responsible for day-to-day Triple P implementation activities. *Score a team of fewer than three team members as a "0." Score a loosely identified team of three or more as a "1."*

6. Your team members are clearly identified.

7. At least one person is responsible for leading these activities.

   Please identify the Agency Implementation Team members and indicate the Agency Implementation Coordinator(s) with an "":*

   _____

   _____

   _____

   _____

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[1] For example: ability to redirect funding, direct and reassign personnel, adjust systems policy

8. Each person has dedicated time to support Triple P implementation activities.[2]

    What amount of job time (i.e., FTE) has been formally allocated for each team member? Add to the note above.

9. Each person has enough time to support these activities.

    What amount of job time (i.e., FTE) would be ideal for each team member based on the work that needs to be done? Add to the note above.

10. There is a document describing your team.[3] *Score as a "0" if the agency has only one person coordinating/ supporting the implementation of Triple P. Score as a "1" if the document is incomplete or not written.*

11. At least one person has experience with organizational changes that support your implementation.

12. At least one person knows what it takes to implement Triple P and uses that knowledge to support your implementation

13. At least one person knows what it takes to use effective implementation strategies and uses that knowledge to support implementation.[4]

14. At least one person knows what it takes to use data for improvement and uses that knowledge to support implementation.

15. At least every month, all team members meet face-to-face to discuss ongoing Triple P implementation. *Score as a "0" if the agency has only one person coordinating/ supporting the implementation of Triple P.*

16. At least monthly, your team provides updates to your executive leaders on Triple P successes and needs.

17. At least monthly, your team provides updates to your regional Triple P support staff on Triple P successes and needs.

18. There is a written plan to sustain these positions beyond current funding. *Score as a "1" if undocumented or incomplete.*

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[2] "Triple P" does not have to be named in official documents, but at least something generic such as "programs."
[3] For example: terms of reference, charter, memorandum of understanding (MOU)
[4] For example: implementation teams, implementation infrastructure and best practices, implementation phases or stages, plan-do-study-act improvement strategies

Suggested Transition: Next is the Recruitment & Selection index. This section looks at how your agency finds and chooses the right practitioners to deliver Triple P, and whether that process follows best practices for serving your target population.

Recruitment & Selection (RS)

The agency uses best practices for the recruitment and/or selection of practitioners to deliver Triple P to the agency's target population.[1]

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Your agency has a person who is responsible for the recruitment and selection of practitioners to deliver Triple P.

   Please identify who (position/name) is responsible for ensuring this practice:

   _____

2. This person has the organizational support they need to do their job.[2]

3. People making Triple P practitioner selection decisions know what it takes to deliver Triple P effectively and use that knowledge to select practitioners.

4. Your agency has Triple P practitioner job descriptions that clearly describe duties and expectations. *Score as a "1" if undocumented or incomplete.*

5. Your agency uses selection criteria that are aligned with Triple P goals and principles.

6. Your agency ensures the desired number of Triple P practitioners to maintained.

7. The selection process includes looking for[3] evidence of practitioners' abilities to deliver Triple P.[4]

8. The selection process includes looking for[5] evidence of practitioners' abilities to improve their practice.[6]

9. Information about practitioners' strengths and needs is used in their training and coaching.

10. Data are used to evaluate the Triple P practitioner selection process.[7]

---

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

[2] For example: provided resources, is valued, has access to agency decision-making processes

[3] Observation may occur through interactive interviews or observation of family services delivery.

[4] For example: abilities to communicate core Triple P content, demonstrate parenting skills, engage in role plays, model self-regulatory processes

[5] Observation may occur through interactive interviews or observation of prior professional development activities.

[6] For example: abilities to modify practice behaviors, accept coaching feedback, engage in conceptual thinking

[7] For example: data from exit interviews, turnover, training and coaching data, fidelity assessment data

Suggested Transition: Next is the Training index. This section looks at how practitioners are trained and whether that training follows best practices to prepare them to serve your target population.

Training (T)

The agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Your agency has a person who makes sure that identified practitioners receive Triple P training.

    Please identify who is responsible for ensuring this practice:

    _____

2. This person has the organizational support they need to do their job.[1]

3. Your agency ensures selected practitioners participate in Triple P training.

4. All agency Triple P practitioners complete training before delivering Triple P.

5. All agency Triple P practitioners are trained by Triple P America.[2]

6. Your agency has a process to support practitioners in completing all Triple P training, including practice and accreditation.

7. Information about practitioners' strengths and needs from training informs their ongoing coaching.

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[1] For example: provided resources, is valued, has access to agency decision-making processes

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

Suggested Transition: *Next is the Coaching index. This section looks at how your agency supports Triple P practitioners through coaching.*

Coaching (C)

The agency uses best practices for coaching Triple P practitioners as they deliver Triple P interventions to children and families.[1]

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Your agency has a person who makes sure that Triple P practitioners receive coaching on their delivery after accreditation.

    Please identify who (position/name) is responsible for ensuring this practice:

    _____

2. This person has the organizational support they need to do their job.[2]

3. Your agency has a written plan to provide ongoing coaching for Triple P practitioners after accreditation. *Score as a "1" if undocumented or incomplete.*

4. Adherence to this coaching plan is regularly reviewed. *Scoring note: To receive a "2", previous item (C3) must be scored "2."*

5. Your Triple P practitioners systematically participate in Triple P coaching after accreditation.

6. Coaches are trained in key principles, skills, and abilities required to deliver Triple P effectively.[3]

7. Coaches use observational data during Triple P practitioner coaching.

8. Coaches use multiple sources of information during Triple P practitioner coaching.[4] *Score as a "1" if only one source of information is used.*

9. Data are used to evaluate the effectiveness of coaching to improve practitioners' abilities to deliver Triple P.

10. Coaches get feedback on their coaching from multiple sources of information.[5]
    Scoring note: Only one source of information should be scored a "1."

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[1] *Facilitators Note: Before beginning this index, ask the participants to describe their current coaching activities, such as in-house peer support or coalition-level peer support, that support Triple P practitioners.*

[2] For example: provided resources, is valued, has access to agency decision-making processes

[3] Coaches attain this level of "fluency" as a certified Triple P Trainer/Consultant or may be developed over an extended period of delivering Triple P across diverse families/contexts with support from a certified Triple P Trainer/Consultant.

[4] It may be helpful to go through the data sources listed with the participants and have them clarify which ones they use.

[5] For example: observational data, case or records review, Triple P session checklists, practitioner self-report, parent outcome measures, interview with others who may know about the practitioner's Triple P delivery, such as parents or colleagues

Suggested Transition: *Next is the Fidelity Assessment index. This section focuses on whether your agency has a process for checking how closely Triple P is being delivered as intended. It's about the measurement process, not the scores themselves. For example, you might deliver Triple P with high fidelity but not assess it—so you wouldn't know. Or you might assess fidelity well but find that delivery isn't meeting the standards*

Fidelity Assessment (FID)

The agency uses best practices for assessing whether core Triple P components are delivered as intended by Triple P practitioners to children and families.[1]

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Your agency has a person who makes sure that Triple P fidelity assessments are completed and reported.

    Please identify who (position/name) is responsible for ensuring that Triple P fidelity assessments are completed and reported:

    _____

2. This person has the organizational support they need to do their job.[2]

3. Your agency has practical and efficient ways to administer fidelity assessments.

4. Triple P practitioners understand how fidelity assessments are administered and used to improve the delivery of Triple P.

5. Fidelity assessments are regularly administered for each Triple P practitioner.

6. Fidelity assessments include observation of practitioners' ability to deliver Triple P.

7. Fidelity assessments use multiple sources of information about practitioners' ability to deliver Triple P.[3] *Score as "0" if only one source of information is used.*

8. Your agency acknowledges Triple P practitioners who participate in Triple P fidelity assessments.

---

[1] ***Facilitators Note****: It is helpful to ask participants what, if any, fidelity assessments are being used by community practitioners to monitor and report Triple P fidelity. If participants say they use the Triple P Session Checklists to assess fidelity, pause and clarify whether the checklist is used by practitioners as a "job aid" during Triple P delivery or by and external observer as an assessment of fidelity. Even if no fidelity assessments are used, **always administer all items** to ensure transparency and help participants learn about the topic.*

[2] For example: provided resources, is valued, has access to agency decision-making processes

[3] For example: quality assessments – third-party observational assessments, adherence measure s- Triple P session checklists, dosage – number of sessions completed, caregiver engagement – caregiver completion of session activities and homework as intended

Suggested Transition: Next is the Decision-Support Data System index. This section looks at how your agency collects, uses, and shares data to make decisions that help improve how Triple P is put into practice.

Decision-Support Data System (DSDS)

The agency uses best practices to collect, use, and share data that inform decision-making to improve Triple P implementation.

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Your agency has a person who makes sure that Triple P fidelity assessments are completed and reported.

   Please identify who (position/name) is responsible for ensuring that Triple P data are collected, analyzed, and reported:

   _____

2. This person has the organizational support they need to do their job.[1]

3. Your agency has practical and efficient ways to collect Triple P data.[2]

4. Your agency collects recruitment and selection data, specifically number of Triple P practitioners selected, selection outcomes, and quality of recruitment and selection processes. *Score as a "2" only if all three listed data are collected.*

5. Your agency collects practitioner training data, specifically number of Triple P practitioners trained, training outcomes, and quality of training processes. *Score as a "2" only if all three listed data are collected.*

6. Your agency collects practitioner coaching data, specifically the number of coaching sessions attended, coaching outcomes, and quality of coaching processes. *Score as a "2" only if all three listed data are collected.*

7. Your agency collects Triple P fidelity data, specifically number of fidelity assessments completed, fidelity outcomes, and quality of fidelity assessments. *Score as a "2" only if all three listed data are collected.*

8. Your agency collects Triple P service data, specifically number of families served, caregiver satisfaction with Triple P interventions. *Score as a "2" only if both listed data are collected.*

9. Your agency collects Triple P short-term child and/or family outcomes data.[3]

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[1] For example: provided resources, is valued, has access to agency decision-making processes
[2] It is okay if an agency "out-sources" their data to another organization, such as the coalition backbone organization.
[3] For example: changes in parenting competence and confidence, changes in parent-child interactions, changes in child disruptive behavior.

10. Your data can be separated by demographics or other characteristics important to your community.

11. At least quarterly, you share your agency's Triple P data reports widely within your agency.

12. At least quarterly, your agency leadership provides feedback on your agency's Triple P data reports.

13. Data are used to improve Triple P delivery and implementation practices within your agency.

14. At least quarterly, you share Triple P data with your regional Triple P support staff.

15. At least quarterly, you share your agency's Triple P data reports widely with partners outside your agency.

Suggested Transition: *The next two indices are flip sides of the same coin—how well policies and practices within *or* outside of your agency's control support Triple P implementation. First, let's talk about your agency's policies and practices, things like service agency hours or alignment of Triple P with other programs and practices.*

Internal Policy and Practice Improvement (IPPI)

The agency uses best practices to collect and document information about agency policy and practice facilitators and barriers. They also use this information to improve the implementation of Triple P within the agency.

To what extent are the following structures or practices in place? *Please note scores on score sheet or online scoring tool.*

1. Executive leadership at your agency has built Triple P implementation into your agency's strategic plans.

2. Agency policies and practices for Triple P implementation reflect effective implementation strategies.[1]

3. Information is regularly collected from staff about how well your policies and practices support Triple P implementation.[2]

4. Information is regularly collected from your Triple P program participants and/or community stakeholders about how well your policies and practices support parent participation in Triple P.[3]

5. Common themes in the information gathered from staff, Triple P program participants, and/or community stakeholders are documented.

6. At least quarterly, you share common themes with executive leadership at your agency.

7. At least quarterly, your agency executive leadership gives feedback to your team on common themes.

8. At least quarterly, you share common themes with your regional Triple P support staff.

9. Common themes are used to strengthen your agency policies and practices for Triple P implementation.

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[1] For example: practitioner recruitment and selection, training, coaching, and fidelity assessment; decision-support data systems; linked leadership and implementation teams; family access to Triple P
[2] For example: adequate time or resources to deliver Triple P or participate in Triple P implementation support activities, such as coaching and data completion; alignment of Triple P with other agency activities
[3] For example: Triple P service hours or practitioner availability; bilingual Triple P practitioners; provision of childcare during Triple P sessions. Note that the Triple P's Caregiver Satisfaction Questionnaire does not suffice for this function; the CSQ is more intervention and child and family outcome related, not implementation related.

Suggested Transition: Next is the External Policy and Practice Improvement index. This section looks at how your agency gathers and uses information about what's working with Triple P and what the community needs. The goal is to improve and keep Triple P going strong. It also looks at whether your agency takes part in important system activities, like the Stay Positive media campaign and local referral networks.

External Policy and Practice Improvement (EPPI)

The agency uses best practices to collect and document information about Triple P successes and larger systems needs. They also use this information to improve and sustain the implementation of Triple P within the agency.

Additionally, the agency participates in key Triple P system activities, including the Level 1 media campaign and community referral networks.

To what extent are the following structures or practices in place? Please note scores on score sheet or online scoring tool.

1. Your agency Triple P implementation is included in larger county initiatives or strategic plans.
2. Information is regularly collected from staff about how well policies and practices outside of their agency control support Triple P implementation.[1]
3. Your agency regularly collects information from Triple program participants and/or community stakeholders about how well policies and practices outside of your agency control support Triple P implementation.[2]
4. Your agency regularly collects information from staff, Triple P program participants, and community stakeholders about agency Triple P successes.
5. Your agency documents common barriers and successes from this information.
6. At least quarterly, these common barriers and successes are shared with executive leadership at your agency.
7. At least quarterly, executive leadership at your agency gives feedback to your team on common barriers and successes.
8. At least quarterly, these common barriers and successes are shared with your Triple P team.
9. Appropriate co-creation partners[3] are recruited to address barriers to Triple P implementation outside the control of your agency.
10. At least quarterly, common barriers and successes are shared with your co-creation partners.
11. Triple P practitioners have sufficient materials and resources to deliver Triple P.[4]

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[1] For example: community awareness of Triple P; gaps in resources; referral networks
[2] For example: travel to Triple P sessions; preferences for Triple P formats and materials; Triple P insurance coverage
[3] For example: the Community Triple P Coalition; state funders or policy makers; Triple P America
[4] For example: tip sheets; parent workbooks; DVDs or links to online videos

12. Your agency participates in multiple Level 1 Triple P strategies.[5] *Score as a "1" if only one strategy is used.*

13. Your agency has referral channels with other agencies that are implementing Triple P.

14. There is a written plan to sustain the ongoing implementation of Triple P beyond current funding. *Score as a "1" if undocumented or incomplete.*

Suggested Conclusion*: That was the final section—thank you and congratulations! We'll calculate your scores and share a summary soon. The goal isn't to have every item marked "In Place"—that's rare. Instead, use this information to identify priorities and plan next steps to strengthen your agency's capacity for implementing and scaling up Triple P. Ongoing conversations with staff, leadership, and partners can help clarify needs and guide action.*

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[5] For example: awareness materials – brochures/flyers/posters; TIPPAPERS; practitioners are registered on Stay Positive website

Appendix A: IDA-TPv2 Index Descriptions

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

Appendix B: Related Resources

Aldridge, W. A., II, Boothroyd, R. I., Veazey, C. A., Powell, B. J., Murray, D. W., & Prinz, R. J., (2016, December). The Implementation Drivers Assessment for Triple P: Facilitator's Guide. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Aldridge, W. A., II, Naoom, S. F., Boothroyd, R. I., & Prinz, R. J. (2014, June). Implementation drivers group interview protocol: Assessing service agency infrastructure for implementation of Triple P interventions (ID-*GIP-TP)*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Blase, K. A., Van Dyke, M. K., Duda, M., & Fixsen, D. L. (2011, May) *Implementation driver exploration – An analysis and discussion template*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

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Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, National Implementation Research Network. (FMHI Publication No. 231).

Metz, A., Bartley, L., Ball, H., Wilson, D., Naoom, S., and Redmond, P. (2015). Active Implementation Frameworks for Successful Service Delivery: Catawba County Child Wellbeing Project. *Research on Social Work Practice, 25,* 415-422. doi:10.1177/1049731514543667

Ogden, T., Bjørnebekk, G., Kjøbli, J., Patras, J., Christiansen, T., Taraldsen, K., et al. (2012). Measurement of implementation components ten years after a nationwide introduction of empirically supported programs – a pilot study. *Implementation Science, 7,* 49.

Van Dyke, M., Blase, K., Sims, B., & Fixsen, D. (2013) *Implementation drivers: Team review and planning*. Chapel Hill, NC: National Implementation Research Network, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Appendix C: IDA-TPv2 Scoring Sheet

Scoring key: (0) No or Not in Place, (1) Sometimes or Partially in Place, (2) Yes or Fully in Place

Item	Score			Item	Score			Item	Score			Item	Score		
	0	1	2		0	1	2		0	1	2		0	1	2
AIC1				T1				DS1				EP1			
AIC2				T2				DS2				EP2			
AIC3				T3				DS3				EP3			
AIC4				T4				DS4				EP4			
AIC5				T5				DS5				EP5			
AIC6				T6				DS6				EP6			
AIC7				T7				DS7				EP7			
AIC8								DS8				EP8			
AIC9				C1				DS9				EP9			
AIC10				C2				DS10				EP10			
AIC11				C3				DS11				EP11			
AIC12				C4				DS12				EP12			
AIC13				C5				DS13				EP13			
AIC14				C6				DS14				EP14			
AIC15				C7				DS15							
AIC16				C8				DS16							
AIC17				C9											
AIC18				C10				IP1							
								IP2							
RS1				FID1				IP3							
RS2				FID2				IP4							
RS3				FID3				IP5							
RS4				FID4				IP6							
RS5				FID5				IP7							
RS6				FID6				IP8							
RS7				FID7				IP9							
RS8				FID8				IP10							
RS9															
RS10															