



Concept Document: Triple P International Implementation Framework

Triple P International Pty Ltd. 2013

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INTRODUCTION

Successful application and sustainability of any evidence-based intervention depends not only on an effective and proven intervention that addresses the needs identified but also on how that intervention is implemented and sustained.

Triple P International Pty Ltd. (TPI) utilizes an implementation and sustainability framework to assist and support implementing agencies and communities. The TPI Implementation Framework (the TPI Framework) is adapted from current evidence-based implementation models including RE-AIM (Glasgow, Vogt & Boles, 1999) and the National Implementation Research Network (NIRN) (Fixsen, Blasé et al., 2007); additionally, it is guided by the Ten Step Blueprint for Successful Implementation of the Triple P System (Sanders, 2011). The TPI Framework is flexible and follows the key principles of Triple P – self-regulation and minimal sufficiency (i.e. it is a guiding framework for support of those implementing Triple P and the level of support may be decreased or increased to match the needs and available resources for a given agency or community.) For this reason, the TPI Framework supports the full range of potential implementation possibilities from small, single organization implementations to complex multi-sector public health applications. The TPI Framework draws on the emerging field of research into the

implementation of evidence-based practices (EBPs), with a specific focus on the growing body of research on the implementation of Triple P (e.g. Asgary-Eden & Lee, 2011; Turner, Nicholson & Sanders, 2011; Shapiro, Prinz & Sanders, 2010; Sanders & Turner, 2005; Sanders & Murphy-Brennan, 2010; Sanders, Prinz & Shapiro, 2009).

The TPI implementation team will work with an implementing organization or collaborative using the TPI Framework to support successful implementation of the Triple P System.

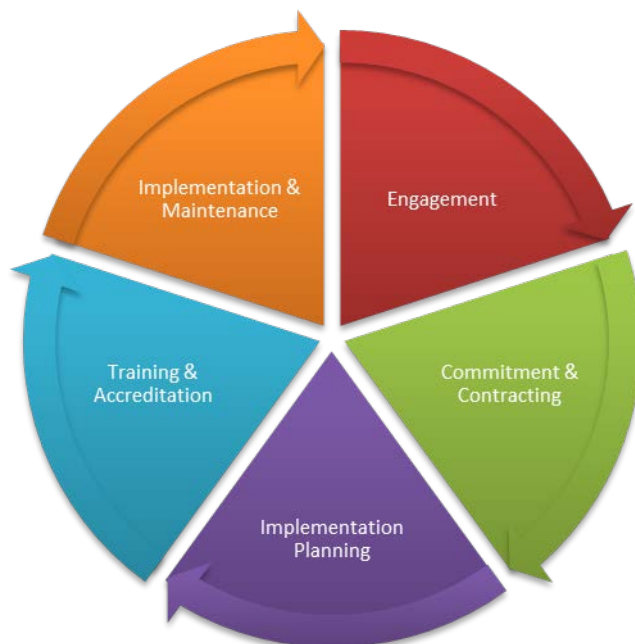


OVERVIEW OF TPI IMPLEMENTATION FRAMEWORK

The TPI Framework specifies five phases: Engagement; Commitment and Contracting; Implementation Planning; Training and Accreditation; and Implementation and Maintenance. The five phases correspond to key decision-making and activity sequences that reflect the flow of effective implementation of Triple P. Each phase contains a set of critical activities to be addressed by an organization or

community. For each set of activities, guiding questions and discussion areas, tools, and resources are available. In its implementation support capacity, TPI works in partnership with organizations to ensure that the implementation process is smooth, timely, and responsive to the contextual needs and constraints of the implementing organization and community.

Figure 1. Triple P International Implementation Framework



PHASE 1: ENGAGEMENT

Following the point of initial contact between the interested organization and Triple P, a dialogue is established focusing on mutual information gathering and sharing. This is a fundamental first step in the process of implementing the Triple P System and involves moving from a point of initial interest or curiosity to building an understanding of the Triple P System. Two important items to be considered during initial discussions are:

- The scope and fit of the potential implementation; and
- The context within an organization or community that may contribute to or impede implementation.

Throughout Engagement, in order to ensure there is a good fit between the organizations needs and the Triple P System, TPI focuses on learning more about the interested organization or collaborative.

For example:

- The mission and vision;
- How work with families is approached; and
- The aims and values of the organization or collaborative.

TPI will also provide information about the Triple P System.

For example:

- What is the Triple P System; and
- The evidence base supporting Triple P.
- The support available for implementation and sustainability

During the Engagement Phase the organization and TPI will begin to develop an understanding of how the Triple P System may best suit the needs of the organization and community (e.g. training and resources requirements, evaluation plan) and what may need to be considered for effective implementation and sustainability.

PHASE 2: COMMITMENT AND CONTRACTING

Throughout the Commitment and Contracting phase information sharing continues to be bi-directional and exchanges intensify in their level of complexity and operational details. As information is reviewed and consolidated to determine the relative importance and fit for the proposed implementation it is essential that TPI and the implementing organization develop a shared understanding of each other's contribution to the implementation and the project goals.

For this reason, TPI will work with organizations/collaborative to ensure there is a mutual understanding of the goals of the initiative (e.g. Reach – target population, parameters and region; Adoption – practitioners, agencies, benchmarks) as a means for addressing community needs. During this phase, a proposed training and support plan is developed as well as an estimate for implementation resource usage.

The TPI Capacity Calculator[®] is a MS Excel planning tool that will estimate the workforce capacity needed by an organization or community to meet its intended reach (e.g. the number of practitioners to be trained, the levels of training required, the costs of training programs and materials, and the anticipated

cost of attrition). Once there is agreement between the organization and TPI on the specific configuration of the above elements, details are incorporated into a contract.

It is critical that the organization begin considering the level of implementation support required to ensure that Triple P can be maintained. Organizations will differ in the level of experience and capacity for implementation. Some organizations have extensive experience in supporting implementation and scaling up EBPs and these agencies may require minimal involvement. Other organization may be adopting an EBP for the first time and may seek a greater level of implementation support from TPI.

Requirements of funding agencies should be a further consideration, some may wish to see a comprehensive implementation plan included in a request for funding or prior to dispersing funds. In all scenarios the Contracting phase will enable key stakeholders (including partner organizations) and roles to be clarified and articulated.

Other essential considerations include:

- How will the various stakeholders (e.g. parents, potential practitioners and their managers, potential referral agencies, the leadership team within the implementing organization, and partner organizations) be engaged;
- What is the capacity for local coordination; and
- What are the potential obstacles and barriers to implementation.

The conclusion of the Commitment and Contracting Phase is when commitments are agreed upon and a contract is signed.



PHASE 3: IMPLEMENTATION PLANNING

It is important to develop an effective implementation plan before training begins. Frequently organizations move directly from deciding upon what they want to do, to doing it, engaging only in training practitioners and then expecting them to deliver the service within the unchanged context of the organization. This approach does not support the sustainability and long-term success of the program. For practitioners to successfully achieve the proven outcomes from Triple P, an organization must have the appropriate supports and infrastructure required to sustain the program (e.g. providing time for practitioners to adequately prepare, engage in peer support, and establish effective data collection systems). Another essential consideration during this phase is establishing a communications strategy.

An effective implementation plan addresses all the key organizational elements required to support practitioners delivering Triple P and includes an evaluation plan for both the intervention and the implementation.

An organization or set of partner organizations (collaborative) must examine the match between its organizational practices and the requirements of the levels of Triple P to be implemented. This examination is best effected by looking at the

NIRN key drivers: Recruitment and Selection, Training, Coaching, Performance Measurement, Decision-Support Data Systems, Facilitative Administrative Systems, and Systems Interventions and Leadership (Fixsen, Blasé et al 2007).

TPI will assist organizations and collaboratives to assess their existing capacity and resources as well as their expertise. TPI can also assist organizations and communities in the development of an implementation plan if there is limited experience in successful implementation of evidence-based practices. The TPI Organizational Assessment Guide developed on the basis of the above NIRN implementation drivers focuses on key elements of organizational activity using a self-assessment process to identify strengths and gaps within the implementing organization or collaborative. This assessment informs the development of activities required to support effective implementation. Support and facilitation provided by TPI will also promote capacity building and a general level of expertise that will generalize to other evidence-based practices that an agency may adopt in the future.

Developing the implementation plan can be accomplished within two to three months and should occur as other activities are on-going but prior to the practitioners delivering the service to parents.



PHASE 4: TRAINING AND ACCREDITATION

Developing a detailed Training and Accreditation plan is foundational to moving from deciding to adopt any or all levels of the Triple P System to delivering the program, and a key component of an effective implementation plan.

The Training and Accreditation plan operationalizes the expectations agreed upon during the Commitment and Contracting Phase, including:

- The reach determined for the implementation (i.e. who will be served in what numbers and by which levels);
- Who will be delivering the service (i.e. which practitioners, what levels of Triple P); and
- The number of seminars/groups/individual sessions each practitioner will be expected to provide over the determined period (usually between 1-5 years).

Further aspects that need to be considered when creating a Training and Accreditation Plan include, but are not limited to: who will be supervising the practitioners, how will peer coaching/supervision occur, and what quantity of parent resources will be required.

As the training plan is developed, TPI can provide information to assist an organization in

deciding which practitioners are eligible for training in which levels of Triple P, the length of the training courses, and the combination of courses required to deliver the agreed upon levels of Triple P. TPI Training Consultants deliver all training courses and complete the accreditation process with the trained practitioners. TPI provides the training expertise and practitioner materials for the practitioners being trained.



PHASE 5: IMPLEMENTATION AND MAINTENANCE

During the Implementation phase, the implementation plan is put into action and the recently trained practitioners start delivering the service. It is essential through this phase to actively evaluate the impact of the implementation (Plan, Do, Study, Act Cycle; Deming, 1986) and utilize the information to improve and refine the effectiveness of the implementation.

As practice takes hold, an organization enters into an implementation evaluative stage for about six months to one year in order to accumulate enough service delivery data for analyses. Ideally, the resulting performance evaluations will demonstrate which systems and supports can effectively sustain the successful delivery of Triple P. The data will also show those areas that need refinement or revision for effective service delivery to continue over time. This can provide a basis for determining if an expansion of the service delivery would be useful or is needed to ensure that a community obtains the maximum benefits from the Triple P System.



Table 1. Triple P International Implementation Framework

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| <p>Engagement</p> | <p>This is the initial interaction between an interested organization and TPI, which will lead to a decision about contracting to work together or disengaging.</p> <p>Key Outcomes:</p> <p>Interested organization has an increased understanding of the Triple P system.</p> <p>TPI has an understanding of the level of interest and potential scope of the organization's interest.</p> <p>Both have developed clarity about the scope of interest and capacity.</p> <p>Engagement phase transitions to the next phase when there is enough knowledge to make a commitment to continue to develop a work plan and/or sign a contract describing the services and levels of training that will be provided.</p> |
| <p>Commitment and Contracting</p> | <p>This is the phase through which the scope of the Triple P Implementation is confirmed and a contractual agreement is signed between the organization and TPI.</p> <p>Key Outcomes:</p> <p>Assigned TPI contact person.</p> <p>Agreement of necessary steps to establish the capacity to implement Triple P.</p> <p>Clarification of capacity for implementation.</p> <p>Clarification of the level of support required from TPI for successful implementation.</p> <p>Identification of local capacity for Triple P coordination.</p> <p>Signed contract.</p> |
| <p>Implementation Planning</p> | <p>This is the phase in which a detailed implementation plan is developed.</p> <p>Key Outcomes:</p> <p>An effective and comprehensive implementation plan.</p> <p>An effective evaluation plan.</p> <p>Training and Accreditation Plan has been confirmed (dates, participants, resources and supports).</p> <p>Budget/financial commitments and funding are confirmed.</p> |
| <p>Training and Accreditation</p> | <p>This is the phase when the agreed upon training and subsequent accreditation is completed.</p> <p>Key Outcomes:</p> <p>Organization/community has adequate number of trained providers to offer the planned service.</p> <p>Training/accreditation sessions are experienced as high-quality.</p> |
| <p>Implementation and Maintenance</p> | <p>This is the phase when the program is delivered, feedback cycles provide information for on-going development and sustainability, and maintenance mechanisms are put in place.</p> <p>Key Outcomes:</p> <p>Effective delivery of Triple P components for which staff have been trained.</p> <p>Active evaluation process with feedback loops.</p> <p>Participation in Triple P Networks (practitioner/organizational/community).</p> <p>This phase is on-going and should include mechanisms to support sustainability of effective delivery with performance measures.</p> |