

**Offering our Best to Children and Families:  
Program-Wide Implementation of  
Recommended Practices**

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*February 11, 2015*



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**Webinar Agenda**

- Program-Wide Overview
- Using Implementation Science
- DEC Recommended Practices
- Stages of Implementation
- Program-Wide Elements
- Benchmarks of Quality: Program Wide
- Data-Based Decision-Making and Evaluation

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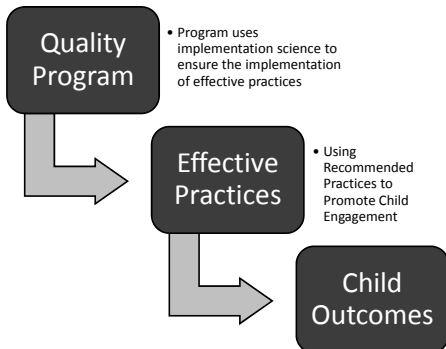
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**Program-Wide Implementation**



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### Implementation Goals

- Improve child outcomes
- All staff use evidence-based practices to promote child learning
- All staff implement practices with fidelity
- Leadership team uses data for decision-making to provide effective professional development
- Staff use data decision-making to ensure the effective support of all children and families

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### Using Implementation Science

- What are we implementing?
- When does implementation occur?
- Who implements?
- How do we make implementation happen?
- How do we engage in continuous improvement toward fidelity?



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### Formula for Success

Effective and Socially Valid Practices  
+  
Effective Implementation Methods  
+  
Implementation Supports  
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Meaningful Outcomes

Fixsen & Blase, 2012

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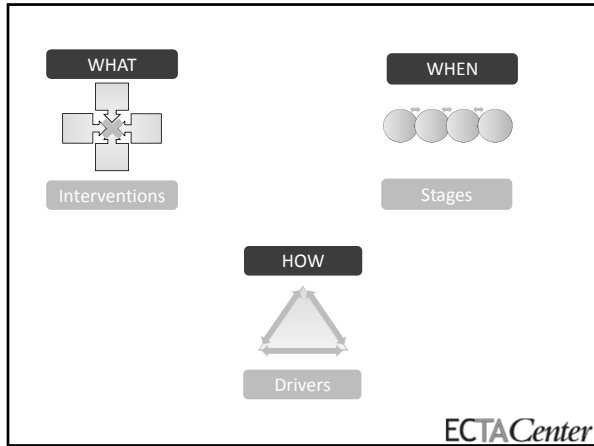
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### Effective Teaching Practices

- **Effective Practices for:**
  - Working in partnership with families
  - Environmental arrangements that promote skill acquisition
  - Interactions with infants and toddlers that promote development and engagement
  - Instruction that ensures engagement in learning opportunities that lead to skill acquisition

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### Recommended Practices

- Developed to help practitioners and families improve learning and developmental outcomes for children birth thru age 5
- Bridging the gap between research and practice
- To support children's participation and access to inclusive settings in their natural environments
- Include key leadership responsibilities to implement practices
- Based on empirical evidence, values, and experience
- 8 key topic areas

<http://www.dec-sped.org/recommendedpractices>

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### Topic Areas

1. Leadership
2. Assessment
- 3. Environment**
- 4. Family**
- 5. Instruction**
- 6. Interaction**
7. Teaming and Collaboration
8. Transition

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### Reaching Potentials through Recommended Practices RP<sup>2</sup>

- Building capacity of state systems and local programs to implement *selected* Recommended Practices with fidelity
- Program-wide implementation using implementation science
- Development of tools and materials through intensive TA effort that will be available for dissemination to other states and programs (stay tuned)

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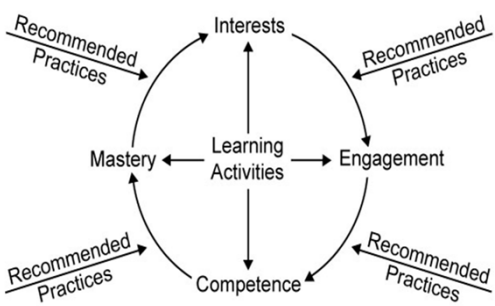
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### Child Learning Cycle



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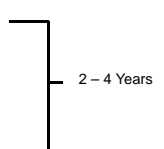
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## Stages of Implementation





*Implementation occurs in stages:*

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability



Fixsen, Naoom, Blase, Friedman, & Wallace, 2005




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## Stages of Implementation

	Stage	Description
Should we do it?	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Steve Goodman

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## Implementation Drivers

- **Competency Drivers** – coaching, training, fidelity
- **Organizational Drivers** - data systems, administrative support, systems intervention
- **Leadership Drivers** – technical and adaptive responding

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## What Do We Mean By Program-Wide?

- In programs providing classroom services?



- In programs providing home visiting services?



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## Why Program-Wide?

Practitioner by Practitioner	Program-Wide – All Practitioners
Focus on individual practitioner and establishing practices	Across practitioner focus in addition to within
Coaching support for implementation fidelity; Reliance on expert coaching	Coaching support as a part of program-wide systemic professional development; Multiple modes of coaching delivery
Fidelity data to drive coaching effort	Fidelity data for making decisions about individual intervention and programmatic professional development
Children/families receive individualized supports when problems are identified and child “fails” to be engaged	Procedures across practitioners ensure efficient and effective individualized supports are provided to children and families
Practitioners make connections and establish partnerships with families	Programmatic effort to ensure all families are engaged; feel competent and confident in supporting the child

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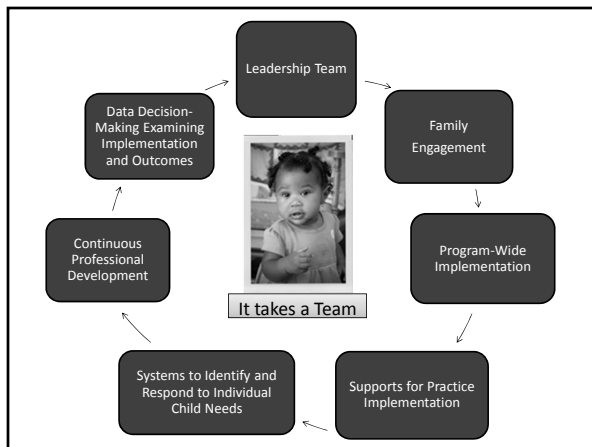
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### Program-Wide Critical Elements

1. Establish Leadership Team
2. Staff Readiness and Buy-in
3. Family Engagement
4. Program-Wide Action Plan
5. All Classrooms/Practitioners Demonstrate Implementation of Evidence-Based Practices
6. Procedures for Responding to Individual Children (classroom only)
7. Staff Capacity-Building and Support
8. Monitoring Implementation and Outcomes

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### Readiness for Program-Wide

- Clear commitment and buy-in
- Leadership Team is formed and includes:
  - Administrator
  - Internal Coach – professional development
  - Practitioners
  - Family engagement
- Program commits to 2-3 year process to achieve full implementation
- Program commits to using data and evaluation systems including screening, progress monitoring, and fidelity assessments

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### Readiness (continued)

- Leadership team commits to meeting monthly, monitoring progress, and using data for decision making
  - Support of children and families
  - Support of practitioners
- Leadership team commits to
  - Facilitating ongoing professional development and coaching
  - Supporting practitioners to implement Recommended Practices

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### Changing Practice

- Training alone is inadequate
- Coaching is necessary for translation of training to classroom practice
- Fidelity of implementation focus of coaching
- Administrative support and systems change necessary for sustained adoption
- Data driven systems necessary for ensuring targeted program, practitioner, and child outcomes

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### What Programs Need

- **External coaching**
  - Confident and knowledgeable facilitator to build leadership team capacity to guide implementation and fidelity
- **Professional development**
  - Training on practices
  - Training on coaching
- **Ongoing support**

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### What Programs Need

- **Implementation plan**
  - Leadership team implementation plan for addressing program-wide elements
- **Data tools and evaluation systems**
  - Fidelity
  - Outcomes
  - Decisions

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## Benchmarks of Quality: Program-Wide

**ECTA Center SCALES**  
Reaching Potential Through Recommended Practices (RP)  
Benchmarks of Quality for Home-Visiting Programs  
Carol Tindale and Allison Jones

Program Name: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Critical Element	Implementation	Check One		
		Not	Partly	Well
1. Team has broad representation that includes a representative of each discipline and program component.				
2. Team has administrative support and authority to address program delivery and implementation of program goals.				
3. Program RP is provided with engaged and professional development opportunities.				
4. Team has established a clear mission, vision, and goals for the program.				
5. Team has established a clear mission, vision, and goals for the program.				

**ECTA Center SCALES**  
Reaching Potential Through Recommended Practices (RP)  
Benchmarks of Quality for Classroom-Based Programs  
Carole Tindale and Lisa Fox

Program Name: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Critical Element	Implementation	Check One		
		Not	Partly	Well
1. Team has broad representation that includes at least one administrator, a teacher, and a member who will serve as an internal coach. Other team members will provide a parent, a family assistant, related service provider, and/or other professional support.				
2. Team has administrative support and authority to address program delivery and implementation of program goals.				
3. Program RP is provided with engaged and professional development opportunities.				
4. Team has established a clear mission, vision, and goals for the program.				
5. Team has established a clear mission, vision, and goals for the program.				

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## Critical Element: Establish Leadership Team

- Establish a Team
  - Broad representation
  - Administrative support
  - Regular meetings with ground rules
  - Mission or purpose
  - Implementation goals (use action plan form)
  - Review and revise plan at least annually

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## Team Responsibilities

- Develop your program's implementation plan on "Action Planning Guide"
- Monitor implementation, Use data for decision-making
- Hold regular meetings
- Plan and implement professional development activities including coaching
- Create system of support for addressing child/family engagement issues
- Maintain communication with staff
- Evaluate progress

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**Critical Elements:  
Staff Buy-In**

- Staff Buy-In
  - Staff must understand need for change
  - Staff poll establishes buy-in
  - Leadership team maintains buy-in by inviting input and feedback

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**Critical Elements:  
Family Engagement**

- Family Engagement
  - Input at the beginning
  - Multiple mechanisms for sharing the initiative
  - Multiple mechanisms for home implementation
  - Encourage feedback and discussions
  - Family partnerships in developing and implementing individualized support

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**Critical Element:  
Program-Wide Action Plan**

- Action Plan represents the goals your team wants to set to reach full implementation of your plan
- Action Plan will drive your Leadership Team Meetings
- All Leadership Team members should be involved in creating goals
- Action Plan is reviewed regularly
- Action Plan is shared with staff & families

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**Critical Element:  
All Home Visitors Demonstrate Implementation of  
Evidence-Based Practices**

- The Leadership Team shares implementation goals with all staff
- Home visitors develop positive and supportive relationships with families and enhance families competence and confidence about helping their children learn
- Home visitors help families think about environmental factors that promotes engagement
- Home visitors help families embed child learning into everyday activities and routines
- Home visitors help families use interactions that help their child stay engagement in activities



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**Critical Element:  
All Classrooms Demonstrate Implementation of  
Evidence-Based Practices**

- The Leadership team shares implementation goals with all staff
- Teachers and program staff actively apply practices in their classrooms
- All staff nurture relationships with all children
- All staff ensure environments are set up to maximize engagement for all children



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**Critical Element:  
Procedures for Responding to  
Individual Children in Classrooms**

- Evidence-based strategies used in classrooms
- Problem solving and support
- Partnerships with families



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**Critical Element:  
Staff Capacity Building and Support**

- **Staff Support Plan**
  - Ongoing technical assistance - Coaching
  - Internal coaches are trained
  - Needs assessment for RP<sup>2</sup> implementation
  - Individualized professional development plans
  - Group and individualized training strategies
  - New staff trainings

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**Critical Element:  
Monitoring Implementation and Outcomes**

- Measurement of Implementation
- Measure outcomes
- Data collected and summarized
- Data shared with staff and families
- Data used for ongoing monitoring and problem solving
- Plan is updated, revised based on data

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**Data-Based Decision-Making  
and Evaluation**

- **Program Implementation**
  - RP<sup>2</sup>: Benchmarks of Quality for Home Visiting Programs
  - RP<sup>2</sup>: Benchmarks of Quality for Classroom
  - RP<sup>2</sup> Internal Coaching Log
- **Practice Implementation**
  - Recommended Practices Observation Scale – Home Visiting (RP<sup>2</sup> OS-HV)
  - Recommended Practices Observation Scale – Classroom (RP<sup>2</sup> OS-C)
  - Parent Activity Log - HV
- **Child Outcome**
  - Child Engagement Scale (Dunst & Trivette, 2014) – HV
  - STARE: Scale for Teacher Assessment of Routine Engagement (McWilliam, 2011) - Classroom

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