

BLENDED LEARNING ONSITE INSTRUCTIONS



Directions to co-administer IDA with service agencies

PREPARE SITES FOR ONSITE VISIT:

1. Send an email in anticipation of this lesson. In the email, you should:
 - refer site to the Impact Center website (<https://ictp.fpg.unc.edu/ictp-simulation-lab>) to obtain a copy of the IDA Facilitator's Guide,
 - encourage familiarity with the following wording:

We've identified the need to assess service delivery agency capacity. We will work with you to build your capacity to administer these assessments on an ongoing basis.

The Implementation Drivers Assessment for Agencies Implementing Triple P Interventions (IDA-TP) is designed to measure and describe core implementation components and practices within individual service agencies supporting the delivery of Triple P interventions.

The assessment is an organizational self-assessment, facilitated by a trained implementation support specialist or Triple P coalition coordinator/evaluator. It is administered to members of individual Triple P service agency leadership and implementation teams.

The IDA-TP comes with a detailed Facilitator's Guide to support initial professional development to administer the assessment and to help with planning for and carrying out successful assessments on an ongoing basis. Please look through this Guide to become familiar with it prior to your participation in an online Learning Module and your work with the Impact Center.

2. Your initial conversations with a site about IDA administrations should include brainstorming benefits of using IDAs with service delivery agencies and identifying the implementation team's current level of experience and abilities to use standardized assessments.
3. Instruct sites to complete module 5 (at the url above) and print their summary report/worksheet. After completion, go to <http://lrs.fpg.unc.edu/?ImpactCenter> and select "module 5" in the dropdown to obtain site data. See user filter in upper right. Export as .CSV if desired. Review all module data before site visit, in preparation to address issues below.

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PREPARE INSTRUCTION FOR ONSITE VISIT, USING MODULE DATA:

1. [LO1a] Reason drivers are important: (If no data, they did not choose an answer, so begin with 1b and assume both incorrect answers.) They were provided with 3 options (2 incorrect & 1 correct); look for how many options were chosen before they chose the correct answer.
 - a. If they chose correct answer and no incorrect answers, jump to #2
 - b. If they chose any incorrect answer/s:

Review 3 module videos, remind staff of the answers they selected in module, and encourage discussion (e.g., “Talk to me about the reasons these answers seemed correct & what your thoughts are now.”)

 1. If they chose “Implementation Drivers provide a roadmap for navigating different stages or phases of the implementation process,” specifically ask: “Tell me why the IDA is **not** a roadmap”
 2. If they chose “Implementation Drivers directly relate to securing funding opportunities for Triple P scale-up and sustainability,” specifically ask: “Tell me why the IDA does **not** relate to securing funding”
2. [LO1a] Pitch constructed to deliver IDA to service agencies
 - a. Review pitches constructed by onsite staff; compare to ideal (bolded items are core elements to include):

To better understand the strengths and supports your agency needs for the successful implementation of Triple P in your agency, we ask you to complete the **Implementation Drivers Assessment for Agencies Implementing Triple P (IDA-TP)**. Completing this assessment allows us to identify your organizational strengths in supporting the implementation of Triple P and structures and practices that may need to be improved over the next 6 months. The implementation structures and practices we assess using the IDA-TP have been found to strongly **predict practitioner fidelity to Triple P session models and the sustainment of Triple P within your agency**. Consider this assessment one key piece of the puzzle that helps us better understand how we can work together to **support your organization to reach its goals and to consistently contribute to the shared child and family outcomes** the Grand County Triple P Coalition aims to achieve. **We’ll use the results from the IDA-TP to make our collaborative Triple P action plans for the next 6 months**, outlining priorities and next steps for your individual agency to effectively support the use of Triple P.
 - b. Together, compare individual pitches to ideal pitch and identify what is missing from their pitches and what they might want to include. Guide team toward improving their pitches appropriately.
 - c. **Create a sample email to send, as a team resource for the future.**
3. (LO1a) Order of preparation steps: Ordering the steps of preparing to complete the IDA-TP with a service delivery agency: regardless of module results, orient the site to Appendix C of the

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Facilitator’s Guide to find the proper order of steps. (“After making this pitch, you will follow the steps as laid out in Appendix C.”)



4. (LO1bi) Facilitation competency chosen: Differentiating proficiency of Triple P delivery from proficiency of administering the IDA-TP when identifying competencies necessary for the facilitator of the IDA-TP
 - a. If everyone chose all 3 correct answers and did not choose the incorrect answer, skip to 5.
 - b. Otherwise,
 1. review the helpful competencies (“When choosing a facilitator, it is helpful to make sure they are...”)
 - Proficient with the IDA-TP instrument and specific indices
 - Proficient with implementation science
 - Strong in their facilitation and communication skills
 2. Ask: “Why is proficiency in Triple P delivery **not** a necessary competency when choosing an IDA facilitator?”
5. (LO1bi) “team member chosen”: Choosing the appropriate respondents for the IDA-TP
 - a. Regardless of module performance, orient the site to page 5 of the Facilitator’s Guide to see “who should attend.”
 - b. If site staff raise questions or concerns, ask: “When would it be appropriate to choose a provider as a respondent for the IDA-TP?” (Look for answers that include: FTE on the implementation team or supporting the use of Triple P in addition to providing Triple P)
6. (LO1bii) Correctly assigned meanings of voting numbers/Number of incorrect tries AND Moved on to modified consensus appropriately:
 - a. Regardless of module performance, ask them to review the introduction script (p.9-10) in the IDA Facilitator’s Guide, and explain the reasoning in their own words/everyday language
 - b. If score of 1 or 0 on modified consensus, explain need for one, agreed-upon vote to utilize for scoring purposes.
 - c. If everyone correctly assigned the meanings of the voting numbers on the first try, only one turn at the introduction within the roleplay is necessary (if using), and skip to #7.
 - d. Identify who answered incorrectly & make sure that each of those individuals take a turn at introducing the IDA the IDA Administration role play. (It is the first interaction/first learning objective within the role play.)



7. (LO1bii) Facilitator response to early discussion: read response and make sure that it adheres to the rubric below:

Relationship Building Skills

- Respectful*
- Emotionally authentic*
- Check understanding*
- Acknowledging and addressing nonverbals (maybe)*
- Reassuring and supportive*

Key Information

- Read the extra information as needed on the page. This may be a Tip! or For Example!*
- Read scoring information as needed*
- Reread the statement as needed*
- Give the SDA Staff time to silently process before voting*
- The CIT Member will say “ready, set, vote” when he/she thinks the SDA Staff are ready*

If it does not, engage in role play activity and provide feedback utilizing rubric:

Scenario

The **CIT Member** will read AIC – 5 on p 12 FG.

Staff member: I wonder what you mean by Agency Implementation Team? Is this us? I am thinking about the day-to-day work that I do and that some of my staff do. We are scheduling a lot of trainings, hosting peer support and doing a lot of data collection. So, I guess this means we are doing it all and we should vote 2’s.

CIT Member responds: (see rubric)

(LObii) Administrative choice following consensus vote. If you see incorrect choices (options 1 or 2), you may wish to ask if there are questions about why to move on following consensus.

(LO1bii) Fidelity assessment clarification. If you see incorrect choices (options 1 or 3), you may wish to ask if there are questions about fidelity assessment vs fidelity scores. Review suggested transition on p.20 and fidelity assessment index description on p. 21 of the FG.



(LO1bii) After first vote, build consensus. If incorrect choices made, consider utilizing a role play:

Jennifer See I am not sure who you think are part of the executive leadership. Is that George? Or is it Julie?

Ximena Well, I was thinking it was George and Jennifer since they are the director and co-director of Smith County Health Department.

Jennifer Yes, I can see that, but they really don't have anything to do with Triple P – they just supervise us.

Ximena But I guess I don't understand what their roles should be then.

CIT Member responds:

Relationship Building Skills

- Eye contact*
- Emotionally authentic*
- Acknowledging and addressing nonverbals*
- Reassuring and supportive*
- Ask different people to lead the conversation each time*
- Determine the right time to move onto voting*

Key Information

- Ask one of the SDA Staff to share why they voted X*
- Encourage all voices to be heard and all thoughts about the vote to be shared*
- Reflect and/or summarize key points of discussion prior to revote*
- Reread the statement as needed*
- Give the SDA Staff time to silently process before voting*
- The CIT Member will say "ready, set, vote" when he/she thinks the SDA Staff are ready*

8. (LO1bii) Policies and procedures facilitation.
 - a. If no incorrect choices are made, move on to #12.
 - b. If incorrect choices are made, refer site to p. 25 in the FG for a transition explaining the differences between the facilitative administration and systems intervention indices. P. 26 has a description of the facilitative administration index; p. 28 has a description of the systems intervention description.



9. (LO1c) Number given for Train Index Score, with 2 attempts; correct answer is 19. If correct, skip to #13. If incorrect:

Options:

- a. Provide hard copy of module scenario ([name]) & walk through math if problematic
- b. Let them know they can give it back to Impact Center to score, but encourage self-sufficiency
- c. Direct them to online scoring tool

10. (LO1c) Number given for AIDI Score, with 2 attempts; correct answer is 96. If correct, skip to #14. If incorrect:

Options:

- a. Provide hard copy of module scenario ([name]) & walk through math if problematic
- b. Let them know they can give it back to Impact Center to score, but encourage self-sufficiency
- c. Direct them to online scoring tool

11. (LO1c) Number given for ASPI Score, with 2 attempts; correct answer is 2. If correct, skip to #15. If incorrect:

Options:

- a. Provide hard copy of module scenario ([name]) & walk through math if problematic
- b. Let them know they can give it back to Impact Center to score, but encourage self-sufficiency
- c. Direct them to online scoring tool

12. (LO1c) Number given for RS Percent, with 2 attempts; correct answer is 70. If correct, skip to #15. If incorrect:

Options:

- a. Provide hard copy of module scenario ([name]) & walk through math if problematic



- b. Let them know they can give it back to Impact Center to score, but encourage self-sufficiency
 - c. Direct them to online scoring tool
13. (LO1d) Action Planning Choices correctly made (max 5), Action Planning Choices incorrect made (max 4): Number of indices. If correct scores are high and incorrect scores are low, skip to #17. If scores show difficulty with applying the 70% cutoff criteria, reiterate the 70% criteria. In response to question about why, indicate that while the actual percentage (70) may be somewhat arbitrary, it is a reasonable number indicating some degree of stability/strength.
14. (LO1d) Action Planning Choices correctly made (max 8), Action Planning Choices incorrect made (max 1): Number of items. If correct scores are high and incorrect score is zero, skip to #18. If scores show difficulty with understanding the scoring (items with less than 2 are good items to follow up about), reiterate that any item below a two could be improved, but also that not every item has to be a 2.
15. (LO1d) Follow up on 33% ASPI Index. Read the constructed response and evaluate to see if it is on target
 - a. Response should:
 1. identify sustainability as an area for growth
 2. guide/direct agency that as capacity increases in other areas or other indices, this should rise.
 3. guide/direct agency to monitor this score, and to be cognizant of sustainability of practices as they are setting goals for other indices (e.g., coaching plans should involve roles rather than current employees' names)
 4. *NOTE: Listen for additional skill needs related to performance—in other words, the style or approach to relaying the content to agencies. This skill need will also be reflected in module data entitled “Agency followup” in which learners are asked to choose different ways to phrase the same basic content.*
 - b. Walk through “IDA Score Interpretation Worksheet and Instructions” and possibly “IDA Discussion Tool”
 - c. Utilize role play designed to provide practice action planning with results