Administration of the Implementation Drivers Assessment for Triple P (IDA-TP) Implementation Specialists (Coaches) Version

This role play will give the participants experience administering the IDA-TP with a service delivery agency (SDA). The roles include a Community Implementation Team Member (CIT Member) and multiple SDA Staff. The role play is intended to be completed in short segments with an opportunity to rotate roles giving participants a chance to experience each role.

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Below are the different learning objectives covered in the following role plays. Each scenario applies a combination of one to four different learning objectives. Review which learning objective you would like to target and select the scenario(s) that best meet(s) your needs. Some scenarios have more than one role play to allow for continued practice in different indices. Each learning objective has its own rubric – one for the Implementation Specialist and one for the Facilitator.

Instructions: Print a copy of each role play for the number of participants. Print two rubrics, one for the Implementation Specialist and one for the Facilitator, for each role play selected.

Overall Learning Objective: Reliably administer the IDA-TP

LO		Scenario	Rubric
1a	Deliver the specific introduction for the overall IDA-TP	A	p57
1b	Deliver the specific introduction for each index	B	p58
2a	Early voting: not following the voting directions	C S	p59
2b	Deal with the person who votes last by looking at everyone else's vote first	G K P	p60
2c	Intense conversation before voting by processing out loud; how to get voting to happen before conversation	D L N Q	p61
2d	Indecision: don't want to vote or want to vote between numbers	E I O	p62
2e	Looking to the supervisor to direct the vote	H J M R	p63
3	After the first vote, build consensus	C D H I	p64 p65 (2 col)

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LO		Scenario	Rubric
3, cont.	After the first vote, build consensus	J K L M N O P Q R S	p64 p65 (2 col)
3a	Someone is reticent to speak	C J O	p66 p67 (3 col)
3b	Someone is dominating the conversation	H L Q R	p68
4	Ensure the General Tips identified in Facilitator's Guide (FG) Appendix D, Tips #1 - #4, are followed	K H M N O Q R	p69 (Tip 1) p70 (Tip 2) p71 (Tip 3) p72 (Tip 4)
5	Navigate index transitions	F	p73

Overall Scenarios

Scenario A (LO 1a)	
Comfortably introduce assessment and deliver the specific introduction for the overall IDA-TP.	
Rubric	p57
Introduction of the IDA-TP (p9-10 FG)	p10

Scenario B (LO 1b)	
Comfortably introduce and deliver the specific introduction for the overall IDA-TP.	
Rubric	p58
Introduction for the AIC (p12 FG)	p11
Introduction for the RS (p16 FG)	p16
Introduction for the T (p18 FG)	p21
Introduction for the C (p19 FG)	p27
Introduction for the FID (p21 FG)	p32
Introduction for the DSDS (p22 FG)	p37
Introduction for the FAC (p26 FG)	p44
Introduction for the SI (p28 FG)	p51

Scenario C (LO 2a, LO 3, LO 3a)	
Early voting: not following the voting directions, someone is reticent to speak. After the first vote, build consensus.	
Rubric	p59, p64, p66
AIC-1 (p12 FG)	p12

Scenario D (LO 2c, LO 3, 3)	
Intense conversation before voting by processing out loud; how to get voting to happen before conversation. After the first vote, build consensus.	
Rubric	p61, p65
AIC-5 (p12 FG)	p13
T-1 (p18 FG)	p22
FID-8 (p22 FG)	p35

Scenario E (LO 2d)	
Indecision: don't want to vote or want to vote between numbers.	
Rubric	p62
AIC-7 (p13 FG)	p14
FID-2 (p21 FG)	p33

Scenario F (LO 5)	
Navigate index transitions.	
Rubric	p73
AIC → RS (p15 FG)	p15
RS → T (p17 FG)	p20
T → C (p18 FG)	p26
C → FID (p20 FG)	p31
FID → DSDS (p22 FG)	p36
DSDS → FAC (p25 FG)	p43
FAC → SI (p27 FG)	p50
SI → Closing (p29 FG)	p56

Scenario G (LO 2b)	
Deal with the person who votes last by looking at everyone else's vote first.	
Rubric	p60
RS-2 (p16 FG)	p17
SI-3 (p28 FG)	p52

Scenario H (LO 4-2, LO 2e, LO 3b, LO 3)	
Ensure the General Tips identified in FG Appendix D, Tip #2 are followed. Looking to the supervisor to direct the vote. Someone is dominating the conversation. After the first vote, build consensus.	
Rubric	p70, p63, p68, p64
RS-4 (p16 FG)	p18

Scenario I (LO 2d, LO 3)	
Indecision: don't want to vote or want to vote between numbers. After the first vote, build consensus.	
Rubric	p62, p64
RS-6 (p17 FG)	p19
T-7 (p18 FG)	p25
FAC-5 (p26)	p47
SI-9 (p29)	p54

Scenario J (LO 2e, LO 3, LO 3a)	
Looking to the supervisor to direct the vote. After the first vote, build consensus. Someone is reticent to speak.	
Rubric	p63, p64, p66
T-6 (p18 FG)	p23
FAC-10 (p27 FG)	p48

Scenario K (LO 2b, LO 4-1, LO 3)	
Deal with the person who votes last by looking at everyone else's vote first. Ensure the General Tips identified in FG Appendix D, Tip #1 are followed. After the first vote, build consensus.	
Rubric	p60, p69, p64
C-3 (p19 FG)	p28

Scenario L (LO 2c, LO 3, LO 3b)	
Intense conversation before voting by processing out loud; how to get voting to happen before conversation. Someone is dominating the conversation. After the first vote, build consensus.	
Rubric	p61, p64, p68
C-9 (p19 FG)	p29

Scenario M (LO 2e, LO 4-3, LO 3)	
Looking to the supervisor to direct the vote. Ensure the General Tips identified in FG Appendix D, Tip #3 are followed. After the first vote, build consensus.	
Rubric	p63, p71, p64
FID-5 (p21 FG)	p34

Scenario N (LO 2c, LO 4-2, LO 3)	
Intense conversation before voting by processing out loud; how to get voting to happen before conversation. Ensure the General Tips identified in FG Appendix D, Tip #2 are followed. After the first vote, build consensus.	
Rubric	p61, p70, p64
DSDS-3 (p23 FG)	p38

Scenario O (LO 2d, LO 4-4, LO 3a, 3a, 3a, LO 3)	
Indecision: don't want to vote or want to vote between numbers. Ensure General Tips identified in FG Appendix D, Tip #4 are followed. Someone is reticent to speak. After the first vote, build consensus.	
Rubric	p62, p72, p67, p64
DSDS-5 (p23 FG)	p40

Scenario P (LO 2b, LO 3)	
Deal with the person who votes last by looking at everyone else's vote first. After the first vote, build consensus.	
Rubric	p60, p64
DSDS-6 (p24 FG)	p42

Scenario Q (LO 2c, LO 4-3, LO 3, LO 3b)	
Intense conversation before voting by processing out loud; how to get voting to happen before conversation. Ensure the General Tips identified in FG Appendix D, Tip #3 are followed. After the first vote, build consensus. Someone is dominating the conversation.	
Rubric	p61, p71, p64, p68
FAC-2 (p26 FG)	p45

Scenario R (LO 2e, LO 3, LO 3b, LO 4-4)	
Looking to the supervisor to direct the vote. After the first vote, build consensus. Someone is dominating the conversation. Ensure the General Tips identified in FG Appendix D, Tip #4 are followed.	
Rubric	p63, p64, p68, p72
SI-7 (p28 FG)	p53

Scenario S (LO 2a, LO 3, 3)	
Early voting: not following the voting directions. After the first vote, build consensus.	
Rubric	p59, p65
SI-14 (p29 FG)	p55

Description

This role play will give the participants experience administering the IDA-TP with an SDA. The roles include a CIT Member, who will facilitate the administration of the IDA-TP, and multiple SDA staff. The role play is intended to be completed in short segments with an opportunity to rotate roles giving participants a chance to experience each role.

Prepare in Advance

1. Print a copy of the Facilitator's Copy of the IDA-TP for each participant
2. Print a copy of the appropriate "script" for each role within the role play
   a. Based off the learning objectives, select a scenario that best suits your team's needs while practicing the administration of the IDA-TP
   b. Print a copy of each role play for the number of participants
      • Some scenarios have more than one role play to allow for continued practice in different indices
3. Print a copy of rubric
   a. Each learning objective comes with its own rubric - print two rubrics, one for the Implementation Specialist and one for the Facilitator
   b. Scenarios have one to four learning objectives and some scenarios cover the same learning objectives more than once; print the needed rubric(s) per use

Definitions
- Community Implementation Team Member: Person taking the role of administering the IDA-TP
- Service Delivery Agency Staff: Service agency leadership and implementation team members, some of whom may also spend a portion of their time delivering Triple P programs
- IDA-TP FG: Facilitator's Guide

Structure
- 8 different voting "scenarios"
- 19 scenarios
- Take turns being Facilitator across scenarios
- Work through all 8 indices

This icon is a cue to reference the FG

Instructions for the **Implementation Specialist (Coach)** to read aloud to the participants before beginning the role play

1. The overall learning objective for this role play is to "reliably administer the IDA-TP." Additionally, by the end of the role play, you will be able to:
   a. Comfortably introduce the assessment by delivering the specific introduction for the overall IDA-TP and introductions for each index;
   b. Facilitate the voting process to help lift each voice to be heard and counterbalance votes to ensure participants avoid pitfalls such as: early voting and follow voting directions; ensure everyone votes on their own first; ensure consensus among participants;
   c. Ensure the rules for scoring votes are followed;
   d. Practice transitions between indices.
2. How the role play works:
   a. Each participant will select either the **CIT Member** or an **SDA Staff card**
      - There is 1 CIT Member card and 3 SDA Staff cards;
      - The first person to get the CIT Member card will begin the role play, while the other three people will play the role of the SDA Staff by following the script provided in each index;
      - Each CIT Member will begin with the overall introduction of the IDA-TP on pages 9-10 of the FG followed by one or two indices to practice;
      - After the selected CIT Member has had sufficient practice, as decided by the Implementation Specialist (Coach), all participants will stop, debrief, and reselect roles to continue the development of their skills to facilitate the IDA-TP.

Note: Depending on the time allotted for the role play, participants might decide to only do one or two indices at a time, continuing to practice as it best fits their work.

Guidance on how to use the Rubric

1. Each learning objectives has a rubric. The rubric is for both the Facilitator and the Implementation Specialist.
   a. The Facilitator can use the **Relationship Building Skills** and **Key Points** as guidance when administering the scenario(s).
   b. The Implementation Specialist will use the rubric to "grade" the Facilitator during the role play. She/he will place a + or – in each box, indicating where the Facilitator demonstrates skills and competency or areas for development. Each rubric has an area where the Implementation Specialist can write comments for the Facilitator.
2. At the end of the Facilitator's turn practicing the role play, the Implementation Specialist should briefly review the observed strengths and areas of development demonstrated. If applicable, the Implementation Specialist can provide a copy of the completed rubric to the Facilitator.
3. After the first Facilitator has completed their practice, the Implementation Specialist should repeat the above process with the next Facilitator with new, clean copies of the rubrics.

Assumptions/Context

- This is the first time the SDA is participating in administration of the IDA-TP.
- The CIT Member has a good, established relationship with the SDA.
- The CIT Member has familiarized themselves with the FG of the IDA-TP.
- The CIT Member has had some limited exposure to facilitating the IDA-TP but is still building their competence and capacity.
- Prior to the administration of the IDA-TP, an email was sent to the SDA detailing and explaining the purpose of their participation.
  - The SDA staff received a copy of the IDA-TP and received instructions on who should be invited to the table to participate.
  - In addition, the SDA staff were asked to review the IDA-TP on their own and not discuss it with their colleagues until the actual administration of the assessment.

Instructions for the **CIT Member (Facilitator)** of the role play

To what extent are the following structures or practices in place?	No or Not In Place (0)	Sometimes or Partially In Place (1)	Yes or Fully In Place (2)
6. The agency systematically recruits or selects practitioners to be trained in Triple P in order to maintain the desired number of agency Triple P practitioners . Specifically, the agency creates and/or fills new Triple P training opportunities and addresses turnover responsively.			
7. Agency Triple P practitioner selection processes include observational assessments of key abilities related to delivering Triple P.			
8. Agency Triple P practitioner selection processes include observational assessments of willingness and key abilities related to practitioner professional development.			
9. Information about newly selected Triple P practitioners' strengths and needs is used to inform their training and coaching supports.			
10. Appropriate data are used to evaluate the effectiveness of Triple P recruitment and selection practices.			

Tip:
Observation may occur through interactive interviews or observation of family services delivery.

Tip:
Observation may occur through interactive interviews or observation of prior professional development activities.

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

For Example:
- abilities to modify practice behaviors
- accept coaching feedback
- engage in conceptual thinking

For Example:
- turnover data
- data from exit interviews
- training data
- coaching data
- fidelity data

Suggested Transition:
We've just completed the Recruitment & Selection index, and now are moving on to the Training index. If you recall, the Training index focuses on the extent to which your agency uses best practices for training Triple P practitioners to deliver Triple P to the agency's target population.

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- Pay attention to the **Tips!** and **For Example** throughout the FG displayed in the sidebar, as shown in the example.

- Always replace the name of the **SDA** with the actual name of the **Agency** when reading the indices.

- Count to yourself before offering clarifications or asking if anyone has questions.

- Remember, the SDA Staff have never seen the IDA-TP and need some time to think before responding. A good idea is to count to **"5 or 10"** in your head before offering assistance.

Assign Roles & Names
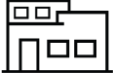
Agency Name: Grand County Health Department

Optional: Print this page and cut out cards. Shuffle and pass cards around for participants to select their role. Use your own name in place of where the role is. If you come upon a name with *italics* in the script, you can substitute it with a name you know or keep it as is.

Note: if there are more participants than pre-determined roles, we encourage you to develop these within your team.

Add Your Name:

_____
Supervisor, Health Education
Grand County Health Department

Add Your Name:

_____
Triple P Coordinator
Grand County Health Department

Add Your Name:

_____
Triple P Outreach & Data Coordinator
Grand County Health Department

Add Your Name:

_____
CIT Member, Facilitator
Grand County Health Department

Add Your Name:

_____
Grand County Health Department

Add Your Name:

_____
Grand County Health Department

Introduction of the IDA-TP, p9   **LO 1a**

Scenario A: The **CIT Member** will welcome everyone and do introductions. *Follow the steps below.*		
1	**CIT Member**	Reads the introduction script on p9-10 of the FG.
2	**CIT member**	*CIT Responds* **LO 1a:** Comfortably introduce assessment and deliver the specific introduction for the overall IDA-TP.

Rubric p57

AIC Index Introduction, p12   **LO 1b**

Scenario B: The **CIT Member** will introduce the Agency Implementation Capacity (AIC), p12 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the first index AIC, p12.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

AIC-1, p12   **LO 2a, 3a, 3**

Scenario C: The **CIT Member** will read AIC-1, p12 FG. One member of the **SDA Staff** is voting before the statement is read. **SDA Staff** need to be brought to consensus. *Follow the steps below.*			
1		**CIT Member**	Reads AIC–1, p12 FG.
2		**Supervisor**	Holds up a 2 as soon as the statement has been read, before voting was supposed to take place.
3		**CIT Member**	*CIT Responds* **LO 2a:** Early voting, not following the voting directions of waiting for the **CIT Member** to say "ready, set, vote."
4		**Supervisor**	Votes a 2
5		**Coordinator**	Votes a 1
6		**Outreach & Data**	Votes a 0
7		**CIT Member**	*CIT Responds* **LO 3a:** Someone is reticent to speak.
8		**Outreach & Data**	See I am not sure who you think are part of the executive leadership. Is that "*George*"? Or is it "*Julie*"?
9		**Supervisor**	Well, I was thinking it was "*George*" and "*Jennifer*" since they are the director and co-director of Smith County Health Department.
10		**Outreach & Data**	Yes, I can see that, but they really don't have anything to do with Triple P – they just supervise us.
11		**Supervisor**	But I guess I don't understand what their roles should be then.
12		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p59, p66, p64

AIC-5, p12   **LO 2c, 3**

Scenario D: The **CIT Member** will read AIC-5 on p12 FG. **SDA Staff** have intense conversation prior to voting. The **CIT Member** must bring the **SDA Staff** to consensus after the initial vote. *Follow the steps below.*			
1		**CIT Member**	Reads AIC-5, p12 FG.
2		**Coordinator**	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.
3		**CIT Member**	*CIT Responds* **LO 2c:** Intense conversation before voting by processing aloud; how to get voting to happen before conversation.
4		**Supervisor**	Votes a 2
5		**Coordinator**	Votes a 0
6		**Outreach & Data**	Votes a 1
7		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.
8		**Coordinator**	Well, I was thinking that yes, we are doing the work, but I am not sure if this is about the training and peer support or is it about something like the structure of our Triple P work.
9		**Outreach & Data**	And I kind of think we have some of the elements of the Implementation Team but not all of it. I don't feel like we have 3 people. I mean we all have all these other responsibilities that we are trying to figure out how to also work on Triple P.
10		**Supervisor**	I think it is completely in place because our team is us (the 3 SDA Staff). We do all the trainings, all the peer support, and scheduling.
11		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric [p61](#), [p65](#)

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AIC-7, p13   **LO 2d**

Scenario E: The **CIT Member** will read the AIC-7 on p13 FG. One of the **SDA Staff** does not want to vote or want to vote between numbers. *Follow the steps below.*			
1		**CIT Responds**	Reads AIC-7, p13 FG.
2		**Supervisor**	Votes a 0
3		**Coordinator**	Votes a 1
4		**Outreach & Data**	Looks at their counterparts to see what they are voting and votes between a 0 and 1.
5		**CIT Responds**	*CIT Responds* **LO 2d:** Indecision, participant does not want to vote or want to vote between numbers.

Rubric [p62](#)

AIC Transition, p15   LO 5

Scenario F: The **CIT Member** reads the transition on the bottom of p15 FG at the end of the AIC Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p15 FG at the end of the AIC Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric [p73](p73)

R&S Introduction, p16   LO 1b

Scenario B: The **CIT Member** will introduce the Recruitment & Selection (R&S) Index on p16 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the R&S Index, p16 FG.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

RS-2, p16   **LO 2b**

Scenario G: The **CIT Member** will read RS-2 on p16 FG. The **CIT Member** responds to the person who is voting last after looking at everyone else's votes. *Follow the steps below.*		
1	**CIT Member**	Reads RS-2, p16 FG.
2	**Supervisor**	Votes a 2
3	**Coordinator**	Votes a 2
4	**Outreach & Data**	Waits until the others have voted and then votes 2.
5	**CIT Member**	*CIT Responds* **LO 2b:** Deal with the person who votes last by looking at everyone else's vote first.

Rubric p60

RS-4, p16 and Appendix D, Tip#2   LO 4-2, 2e, 3b, 3

Scenario H: The **CIT Member** will read RS-4 on p16 FG. The **SDA Staff (Coordinator)** looks to the **Supervisor** for how to vote. The **CIT Member** addresses the **SDA Staff (Outreach & Data)** dominating the conversation and then brings clarity to the statement. Finally, **SDA Staff** come to consensus. *Follow the steps below.*			
1		**CIT Member**	Reads RS-4, p16 FG.
2		**CIT Member**	*CIT Responds* **LO 4-2:** Ensure the rules identified in FG Appendix D, Tip #2 are followed.
3		**Supervisor**	Votes a 0
4		**Coordinator**	Does not vote but looks at **Supervisor** then votes a 0.
5		**Outreach & Data**	Votes a 1
6		**CIT Member**	*CIT Responds* **LO 2e:** Looking to the supervisor to direct the vote.
7		*Suggested improv:* **Have the Outreach and Data staff member improvise by dominating the conversation and interrupting the others when speaking.**	
8		**CIT Member**	*CIT Responds* **LO 3b:** Someone is dominating the conversation.
9		**Outreach & Data**	We have some information about who we want to send to training support and are doing a lot of data collection. So, I guess this means we are doing it all and we should vote 2's.
10		**Coordinator**	Well, I was thinking that yes, we are doing the work, but I am not sure if this is about the training and peer support or is it about something like the structure of our Triple P work.
11		**Outreach & Data**	And I kind of think we have some of the elements of the Implementation Team but not all of it. I don't feel like we have 3 people. I mean we all have all these other responsibilities that we are trying to figure out and how to also work on Triple P.
12		**Supervisor**	I think it is completely in place because our team is us (the 3 SDA Staff). We do all the trainings, all the peer support, and scheduling.
13		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p70, p63, p68, p64

RS-6, p17 FG   **LO 2d, 3**

		Scenario I: The **CIT Member** will read the RS-6 on p17 FG. One of the **SDA Staff** does not want to vote or want to vote between numbers. *Follow the steps below.*
1	**CIT Member**	Reads RS-6, p17 FG.
2	**Supervisor**	Votes a 1
3	**Coordinator**	Votes a 0
4	**Outreach & Data**	Looks at their counterparts to see what they are voting and goes between a 0 and 1.
5	**CIT Member**	*CIT Responds* **LO 2d:** Indecision, participant does not want to vote or want to vote between numbers.
6	**Supervisor**	Votes a 1
7	**Coordinator**	Votes a 0
8	**Outreach & Data**	Votes a 1
9	**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p62, p64

RS Transition, p17   LO 5

Scenario F: The **CIT Member** reads the transition on the bottom of p17 FG at the end of the R&S Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p17 FG at the end of the R&S Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Training Index, p18 FG   LO 1b

Scenario B: The **CIT Member** will introduce the Training (T) Index on p18 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the T index on p18 FG.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

T-1, p18 FG   **LO 2c, 3**

Scenario D: The **CIT Member** will read the T-1 on p18 FG. The **SDA Staff** start talking because of their excitement at being completely organized. The **CIT Member** will respond accordingly. After the original vote, the **CIT Member** will get the team to come to consensus.
Follow the steps below.

1		**CIT Member**	Reads T-1, p18 FG.
2		**Coordinator**	This is us. I know this is us because **Outreach and Data** and I are in charge of finding all the practitioners and getting everyone trained.
3		**Outreach & Data**	Yes, I think you are right.
4		**Coordinator**	This is so exciting. I know we should get a 2 here.
5		**CIT Member**	*CIT Responds* **LO 2c:** Intense conversation before voting by processing out loud; how to get voting to happen before conversation.
6		**Supervisor**	Votes a 1
7		**Coordinator**	Votes a 2
8		**Outreach & Data**	Votes a 2
9		**CIT Member**	*CIT Responds* **LO 3:** After the initial vote, come to consensus.

Rubric [p61](#), [p64](#)

T-6, p18 FG   **LO 2e, 3a, 3**

Scenario J: CIT Member will read the T-6 on p18 FG. The **SDA Staff** is not sure what to do and looks to the **Supervisor** for an answer. The **CIT Member** will respond. The **SDA Staff** is quiet and not wanting to share her/his ideas, the **CIT Member** will respond and then bring the team to consensus.
Follow the steps below.

1	**CIT Member**	Reads T-6, p18 FG.
2	**Supervisor**	Votes a 2
3	**Coordinator**	Looks at her supervisor with a confused look, as though she does not understand the question and then after she sees her supervisor vote a "2", she votes a "2".
4	**Outreach & Data**	Votes a 1
5	**CIT Member**	*CIT Responds* **LO 2e:** Looking to the supervisor to direct the vote.
6	**Supervisor**	Votes a 2
7	**Coordinator**	Votes last with a 1
8	**Outreach & Data**	Votes a 1
9	**Supervisor**	We always do this with the practitioners that we want to get trained.
10	**Outreach & Data**	See I was thinking that we usually do this, but sometimes we lose practitioners after they have been trained. Do you remember when we had that health department CC4C training and only a couple of them followed through?
11	**Supervisor**	Oh, yes, you might be right.
12	**CIT Member**	*CIT Responds* **LO 3a:** Someone is reticent to speak.

13	Supervisor	Votes a 2
14	Coordinator	Votes a 1
15	Outreach & Data	Votes a 1
16	Supervisor	So, you both still think this is a 1? I guess we could do some more with this area.
17	Outreach & Data	I think we can do a better job of making sure all of our practitioners who are trained go through accreditation and I was thinking that the Outreach and Data coordinator and I could do a better job of calling and making sure they get practice.
18	Supervisor	I like that idea.
19	CIT Member	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric [p63](), [p64](), [p66]()

📑 **T-7, p18 FG**	**LO 2d, 3**

Scenario I: CIT Member reads T-7 on p18. The **SDA Staff** is not sure what to vote on this one and is looking at the other **SDA Staff** to see what they are voting. The **CIT Member** will respond.
Follow the steps below.

1	**CIT Member**	Reads T-7, p18 FG.
2	**Supervisor**	Cannot decide and goes between, from voting a "1" to a "2" to a "0".
3	**Coordinator**	Votes a 0
4	**Outreach & Data**	Votes a 1
5	**CIT Member**	*CIT Responds* **LO 2d:** Indecision: don't want to vote or want to vote between numbers.
6	**Coordinator**	Is this information from the Triple P America trainers or from whom?
7	**Supervisor**	I guess I think that we don't get information from them. I am not really sure. This is something that I think **Coordinator** and **Outreach and Data** know more about.
8	**Coordinator**	Well sometimes we get this and sometimes we don't; it just depends on the trainers.
9	**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p62, p64

Transition at End of T index, p18 FG   LO 5

Scenario F: The **CIT Member** reads the transition on the bottom of p18 FG at the end of the T Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p18 FG at the end of the T Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Coaching Index, p19 FG   LO 1b

Scenario B: The **CIT Member** will introduce the Coaching (C) Index on p19 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the C index on p19 FG.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

C-3, p19 FG and Appendix D, Tip#1	**LO 2b, 4-1, 3**

Scenario K: The **CIT Member** will read the C-3 on p19 FG. The **SDA Staff** will wait until everyone else has voted before voting. The **SDA Staff** will be unsure about if they have this documented process in place. The **SDA Staff** will not vote the same and the **CIT Member** will respond.
Follow the steps below.

1	**CIT Member**	Reads C-3, p19 FG.
2	**Supervisor**	Votes a 1
3	**Coordinator**	Votes a 0
4	**Outreach & Data**	Looks back and forth at her colleagues, goes from voting a "0" to a "1" to a "2".
5	**CIT Member**	*CIT Responds* **LO 2b:** Deal with the person who votes last by looking at everyone else's vote first.
6	**Supervisor**	Ok, wait, can I ask a question before we vote again? Do we give it a "1" if we don't have anything written down but have been thinking about how to get peer support done? I mean we kind of have peer support with our other program, IY?
7	**Coordinator**	That's a good question. Maybe we do have something in place?
8	**Outreach & Data**	I don't know. I will just go with whatever you guys think. I am still kind of new to all this stuff.
9	**CIT Member**	*CIT Responds* **LO 4-1:** Ensure the Tips identified in the FG Appendix D, Tip #1 are followed.
10	**CIT Member**	*CIT Responds* **LO 3:** After the initial vote, come to consensus.

Rubric p60, p69, p64

C-9, p19 FG	LO 2c, 3b, 3

Scenario L: CIT Member will read C-9 on p19 FG. The **SDA Staff** will begin talking out loud before the vote trying to understand and decide what her vote will be to the statement. The **CIT Member** responds. After the initial vote, **SDA Staff** will continue to dominate the conversation with questions and trying to decide how to vote. The **CIT Member** will respond.
Follow the steps below.

1	CIT Member	Reads C-9, p19 FG.
2	Coordinator	So, this question is asking about our data collection and whether we use data to help us see how our practitioners are doing and whether we use this data to help them get better. Goodness, I am not sure. I am not sure we collect any data on this. We just said in #8 that we get parent feedback and some of those session checklists, but I am not sure this is used. What do you think, **Supervisor**?
3	Supervisor	Well, I was just thinking about this...
4	Coordinator	Like I was saying I would probably have to vote 1 on this one, what do you think, **Outreach and Data?**
5	CIT Member	*CIT Responds* **LO 2c:** Intense conversation before voting by processing out loud; how to get voting to happen before conversation.
6	Supervisor	Votes a 1
7	Coordinator	Votes a 0
8	Outreach & Data	Votes a 1
9	Coordinator	Wait, why did you guys give it a 1? I thought we were saying that we were not doing any of the observation things in the Tip! Box next to #8? Do you think we are doing some of these?
10	Outreach & Data	Yes, I think we are. I think we are doing at least... (*gets interrupted by* **Coordinator**)
11	Coordinator	You are right, we are doing the checklists. Does this count (*asks CIT Member)?* Well, I am sure it does. And **Supervisor**, don't we also do case reviews? But what do we do with the data?

12	**Supervisor**	We send it to the...
13	**CIT Member**	*CIT Responds* **LO 3b:** Someone is dominating the conversation.
14	**CIT Member**	*CIT Responds* **LO 3:** After the initial vote, come to consensus.

Rubric p61, p68, p64

Transition at End of C index, p20 FG   **LO 5**

Scenario F: The **CIT Member** reads the transition on the bottom of p20 FG at the end of the C Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p20 FG at the end of the C Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Fidelity (FID) Index, p21 FG   LO 1b

Scenario B: The **CIT Member** will introduce the Fidelity (FID) Index on p21 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the FID index on p21 FG.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

FID-2, p21 FG   LO 2d

		Scenario E: The **CIT Member** will read the FID-2 on p21 FG. The **SDA Staff** is unsure what to vote and goes back and forth between all of the numbers. She is somewhat unsure and thinks she will just vote like she has been voting. The **CIT Member** responds. *Follow the steps below.*	
1		**CIT Member**	Reads the FID-2, p21 FG.
2		**Supervisor**	Votes a 0
3		**Coordinator**	Votes a 1
4		**Outreach & Data**	Goes back and forth between "0", "1", and "2". She cannot decide which one she should go with.
5		**CIT Member**	*CIT Responds* **LO 2d:** Indecision, don't want to vote or want to vote between numbers.

Rubric p62

FID-5, p21 FG   **LO 2e, 4-3, 3**

Scenario M: The **CIT Member** will read the FID-5 on p21 FG. The **SDA Staff** looks to the **Supervisor** to vote. The **CIT Member** responds. The **SDA Staff** have questions about the statement and the **CIT Member** responds. Finally, the **CIT Member** brings the team to a consensus. *Follow the steps below.*			
1		**CIT Member**	Reads the FID-5 on p21 FG.
2		**Supervisor**	Votes a 1
3		**Coordinator**	Looks to her **Supervisor** and then votes a 0.
4		**Outreach & Data**	Votes a 0
5		**CIT Member**	*CIT Responds* **LO 2e:** Looking to the supervisor to direct the vote.
6		**Outreach & Data**	Before we vote, I have a question about what this really means. Can you remind me what systematically means? And who is doing the assessment procedures? Is this something that we are doing or are the caregivers/parents doing this? We used to do this a long time ago with our IY and NFP programs, but I guess I just don't understand exactly.
7		**CIT Member**	*CIT Responds* **LO 4-3:** Ensure the Tips identified in the FG Appendix D, Tip #3 are followed.
8		**Supervisor**	Votes a 1
9		**Coordinator**	Votes a 0
10		**Outreach & Data**	Votes a 0
11		**CIT Member**	*CIT Responds* **LO 3:** After the initial vote, build consensus.

Rubric p63, p71, p64

FID-8, p22 FG   **LO 2c, 3**

Scenario D: The **CIT Member** will read the FID-8 on p22 FG. The **SDA Staff** is so excited that she begins talking about how they send these certificates to all their practitioners who turn in their session checklist. **CIT Member** responds. The **SDA Staff** revote to come to consensus. **CIT Member** responds. *Follow the steps below.*			
1		**CIT Member**	Reads the FID-8, p22 FG.
2		**Coordinator**	Oh. We can get a 2 here. You know we send these emails to the practitioners who turn in their session checklists and then we also send them these certificates. They feel so happy when we recognize them, and they are so excited to share this with their supervisors...
3		**CIT Member**	*CIT Responds* **LO 2c:** Intense conversation before voting by processing out loud; how to get voting to happen before conversation.
4		**Supervisor**	Votes a 1
5		**Coordinator**	Votes a 2
6		**Outreach & Data**	Votes a 2
7		**CIT Member**	*CIT Responds* **LO 3:** After the initial vote, build consensus.

Rubric p61, p64

Transition at End of FID index, p22 FG   **LO 5**

Scenario F: The **CIT Member** reads the transition on the bottom of p22 FG at the end of the FID Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p22 FG at the end of the FID Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Decision-Support Data System (DSDS) Index, p22 FG   **LO 1b**

Scenario B: The **CIT Member** will introduce the Decision-Support Data System (DSDS) Index on p22 FG. *Follow the steps below.*		
1	👤 **CIT Member**	Introduces the DSDS index on p22 FG.
2	👤 **CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

DSDS-3, p23 FG and Appendix D, Tip #2   **LO 2c, 4-2, 3**

> **Scenario N:** The **CIT Member** will read the DSDS-3 on p23 FG. The **SDA Staff** is so excited that she begins talking about how they have these great data systems in place. Another **SDA Staff** begins to also talk about how they used to collect data and give incentives to the practitioners. **CIT Member** responds. The **SDA Staff** revote to come to consensus. **CIT Member** responds.
> *Follow the steps below.*

1	**CIT Member**	Reads the DSDS-3, p23 FG.
2	**Coordinator**	So, we have this great data system where we collect the number of families and caregivers we see and how many kids they have. We used to also have this great information about their zip codes and some other demographic information.
3	**Supervisor**	Well, **Coordinator**, I am not sure we have this database anymore. We used it in the first couple of years of Triple P but then the state changed all the data reporting requirements and so I think we are just using Excel or Survey Monkey…
4	**CIT Member**	*CIT Responds* **LO 2c:** Intense conversation before voting by processing out loud; how to get voting to happen before conversation: repeat in each scene/index.
5	**Supervisor**	Votes a 1
6	**Coordinator**	Votes a 2
7	**Outreach & Data**	Votes a 1
8	**Outreach & Data**	Wait, can you explain this more? What if we had the data system but now we don't?
9	**CIT Member**	*CIT Responds* **LO 4-2:** Ensure the Tips identified in the FG Appendix D, Tip #2 are followed.
10	**Supervisor**	Votes a 1

11		**Coordinator**	Votes a 2
12		**Outreach & Data**	Votes a 1
13		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p61, p70, p64

DSDS-5, p23 FG and Appendix D, Tip #4   LO 2d, 4-4, 3a, 3

Scenario O: The **CIT Member** will read the DSDS-5 on p23 FG. The **SDA Staff** will waver between 1 and 2 and not want to vote. The **CIT Member** will respond. The **CIT Member** will provide clarity on the scoring of this statement. Throughout the voting, one of the **SDA Staff** is quiet and does not want to participate in the conversation. The **CIT Member** responds.
Follow the steps below.

1	**CIT Member**	Reads DSDS-5, p23 FG.
2	**Supervisor**	Votes a 2
3	**Coordinator**	Votes a 1
4	**Outreach & Data**	Votes between a "1" and "2" – she is not sure and wavers back and forth.
5	**CIT Member**	*CIT Responds* **LO 2d:** Indecision: don't want to vote or want to vote between numbers.
6	**Supervisor**	Votes a 2
7	**Coordinator**	Votes a 1
8	**Outreach & Data**	Votes a 2
9	**CIT Member**	*CIT Responds* **LO 4-4:** Ensure the Tips identified in the FG Appendix D, Tip #4 are followed.
10	**Supervisor**	Votes a 0
11	**Coordinator**	Votes a 1
12	**Outreach & Data**	Votes a 0
13	**CIT Member**	*CIT Responds* **LO 3a:** Someone is reticent to speak.

14		Outreach & Data	I guess I feel like we have some practical and easy collection methods, but I don't know much about them because our evaluator at UNC–CH does this for us.
15		Coordinator	And yes, we hear all the time that the data reporting is really burdensome and the practitioners are not sure why they have to turn in data at all.
16		Outreach & Data	Oh, man, you are right. The one practitioner, remember he was so annoyed when we asked him to turn in his data…
17		CIT Member	*CIT Responds* **LO 3a:** Someone is reticent to speak.
18		Supervisor	I mean I just don't have a lot to do with this data portion. This is really what **Coordinator** and **Outreach and Data** do, so I trust them to make a decision.
19		CIT Member	*CIT Responds* **LO 3a:** Someone is reticent to speak.
20		Outreach & Data	I still think we do this and we get this data. But maybe I am not understanding the question. I mean don't we get this information from Triple P America?
21		Coordinator	Yes, we do, but we don't get all of the data. If you look at the page, it says we have to have everything for a 2…
22		Outreach & Data	Well, I guess you are right.
23		CIT Member	*CIT Responds* **LO 3:** After the initial vote, come to consensus.

Rubric p62, p72, p67, p64

DSDS-6, p24 FG   **LO 2b, 3**

		Scenario P: CIT Member will read the DSDS-6 on p24 FG. The **SDA Staff** looks at the others to see what they are voting. The **CIT Member** will respond. *Follow the steps below.*	
1		**CIT Member**	Reads DSDS-6, p24 FG.
2		**Supervisor**	Holds up a 0 after looking at the other two people.
3		**Coordinator**	Votes a 0
4		**Outreach & Data**	Votes a 1
5		**CIT Member**	*CIT Responds* **LO 2b:** Deal with the person who votes last by looking at everyone else's vote first.
6		**Outreach & Data**	I still think we do this, and we get this data. But maybe I am not understanding the question. I mean don't we get this information from Triple P America?
7		**Outreach & Data**	Yes, we do, but we don't get all of the data. If you look at the page, it says we have to have everything for a 2…
8		**Outreach & Data**	Well, I guess you are right.
9		**CIT Member**	*CIT Responds* **LO 2b:** Deal with the person who votes last by looking at everyone else's vote first.
10		**Supervisor**	Sorry, I know, but as I said earlier this is something that **Outreach and Data** and **Coordinator** do. So, I just want them to have to vote and I will vote whatever they do.
11		**CIT Member**	*CIT Responds* **LO3:** After the initial vote, come to consensus.

Rubric [p60](#), [p64](#)

DSDS Transition, p25 FG   LO 5

Scenario F: The **CIT Member** reads the transition on the bottom of p25 FG at the end of the DSDS Index.
Follow the steps below.

1	👤 **CIT Member**	Reads the transition on the bottom of p25 FG at the end of the DSDS Index.
2	👤 **CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Facilitative Administration (FAC) Index, p 26 FG	LO 1b

Scenario B: The **CIT Member** will introduce the FAC Index on p26 FG. *Follow the steps below.*		
1	👤 **CIT Member**	Introduces the FAC index on p26 FG.
2	👤 **CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

FAC-2, p 26 FG and Appendix D, Tip #3   LO 2c, 4-3, 3b, 3

Scenario Q: The **CIT Member** will read the FAC-2 on p26 FG. Prior to the initial vote, **SDA Staff**, who is also dominating the conversation, will want to discuss the meaning and how to interpret FAC-2. The **CIT Member** will respond. The **SDA Staff** continues to dominate the conversation trying to understand how the agency's historical system from another program is inclusive of Triple P. The **CIT Member** will respond.

Follow the steps below.

1	**CIT Member**	Reads FAC-2, p26 FG.
2	**Coordinator**	So are we talking about the internal policies at the health department? Our job descriptions have Triple P in them, but only for 3 of us. I guess I am not sure what the statement means about active approaches. **Supervisor**, do you think we have this in place?
3	**Supervisor**	Well, I guess maybe we do, but...
4	**Coordinator**	See that is what I was thinking. I was thinking it was in our strategic plan...
5	**CIT Member**	*CIT Responds* **LO 2c:** Intense conversation before voting by processing out loud; how to get voting to happen before conversation.
6	**Supervisor**	Votes a 1
7	**Coordinator**	Votes a 2
8	**Outreach & Data**	Votes a 1
9	**Coordinator**	Wait, I thought we all thought this was fully in place, but we all voted differently. AGH! So, I guess I think we have this detailed out in our strategic plan, right **Supervisor**? We have the data system all in place and don't we also have the leadership teams?
10	**Outreach & Data**	Well I was thinking that we have some of this in place but... (*gets interrupted by Coordinator*)

11	Coordinator	What do you think we need to work on? I feel like we do all this in the box, well maybe not fidelity…
12	CIT Member	*CIT Responds* **LO 4-3:** Ensure the Tips identified in the FG Appendix D, Tip #3 are followed.
13	Supervisor	Votes a 1
14	Coordinator	Votes a 2
15	Outreach & Data	Votes a 1
16	Coordinator	**Supervisor**, what do you think? Do you think the strategic plan has this information in it? I mean doesn't it have all the information about all our programs, like infant mortality and IY?
17	Supervisor	Well, yes… *(gets interrupted)*
18	Coordinator	I guess I am just confused. I wonder if we could ask someone else like **George**…
19	CIT Member	*CIT Responds* **LO 3b:** Someone is dominating the conversation.
20	CIT Member	*CIT Responds* **LO 3:** After the initial vote, come to consensus.

Rubric p61, p71, p68, p64

FAC-5, p 26 FG			LO 2d, 3

		Scenario I: The **CIT Member** will read the FAC-5 on p26 FG. The **SDA Staff** will waver between 1 and 2 and not want to vote. The **CIT Member** will respond. The **CIT Member** will bring the group to consensus. *Follow the steps below.*	
1		**CIT Member**	Reads FAC-5, p26 FG.
2		**Supervisor**	Votes a 2
3		**Coordinator**	Votes between a "1" and "2" – she is not sure and wavers back and forth.
4		**Outreach & Data**	Votes a 1
5		**CIT Member**	*CIT Responds* **LO 2d:** Indecision: participant does not want to vote or want to vote between numbers.
7		**Supervisor**	Votes a 2
8		**Coordinator**	Votes a 1
9		**Outreach & Data**	Votes a 2
10		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p62, p64

FAC-10, p 27 FG   **LO 2e, 3a, 3**

Scenario J: CIT Member will read the FAC-10 on p27 FG. The **SDA Staff** is not sure what to do and looks to the **Supervisor** for an answer. The **CIT Member** will respond. At the same time, the other **SDA Staff** is quiet and not participating in the conversation. The **CIT Member** will respond and then bring the team to consensus.
Follow the steps below.

1	CIT Member	Reads FAC-10, p27 FG.
2	**Supervisor**	Votes a 2
3	**Coordinator**	Looks at her supervisor with a confused look, as though she does not understand the question and then after she sees her **Supervisor** vote a "2", she votes a "2".
4	**Outreach & Data**	Votes a 1
5	**CIT Member**	*CIT Responds* **LO 2e:** Looking to the supervisor to direct the vote.
6	**Supervisor**	Votes a 2
7	**Coordinator**	Votes a 2
8	**Outreach & Data**	Votes a 1
9	**Supervisor**	In our management team meetings, we try to take the information I learn from you guys and figure out how to understand it so we can figure out what the common agenda items are with other programs. I mean for instance, when you guys talk about transportation barriers, we try to figure out what to do about them…
10	**Coordinator**	I did not know that. That sounds really great. So, you actually take the time to use the information we give you and elevate it up the chain?
11	**CIT Member**	*CIT Responds* **LO 3a:** Someone is reticent to speak.

12	Coordinator	Well, I did not know that you did this either. I guess I just voted a 2 because you did and because you're my boss and all.
13	CIT Member	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p63, p66, p64

Facilitative Administration (FAC) Index Transition, p27 FG   **LO 5**

Scenario F: The **CIT Member** reads the transition on the bottom of p27 FG at the end of the FAC Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p27 FG at the end of the FAC Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Systems Intervention (SI) Index, p28 FG   LO 1b

Scenario B: The **CIT Member** will introduce the SI Index on p28 FG. *Follow the steps below.*		
1	**CIT Member**	Introduces the SI index on p28 FG.
2	**CIT Member**	*CIT Responds* **LO 1b:** Comfortably introduce assessment to deliver the specific introduction for each index.

Rubric p58

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SI-3, p28 FG   **LO 2b**

Scenario G: The **CIT Member** will read SI-3 p28 FG. The **CIT Member** responds to the person who is voting last after looking at everyone else's votes.
Follow the steps below.

1	**CIT Member**	Reads SI-3, p28 FG.
2	**Supervisor**	Votes a 1
3	**Coordinator**	Votes a 2
4	**Outreach & Data**	Waits until the others have voted; then votes 1.
5	**CIT Member**	*CIT Responds* **LO 2b:** Deal with the person who votes last by looking at everyone else's vote first.

Rubric p60

SI-7, p28 FG	**LO 4-4, 2e, 3b, 3**

Scenario R: The **CIT Member** will read SI-7 p28 FG. The **SDA Staff** looks to the **Supervisor** for how to vote. The **CIT Member** brings clarity to the statement and responds accordingly to the **SDA Staff**. The **CIT Member** brings the group to consensus.
Follow the steps below.

1	**CIT Member**	Reads SI-7, p28 FG.
2	**CIT Member**	*CIT Responds* **LO 4-4:** Ensure the Tips identified in FG Appendix D, Tip #4 are followed.
3	**Supervisor**	Votes a 0
4	**Coordinator**	Does not vote but looks at the **Supervisor** then votes a 0.
5	**Outreach & Data**	Votes a 1
6	**CIT Member**	*CIT Responds* **LO 2e:** Looking to the supervisor to direct the vote.
7	**Outreach & Data**	I think we do a great job of communicating to our executive leaders, but I am not sure if they communicate with us about anything. What do you think? So, I guess this means we are doing it all and we should vote 2's.
8	**Coordinator**	I think we see them at meetings and in the lunchroom, but I don't... (*gets interrupted by **Outreach and Data***)
9	**Outreach & Data**	But you know **Supervisor** sits down with them and she is part of our implementation team...
10	**Supervisor**	I don't think it is really something that is done on a regular basis. It is kind of like whenever...
11	**Outreach & Data**	Yeh, maybe you are correct.
12	**CIT Member**	*CIT Responds* **LO 3b:** Someone is dominating the conversation.
13	**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p72, p63, p68, p64

SI-9, p29 FG   **LO 2d, 3**

Scenario I: The **CIT Member** will read the SI-9 on p29 FG. One of the **SDA Staff** does not want to vote or want to vote between numbers. *Follow the steps below.*			
1		**CIT Member**	Reads SI-9, p29 FG.
2		**Supervisor**	Votes a 1
3		**Coordinator**	Votes a 0
4		**Outreach & Data**	Looks at their counterparts to see what they are voting and goes between a 0 and 1.
5		**CIT Member**	*CIT Responds* **LO 2d:** Indecision: participant does not want to vote or want to vote between numbers.
6		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p62, p64

SI-14, p 29 FG   **LO 2a, 3, 3**

Scenario S: The **CIT Member** will read the SI-14 on p29 FG. One member of the **SDA Staff** is voting before the statement is read. **SDA Staff** need to be brought to consensus.
Follow the steps below.

1		**CIT Member**	Reads SI-14, p29 FG.
2		**Supervisor**	Hold up a "2" as soon as the statement has been read, before voting was supposed to take place.
3		**CIT Member**	*CIT Responds* **LO 2a:** Early voting: not following the voting directions.
4		**Supervisor**	Votes a 2
5		**Coordinator**	Votes a 1
6		**Outreach & Data**	Votes a 0
7		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.
8		**Outreach & Data**	So, I don't think we have any of this in place. We only get year to year funding, so I am not sure how we can be sustainable.
9		**Supervisor**	Well, that's true but we have a strategic plan that talks about how we want to keep Triple P going. Does this count?
10		**Coordinator**	See I think we may have some of this, because we talk about it and even the board of the health department says that we should figure out a plan to keep Triple P going in the community. So for me, I think it is kind of in place.
11		**CIT Member**	*CIT Responds* **LO 3:** After the first vote, build consensus.

Rubric p59, p65

Systems Intervention (SI) Transition, p29 FG   LO 5

Scenario F: The **CIT Member** reads the transition on the bottom of p29 FG at the end of the SI Index. *Follow the steps below.*		
1	**CIT Member**	Reads the transition on the bottom of p29 FG at the end of the SI Index.
2	**CIT Responds**	*CIT Responds* **LO 5:** Navigate index transitions.

Rubric p73

Rubric **LO 1a**	Scenario A

LO 1a: Comfortably introduce assessment and deliver the specific introduction for the overall IDA-TP.

Relationship Building Skills

☐	Eye contact
☐	Emotionally authentic
☐	Pause and prompt for questions
☐	Check understanding
☐	Reflective listening techniques
☐	Acknowledging and addressing nonverbals

Key Information

☐	What the IDA-TP is and its purpose
☐	This is a snapshot of the moment in time
☐	There are no right or wrong answers
☐	No one agency will have scores of 100% ever in everything
☐	Index Descriptions (IDA-TP Appendix A)
☐	Explain the scoring (0, 1, and 2)
☐	How voting is conducted, including modified consensus
☐	Summary Index Score (IDA-TP Appendix B)
☐	Each index or item can be viewed as opportunities for improvement and/or changes
☐	How the results will be used to help action plan
☐	Verbal consent for using the data for research purposes

Notes

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Rubric **LO 1b**	Scenario B

LO 1b: Comfortably introduce assessment to deliver the specific introduction for each index.
Relationship Building Skills

☐	Eye contact
☐	Emotionally authentic
☐	Check understanding
☐	Acknowledging and addressing nonverbals

Key Information

☐	Read the index description verbatim
☐	Remind participants the CIT Member will read the statement and pause to allow 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

Notes

Rubric **LO 2a**	Scenario C
	Scenario S

Facilitate the voting process to help lift each voice to be heard and counterbalance votes

LO 2a: Early Voting: Not following the voting directions of waiting for the CIT Member to say "ready, set, vote."

Relationship Building Skills

☐	Eye contact
☐	Emotionally authentic
☐	Check understanding
☐	Acknowledging and addressing nonverbals
☐	Reassuring and supportive

Key Information

☐	Remind the SDA Staff to wait until everyone has had a chance to think about the statement before voting
☐	Remind the SDA Staff to wait for the CIT Member to say "ready, set, vote" before holding up their votes
☐	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

Notes

Rubric **LO 2b**	Scenario G
	Scenario K
	Scenario P

Facilitate the voting process to help lift each voice to be heard and counterbalance votes

LO 2b: Deal with the person who votes last by looking at everyone else's vote first.

Relationship Building Skills

☐	Respectful
☐	Eye contact
☐	Emotionally authentic
☐	Check understanding
☐	Acknowledging and addressing nonverbals
☐	Reassuring and supportive

Key Information

☐	Remind the SDA Staff to vote on their own and to do the best they can with the knowledge they have
☐	Remind the SDA Staff there are no right or wrong answers
☐	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

Notes

Rubric LO 2c	Scenario D	Scenario N
	Scenario L	Scenario Q

Facilitate the voting process to help lift each voice to be heard and counterbalance votes

LO 2c: Intense conversation before voting by processing out loud; how to get voting to happen before conversation.

Relationship Building Skills

- ☐ Respectful
- ☐ Eye contact
- ☐ Emotionally authentic
- ☐ Pause and prompt for questions
- ☐ Check understanding
- ☐ Reflective listening techniques
- ☐ Acknowledging and addressing nonverbals

Key Information

- ☐ Remind the SDA Staff they should hold off on talking about their votes and processing aloud before voting
- ☐ Give SDA Staff time to think about their independent answer first
- ☐ Remind them they will have a chance to discuss the votes after
- ☐ 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

Notes

Rubric **LO 2d**	Scenario E
	Scenario I
	Scenario O

Facilitate the voting process to help lift each voice to be heard and counterbalance votes
LO 2d: Indecision: participant does not want to vote or want to vote between numbers.

Relationship Building Skills

☐ Respectful
☐ Eye contact
☐ Emotionally authentic
☐ Pause and prompt for questions
☐ Check understanding
☐ Reflective listening techniques
☐ Acknowledging and addressing nonverbals

Key Information

☐ Remind the SDA Staff they should vote based on what they know, regardless of their counterparts
☐ There are no right or wrong answers--this is just a snapshot in time
☐ Remind them they will have a chance to discuss the votes after
☐ 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

Notes

Rubric **LO 2e**	Scenario H	Scenario M
	Scenario J	Scenario R

Facilitate the voting process to help lift each voice to be heard and counterbalance votes

LO 2e: Looking to the supervisor to direct the vote.

Relationship Building Skills

- ☐ Respectful
- ☐ Eye contact
- ☐ Emotionally authentic
- ☐ Check understanding
- ☐ Acknowledging and addressing nonverbals
- ☐ Reassuring and supportive

Key Information

- ☐ Remind the SDA Staff they should vote on their own and not rely on their counterparts (supervisor) for the answer
- ☐ Remind the SDA Staff to vote on their own and to do the best they can with the knowledge they have
- ☐ Remind the SDA Staff there are no right or wrong answers
- ☐ 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

Notes

Rubric **LO 3**	Scenario C	Scenario J	Scenario M	Scenario P
	Scenario D	Scenario K	Scenario N	Scenario Q
	Scenario H	Scenario L	Scenario O	Scenario R
	Scenario I			

LO 3: After the first vote, build consensus.
Relationship Building Skills
☐ Respectful
☐ Eye contact
☐ Emotionally authentic
☐ Pause and prompt for questions
☐ Check understanding
☐ Reflective listening techniques
☐ Reassuring and supportive
☐ Acknowledging and addressing nonverbals
☐ 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
☐ Remind the SDA Staff to vote on their own and to do the best they can with the knowledge they have
☐ Remind the SDA Staff there are no right or wrong answers
☐ Read scoring information as needed on the page, or the extra information, if relevant, such as a Tip! or For Example!

Notes

Rubric **LO 3** **2 column**	Scenario D Scenario S

LO 3: After the first vote, build consensus.		
Relationship Building Skills		
☐	☐	Respectful
☐	☐	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		
☐	☐	Remind the SDA Staff they should hold off on talking about their votes and processing aloud before voting
☐	☐	Give SDA Staff time to think about their independent answer first
☐	☐	Remind them they will have a chance to discuss the votes after
☐	☐	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 (if applicable)
☐	☐	The CIT Member will say "ready, set, vote" when he/she thinks the SDA Staff are ready (if applicable)

Notes

Rubric **LO 3a**	Scenario C
	Scenario J

LO 3a: Someone is reticent to speak.

Relationship Building Skills
☐ Respectful
☐ Eye contact
☐ Emotionally authentic
☐ Pause and prompt for questions
☐ Check understanding
☐ Reflective listening techniques
☐ Acknowledging and addressing nonverbals
☐ Ask different people to lead the conversation each time
☐ Determine the right time to move onto voting

Key Information
☐ Encourage the quieter voices or those who are not speaking up to share their voice and opinion
☐ Remind everyone there are no right or wrong answers
☐ 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

Notes

Rubric **LO 3a** **3 column**	Scenario O

			LO 3a: Someone is reticent to speak.
			Relationship Building Skills
☐	☐	☐	Respectful
☐	☐	☐	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
☐	☐	☐	Encourage the quieter voices or those who are not speaking up to share their voice and opinion
☐	☐	☐	Remind everyone there are no right or wrong answers
☐	☐	☐	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

Notes

Rubric **LO 3b**	Scenario H	Scenario Q
	Scenario L	Scenario R

LO 3b: Someone is dominating the conversation.
Relationship Building Skills
☐ Respectful
☐ 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
☐ Remind the SDA Staff they should give each member of the team space to share
☐ Remind SDA Staff that all voices are important in this process
☐ 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

Notes

Rubric **LO 4-1**	Scenario K

LO 4-1: Ensure the Tips identified in the FG Appendix D, Tip #1 are followed.
Relationship Building Skills
☐   Eye contact
☐   Emotionally authentic
☐   Check understanding
☐   Acknowledging and addressing nonverbals
Key Information
☐   Remind the SDA Staff that general implementation structure or practices that are in place, but not specific to Triple P should be given a "0" or "1" (not in place or partially in place) but not a "2". For example, if there is a system in place for data, but it is not specific to Triple P, the SDA could get a "1" because it is something they are working on.
☐   Remind the SDA Staff they can use this score to help them plan how they would like to see the current system be modified for Triple P.

Notes

Rubric **LO 4-2**	Scenario H
	Scenario N

LO 4-2: Ensure the Tips identified in FG Appendix D, Tip #2 are followed.

Relationship Building Skills

☐ Respectful
☐ Eye contact
☐ Emotionally authentic
☐ Check understanding
☐ Acknowledging and addressing nonverbals
☐ Reassuring and supportive

Key Information

☐ Remind the SDA Staff that if the agency is exploring the development of an implementation structure or practice to support their Triple P intervention, but no elements are yet formal, or in place, it should still be scored as a zero or not in place
☐ Remind them we'll be revising these items at later assessments and there will be opportunity for different scores
☐ Give the SDA Staff time to silently process before voting (if applicable)
☐ The CIT Member will say "ready, set, vote" when he/she thinks the SDA Staff are ready (if applicable)

Notes

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Rubric **LO 4-3**	Scenario M
	Scenario Q

LO 4-3: Ensure the Tips identified in the FG Appendix D, Tip #3 are followed.
Relationship Building Skills
☐ Eye contact
☐ Emotionally authentic
☐ Check understanding
☐ Acknowledging and addressing nonverbals
Key Information
☐ Provide information on how to address this statement with regards to current systems in place; prior or historical systems are not the same as active systems.
☐ Remind the SDA Staff that even if something was in place fully it may now be only partially in place or not in place at all
☐ Provide an example to increase clarity of the statement
☐ Reread the statement if necessary
☐ 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

Notes

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| Rubric **LO 4-4** | Scenario O |
| | Scenario R |

LO 4-4: Ensure the Tips identified in the FG Appendix D, Tip #4 are followed.
Relationship Building Skills
☐ Eye contact
☐ Emotionally authentic
☐ Check understanding
☐ Acknowledging and addressing nonverbals
☐ Reassuring and supportive
Key Information
☐ Provide information on how to address this statement with regards to current systems in place; prior or historical systems are not the same as active systems
☐ Provide an example to increase clarity of the statement
☐ Reread the statement if necessary
☐ 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

Notes

Rubric **LO 5**	Scenario F

LO 5: Navigate index transitions.
Relationship Building Skills
☐ Respectful
☐ Eye contact
☐ Emotionally authentic
☐ Check understanding
☐ Acknowledging and addressing nonverbals
Key Information
☐ Convey the key points in the transition statement before moving onto the next index

Notes