

### Stages of Implementation Analysis

EBP or Evidence-Informed Innovation: \_\_\_\_\_

This tool provides the team with the opportunity to plan for and/or assess the use of stage-based activities to improve the success of implementation efforts for EBPs or evidence-informed innovations. The tool can be used to assess current stage activities (e.g. “We are in the midst of Exploration”) or past efforts related to a stage (e.g. “We just completed most of Installation? How did we do? What did we miss?). For activities scored as “Not Yet Initiated” the planning team may wish to:

- a) Examine the importance of the activity in relationship to achieving success
- b) Identify barriers to completion of the activity
- c) Ensure that an action plan is developed (sub-activities, accountable person(s) identified, timeline, evidence of completion) and monitored

A ‘strength of stage score’ can be computed for each stage to help guide and measure effective use of stages..

<b>Stage-Related Activities for <u>Exploration</u></b> <input type="checkbox"/> Current <input type="checkbox"/> Past	In Place	Initiated or Partially In Place	Not Yet Initiated
1. Form Implementation “Team” or Re-Purpose/Expand a Current Group			
2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups			
3. Analyze Data to determine need and prevalence of need			
4. Select Targeted Areas to address Need (e.g. child, adult, family outcomes)			
5. Review and identify programs, practices, interventions that match target area and address need			
6. Review and discuss “eligible” programs and practices (use the Hexagon) in relation to:			
a) Need			
b) Fit			
c) Resources – Sustainability			
d) Strength of Evidence			
e) Readiness for Replication			
f) Capacity to Implement			
7. Select programs/practices for continued exploration based on assessment results from above			
8. Develop methods to promote exploration and assess “buy-in” for range of impacted stakeholders			
9. Analyze information and results of exploration activities			
10. Work group makes recommendation to appropriate level (e.g. state level team, local partners, alliance, funders)			
<b>Average % in Each Category - Strength of Exploration Score:</b>			
What should we do to further strengthen our Exploration Process? Are there Exploration Activities we need to revisit? And what are the “next right steps”?			

<b>Stage-Related Activities for <u>Installation</u></b> <input type="checkbox"/> Current <input type="checkbox"/> Past	<b>In Place</b>	<b>Initiated or Partially In Place</b>	<b>Not Yet Initiated</b>
1. Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed)			
a) at provider/agency level			
b) at local level (e.g. collaborative groups)			
c) at District or County level			
2. Make structural and functional changes needed to initiate the new program, practice, framework			
a) at provider/agency level			
b) at local level (e.g. collaborative groups)			
c) at District or County level			
3. Development of selection protocols for “first implementers”			
a) at provider/agency level			
b) at local level (e.g. collaborative groups)			
c) at District or County level			
4. Selection of “first implementers”			
a. Agency administrators			
b. Practitioner/Front line			
c. Other:			
5. Identification of Training Resources, logistics			
6. Training of first cohort of implementers			
a) Practitioners			
b) Agency administrators			
c) Trainers:			
d) Coaches:			
e) Other:			
7. Develop coaching and support plans for practitioners			
8. Evaluate “readiness” and sustainability of data systems at consumer level (e.g. child, adult, family)			
9. Evaluate “readiness” and sustainability of fidelity data system			
10. Analyze and problem-solve around the sustainability of training, coaching, data systems			
11. Establish communication links to report barriers and facilitators during next stage (e.g. Initial Implementation)			
<b>Average % in Each Category - Strength of Installation Score:</b>			
What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the “next right steps” to engage in or revisit Installation Activities?			

<b>Stage-Related Activities for <u>Initial Implementation</u></b> <input type="checkbox"/> <b>Current (monitored at least bi-weekly for first 4 months)</b> <input type="checkbox"/> <b>Past</b>	<b>In Place</b>	<b>Initiated or Partially In Place</b>	<b>Not Yet Initiated</b>
1. Communication plan(s) developed to inform stakeholders of “launch dates”, activities, and convey support			
2. Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each “level” (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next “level” as appropriate)			
3. Leadership develops support plan to promote persistence			
4. Written coaching plan developed at relevant levels (e.g. school, teacher; agency, practitioner)			
5. Coaching system in place (see Best Practices for Coaching Systems)			
6. Data systems in place for measuring and reporting outcomes			
7. Data systems in place for measuring and reporting fidelity			
8. Document that reviews initial implementation challenges			
Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations			
a) Recruitment and Selection			
b) Training and Booster Training			
c) Coaching processes and data			
d) Outcome data measures and reporting process			
e) Fidelity measures and reporting processes			
f) Agency Administrative policies and practices			
g) Other Levels of Administrative policies and practices			
9. If appropriate, plan for next cohort of “implementers”			
<b>Average % in Each Category - Strength of Initial Implementation</b>			
What might we do to further strengthen our Installation Process? Are there Installation Activities we need to revisit? And what are the “next right steps” to engage in or revisit Installation Activities?			

<b>Stage-Related Activities for <u>Full Implementation</u></b> <input type="checkbox"/> <b>Current (every 6 months)</b> <input type="checkbox"/> <b>Past (when there has been a shift back to Initial Implementation due to turnover)</b>	<b>In Place</b>	<b>Initiated or Partially In Place</b>	<b>Not Yet Initiated</b>
1. Monitoring and support systems are in place for each Implementation Driver:			
a) Recruitment and Selection			
b) Training and Booster Training			
c) Coaching processes and data			
d) Outcome data measures and reporting process			
e) Fidelity measures and reporting processes			
2. Feedback process from practitioners to Agency administrators is in place and functional (e.g. practitioner participation on Leadership and Implementation Teams, changes to facilitate best practices)			
3. Feedback process from Agencies (e.g. schools, care settings, clinics) to next levels of administration in place and functional			
4. Feedback process to State or to TA support is in place and functional. (e.g. system in place for Agencies to feed information and feedback to appropriate State and/or TA entities)			
5. Agency Leadership and Implementation Teams use data to make decisions (e.g. clinical outcomes, behavior, academics, and fidelity)			
6. Improvement processes are employed to address issues through the use of data, development of plans, monitoring of plan execution and assessment of results (PDSA cycles)			
<b>Average % in Each Category - Strength of Initial Implementation</b>			
What might we do to further strengthen and maintain Full Implementation? Are there Activities we need to revisit? And what are the “next right steps” to engage in or revisit Full Implementation Activities?			

<b>Stage-Related Activities for <u>Innovation</u></b> <input type="checkbox"/> <b>Current (have been at Full Implementation with Fidelity for at least one complete school year)</b>	<b>In Place (3)</b>	<b>Initiated or Partially In Place (2)</b>	<b>Not Yet Initiated (1)</b>
1. Operation at high fidelity for one year before engaging in “innovation” activities			
2. Consult with program developers/researchers, TA experts, and literature regarding proposed innovations and likely impact on outcomes			
3. Guidance document developed to detail the conditions under which “innovations” are considered (e.g. High fidelity for X amount of time before innovations are considered, data needed to validate positive impact of the innovation)			
4. Innovation zones designated (e.g. classrooms, schools, unit of clinicians) based on criteria in guidance document			
5. Data demonstrate that innovation either a) achieves better outcomes or b) achieves same outcomes but process is less burdensome to practitioners and administrators and/or families			
6. Relevant Implementation and Leadership Team(s) review(s) the proposed innovation for potential for integration			
7. For data-based innovations qualifying for or selected for integrated into the setting, each Driver is modified to support the change:			
a) Recruitment and Selection			
b) In-service and booster training processes			
c) Coaching processes and data			
d) Outcome measurement system and reporting processes			
e) Fidelity measures and reporting processes			
f) Agency Administrative policies and practices			
g) Other Levels of Administrative policies and practices			
8. Data monitoring (outcomes and fidelity) is increased for the first year of implementation of the innovation on a schedule specified by the relevant team(s)			
<b>Average % in Each Category – Strength of Innovation</b>			
What might we do to ensure that functional Innovations are nurtured and integrated? Are there Innovation Stage-Related Activities we need to revisit? And what are the “next right steps” to engage in or revisit related to Innovation?			