



## How Implementation Science Findings Inform Child-Specific TA

(Handout: Group 2 - Technical Assistance Delivery)

### Overview

- Over the past decade there has been a rapid increase in research regarding factors associated with high-quality implementation of evidence-based practices in education and health care settings.
- More recently, frameworks (e.g., SISEP materials<sup>1</sup>) have been developed that translate this research knowledge for service providers. This has been referred to as “practical implementation science.”<sup>2</sup>
- Both the research and corresponding frameworks have focused on implementing practices intended to benefit groups of relatively homogeneous individuals, rather than single individuals.
- One of NCDB’s objectives is to work with state deaf-blind projects to determine how current knowledge from the field of implementation science informs the child-focused work of the Deaf-Blind TA Network.

### What's happened so far?

NCDB staff have developed a draft of a guide that aligns implementation science findings with the types of support that SDBPs often provide to educational teams or districts. The working title is *Strategies for Child-Focused TA Provided by SDBPs*.

We created the guide by reviewing implementation science and TA literature and summarizing and adapting (as needed) the elements that seemed relevant for child-specific TA.

## **What happens next?**

Now that we have finished the literature review and have a baseline draft that can be used for discussion, we need your input.

At Summit, we will have a 2 ½-hour session to:

- get initial feedback
- develop a practical plan for obtaining additional input needed to complete the guide over the remainder of the summer and early fall (this will include aligning it with existing TA tools and formatting the document into a useful online guide).

NCDB has staff time devoted to creating the document, but input from SDBPs is essential in order for it to be a useful guide that is a good fit for the network.

## **Why would anyone do this?**

Assisting service providers to use evidence-based practices with fidelity is an ongoing challenge in early intervention and educational settings (as well as many other fields). Implementation science provides emerging knowledge intended to help address this challenge and advance services for children who are deaf-blind by improving our TA delivery.

The goal for this guide is to provide information to help SDBP personnel:

- get new ideas about their overall work scope
- have a better understanding of the evidence-base for TA
- have a common framework for sharing resources (e.g., needs assessment tools, specific TA strategies)
- find solutions for times when TA isn't achieving desired outcomes

Its purpose is to be supportive, not prescriptive.

## **So what does the guide actually contain?**

See below for an outline of the current draft. If you would like a copy of the full draft contact Peggy Malloy at [malloyp@wou.edu](mailto:malloyp@wou.edu). This is especially important if you are planning to attend the session.

The guide has four sections (arranged by the phases of implementation outlined in SISEP materials<sup>2</sup>). During the session at Summit we will spend time on each section. The following are some proposed discussion questions for each section:

1. Are the elements in the section reflective of what you know about TA support for implementation related to children who are deaf-blind? Is anything missing?
2. What tools and resources are needed to support the activities in this section?
3. How can information in the section inform state deaf-blind project practice?

We will also devote some time to action planning and will want to address:

- To what extent do session participants want (and have the time) to continue to be involved in this project?
- In what ways do we need to involve SDBP personnel who did not attend the session?
- Who might be important partners from outside our network?

# ***Strategies for Child-Focused TA Provided by SDBPs: Outline (DRAFT)***

## **Implementation Phase: Exploration**

### ***Assess and describe the problem***

- Use TA needs assessment tools to define the problem
- Determine the level of intensity of TA likely to be required to achieve significant impact
- Determine whether the identified needs can be met by TA

### ***Figuring out a solution***

- With recipient, explore potential solutions
- With recipient, select and describe the program/intervention to be implemented
- Test to see if program meets criteria for usable interventions (NIRN/SISEP)
- If necessary, adapt the program to better fit specific child, family, school, or district needs (knowledge synthesis)

### ***Assessing readiness***

- Conduct a baseline readiness assessment

### ***Identify who will be involved in the TA and begin to form partnerships and build relationships***

- Recruit or identify people who will be involved in implementing the program
- Obtain buy-in from team members
- Build partnerships between yourself as the TA provider and the TA recipients
- Build relationships *among* team members

## **Implementation Phase: Installation**

### ***Develop TA Plan***

- In collaboration with recipient, create a TA plan

- Training
- Coaching
- Communication
- Teaming/Facilitation
- Evaluation

### ***Begin training***

- Conduct initial training in use of the intervention
- Use training to build general/organizational capacity if indicated by readiness assessment

## **Implementation Phase: Initial Implementation**

### ***Begin implementation***

- Ensure that implementation supports (e.g., staff, release-time, equipment) are present as specified in TA plan
- Use appropriate TA strategies/drivers to support ongoing implementation
- Maintain communication using previously developed communication plan

### ***Conduct Process Evaluation***

- Evaluation of TA
- Reassessment of readiness factors
- Assess changes in recipients' awareness, attitudes, beliefs, and knowledge
- Measure acceptability and satisfaction with TA (e.g., recipients opinions on adequacy, utility, quality)

## **Implementation Phase: Full Implementation**

### ***Evaluation***

#### ***Plan for the future***

- Learn from experience
- Share success

## BIBLIOGRAPHY

The following is a list of resources we have used so far in developing the guide.

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