

Appendix G

Implementation Planning Strategy

IMPLEMENTATION PLANNING

Implementation Planning aims to prepare the implementer to implement all of the intervention steps and face potential barriers to ongoing implementation. Implementation Planning includes Action Planning, detailed logistical planning, and Coping Planning, barrier identification and remediation. Completion of Implementation Planning should improve the implementer's confidence in delivering the intervention with high levels of treatment integrity.

Preparing for Implementation Planning

- Review general guidelines for preparing for an Implementation Support meeting and complete necessary planning steps (see Appendix E).
- Review general guidelines for preparing for an Implementation Support Strategy meeting and complete necessary planning steps (see Appendix E).
- Prepare for Implementation Planning to take one session outside of the implementation setting.
- Break down the intervention into teachable intervention steps (see Action Plan Worksheet: Part A).
- Gather the Implementation Planning forms in the format that you prefer. That is, have the paper and pencil forms (i.e., 4 pages) or the electronic version of the Implementation Planning form.

MATERIALS:

- A written list of intervention steps
- Implementation Planning forms

Step-by-Step

1. Explain session purpose

2. Review student issue and goal

3. Review intervention steps

4. Modify intervention steps, if needed

Talking Points

- Explain that you are meeting to look at the logistics of the intervention to plan for implementation.
- Provide an overview of Implementation Planning. Explain that Implementation Planning has two steps: Action Planning, where you'll look at the intervention steps and plan the details of implementation, and Coping Planning, where you'll identify and problem-solve barriers to implementation.
- Discuss and collaboratively develop goals for Implementation Planning. These might include helping the implementer's preparation for implementation or making adaptations to the intervention to ensure it is contextually appropriate. Explain how Implementation Planning will help meet these session goals.
- Review the target student(s) issue, current data, and intervention goal. In doing so, describe generally how the intervention is designed to address the student issue and support the student to meet his or her goal.
- To begin Action Planning, show the implementer the list of intervention steps (see Action Plan Worksheet: Part A).
- Ask if the list of steps, divided in this way, makes sense. If the implementer has any suggestions about (a) how the steps are broken out or (b) the order of the intervention steps, revise the list.
- Ask the implementer if any modification to intervention steps might increase feasibility or help make the

intervention more contextually appropriate.

- When making modifications to specific intervention steps, keep in mind the empirical and theoretical support for any revisions.
- Make notes about any agreed upon revisions to the intervention (see Action Plan Worksheet: Part A).

5. Identify logistics of each intervention step

- Describe how thinking about the specific logistical aspects of an intervention plan can support sustained implementation.
- For each intervention step, ask the implementer to identify the logistics of implementation (i.e., What? How often? For how long? Where?). Also, note if any materials are needed (i.e., yes, needed or no, not needed).
- Use the Action Plan Worksheet: Part B or the electronic form to record the implementer's responses.
- If the implementer is struggling to identify logistics of implementation, provide helpful questions to facilitate their identification or use the Action Plan Sample Responses form to provide examples. Make sure the implementer's responses reflect the impressions of implementation for his/her context.

6. Discuss how needed resources may be obtained, if applicable

- If additional materials are needed for interventions steps, determine if (a) the implementer can access them, (b) you can provide or develop them, or (c) someone needs to be approached to obtain them. Consider that resources should be obtained as quickly as possible as their absence might delay implementation. Use the Action Plan Worksheet: Part C or the electronic form to record the resource plan.

7. Summarize the action plan

- Summarize the revisions made (if applicable), and the logistical details that were defined. Praise the

implementer for his/her participation in the process.

- Identify potential barriers to implementation
- Show the implementer the Coping Plan Worksheet and ask the implementer for major anticipated/current implementation barriers.
- Barriers should be identified by the implementer and not offered by the consultant. If the implementer cannot identify any barriers, provide examples of a barrier related to a different intervention to prompt brainstorming.
- Ask the implementer to prioritize up to 4 and put the priority numbers in the left-hand column.

8. Identify potential strategies to address barriers

- Ask the implementer to brainstorm ways to maintain intervention implementation in the presence of each of the top 4 barriers.
- If he or she struggles to identify strategies, provide suggestions or ideas in a collaborative manner.
- Once an appropriate strategy is identified, write it on the Coping Plan Worksheet.
- Summarize Coping Plan
- Summarize the strategies to overcome these barriers. Praise the implementer for his/her participation in the process.

9. Close session

- Review the process of completing Implementation Planning. Ask if the implementer has any questions about (a) the revisions made to the intervention plan, (b) the logistics of implementation, (c) who is responsible for obtaining what resources by when, and (d) the identified barriers and related strategies to maintain implementation.
- Tell the implementer when you will provide a clean version of the Implementation Plan (see Appendix G- Implementation Planning Summary Report Template) and any resources you are responsible for obtaining.
- Thank the implementer for working with you.

Action Plan Sample Responses

When?

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• Gen Ed-Homeroom• Gen Ed-reading/language arts/ English• Gen Ed-math• Gen Ed-science• Gen Ed-social studies/history• Gen Ed-foreign language• Gen Ed-other• Music• Physical education• Technology• Chorus• Orchestra• Band | <ul style="list-style-type: none">• Special education-inclusion• Special education-resource room• Teacher aide present• Special education aide present• During lunch• Before school• After school• During recess• In place of instruction time (specify)• During study hall/free period• During transitions• During bus ride | <ul style="list-style-type: none">• During assemblies• Before school• After school• During prep period• When teacher with the student(s)• All day• All morning• All afternoon• When student exhibits ____ behavior/skill (specify)• When student doesn't exhibit ____ behavior/skill |
|---|---|---|

How often?

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Once• Every __ min• __ times/period• __times/activity• At the beginning of _____• At the end of __ | <ul style="list-style-type: none">• Hourly• __ times/day• Daily• __days/week• Weekly• __ days/month | <ul style="list-style-type: none">• __weeks/month• Monthly• __days/marketing period• __weeks/marketing period• As needed• Other (specify) |
|---|--|--|

For how long?

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Throughout _____ instruction (specify)• Throughout period | <ul style="list-style-type: none">• For __ minutes (specify)• As long as needed• Throughout activity | <ul style="list-style-type: none">• Other (specify)• Until step completed• Not applicable |
|--|--|---|

Where? General locations

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Gen Ed classroom-homeroom• Gen Ed classroom-reading/ELA/ English• Gen Ed classroom-math• Gen Ed classroom-science• Gen Ed classroom-social studies/ history• Gen Ed classroom-foreign lan- guage• Gen Ed classroom-when class not in session | <ul style="list-style-type: none">• Gen Ed classroom-other (specify)• Special education-resource room• Special education-resource room-when class not in session• Music classroom• Technology classroom• Chorus classroom• Cafeteria | <ul style="list-style-type: none">• General purpose room• Theatre• Band• Library• Bathroom• Hallway• School office• School psychologist's office• School counselor's office• School social worker's office• Gym |
|--|--|---|

Where? General locations (continued)

- Playground
- Bus
- Empty classroom
- Empty conference room
- Empty office
- Home
- Other (specify)
- At teacher's desk
- At student's desk
- At station(s)/center(s)
- At table
- At/near cubbies
- At lab table
- Wherever the student is
- At computer
- On rug
- On floor
- In girl's bathroom-at sinks
- In boy's bathroom-at sinks
- In girl's bathroom-in stall
- In boy's bathroom-in stall
- In boy's bathroom-at urinal
- At/on chalk/whiteboard
- In locker room
- On stage
- On field
- On track
- In library stacks
- Immediately outside classroom
- In hallway leading to next class/activity
- Study hall
- Principals' office
- Vice principal's office
- Near administrative assistant's desk
- Nurse's office
- In chair/seat
- On play equipment
- On playground
- In bedroom
- In living room
- In kitchen
- In dining room
- In parents' bedroom
- In siblings' bedroom
- In backyard
- In front yard
- In side yard
- Other (specify)

Coping Plan Worksheet

PRIORITY

BARRIER TO INTERVENTION IMPLEMENTATION

STRATEGY TO CONTINUE IMPLEMENTATION

II. Coping Plan

**Potential Major Barrier to
Intervention Implementation**

**Strategy to Implement the
Intervention Nevertheless**

NOTE: If the intervention is adjusted (e.g., new components added or removed, implemented in new context) or new barriers are identified during implementation, the Action and Coping Plan may be updated as needed.

Appendix G

Implementation Planning Treatment Integrity Protocol

To ensure PRIME Implementation Supports are delivered as planned, consultants should evaluate the treatment integrity of their delivery. Use the key below to rate the (a) adherence, (b) quality, and (c) implementer responsiveness on the Treatment Integrity Data Sheet (below) during or immediately following provision of a strategy.

Adherence is the degree to which the strategy steps are implemented as planned. To rate adherence, circle the descriptor that best describes how completely each step was delivered.

<i>Complete</i>	All aspects completed (100%)
<i>Substantial</i>	More than half of aspects completed (99-51%)
<i>Limited</i>	Less than half of aspects completed (50-1%)
<i>None</i>	No aspects completed (0%)

Quality refers to how well the strategy steps are implemented. Quality can be evaluated only if the step was implemented; rate on those steps for which adherence was rated as complete, substantial, or limited. To rate quality, circle the descriptor that best describes how well each step was delivered.

<i>Excellent</i>	Step was implemented skillfully as indicated by: <ul style="list-style-type: none">• Appropriate interaction and specificity,• Step smooth,• Appropriately paced,• Competently implemented (e.g., clearly responsive to teacher's unique needs)
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<i>Good</i>	Step implemented adequately, but in a less skillful manner; step somewhat flawed in at least 1 of the indicators under “excellent”
<i>Fair</i>	Step implemented poorly in a manner that is inadequate or seriously flawed in at least 1 OR somewhat flawed in at least 2 of the indicators under “excellent”
<i>Poor</i>	Step implemented poorly, with none of the indicators under “excellent”

Implementer Responsiveness refers to how actively engaged and cooperative the implementer was during the PRIME Implementation Support session. Two items related to implementer responsiveness are rated at the end of the session based on the percentage of time the implementer demonstrated these characteristics per the definitions below.

<i>Actively Engaged</i>	<p>The implementer is purposefully participating in the intervention process.</p> <p><u>Examples include:</u> Note taking, reading materials, intently listening, asking questions, nodding head, vocalizing understanding/interest (e.g., “okay”), making affirmative statements (e.g., “I will...”)</p> <p><u>Non-examples include:</u> Looking out the window, distracted by things unrelated to the current task, checking the clock</p>
<i>Cooperated</i>	<p>The implementer willingly and agreeably working jointly with the consultant during the intervention process.</p> <p><u>Examples include:</u> Reviewed presented data, actively participated in role plays, followed through with tasks asked of them</p> <p><u>Non-examples include:</u> Refusal to participate in intervention step(s), lacked elaboration when asked questions</p>

IMPLEMENTATION PLANNING: Treatment Integrity Data Sheet

Implementer:

Consultant:

Date:

Start time:

End time:

Strategy Steps	Adherence				Quality*				
	Complete	Substantial	Limited	None	NA	Excellent	Good	Fair	Poor
1. Explain session purpose	3	2	1	0	NA	3	2	1	0
2. Review student issue and goal	3	2	1	0	NA	3	2	1	0
3. Review intervention steps	3	2	1	0	NA	3	2	1	0
4. Modify intervention steps, if needed	3	2	1	0	NA	3	2	1	0
5. Identify logistics of each intervention step	3	2	1	0	NA	3	2	1	0
6. Discuss how needed resources may be obtained, if applicable	3	2	1	0	NA	3	2	1	0
7. Summarize the Action Plan	3	2	1	0	NA	3	2	1	0
8. Identify potential barriers to implementation	3	2	1	0	NA	3	2	1	0
9. Identify potential strategies to address barriers	3	2	1	0	NA	3	2	1	0
10. Summarize the Coping Plan	3	2	1	0	NA	3	2	1	0
11. Close the session	3	2	1	0	NA	3	2	1	0
Sum Columns									
Sum Adherence Columns									
Number of Applicable Steps x 3									
Divide A / B									
Adherence %									
Sum Quality columns									
Number of Rated Quality Steps x 3									
Divide A / B									
Quality %									

Implementer Responsiveness				
	Always 100%	Mostly >51%	Rarely ≤50%	Never 0%
Implementer was actively engaged .	3	2	1	0
Implementer cooperated with the intervention.	3	2	1	0

*Only complete if adherence step is rated complete, substantial, or limited