## **Implementation Supports Checklist[[1]](#footnote-1)**

**Overview**

The Implementation Supports Checklist provides guidance for implementation teams to improve how they implement specific innovations. Using the Checklist, teams can:

* Identify strengths and opportunities for improvement in their current infrastructure;
* Select implementation best practices to use to strengthen staff competency and organizational practices.

The Supports Checklist can be used for any innovation an organization is implementing, such as a state wide developmental screening program or an integrated primary care and behavioral health model.

**When to Use**

The Implementation Supports Checklist can be used:

* At any stage in a grantee’s implementation; and
* With new activities or ongoing activities.

**Resources Needed:**

* Implementation Supports Checklist
* Pen & paper for note taking and action planning

**How to Use**

*Prior to using:*

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| *For implementation teams* | *For state staff:* |
| * Identify what practice you are preparing to implement or are implementing currently. * Identify what Implementation Stage/s your implementation is in currently. | * Determine what innovation the Team is preparing to implement or is implementing currently. * Determine what Implementation Stage/s the innovation is in currently. |

*During use:*

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| --- | --- |
| *For implementation teams* | *For state staff:* |
| * Complete the **Implementation Supports Checklist** through discussion with your implementation team. * Identify which best practices are currently happening and which are not. * Identify best practices the team can use to improve their infrastructure. * Review what resources from the host agency or system are available to support implementation Supports. | * Introduce the purpose of the **Implementation Supports Checklist** and how the tool will support their implementation activities. * Guide the team in a discussion to determine which best practices are currently happening and which are not. * Guide the team in discussion to determine which best practices the grantee can use to improve their infrastructure. * Identify TA strategies, tools and resources to help you support the team’s effort. |

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| --- | --- |
| **Date** |  |
| **Location** |  |
| **Program Focus** |  |
| **Participants** |  |

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| **Brief Description of the intervention** |
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| **Checklist Administration Notes** |
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Use the following sections to identify implementation best practices in which you excel (**+**), do well (√), and need improvement ( **̶** ).Consider your current strengths and needs when implementing new practices.

### **ORGANIZATIONAL SUPPORTS**

**Facilitative Administration –** Do program leaders and managers put supports in place to make the work of staff more effective and less burdensome?

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| --- | --- | --- |
| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Secure resources to support staff competency development (e.g., resources for training and coaching) |  |
|  | 1. Support the use of a consistent fidelity assessment |  |
|  | 1. Invest in the resources for data system to support decision-making (e.g., data collection and reporting tools) |  |
|  | 1. Develop or refine internal policies or procedure |  |
|  | 1. Make changes in organization roles, functions, and structures |  |
|  | 1. Engage in regular communication with all staff |  |

**Systems Intervention –** How do program leaders and managers engage stakeholders to identify and address challenges?

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| --- | --- | --- |
| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Engage stakeholders and staff in developing a shared understanding of the need and rationale for the practice |  |
|  | 1. Create opportunities for stakeholders and staff to come together and learn from each other |  |
|  | 1. Create opportunities for stakeholder and staff to design solutions together for implementation (e.g. through regular progress review meetings informed by fidelity and data) |  |
|  | 1. Support regular communication with stakeholders |  |

**Decision-Support Data System –** How is the data system used to make decisions?

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| --- | --- | --- |
| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Data for the practice are useful and usable |  |
|  | 1. Program has access to relevant data for making decisions about the practice (e.g., stakeholders have access to implementation, fidelity and outcome data) |  |
|  | 1. Team has a process for using data for decision-making about the practice (e.g. relevant data are consistently integrated into meeting agendas) |  |

### **COMPETENCY SUPPORTS**

**Fidelity/Performance Assessment –** How can a fidelity assessment be used to understand if the practice is being implemented as intended?

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| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. A consistent fidelity measure for the practice is available (e.g., from program developer or purveyor) |  |
|  | 1. Protocol for fidelity assessments define the process and supports consistency |  |
|  | 1. Fidelity assessment data used to improve outcomes and implementation supports (e.g., regular data review and reflection to inform improvement efforts) |  |

**Staff Selection –** How are staff selected to implement the practice?

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| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Job descriptions are in place that include the skills and competencies needed to implement the practice |  |
|  | 1. Interviewers understand the skills and abilities needed for position (e.g. interview team includes staff with experience in the relevant position/practice) |  |
|  | 1. Interview protocols are in place |  |
|  | 1. Interview processes are regularly reviewed (e.g. process reviewed after each hiring) |  |

**Training –** How does training build staff competency to implement the practice?

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| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Skill-based training is secured for relevant staff (e.g., training integrate opportunities for practice and feedback) |  |
|  | 1. Training data are used to develop competency and improve training |  |

**Coaching –** How does coaching build staff competency to implement the practice?

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| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. There is coaching available to help staff develop their skills to implement the practice |  |
|  | 1. A coaching service delivery plan guides coaching (e.g. training data used to focus coaching on priority needs) |  |
|  | 1. Coaching effectiveness is regularly assessed and used for improvement (e.g., through regular feedback from staff) |  |

### **LEADERSHIP SUPPORTS**

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| **Describe the leaders in the context of the strategy/program being discussed**. | | |
| Program leaders and managers… | | |
| **Rating** | **Action** | **Notes** |
|  | 1. Initiative **leaders** assesses contextual and “big picture” issues related to implementation of the strategy. |  |
|  | 1. Initiative **leaders** identify adaptive challenges related to implementation (i.e., challenges that do not have a clear or agreed upon definition or a readily identifiable solution). |  |
|  | 1. Initiative **leaders** focus attention on implementation challenges. |  |
|  | 1. Initiative **leaders** involve other agency staff and/or stakeholders in solving challenges. |  |
|  | 1. Initiative **leaders** ensure that difficult issues and challenges are raised and considered by staff and stakeholders. |  |

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| **Action Planning** | | | |  |
| **Action** | **Driver** | **Lead** | **Timing** | **Notes – Action steps, possible outputs** |
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1. This tool was developed by and used with from the National Implementation Research Network. For more information on implementation drivers, see visit the Active Implementation Hub, at [**http://implementation.fpg.unc.edu/modules-and-lessons**](http://implementation.fpg.unc.edu/modules-and-lessons). [↑](#footnote-ref-1)