



Implementing a Parenting Curriculum Using Implementation Science: Full Implementation Stage

This resource is part of a series developed to support programs in successfully implementing a parenting curriculum. In this resource, learn about the full implementation stage of implementation science.



Research has shown that preschool programs can positively impact parenting when they go beyond simply providing parenting information. Parents and children receive even greater benefits when programs offer parents experiences that model positive interactions and provide opportunities to practice with feedback. (Yoshikawa, 2014). A parenting curriculum can provide the kind of information and opportunities to practice skills that parents in your program may welcome.

Implementing a parenting curriculum that addresses parenting outcomes—nurturing, discipline, teaching, language, and supervision (HHS, ACF, OHS, PFCE, 2018)—is an ongoing process, not a single event. It can take as long as four years to reach full implementation (Blasé, Fixsen, & Metz, 2017). There are four stages of implementation (Blasé, Fixsen, & Metz, 2017):

1. Exploration
2. Installation
3. Initial implementation
4. Full implementation

These stages are linear but may overlap. It is possible to be in more than one stage at a time.

At any point, you might need to return to the lessons learned from a previous stage to enhance your program's process for implementing your chosen curriculum. The stages serve as guides to ensuring full and successful implementation over time (Halle, Paulsell, Daily, Douglass, Moodie, & Metz, 2015).

Full Implementation Stage Checklist

- Update the work plan
- Support staff and the implementation team
- Maintain and adapt systems for operations and support
- Use all available data to guide ongoing continuous improvement efforts
- Consider replication at other sites or with new groups of parents
- Prepare for implementation at other sites or with new groups of parents



Full Implementation Stage Key Tasks

In the **full implementation stage**, the delivery of the new parenting curriculum is institutionalized. The curriculum is integrated as part of regular practice. Staff are hired, and parent recruitment is complete. Supports are in place to run the curriculum program with fidelity. It is time to consider replicating the curriculum.

Update the work plan. As you transition from initial to full implementation, the implementation team reviews and updates the work plan so that it aligns with efforts to support the curriculum's full implementation. The team works to integrate the curriculum into program operations. Tasks include monitoring data regularly for continuous improvement, troubleshooting new issues, and identifying program improvements.

Support staff and the implementation team. Make sure systems are in place so that all staff receive ongoing training, coaching, and any other support necessary for implementation. Plan to orient any new staff members.

Consider the composition of the implementation team. Does the team still have a diverse set of perspectives and skills? Consider staff from different levels of the organization for any new or open positions on the team. Include parents who can provide important feedback, especially those who participated in the initial implementation stage. You may continue to talk with consultants for advice and expertise as needed.

Maintain and adapt systems for operations and support. Review systems to make sure they continue to work as intended. These include systems for supervising, training and coaching, providing feedback, and monitoring data. Continue to use Plan-Do-Study-Act cycles (see "Initial Implementation" tip sheet) to inform decision-making.

Use all available data to guide ongoing continuous improvement efforts. Use the information collected to ensure ongoing quality improvement and to track progress toward parenting outcomes. Collect and analyze data regularly—for example, every quarter or twice a year. What adjustments may be needed as families, programs, and communities change?

Determine if the curriculum is a good fit for all of the families in your program. For example, you may find that a curriculum does not match the strengths and needs of some parents in your program. At this point, you may consider making adjustments or adding another curriculum to meet the needs and interests of more families. If possible, contact the curriculum developer about any substantial adaptations.

Consider replication at other sites or with new groups of parents. Review the work completed during initial implementation.

Be sure to:

- Document guidance for implementing each component of the intervention
- Develop systems, content, and structure for training, supervision, coaching, data collection, and organizational policies and practices
- Create or identify tools and systems for monitoring
- Document positive outcomes for participants
- Identify lessons learned from using Plan-Do-Study-Act cycles for continuous improvement

Based on your review, you may find a need to adjust or adapt some aspects of the program for the new site or group of families you plan to serve. Be sure to keep the critical elements in place to ensure fidelity. Consult the curriculum developer about any substantial adaptations, if necessary.

Prepare for replication at other sites or with new groups of parents. Use what you have learned during initial implementation to replicate the curriculum. Set up accurate data collection and monitoring systems to help you make decisions for continuous improvement. Collect and analyze program data regularly to find patterns, and monitor implementation to ensure high-quality practice.

The main focus of the full implementation stage is to ensure that staff are delivering the curriculum with fidelity and in a way that will lead to positive outcomes for families and children.

Be sure to celebrate your successes!

Implementing a Parenting Curriculum Using Implementation Science Series

Explore other resources in this series:

- Exploration Stage
- Installation Stage
- Initial Implementation Stage

References

- Blasé, K., Fixsen, D., & Metz, A. (2013–2017). The National Implementation Research Network's Active Implementation Hub. Retrieved from <http://implementation.fpg.unc.edu/>
- Halle, T., Paulsell, D., Daily, S., Douglass, A., Moodie, S., & Metz, A. (2015). *Implementing parenting interventions in early care and education settings: A guidebook for implementation* (OPRE 2015-94). Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from <https://eclkc.ohs.acf.hhs.gov/publication/implementing-parenting-interventions-guide>
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). *Choosing a parenting curriculum for your program*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/choosing-parenting-curriculum-for-your-program.pdf>
- Yoshikawa, H., (February 6, 2014). *Testimony to the Senate HELP Committee—Full-Committee Hearing on Supporting Children and Families through Investments in High-Quality Early Education*. Retrieved from <https://www.help.senate.gov/imo/media/doc/Yoshikawa.pdf>

Additional Resources

- An Integrated Stage-Based Framework for Implementation of Early Childhood Programs and Systems**
https://www.acf.hhs.gov/sites/default/files/opre/es_ccepra_stage_based_framework_brief_508.pdf
- California Evidence-Based Clearinghouse for Child Welfare—Implementation Measures**
<http://www.cebc4cw.org/implementing-programs/tools/measures/>
- Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation**
<https://eclkc.ohs.acf.hhs.gov/publication/implementing-parenting-interventions-guide>
- Incredible Years—Measures and Forms [for evaluation and satisfaction]**
<http://www.incredibleyears.com/resources/gl/measures-and-forms/>
- National Implementation Science Network—Stages of Implementation Analysis: Where Are We?**
<http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/NIRN-StagesOfImplementationAnalysisWhereAreWe.pdf>
- National Implementation Research Network's (NIRN) Active Implementation Hub—Modules**
<http://implementation.fpg.unc.edu/modules-and-lessons>
- National Implementation Research Network's (NIRN) Active Implementation Hub Module—Topic 6: Full Implementation**
<http://implementation.fpg.unc.edu/module-4/topic-6-full-implementation>
- National Implementation Research Network's (NIRN) Active Implementation Hub—Resource Library Listing**
<http://implementation.fpg.unc.edu/resources/list?o=sisep>
- National Child Traumatic Stress Network: TOOLKIT Curriculum for Learning Collaborative Facilitators**
<http://www.nctsn.org/resources/learning-collaborative-toolkit>

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