



Use the Chat Box to share:

- When you are thinking about making personal improvements, what process do you go through to make the change?



## Implementing a Parenting Curriculum Using Implementation Science

Delivering the Parenting Curriculum:  
Initial and Full Implementation  
November 10, 2017



# Series Overview– Register Today!



- September 22, 2017: Choosing a Parenting Curriculum: Exploration
- October 20, 2017: Preparing to Implement a Parenting Curriculum: Installation
- **November 10, 2017: Delivering the Parenting Curriculum: Initial and Full Implementation**
- December 8, 2017: Parenting Curriculum Lessons Learned

<https://eclkc.ohs.acf.hhs.gov/upcoming-events>

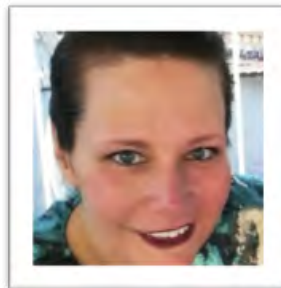
## Logistics

- If possible, connect via hard-wired internet (instead of WiFi)
- Help connectivity by closing other programs
- Your phones will be on mute
- To make a comment during the webinar, please use the chat box
- This webinar will be posted on ECLKC

## Welcome and Introductions



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## Objectives

During the webinar, participants will learn the importance of:

- Testing how parts of the chosen parenting curriculum are working using Plan-Do-Study-Act cycles (small tests of change)
- Ensuring supports for staff implementing the curriculum are in place
- Ensuring that the chosen parenting curriculum is fully incorporated into the program or system
- Considering adaptations for new populations or settings

## Four Stages of Implementation



Source: Fixsen & Blase, 2008

## Recap: Stages of Implementation



Source: Fixsen & Blase, 2008

# Parenting Curriculum Decision-Making Checklist

**A parenting curriculum should include the following characteristics:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Structured, sequenced learning activities for parents that focus on two or more of the following domains of learning:<ul style="list-style-type: none"><li>✓ Nurturing (warmth, responsiveness, and sensitivity)</li><li>✓ Discipline (providing limits, teaching self-control, handling challenging child behaviors)</li><li>✓ Teaching (conveying information or skills)</li><li>✓ Language (conversations)</li><li>✓ Supervision (watchfulness)</li></ul></li><li><input type="checkbox"/> A manual or guide that describes what learning domains to deliver, how to present them, and in what order</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Available for public use</li><li><input type="checkbox"/> Two or more sessions</li><li><input type="checkbox"/> Delivered in a time-limited or ongoing manner</li><li><input type="checkbox"/> Delivered to parents as the intended and primary audience</li><li><input type="checkbox"/> Includes an opportunity for parents to practice skills</li><li><input type="checkbox"/> Able to be implemented in early childhood settings or community-based organizations</li><li><input type="checkbox"/> Research-based</li></ul> |
|--|--|

## Initial Implementation Stage

- Key Terms
- Key Tasks
- Key Take-Away Messages





## Key Terms

### Key Terms for the Initial Implementation Stage

**Critical elements:** Critical elements are key processes, supports, or data collection activities that the team is most worried about getting right, either because they are essential to success or challenging to execute.

**Plan-Do-Study-Act cycles:** A four-step process for testing change and making improvement that involves developing a plan to test a change (plan), conducting the test (do), observing and learning from the test (study), and making modifications (act).

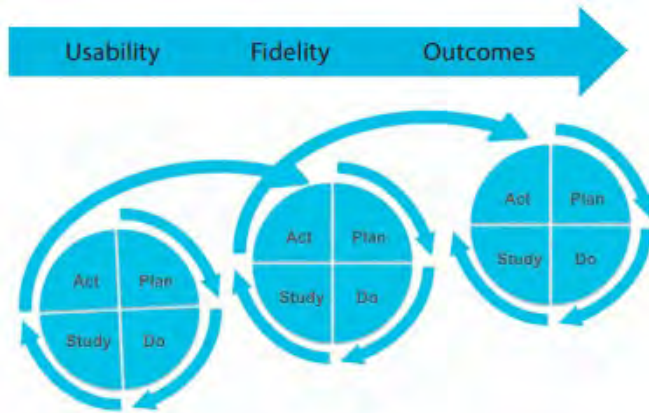
**Usability testing:** Testing an intervention initially with only a few elements at a time to improve and stabilize the essential functions (core components) of the intervention. Usability testing is typically conducted during the initial implementation stage using Plan-Do-Study-Act cycles.

## Key Tasks

- Adjust implementation team work plan and membership
- Conduct usability tests of critical elements
- Collect data to monitor and assess implementation and supports
- Adjust service delivery guidance, implementation supports, and monitoring tools

### Plan-Do-Study-Act Cycles Over Time

### Head Start Program Planning Cycle



### Four Data Activities

### Measuring What Matters



Year 1—Baseline Review				Years 2-5		
Goals	Objectives	Expected Outcomes	Data Sources for Tracking Progress	Actual Outcomes	Analyzing Progress	Continuous Improvement
What does the program want to accomplish?	What does the program plan to do to meet the goal?	What does the program expect the results will be?	What data will let the program know how they are doing?	What were the program results?	Was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?	What needs to happen next? Course corrections or keep going?

## Key Take-Away Messages

- Critical elements of the intervention should be **tested and fine-tuned on a small scale before** launching the new intervention as part of regular program operations.
- Especially during the first year, implementation teams should **review data and stakeholder feedback frequently to monitor progress** toward fidelity and identify program improvement needs.



Source: Fixsen & Blase, 2008



## Q & A

What questions do you have about the initial implementation of a parenting curriculum?

Please use the chat box.



## Stage Four: Full Implementation

- Key Terms
- Key Tasks
- Key Take-Away Messages



## Key Terms

### Key Terms for the Full Implementation Stage

- **Adaptation:** A change to a core component (essential function) of an intervention as necessary when implementing an intervention in a new setting, with different conditions, or with families that are different from those in the original test groups.
- **Replication:** Implementation of an intervention in new sites based on how the intervention is delivered at an existing site.

## Key Tasks

- Adjust implementation team work plan and membership
- Institutionalize continuous improvement support and systems
- Consider replication and adaptation

## Key Take-Away Messages

- Implementation supports become institutionalized or integrated into **practice as usual**.
- Commit to **continuous monitoring** of data to sustain a high level of fidelity, troubleshoot new problems that arise, and identify program improvements.
- Apply what you have learned during initial implementation to **replicate** the curriculum in new sites.
- Substantial adaptation to implement the intervention in a different type of site or with a new population requires careful planning and testing and should **involve the developer**, if feasible.

## Key Functions at Each Stage



## Q & A

Given where you are in the process, what is your best next step?

Please use the chat box.



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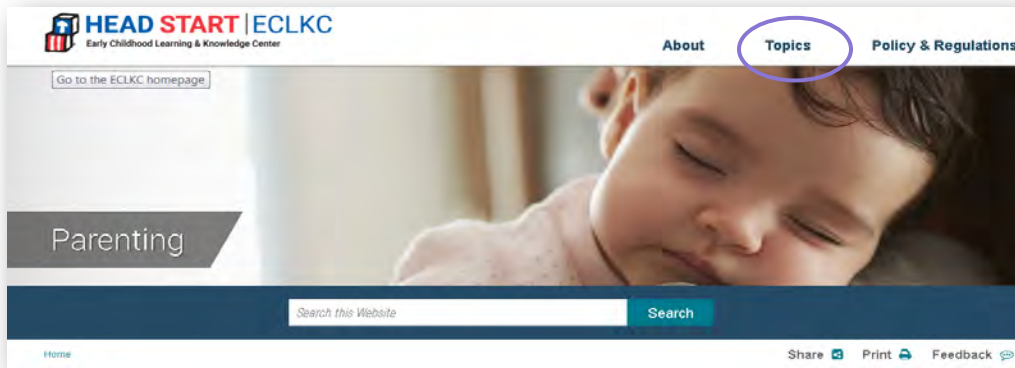
## Join the Chat After the Webinar!



## Online Survey and Certificates

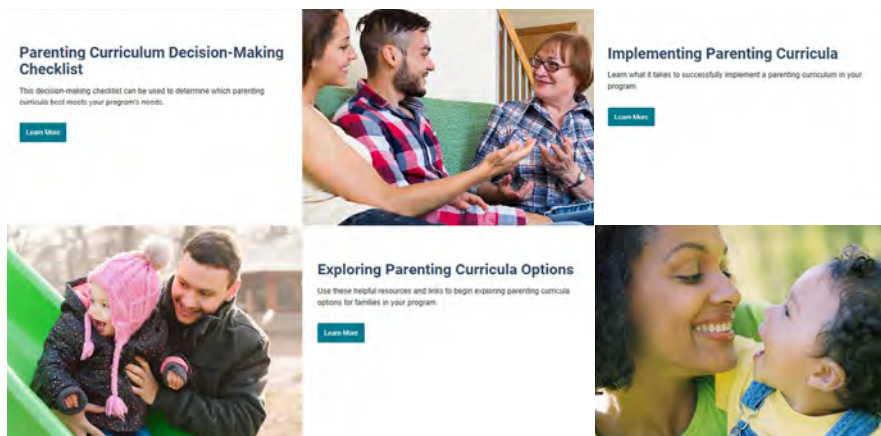
- Your feedback is important to us!
- A **Thank You** email with a survey link is on its way! Keep an eye out for it in your inbox.
- You can print your certificate upon completion of the survey.

# Resources to Share



<https://eclkc.ohs.acf.hhs.gov/parenting>

# Resources to Share



<https://eclkc.ohs.acf.hhs.gov/parenting>

# Resources to Share



<https://eclkc.ohs.acf.hhs.gov/publication/parenting-curriculum-decision-making-checklist>

# Resources to Share



## Exploring Parenting Curricula Options

Use these helpful resources and links to begin exploring parenting curricula options for families in your program.

### Parenting Curricula Resources

- Compendium of Parenting Interventions
- An Introduction to the Compendium of Parenting Interventions

### Registries that Include Parenting Curricula

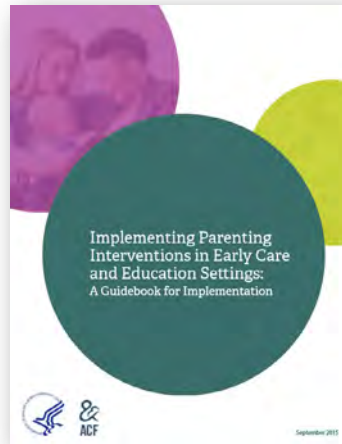
- Blueprints for Healthy Youth Development [↗](#)
- California Evidence-Based Clearinghouse for Child Welfare (CEBC) [↗](#)
- National Registry of Evidence-based Programs and Practices (NREPP) [↗](#)

### Related Resources

- Appendix C, Table of Parenting Interventions: Table C-1, Evidence-Based Interventions That Support Parenting [↗](#)


<https://eclkc.ohs.acf.hhs.gov/parenting/article/exploring-parenting-curricula-options>

## Resources to Share



<https://eclkc.ohs.acf.hhs.gov/parenting/article/implementing-parenting-curricula>

A horizontal row of four circular images. From left to right: a group of women and children; a man and woman holding a baby; a young child being held; and a young boy looking through binoculars.

 **NATIONAL CENTER ON**  
Parent, Family and Community Engagement

For more information about this resource, please contact us:  
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