IMPLEMENTATION PRACTITIONERS: WHAT KNOWLEDGE, SKILLS AND ABILITIES DO THEY NEED?

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- **WHAT ARE WE TRYING TO ACHIEVE?**

WHAT'S OUR VISION FOR IMPLEMENTATION?

- **ENHANCED OUTCOMES FOR FAMILIES AND COMMUNITIES**

- PROGRAMS VIEWED AS ACCEPTABLE TO: PARENTS, PRACTITIONERS, COMMUNITIES, LOCAL REFERRAL AGENCIES, SERVICE DELIVERY AGENCIES AND GOVERNMENTS.

- GOOD FIT BETWEEN SERVICE DELIVERY, DESIRED OUTCOMES, SERVICE AGENCIES/AVAILABLE WORKFORCE AND PROGRAMS SELECTED

- GREATER PROGRAM REACH AND ENGAGEMENT

- SERVICE DELIVERY WITH FIDELITY

- INCREASED UPTAKE (GOVTS, SERVICE & REFERRAL AGENCIES, PRACTITIONERS, PARENTS)

- LONG TERM SUSTAINABILITY FOR IMPLEMENTING ORGANIZATIONS

- EXPANDED USE OF TRIPLE P TO SUPPORT A COMMUNITY WIDE APPROACH

- INCREASED IMPLEMENTATION CAPACITY OF THE INVOLVED PARTNERS

- INCREASED COMMITMENT FROM ORGANISATIONS AND PRACTITIONERS TO DELIVERING EBPS

OUR IMPLEMENTATION SUPPORT MISSION

ALL **ELIGIBLE** ORGANISATIONS RECEIVE **CONSISTENT** AND **EFFECTIVE** IMPLEMENTATION SUPPORT TO ENHANCE OUTCOMES FOR FAMILIES AND COMMUNITIES.
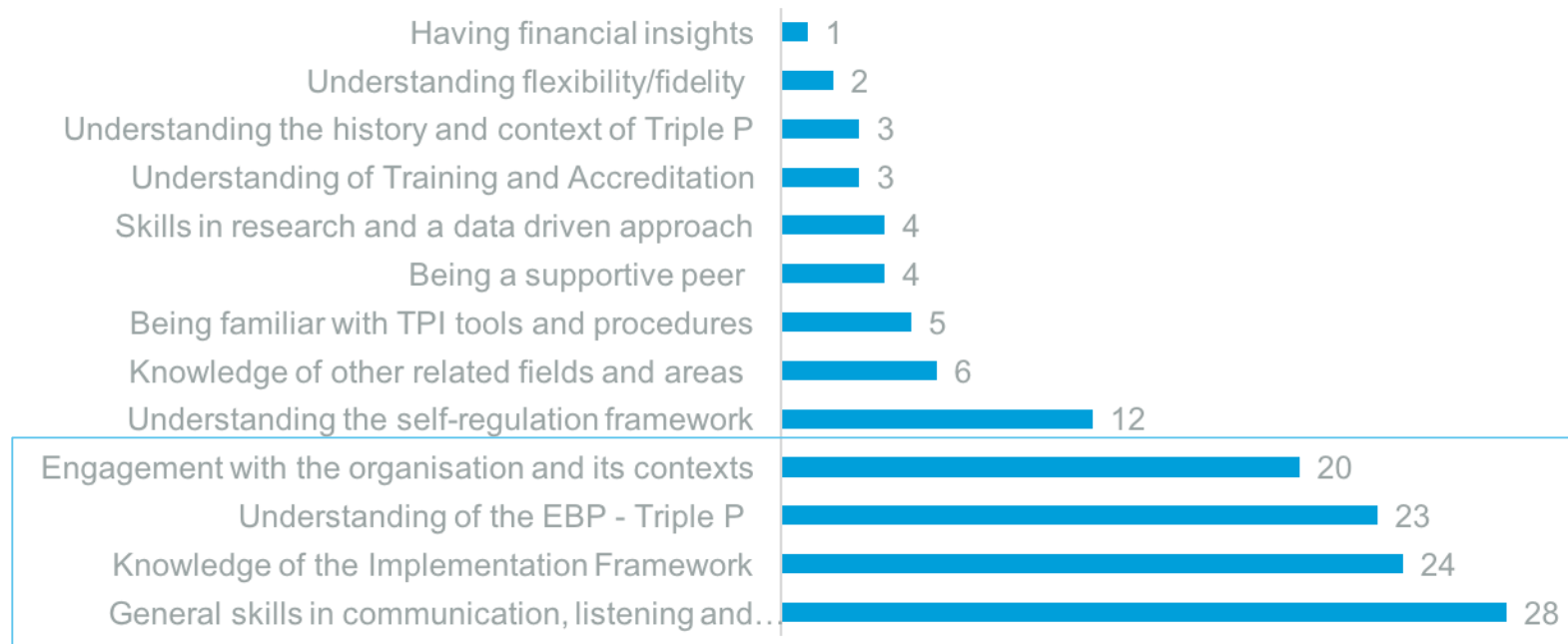
TRIPLE P IMPLEMENTATION CONSULTANT: ROLE AND APPROACH

- TO FACILITATE THE EFFECTIVE IMPLEMENTATION OF TRIPLE P USING TPIF *(APPLICATION OF IMPLEMENTATION SCIENCE)*

- PROVIDE GUIDANCE THROUGH AN APPROACH THAT REFLECTS THE PRINCIPLES OF PROMOTING SELF-REGULATION AND MINIMAL SUFFICIENCY

COMPETENCY THEME ANALYSIS

WHAT KNOWLEDGE AND ABILITIES DO YOU BELIEVE ARE RELEVANT TO THE ROLE OF THE IC?

Relevance to the IC Role

Competency	Value
Having financial insights	1
Understanding flexibility/fidelity	2
Understanding the history and context of Triple P	3
Understanding of Training and Accreditation	3
Skills in research and a data driven approach	4
Being a supportive peer	4
Being familiar with TPI tools and procedures	5
Knowledge of other related fields and areas	6
Understanding the self-regulation framework	12
Engagement with the organisation and its contexts	20
Understanding of the EBP - Triple P	23
Knowledge of the Implementation Framework	24
General skills in communication, listening and…	28

IC COMPETENCIES

HOW IMPORTANT DO YOU THINK EACH OF THE BELOW KNOWLEDGE AND ABILITIES ARE TO YOUR ROLE AS AN IC?

COMPETENCY	AVERAGE IMPORTANCE OUT OF 7	RANKING
Ability to accurately assess needs, limitations, and the organisational context during the implementation process	6.76	1
Knowledge of Triple P training and accreditation content and processes	6.69	2
Ability to build local capacity for implementation and self-regulation	6.69	3
Knowledge of the Evidence-Based Practice (Triple P)	6.38	4
Ability to demonstrate and instil facilitative leadership	6.37	5
Ability to promote Triple P and its products and services	6.34	6
Knowledge of TPI organisational systems, processes and terminology	6.32	7
Ability to adopt and promote a data driven approach to monitoring, evaluation and improvement cycles	6.31	8
Knowledge of Implementation Science and related fields	6.10	9
Knowledge of ethical, legal and professional matters	5.85	10

SO WHAT HAVE WE DONE?

REVISIONS AND DEVELOPMENTS

- REVISED TRIPLE P IMPLEMENTATION FRAMEWORK TOOLS AND RESOURCES

- GLOBAL IC MANAGEMENT AND ACCOUNTABILITY STRUCTURE AND PROCESS

- **DEVELOPMENT OF TRIPLE P IC CORE COMPETENCIES**

- IC TRAINING AND ACCREDITATION PROCESS

- IC PROFESSIONAL DEVELOPMENT REQUIREMENTS

- GLOBAL IC SUPPORT PROCESSES

KNOWLEDGE OF

- IMPLEMENTATION SCIENCE, FRAMEWORKS AND STRATEGIES

- TRIPLE P PROGRAMS AND RESEARCH

- TRIPLE P INTERNATIONAL ORGANISATION, SYSTEMS AND PROCESSES

- TRIPLE P IMPLEMENTATION FRAMEWORK, TOOLS AND RESOURCES

- MONITORING AND EVALUATION

- CHANGE MANAGEMENT THEORIES

SKILLS IN

- FACILITATIVE LEADERSHIP

- ASSESSING NEEDS AND DEVELOPMENT AREAS OF IMPLEMENTING ORGANISATION

- PROMOTION OF SELF-REGULATION AT IMPLEMENTING ORGANISATION

- FACILITATING THE DEVELOPMENT OF MONITORING AND EVALUATION PROCESSES

ABILITIES TO

- BUILD RELATIONSHIPS

- RECOGNISE STRENGTHS AND POTENTIAL

- BE SELF-REGULATORY

- USE A FACILITATIVE APPROACH

- LISTEN EFFECTIVELY

- COMMUNICATION EFFECTIVELY

TP IC CORE COMPETENCIES
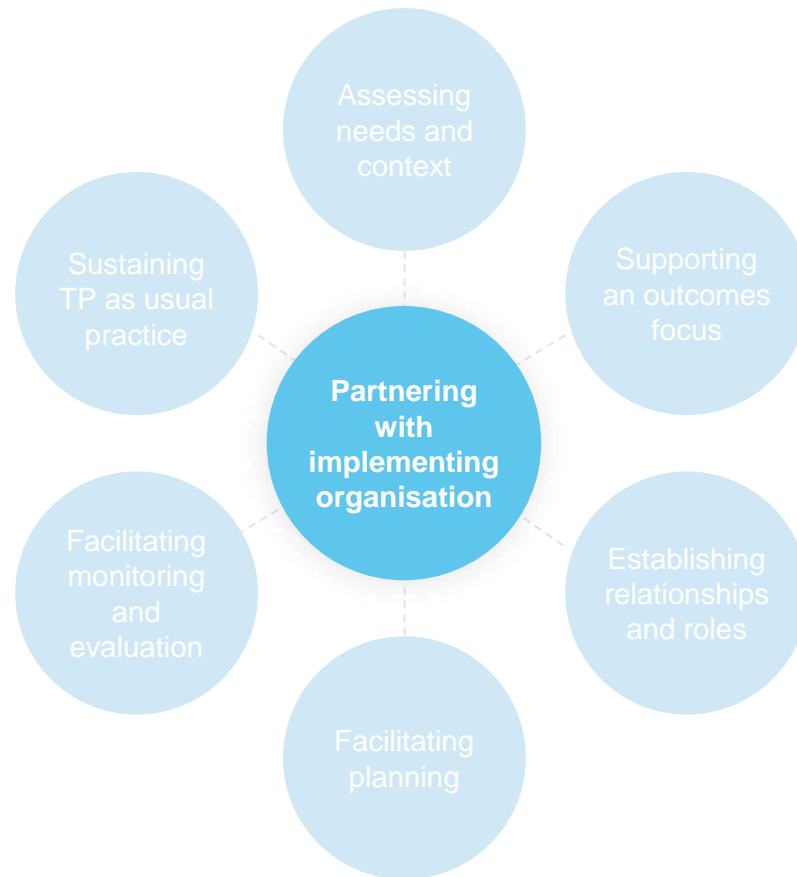
PARTNERING WITH IMPLEMENTING ORGANISATION

- Support implementing organisation with change processes
- Interact effectively and promote organisational self-efficacy
- Develop proposals with implementing organisation
- Demonstrate awareness of implementing organisation and community
- Support implementing organisation to make effective decisions

TP IC CORE COMPETENCIES
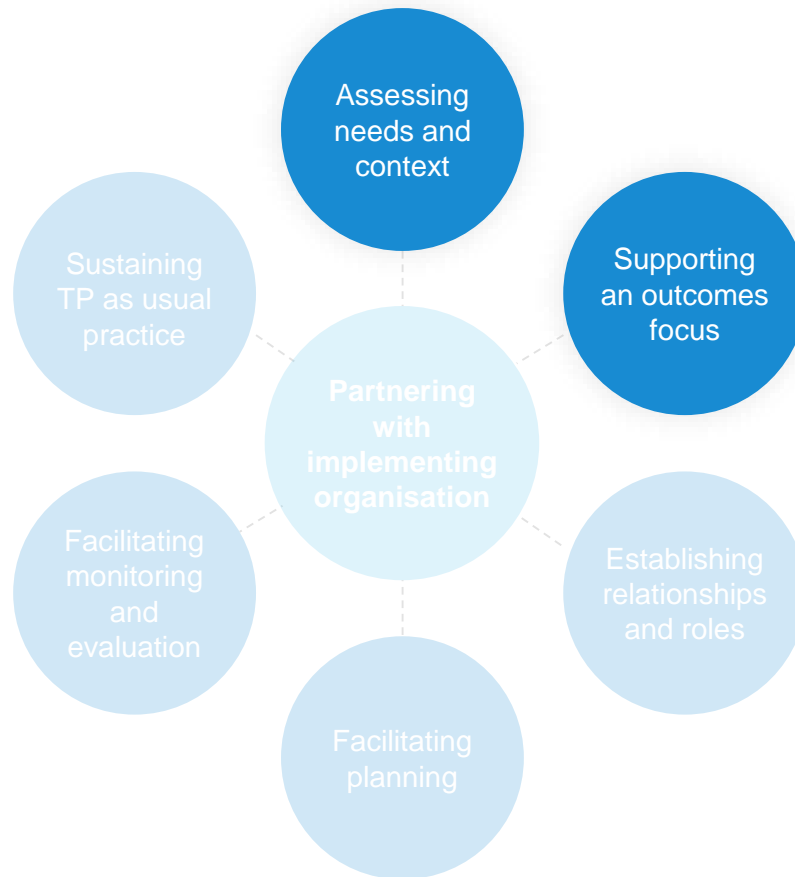
ASSESSING NEEDS AND CONTEXT

- Assess needs of implementing organisation for implementation support
- Support the implementing organisation to assess its capacity to implement (workforce, administrative, organisational, evaluation, financial)

SUPPORTING AN OUTCOMES FOCUS

- Support organisations to develop clear outcomes and outputs
- Support the organisation to understand its capacity to implement the programs
- Assist the organisation to develop an understanding of the best combination of programmes to achieve their outcomes

TP IC CORE COMPETENCIES
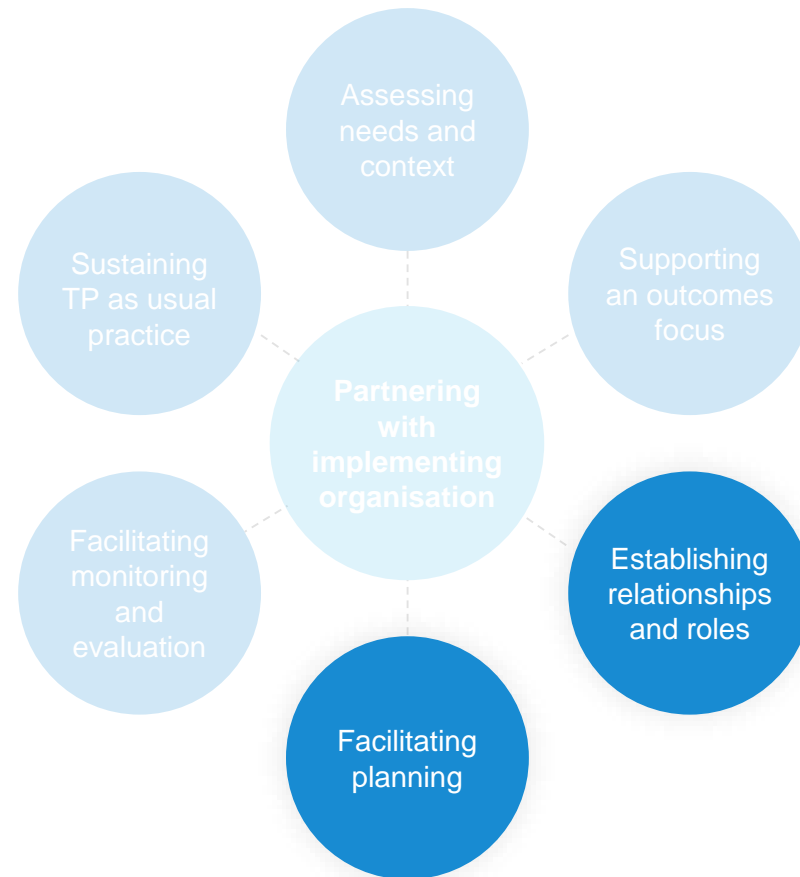
ESTABLISHING RELATIONSHIPS AND ROLES

- Facilitate building implementation teams tailored to the implementing organisation
- Promote an understanding of the Local Leadership and Coordination functions

FACILITATING PLANNING

- Transfer learnings and capacity to implementing organisation
- Utilise implementation tools and resources
- Apply the TPIF
- Provide facilitative leadership

TP IC CORE COMPETENCIES
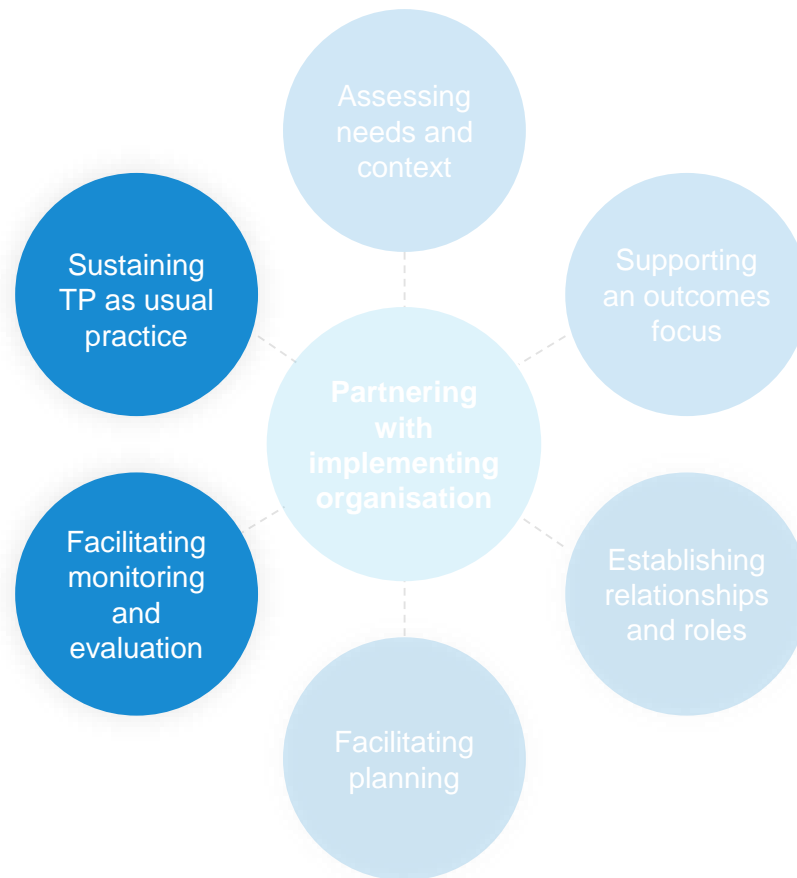
FACILITATING MONITORING AND EVALUATION

- Assess implementing organisation's capacity to monitor and evaluate
- Facilitate the development of monitoring and evaluation plans
- Utilise the TPI QFMP

SUSTAINING TP AS USUAL PRACTICE

- Support the implementing organisation to integrate Triple P into usual practice
- Support the implementing organisation to plan for sustaining Triple P
- Support the development of feedback loops

KEY LEARNINGS

- FRAMEWORKS, TOOLS & RESOURCES AREN'T SUFFICIENT WITHOUT CAPACITY BUILDING

- CONSIDER DATA FROM MULTIPLE POINTS / STAKEHOLDERS

- DEVELOP ACCOUNTABILITY AND SUPPORT STRUCTURES

THANK YOU

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