**What is an implementation team?**

The National Implementation Research Network defines an implementation team as the individuals who help the organization or system establish a supportive environment and facilitates the implementation of evidence based practices and effective innovations using implementation science frameworks. Implementation teams are knowledgeable about the innovation and work collaboratively over time to support implementation fully and with fidelity. The team may include researchers and external experts to facilitate adoption, implementation and sustainability.

For more information see; [http://nirn.fpg.unc.edu/learn-implementation/implementation-defined](http://nirn.fpg.unc.edu/learn-implementation/implementation-defined)

**Why are implementation teams important?**

Implementation teams serve several important purposes to advance the dissemination and implementation of evidence based practices for children and families. They are the ones to “make it happen!” Policies and manuals, guidelines and workshops, while helpful, have been insufficient to move research to practice in most content areas and settings. Implementation teams provide the support structure at the grass roots level to move selected practices systematically to full implementation in the early childhood system.

Implementation teams are the communication mechanism within the region and to the state level leadership. They provide both internal and external communication linking the identified PD participants, the early childhood agency leadership, community partners, family members and other community based consumers of early childhood services and the agency and regional level administrators. Implementation teams are involved in the identification of PD participants, help to ensure the participants success, evaluate fidelity of implementation, celebrate and disseminate the accomplishments.

**Who are the members?**

Membership is likely to vary across and even within regions. Some regions may determine that one implementation team can address their needs while others may identify the need for multiple teams based on geographic or population size. Regions may want to start by first reviewing the other teams that are already in place in the agency and look at re-purposing an existing team or extending their mission. The individuals you want on the team include persons who have an understanding of early intervention, who have skills in team process, and who are able to promote implementation of the teams’ decisions and recommendations.

Recommendations for membership include:

- Family members
- EI Provider(s) – Multidisciplinary members providing Early Intervention in the region
- Administrators and or EI Supervisors
- Cross sector and Community partners (e.g. EHS, other home visiting programs, IHE’s)
- Participants in September training – not a requirement but could help with future activities
What does an implementation team do in general?

Tout, Metz & Bartley (2013) list the following five activities and outcomes for implementation teams:
1. Increasing “buy-in” and readiness,
2. Installing and sustaining the implementation infrastructure,
3. Assessing fidelity and outcomes,
4. Building linkages with external systems,
5. Problem-solving and sustainability

What is the IA DMM implementation team supposed to do?

First, there are some time sensitive tasks for the team to ensure readiness for the September PD sequence if your region will be sending participants. The specific tasks and due dates are on the Back Home Plan.

Second, the team has ongoing tasks that will support implementation region and statewide. These include:

A. Identify team members with the time, resources, and commitment to support the change process. There will need to be team members who can focus on addressing fidelity of implementation on a consistent basis. The initial membership may evolve over time to include more members and more members with community roles.
B. Conduct at least bi-annual meetings of the entire team and ensure the specific members responsible for fidelity of implementation have time and resources to both support the PD and to report feedback to the Implementation Team as a whole.
C. Complete an initial program review that can be updated to monitor progress over time and to identify facilitators and barriers as they arise and/or resolve.
D. Establish an action plan that will increase individual and agency buy in, support both the initial and future participants, and will also engage community collaborators.
E. Establish or expand a communication system internally among your early intervention providers and that maximizes their use of technology for intervention and PD. Engage in learning opportunities via technology that will enhance regional goals and connections with the IA DMM.

References:
