Example Rapid Cycle Problem Solving using Plan-Do-Study-Act Cycle

Clarity begins during the PLAN phase of the PDSA Cycle
- Define the problem. What are the dimensions of the problem? Frequency? Intensity? Pervasiveness? Who is involved?
- Are we clear about the desired outcome; what improvement would be considered sufficient?
- What is our best guess (hypothesis) about what might work and why?
- What data will be collected and analyzed to indicate that
  - We did the improvement process as intended?
  - We know the extent of change that occurred as a result?
  - And that a solution has been reached, or that another round of PDSA is needed?

| Problem Definition | Only a small number of service coordinators have been involved the IA-Distance Mentoring Model of PD due to the focus on practitioners who provide direct services. Therefore, service coordinators have limited or no knowledge on our state’s shift from child focused interventions to coaching caregivers in family-guided routines-based interventions. |
| Plan | **Goal:** Improve service coordinator’s knowledge of coaching caregivers in family-guided routines-based interventions (FGRBI) and their confidence and competence in sharing this information with families. More specifically: At least 80% of service coordinators involved with IA-DMM peer partners will be confident and competent in delivering information of coaching caregivers in FGRBI to families.  

**Hypothesis:** SCs are not skilled at introducing coaching caregivers in FGRBI and are concerned about addressing challenges parents/caregivers present.

**Plan:** Have experienced service providers/peer coaches and/or service coordinators practice with untrained service coordinators on how to introduce coaching caregivers in FGRBI.

**Plan:** Have repository of tools for SCs to access when introducing how early intervention in our state works. |
| Do | Experienced peer coaches/providers/SCs provide a session for untrained SCs to practice introducing coaching in FGRBI and handling challenges, receiving feedback, and re-practicing. Experienced peer coaches/providers/SCs join at least one initial visit to observe, provide support, and encourage implementation of the new introduction to Early ACCESS. |
| Study | Over a one-month period, measure the percent of service coordinators who work with DMM peer partners that report increased confidence and competence introducing Early ACCESS to families. |
| Act | Determine if the desired outcome was achieved (80% or more) and make a decision about next right steps:  

Goal met – embed solution into training and coaching routines  
Goal not achieved – make a new plan with service coordinators input and try again (PDSA Cycle) |