**Transcript**

**Case Example 3: Initial Implementation Stage**

Following a training of all program staff last month on the new evidence-based practice to support positive behavior, staff started to implement the practice in their daily work with children. Because the evidence-based practices does not include coaching for staff as a component of implementation, the program contracted with a local intermediary to provide ongoing coaching to staff as well as supervisors and program leadership in order to embed coaching for the evidence-based practice into their current strategic plan. Staff also completed checklists weekly to track their implementation of the new evidence-based practice. After about four weeks, the Implementation Team analyzed and reviewed the data. The Team’s analysis suggested that staff were experiencing some challenges in communicating about the new practice with parents and family members. Staff explained that the strategy had been communicated and supported well internally, but that they needed help communicating with children’s parents and family members about the new practice in order to collaborate more effectively with parents who can use these same positive behavioral support practices at home. Staff also requested ongoing support to individualize the practice to ensure that the unique needs of each child and family could be met. The Implementation Team requested the ongoing support of the TA provider to think through the recent implementation data and develop strategies for improvement in the Initial Implementation Stage.