

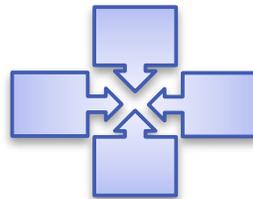
Tools of the Trade

Applying
Active
Implementation
to
Improve Results

What's the Way Forward?

Usable Intervention Criteria

Interventions



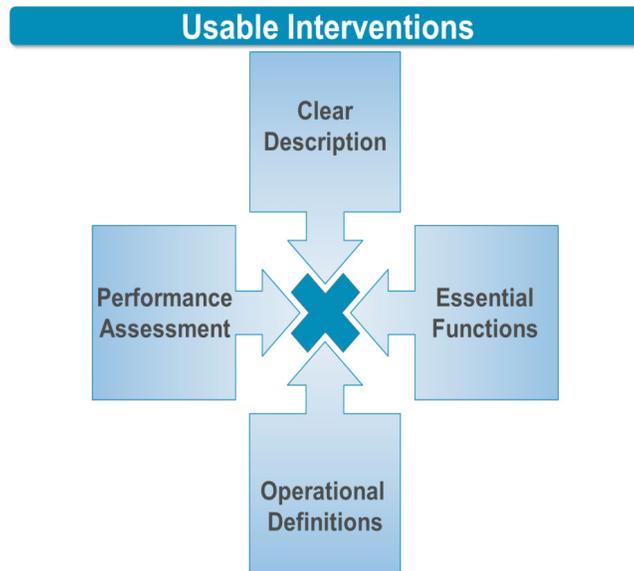
This planning tool provides an overview of the critical aspect of a “usable intervention.” Usable interventions are effective and well-operationalized. This tool provides guidance for an analysis of an intervention that is being considered for use or is in use to determine the extent to which the intervention is fully operationalized and therefore ready for effective implementation.

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Usable Intervention Criteria

Usable Interventions are effective and well-operationalized. Well-operationalized interventions can be taught and coached so practitioners can use them as intended (with fidelity). An intervention needs to be teachable, learnable, doable, and readily assessable in practice if it is to be used effectively to reach all children and families who could benefit.



To assess the usability of an intervention, it is important to review each of the four domains:

1. **Clear description of the program** (to include philosophy, values, principles, and intended population)
2. **Clear essential functions that define the program** (core components)
3. **Operational definitions of essential functions** (behavioral specific descriptions of what the practitioner is saying and doing to carry out each required aspect of the intervention)
4. **Practical performance assessment**

Additional information about each of the four domains is included in the following sections of this tool to guide the analysis process.

Clear description of the program

To what extent are the philosophy, values, and principles of this intervention clearly described?

Note: The philosophy, values, and principles that underlie the program provide **guidance for all practice decisions**, program decisions, and evaluations; and are used to promote **consistency, integrity, and sustainable effort** across all provider organization units.

Describe the philosophy, values, and principles of this intervention.

To what extent are the inclusion/exclusion criteria (the population for whom the intervention was intended) clearly defined?

Note: The criteria define **who is most likely to benefit** when the program is used as intended.

Describe the population for whom this intervention is intended. If the intervention is being used with a different population, consider the possible implications of using the intervention with a different population.

Clear essential functions that define the program (core components)

To what extent are the features that **must be present to say that a program exists** clearly defined?

Note: Essential functions sometimes are called core intervention components, active ingredients, or practice elements.

What are the essential elements of this intervention?

Operational definitions of essential functions

Are behaviorally specific descriptions of the practice available?

Yes No

How well operationalized is this intervention?

Note: Well-operationalized interventions provide behaviorally specific descriptions of what a practitioner is saying and/doing to carry out the specific function.

To what extent is the intervention teachable, learnable, doable, repeatable in practice, and readily assessable to ensure consistent use of the intervention across practitioners at the level of actual service delivery?

Would the implementation of this intervention benefit from more fully operationalizing this intervention?

Note: One method for operationalizing an intervention involves the development of a practice profile. Operational definitions for each of the essential functions are described at three levels of competence: expected, developmental, and unacceptable.

Yes No

Practice Profile Template

Essential Functions Performed by Practitioner	Expected	Developmental	Unacceptable Variation
Essential Function 1: Description	Generalize Skills Use Consistently Use Independently	Use inconsistently Benefit from coaching agenda	Unable to implement skills Infrastructure challenges

Practical performance assessment

<p>Does this intervention have a method for measuring fidelity or performance?</p> <p><input type="checkbox"/> Yes* <input type="checkbox"/> No</p> <p>Note: A practical performance assessment will include the following:</p> <ul style="list-style-type: none">• Performance indicators that relate to the program philosophy, values, principles, essential functions, and core activities• A process that is practical and can be done repeatedly in the context of typical human service systems.• Evidence that the program is effective when used as intended.
<p>*If yes, ...</p> <p>Does the process/tool include measures that related to the program philosophy, values, principles, essential functions, and core activities?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>How familiar are you with the performance assessment (fidelity) process and/or tool?</p>
<p>To what extent do you assess it to be practical or feasible for use in typical human service systems?</p>
<p>Has the tool/process been validated through research to demonstrate that, when the intervention is used as intended, the intervention produces positive outcomes for the population of concern?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>