

## Activity 3.3

### *Create a Mock Implementation Team*

You have decided to explore the potential of having an Implementation Team in your building, district, region or state. Looking across your organization, is there an existing team that could be repurposed? Or, do you need to start fresh? Use this activity to facilitate your thinking/planning.

#### Instructions

**As you consider developing an Implementation Team, first think about the overall scope of work for that team (e.g. select, support, monitor implementation of a specific intervention(s) or framework). Then think about either “repurposing” an existing team or “starting fresh”. The following prompts will help you think about team formation.**

- Given the proposed work of the team, what core competencies will be needed?
- Who can bring those competencies to the table?
- Given the work to be done, what is a functional number of members?
- Which stakeholders need to be included?
- Are there potential gaps in team expertise/competency? If so, how will you fill those gaps?

TEMPLATE							
PURPOSE:				INNOVATION FOCUS:			
Name							
Affiliation							
Role							
Expertise							
Responsibility							

EXAMPLE							
PURPOSE: Implementation Team				INNOVATION FOCUS: Behavior Support Plans (BSP)			
Name	Lilly	Susan	Ed	Leah, Tom, Pat	Carrie, John	Alice	Joe
Structure or Affiliation	District Office	School Admin	School Special Education Teacher	School General Education Teachers	Family Grandparents	Student	Probation
Role	Behavior Consultant	Principal	Home room teacher, targeted reading	Gen Ed, Point Card	BSP use and monitoring, point card	BSP use and monitoring, point card	BSP use and monitoring, point card
Function Expertise	FBA, BSP, PBIS, Implementation Science	Systems of Support; resource allocation (training, coaching, data use)	BSP monitoring, Check-in/Check-out	BSP use and monitoring, Point Card	Family relations	Knowledge of needs and strengths	Community relations
Function Responsibility	Support and communicate; school staff, student, family, community		Support student; communicate student, school staff, family, district		Support student; Communicate school staff, family, community	Self-monitor Self-advocacy	Support student; Communicate to school staff and family