

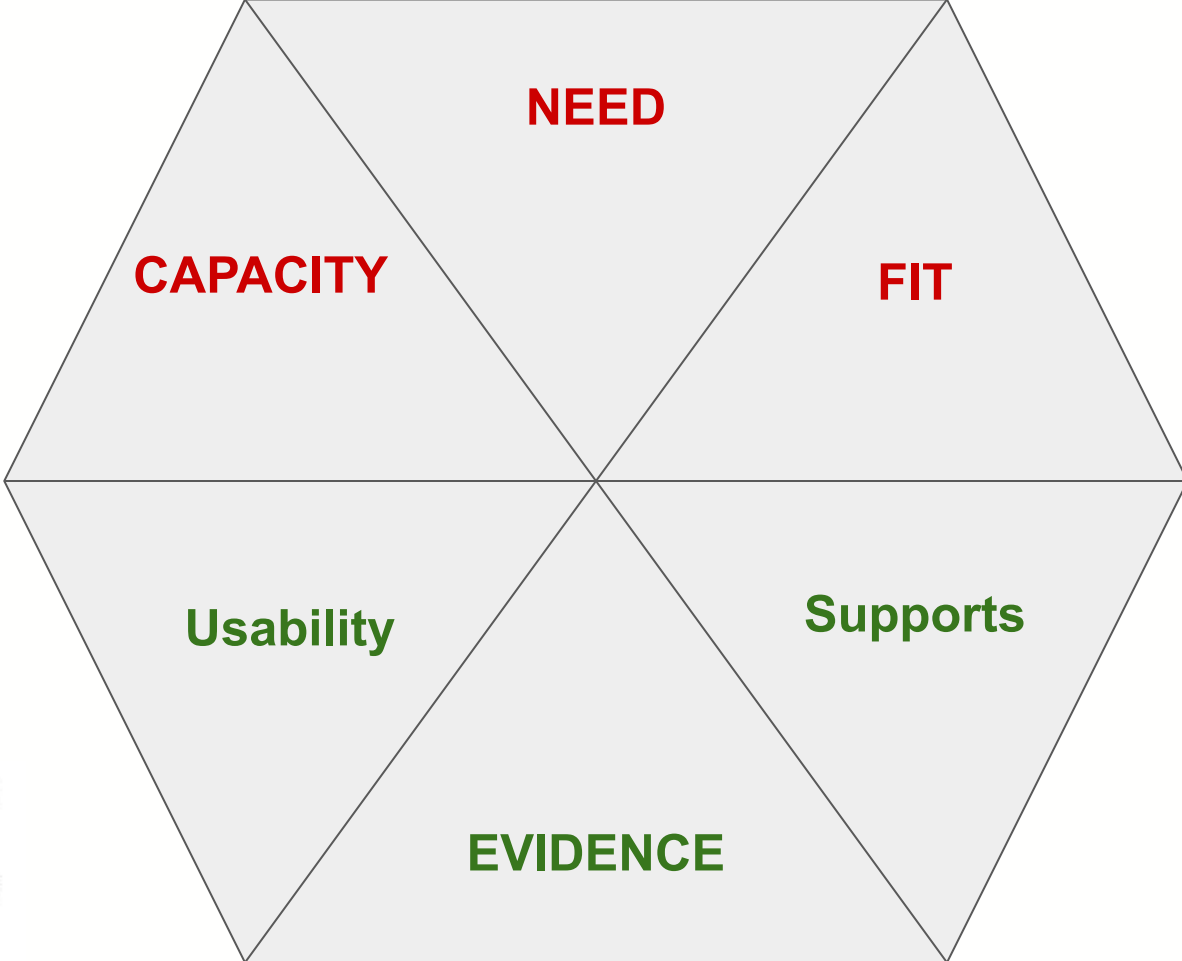
Multi-Tiered Systems of Support In Early Childhood Settings



There are a variety of Hexagon-style Tools available...

Emerged out of University of North Carolina at Chapel Hill - Partnership with NIRN
(National Implementation Research Network)

The Hexagon Tool



The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs (EBP) and practices during the exploration stage of implementation.

Matching program, curriculum, and instruction to need

- Problem Solving Model
- Implementation science continuum

There is a difference between “what’s best for kids?”
and “what can we feasibly and with fidelity for kids?”

**This program is the
best for kids!**



- People
- Materials
- Capacity
- Fidelity

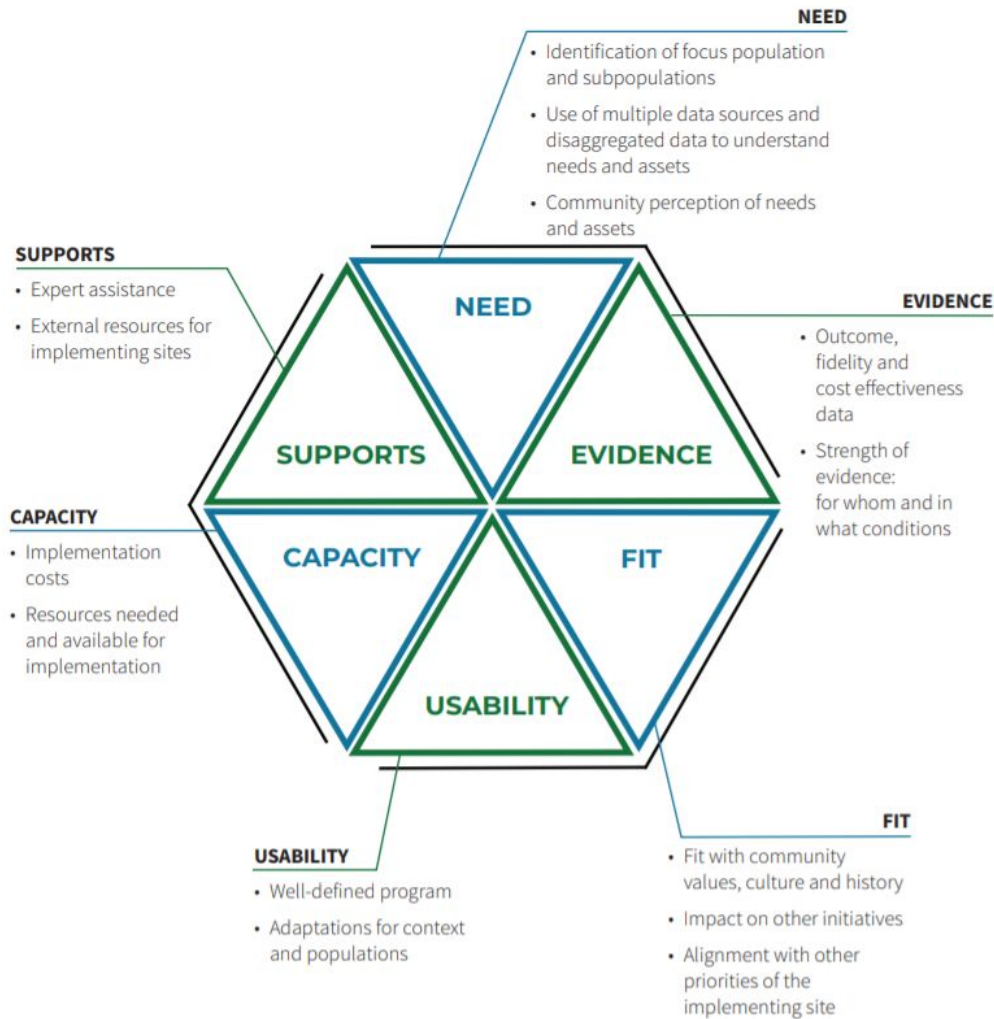


**This program is the
best for kids.... AND it
gets results!**

Implementing Site Indicators

VS.

Program Indicators



NEED

Who is the identified focus population?
Can you further disaggregate this population by commonalities ?

What is/are the identified needs of these population(s)



Was an analysis of data conducted to identify specific area(s) of need relevant to the program or practice?

How do members of the focus population perceive their need? What do they believe will be helpful?

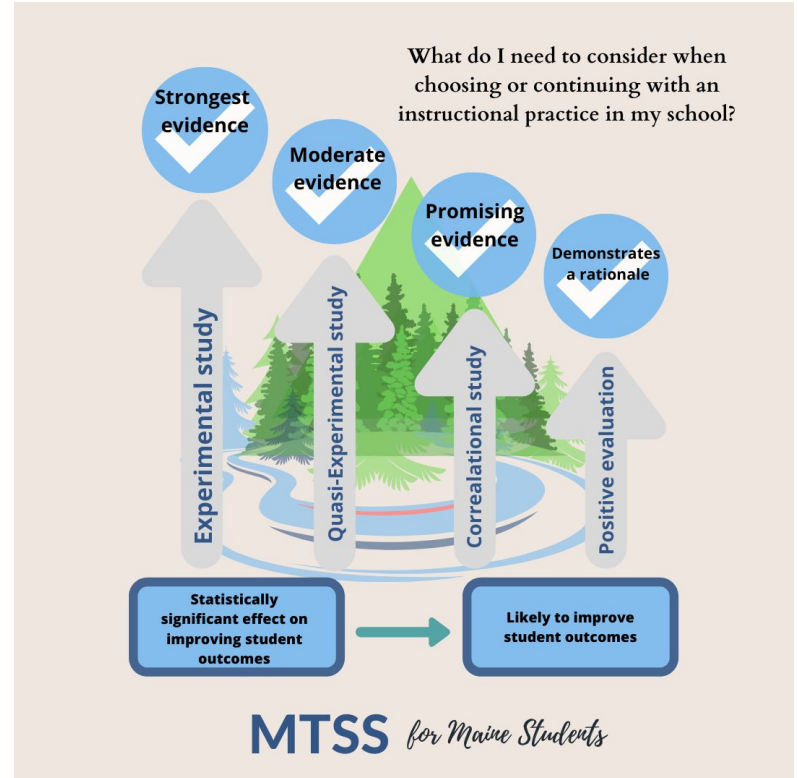


If the program or practice is implemented, what could potentially change for these population(s)?



EVIDENCE - Has the program been shown to work?

1. Under what conditions was the evidence developed?
2. What outcomes can be expected when implemented with fidelity? How much change can you expect (80/20 rule)
3. Does the context of the study match with the context of the population it is being used with?
4. Is it racially, ethnically, culturally, and linguistically informed to match the population?



FIT...

with current initiatives

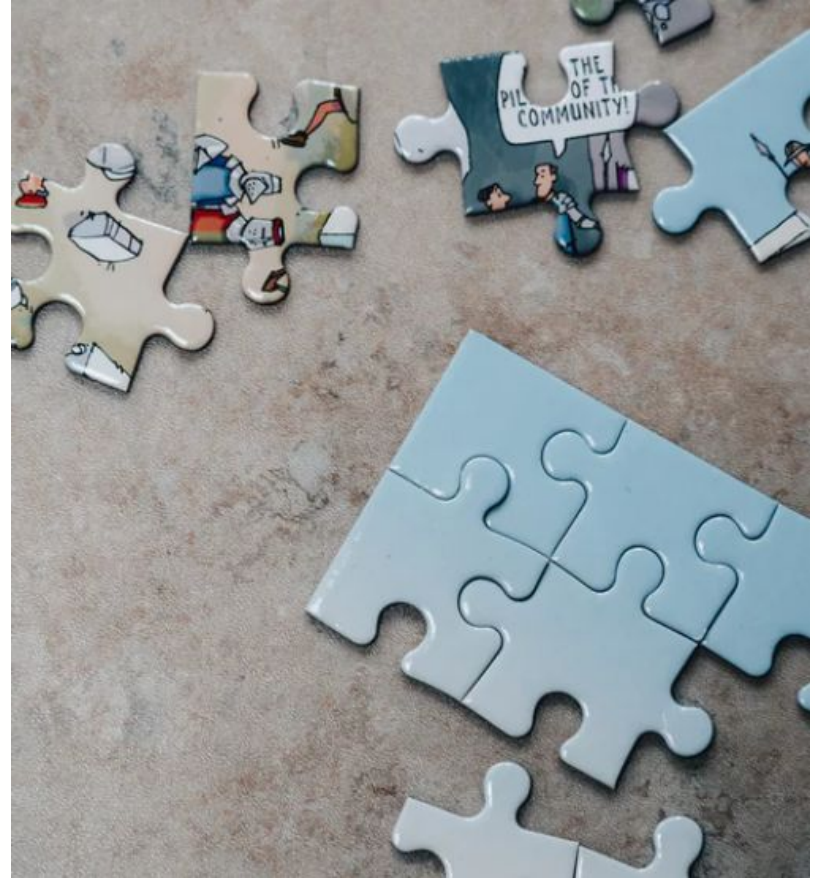
How does the program or practice fit with priorities of the implementing site?

How does the program or practice fit with family and community values and assets in the impacted community, including the values of racially, ethnically, culturally and linguistically specific populations?

What other programs currently being implemented will intersect with the program or practice?

How does the program or practice fit with other existing initiatives?

Will the other initiatives make it easier or more difficult to implement the proposed program or practice and achieve the desired outcomes?

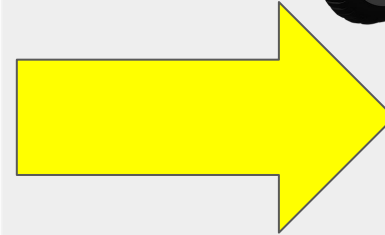


READINESS/USABILITY

Can your staff use it, seamlessly, without difficulty or confusion?

1. Is the program or practice clearly defined?
2. Is prep time clearly articulated and supported with the materials needed?
3. Can components of the program be modified to highly target need?
4. Is there a “warning label” that articulates what not to do (as well as what to do)?
5. Are there models in the field to review and ask questions?
6. Are fidelity measures provided?

For Sale!



ALL NEW!

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100,000/mile

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CAPACITY~ To implement



Typically, how much does it cost to run the program or practice each year? Are there resources to support this cost? If the current budget cannot support implementation, outline a resource development strategy.

What are the staffing requirements for the program or practice (number and type of staff, e.g., education, credentials, content knowledge, cultural competency, cultural congruency)?

Does the implementing site currently employ or have access to staff that meet these requirements? If so, do those staff have a cultural and language match with the population they serve, as well as relationships in the community?

Are consideration made around data collection, administrative practices and policies, stakeholders, facilities, technology, assessment, etc.

RESOURCES/SUPPORTS

1. Is there consultant access?
 - a. If not, is there a resident “expert” in your setting that knows the ins and outs of the program and can support implementation with fidelity?
2. Start-Up costs?
3. Do you need to hire anyone, and if so, is there a job description that matches to the program goals?
4. Does your administrative team know this program? The ins, outs, look-fors, etc.
5. Are there materials that fit with the program currently? Are the materials inclusive?
6. SEL of the adults in the building: Is there buy-in? How does the staff feel about this program? What will you do to get people on board (if needed?) How will you entertain these inputs and comments from staff?

Name of Program: [Click here to type](#)

Grade: [Click here to type](#)

Challenges

Component

Successes

[Click here to type](#)

Need

[Click here to type](#)

[Click here to type](#)

Evidence

[Click here to type](#)

[Click here to type](#)

Fit

[Click here to type](#)

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Usability

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Capacity

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Supports

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