Students Can't Benefit from Effective Practices They Don't Receive: Systems that Support Implementation Success

@characterstrong

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Objectives

☝️ Shared understanding of basic Implementation Science

✌️ Identify and solve for common hurdles that sink implementation efforts

🤟 Acquire tools, knowledge, and practices to increase implementation success
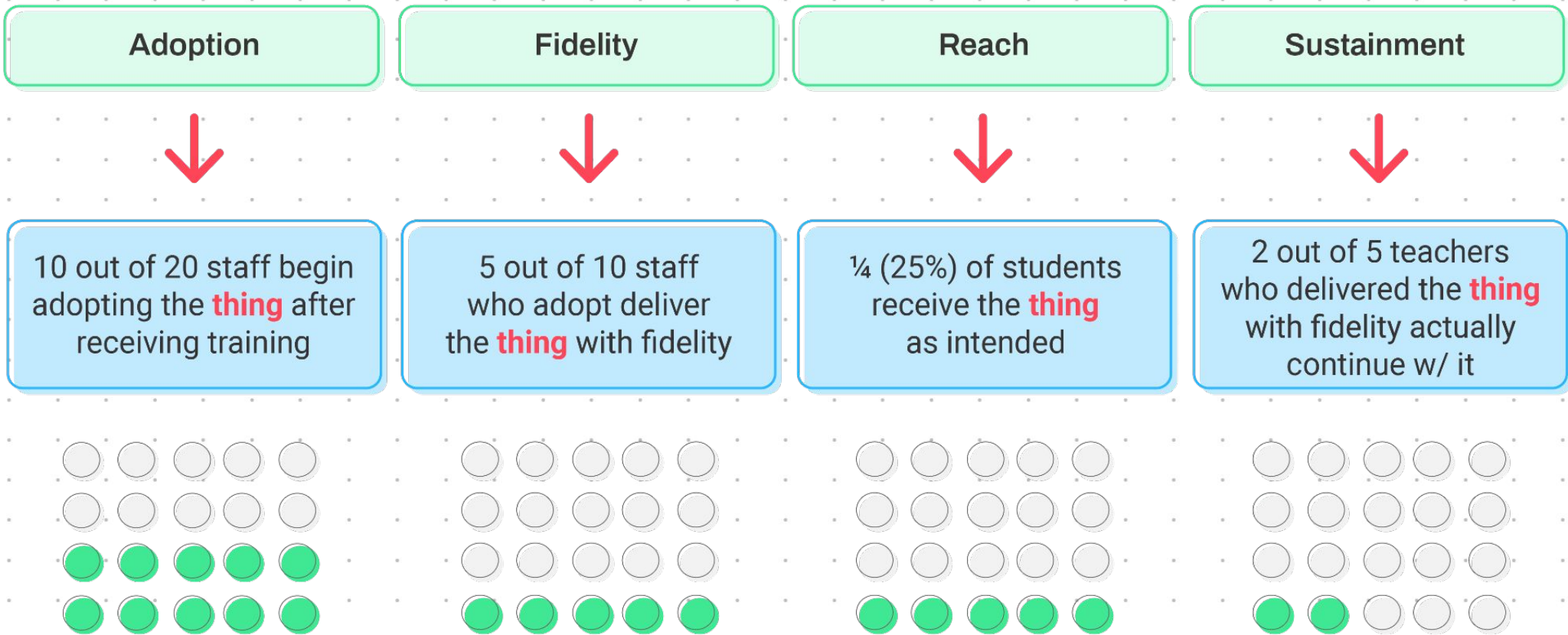
My **Failure?**

Studies have shown that **roughly 10% of these efforts are likely to achieve high fidelity implementation** that leads to meaningful changes in student outcomes.

50-80% of implementation efforts are likely to fail due to lack of readiness to implement at the outset.

Leaky Implementation Pipeline

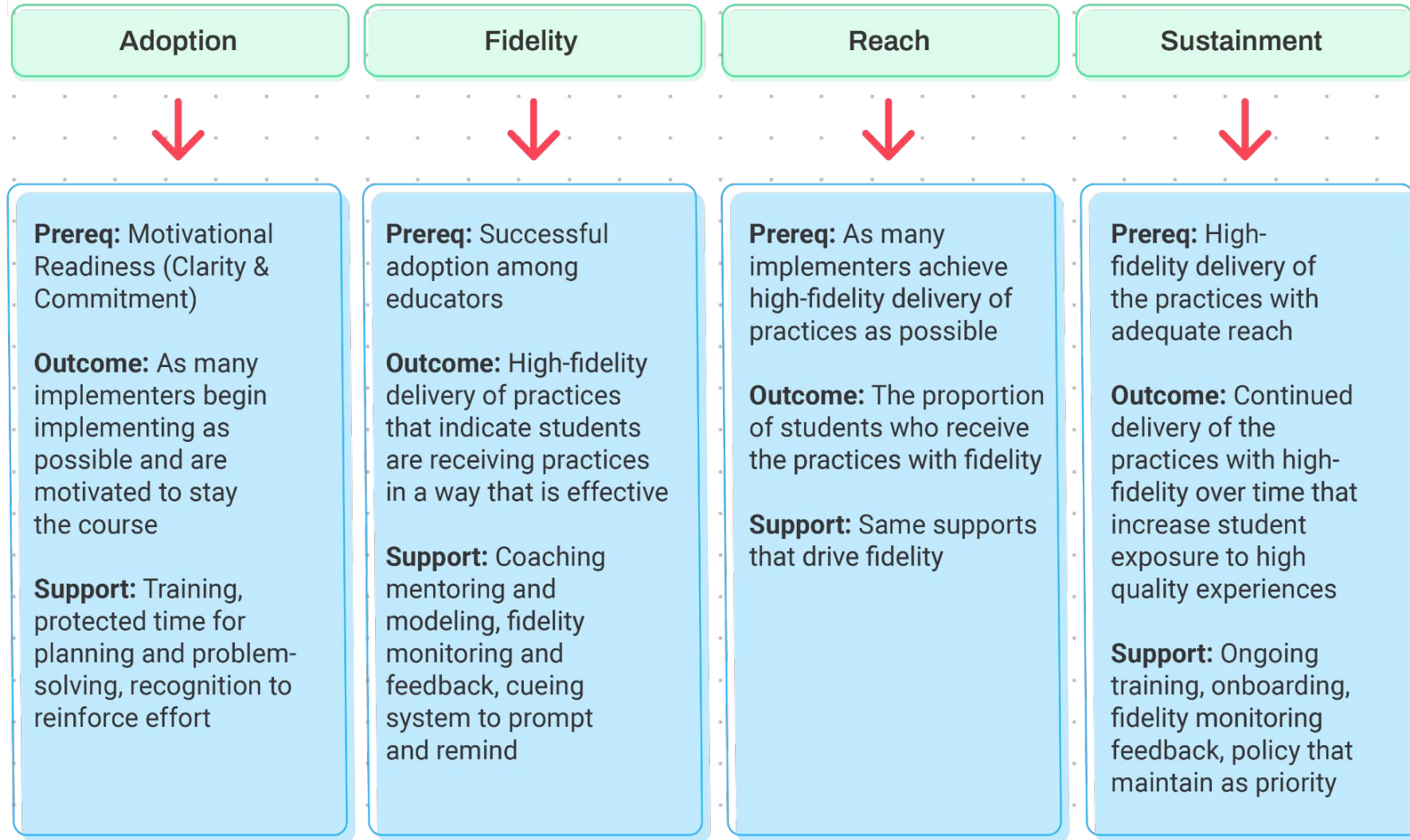| Adoption	Fidelity	Reach	Sustainment
↓	↓	↓	↓
10 out of 20 staff begin adopting the **thing** after receiving training	5 out of 10 staff who adopt deliver the **thing** with fidelity	¼ (25%) of students receive the **thing** as intended	2 out of 5 teachers who delivered the **thing** with fidelity actually continue w/ it

Raise your hand if you have a **Leaky Implementation Pipeline** If so, how do you prevent the leaks?

Support Each Step of the Implementation Process

Adoption	Fidelity	Reach	Sustainment

Prereq: Motivational Readiness (Clarity & Commitment)

Outcome: As many implementers begin implementing as possible and are motivated to stay the course

Support: Training, protected time for planning and problem-solving, recognition to reinforce effort

Prereq: Successful adoption among educators

Outcome: High-fidelity delivery of practices that indicate students are receiving practices in a way that is effective

Support: Coaching mentoring and modeling, fidelity monitoring and feedback, cueing system to prompt and remind

Prereq: As many implementers achieve high-fidelity delivery of practices as possible

Outcome: The proportion of students who receive the practices with fidelity

Support: Same supports that drive fidelity

Prereq: High-fidelity delivery of the practices with adequate reach

Outcome: Continued delivery of the practices with high-fidelity over time that increase student exposure to high quality experiences

Support: Ongoing training, onboarding, fidelity monitoring feedback, policy that maintain as priority

Adult behavior change

If implementation fails, it means we failed to properly support, encourage, motivate, and sustain behavior change among adults.

CORE BELIEF

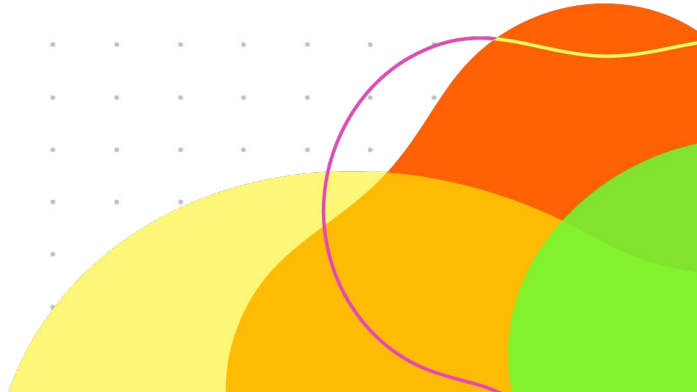Students can't benefit from supports **THEY DON'T RECEIVE**

The Implementation Gap

Effective procedures, programs & practices

Implementation Gap

Student experience and outcomes

Implementation is the ***process*** of intentionally putting in place systems of ***supports that facilitates adult behavior change related to the adoption, high fidelity use, and sustainment of effective practices*** that lead to desired changes in student outcomes

Implementation Defined

Not an event but a series of stages or phases that are important to get right

↑

Implementation is the iterative **process** of intentionally **putting in place supports that facilitate adult behavior change** related to **the adoption**, high **fidelity use, and sustainment** of **low-burden, high-impact practices** that result in improvements in student outcomes.

Implementation Defined

Implementation boils down to supporting adult behavior change.

Implementation is the process of intentionally putting in place **supports that facilitate adult behavior change** related to the **adoption, high fidelity use, and sustainment** of low-burden, high-impact practices that result in improvements in student outcomes.

Implementation Defined

Implementation outcomes are metrics of adult behavior that are predictive of student outcomes.

Implementation is the **process** of intentionally putting in place **supports that facilitate adult behavior change** related to the **adoption, high fidelity use, and sustainment** of **low-burden, high-impact practices** that result in improvements in student outcomes.

Implementation Defined

Selecting the 'right' practices is essential.
Practices must be both implementable and effective.

Implementation is the **process** of intentionally putting in place **supports that facilitate adult behavior change** related to the **adoption, high fidelity use, and sustainment** of low-burden, high-impact practices that result in improvements in student outcomes.

Implementation Defined

Improving lives and outcomes for students is what implementation is ultimately about.

Implementation is the **process** of intentionally putting in place **supports that facilitate adult behavior change** related to the **adoption, high fidelity use, and sustainment** of low-burden, high-impact practices that result in **improvements in student outcomes.**

Common Language

Implementation Fidelity

The degree to which implementation supports are in place for the adults to facilitate high-fidelity, sustained use of an effective process or intervention.

Process Fidelity

The degree to educators follow specific steps of an effective process as planned that results in an effective student-facing intervention.
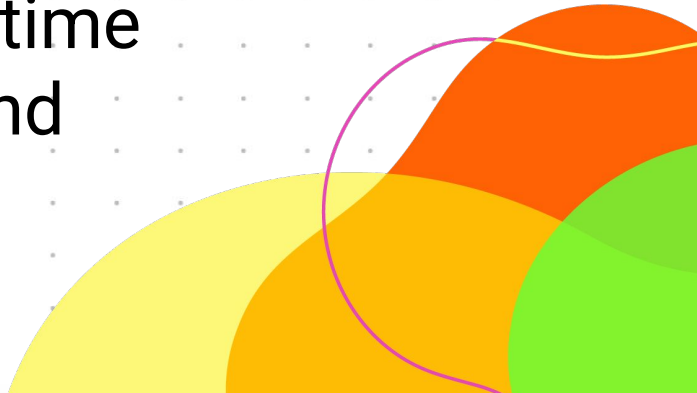
Intervention Fidelity

The degree to which educators deliver student-facing interventions as planned and in a way that increases the likelihood of positive outcomes.

Reflection

Fast forward 5 years from now and all the energy and effort put into an implementation effort **produced a significant return on investment.** The school system was able to achieve successful sustained implementation of a core set of effectives practices that caused better student outcomes to happen.

What needed to happen over that period of time for successful sustained implementation and better student outcomes to come about?
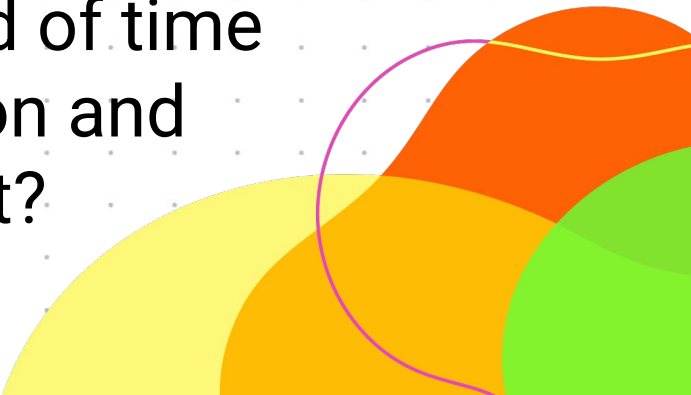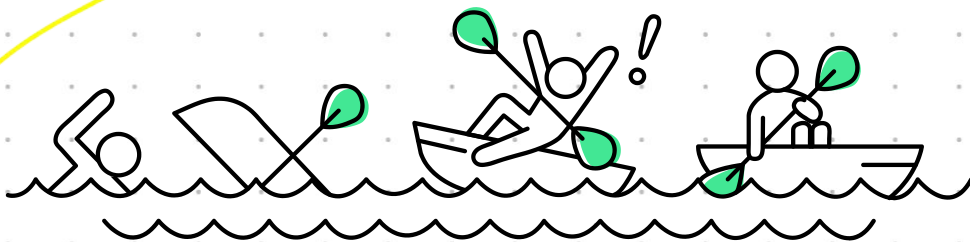
Reflection

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What needed to happen over that period of time for successful sustained implementation and better student outcomes to come about?

Everyone in the same **outcomes boat** (shared clarity about the outcome to achieve)

Everyone using the **same process and practices to row** with (shared clarity about the practices)
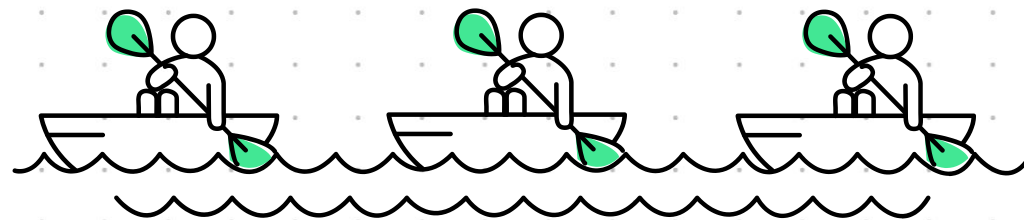
Everyone **rowing in the same direction** (shared commitment to support Tier 2 practices to produce the outcome)

Implementation Process
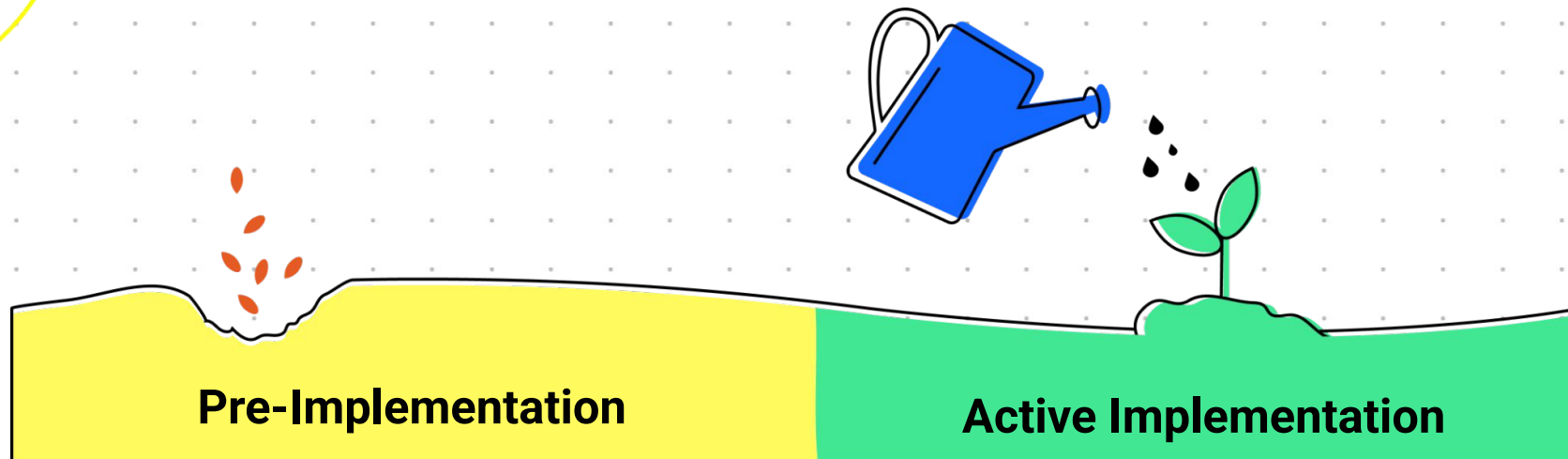
Pre-Implementation

Readiness among educators and **preparation** of the systems to facilitate behavior change once active implementation of a core set of effective practices begins

Active Implementation

Initial **adoption** of a core set of practices and continuous improvement to reach **high-fidelity, sustained** implementation that produces better outcomes

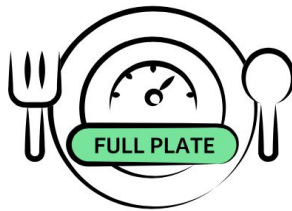# Hurdles to Implementation

Train and Hope

Lack of Clarity
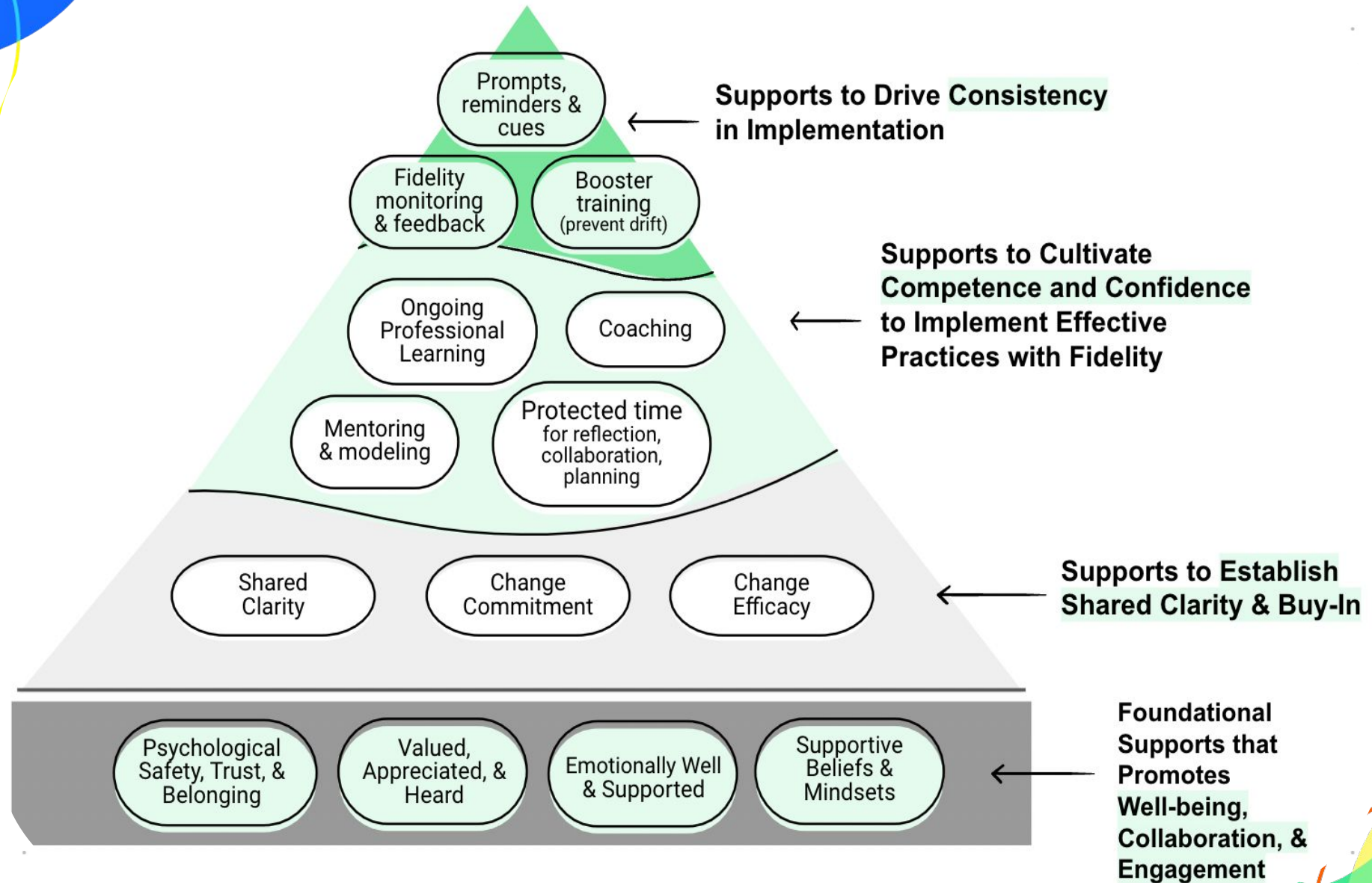
Lack of Buy-In

BUY-IN

Stressed/Overwhelmed

Implementation Overload (Full Plates)

FULL PLATE

Rapid Adoption and Abandonment of Programs/Practices

FLAVOR of the MONTH

The 4Cs Model to Support Implementation Success

Prompts, reminders & cues ← **Supports to Drive Consistency in Implementation**

Fidelity monitoring & feedback

Booster training (prevent drift)

Ongoing Professional Learning

Coaching ← **Supports to Cultivate Competence and Confidence to Implement Effective Practices with Fidelity**

Mentoring & modeling

Protected time for reflection, collaboration, planning

Shared Clarity

Change Commitment

Change Efficacy ← **Supports to Establish Shared Clarity & Buy-In**

Psychological Safety, Trust, & Belonging

Valued, Appreciated, & Heard

Emotionally Well & Supported

Supportive Beliefs & Mindsets ← **Foundational Supports that Promotes Well-being, Collaboration, & Engagement**

The 4Cs Model to Support Implementation Success

Do our educators feel supported to consistently follow through with implementing the effective practices? How do you know?

Prompts, reminders & cues

Supports to Drive Consistency in Implementation

Fidelity monitoring & feedback

Booster training (prevent drift)

Do our educators feel competent and confident to implement effective practices? How do you know?

Ongoing Professional Learning

Coaching

Supports to Cultivate Competence and Confidence to Implement Effective Practices with Fidelity

Mentoring & modeling

Protected time for reflection, collaboration, planning

Do our educators have shared clarity about the why, what, outcomes, roles, & plan? How do you know?

Shared Clarity

Change Commitment

Change Efficacy

Supports to Establish Shared Clarity & Buy-In

Is there high well-being, collaboration, and engagement among our educators? How do you know?

Psychological Safety, Trust, & Belonging

Valued, Appreciated, & Heard

Emotionally Well & Supported

Supportive Beliefs & Mindsets

Foundational Supports that Promotes Well-being, Collaboration, & Engagement

Too much friction, and it won't fly.
Not enough fuel, and it won't fly either.

FRICTION

FUEL

Fuel
is anything that makes performing a behavior more appealing

Frictions
are anything that gets in the way of performing behavior

Motivating Behavior Change

I clearly understand what IT is ⟶ Clarity and Understanding

+

I understand the need to do IT ⟶ Awareness and Recognition of Problem / Need

+

I expect beneficial outcomes by doing IT ⟶ Outcome Expectancies

+

I see and hear trusted others doing IT ⟶ Social Norms / Pressure
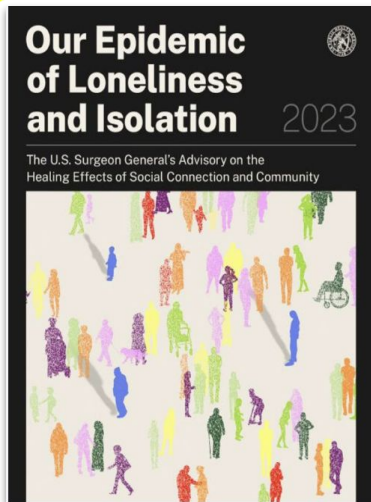
+

I feel confident I can do IT ⟶ Self-Efficacy
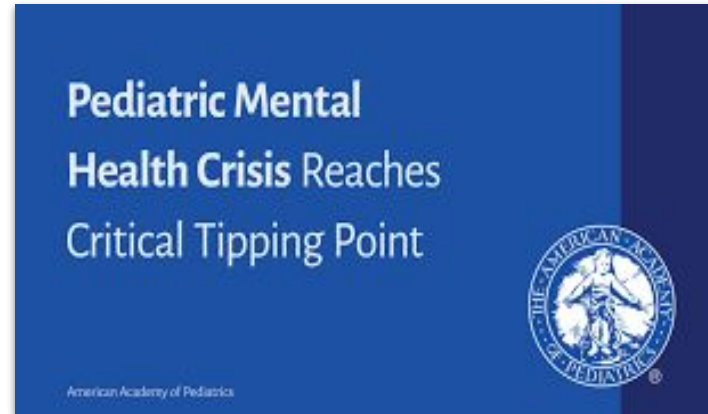
I WILL do it

Clarity & Understanding

1. **The WHY** (problem/needs)
2. **The WHAT** (practices)
3. **The OUTCOMES** (goals)
4. **The ROLES** (behavior)
5. **The HOW & WHEN** (plan)

Shared understanding of why IT is needed

Shared understanding of what IT is

Shared understanding of the student outcomes to be achieved by implementing IT

Clarity

Shared understanding of the plan & supports that will be made available to implement IT

Understanding of the specific role leaders & staff play in implementing IT
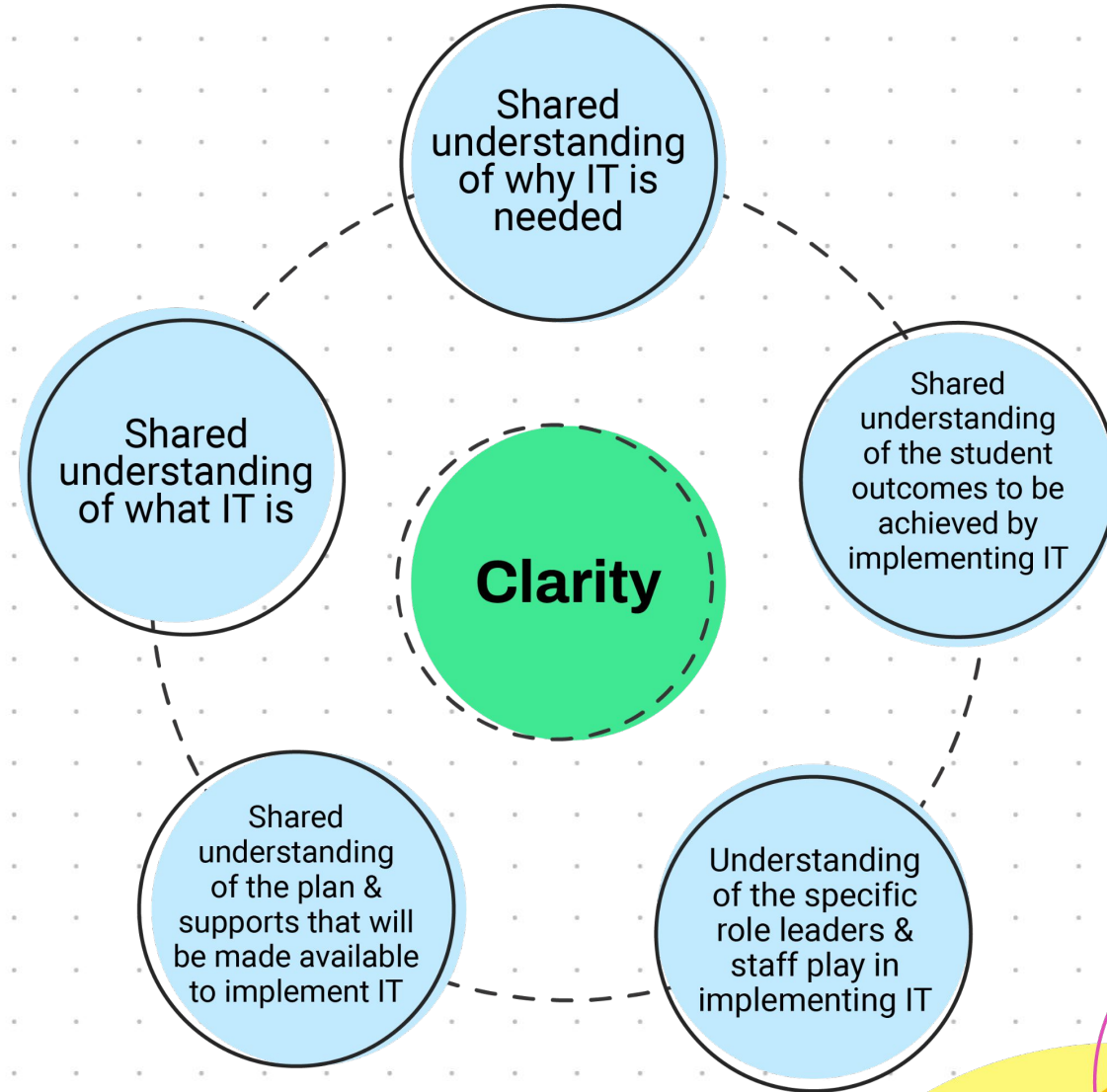
Awareness & Recognition of the Problem

Pediatric Mental Health Crisis Reaches Critical Tipping Point

American Academy of Pediatrics

Advisory: The Healing Effects of Social Connection

American Academy of Pediatrics (AAP), the American Academy of Child and Adolescent Psychiatry (AACAP) and the Children's Hospital Association (CHA)

U.S. Surgeon General: Protecting Youth Mental Health

Outcome Expectancies

Agriculture

Aviation

Medicine
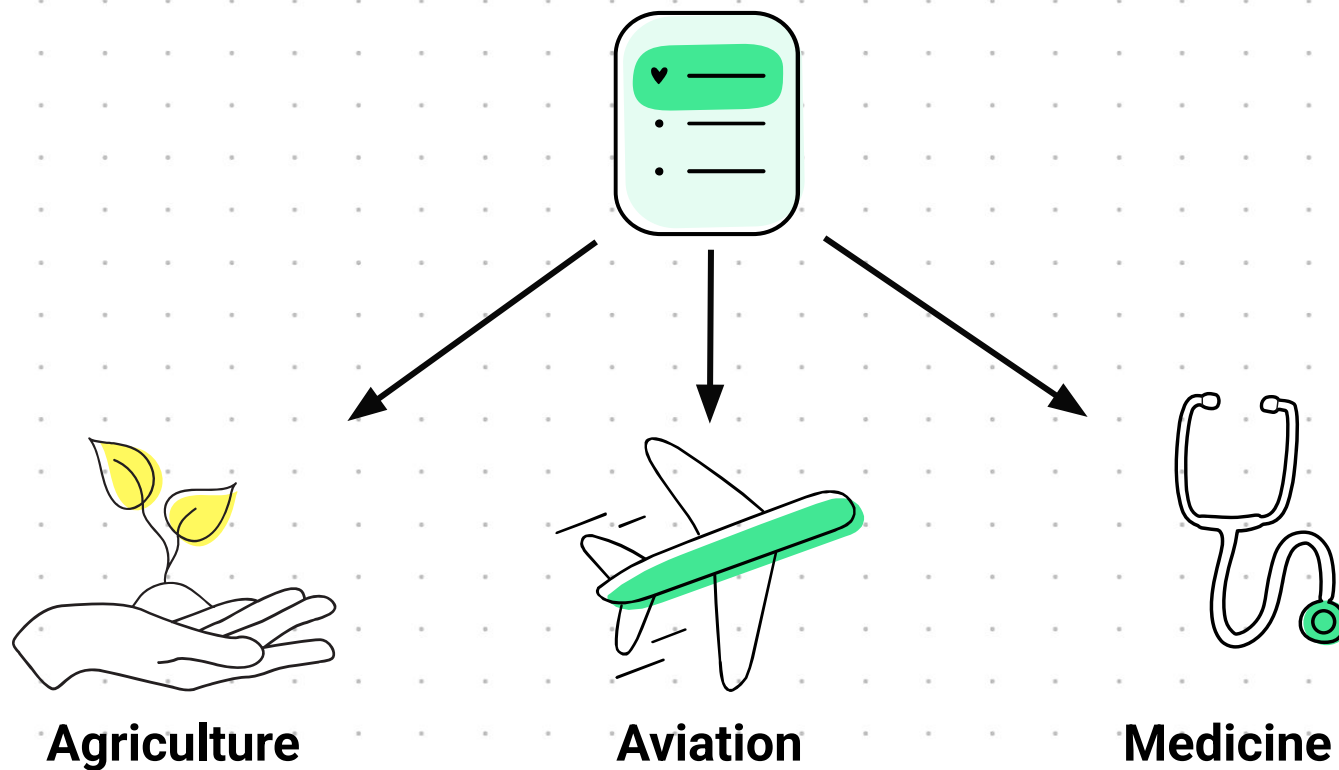
Social Norms & Pressure

Letting it Happen
Diffusion

Information and materials are **passively shared** with educators, and educators are held **accountable to integrate practices into routines on their own.**

Helping it Happen
Dissemination
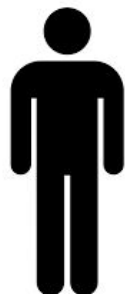
Information and materials are **actively and consistently shared** with educators, but educators are held **accountable to integrate practices into routines on their own.**

Making it Happen
Implementation

Purposeful and strategic use of implementation supports at each stage of the process. A site-based leadership **team is accountable** to support educators to achieve successful implementation.

Educator Efficacy

LoHi **Practices** =

Low-Burden
- Feasible: clear, concrete, doable behaviors
- Implementation supports: fidelity tool, training, PLC protocol, technical assistance resources

**High-Impact**
- Evidence: defensible and confidence - research & practice-based evidence
- Appropriate: appropriate for the students who are intended to benefit from it

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Criteria	Rating Meets - 2 Partially Meets - 1 Does Not Meet - 0	Note about strengths and weaknesses
Evidence criterion research-based evidence and practice-based evidence to provide compelling data that implementation is likely to result in meaningful changes in student outcomes		
Feasibility criterion how doable and easy is it for it to deliver the core components of the program with fidelity given any time constraints?		
Clarity and specificity criterion whether the program and practices are clearly defined and operationalized such that implementers understand the behaviors they need to perform to implement with fidelity		
Costs/Affordability the amount a program or practices cost to sustain over time		
Cultural and developmental appropriateness how suitable is the program developmentally and culturally for the students it is serving		
Fidelity and implementation supports established fidelity rubric and implementation supports (training, coaching, PLC process, practice profiles)		

Measuring Motivational Readiness to Implement

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BRIGHTER TOMORROW
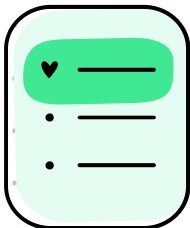
Motivational Readiness to Implement

Gathering Data to Drive Decisions

| Items	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I clearly understand how to implement the core features of [name of program or practice]. (clarity)						
Implementing [name of program or practice] aligns with my professional values and role. (value/identity alignment)						
There is a clear need among students in our school for us to implement [name of program or practice]. (need/problem recognition)						
I believe [name of program or practice] will result in beneficial outcomes that make the time and energy to implement it worth it. (outcome expectancies)						
I believe that trusted and respected educators like me implement [name of program or practice]. (social proof/norms)						
I feel confident in my ability to implement [name of program or practice] given other things on my plate. (self-efficacy)						
I have every intention of implementing [name of program or practice]. (behavioral intentions)						

Clearing the Way
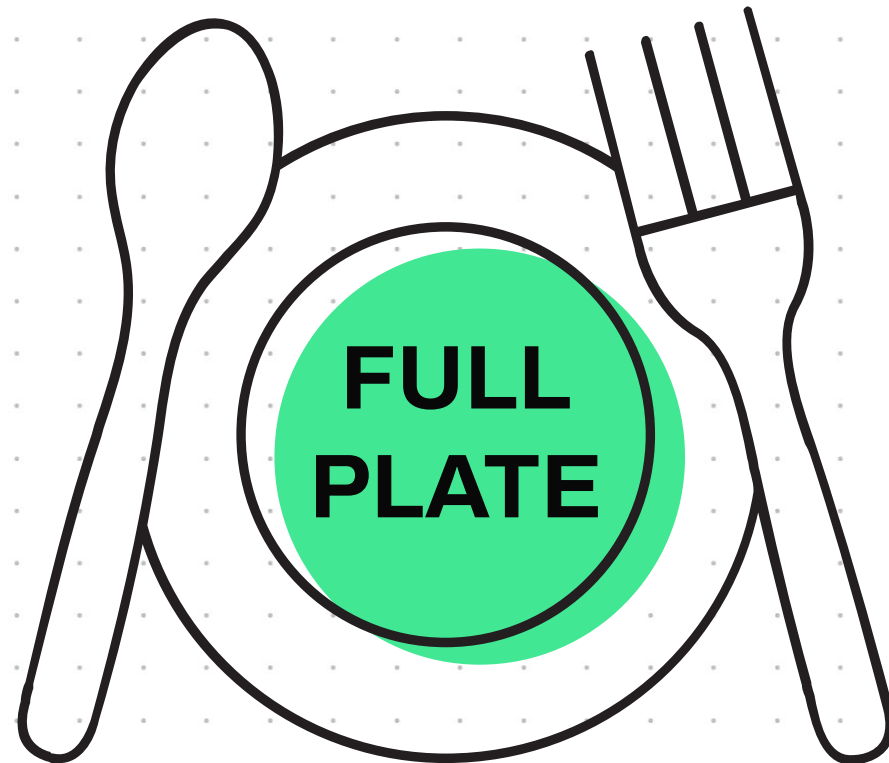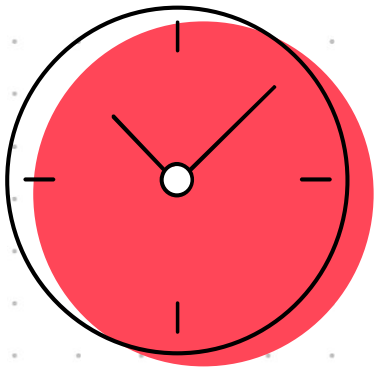
Not Enough Time

"With all the **competing demands for time,** it feels like there isn't enough time to implement the practices"
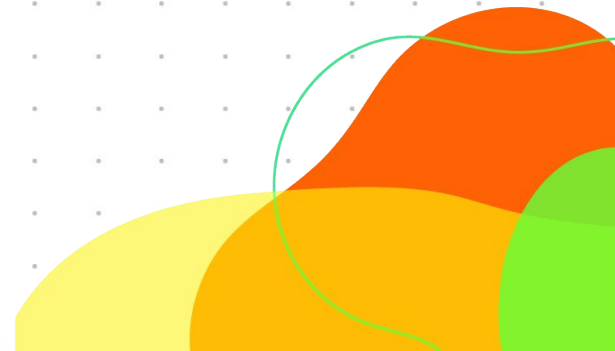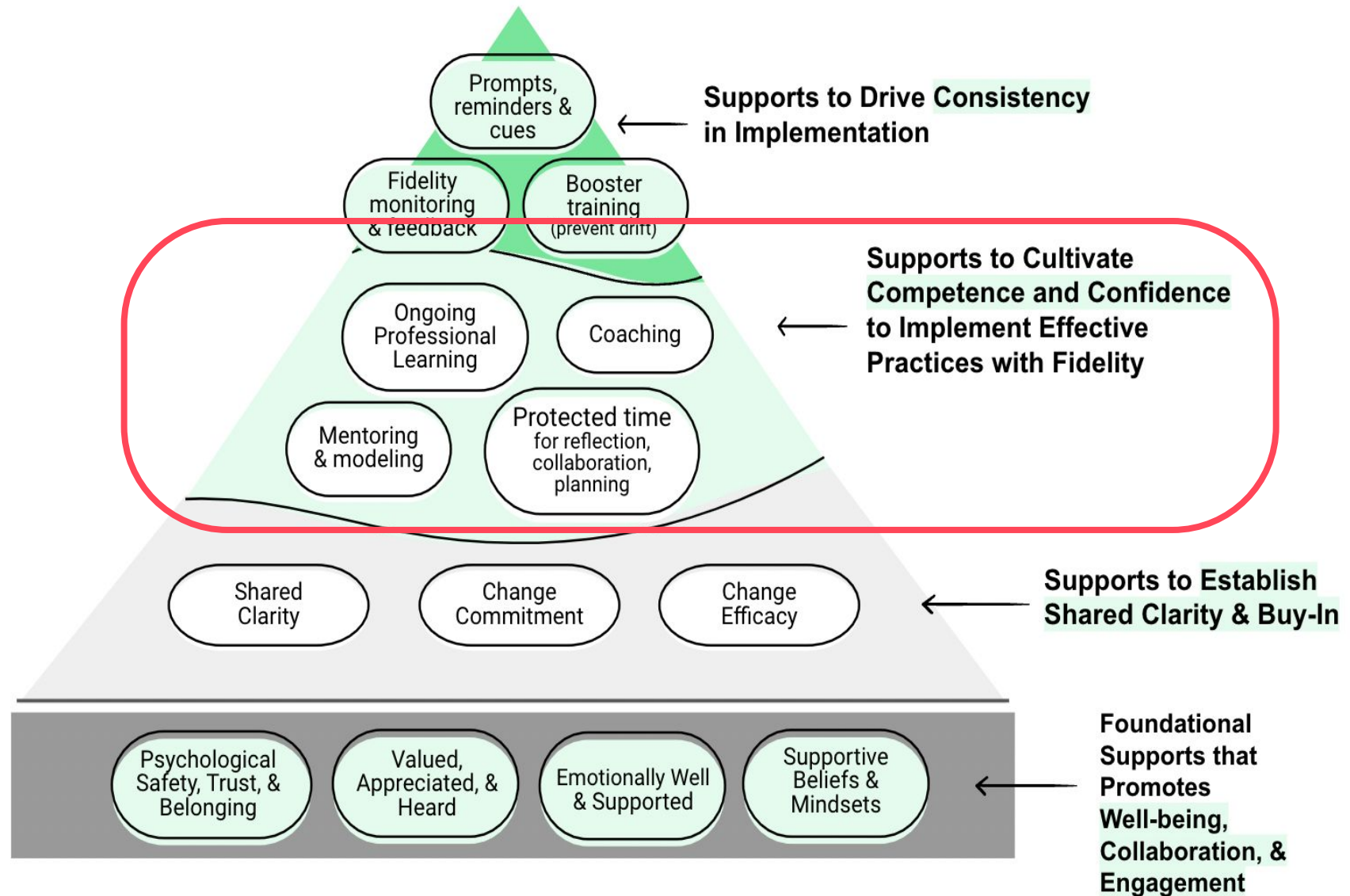
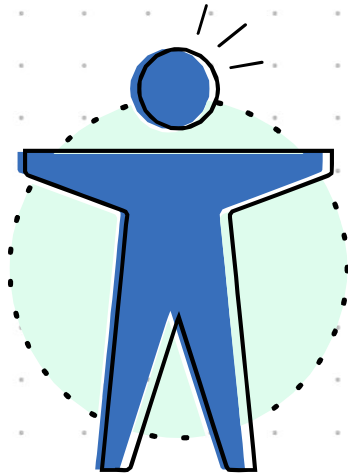# Strategy to Address Time

De-Implement

FULL PLATE
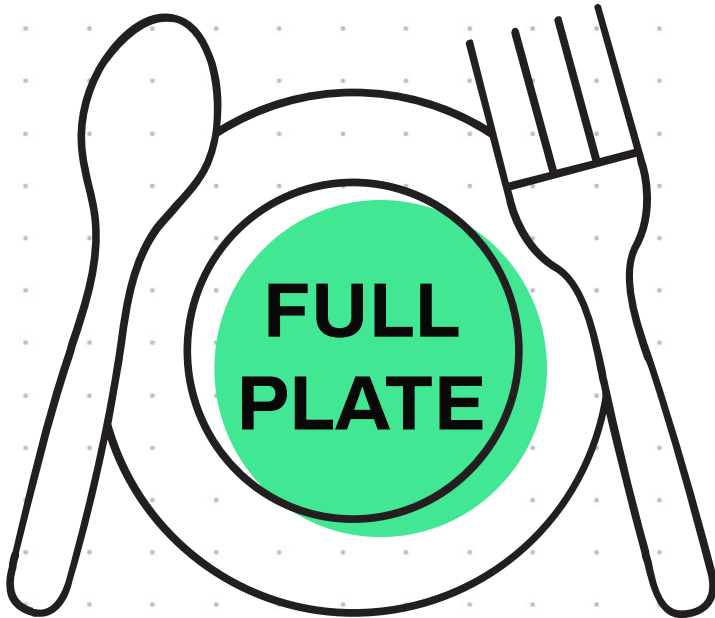
1. Identify the program, practice, or scope of work to de-implement
2. Estimate the prevalence of staff using the program or practice
3. Identify potential factors that maintain use of the practice
4. Develop de-implementation plan to extinguish program or practice
5. Evaluate the effects of the de-implementation plan
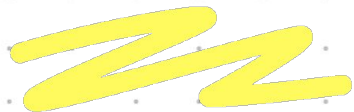
The 4Cs Model to Support Implementation Success

Prompts, reminders & cues

Fidelity monitoring & feedback

Booster training (prevent drift)

Supports to Drive Consistency in Implementation

Ongoing Professional Learning

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Mentoring & modeling

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Building Confidence

Perception/Reality Mismatch

Strategy to Address Perception/Reality Mismatch

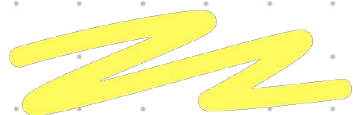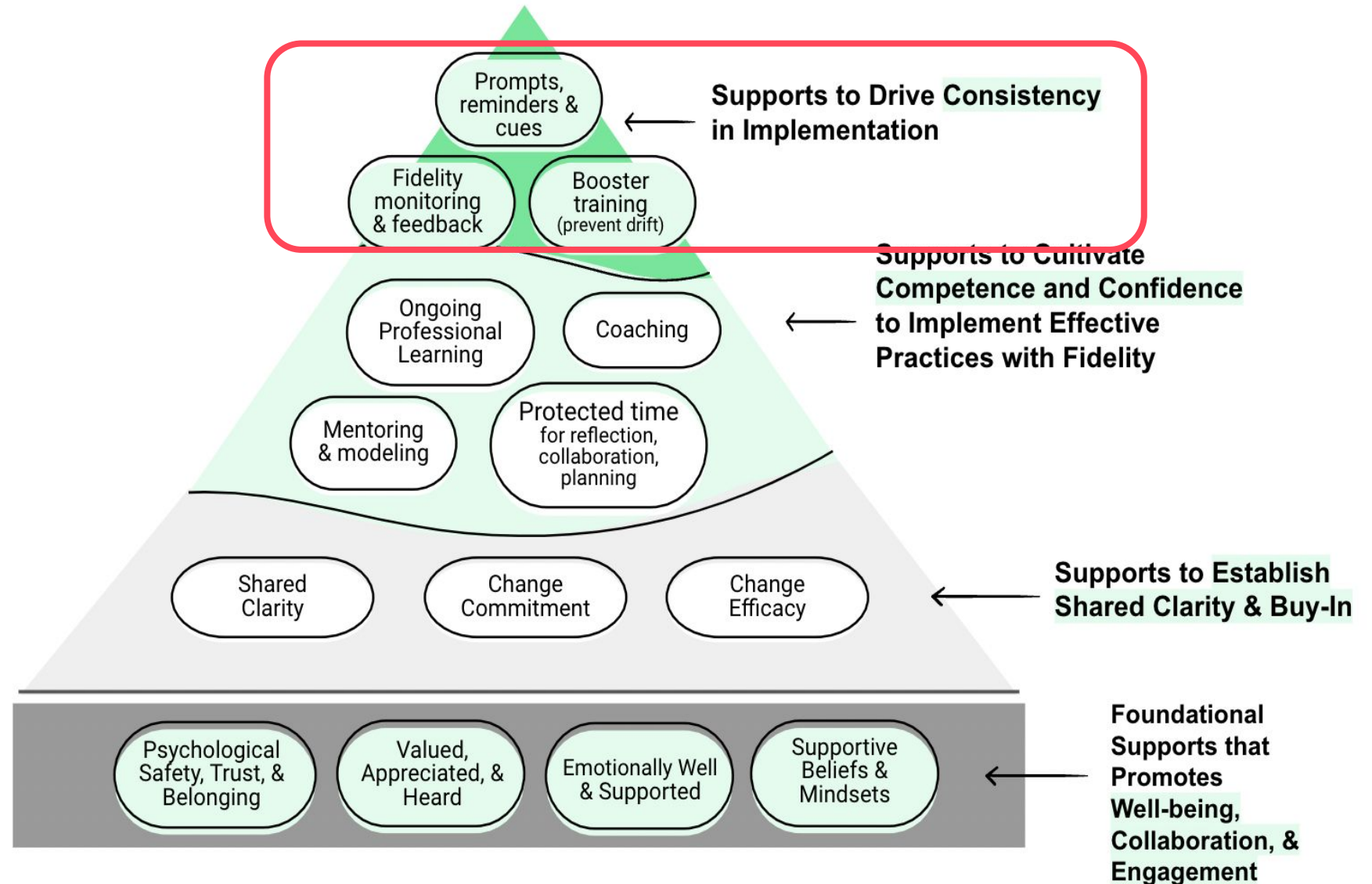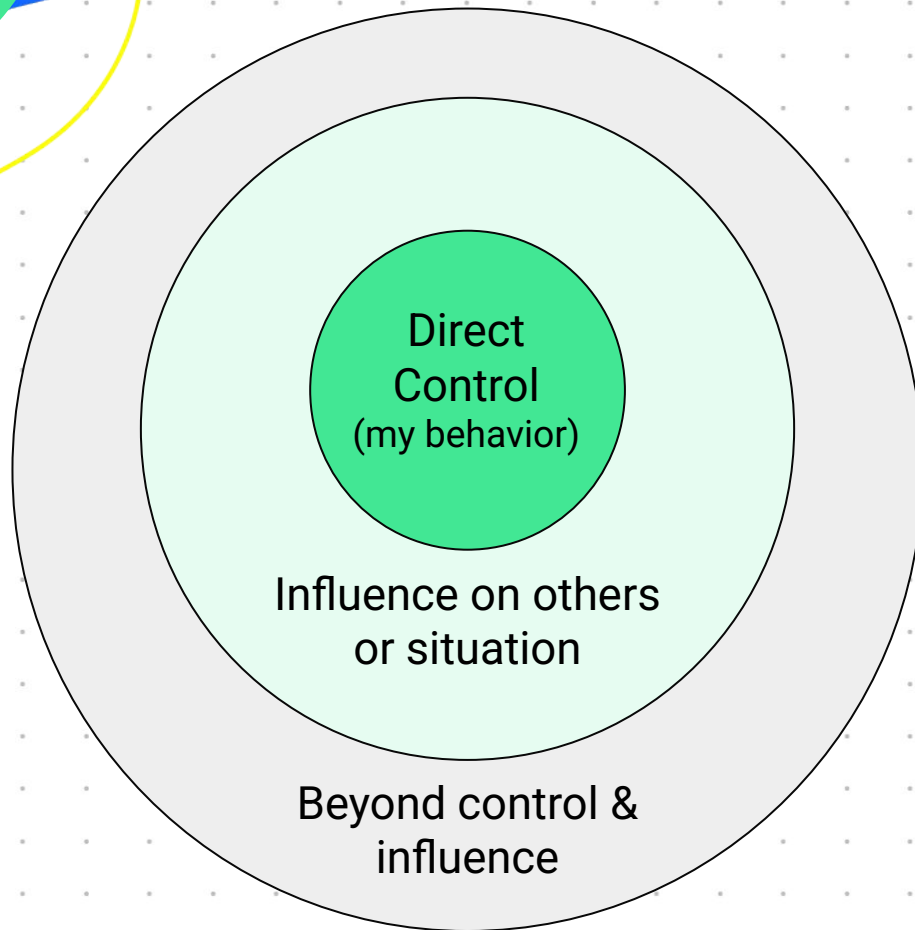**Perception/Reality Mismatch**

Increase Knowledge

1. Continuous Training Cycle
2. Dedicated Coaching & Technical Support
3. Modeling - Co-Facilitated Delivery
4. Mentoring - High Skill w/ Growing Skills
5. Fidelity Audit & Feedback

Within Your Control

The 4Cs Model to Support Implementation Success

Supports to Drive Consistency in Implementation
- Prompts, reminders & cues
- Fidelity monitoring & feedback
- Booster training (prevent drift)

Supports to Cultivate Competence and Confidence to Implement Effective Practices with Fidelity
- Ongoing Professional Learning
- Coaching
- Mentoring & modeling
- Protected time for reflection, collaboration, planning

Supports to Establish Shared Clarity & Buy-In
- Shared Clarity
- Change Commitment
- Change Efficacy

Foundational Supports that Promotes Well-being, Collaboration, & Engagement
- Psychological Safety, Trust, & Belonging
- Valued, Appreciated, & Heard
- Emotionally Well & Supported
- Supportive Beliefs & Mindsets

Direct
Control
(my behavior)

Influence on others
or situation

Beyond control &
influence

We can't **make** implementers have our same priorities right away. We can **influence** their priorities based on what we have direct control over

Finding Opportunities of Influence...

... to give a

NUDGE

in the intended direction.

Action Phase:
Enacting and Sustaining Behavior Change

Systems of Implementation Support

- Ongoing training
- Coaching, Mentoring, and Modeling
- Protected time for collaboration, reflection, planning
- Fidelity monitoring & feedback
- Cueing systems to prompt & remind
- Problem-solving hurdles to implementation
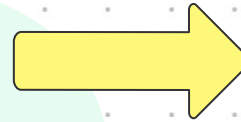
Action
(enacting and sustaining behavior change)

Implementation Outcomes:
- Adoption, Fidelity, Sustainment

5 Essentials within Your Control

	Implementation Support	Intended Outcome
01	Ongoing, Distributed Training	Learning
02	Coaching, Mentoring, and Modeling	Doing through Social Support
03	Protected Time for Collaboration & Planning	Thinking & Planning
04	Fidelity Monitoring & Feedback	Continuously Improving
05	Cueing Systems: Prompts, Reminders, Nudges	Remembering

Intentional Exit

Reflect

"What needs to shift for implementation to actually work?"

- What **Strategies** feel most immediately relevant?

- What **Action Step** will you take next to support Implementation Success?

Share

- 1 **Idea** that was new, or

- 1 Thing you're going to **share**, or

- 1 **Curiosity** you still have

60 Second Feedback

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