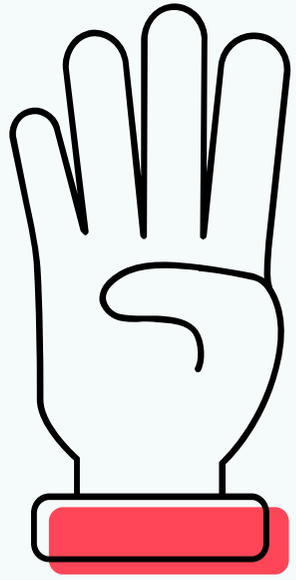
Change is Hard Personal and Emotional

Using Implementation Science Makes it Easier!

@characterstrong

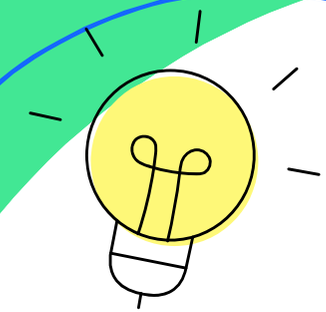
What’s Your Summer Self-Care Style?

Which best describes how you recharge over the summer?”



What's Your Summer Self-Care Style?

1. **Restorative:** Naps, slow mornings, nature walks
2. **Adventurous:** Travel, hiking, trying new experiences
3. **Creative:** Writing, art, gardening, building
4. **Social:** BBQs, family adventures, hosting gatherings



1

Think of a time when your organization adopted something new, and **it did not gain results?**

a. What was it?

b. What was the cost?

c. Human?

d. Capital?

What does it really cost when we don't pay attention to **Implementation?**

600 educators trained, we can expect to see this program/practice in **30 classrooms (5%).**

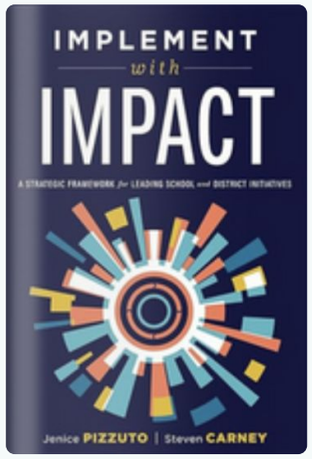
Joyce and Showers

Without focusing on skill-building to improve fidelity to EBPs/EIIs, **an average district may spend $300,000 on training for 600 staff** and only achieve a Return on Investment of 30 teachers actually using the EBP/EII in their classrooms as intended.

Therefore, most students will not benefit.

Gerald R Williams 2015

Meet your trainer



Jenice Pizzuto

Implementation Training Specialist

Author, Board Member Global Implementation Society

- Name and Role
- A food I cannot live without is…

Today’s information

Some information will be **NEW**

Some information will be **REVIEW**

Some information **CHALLENGE** what you currently know

Goals for our Time Together

Objective #1 Understand the the difference between wicked problems and critical problems

Build capacity and shift culture through learning.

Belief: Great implementation depends on great implementers.

Goals for our Time Together

Objective #2: Build *implementation literacy.*

Understand the discipline. Apply the research. Drive results.

Belief: Implementation is a science.

Goals for our Time Together

Objective #3: Develop Understanding of Human-and Learning-Centered Implementation

Expect resistance. Normalize emotion. Lead with intention.

Belief: Change is hard, personal, and emotional.

WE ARE ON TRACK FOR TROUBLE.

“IMPLEMENTATION SCIENCE RESEARCH HAS ESTIMATED THAT TWO-THIRDS OF IMPLEMENTATION EFFORTS FAIL."

Cook et.al., 2019

Critical Problems

- Are urgent and significant issues with a defined problem statement and potential solutions
- Allow for clear framing, as they are well-defined and specific
- Often ‘thing’ based with achievable and static solutions
- Solutions that can be objectively evaluated

WE ARE ON TRACK FOR TROUBLE.

“IMPLEMENTATION SCIENCE RESEARCH HAS ESTIMATED THAT TWO-THIRDS OF IMPLEMENTATION EFFORTS FAIL."

Cook et.al., 2019

Wicked Problems

Interaction-based innovations present ‘wicked problems’ *(Rittel and Webber, 1973).*

- Complex, multi-faceted, and challenging
- Ill-defined and often evolve over time
- Fight back when solutions are attempted
- Context-dependent solutions
- Require precise and persistent implementation capacity

Character Strong

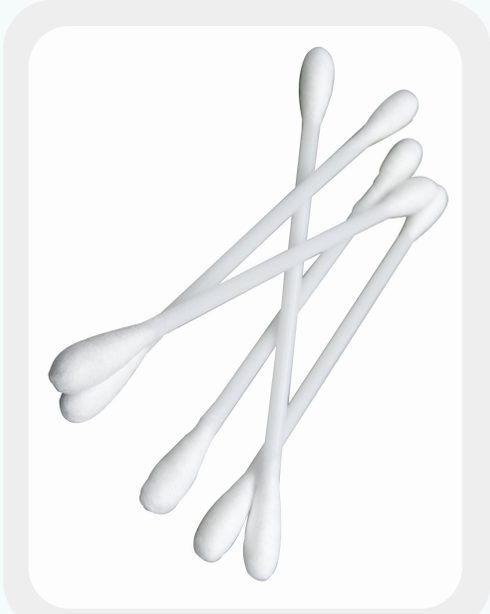
2

Quick Write

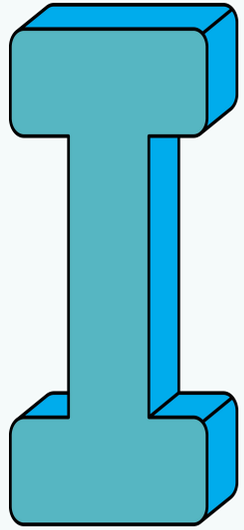
Write a definition of Implementation science

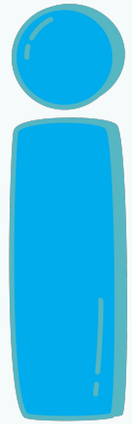
What are these things?

What does this have to do with our work?



What does this have to do with our work?

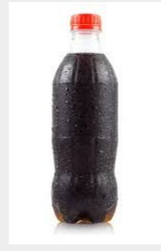




Adopt

Use/Try

Tight/Loose



How do we close the implementation gap?

The gap between what we know and what we do to implement MTSS.

Effective Implementation is **complex**

Synonymous with **Change**

Requires careful **Planning**

Uses frameworks
Implementation **Teams**
and **Implementation Tools**

Takes place in **Stages**

Formula for Success

Effective Innovations

Evidence-based Practice
EBP

X

Effective Implementation

Implementation: framework, plan, and team

X

Enabling Conditions

Human and learning- centered design

=

Socially Significant Outcomes

Fixsen, Naoom, Blase, Friedman, & Wallace 2008

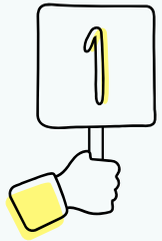
↓

MTS

S

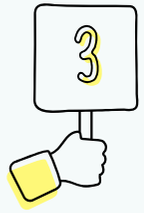
Read these

3

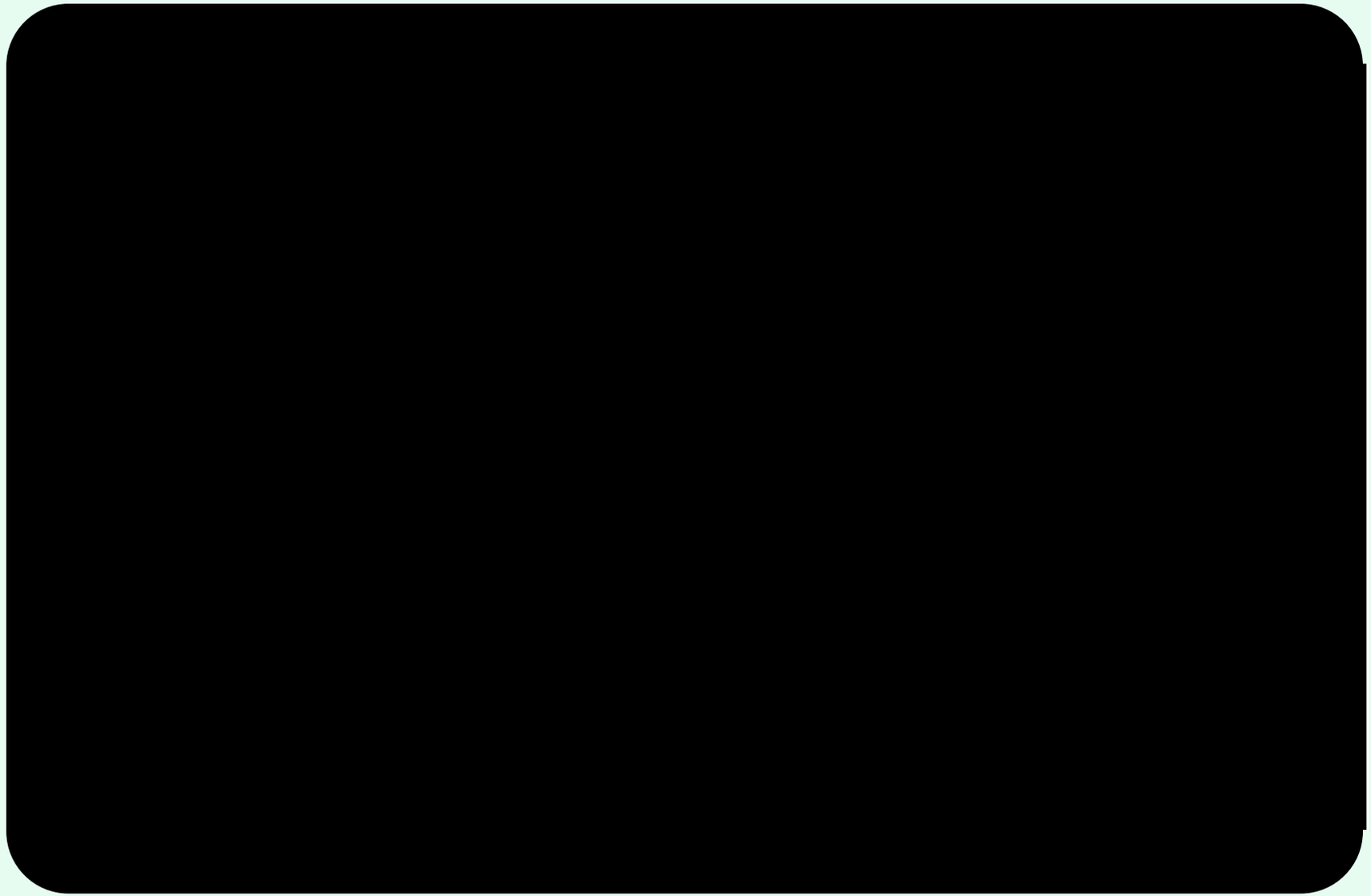


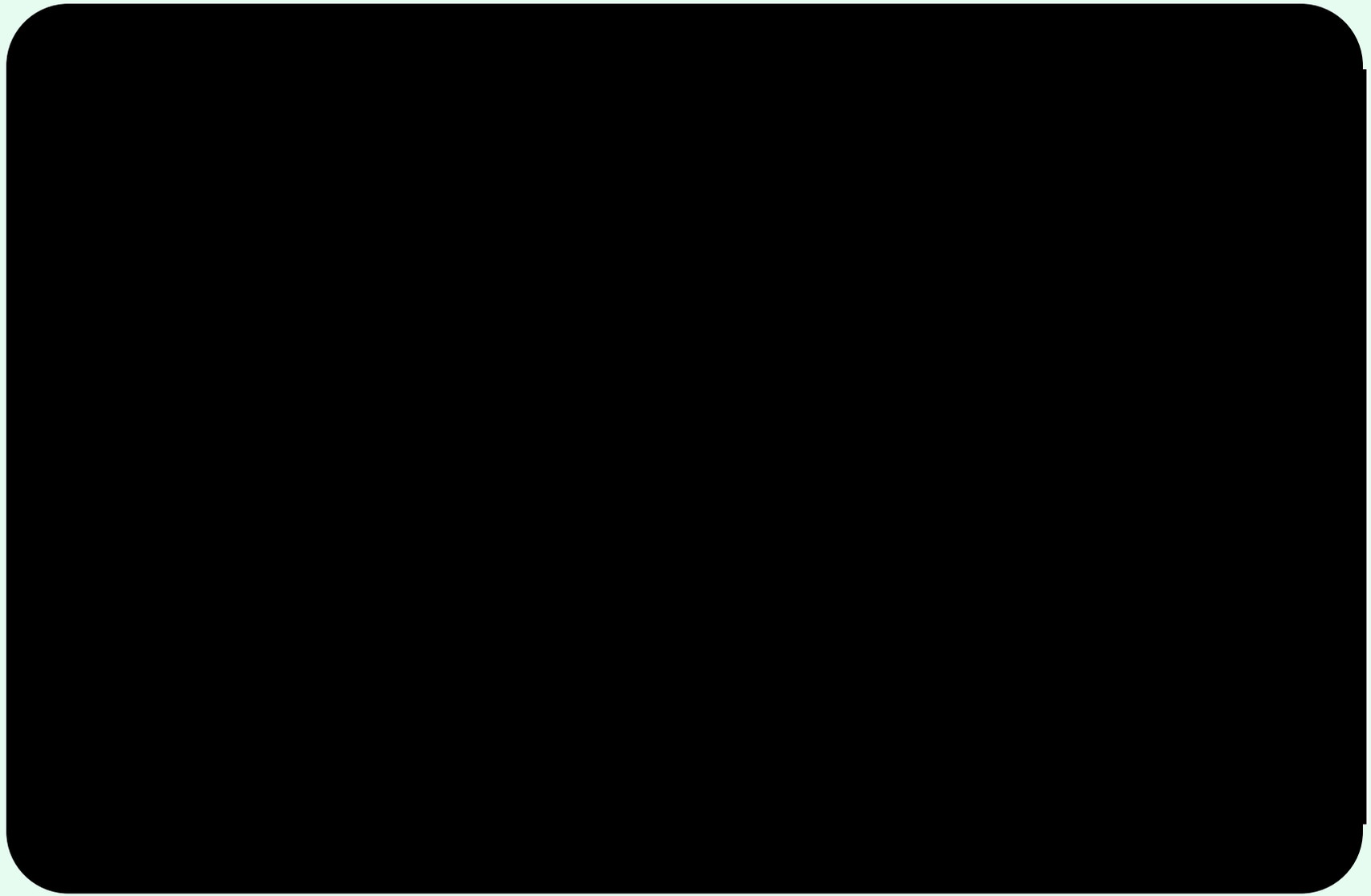
Implementation science is how “we get ‘what works’ to the people who need it, with greater speed, fidelity, efficiency, quality, and relevant coverage” **(University of Washington, n.d.).**

Implementation science is the “application and integration of research evidence into practice and policy” **(Glasgow, Eckstein, & ElZarrad, 2013, p. 26).**



The study of how to implement evidence-based practices right and well so that they have an impact. **(Pizzuto, Carney 2024 p. 23).**





Implementation = Change = Learning

Implementation is a **process** not an event.

Turn & Talk

- Thoughts?
- Aha’s?

Refine Your Definition

Round robin share with your table.

Character Strong

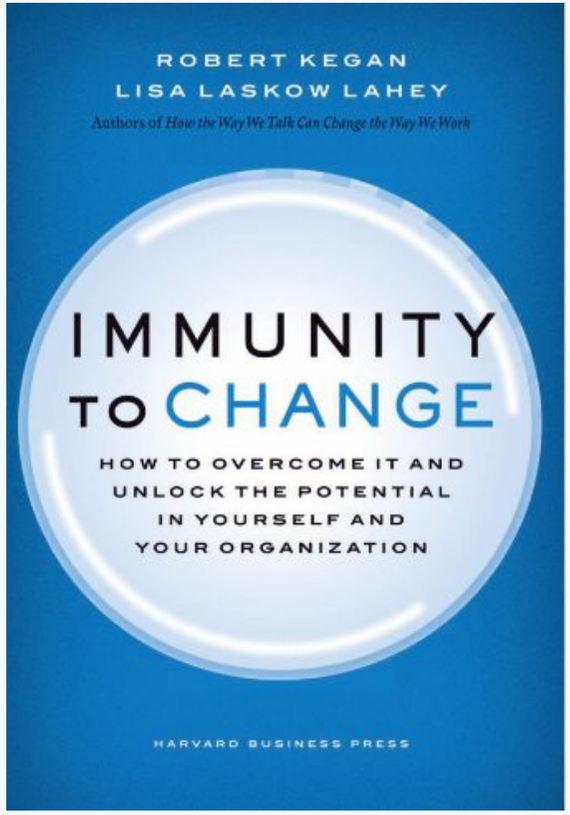
What if your organization used **impactful, easy to understand and translate** implementation tools to support your ongoing and new change efforts?

Students cannot benefit from **ineffective things** implemented well

OR

effective things that they do not receive

“Just Do It” doesn’t work



Only 1 in 7

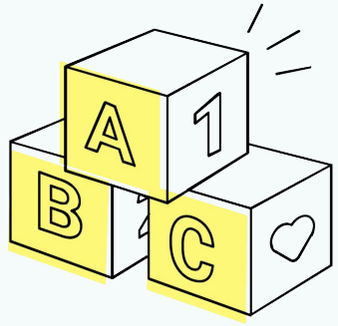
make the change

~~**Just Do It.**~~

Change is hard, personal, and emotional!

Connection

Matters.



Sometimes We're Not Getting the **ABCs** Right

A Adult

B Behavior

C Change

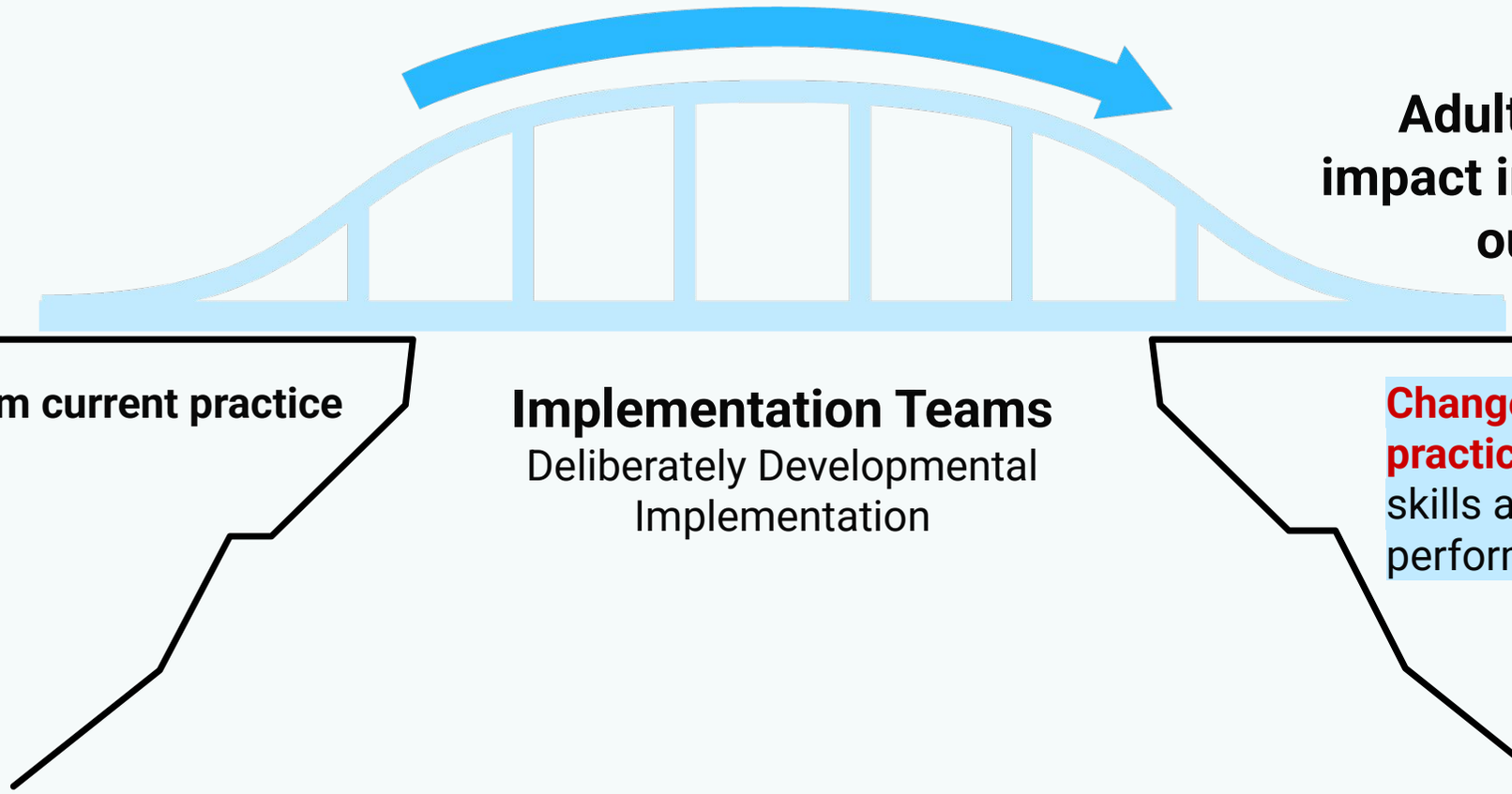
Moving from:

‘Adopting’ a new program, practice, strategy, or policy

To:

Making the giant leap, include **DDI, all along the implementation journey.** Support people to and through the implementation to build practitioner **K**nowledge, **S**kills, and **A**ttitudes (K.S.A.’s).

GIANT LEAP



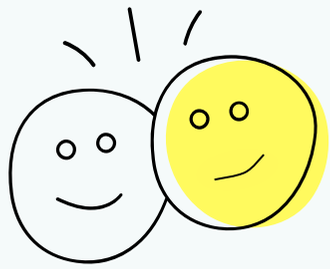
From current practice

Implementation Teams
Deliberately Developmental Implementation

Adult learning to impact implementation outcomes

Changes are in daily practice, staff knowledge, skills and attitudes to perform **80% fidelity**

GROW



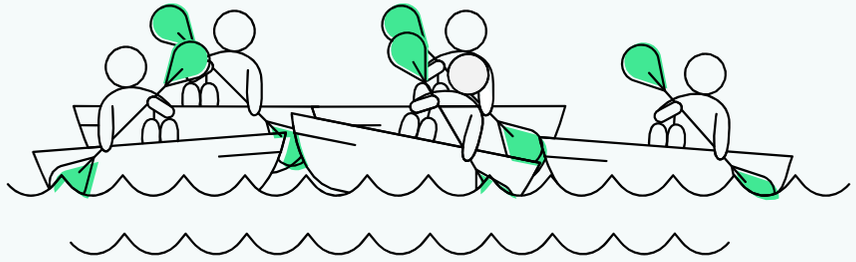
K S A

Goal = Utilizing a **learning and improvement culture.**

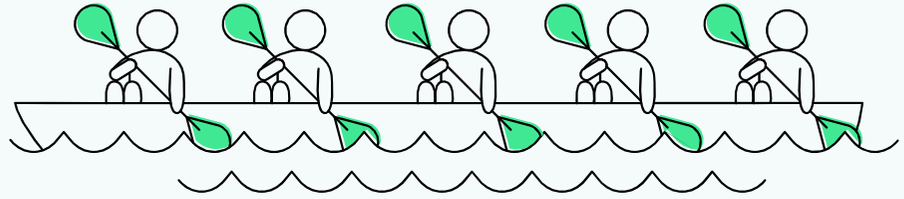
Reciprocal vs. Transactional.

Abundance vs. Scarcity.

Going from this… to this.



Everyone in the same boat and rowing in the same direction with paddles to achieve prioritized student outcomes of interest



This is how we solve the implementation gap.

Character Strong

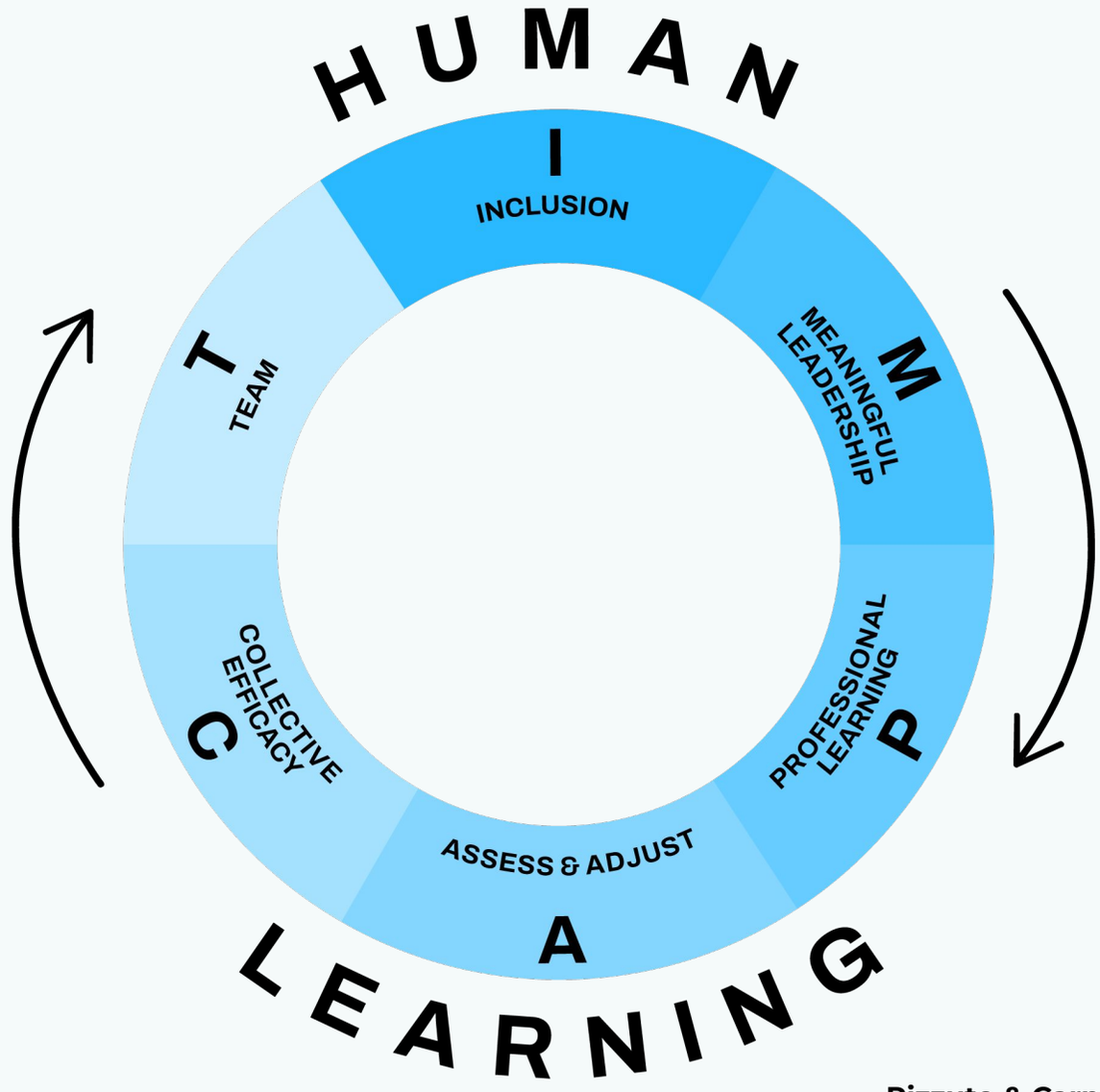
Effective implementation requires focusing on growing the implementers....with a **Human and Learning-Centered** mindset.

I.M.P.A.C.T:

Implementation Framework

Human and Learning-Centered

Design Elements©



Pizzuto & Carney, 2021©

Human-Centered:

An essential addition to traditional implementation science, ***prioritizes trust, psychological safety, and belonging,*** ensuring implementers feel **seen, heard, and valued** throughout the change process.

Learning-Centered:

Grounded in ***adult learning and improvement science***, this approach ensures **learning is relevant**, job-embedded, and adaptive—building the **mindsets, skills, and capacity** needed for sustained and effective implementation**.**

Key Components of Human and Learning-Centered

- **Relationships before strategies** – Implementation must be built on trust, belonging, and human connection.
- **Implementation as learning** – It's not a one-time training; it's an ongoing process of learning, applying, reflecting, and adapting.
- **Emotionally intelligent systems** – Acknowledging that emotions and psychological safety impact how people engage with change.
- **Co-design with implementers** – Engaging those closest to the work in shaping how change is introduced and supported.

Knoster Complex Change Model

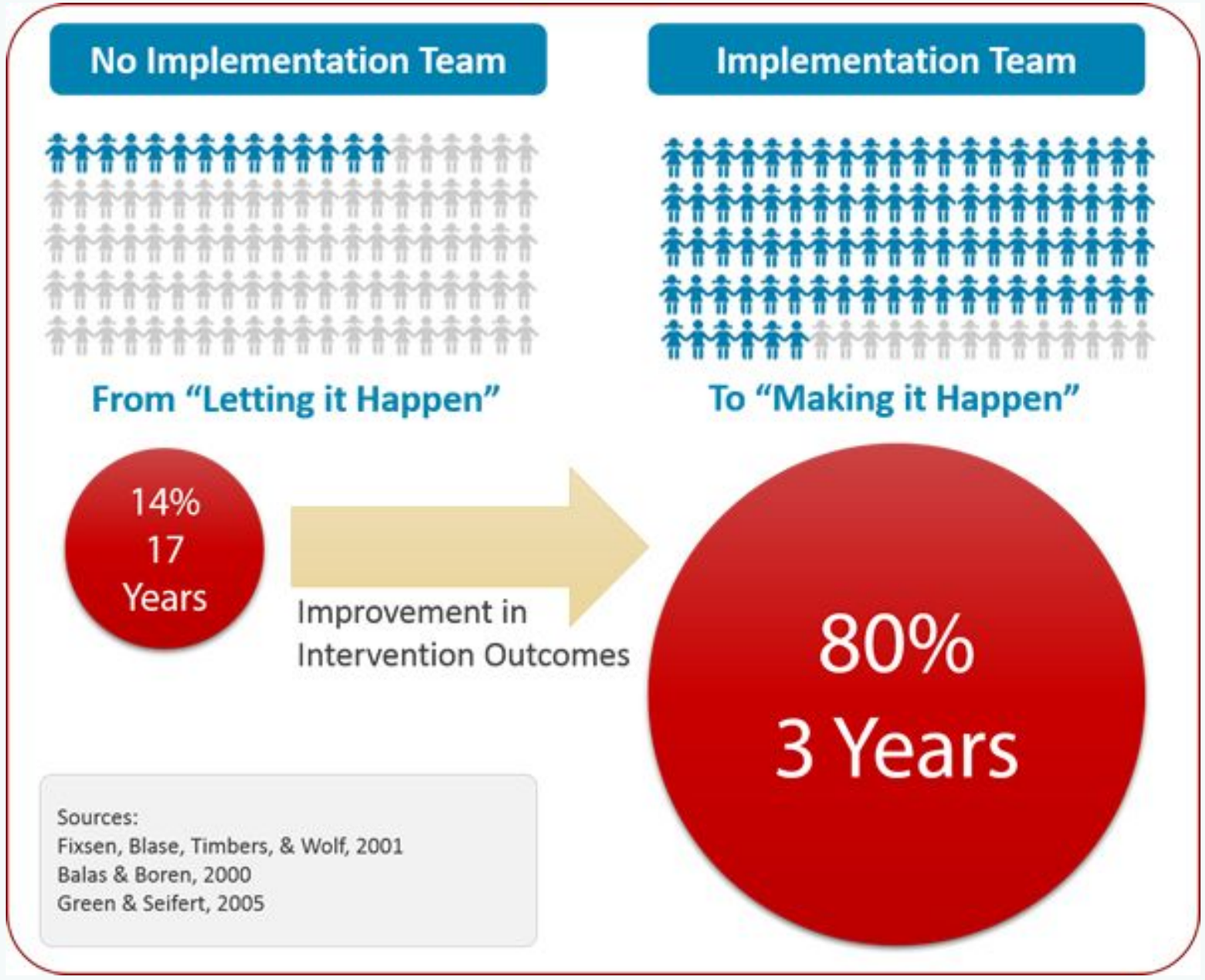
Adapted from Knoster, T., Villa, R., & Thousand, J. (2000). A framework for thinking about systems change. In R. Villa & J. Thousands. (Eds.). Restructuring for caring and effective education: Piecing the puzzle together. (pp. 93-128). Baltimore: Paul H. Brookes Publishing Co.

In the education or human service system, where resources and time are limited, strategic implementation can often be the **difference between programs that fail and programs that create sustainable change**."

- Aaron R. Lyon PhD, SMHSA Implementation Science and Practice In the Education Sector, 2019

"It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it **manifests itself in the day to day work of people in schools."**

- Education Endowment Foundation, 2018

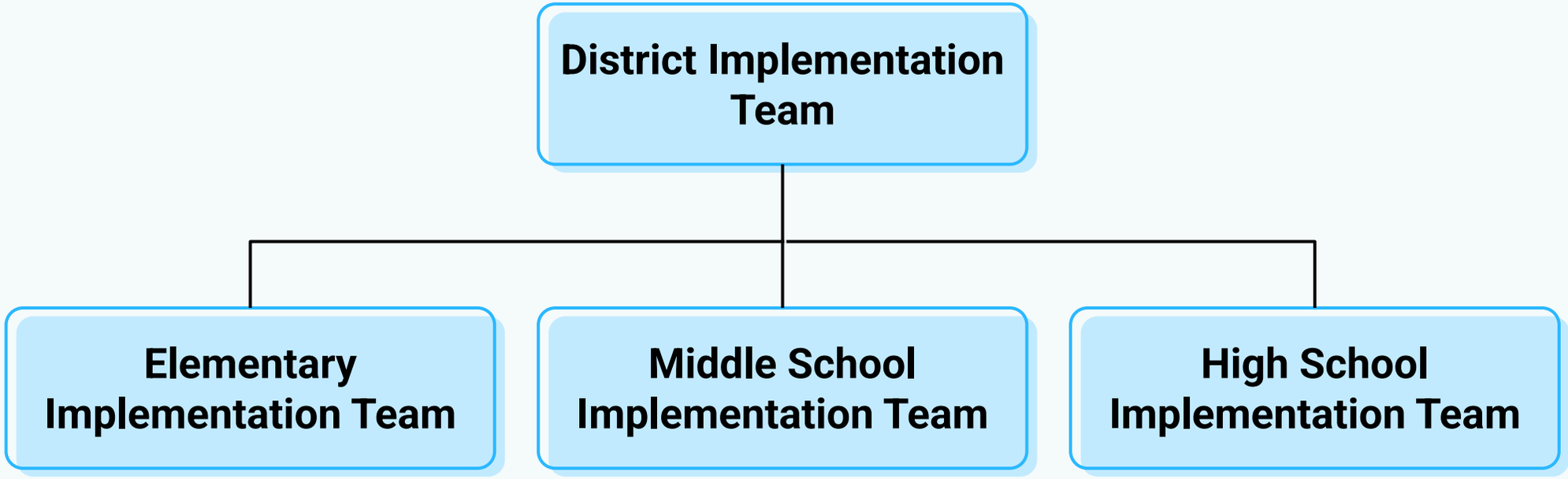

No Implementation Team
Implementation Team
From "Letting it Happen"
To "Making it Happen"
14%
17
Years
Improvement in
Intervention Outcomes
80%
3 Years
Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005

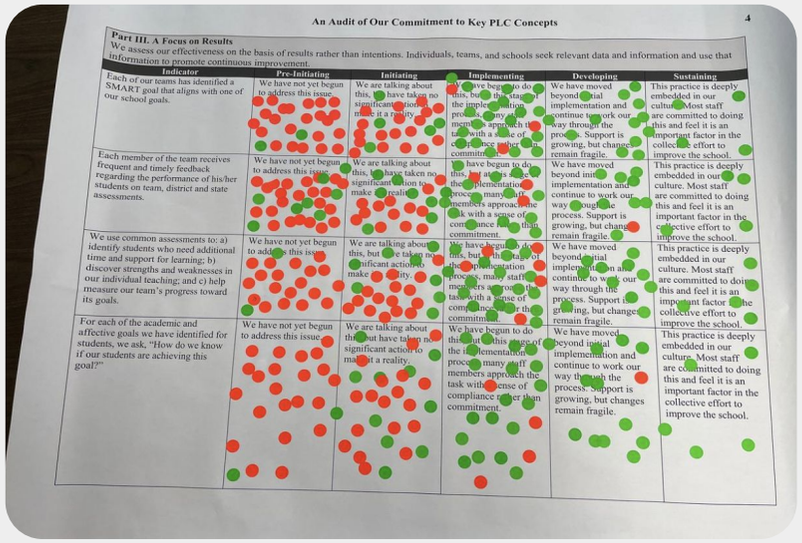
Building Implementation Teams - Bottom-up Leadership

Benefits:

- Distributed Leadership
- Built-in credibility creating greater staff buy-in
- Tapping knowledge and expertise of teaching staff

Implementation Team Hierarchy





An Audit of Our Commitment to Key PLC Concepts 4

Part III. A Focus on Results
We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Each of our teams has identified a SMART goal that aligns with one of our school goals.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
Each member of the team receives frequent and timely feedback regarding the performance of his/her students on team, district and state assessments.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
We use common assessments to: a) identify students who need additional time and support for learning; b) discover strengths and weaknesses in our individual teaching; and c) help measure our team's progress toward its goals.	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.
For each of the academic and affective goals we have identified for students, we ask, "How do we know if our students are achieving this goal?"	We have not yet begun to address this issue.	We are talking about this, but have taken no significant action to make it a reality.	We have begun to do this, but at this stage of the implementation process, many staff members approach the task with a sense of compliance rather than commitment.	We have moved beyond initial implementation and continue to work our way through the process. Support is growing, but changes remain fragile.	This practice is deeply embedded in our culture. Most staff are committed to doing this and feel it is an important factor in the collective effort to improve the school.

I believe that there is strong leadership guiding our RTI system.

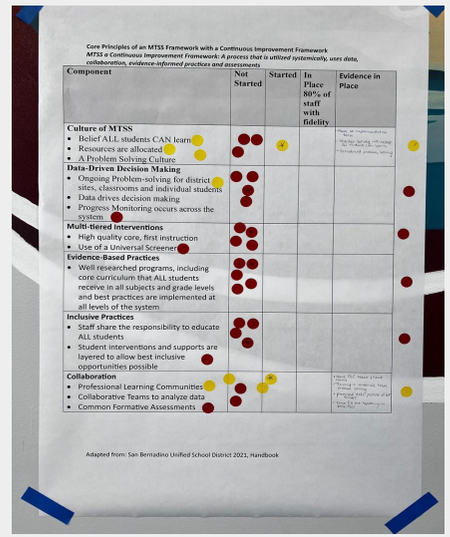
Copy chart

31 responses

19%

- Not applicable to my position OR I do not know
- Strongly DISagree
- Somewhat DISagree
- Somewhat AGREE
- Strongly AGREE

Character Strong



Core Principles of an MTSS Framework with a Continuous Improvement Framework

MTSS a Continuous Improvement Framework: A process that is utilized systemically, uses data, collaboration, evidence-informed practices and assessments

Component	Not Started	Started	In Place 80% of staff with fidelity	Evidence in Place
Culture of MTSS • Belief ALL students CAN learn • Resources are allocated • A Problem Solving Culture				
Data-Driven Decision Making • Ongoing Problem-solving for district sites, classrooms and individual students • Data drives decision making • Progress Monitoring occurs across the system				
Multi-tiered Interventions • High quality core, first instruction • Use of a Universal Screener				
Evidence-Based Practices • Well researched programs, including core curriculum that ALL students receive in all subjects and grade levels and best practices are implemented at all levels of the system				
Inclusive Practices • Staff share the responsibility to educate ALL students • Student interventions and supports are layered to allow best inclusive opportunities possible				
Collaboration • Professional Learning Communities • Collaborative Teams to analyze data • Common Formative Assessments				

Adapted from: San Bernadino Unified School District 2021, Handbook

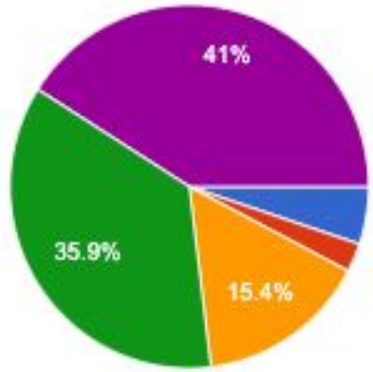
Klamath Falls City Schools

I believe that there is strong leadership guiding our MTSS system.

Copy chart

39 responses

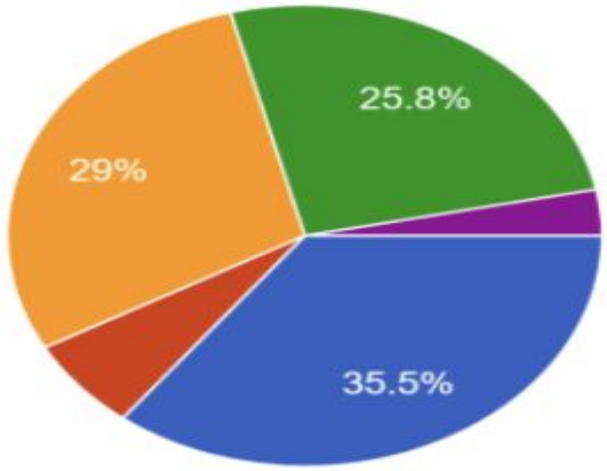
76%



- Not applicable to my position OR I do not know
- Strongly DISagree
- Somewhat DISagree
- Somewhat AGREE
- Strongly AGREE

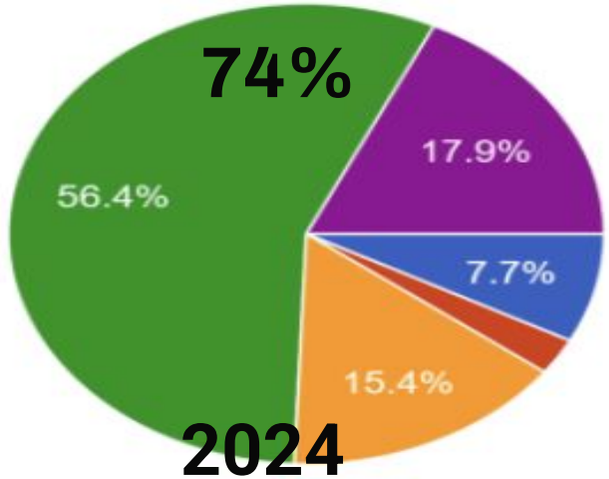
8. I believe that the implementation teams in my school/district are effective in mak
important educational decisions for students.

28%

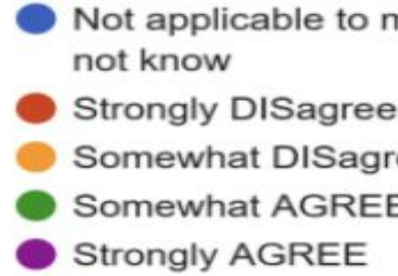


2021

74%



2024



State-Level Data Targeted Populations

K-5 Regular Attenders Details

Regular Attenders Details

District: Klamath Falls City Schools

Level: Elementary (Grades K-5)

Regular Attenders Level	Cut
Level 5	93
Level 4	89
Level 3	85
Level 2	52
Level 1	<52

The Regular Attenders indicator displays the percentage of students attending for more than 90 percent of their enrolled school days, the denominator, and the corresponding rating for each student group. The data table shows three years of data and the three-year average. Student groups are assigned a rating based on the three-year average. '*' means data was hidden to protect student confidentiality and 'Not Rated' refers to student groups that do not meet the minimum n-size of 20 to receive a rating. Note that the Students Experiencing Poverty student group replaced the formerly used Economically Disadvantaged student group.

State Long Term Goal: 93%

Student Group	Grade Range	2021-22	2022-23	2023-24	3-year Average	Level
All Students - Percent	K-5	52.6	61.7	62.2	58.9	Level 2
All Students - Denominator		1119	1097	1176	3392	
Students Experiencing Poverty - Percent	K-5	40.8	51.8	51.7	48.1	Level 1
Students Experiencing Poverty - Denominator		652	620	690	1962	
English Learners - Percent	K-5	52.6	58.2	60.3	56.7	Level 2
English Learners - Denominator		78	67	63	208	
Students with Disabilities - Percent	K-5	45.1	48.5	52.7	48.8	Level 1

Increases year over year in multiple groups

RESULTS Matter

Data included:
Interviews
Surveys
Observations
Artifact review
Data review

6th BEST

out of the 690 Oregon Elementary Schools

How do we close the implementation gap?

The gap between what we know and what we do to implement MTSS.

3 Things

- Acknowledge we face wicked problems
- Use implementation science Big I not little i
- Apply human and learning-centered design
- Build an implementation team

One Word... wrap up

Character Strong

60 Second Feedback