


**...then...**

**What is our responsibility?**



***“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”***

***(R. Elmore, 2002)***



**Additional Resources:**

<http://nirn.fpg.unc.edu>



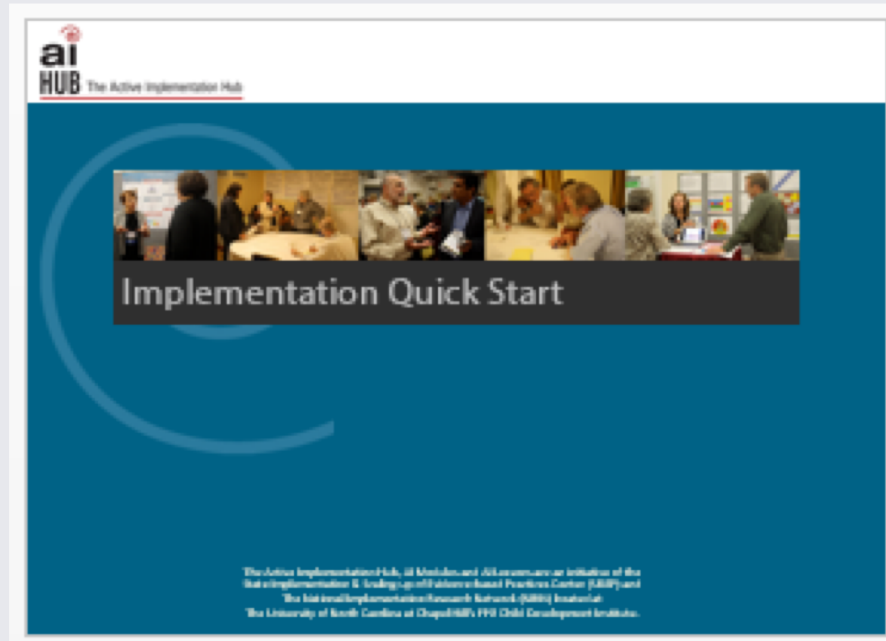
## **Implementation Research: A Synthesis of the Literature**

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).

© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008



## State Implementation & Scaling-up of Evidence-based Practices Center



**Additional Resources:**

**<http://sisep.fpg.unc.edu>**



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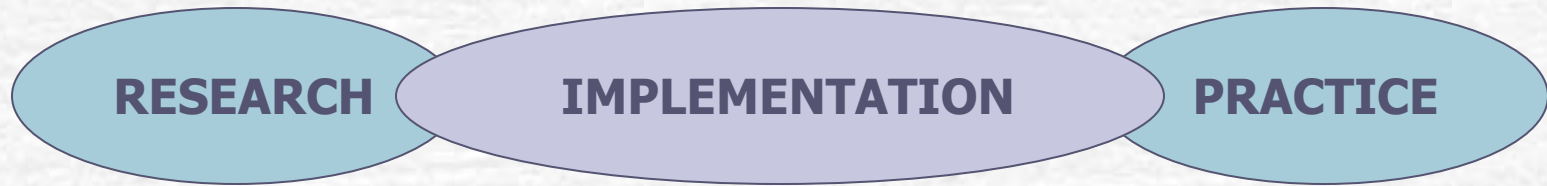
# ***Creating Systems for Sustainability***

## **Part 1**

### **Designing for Sustainability**

*Beth A Steenwyk*  
*Design and Implementation Consultant*

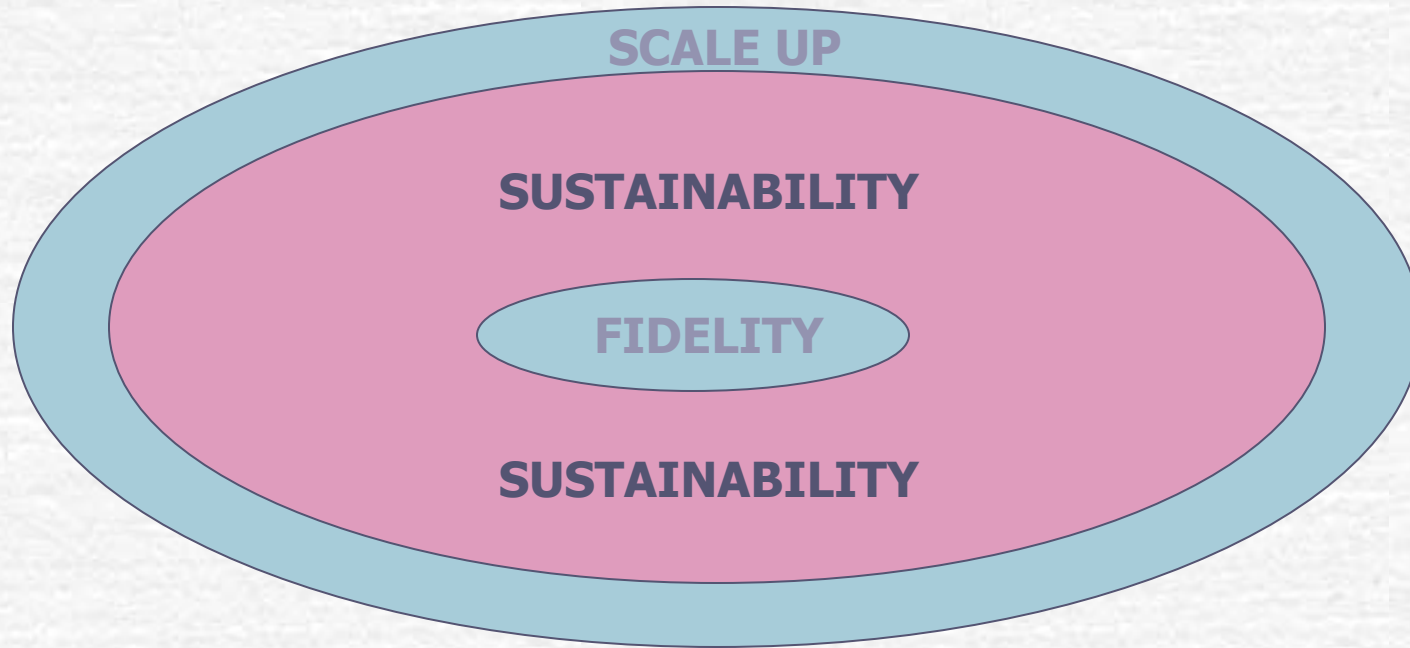
# Refreshing our Memory



## Implementation gap

- We don't use innovations with fidelity
- We don't build capacity to sustain innovations
- We don't scale innovations to provide benefits to citizens and society

# Focusing on Sustainability



- We don't use innovations with fidelity
- **We don't build capacity to sustain innovations**
- We don't scale innovations to provide benefits to citizens and society

# Sustainability Defined

*"...the presence of variables that predict sustained implementation"*

1. Defined features of the practice that are required for effective implementation
2. The actual implementation of the practice and finally,
3. The context of the implementation site (McIntosh, Kim, et al., 2015)

# Important Distinctions

**Sustained implementation** is the outcome, or result, of implementing a practice

**Sustainability** is the presence of variables that are linked to sustained implementation



# **Six Key Variables**

- 1. Administrative Support**
- 2. Consistent Implementation Approach**
- 3. Effective Teams**
- 4. Frequent Data Sharing with School Staff**
- 5. High Quality Professional Learning**
- 6. Access to Coaching**

# Six Key Variables

- 1. Administrative Support-**Active involvement by school leaders in the adoption and implementation of practices by demonstrating a prominent role in the coordination and management of the practices, voicing support for the continued implementation of the selected practices, and removal of barriers impeding implementation efforts is necessary.

# Six Key Variables

## 2. Consistent Implementation

**Approach**-School leaders ensure that critical features of the practices are identified and defined across the continuum of the implementation process, commonly understood by implementers, and intentionally aligned to existing goals/priorities for contextual fit within the school setting.



# Six Key Variables

**3. Effective Teams**-Individuals meeting for the purpose of supporting the implementation of a selected practice come together on a consistent basis and are guided by a set of operating procedures to ensure their time together is efficient, focused, and results in action to further enhance implementation efforts.

# Six Key Variables

- 4. Frequent Data Sharing with School Staff**-Data related to the level of implementation of the selected practice and the impact on intended outcomes are collected on a regular basis and presented to school staff and key stakeholders (e.g., district leadership, board of education) in an ongoing way. The frequency of data sharing is higher for staff that are directly responsible for the implementation of the selected practice as opposed to key stakeholders who are not directly implementing the practice.

# Six Key Variables

## 5. High Quality Professional Learning-

Staff that are implementing a selected practice have ongoing access to professional learning for the purpose of teaching them how to implement the practice within the context in which they work. The teaching uses a combination of theory and research to help people understand why the particular practice they are learning has been selected; modeling; and initial and ongoing practice opportunities coupled with feedback to increase their fluency in the implementation of the practice.

# Six Key Variables

- 6. Access to Coaching-**Staff have access to individuals with expertise and to other effective implementers for the purpose of strengthening their level of use and quality of implementation for the practice selected.



# **Administrative Support**

- 1. What might we look for?**
- 2. What indicators/measures might be considered for use in determining whether this variable is adequately in place?**
- 3. How might these indicators/measures be used for improvement?**

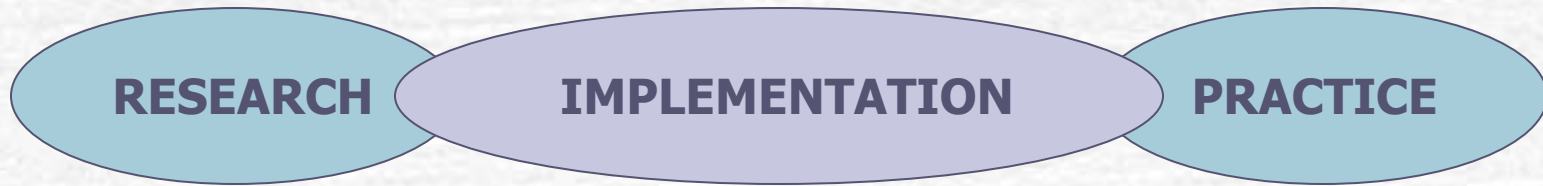
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# ***Creating Systems for Sustainability***

## **Part 2**

### **Facilitating for Sustainability**

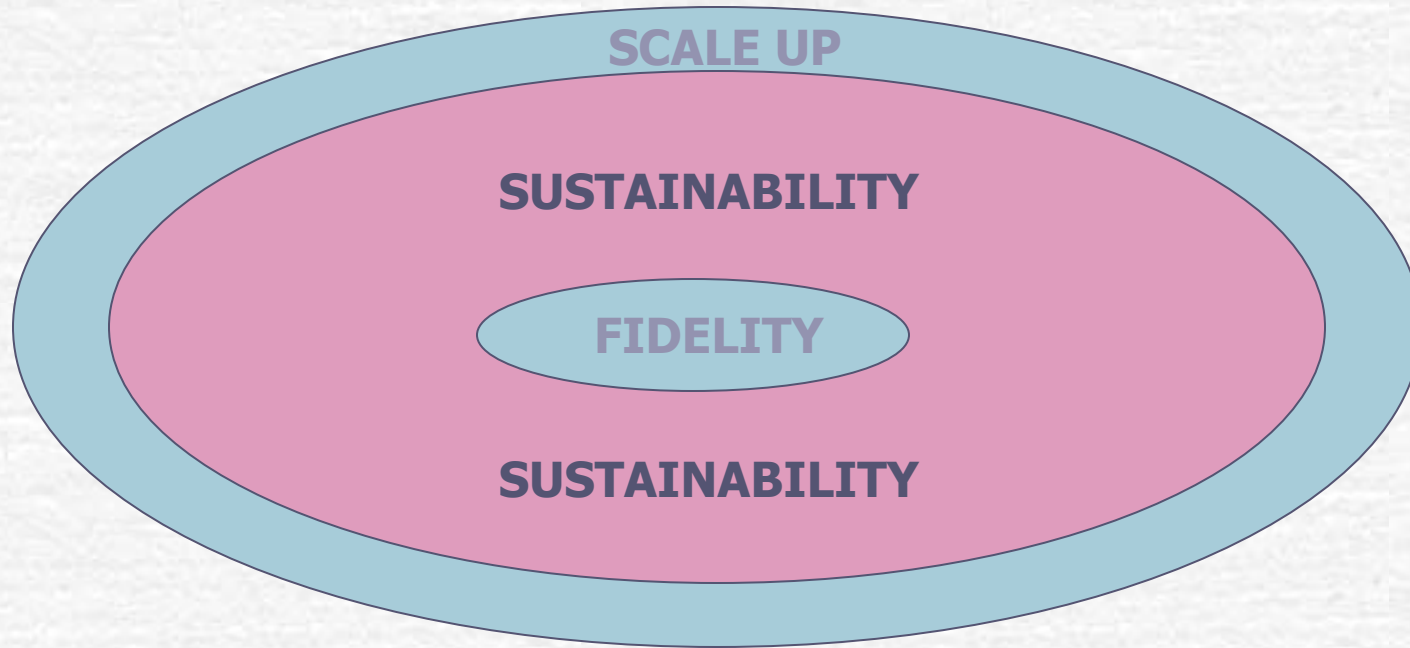
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# **Readiness for Change**

## **What gets in the way?**

### **System/Organizational Factors**

- **Does the organization provide an enabling context for the practice?**

### **Contextual/Environmental Factors**

- **Does the broader policy, fiscal & community environment provide an enabling context for the practice?**

### **Individual Factors**

- **Are the individuals who will be making the change ready, willing and able?**

# **Resistance or Readiness**

**There is no such thing as resistance to change...**

**...only inadequate preparation!**

**...inadequate preparation is not “their” problem, it is ours.**

# Donald P Ely PhD-Penn State

- Leading Theorist in Instructional Technology
- 1976 published *"Creating the Conditions for Change"*
- Subsequent study published in 1990  
*"Conditions that Facilitate the Implementation of Educational Technology"*
- First to theorize there is more to successful implementation and adoption of change than the inherent qualities of the innovation

# Conditions for Change

**Ely observed a set of eight conditions that facilitate change when they are present.**

1. Dissatisfaction with the Status Quo
2. Knowledge and Skills Exist
3. Resources are Available
4. Time is Available
5. Rewards or Incentives Exist for Participants
6. Participation is Expected and Encouraged
7. Commitment by Those who are Involved
8. Leadership is Evident

Ely 1976; Ely 1990



# Stages of Behavioral Change

## THE TRANSTHEORETICAL MODEL (TTM)

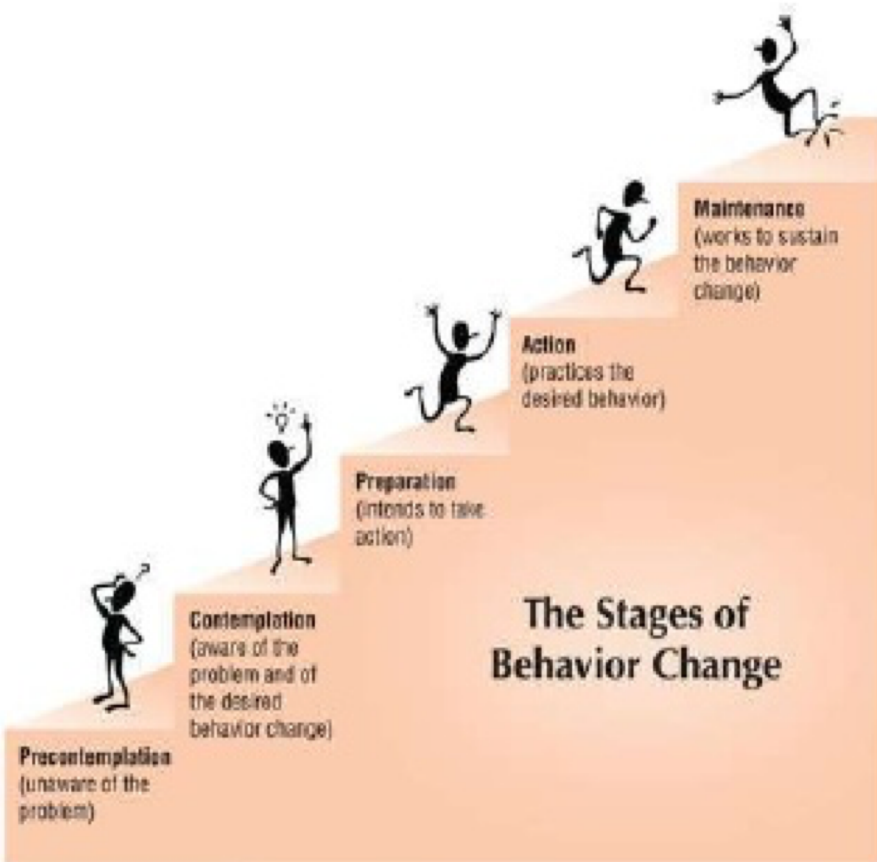
- Prochaska & DiClemente (1983)
- for effective interventions to promote health behaviour change.
- describes how people modify a problem behaviour or acquire a positive behaviour.
- 6 stages – termination stage not falling back to old habit
- relies on self-reporting, integrates key constructs from other models
- previously been successfully applied to a wide variety of problem behaviours, including wellness programmes



# Individual level: Stages of Change (1980s)

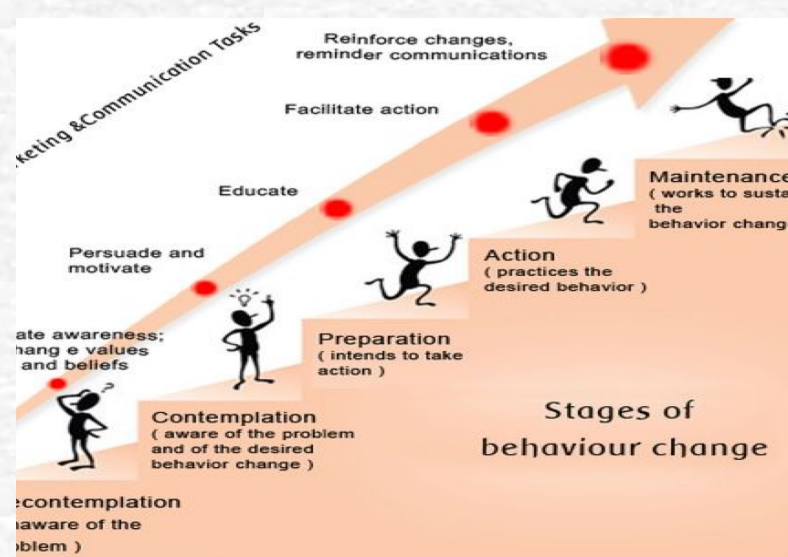
## People making decisions by stage

## Application



- Where is your audience with respect to the desired action?
- What information or messages do they need at that stage?
- Stage will dictate intervention
  - Pre-contemplative: generate interest
  - Preparation: develop skills
  - Action: form support groups
  - Maintenance: share stories with others

# PAUSE



Stages of Behavior Change (Prochaska, DiClemente et al 1977)	Think of a current scenario related to education and map the corresponding and visible behaviors	What might be happening that supports moving to the next stage?
Pre-contemplation-unaware of problem		
Contemplation-aware of problem and of the desired change		
Preparation-intends to take action		
Action-practices the desired behavior		
Maintenance-works to sustain the behavior		



**What is one of our most used strategies in facilitating change?**

**COMMUNICATION**





# Evolution of Approaches

## **Past Approaches:**

Persuasion

Mandates

Top/Down

Expert Model

# Communication concepts a generation ago...

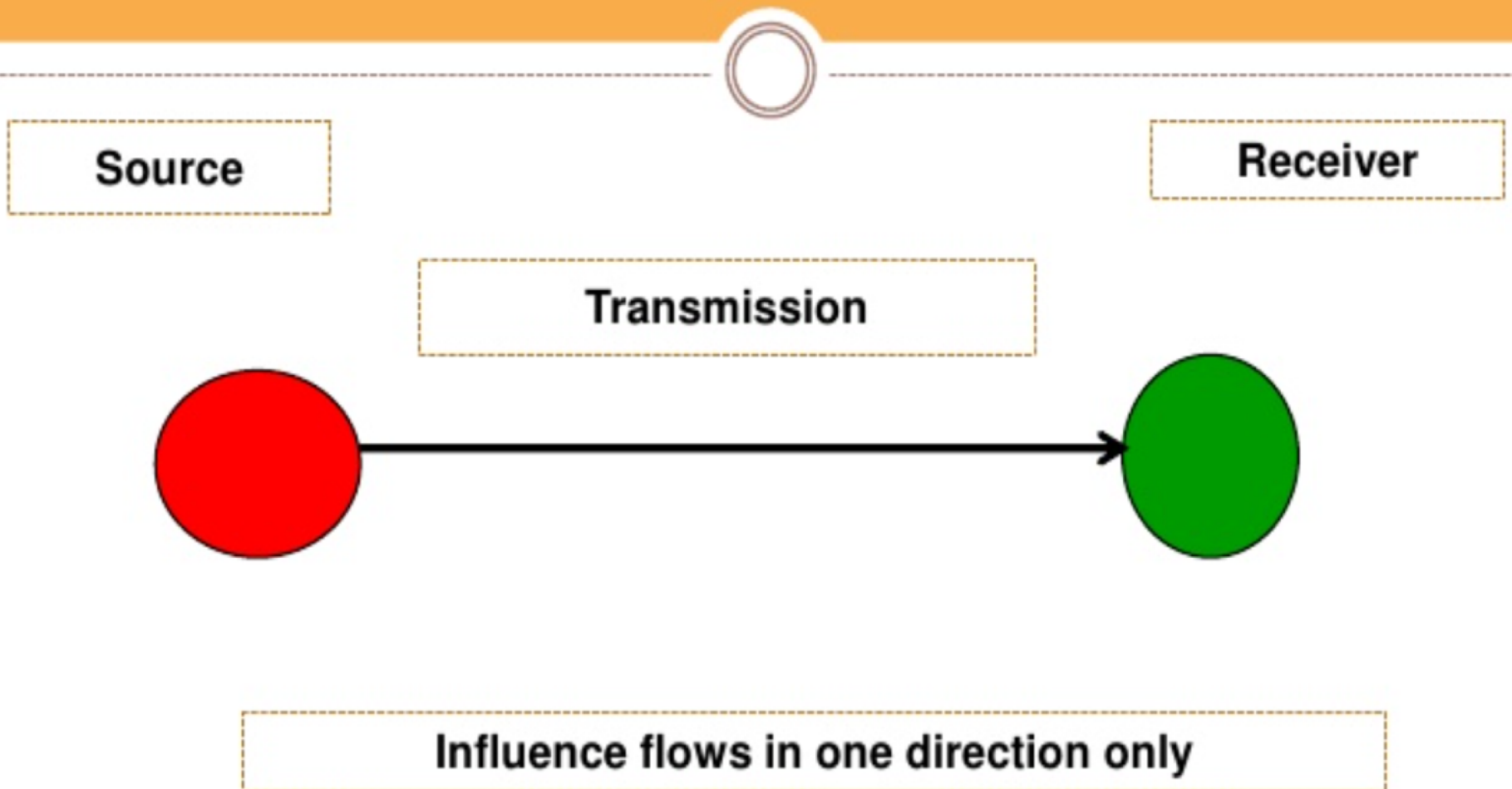


Expert (sender)  
sending information

to non-expert (receiver)



# Transmission model: outdated



# Evolution of Approaches

## **Current Approaches**

Facilitate for Discovery

Create enabling environments

Develop supportive networks

Collaborative Model

# Now: Communication as dialogue

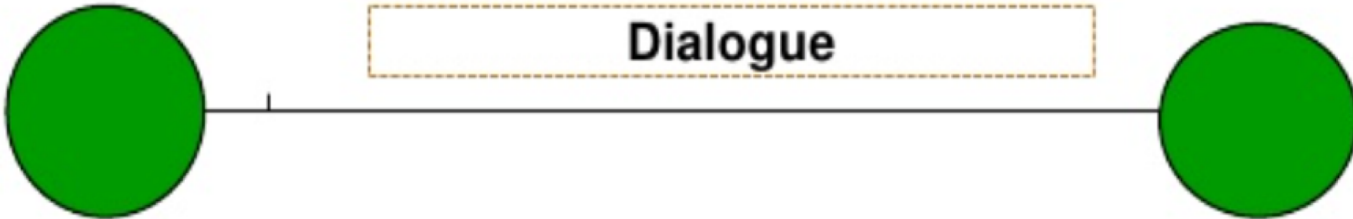
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**Communicator**

**Communicator**

**Dialogue**

**Influence flows in both directions**





# Think Abouts...

- How is communication related to behavior change?
- Has simply providing information proven sufficient? What is the alternative?
- Is addressing an individual's behavior enough? What might also need to be considered?
- What other means of communication have we used that have proven insufficient?



# PAUSE

***TAKE A MOMENT AND THINK ABOUT  
THESE 4 THINK ABOUTS SHARE  
WITH YOUR TABLE PARTNERS  
ABOUT YOUR IDEAS***



# Key Facts About Human Behavior


- People interpret & make meaning of information based on their own context;
- Culture, norms & networks influence people's behavior;
- People can't always control the issues that create their behavior; and,
- People are not always rational in deciding what is in their best interest.





# PAUSE

***TAKE A MOMENT AND THINK ABOUT  
THESE 4 FACTS AND IDENTIFY AN  
EXAMPLE AND SHARE WITH YOUR  
TABLE PARTNERS***



# PAUSE-LET'S WEAVE THIS ALL TOGETHER...

## *DESIGNING FOR SUSTAINABILITY (PART 1)*

- Defined the distinction between ***SUSTAINABILITY & SUSTAINED IMPLEMENTATION***
- Worked with **6 KEY VARIABLES** and applied that to a practice/strategy you want to see sustained-  
**SUSTAINED IMPLEMENTATION**

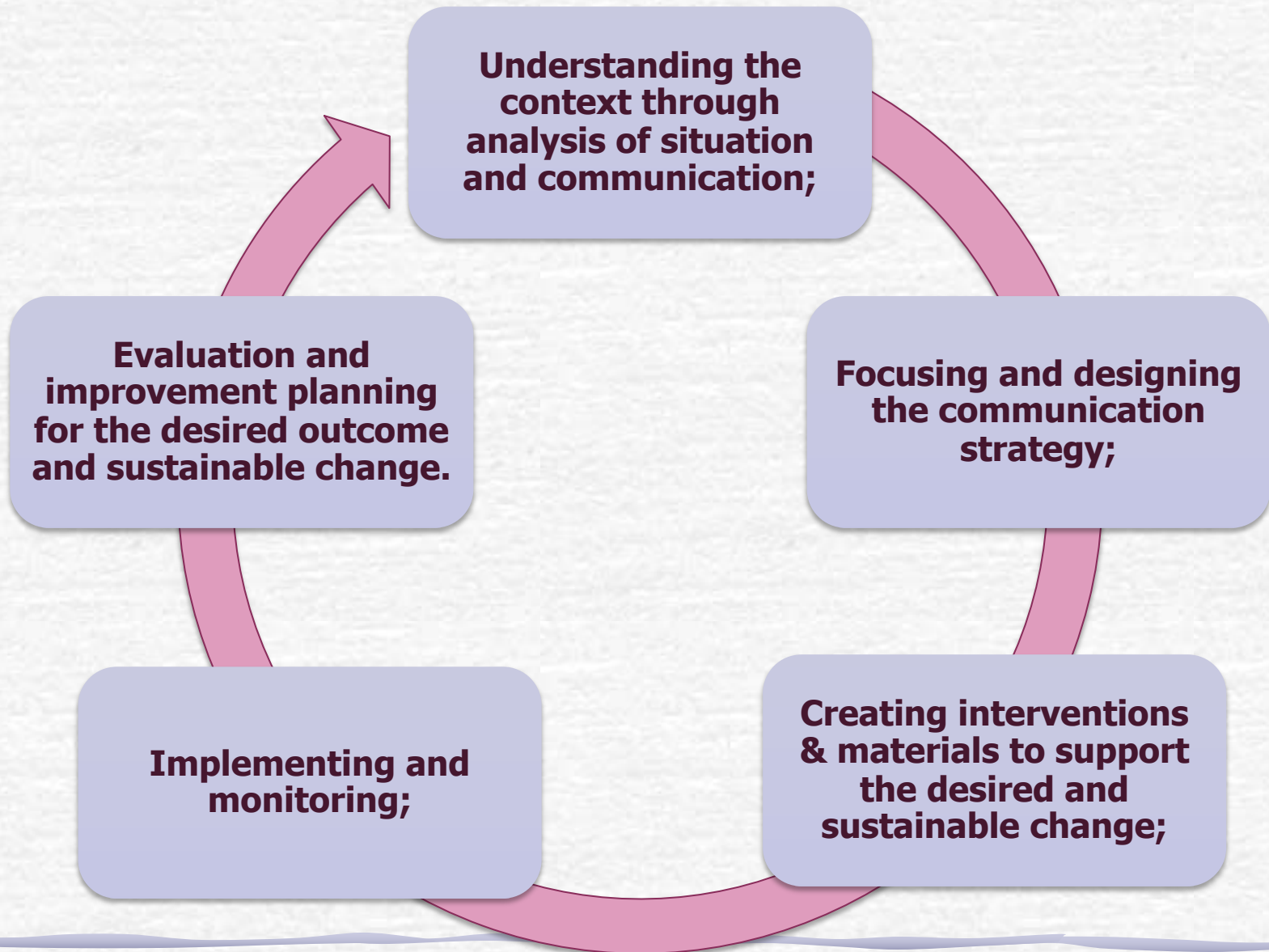
## *FACILITATING FOR SUSTAINABILITY (PART 2)*

- *Readiness for Change*
- *Stages of Behavioral Change*
- *Communication as a Strategy*
  - *Evolution of Approaches*
- ***USE OF COMMUNICATION TO SUPPORT  
SUSTAINABILITY***

# Given this...Now what?

- **How do we facilitate so people can design for sustainability so a “change” is sustained over time?**
- How do we best utilize and maximize our communication strategies to have maximum impact and influence?

# Facilitation for Sustainability



# Given this...Now what?

- How do we facilitate so people can design for sustainability so a “change” is sustained over time?
- **How do we best utilize and maximize our communication strategies to have maximum impact and influence?**



# **Factors Contributing to Effectives**


- **Design based on locally defined needs and context**
- **Collaboration across stakeholder groups**
- **Local fiscal commitment**
- **Local Leadership commitment**
- **Multiple communication channels**
- **Messages emphasize positive benefits vs negative consequences**
- **Timing of messages**
- **Leveraging of context**

# Communication Matrices

**Topic of Communication:**

**How will we create dialogue?**

Audience & Interests	Message	Purpose	Method	Dialogue Strategy	Messenger	Timeline



“If the structure does not permit dialogue the structure must be changed”

“Leaders who do not act dialogically, but insist on imposing their decisions, do not organize the people--they manipulate them. They do not liberate, nor are they liberated: they oppress.”

**Paulo Freire-Pedagogy of the Oppressed**





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