Top Three Reasons

Why Implementation Fails

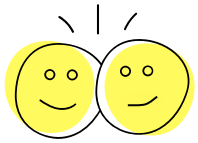
Webinar Hosted By

Customized Implementation Supports BY CS

Customized Implementation Supports BY CS

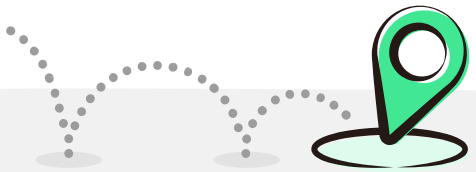
Before We Begin

This webinar is being recorded and attendees are in Listen Only mode



Links and resources will be shared in the chat

Use the chat or Q&A feature to engage today



Customized Implementation Supports BY CS

During the Webinar

Selecting the **Right 'Thing'** to Implement

Defining Successful **Implementation**

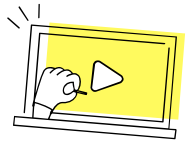
Top 3 Reasons Why Implementation Fails

Solutions to the Reasons Why Implementation Fails

Customized Implementation Supports BY CS

After the Webinar

Get the support based on your needs



We will be sending out the slides in PDF format

We will send the recording so you can watch later or share with colleagues

Customized Implementation Supports BY CS

What is the world's largest reef?

Customized Implementation Supports BY CS

What is this track event?

Customized Implementation Supports BY CS

Clues

A clothing store for kids & adults

A break or open space between two objects

Customized Implementation Supports BY CS

Barriers

Something that cannot be passed through (beyond immediate control)

vs.

Hurdles

Something that can be navigated and jumped over (within control to overcome)

vs.

Gaps

Holes in knowledge or understanding that need to be filled

Customized Implementation Supports BY CS

What are **your needs** around implementation?

We're pretty good at implementation but always looking for more ideas & resources

We encounter implementation hurdles and need strategies to overcome them

We really struggle with implementation, & need some support

Customized Implementation Supports BY CS

The Purpose of School is to Implement GOOD 'THINGS'

Student-Facing

Programs

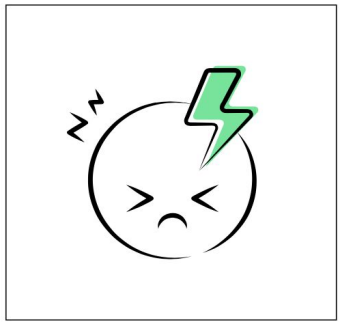
Practices

Procedures

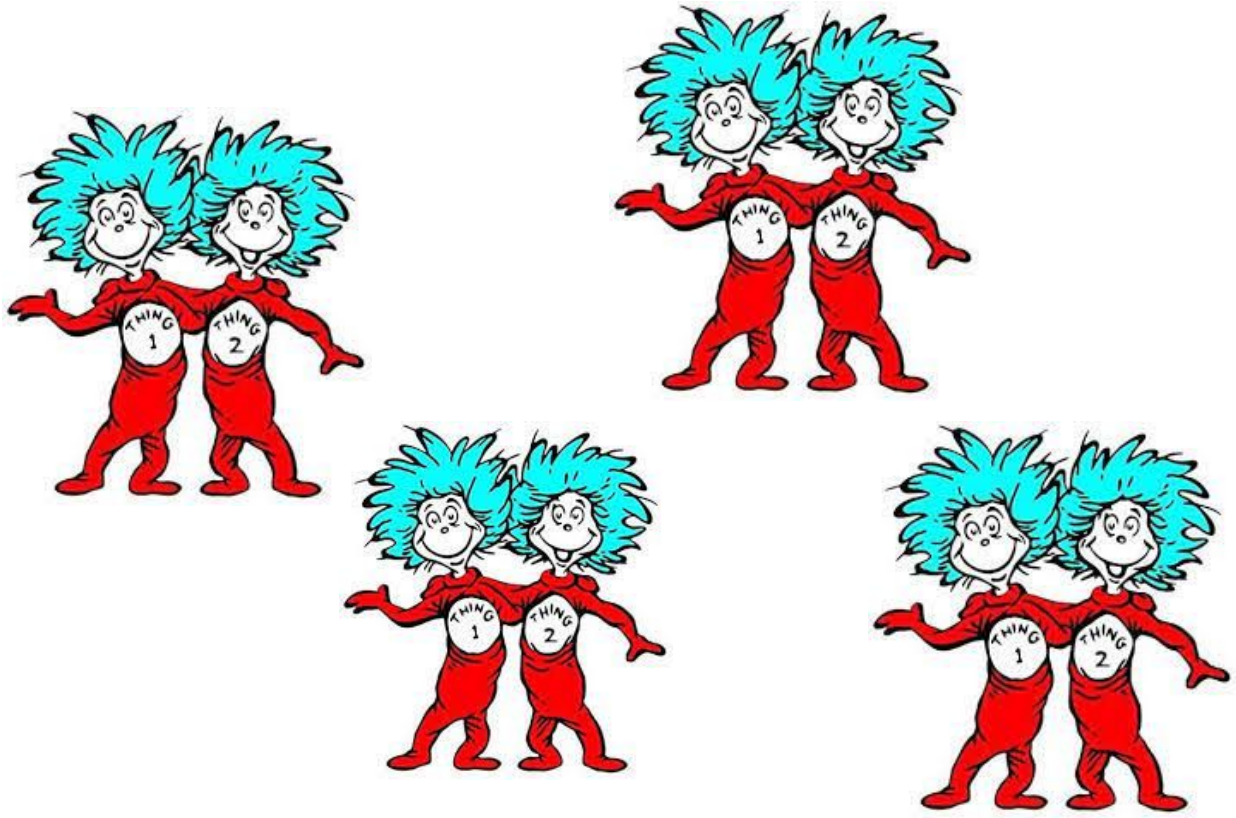
Customized Implementation Supports BY CS

Symptom of Implementation Failure: Too Many Things

Implementation Overload (Full Plates)



Stressed/Overwhelmed



Customized Implementation Supports BY CS

Two Truths about Things

Students cannot benefit from ineffective things implemented well

Students cannot benefit from effective things that they do not receive

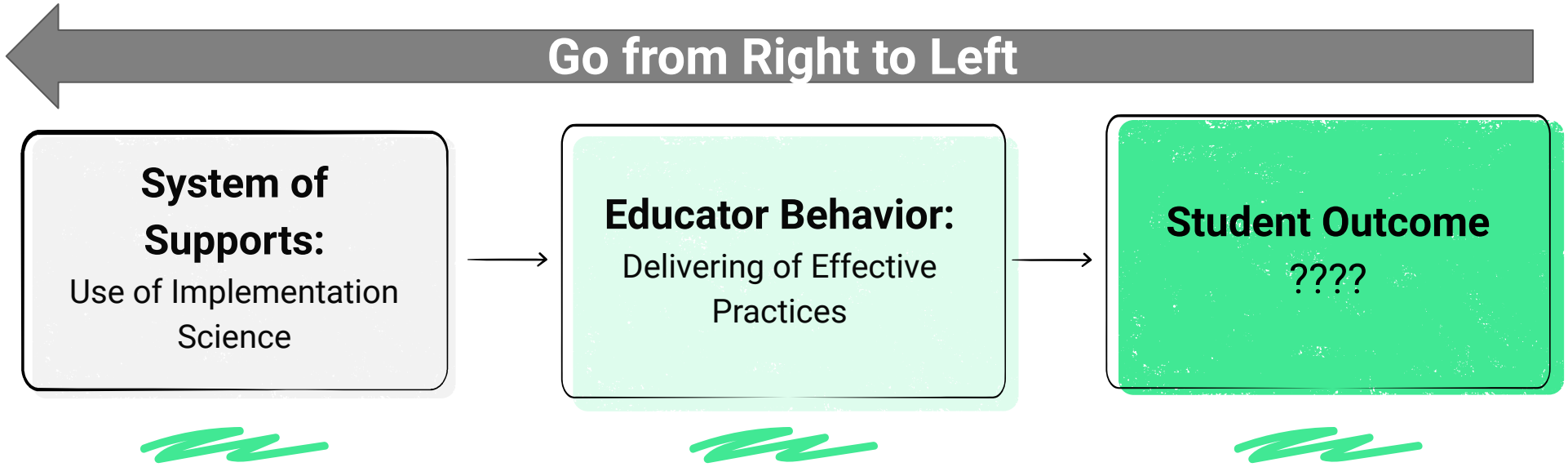
The **Wrong Way** to Select a Thing

Selecting a Thing without first identifying the student outcome to achieve and produce on purpose

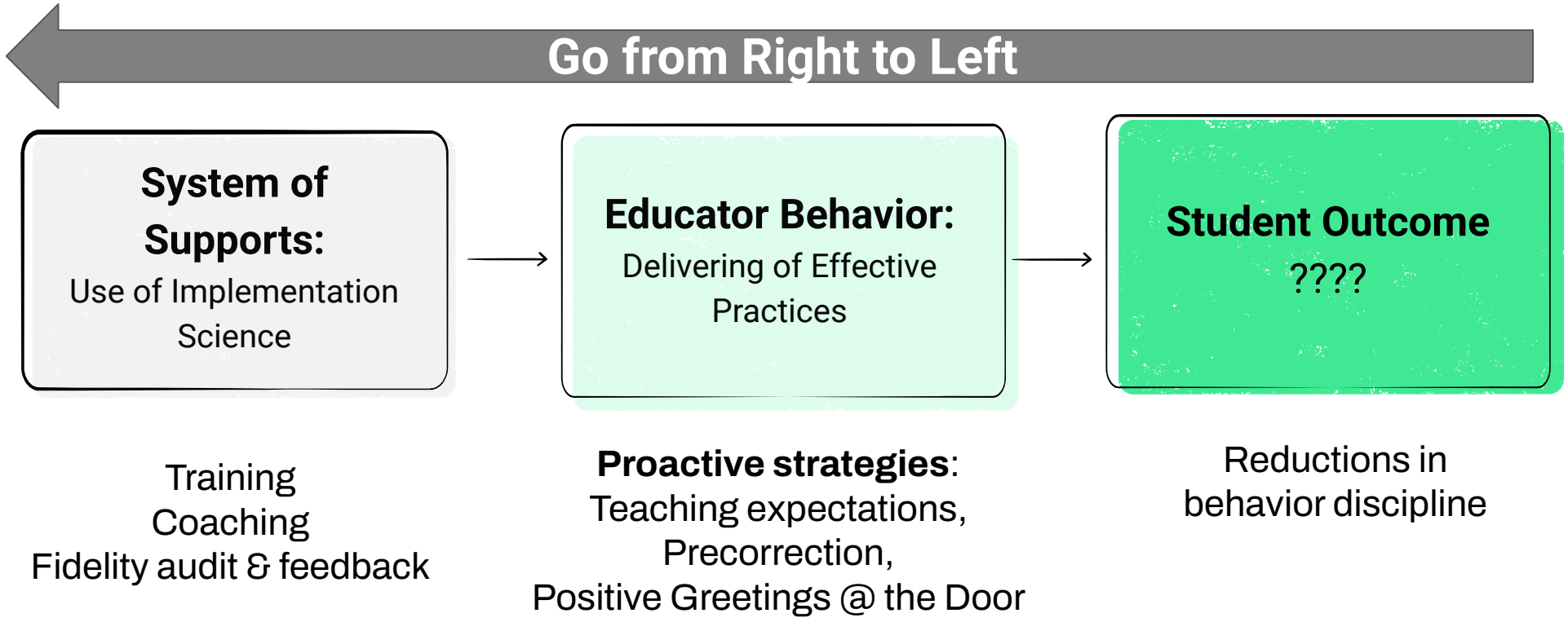
- Implementing the Thing, even with high fidelity, will not produce the desired outcome because the Thing was never designed to produce such an outcome

Customized Implementation Supports BY CS

Selecting the Right 'Thing': Start with the Outcome



Selecting the Right 'Thing': Start with the Outcome



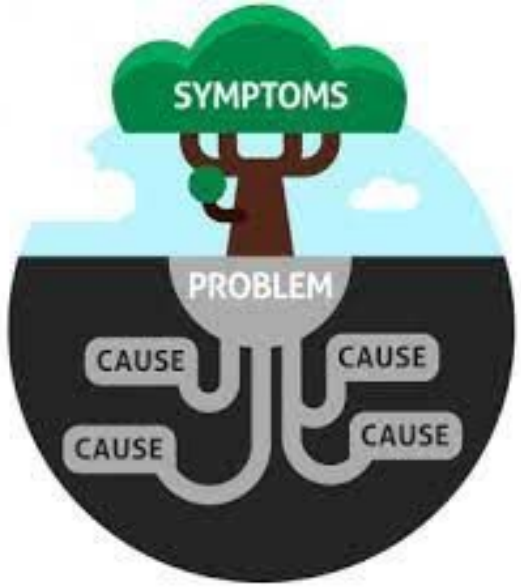
The **Wrong Way** to Select a Thing

Selecting a Thing that targets the symptom & not the root cause

- Failure to correctly identify the root cause that explains why the need or problem among students exists

Customized Implementation Supports BY GS

Selecting the Right 'Thing': Root Cause Analysis

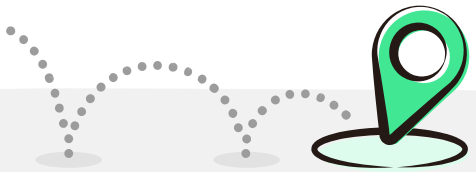


Define the Problem → Collect Data → Use Data to Explore Why **(Causes)** → Hypothesize the Root Cause → Identify Things that Address Root Cause

Customized Implementation Supports BY GS

Selecting the Right 'Thing': Root Cause Analysis

Define the Problem	Collect Data	Use Data to Explore Why (Causes)	Hypothesize the Root Cause	Identify Things that Address Root Cause
Student discipline issues	Administrative data, observation & interview	• Missing skills • Lack proper encouragement & support from the environment • Educators not consistently teaching skills & reporting weak on proactive behavior support practices	**Hypothesis**: Educators report feeling weak in their practices related to behavior support, which is connected to some students lagging in social-emotional skills and others not properly supported and motivated by the environment to exhibit behaviors consistent with the expectations.	Support our educators through professional learning how to teach specific social-emotional skills and put in place proactive supports to encourage & motivate student behavior



The **Wrong Way** to Select a Thing

Select an **ineffective** Thing

- Ineffective or potential harmful things will not work even if they are implemented well

Select an **unusable** Thing

- The Thing is too expensive to maintain or too complicated and burdensome to implement over time

Selecting the Right 'Thing'

Usable & Effective Practices

=

- **Usability/Sustainability**
  - **Costs** (affordable over time)
  - **Feasible/clear** (concrete, clear, doable)
  - **Implementation supports** (fidelity tool, training, technical assistance)
- **Effectiveness/Impact**
  - **Evidence** (defensibility)
  - **Appropriate** (developmentally and culturally)

Customized Implementation Supports BY CS

The Implementation Gap

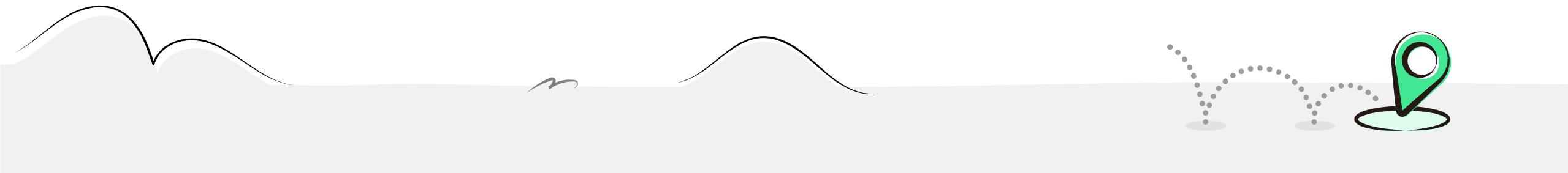
Effective procedures, programs & practices

Implementation Gap

Student experience and outcomes

Customized Implementation Supports BY CS

What is **Implementation** ?



Customized Implementation Supports BY GS

Implementation is the *process* of intentionally putting in systems of support in place 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

Customized Implementation Supports BY CS

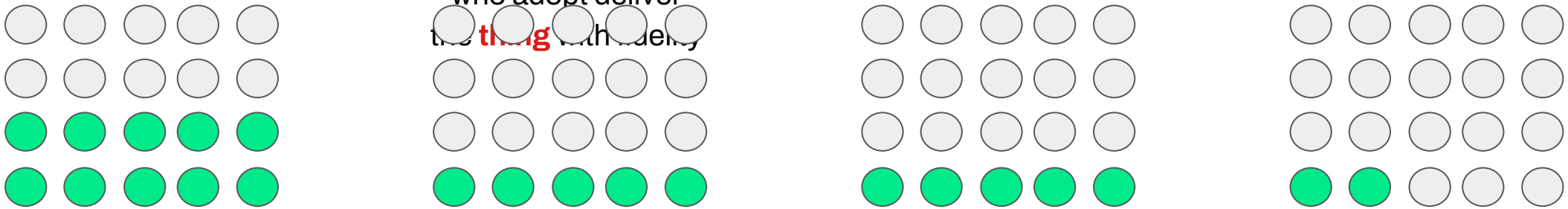
Chat:

From your experience, why do most well-intentioned and well-resourced *implementation efforts fail?*

Customized Implementation Supports BY CS

Leaky Implementation Pipeline

Adoption	Fidelity	Reach	Sustainment
10 out of 20 staff begin adopting the **thing** after receiving training	5 out of 10 sta ff 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



Customized Implementation Supports BY CS

Implementation boils down to.....

Adult behavior change

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

Customized Implementation Supports BY CS

Top 3 Reasons Why Implementation Fails

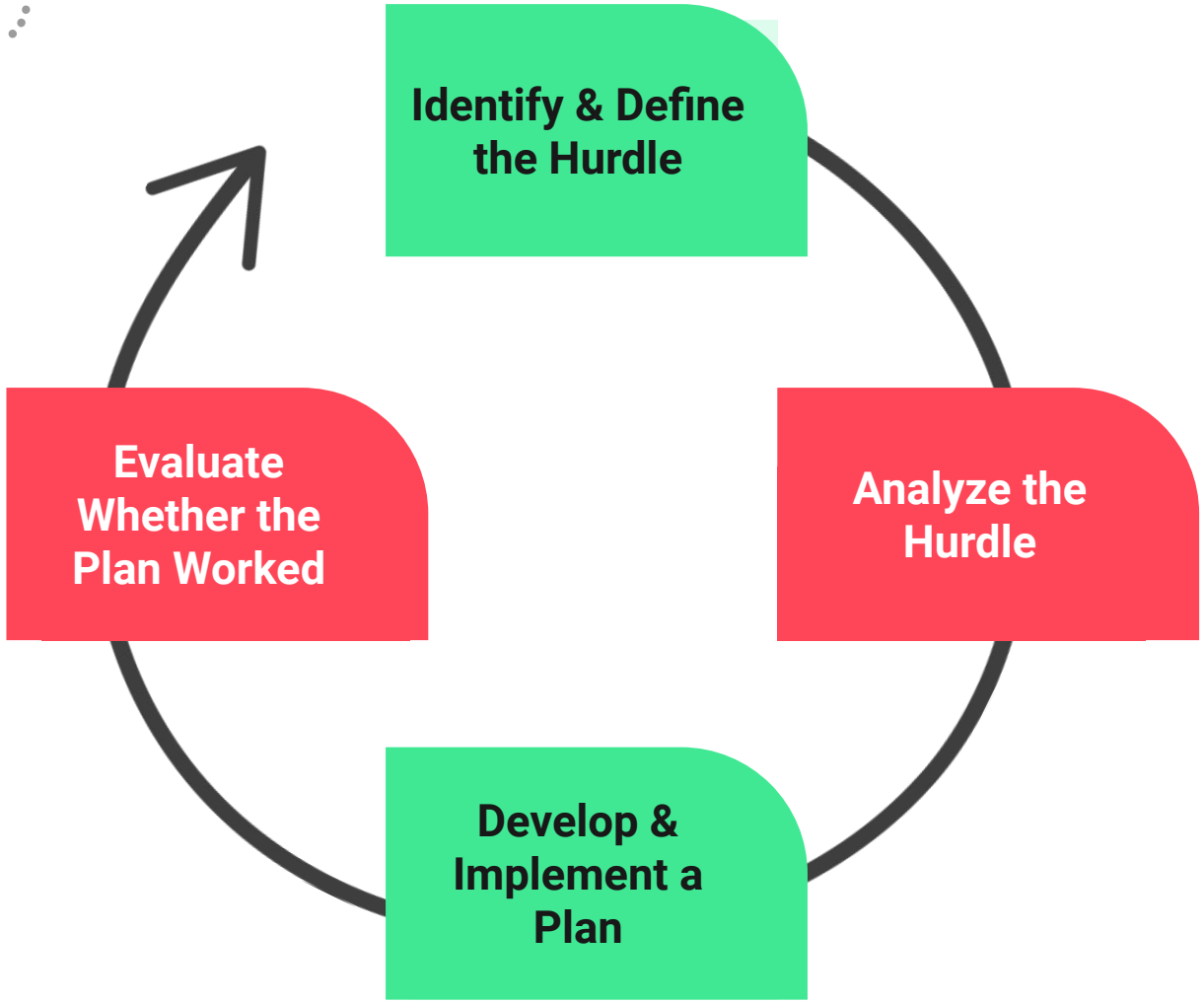
Lack of Readiness from the Outset

Treated as Event & Not an Ongoing, Never-Ending Process

No Team Accountable for Implementation

Customized Implementation Supports BY GS

Problem-Solving Hurdles

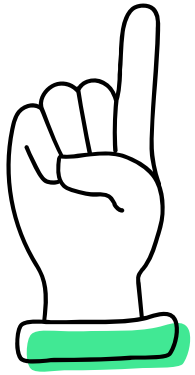


This is where the effective solution lives.

Develop a hypothesis why the solution exists and what solution is needed to overcome it.

Customized Implementation Supports BY CS

Top 3 Reasons Why Implementation Fails

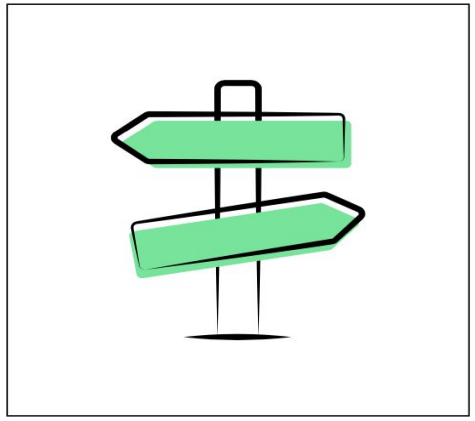


Lack of Readiness from the Outset

50-80% of Implementation Failues Explained by Lack of Readiness for Change

Customized Implementation Supports BY CS

Hurdle



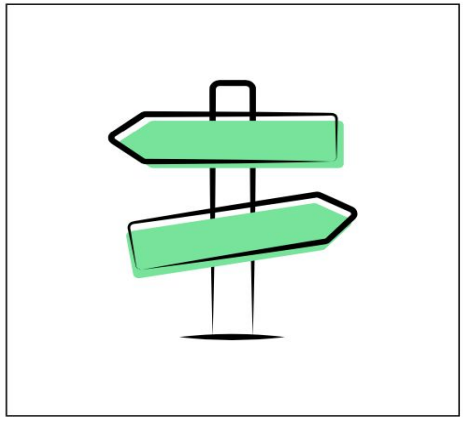
Lack of Clarity

Define the Problem

Pushing implementation forward without **shared clarity** established among educators

Customized Implementation Supports BY CS

Hurdle



Lack of Clarity

Analyze the Problem

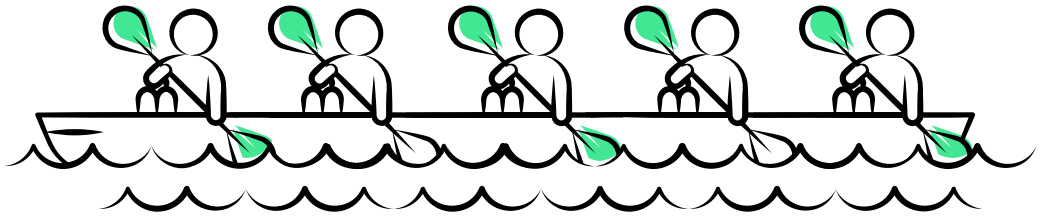
Getting at the root of the problem:

- Don’t Understand the WHAT
- Don’t Understand the WHY
- Don’t Understand the OUTCOMES
- Don’t Understand the ROLES
- Don’t Understand the HOW (plan)

Customized Implementation Supports BY CS

Going from this...

To this!



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

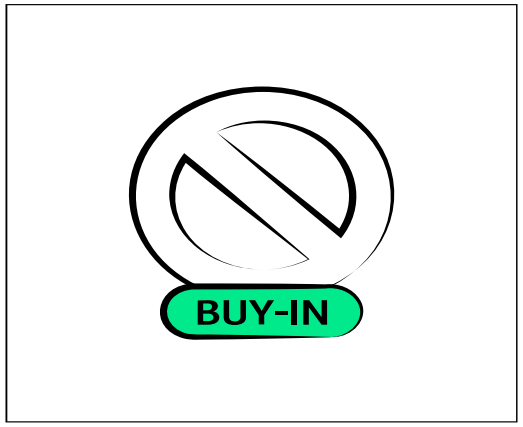
Customized Implementation Supports BY CS

There is a Checklist for That Too: Clarity Checklist

Clarity Items	Completed
Are leaders & staff clear about **WHAT** the THING is, including the big ideas and practices?	❑ YES ❑ NO
Are leaders and staff clear about **WHY** the THING is needed (to address existing needs/problems)?	❑ YES ❑ NO
Are leaders and staff clear about the student **OUTCOMES** to be achieved by implementing the THING?	❑ YES ❑ NO
Are leaders & staff clear about the specific **ROLE** they play in supporting the implementation of the THING?	❑ YES ❑ NO
Are leaders & staff clear about the **HOW** (the plan) they will be supported to implement the THING?	❑ YES ❑ NO

Customized Implementation Supports BY CS

Hurdle



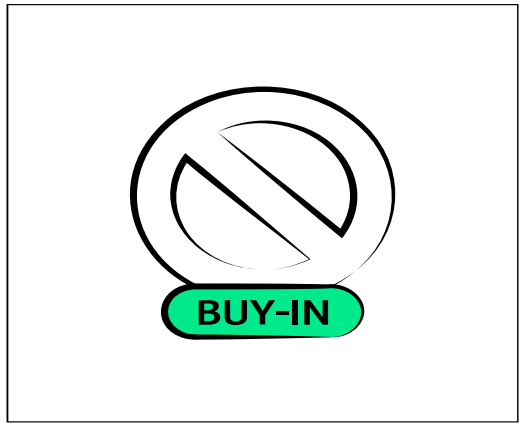
Lack of Buy-In

Define

A lack of **motivational readiness and commitment** to adopt and continuously improve the use of prioritized practices

Customized Implementation Supports BY CS

Hurdle



Lack of Buy-In

Analysis

Getting at the root of the problem:

- Don't understand the need to do it (problem/need recognition)
- Don't see the benefit of doing it (outcome expectancies)
- Don't see others doing it (social norms)
- Don't feel confident in doing it (self-efficacy)

Strategy to Address Lack of Buy-In

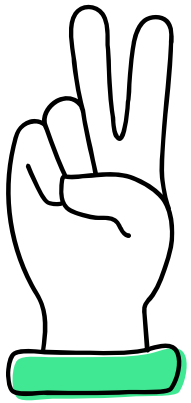
Don't understand the **need** to do it (problem/need recognition)	Increase recognition that there is a need or problem that exists that warrants the practices as a solution (use of data and stories from stakeholders)
Don't see the **benefit** of doing it (outcome expectancies)	Increase knowledge of the beneficial outcomes associated with implementing the practices for students & self (aligned with values)

Strategy to Address Lack of Buy-In

Don't **see others** doing it (social norms)	Allow educators to hear (testimonials) or see (visits, modeling) from trusted & credible others like them
Don't **feel confident** in doing it (self-efficacy)	Boost efficacy by (a) providing training, coaching, or mentoring, (b) protecting time for planning, (c) taking something off the plate to reduce competing demands.

Customized Implementation Supports BY CS

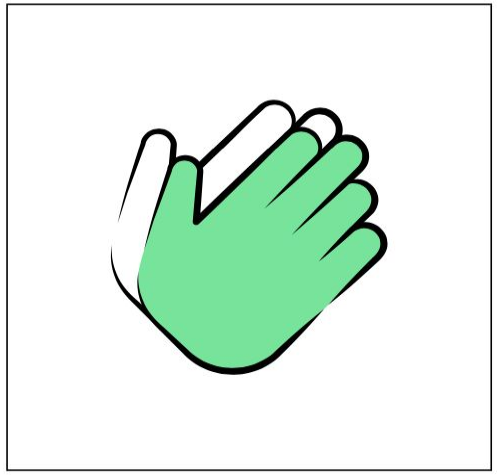
Top 3 Reasons Why Implementation Fails



Treated as Event & Not an Ongoing, Never-Ending Process

Customized Implementation Supports BY CS

Hurdle



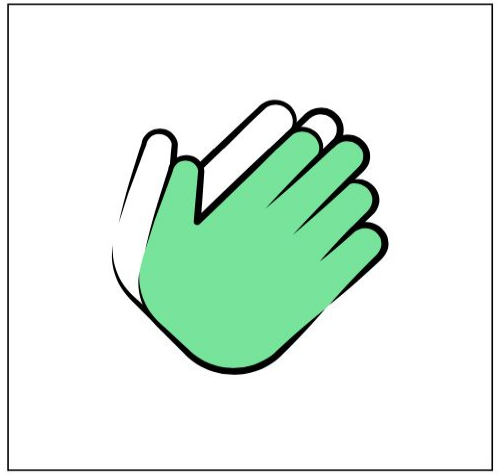
Train and Hope

Define

Viewing **implementation as something that can be crossed off** after organizing and delivering training

Customized Implementation Supports BY CS

Hurdle



Train and Hope

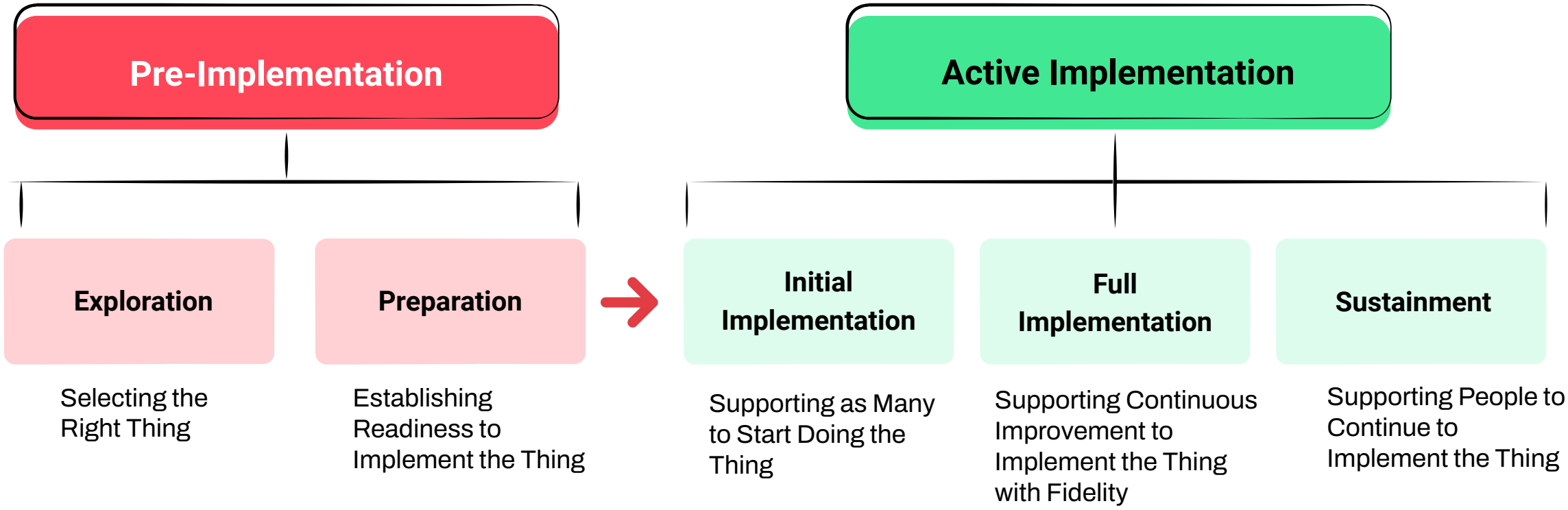
Analysis

Getting at the root of this problem:

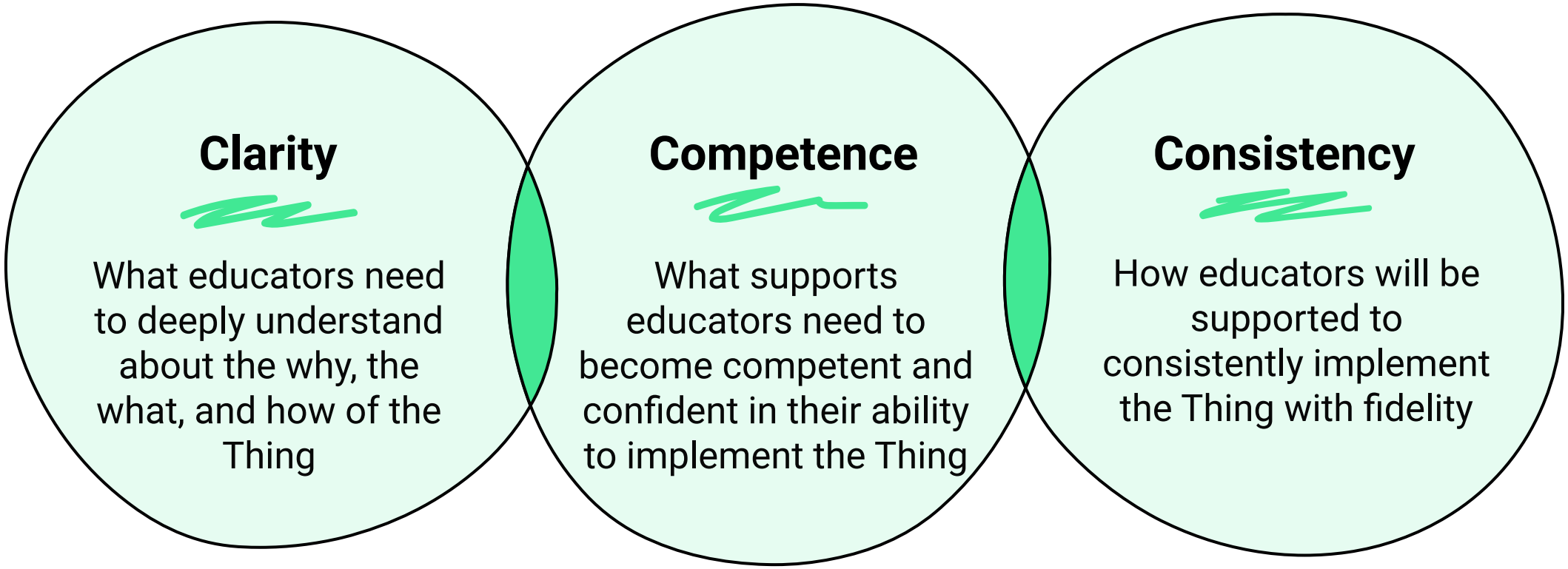
- **No implementation framework** to guide decisions & actions at each phase/stage of the implementation process
- Belief that once people understand how to implement the practice they know how to fit it in and consistently follow with implementing it
- Educators tend to drift away from implementation after reaching high fidelity

Customized Implementation Supports BY CS

Locating Where You Are At in the Implementation Process



Customized Implementation Supports BY CS

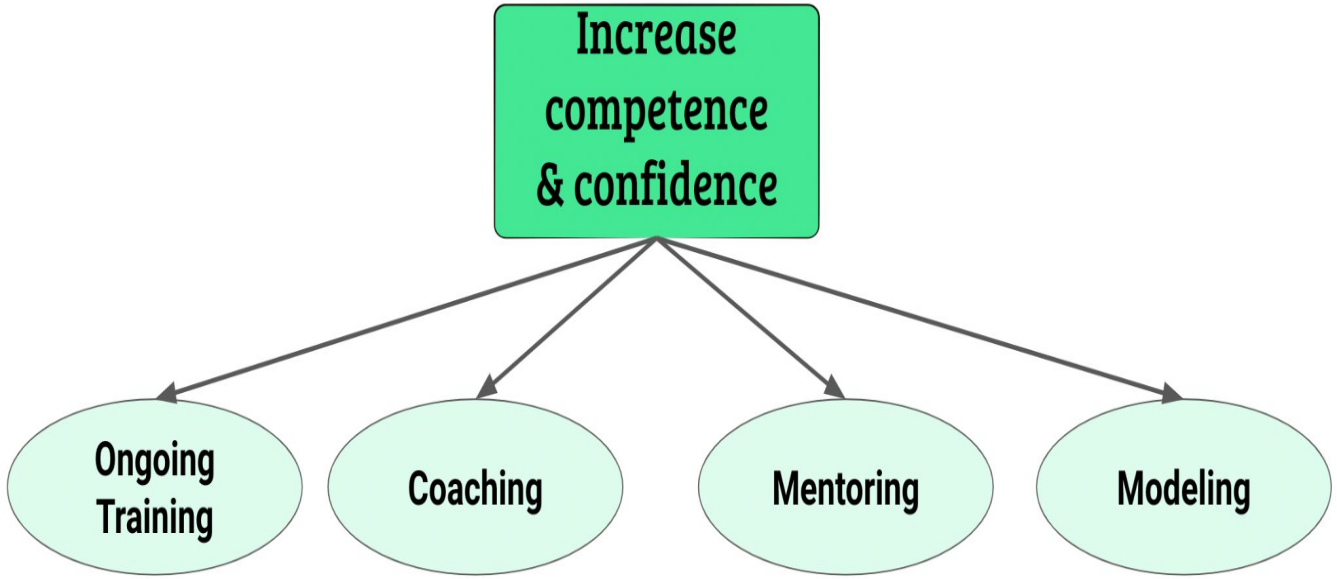


Customized Implementation Supports BY GS

Ongoing Supports to Promote Competence

Competence

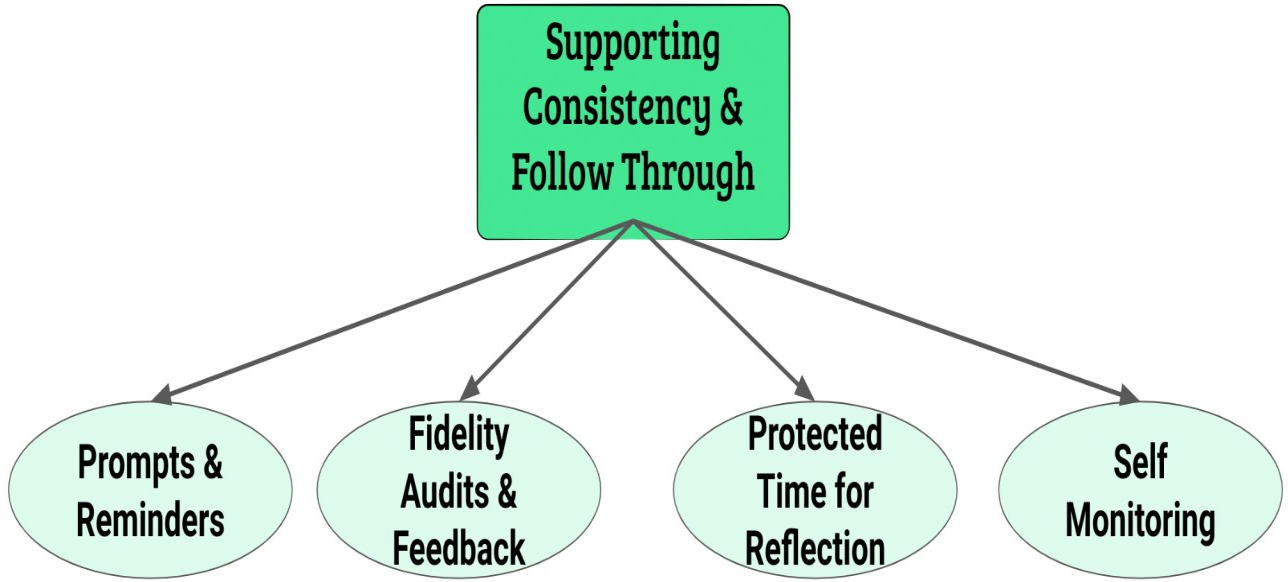
What supports educators need to become competent and confident in their ability to implement the Thing



Supports to Promote Consistency

Consistency

How educators will be supported to consistently implement the Thing with fidelity



Customized Implementation Supports BY CS

Top 3 Reasons Why Implementation Fails

No Team Accountable for Implementation

Customized Implementation Supports BY CS

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

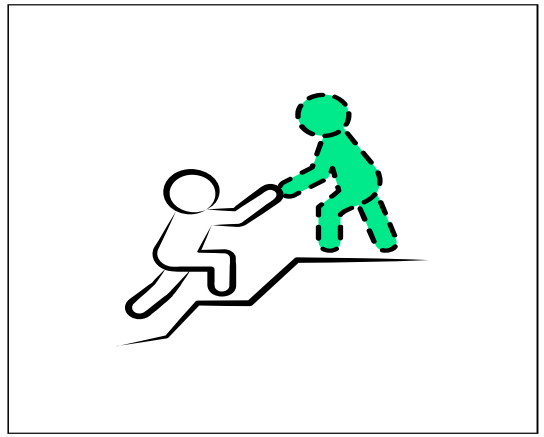
Information and materials are **actively and consistently shared** with educators, but educators are held **accountable to integrate practices into routines on their own**

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.

Customized Implementation Supports BY CS

Hurdle



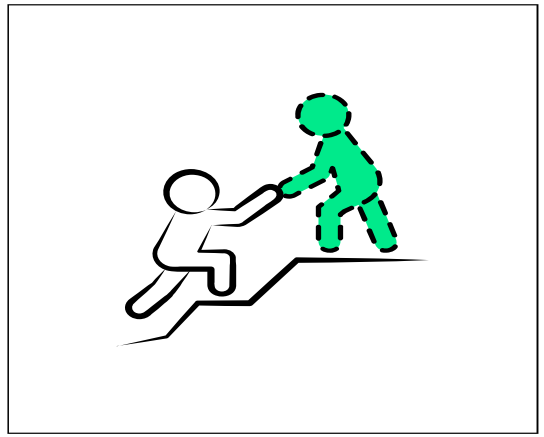
Lack of Supportive Leadership

Define

Educator feel a **lack of support from leadership** to take on a given implementation effort

Customized Implementation Supports BY CS

Hurdle



Lack of Supportive Leadership

Analysis

Implementation Climate

Staff currently perceive a given implementation effort **is not**:

- a priority relative to other Things,
- expected,
- adequately supported with time and learning resources,
- recognized & acknowledged to show appreciation,
- measured to provide informative feedback (non-evaluative)

Customized Implementation Supports BY CS

Character Strong

Implementation Leadership Scale (ILS) Scoring Instructions

The ILS assesses the degree to which a leader is Proactive, Knowledgeable, Supportive, Perseverant, Communication, Mission/Vision, and Availability in implementing Tier 1 curriculum and practices.

Staff Version

Rating Format

0 = not at all, 1 = slight extent, 2 = moderate extent, 3 = great extent, 4 = to a very great extent

Items and Subscale Scoring

Scale 1: Proactive

Item #	Item	Scale
1	Our principal has developed a plan to facilitate the implementation of Tier 1 curriculum and practices.	0-4
2	Our principal has removed obstacles to the implementation of Tier 1 curriculum and practices.	0-4
3	Our principal has established clear school standards and expectations for the implementation of Tier 1 curriculum and practices.	0-4

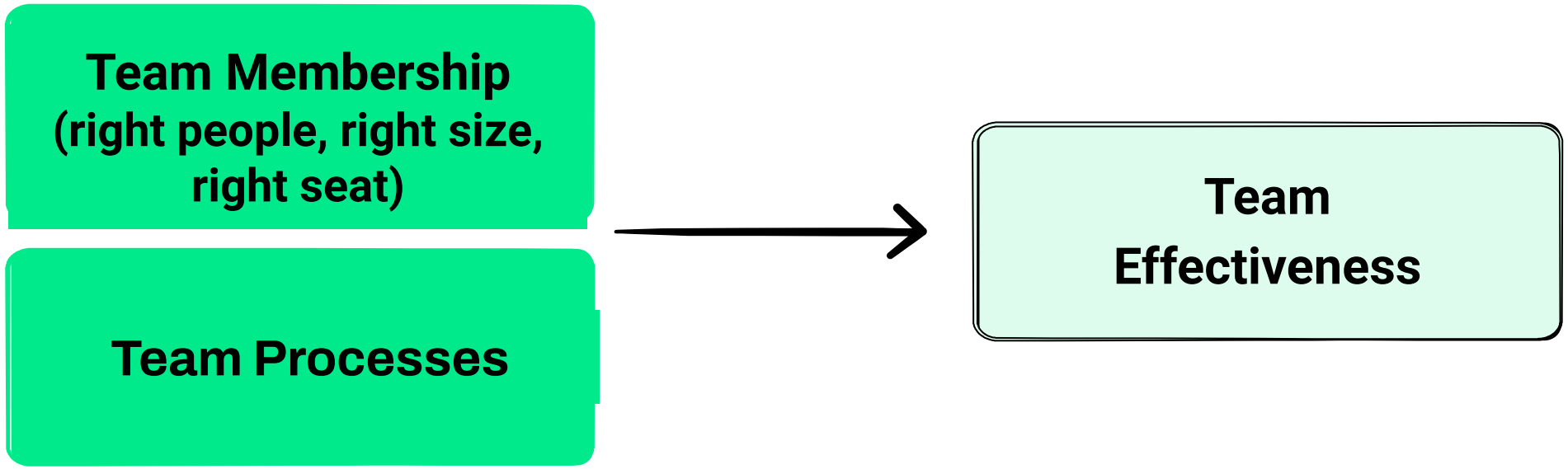
Scale Scoring: The score for the subscale is calculated by computing a mean score for the set of items that load on the given subscale.

Scale 2: Knowledgeable

Item #	Item	Scale
4	Our principal is knowledgeable about Tier 1 curriculum and practices	0-4
5	Our principal is able to answer questions about Tier 1 curriculum and practices.	0-4

Customized Implementation Supports BY CS

Team Effectiveness



Team Membership

Team Membership
THE RIGHT PEOPLE

Complementary Yet Distinct Experiences, Talents, & Perspectives

- ✓ Formal Leadership
- ✓ Key Opinion Teacher Leaders (socially influential)
- ✓ Champion Professional Support Staff (counselor, school psych, social worker)
- ✓ Healthy Skeptic (questions)

Customized Implementation Supports BY GS

Team Membership: The Right Seats

Role	Responsibility
Facilitator/Team Lead	Develops the agenda, leads the meeting, coordinates the work and spearheads the initiative
Recorder/Communicator	Take notes during the meeting and communicate notes with team members and staff at large
Time Keeper	Manages the time limits given for each item and is able to effectively move people along
Data Analyst	Brings the appropriate data in a way that can be reviewed for effective and efficient problem solving
Influencers/Champions	Attend meetings consistently and have opportunity for voice and are active in taking on responsibilities or tasks

Take Stock of Your Team

Site-Based Dissemination & Implementation Team Assessment

A Dissemination & Implementation Team provides the internal capacity within a school building to support continuous improvement towards effective implementation of practices. This checklist should be completed quarterly by the team to monitor the extent to which these essential components of effective team functioning are in place.

Components of Effective Implementation Teaming	0 - Not in place	1 - Partially in place	2 - Fully in Place
The right people are at the table. 1. Formal leaders & informal teacher leaders 2. Wide selection of staff that represent varying perspectives of the system 3. Champions of the implementation effort 4. Key opinion leaders with high social capital 5. Parent/family participation to maximum extent practicable			
Shared vision, knowledge and understanding of the task/ objectives 1. A common vision of the work is listed on every agenda 2. Team members understand and practice the vision 3. Team members can communicate the work of the team to others 4. Team members have acquired knowledge of implementation science and ready to use common language about implementation			
Shared agreements and norms for collaboration, productivity, & problem-solving 1. The team develops shared agreements about the importance of attending and being present at each			

Customized Implementation Supports BY GS

Team Processes

Purpose & development

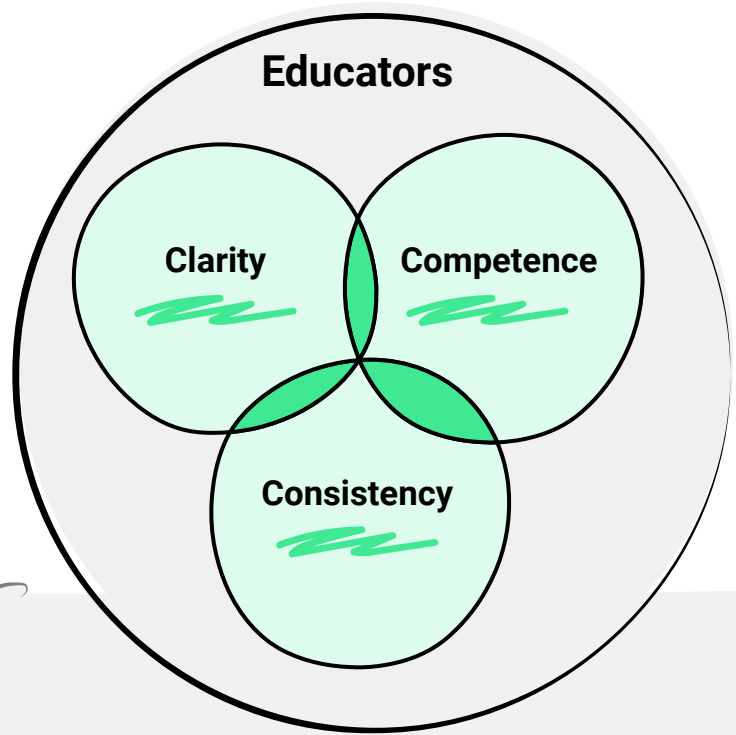
1. Clear mission and purpose
2. Clarity on implementation goals & student outcomes to be achieved
3. Creation of team norms (collaboration & productivity)
4. Competencies: knowledge, skills, tools

Actions

1. Routine meetings with regular attendance of members (80%)
2. Structured continuous improvement problem-solving process
3. Deploying systems of support
4. Gathering data on implementation & student outcomes to monitor progress & spur improvement

Site Based Implementation Leadership Teams

- Establish shared priorities & commitment
- Develop & secure on demand resources
- Protected time reflection, collaboration & planning
- Create ongoing professional learning
- Promote staff well-being & psychological safety
- Provide cues & reminders
- Boost collective efficacy
- Recognize & acknowledge staff
- Gather fidelity & provide feedback
- Opportunities for mentoring & modeling
- Problem-solve hurdles to implement



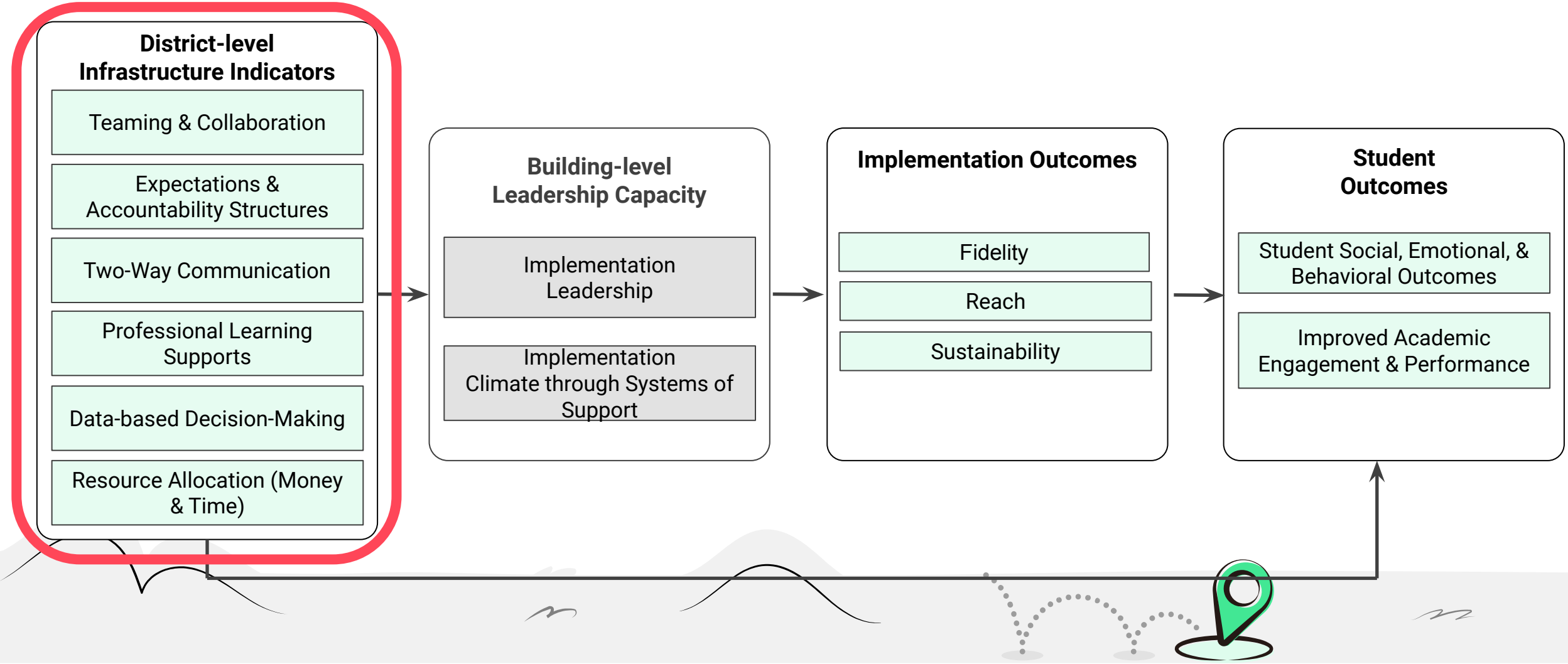
Customized Implementation Supports BY CS

Top 4 Reasons Why Implementation Fails

+1 **Limited District Infrastructure** to Support Implementation

Customized Implementation Supports BY CS

District Implementation Infrastructure



Customized Implementation Supports BY CS

District Implementation Infrastructure Assessment

CiS BY Character Strong

District Implementation Infrastructure Assessment (DIIA)

Purpose: The purpose of the DIIA is to assess whether core implementation supports are in place at a district-level to create an infrastructure that supports ongoing, effective implementation. The data that result from this assessment are intended to inform decisions and action planning. These decisions and action planning a more solid district-level implementation infrastructure that facilitates implementation at the building level with regard to high quality programs and practices that have been selected to produce improvements in student outcomes.

District-Level Components of Effective Implementation	Firmly in place (all 5 sub-components in place)	Moderately in place (3-4 sub-components in place)	Slightly in place (1-2 sub-component in place)	Not at all in place (0 sub-components in place)
District Implementation Team: There is no successful implementation in a district without the presence of a district implementation team (DIT). 1. The DIT is a distributed leadership structure within a district that provides oversight and strategic planning of all the ongoing implementation efforts occurring at once that are being pushed/rolled out to schools. 2. The DIT should include members that are representative of the various central leaders who are responsible for organizing and supporting the implementation of specific work in the district. 3. The goal is for central leaders to collaborate with one another and for each leader to have a voice so they can represent the work they are responsible to implement, as well as understand that the decisions to implement in one area of work have implications for another area of work. 4. DIT meets regularly (1x per month), with				

Customized Implementation Supports BY CS

What are **your needs** around implementation?

We're pretty good at implementation but always looking for more ideas & resources

We encounter implementation hurdles and need strategies to overcome them

We really struggle with implementation, & need some support

Customized Implementation Supports BY CIS

CIS is your 1-stop shop for Implementation!

We're pretty good at implementation but always looking for more ideas & resources → Grab our resources!

We encounter implementation hurdles and need strategies to overcome them → Attend our next CIS Demo!

We really struggle with implementation, & need some support → Book a call with us in the next 2 weeks!

We offer consultative supports to help districts and schools build the capacity to select and implement effective ‘Things’ in the service of achieving better outcomes for students.

If you’re interested to learn more,

schedule a meeting with us!

CLICK HERE

Customized Implementation Supports BY CS

Customized Implementation Supports BY CS

Upcoming CharacterStrong Events

Tomorrow // CIS Demo

Tomorrow // Live MS/HS SEL Demo

September 7th // Live Elementary SEL Demo

October 6th // CharacterStrong Virtual Conferences

January 20 & 21, 2023 // The CharacterStrong National Conference (Austin, Texas)

We offer low-burden, high-impact SEL & Character Education Curriculum PreK-12. If you're interested,

book a call and/or request a quote!

info@characterstrong.com

Webinar Hosted By

Customized Implementation Supports BY CS