



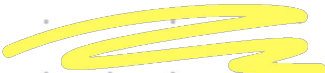
## **3 Biggest Implementation Hurdles to Overcome**



**@characterstrong**

**Struggling with Implementation?**

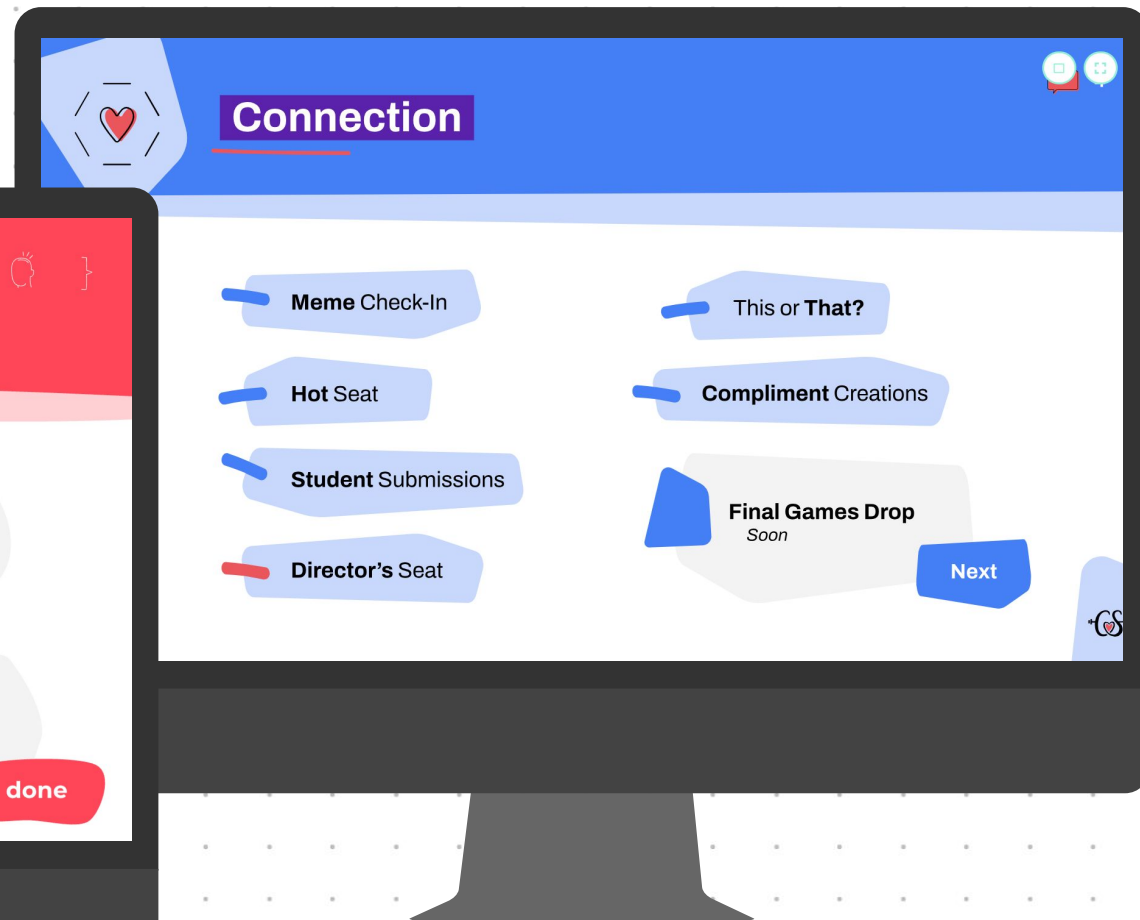
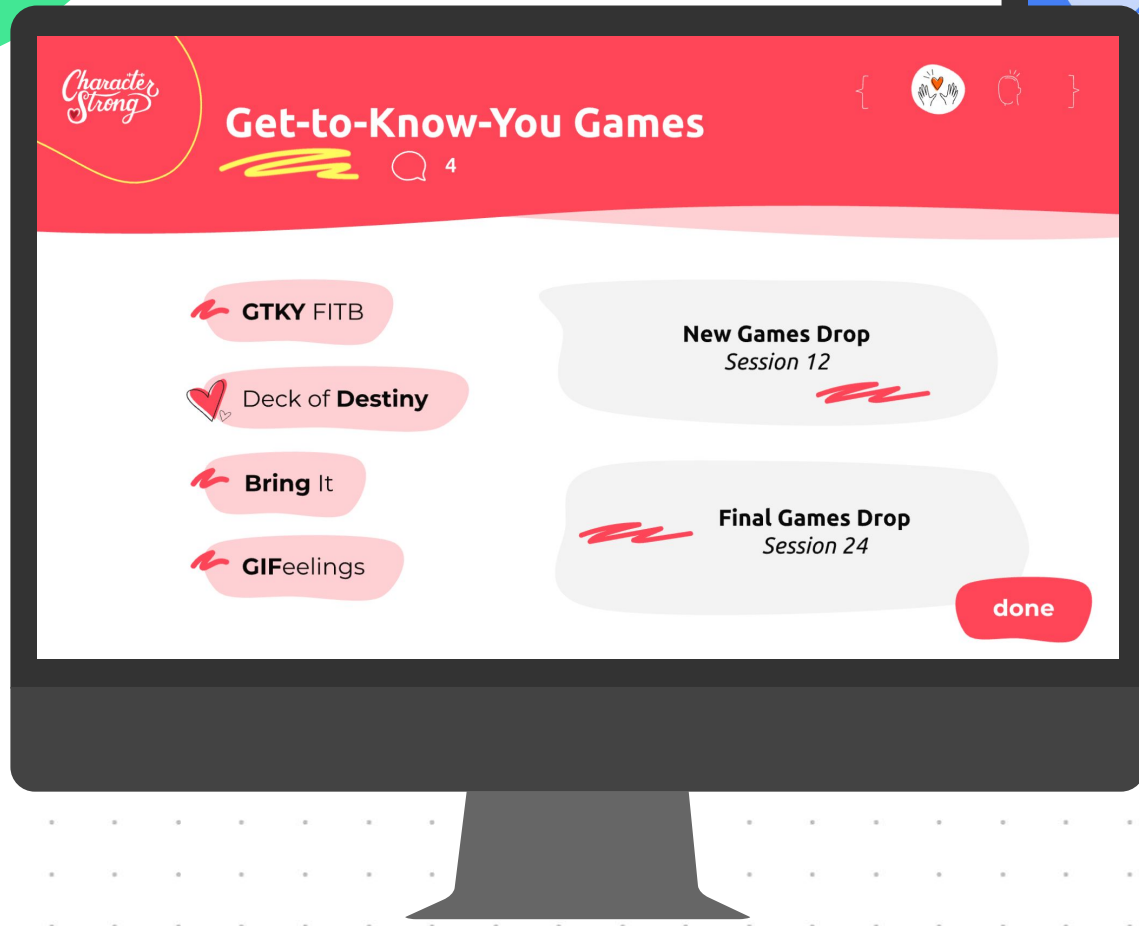
# **3 Common Hurdles**

A yellow, hand-drawn scribble is located directly beneath the word "Common" in the section header.



**In the Chat:**  
What is the single  
greatest challenge  
you've experienced  
related to  
implementation?








## Hot Seat

**Choose a number to reveal a question.** The questions range in “intensity” from 1 (low) to 8 (high). Don’t forget to include your “why.”

Click on the  to return to the main menu.



1

2

3

4

5

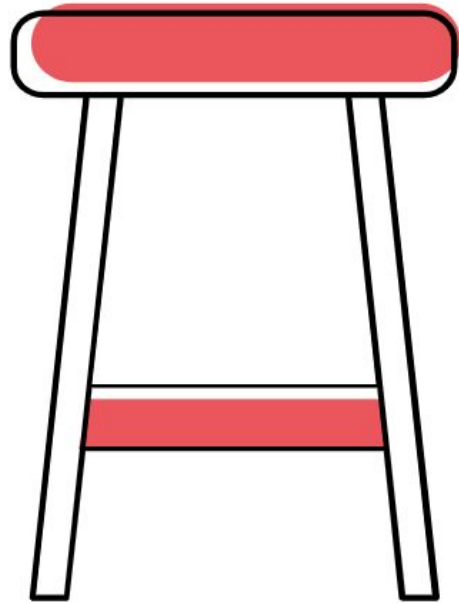
6

7

8



# Hot Seat



What is something  
you wish you could  
invent? Why?

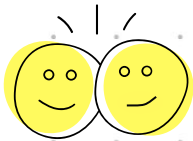
*Or*

What is something  
you wish had never  
been invented? Why?

# 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.

# During the Webinar



**Team Hurdle**



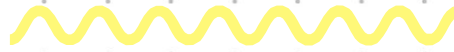
**Tasks Hurdle**



**Time Hurdle**



# After the Webinar



We will be sending out a resource page with the slides and resources we drop in the chat.



The resource page will also have the recording so you can watch later or share with colleagues.



Get the support based on your needs!



**Team Hurdle:**

No team or people ultimately  
accountable for  
implementation



# **In the Chat: What is Implementation?**



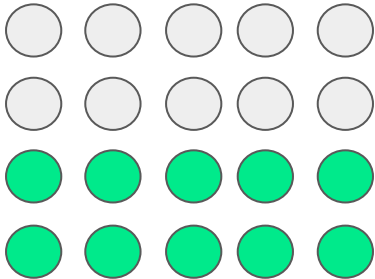
Implementation is the **process** of intentionally putting in place systems of support that ***facilitates adult behavior change related to the adoption, high fidelity use, and sustainment of effective practices*** that lead to desired changes in student outcomes

# Leaky Implementation Pipeline

Adoption



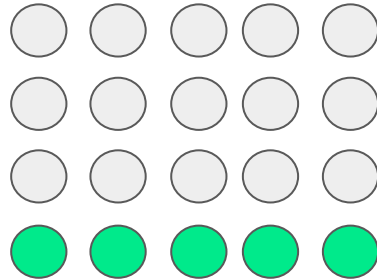
10 out of 20 staff begin adopting the **thing** after receiving training



Fidelity



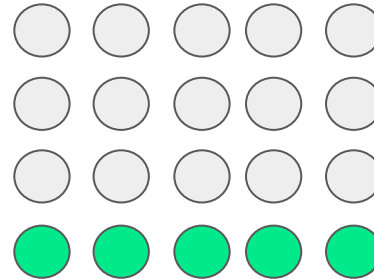
5 out of 10 staff who adopt deliver the **thing** with fidelity



Reach



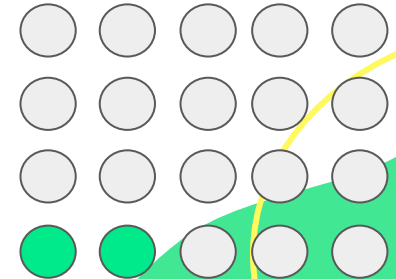
$\frac{1}{4}$  (25%) of students receive the **thing** as intended



Sustainment



2 out of 5 teachers who delivered the **thing** with fidelity actually continue w/ it



# The **Implementation** Gap

Effective procedures,  
programs & practices

Implementation Gap

Student  
experience and  
outcomes

# Adult behavior change



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



**In the Chat:**  
Who is accountable for  
adult behavior change?





**There is no successful  
implementation without a dedicated  
team whose members are accountable  
for implementation.**

## Letting it Happen Diffusion



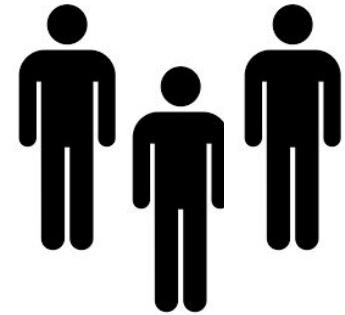
Information and materials are **passively shared** with educators, and educators are held **accountable to integrate practices into routines on their own**

## Helping it Happen Dissemination



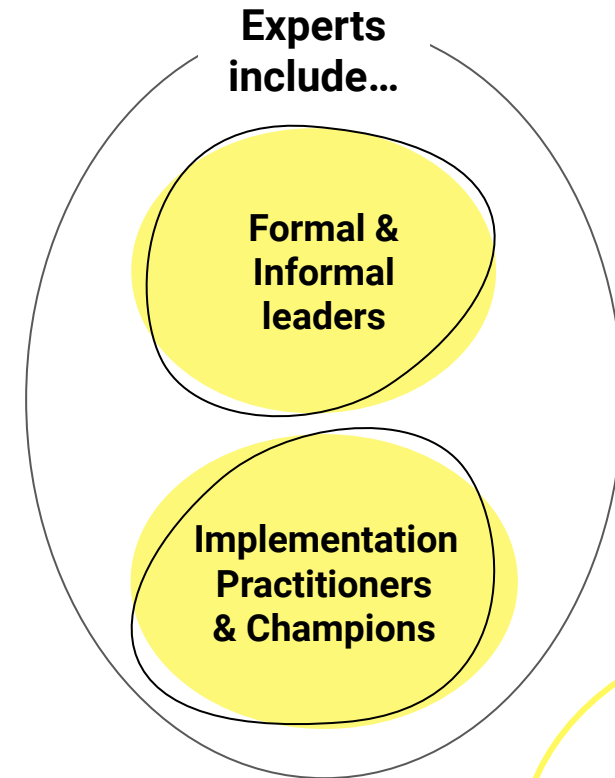
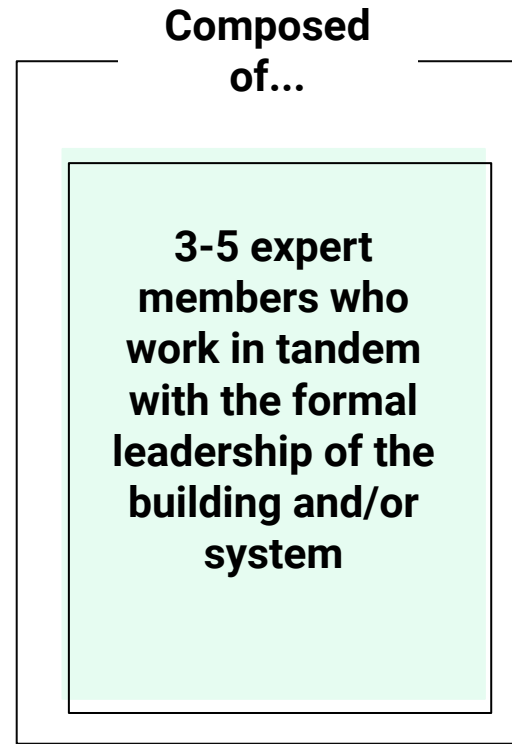
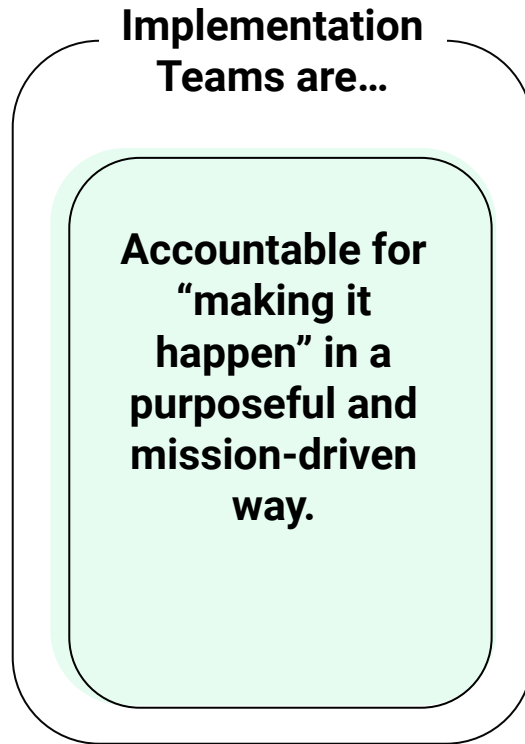
Information and materials are **actively and consistently shared** with educators, but educators are held **accountable to integrate practices into routines on their own**

## 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.

# Implementation Teams



# Implementation Leadership Teams

**Formal Building Leaders**



**Implementation Support Practitioners**



**Champions of the Work**

**Principals or Administrators** who actively message commitment, provide strategy day-to-day activity mediation, sell implementation, & allocate resources

**Coaches or Leads** who engage in ongoing, strategic actions, including ongoing coaching, & uphold guiding principles and core competencies of implementation practice

**Person** who is committed, works diligently to drive implementation forward, is enthusiastic, dynamic, & personable, has the strength of conviction



## **Tasks Hurdle**

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

# Behavioral Economics

## **Fuel**

is anything that makes performing a behavior more appealing, desirable, or necessary



## **Friction**

is anything that gets in the way of performing behavior

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

# Motivational Phase of 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.**

**Implementation strategies** are the techniques and methods used to support the adoption, high fidelity use, and sustainment of effective practices.



## Clarity



What supports educators need to establish shared **clarity, commitment, & confidence** with regard to core practices (why, what, who, how)



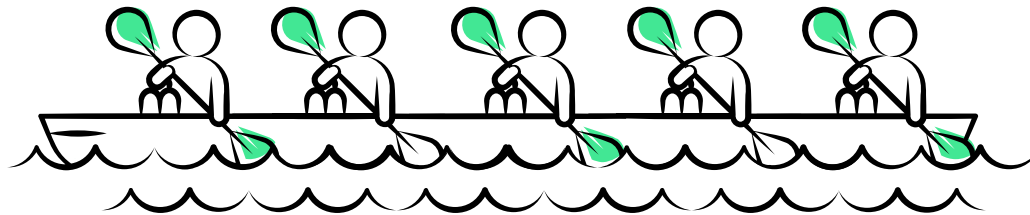
**In the Chat:**  
What happens when  
there is a lack of shared  
clarity & commitment?



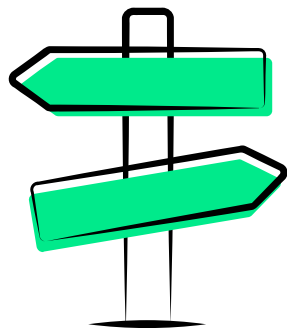
**Going from this...**



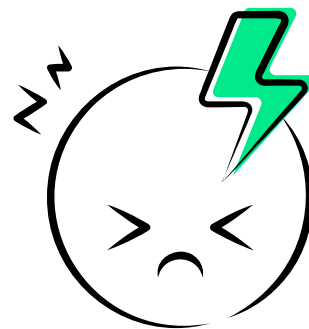
**To this!**



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



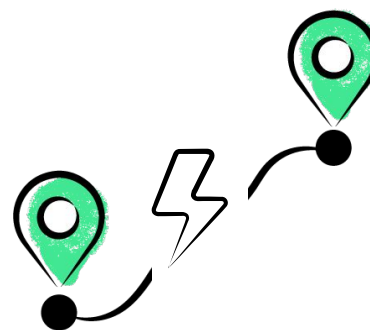
**Confusion**



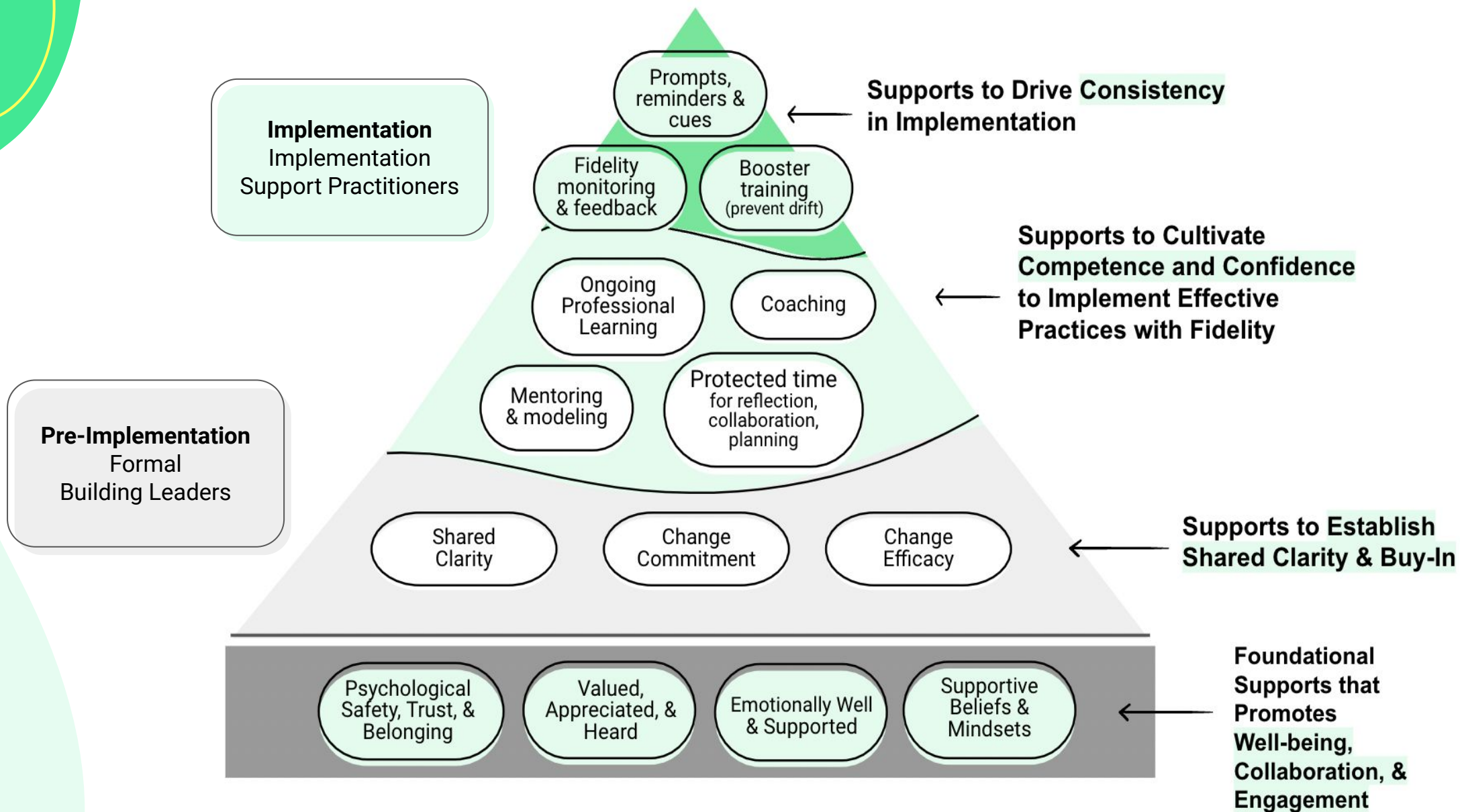
**Frustration/Resentment**



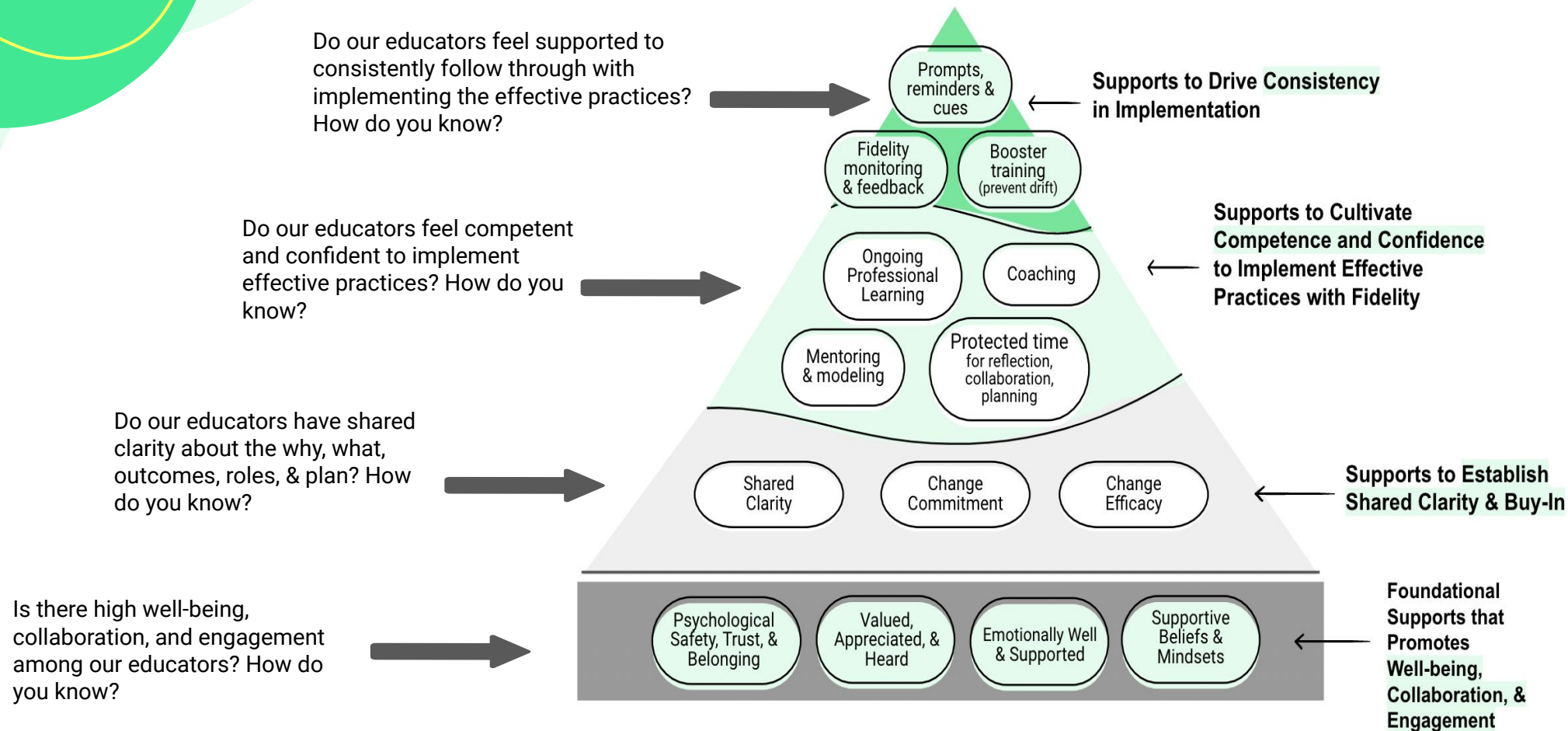
**Disengagement**



**Implementation Gap**



# The 4Cs Model to Support Implementation Success

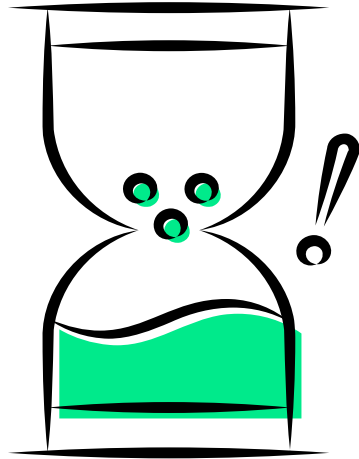




## **Time Hurdle**

Logistical & Motivational  
Readiness Not Addressed  
from the Outset

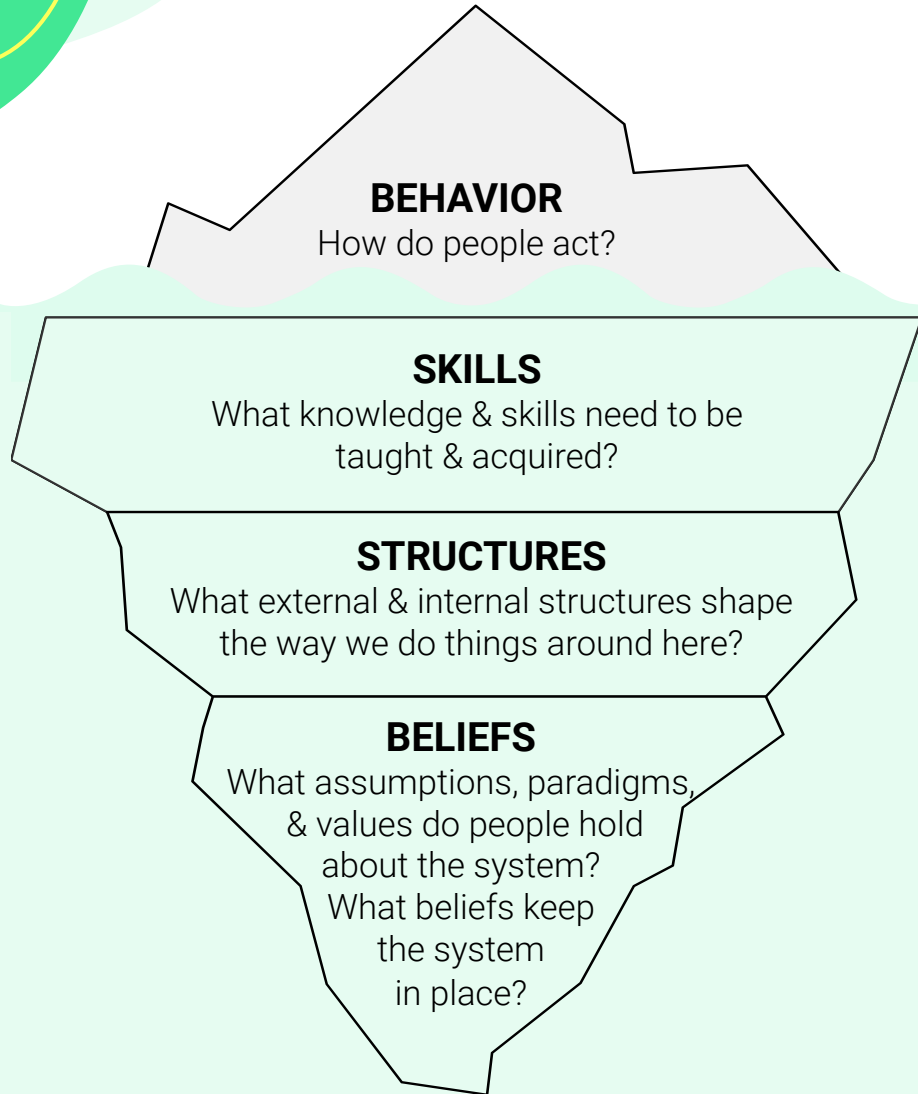
# Not Enough Time



“With all the  
**competing demands for time,**  
it feels like there isn’t enough  
time to implement the  
practices”



# The Iceberg Model



**Anxious, Defeated,  
Fatigued, Frustrated**

**Lack the knowledge and  
capability to implement**

**No dedicated time; No  
opportunity to  
implement**

**"It's not my job  
to teach social or  
emotional skills"**

“

If it's worth my time,  
I'll make the time.

”

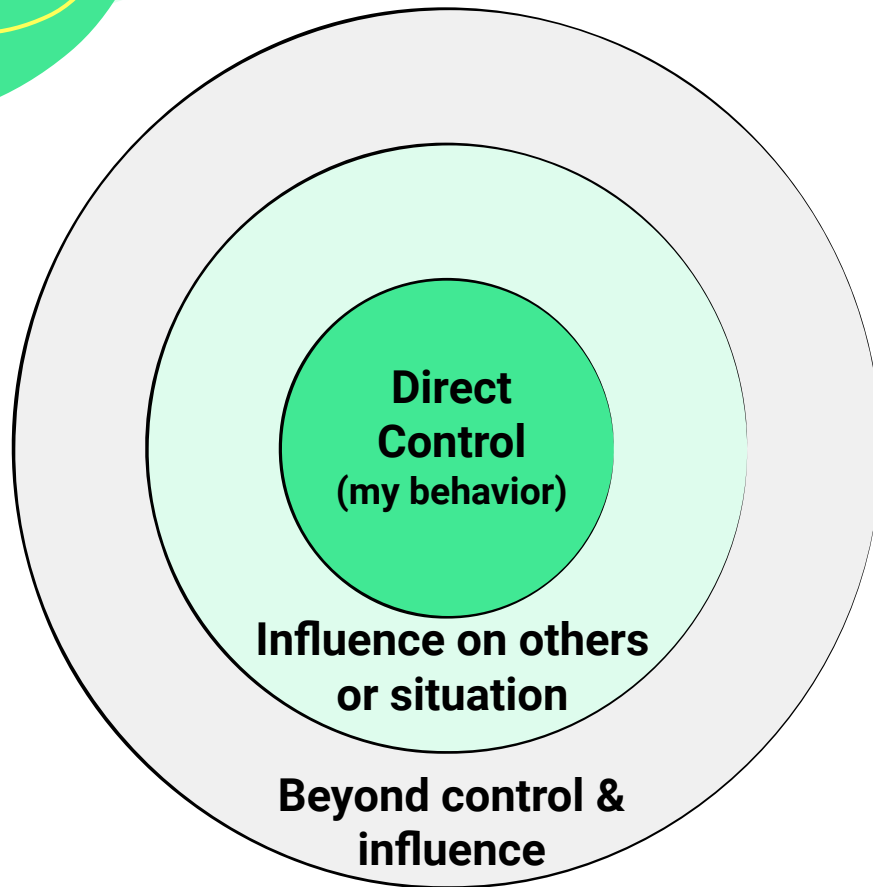


**Priority**



**In the Chat:**  
What are the priorities in  
your system right now?  
How do you know?





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...

A yellow scribble consisting of three wavy lines is located below the first line of text.

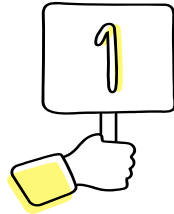
... to give a

# NUDGE

in the intended direction.

Abstract green and yellow shapes are located in the bottom right corner of the slide, mirroring the design elements in the top left.

# Strategies to Target Time Hurdle

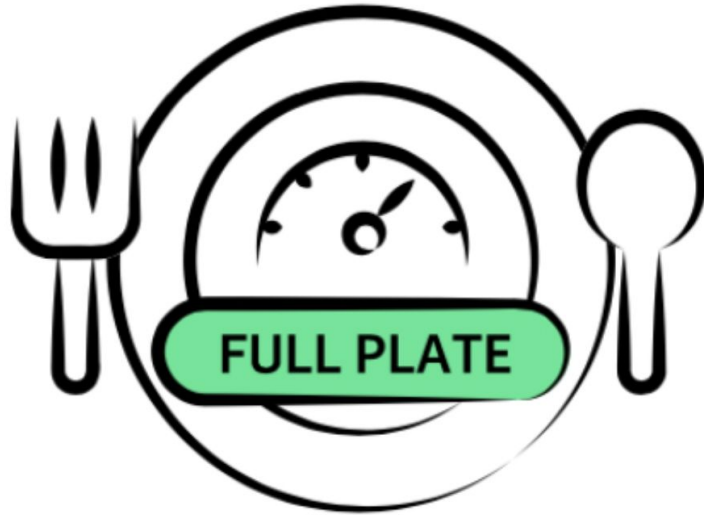


De-implement




Protect Time

# Strategy to Address Time: De-Implement

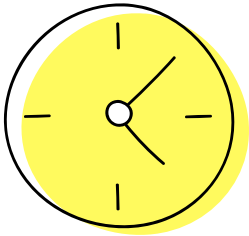


1. Identify the program, practice, or scope of work to de-implement
2. Estimate the prevalence of staff using the program or practice
3. Identify potential factors that maintain use of the practice
4. Develop de-implementation plan to extinguish program or practice
5. Evaluate the effects of the de-implementation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

## Strategy to Address Time: Strategically Allocate Time



“Don’t tell me what you value, show me what you are allocating precious time to and I’ll tell you what you value.”



**What to do with the time:** Reflect & Plan

**Where and when to protect time:**

- Whole staff meetings
- Grade-level, department, PLC meetings
- Individual planning time
- Bell schedule time to delivery the thing(s) with fidelity
- Implementation support & leadership activities



**We learn & grow  
from predictable  
experiences**



**Creates a  
shift in  
experience**

Motivated  
Engaged  
Encouraged  
Feelings of efficacy  
Optimistic



Defeated  
Fatigued  
Frustration  
Lack of efficacy  
Pessimistic

**Predictable  
experiences produce  
durable change in  
habit**

# Next Steps

# CS Implementation Support



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



Grab our webinar resources!



We encounter implementation hurdles and need strategies to overcome them



Engage in our Coaching Support



We really struggle with implementation and need in-depth support



Consultation & Training with our Implementation Packages



# Coaching Support



4 Virtual Connections



Build Leadership Capacity



Building Educator  
Competence & Confidence

*Character Strong*   
Implementation  
Supports .....



## CharacterStrong Curriculum Group Reflection & Improvement Planning

### PURPOSE:

A team meeting is designed to bring educators together in groups/teams to collaborate, reflect on, and incrementally improve the delivery of practices to achieve specific outcomes for students. In the case of this meeting, the purpose is to improve the quality of learning experiences students receive that support their acquisition and use of character and social-emotional competencies and lead to other important outcomes like belonging and well-being. Specifically, this meeting guide is to bring educators together to continuously improve the delivery of the CharacterStrong curriculum.

### NORM SETTING & CONNECTING TO OUR WHY (2-3 minutes)

1. Spend a minute or so touching base about group norms to facilitate collaboration, active engagement, and maintain a solution-oriented mindset as you connect.
2. Spend a minute going around sharing your thoughts about 'why' it is important to invest in supporting students to acquire and apply character and social-emotional competencies.



## Friendly Reminder

Start Intentionally. Support Engagement. Exit Intentionally.

4 at the Door  
Plus 1 More

CharacterStrong  
Lessons

Positive Notes  
Home

Every Day  
All Students

Lesson Days  
All Students

Every Day  
1-2 Students

**outside your door as**  
enter.  
ch student with 4 at  
:  
**Eye:** Make sure you  
students and show  
atter.  
**o Name:** Learn &  
ents' preferred  
s they enter.  
**Hand:** Connect  
ents through  
fact.  
**Heart:** Ask  
questions or  
e interactions.  
**lore:** Engaging  
**Entry Task**  
w/.

- ☐ **Warm Welcome:** Engaging entry task built into lesson.
- ☐ **Community Building:** Providing choice about how to get to know each other.
- ☐ **Content:** Videos, dialogue, and experiential learning with student voice at its center.
- ☐ **Character:** Character Dares that put concepts we are discussing into real-life action.
- ☐ **Closure:** Practical reflection, questions or actions that wrap things up.

- ☐ **Identify students** who benefit from a positive
- ☐ **Compliment or recognize something**...  
→ the student said achieved.  
→ about the student appreciates.
- ☐ **Send the note** to the student to an in the student's **Positive Note** for quick-to-act

**actions?** Contact your Building-based CharacterStrong Coach or CharacterStrong PLC Group.

## Relationship Practices and Curriculum Reflection Form

Core Reflections on Practices		Rating
		Mark a point along the line that reflects the extent to which you feel you need support or have a strength in each area. There are no wrong answers and no judgments passed based on your rating of each practice.
Relationship Practices	<b>4 at the Door + 1 More</b> <ul style="list-style-type: none"><li>• Eye-to-Eye (each student feels seen)</li><li>• Name-to-Name (greeting using the student's name)</li><li>• Hand-to-Hand (welcoming gesture not necessarily physical contact)</li><li>• Heart-to-Heart (thoughtful questions or individualized interactions)</li><li>• 1 More - Entry Task Waiting for Students</li></ul>	 Strength Needs Support/Attention
	<b>Positive Notes Home</b> <ul style="list-style-type: none"><li>• Identify 1 student each day to send a brief positive note home about something you noticed them say, do or achieve that is worthy of recognition/praise</li></ul>	 Strength Needs Support/Attention
Curriculum	<b>Comfort and Confidence to Deliver with Quality</b> <ul style="list-style-type: none"><li>• Feel comfortable with facilitating the practice &amp; joining students in learning</li><li>• Confident that you can deliver with quality and engagement</li></ul>	 Strength Needs Support/Attention
	<b>Delivery of Lesson Content with Adherence &amp; Consistency</b> <ul style="list-style-type: none"><li>• Deliver each of the 5 sections (Welcome, Community, Content, Character, Closure) of the lessons with:<ul style="list-style-type: none"><li>◦ Adherence?</li><li>◦ Consistency?</li></ul></li></ul>	 Strength Needs Support/Attention

CharacterStrong.com



# Consultation & Training Packages



Integrated MTSS Training



Implementation Consultation

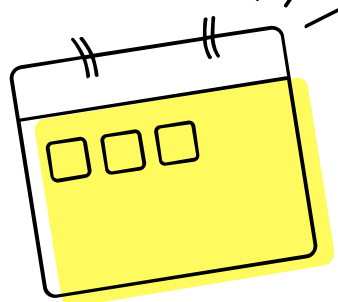


Coaching Support

*Character Strong*   
Implementation  
Supports .....



# Upcoming Events



**August 14th** Tier 2 Curriculum Demo

**August 16th** Middle School & High School Curriculum Demo

**August 16th** Elementary Curriculum Demo

**August 17th** Professional Development Demo

**August 29th** **Webinar** - Getting Tier 2 Right

# Character Strong

## School Culture Training

### When and Where?

- October 3, 2023 - Dallas, TX
- October 5, 2023 - San Antonio, TX
- October 10, 2023 - Puyallup, WA
- October 11, 2023 - Spokane, WA
- October 26, 2023 - Raleigh, NC
- November 2, 2023 - Louisville, KY
- November 14, 2023 - Davenport, IA
- November 17, 2023 - Allentown, PA
- November 30, 2023 - Peoria, AZ
- December 5, 2023 - Chino, CA





**New  
Training  
Date**



# *Character Strong* *Tier 2*

**Certification Training**

**October 12-13, Tacoma, WA**





# MTSS

## CERTIFICATION



**January 29 - 30, 2024**

**Redondo Beach, CA**



Register now at

[CharacterStrong.com/MTSS-Certification](https://CharacterStrong.com/MTSS-Certification)





## **3 Biggest Implementation Hurdles to Overcome**



**@characterstrong**