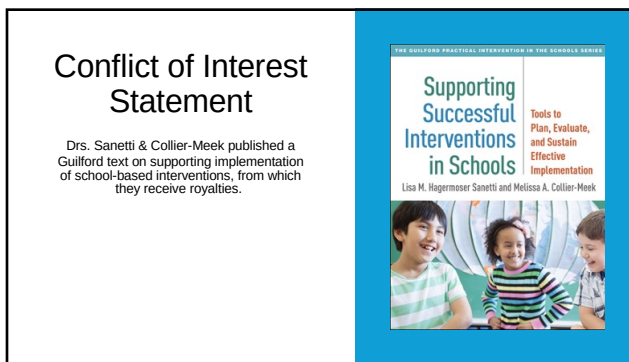
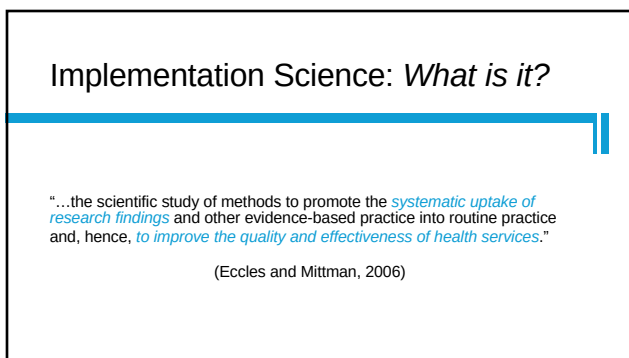




1



2



3




4

THE THING


the intervention / practice /
curriculum / assessment /
innovation

5


We know some things
about the THING



Some THINGS are
better than other
THINGS



Not every district, school,
or classroom needs ALL
the same THINGS



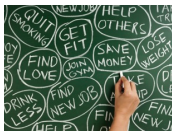
THINGS don't change
outcomes on their own

6

Implementation is
**DOING THE
THING**

7

DOING the THING is
EVERYTHING



DOING the THING
requires adults to change
their behavior



DOING the THING is necessary for improved student outcomes



Some DOING the THING
is better than other
DOING the THING

8

Let's Break It Down






Exercise =
The THING




9

The Plan for the THING

Plan:
60 min / 5 days
(300 min total)

Mon	
Tue	
Wed	
Thu	
Fri	



10






Implementation outcomes are
HOW MUCH & HOW WELL you
DO the THING


11

The Doing of the THING

Plan:
60 min / day
(300 min total)

Actual:
30 min talking
30 min exercise
(150 min total)

Mon	
Tue	
Wed	
Thu	
Fri	



12

The Doing of the THING

Plan:

60 min / 5 days
(300 min total)

Actual:

60 min / 2 days
(120 min total)


Mon


Tue


Wed

Thu

Fri







13

The Doing of the THING

Plan:

60 min / day
(300 min total)

Actual:

15 min exercise
(75 min total)


Mon


Tue


Wed


Thu


Fri














14

The Doing of the THING

Plan:

60 min / day
(300 min total)

Actual:

60 min spent
(0 min exercise)


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
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
Fri














15



Students need adults to DO THE THING

(consistently & comprehensively over time)


16

THE GULFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES


Supporting Successful Interventions in Schools

Tools to Plan, Evaluate, and Sustain Effective Implementation

Lisa M. Hagermoser Sanetti and Melissa A. Collier-Moak



SUSTAIN COLLABORATIVE



Promoting Sustained Practices for Effective and Equitable Education

17



18

SUSTAIN COLLABORATIVE

101: QUESTIONS SCHOOL ADMINISTRATORS CAN ASK TO SUPPORT SUSTAINED PRACTICE

How are questions related to sustained practice?

Administrators can increase the likelihood of sustained practice by asking effective questions across phases of implementation.

BIG IDEA #1: Effective questions can prompt thinking and adaptation and implementation to engage that sustained practice.

QUESTIONS BY IMPLEMENTATION PHASE

Exploration

- What is the purpose of this practice? How does it align with our vision and goals?
- What evidence do we have that this practice is effective?
- What resources do we need to implement this practice?
- What are the potential barriers to implementation?

Preparation

- What are the key components of this practice? How do they align with our vision and goals?
- What evidence do we have that this practice is effective?
- What resources do we need to implement this practice?
- What are the potential barriers to implementation?

Implementation

- What are the key components of this practice? How do they align with our vision and goals?
- What evidence do we have that this practice is effective?
- What resources do we need to implement this practice?
- What are the potential barriers to implementation?

Sustained

- What are the key components of this practice? How do they align with our vision and goals?
- What evidence do we have that this practice is effective?
- What resources do we need to implement this practice?
- What are the potential barriers to implementation?

SUSTAIN COLLABORATIVE

101: WHAT SCHOOL ADMINISTRATORS NEED TO KNOW ABOUT SUSTAINED PRACTICE

What is a sustained practice?

An evidence-based, intentional, or other carefully selected practice implemented consistently and comprehensively across time.

BIG IDEA #1: When effective practices are sustained, students achieve better results, more quickly!

BIG IDEA #2: School leaders who effectively promote sustained practice by attending to process & context.

IMPLEMENTATION LEADERSHIP BEHAVIORS

Building on their leadership skills, principals can engage a wide number of implementation behaviors to positively influence sustained practice.

Attend to PROCESS

Focus on a small number of key, tested practices.

Attend to CONTEXT

Adapt to community. Engage others in shared vision. Create a climate of sustained practice. Listen to implementation. Persevere over time.

Don't rush out. Try slow to persevere.

Lead use of the practice.

Don't rush out. Try slow to persevere.

Attend to PROCESS

Focus on a small number of key, tested practices.

Attend to CONTEXT

Adapt to community. Engage others in shared vision. Create a climate of sustained practice. Listen to implementation. Persevere over time.

Don't rush out. Try slow to persevere.

Lead use of the practice.

Don't rush out. Try slow to persevere.


19

A sustained practice is implemented consistently and comprehensively across time.

SUSTAIN COLLABORATIVE




20



When effective practices are sustained, students achieve better results, more quickly!

SUSTAIN COLLABORATIVE




21




It's good for students.
It's better for educators.
It saves resources.
It's (sometimes) required by law.

**SUSTAIN
COLLABORATIVE**




22



So, what's the problem?
*Sustaining a practice
isn't easy.*

**SUSTAIN
COLLABORATIVE**

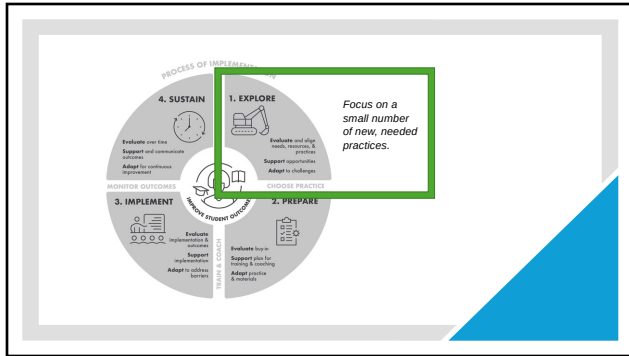


23



Sustaining an effective practice involves behavior change - a complex and ongoing process involving learning, building confidence, and problem-solving barriers.

24



25

Exploration

- How does this practice meet an important need in our school or district?
- Do we already have a practice that meets this same need?
 - Can we improve the existing practice, instead of adding a new one?
- What resources are available in the school, district, or community to support this practice over time?
 - Space? Knowledge, skills, or experience? Funding? Materials?
- Does this practice align with the culture and values of our community?

26

Resource Mapping

RESOURCE MAPPING INVOLVES MAKING A LIST OF...

PRACTICES	PEOPLE	ASSETS
<ul style="list-style-type: none"> • What skills/issues are addressed? • How many students are served? What grades? • Is it evidence-based? Is it effective in your setting? • Are people trained to implement? What materials are needed? 	<ul style="list-style-type: none"> • Who is available? • When are they available? • What are they trained in? 	<ul style="list-style-type: none"> • What programs/ services/funding are available in the school and community? • How can these resources be utilized by the school?

BIG IDEA:
Resource mapping can help maximize available resources and avoid initiative overload.

27

De-implementation

(aka systematically stopping one practice to be able to sustain another)

It's complicated.
Stopping a practice requires a lot of planning. Think about communicating with educators, students & families, adjusting/removing materials, getting new resources, and re-training implementers on more impactful practices.

Make the case!
Build consensus and buy-in for making the change - focus on student outcomes and avoiding initiative overload! No one wants too much to do.

Change doesn't happen over night.
De-implementation happens over time. Make a plan to build consensus, reduce/remove ineffective practices systematically, and provide support for educators to sustain effective practices.

It's NOT failure.
It's important we continue to learn and adjust to best support our schools! Adopt a growth mindset and build a positive implementation climate that encourages learning and expects change over time.

21

28

LESS, BUT BETTER.

29

PROCESS OF IMPLEMENTATION

1. EXPLORE
Evaluate and align needs, resources, & practices
Support stakeholders
Adapt to challenges

2. PREPARE
Evaluate local support plan for testing & scaling
Adapt practice & model
Adapt practice & model

3. IMPLEMENT
Evaluate implementation outcomes
Support stakeholders
Adapt to challenges

4. SUSTAIN
Evaluate over time
Support and communicate outcomes
Adapt for continuous improvement

MONITOR OUTCOMES

Don't rush use. Take time to prepare.

30

Preparation

- Do the majority of implementers “buy-in” to this practice?
- How will we train implementers of this practice?
- What is our plan to support implementers over time?
- Do we need to adapt this practice to fit our school and community context?
- What new resources are needed for this practice to work?
 - Materials? Space? Personnel?
- How will we inform parents of this new practice?

31



Contextual fit is critical.


32




BIG IDEA

When practices are planfully adapted, they are more likely to be sustained and improve outcomes.


HOW CAN WE ADAPT PRACTICES TO SUPPORT FIT?



MAP CRITICAL COMPONENTS



IDENTIFY AREAS FOR ADJUSTMENT



ADJUST & MONITOR

33

APPENDIX 5.1
Implementation Planning Guide

Consultant: _____ Implementer: _____
Learner: _____ Intervention: _____
Start/End Time: _____

READINESS CHECKLIST

✓ Have you...

- Reviewed the intervention and current data?
☐ Facilitated yourself with and broken down the intervention plan?
☐ If using implementation planning after implementation has already begun?
☐ Reviewed the intervention goal and, using data, the learner's current progress?
☐ Conducted intervention fidelity data?
- Prepared for implementation planning?
☐ Read about implementation planning?
☐ Prepared Action and Fidelity Plan Worksheets (Appendix 5.2A-5.2D)?
☐ Practiced dialogues, as needed, to be comfortable at the meeting?
- Invited session support?
☐ Scheduled the implementation planning session?
☐ Rehearsed out to the implementer?
☐ Bought implementation planning materials to the session?

IMPLEMENTATION PLANNING GUIDE

Step 1: Explain the Purpose of the Session

- Provide an overview of implementation planning.
- Begin implementation planning in an open, supportive manner.

Following is an example of what you might say to explain the purpose of this session.

"Today, we're here to talk about the intervention and develop an implementation plan. Completion of an implementation plan is a three-step process. First, we will review background information about the selected intervention and the relevant learner. Second, we will break down the intervention into smaller, more specific steps, and then complete action planning regarding the details."

Goal

s, and intervention goal:
s can address the learner's issue and support the learner to
rt(brought my consultation about (implementation)
rity of current intervention was selected because
Should meet his or her goal. We will review and refine
when today."

action steps (on Action Plan Worksheet: Part A):
on steps review series, I will, within
At to begin, let's review the steps for carrying out this
step, I have filled in the intervention steps in the first two
start to make sure that we to include all components of the
intervention steps."

If Needed

3 intervention steps could increase feasibility or contextual fit.
Local support for any modifications to intervention steps.
Risk of implementation, let's first talk at each intervention
revision that are used to discuss. Please read through them
know if there are any steps that you would like to discuss.

34

High-quality training, for all implementers, is critical.

35

SO, WHAT DOES IT MEAN TO PROVIDE HIGH-QUALITY TRAINING?

Explain

Describing the practice and the theory helps the educator understand the purpose and need for each practice component.

Model

Demonstrating the practice helps the educator develop knowledge about what each practice component and what it should look like.

Rehearse & Feedback

Having the educator rehearse the practice - first with support and then independently- and providing feedback can increase preparation and confidence.

36

[illegible][illegible][illegible]39

Most educators
– like most people! –
struggle to integrate a new
practice into their existing
routines.

40

SO, WHAT DOES IT MEAN TO IMPLEMENT WITH FIDELITY?



**Deliver all
components of a
practice,**



**in an enthusiastic
and responsive
manner,**



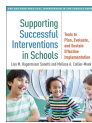
**for the fully
recommended
time**

28

41

SO, WHAT ARE BEST PRACTICES IN COACHING?

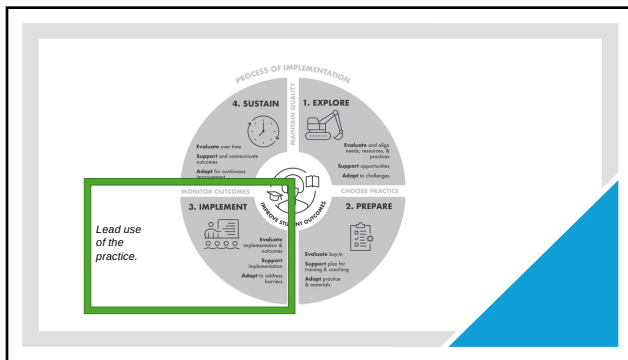
- Targeted - has a clear goal or purpose that is the focus of all coaching activities
- Tailored - individualized to the educator's needs, skills, and context
- Timely - occurs regularly over an extended period of time
- Flexible - can incorporate additional implementation supports, such as implementation planning, prompting, and self-monitoring, based on the educator's needs
- Data-driven - utilizes data to systematically build skills, reflect on growth, and provide feedback
- Training - includes direct training, modeling, practice, and feedback in the educator's classroom



42

PREPARATION IS PREREQUISITE TO SUCCESS.

43



44

Implementation

- Is the practice being delivered with fidelity?
- Do implementers report that the practice is acceptable and feasible?
- What supports are being provided to implementers?
- Is the practice reaching the students who need it?
- What barriers are implementers experiencing?
- What funding or other resources will be needed to support delivery of this practice?

45



A climate of doing, learning, & safety is critical.

46

Make DOING the THING the THING to DO



Talk about the process of DOING the THING.



Report out on data.



Recognize doers.

47



Expect struggle.
Embrace failure.
Learn quickly.

Students are waiting.

48

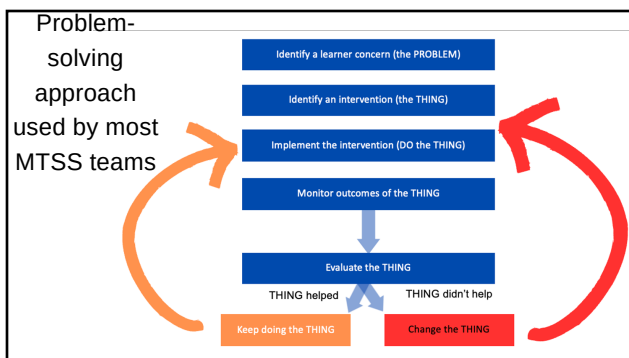
Be efficient.	Use data to identify educators who need more support.
Be responsive.	Meet educators where they are. Provide ongoing training, support, and resources/ materials.
Problem-solve.	Listen to educators' barriers to using the practice consistently. Strategize ways of responding to these barriers.

49

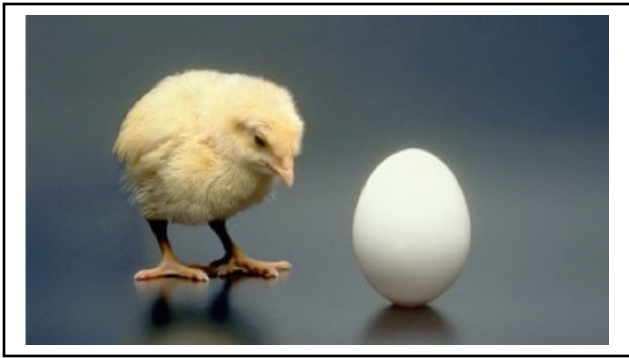


Monitoring DOING the THING is critical.

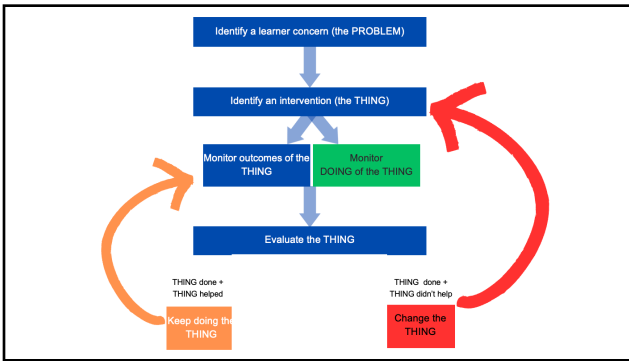
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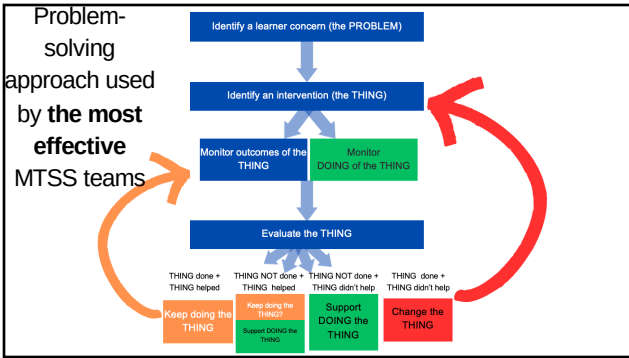
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52



53



54

Fidelity Measurement 101

List the steps of the THING

Task analyze a THING
Develop observable, measurable, & complete, definitions.

Choose a method

Observation
Permanent product
Self-report

Identify rating scheme

Yes/No
Likert Scale
Interval
Place to explain deviations

Make the form & use it!

Frequency of assessment should match intensity of intervention & use of data.

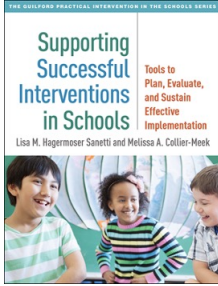
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DOCUMENTING the **DOING** of the **THING** is critical for *equitable and legally defensible practice.*

56

Supporting **DOING** the **THING** is critical.

57

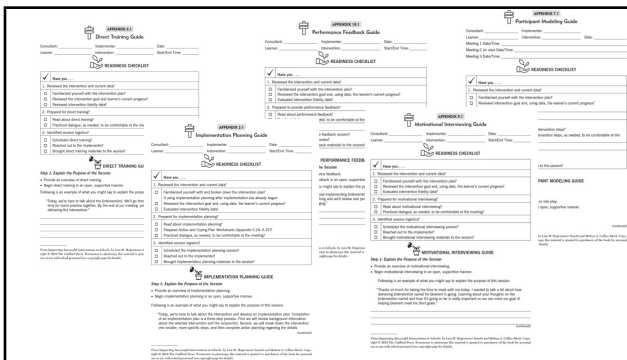


All implementers need coaching.

Use data to determine who needs **what level of coaching** - think MTSS for implementers.

Use available protocols to support implementers' **DOING the THING.**

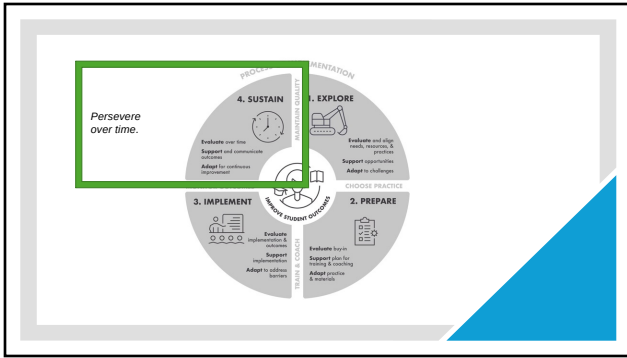
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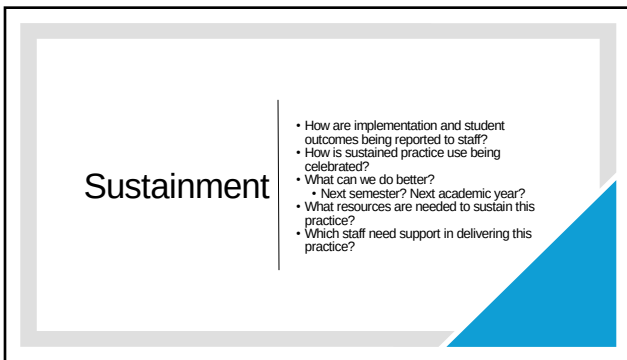
59

SUPPORTING ADULTS IS ESSENTIAL TO IMPROVED STUDENT OUTCOMES.

60



61



62



63



How will you recruit DOERS?
How will you train new hires to DO
the THINGS?



How will you incorporate your
THINGS into policy & procedure
documents?


64

CHANGE IS THE
ONLY CONSTANT.
BE READY. ADAPT.
DO THE THINGS.

65

A sustained
practice is
implemented
consistently and
comprehensively
across time.

66



It's good for students.

It's better for educators.

It saves resources.

It's (sometimes) required by law.

**SUSTAIN
COLLABORATIVE**



67



SUSTAIN COLLABORATIVE

Case Studies Research Collaboration Resources Contact Us

Promoting Sustained Practices
for Effective and Equitable

68

Get support with sustained practice.

We're a **funded** research team from **UConn** and **Columbia University** helping K-5 teachers to deliver evidence-based behavior interventions for students demonstrating challenging behavior.

<https://www.sustaincollaborative.org/prime2-recruitment>

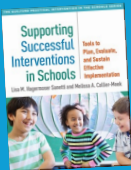
PRIME

PLANNING REALISTIC IMPLEMENTATION
AND MAINTENANCE BY EDUCATORS

- Are you a K-5 teacher?
- Do you have a student in your classroom presenting with mild to moderate behavioral challenges?
- Are you interested in receiving consultative support to effectively implement a behavior plan for the student?

prime@uconn.edu

69



Supporting Successful Interventions in Schools

With the support of the National Center for Education Research, the National Center for Learning Disabilities, and the National Center for Special Education Research

GO SUSTAIN COLLABORATIVE

101: EVALUATING FIDELITY

What's "Wrong" (Right)?

- Check whether "What you know" is what you're doing
- Check whether "What you know" is what you're doing
- Check whether "What you know" is what you're doing

Not all problems are created equal

- Some problems are more serious than others
- Some problems are more serious than others
- Some problems are more serious than others

Big Idea

GO COLLABORATIVE

102: SUSTAIN COLLABORATIVE

What's "Wrong" (Right)?

- Check whether "What you know" is what you're doing
- Check whether "What you know" is what you're doing
- Check whether "What you know" is what you're doing

Not all problems are created equal

- Some problems are more serious than others
- Some problems are more serious than others
- Some problems are more serious than others

Big Idea

Please, reach out!

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