THE WING INSTITUTE

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Sustainability:

Shifting Contingencies

What Works and What Doesn't

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Why Do Initiatives Fail?

Political support

Funding

Leadership Stability

Competing reforms

Insufficient training

Faculty turnover

Model specificity

Faculty commitment

Sustained professional development

Schools' past & current performance

Positive student outcomes

…no one risk is statistically significant…combinations of risk factors

"Sustainability: Examining the Survival of Schools' Comprehensive School Reform Efforts" - 2005

American Institute for Research

What Does Not Work

- Diffusion/dissemination of information by itself does not lead to successful implementation (research literature, mailings, promulgation of practice guidelines)
- Training alone, no matter how well done, does not lead to successful implementation
- Implementation by edict by itself does not work
- Implementation by "throwing money" by itself does not work
- Implementation without changing supporting roles and functions does not work

What Can We Do to Achieve "Sustainable" Implementation?

Manage the contingencies

- Maximize the variables that support implementation of the intervention
- Minimize the variables that oppose implementation of the intervention

What We Know About Managing Contingencies?

Manage contingencies across:

1. Cultural practices and as well as individuals behavior

2. Core components of implementation (goals, performance management systems, monitoring, and decision making)

3. Levels of the system (Fed, State, district, school, classroom)

4. Stages of implementation (adoption, installation, initial implementation, full operation, long-term)

5. The Intervention (program, practices and core components)

Cultural Practices and Individual Behavior

Cultural Practices

School: Requires ten new vocabulary words to be introduced each week, to be used and spelled correctly in writing assignments.

Individual Behavior

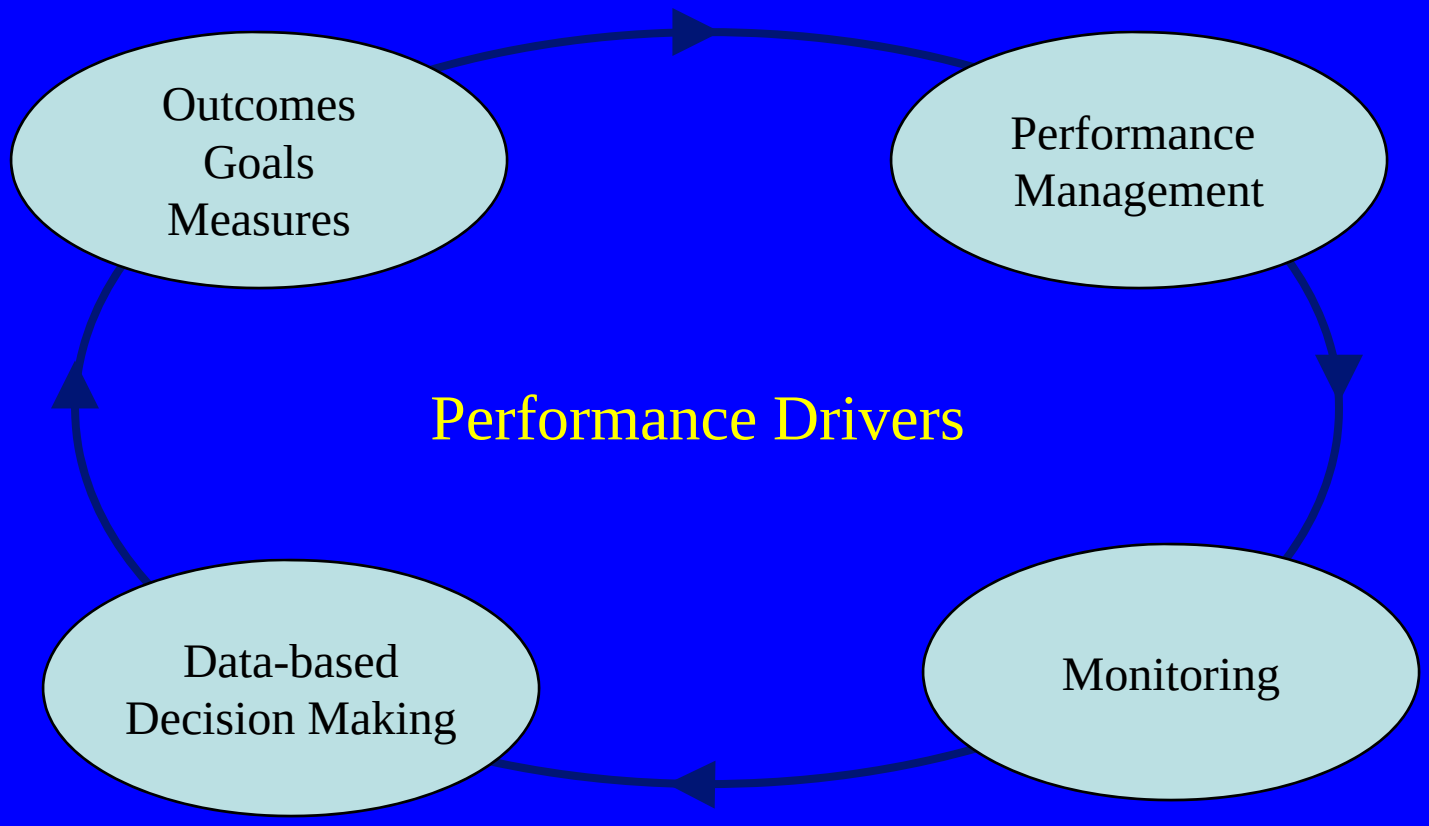
Parent: Review spelling test results with child

Contingency Alignment

Desired Outcome

School exceeds state expectations for student spelling

Core Components of Implementation



CORE COMPONENTS OF IMPLEMENTATION

Establish **OUTCOMES, GOALS, AND MEASURES**

- Select the relevant goals (strategic, tactical, logistical)
- Establish objective and measurable outcomes and align levels
- Establish the corresponding policies

Employ and Align **PERFORMANCE MANAGEMENT** strategies

- Build activities and systems
  - ✓ Recruitment and hiring
  - ✓ Performance expectations
  - ✓ Training
  - ✓ Consultation and coaching
  - ✓ Feedback and evaluation
- Manage performance contingencies

Conduct frequent and on-going **MONITORING**

- Outcome and process
- Assure program fidelity (program level) and treatment integrity (practice level)

Utilize **DATA-BASED DECISION MAKING**

- Evidence-based practices
- Adapt and Innovate

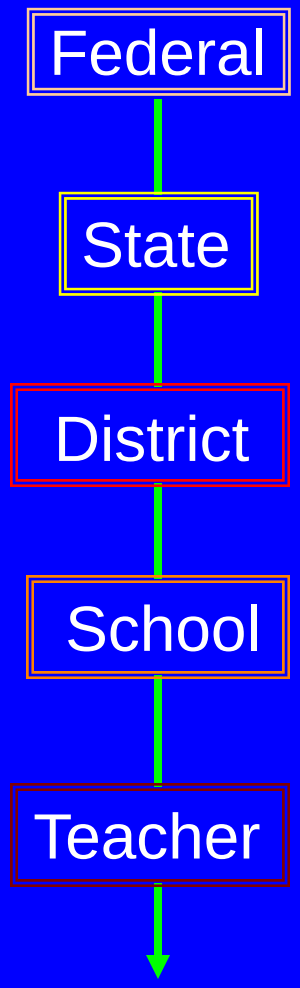
Monitoring

- ***Monitoring:*** observing a behavior for any changes that my occur over time, or for effects an intervention may have on the observed behavior.
  - Evaluate success of the program or intervention against goals
  - Assess program fidelity and treatment integrity

- ***Monitoring*** generates information that is essential when making data-based decisions.
  - Outcome measures
  - Process measures

- ***Monitoring*** needs to occur at all levels of implementation:
  - Organizational (implementation)
  - Practitioner (intervention)
  - Consumer

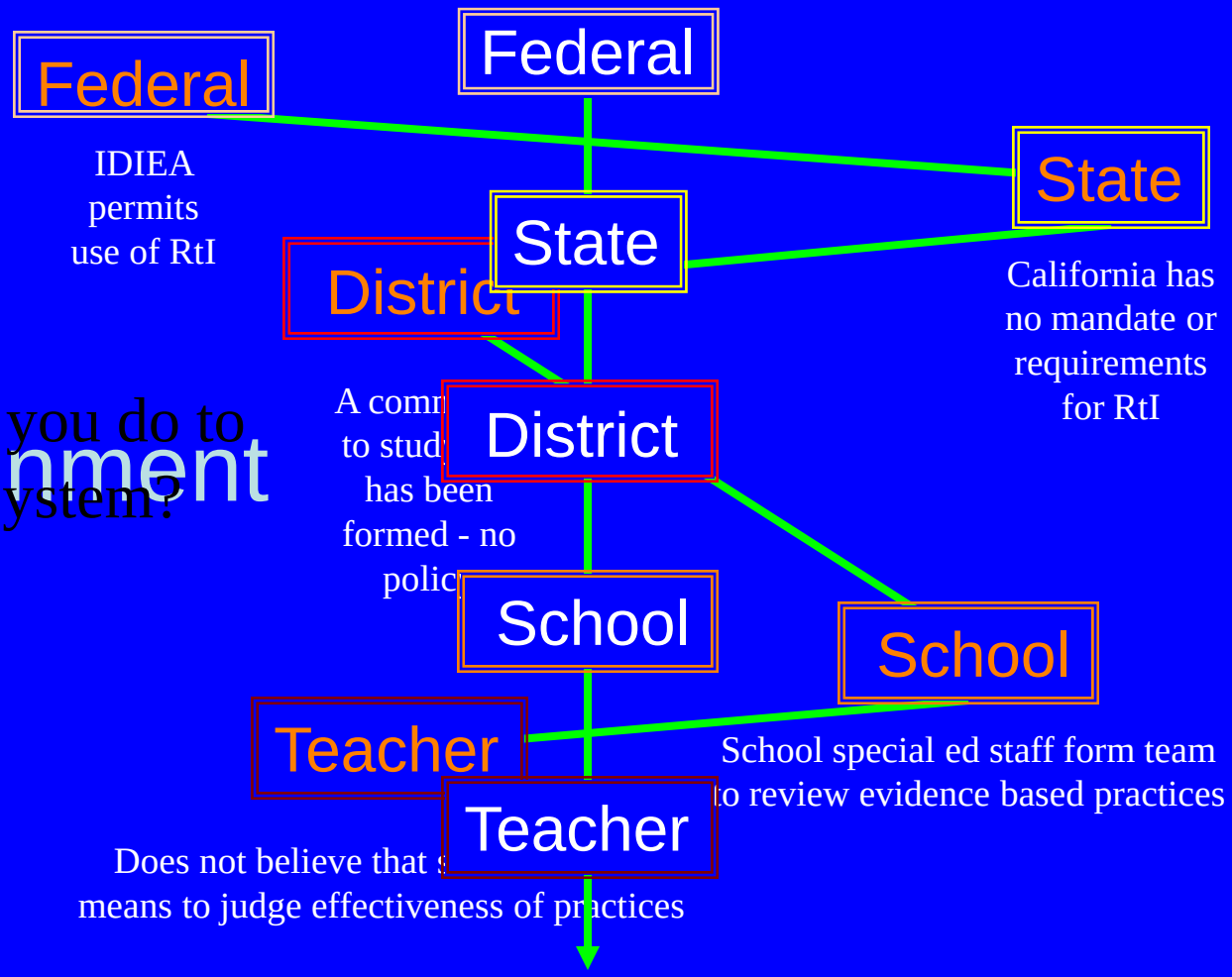
Levels of Implementation



Contingency Alignment

Student Education Outcomes Achieved

Response to Intervention Implementation in California



What would you do to align the system?

Non-Alignment

Desired Outcomes Unlikely

RtI Is implemented piece meal and sporadically across the state

Alignment of Core Implementation Components Across Levels

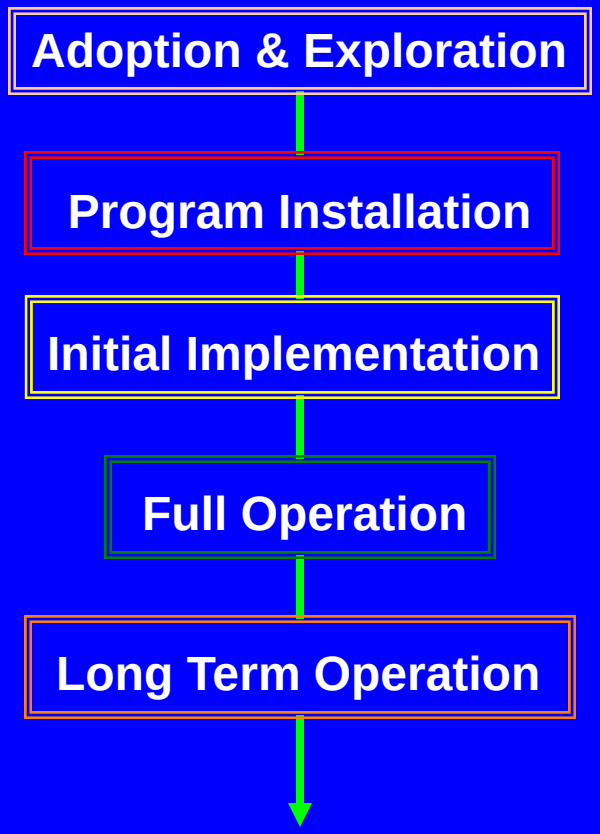
Goal: Students meet minimum math standards

Strategy: Teachers fully credentialed and competent in teaching math

	Federal	State	District	School	Classroom
Outcomes and Goals				100% of new teachers meet min criteria w/in 3 months	
Performance Management	Policy & Regulations:funding meets minimum standards	Regulations: Teacher credential require math training	Hiring: Recruitment of teachers with math credentials	Training: New math teachers receive training from "master math teachers" and demonstrate competency	Feedback: Master teacher provides coaching feedback
Monitoring				Teachers receive training and demonstrate competency	
Decision Making				Turnover results in some staff not meeting criteria: Develop alternative training plan for staff entering mid-year	

Stages Of Implementation

Over Time and Over Generations



Desired Outcome

Sustainability

Stages Of Implementation

1. **Adoption & Exploration "Readiness"**
   - Assessing the fit
   - Deciding to proceed
   - Achieving support: Consensus building

2. **Program Installation "Pre-start-up activities"**
   - Establishing new infra-structure and supports
   - Reconfigure existing systems

3. **Initial Implementation "Performance change"**
   - Initiate new practices and performance
   - Troubleshoot obstacles (inertia, investment in status quo, etc)
   - Adapt and adjust to novel situations

Stages of Implementation

4. **Full Operation "Integration"**
   - The practice becomes "the accepted practice"
   - All systems functioning across all levels
   - Outcomes are produced and benefits evident

5. **Long-Term Operation "Refinement"**
   - Treatment integrity maintained and undesirable drift controlled
   - Core practices and outcomes monitored and effectiveness sustained
   - Innovations adopted and incorporated

Types of Change

Planned and Formal

1. **Adaptation:** **Changes to an intervention that effectively address issues unique to the operating environment including assuring a cultural fit.** ***These changes do not alter the core components of the practice and do not modify targeted outcome(s).***

2. **Innovation:** **Changes that offer opportunities that improve and expand upon an intervention above what has been achieved by current practices and procedures.** ***Innovations to a practice should not be attempted before treatment integrity is first attained.***

Unplanned and Informal

1. **Drift:** **Undesirable changes that are identified as threats to the treatment integrity of the practice as defined by the core practices and outcome(s).**

Core Components of an Intervention

- Building blocks that make it work
- Not knowing the core components leads to wasted time and resources implementing non non-essential elements.
- Knowing the core components is essential to answering critical questions required for adaptation.
- Unfortunately, little research is available on what are the core components of most practices.

Example: ***Core Components of RtI***

What are the core components?

- Multi-tiered interventions - Based on public health model
- Evidence-based practices
- Data-based decision making
- Progress monitoring

"Our school uses DIBELS to monitor reading. Can I adapt the intervention using curriculum-based measurement (CBM)?"

1. Is DIBELS core?
   - Yes/No
2. Can DIBELS be replaced?
   - Yes, If you replace DIBELS with another effective method such as CBM

Programs - Practices - Components

Program	Morningside Academy	Institute for Effective Education	Bethel School District
Practice	Sopris West's Educational Series	Direct Instruction	PBIS
Component (Elements)	Fluency	Phonics	School-wide rules

Sustainable Implementation Requires

Alignment and management of the contingencies:

1. Across levels of the system
2. Across the core components of implementation
3. Across the stages of implementation
4. Across the Intervention