

Utilizing Implementation Science to Scale-Up Innovations

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Nov 9th | Colorado Society of School Psychologists**

Office of Learning Supports (OLS)

Vision

Every Colorado school and district will successfully implement and sustain a multi-tiered system of supports to improve academic and social emotional outcomes for every student.

Mission

The mission of the Office of Learning Supports is to shape, develop, and increase the collective capacity of schools and districts to implement and sustain a multi-tiered system of supports, through a problem-solving culture that integrates data, practices, and systems which improve educational outcomes for every student.

Outcomes

Learners will:

- Review essential features of a Multi-Tiered System of Supports (MTSS) Innovation
- Identify the key concepts and obstacles to implementation science
- Understand why implementation science is important to the field of school psychology
- Receive resources for getting started with scaling-up innovations using implementation science

Themes Affecting Education:

Multi-tiered Systems, Evidence-based Practices,
Organizational Systems

Equity

Quality

Efficiency

MTSS

Shared Leadership; Data-Based Problem Solving and Decision Making;
Layered Continuum of Support; Evidence-Based Instruction, Intervention,
and Assessment Practices; Universal Screening and Progress Monitoring;
Family, School, and Community Partnering

Behavior Supports

SWPBS/PBIS

Academic Supports

Instruction & Curriculum

Additional Learning Supports

Family, School, and Community Partnerships

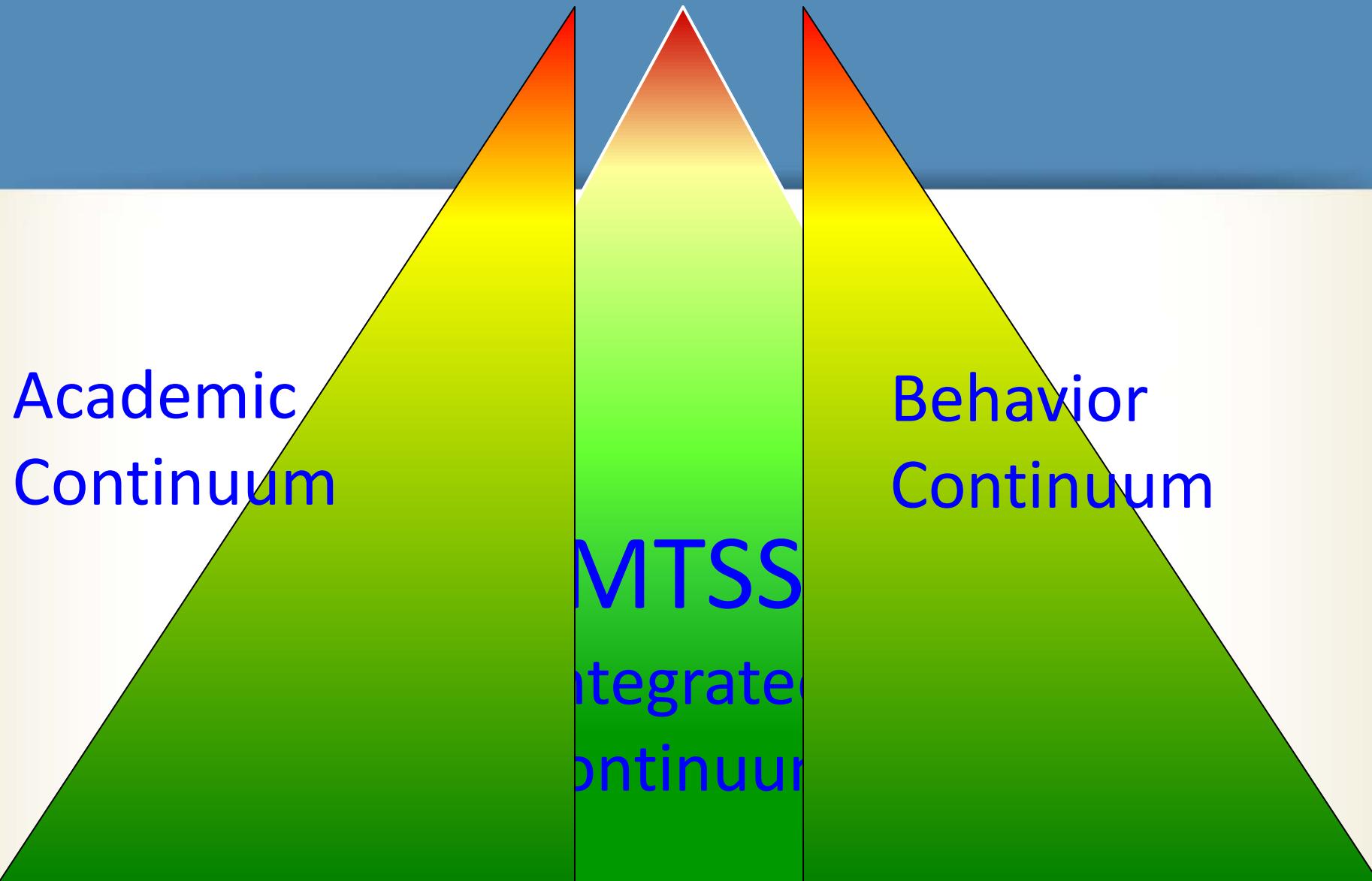
School-wide Discipline & Climate, Classroom Management, Function-Based Support, etc.

Literacy, Numeracy, Social Studies, Physical Sciences, History, Physical Education, Art, etc.

School-Based Mental Health, Health & Wellness

Every student, every staff member, every family, every school setting

Adapted from George Sugai, 2012



Adapted from the OSEP TA Center for PBIS

“Multi-Tiered System of Supports...”

Whole-school, data-driven,
prevention-based framework for
improving learning outcomes for
EVERY student through a layered
continuum of evidence-based
practices & systems

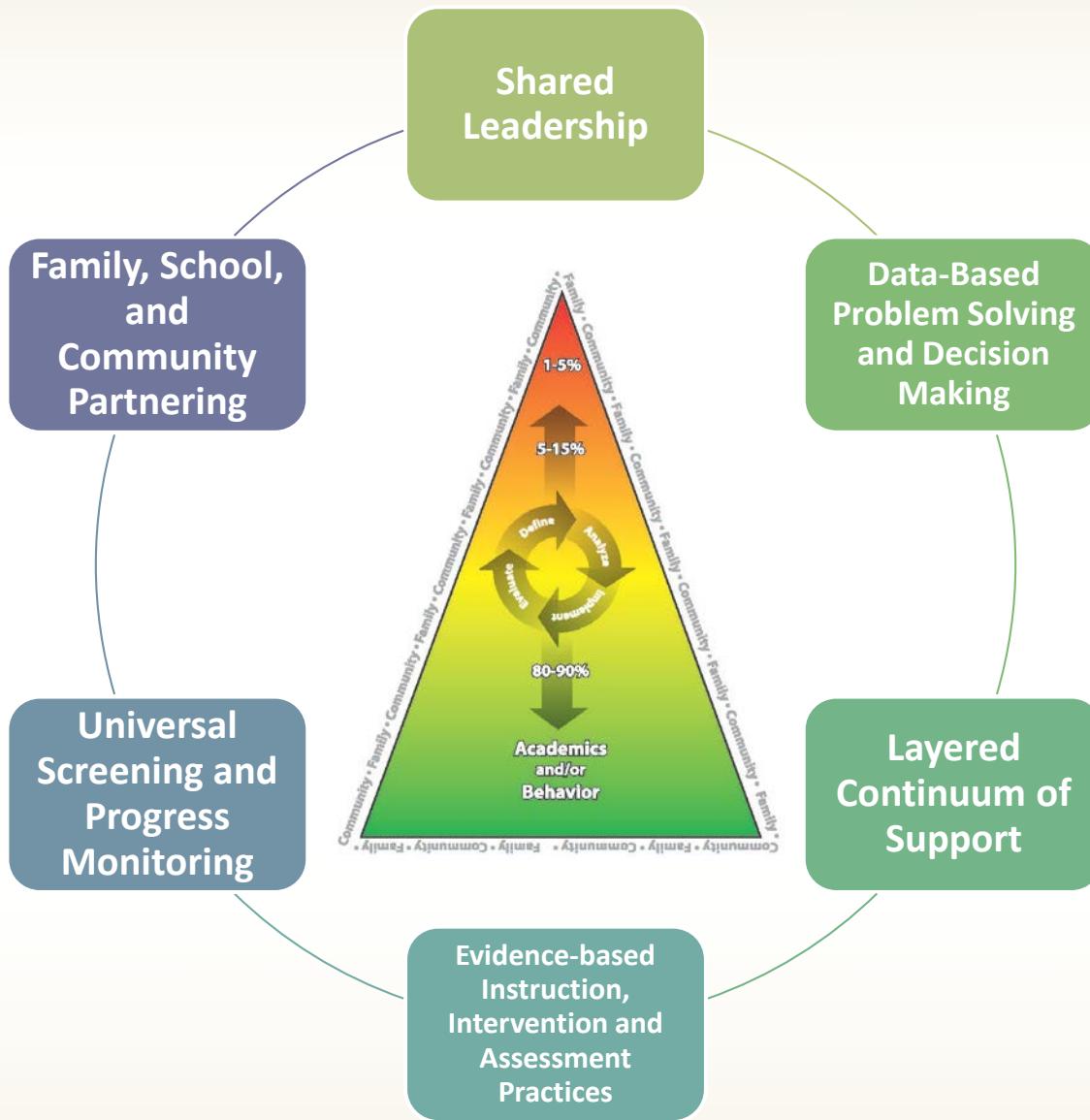
Focus on the System

To get to “*all*”,
we must pay attention
to “*every*”.

We must pay attention
to the “*system*” first, and then,
we move to small groups
and individuals.

Dave Tilly

Colorado MTSS Essential Components



Improve Student Outcomes

- **Improve student outcomes by making full and effective uses of a variety of evidence-based programs and other effective innovations in education**
- **Establish system capacity to reach all students**



Results Matter

“All organizations and systems are designed, intentionally or unwittingly, to achieve precisely the results they get”

R. Spencer Darling

What is Implementation Science?



Reflections on MTSS and Implementation Science

George Sugai

- Professor, Special Education, University of Connecticut
- Director, Center for Behavioral Education & Research
- Co-Director, Center on PBIS

Karen Blase

- State Implementation & Scaling-up of Evidence-based Practices (SISEP)
- National Implementation Research Network (NIRN)
- Both located at the Frank Porter Graham Child Development Institute at the University of North Carolina

Steve Goodman

- Director, Michigan Behavior and Learning Supports Initiative (MiBLSi)
- State of Michigan Department of Education

Implementation Science

- **Letting it happen**
 - Individual accountability
- **Helping it happen**
 - Individual accountability
- **Making it happen**
 - Team accountability

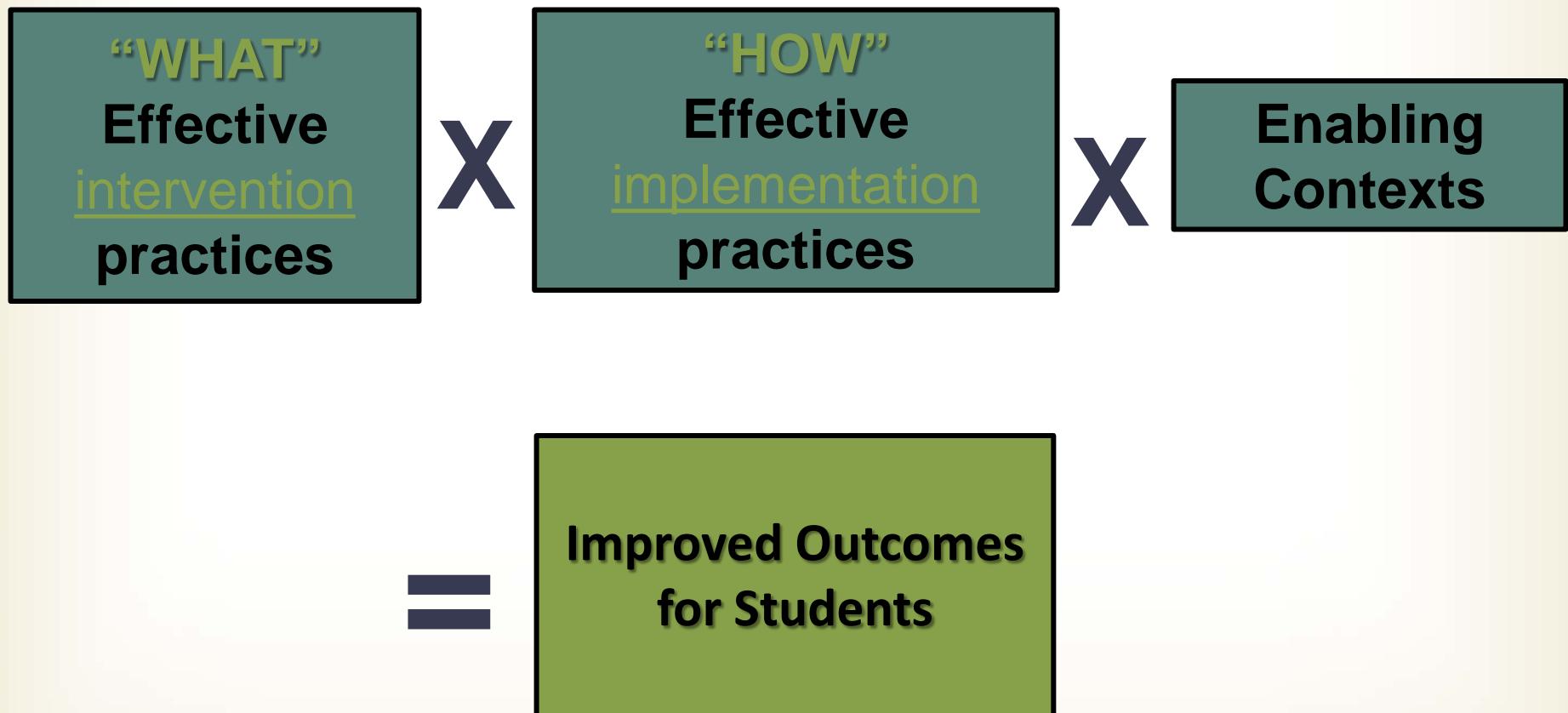


NIRN

COLORADO
DEPARTMENT of EDUCATION

cde

Formula for Success



Return on
Investment is
3-12 times
greater

INTERVENTION

Implementation Teams

IMPLEMENTATION

	Implementation Team	NO Implementation Team
Effective	80%, 3 Yrs	14%, 17 Yrs
	Effective use of Implementation Science & Practice Making it Happen!	Letting it Happen Helping it Happen

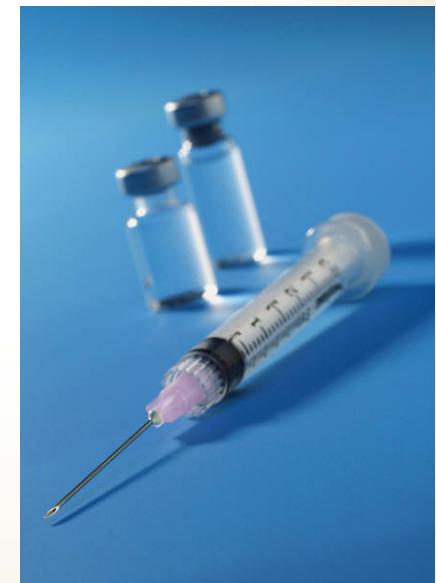
Fixsen, Blase, Timbers,
& Wolf, 2001

Balas & Boren, 2000 Green
& Seifert, 2005

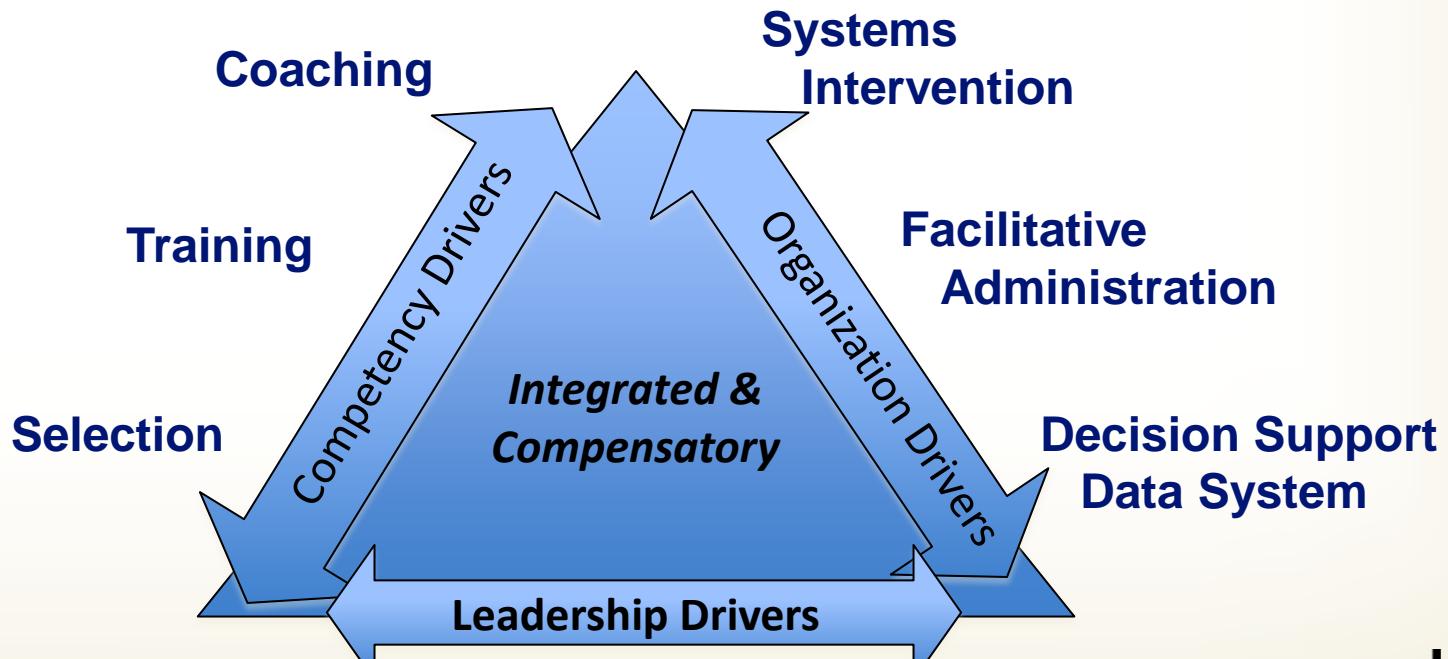
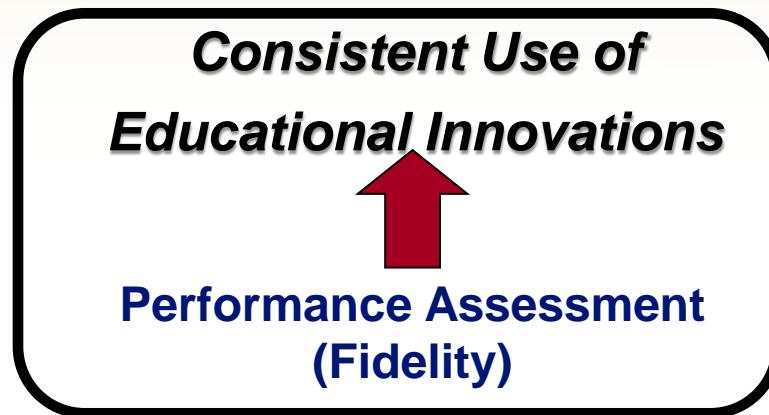
Implementation Science

- An intervention is one thing
- Implementation is something else all together
- It's like serum and a syringe
 - Each is necessary
 - Neither one is useful without the other

NIRN



Improved Educational Outcomes



Stages of Implementation (S. Goodman of MiBLSi—Adapted from D. Fixsen)

Focus	Stage	Description
Should we do it!	Exploration/Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times. Adjust from learning in initial implementation.
	Continuous Improvement/Regeneration	Make it easier, more efficient. Embed within current practices.

Lessons Learned

- You don't get to skip any stages
 - Do the right work for the stage
 - Exploration and installation are neglected
 - Always in “exploration” with somebody, somewhere
 - Not linear – iterative and overlapping



NIRN, 2012

Barriers to Effective Implementation

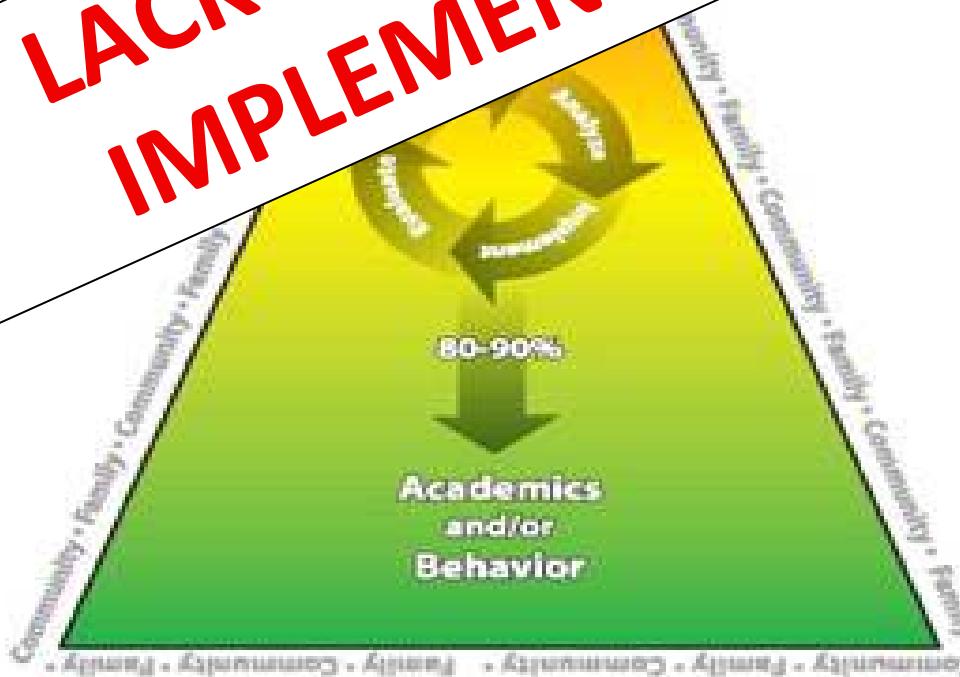
- Failure to achieve CONSENSUS
- School culture is ignored
- Purpose is unclear
- Lack of ongoing communication
- Unrealistic expectations of initial success
- Failure to measure and analyze progress
- Participants not involved in planning



AND the Number 1 barrier is...

Colorado Multi-Tiered System of Supports

LACK OF SYSTEMATIC
IMPLEMENTATION!!!



Unintended Outcomes

- **Being unaware of ineffective implementation and continuing despite lack of results**
- **Awareness of ineffective results and perception that the theory behind the program is flawed, not the implementation of the program**

Implementation Science and School Psychologists



Implementation Science and the School Psychologist

In school psychology, a primary goal is provision of services that will support the development of students; therefore, implementation of procedures and programs with evidence of the potential to accomplish this goal should be of primary importance.

Forman, S.G., Codding, R.S., Reddy, L.A., Sanetti, L.M.H., Shapiro, E.S., Gonzales, J.E., Rosenfield, S.A., Stoiber, K.C., 2013)

School Psychology Quarterly, 2013

■ **Implementation Science and School Psychology**

- Forman, S.G., Coddng, R.S., Reddy, L.A., Sanetti, L.M.H., Shapiro, E.S., Gonzales, J.E., Rosenfield, S.A., Stoiber, K.C., 2013
- Implementation science has special significance for school psychology because of the context for the delivery of school psychology services, including the importance of increasing the effective use of evidence-based interventions in schools (Kratochwil, 2007), the diverse population with which school psychologists work (Ortiz, Flanagan, & Dynda, 2008); and the significance of organizational characteristics, cultures, and climate in school functioning and the ability of the school psychologist to function effectively (Forman & Selman, 2011).

NASP Communique, May 2013

- **A Guide for Ensuring Quality Implementation of Evidence-Based Practices in Schools**
 - DuBois, Holloway, Valentine, & Cooper, 2002; Smith, Schneider, Smith, & Ananiadou, 2004; Wilson, Lipsey, & Derzon, 2003
 - Research on multiple types of school initiatives including anti-bullying, mentoring, and drug prevention programs indicates that schools that monitor implementation achieve their outcomes to a significantly greater degree than schools that do not.

Redesigning Future Education

Effective practices

- Implementation of school-wide reading program that utilizes effective reading instruction
- Implementation of PBIS with fidelity

= **QUALITY**

Equitable practices

- Every student receives instruction and support strategies based on area of need for growth

= **EQUITY**

Efficient practices

- Utilizing professional development and coaching
- Utilizing implementation science

= **EFFICIENCY**

Challenges

- **Students cannot benefit from interventions they do not experience**
- **Teachers and staff have to actually use effective innovations skillfully if students are to benefit**
- **Verbal advocacy ≠ Actual use**

NIRN

“You can’t workshop the world!”

(Fullan, 2010)

Training Components	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Classroom	95%	95%	95%

Joyce & Showers (2002)

How Do We Make It Happen?



What did you hear?

Vision

- Common mission, goals, language
- Hospitable environment

Skills

- Effective professional development
- Coaching and feedback

Incentives

- Positive outcomes

Resources

- Time and support

Action Plan

- Monitor progress and implementation fidelity

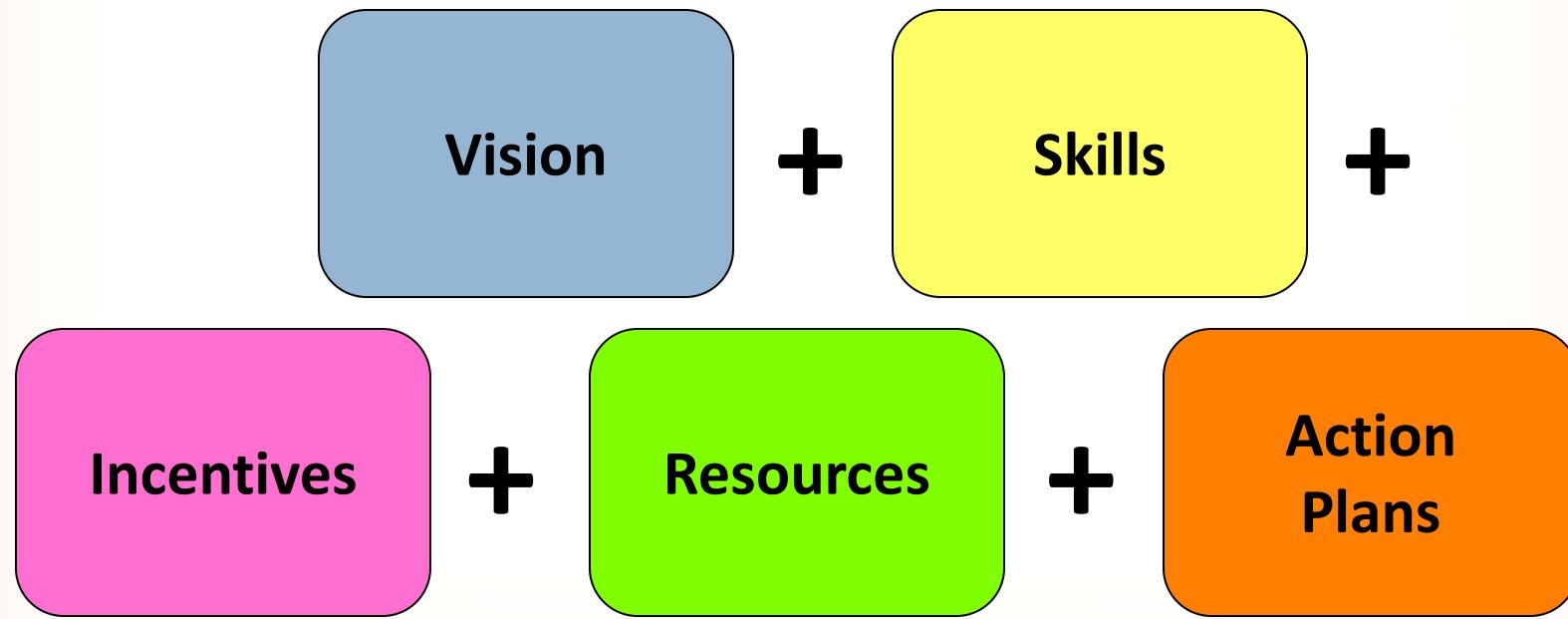
Exploration State Goals

- Create readiness for change
- Examine degree to which effective innovations meet the academic and behavioral needs of students
- Determine whether implementation is feasible
- Identify priorities (no more than 3 or 4)

PAY NOW OR PAY LATER!

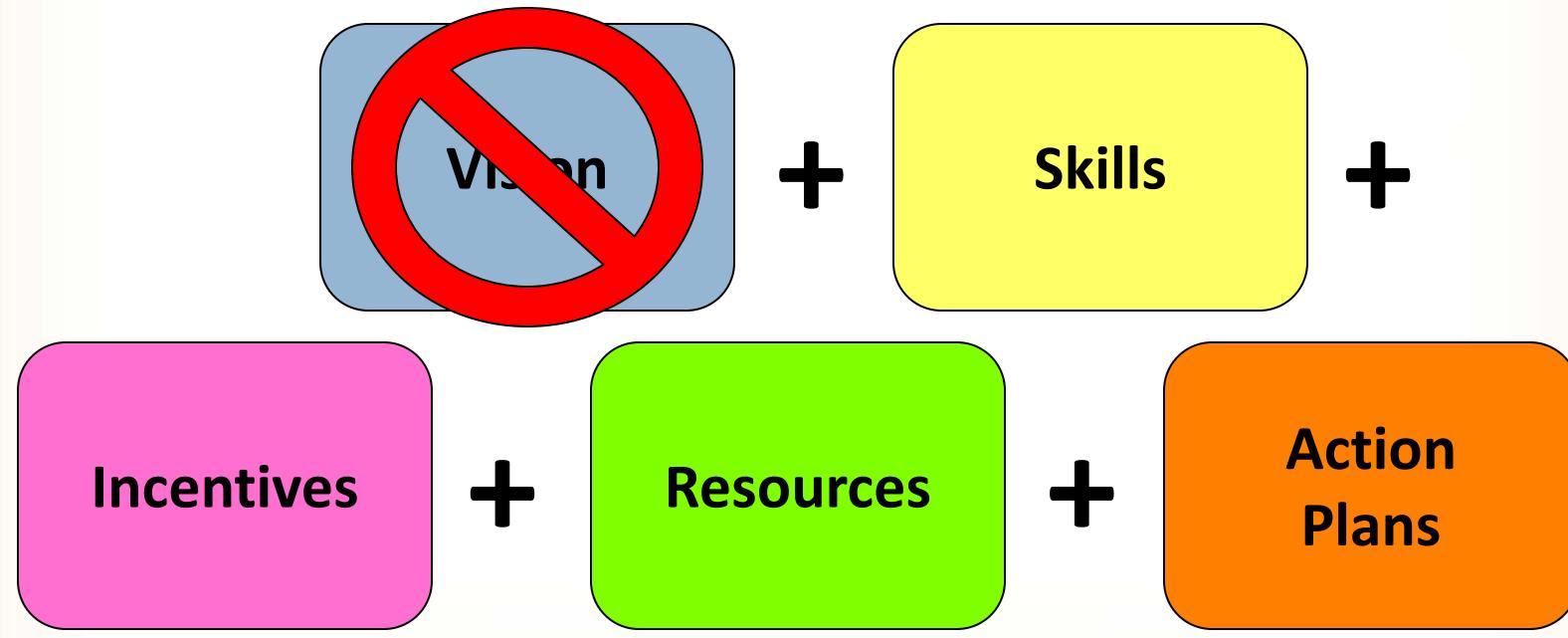
NIRN

Managing Complex Change



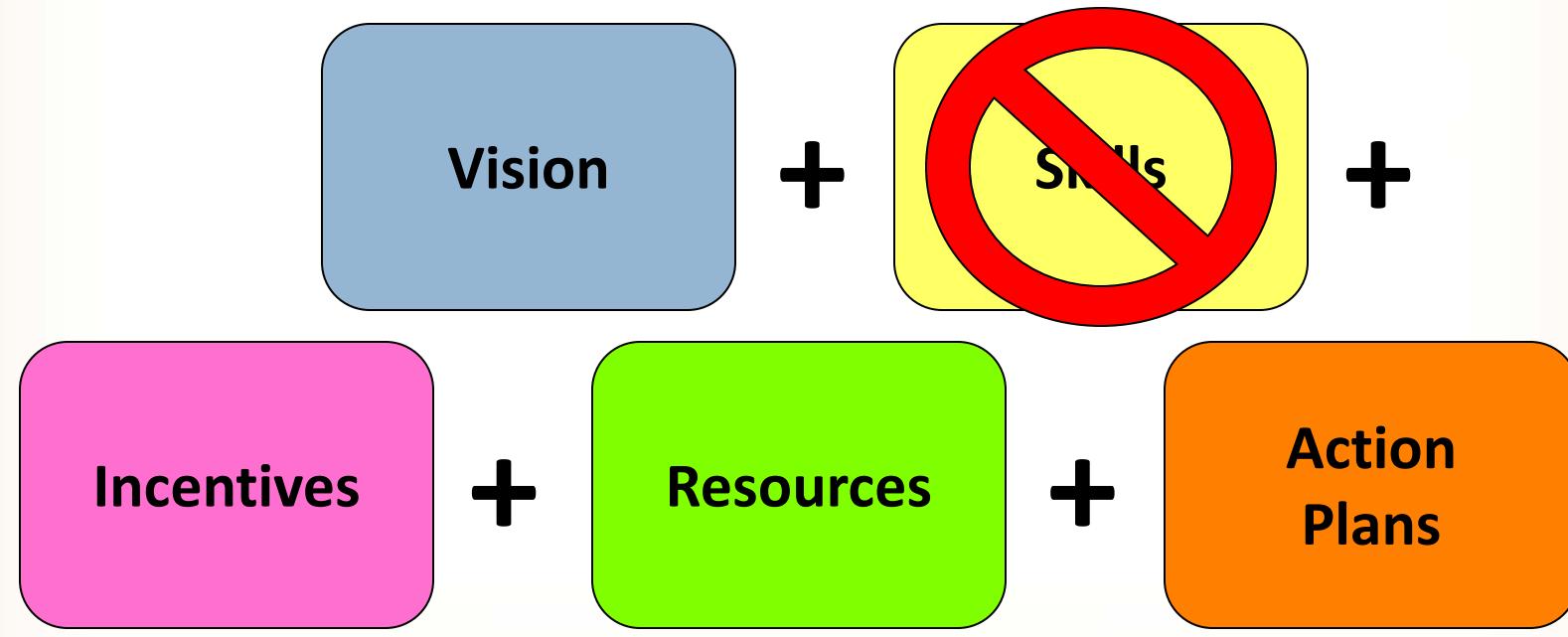
CHANGE

Managing Complex Change



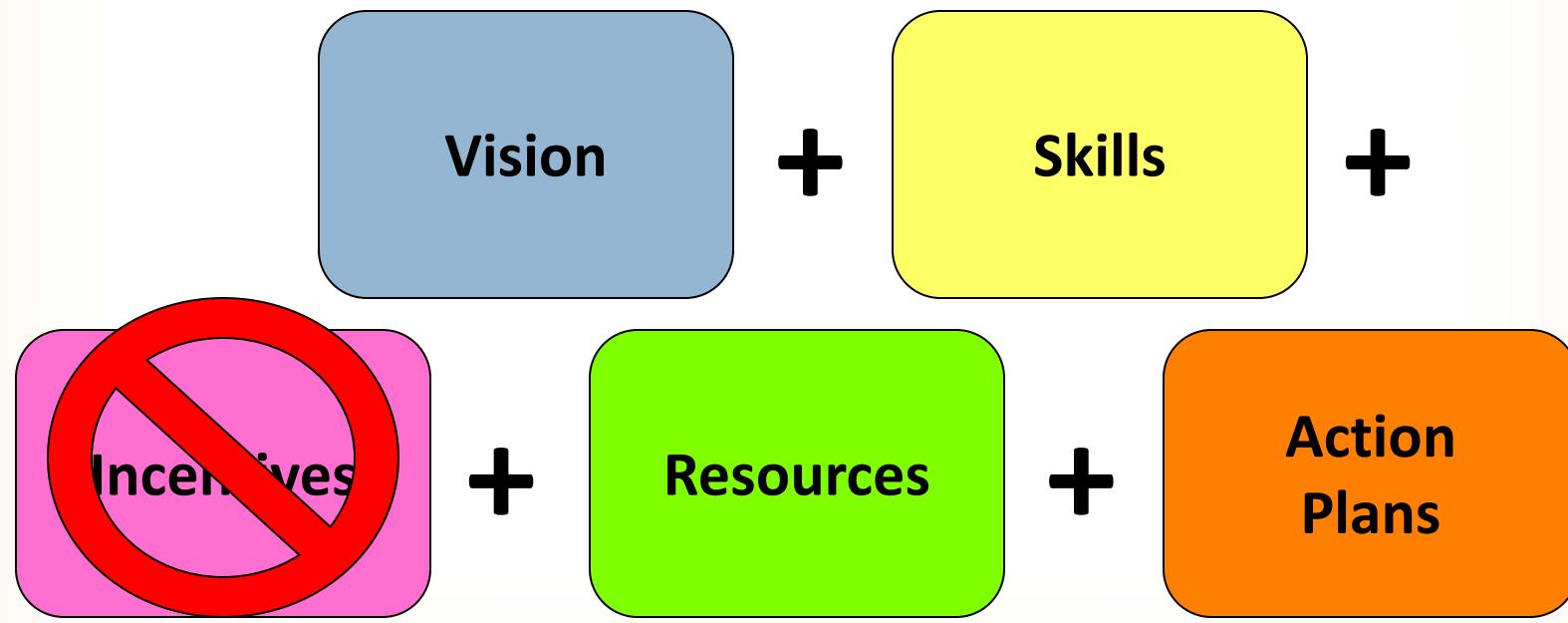
CONFUSION

Managing Complex Change



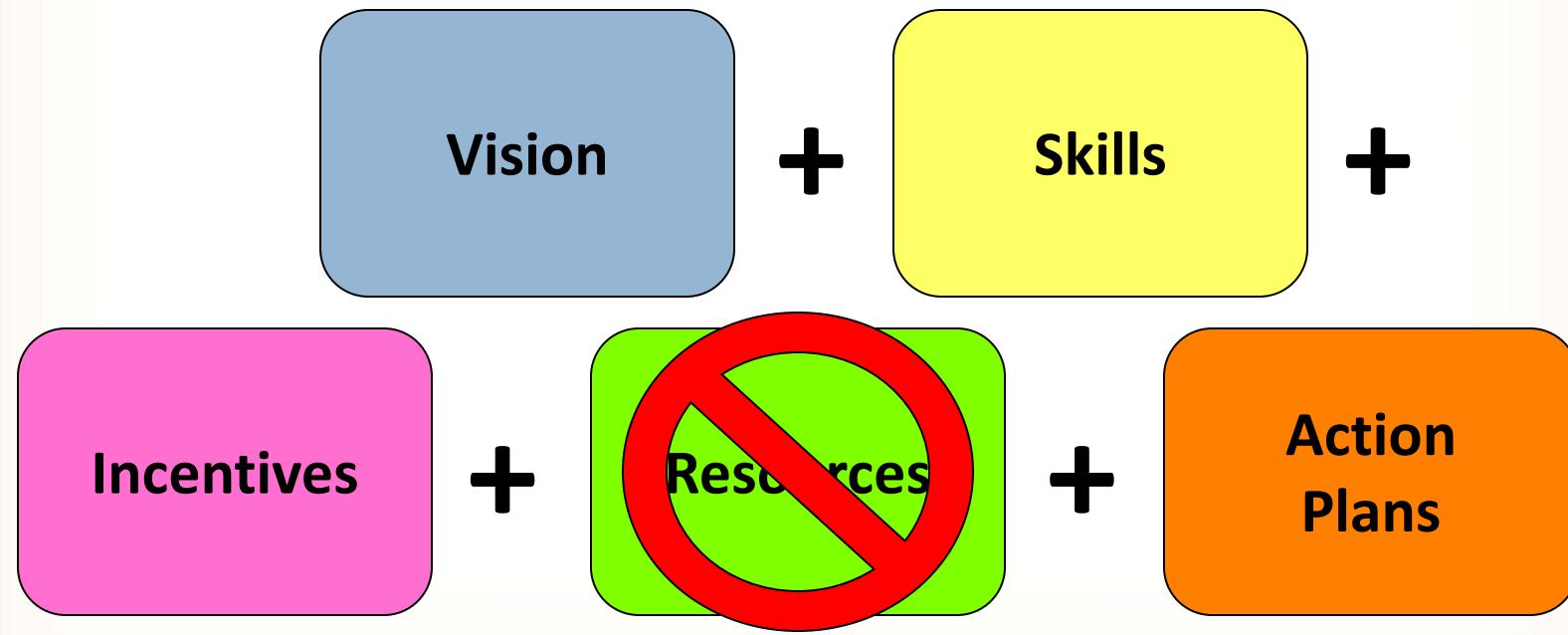
ANXIETY

Managing Complex Change



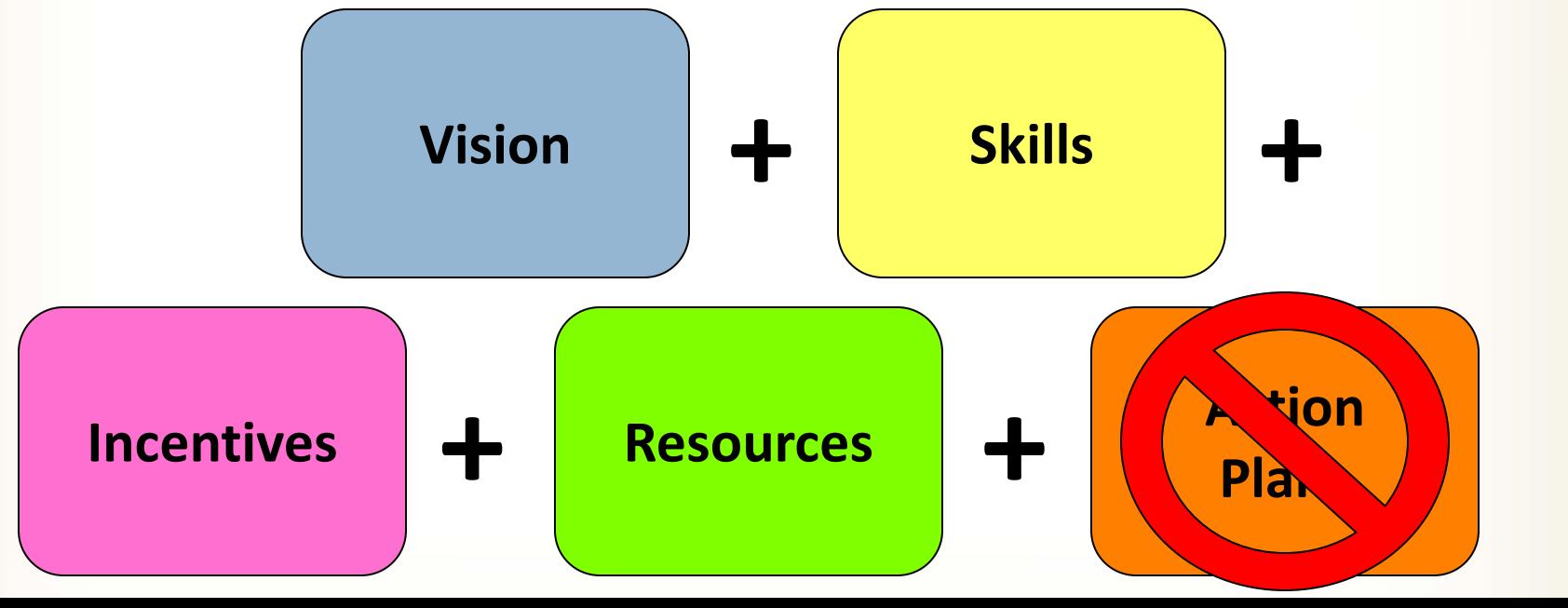
SLOW CHANGE

Managing Complex Change



FRUSTRATION

Managing Complex Change



FALSE STARTS

Implementation Analysis

- **For each innovation component ask:**
 - Where are we now?
 - What does your outcome data tell you about student achievement and the system of supports
 - Where do we want to be?
 - Where are our gaps?
 - Consensus/Buy-in
 - Infrastructure
 - Resources
 - Skills/Practices
 - What are our strengths?

For example...

- **Strong system-wide PBIS implementation as evidenced by:**
 - 95% or higher on past two years of SET assessment
 - Discipline referrals (ODRs) had decreased significantly over the past two years
 - PBIS implementation team meets regularly, is multi-disciplinary, and represents a strong skill set
- **RtI implementation false starts as evidenced by:**
 - Trying to shift from being seen as entry way into special education
 - Beginning to see decreases in number of students needing support
 - RtI team meets sporadically and is mostly comprised of special educators and support services staff

Resources for School Psychologists

- **Office of Learning Supports**

- MTSS Guiding Questions Documents

- **Websites**

- National Association of School Psychologists www.nasponline.org
 - Positive Behavioral Interventions and Supports www.pbis.org
 - National Implementation Research Network <http://nirn.fpg.unc.edu/>

- **Books**

- *Switch*
 - *Making it Stick*
 - *Tipping Point*

- **Publication Brief**

- Interconnected Systems Framework for School Mental Health

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