Sustaining Evidence-Based Practices and Systems: Creating the Infrastructure for Change

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Ideas

• WHY
  – Sustainable change

• HOW
  – Keys to Implementation

• WHAT
  – Evidence-based practices and systems
    • Comprehensive, sustainable school transformation—The Tacoma Whole Child Initiative
Implementation Science Frameworks

- **WHO**
- **Teams**
- **WHAT**
- **Interventions**

- **WHEN**
- **Stages**
- **HOW**
- **Cycles**

**WHY**

**Outcomes**

SISEP
Missing Link: The WHY

WHY

Outcomes
Barriers to Sustainable Change (McGrath, 2009)

10. Cultural difference between teacher-student
9. History of failed initiatives
8. Competing initiatives that drain resources
7. High proportion of inexperienced, short term teachers
6. Disconnect between school and district administration
5. Administrative turnover
4. Continuous change in district leadership and priorities
3. High bureaucratic complexity
2. Inadequately prepared teaching force
1. Teacher turnover
Figure 1. Birth and Death Cycles of Educational Innovations

(Latham, 1988)
Sustainability

• Most educational innovations do not endure beyond 9 months

• Achieving Sustainability is essential for cost effectiveness and scaling up.
Sustainability

• Research has demonstrated that a majority of teacher’s treatment fidelity levels begin to dissipate within 1-10 days following training (Mortenson & Witt, 1998; Noell, Witt, Gilberstons, Ranier, & Freeland, 1997; Hagermoser Sanetti & Kratochwill, 2009; Witt, Noell, LaFleur, & Mortenson, 1997).

• Self-assessment (ES = .94) and identification of performance goals (ES = 1.27) were the most effective strategies to improve professional knowledge and skills (Dunst, Trivette, & Hamby, 2010).
It’s About Time

- K-12 students: 42% of instructional time (6 hrs.) engaged in learning.
- 17% of the day students are engaged and are successful in academic tasks (one hour)
- High school: 90% non-academically engaged time (Lewis, 2012).
Stress, anxiety, & burnout

↓

Time to Teach

• 3-4 more hours of instruction per week
• Less job-related stress
• Happier
• Greater job satisfaction
• Improved self-efficacy
• Better health
• More likely to stay in profession
• Greater student engagement
Adverse Childhood Experiences

1. Personal
   1. Emotional abuse
   2. Physical abuse
   3. Sexual abuse
   4. Emotional neglect
   5. Physical neglect

2. Family
   1. Witnessing domestic violence
   2. Alcohol or substance abuse in the home
   3. Mentally ill or suicidal household members
   4. Parental marital discord (as evidenced by divorce)
   5. Incarcerated household member
ACEs in WASHINGTON SCHOOLS – SOPHOMORES AND SENIORS (2010)

Washington School Classroom (30 Students)
Adverse Childhood Experiences (ACEs)

6 students with no ACE
5 students with 1 ACE
6 students with 2 ACEs
3 students with 3 ACEs
7 students with 4 or 5 ACEs
3 students with 6 or more ACEs

58% (17) students with no exposure to physical abuse or adult to adult violence
29% (9) of students exposed to physical abuse or adult to adult violence
13% (4) of students exposed to physical abuse and adult to adult violence
Future Ready Skills

- Complex Thinker
- Quality Producer
- Self-Directed Learner
- Responsible Decision Maker
- Effective Communicator
- Collaborative Teammate
- Community Contributor
- Conscientious Worker
Implementation Science

HOW
Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Why Is Implementation Important?

Student Outcomes

Innovation Activities (5D, PBIS, MTSS)

Implementation Science
Leadership Team

Active Coordination

Funding
Visibility
Political Support
Policy

Training
Coaching
Technical Expertise
Evaluation

Local School Demonstrations
Implementation Levels

Student
Classroom
School
District
State
<table>
<thead>
<tr>
<th>Training Components</th>
<th>Percentage of Teachers Demonstrating the Following After Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and Discussion (A)</td>
<td>10%</td>
</tr>
<tr>
<td>A + Demonstration in Training (B)</td>
<td>30%</td>
</tr>
<tr>
<td>A + B + Practice and Feedback in Training (C)</td>
<td>60%</td>
</tr>
<tr>
<td>A + B + C + Coaching in Classroom</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Team Talk:**

1) *What inference do you pull from this slide?*
2) *What will it take for us to really implement PBS in the classroom?*

Citation: Joyce & Showers, 2002
Team-Initiated Problem Solving II (TIPS II) Model

1. Identify Goal for Change
2. Identify Problem with Precision
3. Identify Solution and Create Implementation Plan with Contextual Fit
4. Implement Solution with High Integrity
5. Monitor Impact of Solution and Compare Against Goal
6. Make Summative Evaluation Decision

Collect and Use Data

Meeting Foundations

Define Problems with precision

What

When

Why

Who

How Often

Designing Effective Behavior Support

Build Readiness for Change

District and board level first
Assessing District Capacity

District Capacity Assessment

Michelle A. Duda, Kimberly Ingram-West, Moniek Tedeschi, David Putnam, Martha Buenrostro, Erin Chapman, & Rob Horner (2012)

2014

Version 5.2
Braiding Initiatives at the District Level
Working Smarter

SIG

TWCI

Literacy and Math Frameworks

AVID

5D

Successful Student Outcomes