IMPLEMENTATION SCIENCE SURVEY

Clayton R. Cook, Ph.D., **LP**

Associate Professor
School Psychology
College of Education & Human Development
University of Minnesota

Aaron Lyon, Ph.D., LP

Assistant Professor
School of Medicine
University of Washington

PURPOSES OF THE SURVEY

- Two purposes:
  1. Examine inner organizational factors within schools that impact the adoption and use of universal-level evidence-based practices
     - Key factors (leadership, implementation climate, citizenship)
     - Implementation of Tier 1

PURPOSES OF THE SURVEY

- Two purposes:
  2. Examine factors that impact consultation with teachers to implement evidence-based practices for students with SEB problems
     - Techniques and strategies that enhance fidelity of implementation
     - Barriers encountered when consulting with teachers

CORRELATIONAL FINDINGS

Constructs	1.	2.	3.
1. Implementation Climate	—	—	—
2. Implementation Citizenship	.77	—	—
3. Implementation Leadership	.77	.69	—

IMPLEMENTATION LEADERSHIP

- Overall, weak leadership to support implementation of evidence-based practices
  - "Our school administrator knows what he or she is talking about when it comes to evidence-based practice"

- Why?
  - Insufficient training in EBPs
    - How does someone support something they don't know
  - Lack of knowledge about how to strategically support implementation
  - Does not see "the work" as a priority

IMPLEMENTATION CITIZENSHIP

- Implementation citizenship (going the extra mile) was low within most school settings

- Why?
  - Initiative overload
  - Inability to see connection between "the practice" and values as an educator
  - Belief barriers

IMPLEMENTATION CLIMATE

- Implementation climate results indicated there were not high expectations or an atmosphere within most school settings to implement evidence-based practices
  - Minimal to no incentives for adopting and implementing evidence-based practices

- Why?
  - Lack of norms and expectations regarding implementation of EBPs
  - Minimal to no accountability measures regarding EBP implementation
  - Insufficient training in school-based EBPs

ATTITUDES TOWARDS EVIDENCE-BASED PRACTICES

- PENT Members reported having favorable attitudes toward evidence-based practices
- PENT Member attitudes <u>did not</u> correlate with other organizational factors that represent the context in which they are supporting implementation
  - Organizational factors appear to be working against PENT Members' favorable attitudes towards implementing EBPs

MOST EFFECTIVE
CONSULTATIVE STRATEGIES AND TECHNIQUES

- Modeling intervention components
  - 20% who used it found it to be <u>very effective</u>
- Provide ongoing going consultation with check-ins
  - 20% who used it found it to be <u>very effective</u>
- Providing performance-based feedback
  - 16% who used it found it to be <u>very effective</u>
- Provide ongoing training (not a one-time event)
  - 16% who used it found it to be <u>very effective</u>
- Creating a learning collaborative
  - 14% who used it found it to be <u>very effective</u>
- Shadow experts
  - 12% who used it found it to be <u>very effective</u>

SCRIPTS AND GUIDELINES FOR EACH OF THE CONSULTATIVE STRATEGIES

- Guidelines that would facilitate the selection of particular consultative tactics
- Implementing the consultative tactics with fidelity
- Engaging in consultative problem-solving to overcome barriers to fidelity of implementation

MOST FREQUENTLY ENCOUNTERED BARRIERS TO CONSULTATION

- Person is stressed/overwhelmed
  - 53% reported often/almost always experienced
- Person says they don't have enough time
  - 52% reported often/almost always experienced
- Person has alternative motive
  - 38% reported often/almost always experienced
- Person does not believe it is part of his/her job
  - 32% reported often/almost always experienced
- Person is insufficiently trained
  - 30% reported often/almost always experienced

STRATEGIC METHODS OF RESPONDING TO SPECIFIC BARRIERS

- Time
  - Testimonials how it will save time; choice of strategies that are time sensitive
- Stress/overwhelmed
  - Reduce stress, simplify
- Insufficient training
  - Provide training
- Person has alternative motive
  - Empathy statements; compassion-based dialogue (what's happened to this child, what does the child need from the environment)
  - Highlight the means to an end (implement in order to gather data to demonstrate need for more intensive programming)

FUTURE DIRECTIONS

- Validate measures of the inner organizational implementation context of schools that can be utilized for assessing readiness and/or developing specific action plans to strategically improve implementation
- Examine whether schools operating in socio-economically disadvantaged communities are more likely to have weaker organizational implementation contexts than other schools
  - Organizational implementation factors are weakened in schools operating in disadvantaged contexts