



The Center for
Implementation

Exploring your implementation support process

Activity Guide

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Purpose

This activity is designed to help you build a model or process for what SEL implementation support will look like in your county – who will be providing support, what their support goals are, and what the support strategies will be.

Before You Start

Implementation is accomplished by people who adopt different roles to make things happen.

People implementing SEL in schools are the key enactors of change in the settings we want change to happen. These people adopt a behavior change role.

People who support those in the behavior change role are the implementation support. Implementation supports help build the capacity of people in the behavior change role to give them the knowledge, skills, and confidence to implement SEL. They can train, provide resources, troubleshoot and coach, and assess whether implementation is going well.

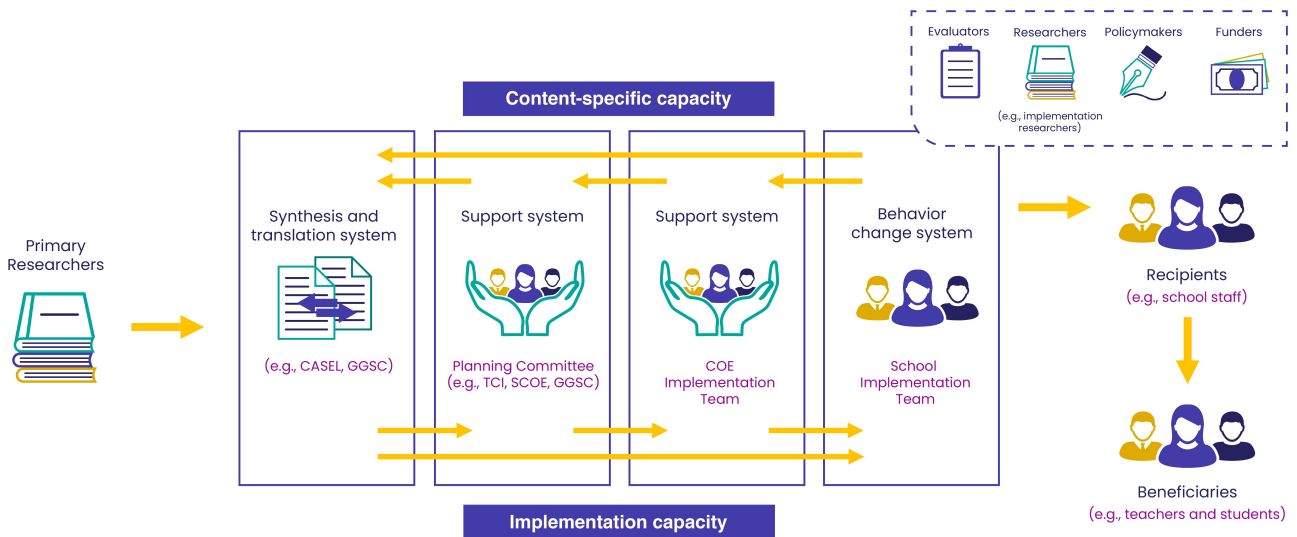
There is guidance for how to do SEL that is compiled by people and packaged in a way that make this available to people who want to implement. The people who do this adopt a synthesis and translation role.

There may also be multiple layers of support when you have large scale initiatives. For example, a team of people help others to be implementation supports, and the implementation supports helping people enacting the change to implement.

A few notes: 1) there are other roles in the system, like policy makers and funders; 2) one person /team can occupy different roles (e.g., can be part of both behavior change and implementation support).

On the next page, you will find a diagram that shows the potential roles in CalHOPE, and how these roles are connected.

Potential Roles in CalHOPE



Wandersman, A., Duffy, J., Flaspohler, P., Noonan, R., Lubell, K., Stillman, L., Blachman, M., Dunville, R., & Saul, J. (2008). Bridging the gap between prevention research and practice: The interactive systems framework for dissemination and implementation. *American Journal of Community Psychology*, 41(3-4), 171-181. <https://doi.org/10.1007/s10464-008-9174-z>



Figure adapted by The Center for Implementation

[Click here to see or download the figure in high resolution](#)



Activity Considerations

1. This is a collaborative team activity.
2. This can be completed in a 1 – 2 hour virtual or in-person meeting with your implementation support team. **Ideally, you are seeking representation from all stakeholders involved in the implementation support role.**
3. Identify 1-2 facilitators to guide this activity. Make sure they are very comfortable with the materials or virtual platform you are using).
4. Identify a notetaker to record discussion items (e.g., insights, actions).
5. It is helpful to be transparent about decision-making processes throughout the activity (i.e., “we have to reach consensus to agree to move forward with this”) and ensure that these processes incorporate various viewpoints and balanced power.



Ways to Facilitate the Activity

This activity works best using a very visual approach

1. If you are completing the activity in person, you may want to incorporate materials that can help you visualize your support system and to help people contribute/jot down their ideas like:

- > Colored sticky notes
- > Stickers (e.g., colored dots)
- > Markers/highlighters
- > Flipcharts

2. If you are completing the activity virtually, consider using an online collaborative platform that allows people to type, draw, use shapes, and incorporate different colors (e.g., platforms like [MURAL](#) or [Google Jamboard](#)).

3. One of the goals of the activity is to make sure that everyone at the table has a voice. Therefore, it is very important that people can contribute in a variety of ways (e.g., by speaking up or by writing things down). One common way to do this is by incorporating independent brainstorming time into your group session and enabling people to write their thoughts anonymously on a whiteboard (virtually or in person), or by collecting opinions through a poll.

4. When you invite everyone, let them know the purpose of the meeting so they can begin to brainstorm before they arrive. Therefore, it can be helpful to have some time to think about this in advance of the meeting.



Activity Instructions

Step 1: Who is in the implementation support system?

1. Identify everyone involved in the implementation support role and the behavior change role. If you already have a good idea of who is involved, this may be simply just making a list. If you don't have a good idea of who is involved, this may be a brainstorming and consensus activity. Consider:

- Does the implementation support system consist only of your COE?
- Does it include your COE and LEAs?
- Does it include your COE and some other system partner(s)?
- Is anyone else other than schools in the behavior change role?

2. Connect the dots. How are people in your support system connected to one another? How are they connected to people in the behavior change role? In this part of the activity, you are drawing arrows between the people in your system so you can visualize how it is structured.

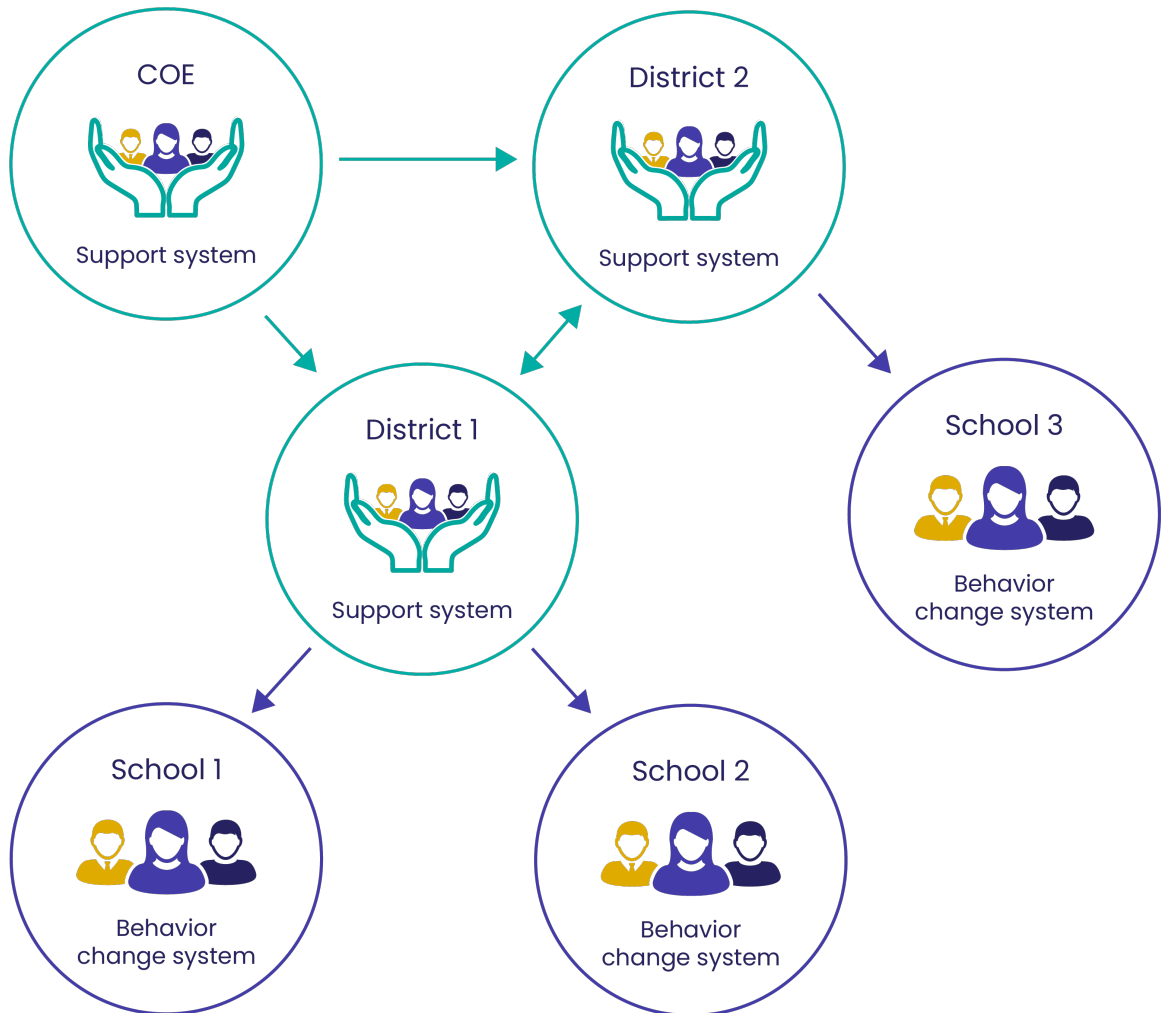
- Arrows can go in a single direction, showing one person or group supporting another person or group
- Arrows can go two ways, showing mutual support

This part of the activity might involve discussion and a facilitator visually drawing out a map of the support system. See the next page for an example of what this might look like.



Activity Instructions

Step 1: Example – Who is in the implementation support system?





Activity Instructions

Step 2: What are the goals for people in the support system?

For people in the support role specifically, identify a set of goals that they are trying to achieve. If you have different groups of people providing support, it may help to articulate what the goals are for each group (e.g., identify goals for COEs, and for LEAs if they are providing support).

Example implementation support goals are provided below (continuing the example depicted in Step 1).

COE support goals:

- 1. Provide synchronous and asynchronous learning opportunities about foundations of SEL and improvement/implementation processes to LEAs, to enable them to support schools.*
- 2. Provide LEAs with forums for timely assistance and problem solving.*
- 3. Monitor implementation support to ensure a continuous improvement process.*

LEA support goals:

- 4. Teach schools about foundational implementation processes that will enable them to select SEL approaches that meet their unique needs, and adapt and implement the approaches.*
- 5. Provide schools with resources to assist in planning to implement SEL, that is accessible in suitable languages/formats.*
- 6. Provide schools with coaching and networking opportunities as a mechanism for problem solving.*
- 7. Monitor implementation support to ensure a continuous improvement process.*
- 8. Monitor progress in SEL implementation schools to understand where they are in the implementation process.*



Activity Instructions

Step 3: What specific support mechanisms will be used?

Here, it helps to come up with a more concrete operational plan to understand the mechanisms through which support will be delivered.

Support mechanisms include training (e.g., education sessions), tools (e.g., manuals, worksheets), technical assistance (e.g., coaching, office hours), and fidelity (e.g., monitoring progress, monitoring outcomes of implementation).

1. Identify which support mechanisms will be used by the different people occupying the support role (training, tools, technical assistance, fidelity).
2. It helps to align the support mechanisms with goals. Consider completing the worksheet provided on in this activity guide (Appendix A), or something similar.

An example of aligning support mechanisms with goals is provided on the next page. The example continues the example used in Steps 1 and 2.



Activity Instructions

Step 3: Example – What specific support mechanisms will be used?

COE support mechanisms				
Goal #	Training	Tools	Technical Assistance	Fidelity
1	Hold monthly CoP meeting with LEAs; embed 30 min learning component Provide LEAs access to CalHOPE Learning Hub videos	Give LEAs access to resources on CalHOPE Learning Hub		
2			Dedicated Q&A/ discussion time in monthly CoP meeting Monthly 1:1 check in meetings with LEAs to problem solve.	
3				Quarterly Google form survey asking LEAs about support progress and challenges/successes Dedicate part of monthly 1: 1 check in every 3 months to discussing responses in survey



Activity Instructions

Step 3: Example – What specific support mechanisms will be used?

LEA support mechanisms				
Goal #	Training	Tools	Technical Assistance	Fidelity
4,5	<p>Have LEA SEL coach run monthly virtual training to all schools</p> <p>Provide schools access to CalHOPE Learning Hub videos</p>	<p>Give schools access to resources on CalHOPE Learning Hub ; work with schools and COE to adapt if needed.</p>		
6			<p>Hold monthly virtual knowledge exchange forums for schools to spotlight what they are doing, and to address common challenges.</p> <p>Hold office hours biweekly for schools to attend with questions</p>	
7,8				<p>Quarterly Google form survey asking schools about support progress and challenges/successes</p> <p>Monitor themes arising in knowledge exchange forums and office hours.</p> <p>Work with schools to develop monitoring plans for their SEL implementation.</p>



Activity Instructions

Step 4: Review and reflect

Have a plan for reviewing and reflecting on your support system after you have enacted these support mechanisms. Some questions you can ask are:

- Did we depict the support system well? Is there something we would change about who is involved in the support system?
- Are there mechanisms that we would add, remove or adapt based on our experiences?



Appendix A

Blank Worksheet

[People in support role]				
Goal #	Training	Tools	Technical Assistance	Fidelity