NE Basecamp

*Supporting Educators to Reimagine Teaching*

# With, Not to or For: A Co-Facilitated Model of Technical Assistance

*In partnership with:*

LET IT OUT

RIDE Rhode Island Department of Education

**Woonsocket Department of Education**

**Project AWARE SAMHSA**

# Presenters:

**Hannah Goodwin-Brown**
Director of Systems & Partnerships
NE Basecamp

Hannah began her career in education serving students with disabilities in a transition program on a farm in Massachusetts. She then taught special education in public schools in North Carolina and Rhode Island for ten years. In her current role as Director of Systems and Programs at the nonprofit organization NE Basecamp, she works alongside schools and districts in Southern New England as they improve outcomes for students by implementing research-supported social emotional and behavioral health frameworks.


**Gigi DiBello**
Coordinator, Strategic Partnerships
Woonsocket Education Department

Gigi is a seasoned educator with over 35 years of experience in K-16, public and private educational settings, as an college administrator, nonprofit leader, classroom teacher, and head of school. After a career in Providence, Rhode Island she joined the Woonsocket Education Department in 2020 during a mental health crisis in our country.  Motivated by past success in co-creating generative, culturally responsive, trauma informed, learning communities, she collaborated with NEB to center student voice and agency in the district.

## NE Basecamp

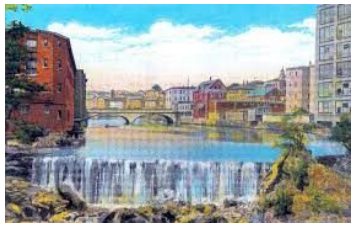
A nonprofit founded by teachers in 2017, our mission is to **empower all students** by **showing up** for and **following up** with **educators** as they imagine **equitable teaching and learning** through **authentic partnerships**.

Our services include **Coaching** individual educators, facilitating **Collaboration** between educators, schools, + districts, and **Capacity Building** within schools + districts for:

- ➔ Multi-tiered systems of support
- ➔ Socio-emotional learning
- ➔ Science of Reading
- ➔ High quality curriculum implementation in math, science and ELA
- ➔ Culturally responsive, equitable and trauma-informed practices
- ➔ Special education and behavior supports
- ➔ And many more!

## Woonsocket Education Department

### About City of Woonsocket



***Population of Woonsocket:*** *42,942**
***White:*** *62%*
***Hispanic:*** *24.1%*
***African American:*** *7.8%*
***Two or more races:*** *15.4%* **2022 Census*
*Unemployment rate: 6.9% (August 2024)*

### Woonsocket Education Department

***Mission:*** *The Woonsocket learning community provides all learners a safe and rigorous learning experience that embraces diversity, culture and individuality to create productive members of our global community.*

***Schools:*** *Elementary (6), Middle (2), High (1) Woonsocket Area Career & Technical Center on the high school campus*

***24/25 Enrollment:*** *5,327 students (preK-12)*
***White:*** *44.3%**
***Hispanic:*** *32.3%**
***African American:*** *11.6%**
***Two or more races:*** *6.6%** **22/23 Enrollment Data: 5690 students*
***Students Receiving Special Education Services:*** *26.4% (preK-12)*

# Session Overview

Introduction

1. From Research to Practice
2. Relational Co-Facilitation
3. Implementation Theory in Practice
4. Impact & Next Steps

Closing remarks

# From Research to Practice

# The Research to Practice Gap

- Decades of research on EBIs, yet system change is still often incomplete, slow, uneven or abandoned.
- **2/3rds of implementation efforts are abandoned** within 2 years and **fewer than 25% are implemented with high fidelity** (Lyon, 2017)
- This is called the "*implementation gap*"


**Installation alone is insufficient to result in system change and intended outcomes.**

# Factors Influencing Implementation

- Several frameworks for Dissemination and Implementation across healthcare and education
- All are derivatives of Everett Rogers (1962) Diffusion of Innovations theory

6 broad constructs commonly used to understand the influences on a successful or unsuccessful D&I effort

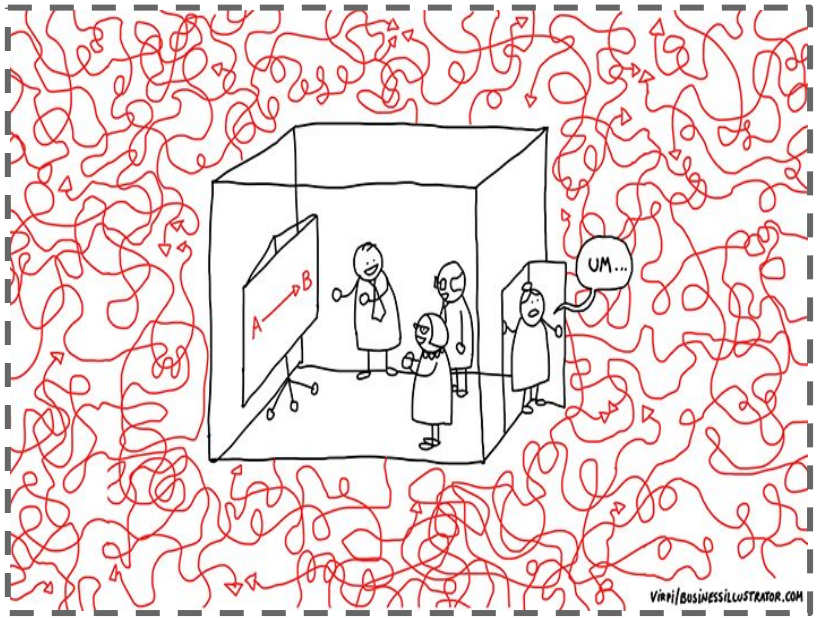
1. *Innovation*
2. *Adopter*
3. *Communication & Influence*
4. *System Antecedents & Readiness (Inner Organizational Context)*
5. *Outer (Inter) Organizational Context*
6. *Implementation Process*

-(Rogers, 1962; Greenhalgh et al., 2004)

| Construct | | Definition | Example |
|---|---|---|---|
| **Innovation** |  | **Characteristics** of new idea, project, or intervention | The relative advantage, complexity, compatibility with the org, trialability and observability of impact of an innovation such as PBIS |
| **Adopter Characteristics** |  | **Traits, goals and skill** of the adopters **which influence readiness** and **willingness** | Traits such as motivation, tolerance for risk and ambiguity, learning style, and locus of control; adopter skill level and goals |
| **Communication & Influence** |  | How **information about the innovation is shared** and **opinions and attitudes of key influencers** | Targeted communication through team leaders; peer-led discussions; peer champions |
| **System Antecedents and Readiness** |  | **Existing conditions and preparedness** of the organization to adopt the innovation. | Organizational structure, previous implementation experiences, dedicated time and resource availability |
| **Outer Context** |  | External **factors outside of the organization** that can affect the implementation of the innovation. | Funding, political contexts, global pandemics, changes in legislature/laws |
| **Implementation Processes** |  | Specific **steps and activities taken** to put the innovation into practice. | Phased rollouts, training sessions, continuous feedback loops, and adjustments based on staff feedback to improve effectiveness |

# Closing the Gap through TA

Even with decades of EBI efficacy research and a growing body of research to support effective and sustained implementation efforts…

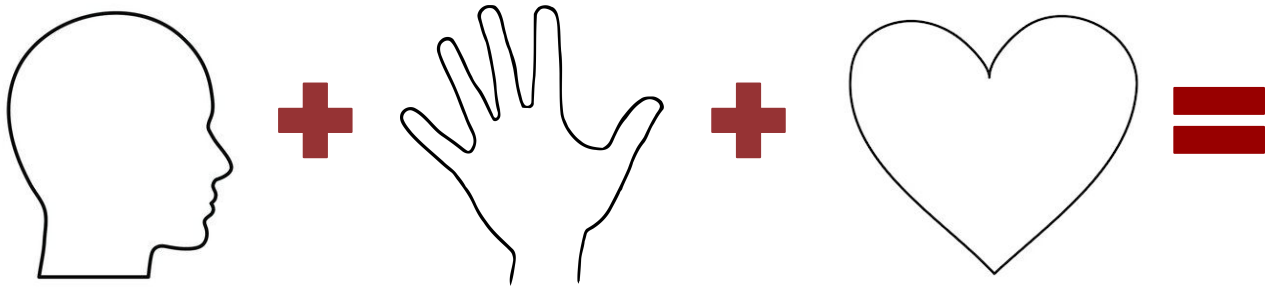



***System change remains complex and difficult!***

# Relational Co-Facilitation

# Engage with Head, Hand and Heart

*Just as with students, so with adults*. Rich opportunities to engage with the head, hand and heart generates profound change.



With thought & intent

With skill and in service

With passion and vulnerability

Profound engagement

Pair & Share

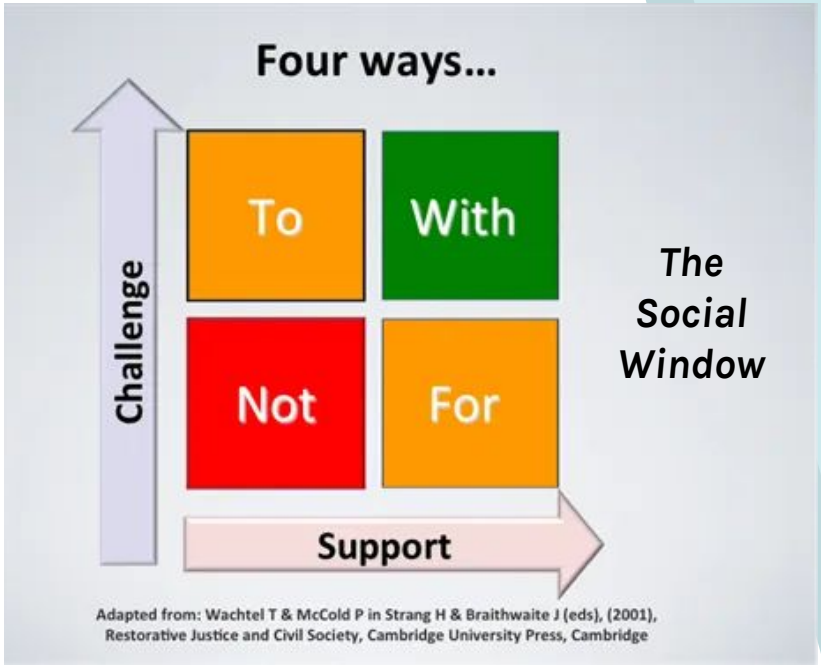
# Equity & Empowerment in TTA

Isn't all TTA co-facilitated?
*Not necessarily.*

**Non-Example:** TA is that is top-down, scripted "do this", or one and done.

**The WED & NEB Model:**
Inquiry-based planning and ongoing, collaborative, process-oriented team planning

- ➔ *What are your goals?*
- ➔ *What's worked for you?*
- ➔ *What do you think is the next step?*

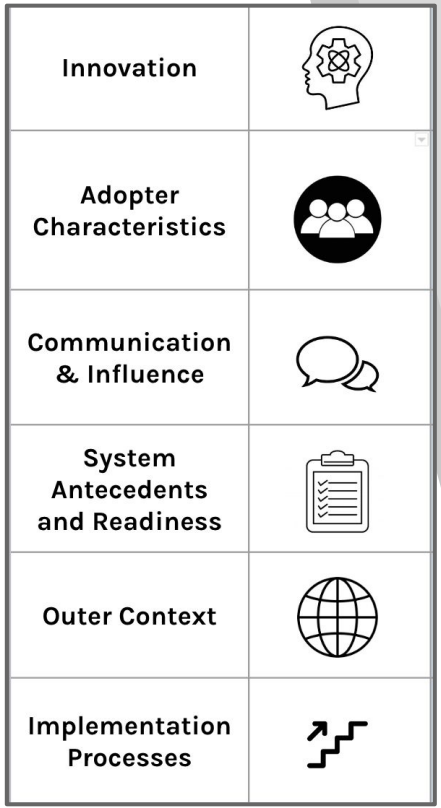


# Implementation Theory in Practice

# Co-Facilitated Technical Assistance

## In the next section we will:

- **Share the story** of the TA PBIS partnership between NE Basecamp and Woonsocket Education Department
- **Describe factors influencing implementation** and efficacy using 6 key constructs
- **Bridge the gap between research and practice** - provide a series of practical resources you can adapt to your TA and implementation efforts



# Partnership Overview & Timeline

| 2017 | 2018 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|
| **NEB + WED** | **SAMHSA Project Aware** | **TREP Framework** | **Installation** | **Funding** | **Implementation** | **Enhancements** |
| Partnership launches; NEB supports WED through Summit Learning | WED receives first 5-year Project Aware grant through RIDE | WED staff (2) trained as TREP Fellows; using TREP Framework WED & NEB launch SEL Work Group school-based MTSS teams in 2 sites | Implement SEL Curriculum and Connections Survey; Tier 1 PBIS implemented in 4 sites | WED receives second SAMHSA Project AWARE grant via Bradley and RIDE Connections Grant | Implementation of Tier 1 PBIS expanded to most school sites ES-HS | Enhanced programming, systems and supports across sites |

# BOLO! Bridge to Practice

Look for the lightbulb! **Each slide with a light bulb has dedicated sample resources to support** your relationship-centered  Technical Assistance and implementation efforts

## Access the Resources:

**tinyurl.com/WithNotToFor**

*Or, if you are following along in the slides click "Bridge to Practice" link*

# Attributes of the Innovation

*Characteristics including relative advantage, complexity, compatibility with the organization, trialability, observability, and transferability*

## How PBIS fit within WED SEL work:

| | | |
|---|---|---|
| **Relative advantage** | → | Clear benefits over traditional behavior management in district |
| **Compatibility** | → | Fit with WED district SEL values and prior work |
| | → | "Way of doing business" not prescriptive program |
| **Transferability** | → | Work could be done across K-12 |
| | → | Structures, routines & resources benefit other contexts |
| **Complexity** | → | Comprehensive innovation with many resources |
| | → | # of resources can be overwhelming |
| | → | Risk of doing too much at once |

# Attributes of the Innovation

## How co-facilitated Technical Assistance met this need in Woonsocket:

- ☑ Made explicit **how PBIS fit** into district SEL approach and history
- ☑ **Strategically segmented** PBIS resources to increase success/decrease risk of overwhelm - "filter the noise"
- ☑ Created opportunities to **transfer structures, routines and resources** from this implementation effort to other contexts

## Bridge to Practice - Resources to Support the Work:

- ➔ Compatibility - sample "WED SEL Framework" TA authored to explicitly showcase fit
- ➔ Transferability - Sample resources used for PBIS + other efforts

# Adopter Characteristics

*Characteristics including relative advantage, complexity, compatibility with the organization, trialability, observability, and transferability*

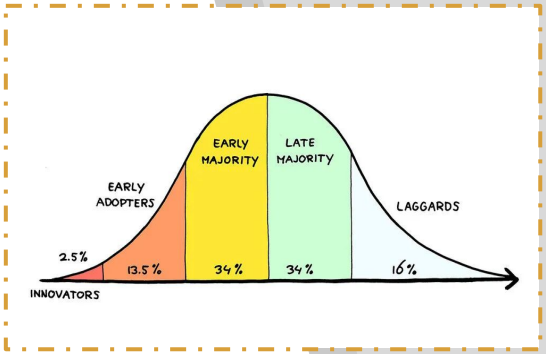
## Adopter characteristics in Woonsocket PBIS implementation:

| | | |
|---|---|---|
| **Motivation** | → | COVID fatigue/entropy<br>→ Previous implementation efforts not sustained |
| **Skills/ Knowledge** | → | Staff lack of familiarity with CASEL framework and RI SEL standards |
| **Tolerance of Ambiguity/ Risk** | → | Initial distrust of outsiders<br>→ Competing demands taxing bandwidth |
| **Organizational Tenure** | → | Project AWARE coordinator new to district<br>→ NEB (TA provider) existing partner, but new to district SEL |

# Adopter Characteristics

## How co-facilitated Technical Assistance met this need in Woonsocket:

- ☑ Adapted **goals and timelines based on adopter skills, motivation**, and **knowledge**
- ☑ Utilized **proactive approaches to facilitation**: Motivational Interviewing, asset-based stances, validation
- ☑ **Translated** technical jargon **into accessible language** "speak their language"




## Bridge to Practice - Resources to Support the Work:

➔ Surveys and other opportunities to understand adopters' state of change, motivation, values, goals etc.,

# Communication & Influence

*How information about the innovation is shared and how opinions and attitudes of key influencers influence adoption*

## Communication and Influence in Woonsocket implementation:

| | | |
|---|---|---|
| **Expert Opinion Leaders** | → | NEB (TA facilitator) trusted partner |
| **Boundary Spanners** | → | WED project leads = TREP fellows with significant SEL leadership experience |
| | → | WED project leads able to communicate across stakeholders, elevate voices and engage partners |
| **Champions & Peer Opinion Leaders** | → | Initial principal buy-in was low |
| | → | Difficult for teams to imagine new ways of working |
| | → | Site-based teams created with peer influencers |

# Communication & Influence

## How co-facilitated Technical Assistance met this need in Woonsocket:

- ☑ TA developed **information and communication resources tailored to stakeholder group**
- ☑ Whole staff **feedback regularly collected** and always centered, **shared**, and **analyzed for responsive planning**
- ☑ **Cultivated** principal and teacher **opinion leaders and champions** on site-based teams
- ☑ Space created for **sharing successes and joy in the work**.

**Bridge to Practice - Resources to Support the Work:**

➔ Sample feedback collection and structures for analyzing/sharing

# System Antecedents and Readiness

*Existing conditions and preparedness of the organization to adopt the innovation.*

## Antecedents and Readiness in Woonsocket implementation:

| | | |
|---|---|---|
| **System Antecedents** | → | Midsize district (9 schools) |
| | → | Limited experience with workings of multidisciplinary teams |
| | → | Mixed experience levels with relationship-centered approaches |
| **Receptive Context for Change** | → | District-level leadership support |
| | → | Limited prior systems/knowledge meant could build from scratch with integrity |
| **Time & Resources** | → | School schedules initial barrier |
| | → | Phased implementation from the start |

# System Antecedents and Readiness

## How co-facilitated Technical Assistance met this need in Woonsocket:

- Multiple data sources collected to **understand system readiness before beginning and throughout the work**
- Recognized original framework and goals did not align to system readiness and **responsively adjusted approach and goals** - *"let them tell you what they need"*
- Significant time **developing and supporting multidisciplinary team structures and routines** *"go slow to go fast"*

## Bridge to Practice - Resources to Support the Work:

➔ Samples of structures and resources created to promote and strengthen collaborative multidisciplinary teams

# Outer Context & Implementation Processes

*External factors outside of the organization that can affect the implementation of the innovation*

*Specific steps and activities taken to put the innovation into practice*

## Outer Context in Woonsocket implementation:

| | | |
|---|---|---|
| **Funding** | → | Initial and continued funding key to project sustainability |
| | → | Project AWARE |
| | → | RIDE Connections Grant |
| **Sociopolitical Climate** | → | Unions were an initial barrier but later key partner in the work |
| **Incentives and Mandates** | → | SEL statewide intensive focus post-COVID |
| | → | Stipended SEL team leadership positions created |

# Outer Context & Phased Implementation

## How co-facilitated Technical Assistance met this need in Woonsocket:

- ☑ Clear, **step-by-step implementation timelines**, responsible party & status
- ☑ **Honest**, realistic **comparison of current to goal state** and progress towards goals
- ☑ Developing and consistently utilizing **procedures and routines for systems work** (e.g., meeting agendas, data protocols)

## Bridge to Practice - Resources to Support the Work:

- ➔ Sample phased implementation timeline, goal planning and benchmarking
- ➔ Sample routines and procedures establish

# Impact & Next Steps

# Implementation Outcome Data

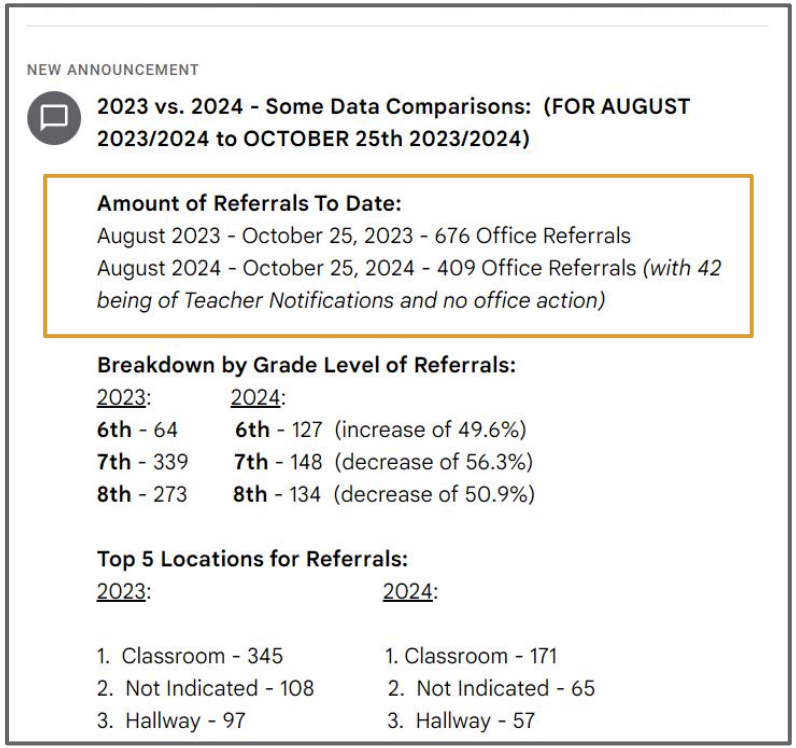
| **Tier 1 TFI Data** (overall percentage) | 12/2023 | | Current |
|---|---|---|---|
| Elementary School A | 13% | → | 43% |
| Elementary School B | 20% | → | 70% |
| Elementary School C | 30% | → | 63% |
| Elementary School D | 53% | → | 77% |
| Elementary School E | 20% | → | 70% |
| Middle School A | 53% | → | 80% |
| Middle School B | 46% | → | 77% |
| High School | 3% | → | 63% |
| **Average growth across sites** fall '23 to spring '24 | 359% | | |

## Highlights:

- ★ Fall '23 = 0/8 PBIS site teams
  Fall '24 = **8/8 teams**
- ★ Elementary School D ~5% increase in the % of **students known by name** to the average staff member
- ★ **30% reduction** in students **designated chronically absent** at Elementary School D
- ★ **38% reduction** in **major referrals** at Elementary School D
- ★ **23% reduction** in **class cut referrals** at High School
- ★ 3 elementary and 2 MS at **fidelity**

# Implementation & Outcome Data

## The pilot school



NEW ANNOUNCEMENT

**2023 vs. 2024 - Some Data Comparisons: (FOR AUGUST 2023/2024 to OCTOBER 25th 2023/2024)**

**Amount of Referrals To Date:**
August 2023 - October 25, 2023 - 676 Office Referrals
August 2024 - October 25, 2024 - 409 Office Referrals *(with 42 being of Teacher Notifications and no office action)*

**Breakdown by Grade Level of Referrals:**

| 2023: | 2024: |
|---|---|
| **6th** - 64 | **6th** - 127 (increase of 49.6%) |
| **7th** - 339 | **7th** - 148 (decrease of 56.3%) |
| **8th** - 273 | **8th** - 134 (decrease of 50.9%) |

**Top 5 Locations for Referrals:**

| 2023: | 2024: |
|---|---|
| 1. Classroom - 345 | 1. Classroom - 171 |
| 2. Not Indicated - 108 | 2. Not Indicated - 65 |
| 3. Hallway - 97 | 3. Hallway - 57 |

- ★ Teams are **talking about data** (shared Google Sites!)
- ★ **Data engagement reinforcing** and **accelerating progress**
- ★ **39.5% decrease in office referrals** 2023 vs 2024

# What's Next?

- Developing coaching systems and shifting mindsets
- Mental health and wellness intersystems (TREP & Interconnected Systems Framework)

# Closing

**Co-facilitated, relationship-centered Technical Assistance** can help **bridge the gap between research and practice** for PBIS and other evidence-based innovations


**Hannah Goodwin-Brown**
Director of Systems & Partnerships
NE Basecamp
hgoodwinbrown@nebasaecamp.org

**Gigi DiBello**
Coordinator, Strategic Partnerships
Woonsocket Education Department
gdibello@woonsocketschools.org