Moving Staff from Program Adoption to Expected Results

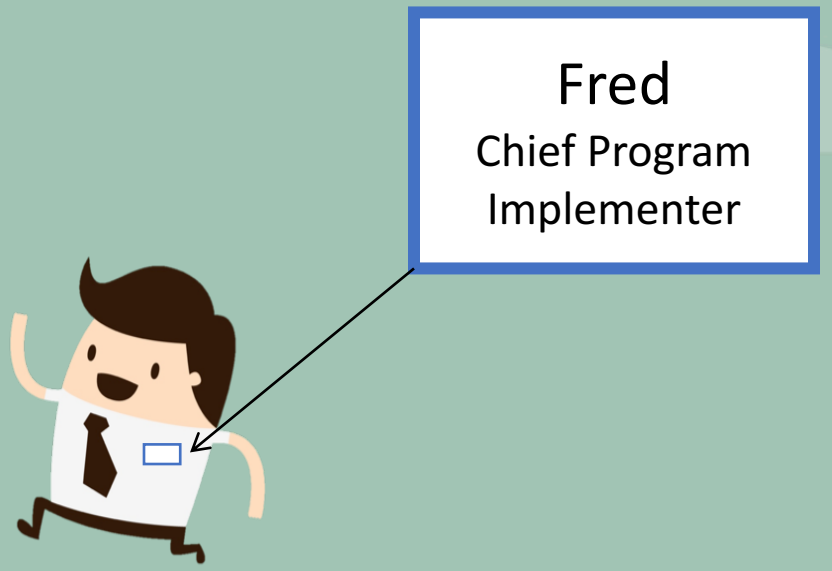
The Story of CBAM

May 10, 2017

Illinois 21st CCLC Spring Conference

Enhancing Quality, Inspiring Innovation

This is a story about Fred.

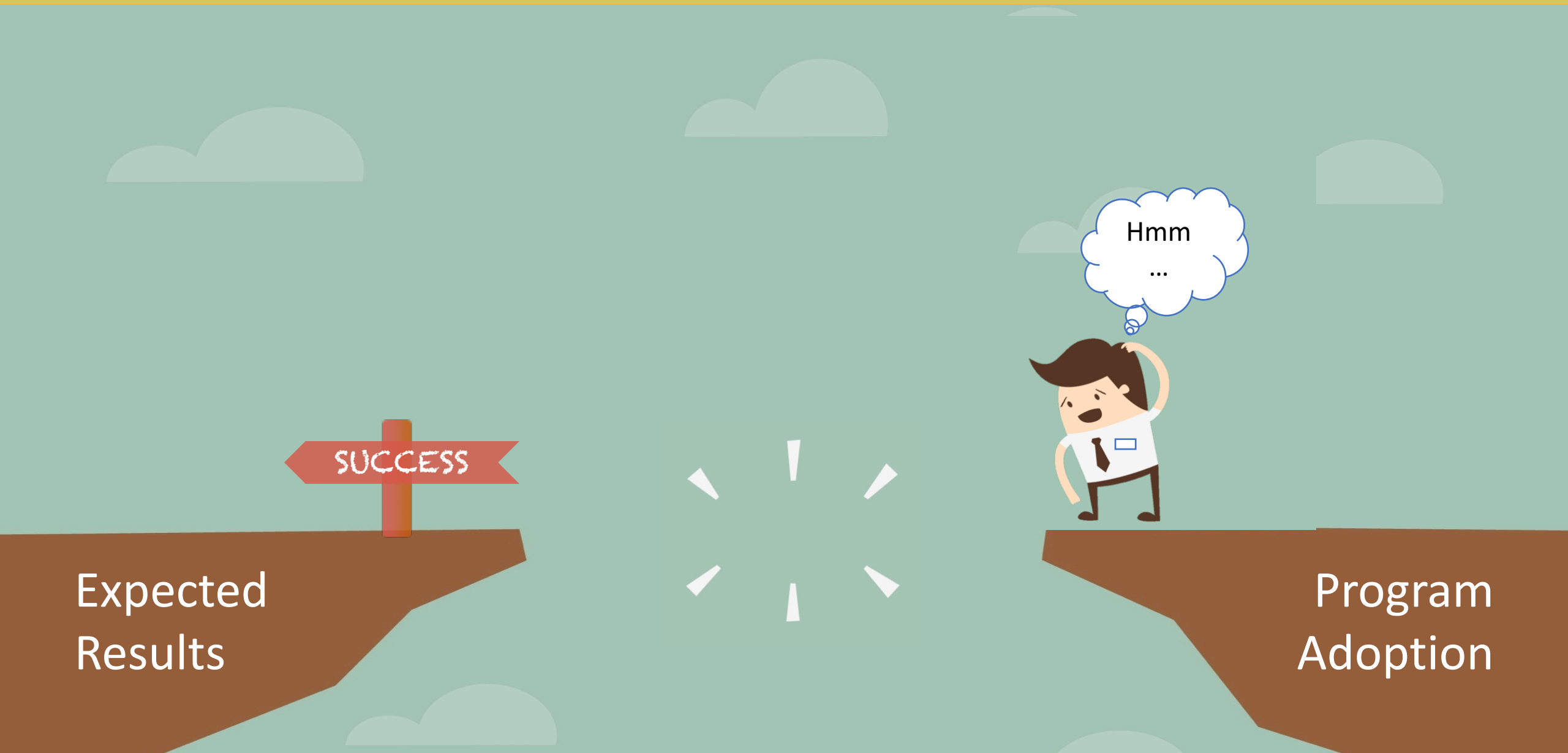


How do you reach success?

Training = Success

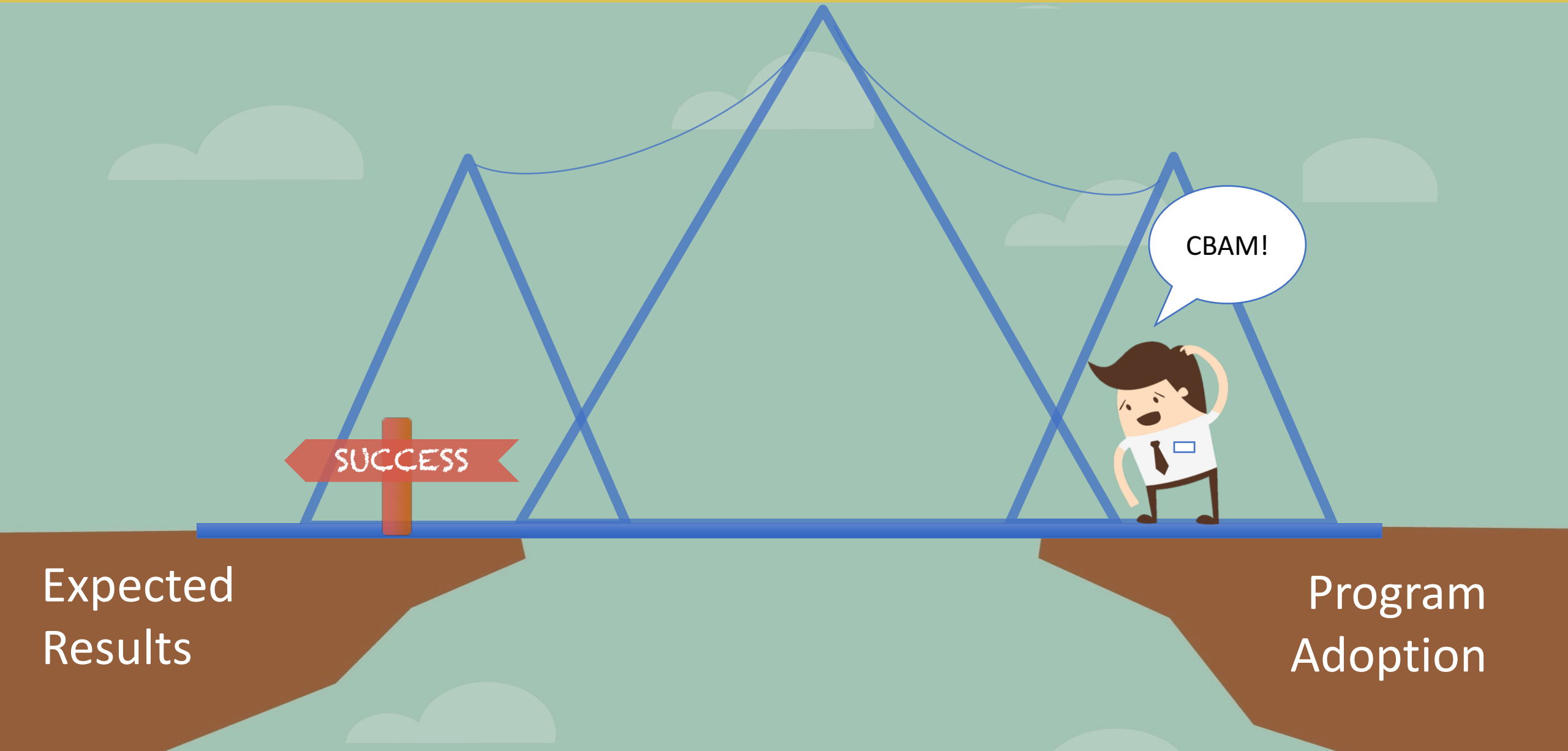
“Training only” ≠ success

How can you get there?



CITIZEN SCHOOLS

How can you get there?



How familiar are you with CBAM?

1. I am still trying to figure out the acronym
2. I know a little bit about CBAM but need more information to use it
3. I am a huge fan of one of the tools, but have never used the others.
4. I know quite a bit about CBAM but want to learn how to use it in different ways
5. Hall and Hord are my godparents.

The Change Process

- Change is
  - A process, not an event
  - Made by individuals first, then institutions
  - A highly personal experience
  - Entails developmental growth in feelings and skills

- Supportive actions must be related to
  - People first
  - The innovation second

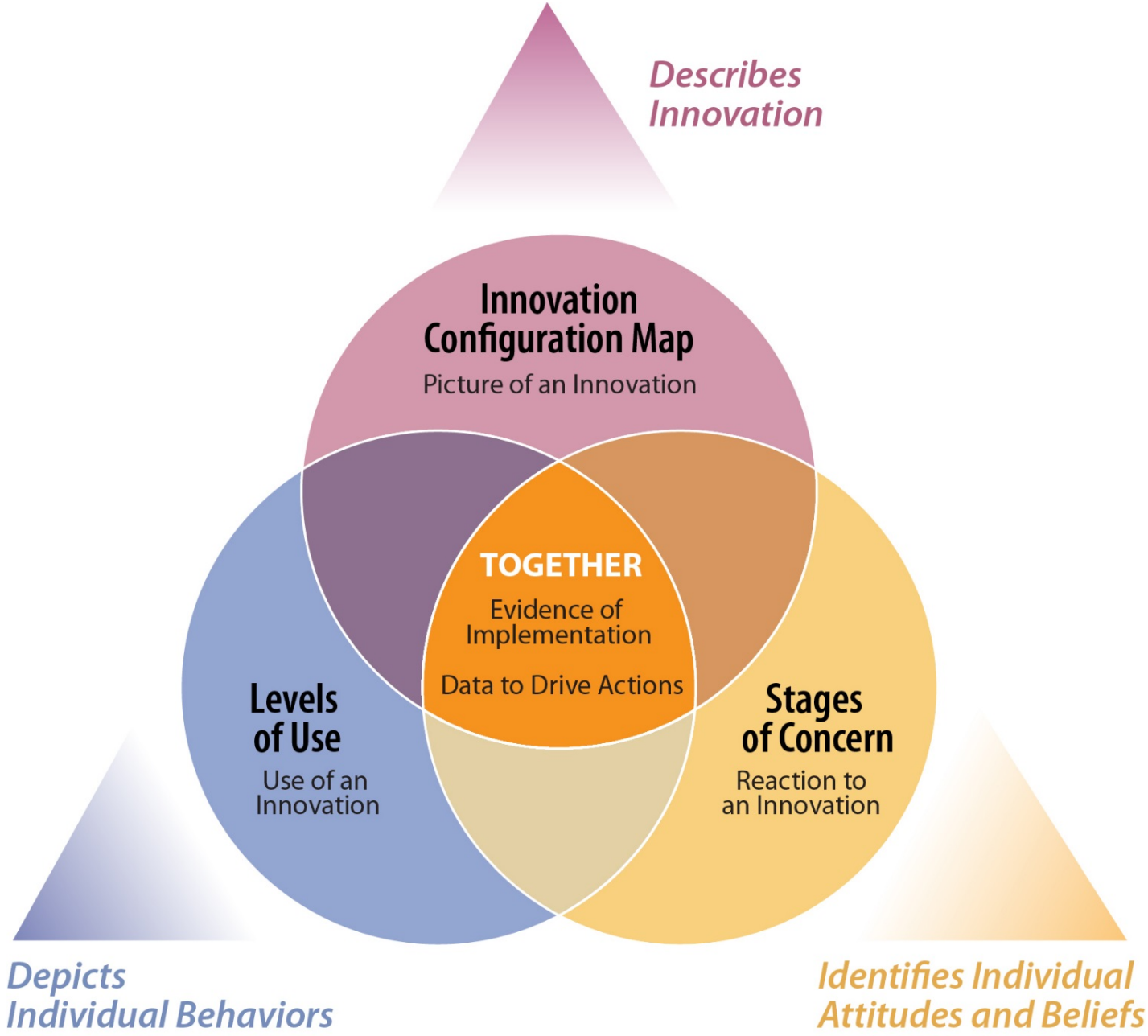
CBAM Defined

The Concerns-Based Adoption Model consists of **three diagnostic dimensions** that provide evidence of the **current extent and quality of implementation**, which leaders can use to **drive decisions and actions**.

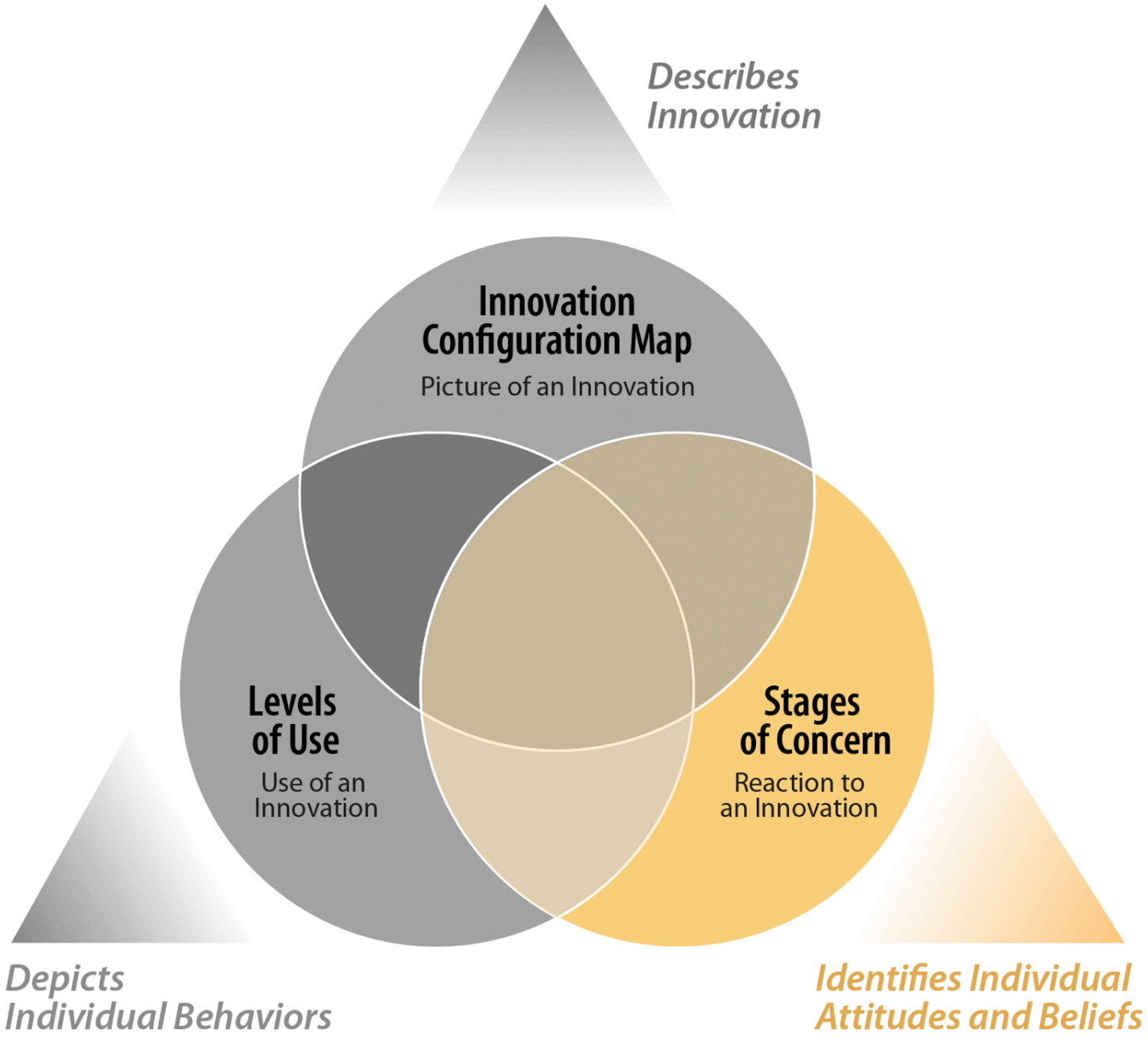
CHANGE leads to questions…

What is it?
What does it do for me?
How is it being used?

The Concerns-Based Adoption Model



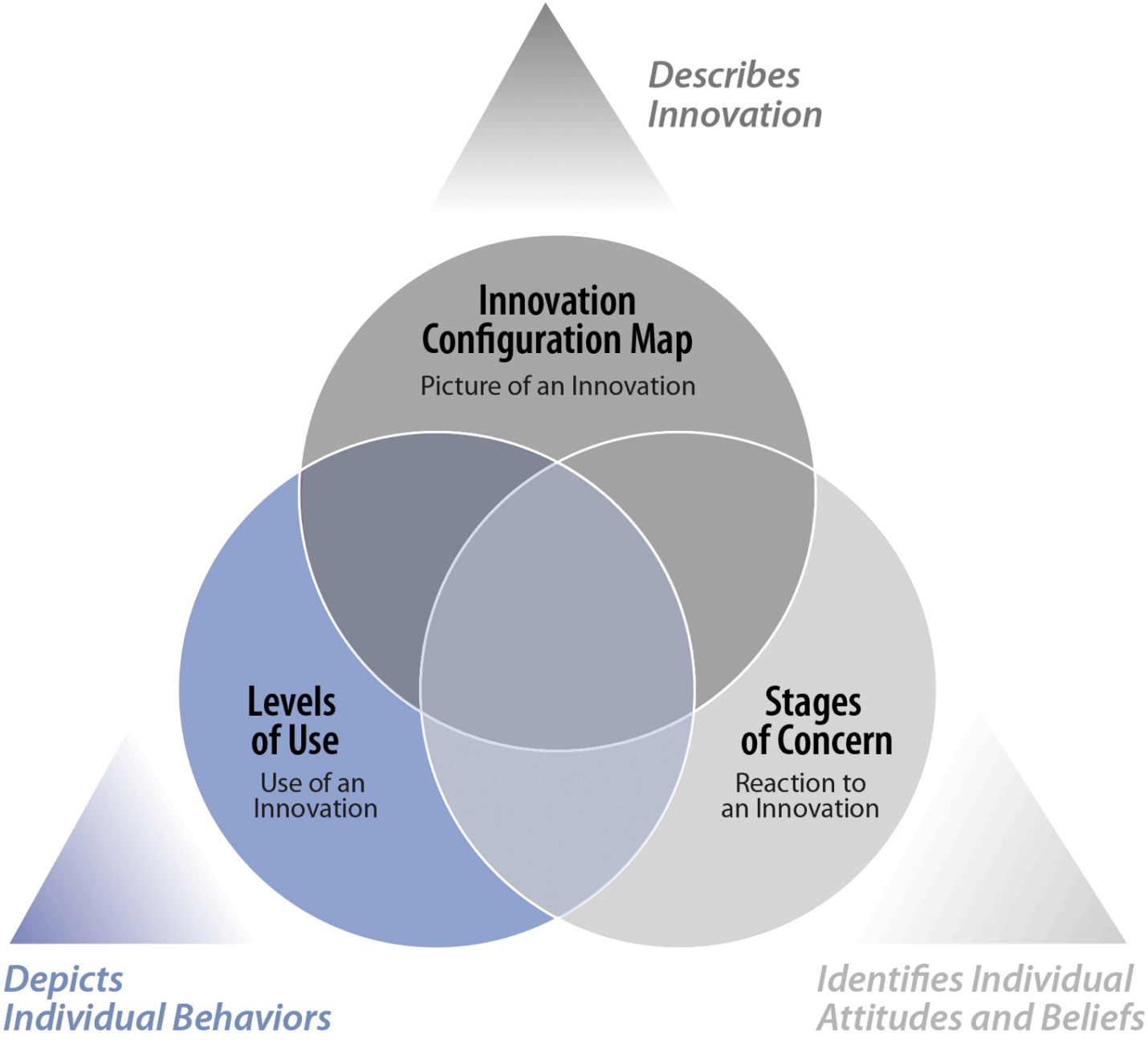
The Concerns-Based Adoption Model



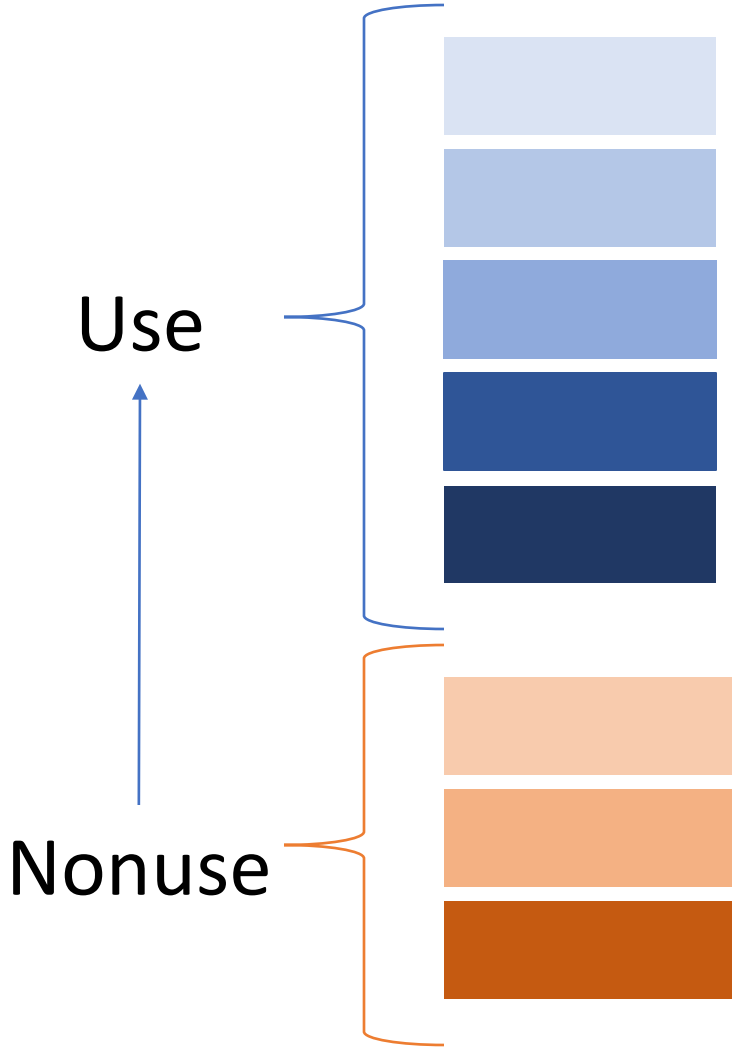
Stages of Concern

What are the key issues confronting staff and how can leadership address them

The Concerns-Based Adoption Model



Levels of Use



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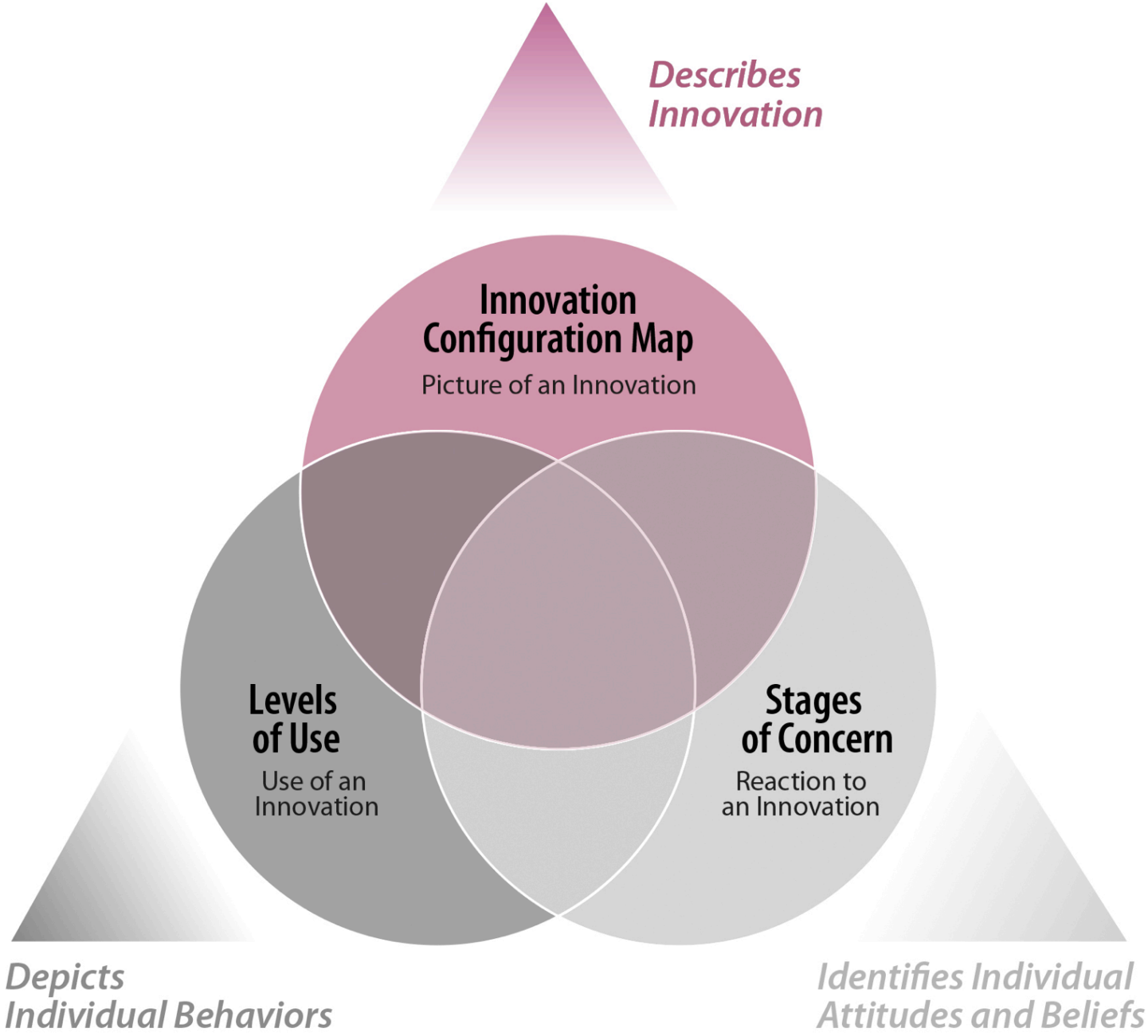

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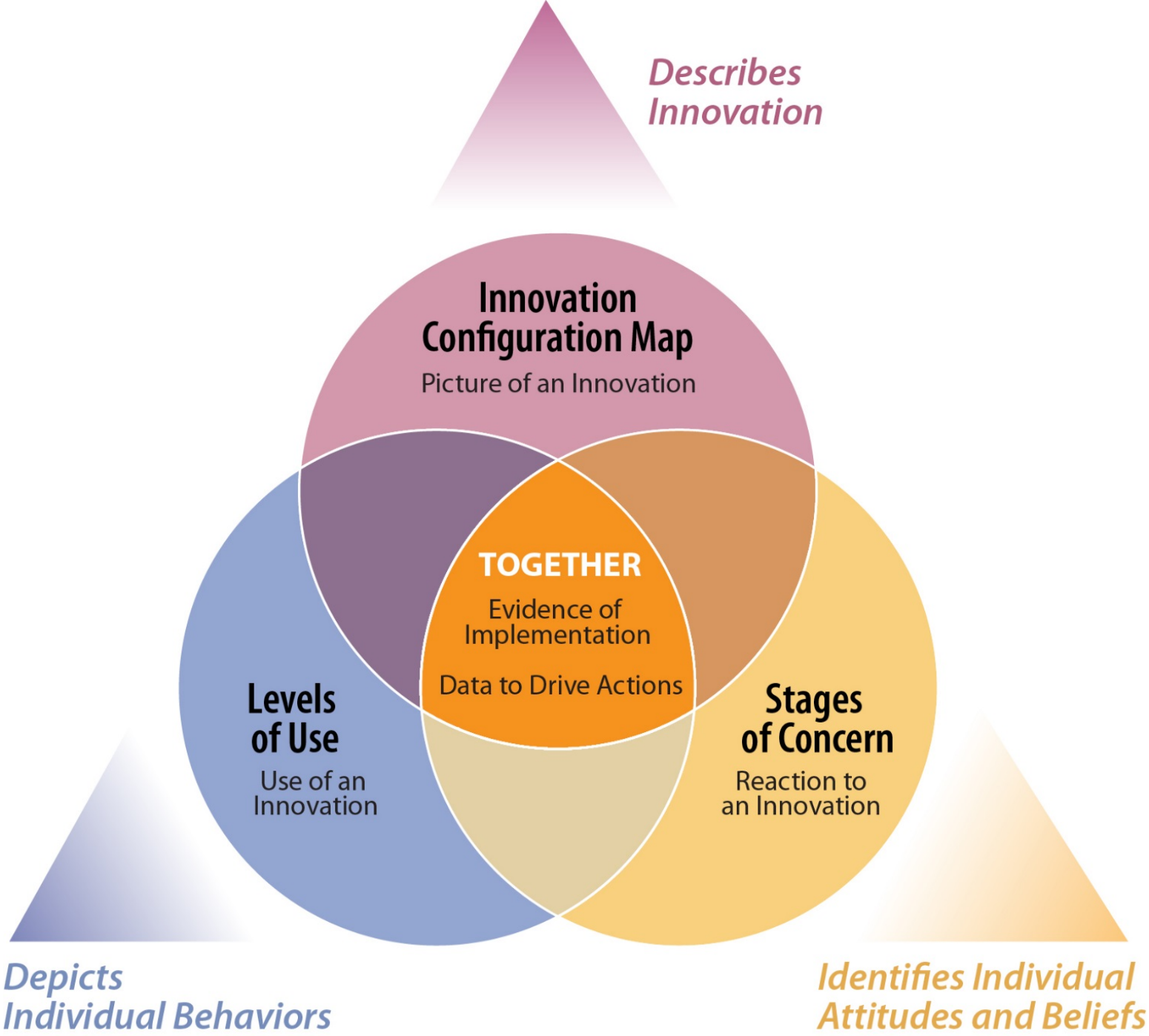
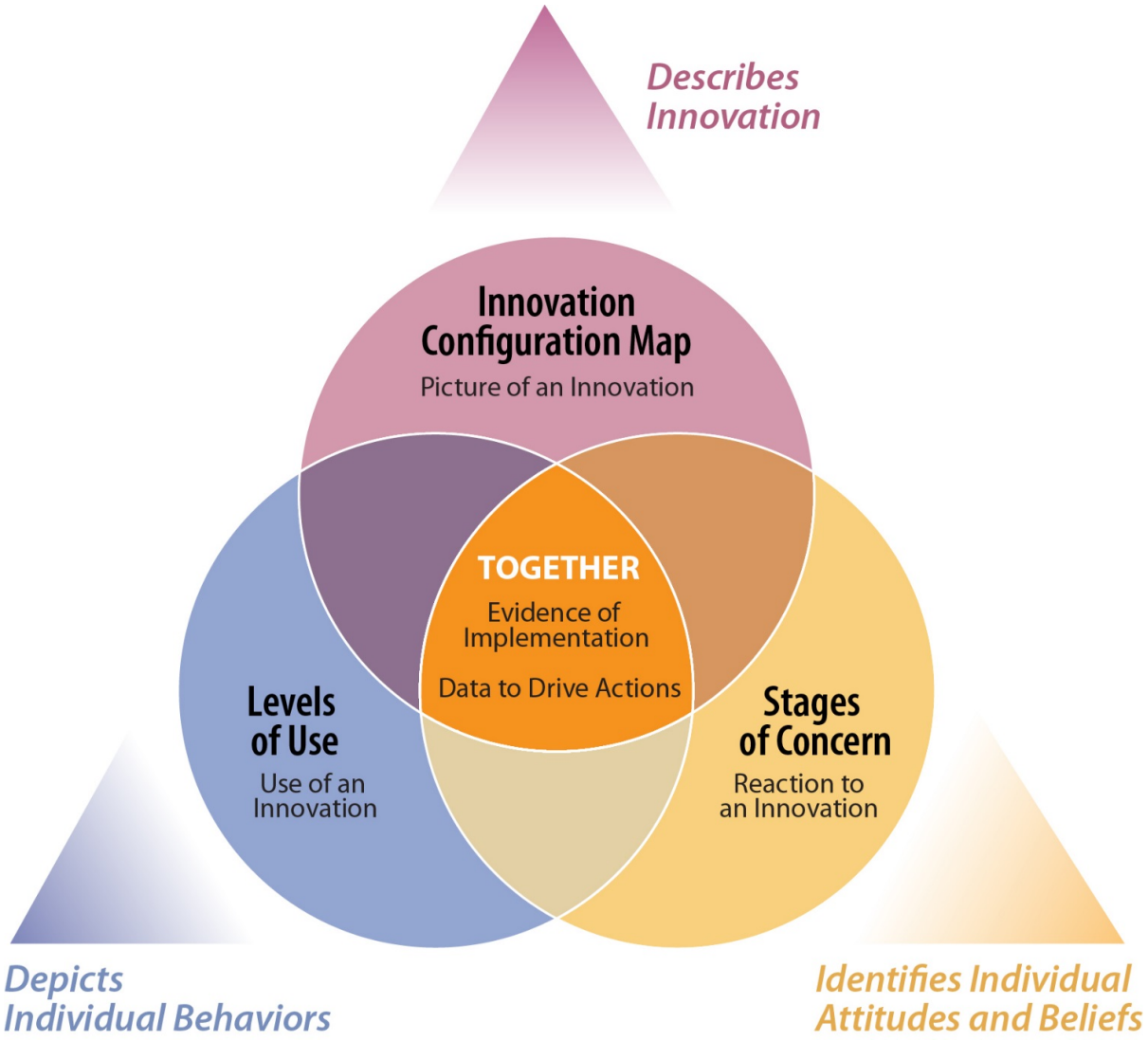


CBAM Reflection



Which dimension are you intrigued by the most?

Innovation Configuration **MAP**

Directions from point A → B

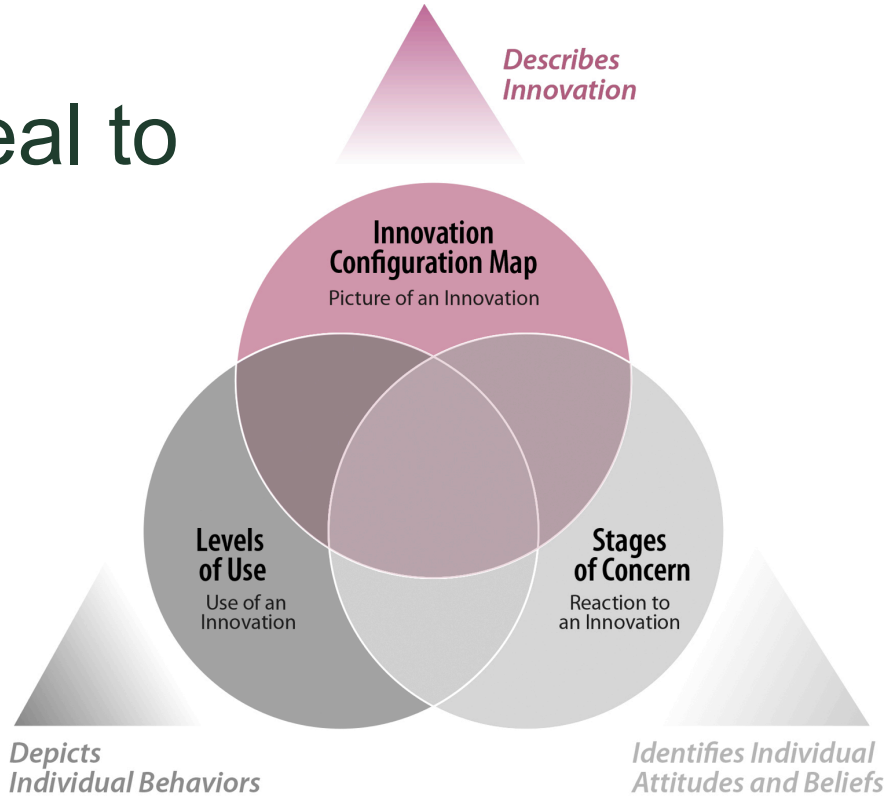
Variations on how to get there

Checkpoints along the way

Innovation Configuration Map

Provides a word picture of what the innovation looks like in practice

Provides spectrum of what implementation looks like from ideal to non-ideal

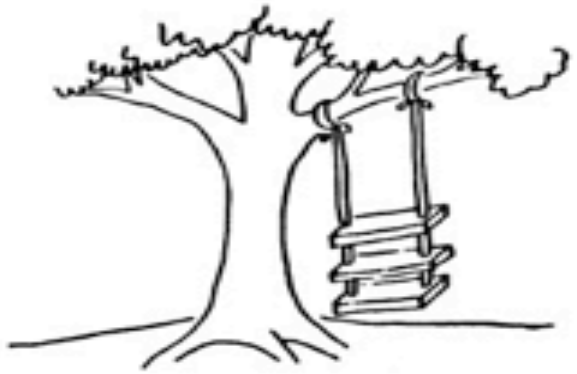


“In most change efforts, different people have surprisingly different images of what full implementation looks like. . .”

— Hall & Hord (2011)

Imagine building a backyard swing…

Variations on a Backyard Swing



As proposed by the project sponsor

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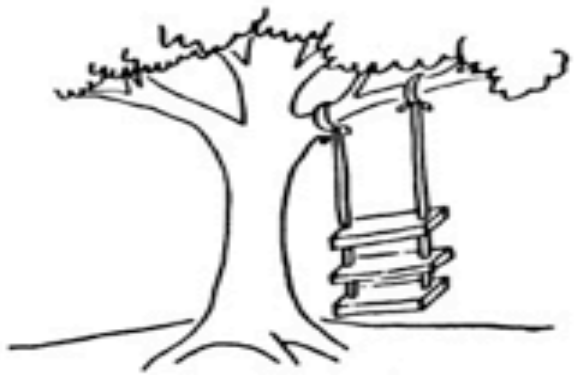

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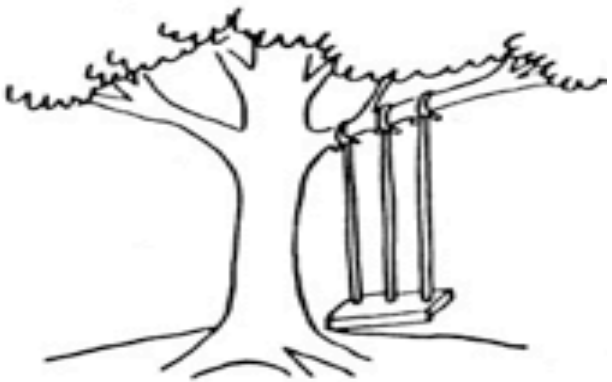

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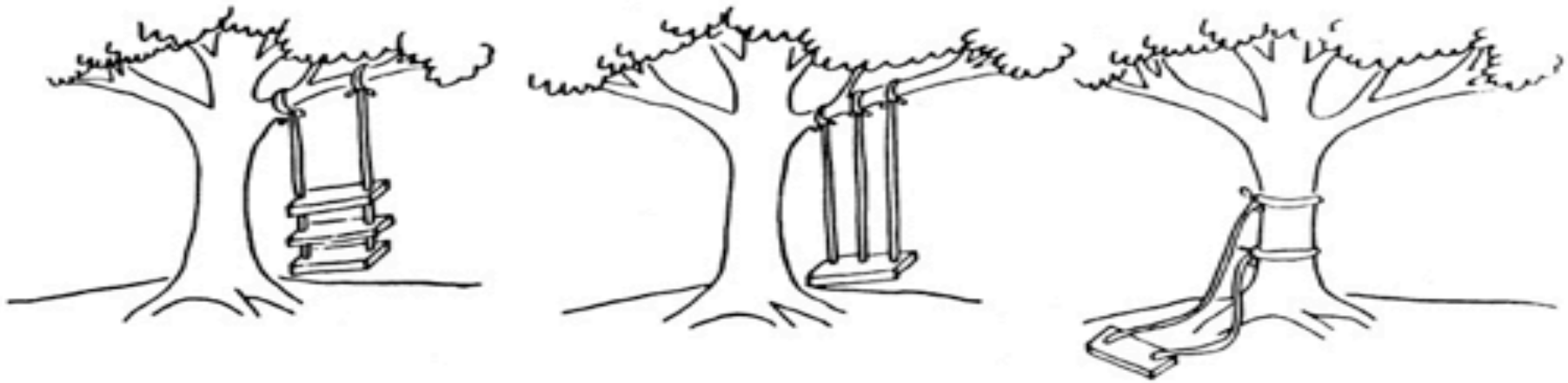

As proposed by the project sponsor

As specified in the project request

As designed by the senior analyst

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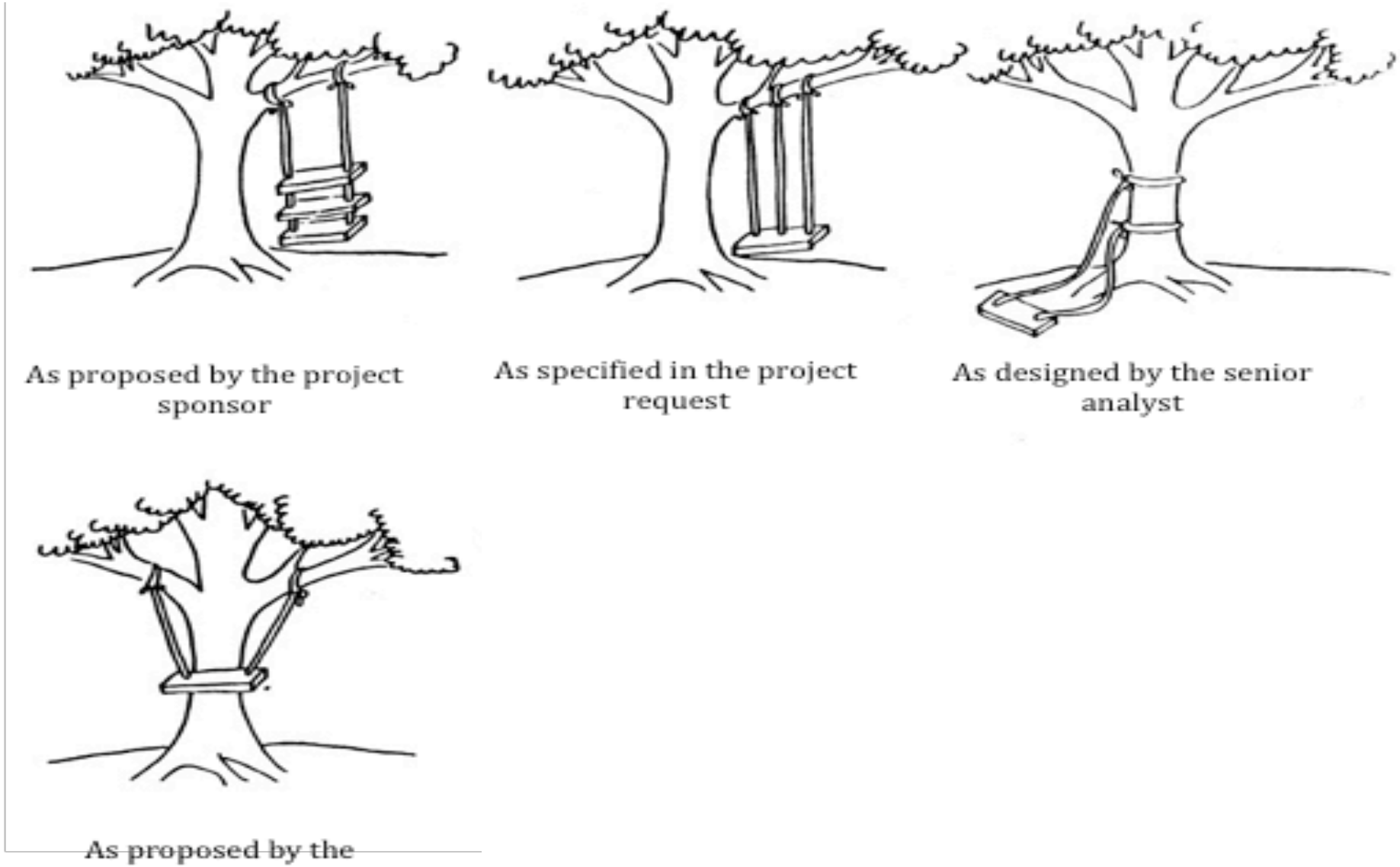

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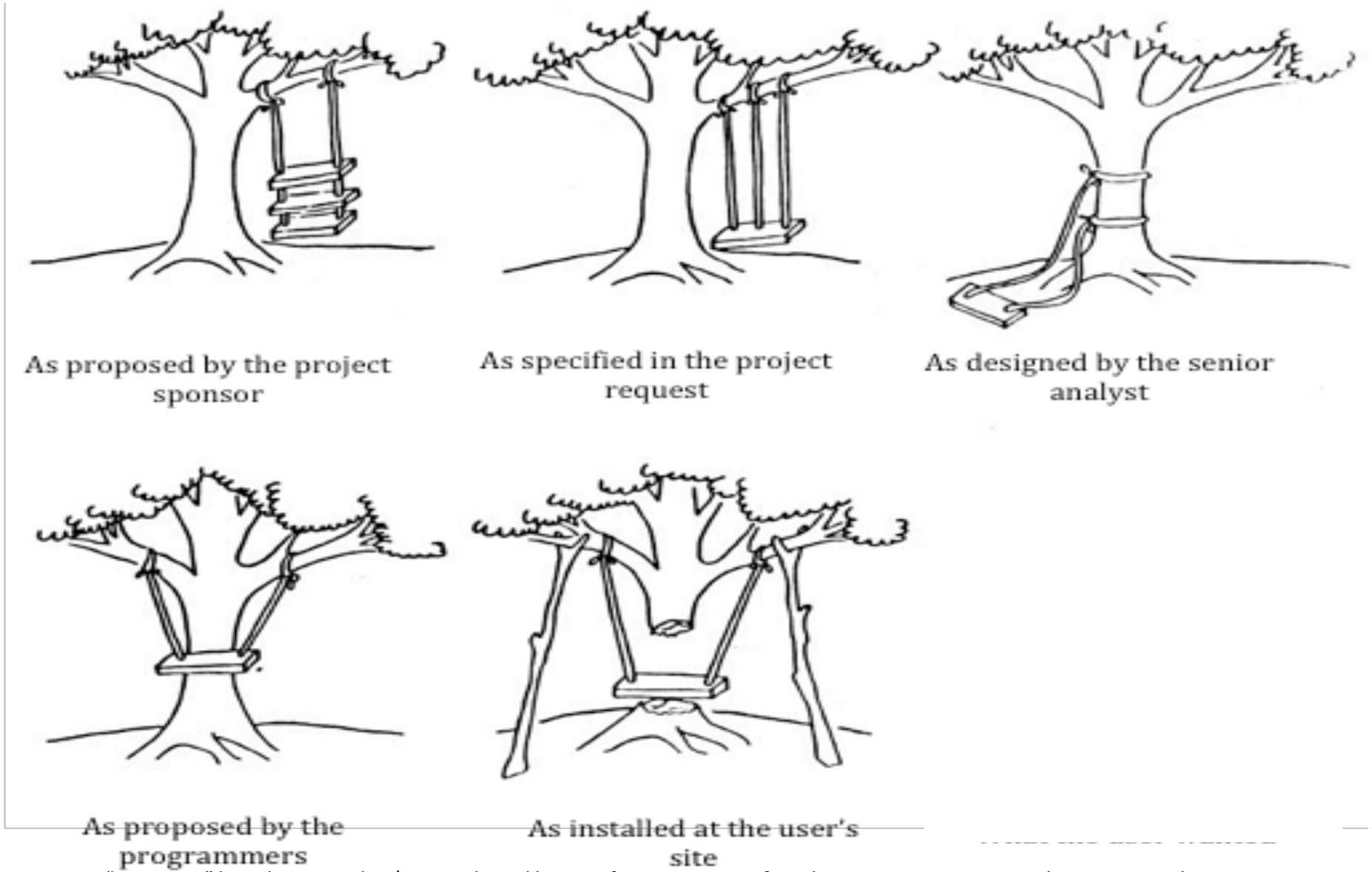

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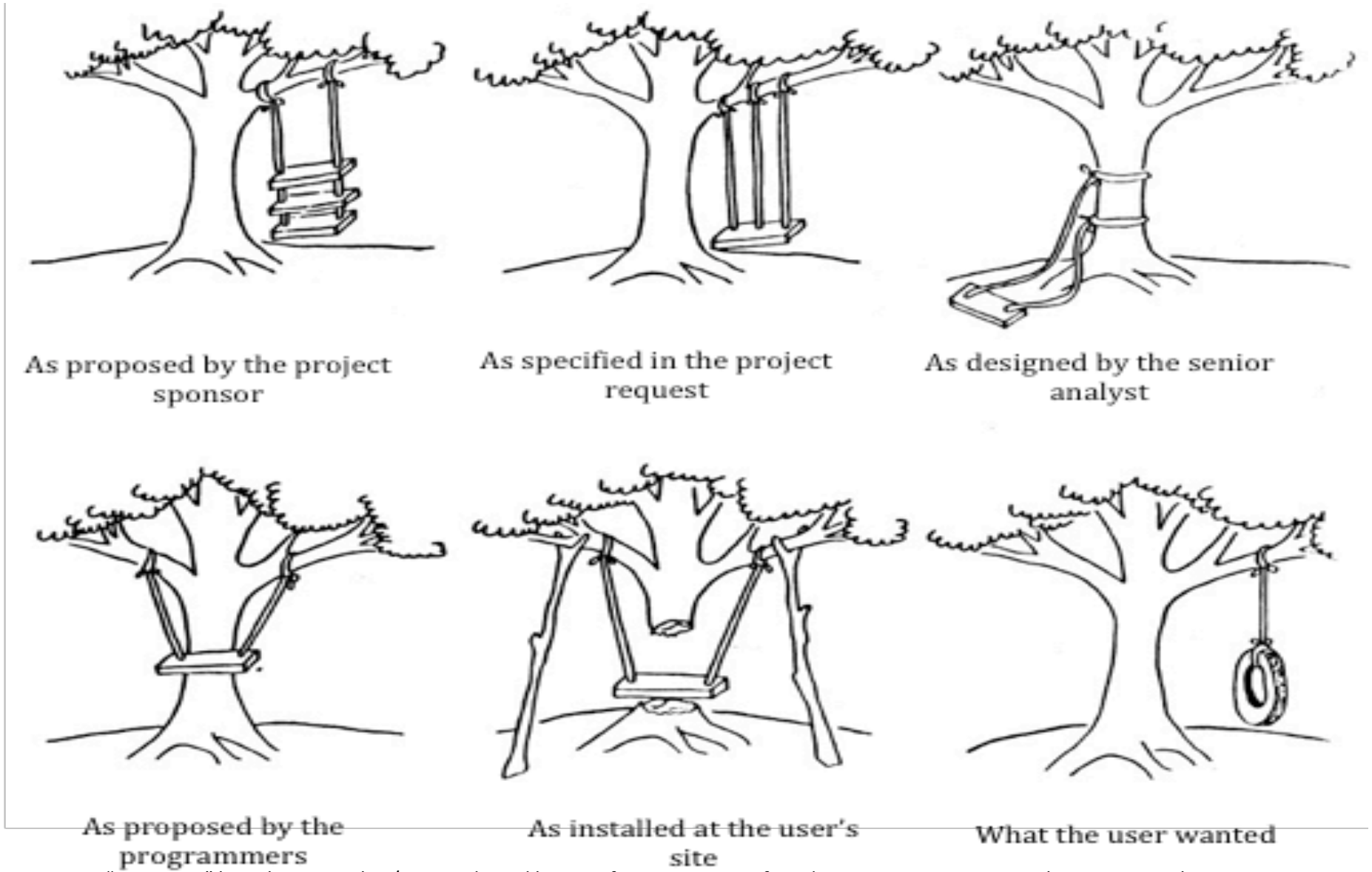

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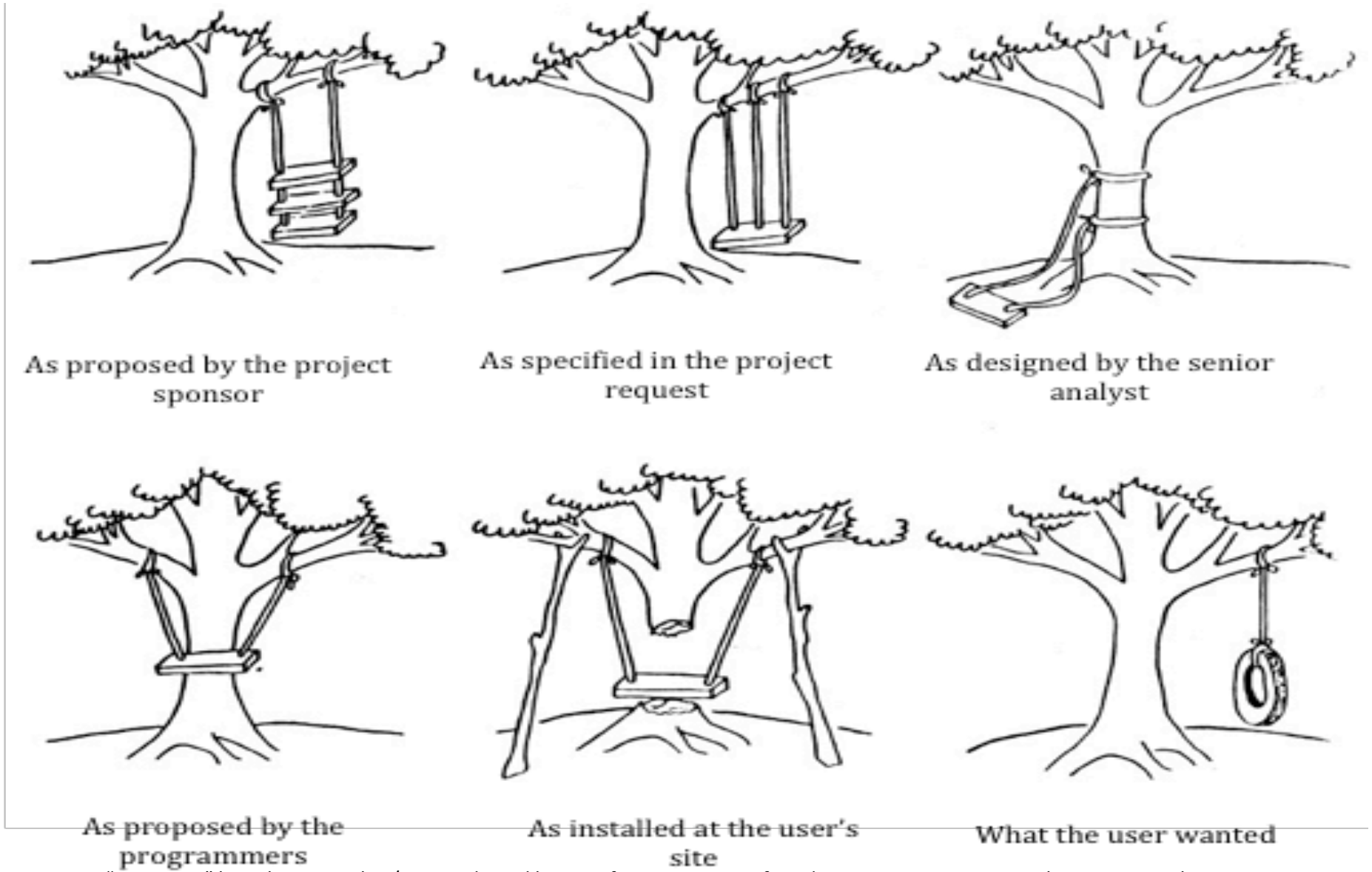
CBAM Reflection

What caught your attention in this exercise?

What appears to be the central issue or key problem here?

How might this illustration relate to afterschool program/initiative efforts?

Variations on a Backyard Swing



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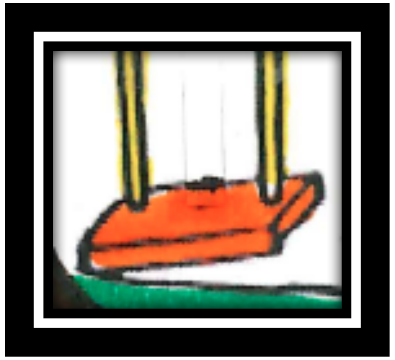
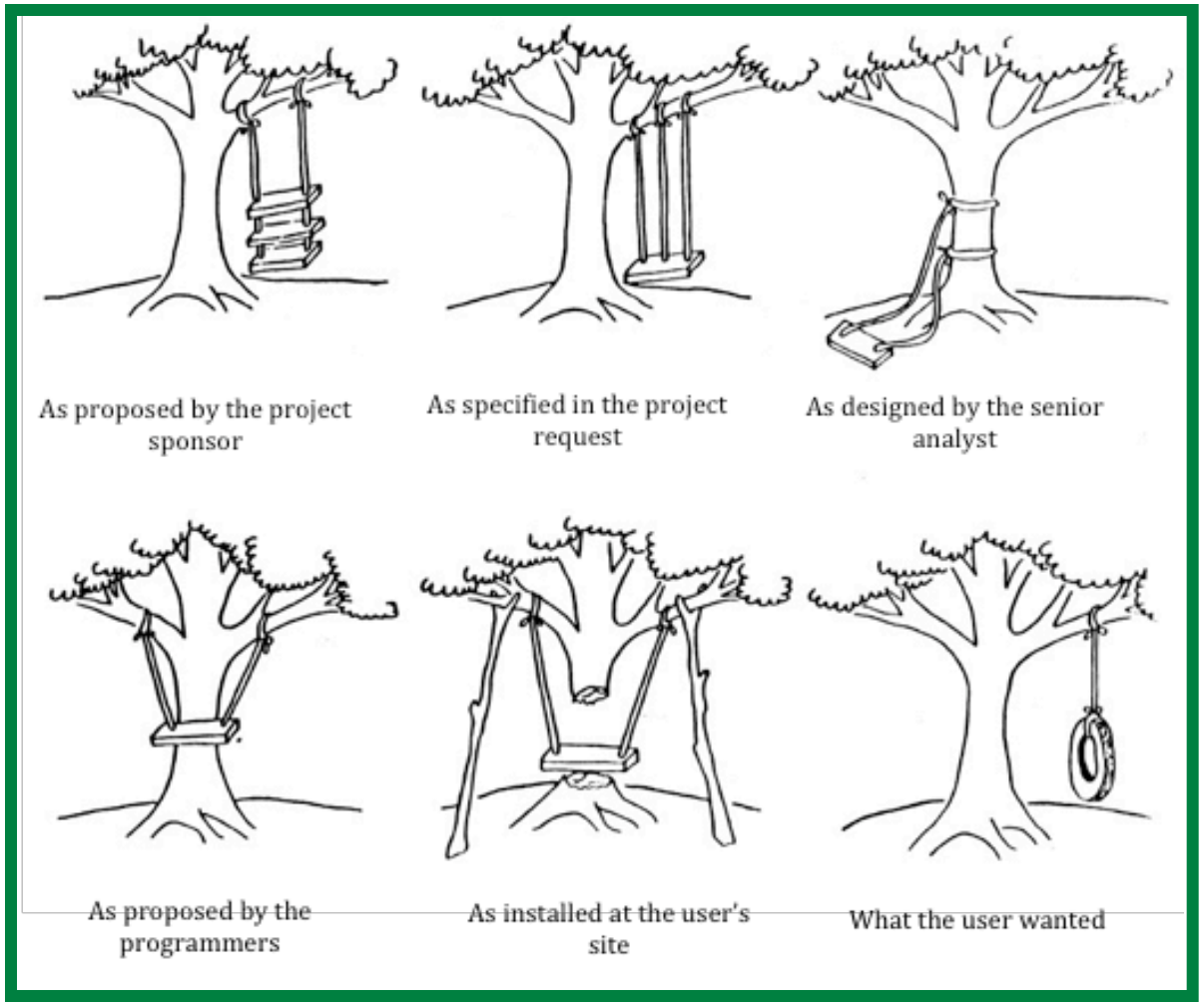


Feature 1: Seat

Feature 2: Rope

Feature 3: Support



Feature 1: Seat

- a tire
- one plank
- three planks

Feature 2: Rope

- one rope
- two ropes
- three ropes

Feature 3: Support

- one branch
- two branches
- a trunk

CBAM Terminology

Components:
The major operational features of an innovation.

Variations:
The different ways that components can be operationalized.

Seat

- a tire
- one plank
- three planks

Rope

- one rope
- two ropes
- three ropes

Support

- one branch
- two branches
- a trunk

Uses for an IC Map

Research

Establish consistency in the actions of individuals assigned to a control group.

Professional Learning

Provide data to identify aspects of an innovation that need further development.

Dissemination

Communicate what a new practice does and does not look like.

Evaluation

Provide data to describe the extent to which an innovation has been implemented.

IC MAP Key Points

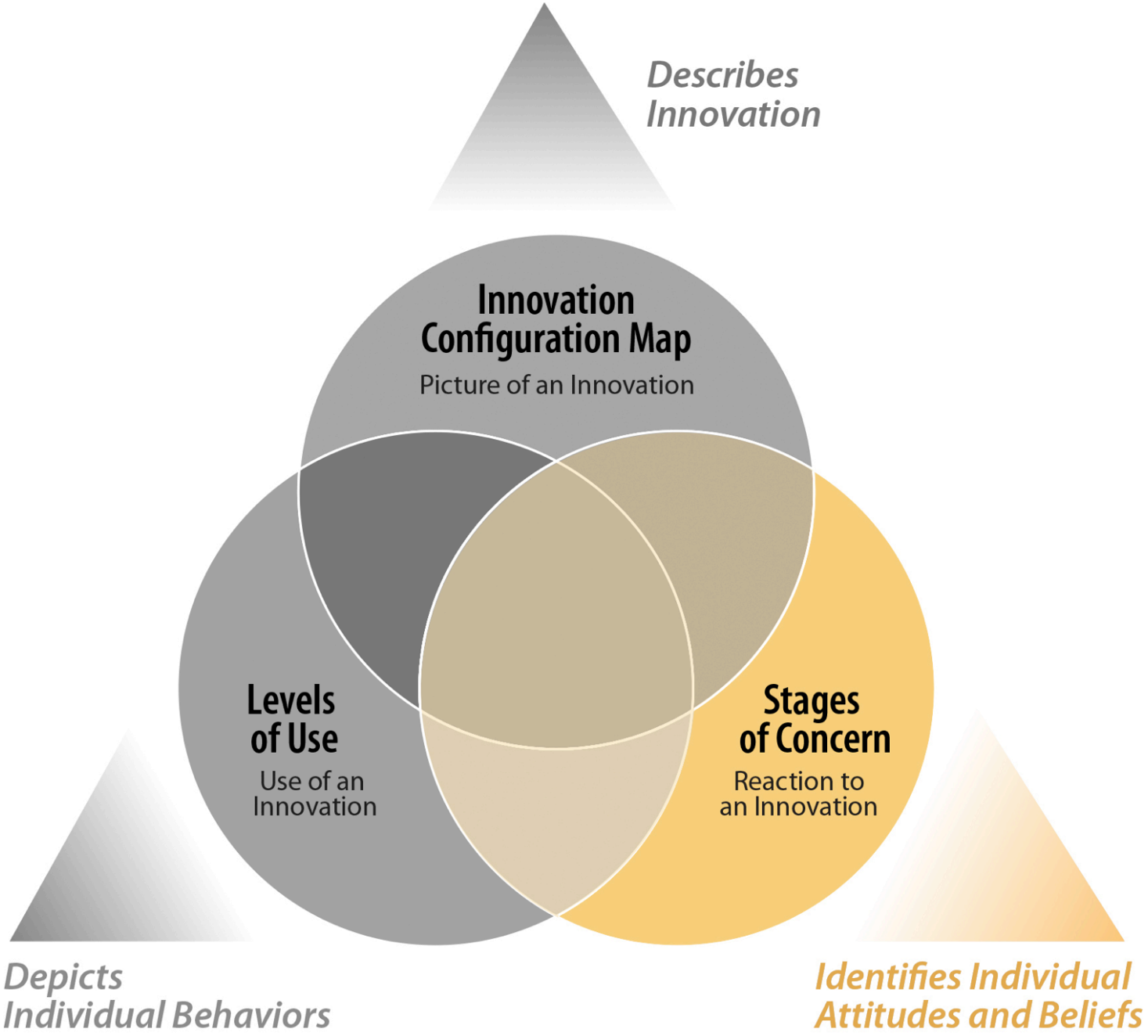
Provides a word picture of what the innovation looks like in practice **(Components)**

Provides spectrum of what implementation looks like from ideal to non-ideal **(Variations)**

Can be used for dissemination and professional learning

Bonus:
Developed for a specific role

The Concerns-Based Adoption Model



Stages of Concern

What are the key issues confronting staff and how can leadership address them

Concerns

- Do I want to do this?
- Do I have the time?
- What will I have to change to do this?
- How will this reflect on me?
- Huh? What are you talking about?

SoC Terminology

Concerns: feelings, reactions, attitudes–not necessarily anxiety, worry or fear.

Actions to Support Change: actions or events that influence a person as he or she is implementing change.

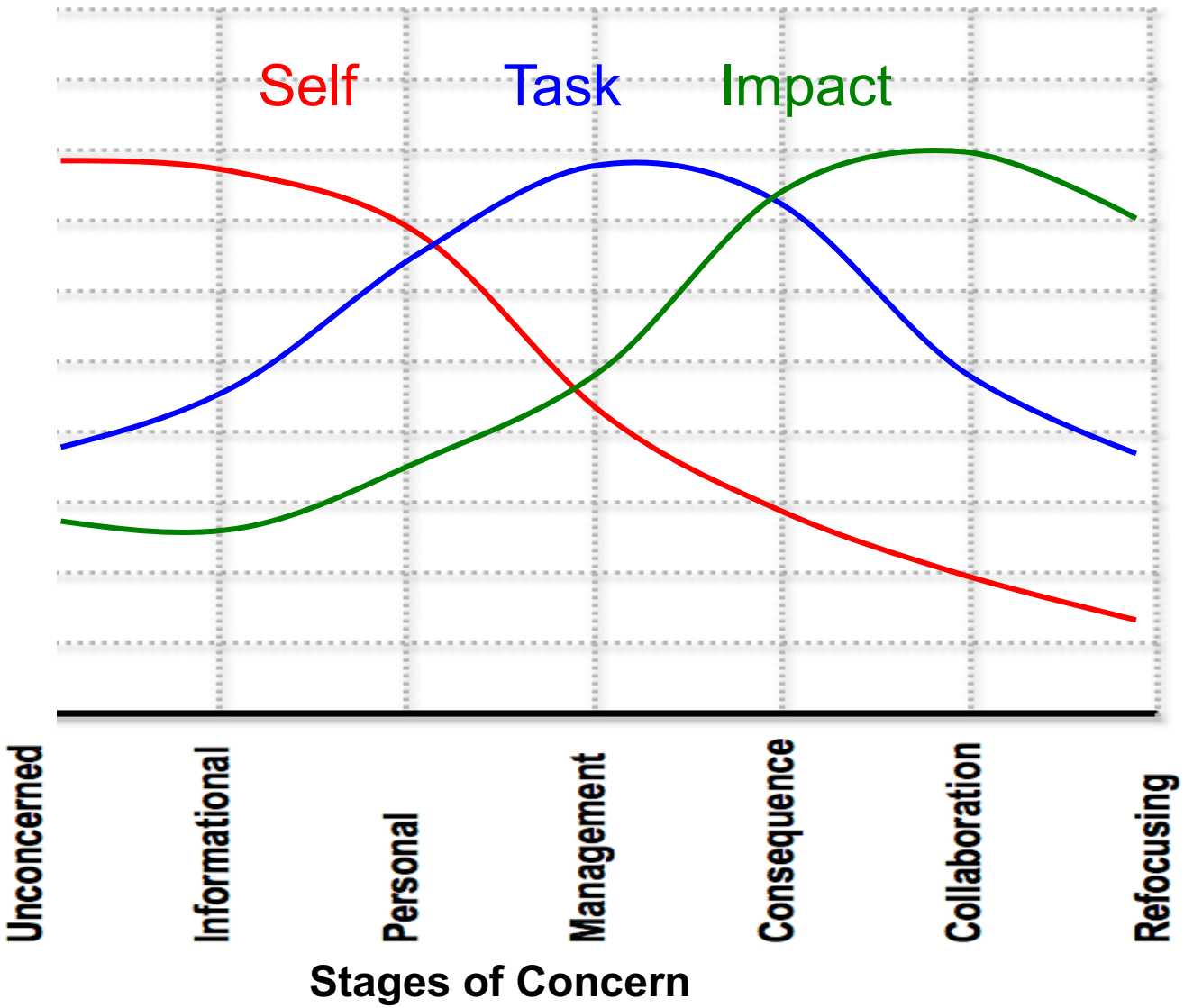
Stages of Concern (SoC)

Impact	Refocusing (Stage 6)	"I have some ideas about something that would work even better."
	Collaboration (Stage 5)	"I'd like to work with others who are also using this innovation."
	Consequence (Stage 4)	"I'm wondering how this innovation is affecting my students."
Task	Management (Stage 3)	"I seem to be spending all of my time getting material ready."
Self	Personal (Stage 2)	"I'm concerned that using this innovation will mean I have to change my established routines."
	Informational (Stage 1)	"I would like to learn more about the innovation."
	Unconcerned (Stage 0)	"I have other things to do that are more important to me."

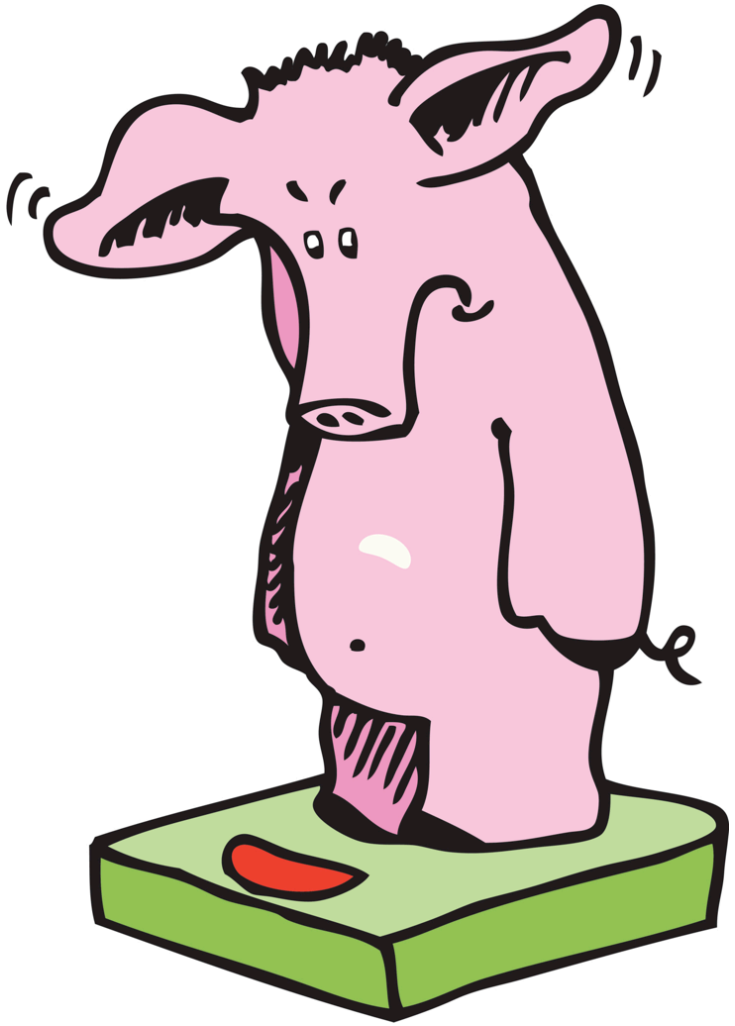
CBAM Reflection

What happens to concerns over time?

The SoC Wave Motion



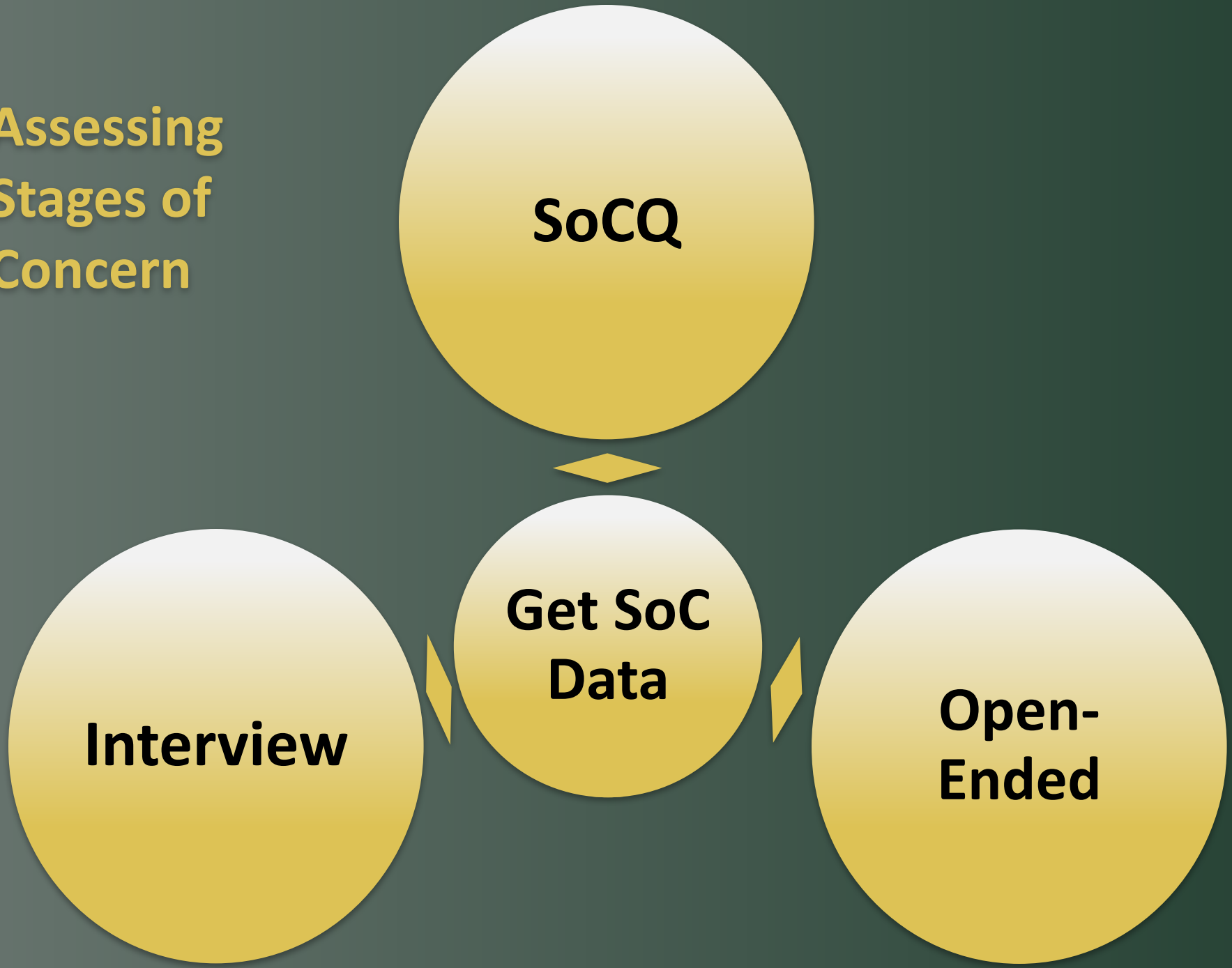
Actions to Support Change



1. Determine most intense concern(s).

2. Select and deliver support aligned to concern.

Assessing Stages of Concern



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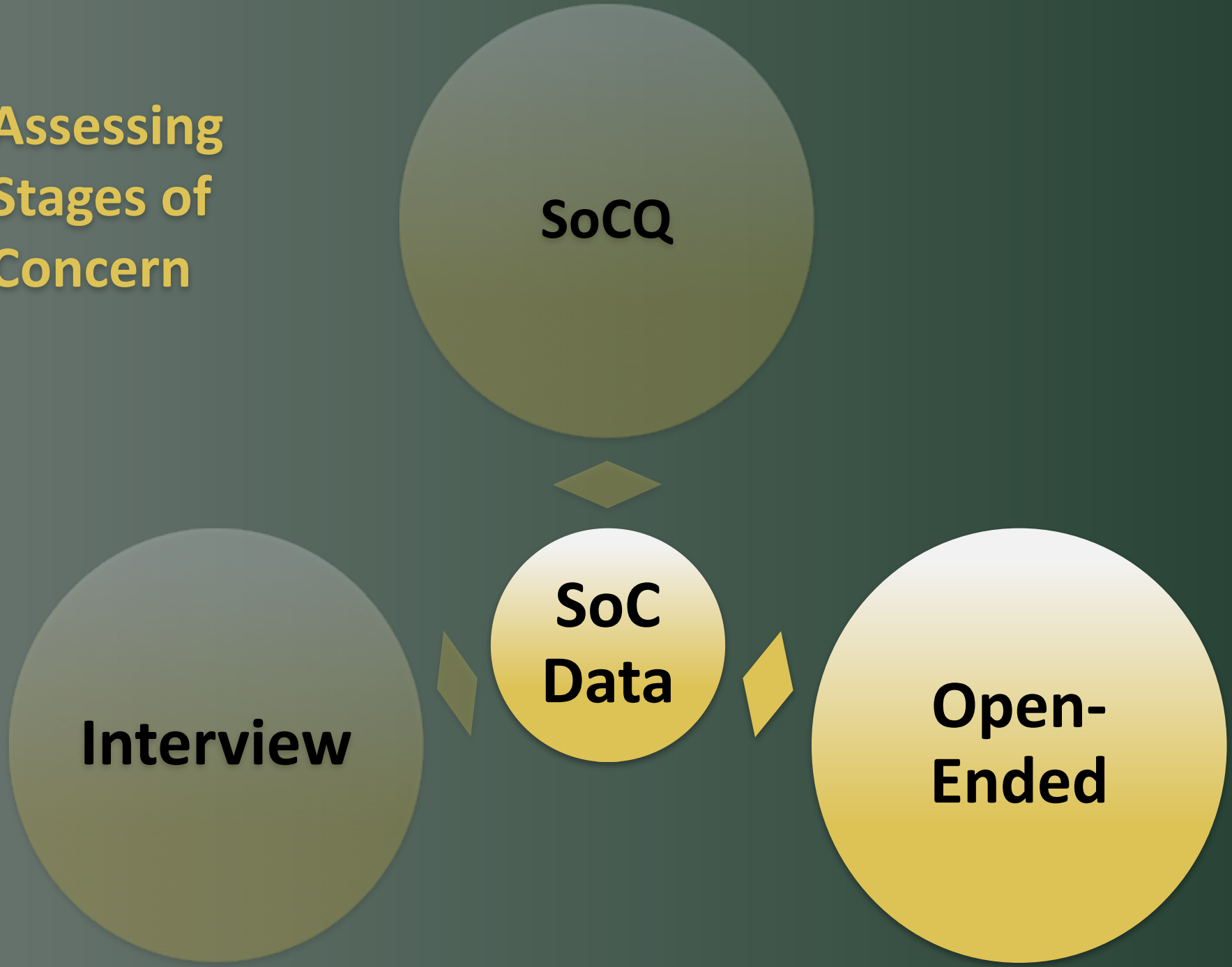


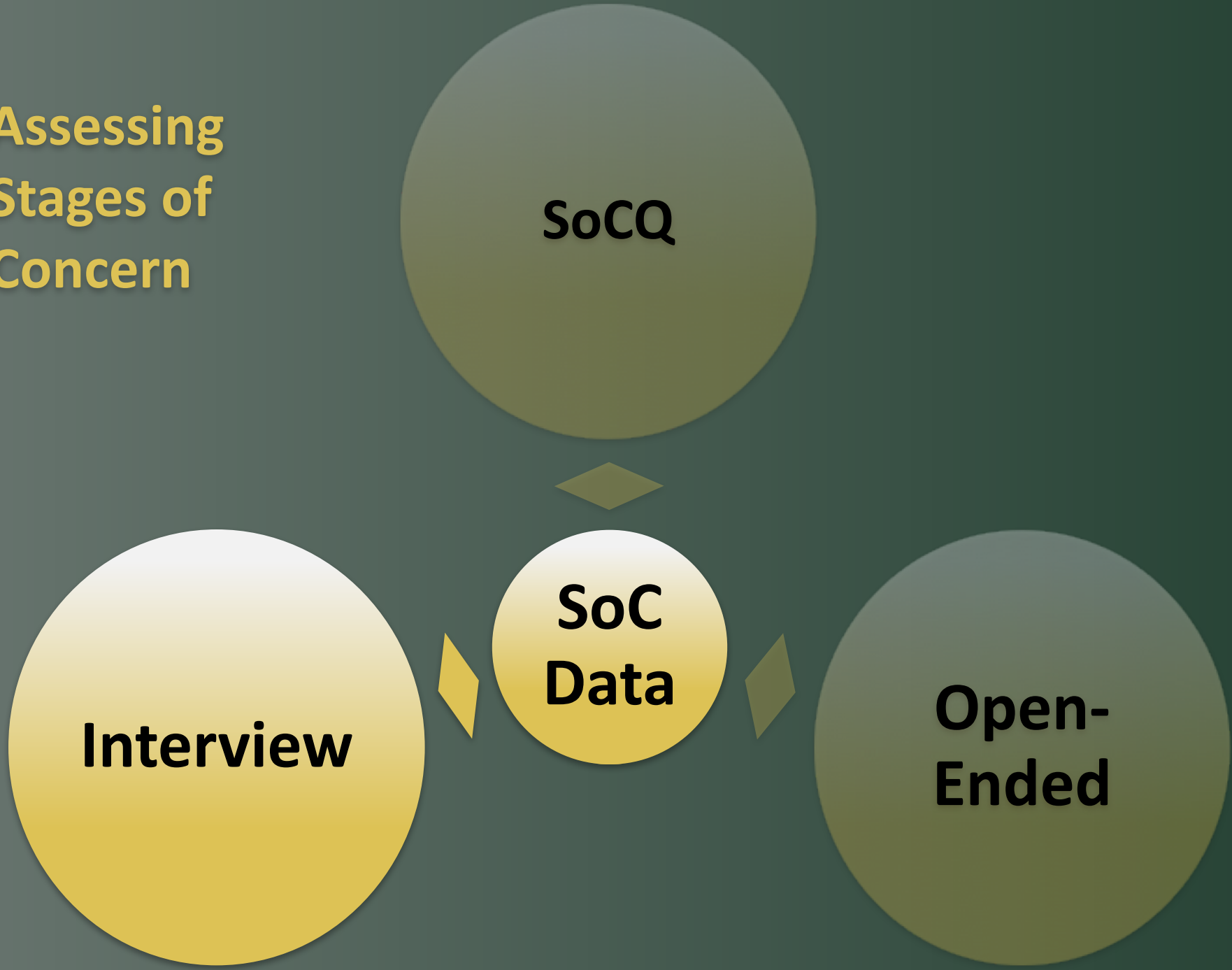
The Open-Ended Concerns Statement

When you think of **Name of the Innovation**, what concerns do you have?

Do not say what you think others are concerned about, but only what concerns you now.

Please write in complete sentences and please be frank.

Assessing Stages of Concern



Assessing Stages of Concern

The One-Legged Interview

Interviewing for the Stages of Concern

Assess

&

Address

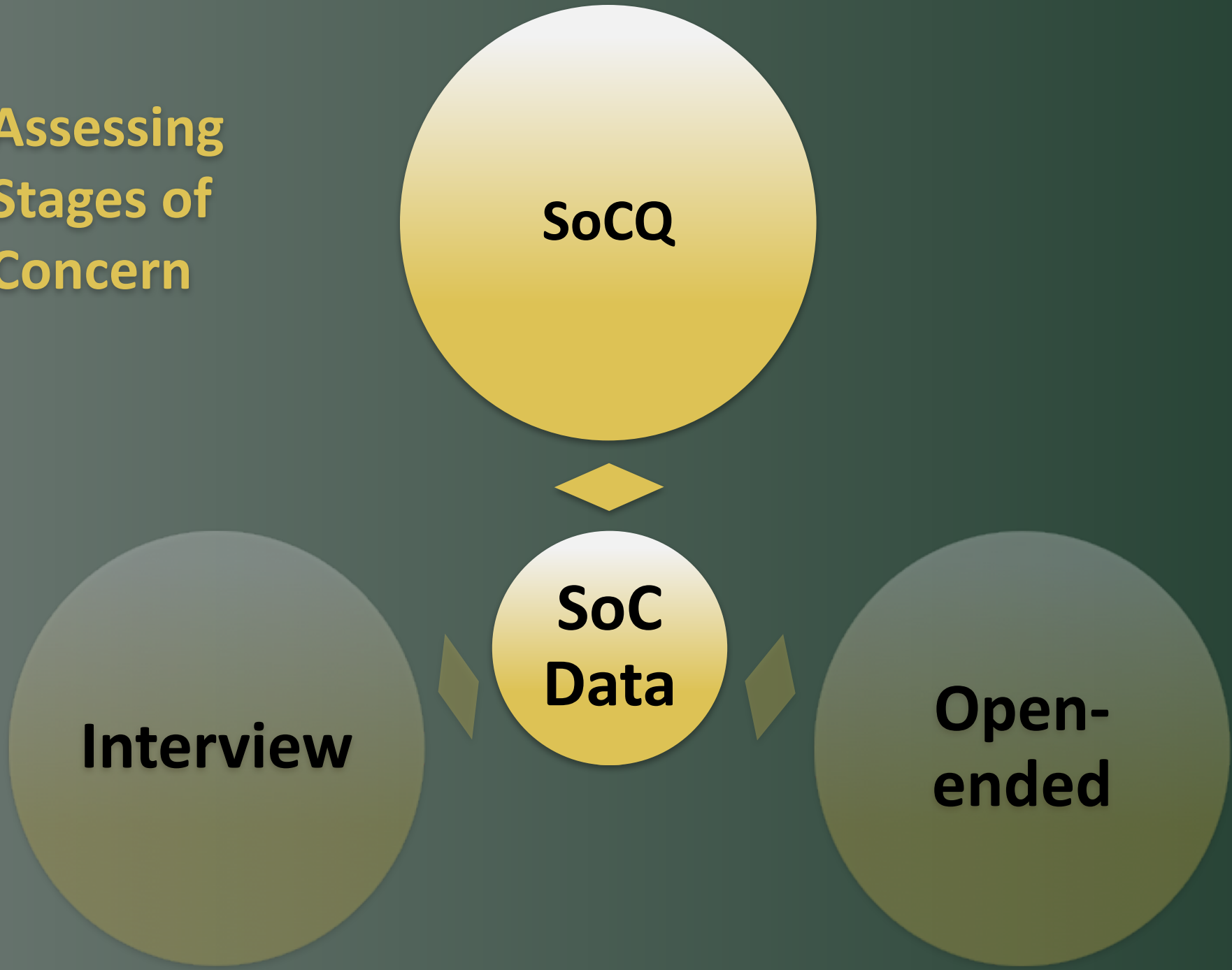
Interviewing for the Stages of Concern

Sample questions

- How is it going with **Name of the Innovation**?
- How do you feel about it?
- What do you think of it?
- What is your reaction to it?
- How is it working?
- Is there anything you wonder about?
- Do you have any reservations about it?

TELL ME MORE

Assessing Stages of Concern



Stages of Concerns Key Points

Identifies staff concerns and reactions toward innovation

7 Stages of Concern

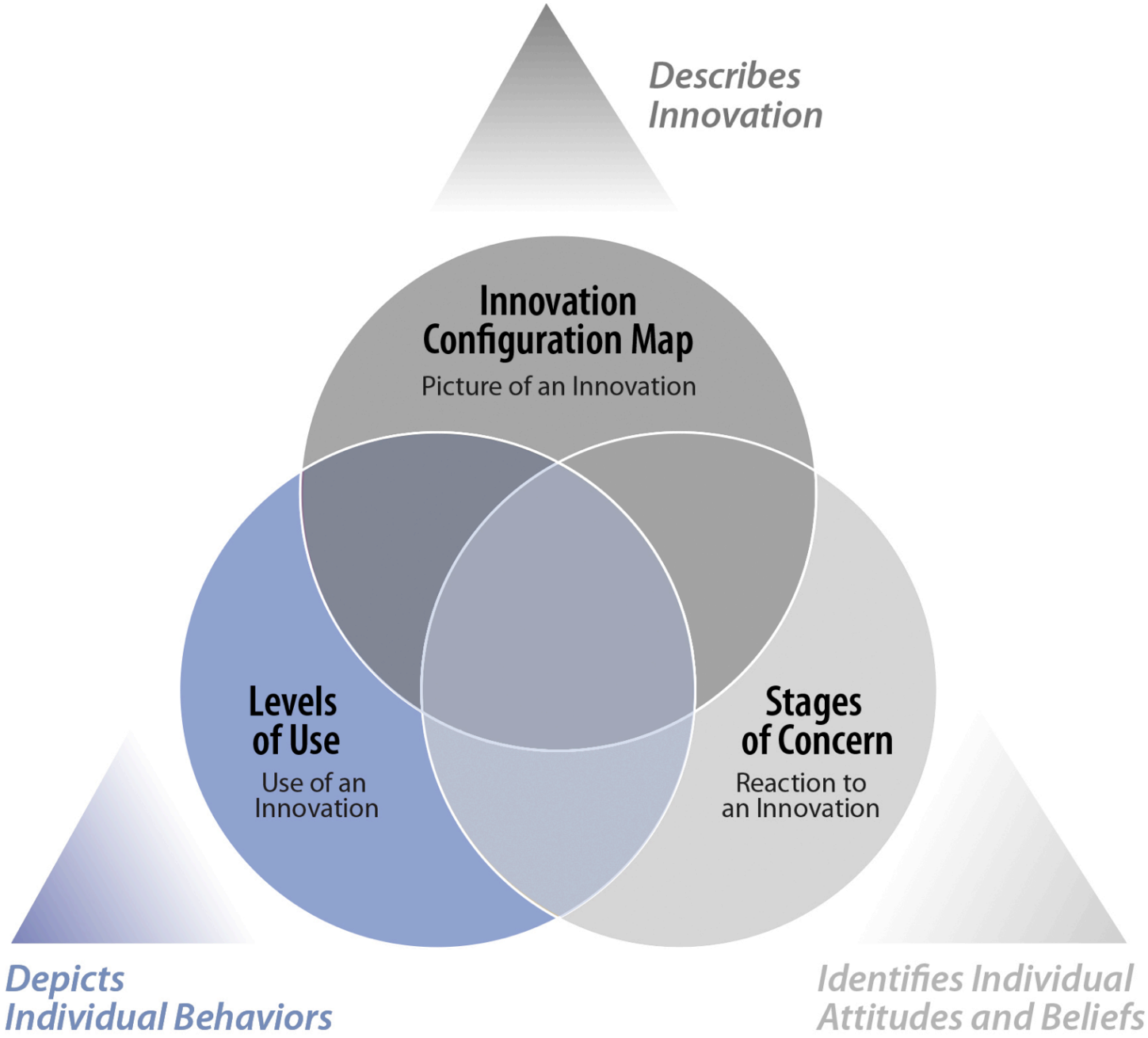
Three ways to gather staff concerns

Assess and Address

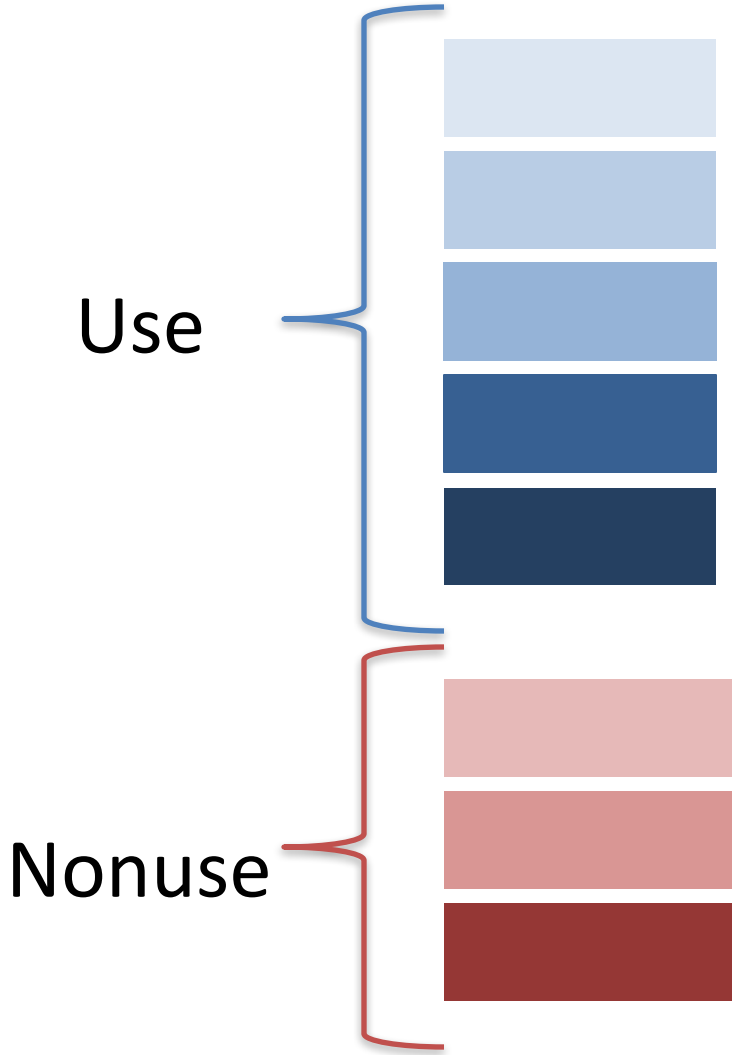
“Whereas [Stages of Concern] address the affective aspects . . . LoU focuses on behaviors and shows how users are acting.”

— Hall, Dirksen, & George (2006, p.1)

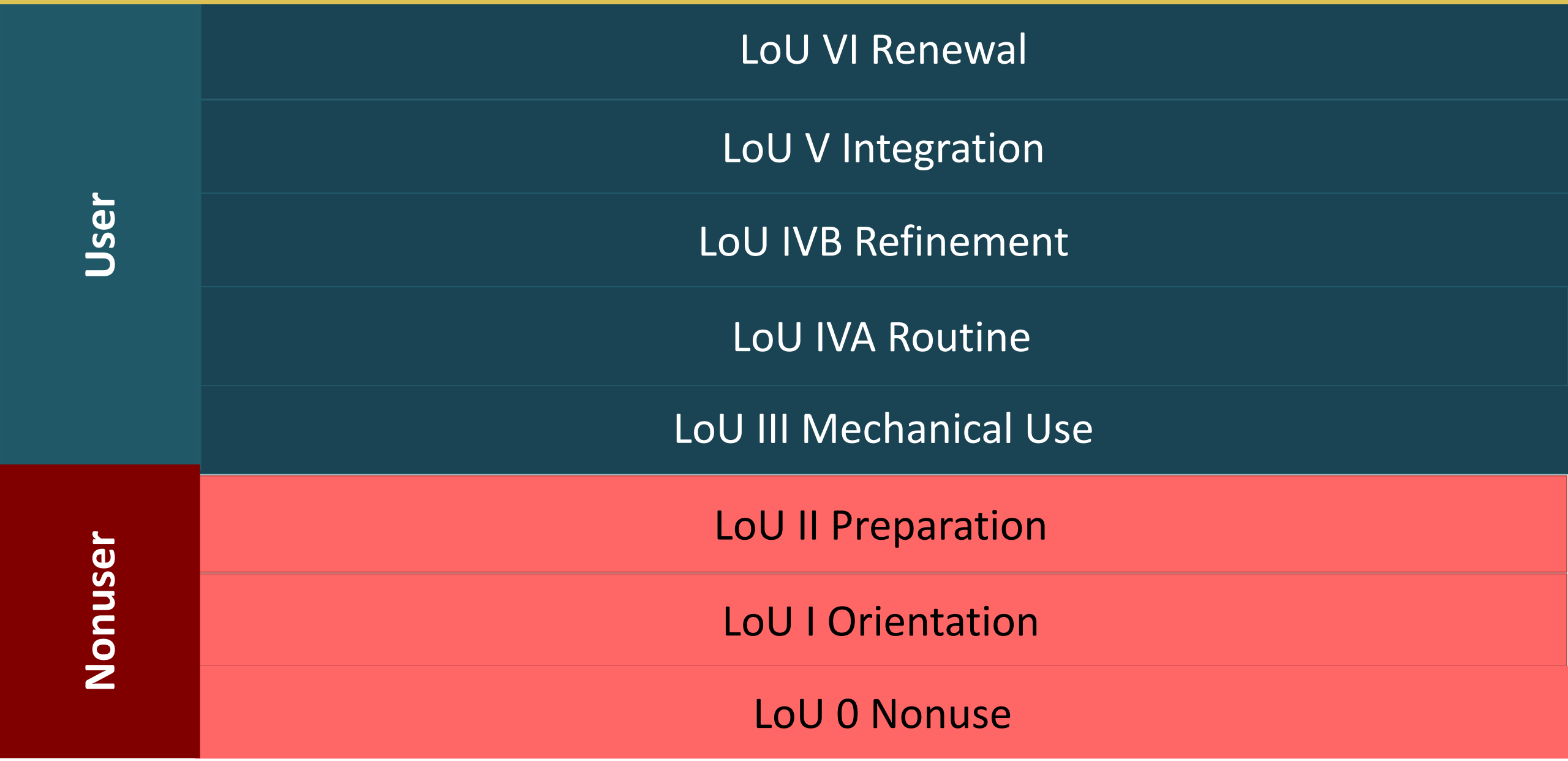
Levels of Use



LoU in Practice



The Levels of LoU

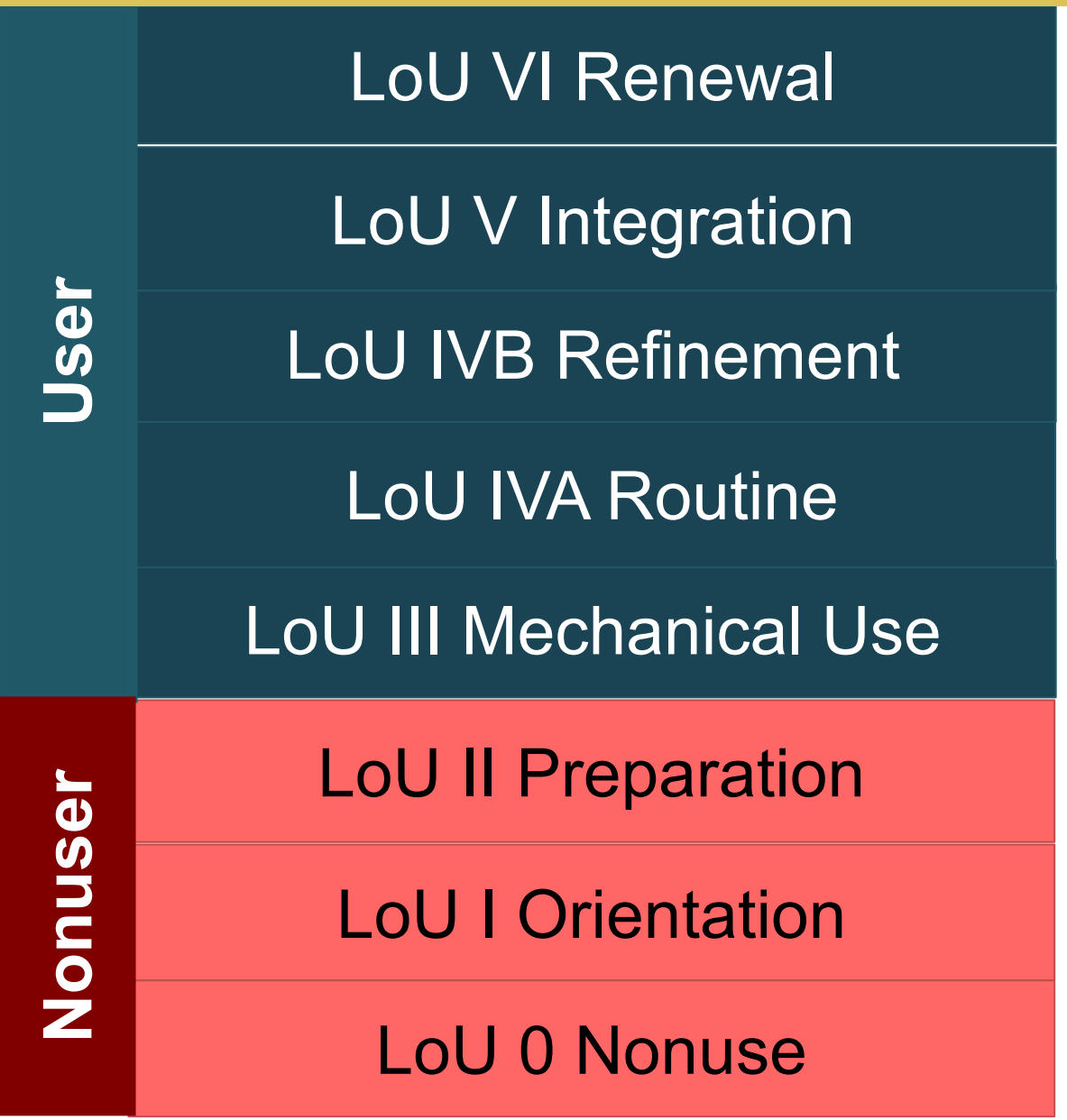


What is a decision point?

What is a decision point?

A key behavior that distinguishes one LoU from the other.

Decision Points



Begins exploring alternatives and major modifications to the innovation presently in use.

Initiates change in use based on input of and in coordination with what colleagues are doing.

Changes in use of the innovation are based on formal and informal evaluations in order to increase client outcomes. The changes must be recent.

A routine pattern of use is established. Changes for clients may be made routinely, but there are not recent changes outside the pattern

Changes and use are dominated by user needs. Clients may be valued; however, management, time, or limited experimental knowledge dictate what the user does

Makes a decision to use the innovation by establishing a time to begin

Takes action to learn more detailed information about the innovation

Levels of Use

Practice: One-legged Interview

Research: Focused Interview

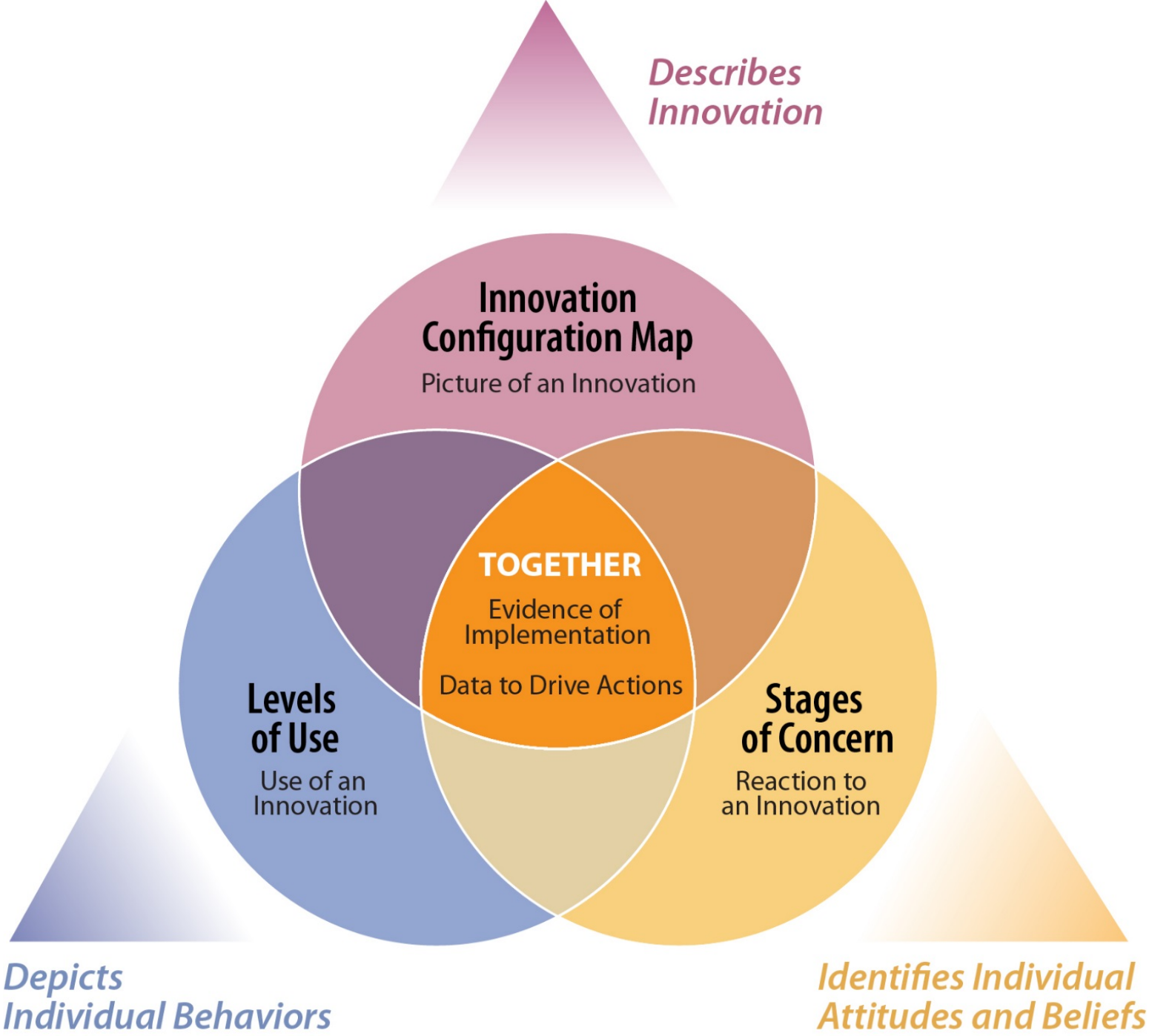
Levels of Use Key Points

8 Levels of Use

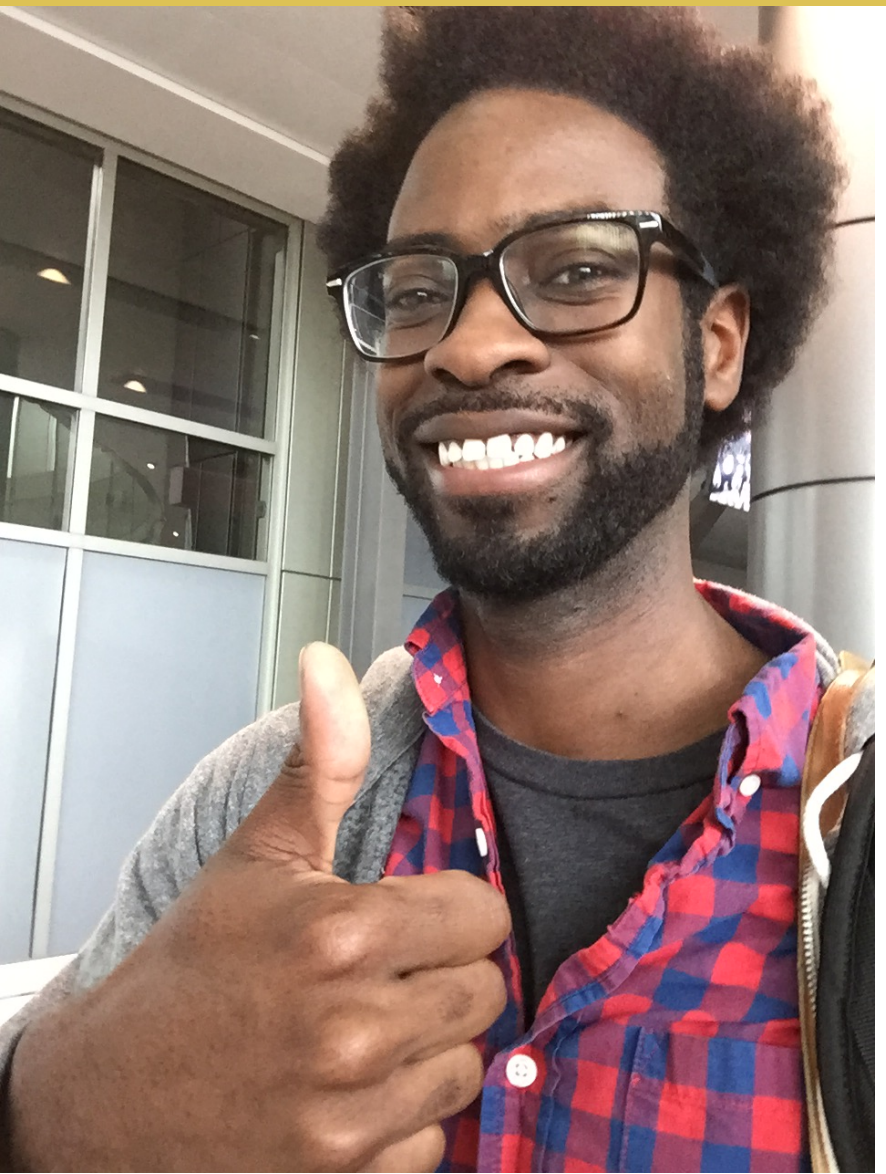
Assess the degree to which someone is using or not using

Two ways to gather LoU information

The Concerns-Based Adoption Model



For more information…



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Resources

Dirksen, J. F. (1988). *A statewide evaluation of technology integration by K–12 teachers in the state of Idaho*. Boise, ID: Idaho Department of Education

George, A. A., Hall, G. E., & Stiegelbauer, S. M. (2006). *Measuring implementation in schools: The stages of concern questionnaire.* Austin, TX: SEDL.

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