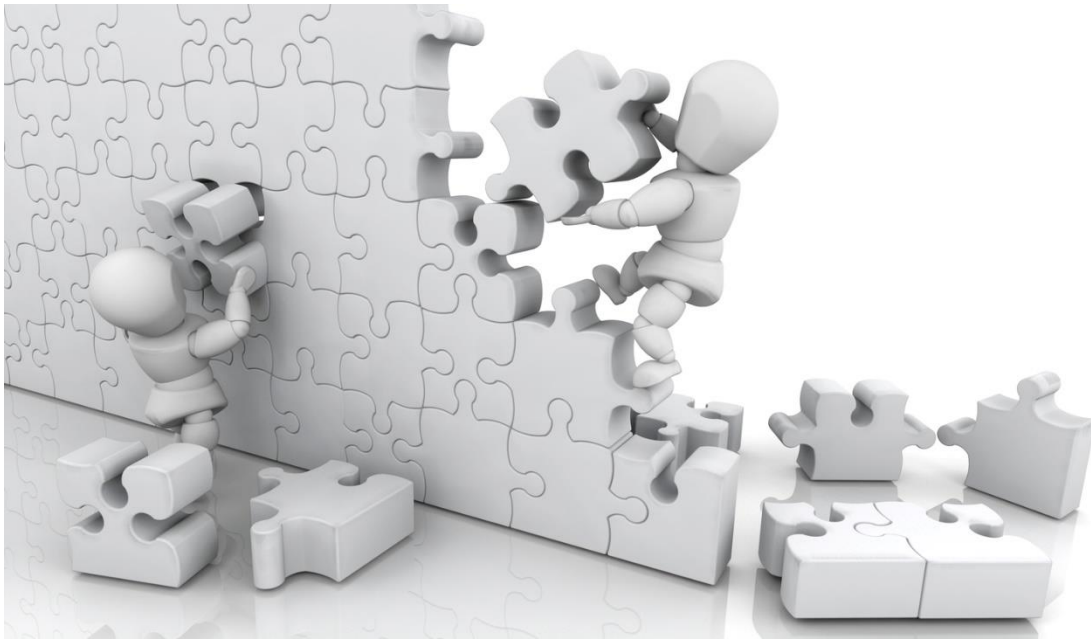


# As we gather.....



- Please make sure your screen name includes your first name and pronouns
  - Go to the 3 dots in the upper right hand corner of your image/frame and choose “rename”

# Implementation Science and Adult Learning

Mary Cline-Stively

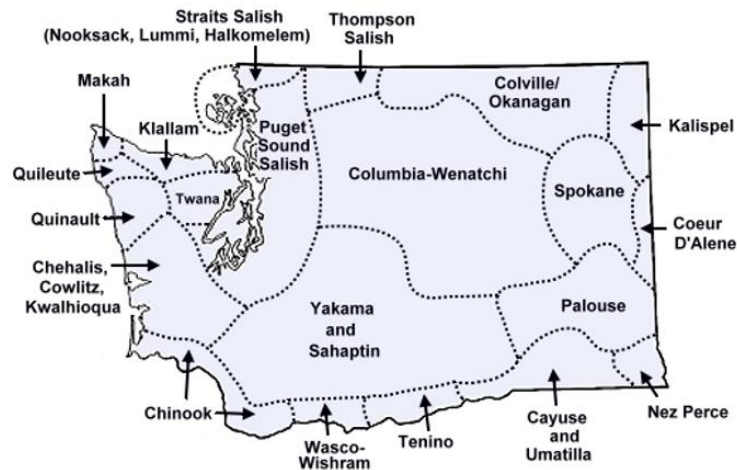


**care**  
BUILDING COMMUNITY  
THROUGH COMPASSION

**Child** *Strive*  
Child • Family • Community

# Land Acknowledgment

There are over 29 federally recognized Indian tribes in WA today



And many others that are not federally recognized

We acknowledge that we are each residing on tribal lands of those who have lived on this land time immemorial. We pay respect to their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together today. We recognize the resilience of those past and present who work to build a strong and sovereign nation where Tribal members live their values and culture.

We are on the lands of the Tulalip, the Snohomish, the Stillaguamish, and Sauk Suiattle Tribes.

# Hopes for our time together

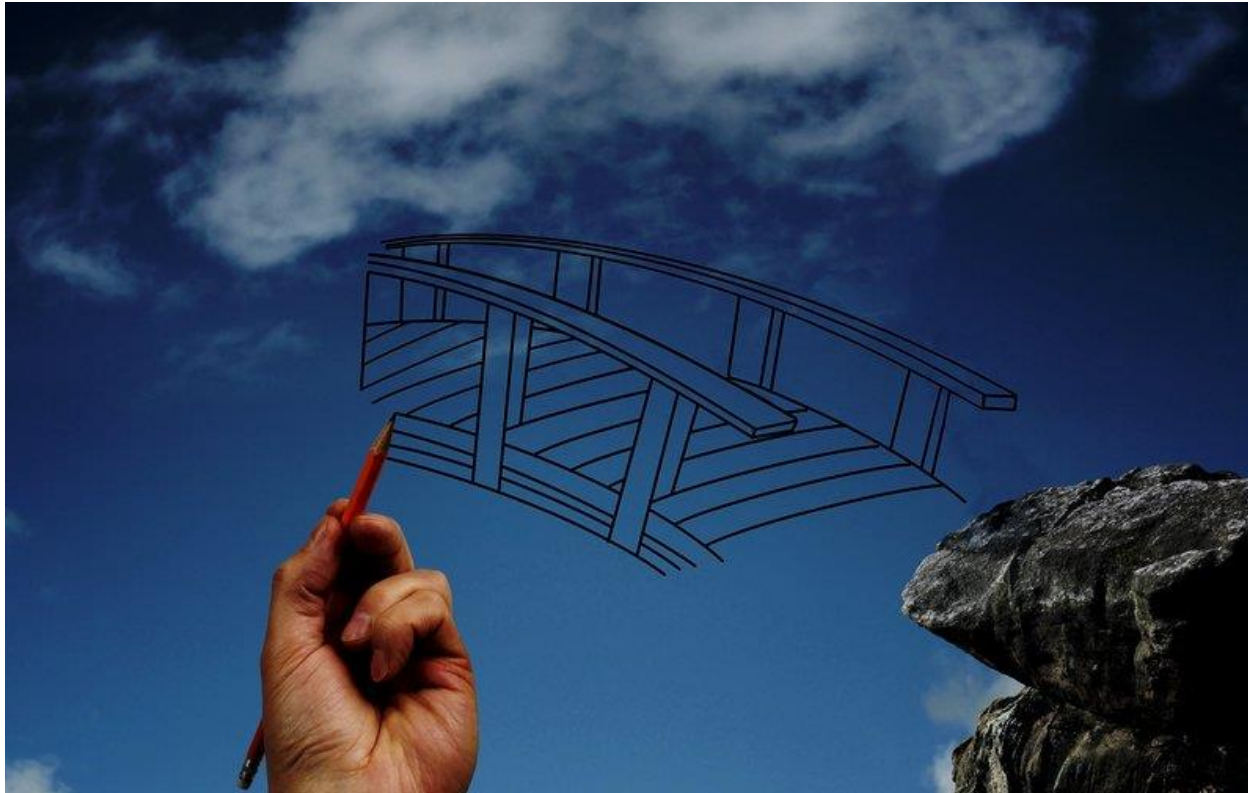
- Begin to think about implementation at your organization.
- Reflect on what tools and supports you may need as you plan for training and implementation.
- Leave with the start to a plan for implementation.



# Group Agreements

- Address impact over intent
- Embrace the power of humble, respectful listening
- Create trusting and safe spaces – where a little bit of discomfort is okay.
- Learning leaves – Stories stay
- Speak from your own experience instead of generalizing
- Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice
- We encourage you to lean in, be brave and vulnerable

# Ice Breaker



- In groups of 3-4, share how your vision is starting to form for your organization as you begin your CARE community journey.
- 10 minutes
- Brief share out to the whole group

# Implementation Science / Practice

Seek to identify specific activities, contexts and other factors that increase the likelihood of successful implementation and lead to improved outcomes.



# Principles

- ***Be Empathetic***: Approach facilitation and change processes with regard for others as legitimate, respected, and valuable contributors. Seek mutual-understanding and growth promotion within relationships.
- ***Be Curious***: Ask questions, demonstrate authentic interest, engage in different ways.
- ***Be Committed***: Bring patience, resilience and willingness to challenge the status quo. Demonstrate flexibility and agility as you encounter set backs.
- ***Advance Equity***: Integrate strong equity components, including explicit attention to the languages, cultures, values, assets, etc.
- ***Use Critical Thinking***: Explore the diverse elements of a situation, examine your own and others assumptions.
- ***Embrace Cross-Disciplinary Approaches***: Appreciate and use different perspectives to bring mutual and transformative learning.



# Reflection...

- In pairs – 5 minutes
- Consider the principles –
  - Where are your strengths?
  - Where are your growing edges?
  - What questions do you have?



# Core Competencies

- **Co-Creation and Engagement Domain**

- *Co-Learning*: create opportunities for folks to learn together, agree to outcomes and how things are implemented.
- *Brokering*: bridge connection between folks, departments, partners
- *Address power differentials*: acknowledge it, seek shared understanding, create spaces that allow for free speech.
- *Co-Design*: support co-design of implementation strategies when possible, consider including those with lived experience.
- *Tailoring Support*: determine frequency, duration and intensity based on the needs of the group.

# Reflection...

- In pairs – 5 minutes
- Consider the co-creation and engagement domain –
  - Where are your strengths?
  - Where are your growing edges?
  - What questions do you have?



# Core Competencies

- **Ongoing Improvement Domain**

- *Assess needs and assets*: create opportunities that fit the needs of the organization.
- *Understanding context*: Implementation is influenced by the service system and the context of your community.
- *Applying and integrating frameworks, strategies and approaches*: develop a unique package that meets your needs.
- *Facilitation*: support everyone to do their best thinking.
- *Communication*: consider information exchange as well as creating shared understandings.
- *Conducting Improvement Cycles*: create space for reflection, feedback and adjustments

# Reflection...

- In pairs – 5 minutes
- Consider the on-going improvement domain –
  - Where are your strengths?
  - Where are your growing edges?
  - What questions do you have?



# Core Competencies

- **Sustaining Change Domain**

- *Growing and Sustaining Relationships:* implementation takes place through trusting relationships.
- *Developing Teams:* Ensure the meetings are structured, effective and build the competency of those attending. Explicitly support team development and the opportunity to contribute.
- *Building Capacity:* Individual and organizational level.
- *Cultivating Leaders and Champions:* create opportunities for distributed leadership.

# Reflection...

- In pairs – 5 minutes
- Consider the sustaining change domain—
  - Where are your strengths?
  - Where are your growing edges?
  - What questions do you have?



# Reflection and Engagement

- In break out rooms by organization:
  - When considering the principles and core competencies what ideas do you have as you think about creating an implementation plan? What are you most concerned about? What are the easy wins?
- 15 minutes
- Brief share out when you return



# Break!!



- **10minutes**
- To take care of yourself....
- Stretch
- Hydrate/Snacks
- Get Fresh Air
- Close your eyes
- [5 Minute Countdown | Big Timer - Fullscreen countdown timer](#)

# Developing a culture of safety

- Implementation really relies on collaborative learning, taking risks (and being willing to fail).
- The center of creating this type of environment is vulnerability, trust and psychological safety.
- Elements include:
  - Leadership commitment and development
  - Training, development and on-going support
  - Environment of continuous learning
  - Staff engagement and idea sharing

# Psychological Safety

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The belief that you can speak up, take risk and put forward ideas, questions or challenges without facing ridicule or retaliation.

~Amy Edmundson



# Safe Spaces

- As you consider how you can create and cultivate safe, gracious spaces, apply the equity and justice lens.
- Consider:
  - How does this fit with the anti-racism work the organization is doing?
  - Consider the systemic and general trauma that may be present?

# Equity Reflection

- Consider reflective questions as a way to set the foundation for safety:
  - Am I focused and ready to give 100% of my attention?
  - Am I prepared to listen to different perspectives?
  - Am I aware of the implicit and explicit biases I may bring to the meeting?
  - Am I aware of how my power and privilege – race, gender, age, position – may impact the conversation?
  - Am I prepared to be open to different people’s expertise and knowledge?

# Creating a “gracious space”

- Start with a check in, introduction type exercises with minimal self-disclosure – building toward creating brave spaces to share throughout the time together.
- Community or group agreements: use as a way to gain engagement early on.
- Clear learning objectives: so everyone is clear why they are in the room, ask if there are other things folks were hoping for.
- Use a circle process to ensure all voices are heard.
- Ensure everyone has logistical info – restrooms, breaks, how to use technology, etc.
- Be explicit on expectations (“would like to hear from everyone”, feel free to pass, “popcorn” style, etc.)
- End with some sort of check out, reflection - how they experienced the time, exercise

# Leadership

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- Leaders are anyone who has the courage to develop the potential in people and processes
- Who we are is how we lead....
  - Do your own work so that you can show up and be present
  - Get comfortable being uncomfortable
  - You don't need to be the expert
  - Model the behaviors you want see – acknowledge, ask for help, reflection, learning....

# Being Curious

- Use reflective, open ended questions.
- Provide feedback using a strengths based approach: “that might work, another options might be to try XXXX” or “yes and XXXX”.
- Ask questions to better understand verses jumping to the conclusion – “can you say more about...” or “can you give me an example of when you had that experience”.
- Check in with the group: is the pace working, do folks need a break, etc.
- Model being curious, vulnerable, brave and centered (take a deep breath).
- Stay neutral – acknowledge a contribution to the conversation without judgement.





# Opportunities for engagement

- If material is being read out loud, ask for volunteers.
- Use “pair-share” exercises, even if only a few minutes to turn to partner, then group hi-lights.
- Ask “what questions do you have” vs. “any questions?”.
- Provide real-life experiences and examples. Ask for examples from the group.
- Use language like “what was your take away”, “a-ha moment”, “experience” when trying to encourage sharing.
- Use small group interactions whenever possible.
- Use silence – it may mean that folks are absorbing material. It is okay to pause and give a minute for reflection.
- Provide content and then provide some sort of opportunity for engagement around the material like a few minutes of self-reflection, pair-share, small group, etc. The important part is integration, experience and/or practice of material to help make it their own.
- Use self-assessment type of tools or questions as a way to mitigate the gap of experience and the new information.
- Provide a variety of different ways to access the material - Visual; auditory; kinesthetic; etc.

COMPASSION, APPRECIATION, RESILIENCE & EMPOWERMENT

# Reflection and Engagement

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- In break out rooms by organization:
  - When considering the safe/gracious spaces and engagement what ideas do you have as you think about creating an implementation plan? What are you most concerned about? What are the easy wins?
- 15 minutes
- Brief share out when you return

# Break!!



- **10 minutes**

- To take care of yourself....
- Stretch
- Hydrate/Snacks
- Get Fresh Air
- Close your eyes

- [5 Minute Countdown | Big Timer](#)  
[- Fullscreen countdown timer](#)

# Characteristics of Adult Learners

(adapted from Malcolm Shepherd Knowles)

- **Self-Concept:** as we become adults we become self-directed human beings. Therefore we want to be able to take some ownership of our learning and be an active participant.
- **Adult Learner Experience:** As adults we are building experiences that become a great resource for learning. Therefore, we want to be able to incorporate our experiences into our learning.
- **Readiness to Learn:** Change is hard for everyone. We may access learning situations where the material is different than how we have experienced previously. Adults tend to prefer being part of a “facilitated co-learning experience” verses being taught by the “teacher/expert”.
- **Orientation to learning:** As adults we tend to want our learning to be closely related to our life or work. We want to be able to attach the learning to real life experiences and we want the learning to help us “solve problems” or to make things different.
- **Motivation to Learn:** Generally most adult’s motivation is internal. Adults want to understand how the material will impact their life.

# Four Quadrants of Change

	<b>Subjective</b>	<b>Objective</b>
<b>Individual</b>	<p><b>Quadrant 1</b> Personal Meaning &amp; Engagement</p>	<p><b>Quadrant 2</b> Skills &amp; Behaviors</p>
<b>Collective</b>	<p><b>Quadrant 3</b> Culture &amp; Shared Values</p>	<p><b>Quadrant 4</b> Systems &amp; Structure</p>

# Implementation Plan

- Consider these elements
  - **Why** is this important for the organization? What is your vision for what you are hoping to accomplish?
  - **What** tasks need to occur?
  - **How** will this be best accomplished?
  - **When** – what is the order of priority?
  - **Who** can be involved?



# Reflection and Engagement

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- In break out rooms by organization:
  - Start to think about your why, what, how, when and who.
  - What are you most nervous about? What questions do you have? What do think will be the easy wins?
- 15 minutes
- Brief share out when you return



# Next Steps and Wrap Up

## Reflection:

- How does what you learned about implementation science and adult learning impact how you plan to approach bringing Trauma Informed Care to your organization?

## Circle go around:

- I learned, I realized or I was surprised by.....





# Thank You

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