

Systemic Change: An Approach to School Based Mental Health Having Lasting Impact



National Center
for Mental Health
Promotion and
Youth Violence
Prevention

Welcome

National Center for Mental Health Promotion and Youth Violence Prevention

- **David Osher**
Technical Monitor
American Institute for Research (AIR)
- **Woody Clift**
Technical Assistance Specialist
Education Development Center (EDC)
- **Deborah Haber**
Center Director
Education Development Center (EDC)



National Center
for Mental Health
Promotion and
Youth Violence
Prevention

Goals

- To learn an approach to planning and implementing change that is based on the **Concerns-Based Adoption Model (C-BAM)**
- To develop solutions to predictable **roadblocks** associated with (system) change.
- To **apply learnings to real-life situations** in leading change around school-based mental health programs and systems.

Overview

1. What we know about change: The Research
2. Case Study: Northampton, MA.
3. Identifying Preventing and Overcoming Roadblocks
 - Group Discussion
4. Applying what we know
 - Analysis and Discussion

Some Questions

- What do we mean when we talk about “**creating systemic institutional change** in schools around mental health?”
- What **strategies** do we use?
- **What happens** when you suggest making a change in your district?

Some Points to Keep in Mind

■ **CHANGE** is

- A **PROCESS**, not an event
- Made by **INDIVIDUALS first**, then institutions
- A highly **PERSONAL** experience
- Entails **DEVELOPMENTAL** growth in feelings and skills

Characteristics of Successful Change Efforts

- **High level of end-user participation** in the problem solving process (Kennedy, 1991; Osher & Kane, 1993b);
- **Address matters of sufficient complexity** to pique interest and create a meaningful change (McLaughlin, 1990);
- **Support from gate keepers** (Berman & McLaughlin , 1975; Kane & Kocher, 1980; Fullan, 1982; Little, 1982)
- **Ownership by the participants** (Berman & McLaughlin , 1975; Kane & Kocher, 1980; Fullan, 1982; Little, 1982)
- **High quality on-going human assistance at *all* points in the change process** – problem identification, problem solving, implementation, institutionalization (Crandall et al. 1982; Hall & Hord, 1987; Louis & Miles, 1990; Bliss, Firestone, & Craig, 1991)
- **Support in addressing problems and assistance in accessing resources from the external environment** (Turnbull, 1984; Louis & Miles, 1990)

Characteristics of Successful Change Efforts (Continued)

- **Enable participants to master new approaches** (Kane & Kocher, 1980; Crandall & Loucks, 1983; McLaughlin, 1990; Schumaker & Clark, 1990; Loucks-Horsley & Roody, 1990; Miles, 1992)
- **High quality materials** (Crandall et al, 1983; Carnine & Gersten, 1985; Gerstern, Carnine, & Woodward, 1987; Loucks-Horsley & Roody, 1990)
- **Took two to seven years to secure full implementation** (Berman & McLaughlin, 1978; Fullan 1982; Huberman & Miles, 1984; Schumaker & Clark, 1990)
- **Employ CQI to monitor change and provide ongoing reinforcement.**
- **CQI is Collaborative.**

Adopters and Resisters

- **Distinguish** Between Initial Adopters, Later Adopters, and True Resister
- **Initial Adopters** – Importance of Commitment (e.g., Greenberg Data)
- **Later Adopters**-- Commitment Follows Outcomes (e.g. Miles) (E.g., The Story of the “Shouter”)
- **The True Resister** (passive and active)

Resistance

- **Expect Resistance**
- **Acknowledge change as a process.**
- **Empower stakeholders.**
- **Listen to stakeholder concerns (e.g., logistics) and address them.**
- **Be strengths Based**
- **Encourage all stakeholders.**
- **Set concrete goals.**
- **Show sensitivity.**
- **Model process skills.**
- **Develop strategies for dealing with emotions.**
- **Manage conflict.**
- **Communicate.**
- **Monitor process dynamics.**

The Individual and Affective Components Component of Change

- Individuals incorporate new information through **the lens of prior knowledge**
- Individuals **make sense of new knowledge in their daily activities** (Furhman, 1992)
- **The more complex and unfamiliar proposed practices are, the more they challenges preexisting frameworks, the more they veer from past practice, the more likely it is that educators will need help mastering it** (Little, 1984).
- Without help and support they will:
 - **blunt or downsize innovations** ((Loucks, 1983; Huberman & Crandell 1983; Little, 1984; McLaughlin, 1990 ; Miles & Huberman, 1994),
 - **misconstrue information,**
 - **misapply techniques** (Cohen & Ball, 1990a)
 - **apply new information mechanically** (Loucks, 1977; Jarvis, 1987; Smylie, 1997).

Organizational Barriers To & Facilitators of Change

- Cultural (e.g., beliefs about students/ learning)
- Structural barriers (e.g., staffing ratios)
- Readiness
- Capacity
- Relational
- Incentives for change or lack (not seeing a need for change or believing that its costs are worth it)
- Disincentives for change

The Individual and Affective Components Component of Change

- Loss & Grief
- Anxiety & Fear
- Change Overload
- This *Too* Will Pass
- Inability to master new ways of doing things

Successful Approaches

- Systemic
 - Change Sandwich
 - Top down/bottom up
 - Bottom up/top down
 - Linking Agent Approach
- Individual
 - CBAM

A Research-Based Approach

Concerns-Based
Adoption Model

C-BAM

Definition of *Concern*

"The composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task is called *concern*." task is called *concern*."

Hall & Hord, p. 61

Identifying Stages of Concern

IMPACT
TASK
SELF

Stages of Concern	Expressions of Concern
Stage 6: Refocusing	I have some ideas about something that would work even better.
Stage 5: Collaboration	I am concerned about relating what I am doing with what my co-workers are doing.
Stage 4: Consequence	How is my use affecting clients?
Stage 3: Management	I seem to be spending all of my time getting materials ready.
Stage 2: Personal	How will using it affect me?
Stage 1: Informational	I would like to know more about it.
Stage 0: Awareness	I am not concerned about it.

Strategies for assessing stages of concern in individuals

- Begin with open-ended questions
 - How is it going?
 - What are you doing with "innovation"?
 - How do you feel about the "innovation"?
- Probe to clarify understanding
 - Tell me what you mean by ...
 - Give me an example of ...

For Example: Open-Ended Statement

When you think about a change or an innovation what concerns do you have? Please be frank, and *answer in complete sentences.*

Interventions

Stage 6, Refocusing	<ul style="list-style-type: none">■ Encourage individual interests in “finding a better way”■ Help individuals channel their ideas and energies into productive activities
Stage 5, Collaboration	<ul style="list-style-type: none">■ Provide opportunities for people to work collaboratively to address shared concerns■ Help collaborators establish reasonable expectations of, and guidelines for, the collaborative effort
Stage 4, Consequence	<ul style="list-style-type: none">■ Provide positive feedback and needed support■ Provide opportunities for people to learn from other similar efforts and/or models■ Share information obtained through evaluations
Stage 3, Management	<ul style="list-style-type: none">■ Answer specific “how to” questions■ Provide training and answers that address the specific “how to” issues that often produce management concerns■ Avoid considering future impact at this time
Stage 2, Personal	<ul style="list-style-type: none">■ Legitimize the existence and provide opportunities for the expression of personal concerns■ Show how change can be implemented in small steps over time
Stage 1, Informational	<ul style="list-style-type: none">■ Provide clear and accurate information■ Relate changes to current practices■ Share information in a variety of ways
Stage 0, Awareness	<ul style="list-style-type: none">■ Involve teachers, administrators, community leaders in discussion and decisions■ Provide current data on the need for mental health in district

Awareness

- Involve people in discussion and decisions
- Provide current data on the need for mental health in district

Informational

- Provide clear and accurate information
- Relate changes to current practices
- Share information in a variety of ways

Management

- Answer specific "how to" questions
- Provide training and answers that address the specific "how to" issues that often produce management concerns
- Avoid considering future impact at this time

Personal

- Legitimize the existence and provide opportunities for the expression of personal concerns
- Show how change can be implemented in small steps over time

Consequence

- Provide positive feedback and needed support
- Provide opportunities for people to learn from other similar efforts and/or models
- Share information obtained through evaluations

Collaboration

- Provide opportunities for people to work collaboratively to address shared concerns
- Help collaborators establish reasonable expectations of, and guidelines for, the collaborative effort

Refocusing

- Encourage individual interests in “finding a better way”
- Help individuals channel their ideas and energies into productive activities

Some Points to Keep in Mind

- Interventions should be related to:
 - *The **PEOPLE** first*
 - *The **INNOVATION** second (the new concept or practice)*
- Build on **small successes** along the way
- When you don't **listen to people's concerns** they become resistant or obstacles to making change

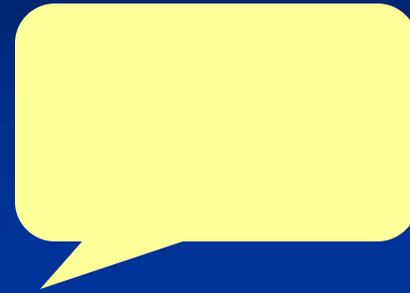
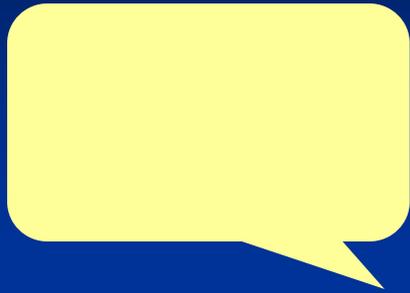
Coming to Judgment

- Stage 1: **Lack of awareness**—Being unaware of the importance of school safety, supportive environments, student mental health, and their links to academic improvement.
- Stage 2: **Awareness**—Becoming aware of the importance of school safety, supportive environments, student mental health, and their links to academic improvement.
- Stage 3: **Urgency**—Feeling a need to address these matters.
- Stage 4: **Looking for answers**—Searching for ways to improve school safety, student support, student mental health, and academic performance.
- Stage 5: **Resistance**—Resisting possible solutions.
- Stage 6: **Weighing the choices**—Rationally weighing choices and balancing the pros and cons of different choices.
- Stage 7: **Intellectual acceptance**—Changing their attitude so that they are ready to support the school improvement effort.
- Stage 8: **Full acceptance**—Implementing an individual and a schoolwide commitment to change behavior and to implement change to benefit the school community as a whole.

Finding the Golden Mean

- The paradox of parochialism and collegiality?
- Short, Middle, and Long Term Goals
- Symptoms or Root Causes
- Plebiscite versus Coming to Judgment
- Problem Solving versus Blaming or Demoralizing
- Addressing Deficits or Building Assets
- Finding the Zone of Proximal Change

Case Study Exercise



1. When you identify a **stage of concern** that you think the individuals reflected in "Woody's story" might be in raise the piece of paper that corresponds with that stage.
2. Explain what **strategy** you think was used to address this stage of concern.
3. What **other strategy** might you use?

For lasting change, impact systems.

- Systems are complex.
- There is an ecology to changing systems. Some changes live, some die a natural death, and some are killed! Systems seek to maintain an equilibrium.
- Systems change
 - is slow and requires clarity: What is the unit of change? Is there a readiness for change? Has the case been made for the change? Is the change small. Medium, or large?
 - is approached with less resistance when it's framed as a learning process.
 - requires changing attitudes and practices.
 - requires attention to both internal and external factors