

The IMPACT of Shifting Mindsets to Building Capacity Across Instructional Environments

Marlene Cummings, MA, CCC-SLP

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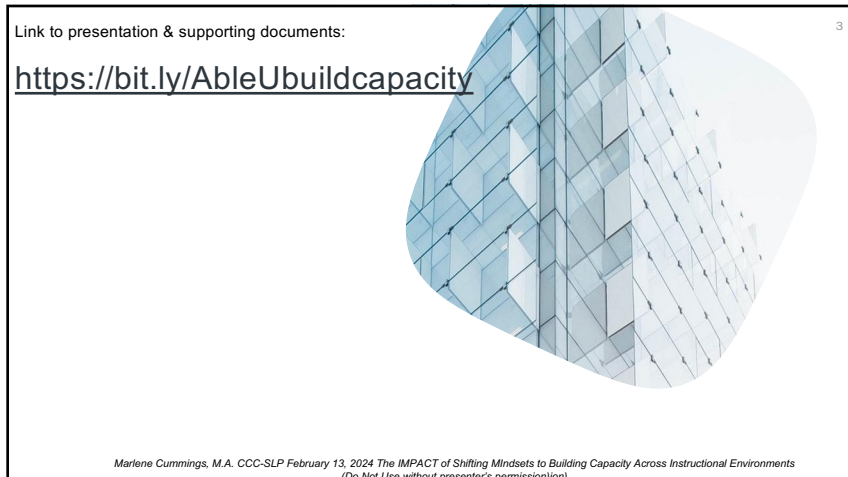


Hello!

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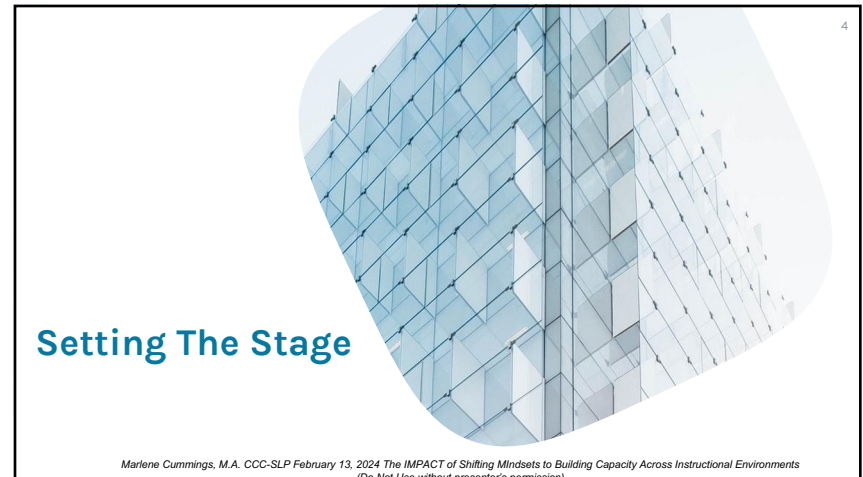
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Link to presentation & supporting documents:
<https://bit.ly/AbleUbuildcapacity>

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Setting The Stage

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OUTCOMES:
Learners will identify at least 3 keys to a capacity building model.
Learners will describe 2 considerations in determining current state of capacity
Learners will describe at least 3 steps in the transfer process



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What lens are we using?

What model are we using?

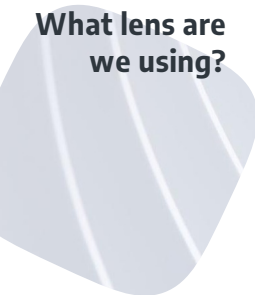
- Agent of Change - this is about making a change
- Adult Learning Theory - this is about learning

What role do we play? How do we perceive ourselves?

- Learners
- Influencers
- Change agents

What is our mindset?

- Attitudes
- Beliefs
- Perceptions

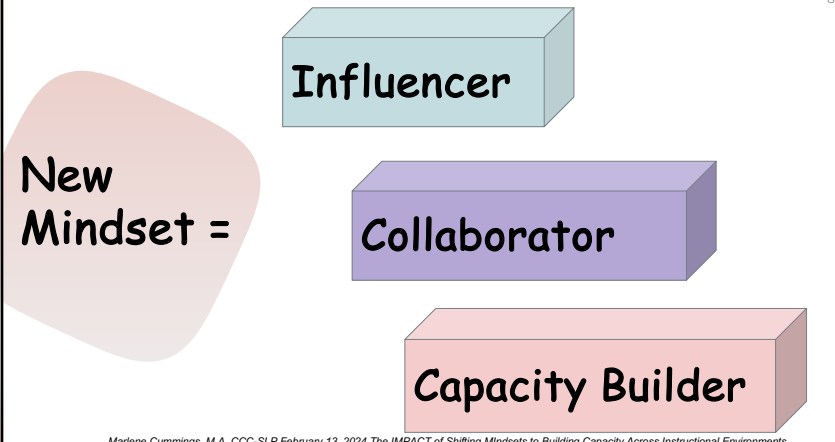


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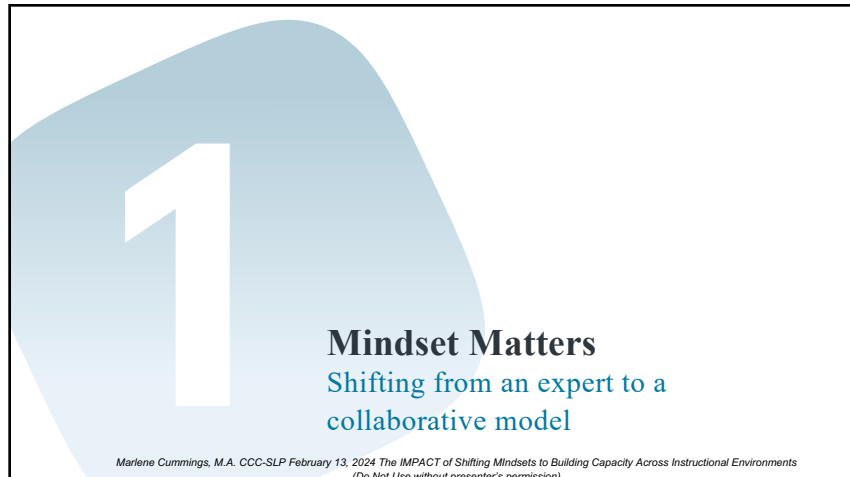
New Mindset =

- Influencer
- Collaborator
- Capacity Builder



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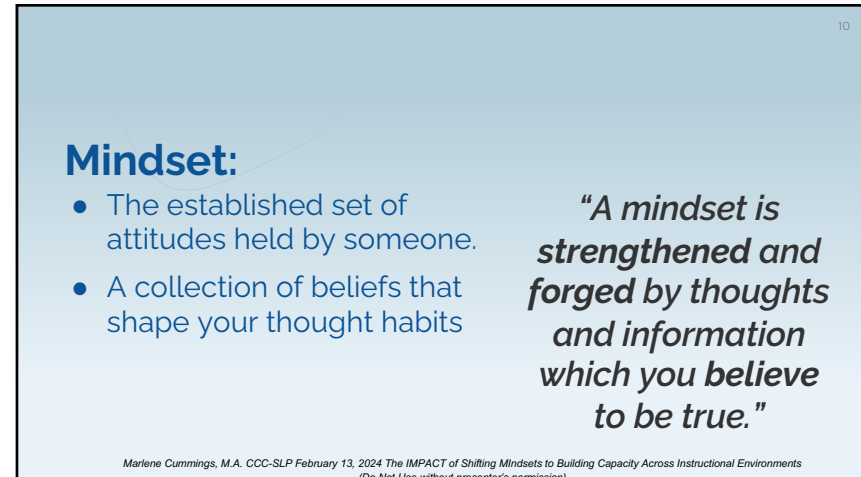


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Mindset Matters
Shifting from an expert to a collaborative model

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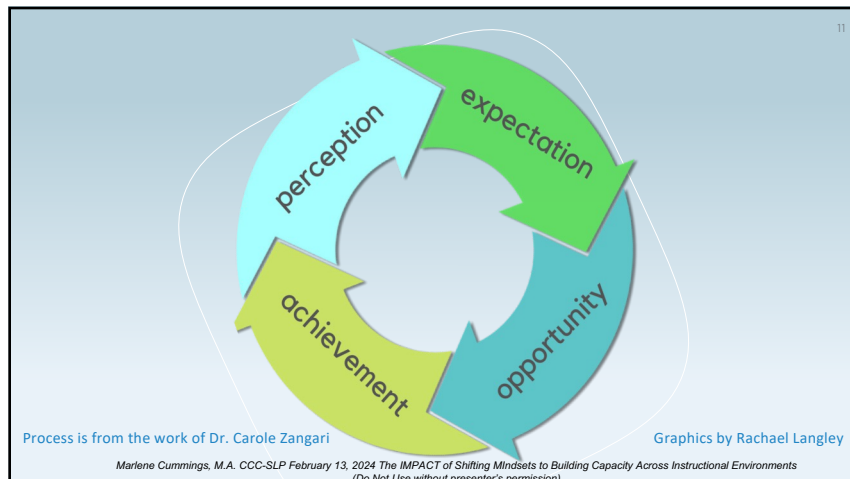
Mindset:

- The established set of attitudes held by someone.
- A collection of beliefs that shape your thought habits

"A mindset is strengthened and forged by thoughts and information which you believe to be true."

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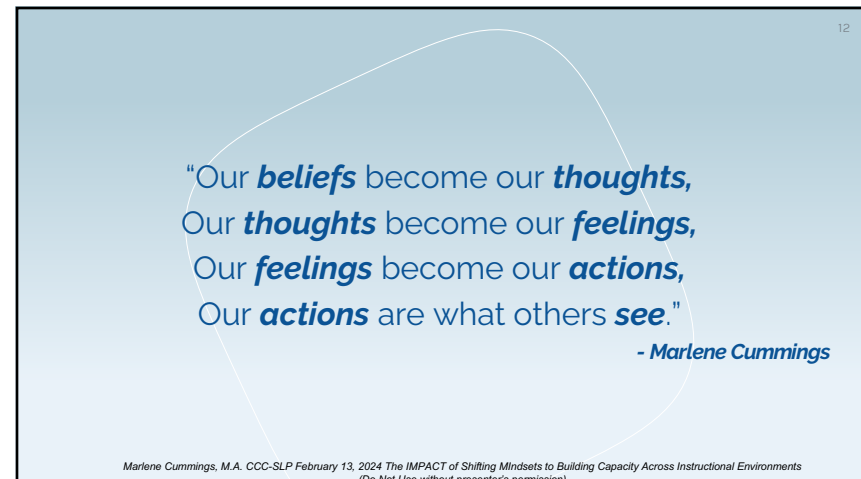
perception expectation
achievement opportunity

Process is from the work of Dr. Carole Zangari

Graphics by Rachael Langley

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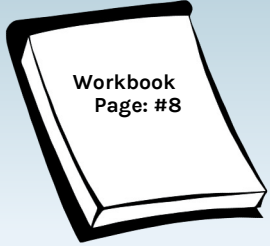


"Our **beliefs** become our **thoughts**,
Our **thoughts** become our **feelings**,
Our **feelings** become our **actions**,
Our **actions** are what others **see**."
- Marlene Cummings

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Workbook
Page: #8

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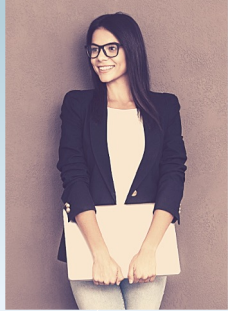
Expert Status

Person dependent vs system dependent

- 10,000 hours
- Risk of gatekeeping
- Logistical strain

10,000 Hours: You Become What You Practice (Lane, 2012)
Outliers: The Story of Success (Gladwell, 2011)

a person who has special skill or knowledge in some particular field; specialist; authority



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It is not all or nothing.

We **do** want knowledgeable people on our team.
People can have **expertise** in different areas.
The focus is on **collaboration**.

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Expert versus Collaborative Model

What does the “expert” look like in this model?

<u>Capacity Building</u>	<u>Expert Model</u>
<ul style="list-style-type: none">• Focus on strategic outcome• Partnership• Provides process and tools• Skills transfer to close current & future gaps• Transfer of knowledge	<ul style="list-style-type: none">• Focus on solution of current problem• Supplier of solution to current problem• Provide expertise to solve current problem• Skills transfer to solve current problem• Holds proprietary knowledge

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Partnership - Let's do this together

- Leverage everyone's skills – let the village be the village (Who is everyone? Teachers, SLP's, paraeducators, literacy coaches, peers, families)
- Embrace the power of group instruction - students learning from each other
- Determine student specific needs & solutions through a capacity building lens - choose a solution that tackles several problems

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Strength-Based Collaboration

Ask yourself or your team:

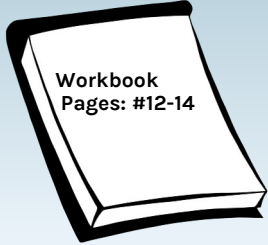
- Are there aspects of the work only you can do?
- What can you share - do together?
- What can you support others in doing?

<input type="checkbox"/> Instructional Strategies	<input type="checkbox"/> Vocabulary Supports
<input type="checkbox"/> Lesson planning	<input type="checkbox"/> Strategies for AAC users
<input type="checkbox"/> Progress monitoring	<input type="checkbox"/> Device updating and maintenance
<input type="checkbox"/> Goals	<input type="checkbox"/> Page set updating and modification
<input type="checkbox"/> Assessment	<input type="checkbox"/> Others

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**Workbook
Pages: #12-14**


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How Influence Drives Change

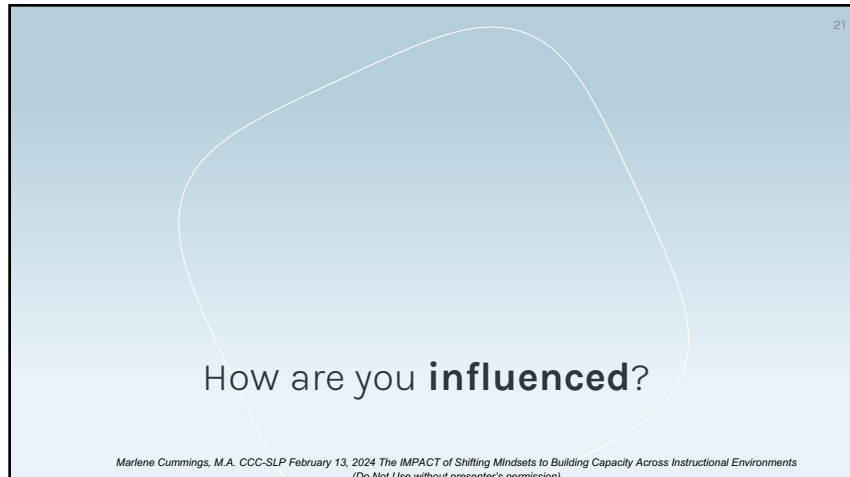
Your Sphere of Influence - Things to Consider



What do I know?	Who can I influence?
What do I need to learn?	How can I make the biggest impact?

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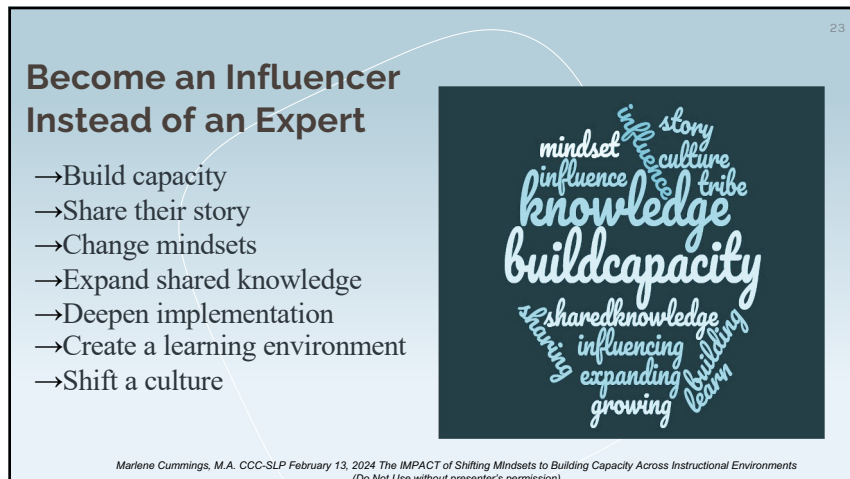
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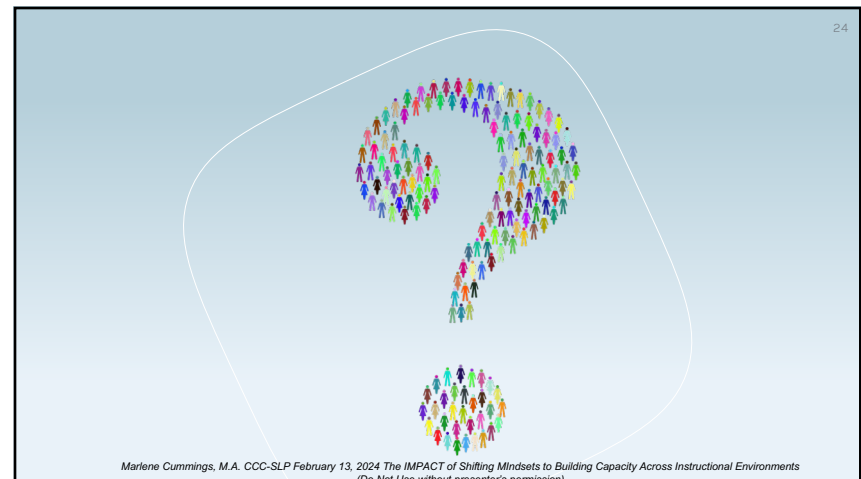
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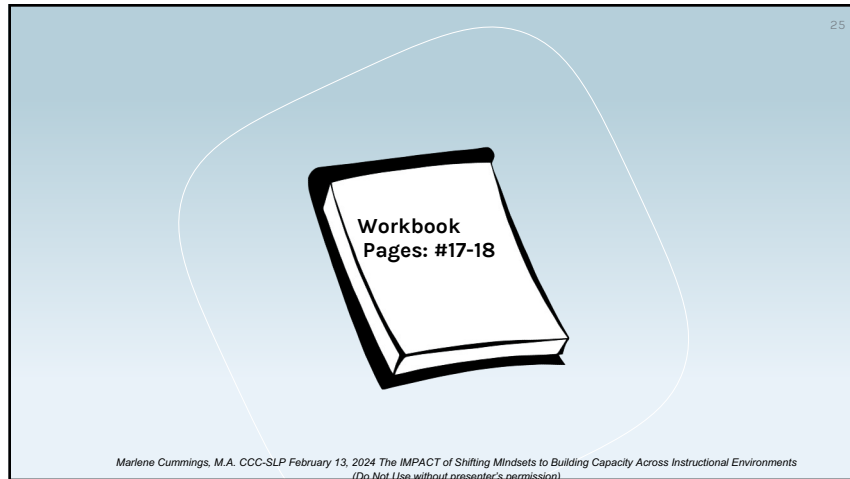
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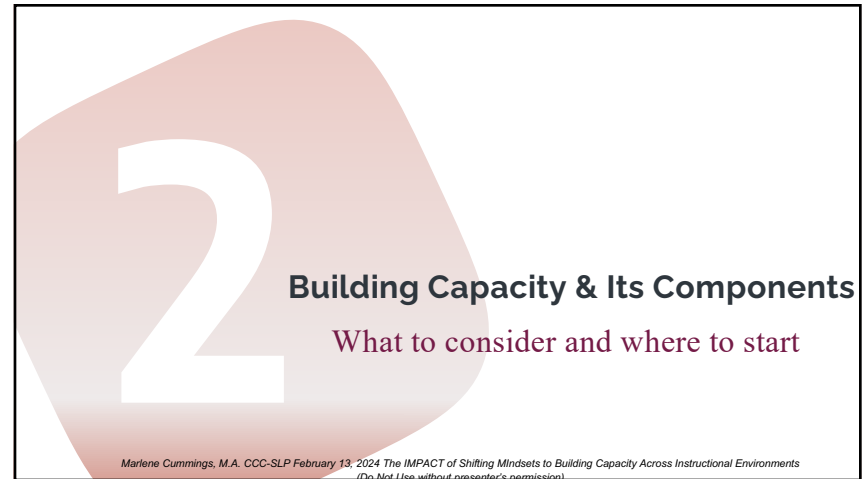
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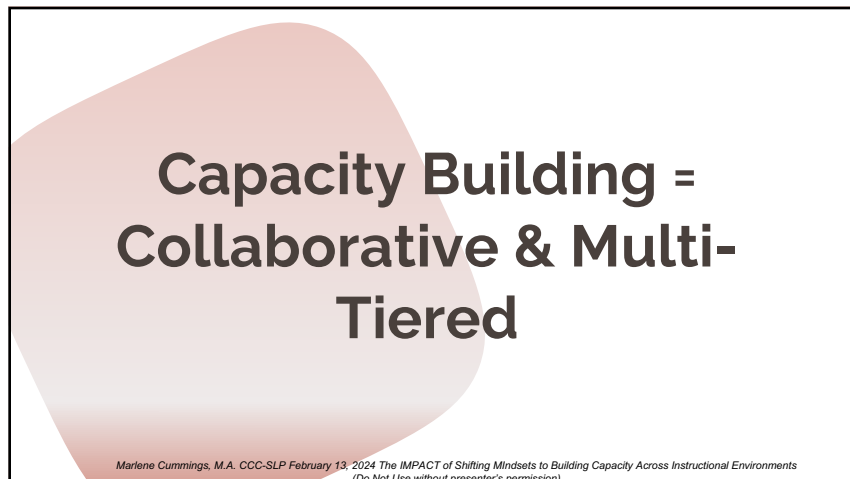
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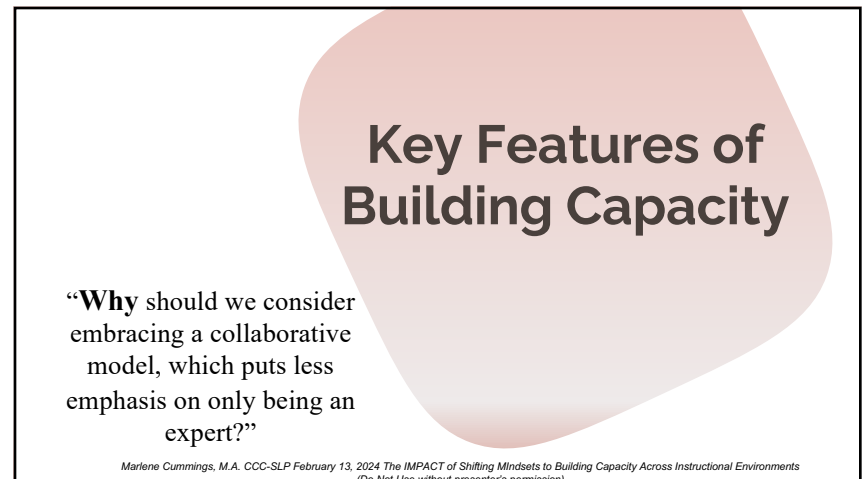
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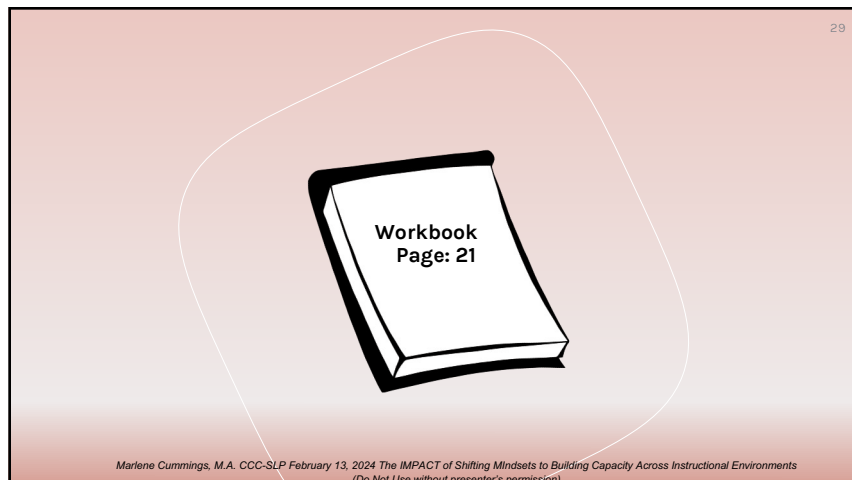
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A slide with a light pink background. The title "Some drivers that move us toward change:" is in bold black text. Below it is a bulleted list of five items. The number "30" is in the top right corner. At the bottom, there is a small copyright notice: "Marlene Cummings, M.A. CCC-SLP February 13, 2024 The IMPACT of Shifting Mindsets to Building Capacity Across Instructional Environments (Do Not Use without presenter's permission)".

- Lack of direction - unclear outcomes
- Progress to outcomes is stalled or blurry
- Continual staff change - only some know where we are going and why
- The community we serve has changed
- Unfulfilled partnerships - do we even consider who we could be partnering with?

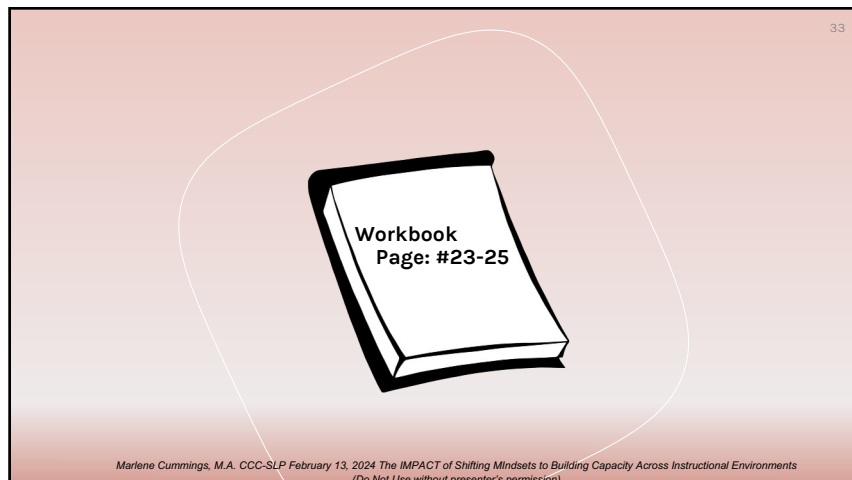
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A slide with a light pink background. The text "Where are you trying to build capacity?" is in bold black text, with "Where" underlined. Below it, in parentheses, is "(AAC, Literacy, AT, ?)". The number "31" is in the top right corner. At the bottom, there is a small copyright notice: "Marlene Cummings, M.A. CCC-SLP February 13, 2024 The IMPACT of Shifting Mindsets to Building Capacity Across Instructional Environments (Do Not Use without presenter's permission)".

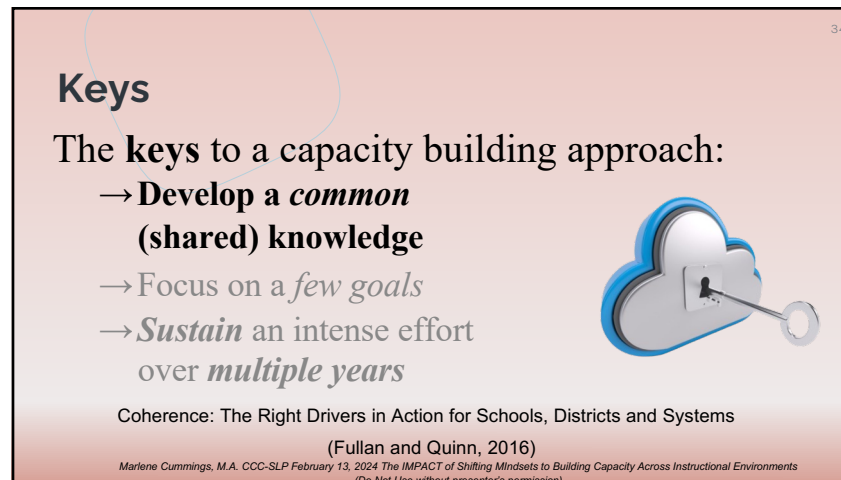
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A slide with a light pink background. The title "The Process" is in bold black text. Below it is a quote: "Capacity Building is a process for developing & strengthening the: skills, instincts, abilities, processes, and resources that organizations need to survive, adapt & thrive in the fast-changing world". The words "survive", "adapt", and "thrive" are underlined. The number "32" is in the top right corner. At the bottom, there is a small copyright notice: "Marlene Cummings, M.A. CCC-SLP February 13, 2024 The IMPACT of Shifting Mindsets to Building Capacity Across Instructional Environments (Do Not Use without presenter's permission)".

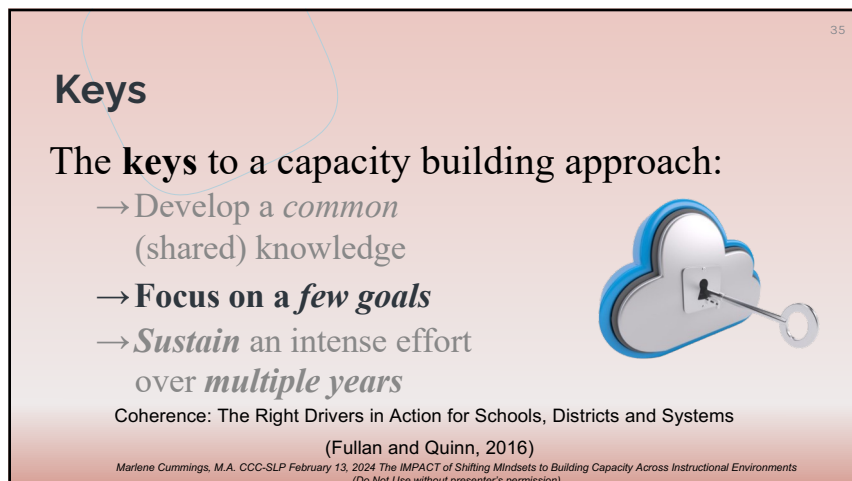
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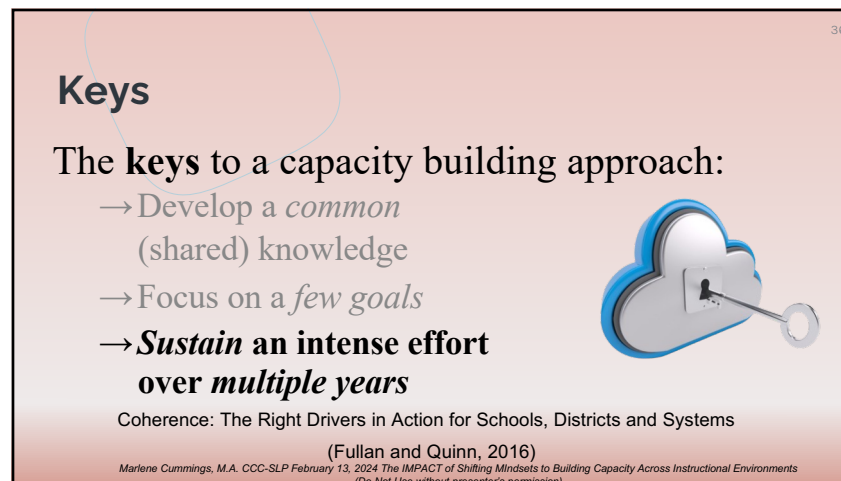
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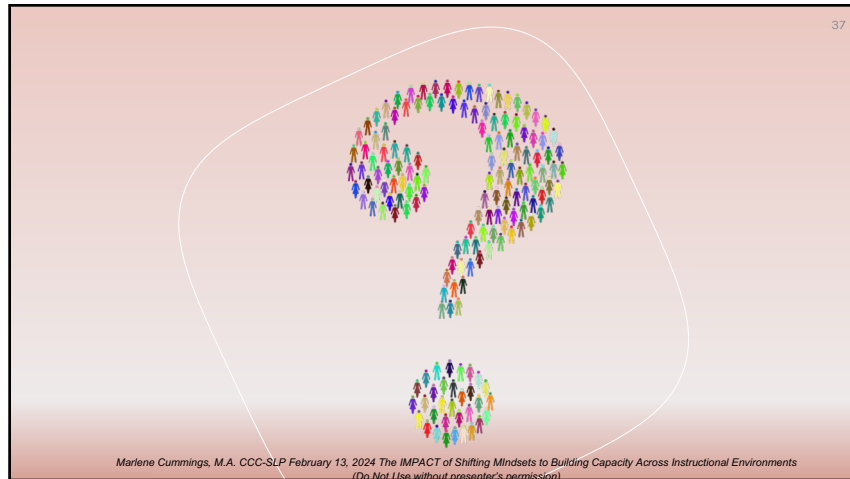
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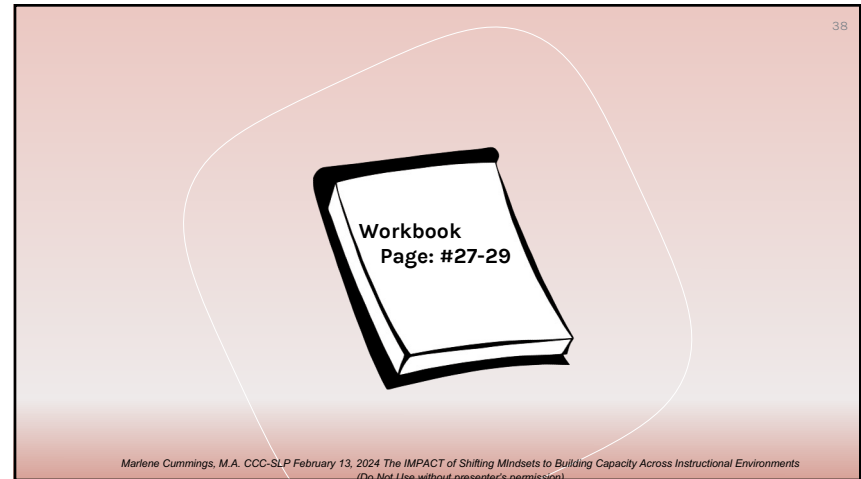
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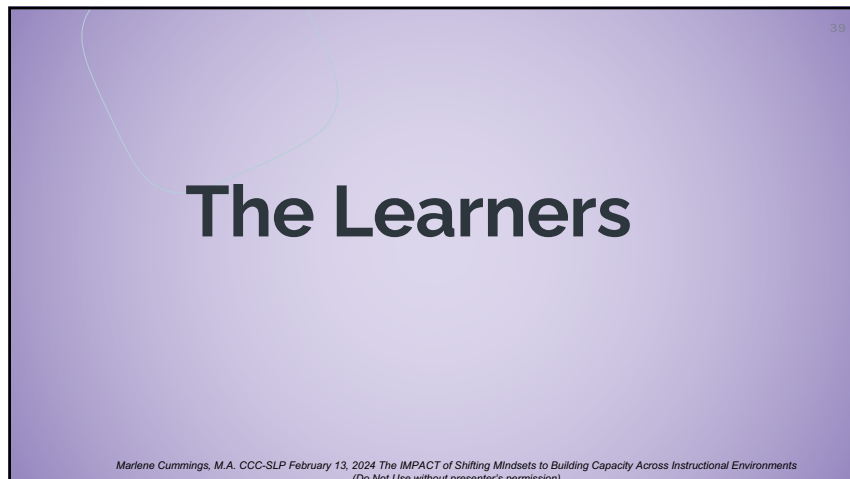
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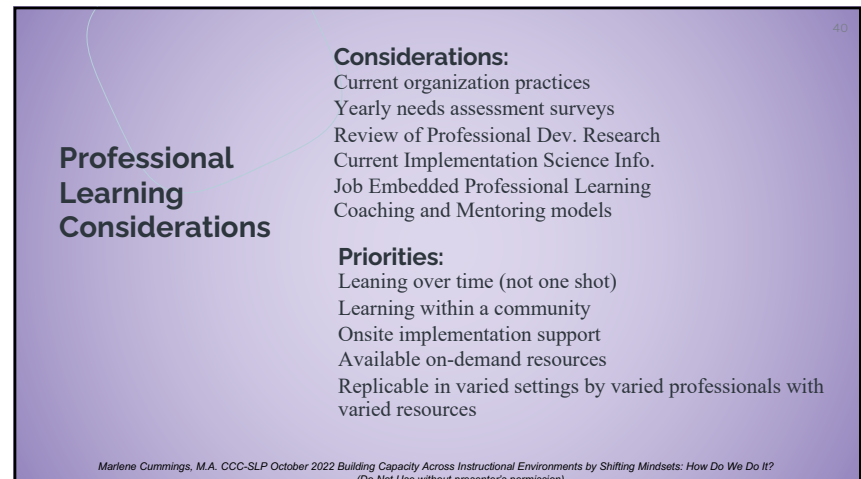
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The Learners

Professional learning/teacher training is accomplished through:

- *Understanding* the theory & research underlying each skill
- The opportunity to *observe* multiple demonstrations
- *Practice* and *feedback* either under simulated conditions or in the classroom

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Considerations

- Shift** from expert consultant model to a collaborative model of tiered support
- Shift** from student by student support to a progression of universal to student specific tools and strategies
- Fill in the serious “AAC shared knowledge” gap for SLP’s and teams supporting students with complex communication needs**
- Connect the dots between AAC and Language for SLP’s
- Provide a set of universal core and strategies and AAC systems to support receptive and expressive communication (Listening, Speaking, Reading and Writing) to support visibly represented language in every classroom all day

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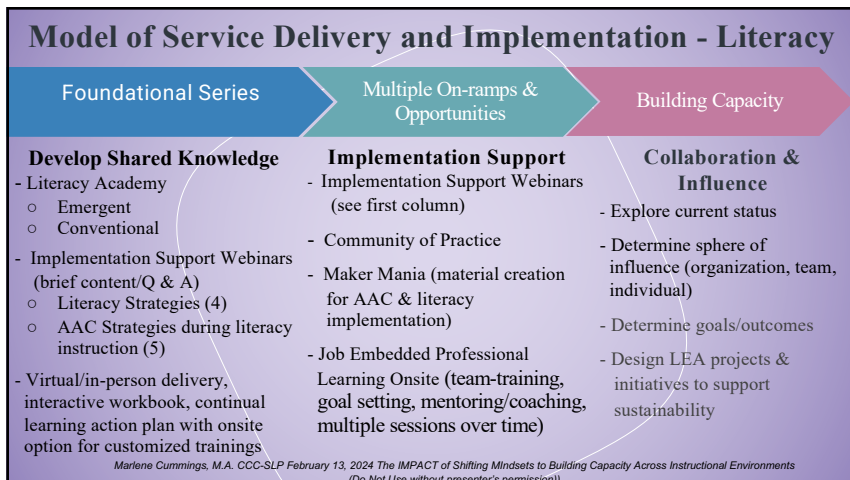
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Model of Service Delivery and Implementation - AAC

Foundational Series	Job Embedded Professional Learning Phase 1	Job Embedded Professional Learning Phase 2
Develop Shared Knowledge <ul style="list-style-type: none"> - Six 2-hour sessions over year - Implementation topics: Mindset, Core Vocabulary, Aided Language Input, Universal Core & Beyond, Vocabulary, AAC in the Classroom - PL series model: content delivery, interactive workbook, continual learning action plan - Virtual training, onsite option for customized trainings 	Implementation Support <ul style="list-style-type: none"> - Onsite team-training - Team sets own goals from implementation topics - Mentoring & coaching in classroom - Designed for collaborative, active learning over time - Multiple sessions throughout the school year 	Building Capacity <ul style="list-style-type: none"> - Determine sphere of influence - Explore current status - Determine focus to influence people and environment - Design LEA projects & initiatives

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Creating Competent Communicators Across the County

Phase 1 Design, development and delivery of a foundational learning “toolkit” to establish shared knowledge of foundational content and strategically chosen implementation strategies in AAC and language.

Phase 2 Development and systematic provision of a set of universal AAC supports to visibly represent language in order to support typical language development and language intervention while creating a culture of “communicative expectation” in classroom environments.

Phase 3 Onsite learning through a job embedded professional learning model. Learning over time with your classroom/district-based team, supported by onsite coaching and mentoring, with access to on-demand resources and collaborative opportunities with the broader AAC learning community.

Phase 4 Expansion through a collaborative partnership with the individuals/teams/systems you influence to build capacity at various levels. See chart below for examples that will be shared.

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Components of the Model

- Face-to-face learning in varied settings on pre-set & flexible days/times
- Blended learning that embeds publicly available; online learning modules, live & archived webinars, websites & other virtual content into the PL
- Access to experts & first adapters
- Quick starts to practice implementing AAC strategies
- Opportunities to participate in job embedded professional learning onsite with teams.
- Participant driven action plans and self-reflection forms are used for continual learning within content parameters
- Use of a strategic framework to encourage intentional and strategic learning.

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Multiple On-Ramps - Attend:

- Semester long, 6 session Foundational Training Series
- 1- day Quick Start training
- 4-5 1-hour webinars - content (20 min), Q&A (40 min)
- Year long (5 session) collaborative study including pre-learning modules supported by 1 hour Q & A webinars
- 5 1-hour virtual series with brief content review & Q&A
- **Customized district/building trainings (in person/virtual)**

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Flexible Learning Modes

- Face to face
- Content provided prior to Q and A
- Content provided during virtual session followed by Q and A

Varied Opportunities to Practice

- Quick Start – day long training designed for “practice” of powerful strategies
- Activities built into face to face training
- Activities presented in on-line modules (can participate online & use separately)

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Build capacity by transitioning customized delivery of PL to the district level

- Fill in the serious “AAC shared knowledge” gap for SLP’s and teams supporting students with complex communication needs
- Face-to-face learning in varied settings on pre-set & flexible days/times
- Customized district/building/team trainings (in person/virtual) using pre-designed content

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How we started?

Phase 1:

- Receive onsite request from district
- Collaborate with requester to determine content/format/length, etc
- Collaborate with requester via zoom to review closely matched slide deck to determine content to be delivered & by whom
- AAC consultant provides revised shared slide deck and accompanying training materials for activities and participants
- Deliver content with the local team

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How we started - cont.

Phase 2:

- Debrief after training
- Determine next steps for the participants
 - Provide Q and A
 - Provide more activities to support the learning
 - Provide a follow-up training with more activities or next level content
- Consider others that may benefit from the training
- Determine if this training should be provided yearly
- Determine who would provide the training next time
- Consider who should be invited to the yearly training

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Let's look at some

Onsite Request	Target Audience	Content & Co-Presenters	Materials	Current Plan & Next Steps
Staff training @ High School	Teacher Para's SSW & TC's	AAC 101 AAC Consultant Building/Program SLP	AAC 101 HO's & teaching tools	SLP presented to families using same materials & content Planning training with new content for transitional students
Staff training Middle School	Teachers - SSW - TC - administration	AAC 101 AAC Consultant Building/Program SLP	AAC 101 HO's & teaching tools	Planning district wide AAC 101 led by district SLP with AAC Consultant support per admin request
Training @ Elementary School	Parents Teachers Para's Administration Other district SLP's	AAC 101 Building/Program SLP AAC Consultant	AAC 101 HO's & teaching tools	Building level SLP is planning district level training in fall for multiple programs assisted by accompanying SLP's – AAC consultant will support
Staff training district level	Teachers - OT's-PT's -SSW	AAC 101 AAC Consultant 4 district SLP's	AAC 101 HO's & teaching tools	The 4 SLP's were in audience asking guiding questions & sharing stories
Staff training post-secondary	Teachers – SSW – Para's - Administration	AAC Consultant Program SLP & administrator	AAC 101 HO's & teaching tools	Program SLP and teacher will provide AAC 101 with some customization in fall with AAC consultant

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IMPACT ON TEACHERS

Instructional and support staff can develop shared knowledge and skills to implement strategies that support AAC and language daily

SLP's & Teachers = Influencers & Implementers

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Student Opportunities

Professional learning opportunities build capacity, shift the expert model and increase opportunities for students supported by AAC.

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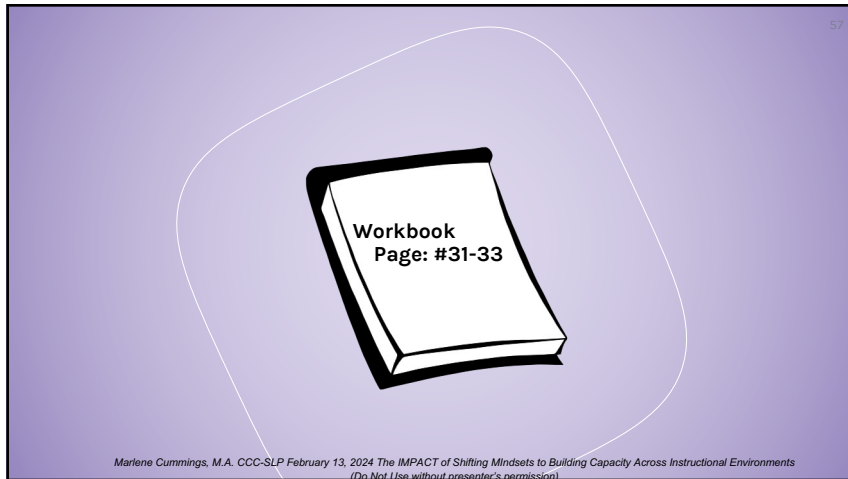
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Outcomes of the dynamic PL model are numerous

- increased AAC content knowledge
- implementation of Universal Core by classroom & support staff
- increased implementation of AAC and language in the classroom environment
- higher # of requests for student specific AAC systems by educational team
- students with more complex learning needs being served
- Students with some verbal speech being supported by AAC

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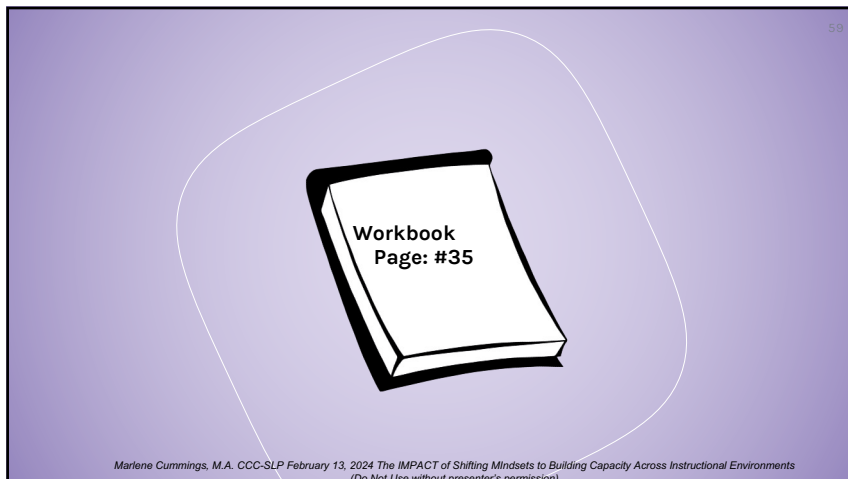
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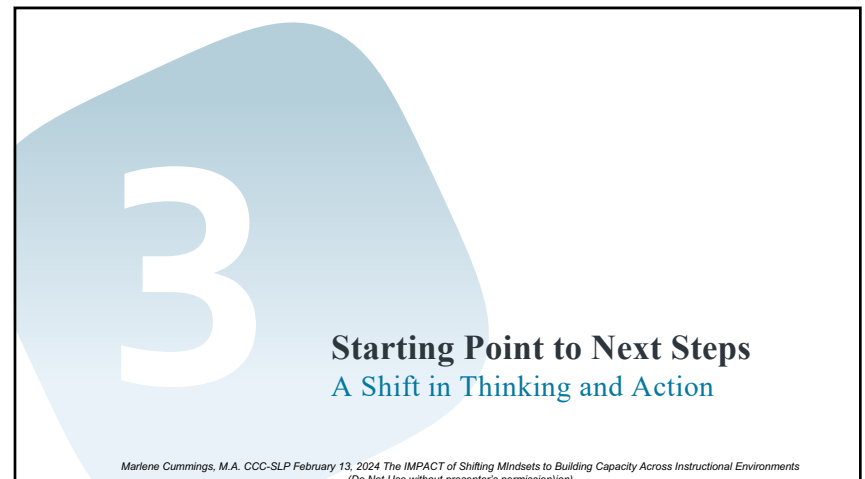
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The Outcome

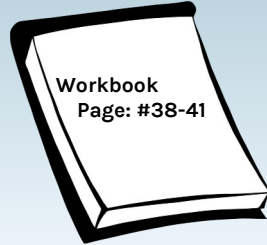
As this approach is **embraced** by the “**people,**” you will see:

- Increased motivation to learn & implement
- Deepened & continual learning
- Reflection resulting in ongoing change
- Problem solving across the organization

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The Impact

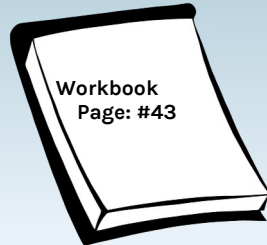
The **impact** of capacity building on an organization:

- **Reinforces** the **implementation** of strategies/skills
- **Accelerates** the speed of **change**
- Fosters **sustainability**
- Develops a **culture**

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Workbook
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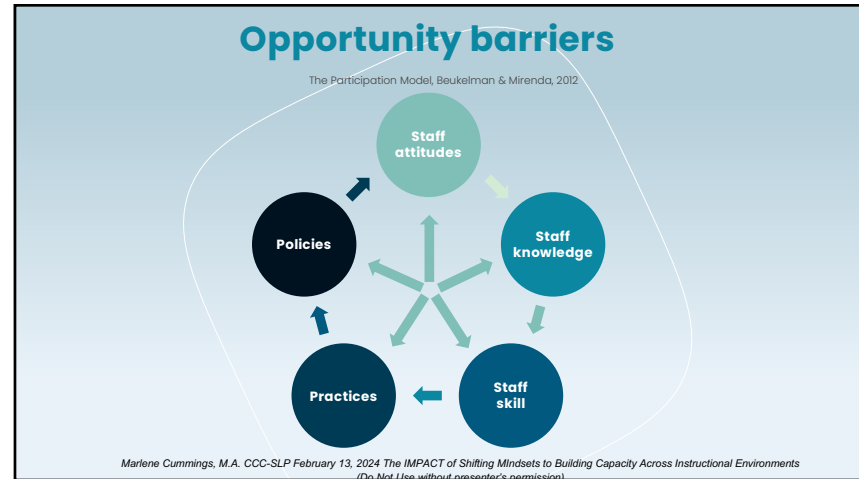
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Consider the Current State

- What is working?
 - Just beginning to work
 - Will work if you tweak it a bit
 - Will work if you partner with a colleague
- What is not working?
 - Is it curriculum, classroom, or student specific?
- What are the challenges?
 - Consider the Conditions for Learning (Koppenhaver and Erickson)
- What are the barriers?
 - Is it a policy, practice, attitude, skill, or knowledge barrier?

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Opportunity Barriers

Policy

Access to AAC/Literacy is limited by policies or regulations.
Someone in authority has created this barrier.

Practice

Access to AAC/Literacy is limited by "the way we've always done it." Practices may not reflect formal policies or knowledge.

Attitudinal

Access to AAC/Literacy is limited by negative or restrictive attitudes about the importance of AAC/literacy instruction or the potential for students to learn.

Knowledge

Access to AAC/Literacy is limited by the team's lack of knowledge about effective instruction and implementation.

Skill

Access to AAC/Literacy is limited by the team's difficulty with instruction and implementation, despite strong knowledge.

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**Capacity Building Across Environments & Levels:
 “Everyone’s an Influencer”**

Teams: Individuals **influence** others who interact with their students

Classrooms:
 Classrooms teams **influence** classrooms within the building
 Classrooms teams **influence** other district classrooms teams

Buildings:
 Grade level teams **influence** teams within the district
 Building teams **influence** building teams
 Building teams **influence** at the district and county level

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**Capacity Building Across Environments & Levels:
 “Everyone’s an Influencer”**

Districts: District teams influencing & collaborating with other districts on strategies, projects and teaching models

Counties: County initiatives be shared with other counties or regions

States: State level teams sharing initiatives

Countries: Implementation initiatives being shared via virtual connections internationally

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Process	Keys	Learners	Outcome	Impact
<i>To develop & strengthen the: skills, instincts, abilities, processes, and resources</i>	-Develop a common or shared knowledge -Focus on a few goals -Sustain an intense effort over multiple years	-Understand the theory & research underlying each skill -Opportunity to observe multiple demonstrations -Practice and feedback either under simulated conditions or in the classroom	-Increased motivation to learn & implement -Deepened & continual learning -Reflection resulting in ongoing change -Problem solving across organization	-Reinforces the implementation of strategies & skills -Accelerates the speed of change -Fosters sustainability -Develops a culture

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How we can do it:

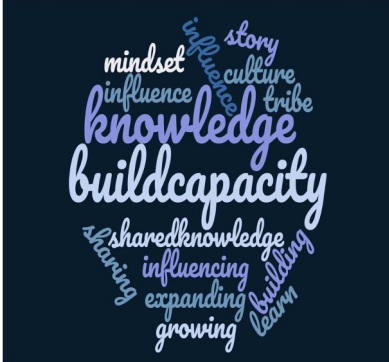
- Embrace a **collaborative** model recognizing the **skills** of the entire educational team
- Strategically insert the expertise of the “expert” - clarify what **can** be done by others and **when, why,** and for **what** do we need the “expert”
- Ensure that instruction is the focus in the **classroom** for **ALL** students
- Fill in the serious “**shared knowledge**” gap for teams
- Determine and apply specific student supports with **long-term** solutions in mind (universal supports are powerful)

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The Influencers

- Build capacity
- Share our story
- Change mindsets
- Expand shared knowledge
- Deepen Implementation
- Create a communicative environment
- Shift a culture



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IMPACT

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Impact on Students

- Increased opportunities
- Greater consistency
- Quicker access to tools, strategies, and supportive learning environments



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Impact on Staff

- Multiple opportunities to observe strategies & skills applied
- Practice & feedback from peers & in multiple conditions
- Understanding the theory underlying the skill

Joyce, B.R., & Showers, B. (1981). Transfer of training: The contribution of "coaching." The Journal of Education, 163(2), 163-172.

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Impact on the Organization

- Reinforces implementation of skills/strategies from within
- Accelerates the pace of change
- Fosters sustainability
- Develops culture

Coherence: The Right Drivers in Action for Schools, Districts and Systems (Fullan and Quinn, 2016)

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Influencer's Impact

Instructional staff, support staff, & families can develop shared knowledge & skills to implement strategies that support literacy learning daily

Team members become **influencers** who **impact** students, families, staff, & programs continually.

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Thank you!

Questions? Email me -
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