



# WSSCC Practice Blueprint

## Session 7

**Purpose:** To identify opportunities to strengthen WSSCC practices in one chosen domain

### Review

- Considering New or Refined WSSCC Practices
- Your WSSCC Practice Balance Sheet activity, case study, & reflection questions

### Do Together

- Activity 7: Your WSSCC Practice Balance Sheet



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## REFLECT



1. What WSCC domains did you identify as areas that you would like to follow up on?
  - a. Which WSCC domain will you focus on for the remainder of this pass at blueprinting? How and why did you choose this domain?
  - b. What data can you collect to confirm this choice with key groups, such as staff, families, and administrators?

### Considering New or Refined WSCC Practices

It's time to consider how to strengthen your WSCC practices in the domain that you chose! This is likely the reason you came to the blueprint.

As you are likely all too well aware, your resources are finite. Therefore, **you should allocate your resources towards the most efficient, effective, and sustainable efforts.** The idea here is to do less, better (Sugai & Chafouleas, 2021).

Think of it like an accounting balance sheet: your outcomes in this domain are going to be directly related to the resources you have available to invest and the quality of the practices you implement. We want our balance sheet to be as close to a zero as we can. We want to limit our time in the red (i.e., overextended, not enough resources to support practices) but also not have too much in the black (e.g., not using our available resources to implement practices).

We can also think of this like a seesaw. We need to balance our practices with the resources we have available. When we get out of balance, we either do not have the resources we need to implement intended practices or are not using our resources to their potential. However, we can adjust the balance in a few ways: we can reallocate resources to different practices, we can pursue additional resources, or we can remove (de-implement) practices that are not a good use of our resources.



**Each time we consider adding a new practice or refining a current practice, we want to think about how this will affect the balance.**

Next, we discuss three critical pieces when considering new or refined practices: voice; attention to diversity, access, and inclusion; and de-implementation (i.e., examining opportunities to reallocate resources).

## Voice

In considering any changes to our current WSCC practices, we need to solicit input from key groups. Key groups may include students, families, staff, or community members.

**The support of these groups is crucial to successful initiatives.** If we are considering having staff adopt new practices, do they see value in this change? Are the new practices aligned with community values? Across these groups, we will want to be sure that there are generally positive attitudes towards the potential change (note: you will almost never get 100% support, but 80% support is often used as a benchmark to indicate sufficient support to move forward with school-based initiatives).

## Attention to Diversity, Access, and Inclusion

As you consider how to strengthen your WSCC practices, it is critical consider how you prioritize diversity, access, and inclusion in your practices and how this can be strengthened. At this stage, you are laying the groundwork – or creating a blueprint – for your WSCC practices. Strengthening considerations of diversity, access, and inclusion should not be considered as an add on later – this is the key time to plan for equitable opportunities and outcomes that increase everyone’s success.

## De-Implementing: Opportunities to Reallocate Resources

When embarking on this blueprint, you may not have considered that we were going to ask you to consider taking practices away. However de-implementation is a key piece of implementation because it frees up resources for more promising initiatives.

De-implementing is desirable when initiatives are not having the intended impact or are not positioned for effective, efficient, and sustainable implementation. De-implementation frees up resources (e.g., time, staff, energy, finances) that can be allocated towards more promising work.

Sample key questions that we consider here are:

- Are there any practices that you do not have sufficient resources to implement?
- Are there any practices for which the intended outcomes are not being achieved (for everyone, or for specific subgroups)?
- Are there practices that are regular sources of tension amongst members of the school community?

De-implementation often requires **learning** and **unlearning**. For example, staff may need to learn new procedures or unlearn old procedures. Consequently, it is important to identify the learning and unlearning that each de-implementation initiative will require. Because of the time this shift in practices will require, **de-implementation is a process, not an event.**

Drawing on the work of Evidence for Learning (2020), we next introduce four types of de-implementation. Examples are provided to illustrate each type of de-implementation. As you'll notice, de-implementation and implementation are often an iterative process – we might choose to de-implement one practice in favor of another (replace) or de-implement something to free up space for something new (rethink).

## Types of De-Implementation

<b>Reverse</b>	It is not working anywhere	<p><b>Example:</b> Exclusionary discipline practices (office discipline referrals, suspensions, and expulsions) are not improving student behavior or increasing school safety. These practices are also disproportionately used in response to Black students, males, and students with disabilities.</p> <p><b>Action:</b> Support administrators and staff to unlearn the practices, including why they are ineffective.</p> <p><b>Consideration:</b> The reversal of these practices may require something to take its place. See: Replace.</p>
<b>Reduce</b>	It is working in some schools within the district but not all, or for some sub-groups (e.g., teachers) but not all	<p><b>Example:</b> A social emotional curriculum that had been identified for K-8 students has been found to be more developmentally appropriate for K-5 students.</p> <p><b>Action:</b> The curriculum is only delivered to K-5 students and a replacement curriculum is identified for students in grades 6-8. Staff who implement in grades 6-8 should be supported to learn the new curriculum and unlearn the previous curriculum.</p>
<b>Replace</b>	It is not working, but the problem that it is aiming to improve still exists	<p><b>Example:</b> District offers 30-minute yoga session at the start of monthly professional development, but teachers and staff are still reporting high levels of stress and burnout.</p> <p><b>Action:</b> Survey staff to identify their thoughts and preferences around staff wellness activities that would be beneficial and select a new initiative from those data to replace the monthly yoga sessions.</p>
<b>Rethink</b>	It is not working or has achieved its desired outcome and should be de-implemented to make room for something else	<p><b>Example:</b> All elementary schools in the district provide awards and incentives to students based on school attendance, which has not been associated with improvements in student attendance.</p> <p><b>Action:</b> De-implement and make decisions about whether these awards and incentives can be incorporated into another initiative.</p> <p><b>Consideration:</b> This may free up resources (e.g., a person's time) that can be re-allocated.</p>

Note. Adapted from Evidence for Learning, 2020.

In summary, de-implementation helps us to remove or reduce practices that are not producing desired outcomes.

We can apply this same logic to practices that we are considering but have not yet put in place. For each proposed initiative, we might consider: Do we have adequate resources to support the initiative? Who will lead it? Will it take away from other promising work? By answering these questions, we might be able to anticipate future challenges and adjust course accordingly (e.g., remove, reduce, replace, rethink).

In the next activity, you will have the opportunity to consider both de-implementing current initiatives and brainstormed initiatives that you determine you are not well positioned to implement. Planning to strengthen WSCC practices is an iterative process of considering sustainable implementation and de-implementation.

Having now considered the importance of soliciting voice, prioritizing access, diversity, and inclusion in WSCC practice planning, and evaluating how de-implementation can support our implementation efforts, we are ready to consider next steps!



### **Activity 7 –Your WSCC Practice Balance Sheet**

Anticipated time needed to complete this activity: 45 minutes

Now that you have identified your priority WSCC domain of focus, you are ready to consider how to strengthen your practices within this domain. Activity 7 – Your WSCC Practice Balance Sheet is available in Appendix B. In this activity, we will draw on the balance sheet analogy introduced above to consider how to strengthen your WSCC practices in your chosen domain. You will first create a balance sheet reflecting your current practices, resources, and outcomes. Then, using three notetaking resources, you will identify potential new or refined practices to implement, compare these practices to recommended evidence-informed WSCC practices, and explore any opportunities to de-implement practices that are not achieving desired outcomes. Throughout, you will be encouraged to balance your efforts with the resources you have available to increase the likelihood that implementation will be efficient, effective, and sustainable.

## Your WSCC Practice Balance Sheet



Domain of focus:

<p>Current outcomes in this domain:</p> <ul style="list-style-type: none"> <li>• Staff dissatisfaction with team building activities</li> <li>• Low morale</li> </ul>	
<p>Desired outcomes:</p> <ul style="list-style-type: none"> <li>• Increased support and morale among staff</li> <li>• Reduced staff burnout</li> <li>• Improved well-being of staff</li> </ul>	
<p>Current resources allocated to this domain:</p> <ul style="list-style-type: none"> <li>• 30 min of PD/month</li> <li>• Admin time to prepare staff potlucks 2-3 times/year</li> <li>• PD time to hold potluck</li> </ul>	<p>Current practices in this domain:</p> <ul style="list-style-type: none"> <li>• Team building activities</li> <li>• Admin-led staff appreciation potlucks</li> </ul>
<p>Proposed resources:</p>	<p>Proposed practices:</p>

Your WSCC Practice Balance Sheet | [csch.uconn.edu](http://csch.uconn.edu)



## Case Study:

### Hillside's Balance Sheet

Following their last WSCC Practice Leadership Team meeting, Dr. Yusuf sent all staff members a survey to solicit feedback on existing Employee Wellness practices, seek input on potential improvements to these practices, and assess interest in having the WSCC Practice Leadership Team focus their efforts on improving Employee Wellness initiatives. At the beginning of the next WSCC Practice Leadership Team meeting, Dr. Yusuf shares the survey results. Staff were generally in favor of the WSCC Practice Leadership Team focusing their efforts on improving Employee Wellness initiatives. Staff members expressed dissatisfaction with the monthly team building activities and many indicated that they would feel less stressed if they were able to use that time for lesson planning and preparation.

The survey responses also helped the team to begin considering areas for improvement in Employee Wellness practices. For example, several staff members mentioned that they feel they do not feel appreciated for their work. Nearly all teachers mentioned that they would be less stressed if they were able to have more prep time. A few teachers mentioned that vouchers to local gyms or meditation centers would be welcomed and appreciated.

With this information, the team began Activity 7 – Your WSCC Practice Balance Sheet.

First, the team's balance sheet of current practices and resources includes 30-minutes of team building activities at a PD workshop each month and administrator-led "Staff Appreciation Potlucks" a couple of times each year. Current outcomes include staff reporting dissatisfaction with team building activities, stress related to a need for planning time, and a team perception of low morale. Desired outcomes include increased support and morale among staff, reduced staff burnout, and improved well-being of staff.

Next, using Notetaking Resource 1 and their survey results, the team brainstorms potential new or refined practices. They agree to generate as many ideas as they can, and then will select those they may want to consider further. Ideas include:

- Offering discounts and/or temporary subscriptions to local gyms and meditation centers.
- Finding ways to increase staff recognition and appreciation.
- Providing staff with access to healthy foods sourced through the Farm-to-School program.
- Providing teachers with class coverage on a rotating schedule to allow for additional prep time.

Next, using Notetaking Resource 2, the team compares their list to the recommended evidence-informed practices in Employee Wellness. They see alignment between their idea to increase staff recognition and appreciation and the recommendation to support a positive workplace climate by implementing supports to foster positive relationships and



collaboration among staff (Recommendation #2). They also see alignment between their idea to provide access to healthy foods and the recommendation to implement environmental changes to support healthy lifestyle habits (Recommendation #3).

The team realizes that it would make sense to add Recommendation #1 to their list. They add:

- Forming a committee dedicated to monitoring staff wellness.

Then, they return to their WSCC Practice Balance Sheet to add these new potential practices. As anticipated, they see that they are out of balance – they do not have enough resources to implement all of these practices!

Using Notetaking Resource 3, the team considers whether they can replace their monthly team building activities with time spent recognizing staff contributions and achievements. In addition, Mrs. Alves brings up the idea that they might consider incorporating healthy foods sourced through the Farm-to School program into the Staff Appreciation potlucks. This feels like a manageable way to begin offering staff access to health foods sources through the Farm-to School program. Lastly, the team determines that they do not have the resources they need to offer discounts and/or temporary subscriptions to local gyms and meditation centers. This will require establishing relationships with local businesses, which will take time and effort. Because this was suggested by staff members, the team wants to revisit this idea when they have more resources available. Ms. Lee and Mrs. Garcia agree that reaching out to businesses would be a great summer project to work on together.

With these reflections, the team returns to their WSCC Practice Balance Sheet. The team's final balance sheet has the following potential practices listed:

- (1) Eliminate 30-minute mandatory team building activities at the start of PDs and instead begin and end staff meetings/PDs by recognizing staff contributions and achievements.
- (2) Replace admin-provided potluck meals with healthy food options using local ingredients sourced through the Farm-to-School program.
- (3) Provide teachers with class coverage on a rotating schedule to allow for additional prep time.
- (4) Form a committee dedicated to monitoring staff wellness.

They feel that they have the resources needed for #s 1-3. They are less certain about forming a committee dedicated to monitoring staff wellness. They feel this would be a valuable practice and hesitate to remove it from their list as it is also a recommended evidence-informed practice. They notice that the next activity is focused on evaluating which practices they are best positioned to implement and imagine that this will provide further clarity.

Before moving onto Establishing Actions, consider the following reflection questions:

## REFLECT



1. Do you feel that your potential practices are reasonably balanced with the resources you have available? If not, how might you improve this balance?
2. Do you expect that these practices will bring you closer to your desired outcomes in this domain?

## TIP



In Activity 7 – Your WSCC Practice Balance Sheet, we focused on WSCC practices broadly. To consider WSCC practices at each tier of implementation (universal, targeted, select), see Appendix C – Supplemental Materials. There you will find guidance on considering WSCC practices at each tier of implementation and activities for considering opportunities to strengthen practices in each tier.



# ACTIVITY 7 – YOUR WSCC PRACTICE BALANCE SHEET

**Time to Complete:** 45 minutes



**Goal of Activity:** To identify opportunities to strengthen WSCC practices in one chosen domain.

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In this activity, we draw on the accounting balance sheet analogy introduced in the blueprint narrative. You will consider how to incorporate new or refined practices and, most importantly, de-implement current practices that are not achieving desired outcomes. Throughout, you will balance efforts with your available to increase the likelihood that implementation will be high quality and sustainable.

## Instructions

1. On Page 2, you will find your **WSCC Practice Balance Sheet**. Begin by filling in your **current outcomes in this domain**, **desired outcomes**, **current resources allocated to this domain**, and **current practices in this domain**. [Note: It's ok that your current outcomes are likely to be less than desirable. That's likely a main reason why you selected this domain as an area to strengthen!]
2. Then, on pages 3 and 4, you will find two notetaking resources. Page 3 includes **questions to guide brainstorming new and refined practices**. Page 4 includes links to **recommended evidence-informed practices** in each WSCC domain. After using these two notetaking resources, **update your WSCC Practice Balance Sheet** with **proposed resources** and **proposed practices** for this domain.
3. At this point, your **WSCC Practice Balance Sheet** might be a bit out of balance! For example, you may have more current and proposed practices than you have resources to implement. Use the notetaking resource on Page 5 to **examine your list of practices for balance**. Questions will focus on **opportunities for de-implementation of practices** that are not an optimal use of resources.
4. Revise your **WSCC Practice Balance Sheet** so that your total list of practices (current, revised, or new) is optimized for potential success! Consider using symbols to denote the following:
  - \* Practice or resource to continue
  - # Practice or resource to follow up on
  - Practice to de-implement

# Your WSCC Practice Balance Sheet



**Domain of focus:**

Current outcomes in this domain:	
Desired outcomes:	
Current resources allocated to this domain:	Current practices in this domain:
Proposed resources:	Proposed practices:

## Notetaking Resource 1: Questions to Guide Brainstorming New or Refined Practices

In this stage, examine what stakeholders (e.g., students, staff, families, community members) have noted about practices in this domain, and then brainstorm potential new or refined practices to be considered. An important part of this step must include evaluating how you prioritize access (i.e., all invited to the room), diversity (i.e., all welcomed and represented), and inclusion (i.e., all experience belonging and feel valued)!

What do stakeholders want to see implemented related to this domain?

How have we prioritized access, diversity, and inclusion in our practices in this domain?

What new or refined practices might we consider pursuing in this domain?

## Notetaking Resource 2: Recommended Evidence-Informed Practices

Compare your total list of practices (current and potential new/refined) to the list of recommended practices by reviewing the associated [WSCC Practice Evidence-Informed Brief](#).

[Social and Emotional Climate](#)

[Safe Environment](#)

[Physical Activity](#)

[Nutrition Environment](#)

[Health Services](#)

[Family Engagement](#)

[Health Education](#)

[Employee Wellness](#)

[Behavioral Supports](#)

[Community Involvement](#)

How does your list compare to the list of recommended practices? Note those strategies that are already strongly aligned with those on your list as well as those that may be missing.

Are there any recommended practices that you are interested in pursuing or refining?

Do you anticipate stakeholder support for these choices?

## Notetaking Resource 3: Examining your List of Practices for Balance

Now that you have added potential practices to your **WSCC Practice Balance Sheet**, it's time to rebalance by evaluating how the practices on your list are aligned with outcomes and available resources. For current practices, you may find some that do not indicate the best use of resources - those could be revised or de-implemented. For new potential practices, this same process can help you decide whether or not you should continue to pursue.

### Consider the following questions:

1. Are any of the practices outdated (not aligned with evidence-based recommendations)?
2. For any current practices on your list, are expected outcomes not being achieved? Consider both quality of implementation and student/staff outcomes.
3. Do any of the practices that contradict or duplicate other practices?
4. Have you faced or do you any anticipate any issues, tension, or litigation with any of the practices among members of your community (e.g., staff, students, families, community members)?
5. Does each practice represent a good use of resources? Are there any for which there are not currently sufficient resources to implement? (Consider: should resources be sought, or should these practices be replaced?)

**Reminder:** Do a final update your **WSCC Practice Balance Sheet** to reflect these potential directions. Remember, if you choose to de-implement practices that are no longer efficient, effective, or sustainable, it will likely that you are freeing up resources (e.g., time, space, personnel) for more promising initiatives!



**Still not reasonably balanced? Don't worry! In the next blueprinting activity, you will dive in deeper to evaluate which practices you are best positioned to implement.**