



## Implementation Roadmap

Clymb is an emotional health software for school-age children. Clymb meets young people through technology, where they're most interested, and empowers them with coping skills they can carry around in their pockets. Although Clymb's software promotes growth in social emotional learning competencies, schools need consistent effort to gain results in their community. Typically, only 1/3 of evidence-based programs are successfully implemented (Lyon 2017, p. 1). Because many schools struggle with implementation, Clymb's team has developed an implementation roadmap for schools to follow to increase their chances of success.

The following plan is Clymb's recommended implementation framework based on the Active Implementation Frameworks. The Active Implementation Framework is research-based designed to be adaptive and work in different contexts, which is why Clymb recommends using this framework for implementing the software.

The Active Implementation Frameworks were developed in 2005 by the National Implementation Research Network (NIRN) as a synthesis of the implementation research field. It is based on the following formula:

$$\text{Effective Practices} \times \text{Effective Implementation} \times \text{Enabling Context} = \text{Socially Significant Outcomes}$$

### Effective Practices

In order for students to benefit from Clymb's software, schools must implement Clymb using effective practices. Every school will have different needs for implementation and this can even vary by classroom. When implementing, teams need to consider 'How,' 'When,' 'Where,' and 'Why' they Clymb. How these practices are determined will be dependent on the needs of the students, teachers, and school community.

#### How

- **Consistently:** reinforce coping skills; generate more data
- **Calm down:** brief activity to help a student calm down; track student outbursts
- **SEL Instruction:** brief whole group activity or brain break; data useful for whole-group SEL instruction
- **Conversation starter:** check alerts for concerning mood check-ins, use know your emotions poster





## When

- **Scheduled time:** allocate 10-15 minutes initially and reduce time as students adjust
- **Consistently:** recommended 2+ times per week to reinforce SEL skills
- **Around transitions:** Use Clymb around transitions like homeroom, the start or end of class, or the beginning of computer time

## Where

- **Whole group:** take attention off individual students, use as brain breaks
- **Small group:** Individual check-ins for an extra dose, pre-selected content for an SEL mini-lesson
- **Individual:** Occupy early finishers, option for calm-down/peace corner
- **Outside school:** students have 24/7 access, parents can reinforce use



## Why

- **Academics:** reduce disruptions, improve classroom focus
- **Students:** learn coping skills they can use throughout the day, safe place to confide and practice expressing themselves
- **School culture:** students form better relationships and feel more secure

### Phase 1: Exploration

Create Implementation team and set evaluation practices



### Phase 2: Installation

Train staff and create enabling context



### Phase 3: Initial Implementation

Assess fidelity, refine teacher practices, strengthen implementation drivers



### Phase 4: Full Implementation

Achieve fidelity, refine practices to improve outcomes

## Effective Implementation

Clymb recommends that implementations be led by a school-level team. There will be more information on teams in the following section.

NIRN describes implementation using 4 stages, Exploration, Installation, Initial Implementation, and Full Implementation. Clymb uses the CBAM phases because they are more descriptive of the experience of educators.

In phase 1, **Exploration** typically occurs at the end or the beginning of the school year. Once a school purchases Clymb, they organize an implementation team and agree upon what practices to use to evaluate use of the software.

In phase 2, **Installation**, the implementation team assesses what changes need to be made to make their school ready to use



Clymb. Staff is trained in the software and the school creates routines.

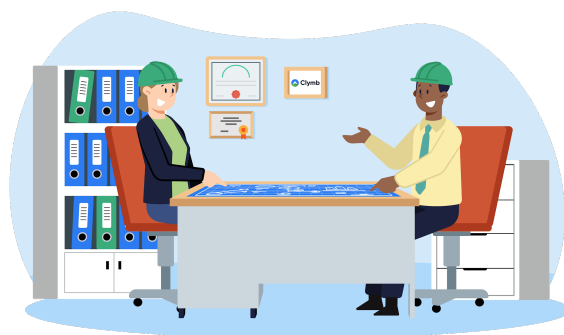
In phase 3, **Initial Implementation**, teachers can confidently have their students use Clymb and use data from the platform to inform their practice. Clymb is integrated into classroom routines. The implementation team assesses fidelity and makes adjustments to implementation drivers and teacher practice.

In phase 4, **Full Implementation**, teachers use student data and best-practices to adjust how they use Clymb. They regularly assess their use of the software to promote student growth. The implementation team finds that the software is being used to fidelity by **at least 50% of practitioners** and continues to make regular assessments to improve student outcomes.

In order to progress through the phases, the success of the previous phase must be maintained. Schools commonly go back and forth between steps during implementation. Because progress is not always linear, schools **typically take 2-4 years to reach Full Implementation** (Hamid, et al., 2020, n.p.).

## Enabling Context

In order for Clymb to be successful at your school, there needs to be context to support the use of the platform. If teachers have too many hurdles, they will not be able to use Clymb with fidelity.



Clymb's implementation should be led by a team. If your school community already has a team involved in student wholeness or social-emotional learning, they would be strong candidates.

The team should have an administrator who makes school-level decisions and a teacher who can speak on challenges in the classroom. Other professionals like social workers, counselors, or student support workers may be helpful as well.

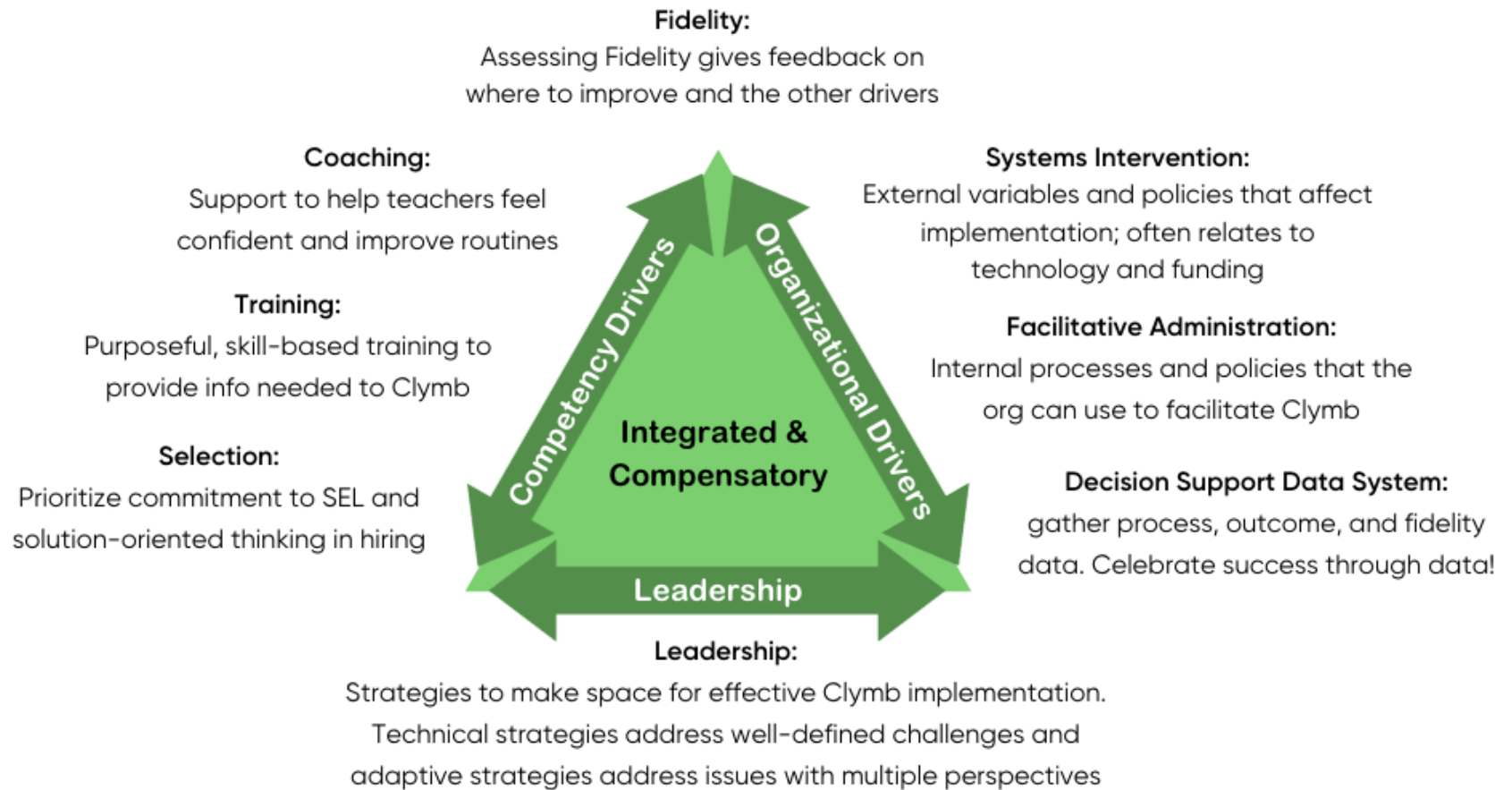
The team is responsible for removing barriers to students using Clymb consistently by looking at implementation drivers. Administrators are critical in establishing the importance of using the software and creating a positive culture around SEL.

The implementation team may consider factors like:

- When Clymb will be added to class schedules
- Live or asynchronous professional development
- How Clymb fits in with existing initiatives
- Technological constraints



## Implementation Drivers for Schools Using Clymb





### School Implementation Roadmap

**Phase 1: Exploration**

Step	Description	Due	Date	Notes
Identify leaders	School leader selects a Clymb Lead (ideally an administrator, counselor, or lead teacher)	August		
	Consider a Clymb implementation committee to ensure teacher input	August		
Meet with Clymb Partnership Success Specialist (initial)	Schedule Clymb Lead training	August		
	Identify school or district policies that could impede implementation	August		
	Determine if Clymb champions need live or asynchronous training from Clymb staff or Clymb Champion	August		
	Schedule regular school-year meetings with Partnership Success Specialist (3x in Q1, 1x/Q afterward)	August		

IMPLEMENTATION ROADMAP



Assess Needs	What are primary concerns for student wellness or school climate and culture?	August		
	Are there any specific metrics you want to improve?	August		
Consider Implementation Drivers	Are there adjustments that need to be made to implement Clymb to fidelity?	August		
	Will teachers schedule Clymb time or will it be on the school schedule?	August		
	Do any school policies need to change to facilitate implementation?	August		
	How can leadership best support implementation?	August		
	Is there an existing coaching system in place that can be used to support teachers using Clymb?	August		
Technology Infrastructure Assessment	What devices will be used?	August		
	What is the	August		

IMPLEMENTATION ROADMAP



	student:device ratio?			
	Do students have extra equipment like headphones?	August		
	Will there be technology hurdles like firewalls that Clymb will need to address?	August		
<b>Phase 2: Initial Use</b>				
Prepare implementation drivers	Make needed technology accommodations	August		
	Test Clymb on school software	August		
	Identify initial professional development dates	August		
	Confirm dates for fidelity assessments and data review	August		
	Make adjustments to schedule as needed	August		
Select and prepare staff	Is the entire staff going to start using Clymb or will the implementation start with a small group?	August		
	How many classrooms	August		

IMPLEMENTATION ROADMAP



	will use Clymb? (How many posters?)			
	Is there a grade or group that needs extra support?	August		
	Will the software be used by support staff?	August		
	When will professional development occur? Live or asynchronous?	August		
Community Engagement	Send home information about Clymb	Sept		
	Promote Clymb information sessions for families	Sept		
Introduction	Introduce Clymb to students	Sept		
	Set expectations for routine	Sept		
	Model engagement	Sept		
Practice	Teachers practice implementing Clymb time	Oct-Dec		
	Reinforce routine with students	Oct-Dec		
Peer Observation	Observe peers leading Clymb Time	Oct-Jan		





	Gather ideas from peers	Oct-Jan		
<b>Phase 3: Routine Use</b>				
Reminders	Reminders from Clymb, peers, and administration to continue consistent use	Q2-Q3		
	Reminders about different best practices	Q2-Q3		
	Continue using Clymb in other contexts like to start meetings	Q2-Q3		
Fidelity Check-in	Administrators regularly check utilization data to measure usage	Q2-4		
	Implementation team conducts regular fidelity assessments	Q2-4		
Troubleshooting	Meet with partnership success specialist to discuss any issues	Q1-4		
	Request additional support as needed	Q1-4		
Reinforcement	Additional education around SEL to affirm the purpose for using Clymb	Q3		
	SEL education in-house or from Clymb	Q3		



	resources			
<b>Phase 4: Refined Use</b>				
Assess Outcomes	Assess Clymb's outcomes using SEL data collected in the platform	Q2-Q4		
Assess fidelity	Assess fidelity using utilization data and Clymb Classroom Culture Observation Rubric	Q2-Q4		
Determine success of implementation	Compare fidelity to outcomes	Q2-Q4		
	Complete end of year surveys	Q4		



	High Fidelity	Low Fidelity
Good Outcomes	Celebrate and Duplicate Practices	Re-examine Clymb and other SEL programming  Modify Fidelity Assessment
Poor Outcomes	Modify use of Clymb	Start over Clymb implementation

Modified from <https://nirn.fpg.unc.edu/module-7/active-implementation-frameworks/fidelity-assessment-and-implementation>

<b>Clymb Classroom Culture Rubric</b>				
	<b>0 Below Basic</b>	<b>1 Basic</b>	<b>2 Proficient</b>	<b>3 Advanced</b>
<b>Focus</b>	The majority of students are not paying attention to their Clymb activity. Many students are having irrelevant conversations.	The majority of students are paying attention to their Clymb lesson. Students are having peer conversations during Clymb Time.	The majority of the class is paying attention to their Clymb lesson. There are few side conversations.	Almost all students are paying attention to their Clymb activity. They are not paying attention to how peers are completing their activities.
<b>Attitude</b>	Most students are reluctant to use Clymb or complain. Many students tease their peers for completing Clymb activities. They do not understand why they are using Clymb.	Some students are reluctant to use Clymb, but the majority use it without complaint. Few if any students tease their peers. They are not sure why they are using Clymb.	The majority of students use Clymb without complaint. Few if any students tease their peers for using Clymb. They know Clymb is good for them but are not sure why.	Most students seem excited to use Clymb's platform. They do not tease peers for their engagement. They explain why they are using Clymb.
<b>Routine Execution</b>	Most students seem unfamiliar with routine or are unsure how to access Clymb. Students need explicit whole group teacher prompting them to use Clymb.	Some students can use Clymb unassisted, but many students need prompting and additional assistance to use Clymb.	The majority of the class is familiar with the routine. Several students need additional assistance to use Clymb.	Almost all students seem familiar with the routine. Few need additional assistance to use Clymb.
			<b>Total</b>	
<b>Results</b>	3 and below is an unsatisfactory classroom culture around Clymb.	4-5 is a developing classroom culture around Clymb	6-7 is a satisfactory classroom culture around Clymb	8 or greater is a excellent classroom culture around Clymb

## IMPLEMENTATION ROADMAP

### Works Cited

Hamid, S., Mureed, S., Kayani, A., Javed, K., Khan, A., Awais, S., Khan, N., Tus-Salam, F., & Fixsen, D. L. (2020). Learning Active Implementation Frameworks: the role of implementation teams in a case study from Pakistan. *Global health action*, 13(1), 1805164.

Heifetz RA, Laurie DL. The work of leadership. *Harv Bus Rev*. 1997 Jan-Feb;75(1):124-34.

Success at the Core (2010). *Implementing new programs module* [pdf]. Vulcan productions.

Retrieved from

[https://dqam6mam97sh3.cloudfront.net/resources/uploaded\\_document/resource/354/  
New-Programs-Module6-All-Handouts.pdf](https://dqam6mam97sh3.cloudfront.net/resources/uploaded_document/resource/354/New-Programs-Module6-All-Handouts.pdf)