

**User Guide**

**Learning Scenarios: Implementation Science and Leading by Convening**

Case-based scenarios provide a useful approach to engaging individuals in thinking and working together to address predictable problems of practice. The scenarios included in this tool were developed by state and stakeholder leaders working together to craft a document that is true to practice situations.

The scenarios were explored by state leaders, local leaders, organizational leaders and family leaders working together. After the exercise they rated the effectiveness of each scenario and recommended each for use in training.

**The activity:**

This exercise is planned for a 75-90 minute session.

**The audience:**

This activity is useful in helping federal technical assistance staff make connections between implementation science (IS) and Leading by Convening (LbC) in their support for states. This activity is also useful for working with state staff who introduce and lead work in either IS or LbC approaches. Equally, it is useful in working with stakeholders across roles, and with local districts that may be using, IS, LBC, or both.

**The Scenarios:**

Three scenarios are provided. They address high value topics in working with infants, toddlers and families (Part C of IDEA), pre-school and school-age students (Part B of IDEA) and age-span implications that impact both Part C and B. Each scenario is developed to address the challenge of addressing both the technical and adaptive elements of an issue. Each scenario uses IS and LbC to address the problem of practice.

**Facilitating the Scenario:**

Choose a scenario that is relevant to the audience. Divide the participants into two groups. Each group will select a facilitator and recorder. The facilitator role is to keep the group focused and moving through the content and questions. The recorder takes the notes of the group’s interaction on a worksheet or on a USB that has been pre-loaded with the worksheet format.

The facilitator introduces the activity by telling the group members that they will read the scenario and generate responses to some specific questions. The facilitator allows 5 minutes for the group to read the scenario and organize their initial impressions.

When all have finished reading the scenario, the facilitator leads the group through the questions. The facilitator makes sure that each person has the opportunity to express his or her perspective. The recorder captures all the comments on the worksheet or USB pre-loaded with the questions. The recorder should note where there is shared agreement and where there is lack of agreement.

**Conducting a Lively Debrief:**

Affix a long strip of butcher paper to the wall. Place cards with the questions above the strip.

Provide black and colored markers.

Ask one of the two groups to go first and share their insights, recording them on the strip (using a black marker to write on the middle portion of the strip).

Next Steps

Benefits using both

Benefits LbC

Benefits IS

Challenges using both

Group 2 reacts here

Group 1 writes their debrief here

Group 2 reacts here

Sample: Group 1 debrief

Next Steps

Benefits using both

Benefits LbC

Benefits IS

Challenges using both

LbC … IS offers ... Together ... We wonder if ... They should ...

LbC is... IS offers ... We think ... They might ...

When Group 1 finishes, Group 2 agrees, disagrees and/or comments using the icons below, and writes their notations in the top and bottom portions of the strip in colored markers.

Group 2 indicates agreement with a 

Group 2 indicates lack of agreement with a 

Group 2 enters their comments above or below Group 1’s comments using a

Group 2 poses a question to Group 1 in a

Sample: Group 1 debrief with Group 2 response

Next Steps

Benefits using both

Benefits LbC

Benefits IS

Challenges using both

We think...

LbC  IS offers ... Together ... We wonder if ... They should...

LbC Is...  IS offers ...  We think ... They might...

We think...

We think...

Group 2 indic

The facilitator or recorder writes and draws on the strip to react to Group 1’s debrief, capturing the comments. All members of the group contribute to the sharing. Take time to ask questions of Group 1 as part of the activity. Group 2 can even agree or disagree with the responses. As the activity concludes, the strip provides a good record of the interaction. It can be transcribed into a document.

Remember to take pictures of the strip and the notations. It is a great demonstration of a debrief process that is interactive, engaging and lively.