

Co-Creation and Dialogue: *Tools for the Adaptive Leader*

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All the right
steps





Your Experience...

- Rate the degree to which the scenario describes an experience that you recognize.

1 2 3 4 5 6 7 8 9 10

- Range of responses:
- Most frequent response:

Two-Way Learning at TEA

- **Top Down**- Agency tells the field what to do and why
- **Bottom Up**- Agency learn what the field knows and feels to inform its plans
- **Hybrid**- Top Down and Bottom Up each have a place in policy and practice
 - **Hybrid Approaches by TEA**
 - ✓ SSIP- '*Adaptive Overlay*' on Technical Capacity
 - Build relationship and collaboration across investments
 - Help investments to learn what the field needs
 - ✓ New Monitoring System - Informed by an ongoing relationship with Pilot Districts
 - Focus on Monitoring and Support
 - Differentiated by need
 - ✓ **What else?**

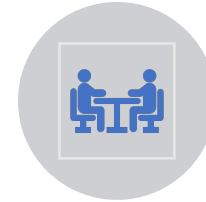
Why Dialogue?



Translate policy into conversations that reflect the realities of district and school-based practice.



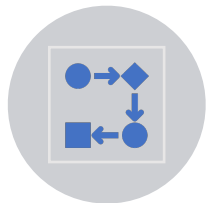
Invite ESCs, districts, schools and individuals to contribute to a co-created set of dialogue guides to foster conversations at the practice level.



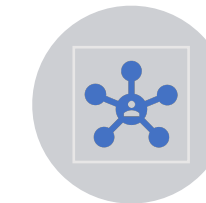
Contribute to a conversation that will build understanding across decision makers, administrators, practitioners, families, and students.



Understand the value of co-creation in building support among diverse stakeholders.

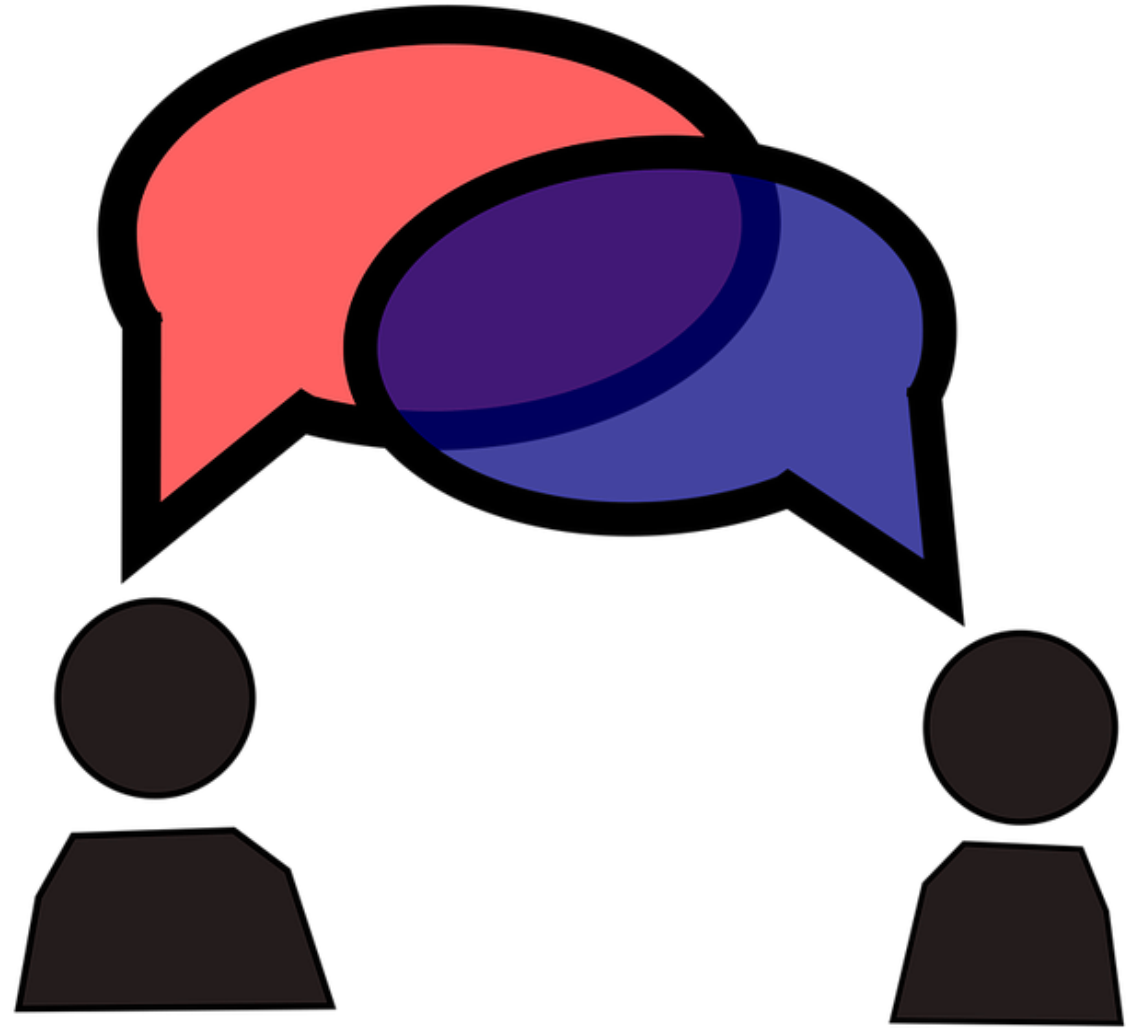


Model the *Co-creation* and the *Dialogue Process* and encourage groups to customize the Guides presented in this resource and co-create their own.



Engage ESCs, districts, schools and individuals to use the guides in face-to-face and virtual settings that engage their networks.

Dialogue:
More than talk!



WHAT DO WE MEAN BY DIALOGUE?

Debate	Discussion	Dialogue
Accepts assumptions as truth	Surfaces various assumptions	Examines assumptions
Point-Counterpoint	Majority rules; agree to disagree	Seeks common ground; supports consensus
Persuasive	Informative	Reflective



Co-Creation: Going for Authenticity in Dialogue

Document Text as a Source for Building Dialogue

- Involve stakeholders in choosing sections of the text that should be discussed by decisionmakers, implementers, families and youth.
 - Choose a section of reasonable length that sufficiently covers a topic or issue of importance.
 - Co-create a short, focused introduction that describes why the topic or issue was suggested for dialogue
 - Provide access to the full text for individual exploration.
 - Encourage volunteers to identify additional sections of the text that demand dialogue among stakeholders.

Co-creating Dialogue: Reaction Questions

- Reaction questions encourage stakeholders to express their perspectives.
- Reaction questions are intended to help people make their mental models explicit.
- They are designed to help people see that there are multiple perspectives that need to be bridged for the practice to be successfully implemented.
- Reaction questions should help participants appreciate the differences in perspective across roles and provide insight into the shared interests that could unite them.

Sample Reaction Question Stems

Why is _____ important to you:

- In terms of program and services?
- In terms of relationships between _____ and _____?

In your experience, _____?

What do your colleagues say about _____?



Application questions help people think about the future state of practice.

- Application questions are framed to uncover ways that various stakeholder groups can become informed and involved.
- Application questions should generate ideas about how to find out what is currently in progress, become more knowledgeable and/or move forward.
- Application questions should move us toward shared action.



Sample Application Starter Stems

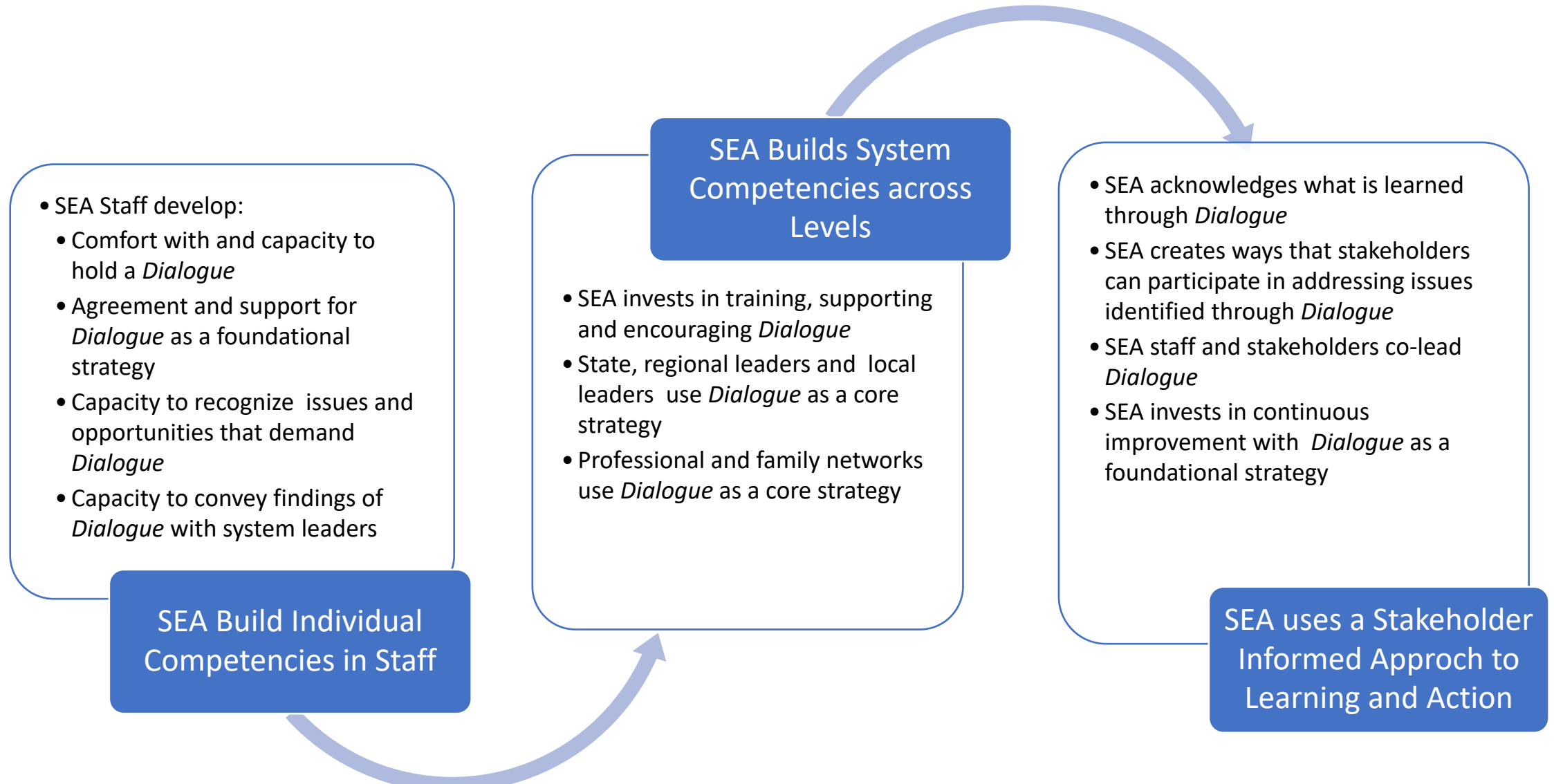
Recall a time when _____. How might the new knowledge have changed that story?

How might _____ be expected to respond to the new information?

Where will the new information impact practice?

How might _____ be better prepared to understand the changes?

Dialogue as a State Strategy



Improving Your System through Interaction

Within the Agency

- Undertake issues in a ‘campaign-type’ approach that focuses on shared interests.
- Communicate that the state agency wants to learn why some strategies take hold and others do not.
- Train personnel at every level in creating dialogue and in communicating findings in a productive way. Assess the comfort level of state staff and technical assistance providers to lead such efforts.
- By design and investment, be the conduit for learning across professional organizations, technical assistance personnel, local districts and families to build commitment and leverage existing networks.
- Along with an emphasis on evidence-based strategies and data-based decision-making, convey that stakeholder engagement is also a foundational strategy.
- Help state staff and technical assistance personnel develop their ‘identity as a collaborator’.

With the Stakeholders

- Convene stakeholders to learn from each other. If possible, hold at least one in-person meeting of stakeholders that will commit to building a learning partnership.
- Don’t let the cross-stakeholder connections end when your convening ends. Begin building a learning community among stakeholders.
- Hold virtual sharing and problem-solving sessions regularly. Include families and community members to bring a new perspective — and new energy — to the work.
- Seek out natural collaborators to facilitate the turnaround community. Choose people who can share leadership.
- Create ways for many people to participate actively assume leadership roles. Co-lead as a first step.
- Build community by encouraging shared leadership and co-creation across locations, and roles.
- Communicate the commitment to active learning through word and action.
- Develop practices show your intention to engage stakeholders more authentically.

Break

Two Current Examples of DG Co-creation and Use

- **Military Child Education Coalition (MCEC-headquarters in Houston)**
 - Guides on ADHD, Depression and Anxiety for military families who move often (6-8 times during the school years)
 - Co-created at their National Training Institutes and promoted on their website and in publications/conferences.
 - Being recorded for the SC MH Alliance in May
- **Comprehensive School MH Systems**
 - Sponsored by the Federal National MH Workgroup with SAMHSA, National Center for School MH and the Bainum Foundation
 - Eight DGs based on 3 'Expert Panel' findings (in co-creation every other Friday through May) and posted to the National Center website and promoted at the National Conference in October 2021

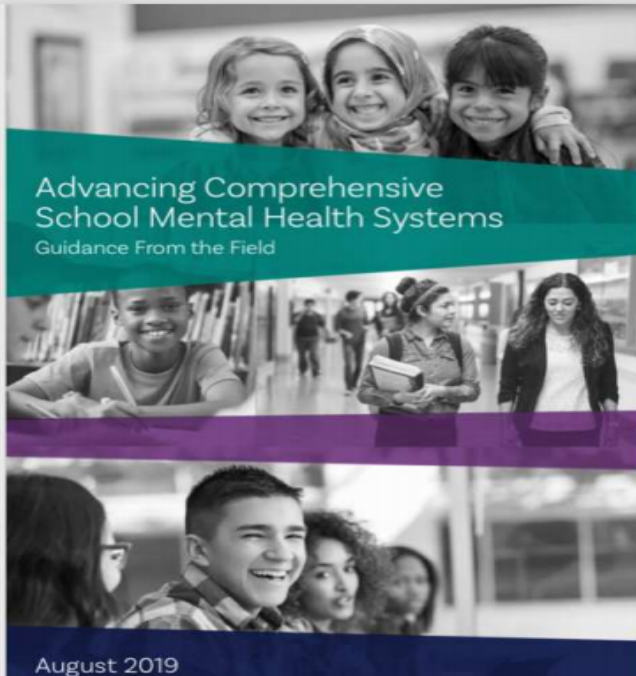
Military Child Education Coalition (MCEC)

- Dialogue Guide based on a major conference presentation on MH
 - Amend the delivery
 - ✓ Make it a “Two-Part Session”
 - ✓ Add a stakeholder session as a ‘Part Two’
 - ✓ Engage the stakeholders in what they heard from the Expert Panel
 - ✓ Translate the learning into coherent themes
 - Build DG strategy into a national initiative
 - Publish in national magazine ; [post to website](#)
 - Build DG into a national initiative
 - *‘Leave Your footprint’*

Federal National Workgroup on Comprehensive School MH Systems

- Members: SAMHSA, Bainum Foundation; National Center for School MH; School of Public Health @ GW; NASDSE.
- Three Expert Panels convened by SAMHSA
- Document with commendations from the Expert Panel
- Dialogue Guides grounded in the document
- Dialogue Guides co-created by stakeholders at all levels (in process March- June 2021)
 - [Orienting Padlet](#); Co-creation of DG on the document

<p>Core Component Of Comprehensive School Mental Health Systems</p>	<p>What are the Practice Issues?</p> <p><i>Ideas for Reaction Questions</i></p>	<p>What are the Critical Conversation(s)?</p> <p><i>Ideas for Application Questions</i></p>	<p>Who are the Important Stakeholders?</p> <p><i>Ideas for <u>targeting</u> Application Questions</i></p>	<p>Do Conversations Differ at the Levels of Scale?</p> <p><i>Ideas for <u>customizing</u> Application Questions</i></p>
<p>Component:</p>	<p>Generate the biggest practice issues of concern in the field.</p>			
<p>Key Points from the document:</p>	<p>Clarify and consolidate ideas.</p>			
	<p>Aim for 3-5 big issues.</p>			
			<p>Issue 1: Define, target, customize</p>	
			<p>Issue 2: Define, target, customize</p>	
			<p>Issue 3: Define, target, customize</p>	
			<p>Issue 4: Define, target, customize</p>	



REACTION QUESTIONS

- Reaction questions help people make their mental models explicit.

Dialogue Guide: An Example

Orienting Statement

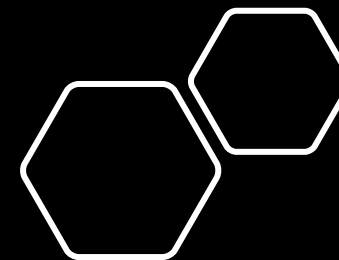
At the core of comprehensive systems is the fundamental issue of identity.

- **Do the potential collaborators understand what disciplinary traditions, practice knowledge and experiences that influence their ability to interact as true partners?**

The literature describes the challenges in helping people to move from a current identity grounded in a role, a discipline or a title to a shared identity as collaborators in a new comprehensive system. Researchers uses terms like 'blending', 'braiding', and 'knitting' to convey the essential work of helping new collaborators to move from 'me/mine' to 'we/ours' in the design and delivery of services.

- **Can we bridge the differences between school and community providers?**

Reaching Tipping Point through Networks and Dialogue



1

Commit to reaching a tipping point

To reach a 'Tipping Point' in providing Comprehensive Mental Health Systems, we must help individuals learn from and with each other. This new, shared work demands more than information. It demands interaction, relationships and collaboration. Join the effort. Bring your networks into this new, shared work!

2



Recognize the reach and influence of your network

Practitioners know the issues 'on the ground'. They know who must be in a conversation with them to make progress in practice.

Likewise, families and youth know the realities of implementation.

Together, practitioners and families networks can identify the

Response
Strategies

Dialogue Guide Supplemental Material

1

Using a 1 - 10 Scale

Indicate your response using a 1-10 scale and be ready to explain your selection

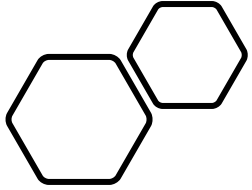
1	2	3	4	5	6	7	8	9	10
Little		Some		Moderate		High		Very High	

Encouraging Dialogue with
Response Strategies

Let's try it!

TEA Guidance

- Overview Statement
- Practice Issues
- Critical Conversations
- Stakeholder Engagement
- Customization for Context



Organizing Template:
Suggesting topics for *Dialogue Guides*

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Topic	Practice Issue	Critical Conversation(s)	Important Stakeholders	Customization
Topic	Practice Issue	Critical Conversation	Important Stakeholders	Customization
Topic	Practice Issue	Critical Conversation	Important Stakeholders	Customization

Using Dialogue Guides in TX



Your rating

1 2 3 4 5 6 7 8 9 10

Your reasons