

**Disruptive Technologies:
Finding Innovations worth implementing.**

Innovations are hard to implement

Innovations worth implementing are especially hard to implement.

Innovations are hard to implement because they cannot be simply assimilated, they require accommodation

Innovations worth implementing – e.g. disruptive innovations – cannot be assimilated and accommodated without fundamentally changing the culture.

With products such as computers, automobiles, pharmaceuticals, and other manufactured items, the latest science and high levels of quality can be built into the products themselves. The *product is, in fact, the intervention*, and its performance depends very little on the user of the product.

By contrast, in human services, the *practitioner is the intervention*. Science and quality must be incorporated into the performance of tens of thousands of practitioners

The Exploration Stage

What problem exists? What innovations exist that might help solve that problem? What changes will be needed in the provider organization to allow full and effective use of the innovation? What changes must be made in partner organizations, including federal, state, and local bureaucracies, to make full and effective use of the innovation? What are the costs of start-up and ongoing support of the innovation, and what sources of funding are available to pay for start-up and to support implementation? What data systems must be in place to monitor intended changes in consumer outcomes and organizational and bureaucratic supports?

Team members must ultimately determine the problem to be solved, the innovation that might help solve it, and the most likely strategies to implement the innovation with fidelity and with clearly articulated benefits to consumers.

The Initial Implementation stage

During the initial **implementation** stage, practitioners, supervisors, managers, system partners, and others involved in the innovation must learn how to perform and relate to this new way of doing things. It is called the *initial* implementation stage to acknowledge that practitioners and managers are not likely to be proficient in their new roles at the beginning of the implementation process. Learning any new skill does not generally go smoothly in the beginning.... Successful implementation usually requires people to acquire new skills and approaches, individually at first and then in unison or collaboration with others.

The Goal of UDL – Expert Learners

The ultimate purpose of UDL is not simply to help learners master a specific body of knowledge, but to master learning itself. Through UDL, we are seeking to create *expert learners*, individuals who - whatever their particular strengths and weaknesses - know *how to learn*. From a UDL perspective, there are three broad characteristics of expert learners - learners that are well prepared, and motivated, for a future of life-long learning:

First, expert learners are strategic, goal-directed learners. They formulate plans for learning, devise effective strategies and tactics to optimize learning; they organize resources and tools to facilitate learning; they monitor their progress toward mastery; they recognize their own strengths and weaknesses as learners; and they abandon plans and strategies that are ineffective.

Second, expert learners are knowledgeable learners. They bring considerable prior knowledge to new learning; they activate that prior knowledge to identify, organize, prioritize and assimilate new information. When they lack requisite prior knowledge, they know where and how to find the information they need; they recognize the tools and resources that would help them find, structure, and remember new information; and they know how to transform new information into meaningful and useable knowledge.

Third, expert learners are purposeful, motivated learners. They are intrinsically rather than extrinsically motivated to learn and their goals are focused on mastery rather than performance; they know how to set challenging learning goals for themselves and how to sustain the effort and resilience that reaching those goals will require; and they can monitor and regulate emotional reactions that would be impediments or distractions to

their successful learning.