

These slides have been presented as part of the NAPEP conference on 15.05.26 by Dr Shinel Chidley and Dr Phil Stringer.

A PDF version of this presentation is made available for attending principal and senior educational psychologists. Our aim is to help EPs to apply research to practice and to provide implementation support to staff in educational settings. This is so that their change initiatives are sustained and effective in contributing to better outcomes for children and young people.

**Please note:**

We are in the process of publishing a book: *'Using Psychology to Support Change in Education: A Toolkit for Successful Implementation'* © Shinel Chidley and Phil Stringer, 2027, Routledge (in progress).

This presentation shares our work and there are **copyright implications**. It is essential that content from this presentation is not shared in part or amended, and that it is fully referenced. It is also important that this information is not taken out of context.

We give permission to attending principal and senior EPs to share this presentation in full with colleagues in their service. The slides can be shown and discussed, accompanied by the key messages we share in our conference talk. This presentation should not be shared or distributed without providing these accompanying messages.

Until the book is published, if you wish to find out more, we recommend our article:

Chidley, S., & Stringer, P. (2020). Addressing barriers to implementation: an Implementation Framework to help educational psychologists plan work with schools. *Educational Psychology in Practice*, 36(4), 443-457. <https://doi.org/10.1080/02667363.2020.1838448>

For further support in implementing this work within your context, you can contact Dr Shinel Chidley on [shinel@psychologyforchange.co.uk](mailto:shinel@psychologyforchange.co.uk)

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**NAPEP conference, Cardiff,  
15<sup>th</sup> May 2026**

**What behaviour change will  
£200 million buy?**

Presented by  
Dr Shinel Chidley & Dr Phil Stringer

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## Outline

- Spoiler alert
- What do we mean by implementation?
- Why we need to plan for implementation
- Core components for implementation
- The role of the EP in providing implementation support
- Defining the change, and planning forwards

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## Why are we here?

### What do we mean by implementation?

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## Is this familiar?

“

A key finding showed that for many staff, the training influenced their attitudes and conceptual understanding of children's behaviour. Since participating in the training however, few staff reported that they applied the principles learnt to make changes within their practice. Many also reported to have forgotten the training. ”

(Patel, 2013)

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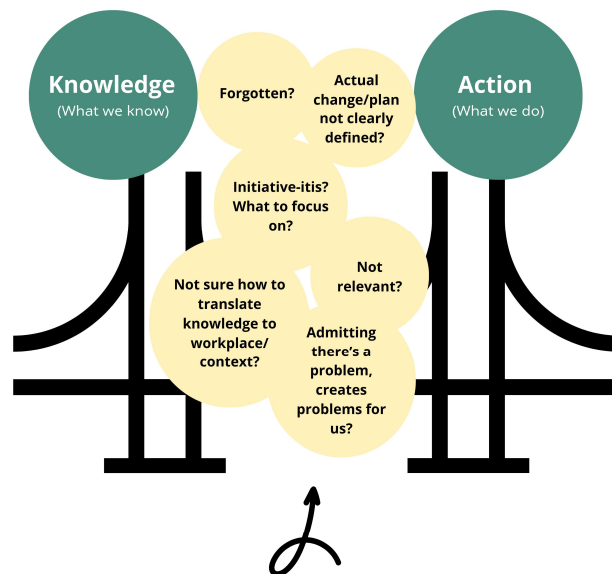
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## The transfer problem

Why we need to plan for implementation

### The Transfer Problem



There is a gap between what we know and what we do...

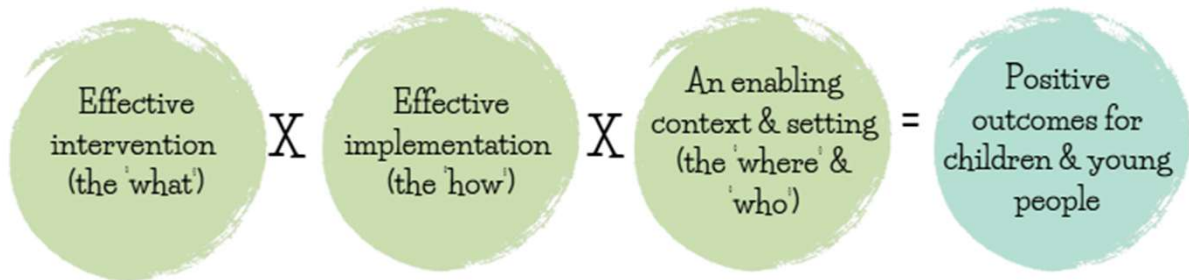
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# Implementation formula



Adapted version of the Active Implementation Formula, by the National Implementation Research Network (NIRN, 2015).

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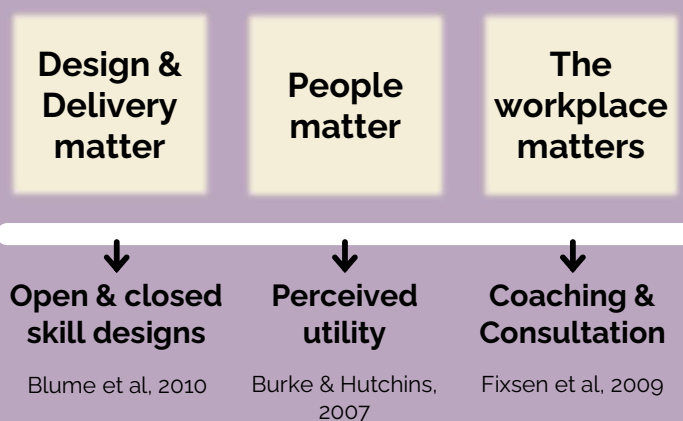
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## The transfer process

Key factors that support the transfer of learning (knowledge & skills) into actions (changes within the workplace).

Adapted from Baldwin & Fords (1988) model of the transfer process.



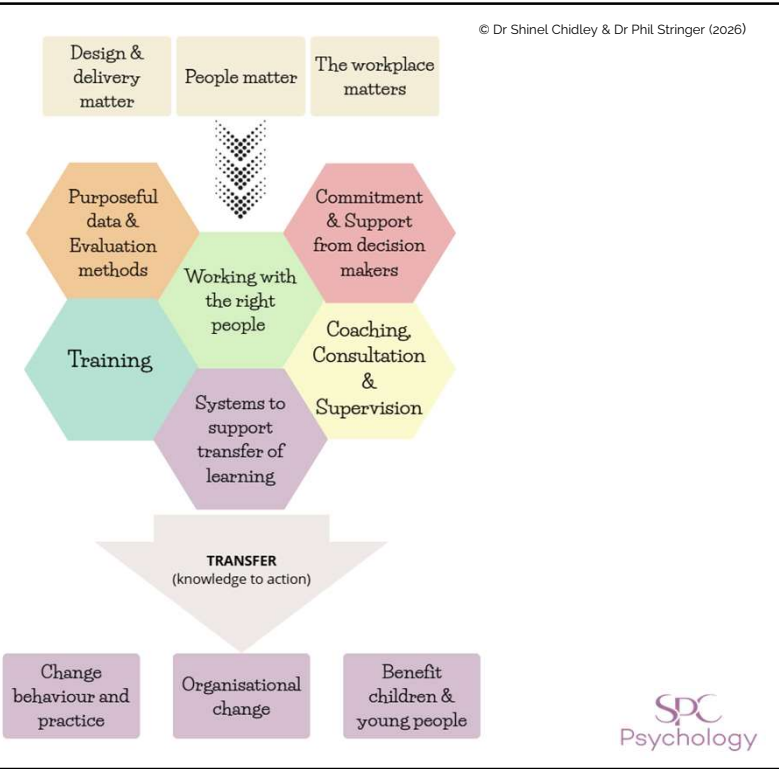
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# Core components to support implementation

Chidley & Stringer, 2026, informed by a range of sources, including Fixsen et al (2009) and Baldwin and Ford (1988).

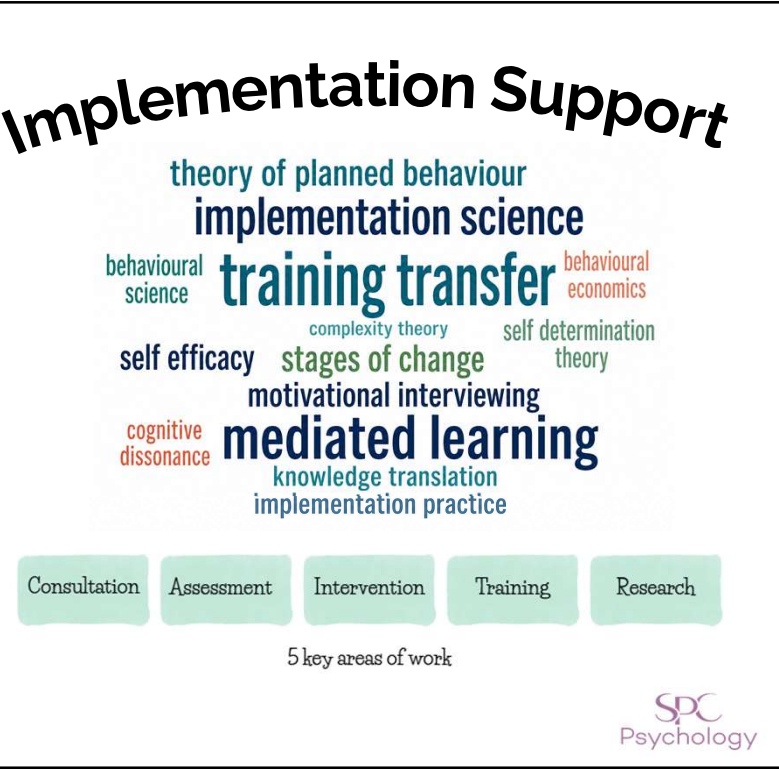
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# The role of the EP in providing implementation support

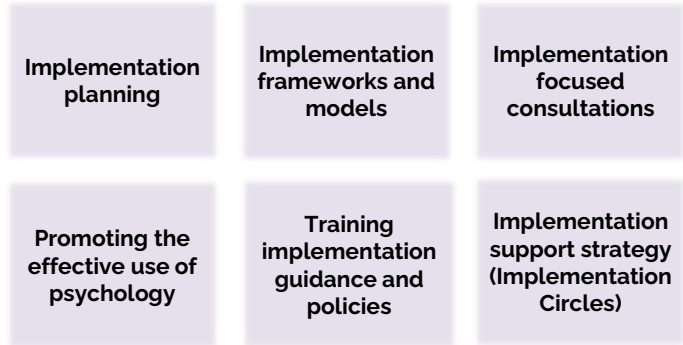
It's more than implementation science...

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# The role of the EP in providing implementation support

Six approaches in which we can work...



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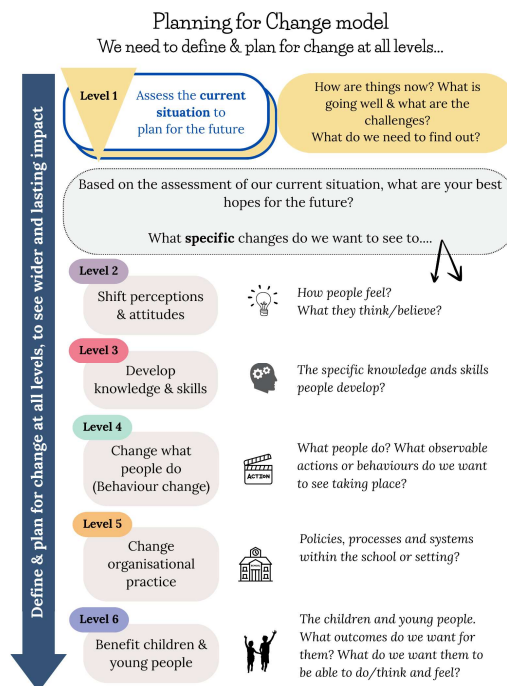
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# Planning for Change (Chidley & Stringer, 2026)

Informed by Barr et al's (2000) categories of education outcomes

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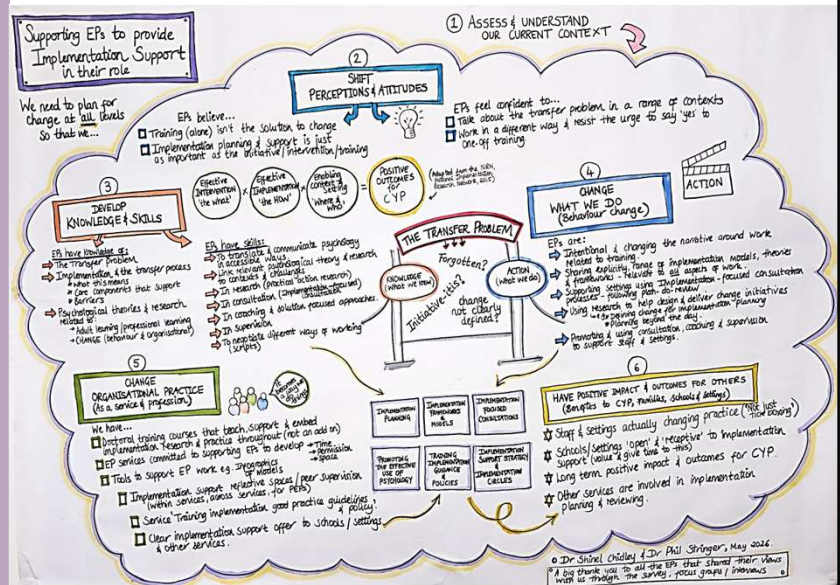
Informed by Barr et al's (2000) categories of education outcomes  
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# EPs best hopes & wishes for the future

Questions from our survey:

- How else would you like to be supported to develop your practice in this area?
- What are your best hopes/wishes for promoting implementation in practice?



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# What next?

Three things to hold on to and think about...

## The transfer problem

Talk about it, share it, plan for it and don't replicate it.

## Plan for change

Define the change and plan for the 'how' (implementation) first, not on the 'what' (intervention). Make an implementation plan and review it.

## We offer so much more than training

Applying consultation, coaching and supervision as core components and ways of providing implementation support through:

- Implementation focused consultations
- Implementation circles

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## References

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