



# **Beyond Evidence-based Practice: Wisdom-based Action as a Process of Facilitating IDEA Outcomes for Students and Quality of Life Outcomes for Families**

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# IDEA and Outcomes

- Equality of opportunity
- Full participation
- Independent living
- Economic self-sufficiency





## Group Action Planning: Independent Living







## Current Outcomes – Low Incidence

- About 25% working – less than full-time, low wage, limited benefits
- 20%-40% of students have the goal of obtaining sheltered workshop employment





# Family Quality of Life Outcomes

- Parenting
- Family interaction
- Emotional well-being
- Physical/material well-being
- Disability-related support





# Evolution of Concepts

- Scientifically-based research
- Evidence-based medicine
- Evidence-based practice
- Wisdom-based action





# Scientifically-Based Research

- “Research that applies rigorous, systematic, and objective procedures to obtain relevant knowledge [NCLB, Title I, Sec. 1208(6)]





# Evidence-Based Medicine

- “Evidence-based medicine is the integration of best research evidence with clinical expertise and patient values” (Sackett, Strauss, Richardson, Rosenberg, & Haynes, 2000, p. 1)





# Evidence-Based Education

- “The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction.”
- Defines professional wisdom as “the judgment that individuals acquire through experience.”

(Whitehurst, 2002)





# Evidence-Based Practice

- “A decision-making process that integrates the best available research evidence with family and professional wisdom and values” (Buysse & Wesley, 2006; Snyder, 2006; Winton, 2006)





# Wisdom Theory and Research

- Wisdom is a process of balanced decision-making as contrasted to specific content.
- Wisdom is strongly informed by tacit knowledge (experience-based knowledge).
- Wise people move beyond knowing to acting.

Sternberg (2003, 2007)

Baltes & Standing (2003)





- Knowledge chains are characterized as moving through the “states” of data, information, knowledge, and wisdom
- People are much more likely to access and use knowledge if they have a trusted ally to guide them (knowledge brokers)





# Wisdom-Based Action

- **Wisdom-based action involves:**
  - ✓ Engage with trusted allies over time
  - ✓ Be attuned to vision, values, previous experience, and contextual factors (individual, family, service system, community)
  - ✓ Engage with **best available research**, most relevant experience, and most current policy
  - ✓ Match knowledge to be consistent with values, vision, previous experience, and context
  - ✓ Make a wise decision – balanced and informed
  - ✓ Act on the decision staying connected to trusted allies





# Wisdom-Based Action Process

- Engage with trusted allies
  - ✓ Veteran families
  - ✓ Professionals
  - ✓ “Door-openers” to community settings
  - ✓ Friends
  - ✓ Virtual sources





# Wisdom-Based Action Process

- **Be attuned to vision and values**
  - ✓ “Begin with the end in mind”
  - ✓ Prepare educators, families, and students with disabilities to create adult visions around IDEA’s four outcomes.





# Wisdom-Based Action Process

- Be attuned to context
  - ✓ Individual factors
  - ✓ Family factors
  - ✓ Local service system factors
  - ✓ Overall community factors





# Wisdom-Based Action Process

- Engage with knowledge
  - ✓ Research
  - ✓ Experience-based knowledge
  - ✓ Policy





- Think of a complex decision you have needed to make in your family related to the provision of services and supports
- Which types of knowledge did you use?  
Where did you access it?





# Multiple Criteria for Truth

- **Researcher:** “The research says...”
- **Parent team member:** “Well, the research says that, but it’s also true.”





# Wisdom-Based Action Process

- Match knowledge to be consistent with
  - ✓Values
  - ✓Vision
  - ✓Context (individual factors, family factors, local service system factors, overall community factors)





# Wisdom-Based Action Process

- **Make balanced and informed decisions in creating action plan**
  - ✓ Judge which knowledge to use in light of values, vision, and context
  - ✓ Identify whose interests should be considered in making a decision
  - ✓ Weigh long-term and short-term considerations
  - ✓ Consider what resources will be needed for you to take action





# Wisdom-Based Action Process

- **Take action and stay connected to trusted allies**
  - ✓ Learn from successes and setbacks
  - ✓ Solve unanticipated problems
  - ✓ Be open to others' advice
  - ✓ Confront next challenge





# Knowledge Translation

- “A dynamic and iterative process that includes the synthesis, dissemination, exchange, and ethically-sound application of **knowledge...**” (Graham, Tetroe, & The KT Theories Research Group, 2007, p. 936)





# Knowledge Under-Load







“All across America, there are thousands of families who never get information, training, or support in making research-based best practices work in their lives. These families are referred to as the ‘traditionally underserved.’ These are our families. Many do not realize the potential that research holds for improving their lives. Other do understand but they are also aware of the huge disconnect between science and solutions for them. We will never accept that the promise of research was intended only for an elite few.” Ursula and DJ Markey, Co-Directors, Pyramid Parent Training













# Knowledge Over-Load

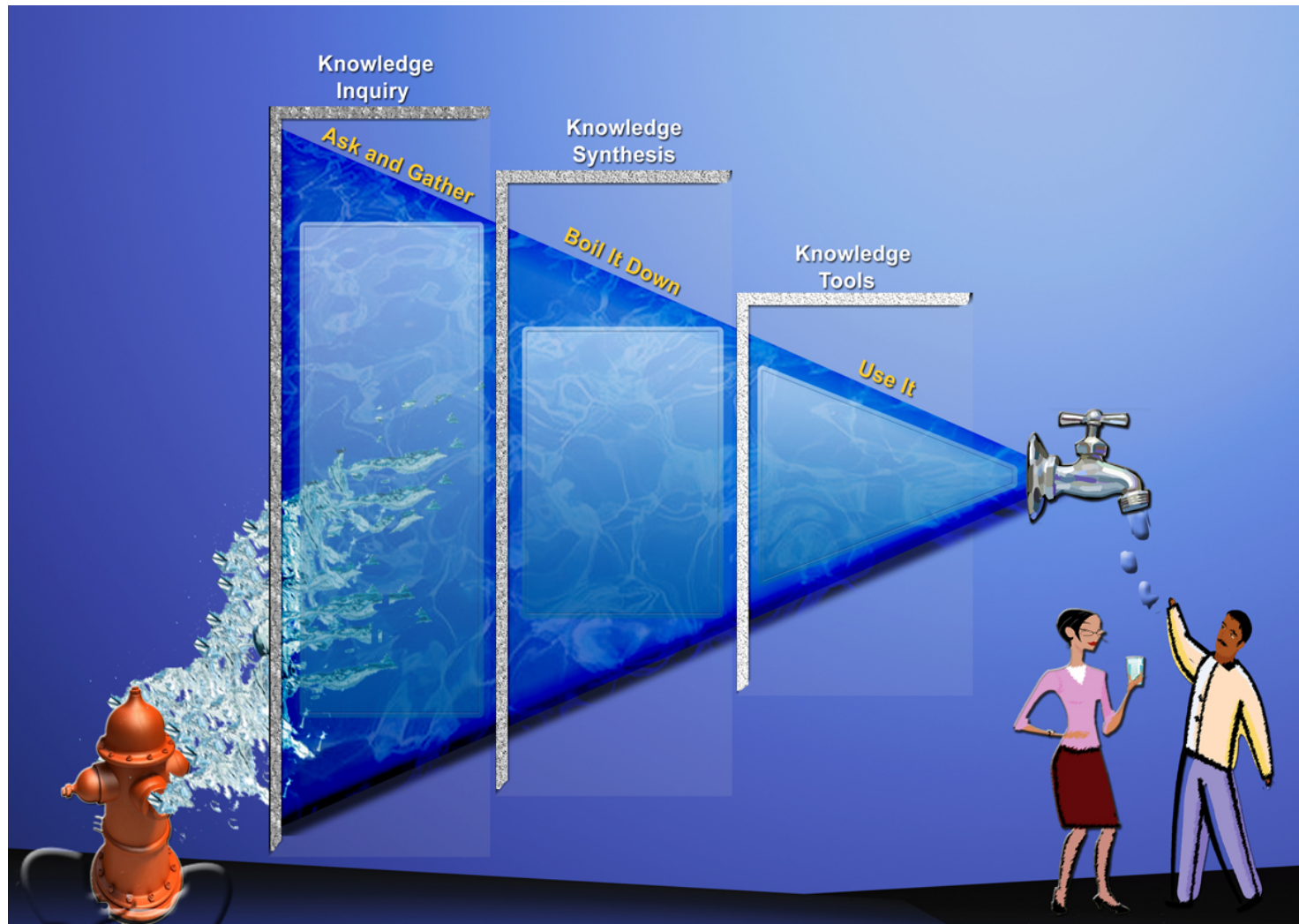
- 141,000,000 hits for family support
- 26,900,000 hits for family support in special education
- 6,020,000 hits for family partnerships in special education





“Getting the information one needs is like trying to get a sip of water from a fire hydrant.”







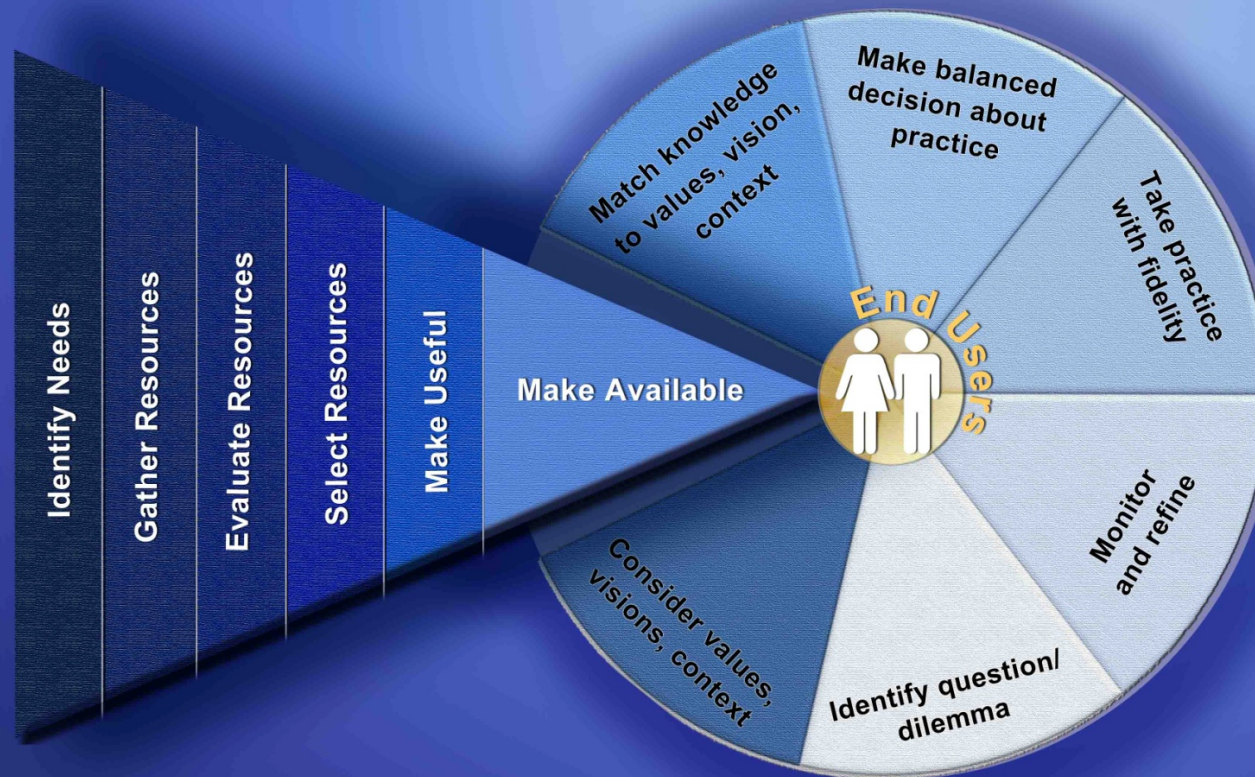


# Knowledge-to-Action Conceptual Framework

- Knowledge translation models
- Knowledge-to-Action process framework  
(Graham et al., 2006; Graham & Tetroe, 2007)
- Two major tenets
  - ✓ Funnel knowledge
  - ✓ Provide guidance for action



# Knowledge-to-Action Framework



Adapted from: Graham, I.D., Logan, J., Harrison, M.B., Straus, S.E., Tetroe, J., Casell, W., & Robinson, N. (2006). Lost in knowledge translation: Time for a map? *The Journal of Continuing Education in the Health Professions*, 26(1), 13-24.









# Knowledge-to-Action Guides

- “Just in time”
- “Top tier” resources
- Interactive
- Multimedia
- Succinct
- Action steps
- Diverse values and languages
- Leveraging investments





# Knowledge Guide: Planning for Transition

- “My daughter is turning 3. What steps do I need to take to learn my rights and make the best decisions in her transition planning meeting?”

[Website](#)





# Knowledge Guide: IEP Meeting Preparation (Korean-American Focus)

- “My family immigrated to America last year looking for a better educational environment for my child with a disability. I got notified about my son’s IEP meeting. As an immigrant parent, however, I have little information about an IEP meeting. What do I need to know about IEP meetings and how can I advocate for my son’s needs in the U.S.?”

Website





# CONNECT Learning Cycle

**Step 1  
Dilemma**

**Step 2  
Question**

**Step 3  
Evidence**

**Step 4  
Decision**

**Step 5  
Evaluation**

**5 Step Learning Cycle - Process for Making  
Evidence-Based Practice Decisions**





# Facilitating Wisdom-Based Action through Online Modules

- Build on model of [www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)
- Focus on early intervention, ages birth to 3 – professionals and families





**Are we doing out best?**





“You have no conception of what your best effort is, so you must continually strive to do better today than you were able to do yesterday. If you will make a concerted effort every day, your best effort will grow in ever-increasing circles.”











