



31 Segovia, San Clemente, CA 92672
(949) 369-3867 • TECemail@aol.com

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**Interpretation of Innovation Adoption
by CBAM (Concerns Based Adoption Model)**

**Carla Lane, Ed.D.
Executive Director
The Education Coalition**

The Concerns Based Adoption Model - Levels of Use

There are seven Levels of Use identified in the Concerns Based Adoption Model (CBAM), and staff who are adopting an innovation will move up these levels in seven different areas. CBAM is used to determine at which level of use teachers and staff are working. By determining their level of use and the time each takes to move through the levels, it may be possible to plan an implementation strategy that will reduce the time to adopt the innovation of distance learning, and specifically project programming. The levels and areas are as follows.

Levels of Use	Description
0: Non-use	State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.
I: Orientation	State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demand upon user and user system.
II: Preparation	State in which the user is preparing for first use of the innovation.
III: Mechanical Use	State in which the user focuses most effort on the short term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs.
IV A: Routine	Use of the innovations stabilized. Few, if any, changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.
IV B: Refinement	State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short and long term consequences for clients.
V: Integration	State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.
VI: Renewal	State in which the user re-evaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

Areas of Concern to Address for Instructors

- Instructor preparation time for telecasts and pre/post activities
- Conflicts in scheduling the program (time zone and organization activities)
- Knowing if the distance learning program is having a positive impact on students
- Conflicts between using the distance learning program and other instructional programs
- Coordination of use of the distance learning program with other staff members
- Understanding the instructor’s role in using the distance learning program
- Sharing equipment and sharing other limited instructional materials for the distance learning program
- Use problem solving techniques to adjust the distance learning program use to best meet student needs and use available resources

How Concerns May be Expressed at Each Level of CBAM

Type of Concern	Stages of Concern	Expression of Concern
Self	0: Non-use	<i>Awareness:</i> I am not concerned about it (the innovation).
	I: Orientation	<i>Informational:</i> I would like to know more about it.
	II: Preparation	<i>Personal:</i> How will using it affect me, students, the department, and my organization?
Task	III: Mechanical Use	<i>Management:</i> I seem to be spending all my time getting materials ready.
Impact	IVB: Routine IVB: Refinement	<i>Consequences:</i> How is (my) use affecting students?
	V: Integration	<i>Collaboration:</i> I am concerned about relating what I am doing with what other instructors are doing.
	VI: Renewal	<i>Refocusing:</i> I have some ideas about something that would work even better.

Reference:

The Concerns Based Adoption Model (CBAM) was developed by Gene Hall and Susan Loucks.

August, 2000