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Michigan's Integrated Behavior and Learning Support Initiative

3A: District-Level Planning for Multi-Tiered Systems of Support

10:30am – 11:45am

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Steve Goodman
sgoodman@miblsimtss.org

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Session Outcomes

- Understand critical personnel functions of district supports for MTSS

- Learn about the critical feature of effective district organizational structures to support MTSS

- Learn about common pitfalls to district implementation of MTSS and how to address these pitfalls

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What is **it** that the district is adopting?

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Core Features of MTSS

1. Interventions that are supported by scientifically based research.

2. Interventions that are organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, specialized supports, etc.)

3. Standardized problem-solving protocol for assessment and instructional decision making.

4. Explicit data-based decision rules for assessing student progress and making instructional and intervention adjustments.

5. Emphasis on assessing and ensuring implementation integrity.

6. Regular and systemic screening for early identification of students whose performance is not responsive to instruction.

Why combine behavior support and academic support into a MTSS model?

- Combined systems are more effective (Stewart, Benner, Martella, & Marchand-Martella, 2007)

- Strong relationship between academic and behavior skills

  - Quality instruction can reduce student engagement in problem behaviors (Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)

  - Implementation of schoolwide positive behavior support leads to increased academic time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)

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Why **district level** adoption of MTSS?

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Goal is to establish host environments that support adoption, sustained use, & expansion of evidence-based practices

(Zins & Ponti, 1990)

Alignment of Effort

|	
Student	Level of Analysis
School	Level of Intervention
Local Educational Agency	Level of Implementation (providing Management and Resources
Intermediate School District	Level of Support (providing technical assistance)
State	Level of Coordination

District-wide Approach

- Efficiently organize/distribute resources, technical assistance, & professional development opportunities

- Establish district-wide policy to guide efforts & increase accountability

- Centralize & streamline action planning and decision making

- Allow district administrators to promote visibility

- Give priority to identification, adoption, and sustained use of evidenced-based practices

- Provide opportunities for school to learn from and support each other's successes and challenges

PBIS Positive Behavioral Interventions & Supports
OSEP TECHNICAL ASSISTANCE CENTER

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Fidelity of Positive Behavioral Interventions & Supports
(Team Implementation Checklist) and Major Discipline Referrals
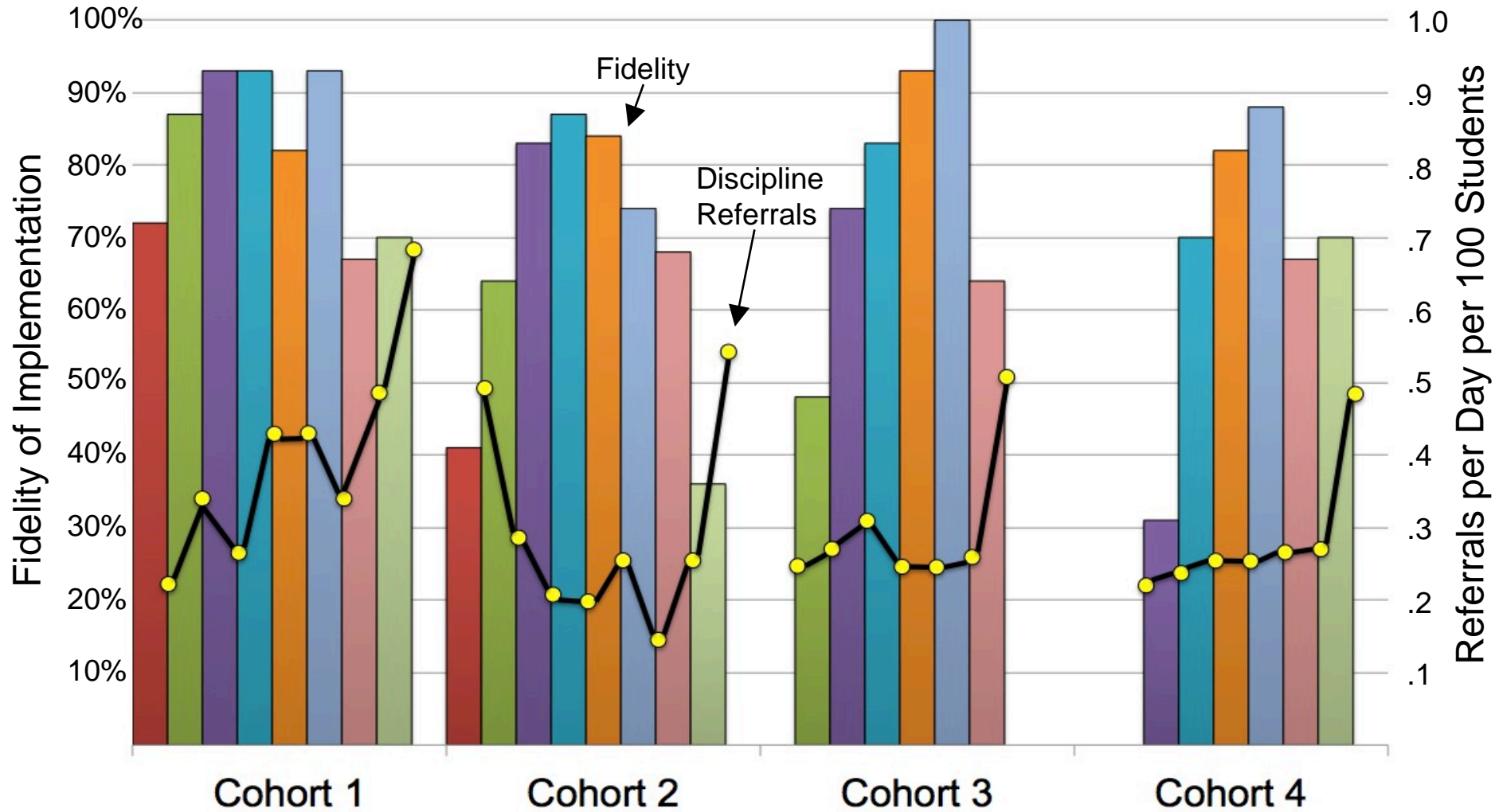
Why do something different?

- Schools do not always get to criteria for fidelity of implementation

- Schools do not always maintain implementation efforts

- Supporting a school based participation model cannot be scaled

We needed to build local implementation capacity at District level for sustainability

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Consider Fidelity of Implementation

- Are we implementing the practices correctly and consistently over time?

- Students cannot benefit from interventions they do not experience!

from Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

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Educator Competency Development

Socially Significant Outcomes

Effective Interventions

Enabling Contexts

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District Implementation Process

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Beginning to Integrate PBIS and Academic support at the district level…

Two approaches

- Simultaneous Adoption

    - When schools have neither PBIS or RTI strongly in place

- Staggered Approach

    - Behavior First

    - Academics first

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Stages of Implementation

Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
	Initial Implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

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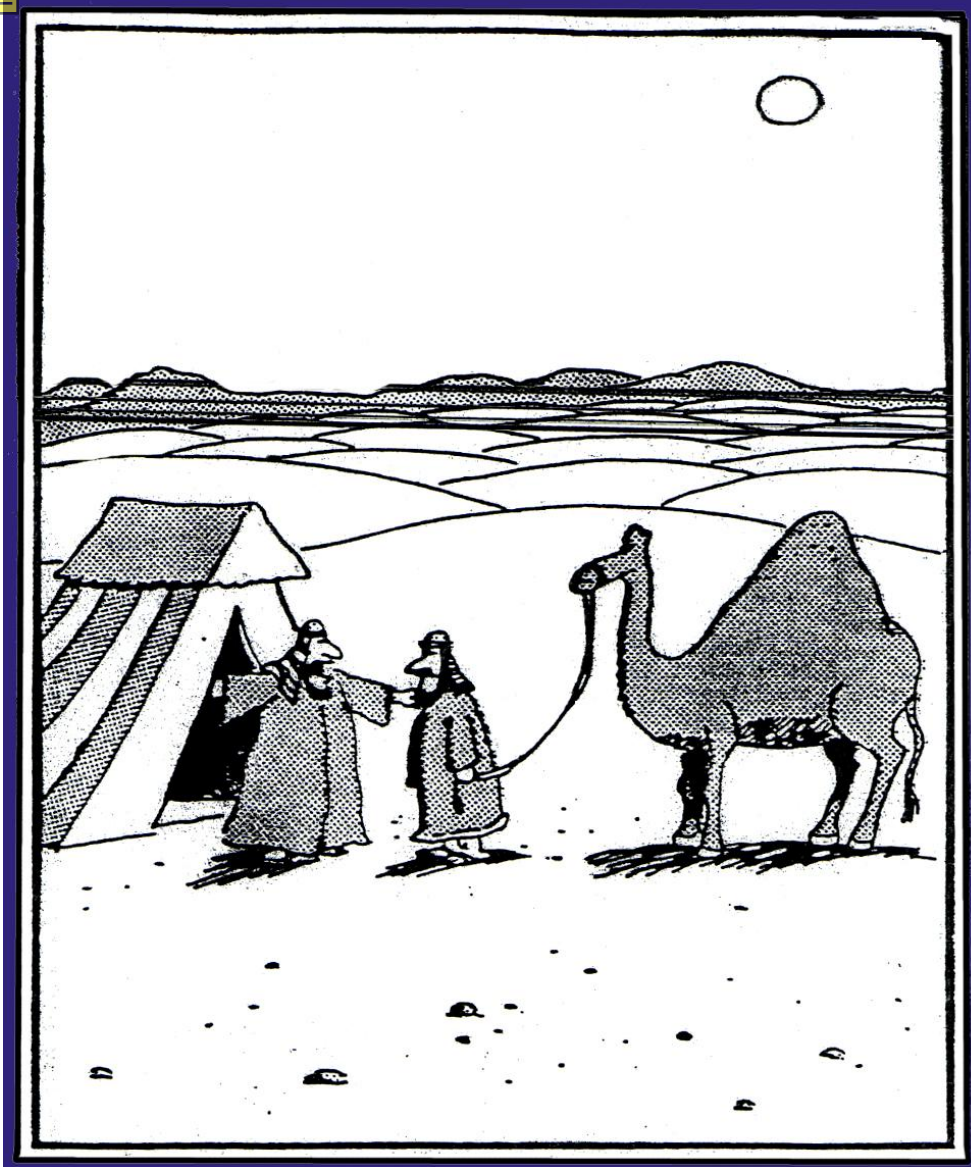
Stop asking me if we're almost there; we're Nomads, for crying out loud.

We are never really done at getting better!

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Teams Leading the Work

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School District

Structure

Vision
Facilitative Administration
Selection

Cabinet Team

Management and Coordination
Information
Performance Feedback

Cabinet Liaison

Implementation Planning Team

MTSS Coordinator

Feedback Loop

Training and Coaching Providers

Resources
Training
Coaching

Delivery

| Schools | Schools | Schools | Schools | Schools |

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Cabinet Team

Purpose: provide direction/vision for the practices and allocation of resources to enable the Capacity and Competency drivers to be in place. The term leadership refers to the function of leadership rather than an individual's position within the organization.

Membership: District Executive Leadership. Superintendent, Assistant Superintendents, Directors, (those responsible for programming at the building level)

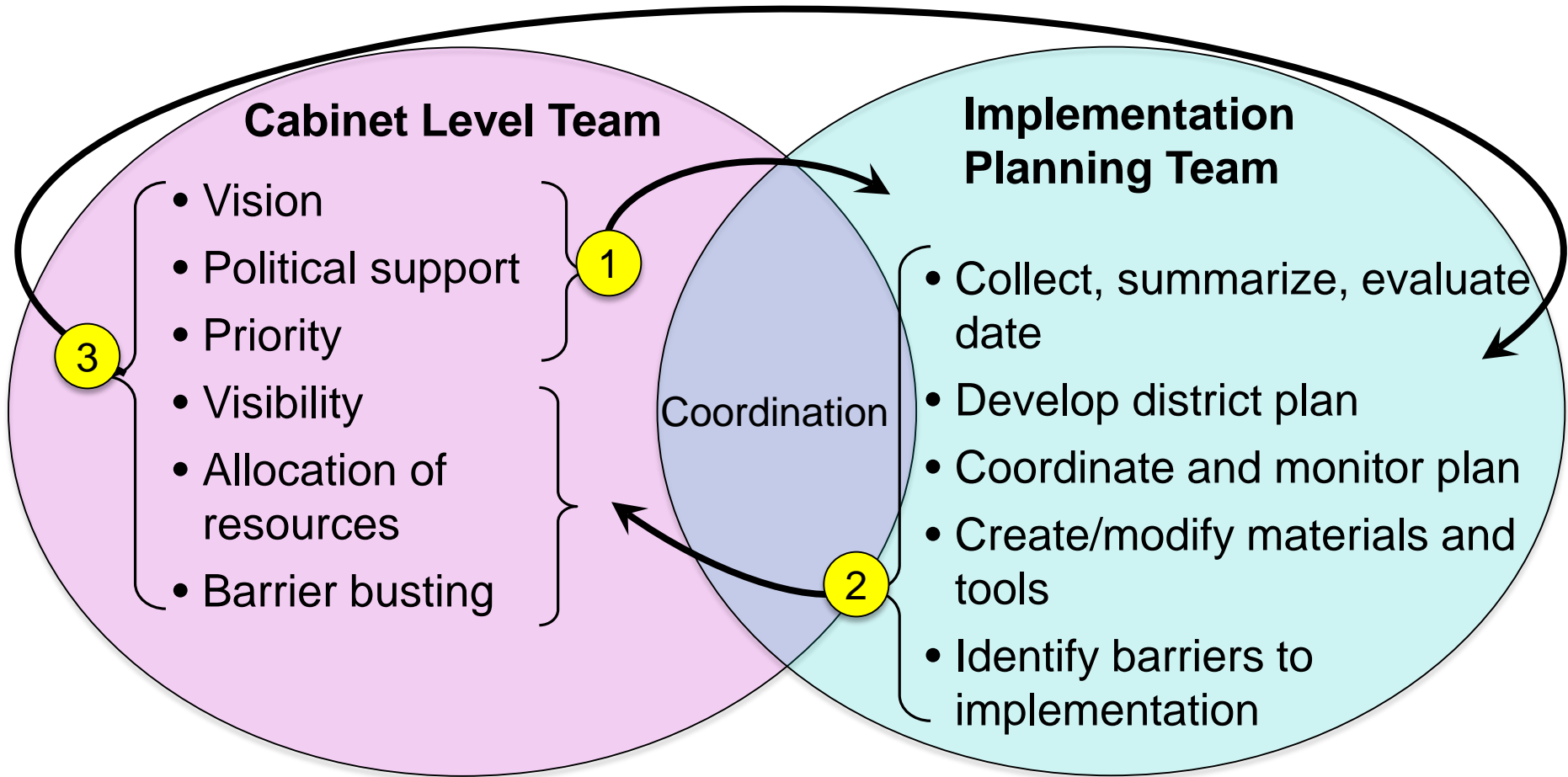MIBLSI

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Implementation Planning Team

Purpose: The purpose of the Implementation Support Team is to plan for conditions that make implementation of effective practices with fidelity both easy and durable.

Membership: Cabinet Liaison, MTSS coordinator, other members who have knowledge and skillsets in both the MTSS practices and implementation supports.

Leadership Function of District Teams

Cabinet Level Team

- Vision
- Political support
- Priority
- Visibility
- Allocation of resources
- Barrier busting

Coordination

Implementation Planning Team

- Collect, summarize, evaluate date
- Develop district plan
- Coordinate and monitor plan
- Create/modify materials and tools
- Identify barriers to implementation

1

2

3

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Local Implementation Support Capacity

Training

- Specific sessions with formal activities designed for skill development

Coaching

- Ensuring transfer from training to practice
- On-site skill development, enhancing the skills through prompting and reinforcement

Content Expertise

- An expert with specific technical/content knowledge provides information to address an identified need with customized solutions.

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• Questions?

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Variation in District Support Based on District Size

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Large Urban Districts

Strengths:

- More resources, more personnel with specialized roles, more internal capacity

Challenges:

- High rates of staff turnover, high rates of poverty, mobility of students, competing initiatives

Focus on firming implementation drivers and aligning initiatives cross often siloed departments

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Stand Alone Districts

Strengths:

- Moderate level of resources available for training, coaching and evaluation,
- Many have fewer political challenges and more stability that large urban districts

Challenges:

- Buy in for a multi-tiered approach

Focus on maintaining priority of MTSS implementation and using resources efficiently

Small School Districts

Strengths:

- Few personnel brings advantage of more direct communication and less siloed programs

Challenges:

- Less resources to support implementation efforts

Focus on leveraging support from region, state or other districts

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Differentiating Support for Schools within the District Based on Need

Schools and educators are at different levels of capacity for implementation of MTSS. Some have great challenges. Differentiation of support should be adjusted accordingly.

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Differentiated Training

- General case instruction
  - Provide multiple examples for range of implementers

- Differentiate during training event
  - Large group training
  - Breaks outs to address specific needs

- Differentiate training based on categories of…
  - Should we do this
  - Work to do it right
  - Work to do it better

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Differentiated Coaching

based on individual skill needs and contextualized to specific settings

Skills

		New	Established
Context	**New**	High Level Intensity	Mid-level Intensity
	Familiar	Mid-level Intensity	Low Level Intensity

from K. Blase, 2009

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Standard Support

- Standard support from the district is the basic support that is provided to all schools/personnel

- Intended to help most schools move forward successfully with MTSS implementation efforts

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Supplemental Support

- These supports help the implementation teams to "dig deeper" in developing further knowledge and skills in developing local capacity.

- It is more strategic focused than standard support (increased coaching around a specific core feature of MTSS implementation)

- This support is intended to get the teams back on track when situations have provided a brief slow-down or set back (e.g., change of team membership, team member on leave for illness).
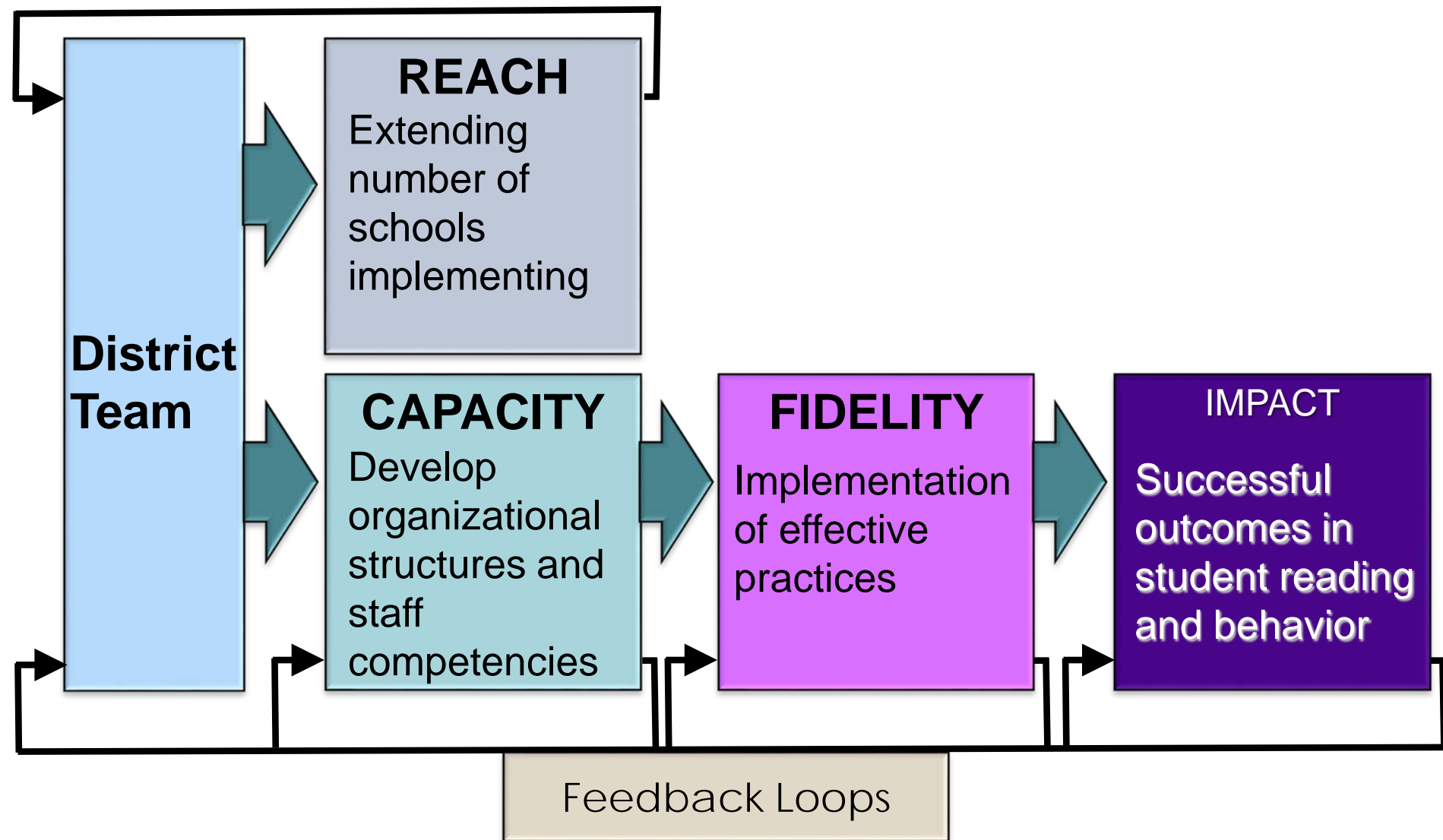
Focused Support

- Focused support involves specific problem solving around issues that need to be addressed to move forward in implementation efforts

- It is a more individualized focus for the school

- A plan is developed and implemented to address a specific problem of concern that interferes with the successful implementation of MTSS district-wide

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Invest in Data Decision Support Systems

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Various Components of Evaluation

District Team

REACH
Extending number of schools implementing

CAPACITY
Develop organizational structures and staff competencies

FIDELITY
Implementation of effective practices

IMPACT
Successful outcomes in student reading and behavior

Feedback Loops

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Northeast Community Schools Dashboard

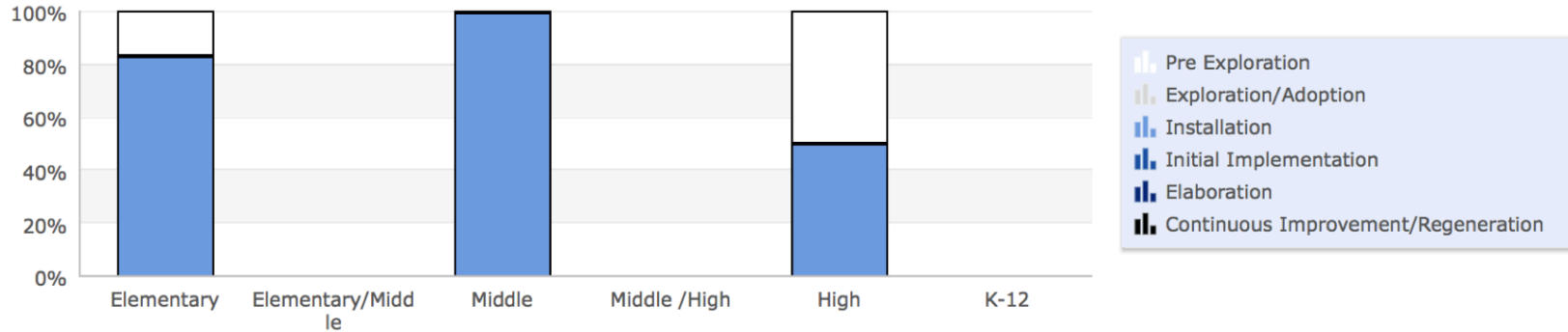| Reach | Reading/Engagement | Behavior Outcomes | Reading Fidelity | Behavior Fidelity | Capacity | Context |

| School Details |

View: ● Chart ○ Table   Method: ● MiBLSi ○ PPSC

Reach Across the District

Legend:
- Pre Exploration
- Exploration/Adoption
- Installation
- Initial Implementation
- Elaboration
- Continuous Improvement/Regeneration

Chart axis: 0%, 20%, 40%, 60%, 80%, 100%

Categories: Elementary, Elementary/Middle, Middle, Middle/High, High, K-12

Focus Area by School

School at Installation or Beyond	Behavior Tiers			Reading Tiers		
	1	2	3	1	2	3
Maple Elementary School						
Maple High School						
Reed Lake Early Childhood Center						
Reed Lake Middle School						
Oaks Elementary School						
Red Pines Elementary School						
Blue Heron Elementary School						
Green River Middle School						
Willow Run Elementary						
	Attended or Completed Training					
	Focus for this School Year					

Example Data Dashboard

Northeast Community Schools Dashboard

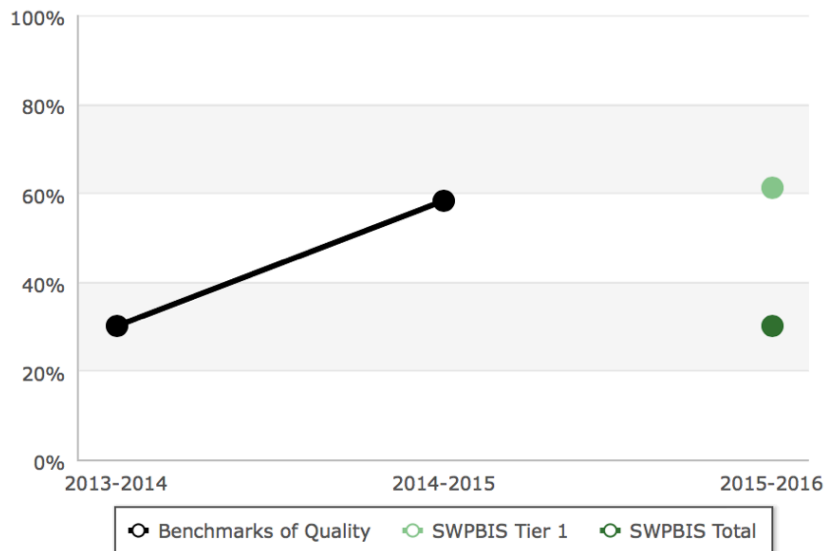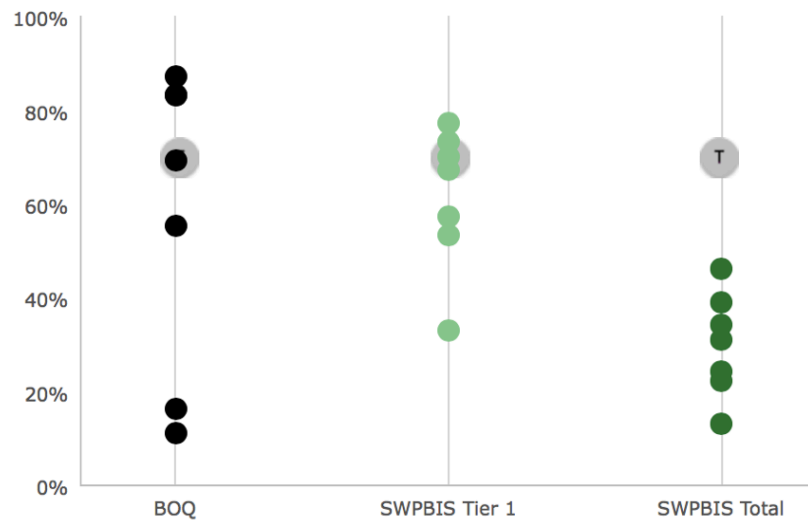| Reach | Reading/Engagement | Behavior Outcomes | Reading Fidelity | Behavior Fidelity | Capacity | Context |

| School Details |

View: ●Tier 1 ○Tier 2/3

Tier 1 Behavior Fidelity Over Time: District Average

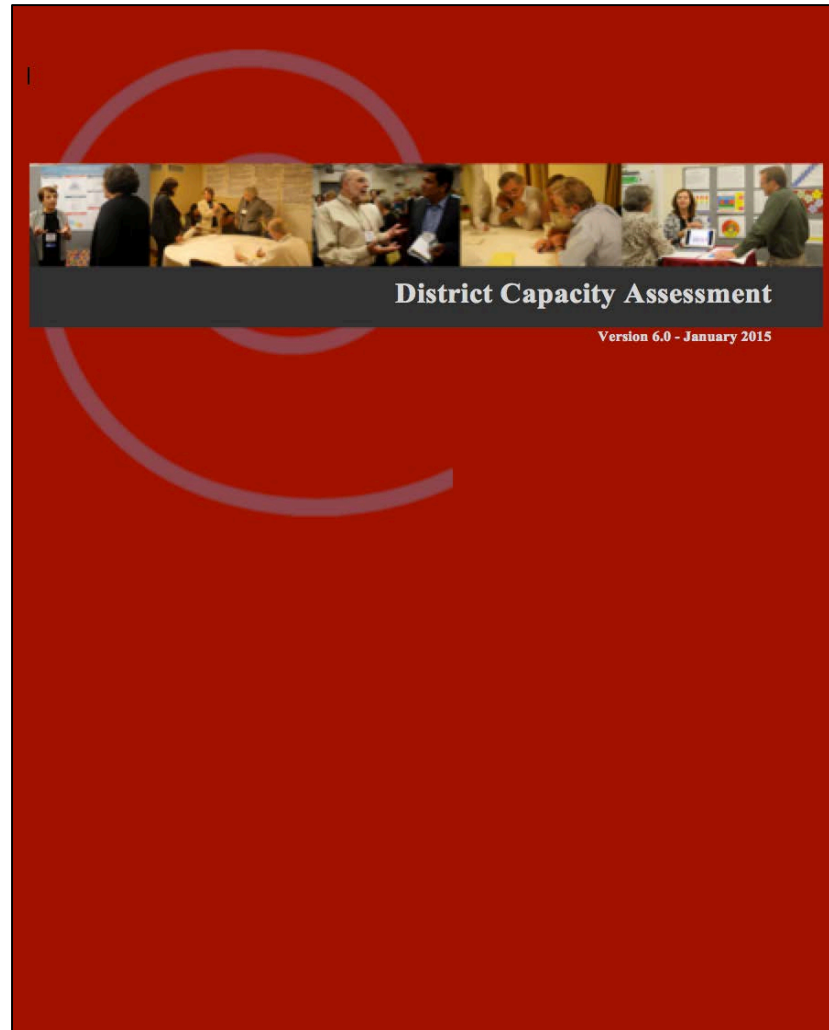View: ●Chart ○Table

Current Tier 1 Behavior Fidelity: Schools Compared to Target and Each Other

Legend: ○ Benchmarks of Quality ○ SWPBIS Tier 1 ○ SWPBIS Total

SWPBIS Tiered Fidelity Inventory	Total	Tier 1	Tier 1: Teams	Tier 1: Implementation	Tier 1: Evaluation	Tier 2	Tier 3
District Average	30%	61%	39%	65%	64%	31%	2%
Maple Elementary School	22%	67%	50%	67%	75%	0%	0%
Reed Lake Middle School	13%	33%	25%	39%	25%	8%	0%
Oaks Elementary School	39%	73%	25%	83%	75%	50%	0%
Red Pines Elementary School	34%	70%	50%	78%	62%	38%	0%
Blue Heron Elementary School	24%	57%	25%	56%	75%	19%	0%
Green River Middle School	31%	53%	50%	50%	62%	31%	12%
Willow Run Elementary	46%	77%	50%	83%	75%	69%	0%

Example Data Dashboard

District Capacity Assessment (DCA)

District Capacity Assessment

Version 6.0 - January 2015
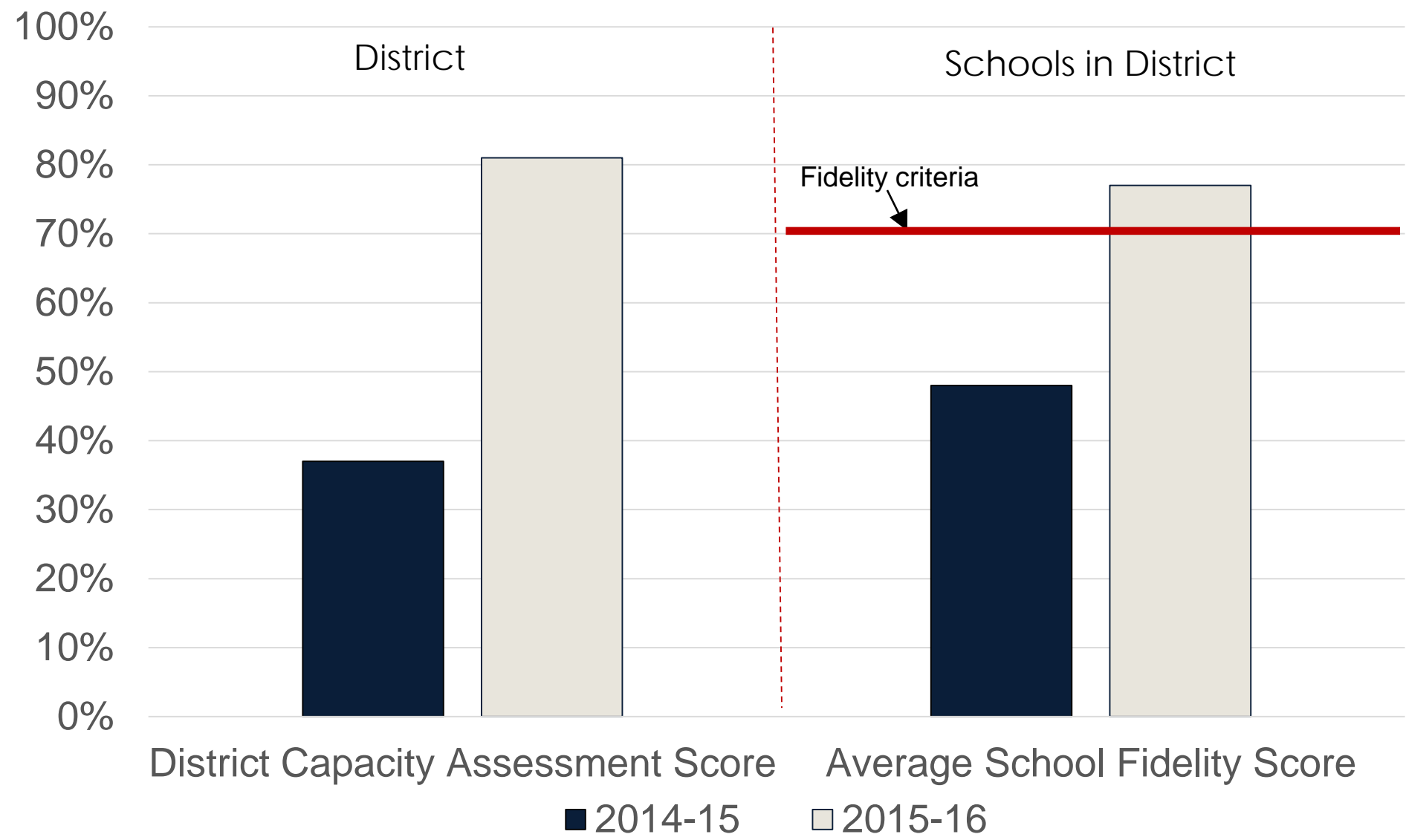
Scalingup.org

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Defining the District Capacity Assessment (DCA)

- Bi-annual self-assessment: typically assessed in August/September and February

- Items align with the five implementation foundations:

  - Usable innovations

  - Stages of implementation

  - Implementation teams

  - Generic implementation infrastructure

  - Data analysis and problem solving

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Port Huron Area School District:
District Capacity and PBIS School Tier 1 Fidelity

District

Schools in District

Fidelity criteria

District Capacity Assessment Score

Average School Fidelity Score

■ 2014-15   ☐ 2015-16

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Problem Solving Scenarios

It is best to be proactive by implementing the strategies discussed earlier. However, there are situations that tend to demand additional problem solving considerations.

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Turbulence is not necessarily
a bad thing

1. Principals or teachers are not committed to the work

- Increase visibility and priority/policy from top level (executive administration, school board)
- Connect to "need" at school
- Gather student/family voice for support

Top down

District

Bottom up

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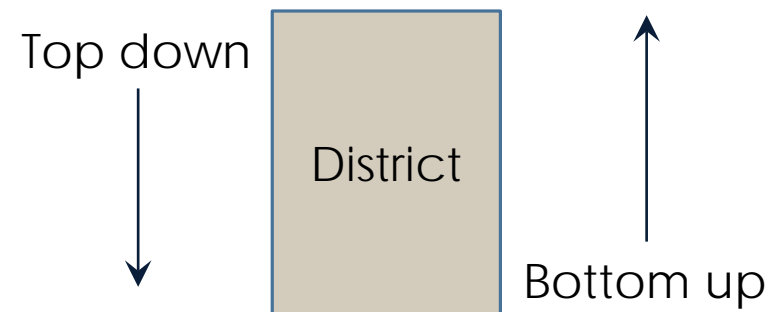
2. Lost momentum/focus

- Revisit the "why" for implementing MTSS

- Have district administration provide increased visibility for the priorities of MTSS implementation

- Reduce, combine or eliminate initiatives that are not effective, efficient or aligned with district goals

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3. Working at this awhile and not really seeing student gains

- Focus on fidelity of implementation

- Supporting educators to do it right

  - Right practices, done correctly with the right students

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4. This is really hard

- Leverage state and regional supports

- Don't do everything

- Don't do it all at once

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HOARDING: BURIED ALIVE
TLC
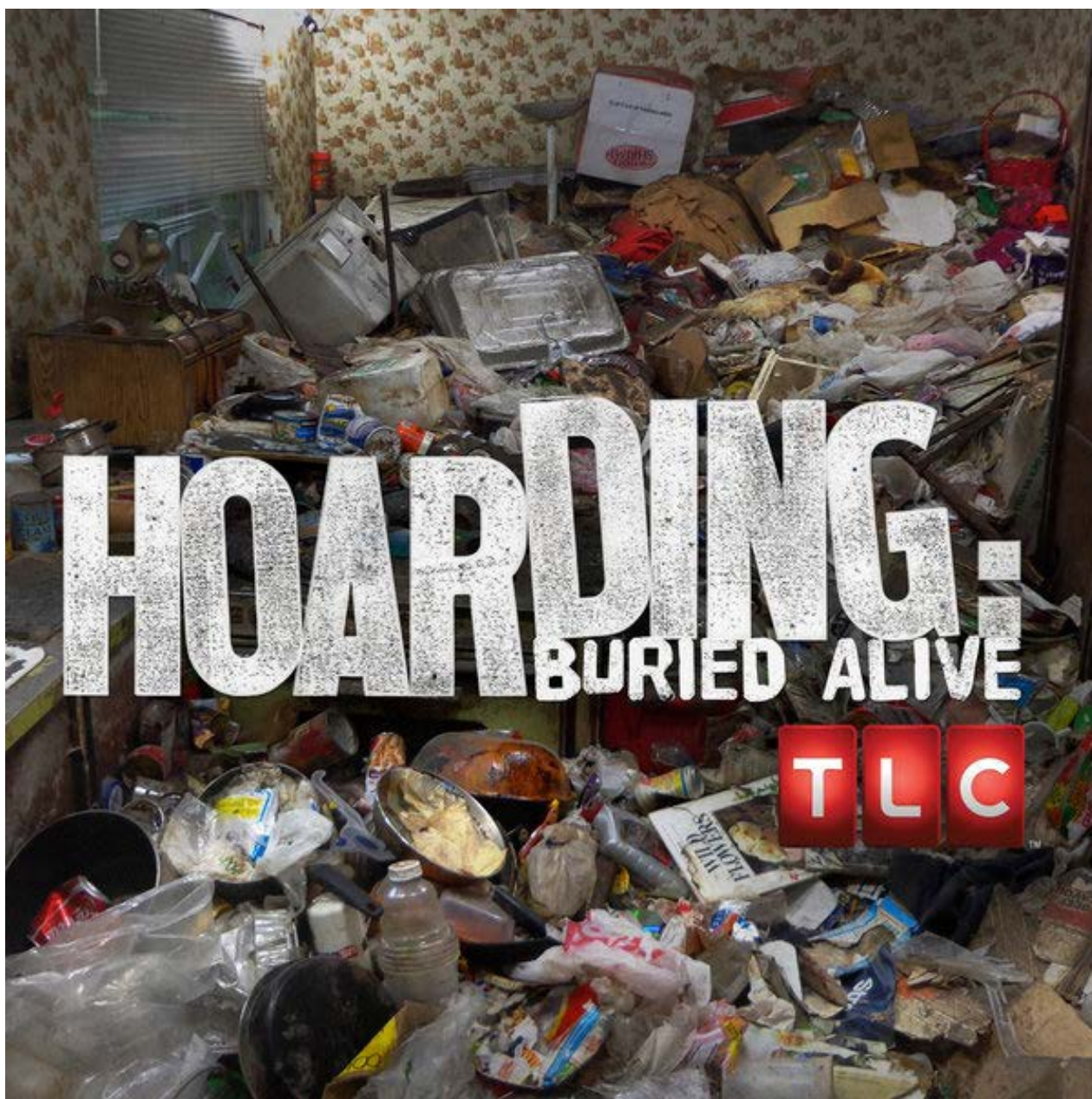
For each initiative added- take two others away

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5.   Political dissention and turf battles

- Focus on core values/outcomes for district

- Connect the framework to common goals and a means for us all to achieve these

- Align initiatives

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6. There is a new district leader who want to move in a different direction

- Emphasize success and accomplishments association with MTSS implementation

- Communicate previous investment

- Link MTSS work to district need

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7. The District is in Crisis Mode!!!

Priority I: Addressing students with significant behavior problems

Phase I: Safety and Stabilization
March 28 – June 10

Phase II: Preparing to Start the School Year Right
June 13 – September 30

Phase III: Develop Intensive Support Systems, Progress
monitoring and program adjustments
October 3 – June 9

Priority II: Developing capacity for sustainable PBIS implementation

Parallel Work: District implementation of PBIS, Increasing local
implementation support capacity

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Final Thoughts

- District approach has advantages over school based approach

- Consider stages of Implementation to move forward though process

- Consider implementation drivers to better support sustainable & scalable implementation with fidelity

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• **Questions?**

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