



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

8A: Administrative Leadership for Multi-Tiered Systems of Support (MTSS)

10:00AM - 11:15 AM

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miblsi.org



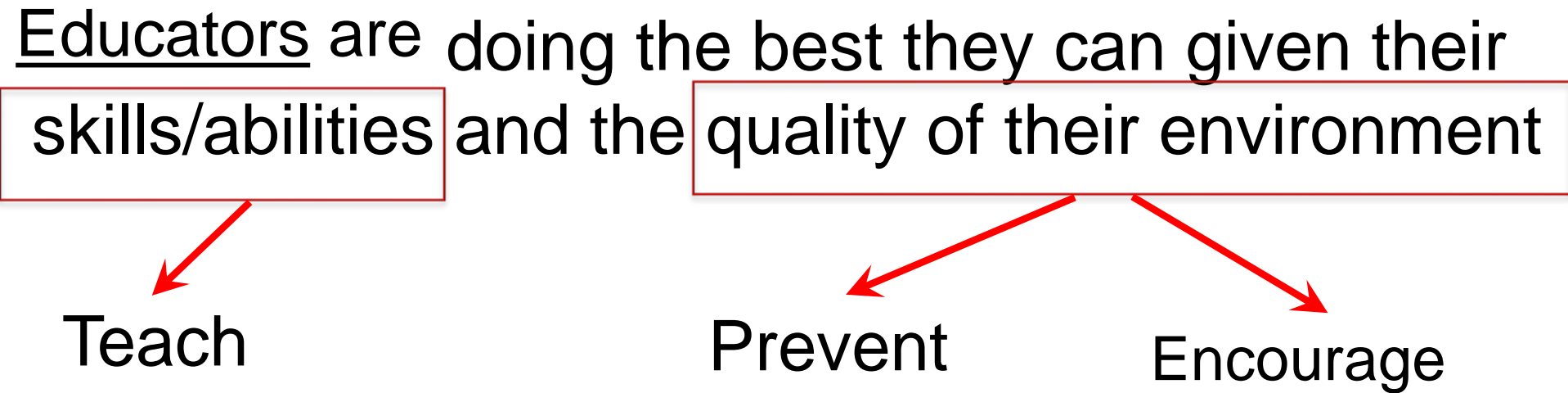
Session Outcomes

- Understand critical features of administrators to support the implementation of MTSS
- Learn how these features differ based on stage of implementation
- Learn how critical features are used to address common challenges to implementation

Your Turn

What would identify as the most important things a principal can do to move MTSS implementation forward?

Prevention and Intervention



Critical Functions of Leadership in MTSS




- Establishes and promotes vision for implementation of MTSS
- Build staff consensus
- Establish and support school leadership teams
- Set and maintain standards for implementation
- Guide decision making/problem solving process
- Develop local competency/capacity in MTSS
- Reinforce MTSS implementation efforts

The Implementation Process

An analogy of implementation stages



Stages of Implementation

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

Your Turn

Can you give an example of taking an initiative through several of the “Stages of Implementation”

Exploration/Adoption

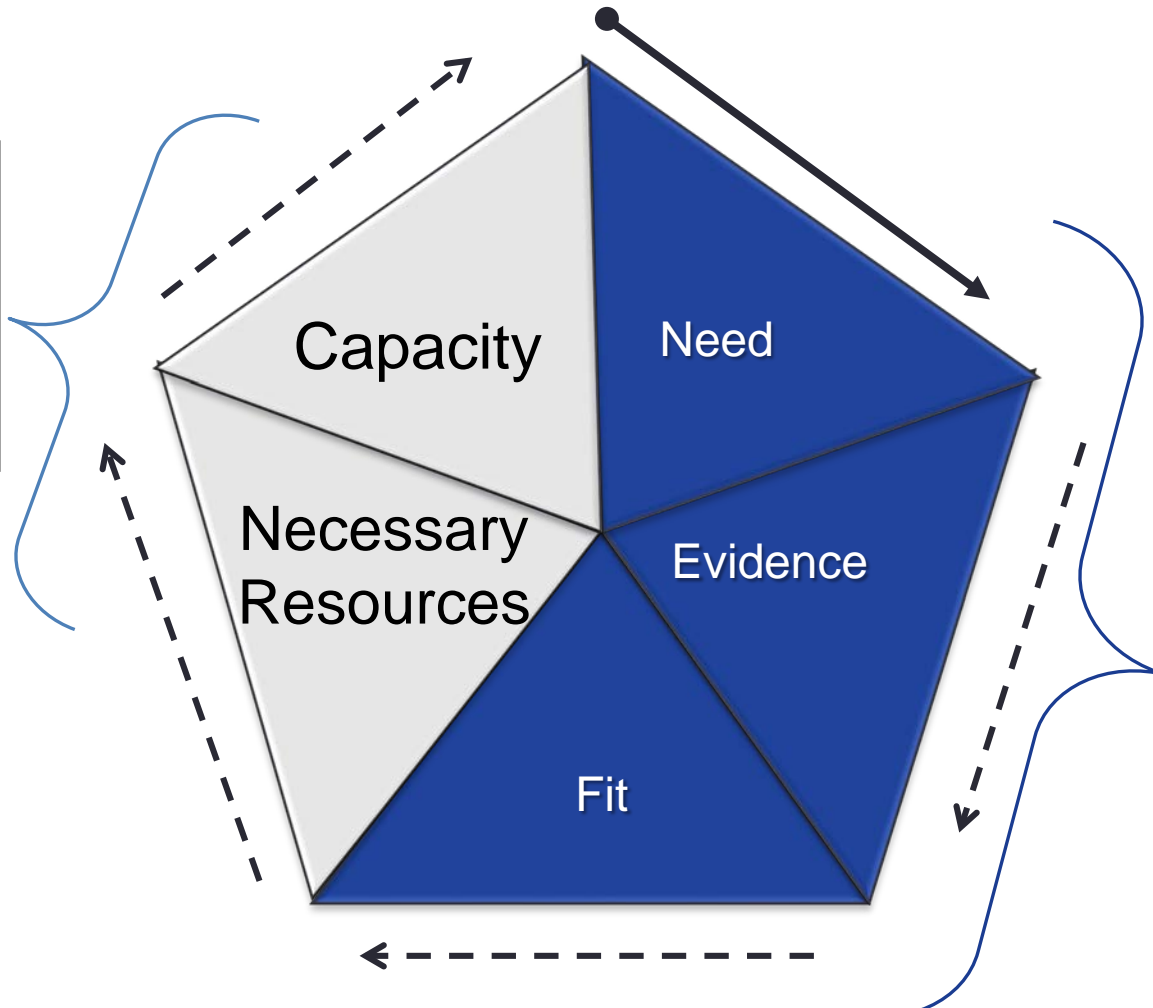
Leadership decisions regarding commitment to adopting and supporting successful implementation of MTSS

Questions to consider:

- What is it?
- How will it impact us?
- Do we agree with the philosophy?
- Should we do it?

Practice Selection

Can we do it in the right way?



Is it the right thing to do?

Based on the Hexagon Tool (State Implementation and Scaling-up of Evidence-based Practices, 2013)
<http://implementation.fpg.unc.edu/resources/hexagon-tool-exploring-context?o=sisep>

Exploration/Adoption

Sometimes adoption of MTSS is decided for you.

It is important to address how the MTSS is a match the school efforts to improve student outcomes

- Why is this good for kids?
- How does it improve what we do?
- What results should we see?

Establishes and promotes vision for implementation of MTSS

Visible support by the administration signals priority and helps to mobilize staff support.

Build staff commitment

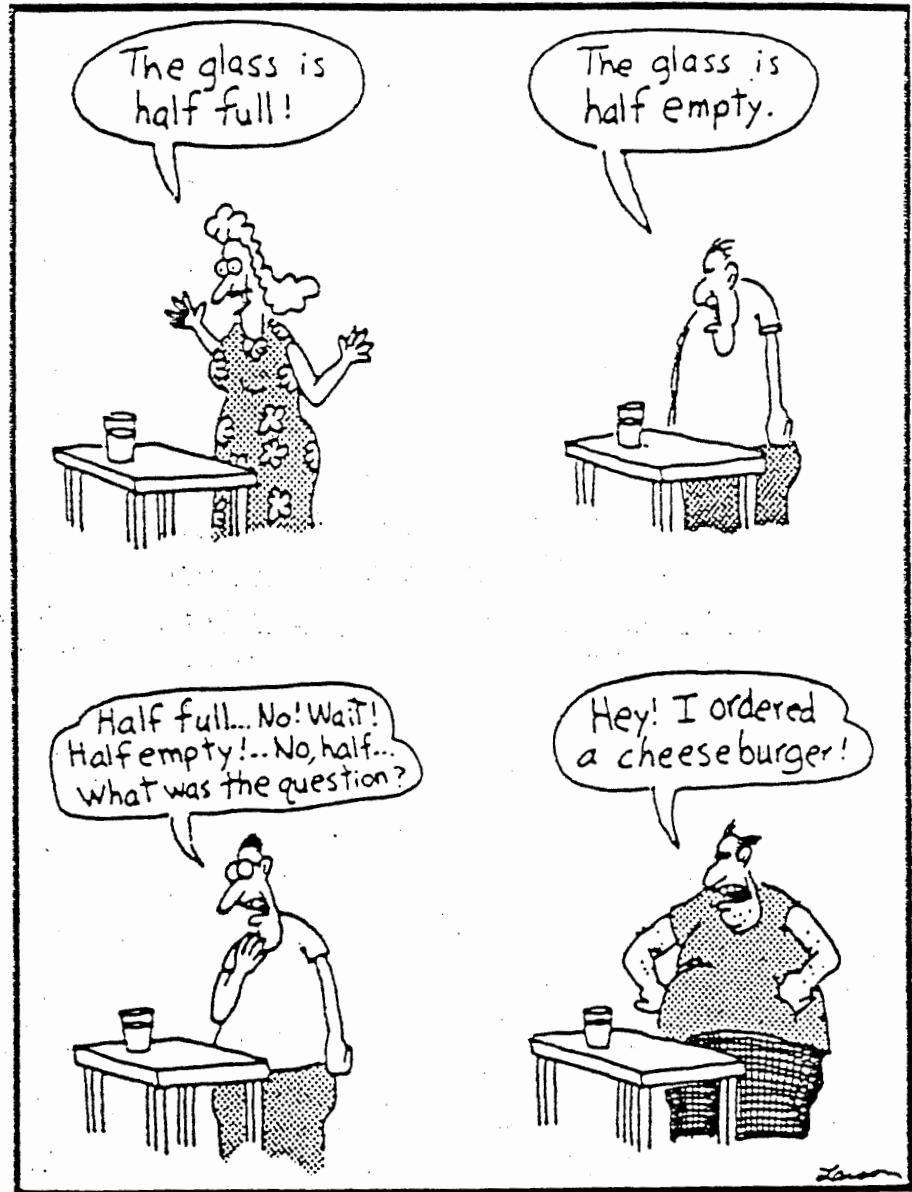
- Developing a “critical mass” of staff support helps to get the initiative started.
- Obtaining broad support provides defense against small numbers of detractors.
- Consensus helps to keep the initiative moving forward during the fragile initial implementation phase.

Questions for Developing Commitment

- How will you introduce information to your stakeholders about MTSS?
- Who will provide this information to staff?
- How will you involve faculty in process?
- What current data do you have that would help get buy in?

Deal Effectively With Detractors

- Every implementation has people who
 - Have never tried what is being proposed
 - Can tell you 100 reasons why it won't work
- Indeed, some of them seem to project the following concepts into your implementation...



The four basic personality types

Exploration/Adoption

Pitfalls

- Perception of more effort and little pay-off.
 - Need see the direct link between the initiative and successful outcomes for their students.
- “We already did this” because of similar experiences to previous initiatives (that may not have been so successful).
 - Critical to understand why this is different than what was done in the past or how it will be better.
 - Ad-hoc exploration team investigates whether the school has the capacity to support implementation (funding, resources, time, skills).

Installation

Set up infrastructure so that successful implementation can take place and be supported.

Questions to consider:

- How do we do it?
- Do we have the materials, training, time, and support to do it right?
- How can we master the new skills and fit it all in?

Installation

- Set up leadership team
- Creating space (time)
- Set up data systems
- Conduct audit of current implementation status, student performance, implementation supports
- Develop plan of action
- Infrastructure Development
 - Identify trainers
 - Identify coaches
 - Identify content experts for technical assistance
- Prepare staff for implementation

Establish and Support School Leadership Team

- By promoting a team approach, administrators can build local capacity for leadership without having to be there to “run the show.”
- Building the skills of teams enhances effectiveness and sustainability beyond the timeframe of an administrator’s position at the school or district.

Effective meetings require work before and after the actual meeting time.

BEFORE:

- Set agenda and send to team
- Collect data, review, and prepare summary statements

DURING:

- Follow agenda & time frames
- Review data
- Make precision problem statements
- Develop solutions
- Take notes and set action items

AFTER:

- Complete action items
- Follow-up on action item status



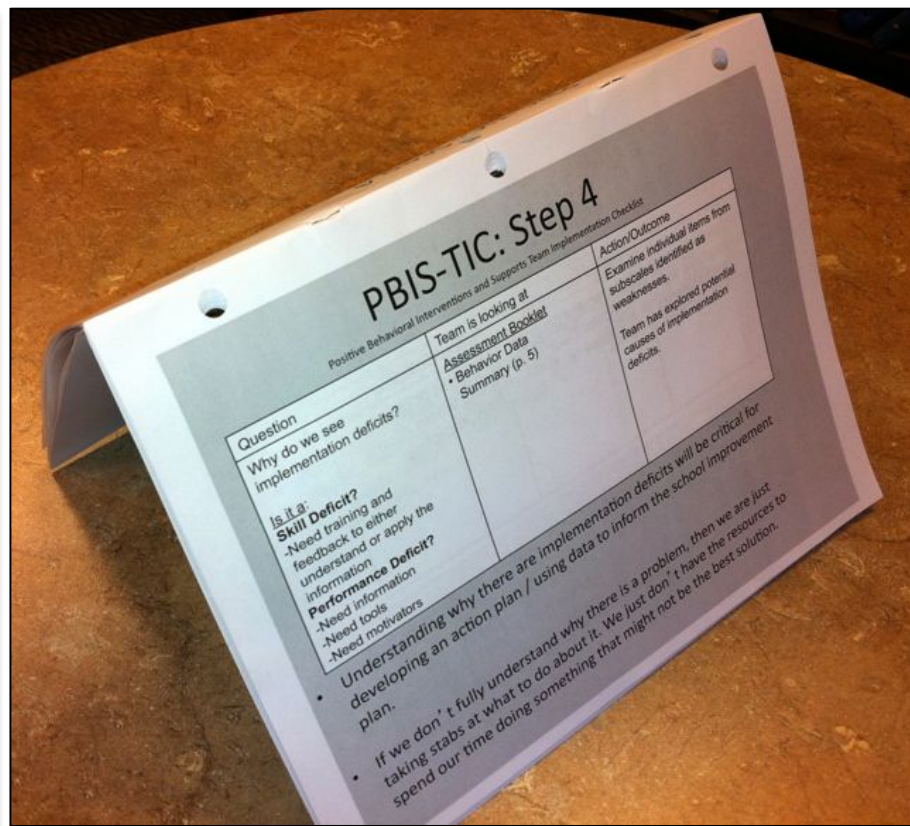
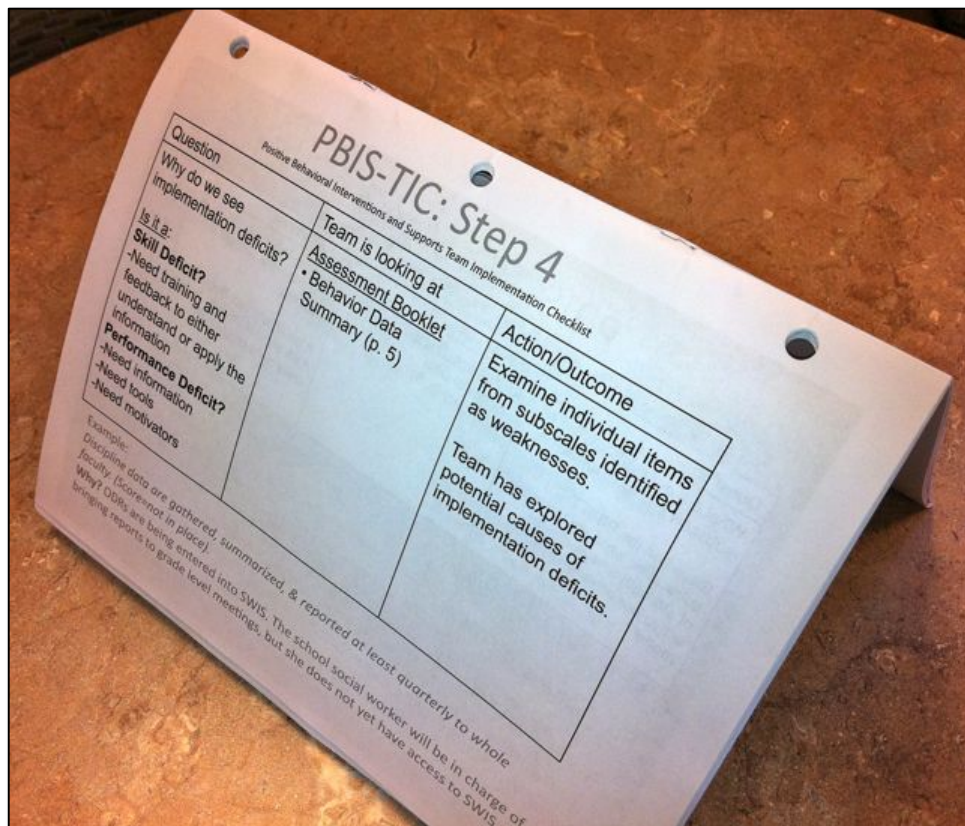
Roles/Responsibilities: Critical Piece in the Process

- **Moderator/facilitator** – facilitates meeting content and flow according to agenda
- **Norms monitor** – ensures adherence to the agreed upon meeting commitments
- **Time keeper** – keeps meeting moving toward action plan
- **Data keeper** – organized individual who makes sure the appropriate data is available and summarized
- **Scribe/recorder** – takes notes during the meeting especially regarding action plan

Set and maintain standards for implementation

- Teams and staff need a clear framework and criterion for what successful implementation of integrated MTSS looks like.
- Once the vision is created, it is important to use this information to guide implementation plans.

Data-Based Decision Making: Facilitator Guide

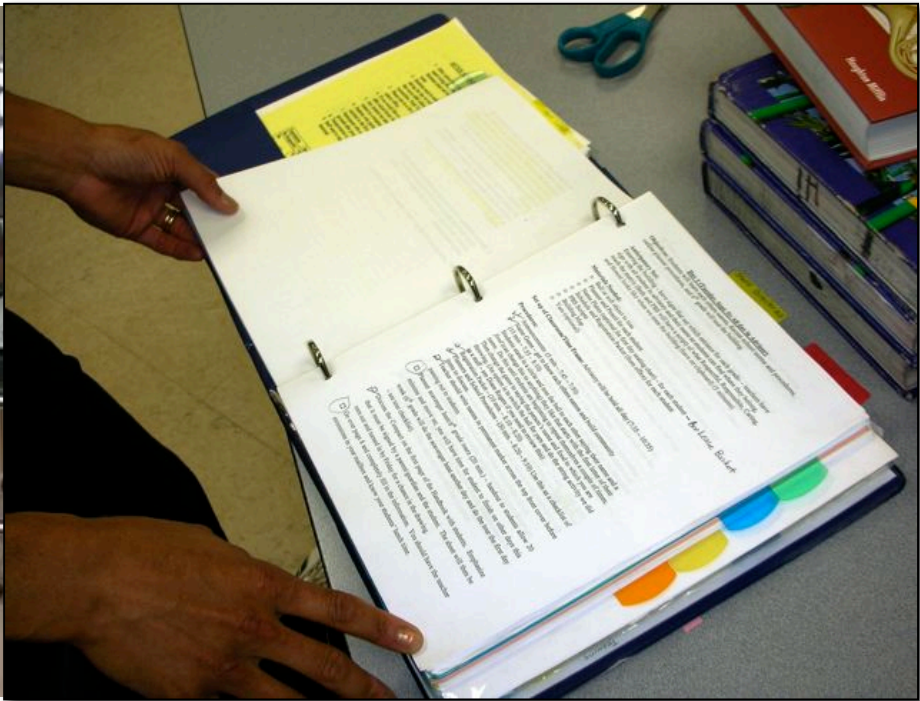


Guiding Questions for Team

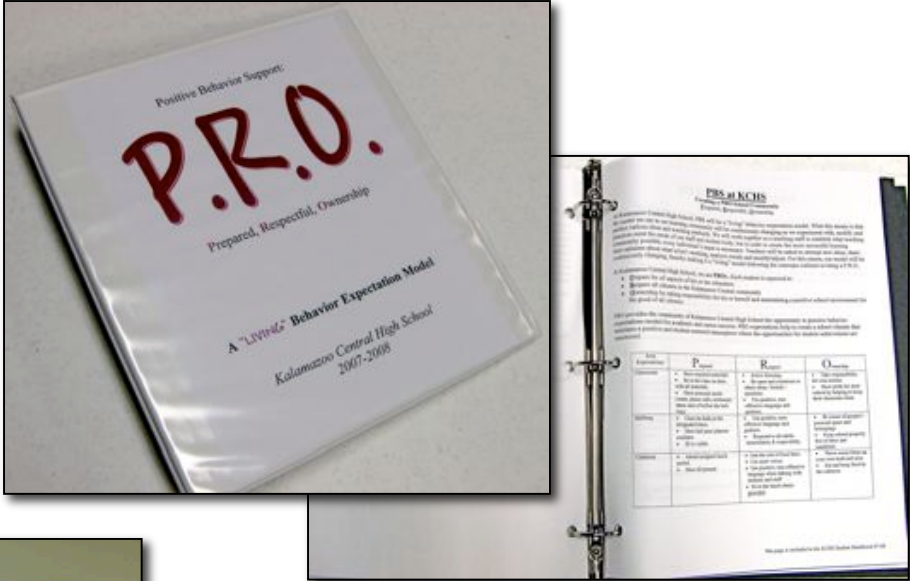
Guiding Questions for Facilitator

Provide tools and resources

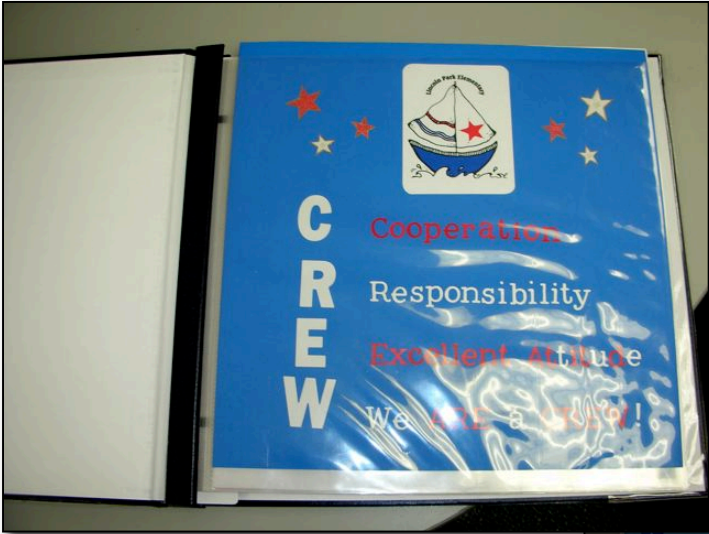
School Book of Products for Implementation



Milwood Middle School



Central High School



Lincoln Park Office Scrapbook



Considerations in Training/Coaching

- When should it occur occur?
- Who should receive it?
- How long should it last?
- Who should provide it?



Communication: Introducing MTSS to Families

What to communicate to families?

- The “big picture”– purpose of school-wide plan
- Expectations for supporting implementation efforts
- Plan for on-going updates of MTSS work
- How they can get involved in the school-wide plan

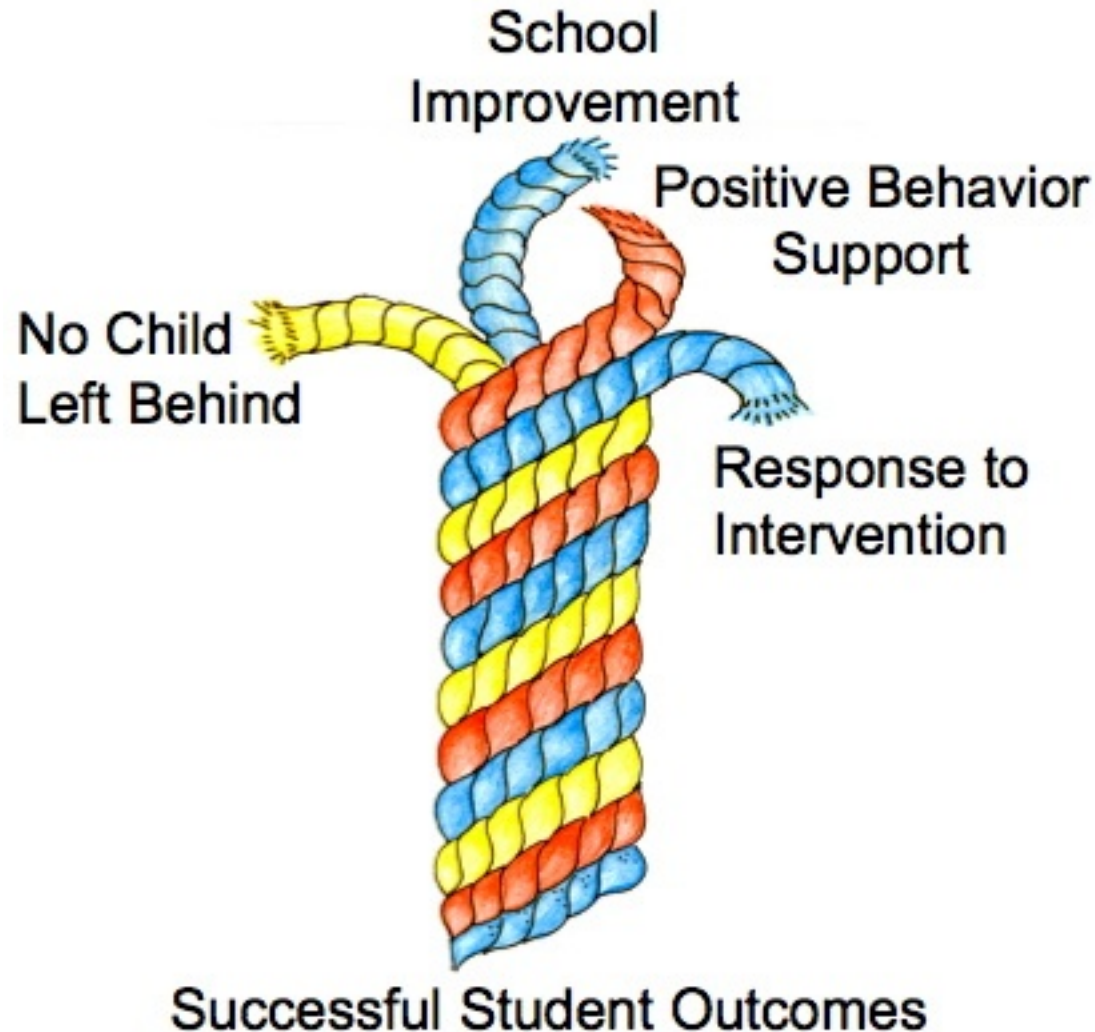
Installation

Braiding new with existing work

Consider the core features of an initiative, what other current initiatives share these features and may be combined to

- Share resources
- Share activities (e.g., Professional Development)
- Share information (e.g., data collection)

Make Room for MTSS: Braiding School Building and District Initiatives



It is not reasonable to continue to add more to our work

Installation

Pitfalls

- Not paying attention to need for installation- expecting staff to “just do it”.
 - Consider supports needed to successfully implement.
 - Work to get these in place.
- Not providing time to get the work done.
- Failure to consider how to braid the practices into existing work

Your Turn

- Consider the activities that take place at the school level during the Installation stage...
- What will be challenges for your schools at this stage?
- How else might the leadership support the school to move forward through this stage?

Initial Implementation

Try out the practices, work out details, learn and improve before expanding to other contexts.

Questions to Consider:

- Is it working?
- Are we doing it right?



Initial Implementation

- Use opportunity at this stage to learn what works and what needs to be adjusted
- Continue “buy-in” efforts
- Develop staff competence
- Acknowledge staff implementation efforts
- Develop processes and procedures to develop organizational structures
- Develop feedback cycles with leadership team
- Manage change process
 - Manage expectations (remember we are learning how to do it)
 - Survive the Awkward Stage!
 - Overcome fear & inertia

Considerations for Implementation of MTSS

Expecting school staff to implement simply because they have been provided an initial training is both ineffective and unfair.

(Fixsen et al., 2005; Joyce & Showers, 2002).

Scaffolded Supports

- Direction
- Training
- Coaching
- Technical Assistance
- Implementation Materials
- Feedback



Initial Implementation

Setbacks may move may produce frustration and disillusionment

The board game grid contains the following scenarios and numbers:

- 100:** WINNER 100
- 99:** File Grievance
- 97:** Ignore Data
- 96:** Snow Day!
- 94:** Vote coach off
- 93:** Have a "AHA!"
- 81:** Change Practice
- 83:** Dominate conversation
- 84:** Late for meeting
- 86:** Ignore e-mails
- 88:** Go to Book Study
- 82:** Violate Norms
- 78:** Prep for Meeting
- 75:** "We already do that."
- 72:** Go to a PLC
- 61:** Apply for PBIS
- 60:** Attend District PD
- 58:** Today is a book study?
- 55:** Be on time
- 41:** Go to a PLC
- 38:** Attend District PD
- 37:** Today is a book study?
- 35:** Be on time
- 22:** Go to a PLC
- 23:** Attend District PD
- 24:** Today is a book study?
- 25:** Be on time
- 20:** Apply for PBIS
- 19:** Attend District PD
- 18:** Today is a book study?
- 15:** Be on time
- 14:** Attend District PD
- 13:** Today is a book study?
- 12:** Be on time
- 11:** Attend District PD
- 10:** Today is a book study?

from Bruce Smith, ViiM

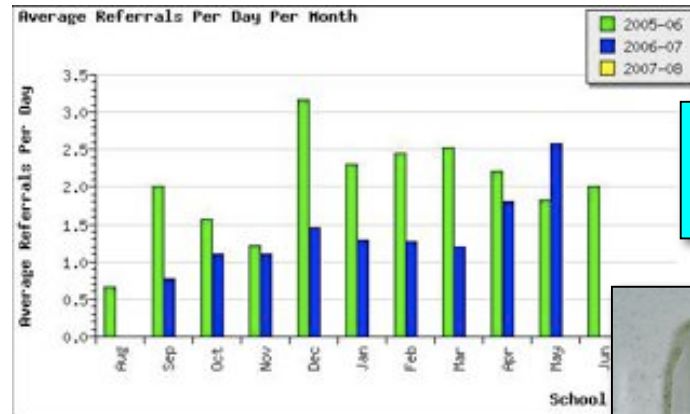
Reinforce Implementation Efforts

- Administrators play critical roles in providing staff recognition for accomplishment.
- Acknowledgment is especially important any time an activity is new or difficult for staff.

Rewarding Staff Behavior



Beach staff recognition lunch



Share Data with Staff



Franklin staff acknowledge each other



Parchment Central staff celebration



Oakland Schools certificate of training

Communication with stakeholders

- Updates in school/district newsletter
- Write an article for local newspaper
- Invite local television/radio station to interview students and staff

ALPENA

Focus on the positives

Three Alpena schools following behavior initiative

By PHIL WENZEL
News Staff Writer

The days of the old dunce cap are winding down.

Students in three Alpena elementary schools are learning about good and bad behavior. They are not being punished for negativity, they are being rewarded for positivity.

The students at Lincoln, Sanborn and Wilson schools are following the Michigan Integrated Behavior and Literacy Support Initiative. Not only does it try to curb aggressive behavior among children, it also aims to help them channel their energy into reading.

Lincoln Principal Pamela Sornberger said her school is very excited to be a part of the initiative. The program is doing all it was expected to do, she said.

"We're really pleased with what we've got going at this point," Sornberger said.

The basic principles of MiBLSi are the same at each school, Sornberger said. Students are given a tangible reward of some kind whenever they are seen doing something positive. Eventually those small rewards may be changed into a bigger one.

Students who are seen behaving negatively are given a discipline referral slip.

They must fill it out, listing what they did wrong, why they did it and how they will keep from doing it in the future. Students then may be disciplined by visiting a homework room or a "responsible choices" room during their noon hour recess.

Sornberger said people could think of children's behavior in terms of a pyramid. The bottom 80 percent of them can be successful with reading and behavioral programs. The rest may need some reinforcement.

"That's where we have to provide that intervention, for the top 20 percent of that pyramid," Sornberger said.

What the staff are looking for in each student is a pattern. If they are misbehaving frequently, they may be able to find a reason and correct it, Sornberger said.

At Lincoln, students are rewarded for good behavior by being given a ticket. They may save their tickets and on Fridays Sornberger visits each class with a cart full of rewards. The tickets can be traded for something on the cart.

Sornberger said 50 tickets will net a student a bracelet and 100 is worth a T-shirt with the school's MiBLSi theme, ROAR.

The theme is based on the school's mascot (a Lincoln Lion) and it stands for Respect, Organization, Attitude and Responsibility.

Sanborn Principal Karen Tetzlaff said her school's theme is "Grrrear Kids!" and the three R's represent respectful, responsible and really safe. Her students are rewarded for good behavior with "Grrr Slips" which are placed into a school-wide Friday drawing.

"They love getting Grrr slips ... it's amazing what they'll do for a Grrr slip," Tetzlaff said.

MiBLSi also helps students with reading skills. Tetzlaff said all of the schools involved use a system called Dynamic Indicators of Basic Early Literacy Skills.

Members of the Alpena Public Schools Board of Education saw the effects of DIBELS last week when they were treated to some poetry readings from Lincoln students during a workshop meeting. Sornberger said her staff has put a lot of effort into helping the students with both the behavior and reading aspects of MiBLSi.

"We spent last fall really working with the students," Sornberger said.

The three schools first became involved with MiBLSi in 2005 when they applied for a grant to develop it through the Alpena-Montmorency-Alcona Educational Service District in 2005. They were awarded the grant in the fall of that year.

Sornberger said the AMA ESD is still involved. It has a teaching consultant in all three of the schools helping maintain MiBLSi. The grant was for three years and will expire after next school year.

Sornberger said even after the grant runs out, the schools hope to continue using MiBLSi on their own. Tetzlaff said it has been rewarding not only for students but also for staff and administrators, especially when visitors come to the school.

"People come back and say 'Wow, our hallways are good,'" Tetzlaff said.

Phil Wenzel can be reached via e-mail at pwenzel@thealpenanews.com or by phone at 354-3111 ext. 345.



Hopkins Middle School on Fox TV News

Your Turn

- Consider the activities that take place at the school level during the Initial Implementation stage...
- What will be challenges for your school at this stage?
- How else might leadership support the school to move forward through this stage?

Initial Implementation

Pitfalls

- This is a fragile stage for staff implementation.
 - Make sure you are adequately supporting staff.
- Expectation that implementation will be “perfect”
 - Get started and then get better
- Expectations that you will see immediate student change (depends on fidelity of implementation)
- Missed opportunity to learn from this mistakes made during this stage
- Not all implementation problems have same cause (Technical vs. Adaptive)

Elaboration

Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.

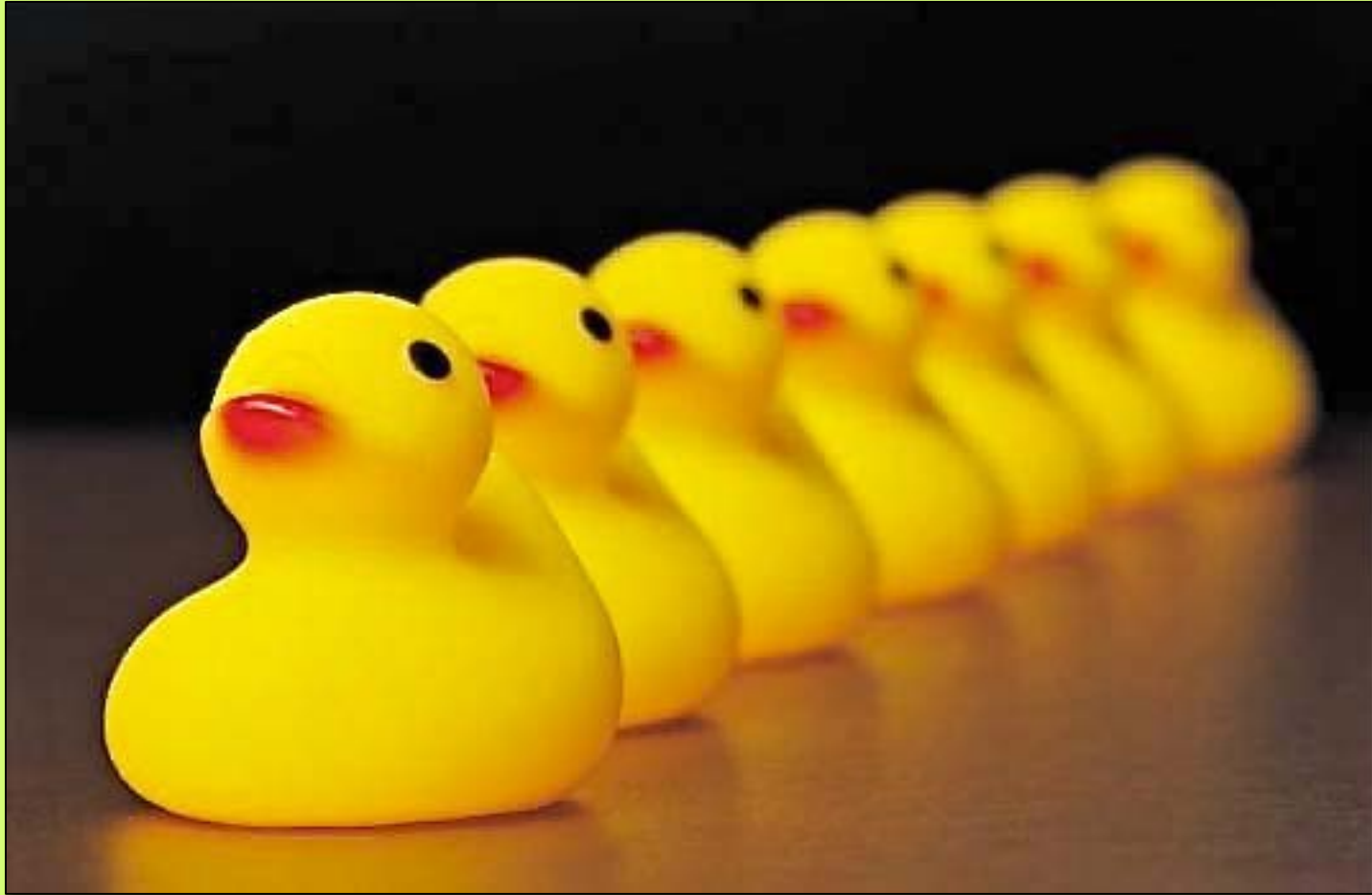
Questions to Consider:

- Now it's working well, do we have supports in place to expand and involve more people?
- Are we ready to focus on other tiers of supports?

Elaboration

- Replication of school implementations within school or district with modification based on initial implementation
 - Learn from mistakes
- Feedback cycles are fully operational with leadership team
- Components of the program are integrated and fully functioning
- Services delivered are skilled and purposeful

Elaboration



Through each replication, we become more clear in our implementation efforts

Elaboration

Pitfalls

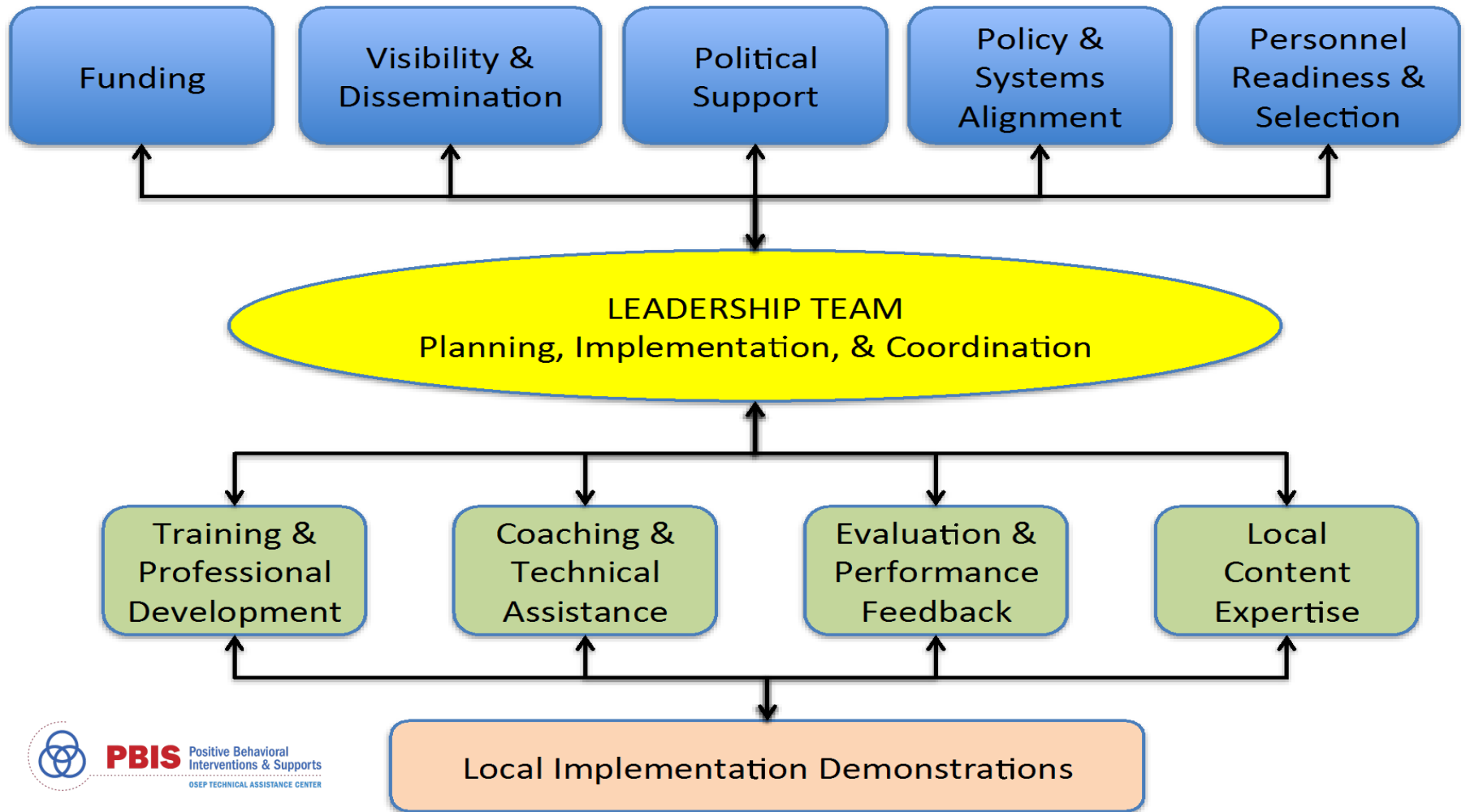
- Temptation to scale-up too much and too fast.
- Not enough district resources to support elaboration with all implementation sites.
 - A cohort model of staggering implementation maybe required.

Piecemealness

“It is not the pace of change that is the culprit, it is the piecemealness and fragmentation what wears us down.”

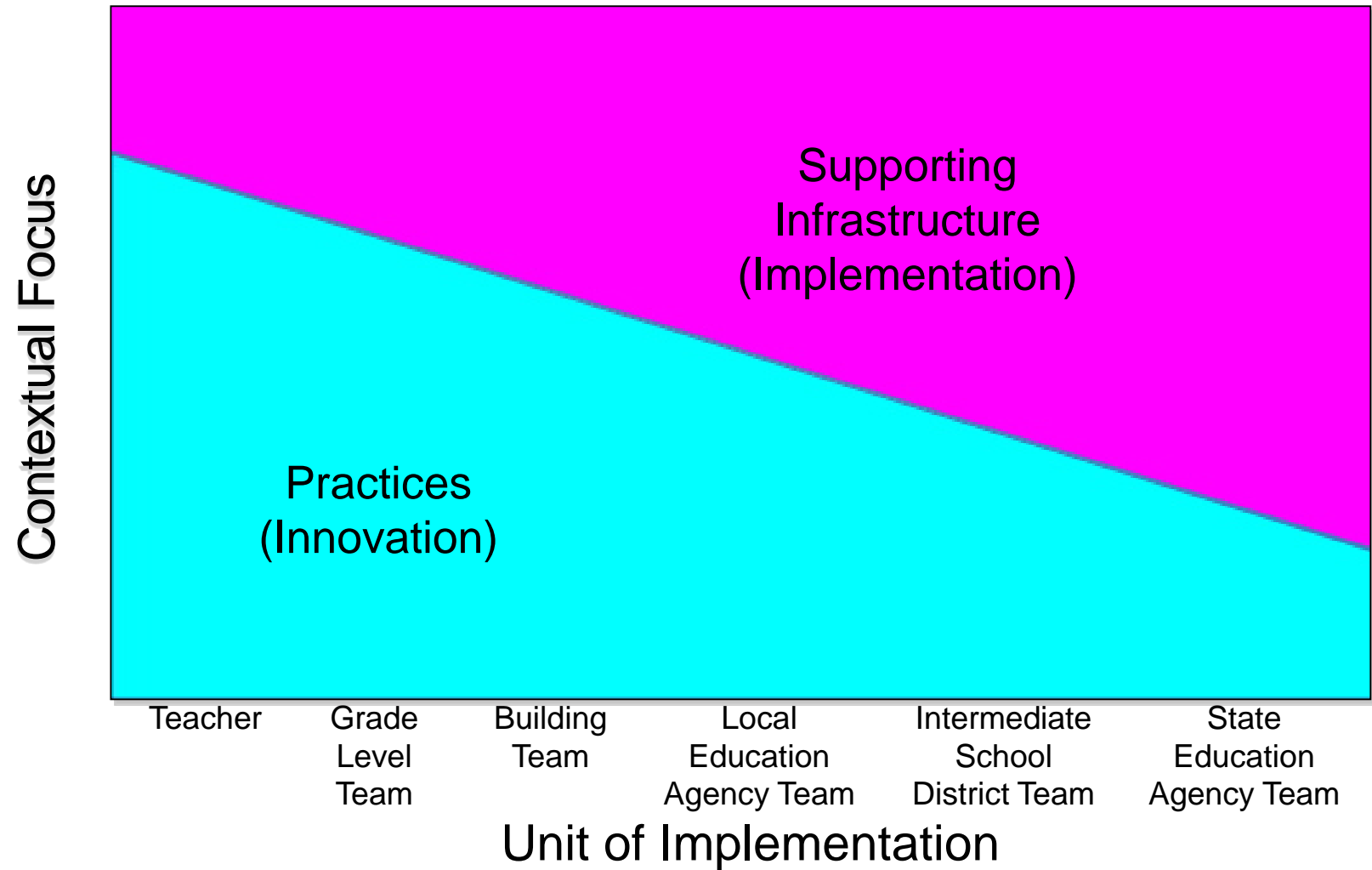
Fullan, 2003

District Administration

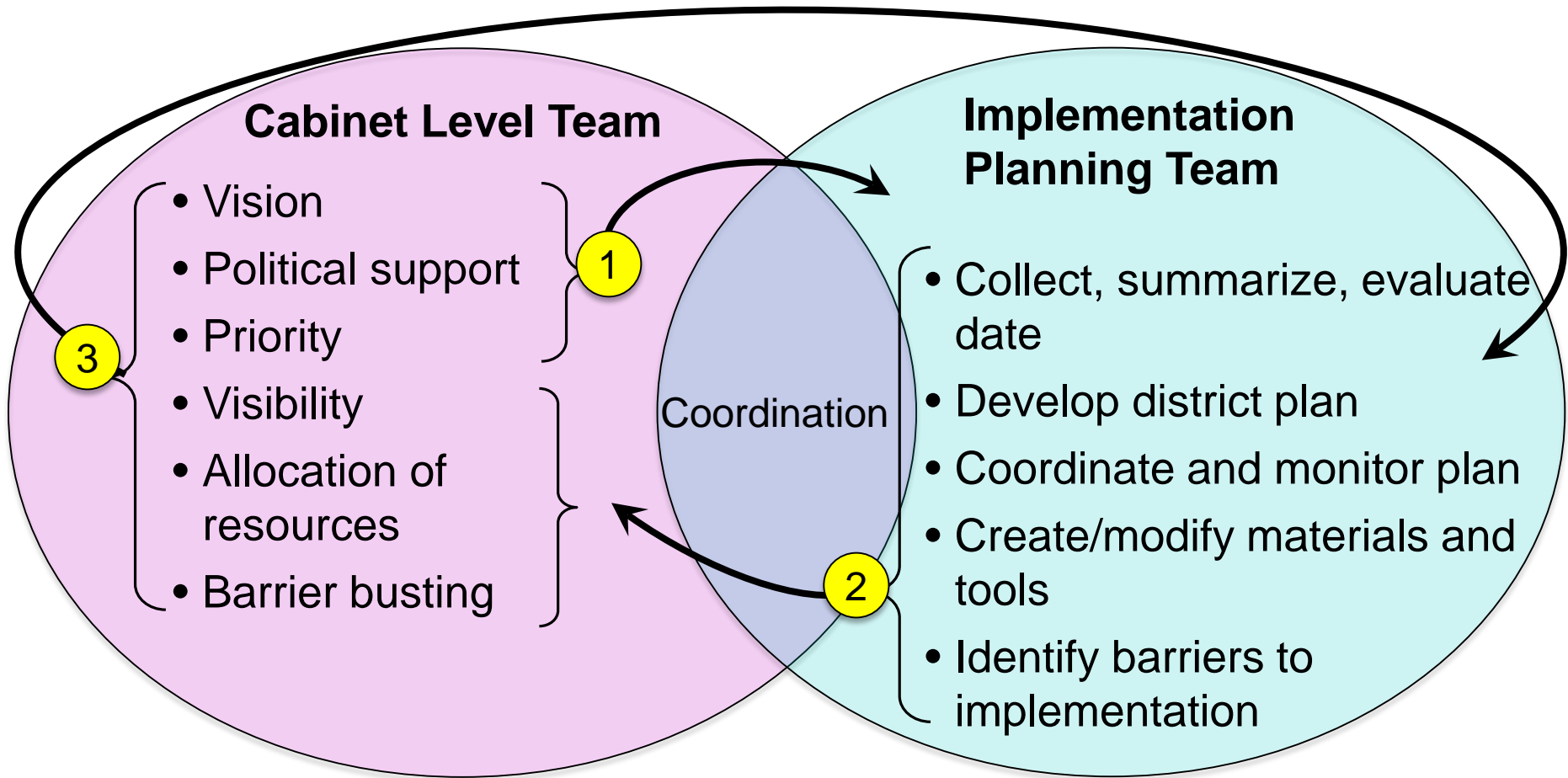




Framework for Addressing Practice and Supports



Leadership Function of District Teams





How much to support is needed?

Skills

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

from K. Blase, 2009

Intensity of Supports
Based on Need and Experience

Coordinated Support

Unit of Support

District

Leadership / Implementation Team

Leadership

Visibility
Priority
Political Support
Policy
Systems Alignment
Resource Allocation

Implementation Support

Coaching
Training
Technical Assistance
Evaluation

Unit of Implementation

Schools

School Leadership

Management
Importance
Distribute Resources

Implementation

PBIS Practices
• *Schoolwide*
• *Classroom*
• *Nonclassroom*
• *Individual Student*

Implementation Feedback

Importance of Implementation Focus

- Training by itself does not work
- Policy change by itself does not work
- Financial incentives alone do not work
- **Students cannot benefit from interventions they do not experience**
- **Staff can't implement practices well that are not supported**

Adapted from



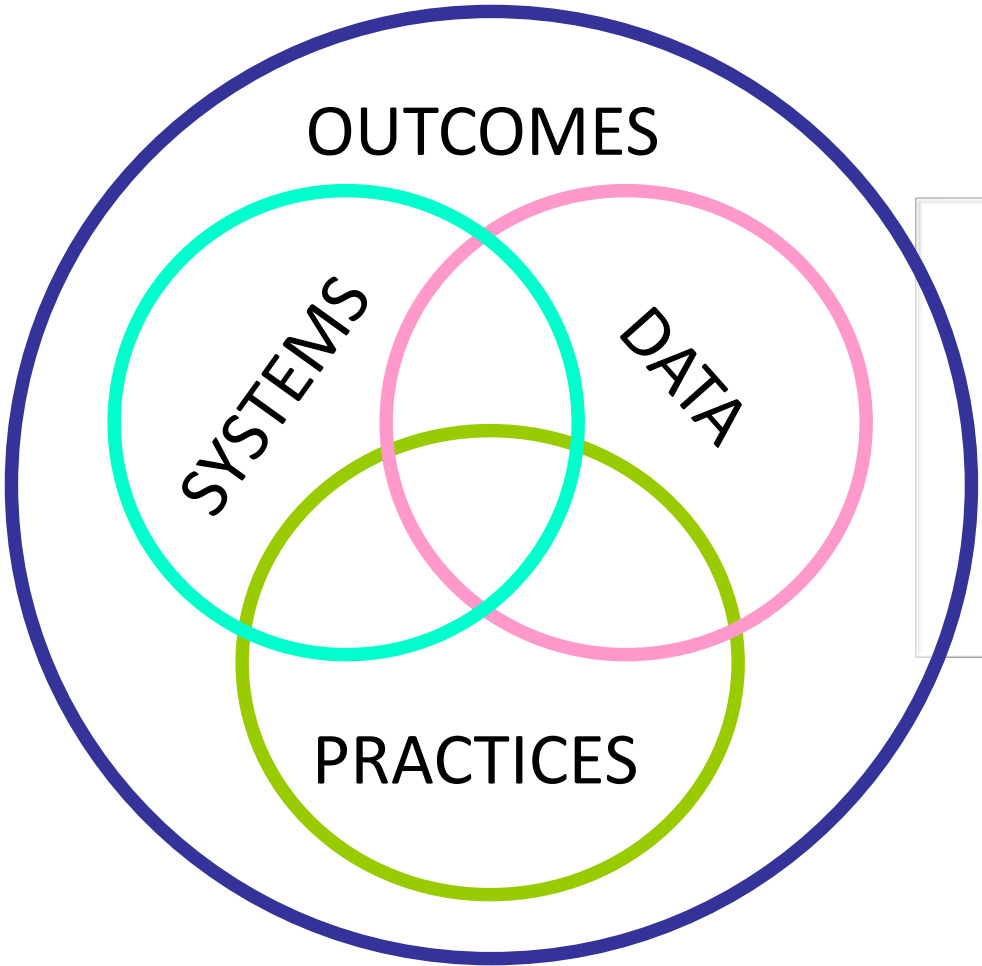
Create Host Environments for the Practices you want Implemented

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

(Zins & Ponti, 1990)

Supporting Social Competence and Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior



Alignment of Effort

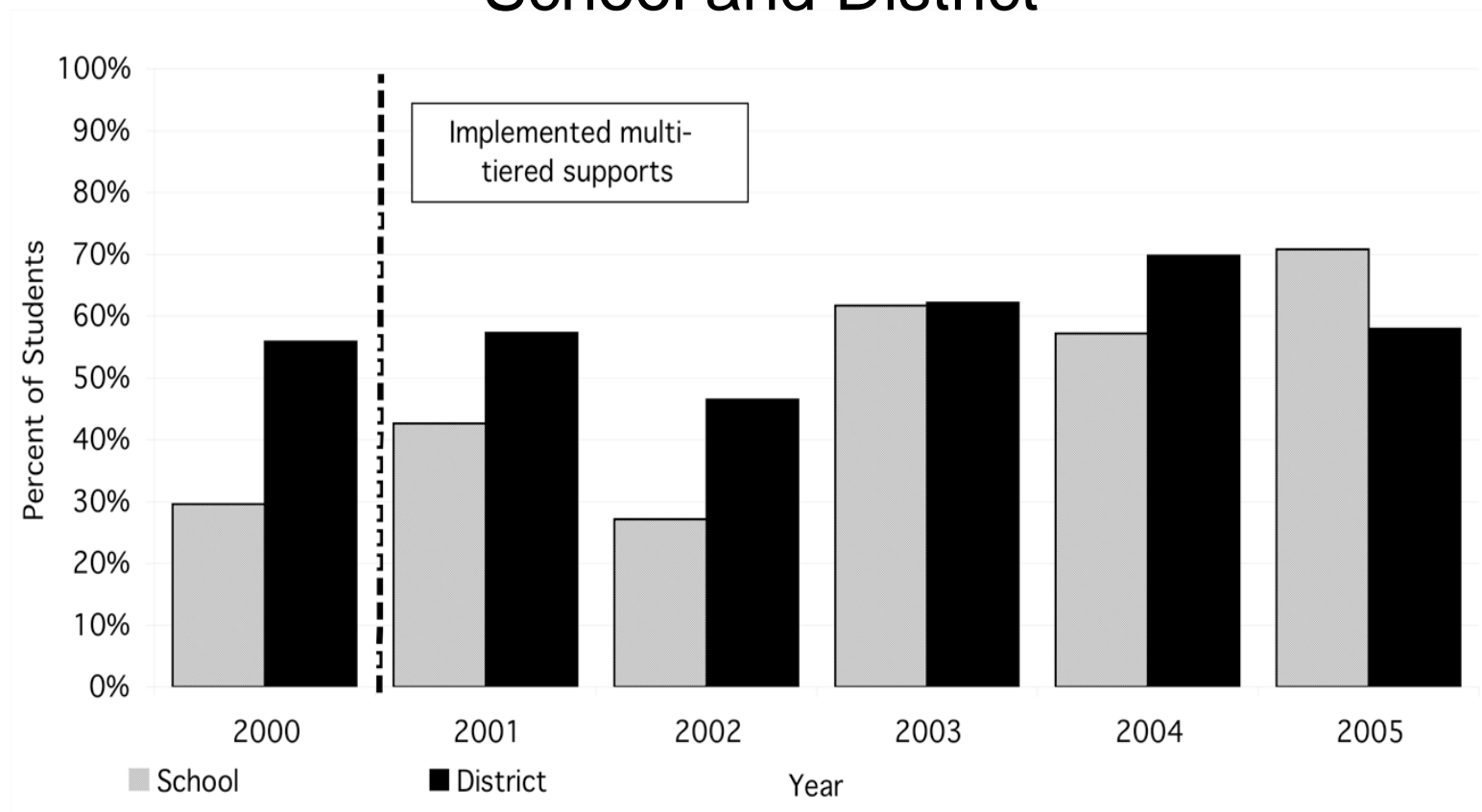
“Unit” of Implementation	Contextual Focus
Student	Level of Analysis
School	Level of Implementation
Local Educational Agency	Level of Management and Resources
Regional Agency	Level of Support
State	Level of Coordination

 We find it helpful to create policy statements around categories of selection for educational practice

- Standard Practices are those used regularly as part of on-going educational efforts.
- Emerging Practices are ideas, curricula, programs, or procedures that have a reasonable likelihood to improve the core outcomes of education in schools in the district, but have not yet met the criteria to be a Scalable Practice.
- Scalable Practices are innovations that have sufficient practical verification and scientific validation to warrant the large-scale investment needed to transform these practices into Standard Practice within district schools.

The role of the district is to
standardize the process
while the role of the buildings is to
contextualize implementation.

Percent of students meet or exceed standard on the Michigan Educational Assessment Program: School and District



McGlinchey, M. T., & Goodman, S. D. (2008). Best practices in implementing school reform. In A. Thomas and J. Grime (Eds.) *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.