Enhancing Stakeholder Engagement and Support

Missouri Schoolwide Positive Behavior Support

Summer Institute 2019

Welcome and Introductions

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Learning Objectives

Participants will learn a **variety of methods, tools, and resources** to enhance the engagement and support of internal and external stakeholders.

Participants will explore the **benefits of engaging diversified stakeholders** in the district planning process.

Participants will **create next steps** within your district to engage stakeholders.

Essential Questions

1. Why would a district level approach be beneficial?
2. How would you define stakeholders? Engage stakeholders?
3. How would describe the process to align initiatives, people, resources at the district level?
4. What information, resources tools would you use to start the alignment and engagement process in your district?
5. What is one next step?

AUDIENCE

- District PBIS Coaches
- District Leaders/Administrators
- Building Administrators
- Consultants and/or TA Providers
- State and/or Regional Leaders
- University Partners/Researchers
- Practitioners (e.g., district or building team member)

Why Engage Stakeholders and Apply an Integrated Systems

Engage multiple/diverse perspectives

Develop common language and enhance two-way communication systems

Leverage strengths of multiple systems in order to ensure success for ALL children in their home, school, and community

Why did you decide to spend your time in this session today?

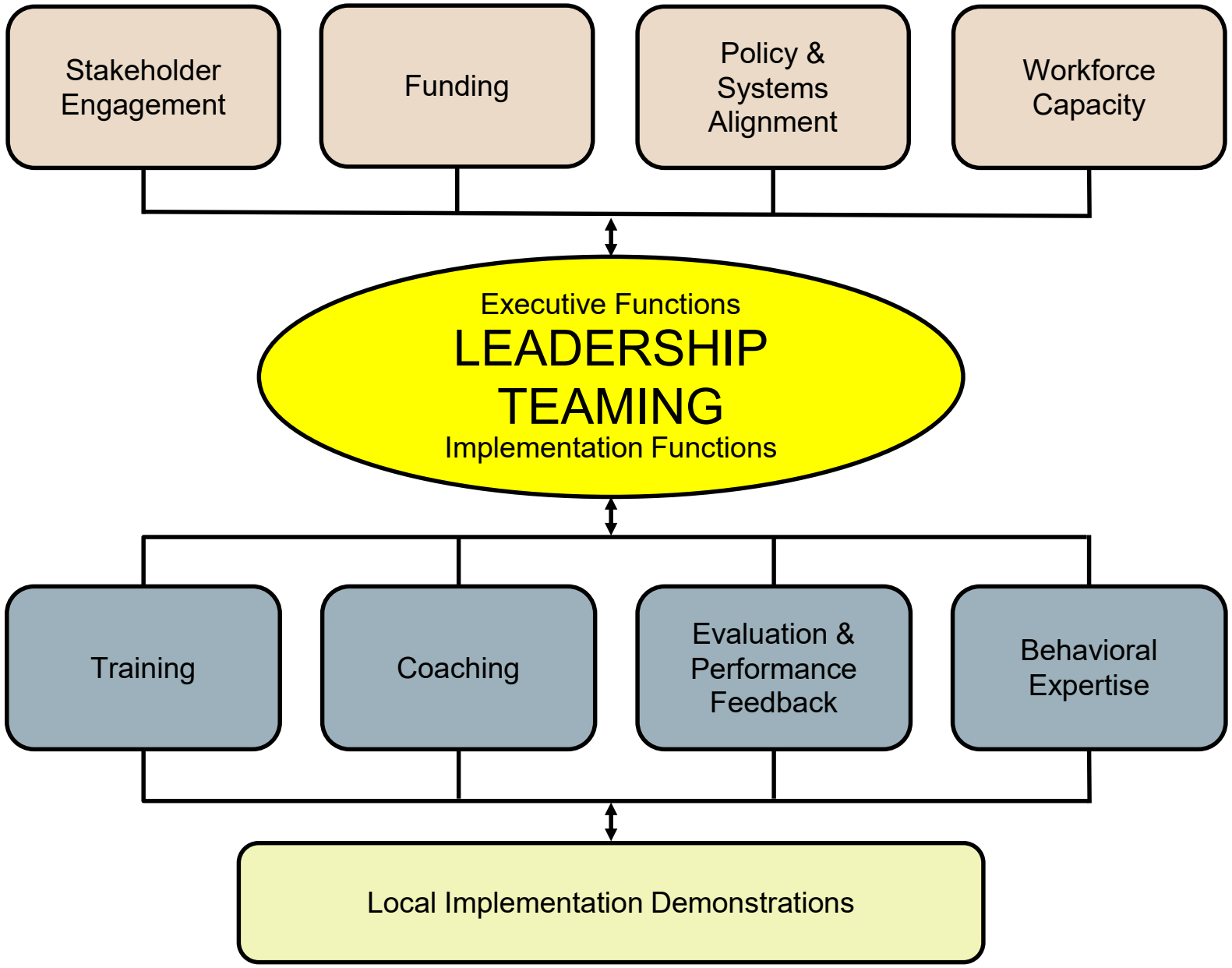
Definition of Stakeholder

A **Stakeholder** is any party who may have an interest
in an organization action or will be affected by its outcomes. Stakeholders can be organizations, business units, departments, groups or individuals. **Primary stakeholders** are those who are part of the economic transactions of the business, such as shareholders, customers and employees, while **secondary stakeholders** are those who are affected by or can affect the business in someway, such as the government and the community

DSFI Definition: **Anyone who has an interest in the success of a school or district.**

In your district, who are your stakeholders and what systems exists for partnering?

"Continuous Improvement Toolkit" Retrieved from https://citoolkit.com/articles/stakeholder -analysis/


Stakeholder Engagement
Funding
Policy & Systems Alignment
Workforce Capacity
Executive Functions
LEADERSHIP
TEAMING
Implementation Functions
Training
Coaching
Evaluation & Performance Feedback
Behavioral Expertise
Local Implementation Demonstrations

Why create common processes, language & tools within your district?

"Due to the complexity of implementing several initiatives at once or adopting new ones in the context of existing practices, the implementation systems of a district or school must be organized in a manner that is highly strategic, efficient, relevant, and effective."

"Often districts have more programs or initiatives or practices than can be implemented well (Domitrovich et al., 2010; Sugai & Horner, 2016) without a formal process to guide decisions about selecting new initiatives or abandoning existing programs."

Alignment Brief

A District Approach to Alignment

- District as Unit of Analysis
- Equity at the Center
- Build from Existing District Leadership Team
- Document Processes
- Integrate to Current Practices

Tools & Resources

District Systems Fidelity Inventory (DSFI)
District Self-Assessment and Action Planning

Introduction & Purpose: The purpose of the *District Systems Fidelity Inventory (DSFI)* is to guide District Leadership Teams in the assessment, development, and execution of action plans that promote the capacity for sustainable, culturally and contextually relevant, and high-fidelity implementation of multi-tiered social, emotional, and behavioral systems of support and practices. The DSFI and process have been designed to serve as a guide for initial action planning, progress monitoring and annual evaluation of fidelity of implementation and impact. The DSFI is based on the Positive Behavioral Support Implementation Blueprint and the SWPBIS Tiered Fidelity Inventory.

Intended Users: The District Systems Fidelity Inventory is intended for use by district's considering or actively implementing tiered systems of behavior support. Specifically, with members of a district's Planning Team, with the active presence and guidance of an external state or regional facilitator.

Schedule of Administration: It is recommended the District Leadership Team complete the self-assessment prior to installation of a tiered behavioral system, and then annually thereafter to evaluate ongoing implementation.

Preparation for Administration & Completion Time: The assessment inventory is divided into 9 categories which include:

1. Leadership Teaming
2. Resource Alignment, Funding, & Allocation
3. Stakeholder Engagement
4. Professional Learning
5. Coaching & Technical Assistance
6. Evaluation, Performance Feedback, & Data Based Decision Making
7. Policy and Systems Support
8. Workforce Capacity
9. Local Implementation Demonstration

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resources (see recommendations below) prior to completing the self-assessment will
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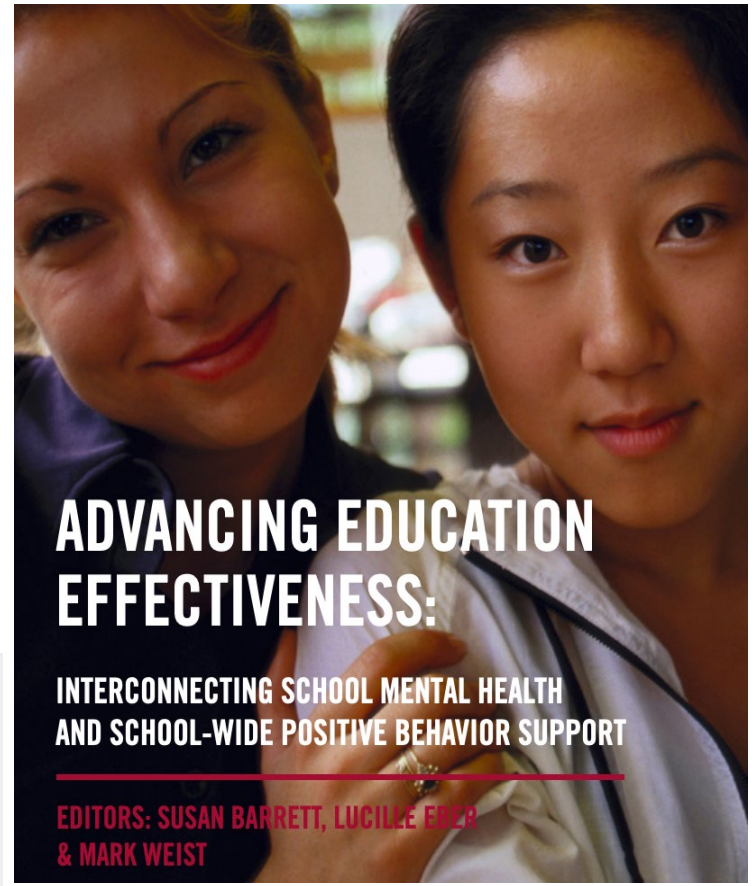

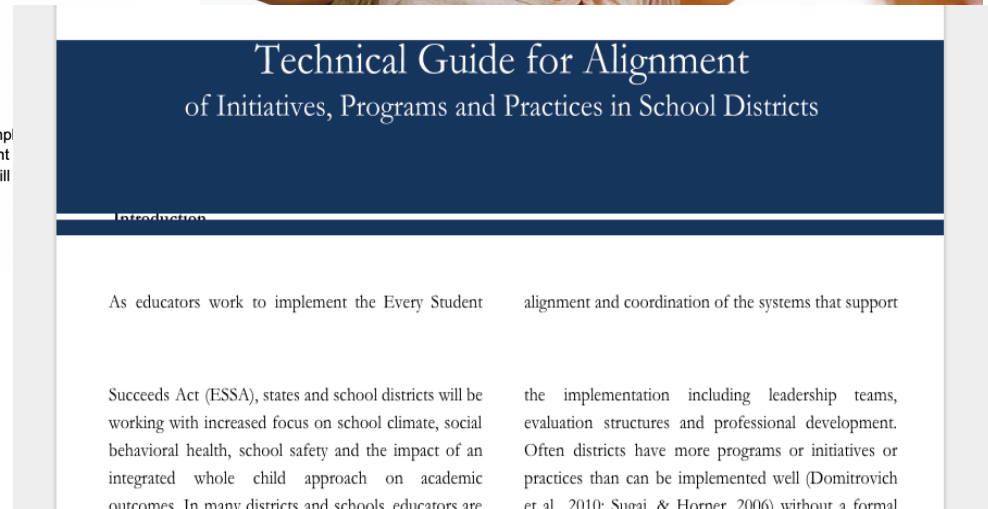
Technical Guide for Alignment
of Initiatives, Programs and Practices in School Districts

Introduction

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alignment and coordination of the systems that support the implementation including leadership teams, evaluation structures and professional development. Often districts have more programs or initiatives or practices than can be implemented well (Domitrovich

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District Systems Fidelity Inventory (DSFI)

Leadership Teaming

1.2 Stakeholder Representation

1.8 Communication with Key Stakeholders

Resource Alignment, Funding and Allocation

2.1 Budget Planning

2.2 Community Agency Alignment

2.3 Alignment to District Outcomes

2.4 Alignment to Initiatives

2.5 Initiative Adoption Procedures

2.6 Operations for Tiered Interventions –EBP

2.7 Annual Alignment Review

2.8 Operations for Tiered Interventions- Implementation of EBP

Stakeholder Engagement

3.1 Stakeholder Involvement

3.2 Information Dissemination

3.3 Stakeholder Participation

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Time required for completion depends on experience level of the team. To allow ample time schedule approximately 60-90 minutes to complete all sections. Assembling relevant data and resources (see recommendations below) prior to completing the self-assessment will maximize participants' use of time.

Leadership Teaming

1.2 Stakeholder Representation: District leadership team has **representation** from range of stakeholders including at least a) families, b) general education, c) special education, d) mental health, e) local community

1.8 Communication with Key Stakeholders: District Leadership Team regularly (e.g., quarterly) uses **two-way communication** with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to district outcomes

Resource Funding and Allocation

2.1 Budget Planning- a **district budget plan with prioritized funding** is developed to support **operating structures and capacity building** activities to implement SWPBS framework.

2.2 Community Agency Alignment -Procedures exist to ensure that all external community agency work is **aligned to SWPBS framework, evidence-based practices, and organizational goals of district.**

2.3 Alignment to District Outcomes -Academic and social-emotional, and behavioral frameworks are **aligned with key district outcomes/improvement goals.**

2.4 Alignment to Initiatives -**Clear description of initiative alignment** (e.g. graphic organizer, org chart, etc) displays integrated and/or collaborative implementation of SWPBS with existing initiatives having similar goals, outcomes, systems, and practices.

Resource Alignment Funding and Allocation

2.5 Initiative Adoption Procedures- Clear procedures are available and regularly followed for reviewing, prior to adoption, program indicators (i.e. evidence, usability and supports) and implementation site indicators (i.e. capacity, fit, and need) to **promote adequate alignment and integration of potentially new initiatives with existing social, emotional, and behavioral initiatives.**

2.6 Operations for Tiered Interventions (EBP)- A formal district process is in place to **select and support evidenced based Tier II and Tier III interventions** that are a) matched to student need (e.g. behavioral function) and b) adapted to improve contextual fit (e.g. cultural development level)

2.7 Annual Alignment Review -**Periodic formal review** (e.g. audit, survey, resource mapping) of existing **social, emotional, behavioral initiatives** or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually.

2.8 Operations for Tiered Interventions (Implementation of EBP)- **Funding** and organizational resources across related initiatives are assessed and aligned to sustain implementation.

Stakeholder Engagement

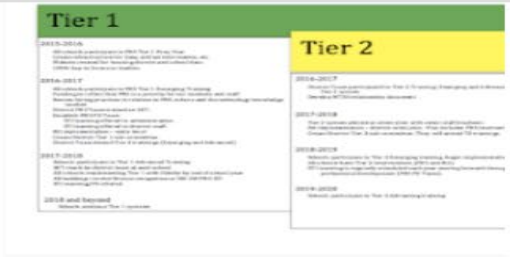
3.1 Stakeholder Involvement: A written process is developed and deployed to **actively involve** stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) in **goal-setting and policy** development.

3.2 Information Dissemination: The District Leadership Team, at least annually, develops one or more **tools for communicating information, data and accomplishments.**

3.3 Stakeholder Participation: **Organizational leaders** (e.g., superintendent, board of education) actively and **visibly participate in SWPBS events** and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders.

MU Center for School-wide PBIS

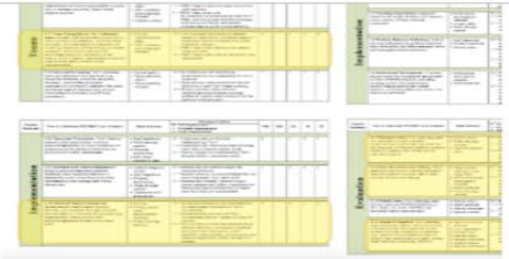
LINK



February 2018

Winter Institute Follow Up and Action Planning

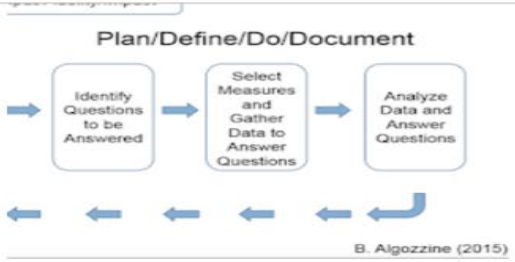
Video Slides



April 2018

Data-based Decision Making for Professional Development

Video Slides Resources



May 2018

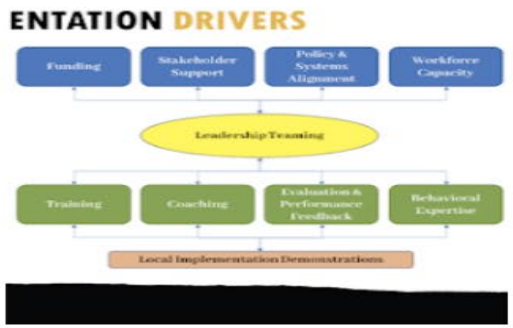
How to Determine Impact of District Level Supports

Video Slides Resources

June 2018

Creating a District-wide PBIS Calendar

Video Slides



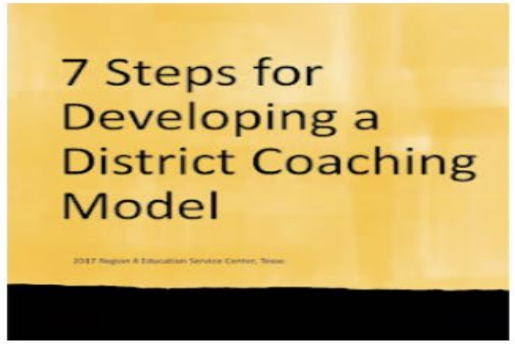
August 2018

Assessing Implementation with the Implementation

September 2018

Making Se
Implementation Fidelity Data

Screenshot



October 2018

Building In-District Coaching Capacity and Behavioral

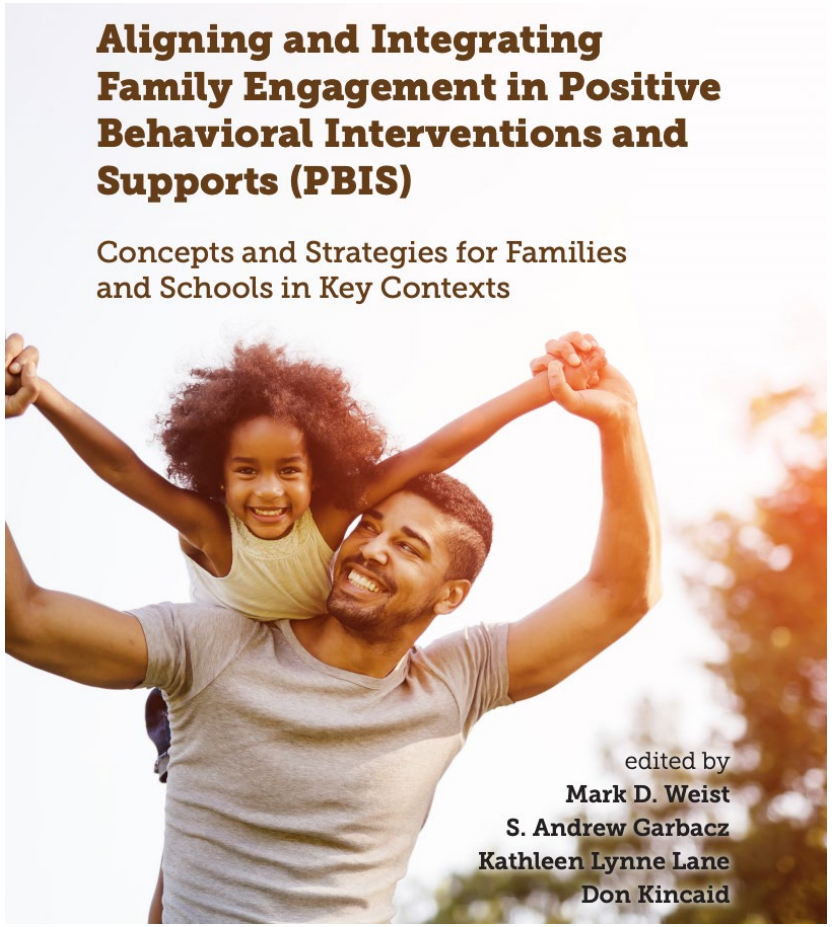
November 2018

Enhancing Stakeholder Support

Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

LINK

"… a new paradigm is emerging and gaining strength, characterized by **equal partnerships** among children, youth, families, youth-serving staff and leaders, and **research base** is growing and documenting when these partnerships are in place **positive** educational, health, mental health, social and occupational **outcomes for youth are promoted**."

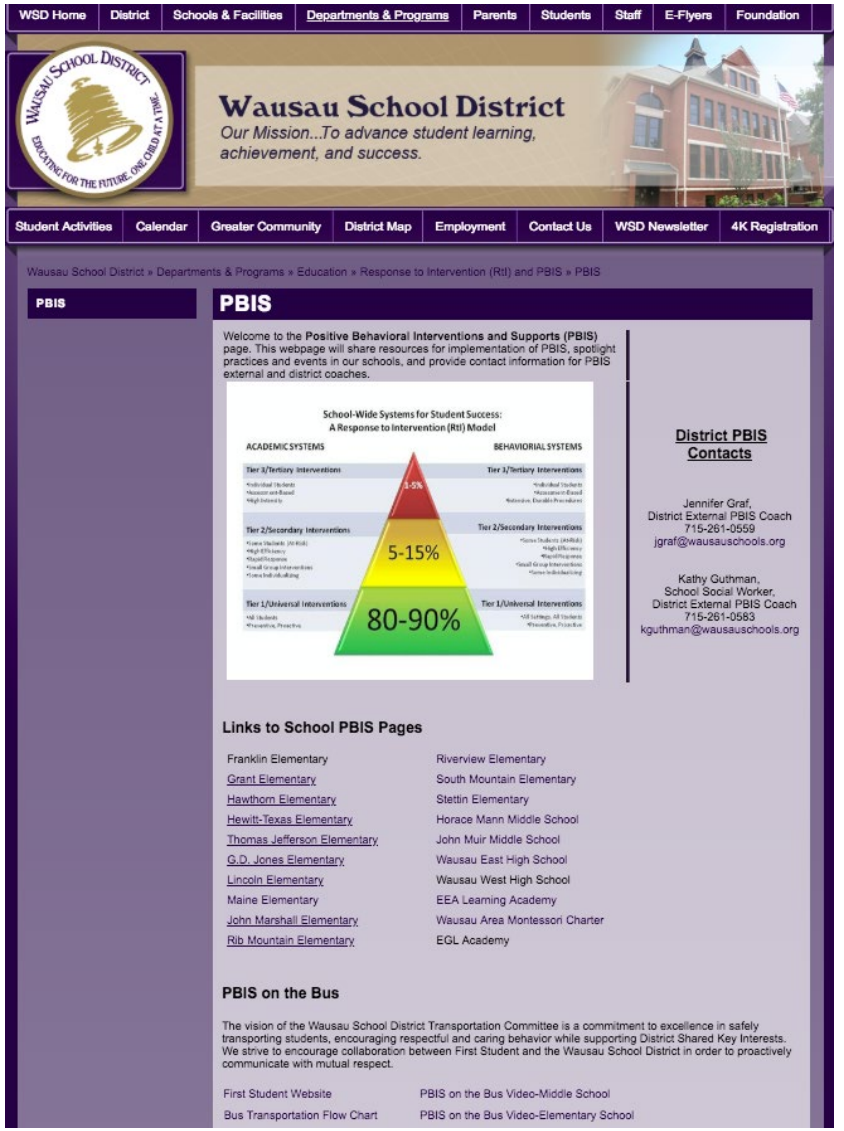


- Family is defined in the broadest sense to create an **inclusive environment that reflects the community culture**
- School administrators and staff understand that family participation **varies across a continuum**
- Educators work towards **understanding family dynamics, stressors, and cultural customs** of their students, especially in situations where school **staff learning histories are different than the students they serve**

Tier 1	1. Build family "awareness" of SW -PBS efforts that supports all students in the school. 2. School teams build in opportunities to engage families in school functions and decision -making. 3. School teams works toward building supports for families to assist in children's success both at school and home.
Tier 2	1. Engage and inform parent/guardian during planning and implementation process when child meets data decision rule to consider need for additional support. 2. Invite and encourage parent/guardian to attend planning meetings and provide input. 3. Educators communicate/share child's progress and explore simple strategies together that will work for both home and school.
Tier 3	1. Provide families with support to both manage behavioral challenges and improve pro -social behavior 2. Engage families in the design, implementation, and progress monitoring of individualized behavior support plans

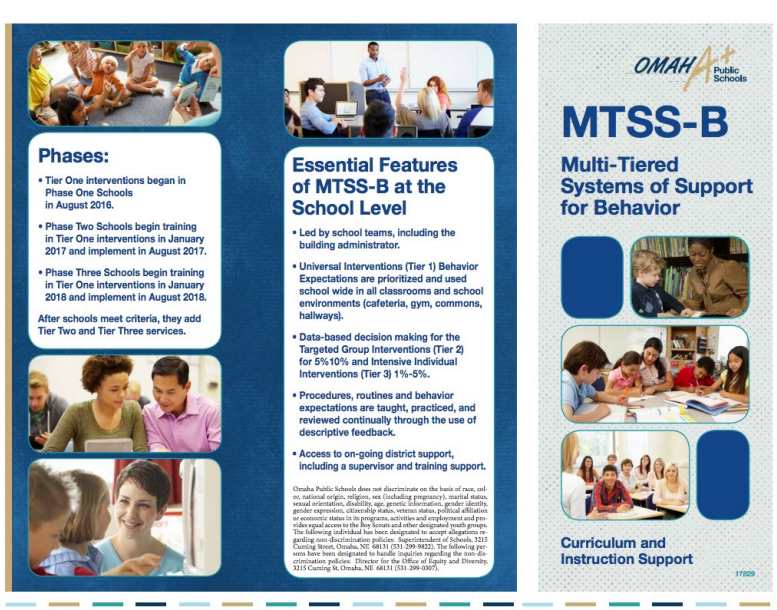
Website

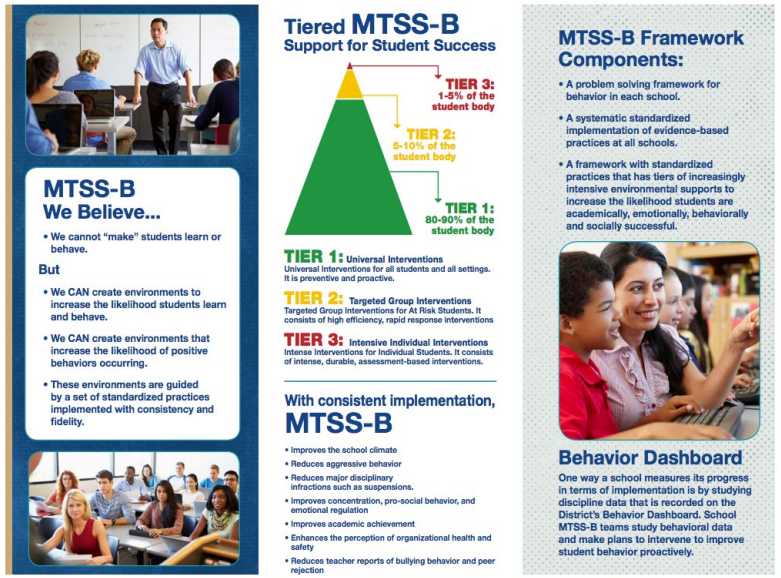
- What is PBIS and why is the district implementing
- Goals of implementation
- District PBIS Contact
- Links to School PBIS pages
- District-wide expectations
- Implementation examples
- How families can be engaged



New Families

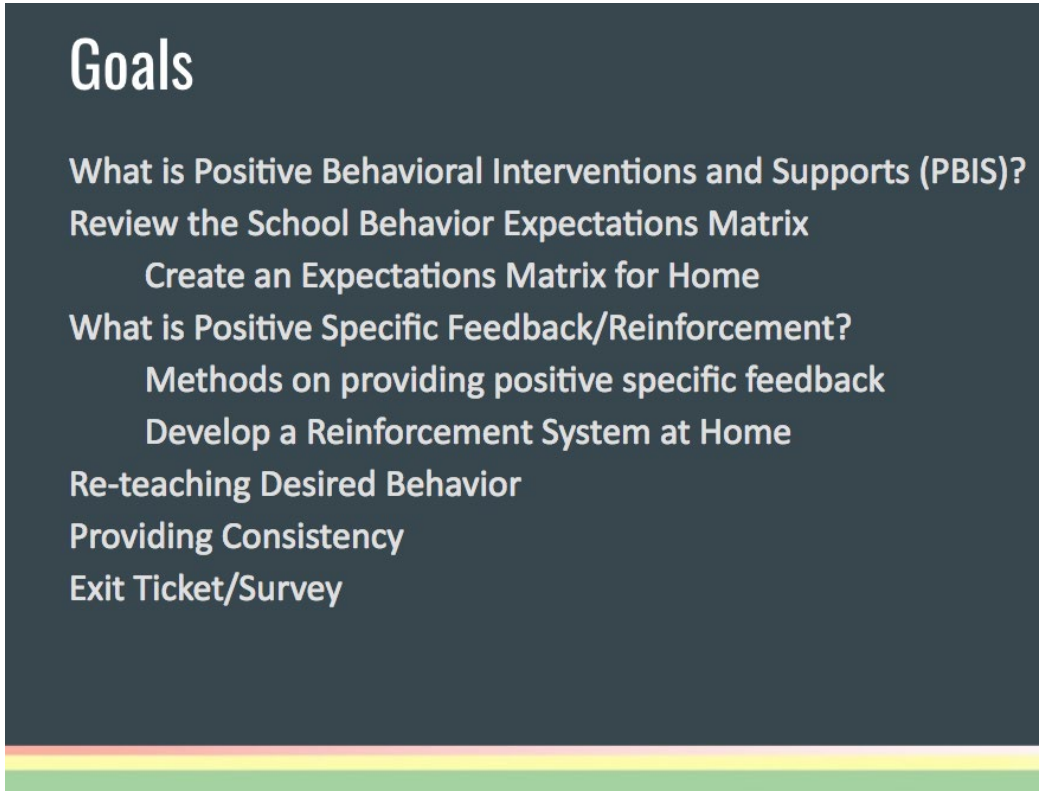
- Brochure provided during new enrollment
- Video for families
  - Omaha Public Schools
  - Evette Rawls





Parent “Night”

- Day AND Night opportunities; weekends as well.
- Meal service
- Child-care
- Publicize the event starting 4-6 weeks prior using a variety of methods
- Materials/video made available
- Parting “gift”
- Feedback/survey



THINK SHARE

- Discussion
  - What family engagement strategies have been the most successful in your school?
  - What made them successful?

Board of Education

Action Plan & BOE Goals

Updated on: 9/15/18

ABC School District

PBIS District Action Plan 2018-2019 | Members of PBIS District Team: Lauren Proctor (LP), Kody Mills (KM), Derrick Smith (DS), Hannah Hall (HH), Beth Morris (BM), Norman James (NJ)

AREA OF IMPLMENTATION	GOAL:	BOE GOAL:	ACTION STEPS:	PRIORITY LEVEL:	CONTINUUM:	STATUS:	PERSON RESP:	RESOURCES:	TIMELINE:	EVAL/OUTCOME & DATA SOURCE
Leadership	Form a district-wide PBIS team to build district capacity in order to support schools.	1.2 4.3	Include representation from: each level of building; an individual with behavioral expertise and social-emotional expertise; academic expertise (Special Education); instructional and/or behavior coach, Assistant Superintendent and/or individual that sits on Superintendent Leadership Cabinet; professional development representation.	Low	Systems	2 - In Place	LP	n/a	07/01/18	
			Define and determine roles and responsibiliteis of team members.	Low	Practices	2 - In Place	LP	n/a	07/01/18	Roles and Responsibilties document completed; information on agenda/notes.
			Determine standing meeting dates and times.	Low	Practices	2 - In Place	KM	calendar	07/01/18	Monthly meetings on district calendar
Training	Create and implement a process for new teachers to learn PBIS practices with successful implementation within the classroom.	2.6 3.1 4.2	Coordinate with New Teacher program director regarding initial training and support throughout the year.	High	Systems	0 - Not in Place	DS	- calendar - New Teacher handbook	10/13/18	- New Teacher handbook -Training agenda
		2.6 3.3 5.3	Determine what data will be utilized to determine next steps of support for new teachers.	Medium	Data	0 - Not in Place	HH	- Tools utlized to assess implmentation of PBIS within the classroom - Walk-through data.	12/15/18	- outlined process with steps on how to support

BOE Meetings – getting started

- What is PBIS; make connections to academics
- Show alignment of PBIS to Improvement Plan and Goals; be specific
- Gains for students and staff in PBIS schools
- Results for students and staff when PBIS is implemented with fidelity
- Utilize data
- Next steps based on data
- Ideas on how to engage community members
- Invite BOE to trainings, meetings, celebrations, events, etc.

BOE Meetings – standard sharing

- Celebrations/successes
  - Students share
  - Buildings share
- Most recent data from a district-wide perspective; connection to BOE goals
- Student impact
- Next steps
- Invitation to upcoming events
- **Annual Report**

THINK SHARE

- Discussion
  - What questions do you see arising from Board of Education members during a presentation?
  - What steps will you take to engage your Board of Education?

Interconnected Systems Framework Monograph

LINK

Building an Inclusive Community of Practice: Four Simple Questions

1. Who cares about this issue and why?
2. What work is already underway separately?
3. What shared work could unite us?
4. How can we deepen our connections?

Building an Inclusive Community of Practice: Four Simple Questions

Persistent problems of implementation remain challenging because they require crossing many boundaries to ensure progress in practice. These issues are complex, interconnected and can look different from the perspective of various implementers. In these situations, we encourage leaders to use four simple questions:

1. Who cares about this issue and why?

Answering this question permits leaders to think beyond special education, and even outside education, to get a 'big picture' of the issue in practice.

Who Cares?	Why do they care?

2. What work is already underway separately?

Recognizing the work of others is critical to developing allies. Respecting the history that others have on an issue is critical to engagement.

Organization/Group	Initiative/Document/Tool	Unique Vocabulary/ Difference in Perspective	Value to Our Common Interest

3. What shared work could unite us?

Relationship building takes time! Shared activities make a start and lead to bigger opportunities.

Activities that might have value	For each group	For all groups
Defining a shared problem		
Information exchanges		
Productive inquires		
Joint events		
Problem solving		
Boundary collaboration		
Etc.		

3. How can we deepen our connections?

A single outreach won't yield much when we want to change practice. Interactions must be ongoing. Remember: if a group is important to our outcomes…they aren't any less important because they don't accept our invitations. Keep inviting!

Group	How can we support and connect to their work on this issue?	How can they support and connect to our work on this issue?

Considerations for an Integrated Framework Connected to School Mental Health:

- Too many competing initiatives
- Inadequate training and professional development
- Low priority
- Lack of leadership
- Isolated systems (school and mental health)
- Different funding streams and priorities
- Complex needs of children and families

Interconnected Systems Framework Monograph

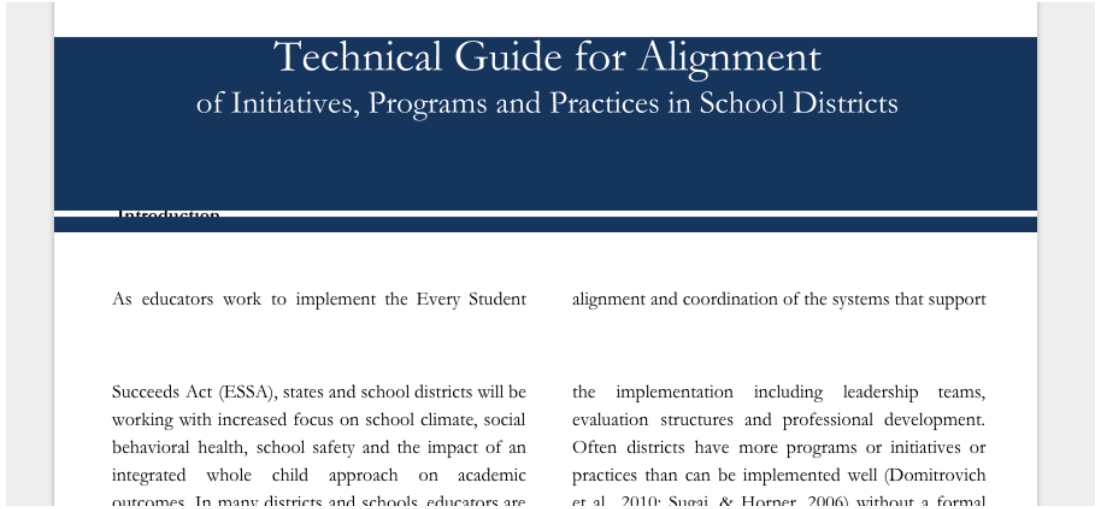
Technical Guide for Alignment

LINK

Examine current practices across educational units and systems (instruction, support, improvement, special education, mental health, justice);

Consider the extent to which current practices are implemented with fidelity and produce meaningful academic and social/behavioral outcomes, and

Establish support systems to select install and implement new practices.



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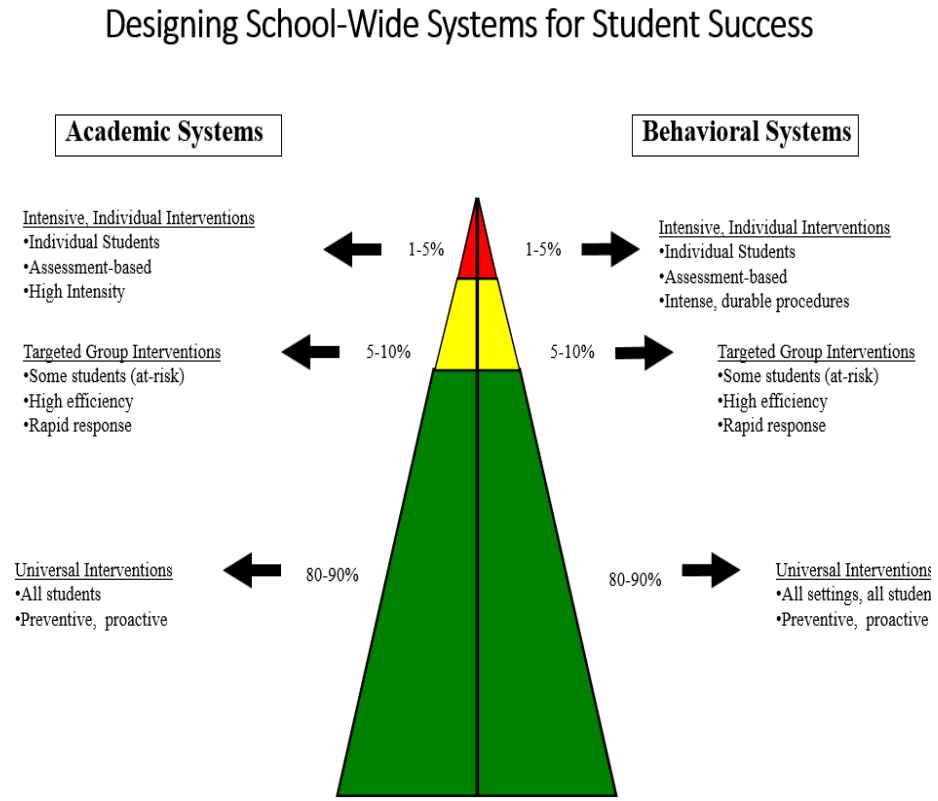
A	B	C	D	E	F	G
Name of the Initiative to be Aligned	**Initiative A**	**Initiative B**	**Initiative C**	**Initiative D**	**Initiative E**	**Initiative F**
Name of the Department/division with budget authority? Leader(s) What personnel are involved in implemenation of this initiative?						
Population served (Tier 1, Tier II, Tier III, students, staff, families, grade level)						
Research Based (peer reviewed) Yes or No and is it a matched poplulation						
Outcome Achieved to Date in Districts and Schools -						
Leadership Team (name of team, individuals on the team, who provides coordination						
Fidelity Measures						
Core Practices by Tier						
Outcome Measures						
Comprehnsive Screening Measures						
Professional Development Plan including process with performance feedback						

Missouri Model Districts: Alignment



MIZZOU PBIS

Facilitation: Building District Capacity

1. What do we hear when district planning that would indicate support is needed for alignment?
2. What might be barriers/roadblocks to assessing and action planning?
    a. Primary tier 1 versus across all 3 tiers
3. Community membership to the district leadership team. Are they on the team? In what capacity/role? Why or why not?

Lessons Learned

Lessons Learned from the Field

Drivers

- Prepare for political influences.
- Stakeholders Engagement – Clinicians, Community Agencies
- Different funding structures, each systems has their own progress monitoring tools, reporting structures, data sources and outcomes.
- Provide clinicians support to transfer and generalize interventions provide using the tiered systems is a link.
- **Focus at the district level. – Creates Equity**

Facilitation

- Provide training/background knowledge prior to facilitating the alignment process
- Alignment takes time
- Schools and mental health agencies often function under phantom rules – example can't share data - consider developing and documenting processes to share and report data.

Lessons from the Field

Process/Approach

- Avoid starting with resource mapping – too complex – start with aligning initiatives. Use this information and connect to data, identify needs and gaps across the community.
- Consider starting with Initiative Inventory, as this is less personal (versus aligning Mental Health Interventions in the Community)
- Create a purpose statement for districts and community agencies to work from and link to district mission and action plan.

Unintended Benefits

- Example district participating in the alignment process developed a re-entry routine for supporting all students following a long-term suspension.

Building Provider Capacity and Alignment

- Agreement of district wide implementation
- Gap analysis completed to identify community and school needs
- Common definition of service provider role
- Identification of service provider agencies at each campus
- Pairing of service provider agency with focused area of need as identified by the service provider
- Development of consistent expectations across MOUs/Contracts
- Quarterly district wide service provider meetings
- Impact reporting by agencies three times per year
- Annual summer service provider review to asses relationship and impact.
- Align current service provider intervention with tiered system to establish clear intervention pathways.
- Applying tiered system review of potential new service providers to decide whether or not to invite new services into the system.
- Ensuring the correct number of tiered interventions are aligned with the needs demonstrated by review of Sabers data.

Big Ideas & Wrap -Up

1. Consider engaging diversified stakeholders in your district planning processes
2. Tools and resources are available as you embark on your journey:
    a. District Systems Fidelity Inventory
    b. Interconnected Systems Framework Monograph
    c. Technical Guide for Alignment of Initiatives, Programs and Practices in School Districts
    d. Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS)

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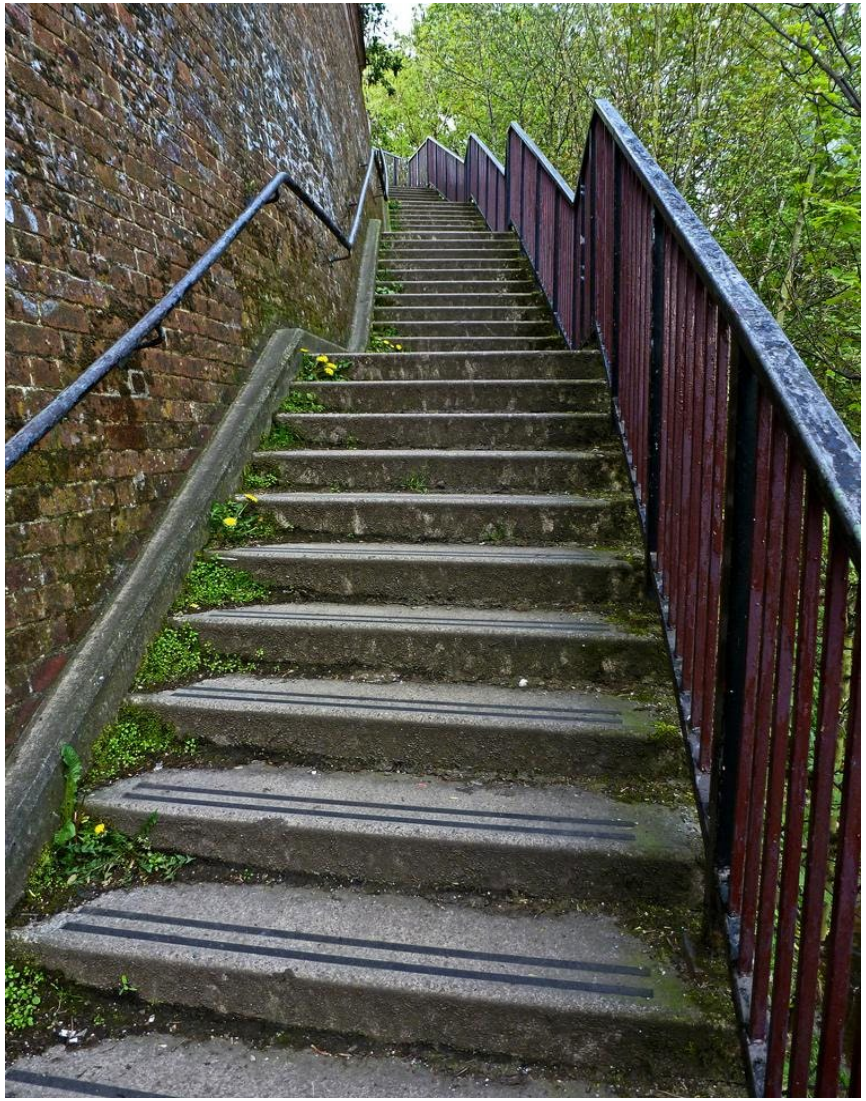
So, now what?

1. What are your experiences?
2. What would you offer?
3. Where is your work?
4. What do you need next?



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