

# All Things Alignment

Chrissy Crollly

MO SW-PBS Statewide Leadership Team

District Continuous Improvement for Behavior Facilitator  
& Statewide Coach

## Attendees will be able to...



1. Understand the importance alignment plays in the systems and data to support the implementation of Effective Teaching and Learning Practices across schools and classrooms within a district.
2. Collaborate with educators to identify key features within their systems, practices, and data sources to align when creating action steps for the upcoming school year.

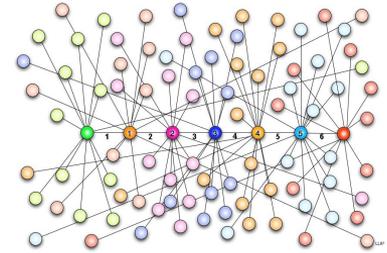
# Getting into the Room

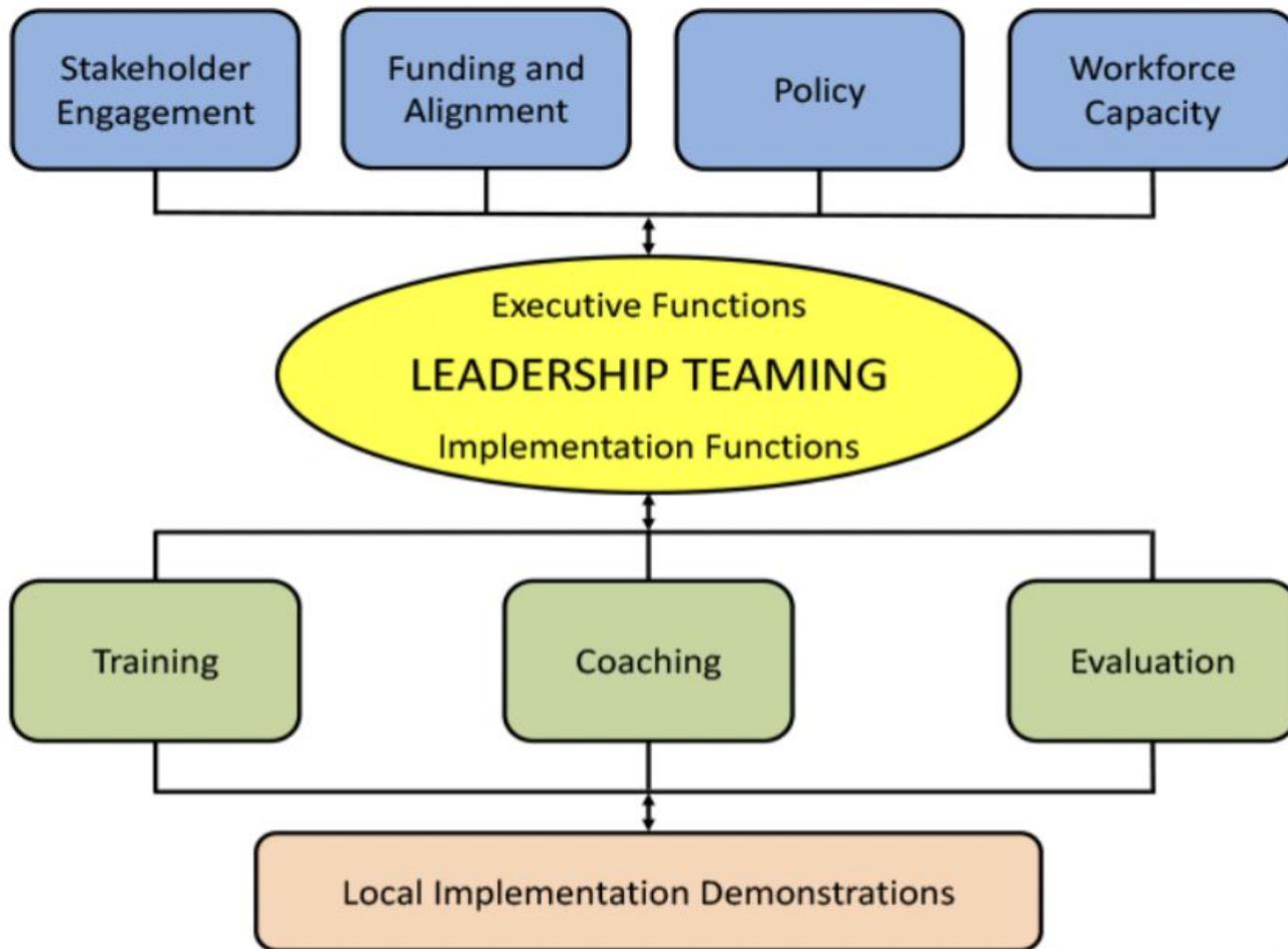
- ❖ District PBIS Coach
- ❖ District Leaders/Administrator
- ❖ Building Administrator
- ❖ Consultants and/or TA Provider
- ❖ State and/or Regional Leader
- ❖ Practitioner (e.g., district or building team member)
- ❖ Other...



# Six Degrees of the District Systems Fidelity Inventory

1. Read each category of the District Systems Fidelity Inventory (DSFI).
2. A's and B's. Fold the Line.
3. Introduce yourself to your first partner. Share your first big connection between DSFI categories. You **CAN NOT** reuse or restate your partner's ideas.
4. A's will stay in their place. B's will move 1 space to the right.
5. Introduce yourself to your new partner.
6. Share a new connection with your partner. You **CANNOT** reuse a connection from your new partner **OR** your previous connections conversations.
7. Repeat the process one more time!





# What is Resource Alignment

Resource Alignment is defined as the **thoughtful allocation** of **budgets** and **other resources** to **achieve desired education outcomes for students** (California Department of Education).

“**Across the continuum of supports** there are **three tiers** that **allow educators to organize instruction and supports across all school environments to meet the differentiated needs of students.**” (PBIS District Leadership Team Practice Guide: A Companion Guide to the District Systems Fidelity Inventory, p. 9)



# Stop and Jot

What are your district's, school's, or classroom's educational outcomes for all students?

## A Pyramid Framework for MTSS

### Academic Systems

#### Tier 3 - Intensive / Individualized

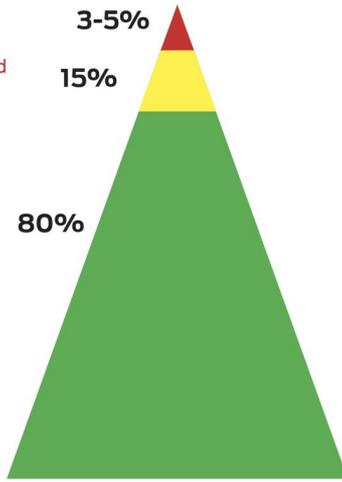
- Few Students (High-Risk)
- Assessment-Based
- High Intensity

#### Tier 2 - Targeted / Group

- Some Students (At-Risk)
- High Efficiency
- Rapid Response

#### Tier 1 - Universal / All

- All Students
- Preventative, Proactive



### Behavioral Systems

#### Tier 3 - Intensive / Individualized

- Few Students (High-Risk)
- Assessment-Based
- High Intensity

#### Tier 2 - Targeted / Group

- Some Students (At-Risk)
- High Efficiency
- Rapid Response

#### Tier 1 - Universal / All

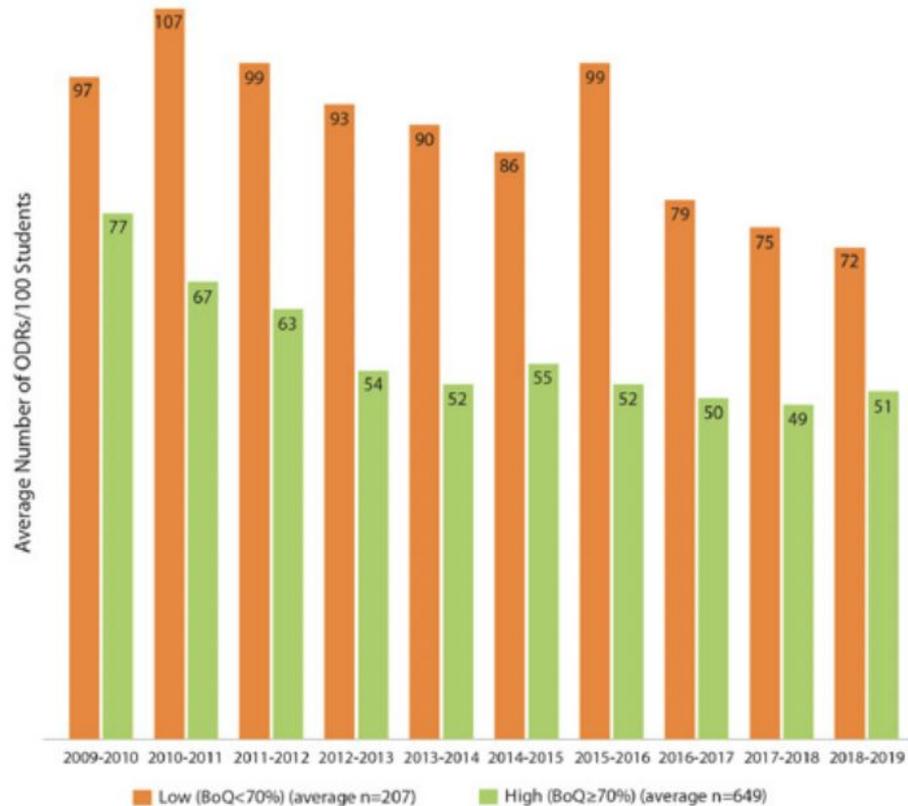
- All Students
- Preventative, Proactive



# Always Start with the WHY behind the Work

1. Establish a continuum of behavior support tailored to address the needs of ALL students.
2. Select and use evidence-based practices.
3. Build local capacity with high fidelity technical assistance and support.
4. Document high fidelity of practice implementation.
5. Decide with data.
6. Enhance implementation to be culturally relevant.

## Average Rate of Office Discipline Referrals (ODRs) per 100 Students for Schools Implementing Tier 1 with Fidelity



### TAKEAWAY:

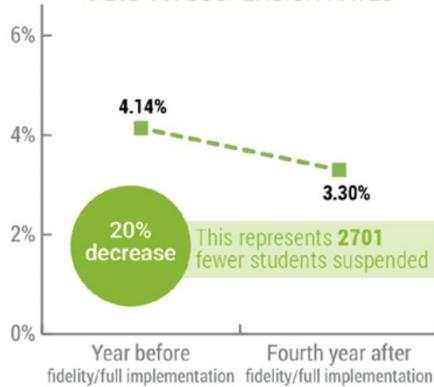
Higher implementing schools have a

**36%**

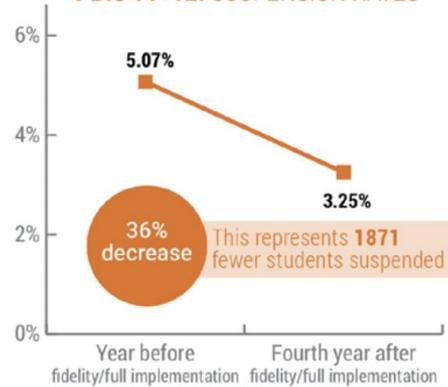
lower average ODR rate across all school years.

OVERALL SUSPENSION RATE: % OF STUDENTS WITH AT LEAST 1 OUT OF SCHOOL SUSPENSION

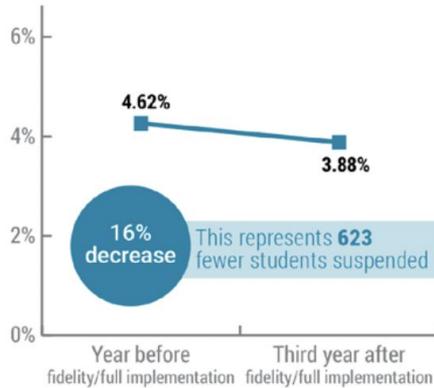
PBIS T1: SUSPENSION RATES



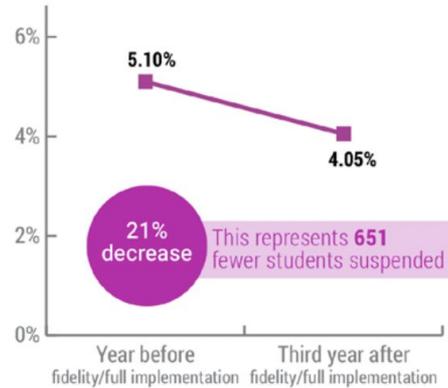
PBIS T1+T2: SUSPENSION RATES



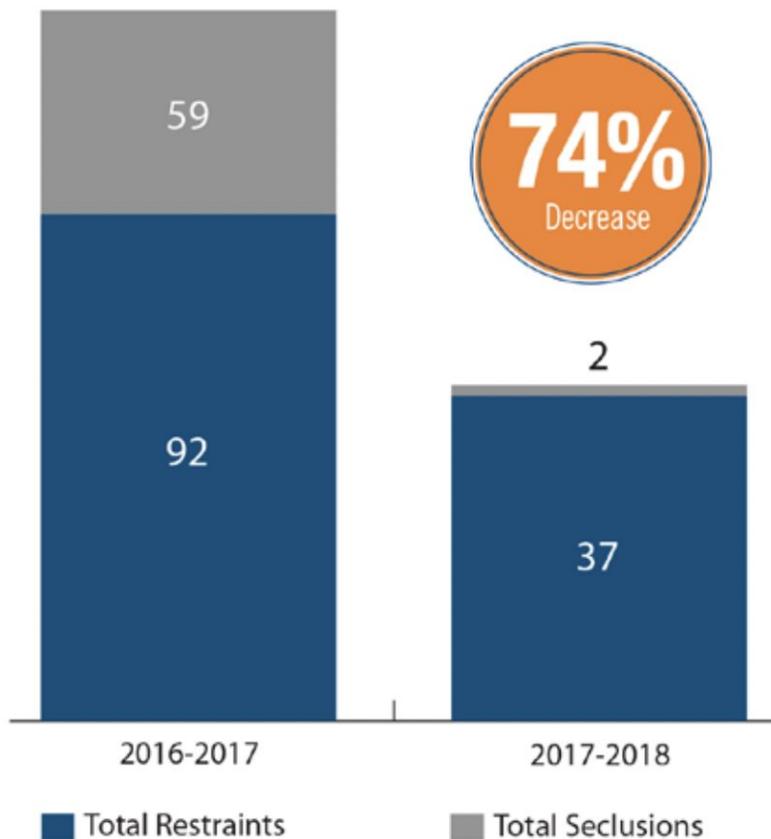
READING T1: SUSPENSION RATES



PBIS T1+READING T1: SUSPENSION RATES



## District Example: Working with FLPBIS to Reduce the Use of R/S



A district identified by the FDOE with high rates of R/S received technical assistance from the FLPBIS Project.

Using the ReSet Data Tool, the district found that restraints were being applied most often to students in alternative settings and students identified with autism.

The district was able to develop an action plan that focused on:

- adjusting policies;
- modifying data collection procedures;
- setting up specific staff training; and
- ensuring the availability of preventive mental health services.

**After several months, the district demonstrated a decreased use of R/S and increased use of preventive strategies and early interventions.**

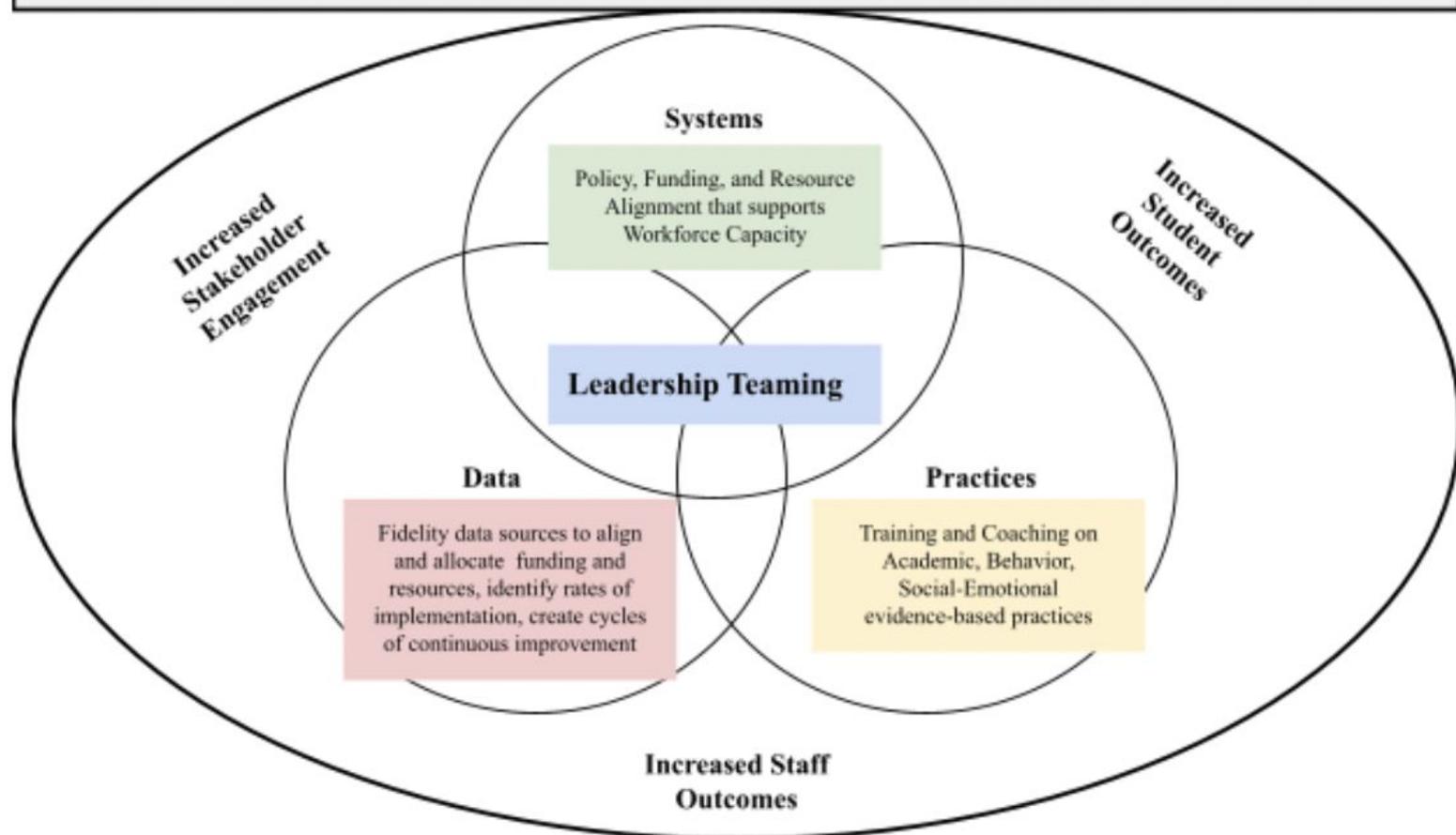
# Key of Alignment

“Classrooms, schools, and local and state education agencies are organizations that must operate as effectively, efficiently, and relevantly to benefit each member of the organizations. As such, we describe organizations as “Groups of individuals whose collective behaviors are directed toward a common goal and maintained by a common outcome” (Skinner, 1953). Furthermore, effective organizations have four defining features”

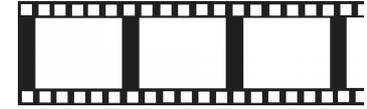
(Gilbert, 1978; Horner, 2003; Sugai, 2014).



**The District Continuous Improvement Framework that Promotes a Positive Culture and Climate Across Schools and Classrooms**



# Meanings and Connections: Let's Role Play



<b>ACTIVITY</b>	Act as a member of the District Leadership Team (DLT).
<b>TASK</b>	<p>Use dots to score the items from the Coaching section of the District Systems Fidelity Inventory (DSFI).</p> <p>Use the brainstorming / note taking document to add barriers to and benefits from implementing each item based on the conversation that took place in your group.</p>
<b>PROCESS</b>	4 Rounds; 2 Items per Round: 4-5 minutes per round.

# What do you notice about the data?

**3 Big Ideas:** Whole Group

**2 Questions:** Whole Group

**1 Next Step:** Small Groups



# DSFI Practice Guide: Funding and Alignment (pp. 46-54)



<b>ACTIVITY</b>	Jigsaw
<b>TASK</b>	Explore Funding and Alignment content and tools that team members can use when aligning and allocating district-wide funds and resources.
<b>PROCESS</b>	Groups move from around the room back to their tables to jigsaw the Funding and Alignment section of the DSFI practice guide.

# Stop and Talk

How will the alignment and allocation of funds and resources support the implementation of Effective Teaching and Practices across schools and classrooms?

MO SW-PBS

## Effective Teaching and Learning Practices

1. Expectations and rules
2. Procedures and routines
3. Encourage use of expected behavior
4. Discourage use of unexpected behaviors
5. Active supervision
6. Opportunities to respond
7. Sequencing and choice of activities
8. Task difficulty

## Now What?

- What might be a first next step?
- What does that step impact?
- What resources are available?
- What resources are still needed?
- How is this communicated to leadership, specific staff (certified and non-certified), and stakeholders?



# Resources

[PBIS Forum in Brief: Aligning and Integrating Mental Health and PBIS to Build Priority for Wellness](#)

[PBIS Implementation Blueprint](#)

*Coming Soon: “Practice Guide: District Systems Fidelity Inventory”*



# References

“Resource Alignment.” *Resource Alignment - Quality Schooling Framework (CA Dept of Education)*, Retrieved from [www.cde.ca.gov/qs/ar/](http://www.cde.ca.gov/qs/ar/).

Skinner, B. F. (1953). *Science and human behavior*. New York: Free Press.

# Presenters Contact Information

**Chrissy Croll**

MO-SWPBS Statewide Facilitator

[cac4ty@umsystem.edu](mailto:cac4ty@umsystem.edu)

<https://pbissmissouri.org/>

