



# Early Installation of an Interconnected Systems Framework Waverly

District Community Leadership Team  
Planning Day  
Midwest PBIS Network

5.20.22

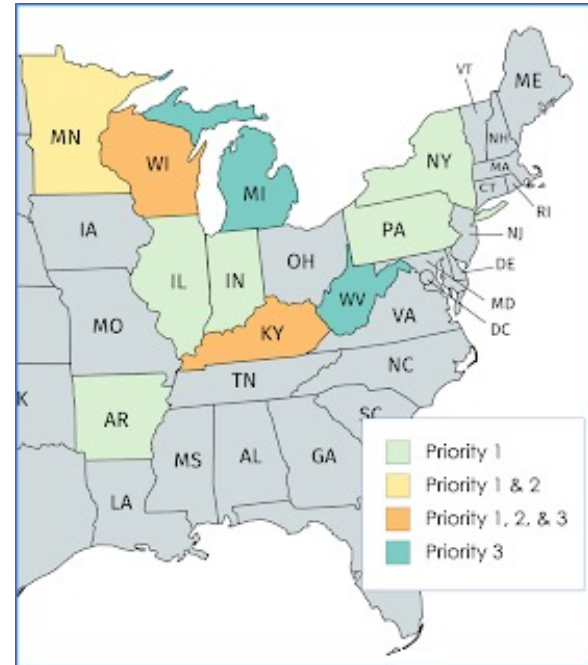


# About Midwest PBIS Network

<http://www.midwestpbis.org/about>

The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at [West 40 ISC #2](#) in Illinois.

Our primary charge is to function as a TA hub of the [Center on PBIS](#), a national technical assistance partnership funded from the U.S. Department of Education to assist state departments of education in building their capacity for installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS).



# Site Project Name (e.g., Kahoks Connect)

## ➤ Title:

- Community Partnership Grant
- School and community partners were requirement

## ➤ Funding:

- ISBE – American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund

## ➤ Partners:

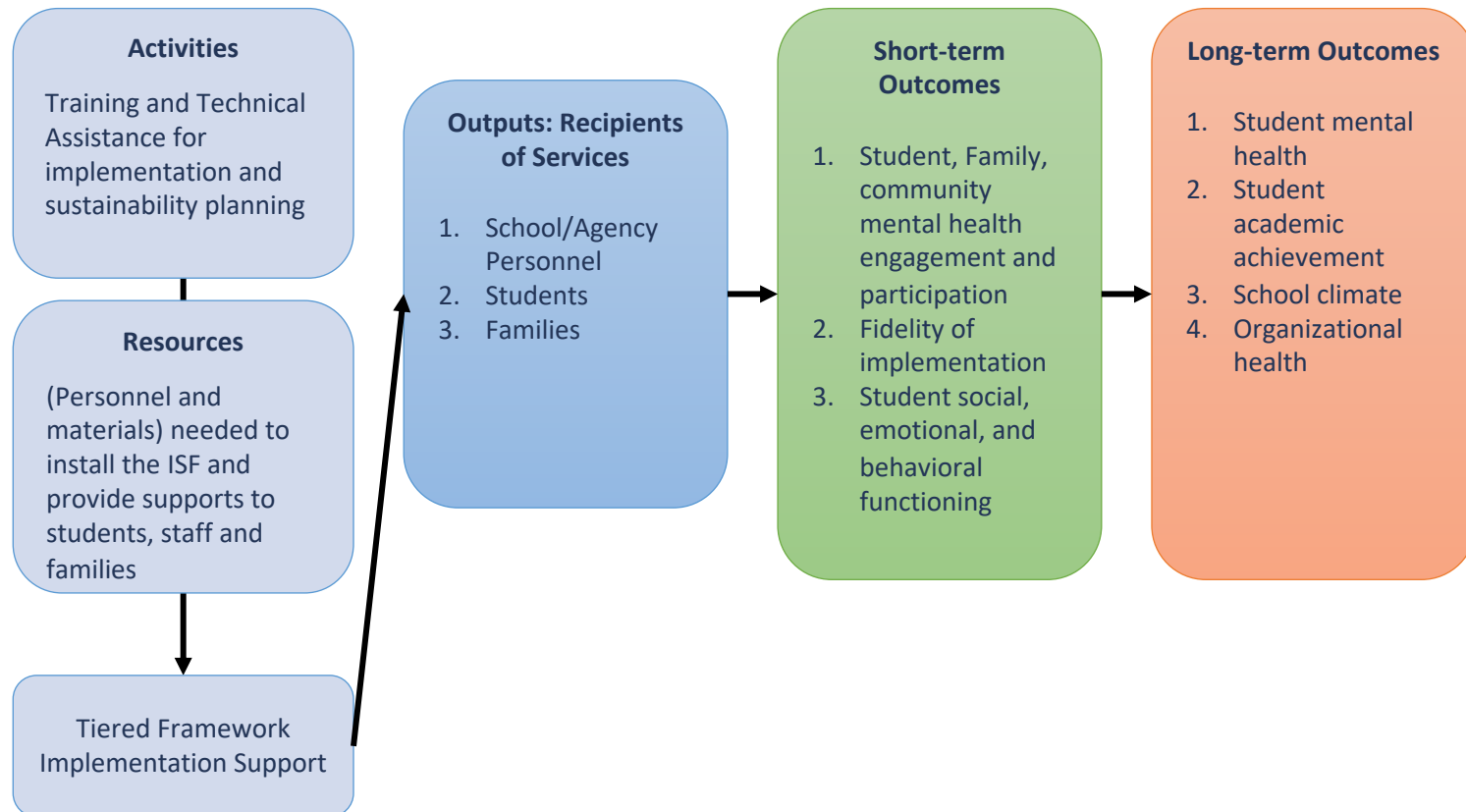
## ➤ Timeline:

- March 2022 – September 2024

# Logic Model:

## ISF for Community Mental Health Partnerships in Schools

**Project Goal:**  
Install and refine ISF, noting conditions that positively and negatively affect installation and outcomes across settings.



# Center ⇒ State ⇒ Region ⇒ District ⇒ School Cascade of Implementation

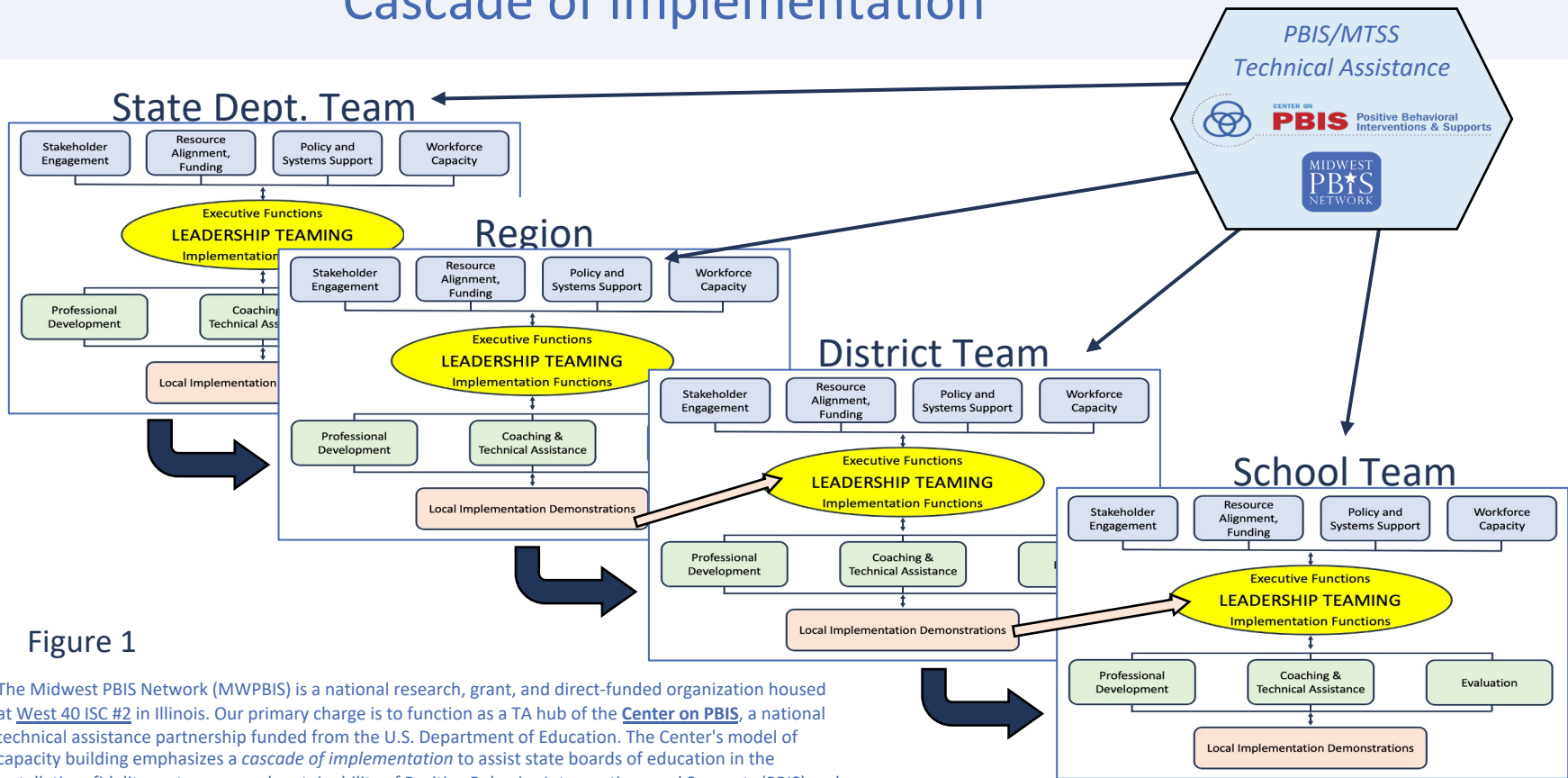


Figure 1

The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at [West 40 ISC #2](#) in Illinois. Our primary charge is to function as a TA hub of the [Center on PBIS](#), a national technical assistance partnership funded from the U.S. Department of Education. The Center's model of capacity building emphasizes a *cascade of implementation* to assist state boards of education in the installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS) and integrated social-emotional-behavioral initiatives (SEB learning). We encourage you to access the local technical assistance from your state and region. See below for resources to help build this capacity. [Learn more...](#)

# Community Agreements

EXPECTATION	BEHAVIOR
<b>We are Responsible</b>	<ul style="list-style-type: none"><li>▪ Take care of <b>yourself</b></li><li>▪ Use reflection for <b>assigned activities</b> to further your learning and document <b>action steps</b></li><li>▪ <b>Mute</b> cellphones and limit distractions</li></ul>
<b>We are Kind</b>	<ul style="list-style-type: none"><li>▪ <b>Hold</b> conversation for team time</li><li>▪ <b>Model empathy</b> -- different entry points, experiences, language/terms</li></ul>
<b>We are Engaged</b>	<ul style="list-style-type: none"><li>▪ <b>Ask</b> what you need to know to understand and apply new practices</li><li>▪ <b>Contribute</b> by sharing relevant information and ideas</li></ul>



# A FEW GROUNDING ITEMS

# Acronyms & Abbreviations

Acronym/Abbreviation	Meaning
CICO	Check-in/Check-Out
EBP	Evidence-Based Practice
FBA-BIP	Functional Behavior Assessment – Behavior Intervention Plan
ISF	Interconnected Systems Framework
MHTTC	Mental Health Technology Transfer Center
MTSS	Multi-Tiered System of Supports
PBIS	Positive Behavioral Interventions and Supports
PD	Professional Development
SAIG	Social/Academic Instructional Group
SEB	Social Emotional Behavioral
SEL	Social Emotional Learning
SMH	School Mental Health
TFI	Tiered Fidelity Inventory
VDP	Vulnerable Decision Points





Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement



Establish Routines and  
Procedures



Develop an Integrated Action  
Plan

# ISF DCLT Installation Guide

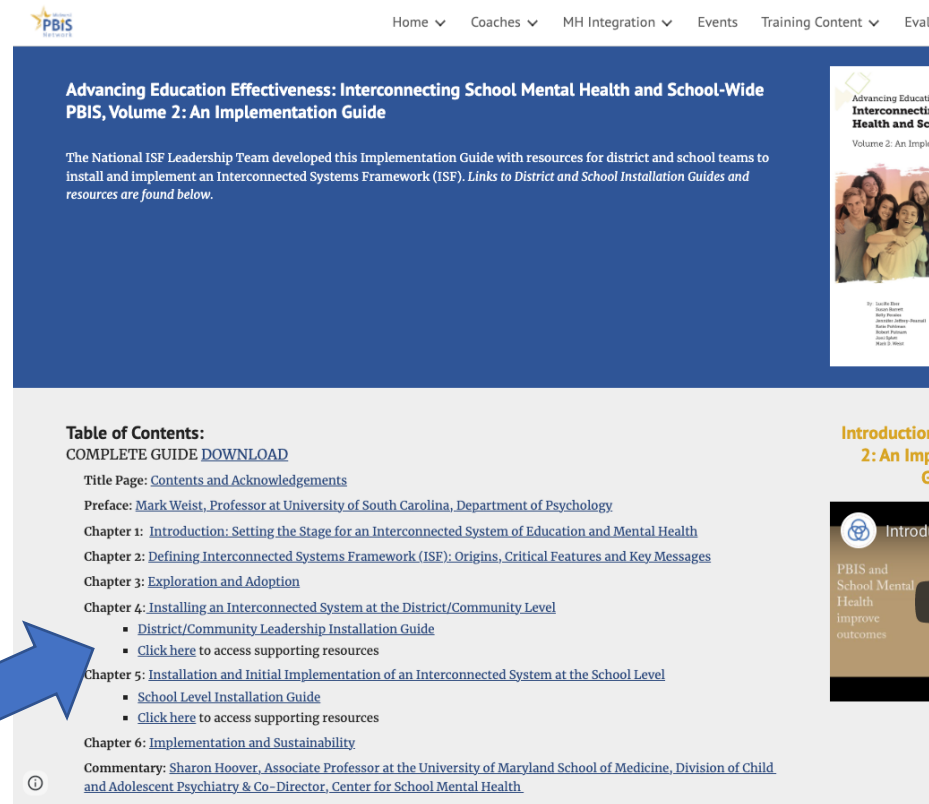
**Purpose:** This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

<b>Step 1: Establish a District/Community Executive Leadership Team</b>			
<b>Features</b>	<b>Installation Activities</b>	<b>Action Needed:</b>	<b>By Who? By When?</b>
<b>Representative DCLT team identified.</b> <ul style="list-style-type: none"> <li>• <i>Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.</i></li> <li>• <i>Present concerning data and needs to those with authority and propose a way of working.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assess current teaming structures. Identify need for new team or expansion of existing team</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>• Which voices with social-emotional-behavioral health expertise within school system could benefit this team?</li> <li>• Which voices of mental health, juvenile justice, core service agency partners could benefit this team?</li> <li>• In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?</li> </ul>			

# New ISF Volume 2: An Implementation Guide

<http://www.midwestpbis.org/interconnected-systems-framework/v2>

- Chapter 1: Context and Structure for Volume
- Chapter 2: Defining ISF: Origins, Critical Features, and Key Messages
- Chapter 3: Exploration and Adoption
- **Chapter 4: Installing ISF at the District and Community Level**
- Chapter 5: Installing and Initial Implementation of ISF at the Building Level
- Chapter 6: Implementation, Sustainability and Recommendations to the Field



The screenshot displays the PBIS website's navigation menu at the top, including links for Home, Coaches, MH Integration, Events, Training Content, and Evaluation. The main content area features a blue header with the title "Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide". Below this, a paragraph states that the National ISF Leadership Team developed the guide with resources for district and school teams. A "Table of Contents" section follows, listing the complete guide download and the following items:

- Title Page: [Contents and Acknowledgements](#)
- Preface: [Mark Weist, Professor at University of South Carolina, Department of Psychology](#)
- Chapter 1: [Introduction: Setting the Stage for an Interconnected System of Education and Mental Health](#)
- Chapter 2: [Defining Interconnected Systems Framework \(ISF\): Origins, Critical Features and Key Messages](#)
- Chapter 3: [Exploration and Adoption](#)
- Chapter 4: [Installing an Interconnected System at the District/Community Level](#)
  - [District/Community Leadership Installation Guide](#)
  - [Click here to access supporting resources](#)
- Chapter 5: [Installation and Initial Implementation of an Interconnected System at the School Level](#)
  - [School Level Installation Guide](#)
  - [Click here to access supporting resources](#)
- Chapter 6: [Implementation and Sustainability](#)
- Commentary: [Sharon Hoover, Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health](#)

A blue arrow points from the text "Chapter 4: Installing ISF at the District and Community Level" in the list to the corresponding link in the screenshot's table of contents.

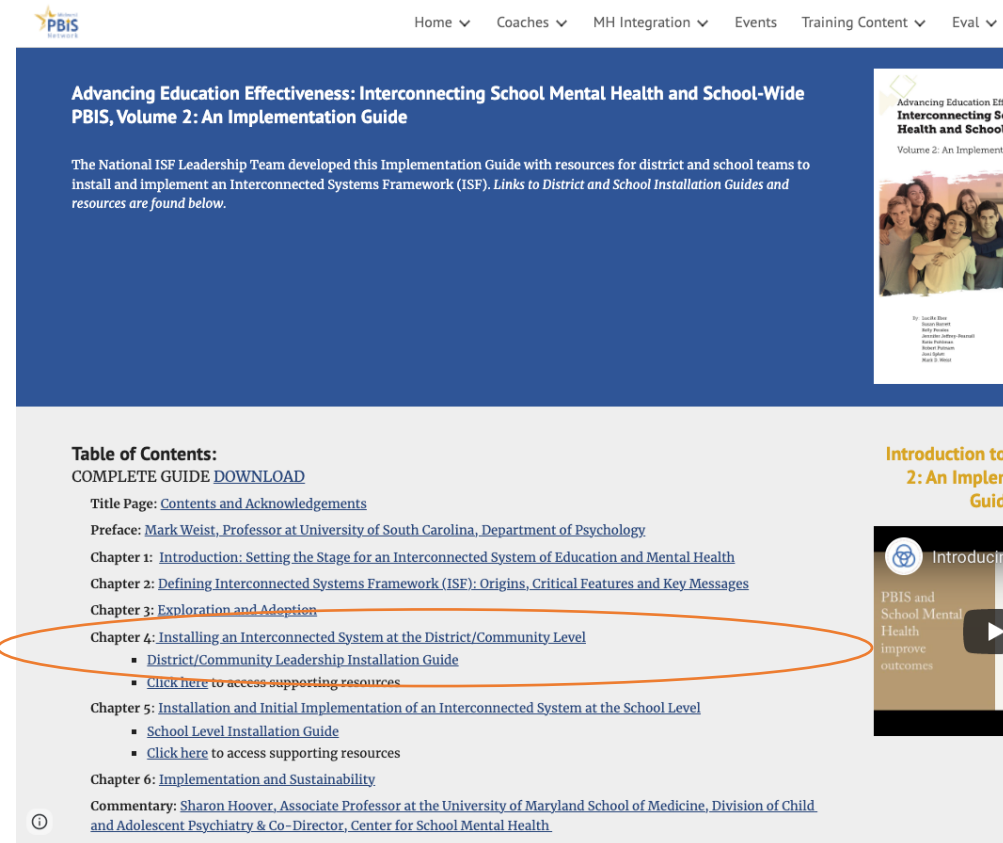
# Let's Get Organized

## Materials:

- Define a shared way of working (e.g., OneDrive, Shared Folder)
- **Coach(es) only** ISF District Installation Guide  
Download > Make Copy > Share

## Roles for the day:

- Facilitator
- Recorder
- Time Keeper
- Gate Keeper



The screenshot shows a website page with a blue header and a white main content area. The header includes navigation links: Home, Coaches, MH Integration, Events, Training Content, and Eval. The main content area features a title, a brief description, a 'Table of Contents' section, and a 'Download' button. The 'Table of Contents' lists several chapters, with Chapter 4, 'Installing an Interconnected System at the District/Community Level', circled in orange. The page also includes a 'Preface' and a 'Commentary' section.

**Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide**

The National ISF Leadership Team developed this Implementation Guide with resources for district and school teams to install and implement an Interconnected Systems Framework (ISF). [Links to District and School Installation Guides and resources are found below.](#)

**Table of Contents:**  
 COMPLETE GUIDE [DOWNLOAD](#)  
 Title Page: [Contents and Acknowledgements](#)  
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Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement



Establish Routines and  
Procedures



Develop an Integrated Action  
Plan

# Step 1: Establish a Leadership Team

## **a) Representative Stakeholders Identified**

- Executive leadership from both school and agency systems
- Family/Youth as active team members

## **b) Establish Team Operating Procedures**

- Meeting protocol
- Time to meet (at least quarterly)
- Confidentiality agreements

# Step 2: Assess Current Status of Mental Health & PBIS Systems

## **a) Conduct assessment of current system structures**

- Stakeholder Support, Funding, Policy & Systems Alignment, & Workforce Capacity (PBIS DSFI)

## **b) Conduct review of current initiatives & practices**

- Initiative Inventory

## **c) Conduct staff utilization review**

## **d) Review current school & community data**

# Step 3: Reach Team Consensus on a Mission Statement

- a) **Establish a common mission**
- Valued by all stakeholder groups
  - Establishes priorities to share with stakeholder groups (e.g.: teachers, students, families)



## **Step 4: Establish Procedures & Routines to ensure use of MTSS features**

- a) Selecting and installing a universal screener
- b) Request for Assistance (RFA) process
- c) Selection process for evidence-based practices
- d) Process to monitor fidelity
- e) Process to monitor outcomes of interventions


# Step 5: Establish Ongoing Action Planning Process



- a. Develop Evaluation Plan
  - Outcomes & Fidelity
  - Performance Feedback
- b. Professional Development & Coaching Plan
  - Ensure Level of Expertise at District and Building Levels
- c. Selection of Demo Sites
- d. Finalizing an MOU
  - Changes in staff allocation for teaming functions
  - Coaching Roles and Responsibilities
  - Intervention facilitators

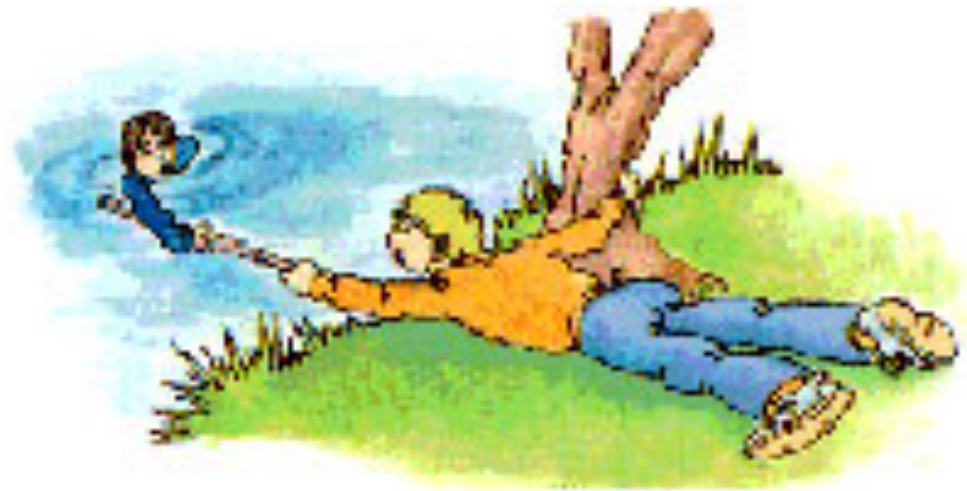
# Moving Upstream: A Story of Prevention and Intervention



Adapted from:  MIBLSI  
MICHIGAN  
Integrated Behavior & Learning Support Initiative



In a small town, a group of fishermen gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out.



Minutes later another child came, then another, and then many more children were coming down the river. Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.



In the midst of all this frenzy,  
one of the group was seen  
walking away.



Her colleagues were irate.  
How could she leave when there  
were so many children to save?

After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

At that moment, their colleague came back. They turned on her and angrily shouted:

*“HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?”*



She replied, “*It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river.*”





*What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river.*

*So I got someone to fix the bridge”.*



# History and Context

# Context and History

## Purpose:

Understand how the ISF can support interconnecting the education and community systems



## Today's Objectives:

- ✓ Recognize and discuss local data trends
- ✓ Describe PBIS as an evidence-based MTSS
- ✓ Identify enhancements of MTSS core features to create an ISF
- ✓ Identify need and benefits of an integrated way of work for your community

## Follow-up responsibilities:

- ✓ Build understanding of an integrated way of work among all stakeholders
- ✓ Continue to meet as a DCLT to make decisions and establish systems to support an integrated way of working

# Context

The need

# Pre-COVID 19

- One in 5 youth have a MH “condition”
- At least 50%, perhaps 80%, of those get no treatment
- School is “defacto” MH provider
- Juvenile Justice system is next level of system default
- Suicide is 2nd leading cause of death among young adults
- Factors that impact mental health occur ‘round the clock’
- It is challenging for educators to address the factors beyond school
- It is challenging for community providers to address the factors in school

# Partnerships are needed:

U.S. Department of Education  
2021 National ESEA Conference

## Data Trends 2019

- 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24
- The average delay between onset of mental illness and intervention is 8-10 years.
- 37% of students with a mental health condition drop out of school- the highest dropout rate of any group
- Suicide rates for teens between 2007-2017 increased 50% between 2007-2017.
- Suicide rate for children age 10-14 increased 100% in the same period.
- 70% of youth in state and local juvenile justice systems have a mental illness.

7

2021 National

U.S. Department of Education  
2021 National ESEA Conference

## 2020-2021

### Unprecedented Magnitude of Mental Health Needs

- Emergency department visits related to mental health (January to October 2020)
  - 24% Increase in 5-11 year-olds
  - 31% Increase in 12-17 year-olds
- 25% of American parents reported declines in their children's mental health; 14% reported increases in behavior problems. (March – June of 2020)
- One in four youth ages 13-19 reported an *increase* in sleep loss due to worry, feeling unhappy or depressed, feeling constantly under strain, and loss of confidence in themselves. (April and May 2020)
- There are many “missing” students



# Behavioral Health Forecasting Data

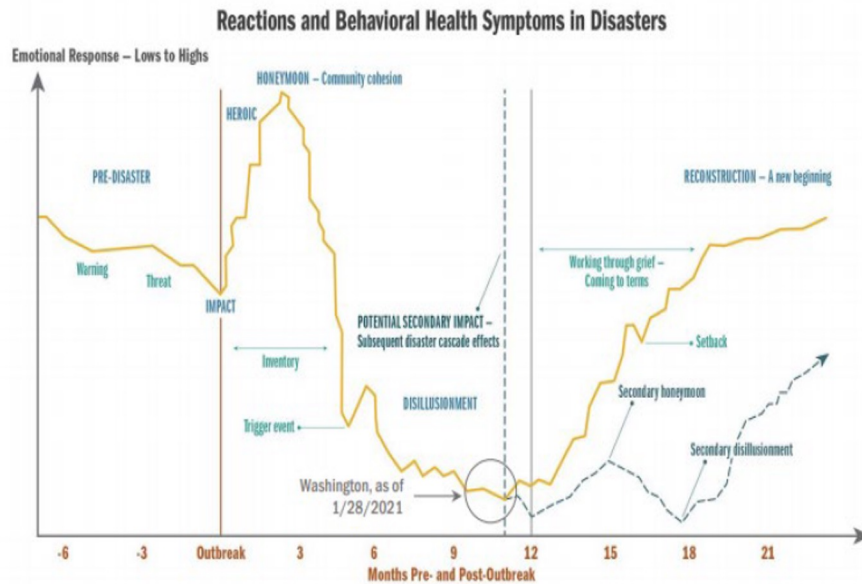


Figure 1: Phases of reactions and behavioral health symptoms in disasters. The dotted graph line represents the response and recovery pattern that may occur if the full force of a disaster cascade is experienced by a majority of the population.

Adapted from the Substance Abuse and Mental Health Services Administration (SAMHSA)<sup>7</sup>

January 2021 Behavioral Health Forecast:

<https://www.doh.wa.gov/Portals/1/Documents/1600/coronavirus/BHG-COVID19StatewideSummaryForecastofBHImpacts-Jan2021Update.pdf>



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**Disillusionment Phase:** The disillusionment phase is marked by fatigue and a realization that recovery is likely to take some time. It is during this phase that behavioral health issues begin to emerge and peak. Commonly, the incidence of depression and rates of suicide rise along with increasing rates of alcohol and drug use.

**Reconstruction Phase:** The reconstruction phase marks a time of increased risks to behavioral health disorders. There can be a rise in symptoms related to the anniversary of the event. Grief related to loss of home, family members, jobs, and opportunities need to be addressed as people settle into the new normal.

- Mental Health-related visits to EDs for children 5-17 between April and October 2020 **increased by 24-31%** when compared with the same time period in 2019.

-Behavioral health experiences at this phase of the COVID-19 pandemic typically include symptoms of **depression and anxiety, trouble with cognitive functioning, exhaustion, and burnout.**

-Ongoing behavioral health impacts in Washington continue to be seen in phases (Figure 1), with **symptoms for most people increasing or plateauing** in the first half of 2021.

-The risk of **suicide, depression, hopelessness, and substance use** will remain high through the first quarter of 2021.

# Connect and Discuss

- What trends might be happening in your district and community?

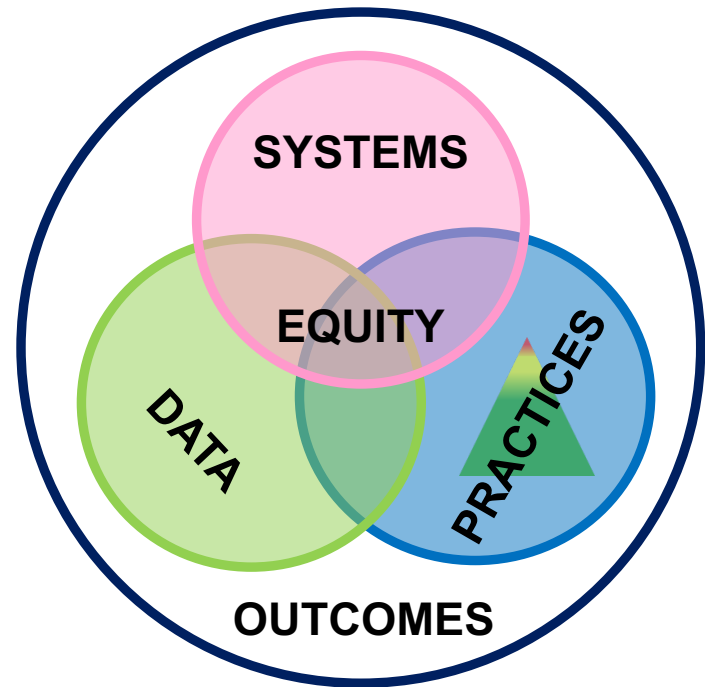


# What is PBIS?

Positive Behavior Interventions and Supports

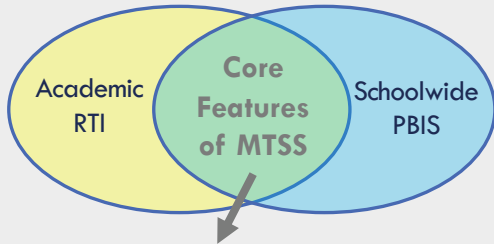
# Positive Behavioral Interventions and Supports

PBIS organizes our school, and integrates our initiatives, to achieve desired **outcomes** through understanding our **data**, implementing a continuum of **practices**, supporting staff through **systems**, and prioritizing **equity**.





# PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework



1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-19-21. Adapted from: McIntosh, K.& Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

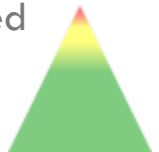
## Systems

1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise



## Practices

3. Three-tiered continuum of culturally relevant evidence-based interventions



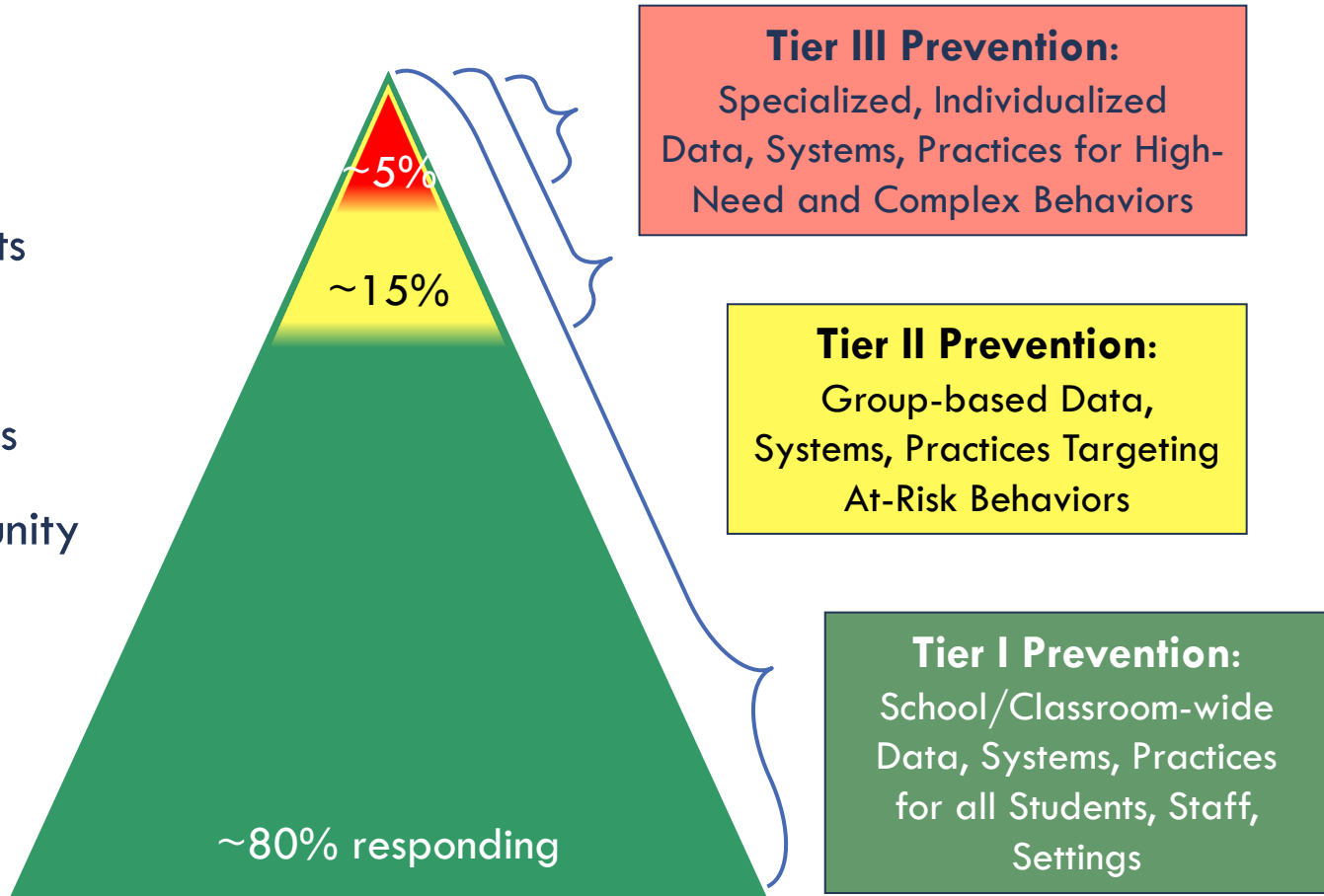
## Data

2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening



# Three-tiered Continuum of Evidence-based Practices

- ✓ Students
- ✓ Staff
- ✓ Families
- ✓ Community



# Evidence Base and Outcomes for PBIS



## Improved Student Outcomes

academic performance  
*(Horner et al., 2009)*

social-emotional competence  
*(Bradshaw, Waasdorp, & Leaf, 2012)*

social & academic outcomes for SWD  
*(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)*

reduced bullying behaviors  
*(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)*

decreased rates of student-reported drug/alcohol abuse  
*(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)*



## Reduced Exclusionary Discipline

office discipline referrals  
*(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)*

suspensions  
*(Bradshaw, Mitchell, & Leaf, 2010)*

restraint and seclusion  
*(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)*



## Improved Teacher Outcomes

perception of teacher efficacy  
*(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)*

school organizational health and school climate  
*(Bradshaw, Kath, Bevans, Jalongo, & Leaf, 2008; Bradshaw, Kath, Thornton, & Leaf, 2009)*

perception of school safety  
*(Horner et al., 2009)*

## School-Wide Positive Behavior Interventions and Supports

The PBIS framework is supported by [research spanning decades](#) (Center on PBIS, 2020)<sup>1</sup>. Study after study confirms the positive impact on improving student and school outcomes. The evaluation brief, "[Is School-wide Positive Behavior Support an Evidence-based Practice?](#)" (2020)<sup>2</sup> and the article "[Examining the Evidence Base for School-wide Positive Behavior Support](#)" (2010)<sup>3</sup> each lay out some of the research and provide additional resources to explore the topic further.



# What is SMH?

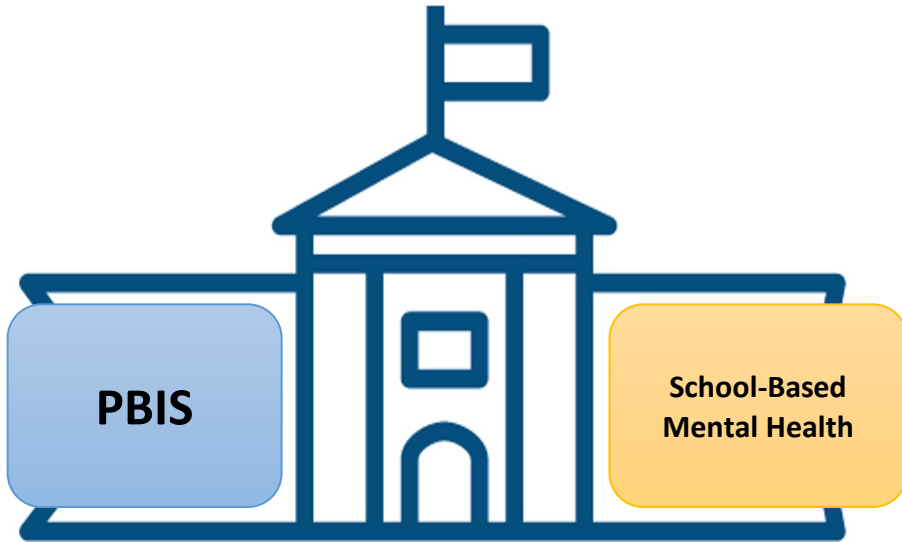
School Mental Health



# Comprehensive School Mental Health Systems

- Provide full array of supports and services
  - Promote positive school climate, social emotional learning, mental health, and well-being
- Build on strong foundation of district and school professionals in partnership with students, families and community partners
- Assess and address social and environmental factors

# School Mental Health



*Co-location model*

School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.



# School Mental Health Impact

## School Mental Health *Matters*



**3/4**  
of youth who receive mental health  
services access them in schools

Students who participate in social emotional  
learning programs do better

**academically**  
and  
**socially**



Positive school climate integrated  
with social emotional learning  
**improves school safety**  
and decreases bullying

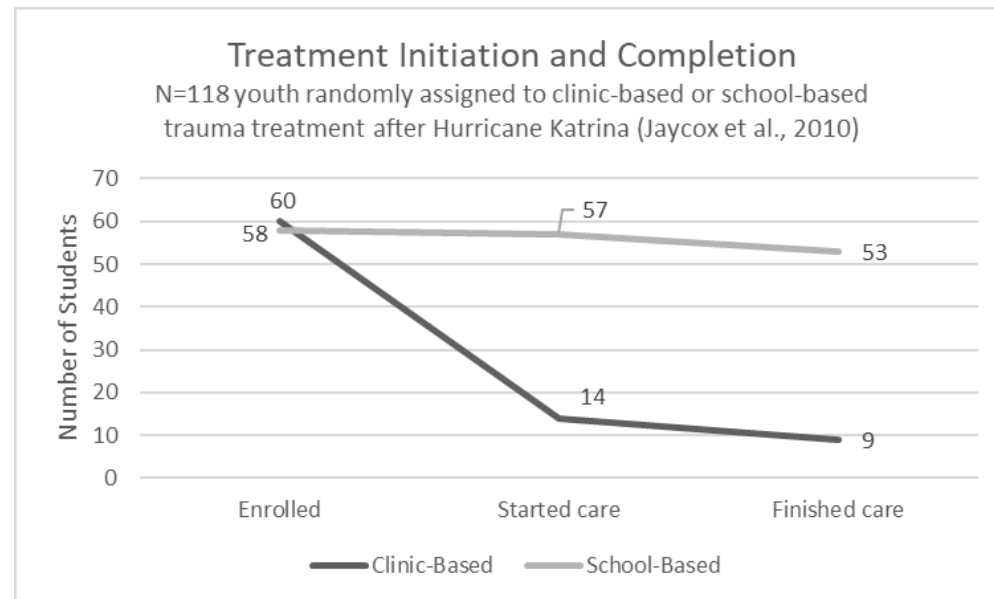
Youth are  
**6x more likely**  
to complete mental health treatments in schools  
than in other community settings



## Why Mental Health in Schools?

School-based mental health services reach children in typical, every-day environments. The natural, non-stigmatizing location offers an early and effective environment for intervention.

- Youth are 6x more likely to complete mental health treatment in schools than in community settings (Jaycox et al., 2010)
- Mental health treatment has large effects on decreasing mental health symptoms (Sanchez et al., 2018)
- Mental health services are most effective when they are integrated into students' academic instruction (Sanchez et al., 2018)

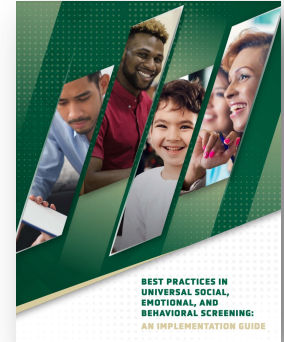


**There's still a need for more**

# What is Mental Health?

## What is Wellness?

- ✓ Complete Mental Health is Social-Emotional-Behavioral
- ✓ Mental Health is more than simply the absence of psychological problems. The absence of psychological problems does not infer wellness or happiness.
- ✓ Therefore one's mental health, or wellness, is strong when they are experiencing both **low levels** of SEB psychological problems, and **high levels** of SEB competencies.



Romer, N., von der Embse, N., Eklund, K., Kilgus, S., Perales, K., Splett, J. W., Sudlo, S., Wheeler, D., (2020). Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide. Version 2.0. Retrieved from [www.smhcollaborative.org/universalscreening](http://www.smhcollaborative.org/universalscreening)

MENTAL HEALTH							
SEB PROBLEMS				SEB WELL-BEING AND COMPETENCIES			
INTERNALIZING		EXTERNALIZING		LIFE SATISFACTION		STRONG SOCIAL RELATIONSHIPS	
Trauma, Environmental stressors	Thinking errors, Withdrawal, Negative affect	Unsafe settings, Inconsistent routines, Low expectations	Rule violations, Substance use	Basic needs are met; Opportunities matched to values and interests	Gratitude, Empathy, Persistence, Optimism, Strengths use	Healthy interactions (high support, minimal bullying); Inclusive settings	Social and emotional skills
RISK FACTORS				PROMOTIVE AND PROTECTIVE FACTORS			

*Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.*



# Not just SEL: Why we must focus on the Social, Emotional, and Behavioral (SEB) needs of students



## Why Prioritize Behavior Support?

Educational leaders support students and educators in a number of complementary ways, including (a) promoting physical health and safety; (b) prioritizing high-leverage instructional practices to enhance student learning; (c) emphasizing social ("how we interact"), emotional ("how we feel"), and behavioral ("how we act") practices to support mental health and well-being; and (d) investing in a multi-tiered systems of support (MTSS) framework to organize effective practices and build capacity. In addition, leaders develop effective policy, invest in systems change, prioritize evidence-based practice, and monitor implementation and outcomes to promote equity.

In this context, some leaders wonder whether we still need to prioritize behavior support. The short answer is yes! Without effective behavior support, research has documented that students and educators experience negative outcomes, including:

- Increased exclusionary discipline (e.g., office referrals, suspension, expulsion);<sup>2</sup>
- Lost instructional time and decreased achievement for excluded students and their peers;<sup>3</sup>
- Particularly poor outcomes for students from marginalized groups, especially Black students and students with disabilities, who are at highest risk of experiencing exclusionary discipline;<sup>4</sup> and
- Increased educator burnout, resulting in alarming numbers of educators leaving the field.<sup>5</sup>

**Supporting student behavior is critical to reduce harmful exclusionary discipline practices and promote full access to instruction for each and every student.** To effectively support student behavior, educators create a positive and predictable culture of support and invest in a MTSS framework.

### Create a Positive and Predictable Culture of Support

Given the prevalence of challenging school behavior, the question is not *if* educators will address behavior in schools but *how* educators will address behavior. To proactively support social, emotional, and behavioral (SEB) skill development and prevent and reduce challenging behavior, effective educators **implement culturally-relevant evidence-based practices** grounded in decades of behavioral science to:

- Create safe, positive, and predictable environments and teach critical SEB skills as the foundation for learning and support;<sup>6</sup>
- Target behavior support for students displaying SEB risk to prevent on-going challenges;<sup>7</sup> and
- Individualize behavior support to reduce the likelihood of exclusionary discipline and increase the probability of success.<sup>8</sup>

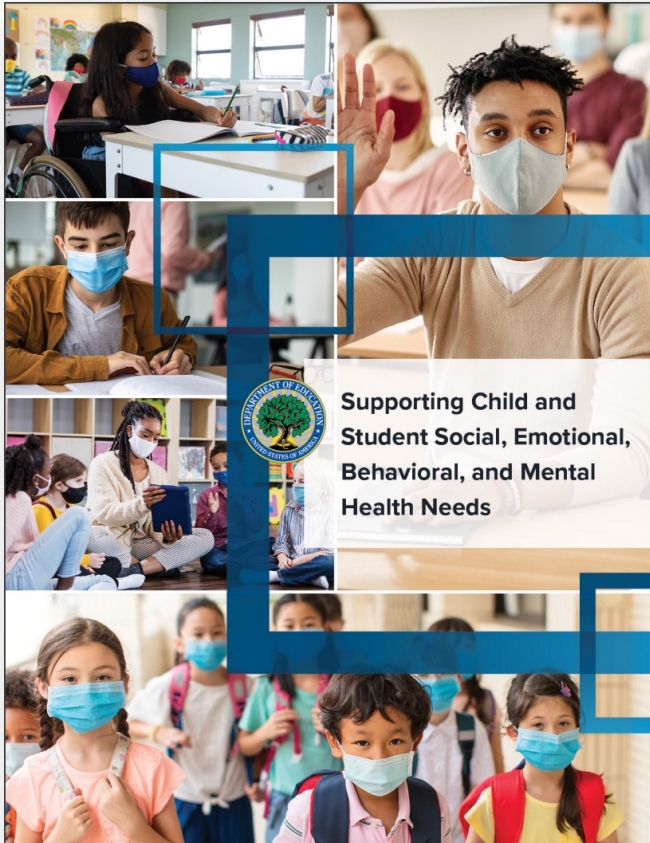
*Supporting student behavior is critical to promoting full access to instruction for each and every student.*

*Behavior continues to be the most likely reason students are excluded from their learning environment, including those from marginalized groups, especially Black students, and students with disabilities, who are at highest risk of experiencing exclusionary discipline...*



U.S. Department of Education

*Press Release October 19, 2021*



## U.S.DOE Recommendations on SEBMH

- Prioritize wellness for each and every child, student, educator, and provider
- Enhance mental health literacy and reduce stigma and other barriers to access
- Implement a continuum of evidence-based prevention practices
- Establish an **integrated framework of educational, social emotional, and behavioral-health support** for all
- Leverage policy and funding
- Enhance workforce capacity
- Use data for decision making to promote equitable implementation and outcomes

October 19, 2021. U.S. Department of Education, Office of Special Education and Rehabilitative Services. *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs*. Washington, DC, 2021. Available at: <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>



# What is ISF?

Interconnected Systems Framework

2007

- Collaboration of national leaders of PBIS and SMH

2009

- White paper – *Development of an ISF for SMH*

2013

- *Monograph Volume 1: Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support*

2016-2019

- National Targeted Workgroup and growing field examples

2016-2020

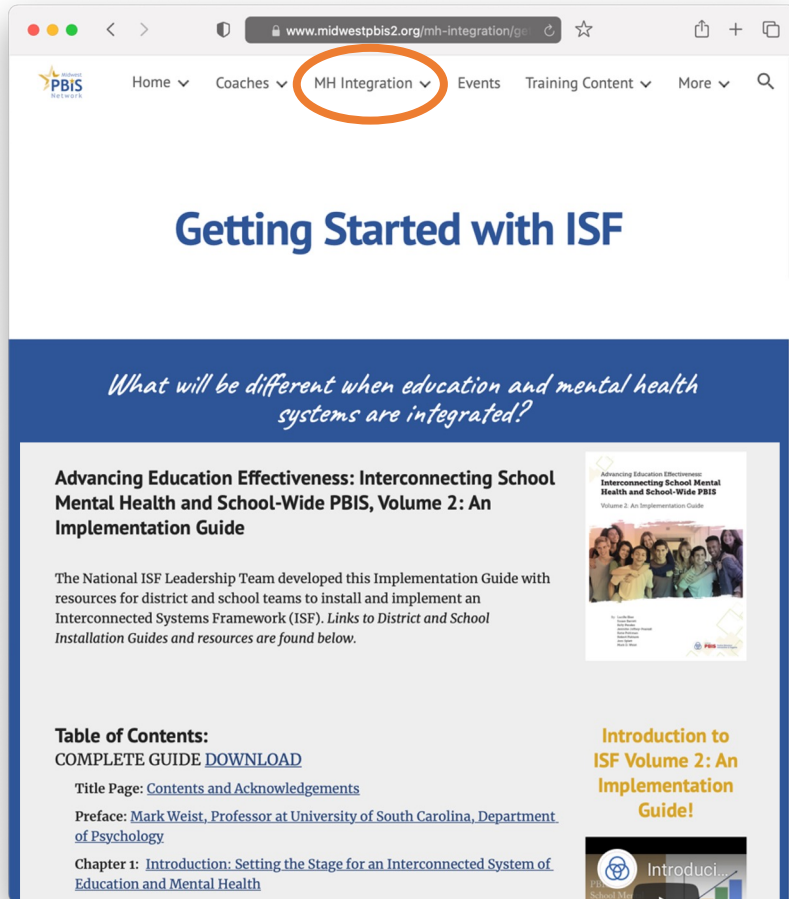
- Randomized Control Trial conducted

2019

- *Monograph Volume 2 - Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support: An Implementation Guide*



# Interconnected Systems Framework Defined



www.midwestpbis2.org/mh-integration/

Home ▾ Coaches ▾ **MH Integration ▾** Events Training Content ▾ More ▾

## Getting Started with ISF

*What will be different when education and mental health systems are integrated?*

### Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide

The National ISF Leadership Team developed this Implementation Guide with resources for district and school teams to install and implement an Interconnected Systems Framework (ISF). [Links to District and School Installation Guides and resources are found below.](#)

**Table of Contents:**  
COMPLETE GUIDE [DOWNLOAD](#)  
Title Page: [Contents and Acknowledgements](#)  
Preface: [Mark Weist, Professor at University of South Carolina, Department of Psychology](#)  
Chapter 1: [Introduction: Setting the Stage for an Interconnected System of Education and Mental Health](#)

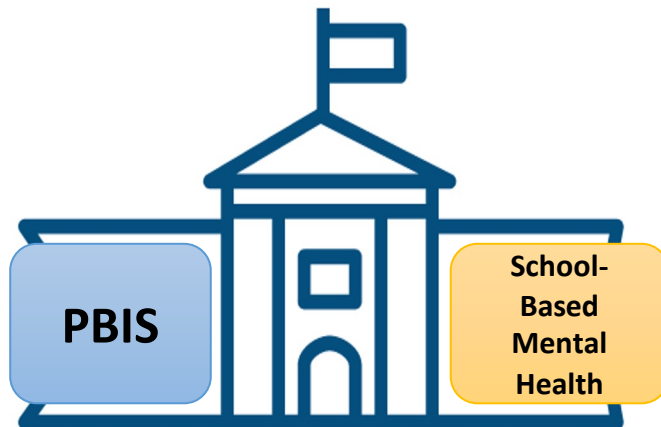
**Introduction to ISF Volume 2: An Implementation Guide!**

- Structure and process for education and mental health systems to interact in most effective and efficient way.
- Guided by key stakeholders in education and mental health/community systems
- Who have the authority to reallocate resources, change role and function of staff, and change policy.

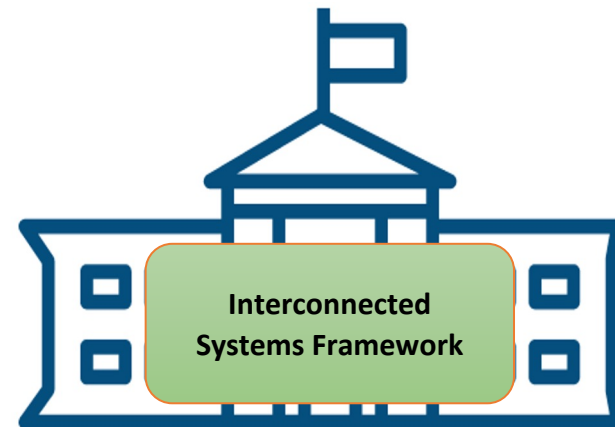
<https://www.midwestpbis2.org/mh-integration/getting-started-with-isf>

# What if.. ?

School Employed and Community Employed Staff use *community and school data* to assess the needs of young people in their school community and, *together as an integrated team*, select *evidence based practices* that match specific needs.



*This means moving away from co-located model...*



*to a fully integrated system*

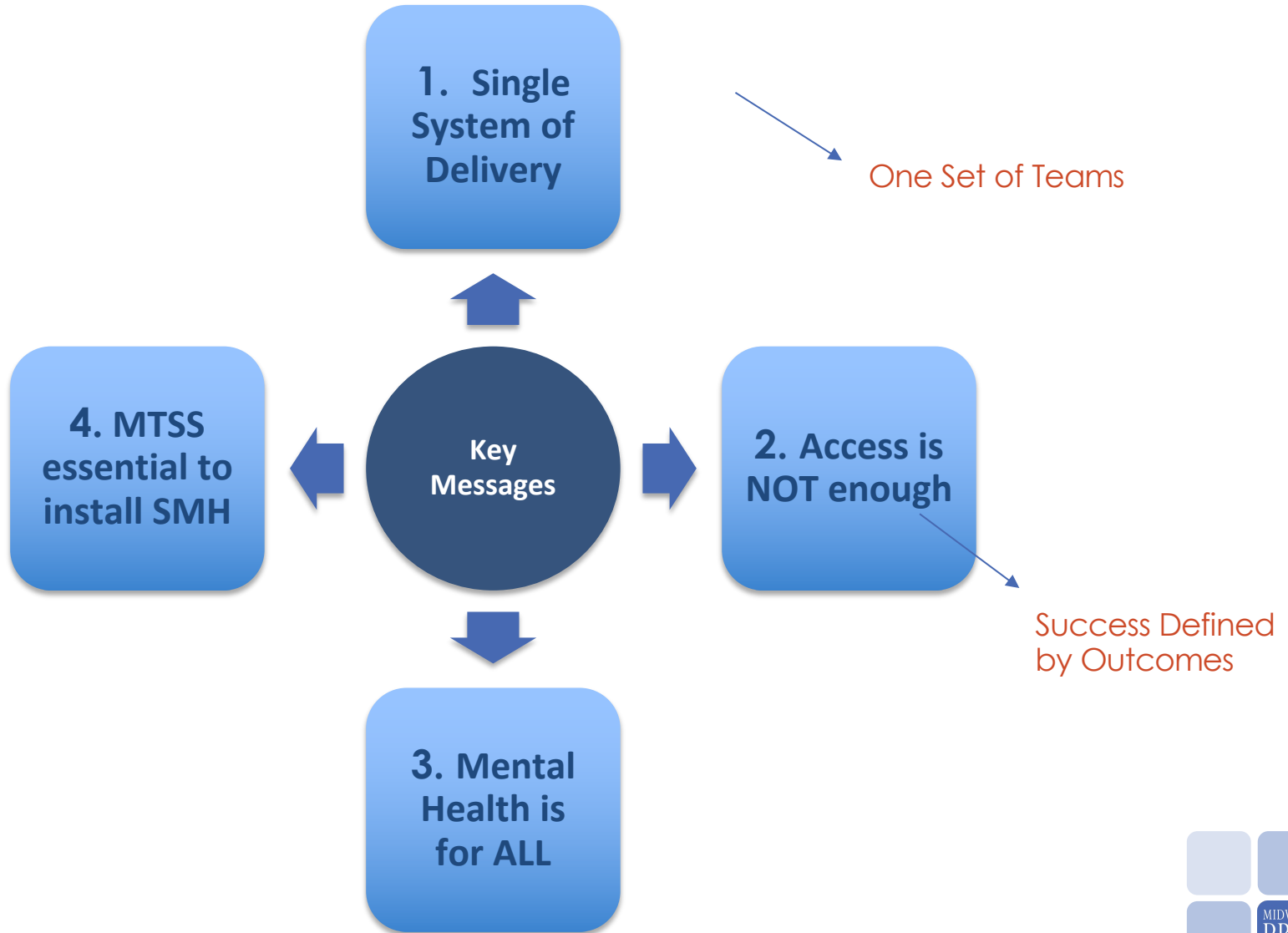
## What does it look like?

One Integrated  
System of Supports



- Integrated teams with youth and family participation
- Defining a single continuum of interventions
- Monitoring student outcomes together
- Building staff's competence and confidence to support SEB-MH.

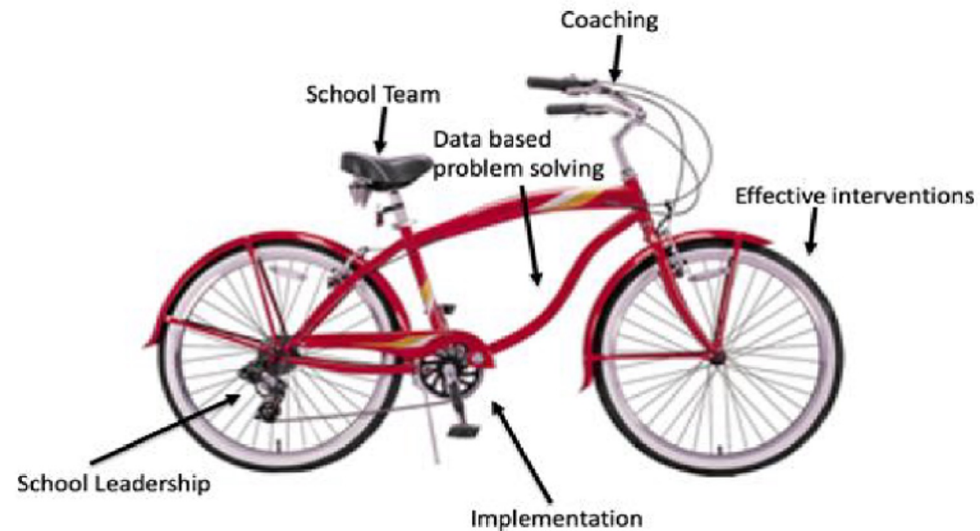
# ISF Key Messages



## Without a framework



## With a framework

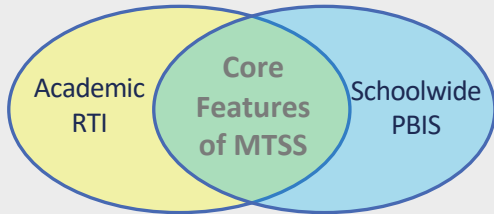


A framework is defined as a structure that is intended to serve as a support or guide for the building of something that expands the structure into something useful.

## Literature on *why* a MTSS should be used to install practices:

- MTSS is essential to accurate, durable, and scalable implementation (Chafouleas, 2016)
- MTSS represents a service delivery framework grounded in the public health model of prevention and consists of providing a continuum of evidence-based practices and making data-driven decisions (Cook, 2015)
- MTSS provides a framework to more efficiently support students identified with needs (Splett, 2018)

# Integrated Way of Work Enhances MTSS Core Features



1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching

1. Expand team membership
1. Rigorous progress-monitoring for all interventions
1. Teams select & implement evidence-based practices (EBP) across tiers
1. Expand data sources for decision making
1. Ensure early access by screening for both externalizing and internalizing needs
1. Provided ongoing coaching for both school and community employed professionals

# National ISF Leadership First RCT:



- 24 Participating Elementary Schools
  - 2 school districts in the Southeast
  - Prior to study all were implementing PBIS; none were implementing SMH
- Each school is randomized to one of three conditions
  - PBIS Only
  - PBIS + SMH (business as usual)
  - Interconnected Systems Framework (ISF)
- ISF Intervention in place for 2 academic years
- All students in the building are participants unless they opt of study





# Teaming (Proximal Findings)

## In ISF Schools...

- Greater team participation by principals, school counselors, school psychologists, and school mental health clinicians
- Greater commitment to team meetings
  - 3.7 times more team meetings per quarter (w/more productivity!);
  - 25 minutes longer
- ISF Teams had more Tier 1 problem-solving/discussion
  - Using data to address issues discussed

# Beyond Access (Proximal Findings)

## In ISF Schools....

- More students identified proactively and connected to Tier 2 and Tier 3 interventions Use of Universal Screener and triangulation of data
  - Catching students before higher level of need arose
- More Tier 2 and Tier 3 interventions were provided to students
  - Continuum of interventions developed and used by integrated teams
- Students of color were increasingly identified and appropriately connected to intervention for Social-Emotional-Behavioral need

When compared to other two study conditions

# Outcome Findings

## In ISF Schools:

- Reduced in-school suspensions
- Reduced office discipline referrals (ODRs)
- Reduced out-of-school suspensions and ODRs for students of color



# Discussion

- ✓ What observations might you have about your current way of working?
- ✓ What benefits might an integrated way of work bring to your systems?
- ✓ What else might need to occur before adopting an integrated way of work?

# District Implementation

Capacity Building for Sustainable and Effective Implementation

# Establish a DCLT to Provide Organizational Structures

## **Purpose:**

Apply a capacity building approach to supporting effective and sustainable implementation of an ISF



## **Today's Objectives:**

- ✓ Apply a capacity building and MTSS logic to needs
- ✓ Identify structures needed to support organizational change
- ✓ Define the role of the DCLT
- ✓ Establish operating procedures for the DCLT
- ✓ Define coaching with common understanding and language of district/community leaders

## **Follow-up responsibilities:**

- ✓ Meet on regular basis as DCLT to implement capacity building approach
- ✓ Maintain partnerships and collaboration
- ✓ Ensure dedicated FTE for coaching roles
- ✓ Identify on-going coaching activities for both school and community systems



Establish Integrated Teaming Structure – State, Regional, District, School



Assess Current Status of Mental Health and PBIS Systems



Reach Consensus on a Mission Statement

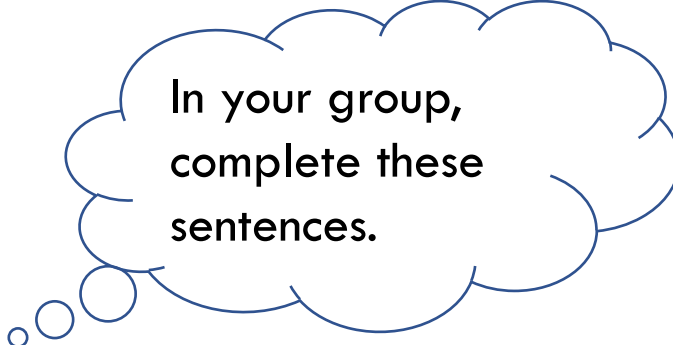


Establish Routines and Procedures



Develop an Integrated Action Plan

# What is Capacity Building?



In your group,  
complete these  
sentences.

- **Capacity** is the capability of the individual or organization to...
- **Capacity development** is a specific set of competencies...
- **Working capacity** refers to the system's ability to...
- **Developing the working capacity** of the system enables...



# Capacity Building: Example

**Example**  
Just buying more food does not permanently increase food bank's ability to serve more people.



**Example**  
With a larger freezer or a truck, a food bank can deliver more meals to more people – from now on.







# What is Capacity Building?



- **Capacity** is the capability of the individual or organization to make required changes necessary to achieve desired outcomes.
- **Capacity development** is a specific set of competencies embedded in an education system to support the achievement of desired outcomes.
- **Working capacity** refers to the system's ability to operate or function as required.
- **Developing the working capacity** of the system enables the effective implementation of SW-PBIS.



# Let's Practice: Using MTSS Logic to Redesign the System

<b>Quick Fix Responses to Increased SEB Needs</b>		<b>Using MTSS logic</b>
Hire social emotional experts		<b>Data:</b> Use data to define areas across tiers (i.e., strengthen tier 1, focus on tier 2 system) <b>Systems:</b> Expand team membership with MH expertise. Increase job-embedded PD to all staff (i.e., clinicians on grade level teams). <b>Practices:</b> Audit interventions in place across continuum.
Select Social Emotional Behavioral (SEB) curriculum		<b>Data:</b> Use data to prioritize skills to teach. <b>Systems:</b> Team-based decision making about schedule of skills to teach school-wide. <b>Practices:</b> All instructional staff model, teach alongside academic content.
Train staff on trauma-informed practices		
Strengthen partnerships with families and community providers.		

# Center ⇒ State ⇒ Region ⇒ District ⇒ School Cascade of Implementation

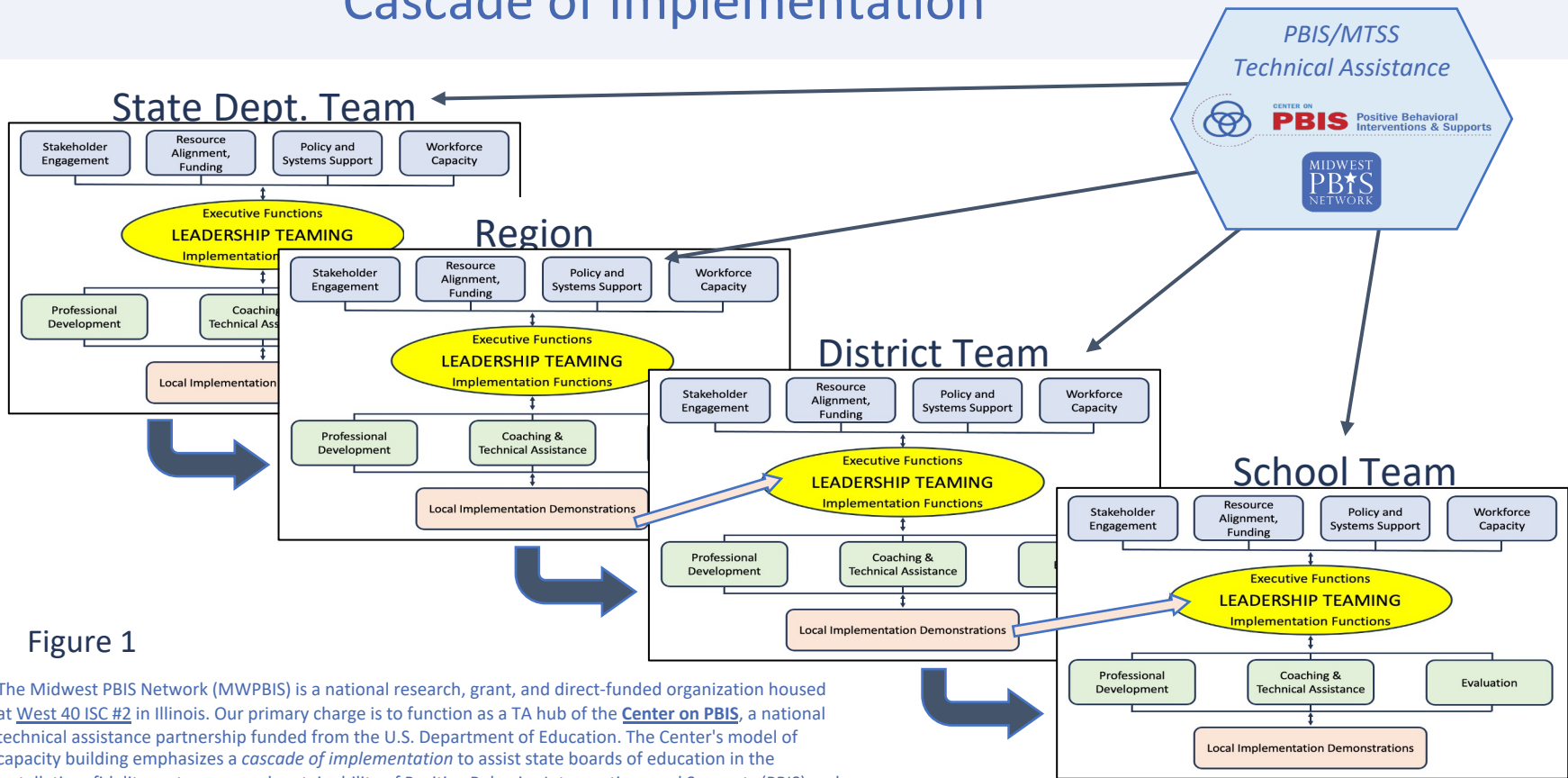


Figure 1

The Midwest PBIS Network (MWPBIS) is a national research, grant, and direct-funded organization housed at [West 40 ISC #2](#) in Illinois. Our primary charge is to function as a TA hub of the [Center on PBIS](#), a national technical assistance partnership funded from the U.S. Department of Education. The Center's model of capacity building emphasizes a *cascade of implementation* to assist state boards of education in the installation, fidelity, outcomes, and sustainability of Positive Behavior Interventions and Supports (PBIS) and integrated social-emotional-behavioral initiatives (SEB learning). We encourage you to access the local technical assistance from your state and region. See below for resources to help build this capacity. [Learn more...](#)

# District community Leadership Team Role

# District Community Leadership Team

## What is it?

- Representative group of leaders
- Provide authority and problem solving to overcome organizational barriers
- Develop an integrated action plan to interconnect education and mental health systems
- Use data to guide problem solving to achieve an integrated way of working

## Why do we do it?

- ✓ To build capacity
- ✓ To avoid quick fixes

# Technical or Adaptive Change



## Technical

- Easy to identify
- Quick and easy solutions
- Authority or expert can lead and solve
- Requires change in one or few places within boundaries of organization
- Stakeholders are receptive to solutions

## Adaptive

- Difficult to identify
- Requires changing values, beliefs, roles, relationships, or approaches to work
- Solutions are complex
- Requires all stakeholders to make a change
- Requires change across the organization and possibly outside organization
- Often times there is resistance to acknowledging adaptive challenges
-



# Individual Reflection: Managing Complex Change

## Silently reflect upon the following questions:

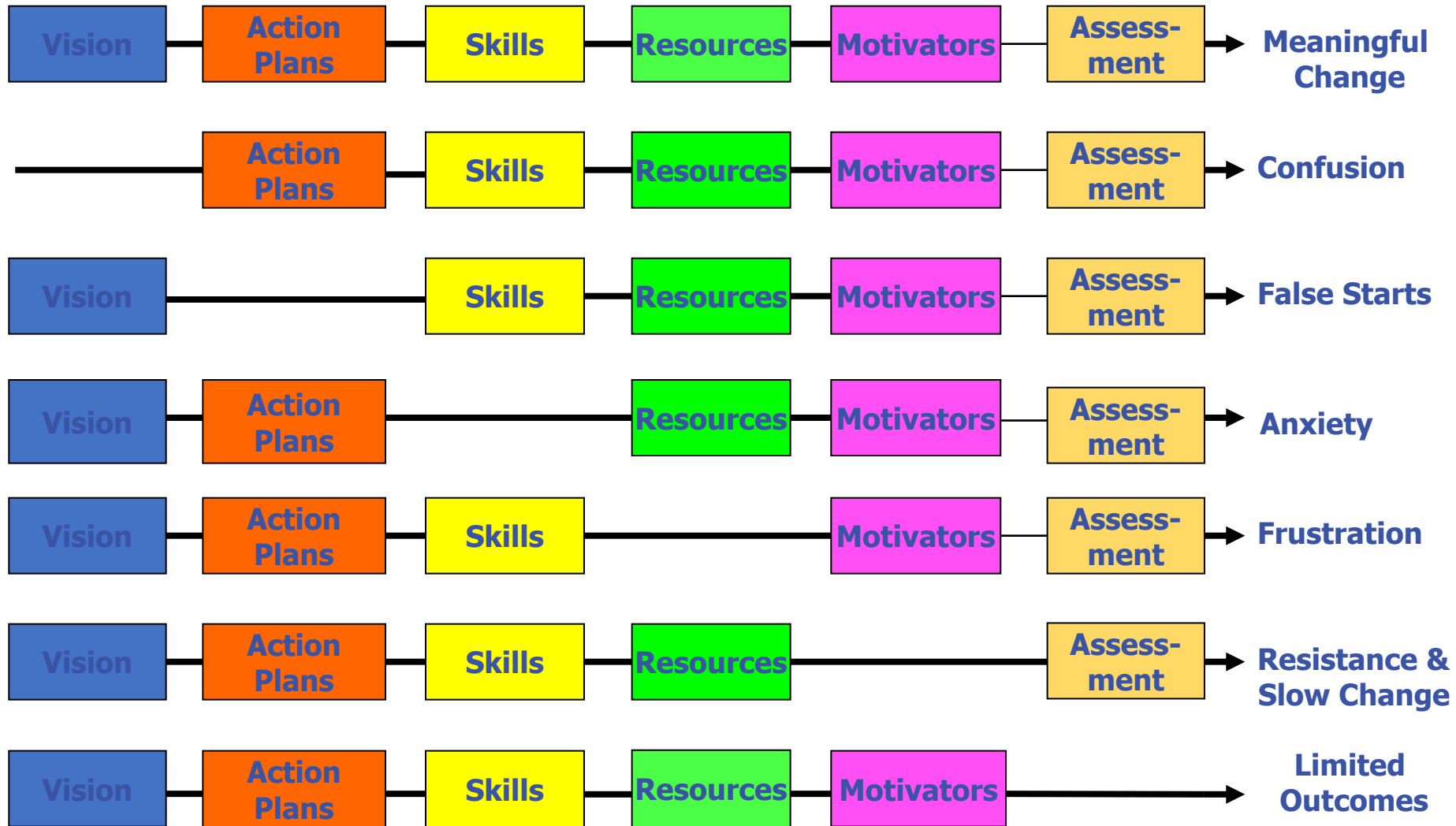
1. What was the last organizational change that you tried to implement, but struggled to do so (e.g., new curriculum, new system/structure, etc.)?
2. Which one of these six terms best describes the feeling associated the results of your experienced:

Confusion      Anxiety      Resistance and Slow Change  
Limited Outcomes      Frustration      False Starts

3. What do you think contributed to that feeling?



# Managing Complex Change





Stakeholder Engagement

Funding and Alignment

Policy

Workforce Capacity

Executive Functions  
**LEADERSHIP TEAMING**  
Implementation Functions

Training

Coaching

Evaluation

Local Implementation Demonstrations



# District Community Leadership Team



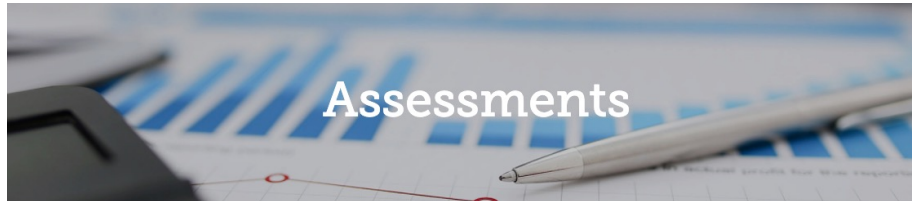
- Meet regularly with key stakeholders
- Continuously assess the extent to which systems are efficient and effective
- Allocate and reposition resources to achieve outcomes

Figure 4.2 DCLT

# What's my role?

<p><b>School District Superintendent or Designee</b></p>	<p>Provide overall support and leadership to the project and direct reports. When possible and appropriate, reallocate resources, address any policy or funding needs, share information with the school board and community to promote visibility and buy-in for the project. This may include State level Department of Education.</p>
<p><b>Mental Health Agency Executive Director or Designee</b></p>	<p>Provide overall support and leadership to the project and direct reports. When possible and appropriate, reallocate resources, address any policy or funding needs, share information with community stakeholders to promote visibility and buy-in for the project. This may include State level Department of Human Services.</p>
<p><b>District Coach to support the ISF</b></p>	<p>Co-facilitate leadership of the team, responsible for action plan, note taking, keeping implementation moving with established timelines, etc. In addition, will have responsibility with district level PBIS coach for overall fidelity of implementation of PBIS.</p>
<p><b>Mental Health Agency Coach to support the ISF</b></p>	<p>Co-facilitate leadership of the team, responsible for action plan, note taking, keeping implementation moving with established timelines, etc. In addition, with clinical supervisor, will have responsibility within MH Agency for overall fidelity of implementation of SMH interventions.</p>
<p><b>Building Principal or Designee from ISF Schools</b></p>	<p>Responsible to share information from building with leadership team and vice versa. Responsible for overall implementation across tiers within his/her building. Will advocate and promote this process with students, families, and staff.</p>
<p><b>Family Member</b></p>	<p>Provide voice and perspective for families within the district and community. Advocate and promote this process with other families to encourage buy-in and participation.</p>

# District Systems Fidelity Inventory (DSFI)



## PBIS District Systems Fidelity Inventory (DSFI) PILOT VERSION v0.1

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.

**Topic(s):** Data-based Decision Making District/State PBIS School-Wide

**Published:** December 19, 2019

**Revised:** January 6, 2020

**Keywords:** Action plan Alignment Assessment Fidelity Implementation Targeted

**Suggested Citation:** Center on Positive Behavioral Interventions and Supports (2019). Positive Behavioral Interventions and Supports District Systems Fidelity Inventory (DSFI) - Pilot version 0.1. Eugene, OR: University of Oregon. Retrieved from [www.pbis.org](http://www.pbis.org).

[Download File](#)

Assessments: PDF

**Purpose:** Guide District Leadership Teams in the assessment, development, and execution of action plans that promote the implementation of multi-tiered social, emotional, and behavioral systems of support and practices.

- Guide for action planning, progress monitoring and annual evaluation.

# DCLT Operating Procedures

# Effective Team Meetings

## *Team-Initiated Problem-Solving (TIPS) Foundations*

*(Rob Horner, Steve Newton, & Anne Todd: University of Oregon; Bob*

*Algozzine & Kate Algozzine: University of North Carolina at Charlotte)*

- ✓ Honor working agreements
- ✓ Roles and responsibilities are:
  - ✓ defined
  - ✓ assigned
  - ✓ backup personnel are in place
- ✓ Participants have authority to implement solutions
- ✓ Team members present and on time
- ✓ Agenda/Minutes are reviewed, visible during meeting (projector/computer), and distributed afterward
- ✓ Status of previous solutions is reviewed
- ✓ Data is available and reviewed
- ✓ Problems are defined with precision
- ✓ Solutions are documented, and include
  - ✓ goal defined, including a student outcome measure
  - ✓ action plan
  - ✓ Fidelity measure for the solution
  - ✓ Schedule to gather fidelity and outcome data

# Define Roles for Effective Meetings

- Core roles

- Coach/Facilitator

- Minute taker

- Data analyst

*Typically NOT the administrator*

- Active team member

- District Administrator

- Others roles?

- Assign backup for each role

- Can one person serve multiple roles?



## Before the Meeting...

Facilitator	<ul style="list-style-type: none"><li>✓ Provides agenda items to Minute Taker</li></ul>
Minute taker/Recorder	<ul style="list-style-type: none"><li>✓ Collects agenda items from Facilitator</li><li>✓ Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's report, as appropriate</li><li>✓ Prints copies of the Meeting Minutes form for each team member, or is prepared to project agenda</li></ul>
Data Analyst	<ul style="list-style-type: none"><li>✓ Describes potential new problems with precision (What, Who, Where, When, Why)</li><li>✓ Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined new problems</li><li>✓ Provides update on previously-defined problems (i.e., precise problem statement, goal &amp; timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship to change goal)</li><li>✓ Distributes Data Analyst's Report to team members</li><li>✓ Asks Facilitator to add potential new problems to agenda for meeting</li></ul>

## During the Meeting...

### Facilitator

- ✓ Starts meeting on time
- ✓ Determines date, time, and location of next meeting
- ✓ Manages the “flow” of meeting by adhering to the agenda
- ✓ Prompts team members
- ✓ Is active participant in meeting
- ✓ Ask questions (75% of what a facilitator says should be in question form)
- ✓ Implement group norms/agreements
- ✓ Keep people on track (back on track)

### Minute taker/Recorder

- ✓ Asks for clarification of tasks/decisions to be recorded on Meeting Minutes from, as necessary
- ✓ Is active participant in meeting

### Data Analyst

- ✓ Leads discussion of potential new problems
- ✓ Responds to team members’ questions concerning content of the Data Analyst’s Report; produces additional data on request (e.g., additional Custom Reports)
- ✓ Is active participant in meeting

## After the Meeting...

Facilitator

Minute  
taker/Recorder

✓ Disseminates copy of completed Meeting Minutes form to all team members within 24 hours

Data Analyst

# Sample Agenda

## Collinsville CUSD 10 District Community Leadership Team

April 23, 2021 | Collinsville School District | 1:30 - 2:30pm

**Outcomes**

- Forming a sub group or team to start the process of making a T-chart.
- Schedule Meetings for next year
- Look at the action plan spreadsheet and set action steps.

**Community Agreements**

- **Be fully present**
- **Be solution oriented**
- **Judgment free zone**
- **Be open to possibilities**
- **Assume positive intent**

**Mission statement:**

Collinsville Community Unit School District Number Ten will provide appropriate learning opportunities within a safe and caring environment. Collinsville Community Schools will develop lifelong learners who are productive and successful members of a diverse society.



AGENDA			
Time	What	Why	Notes
1:30	<ul style="list-style-type: none"> <li><input type="checkbox"/> Welcome and regroup</li> </ul> <p><i>Ali &amp; Lisa</i></p>	Re-cap where we left off from last meeting.	<p><b>In attendance:</b> Chelsea Clark, Carmen Loemker, Rachel Santoro, Valerie Burgess, Dr. Robinson, Ali Underwood, Lisa McFall-Calvert, Leah Corey</p>
1:45	<p><i>Low hanging fruits-communication with stakeholders (i.e., BOE), meeting schedule for 21-22, review committee member</i></p>	<p><i>Easy to accomplish tasks/easy to plan for tasks</i></p>	<p>Wait to add a parent/possible board member in August/Fall.</p> <p>Add another teacher from DIS (Chris Comrie?)</p> <p>Add another CMS and CHS representation.</p> <p>Look at Fridays for working lunch on calendars 10-12:00 to meet next year for this team. Getting out of the building will help for next year instead of virtual. (9/10, 10/22, 12/3, 1/7) Schedule the rest of the year meetings in December</p>



# Action Plan for Establish DCLT

## Today's work:

- ✓ Establish Meeting Protocols
  - Assign Team Member Roles
  - Discuss Agenda template
- ✓ Time to Meet
  - Establish dates/times to meet (at least quarterly, monthly preferred during installation)
- ✓ Effective Partnerships
  - What other voices (e.g., mental health, juvenile justice, child services) could benefit this team?
  - Do you have authority to make change?

## On-going steps:

- Meet as team on regular basis
- Use DCLT Installation Guide to continue work
- Conduct DSFI and establish action plan

**Coach document action need on Step 1**

# Role of Coaches

# Coaching

## What is it?

A set of responsibilities, actions, and activities that bridge training and implementation through supportive facilitation and provision of appropriate resources.

***Within all systems*** --- district and each community organization.

## Why we do it?

- Associated with more successful district implementation (George et al, 2018)
- Train and support vs train and hope



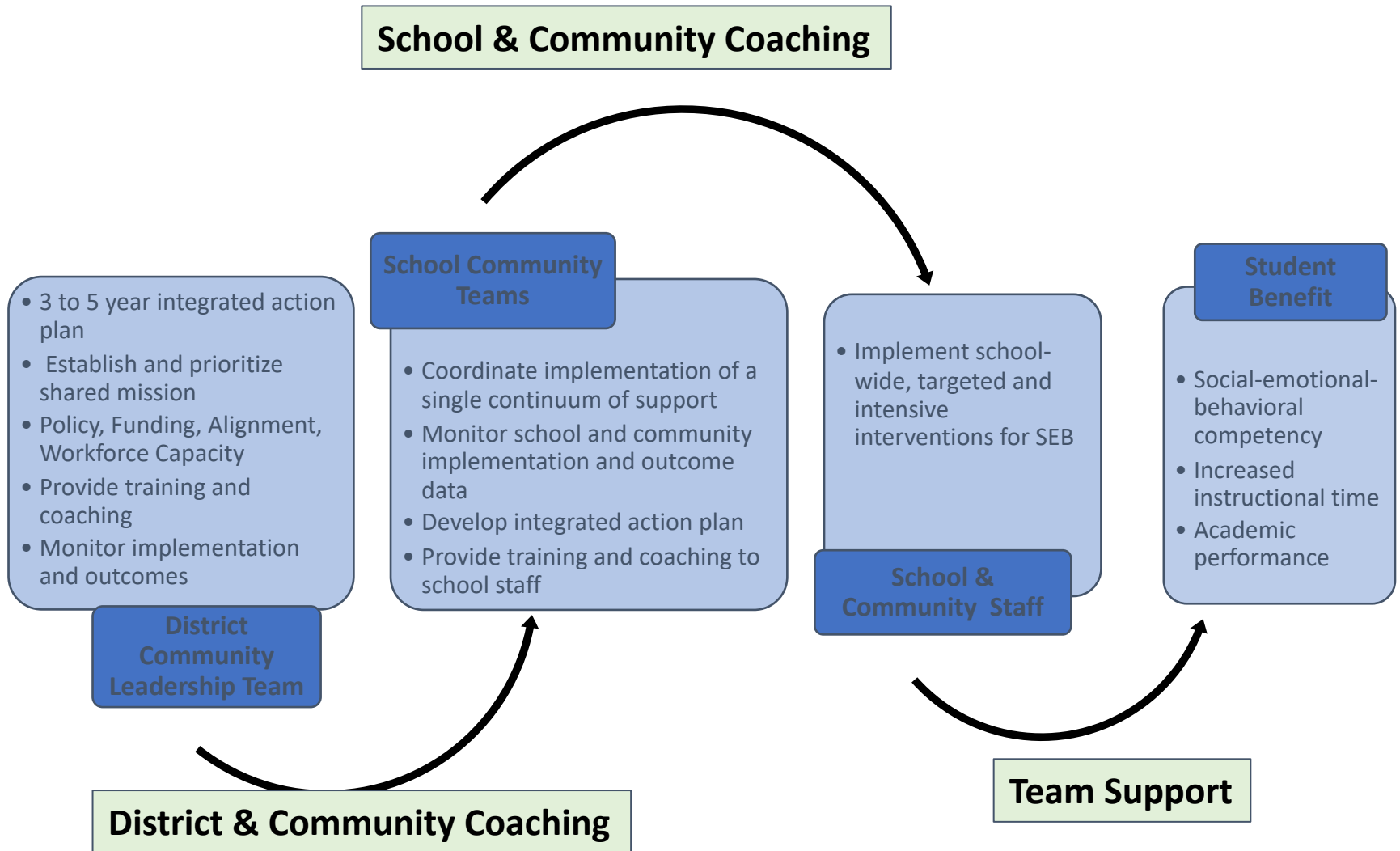
What does Coaching feel like?



Maurice Cheeks, Coach, Portland Trail Blazers



# Coaching for Capacity Building



# Major Role & Responsibilities

Function	District Coach(es)	Community Coach(es)
<b>Coordination</b>	<ul style="list-style-type: none"> <li>• Co-coordinate &amp; facilitate DCLT</li> <li>• Co-responsibility monitoring action plan</li> <li>• Keep implementation moving (e.g., timelines)</li> </ul>	<ul style="list-style-type: none"> <li>• Co-coordinate &amp; facilitate DCLT</li> <li>• Co-responsibility monitoring action plan</li> <li>• Keep implementation moving (e.g., timelines)</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Conducting and organizing fidelity data (e.g., PBISApps Coordinator, TFI walkthroughs, ISF-II, district-wide reports)</li> <li>• Collecting, analyzing and presenting school outcome data to DCLT decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting and organizing fidelity data for community facilitated interventions</li> <li>• Collecting, analyzing and presenting community outcome data to DCLT for decision making</li> </ul>
<b>Coaching</b>	<ul style="list-style-type: none"> <li>• Participate in school level team meetings (as scheduled or needed)</li> <li>• Co-plan and conduct district and community coaches network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in school level team meetings (as scheduled or needed)</li> <li>• Co-plan and conduct district and community coaches network meetings</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Assess training needs and conducts in-district and agency trainings</li> <li>• Develops internal capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Assess training needs and conducts in-district and agency trainings</li> <li>• Develops internal capacity</li> </ul>

# Sample: Year at a Glance

[ISF District Leadership Installation Guide](#)

Step 5b: Develop a professional development plan for training and coaching

## Sample: Data Informed Professional Development and Coaching Monthly Calendar

**Purpose:** Use the sample plan below to develop a professional development and coaching plan to increase the number of staff with social-emotional-behavioral expertise (e.g.: training to educate team members on youth mental health and interventions).

Month	EVALUATION	PROFESSIONAL DEVELOPMENT	COACHING
July	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review district academic, discipline, special education, mental-behavioral health data, other child serving system, and family perception data</li> <li><input type="checkbox"/> Review ISF fidelity data (e.g.: Tiered Fidelity Inventory, ISF Implementation Inventory) for all buildings</li> <li><input type="checkbox"/> Review current status of PBIS Implementation Blueprint</li> <li><input type="checkbox"/> Revise goals of implementation and integrated action plan</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify needs for District/Community Training Plan</li> <li><input type="checkbox"/> Organize district/community for trainings/conferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule quarterly district-wide coaches meetings</li> </ul>
August	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outline evaluation timelines for each building</li> <li><input type="checkbox"/> Finalize (after training) integrated action plan</li> <li><input type="checkbox"/> Review universal screening procedures</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize annual PD plan</li> <li><input type="checkbox"/> Oversee in district and building school kick off trainings</li> <li><input type="checkbox"/> Provide training/TA as identified in PD plan                             <ul style="list-style-type: none"> <li>• Topics to consider:                                     <ul style="list-style-type: none"> <li>• ISF overview for all new staff</li> <li>• New team member training</li> <li>• Coaches training</li> <li>• Specific intervention training for new facilitators</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Participate in training/TA as needed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide TA to support school teams:                             <ul style="list-style-type: none"> <li>o School-wide and community data</li> <li>o Yearly team meeting schedule</li> <li>o Communicating with staff</li> <li>o Orienting new team members</li> <li>o Kick-off events &amp; follow-up evaluations</li> <li>o Annual teaching &amp; acknowledgement plans</li> <li>o Schedule of celebrations based on action plan</li> </ul> </li> <li><input type="checkbox"/> Participate in building level team meetings</li> <li><input type="checkbox"/> Participate in quarterly DCLT meeting</li> <li><input type="checkbox"/> Promot teams to become familiar with forms, tools.</li> </ul>



# Action Plan: Assess Current System Structures - Coaching

## Today's Work

- Review sample documents.
  - Discuss who might be fulfilling this coaching role within each system.
    - Will this be a new role?
      - If so, how will you define the responsibilities?
    - Or an existing role?
      - How might responsibilities compare to current role responsibilities?
      - What might need to be removed from the role responsibilities to make room for new?
- Identify next steps

## On-going steps:

- Ensure dedicated FTE to coaching role from both education and community systems
- Design and deliver support for building base coaches

**Coach document action need on Step 5b**

# Vision and Mission

Reaching Team Consensus on a Mission Statement

# Reaching Team Consensus on a Mission Statement

## **Purpose:**

Articulate a district-community vision for supporting SEB and mental wellness



## **Today's Objectives:**

- ✓ Conduct cross-walk of all organization's current missions
- ✓ Prioritize areas of need through consensus process

## **Follow-up responsibilities:**

- ✓ Adopt a mission statement
- ✓ Communicate mission statement to stakeholders



Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement



Establish Routines and  
Procedures



Develop an Integrated Action  
Plan



# Share Current Mission Statements

- Share your organization's mission statement and some context about your mission.
  - When was the mission created?
  - How was it created?
  - How it is used to guide work in the organization?



# Mission Statement

## **What is it?**

- Defines the purpose of the team
- Establishes goals for work

## **Why do we need it?**

- ✓ Creates a shared vision to communicate with stakeholders

# MISSION

The mission of the U-46 School and Community Alliance is to create, integrate and leverage existing and new school/community partnerships that develop a full continuum of systematic interventions based on data. It encompasses three intervention tiers:

- Systems for promoting healthy development and preventing problems
- Systems for responding to problems as soon after onset as is feasible
- Systems for providing intensive care

Example: Buncombe County Schools,  
Asheville, NC

---

To provide safe and engaging learning environments  
that prepare students for their tomorrow.

**WHAT WE AIM TO DO** **DIRECTION** ▶

---

Our students will become successful, responsible  
citizens in an ever-changing global society.

▶ **BELIEFS** **OUR CORE VALUES**

---

Teaching the Whole Child  
Personalizing Instruction  
Empowering World-Class Educators



# Action Plan: Reaching Team Consensus on a Mission Statement

## Today's work:

- ✓ Review your inventory of mission statements and discuss.
  - ✓ What might be some key ideas to include in a group mission statement for this work?
  - ✓ What issues/data might your group coalesce around?
  - ✓ What is your “Why” for your group?
- ✓ Prioritize areas of need through consensus process
  - ✓ What are some system needs within your local context that have arisen through collaborative conversations?

## Follow-up Responsibilities of DCLT:

- Adopt a mission statement
- Communicate mission to stakeholders

**Coach document action need on Step 3**

# Assess Current Status

Conduct review of current initiatives

# Conduct Review of Current Initiatives

## **Purpose:**

Ensure efficient use of resources by aligning and effectively implementing a single continuum of SEB support



## **Today's Objectives:**

- ✓ Analyze current status of PBIS implementation
- ✓ Recognize that the core features of MTSS are the framework to installing and implementing SEB initiatives
- ✓ Identify and assess fidelity and outcomes of initiatives in place to support SEB

## **Follow-up responsibilities:**

- ✓ Analyze initiatives in place for overlap, effectiveness, relevance and fidelity
- ✓ Define a single continuum of support
- ✓ Develop schedule on-going review



Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement



Establish Routines and  
Procedures



Develop an Integrated Action  
Plan

# Current PBIS Implementation





## **SWPBIS Tiered Fidelity Inventory** version 2.1



### **Citation for this Publication**

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

The Center is supported by a grant from the US Department of Education's Office of Special Education Programs (H3265130004). Opinions expressed herein are those of the auditors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

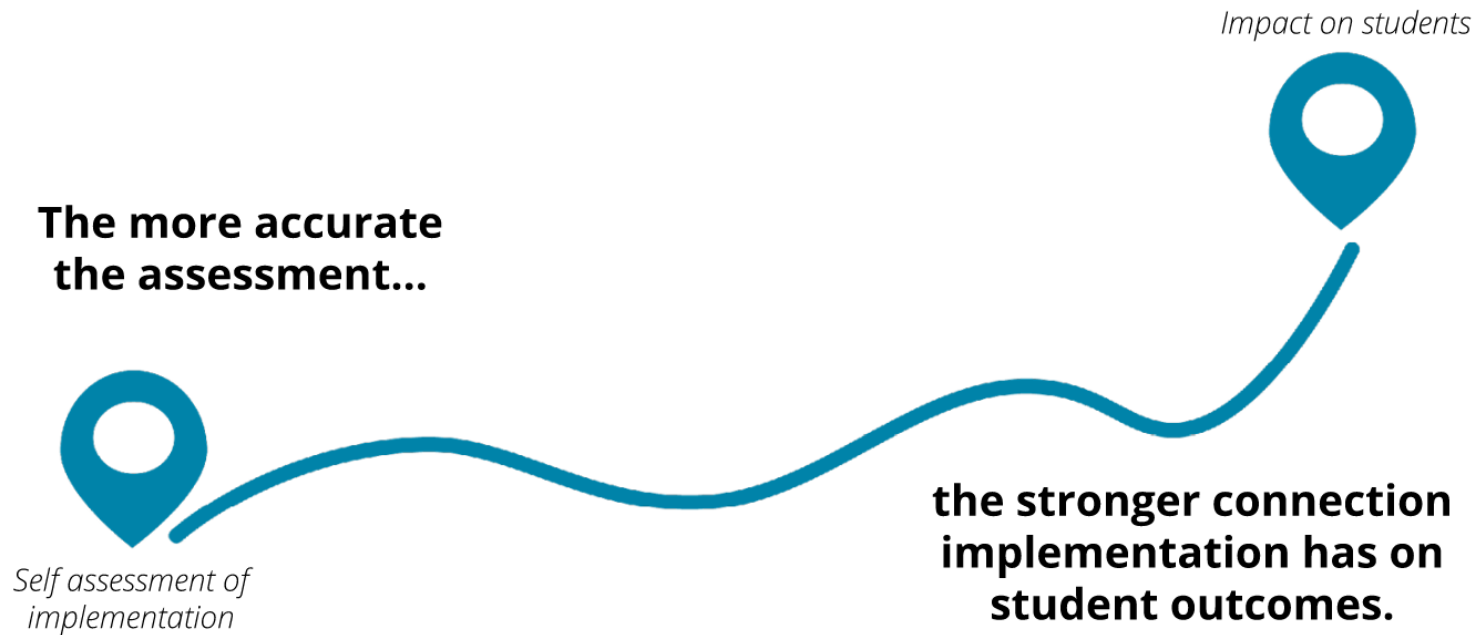
**SWPBIS Tiered Fidelity Inventory** (TFI) can be used as:

- (a) an initial assessment to determine the extent to which features of PBIS are in place,
- (b) a guide for implementing core features across all 3 Tiers, and
- (c) an ongoing analysis of fidelity.

# Tiered Fidelity Inventory

# What does our data say?

	TFI Tier 1	TFI Tier 2	TFI Tier 3
School 1			
School 2			
School 3			
School 4			



**“Accuracy in assessing is important in order to be able to connect improved implementation with improved student outcomes.”**

*- Stephanie Skolasinski, technical assistance coordinator, Wisconsin Rtl Center*

**Accuracy = inter-rater score agreement**

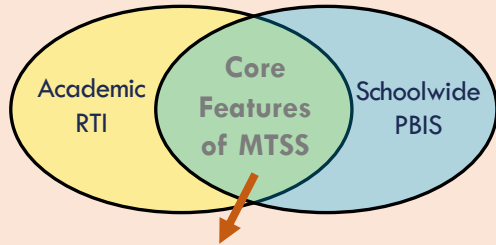


# Action Plan: Assess Current Status of PBIS Implementation

- What does data suggest about current fidelity of implementation?
- How is fidelity of implementation reflected in outcomes?



# PBIS is the social-emotional-behavioral Multi-Tiered System of Supports (MTSS) Framework

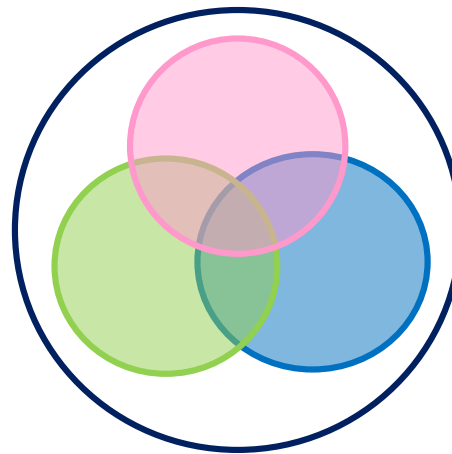


1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-19-21. Adapted from: McIntosh, K.& Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

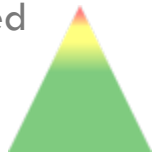
## Systems

1. Team-based leadership and coordination
6. Professional development, coaching, and content expertise



## Practices

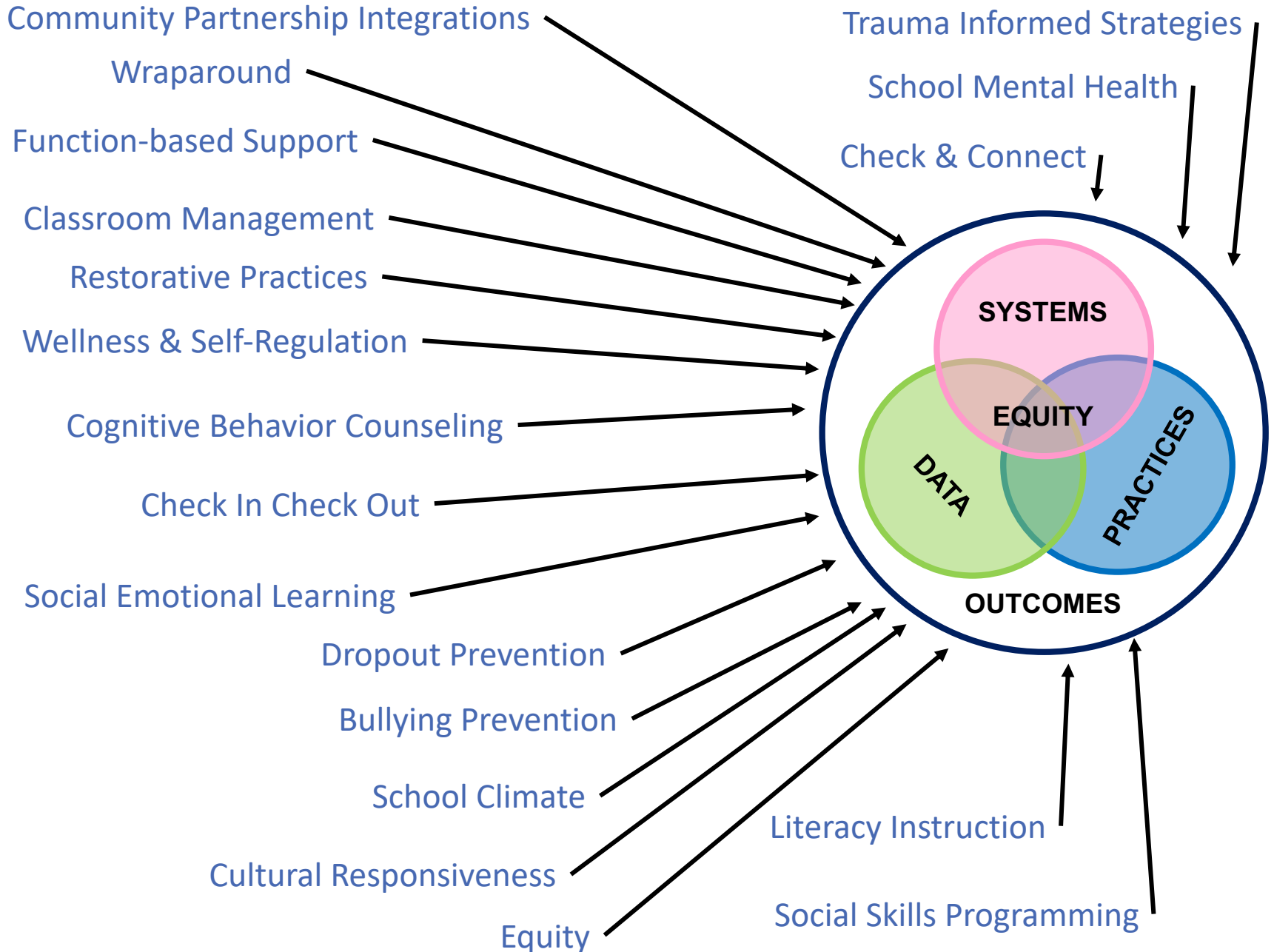
3. Three-tiered continuum of culturally relevant evidence-based interventions



## Data

2. Evaluation of fidelity
4. Progress monitoring
5. Universal screening

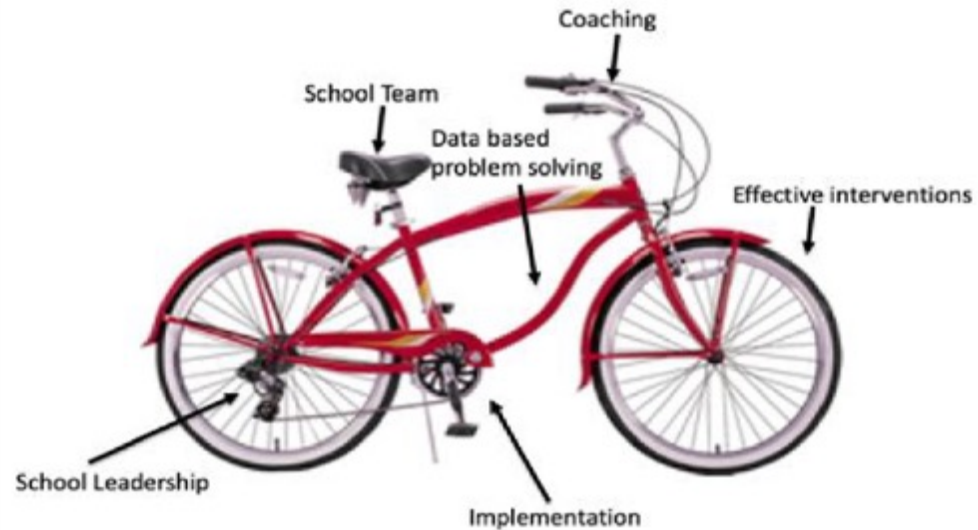
# PBIS is the Framework for Aligning your Initiatives



## Without a framework



## With a framework



A framework is defined as a structure that is intended to serve as a support or guide for the building of something that expands the structure into something useful.



# Leveraging Resources of Our USDOE National TA Center on PBIS

<https://www.pbis.org/publications/all-publications>



September 2015

## Examples of Engaging Instruction to Increase Equity in Education

Erin A. Chaparro, Rhonda N. T. Nese, & Kent McIntosh

Racial discrimination in our education system is well documented and undisputable. The U.S. Departments of Justice and Education have jointly acknowledged a link between discriminatory discipline practices and negative behavioral, social, and academic outcomes for students (U.S. Department of Education, 2014). Educators across the country are seeking solutions to address racial and ethnic disproportionality in discipline practices in their schools. An intentional data-based focus provides one promising solution to increase equity in our schools. Engaging instructional strategies provide another promising solution. This technical brief is based on the 5-point multicomponent approach to reduce disproportionality (McIntosh, Girvan, Horner, & Sugai, 2014). This brief elaborates on point one, regarding academic instruction, by defining key principles of evidence-based instructional practices, providing examples of each of the defined principles, and describing how academic instruction is related to equity in school discipline.



November 2017

## What are the Economic Costs of Implementing SWPBIS in Comparison to the Benefits from Reducing Suspensions?

Jessica Swain-Bradway, Ph.D., Midwest PBIS Network  
Sarah Lindstrom Johnson, Ph.D., Arizona State University  
Catherine Bradshaw, Ph.D., University of Virginia  
Kent McIntosh, Ph.D., University of Oregon

Out of school suspension is an exclusionary discipline practice that is intended to deter unwanted behavior, but has actually been associated with increases. For example, Massar, McIntosh, and Elason (2015) showed that students receiving a suspension in the first three months of middle school had a 71.5% likelihood of receiving another suspension. In addition, damaging long-term consequences are experienced by both the individual and the community at large. The short-term, immediate consequences of exclusionary discipline practices include lost instructional time for the student and increased administrative time



March 2018

## Do Schools Implementing SWPBIS Have Decreased Racial and Ethnic Disproportionality in School Discipline?

Kent McIntosh, Cody Gion, & Eoin Bastable  
University of Oregon

Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States (Skiba et al., 2011). Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be up to 4 times more likely to be suspended than White students (Balfanz, Byrnes, & Fox, 2015; Losen et al., 2015). These findings are especially concerning because receipt of suspensions is associated with negative student outcomes (American Academy of Pediatrics Council on School Health, 2013), including lower



April 2018

## Teaching Social-Emotional Competencies within a PBIS Framework

Susan Barrett, Mid-Atlantic PBIS Network  
Lucille Eber, Midwest PBIS Network  
Kent McIntosh, University of Oregon  
Kelly Perkins, Midwest PBIS Network  
Natalie Romer, University of South Florida

Increasingly, researchers have recommended teaching social-emotional competencies within a prevention-focused, multi-tiered public health model, because simply adopting a curriculum does not lead to adequate implementation or improved outcomes (Greenberg, Domitrovich, Weisberg, & Durlak, 2017; Merrell & Guedner, 2010). Positive behavioral interventions and supports (PBIS) provides an ideal framework for promoting social-emotional competencies to improve outcomes for the whole child. The purpose of this brief is to describe how school personnel can teach social-emotional competencies

**RESPONDING TO THE NOVEL CORONAVIRUS (COVID-19) OUTBREAK THROUGH PBIS**

CENTER ON PBIS

March 2020

**SUPPORTING FAMILIES WITH PBIS AT HOME**

CENTER ON PBIS  
CENTER FOR PARENT INFORMATION & RESOURCES

March 2020

**CREATING A PBIS BEHAVIOR TEACHING MATRIX FOR REMOTE INSTRUCTION**

CENTER ON PBIS

March 2020

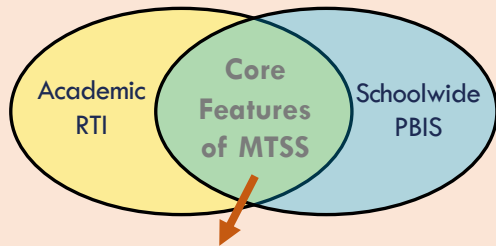
**GETTING BACK TO SCHOOL AFTER DISRUPTIONS: Resources for Making Your School Year Safer, More Predictable, and More Positive**



# Aligning and Integrating SEL Example



# Teaching SEL within a Multi-Tiered System of Supports (MTSS) Framework

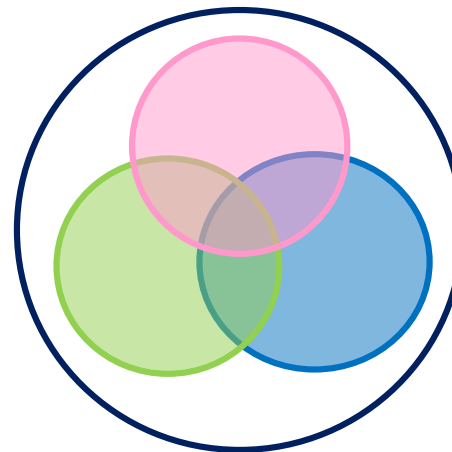


1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-19-21. Adapted from: McIntosh, K. & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

## Systems

1. Representative teams make decisions about SEL
6. All staff receive on-going PD to support teaching SEL and embedding into curriculum



## Practices

3. Skills are aligned and embedded within tiered practices



## Data

2. Systems in place to ensure teaching occurs
4. Expanded data sources are used to monitor and adjust based upon system outcomes
5. Expanded data sources are used to identify skills to teach to all students

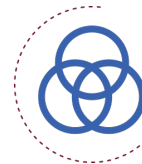
Barrett, S., Eber, L., McIntosh, K., Perales, K., & Romer, N. (2018). Teaching Social-Emotional Competencies within a PBIS Framework. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. [www.pbis.org](http://www.pbis.org).

## Teaching Social-Emotional Competencies within a PBIS Framework

School-wide Expectations	Incorporate Social-emotional Competencies				
	All Settings	Hallways	Lunch	Bus	Online
<b>Respect</b>	Be on time. Assume positive intent.	Walk to the right. Use level 2 voice volume.	<i>Invite those sitting alone to join.</i>	Stay in my seat.	<i>Consider feelings of others before I post.  Be an upstander – speak up when I see unsafe behavior.</i>
<b>Achieving and Organized</b>	Hands and feet to self. Help/share with others.	Walk directly to my designated area.	<i>Have a lunch plan.  Choose quiet or social lunch area.  Invite friends to join.</i>	Have a plan. Use headphones to listen to music.	<i>Check my feelings before I post.  Re-read message before I post.</i>
<b>Responsible</b>	Recycle. Be prepared.	Pick up litter. Maintain physical space.	<i>Use my breathing technique.  Listen to my signals.</i>	Watch for my stop. Use level 1 voice.	<i>Double check sources before I post.  Think before I forward.</i>

# Success is defined by student outcomes

<b>Identify need based on data</b>	<b>Select intervention to match need</b>	<b>Progress Monitor</b>	<b>Assess Outcomes</b>
30% of students are elevated for anxiety in SEB screening	Teach coping skills at Tier 1 <ul style="list-style-type: none"><li>• Use my breathing technique</li><li>• Listen to my signals</li></ul>	Trends in Request for Assistance  Frequency of nurse visits	Decrease in percentage of students with elevated risk for anxiety.  Increase instructional minutes  Decrease in trends of Request for Assistance

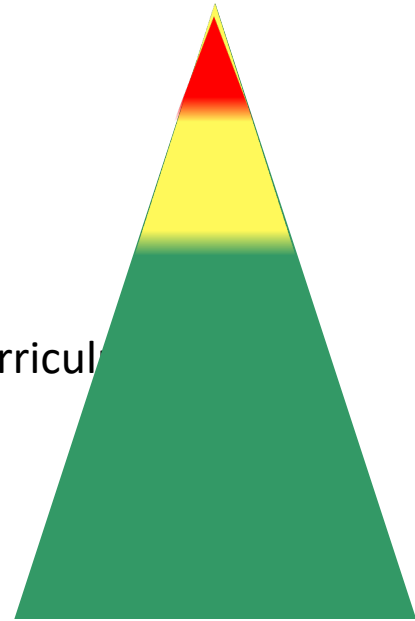


CENTER ON

**PBIS**

Positive Behavioral Interventions & Supports

# Tiered Approach to SEL



## **Tier 1**

- Use school and community data to identify skills and lessons within curriculum
- Build capacity for all staff to teach SEB competencies
- Add to school-wide and classroom matrix
- Visual post language

## **Tier 2**

- Identify skills and lessons needed to respond to needs of some students
- Create standing groups that re-teach SEB competencies to some students
- Provide common language for all staff to provide more frequent feedback on schedule

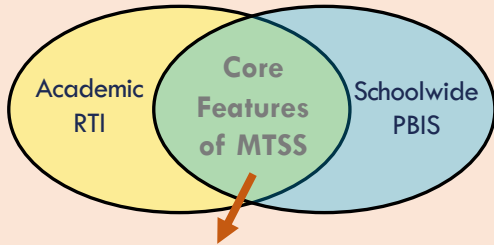
## **Tier 3**

- Continue to utilize the same language of skills from tier 1 while individualizing for student needs and function of behavior

# Aligning and Integrating Trauma Example



# Trauma Informed within a Multi-Tiered System of Supports (MTSS) Framework



1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

Midwest PBIS Network 10-19-21. Adapted from: McIntosh, K.& Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. New York: Guilford Press.

## Systems

1. Trauma informed expertise on all teams
6. All staff receive on-going PD on trauma awareness and practices



## Practices

3. Trauma informed practices expand across the continuum



## Data

2. Systems in place to ensure practices are in place
4. Expanded data sources are used to monitor and adjust based upon system outcomes
5. Expanded data sources are used to identify students for intervention

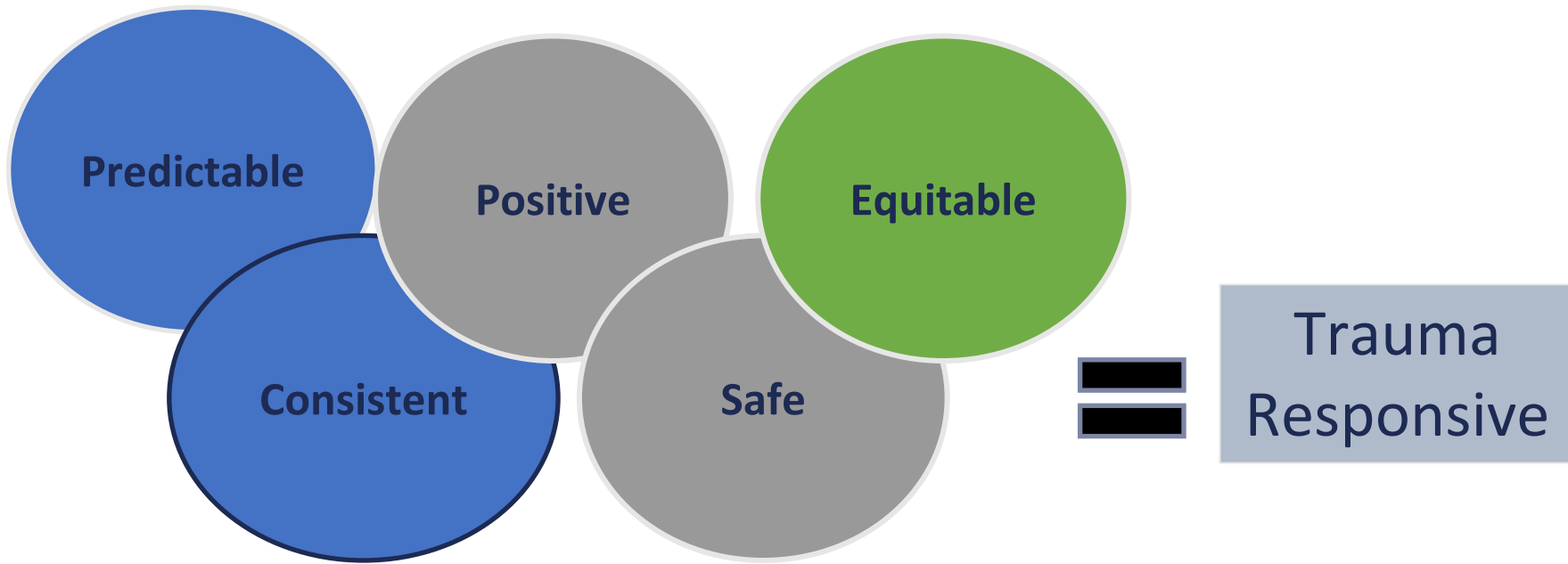
Resist the temptation to add new practices  
without first considering expansion or  
repurposing of existing efforts.





# Purpose of PBIS & Trauma Informed

National Child and Traumatic Stress Network  
(Coordinated by UCLA and Duke University)



Framework for Student Supports

# How SW-PBIS is Trauma Informed

## Examples of How School-wide Practices Are Trauma Informed

	What is the strategy	HOW this practice supports students impacted by trauma
<b>Defined School-wide Expectations</b>	<ul style="list-style-type: none"> <li>3-5 positively stated behavioral expectations (Be Safe, Be Respectful, Be Responsible)</li> <li>Examples by setting/location for student and staff behavior (i.e., school teaching matrix)</li> </ul>	<p>Establishing school-wide expectations creates a safe, predictable, and consistent environment. Having consistent expectations and language for these expectations across school settings allows students to predict what will happen in each setting.</p> <p>All students benefit from high expectations, especially students impacted by trauma. High expectations send a message to students impacted by trauma they are worthy of expectations and others believe they can accomplish those expectations.</p>
<b>Teaching Expectations</b>	<ul style="list-style-type: none"> <li>Direct teaching (teach, model, practice) of social behaviors taught to all students in classroom or other school settings</li> </ul>	<p>It is important to remember students, particularly those impacted by trauma have learned inappropriate behavior and/or coping skills. Therefore, we respond to their developmental level versus chronological age. A student's developmental age may be lower than their chronological age due to impact trauma may have on their brain development. Some children impacted by trauma have also learned to use their behavior as a coping strategy to meet a function. In these instances, we may be re-teaching expected behaviors which become replacement behaviors.</p> <p>Directly re-teaching teaching behavior and social skills provides consistency to ensure all staff and students understand and utilize the same language and skills. Re-teaching is a replacement for punishment. This is highly important for students impacted by trauma as punishment may be a trigger for a student to go into fight, flight or freeze.</p>
<b>Feedback and Acknowledgment</b>	<ul style="list-style-type: none"> <li>Formal system, set of procedures for specific behavior feedback that is linked to school-wide expectations and used across settings</li> </ul>	<p>Receiving positive specific feedback is rewarding to a student, and more importantly, supports staff in developing relationships with students and establishes a predictable environment. This provides a more pleasurable and safe environment for students and staff.</p> <p>Establishing a positive feedback system also promotes and provides adults with procedures for speaking respectfully and empowering students.</p>



# Trauma Lens Crosswalk with these 6 Classroom Practices

<b>1. Physical Environment</b>	A well-designed classroom environment promotes of sense of safety and security for students impacted by trauma.
<b>2. Classroom Teaching Matrix</b> (Expectations, Rules, & Routines)	A well-designed teaching matrix creates consistency and predictability through clearly stated positive expectations with examples (rules). Routines support regulation, and can develop social-emotional competencies.
<b>3. Active Supervision</b>	Active supervision provides a sense of safety as well as frequent opportunities for relationship development for students impacted by trauma.
<b>4. Encouraging Appropriate Behavior</b>	These practices (Behavior lesson plans, preventative prompts, specific praise, individual reinforcers, and group contingencies) teach and increase use of desired social-emotional competencies (e.g.: sense of self, emotional regulation) often underdeveloped in students impacted by trauma.
<b>5. Continuum of Responses to Inappropriate Behavior</b>	The continuum of response provides opportunity to use trauma informed strategies to help the student regulate, connect (relate) with the adult, and allows the student to access their problem solving skills (reason).
<b>6. Opportunities to Respond and Academic Engagement</b>	Facilitating frequent opportunities for students to respond provides time to process or apply what students are learning, allowing neural networks to be strengthened. (Craig, S.E., 2016)

# Tier 1 Example

See example chart below. School identified all of the practices they had in place in black font and then identified an action plan to strengthen trauma informed implementation in *red font*.

Tier I				
Practice	How is it trauma informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations <ul style="list-style-type: none"> <li>● <i>Expand teaching to include coping skills (e.g.: identifying feelings, expressing feelings, &amp; managing feelings)</i></li> <li>● <i>Teach behavioral lessons in a circle</i></li> </ul>	X	X	X	
Feedback and acknowledgement	X	X	X	
Defined problem behaviors	X			
Continuum of response to inappropriate behavior <ul style="list-style-type: none"> <li>● <i>Alternatives to traditional discipline</i></li> </ul>	X	X		
<i>Schedule of regulation for all classrooms</i>	X		X	X
<i>Morning Classroom Check-Ins</i>	X	X		

Tier II



# Sample Classroom Teaching Matrix

Midwest PBIS Network. (2019). Tier 1 Team Training: TFI 1.3 PPT [PowerPoint slides]. Retrieved from <http://www.midwestpbis.org/materials/tier-i-team-training>

The Williams HS Way	Classroom 214 Rules (Examples)	Classroom 214 Routines				rev 11-4-19
		Welcome	Work	Online	When you feel upset...	How to Transition
<b>Respectful</b>	<ul style="list-style-type: none"> <li>Raise hand</li> <li>Track the speaker</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Say "good morning" to teacher and classmates</li> <li>Talk in soft voices</li> </ul>	<ul style="list-style-type: none"> <li>Take turns speaking</li> <li>Say "I like that idea, AND..."</li> </ul>	<ul style="list-style-type: none"> <li>Standers speak for others</li> </ul>	<ul style="list-style-type: none"> <li>Ask for a break if you need a moment</li> <li>Express your feelings appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your area</li> </ul>
<b>Organized and Achieving</b>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Put personal belongings in designated areas</li> <li>Take your seat</li> </ul>	<ul style="list-style-type: none"> <li>Clean up area when time is up</li> </ul>	<ul style="list-style-type: none"> <li>Turn on privacy controls</li> </ul>	<ul style="list-style-type: none"> <li>Talk to someone if you need help</li> <li>Talk to someone if it will make you feel better</li> </ul>	<ul style="list-style-type: none"> <li>Stand, Push in your Chair</li> <li>Or, listen for direction to next activity</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>Stay on task</li> <li>Offer to help</li> <li>Apologize for mistakes</li> </ul>	<ul style="list-style-type: none"> <li>Turn in homework</li> <li>Put materials in desk</li> <li>Begin work</li> </ul>	<ul style="list-style-type: none"> <li>Do your fair share</li> <li>Manage time carefully</li> </ul>	<ul style="list-style-type: none"> <li>Double check sources before I post</li> <li>Think before I forward</li> </ul>	<ul style="list-style-type: none"> <li>Stop and take a few deep breaths</li> <li>Recognize what you're feeling "I feel..."</li> </ul>	<ul style="list-style-type: none"> <li>Eyes on me</li> <li>Wait to be called</li> </ul>
<i>Teacher's Role (Conditions for Learning)</i>	<i>Supervise all areas of classroom</i>	<i>Greet Students warmly Bell to bell activity posted</i>	<i>Actively supervise small group activities</i>	<i>Teach &amp; practice routine monthly</i>	<i>Use Active Supervision to predict triggers</i>	<i>Teach, practice, reinforce transitions</i>

Teaching Trauma Informed Competencies

# Initiative Inventory

## What is it?

- Identify all initiatives supporting SEB outcomes
- Assess fidelity of implementation
- Assess outcomes of implementation
- Identify steps to organize, align, and eliminate

## Why do we do it?

- ✓ Establish a district vision SEB supports
- ✓ Map a visual and conceptual alignment of district initiatives
- ✓ Prioritize/eliminate initiatives
- ✓ Informs your Evaluation and Training and coaching plans

# Sample Initiative Inventory

Step 2b: Conduct a review of current initiatives

Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What PD exists including coaching and performance feedback?
<b>PBIS</b>	<b>School climate and culture</b>	All Staff	Reduction in suspensions, ODRs, restrictive placements	Improved suspension, ODR and restrictive placements	District Coach FTE, Stipends for building coaches, & professional development	Tied to fidelity	Quarterly coaching for building coaches; PD for new staff; On-going PD and coaching for all staff
<b>Social Emotional Behavioral Skills Curriculum</b>	<b>School climate and culture through social and emotional learning</b>	<b>School counselors and social workers</b>	Improved skills for students in grades K-5	Reduction in ODRs from last school year	Curriculum plans for each grade level and professional development for integrating into academic content	Self-report of counselor or social worker	None
<b>Wellness</b>	Increasing awareness of whole child	All Staff	Increased awareness of mental health issues	<b>Unknown</b>	Paying for materials for each teacher	<b>None</b>	<u>1 hour</u> PD for staff
<b>Bullying Prevention, •Stop, Walk, Talk</b>	Aligns with PBIS framework	All elementary staff	Increased awareness of interactions and respect for self and others	SWIS data shows reduction in ODRs for bullying behavior	None	Part of fidelity check for PBIS – TFI	Teachers receive ongoing PD, coaching and TA from district and building coaches
<b>Suicide Prevention</b>	Increasing awareness of whole child	All high school staff	Increase awareness	<b>Increase in suicide ideation and attempts</b>	None	None	8 hours of PD for all staff

Working Effectively and Efficiently ???

\* Items indicated in red are “flagged” for conversation and action to be taken by DCLT.



# ISF Initiative Inventory

Complete [ISF Initiative Inventory](#)

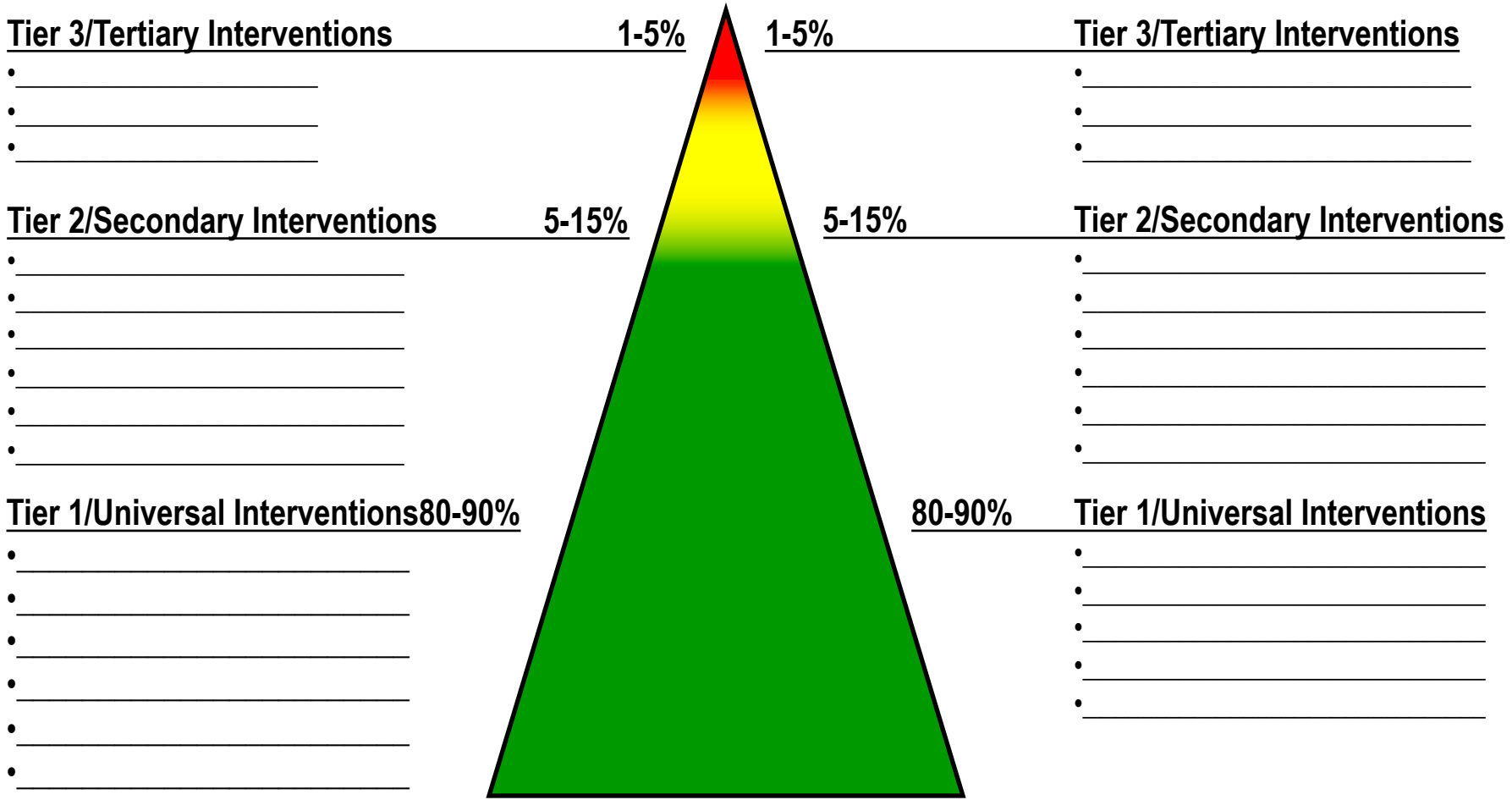
Name of Initiative	What is connection to DCLT mission?	What personnel are involved in the implementation?	What is expected outcome?	What evidence of outcomes are there thus far?	What is financial commitment and source of funding?	What fidelity measures exist?	What professional development exists including coaching and performance feedback?
<p>Step 1: Identify a Lead (e.g. District-based Coordinator);</p> <p>Step 2: Identify Current Initiatives and complete <b>Working Smarter</b> table</p> <p>Step 3: Based on your results, what district-level initiatives can you combine, eliminate, or align?</p> <p>Step 4: What guidance can you provide schools on their alignment of initiatives/teaming?</p>							



# PBIS Supports for Student Success: An MTSS Framework

## Academic Systems

## Behavioral Systems





# Action Plan: Conduct Review of Current Initiatives

## Today's work:

- Identify and assess fidelity and outcomes of initiatives in place to support SEB
  1. Use the Initiative Inventory to begin identifying initiatives
  2. Then begin conversations about what features are in place.
  3. Identify action steps to continue process.

**Coach document action steps on Step 2b**

## Follow-up Responsibilities of the DCLT:

- Analyze initiatives in place for overlap, effectiveness, relevance and fidelity
- Define a single continuum of support
- Develop schedule on-going review

# Evaluation Plan

Step 5: Develop an Action Plan to Support Demo Sites

# Purpose and Outcome

## **Purpose:**

Establish a process and protocol for collecting and analyzing data for decision making at both district and school level.

## **Objectives:**

- ✓ Identify potential outcome data to monitor and needs for establishing data systems to monitor
- ✓ Explore next steps for data collection systems





Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement

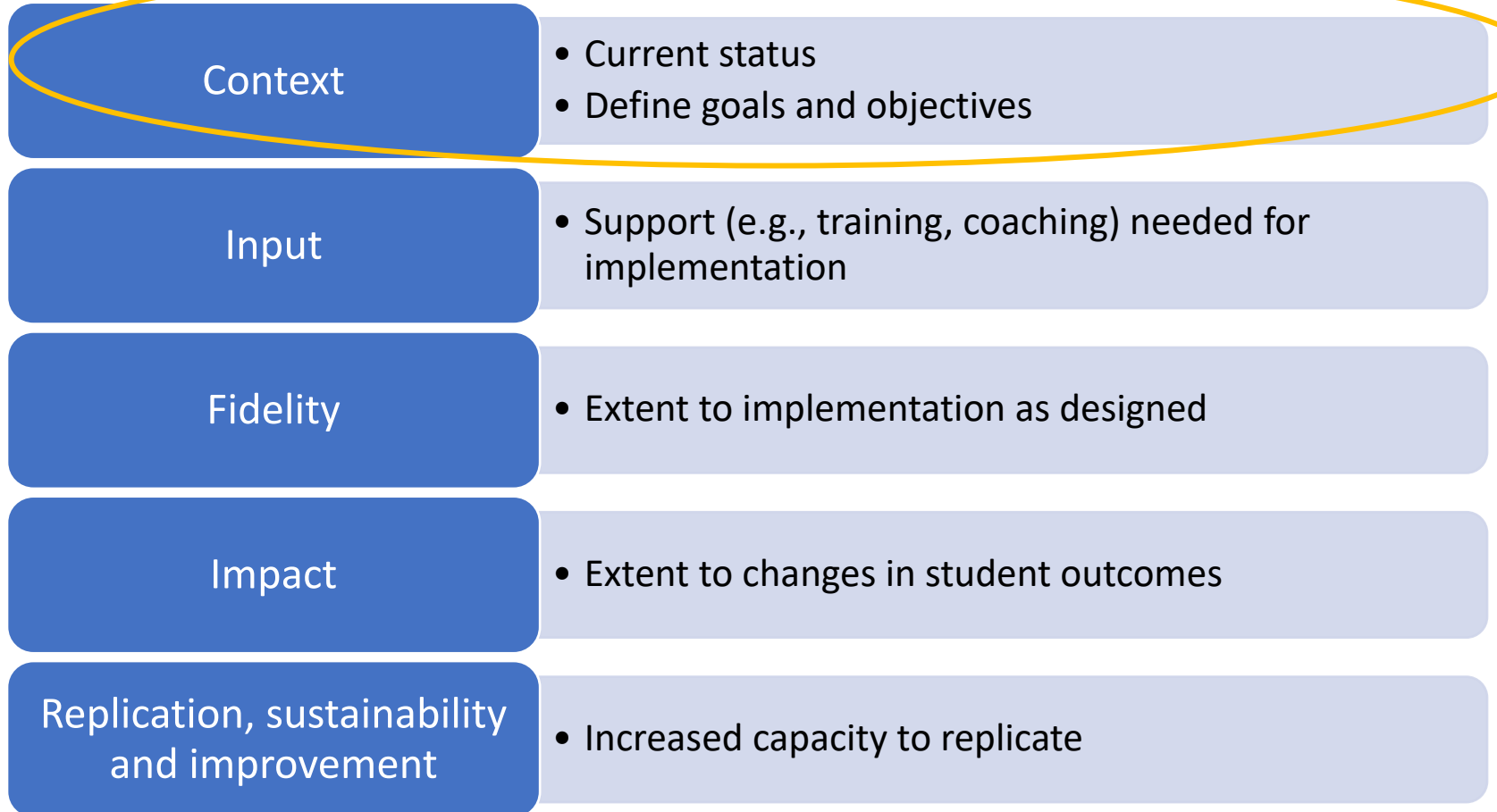


Establish Routines and  
Procedures



Develop an Integrated Action  
Plan

# Components of Designing an Evaluation Plan





# Pause and Reflect: Begin to identify goals and objectives

- When you think about students, what keeps you awake at night?
- How might these connect to your district-community vision?



# Expanding School Data Sources

## Traditional School Data

- Academic performance
- Attendance
- Office Discipline Referrals (ODRs)
- Suspension Data

## Expanded School Data

- Nurse, counselor visits
- Climate Surveys
- Crisis / student risk assessments
- SEB screening data
- Student hospitalizations
- Least Restrictive Environment data



# Risk and Protective Factors of Your Community

- Community Demographics (e.g., race/ethnicity, poverty rates, community violence rates)
- Food Pantry Visits
- Families who are homeless / evictions
- Deportation rates
- Deployment rates
- Unemployment rates
- Drug Addiction Rates / Overdoses
- Calls to crisis centers, hospital visits
- Suicide rate
- Youth Survey Data

*What information are you bring to the table to inform decision making?*

Midwest PBIS Network  
Systems-Response Tool (SRT)

Purpose of tool: The SRT assists school teams in reflecting on and action planning to improve their school's typical responses to challenging youth behavior. By recording and reflecting on this data, teams can identify trends such as suspension rates or out of district placement for youth and can find related systems-level challenges (i.e. excessive special education testing for youth who do not qualify for support). This tool is used by focusing on school-wide or district-wide data followed by team action planning to achieve more proactive systems responses, including earlier use of proactive interventions.

Building Name: \_\_\_\_\_

Total Student Population (as of Oct 1<sup>st</sup>): \_\_\_\_\_

<b>System Response Options</b>	<b>Total # of Students in Category for <u>Timeframe</u>:</b>					
	<b>List date/year at top of column &amp; total # of youth in each box</b>					
	Totals from each of the following:	Date:	Date:	Date:	Date:	Date:
A. Students being monitored by Secondary Systems Team	CICO-					
	CICO- Mod.					
	S/AIG-					
	Brief FBA/BIP-					
B. Students being monitored by Tertiary Systems Team	Complex FBA/BIP-					
	WRAP-					
C. Students moving to less restrictive environment or exiting Special Ed.	5c to 5b:					
	5b to 5a:					
	Exiting Sp Ed:					
D. Students tested for Special Education (Initial Evaluations Only)	Eligible:					
	Not Eligible:					
E. Students suspended on only one occasion	ISS-					
	OSS-					
F. Students suspended on two or more separate occasions	ISS-					
	OSS-					
G. Students with Special Education process in progress (Initials only)	Academic-					
	Behavior-					



# Activity: Identify Potential Data Points for Evaluation Plan

## **As a team, first discuss:**

- What current data do use for decision making?
- What is that data telling you?

## **Then consider:**

- What additional data might support your intuition?
- What partners might need engaged to provide that data?

**District Coach: Document next steps**

# Evaluation Plan

Role of DCLT

# Develop a Full Evaluation Plan

[ISF District Leadership Installation Guide](#)

Step 5a: Develop an evaluation plan

**Introduction:** The following sample evaluation template can be used by states, districts, and schools to develop a comprehensive plan of assessment. The plan should reflect state, district, and school priorities.

Template to Design an Evaluation Plan			
Evaluation Category	Evaluation Question	Data Source Samples	Data Collection Schedule and Stakeholder Involvement
<b>Context</b>	What are the goals and objectives for the project/initiative?	Vision statement Strategic plan reflecting this work as a priority	Annually State, District, and School
	What is the current social-emotional- behavioral health status of the school and community as reflected in the data?	Community Demographic Data School Demographic Data Organizational Health Inventory Staff, Student and Family Perception Data (climate, safety surveys)	Annually State, District, School
<b>Process Evaluation/Input:</b>  Documenting activities associated with	What schools are receiving support through the initiative?	School profiles, school tracking forms	Annually District level assessment
	What professional development has been provided to district	Training event logs, technical assistance logs,	Annually State, district, school level

# Monitor Evaluation Plan

Focus	Schedule			
	Aug-Sept	Oct-Jan	Feb-Mar	April-June
<b>Context/Input</b> <ul style="list-style-type: none"> <li>•School Profile for schools entering ISF training</li> <li>•Training schedule for teams, coaches and trainers, and District Leadership Team</li> <li>•List of team members</li> <li>•Participant evaluation of training events</li> </ul>	X X X  X X	X	X	
<b>Fidelity</b> <ul style="list-style-type: none"> <li>•Tiered Fidelity Inventory</li> </ul>		X	X	X
<ul style="list-style-type: none"> <li>•ISF Implementation Inventory (ISF-II)</li> </ul>	X			X
<b>Impact</b> <ul style="list-style-type: none"> <li>•SWIS Office Discipline Referrals (minor and major)</li> <li>•Standardized Test Scores               <ul style="list-style-type: none"> <li>•Universal Screener (overall decreases of students and staff reporting students in elevated risk categories)</li> </ul> </li> </ul>	X	X  X	X	X X X

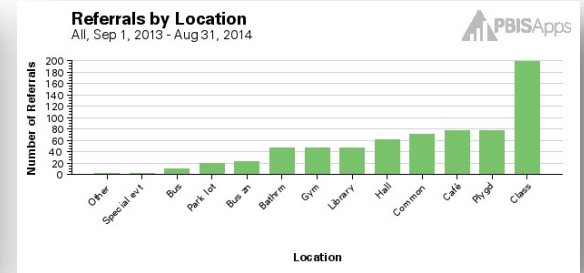
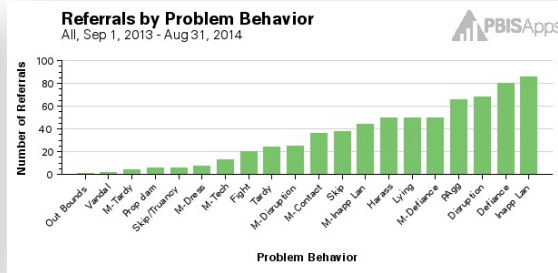
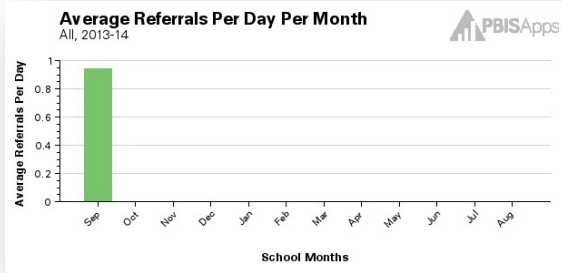
# Student Data Systems

## Sample: School-wide Information System SWIS

Avg Referrals/Day/Month

Referrals by Prob Behavior

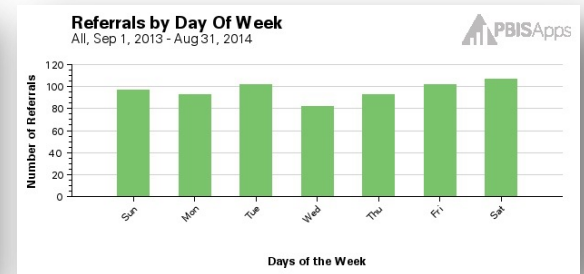
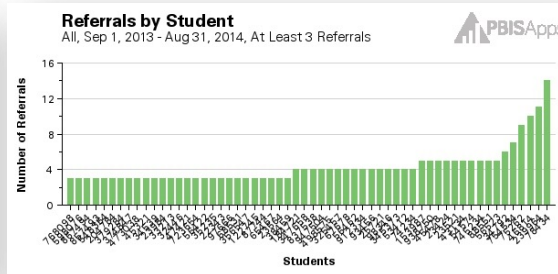
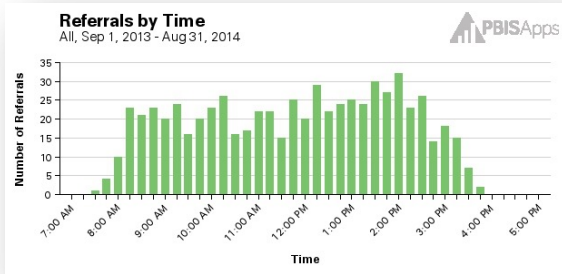
Referrals by Location



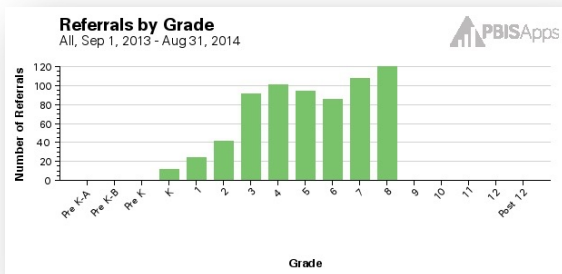
Referrals by Time

Referrals by Student

Referrals by Day of Week



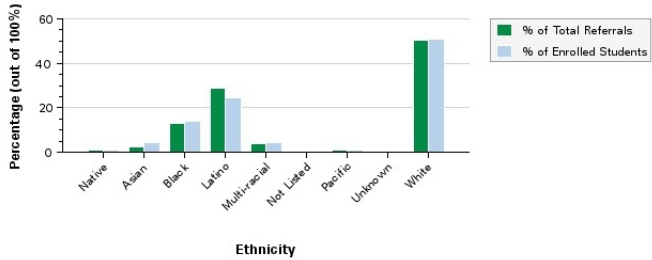
Referrals by Grade



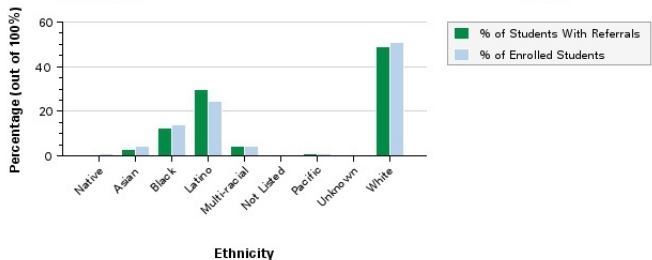
# Additional SWIS Reports (cont.)

## By Students with IEPs

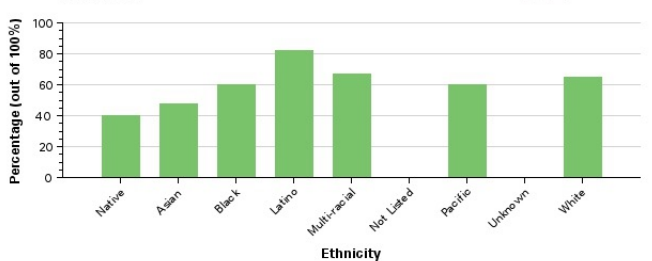
**Referrals By Ethnicity**  
All, 2013-14



**Students With Referrals By Ethnicity**  
All, 2013-14



**Students Within Each Ethnicity With Referrals**  
All, 2013-14



Referrals by Ethnicity (three graphs)

**Suspension/Expulsion**

**Report**  
**CONFIDENTIAL**  
Report Type: Suspension/Expulsion  
Generated: Sep 12, 2013 9:09:20 AM

**Data Table**

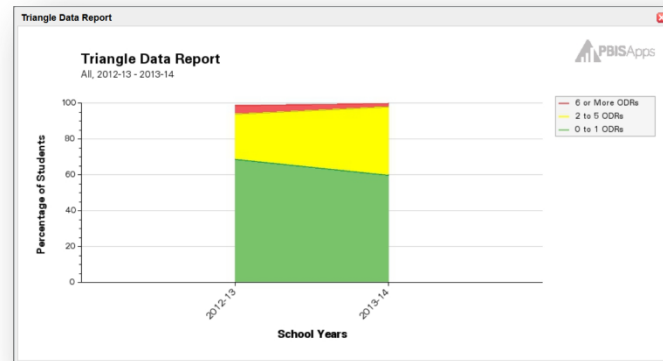
	Days	Events	Student Contributing
In-School Suspension	10.5	9	8
Out-of-School Suspension	10.5	6	6
Expulsion	0	0	0

**Data Table**

Student Name	Gender	Ethnicity	IEP	In School Suspen...		Out Of School Su...		Expulsions	
				Events	Days	Events	Days	Events	Days
Annie Howler	Female	Hispanic / Lat...	No	1	0	0	0	0	0
Chris McMann...	Male	White	Yes	1	0	1	3	0	0
Jeri McKnight	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Joe Franklin	Male	Hispanic / Lat...	Yes	0	0	1	0	0	0
Julian Goodman	Female	Hispanic / Lat...	No	1	1	0	0	0	0
Kimmer Wilson	Male	Black	Yes	1	1	0	0	0	0
Mark Banks	Male	White	Yes	1	2	0	0	0	0
Neal Anderson	Male	Black / Hispan...	Yes	0	0	1	0.5	0	0
Phil Paulson	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Randy Holman	Male	White	Yes	0	0	1	1	0	0
Tim Edwards	Male	Hispanic / Lat...	Yes	2	2	0	0	0	0
Tim Redding	Male	Hispanic / Lat...	No	0	0	1	3	0	0
Tom Moss	Male	White	No	1	3.5	0	0	0	0

**Options**  
Start\*: 9/1/12 End\*: 12/31/12  
 Show Individual Student Data  
 Show Names  
Student IEP's\*: All Students

## Triangle Data Report





What about systems for expanded data sources?

## Expanded School Data

- Nurse, counselor visits
- Climate Surveys
- Crisis / student risk assessments
- SEB screening data
- Student hospitalizations
- Least Restrictive Environment data



# Tiered Fidelity Inventory (TFI)

## *Starting with the End in Mind*

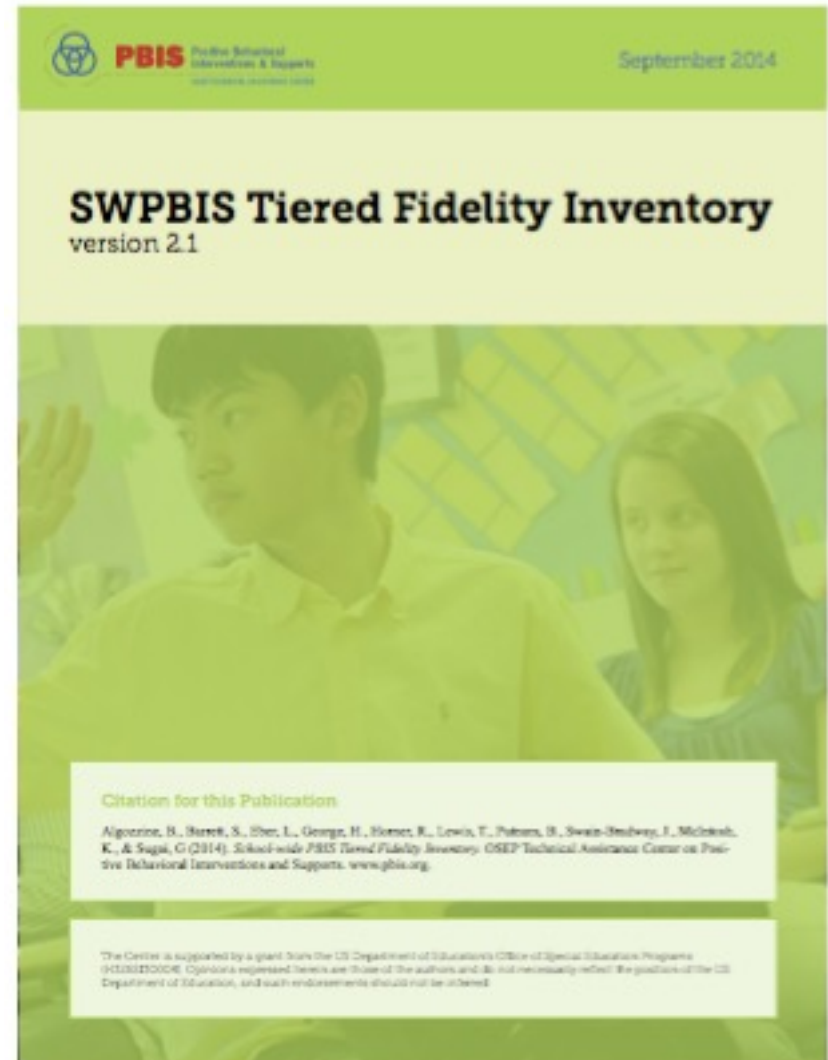
**Purpose:** Valid, reliable and efficient measure of the extent to which core features of SW-PBIS are implemented at *each tier*

**Who:** School teams

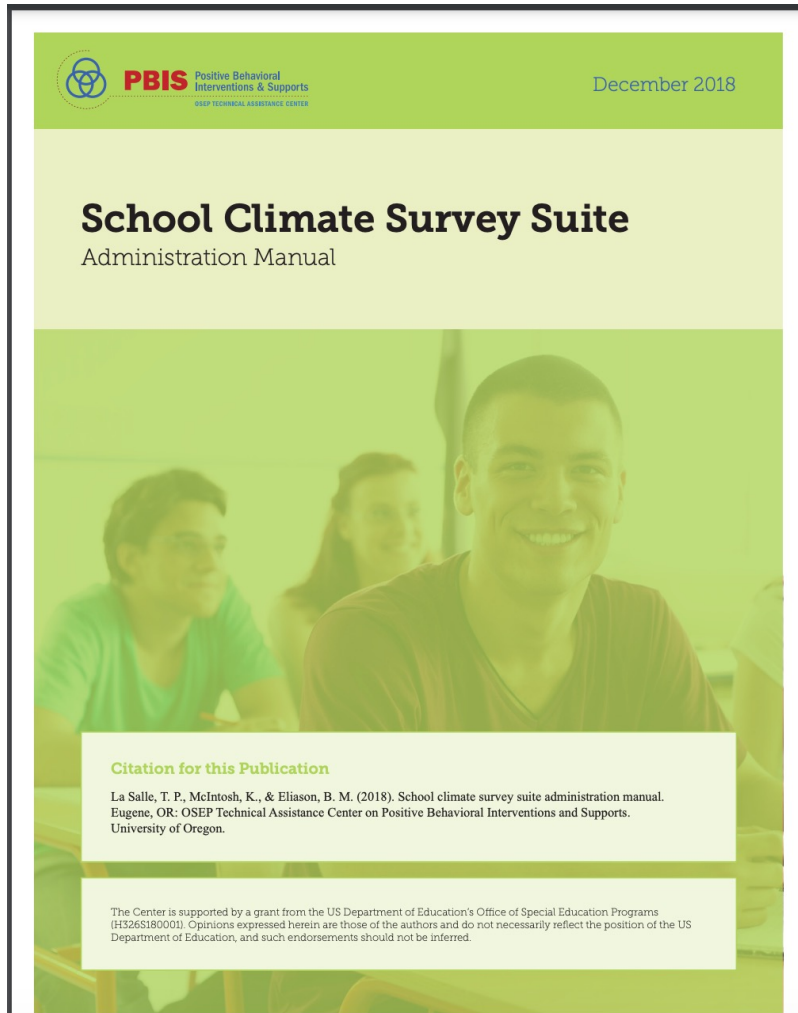
**When:** ~ 3 times per year until fidelity; then annually

**Why:** Drive action planning, monitor implementation

**How:** Free, complete in PBIS Assessments



# School Climate Survey



**Purpose:** Measure student, staff, and family perceptions of school climate

**Who:** Completed online by identified group

**When:** 1-2 times / school year

**Why:** Stakeholder input

**How:** Free, complete in PBIS Assessments

# Self-Assessment Survey (SAS)

- **WHAT**: Annual assessment of staff perception of PBIS implementation
- **WHO**: All school staff
- **WHEN**: Annually – preferably spring
- **WHY**: Identifies implementation status and improvement priority for School Wide, Classroom, Non-classroom and Individual Student Systems
- **WHERE**: [www.PBISApps.org](http://www.PBISApps.org)

# PBIS Assessments

**PBIS Apps** Products ▾ Resources ▾ Training ▾ Help ▾ About ▾

Search [Demos](#)

# PBIS Assessment

Get to know your PBIS implementation with our free, online app for conducting surveys like the TFI and the School Climate Survey.

[Get PBIS Assessment](#)

*App Interface Preview:* The app interface shows a dashboard with a bar chart titled 'PBIS Implementation Score' and a table with columns for 'Category', 'Score', and 'Target'. The chart shows scores for various categories, with some bars exceeding the target line.

- Free, online app for conducting surveys like the TFI and School Climate Surveys

Who will be your Coordinator?

# PBIS Evaluation



Products ▾ Resources ▾ Training ▾ Help ▾ About ▾



Demos

# PBIS Evaluation

Monitor referral patterns, CICO implementation, and fidelity of implementation across a whole district, region, or state.

Get PBIS Evaluation



- Monitor referral patterns, CICO implementation, and fidelity of implementation across your district

How might this support your monitoring?



# Activity: Identify Data Systems

**As a team, identify:**

- Do you have systems to monitor all identified outcome data points?
- Do you have a PBIS Assessment Account?
- Do you have a PBIS Assessment Coordinator?
- Do you want to explore PBIS Evaluation?

**What might be some next steps to explore installing or utilizing data systems?**

**District Coach: Document next steps**

# Closing Module



# Next Steps

For District Capacity and School Installation  
Readiness

# Participants:

Please complete the Evaluation  
*(2 options to complete)*

1. Scan QR Code for online evaluation  
OR
1. Click this link for online evaluation:  
<https://forms.gle/nLdW5Qb2NUFLDtJw8>





# Sample Sequence for Getting Started with Interconnected Systems (ISF)

Updated 5-10-22

We are ~~were~~ here.

What might be our next steps here?

To accomplish...

District/  
Community  
Installation

Exploration &  
Readiness (Ch 1-3)

DCLT Installation  
**Training**  
(Ch 4)

Ongoing DCLT  
Meetings (e.g. 1/mo)

DCLT Capacity  
Building  
*Examples:*

School Installation

School and Community  
Leadership **Training**  
(Ch 5)

School  
Learning Walks

TA Meetings for  
Coaches  
(e.g 2-4/mo)

- Establish Common Mission & Language
- Initiative Alignment & Selection
- Evaluation Plan
- Defining Role of District & Community Staff
- Universal Screening System
- PD & Coaching Plan

School Team Training Plan*	
<b>Tier 1 Examples:</b> <ul style="list-style-type: none"> <li>● T1 Booster</li> <li>● T1 Full Training</li> <li>● Data-Based Dcsn Mknng</li> <li>● Family Engagement</li> </ul>	<b>Tier 2 Examples:</b> <ul style="list-style-type: none"> <li>● T2 Systems</li> <li>● T2 CICO</li> <li>● T2 Groups</li> <li>● T2/3 Sel &amp; Instl Interventions</li> </ul>

And be ready for...

\*Could be delivered in virtual monthly module installments

Evaluation Assistance  
(ISF-II, TFI for Families, TFI ISF Companion Guide, etc.)

**KEY**  
 ISF: Interconnected Systems Framework  
 DCLT: District Community Leadership Team  
 TA: Technical Assistance  
 TFI: Tiered Fidelity Inventory (fidelity tool)  
 ISF-II: Interconnected Systems Framework Implementation INventory (fidelity tool)



Establish Integrated  
Teaming Structure – State,  
Regional, District, School



Assess Current Status of  
Mental Health and PBIS  
Systems



Reach Consensus on a  
Mission Statement



Establish Routines and  
Procedures



Develop an Integrated Action  
Plan

# Step 1: Establish a Leadership Team

## **a) Representative Stakeholders Identified**

- Executive leadership from both school and agency systems
- Family/Youth as active team members

## **b) Establish Team Operating Procedures**

- Meeting protocol
- Time to meet (at least quarterly)
- Confidentiality agreements

## Step 2: Assess Current Status of Mental Health & PBIS Systems

### **a) Conduct assessment of current system structures**

- Stakeholder Support, Funding, Policy & Systems Alignment, & Workforce Capacity (PBIS DSFI)

### **b) Conduct review of current initiatives & practices**

- Initiative Inventory

### **c) Conduct staff utilization review**

### **d) Review current school & community data**

# Step 3: Reach Team Consensus on a Mission Statement

## a) **Establish a common mission**

- Valued by all stakeholder groups
- Establishes priorities to share with stakeholder groups (e.g.: teachers, students, families)

# Participants:

Please complete the Evaluation  
*(2 options to complete)*

1. Scan QR Code for online evaluation  
OR
1. Click this link for online evaluation:  
<https://forms.gle/nLdW5Qb2NUFLDtJw8>





## Step 4: Establish Procedures & Routines to ensure use of MTSS features

- a) Selecting and installing a universal screener
- b) Request for Assistance (RFA) process
- c) Selection process for evidence-based practices
- d) Process to monitor fidelity
- e) Process to monitor outcomes of interventions

# Step 5: Establish Ongoing Action Planning Process

- a. Develop Evaluation Plan
  - Outcomes & Fidelity
  - Performance Feedback
- b. Professional Development & Coaching Plan
  - Ensure Level of Expertise at District and Building Levels
- c. Selection of Demo Sites
- d. Finalizing an MOU
  - Changes in staff allocation for teaming functions
  - Coaching Roles and Responsibilities
  - Intervention facilitators

# ISF DCLT Installation Guide

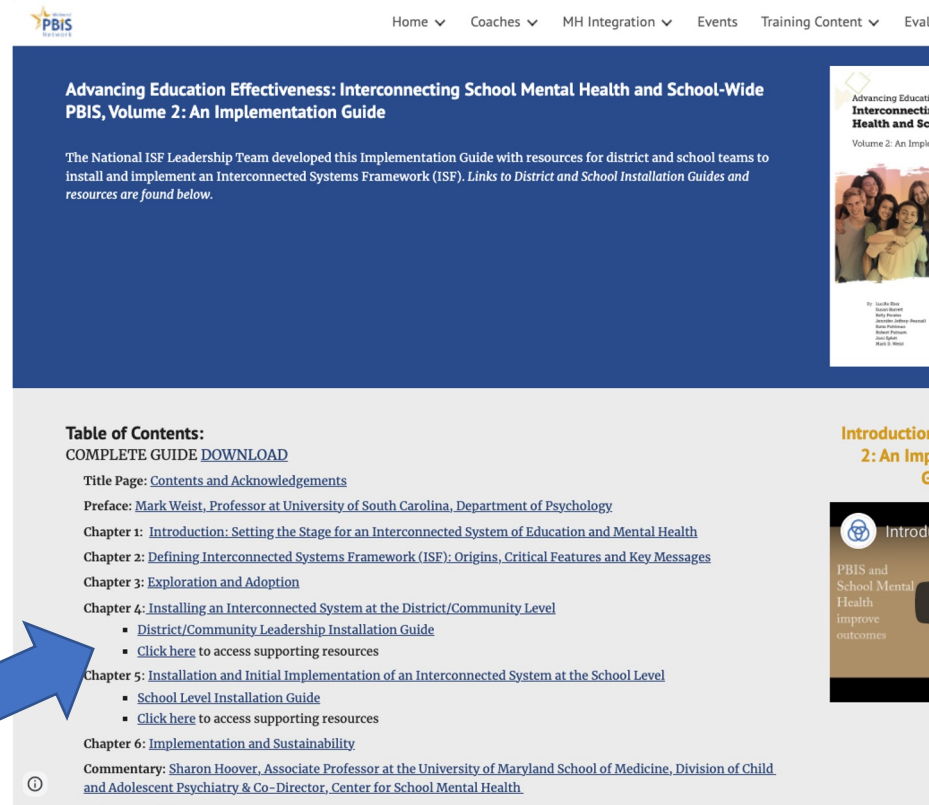
**Purpose:** This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

<b>Step 1: Establish a District/Community Executive Leadership Team</b>			
<b>Features</b>	<b>Installation Activities</b>	<b>Action Needed:</b>	<b>By Who? By When?</b>
<b>Representative DCLT team identified.</b> <ul style="list-style-type: none"> <li>• <i>Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.</i></li> <li>• <i>Present concerning data and needs to those with authority and propose a way of working.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assess current teaming structures. Identify need for new team or expansion of existing team</li> </ul>		
	<ul style="list-style-type: none"> <li>• Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>• Which voices with social-emotional-behavioral health expertise within school system could benefit this team?</li> <li>• Which voices of mental health, juvenile justice, core service agency partners could benefit this team?</li> <li>• In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?</li> </ul>			

# New ISF Volume 2: An Implementation Guide

<http://www.midwestpbis.org/interconnected-systems-framework/v2>

- Chapter 1: Context and Structure for Volume
- Chapter 2: Defining ISF: Origins, Critical Features, and Key Messages
- Chapter 3: Exploration and Adoption
- **Chapter 4: Installing ISF at the District and Community Level**
- Chapter 5: Installing and Initial Implementation of ISF at the Building Level
- Chapter 6: Implementation, Sustainability and Recommendations to the Field



The screenshot shows the website for "Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide". The page features a navigation menu with links for Home, Coaches, MH Integration, Events, Training Content, and Evaluation. Below the navigation is a blue header with the title and a brief description of the guide. The main content area is white and contains a "Table of Contents" section. A blue arrow points to the link for Chapter 4: Installing an Interconnected System at the District/Community Level, which includes sub-links for the District/Community Leadership Installation Guide and a link to access supporting resources.

**Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide**

The National ISF Leadership Team developed this Implementation Guide with resources for district and school teams to install and implement an Interconnected Systems Framework (ISF). *Links to District and School Installation Guides and resources are found below.*

**Table of Contents:**  
COMPLETE GUIDE [DOWNLOAD](#)

Title Page: [Contents and Acknowledgements](#)

Preface: [Mark Weist, Professor at University of South Carolina, Department of Psychology](#)

Chapter 1: [Introduction: Setting the Stage for an Interconnected System of Education and Mental Health](#)

Chapter 2: [Defining Interconnected Systems Framework \(ISF\): Origins, Critical Features and Key Messages](#)

Chapter 3: [Exploration and Adoption](#)

Chapter 4: [Installing an Interconnected System at the District/Community Level](#)

- [District/Community Leadership Installation Guide](#)
- [Click here to access supporting resources](#)

Chapter 5: [Installation and Initial Implementation of an Interconnected System at the School Level](#)

- [School Level Installation Guide](#)
- [Click here to access supporting resources](#)

Chapter 6: [Implementation and Sustainability](#)

Commentary: [Sharon Hoover, Associate Professor at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry & Co-Director, Center for School Mental Health](#)