

## Exploring Readiness and Fit Vocabulary and Reflection Questions

The document provides key vocabulary and questions to support District Implementation Teams when viewing recorded modules prior to the Exploring Readiness and Fit module.

### Key Vocabulary

- **School-wide Positive Behavioral Interventions and Supports (SWPBIS)**-A proactive, team-based multi-tiered framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving. **Tier 1** supports are framed around six big ideas.
  1. Identify and define behavior expectations
  2. Teach behavior expectations
  3. Monitor expected behavior
  4. Acknowledge and encourage behavior expectations
  5. Establish continuum of responses to behaviors that includes teaching/re-teaching
  6. Use data for decision-making
- **Exploration Stage (Stage of Implementation)**-Involves an assessment of assets and needs of the focus population, fit of the program or practice to address those needs, and feasibility of implementation. (National Implementation Research Network, 2020)
- **Categories of Readiness**- Assessing and addressing people's readiness for change is critical to successfully facilitating the change process. Readiness for change falls into one of the following categories:
  1. **Pre-contemplation**: Individuals have not even considered the need to change
  2. **Contemplation**: Individuals are considering change; however, they need more information to determine if they are ready
  3. **Preparation**: Individuals are prepared to take action and are ready to change
- **Initiative Inventory and Alignment Process**-District process used to gather key information about current initiatives and innovations to understand current priorities and resource commitments, to understand how existing initiatives fit with one another (e.g., overlap, complement, or contradict) and to explore the fit of new initiatives.

### Reflection Questions

Consider each of these questions as you watch the pre-recorded modules. If responses are being recorded in a shared document, please respond to each question and include your initials with your response (e.g., S.A.).

1. Based on your district context, respond to one of the questions below.
  - a. Consider each of the schools in your district. Which schools are ready to engage in this work? What are the indicators that show they are ready? Which schools are not quite ready? Why?
  - b. If your schools are already implementing SWPBIS, which of the big ideas of PBIS are already being addressed, which have not been addressed, and which you are unsure?
2. Are there any initiatives or innovations that are currently being used in your district that share a similar focus with PBIS? If so, what are they and who might have a level of expertise in the program or practice?
3. Record any additional thoughts our questions you had based on your learning.

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