



Adaptive Challenges: Scenarios

The purpose of the common adaptive challenges scenarios is to provide participants an opportunity to apply their learning of adaptive strategies to remove challenges.

Author: Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Version: 1.0

Date: April 2019

Scenario 1:

A substantial amount of district resources (fiscal, time, personnel) was spent on a behavioral program that does not align with the core components of PBIS. Specifically, teaching behavioral expectations and acknowledging students who demonstrate the expected behaviors are two things the K-12 staff were told NOT to do. Many teachers and principals in the audience during the initial professional learning session recognized the conflicting messages. These conflicting messages have continued across follow-up trainings and coaching sessions with the hired consultant. The Curriculum Director was the person who made the decision to select this behavioral program for the district. PBIS has been effective as evidenced by a significant reduction in office discipline referrals. School-Wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) data is at the criterion level for Tier 1; however, Tiers 2 and 3 need more work.

Scenario 2:

The Superintendent wants the elementary buildings to review and recommend new curriculum resources for teachers to use to provide daily reading instruction and intervention since a variety of data sources suggest it is a need (e.g., state assessment data, number of Individualized Reading Improvement Plans). The review process is underway. The Superintendent begins to understand the difference between scientifically-valid reading practices versus invalid reading practices. When the Superintendent meets with her team to discuss progress with the curriculum review, she learns the district team is prioritizing materials that do not align with scientifically-valid reading practices. Five months have gone by with this team meeting, gathering input from colleagues across buildings, gaining consensus, and having school staff meet with other teachers and leaders from districts that are already using the resources.

Adaptive Challenges: Scenarios (April 2019)

Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.



Scenario 3:

You recently confirmed selection for your Implementation Team. During the second day of training with your implementation team, the presenter spends time with your team further discussing the purpose of an implementation team, team membership, “look-for’s” to confirm selection of the best people to fulfill the role, and “look-for’s” to suggest team membership needs to be revisited with people. You begin to realize that some of the people selected are not a good fit given the focus of their work and / or comfort with more district-level conversations and infrastructure work. Everyone has already invested a lot of time learning about their role and what they will support. People who were not selected to be on the team have expressed angst and are upset with you. When faced with this additional information and team observations, you want to revisit team membership but are not quite sure how to do so.

Scenario 4:

You are an Assistant Superintendent / Curriculum Director for a district. You have two MTSS Coordinators splitting the role. Both individuals also have other administrative responsibilities in the district. Things seem to be going well but you have started to notice some competition amongst the two coordinators. They have both expressed interest in applying for a new administrative position within the district. Implementation team members are starting to come to you asking whether the two coordinators are “on the same page” or “are supportive of being in their roles.” You have observed some awkward situations where both individuals are disagreeing about the best next steps for the implementation team to take.

Michigan’s Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI) funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.