



Exploring Readiness and Fit For School-wide PBIS

2021-2022

mimtsstac.org



Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation...Please ask questions

Be Respectful

- Please allow others to listen
 - Please turn off cell phones
 - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and internet browsing

Be Safe

- Take care of your own needs

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Purpose

This session supports the District Implementation Team in developing readiness activities and making district decisions to ensure schools are ready to install school-wide PBIS.

Intended Outcomes

- Develop differentiated school readiness plans for Tier 1 behavior components of MTSS (SWPBIS)
- Plan to complete the initiative inventory and alignment process for behavior
- Outline district decisions to support installation and use of the Tier 1 behavior components of an MTSS framework

Agenda

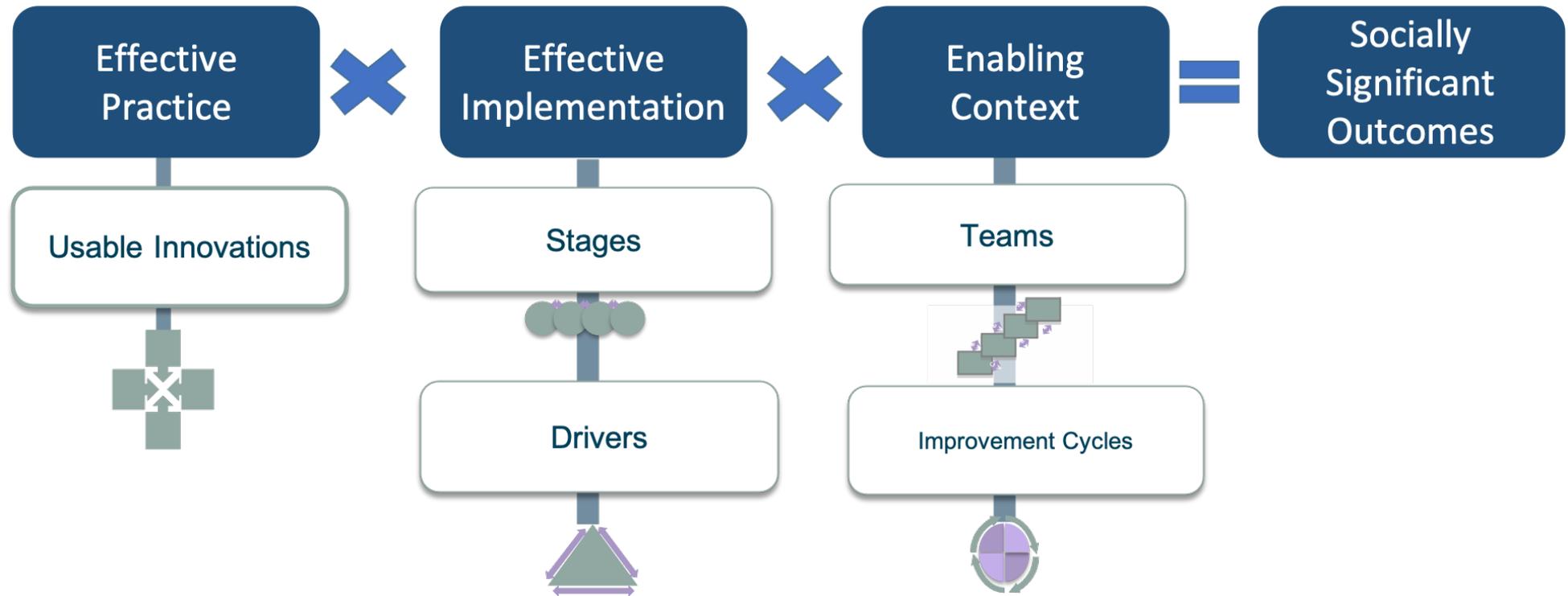
- 1.0 Interactive Review
- 2.0 School Readiness
- 3.0 Initiative Inventory and Alignment
- 4.0 District Decisions
- 5.0 Next Steps

Use of Module Learning

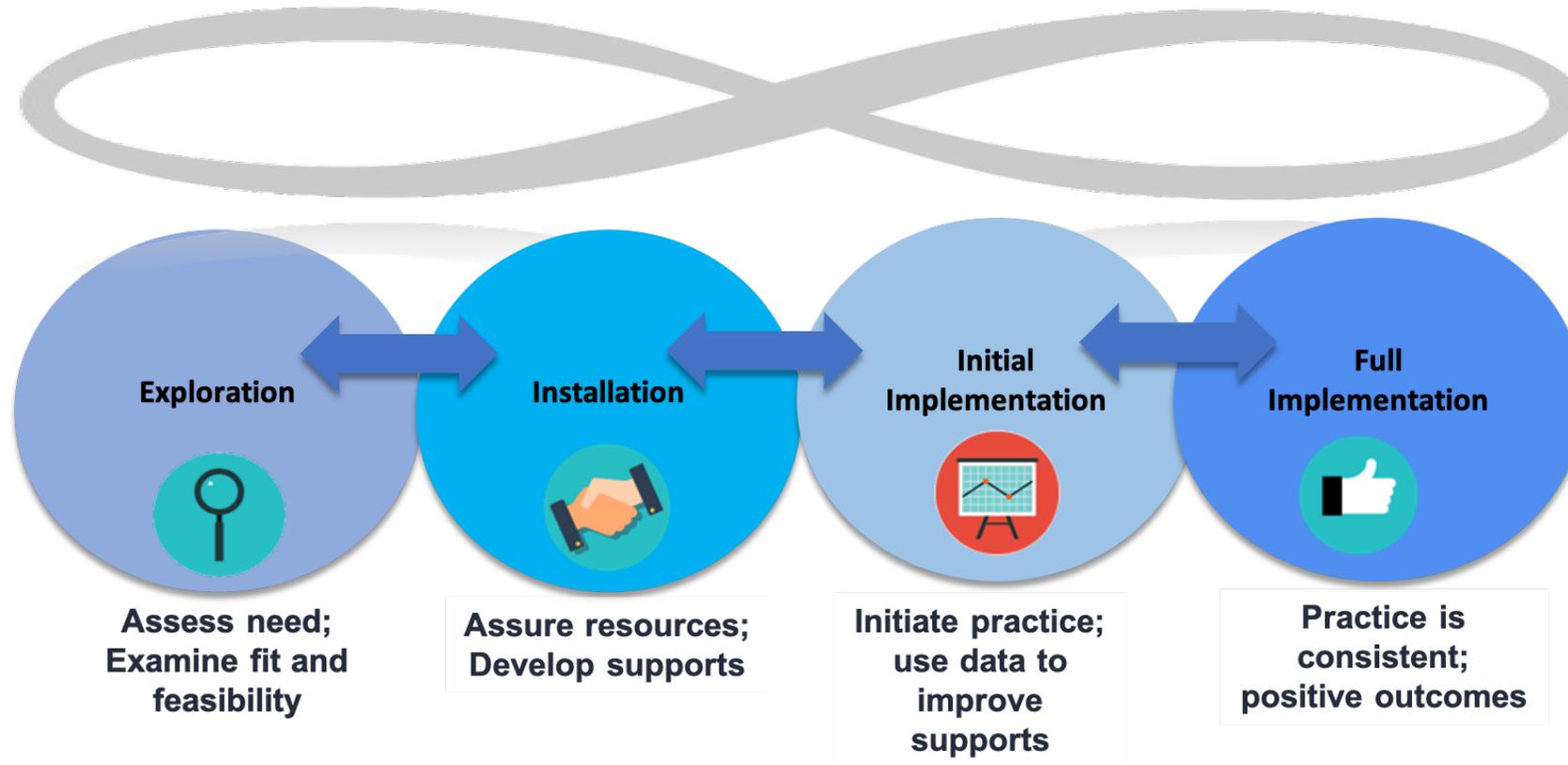
- Immediate use:
 - Readiness activities will need to be developed and reviewed by principals prior to initial activities being completed in October
 - Initiative inventory and alignment process will need to be completed for behavior and results communicated to staff prior to schools starting installation in January
 - District Decisions to support SWPBIS will need to be made prior to cohort 1 schools starting installation in January

1.0 Interactive Review

Active Implementation Frameworks

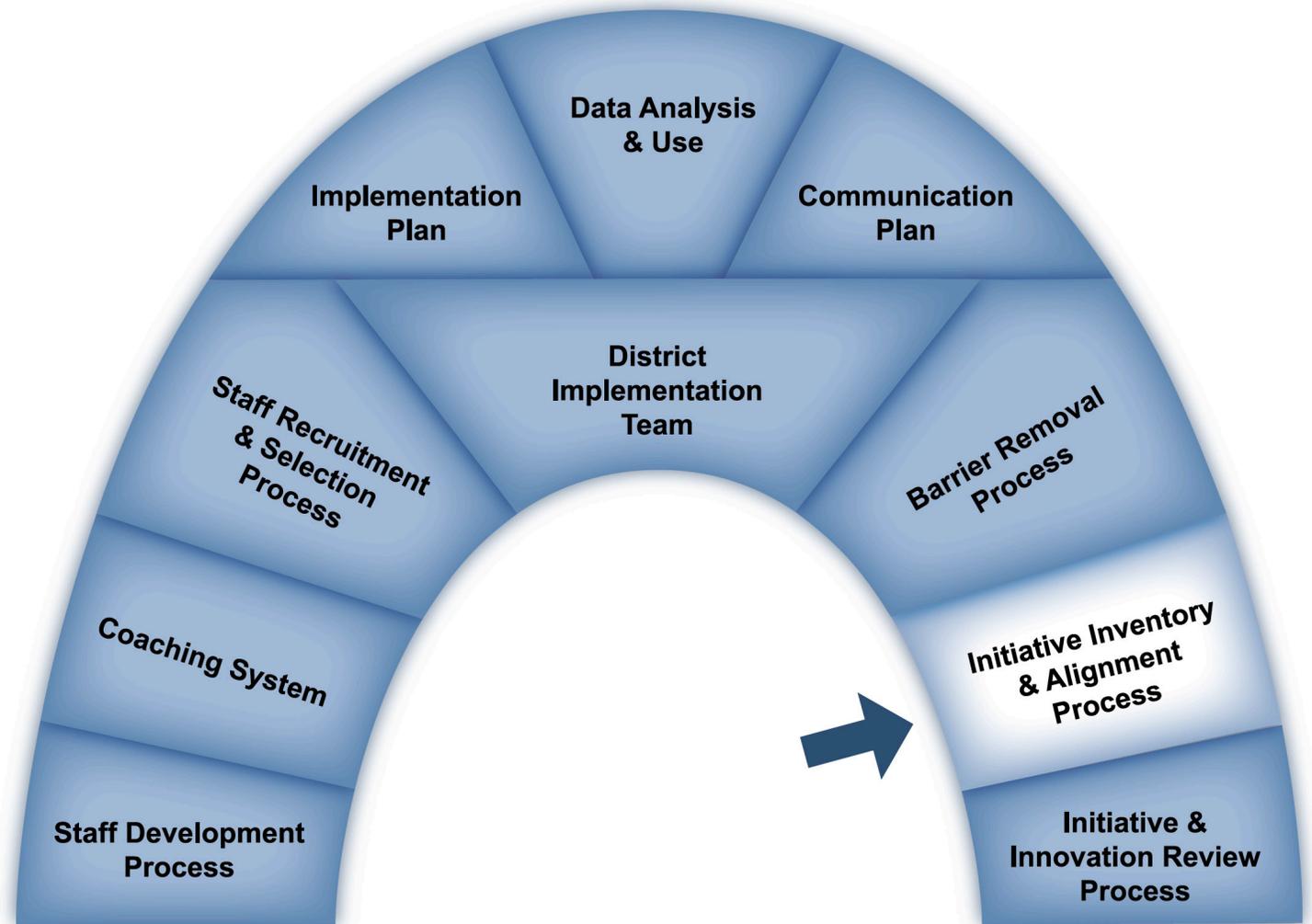


Exploring Readiness



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

District Implementation Infrastructure



Guiding Principles of PBIS

Improved learning and behavioral outcomes are more likely with:

- Environments that are culturally responsive and sustaining
- A foundation of social and behavior support
- Investment in prevention first
- Use of a continuum of behavior supports that align with the school culture and context

(OSEP PBIS Blueprint, 2015)

Big Ideas of School-wide PBIS

1. Identify & 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



Activity 1.1

- Prior to this session, you were asked to watch three modules
 - Big Ideas of PBIS (EduPaths Module)
 - School Readiness (YouTube)
 - Initiative Inventory and Alignment Process (YouTube)
- As a team or in partners, respond to the following questions
 - What is PBIS?
 - In what ways does the DIT support schools in preparing for PBIS?

2.0 School Readiness

Assessing School Readiness

- Readiness for change falls in categories (e.g., preparation, contemplation, pre-contemplation)
- A school's level of readiness based on where the majority of staff fall
- Not all schools will be at the same stage of readiness
- Cohorts support a staggered approach to implementation and provide an opportunity for schools to learn from one another and increase readiness and buy-in across all schools



Activity 2.1

- Your Implementation Specialist and Coordinator will facilitate a discussion to assess each school's level of readiness and confirm cohort assignments
 - 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?

Addressing Readiness

- All schools
 - Provide staff with information about the change, understanding of MTSS and any new program or practice selected as part of implementation
 - Communicate how MTSS fits with other district and school priorities
 - Engage in MiMTSS TAC School Readiness Activities
- By cohort
 - Consider why staff are not ready for the change (e.g., importance, confidence)
 - Develop a plan for each school with activities to address their needs and concerns

MiMTSS TAC School Readiness Activities

- A set of readiness activities have already been developed
- Your Implementation Specialist, Coordinator and Principals will work together to present these activities to all staff
 - Elementary and secondary staff: Introduction to Positive Behavioral and Intervention Supports (PBIS) (October)
 - Elementary staff: Introduction to Scientifically Valid Reading Research and a School-Wide Reading Model (May / June) – only if district is an integrated behavior and reading partner
 - Secondary staff: Introduction to a School-Wide Content Area Reading Model (May / June) – only if district is an integrated behavior and reading partner



Activity 2.2

- Your Implementation Specialist and Coordinator will facilitate the development of differentiated readiness plans for each cohort
 - Review “School Readiness Suggestions”
 - Document readiness activities to consider for each cohort
 - Include MiMTSS PBIS Readiness Activities in October with all staff
- Add activities and next steps to your implementation plan

3.0 Initiative Inventory and Alignment

Recall: Initiative Inventory and Alignment Process

1. Overview

- Definition of terms
- Guidelines for when to use the alignment process

2. Inventory and Alignment Process

- Initiate the process
- Engage in the process
- Summarize results

3. Decision-making Protocol

Outcomes of Alignment

- Summary of Results
 - Provide an easy-to-understand explanation for initiatives either overlap, complement, or are redundant to other initiatives
 - Shared with district decision-makers to inform decisions about the selection or de-selection of initiatives and innovations
- Decisions are made based on the summary about expectations for use of initiatives and innovations
- Written guidelines are shared with staff about which programs and practices to use and how they are to be used together

Activity 3.1

- Your Implementation Specialist and Coordinator will facilitate the team in reviewing the following:
 - Example “SWPBIS Alignment Summary” found in Appendix A of the Initiative inventory and Alignment Process
 - Example “Guidelines for Tier 1 Behavior”
- As you review these documents, consider the following questions
 - How would these resources support decision-making, readiness and buy-in?
 - Where do you see value?
 - What questions or concerns do you have?
- Be prepared to share out with your team

Expectations for Use

- Your Implementation Specialist, Coordinator, and Executive Leader have developed a draft of an initiative inventory and alignment process for your district
- Today, your team will have time to review and refine this process
- Prior to January, complete the process for behavior and share the summary with district decision-makers to make decisions
- Communicate final decisions with all staff to support understanding and buy-in



Activity 3.2

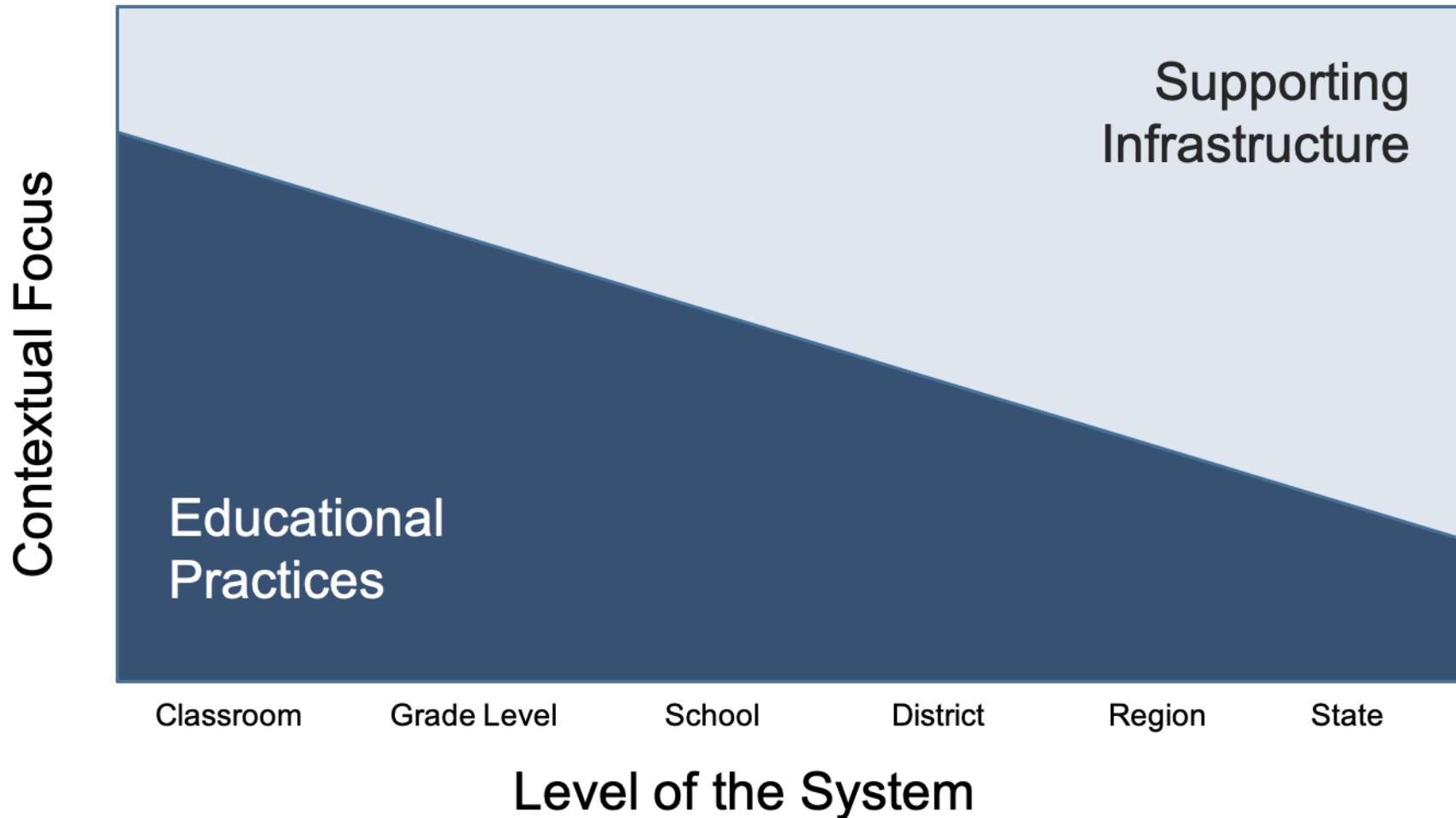
- Your Implementation Specialist and Coordinator will be facilitating your review, refinement, and use of the alignment process by
 - Providing an overview of the draft process
 - Providing an overview of how to use the tool
 - Facilitating the refinement of your district's process
- The final draft of the alignment process will be presented to executive leadership for approval
- Following approval, time will need to be allocated to complete the inventory and alignment process for behavior prior to January

4.0 District Decisions for SWPBIS

Decisions for SWPBIS

- Installation of the data, systems, and practices to support SWPBIS requires work at both the district and school levels
- Starting the work at the school level can result in barriers to installation and implementation
- Starting the work at the district level should eliminate or minimize the barriers and allow schools to more successful move forward with installation

Framework for Addressing Practices and Supports



(McIntosh & Goodman, 2016)

Role of DIT

- Several decisions need to be made at the district level that will push upon time, resources and practices
- Individuals involved in the work may need to expand to include other district staff (e.g., principals, bus drivers)
- DIT supports district-decisions and the use of district processes (e.g., communication protocols, barrier process, alignment/review)
- Providing schools with district guidance will prevent potential barriers to installation and increase the likelihood of successful implementation

Supporting School Leadership Teams (SLTs)

- During the next DIT Installation session, your team will develop a plan for selecting coaches and SLTs
- Time will need to be allocated to ensure school leadership teams are set up for success
- Orientation sessions will need to be scheduled to provide time to
 - Ensure coaches and SLTs understand their role in supporting MTSS
 - Establish effective team operating procedures

District Decision: SLT Operating Procedures

- To prepare for orientation sessions, a decision needs to be made about standardization of team operating procedures
- Benefits of standardization include
 - Increased consistency across schools
 - Increased efficiency due to processes being the same across teams and schools
 - Increased sustainability due to a common understanding of processes across all staff



Activity 4.1

- Access the document titled “SLT Operating Procedures”
- As a team, review the example templates provided and decide if operating procedure templates will be standardized across schools
- If yes, add next steps for developing templated to share with schools during the coach and SLT orientation sessions to your Implementation Plan

District Decisions: Tier 1 Behavior

- Guidance and support provided to all schools for implementation of Tier 1 School-wide PBIS
- Topics to discuss include
 - District-wide behavioral expectations
 - District-wide referral form
 - Time allocation for teaching staff and students components of SWPBIS
 - Instructional guidelines (e.g., practices, resources)
 - District approved policies (e.g., student / staff handbooks)



Activity 4.2

- Access the document, “District Decisions: Tier 1 Behavior”
- Your Implementation Specialist and Coordinator will provide an overview of the district decisions for SWPBIS
- Discuss who needs to be involved in decisions, timelines for making these decision, and add activities to you Implementation Plan

5.0 Next Steps

Next Steps

- Meet with principals for cohort 1 schools to review school readiness plans and schedule MiMTSS PBIS Readiness activities with all staff in October
- Present the initiative inventory and alignment process to executive leadership for final approval
- Complete the inventory and alignment process for behavior, make decisions, and communicate with staff prior to January
- Make district decisions about SLT operating procedures and Tier 1 behavior to support schools in installation

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System
- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.