



Communication Plan and Initiative Innovation Review Process

Session 4

mimtsstac.org



Acknowledgments

The content for this training day was developed based on the work of:

- Center on Positive Behavioral Interventions and Supports (PBIS)
- Midwest PBIS Network, Center for Social Behavior Support
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide
- MiMTSS TA Center: District Implementation Team Series

Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

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.
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities).

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



Intended Outcomes

- Explain the purpose of a communication plan to support implementation of PBIS, SEL, and SBMH
- Understand the process to address implementation challenges
- Explain the purpose of an initiative and innovation review process
- Identify the core components of an initiative and innovation review process
- Describe the benefits of using a review process to select or de-select social, emotional, behavioral initiatives and innovations

Purpose

The purpose of this session is to strengthen communication to support the integration and implementation of PBIS, SEL and SBMH and develop a process for inventorying and reviewing initiatives, innovations and assessments to support the system.

Agenda

- 1.0 Communication Plan and Addressing Implementation Challenges
- 2.0 Initiative and Innovation Review Process



Check-in Activity

- Review the next three slides from the last session and individually on the Jam Board page #1 identify the following:
 - Share any steps/actions that you completed since Session #3 as a DCIT, DIT, or Individual participant
 - Identify potential questions or reflections

Session #3 Next Steps: DCIT

- Executive Leaders, MTSS-C, and Human Resources finalize the written processes for the recruitment and selection of SLTs and Coaches
- Meet with school principals to complete committee audit and use selection process to select SLT members and coaches
 - Review existing SLTs and determine if any changes need to be made based on PBIS, SEL and SBMH implementation
 - Utilize the Changing Roles of Staff document to further assess workforce capacity to inform selection decisions for coaches
 - Finalize selection of SLTs and Coaches
- Review MOU and identify areas of improvement



Session #3 DCIT Team Next Steps (cont.)

- Ensure meetings are scheduled for the entire year
- Share power point and resources with DCIT
- Review Next step slides to determine action items
- Attend office hours as additional resource and support
- Attend the next professional learning series session.
- At your DCIT meeting review all activities on your DCIT Action Plan

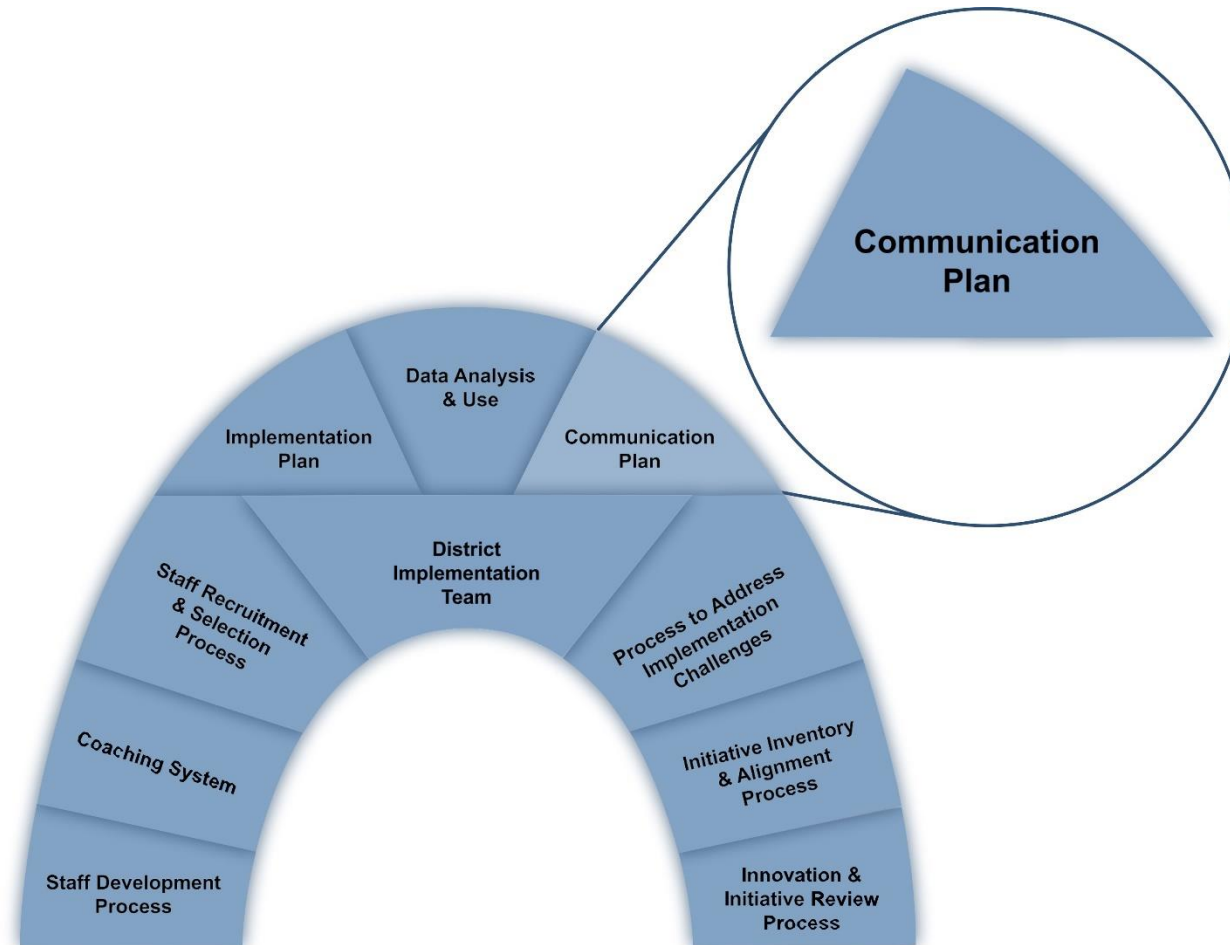


Session #3: DIT and Individual Next Steps

- Share power point and resources with stakeholders in your district or organization
- Review the next slides steps to determine any potential action items
- Attend office hours as additional resources and support
- Attend the next professional learning series session

1.0 Communication Plan and Addressing Implementation Challenges

District Community Implementation Infrastructure: Communication Plan

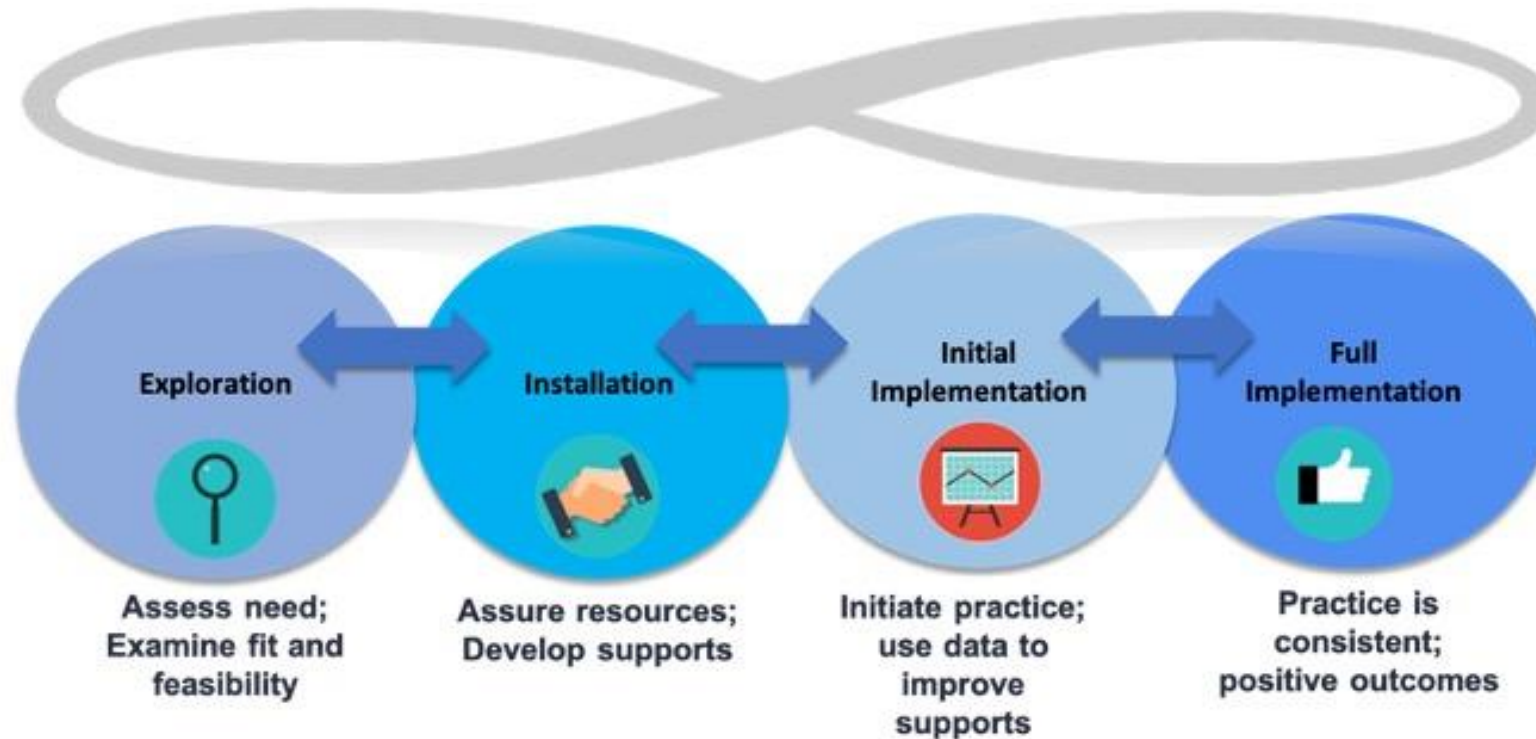




Activity 1.1

- Effective communication is essential to the success of any initiative in a district and mental health/community agency. Independently, reflect on your own experiences with communication.
 - What factors have led to positive communication experiences?
 - What factors have contributed to poor communication experiences?
- In small groups, discuss your experiences and keep these in mind as we discuss the purpose and components of district/community's communication plan and barrier removal process.

Recall: Implementation Stages



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

Communication Plan

A written document which outlines the protocols (process) for communicating to and gathering information from internal and external groups/teams whose work would be impacted by the selection and use of effective innovations across the district and mental health/community agency.

Communication Plan Components

| Groups / Teams: Internal and external to intentionally communicate | Designees | Linking Communication Protocol? (Y/N) | Date to Survey (groups / teams about effectiveness of communication) |
|--|---|--|--|
| <u>MiMTSS TAC</u> | DIT: <u>MiMTSS TAC:</u> | | |
| Central Office | DIT: Executive Leader: | | |
| Administrative Team | DIT: Administrative Team: | | |
| School coaches | DIT: School names and coach names - or -coach coordinator: | | |
| School Leadership Teams | DIT: School names and designees: | | |

1. Plan Development

- At a minimum, the plan should include the following groups:
 - Central Office
 - Administrators/Directors (District and Mental Health)
 - School Leadership Teams
 - School Leadership Team System Coaches (school and mental health)
 - ISD, if applicable
 - Mental Health/Community Agency
- As you implement PBIS/SEL/SBMH, you will identify other stakeholder groups with whom you need to communicate.

2. Designees

- Consider the following when identifying a designee:
 - The information that needs to be gathered “from” and disseminated “to” groups/teams might suggest one DCIT member over others
 - Easy access to the groups/teams or members of the team
 - Ability to follow through with communication shortly following team meetings (1-2 days)

3. Communication Protocol (Process)

| Groups/ Teams | Need to Knows: From DIT | Need to Knows: To DIT | Designees (Name & Role) | Frequency/ Method |
|---------------------------------------|---|--|---|---|
| School Leadership Teams (SLTs) | DIT Membership & Meeting Schedule Accomplishments District Plans for Barrier Removal Updates: <ul style="list-style-type: none"> • Upcoming Professional Learning • Summary of EI Alignment, Review, and Selection/De-Selection • Data Coordination Activities • District Data | SLT Membership & Meeting Schedule Accomplishments Barriers/Needs <ul style="list-style-type: none"> • Identification of Barriers • Suggestions for addressing barriers Updates: <ul style="list-style-type: none"> • Dates for School Events • Implementation Plan Updates District Resource Allocation Needs <ul style="list-style-type: none"> • Time • Personnel • Requests for Effective Innovation Review | DIT: Coordinator Coaches: School-level Coaches | Monthly, MTSS Update (email using template) after each DIT meeting Monthly, SLT Updates (email using template) after each team meeting |

“Need to Knows”

- Additional Communication to and from the DCIT
 - **Confidentiality**



Activity 1.2

- Check-in on Confidentially
- On the Jam Board page #3 Identify the following:
 - What is one question you have about confidentiality between a district/school and mental health partner?
 - Why is confidentiality so important particularly in working in an integrated system with PBIS, SEL, and SBMH?

Laws Regulating Information Sharing

There is a need to protect all identifying student and family information by adhering to regulations from state, federal, and local statutes required of both mental health providers and school personnel is guided by:

- FERPA(Family Educational Rights Act)
 - Access is permitted under the condition of “school officials with legitimate educational interest.” 34 CFR 99.31
- HIPAA(Health Insurance Portability and Accountability Act of 1996)
- Michigan Mental Health Code 330.1748

Confidentiality and Communication at the School Level

- Private information, student records, and sensitive information are significant ethical and legal considerations that require communication between the district/school and mental health/community.
- Creating clear expectations around issues of confidentiality will minimize or eliminate potential barriers to more effectively support all interventions across tiers and settings.

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019; Chapter 5)

Confidentiality Across Tiers

- Coaches and administrators can support SLT's and other teams across each building to ensure all staff understand and adhere to all confidentiality agreements identified in the MOU.
- MOU agreements will include:
 - With whom specific data and information can be shared
 - What circumstances prohibit certain information from being disclosed
 - Confidentiality at each tier

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019; Chapter 5)

Confidentiality: Tier 1

- School/Community data discussed broadly
- Teams discuss data that pertain to all students, staff and settings in aggregate. Individual student data are not discussed at Tier 1
- Confidentiality will include decisions on what information the team will or will not share with other stakeholders

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019; Chapter 5)

Confidentiality Tier 1 Example

- The team may have system data available about teaching staff that would benefit from additional support with classroom management practices. This data would be discussed, and specific guidelines identified to determine if, and how it would be shared with other stakeholder groups.
- Other Examples from team?

(Eber, Barrett, Perales, Jeffrey-Pearsall, Pohlman, Putnam, Spiett, & Weist; 2019; Chapter 5)

4. Communication Effectiveness Survey

- Survey is used to measure the effectiveness of communication from the DCIT
- Collected from stakeholder groups identified within the communication plan
- Creates an opportunity to make refinements to communication based on survey feedback
- Example survey has been provided on the TA Center Website

Using the Communication Plan

- Examples of consistent use include:
 - Listing groups/teams from the Communication Plan on the DCIT standard meeting agenda under the topic of "communication"
 - Assigning someone to the role of "Communication Liaison" to access the Linking Communication Protocols developed to recall what groups / teams and the DCIT "need to know" from one another
 - Developing communication templates with standing topics used by teams (e.g., DCIT, SLT) and sent out after each meeting
 - Consistently surveying staff and using data to refine the communication plan
 - Reviewing and updating the plan for accuracy annually

Making the Plan Accessible

- All staff need to be able to access the communication plan
- Making the plan accessible ensures a common understanding of the structures that have been developed to support communication across the district
- Methods for ensuring access include:
 - District website and Mental Health/Community website
 - Shared District Drive (e.g., Google Drive)
 - Sharing at least annually during staff meetings or other meeting structures

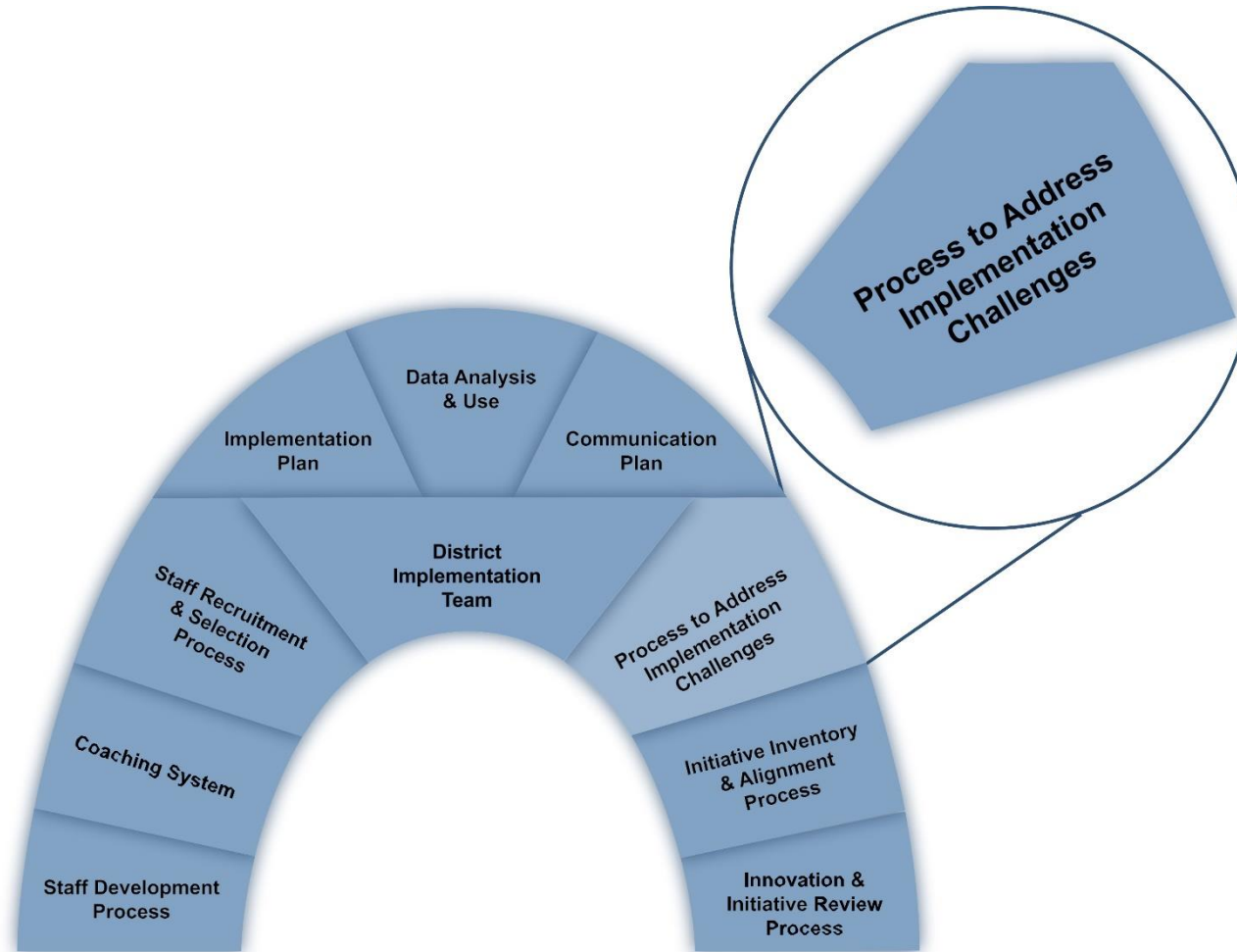
Next Steps: DCIT Communication Plan

- Executive leaders and MTSS-C review and refine the following sections of the communication plan:
 - Overview
 - Part 1: Groups/Teams
 - Part 2: Designees
 - Part 3: Protocols
 - Linking communication protocols for groups identified within your communication plan
 - Guidelines for Use
 - Part 4: Communication Effectiveness Survey

Next Steps: ALL Communication Plan

- Do you have a formal communication plan?
- Share communication plan components with your district/school/organization
- Identify similarities or differences in your communication plan or process.
- How could the communication plan components and processes shared today be utilized in your setting?

Addressing Implementation Challenges



Process for Addressing Implementation Challenges

Outlines a series of steps taken from the point that the District Community Implementation Team is made aware of an implementation challenge until the challenge is resolved.

Identifying Decision-Makers

- Depending on the type of implementation challenges and the makeup of the DCIT, addressing implementation challenges may require communication with individuals outside the team.
- Identification of individuals who are able to make decisions regarding how to address various types of implementation challenges increases the effectiveness of the process.
- The District Community Implementation Team (DCIT) assigns a designee responsible for speaking with the decision-makers since they may or may not be a DCIT member.

Using the Process to Address Implementation Challenges

- As School Leadership Teams work to install and implement PBIS, SEL, and SBMH, the DCIT supports the use of a process to address implementation challenges schools are unable to remove on their own.
- Examples of consistent use include:
 - Included as an agenda item on the DCIT standard meeting agenda under the topic of “Implementation Challenges”
 - A barrier log is used to track the process and there is evidence of its use
 - Follow-up conversations are documented and used to determine if the challenge was effectively addressed and removed

Communication Link to Removal Process

- DCIT can only address challenges that are known
- Leverage your Communication Plan to include ways to get in front of barriers and challenges
 - Communication Liaisons
 - Google Form (e.g., help ticket)

Barrier/Implementation Challenge
Michigan School District

Not shared

* Indicates required question

Describe the barrier or challenge that your team or school has encountered. What * support do you think will help move the initiative forward?

Your answer

Who is the contact for this barrier/implementation challenge? *

Choose

Submit Clear form



Activity 1.3

- Individually engage in the activity below
- **PBIS, SEL AND SBMH Scattergories**
 - Go to the Jam board page #2. It will have two headings, "Communication" and "Implementation Challenge Removal"
 - When the trainer says "GO," you will have one minute to record as many single or two-word phrases as you can to describe each category
 - For example, under communication, you might say "identify groups"
 - When your trainer says "STOP," we will review the items in each group

Next Steps: DCIT Addressing Implementation Challenges

- Executive leaders and MTSS-C review and refine the following sections of the Implementation Challenge Removal Plan and review the the DCIT. Make a plan to finalize.
 - Mechanism to record implementation challenges and venue(s) for where they are discussed
 - Steps to address implementation challenges
 - Individuals with decision-making authority to address specific types of challenges

Next Steps: ALL Addressing Implementation Challenges

- Do you have a formal process to address implementation challenges?
- Share addressing implementation challenges process with your district/school/organization.
- Identify similarities or differences in your implementation challenge process.
- How could the implementation challenge removal process be utilized in your setting?



Activity 1.4

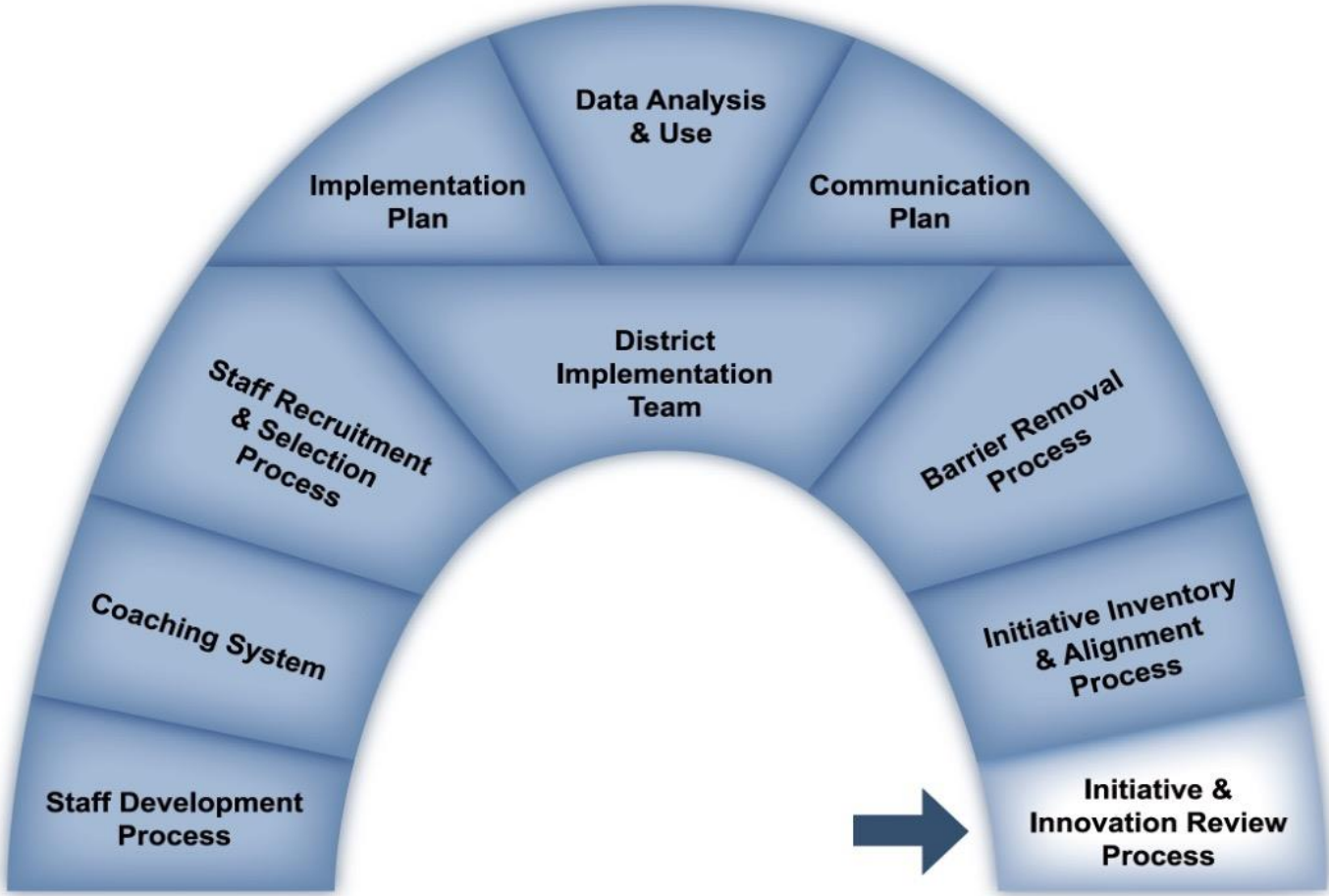
- In breakout rooms discuss the following:
 - How does your organization currently communicate back and forth to stakeholder groups?
 - How does your district and mental health/community agency currently review implementation challenges?
 - Identify any questions or clarifications?

MOU Component 5: Expectations for Communication is defined

| Checklist Items: | Examples |
|--|--|
| <p>The district has a written communication plan that outlines:</p> <ul style="list-style-type: none">• Identified groups and teams and collective staff• Individual(s) responsible for gathering and disseminating information• Protocol for what information needs to be gathered and in a predetermined timeframe• Communication survey and dates to assess the effectiveness of the communication | <p>The district community team establishes a communication plan which delineates lines of communication and is reviewed annually.</p> <p>The plan encompasses groups within the district and other stakeholders.</p> <p>Communication surveys are distributed according to the plan to ensure the effectiveness of the strategies.</p> <p>Communication Plan</p> |

2.0 Initiative and Innovation Review Process

District Community Implementation Infrastructure



Intended Outcomes

- Review the ISF Initiative Inventory and how it connects to the Initiative and Innovation Review Process.
- Explain the purpose of an Initiative and Innovation Review Process.
- Describe the benefits of using a review process to select or de-select social, emotional, behavioral initiatives and innovations.
- Identify the core components of an initiative and innovation review process.

Impact on Student Outcomes

To improve student outcomes, educators need to know what to do, how to do it, and that it is worth doing, so they can use practices as intended to effectively support students.

(National Implementation Research Network, AI HUB)

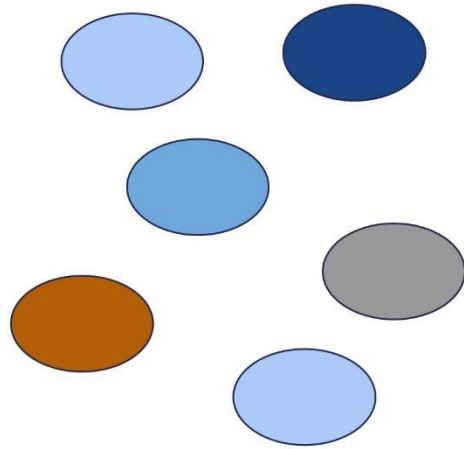
Recall: ISF Initiative Inventory

- Purpose
- Process
- Activity

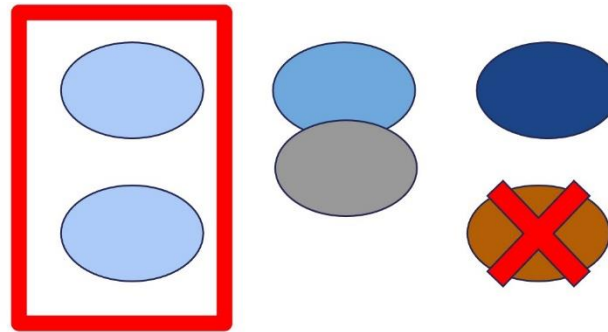
ISF Initiative Inventory Purpose (adapted from NIRN)

- Provide an overview of existing social-emotional-behavioral related initiatives or programs available to the larger community.
- Determine the effectiveness, relevance, and fidelity for for each program or initiative.
- Determine funding and resource allocation.
- Determine areas of redundancy.

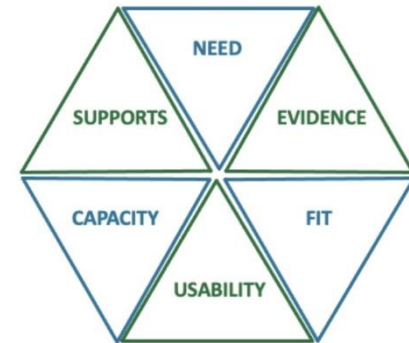
Inventory, Alignment, Review



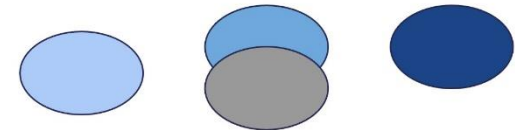
Inventory programs, practices and initiatives related to an area like reading or behavior



Then align the programs, practices and initiatives to look for redundancies, areas of contradiction and where they complement.



The Hexagon tool can be used to help teams with decision making to select a program, practice, or initiative or abandon one.



ISF Initiative Inventory Process

- Use the ISF Inventory to identify all social-emotional-behavioral related initiatives or programs
- Organize, align, or eliminate based upon overlap, effectiveness, relevance and fidelity
- Develop a schedule for ongoing review of initiatives
- Items for conversation are flagged in red, and action to be taken by the DCIT
- Identify items of discussion, decisions, and action steps

Sustainability

“One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.”

(McIntosh, 2015)

Take Aways

- Taking the time to review Social, Emotional, and Behavioral initiatives and how your district/MH/C is using existing resources will result in a better understanding of how much is already being asked of MH/C and school staff, and the district/community's ability to support current work.
- Before starting “something new”, the same information can be used to determine if the “new” will fit with the “existing”.



Activity 2.1

- Identify the following prompts on Jam Board page 4
 - What are the main benefits of engaging in an ISF Initiative Inventory or alignment process?
 - What lingering questions or reflections do you have about the ISF Initiative Inventory or alignment?

Activity 2.2

- In Break out rooms:
- Discuss the following questions in preparation for reviewing the district/community initiative and innovation review process
 - How are decisions about selection and deselection currently made in your district/community?
 - What benefits, if any, do you think a district/community initiative and innovation review process would bring to your district/community?
 - What concerns or potential issues might you anticipate around the use of a district initiative and innovation review process?

Benefits of an Initiative and Innovation Review Process

- Increased confidence
 - District/Community has:
 - **best available** social, emotional, and behavioral programs, practices and assessments.
 - **full understanding of the resources needed** to successfully use the selected initiatives and innovations.
 - the **capacity to support and sustain** use of innovations as intended (e.g., training, coaching).
 - Decisions that resulted in not selecting an innovation or de-selecting the use of an existing Social, Emotional, and Behavioral innovation were the result of a thorough analysis of critical factors.

Initiative and Innovation Review Process

1. Overview

- Purpose of review process
- Guidelines for when to use the process

2. Review Process

- Steps for initiating the process
- Directions for completing the review tool
- Directions for summarizing results

3. Decision-making Protocol

Overview

- Brief summary of the purpose, intended outcome, and rationale for conducting a thorough review process
- Guidelines for Use
 - Approached to consider participation in an initiative, “pilot project,” new assessment or data system
 - Considering the purchase of new curriculum resource materials, assessments, data systems, or educational software
 - Considering continued use of innovations that overlap with other innovations or are ineffective (de-selection)

Guideline Considerations

- Some teams struggle to communicate about or use this process because the guidelines for use are not clear
- As part of developing guidelines for use, also consider what would not be included in this process
- Some decisions may fall under guidelines for core instruction or curriculum delivery rather than selection/de-selection

Review Process

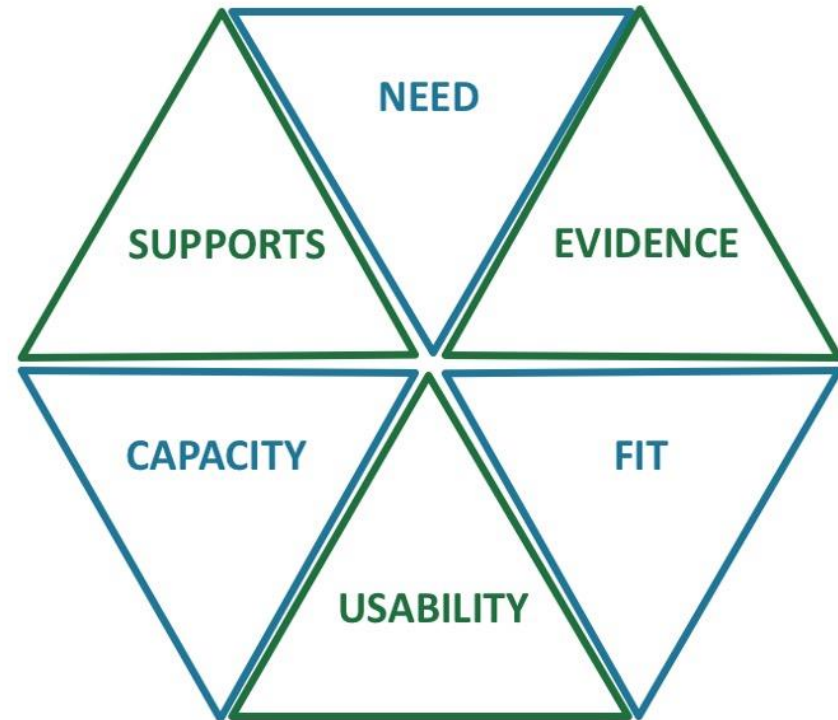
- Initiate the process
 - Identify who can initiate the process and how they do it
 - Identify individuals to include when completing the process (e.g., DCIT members, individuals with decision-making authority, program or assessment developers, certified individuals)
- Complete the review tool
- Summarize results

Review Tools

- Two Tools
 - Initiative and Innovation
 - Assessment and Data System
- Tools are framed around six indicators that need to be considered during a high-quality review process
- Each indicator is rated using questions provided and 5-point rubric
- Ratings should be taken into account, however ratings alone should not be used to determine final recommendations

Hexagon Tool

- Program Indicators
 - Evidence to demonstrate outcomes
 - Usability (e.g., defined practice)
 - Support and resources necessary for successful use
- Implementing Site Indicators
 - Need for the initiative/innovation
 - Fit with existing district priorities
 - Capacity of the district to support use



(NIRN, The Hexagon Tool: An Exploration Tool 2020)

Decision-Making Protocol

- List the people with the highest level of decision-making authority to determine whether the process will result in a new selection or de-selection
- Include statements about the conditions that would warrant involvement from other groups/teams (e.g., board of education, curriculum council)
- Provide parameters for timelines to make decisions

More Take Aways

- Taking the time to conduct a thorough review of initiatives and innovations that meet the criteria of a Social Emotional Learning Initiative (SEL) will result in the selection of programs, practices, and assessments that are:
 - Supported by the district/community
 - Used as intended
 - Scaled-up
 - Sustained over time
 - Equitable
- When effective practices are selected, supported and implemented well, the result is successful outcomes for students

Additional Tools to Consider

- **Consumer Guide to Selecting Evidenced Based Mental Health Services**
 - Checklist and Case Examples
 - Specific Recommendations

Selecting Mental Health Interventions within a PBIS Approach - Robert Putnam, Susan Barrett, Lucille Eber, Tim Lewis and George Sugai

Activity 2.3

- In Breakout Rooms decide what tool to discuss and individually take 5 minutes to review the document.
 - Initiative and Innovation
 - Assessment and Data System
- As a group reflect on the following prompts
 - How would this process help to ensure all social, emotional, behavioral screeners, assessments, and innovations are aligned to all others in the district/community?
 - How would steps in the Initiative and Innovation and Review process enhance the collaboration of the district and mental health partner?

Next Steps: DCIT Innovation and Initiative

- Executive Leaders and MTSS Coordinator facilitate review, refinement, and use of the Initiative Innovation and Review process:
 - Provide an overview of the DCIT draft process, and refine the review process to reflect the context of your district/community
 - Summarize the DCIT template that your executive leaders developed
 - Practice using the review tool to better understand what the process involves and inform refinements to the process
 - Utilize the DCIT tool when selecting or de-selecting an effective innovation

Next Steps: ALL Innovation and Initiative

- Do you have a formal Initiative and Innovation and Review Process?
- Share Initiative and Innovation and Review Process with your district/school/organization.
- Identify similarities or differences in your Initiative and Innovation and Review Process.
- How could the Initiative and Innovation and Review Process.
- Be utilized in your setting?



Next Steps: DCIT

- Finalize the Communication Plan and Implementation Challenge Process
- Share your communication plan and protocols with identified groups/ teams to ensure mutual agreement to contents
- Ensure Confidentiality agreements are identified in protocols
- Ensure the implementation challenge removal process has been shared with stakeholders to support it's use
- Finalize the Initiative and Innovation Review Process



Next Steps: DCIT (cont.)

- Determine what needs to be communicated to staff to ensure processes are used.
- Use the Initiative and Innovation Review process to de-select or select Social, Emotional, Behavioral initiatives, innovations, or assessments based on the results of the initiative inventory and ISF Initiative Inventory Process.
- At your DCIT meeting review all activities on your DCIT Action Plan.



Next Steps: ALL

- Share power point and resources with District/school/organization
- Review Next step slides to determine action items
- Attend office hours as additional resource and support
- Attend the last professional learning series session

References

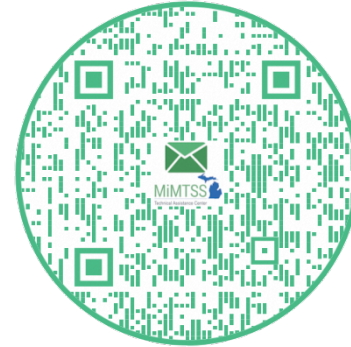
- Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide.
- Perales, K., Barrett, S. and Pohlman, K. (2019) *Developing the Memorandum of Understanding: A Discussion Guide to Develop or Enhance MOU*. ISF District Leadership Installation Guide.
- St. Martin, K. and Barrett, S. (2021) *Interconnected System Framework Professional Learning Series*. Michigan's Multi-Tiered System of Supports Technical Assistance Center.

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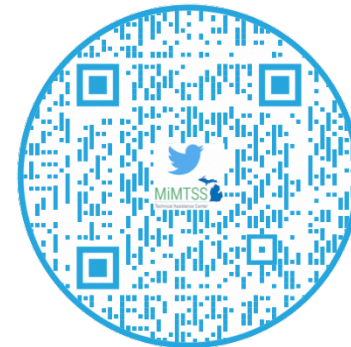
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