



# Exploring Readiness and Fit For School-wide PBIS

2021-2022

[mimtsstac.org](http://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

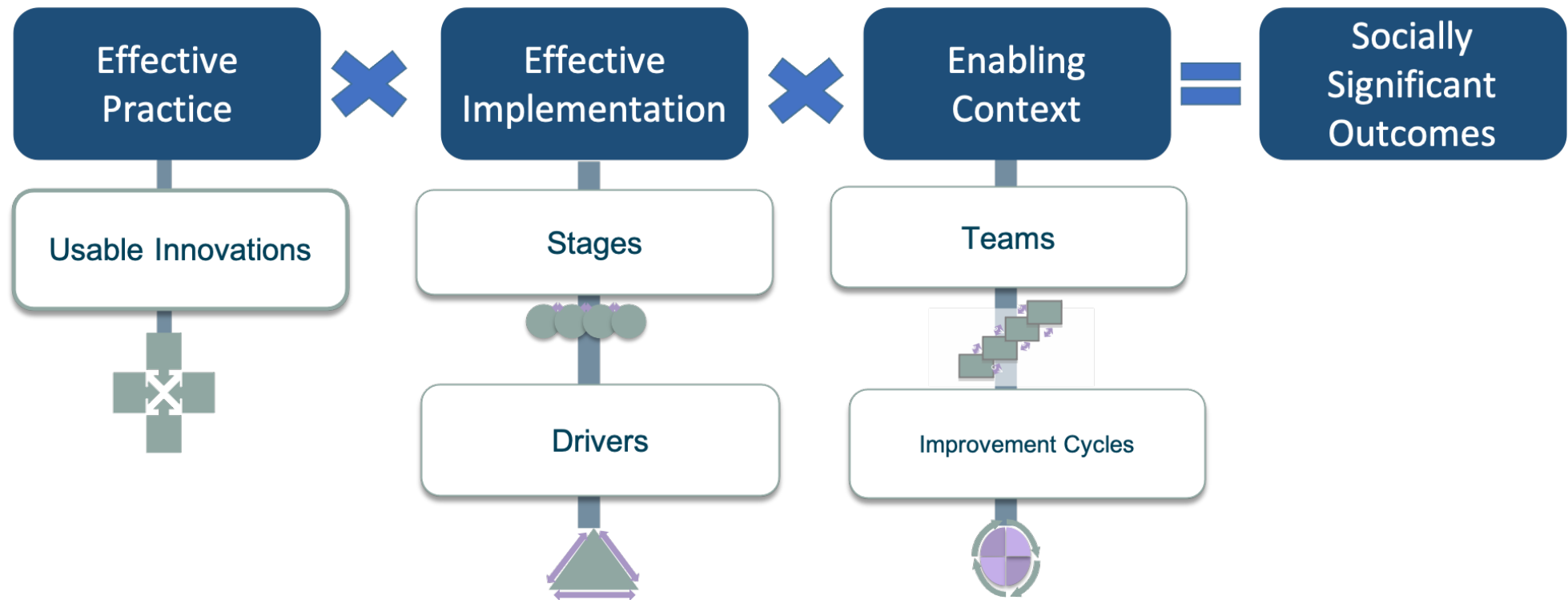
- 1.0 Interactive Review
- 2.0 School Readiness
- 3.0 Initiative Inventory and Alignment
- 4.0 District Decisions
- 5.0 Next Steps

# Use of Module Learning

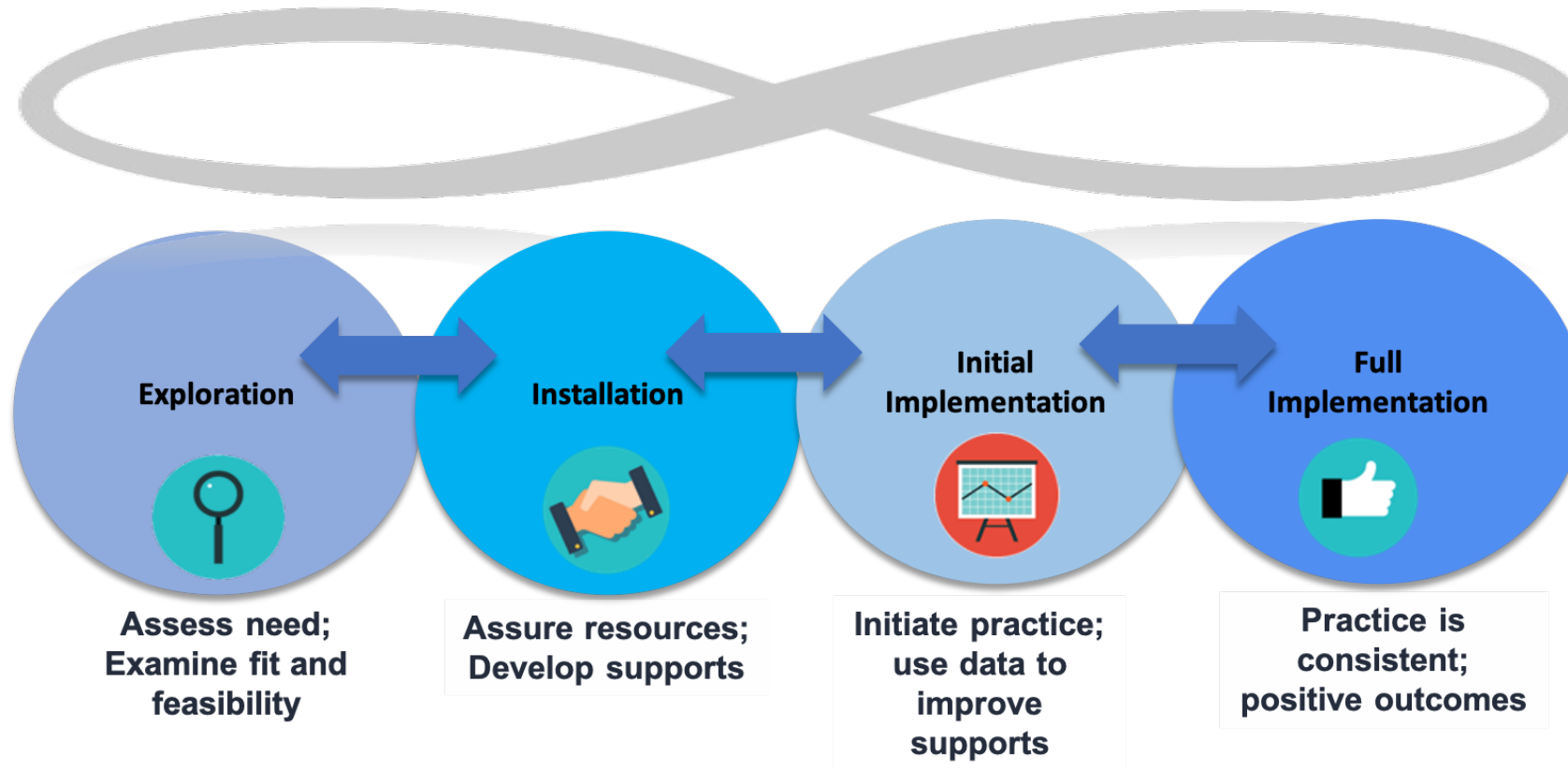
- Immediate use:
  - Readiness activities will need to be developed and reviewed by principals prior to initial activities being completed in October
  - Initiative inventory and alignment process will need to be completed for behavior and results communicated to staff prior to schools starting installation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

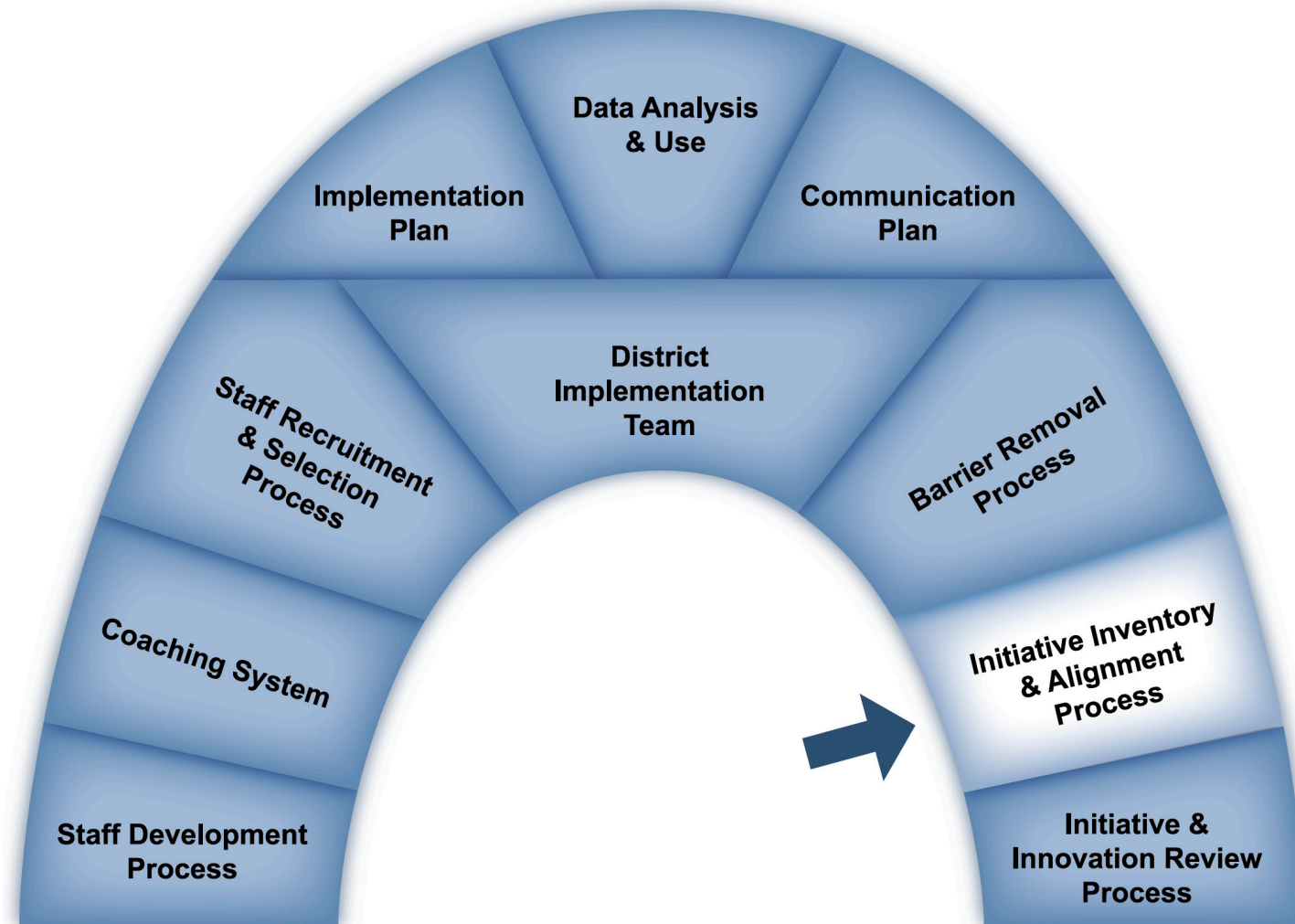


# Exploring Readiness



(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

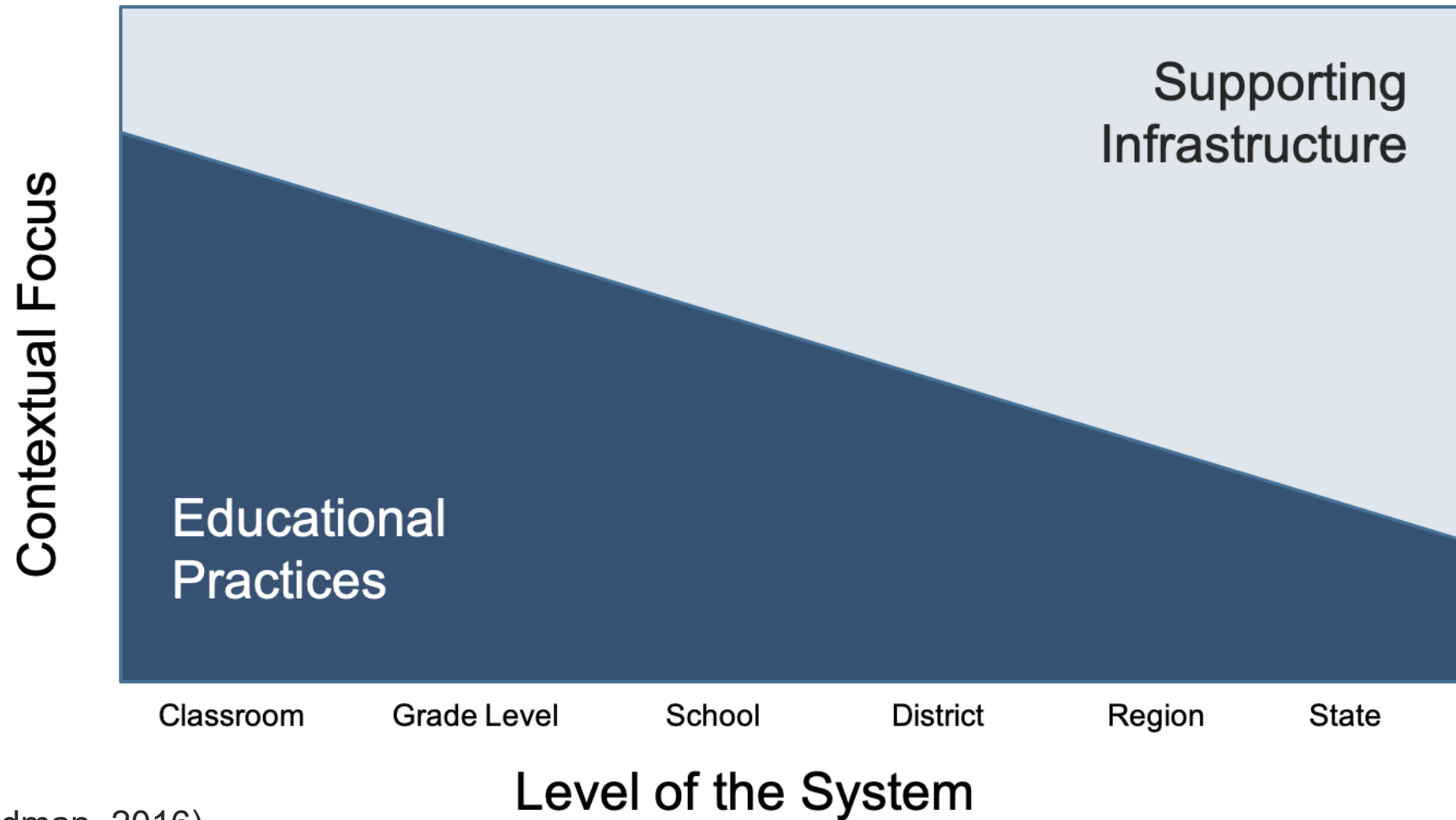
- Your Implementation Specialist and Coordinator will be facilitating your review, refinement, and use of the alignment process by
  - Providing an overview of the draft process
  - Providing an overview of how to use the tool
  - Facilitating the refinement of your district's process
- The final draft 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.