



Application for Participation in  
PBIS/MTSS: Technical Assistance for  
Intermediate School Districts

<https://miblsi.org>





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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.

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# Application for Participation in PBIS/MTSS: Technical Assistance for Intermediate School Districts

## I. Overview of Application for Participation

### Background

A vision for improving the school climate and social behavior of all students through implementation of Positive Behavioral Interventions and Supports (PBIS) came out of a Special Education Task Force convened by Michigan's Lieutenant Governor Brian Calley. The Task Force recommendations include: (1) expanding the use of PBIS in all Michigan schools, (2) provide professional development of educators in regard to PBIS, and (3) offer local school districts technical assistance for the implementation of evidence-based behavioral initiatives with fidelity and sustainability.

The technical assistance delivered through this application process provides for the Michigan Department of Education (MDE), working through the Michigan Integrated Behavior and Learning Support Initiative, (MIBLSI) to partner with intermediate school districts for the professional development of educators in regard to a Multi-Tiered System of Supports (MTSS) and PBIS. The support for MTSS/PBIS focuses on correct and consistent implementation that is both sustainable and scalable.

Additionally, the MDE is working hard to address the strategic plan to make Michigan a Top 10 Education State in 10 Years. A key strategy in this work involves the development of an effective and comprehensive MTSS that includes the multi-tiered framework of PBIS. See [MDE's MTSS website](https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html) for more information.

([https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803\\_86454---,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html))

### Purpose of the PBIS Technical Assistance

Funded through the School Aid Act (Sec. 54b), this technical assistance program provides resources to develop, enhance, or expand statewide systems of support for and technical assistance to Intermediate School Districts (ISDs) and schools implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Additionally, this program further supports ISDs and their schools to adhere to the state's laws, MCL 380.1307, restricting the use of seclusion and restraint. More information on this law and the use of Positive Behavioral Interventions & Supports (PBIS) on the following document, "[Policy for the Emergency Use of Seclusion and Restraint.](https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf)"

([https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint\\_564940\\_7.pdf](https://www.michigan.gov/documents/mde/PolicyForSeclusion-Restraint_564940_7.pdf))

The PBIS technical assistance provides an opportunity for ISDs to develop local capacity for implementation of PBIS with fidelity and durability that can be scaled-up

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within and across pilot ISDs. The program allows for state-level personnel to provide training, coaching, and technical assistance to ISD teams while building local capacity. This project will partner with ISD level implementation teams to develop a coordinated plan for local training, coaching, behavioral expertise, and evaluation capacity. This plan creates a comprehensive PBIS model that is aligned from the state level to the classroom that considers multiple state and local initiatives to improve academic outcomes, instructional environments, safety and mental health.

This first year of technical assistance will focus on developing a framework of support at the ISD level and installing universal level (Tier 1) supports at the school level. Subsequent years of participation, pending renewed funding, will focus on Tier 2 and 3 supports (see Table 1 for further discussion of tiers of support).

### **What is Positive Behavioral Interventions & Supports**

Positive Behavioral Interventions & Supports (PBIS) is defined by the National Technical Assistance Center as a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students (PBIS.org). As a multi-tiered behavioral framework, PBIS has demonstrated overall improvement in school climate (Bradshaw, Koth, Thorton & Leaf, 2009). When PBIS is implemented with fidelity, there is an increase in perceived school safety, overall reductions in problem behavior and reductions in bullying behaviors (Bradshaw, Goldweber, Leaf, Pasa, & Rosenberg, 2012). Effective implementation of PBIS leads to reductions in office discipline referrals and school suspensions (Bradshaw, Leaf, & Mitchell, 2009). Not only can PBIS reduce problematic behavior, there is a correlation between the use of PBIS and improved social skills (Barrett, Bradshaw & Lewis-Palmer, 2008) and emerging evidence linking PBIS to improved academic outcomes (McIntosh, Bennett, & Price, 2011)

PBIS is a systems approach used to establish the social culture and behavioral supports needed for all learners to achieve social and academic success. PBIS is not a packaged curriculum but an approach to behavior support that defines core elements that can be achieved through a variety of strategies. The core elements at each of the three tiers in the prevention model are defined below.

Table 1. Core elements for each tier of school-wide PBIS

<b>Tier</b>	<b>Core Elements</b>
Schoolwide <i>Tier 1</i>	<ul style="list-style-type: none"> <li>• Environments structured to promote success.</li> <li>• Behavioral expectations defined.</li> <li>• Behavioral expectations explicitly taught and practiced.</li> <li>• Behavior monitored.</li> <li>• Continuum of strategies identified to acknowledge desired behaviors.</li> <li>• Continuum of strategies identified to correct undesired behaviors.</li> <li>• Collection and use of data for problem solving and decision making.</li> </ul>
Targeted <i>Tier 2</i>	<ul style="list-style-type: none"> <li>• Identify students with increased behavior support needs through universal screening.</li> <li>• System to increase structure and predictability.</li> <li>• Progress monitoring for at-risk students.</li> <li>• System for increasing contingent adult feedback.</li> <li>• System for increasing home/school communication.</li> <li>• Collection and use of data for problem solving and decision making.</li> </ul>
Intensive <i>Tier 3</i>	<ul style="list-style-type: none"> <li>• Conduct functional behavioral assessment to develop individualized behavior support plan.</li> <li>• Collaborative (school-home-community), team-based, person-centered planning.</li> <li>• Linking of academic and behavioral supports.</li> <li>• Intervention based on assessment information that includes: a) structuring to prevent problematic situations, b) teaching of replacement behaviors, c) strategies to place inappropriate behaviors on extinction, d) strategies to reward desired behavior, e) strategies to correct behavioral errors, f) development of a safety/crisis plan, if needed.</li> <li>• Collection and use of data for problem solving and decision making.</li> </ul>

The core elements of PBIS are integrated into school systems where teams, working with administrators and behavior specialists, provide staff training and organizational supports needed for (a) initial implementation, (b) active application, and (c) sustained use of the core elements (Sugai and Horner, 2009).

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More information on PBIS can be found at the [PBIS Technical Assistance Center website](http://pbis.org/) (<http://pbis.org/>).

### **Intensive Support**

1. This technical assistance program supports ISDs in establishing an implementation infrastructure to support schools' use of a School-wide Positive Behavioral Interventions and Supports framework to increase time spent on academic instruction by developing pro-social behaviors and decreasing behavioral challenges.
2. This program assists schools in their implementation of PBIS to increase students' access to instruction and reduce the number of office discipline referrals, suspensions, expulsion, and use of restraint and seclusion procedures.
3. This program promotes the use of evidence-based behavioral approaches within a PBIS framework to build predictable, consistent, positive and safe learning environments that support academic, social, and emotional growth in students.
4. Through early identification and early intervention, PBIS aids schools in acting proactively to potential roadblocks to student learning.

### **Project Goals**

1. Improve local capacity of ISDs to support implementation of PBIS through coordination, training, coaching, behavioral expertise, and evaluation.
2. Improve implementation by supporting ISDs through stages of implementation with participating schools within the ISDs operating at the initial stage of implementation for Tier 1 PBIS after one year of participation.
3. Improve school climate by participating schools within pilot ISDs implementing PBIS with fidelity, reducing discipline problems and demonstrating improved perception of school climate.
4. Increase access to instructional time and reduce the incidence of major discipline referrals, suspensions, expulsions, and the use of seclusion and restraint by proactively structuring the learning environment, continuous data collection and evaluation, and adaptation to support identified areas of need.

## **II. Who Should Apply for Participation**

The PBIS intensive technical assistance program provides funding to ISDs intent on establishing or strengthening a PBIS framework. Funding supports ISDs in developing sustainable local capacity to implement PBIS with fidelity that will be scaled-up within the ISD. Existing or previous Partners (e.g., MIBLSI Integrated model, School Climate) may apply.

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When partner ISDs are selected, MIBLSI staff and representatives from the ISD will work collaboratively to determine school implementation readiness. ISDs should apply if they have prioritized a PBIS framework and have a direct intent to provide local capacity to support the implementation of PBIS within multiple local schools.

Existing partners do not need to reapply.

### **Who Should NOT Apply**

1. ISDs who do not intend to develop local capacity for PBIS implementation (e.g., training, coaching, technical assistance, evaluation, coordination) to scale-up PBIS in schools across the ISD.
2. Local Education Agencies (local districts, charter schools, parochial schools).
3. Individual schools.

## **III. How to Complete This Application**

### **Applications must be submitted online, using the link on MIBLSI's website.**

Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed. Visit the application page on [MIBLSI's website](https://miblsi.org/application#pbis-intensive-support-project-for-isds) for the link to the PBIS Intensive Support Project 2018 Application Submission (<https://miblsi.org/application#pbis-intensive-support-project-for-isds>).

Many of the questions have several components that must be answered in the application. We recommend that you write out your answers using the application document. Then, electronically copy and paste your answers as plain text into the online questionnaire/application form. In addition to completing the application questions, the executive leaders from your ISD will need to upload a copy of the signed letter of agreement included with the application questions on pages 14-16.

### **Applications must be submitted online by 5 p.m. EST on October 15, 2018.**

An informational webinar will be provided for those interested in submitting an application. The dates for the webinar are provided in the timeline below. Webinar connection information:

Connect by computer

<https://call.lifesizecloud.com/otherways/7071254>

Connect by phone

(844) 572-5683 extension 7071254#

## IV. Application Timeline

**September 10, 2018** Application is released to the public

**September 18, 2018** 3:00 p.m. EST- Application informational webinar

**September 20, 2018** 9:00 a.m. EST- Application informational webinar

**October 15, 2018** Applications are due (entered online by 5:00 p.m. EST)

**November 5, 2018** Applicants are notified of potential partnership

## V. Initial Training Schedule

The PBIS Intensive Support program provides technical assistance and professional development to ISDs across Michigan. To maximize the efficiency, efficacy, and cost-effectiveness of this work, ISD teams will be required to travel to locations across the state for trainings. All of the following sessions for the ISD Implementation Teams will take place in a central location at a later date.

In the first year, the project will provide trainings for school leadership teams with previous PBIS experience. We will also provide Coaching Support Sessions for identified coaches to support school leadership teams to implementing the work with fidelity.

The training schedule for Year 1 is available in Appendix B (pg. 21).

## VI. Benefits of Participation

Participation with the technical assistance program will enhance the ISDs' capacity to support the implementation of PBIS. Local capacity includes the ISD's ability to support school level implementation through coordination, allocation of resources, technical assistance, training, coaching, and evaluation. In addition, benefits of participation may include:

### Improved Efficiency

- Creating a common vision within the ISD that aligns the beliefs and practices needed to support the local schools providing PBIS to address the needs of all students.
- Assisting in developing consensus and commitment across schools for the implementation of PBIS and creating efficiencies around resource deployment, priorities, and integration of services.
- Completing an annual capacity assessment around PBIS and continuing to deepen the knowledge of the leadership and staff to meet the varying needs of the schools.

- Sharing fiscal responsibility between the technical assistance program and ISD for professional development necessary to support PBIS implementation.
- Networking opportunities across the state and national level.

### **Improved School Climate**

- Helping schools to create environments that are predictable, consistent, positive, and safe.
- Develop educator skills in prevention for student inappropriate behavior.
- Develop educator skills in addressing crisis intervention within PBIS.

### **Improved Effectiveness**

- Refine a set of procedures and systems that can be generalized to support the adoption and implementation of effective practices for PBIS.
- Develop a long-term plan for supporting PBIS implementation in the ISD and schools that includes mechanisms to:
  - Provide vision/direction for the practices.
  - Allocate resources.
  - Assist in developing capacity to support the implementation of practices.
  - Support in the development of competencies necessary for implementation.
  - Collect and analyze local data that measure the impact of implementation supports on implementation fidelity and student outcomes.
- Develop ISD capacity for leading, training, coaching, and evaluation towards a sustainable model of PBIS implementation.
- Access ongoing technical assistance from the Project that will be customized to support the unique needs and implementation efforts within the ISD.

### **Increased Durability (Sustainability)**

- Develop infrastructures needed to support implementation efforts at the ISD and schools.
- Establish ongoing feedback loops within the ISD and between the schools to support a model of continuous improvement through data-based decision making related to PBIS implementation.

### **Scale-Up**

- Implementation of PBIS with critical mass of schools within the ISD contributes to the durability of the PBIS technical assistance program.

- A scaling-up implementation effort requires different strategies and supports than those involved in introducing PBIS to a school. The Project will work with the ISD Implementation Teams to effectively develop and incorporate scale-up strategies for PBIS implementation across the ISD.

### **Improved Alignment**

- The PBIS ISD technical assistance program assists ISDs to meet the state’s goals around eliminating the use of seclusion and restraint in schools.
- Through establishing a PBIS framework, the project aids ISDs in integrating other behavioral initiatives currently in practice.

### **Access to professional development**

- MIBLSI offers several statewide training events (e.g., state conference, PBIS Summit, Focus Days) that are available at reduced or no cost to project partners.

## **VII. Requirements for Participation**

The following describes considerations for partnership between the ISD and constituent schools within the PBIS Intensive Support Project model.

### **ISD:**

- Identify an ISD Implementation Team to coordinate PBIS ISD implementation.
- The ISD Implementation Team will participate in four training sessions during the first year (training sessions will take place in central location within the state; location to be determined). Additional ISD Implementation Team trainings will occur in future years of the project.
- Participate with the project for a minimum of the next three school years (pending future funding).
- Support implementation efforts by providing vision, political support, and visibility, establishing PBIS as a priority, allocating resources, and removing barriers to implementation.
- Commit to a standing agenda item regarding PBIS implementation supports with ISD executive administration.
- Identify an ISD executive-level administrator as a liaison who will provide oversight for the coordination and communication of PBIS efforts in conjunction with Project staff (minimum of monthly basis).
- Identify PBIS coordinator(s) point person with adequate time to manage the PBIS implementation process.

- Identify a PBIS Assessment Coordinator and SWIS Facilitator to support the effective use of PBIS measures.
- Identify ISD personnel to provide training, coaching, and technical assistance for local implementation of PBIS in local schools.
- Allocate resources (fiscal, time, etc.) to support implementation efforts and long-term sustainability that includes the development of a training infrastructure that integrates and aligns ISD training activities.
- Collaboratively develop a schedule for training identified School Leadership Teams to support the implementation of Positive Behavioral Interventions and Supports (PBIS).
- Work to provide training, coaching, technical assistance, information, materials, and evaluation.
- Agree to adhere to specified project timelines for developing coaching, training, technical assistance, and evaluation capacity that are jointly determined by the ISD and the Project.
- Establish a system of communication and feedback that encompasses all levels of the system.
- Collect and utilize data to improve PBIS implementation and outcomes:
  - Number and percentage of schools that report an annual decrease in office disciplinary referrals.
  - Number and percentage of schools that report an annual decrease in suspensions and expulsions.
  - Number and percentage of schools annually that are implementing PBIS with fidelity.
- The ISD implementation team will aggregate the data from participating schools and use this for data-based decision making. The ISD team will also conduct a capacity assessment two times per year. Additionally, the ISD team will provide implementation performance feedback information to the participating schools on a regular basis.
- Collect data and support participating schools in using assessments and data systems:

Table 2. Required Measures

Data Type	Schools
Universal Screening & Progress Monitoring	<ul style="list-style-type: none"> <li>• Student Risk Screening Scale</li> </ul>
Discipline Data	<ul style="list-style-type: none"> <li>• Major Discipline Referrals using the School-wide Information System (SWIS)</li> <li>• Suspension &amp; Expulsions (SWIS)</li> <li>• Seclusion &amp; Restraint (SWIS)</li> </ul>
Seclusion & Restraint	<ul style="list-style-type: none"> <li>• Incident Report</li> </ul>
Fidelity	<ul style="list-style-type: none"> <li>• Tiered Fidelity Inventory</li> </ul>
Perception	<ul style="list-style-type: none"> <li>• School Climate Survey – staff, students, families</li> </ul>
Installation	<ul style="list-style-type: none"> <li>• Installation Checklist – MIDATA</li> </ul>

### VIII. MIBLSI Database (MIDATA)

Schools are required to enter data into the MIBLSI Database (MIDATA) so that it can be used for the following purposes:

- School-Level Data Review, Action Planning and Continuous Improvement.
- ISD-Level Data Review, Action Planning and Continuous Improvement.
- MIBLSI’s Internal Problem-Solving, Continuous Improvement, and reporting to the Michigan Department of Education.

### IX. Financial Support and Costs Associated with Implementation

The PBIS Intensive Support Project is a technical assistance and professional development initiative. Project funding goes toward training materials and the development of local training and coaching capacity. This project is not intended to cover the necessary total costs associated with PBIS implementation within a given fiscal year and throughout the course of participation with the project. Consequently, applicants are strongly encouraged to leverage existing funding sources to offset implementation costs to develop, sustain, and scale up local capacity for PBIS coordination, coaching, training, technical assistance, and evaluation.

To support the establishment or fortification of a PBIS framework, each ISD will be provided with a one-time stipend of \$45,000 to offset the cost of PBIS coordination, training/coaching, and evaluation.

## X. Participation Application Questions and Agreements—REQUIRED

### Application Questions:

The following questions should be answered online using the link posted on the [application page of the MIBLSI website](https://miblsi.org/application#pbis-intensive-support-project-for-isds) (https://miblsi.org/application#pbis-intensive-support-project-for-isds). Please copy your answers and paste as text into the online questionnaire.

1. Contact Information for primary and alternate contacts (Required)
2. Need (20 points)
  - a. Explain why you are applying for this grant.
  - b. How do you envision a partnership with MIBLSI meeting this need?
3. Current implementation and plan for scale-up (15 points)
  - a. How many schools in your ISD are currently implementing PBIS? Of those, how many are implementing with fidelity?
  - b. In five years, what percentage of schools in your ISD do you envision implementing PBIS with fidelity?
  - c. In what ways are you currently supporting local schools to implement PBIS?
  - d. For schools not currently implementing PBIS, how will you determine readiness?
  - e. How do you plan to address schools that are not ready to implement PBIS?
4. Existing initiatives and practices (15 points)
  - a. Describe existing initiatives and practices in your ISD that are aligned with the research base and practices of PBIS? (For a better understanding of the research base for PBIS see Appendix A, pg. 20)
  - b. How are you currently supporting staff to implement these initiatives and practices with fidelity?
  - c. Describe the organizational structures you have developed to support the sustainability of these initiatives and practices.
  - d. Describe how a partnership with MIBLSI and participation in this project would add value to the **current systems and structures** related to initiatives/practices you are currently supporting (see benefits outlined in Section VI of the application)?
  - e. How might these initiatives potentially compete for resources (staff, time, fiscal) with the implementation of PBIS and how do you plan to address this?

5. Michigan's Policy on the Emergency use of Seclusion and Restraint (10 points)

- a. This project supports ISDs to reduce incidences of restraint and seclusion in schools. How do you envision PBIS contributing to a reduction in these practices?
- b. What guidance or support is your ISD providing to schools as it relates to crisis response/intervention?
- c. How do you predict this grant will support your work in this area?

6. Potential partners (15 points)

- a. How do you envision a potential partnership with the project will add value to improving outcomes for students (see benefits outlined in Section VI of the application)?
- b. Consider all of the schools within your ISD and categorize these schools into one of two categories – history of PBIS implementation or no history of PBIS implementation.
- c. Of the schools that have a history of PBIS implementation, are any likely candidates for a training series that focuses on strengthening PBIS implementation? Consider schools that have a history of PBIS training, coaching, and implementation but may need to return to fidelity of implementation due to changing practices, staff turn-over, and/or change of administrator. Identify each of these schools and briefly describe the school's history with PBIS implementation and their readiness for the Strengthening PBIS series.

7. Potential challenges (15 points)

- a. What do you see as the potential challenges of adopting an ISD model for PBIS implementation with regards to the following components and how might you address these:
  - i. Pedagogical/philosophical differences in beliefs about PBIS practices and implementation supports?
  - ii. Allocation of funding to support PBIS?
  - iii. Prioritizing and creating visibility for PBIS within the ISD?

8. Organizational supports (10 points)

- a. Organizational supports for implementation require time to engage in the work and deepen skills and background knowledge. Please discuss your existing capacity for the following PBIS functions (state who, how much time and the skills/experience of these individuals) below.

- b. There is space provided in the application to respond based on the five people you see taking the largest role in the PBIS work. If there are fewer than five people in your ISD with PBIS related skills, experiences, or time to devote to PBIS, then respond based on AT LEAST one individual. After the "person 5" fields, there is space to provide any additional information or context for responses above.
  - i. Coaching
  - ii. Training
  - iii. Evaluation
  - iv. PBIS Coordination

9. Follow-up meeting (Required)

- a. Please provide us with three days/times your ISD's contact, superintendent, business office representative, general education representative, special education representative, and school improvement representative contact would be available for a phone call upon acceptance (after November 5, 2018) to discuss mutual selection for this project and possible identification of an ISD Implementation Team.

## **PBIS Intensive Support Project Participation Application—ISD Agreement**

**This document is a required component for the PBIS Intensive Support Project application process. It must be completed and submitted with the application materials.**

Developing an ISD model of PBIS implementation must be a priority of the ISD. It must be viewed as a process to operationalize and sustain school improvement efforts as they relate to creating a PBIS Intensive Support Project for all students. Full commitment of the ISD's cabinet-level administrators is required.

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***(print full name of ISD above)***

### **Agrees to the following commitments and participation requirements:**

- Spends the first year of participation developing the infrastructures necessary to support local school in future years. This includes team participation at ISD Implementation Team trainings.
- Participate in continued ISD Implementation Team sessions in Year 2 and beyond.
- Understands that the implementation of a three-tier model of PBIS requires a minimum of a three-year commitment in order to move toward sustained implementation.
- Works toward the alignment of beliefs and practices in the implementation of PBIS efforts across all levels within the ISD.
- Establishes PBIS as a standing agenda item on the ISD executive leadership team (e.g., cabinet) agenda.
- Designates an executive-level administrator to provide oversight for the coordination and communication of PBIS efforts across the ISD in conjunction with Project staff.
- Establishes an implementation team.
- Collaborates across all departments to create efficiencies around resources and align practices and priorities in an ongoing manner.
- Allocates resources (time and fiscal) to support implementation efforts and long-term sustainability that include:
  - Ongoing planning for visibility, political support, and funding for sustained implementation of PBIS.
  - Development of a coaching infrastructure that integrates and aligns ISD coaching activities.
  - Development of a training infrastructure that integrates and aligns ISD training activities.
  - Protecting educators and staff from competing school and ISD initiatives and related activities (i.e., competing professional development).

Application for Participation in PBIS/MTSS: Technical Assistance for ISDs (September 2018)  
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- Collaboratively develop a schedule for training identified School Leadership Teams to support the implementation of Positive Behavioral Interventions and Supports (PBIS).
- Collects data and supports use of assessments and data systems (outlined in Table 2).
- Engages in continuous data-based decision making through the use of reach, capacity, collaboration, student outcome, program quality/fidelity, and staff feedback data.
- Develops feedback loops at multiple levels (e.g., ISD to district, ISD to schools).
- Establishes a system of communication and feedback that encompasses all levels of the system.
- Establishes and participates in ongoing communication loops with all stakeholders (e.g., parents, community members, associations, board members) to support the achievement of all students.
- Collaborates with Project staff to develop capacity for training and coaching functions necessary for implementation and sustainability efforts.
- Agrees to adhere to specified project timelines.
- Provides oversight for the coordination and communication of PBIS efforts by an executive level administrator in conjunction with Project staff (minimum of monthly basis).
- Agree to help facilitate data sharing between participating schools and the Project.

**This is a preliminary commitment given our ISD current understanding. We recognize that we will have an opportunity to further explore the scope of this work during future meetings, should our application be selected.**

**We also recognize that as a selected ISD, we reserve the right to opt out of this commitment should we determine that, upon further consideration or after receiving additional information, we are unable to honor the commitments and requirements outlined in this document at this time.**

<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
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Superintendent

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Assistant Superintendent

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Curriculum Director

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Special Education Director

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Business Manager

## **XI. Selection Process**

Selection of applicants will reflect geographic and demographic diversity (size, urban versus rural, race, socio-economic status), experience, and previous success with supporting ISD-wide change efforts, community and agency involvement, as well as a need to improve academic performance.

ISDs with high poverty schools (>20 percent students at poverty level) and those with low-performing schools (in the bottom 10 percent of performance in the State, or has significant achievement gaps) will be given additional preference in this application process.

Based on the quality of the applications, those receiving the highest scores will be considered for participation. There are 100 total points possible for this application.

## **XIII. Application Submission**

All applications must be submitted online by 5 p.m. EST on October 15, 2018 through the link provided on the [application page of the MIBLSI website](https://miblsi.org/application#pbis-intensive-support-project-for-isds) (<https://miblsi.org/application#pbis-intensive-support-project-for-isds>).

Paper copies of the application will not be accepted. If you have any questions regarding the submission process, please contact Steve Goodman [sgoodman@miblsimtss.org](mailto:sgoodman@miblsimtss.org); (877) 702-8600 ext. 4027.

## Appendix A: References for PBIS Evidence Base

- Bradshaw, C.P., Koth, C. W., Thornton, L. A., & Leaf, P. J. (2009). Altering school climate through school-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized effectiveness trial. *Prevention Science, 10*(2), 100-115
- Bradshaw, C. P., Koth, C. W., Bevans, K. B., Jalongo, N., & Leaf, P. J. (2008). The impact of school-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly, 23*(4), 462-473.
- Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of School-Wide Positive Behavioral Interventions and Supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions, 12*, 133-148.
- Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBISplus model. *Advances in School Mental Health Promotion 5*, 177-193.
- Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P. J. (2008). Implementation of school-wide Positive Behavioral Interventions and Supports (PBIS) in elementary schools: Observations from a randomized trial. *Education & Treatment of Children, 31*, 1-26.
- Bradshaw, C. P., Waasdorp, T. E. & Leaf, P. J. (2012). Effects of School-Wide Positive Behavioral Interventions and Supports on child behavior problems. *Pediatrics, 130*(5), 1136-1145.
- Goldweber, A., Waasdorp, T. E., & Bradshaw, C. P. (in press). Examining the link between forms of bullying behaviors and perceptions of safety and belonging among secondary school students. *Journal of School Psychology*.
- Horner, R., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A., & Esperanza, J., (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*, 133-145.
- Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. *Focus on Exceptionality, 42*(8), 1-14.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of School-wide Positive Behavioral Interventions and Supports (SWPBIS) on bullying and peer rejection: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine, 116*(2), 149-156

## **Appendix B: Training Schedule – Year 1**

### **The ISD Implementation Team**

ISD implementation teams are responsible for creating a local system that can implement and sustain district-wide PBIS. Initially, teams spend time planning and preparing to support implementation in selected schools. After these initial steps, teams continue to provide support to their schools and districts for PBIS implementation.

Teams should have administrative decision-makers and content experts for behavior and reading. This may include an ISD or district:

- Superintendent
- Curriculum Director
- Special Education Director
- Community agency representative (e.g., United Way, Community Foundation)
- Juvenile Court representative
- Teacher union representative
- Parent

In the first year, members of the ISD Implementation Team will be required to attend four trainings.

### **Year 1: ISD Implementation Team Training Schedule (location to be determined / dates subject to change)**

IT 1: December 13, 2018 (9:00 – 3:30)

IT 2: January 16, 2019 (9:00 – 3:30)

IT 3: February 26, 2019 (9:00 – 3:30)

IT 4: April 25, 2019 (9:00 – 3:30)

## **PBIS Coordinators**

The PBIS coordinator is responsible for ensuring that the intermediate school district (ISD) takes the necessary steps to implement and sustain PBIS in partnering schools. To support the PBIS Coordinator in their work, they will be assigned a MIBLSI PBIS Specialist who will provide on-going coaching and support.

To further support PBIS Coordinators, we will hold four Coaching Support Sessions that will occur prior to the IT sessions listed on the previous page. These sessions will assist PBIS Coordinators in developing the skills needed to facilitate their team's work and complete upcoming assignments. Attendance is required.

### **Year 1: Coaching Support Sessions for PBIS Coordinators**

IT 1 CSS: December 4, 2018 (9:00 – 3:30)

IT 2 CSS: January 10, 2019 (9:00 – 3:30)

IT 3 CSS: February 13, 2019 (9:00 – 3:30)

IT 4 CSS: April 18, 2019 (9:00 – 3:30)

## **PBIS Coaches**

Coaches help intermediate school district (ISD), district, and school personnel put their systems and practices in place.

The ISD implementation will identify local staff to provide coaching for their constituent schools. Teams should select individuals who are respected by their colleagues, wish to take on the role, and will be given the time to invest in the job.

Coaches are needed for various areas of expertise—developing systems, data reviews, and instructional programs or practices. A single coach may embody expertise in all of these areas. However, there is no requirement for each coach to support all aspects of PBIS. The more important concern for teams is to select enough people, and the right people, to ensure each area can be supported through coaching.

Coaches are required to attend one day of training, called Coaching Support Sessions, and complete identified online modules.

### Year 1: Coaching Support Session Schedule (location to be determined)

CSS 1: March 14, 2019 (9:00 – 3:30)

## **PBIS School Leadership Teams**

School leadership teams oversee and manage the entire MTSS within their building. The district implementation team provides support, but many of the responsibilities fall on school staff.

A school cannot begin its MTSS until the district builds its capacity. The district implementation team determines which schools are ready to begin MTSS.

The district implementation team works with the principal to identify school leadership team members, who will need to attend many of the MTSS training sessions. Because MTSS should be aligned with existing school initiatives, the principal may select a team that is already established, such as the school improvement team. Teams should include:

- The principal.
- Individuals empowered to make decisions.
- Leaders from various grade levels.
- Content experts for behavior and reading.
- Representation from both general education and special education staff.

In the first year, school leadership team members are required to attend two days of training.

### **Year 1: School Leadership Team (SLT) Schedule (location to be determined)**

SLT 1: March 21, 2019 (9:00 – 3:30)

SLT 2: May 7, 2019 (9:00 – 3:30)

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