Outcomes

• Define Promoting Positive School Climate (PPSC) project and its district-wide SWPBIS approach

• Understand what the district seeks to accomplish by collaborating with PPSC/MIBLSI

• Introduce terminology that will be frequently used during the installation series

• Outline research-supported practices for high-quality implementation
Use of Module 1 Learning

• Immediate use because subsequent modules will reference the MIBLSI collaboration, supports provided by the project, and include newly defined terminology
1.1 PPSC Project

Promoting Positive School Climate
Promoting Positive School Climate Project

Federal grant provides funding to MDE to:

• Develop, enhance, or expand statewide system of support to local districts and schools

• Implement an evidence-based, multi-tiered behavioral framework – School-wide PBIS

• Improve behavioral outcomes and learning conditions for all students

MIBLSI was written into the project to provide intensive technical assistance to partnering districts
Defining MIBLSI

• Funded by the Michigan Department of Education, Office of Special Education and through various grants from the U.S. Department of Education

• Intensive technical assistance program encompassing professional learning series, using specific assessments and data systems and providing on-site coaching for your district team
Defining MIBLSI Specific to PPSC

- Focus on the successful use of a multi-tiered behavioral framework of School-wide Positive Behavioral Interventions and Supports (SWPBIS)
- Building local implementation support in the areas of training, coaching, and evaluation
Local Implementation Support

• **Training**: facilitate specific training sessions of content with formal activities designed for skill development with School Leadership Teams

• **Coaching**: ensuring transfer from training to practice; on-site skill development

• **Evaluation**: ensuring accurate data collection and use of data to inform decision making
PPSC District-Wide Approach

• Schools need to be supported across the implementation process

• Your district is creating an implementation infrastructure to support schools (to be defined next)

• It encompasses:
  • Forming an Implementation Team for your District
  • Ensuring there is a conduit from central office (called a Liaison) who is represented on the team
  • Identifying a PBIS Coordinator
Activity 1.1

• Your assigned MIBLSI Staff Member and PBIS Coordinator worked together to prepare to facilitate the activities for the installation sessions

• They are now going to facilitate a conversation with your team about the school cohorts and provide an overview of the scope and sequence of professional learning

• Please feel comfortable asking questions and adding perspectives that might represent the thoughts or questions of your colleagues that are not able to be here today
2.0 District Implementation Infrastructure
Implementation Infrastructure

- Comprised of three components with distinct functions and two distinct roles

- Entities
  1. Executive Leadership
  2. Administrative Team
  3. District Implementation Team

- Roles
  1. Liaison
  2. PBIS Coordinator
The District Implementation Infrastructure is comprised of three entities with distinct functions and two distinct roles. The entities include Executive Leadership; an Administrative Team; and a District Implementation Team or DIT. One distinct role is a Liaison who is part of both the District Executive Leadership Team and DIT and understands the important functions of each team. The other distinct role is a PBIS Coordinator who provides coordination and support of implementation across the schools.

The role of each team is as follows:

District Executive Leadership:
- Vision
- Policy
- Priority
- Allocation of resources
- Barrier removal

Leadership Implementation Team:
- K-12 perspective for EI use
- Provides input and assists with shaping district processes and procedures that will ensure good selection and sustained use of Els
- Data analysis and on-going planning
- Communication of successes and barriers impeding EI use

Administrative Team:
- Execute the district’s vision
- Provide oversight and governance for school policies
- Quality assurance in the use of curriculum materials, instructional methodologies, and assessments
- Barrier removal

PBIS Coordinator:
- Implementation Supports
  - Use of processes and procedures designed to ensure high-quality use and sustainability of Els
  - Communication of barriers
  - Effective use of data

Schools
Activity 2.1

• Independently read the document titled “Defining the District Implementation Infrastructure”
• As you are reading, identify areas that need further explanation or clarification
• Record your thoughts about two things:
  1. Information about the implementation infrastructure that your colleagues that are not here today should know about
  2. The reasons why you were asked to participate as a member of the Leadership Implementation Team given the responsibilities outlined in the document
3.0 Introducing Important Terminology
Terminology

1. School-wide Positive Behavioral Interventions and Supports (SWPBIS)
2. MIDATA (MIBLSI’s database)
3. Effective Innovation (EI)
4. Implementation Science
5. District Capacity Assessment (DCA)
1. School-wide PBIS

School-wide PBIS is a multi-tiered behavioral framework 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.
School-wide PBIS

• Emphasis is placed on prevention of behavior that is inappropriate for school through creating predictable environments, teaching appropriate behavior, and responding to behavior through acknowledgements and instruction/correction

• Providing behavior interventions and supports matched to student need
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 3.1

• Common understanding of SWPBIS and its components will need to be developed across all schools
  • Review the LiveBinder to access the example products for SWPBIS (http://www.livebinders.com/play/play?id=2021895&backurl=/shelf/my)
  • Consider your level of background knowledge and experience in SWPBIS as well as your colleague’s background knowledge and implementation experience
  • Create a list of questions people may ask about SWPBIS
  • The list of questions will be sued to develop a SWPBIS overview for staff that will be used this spring
2. MIDATA (MIBLSI Database)

• MIBLSI’s primary system used for housing data and training event information, as well as for project reporting

• Also provides data dashboards and reports that available to schools, districts, and even ISDs to engage in an on-going data review process
Unique Features of MIDATA

• A place to enter and analyze capacity and fidelity data that are not hosted in any other data system

• Dashboards and reports are designed for alignment with MIDATA data review process at the school, district, and ISD levels
Unique Features of MIDATA (cont.)

• A single and SIMPLE point of data entry (school-level) that aggregates data up to the district, ISD, and state levels (This does NOT really mean you will be duplicating data entry)

• Data dashboard designs are based on principles for effective display of data and information processing that are combined with repeated cycles of usability testing
What’s missing from other data systems?

- Easy aggregating of school data to make district-wide decisions
- Context regarding upcoming professional learning session
- Integrating behavior student outcome data AND fidelity data analysis for problem solving
Activity 3.2

• Your assigned MIBLSI staff and PBIS Coordinator will provide you with an overview of the MIDATA District Dashboard Tabs

• Before they do, you will need to update your contact information that is located in the MIDATA records

• Your assigned MIBLSI staff and PBIS Coordinator will assign you district-level access to MIDATA once your contact information is updated
3. Effective Innovation

- A set of defined practices used in schools to achieve outcomes that have been empirically proven to produce desired results
- To be an effective innovation, the practices should be provide to be “usable”, meaning it is teachable, learnable, doable, and readily assessed in practice
  - Used with fidelity
  - Scaled-up across the schools within the district
  - Use can be sustained over time
  - Evidence to demonstrate improved outcomes
Current Reality

• Approximately 5-15% of effective innovations across disciplines (e.g., education, criminal justice) meet the “usable” criteria

• The current reality can help explain why it is difficult to use innovations as intended, sustain their use, and scale-up the use across settings

MIBLSI Supported Effective Innovation

• School-wide PBIS meets the ”usable” criteria to be considered an “effective innovation”

• From this point forward, we will refer to the effective innovation as “School-wide Positive Behavioral Interventions and Supports (SWPBIS)”

• The scope and sequence you reviewed earlier is developed to provide initial teaching in the essential components of SWPBIS
Activity 3.3

- Given the definition of an effective innovation:
  - “Set of defined practices used in schools to achieve outcomes that have been empirically proven to produce desired results,” list others that your district is currently working to support staff’s use

- Once your list is created, highlight the effective innovations that are intended to improve behavior outcomes
  - We will determine the alignment of those with the components of School-wide PBIS in the third session
4. Implementation Science

- Ways to successfully use innovations as intended and to sustain their use while scaling-up across settings to replicate improved outcomes

- Encompasses the following components:
  1. Usable innovations
  2. Implementation stages (explained further in next slide)
  3. Implementation drivers (further explained in two slides)
  4. Teams
  5. Improvement cycles (data-based decision making)
<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should we do it?</td>
<td>Exploration /</td>
<td>A decision is made regarding the commitment to adopting a practice or program (effective innovation) and to support its successful use.</td>
</tr>
<tr>
<td></td>
<td>Adoption</td>
<td></td>
</tr>
<tr>
<td>Work to do it right.</td>
<td>Installation</td>
<td>Set-up the infrastructure so the practice or program components can be successfully used. Attend initial PD. Complete initial activities like establishing a team and the data system, develop an implementation plan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work to do it right.</td>
<td>Implementation</td>
<td>Initial Implementation: Begin to try out the program or practice components. Work out the difficulties.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Full Implementation: Learn from the difficulties and improve efforts. Use of the program or practice is more routine.</td>
</tr>
<tr>
<td>Work to do it better.</td>
<td>Elaboration</td>
<td>Expand the use of the practice or program to other locations, settings, or contexts taking into consideration the learning from initial implementation.</td>
</tr>
<tr>
<td>Work to do it better.</td>
<td>Continuous</td>
<td>Continue to refine and use the program or practice so its use becomes easier. Embed it within current practices.</td>
</tr>
<tr>
<td></td>
<td>Regeneration</td>
<td></td>
</tr>
</tbody>
</table>
Implementation Drivers

• Intentional supports in three critical areas that will “drive” the use of the effective innovations forward:

1. Leadership
2. Organizational (infrastructure)
3. Competency
5. District Capacity Assessment (DCA)

- Focus is on developing the district’s knowledge, skills, and abilities to select, support the successful use, scale-up, and sustain the use of effective innovations.
- Bi-annual, DIT self-assessment: typically assessed in August/September and February.
- Responses are framed around an Effective Innovation.
- Items align with the implementation science research components outlined in the previous slides.
## DCA Focus

### Selection:
- Effective Innovations
- Personnel

### Support:
- DIT and critical roles
- Funds
- Access to PD
- Coaching service delivery plan
- Performance feedback
- Implementation Plan
- Communication Plan and barrier removal process

### Scale and sustain use:
- School Leadership Team (BITs)
- Data analysis and use: fidelity, outcome data, training and coaching effectiveness data; revising plan
Baseline DCA Data

• Will be collected in April with your Leadership Implementation Team
• Facilitated by your assigned MIBLSI project staff
Terminology Review

• Defined set of practices that are teachable, learnable, doable and readily assessed in practice

• Ways to successfully use innovations as intended and to sustain their use while scaling-up across settings to replicate improved outcomes

• LIT self-assessment developing the district’s knowledge, skills, and abilities to select, support the successful use, scale-up and sustain the use of effective innovations

• Framework that encompasses multiple components for providing instruction to students at, above, or below grade level

  a. Implementation
  b. MTSS
  c. Effective Innovation
  d. District Capacity Assessment
Assignment

• Access the Leadership Installation Checklist to review the activities assigned for Module 1

• You will be asked to update your progress on a regular basis until all installation activities are completed