



Welcome to Today's Webinar!

Effective Planning Strategies for Program Implementation

This event will start at 4:00 p.m. E.T.



Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar



Audio Information

Dial: **888-843-6165**

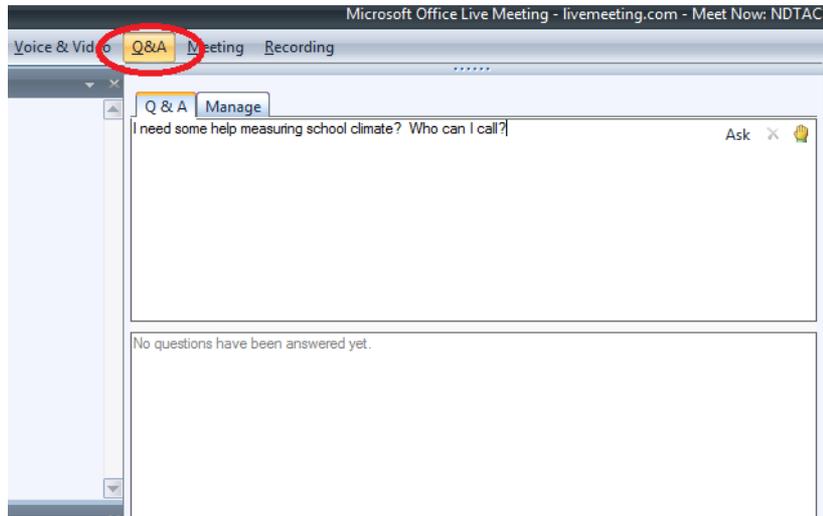
Conference ID: **7233146**

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Q&A



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Evaluation



Safe and Supportive Schools
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Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

*1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Schools Technical Assistance Center at sssta@air.org.



The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Healthy Students.*
- Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.
- Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



<http://safesupportiveschools.ed.gov>

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Springboard

Roles

- School/District Administrators
- Teachers
- School Support Staff
- State Administrators
- Community & Family

Topics

- Engagement
- Environment
- Safety
- School Climate Measurement



Safe Routes to School

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

Implementation Webinar Series: Effective Planning Strategies for Program Implementation

Feb 29 4:00 pm - 5:30 pm ET
Mar 1 11:00 am - 12:30 pm ET

[Learn More](#)



[View Events](#)

Research

A new report from the CDC examines the relationship between risk and protective factors and gang affiliation among high-risk youth. [Access Report](#)

SAMHSA's newly released report finds that rates of substance abuse are far higher in people with mental illness. [Access Report](#)

State in Focus

California

The California Department of Education (CDE) has posted 2010-2011 School Climate Report Cards (SCRC) for eligible high schools from districts participating in the Safe and Supportive Schools (S3) initiative. View report cards on [CDE's School Climate Report Card website](#). Learn more about [CDE's S3 program](#).



[View California Profile](#)

Partner Highlights

New and Improved Nutrition Standards for School Lunches

February 02, 2012

The United States Department of Agriculture (USDA) has announced new and improved nutritional standards for school lunches. The USDA considers this effort as monumental for kids, families, educators, administrators, food service workers and...

[Full post](#) | [All posts](#)

News Clips

February 23, 2012

Report: Crime at U.S. Public Schools on the Decline

Violent crime at the nation's schools is declining, and students and schools are reporting less bullying and gang activity. But new government data reports an increase in cyber bullying and youth suicides.

[Read Story](#)



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other



Which of the following areas reflect your most pressing planning needs as you begin implementing programmatic interventions?

- Data systems
- Policies
- Professional development/training
- Checklists/templates/tools
- Other

Effective Planning Strategies for Program Implementation

Dr. Kimberly St. Martin, Michigan's Integrated Behavior Learning Support Initiative
Drs. Don Chapman and Andy Whisman, West Virginia S3 Program



Safe and Supportive Schools
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1. Using Data to Identify Programmatic Interventions
(December 2011)
- 2. Effective Planning Strategies for Program Implementation**
3. Implementing New Programs
4. Evaluating Program Implementation
5. Communicating Impact of Program Implementation



1

Introduction
(Sandy Keenan)

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Getting the Support Your School Needs (Dr. Kim St. Martin)

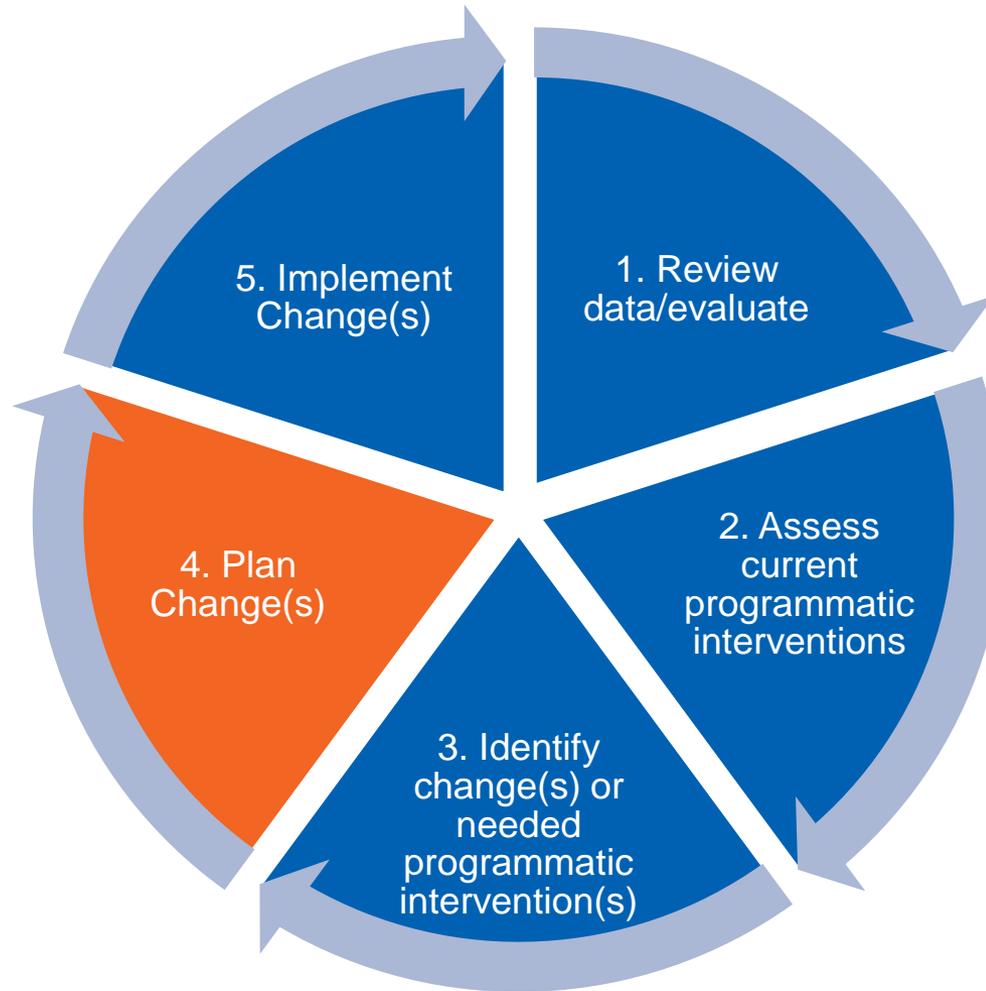
3

Making it Happen in Your School (Dr. Kim St. Martin)

4

West Virginia S3 Program's Implementation Planning Efforts
(Drs. Don Chapman and Andy Whisman)

Model for Identifying and Implementing Programmatic Interventions



Overview of Take Aways from Previous Webinars



- Establish school climate team (ideally pre-existing group) that will work together throughout school climate improvement process.
- Examine a range of data thoroughly to identify target areas, including disaggregated school climate survey data.
- Identify appropriate programmatic interventions that have demonstrated positive results and align with:
 - the strengths and needs of your school
 - the types of improvements desired
 - your capacity to implement a sustainable program with fidelity over time
 - your school setting
 - other improvement efforts in your school and district
- Refer to resources that can help teams.
 - Undergo improvement process systematically (SSSTA's *Identifying and Implementing Programmatic Interventions*, NIRN's *Installation Stage Assessment*).
 - Locate potential programmatic interventions (SSSTA's *List of Evidence –Based Programs Resources*).

Introduction

Importance of
Establishing
Supports

Practical
Planning
Strategies

WV S3 Planning
Efforts



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Basic Planning Activities to Consider



- **Ensure you have information on all aspects of the chosen programmatic intervention(s).**
- **Develop a logic model that aligns with your vision, goals, other plans, and selected programmatic interventions and that will guide planning and activities for the year.**
- **Plan how you will implement each aspect of the programmatic intervention(s).**
 - Determine who will be doing what.
 - Determine when tasks will be done.
 - Develop a budget.
 - Secure needed resources.
 - Plan professional development.
 - Plan access to technology and support.
 - Schedule times to monitor progress throughout the year.





Getting the Support Your School Needs

Dr. Kimberly St. Martin



- **A statewide structure to create capacity for an integrated Behavior and Reading Multi Tiered System of Supports (MTSS) system that can be implemented with fidelity, is sustainable over time and utilizes data-based decision making at all levels of implementation support.**
 - Partnership between Intermediate School Districts (ISDs)/Regional Service Agencies (RESAs) and Local School Districts focuses on shared ownership and accountability around implementation of an integrated MTSS model.
- **MiBLSi is funded through Michigan Department of Education's Office of Special Education via a State Personnel Development Grant from the U.S. Department of Education's Office of Special Education Programs.**



■ Goal:

- Schools/Districts implement MTSS practices with fidelity.
- Schools/Districts are supported through an infrastructure that promotes continuous improvement and sustainability.

■ Two categories of work:

1. Gaining access to effective practices based on need, fit, resource availability, evidence, readiness for replication, and capacity to implement
2. Raising support for the implementation of the practices



Considering the Science of Implementation



- A program or practice being considered for adoption requires one set of activities.
 - The activities being referred to are things within the program (or components/steps within the practice) necessary for practitioners to gain familiarity around prior to implementation.
- “Implementation” is a very different set of activities (e.g. developing systems to support implementers, allocation of resources).



Considering the Science of Implementation (continued)



- **Leadership within all layers of the system must support both of these concepts and issues simultaneously.**
- **Implementation occurs in stages:**
 - The stages are recursive (e.g. staff turnover may require a need for re-training in the practice/program; school building consolidations may impact scheduling and resources available to support the implementation of the practice/program).
 - Support to schools/districts must be differentiated by stage of implementation.
 - Support is needed at all levels of the system (e.g. student level, grade level, building level, district level).

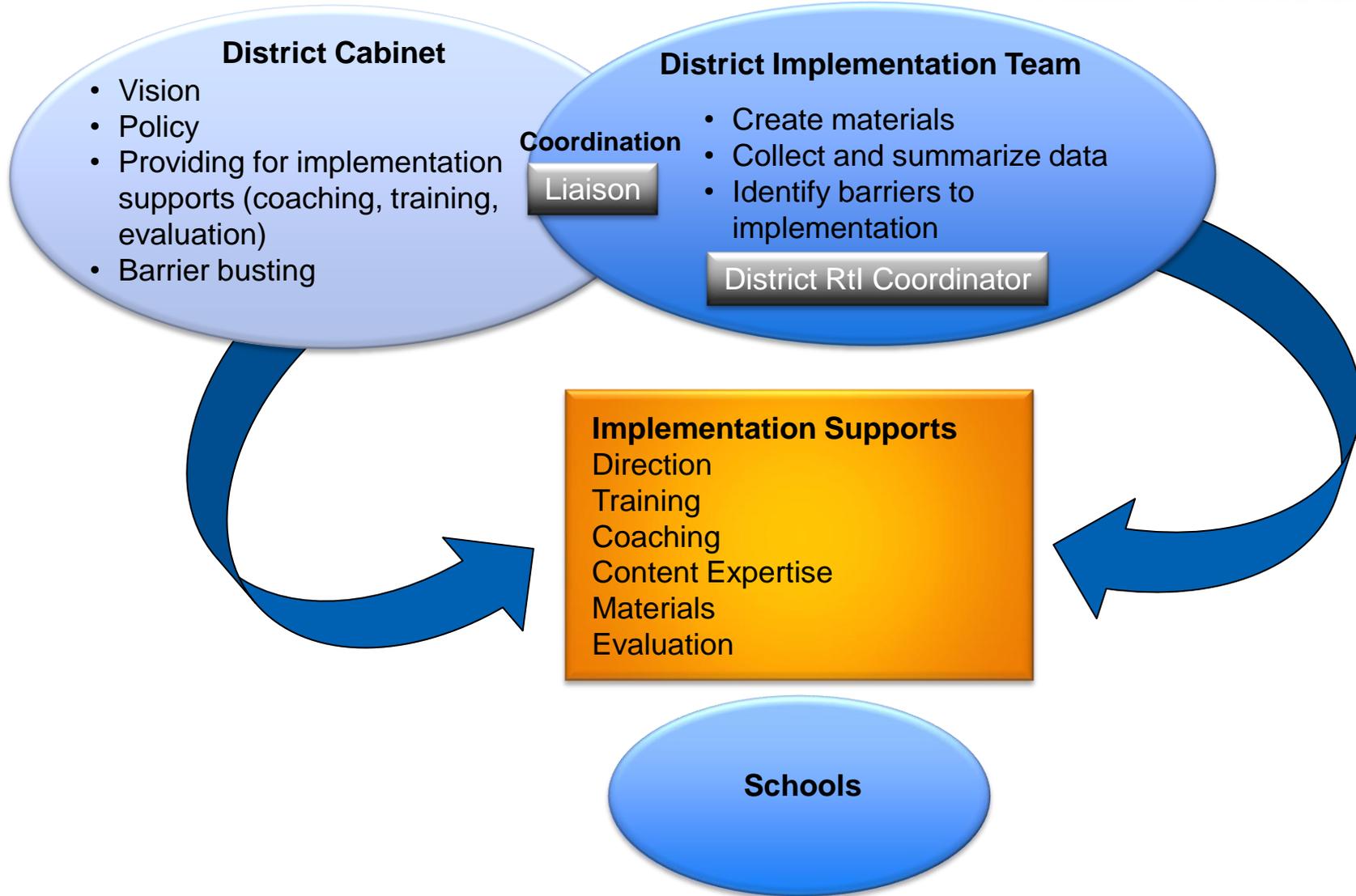


Supporting Schools/Districts Through the Stages of Implementation



Focus	Stage	Description
Should we do it!	Exploration/ Adoption	Develop Commitment at ISD and LEA level
Work to do it right!	Installation	Establish ISD leadership team, implementation team and RtI Coordinator, set up data systems. Audit of current resources and capacity, plan and prepare for work
	Initial Implementation	Try out the practices, work out details, learn from and provide significant support to implementers
Work to do it better!	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

District Infrastructures to Support Implementation



Building by Building Implementation Challenges



- If district infrastructures to support implementation are not formally in place, things like principal turnover, staff turnover and building consolidation may quickly dismantle implementation efforts.
 - There may be inconsistent implementation efforts across buildings and grade levels within the buildings.
 - Training around the data, systems and practices might be viewed as a one time event. Once training is done, the belief tends to be “we are doing it”.
 - Needs and barriers that need to be addressed with cabinet level leaders (executive leadership) might not be communicated in a formal and timely way, potentially causing building leadership teams to feel “stuck”.





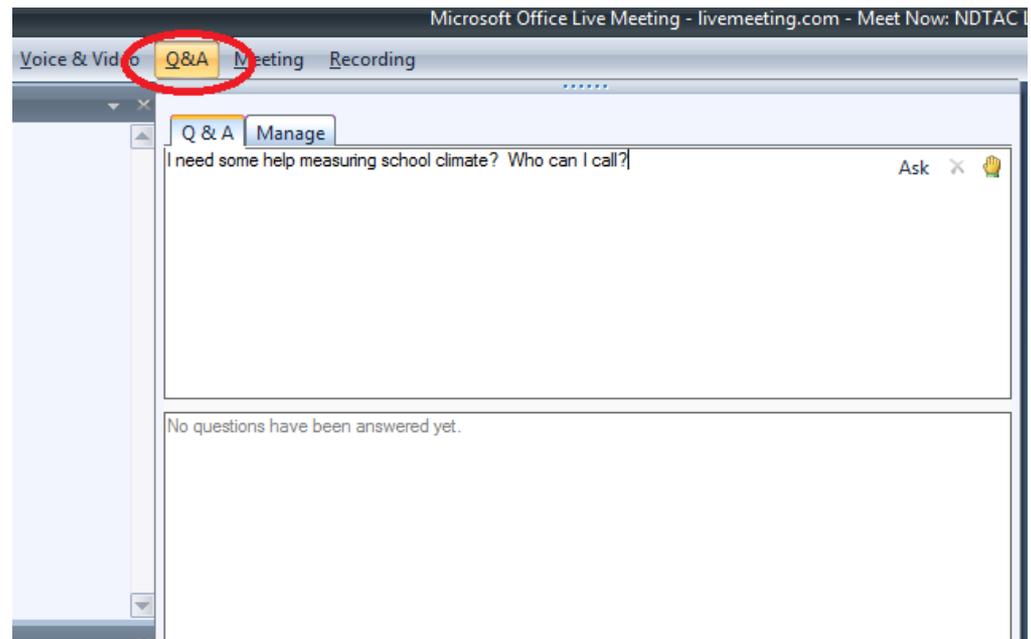
Think about implementation of various programs or school reform initiatives. Which implementation challenge have you seen occur MOST frequently?

- Inconsistent implementation across the building
- Infrequent training and re-training opportunities
- Barriers and needs impeding implementation are not addressed in a timely manner

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.





Making it Happen in Your School

Dr. Kimberly St. Martin

Examples of How to Make It Happen in Your School



- Implementing Behavior Supports
- Ensuring Program Quality and Outcome Data Necessary for Evaluating Implementation Efforts





1. Systems to support

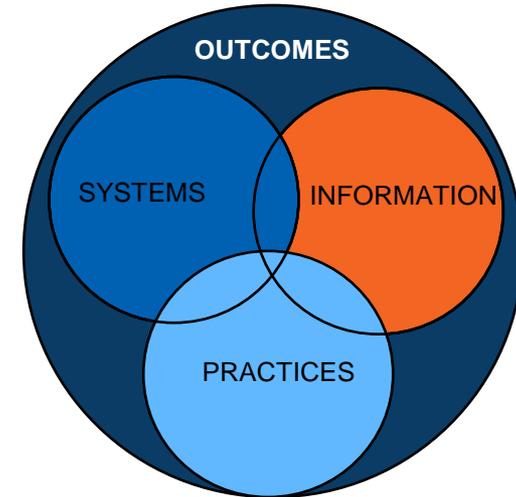
- problem solving at multiple levels (school, grade, class, individual student)
- Data-based decision making
- Long term sustainability

2. Information

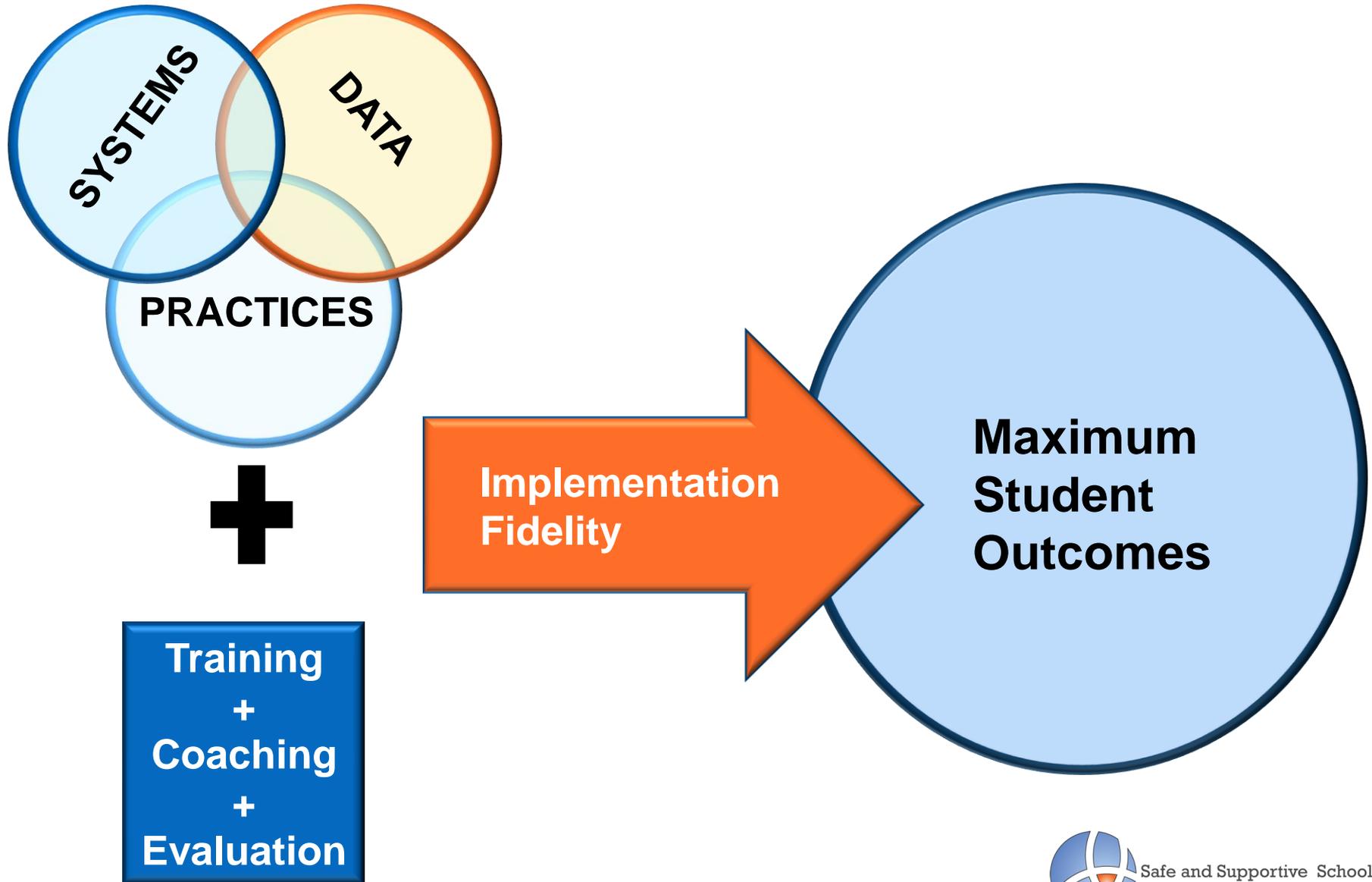
- On going data collection & use
- Office Discipline Referral (ODR)
- Student Risk Screening Scale (SRSS)
- Suspension/expulsion, attendance, tardy
- Program Quality Measures

3. Practices

- Intervention or practice has evidence to support its efficacy



Basic Logic



Receivers of Training



- Principals and central office administrators who support principals
- Coaches:
 - Internal: Employed by the district and spend time within the building(s)
 - External: Employed outside of the district (ISD/RESA)
- Building leadership teams
- Staff for focused skill development that goes beyond the information presented to the leadership teams
- Families



Receivers of Training



The role of the building leadership team is to attend trainings in order to deepen their knowledge around the data, systems, and practices for Tiers I-III behavior and reading supports.

The team develops fluency in the use of tools, resources & materials necessary to create the products needed for implementation (e.g. school-wide expectations, behavioral matrix, lesson plans, etc.) with the intent to use the tools with all staff in the building.

Following training, the team develops staff capacity around the information and helps to establish consensus for the practices and systems needed to support the practices.

The coach attends the trainings and assists the teams with staff activities to support implementation. There is a gradual release of responsibility from the coach to the team.



MiBLSi Universal PBIS Training Sequence



- January-June: Universal Behavior Supports (Tier I)
 - (3 days) Administrator and Internal/external Coach trainings
 - (3 days) Coaches' Trainings
 - (3 days) Leadership team trainings
 - (1/2 day) Schoolwide Information System (SWIS) data system training
- Initial Implementation of universal behavior supports begins in the Fall.





Big Ideas Around Behavior

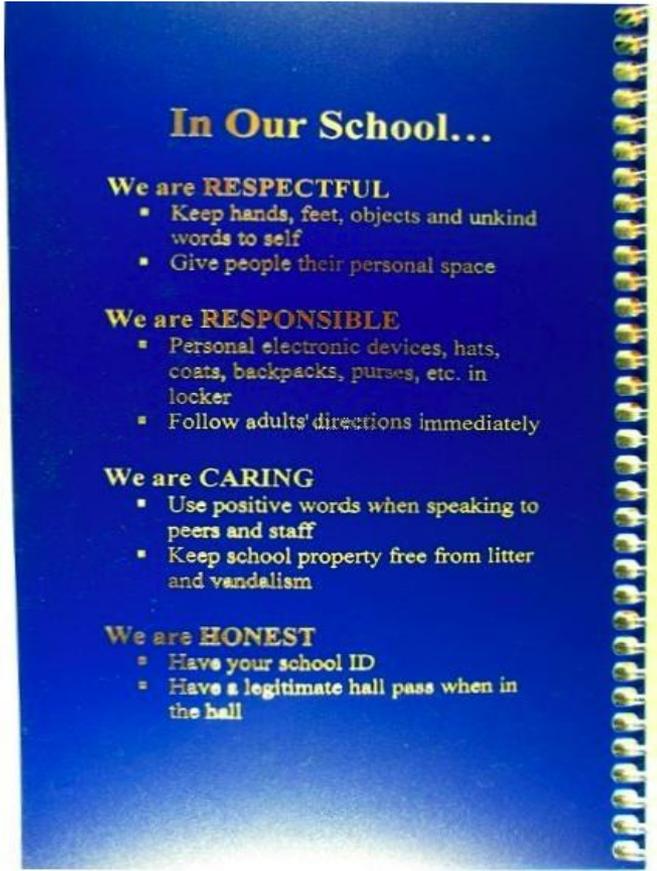
- Define expectations across common areas of the school
- Teach the expectations with examples and non examples (e.g. behaviors that are not considered acceptable in the setting)
- Monitor adherence to the defined behavioral expectations
- Acknowledge students who are demonstrating them with positive feedback that is directly tied to the expectations
- Correct students who are not demonstrating expectations with a continuum of consequences that are agreed upon by all staff and consistently applied
- Use Data to determine areas of strength and need



Schoolwide Expectations



Kalamazoo Central High



Milwood Magnet Middle School



Hall Elementary



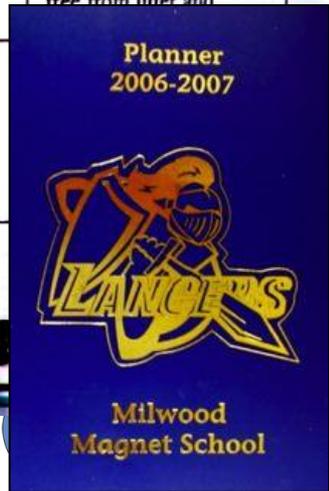
Lakeview Elementary

Citation ▪ 3

Specific Expectations/Rules



Expectation	Arrival & Departure	Hallways & Common Areas	Classroom & Instructional Areas	Bathrooms
Be Respectful	<ul style="list-style-type: none"> * Keep hands, feet, objects and unkind words to self * Watch where you are going and be alert 	<ul style="list-style-type: none"> *Keep hands, feet, objects and unkind words to self *Listen without talking when others are speaking 	<ul style="list-style-type: none"> *Listen without talking when others are speaking; wait your turn *Signal for help; wait quietly *Keep hands, feet, objects and unkind words to self 	<ul style="list-style-type: none"> *Keep hands, feet, objects and unkind words to self *Give people their personal space
Be Responsible	<ul style="list-style-type: none"> *Personal electronic devices, hats, coats, backpacks, purses, etc. stored in locker during instructional hours <i>Leave take expensive personal belongings home</i> *Follow adult directions immediately 	<ul style="list-style-type: none"> *Walk on the right side of the hallway *Follow adult directions immediately 	<ul style="list-style-type: none"> *Be on time with all necessary materials with you; planner, pencil, etc. *Clean up after yourself and put away materials you used *Follow adult directions immediately 	<ul style="list-style-type: none"> *Go, flush, wash *Put trash in can *Return quietly to class *Follow adult directions immediately
Be Caring	<ul style="list-style-type: none"> *Use a quiet, inside voice *Use positive words when speaking to peers and staff *Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> *Hold the door for the person behind you *Use a quiet, inside voice *Use positive words when speaking to peers and staff *Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> *Use a quiet, inside voice *Use positive words when speaking to peers and staff *Returned borrowed property in the same condition as it was given to you *Keep school property free from litter and vandalism 	<ul style="list-style-type: none"> *Knock on stall door to check availability *Use a quiet, inside voice *Use positive words when speaking to peers and staff *Keep school property free from litter and
Be Honest	<ul style="list-style-type: none"> *Have your school Planner and ID *Report problems and people not meeting expectations to an adult *Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> *Have a legitimate hall pass when in the hall *Report problems and people not meeting expectations to an adult *Admit mistakes; tell the truth the first time 	<ul style="list-style-type: none"> *Use your own materials *Report problems and people not meeting expectations to an adult *Admit mistakes; tell the truth the first time 	



Teaching Plans for Expectations



Behavior expectation or rule to be taught: Be Respectful

Location for expectation: Hallway

Rationale/why following the rule is important: It is important to be respectful to your peers and adults in school. Using words or actions to harass, tease, or bully another person is inappropriate and can hurt others physically or emotionally. Negative interactions in the school interfere with learning and can cause problems at school and in the community

Provide examples to help students better understand *what is* and *what is not* the expected behavior:

Examples of expected behavior. Choose examples of that best “fits” the general case of what the behavior expectation

Non examples of expected behavior that are:
 -More similar to examples of expected behavior rather than outrageous nonexamples
 -Typical of what students do when they are not engaged in the expected behavior

Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and started to call him names. Joe recognized that he was not paying attention and decided to apologize and help Mary pick up her books. Her teacher gave him a positive referral, and Mary thanked him for resolving the problem with respect.

Joe bumped into Mary in the hallway and her books fell to the ground. She was upset because she would be late to class and called Joe a “jerk.” Joe got angry and told Mary she was ugly and stupid. He walked away and Mary was late for class. Mary was mad and began to spread untrue rumors about Joe to her friends.

Provide opportunities to practice and build fluency:
 Set aside a few minutes at the beginning of each period to practice the rule.
 As the teacher models, have individual students demonstrate examples and nonexamples of following the rule (role play)
 Tell students about the consequences for following and not following the rules

Acknowledge appropriate/expected behavior:
 When students model the expected behavior during the practice session, the teacher will point out how the behavior demonstrates showing respect to others.
 The teacher will acknowledge respectful behaviors from students throughout the day following the “Be Respectful” lesson

Defining the Practice and Necessary Supports: Practice Profile



Critical Component	Ideal “Gold Standard” of the component	Acceptable Variation	Unacceptable Variation	Harmful Variation
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To determine the level of use for the practice, system, strategy, etc. critical components of the practice need to be clearly identified along with variations along the implementation continuum



Building Principal Practice Profile



Critical Component <i>(non-negotiable)</i>	Ideal "Gold Standard" <i>All items within the category are in place</i>	Acceptable Variation <i>All items within the category in place</i>	Unacceptable Variation <i>One or more item(s) is occurring</i>	Harmful Variation <i>One or more item(s) is occurring</i>
<p>Support key stakeholders through the change process</p>	<ul style="list-style-type: none"> • Attempts to anticipate and develops a plan for staff concerns that might emerge related to the implementation of MTSS data, systems, and practices • Accurately identifies where staff's concerns are in relationship to the implementation of MTSS data, systems, and practices • Differentiates leadership supports for staff who perceive the changes as first order (aligns with their current beliefs) or second order (conflicts with beliefs) • Preplans mechanisms to differentiate leadership supports for staff who have concerns about MTSS implementation efforts (perceive change as second order) so that supports are immediately available and responsive by: <ul style="list-style-type: none"> ○ Providing vicarious experiences about what they are being asked to implement ○ Identifying a few critical behaviors for staff to engage in first, that will produce the biggest results ○ Using data to demonstrate efforts are working ○ Harnessing the positivity from the staff about implementation as a whole so it helps to bring the resistant staff along ○ Creating ways to motivate staff to engage in implementation practices ○ Demanding accountability and being prepared to demonstrate directive and 	<ul style="list-style-type: none"> • Develops a plan to address staff concerns related to the implementation of MTSS as they emerge • Attempts to identify but is initially inaccurate in identifying staff's concerns related to the implementation of MTSS data, systems, and practices • Provides informal leadership support to those staff who perceive the changes as first order (aligns with their current beliefs) and is willing to initiate more formal leadership support if the need arises • Differentiates leadership supports for staff that have concerns about MTSS implementation efforts (perceive change as second order) but has not preplanned those supports. Consequently there is a time lag between the identified need and the supports provided. The supports include: <ul style="list-style-type: none"> ○ Providing vicarious experiences about what they are being asked to implement ○ Identifying a few critical behaviors for staff to engage in first, that will produce the biggest results ○ Using data to demonstrate efforts are working ○ Harnessing the positivity from the staff about implementation as a whole so it helps to bring the resistant staff along ○ Creating ways to motivate staff to 	<ul style="list-style-type: none"> • No plan exists to address staff concerns related to the implementation of MTSS • No attempts to accurately identify where staff's concerns are in relationship to the implementation of MTSS data, systems, and practices • Over-reliance on external coaches or knowledgeable MTSS consultants to support staff in their demonstration of the practices rather than using external supports to help develop or leverage internal supports • Peer to peer supports is not embedded into the system in an ongoing manner to ensure fidelity of implementation • Failure to provide multiple exposures to address common misconceptions and allowing the misconceptions to continue to exist 	<ul style="list-style-type: none"> • No plan exists to address staff concerns related to the implementation of MTSS • Failure to address staff concerns related to the implementation of MTSS • Failure to differentiate leadership supports for staff who perceive the changes as first order (aligns with their current beliefs) or second order (conflicts with beliefs) • Failure to provide implementation supports to staff through formal coaching supports from staff internal and/or external from the district and/or peer to peer coaching supports • There is an awareness that misinformation is being provided to staff regarding implementation efforts however, the misinformation is not adequately addressed and/or is informally



Coaching Practice Profile



Critical Component (non-negotiable)	Ideal "Gold Standard" <i>All items within the category are in place</i>	Acceptable Variation <i>All items within the category in place</i>	Unacceptable Variation <i>One or more item(s) is occurring</i>	Harmful Variation <i>One or more item(s) is occurring</i>
Reinforcement of leadership team and school faculty	<ul style="list-style-type: none"> ▪ Coaches provide intermittent celebrations as the principal and leadership team based on accomplishing action items as well as based on student outcome and/or program quality/fidelity data ▪ Coaches recognize and communicate that changes in staff behavior will come prior to changes in student outcomes and celebrate these changes ▪ Coaches encourage the team to use celebration worksheets to identify accomplishments and plan for celebrations with the entire staff, students, and/or families and school community ▪ Coaches maintain a ratio of at least 4 positive acknowledgements to 1 suggestion for improvement ▪ Coaches use positive reinforcement, acknowledgment and celebrations to shape the behavior of the principal, leadership team members, and school staff in moving towards the "gold standards" for implementation of MTSS 	<ul style="list-style-type: none"> ▪ Coaches provide an annual celebration with the principal and leadership team related to accomplishing action items and/or based on student outcome or program quality/fidelity data ▪ Coaches recognize and communicate that changes in staff behavior will come prior to changes in student outcomes ▪ Coaches encourage the team to use celebration worksheets to identify accomplishments and plan for celebrations with the entire staff, students, and/or families and school community ▪ Coaches maintain a ratio of at least 3 positive acknowledgements to 1 suggestion for improvement 	<ul style="list-style-type: none"> ▪ Coaches do not plan for celebrations with the principal and leadership team related to accomplishments ▪ Coaches maintain a ratio of 2:1 or 1:1 between positive acknowledgements and suggestions for improvement 	<ul style="list-style-type: none"> ▪ Coaches do not recognize that changes in staff behavior will come prior to changes in student outcomes ▪ Coaches have a ratio of interactions negatively skewed by focusing more on suggestions for improvement than positive acknowledgements
Participate in leadership team activities	<ul style="list-style-type: none"> ▪ Attends every building leadership team training in its entirety with the building leadership team ▪ Attends all scheduled building leadership team meetings 	<ul style="list-style-type: none"> ▪ Attends every building leadership team training in its entirety ▪ Attends most scheduled building leadership team meetings and ensures that information from any meeting missed is reviewed and acted upon in a timely 	<ul style="list-style-type: none"> ▪ Attends some of the building leadership team trainings or is consistently late or leaving early ▪ Fails to model 	<ul style="list-style-type: none"> ▪ Fails to attend building leadership team trainings ▪ Provides conflicting information during team trainings which



Building Leadership Team Practice Profile



Building Leadership Team Response to Intervention Practice Profile

Focused Practice: Integrated Behavior and Reading Response to Intervention (RtI) Model of Schoolwide Supports

Outcomes for this Practice: Schoolwide implementation of RtI practices with fidelity resulting in successful student outcomes

Critical Component (non-negotiable)	How Does this Critical Component Contribute to the Outcome?	Ideal "Gold Standard" of the Critical Component	Acceptable Variation of the Critical Component	Unacceptable Variation of the Critical Component
Team plans and coordinates implementation efforts	<ul style="list-style-type: none"> Provides for a clear direction of implementation action steps and necessary allocation of resources to accomplish action steps. Provides monitoring of implementation efforts so that the plan is continued or appropriate adjustments can be made. 	<ul style="list-style-type: none"> Annual implementation plan is developed and is embedded within the school improvement process. Team obtains staff consensus around implementation plan. Team reviews progress toward annual plan monthly. Team coordinates implementation activities based on implementation and student outcome data. Team "makes room" for implementation by combining and braiding current school initiatives. Team works to allocate resources to support implementation with fidelity. A process is identified for student access to Tier II-III supports and effectiveness is monitored. 	<ul style="list-style-type: none"> Annual implementation plan is developed and is aligned with the school improvement process. Team works with district administration or Intermediate School District (ISD) personnel to access resources to support implementation efforts. 	<ul style="list-style-type: none"> A plan is developed but not monitored (follow through of action steps does not take place). Resources are provided but are not sufficient to support implementation efforts. Plan is not adjusted to fit needs of students and school.
Team communicates implementation efforts to building staff, school community and district administration	<ul style="list-style-type: none"> Helps to ensure school community "buy-in" and involvement. Provides opportunity to reinforce staff implementation efforts. Provides opportunity to receive input from staff around practicality of the implementation work and success of the program. 	<ul style="list-style-type: none"> Implementation plan, with common vision for schoolwide supports is shared with staff and school community. Implementation status updates are provided at monthly staff meetings. Feedback is gathered from staff by leadership team. An acknowledgement system is implemented to encourage staff application of RtI skills. 	<ul style="list-style-type: none"> Information on implementation efforts is shared through newsletters, email, etc., as alternatives to staff meetings. Staff may be acknowledged through formal public venues or informal private venues. 	<ul style="list-style-type: none"> Schoolwide support information is provided to some, but not all key stakeholders. Information on implementation activities is shared, but not in a timely manner. Information is shared, but the receivers of the information do not understand what it means.



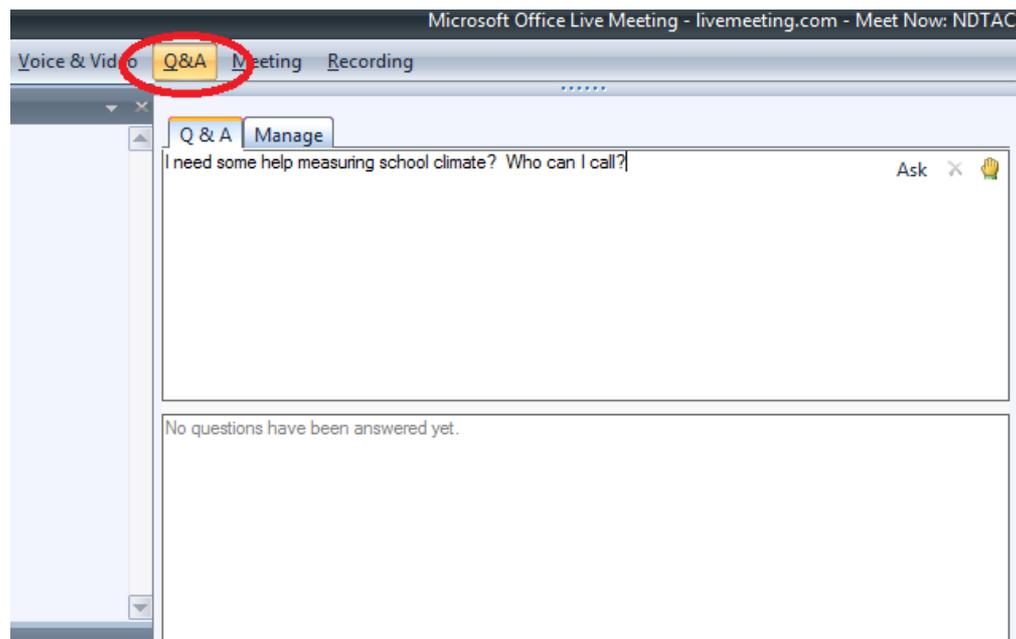
How useful do you feel Practice Profiles could be in providing feedback to support the implementation of a practice or program?

- Very useful
- Somewhat useful
- Not useful

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Program Quality vs. Outcome Data



- Program Quality Data:
 - “Are we doing what we said we were going to do?”
- Outcome Data:
 - “If we are doing what we said we were going to do well, is it having a positive impact on student outcomes (behavioral and academic)?”
- Program Quality + Outcome Data = **Data-based decision making for implementation success**



Program Quality Data Examples



- Benchmarks of Quality (BoQ)
- Observation forms for:
 - Common areas (non-classroom settings)
 - Observing the quality of supervision occurring on the playground or lunchroom
 - Practice Profiles



Benchmarks of Quality (BoQ)



School-wide Benchmarks of Quality (Revised)				
TEAM MEMBER RATING FORM				
Directions: Place a check in the box that most accurately describes your progress on each benchmark.				
Critical Elements	Benchmarks of Quality	Check One		
		In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has administrative support			
	2. Team has regular meetings (at least monthly)			
	3. Team has established a clear mission/purpose			
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing			
	5. Faculty involved in establishing and reviewing goals			
	6. Faculty feedback is obtained throughout the year			
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format			
	8. Discipline process includes documentation procedures			
	9. Discipline referral form includes information useful in decision making			
	10. Problem behaviors are defined			
	11. Major/minor behaviors are clearly differentiated			
Data Entry & Analysis Plan Established	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			
	13. Data system is used to collect and analyze ODR data			
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			
	15. Data analyzed by team at least monthly			
Expectations & Rules Developed	16. Data shared with team and faculty monthly (minimum)			
	17. 3-5 positively stated school-wide expectations are posted around school			
	18. Expectations apply to both students and staff			
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)			
Reward/Recognition Program Established	20. Rules are linked to expectations			
	21. Staff are involved in development of expectations and rules			
	22. A system of rewards has elements that are implemented consistently across campus			
	23. A variety of methods are used to reward students			
	24. Rewards are linked to expectations and rules			
	25. Rewards are varied to maintain student interest			
	26. Ratios of acknowledgement to corrections are high			
	27. Students are involved in identifying/developing incentives			
	28. The system includes incentives for staff/faculty			

Kincaid, D., Childs, K., & George, H. (March, 2010).



Benchmarks of Quality

Implementation Snapshot: Data Entry & Analysis Plan Established

Benchmarks of Quality (BoQs): (Items 13-16)

- Data system is used to collect and analyze ODR data
- Additional data collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team
- Data analyzed at least monthly
- Data shared with team and faculty monthly

Implementation Products and Outcomes

- School utilizes Schoolwide Information System (SWIS)
- Data collection plan for behavior that includes attendance, grades, faculty/staff attendance, surveys, universal screening for behavior (Student Risk Screening Scale(SRSS) along with Office Discipline Referrals (ODRs)

Research

Irvin, L.K., Horner, R.H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.

Todd, A., Horner, R., Newton, J.S. Algozzine, B., & Algozzine, K. (2010). Effects of Team-Initiated Problem Solving on Practices of School-wide Behavior Support Teams. *Journal of Applied School Psychology* interventions. *Journal of*

What is it?

Schools utilize a data management system that allows for visual displays of data to assist in the problem-solving process. Additional data (attendance, grade, staff/faculty attendance, surveys) are also utilized as part of the problem-solving process and routinely shared with School Leadership Team, faculty/staff, and other key stakeholders.

Supporting Implementation:

Role of District or ISD Rtl Coordinator:

- Work with District or ISD IT personnel to determine best way to get access to school based information
- Provide technical assistance in understanding SWIS to the district administration as needed
- Share success and challenges with district and/or ISD implementation teams

Role of Administrator:

- Promote use of data that is reliable and represents climate in building
- Support staff to consistently report data accurately
- Work with district, team and faculty to understand use of data to screen students who may need additional supports
- Allocate time for data entry and report generation
- Allow time in meetings, newsletter, etc for data summaries
- Celebrate success with team, faculty, community and district

Role of Coach

- Use of examples to show how data is used, analyzed and presented
- Share implementation products and outcomes with District or ISD Rtl coordinator
- Ensure team uses data and problem-solving process during team meetings and staff facilitation activities
- Ensure team know how to generate necessary reports and graphs for team and staff meetings

Supporting Implementation

Role of Team:

- Understand how to collect and analyze data
- Understand how to use data for decision making
- Understand how to build precision statements that lead to solution development and action steps required for change
- Identify data analyst on team (may be multiple School Leadership Team members who generate reports and analyze data prior to each meeting)
- Establish a data collection plan that includes multiple sources of data to assist in the problem-solving process
- Complete the "Data Sharing Worksheet" to ensure data is routinely shared in a variety of ways across key stakeholder groups
- Share/showcase data and outcomes with school community

Role of Staff:

- Provide feedback
- Develop skills for interpreting reports and graphs

Role of Student, Family, Community:

- Read school updates



How often are you collecting, analyzing, and using program quality/fidelity data to inform decisions?

- Once per year
- 2-3 times per year
- Monthly
- Never
- Don't know





- Student Risk Screening Scale (SRSS)
- SWIS Office Discipline Referral Data
- Academic Data





Student Risk Screening Scale (SRSS; Drummond, 1994)

District:
School:
Teacher:
Date:

Directions: Each classroom teacher will fill in the names of the students in alphabetical order (use additional sheets of this Scale as needed). Rate all of the students on each behavior using the following scale: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently. At the bottom of page 2, please summarize the number and percent of students in each risk category.

The total scores range from 0 to 21, forming three risk categories:
(L) Low Risk (0 to 3) (M) Moderate Risk (4 to 8) (H) High Risk (9 to 21)

Student Name	Stealing	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Total (0-21)	Risk (circle)
1.									L M H
2.									L M H
3.									L M H

SWIS Office Discipline Referral Data



SWIS

CICO

School-wide Information System

Main Menu

Data Entry

Reports

Tools

Help

Logout

Main Menu

SWIS Demo School

Data Entry

- School Information
- Enrollment & School Days Per Month
- Staff Information Menu
 - Add/Revise Staff
 - Display Staff Status
 - Merge Staff
- Student Information Menu
 - Add/Revise Student
 - Display Student Status
 - Merge Student
- Referral Information Menu
 - Add/Revise Referral
 - Find Referral

Reports

- Average Referrals Per Day Per Month
- Referrals By Problem Behavior
- Referrals By Location
- Referrals By Time
- Referrals By Student
- Other Reports
 - Custom Report
 - Custom Graph
 - Referrals by Staff
 - Suspension/Expulsion Report
 - School Ethnicity Report
 - Individual Student Report
 - Year End Report
 - Student & Staff Lists

Tools

- Data Integrity Report
- Data Download
- Account Preferences
- School Preferences



Determining Readiness for Tier II and Tier III Supports



- The district implementation team manages implementation efforts through data analysis, identification of needs, removal of barriers that are within their realm of control.
- The district cabinet (executive leadership) will play an active role in ensuring MTSS is a priority, aligned with the overall vision, that adequate resources are allocated and barriers are removed.
- Recall the stages of implementation. As buildings are working to implement Tier I, the team is preparing for implementation of Tier II and Tier III supports (installation).



Supporting Schools/Districts Through the Stages of Implementation



Focus	Stage	Description
<p>Should we do it!</p>	Exploration/ Adoption	Develop Commitment at ISD and LEA level
<p>Work to do it right!</p>	Installation	Establish ISD leadership team, implementation team and RtI Coordinator, set up data systems. Audit of current resources and capacity, plan and prepare for work
	Initial Implementation	Try out the practices, work out details, learn from and provide significant support to implementers
<p>Work to do it better!</p>	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Tier II →

↓
Tier I Supports

Receivers of Tier II and III Behavior Supports



- District Implementation Teams
- Administrators
- Coaches
- Building Leadership Teams
 - (1) day for targeted behavior supports
 - (1) day for strategic reading supports
 - (1) day for intensive reading supports
 - Data review days for the leadership to review program quality and outcome data



Receivers of Tier II and III Behavior Supports (continued)



- Behavior response teams

- Staff training:
 - Check in Check Out (CICO)
 - Functional Behavior Assessment (FBA)
 - Other tier II behavioral interventions

- Families

Access to MiBLSi Resources Shared Today



<http://miblsi.cenmi.org>



Michigan's Integrated Behavior and Learning Support Initiative

 Search

Login | Register

- Home
- MiBLSi Model**
- RtI Coordination
- Coaching
- Events
- Presentations
- Links
- Questions
- About

- “Professional Development”
- “Evaluation”
- “Support” to access “Family Supports”



helping students become better readers with social skills necessary for success

What does MiBLSi do?

Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is funded by the Michigan Department of Education, Office of Special Education.

This project is designed to help schools develop schoolwide support systems in reading and behavior.

A summary of the MiBLSi model can be found [here](#):

[MiBLSi 2012-2013 Application for Participation is now available](#)
Friday, February 03, 2012 - 5:00 PM

[REGISTRATION NOW OPEN for the 2012 MiBLSi State Implementers' Conference!](#)
Wednesday, February 01, 2012 - 6:46 AM

[2011 Anita Archer Handouts Available for Download](#)
Thursday, December 08, 2011 - 7:07 PM

[Inclement Weather Policy](#)
Tuesday, November 29, 2011 - 1:03 PM

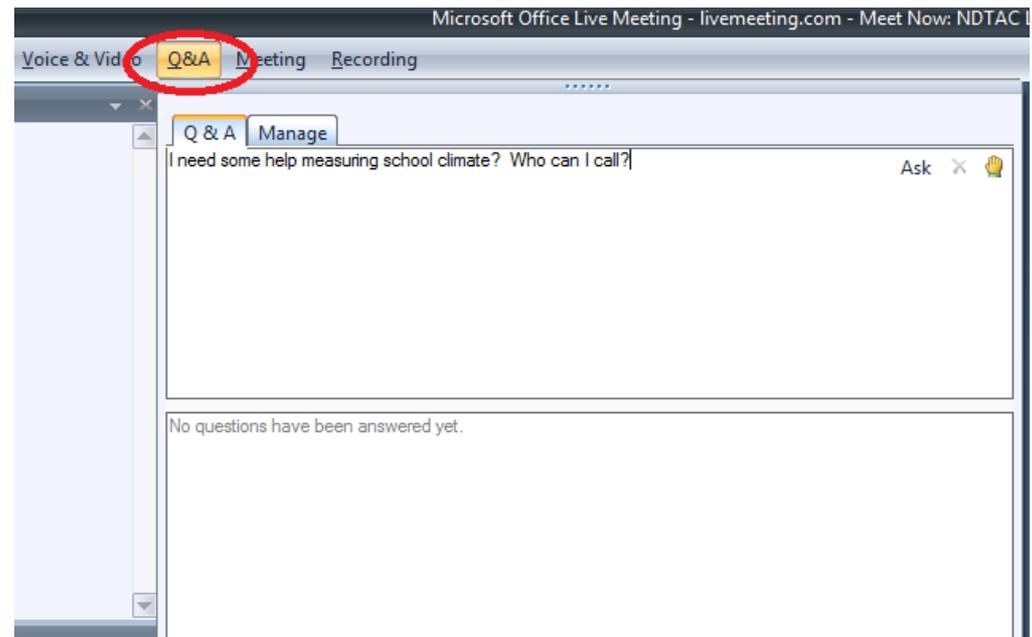
[2011 Coaching/RtI Coordination Conference PowerPoint Presentations and Materials Now Available](#)
Monday, October 31, 2011 - 6:01 PM

[Bully Prevention Section on Website](#)
Monday, May 02, 2011 - 12:40 PM

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.





West Virginia S3 Program Planning Efforts



Drs. Don Chapman and Andy Whisman

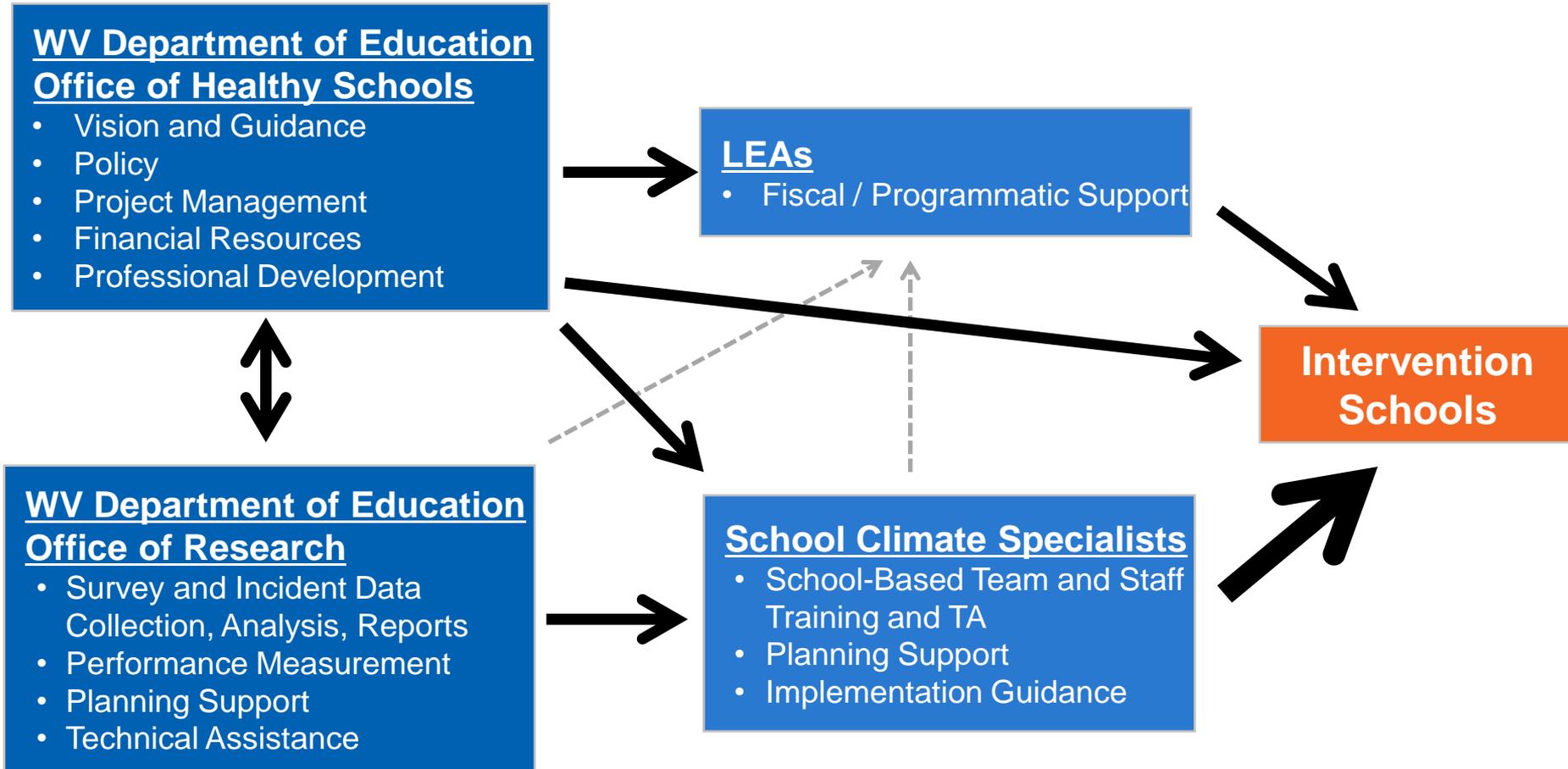


- **47 High Schools in 18 Districts**
 - 22 Intervention Schools
 - 25 Non-Intervention Schools in those Districts

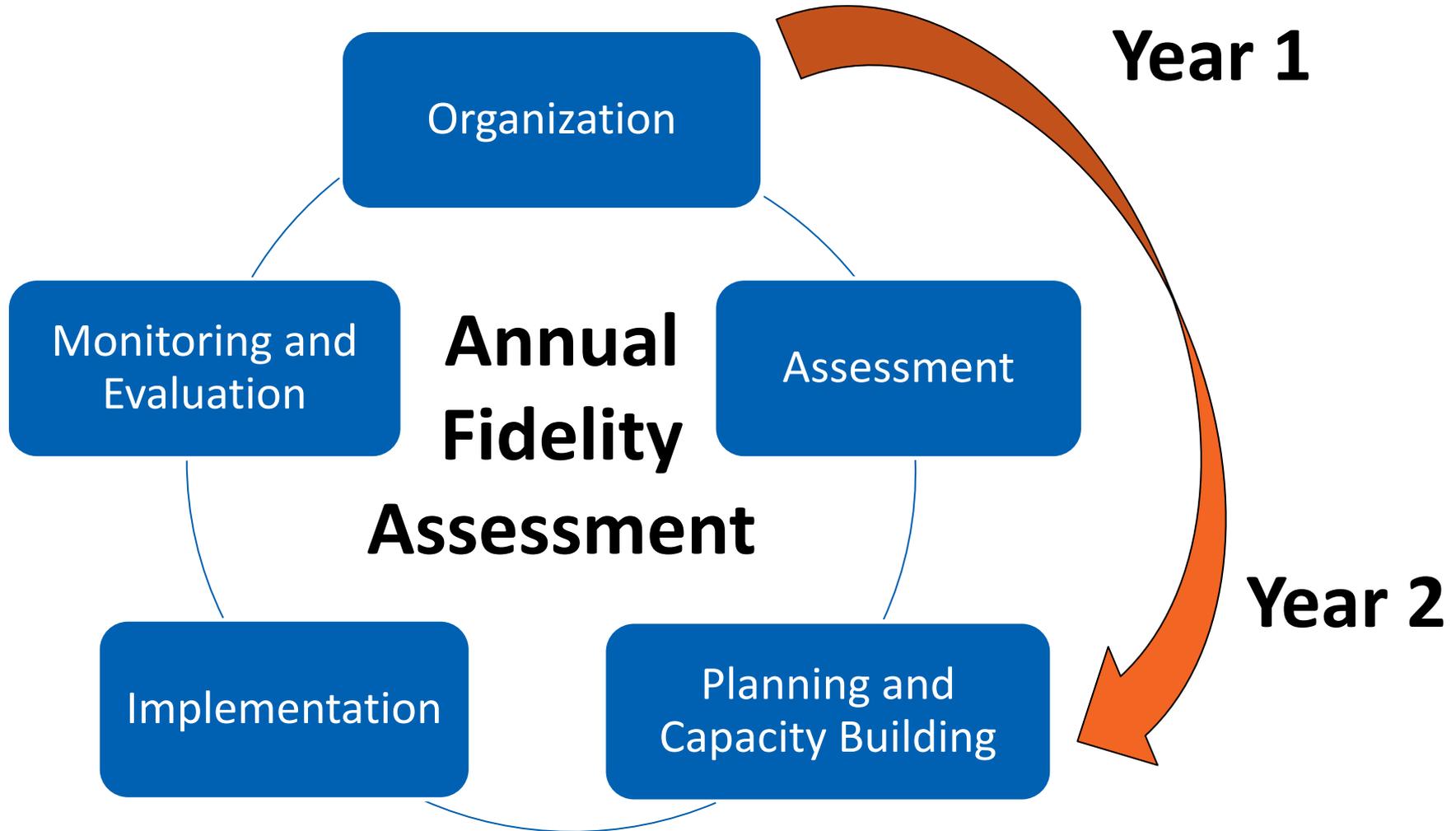
- **Intervention Schools**
 - Identified as “low performing” in 2010 SY
 - Sixteen are grade 9-12 schools
 - Enrollment: 200 to 1200 students
 - Low SES: 30% to 77%
 - Disabilities: 7% to 23%



Support Structure for Local Implementation



Strategic Steps of the WV Model for Positive School Climate





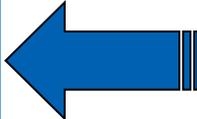
S3 Grant Award

~30%

School-Based Team Support
School Climate Specialists
Data Collection
Logistics

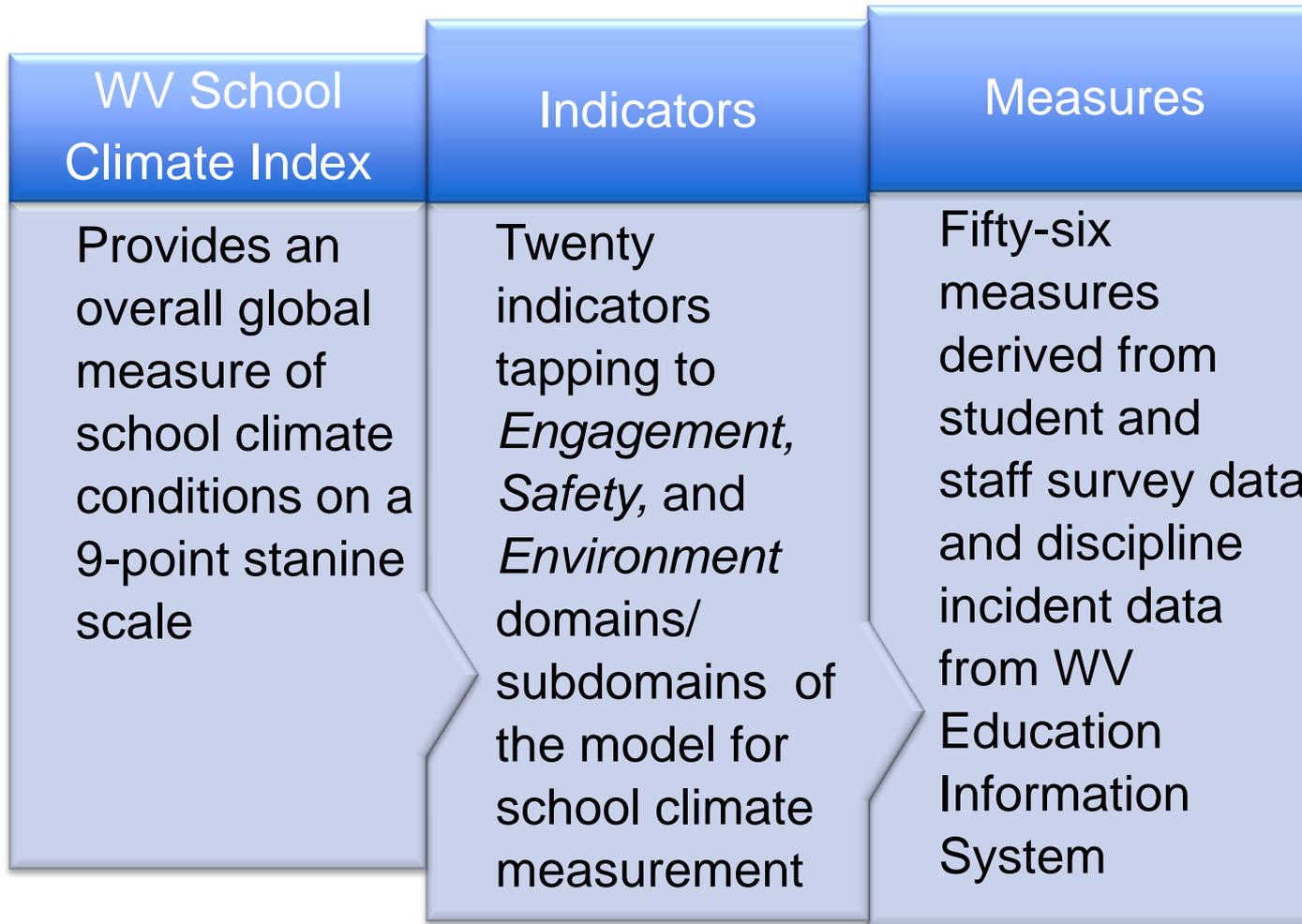
~70%

Interventions



- Must be approved by the State prior to expending funds
- Must conceptually link to data-determined needs
- Must demonstrate adequate supports are in place
- Vetted by School Climate Specialists

Data to Support Intervention Selection





Safe and Supportive Schools (S3) Intervention Plan



Intervention Information

Type/Name of Intervention *

(Examples: Rachel's Challenge, Positive Behavior Support, etc.)

Description of Intervention *

(Example: Dance as an incentive for Positive Behavior)



Environment - Disciplinary Environment

18. Disciple Problems Reported at School

a.) Percentage of students who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy

18.a) Current Level

18.a) Target Level

18. Disciple Problems Reported at School

b.) Percentage of students who agree or strongly agree that all students are treated fairly when they break school rules

18.b) Current Level

18.b) Target Level

18. Disciple Problems Reported at School

c.) Percentage of teachers who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy

18.c) Current Level

18.c) Target Level



Other Data

There may be other data that you want to use for your intervention. Please list them below along with the Current and Target levels if available.

Other related data that you may use for your intervention.

(Examples: HEAP, Educators Handbook data, Dropout, Attendance, Parent Surveys, etc.)

Measure Addressed

Example: Tardiness, etc

An Example



Intervention:		
Panther Prowl with Pride Positive Behavior Program		
Component:		
Through Panther Prowl with Pride Positive Behavior Program, students may purchase items using “currency” they have earned. As well, they may bid on items in an "auction" type setting at a holiday season event, and as such will have to calculate and budget what they can afford to spend when making purchases. Students also have to determine how to strategically bid on items in order to get the best deal in the auction.		
Indicator:		
Discipline Problems Reported at School		
Indicator Measure(s):	Current Rate	Target Rate
Percentage of students who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	27.9%	45%
Percentage of teachers who report insignificant or mild problems with disruptive student behavior or cutting classes/truancy	22.1%	30%
Percentage of students who agree or strongly agree that all students are treated fairly when they break school rules	25.1%	35%
Other Measures or Data to be Monitored:		
Attendance Discipline Referrals Disciplinary Actions		

Key Points Regarding WV S3 Efforts



1. Strategic steps of the WV Model for Positive School Climate provides an organizational framework for planning.
2. WV School Climate Index provides an assessment framework that ensures that data used in school-level planning is conceptually linked to research-based domains of school climate.
3. Internet-based intervention plan and vetting process:
 - ensures interventions are conceptually linked to the needs and capacities of the school
 - can serve as a tool to monitoring progress and evaluation outcomes



Webinar Take Aways

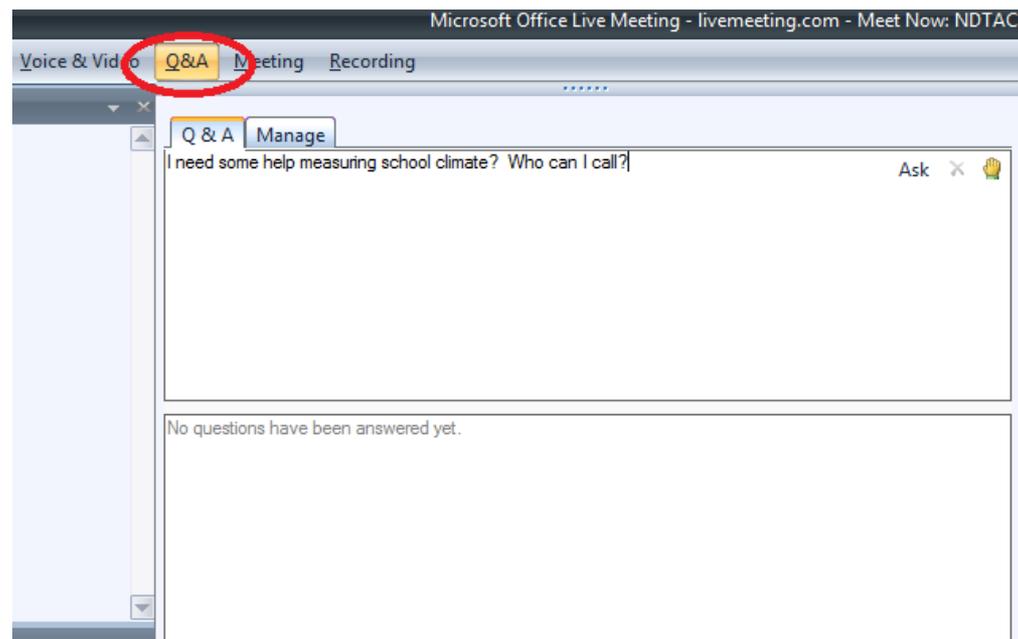


- Do not jump too soon from identifying a programmatic intervention to implementing it. It is essential to plan and develop systems to avoid false starts and wasted resources.
- Ensure there are systems of support at the district level for school building level implementation.
 - Data systems
 - Policies
 - Professional development
- Develop templates and checklists to help staff systematically implement and monitor progress.
- Capitalize on systems and resources that are already in place so long as efforts are aligned with the identified strengths and needs of your school and desired outcomes.

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.





1. Fixsen, D .L., Naoom, S. F., Blasé, K. A., Friedman, R. M., & Wallace, F. (2005) Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
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7. Irvin, L.K., Horner, R. H., Ingram, K., Todd, A.W., Sugai, G., Sampson, N., & Boland, J. (2006). Using office discipline referral data for decision-making about student behavior in elementary and middle schools: An empirical investigation of validity. *Journal of Positive Behavior Interventions*, 8(1), 10-23.
8. Bradshaw, C., Koth, C., Bevans, K., Jalongo, N., & Leaf, P. (in press) The impact of school-wide positive behavioral interventions and supports (PBIS) on the organizational health of elementary schools. *School Psychology Quarterly*.
9. George, H., & Kincaid, D. (in press). Building district-level capacity for positive behavior support. *Journal of Positive Behavior Interventions*
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11. Luiselli, J., Putnam, R. F., Handler, M.W., & Feinberg, A.B. (2005). Whole-school positive behaviour support: Effects on student discipline problems and academic performance. *Educational Psychology* 25(2-3), 183-198
12. Sprague, J., & Biglan, A., et al (in progress). A randomized control trial of SWPBS with middle schools.



- **Enhancing Peer-to-Peer Relationships to Strengthen School Climate**

March 28, 2012 4:00 pm – 5:30 pm ET

March 29, 2012 11:00 am – 12:30 pm ET

- The FY11 schedule of Safe and Supportive Schools TA Center Webinars will be posted as soon as it is available. Upcoming topics will include:

- Implementing New Programs: The Impact of Existing Context
- Evaluating the Effectiveness of Program Implementation
- Communicating the impact of Program Implementation
- Preventing Bullying Via School Climate Improvement
- 21st Century Discipline: Finding the Balance
- Promoting Positive Behavior to Prevent Bullying
- School Climate Improvement and Turn-Around Schools