



Can we **align** or **integrate** our initiatives to make them more, feasible, effective, and durable?

What are we talking about when we talk about **alignment**?

- Parallel play

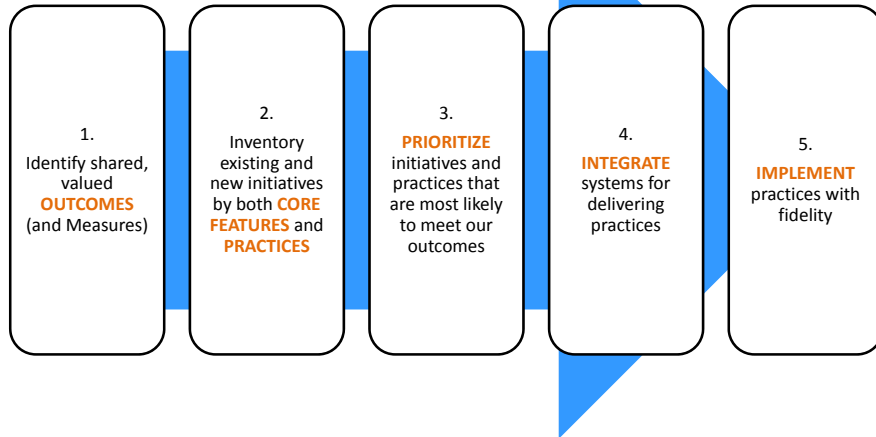


What are we talking about when we talk about **integration**?

- Parallel play
- Full integration



Steps for Aligning and Integrating Initiatives



Why start with outcomes?

Because outcomes are the WHY.

Addressing Three Valued Outcomes with One Initiative

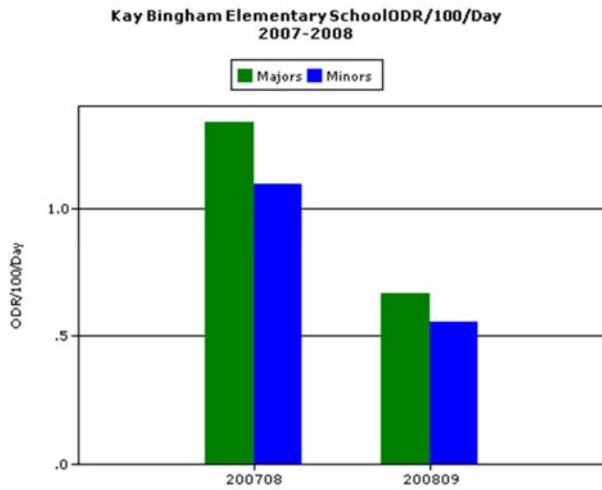
Kelm, J. L., McIntosh, K., & Cooley, S. (2014). Effects of implementing school-wide positive behaviour support on social and academic outcomes. *Canadian Journal of School Psychology, 29*, 195-212.



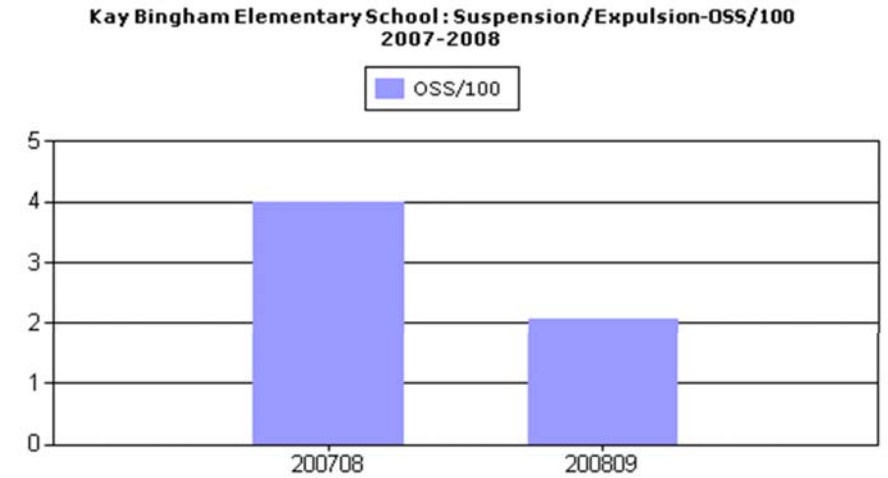
Background

- School district in British Columbia with three district plan goals:
 1. Increase academic achievement
 2. Improve school safety
 3. Decrease bullying
- District invested in one initiative (PBIS), with commitment to supporting school fidelity of implementation

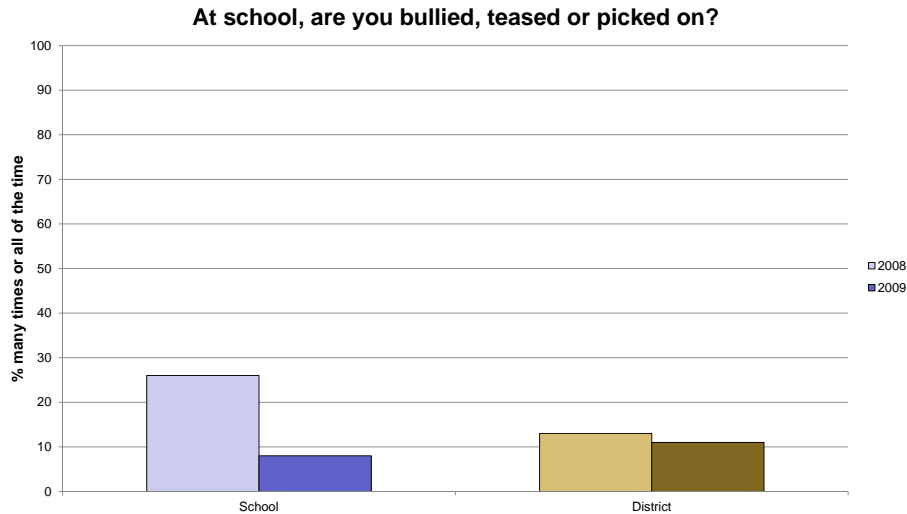
Office Discipline Referrals



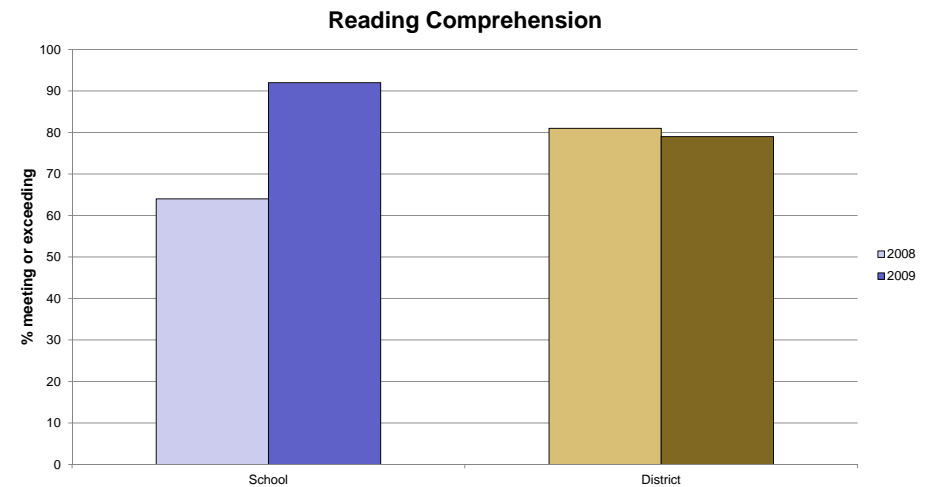
Out of School Suspensions



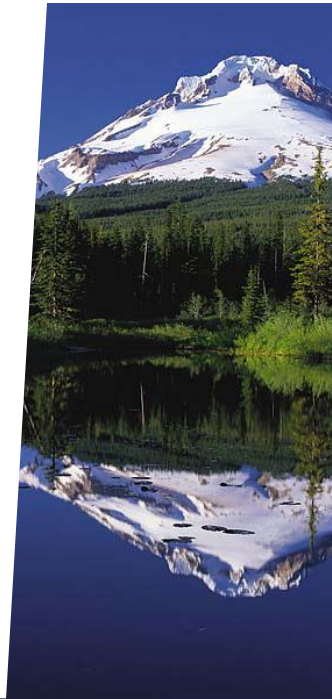
School Climate Survey: Grade 4



Achievement Test: Grade 4

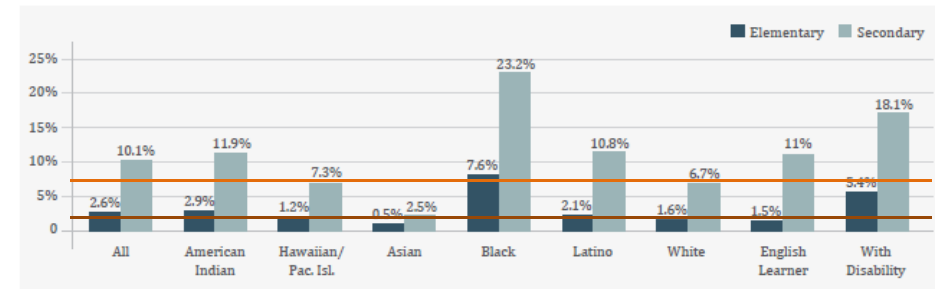


Integrating Initiatives to Maximize Outcomes



Disproportionality in School Discipline (Losen et al., 2015)

Figure 1. Elementary and Secondary Out-of-school Suspension Rates by Subgroup, 2011-12



<http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>

A 5-point Intervention to Enhance Equity in School Discipline



Disproportionality represents one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for those with disabilities), are at significantly increased risk for exposure to exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Losen & Gillespie, 2012; Shaw & Braden, 1990). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Nolte-meyer & McCoughlin, 2010). Given the well-documented negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for all students.

Components of Effective Intervention to Prevent and Reduce Disproportionality
The existing research is clear that no single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary at all schools. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

1. Use Effective Instruction to Reduce the Achievement Gap

Because of the well-documented relation between academic achievement and problem behavior (McIntosh, Sadler, & ...)

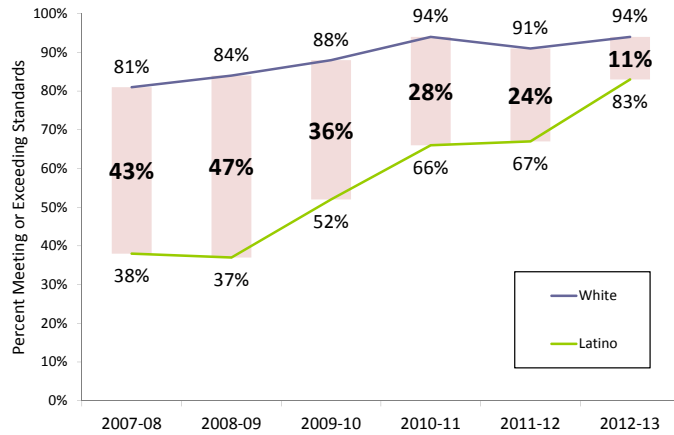
<http://www.pbis.org/school/equity-pbis>

5-point Intervention to Enhance Equity in School Discipline

1. Use engaging academic instruction to reduce the support (achievement) gap
2. Implement a behavior framework that is preventive, multi-tiered, and culturally responsive
3. Collect, use, and report disaggregated student discipline data
4. Develop policies with accountability for disciplinary equity
5. Teach neutralizing routines for vulnerable decision points

<http://www.pbis.org/school/equity-pbis>

Integrated MTSS and the Achievement Gap



Tigard-Tualatin School District (Chaparro, Helton, & Sadler, in press)

Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative:	Initiative:	Initiative:
	OUTCOMES (Measures)		
Student Outcomes			
Other Outcomes			
PRACTICES			
SYSTEMS			
Teaming			
Training			
Coaching/Support			
DATA			
Fidelity of Implementation			
Impact			

Activity: Outcomes



- Start by identifying 2 or 3 separate initiatives in your district or school

Alignment of Core Features across Initiatives Worksheet

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Activity: Outcomes

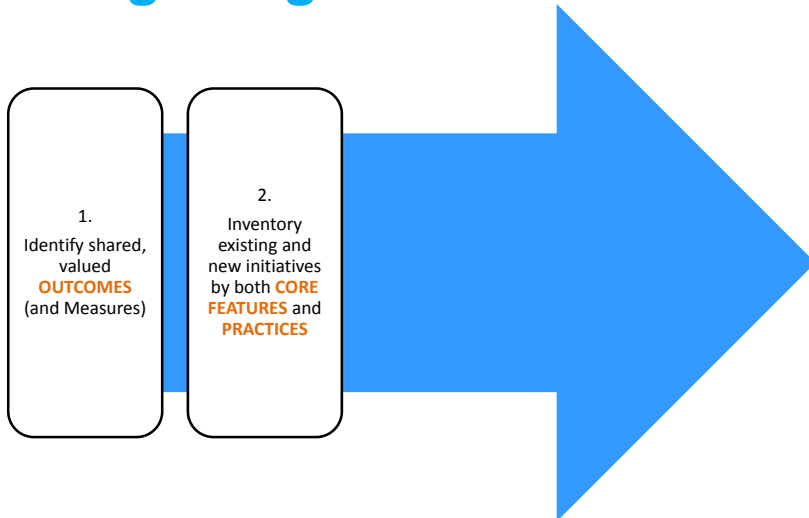


- Start by identifying 2 or 3 separate initiatives in your district or school
- For each initiative:
 1. What are the key outcomes?
 2. What are the measures to assess these outcomes?
 3. Which of these are shared/could be shared in an integrated plan?

Alignment of Core Features across Initiatives Worksheet

Core Features of Effective Schools	Initiative: SEL	Initiative: PBIS	Initiative:
	OUTCOMES (Measures)		
Student Outcomes	<i>Improved school climate (school climate survey)</i>	<i>Improved school climate (school climate survey)</i>	
Other Outcomes	<i>Reduced staff burnout (staff turnover)</i>	<i>Reduced problem behavior (ODRs and suspensions)</i> <i>Reduced staff burnout (staff turnover)</i>	

Steps for Aligning and Integrating Initiatives



Focus on Core Features to Align Practices

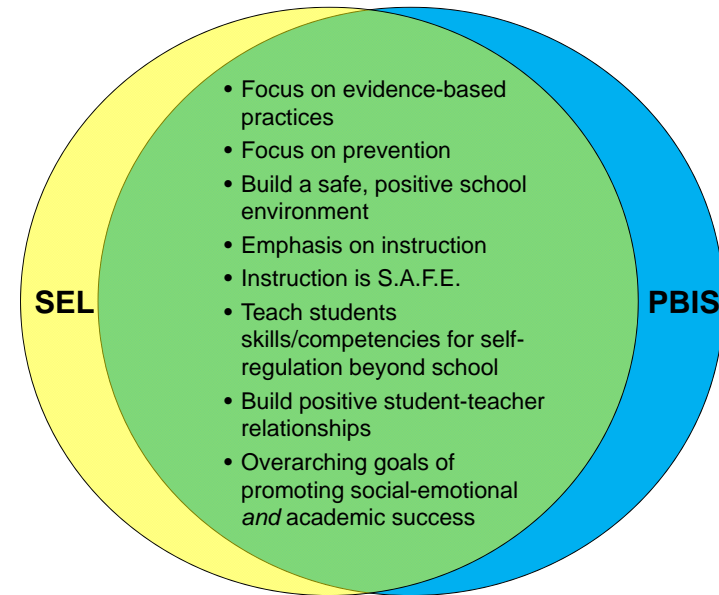
- What are the core features of effective social and emotional systems in schools?
 - Build a safe, predictable environment
 - Explicitly teach students skills for life
 - Provide positive feedback
 - Provide corrective feedback
 - Build positive relationships with students
 - Build positive relationships with families

What is the difference between **core features** and **practices**?

Practices are the **WHAT**.

Core Features are the **HOW**.

Shared **Core Features** across Initiatives



“SAFE” SEL Programs (Durlak et al., 2011)

■ SEL programs that are SAFE

- **Sequenced** step-by-step training
- **Active** learning
- **Focused** on skill development
- **Explicit** learning goals

...are more effective in improving social-emotional and academic outcomes

Principles of effective behavioral instruction

1. Focus on big ideas
2. Conspicuous strategies
3. Mediated scaffolding
4. Strategic integration
5. Primed background knowledge
6. Judicious review

Integrating PBIS and SEL

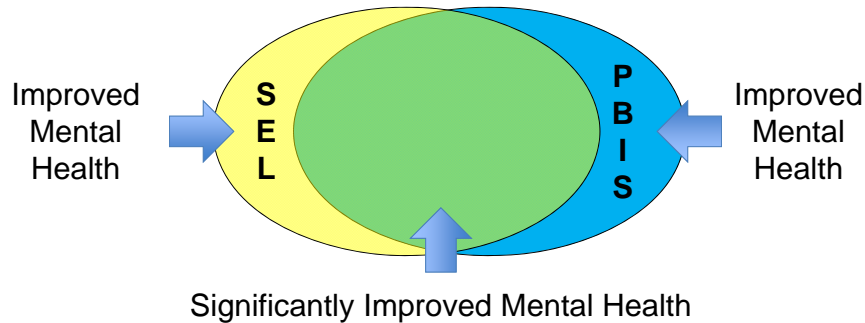
(Cook et al., 2015)

An Integrated Approach to Universal Prevention: Independent and Combined Effects of PBIS and SEL on Youths' Mental Health

Clayton R. Cook, Megan Frye,
Tal Slemrod, and Aaron R. Lyon
University of Washington, Seattle

Tyler L. Renshaw
Louisiana State University

Yanchen Zhang
University of Washington, Seattle



Activity: Practices



- For each of your initiatives:
 1. What are the common practices?
 2. For these practices:
 - What are the common core features (left side)?
 3. Which practices fill needed gaps?
 4. Which practices are synergistic?
 5. Which practices are duplicated?

Alignment of Core Features across Initiatives Worksheet

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OUTCOMES (Measures)			
Student Outcomes			
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PRACTICES			

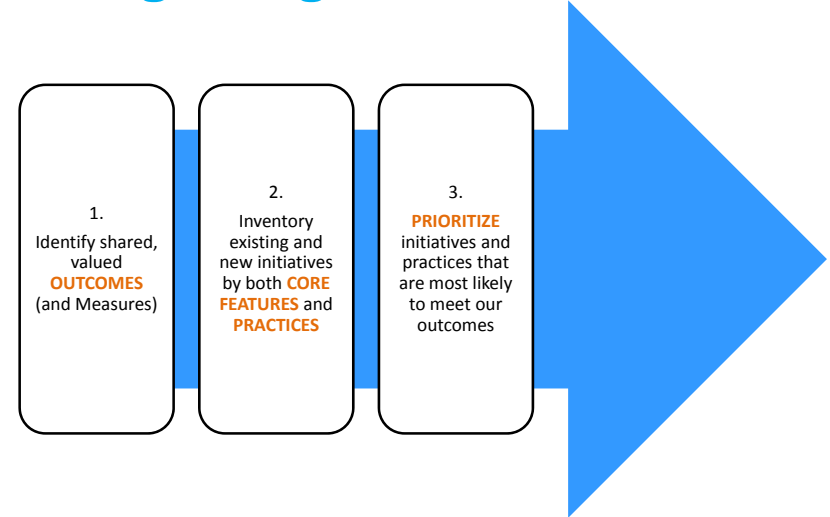
Activity: Practices



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	PRACTICES	
Build a safe, predictable environment	Morning circles	Define 3-5 positively stated school-wide expectations
Explicitly teach social and emotional skills	Mind UP lessons	Teach and practice school expectations and class routines
Acknowledge prosocial behavior	Increase use of descriptive feedback	Increase staff use of praise and formal acknowledgement systems
Instructional responses to unwanted behavior		Reteach and practice expected behavior
Provide continuum of support for students	Additional doses of Mind UP	CICO, Function-based support
Bullying prevention	Steps to Respect?	BP-PBIS lessons?
Family engagement	School-home journal	

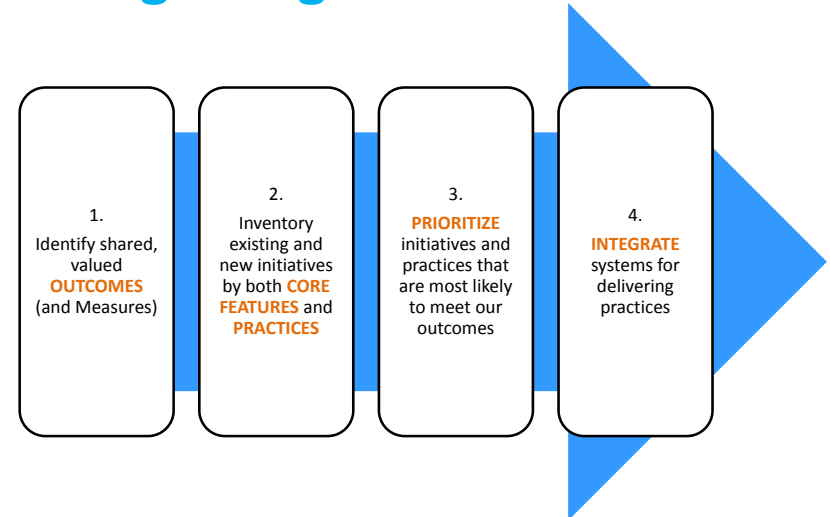
Steps for Aligning and Integrating Initiatives



Prioritizing Practices

- Focus on doing a few things well instead of many things poorly
- Consider what practices are most:
 - **Effective** (evidence-based)
 - **Feasible** (doable)
 - **Flexible** (can be adapted to context)

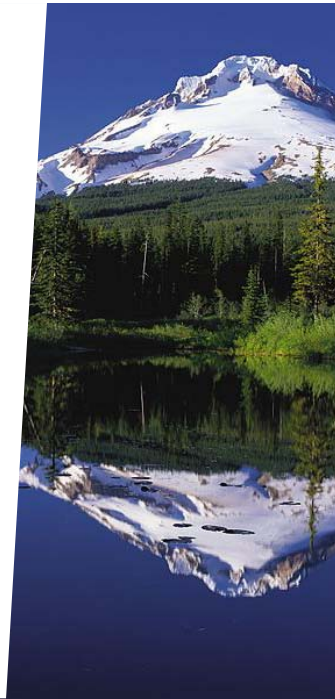
Steps for Aligning and Integrating Initiatives





Integration Activity

Team Audit



Working Smarter Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID/ etc
	<ol style="list-style-type: none"> 1. Eliminate all initiatives that do NOT have a defined purpose and outcome measure 2. Combine initiatives that have the same outcome measure and same target group 3. Combine initiatives that have 75% of the same staff 4. Eliminate initiatives that are not tied to School Improvement Goals 				

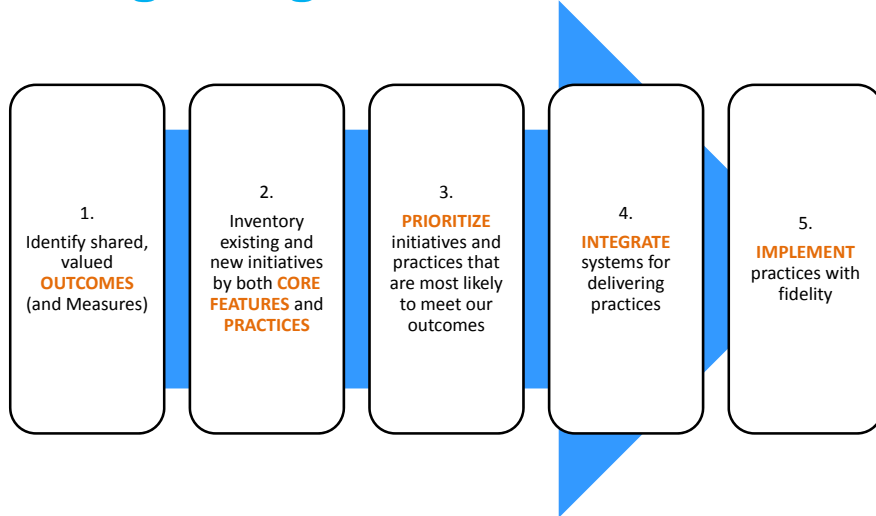
Sample Team Matrix

Initiative, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP/SID
Attendance Committee	Increase attendance	Increase % of students attending daily	All students	Eric, Ellen, Marlee	Goal #2
SEL Team	Improve SE competency	Improve school climate survey responses	All students	Marlee, J.S., Ellen	Goal #3
Safety Committee	Improve safety	Predictable response to threat/crisis	All students	Has not met	Goal #3
School Spirit Committee	Enhance school spirit	Improve morale	All students	Has not met	
Equity Committee	Improve school climate for all	Decrease discipline disproportionality	All students	Ellen, Eric, Marlee, Otis	Goal #3
DARE Committee	Prevent drug use		All students	Don	
PBIS Team	Improve school climate	Decrease ODRs, increase attendance, improve grades, improve school climate survey responses	All students	Eric, Ellen, Marlee, Otis, Emma	Goal #2 Goal #3



	SYSTEMS	
Teaming	<i>SRLE Team</i>	<i>SRLE Team</i>
Training	<i>SEL Trainer</i>	<i>NV PBIS TA Center</i>
Coaching/Support	<i>AWARE-PBIS Coach</i>	<i>AWARE-PBIS Coach</i>

Steps for Aligning and Integrating Initiatives



Common perception



TRAINING ~~=~~ IMPLEMENTATION

What is...

fidelity of implementation?

- The extent to which the critical features of the practice (e.g., PBS) are implemented as intended

Why assess it?

- Helps us improve outcomes for students
- Helps team target next steps and areas for improvement



Positive Behavioral Interventions and Supports Implementation Blueprint:

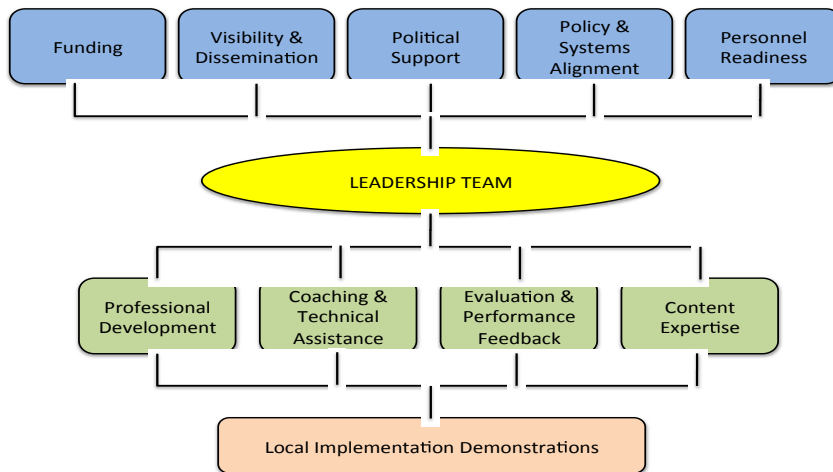
Part 1 – Foundations and Supporting Information

Part 2 – Self-Assessment & Action Planning



Technical Assistance Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
Version 18 October 2015

Implementation Drivers



www.pbis.org

The screenshot shows the PBIS website homepage. At the top, there is a navigation menu with icons for SCHOOL, FAMILY, COMMUNITY, EVALUATION, RESEARCH, and TRAINING. The 'EVALUATION' icon is circled in blue. Below the navigation is a large image of two children looking at a globe. To the left of the image is a text block describing the Technical Assistance Center on Positive Behavioral Interventions and Supports. Below the image is a section titled 'current topics' with three sub-sections: 'upcoming events', 'presentations', and 'pbis blueprints'. The 'pbis blueprints' section is circled in blue and contains the text: 'Blueprints for implementation, professional development, and evaluation of PBIS.'



Contact Information

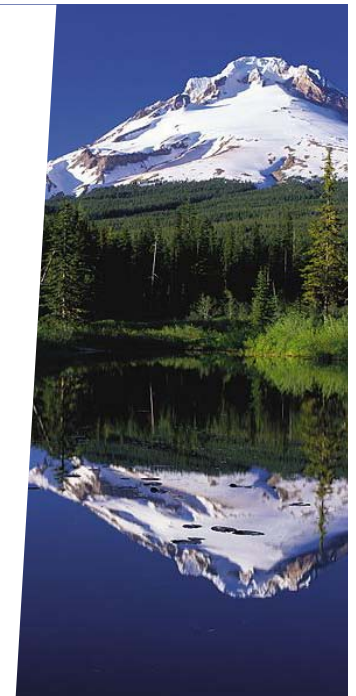
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Handouts: <http://kentmcintosh.wordpress.com>



Team Action Planning



Inspire, Innovate, Integrate!



- Complete the following steps with your team (including your youth members):

 1. Share what each of you learned from your strands

Individual Team Member Note-Taking Worksheet

Team Member Name:

Action Plan Priority Area:

Breakout Session Number & Title:		Take Back Points: Share This Information With:
Supporting Research:	Operationally define the presentation topic/intervention?	Ideas to Incorporate Within my School(s):
Essential Features:		
Key Points to Presentation:		Key Points of Session:

Inspire, Innovate, Integrate!



- Complete the following steps with your team (including your youth members):

 1. Share what each of you learned from your strands
 2. What are the three things that you think would make the most impact on your school's systems?
 3. Create an action plan:
Consider **WHO** will do **WHAT** by **WHEN**

Action Plan

Action Planning Form

Activity	Who is Responsible	Target Start Date	Target Completion Date	How will we know if it's working?
What to we need to know?		How will we find out?		

Inspire, Innovate, *Integrate!*



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