



COLORADO

Department of Education

District Infrastructure to Support School-level Implementation of MTSS

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Objectives



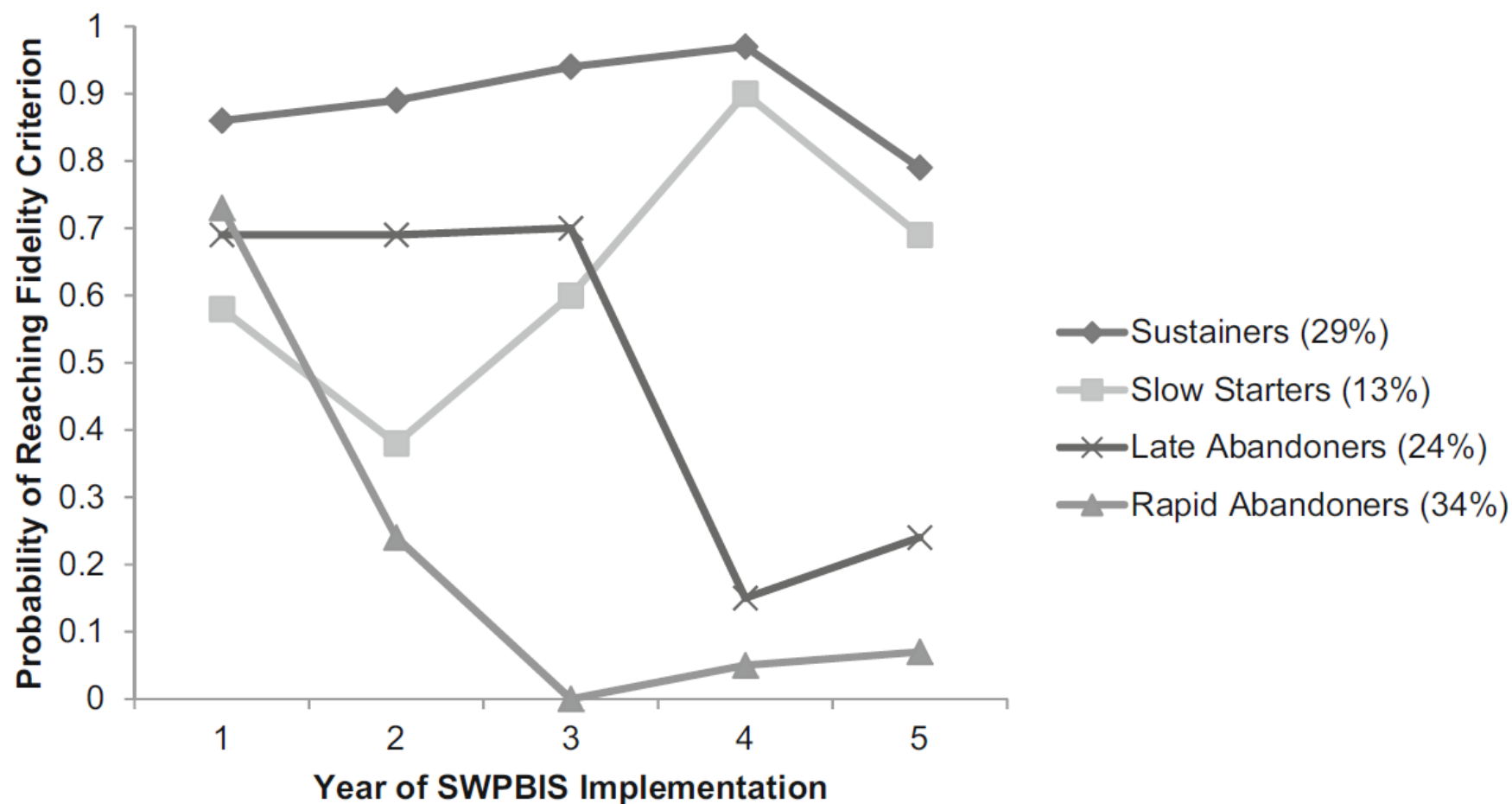
- We will introduce and provide examples of the multiple interacting pieces of district infrastructure necessary for sustained support of school-level MTSS.
- Participants will define possible (or current) training, coaching, and data use related to a priority.

What is school-level MTSS?

MTSS is a “whole-school, data-driven, prevention based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems” (CDE, 2015)



Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework





[Prevention Science](#)

November 2016, Volume 17, [Issue 8](#), pp 992–1001 | [Cite as](#)

Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework

Middle and high schools were *more* likely to abandon PBIS implementation compared to elementary schools.





[Prevention Science](#)

..... November 2016, Volume 17, [Issue 8](#), pp 992–1001 | [Cite as](#)

Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework

Larger schools were
less likely to
abandon PBIS
implementation than
smaller schools.





[Prevention Science](#)

November 2016, Volume 17, [Issue 8](#), pp 992–1001 | [Cite as](#)

Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework

Schools in districts with more schools already implementing PBIS were *less* likely to abandon PBIS.





[Prevention Science](#)

November 2016, Volume 17, [Issue 8](#), pp 992–1001 | [Cite as](#)

Identifying and Predicting Distinct Patterns of Implementation in a School-Wide Behavior Support Framework

Schools starting within a larger initial district cohort were *less* likely abandon PBIS.



Factors Related to Sustained Implementation of Schoolwide Positive Behavior Support

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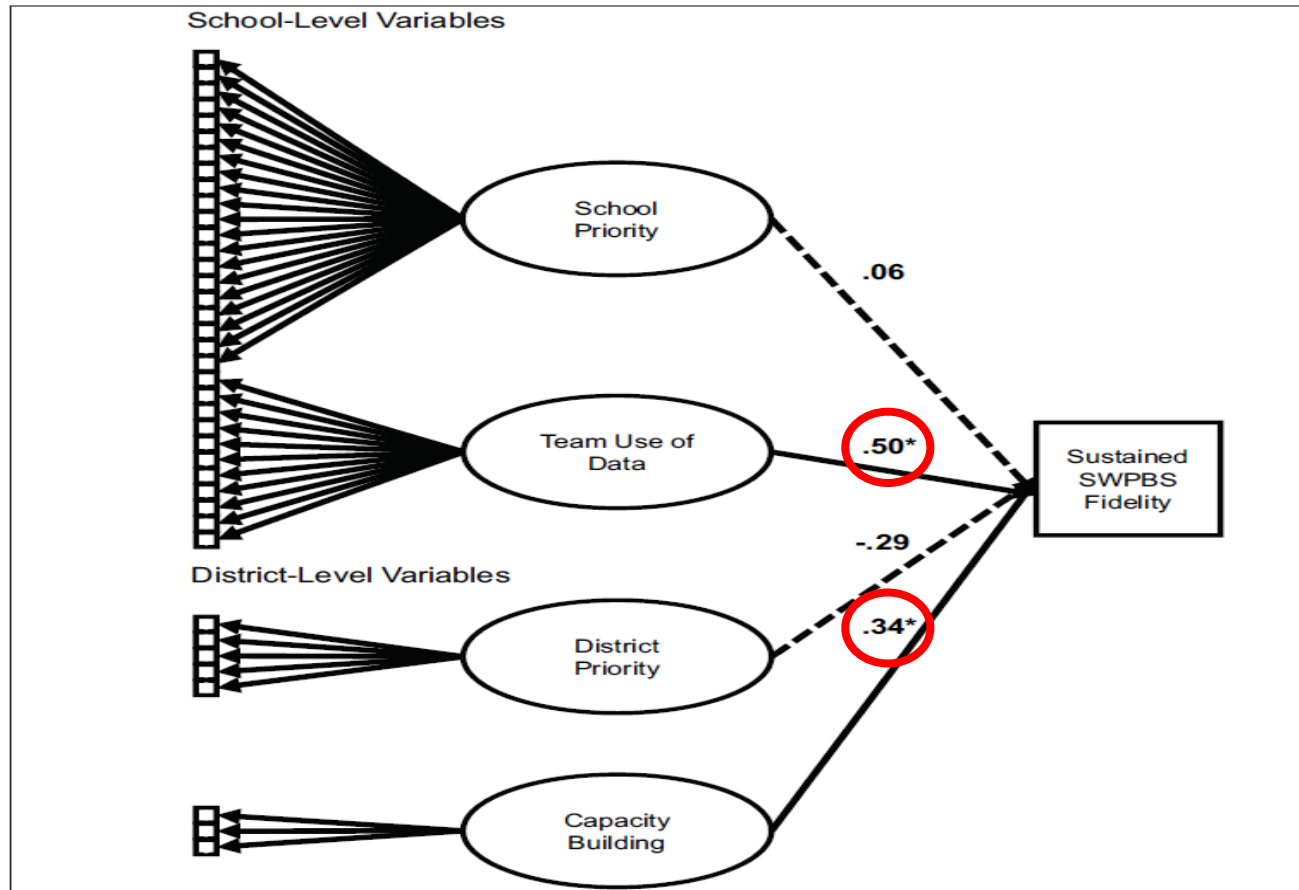
The school team has regular access to district SWPBS expertise (e.g., external/district coaches or consultants)

School teams and new personnel are provided with professional development in SWPBS at least yearly

The school team is connected to a “community of practice” (e.g., network of other SWPBS schools in district, local/regional conferences)

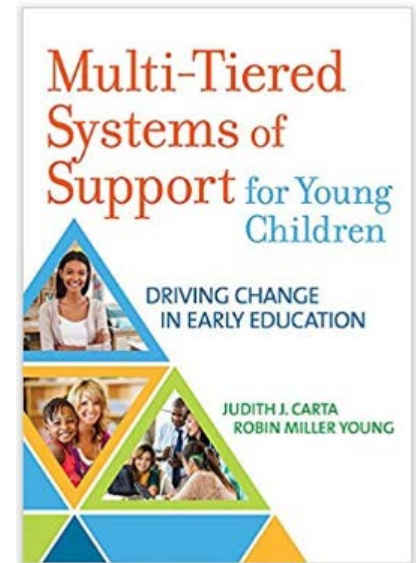
FIGURE 1

Model Predicting Sustained Implementation of SWPBS



“The goal of MTSS is to organize the resources available in a system or program to meet the needs of all students”

-Judith J. Carta



The MLT...

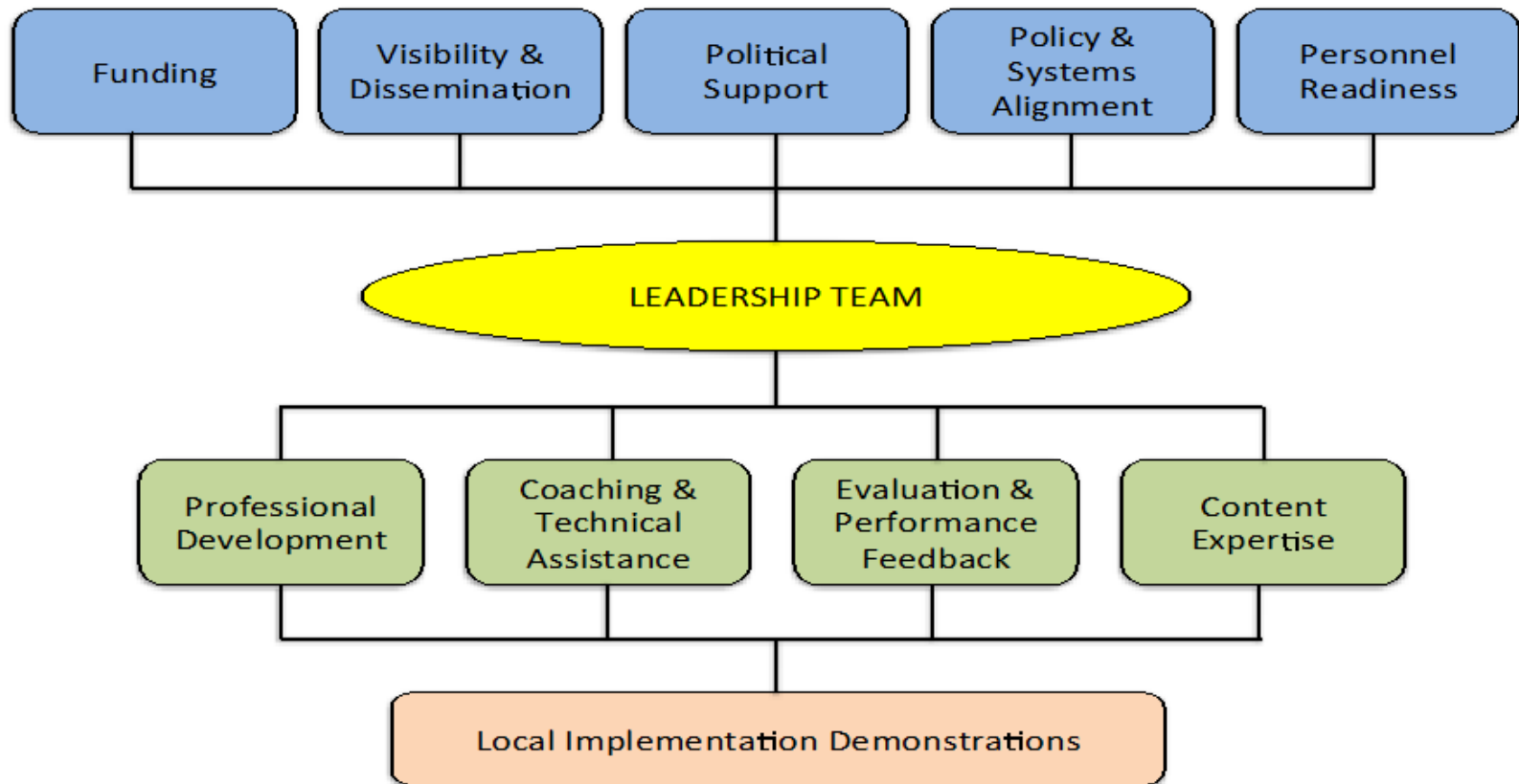
The MLT coordinates training, education, and technical assistance on high quality, prevention-based, layered supports of evidence based practices for instruction, intervention, and assessment.



**So that the BLT can...
train and coach every stakeholder on the adoption and
implementation of evidence-based practice , and direct
the implementation Universal (Tier 1),Targeted (Tier 2),
and Intensive (Tier 3) supports in both academic and
behavioral domains.**



What does the district do to support school-level implementation?



It is important to note, Implementation Teams are NOT advisory groups or committees or representatives. They are not groups who provide periodic input (e.g., occasional meetings for decision-making or discussion). Implementation Teams are actively involved on a daily basis with implementation efforts devoted to assuring the full and effective uses of effective innovations.

LEADERSHIP TEAM



Effective Teaming:

- **Teaming Structures** are aligned, high-functioning, efficient, focus on integrated domains (i.e., academics & behavior).
- Collaboration is purposeful.
- Communication plans (with feedback loops) exist.
- **Implementation Team:** *Has knowledge, skill, and decision-making authority.*



Policy & Systems Alignment

Initiative Inventory Tools:

CDE's Tool: <https://www.cde.state.co.us/ols-initiative-inventory>

PBIS National Center Tool:
<https://www.pbis.org/training/technical-guide>

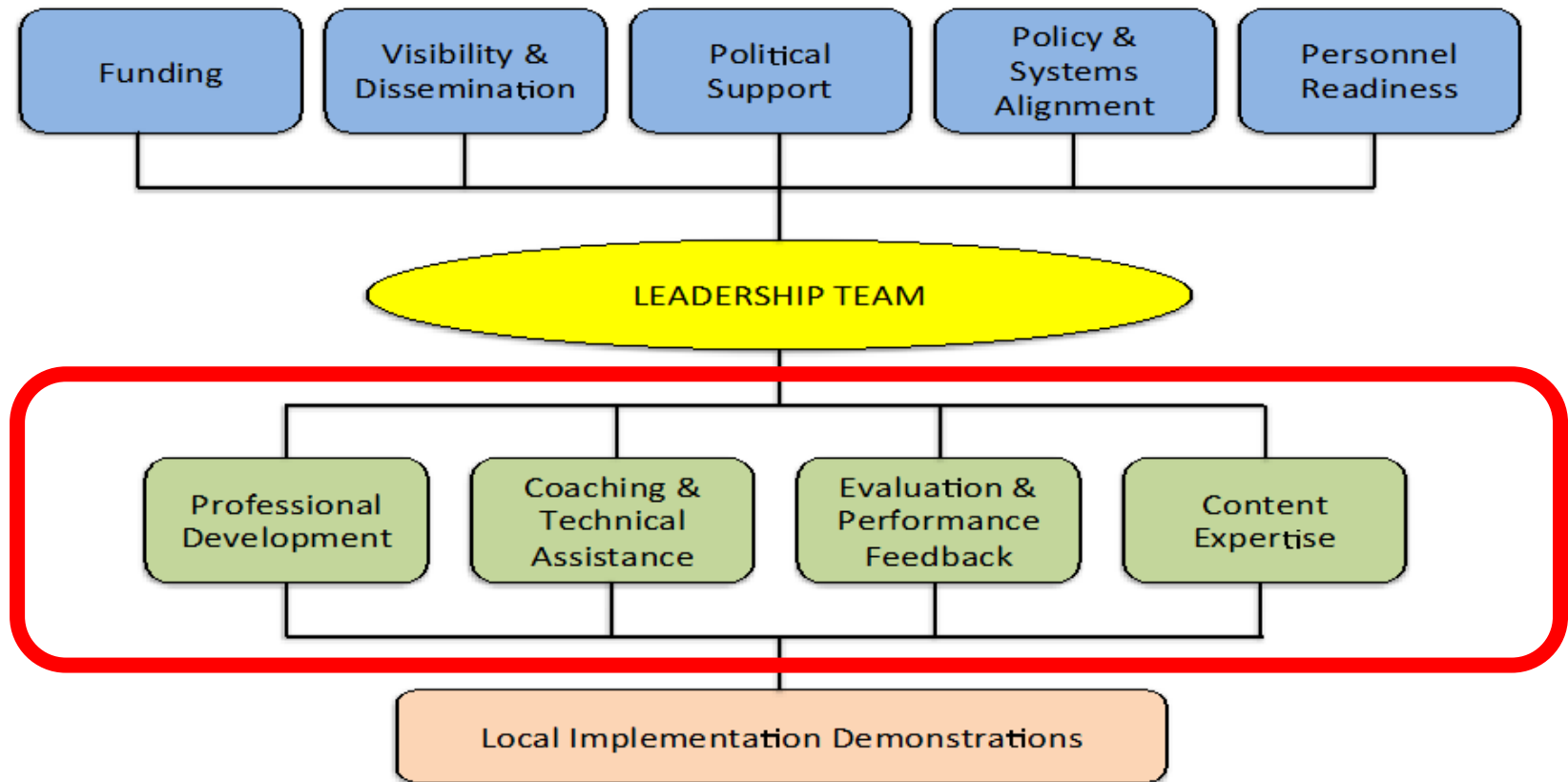
National Implementation Research Network's
Tool (adapted from MiBLSi):
<https://nirn.fpg.unc.edu/resources/initiative-inventory>



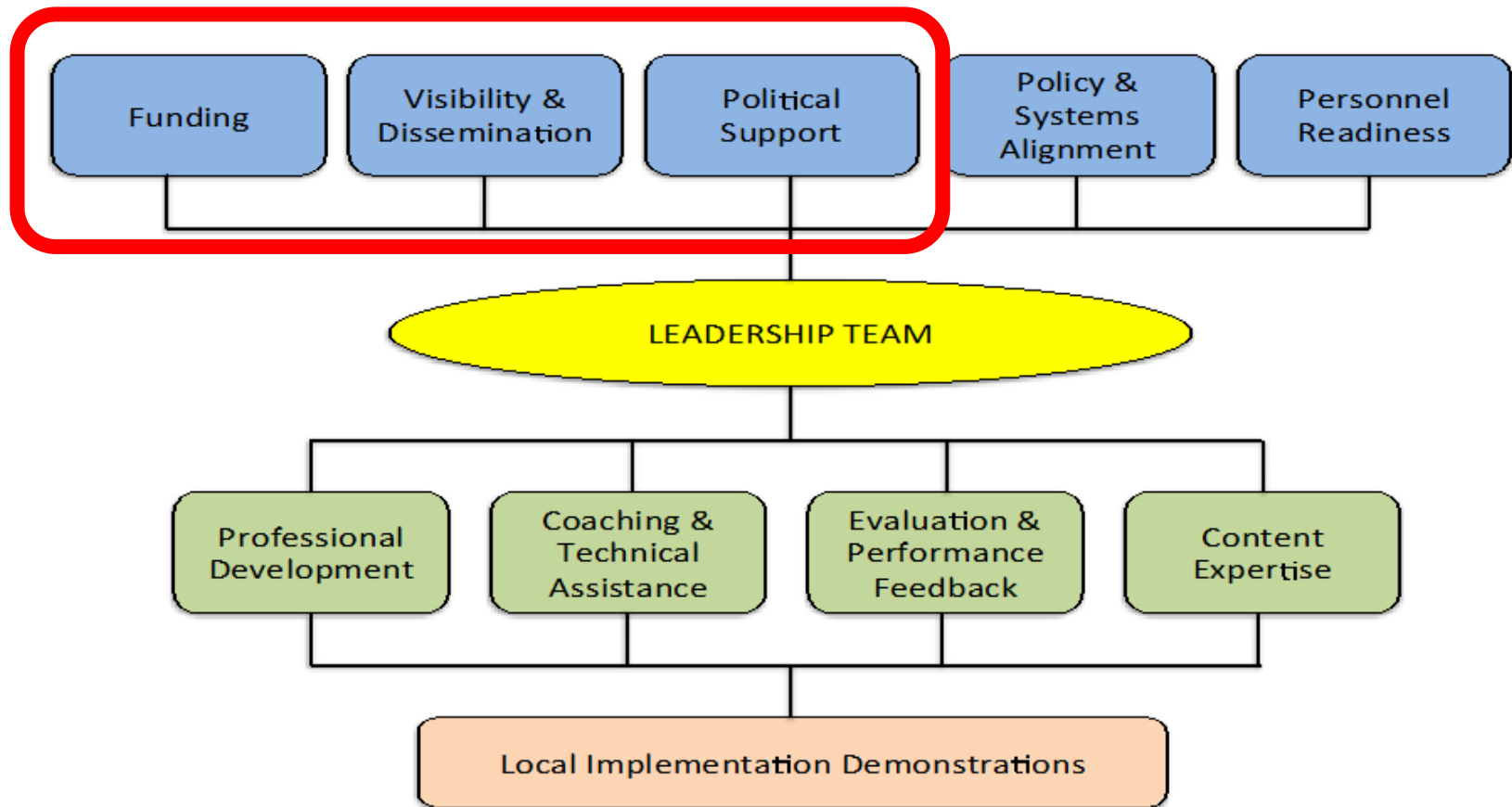
Name of Initiative	What personnel are involved in the implementation of this initiative?	What training and education is delivered for this initiative?	What technical assistance is delivered for this initiative?
Colorado Multi-Tiered System of Supports (SPDG)	Office of Learning Supports	<ol style="list-style-type: none"> Quarterly PD delivered to SLT Monthly regional PD 	<ol style="list-style-type: none"> Each MLT will receive an Implementation Consultant (IC) for

Who are the customers of the education, training, and TA?	What tool(s) are used to measure the implementation of this initiative?	What tool(s) are used to measure the outcomes of this initiative?	What are the expected outcomes of this initiative?
<ol style="list-style-type: none"> CO-MTSS State Leadership Team 	<ol style="list-style-type: none"> SLT meeting logs MLT meeting logs 	<ol style="list-style-type: none"> SLT Infrastructure Assessment 	<ol style="list-style-type: none"> Improved State Leadership Team

What does the district do to support school-level implementation?

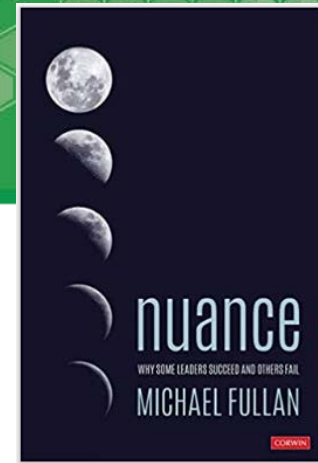


What does the district do to support school-level implementation?

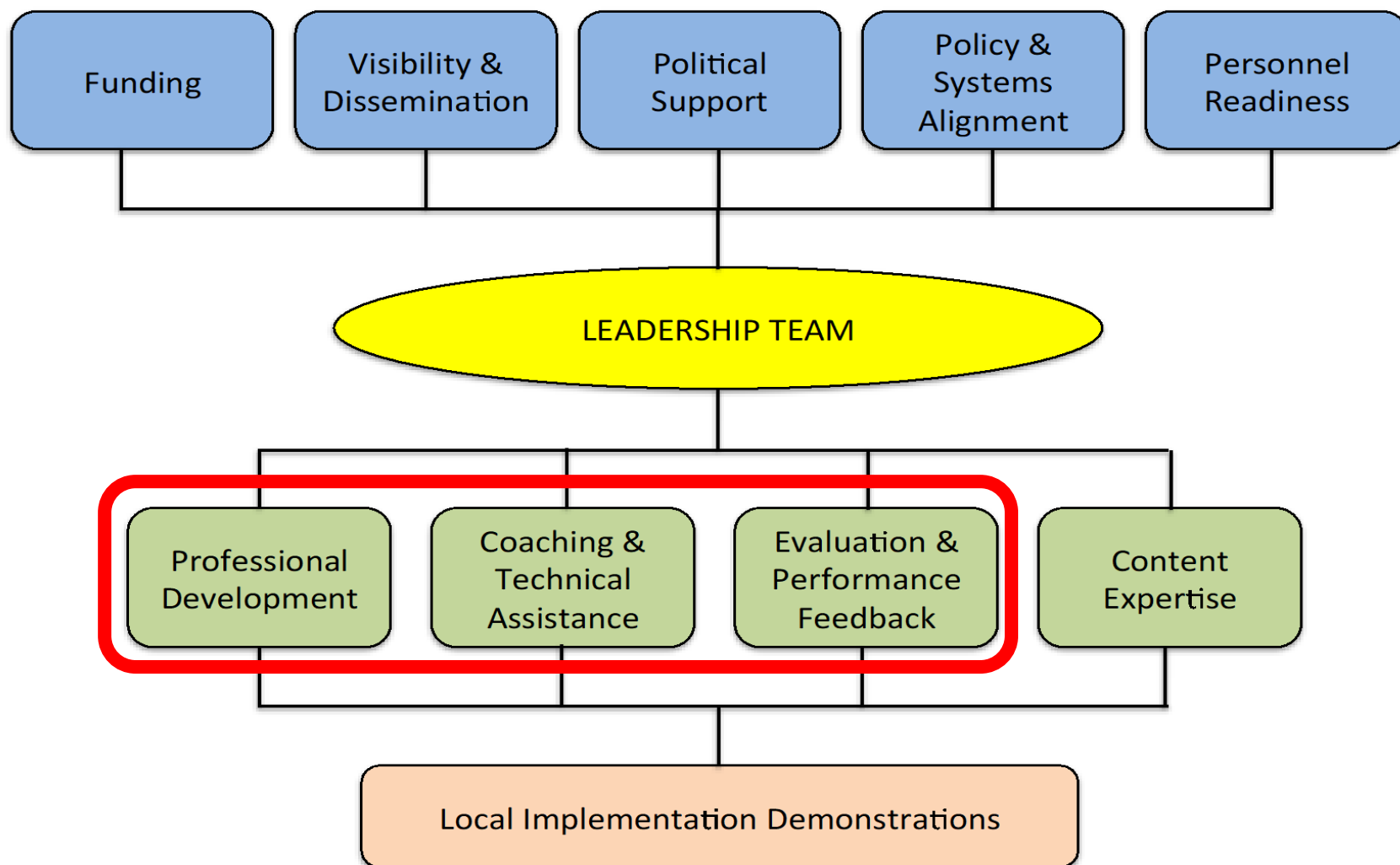


Reflecting on Teaming...

“A key dimension of nuance is to be able to see the big picture—the system—while at the same time being able to understand the details and their connections and hidden patterns operating within the system itself. Such leaders comprehend and influence the dynamics of such change in the service of measurable improvements.”



- *What are the big picture (priority/focus) things you want to change?*
- *What details do you need to better understand in order to get there?*



Example: District Infrastructure

What/when is the initial and ongoing training for the priority?

Professional Development

3-day Training
(2 days in Sept,
1 in Feb); SWIS
training in late fall

Who will provide follow up support and coaching to ensure training on the priority transfers to practice?

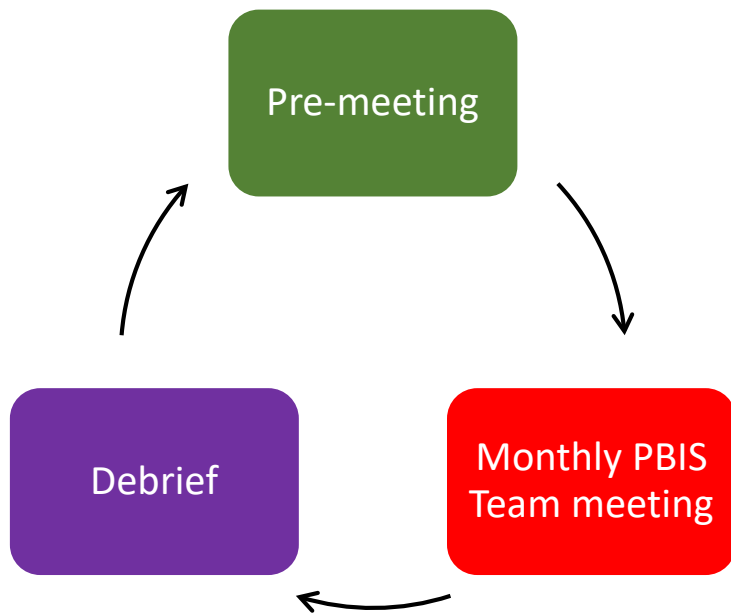
Coaching and
Technical
Assistance

2 district coaches

What data will be used to check fidelity of implementation and impact (outcomes)?

Evaluation &
Performance
Feedback

TFI, SAS
Referrals (SWIS)

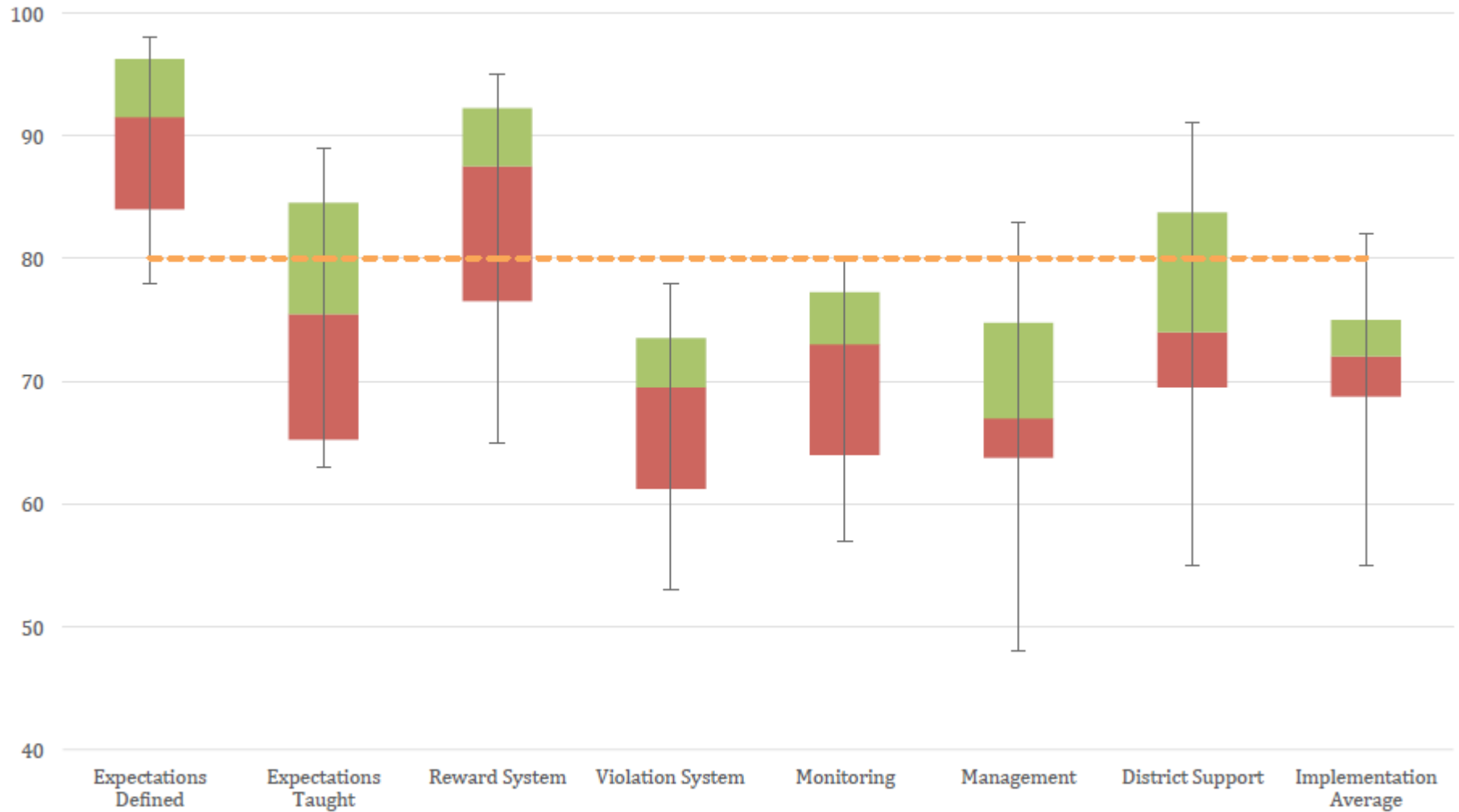


Two-hour blocks throughout year dedicated to PBIS

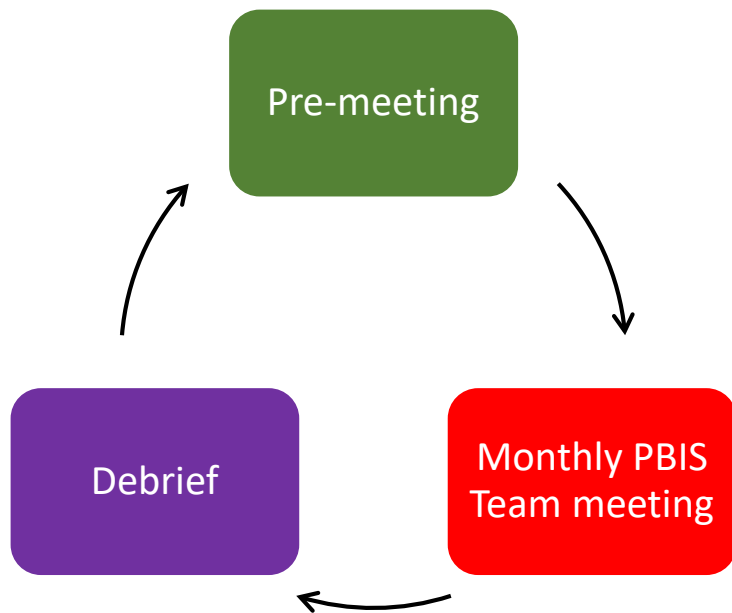
Fall	Winter	Spring
<i>Training staff on SWIS and referral forms (SWIS training for identified team)</i>		

Based on implementation/fidelity results, what adjustments to support were needed during the year?

SAS Subscale Scores Across Schools
(Implementation Scores as of 12/8/18)



**Self-Assessment Survey results after initial two-day training.
Where would you focus content for Winter PLC and third
training day?**

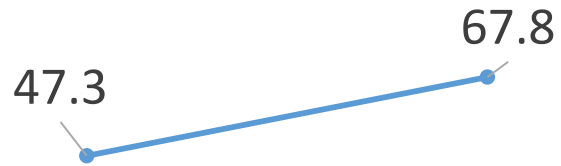


Two-hour blocks throughout year dedicated to PBIS

Fall	Winter	Spring
<i>Training staff on SWIS and referral forms (SWIS training for identified team)</i>	<i>*based on SAS data Lessons plans, teaching of expectations.</i>	

*TFI scores: Tier 1 Scale
(baseline to post)*

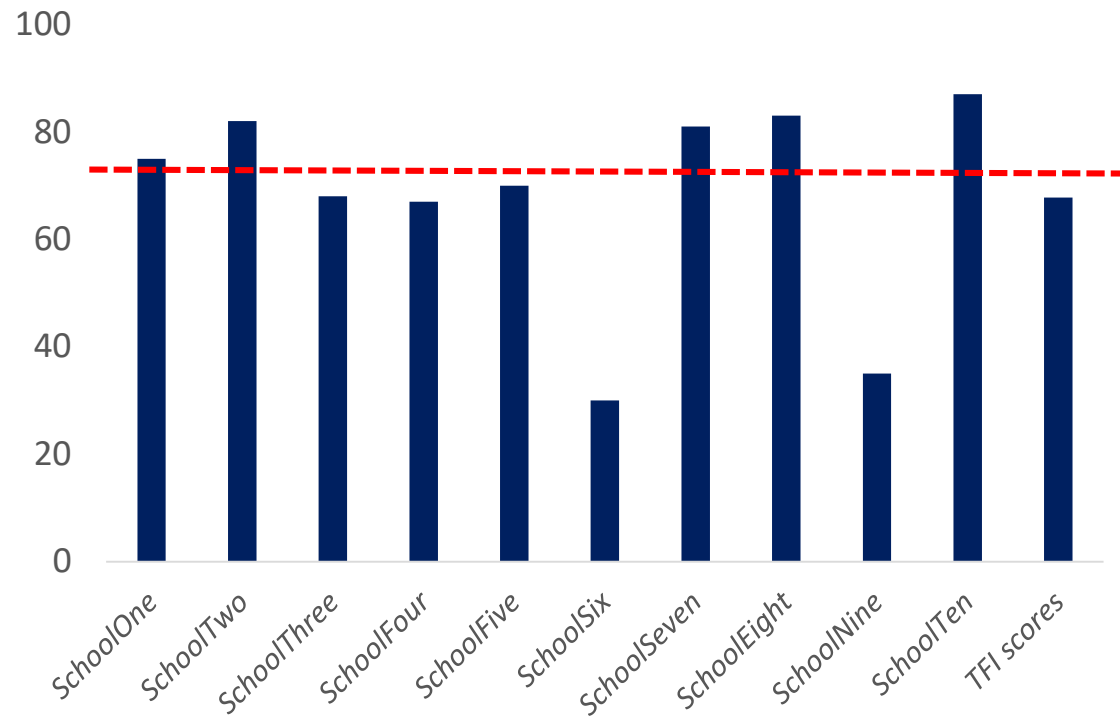
70% is fidelity



Sept 2018

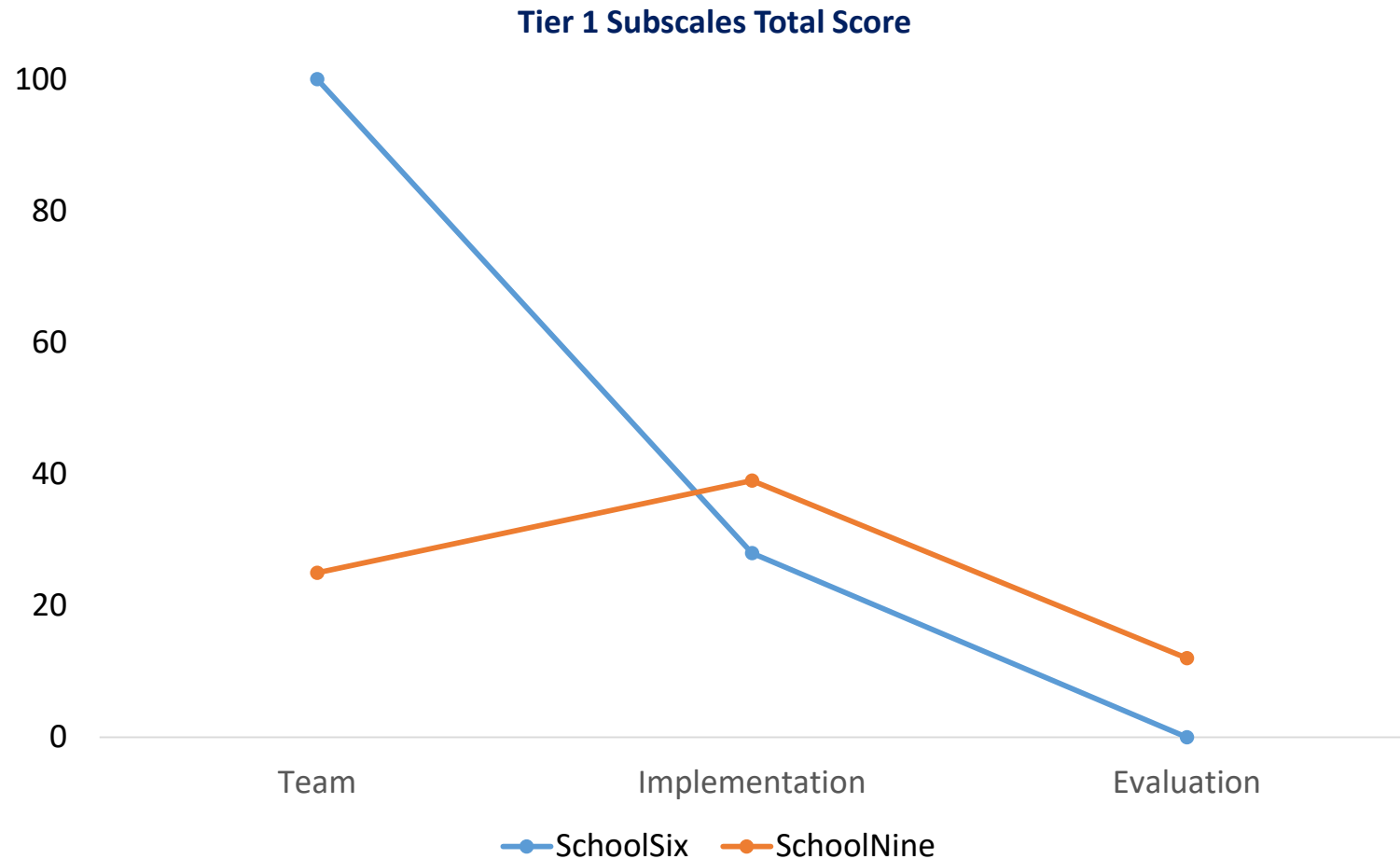
Feb 2019

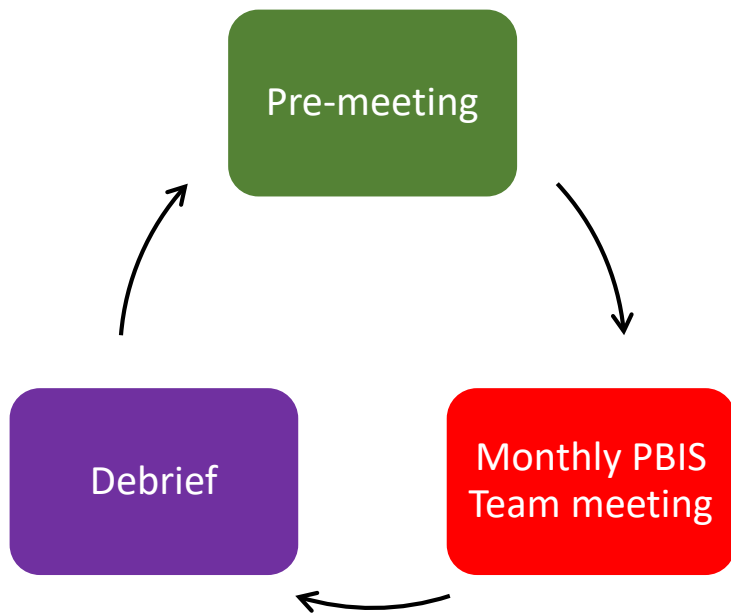
Total TFI Score (Tier 1 Scale)



Late Feb 2019

If you were the district, where would you focus your efforts for (1) upcoming PLC day and (2) for School Six and School Nine?





Two-hour blocks throughout year dedicated to PBIS

Fall	Winter	Spring
<i>Training staff on SWIS and referral forms (SWIS training for identified team)</i>	<i>*based on SAS data Lessons plans, teaching of expectations.</i>	<i>Schools focused on their action plan items that were built during third training day in Feb. Practiced data use by examining referral data. Additionally, coach provided specific support based on TFI items for schools Six and Nine.</i>

Evaluation & Performance Feedback



Is PBIS being implemented to fidelity?

- *Tiered Fidelity Inventory*
- *Self-Assessment Survey*

Is PBIS benefiting students? (outcomes)

- *Referral data (SWIS)*

Coaches met with team and lead at least once/month. Additional support from coach provided based on (1) examination of TFI and SAS scores by coach and lead, (2) debrief with team leads, (3) additional requests from team lead. (Most was 3 times/month.)

District Infrastructure Summary

Priority: PBIS

Funding	Visibility, Dissemination	Political Support	Policy
<ul style="list-style-type: none">• Adjusted job roles to fill coaching needs• Grantee dollars• Adjusted resources to support PBIS (e.g., schedule, paid for SWIS)	<ul style="list-style-type: none">• Superintendent messaging• Recognition of passed failed initiatives and changes this year• School-year PD kickoff coordinated around PBIS	<ul style="list-style-type: none">• Communication to school board• Superintendent messaging re: district-wide implementation	<ul style="list-style-type: none">• Adjusting policy toward school climate and SEL
Professional Development	Coaching & TA	Evaluation & Performance Feedback	Content Expertise
<ul style="list-style-type: none">• 3 school team days• 3 PLC days around PBIS• Trainings at annual kickoffs for year	<ul style="list-style-type: none">• Two district coaches (minimum monthly meetings)	<ul style="list-style-type: none">• Use of TFI, SAS (fidelity)• Referral data (outcomes)	<ul style="list-style-type: none">• 4 days for coaches from CDE• SWIS facilitator training• SWIS training



Activity: Layered Continuum of Supports

- Identify a priority for your site
- Complete what you can from the worksheet. Can identify what's in place or what could be in place for it.
- We'll share out a few thoughts



Closing Thoughts One:
Use fidelity and outcome data to
indicate what and how much
additional support is needed





Closing Thought Two:
Consider **capacity-building**.
Are you ensuring trainees
are developing the skills to
continue the priority as
other priorities are
addressed?

- *Is your training and support
designed to increase skills
and independence?*

Thank you!

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