Setting the Stage for Successful Systems Change at the District Level

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20th Annual International APBS Conference
Introductions

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Learning Objectives

1. The participant will be able to list and explain the stages of implementation science.
2. The participant will be able to describe the methodology of the exploration phase of implementation science and the Interconnected Systems Framework.
3. The participant will be able to describe and replicate a process for District Leadership to assess and address practices and priorities.
IMPLEMENTATION SCIENCE
Implementation support practitioners are professionals who support organizations, leaders and staff in their implementation of evidence-informed practices and policies. They identify, contextualize and improve the use of evidenced implementation strategies in a range of settings. They also build implementation capacity among teams, organizations and systems.

(Metz, et al., 2020)
Phases of Implementation

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation & Sustainability
Exploration

**Operations**
- Training on systems and practices that result in sustained and effective implementation
- Relevant data sources are identified and reviewed
- Initiatives inventory is completed

**Outcomes**
- Exploration Team formed
- Need(s) for change identified
- Solutions are explored
- Stakeholders are identified
- Decision to move forward or abandon the effort
Installation

Operations
- Develop/enhance existing systems
- Enhance data collection capacity
- Identify data systems for decision making
- Coaching and training capacity/structure is determined

Outcomes
- Leadership Team formed
- Systems, data, and practices are identified for implementation
- Action plan with implementation timeline is created
Initial Implementation

**Operations**
- Allocate adequate resources
- Provide all-staff training
- Begin implementation of EBPs with coaching
- Progress monitor for effectiveness
- Monitor fidelity

**Outcomes**
- Understanding of what is working and what needs to be changed prior to scaling
Full Implementation

Operations

• Scale-up of effective practices
• Ongoing coaching and training, especially for advanced tier supports
• Progress monitor for effectiveness
• Additional resources allocated, as needed
• Monitor fidelity

Outcomes

• Quality improvement
• Contextually relevant and effective EBPs in place
Innovation & Sustainability

**Operations**
- Innovate to increase efficiencies and effectiveness
- Maintain cultural relevancy
- Progress monitor for effectiveness
- Allocate appropriate resources
- Develop system for onboarding new staff
- Monitor fidelity

**Outcomes**
- Sustained and effective EBPs
PDSA

- **Plan:** During the planning stage, the implementation team uses multiple data points to identify challenges, desired outcomes, necessary changes, and methods to measure progress.
- **Do:** The team carries out the activities in the plan to test the proposed changes in action.
- **Study:** After carrying out the plan, the team examines data collected by their identified measurement methods to study what happened and assess progress.
- **Act:** The team then makes subsequent changes to the next iteration of the plan, and the PDSA cycle begins again.

(Kennedy & Jackson, 2022)
Definition of Interconnected Systems Framework, brief overview of components, methodology

INTERCONNECTED SYSTEMS FRAMEWORK
Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support

Editors: Susan Barrett, Lucille Eber and Mark Weist

pbis.org
csmh.umd.edu
IDEA Partnership NASDSE
ISF Core Features

1. **Effective teams** that include community mental health providers
2. **Data-based** decision making that include school data beyond ODRs and community data
3. Formal processes for the selection & implementation of **evidence-based practices** (EBP) across tiers with team decision making
4. **Early access** through use of comprehensive screening, which includes internalizing and externalizing needs
5. Rigorous **progress-monitoring** for both fidelity & effectiveness of all interventions regardless of who delivers
6. Ongoing **coaching** at both the systems & practices level for both school and community employed professionals
Traditional

- MH counselor “sees” student at appointments
- Clinicians only do “mental health”
- Case management notes

Interconnected Systems Framework

- MH person on teams at all tiers. Interventions are defined (core features, dosage, frequency, outcomes).
- MH is everyone’s job. Clinicians contribute to integrated plans.
- Fidelity AND outcome data determined before delivery; data monitored continuously by teams.
ISF Methodology

Section I. Assessment of Current Initiatives
- Coordinate and lead alignment process with an executive level team.
- Define the valued outcome(s) to be achieved.
- Develop an inventory of the related initiatives that are currently implemented across the district.
- Has the team identified the core system features for initiatives targeted for alignment?
- Analyze and make decisions for alignment of initiatives
- Design the plan for effective alignment including implementation, evaluation and professional development.

Section II. Team adopts a formal process for adding new initiatives
- For any new initiatives being considered, determine their “fit”, including evidence-base among other initiatives.
- If team determines new practice/initiative is to be adopted, team determines how the new practice/initiative can be aligned within the existing framework for related initiatives.

(Eber, 2017)
FACILITATING WITH SCHOOL DISTRICTS
Implementing Nevada School Districts

17 Counties = 17 LEAs + Charter Authority

- Clark County **380** schools
- Washoe County **111** schools
- Charter Authority **76** campuses
- Lyon County **18** schools
- Nye County **14** schools
- Humboldt County **12** schools
- Carson City **10** schools
- Churchill County **6** schools
- Pershing County **4** schools
- Pyramid Lake Tribal Reservation **2** schools
Evolution of Exploration Process 2015-Now
Process of Exploration

Phase 1: Initial Meeting/Awareness
Phase 2: Examining Local Needs
Phase 3: Examining MTSS Structures
Phase 4: Identify Implementation Function Assets

Outcome: Installation Phase or “Abandon the Courtship”
Never Skip Exploration
Phase 1: Initial Meeting/Awareness

- LEA Awareness presentation
- Introduction of exploration process and outcomes of exploration. Provide District Leadership Team (DLT) one-pager
- Identify district-level point of contact for coordination with TA & Leadership
- LEA: Identify exploration team members
- Schedule 6-8 hours for exploration meetings
- Documents & Data Review: Strategic Plan/District Performance Plan, District Report Card, School Climate Survey Data, Student Discipline Data, Community Data (Sub. Abuse, etc.), Organization Chart
Phase 2: Examining Local Needs

- Activity: Identify areas of focus [Carousel] Current Priorities/Strengths/Challenges/Areas to enhance
- Activity: Examine Teaming Structure: Working Smarter worksheet for District Level Teams & Required Site Level Teams
- Activity: Inventory of tiered practices across the continuum
Phase 3: Examining MTSS Structure

- Awareness of Leadership Blueprint
- Examine district personnel structure for existing roles within implementation functions
- Awareness of site-level tiered systems & Evaluation structures (TFI & SWIS)
- Review One-Pagers for Training, Coaching
  - Schedule awareness presentations with building admin or sites
  - Target school sites for baseline TFI administration
Phase 4: Identify Implementation Function Assets

- Review Baseline TFI results across school sites
  DECISION: Decide if LEA will move forward for installation,
- If Yes:
  - Identify from baseline data first cohort of implementation sites
  - Identify funding for or designated FTE for coaching functions
  - Identify the feedback mechanism for communicating LEA expectations & feedback to building implementers (outside of DLT)
  - Send invitation letters for full DLT team members
  - Sign Letter of Agreement and submit to SEA Date: __________
Transition to Installation?

- Baseline Administration of the District Systems Fidelity Inventory (DSFI)
Continuous Improvement Cycle with DSFI

ASSESS

ACTION PLAN

WORK

REASSESS
INITIATIVE AUDIT
Starting the Process

• Teaching and (Re)defining “what is an intervention”
  – Interventions vs. supports
Rationale

Why
• Examine what strengths in practice may already exist that could be leveraged
• Identify gaps in current systems
• To facilitate contextual fit during installation, coaching, training

When
• In baseline to determine contextual fit
• Annually (each January) to measure system growth or drift
  – DSFI Item 3.7 Annual Alignment Review
Outcomes

- How is the intervention linked to the district strategic plan?
- What is the goal? (What will the students say or do?)
Systems

- What are your current service delivery teams?
- What is the role of the administrator across schools?
- How do Admin get access to skills?
- How do schools access district resources to support implementation?
- What communication loops are in place to provide support?
- How long does it take to get support in place?
- How are school staff supported in the implementation?
- What are the professional development structures that will support staff with skill development & fidelity?
Data

- How is progress towards goal achievement monitored? (Outcomes)
- How frequently is support/intervention progress monitored? (Fidelity)
Bonus Question: Funding

• What is the funding source? Is this hard or soft funding?
  – DSFI Item 3.1 Budget Plan
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<tr>
<th>A</th>
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<th>E</th>
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<tbody>
<tr>
<td>Practices</td>
<td>Outcomes</td>
<td>Current Service Delivery Team</td>
<td>Role of Admin across schools</td>
<td>How do admin get access to skills?</td>
<td>How do schools access district resources to support implementation? (Entry Criteria)</td>
<td>What communication loops are in place to provide support? (Feedback Loops)</td>
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<td>INSERT TIER 1 PRACTICE BELOW:</td>
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<td>Tier 1 Prevention</td>
<td>Tier 2 Targeted Interventions</td>
<td>Tier 3 Intensive Interventions</td>
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</table>

Tab per tier
## Google Sheet Live Workbook

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<thead>
<tr>
<th>Practices</th>
<th>Systems</th>
<th>Data</th>
<th>Funding</th>
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<tbody>
<tr>
<td>How is the intervention linked to the strategic plan?</td>
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Key to the Learning Process...

Stage Based Approach

**Exploration**
Diverse teams
- Use data to determine need
- Select and define the innovation

**Installation**
Diverse teams develop
- Training,
- Coaching,
- Data Systems

**Initial Implementation**
Diverse teams support
- Educators to use the innovation
- Use of data for continuous improvement

**Full Implementation**
Diverse teams support and expand
- Educators use of the innovation
- Use of data for continuous improvement
- Improved outcomes

Data Use for Continuous Improvement

NIRN, 2022
DATA
Carson City School District

<table>
<thead>
<tr>
<th>Tier</th>
<th>Practice</th>
<th>Outcomes, Systems and Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier One Prevention</td>
<td>SEL Curriculum (MindUp &amp; 7 Mindsets &amp; Caring in Community; Character Strong)</td>
<td>![Green Green Green]</td>
</tr>
<tr>
<td></td>
<td>School-Wide Tier 1 Behavior System</td>
<td>![Blue Blue Blue]</td>
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<tr>
<td>Tier Two Targeted Interventions</td>
<td>Check In and Check Out</td>
<td>![Green Green Green]</td>
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<tr>
<td>Tier Three Intensive Interventions</td>
<td>Community-Based Mental Health Clinical Intervention</td>
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## Churchill County School District

<table>
<thead>
<tr>
<th>Tier One Prevention</th>
<th>Tier Two Targeted Interventions</th>
<th>Tier Three Intensive Interventions</th>
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</thead>
<tbody>
<tr>
<td>ICAT/RTI</td>
<td>All Three Tier (Derrid, Chelsey)</td>
<td>Safe Schools (groups)</td>
</tr>
<tr>
<td>PBIS (Chelsey, Derrid)</td>
<td></td>
<td>CICO</td>
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<tr>
<td>Learner Centered Framework/MT (Principals)</td>
<td></td>
<td>School Counselors (whole class and small group)</td>
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<tr>
<td>Restorative Practices</td>
<td></td>
<td>SOS; then whole school screening (Middle School)</td>
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<tr>
<td>RBT</td>
<td></td>
<td>Behavior Contracting</td>
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<tr>
<td>Too good for drugs/mindfulness</td>
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<td>Self-Monitoring</td>
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<tr>
<td>Middle School SOS</td>
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<td>Title VI – Indian ED</td>
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<td>MT – Students In</td>
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<td>RBT Program (discrete trial)</td>
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<td>Professionals Individual Service</td>
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<td>Behavior Contracting/Token Economy</td>
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<td>Assistance with Students with Tier 3 Challenges</td>
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<td>RTI &amp; ICAT</td>
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</table>

### Tier One Prevention

- ICAT/RTI: All Three Tier (Derrid, Chelsey)
- PBIS (Chelsey, Derrid)
- Learner Centered Framework/MT (Principals)
- Restorative Practices
- RBT
- Too good for drugs/mindfulness
- Middle School SOS

### Tier Two Targeted Interventions

- RT/ICAT (Chelsey, Derrid)
- RBT – All Three Tier (Scott, Chelsey, Derrid)
- ELL – (Lina D)
- LLI (Derrid)

### Tier Three Intensive Interventions

- Safe Schools (groups)
- CICO
- School Counselors (whole class and small group)
- SOS; then whole school screening (Middle School)
- Behavior Contracting
- Self-Monitoring
- Title VI – Indian ED
- MT – Students In
- RBT Program (discrete trial)
- Professionals Individual Service
- Behavior Contracting/Token Economy
- Assistance with Students with Tier 3 Challenges
- RTI & ICAT
- Individualized Tier 3 Support from School Counselors; UNR Counselors; and (perhaps SESPLS)
Humboldt County School District

<table>
<thead>
<tr>
<th>Tier</th>
<th>Practice</th>
<th>Outcomes, Systems and Data</th>
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<tbody>
<tr>
<td>Tier One Prevention</td>
<td>School-Wide Positive Behavioral Supports K-8</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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<td>Restorative Practices</td>
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<td>ICAT</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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<td>School Mental Health (SOS Education)</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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<td>SEL (2nd Step Mindfulness, SEAD Strategies)</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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<td>Teaching and Learning Cycle</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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<td>Tier Two Targeted Interventions</td>
<td>Check-In Check-Out</td>
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<td>Small Social Skills Group</td>
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<td>Structured Reccess</td>
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<td>Reading Buddies</td>
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<td>Targeted Tutoring</td>
<td><img src="green" alt="Outcomes" /> <img src="blue" alt="Systems" /> <img src="pink" alt="Data" /></td>
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| Tier Three Intensive Interventions | ICAT Groups | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | Attendance Interventions | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | RBG3 | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | CSAR | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | FBA/BIP | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | Individual Counseling | ![Outcomes](green) ![Systems](blue) ![Data](pink) |
| | Truancy Court | ![Outcomes](green) ![Systems](blue) ![Data](pink) |

Legend:
- ![Outcomes](green) for >25%
- ![Systems](blue) for 25%
- ![Data](pink) for <25%
Lyon County School District

<table>
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<th>Tier One Prevention</th>
<th>Practice</th>
<th>Outcomes, Systems and Data</th>
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<tbody>
<tr>
<td></td>
<td>ICAT/Academic Intervention</td>
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<td>PBIS</td>
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<td>High Quality Effective Instruction (+ technology integration)</td>
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<td>Restorative Practices</td>
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<td>EnvisionIT (Dormant in 21-22)</td>
<td>Green Blue Moon</td>
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**Pershing County School District**

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<td>School-Wide Positive Behavioral Supports:</td>
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<td>Social Emotional Learning K-8 (Botvin Curriculum):</td>
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<td>Signs of Suicide Education (6th-12th grades):</td>
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<tr>
<th>Tier Two Targeted Interventions</th>
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<th>Outcomes, Systems and Data</th>
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<tr>
<td>Substance Abuse Interventions Programs: (&quot;Catch My Breath&quot; Tobacco Wise, Marijuana Wise):</td>
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<td>School Mental Health (Depression Screening):</td>
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<td>Targeted social skills groups for students with internalizing &amp; externalizing concerns (Skills Streaming Curriculum):</td>
<td><img src="image" alt="Green" /> <img src="image" alt="Blue" /> <img src="image" alt="Pink" /></td>
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<td>Check-in Check-out</td>
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<tr>
<th>Tier Three Intensive Interventions</th>
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<tr>
<td>FBA &amp; BIP (Prevent-Teach-Reinforce Model)</td>
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<td>School Based MH Services (Individual Clinical Care Plans)</td>
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<td>School-based Wraparound (RENEW model)</td>
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<td>Community Based Mental Health Services (during elective classes)</td>
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**Outcomes: Green**  
- >25%  
- 25%  
- <25%  
**Systems: Blue**  
- >50%  
- 50%  
- <50%  
**Data: Pink**  
- >75%  
- 75%  
- <75%  
- 100%
### Initiative Inventory Summary 2022

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<tr>
<th>District</th>
<th>Tier 1</th>
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<th>Tier 2</th>
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<th>Tier 3</th>
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<th>DSFI</th>
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<tbody>
<tr>
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<td># of Practices</td>
<td>50% + Implementation</td>
<td>%</td>
<td># of Practices</td>
<td>50% + Implementation</td>
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<td># of Practices</td>
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<td>Carson</td>
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_Nevada PBIS Technical Assistance Center_
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Compelling Conclusion

The End
Questions or Comments? Email Us!

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