

Setting the Stage for Successful Systems Change at the District Level

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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



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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)

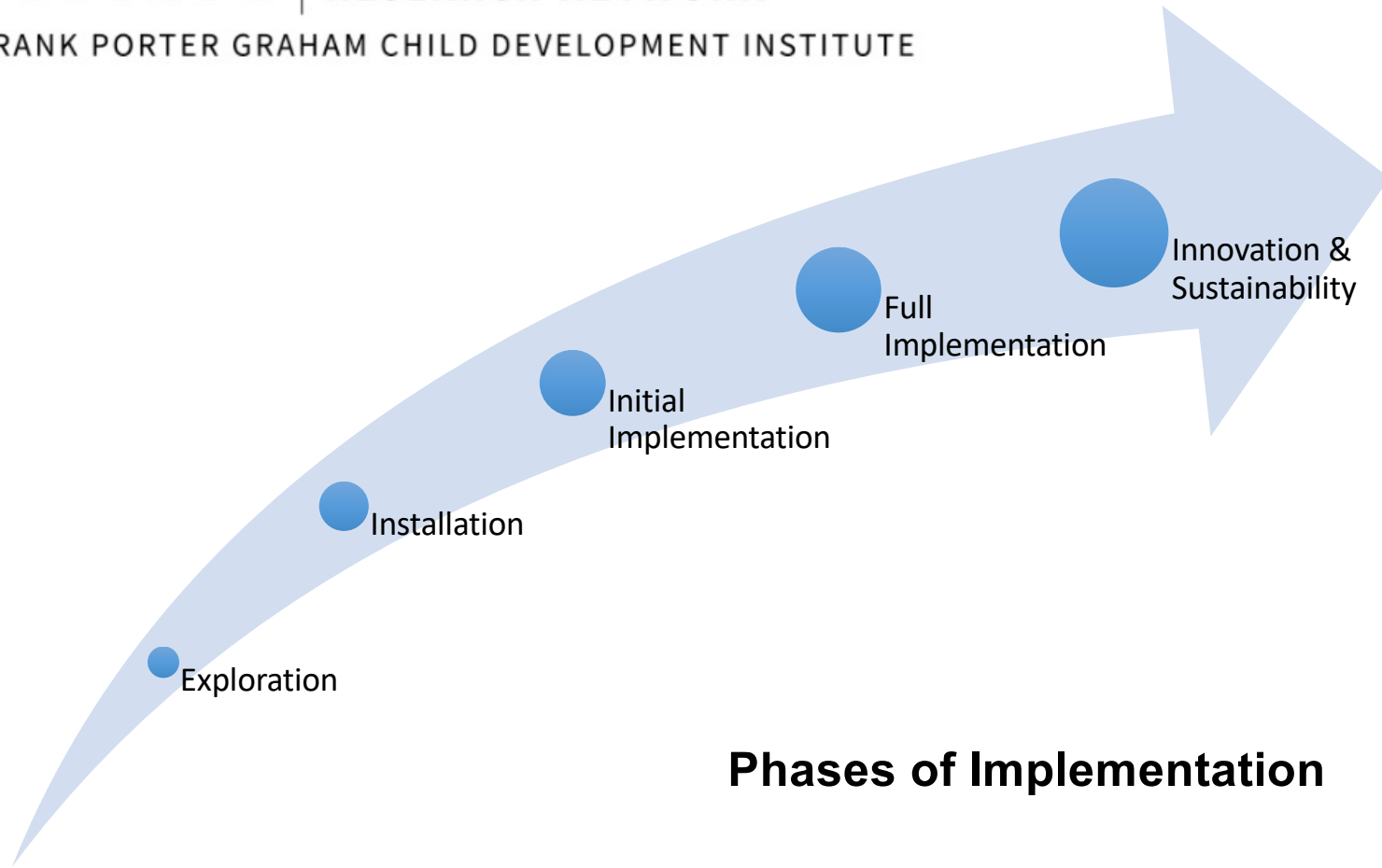




NIRN

**NATIONAL IMPLEMENTATION
RESEARCH NETWORK**

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE



Phases of Implementation

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)

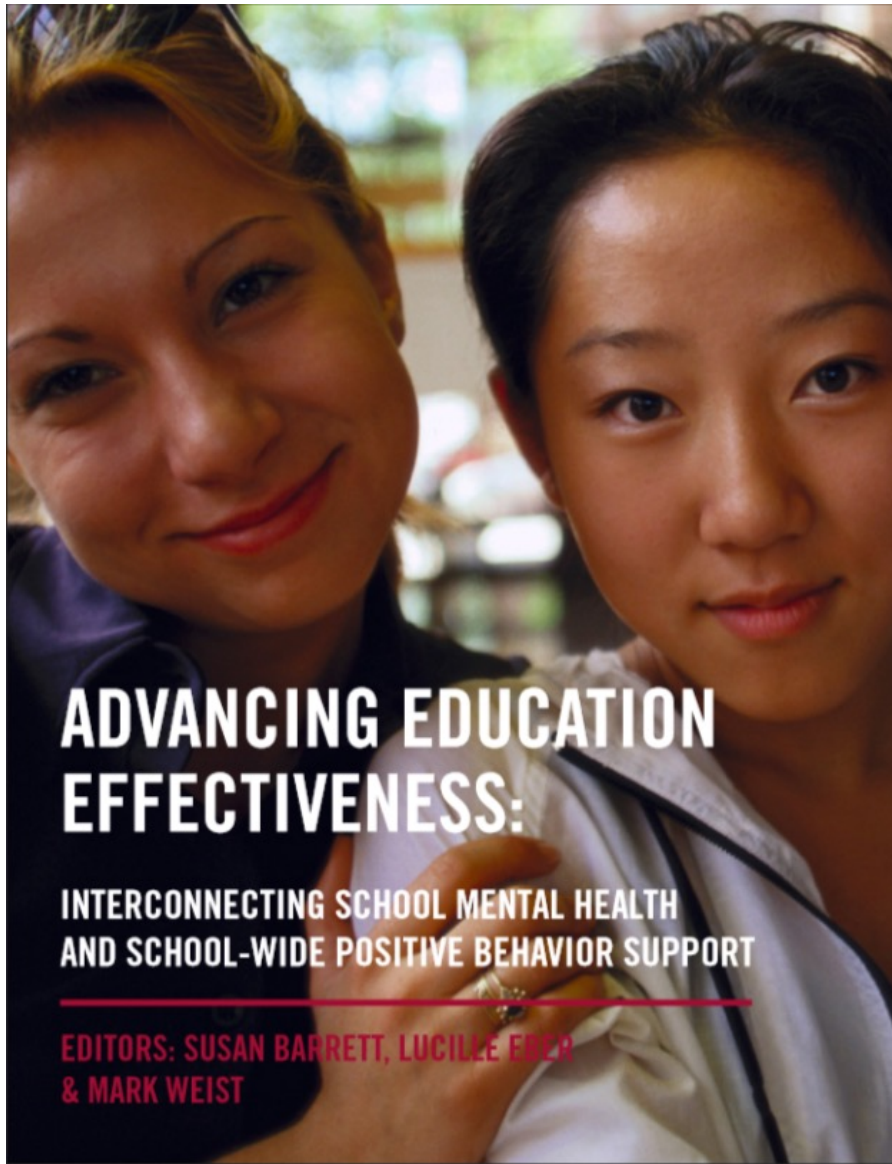


Definition of Interconnected Systems Framework, brief overview of components, methodology

INTERCONNECTED SYSTEMS FRAMEWORK



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

*Editors: Susan Barrett,
Lucille Eber and Mark Weist*

pbis.org

csmh.umaryland

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)

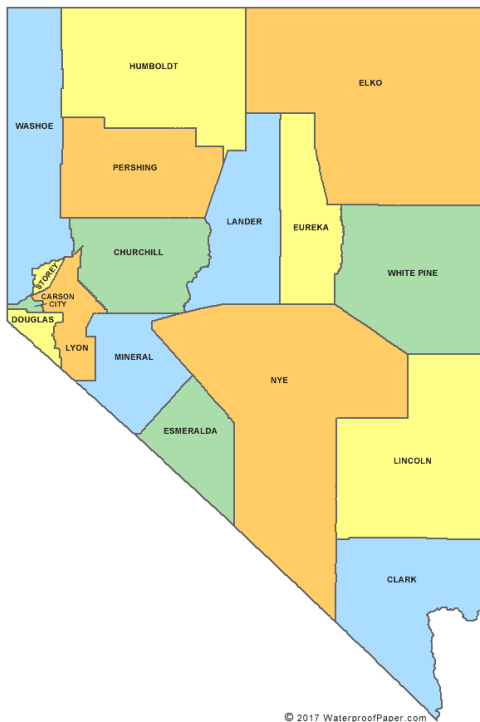


FACILITATING WITH SCHOOL DISTRICTS



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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



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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



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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



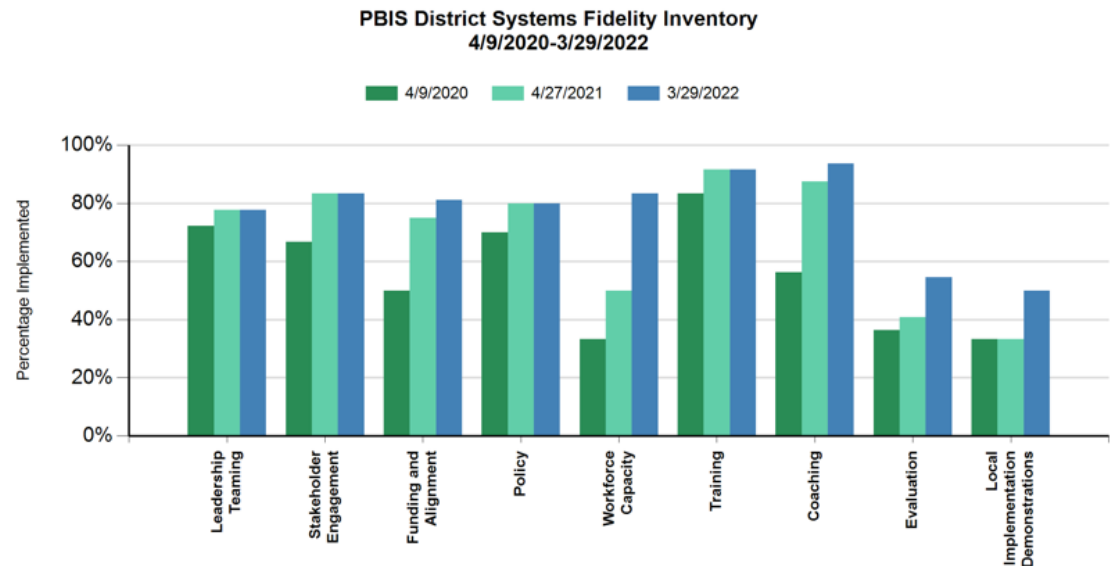
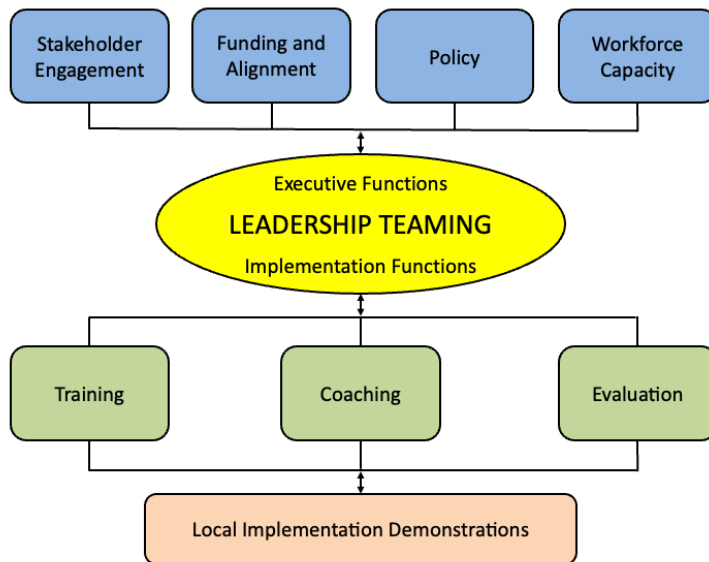
Phase 4: Identify Implementation Function Assets

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



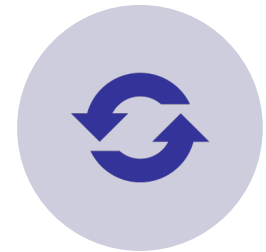
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ACTION PLAN



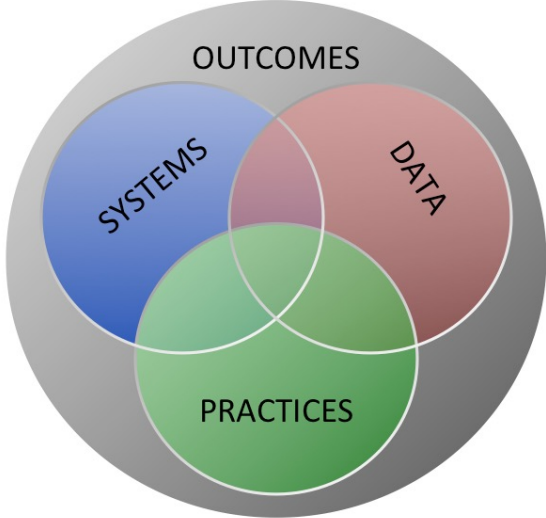
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REASSESS



INITIATIVE AUDIT



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Starting the Process



Appendix D: The Tiered Inventory

Directions: Insert evaluated and selected practices and strategies into this table to establish a continuum of school-wide positive behavior supports.

The table is structured as a pyramid with three tiers. The top tier is red and labeled 'Tertiary', the middle tier is yellow and labeled 'Secondary', and the bottom tier is green and labeled 'Primary'. Each tier contains a vertical column of 10 empty rows for data entry.

Tertiary

Secondary

Primary

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



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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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	A	B	C	D	E	F	G	H
1	INSERT TIER 1 PRACTICE BELOW:	How is the intervention linked to the strategic plan?	What is the goal?	Current Service Delivery Team	Role of Admin across schools	How do admin get access to skills?	How do schools access district resources to support implemenation? (Entry Criteria)	What communication loops are in place to provide support? (Feedback Loops)
2	Practices	Outcomes		Systems				
3								
4								
5								
6								
7								
8								
9								

Tab per tier

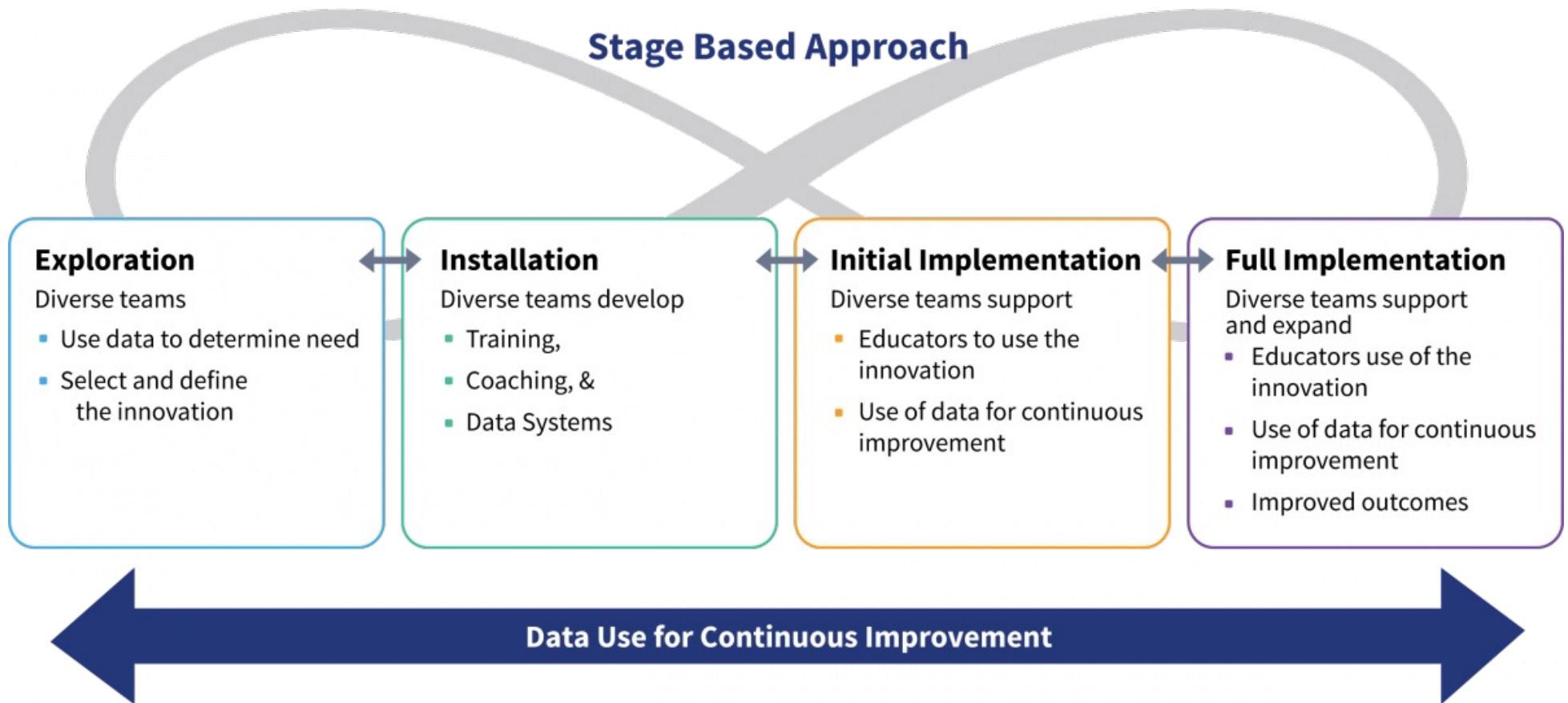
Google Sheet Live Workbook

INSERT TIER 1 PRACTICE BELOW:	How is the intervention linked to the strategic plan?	What is the goal?	Current Service Delivery Team	Role of Admin across schools	How do admin get access to skills?	How do schools access district resources to support implementation? (Entry Criteria)	What communication loops are in place to provide support? (Feedback Loops)	How are staff supported in implementation? (Coaching)	What PD structures are in place to support staff with skill development & fidelity? (Training)	How is progress towards goal achievement monitored? (outcomes)	How frequently is intervention progress monitored? (Fidelity)	How is this funded?
Practices	Outcomes		Systems						Data	Funding		



Key to the Learning Process...

Stage Based Approach

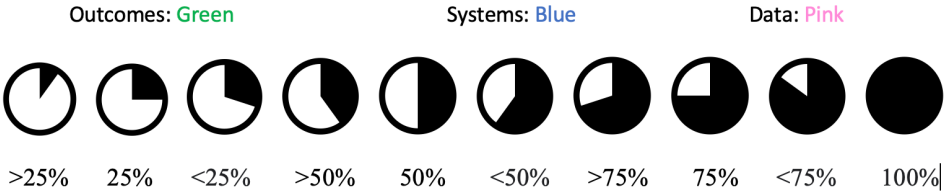


DATA



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Carson City School District



Tier	Practice	Outcomes, Systems and Data		
Tier One Prevention	SEL Curriculum~ (MindUp & 7 Mindsets & Caring in Community; Character Strong)			
	School-Wide Tier 1 Behavior System			
Tier Two Targeted Interventions	Check In and Check Out			
Tier Three Intensive Interventions	Community-Based Mental Health Clinical Intervention			



Churchill County School District

Tier	Practice	Outcomes, Systems and Data		
Tier One Prevention	ICAT/RTI-All Three Tiers (Derild, Chelsey)			
	PBIS (Chelsey, Derild)			
	Learner Centered Framework/MT (Principals)			
	Restorative Practices			
	RBT			
	Too good for drugs/mindfulness			
	Middle School SOS			
	RTI/ICAT (Chelsey, Derild)			
Tier Two Targeted Interventions	RBT - All Three Tiers (Scott, Chelsey, Derild)			
	ELL - (Lisa B)			
	LLI (Derild)			

Tier One Prevention	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				
	SIT - Students In				
	Tier Three Intensive Interventions	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 SISPS)					


































Outcomes: **Green**






















Systems: **Blue**

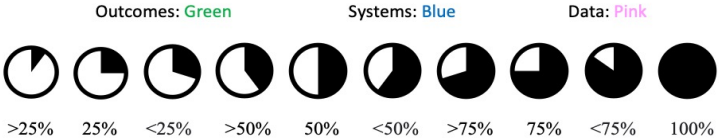
Data: **Pink**



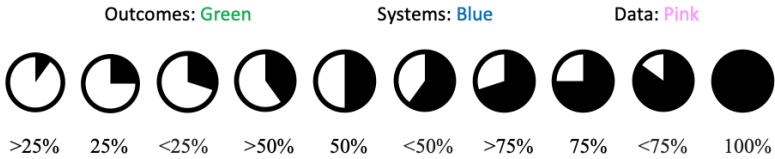
Humboldt County School District

Tier	Practice	Outcomes, Systems and Data
Tier One Prevention	School-Wide Positive Behavioral Supports K-8	  
	Restorative Practices	  
	ICAT	  
	School Mental Health (SOS Education)	  
	SEL (2 nd Step Mindfulness, SEAD Strategies)	  
	Teaching and Learning Cycle	  
Tier Two Targeted Interventions	Check-In Check-Out	  
	Small Social Skills Group	  
	Structured Recess	  
	Reading Buddies	  
	Targeted Tutoring	  

Tier One Prevention	ICAT Groups	  
	Attendance Interventions	  
	RBG3	  
Tier Three Intensive Interventions	CSAR	  
	FBA/BIP	  
	Individual Counseling	  
	Truancy Court	  



Lyon County School District



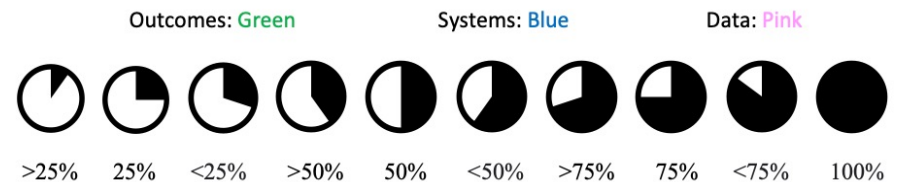
Tier	Practice	Outcomes, Systems and Data
Tier One Prevention	ICAT/Academic Intervention	● ● ●
	PBIS	● ● ●
	High Quality Effective Instruction (+ technology integration)	● ● ●
	SEL	● ● ●
	Restorative Practices	● ● ●
	EnvisionIT (Dormant in 21-22)	◐ ● ◐
	LLI	● ● ●



Pershing County School District

Tier	Practice	Outcomes, Systems and Data
Tier One Prevention	School-Wide Positive Behavioral Supports:	
	Social Emotional Learning K-8 (Second Step Curriculum):	
	Social Emotional Learning K-8 (Botvin Curriculum):	
	Signs of Suicide Education (6 th -12 th grades):	
Tier Two Targeted Interventions	Substance Abuse Interventions Programs: ("Catch My Breath" Tobacco Wise, Marijuana Wise):	
	School Mental Health (Depression Screening):	
	Targeted social skills groups for students with internalizing & externalizing concerns (Skills Streaming Curriculum)	
	Check-in Check-out	

Tier Three Intensive Interventions	FBA & BIP (Prevent-Teach-Reinforce Model)	
	School Based MH Services (Individual Clinical Care Plans)	
	School-based Wraparound (RENEW model)	
	Community Based Mental Health Services (during elective classes)	



Initiative Inventory Summary 2022

District	Tier 1			Tier 2			Tier 3			DSFI
	# of Practices	50% + Implementation	%	# of Practices	50% + Implementation	%	# of Practices	50% + Implementation	%	
Carson	2	2	100	1	0	0	1	0	0	17%
Churchill	7	2	29	12	0	0	6	0	0	62%
Humboldt	6	4	67	8	0	0	4	0	0	35%
Lyon	7	7	100	0	0	N/A	0	0	N/A	77%
Pershing	4	4	100	4	4	100	4	4	100	80%



Compelling Conclusion



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Questions or Comments? Email Us!

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