Aligning and Integrating Initiatives Worksheet Activity

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Steps for Aligning and Integrating Initiatives

1. Identify shared, valued OUTCOMES (and Measures)
2. Inventory existing and new initiatives by both CORE FEATURES and PRACTICES
3. PRIORITIZE initiatives and practices that are most likely to meet our outcomes
4. INTEGRATE systems for delivering practices
5. IMPLEMENT practices with fidelity
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Steps for Aligning and Integrating Initiatives
Resource

- Alignment of Core Features across Initiatives Worksheet
Activity: Outcomes

- Start by identifying 2 or 3 separate initiatives in your district or school
<table>
<thead>
<tr>
<th>Core Features of Effective Schools</th>
<th>Initiative:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>OUTCOMES (Measures)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student Outcomes</td>
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<td>Other Outcomes</td>
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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: 
<table>
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<tr>
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<tr>
<td>OUTCOMES (Measures)</td>
<td>Improved school climate (school climate survey)</td>
<td>Improved school climate (school climate survey)</td>
<td>Reduced problem behavior (ODRs and suspensions)</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>Reduced staff burnout (staff turnover)</td>
<td>Reduced staff burnout (staff turnover)</td>
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1. Identify shared, valued OUTCOMES (and Measures)

2. Inventory existing and new initiatives by both CORE FEATURES and PRACTICES
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**.
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?
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<tr>
<th><strong>PRACTICES</strong></th>
<th><strong>BUILD A SAFE, PREDICTABLE ENVIRONMENT</strong></th>
<th><strong>DEFINE 3-5 POSITIVELY STATED SCHOOL-WIDE EXPECTATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPLICITLY TEACH SOCIAL AND EMOTIONAL SKILLS</strong></td>
<td><strong>MIND UP LESSONS</strong></td>
<td><strong>TEACH AND PRACTICE SCHOOL EXPECTATIONS AND CLASS ROUTINES</strong></td>
</tr>
<tr>
<td><strong>ACKNOWLEDGE PROSOCIAL BEHAVIOR</strong></td>
<td><strong>INCREASE USE OF DESCRIPTIVE FEEDBACK</strong></td>
<td><strong>INCREASE STAFF USE OF PRAISE AND FORMAL ACKNOWLEDGMENT SYSTEMS</strong></td>
</tr>
<tr>
<td><strong>INSTRUCTIONAL RESPONSES TO UNWANTED BEHAVIOR</strong></td>
<td><strong>RETEACH AND PRACTICE EXPECTED BEHAVIOR</strong></td>
<td><strong>CICO, FUNCTION-BASED SUPPORT</strong></td>
</tr>
<tr>
<td><strong>PROVIDE CONTINUUM OF SUPPORT FOR STUDENTS</strong></td>
<td><strong>ADDITIONAL DOSES OF MIND UP</strong></td>
<td><strong>BP-PBIS LESSONS?</strong></td>
</tr>
<tr>
<td><strong>BULLYING PREVENTION</strong></td>
<td><strong>STEPS TO RESPECT?</strong></td>
<td><strong>BP-PBIS LESSONS?</strong></td>
</tr>
<tr>
<td><strong>FAMILY ENGAGEMENT</strong></td>
<td><strong>SCHOOL-HOME JOURNAL</strong></td>
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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)
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What do we integrate?
(McIntosh & Goodman, in press)

- Teaming
- Training
- Coaching/Support
Integration Activity
Team Audit
### Working Smarter Team Matrix

<table>
<thead>
<tr>
<th>Initiative, Committee</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID/etc</th>
</tr>
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</table>

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
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<th>Outcome</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>SIP/SID</th>
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<tr>
<td>Attendance Committee</td>
<td>Increase attendance</td>
<td>Increase % of students attending daily</td>
<td>All students</td>
<td>Eric, Ellen, Marlee</td>
<td>Goal #2</td>
</tr>
<tr>
<td>SEL Team</td>
<td>Improve SE competency</td>
<td>Improve school climate survey responses</td>
<td>All students</td>
<td>Marlee, J.S., Ellen</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Safety Committee</td>
<td>Improve safety</td>
<td>Predictable response to threat/crisis</td>
<td>All students</td>
<td>Has not met</td>
<td>Goal #3</td>
</tr>
<tr>
<td>School Spirit Committee</td>
<td>Enhance school spirit</td>
<td>Improve morale</td>
<td>All students</td>
<td>Has not met</td>
<td>Goal #3</td>
</tr>
<tr>
<td>Equity Committee</td>
<td>Improve school climate for all</td>
<td>Decrease discipline disproportionality</td>
<td>All students</td>
<td>Ellen, Eric, Marlee, Otis</td>
<td>Goal #3</td>
</tr>
<tr>
<td>DARE Committee</td>
<td>Prevent drug use</td>
<td></td>
<td>All students</td>
<td>Don</td>
<td></td>
</tr>
<tr>
<td>PBIS Team</td>
<td>Improve school climate</td>
<td>Decrease ODRs, increase attendance, improve grades, improve school climate survey responses</td>
<td>All students</td>
<td>Eric, Ellen, Marlee, Otis, Emma</td>
<td>Goal #2 Goal #3</td>
</tr>
<tr>
<td>Systems</td>
<td>Teaming</td>
<td>Training</td>
<td>Coaching/Support</td>
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<tr>
<td>SRLE Team</td>
<td>SEL Trainer</td>
<td>NV PBIS TA Center</td>
<td>AWARE-PBIS Coach</td>
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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

www.pbis.org
The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.
Contact Information

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