

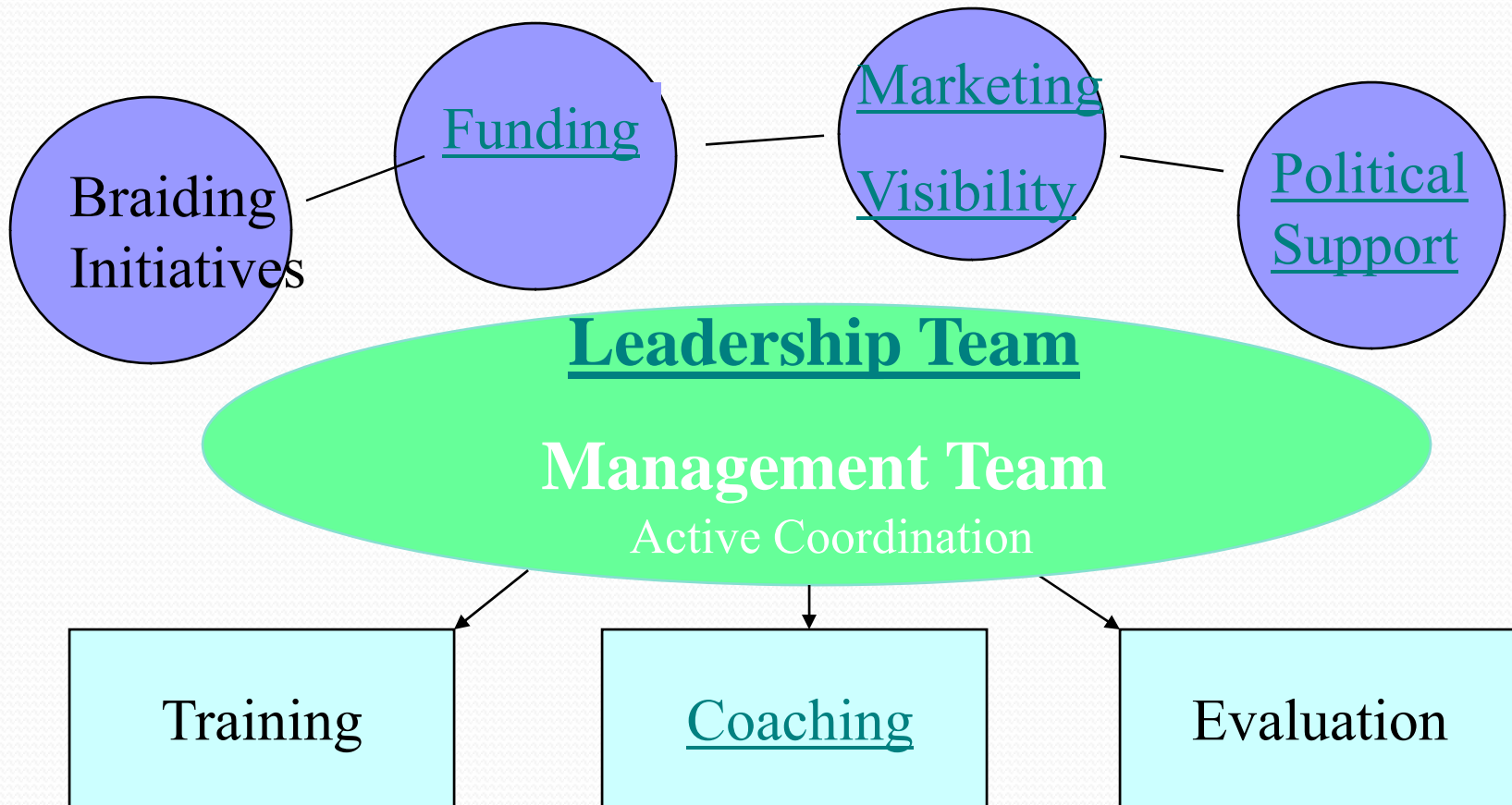
Using the Implementers' Blueprint to Guide District Leadership Teams

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Outcomes

- Brief Overview of Blueprint
- Provided range of examples
- Details will be shared
 - Job descriptions, action plan, marketing strategies, ledgers, protocols, etc
- Time for discussion!!

PBS Systems Implementation Logic



1. Phase One: Commitment to School Level Implementation
2. Phase Two: Commitment to Capacity Building
3. Phase Three: Commitment to Large Scale Implementation

Implementers Blueprint

- Self Assessment
 - “More like guidelines”
 - Provides common language and framework
- Outcomes
 - Provide range of examples
 - Celebrate what you do
 - Identify what next

Common Features

- Unit of Analysis
 - School- District- State
- Common Features- DATA SYSTEMS PRACTICES
 - Continuous Improvement Model
 - Levels of Implementation- transfer of knowledge/skill
 - Marketing
 - Evaluation

How many hats do you wear?

- Event Planner
- Marketing
- Inventor
- Presenter
- Facilitator
- Politician
- Accountant
- Researcher
- Other duties as assigned....

Leadership Team

- Language is important
e.g. OISM, MISI- “Stayin Alive”
- Integration Teams? Who are the players?
Do you have folks who can assign dollars to a budget?
change policy like job descriptions, code of conduct?
Do you have Community Partners?
- Management team- to do the day to day activities, planning, visiting schools, etc
Roles and Responsibilities may change over time depending on implementation phase
- Establish a Partnership Agreement

Local Coordinator Identified

- Implementation Phase should determine FTE
- Access to Ongoing Training and Technical Assistance – Support
- Meeting with other coordinators is critical!!
- Local Management Team
 - Creating protocols/standards (State v Local)



Local Political Support

- Superintendent
- Deputy Superintendent
- Assistant Superintendent for Instruction
- Assistant Superintendent for Pupil Services
 - Student Services
 - Special Education
- Assistant Superintendent for Support Services
 - Transportation
 - Food Services
 - Maintenance



Leadership Team

- “Coordination Team”
 - Behavior Support Coordinator
 - Student Services (Director, Supervisor for Diagnostic Services, Social Worker Supervisor)
 - Special Education (Director, Special Educator Supervisor, Professional Development Coordinator)
 - Instructional Services, Curriculum Supervisor

Funding

- Partnership Agreements
 - Folks in charge have to understand 3-5 years, systems change
- MD Example
- Blending Initiatives
- Social Marketing
 - Economic Benefits, Serendipity(TN example)
- Grants
- Be careful what you wish for...



Where does your funding come from?

- Loudoun County Public Schools, VA
 - Department of Pupil Services
 - VDOE Training and Technical Assistance Center
- Charleston County School District, SC
 - General Operating Funds
 - Title Funds
 - IDEA
 - SS/HS Grant and additional grants
 - Business Partners

Marketing and Visibility

- Who are your stakeholders?
- Do you have a spokesperson?
- Using the data to create newsletters, presentations, fact sheets, elevator business cards- important you can get access to what you need to make your case on the fly!!
- www.pbismaryland.org
- Be Careful

Multiple levels of Visibility

- State and Local Level: Presentations, Trainings, Stakeholder meetings, Interagency efforts, (Transformation; Mental Health Integration; Wraparound)
- Multiple Media: Visual, Face to Face, Written, Website
- Multiple Audiences: School Administrations and Instructional Leaders; University staff; Legislators, Potential alternative funders; State and Local Political appointees; Juvenile Justice; Vendors in the System of Care; Parent and other advocacy organizations; Community Members

Evaluation

- What are your questions?
- Do you have the tools to answer?
- Can you get the answer quickly?
- Easy, Efficient, Relevant
- Economic Benefits
- Behavior
- Achievement
- Regular Feedback to all Stakeholders- MD example



Evaluation

Input

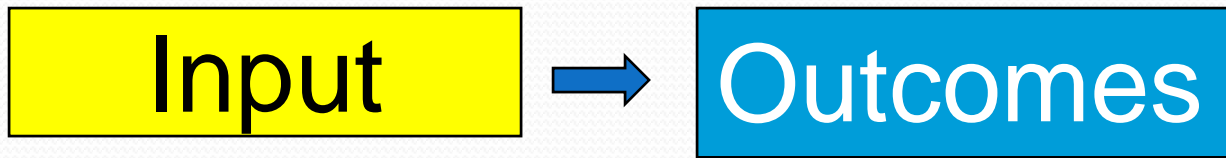
Identify stakeholders

- Assistant superintendents
- Coordination team
- Coaches
- School principals

Create & discuss implementation model

Predict external factors that may influence expected results

Evaluation



- Activities
- Participation
- Short-term goals

Evaluation






- Implementation with fidelity
 - Increased academic competence
 - Positive school climate
 - Increase time on task
 - Decrease in office referrals
 - Decrease in suspensions

What is Coaching Capacity?

- Does the district have sufficient capacity for:
 - District Training/Managing
 - School Coaching
- Do the coaches have capacity/skill to respond to schools as a:
 - Consultant
 - Coach (facilitator)
 - Intensive Coaching

Charleston PBIS Coach Rubric

School Need

<u>Legend</u>		<u>Rating</u>	<u>Points</u>
	= Intensive Support	Unsatisfactory	3
	= Coaching Support	Below Avg. – Avg.	2
	= Maintenance Support	Good-Excel	1

Assigning Coaches by Need

- Example of Typical PBIS coaching load:

1 Red Zone School	3 points
2 Yellow Zone Schools	4 points
<u>5 Green Zone Schools</u>	<u>5 points</u>
8 Schools	12 Points

- Example of **Red Zone** School PBIS Specialist coaching load:

3 Red Zone Schools	9 points
1 Yellow Zone School	2 points
<u>1 Green Zone School</u>	<u>1 point</u>
5 Schools	12 Points

Coach Competencies

Competency Level	Skill Mastery		
	Data	Practices	Systems
<p>Level One (Coaches):</p> <ul style="list-style-type: none"> • Fluency @Universal level • Lead teams through process Direct 	<ul style="list-style-type: none"> • Multiple data collection systems • Problem solving with Data 	<ul style="list-style-type: none"> • Schoolwide PBS essential features • Effective Instruction • Classroom management • Rules to inform adoption of practices • Model school examples • Basics of ABA • PBS responses to problem behavior 	<ul style="list-style-type: none"> • Meetings / Team roles • Communication within building • Consultation • Targeted technical assistance • Task analyze team generated universal practices for implementation • Codify practices into policy
<p>Level Two (Coaches/Trainers):</p> <ul style="list-style-type: none"> • Established effective schoolsite(s) • Fluency at Small group and Individual student level • Work with school team chair (Indirect) • Train teams in universals 	<ul style="list-style-type: none"> • Research data collection tools (e.g, SET) • Direct observation data at individual student level 	<ul style="list-style-type: none"> • Advance ABA • Functional Behavioral Assessment • Social Skill instruction 	<ul style="list-style-type: none"> • Systematic (data-based) student identification for small group/ individual supports • Create/support student support team or process • Task analyze team generated small group/individual practices for implementation • Adapting universal systems to support generalization of small group /individual plans • Consult with other agencies/parents • Codify practices into policy
<p>Level Three (Coordinator)</p> <ul style="list-style-type: none"> • Work with multiple schools • Train teams universal & individual level • Train coaches • Establish district-wide system 	<ul style="list-style-type: none"> • Evaluation of district-wide efforts • Data driven decision rules to identify needed supports within/across schools • Link school needs (data-based) to district professional development 	<ul style="list-style-type: none"> • Effective professional development / trainingskills • Map district policy to essential features of PBS 	<ul style="list-style-type: none"> • Leadership team roles / meetings • Communication across district • Resource bank (Experts & materials) • Codify practices into policy

Training

- Regular Training Cycle
- Curriculum- Illinois, MO, VA, OR
- Trainers- TOT
- Focus on outcomes
- Differentiated Instruction
- Readiness
- Follow Up- Returning Team Training

Type of Skill to be Trained

- Skinner (1974) distinguishes between two types of knowledge.
 - Knowing About: can describe variables that influence a phenomenon.
 - Example: Describe principles of reinforcement.
 - Knowing How: can perform effectively
 - Example: Shape the behavior of another.
- One form of knowing does not imply the other.

Returning Team Training

Needs Assessment

- Coaches
- Principals
- School teams

Summer Training

- Day 1
 - Key note speaker
 - Break-out sessions
- Day 2
 - School team action planning

Blending Initiatives

- Cohesion among multiple reform agendas
 - High Schools that Work (HSTW)
 - Middle Grades Matters
 - Turning Points
 - Accelerated Schools
 - District Reform Agendas
- Coordination between school based initiatives
 - SAMHSA Model Programs
 - Character Education
 - Bullying Initiative, Anger Management, etc.

Coaching Challenge

- Competing Philosophy
- Competing Language
- Overwhelmed by Multiple Initiatives
- Colleague or Authority?

Final thoughts

- Stay close to school's needs
- Do SETs, visits, ongoing feedback from various roles etc.
- Other topics need to be addressed
 - Sustainability
 - Scaling
 - Expansion

Contact Information and Resources

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- www.pbis.org
- www.pbismaryland.org
- www.scalingupcenter.org
- NIRN
- The Wing Institite