Closing Remarks: Integrating Academic and Behavior RtI Through Stages of Implementation

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Session Description

Implementing schoolwide academic and behavior supports involves a progression through stages of implementation. This presentation will highlight the implementation process with an emphasis on fidelity of implementation and successful student outcomes.
Differentiating your own learning with the “Three Tracks”

**Acquisition:**
Think about how you plan to accomplish the work.

**Continuous Improvement:**
Think about how to make it easy, better, more effective.

**Sustainability:**
Think about how to continue the practice and ensure sustainability.
The NIRN

Implementation Research: A Synthesis of the Literature


© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
Stages of Implementation

• Implementation is not an event

• A mission-oriented process involving multiple decisions, actions, and corrections
An analogy of implementation stages
## Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<tr>
<td></td>
<td>Elaboration</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
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<tr>
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<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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</tbody>
</table>
Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Exploration/Adoption

Is this the right thing for us to do?
- Identifying Need
- Determining Fit
- Examining Evidence

Can we do it the right way?
- Resource Availability
- Assessing Readiness
- Capacity to Implement
Exploration/Adoption

- Implementation at a district level
  - District will be responsible for implementation supports (e.g., coaching, training)
- Not all schools need to ultimately implement (but plan for over 60% in district)
- Consensus/commitment from central administration
- Agreements
  - Work to develop implementation plan
  - Develop leadership/implementation support teams
  - Large districts will invest in model demonstrations
It is important to choose the “right” practice, but sometimes practices are chosen for you. Even if the practice is mandated, it is important to address how the program/practice is a match the school efforts to improve student outcomes.

- Why is this good for kids?
- How does it improve what we do?
- What results should we see?
Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Installation

• Set up leadership team
• Creating space (time)
• Set up data systems
• Conduct audit of current implementation status, student performance, implementation supports
• Develop plan of action
• Infrastructure Development
  • Identify trainers
  • Identify coaches
  • Identify content experts for technical assistance
• Prepare staff for implementation
Initial RtI Meetings

• Implementation of RtI
  (Getting the Critical Elements in place)
  – Discuss each element and put product book together (10-12 hours on average)
  – Faculty trainings (9 hours on average)
  – Student trainings (7 hours on average)
  – Faculty and student trainings may occur over several days throughout the year
Book of Products

- Description of RtI
- Mission Statement, RtI Team Members
- Referral Process (flow chart)
- Referral forms (Major & Minor)
- Definitions of Problem Behaviors
- Expectations & Rules
- Lesson Plans/Teaching Schedule
- Instructional Grouping
- Suggestions for Effective Consequences
- Description of Reward System
Organizing RtI: School Book of Products

Milwood Middle School

Central High School

Lincoln Park Office Scrapbook
Faculty/Staff Orientation and Training

- Overview of RtI & obtain buy-in (1 hour)
- Basic Principles of RtI (1 hour)
- Referral process, definitions of behavior, referral forms, using data to make decisions (2-3 hours)
- Expectations, Rules, Lesson Plans (1-2 hours)
- Reward System, Effective Consequences (1-2 hours)
Considerations in Training the Staff

• When should training occur?
• Who should attend?
• How long should it last?
• Who should conduct the training?
Introducing RtI to Students

- Intro to Expectations (1 hour)
- Intro to Rules (1-5 hours)
- Intro to Acknowledgement System (1 hour)
Introducing RtI to Families

• What to communicate to families?
  • The “big picture” – purpose of school-wide plan
  • Expectations – how they can be demonstrated in non-school settings
  • Reinforcements & consequences
  • Plan for on-going updates of behavior data
  • How they can get involved in the school-wide plan
Family Communication

• Methods of communication:
  • Written - letters, newsletters, marques
  • Hold message, video demonstrations
• Work with PTA to hold family nights to explain schoolwide program, with games and snacks (add “make it take it” materials as well)
  – “Behavior and Bagels”
  – “DIBELS and Donuts”

Green Meadow Elementary
## Installation

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
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<tbody>
<tr>
<td>Building Leadership Team</td>
<td>District Leadership Team</td>
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<tr>
<td>Conduct School Audit</td>
<td>Conduct District Audit</td>
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<tr>
<td>School-Wide Plan</td>
<td>District-Wide Plan</td>
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Braiding School Building and District Initiatives

School Improvement
Positive Behavior Support
Response to Intervention
Successful Student Outcomes
No Child Left Behind
Braiding means

Consider the core features of an initiative, what other current initiatives share these features and may be combined to

– Share resources
– Share activities (e.g., Professional Development)
– Share information (e.g., data collection)
Consideration of non-negotiables when braiding

• **Funding requirements**
  – Features that must be in place to receive funding

• **Mandatory program requirements**
  – Features that are mandated for implementation of the program

• **Critical features that define practice**
  – Features that are critical to fidelity of implementation
# Braiding District Initiatives

## Worksheet for Braiding District Initiatives with MiBSLi

List **Current** Initiatives that focused on Reading and/or Behavior Support

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose</th>
<th>Expected Outcome</th>
<th>Target Group</th>
<th>Mandated/Regulatory Activity? Yes/No</th>
<th>Level of Communication across District (1 = low, 5 = high)</th>
<th>Financial Commitment (1 = low, 5 = high)</th>
<th>Relation to District Mission &amp; Strategic Plan (1 = low, 5 = high)</th>
<th>Level of Success (1 = low, 5 = high)</th>
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Guiding Principle…

Do not add more without taking away two other tasks
Who is supported?

Students

All students

School Staff

All staff

School Leadership Team

Provides guidance and manages implementation

ISD Leadership Team

Multiple schools w/in intermediate district

Multiple District/Building Teams

Regional Technical Assistance

Provides coaching for District Teams and technical assistance for Building Teams

LEA District Leadership Team

Multiple schools w/in local district

Michigan Department of Education/MiBLSi Leadership

Across State

Provides guidance, visibility, funding, political support for MiBLSi

MiBLSi Statewide Structure of Support

How is support provided?

Provides effective practices to support students

Improved behavior and reading for all students
Initial Implementation

Try out the practices, work out details, learn and improve before expanding to other contexts
Initial Implementation
Initial Implementation

- Use opportunity at this stage to learn what works and what needs to be adjusted
- Continue “buy-in” efforts
- Develop staff competence
- Acknowledge staff implementation efforts
- Develop processes and procedures to develop organizational structures
- Develop feedback cycles with leadership team
- Manage change process
  - Manage expectations (remember we are learning how to do it)
  - Survive the Awkward Stage!
  - Overcome fear & inertia
## Initial Implementation

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<tr>
<td>Try it out with specific classrooms, locations or grade levels</td>
<td>Try it out with specific buildings within district (develop model demonstration schools)</td>
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<td>Try out Universal supports</td>
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Evaluation

Using Data
Acting on Data

• Leadership teams should be requiring data (process, system, outcome) from implementing schools

• Additionally, leadership teams should be modeling the collection and utilization of data-based decision making (leadership team self-assessment)
Assessments

**Elementary Schools**
- Major Discipline Referrals
- PBIS Self-Assessment Survey
- PBIS Team Implementation Checklist
- Benchmarks of Quality (BOQ)
- Schoolwide Evaluation Tool (SET)
- Benchmarks for Advanced Tiers (BAT)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Planning and Evaluation Tool (PET) for Effective Schoolwide Reading Programs
- Effective Reading Support Team Implementation Checklist
- Special Education Data Collection Form
- Schoolwide Reading Analysis Support Page

**Middle/Junior High Schools**
- Major Discipline Referrals
- PBIS Self-Assessment Survey
- PBIS Team Implementation Checklist
- Benchmarks of Quality (BOQ)
- Schoolwide Evaluation Tool (SET)
- ORF/MAZE through AIMSWeb
- School-Wide Evaluation and Planning Tool for Middle School Literacy (SWEPT)
- Middle School Reading Team Implementation Checklist
- Special Education Data Collection Form
Share data with staff

- At monthly staff meetings
  - Acknowledge what staff are doing right/what is working well
  - Point out areas in need of improvement and provide possible suggestions to improve
- Provide information in newsletters, weekly emails
- Post charts in staff room
Sharing Data with Others

• Summarize data
  – Identify Patterns/Trends
• Identify possible validity concerns
• Reinforce staff for outcomes related to data
• Make suggestion(s) for acting on data
• Plan next steps
Initial Implementation
Setbacks may move may produce frustration and disillusionment

from Bruce Smith, Viim
Community Media

- Have staff/students write an article for local newspaper
- Invite local television/radio station to interview students and staff

Focus on the positives

Three Alpena schools following behavior initiative

By PHIL WENZEL
News Staff Writer

The days of the old throw cups are winding down.

Students in three Alpena elementary schools are being taught good and bad behavior. They are not being punished for negativity; they are being rewarded for positivity.

The students at Lincoln, Seaborn and Wilson schools are following the Michigan Beyond Basics Behavior and Literacy support Initiative. Not only does it try to curb aggressive behavior among children, it also tries to help them channel their energy into reading.

Lincoln Principal Pamela Seimberger said her school is very excited to be a part of the initiative. The program is designed to be a part of the initiative.

"We're really pleased with what we've got going on at this point," Seimberger said. "The basic principles of MBBS are the same at each school."

The basic principles of MBBS are the same at each school. Students are given a tangible reward of some kind whenever they are seen doing something positive. Eventually, these small rewards may be changed into a bigger one. Students who are seen behaving negatively are given a discipline referral slip.

Hopkins Middle School on Fox TV News

Alpena Schools
Encouraging Staff Behavior

Franklin staff acknowledge each other

Staff recognition lunch

Staff certificates
Celebrating Outcomes

Mason Lake ISD

Last year...

This year...

Parchment Central SWIS Outcomes

Huron ISD DIBELS Outcomes
35 Free or Inexpensive Rewards for Adults in the Building

1. Adult gets to pick what the topic for a faculty meeting is going to be
2. Adult gets to rent the principal’s chair for the day
3. At Family Math Night all the adults are highlighted in a video montage
4. Bulletin board highlighting staff of the day showing treasures provided by their family (surprise) If you have about 90 staff members one every other day would work
5. Dim the lights in the staff lounge and get a volunteer masseuse to come provide 5 minute neck rubs during planning periods – Play restful music
6. Donut day – These donuts are in honor of Peggy’s contribution to the PTO
7. During morning announcements highlight something that an adult in the building did and tell why
8. Duty free lunch period
9. Find a beauty school and get someone to volunteer to come in and do 5 minute manucures
10. Flowers on the desk from someone’s garden (with permission)
11. Get a donation of a shopping cart to keep at the school for adults bringing in huge loads of supplies
12. Golden plunger award from custodian for classroom that was the cleanest
13. Golden spatula award from cafeteria staff for most polite class of the week
14. GOOSE – Get Out of School Early – No staying for the 30 after
15. Have the principal make up a rap song about being cool in school and perform in on the CCTV for the school – Staff of the Day get to be background dancers
16. Limo ride to school and home for staff of the day – This sounds weird but funeral parlors will sometimes provide this service for free if they aren’t using the cars that day – Don’t Tell rule applies
17. Mini-fridge for a week in the adults’ office area filled with his or hers favorite drink
18. Once a month host an ice cream social with a “sister” – “brother” school. Alternate school each month and let teachers tour getting ideas from each other on lesson plans, bulletin boards, etc. I Spy something great I’d like to duplicate
19. Permission to leave the building at lunch time for lunch off campus
20. Plan a big faculty meeting or in-service at someone’s house – with a pool and a grill instead of sitting on the dot seats in the cafeteria
21. Principal and staff member trade jobs for a day
22. Postcard sent home detailing something admired in the adult
23. Preferred parking space
24. Principal institutes a pineapple upside down day – Everyone comes in and is assigned a different job for half a day – Everyone has to have their job description or lesson plans
25. Principal kidnaps a class after PE or recess and take them somewhere else. Send a messenger to the teacher telling him or her to put their feet up for 20 minutes. Teach a lesson to the class on something of interest to you – American History – Art etc.
26. Principal leaves love notes on adults’ desks – not the 6:00 news kind – the kudos kind
27. Principal takes over morning or afternoon duty for an adult in the building
28. Principal writes lesson plans for teacher for one period
29. PTO designs 4 strokes for every poke lanyard for all adults in the building
30. PTO takes turns baking a casserole once a week for an adult “gotcha” receiver
31. Scrape ice off windshield of Staff of the Day’s car
32. Sneak into the school over the weekend and write a note on each classroom white board telling them to “Have a Great Week”
33. Special table outdoors for teachers to enjoy sunshine during lunch
34. Surprise an adult in the building by letting two or three students wash their car – be careful on this one though – There are also services that come on sight and wash cars for a fee – possibly PTO could sponsor
35. Valet parking for a day
Elaboration

Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation
Elaboration

- Replication of school implementations within school or district with modification based on initial implementation
  - Learn from mistakes
- Feedback cycles are fully operational with leadership team
- Components of the program are integrated and fully functioning
- Services delivered are skilled and purposeful
Elaboration

Through each replication, we become more clear in our implementation efforts
### Elaboration

<table>
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<td>Expand to other classrooms, grades, locations with adjustments based on learning during initial implementation</td>
<td>Expand to other schools within the district with adjustments based on learning during initial implementation</td>
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</table>
District-Wide Approach

- Efficiently organize/distribute resources, technical assistance, & professional development opportunities
- Establish district-wide policy to guide efforts & increase accountability
- Centralize & streamline action planning and decision making
Continuous Regeneration

Make it easier, more efficient. Embed within current practices
Continuous Regeneration

• First do it “right” (fidelity) and then do it “better” (innovate)
• Feedback loops are important
• Implement and evaluation “adjustments” with fidelity across system
• Systems adoptions within district
  • New staff orientation process
  • Beginning of school year orientation process
Continuous Regeneration

Should get easier over time

• Handbook
  • Describes core features
  • Expectations and teaching matrix (rules for each settings)
  • Teaching plans and teaching schedule
  • Acknowledgement system
  • Continuum of consequences for problem behavior
• Leadership Teams (Building, District)
  • Regular meeting schedule and process
  • Regular schedule for annual planning and training
• Annual Calendar of Activities
• On-going coaching support for teachers
• On-going district support for coaches
# Continuous Regeneration

<table>
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<tr>
<th>School</th>
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<tbody>
<tr>
<td>School embeds practices and plan into school improvement process</td>
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<tr>
<td>Develop process for orienting new staff/students/families to the program</td>
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<tr>
<td>Ongoing process for reviewing data and adjusting program at school level</td>
<td>Ongoing process for reviewing data and adjusting program at district level</td>
</tr>
<tr>
<td>Ongoing process for removing barriers to implementation</td>
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“Stop asking me if we’re almost there; we’re Nomads, for crying out loud.”
Embedded Stages within District Implementation of RtI