Synchronicity in Systems Integration: Nevada’s Vision for Safe and Respectful Learning Environments

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Goals of this Session

- Define **need** for initiative alignment
- Propose **key features** of effective alignment
- Provide **two examples** of district alignment in implementing behavioral initiatives
Cross System Integration: Aligning Multiple Initiatives for Efficiency and Effectiveness
Alignment

Alignment:
- “To be in precise adjustment or correct relative position”
- “The proper positioning of parts in relation to each other.

New emphasis on “sustainability” and “efficiency” have heightened attention on the need for effective systems of alignment.

McIntosh (2015)
“One of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.”
Why Invest in Alignment?

- All new initiatives must align with existing systems/practices.
- Investing in alignment increases:
  - Implementation Fidelity
  - Effectiveness
  - Efficiency
  - Sustainability
Common Pitfalls

- **More is better**
  - Introduce as many approaches as possible

- **Alignment by hiring**
  - Use short-term funds to hire many new staff (counselors, coaches, practitioners)

- **Alignment by someone else**
  - Pour all the available knowledge into the people and let them sort out how to make sense of it.
Steps for Effective Alignment

- Define the measure(s) of **student outcomes**
  - What are the benefits for students/ families?

- Define **what** will be aligned?
  - What are the initiatives being considered?

- Identify the **Organizational Unit** with authority to lead alignment
  - Team/person with knowledge of how to achieve organizational impact.
  - Team/person with budget authority for all initiatives to be aligned
  - Team/person with access to “content knowledge” of the initiatives

- Conduct a “**core features**” summary for each initiative
  - What are the features of an effective environment if the initiative “works”? 
  - What systems support all initiatives?
Steps for Effective Alignment (continued)

- Build a **single model** for professional development
  - Organize personnel development around acquisition and implementation of core features
  - Determine sequential versus simultaneous implementation.
  - Build organizational systems as well as specific practices

- Resolve **logic model conflicts**
  - Define what is acceptable

- **Implement, assess, adapt**
  - Assume you will need to adjust to get effective implementation.
  - Fidelity
NDE Behavior Support Initiatives

- Safe Schools/Healthy Students
- School Climate Transformation Project
- Now Is the Time – Project AWARE
- Social Workers in Schools State Funding

Office of Safe and Respectful Learning Environments
The Five SS/HS Program Elements

1) Early childhood social and emotional learning and development

2) Mental, emotional, and behavioral health

3) Connecting families, schools and communities

4) Prevention behavioral health problems – including substance use

5) Creating safe and violence free schools
**Core Features**

**SCTP**
- Multi-tiered behavior framework
- School-wide systems
- Social emotional learning
- Coaching capacity
- Data collection hierarchy
- Data based decision making
- Practice audits
- Prevention
- School climate

**SSHS**
- Early childhood SEL
- School based mental health
- Family engagement
- Prevention
- School climate and safety
- Data based decision making

**AWARE**
- Mental health professionals in schools
- Mental health services to students
- Social emotional learning
- Youth mental health first aid training
- Signs of suicide training
- Community management teams
- Multi-tiered behavior framework
- Prevention
Team Structure

State Management Team

Integration Team

OSRLE
Shared Resources

- **Financial:**
  - SCTG to fund 5 of 17 school districts
  - AWARE included in 3 districts
  - SSHS to support 3 districts

- **Talent:**
  - Integration team and SMT
  - Movement toward Juvenile Justice
  - Movement toward sustainable state model and policy change
  - Shared TA
Lyon County’s Healthy Communities Coalition
Core Features
Interconnected Values

Healthy Food Hub
1) Farm to School
2) School and Community gardens
3) Students working with farmers
4) Farmers’ markets w/EBT
5) CO-OP w/EBT
6) CSA w/EBT
7) Community Roots
8) Cottage Food Laws
9) Composting and Recycling Projects

Common Principals
1) Empowerment
2) Radical inclusion
3) All need a community role
4) All roles are equally important
5) Equality not sameness
6) Meet people where they are at
7) Relationships are key
8) Diversity valued

Community Development Hub
1) Community Volunteering
2) Comstock Youth Works
3) Community Roots
4) Second Chance Work and Volunteer sites
5) Youth Leadership
6) Shared grant writing and projects
7) Collective Impact Strategies

Health and Wellness Hub
1) School Resource Counselors
2) MORE and RAM
3) Screenings
4) Coordinated wrap around services
5) School based health and wellness services
6) Shared assessments
7) Health Advocates
8) Bridge employees
9) Prevention Strategies
Team Structure
Synchronicity at the local level

Health Services Hub Model

Nevada Rural Hospital Partnership

Other Community Coalitions

Statewide Partnership

University of Nevada, Reno School of Medicine and Area Health Education Centers

Nevada’s Early Intervention Services

Food Bank of Northern Nevada

Children’s Rural Mental Health Consortium

State & Federal Funding for Implementation:
Healthy Families America
Home Visiting
Safe Schools, Healthy Students
Partnership for Success SAPTA

State Department of Education

Nevada State Division of Public and Behavioral Health

University of Lyon and St. John’s Hospitals

Our Vision for Lyon and St. John’s Counties is that there is a culture of positive relationships within and across our communities where people are thriving, children and youth are ready for careers, and people are engaged in positive, meaningful and productive activities—making choices that keep themselves safe, healthy and economically viable.
Student Outcomes

*Everyone plays a role*
Data-Driven Decision-Making: Dashboard of School-Based Mental Health Shared Measures

<table>
<thead>
<tr>
<th>What would our community look like if we were 100% successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> The number of students who received school-based mental health services will increase by 50 percent (an increase of 175 students or a total of 559 district-wide) from baseline by the end of the grant period. (GPRA 2)</td>
</tr>
<tr>
<td>Students by 2017</td>
</tr>
<tr>
<td><strong>2.2</strong> Increase the Percentage of the mental health service referrals for students that resulted in mental health services being provided in the community from 21% to 25% in Year 2, 28% in Year 3 and 30% by the end of the project year. (GPRA 3)</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
</tbody>
</table>

| 33% |
What conditions need to be present for deep collaboration to occur?

1. Exchange of information forms
2. Shared referral processes
3. MOUs
4. Trust, Communication, No Blaming, No Judging
Resources: Beyond Funding

- Human Capital: “Collective Enoughness”
- Organizational Capacity: Build from what you have
- Social Capital: We are all interconnected. Relationships Matter!
PBIS and Mental Health Integration from Nevada’s Frontier Communities
Team Structure: District Level

- District Leadership Teams
  - Stakeholders across funding/projects
  - Prioritize Student Outcomes for each district
  - Community Voice
District Action Planning

Team Members: Core Team (Dawn Hagness, Brooke Wagner, Kaci Fleetwood)

Full DLT Members: Dave Jensen, Nicole Bengoecha, Byron Jeppsen, Connie Stillwell, Lisa Weber, Rosa Blanco, Tessa Perez, Heidi Fettic,

Regular Meeting Time & Location:

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Status</th>
<th>Who</th>
<th>By When</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team is developed with representation from appropriate range of stake holders</td>
<td>Yes</td>
<td>Dawn Hagness</td>
<td>October</td>
<td>Will add Mike Dennis</td>
</tr>
</tbody>
</table>
| 2. Team determines how many schools are to be involved in the effort            | Yes    | DLT            | April 2016 | Cohort 1: 3 schools  
                                      |        |                |          | Cohort 2: TDB Spring of 2016                      |
| 3. Team completes self-assessment, including district analysis of initiatives within the context of triangle of supports | Yes    | Brooke & Kaci  | December | Aggregated data from site-level practice audits will be presented to the DLT |
| 4. Team completed 3-5 year prevention-based action plan                         | Yes    | Dawn will email team | October | This is the first step!                             |
| 5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc.) | Yes    |                |         | Core meets Monthly. Full DLT meets every other month: Starting November (4th) then every other first Thursday (Jan/March, etc) 3:30 PM HCSD office |

<table>
<thead>
<tr>
<th>Coordination</th>
<th></th>
<th>Who</th>
<th>By When</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Coordinator(s) identified who has adequate FTE to manage day-to-day operations</td>
<td>Yes</td>
<td>Brooke</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding</th>
<th></th>
<th>Who</th>
<th>By When</th>
<th>Status Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Funding sources to cover at least 3 years can be identified</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Complete</td>
</tr>
<tr>
<td>7a. Grant opportunities and integration activities are identified (e.g. coordinated school health, RTL teacher retention, disproportionality, drop out prevention)</td>
<td>No</td>
<td></td>
<td></td>
<td>Will keep this on our radar</td>
</tr>
</tbody>
</table>

11/3/2015

Track actions planned, actions implemented, and progress at building local capacity.
Nevada’s Coaching Model

State Coordinator

External Coach

Internal Coach

School Team

School

External Coach

Internal Coach

School Team

School

Internal Coach

School Team

School

Internal Coach

School Team

School
Team Structure: School Level

- School Climate Teams
  - Participate in Summer Workshops & Quarterly Training
  - Lead implementation of PBIS/SEL/Tiered Interventions
  - Meet monthly to analyze data & outcomes
Measuring School Impact

- Practice Audits
- Assess implementation fidelity 3 times a year
- Monitor student Outcomes
  - Engage in Data Based Decision Making monthly
SWPBIS Tiered Fidelity Inventory
version 2.1

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# Appendix A: Tier I Practices Evaluation Chart

|-----------|-----------------------------|------------|-----------------|---------------------------|------------------------|-------------------------------|----------|

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1  Yes ? No  
2  Eliminate, Integrate, Modify, Sustain
Example of

Data Based Decision Making
Measuring Impact

Triangle Data Report
All, 2015-16 - 2016-17

Percentage of Students

School Years

- 6 or More ODRs
- 2 to 5 ODRs
- 0 to 1 ODRs
Core Features and Shared Resources

- SEL Curriculum
- PBIS Tier 1
- Membership on leadership teams
- Community agencies using common language (PBIS & SEL)
- Youth Mental Health First Aid
- School based mental health professional
- PBIS Tier 2
- Wrap-around
- Community mental health professional
- PBIS Tier 3
The “Frontier” Communities
“Synchronicity is not just about things happening at the same time – it’s about things happening in a sequence that is magical and different and alerts us to a joining up between meaning and physical events.”

–Robert Moss
## Nevada’s Aligned Framework

**Tier 3: Intensive**
- Crisis counseling
- Individual support teams/plans
- Psychiatric care
- Group counseling/support groups
- Staff & family
- Coordinated referral process/progress monitoring

**Tier 2: Strategic**
- Brief FBA/BIP
- Check-in/out
- Check/Connect
- Social academic instructional groups

**Tier 1: Universal**
- SEL Standards
- School Climate
- Cool tools
- SEL/PBIS Behavioral lesson plans
- Mental Health screening
- Prevention/Wellness promotion
- School-wide behavior expectations
- Acknowledge positive behaviors
- Data-based planning

### SEL
- Resilience Education

### Mental Health
- Group counseling/support groups
- Staff & family
- Coordinated referral process/progress monitoring

### PBIS
- Wraparound
- Complex FBA/BIP
- Individual planning

### Restorative Justice
- Family group conferencing
- Community conferencing
- Peer Jury
- Conferencing
- Problem-solving circles
- Circles
- Restorative chats
- Data-based planning

### Social Academic Instructional Groups
- Problem solving
- Pro-social skills
- Academic behaviors

### SEL Standards

### School Climate

### Cool tools

### SEL/PBIS Behavioral lesson plans

### Mental Health screening

### Prevention/Wellness promotion

### School-wide behavior expectations

### Acknowledge positive behaviors

### Data-based planning
Next Steps

- Workforce development & training plan
- Integrated data collection
- Implement, assess, adapt...
- Policy & Sustainability!
Questions?