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

Pat Sanborn, M.A. Ashley Greenwald, Ph.D., BCBA Brooke Wagner, M.Ed. Kaci Fleetwood, M.Ed., BCBA Deb Loesch-Griffin, Ph.D. Christy McGill, M.A.

### State Team Pat Sanborn, MAOD Ashley Greenwald,

# Ph.D., BCBA





### Lyon County

### Deborah Loesch-Griffin, Ph.D. Christy McGill, M.A.





### **Frontier Community Coalition**

Kaci Fleetwood, M. Ed, BCBA



### Brooke Wagner, MSC–SC



## 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

### Nevada's Alignment Umbrella



## **Student Outcomes**

### The Five SS/HS Program Elements

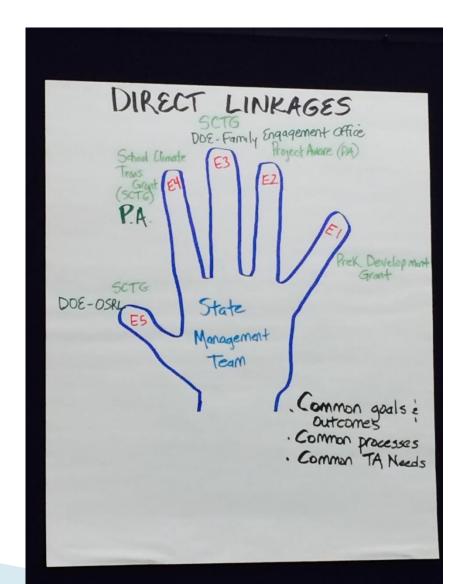
1) Early childhood social and emotional learning and development

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

OSRLE





Integration Team



## 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 Communities Coalition** 

#### **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 4) All people are valuable 5) Equality not sameness 6) Meet people where they are at 7) Relationships are key 8) Diversity valued

#### **Community Development Hub**

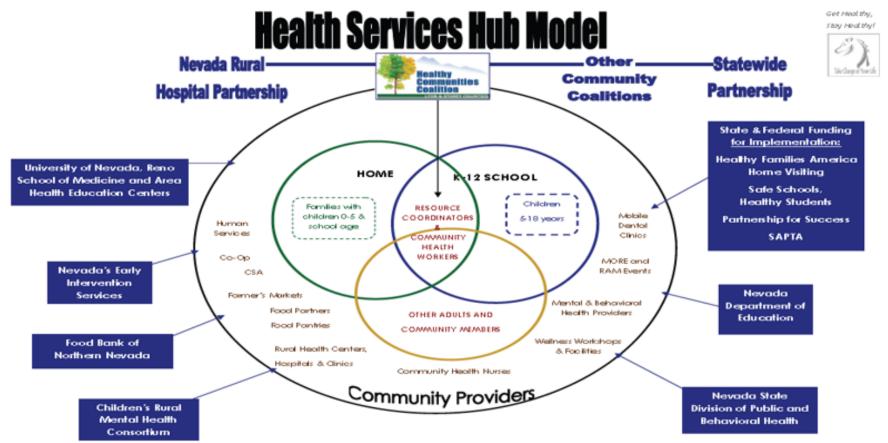
- 1) Community Volunteering
- 2) Comstock Youth Works
- 3) Community Roots
- Second Chance Work and Volunteer sites
- 5) Youth Leadership
- 6) Shared grant writing and projects
- 7) Collective Impact Strategies

#### Health and Wellness Hub

- 1) School Resource Counselors
- 2) MORE and RAM
- 3) Screenings
- 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



#### Our Vision for Lyon and Storey 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

rty Years Middle Year	15	Late Years
Social-Political-Economic Context	3 Intermediate Outcomes	Outcomes and Indicators
	Dutcomes and Indicators	
CI Design and Implementation	Behavioral Changes (professional practices, individual behavior)	(
CI Process Outcomes and Indicators COMMON SHARED AGENDA MEASDREMENT	Systems Changes (tanding tows, cultural norms, public policy)	
CONTINUOUS CI Capescity MITUALLY REINFORCING COMMUNICATION RACKBONE INFRASTRUCTURE		Potential evaluation focus

### Data-Driven Decision-Making: Dashboard of School-Based Mental Health Shared Measures



PROGRAM DASHBOARD FY 2015

	What would our community look like if we were 100% successful?						
2.1	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)	559 students by 2017	369	390	352 4% districtwide 3.14% at 2 schools with Project SUCCESS:	390	
2.2	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)	30%	25%	33%	21% of SOS clients referred/ no tracking	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 Bengochea, Byron Jeppsen, Connie Stillwell, Lisa Weber, Rosa Blanco, Tessa Perez, Heidi Fettic,

#### Regular Meeting Time & Location:

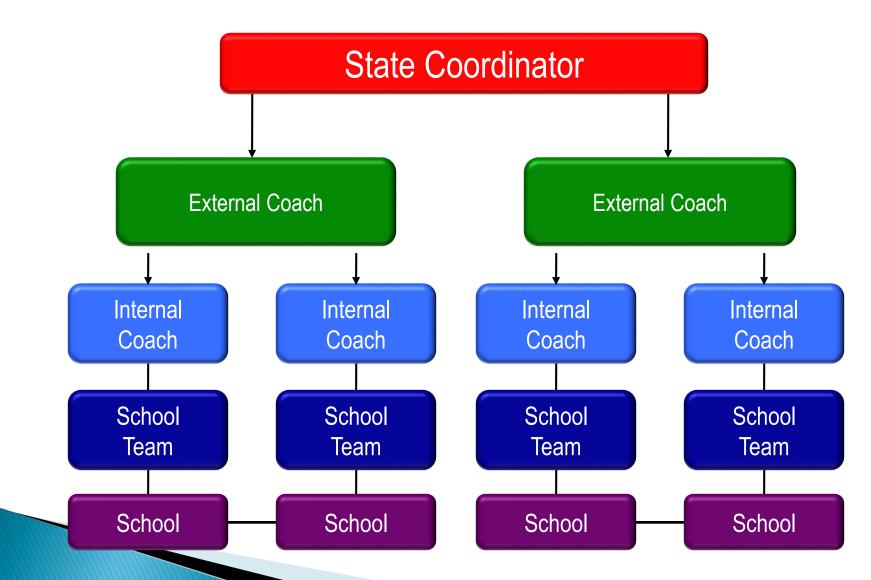
Leadership Team	Status	Who	By When	Status Update
1. Team is developed with representation from appropriate range of stake holders	<mark>□ Yes</mark> □ Part □ No	Dawn Hagness	October	Will add Mike Dennis
2. Team determines how many schools are to be involved in the effort	□ Yes □ Part □ No	DLT	April 2016	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 <mark>□ Part</mark> □ No	Brooke & Kaci	December- data presented to the Core	Aggregated data from site-level practice audits will be presented to the DLT
4. Team completed 3-5 year prevention-based action plan	□ Yes <mark>□ Part</mark> □ No			This is the first step!
5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc.)	□ Yes <mark>□ Part</mark> □ No	Dawn will email team	October	Core meets Monthly, Full DLT meets every other month: Starting November (4 <sup>th</sup> ) then every other first Thursday (Jan/March, etc). 3:30 PM HCSD office
Coordination		Who	By When	Status Update
6. Coordinator(s) identified who has adequate FTE to manage day-to-day operations	□ Yes □ Part □ No			Brooke
Funding		Who	By When	Status Update
7. Funding sources to cover at least 3 years can be identified	<mark>□ Yes</mark> □ Part □ No			Complete
7a. Grant opportunities and integration activities are identified (e.g. coordinated school health, RTI, teacher retention, disproportionality, drop out prevention,	□ Yes <mark>□ Part</mark> □ No			Will keep this on our radar

11/3/2015

Track actions planned, actions implemented, and progress at building local capacity.

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### Nevada's Coaching Model



## 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



#### **Citation for this Publication**

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

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#### **Appendix A: Tier I Practices Evaluation Chart**



		Evaluation					
Practices	Identify Need Utilizing Data	Effective?	Evidence- Based?	Implem. Fidelity Assessed?	Outcome Data Collected?	TI Non- Responder Decision Rule?	Decision
		Y ? N <sup>1</sup>	Y ? N	Y ? N	Y ? N	Y?N	EIM S <sup>2</sup>
		Y ? N	Y ? N	Y ? N	Y ? N	Y?N	EIMS
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#### <sup>1</sup>Yes ? No

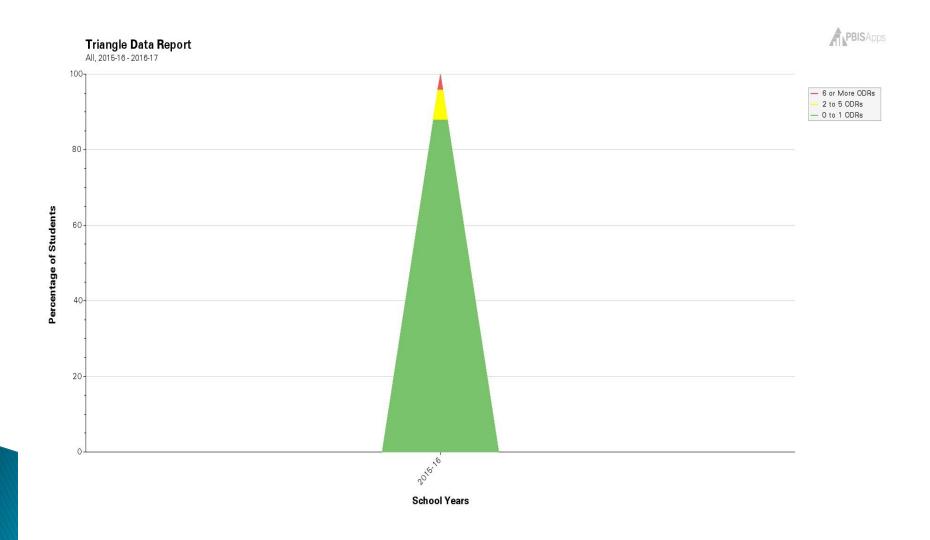
<sup>2</sup> Eliminate, Integrate, Modify, Sustain

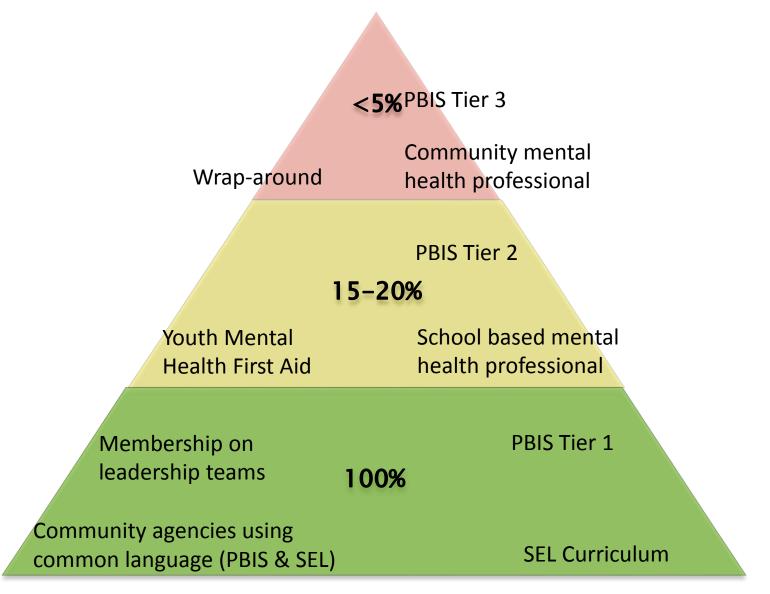
### Example of

### **Data Based Decision Making**

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		Applications	na ( Second Seco	
	PBISAssessment	approved the set of	and the second se	
	Casibbard Organisation			
	Currently Open		ment 2	
	PBISEvaluation	Upcoming Trainings SVCD Technology Continues (FULL) Instance, 1.0. Technology - Instance, 1.0. Discussion, 1	PBISApps Logis How-To	
	What's New? New TVC Reports to Assessment The Fit Net Constant, Sectoring to Fits fits that the second Print and all the second	10.000		

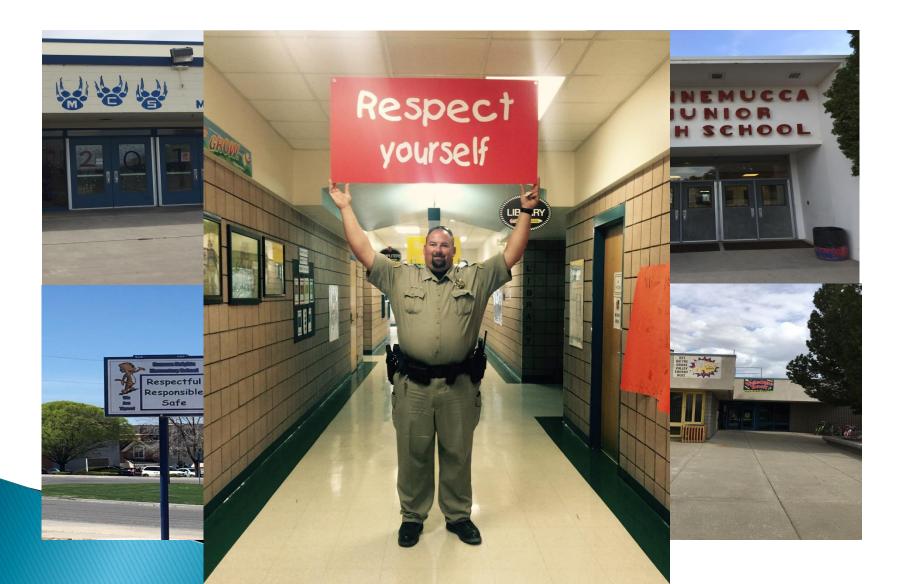
## **Measuring Impact**





**Core Features and Shared Resources** 

### The "Frontier" Communities



## Synchronicity and Meaningful Coincidences

"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

is The Universe

## Nevada's Aligned Framework

SEL	Mental Health		PBIS	Restorative Justice
<ul> <li>Resilience Education</li> </ul>	<ul> <li>Crisis counseling</li> <li>Individual support teams/plans</li> <li>Psychiatric care</li> </ul>	Tier 3: Intensive	<ul> <li>Wraparound</li> <li>Complex FBA/BIP</li> <li>Individual planning</li> </ul>	Family group conferencing Community conferencing
<ul> <li>Social Academic Instructional Groups</li> <li>-problem solving</li> <li>-pro-social skills</li> <li>-academic behaviors</li> </ul>	<ul> <li>Group counseling/support groups</li> <li>Staff &amp; family</li> <li>Coordinated referral process/progress monitoring</li> </ul>	Fier 2: Strategio	<ul> <li>Brief FBA/BIP</li> <li>Check-in/out</li> <li>Check/Connect</li> <li>Social academic instructional groups</li> </ul>	Peer Jury Conferencing Problem-solving circles
<ul> <li>SEL Standards</li> <li>School Climate</li> <li>Cool tools</li> <li>SEL/PBIS Behavioral lesson plans</li> </ul>	<ul> <li>screening</li> <li>Prevention/Wellness</li> </ul>	ier 1: Universa	<ul> <li>School-wide behavior</li> <li>expectations</li> <li>Acknowledge positive</li> <li>behaviors</li> <li>Data-based planning</li> </ul>	Circles Restorative chats Data-based planning

### Next Steps

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

# Questions?