

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

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State Team

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Lyon County

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Frontier Community Coalition

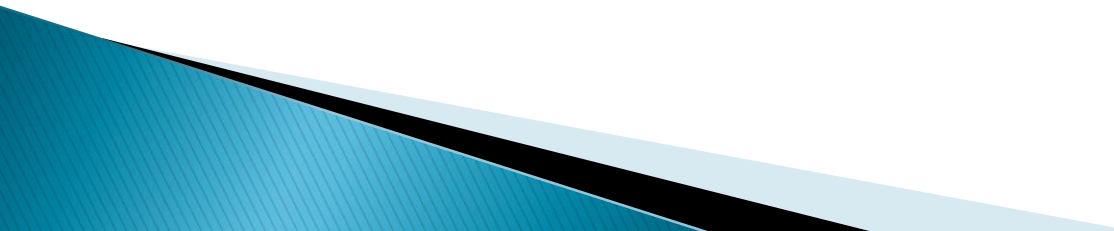
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BCBA



- ▶ 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)

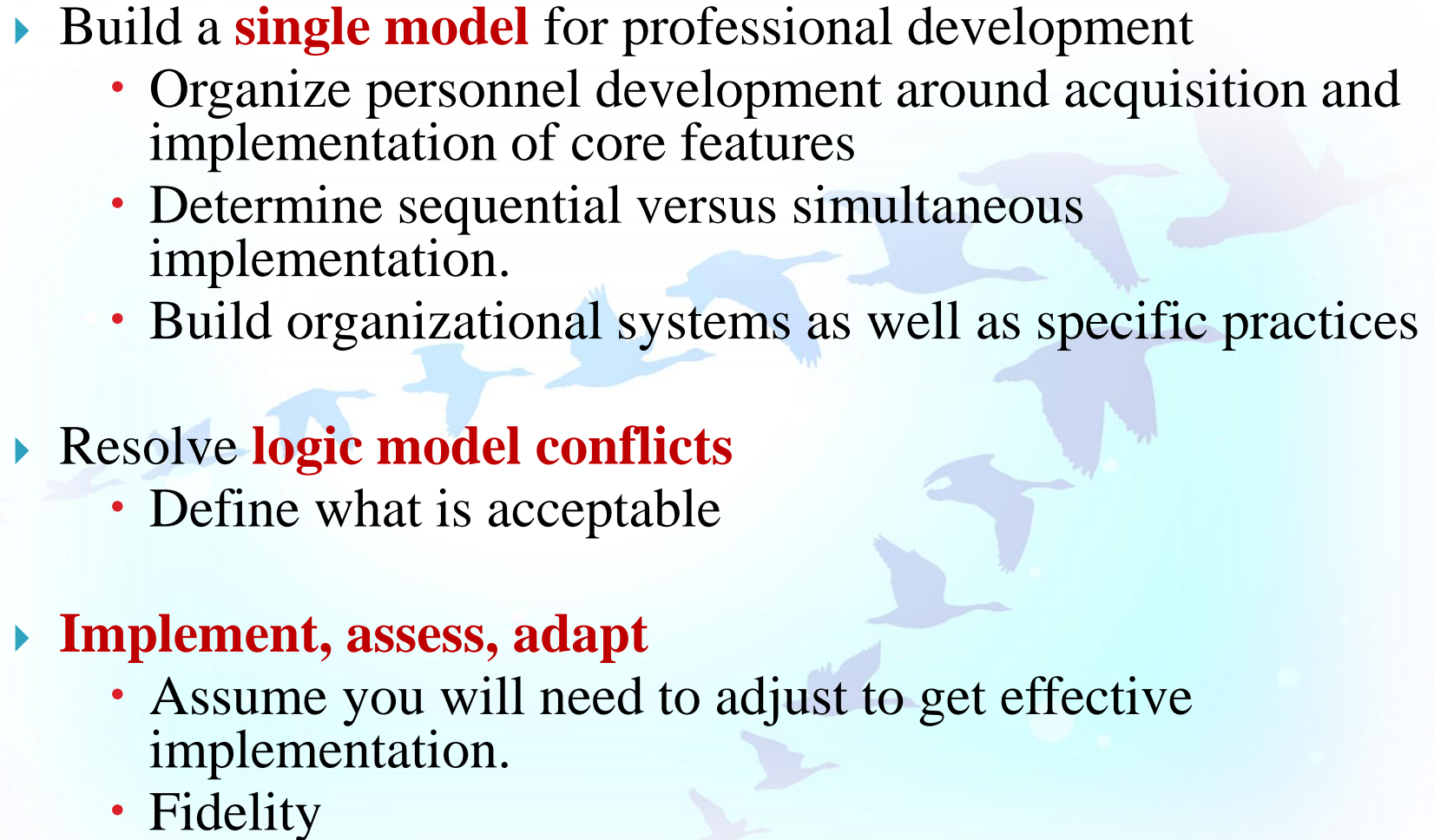
▶ *Alignment by someone else*

- Pour all the available knowledge into the people and let them sort out how to make sense of it.

Steps for Effective Alignment

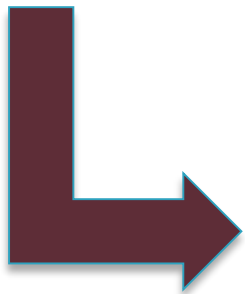
- ▶ Define the measure(s) of **student outcomes**
 - What are the benefits for students/ families?
- ▶ Define **what** will be aligned?
 - What are the initiatives being considered?
- ▶ Identify the **Organizational Unit** with authority to lead alignment
 - Team/person with knowledge of how to achieve 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

Team Structure

Core Features of
Projects

OSRLE

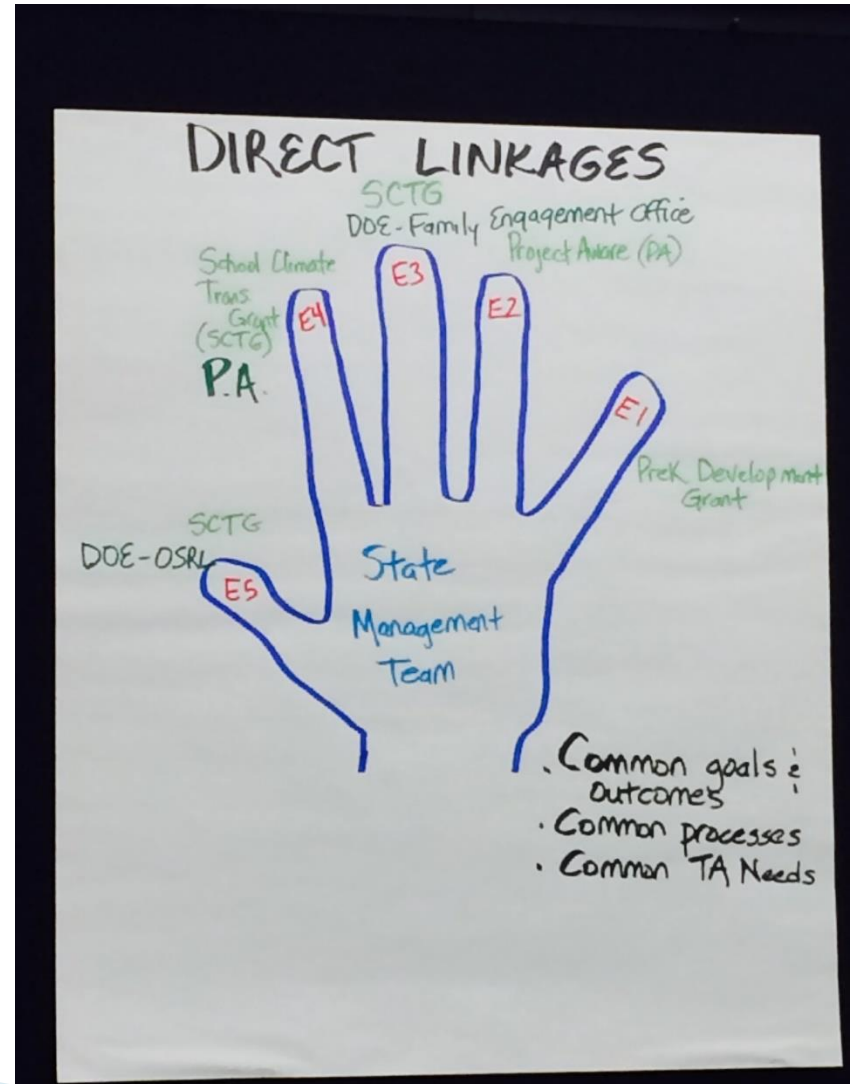
Shared Resources



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

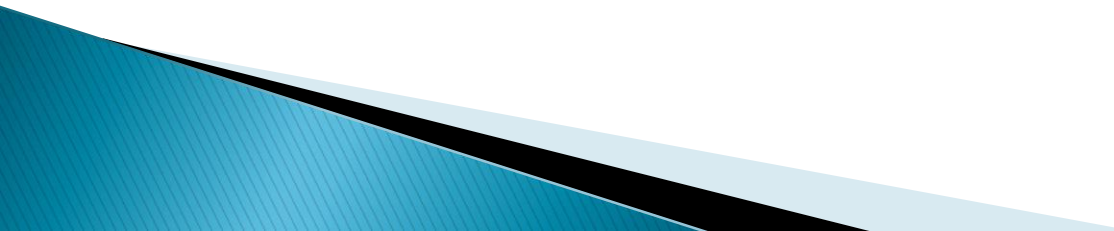


Shared Resources

▶ 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

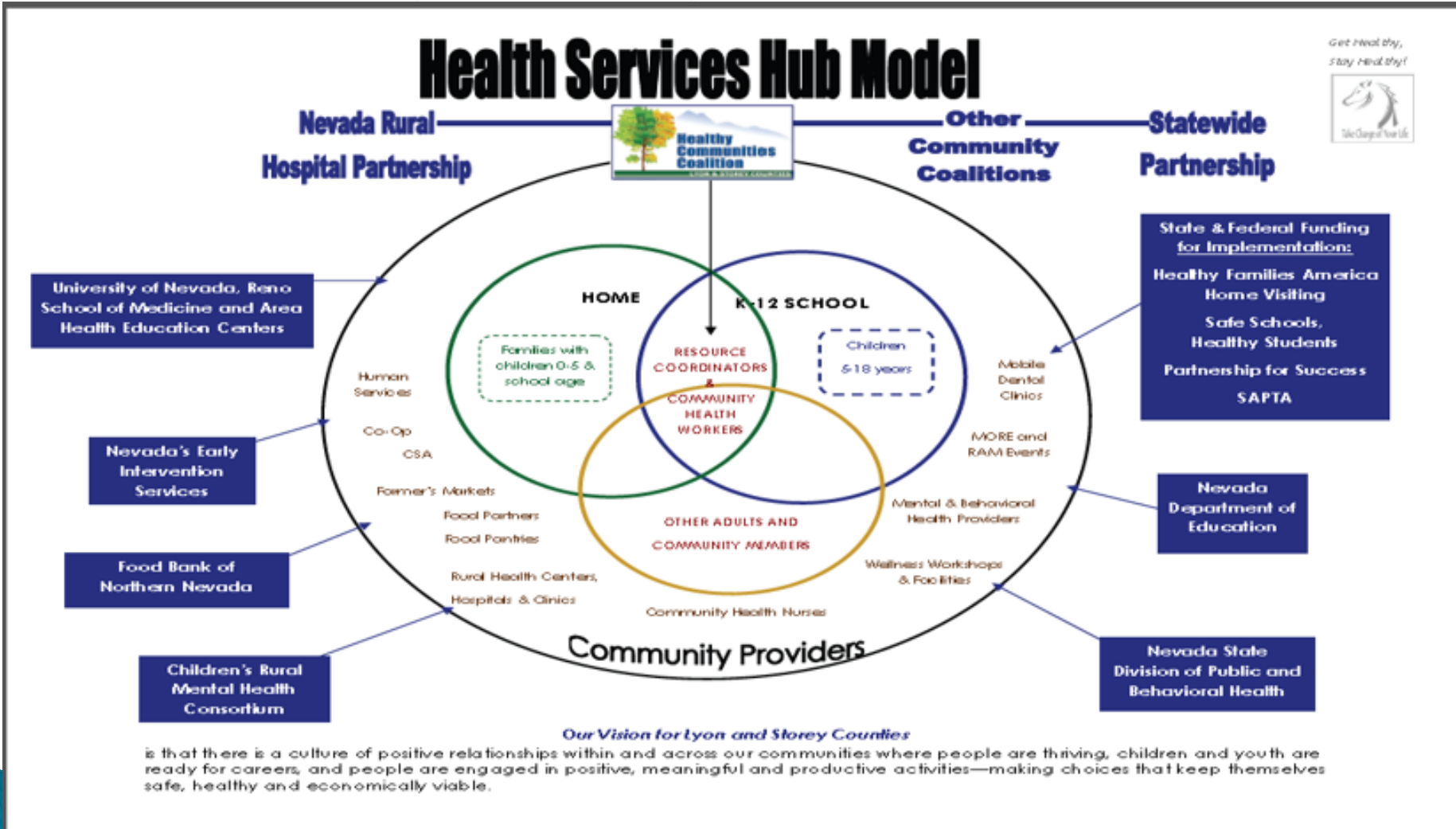
Interconnected Values

Healthy Communities Coalition



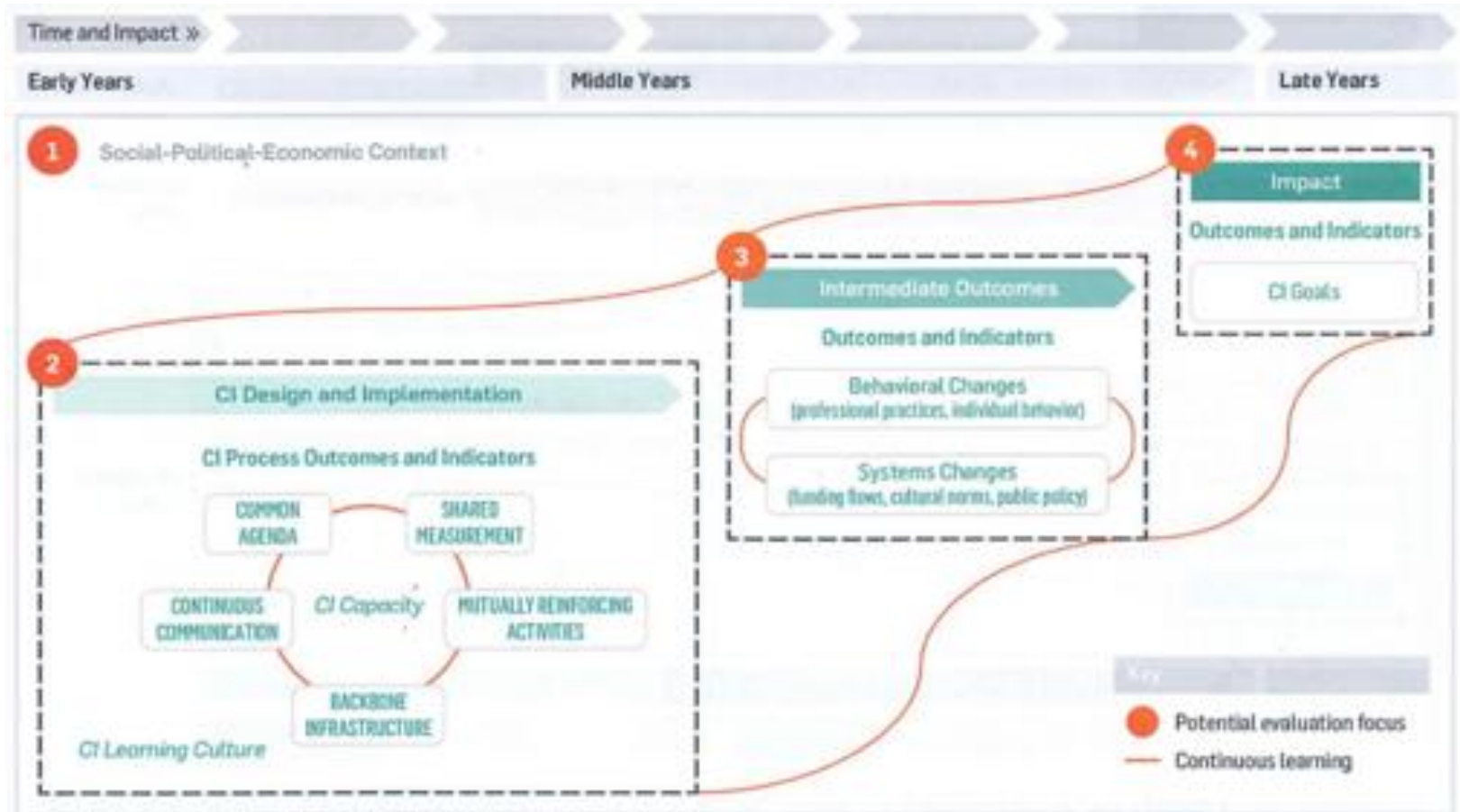
Team Structure

Synchronicity at the local level



Student Outcomes

Everyone plays a role



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

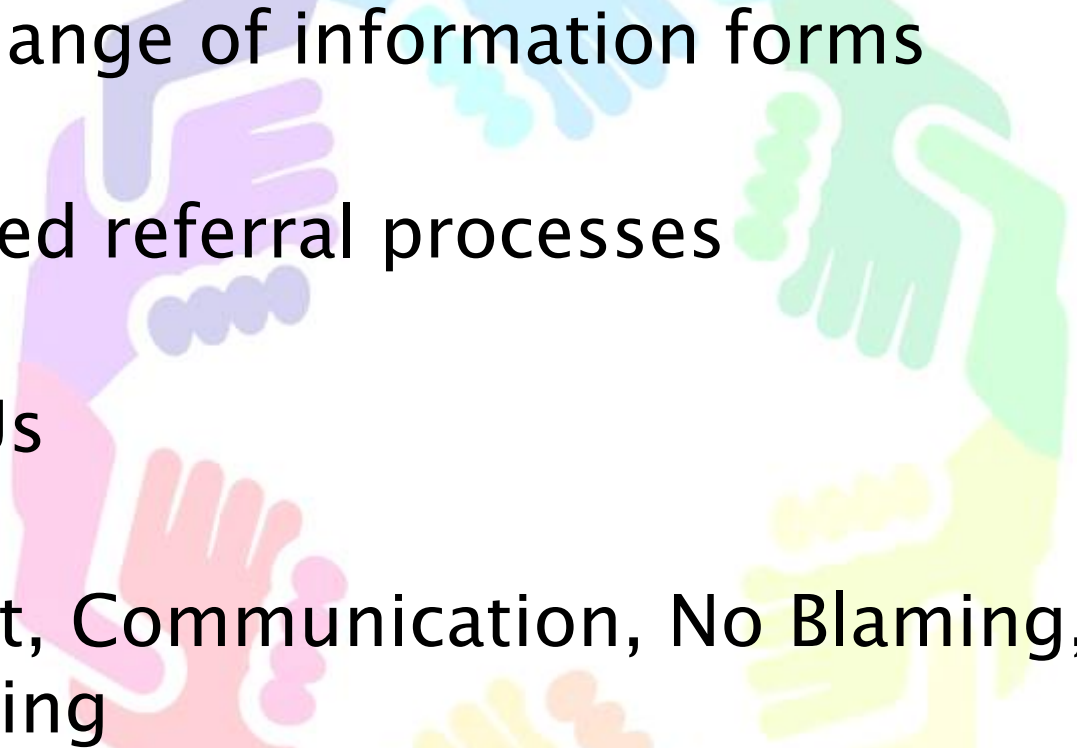


PROGRAM DASHBOARD FY 2015

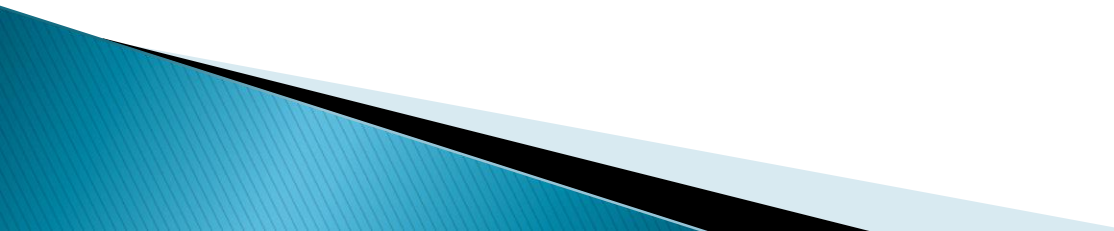
What would our community look like if we were 100% successful?

2.1	<p><i>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)</i></p>	<p>559 students by 2017</p>	<p>369</p>	<p>390</p>	<p>352 4% districtwide 3.14% at 2 schools with Project SUCCESS:</p>	<p>390</p>	
2.2	<p><i>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)</i></p>	<p>30%</p>	<p>25%</p>	<p>33%</p>	<p>21% of SOS clients referred/ no tracking</p>	<p>33%</p>	

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
- 
- A circular graphic composed of several hands of different colors (purple, blue, green, yellow, orange, pink) holding each other in a circle, symbolizing collaboration and support. The hands are arranged in a ring, with each hand reaching towards the center. The colors transition from purple at the top left, through blue, green, yellow, orange, and pink, ending back at purple at the bottom left.

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 Feticc,

Regular Meeting Time & Location:

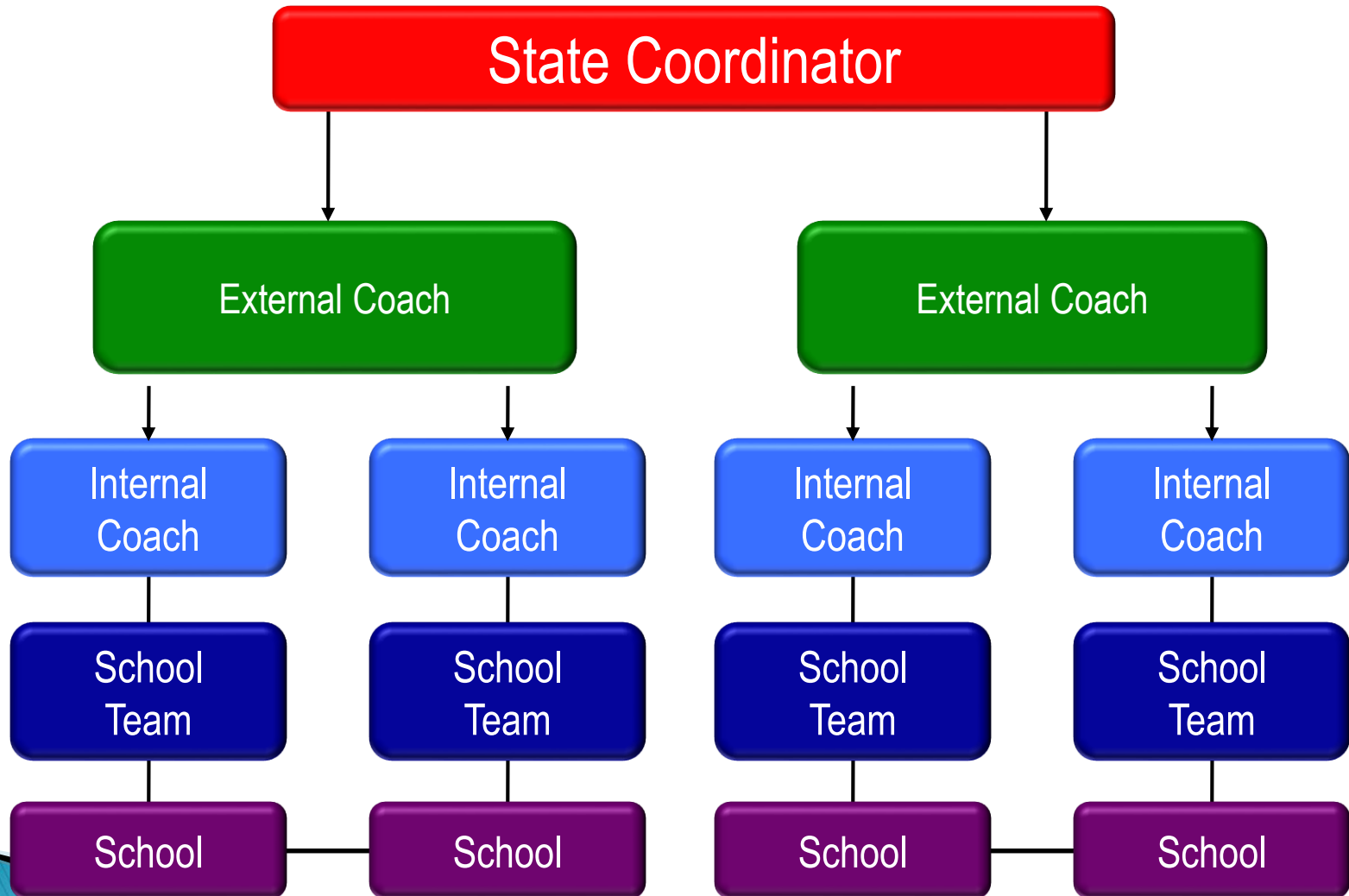
Leadership Team	Status	Who	By When	Status Update
1. Team is developed with representation from appropriate range of stake holders	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Part <input type="checkbox"/> No	Dawn Hagness	October	Will add Mike Dennis
2. Team determines how many schools are to be involved in the effort	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Part <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Part <input type="checkbox"/> 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	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Part <input type="checkbox"/> No			This is the first step!
5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc.)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Part <input type="checkbox"/> No	Dawn will email team	October	Core meets Monthly, Full DLT meets every other month: Starting November (4 th) 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Part <input type="checkbox"/> No			Brooke
Funding		Who	By When	Status Update
7. Funding sources to cover at least 3 years can be identified	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Part <input type="checkbox"/> No			Complete
7a. Grant opportunities and integration activities are identified (e.g. coordinated school health, RTI, teacher retention, disproportionality, drop out prevention,	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Part <input type="checkbox"/> No			Will keep this on our radar

11/3/2015

1

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

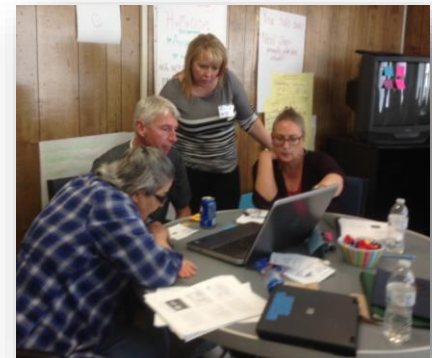
Nevada's Coaching Model



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



Practices	Identify Need Utilizing Data	Evaluation					Decision
		Effective?	Evidence-Based?	Implem. Fidelity Assessed?	Outcome Data Collected?	TI Non-Responder Decision Rule?	
		Y ? N ¹	Y ? N	Y ? N	Y ? N	Y ? N	E I M S ²
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
		Y ? N	Y ? N	Y ? N	Y ? N	Y ? N	E I M S
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¹ Yes ? No

² Eliminate, Integrate, Modify, Sustain

Data Based Decision Making

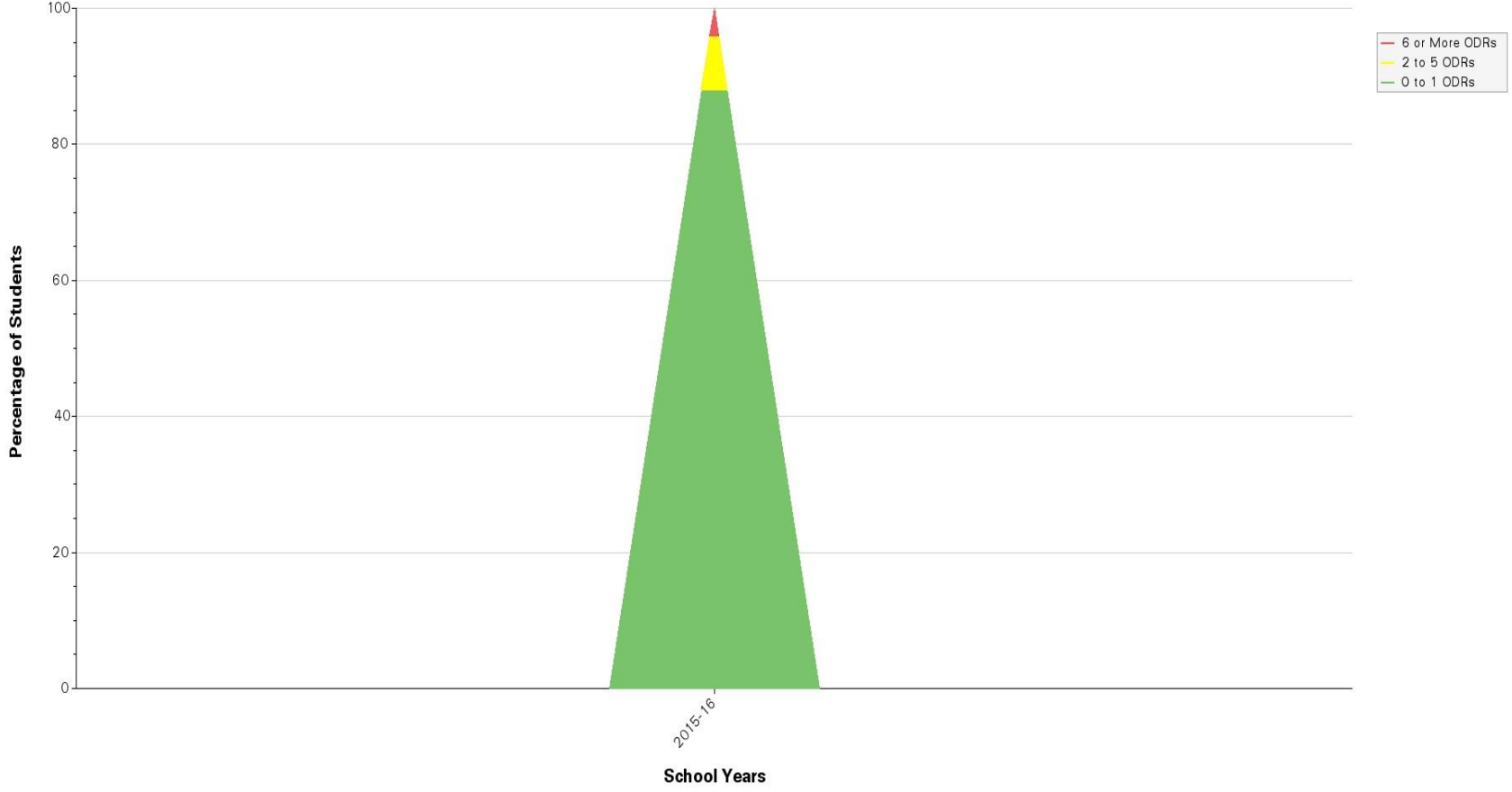


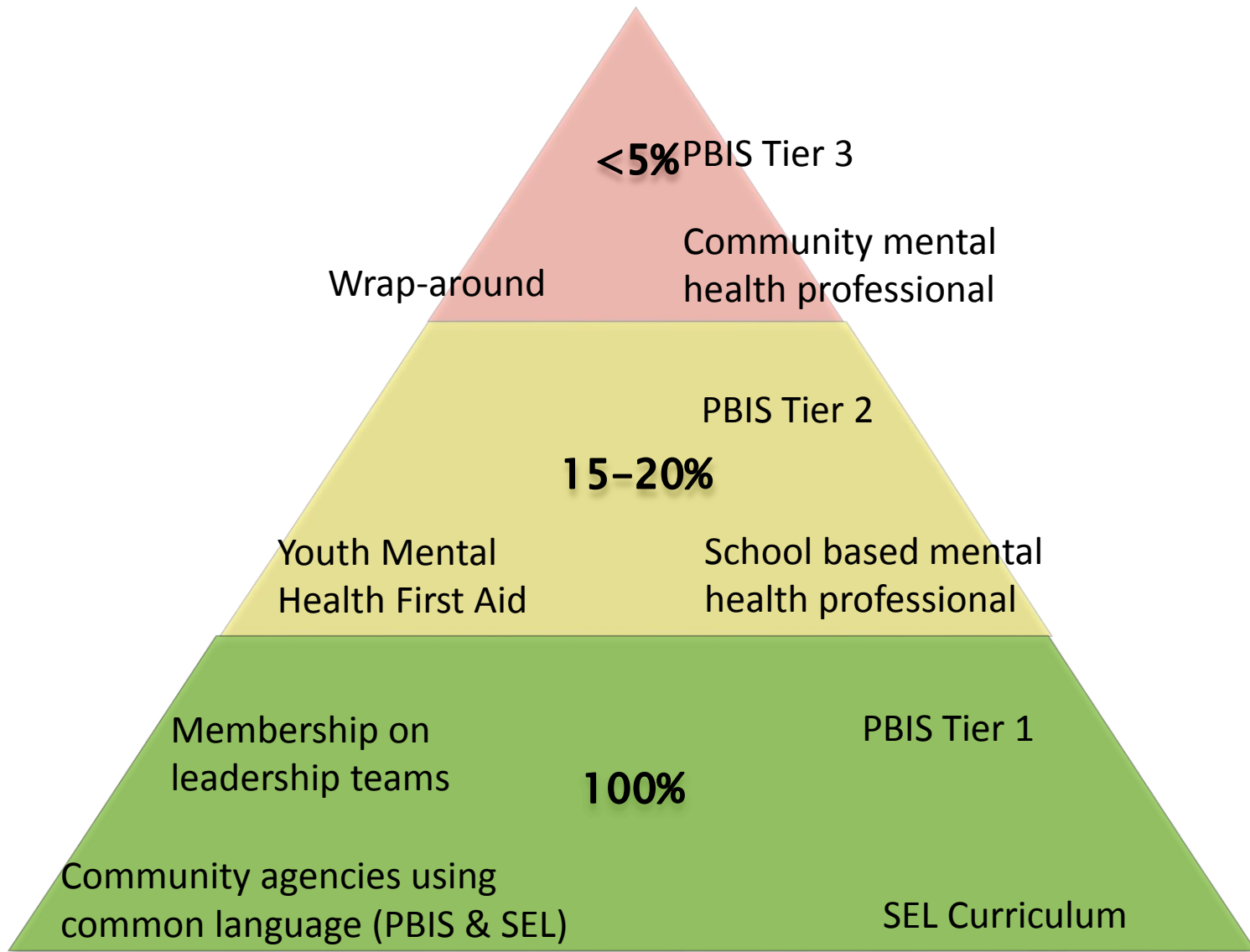
Measuring Impact



Triangle Data Report

All, 2015-16 - 2016-17





Core Features and Shared Resources

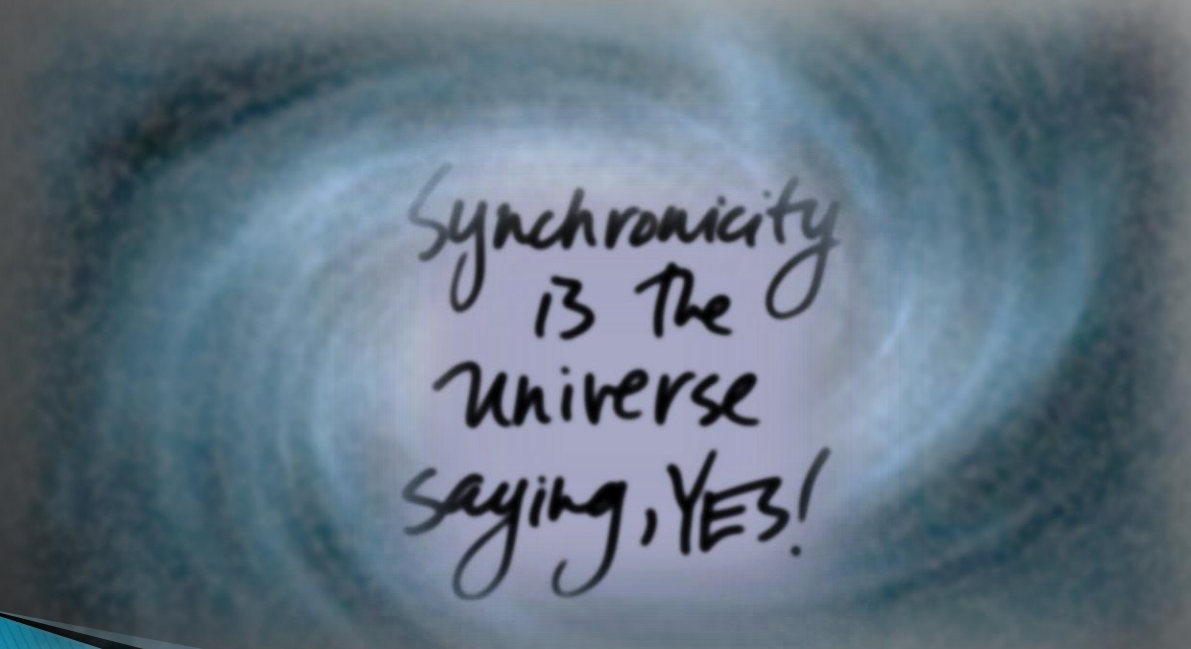
The “Frontier” Communities



Synchronicity and Meaningful Coincidences

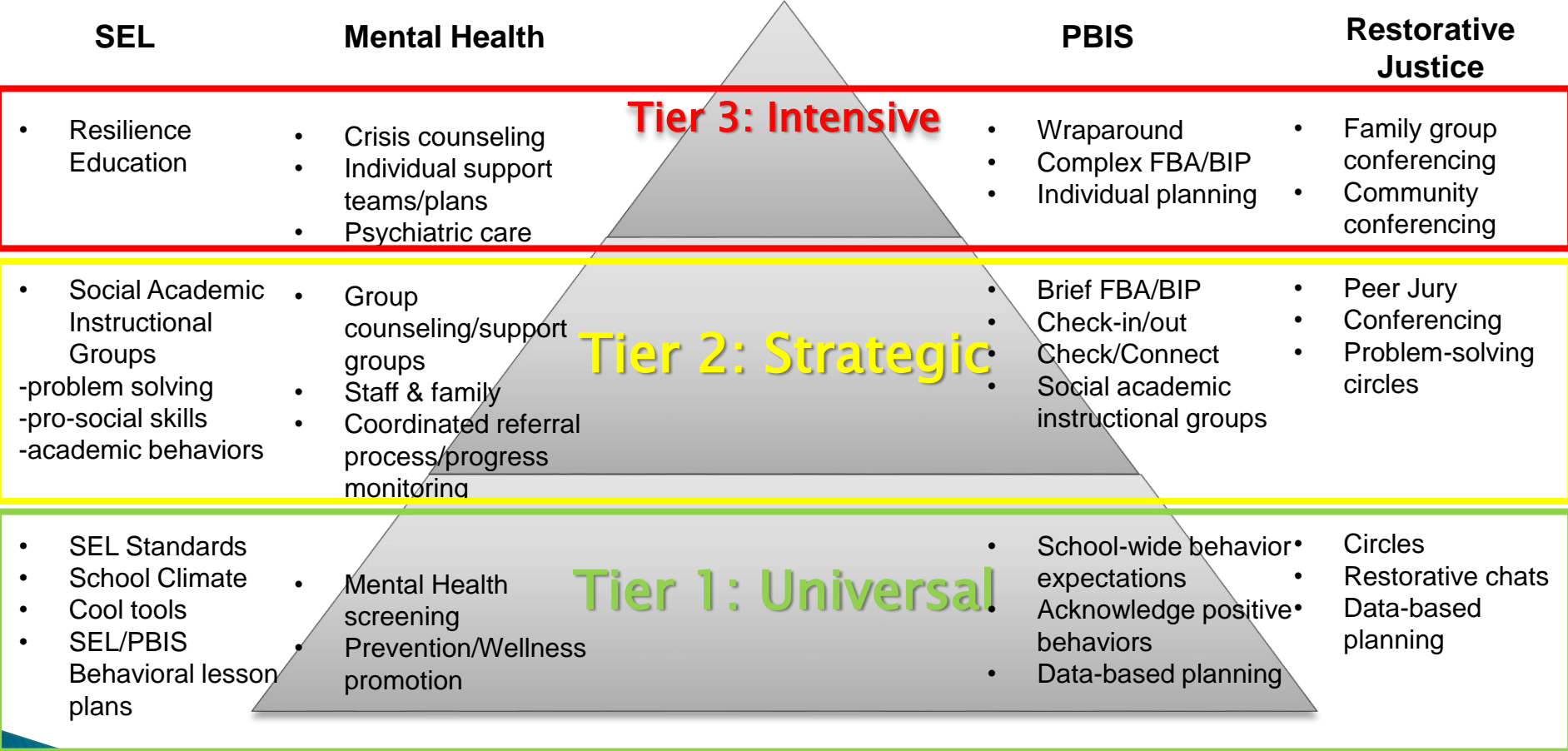
“Synchronicity is not just about things happening at the same time – it’s about things happening in a sequence that is magical and different and alerts us to a joining up between meaning and physical events.”

–Robert Moss

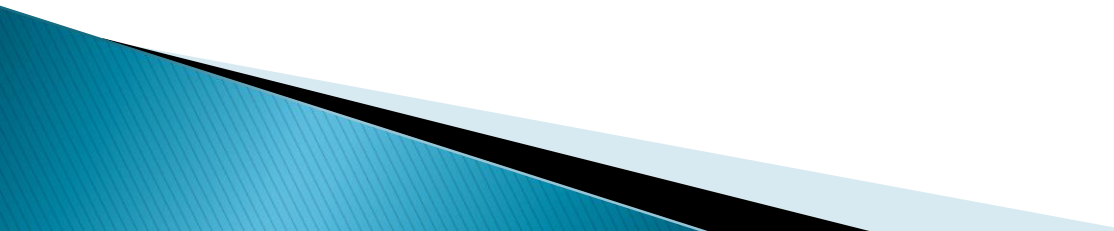


Synchronicity
is The
Universe
saying, YES!

Nevada's Aligned Framework



Next Steps

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

Questions?

