

Interconnected Systems Framework Implementers Blueprint

District Community Leadership Guide

OSEP Center on Positive Behavioral Interventions and Supports

Version 2.1

May 12, 2016

Item	Features	Implementation Activities	Possible Data Sources/ Tools/ Examples
<p align="center">District and Community Leadership Team</p>	<p>DCLT team identified (membership should include representatives from the following areas to ensure local stakeholders is fully represented).</p> <p>a.) School System Student Services and Special Education Directors b.) Local Mental Health Provider c.) Core Service Agency’s Child and Adolescent Coordinator d.) Juvenile Services Coordinator/Law Enforcement e.) Coalition of Families offices f.) Family, Youth and Community members g.) Local Management Board representative h.) Social Services representative other to include (where present) Youth MOVE Rep, System of Care Case Management entity or Family Navigator, community health provider, non-public special education school rep, recreation services, local health dept, board of education representative or other stakeholders identified by leadership</p>	<p>Big Idea #1: Provide the authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect educational, behavioral and mental health supports. This typically requires the difficult process of abandoning long held patterns of “doing business” and creating new models based on the strengths of the schools/district/community, and the changing needs of students and families.</p> <p>Actions: 1. Get the right people on the team (cabinet level people with authority to change policy, positions and funding)</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● Which voices of with mental health expertise within school system could benefit this team? ● Which voices of mental health agency partners could benefit this team? ● Consider individuals who are positioned to be social/emotional leaders for the district ● In what ways are we ensuring that multiple stakeholder’s voices (i.e. staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation 	<p>IDEA Dialogue Guide</p> <p>OSEP Center on PBIS Implementation Blueprint</p> <p>ISF Monograph</p> <p>District Capacity Assessment</p> <p>Consumer Guide</p> <p>Hexagon Tool</p>

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		<p>2. Establish meeting procedures and common way of work (role and function clearly established)</p> <p>3. Define how evidence-based practices will be selected so the process is transparent.</p> <p>4. Provide the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages. Adopting an integrated framework is process that will challenge the assumptions and traditional practices of most school faculty, and mental health systems.</p>	
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Charting the Course of Action:

Where do you want to be with this (what will it look like and sound like)?

What do you have in place?

What do you need to do to reach your desired outcome?

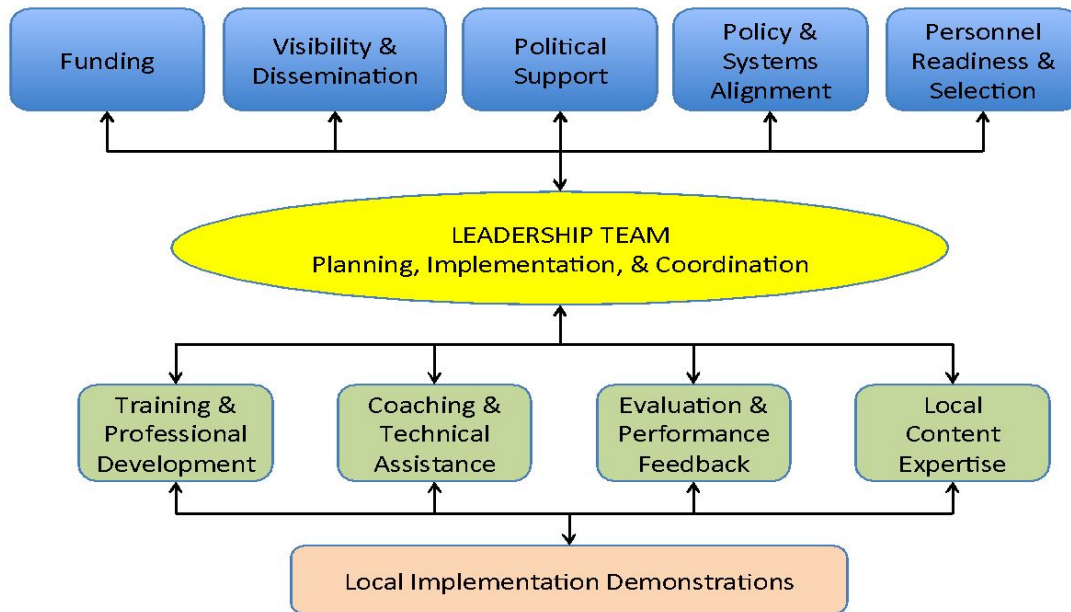
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<p>Collaborative Assessment, Goal Setting</p>	<p>Determine common purpose and identify key problem areas for improvement</p> <p>Establish Common Goal</p>	<p>Big Idea #2: Provide opportunity to take have school employed staff and community employed staff, families and other stakeholder take inventory of current initiatives and assess the extent to which they are implemented programs for children and youth with fidelity and assess extent to which programs have had impact/outcomes for children and youth. Talk about alignment and politics around investing in small number of initiatives that match with local level needs and culture.</p> <p>Actions</p>	<p>Resource Mapping Guide</p> <p>Guiding Questions for School Based Clinicians</p> <p>Data Review Guide</p>
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		<p>1. DCLT Conducts Resource Mapping Process: Gather Information through Self-Assessment</p> <p>2. DCLT Hosts Stakeholder Focus Groups</p> <p>Guiding Questions:</p> <ul style="list-style-type: none">● What is currently in place that is working (facilitating positive outcomes for youth and families)?● What is currently in place that is either a) not being monitored for effectiveness using data, or b) being monitored and deemed ineffective in terms of response?● Is there consensus about the identified goals? How will this be communicated to key stakeholders? <p>3. Conduct Staff Utilization (i.e. Guiding questions for changing role of school based clinician)</p> <p>4. Review Multiple Data Sources</p> <ul style="list-style-type: none">● Academic, Social Behavior, Behavioral Health, Community Data (Census, GIS, service use)● Data Review Process<ul style="list-style-type: none">○ Here's what○ So What○ Now What <p>6. Examine Organizational Barriers (i.e. new leadership, competing initiatives)</p> <p>7. Identify common Goal (Specific, measurable, outcome oriented)</p>	
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Where do you want to be with this (what will it look like and sound like)?

What do you have in place?

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<p>What do you need to do to reach your desired outcome?</p>			
<p>Evaluation Plan</p>	<p>Outcome data system identified (e.g., SWIS) and used with exemplar schools. Provide evaluation, tools, and processes</p> <p>Tool(s) identified for monitoring fidelity and used to guide training and monitor implementation</p>	<p>Big Idea#3: Fidelity Tools identified Climate and perception data identified Evaluation plan developed</p> <p>Actions Identify data system, relevant data points to monitor outcomes and fidelity</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How will we monitor fidelity? ● How will we monitor student outcomes? ● Who will gather, analyze, and report out data to key stakeholders? ● Is the team prepared to change the identified goals if the data deems it necessary? 	<p>Tools Matrix Tiered Fidelity Inventory Climate Surveys Sample Evaluation Plan</p>
<p>Charting the Course of Action:</p> <p>Where do you want to be with this (what will it look like and sound like)?</p> <p>What do you have in place?</p> <p>What do you need to do to reach your desired outcome?</p>			
<p>Action Plan and MOU Development</p>	<p>Develop Action Plan and MOU Identify Funding Resources</p>	<p>Big Idea#4: Flexibility of funding to support new/re-allocated roles</p> <p>Actions:</p> <ol style="list-style-type: none"> 1. Determine who will implement integrated action plan 2. Identify funding sources to cover activities for at least three years (coordinator, training activities, marketing, evaluation) 3. Assign Implementation Team who directly reports to the Leadership team who can 	<p>Sample Action Plan Sample MOU</p>

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		<p>provide the cross training, coaching and feedback systems needed to establish personnel with both the specific technical skills needed to deliver integration (the what) and the organizational vision to deliver those skills within a unified framework (the how)</p>	
<p>Charting the Course of Action:</p> <p>Where do you want to be with this (what will it look like and sound like)?</p> <p>What do you have in place?</p> <p>What do you need to do to reach your desired outcome?</p>			
<p align="center">Engage Youth/Family/Community in Planning</p>	<p>Effective and responsive system of communication developed</p>	<p>Big Idea#5: Apply a tiered approach to ensure an effective and efficient system of communication that is responsive to the needs of all school community members (youth, family, community partners, educators)</p> <p>Actions: Identify current infrastructure and methods of communication utilized for all, some, and a few school community members</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What methods are we using/considering to reach ALL of our youth /families/communities? ● What Tier 1 methods of communication are we using to reach all? ● What targeted approaches of communication are we using to reach those who are more difficult to access? 	<p>Family Resource Center</p> <p>Family Screeners</p>

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		<ul style="list-style-type: none">• What intensive approaches of communication are we using to reach those families who we are having the most difficult time engaging?	
<p><i>Charting the Course of Action:</i></p> <p>Where do you want to be with this (what will it look like and sound like)?</p> <p>What do you have in place?</p> <p>What do you need to do to reach your desired outcome?</p>			