

# ISF District Leadership Installation Guide

**Purpose:** This guide is intended to be used by facilitators and coaches to support District/Community Leadership Teams to install structures/systems needed to support an Interconnected System Framework (ISF). The goal is for teams to examine current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

Step 1: Establish a District/Community Executive Leadership Team			
Tasks	Installation Activities	Action Needed:	By Who? By When?
<b>Representative DCLT team identified.</b> <ul style="list-style-type: none"> <li>Provide authority and problem solving needed to overcome organizational barriers and implement the efficiencies needed to functionally interconnect education, behavioral and mental health supports.</li> <li>Present concerning data and needs to those with authority and propose a way of working.</li> </ul>	<ul style="list-style-type: none"> <li>Assess current teaming structures. Identify need for new team or expansion of existing team</li> </ul>		
	<ul style="list-style-type: none"> <li>Review current partnerships and service agreements with community partners and/or in area. Executive level leadership from each organization are part of the team.</li> </ul>		
	<ul style="list-style-type: none"> <li>Establish team operating procedures (e.g.: time for team to meet at least quarterly, roles for team, process for forming agenda, etc.)</li> </ul>		
<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Which voices with social-emotional-behavioral health expertise within school system could benefit this team?</li> <li>Which voices of mental health, juvenile justice, core service agency partners could benefit this team?</li> <li>In what ways are we ensuring that multiple stakeholders' voices (i.e.: staff, MH agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?</li> </ul>			

## Step 2: Assess the Current Status of Mental Health and PBIS Systems in the District

Tasks	Installation Activities	Action Needed:	By Who? By When?
<b>2a: Assessing current system structures using the PBIS Implementation Blueprint</b> <ul style="list-style-type: none"> <li>Identifies need and establishes priority for organizational structures needed to support an ISF (e.g. policy, funding, professional development).</li> </ul>	<ul style="list-style-type: none"> <li>Complete the <a href="#">PBIS District Systems Fidelity Inventory (DSFI)</a></li> <li>Or State Teams - <a href="#">PBIS State Systems Fidelity Inventory (SSFI)</a></li> </ul>		
	<ul style="list-style-type: none"> <li>Identify system structure changes required to shift towards an integrated approach.</li> </ul>		
<b>2b: Conduct a review of current initiatives</b> <ul style="list-style-type: none"> <li>Identifying and assessing fidelity and outcomes of initiatives with focus on alignment and to ensure efficient utilization of resources</li> </ul>	<ul style="list-style-type: none"> <li>Use the <a href="#">ISF Initiative Inventory</a> to identify all social-emotional-behavioral related initiatives or programs</li> </ul>		
	<ul style="list-style-type: none"> <li>Organize, align, and eliminate initiatives based upon overlap, effectiveness, relevance, and fidelity</li> </ul>		
	<ul style="list-style-type: none"> <li>Develop a schedule for ongoing review of related initiatives (e.g., quarterly, twice annually)</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>What is currently in place that is working (facilitating positive outcomes for youth and families)?</li> <li>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?</li> </ul>			

## Step 2 (con't): Assess the Current Status of Mental Health and PBIS Systems in the District

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>2c. Conduct a staff utilization review</b> <ul style="list-style-type: none"> <li>Gathering data on current role descriptions and actual time spent on daily assignments to support future decision making on roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identify roles, responsibilities and time allocation of all staff delivering social-emotional-behavioral interventions across the continuum</li> </ul>		
	<ul style="list-style-type: none"> <li>Establish a process to analyze current utilization of staff resources (i.e.: reality of daily tasks/activities to job description)                             <ul style="list-style-type: none"> <li>Resource: <a href="#">Sample - Time Study Template</a></li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Use the <a href="#">Changing Roles of Staff: District Level Discussion Guide</a> to facilitate develop action steps for restructuring service delivery model.</li> </ul>		
	<ul style="list-style-type: none"> <li>Identify coaching resources to train and support shift in roles</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>How are staff responsibilities organized to produce desired outcomes based upon identified priorities?</li> <li>Are staff aware of the impact of student and staff social emotional functioning on academic achievement?</li> </ul>			

## Step 2 (con't): Assess the Current Status of Mental Health and PBIS Systems in the District

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>2d. Review existing School and Community Data</b> <ul style="list-style-type: none"> <li><i>Cross-system leadership team conducts a needs assessment of both school and community data</i></li> </ul>	<ul style="list-style-type: none"> <li>Conduct comprehensive review of school data (e.g.: attendance, grades, suspension, expulsion, students placed in restrictive settings, universal screening data) and community data (e.g.: suicide ideation/attempts, hospitalizations, child welfare contacts, juvenile justice interactions) of both risk and protective factor data</li> </ul>		
	<ul style="list-style-type: none"> <li>Gather family and youth perspective data as needed (e.g.: focus groups, surveys)</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>What do expanded data sources from both school and community tell us about needs and priorities?</li> <li>How do we adjust our programming beginning with prevention strategies (e.g. strengthening Tier 1, teaching social emotional competencies across all academic content) based on specific needs of our community?</li> </ul>			

## Step 3: Reaching Team Consensus on a Mission Statement

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>Establish Common Mission</b> <ul style="list-style-type: none"> <li><i>Defines purpose of team</i></li> <li><i>Establishes goals for work</i></li> <li><i>Creates shared vision to communicate with stakeholders</i></li> </ul>	<ul style="list-style-type: none"> <li>Conduct a crosswalk of mission statements comparing to messages in the ISF approach</li> </ul>		
	<ul style="list-style-type: none"> <li>Prioritize areas of need through consensus process.</li> </ul>		
	<ul style="list-style-type: none"> <li>Adopt a current mission statement or develop a new mission statement that better defines the vision of an integrated approach.</li> </ul>		



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## Guiding Questions:

- What issues/data can your group coalesce around?
- What is your “why” for your group?
- How will this mission be communicated to key stakeholders?



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## Step 4: Establish District/Community Leadership Team Procedures and Routines

Tasks	Installation Activities	Action Needed	By Who? By When?
<p><b>4a: Selecting and installing a universal screener</b></p> <ul style="list-style-type: none"> <li>Reviewing, selecting and establishing district-wide procedures for conducting a Universal screening process to address both internalizing and externalizing behavioral needs</li> </ul>	<ul style="list-style-type: none"> <li>Research and compare universal screeners</li> <li>Resources:               <ul style="list-style-type: none"> <li><a href="#">Systematic Screening Tools: Universal Behavior Screeners</a></li> <li><a href="#">Screening Resources</a></li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Select a screener based upon: i) evidence of each tool; ii) resources (e.g., staff time, technology, cost), iii) fit with other initiatives and priorities, and iv) readiness and capacity to implement</li> </ul>		
	<ul style="list-style-type: none"> <li>Establish routines and procedures for (i) conducting universal screening and (ii) collecting, managing, analyzing and sharing data</li> <li>Resources:               <ul style="list-style-type: none"> <li><a href="#">Universal Screening Timeline</a></li> <li><i>Best Practices in Universal Screening for SEB Outcomes: An Implementation Guide - Coming Soon</i></li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>Ensure response plan including (i) personnel trained to provide additional assessments and (ii) continuum of interventions in place to address internalizing and externalizing needs</li> </ul>		

### Guiding Questions:

- What is our current process for identifying students at-risk?
- What do we need to expand to ensure students with both internalizing and externalizing behaviors are identified?

- What routines and procedures need to be modified to ensure consistency?

## Step 4 (con't) : Establish District/Community Leadership Team Procedures and Routines

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>4b. Establish the Request for Assistance Process</b>	<ul style="list-style-type: none"> <li>• Identify one request for assistance process managed within single set of blended teams</li> </ul>		
	<ul style="list-style-type: none"> <li>• Identify who (e.g., Tier 2 team leader) will manage the request for assistance process</li> </ul>		
	<ul style="list-style-type: none"> <li>• Teach process to all stakeholders (e.g. school staff, community partners, students)</li> </ul>		

### Guiding Questions:

- Is there one or multiple systems and/or request for assistance form(s) in the school for managing requests for assistance across tiers?
- What are the decision rules for accessing interventions? (e.g. 3 minor infractions to access Check-in Check-out (CICO) intervention)
- Is the process for making/managing/responding to requests for assistance clearly defined and documented?

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>4c: Selection process for evidence-based practices</b> <ul style="list-style-type: none"> <li>• <i>A protocol, in writing for use in selecting all EBPs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify a formal process for selecting EBPs for installation across all schools</li> <li>• Resources: <ul style="list-style-type: none"> <li>• <a href="#">Hexagon Tool (NIRN)</a></li> <li>• <a href="#">Consumer Guide to Selecting Evidence Based Mental Health Services</a></li> <li>• <a href="#">Protocol to Identify MH EBPS within PBIS Framework</a></li> </ul> </li> </ul>		

### Guiding Questions:

- Do we have a need for a new intervention(s)?
- Is the intervention we are selecting a good fit for our system?

- Does the research indicate this intervention has evidence to address our need?
- Do we have the capacity to implement the intervention, including the resources and supports to implement with fidelity and build capacity for sustainability?

**Step 4 (con't): Establish District/Community Leadership Team Procedures and Routines**

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>4d: Process to monitor fidelity of interventions</b> <ul style="list-style-type: none"> <li>• <i>A written protocol to assess the extent to which all interventions are being implemented with fidelity</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use <a href="#">Consumer Guide to Selecting Evidence Based Mental Health Services</a> build fluency for selection</li> </ul>		

**Guiding Questions:**

- When and how often will the teams assess implementation fidelity?
- What tool will the teams use to assess implementation fidelity?
- For this intervention, what is an acceptable level of implementation fidelity?
- What will the DCLT do if implementation fidelity is below this acceptable level?

Tasks	Installation Activities	Action Needed	By Who? By When?
<b>4e: Process to monitor outcomes of interventions</b> <ul style="list-style-type: none"> <li>• <i>A written protocol to progress monitor the outcomes for all students receiving interventions AND DCLT monitors and action plans around interventions being implemented.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Establish expectations for schools to adhere to the evaluation protocol for all interventions including, (i) identifying entrance criteria, (ii) progress monitoring during the intervention, and (iii) criteria for exiting an intervention</li> </ul>		
	<ul style="list-style-type: none"> <li>• Establish a process for District Coaches to support school teams in routinely engaging in problem-solving as they progress monitor outcomes for all students</li> </ul>		

**Guiding Questions:**



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- Do we have a system wide team training event to teach progress monitoring process?
- Are coaches following up with support for teams?
- Are students making progress as a result of the intervention?

## Step 5: Develop Action Plan to Support Demonstration Sites

Tasks	Installation Activities	Action Needed:	By Who? By When?
<p><b>5a: Develop an evaluation plan</b></p> <ul style="list-style-type: none"> <li>Establishes a process and protocol for collecting and analyzing data for decision making at both district and school level</li> </ul>	<ul style="list-style-type: none"> <li>Use <a href="#">Designing an Evaluation Plan</a> with sample schedule and tools to:               <ol style="list-style-type: none"> <li>Identify goals and objectives of initiative</li> <li>Select documentation methods to tracking training, coaching, and technical assistance activities</li> <li>Select fidelity measures</li> <li>Identify capacity measures to examine organizations ability to sustain and expand effort</li> <li>Identify outcome measures to assess the extent to which there is a positive impact on students, staff, families and communities</li> <li>Identify replication, sustaining and scaling factors that contribute to ongoing improvements of overall effort</li> </ol> </li> </ul>		
	<ul style="list-style-type: none"> <li>Streamline evaluation efforts by considering tools to eliminate, replace and add specific tools to measure integration (e.g.: <a href="#">ISF Implementation Inventory Version 3</a>)</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>Does the evaluation plan include plan for sharing data to stakeholders at least monthly?</li> <li>Does the evaluation plan include sharing annual reports to board and other governing agencies?</li> <li>Does the plan calculate instructional time and cost benefit to show fiscal impact?</li> </ul>			

## Step 5: Develop Action Planning to Support Demonstration Sites

Tasks	Installation Activities	Action Needed:	By Who? By When?
<b>5b: Develop a professional development plan for training and coaching</b> <ul style="list-style-type: none"> <li>• <i>Training and coaching plan to support all school and mental health staff with data, systems and practices</i></li> <li>• <i>Emphasis on training and coaching to build capacity of staff with social/emotional/behavioral expertise</i></li> </ul>	<ul style="list-style-type: none"> <li>• Define training and coaching to build local capacity to increase number of staff with social-emotional-behavioral expertise                             <ul style="list-style-type: none"> <li>○ Sample: <a href="#">Data Informed PD and Coaching Calendar</a></li> </ul> </li> </ul>		
	<ul style="list-style-type: none"> <li>• Define training and coaching to define staff member roles within interconnected system (e.g.: community-wide training to create a common language and understanding of both systems)</li> </ul>		
	<ul style="list-style-type: none"> <li>• Define coaching with common understanding and language of district/community leaders</li> </ul>		
	<ul style="list-style-type: none"> <li>• Identify on-going coaching activities for both district and school level teams</li> </ul>		

### Guiding Question(s):

- Does training agenda include time for team to action plan how new content is applied in their setting?

Tasks	Installation Activities	Action Needed:	By Who? By When?
<b>5c: Selecting demonstration schools</b> <i>Establishing readiness and commitment criteria to select a small set of schools for initial implementation</i>	<ul style="list-style-type: none"> <li>• Identify criteria for selection of schools that is based upon need, readiness, and commitment</li> </ul>		
	<ul style="list-style-type: none"> <li>• Communicate decision rules for site selection with stakeholders</li> </ul>		

### Guiding Questions:

- What current data points might prioritize a school based upon need?
- What current implementation measures might suggest higher level of readiness?
- What commitments do we want from schools?

## Step 5: Develop Action Planning to Support Demonstration Sites

Tasks	Installation Activities	Action Needed:	By Who? By When?
<b>5d: Finalizing a memorandum of understanding (MOU)</b> <ul style="list-style-type: none"> <li>• <i>Compiling all components from each step in the installation process to revise Memorandum of Understanding</i></li> </ul>	<ul style="list-style-type: none"> <li>• Review any current MOUs between partners and identify areas that may need revised</li> </ul>		
	<ul style="list-style-type: none"> <li>• Use <a href="#">Developing the MOU</a> to finalize MOU.</li> </ul>		