

Laying the Foundation





A Discussion on Moving Fidelity of Implementation from Compliance to Capacity Building

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A Question to Frame Our Discussion

Context Setting & Guiding Principles

-  Support interventions in schools are complex but using developmental effective practices can scaffold improvement and effectiveness
-  The change process requires sustained strategic planning, local ownership, and takes multiple years
-  Ongoing Quality improvement with a focus on fidelity and results-based outcomes need to be in place, but must be developmental
-  Universal Prevention is foundational

Why True Fidelity is So Difficult:

Agency- and Adult- Driven Planning & Decision Making

-  In Schools

-  In Community

Lack of Systemic Approaches to:

-  Prevention and Treatment

-  Targeting Resources

-  Communication and Transparency

-  Integrating Services in Schools

-  Managing and Supporting Change

-  Getting to Excellence.

Challenges....

Lack of Monitoring and Accountability

-  Scarce Resources for Effective Monitoring






-  Variability in Understanding Accountability Measures

Lack of Effective Communication Between and Among Agencies, Police and Schools

Cultural, Structural, and Historical Disconnects Between Agencies and Schools

Even More Challenges:

Fragmentation of Services

-  Many School Staff Don't Know How to Access Services
-  Many Agency Staff Don't Know How to Access Schools
-  Lack of Communication Across Disciplines
-  Need for Clear, Systematic Learning Support System
-  Lack of Common Metrics and Data Systems

Weak Implementation of Innovative Efforts

Failure to Systematize Change in Most

If that Weren't Hard Enough: Challenges at the District Level

Inconsistency of Services Across Schools

-  Services May Not be Where the Need is

-  Some Regions Have a lot of Services, Some Have Very Few

Poor Data Systems




Fragmentation of Pupil Services

Weak Professional Development.











Q: What Can Be Done?

A: Build a Structure of Support

Questions to Think About For Your Work

-  **How do you monitor implementation of multiple programs for support?**
-  **How do we assure behavioral expectations are consistent across programs sectors?**
-  **What human resources (at state-, district- and school level) are needed to fully implement a single program? Across multiple programs?**

Overall Capacity Building Strategic Plan

-  Improve capacity to plan and deploy
-  Improve policies, procedures and practices
-  Improve school climate
-  Provide social emotional learning
-  Develop early warning & response system
-  Enhance school-agency collaboration
-  Enhance family engagement
-  Provide focused professional development
-  Focus funding & resources
-  Develop quality standards & ongoing improvement

How Approached







 **Implement Developmentally Over a Period of Years**

 **Employ 3-tiered Approach to Intervention**

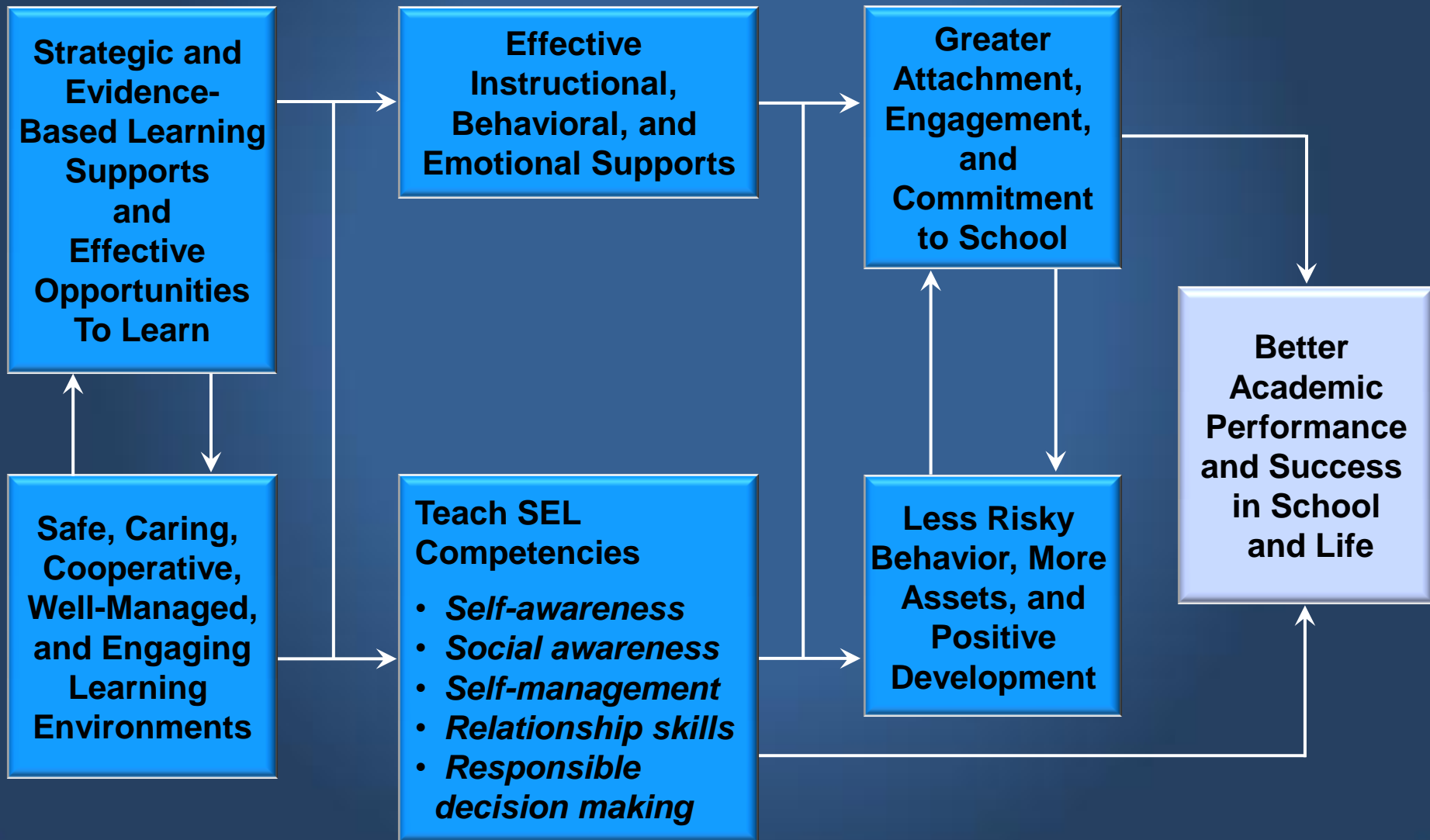
 **Positive Behavioral Approaches, Social Emotional Learning, and Student Connectedness**

 **Build Structures to Support Change**

 **District Level**

-  Provide Appropriate Professional Development and Coaching Support
-  Improve and Monitor Skill Set and Knowledge of ALL (Paraprofessionals)
-  Target Resources That Go To Schools
-  Enhance Collaboration between School Security and School Staff
-  Monitor, Respond to, and Support the Use of Conditions for Learning Data
-  Identify a Small Set of Programs and Strategies that the District will **use**

Logic Model for Safe and Successful Schools



Supporting Conditions for Learning

- ↑ Connection
- ↑ Attachment
- ↑ Trust
- ↑ Care
- ↑ Respect

Social Emotional Learning & Support

Positive Behavioral Approaches & Supports

Learning Supports

- ↑ Effective Pedagogy
- ↑ Engagement
- ↑ Motivation



Work at Three Levels

Provide Individualized Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family-driven and focused services and supports that address needs while building assets.

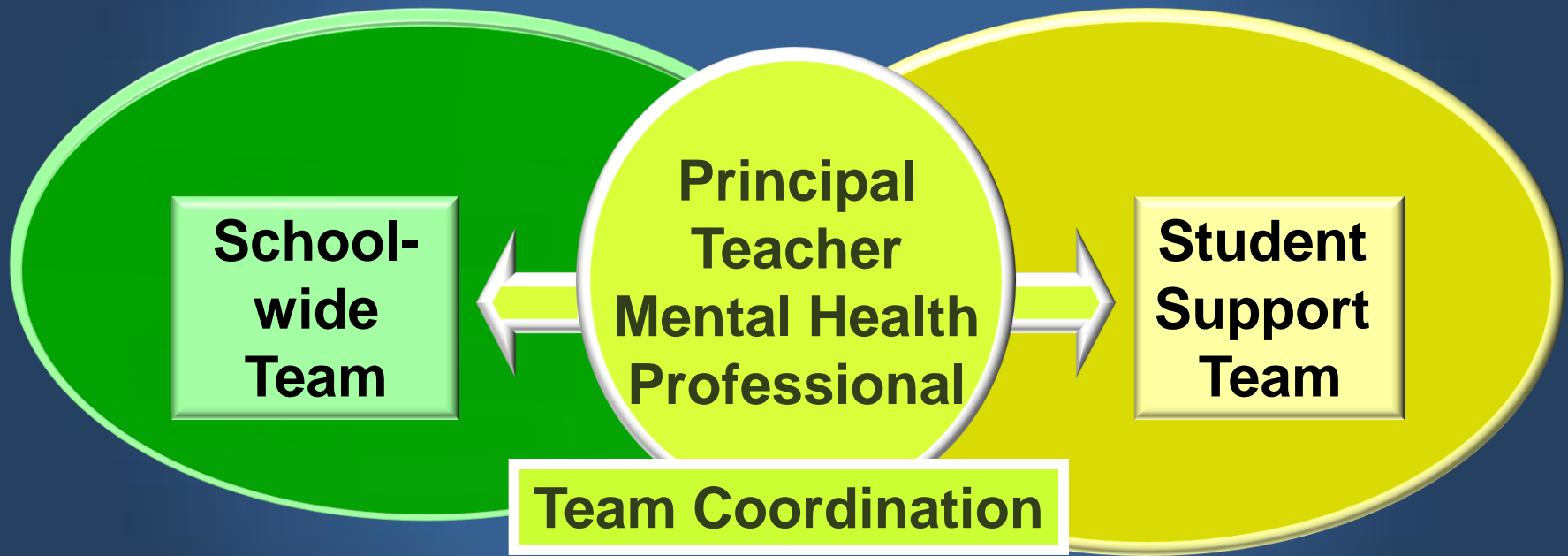
Intervene Early & Provide Focused Youth Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.





Build a Schoolwide Foundation

Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.





Linking Student Support & School Improvement






How This Plays Out

-  Identified key supports are implemented in all schools
– Coaches supporting instruction. All teachers trained & staff aware
-  Time built in for planning
-  Student Support Teams with administrator, counselor, or psychologist and selected teacher meeting weekly in all schools – self & external review for fidelity
-  All staff trained in early warning signs & bullying prevention

Accomplishments

-  **Planning Center in every school (instead of in-school suspension) for positive behavioral and academic support – weekly consultation with school psychologist, social worker—less fragmentation of services to students who need it most**
-  **All schools connected to clinical mental health services stressing best practices & program coordination and alignment**
-  **Programs better connected to families and their needs**
-  **Better overall school attendance.**

Accomplishments

-  Quality standards guidelines introduced to and used for all in-school & services connected to schools (afterschool and expanded learning)
-  Data systems in place to track Student Support effectiveness
-  Schools can periodically examine their quality improvement in implementation of all programs and activities and create a more efficient focus on continuing action plan for improvement.

Challenges remain (of course)

 Consistently high quality implementation

 Penetration of Ideas




 Implementation Quality

 Culture Change (or lack thereof) around positive behavioral approaches




 Implementation timelines for change

 Focus on the impact of school climate

Action Principles to Consider

-  Work with colleagues to discuss potential implementation issues in advance and how they might be addressed
-  What training and support materials will those who are going to implement the program have? Who will actually be delivering services to students? Do they understand their role and what is expected of them (and how it might impact ultimate results?)
-  What kind of planning/reflection time will be available, if any? How can that be supported or linked with other planning time?

More Action Principles to Consider

-  Do you have a quality framework to help those implementing the program understand where they are and where they need to be in monitoring their own implementation?
-  Do those implementing the program understand both data reporting requirements but uses of data reporting and how they can use the data for their own improvement and planning? (Training comes into play here, as well)
-  Consider use of peer quality teams to help with program observation, data analysis and planning to address implementation drift?

Questions ?

Ideas?

Experiences to share?

Contact



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