Integrating Evidence-Based Practices (EBPs) within a Multi-tiered System of Supports and Ensuring Fidelity of EBPs

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Welcome: Introductions

Please introduce yourselves by providing the following information:

- In the chat box: Your name, role, and school district

- In the polling question: Indicate which EBPs you are implementing as part of your grant (select as many apply).

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Welcome: Adobe Logistics

- This is a "listen-only" online event.

- You can actively participate by entering comments, responses to questions, and new questions in the chat box and by participating in polls.

- Shared materials will be emailed and posted online after the event is over.

If you are having any audio or other issues, please contact ncssle@air.org and we will be happy to assist you.

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Welcome: Agenda

1	Integrating EBPs within a Multi-Tiered System of Supports

2	Understanding and Monitoring Fidelity of EBPs

3	Learning from a Fellow Grantee

4	Discussion and Application

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Please write in the response pod an answer to one or both of the following questions:

- Polling Question 2: What is one question about integrating evidence-based practices (EBPs) within a multi-tiered system of supports or ensuring fidelity of EBPs you would like to be addressed during today's learning session?

Introductions: Today's Speakers

Allison Dymnicki, PhD,
American Institutes for Research

Kristine Hensley, M.Ed.
Hillsborough County Public Schools

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Integrating Evidence-based Practices within a Multi-Tiered System of Supports

What Is a Multi-tiered System of Supports (MTSS)?

Framework for enhancing adoption and implementation of
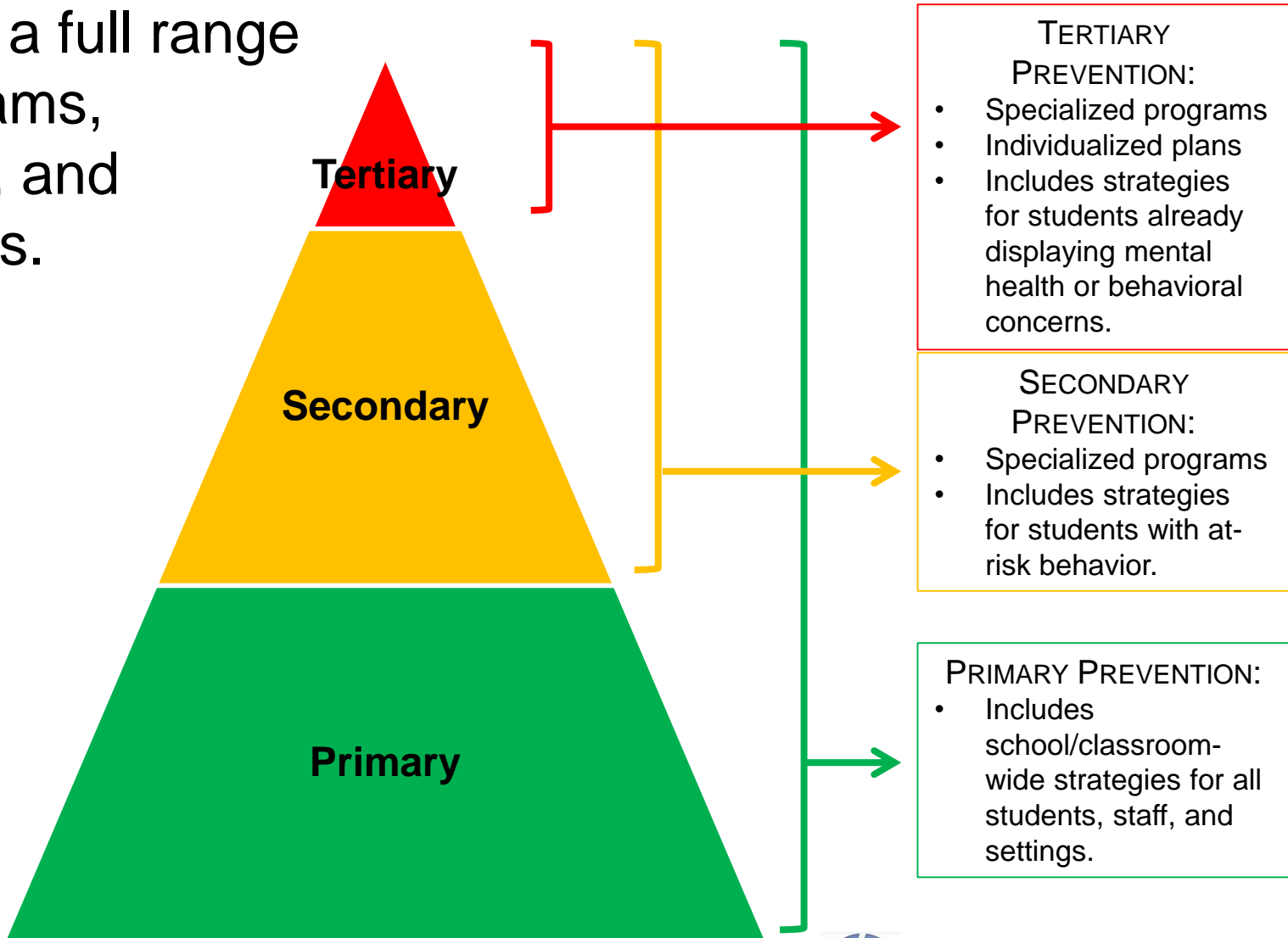
Continuum of evidence-based interventions to achieve

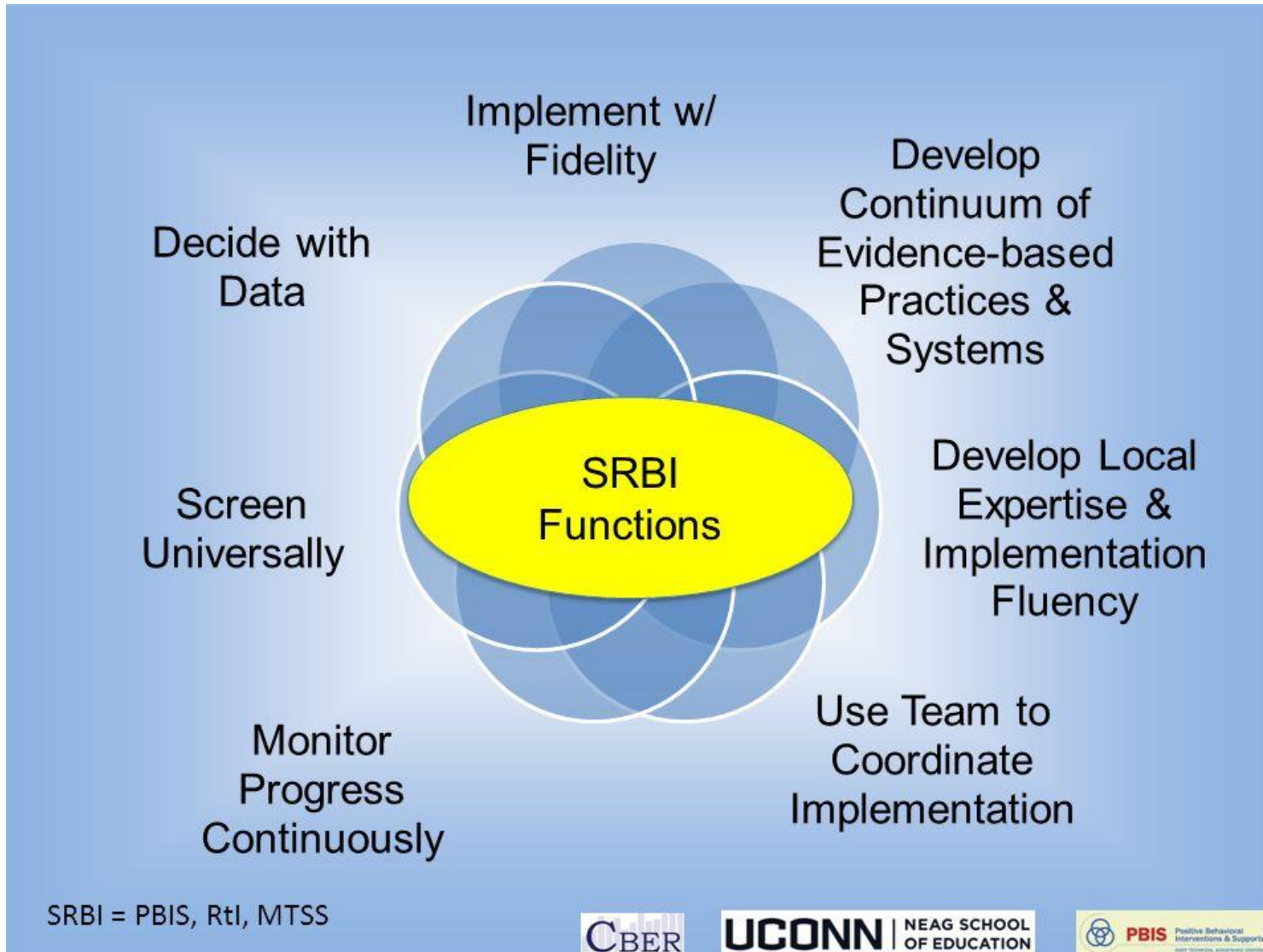**Academically and behaviorally** important outcomes for
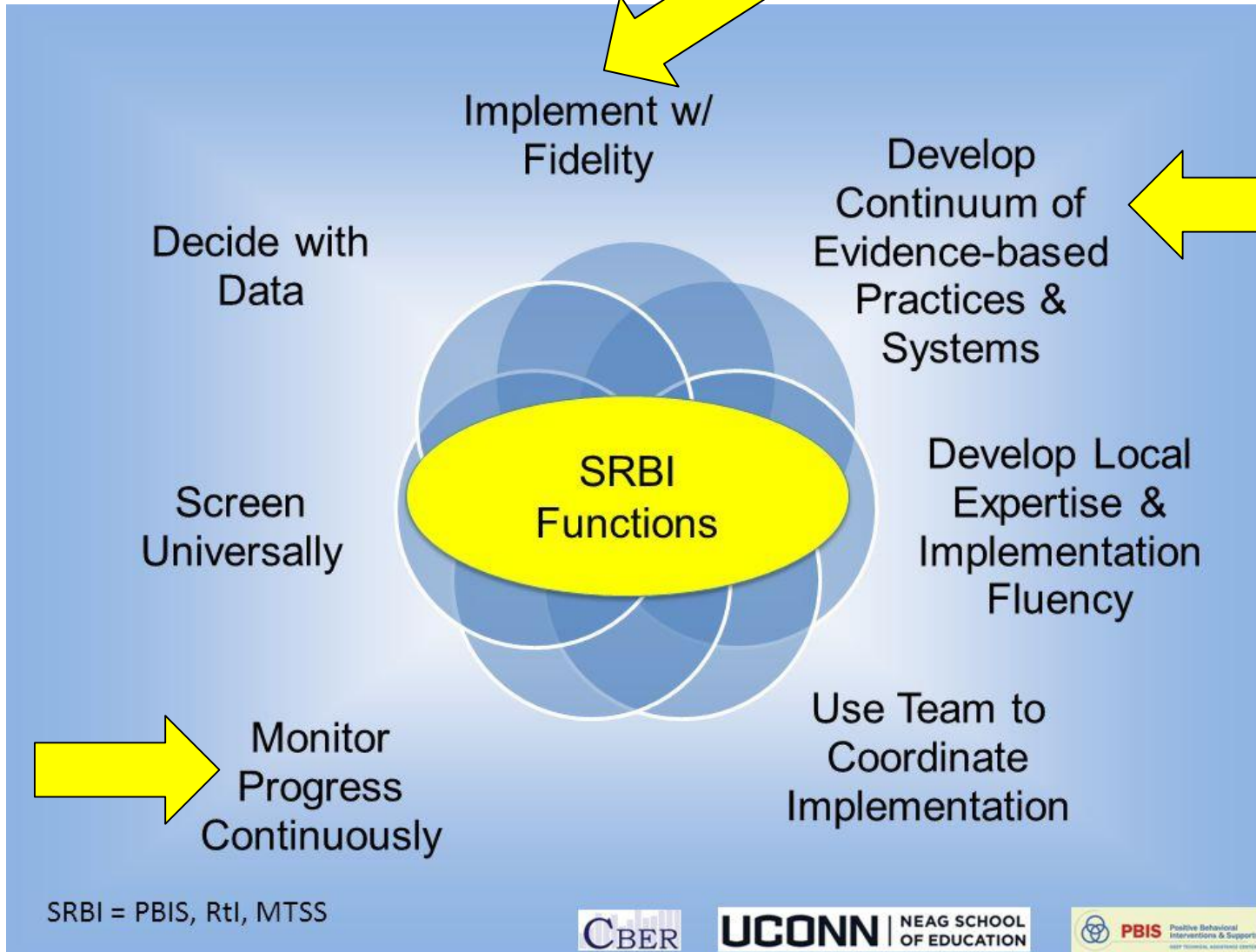
All students

Citation 1

Includes a full range of programs, services, and strategies.

TERTIARY PREVENTION:
- Specialized programs
- Individualized plans
- Includes strategies for students already displaying mental health or behavioral concerns.

SECONDARY PREVENTION:
- Specialized programs
- Includes strategies for students with at-risk behavior.

PRIMARY PREVENTION:
- Includes school/classroom-wide strategies for all students, staff, and settings.

Tertiary

Secondary

Primary

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Implement w/ Fidelity

Develop Continuum of Evidence-based Practices & Systems

Decide with Data

Develop Local Expertise & Implementation Fluency

Screen Universally

SRBI Functions

Monitor Progress Continuously

Use Team to Coordinate Implementation

SRBI = PBIS, RtI, MTSS

CBER   UCONN | NEAG SCHOOL OF EDUCATION   PBIS Positive Behavioral Interventions & Supports

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Where Do EBPs Fit In?

Implement w/ Fidelity

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PBIS Positive Behavioral Interventions & Supports

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Understanding and Monitoring Fidelity of EBPs

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What questions do you have about implementing EBPs with fidelity? (Please enter in the chat box.)

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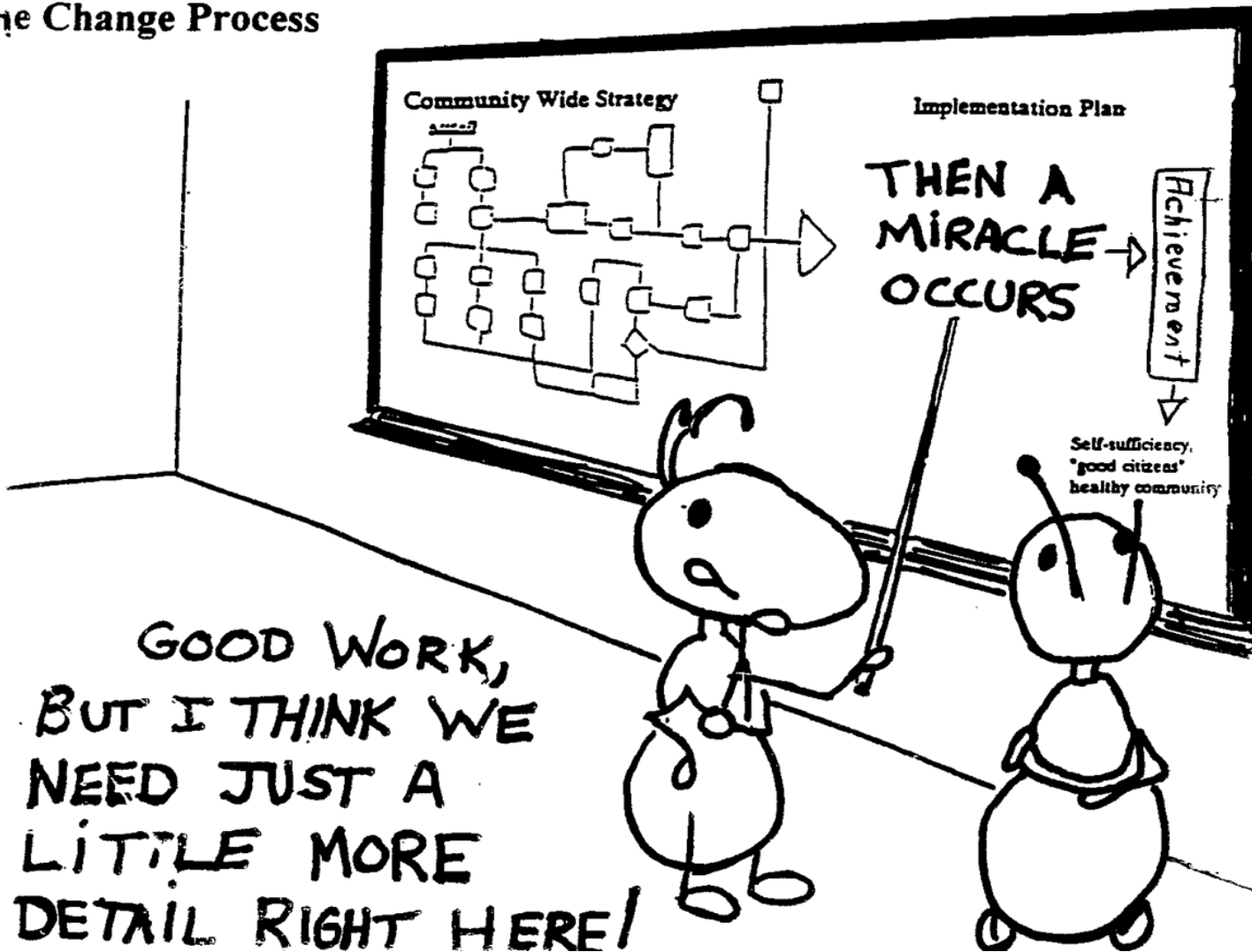
Fidelity: Adherence to both the **proper execution of the specific practices** and the **effective coordination of all the practices** as they are intended to be combined (Perlman & Redding, 2011).

Programs with demonstrated effectiveness in some schools **can be ineffective elsewhere** if the way it is being implemented takes it far away from its original (evidence-based) design (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

Programs **monitoring fidelity and being implemented with fidelity** have better outcomes (Dubois, Holloway, Valentine, & Cooper, 2002; Mihalic & Irwin, 2003).

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What Are Core Components of Fidelity?

Program Differentiation	▪ Specific features of the program that theoretically enable students to meet the objectives.
Adherence	▪ Extent to which implementation of particular activities and methods is consistent with the way the program is written.
Quality of Delivery	▪ How well the program was implemented or ratings of effectiveness of the person implementing the program.
Dosage	▪ Amount of program content received by participants.
Responsiveness	▪ Ratings of the extent to which participants were engaged by and involved in the activities and content of the program.

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How Can You Measure These Components?

Progam Differentiation	▪ Asking people implementing the program to describe the specific features of each program component via survey or interviews.
Adherence	▪ Having people implementing the program to record whether each lesson was delivered and lesson objectives were achieved using weekly checklists.
Quality of Delivery	▪ Having people implementing the program or observers rate the quality of implementation.
Dosage	▪ Having people implementing the program report on the duration of lessons and if skills taught in the lessons were reinforced during the rest of the school day.
Responsiveness	▪ Having people implementing the program or observers rate the engagement of students (could also involve the students in these ratings).

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What Should You Collect Data About?

It is important to track progress in:

1. Implementing **core components** of the program.

2. Implementing any **adaptations** that were made.

3. Short- and long-term **program outcomes.**

Each type of data yields different information.

- For example, data suggesting that implementation fidelity is high but that the program is not impacting the targeted outcomes requires further discussion among staff or with the program developer to understand why the program is not leading to the intended changes.

- Some EBPs already have **established fidelity measures or published recommendations** for assessment and benchmarking. Use with caution if you made adaptations.

- Determine **what type of data** about the EBPs you want to collect, **how often** you want to collect it, and **how** to collect it.

- Create **feasible data collection approaches** that can be sustained over time and allow key stakeholders, including the people implementing the program, to learn from the data being collected.

- Identify **who will be responsible** for collecting, entering, and reporting on these data.

- Implement **continuous quality improvement cycles** – test different ways to share information and make the data collected as valuable as possible.

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How Can We Use the Data Being Collected?

<u>Data could be used to do any of the following</u>:

- Determine **which interventions are appropriate** for a specific student and **how a student is responding** to an intervention overtime.

- Understand which parts of the program are being implemented and the **"key" or "active" ingredients** of the program.

- Identify **implementation challenges** that are being encountered and ways that they could be addressed.

- Identify **additional training or supports that need to be provided** to people implementing the program.

- Document **progress on impacting short- or long-term outcomes** that are targeted by the program.

Recommendations Based on Implementation Science Research

- Make sure school members understand the **benefits of using the MTSS framewor**k as a guiding approach and how the various EBPs you are implementing **fit within this model**.

- Focus on **coordination and alignment of multiple EBPs** being implemented in your school setting so that it's clear to everyone the purpose and intention of each.

- Develop plans early on for **how you will collect data** related to the EBPs being implemented and the **short- and long-term outcomes** the EBP is designed to address.

- **Engage stakeholders** in understanding, learning from, and using data (expect that this might take time).

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What questions do you have about fidelity of implementation? (Please enter them into the chat box.)

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Learning From a Fellow Grantee

- **8th largest district in the nation**

- **208,000 students**

- **Schools:**
  - 142 elementary schools (K-5)
  - 43 middle schools
  - 27 high schools
  - 3 K-8 schools
  - 4 career centers, 4 technical centers, 4 exceptional centers, and 43 charter schools
  - 12 Alternative to Out of School Suspension sites
  - 7 alternative sites (2 behavioral, 3 teen parent, 1 alcohol community treatment facility, 1 secure location for domestic violence victims)

http://www.sdhc.k12.fl.us/

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New Leadership—Stars are Aligned

- Organizational structure is **student-focused**.

- **Servant** leadership.

- Redirected **resources** to geographical areas to better serve students (8 area superintendents).

- Area **superintendent** of priority schools.

- Paradigm shift has begun toward **restorative practices.**

- Renewed focus on **embracing communities** while **providing for students' and families' needs.**

- Collective city/county-wide efforts to **reduce violence.**

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Project Prevent Schools

- **21 schools** (7 elementary, 9 middle, 4 high, 1 K-8).

- Make up **9% of district schools** and roughly a **quarter of the district's disciplinary referrals.**

- Multi-tiered system of supports is distorted, as **Tiers 2 and 3** are **overly saturated** (i.e. triangle is upside down).

  - Overwhelms schools' ability to consistently implement Tier 1 program (operating in reactive mode).

- Improving the overall climate, culture, and safety in the project schools by **shoring up delivery of the MTSS framework and corresponding programs and interventions.**

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Evidenced-Based Programs

Targeted/Individual
- Second Step
- Peaceful School Bus
- Too Good for Drugs
- Too Good for Violence

Classroom Level and Targeted Groups
- Too Good for Drugs
- Too Good for Violence
- Second Step
- Peaceful School Bus
- Student Success
- PBS Classroom Behavior Matrix
- CHAMPS (Procedures and Routines)

School-Wide Universal Strategies and Expectations
- In the Driver's Seat
- Safe Supportive Learning
- CHAMPS School-wide Procedures/Routines
- Positive Behavior Interventions and Support (PBIS)
- School-wide Discipline Plan, Rules, Reentry Protocol/Behavior Matrix

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Ippolito Elementary School

- **<u>Tier 1 (Universal)</u>**

  - CHAMPs

  - Positive Behavior Interventions and Support (PBIS)

  - In the Driver's Seat

- **<u>Tier 2</u>**

  - Too Good for Violence small groups for grades K, 2, 5

  - 4th grade Too Good for Drugs and Violence (entire grade)

- **<u>Tier 3</u>**

  - Individual student needs addressed via intensive interventions if not met via Tier 2 interventions.

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Shaw Elementary School

- **<u>Tier 1 (Universal)</u>**
  - Positive Behavior Interventions and Support (PBIS)
  - CHAMPS
  - In the Driver's Seat

- **<u>Tier 2</u>**
  - Second Step weekly lessons in grades 3-5
  - Too Good for Drugs and Violence small groups with school counselor

- **<u>Tier 3</u>**
  - Individual student needs addressed via intensive interventions if not met via Tier 2 interventions—often use Second Step.

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Supporting Students and Schools

- Provide **responsive training** (Tier 1 Training).

- Have weekly site "**pulse checks**" to prescribe school's next steps.

- Develop a **collaborative plan of action** based on unique needs.

- Ensure sites feel **supported, not burdened**.

- Collect and add **behavioral data** available to schools.

- Utilize **fidelity instruments** provided with EBPs.

- Create **fidelity schedule**.

- **Maintain focus**.

- **Be responsive** to schools' needs and **keep processes simple**.

- Problem-solve (**leadership teams/data chats** are vital).

- Collaboratively establish, maintain, and monitor school-wide expectations to maintain fidelity.

- Monitor progress (**Plan-Do-Check-Act)**.

- **Identify, discuss, and respond to gaps** in self-assessments and district fidelity checks.

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Next Steps for HCPS

- Expanding **restorative practices** via district-wide committee.

- Implementing **trauma** training and embedding trauma-sensitive practices district-wide.

- **Collaborating** with Safe and Sound Hillsborough.

- Continuing work with Cross and Joftus, LLC.

- Reinforcing **Tier 1** School-Wide Positive Behavioral Plans.

- Providing administrative training.

- Conducting Year 2 **evaluation** feedback sessions.

- Planning for Year 3 transportation **curricula** rollout.

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Discussion and Application

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Thank you for participating in today's call!

- A link to a recording and slides from today's webinar will be available on the NCCSLE website by Monday April 4.

  http://safesupportivelearning.ed.gov

- **If you have any additional questions about today's presentation**, please contact our presenters or NCSSLE staff.

  Presenters: Allison Dymnicki (adymnicki@air.org) and Kristine Hensley (kristine.hensley@sdhc.k12.fl.us)

  NCSSLE staff: Contact your Technical Assistance Specialist.

- **If you have grant administration questions**, please contact your Federal Project Officer(s).

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Wrap-Up: Upcoming Training Events

Date/Time	Which Grantees	Event
April 7 2:00-3:30 pm ET	P2 only	Community of Practice (CoP) Call 1: Discussion on Restorative Practices and EBPs Online Learning Events
April 21 3:30-5:00 pm ET	P2 and ESSC	Online Learning Event 3: Sustainability
April 25 2:00-3:30 pm ET	P2 and ESSC	Office Hour: Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Check & Connect
April 27 3:30-5:00 pm ET	Set of ESSC	CoP Group Call 1

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