

District-wide Planning and Interagency Collaboration

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Kansas Institute for Positive Behavior Supports



Purpose

- Share district-wide planning for MTSS and how it relates to interagency collaboration
- Discuss how districts and schools build interagency supports for MTSS to
 - Support transition planning
 - Improve service coordination
- Share how districts are beginning this process

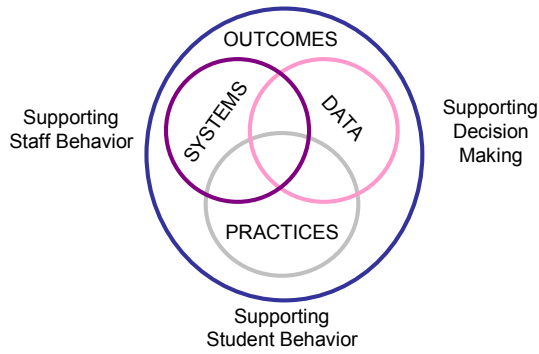
“The solution to many societal problems requires that we learn how to **mobilize** groups and organizations to take action.”

Tony Biglan

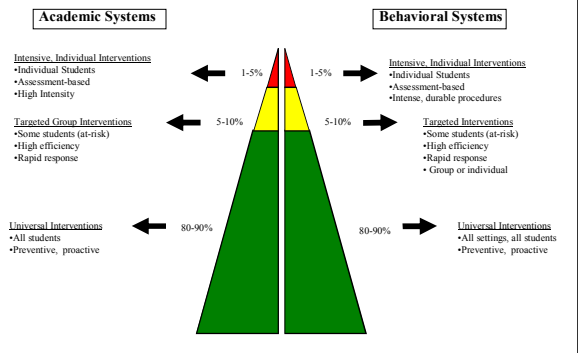
Assumptions

- Many problems at school reflect larger community issues
- Including our community will improve the effectiveness of MTSS
- Students needing more individualized supports are often supported by other service systems
- Building community means creating a larger network of collaborators

Social Competence & Academic Achievement



Interagency Collaboration at All Three Tiers



Tier 1 Examples

- Prevention focused activities (mental health, alcohol prevention, etc.)
- Creating links with local businesses and vocations
- Saturday workshops with families
 - Expectations taught at home
 - Positive strategies for homework completion
 - How to avoid coercive interaction patterns
 - Preventing problem behavior at home

Tier 1 Examples (Continued)

- Links for high school students with local businesses for transition to the workforce
- Possible space availability for events
- Mobilize resources for activities that benefit all groups
- Money donated from local businesses for MTSS efforts
- Students write grants to bring in MTSS funds for school climate

Identify Public Settings Where Students Congregate

- Help the community understand the importance of teaching and reinforcing positive behaviors
- Modify school expectations for the community
 - Library
 - Swimming pool
- Connect with corner store businesses
- Share information within community churches and spiritual centers
- Work with service systems to build supervised activities and settings for students after school

Community Forums

- Bring community members together
- Share major MTSS efforts
- Discuss major concerns community members have
- Brainstorm solutions
- Develop action plans that will connect school and community
- Recruit volunteers and resources for our schools

TIER 1 Key Features

- Prevention-based activities and supports
- Opportunity for **ALL**
- Community and family partnerships

Tier 2 MTSS Examples

- Supports from community agencies and organizations for students at risk
- Mentoring and academic supports from community organizations
- Partnership with local agencies

TIER 2 Key Features

- High efficiency & rapid response to needs
- Provided to **SOME**
- Efforts aligned with community organizations & agencies

Tier 3 MTSS Examples

- Create District Tier 3 Team
 - Meeting process (Monthly)
 - Monitor and evaluate progress on individualized plans
 - Leverage limited behavioral expertise
- Develop Interagency supports linked to District Tier 3 team
- Increase communication for Transition

Tier 3: Individualized Supports

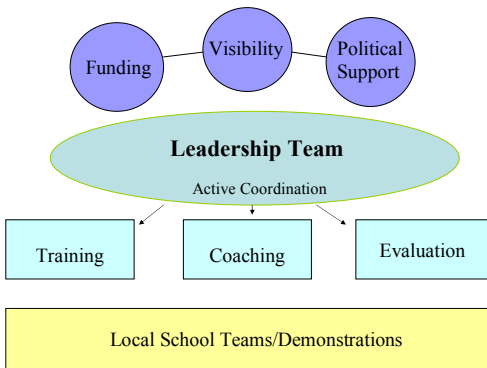
- Small number of students with intense needs
- Functional behavioral assessment
 - Confirm hypothesis
 - Interventions linked to hypothesis
- Wraparound and/or person-centered planning
 - Strengths based
 - Family centered
 - Connects and simplifies services and supports
 - Creates vision for skill building & creating improved quality of life

Tier 3 Individualized Plans

- Interdisciplinary team forms around student
 - Education
 - Mental health
 - Juvenile justice
 - Child welfare
 - Community supports
 - Family
 - Friends
- Implemented across home school and community

District-wide MTSS Planning

SWPBS Organizational Logic



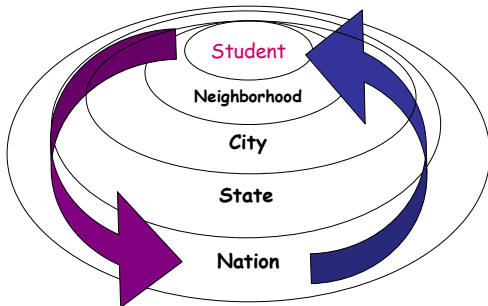
District-wide Planning

- Create vision for district
 - Include interagency collaboration
 - Discuss how the vision relates to preparing students for adulthood
- Establish the foundation and leadership
- Dedicate resources and time
- Build internal expertise
- Ensure sustainability

7 Important Features of District-wide MTSS

1. District leadership team
2. District level coordinator
3. Sustained support from school board
4. Specialized behavioral expertise
5. Long-term plan
6. Team coaching
7. Data-based decision making

Levels of Community: Changing Contexts at all Levels



Examples of District Team Members

- School & District Administration
- Instruction & Curriculum
- Special Education
- Counseling, Social Work
- Safe and Drug Free
- Character Education
- Alternative Initiatives
- Drop-out Prevention
- Bullying Prevention
- Evaluation

Community Representatives in District Planning

- Family Members
- Mental Health
- Juvenile Justice
- Child Welfare
- Developmental Disability
- Family Advocacy
- Local Businesses
- Other organizations

Use SWPBS Planning Processes for Community Building

- Strengths-based model
- Create a vision and build consensus
- Use strong team processes
- Conduct a community self-assessment
- Create a planning team that represents your community
- Create an action plan
- Meet on a regular basis
- Use data for decision making

Community Development

- Identify unique strengths of your community
- Assess awareness of stakeholders to school strengths and needs
- Create better service integration for children
- Identify gaps in supports and services
- Collaboratively address issues that impact both school and larger community

Districts Implementing MTSS for Behavior

- Professionals invited to district meetings represent:
 - Career counseling and mental health
 - Child welfare professionals
- Districts are aligning Tier 3 team with interagency meeting systems
- District teams are recruiting mental health professionals to participate in Tier 3 Training
- Districts are writing grants with mental health partners:
 - Facilitate wraparound and service coordination (Tier 3 supports)
 - Create a family advisory group to participate in district planning

Districts Targeting Effective Transition

- Dedicate time to establish vision for expanded transition planning
- Include evaluation of transition issues in self-assessment
 - Students connecting with local vocational opportunities
 - Professionals attending district meetings from community
 - Focus of community forums include transition as key issue to discuss

Building local and Internal Expertise: District Trainers

- Each district identifies trainers who provide
 - Tier 1 Training
 - Tiers 2 and 3 Training & Support to Student improvement team
 - Tier 3 intensive individualized plan facilitation
- Experience in applied behavior analysis and/or positive behavior support
- District Tier 3 team creates links to professionals with mental health and knowledge of biomedical issues

Kansas Institute for Positive Behavior Support

- Highly intensive course
 - Monthly class
 - Year long training
 - Online assignments
 - Case studies with onsite support
- KIPBS Facilitators are trained across agencies
 - District teams seek out local facilitators
 - Partner with agencies (mental health, developmental disabilities) to support families
- Medicaid billing and reimbursement (home and community)
 - Kan-be-Healthy eligible
 - \$8,800 per child
 - Up to 6 cases open at a time



Find this presentation at
www.swpbs.org/schoolwide/

1. Today's Presentation
2. Community Action Planning Tool
3. Community Action Planning Presentation

Web Resources

Community Toolbox

<http://ctb.ku.edu/>

The Asset-Based Community Development Institute (ABCD)

<http://www.northwestern.edu/ipr/abcd.html>

Mentoring Resources

<http://www.nwrel.org/learns/resources/mentor/index.html>

Web Resources Continued

Community Mapping

<http://www.actionforchange.org/mapping/>

Common Ground Community Mapping Project

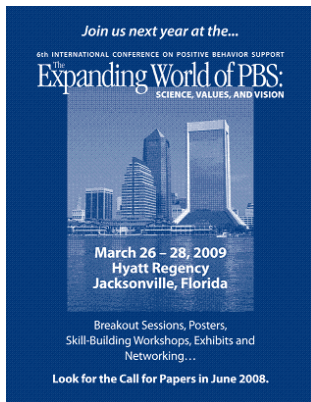
<http://www3.telus.net/cground/index.html>

Mapping Community Assets Workbook

http://www.nwrel.org/ruraled/publications/com_mapping.pdf

Mapping the Assets of Your Community

http://srdc.msstate.edu/publications/227/227_asset_mapping.pdf



Thank you!
