***Implementing Systematic Interventions: A Guide for Secondary School Teams***

**Book Summary**

As someone connected with a secondary school, you probably feel overworked trying to address multiple initiatives at once. You may also be asked to implement strategies for which you were not prepared, or without clear explanation. You may not even know why these strategies are needed. In order to make sense of prevention efforts your school is trying to take on, you need a resource that can help you see what needs to change, decide to work more efficiently, and create an even more effective environment for you students and staff. This book will provide that resource.

**Preface: Using This Book**

**In a Nutshell**

* + Keep in mind the following themes: A*sk before you tell*, *do not train or implement what you cannot support*, *remember the humanity of your stakeholders* and *be patient – it won't be perfect right away.*
	+ Integrate the models of tiered support for effective schoolwide improvement.
	+ Suggestions for use: Educators, schoolwide leaders and stakeholders, and pre-service teachers can use this book to enhance discussion and drive successful implementation of high-leverage practices in classrooms, schools, and districts.
	+ Checklist for Implementation

**Chapter 1: What Makes an Effective Secondary School**

**In a Nutshell**

* + Schools have a variety of needs that should be taken into account when designing effective systems.
	+ Safety, physical environment, teaching and learning, and interpersonal relationships are the factors that make up an effective school culture and climate.
	+ Develop and maintain explicit systems that are monitored and driven by data.
	+ Provide tiers of support that are proactive, and then responsive according to data-identified needs.
	+ Tiered support systems include common academic and social-emotional/behavioral strategies that are implemented for all students, with additional supports added to benefit those who don't respond.

**Chapter 2: Understanding Principles of Prevention and Support**

**In a Nutshell**

* 1. Discipline means to teach. If you want a student to change a behavior or skill, you have to teach them how to do it.
	2. We reinforce and punish behaviors and skills, not learners. If the behavior keeps happening, it is being reinforced somehow. If the student stops making a mistake, we have punished the mistake.
	3. Universal and group approaches provide efficiency and incidental benefit to students who may be unidentified or at risk.

**Chapter 3: Stages of Implementation**

**In a Nutshell**

* + School-wide change should never be initiated “on a whim.” Improvements should be based on team effort that includes a well-developed plan. Your plan should include time for establishing consensus, reviewing policies, practices, research, and data, as well as determining desired outcomes and indicators of success.
	+ Critical elements of “readiness for change” can be reached through six stages of implementation.
	+ Implementation science provides us with six steps for an effective and efficient process: Exploration and Adaptation, Program Installation, Initial Implementation, Full Operation, Innovation, and Sustainability.

**Chapter 4: Setting the Stage for Effective Systems**

**In a Nutshell**

* 1. Take your time and prepare for implementation.
	2. Ensure your administration supports your efforts, and if they are on the fence lead them to networks of principals and create a small “pilot” version for your school.
	3. The makeup of a leadership team is essential to the success of the implementation. Have a diverse team that represents the specific needs of your school and your team.
	4. Involve your team in the creation of a vision and mission statement, making sure that all team members can give an “elevator speech” to describe them.

**Chapter 5: Exploration, Readiness, and Buy-In: Asking Before You Tell**

**In a Nutshell**

* + Listen before you speak. Provide stakeholders opportunities to share what they feel they need rather than telling them.
	+ Leadership and teams should use concrete data (qualitative or quantitative) to determine the readiness of their stakeholders. Think of it as a “temperature check” for change.
	+ Know your audience. Personalities and prior experiences influence how different stakeholders perceive the needs of your school and how to address those needs.
	+ Be intentional about how you organize and share the data you collect. It will impact the swiftness and openness your stakeholders accept and act on the need for change.

**Chapter 6: What Does an Effective Team Look Like?**

**In a Nutshell**

* + Effective team leaders build and maintain psychological safety for their team.
	+ Effective teams have a mission and vision that drives their work.
	+ Develop clearly defined roles for team members.
	+ Collaborate on team ground rules (norms) and expectations that are revisited and assessed.
	+ Use data in decision making.
	+ Use strategically built meeting procedures (agendas, note-taking, action plans).

**Chapter 7: Communication**

**In a Nutshell**

* + When communicating, remember to be strategic with your ABCDs: Audience, Bias, Content and Design.
	+ The flow of communication between stakeholders should be open, timely, and intentional and includes communication from the community to the team, internal team communication, and communication from the team to the community.
	+ Using data in communication can be a powerful tool or a hindrance to progress. Gather and use wisely.

**Chapter 8: Aligning Practices with Goals: Working Smarter**

**In a Nutshell**

* + No matter the focus of your team, the connection to your school’s mission and vision should be clear.
	+ Use strategies to ensure your team’s tasks align to your goals.
	+ Make sure EVERYONE knows your goals and strategies – test it out – don't assume!
	+ Use graphic organizers to ensure your team is working “smarter, not harder.”
	+ Clean out your closet. Don’t waste limited time and resources on programing that do not help you work towards your goals.

**Chapter 9: Aligning Roles with Practices**

**In a Nutshell**

* + Know and understand the strengths and weaknesses of your community outside of their job descriptions
	+ Delegate tasks to others to foster buy-in, improve efficiency, and develop the competencies of your team
	+ Take the time to write out descriptions of roles, so that those agreeing to and fulfilling the roles know the expectations tied to them
	+ Identify the needs of the task and then select the person/team with the knowledge that matches those needs
	+ Use visual models to identify roles, including hierarchal structures for those responsible for leading/approving tasks
	+ Keep equity and representation in mind while creating teams
	+ When you have gaps of competencies within your teams, use behavior-based interviewing to find “good matches” when hiring new staff

**Chapter 10: Using Fidelity Data Develop A Plan**

**In a Nutshell**

* + Using fidelity data helps to eliminate human error.
	+ Components of MTSS fidelity tools can typically be categorizes as either systems, practices, or data.
	+ There are various types of fidelity data, including reviewing participant responsiveness and engagement, efficiency and sustainability of the intervention, quality of delivery adherence, and frequency and duration.
	+ Approaches to collect fidelity data of overall systems can include using an expert rating, a school community self-assessment, a leadership team self-assessment, or a stratified random sample of the team’s representation.
	+ Fidelity data can also be collected about individual practices, which sometimes requires creating methods to assess fidelity.
	+ Use an action plan to establish goals, the resources and activities you need, a timeline for your progress and the outcomes you desire.

**Chapter 11: Using Data to Monitor Systems and Target Interventions**

**In a Nutshell**

* + Start with the data you already have.
	+ Some general outcome measures serve as early warning systems that alert us to issues that will significantly impact students’ long term outcomes.
	+ Existing data can be used to identify areas requiring further analysis and intervention.
	+ Data systems allow us to monitor student outcomes.
	+ Data helps us to make adjustments in our interventions.

**Chapter 12: Structure For Your Setting**

**In a Nutshell**

* + Non-classroom settings contribute to the climate and culture of the school and can support or hinder student outcomes.
	+ Attendance is important and should be addressed in a systematic way.
	+ Use research-based approaches to get your students to class on time.
	+ A well-developed syllabus documents the instructor’s explicit expectations for the class.
	+ Planning and using flexible means of engagement maximizes student participation and learning.
	+ Using instructional routines broadens the access of your content to all learners.

**Chapter 13: Being Clear on What’s Expected Defining Norms: Teaching and Practicing the Principles that Bind Us Together**

**In a Nutshell**

* + Take time to identify implied and explicitly taught expectations that currently exist within your setting.
	+ Expectations should be developed by involving all stakeholders.
	+ Select three to five expectations messaging the overarching values of the school.
	+ Consider using non-compliance focused competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
	+ How you market your expectations is important. Find creative ways to draw attention to them.
	+ Explicitly teach and practice the expectations.
	+ Plan the “rhythm” you will use to teach the expectations (frequency, time of year, etc.)

**Chapter 14: Increasing Student Engagement**

**In a Nutshell**

* + Teachers have control over the environment which can lead to increased engagement for students.
	+ Engagement is a learned skill. Students’ ability to be engaged varies just as much as other academic skills. Teach students how to be engaged.
	+ Explicit instruction in academic mindset and self-determination skills increases others’ perception of student motivation and engagement.
	+ Systematically addressing equity, racial bias, and culturally relevant practices can help to increase student engagement.
	+ There are instructional protocols and strategies that help encourage student engagement.

**Chapter 15: Improving Academic and Behavioral Performance Through Feedback and Acknowledgement**

**In a Nutshell**

* + Feedback happens whether you intend to provide it or not.
	+ Consider the culture of students’ families and their views on feedback and acknowledgement.
	+ Use feedback and acknowledgement intentionally to reinforce desired behaviors, or prevent undesired behaviors.
	+ Feedback must be timely, specific, genuine, age appropriate, and given frequently.
	+ Acknowledgement comes in a variety of formats. Use the format that is valued by the person you are acknowledging. Aim for a 5:1 ratio of positive interactions to corrective statements..
	+ Use data to reflect on feedback and acknowledgement to establish cycles of improvement in implementation and effectiveness.
	+ Don’t forget the adults in your setting.

**Chapter 16: Responding To Academic and Behavioral Needs**

**Stories**

**In a Nutshell**

* + Response cycles involve using a problem-solving process to take action at all three tiers of support.
	+ Expand teachers’ capacity by strengthening their “toolbox” of academic, behavior, and social and emotional actions to support students.