**Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi)
as a Value Added System**

What is MiBLSi?

MiBLSi is a statewide structure to create capacity for an integrated Behavior and Reading Multi-Tiered System of Support (MTSS) that can be implemented with fidelity, is sustainable over time and utilizes data-based decision making at all levels of implementation support

MiBLSi Mission Statement:

To develop support systems and sustained implementation of a data-driven, problem-solving model in schools and districts to help students become better readers with social skills necessary for success.

MiBLSi Core Values

- Each and every student should be successful in school in academics and social behavior
- Local capacity needs to be developed at the Intermediate School District (ISD) and Local Education Agency (LEA) level to implement a multi-tiered system of support to increase durability and sustainability of implementation
- The project places an emphasis on data-based decision making, incorporating evaluation as on-going continuous improvement
- Successful MTSS implementation relies on evidence-based practices that are implemented with fidelity to promote successful outcomes

Changes over time in supports provided to project receivers:

2003-2006

- **Model Demonstration.** When the project began in 2003, we invested heavily in model demonstration schools to show that the MiBLSi MTSS model can be successful at a schoolwide level. Schools were provided with stipends to offset substitute teacher costs, allowing for participation in training. Purchased materials were provided, team members were trained and coaches were funded.

2006-2010
with cohort
model schools

- **Replication.** Once we were able to show that MTSS can be implemented in with much supports in model demonstration schools, we needed to show that the successful effect of MTSS can be replicated across multiple schools at different locations around the state with different populations.

2010-Present

- **Scale-Up.** After demonstrating success through multiple replications of schools implementing MTSS, we needed to move to a more scalable and sustainable model. Scaling of the project requires a different way of providing support to schools through developing district capacity The value added shifted from providing implementation funding and purchased materials to assisting ISDs/LEAs with successful implementation through technical assistance, professional development and organizational engineering.

Addressing Critical Educational Issues:

We understand that schools and districts are faced with critical issues that must be address as a matter of best practice, political factors or legal mandates. This table emphasizes the alignment of the MiBLSi project, as well as overall MTSS implementation work, with the mandates, priorities and policies of the State of Michigan Department of Education. MTSS implementation is not an add-on or additional work. It is work that is braided within the mission and vision of the MDE, school improvements and MiBLSi.

Topic	Description	Value Added
Michigan School Improvement Framework	• Since the passage of Public Act 25 in 1990, Michigan schools and districts have been required to develop 3-5 year school improvement plans. • Schools and districts use these plans as a blueprint to establish goals and objectives that will guide teaching for learning, resource allocation, staff development, data management and assessment. • They also use it to measure their ability to meet the goals and objectives established in the plan.	The MiBLSi program is aligned with school improvement. Assessments, data-based decision making and linking data to intervention is embedded within the school improvement framework and strengthens the school improvement process. MiBLSi emphasizes the need for SMART objectives, aligns with the school improvement framework and assists schools in developing strong academic and behavior goals, objectives and activities that will direct schools toward the work to be done to improve student outcomes.
ESEA Flexibility Wavier	• The state will continue to guide school districts in the analysis of student data in order to provide appropriate levels of student assistance and ensure timely acquisition in meeting the standards. Michigan's Integrated Behavior and Learning Support Initiative is included in the Flexibility Waiver as an example of a MTSS model supported by the MDE.	MiBLSi coaches school district personnel on the collection and analysis of academic and behavioral data, and the implementation of a school wide tired intervention system. Additionally, a MDE multi office team has provided materials and trainings on tiered intervention to districts not involved in MiBLSi. The core elements of a tiered intervention system have been integrated into the school improvement process to ensure that any student who is not progressing toward the standards will receive additional assistance.
Bully Prevention	• Act 241 (Matt's Safe School Law) • Mandate that all school districts have anti-bullying policies in place by the end of the 2011-2012 school year.	MiBLSi provides information, training and resources on a comprehensive bully prevention program that is embedded within and aligns with schoolwide Positive Behavioral Interventions and Supports (PBIS) that is based on research and is embedded in a schoolwide model of supports. MiBLSi also provides guidance and tools around tracking of peer-to-peer disrespectful behavior and assessments for schools to utilize in an effort to take a preventative approach to decreasing bullying behavior in their schools/districts.
Drop Out Prevention	• Superintendent Flanagan's Dropout Challenge • Nearly 1/3 of schools have signed up for this challenge • Early warning signs include the A-B-C's: A-Attendance, B-Behavior, and C-Course performance.	MiBLSi addresses drop out prevention and increased graduation rates of student with disabilities by providing educators with access to scientifically based reading instruction, preventing reading failure so students are successful in school as they move through grade levels.

	These have an 80% accuracy rate of predicting risk of dropout and a 90% accuracy rate of predicting graduation rates within four years.	Additionally, educators apply (PBIS) to recover instructional time previously lost to discipline issues and creating positive learning environments for successful student engagement. Throughout this process, school and district teams use data for decision making in selecting and improving effective practices based on need.
State Board of Education Policy on Seclusion and Restraint	• In 2006, Michigan's State Board of Education passed a voluntary policy (the "voluntary Board policy") limiting the use of restraint and seclusion in schools. • The voluntary Board policy recommended banning some practices, limiting others to emergency situations involving harm to self	MiBLSi provides for prevention of seclusion restraint through a comprehensive system of positive behavioral interventions and supports
State Board of Education Policy on Positive Behavioral Interventions and Supports	• It is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.	MiBLSi works with schools and districts to develop a schoolwide system of Positive Behavioral System of Supports
State Board of Education Resolution to Address School Discipline Issues Impacting Student Outcomes	• School staff need effective pre-service and professional development opportunities to garner the skills and knowledge necessary to implement these alternative behavior management strategies.	MiBLSi provides coaches, training and technical assistance to help schools and districts develop a schoolwide system of Positive Behavioral System of Supports
State Board of Education Professional Learning Policy, Standards and Guidance	• Engage personnel in a process of continuous improvement in which evidence and data are used to assess needs, define learning goals, design learning opportunities, and evaluate the effectiveness of the professional learning in meeting identified learning goals • Align with national and state standards and local school improvement plans to improve job performance and student growth and proficiency;	• Select LEAs who are ready • Identify LEA Team • Work with ISDs to provide training, coaching and technical assistance to LEA teams. • Team implements district plan for school implementation. • Team evaluates/modifies plan.
Pending legislation: Reauthorization of the Elementary and Secondary Education Act (ESEA)	• The (Senate Committee, Chairman Harkin's) bill will likely contain a definition of "multi-tier system of supports (MTSS)." A number of general and special education groups have advocated for moving "response to intervention" processes from the IDEA to ESEA,	• Provide training and coaching in evidence-based behavior and academic MTSS. • Conduct organizational functional assessment to determine additional supports. • Implement targeted supports for schools/classrooms.

	since these processes are targeted at general education students.	• Evaluate and improve project.
Pending legislation: H.R. 3165 Positive Behavior for Safe and Effective Schools Act	• Amend ESEA to allow State Education Agencies, Local Education Agencies and schools to increase implementation of school-wide Positive Behavioral Interventions and Supports	MiBLSi provides coaches, training and technical assistance to help schools and districts develop a schoolwide system of Positive Behavioral System of Supports
Addressing disproportionality in race and discipline	• Indicator 4 of State Performance Plan: Suspension/Expulsion Rates	• Provide training and coaching in evidence-based behavior and academic MTSS. • Conduct organizational functional assessment to determine additional supports. • Implement targeted supports for schools/classrooms. • Evaluate and improve project.

Value Added by Each MiBLSi Unit

MiBLSi has four units that work together to provide support to ISDs and LEAs in the implementation of an integrated behavior and academic MTSS model

- Technical Assistance
  - o The technical assistance unit of MiBLSi adds value to project receivers by developing resources, providing direction and implementation support, consistent with the implementation research, to ISD and district implementation planning teams, district administrative teams, and MTSS Coordinators for developing multiple levels of competency within the system to lead and implement, with fidelity, a durable integrated behavior and reading MTSS model.
  - o The technical assistance unit provides guidance, problem solving, and feedback on organizational infrastructure/capacity to support implementation of MTSS
- Professional Development
  - o The professional learning unit of MiBLSi adds value to project receivers by developing and providing content and a process for interacting with the content, consistent with the implementation research, to develop the competencies and capacity necessary for implementation specialists and local districts to lead and implement an integrated behavior and reading MTSS model with fidelity.
  - o Provides skill/knowledge developed with information and materials to support individual competencies in the implementation of MTSS
- Evaluation
  - o The evaluation unit of MiBLSi adds value to project receivers by developing and providing resources to enhance local capacity related to measurement and evaluation, consistent with the implementation research. Evaluation supports the competencies and capacity necessary for implementation specialists and local districts to engage in effective data-based decision making as part of an integrated behavior and reading MTSS model.
  - o The evaluation unit examines project activities/outputs for improving efficiencies and project outcomes for efficacy of implementation of MTSS
- Financial
  - o The financial unit administrates all fiscal aspects of the project including; salary/benefit, travel, materials and supplies for reimbursement to the Technical Assistance, Professional Learning and Evaluation Units.
  - o The financial unit approves all budget expenditures, reimbursement, and safeguards grant compliance for all units providing support to ISD/LEA in implementation of the MiBLSi MTSS model.
  - o The financial unit of MiBLSi adds value to project receivers by supporting grant funding for MiBLSi training sessions.

What is the value we add to our receivers?

MiBLSi provides for the competency development for skills needed to implement MTSS with fidelity that endures over time. Competency development takes place through the identification and support of coaches, trainers and technical assistance providers.

MiBLSi provides for organizational development by providing the guidance to help implementation teams manage and coordinate district-wide plans. MiBLSi also provides tools and materials that are based on research and have been field tested and continuously improved.

Funds:

MiBLSi utilizes the Office of Special Education Program State Personnel Grant to fund professional development activities that are developed and supported through the project. Funds are to be used for training materials that are created by MiBLSi for the skill development for implementation of the MiBLSi MTSS model. Meals are reimbursed for the training sessions.