Overcoming Initiative Fatigue Through Integration and Alignment

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Situation Calling For This Training

Around the country, schools have been implementing powerful, evidence-based programs to support the growing needs of our children and create safer and more engaging learning communities. Mindfulness, SEL, Responsive Classroom, PBIS, Cultural Competency (Equity Literacy), Trauma-Informed Teaching, and Restorative Practices are just a few. We will use a collaborative workshop approach to explore: the real challenges of initiative fatigue and what to do about it; how these approaches intersect, overlap or differ; and how to integrate RP, mindfulness, and trauma-informed teaching, specifically, into existing initiatives. I will bring my expertise on these intersections, but this workshop will call upon you to share your knowledge and experiences.

Achievable Learning Outcomes

- Examine some of the ways Mindfulness, SEL, Responsive Classroom, PBIS, Cultural Competency (Equity Literacy), Trauma Informed Teaching, and Restorative Practices intersect.
- Explore ways to empower educators to integrate these, often siloed, approaches.
- Reflect on current research and thinking regarding these intersections.
- Share their own thoughts and experiences related to these approaches.

Workshop Design

A. Gather in a circle to open the workshop with introductions, sharing our name/role and why you signed up for this workshop.

B. Reflect on the concept of "initiative fatigue". What human needs are primary to creating the conditions for successful implementation of multiple initiatives? How do we fall short?

C. Listen to a short introduction and information about how some of the most common non-exclusionary and relationship-based initiatives overlap.

D. Now, on your own or in school teams, use supplied paper to map the last five years of your school's initiative and staffing history. Follow instructions to indicate leadership changes and ebb and flow of staff climate.

E. Now, consider your own school and fill out the "Alignment Worksheet" below, adapted from the [Technical Guide for Alignment of Initiatives, Programs, and Practices](#) published by PBIS.org.

F. Participate in an activity to assemble knowledge in the room about these intersections.

G. If there is time, review the recommendations from the *Technical Guide for Alignment of Initiatives, Programs, and Practices* and consider next steps.

Section I	Initiative A	Initiative B	Initiative C
Name of Initiatives to be Aligned			
1. Name of lead department/division with budget authority			
2. Population served (e.g. Tier I, II, III, students, staff, families, grade level)			
3. Research based? (e.g. peer reviewed)			
4a. Outcomes desired:			
4. Outcome(s) achieved to date in the district/schools?			
5. Teacher buy-in and use. (Subjective Scale 1-10)			
6. Student buy-in and use. (Subjective Scale 1-10)			
7. Funding source? Budgeted or grant funded			
8. Other notes:			

From: [Technical Guide for Alignment of Initiatives, Programs, and Practices](#) published by PBIS.org.

To guide an outcome-driven view for integrating initiatives, programs, or practices across the school and district levels, it is important to start with the end-in-mind: high fidelity implementation and effective student outcomes.

Step 1. Coordinate and lead alignment process with an executive level team. Having key leaders with both the organizational and budgetary authority related to the specific initiatives is essential for effective alignment. It may involve expanding or repurposing an existing team to ensure key leaders, as well as those responsible for guiding, coaching and evaluating all related initiatives, are assembled for the specific purpose of ensuring alignment.

Step 2:   Define the valued outcome(s) to be achieved. It is important to determine and define the valued outcomes for students and families to be accomplished (e.g., improving school climate, academic performance, attendance or decreasing bullying behavior). Be sure initiatives have common outcomes (e.g. improved social behavioral functioning) when attempting to select initiatives for alignment.

Step 3: Develop an inventory of the related initiatives currently being implemented across the district.
1.   The first task of Step 3 is to develop a list of all related grants, initiatives, and practices across schools and community agencies with indication of population served.
2.   Next, the expected outcomes the district seeks to achieve should be indicated, followed by a discussion and summary of the documented results achieved by schools/district to date.

Step 4: Identify the core system features for initiatives targeted for alignment.
The team should identify the core system features of for each targeted initiative including: team-based leadership and coordination; evaluation of fidelity; a continuum of evidence-based practices; continuous data-based progress monitoring; comprehensive screening; and professional development that includes coaching with local content expertise … Once all features have been identified for each targeted initiative, the team is now prepared to determine the "fit" of each initiative in relation to other existing initiatives, priorities, structures, supports, and the evidence for their adoption.

Step 5: Analyze and make decisions for alignment of initiatives.
As part of this process the team should identify and resolve conflicts and/or duplicity of system features (e.g. eliminate duplicative teams at the building or district level, ensure all practices are monitored for fidelity and effectiveness, etc). The team should define what is acceptable, what may need to be changed, and determine which practices within each initiative can be aligned. The next step is for the team to select any initiatives/practices that should be eliminated (practices overlapping or contraindicated) or modified (e.g., outcome redefined to address student benefit).

Step 6: Design the plan for effective alignment including implementation, evaluation, and professional development.