School-wide Positive Behavioral Interventions and Supports (SWPBIS):

Coaching Workbook[[1]](#footnote-1)

**Center on Positive Behavioral Interventions and Supports**

**NorthEast Positive Behavioral Interventions and Supports**

(updated September 2015)

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**School-Wide Positive Behavioral Interventions and Supports: Getting Started Workbook**

OSEP Center on Positive Behavioral Interventions and Supports[[2]](#footnote-2)

NorthEast Positive Behavioral Interventions and Supports

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of school-wide positive behavior support.

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| **How Should I Use this Workbook?** |

**What is the Purpose of this Workbook**?

To provide supporters of school and district-level School-wide Positive Behavior Support (SWPBIS) teams with a user-friendly supplement to training and coaching activities.

**Who Should Use this Workbook?**

* **Trainers, Coaches, Facilitators** – to support coaching activities related to SWPBIS at the school and district level
* **Coordinators and Administrators** – to provide an overview of the content and process of SWPBIS coaching to others

**How is this Workbook Organized?**

Each chapter has the following organizational features:

* Organizing **introduction** (white on green title) that provides rationale, definitions, “big ideas,” etc.
* Implementation **guidelines** (white on blue title) that support training, self-assessment, and action planning.
* Activity **worksheets** (blue on white title) that guide contextualized implementation and product development.

The **Table of Contents** serves as a summary and roadmap to the organization of the content and process of coaching SWPBIS.

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**CHAPTER I**

**Overview of Coaching in SWPBIS**

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| **I.A Rationale of and Introduction to Coaching** |

**I.A.i. Why Coaching?**

In SWPBIS, coaching plays a very important role by building internal capacity (within the school and district) to prevent many of the problems associated with training in isolation. Individuals who provide coaching provide a unique support service to school teams and teachers as they work to implement SWPBIS.

Specific Problem Statements:

* “We give schools strategies and systems for developing more positive, effective, and caring school and classroom climates, but implementation is not accurate, consistent, or durable. Schools and teams need more than training.” (Sugai)
* “[T]raining by itself does not result in positive implementation outcomes (changes in practitioner behavior in the clinical setting) or intervention outcomes (benefits to consumers)” (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 39).

In other words, one goal of coaching is to **avoid “Train and Hope”** (Stokes & Baer, 1977) approaches, which are illustrated in the following figure.



**I.A.ii Introduction to Coaching**

**a. Important Functions of Coaching:**

* Provide **team start-up** support
* Promote **fidelity** of implementation
* Facilitate team **sustainability and accountability**
  + Provide technical assistance and problem solving
  + Provide positive reinforcement to team members
  + Deliver prompts (i.e., they function as “positive nags”)
* Improve and increase public **relations and communications**
* Link to a **support network** across schools
* **Linked** to leadership, trainers, and teams
* Allow for **local facilitation**
* Provide increased **behavioral capacity**

**b. Who Provides Coaching Supports?**

* + Personnel and resources organized to facilitate, assist, maintain, and adapt local school training implementation efforts
  + Coaching is set of responsibilities, actions, and activities….not a person

**c. Coaching Competencies**

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| **Necessary:** | **Preferred:** |
| * Participate in team training, coaches training and networking * Facilitate team meetings at least monthly * Work effectively with adults * Knowledgeable about school operating systems * Professional commitment | * Knowledge about SWPBIS * Knowledge about behavior support practices at the school-wide, class-wide, targeted, and individual levels * Skilled in collection and use of data for decision-making |

**d. What Roles Are Associated with Coaching?**

* Team meetings
* Activities at training events
* Implementation
* Local PBIS expert
* Positive “nag”
* Link to resources (e.g., www.pbis.org)
* Advanced content with team
* Information at faculty meetings

| **Guidelines for Selecting SWPBIS Coaches**: |
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| **The following principles should be used to guide *school-level* coaching:**   * Coaching capacity **integrated** into existing personnel * Supervisor **approval** given * District **support and agreements** given * District/state **coordination** provided * Coaching **linked** with school team * Coaching training **linked** with team training * Individuals in coaching positions included in team training * Individuals in coaching positions **meet** regularly for prompting, celebrating, problem solving, etc.   **In addition to the above, the following principles apply to *district-level* coaching:**   * Individuals in coaching positions are **experienced** with school team implementation * New teams added with increased **fluency** (at district level) |

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| **I.B Defining Effective Coaching** |

**I.B.i What is coaching?**

* Coaching is the active and iterative delivery of:
  + **Prompts** and **reinforcers** that increase successful behavior
  + **Corrections** that decrease unsuccessful behavior
* Coaching is done by someone with credibility and experience with the target skill(s)
* Coaching is done on-site, in real time
* Coaching is done after initial training
* Coaching is done repeatedly (e.g. monthly)
* Coaching intensity is adjusted to need

**I.B.ii Effective Coaching Involves:**

* Building local capacity (i.e., become unnecessary, but remain available)
* Maximizing current competence
  + Never change things that are working
  + Always make the smallest change that will have the biggest impact
* Focusing on valued outcomes
  + Tie all efforts to the benefits for children
  + Attend to context
* Emphasizing accountability (i.e., measure and report; measure and report; etc.)
* Building credibility through
  + Consistency
  + Competence with behavioral principles/practices
  + Relationships
  + Time investment
* Pre-correcting, prompting, and reminding for success

| **Guidelines for Coaching SWPBIS**: |
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| When engaged in coaching, consider the following guidelines before, during, and after each team-training event.  ***Before* Training Activities:**   * Verify coaching role with your coordinator/supervisor * Review coaching role with principal * Remind team of coaching role * Ensure team is composed of the correct members and all key members are scheduled to attend training * Assist team to review/bring relevant data, policy and procedures, updated action plan, etc. * Review tools: Team Implementation Checklist, EBS Self-Assessment Survey, Committee Review, Action Planning, Benchmarks of Quality, SET * Assist team to prepare brief summary of 1-2 significant accomplishments, 1-2 in-progress activities, and 1-2 challenges |
| ***During* Training Activities:**   * Remind team of coaching role * Let team lead process * Document agreements * Focus team on agenda and activity outcomes and reinforce progress * Remind team of big ideas from SWPBIS approach and presentations * Remind team to include all staff in decision making * Prompt outcomes: action plan, etc. * Acknowledge/reinforce team for progress at training * Complete/review agreements/actions specified on updated action plan |
| ***After* Training Activities:**   * Prompt team to (a) meet and review PBIS purpose and action plan with staff, (b) collect school data, (c) meet w/in 1 month, and (c) complete Team Implementation Checklist and/or Benchmarks of Quality (as assigned in training) * Contact team leader 2x in first month and ask what is planned and if assistance needed (if district coach) * Set schedule for team to meet 1x month * Review school data on monthly basis * Monitor and assist in development and completion of team action plan * Document team and coaching accomplishments, speed bumps, challenges, and solutions * Identify and acknowledge team/school progress on action plan tasks/outcomes |

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| **ACTIVITY: Coaching Self-Assessment** |
| ***Rationale:***  *This self-assessment was developed for leadership teams that are coordinating individual school or multiple schools (i.e., district, regional, and/or state) PBIS implementation efforts. Major sections include (a) coaching prerequisite skills, (b) coaching activities and responsibilities, and (c) specific coaching skills and competencies. Supporting information can be found at* [*www.pbis.org*](http://www.pbis.org)*. This comprehensive self-assessment covers skills and content not yet introduced in this training and is a helpful guide to assess current understanding and develop future goals.*  ***Instructions:***  *This self-assessment has been designed for multiple uses: (a) general orientation to the concept “coaching,” (b) teaching and fluency with coaching activities and functions, and (c) evaluation of status of coaching capacity.*   * *Individuals who are providing coaching support for an individual school do not complete items that are shaded gray.* * *Individuals who are providing coaching support to multiple schools (i.e., district, regional, and/or state) should complete those items.*   *Complete the assessment using the following ratings:*  ***Y*** *= Yes, I’ve got it and am fluent.*  ***N*** *= No, I don’t have it and am not fluent.*  ***?*** *= I’m not sure if I have it or not.*  *After completing the self-assessment, develop a personalized action plan to enhance your own coaching capacity.* |

| Section 1: Coaching Pre-requisites  *What is needed to begin developing coaching capacity?* | |
| --- | --- |
| Y N ? | *1.1 Fluency with knowledge and use of SWPBIS concepts*   * Continuum of behavior support * 3-tiered prevention logic * Elements of school-wide PBIS * Systems needed to support effective behavior support practices |
| Y N ? | *1.2 Fluency with knowledge and use of classroom behavior support practices and systems*   * Establishing behavioral expectations and routines * Establishing a positive learning environment (rewarding expectations) * Defusing escalating problem behavior situations * Linking classroom practices with individual behavior support plans |
| Y N ? | *1.3 Fluency with knowledge and use of intensive individual behavior support practices and systems*   * Assessment (including functional behavioral assessment) * Design of behavior support plans * Monitoring, evaluating, and adapting individual behavior support plans |
| Y N ? | *1.2 District/regional endorsement*   * Signed commitment of support and approval from immediate supervisor and district-level administrator * Access to local resources (e.g., mileage, supplies, etc.) to support coaching activities * Schedule flexibility to work/meet with school teams |
| Y N ? | *1.3 Agreement to work with school leadership team*   * Attendance at team training events * Meetings with team * Monthly team progress checks |
| Y N ? | *1.4. Agreement to collaborate with and meet regionally with others in coaching/facilitation role*   * Regional coordinator * Regular monthly/quarterly scheduled meeting |
| Y N ? | *1.5 Demonstrated experience working with adults*   * Problem solving * Participation in collaborative action planning * Use of positive acknowledgement * Facilitation of team meetings * Facilitation of small-group skill training sessions |
| Y N ? | *1.6 Membership and/or involvement in school implementation of SWPBIS*   * Team training * Action plan development and implementation |
| Y N ? | *1.7 Familiarity with typical school operations and functions*   * School discipline * Classroom and behavior management * Instructional management |
| Y N ? | *1.8 Experiences working with individuals or groups from diverse backgrounds*   * Culturally/ethnically diverse * Linguistically diverse * Parents and community members * Agencies |
| Y N ? | *1.9 Professional and ethical competencies*   * Punctuality * Task follow-through * Protection of confidentiality and privacy |
| Y N ? | *1.10 General technology fluency*   * Web-based information management * Electronic communications * Content presentations (e.g., PowerPoint) |
| Y N ? | *1.11 Commitment to collection and use of data to improve support for students* |

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| Section 2: Coaching Activities & Responsibilities  *What are coaches expected to do?* | |
| Y N ? | *2.1 Attend and participate in coaching meetings and professional development events* |
| Y N ? | *2.2 Attend school team training events with assigned team(s)* |
| Y N ? | *2.3 Maintain record/log of school’s implementation effort (e.g., discipline data, action plan, and products)* |
| Y N ? | *2.4 Complete and send reports on school team implementation progress on the first of each month to local PBIS coordinator* |
| Y N ? | *2.5 Report on PBIS school leadership team and coaching progress, quarterly* |
| Y N ? | *2.6 Prepare and conduct at least one presentation on PBIS related topic, quarterly* |
| Y N ? | *2.7 Assist in collection and maintenance of school team data* |
| Y N ? | *2.8 Maintain activity log of coaching activities, agreements, decisions, etc.* |
| Y N ? | *2.9 Communicate with school team leader(s) at least monthly* |
| Y N ? | *2.10 Provide at least quarterly positive acknowledgement to team leader and school administrator on team progress and accomplishments* |
| Y N ? | *2.11 Report positive accomplishments to local district and regional media outlets at least annually* |
| Y N ? | *2.12 Attend SWPBIS team meetings at least quarterly* |

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| **Section 3: Specific Coaching Skills and Competencies**  *What will coaches learn and be expected to know/do?* | |
| Y N ? | *3.1 Describe and promote the features of the school-wide PBIS approach*   * Purpose * Rationale * Guiding principles * Implementation requirements * Systems processes * Examples and non-examples * Research |
| Y N ? | *3.2 Describe and promote the practices and systems of school-wide PBIS approach*   * Outcomes * Data * Practices * Systems |
| Y N ? | *3.3 Describe the logic and application of the 3-tiered prevention logic and the continuum of behavior support*   * Primary or universal * Secondary or targeted * Tertiary or intensive |
| Y N ? | *3.4 Describe and promote the components and operations of a proactive school-wide discipline system*   * Purpose/vision * Small set of positively stated school-wide behavioral expectations and examples * Procedures for teaching school-wide behavioral expectations * Continuum of procedures for encouraging school-wide behavioral expectations * Continuum of procedures for discouraging rule violations and problem behavior * Procedures for monitoring, adapting, and enhancing implementation |
| Y N ? | *3.5 Describe and promote the fundamental strategies and systems of classroom management*   * Environmental organization and management * Teaching and maintenance of instructional and behavioral routines and expectations * Preventing and responding to minor and major problem behaviors * Features of effective instructional design and presentation * Encouraging positive responses to appropriate social and academic behavior * Understanding of other evidence-based classroom management strategies (e.g., peer tutoring/mentoring systems) |
| Y N ? | *3.6 Describe and promote the fundamental strategies and systems of active supervision in classroom and non-classroom settings*   * Teaching, monitoring, and encouraging of routines * Movement, proximity, and scanning * High rate of positive interactions |
| Y N ? | *3.7 Describe and apply school-based data management and data-based decision making*   * Where, when, who, what, and how often * Graphic summarization, presentation, and interpretation of data |
| Y N ? | *3.8 Guide strategic data-based action planning with school team(s)*   * Self-assessment and data collection * Data analysis and summarization * Development of data-based action plans |
| Y N ? | *3.9 Facilitate strategic problem solving with school team(s)*   * Data collection and interpretation * Accomplishments and challenges * Data-based solutions and action planning |
| Y N ? | *3.10 Facilitate the effective, efficient, and relevant conducting of school team meetings*   * Purposeful and outcome driven * Agreed upon operating procedures and routines |
| Y N ? | *3.11 Link school team(s) to supporting resources*   * Mental health * Parent/family * Business * Juvenile justice * Public Health |
| Y N ? | *3.12 Facilitate effective communications between school leadership team and school and community stakeholders (e.g., faculty, students, staff, parents, and community members)*   * Promoting visibility of accomplishments and progress * Regular communications * Regular, direct, and public acknowledgement of team progress and accomplishments |
| Y N ? | *3.13 Describe and promote the features of behavior support for individual students*   * Targeted secondary interventions and systems * Intensive tertiary interventions and systems * Function-based approach to behavior intervention planning * Person-centered planning |
| Y N ? | *3.14 Maintain knowledge regarding strategies to encourage maintenance of SWPBIS implementation efforts* |

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| **Personalized Action Plan for Enhancing Coaching Capacity** | | |
| **Action Step** | **Outcome(s)** | **Date** |
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**CHAPTER II**

**Basics of SWPBIS for Coaches**

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| **II.A Rationale and Definition of SWPBIS Basics for Coaching** |

When reviewing materials from team training, individuals with coaching responsibilities should focus on (a) understanding the concepts and (b) considering how to assist their teams to use (implement) the information. To that end, the following table illustrates the focus of coaching related to each basic concept.

| **Basic Concept** | **Focus of Coaching** |
| --- | --- |
|  | * Because teachers are concerned with improving student achievement, stress and communicate the importance of considering the impact of SWPBIS on academics. * Ensure that team considers academic (in additional to social behavior) data when making decisions and evaluating outcomes. |
|  | * Write goals as *outcome* statements for team (i.e., you should know what you plan to achieve after your first year of implementation). * Consider what *data* will be collected, reviewed, and used to make decisions. * Use data to drive decisions about *practices*. * Focus on *systems* to ensure sustainability, especially for staff development and reinforcement. |
|  | * Focus on implementing practices across various contexts. * In the first year of implementation, focus on school-wide, classroom, and non-classroom settings. * Invite family members to participate on the SWPBIS team to emphasize the importance of the family context. * In future years, align individual student systems (Tiers 2 and 3) with the larger context. |
|  | * Stress importance of understanding the three-tiered prevention logic to all members of school faculty. * Emphasize the importance of developing and implementing primary (Tier 1) prevention *before* developing and implementing secondary and tertiary supports. * Clearly communicate that the SWPBIS team will initially focus exclusively on primary prevention. |
|  | * Emphasize integration of multi-tiered systems of support that focus on both social behavior and academic support systems. * Ensure team understands how SWPBIS is integrated with other school change initiatives and can articulate this understanding to other staff members. |
|  | * Ensure team has appropriate representation and active administrator participation, and review the agreements with all team members. * Focus on developing a data-based action plan that specifies *who* is doing *what* by *when*. * After a year of planning, facilitate team-based implementation of items on action plan. * Use data to evaluate implementation. |
|  | * Work from broader implementation support/ leadership structures within a district or state. * Work with district team members to emphasize and coordinate capacity for training, coaching, evaluation, and behavioral expertise. * Work with district team members to consider funding, visibility, policy, and political support required to sustain SWPBIS. |

| **Guidelines for Coaching “Basics of SWPBIS**:” |
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| When engaged in coaching basic SWPBIS content, consider the following guidelines:   * Communicate the impact of SWPBIS on academic outcomes to school faculty to assist with buy-in * Develop observable and measurable statements of desired outcomes related to social/academic behavior * Ensure data are regularly collected, reviewed, and used to make decisions at SWPBIS meetings * When selecting practices, ensure they are (a) evidence-based, (b) indicated by data, and (c) aligned with outcomes * Establish systems to support sustained implementation of each practice with fidelity (e.g., teaming, professional development, and staff acknowledgement structures) * Communicate three tiered prevention logic to faculty, and ensure practices are organized to provide a continuum of support * Define critical elements (outcomes, data, systems, and practices) across the various contexts targeted in the first year of training/implementation (school-wide, classroom, and non-classroom) and ensure family involvement in SWPBIS team to extend focus to family context * Access resources (e.g., trainers, local experts, training materials, and websites) to support your team(s) as needed |

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| **ACTIVITY: Locating Resources for SWPBIS Basics** | |
| ***Rationale:***  *Although individuals with coaching responsibilities are often viewed by their school teams as the SWPBIS “expert,” one of the best ways to be helpful is to become fluent and familiar with the resources available to support the SWPBIS implementation.*  ***Instructions:***  *For each of the following items, identify where resources might be available or obtained.*  *Update your action plan (at the end of Chapter 1 with any new action steps related to enhancing your own coaching capacity).* | |
| **Item to address:** | **Resource:** |
| An overview of all the steps involved in implementing SWPBIS |  |
| Tools to assist in establishment of team membership and process, and conducting of efficient team meetings |  |
| Tools to survey school staff about current practice and need |  |
| Tools to support efficient data input and output |  |
| Supporting evidence for implementing SWPBIS |  |
| Other: |  |
| Other: |  |
| Other: |  |
|  |  |

**CHAPTER III**

**Coaching Team Meetings**

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| **III.A Rationale and Definition of Effective Team Meetings** |

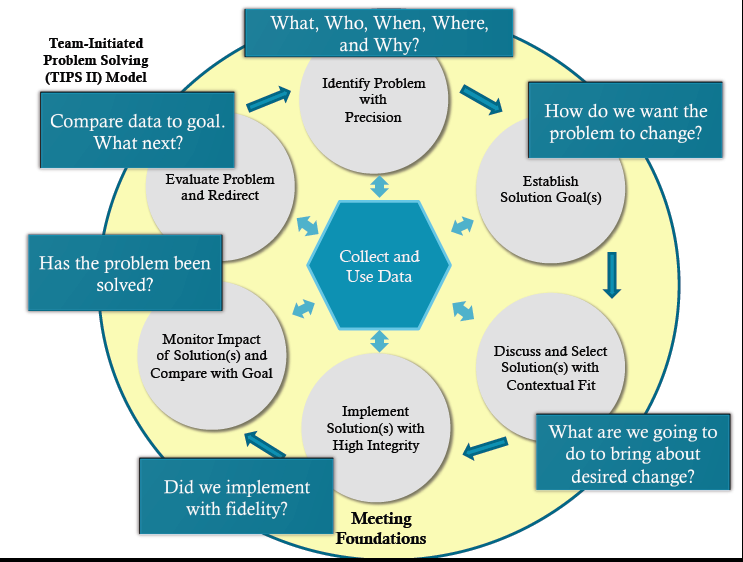
**III.A.i Facilitating Effective Team Meetings**

To be effective, school based PBIS teams need training and coaching support on effectively using data to guide decision-making and facilitating effective meetings.

The Team Initiated Problem Solving (TIPS) model, developed through a collaboration between UO (Horner, Newton, &Todd) and UNC at Charlotte (Algozzine & Algozzine), promotes facilitation of effective team meetings. The following bullet points provide an overview of this model and may be useful to individuals in coaching roles to guide team leaders and prompt teams as they work through the data-based decision-making process.

1. Be prepared and expect others to be as well.
   1. Ensure that agenda and outcomes are sent to team members prior to the meeting.
   2. Prepare data for review and evidence of completed action plan items.
2. Begin on time by reviewing agenda and objectives for the meeting.
3. Involve everyone.
   1. Encourage quiet team members to participate and ensure that one/few individuals do not dominate the meeting.
   2. Define team roles: facilitator, data analyst, minute taker, time keeper, and active participant.
4. Use data to clearly and quickly define a problem before beginning problem solving (see Data Use below).
5. Create an action plan.
   1. Include who is responsible and the expected time line for completing each action item.
   2. At end of meeting, review action plan items by highlighting what needs to be completed by whom and by when.
6. At end of meeting, debrief meeting by:
   1. Reviewing effectiveness and efficiency of overall meeting process.
   2. Assessing extent to which agenda items were covered and objectives achieved.
7. After the meeting, electronically publish meeting minutes to:
   1. Remind team members of action plan items, agreements, etc.
   2. Communicate team activities, goals, and objectives to school community as a whole.

The following graphic illustrates the TIPS data-based decision-making process that teams follow to move from identifying a problem toward creating an effective action plan.



**III.A.ii Using Data Effectively**

Data are the central components of an effective team problem solving process, and teams must be effective and efficient in how data are collected and used. Coaching involves monitoring the team’s use of data using the following guidelines:

1. Collect appropriate and relevant data.
   1. Specify purpose of data collection
   2. Specify what specific questions are being examined
   3. When using office discipline referral (ODR) data to define problem, specify:
      1. What behaviors are recorded as occurring most often
      2. When behaviors are occurring (time of day)
      3. Where behaviors are occurring (location)
      4. Who is engaging in problem behavior
      5. Why problem behavior is continuing to occur
2. Organize the data in a user-friendly manner that aids comprehension.
   1. Use graphs or pictures to share data whenever possible
   2. Look for patterns
      1. Within the school and across time
      2. With comparable schools
      3. With national averages and trends
   3. Understand totals vs. rates
      1. Totals indicate the absolute number of incidents or behavior events and can be useful when comparing locations or time blocks within your school.
      2. Rates of behavior indicate the number of behavior referrals that happened in a given time period or per a number of students.

[For example: average daily referrals-per-month is the total number of referrals divided by the number of days in the month. Rates are useful when comparing unlike time periods such as a shorter month vs. a longer month. Rates per 100 students can be useful when comparing referrals between school years when enrollments have changed.]

1. Review and analyze data at least monthly to guide decision-making.
2. Make data available to all stakeholders.
3. Provide staff development for all staff to use data to inform decision-making.
4. Use data analysis to inform decisions related to school-wide programs, classroom based instructional practices, and student specific interventions.
5. Review data collection procedures and practices to ensure that data accurately reflects school events.
6. Collect data on extent to which practice or intervention is being implemented accurately and fluently (implementation fidelity).

| **Guidelines for Facilitating Effective Team Meetings:** |
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| ***Before*** Team Meeting   * Contact team members to solicit agenda items, prepare the agenda, and disseminate it to others prior to the team meeting. * Prompt and support facilitator, minute taker, and data analyst to prepare for meetings. * Ensure meeting space and materials are prepared. * Check in with team members regarding any action plan items that will be reviewed and provide support if necessary to complete action plan items.   ***During*** Team Meeting   * Prompt the use of team agendas and protocols during meeting. * Guide teams in the use of data-based decision-making rules. * Prompt team members to be effective and efficient in their roles. * Data analysts create and summarize data to jump start the meeting. * Minute takers record relevant information about problems discussed, solutions determined, and action plan to implement solutions. * Facilitators ask questions to facilitate problem solving and decision making. * Prompt teams to not only define precision problem statements but to also define a goal for ‘what it will look like’ when problem is solved. * Facilitate the team’s use of and understanding of data and provide suggestions for improved data collection or reporting. * Set date, time, and place for next meeting. * List priority agenda items for next meeting.   ***After*** Team Meeting   * Check in with team members regarding meeting process and action plan items to determine what level of support will be needed to complete action plan items. Set follow-up meetings with team members if needed. * Ask for support if needed from other coaches, building administrators, district or state leaders, and/or State or National PBIS networks. * Present summary of decisions, actions, etc. to staff, administration, etc. |

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| **ACTIVITY: Practicing Parts of Effective Team Meetings** |
| ***Step 1: Effective Data-Driven Decisions During Meetings.*** *The following observation guide summarizes the key elements of an effective data-based decision-making team meeting (Horner, Newton, & Todd, 2010). Using your experience at a recent team meeting, use this guide to consider how coaching functions and roles might be included to enhance meeting outcomes and process.* |
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| ***Step 2: Precisely Defining Problems During Meetings.*** *A crucial element of an effective team meeting is defining the problem in a precise way that leads to effective problem solving discussions. Consider the following problem statements, and determine which is more precise.* |

Based on issues you have observed in your schools, practice writing precise problem statements. Include as much detailed information as possible. Be sure to consider who, what, when, where and how many.

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| 1a. Too many ODRs | 1b. Too many instances of disrespect |
| 2a. Too many ODRs between 1:00pm and 1:30pm | 2b. Too many ODRs in the afternoon |
| 3a. Too many ODRs occurring outside the classrooms | 3b. Too many ODRs on the playground |
| 4a. 25% of students have at least 2 ODRs | 4b. Many students are experiencing ODRs |
| 5a. Too many ODRs on the playground | 5b. Total of 12 aggression ODRs on playground last month; twice as many as last year & showing increasing trend this year; occurring during first recess; 8 different students involved; aggression appears to provide peer attention. |

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| Problem Statement #1 |
| Problem Statement #2 |

Adapted from Todd, Anne. Team Initiated Problem Solving [ppt] retrieved from www.**pbis**.org/common/**pbis**resources/presentations/Feb10Coachesconf.pptx

***Step 3: Update your action plan.*** *Return to your action plan, and document specific action steps related to enhancing your ability to effectively facilitate a team meeting.*

**CHAPTER IV**

**Coaching PBIS in the Classroom**

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| **IV.A Rationale and Definition Coaching PBIS in the Classroom** |

Establishing a system of effective behavior supports in the classroom is a critical component of academic achievement for all students.

Coaching teams and teachers on the implementation of classroom-based strategies should focus on (a) ensuring fidelity of implementation and (b) fostering open communication among teachers, PBIS team members, and individuals with coaching responsibilities.

**IV.A.i Evidence-Based PBIS Practices in the Classroom**

A review of the classroom management literature reveals a number of commonly recommended practices (Simonsen et al., 2008). These **evidence-based PBIS practices in the classroom setting** include:

1. Minimize crowding & distraction
2. Maximize structure & predictability
3. State, teach, review & reinforce positively stated expectations
4. Provide more acknowledgements for appropriate than inappropriate behavior
5. Maximize varied opportunities to respond
6. Maximize Active Engagement
7. Actively & Continuously Supervise
8. Respond to Inappropriate Behavior Quickly, Positively, & Directly
9. Establish Multiple strategies for acknowledging appropriate behavior
10. Generally provide specific feedback for errors & corrects

**IV.A.ii Basic Principles of Implementing PBIS in the Classroom**

To support these essential components, effective classroom managers consider these **basic principles:**

1. Consider good teaching as one of the best behavior management tools
2. Apply 3 tiered prevention logic to the classroom setting
3. Link classroom to school-wide expectations
4. Teach social skills like academic skills
   1. Define, model, practice, monitor, acknowledge, and adjust
5. Build systems to support sustained use of evidence-based practices

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| **IV.B Considerations for Coaching PBIS in the Classroom** |

**IV.B.i Coaching Role Related to Coaching PBIS in the Classroom**

To facilitate implementation of good classroom management practices and principles, individuals who are in the **coaching roles** should:

1. Serve as a link to local and state resources
2. Serve as a positive role model
3. Support teachers’ use of data for decision making
4. Support teachers’ understanding of behavior basics
5. Ensure implementation of the essential components of SWPBIS in the classroom

**IV.B.ii Fostering Effective Coaching Relationships with Staff Members**

To foster and sustain **effective coaching relationships** with staff members, the following points should be considered:

1. The coaching role is supportive not evaluative
2. Coaching responsibilities include holding teachers accountable for outcomes in their classrooms
3. Coaching relationships should be based on mutual respect and include an open dialogue between teachers and coaches
4. Informal observations and self-assessments are effective ways to begin discussions with teachers about classroom practices
   1. Remember teachers respond to positive feedback too. Begin with what is going well and build on teacher’s strengths when suggesting changes to classroom practices
   2. When making suggestions, keep them specific and concrete with a focus on implementation
5. Provide teachers opportunities to share successes
6. Whenever possible, coaching should involve providing “Conceptual” feedback regarding the “Big Ideas” of the practice or intervention (adapted from Blase, Van Dyke, Fixsen, Duda, Horner and Sugai; 2009)

**IV.B.iii Developing Systems to Support PBIS in the Classroom**

Sustained and accurate implementation of an evidence-based practice is linked to the quality of the **systems of support** that are in place at the individual and multiple classroom and school-wide levels.

These coaching related systemic supports include the following:

1. Facilitation of a network of mentors among grade levels or across buildings
2. Support of teachers in self-monitoring their own implementation strategies
3. Direct provision of resources and supports to facilitate ongoing professional development at faculty meetings
4. Use of technology tools to provide a central location for information regarding professional development, implementation strategies, and networking related to implementation
5. Collaboration with building administration to build support for struggling teachers or staff

| **Guidelines for Coaching PBIS in the Classroom:** |
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| ***Coaching Individuals or Small Groups***   * Use informal observations and teacher self-assessments to gather data on the essential elements of classroom SWPBIS * Provide feedback for teachers on all essential elements of classroom SWPBIS * Provide positive feedback to teachers on elements and systems that are already in place before giving feedback on changes that need to be made * Take a problem solving approach, and listen to teacher concerns and reported barriers to implementation * Connect teachers who need support with teachers who are successfully implementing SWPBIS systems * Provide technical assistance to teachers for data collection and interpretation * Focus on Tier 1 classroom systems before developing Tier 2 or Tier 3 interventions |
| ***Developing Systems of Support***   * Facilitate communication between the school-based team and individual teachers * Fade direct teacher support by facilitating connections between the building team members and teaching staff * Work with building administration to facilitate networks of teachers working on implementing similar strategies * Provide teachers with self-monitoring tools and supports * Use technology to share information and facilitate teacher communications within and across schools * Work with building administrators to develop supports for teacher-to-teacher observations and mentoring * Develop specific classroom support systems for new teachers |

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| **ACTIVITY: Update Personal Coaching Action Plan** |
| ***If you identified additional action steps needed to enhance your ability to coach PBIS in the classroom, add those to your action plan****.* |

**CHAPTER V**

**Coaching PBIS in Non-Classroom Settings**

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| **V.A Rationale and Definition Coaching PBIS in Non-Classroom Settings** |

Because behavior success (or failure) in can carryover between classroom and non-classroom settings, formal, consistent, and continuous systems of SWPBIS support are necessary in both settings. In this chapter, the emphasis is on non-classroom settings where teacher-led instruction is not typically present, for example, cafeteria, hallways, playgrounds, sporting events, dances, assemblies, field trips, etc.

**V.A.i Essential SWPBIS Components in Non-Classroom Settings**

In non-classroom settings, SWPBIS includes the following **essential components**:

1. Positive expectations and routines taught and encouraged
2. Active supervision by **all** staff (scan, move, and interact)
3. Pre-corrections and reminders
4. Positive reinforcement

**V.A.ii Features of Active Supervision in Non-Classroom Settings**

Active supervision is one of the most important non-classroom strategies and includes the **following features:**

1. Positive adult-student contact should occur at high rates
   1. Friendly, helpful, preventive, non-contingent, etc.
   2. Short in (duration 5-10 seconds)
   3. Acknowledge expected and appropriate behaviors
   4. Distributed across a variety of individuals and groups
   5. 4:1 ratio of positive to corrective interactions
   6. Engage students in activities or conversations
   7. Quickly correct inappropriate behaviors
2. Positive reinforcement should be provided at high rates
   1. Immediate, consistent, informative, contingent, etc.
   2. Specific and general
   3. Culturally and contextually appropriate
3. Correction procedures (rule violations) should be efficient and effective
4. Take the student aside
5. Review what was observed in a calm business-like manner (minimize arguments and convincing)
6. Define the inappropriate behavior and state the expectation that was violated
7. Ask the student to repeat the desired expectation and appropriate behavior
8. Follow school procedures and policies, and use the least aversive consequence
9. Apply consequences quickly and immediately
10. Movement should be continuous, systematic, comprehensive across setting
    1. Plan movement to increase opportunities for student contact, especially in crowded, typically more problematic settings
    2. Schedule movement so supervision is expected but unpredictable
11. Scanning should occur so all areas of the setting are assessed on a regular basis
    1. Target both appropriate and inappropriate behaviors
    2. Target known problem areas, activities, groups, and individuals
    3. Use both visual and aural scanning

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| **V.B Roles and Responsibilities of Coaching PBIS in Non-Classroom Settings** |

Individuals with coaching responsibilities can support practices and systems in non-classroom settings by emphasizing the following tasks:

1. Serve as a link to local and state resources
2. Positively model active supervision practices
3. Support collection of data on student behavior and fidelity of implementation of active supervision components
4. Provide positive reinforcement, pre-corrections, and reminders on staff use of effective behavior practices for non-classroom settings
5. Link practices and systems for non-classroom settings to classroom and school-wide
6. Work with building administrators and leaders to ensure implementation of the essential components of SWPBIS in all settings
7. Work with building administrators and leaders to ensure adequate training support and supervision of supervisors in non-classroom based settings

| **Guidelines for Coaching PBIS in Non-Classroom Settings:** |
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| ***Coaching Individuals or Small Groups***   * Use informal observations and teacher self-assessments to gather data on the essential elements of non-classroom SWPBIS * Provide feedback for teachers on all essential elements of non-classroom SWPBIS * Provide positive feedback to teachers on elements and systems that are already in place before giving feedback on changes that need to be made * Take a problem solving approach, and listen to teacher concerns and reported barriers to implementation * Connect teachers who need support with teachers who are successfully implementing SWPBIS systems |
| ***Developing Systems of Support***   * Provide technical assistance to teachers for data collection and interpretation * Focus on Tier 1 non-classroom systems before developing Tier 2 or Tier 3 interventions * Facilitate communication between the school-based team and individual teachers * Fade direct teacher support by facilitating connections between the building team members and teaching staff * Work with building administration to facilitate networks of teachers working on implementing similar strategies * Provide teachers with self-monitoring tools and supports * Develop specific non-classroom support systems for new teachers |

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| **ACTIVITY: Update Personal Coaching Action Plan** |
| ***If you identified additional action steps needed to enhance your ability to coach PBIS in non-classroom settings, add those to your action plan****.* |

1. This document is supported in part by the OSEP Center on Positive Behavioral Interventions and Supports (<http://pbis.org)>. The Center is supported by a grant from the Office of Special Education Programs, US Department of Education (H326S130004). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred. [↑](#footnote-ref-1)
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