

# Tips for Successfully Coaching High School Teams

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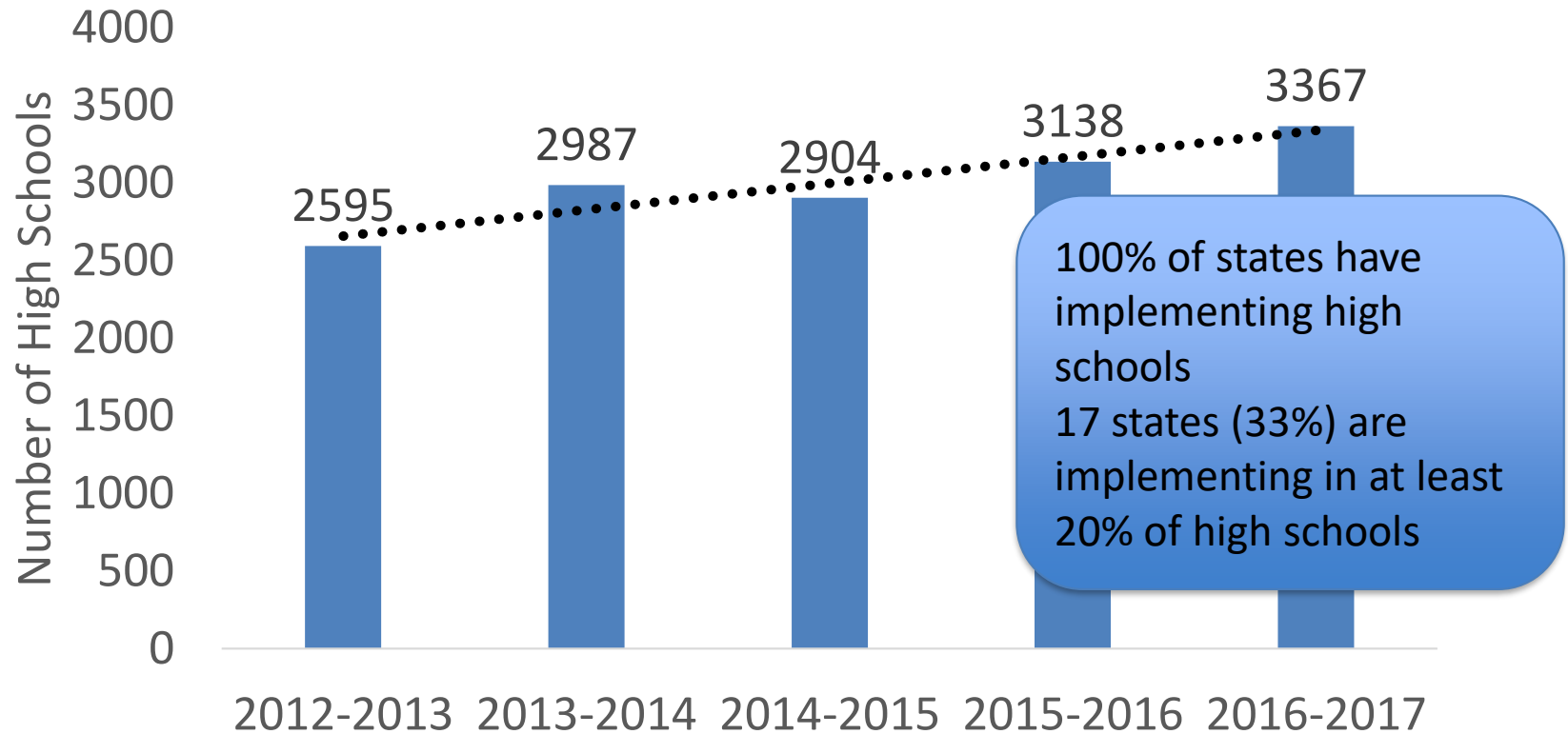
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Lauren Keating

# Objectives

- Overview of PBIS in HS, what we know and what we don't
- Introduce key HS resources including new HS monograph
- Discuss the importance of coaching in PBIS and the impact of the HS context on coaching roles.
- Q+A with AWESOME HS coaches!

# Number of High Schools Implementing PBIS in the US



Updated from Freeman, Wilkinson, VanLone, Nov 2016

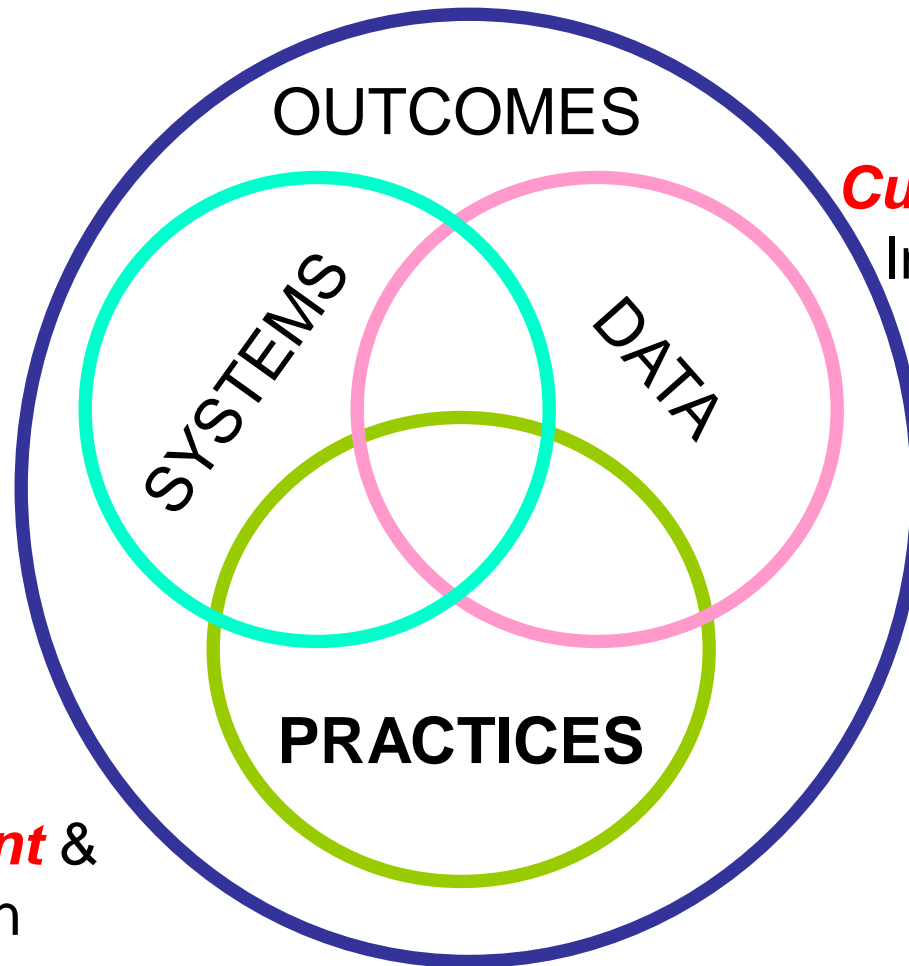
# PBIS

***Culturally Equitable*** Academic &  
Social Behavior Expectations

***Culturally Knowledgeable***

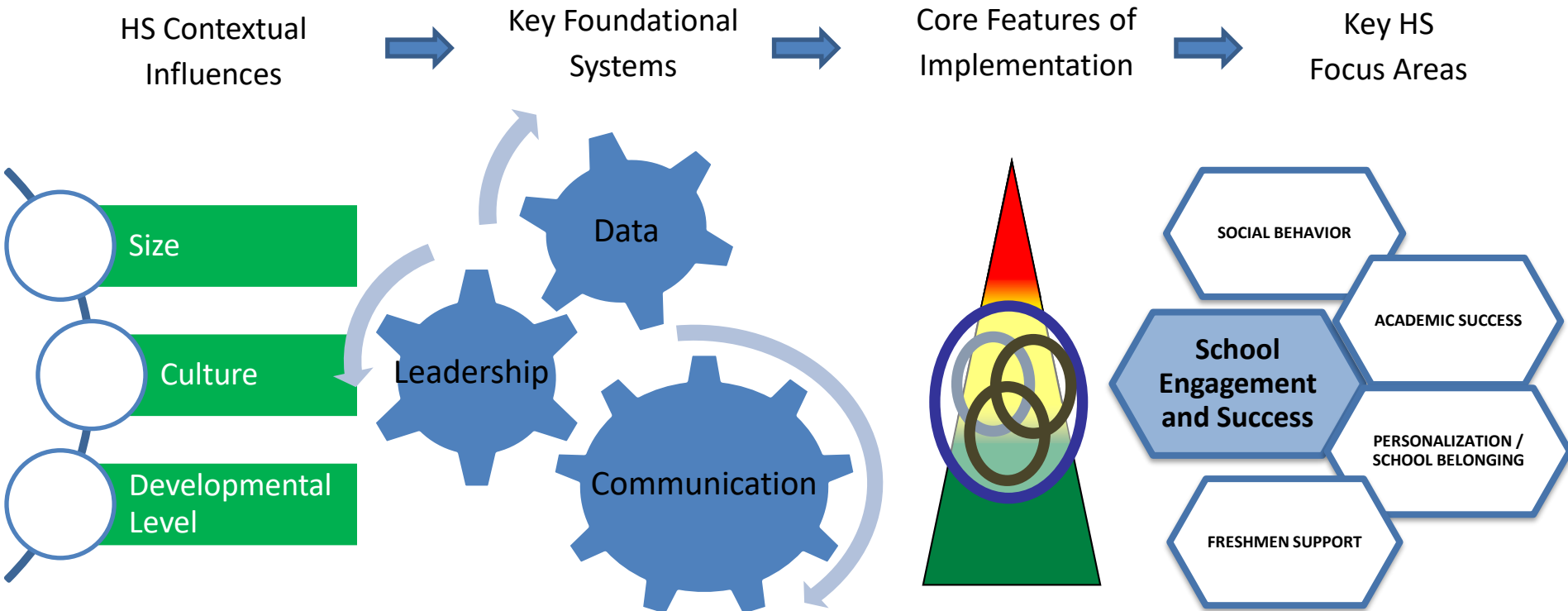
Staff and Staff  
Supports

***Culturally Relevant*** &  
Effective Instruction



***Culturally Valid***  
Information for  
Decisions

# High School Implementation of PBIS



Flannery & Kato, 2012

# Some Evidence on High School

Bohanon, H., Fenning, P., Carney, K. V. (2014). Positive effects of school climate and safety on student perceptions of school climate and safety. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/109830070600800

Bradshaw, C. P., Debnam, K. J., Lindquist, K. M. (2010). The role of school climate in social, emotional, and behavioral outcomes. *Journal of Positive Psychology*, 5(2), 206.

Flannery, K. B., Fenning, P., Kato, T., & Sugai, G. (2013). Fidelity of Implementation of Positive Behavioral Interventions and Supports and Student Outcomes. *Journal of Positive Psychology*, 8(1), 10.1037/spq0000039

Flannery, K. B., Frank, J. L., McGee, V., & Sugai, G. (2014). Analysis of eight high school studies. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

Freeman, J., Simonsen, B., McGee, V., & Sugai, G. (2014). Positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

Freeman, J., Simonsen, B., McGee, V., & Sugai, G. (2014). Positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

Morrissey, K. L., Bohanon, H., & Sugai, G. (2014). Positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

Muscott, H., Mann, E., & Lindquist, K. M. (2014). Schoolwide positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

Swain-Bradway, J., Pinkney, N., & Sugai, G. (2014). Positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

RESOURCE

Flannery, K. B. & Sugai, G. (2014). Positive behavioral interventions and academic outcomes: A meta-analysis. *Journal of Positive Psychology*, 9(1), 1-10. doi:10.1177/1098300715

- “Recent high school evidence!!”
- Positive effects on student perceptions of **school climate and safety**
  - Positive effects on **behavior & attendance**
  - Improvement in **Academic performance**
    - reading and math assessments
  - **Attendance & behavior related to dropout risk**, but impact of PBIS unclear
  - Relationship between dropout & PBIS better w/ fidelity but requires more **time & intensity**

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...s. Eugene, OR: University of

2009

Center on Positive Behavioral Interventions and Supports

Monograph on SWPBS

- Chapter 1:** Introduction
- Chapter 2:** Administrator Roles and Functions
- Chapter 3:** Establishing and Maintaining Staff Participation
- Chapter 4:** Connecting SWPBIS supports to the Academic Curriculum
- Chapter 5:** Data-Based Decision Making
- Chapter 6:** Secondary and Tertiary Tier Supports

2018

Lessons Learned on Implementation of PBIS in High Schools

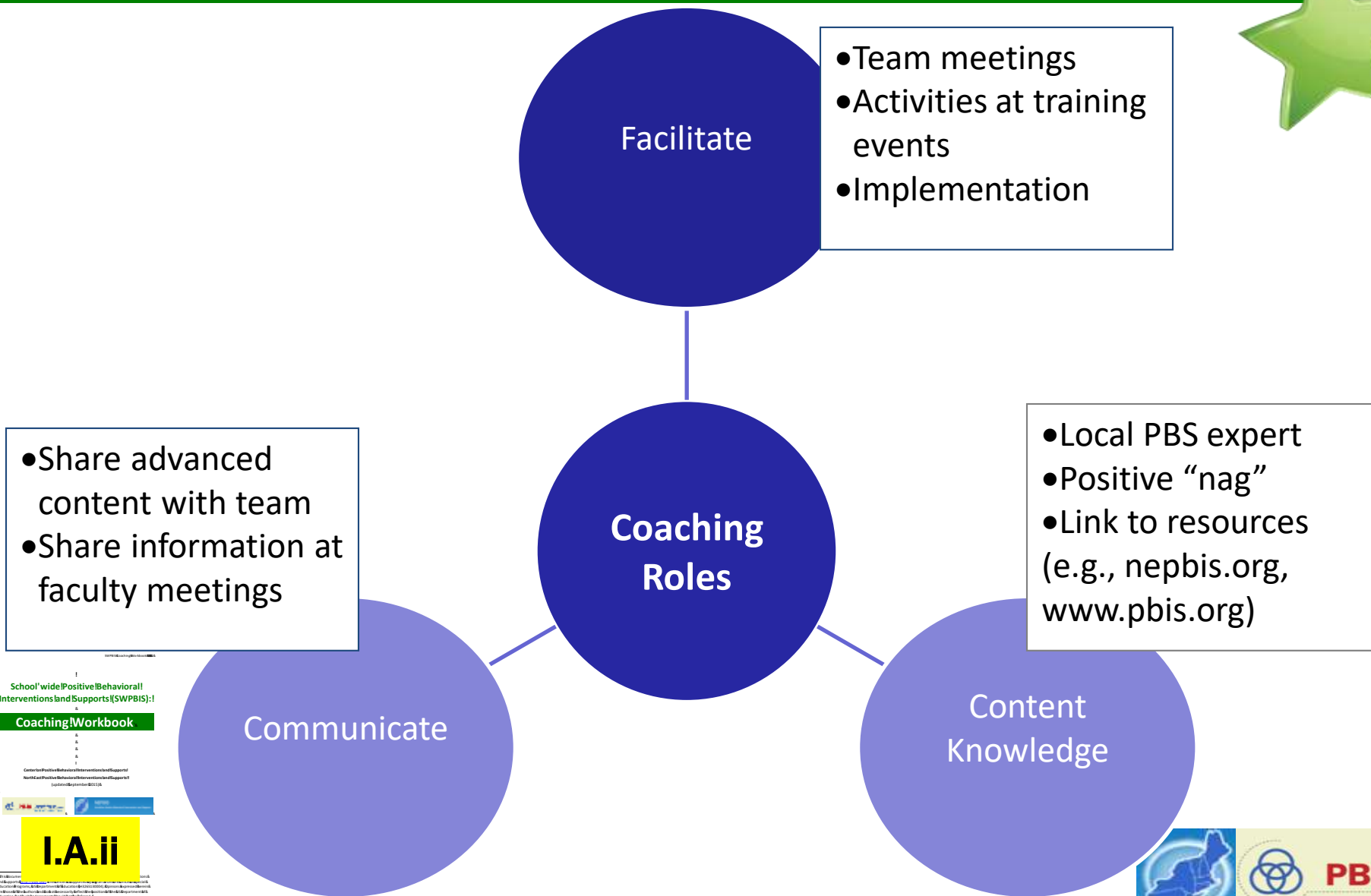
- Chapter 1:** Introduction
- Chapter 2:** Context and Foundational Systems
- Chapter 3:** District Supports
- Chapter 4:** Coaching
- Chapter 5:** CCR and PBIS
- Chapter 6:** Freshman Supports
- Chapter 7:** Student Voice
- Chapter 8:** Safe and Supportive Environments

Hyperlinked Resources

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# What roles do coaches play?



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

Coaching Workbook

I.A.ii



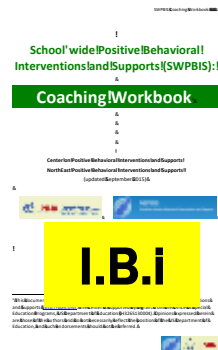
PBIS



# What is coaching?



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



# Effective Coaching Involves:

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

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

Coaching Workbook

1  
2  
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Center for Positive Behavioral Interventions and Supports  
North Carolina Positive Behavioral Interventions and Supports  
Updated September 2013



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# Coaches Panel

# Briefly describe your high school

- Location
- Size (students/staff)
- Culture
- Years implementing PBIS
- Biggest implementation success

# Describe your role before during and after team meetings

- Setting the agenda
- Prompting action steps
- Facilitating the meeting
- Sharing minutes or action plans
- Follow up on action items

# How do you handle disagreement among team members

- Team decision making norms
- Problem solving process

# **Describe communication strategies you've used with your full faculty**

- Whole group presentations
- Small group conversations

# What strategies were most helpful for building and maintaining buy in at your school?

- Whole group
- Small group
- Data
- Messengers



# How do you use data to guide your work

- What data sources do you use regularly
- How often and with whom are these data shared

# What content area resources have been most helpful for you?

- Conferences
- Web resources
- Other

# Open Q+A

**Thank you!**

**Questions? Discussion?**

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