PBIS COACHES TRAINING: COACHING BASICS
PBIS Coaching Introductory Training

Presented by:
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May Institute, Inc.
CREDITS & ACKNOWLEDGEMENTS

- University of Oregon ([www.pbis.org](http://www.pbis.org))
  - Terri Lewis-Palmer
  - Rob Horner
  - Jeff Sprague
  - Anne Todd
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  - ([http://flpbs.fmhi.usf.edu](http://flpbs.fmhi.usf.edu))
  - Don Kincaid
  - Heather George
  - Karen Childs
- PBIS Maryland
  - Susan Barrett
- May Institute
  - Adam Feinberg
Currently Implementing

Preparing to Implement
What is a Coach?

Coaching Roles & Responsibilities

Evaluation
“We give schools strategies & systems for developing more positive, effective, & caring school & classroom climates, but implementation is not accurate, consistent, or durable. Schools & teams need more than training.”

Does this quote relate to you and your school?
TRAIN AND HOPE APPROACH

1. React to identified problem
2. Select & add practice
3. Expect & hope for implementation
4. Hire expert to train practice

Wait for new problem
Science to Implementation Gap
SCIENCE TO IMPLEMENTATION GAP

- **Science to Service Gap**
  - What is known is not what is used to help children, families, individuals, and communities

- **Implementation Gap**
  - What is adopted is not used with fidelity and good outcomes for students.
  - What is used with fidelity is not sustained for a useful period of time.
  - What is used with fidelity is not used on a scale sufficient to impact social problems.
ACTIVE IMPLEMENTATION

• Letting it happen – Recipients are accountable

• Helping it happen – Recipients are accountable

• Making it happen – Purposeful and proactive use of implementation practice and science – Implementation Teams are accountable

- Based on Hall & Hord (1987); Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou (2004); Fixsen, Blase, Duda, Naoom, & Van Dyke (2010)
TYPICAL IMPLEMENTATION METHODOLOGY

- Best Data Show These Methods, **When Used Alone**, Are Insufficient:
  - Diffusion/ Dissemination of information
  - Training
  - Passing laws/ mandates/ regulations
  - Providing funding/ incentives
  - Organization change/ reorganization

- **About 5% to 20% Realize Intended Benefits**
## Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
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<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
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<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
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<tr>
<td>Plus Coaching/Admin Support Data Feedback</td>
<td>95%</td>
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Joyce & Showers, 2002
“We give schools strategies & systems for developing more positive, effective, & caring school & classroom climates, we want implementation to be accurate, consistent, and durable.”

To do this well... It takes both Training and on-going Coaching Support
COACHING (WHY?)

- Team start-up support
- Team sustainability/accountability
  - Technical assistance/problem solving
  - Positive reinforcement
  - Prompts ("positive nags")
- Public relations/communications
- Support network across schools (external coach)
- Link among leadership, trainers, & teams (external coach)
- Local facilitation
- Increased behavioral capacity
# Internal vs. External Coaching

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<thead>
<tr>
<th>Internal Coach</th>
<th>External Coach</th>
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<tr>
<td>- Building based</td>
<td>- District level or outside agency</td>
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<td>- Team leader</td>
<td>- Supports multiple sites</td>
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<td>- Trains with team</td>
<td>- Trains with team</td>
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<td>- Establishes and runs building team meetings</td>
<td>- Adds new sites as they become ready</td>
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<td>- Ensure team roles are delegated</td>
<td>- Guides larger initiative</td>
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<td>- Pre-corrects team</td>
<td>- Pre-Corrects Internal Coach</td>
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<tr>
<td>- Self-assessment (TFI, SAS Survey, Team Checklist) Action planning</td>
<td>- Meets with team monthly until Tier 1 criterion met</td>
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<tr>
<td>- Activity implementation</td>
<td>- Positive Nag for Internal Coach</td>
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<tr>
<td>- On-going evaluation</td>
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School team improves Precision and Fluency with SWPBIS skills developed during training
PBIS procedures are Adapted to fit local contexts and challenges
Increased fidelity of overall SWPBIS implementation
Rapid redirection from miss-applications
Team improves Problem Solving
  - Especially use of data for problem solving
Improved Sustainability
  - Most often due to ability to increase coaching intensity at critical points in time.
INSTRUCTIONAL HIERARCHY (STAGES OF LEARNING)

- Acquisition
- Fluency
- Generalization
- Adaptation

As a Coach, we want to get our staff to implement PBIS practices with...

- Fluency
- Generalization

WHAT MAKES A GOOD COACH

- Motivate
- Inspiring
- Team
- Building
- Mentoring
- Training
- Coaching
WHAT IS “COACHING CAPACITY?”

- Personnel & resources organized to facilitate, assist, maintain, & adapt local school training implementation efforts
- Coaching is set of responsibilities, actions, & activities...not person
ROLE OF COACH

- Coaching is done by someone with credibility and experience with the target skill(s)
  - Knowledge of SWPBIS, Knowledge of Behavioral Theory
- Coaching is done on-site, in real time
- Coaching is done after initial training
  - Coaching is NOT training
- Coaching is done repeatedly (e.g. monthly)
- Coaching intensity is adjusted to need
Coaching is the active and iterative delivery of:

- **prompts** (Positive Nag) that increase successful behavior
- **acknowledgement** that increase successful behavior
- **corrections** that decrease unsuccessful behavior
- **problem solving** to adapt core concepts and practices to the local context.
MAURICE “MO” CHEEKS – A GOOD COACH

https://www.youtube.com/watch?v=m9QDqAsAKUI

Credit: YouTube
### WHO SHOULD BE A COACH?

**COACHING COMPETENCIES**

<table>
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<th>Necessary</th>
<th>Preferred</th>
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<tr>
<td>▪ Knowledge about SWPBIS core features</td>
<td>▪ Knowledge about behavioral theory and behavior support practices (universal, targeted, individual)</td>
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<td>▪ Able to attend team meetings at least monthly (Time)</td>
<td>▪ Skilled in collection and use of data for problem solving and decision-making.</td>
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<td>▪ Ability to attend coaches meetings/ work with leadership team</td>
<td>▪ Defined organizational role</td>
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<td>▪ Knowledgeable about school operating systems</td>
<td>▪ * The job description, and authority to match the responsibility</td>
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<tr>
<td>▪ Participate in team training</td>
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<tr>
<td>▪ Knowledgeable about SWPBIS Fidelity and Outcome Measures</td>
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### COMMITMENT OF COACHES

- **Team Support**
  - First Year - participate in training and planning
  - Second Year
    - Maintain initial teams, start new teams – External
    - Maintain momentum, PBIS Classroom, Begin Tier 2 – Internal
  - Future Years - build more teams and systems for Tier 2 and Tier 3 Supports

- **FTE commitment**
  - .1 per school

- **Roles/Background**
  - Behavior Specialists, Special Education Teachers
  - Consultants, Administrators
  - School Psychologists, Counselors, Social Workers
COACHING CHALLENGES

- <80% staff commitment & agreement
- Lack of/too much administrative support
- Too many/too few meetings
- Conflicting Perspective
- No/bad data
- In-/out-house coaching
- Inefficient meetings
- Competing initiatives
- Shifting responsibilities
Coaches Self Assessment

This self-assessment is designed to assist coaches to identify current strengths and professional development goals. The assessment covers three skill levels: Level I - Coach, Level II - Coach/Trainer or Lead Coach, Level III - Coordinator. In addition, each level assesses knowledge across Data, Practices, and Systems.

Coach: ___________________________ Date: __________________
School system/District: ___________________________ State: __________________

**Level I - Preliminary: Coach**

At this level, Coaches should have fluency with universal level items involving school-wide, classroom, and non-classroom settings. Coaches should be able to facilitate team progress by guiding them through the process.

3 = Fluent/Mastered  2 = Building skills, but not fluent  1 = Still learning

<table>
<thead>
<tr>
<th>Area</th>
<th>Skill</th>
<th>Self-Assessment</th>
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<tbody>
<tr>
<td>Data</td>
<td>1. Familiar with multiple data collection systems and their uses (e.g., CPR, SET, TIC, BOQ, SWIS, Surveys, Achievement scores).</td>
<td>3 2 1</td>
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<tr>
<td></td>
<td>2. Can assist schools to develop other data systems as needed</td>
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<td>3. Can teach and support teams use of data to guide decision-making</td>
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<tr>
<td>Practices</td>
<td>1. Know and can define the essential features of school-wide PBS</td>
<td>3 2 1</td>
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<tr>
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<td>2. Understands features of effective classroom instruction and management</td>
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<td>3. Can guide schools in identifying and adopting evidence-based practices</td>
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<td>4. Know strategies to increase appropriate and decrease inappropriate behavior of groups</td>
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<td>5. Can provide schools with models and examples of other schools implementing PBS</td>
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<td>6. Understands basic principles of applied behavior analysis (i.e., reinforcement, punishment, stimulus control)</td>
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<tr>
<td>Systems</td>
<td>1. Can facilitate effective team meetings</td>
<td>3 2 1</td>
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<tr>
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<td>2. Can provide effective consultation and technical assistance to school teams</td>
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<td>3. Able to effectively communicate within and across schools</td>
<td>3 2 1</td>
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<tr>
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<td>4. Can assist schools to establish systems that support staff and increase sustainability of PBS efforts</td>
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PBIS COACHING BASICS: COACHING ROLES & RESPONSIBILITIES
COACH ROLES AND RESPONSIBILITIES

Coaching Function

Content & Knowledge

Communicator

Facilitator
Fluent with PBIS Principles (Features, practices, and systems across tiers).

Knowledge of PBIS Principles (i.e., triangle or continuum of supports)

Understands basic behavioral principles

Familiar with components and operation of a proactive school-wide behavior discipline system

Aware of the application of school-based data management and data-based decision making
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%
3-TIER LOGIC:
EMPHASIS ON PREVENTION

Primary
Reduces new cases of problem behavior

Secondary
Reduces current cases of problem behavior

Tertiary
Reduces complications, intensity, severity of problematic behavior
Supporting Social Competence & Academic Achievement

4 PBS Elements

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Supporting Social Competence & Academic Achievement outcomess

Supporting Social Competence & Academic Achievement practices

Supporting Social Competence & Academic Achievement systems

Supporting Social Competence & Academic Achievement data
### Universal Supports

- **>80% of students** can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- **Positive adult-to-student interactions** exceed negative
- **Function based behavior support** is foundation for addressing problem behavior.
- **Data- & team-based action planning & implementation** are operating.
- **Administrators** are active participants.
- **Full continuum of behavior support** is available to all students

### Secondary & Tertiary Supports

- **Team-based** coordination & problem solving
- **Local specialized behavioral capacity**
  - Function-based behavior support planning
  - Person-centered, contextually & culturally relevant
  - District/regional behavioral capacity
  - Instructionally oriented
  - Linked to SW-PBS practices & system
- **School-based** comprehensive supports
COACH AS FACILITATOR

- Creates positive, supportive environment
- Creates and helps ensure structure at team meetings
- Helps identify team members roles and responsibilities
- Ensures team consensus
- Guides development of PBIS Action Plan
- Facilitates problem solving
- Guides and ensures implementation fidelity of the PBIS process
Quality of Effective Team Meetings

1. Determine regular meeting time
2. Establish roles
   - facilitator, recorder, reminder, administrator, minute-minder
3. Communicate
   - Distribution of Meeting Minutes
   - staff/parent meeting/newsletter updates
4. Create an Action Plan
5. Show Respect
EFFECTIVE TEAM FUNCTIONING: GROUP VS. TEAM

<table>
<thead>
<tr>
<th>Group</th>
<th>Team</th>
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</thead>
<tbody>
<tr>
<td>- Comes together for common purpose</td>
<td>- Knows why it exists</td>
</tr>
<tr>
<td>- Members may not be sure or their role</td>
<td>- Create environment where issues resolved &amp; tasks accomplished</td>
</tr>
<tr>
<td>- Some may not know what to expect</td>
<td>- Acceptable ways make decisions</td>
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<tr>
<td>- Some groups continual cycle organize-reorganize-organize</td>
<td>- Each member contributes to function &amp; purpose of team</td>
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<td>- Members effectively communicate</td>
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<td>- Conflicts are managed &amp; serve as source for problem-solving</td>
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<td>- Assess function &amp; progress on regular basis</td>
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</table>

Stan Paprocki, 2003
EFFECTIVE TEAM FUNCTIONING:
EFFECTIVE MEETINGS TO KEEP YOU ENERGIZED

- Regularly scheduled meetings (scheduled in advance)
- Purpose of meeting clearly stated
- Agenda for meeting is time-framed
- Meeting place is quiet & free from distractions
- Ground rules established & followed (attendance, participation, equality, decision-making)
- Team Goals or priorities are established with correlating timeline
EFFECTIVE TEAM FUNCTIONING: EFFECTIVE MEETINGS TO KEEP YOU ENERGIZED

- Identify a process for team maintenance
  - No one person is responsible for team’s success
  - Incentives for team members
  - Ways to maintain high moral

- System:
  - Manage conflict in place & followed
  - Manage other team inhibitors (off-subject talk, lack of agreement)
  - For decision-making in place & followed (participative, consensus)

- Evaluating the meeting and overall team function
PBIS TEAM SHARED RESPONSIBILITIES

- **Facilitator** – starts the meeting, reviews the purpose of the meeting and agenda, facilitates the meeting by keeping the team focused on each step.

- **Recorder** – takes minutes from discussions and from responses that the scribe records.

- **Scribe** - transcribes the team’s responses on dry board, flip chart paper, transparency, etc.

- **Time keeper** - monitors the amount of time available, keeps the team aware of time limits by giving “warnings” (i.e., “10 minutes left”).

- **Data Specialist** - is trained in entering and accessing data from the SWIS data system.

- **Behavior Specialist** - competent with behavioral principles and assists in analyzing data.

- **Administrator** - actively encourages team efforts, provides planning time, feedback, and support initiatives.

- **Communications** – acts as the point person for communication between the team and staff regarding PBS and behavior issues.

- **Presenter** – Presents important information/PPTS to staff, parents, school committee etc...
## ESTABLISH EFFECTIVE TEAM NORMS

### TEAM MEETINGS – SAMPLE EXPECTATION MATRIX

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>BEHAVIORS</th>
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</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>▪ Allow each participant to express thoughts, concerns, questions</td>
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<td>▪ Speak briefly and concisely, in the interest of time. Use “ditto” when agreeing with another</td>
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<td>person idea.</td>
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<td></td>
<td>▪ Stay on topic.</td>
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<td>▪ Acknowledge strengths, show appreciation, of work done</td>
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<td>▪ Honor time keeper’s prompts</td>
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<tr>
<td>Be Responsible</td>
<td>▪ Turn cell phones to vibrate, off, or mute. Take and make cell phone calls during breaks or</td>
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<td>outside of meeting room</td>
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<td>▪ Take care of personal business, make copies, etc. during scheduled breaks</td>
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<td>▪ Follow-up on assigned or volunteered tasks within assigned deadlines</td>
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<td></td>
<td>▪ Actively participate in decision-making (consensus)</td>
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<td></td>
<td>▪ Facilitator will seek consensus &amp; modify decisions until consensus can be obtained</td>
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<td>Or</td>
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<td>▪ Facilitator will call for a majority vote after discussions</td>
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<tr>
<td>Be Prepared</td>
<td>▪ Arrive on time each AM. Return from breaks on time</td>
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<td>▪ Bring required materials to each meeting</td>
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<td>▪ Share successes</td>
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<td>▪ Stay full time of meeting schedule</td>
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<td>▪ Review emailed meeting minutes, respond to sender with acceptance or changes within one week</td>
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</table>
SAMPLE TEAM MINUTES

PBIS Specialists Meeting
Syracuse NY – OCM BOCES

March 18 & 19, 2008

Present: Linda, Amy, Ann, Christine, Bryan, Karen, Tricia
Joe is out sick, but is available by phone if necessary.

Time Keeper – Karen
Facilitator - Linda
Recorder — Christine
Scribe – Tricia
Data Reporter - Ann

Agenda:
- Sharing New Ideas – 15 min
- Coach Forum – 2 hours
- Bryan Time – 90 min
- Benchmarks of Quality - 20 min
- New Developments – 10 min
- NYS Database – 5 min

- New Ideas:
  - Framework of Poverty-Linda brought in Denise Schaller 716-xxx-xxxx (Buffalo Area) Did an excellent presentation on Poverty in a PBIS framework. Correlated very well with classroom management info. Talked a lot about expectations, teaching routines etc… Costs were about $2200.

- Benchmarks Of Quality - Regions will review and or pilot this tool as a possible replacement for the SET in schools that have never had one or that specialist’s can’t get to this year.

- NYS Database – Christine will go to Rochester and Buffalo directly after the Forum to train them on the database. Christine will send NYC and LI a list of dates to get them trained.
<table>
<thead>
<tr>
<th>Issues for the team to address</th>
<th>Discussion / Decision</th>
<th>Who?</th>
<th>By When?</th>
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</table>
Reestablish your purpose at the first meeting for the new year:

- Define team purpose
- Be ready to accommodate membership changes
- Have resources available to familiarize new members
- Review how members interact (ground rules, role & responsibilities, conflict & conflict resolution)
- Review how decisions are made
- Review team’s structure (regularly scheduled meetings, agendas that are time limited)

- A team focuses on both tasks and group process
- Team members are equal
How can your questions empower your employees to solve their own problems?
COACH AS COMMUNICATOR

- Positively reports, promotes and reinforces team progress of the PBIS process
- Conducts faculty overviews and trainings
- Effectively communicates behavioral data, progress and successes to faculty, administration, and District Coordinator
- Effectively utilizes communication tools.
COACHING KNOWLEDGE: PBIS @ PHASES OF IMPLEMENTATION

“Rome wasn’t built in a day”
THE SCIENCE OF IMPLEMENTATION

- An “intervention” is what you do (practices)
- “Implementation” is how you do it (systems)
- Leadership teams and principals must hold both of these concepts and issues simultaneously
PBIS is a mission oriented process involving multiple...

PBIS is not an event....

Decisions

Actions

Corrections
WHERE ARE YOU IN IMPLEMENTATION PROCESS?

STAGES OF IMPLEMENTATION

- **Exploration / Adoption**
  - Develop Commitment
  - Establish Leadership Teams, Set up Data Systems

- **Installation**
  - Provide Significant Support to Implementers

- **Initial Implementation**
  - Embed as Standard Practice / Add schools

- **Elaboration**

- **Continuous Regeneration**
  - Increase Efficiency & Effectiveness


Kinkade, Don. *Florida PBIS*
Exploration / Adoption

- Assess capacity, resources, “fit” and “buy-in”
- Awareness, garnering support (parents, teachers, stakeholders, leaders, champions central office personnel)
- Identify barriers and help partners develop solutions (What will be different for us as a school team?)
- Identify schools or staff comfortable with their ability to manage challenges for leadership roles
- Assess the accessibility experts – trainers, coaches, colleagues who know PBIS well
- Build consensus and commitment
Installation

- Creating space
- Staff Recruitment & Hiring
- Training
- Infrastructure Development
  - Ongoing Training to support the skill development of all staff members
  - Coaching and Supervision
  - Staff & Fidelity Evaluation
  - Outcome evaluation
  - How will the work get done? Committees? Regular meeting times? How often? How long?
Initial Implementation

- Survive the Awkward Stage!
  - Learn from Mistakes
  - Continue “buy-in” efforts
  - Manage expectations
- Change practices
- Put components in place
- Change organizational and community structures & culture
- Manage change process
- Overcome fear & inertia
Elaboration

- Replication of school implementations within district with modification based on initial implementation
- Continue to refine data-based decision making processes
- Feedback cycles between school buildings and district leadership are in place
- Components are integrated and fully functioning
Continuous Regeneration

- First do it “right” (fidelity) and then do it “better” (innovate)
- Feedback loops are important
- Consultation with:
  - Experts, Trainers, Coaches, Colleagues
- Systems adoptions within district
  - New staff orientation process
  - Beginning of school year orientation process
  - Should get easier over time
COACHING TRAINING: PBIS Evaluation – Team Implementation Checklist and Tiered Fidelity Inventory
EVALUATION STAGES

- If we are trained do we implement?
  - Team Implementation Checklist (TIC)
- If we implement, do we implement with fidelity?
  - Tiered Fidelity Inventory (TFI)
- If we implement with fidelity do student outcomes change?
  - Office Referrals
  - Attendance
  - Nurse visits
  - Counselor Visits
  - SPED Referral
  - Grades
  - Standardized Tests
# TEAM IMPLEMENTATION CHECKLIST (TIC)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>The TIC is a progress-monitoring survey taken to assess Universal (Tier I) implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format:</td>
<td>Survey ratings of features in place (self-assessment)</td>
</tr>
<tr>
<td>Completed by:</td>
<td>Team members with the coaches.</td>
</tr>
<tr>
<td>When?</td>
<td>New Teams - 2-4 times annually in the first 3 years (Move to TFI)</td>
</tr>
</tbody>
</table>
TEAMS IMPLEMENTATION CHECKLIST (TIC)

PBIS Assessments

Team Implementation Checklist 3.1

Establish Commitment:

1. Administrator’s support & active involvement
   - Administrator attends meetings 80% of the time.
   - Admin defines social behavior as one of the top three goals for the school.
   - Admin actively participates in PBIS training.

2. Faculty/staff support
   - 80% of faculty document support that school climate/discipline is one of top three school improvement goals.
   - Admin/faculty commit to PBIS for at least 3 years.

PBIS Team Implementation Checklist (TIC 3.1)

This checklist is designed to be completed by the PBIS Team on a quarterly basis to monitor activities for implementation of PBIS in a school. The team should complete the Action Plan at the same time to track items that are in Progress or Not Yet Started.

School: ____________________________
District: __________________________
Coach: ____________________________
County: ____________________________
Date of Report: ______________________
State: ____________________________
Person Completing Report: ____________________________
PBIS Team Members:

<table>
<thead>
<tr>
<th>Establish Commitment</th>
<th>Status: A = Achieved, I = In Progress, N = Not Started</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrator’s Support &amp; Active Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Faculty/Staff Support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Establish & Maintain Team

3. Team Established (Representative)
   - Includes grade level teachers, special education, paraprofessionals, support personnel, and administrators.
   - Training has been provided.

4. Team has regular meeting schedule, effective operating procedures
   - Agenda and minutes are used.
   - Team decisions are identified, and a crisis plan developed.

5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support
   - Teams have completed the “Working Smarter” matrix.
Team Implementation Checklist - Total Score
Elementary & Middle School
8/21/2013

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/21/2013</td>
<td>68%</td>
</tr>
</tbody>
</table>
Team Implementation Checklist Subscale 3.1
Elementary & Middle School
8/21/2013

<table>
<thead>
<tr>
<th>Percent Implemented</th>
<th>Commitment</th>
<th>Team</th>
<th>Assessment</th>
<th>Expectations</th>
<th>Classroom</th>
<th>Information</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>83%</td>
<td>66%</td>
<td>66%</td>
<td>0%</td>
<td>66%</td>
<td>100%</td>
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</tr>
</tbody>
</table>

Checklist Date: 8/21/2013
## Team Implementation Checklist (TIC) Items

### Establish Commitment

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrator’s Support &amp; Active Involvement</td>
<td>8/21/13</td>
<td>2</td>
</tr>
<tr>
<td>2. Faculty/Staff Support</td>
<td>8/21/13</td>
<td>1</td>
</tr>
</tbody>
</table>

Feature Total: 3 of 4

### Establish & Maintain Team

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Team Established (Representative)</td>
<td>8/21/13</td>
<td>2</td>
</tr>
<tr>
<td>4. Team has regular meeting schedule, effective operating procedures</td>
<td>8/21/13</td>
<td>1</td>
</tr>
<tr>
<td>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support</td>
<td>8/21/13</td>
<td>2</td>
</tr>
</tbody>
</table>

Feature Total: 5 of 6

### Conduct Self-Assessment

<table>
<thead>
<tr>
<th>Item</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Team completes self-assessment of current PBIS practices being used in the school</td>
<td>8/21/13</td>
<td>2</td>
</tr>
<tr>
<td>7. Team summarizes existing school discipline data</td>
<td>8/21/13</td>
<td>1</td>
</tr>
</tbody>
</table>
TIC - PBIS ACTION PLAN

**PBIS Action Plan**

Only include those items in Team Implementation Checklists that are marked "In Progress" or "Not Yet Started".

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Task Analysis (What)</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrator’s Support and Active Involvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Faculty/Staff Support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Team Established (Representative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Team has regular meeting schedule, effective operating procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Audit is completed for efficient integration of team with other school initiatives, addressing behavior support</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Task Analysis (What)</th>
<th>Who</th>
<th>By When</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Team completes self-assessment of current PBIS practices being used in the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Team completes existing school discipline data</td>
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<tr>
<td>8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)</td>
<td></td>
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<tr>
<td>9. 3-5 school-wide behaviors: expectations are defined and posted in all areas of building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. School-wide teaching matrix developed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Teaching plan for JW expectations are developed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Tiered Fidelity Inventory (TFI)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Assess evidence of critical features of school-wide PBS implementation; Progress over time; Helps team make data-based decisions on intervention and program efficacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format:</td>
<td>Survey ratings of features in place (self-assessment)</td>
</tr>
<tr>
<td>Completed by:</td>
<td>Team members with the coaches. (Walk through tool completed by internal or external coach)</td>
</tr>
<tr>
<td>When?</td>
<td>Before SW implementation, 6-12 weeks after SW implementation, Annually</td>
</tr>
</tbody>
</table>
TFI – TOTAL SCORE

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Demonstration School Challenged
5/5/2012 - 5/5/2013

Percentage Implemented

<table>
<thead>
<tr>
<th>Percentage</th>
<th>5/5/2012</th>
<th>5/5/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
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<td>20%</td>
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<tr>
<td>40%</td>
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<tr>
<td>60%</td>
<td></td>
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</tr>
<tr>
<td>80%</td>
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<td></td>
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<tr>
<td>100%</td>
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</tbody>
</table>
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Demonstration School Challenged
5/5/2012 - 5/5/2013

Percentage Implemented

- Tier I
- Tier II
- Tier III

5/5/2012
5/5/2013
TFI – SUB-SUB-SCALE REPORT

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

Tier I
Teams
Implementation
Evaluation

Tier II
Teams
Interventions
Evaluation

Tier III
Teams
Resources
Support Plan
Monitoring and adaptation
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Item</th>
<th>Current Score</th>
<th>Action(s)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teams</strong></td>
<td>1.1 Team Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Team Operating Procedures</td>
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<td></td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>1.3 Behavioral Expectations</td>
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<tr>
<td></td>
<td>1.4 Teaching Expectations</td>
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<tr>
<td></td>
<td>1.5 Problem Behavior Definitions</td>
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<tr>
<td></td>
<td>1.6 Discipline Policies</td>
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<td></td>
<td>1.7 Professional Development</td>
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<tr>
<td></td>
<td>1.8 Classroom Procedures</td>
<td></td>
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<td></td>
<td>1.9 Feedback and Acknowledgment</td>
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<tr>
<td></td>
<td>1.10 Faculty Involvement</td>
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<td></td>
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<tr>
<td></td>
<td>1.11 Student/Family/Community Involvement</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>End</strong></td>
<td>1.12 Discipline Data</td>
<td></td>
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</tr>
</tbody>
</table>
OUTCOME DATA

Average Referrals Per Day Per Month - Multi-Year

District API Growth

Average Daily Attendance

PRN Meds Given
GUIDING PRINCIPLES FOR EFFECTIVE COACHING

- **Build local capacity**
  - Become unnecessary...but remain available

- **Maximize current competence (action planning)**
  - Never change things that are working
  - Always make the smallest change that will have the biggest impact

- **Focus on valued outcomes**
  - Tie all efforts to the benefits for children

- **Emphasize Accountability**
  - Measure and report; measure and report; measure and report.

- **Build credibility through:**
  - (a) consistency, (b) competence with behavioral principles/practices, (c) relationships, (d) time investment.

- **Pre-correct for success**