The Art and Science of Coaching Part 1

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Agenda

- Implementation Best Practice
- The Coaching Context: MTSS-B or PBIS
- Coaching for Practice Fidelity
  - Science
  - Art
Your Learning Objectives
Our Team at the University of New Hampshire

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What is Your Relationship to Coaching?

- Mentees, School Staff
- Researcher
- Administrative Supervisor
- Family members, Community members
Think about implementing PBIS or MTSS:

**Discuss:**

- What are some of the major challenges of implementation?
- What is available to support the people implementing PBIS or MTSS?
- What do you need to improve implementation?
Implementation Research: A Synthesis of the Literature


© Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008
The Science of Implementation

Framework 1: Usable Innovations
Framework 2: Implementation Stages
Framework 3: Implementation Drivers
Framework 4: Implementation Teams
Framework 5: Improvement Cycles
What is adopted is not used with fidelity so outcomes are poor.

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 have an impact on the key problems.

Have you experienced any of these issues?
“Discovering what works does not solve the problem of program effectiveness.

Once models and best practices are identified, practitioners are faced with the challenge of implementing programs properly.

A poorly implemented program can lead to failure as easily as a poorly designed one.”

- Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004
Two Types of Fidelity

Implementation Fidelity → Intervention Fidelity → Child/Parent Outcomes
Two components, when combined, result in successful and sustainable implementation

Program/Initiative (Innovation)
Set of evidence-based practices
Selected on:
- Need
- Fit
- Resource Availability
- Evidence
- Readiness for Replication
- Capacity to Implement

Supporting Infrastructure (Implementation)
Ensuring that the interventions are implemented correctly, with the right people, at the right time, in the right amounts (Implementation Fidelity)

...This infrastructure begins with your team
Positive Impact on Students, Staff and Families

© Fixsen & Blase, 2008
# Training and Coaching

## OUTCOMES

% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom

<table>
<thead>
<tr>
<th>TRAINING COMPONENTS</th>
<th>Knowledge</th>
<th>Skill Demonstration</th>
<th>Use in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>…+ Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>…+ Practice and Feedback in Training</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>…+ Coaching in Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce and Showers, 2002
What does a coach do?

“In human services, practitioners are the intervention” (NIRN, 2005)
Universal Practices such as:
- Classroom Check-Up
- Behavior Expectations:

Secondary Practices such as:
- Check In/Check Out
- Coping Power
- Zones of Regulation
- Bounce Back

Tertiary Practices such as:
- Intensive Behavior Support Plans;
- Wraparound

Where Practice-Level Coaching Occurs:

- ALL ~80% of Students
- SOME ~15%
- FEW ~5%
Key Features of Coaching

- Content Knowledge
- Collaborative Context
- Improved Fidelity
- Prompting
- Performance Feedback
- Using Data
- Scaffolding
- Continuum of Supports

Implementation Hub Handout: Practice Profile for Coaching

https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Practice%20Profile%20for%20Coaching%20for%20Ai%20Hub%20Module%201.8.pdf
1. Content Knowledge

• Uses content area knowledge and expertise in delivering practice to guide coaching relative to demands of content area (e.g., applies awareness of difficult to apply skills).

• Taps into personal, validated, and relevant resources to support and/or scaffold use of skills in applied settings.

• Shares stories or scenarios of his/her previous experience using the practice or of content area to ground skills/practices used.
2. Collaborative Context

• Understands that coaching is a collaborative process all aspects of coaching are done together.

• Establishes and uses a two-way and dynamic feedback process for communication and learning.

• Employs a collaborative decision-making process that builds capacity to navigate change (adaption of skills to ever changing context).

(Some experts are using Motivational Interviewing as a way of working with mentees)
3. Prompting

• *Prompting reflects verbal and/or nonverbal cues or aids that serve as indicators or reminders about accurate use of the targeted skill. Prompting is delivered before the skill should be delivered.*

• *Delivers prompts discreetly so that they do not distract from use of the practice or skill (e.g., occur in conversation prior to observation or use of skill or are nonverbal subtle cues such as Post-it-Notes affixed on an item in the coaching recipient’s view)*
4. Performance Feedback

• Provides feedback that is specific to the targeted practice, directed at the recipient’s behavior, is linked to the targeted goal, and includes a rationale.

• Provides feedback as soon as needed based on data such as how fragile (newly acquired) the skill is, urgency of feedback (safety concern), and agreed upon schedule for delivering feedback (ideally at least weekly)

• Feedback is provided in the agreed-upon medium
5. Using Data

• Collects relevant and useful data (e.g., observation, fidelity, proximal) to answer a specific question or address a predetermined need.

• Uses data to identify an area of need for coaching and set a goal for mastery (includes three essential components: what, by when, and how much).

• Develops an action plan for coaching and uses data to set goals, determine progress toward goal, and to define next steps (e.g., continue plan, modify plan, discontinue plan).

• Uses data to determine allocation of coaching time and resources

• Uses an iterative problem-solving process until recipient meets goal or a new skill is chosen for coaching.

• Collects data from recipient about the quality and usefulness of the coach’s support.
Types of Data

• Fidelity checklists
• Performance standards
• Behavior skills and standards (can you given an example of a performance standard you would be looking for in the classroom at Tier 1)?
• Observation data
• Process data (can you give an example?)
6. Scaffolding

• Assesses skills of recipient and responds accordingly.
• Models skills using examples, nonexamples, descriptions, and/or demonstrations during initial learning and/or ongoing practice.
• Takes turns practicing skills in role play, scenarios, planning activities, and natural settings while consistently providing performance feedback.
• Provides opportunities for independent use of skills and provides feedback.
• Uses a gradual release technique to fade support based on data (observation based on fidelity standards).
7. Continuum of Supports

• Follows a continuum of coaching supports (i.e., 1) high, 2) moderate, 3) low, 4) ongoing) and uses data to guide decisions for moving between the continuum of supports.

• Provides supports based on one of the four levels of the continuum for each target area
The Coaching Relationship

- Develop Trust and Rapport
- Listen
- Facilitate Self-Reflection
- Effective Feedback (Coach & Facilitator)
Participatory Adult Learning Strategy II (PALS II): Overview

Carol M. Trivette, Ph.D.

An evidence-based approach to the implementation of professional development.
PALS II Characteristics

- **Foundations**
  - **Introduce**
    Engage the learner in a preview of the practice that is the focus of instruction or training
  - **Illustrate**
    Demonstrate or illustrate the use or applicability of the practice for the learner

- **Application**
  - **Practice**
    Engage the learner in the use of the practice in real-life or simulated situations
  - **Assess**
    Engage the learner in a process of assessing the consequence or outcome of his or her use of the practice

- **Evaluation**
  - **Review**
    Engage the learner in self-assessment of his or her experience using the practice
  - **Reflect**
    Engage the learner in reflection on his or her understanding of the key characteristics of the use of the practice

- **Mastery**
  - **Deep Understanding**
    Use the learner’s accumulated knowledge and experience to develop his or her mastery and deep understanding of the practice using a performance checklist or standards
  - **Next Steps**
    Engage the learner in identifying new learning opportunities to improve the learner’s further understanding and use of the practice
PALS Model II

Foundations
- Introduce & Illustrate

Mastery
- Deep Understanding & Next Steps

Application
- Practice & Assess

Evaluation
- Review & Reflect
Motivational Interviewing

Open Questioning
Provides the individual the space to choose how they want to respond

Affirming
Brings to the forefront the individual’s strengths, positive attributes, and efforts

Reflecting
Offers short summary about what the individual has said and makes a guess to its meaning

Summarizing
Collect, link, or transition the individual’s comments ensuring understanding and moving the conversation forward

https://www.integration.samhsa.gov/clinical-practice/motivational-interviewing
RENEW Facilitator Reflection Tool

- Specifies the **practice** by creating **indicators** for each project component
- Help the **mentee** understand **key characteristics** of the practice
- Serves as the **standard against which** learners examine and improve their practices

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c06 RENEW Facilitator Reflection Tool
Coaching Feedback Tools

Review Thoughtful Reflective Question Stems:

Pair up and practice the first 2-3 questions with each other:

1. How are these questions different than what you currently experience?
2. What might be the benefits of asking questions this way? What might be the drawbacks?

Handouts: Thoughtful Reflective Question Stems c09
RENEW Facilitator Reflection Tool c07
What are the characteristics of an effective coach?

Mentees

Administrative Supervisor
NH IOD Resources

- Trainings: https://iod.unh.edu/events

- NH MTSS-B Resources: https://iod.unh.edu/projects/mult-tiered-system-support-mtss
Other Resources

• National Implementation Research Network (NIRN) and interactive implementation tools: https://nirn.fpg.unc.edu/ai-hub

• pbis.org

• National Center for School Mental Health: https://csmh.umaryland.edu/
Contact us at...

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