The Art and Science of Coaching Part 2

JoAnne Malloy, PhD,
Research Associate Professor
New England PBIS Leadership Forum
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Agenda

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

Kathryn Francoeur  
Project Director  
MTSS-B Trainer and Coach

JoAnne Malloy  
Research Associate Professor and Center Director

Heidi Cloutier  
Project Director MTSS-B Trainer and Coach

Kate Doucet  
Project Director  
Wraparound Trainer and Coach

Patrice Endres  
Project Director MTSS-B Trainer and Coach
Discuss:
  – What are some of the major challenges of implementing PBIS or MTSS-B?
  – What are the major differences between the system and the practices when implementing?
The NIRM
Implementation Research: A Synthesis of the Literature

The Field of Implementation

Framework 1: Usable Innovations
Framework 2: Implementation Stages
Framework 3: Implementation Drivers
Framework 4: Implementation Teams
Framework 5: Improvement Cycles
Schoolwide Systems Team –
- Representative Membership
- Plan
- Schoolwide Social Skills
- Schoolwide Expectations
  - Staff PD
- Response System
- Schoolwide Data and Improvement
  - Fidelity Data

 Tier 3 Systems Team
Representative Membership
- Plan
  - Entrance/Exit Criteria
  - Practice Selection & PD
  - Practice Improvement
    - Fidelity Data

 Tier 2 Systems Team –
- Representative Membership
  - Plan
  - Entrance/Exit Criteria
    - Screening Data
  - Practice Selection & PD
    - Practice Improvement
    - Fidelity Data

Where Systems-Level Coaching Occurs

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

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

Implementation Hub
Handout: Practice Profile for Coaching

https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/Practice%20Profile%20for%20Caching%20for%20Ai%20Hub%20Module%201.8.pdf
Key Systems Coaching Skills

• Forming and facilitating teams
• Deep knowledge of PBIS/MTSS Systems, Data and Practices
• Using fidelity, outcome, and process data-knows PBISapps, is SWIS trained
• Managing the politics and belief systems in the school and among the people in the school
PBIS Implementation Cascade

**Feedback Loops**

Providing feedback and data on implementation efforts

**Support Loops**

Providing supports for effective practices implemented with fidelity
Stages of Implementation
(Fixsen & Blase, 2005)

- **Exploration/Adoption**: Should we do this?
- **Installation**: Put resources and systems in place
- **Initial Implementation**: Initial pilots and assess results
- **Full Implementation**: The practice was successful, adopt system-wide
- **Innovation**: Adopt variations of the practice and assess results
- **Sustainability**: Make this the way of doing business
Coaching for Exploration and Adoption

• Buy In:
  – Evidence that MTSS-B is effective, efficient, doable:
  – PBIS.org
  – Testimonials
  – Developing a Plan
  – Conducting baseline data collection
Is this the right thing to do and... Can we do it the right way?
Coaching for Installation & Pilot Stage

• Helping to form and establish teams (norms, mission, plan)
• Assisting team to select the trainees
• Providing or arranging training - DETAILED lesson plans, roll out schedules, tools, etc.
• Evaluating training and a schedule for implementation
Coaching for Installation

• Helping to form and establish teams (norms, mission, plan)
• Assisting team to select the trainees
• Providing or arranging training- lesson plans, roll outs, etc.
• Evaluating training and a schedule for implementation
• Collecting data on initial implementation and facilitating improvement cycles
Improvement Cycles

1. Plan
2. Do
3. Study
4. Act

Goal or Desired Outcome

Exploration & Adoption
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability
Pause: Case Study

You are the external PBIS coach for a Middle School with 600 students (grades 6-8). You have helped the school form a Schoolwide Team, develop and begin to implement schoolwide values and expectations, and teachers are beginning to understand function of behavior. The school is seeing improved culture as a result. There are two family members on the Schoolwide Team but the Principal does not attend and there is a different assistant Principal at every meeting. The administrators have created a separate culture and climate team and are talking about bringing a trauma trainer into the school. What do you do?
“In theory there is no difference between theory and practice; in practice, there is.”

Yogi Berra

What are your ideas?
Using Data to Address Decisions - the SAS

SAS School-wide System Subscale
Pittsburgh School (Flow)
11/21/2015

Percent

Expectations Defined
Expectations Taught
Reward System
Violations System
Monitoring
Management
District Support
Implementation Average

11/21/2015
# Tiered Fidelity Inventory

## Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Feature</th>
<th>Possible Data Sources</th>
<th>Scoring Criteria</th>
</tr>
</thead>
</table>
| 1.1 Team Composition | Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior | • School organizational chart  
• Tier I team meeting minutes | 0 = Not implemented  
1 = Partially implemented  
2 = Fully implemented |

School: Team: Date:
School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory

<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Tier I</th>
<th>Tier II</th>
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<tbody>
<tr>
<td></td>
<td>Teams</td>
<td>Implementation</td>
</tr>
<tr>
<td>3/10/2015</td>
<td>50%</td>
<td>61%</td>
</tr>
<tr>
<td>11/21/2015</td>
<td>75%</td>
<td>78%</td>
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</table>
SWIS: Referrals by Problem Behavior
Improvement Cycles

Goal or Desired Outcome

Plan

Do

Study

Act

Exploration & Adoption

Installation

Initial Implementation

Full Implementation

Innovation

Sustainability
SWIS DATA: Longer Term

Average Referrals Per Day Per Month - Multi-Year
All, 2017-18 - 2018-19

School Months

Average Referrals Per Day

- Aug
- Sep
- Oct
- Nov
- Dec
- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul

2017-18
2018-19
Faculty Member:
• Completes an Office Discipline Referral in response to MAJOR student behavior.
• If multiple students are involved in the behavior, each student requires a separate form.
• Faculty member gives ODR to the grade level administrator or secretary or pertinent mailbox.
• All ODRs for special education students go to administrator for Special Education.

Administrator:
• Meets with student
• Meets with other students related to the incident as needed.
• Determines consequence(s).
• Contacts parent(s) and other community agency(ies) as needed.
• Contacts other school personnel, as needed, to be involved in follow-up.
• Logs parent contact into PowerSchool.
• Completes additional reports as required by administrative procedures/policies.

Grade Level secretary:
• Logs the discipline into PowerSchool
• Writes letter or any other correspondence related to the discipline.
• Mails letter and yellow copy of the ODR to student’s parent(s).
• Stores the white copy in the grade level discipline binder in the center office.
• Sends pink to Psychologist (SWIS).
• Places golden copy or a photocopy of original in referring faculty member’s mailbox.

Note: ODR forms are stored in the center office

Office Discipline Referral Flow Chart
Celebrate
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...

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

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

Kathy Francoeur, M.Ed.
MTSS-B & RENEW Trainer
Institute on Disability
University of New Hampshire
10 West Edge Drive
Durham, NH 03824
(603) 862-0318
kathryn.francoeur@unh.edu

JoAnne M. Malloy, Ph.D.
Research Associate Professor
Institute on Disability
University of New Hampshire
57 Regional Drive
Concord, NH 03301
(603) 228-2084
joanne.malloy@unh.edu

Heidi Cloutier, M.S.W.
MTSS-B & RENEW Trainer
Institute on Disability
University of New Hampshire
57 Regional Drive
Concord, NH 03301
(603) 228-2084
heidi.cloutier@unh.edu