SO YOU WANT TO BE A COACH: BEST PRACTICES IN COACHING

Bob Putnam
May Institute
National Technical Center for PBIS
GOALS OF THE SESSION

- To be able to state the role of a coach in facilitating SWPBIS.
- To be able to state the skills needed to be an effective coach in facilitating SWPBIS.
- To be able to list three best practices of an effective coach in SWPBIS
The purpose of SWPBIS is to make schools more effective learning environments for all students.
PROBLEM STATEMENT

• “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.”
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 consumers.
  - 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
PROFESSIONAL DEVELOPMENT
“TRAIN & HOPE”

- REACT to Problem
- Behavior
- Select & ADD Practice
- Practice
- Hire EXPERT to Train Practice
- Expect, But HOPE for Implementation
- WAIT for New Problem
- Professional Development
- Train & HOPE
Systems Perspective

Organization do not “behave” … individuals behave

“Organization is group of individuals who behave together to achieve a common goal”

“Systems are needed to support collective use of best practices by individuals in an organization” (Horner, 2001)

Schools as Systems

Goal to create communities that for all its members have common Vision, Language, & Experience

Biglan, 1995; Horner, 2002
SWPBS Implementation Blueprint

LEADERSHIP TEAM (Coordination)

Funding
Visibility
Political Support
Policy

Local School/District Implementation Demonstrations

Training
Coaching
Evaluation
Behavioral Expertise

Why Coaching?
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
- Link among leadership, trainers, & teams
- Local facilitation
- Increased behavioral capacity
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
GUIDING PRINCIPLES
("REQUIREMENTS")

• Coaching linked w/ school team
• Coaching training linked w/ team training
• Coaches participate in team training
• New teams added w/ increased fluency
• Coaching capacity integrated into existing personnel
GUIDING PRINCIPLES ("REQUIREMENTS")

- Supervisor approval given
- District agreements & support given
- Coaches experienced w/ school team implementation
- District coordination provided
- Coaches meet regularly for prompting, celebrating, problem solving, etc.
COACHING CHALLENGES

- <80% staff commitment & agreement
- Lack of/too much administrative support
- Too many/too few meetings
- Conflicting perspective
COACHING CHALLENGES

- No/bad data
- In-/out-house coaching
- Inefficient meetings
- Competing initiatives
- Shifting responsibilities
The social culture of a school matters.

A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.

Effective practices with the systems needed for high fidelity and sustainability

Multiple tiers of intensity
School-wide PBIS is:
A systems framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment (e.g. academic and behavior) for all students.

Evidence-based features of SWPBIS:
- Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
- Classroom linkage of behavioral and academic supports
- On-going collection and use of data for decision-making
- Continuum of intensive, individual intervention supports.
- Implementation of the systems that support effective practices.

**SWPBIS is a multi-tiered Framework**
**NOT a specific Curriculum**
ESTABLISHING A SOCIAL CULTURE

MEMBERSHIP

Common Language

Common Experience

Common Vision/Values
THE CHALLENGE OF TOO MANY INITIATIVES

- Wraparound
- Early Intervention
- Equity
- Family Support
- Math
- Literacy
- Positive Behavior Support
- Response to Intervention
- Equity
- Response to Intervention
Schools using SWPBS Since 2000
July, 2014

20,110
Fidelity of PBIS Implementation (number of schools reporting fidelity, and number of schools meeting Tier I fidelity) by state (July 2014)
ROLE OF COACH

- Coaching is the active and iterative delivery of:
  - **prompts** *(Positive Nag)* that increase successful behavior, and
  - **corrections** that decrease unsuccessful behavior.
  - **problem solving** to adapt core concepts and practices to the local context.
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
OUTCOMES OF COACHING

• 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.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation/Lecture</strong></td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus Demonstration</strong></td>
<td>30%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Plus Practice</strong></td>
<td>60%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td><strong>Plus Coaching/Admin Support</strong></td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
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</table>

Joyce & Showers, 2002
Example of the Impact of Coaching on Student Outcomes:
Average Major Discipline Referrals per Day per Month

![Chart showing average major discipline referrals per day per month. The chart indicates that referral rates are lower during November, when the coach is on leave.](image)
Example of the Impact of Coaching on Student Outcomes:

Average Major Discipline Referrals per Day per Month

- Coach returns from leave
- Coach goes on leave

Graph showing average referrals per day from September to May, with notable spikes in December.
COACHING VS. TRAINING

Coaching involves active collaboration and participation, but not group instruction.

Small group
Build from local competence
Sustainable
### WHO SHOULD BE A COACH

#### Coaching Competencies

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

- Work with team during initial SWPBIS training
- Meet with new teams monthly on-site until they meet Tier I criterion
- Telephone/email contact as needed (with on-going teams)
- Pre-correct
  - Self-assessment (TFI, SAS Survey, Team Checklist, BoQ, MATT) available on www.pbisassessment
  - Action planning
  - Activity implementation
  - On-going evaluation
- Guide larger initiative
  - Feedback to District Leadership Team
The activity is titled "Rate Your Current Skills/Knowledge". The Coaches Self-Assessment form assesses coaches at three levels: Level I - Coach, Level II - Coach/Trainer or Lead Coach, and Level III - Coordinator. The assessment covers skills in Data, Practices, and Systems.

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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Skill</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td>1. Familiar with multiple data collection systems and their uses (e.g., ODR, SAS, TFI, SWIS, SET, TIC, BOQ, Surveys, Achievement scores).</td>
<td>3 2 1</td>
</tr>
<tr>
<td></td>
<td>2. Can assist schools to develop other data systems as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Can teach and support teams use of data to guide decision-making.</td>
<td>3 2 1</td>
</tr>
<tr>
<td>Practices</td>
<td>1. Know and can define the essential features of school-wide PBS.</td>
<td>3 2 1</td>
</tr>
<tr>
<td></td>
<td>2. Understands features of effective classroom instruction and management.</td>
<td>3 2 1</td>
</tr>
</tbody>
</table>
COMMITMENT OF COACHES

Team Support

First Year (participate in training and planning)
Second Year (Maintain initial teams, start new teams)
Future Years (build more teams)

FTE commitment

.1 per school

Roles/Background

Behavior Specialists, Special Education Teachers
Consultants, Administrators
School Psychologists, Counselors, Social Workers
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
Integrate outcome, data, practices, & systems
Supporting Quality of Life and Prosocial Skills

Supporting Staff Behavior

Supporting Individual Behavior

Supporting Decision Making

Emphasize: 4 Integrated Elements

PRACTICES

OUTCOMES

SYSTEMS

DATA
SYSTEMS

- Team based
- Active administrator
- Ongoing review of data
  - Treatment integrity
  - Individual outcomes
- Coaching capacity
- Training capacity
Administrator Participation

- Active member of the Agency Leadership Team
- Gives initiative priority
- Weighs in on and provides support if agrees on Agency-wide decisions
- Invests in implementation
PRACTICES

• Evidence-based
• Outcome linked
• Cultural/contextual adjustments
• Integrated w/ similar initiatives
• Doable

Supporting All Individuals’ Behavior
DATA
Clear definitions
Efficient procedures
Easy input/output
Readable displays
Regular review

Supporting Decision Making
How does a school begin to implement PBIS???
PBIS: PHASES OF IMPLEMENTATION

**WHERE ARE YOU IN IMPLEMENTATION PROCESS?**

Adapted from Fixsen & Blase, 2005

<table>
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<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploration &amp; Adoption</td>
<td><em>We think we know what we need, so we ordered 3 month free trial (evidence-based)</em></td>
</tr>
<tr>
<td>Installation</td>
<td><em>Let’s make sure we’re ready to implement (capacity infrastructure)</em></td>
</tr>
<tr>
<td>Initial Implementation</td>
<td><em>Let’s give it a try &amp; evaluate (demonstration)</em></td>
</tr>
<tr>
<td>Full Implementation</td>
<td><em>That worked, let’s do it for real (investment)</em></td>
</tr>
<tr>
<td>Sustainability &amp; Continuous Regeneration</td>
<td><em>Let’s make it our way of doing business (institutionalized use)</em></td>
</tr>
</tbody>
</table>
PBIS Readiness
TEAM = REPRESENTATIVE

School Leadership Team

- Administrator
- Grade Level Teachers
- Counselor / School Psychologist
- Teaching Assistants
- Specials
- Students
- Parent
GENERAL IMPLEMENTATION PROCESS: “Getting Started”

- Team
  - Agreements
    - Data-based Action Plan
      - Evaluation
      - Implementation
Enhanced PBS Implementation Logic

LEADERSHIP TEAM

- Establish measurable outcome
- Build Data System
  * Select evidence-based practice
- Collect, analyze, & prioritize data
  * Monitor implementation & progress
  * Ensure efficient, accurate, & durable implementation

SCHOOL-WIDE
Administrator Participation

- Active member of the School Leadership Team
- Gives initiative priority
- Weighs in on and provides support if agrees on School-wide decisions
- Invests in 2-3 years of implementation
Step One: Readiness

- PBIS Overview
- PBIS buy-in vote
- Team Leader & Team Development
- Survey Staff
Step Two: Training

3 Day Training:
1. Consistency
2. Positive Expectations
3. Teaching social skills
4. Monitoring
5. Reinforcement
6. Responding to problem behavior
7. Data system

Plan Development
1. Finish Plan Document
2. Plan staff and student training schedules

Optional additional day with PBIS trainer to complete the plan
Step Three: Implementation

Staff Training on school-wide plan

Student Training on school-wide plan

Monthly Team Meetings and Data Review

Coaching Support
SCHOOL-BASED PBS LEADERSHIP TEAM

ON-GOING ACTIVITIES

1. At least monthly meetings that includes an analysis of PBS data

2. At least monthly status report to faculty

3. Implementation of PBS Action Plan items

4. Assessment of Accuracy of PBS action plan implementation

5. Assessment of Effectiveness of PBS action plan implementation

6. PBS data shared with school staff monthly or quarterly
REVIEW OF SWPBS “BIG IDEAS”

COACHING PERSPECTIVE
3-Tiered Prevention Logic

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

~80% of Students

~15%

~5%
DESIGNING SCHOOL-WIDE SYSTEMS FOR STUDENT SUCCESS

### Academic Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- High Intensity

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All students
- Preventive, proactive

### Behavioral Systems

**Intensive, Individual Interventions**
- Individual Students
- Assessment-based
- Intense, durable procedures

**Targeted Group Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response

**Universal Interventions**
- All settings, all students
- Preventive, proactive
MAIN MESSAGES

STUDENT ACHIEVEMENT

Good Teaching ↔ Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems
- Contextual adaptation
- Self-assessment
- Continuous progress monitoring
- Data-based decision making
- Local capacity
- Priority
School-wide Systems

1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation
Classroom-wide positive expectations taught & encouraged
Teaching classroom routines & cues taught & encouraged
Ratio of 6-8 positive to 1 negative adult-student interaction
Active supervision
Redirections for minor, infrequent behavior errors
Frequent precorrections for chronic errors
Effective academic instruction & curriculum
Nonclassroom Setting Systems

Positive expectations & routines taught & encouraged

Active supervision by all staff
  Scan, move, interact

Precorrections & reminders

Positive reinforcement
Individual Student Systems

Behavioral competence at school & district levels

Function-based behavior support planning

Team- & data-based decision making

Comprehensive person-centered planning & wraparound processes

Targeted social skills & self-management instruction

Individualized instructional & curricular accommodations
For more information

bputnam@mayinstitute.org