Building Systems that Promote and Sustain Evidence Based Practice

“Some really cool stuff”

July 23, 2013

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Goals for Today

Implementation Science: The “What”, The “How” and the “Why”

Establishing Decision Making Routines
• Leadership Team Role
• Data Collection: Feedback and Buy In
• Role of the Coach
  – Fidelity and Classroom Support
• Development of the Team
“Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it. And then he feels that perhaps there isn't.” — A.A. Milne, Winnie-the-Pooh
“You’ll find Classroom Discipline in Three Easy Lessons in fiction.”
Entering the Transformation Zone

What data point do you want to change?
• Increased attendance
• Graduation rate
• Healthy students (physical and mental health)
• Nurturing caring and supportive environments
• Closing the Global Gap
Opener: Why Am I Here?

• How can I use this training to benefit the work I do everyday?
  – Prioritize which topics align with your district’s mission
  – With your schools goals
  – Share your thoughts at your table
Developing a Common Language Activity: Tossing Around Terms

- Tossing Around Terms
  - What do you think of when you see the word, discipline, office discipline referral etc.? 
  - How do you think they would be defined by the following groups (teachers, administrators, central office personnel or families)? 
  - Do you think people in your school have a shared understanding of these concepts or do differences exist? If different, what impact would this have as you move forward?

- Valued Outcomes
Re- Frame “At Risk”

• Are our kids well prepared?
• Are they excelling?
• On track to succeed...college and career ready?...in global economy?
• Are we fostering excellence (climate of safety, engagement... relationships/mentoring)
  – Don’t assume staff know how to mentor kids...
  – Every student should be connected with an adult in the building (secret mentor- expectation is all staff participate)
Big Ideas

• Implementation is not a single event
• A mission-oriented process involving multiple decisions, actions, and corrections- Continuous Improvement/Regeneration
• Uses stages to make the process of change doable
• Anchored to tiered framework
• Always connected to strategic plan
Implementation Science
National Implementation Research Network
(Fixsen and Blasé)

• Implementation science is universal (like physics, chemistry)
• All human services (and beyond)
  – Shared experience & learning
  – Rapidly advance implementation best practices, science, and public policy
FACT

Students cannot benefit from interventions they do not experience
Lesson 1

What is known is generally **not** what is adopted

Implementation Gap

- There are not clear pathways to implementation
- What is adopted often is **not** used with fidelity and good effect
- What is implemented disappears over time and with staff turnover
Lesson 2

Excellent evidence for what does not work!!

• Implementation by edict/ accountability by itself does not work

• Implementation by “following the money” by itself does not work

• Implementation without changing supporting roles and functions does not work

Paul Nutt (2002). Why Decisions Fail
Lesson 3: Two Sides of the Same Coin
“What” AND “How”

To successfully implement and sustain the use of any intervention, framework, practice, or program you need to understand:

**The WHAT** - The “it”. **What** is the intervention, framework, practice or program (e.g. Character Ed, Check and Connect, CBITS, Bully Prevention)

**AND**

**The HOW** - Effective implementation and sustainability frameworks (e.g. strategies to change and maintain behavior of adults)
What Works: The Implementation Equation

Effective Interventions
The “WHAT”

×

Effective Implementation
The “HOW”

= Positive Outcomes for Consumers
TIER I: Core, Universal

GOAL: 100% of students achieve at high levels

Tier I: Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students.

Tier I: Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I: Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How you we respond when some students don’t learn?
4. How will we respond when some students have already learned?

Questions 1 and 2 help us ensure a guaranteed and viable core curriculum.
TIER II: Supplemental, Targeted

Tier II
For approx. 20% of students
Core + Supplemental

...to achieve benchmarks
Tier II Effective if at least 70-80% of students improve performance (i.e., gap is closing towards benchmark and/or progress monitoring standards).

1. Where are the students performing now?
2. Where do we want them to be?
3. How long do we have to get them there?
4. How much do they have to grow per year/monthly to get there?
5. What resources will move them at that rate?
TIER III: Intensive, Individualized

For Approx 5% of Students

Core + Supplemental + Intensive Individual Instruction
...to achieve benchmarks

1. Where is the students performing now?
2. Where do we want him to be?
3. How long do we have to get him there?
4. What supports has he received?
5. What resources will move him at that rate?

Tier III Effective if there is progress (i.e., gap closing) towards benchmark and/or progress monitoring goals.
Implementation Cascade: “PRESS and SUPPORT”
Building Capacity and Sustainability

Problem Solving Teams, Department/ Grade Level Teams, Staff, Student, Family/Community
Lessons Learned About **School Wide Systems**: Critical Features of Tier 1

- Is there a team? Do you have the right people on the team? With a schedule to meet?
- Do you use an solution focused agenda?
- Do you have leadership who provide space and support- link to district?
- Are there clear positively stated expectations that **all** faculty, staff and students know? Are they easy to remember?
- What are your existing *communication systems*? Are they effective? Do your staff feel they have ownership?
- Do you have the **data** you need to make informed decisions?
- Are there effective and consistent procedures for dealing w/discipline?
- How will you organize your school to make this happen?
- ESTABLISH ROUTINES
Tier 1: Leadership Team

- Communicates common vision for school-wide supports
- Works collaboratively to establish building capacity to support all students
- Commits resources to establish procedures for support
- Ensure new programs are embedded/fit
- Progress monitor implementation
- Modify based on data
- Action plan based on data
- Train new staff
- Guide training
- Benchmarks of Quality used to assess fidelity - BOQ directly linked to your action plan

- Create decision rules for access for students not responding to Tier 1
- RFA process
Define roles for effective meetings

• Core roles
  – Facilitator
  – Minute taker
  – Data analyst
  – Active team member

Typically NOT the administrator

• Backup for each role

Can one person serve multiple roles?

Are there other roles needed?
### Langley Elementary PBIS Team Meeting Minutes and Problem-Solving Action Plan Form

**Today’s Meeting:**
- Date, time, location: [ ]
- Facilitator: [ ]
- Minute Taker: [ ]
- Data Analyst: [ ]

**Next Meeting:**
- Date, time, location: [ ]
- Facilitator: [ ]
- Minute Taker: [ ]
- Data Analyst: [ ]

**Team Members** (bold are present today)

<table>
<thead>
<tr>
<th>Today’s Agenda Items</th>
<th>Next Meeting Agenda Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>1.</td>
</tr>
<tr>
<td>02.</td>
<td>2.</td>
</tr>
<tr>
<td>03.</td>
<td></td>
</tr>
</tbody>
</table>

**Administrative/General Information and Issues**

<table>
<thead>
<tr>
<th>Information for Team, or Issue for Team to Address</th>
<th>Discussion/Decision/Task (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Problem-Solving Action Plan**

<table>
<thead>
<tr>
<th>Precise Problem Statement, based on review of data (What, When, Where, Who, Why)</th>
<th>Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)</th>
<th>Who?</th>
</tr>
</thead>
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</tbody>
</table>

**Evaluation of Team Meeting (Mark your ratings with an “X”)**

1. Was today’s meeting a good use of our time? [X]
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings? [X]
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? [X]
4. In general, are the completed tasks having the desired effects on student behavior? [X]

**Where in the Form would you place:**

1. Planning for next PTA meeting?
2. Too many students in the “intensive support” for literacy
3. Schedule for hallway monitoring for next month
4. There have been five fights on playground in last month.
5. Next meeting report on lunch-room status.

11/11/14
Leadership Team

Using Data to guide and sustain

• Doing it Right!!
• Fidelity and Quality
• Support for teachers

• Benchmarks of Quality and SET
“Fidelity of implementation of academic and behavior interventions is documented before measuring effects and assigning worth to them or blaming children for continuing failure. Continuing emphasis and dialogue on the importance of treatment fidelity speaks to the need for documenting the extent to which essential features of effective core instruction are in place and implemented with integrity (cf. Miller, 2010)”

Algozzine, Putnam and Horner 2012
Insights on Learning Disabilities
BOQ: Critical Elements

1. PBIS Team
2. Faculty/Staff Commitment
3. Expectations and Rules Developed
4. Plans for Teaching expectations/rules
5. Reward/Recognition Program Established
6. Effective Procedures for Dealing with Problem Behaviors
7. Data Entry and Analysis Plan Established
8. Classroom Systems
9. Evaluation
10. Implementation Plan
Training Content- Example

“Anchored on the tool” and Activity Based Overview

Critical Feature Modules
• Trainer Presentation
• Workbook (self assess, activity, action step)
• Implementation Snapshot

• Team Workbook: WIKI
# Implementation Snapshot

## Snapshot: Guidelines for Use

Implementation Snapshots will be developed during training to clearly define each critical feature and the research that supports use and potential benefit to overall school climate. The trainer facilitator will provide training slides for each feature. Teams will have an opportunity to use their guidebook and items brought to the training to use during action planning sessions. Roles of each participant are clearly described each snapshot to ensure clear expectations. Administrators are expected to play an active role. Coaches are expected to guide process, communicate with the division coordinator and share implementation products and examples as needed. Teams will walk away from the training with an annual action plan that will help guide the effort.

<table>
<thead>
<tr>
<th>Benchmarks of Quality (BoQs):</th>
<th>Implementation Products and Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The BOQ is the fidelity or process tool leadership teams use to guide PBIS activities. This is your checklist and will keep your team on track during the year. Use the BOQ for planning, accountability as well as a fidelity check. All of the training material is organized around the critical elements. Each critical feature has training material, team workbook activity and school examples.</td>
<td>- Teams will develop products for each feature. Explicit Documentation of the effort is essential to sustain the effort.</td>
</tr>
</tbody>
</table>

## Research:

A list of references including books and journal articles will be listed to provide recommended readings for all key stakeholders. This will also be helpful for building a case for change.
**Supporting Implementation:**

**Role of District Coordinator:**
- Familiar with training material and process
- Meet with coaches to review practice
- Review implementation outcomes and products for alignment with division strategic planning goals and social/behavioral needs

**Role of Administrator:**
- Active involvement in process (attend trainings and 90% of meetings)
- Serve as a role model for staff
- Communicate with DC and coach who will support effort
- Share success and challenges to DC
- Include time during staff or grade level/core/department meetings to allow coach and team to facilitate PBIS development
- Allocate resources (e.g., team meeting time, time for team to work with staff/students,
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams
- Arrange for additional support as needed

**Role of Coach:**
- Familiar with training material
- Attend team training with team
- Support team action planning
- Work as a partner with administration to provide necessary resources
- Communicate with division coordinator for necessary resources
- Review BoQ and relevant training tools to ensure fidelity
- Share implementation products and outcomes with division coordinator
- Attend coaches meetings
- Visit other schools implementing PBIS/ESD

**Role of Team:**
- Attend team training and follow up with action planning after training
- Review data and information from considerations provided with training
- With coach and administrative support, draft action plan for implementing BOQ

**Role of Staff:**
- Participate, communicate and follow through with agreements

**Role of Student, Family and Community**
- Participate, communicate,
What is the SET?

School-wide Evaluation Tool

– One of several methods to evaluate Tier 1
– Required if school is seeking Recognition Status
– External certified SET Assessor will conduct site visit
– Should you be a SET Assessor?
What does it measure?

Measures the level of implementation of SWPBIS  

*(not intended to measure everything!)*

- **The Critical Features**
  - Expectations Defined
  - Expectations Taught
  - System for Encouraging Expected Behaviors
  - System for Discouraging Problem Behaviors
  - Monitoring and Decision Making
  - Management
  - District Level Support
Why use it?

• The results help PBIS teams:

  – Assess the features of PBIS in place
  – Determine annual goals for school-wide effective behavior support
  – evaluate on-going efforts toward school-wide behavior support
  – design and revise procedures as needed
  – compare efforts toward school-wide effective behavior support from year to year
What does it look like?

• Permanent product review
  – Office Discipline Referral (ODR) form
  – Current Action Plan
  – Discipline Handbook/Plan
  – School Improvement Plan
  – Lesson Plans & Schedule

• 2 to 3 hour school visit:
  – Observations
    • Classroom and Non-classroom settings
  – Interviews
    • Administrator, Staff, PBIS Team Members, and Students
Example of School with SW in place
SET Scores for All Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1E/M</td>
<td>90</td>
</tr>
<tr>
<td>2E</td>
<td>85</td>
</tr>
<tr>
<td>3M</td>
<td>80</td>
</tr>
<tr>
<td>4E</td>
<td>75</td>
</tr>
<tr>
<td>5E/M</td>
<td>70</td>
</tr>
<tr>
<td>6E</td>
<td>65</td>
</tr>
<tr>
<td>7M</td>
<td>60</td>
</tr>
<tr>
<td>8E</td>
<td>55</td>
</tr>
<tr>
<td>9E</td>
<td>50</td>
</tr>
<tr>
<td>10H</td>
<td>45</td>
</tr>
<tr>
<td>11E</td>
<td>40</td>
</tr>
<tr>
<td>12E</td>
<td>35</td>
</tr>
<tr>
<td>13H</td>
<td>30</td>
</tr>
</tbody>
</table>
What is the Self-Assessment Survey?

- Self-assessment survey to assess the extent to which Positive Behavior Support practices and systems are in place within a school
  - School-wide (15 items)
  - Non-classroom (Specific Setting) (9 items)
  - Classroom (11 items)
  - Individual Student (8 items)
Who Completes the Self-Assessment Survey?

• Initially, the entire staff in a school completes the Survey.

• In subsequent years and as an on-going assessment and planning tool, the Survey can be completed in several ways:
  
  – All staff at a staff meeting.
  
  – Individuals from a representative group.
  
  – Team member-led focus group.
Using the Self-Assessment Information for Decision Making

• Is a system in place?
  – “in place” ≥ 66%

• Is there a need to focus on a system?
  – Current status of “in place” is < 66% and
  – Priority for improvement is “High” for > 50%

• Which system should receive focus first?
  – Always establish schoolwide as first priority

• Which features of the system need attention?

• Combine survey outcomes with information on office referrals, attendance, suspensions, vandalism, perceptions of staff/faculty
<table>
<thead>
<tr>
<th>School Year</th>
<th>Number of Responses</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>75</td>
<td>10/01/2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Improvement Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td>System: schoolwide</td>
<td>High</td>
</tr>
<tr>
<td>89%</td>
<td>1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.</td>
<td>4%</td>
</tr>
<tr>
<td>58%</td>
<td>2. Expected student behaviors are taught directly.</td>
<td>8%</td>
</tr>
<tr>
<td>65%</td>
<td>3. Expected student behaviors are rewarded regularly.</td>
<td>14%</td>
</tr>
<tr>
<td>72%</td>
<td>4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.</td>
<td>13%</td>
</tr>
<tr>
<td>75%</td>
<td>5. Consequences for problem behaviors are defined clearly.</td>
<td>12%</td>
</tr>
<tr>
<td>63%</td>
<td>6. Distinctions between office, classroom, and discipline behaviors are clear.</td>
<td>13%</td>
</tr>
<tr>
<td>65%</td>
<td>7. Options exist to allow classroom instruction to continue when problem behavior occurs.</td>
<td>20%</td>
</tr>
<tr>
<td>86%</td>
<td>8. Procedures are in place to address emergency/dangerous situations.</td>
<td>8%</td>
</tr>
<tr>
<td>80%</td>
<td>9. A team exists for behavior support planning &amp; problem solving</td>
<td>8%</td>
</tr>
<tr>
<td>87%</td>
<td>10. School administrator is an active participant on the behavior support team</td>
<td>8%</td>
</tr>
<tr>
<td>64%</td>
<td>11. Data on problem behavior patterns are collected and summarized within an on-going system</td>
<td>10%</td>
</tr>
<tr>
<td>52%</td>
<td>12. Patterns of student problem behavior are reported to and shared with faculty on a regular basis (e.g. monthly)</td>
<td>26%</td>
</tr>
<tr>
<td>78%</td>
<td>13. School has formal strategies for informing families about expected student behaviors at school</td>
<td>6%</td>
</tr>
<tr>
<td>42%</td>
<td>14. Booster training activities for students are developed, modified, and conducted based on school data.</td>
<td>15%</td>
</tr>
<tr>
<td>48%</td>
<td>15. Schoolwide behavior support team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual staff planning</td>
<td>18%</td>
</tr>
<tr>
<td>57%</td>
<td>16. All staff are involved directly and/or indirectly in school-wide interventions.</td>
<td>12%</td>
</tr>
<tr>
<td>86%</td>
<td>17. The school team has access to ongoing training and support from district personnel.</td>
<td>18%</td>
</tr>
<tr>
<td>76%</td>
<td>18. The school is required by the district to report on the social climate, discipline level, or student behavior at least annually</td>
<td>13%</td>
</tr>
</tbody>
</table>

White = In Place
Yellow = Partial In Place
Red = Not In Place
### Differences between the BOQ and the Self-Assessment Survey

<table>
<thead>
<tr>
<th></th>
<th>BOQ</th>
<th>EBS Self-Assessment Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose?</strong></td>
<td>Evaluate on-going progress towards schoolwide PBS</td>
<td>Evaluate extent that all systems (schoolwide, nonclassroom, classroom, individual) are in place</td>
</tr>
<tr>
<td><strong>When administered?</strong></td>
<td>Monthly- progress monitor Tier 1</td>
<td>Annually</td>
</tr>
<tr>
<td><strong>Who completes?</strong></td>
<td>School Leadership team, completed as a team</td>
<td>All school staff (or representative sample) completed individually</td>
</tr>
<tr>
<td><strong>Time involved?</strong></td>
<td>10-15 minutes</td>
<td>30-45 minutes</td>
</tr>
</tbody>
</table>
Student Measures
Student and School Level

• How do we know Implementation of Tier 1 PBIS is making an impact?
• What data should our team be reviewing?
• How do we build that into the agenda so we it is standard practice?
• Do we have a core group on our team that reviews that data prior to the monthly team meeting?
Data-Based Decision Making

1. Determine what questions you want to answer
2. Determine what data will help to answer questions
3. Determine the simplest way to get data
4. Put system in place to collect data
5. Analyze data to answer questions

Focus on both Academic and Social Outcomes
Main Ideas

• Data help us ask the right questions…they do not provide the answers: Use data to
  – Identify problems
  – Refine problems
  – Define the questions that lead to solutions

• Data help place the “problem” in the context rather than in the students.

• Can you rely on your data?
Main Ideas

• Build “decision systems” not “data systems”
• Use data in “decision layers”
  – Is there a problem? (overall rate of ODR)
  – Localize the problem
    – (location, problem behavior, students, time of day)
  – Get specific
• Don’t drown in the data
• It’s “OK” to be doing well
• Be efficient
Basic Behavior reports

• Average Referrals/Day/Month
• Referrals by Location
• Referrals by Time
• Referrals by Problem Behavior
• Referrals by Student
Leadership Team and Data

• Universal Screening
• Recognize and Respond
• When do we kick it up a notch?
• What data do we currently track that will give us a 360 view?
## Activity: Student List

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>GPA last year</th>
<th>Behavior Referrals</th>
<th>Core Grades</th>
<th>Attendance</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana</td>
<td>9</td>
<td>2.2</td>
<td>4 ref</td>
<td>1 D 1 F</td>
<td>82%</td>
<td>On Track</td>
</tr>
<tr>
<td>Blake</td>
<td>11</td>
<td>1.3</td>
<td>0</td>
<td>3F</td>
<td>88%</td>
<td>-3</td>
</tr>
<tr>
<td>Toby</td>
<td>10</td>
<td>2.8</td>
<td>16 ref 1 S</td>
<td>2D 1 F</td>
<td>84%</td>
<td>-2</td>
</tr>
<tr>
<td>Carlos</td>
<td>10</td>
<td>0.7</td>
<td>22 S 3 S</td>
<td>4 F</td>
<td>62%</td>
<td>-4</td>
</tr>
<tr>
<td>Yvonne</td>
<td>9</td>
<td>2.7</td>
<td>2 ref</td>
<td>2 D 1 F</td>
<td>86%</td>
<td>-1</td>
</tr>
<tr>
<td>Lin</td>
<td>11</td>
<td>2.3</td>
<td>0</td>
<td>1 F</td>
<td>90%</td>
<td>-2</td>
</tr>
<tr>
<td>Maria</td>
<td>12</td>
<td>1.9</td>
<td>16 ref 2 S</td>
<td>4 D 1 F</td>
<td>74%</td>
<td>-4</td>
</tr>
<tr>
<td>Doug</td>
<td>9</td>
<td>3.1</td>
<td>2 ref</td>
<td>1 F</td>
<td>81%</td>
<td>On Track</td>
</tr>
<tr>
<td>Tyrone</td>
<td>9</td>
<td>2.9</td>
<td>10 ref</td>
<td>2 D</td>
<td>89%</td>
<td>On Track</td>
</tr>
<tr>
<td>Sam</td>
<td>10</td>
<td>2.4</td>
<td>13 ref</td>
<td>2D 1 F</td>
<td>87%</td>
<td>-2</td>
</tr>
<tr>
<td>Paul</td>
<td>9</td>
<td>3.4</td>
<td>1 ref</td>
<td>1 D</td>
<td>86%</td>
<td>On Track</td>
</tr>
<tr>
<td>Tia</td>
<td>9</td>
<td>3.7</td>
<td>0</td>
<td>2 C</td>
<td>60%</td>
<td>On Track</td>
</tr>
</tbody>
</table>

Who gets access to an intervention that integrates academic/behavioral support? Choose 6 students.
Decision Rules for Access to Advanced Tiers
(and decision rules for prevention-if we can predict the trajectories, then we can prevent it from happening)

• Youth has 2 Major ODRs
• Youth has 1 Suspension
• Youth experiences more than ? minutes out of instruction
• Youth misses more than ? days unexcused absences
• Youth drops GPA by more than ??
• Youth – benchmark testing- McIntosh
• Youth- incomplete class work/homework
• Attendance (look at predictors for drop-out and school completion)
• Admin Referral
• Teacher/Staff Referral
• Family Referral
• Other:
Leadership Team and Feedback

• Performance Feedback!!!
What does a reduction of 850 office referrals and 25 suspensions mean? 

Kennedy Middle School

- **Savings in Administrative time**
  - ODR = 15 min
  - Suspension = 45 min
  - 13,875 minutes
  - 231 hours

- **Savings in Student Instructional time**
  - ODR = 45 min
  - Suspension = 216 min
  - 43,650 minutes
  - 728 hours

- 29, 8-hour days
- 121 6-hour school days
What locations should we target?

Many problems in the cafeteria, hallway, common area, class, bathroom. Where is the ‘unknown’ location?
Total Office Discipline Referrals (ODR) per Month

LOOKS LIKE **OCTOBER** WAS A BUSY MONTH
Consider # of SCHOOL DAYS in the month.
FRMS Total Office Discipline Referrals

SUSTAINED IMPACT

Academic Years

Total ODRs

Pre

Post

0 500 1000 1500 2000 2500 3000

94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

98-99 99-00 00-01 01-02 02-03 03-04 04-05 05-06

99-00 00-01 01-02 02-03 03-04 04-05 05-06

00-01 01-02 02-03 03-04 04-05 05-06

01-02 02-03 03-04 04-05 05-06

02-03 03-04 04-05 05-06

03-04 04-05 05-06

04-05 05-06

05-06
How long would it take to answer the BIG 5 SW discipline questions in your school?

1. Who exhibited the problem behavior?
2. What did they do?
3. Where did they do it?
4. When did they do it?
5. Is this a common error?
# Referrals by Student

- Students: 43
- Referrals: 163
# Referrals by Problem Behavior

Referrals: 163
# Referrals by Location

Referrals: 163
# Referrals by Time of Day

Referrals: 163
Targeted Problem:  Behavior in the cafeteria

Step 1: What does the data say?
38% of the ODR’s last month were for disrespect and disruption in the cafeteria.

Step 2: What is the goal?
Reduce ODR’s from the cafeteria by 50% (from an average of 19 per month to no more than 9 or 10 per month).

Step 3: What will we do to support student behavior?
1. Teach “Cafeteria Expectations” in context.
2. Classroom teachers to provide pre-corrections prior to dismissing class to lunch.
3. Implement special “gotcha” system by class to earn class-wide recognition & privilege.
4. Use “stop light” system for monitoring noise level.
5. Use a “silent table” to isolate chronic rule-violators.

Step 4: What will we do to support staff?
1. Train lunchroom staff to teach cafeteria expectations.
2. Admin. monitor and demonstrate appropriate use of “gotchas” for workers.
3. Admin. provide additional active supervision in café.
4. Advise teaching staff of new procedures.
5. Provide data feedback to staff.
**PBIS “3-Circles” Problem-Solving Worksheet**

**Identified Problem: Disruptive behavior in the classroom**

Step 1: What does the data say?

The most significant concern is disruption defined as behavior causing an interruption in a class or activity in classrooms. This behavior occurs daily (frequency/quantify behavior), and is most likely to happen during transitions from one instructional activity to another (e.g., lunch, morning arrival, 2:30). Students from all grade levels (grade level/group of students) are most likely to engage in this behavior. We are unsure as to why students are engaging in this behavior (function of behavior- get/obtain or avoid/escape).

Step 2: What is the goal?

Decrease incidents of disruption as measured by a decrease of 20% in ODRs for disruptive behavior by the end of the first nine weeks. Increase on-task student behavior measured by teacher observation.

Step 3: What will we do to support student behavior?

Classroom routines and procedures defined, posted, taught, practiced, and acknowledged by classroom teachers.

Use behavior specific praise statements contingent upon students demonstrating behaviors defined in classroom routines.

Step 4: What will we do to support staff?

PBIS Leadership team to use Cool Tools and professional learning modules from Wiki to provide support to staff to implement practices. PLCs to support one another in development of practices. Post routines/procedures to shared forum (Google Docs). Use Cool Tools to self-assess implementation of practices.

(Adapted from Center on Positive Behavioral Interventions and Supports, University of Oregon, 2002; PBIS in VA)
Discuss your current data system

• **Efficiency**
  • Data entry
  • Report creation
  • Data extraction

• **Information**
  • Big 5+2
  • Other data reports

• **Sharing**
  • Who?
  • When?
The “Organizers”

- Phases of Implementation
- Multi-tiered Framework
- DATA, SYSTEMS, PRACTICES
- Implementation Blueprint
# Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should we do it</strong></td>
<td>Exploration/Preparation Activities</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td><strong>Getting it right</strong></td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct baseline data, develop plan.</td>
</tr>
<tr>
<td></td>
<td>Initial Implementation</td>
<td>Roll-out the practices, work out details, learn and improve before expanding to other contexts.</td>
</tr>
<tr>
<td><strong>Making it better</strong></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
</tr>
<tr>
<td></td>
<td>Sustainability/Continuous Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
</tr>
</tbody>
</table>
The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

<table>
<thead>
<tr>
<th>5 Point Rating Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.</td>
</tr>
<tr>
<td>Need</td>
</tr>
<tr>
<td>Fit</td>
</tr>
<tr>
<td>Resource Availability</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Readiness for Replication</td>
</tr>
<tr>
<td>Capacity to Implement</td>
</tr>
<tr>
<td>Total Score</td>
</tr>
</tbody>
</table>

©2013 Karen Blase, Laurel Kiser and Melissa Van Dyke
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)
#1. Resource Mapping

– Invest in small number of practices that have the biggest impact
– Use data to guide decision
– Use data to build the case
– Use data to celebrate
Before you add one more thing....
“Making it Happen” with Resource Mapping

• What are the practices in place at each tier of the triangle?
• Are they evidence-based practices?
• How are you measuring effectiveness of practices (data)?
• Who are the service delivery teams/personnel (e.g., graduation coach, PALS teacher, Math Coach)
Triangle Activity: Applying the Three-Tiered Logic to Your School/Supervisory Union/District

Tier 1
Practices, Initiatives, Programs for ALL

Tier 2
Practices, Initiatives, Programs for SOME

Tier 3
Practices, Initiatives, Programs for FEW
Schools need to be clear about what interventions they have (and don’t have) in place

Service Delivery Personnel

Tier 3/Tertiary Interventions 1-5%
• ______________________
• ______________________
• ______________________

Tier 2/Secondary Interventions 5-15%
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________

Tier 1/Universal Interventions 80-90%
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________

Data to measure effectiveness

1-5% Tier 3/Tertiary Interventions
• ______________________
• ______________________
• ______________________

5-15% Tier 2/Secondary Interventions
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________
• ______________________

80-90% Tier 1/Universal Interventions
• ______________________
• ______________________
• ______________________

Activity

Step 1: Identify all programs/initiatives/common practices by tier

• Tier I - How do you support all children? Core Curriculum- “everyone gets”

• Tier II, III How do you support students who need more support? How do you build on the foundation so that all Tier II, III activities are a natural extension of core curriculum?

Step 2: Identify outcome for each practice. How do you measure effectiveness? (Staff performance) How do monitor progress? (student impact) How do you support teachers? (staff support) How are they linked to School Improvement? (integrated approach)
Three Tiered Model of Student Supports

These students get these tiers of support in order to meet benchmarks.

The goal of the tiers is student success, not labeling.
Creating the Conditions for Learning

Promotion of social emotional wellbeing, social competence, physical safety, free from bully behavior, prevention of substance use
Promotion of school engagement, family involvement and culture of inclusion and equity
Promotion of safe, supportive school environment

Systems Supporting Staff Behavior
• Solution Focused Team Approach
• Administrator Support participation
• Community of Practice (Skill development and performance feedback)
• Consensus and collaboration across community, student, families

Data Supporting Decision Making
• School improvement goal progress -CAG
• Climate Survey
• Office Discipline Referrals, Suspension
• Academic progress
• Attendance, truancy
• Direct Observation
• Process tools (fidelity)

Practices Supporting Student Behavior
• Define behaviors, expectations, and rules
• Teach, model, and acknowledge behaviors, expectations, and rules
• Consistent, instructional response to behavior errors
• Personalized learning connections through extra-curricular events and relational support for all students
Implementation Plan

Valued Outcome: ____________________________

Step 1: What does the data say?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Step 2: What is the goal?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Step 3: What will we do to support student behavior?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Step 4: What will we do to support staff?
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
Expanding the SWPBS Implementation Blueprint

State Leadership Team-Cabinet Level “Implementers” – State/District/Local

Training

Systems Coach

Evaluation

Content Expertise

Family and Community Implementation Demonstrations
SW-PBIS Implementers’ Blueprint

LEADERSHIP ACTIVITIES

- Identify recurring funding sources
- 3 to 5 yrs. of support

- Disseminate results to multiple audiences
  - Websites
  - Newsletters
  - Conferences
  - Media (TV, etc.)

- Presentations to: school boards, departments
- Write into policy
- Connect with key administrators

- SW PBS Policy statement developed and endorsed
- Implementation data and outcomes are reviewed semi-annually
- Audit of effectiveness of existing related initiatives conducted annually
Implementation Team

• Evaluation
• Training
• Coaching
• Expertise
Start here

Implementation and Evaluation Plan
- Tools

Professional Development
- Training Curriculum
- Training Capacity
- Site Selection
- Readiness
- Coaching

Data Base
PBS Surveys, PBS Eval
Local data base

Marketing and Dissemination
- Annual Reports
- Presentations
- Newsletters
If something is worth doing once, it's worth building a tool to do it.

- **Evaluation Template**- What will the impact be?
- Identify Progress Monitoring Tools
  - Tier 1
    - Team Implementation Checklist
    - Benchmarks of Quality
    - School-wide Evaluation Tool
  - Tier 2/3
    CICO Progress Monitoring Tool
    Benchmark for Advance Tiers (BAT)
Expanding the SWPBS Implementation Blueprint

www.pbis.org

Funding
Visibility
Political Support
Policy

State Leadership Team-Cabinet Level “Implementers” – State/District/Local

Training
Systems Coach
Evaluation
Content Expertise

Family and Community Implementation Demonstrations
Lessons Learned
Activity Based Training

• Training sequence and materials are developed
• Refinement of implementation and deepening content expertise in the State, District and schools continuous and areas of improvement are identified by data
• A unified, expanded cadre of trainers and implementation coaches prepared to deliver professional development
• Trainers understand content and implementation science
Lessons Learned

• An aligned training and support system for both trainers and implementation coaches.

• Standardized training and coaching materials.
  – Activity Based Training, implementation snapshots, practice profiles

• Standardized data collection system, tools and processes with practice-level feedback loops at each level of the system for planning and continuous improvement.
Readiness Structures

4-6 months of “Pre-Work”

Tier 1

• Leadership Forum-
  – Planning Phase Checklist
  – SWIS Readiness

• New Teams walk in prepared with basic knowledge, data, School Improvement Plan

Advanced Tiers

• Readiness- completed by Local Coordinator and Team
  – CICO Readiness, CICO SWIS Readiness
  – Readiness T2/T3
Expanding the SWPBS Implementation Blueprint

www.pbis.org

State Leadership Team-Cabinet Level “Implementers” – State/District/Local

Training

Systems Coach

Evaluation

Content Expertise

Family and Community Implementation Demonstrations
Coaching Defined in PBIS
“Goal is to give skills away”

• Coaching is the active and iterative delivery of:
  – (a) **prompts** that increase successful behavior, and
  – (b) **corrections** that decrease unsuccessful behavior.

  – Coaching is done by someone with credibility and experience with the target skill(s)
  – Coaching is done on-site, in real time
  – Coaching is done after initial training
  – Coaching is done repeatedly (e.g. monthly)
  – Coaching intensity is adjusted to need
  – Multi-faceted
  – Changes over time
Outcomes of Coaching

• Fluency with trained skills
• Adaptation of trained concepts/skills to local contexts and challenges
  • And new challenges that arise
• Rapid redirection from misapplications
• Increased fidelity of overall implementation
• Improved sustainability
  • Most often due to ability to increase coaching intensity at critical points in time.
Types of Coaching

• **Coaching for Individual Change:**
  focus on skill development, support and performance feedback (content specific: academic, behavior)

• **Coaching for Team/Group Change:**
  focus on collaboration and facilitation, group dynamics

• **Coaching for Systems Change:**
  focus on organizational change
Building Coaching Capacity

States, Districts, Buildings, Classrooms, Staff, Students, and Families

Systems
- Conditions that support skill development for staff
  - Policy and Procedures alignment
  - Budget Re-allocation
  - Recruitment and Selection of Coaches
  - Supervision of Coaching within Organization
  - Training Curriculum and Scope and Sequence
  - Access to certification
  - Facilitative Administrator Supports

Practices/Skills
- The technical skill set required to achieve fidelity
  - Problem Solving (Team, Classroom, Staff, Student)
  - Team Building/Collaboration
    - Delivering Feedback
    - Behavioral Consultation

Data
- Information required to guide skill development process
  - Action Plan with short/long term measurable goals
    - Self Assessment
  - Process Measures/Fidelity Checks
  - Performance Feedback Measure
    - Progress Monitoring Tools
    - Evaluation Tools
    - Student Outcomes
  - Data used for continuous regeneration (PEP/PIP)

Occurs at ALL Levels
Practices/Skills
The technical skill set required to impact individual performance

• Content Fluent (academic, behavior, mental health)
• Data collection
• Performance Feedback
• Behavioral Consultation
  • “Soft skills”

Individual or Content Coach

Systems
Conditions that support individual skill development
• Job description match role/function
• FTE in budget
• Supervision and Support of Coach within Building
• Allocation of time and resources for observation, consultation, data analysis
• Link to student outcomes
• Link to staff satisfaction, teacher efficacy and teacher retention

Data
Information required to guide skill development process
• Action Plan with short/long term measurable goals
• Self Assessment
• Process Measures/Fidelity Checks
• Performance Feedback Measure
• Student Outcomes
• Data used for continuous regeneration (PEP/PIP)
Cool Tools for Teachers
10 minute mini modules for:

• Specific Praise Statements/Action Plan
• Wait Time
• Opportunities to Respond
• Pre-correction
• Active Supervision
• Responding to Inappropriate behavior
Develop system to present best practice and encourage teacher engagement and implementation

– Weekly skill and/or feature mini-lessons
– Time for grade level collaboration related to the lesson
– Time and resources for after school work sessions (voluntary)
– Created timelines for implementation of each feature
– Periodic self-assessment for progress monitoring and fidelity check (Buddy system and ecove)
– Planned booster session
**Cool Tool: Continuum of Strategies to Encourage Appropriate Behavior (BSPS)**

**Benchmarks of Quality 25-32**

**Practice: Behavior Specific Praise Statements (BSPS) Ratio 4:1**

**Research:**
The research supports the use of behavior specific praise statements to:

- teach new behaviors and support maintenance of acquired behaviors (Mesa, Lewis-Palmer, & Reinke, 2005).
- to increase on-task behavior (Fullerton, Conroy, & Correa, 2009).
- to decrease problem behavior (Hawkins, & Hefflin, 2010; Lampi, Fenty, & Beaumae, 2005; Lane, Kalberg, Bruhn, Maboney, & Driscoll, 2008; Mesa, Lewis-Palmer, & Reinke, 2005; Stormont, Covington Smith, & Lewis, 2007; Sutherland, Wehby, & Copeland, 2000).
- provide increased opportunities for building positive relationships with students.
- provide support to students with the most challenging behavior, needing targeted and/or intensive supports, through more frequent behavior specific praise statements delivered contingently for appropriate behavior coupled with less frequent reprimands for inappropriate behavior. Students with the most challenging behavior typically do not receive access to even the average rates of praise that students without challenging behavior receive (Lewis, Hudson, Richter, & Johnson, 2004).

**What is it?**
A behavior specific praise statement is verbal/written feedback that is descriptive, specific, and delivered contingent upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010)

<table>
<thead>
<tr>
<th>Effective Praise</th>
<th>Less Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Excellent job listening and following directions the first time.”</td>
<td>&quot;Good job!&quot;</td>
</tr>
<tr>
<td>“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”</td>
<td>&quot;Excellent!&quot;</td>
</tr>
<tr>
<td>&quot;Way to go! You asked for help and followed the steps to complete your math work before the end of class!”</td>
<td>&quot;Well done!&quot;</td>
</tr>
<tr>
<td>&quot;Thank you for being on time this morning, that's very responsible.&quot;</td>
<td>(Gable, Hester, Rock, &amp; Hughes, 2009)</td>
</tr>
</tbody>
</table>

**Practice**
1. Develop classroom rules aligned with school-wide expectations.
2. Post and teach classroom rules
3. Use 2-3 words from the defined classroom rules to formulate BSPS.
4. Deliver BSPS immediately after students demonstrate expected behavior.
5. Use prompts to remind you to use BSPS (e.g., notes to self, tally marks, paper clips from one pocket to another, write BSPS on sticky notes to distribute during instruction (Conroy & Correa, 2009; Sprick, Knight, Reinke, & McKale, 2006).

- Note: Praise alone may not be powerful enough to change the behavior of some students and more concrete or tangible reinforcers may need to be paired with praise.
- Note: Deliver in close proximity

**Observation and Feedback**

**Instructions:**
Conduct a 10-20 minute observation to calculate the frequency and ratio of positive feedback statements (BSPS) to negative feedback statements. Complete a frequency count to record the number of times within the 10-20 minutes that the identified strategy is observed. This can be used as a self-assessment (e.g., recording), a tool for a peer observation, walkthrough, etc. Consider graphing progress.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Strategy: Positive Feedback Ratio 4:1</th>
<th>Frequency</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific, positive feedback (BSPS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ratio of specific, positive feedback to negative feedback**

Positive : Negative Ratio =

**Measureable Goal:**
Increasing use of Feedback with Behavior Specific Praise Statements

COOL TOOL: Feedback with Behavior Specific Praise Statements

Think of a student behavior you would like to increase in your classroom. Record one behavior specific praise statement you could use.


<table>
<thead>
<tr>
<th>Make a prediction: What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?</th>
<th>Collect Data: What is your current ratio of specific positive feedback to negative feedback/reprimands?</th>
<th>Goal: What goal will you set for yourself?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
<td><img src="image" alt="Diagram" /></td>
</tr>
</tbody>
</table>

What steps will you take to reach your goal (refer to Cool Tool for ideas)?

- ________________________________________________
- ________________________________________________
- ________________________________________________
Practice Profile

- Defining “it” Through the Development and Use of Practice Profiles
- Guiding Principles identified
- Critical Components articulated
- For each critical component:
  - Identified gold standard
  - Identified acceptable variations in practice
  - Identified ineffective practices and undesirable practices

Hall and Hord, 2010 Implementing Change: Patterns, Principles, and Potholes (3rd Edition) and Adapted from work of the Iowa Area Education Agency
Practice Profiles:
Pay Now or Pay Later

- Identifies Critical Components
  - Guiding Principles
  - Critical Components Match the Guiding Principles
  - Core Activities to Achieve the Critical Components

- For each Critical Component:
  - Identified “gold standard” activities
  - Identified acceptable variations in practice
  - Identified ineffective practices and undesirable practices

- Your Implementation Support
  - Identify and Support Implementation Team
  - Provide Conceptual Overview and Rationales
  - Provide Resources, Worksheets, Templates
  - Facilitate Consensus Building
Example: Individual Coaching
Critical Component: Performance Feedback

<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Ideal and/or Acceptable</th>
<th>Knowledge, Skills, and Abilities</th>
<th>Driver Analysis</th>
<th>Areas of Impact (outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach providing direct, specific, observable feedback to core behavior of individual</td>
<td>✓ Intervention match to core belief, values</td>
<td>✓ Content fluency and application</td>
<td>How to ensure that “it” is in place? ....we’ve “got it”!!</td>
<td>✓ Fidelity of intervention 80%</td>
</tr>
<tr>
<td></td>
<td>✓ Supportive relationship in place</td>
<td>✓ Data collection and analysis</td>
<td></td>
<td>✓ Impact of intervention demonstrated (student outcome achieved-academic or behavior)</td>
</tr>
<tr>
<td></td>
<td>✓ Feedback provided in timely manner</td>
<td>✓ Problem Solving and Communication</td>
<td></td>
<td>✓ Satisfaction survey indicates positive/supportive</td>
</tr>
<tr>
<td></td>
<td>✓ Intervention tracked for fidelity and impact</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Target Individual: Building Level Coach
<table>
<thead>
<tr>
<th>What did the student do? (Be specific Measurable / observable What, when, who, )</th>
<th>How do I feel?</th>
<th>What do I usually do?</th>
<th>As a result, what does the student do?</th>
<th>What is maintaining the behavior? Why is it happening?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student shoved his book on the floor in the direction of his neighbors feet when I asked the class to begin working independently on their math assignments</td>
<td>I feel startled at first and then I get anxious</td>
<td>I usually send him to the office to conference w/the principal. I tell him, “Go straight there – do not pass go...”</td>
<td>He spends the remainder of math class waiting for the principal to see him.</td>
<td>AvT I believe he escaping to the office to avoid independent work in math.</td>
</tr>
</tbody>
</table>

Adapted from Cooperative Discipline- Linda Albert-
AA =Access adult attention; AP =Access peer attention; AC =access to choice; AI =Access to item; AvP = Avoid peer attention; AvA =Avoid adult attention; AvT = avoid task
### Our Good Day Classroom Plan

<table>
<thead>
<tr>
<th>Good Day</th>
<th>Now</th>
<th>Action</th>
<th>Who can Help?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What happens on a Good Day?</strong></td>
<td><strong>How often does it happen?</strong></td>
<td><strong>What can I do to make it a Good Day?</strong></td>
<td></td>
</tr>
<tr>
<td>To have all materials</td>
<td>Almost always</td>
<td>Get all things together the night before</td>
<td>We write assignments in planner Reminders in calendar</td>
</tr>
<tr>
<td>We smile and greet each other</td>
<td>Sometimes</td>
<td>Model for each other</td>
<td>All</td>
</tr>
<tr>
<td>We encourage one another</td>
<td>Sometimes</td>
<td>Model for each other</td>
<td>All</td>
</tr>
<tr>
<td>We work together to earn extra recess time</td>
<td>Seldom</td>
<td>Create class incentive program</td>
<td>Mrs. Clarke</td>
</tr>
<tr>
<td>Say hello and smile when we are in other areas of the building</td>
<td>Seldom</td>
<td>Model for each other</td>
<td>All</td>
</tr>
<tr>
<td>Get acknowledgement from our teacher</td>
<td>Sometimes</td>
<td>Follow class rules and routines- encourage one another</td>
<td>All</td>
</tr>
</tbody>
</table>
Types of Coaching

Systems
- Conditions that support professional learning communities
  - Administrative Support and Participation
  - Link to School Improvement
  - Clearly defined role and function with building level authority, leverage

Practices/Skills
- Team Initiated Problem Solving
- Team Building/Collaboration
- Data Analysis
- Team Facilitation
- “Soft Skills”

Data
- Information required to guide team development process
  - Action Plan with short/long term measurable goals
  - Self Assessment
  - Process Measures/Fidelity Checks
  - Performance Feedback Measure
  - Progress Monitoring Tools
  - Evaluation Tools
  - Student Outcomes
- Data used for continuous regeneration (PEP/PIP)
Types of Coaching

**Systems**
- Conditions that support organizational change
  - Commitment to Continuous Regeneration
  - Facilitative Administrator Supports
  - PEP/PIP Cycle
  - Recruitment and Selection Process
  - Curriculum Development
  - Certification Requirements

**Practices/Skills**
- The technical skill set required
  - Implementation Science
  - Organizational Behavior Management
  - Applied Behavior Analysis
  - Standards of Professional Learning

**Data**
- Information required to guide change process
  - Action Plan with short/long term measurable goals
  - Self Assessment
  - Process Measures/Fidelity Checks
  - Performance Feedback Measure
  - Progress Monitoring Tools
  - Evaluation Tools
  - Student Outcomes
  - Data used for continuous regeneration (PEP/PIP)
Phases of Coaching

(adapted from Situational Leadership. Blanchard and Hersey)

Coach needs to adjust to situation (teams skill set, knowledge and commitment to change)

C1 - Teaching/Transfer of new skill set: Define the roles and tasks (BOQ, BAT) of the ‘follower’ or team and supervise them closely. Decisions are made by the coach/facilitator and announced, so communication is largely one-way. Team will lack fluency who but are enthusiastic and committed. They need direction and supervision to get them started.

C2 – Coaching – High task focus, high relationship focus – coach still define roles and tasks, but seeks ideas and suggestions from the team. Communication is much more two-way. For people who have some competence but can lack commitment. They need direction and supervision because they are still relatively inexperienced. They also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment.

C3 – Participating / Supporting – Low task focus, high relationship focus – coach pass day-to-day decisions, such as task allocation and processes, to the team. The leader facilitates and takes part in decisions, but control is with the team. For people who have competence, but lack confidence or motivation. They do not need much direction because of their skills, but support is necessary to bolster their confidence and motivation.

C4 – Delegating – Low task focus, low relationship focus – coach still involved in decisions and problem-solving, but control is with the team. The team decides when and how the coach will be involved. For people who have both competence and commitment-they are able and willing to work on a project by themselves with little supervision or support.
Development of the Team

D4 – High Competence, High Commitment –
Fluent and experienced with innovation, and comfortable with their own ability to do it well. May even be more skilled than the coach.

D3 – High Competence, Variable Commitment –
Experienced and capable, but may lack the confidence to go it alone, or the motivation to do it well / quickly.

D2 – Some Competence, Low Commitment –
May have some relevant skills, but won’t be able to do the job without help. The task or the situation may be new to them.

D1 – Low Competence, High Commitment –
Generally lacking the specific skills required for the job in hand, but has the confidence and / or motivation to tackle it.
Content Expert

• Behavior
• Literacy
• Math
• Mental Health