WHAT WE HAVE LEARNED
ABOUT COACHING AND
SYSTEMS CHANGE

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My Grandson: Gage
• A review of the coaching literature and a model for identifying and training integrated coaching skills (academic and behavior) will be presented. Participants will see an example of how Florida has developed a conceptual model that leads to training and evaluation of coaching at a school level.

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**Advanced Organizer**

• Introduction
• Coaching in the Literature
  – Tiered Models & Systems Change Application
• Coaching For MTSS
  – Definition, Model, Skill Sets
  – Construct Validity
• Florida’s PBIS:MTSS Coaching Model in Practice
  – District-Level Support
  – Pre-Training Preparation
  – Initial Training
  – Ongoing Training
  – Technical Assistance & Support
• Questions, Answers, Discussion
INTEGRATING ACADEMICS & BEHAVIOR WITHIN A MULTI-TIERED MODEL

History of PBIS in Florida

- 15 years of implementation
- Over 1500 schools trained at Tier 1, 300+ at Tier 2
- Over 70% of schools implementing with fidelity
- Coaching
  - Coach required for each school
  - Hundreds of coaches trained in multiple formats
  - Differing levels of “coaching”
  - Ongoing staffing and fiscal issues
Multi-Tiered System of Supports

ACADEMIC and BEHAVIOR SYSTEMS

Tier 3: Intensive, Individualized Interventions & Supports
The most intense instruction and intervention based on individual student need, in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports
More targeted instruction and intervention supports, in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports
General academic and behavior instruction and support provided to all students in all settings.

COACHING IN THE LITERATURE
Coaching for Professional Development

• Coaching as a vehicle to facilitate ongoing professional development (Neufeld & Roper, 2003; Poglinco et al., 2003; Russo, 2004)

• Limited empirical literature on coaching, its impact on educator practices, and effects on student outcomes (Cornett & Knight, 2009; Killion & Harrison, 2006; Poglinco et al., 2003)
  – However, School-Based Consultation does offer a more extensive empirical foundation for capacity building (Gutkin & Curtis, 2008)

• A satisfactory definition of coach or coaching meeting the needs of all stakeholders does not exist (Rush & Shelden, 2005)

Coaching Support in the Literature

• Coaching has been found to...
  – Impact teacher attitudes such as job satisfaction & willingness to try new approaches
  – Enhance transfer of training, fidelity, and sustainability of new practices
  – Enhance teacher efficacy
  – Be popular with educators
  – Enhance educator collaboration

• Coaching literature remains unclear with regard to...
  – Which model is most effective
  – Effects on student outcomes
  – What knowledge, skills, and activities are required
  – How to best evaluate coaching
  – How to best prepare coaches
Coaching for Change

• Coaching or facilitation capacity refers to a system’s ability to organize personnel and resources for prompting and encouraging local school training and implementation efforts (Sugai & Horner, 2006).

• Research indicates that new strategies and interventions are not implemented with integrity unless a consultant (coach) is continually involved (Lewis & Newcomer, 2002).

• Effective and linked leadership at every level (school, district, state) is key to the success of any systemic change, and systems change staff (i.e., coaches) have full-time responsibility for guiding implementation processes and support on-site change leadership teams (Adelman & Taylor, 2007).

A “New Role” for Coaches

“School improvement will fail if the work of coaches remains at the one-to-one level. Coaches are systems leaders. They need development as change agents at both the instructional level and the level of organizational and system change. It’s time to recast their role as integral to whole-system reform.”

~Michael Fullan & Jim Knight (2011)
School Based Consultation Skills
(Curtis, Castillo, & Cohen, 2008; Gutkin & Curtis, 2008)

Interpersonal
- Mutual Respect
- Trust
- Coordinate Power
- Nonjudgmental

Communication Skills
- Listening
- Paraphrasing
- Summarizing
- Synthesizing

Problem Solving
Most Models Include 4 Steps
1) Problem Identification & Goal Setting
2) Problem Analysis
3) Strategy Development & Implementation
4) Evaluation

**Small Group Planning & Problem-Solving Strategies

Content Expertise
- Evidence-Based intervention Practices
- Multi-Tiered Models
- Assessment & Evaluation Techniques
- Evidence-Based Consultation Approaches
- Organizational/Systems Change Principles
- Best Practices in Content Area Instruction & Pedagogy
  - Reading
  - Math
  - Behavior

Bringing it all together...

- Coaching to facilitate MTSS capacity in schools and districts requires the following components:
  1) Problem-Solving Facilitation Skills
  2) Content Knowledge
  3) Leadership Support
  4) Professional Development
1) Problem-Solving Facilitation Skills

- **School-Based Consultation Activities**
  - Individual consultation
  - Small group problem-solving consultation *(Gutkin & Curtis, 2008)*
  - Systems-level consultation *(Curtis, Castillo, & Cohen, 2008)*

- **Consultation Skills**
  - Knowledge of empirically validated consultation models/approaches
  - Communication skills (i.e., questioning, listening, summarizing, paraphrasing, delivering, integrating, empathizing)
  - Interpersonal collaborative skills (i.e., relationship-building, trust, shared decision-making)
  - Knowledge and skills to effectively facilitate the 4-step problem-solving process

2) Content Knowledge

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3) Leadership Support

- Coaches **develop the leadership skills** of teachers and principals in order to address whole-school organizational improvement, facilitate reallocation and deployment of resources, and evaluate outcomes (Neufeld & Roper, 2003)

- **MTSS Leadership** (Leithwood, 2010; Barnhardt, 2009; Crawford & Torgeson, 2007)
  - Establish a vision with a sense of urgency for change, maintain focus and deliver a consistent message over time
  - Focus on schools (districts are successful when schools are successful)
  - Create relationships with stakeholders based upon mutual respect and shared responsibility
  - Engage in expert problem solving
  - Invest in professional development

4) Professional Development

- Educators need PD to obtain skills necessary to implement any change effort (Sansosti, Telzrow, & Noltemeyer, 2008). Examples of PD required of all educators in RtI:
  - Developing and gathering data sources
  - Interpreting data
  - Matching interventions to student need
  - Presenting intervention outcomes to others
  - Engaging in problem-solving processes

- Coaches provide one-on-one PD, PD in small groups, as well as whole-school or district/regional PD (Borman, Feger, & Kawakami, 2006)
Coaching (v.): a set of activities that provide dynamic support and facilitation to develop the capacity of school/district leadership teams to implement MTSS aligned with the school/district improvement plan in order to enhance student outcomes.

Tenets include:
- Not necessarily a person, but a set of activities/skills
- There are some essential skills sets required of the leadership team to support & complete the activities
Coaching Responsibilities

1) Demonstrate effective *interpersonal communication* skills
2) Use multiple *data-based problem-solving* skills to answer a variety of questions
3) Disseminate evidence-based *content knowledge*
   a. Organizational Change/Implementation Process
   b. Integrated MTSS Three-Tiered Model
   c. Best Practices in Reading, Math, Behavior Instruction
   d. Family & Community Engagement Practices
4) Facilitate team-based *collaborative problem solving*
5) Support *leadership* team and staff capacity to sustain MTSS
6) Provide *professional development* training and technical assistance
7) *Evaluate the impact* of coaching activities and supports
MTSS Coaching Resources

• Professional Development Skill Modules
  – Interpersonal Communication Skills
  – Data-Based Problem-Solving (DBPS)
  – Content Knowledge
    • Integrated MTSS Models
    • Organizational & Systems Implementation
    • Best Practices in Reading, Mathematics, and Social/Emotional Behavior
    • Family & Community Engagement Practices
  – Collaborative Problem-Solving Facilitation
  – Leadership Support & Capacity Building
  – Professional Development Training & Technical Assistance
  – Coaching Activities Impact Evaluation

• Evidence-Based Resources for Implementation & Sustainability

Next Steps

• Validating the MTSS Coaching Definition, Model Domains, & Critical Skills
  – Content Validity
  – Expert Validation Panel (EVP)
    • Content Experts
    • Lay Experts
  – Process
    • Cognitive Interviewing
    • Rating Scale Items
    • Follow-Up Discussions & Secondary Analysis
FLORIDA’S POSITIVE BEHAVIOR AND INTEGRATION SUPPORT COACHING MODEL

Agenda

School-Based Coaching:

- District-Level Support
- Pre-Training Preparation
- Initial Training
- On-Going Training
- Technical Assistance and Support
DISTRICT-LEVEL SYSTEM SUPPORT FOR SCHOOL-BASED COACHING

PBIS Systems Implementation Model

Funding  Visibility  Political Support  Policies

District Leadership Team (District Coordinator)

We are Here

Training  Coaching  Evaluation  Behavioral Expertise

School-Based Implementation
District System of Support

District Readiness Checklist:

• [http://flpbs.fmhi.usf.edu/interested.asp](http://flpbs.fmhi.usf.edu/interested.asp)

• **District Leadership Team (DLT)**
  - Committed, effective district personnel, broad representation, Superintendent support
  - District Coordinator identified, FTE assigned for RtIB support
  - District funds allocated to support RtIB implementation
  - School-wide discipline identified as a district priority

• **District Action Planning process (DAP)**
  - Action planning meetings, occur annually at a minimum
  - Coaching facilitators identified with appropriate skill sets
    - Introduction to Coaching module – website
  - Allocation of resources to support coaching activities (training, meetings, PBISES reports, on-going communication, etc.)

FLPBIS:RtIB Coaching Model

Support Structure

PBIS Project Contact

[← District Leadership Team](#) → District Coordinator

Coaching Facilitator (External/Internal)

PBIS Team Leader

PBIS Team (School Administrator)

Faculty and Staff
**District Coordinator Expectations**

- Active participant on district leadership team
- Secure funding for PBIS implementation activities
- Ensure visibility and political support for PBIS implementation
- Secure training and professional development for staff involved in PBIS implementation
- **Support and mentor coaching facilitator**
- Evaluate data and fidelity of implementation

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**School Administrator Expectations**

- Active participant on the PSB/RtI:B team
  - Attends all team meetings and trainings with the team
- Knowledgeable of school’s discipline data system
- Foster an environment for positive behavior support
- Ensure visibility of PBIS activities
  - Communicates commitment for PBIS implementation to staff, families, district and community
- **Support PBIS coaching activities**
- Allocate resources to support PBIS implementation
  - Staff time, funds, substitutes, scheduling/planning, etc.
School-Based Coaching

Coaching:

• A set of activities that provide facilitative support to build the capacity of school-based leadership teams to implement Multi-Tiered Systems of Support (MTSS) to enhance student outcomes.

• Specific skill sets necessary to facilitate change across all tiers of support (Tiers 1, 2, and 3).

• An essential element for the successful implementation of MTSS efforts.

School-Based Coaching

Coaching is not necessarily a person.

• One person may not possess all the skill sets necessary to support a school-based team across all tiers of supports.

• Several people, with the appropriate skills, may need to be identified to support the school-based leadership and RtI/B teams.

• One team member may be designated as the coaching facilitator or ‘point person’, who secures the assistance of others based on essential skill sets.
PBIS Coaching Model

1. Collaborative Teaming
2. Effective Communication
3. Action Plan Development & Implementation
4. Family, Student & Community Involvement

Interpersonal Communication

1. Problem Identification
2. Problem Analysis
3. Intervention Design
4. Evaluation & Progress Monitoring

Coaching Skills and Activities

1. Systems Change
2. Multi-Tiered System of Supports
3. Positive Behavior Support
4. Basic Behavior Principles

Data-Based Problem-Solving

Content Knowledge

PBIS Coaching Skills

1. Collaborative Teaming
2. Effective Communication
3. Action Plan Development and Implementation
4. Family, Student, Community Involvement

Interpersonal Communication
Teaming and Communication

1. Collaborative Teaming
   a. Characteristics of Effective Teams
   b. Characteristics of Effective Team Members
   c. Counter-Productive Team Member Behaviors
   d. Consensus Decision-Making
   e. Meeting Monsters
   f. Stages of Team Development

2. Effective Communication
   - ‘Interpersonal Communication Skills – Systems Coaching’
     a. Active Listening
     b. Summarizing
     c. Questioning
     d. Paraphrasing
     e. Delivering
     f. Integrating
     g. Empathizing

   - PBIS Website, Coaching Corner, Teaming Section
     http://flpbs.fmhi.usf.edu/coachescorner.cfm
   - Tier 1 Coaching Wristband

Collaboration and Communication

• Levels of Collaboration and Communication
  1. District
  2. School Leadership
  3. PBIS Team
  4. Grade-Level and/or Content/Area Staff
  5. Families Students, and Community Members

• Tools for Collaboration and Communication
  1. School Newsletter, PBIS Brochures,
  2. Presentations at staff meetings, PTA meetings, family conference s/meetings, etc.
  3. PBIS presentations in the community (Chamber of Commerce, Lions Club, Little League, etc.)
PBIS Action Plan and Stakeholder Involvement

• **PBIS Foundations**
  1. Buy-in and commitment
  2. Tier 1 core curriculum (expectations and rules)
  3. Comprehensive discipline process and procedures
  4. Recognition system
  5. Staff, student and family input on the development of critical elements

• **Initial Implementation**
  1. Formal behavior lesson plans
  2. Training stakeholders (staff, students, families) on critical elements
  3. Recognition events/activities for all stakeholders
  4. Monitor data (behavior, student outcomes, implementation fidelity)
  5. Communicate data and implementation progress to all stakeholders

• **Maintenance/Sustainability**
  1. Behavior curriculum imbedded into daily routines and academics
  2. Refresher training and professional development
  3. Inform and train new staff, students and families on PBIS
  4. Refine procedures based on data
  5. Drill down into sub-group data
  6. On-going input and communication with all stakeholders
1. Systems Change

• What is Systems Change?
  • A cyclical process where the impact of change on all parts of the whole and their relationships to one another are taken into consideration.

• PBIS and Education Systems Change
  1. The creation of systems that support the adoption and durable implementation of evidence-based practices and procedures
  2. Data-based decision making to identify areas of need and improve outcomes for all students
  3. Achieve academic and behavior outcomes held by all stakeholders (educators, students, families)

- Educational Systemic Change Tools (2007)
PBIS and School-Level Systems Change

• **School Climate**: Changing how *staff interact with students* by altering and enhancing staff-student interactions
  1. Teach, model, practice, and reinforce expected behavior
  2. Prompt desired behavior; actively supervise to prevent problems
  3. Focus on what you want to see and what students are doing correctly

• **School Policies**: Changing *how things are done* by developing effective policies to achieve positive outcomes
  1. Behavior lesson plans developed, shared, and implemented
  2. Recognition/reward system developed and consistently implemented
  3. Discipline procedures and effective consequences developed and consistently implemented

PBIS and School-Level Systems Change

• **School Processes and Procedures** - Changing *how decisions are made* by implementing a structured data-based problem solving process
  1. Secure a comprehensive data collection system
  2. Train staff on data entry and retrieval
  3. Monthly data review, analysis and intervention development
  4. Implement 4-step problem solving
  5. On-going communication/sharing of data with all stakeholders

• **Challenges for School-Level Systems Change**
  1. Doing more, with less resources (staff, time, funds, etc.)
  2. Educating a more diverse population of students
  3. Creating environments (systems) that allow for the use of effective practices
2. Multi-Tiered System of Supports

• What is MTSS?

1. **Evidence-based** framework using **data-based problem-solving** to integrate academic and behavioral instruction and intervention

2. Instruction and interventions delivered to students across multiple tiers **based on student need**

3. Ensures **allocation of resources** based on student need at the appropriate levels to **accelerate performance of all students** to achieve and/or exceed proficiency

MTSS: Braiding Academic and Behavior Supports

Braiding Academics and Behavior

• The Link

1. A problem in either area (academics or behavior) can predict a problem in the other area.

2. Intervening in one area can produce enhanced outcomes in the other.

3. Students with both academic and behavior problems have an increased risk of negative school outcomes.

4. Integrating academic and behavior interventions and supports produces larger gains in both outcomes than single focus models.

3. Tier 1 PBIS

• Critical Elements

1. Teaming
2. Expectations and rules
3. Effective rewards/recognition program
4. Effective discipline procedures
5. Teaching behavior, consequences, and rewards
6. Faculty commitment and buy-in
7. Data entry and analysis
8. Implementation
9. Classroom systems
10. Evaluation and progress monitoring
Effective PBIS Implementation

1. Committed, supportive district-level and school-based leadership teams
2. Effective teaming and problem-solving
3. Staff commitment and support
4. Evidence-based practices at all tiers
   a. Tier 1 - Universal (all students, times, locations)
   b. Tier 2 - Targeted (students at-risk)
   c. Tier 3 - Intensive (individualized for severe behaviors)
5. On-going data collection and data-based decision making
6. Progress monitoring and evaluation

4. Basic Principles of Behavior

1. Anything we say or do (observable)
2. A response to one’s environment (antecedents)
3. Serves a function
   • Reason, motivator, ‘Why’
4. Results in a desired outcome (reinforcer)
5. It is learned; therefore, it can be changed (teach)
6. It is predictable
Behavior Principles Summary

• Behavior Is Learned, So New Behavior Can Be Taught
  1. Expectations and rules define desired behaviors
  2. Teaching expectations help students engage in appropriate behavior
  3. Model and prompt Tier 1 expectations

• Consequences Strength Or Weaken Behavior
  1. Rewarding students who demonstrate Tier 1 expectations will result in more positive behavior.
  2. A well-defined discipline process with effective consequences that are administered consistently will result in a decrease of inappropriate behavior.

Importance of Understanding Behavior

Basic Principles of Behavior

  1. Create the foundation for a Tier 1 Behavior Curriculum
  2. Provide a common framework for addressing problem behaviors
  3. Lead to greater consistency when implementing behavior interventions with fidelity
• **Professional Development Online Modules**
  1. Effective Coaching
  2. Making Data-Based Decisions
  3. Classroom Management
  4. Principles of Behavior (Tiers 1, 2, 3)
  5. Evaluations
  6. PBIS Project Monthly Adobe Chats

• **Websites**
  3. Association for Positive Behavior Support: [www.apbs.org](http://www.apbs.org)

• **Staff**
  1. District Coordinator
  2. School Administrators
  3. Other PBIS team members across the district
The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Welcome to the Association for Positive Behavior Support (APBS) Website.

APBS is an international organization dedicated to promoting research-based strategies that combine applied behavior analysis and biomedical science with person-centered values and systems change to increase quality of life and decrease problem behaviors. The Association is made up of a very diverse group of individuals. Our members include:

- Professionals and practitioners
- Family members and guardians
- Self advocates and consumers
- Researchers and university students
- Policy makers and advocacy rights professionals
- Administrators, managers and trainers

Positive behavior support is now being implemented in a variety of places including schools, early childhood, mental health, and child welfare settings, and in organizations that provide services to adults with developmental disabilities. Individuals of all ages can benefit from positive behavior support from the very young to old age. To learn more about positive behavior support, select the button below that best fits the community that you represent.
PBIS Coaching Skills

- **Step 1: Problem Identification**
  - What is the problem?

- **Step 2: Problem Analysis**
  - Why is it occurring?

- **Step 3: Intervention Design**
  - What are we going to do about it?

- **Step 4: Evaluation**
  - Are the interventions working?
<table>
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<th>Function (Purpose of Step)</th>
<th>Small Group Planning &amp; Problem Solving</th>
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<tr>
<td><strong>Step 1: Problem Identification</strong></td>
<td>The function of this step is to identify the problem or goal in concrete, descriptive, behavioral, measurable terms.</td>
<td>Step 1: Establish priority; define Desired Outcome and how it will be measured.</td>
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<td><strong>Step 2: Problem Analysis</strong></td>
<td>This step is designed to identify the reasons why the goal has not yet been achieved. Hypotheses targeting barriers to success are considered and those most likely to be impeding goal achievement are specified for further plan development.</td>
<td>Step 2: Brainstorm resources and potential obstacles/barriers</td>
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<td><strong>Step 3: Intervention Design and Implementation</strong></td>
<td>Based on verified hypotheses and/or identified barriers, comprehensive intervention plans are created with detailed direction as to what specific instruction/intervention activities will occur, including the identification of personnel to implement the instruction/intervention and the support structure for them.</td>
<td>Step 3: Identify one barrier and identify in behaviorally descriptive terms</td>
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<td><strong>Step 4: Plan Evaluation (Evaluate response to intervention)</strong></td>
<td>Plans for gathering the data necessary to determine the effectiveness of the instruction/intervention are made and rules for determination of good, questionable, or poor responses are created. Data are then collected and evaluated to inform subsequent instruction/intervention activities.</td>
<td>Step 4: Brainstorm strategies to reduce or eliminate identified obstacle</td>
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<td><strong>Step 5: Develop multiple action plans to reduce or eliminate identified obstacle</strong></td>
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<td>Step 5: Develop multiple action plans to reduce or eliminate identified obstacle; who, what, by when.</td>
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<tr>
<td><strong>Step 6: Specify follow-up plan for each action plan (verification and evaluation)</strong></td>
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<td><strong>Step 8: Develop plan for evaluating reduction or elimination of identified obstacle</strong></td>
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<td>Step 7: Develop plan for evaluating reduction or elimination of identified obstacle</td>
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**8-Step Planning and Problem-Solving Process for Continuous Improvement**

1. **Identify a goal**
   a. Set targets
2. Brainstorm resources and barriers; organize barriers into “buckets”
3. Prioritize barriers and select one barrier bucket of alterable elements to address based on cost and complexity of implementation and potential impact on goal
4. Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket; include the rationale for each strategy; select one strategy to move to Step 5
5. Develop an action plan for the strategy (Step 4) by identifying all steps (including who, what, when and evidence) needed for implementation
6. Determine how the action plan (Step 5) will be monitored for fidelity of implementation (who, what, when and evidence)
7. Determine how the strategy (Step 4) will be monitored for effectiveness at reducing or eliminating the selected barrier (Step 3)
8. Determine how progress towards the goal and targets will be monitored (what data, who, when and evidence)

Repeat 3-7 for each barrier
Step 1: Problem Identification

Data Review – What is the Problem?

1. Tier 1 Data Sources
   a. Office Discipline Referrals (ODRs) and Teacher Referrals
   b. Suspensions (OSS, ISS), Attendance

2. Big ‘6’ Reports and Guiding Questions
   a. What are the average referrals per day per month?
   b. What are the top problem behaviors?
   c. Where are these problems occurring? (location)
   d. When are the problems occurring? (time of day)
   e. Who is involved? Students? Staff?
   f. What is the primary motivation (function) of the behaviors?
   g. What are the top consequences for the behaviors? (administrative decision)

Step 2: Problem Analysis

• Why are the Problem Behaviors Occurring?

1. Data Analysis Guiding Questions
   a. What expectation(s) are not being met based on the problem behaviors? (core curriculum)
   b. What is the motivation for most behaviors? (function)
   c. What administrative decision is given most often in response to the problem behavior? (consequence)
   d. What additional data are needed? (i.e., observations, subgroup data, etc.)
   e. What barriers are preventing students from engaging in Tier 1 expectations?
Problem Behavior Tied to Tier 1 Expectations

Problem Behavior

• **Dress Code**
  • Students wear clothing that does not meet dress code guidelines outlined by the school/district.

• **Physical Contact**
  • Low-intensity inappropriate physical contact without indication of anger.

• **Disruption**
  • Behavior that causes an interruption in a class or activity; includes sustained loud talk, yelling, screaming, noise with materials, and/or sustained out-of-seat behavior.

Tier 1 Expectations

1. Be Responsible
2. Be Safe
3. Be Respectful

Analyzing the Problem

• **Guiding Questions Based on Examples**

  1. **Why are the problem behaviors occurring?**
     a. Eighth grade teachers have not taught dress code compliance.
     b. Few 6th teachers are monitoring the hallways before and after lunch.
     c. Only two staff supervise the cafeteria during lunch.

  2. **What are the motivators (function) for the behavior?**
     a. Eighth graders get positive peer attention for ‘challenging’ school rules.
     b. Sixth grades get peer attention for engaging in horse-play.
     c. Students receive peer attention for being disruptive in the cafeteria.

  3. **What are the consequences (administrative decision)?**
     a. Most students receive after-school detention for problem behaviors.

  4. **What barriers prevent students from engaging in expectations?**
     a. Students have not been taught the appropriate behaviors to meet expectations.
     b. Students are not acknowledged (reinforced) for following expectations.
Example Hypotheses

1. Many 8th graders are new to the school this year and wear whatever they want to school. Their homeroom teachers have not taught dress code expectations and the students receive attention from their peers for their “cool” clothes. As a result, many 8th graders are sent to the office and receive an after-school detention.

2. During transitions around lunch, few 6th grade teachers monitor the hallways. Students engage in horseplay with their peers due to the lack of supervision. As a result, students are given referrals and receive a two-hour ISS.

3. Only two staff monitor the cafeteria. Once students arrive, they begin calling out to their peers. The two staff are not able to adequately supervise the entire cafeteria and the noise level escalates. As a result, students are sent to the office and receive an after-school detention.

Step 3: Intervention Design

• Implementing the ABCs of Behavior

1. **Antecedents**
   a. Increase the likelihood the problem behavior will occur
   b. Altering the environment, alters behavior
   c. Informs prevention strategies

2. **Behavior**
   a. Determines new skills to teach
   b. Informs Tier 1 expectation to be taught

3. **Consequences**
   a. Reinforce behavior (appropriate or inappropriate)
   b. Help determine motivators (function) of the behavior
   c. Informs alternative responses and appropriate reinforcers
Antecedent (Prevention): Example Strategies

1. Follow dress code = Be Responsible
   a. Review with staff the importance of all students following the dress code
   b. Administrator encourages staff to enforce dress code compliance
   c. Administrator prompts students and staff regarding the dress code.

2. Keep hands/feet to self and walk in the hallway = Be Safe
   a. Administrator requires all 6th grade teachers to be stationed at their doors during lunch transitions to monitor behavior.

3. Talk quietly in the cafeteria = Be Respectful
   a. Administrator increases the number of staff assigned to monitor the cafeteria during lunch.

Behavior: Teaching Expectations Example Strategies

1. Problem Behaviors
   a. Following the dress code = Be Responsible
   b. Keep hands and feet to self in the hallway = Be Safe
   c. Talk quietly in the cafeteria = Be Respectful

2. Develop lesson plans addressing each problem area
3. Teach/re-teach the behaviors (skills) students should demonstrate to meet the expectations
4. Provide opportunities to practice the new skills in the area they will be used (classroom, hallway, cafeteria)
5. Model and prompt appropriate behaviors
6. Embed skills into academic lessons
Consequences and Reinforcer Example Strategies

1. Following dress code = Be Responsible
   a. Students earn ‘ticket’ for following dress code
   b. 10 tickets after 2 weeks = 15 min ice cream social on Friday
   c. Staff consistently send students to the office for dress code violations
2. Walk appropriately in the hallway = Be Safe
   a. Students walking appropriately earn a ‘Being Safe’ ticket
   b. Tickets are put in a jar for a drawing each Friday
   c. Students engaging in horseplay will conference with the teacher
3. Talk quietly in the cafeteria = Be Respectful
   a. Students at the quietest table each lunch period earns ‘ice cream’ ticket to cash in at lunch next day. Table also earns a ‘check’.
   b. Table with the most checks after 2 weeks earns a special lunch.
   c. Students engaging in disruption earn 1 hour ‘clean-up’ detail.

Intervention Implementation

• Guiding Questions for Implementation Success

1. What additional resources are needed to implement the interventions as designed?
2. Who will be responsible for intervention implementation?
3. When will the interventions be implemented and for how long?
4. When will the interventions be reviewed? (time frame)
5. How will you know if the interventions were successful?
6. What data will be collected to determine if the intervention was implemented with fidelity?
Step 4: Evaluation

Guiding Questions

1. Was the intervention implemented with fidelity?
   a. Observation data
   b. Staff surveys
   c. Count rewards distributed and/or redeemed

2. Did the intervention work?
   a. Review discipline data (ODR, OSS, ISS, Detentions)
   b. Staff surveys
   c. Other ideas?

3. Was the goal met?
4. Was the problem accurately identified?
5. How accurate was the hypothesis?
6. Does the intervention need to be changed?
   a. Continue as is
   b. Begin fading
   c. Implement new strategy

Evaluation and Progress Monitoring

• Essentials

1. Comprehensive, integrated district-wide behavior database
   a. Florida’s RtI:B Database (Tier 1, Tier 2, Tier 3)
   b. FOCUS, Skyward, District-developed data system
   c. Easily accessible, user-friendly, provides graphs

2. Consistent data review and analysis by PBIS team
   a. Big ‘6’ Reports
   b. Suspensions (OSS/ISS), Attendance
   c. Queries to drill-down into sub-groups
   d. Pose and answer questions about implementation and student outcomes
Behavior Data Guiding Questions

• Areas of Success, Areas in Need of Support
  1. Is implementation fidelity being maintained?
  2. What are the benefits of PBIS over time?
     a. Students? Staff? Families? Community?
  3. Do Tier 1 supports need to be increased? Decreased? Maintained?
  4. How will the team use the data to promote PBIS?
  5. Are additional resources needed to enhance school improvement through PBIS implementation?
  6. How will students who are not responding to Tier 2 be identified? What additional supports will be provided?

Behavior Data Sources

• PBIS Evaluation Data (PBISES)
  • Mid-Year I, Mid-Year II
    1. PBIS Implementation Checklist (PIC) – Tiers 1-3
  • End-Year
    2. Benchmarks of Quality (BoQ) – Tier 1
    3. Benchmark for Advanced Tiers (BAT) – Tiers 2 and 3
    4. PBIS Walkthrough – Tier 1
    5. Outcome Summary Data

• Tier 1 Discipline Data
  1. Office referrals, Minor referrals, Teacher-Managed behaviors
  2. In-School and Out-of-School Suspension
  3. Average daily attendance, grades, F-CAT
  4. Disproportionality across subgroups
School Readiness Checklist

- PBIS Overview DVD
  - http://flpbs.fmhi.usf.edu/pbs_DVD.asp
- Introduction to Coaching 2014
  - http://flpbs.fmhi.usf.edu/interested.asp
- School Commitment form
  - Monthly meetings
  - Regular meetings with District Coordinator
  - Reviewing implementation and outcome data
  - All trainings with the PBIS team
## School Name:  

### Implementation Area: Political Support

7. The Principal commits to being an active supporter of School-wide PBS. 
   He or she is aware that PBS is a 3-5 year process that requires ongoing training, meeting, and planning time, and ongoing revisions of the school's PBS Plan. __Principal's Signature:__

8. Following the initial training, the Principal will provide an announcement letter to faculty and staff regarding the importance of the school's plan for implementing Tier 1 PBS. The letter should address the need for participation, accurate data collection, teaching of expectations and rules, and dissemination of rewards as outlined in the school's PBS Plan. A sample letter is attached. __Principal's Initials:__

### Implementation Area: Training

9. Principal or AP who is responsible for making discipline decisions will be an active participant on the PBS Team and agrees to attend all days of the PBS Training. 
   __Participating Administrator's Name:__
   __Participating Administrator's Signature:__

10. All identified PBS Team members agree to attend the entire PBS Training. 
    __Completed School Commitment form is attached__

11. Following the initial training, team members agree to engage in additional work as needed in order to fully prepare for PBS implementation on campus. 
    __Completed School Commitment form is attached__

12. Following the initial training, the Principal will allocate time for ongoing training of all school personnel in the philosophy, strategies, and process of Positive Behavior Support. 
   __Principal's Initials:__

### Implementation Area: Coaching

13. A PBS Coach or Facilitator has been identified to attend PBS training with your school team and provide additional support to your PBS Team throughout the school year. 
   __Coach's Name:__
   __Coach's Signature:__

14. The PBS Coach has viewed the introduction to Coaching module. (http://fpbsrm.edu) 
   __Coach's Initials:__

### Implementation Area: Demonstrations

15. The FL PBS/RUB Project may request permission to utilize product samples for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications, and may request occasional site visits. 
   __Principal's Acknowledgement (initials):__

### Implementation Area: Evaluation

16. PBS Team has completed the New School Profile. 
   __Completed New School Profile form is attached__

17. Data entry time is allocated and scheduled to ensure that office referral data will be current to within a week at all times. 
   __Principal's Acknowledgement (initials):__

18. Evaluation information on PBS implementation and outcomes will be collected and submitted annually by the PBS Coach 3 times annually. Reports will be available to the PBS Team via the PBS Coach. 
   __Principal's Acknowledgement (initials):__

---

### School Commitment Form

**Directions:** All individuals that have been selected to participate on your school-based PBS Team need to review and sign this commitment form.

In signing this form, I acknowledge that:

1. All of our PBS Team members must attend the entire PBS Training.
2. I understand that either the school Principal or Assistant Principal must also be in attendance during the entire PBS Training in order for the PBS Team to continue training, be eligible for technical assistance, and receive district stipends (if available).
3. Our school will make every effort to implement PBS during the forthcoming/current school year.
4. Through the PBS process we will:
   * use discipline data to guide decision making
   * implement a consistent discipline referral process & procedures
   * implement and teach school-wide expectations & rules
   * implement a comprehensive reinforcement system, and
   * participate in the ongoing evaluation of PBS efforts.
5. PBS Team commits to meet at least monthly to analyze & problem-solve school-wide data.
6. PBS Team commits to build faculty/staff consensus on the PBS Plan and increase communication to faculty, staff, and families as to the PBS updates/status on our campus.
7. Our Team will work with a PBS "Coach" or Facilitator assigned by the district to assist us in implementing PBS with fidelity.
8. This is a 3-5 year process that involves ongoing training.
9. This process starts at the school-wide level (Tier 1), but eventually will address students at the supplemental (Tier 2), and intensive or individual student (Tier 3) levels.
10. Our school may serve as a "demonstration" or model school for our State and district and we may have on-site visitors inquiring about our PBS Plan on campus.

---

<table>
<thead>
<tr>
<th>Printed Name</th>
<th>School Title</th>
<th>Grade Level(s)</th>
<th>Content Area(s)</th>
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Coaching Readiness Packet

- Effective Teaming Resources
  - Characteristics of Successful Teams
  - Consensus and Decision-Making
  - Stages of Team Development
- Coaching Skills Survey
- Coaching Skill Sets Overview
- Tools
  - Team Meeting Checklist
  - Team Meeting Agenda

---

**PBS:RtI Coaching Survey**

**Coaching Skill Sets**

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<th>Skills</th>
<th>Yes</th>
<th>Some</th>
<th>No</th>
<th>N/A</th>
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<tr>
<td>1. I demonstrate consistent, accurate and effective follow through with commitments.</td>
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<tr>
<td>2. I have the skills to facilitate team/group meetings.</td>
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<tr>
<td>3. I have the skills to provide positive, supportive feedback to others.</td>
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<tr>
<td>4. I understand the 4-step problem-solving process.</td>
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<td>5. I have the skills to engage in collaborative problem-solving.</td>
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<tr>
<td>6. I have the skills to communicate effectively with others.</td>
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<tr>
<td>7. I have the skills to collaborate efficiently and effectively with a diverse group of adults and other professionals.</td>
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<tr>
<td>8. I have the skills to facilitate information and data dissemination to faculty, district personnel, parents and/or community groups.</td>
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<tr>
<td>9. I have the skills to conduct small group training with adults.</td>
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</tr>
<tr>
<td>10. I have the skills to conduct district-wide training for faculty, staff, district personnel, and/or parents.</td>
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</table>
INITIAL TRAINING
FOR
SCHOOL-BASED COACHING

SWPBIS Training

Tier 1 Training

• 3-days (18 - 20 hours), school-based PBIS team, including School Administrator
• PBIS:RtI Overview
• PBIS Critical Elements
• Embedded activities
• Baseline Implementation Data
  • Benchmarks of Quality (BoQ)
• Action Plan development
**Tier 1 Coaching Resources**

**Coaching Wristband:**
- Tier 1 training activity forms
- Tier 1 Team Roster and Action Plan
- Evaluation Materials
  - Benchmarks of Quality (BoQ) Scoring form and rubric
  - PBIS Team and Coaching Evaluation forms
  - Staff Satisfaction and School Climate Surveys
- Staff Training PowerPoints
  - Principles of Behavior
  - Classroom PBIS Behavior Systems
  - Alternatives to Suspension
- Miscellaneous Tools and Resources
  - Faculty Buy-In
  - Classroom Management
  - RtI and Problem-Solving

**Initial Coaching Training**

**Coaching 101:**
- ½ to 1 day: Face-to-face, Adobe, or online narrated module
  - [http://flPBIS.fmhi.usf.edu/Web_Training_Coaches.asp](http://flPBIS.fmhi.usf.edu/Web_Training_Coaches.asp)
- Systems Change and Multi-Tiered Systems of Support
- PBIS:RtI Principles
- Coaching Skill Sets
  - Effective Facilitation (teaming, action planning, implementation)
  - Content Knowledge (PBIS, RtI, behavior principles)
  - Collaborative Problem-Solving
- Evaluation and Progress Monitoring
  - Data sources
  - Data analysis
- Group Discussions
- Practice Problem-Solving
Coaching Activities

Examples:

- Facilitate effective teaming and collaborative action planning
- Ensure fidelity of implementation using the PBIS action plan
- Communication link between district, school-based administration, faculty/staff, parents and community
- Provide expertise on behavior, PBIS, RtI, data analysis
- Facilitate structured problem-solving
- Assist with data reporting, progress monitoring and evaluation
  - PBISES Mid-Year I, Mid-Year II and Year-End reports
- Assist with Model School application process
Team Meeting Agenda/Minutes

Date: ____________ Time: _______ to _______ Facilitator: __________________ Timekeeper: ________________ Recorder: ________________

Snackmaster: __________________ Participants: __________________

Next Meeting date, time, & location: ____________________________________________

Next Facilitator: __________________ Next Snackmaster: __________________

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Time</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1) Things that have gone well</td>
<td>:—: — :—</td>
<td></td>
</tr>
<tr>
<td>2) Follow-Up Items from last meeting</td>
<td>:—: — :—</td>
<td>Problem ID: Based upon the data, what is the problem? Do you need to collect additional data to verify?</td>
</tr>
<tr>
<td>Look at the “Big 6” graphs (minimum):</td>
<td>:—: — :—</td>
<td>Plan Development and implementation (Summary only; document these steps on your Action Plan)</td>
</tr>
<tr>
<td>Avg. per day per month</td>
<td>:—: — :—</td>
<td>Revise &amp; Update your RtI: B Action Plan</td>
</tr>
<tr>
<td>Location</td>
<td>:—: — :—</td>
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<tr>
<td>Time</td>
<td>:—: — :—</td>
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<tr>
<td>Behavior</td>
<td>:—: — :—</td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>:—: — :—</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>:—: — :—</td>
<td></td>
</tr>
</tbody>
</table>

4) Communications with Staff, Students and Families/Community as appropriate (Update your Action Plan with these items)

<table>
<thead>
<tr>
<th>What will be shared?</th>
<th>How will it be shared?</th>
<th>When will it be shared?</th>
<th>Who is responsible?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise &amp; Update your RtI: B Action Plan</td>
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<td></td>
</tr>
</tbody>
</table>

---

Florida's Positive Behavior Support Project

RtI for Behavior Support Project

Meeting Checklist

☐ Data distributed to all team members in advance
  - Consider offering direction/ideas to get everyone started, faculty feedback to help them prioritize

☐ Team members come to the meeting with ideas for Problem ID statements, hypotheses

☐ Meeting agenda is distributed in advance, and includes:
  - Items to applaud
  - Priority/Critical issues (determined by data, district)
  - Follow-up items from previous meetings, Action Plan

☐ Items have specific time limits that are followed

☐ Meeting starts & ends on time

☐ Team leader moves team through agenda

☐ Meeting minutes are recorded
  - Including action plan items, responsibilities, time frames/deadlines

☐ Team stays on-topic (Team leader, Timekeeper)

☐ Every team member contributes to discussion

☐ New items added to the action plan

☐ Action Plan is updated
  - Old items reviewed
  - Evaluation results are reflected in plan

☐ Every team member volunteers for action plan items
  - Team members are clear about what will be done by whom before the next meeting
ON-GOING TRAININGS
FOR
SCHOOL-BASED COACHING

Monthly Modules
http://flpbs.fmhi.usf.edu/dc_corner.asp

• Interactive Modules (17) facilitated by the DC
  • Welcome Back: Planning for the New Year
  • Effective Coaching
  • Making Data-Based Decisions
  • Classroom Management
  • Principles of Behavior (Tiers 1, 2, 3)
  • Evaluation Modules
    • PBIS Implementation Checklist
    • Benchmarks of Quality
  • Input for District Action Planning
  • Preparing for F-CAT
  • Sustaining PBIS Implementation Efforts

• Adobe Connect: PBIS Staff Facilitated
Tier 2 Training

• **Face-to-Face**
  • One day (6 hours) team of 3-4
  • Embedded activities
  • Action Plan development
  • Baseline Implementation Data (Benchmarks for Advanced Tiers)
  • Coach wristband with Tier 2 materials and resources

• **Adobe Connect:** PBIS Staff facilitated

• **Online Modules**
  • [http://flpbs.fmhi.usf.edu/Web_Training_Tier_2.asp](http://flpbs.fmhi.usf.edu/Web_Training_Tier_2.asp)
  • Group or individual
  • Self-paced, 30 to 60 minutes per module
  • Monitored by PBIS project and DCs

---

Team Responsibilities

• **Responsibilities**
  1. Identify students
  2. Match student needs to interventions
  3. Monitor/coordinate interventions
  4. Data-based problem-solving
  5. Communicate with all stakeholders
  6. Identify staff professional development needs
  7. Monitor effectiveness of Tier 2
     a. Number of students receiving support
     b. Implementation fidelity
     c. Student progress across interventions
  8. Adhere to legal/ethical guidelines
System Review (Tier 1)

• **Tier 1 System**
  1. Is Tier 1 effective for ~80% of the students? (~0-1 ODRs)
  2. Were students taught the Tier 1 expectations and rules?
  3. Have students earned reinforcers for demonstrating the Tier 1 expectations?
  4. Are consequences for specific behaviors taught and used consistently across staff?
  5. Is implementation consistent and ongoing across staff and throughout the year?

Classroom Review

• **Classroom PBS Guiding Questions**
  1. Are fewer than 40% of referrals coming from the classroom?
  2. Are effective instruction and behavior management occurring within the classroom?
  3. Is the student’s problem behavior significantly different from peers? (i.e., more intense, more frequent, lasts longer)

• *If the answer is “No” to any of these questions, address the environment before considering Tier 2 supports.*
Additional Online Modules

- **Classroom**
  - Online, narrated
  - Group or individual
  - Classroom Assistance Tool (CAT)
    - [http://flpbs.fmhi.usf.edu/resources_classroom.asp](http://flpbs.fmhi.usf.edu/resources_classroom.asp)

- **Problem-Solving Process and Data-Based Decision Making**
  - [https://usf.adobeconnect.com/_a825389370/p82cf53b3u2/](https://usf.adobeconnect.com/_a825389370/p82cf53b3u2/)

- **Refresher Tier 1 Training**
  - [http://flpbs.fmhi.usf.edu/boostertrainings.asp](http://flpbs.fmhi.usf.edu/boostertrainings.asp)
  - BoQ scores for individual schools

- **Individualized trainings**
  - Need based per district, DC request

- **RtI/B Statewide Database**
  - [http://www.flrtib.org/index.html](http://www.flrtib.org/index.html)

Identifying Students in Need

- Be efficient: use existing data sources to identify many students who need Tier 2 supports:
  - ODRs, OSS, ISS
  - Minors
  - Attendance
  - Tardies (school and/or class)
  - Early warning systems
  - Academic data
  - Lost instructional time (eg. any time out of room)
  - Nurse’s visits
Multiple Sources are Needed

• Rationale:
  • Identifies students with internalizing & externalizing concerns
  • Helps to integrate academic & behavior interventions
  • May inform motivation of students, leading to more effective grouping/intervention
  • May overcome teacher bias
  • Provides varying viewpoints, information across multiple locations

Ineffective instruction and poorly structured environments may set the stage for poor student outcomes.
Objectives:

• Identify features of evidenced-based interventions
• Locate resources to help your school select evidence-based interventions for Tier 2
• Develop a schedule for providing Tier 2 interventions

Features

1. Research and theory to support the intervention (i.e., similar population, demographics, setting, etc.)
2. Method for progress monitoring
3. Ongoing evaluation of intervention fidelity
4. Validated by systematic data collection

Avoid

1. “I think it might work” (opinion) strategies
2. Interventions with few studies/data to support them
3. Studies with inconsistent results
Evidence-Based Interventions

**Levels of Evidence**

1. Randomized control group designs
2. Experimental studies
   a. Quantitative: Intervention vs. non-intervention group
   b. Single subject
3. Non-Experimental studies
   a. Qualitative: Interviews, surveys, focus groups
4. Student outcomes/successes

**Resources**

2. [http://www.promisingpractices.net/](http://www.promisingpractices.net/)

Evidence-based interventions

**The Evidence Based Intervention Network**

[http://ebi.missouri.edu/](http://ebi.missouri.edu/)

**Evidence-Based Behavioral Practices**


**SAMHSA Registry of Evidence-Based Program and Practices**

[http://nrepp.samhsa.gov/Index.aspx](http://nrepp.samhsa.gov/Index.aspx)

**Collaborative on Academic, Social and Emotional Learning**

[www.casel.org](http://www.casel.org)

**What Works Clearinghouse by the USDOE Institute of Education Sciences**


**Other resources**

- [http://www.promisingpractices.net/](http://www.promisingpractices.net/)
Evaluating Vendors’ Products

• **Guiding Questions**

  1. Has the strategy been reviewed and evaluated for ‘standards of evidence’ by an organization such as ‘What Works Clearinghouse’?
  
  2. If not, is there any evidence that the strategy has been researched? (e.g., journal articles, book chapter, report from developer)

  3. Does the strategy have a manual describing the procedures for each step, so anyone would be able to implement the strategy?

  4. Does the strategy include a method for evaluating fidelity of implementation?

  5. Can the strategy be implemented without regular and/or intensive involvement from the developer?

---

Tier 2 Interventions

• **Teaching pro-social skills: (i.e. replacement behaviors for withdrawal, friendship skills)**
  
  • Skillstreaming
  
  • LEAPS

• **Addressing anxiety**
  
  • Coping Cat
  
  • Friends

• **Teaching problem-solving**
  
  • I can problem-solve
  
  • Prepare
  
  • PATHS
  
  • Steps to Respect
Tier 2 interventions

• **Academic behaviors**
  - Behavior Education Program (BEP, CICO)
  - Academic Behavior Check-in/Check-out (ABC)
  - Homework, Organization and Planning skills (HOPS)

• **Anger management**
  - Second step

• **Classroom management**
  - CHAMPS
  - Mentoring

**Tier 2 Interventions**

**Features**

1. Evidence-based
2. Matched to function of behavior
3. Aligned to Tier 1 expectations
4. Continuously available and easily accessible
5. Begin within 30 days of referral
6. Minimal time commitment for classroom teachers
7. Teachers easily trained on implementation
8. Provide data for progress monitoring
9. Consistent across most students, but has some flexibility
10. Process for informing students and families, and obtaining consent
Progress Monitoring & Decision Rules

Data-based problem solving

Progress monitoring data are necessary to answer important questions:

– Is the student making progress towards the goal?
– Is the intervention effective for most of the students receiving the intervention?
– Is the intervention being implemented with fidelity?
Was this Tier 2 behavior intervention sufficient?

Anger Management Survey - Johnny B. Goode

Measuring progress towards what?

- The core curriculum clarifies the behaviors students need to demonstrate in order to be successful at school.
  - Therefore, progress monitoring at Tier 2 should allow educators to understand the degree to which students are making progress in demonstrating the school-wide expectations

- Tier 2 should be standardized, especially at the beginning
**Monitoring Student Progress**

- **Tier 2 Monitoring Tool Features**
  1. Assess specific skills
  2. Sensitive to small increments of change over time
  3. Administered efficiently and repeatedly (quick/easy)
  4. Easily summarized in teacher/family-friendly format for communication purposes (graphs)
  5. Able to compare progress across students

- **Daily/Weekly Monitoring Tools**
  1. Daily point sheets, Behavior Report Card
  2. Checklists

**An efficient way to measure progress**

<table>
<thead>
<tr>
<th>ONCE-A-DAY Behavior Report Card</th>
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<tbody>
<tr>
<td><strong>Name:</strong> _____________________</td>
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<tr>
<td><strong>Rating Scale:</strong> 3=Good day   2=Mixed day 1=Will try harder tomorrow</td>
</tr>
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<thead>
<tr>
<th>SCHOOL-WIDE EXPECTATIONS/BEHAVIOR GOALS</th>
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<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
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<td>Be Respectful</td>
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<td>Be Considerate</td>
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<td>2</td>
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<td>3</td>
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<td>Be Prepared</td>
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<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
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- Able to be administered repeatedly & efficiently,
- Measure 'specific' goals,
- Sensitive to small changes,
- Summarized in graph format,
- Able to compare progress across students
Monitor performance throughout the day
- Teachers are trained on how to provide feedback/rating
- Rubric printed on bottom half of sheet to clarify scoring for teachers, students, and family

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<th>2nd period</th>
<th>3rd period</th>
<th>4th period</th>
<th>5th period</th>
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<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Respectful</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Class Total</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

1 point (Respectful): “I was somewhat disrespectful to my teacher or peers, but I corrected my behavior”

### Behavior Report Card

**Staff Training**

1. Complete the form
2. Provide student with specific examples of acceptable behaviors
3. Provide student with non-examples
4. Provide feedback to the student using positive praise
5. Express confidence in future success if goal is not met
Sensitive to Small Changes

Daily Percent Of Points Earned
(Thursday, September 01, 2011 - Saturday, October 01, 2011)

Compare Progress Across Students

Average Daily Points by Student (For All Students)
Evaluate Progress Across Interventions

Performance by Intervention

- Questions that need to be answered:
  - Frequency
    - Progress monitoring frequency handout
  - Method?
    - Is it built in to the intervention or does it need to be developed?
  - Who?
    - Build time into the day for this to be done
  - Data System
  - When will data be reviewed to determine if student is making progress?
What are “Decision Rules?”

- Decision rules are guidelines for interpreting data
  - Recommendations for common scenarios
  - Used in conjunction with problem solving process

- They provide guidance for students’ receipt of support within and across tiers
  - Increase
  - Change
  - Fade

- Decision rules help to improve
  - Consistency of support delivery
  - Efficiency of problem-solving meetings

Decision Rule Examples for Student Progress at Tier 2

- Students receiving 2+ ODR by October and have 7 or higher on SIBBS will be considered for supplemental interventions

- Students who have referrals for non-dangerous offenses will receive CICO/BEP

- Students with internalizing symptoms will receive Coping Cat

- Target behaviors will be added to students’ behavior report cards if their goal was met less than 7/10 days

- When student meets goal 8/10 days, the goal is increased by 5%. 
Rules to Develop

- Determine students in need of Tier 2 supports
- Setting an initial goal
- Questionable/Poor response
- Positive response
- Rules for graduating/fading Tier 2 support

Components of Evaluation

- Impact
  - Are we making a difference?
    - % of students making progress
    - % of students needing Tier 3 support and/or ESE
    - Others?

- Fidelity
  - Interventions
    - Were the right interventions selected?
    - Were all components delivered as designed?
  - Are systems including procedures, timelines, decision rules, etc. implemented as planned?
    - Are we doing what we need to be doing to make sure Tier 2 is effective?
Are we making a difference?

Average Daily Points by Student (All Interventions)
(Wednesday, August 01, 2012 - Monday, May 06, 2013)

Did we select the right interventions?
TECHNICAL ASSISTANCE AND ON-GOING SUPPORT FOR SCHOOL-BASED COACHING

Coaching Meetings

Regular Coaching Meetings:

- Facilitated by the District Coordinator
- Monthly or Quarterly
- ½ day to full day
- Training via monthly meeting module
- Monthly Coaching Report (Coaching Wristband)
  - Review and analyze data
  - Problem solve areas of concern
  - Share successes
  - Review needs and/or barriers to PBIS implementation
Florida’s Positive Behavior Support Project Website

- Coaches Corner
- DC Corner
- Model Schools
- What’s New
- Web Training
- Coaching

- Resources
  - Tier 1
  - Tier 2
  - Tier 3
  - Classroom
  - Family
  - Response to Intervention

http://flipbs.fmhi.usf.edu
Evaluation of Coaching

• Team Evaluation of Coaching
  • Completed by RtIB team members

• Coaching Survey
  • Self-Evaluation form

• Area for Growth
  • Validation of ‘coaching’ process as a “set of activities requiring specific skill sets”
  • Development and validation of ‘coaching’ evaluation tools
Successful School-Based Coaching Essentials

What We Know:

• Effective and committed District Leadership Team
• Annual district-level planning and support for RtI/B implementation
• District Coordinator with FTE to support and mentor coaching and RtI/B implementation
• Active, committed school-based administrator
• Comprehensive preparation and training
• Well-defined skill sets
• Adequate resources (time, personnel, etc.)
• On-going professional development and skill acquisition

The Future of Coaching

• Integration of academic and behavioral coaching functions
• Dispersing functions across multiple staff
• Collaborative training activities for many coaching skills (PD, Leadership, PS Facilitation)
• Expansion of “systems coach” concept at the school and district
• Delivery of targeted coaching training and TA
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