Coaching PBIS Implementation

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Are you a PBIS Coach?

Idaho POSITIVE BEHAVIOR Network
Goals

- Define coaching and distinguish from “training”

- Define Core functions of Coaching
  - Define four functions of coaching
  - Consider how coaching functions vary across “Stages” of implementation

- Establish applications of effective coaching to current efforts.

Application: Define how you will use coaching functions across 1-2 content areas where you anticipate you will be doing coaching in the next 6 months.
Leadership Team
Active Coordination

- Funding
- Visibility
- Political Support
- Policy

Leadership Team
Active Coordination

- Training
- Coaching
- Behavioral Expertise
- Evaluation

Local School/District Teams/Demonstrations
Many Visions / Definitions of Coaching
Coaching versus Training

- **Training** is the presentation of events, activities and materials to develop **new** knowledge and /or skill
  - Teach WHAT to do
  - Teach WHEN to do it

- **Coaching** is the on-site support needed to use new knowledge and/or skills under typical conditions.
Considerations

- **Coach versus Coaching**
  - “Actions” rather than “Role”

- **Coaching versus Training**

- **Coaching Skills /Attributes versus Coaching FUNCTIONS**
  - Knowledge of core content (PBIS Teaching Matrix… general case)
  - Time
  - Communication skills
  - Building professional relationships and trust
  - Knowledge of organizational context
Coaching Functions

• **Prompting**
  - Bring newly trained skills under stimulus control of natural stimuli

• **Fluency Building**
  - Repeated opportunities to use new skills … preferably soon after training

• **Performance Feedback**
  - Feedback on accuracy and shaping of trained skills

• **Adaptation**
  - Modify trained skills to fit to local culture and context
  - Suggest and/or encourage adaptations
Prompting

Bring newly trained skills under stimulus control of natural stimuli. Prompting typically focuses on emphasizing “when” a new skill is used.

Skill → Context for performance (Sd) → Prompt

- Providing opportunities to respond (literacy)
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Teaching Sharing (behavior)
Prompting Team Action Planning

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Demonstration School Challenged
5/5/2012 - 5/5/2013

<table>
<thead>
<tr>
<th>Category</th>
<th>5/5/2012</th>
<th>5/5/2013</th>
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<tbody>
<tr>
<td>Teams</td>
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<td>Implementation</td>
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<td>Support Plan</td>
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<tr>
<td>Evaluation</td>
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Percentage Implemented

Tier I
Tier II
Tier III
Action: Prompting

- You are coaching a new school team how to use an electronic agenda to organize their team meetings.

- Define the situation
- Define your prompt
- Define the impact on teacher behavior
Action: Prompting

- Select a PBIS content area you are currently supporting.
  - What is the skill or knowledge to be implemented?
  - What is the stimulus context where the skill should occur?
  - What additional prompt(s) can you provide to increase the likelihood that the skills will be used when and where it is most appropriate?

Example

<table>
<thead>
<tr>
<th>Skill:</th>
<th>Increasing use of recognition/rewards for behavioral expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context:</td>
<td>First class period of each day</td>
</tr>
<tr>
<td>Prompt:</td>
<td>Coach sends morning email to administrator to follow up on agreed plan to use PA system to remind staff just as first class period starts</td>
</tr>
</tbody>
</table>
Fluency building
Establishing efficient skill use.
Perform a skill with the speed and ease needed to make it functional

Using choral responding (reading)
Fluency in Data Use

- Progress Monitoring
  - Collection of data on a monthly, weekly, daily rate
  - Use of data for decision-making

Data use
Individual Student Report

- **At or Above Goal**
- **Below Goal**

**Suggestion:**
Provide supplemental alphabetic instruction
Individual Student Report

At or Above Goal

Suggestion: Provide supplemental fluency instruction

Below Goal
Action: Fluency Building

- Select a content area you are currently supporting.
  - What is the skill or knowledge to be implemented?
  - What are the fluency variables needed to make the skill practical and functional?
  - What additional activities, practice, adaptations can you provide to increase the likelihood that the skills will be used with the fluency needed to be practical and effective?

Example

Skill: Defining and teaching classroom routines
Context: School team has just completed PBIS Classroom Training
Fluency: Faculty meeting review of “common classroom routines” and publishing of examples for all faculty… multiple examples
Performance Feedback
Building skill accuracy and precision

Using data to assign reading groups (reading)

Billie Jo
Sarah
Action: Performance Feedback

- Select a content area you are currently supporting.
  - What is the skill or knowledge to be implemented?
  - What schedule an approach to performance feedback can you provide to increase the likelihood that the skills will be used with the precision needed to be practical and effective?
    - Always acknowledge successes first
    - Place feedback in context of larger goal (getting fluent and effective at use of target skill for student gain)
    - Provide sufficient feedback to get success

Example

Skill: Team use of ODR information
Context: Team completed Data Use Training and just held team meeting
Feedback: Praise for having data, and reviewing main patterns… assist with analysis/interpretation of disproportionality data.
Adaptation
Defining how new skills can be used within the local cultural and context

Peer-mediated instruction (reading)
Establishing team “norms” (TIPS)
Amount of homework (math)
Selecting school-wide behavioral expectations (PBIS)
Adaptation: Selecting Behavioral Expectations

- If “respect” is used and controlled by gang culture.

- Consider how to convey “responsible” across cultures
  - Native American
  - Japanese
  - Hispanic/Latino
  - White (non-Hispanic)

- Selection of Behavioral Expectations is (a) mandated by district to a common set (be respectful, be responsible, be safe), but (b) these are not stated in ways that resonate with your families/students

- District prohibits posting materials on new school walls.
• Select a content area you are currently supporting that requires Cultural or Organizational adaptation.
  - What is the skill or knowledge to be implemented?
  - Identify a cultural or organizational barrier. Then identify an adaptation that would help the team achieve the core feature yet accommodate the cultural or organizational barrier.
Stage of Implementation Affects Coaching

- **Exploration**
  - Focus is on Building “Buy-In”
  - Providing information
  - Prompting self-assessment

- **Installation**
  - Building the data, organization, time, teams, structure for success

- **Initial Implementation**
  - Formal establishment of core features under natural condition

- **Full Implementation**
  - Establish the full system supports needed for scaling and sustainability
  - Build capacity to sustain at the beginning of implementation
# Stages of Implementation

<table>
<thead>
<tr>
<th>Focus</th>
<th>Stage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Should we do it!</td>
<td>Exploration/Adoption</td>
<td>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
<td>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Initial Implementation</td>
<td>Try out the practices, work out details, learn and improve before expanding to other contexts.</td>
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<tr>
<td></td>
<td>Full Implementation</td>
<td>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</td>
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<tr>
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<td>Continuous Improvement/Regeneration</td>
<td>Make it easier, more efficient. Embed within current practices.</td>
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How would you coach a team that was considering the task, “Select 3-5 school-wide expectations” if they were:

In *Exploration* Stage:

versus

In *Initial Implementation* Stage:
Summary

- Separate “coaching” from “training”
  - Many people do both… know which you are doing at any point in time.

- Build content knowledge and experience (behavior support, instructional design)

- Establish competence across the four functions of coaching
  - Prompting
  - Fluency Building
  - Performance Feedback
  - Adaptation

- Match your coaching support to the team’s stage of implementation