

Systems Coaching

Susan Barrett

sbarrett@midatlanticpbis.org

Director, Mid-Atlantic PBIS Network
Implementer Partner, Center on PBIS
Sheppard Pratt Health System

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Investing in Coaching

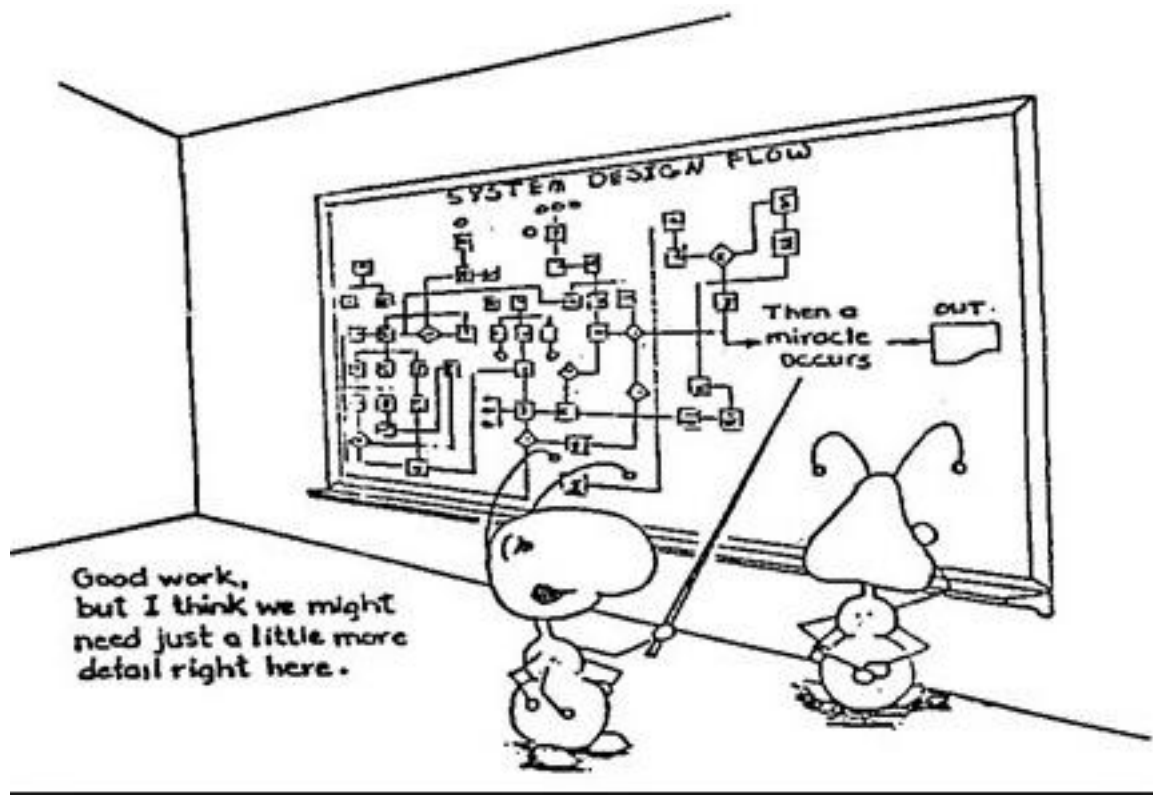
- Ensure Evidence Based Practice (EBP)
Intervention Fidelity
- Ensure Implementation (process) Fidelity
- Develop Organizational Systems to Promote Professional Judgment and Sustainability

True or False

ALL teachers in your school employ basic classroom evidence based practices.

- Behavior Specific Praise statements to error correction is at least 4:1 and classroom system does not promote teacher attention to student errors
- Wait time is 4 seconds
- OTR rate. Teacher talk should be no more than 40-50% of instructional time.
 - New material: a minimum of 4-6 responses per minute with 80% accuracy.
 - Review of previously learned material: 8-12 responses per minute with 90% accuracy.
- Routines and procedures defined and explicitly taught across year
- Social skills explicitly taught in context with behavior examples
- Pre-correction is used prior to transitions.
- Active Supervision used in classroom (and non classroom) areas.
- Student screening occurs early and interventions are available within 72 hours after request for assistance is complete.
- All staff are aware of decision rules for access to additional support

Designing Systems Change



Coaching

Noun or Verb?

2 Key Components for School Improvement:

1. *Focus on skill development of ALL educators and installation of skills in classrooms!*
2. *Focus on strong collaborative work cultures*

System Change

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation”

(R. Elmore, 2002)

Training Outcomes Related to Training Components

	Training Outcomes		
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
Presentation/ Lecture	10%	5%	0%
Plus Demonstration	30%	20%	0%
Plus Practice	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%



Coaching Defined

“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

Coaching: an activity that helps others achieve their goals

Content Expert

Mastering the “What”
and the “How”
Adjusting as needed

Evaluation

Clearly defined Goals
Monitor and Adjust
Check for Fidelity and
Impact

“Process” Training

Application of
knowledge in real life
situations

Relationship

Support,
Reinforce and
Communicate

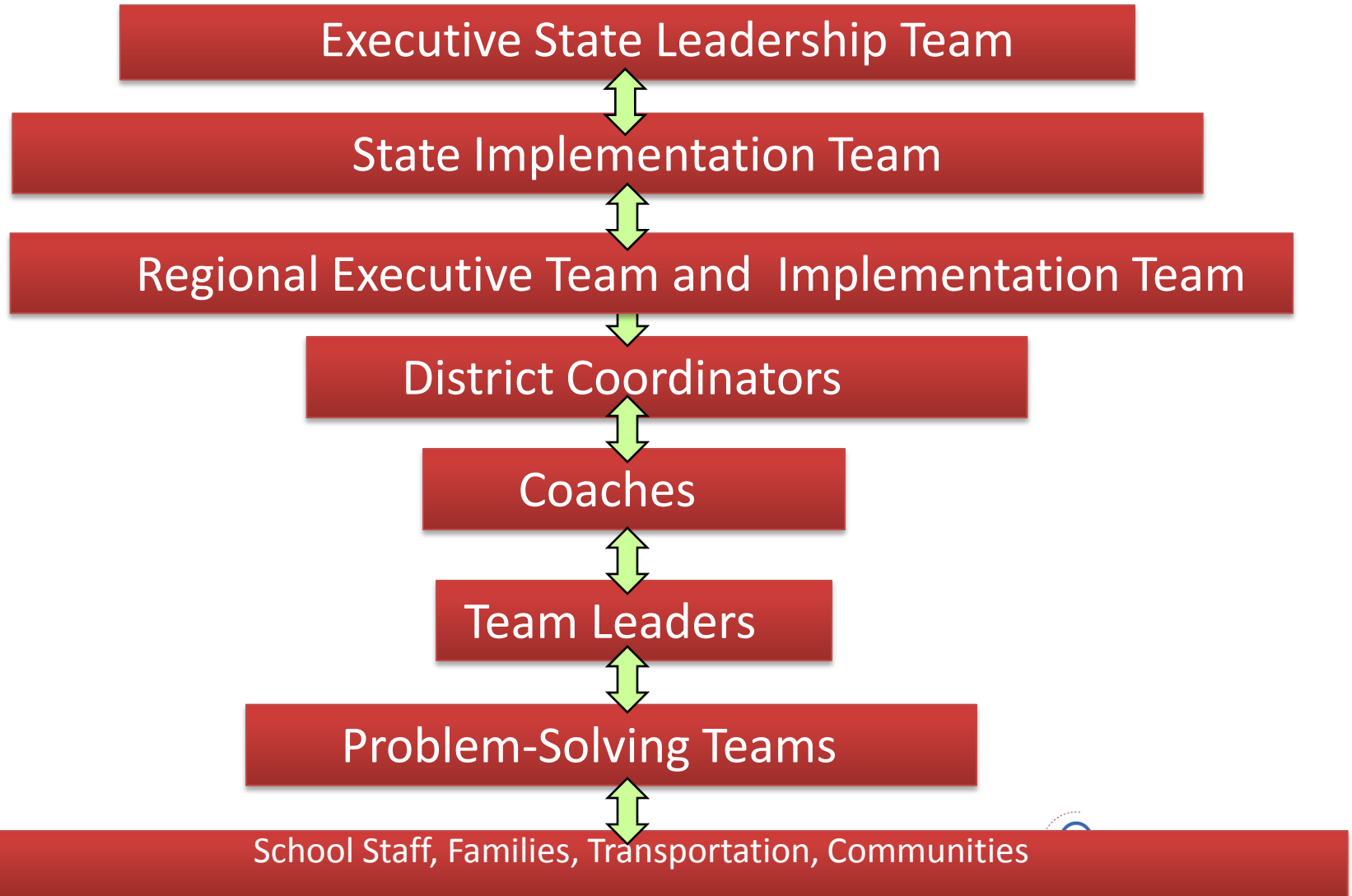
Enablement

Remove barriers
Foster pathways
Streamline and integrate



Coaching Cascade

Building Capacity and Sustainability



State and District



State and District System Features: Creating Conditions that Support Skill Development for Staff

- Clear Role and Function
- Policy and Procedure
- Staff Utilization Audit
- Process for Selecting, Training and Supervising
- Use of Best Practices for Adult Learning
- Data System used to track, evaluate and plan
- Curriculum
- Teacher Evaluation linked to level of support

Principal



Executive Coaching

Instructional Rounds
Learning Walks

Building
Leadership Team



Building Level System Features

- Leadership cultivates a professional learning community (TIME, SPACE, SUPPORT)
- Staff actively engaged in development of the coaching process
- Local Data system
- PD conducted in short segments with support and performance feedback

The technical skill set required to achieve implementation fidelity

Systems Planning Teams

Skill Acquisition and Application

Tier 2 Systems
Planning Team



Team Initiated Problem Solving
Implementation Science
Group Dynamics
Facilitation

Tier 1

Implementation Snapshot
Practice Profiles
Performance Feedback Tools
Delivering Feedback

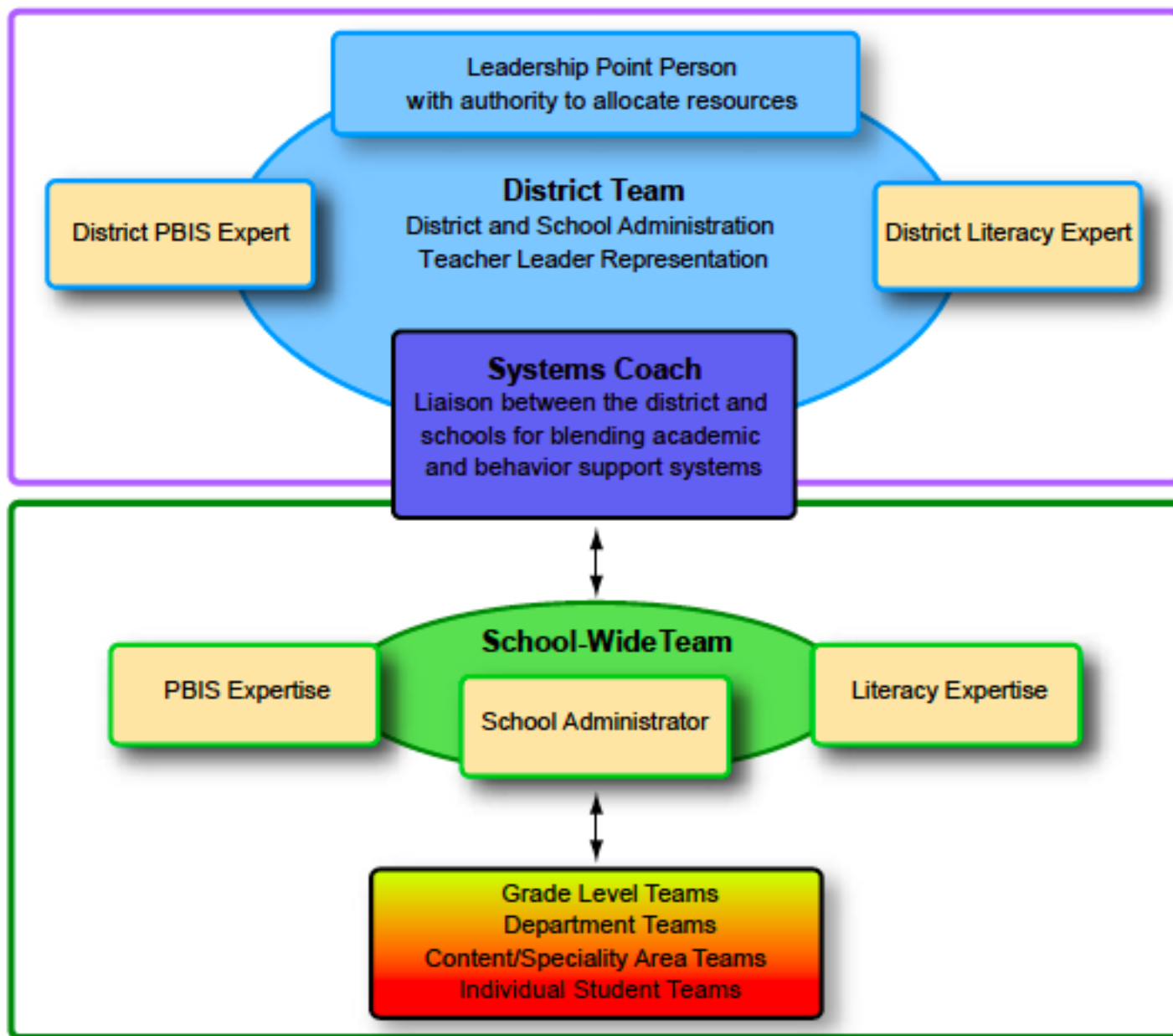
Advanced Tiers
Support for Coach increases

Advanced Tier Systems
Teaming Structure
Data Collection and Evaluation
Feedback Loops
Using Adv Tier Process Tools

In depth data analysis and
problem solving
Observation
Goal Setting, progress checks

Renew, Wrap Process

Mapping, Facilitation
Access to Intensive Learning
Communities and Support



Clarify Roles/Functions

District Based vs Building Based

- Keep in mind that it is important to know each others roles
- There is cross-over between the “coaching” roles
- Identify areas of overlap
- “Coaching Matrix”

How do we develop systems that support coaching?

- Coaching across levels of Implementation
 - Creating pathways to develop workforce
- What does the state, regional, district do to support coaching?
 - Job Descriptions
 - Selection and Recruitment
 - Training and Support
 - Evaluate fidelity and impact

Outcomes of Coaching Competencies

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

Potential “System” Outcomes

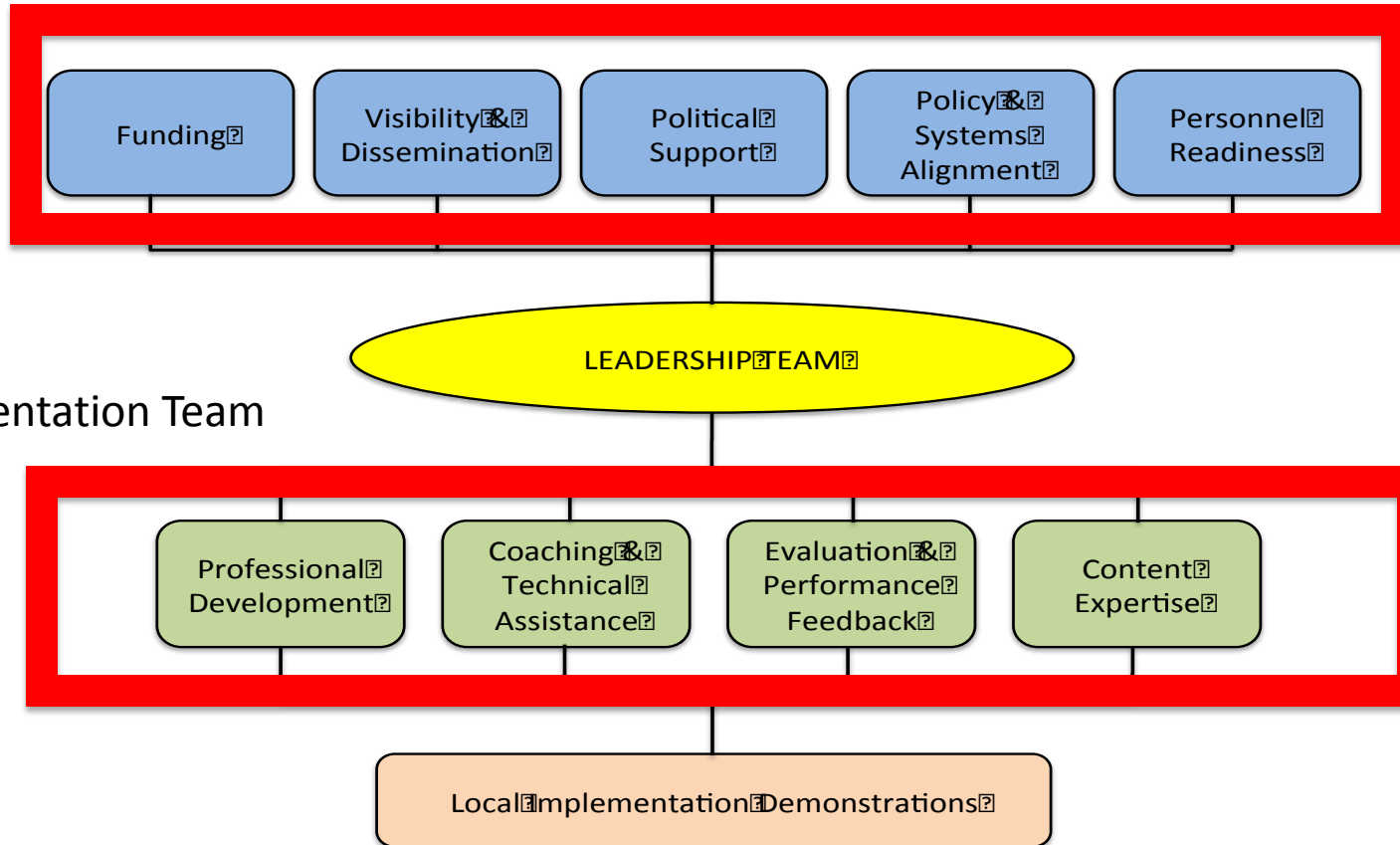
- Organizational health
- Effective use of personnel and resources
- Highly effective and efficient PD that yields application of EBP at the school and classroom level
- Teacher efficacy
- Increased use of EBP
- Fidelity of implementation
- Progressive Teacher Evaluation System

Shift

Re-allocation of Staffing

- From reactive to proactive
- From student deficit to system deficit

CABINET LEVEL TEAM



HOW DOES COACH FUNCTION ACROSS CASCADE OF IMPLEMENTATION?

- COMMUNICATION AND FEEDBACK LOOPS
- AGREED UPON ROLE AND FUNCTION





What is your definition?

- a supporter
- a partner with the team and administration
- a resource for information
- a liaison between team and PBIS Coordinator and/or Point of Contact (POC)
- a facilitator with data-based decision making
- a facilitator with PBIS implementation and the cultural change in your school
- attentive to team action planning progress

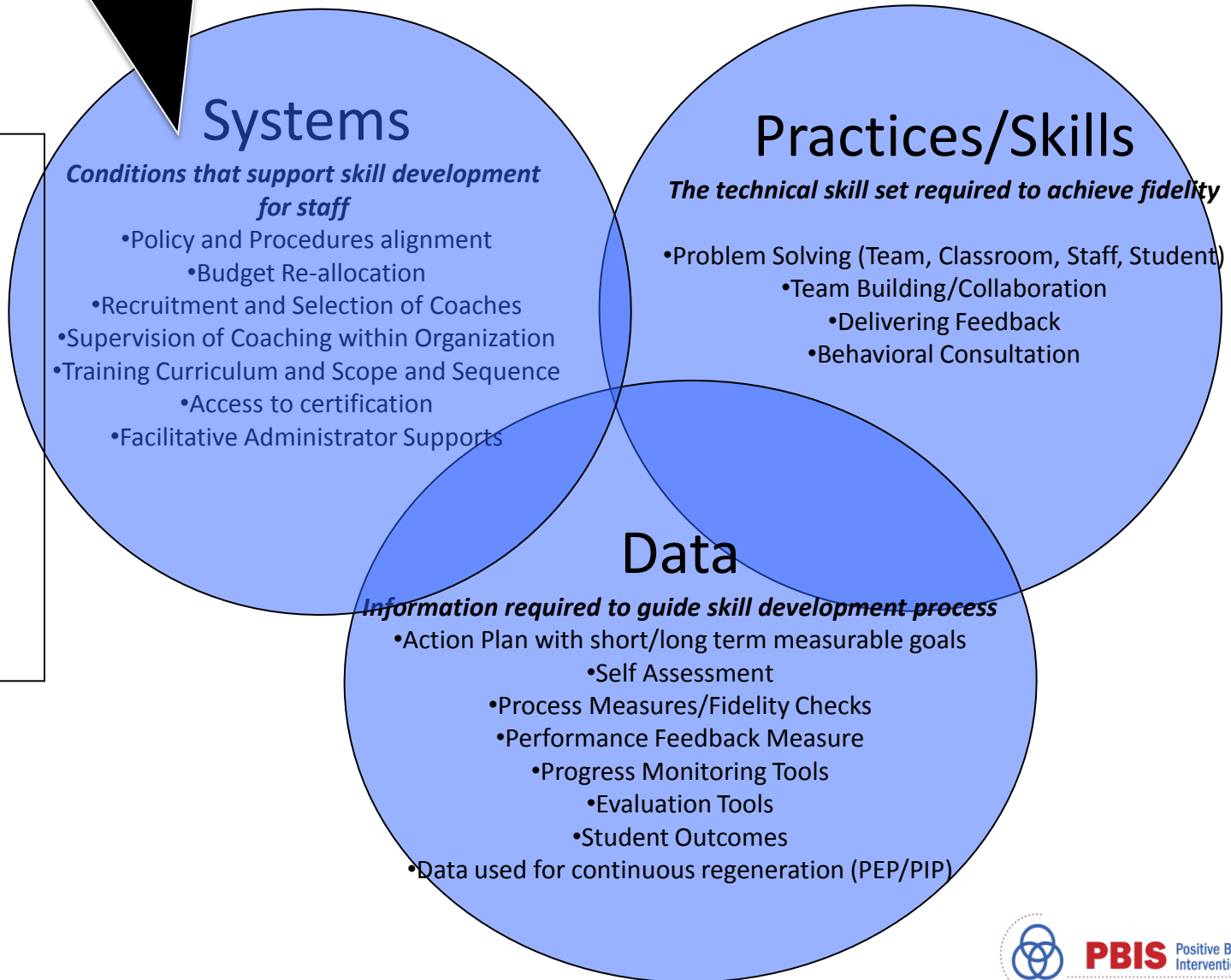
Organizing Coaching Functions

- Building Coaching Capacity
- Types of Coaching
- Coaching Cascade
- Phases
- New Tools
 - Practice Profile
 - Implementation Snapshots

Building Coaching Capacity

Occurs at
ALL
Levels

State
Regional
District
Building
Classroom
Staff
Student
Family



Organizing the Work

Types of Coaching

Coaching for Team/Group Change:

focus on collaboration and facilitation, group dynamics

Coaching for Individual Change:

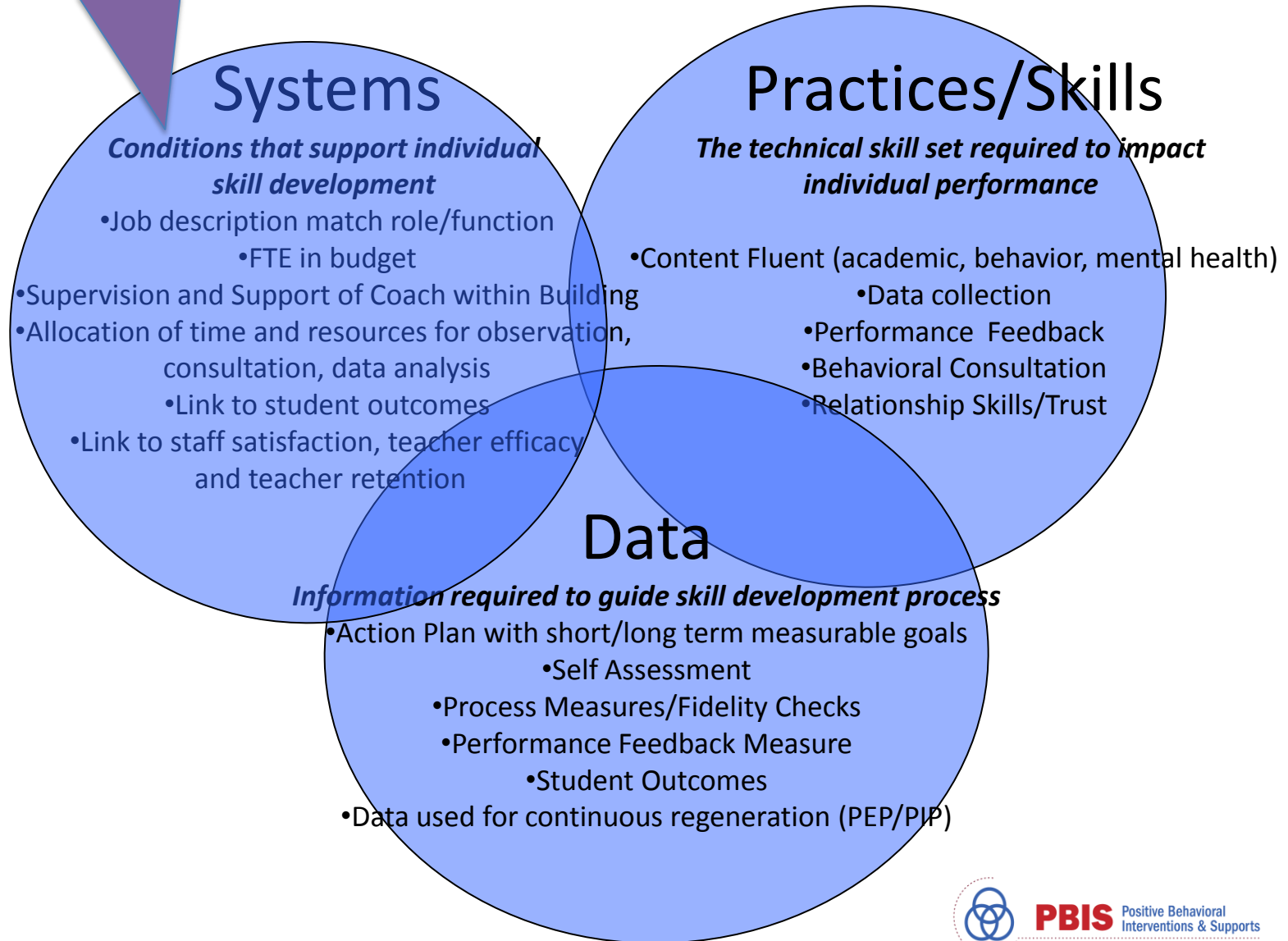
focus on skill development, support and performance feedback
(content specific: academic, behavior)

Coaching for Systems Change:

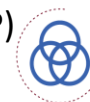
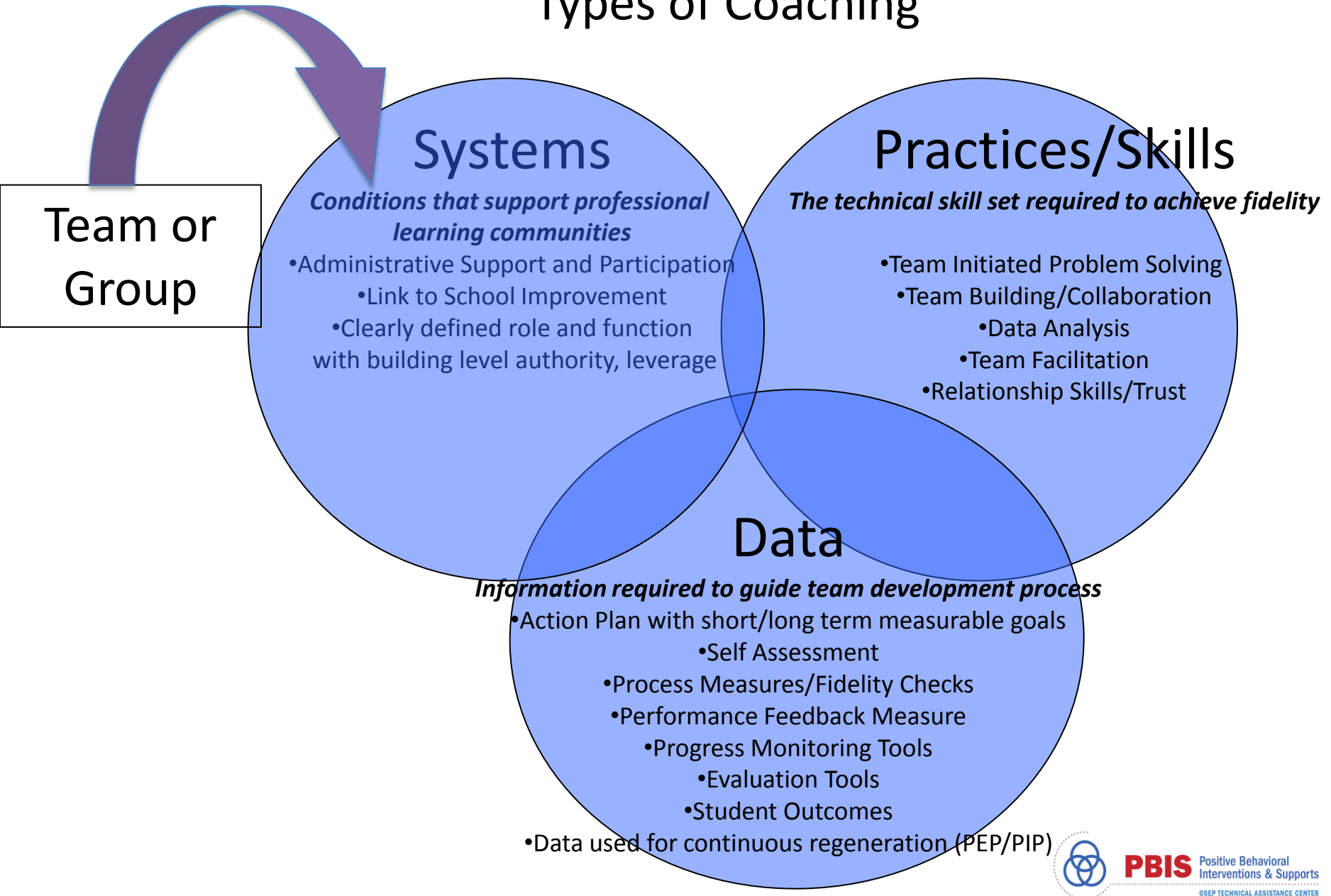
focus on organizational change

Types of Coaching

Individual
or
Content
Coach



Types of Coaching





Phases of Coaching (adapted from Situational Leadership Blanchard and Hersey)

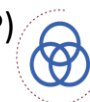
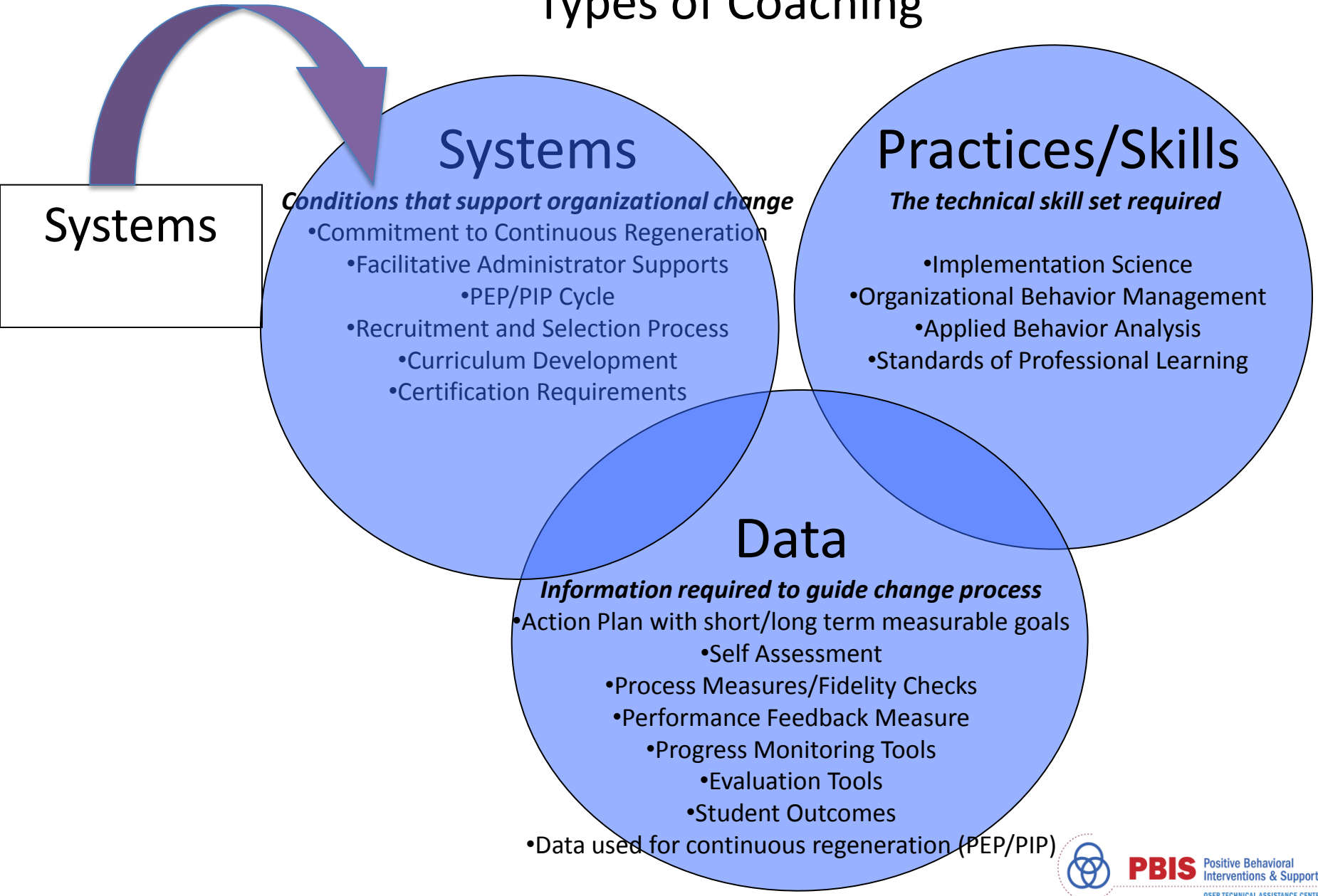
Coach needs to adjust to situation (teams skill set, knowledge and commitment to change)

- 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.**

Types of Coaching



Helping Move the “It”

- Moving Practice Profile Data to Driver Analysis/Action Planning

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

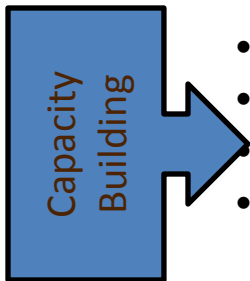


Hall and Hord, 2010 *Implementing Change: Patterns, Principles, and Potholes* (3rd Edition) and
Adapted from work of the Iowa Area Education Agency

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

Practice Profiles for Coaching

- Each critical component is a heading
- Levels of performance are defined for each critical component
- The development of the Practice Profile enables the functional use of Implementation Drivers

Critical Component	Desired (GOLD STANDARD) 	Acceptable Variation	Unacceptable Variation	Harmful Variation
<u>Critical Component 1:</u> Description	Description of practitioner behavior			



Practice Profiles

Critical Component	Desired (GOLD STANDARD)	Acceptable Variation	Unacceptable Variation
<p>Behavior Specific Praise</p> <p>A behavior specific praise statement is verbal/written feedback that is <i>descriptive, specific</i>, and delivered <i>contingent</i> upon student demonstration of expected behavior (Gable, Hester, Rock, & Hughes, 2009; Hawkins & Hefflin, 2010)</p> <p>The behaviors you attend to will be the ones you will see!!</p>	<p>Description of practitioner behavior</p> <p>5:1 Ratio</p> <p><i>What teacher routine(s) in place to encourage appropriate behavior? Remember we want to provide feedback 5 X more often than providing an error correction</i></p>	<p>Routines that build or shape behavior patterns to pay attention to expected behavior and deliver BSP.</p>	<p>Routines that build or shape behavior patterns that promote attention to behavior errors.</p>



Response Cost: Public Shaming?

Not really necessary



Response cost...

...a procedure in which a specific amount of available reinforcers is contingently withdrawn following a response in an attempt to decrease behavior. Response cost is often used with token economy programs. The response cost must be less than the total amount of number of reinforcers available (i.e., never go in the hole). Response cost procedures are often referred to as “fines.”

Response Cost-AKA The Chart!

PBIS Standards of Practice

- *Techniques that do not cause pain or **humiliation** or deprive the individual of basic needs*

(2007). *PBS standards of practice: Individual level*. Available for download from http://apbs.org/whatsnew.html#standards_of_practice.

Which one is more likely to reach GOLD standard?




Hayfield HIGH School Student

Name _____ ID# _____

Honesty
Attitude
Work Ethic
Knowledge
Spirit

Safety
On Time
Acceptance
Respect

Staff Signature _____



Ready

Respectful

Responsible

SANDBURG MIDDLE SCHOOL
PANTHER PAW

Student Name _____

Team _____

Teacher Signature _____

Location _____



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, & Heflin, 2010; Lampi, Fenty, & Beaunae, 2005; Lane, Kalberg, Bruhn, Mahoney, & 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 & Heflin, 2010)

Effective Praise

- ☐ "Excellent job listening and following directions the first time."
- ☐ "Your eyes are on me and your mouth is quiet. Thank you for being ready to learn."
- ☐ "Way to go! You asked for help and followed the steps to complete your math work before the end of class!"
- ☐ "Thank you for being on time this morning, that's very responsible."

Less Effective

- "Good job!"
- "Excellent!"
- "Well done!"

(Gable, Hester, Rock, & Hughes, 2009)

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 in a way acceptable to the student (Gable, Hester, Rock, & Hughes, 2009).

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.

<i>Date:</i>		
<i>Strategy: Positive Feedback Ratio 4:1</i>	<i>Frequency</i>	<i>Comments</i>
<i>Specific, positive feedback (BSPS)</i>		
<i>Negative feedback</i>		
Ratio of specific, positive feedback to negative feedback Positive : Negative Ratio =		

Measureable Goal:



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. _____

Make a prediction: *What do you think is your current ratio of specific positive feedback to negative feedback/reprimands?*

Collect Data: *What is your current ratio of specific positive feedback to negative feedback/reprimands?*

Goal: *What goal will you set for yourself?*



Negative
Feedback

Specific
Positive
Feedback



Negative
Feedback

Specific
Positive
Feedback



Negative
Feedback

Specific
Positive
Feedback



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

☐ _____

☐ _____

☐ _____

Positive Behavior Game: Overview

- General overview
 - Students divided into teams
 - Points allocated based on student behavior when game is in effect
 - Rewards delivered periodically (end of day, end of week) based on points earned

8 evidence-based Positive Classroom Behavioral Supports supported through this resource.

- Define, teach, and provide performance feedback on classroom rules, aligned with school-wide expectations
- Use class-wide group contingencies/Positive Behavior Game
- Define, teach, and provide performance feedback on classroom routines, possibly aligned with school-wide expectations
- Provide specific and contingent praise for appropriate behavior (defined on matrices)
- Provide error correction through prompting, re-teaching, and providing choices
- Provide multiple opportunities to respond
- Employ active supervision (move, scan, interact)
- Arrange orderly physical environments

Sample Monthly Universal Rollout of Classroom Practices

- Week 1: Provide professional learning on practices and begin implementing skill. This might be delivered during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days, etc.
- Week 2: Teachers use self-assessment from *Classroom Snapshot* and submit data to coach to be compiled in the aggregate (e.g., teachers might record themselves as a tool for self-assessment) or teachers may invite a data buddy to complete data collection).
- Week 3: Provide options for additional observations and performance feedback- coach observations, triad/PLC/peers to conduct observations and support one another with goal setting and fluency building.
- Week 4: Coach and administrator compile data in the aggregate from self-assessments and observations and share during staff meetings, grade level/professional learning community (PLC) /collaboration meetings, professional learning days to process implementation efforts specific to the practice.

Coaching for Individual Change

Critical Component	Ideal Implementation	Acceptable Variation	Unacceptable Variation	Harmful Variation
<u>Critical Component 1:</u> Description	Description of implementer behavior			

Focused Practice

- Content Fluent (academic, behavior, mental health)
 - Data collection
 - Performance Feedback
 - Behavioral Consultation
 - Communication
 - Other “Relationship skills”

Coaching for Individual Change

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 - Data collection
 - Performance Feedback
 - Behavior Consultation
 - Communication
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Example: Individual Coaching

Performance Feedback as a Critical Component

Critical Component	Ideal Implementation	Acceptable Variation	Unacceptable Variation	Harmful Variation
<u>Critical Component 1:</u> <u>Performance Feedback: Coach providing direct, specific, observable feedback to core behavior of individual</u>	<ul style="list-style-type: none"> • Intervention match to core belief, values • Feedback provided in timely manner • Fidelity tool in place 			

Example: Individual Coaching

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Critical Component	Ideal Implementation	Acceptable Variation	Unacceptable Variation	Harmful Variation
<u>Critical Component 1:</u> <u>Performance Feedback: Coach providing direct, specific, observable feedback to core behavior of individual</u>	<ul style="list-style-type: none"> • Intervention match to core belief, values • Supportive relationship in place • Feedback provided in timely manner • Intervention tracked for fidelity and impact 	<ul style="list-style-type: none"> • Intervention match • Supportive relationship in place • Baseline info collected • Intervention tracked for fidelity and impact 	<ul style="list-style-type: none"> • Intervention not consistent with individual's belief system • Feedback provided without data • Fidelity measure not in place 	<ul style="list-style-type: none"> • Intervention unethical • feedback delivered/ viewed as punitive

Example: Individual Coaching

Performance Feedback as a Critical Component

Critical Component	Ideal and/or Acceptable	Knowledge, Skills, and Abilities	Driver Analysis	Areas of Impact (outcomes)
<u>Critical Component:</u> Performance Feedback	<ul style="list-style-type: none"> •Intervention match to core belief, values •Feedback provided in timely manner •Fidelity tool in place 	<i>We know what is necessary to put “it” in place.</i>	<i>This is how we ensure that “it” is in place!</i>	<i>We can prove that we’ve “got it”!</i>

Summary

- We are more likely to be successful if we “get it”
- We “get it” when we have a Practice Profile
 - Guiding Principles
 - Critical Components
 - Activities – Ideal, Acceptable, Not acceptable
- When we “get it” we can use the Implementation Drivers and ensure that “it” shows up and is effective.
- Continue this activity across all critical elements

Implementation Snapshot

- Used 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 district 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.



PBIS Snapshot: Guidelines for Use

Implementation Snapshots will be used during training to clearly define each critical element and the research that supports use and potential benefits to overall school climate. The trainer facilitator will provide training modules for each feature. Teams will have an opportunity to use their guidebook and items brought to the training to use during training and action planning sessions. Roles of each participant supporting implementation of the critical element are clearly described and included on the respective snapshots 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/examples/resources as needed. Teams will walk away from the training with an action plan that will help guide implementation efforts.

Benchmarks of Quality (BoQs):

- The BoQ is the fidelity or process tool leadership teams use to guide PBIS implementation activities. This is your checklist and will keep your team stay on target through implementation of universal supports. Use the BoQ for planning, accountability, and as a fidelity check. All of the training material is organized around the critical elements. Each critical element has training material, team workbooks and activities, and school examples and tools.

Implementation Products and Outcomes:

- Teams will facilitate shared participation to develop products for each critical element.
- Explicit documentation of the effort is essential to sustain the effort.

Research:

A list of references including books and journal articles or specific research summaries will be listed to provide recommended readings for all key stakeholders. This will also be helpful for building a case for change.

What is it?

- Definitions and explanations of each critical element included

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 with 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

Supporting Implementation: General guidelines are included here. Specific roles are defined in each snapshot

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 and other regional events
- ☐ Visit other schools implementing PBIS

Role of Team: (Teams should be attend all training days, bring discipline and academic data, awareness of staff concerns and needs)

- ☐ 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 in PBIS implementation and school events throughout the year
- Provide feedback to leadership team

Action Plan

