D13 - Supporting Development, Implementation, & Sustainability of Tier II Through Effective Coaching

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Key Words: Tier 2, Coaching, Training
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities
Leadership Team Action Planning Worksheet

Session Assignments & Notes: High Priorities
Team Member Note-Taking Worksheet

Action Planning: Enhancements & Improvements
Leadership Team Action Planning Worksheet
Objectives for Session

1. Build understanding of critical practices for effective coaching to support Tier II implementation
2. Identify strategies to build coaching supports in application of Tier II system development and implementation
3. Understand how coaching can be differentiated across varying school teams of varying capacity for implementation
4. Build knowledge of resources to support implementation of Tier II systems
Critical Elements for Effective SWPBIS

Implementation Drivers For Sustainability -

- Stakeholder Support
- Funding
- Policy & Systems Alignment
- Workforce Capacity

Executive Functions

LEADERSHIP TEAMING

Implementation Functions

- Training
- Coaching
- Evaluation & Performance Feedback
- Behavioral Expertise

Local Implementation Demonstrations
Critical Practices For Effective Coaching

A Multi-Tiered System of Supports
Technical Assistance

“...is the process of providing targeted support to an organization with a development need or problem.

...may be delivered in many different ways, such as one-on-one consultation, small group facilitation, or through a web-based clearinghouse.

...one of the most effective methods for building the capacity of an organization.

According to some, 10 percent of what gets learned in training is applied on the job, while 95 percent of what is coached gets applied on the job.2 Technical assistance is this coaching.”

• (NRS, 2010)
Coaching for Change in the Literature

*Change Coaching* addresses **whole school organizational improvement** (Neufeld & Roper, 2003)

- **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).

- 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).
Blended Learning Designs & Coaching

**Instructional Processes**

- Blended Learning (USDoE, 2010)
- Flipped Instruction (Flipped Learning Network, 2012)
- Gradual Release of Responsibility (GRR) (Pearson & Gallagher, 1983)
- Gradual Increase of Responsibility (GIR) (Collet, 2012)
- Job-Embedded Professional Development (JEPD) (Croft et al., 2010)
- Coaching, Problem-Solving/Data Teams, Lesson Study, Mentoring, Professional Learning Communities (PLCs), Study Groups, Action Research

**Instructional Methodology**

- Explicit Instruction
- Modeled Instruction
- Guided Practice
- Independent Practice with Feedback

Joyce & Showers, 2004; Learning Forward, 2011
Coaching is...

1. Essential to implement PBIS with integrity.
2. How the latest research is translated into practices.
3. Helps people work well together and use practices effectively.
4. *Reflects a relationship where everyone has an equal say & a role in supporting decisions.*
5. Is used at every level of education (state, district, school, grade-level, classroom)

**Strategies To Remember**

- Observation-Team meetings/Activities During Training
- Modeling- Correct Practices
- Performance Feedback- Specific, timely, positive and corrective
Coaching is used at every level of education. Regular data collection and other feedback helps to improve practices.

**Goal:** To support & build capacity of leadership teams to implement MTSS aligned with district & school improvement plans to enhance student outcomes.

- The FLPBIS Project coaches District-Level Team members (DLT)
- The DLT coaches school-level contacts;
- School-Level Contacts coach PBIS team members;
- PBIS team members coach other school personnel, families, & community partners;
Florida PBIS Coaching Framework

MTSS Content Knowledge Dissemination
- PBIS
- Behavior Principles
- Data-Driven Decision-Making
- Implementation Fidelity

Facilitated Leadership & Support
- Interpersonal Communication
  - Effective Communication
  - Collaborative Teaming
  - Family and Community Engagement (FACE)
- Professional Development
  - Training
  - Practice-based Coaching
  - Technical Assistance

Problem-Solving Facilitation
- Problem Solving
  - Problem ID
  - Problem Analysis
  - Intervention Design & Action Planning
  - Evaluation

http://flpbis.cbcns.usf.edu/coaching/framework.html
PBIS Team Coaching Skills

Problem-Solving Facilitation
- Effective implementation of 4-step problem solving with fidelity
- On-going progress monitoring and data review

Facilitated Leadership and Support
- Effective communication & collaborative teaming build/gain consensus
- Develop & implement structured & effective meetings
- Action plan development & implementation
- Active student, staff, family & community engagement in PBIS

Content Knowledge Dissemination
- Positive behavior interventions and supports
- Basic principles of behavior
- Data-driven decision-making
- Implementation fidelity
What Does the Research Say About Highly Successful Districts?
George, Cox, Minch & Sandomierski (2018)

1) District Coordinator
   - relationships, passionate, knowledge & skills, administrative experience

2) Coaches
   - training, technical assistance, roles & responsibilities, input values

3) District Teaming
   - PBIS/MTSS integration, team activities, collaboration

4) District Team Activities
   - visibility, recognition, funding, incentives, accountability

4) Leadership and Buy-In Support
   - district-level and school-level

5) District Data Infrastructure
   - infrastructure, collaboration and communication

6) Direct Support to Schools
   - differentiated supports, training

7) Communication
   - infrastructure
Coaching Practices Within Tier 2 System

Panel Discussion and Sharing From Exemplar District
“Just tell us what interventions to do!”

For Tier 2 to be effective, teams need to:

1. Have processes and procedures in place
2. Consistently implement school-wide expectations
3. Design interventions for groups of students
4. Be systematic in aligning interventions to support behavior
Tier 2: Critical Features

- Builds on Tier 1 expectations (core curriculum)
- Collaborative teaming and data-based problem-solving
- Matches the needs of each school
- Pre-determined decision rules
  - Identifying students
  - Making intervention changes
  - Increasing/decreasing levels of support
- Monitors implementation fidelity
- System for communicating progress
  - Students and staff
  - Families
Readiness Considerations: Why is it important?

Is there a core system in place? How is this measured?

What will be your coaching support structure?

What district barriers are present before rolling out Tier 2 initial training?

What flexibility is given to schools to decide their own process and procedures?

Is there critical roles within the district/schools that will be impacted or needs to be redefined?
Palatine School District

Schools
- 15 Elementary
- 4 Junior High
- 1 Early Childhood
- 1 Alternative School (1 building- 2 programs)

Demographics
- 12,000 students
- 40% low income
- 70 + languages
- 20% Limited English Proficient

Northwest Suburbs of Illinois
Readiness and Cohort Approach

Tier 2 training provided with buildings demonstrated fidelity at Tier I (e.g. 70% on the TFI)

After buildings demonstrated successful Tier I and II implementation through multiple indicators (e.g. TFI, ODR, and Tier II/III Tracking Tool data), they received Tier III training and support.

On average, schools spent two years in each Tier before moving on to the next Tier.
Schools/Programs Implementing Based on TFI, POI, and/or BAT
Teaming: Facilitated Leadership and Support

Initial Training and Coaching Considerations:

1. Clear roles and responsibilities
2. Effective communication with teachers and families
3. Identification of ethical/legal issues within a Tier 2 system
4. Agenda/Structure that focuses on implementing system versus individual students

Sample Meeting Minutes to Promote Systems Focus

Team Action Plan Format for Development of System

http://www.livebinders.com/play/play?id=2289152#anchor
Team Responsibilities

1. Identify students
2. Match student needs to interventions
3. Monitor and coordinate interventions
4. Implement data-based problem-solving
5. Communicate with all stakeholders
6. Monitor effectiveness of Tier 2
   a. Number of students receiving support
   b. Implementation fidelity
   c. Student progress across interventions
   d. Effectiveness of each Tier 2 intervention
7. Adhere to legal/ethical guidelines
8. Identify staff professional development needs

Building team content knowledge AND opportunities for ongoing job embedded practice and feedback during implementation
Identifying and Grouping Students

Considerations/Coaching Targets:

1. Determine the fidelity of Tier 1 implementation prior to identifying students needing additional support.
2. Develop a consistent process for identifying students in need of Tier 2 supports.
3. Identify students in need of Tier 2 supports based on multiple sources of data.
4. Identify effective grouping for delivering Tier 2 supports.

Teams will need modeling and guided feedback with implementation.
MTSS Classroom Coaching Guide and Resources

1. Assist problem-solving teams and/or teachers with implementing PBIS in the classroom with fidelity

2. Help develop, sustain, and evaluate an effective classroom environment

3. Aligned with…
   a. Benchmarks of Quality Classroom Systems (42-48)
Coaching Target For Systemic Identification: Why use multiple data sources?

- Varying viewpoints
- Integrate academic & behavior interventions
- Lessen bias
- Externalizing concerns
- Address motivation/Function
- Internalizing concerns
Common Methods: Pros/Cons For Identification and Recommendations

Use Existing Data
- Early Warning Indicators

Universal Social-Emotional Screening

Nomination Procedures

Teacher or Self Referrals

Identifying Students For Tier 2

What data does your district or school team use to identify students?
Grouping Students by Common Needs

Guiding Questions For Teams

1. Do students have similar instructional needs?
2. Do students have both academic and emotional/behavioral needs?
3. Are students’ academic needs similar?
4. Are functions of behavior similar across students?
Selecting Evidence-Based Interventions

Considerations:

1. Identify features of evidenced-based interventions
2. Locate resources to help your district/school select evidence-based interventions for Tier 2
3. Developing a schedule for providing Tier 2 interventions
   1. Agreement on times to provide
   2. Sample Schedules

How does your district or school select interventions?
## Tier 2 Intervention Features: District or School Decision

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<thead>
<tr>
<th>Essential Features of Tier 2 Interventions</th>
<th>Intervention ________</th>
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<tbody>
<tr>
<td>1. Has research to support its use</td>
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<td>2. Decision to implement based on data</td>
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<td>3. Matches/linked to function of students’ behavior</td>
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<td>4. Consistent with Tier 1 expectations</td>
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<td>5. Adequate resources are available to implement, as intended</td>
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Checklist for Features of Tier 2 Interventions:

http://www.livebinders.com/play/play?id=289152#anchor
Planning for Progress Monitoring and Evaluation

Considerations/Coaching Targets

- Identify elements of progress monitoring
- Determine how to monitor individual *as well as* groups of students
- Monitor progress of students receiving Tier 2 supports
- Monitor implementation fidelity of Tier 2 interventions
- Develop and Implement Decision Rules

Guiding Questions For Teams

- How will student progress be monitored?
  - Frequency
  - Is it built into the intervention or does it need to be developed?
- Who will enter the data?
- When will data be reviewed to determine if student is making progress?
- What data system will be utilized?
Progress Monitoring: Coaching Focus

- Evidence-based intervention linked to verified hypothesis planned. ✔
- Evidence-based intervention implemented. ✔
- Student-outcome (SO) assessed
- Intervention fidelity (IF) assessed

Continue Intervention

Implement strategies to promote intervention fidelity

Modify or change intervention
## Data-based Decision-rules for defining “response to intervention”:
Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

### Responding to Check-in Check-out (CICO):

### Responding to Social/Academic Instructional Groups:
Decision Rules for Each Intervention

Guiding Questions

**Intervention Implementation**

1. What is the criteria to receive the intervention?
2. What is the goal?
3. When will the goal be achieved?
4. What defines intervention implementation fidelity?
5. How will the team respond if the intervention is not being implemented with fidelity?

**Monitoring Student Progress**

1. How often will progress monitoring occur?
2. What defines a positive response to the goal?
3. When & how will the intervention be faded if it is ‘successful’?
4. What defines ‘lack of progress’ toward the goal?
5. How will the team respond if progress is questionable or poor?
Continuum of Supports

- Check In Check Out
- Social/academic instructional groups
- CICO with individual features
- Brief FBA/BIP

All interventions have established entrance and exit criteria

- Exit process includes 2 weeks of student self-monitoring.
Palatine District: Tracking Tools

• Tier 2 /3 Tracking Tool
• Tracking Individual Student Success of Interventions

Screencasts that explain these tools:
• Tracking tool screencast
• Individual tracking screencast
Example Team Activity
What’s your school’s Tier 2 temperature?

Think about your school’s Tier 2 implementation since day one of Tier 2 training and the topics covered:

1. Teaming
2. Identifying and grouping students
3. Evidence-based interventions
4. Progress monitoring and Evaluation

1. Identify one piece that has worked very well.
2. Identify the biggest barrier to Tier 2 implementation.
3. Brainstorm and plan strategies to overcome barrier
Coaching Opportunities: Resources For Support

Workbook for Ongoing Implementation
http://pbismissouri.org/tier-2-workbook-resources/

Professional Learning Library and Coaching Resources
http://www.ci3t.org/pl
http://www.ci3t.org/building#ebook

http://www.livebinders.com/play/play?id=2289152#anchor
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