Please Review "Please Read FIRST" file BEFORE training teams in TIPS problem solving

Goals

- Distinguish between Coaching and Training
- Define functions of Coaching
- Establish applications of effective coaching to current efforts

Define 1-2 content areas in which you anticipate coaching in the next 6 months.

Coaching is...

- A process for negotiating the distance between acquiring new skills and applying them skillfully.
- Assistance in a learning process
- Collaborative planning aimed at the refinement of skill sets
- A cyclical process designed as an extension of training
- A pathway to increase implementation

Many Visions / Definitions of Coaching

Coaching is...

- Support
- Mutual
- Non-evaluative
- Safe
- Positive
- Confidentiality

THE PREREQUISITE

- Knowledge
- Skills & Strategies

THE RESULT

- Knowledge
- Skills & Strategies

TRAINING:

- Knowledge
- Skills & Strategies

IMPLEMENTATION:

- Knowledge
- Skills & Strategies

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Once a skill is acquired through training, at least 25 trials are required to ensure that skill is not lost. (Showers, Joyce, & Bennett, 1987)

Learning is defined as a change in behavior. You have not learned a thing until you take action and use it. (Shula & Blanchard)

Even with the most effective training, using any new skill brings with it a level of uncertainty and discomfort. (Joyce & Showers, 1982)

“Like athletes, professionals will put newly learned skills to use – if they are coached.” (Joyce & Showers, 1982)

Newly learned behavior is incomplete and fragile – it needs to be shaped. (Joyce & Showers, 1982)

Substantial amounts of practice do not guarantee successful transfer of training. Social supports are needed to labor through the transfer process. (Showers, Joyce & Bennett, 1987)

Estimated Products of Training
(Showers & Joyce, 2002)

Study Theory Add Demonstration Add Practice Add Coaching

Thorough Knowledge Strong Skill Transfer Implementation

Example of the Impact of Coaching on Student Outcomes:
Average Major Discipline Referrals per Day per Month

Three Distinctions to Highlight

Coaching versus Training
- “Actions” rather than “Role”

Coaching as an “Intervention/Solution”

Skills /Attributes of Excellent Coaches
- Knowledge of core content
- Time
- Communication skills
- Building professional relationships and trust
- Knowledge of organizational context

Coaching versus Training
Training is the presentation of material to develop new knowledge and/or skill

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

One person may do BOTH... but the skills, functions and measures of effectiveness are different.

Three Distinctions to Highlight

Coaching versus Training
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- Knowledge of core content
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Team Initiated Problem Solving (TIPS II) Coaching and Implementation

Is reteaching needed?

What does prompting a behavior look like?

Goal is to create conditions where a newly trained skills is emitted so that its use can be observed and feedback provided.

Goal is to build accuracy and/or fluency

Examples

Providing opportunities to respond (literacy)
Teaching a social skill.

Constructive performance feedback (math)
Gathering and reviewing outcome data

Accuracy Building

Establishing accurate use of skills. Perform a skill with precision and accuracy.

- Corrective feedback when reading aloud
- Correcting behavior errors in task analysis
- Cover, Copy, Compare approach
- Reviewing precise problem statements (TIPS)

Fluency Building

Establishing efficient skill use. Perform a skill with the speed and ease needed to make it functional

- Using choral responding (reading)
- Timed flash card drills (e.g., Drill Sandwich)
- Error analysis (math)
- Building precise problem statements (TIPS)

Action: Prompting

Set the Stage: Select a content area you are currently supporting.

- What is the skill or knowledge to be implemented?
- Are you building accuracy or fluency?
- 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?

Performance Feedback

Help me understand...
Describe the thoughts behind your decision

Open Ended Questions
Closed End Question
I am hearing you say that... What did I miss?

Empowering Questions
Collaborative Conversations
Explain that please?

Tell me more.
How do you know?

What will you do next?
What did I miss?
**Performance Feedback**

Seek self-reflection first:
- “How do you think the meeting went?”
- “What parts went well?”
- “What parts felt less productive?”
- “Were there any tricky parts? What were they?”

Review data from observation:
- Start with strengths
  - “Here is something I saw today.”
  - “This is a great approach because…”
  - “I saw you…”
- Move toward areas to refine
  - “Have you considered this?”
  - “What do you think would be more effective?”
  - “Others have found this to work well. Would it work for you?”

**Action: Performance Feedback**

Set the Stage: Select a content area you are currently supporting.
- What is the skill or knowledge to be implemented?
- What schedule and 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

**Action: Promoting Generalization**

- Expand application of skills outside of exemplars/conditions presented
- Push lines of definitions of skills
- Provide additional examples as needed
- Adapt as needed (while keeping fidelity of implementation) to meet contextual needs
- Consider characteristics of team and levels of implementation

**Three Distinctions to Highlight**

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

**Coaching as “Intervention/Solution”**

**Skills /Attributes of Excellent Coaching**
- Knowledge of core content
- Time
- Communication skills
- Building professional relationships and trust
- Knowledge of organizational context

**Summary**

Separate “coaching” from “training”

Adapt coaching to match stage of implementation

Self assess your use of coaching

Working with TEAMS
**Team-Initiated Problem Solving (TIPS II) Coaching and Implementation**

**Types of Teams**
- PLC Teams
- PBIS Teams
- Leadership Teams
- MTSS Teams
- Tier III Teams
- SIP Teams
- Data Teams
- Grade Level Teams
- Intervention Team
- Student Success Teams
- Problem Solving Teams

**Where are your teams in the implementation process?**

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

- **Installation**
  - Let’s make sure we’re ready to implement (capacity infrastructure)
  - Putting “it” in place

- **Initial Implementation**
  - Let’s give it a try & evaluate (demonstration)
  - Initiative is way of work

- **Full Implementation**
  - That worked, let’s do it for real (investment)
  - Now make it better

- **Sustainability & Continuous Regeneration**
  - Let’s make it our way of doing business (institutionalized use)

**Staff Buy-In is Critical**
(Kincaid, Childs, & Blase, 2007)

- Limited staff buy-in
- Staff buy-in

**Ingredients to Navigate through Change**
(e.g., implementation of new initiative)

- Prior Practices
- Align beliefs with new practices
- Increase knowledge and skills
- Meaningful Change

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5
A Barrier You May Encounter: Meeting Monsters

Overly Talkative
- Paraphrase and redirect
  "We are hearing some good thoughts but are detouring from our agenda..."

Argumentative
- Review team process (norms, rules) or discuss in private with individual(s)
  "It seems we have hit a road block in our meeting. Would you like to talk about how to resolve it now?"
  "Help me understand any other issues that may be of concern to you."

Meeting Monsters (continued)

Obstinate or Rigid
- Solicit support from others in team to see other points of view. Review ground rules and consensus as defined by team.
  "I respect your point of view and know this is valuable to you, but is it possible to accept even parts of the team view point for now?"

Griper
- Review mission and goals agreed upon by team. May need to talk in private with individual.

Meeting Monsters (continued)

Side Conversations
- Make sure the Meeting Minutes and Data are projected and all can view them.
- Review meeting norms and clearly state objectives for meeting and redirect conversations to achieving those goals.
- Use proximity control.
- Call one of the talkers by name, restate the most recent discussion point and ask for his/her opinion.
  "Is there something you would like to share with the group?"
  "Something that was said may have triggered other thoughts, but right now we are discussing..."

Silent
- Use "Round Robin" and allow people to pass if they do not have an idea.
- Ensure that when someone does talk, he or she is not interrupted.
- Use open-ended questions.

Finally, always assess readiness

An example: TIPS Readiness for Training Checklist
Team-Initiated Problem Solving (TIPS II) Coaching and Implementation

TIPS Readiness for Training Checklist

10 readiness guidelines

District Commitment
- Districts view TIPS as a common and long-term practice for decision making
- Districts have committed resources to implement fidelity for short and long-term sustainability (e.g., time for training, FTE for coaching, ongoing training)
- District coaches are committed to attend a full day coaching and a full day team training and to provide coaching supports

Team Commitment
- Teams have representation needed for the purpose and have the power to implement solutions identified
- Teams are committed to implementing TIPS
- Team and coach attendance at TIPS Team trainings (1 full day for each) and booster session as needed

Practice with a TIPS Readiness for Training Checklist

1. Complete a TIPS Readiness for Training Checklist for one of your sites where you provide (or will provide) coaching support. Use your best guesses in areas of which you are unsure.
2. Share your completed checklist with a neighbor.
3. Review shared checklists.
4. What are the next steps for those sites based on the information on the checklist?

Coaching Teams to Implement TIPS

TIPS Readiness for Training Checklist (Continued)

10 readiness guidelines

Access to Data
- Teams have access to accurate and current data needed for decision making before and during meetings
- Teams have at least one member who is fluent in generating basic and specific data reports before and during meetings
Team-Initiated Problem Solving (TIPS II) Coaching and Implementation

Is There a Problem?
Start with a Primary Problem Statement

The Rti problem solving team is not solving problems.

Look at the Big Picture. Then use data to refine the problem to a Precise Problem Statement.

Move to Precise Problem Statements

The Rti Problem Solving team at Jefferson Elementary is not using quantitative data during meetings because the Data Analyst is not able to attend meetings.

Is There a Problem?
Start with a Primary Problem Statement

The problem solving team is scoring a "zero" on the fidelity item (g17) on the TIPS Fidelity Checklist and is also not observed to use these data.

Look at the Big Picture. Then use data to refine the problem to a Precise Problem Statement.

Move to Precise Problem Statements

The Data Analyst and Facilitator do not use fidelity data gathered for old problems to determine next steps because they do not understand how to interpret it along with outcome data.

Is There a Problem?
Start with a Primary Problem Statement

MTSS problem solving meetings are not efficient (meetings are very long with no problems having solutions tied to their resolution)

Look at the Big Picture. Then use data to refine the problem to a Precise Problem Statement.

Move to Precise Problem Statements

Many side conversations during the brainstorming part of problem solution phase when discussing new problems because the facilitator or other team members are not redirecting discussions to tasks at hand.

Team-Initiated Problem Solving (TIPS II) Coaching and Implementation

Team-Initiated Problem Solving (TIPS II) Coaching and Implementation

Materials and Resources

COACH: Coaching Observation Checklist

Booster Skills Sessions

Role-Related Activities (with Answer Keys)

What resources are available for solution alignment at your school?

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<td>All staff, subs</td>
<td>Medium</td>
<td></td>
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<tr>
<td>NEW Anti-Bullying lessons</td>
<td>Guidance</td>
<td>New counselor by 10/5</td>
<td>TBD</td>
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<tr>
<td>School tokens</td>
<td>All staff, subs</td>
<td>Medium - High</td>
<td></td>
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</tbody>
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Critical Features of TIPS II

Meeting Foundations
- Roles are assigned with responsibilities understood
- Solutions developed in meeting CAN be implemented
- A meeting schedule is created and respected (date and times)
- Attendance at meetings
- Agenda is public, reviewed at start of meeting, and shared during meeting

Problem Solving
- TIPS Meeting Minutes (or equivalent) are used
- Previous “old” problems are discussed with status reviewed
- Quantitative data in the right format to answer the right questions are used and projected for all to see
- Problems are defined with precision (what, where, when, who, why)
- All active problems have solutions documented on full action plans
- Problems with solutions defined have goals for success
- Data examining the fidelity of implementation of solutions are gathered and shared with team
- Outcome data examining the impact of solutions are gathered and shared with team
Team-Initiated Problem Solving (TIPS II) Coaching and Implementation


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