Coaching Conversation

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How PBIS got started?

WAIT for New Problem

REACT to Problem Behavior

Select & ADD Practice

Hire EXPERT to Train Practice

Expect, But HOPE for Implementation

“Train & Hope”

Positive Behavioral Interventions & Supports

Empirically validated practices

Academic & behavior outcomes

PBIS Aka MTSS

All students

Frame

EXAMPLE: School-wide Continuum

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

Tiered Prevention Continuum Logic

CBT

FBA/BP

Check In

Check Out

Targeted Second Steps

Adult-Student Lunch-Bunch

Continuous Active Supervision

Contingent & Specific Positive Reinforcement

Social Skills Club

Family Resource Center

Frequent Positive Active Engagement

School-wide Teaching Matrix

FRAMEWORK LOGIC: Behavioral/behavioral based practices & systems for shaping student & ADULT behavior

ALL

SOME

FEW

EXAMPLE:

School-wide Continuum
EXAMPLE: Classroom Continuum

PBIS Working Elements

Culture =

Group of individuals
Overt/verbal behavior
Shared learning history
Differentiates 1 group from others
Predicting future behavior

Sugai, O'Keeffe, & Fallon 2012

Implementation Drivers & Capacity Development

SOME COACHING QUESTIONS
1. What is coaching?
2. Who does coaching?
3. How is coaching done?
4. When is coaching done?
5. What is coaching theory of change & action?
6. When is coaching effective?
1. What is Coaching?

Set of responsibilities, ACTIONS, activities, strategies... NOT PERSON

Positive behavior support for enhancing implementation FIDELITY & SUSTAINABILITY... NOT NAGGING

BRIDGE between training & implementation. NOT SUPERVISION

2. Who does coaching?

Positive communication & social skills

Constructive problem solving & consultation skills

Coaching authority & permission

Flexible schedule

SWPBS content knowledge

E.g. school psychologist, counselor, social worker, special educator, administrator (?)

3. How is Coaching Done?

Precorrect for chronic errors

Connect w/ resources

Prompt, model, encourage, reinforce implementation

Problem solve w/ data

Support self-management

Actively supervise

4. When is Coaching Done?

5 Sustained & Scaling

4 Full Implementation

3 Initial Implementation

1 Exploration

2 Readiness & Installation

5. How do we know Coaching is done?

District-Region Team

School

SWPBS Leadership Team

SWPBS T1

T1 Systems

T1 Practices

Group-based T2

Individual T3

T2 Systems

T2 Practices

T3 Systems

T3 Practices

District Behavior Team

School Behavior Team

Teacher

Student

Regional/State Leadership

School Staff

Student Benefit

Internal Coaching Support

External Coaching Support

Team Support

Example: PBIS Implementation Logic & Framework

Adapted from Fixsen & Blase 2005
Science of behavior has taught me that students...

- Are NOT born with "bad behaviors."
- Do NOT learn when presented aversive consequences
- DO learn better ways of behaving by being Taught
- Receiving positive feedback

Prevention Logic for All
Redesign of teaching environments...not students

Prevention Objectives
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

Prevention Actions
1. Eliminate triggers & maintainers of problem behaviors
2. Add triggers & maintainers of prosocial behavior
3. Teach (practice, monitor, acknowledge) prosocial behavior

INCIDENCE
PREVALENCE
ANTECEDENT & CONSEQUENCE
BEHAVIOR

Biglan, 1995; Mayer, 1995; Walker et al., 1996

Establishing/Replacing Habit
Charles Duhigg, 2014

CUE
- Remove competing cue
- Add desired cue

HABIT
- Teach acceptable alternative
- Teach desired alternative

REWARD
- Remove reward for old habit
- Add reward for new habit

All three elements are considered in SSI...

& addressing challenging behavior
6. When is Coaching Effective?

- Implementation & practice aligned w/ data-based need?
- Implementation capacity sustainable & scalable?
- Change socially & educationally important?
- Implementation accurate & fluent?
- Student progress adequate?

IMPLEMENTATION

<table>
<thead>
<tr>
<th>“Doing it correctly?”</th>
<th>EFFECTIVE</th>
<th>NOT EFFECTIVE</th>
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</thead>
<tbody>
<tr>
<td>Maximum Student Benefits</td>
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PRACTICE

Effective

Not Effective

Fixsen & Blase, 2009

Schools & Classrooms as Effective Organizations

“Organizations are groups of individuals whose collective behaviors are directed toward a common goal & maintained by a common outcome”

(Skinner, 1953, Science of Human Behavior)

Common VISION & objectives

Common LANGUAGE

Common EXPERIENCES & ROUTINES

Quality LEADERSHIP & coaching

Systems Outcomes


Evidence-based Education Roadmap

- Research
- Efficacy
- Effectiveness
- What works?
- When does it work?
- Focus on Fidelity
- Monitoring
- Implementation
- Practice
- How do we make it work?
- Start What Works
- Is it working?

Fixsen & Blase, 2009

Student progress adequate?

“Doing it correctly?”

IMPLEMENTATION

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Not Effective

Maximum Student Benefits

Fixsen & Blase, 2009

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Getting Started: “Team Implementation Checklist” (TIC)

Effective Behavior Support Team/Implementation Checklists (Quarterly)

School: ____________________________ Date: ____________________________
District: ____________________________ County: ____________________________ State: ____________________________

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members

Person(s) Completing Report: ____________________________

Checklist #1: Start-Up Activity

<table>
<thead>
<tr>
<th>Complete &amp; submit Quarterly</th>
<th>Status</th>
<th>Achieved</th>
<th>In Progress</th>
<th>Not Started</th>
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<tbody>
<tr>
<td>Establish Commitment</td>
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</tr>
<tr>
<td>1. Administrator’s support &amp; active involvement</td>
<td>Status</td>
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<td>2. Faculty and support (one of top 3 goals, 60% of faculty document support, 3 year span)</td>
<td>Status</td>
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<tr>
<td>Establish &amp; Maintain Team</td>
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<td>3. Team has established (representative)</td>
<td>Status</td>
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<tr>
<td>4. System is in place to acknowledge/address addressing behavior support</td>
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Checklist #2: Self-Assessment

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<tr>
<th>Complete &amp; submit Quarterly</th>
<th>Status</th>
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<th>In Progress</th>
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<tbody>
<tr>
<td>Establish Shared Expectations</td>
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<tr>
<td>5. School-wide behavioral expectations are defined</td>
<td>Status</td>
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<td>6. School-wide behavioral expectations taught directly &amp; formally</td>
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<td>7. System is in place to acknowledge/address school-wide behavioral expectations</td>
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<tr>
<td>Establish Information System</td>
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<tr>
<td>10. Discipline data are gathered, summarized, and reported</td>
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<tr>
<td>Build Capacity for Function-Based Support</td>
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<td>11. Personnel with behavioral expertise are identified &amp; involved</td>
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<td>12. Plan developed to identify and establish systems for teacher support, functional assessment &amp; support plan development &amp; implementation</td>
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<tr>
<td>Establish Information System</td>
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<tr>
<td>13. Behavioral data are gathered, summarized, and reported</td>
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<tr>
<td>14. System is in place to acknowledge/address school-wide behavioral expectations</td>
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<td>15. EBS data are analyzed</td>
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