School-Wide Positive Behavior Support:
Coaching Readiness Self-Assessment[1][2]

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Purpose & Rationale

School-wide positive behavior support (SWPBS) is a framework for enhancing adoption & implementation of evidence-based interventions to achieve academically & behaviorally important outcomes for all students. Implementing SWPBS typically involves school teams working with state trainers to build local capacity for establishing an effective social culture, with an effective array of behavior supports. The effectiveness of training & team efforts is enhanced by local "coaches" who work closely with school teams to bridge training with implementation, & to sustain high implementation fidelity. The purpose of this Coaching Readiness Self-Assessment is to provide an overview of the roles, responsibilities, & requirements associated with *coaching*.

This document is designed for use by individuals who are developing local coaching capacity. The assumption is that individuals using these materials are already knowledgeable about the elements of SWPBS. For those who are not, we encourage review material provided at www.pbis.org.

Coaching capacity is typically developed at the school & district levels by individuals responsible for working with only one or more schools depending on other job responsibilities, geography, & need. Coaching functions often are often integrated into existing roles & positions, such as school psychologist, social worker, counselor, administrator, behavior specialist, & special educator.

Definition of Coaching Capacity

Coaching capacity refers to the system's ability & capacity to organize personnel & resources for enhancing (a) implementation fidelity & durability, (b) student academic & social behavior achievement, (c) acquisition & transfer of training to applied settings, & (d) local implementation capacity. These systems are established at the district, regional, county, &/or state levels.

Although individuals refer to themselves as SWPBS "coaches" or "facilitators," systems emphasize coaching ***responsibilities, actions, & activities***. Given this emphasis, the goal is to integrate coaching functions into job descriptions of existing school personnel (e.g., school psychologist, behavior specialist, social worker, school counselor, cluster/complex administrator).

When deciding whether to use ***internal*** (school staff) or ***external*** (district level personnel) coaching, leadership teams consider (a) school size, (b) geographic spread between schools, (c) district capacity/investment in systemic implementation, (d) personnel skill fluency, (e) organizational structures & capacity, & (f) coaching coordination. The advantages & disadvantages of using internal or external coaching are summarized in the following table.

Type of Coaching		
	Internal	*External*
Advantages	• Knowledge of staffing, operational procedures, organization, etc. • Established staff relationships • Regular access	• Independent relationship with staff • Outside perspective & examples • Multiple school access
Disadvantages	• Conflicting role responsibilities, lines of authority, & supervisory functions • Narrow range of external authority, experience, & examples	• Limited knowledge of staffing, operational procedures, organization, etc. • Limited working relationships • Less frequent access

Guiding Principles & Prerequisites

When establishing coaching capacity, the following guiding principles & prerequisites should be considered:

1. Coaches-in-training should be linked with a specific school team

2. Coaches should add new teams as SWPBS content & skill fluency are achieved

3. District support should be established to support coaching

4. Coaches should have SWPBS experience with school team action planning, implementation, data-based decision making, & problem solving

5. Coaches' training & experiences should be linked with school team training & implementation (Coaches typically receive training within the SWPBS team training process)

6. Coaches should have support & agreement from their immediate & district supervisors to engage in coaching activities

7. Coaches should meet at least quarterly with their SWPBS coordinator & collaborating coaches

8. Coaches should be fluent at considering culture & context in their coaching & SWPBS implementation efforts

COACHING READINESS SELF-ASSESSMENT

This self-assessment was developed for leadership teams that are coordinating multiple school SWPBS implementation efforts (i.e., district, regional, &/or state). Supporting information can be found at www.pbis.org.

Three major sections are included:

1. **Pre-coaching Agreements**. Individuals who engage in coaching activities are strongly encourage to secure agreements that support their coaching roles & functions. These items can be used to (a) select potential coaches, (b) secure supervisor &/or organization support & commitment, & (c) support durable coaching implementation.

2. **Pre-requisite Knowledge & Experiences**. Individuals who engage in coaching activities are strongly encouraged to have background knowledge & experiences that support the implementation of SWPBS practices & systems. These Items can be used to assess (a) coaching readiness & (b) individual professional development objectives.

3. **Coaching Activities & Responsibilities**. Coaching activities are specified to (a) bridge the gap between team training & school implementation & (b) ensure accurate & durable implementation of SWPBS practices & systems. These items can be used to inform prospective coaches what they would be expected to do, &/or to serve as a self-assessment/reminder of what they are or are not doing.

This self-assessment has been designed for multiple uses: (a) general orientation to the concept "coaching," (b) teaching & fluency with coaching activities & functions, & (c) evaluation of status of coaching capacity.

Ratings: **Y** = *Yes*   **N** = *No*   **?** = *Not sure or not yet*

A general action planning worksheet is included for individuals to plan how they might learn, develop fluency with, maintain, &/or evaluate their (a) coaching agreements & support (Section 1), (b) pre-requisite knowledge & experiences (Section 2), &/or (c) coaching activities & responsibilities (Section 3).

COACHING SELF-ASSESSMENT

Section 1: Pre-Coaching Agreements Do I have permissions & support to develop & implement coaching capacity?	
Y N ?	*1.2 I have support & endorsement from my district/region* __ Signed commitment of support & approval from immediate supervisor & district level administrator __ Access to local resources (e.g., mileage, supplies) to support coaching activities __ Schedule flexibility to work/meet with school teams
Y N ?	*1.3 I agree to work with school leadership team(s)* __ Attend team trainings events __ Attend team meetings __ Serve as team liaison with training & leadership
Y N ?	*1.4. I agree to collaborate with & meet regionally with others in coaching/facilitation role* __ Report to district/regional coordinator __ Attend regular monthly/quarterly scheduled meeting
Y N ?	*1.5 I agree to engage in professional & ethical standards of my professional organization* __ Punctuality __ Task follow-through __ Protection of confidentiality & privacy __ Constructive problem solving & conflict management

	Section 2: Pre-requisite Knowledge & Experiences Do I have background knowledge to support coaching functions?
Y N ?	*2.1 I am fluent with the knowledge & use of SWPBIS concepts* __ Multi-tiered continuum of behavior support __ Student outcome oriented emphasis __ Data-based decision making __ Systems implementation approach __ Research & evidence-based behavior practices __ SWPBS implementation framework
Y N ?	*2.2 I have experience working with adults* __ Facilitate constructive problem solving __ Participate in collaborative action planning __ Mediate conflicts & disagreements __ Acknowledge & recognize efforts of others (i.e., positive acknowledgement) __ Facilitate team meetings __ Conduct small group staff training activities __ Communicate effectively
Y N ?	*2.3 I have been a membership of a SWPBS leadership team &/or involved in school implementation of SWPBS* __ Participated in SWPBS team training __ Participated in SWPBS action plan development & implementation __ Participated in implementation of SWPBS practices & systems
Y N ?	*2.4 I am familiar with typical school operations, routines, & functions* __ School discipline policies & procedures __ Effective classroom & behavior management __ Instructional management __ Special populations (e.g., ELL, students with disabilities) __ School operations (e.g., staff meetings, scheduling, non-academic activities)

Y N ?	2.5 *I have experience working with individuals or groups from diverse backgrounds* __ Culturally/ethnically diverse __ Linguistically diverse __ Neighborhood __ Families __ Agency & community members
Y N ?	2.6 *I have experience & general fluency with technology* __ Web-based information management (e.g., databases, search) __ Electronic communications (e.g., email) __ Document preparation (e.g., wordprocessing) __ Content presentations (e.g., Powerpoint)
Y N ?	2.7 *I have experience collecting & using data to guide decision making* __ Discipline & behavior incident data __ Academic achievement data __ Other (e.g., attendance)

Section 3: Coaching Activities & Responsibilities
What are coaches expected to do?

Y N ?	*3.1 I attend & participate in coaching meetings & professional development events*
Y N ?	*3.2 I attend school team training events with assigned team(s)*
Y N ?	*3.3 I attend SWPBS team meetings at least quarterly*
Y N ?	*3.4 I maintain record/log of school team's implementation effort (e.g., discipline data, action plan, products)*
Y N ?	*3.5 I complete & send reports on school team implementation progress on the first of each month to local PBIS coordinator*
Y N ?	*3.6 I report on SWPBS school leadership team & coaching progress, quarterly*
Y N ?	*3.7 I prepare an annual summary on the SWPBS implementation progress for each school team.*
Y N ?	*3.8 I remind school team to review SWPBS data at least monthly*
Y N ?	*3.9 I maintain activity log of coaching activities, agreements, decisions, etc.*
Y N ?	*3.10 I communicate with school team leader at least monthly*
Y N ?	*3.11 I provide at least quarterly positive acknowledgement to team leader & school administrator on team progress & accomplishments*
Y N ?	*3.12 I report positive accomplishments to local district & regional media outlets at least annually*
Y N ?	*3.13 I monitor & remind SWPBS team(s) on implementation of their action plan*
Y N ?	*3.14 I assist SWPBS team in completion of SWPBS evaluation tools (e.g., TIC, BoQ, SET, SWIS)*