

Enhancing SW-PBIS Through the Training and Skill Development of Internal Coaches

Kathryn A. Havercroft, Hamilton-Boone-Madison Special Services Cooperative, Indiana University


Terri Miller, PhD, Hamilton-Boone-Madison Special Services Cooperative

Allison Howland, PhD, IUPUC




Objectives of Session

- Provide a definition of coaching.
- Identify roles/responsibilities of school professionals as PBIS coaches.
- Discuss challenges to coaching model.
- Provide examples of one way to train and enhance coaching capabilities of school professionals.
 - (school psychologists, counselors, ED teachers, administrators).




HBM Coop Rtl/SWPBIS Implementation Timeline

- Support from Administration at HBM Special Services Cooperative
 - 7 school districts, approx 70 schools.
 - Suburban/rural districts north of Indianapolis.
- Mental Health Work Group involvement re: needs assessment (2007).
- Pilot school identification (n=10) in 2008.
- Grant Application 2008 and 2009.
 - Awarded federal grant (CFDA#84.215M) to Integrate School and Mental Health Services (August, 2009 – August, 2011).




HBM Coop Rtl/PBIS Implementation

- Pilot schools identified.
 - All seven districts represented.
 - Representation at elementary and secondary levels.
 - That is, 7 elementary schools, 2 middle schools, 1 high school (self-contained freshmen campus).
 - Added five schools 2009-2010 that had some logical connection to pilot sites.
 - One school completed training but postponed implementation.
- Assign coaches to buildings and developed a training process for coaches.
- 2010-2011
 - Two entire districts came on board (Hamilton Southeastern and Noblesville; 30 additional schools) plus three expansion schools.




Traditional Professional Development (Knight, 2007)

- “Sit-and-get” approaches are not effective.
 - *“The old model of an expert talking to a room full of strangers is in some cases literally worse than nothing, leaving teachers frustrated, disappointed, insulted – feeling worse off than before the session.”* (p. 2, Knight).
- Loss of enthusiasm for new approaches.
- Blame teachers for failure to implement.
- *“Teachers do not resist change so much as they resist poorly designed change initiative”* (p. 3, Knight, 2007).



Traditional Professional Development

- Demands on time of staff are great.
- Competing initiatives.
- Change is complex.
- Changing old habits is not easy (e.g., losing weight, stopping smoking,).
- Failure to implement new skills.
- How does this initiative relate to the goals of the organization?
- Failure to use data to guide decision-making.




Theory of Change

(Prochaska et al., 1994)


Stages of Change

1. Precontemplation (blaming).
2. Contemplation (begin to consider need for change).
3. Preparation (planning for change).
4. Action (initiating some change).
5. Maintenance (consolidating gains and preventing relapse).
6. Termination (exiting the cycle of change).



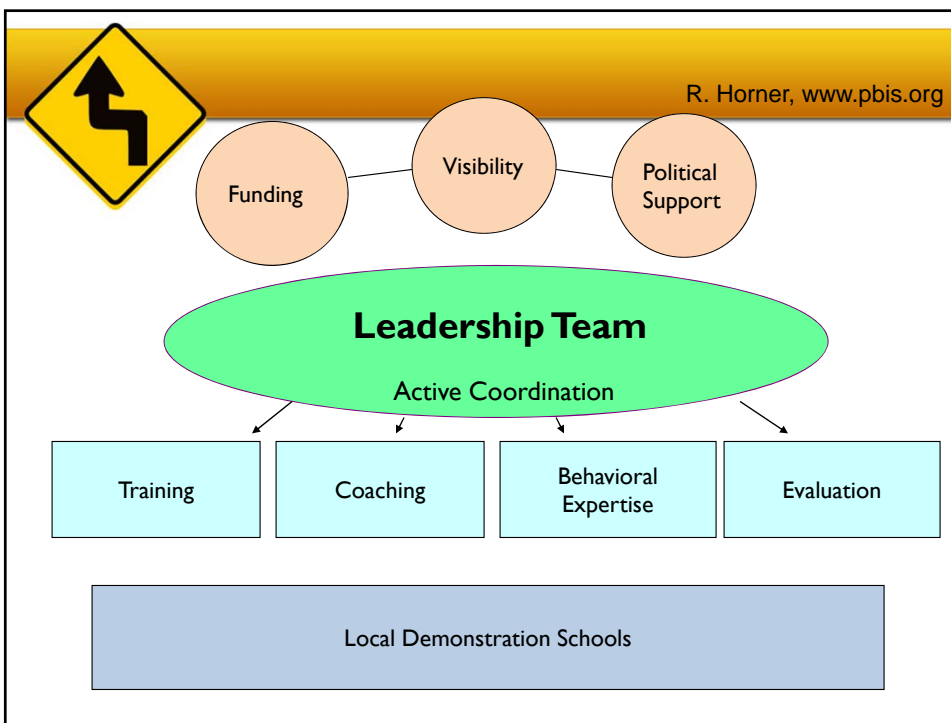
Recipe for Failure (Systems-Change)

- Lack of leadership.
- The “expert” leaves the system.
- It is not perceived by school staff as a problem (stuck in pre-contemplation).
- Absence of systemic support (e.g., coaching for individual schools).
- Lack of communication, training, and time to implement.



Models of Helping

- Expert Model
 - One-way communication
 - It’s all about my expertise.
 - Consultant has control.
 - Deficit-based.
 - One size fits all.
- Coaching Model
 - Two-way communication.
 - Shared responsibility.
 - Empowerment.
 - Strengths-based.
 - Individualized.






Coach Cheek

<http://www.youtube.com/watch?v=q4880PInO2E>



General Skills Needed for Successful Coaching


- Collaboration.
- Teaching.
- Compassion.
- Communicates effectively.
- Ability to provide honest feedback.
- Knowledge/skills.



Types of Coaches


(Knight, 2007; Sprick et al., 2010)


- Executive Coaches;
- Co-Active Coaches (Whitworth et al., 1998);
- Literacy Coaches — teach teachers reading strategies, graphic organizers, or teaching activities that make it easier for students to understand text; or, provide direct services to students;
- Instructional Coaches -
- ADHD Coaches
- Internal versus external



Types of Coaches

- Internal versus External
 - Internal coaches are employed in the school where they provide support.
 - These coaches include school counselors, school psychologists, ED/resource teachers.
 - External coaches are employed outside the schools where they provide support (e.g. by district or state).
 - In our case, the external coaches are HBM Cooperative employees
 - School psychologists, behavior consultants, special educators trained in PBIS.

 Coaching Considerations (Horner, www.pbis.org)		
	Internal Coach	External Coach
Advantages	<i>Knowledge of school</i> <i>Staff relationships</i> <i>Regular access</i>	<i>Independent</i> <i>Outside perspective</i> <i>Multiple schools experience</i>
Disadvantages	<i>Conflicting roles</i> <i>Narrow range of experiences</i>	<i>Limited knowledge of school</i> <i>Limited relationships</i> <i>Less frequent access</i>

 Collaboration	
<ul style="list-style-type: none"> • “...the lifeblood of instructional coaching.” (p. 27, Knight, 2007). <ul style="list-style-type: none"> – “...ping-pong back and forth of ideas.” – Give and take dialogue. – Working together. – Reflecting. – “It is difficult to live another’s answer...” (Block, 2002)....collaboration allows people to arrive at the same answer. 	



Modeling

- Effective teaching strategies.
 - Most likely method of increasing desired behavior.
 - Similar to good pedagogy used to teach academic skills.
 - Provide instruction.
 - Provide opportunities for practice.
 - Provide recognition for demonstrating what has been taught.
 - Correct errors (pre-correct, remind, re-teach).
- Observe and providing feedback.



The Big Four

- Behavioral Coaching
- Content Knowledge
- Direct Instruction
- Formative Assessment



Building Connections: A Partnership

(Knight, 2007)

- **Equality** - equal partners.
- **Voice** – multiple perspectives/express opinions.
- **Dialogue** – authentic listening; encourage others to speak their minds.
- **Reflection** – trying to make sense of what is being said.
- **Choice** – no one makes decisions for others.
- **Reciprocity** – teacher’s knowledge and expertise are as valuable as the coach’s.



Benefits of Coaching

- Keystone to systems change and individual improvement.
- Improved fidelity of implementation.
- More support within buildings as coaches develop necessary skills to sustain systems change efforts.
- Adaptation of PBIS process to local context.
- Opportunities for dialogue.
- Teachers/staff feels as though their concerns have been listened to.
- For school psychologists:
 - Better use of skills sets.
 - More visibility within school building and district.
 - Increase value within district & school...leading to more job security .



PBIS Coaches in Schools

- Systems-level
 - District change initiatives, i.e., Rtl, PBIS, etc...
- Building-level
 - Implementation of SWPBIS. Developing expectations, action plans, data collection tools & analysis.
 - Evaluating change.
- Classroom-level
 - Assessment and evaluation of classrooms
 - Implementing effective classroom management strategies (e.g., Sprick's STOIC model).
- Student/individual-level
 - Working with or providing resources for individual students who present more intense behavioral/academic needs.



PBIS Skills Required for Successful Coaching

(Lewis-Palmer, Barrett, & Lewis, 2004).

- | | |
|---|--|
| • Familiar with data collection tools. | • Understand components of effective and proactive school-wide & classroom discipline systems. |
| • Can assist schools develop data collection systems. | • Knowledge of evidence-based behavioral and mental health supports. |
| • Can teach and guide teams in using data to guide problem-solving process. | • Able to facilitate team meetings. |
| • Know and define essential features/practices of SW-PBIS. | • Effectively communicate within and across schools and staff. |
| • Awareness of model schools that are implementing SW-PBIS. | |



Guiding Principles (Sugai, 2007)

- Coaches are linked with a school team.
- Coaches participate in team training.
- Coaching responsibilities integrated into existing roles and responsibilities.
- District and building level support provided.
- Some states have coordinated efforts for coaches training and evaluation (not Indiana).
- Coaches meet regularly for training, celebrations, support.
 - Monthly “Coaches Academy”



Coaching Responsibilities

- Work with team during initial PBIS trainings.
- Meet monthly with building-based teams.
- Collect and send monthly data reports to Project Director.
 - Assist with data collection and analysis within schools.
- Assist with buy-in for districts and schools
- Meet monthly with district/cooperative-level coaches.
- Nag! (EBS, BoQ’s, Action Plans, eventually the SET).



Additional Roles for Coaches

- Professional development activities to address systems, classroom, and individual levels.
- Integration of resources and programs across buildings and classrooms.
- Provides on-going assistance for buildings and staff as they implement changes in academic programming and behavior management.
- Helps teachers implement research-based interventions across the continuum of supports.
- Facilitates and assesses fidelity of implementation.



Facilitating Buy-in

- Goal is to have 80%+ faculty support to ensure progress with the plan.
- Development should be a building-wide initiative not just the PBIS team.
- Include PBIS in school improvement plan
- Provide opportunities for input from EVERYONE (suggestion box or webpage comments area).
- Earn consideration of the faculty by keeping them regularly informed of PBIS team development.
- Provide professional development opportunities for faculty & families to learn more about PBIS initiatives (i.e. bulletin board, flyers, information handouts, websites, school webpage/ blogs, PTO meetings).



Effective Practices

- Define- clear & concise definitions of behavior expectations (behavior matrix)
- Teach- direct teaching & modeling of behavior expectations (lesson plans)
- Remind- daily reminders & supervision (motto, postings, lesson plans)
- Celebrate- consistent acknowledgement of expected behaviors (incentives)
- Correct- consistent corrections of the problem behaviors



Data Management

- Continuous review of information/data (ODRs)
- Ask specific questions of the data to guide school-wide interventions:
 - What type of problems are occurring?
 - Where are difficulties occurring?
 - When are difficulties occurring?
 - Who are the students having difficulty?
 - Why are difficulties occurring?
 - How often do difficulties occur?



Training Schedule

- Year one: One year of training and planning for the building PBIS team (3-4 full-day trainings)
- Year two: 1-2 Booster sessions for building teams; monthly seminar 'Coaches Academy' for identified building coach focus on PBIS Framework
- Year three: 1 Booster session for building teams and monthly 'Coaches Academy' for coaches focus on Coaching Strategies
- Year four: Quarterly Coaches Academy, half day (morning secondary coaches and afternoon elementary coaches) focus on team sharing/problem-solving, refresher for basic PBIS, and Tier II/III Interventions.



Coaches Academy

- Representative from each school PBIS team attends monthly meetings & delivers info/discussion back to building-based team for further planning.
- Syllabus includes:
 - monthly readings;
 - group activities
 - speakers from community agencies;
 - assigned discussions/ presentations
 - sharing of Tier 2 and 3 interventions;
 - “coach” a lesson.



Coaches Academy

- 2009-10 school year various readings from journals, publications, & Colvin, G (2009) text.
- 2010-11 school year Sprick, R. et al text & Ruby Payne text & training modules.
- Postings of trainings, interventions, resources on website www.supportforbehavior.com



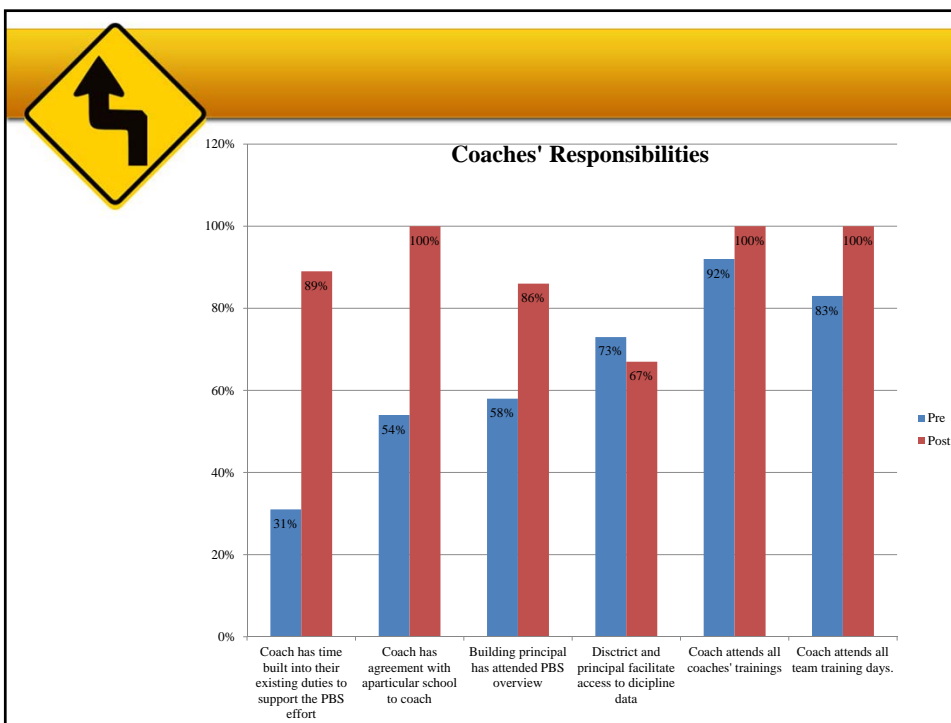
Coaches Readiness Checklist


- Pre/Post Measure
- Pre-measure n=14 Post-measure n=11
- 70% Elementary 20% Secondary
- 4 Sections addressing related issues in current schools
- Instrument developed and graciously shared by Sandy Cole and Sandy Washburn at Indiana University

Administrative Responsibilities

Respondents indicated whether the following responsibilities were being met at their school:

- **Coach has time built into their existing duties to support the PBS effort. (n=13)**
- **Coach has agreement with a particular school to coach. (n=13)**
- **Building principal has attended PBS overview. (n=12)**
- **District and principal facilitate access to discipline data. (n=11)**
- **Coach attends all coaches' trainings. (n=13)**
- **Coach attends all team training days. (n=12)**

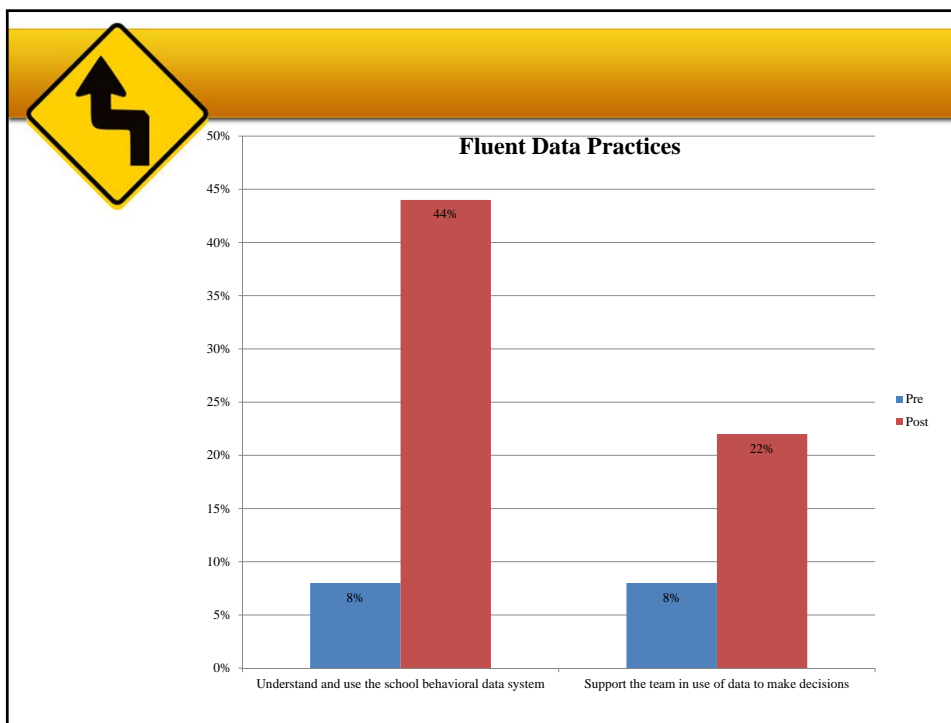





Data

Respondents indicated the extent to which themselves or their school district utilizes a data tracking system.

- **Understand and use the school behavioral data system. (n=13)**
- **Support the team in use of data to make decisions. (n=13)**

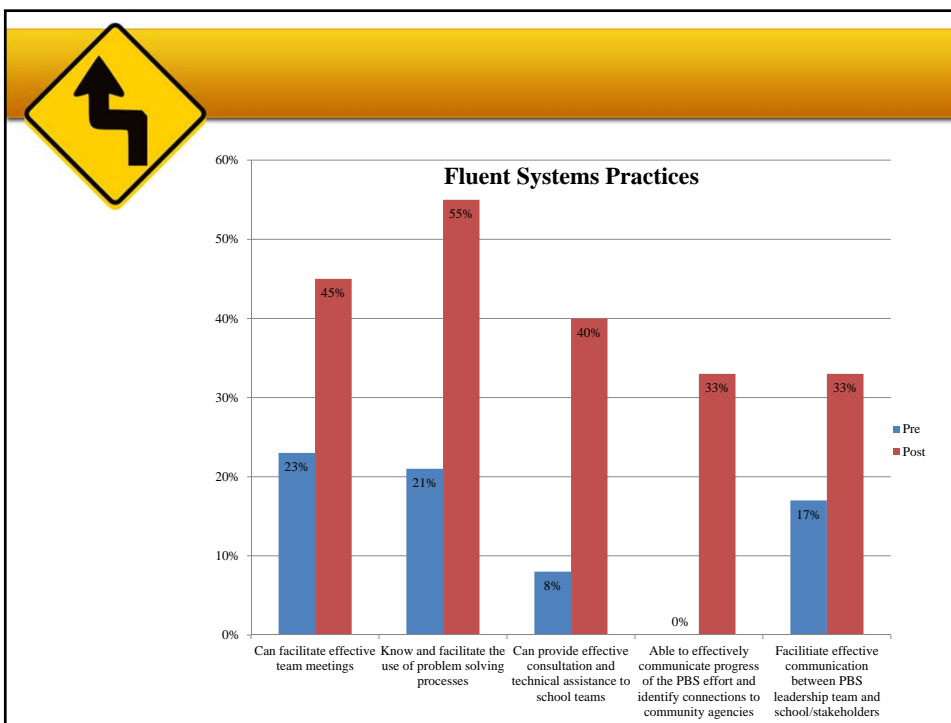





Systems

Respondents indicated the extent to which systematic processes are in place and being used at their school district.

- **Can facilitate effective team meetings. (n=13)**
- **Know and facilitate the use of problem solving processes. (n=13)**
- **Can provide effective consultation and technical assistance to school teams. (n=13)**
- **Able to effectively communicate progress of the PBS effort and identify connections to community agencies. (n=11)**
- **Facilitate effective communication between PBS leadership team and school/stakeholders. (n=12)**

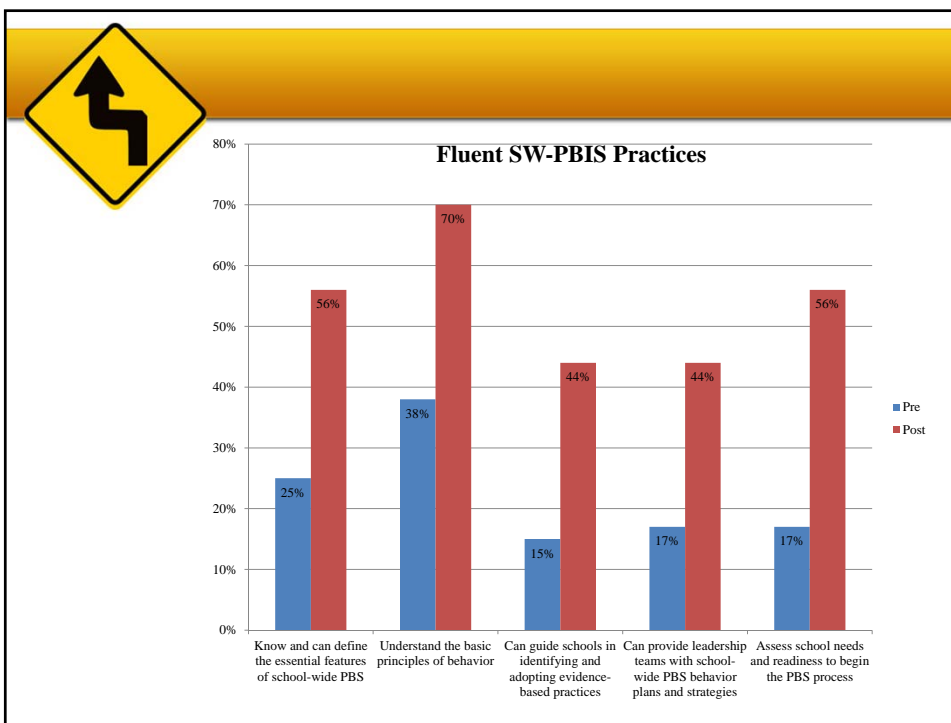




Practices

Respondents indicated the extent to which they understand behavior and the practices of PBS.

- **Know and can define the essential features of school-wide PBS. (n=12)**
- **Understand the basic principles of behavior. (n=13)**
- **Can guide schools in identifying and adopting evidence-based practices. (n=13)**
- **Can provide leadership teams with school-wide PBS behavior plans and strategies. (n=12)**
- **Assess school needs and readiness to begin the PBS process. (n=12)**






Focus Groups

- Two Focus Groups conducted last meeting of the year
- Average n=5 per group
- Each group led by two Coop team members
- Audio recorded



Focus Group Protocol

- How has the coaches academy/mental health workgroup helped you in developing an understanding of PBIS/Rtl for behavior?
 - What aspects of the training have you found most helpful?
 - What have been the least helpful aspects of the training(s)?
- Do you feel you have gained skills and knowledge to prepare you to be the PBS Coach for your building?
- How have you shared the information learned with your building PBIS team and/or staff?
 - Do you report back at monthly PBIS meetings?
 - Do you share this information with general staff members at meetings or through other outlets?
- Did you find the presentations from other group members beneficial?
- Have you been implementing any of the interventions/programs that were presented?
 - If yes, which programs/interventions did you find most helpful? How have you used the programs?



Protocol Continued

- Are there areas or topics that you would like to see discussed next year that would be helpful for implementation of PBIS or RtI for behavior?
- How well did the set up of meeting structure, time, etc. work for you?
- Did once a month work for you and your school?
 - Next year would you prefer meeting once a month or would quarterly be more convenient?
 - How was the length of time (2-2.5 hours) and time of day (afternoons)
- How do you use the items that are housed in the PBIS library?
 - How can we make those materials more accessible for you?
 - Are there any materials that you would like to see purchased for the resource library?

What would help sustain PBIS/RtI for Behavior in local districts?



Role Expansion for Professionals

- Collaborate/coach with building-based team & individual school personnel.
- Interaction with school-wide or district-wide planning teams.
- Facilitate problem solving.
- Assist with data collection & analysis.
- Provide further explanation, research, & exploration of RTI initiatives.
- More visible to all students & staff.
- Relate & implement RTI academic & behavior supports, assessments, & evidence-based interventions.
- Model lessons/behaviors.



Role Expansion (cont.)

- Action Plans- monitor, edit, revise
- Research & evidence-based interventions
- Data analysis- collection & summary
- Implementation efforts at all levels/tiers
- Organization of resources to reference & utilize (within building, district, county, region, state, nation)
- Time management- keeping plans moving forward
- Professional development- trainings, how to engage & support staff as a whole/individuals



Reflection on Coach Wooden

- *“John Wooden is the greatest basketball coach of all time, but what I learned from him had much more to do with living life than playing ball. Coach gained respect with a very simple method: by his personal example. He worked harder, smarter, longer, and was more dedicated, loyal, concerned, caring, detailed, meticulous, and enthusiastic than anyone I ever worked with.”*
 - Bill Walton, College Basketball Hall of Fame, NBA Hall of Fame.



Resources

- Colvin, G (2009). *7 Steps for Developing A Proactive Schoolwide Discipline Plan: A Guide for Principals & Leadership Teams*. Thousand Oakes, CA: Corwin Press.
- Knight, J. (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press.
- Payne, R.K. (1996). *A framework for understanding poverty*. Highlands, TX: aha!Process, Inc.
- Sprick, R., Knight, J., Reinke, W., Skyles, Tricia M., & Barnes, L. (2010). *Coaching: Classroom Management Strategies and Tools for Administrators and Coaches*. Eugene, OR: Pacific Northwest Publishing.



Contact Information

- Katie Havercroft khavercr@ccs.k12.in.us
- Terri Miller tmiller@ccs.k12.in.us