

**Coaching the Paradigm Shift**



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**Session Overview**

- Outcomes
- Behavioral Science
- Specific Strategies
- Systems Change

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**Developing a coaching practice that incorporates differentiated, concept-based professional development creates a system that empowers teachers to perform the complex processes required to cultivate and maintain the student outcomes associated with a well-managed classroom.**

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**Outcomes**

- Students
- Teachers
- Coaches

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**Building a fluent understanding of operant conditioning, instinctive responses, personal history, and PBIS accelerates a teacher's process of shifting to a model of managing behavior through proactive, positive interventions.**

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**Behavioral Science**

- Operant Conditioning
- Biological Considerations
- Cultural Considerations

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**Defining the roles, skill set, and tools of coach operationally establishes a framework for facilitating change and developing continuity of teacher and student behaviors.**

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**Specific Procedures**

- Skill Set
- Tools

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**Evaluating the existing literature base and conducting ongoing research allows coaches to maintain an updated conceptual model and skills set for coaching behavior management and provides evidence to support efforts to scale up interventions.**

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**Systems Change**

- Evidence Base
- Experimental Research

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