

# Fidelity of Implementation: A Model for Training PBIS (PALS) Coaches in Norway

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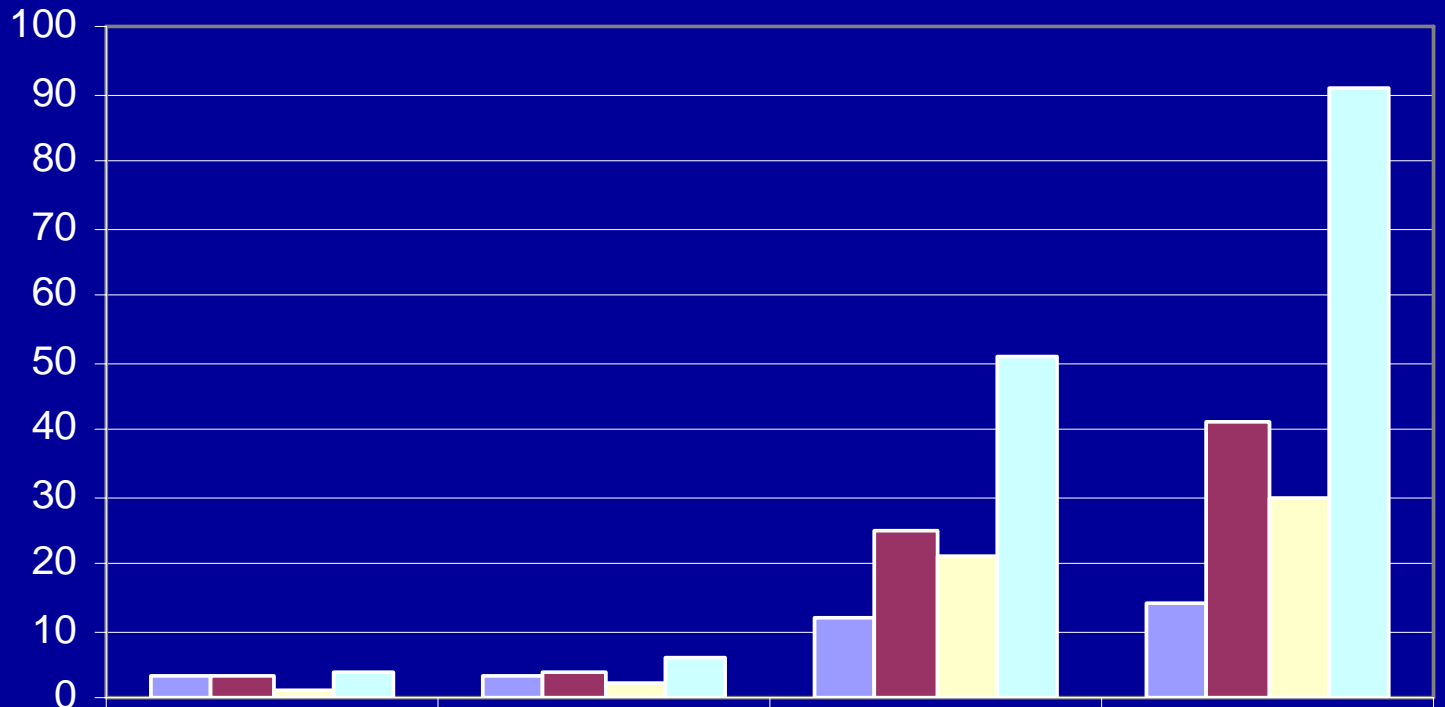
# Introduction and Overview

- History of Oregon – Norway
- What will we accomplish today?
  - Discuss foundations of coach training in order to implement and sustain PALS (Norwegian for PBIS)
  - Define and discuss Fidelity Implementation Observation Coding Dimensions
  - Discuss the relation between the PALS-coach training and the PALS-team preliminary data, and further the school impact

# History of Collaboration: Oregon and Norway

- 1999: PMT-O randomized trial in Norway:
  - Need for improving School-Home connection
- 2000: Norwegian Educational report:
  - Lack of system to prevent and respond to students problem behavior
  - Few or no evidence based intervention programs or effective practice in use
- 2002: Adoption of PBIS
  - PALS (Positive Behavior, Learning Environment & Interaction)
- 2002-2005: Initial Pilot Study
  - 4 elementary schools trained in PALS + 4 Business as Usual
- 2005: National-Wide Scaling Up Plan
  - Model for training of PALS-coaches and PALS-schools
  - 2007-2011 (2022): Longitudinal effectiveness study

## Sites implementing PALS



	2002-04	2004-06	2006-07	2007-08
<span style="color: blue;">■</span> # Counties/Regions	3	3	12	14
<span style="color: orange;">■</span> # Communities	3	4	25	41
<span style="color: green;">■</span> # Coaches	1	2	21	30
<span style="color: red;">■</span> # Schools	4	6	51	91

# Stages of Implementation Process and Feedback



# Problem Statement

- *We work to set up programs and strategies for developing more positive, effective, & caring school & classroom climates, but implementation is not accurate, consistent, or durable.*
- *Individuals & teams need more than training.*

# “Train & hope” approach

1. **React** to identified problem
2. Select practice
3. Hire expert to **train** practice
4. Expect & **hope for adoption and implementation** of the new practice
5. **Wait** for new problem....

# Train & Hope doesn't work...

- Focus on long term planning, training and support that is endorsed and codified in a formal plan with goals and objectives
- Outcome-oriented
- Data-driven

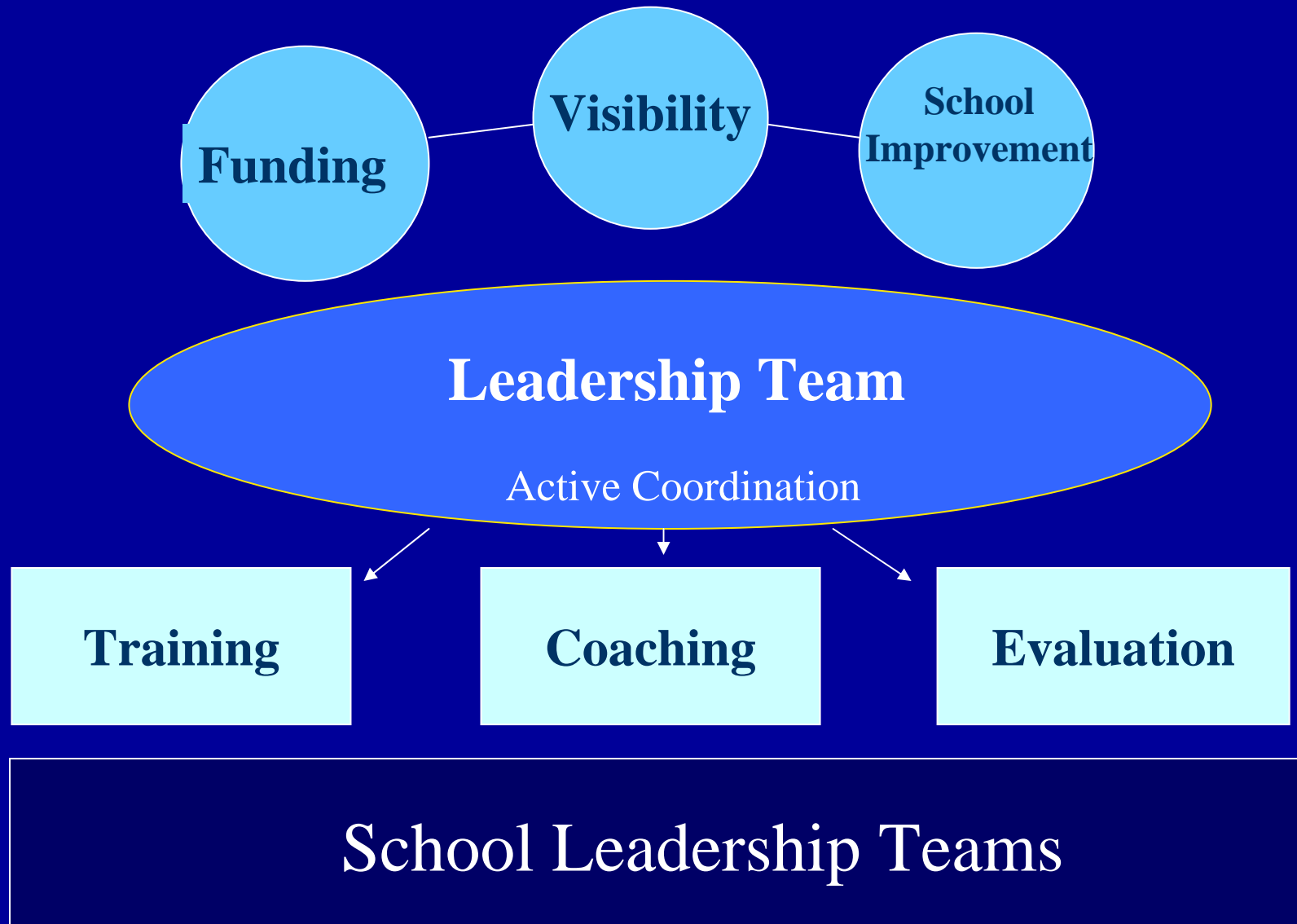
# Sustaining Positive Behavior Support Through Coaching and Facilitation

- Foundation Components
  - Ongoing Training and Support
  - Facilitator-Coach Support (External & Internal)
  - Funding
  - School Leadership Teams
    - Building facilitator-coach
  - Integration with school improvement
  - Focus on data

# Sustaining Positive Behavior Support Through Coaching and Facilitation

- Coaching and Roles Defined
  - PBIS-coach (Region, District & Local Teamleader)
  - Peer Coaching
  - Professional Empowerment from Coaching
  - Collaborative planning
- How to make coaching work?
- Coaching Skills and Competencies

# Sustaining Whole School PBIS



**Table 1****A Summary of a Meta-analysis of the Effects of Training and Coaching on Teachers' Implementation in the Classroom (Joyce & Showers, 2002)**

TRAINING COMPONENTS	OUTCOMES		
	(% of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom)		
	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

# Effective Staff Development is....

- Of considerable duration
- Focused on specific content and/or instructional strategies rather than general ideas
- Characterized by collective participation of staff members (in the form of teams)
- Coherent (participants can see the “whole”)
- Infused with active learning, rather than a stand-and-deliver model

# Implementation Defined

- Implementation is a specified set of activities designed to put into practice an activity or program of known dimensions.

(Fixen et al., 2005)

# Implementation appears most successful when:

- Carefully selected practitioners receive coordinated training, coaching, and frequent performance assessments;
- Organizations provide the infrastructure necessary for timely training, skillful supervision and coaching, and regular process and outcome evaluations;
- Communities and consumers are fully involved in the selection and evaluation of programs and practices; and
- Funding avenues, policies, and regulations create a hospitable environment for implementation and program operations.

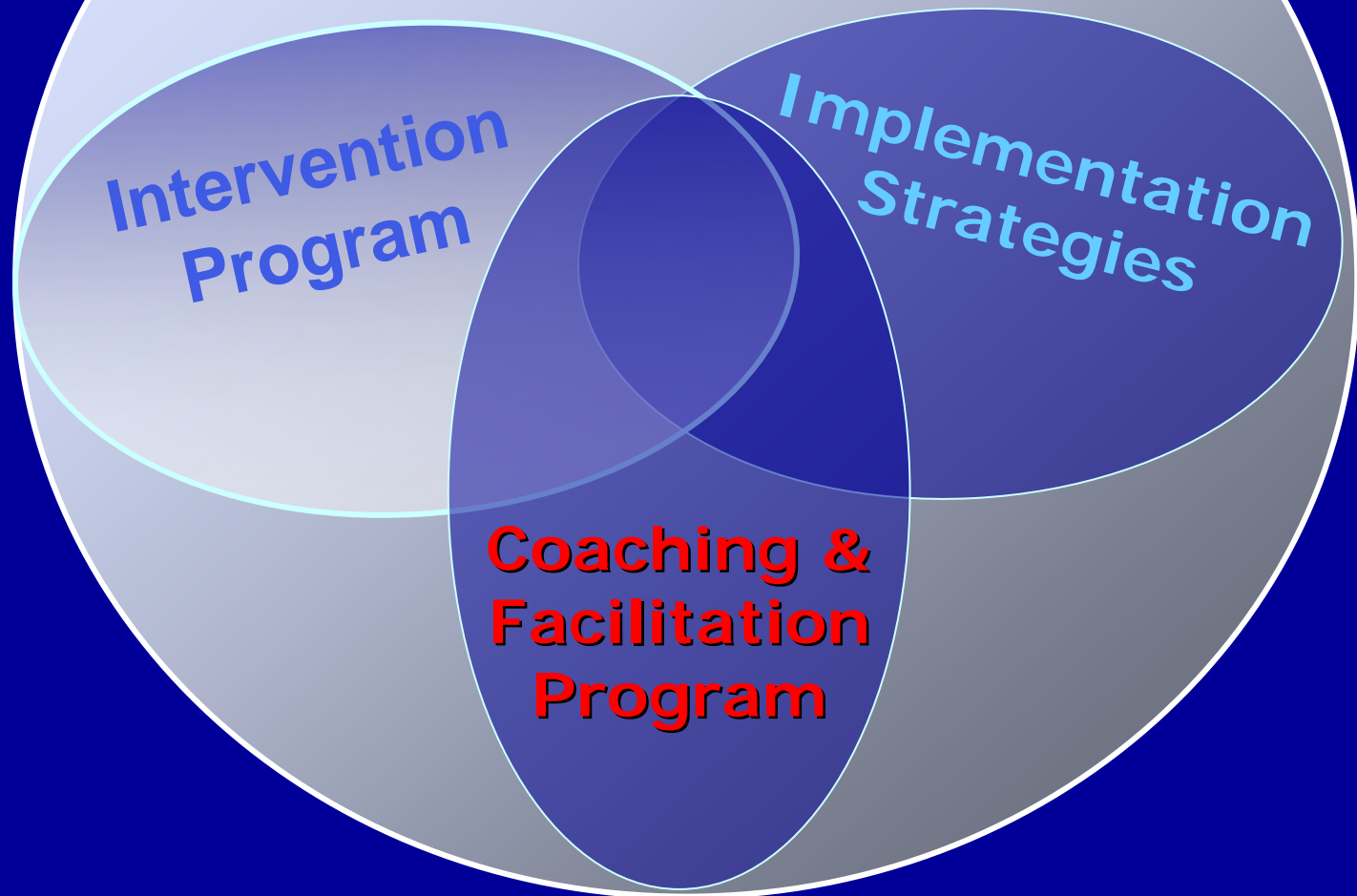
# Assessing Fidelity

- Undertake routine assessment of implementation quality.
- Use the program's theory to guide local changes in implementation.
- Use local replications of a program as an opportunity to confirm the program theory.
- Examine how variations in implementer characteristics and their support systems affect the quality of program delivery.
- Determine critical thresholds required for mediating factors to affect outcomes.
- Develop measures to assess implementation quality.

# Reasons for Studying and Monitoring Implementation

- Effort Evaluation - To know what actually happened.
- Quality Improvement - To provide feedback for continuous quality improvement.
- Documentation - To document compliance with legal and ethical guidelines.
- Internal Validity - To strengthen the conclusions being made about program outcomes.
- Program Theory - To examine whether the change process occurred as expected.
- Process Evaluation - To understand the internal dynamics and operation of an intervention program.
- Diffusion - To advance knowledge regarding best practices for replicating, maintaining, and diffusing the program.
- Evaluation Quality - To strengthen the quality of program evaluations by reducing the error in the evaluation.

# The PALS-model



# Participants

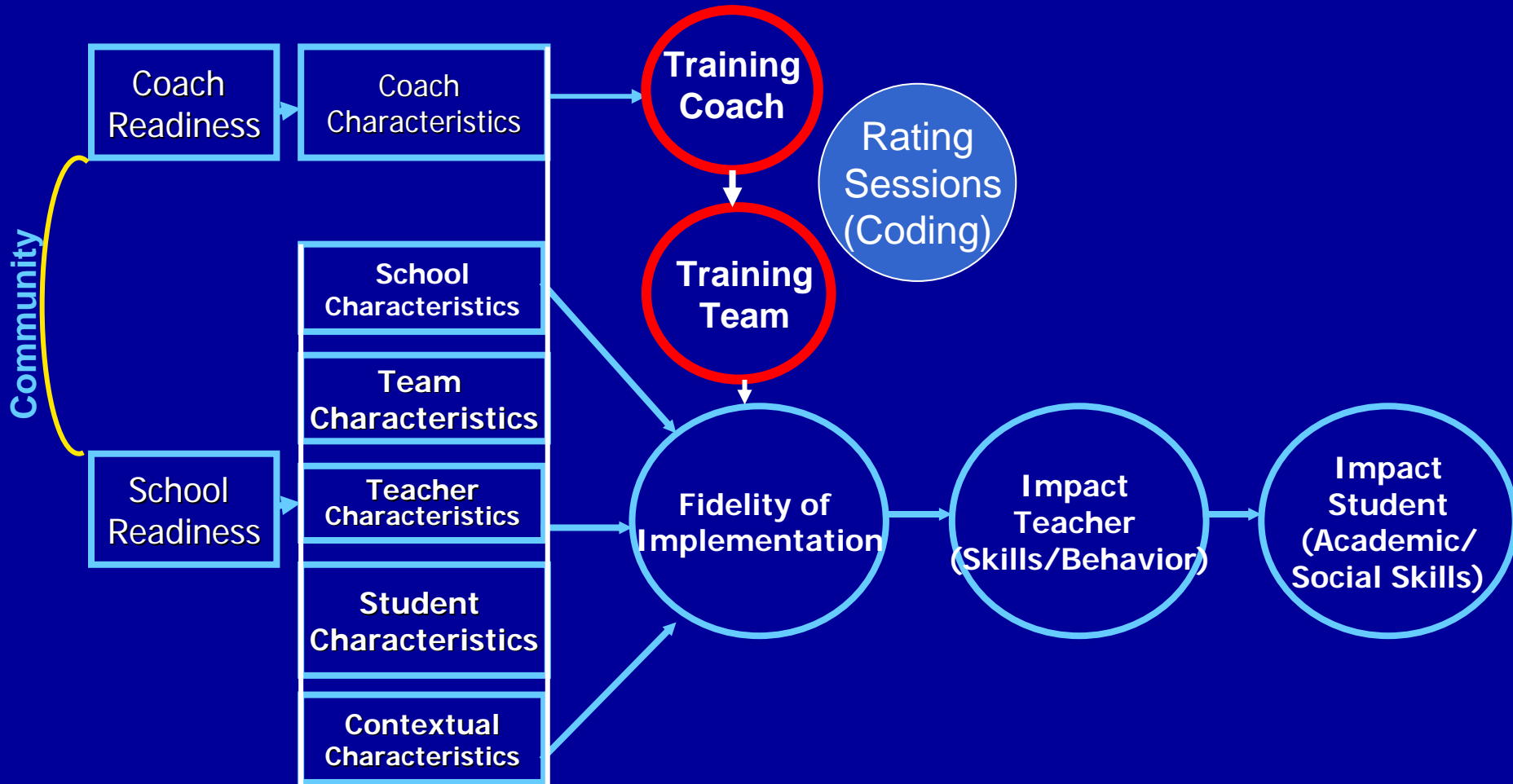
## Generation 1 (2006/07):

- PBIS-coaches (n=19)  
(SPED, School Psych Services)
- PBIS-teams/schools (n=41)

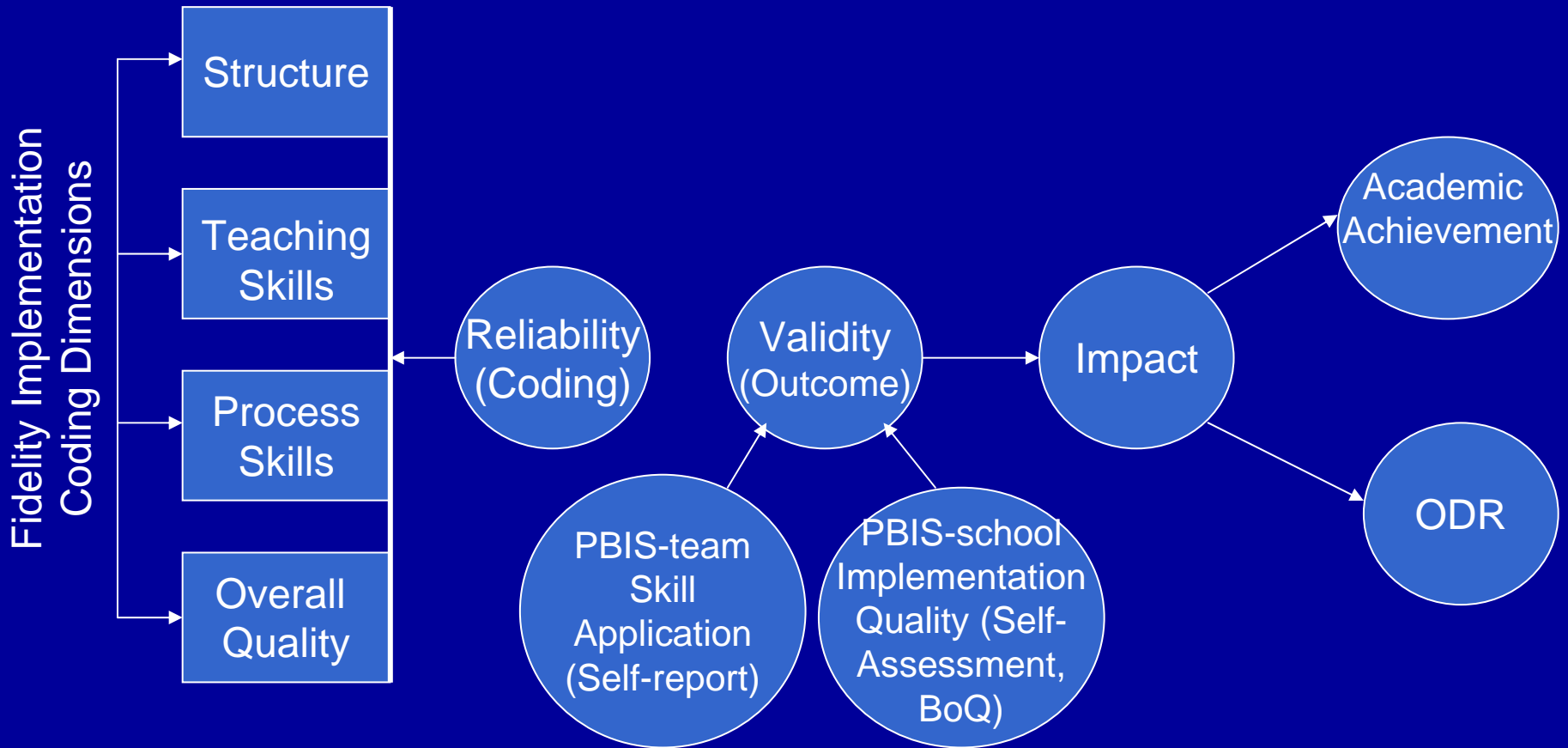
# Procedures

<i>PBIS-coach</i>	<u>Training:</u>	<ul style="list-style-type: none"><li>•6 x 3-day workshops during 1 year</li><li>•Coaching at least 3 school teams</li></ul>
	<u>Supervision:</u>	<ul style="list-style-type: none"><li>•1 hour/monthly during 1 year</li><li>• Individually or group - based on video taped team meeting sessions</li></ul>
	<u>Sustaining supervision:</u>	<ul style="list-style-type: none"><li>•5 days/yearly</li><li>•Annual National PALS-conference</li></ul>
<i>PBIS-team</i>	<u>Training:</u>	<ul style="list-style-type: none"><li>•2 hours/monthly during 2 years</li><li>•4 half-days District Networks meeting</li></ul>
	<u>Supervision:</u>	<ul style="list-style-type: none"><li>•Phone Calls – Follow-Ups when needed</li></ul>
	<u>Sustaining supervision:</u>	<ul style="list-style-type: none"><li>•4 half-days District Networks meeting</li><li>•Annual National PALS-conference</li></ul>

# Fidelity Implementation Model (1)



# Fidelity Implementation Model (2)



# Measures of Core Implementation Components

- Developed pilot rating system of coaches' adherence to PALS model
- Based on video-observations of the coach facilitating meetings with the team
- Rated Coding Core components
  - Defining and teaching rules and expectations
  - Encouragements and rewards
  - Responding to problem behavior

# Observation Code

- Observational rating system modified from :
  - FIMP: The Fidelity of Implementation Rating System for PMTO (Parent Management Training – Oregon Model), Knutson, Forgatch, and Rains, 2003.
- Designed to:
  - Rate the competent adherence of family therapists to the PMTO model
  - Provide a structure for coaching/giving feedback to therapist delivering the PMTO intervention

# FIMP Studies

- Studies have demonstrated validity of FIMP ratings in predicting family outcomes:
  - Higher the FIMP ratings (therapists' competent adherence to the model), the stronger the family outcomes
  - Measures how well this efficacious intervention is implemented

# Focus of PALS Observational System

Much overlap with PMTO and PALS approach:

- Behavioral approach; core components include
  - Teaching clear rules and expectations
  - Teaching through encouragement
  - Responding to problem behavior
- Dynamic teaching process. For example, uses:
  - Role plays and behavioral rehearsal
  - Action-oriented teaching strategies
  - Process or “soft” skills
- For PALS, the observational system:
  - Provides a structure and “lens” for teaching and coaching the PALS coaches
  - Quantifies the extent to which the PALS coach displays competent adherence to the core PALS components

# Four Rating Dimensions

## 1. Structure

- Introduces aim & agenda
- Follows agenda
- Responsive to team's expressions
- Leads without dominating
- On-Task
- Manages fluency
- Keeps up tempo/sensitive pacing
- Makes "wrap-ups" of agenda sections
- Sums-up and Reviews
- Reviews material/"home-work"

## 2. Teaching

- Verbal
  - Provides concise information
  - Provides reasons for theory
  - Pinpoints – uses "raps"
- Action-oriented strategies
  - Directs Exercise/ set up role-play: Models
  - Uses problem solving
  - Capitalizes on teaching opportunities
- Other techniques
  - Audi-visual supporting materials
- Variety of techniques/activities
  - Balances verbal/ interactive/ demonstration
  - Activates and engages the team
  - Breaks into teachable units
  - Adjusts components to school's needs

### 3. Process Skills

#### •Soft-skills

- Prevents/manages resistance/cooperation challenges
- Maintain balances
- Provides Mastering
- Encourages/supports with flexibility
- Connects with the school's story-line
- Develops working-alliance/contact
- Empowers conscious/responsibility

#### •Variety of communication tools

- Open-End Questions
- Normalizes/concretizes
- Humor
- Reflections
- Supportive interrupts

#### •Role Play

- Sets-Up
- Conducts
- Debriefs
- Maximizes opportunities

### 4. Overall Quality

- Understands and uses principles of learning processes and knowledge of the PBIS-model
- Understands and teach the PBIS implementation core components described in the manual
- Demonstrates integration of PBIS tools/ methods/components
- Accomplishment of goals for the meeting
- Team's satisfaction – will probably follow up

# Dimensions Rating Form – Fidelity Observation Code

Coach ID \_\_\_\_\_ School # \_\_\_\_\_ Meeting # \_\_\_\_\_ Meeting Date \_\_\_\_\_

Content of Component \_\_\_\_\_ Rater \_\_\_\_\_ Rater Date \_\_\_\_\_

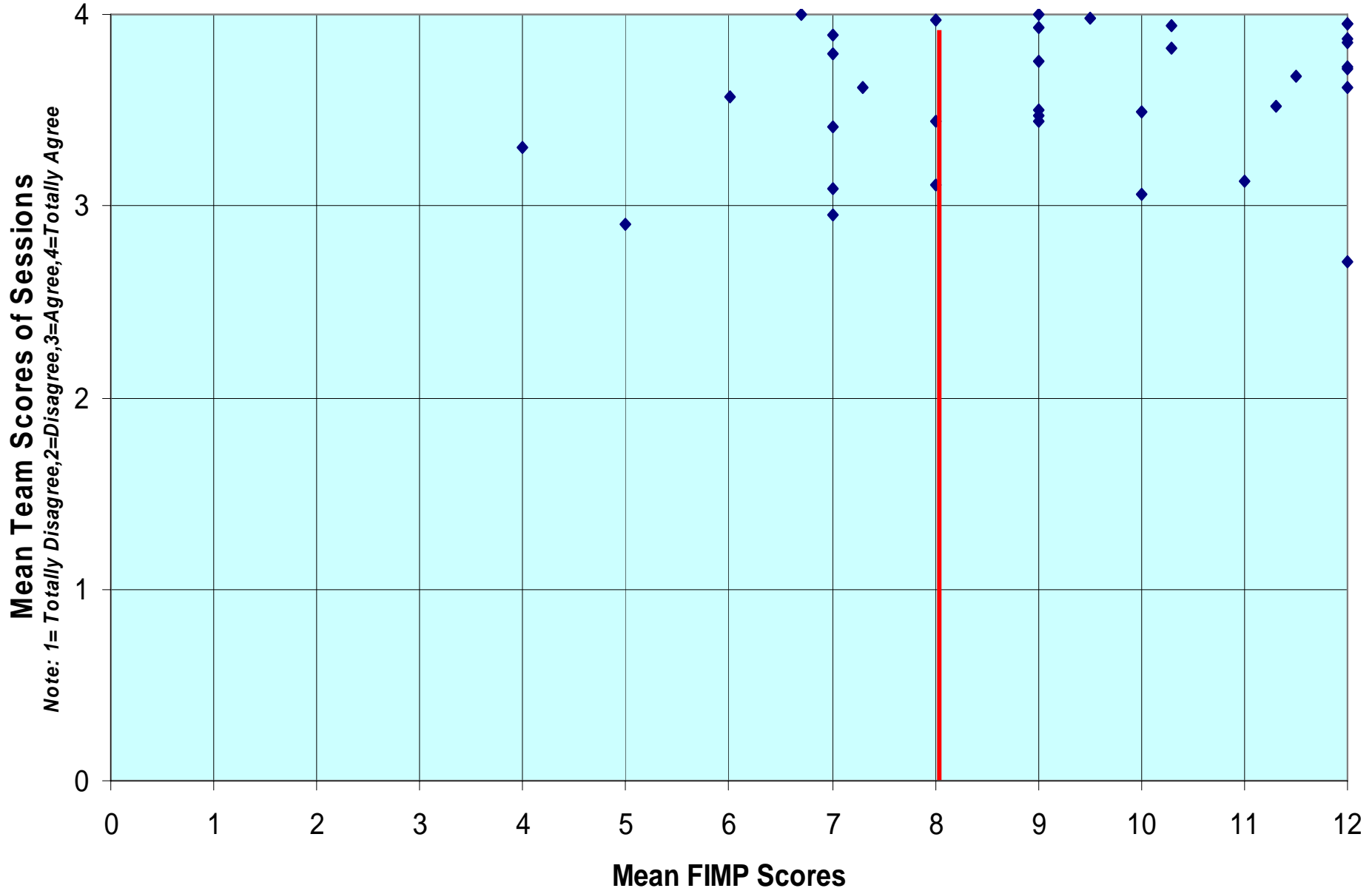
	Good work	Acceptable	Needs improvement
Structure	3	2	1
Teaching	3	2	1
Process Skills	3	2	1
Overall Quality	3	2	1
<b>Sum Score</b>	<b>12</b>	<b>8</b>	<b>4</b>

(Knutson, Arnesen & Meek-Hansen, 2007 after Knutson, Forgatch & Rains, 2003)

# Fidelity of Implementation: Relation between training of Coaches - Outcome of School-teams – Impact of Schools

- Measures:
  - Readiness tools: 1) Coach & 2) School (V. Robbins)
  - PBS survey self assessment + Benchmark of Quality
  - Questionnaire: 1) Coach Training & 2) Team Training
  - Fidelity Observation Coding System
  - SWIS data
- Preliminary Results:
  - The PBS-teams assessment of the training
  - Ratings Fidelity Observations Code

# Relation between FIMP Scores & Team's Assessment of Training Sessions



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