Schoolwide Positive Behavior Support Telecoaching in a Rural District
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School Resources

Remote and underserved populations

Bevere Frankenberger, 2008; Rule, et al., 1989; Gilmore, et al., 2010
Schoolwide Positive Behavioral Interventions and Supports (SWPBIS)

School-Wide Features

- Clearly defined and posted school expectations
- School expectations taught across contexts
- Positive reinforcement for meeting expectations
- A continuum of pre-planned responses for problem behavior
- The use of data-based decision making

SWPBIS Team

- Representatives of all stakeholders in the school:
  - Teachers
  - Administrator
  - Support personnel (e.g., school psychologist, counselor, or social worker)
  - Parents & students, as applicable

SWPBIS Team

- Responsible for:
  - Securing support
  - Developing data-based decision plan
  - Arranging for high fidelity of implementation
  - Conducting formative data-based monitoring
Let’s talk about coaching..

Coaching

• A form of consultation within applied settings
• Goals of improved generalization and sustained implementation

PBIS Coaching

• Follows initial or booster training
• Tier 1
• Tier 2
• Tier 3

Ongoing, Monthly Support

• Includes trained team
• Scaffolded to encourage independence and sustainability
• Focuses on implementation fidelity and problem solving
Who are Coaches?

- School
- District
- Regional training/in-service centers
- State Department
- Technical assistance center

What does Coaching Require

- Local expertise
- Resources to hire someone outside

Coaches will align the intensity of school coaching with the needs of the school
Teleconsultation

“The provision of consultation services using telecommunication technologies.”

—Bice-Urbach, Kratochwill, & Fischer (2017)

“Telecommunication technologies include but are not limited to telephone, mobile devices, interactive videoconferencing, e-mail, chat, text, and Internet.”

—American Psychological Association (2013)

Telehealth

- Teacher training and implementation of functional behavioral assessment (Alnemary, et al., 2015; Machalicek, O’Neill, Chan, Lang, et al., 2009; Machalicek, et al., 2010)
- Functional communication training (Gibson, Pennington, Stenhoff, & Hopper, 2010)
- Incidental teaching (Stowitschek, Mangus, & Rule, 1986)
- Preference assessments (Machalicek, O’Neill, Chan, Rispoli, et al., 2009)
- Differential reinforcement procedures (Fischer, Radley, O’Neill, et al., 2016)
- Behavior support plans to reduce disruptive behavior (Bice-Urbach & Kratochwill, 2016)

Technology Requirements
Technology Requirements

• On-screen document sharing
• Group videoconferencing
• Instant messaging
• Recording capabilities
• Integrated cloud storage
• Legal/ethical compliance

What is Telecoaching?

• Technology-based approach to providing PBIS coaching to school teams through video conferencing
• Goals:
  – Improve the affordability
  – Improve access to expertise, and
  – Improve ongoing support in rural or low income areas

Purpose

• To demonstrate the effectiveness of telecoaching for increased fidelity of SWPBIS and student outcomes in a rural school district.

Let’s look at Alabama
Let’s Look at Rural Alabama

How do we serve everyone?

Let’s talk about cost

• At .565 miles per gallon:
  – 120 miles = $135 roundtrip
  – 195 miles = $220 roundtrip
  – Average of the two = $177/trip x 9 trips per year = $1,600 per school x 20 schools = $32,000
  – Full time local personnel = $65,000/year for 20 schools

That gets very expensive for coaching
Setting

<table>
<thead>
<tr>
<th>Setting</th>
<th>Pre-Implementation</th>
<th>Implementation</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>458</td>
<td>459</td>
</tr>
<tr>
<td>Intermediate</td>
<td>341</td>
<td>345</td>
</tr>
<tr>
<td>Middle School</td>
<td>234</td>
<td>240</td>
</tr>
<tr>
<td>High School</td>
<td>472</td>
<td>454</td>
</tr>
<tr>
<td>Total</td>
<td>1505</td>
<td>1498</td>
</tr>
</tbody>
</table>

Telecoaching Agenda

- Technology check
- Introductions, attendance, roles, agreements
- Review previous meeting/next steps
- Discuss data and progress
- Problem solving
- Schedule next meeting

Coach Procedural Fidelity

- Collected for 78.6% of telecoaching sessions
- $M = 97.7%$; range $= 83.3 - 100%$
- 20 of the 28 telecoaching

RESULTS
## Comparative SET Scores

<table>
<thead>
<tr>
<th>School</th>
<th>Spring 2016 SET Score</th>
<th>Spring 2017 SET Score</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>0</td>
<td>94%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>0</td>
<td>89%</td>
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<tr>
<td>Middle School</td>
<td>0</td>
<td>84%</td>
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<tr>
<td>High School</td>
<td>0</td>
<td>81%</td>
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## Discipline Outcomes

<table>
<thead>
<tr>
<th>School</th>
<th>ODR Pre</th>
<th>ODR Post</th>
<th>ISS Pre</th>
<th>ISS Post</th>
<th>OSS Pre</th>
<th>OSS Post</th>
<th>AE Pre</th>
<th>AE Post</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>40</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Intermediate</td>
<td>17</td>
<td>9</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Middle School</td>
<td>52</td>
<td>40</td>
<td>33</td>
<td>14</td>
<td>29</td>
<td>25</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>High School</td>
<td>180</td>
<td>138</td>
<td>133</td>
<td>111</td>
<td>51</td>
<td>33</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

## Attendance Incidents

<table>
<thead>
<tr>
<th>School</th>
<th>Tardy Pre</th>
<th>Tardy Post</th>
<th>Absence Pre</th>
<th>Absence Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>1585</td>
<td>1545</td>
<td>3085</td>
<td>3385</td>
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<tr>
<td>Intermediate</td>
<td>95</td>
<td>749</td>
<td>3226</td>
<td>2903</td>
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<tr>
<td>Middle School</td>
<td>1707</td>
<td>1452</td>
<td>3538</td>
<td>3657</td>
</tr>
<tr>
<td>High School</td>
<td>4045</td>
<td>4476</td>
<td>5368</td>
<td>4608</td>
</tr>
</tbody>
</table>

## Anecdotal Note Review

- A socially valid practice
- Schoolwide expectations were widely accepted across staff
- Students enjoyed the recognition systems
- Team members appreciated being able to analyze and discuss school-level data
  - Celebrate when their discipline data improved
DISCUSSION

Benefits

“convenient”
“cost effective”
“increased opportunities for communication”
“I don’t think there was anything we could have gotten from a person or visit honestly that we didn’t get telecoach wise.”

Barriers

• How to look at data together
• Internet service
• In-person visits needed
• May miss some of the school culture/climate
• Relationship building strategies

Limitations

• Design
• Sample size
• Generalization
Considerations

- Technical difficulties
- HIPAA- and FERPA-compliant software
- Data collection procedures
- School buy-in

Addressing Limited Resources

Future Directions

- Easier for teams
- Fidelity across telehealth
- Training for others
- Different technologies

Troubleshooting

- Switch to in-person meetings
- Schedule phone calls or email in between meetings
- Have more frequent telecoaching visits
What you will need

- Patience
- Send data in advance
- Someone who is “tech savvy”
- Technology approach with required equipment
- Back up plan
- In person visits
- Optional: sense of humor