Behavior Coaching Basics:

*Coaching teachers to use function-based interventions in the classroom*

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[www.ibestt.org](http://www.ibestt.org)

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Rationale Behind Coaching

• Function-based interventions and supports
• Evidence-based interventions
• Implementation: necessary, but sometimes difficult

Ingram et al., 2005; National Center on Intensive Intervention; Robertson & Kokina, 2016; Reinke et al., 2011
Coaching in SWPBIS

• “…nonevaluative, ongoing process (e.g., occurring over a period of time), in which one individual observes and provides feedback to another individual targeting an intervention, supports, or other variables the individual wants to increase in the classroom.”

Stormont, Reinke, Newcomer, Marchese, & Lewis (2015)
Coaching in SWPBIS

• Behavioral consultation (Kratochwill & Bergan, 1990)
• Training and coaching outcomes in the classroom (Joyce & Showers, 2002)
• Active, iterative process (Dunst et al., 2015; Horner, 2009)
• Common in academics, less evidence for behavior supports (Stormont et al., 2015)

• What happens when a coach works with a teacher?
Coaching as a Strategy

Just a few points to consider...

• Coaching is teaching...
• Teaching involves learning skills...
• Coaching resources may help facilitate this teaching (i.e., improving teachers’ practice)...
• But out of context, the resources may not be useful, and could be unhelpful.
Team-Based Approach

• Tier 3 supports work best with teams
• Teams facilitate collaboration
• Our Tier 3 model (ibestt) embeds coaching

Crone, Hawken, & Horner, 2015; Lewis & Sugai, 1999; Scott et al., 2005
iBESTT Process Flow: 6 Steps

1. Application
2. Initial Training
3. Access
4. Initial Implementation
5. Ongoing Professional Development and Support
6. Maintenance

ibestt: Context for our Coaching

- Web-based coaching and collaboration tool
- Training and ongoing PD
- Coaching occurs at two key points
<table>
<thead>
<tr>
<th>Step</th>
<th>Process Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Application</td>
<td>Readiness Assessment, Review of Application</td>
</tr>
<tr>
<td>2</td>
<td>Initial Training</td>
<td>Tool Training, Function-Based Supports, Knowledge Assessment</td>
</tr>
<tr>
<td>3</td>
<td>Access</td>
<td>License, User Agreement, Create Accounts</td>
</tr>
<tr>
<td>4</td>
<td>Initial Implementation</td>
<td>Implementation Guide: Action Plan, All-staff training, Start team process</td>
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<tr>
<td>5</td>
<td>Ongoing Professional Development and Support</td>
<td>Access intervention and coaching supports</td>
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<tr>
<td>6</td>
<td>Maintenance</td>
<td>Identify Annual PD Needs, Review all Student Cases, Action Plan, Renew License/Agreement</td>
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Team-Based Coaching

• The coaching cycle occurs at different points of a team-based support process

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For Tier 3 ongoing PD:
• Coaching organizer
• Intervention Guides
• *Behavior Coaching Basics* Videos

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<table>
<thead>
<tr>
<th>Step</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Request Help</td>
<td>Classroom Check</td>
<td>FBA Summary</td>
<td>Intervention Plan</td>
<td>Progress Chart</td>
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<td>Initial Training Videos</td>
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<td>Teacher Request Help</td>
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<td>Intervention Guides</td>
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<td>Coaching Organizer</td>
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<td>Trainer Notes and Feedback</td>
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</table>
## Classroom strategies
- Establishing Classroom Rules
- Classroom Routines
- Pre-correct
- Feedback (praise, corrections)
- Pre-teaching
- Transitions
- Arranging the Classroom
- Active Supervision
- Opportunities to Respond
- Peer Support Arrangement
- Token System
- Group Contingency
- Visual Supports

## Individual-student
- Choice-making
- Noncontingent Reinforcement
- High Probability Requests
- Pre-specified Reinforcer
- Preferred Item as a Distractor
- Collaborative Activities
- Teaching Requests (DRA/DRI)
- Tolerance for Delayed Reinforcement
- Extinction
- Timeout from Positive Reinforcement
- Self-monitoring
- Self-reinforcement
- Self-evaluation
## Coaching Organizer

### Planning Meeting

- **Schedule time for observation:** ____________  
- **What practice (focus) will you observe?**

<table>
<thead>
<tr>
<th>Does the teacher know the practice?</th>
<th>Yes</th>
<th>No (If no, see coaching activities.)</th>
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</thead>
<tbody>
<tr>
<td>What coaching activities will you use?</td>
<td>Modeling</td>
<td>Role play</td>
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</tbody>
</table>

### Observation

**What is the practice you are observing?**

<table>
<thead>
<tr>
<th>Did you see the plan/practice? (list steps to the plan or practice)</th>
<th>Yes</th>
<th>No</th>
<th>What was the student’s response?</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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Coaching Cycle

- Teacher-Coach Alliance
- The Planning Meeting
- Focused Observation
- Performance Feedback

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Behavior Coaching Basics

*Teacher-Coach Alliance*

- Teacher-Coach Alliance
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Behavior Coaching Basics Video

Teacher-Coach Alliance

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Interpersonal skills

Coaching Video 1
Coaching Activities

• Modeling
• Role Play
• Discussion
• Practice
• Problem Solving

1Kam et al., 2004; 3,5Raver et al., 2009; 4Reinke et al., 2007; 2Riley-Tillman & Eckert, 2001; 2,4Smith et al., 2011; reviewed in Stormont et al., 2015
Behavior Coaching Basics

The Planning Meeting

- Teacher-Coach Alliance
- The Planning Meeting
- Focused Observation
- Performance Feedback

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Intervention plan, Role-play

Coaching Video 2

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Behavior Coaching Basics

Focused Observation

- Teacher-Coach Alliance
- The Planning Meeting
- Focused Observation
- Performance Feedback

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Behavior Coaching Basics Video

Focused Observation

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Observation elements

Coaching Video 3
Behavior Coaching Basics

Performance Feedback

- Teacher-Coach Alliance
- The Planning Meeting
- Focused Observation
- Performance Feedback

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Specific, Positive, Timely, Corrective

Coaching Video 4
Behavior Coaching Resources

Intervention guides

• Classroom strategies

• Individual-student strategies

http://www.education.uw.edu/ibestt/intervention/

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Behavior Coaching Resources

Behavior coaching protocol

- Coaching Organizer
- Behavior Coaching Basics videos

http://www.education.uw.edu/ibestt/behaviorcoaching/

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