D13 - Supporting Development, Implementation, & Sustainability of Tier II Through Effective Coaching

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Key Words: Tier 2, Coaching, Training

Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?

– What do I hope to learn?

– What did I learn?

– What will I do with what I learned?

Where are you in the implementation process?

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

Objectives for Session

Build understanding of critical practices for effective coaching to support Tier II implementation

Identify strategies to build coaching supports in application of Tier II system development and implementation
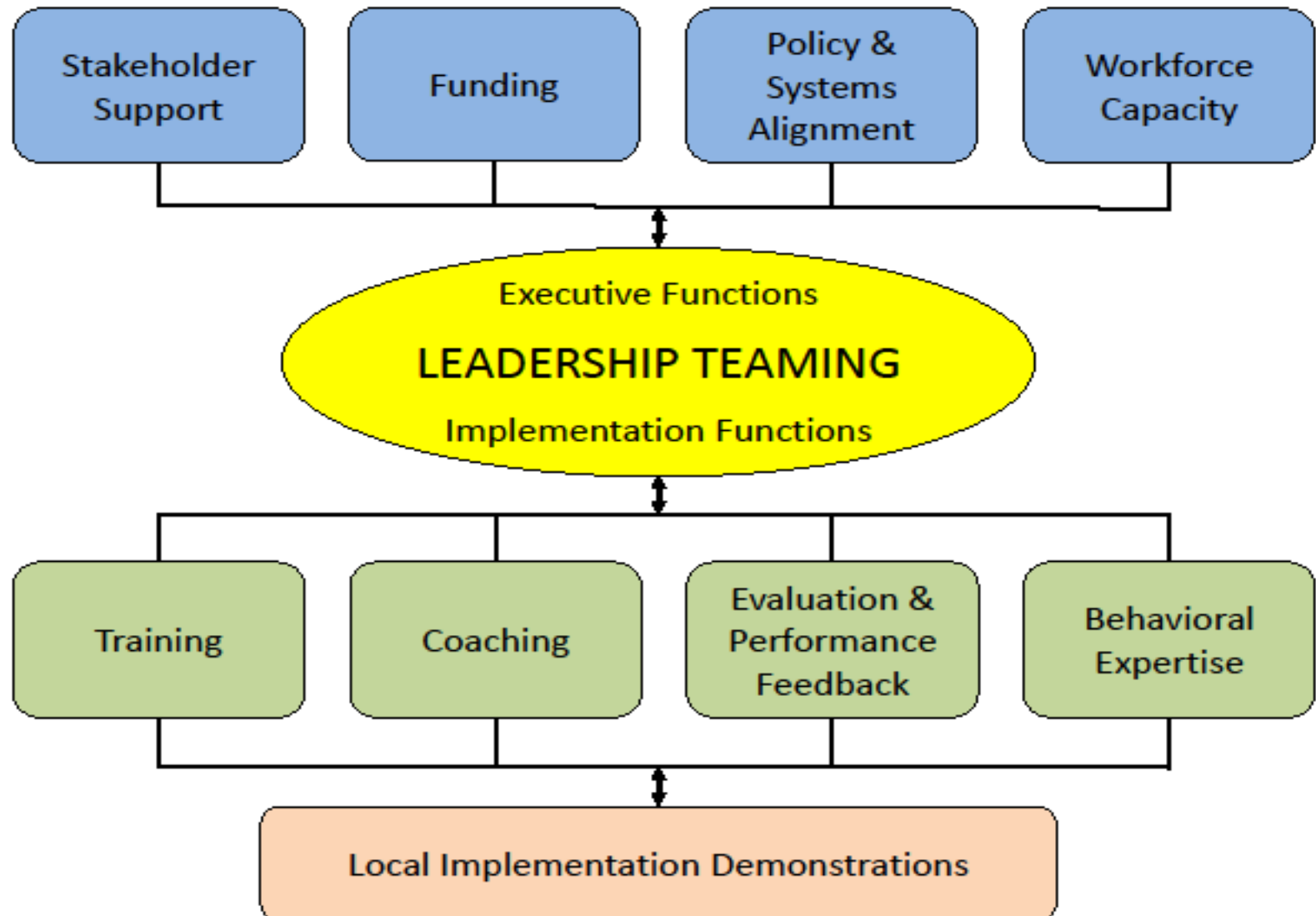
Understand how coaching can be differentiated across varying school teams of varying capacity for implementation

Build knowledge of resources to support implementation of Tier II systems

Critical Elements for Effective SWPBIS

Implementation Drivers For Sustainability -

Critical Practices For Effective Coaching

A Multi-Tiered System of Supports

Technical Assistance

"…is the *process of providing targeted support to an organization* with a development need or problem.

…may be **delivered in many different ways**, such as one-on-one consultation, small group facilitation, or through a web-based clearinghouse.

…one of the most **effective methods for building the capacity** of an organization.

According to some, 10 percent of what gets learned in training is applied on the job, while 95 percent of what is *coached* gets applied on the job.2 **Technical assistance *is* this coaching**."

• (NRS, 2010)

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Coaching for Change in the Literature

Change Coaching addresses <u>whole school organizational improvement</u> (Neufeld & Roper, 2003)

- *Coaching* or *facilitation capacity* refers to a system's ability to organize personnel and resources for prompting and encouraging local school training and implementation efforts (Sugai & Horner, 2006).

- Effective and linked *leadership* at every level (school, district, state) is key to the success of any systemic change, and systems change staff (i.e., coaches) have *full-time responsibility for guiding implementation processes* and support on-site change *leadership teams* (Adelman & Taylor, 2007).

Blended Learning Designs & Coaching

Instructional Processes

- Blended Learning (USDoE, 2010)
- Flipped Instruction (Flipped Learning Network,. 2012)
- Gradual Release of Responsibility (GRR) (Pearson & Gallagher, 1983)
  - Gradual Increase of Responsibility (GIR) (Collet, 2012)
- Job-Embedded Professional Development (JEPD) (Croft et al., 2010)
  - Coaching, Problem-Solving/Data Teams, Lesson Study, Mentoring, Professional Learning Communities (PLCs), Study Groups, Action Research

Instructional Methodology

| Explicit Instruction | Modeled Instruction | Guided Practice | Independent Practice with Feedback |

Joyce & Showers, 2004; Learning Forward, 2011

Coaching is...

1. Essential to implement **PBIS with integrity.**
2. How the latest **research is translated into practices**.
3. Helps **people work well together** and **use practices effectively.**
4. *Reflects a **relationship** where everyone has **an equal say** & **a role in supporting decisions**.
5. Is used at **every level of education** (state, district, school, grade-level, classroom)

Strategies To Remember

Observation-Team meetings/Activities During Training	Modeling- Correct Practices	Performance Feedback- Specific, timely, positive and corrective

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Coaching is used at every level of education.

Regular data collection and other feedback helps to improve practices.

The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;

Goal: To support & build capacity of leadership teams to implement MTSS aligned with district & school improvement plans to enhance student outcomes
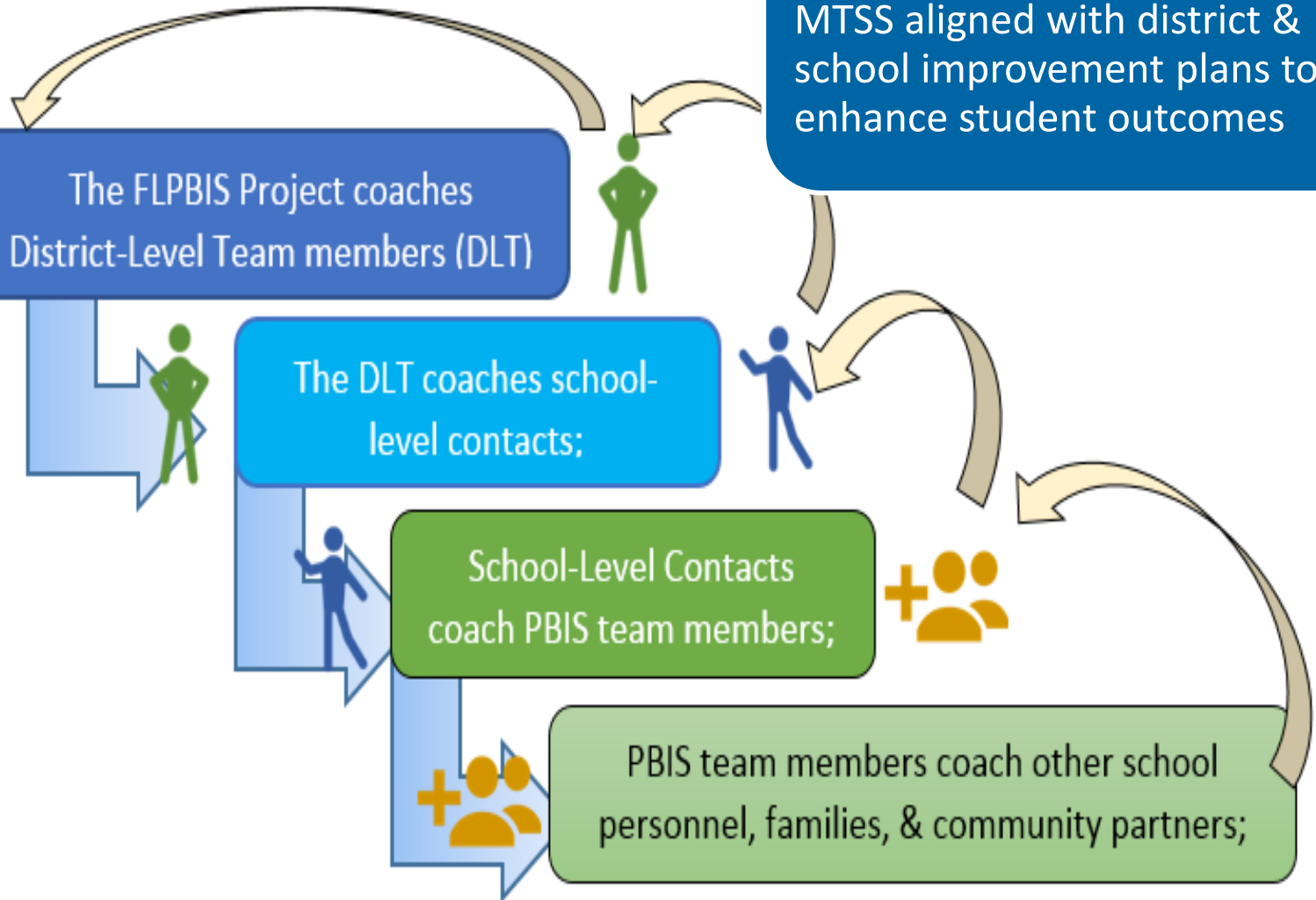
Florida PBIS Coaching Framework

MTSS Content Knowledge Dissemination

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Behavior Principles
Data-Driven Decision-Making
Implementation Fidelity

Facilitated Leadership & Support

Interpersonal Communication
Effective Communication
Collaborative Teaming
Family and Community
Engagement (FACE)

Professional Development
Training
Practice-based Coaching
Technical Assistance

Problem-Solving Facilitation

Problem Solving
Problem ID
Problem Analysis
Intervention Design
& Action Planning
Evaluation

http://flpbis.cbcs.usf.edu/coaching/framework.html

PBIS Team Coaching Skills

Problem-Solving Facilitation

- Effective implementation of 4-step problem solving with fidelity
- On-going progress monitoring and data review

Facilitated Leadership and Support

- Effective communication & collaborative teaming build/gain consensus
- Develop & implement structured & effective meetings
- Action plan development & implementation
- Active student, staff, family & community engagement in PBIS

Content Knowledge Dissemination

- Positive behavior interventions and supports
- Basic principles of behavior
- Data-driven decision-making
- Implementation fidelity

What Does the Research Say About
Highly Successful Districts?
George, Cox, Minch & Sandomierski (2018)

District Practices Associated With Successful SWPBIS Implementation

Heather Peshak George, PhD[1], Karen Elfner Cox, MA[1], Devon Minch, PhD[1], and Therese Sandomierski, PhD[1]

1) **District Coordinator**
   - relationships, passionate, knowledge & skills, administrative experience

2) **Coaches**
   - training, technical assistance, roles & responsibilities, input values

3) **District Teaming**
   - PBIS/MTSS integration, team activities, collaboration

4) **District Team Activities**
   - visibility, recognition, funding, incentives, accountability

4) **Leadership and Buy-In Support**
   - district-level and school-level

5) **District Data Infrastructure**
   - infrastructure, collaboration and communication

6) **Direct Support to Schools**
   - differentiated supports, training

7) **Communication**
   - infrastructure

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Coaching Practices Within Tier 2 System

Panel Discussion and Sharing From Exemplar District

"Just tell us what interventions to do!"

I... NEED... HEEEEEEEELLLLLP!

For Tier 2 to be effective, teams need to:

1. Have processes and procedures in place
2. Consistently implement school-wide expectations
3. Design interventions for groups of students
4. Be systematic in aligning interventions to support behavior

Tier 2: Critical Features

Builds on Tier 1 expectations (core curriculum)

Collaborative teaming and data-based problem-solving

Matches the needs of each school

Pre-determined decision rules

| Identifying students | Making intervention changes | Increasing/decreasing levels of support |

Monitors implementation fidelity

System for communicating progress

| Students and staff | Families |

Readiness Considerations:
Why is it important?

Is there a core system in place? How is this measured?

What will be your coaching support structure?

What district barriers are present before rolling out Tier 2 initial training?

What flexibility is given to schools to decide their own process and procedures?

Is there critical roles within the district/schools that will be impacted or needs to be redefined?

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Palatine School District

Northwest Suburbs of Illinois

Schools

- 15 Elementary
- 4 Junior High
- 1 Early Childhood
- 1 Alternative School   (1 building- 2 programs)

Demographics

- 12,000 students
- 40% low income
- 70 + languages
- 20% Limited English Proficient

Readiness and Cohort Approach

Tier 2 training provided with buildings demonstrated fidelity at Tier I (e.g 70% on the TFI)

After buildings demonstrated successful Tier I and II implementation through multiple indicators (e.g. TFI, ODR, and Tier II/III Tracking Tool data), they received Tier III training and support.

On average, schools spent two years in each Tier before moving on to the next Tier.

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Schools/Programs Implementing Based on TFI, POI, and/or BAT

Number of buildings implementing at each tier over time
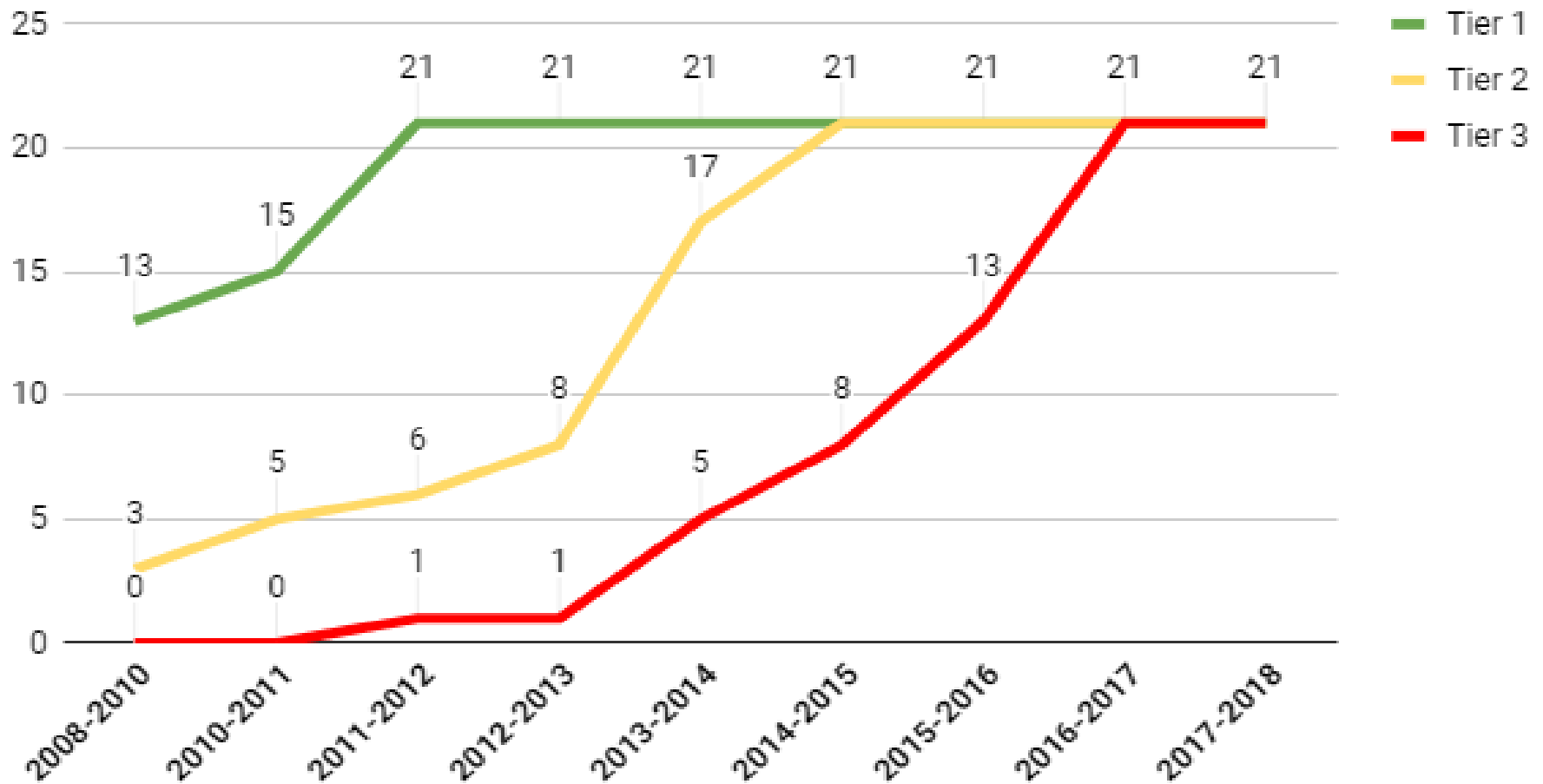
Teaming: Facilitated Leadership and Support

Initial Training and Coaching Considerations:

1. Clear roles and responsibilities

2. Effective communication with teachers and families

3. Identification of ethical/legal issues within a Tier 2 system

4. Agenda/Structure that focuses on implementing system versus individual students

Sample Meeting Minutes to Promote Systems Focus

Team Action Plan Format for Development of System

http://www.livebinders.com/play/play?id=2289152#anchor

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Team Responsibilities

1. **Identify** students

2. **Match student needs to interventions**

3. **Monitor** and **coordinate interventions**

4. Implement data-based **problem-solving**

5. **Communicate** with all stakeholders

6. **Monitor** effectiveness of Tier 2
   a. Number of students receiving support
   b. Implementation fidelity
   c. Student progress across interventions
   d. Effectiveness of each Tier 2 intervention

7. Adhere to **legal/ethical guidelines**

8. Identify staff **professional development** needs

Building team content knowledge AND opportunities for ongoing job embedded practice and feedback during implementation

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Identifying and Grouping Students

Considerations/Coaching Targets:

⬇

Determine the fidelity of Tier 1 implementation prior to identifying students needing additional support

⬇

Develop a consistent process for identifying students in need of Tier 2 supports

⬇

Identify students in need of Tier 2 supports based on multiple sources of data

⬇

Identify effective grouping for delivering Tier 2 supports

Teams will need modeling and guided feedback with implementation

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MTSS Classroom Coaching Guide and Resources

1. Assist problem-solving teams and/or teachers with implementing PBIS in the classroom with fidelity

2. Help develop, sustain, and evaluate an effective classroom environment

3. Aligned with…

   a. Benchmarks of Quality Classroom Systems (42-48)

   b. Classroom Management that Works, *Marzano, Marzano, Pickering, 2009*

   c. Enhancing Professional Practice: A Framework for Teaching, *Danielson, 2007*

Coaching Target For Systemic Identification:
Why use multiple data sources?
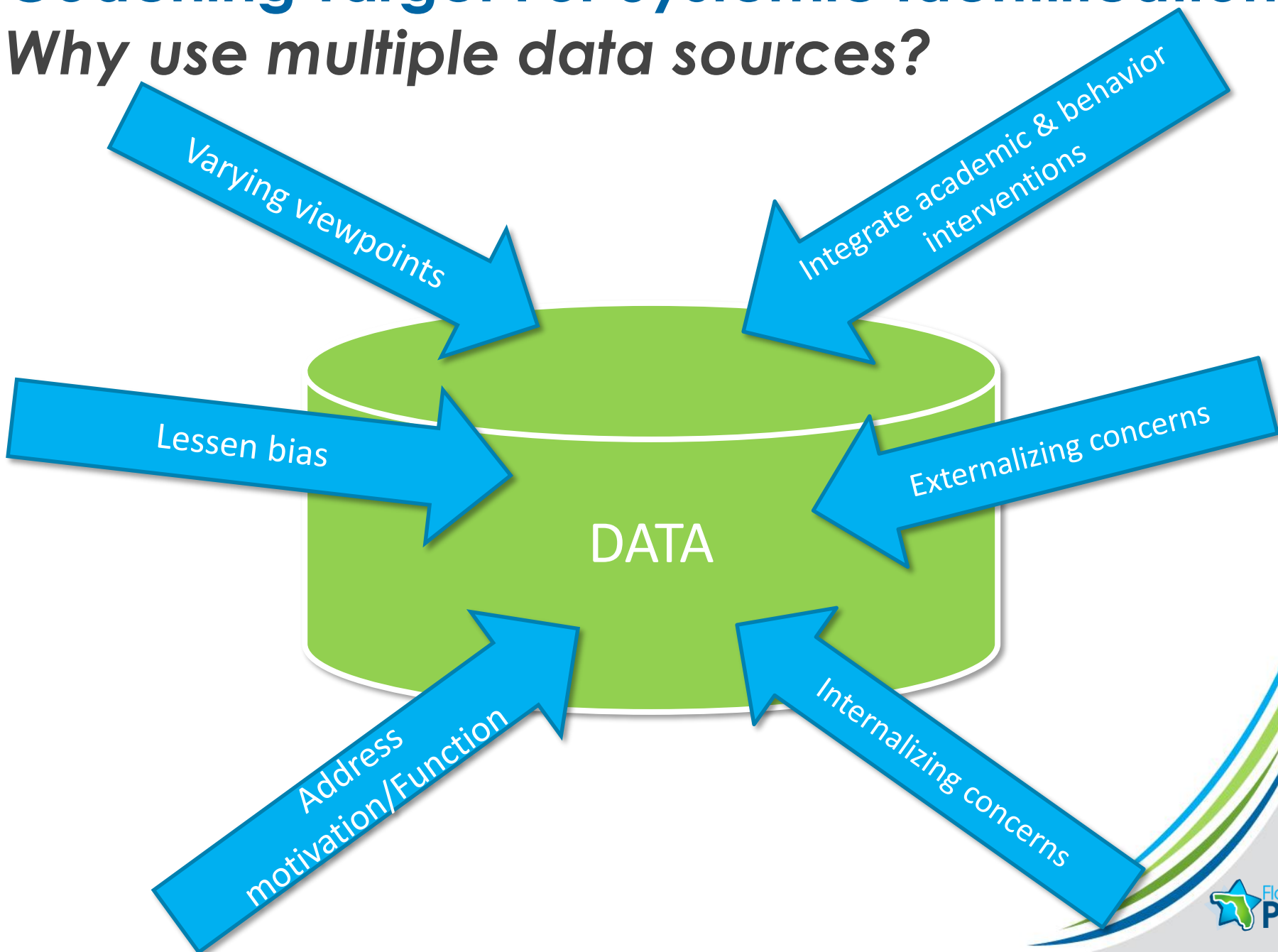
Common Methods:
Pros/Cons For Identification and Recommendations

Use Existing Data

- **Early Warning Indicators**

Universal Social-Emotional Screening

Identifying Students For Tier 2

Nomination Procedures

Teacher or Self Referrals

What data does your district or school team use to identify students?

Grouping Students by Common Needs

Guiding Questions For Teams

1. Do students have similar instructional needs?

2. Do students have both academic and emotional/behavioral needs?

3. Are students' academic needs similar?

4. Are functions of behavior similar across students?

Selecting Evidence-Based Interventions

Considerations:

1. Identify features of evidenced-based interventions

2. Locate resources to help your district/school select evidence-based interventions for Tier 2

3. Developing a schedule for providing Tier 2 interventions

   1. Agreement on times to provide

   2. Sample Schedules

How does your district or school select interventions?

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Tier 2 Intervention Features: District or School Decision

Essential Features of Tier 2 Interventions	Intervention _____	Intervention _____
1. Has research to support its use		
2. Decision to implement based on data		
3. Matches/linked to function of students' behavior		
4. Consistent with Tier 1 expectations		
5. Adequate resources are available to implement, as intended		

Checklist for Features of Tier 2 Interventions:
http://www.livebinders.com/play/play?id=2289152#anchor

Planning for Progress Monitoring and Evaluation

## Considerations/Coaching Targets

- Identify elements of progress monitoring
- Determine how to monitor individual *as well as* groups of students
- Monitor progress of students receiving Tier 2 supports
- Monitor implementation fidelity of Tier 2 interventions
- Develop and Implement Decision Rules

Guiding Questions For Teams

- How will student progress be monitored?
  - Frequency
  - Is it built into the intervention or does it need to be developed?
- Who will enter the data?
- When will data be reviewed to determine if student is making progress?
- What data system will be utilized?

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Progress Monitoring: Coaching Focus
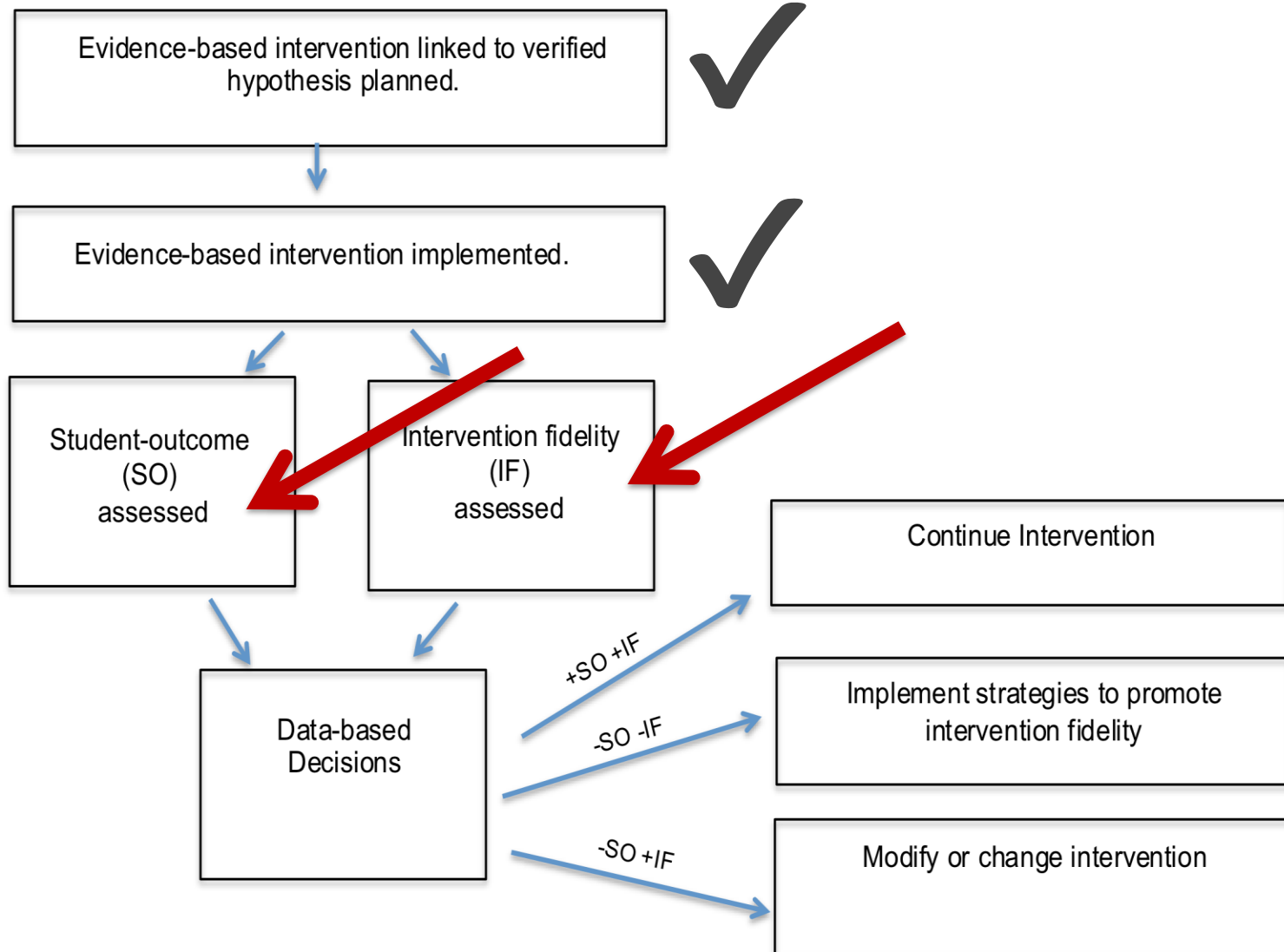
Midwest PBIS Tracking Tool:
http://www.midwestpbis.org/evaluation/resources

Midwest PBIS Network
Tier 2/Tier 3 Intervention Tracking Tool

School Name: _____   **Total School P**

PLEASE NOTE, enter number and Percentages for each Intervention. Also provide the averages

Interventions	Check-in Check-out (CICO) # and %		Social/Academic Instructional Groups # / %		Individualized Check-In/Check-Out, Groups & Mentoring # / %		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning) # / %		P
	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	# / % Students Participating	# / % Students Responding	
July	/	/	/	/	/	/	/	/	
August	/	/	/	/	/	/	/	/	
September	/	/	/	/	/	/	/	/	
October	/	/	/	/	/	/	/	/	
November	/	/	/	/	/	/	/	/	
December	/	/	/	/	/	/	/	/	
January	/	/	/	/	/	/	/	/	

Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule/s to determine youth 'response' for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

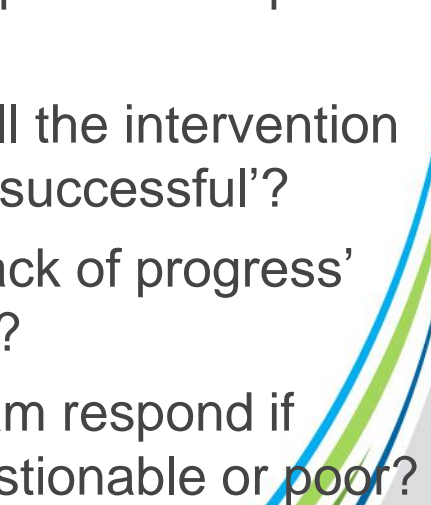Responding to Social/Academic Instructional Groups:

Decision Rules for Each Intervention
Guiding Questions

Intervention Implementation

1. What is the criteria to receive the intervention?
2. What is the goal?
3. When will the goal be achieved?
4. What defines intervention implementation fidelity?
5. How will the team respond if the intervention is not being implemented with fidelity?

Monitoring Student Progress

1. How often will progress monitoring occur?
2. What defines a positive response to the goal?
3. When & how will the intervention be faded if it is 'successful'?
4. What defines 'lack of progress' toward the goal?
5. How will the team respond if progress is questionable or poor?

Palatine District Tier 2 Model

Continuum of Supports

- Check In Check Out
- Social/academic instructional groups
- CICO with individual features
- Brief FBA/BIP

All interventions have established entrance and exit criteria

- Exit process includes 2 weeks of student self-monitoring.

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Palatine District: Tracking Tools

- Tier 2 /3 Tracking Tool

- Tracking Individual Student Success of Interventions

Screencasts that explain these tools:

- Tracking tool screencast

- Individual tracking screencast

Example Team Activity
What's your school's Tier 2 temperature?

Think about your school's Tier 2 implementation since day one of Tier 2 training and the topics covered:

1. Teaming
2. Identifying and grouping students
3. Evidence-based interventions
4. Progress monitoring and Evaluation

1. Identify one piece that has worked very well.

2. Identify the biggest barrier to Tier 2 implementation.

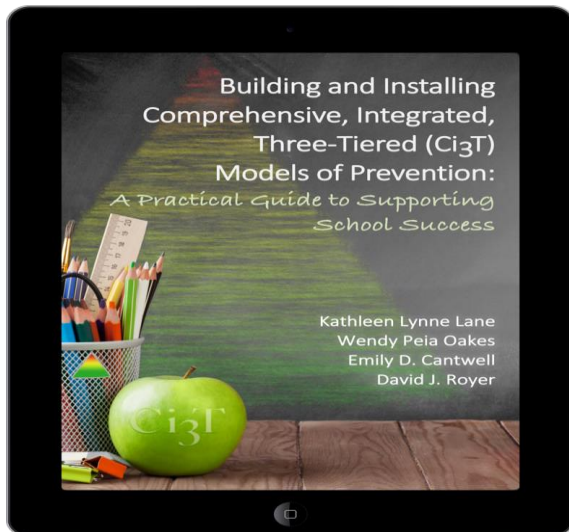*3. Brainstorm and plan strategies to overcome barrier*
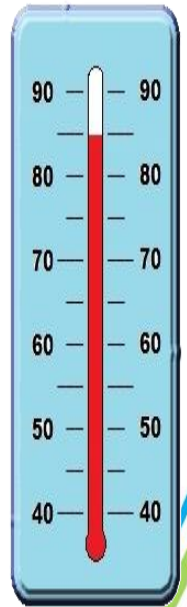
Coaching Opportunities:
Resources For Support

Workbook for Ongoing Implementation

http://pbismissouri.org/tier-2-workbook-resources/

Professional Learning Library and Coaching Resources
http://www.ci3t.org/pl

http://www.ci3t.org/building#ebook

Building and Installing Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention:
A Practical Guide to Supporting School Success

Kathleen Lynne Lane
Wendy Peia Oakes
Emily D. Cantwell
David J. Royer

http://www.livebinders.com/play/play?id=2289152#anchor

PBIS **Tier 2 Resources**
By: USFPBS_Org

Overview

PBIS Technical Assistance Center resources

Tier 2 Teaming

Identifying and Grouping Students

Planning Evidence-Based Interventions

Progress Monitoring and Evaluation

Tier 2 spreadsheet

Tiered Fidelity Inventory (Tier 2)

Tier 2 and Secondary (webinar)

Tier 2 and Problem-Solving (webinar)

Family Engagement

Please Complete the Session Evaluation
to Tell Us What You Thought of This