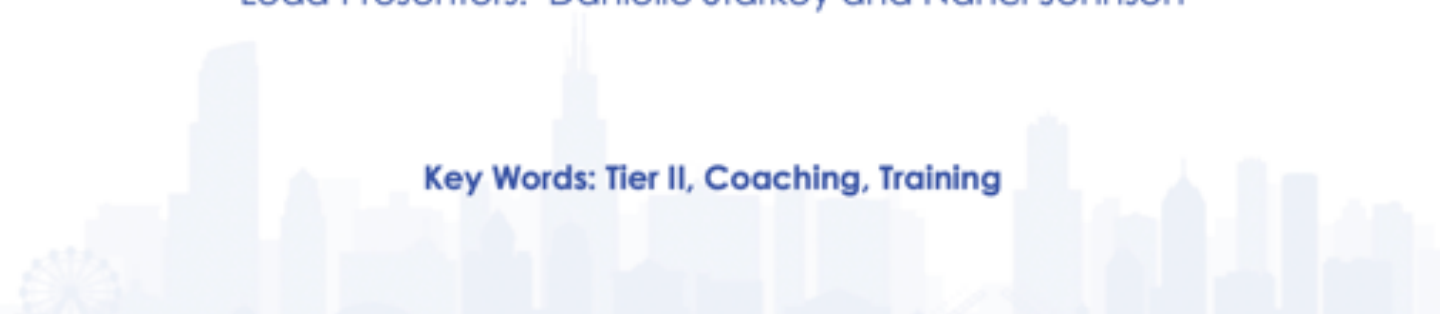




# A16 — Building Tier II Coaching Capacity

Lead Presenters: Danielle Starkey and Nanci Johnson

**Key Words:** Tier II, Coaching, Training



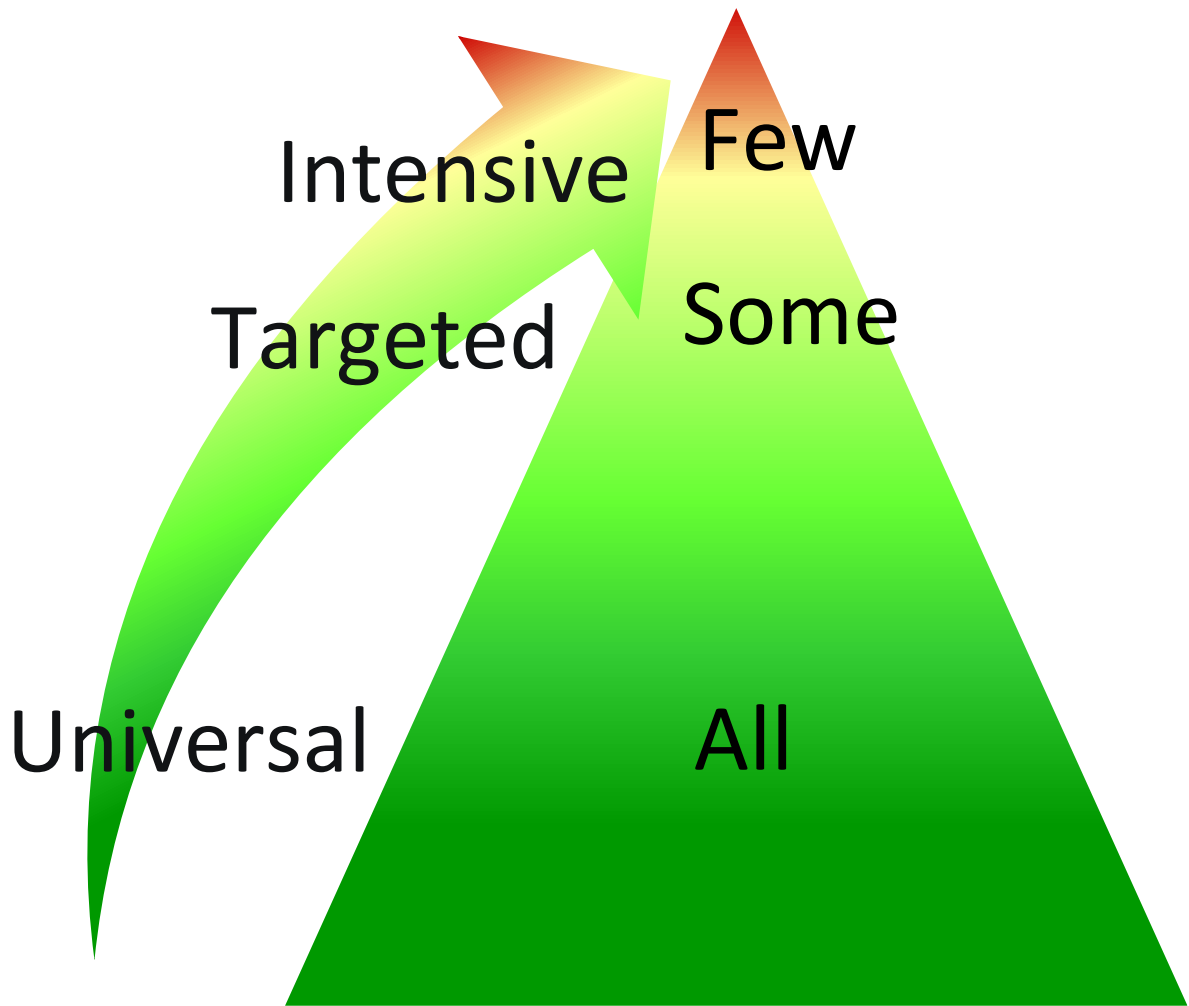
# When Working In Your Team

## Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

# Session Outcomes

- ▶ Describe Tier 2 systems, data, and practice components that are critical for implementation.
- ▶ Identify knowledge and skills needed for Tier 2 Coaching.
- ▶ Review tools, materials, and processes for building Tier 2 Coach knowledge and skills.





# Foundational Tier 2 Knowledge

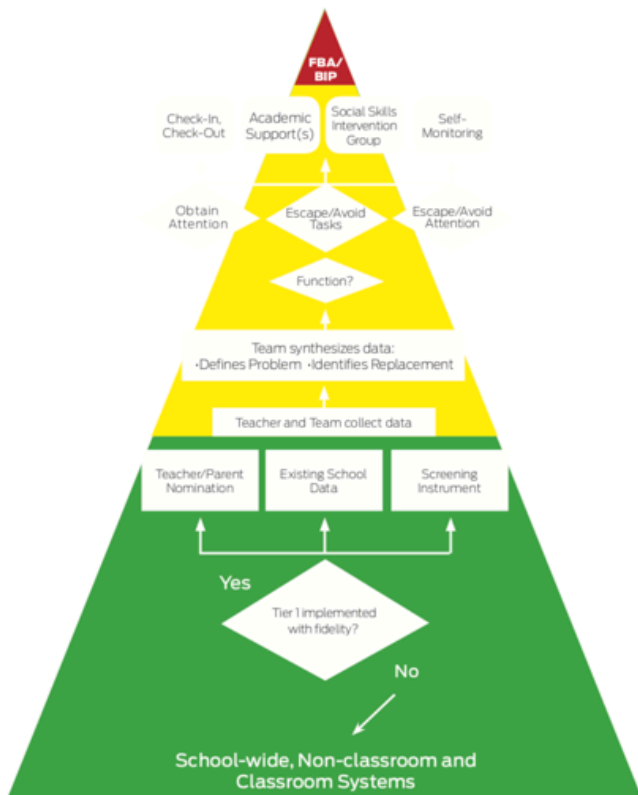
# Purpose of Tier 2 - Targeted interventions

- ▶ Provide interventions to support approximately 15% of the student population who are at risk, but not currently engaging in severe problem behavior.

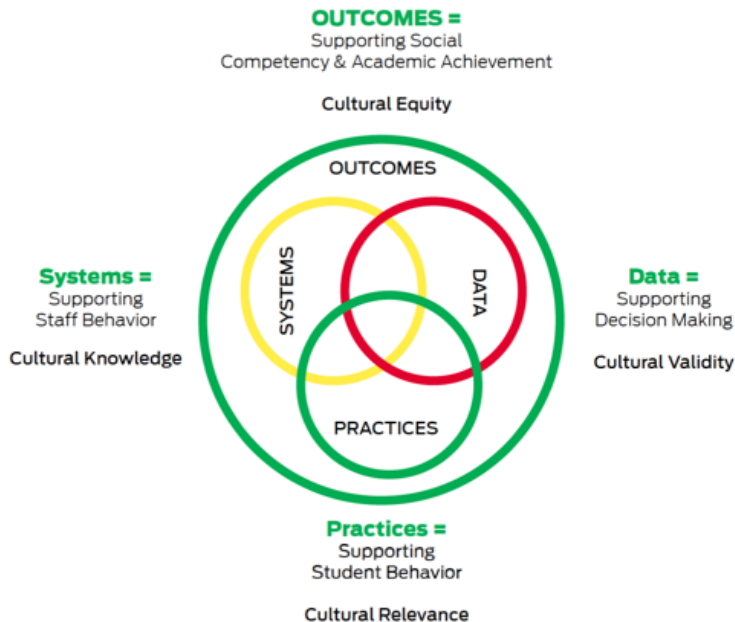
(Walker et al., 1996; Crone, Hawken & Horner, 2010)

# Key Features of Tier 2 - Targeted interventions

- ▷ Continuously Available
- ▷ Quickly and Easily Accessible
- ▷ Minimal Time from Classroom Teachers
- ▷ Skill Sets
- ▷ Aligned with Schoolwide Expectations
- ▷ All Personnel are Aware
- ▷ Consistent Implementation
- ▷ Matched to Function of Student's Behavior



## The Four Interconnected Elements of SW-PBS



Vincent et al., 2011



# **System** Features of Tiered Interventions

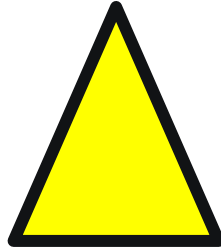
- ▷ Efficient Team Processes
- ▷ Standard Identification Criteria
- ▷ Standard bank of research-based interventions continuously available and matched to identified need or function
- ▷ Data used to progress monitor

# Data Features of Tiered Interventions

- ▷ Standard Criteria and Data to Identify Students
- ▷ Standard Process for Data Analysis
- ▷ Standard Data used to Progress Monitor
  - Data to determine student progress
  - Data decision rules to determine next step
  - Decision Trees / Flow Charts

# Practice Features of Tiered Interventions

- ▷ Check-In, Check-Out
- ▷ Social Skills Intervention Groups
- ▷ Self-Monitoring
- ▷ Check & Connect
- ▷ First Step *Next*
- ▷ Academic Supports



# Introduction to Coaching



***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)

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## Training

---

The action of teaching people a particular skill or type of behavior.

---

Group

---

Directed learning and controlled content.

## Coaching

---

The action of supporting a person in achieving a personal or professional goal by providing training and guidance.

---

Individual or Small Group

---

Process controlled through questioning.



*Research indicated that new strategies and interventions are not implemented with **integrity** unless a consultant (coach) is continually involved.*

*(Lewis & Newcomer, 2002)*

**OUTCOMES**  
(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)

Training Components	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory & Discussion	10%	5%	0%
<u>Plus</u> Demonstration in Training	30%	20%	0%
<u>Plus</u> Practice and Feedback	60%	60%	5%
<u>Plus</u> Coaching in the Classroom	95%	95%	95%

(Joyce & Showers, 2002)



# Light vs Heavy Coaching

## Light Coaching

- ▷ Occurs when coaches want to building and maintain relationships more than they want to improve teaching and learning.
- ▷ Results in coaches being accepted, appreciated, and even like by their peers.
- ▷ Avoidance of challenging conversations.

## Heavy Coaching

- ▷ Includes curriculum analysis, data analysis, instructional changes, and conversations about beliefs and how they influence practice.
- ▷ Coaches work outside their comfort zone and stretch their coaching skills, content knowledge, and leadership skills.

# Critical Features of Coaching



**PBIS** Positive Behavioral  
Interventions & Supports  
OSEP TECHNICAL ASSISTANCE CENTER

## **Positive Behavioral Interventions and Supports Implementation Blueprint:**

### **PBIS District Systems Fidelity Inventory (DSFI)**

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

Version 2019 August 5

# Coaching

- ▷ Specialized instructional support personnel (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general PBIS and across full continuum of behavior support (Tiers 1, 2, 3).

# Differentiated Coaching Supports

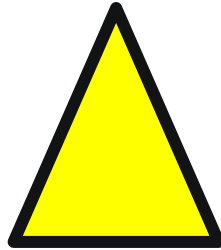
- ▷ A plan for differentiated coaching supports is developed and based on phases of implementation, relevant tiers and data-indicated need. The coaching plan is readily available (e.g., website) and/or disseminated to school teams and is consistently implemented.

# District Coach Networks

- ▶ Training and support (e.g., clear scope and sequence, technical assistance) are provided to district coaching networks to establish and sustain PBIS expertise and implementation.

# Local Coaching Capacity

- ▷ District has transitioned from outside/external to local/internal/in-district coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions).



# Knowledge & Skills Needed for Tier 2 Coaching

# Professional Development Blueprint

**National Technical Assistance Center on  
Positive Behavioral Interventions and Supports**

**TRAINING AND PROFESSIONAL DEVELOPMENT BLUEPRINT FOR POSITIVE  
BEHAVIORAL INTERVENTIONS AND SUPPORTS<sup>1</sup>**

Timothy J. Lewis  
Susan Barrett  
George Sugai  
Robert H. Horner  
Barbara S. Mitchell  
Danielle Starkey

Version 3: August 2016



# **System** Features of Tiered Interventions

- ▷ Efficient Team Processes
- ▷ Standard Identification Criteria
- ▷ Standard bank of research-based interventions continuously available and matched to identified need or function
- ▷ Data used to progress monitor

# Critical Tier 2 Coach Knowledge

- ▷ Basics of Applied Behavior Analysis
- ▷ Understanding of Tier 1 Implementation (Classroom!)
- ▷ Effective Tier 2 Team Processes
- ▷ Methods of Identifying Students for Tier 2 Supports
- ▷ Selecting Function Based Interventions
- ▷ Implementation of Tier 2 Interventions
- ▷ Progress Monitoring of Tier 2 Interventions
- ▷ Evaluation of the Tier 2 System
- ▷ Targeted Technical Assistance Using Data

# Basics of Applied Behavior Analysis

- ▷ ABCs of behavior
- ▷ Functional behavioral assessment logic
- ▷ Data Collection

# Understanding of Tier 1 Implementation (Classroom!)

- ▷ Clarifying Expected Behavior
- ▷ Teaching Expected Behavior
- ▷ Encouraging Expected Behavior
- ▷ Discouraging Unexpected Behavior
- ▷ Effective Classroom Practices

# Effective Tier 2 Team Processes

- ▷ Team Roles/Responsibilities
- ▷ Standardized Agenda Template
- ▷ Action Planning
- ▷ Communication Methods

# Tier 2 Identification

- ▷ Existing School Data
- ▷ Teacher Nomination
- ▷ Universal Screening

# Selecting & Implementing Function Based Tier 2 Interventions

- ▷ Identifying and reviewing relevant student data needed to determine problem behavior and function of behavior
- ▷ Planning for and implementing research based Tier II Interventions including:
  - Social Skills Intervention Groups
  - Check-In, Check-Out
  - Check & Connect
  - First Step to Success

# Evaluation of the Tier 2 System

- ▷ Implementation fidelity
- ▷ Social validity
- ▷ Student outcomes
- ▷ Progress monitoring



# Targeted Technical Assistance Using Data

- ▶ Using school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools.

# Google Sheet Version



Copy of PBIS Trainer/Coach Assessment - Adapted



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Tier I					
	A	B	C	D	E
1	Tier I				
2	Item	Content Knowledge/Skill	Outcome	Criteria	Score
3	1.1	Basics of Applied Behavior Analysis	Trainers/Coaches have basic foundational knowledge of Applied Behavior Analysis including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional behavioral assessment logic</li> <li>• Data Collection</li> </ul>	0 = Trainers/Coaches do not have basic foundational knowledge of Applied Behavior Analysis.  1 = Trainers/Coaches have knowledge of some foundational pieces of Applied Behavior Analysis, including at least 2 of the following: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Assessment</li> <li>• Data Collection</li> </ul> 2 = Trainers/Coaches have foundational knowledge of Applied Behavior Analysis, including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Assessment</li> <li>• Data Collection</li> </ul>	-
4	1.2	Understanding and training fluency of PBIS essential components.	Trainers/Coaches understand the essential components and are able to train fluently on the content, including: <ul style="list-style-type: none"> <li>• Clarifying expected behavioral expectations and rules</li> <li>• Teaching plan • Acknowledgement systems</li> <li>• Responses to problem behavior</li> </ul>	0 = Trainers/Coaches do not have a clear understanding and/or training fluency of the essential components PBIS.  1 = Trainers/Coaches have a clear understanding and training fluency of some, but not all of the essential components of PBIS.  2 = Trainers/Coaches have a clear understanding and training fluency	-

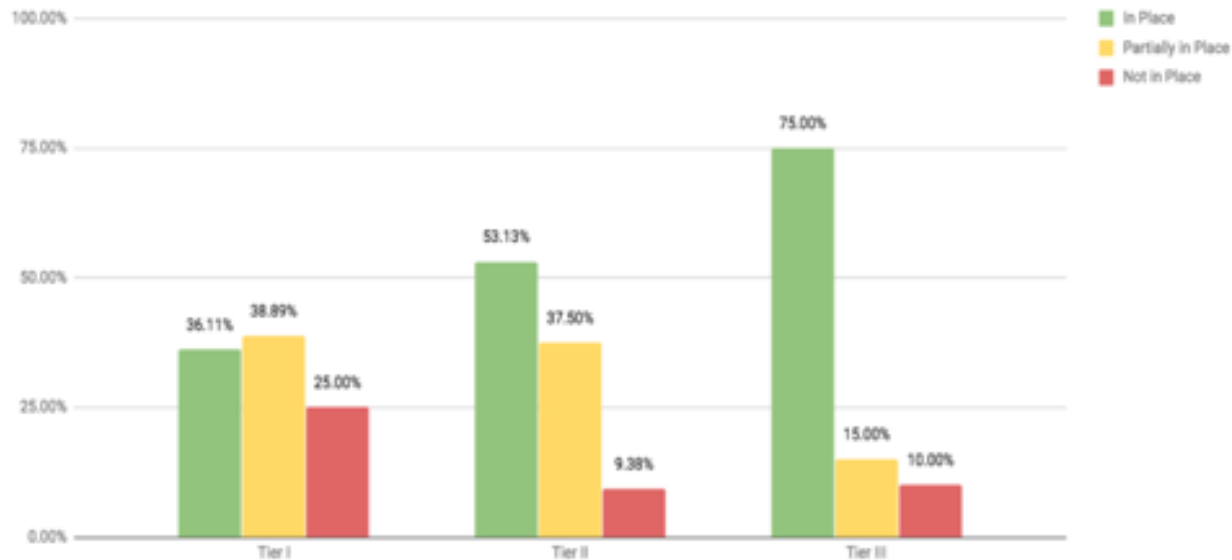


Item Analysis

Tiered Report

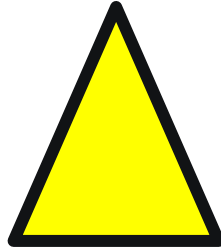
A	B	C	D	E	F	G	H	I	J	K
	In Place	Partially in Place	Not in Place							
Tier I	36.11%	38.89%	25.00%							
Tier II	53.13%	37.50%	9.38%							
Tier III	75.00%	15.00%	10.00%							

### PBIS Trainer/Coach Assessment



Item Analysis ▾

Tiered Report ▾



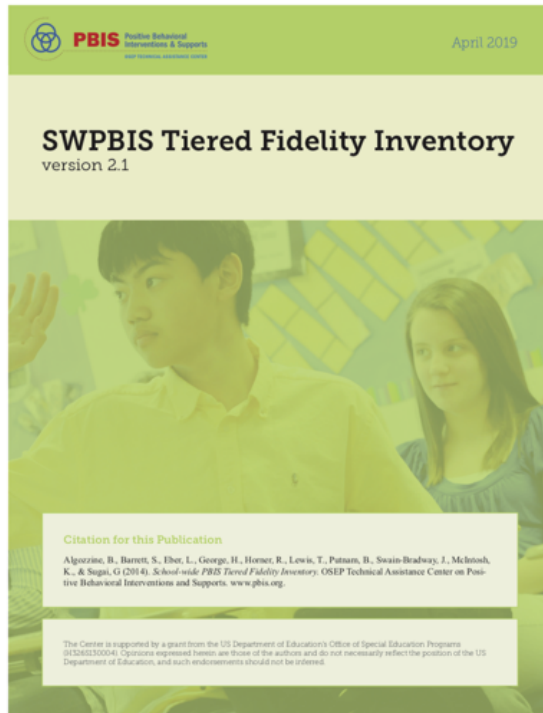
# Tools, Materials, & Processes for Building Tier 2 Coach Knowledge

# Tier 2 Resources (MO SW-PBS\*)

- ▷ [Tiered Fidelity Inventory \(TFI\)](#)
- ▷ [Tier 2 Workbook\\*](#) & [Resources\\*](#)
- ▷ [Tier 2 Student Identification Process Guide\\*](#)
- ▷ [Pre-Meeting Organizer\\*](#)
- ▷ Intervention Development Checklists\*
  - [Check-In, Check-Out](#)
  - [Social Skills Intervention Groups](#)
  - [Self-Monitoring](#)
- ▷ [Student Progress Monitoring Guide\\*](#)
- ▷ [Advanced Tiers Spreadsheet\\*](#)

# Tiered Fidelity Inventory (TFI)

[pbisapps.org](http://pbisapps.org)



---

## Tier 2

---

---

## Teams

---

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## Intervention

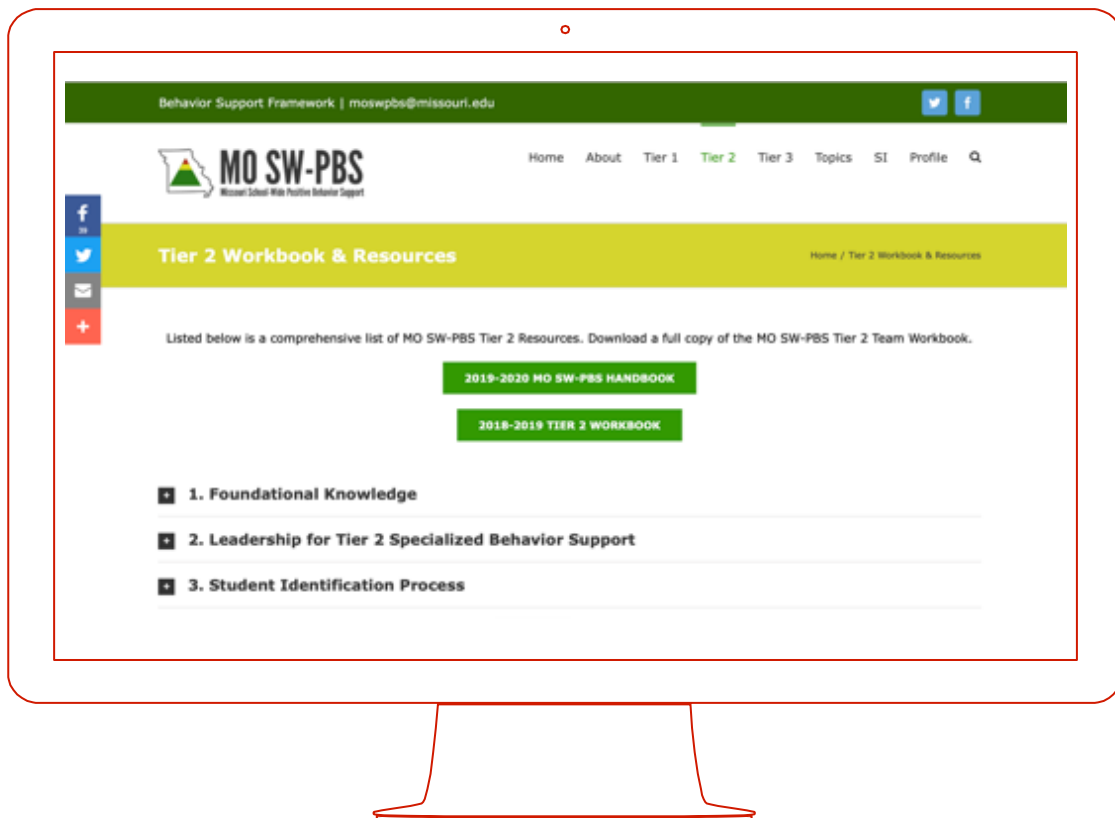
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## Evaluation

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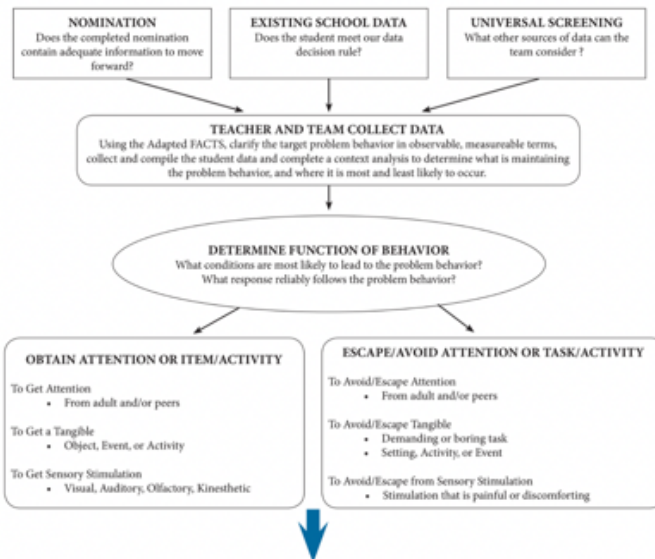
# Tier 2 Workbook & Resources



# Tier 2 Student Identification Process Guide

## MO SW-PBS Tier 2 Student Identification Process Guide

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules, and Procedures? Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules, and Procedures?



	Check-In, Check-Out	Social Skill Groups Intervention Groups	Self- Monitorin g	Check & Connect	FIRST STEP Next	Academic Interventio n
Get Adult Attention	X	X	X		X	X
Get Peer Attention		X	X		X	X
Avoid Adult Attention		X	X	X		
Avoid Peer Attention		X	X	X		
Avoid Tasks		X	X	X		
Access to Activities or		X	X			

*Adapted from Umbreit, Ferro, Liaupaitis, and Lane, 2007*



[illegible]

# Tier 2 Pre-Meeting Organizer

## Google Form Version

### Tier 2/3 Pre-Meeting Organizer

To edit this document, log into your Google Drive, click on "File" and "Make a Copy." Alternatively, you can click on "File" and Download as Microsoft Word

School Name: Super School

Month: September

Time Stamp: 8/21/2019 14:07:36

	Count	Percentage	Students Served by Interventions
Student Enrollment	350		
Students with 6 or more Major ODRs	6	1.7%	0
Students with 2-5 Major ODRs	12	3.4%	6
Students with 0-1 Major ODRs	332	94.9%	

Name of Intervention	Number of Students participating (Total year to date)	Number of students who graduated (Total year to date)	Number of Students Responding Positively (current reporting period)	Number of students with questionable response (current reporting period)	Number of students with poor response (current reporting period)	Number of students who require more intensive intervention (Total year to date)
Check-in Check-Out	3	0	2	1	0	0

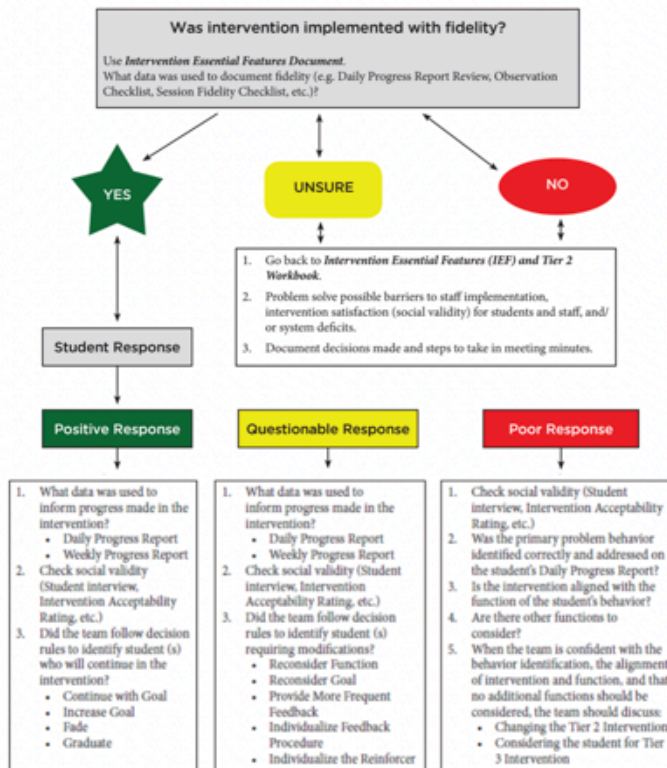
# Intervention Development Checklists

- ▷ Program Design
- ▷ (Daily) Progress Report
- ▷ Reinforcement Report
- ▷ Data Management
- ▷ Plan for Self-Management & Fading
- ▷ Teaching Staff to Implement Program
- ▷ Teaching Students & Parents Who Participate in the Program
- ▷ Evaluate Program Outcomes

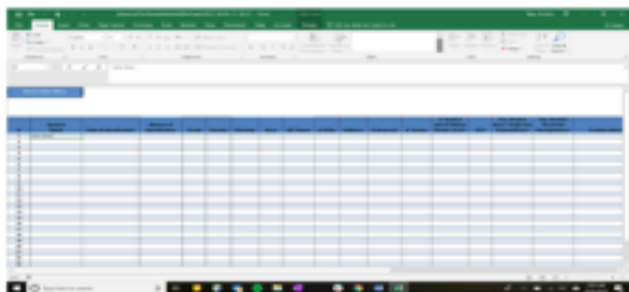
# Student Progress Monitoring Guide

## MO SW-PBS Student Progress Monitoring Guide

Review the Pre-meeting Organizer. Answer the questions below for each student requiring action by the team.



# Advanced Tiers Spreadsheet



**Main Menu Tab ^**

Student Name  
Date of ID/Method  
Gender/Race/Ethnicity  
IEP Status  
ODRs/Minors/Absence/Tardies  
Academics/GPA  
Taught/Reinforced/Corrected  
Unexpected Behavior/Function  
Intervention 1/Intervention 2  
Goal

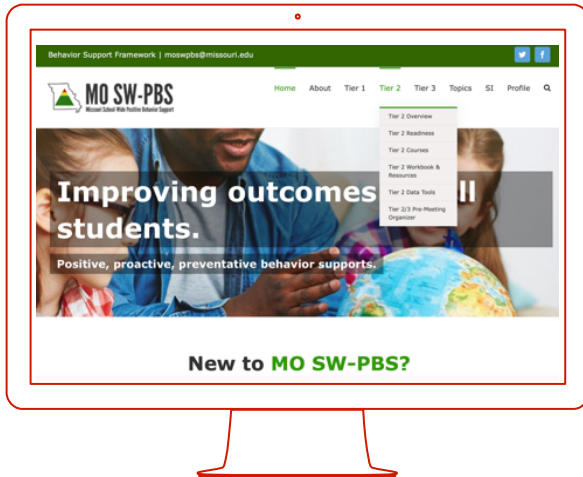
### Student Data Entry

**Tab >**  
Daily Points  
Phase Change  
Trend Lines

John Deere's Daily Data						KEEP HANDS TO SELF
Date	Name	Daily Points Possible	Daily Points Earned	Daily Percent	Avg for Last 10 Days	Notes
8/13/2014	Seawolf	100	45/100	45%		
8/13/2014	Seawolf	100	47/100	47%		
8/13/2014	Seawolf	100	48/100	47%		
8/14/2014	Seawolf	100	42/100	42%		
8/15/2014	Seawolf	100	45/100	45%	seaw avg	70%
8/16/2014	shark	100	58/100	58%		
8/19/2014		100	40/100	40%		
8/20/2014		100	40/100	40%		
8/21/2014		100	50/100	50%		
8/22/2014		100	54/100	54%	seaw avg	67%
8/23/2014		100	54/100	54%		
8/24/2014		100	50/100	50%		
8/27/2014		100	40/100	40%		
8/28/2014		100	54/100	54%		
8/29/2014		100	50/100	50%	seaw avg	60%
9/3/2014		100	40/100	40%		
9/3/2014		100	40/100	40%		

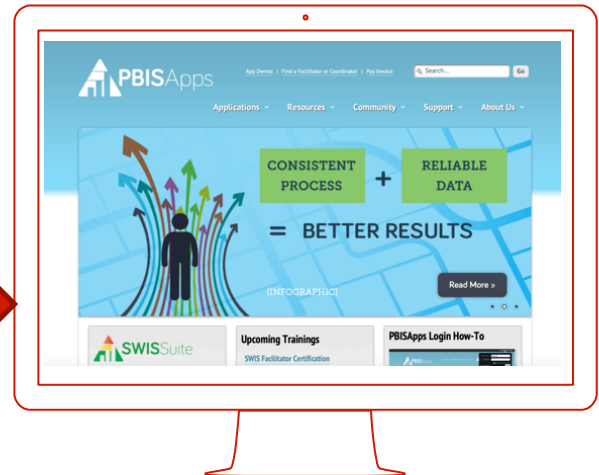


# Tier 2 Resources



**pbissmissouri.org**

**pbisapps.org**



# Session Outcomes

- ▶ Describe Tier 2 systems, data, and practice components that are critical for implementation.
- ▶ Identify knowledge and skills needed for Tier 2 Coaching.
- ▶ Review tools, materials, and processes for building Tier 2 Coach knowledge and skills.



# Questions?

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