Training, Coaching and Local Implementation Demonstrations

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(Items #6, 7, 9)

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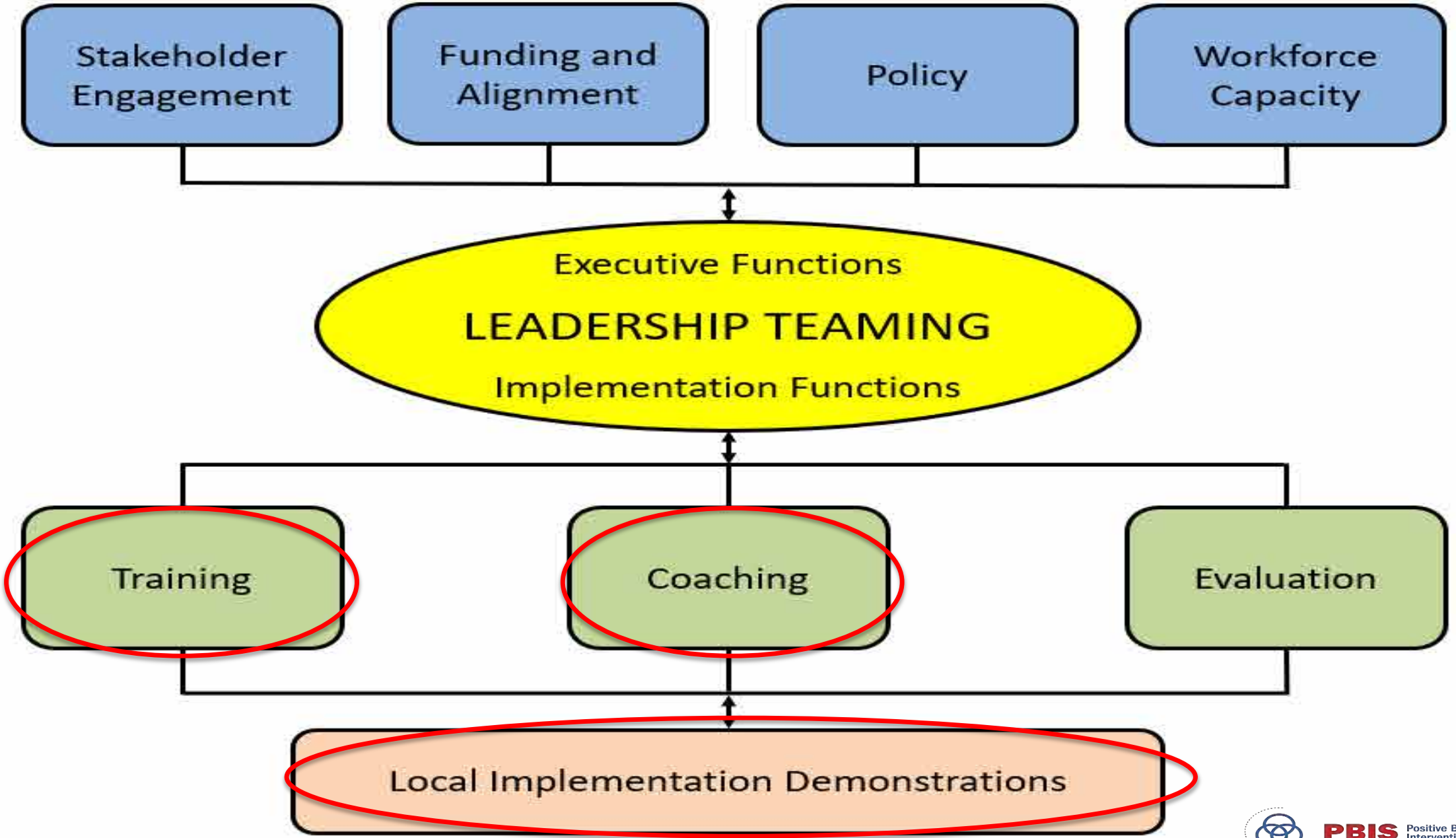
USF UNIVERSITY OF SOUTH FLORIDA
COLLEGE OF BEHAVIORAL & COMMUNITY SCIENCES

Florida PBIS Florida's Positive Behavioral Interventions & Support Project

- **Implementation -** "a specified set of activities designed to put into practice an activity or program of known dimensions"
  (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p.5)
- **Systems** - the structures and supports leadership teams provide to enhance implementation of evidence-based practices with fidelity

Is a clear priority is communicated?
Is access to resources provided?
Has alignment & integration occurred?
Do you have a data-based plan that informs practice?



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What *practices do you want implemented?*

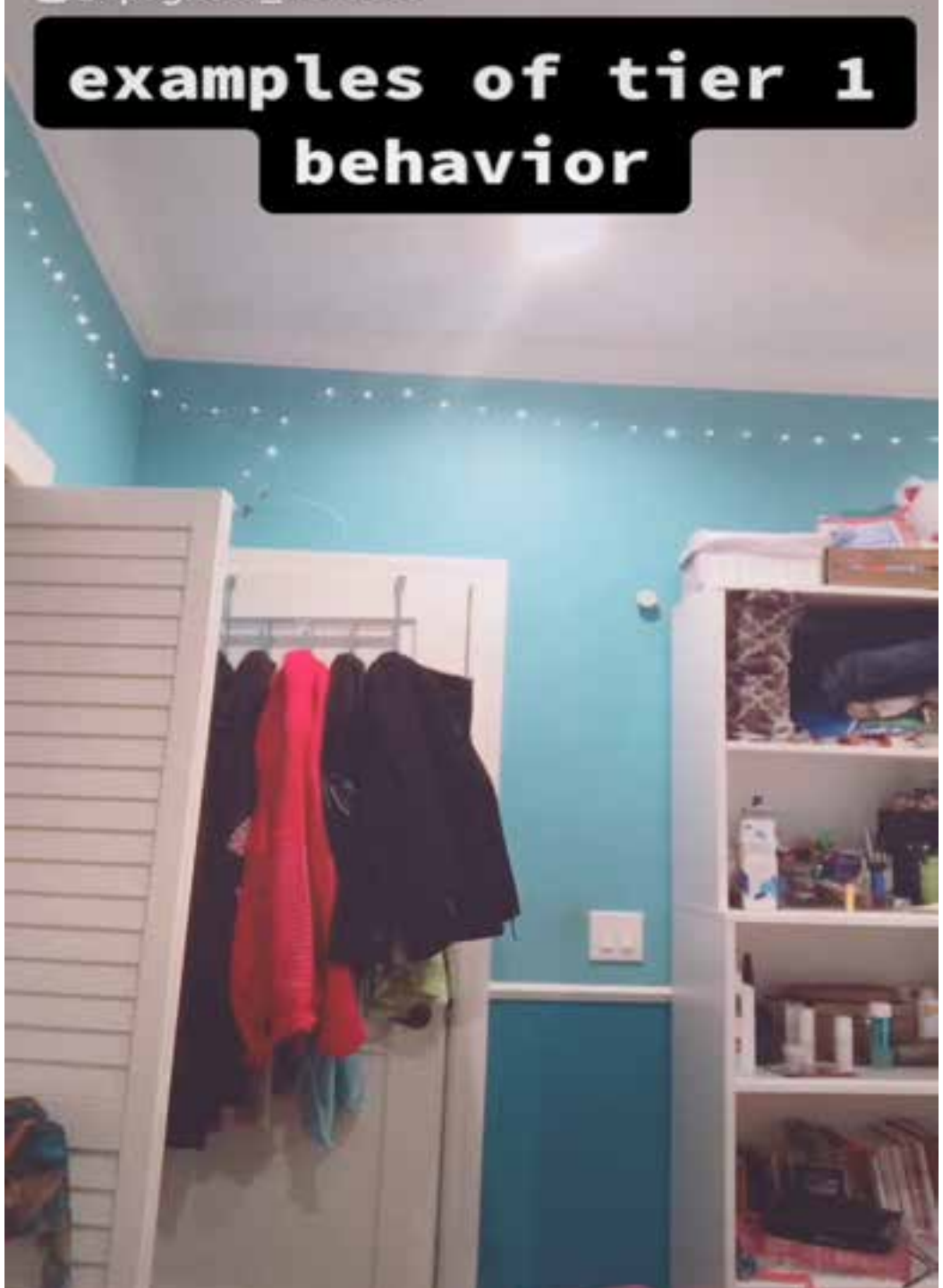
Where *are the practices implemented?*

Who *are your implementation supporters?*

How *will you deliver and support implementation?*

When *will you identify/showcase effective implementers?*

(adapted from Fixsen, Naoom, Blasé, Friedman & Wallace, 2005, p. 12)

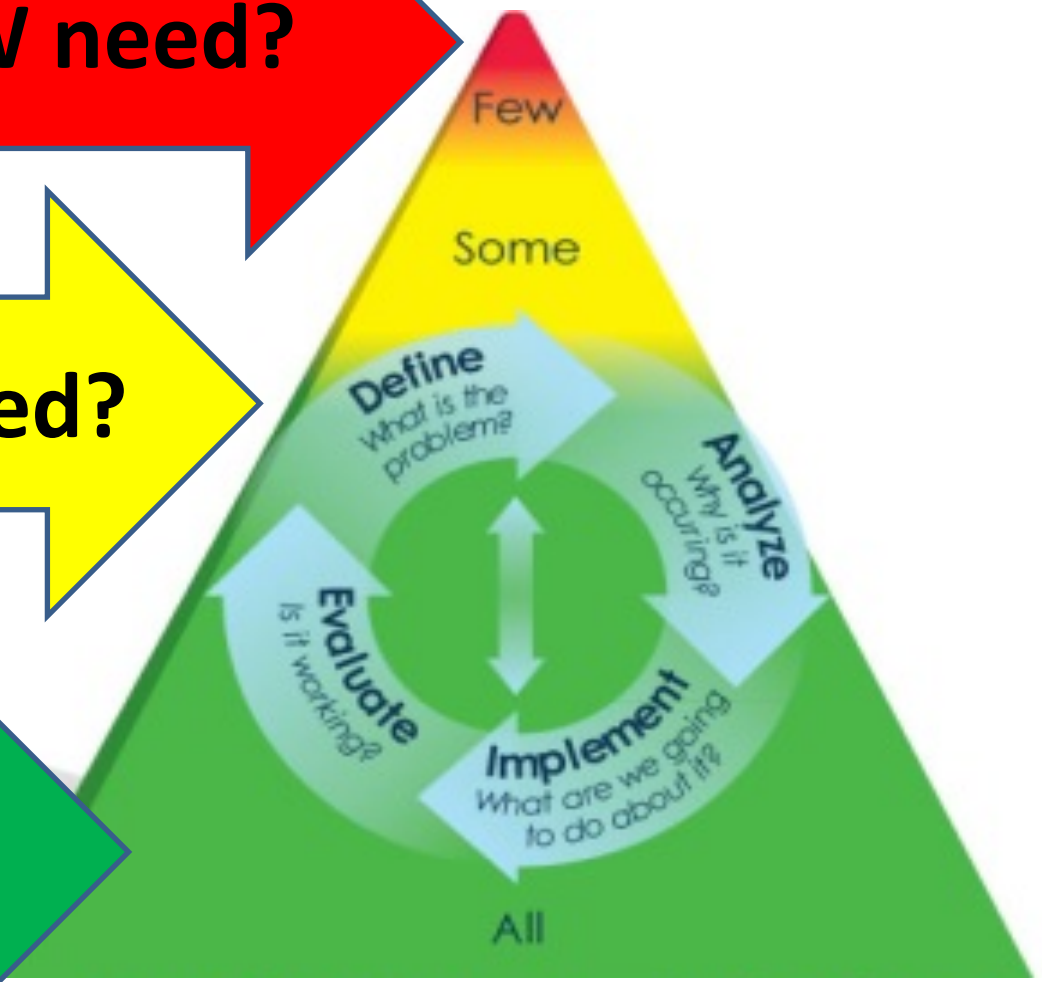


When thinking about your districts and schools…

What do FEW need?

What do SOME need?

What do ALL need?



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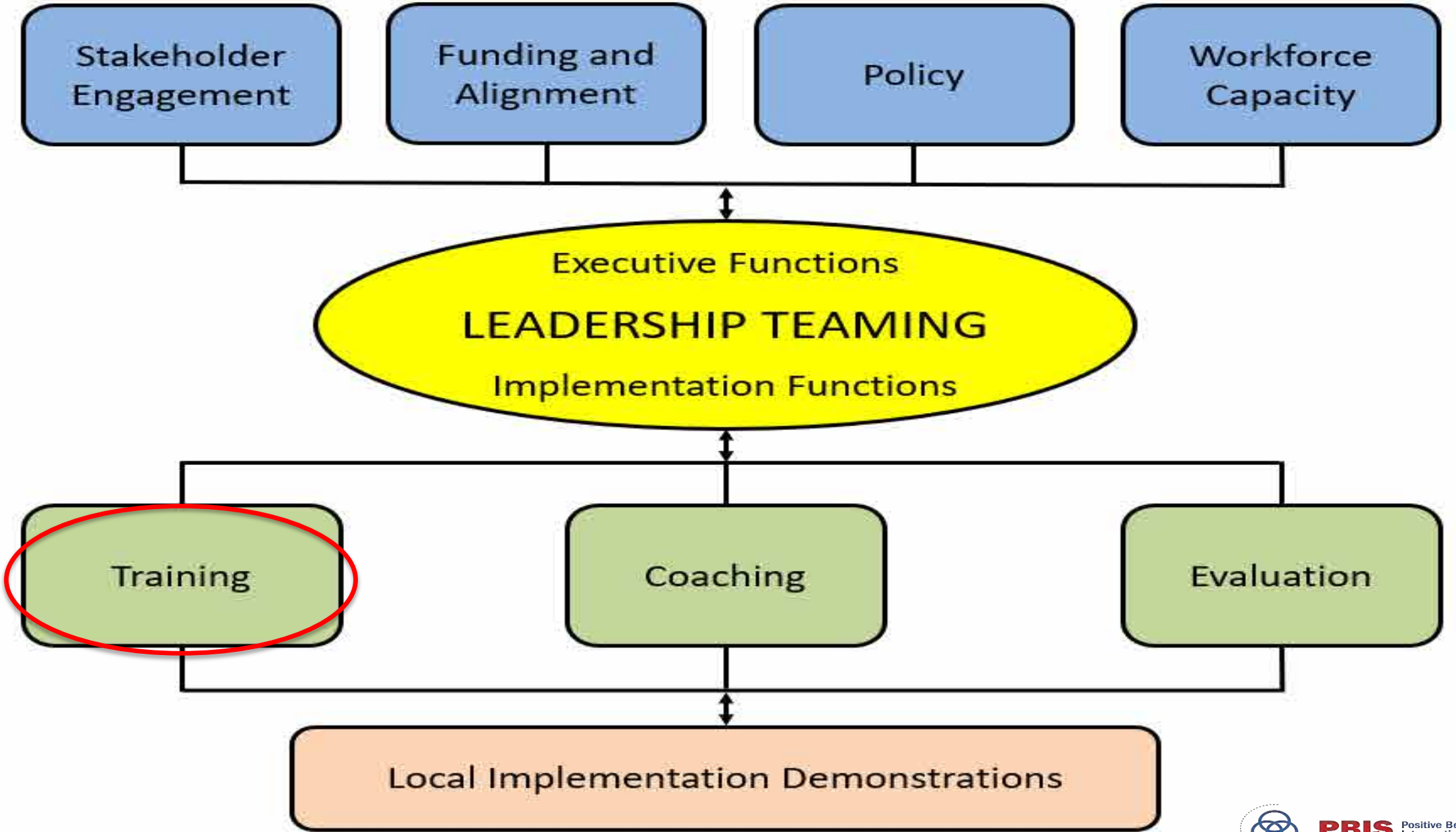
TRAINING



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Training

- **6.1 Professional Development Plans and Calendar**
  - Dedicated professional development time and training plans (with clear scope and sequence) are scheduled for PBIS implementation, and events are publicly posted to define and shape the goals and process of implementing PBIS (e.g., state-wide training calendar).

- **6.2 Training Focus and Alignment**
  - Training materials and practices emphasize core PBIS features (outcomes, data, systems, and practices) in a manner that is (a) consistent with principles of behavioral science, (b) adapted based on culture and context, and (c) aligned with other relevant initiatives to support a wide range of student social-emotional-behavioral needs within a PBIS framework.

Training

- **6.3 Orientation Training Materials**
  - Orientation descriptions and presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements for state, district, and school-level implementation.

- **6.4 Ongoing Professional Development**
  - Training descriptions and materials (e.g., workbooks, power points, videos) are developed to provide in-depth and sustained team-based professional development on implementing, sustaining, and scaling the PBIS framework.

- **6.5 Behavioral Science Expertise**
  - Training and mentoring in behavioral science (e.g., behavior coursework, intensive behavior institute) is available across roles of staff (e.g., trainers, coaches, specialized personnel).

Training

- **6.6 Communities of Practice**
  - Leadership Team establishes or provides access to regular PBIS peer networking opportunities (e.g., peer-to-peer sharing events, professional learning communities) on selected topics (e.g., high schools, equity) for state/district/school leaders, PBIS coaches, and teams.

- **6.7 Internal Training Capacity**
  - State has established internal training capacity (e.g., core group identified and supported in leading efforts) to implement and sustain PBIS.

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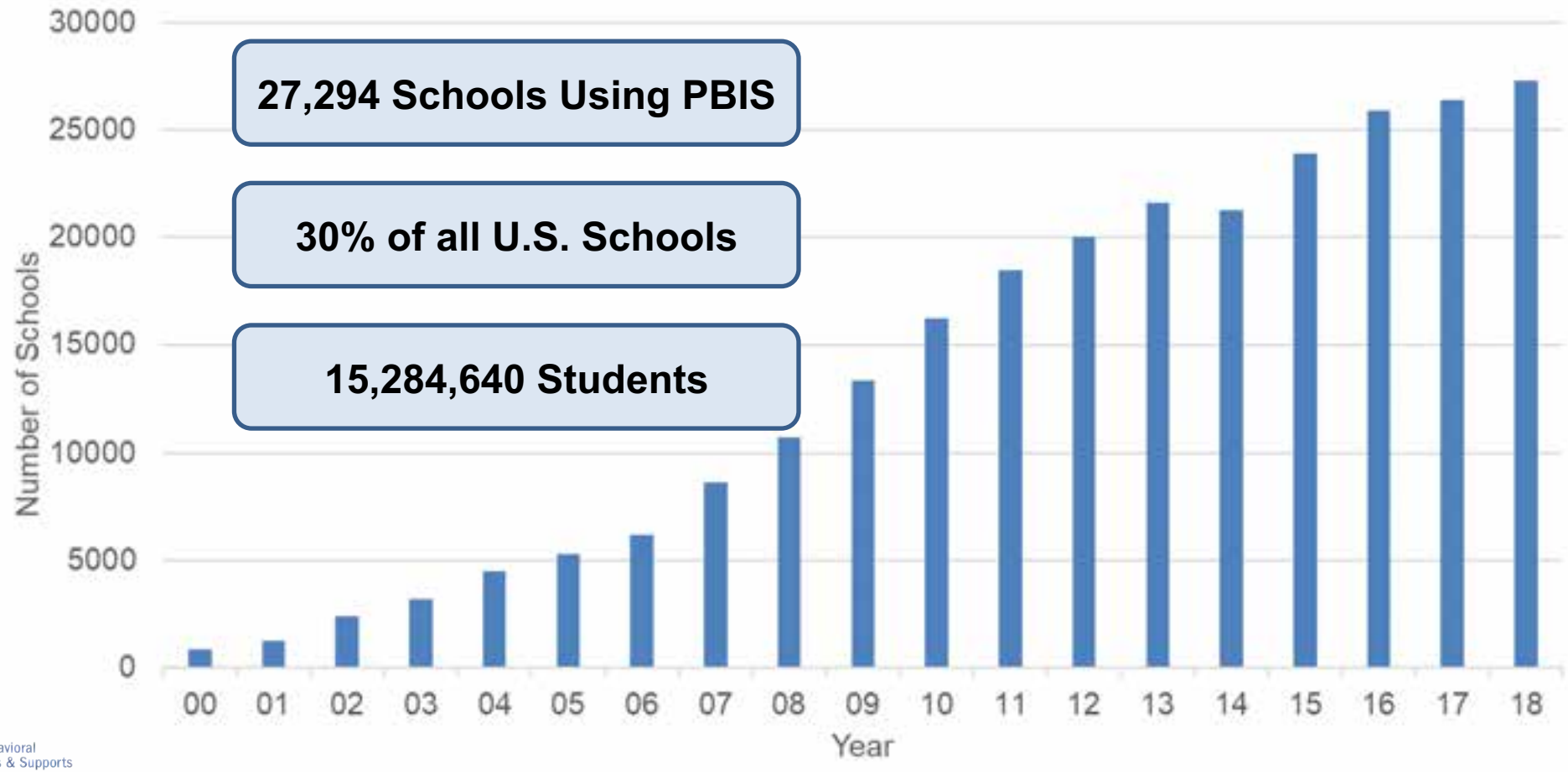
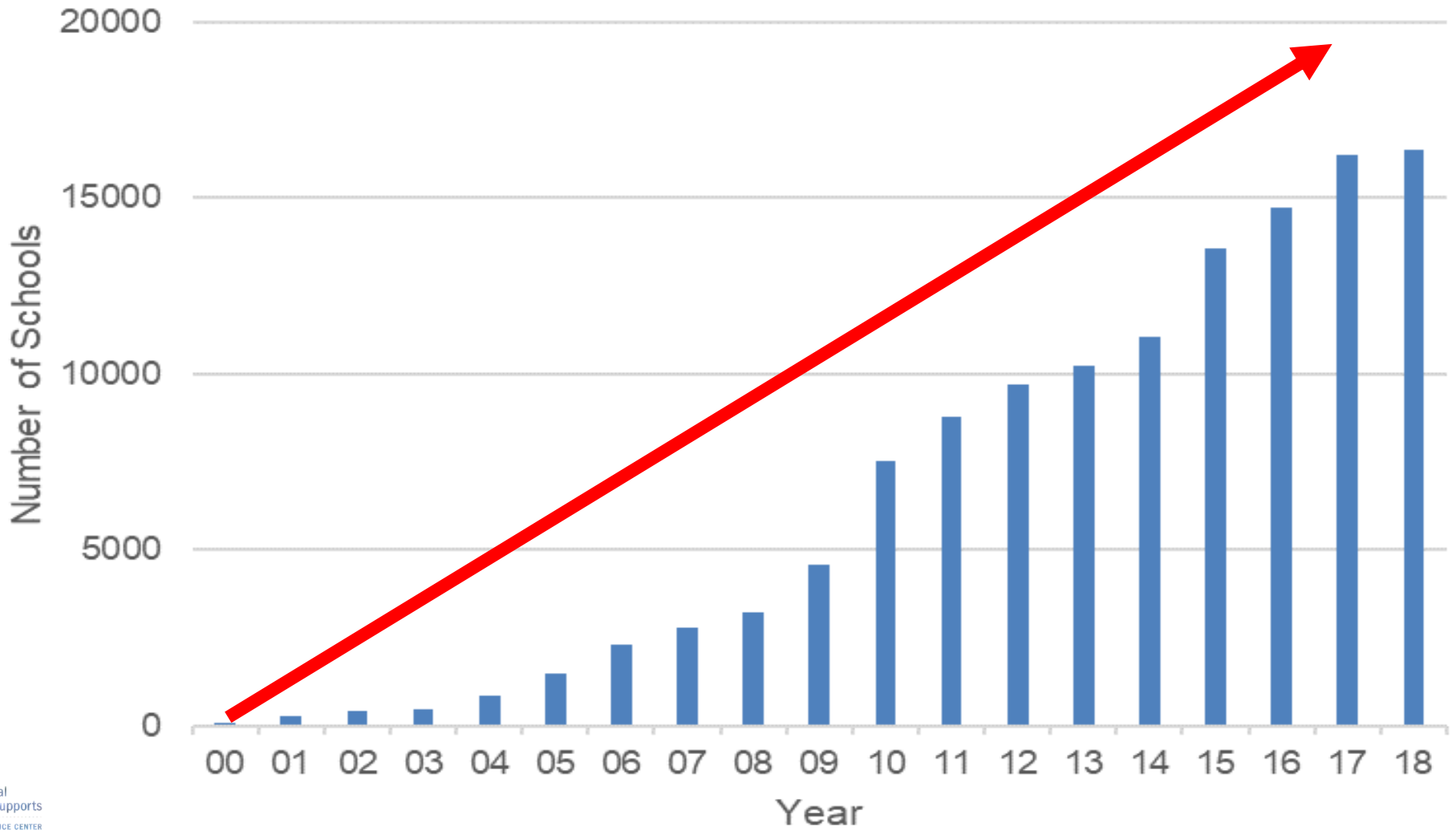
U.S. Schools Using PBIS

August 2019



Schools Reporting PBIS Fidelity

August 2019



Schools Implementing Tier 1 PBIS with Fidelity

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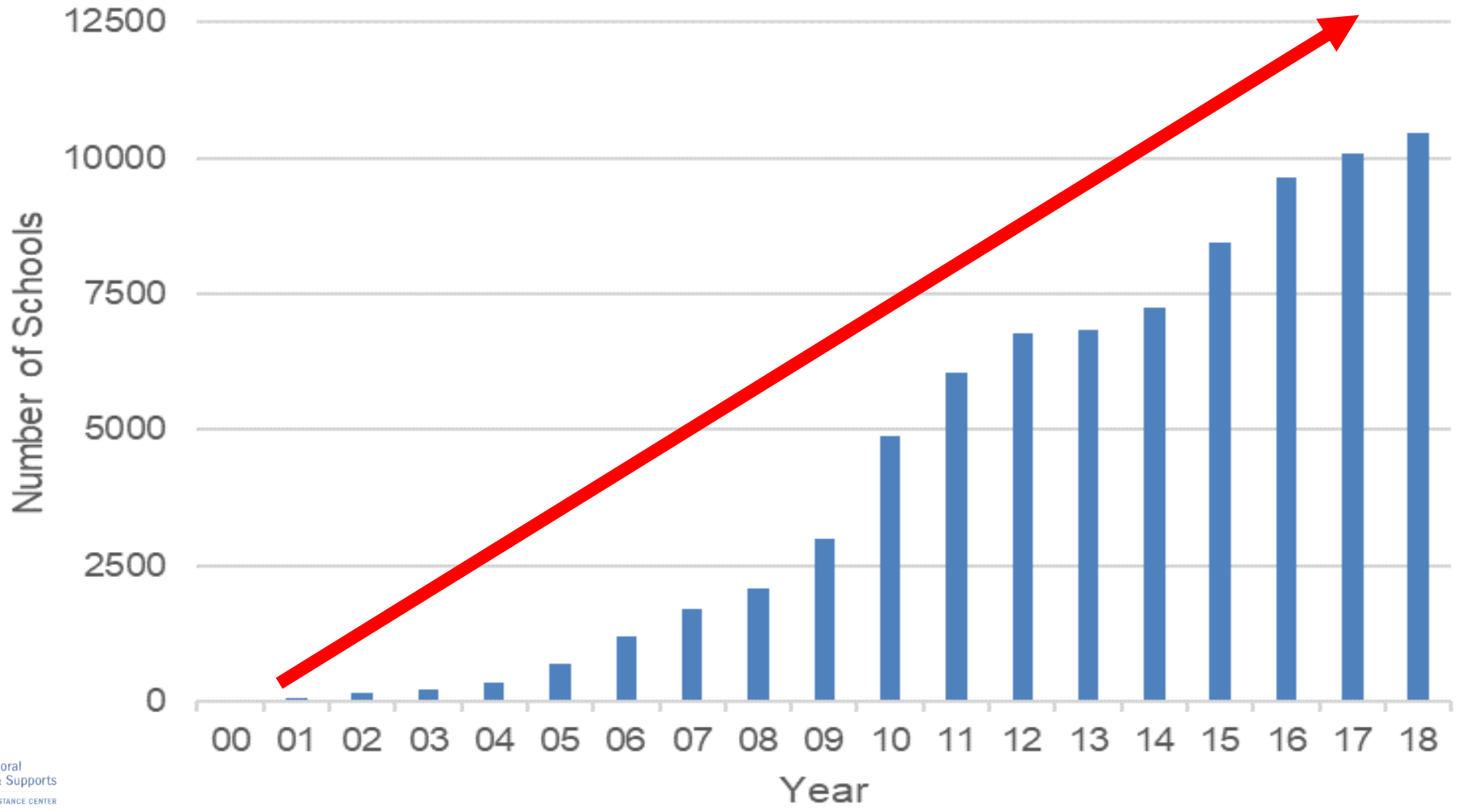


Improved Student Outcomes

academic performance
(Horner et al., 2009)

social-emotional competence
(Bradshaw, Waasdorp, & Leaf, 2012)

social & academic outcomes for SWD
(Lewis, 2017; Tobin, Horner, Vincent, & Swain-Bradway, 2012)

reduced bullying behaviors
(Ross & Horner, 2009; Waasdorp, Bradshaw, & Leaf, 2012)

decreased rates of student-reported drug/alcohol abuse
(Bastable, Kittelman, McIntosh, & Hoselton, 2015; Bradshaw et al., 2012)

Reduced Exclusionary Discipline

office discipline referrals
(Bradshaw, Mitchell, & Leaf, 2010; Bradshaw et al., 2012; Horner et al., 2009)

suspensions
(Bradshaw, Mitchell, & Leaf, 2010)

restraint and seclusion
(Reynolds et al., 2016; Simonsen, Britton, & Young, 2010)

Improved Teacher Outcomes

perception of teacher efficacy
(Kelm & McIntosh, 2012; Ross, Romer, & Horner, 2012)

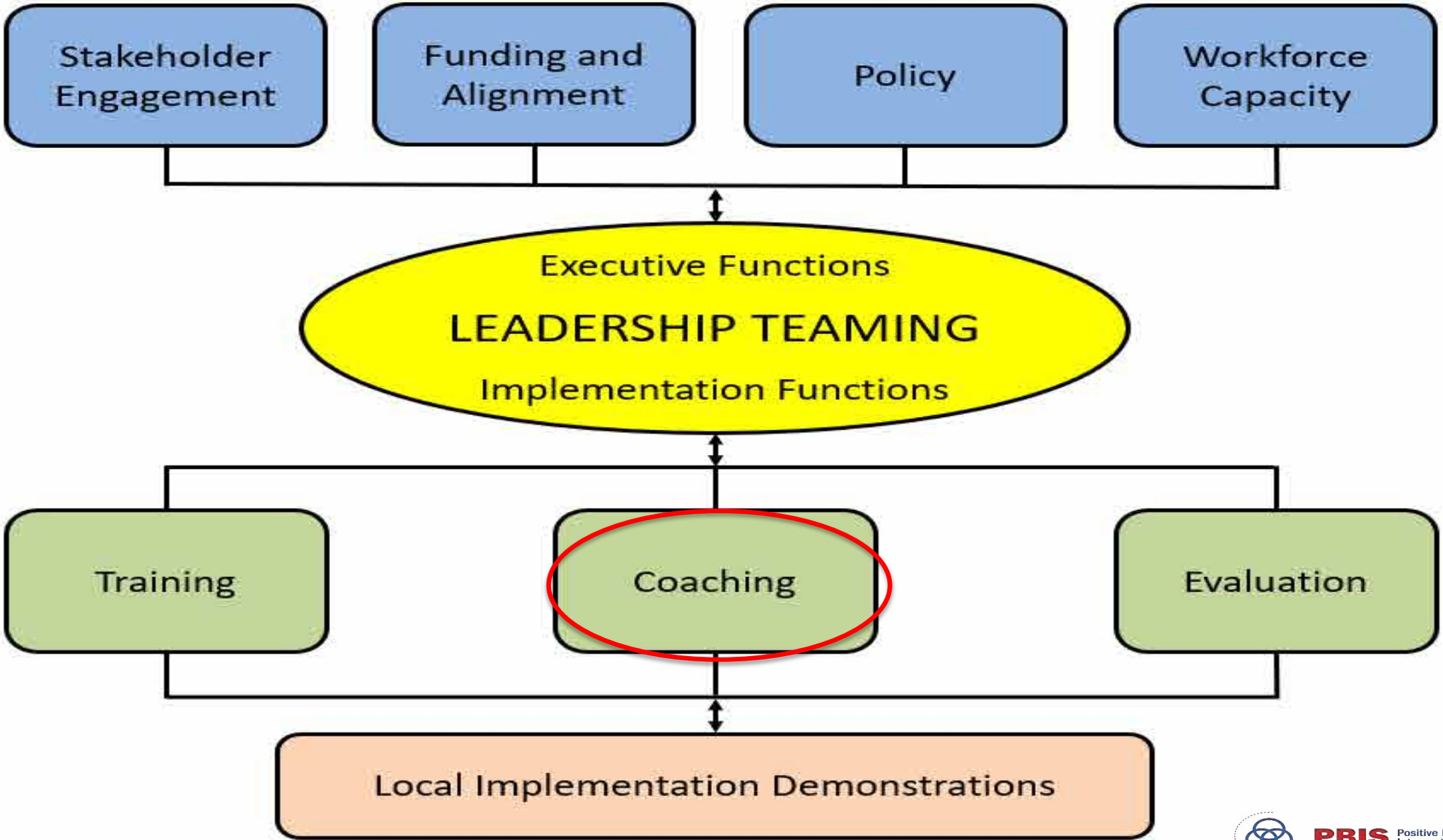
school organizational health and school climate
(Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009)

perception of school safety
(Horner et al., 2009)

School-Wide Positive Behavior Interventions and Supports

MTSS Content Knowledge Dissemination
PBIS
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
Florida PBIS
Coaching Framework
MTSS Content Knowledge Dissemination
Facilitated Leadership & Support
Problem-Solving Facilitation

COACHING



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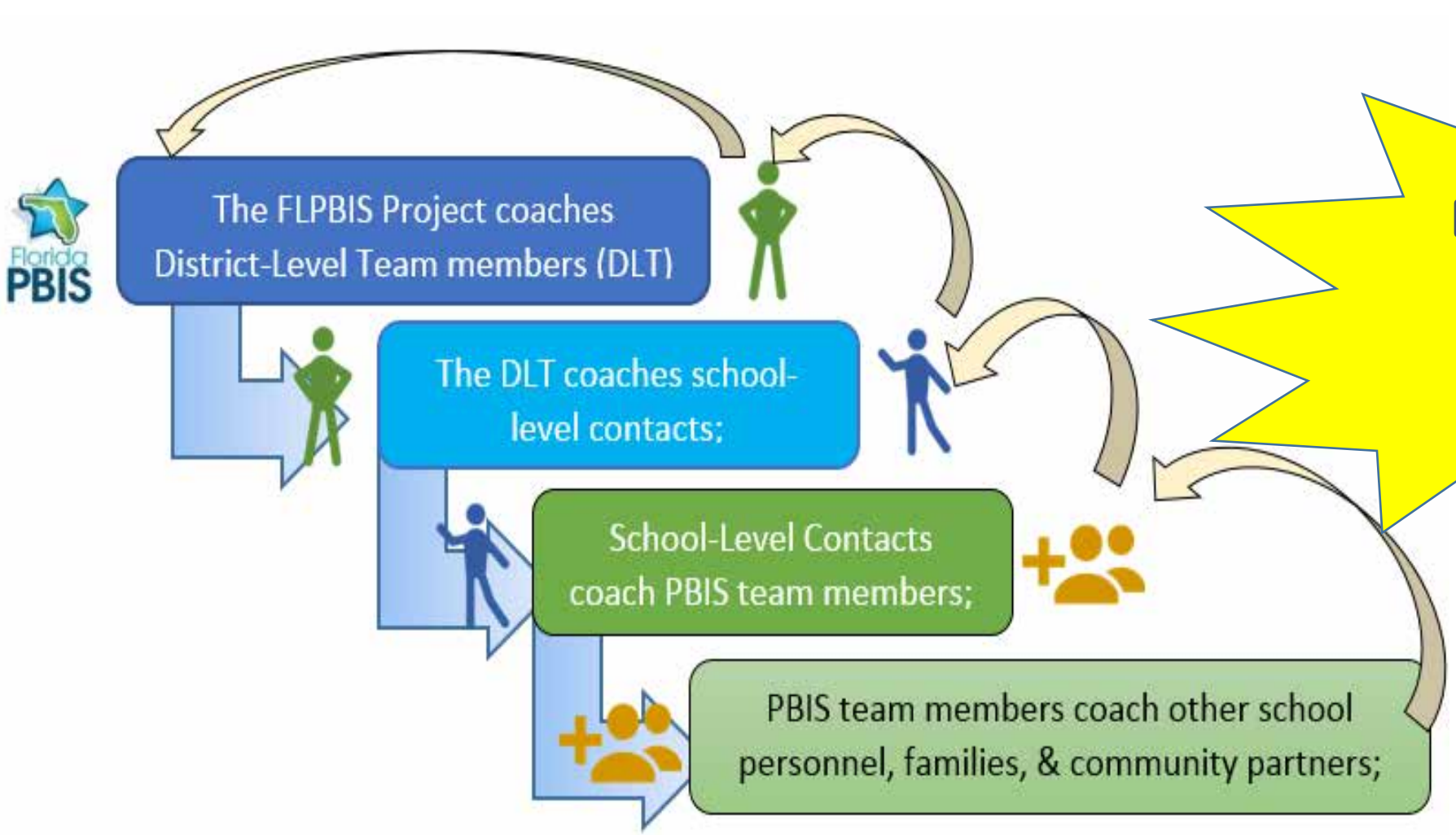
Effectiveness of Coaching

- Staff training alone has little impact on implementation performance without coaching *(Ager & O'May, 2001)*
- Coaching leads to more accurate implementation fidelity scores *(McIntosh et al., 2017)*
- Coaching is a necessary component of ensuring initial accurate implementation of evidence-based practices within MTSS *(Fixsen et al. 2005; Joyce & Showers, 1995; Joyce & Showers, 1996; Lewis & Newcomer, 2002)*
- Coaching is related to greater improvements in outcomes *(e.g., Artman-Meeker, Hemeter, & Snyder, 2014; Capella et al., 2012; Flynn, Lissy, Alicea, Tarzates, & Mckay, 2017)*
- Coaching is critical for sustaining and scaling a practice over time *(Fixsen & Blasé, 1993; Horner et al., 2014)*
- Coaching increased sustainability of practices from 24% to 84% *(Fixsen & Blasé, 1993)*

State ↔ District ↔ School ↔ Students/Families/Partners



Relationships across units are key!

Expanded Critical Coaching Functions

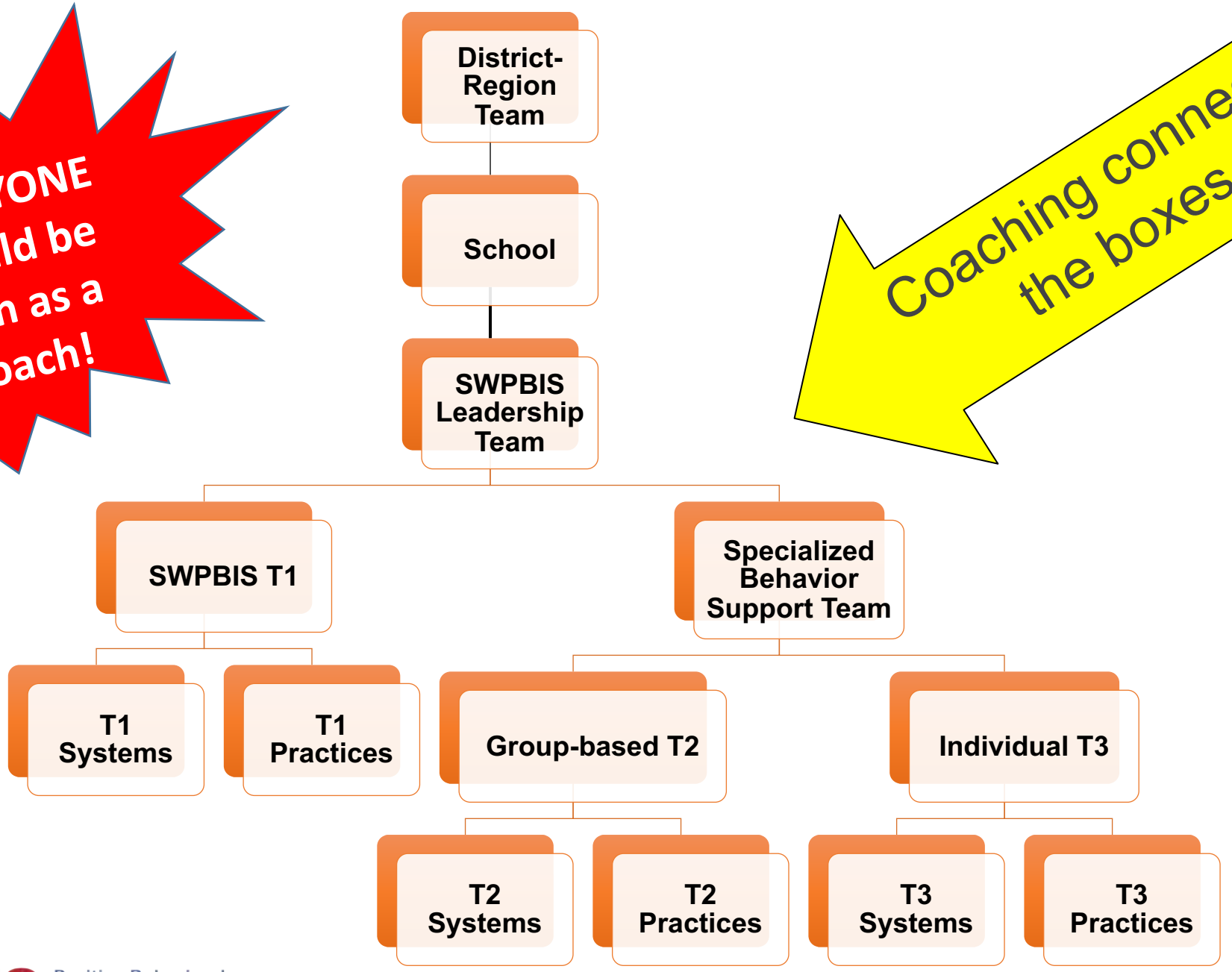
(Freeman, Sugai, Simonsen & Everett, 2017)

Critical Coaching Function	*Examples*
Provide team start up support	• Facilitate team meetings • Teach and model roles within the team meeting (e.g., note taker, time keeper) • Develop team meeting agenda • Ensure the team is fully representative of the school staff and community
P	
F	
P	
D	
I	
P	
Provide content expertise	w developments • Guide data collection and interpretation • Ensure practices selected are evidence based, meet an established need, and address the underlying function of the behaviors that are being addressed

Promote and Monitor Fidelity of Implementation

- Administer one or more implementation fidelity measures in the school
- Support the interpretation of results from fidelity measure and guide team action planning
- Develop supports as needed to enhance implementation fidelity
- Ensure a detailed action plan is developed by the team

EVERYONE should be seen as a Coach!



Coaching connects the boxes

Coaching

- **7.1 Coaching Provision**
  - Adequate coaching supports (including data-based feedback) are provided based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams implementing with fidelity).

- **7.2 Coaching Networks**
  - Training and support (e.g., technical assistance) are provided to local coaching networks to establish and sustain coaches' skills in PBIS implementation.

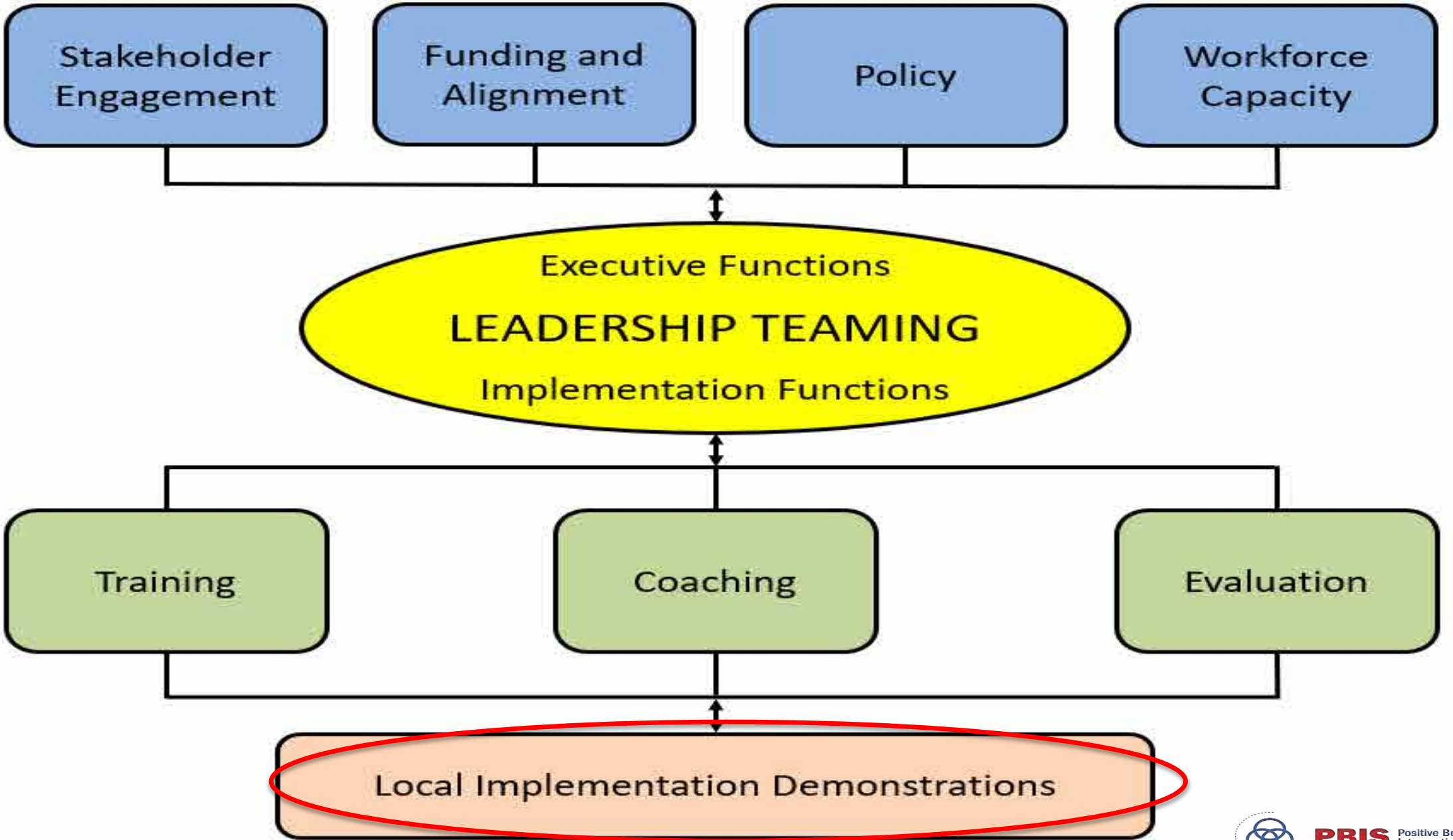
- **7.3 Coaching Functions**
  - Support emphasizes coaching functions (i.e., responsibilities and activities, not people or positions) for internal (school level) and external (state/district level) implementation supports.

Coaching

- **7.4 Differentiated Coaching Support**
  - A plan for differentiated coaching support is developed and based on stages of implementation, relevant tiers, and data-indicated need. The coaching plan is readily available (e.g., website) and/or disseminated to district and/or school teams and is consistently implemented.

- **7.5 Local Coaching Capacity**
  - State has transitioned from outside/external to local/internal coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions) and assists districts in increasing their internal coaching capacity.

LOCAL IMPLEMENTATION DEMONSTRATIONS



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Local Implementation Demonstrations

- **9.1 Site Selection**
  - Formal district/school site selection processes (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts. Consideration is given to selecting sites that reflect the range of diversity in the state (e.g., location, size, demographics, specific needs, family/community partnerships).

Local Implementation Demonstrations

- **9.2 Model Demonstrations**
  - Demonstration PBIS districts/schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across all tiers and levels (elementary, middle, high).

- **9.3 Scale Up**
  - Leadership Team develops and uses a plan for further demonstrations, including replication and scaling of PBIS across all tiers and levels.

https://www.wisconsinrticenter.org/wp-content/uploads/2019/02/2017-18-Wisconsin-RtI-Center-RSP-recipients.pdf

Remember, States Model Leading, Teaming, Coaching, Sharing, Networking…

YOU ARE ALL CHANGE AGENTS!