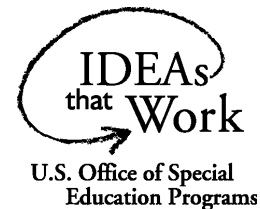
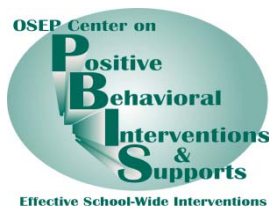


School-wide Positive Behavior Support

Coaching Workbook¹

Center on Positive Behavioral Interventions and Supports
University of Oregon & Connecticut



¹ This document is supported in part by the OSEP Center on Positive Behavioral Interventions and Supports (<http://pbis.org>). The Center is supported by a grant from the Office of Special Education Programs, US Department of Education (H326S98003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

School-Wide Positive Behavior Support

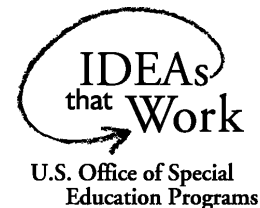
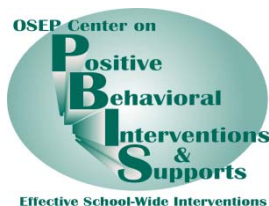
OSEP Center on Positive Behavioral Interventions and Supports²

University of Oregon & Connecticut

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and school-wide positive behavior support for all students. Photocopying, use, and/or sale of these materials are forbidden without expressed written permission by the OSEP Center on Positive Behavioral Interventions and Supports. To obtain a personal copy of these materials, contact the Center at www.pbis.org.



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How Should I Use this Workbook?

What is the Purpose of this Workbook?

To provide coaches of school and district-level School-wide Positive Behavior Support (SWPBS) teams with a user-friendly supplement to training and coaching activities.

Who Should Use this Workbook?

- **Trainers, Coaches, Facilitators** – to support coaching activities related to SWPBS at the school and district level
- **Coordinators and Administrators** – to provide an overview of the content and process of SWPBS coaching to others

How is this Workbook Organized?

Each chapter generally has the following organizational features:

- Organizing **introduction** (green) that provides rationale, definitions, “big ideas,” etc.
- Implementation **guidelines** (blue) that are used to support coaching, self-assessment, and action planning.
- Generic activity **worksheets** (yellow) that guide contextualized coaching activities.
- Generic **action planning** (red) that structures commitments to follow-up activities and tasks.

The **Table of Contents** serves as a summary and roadmap to the organization of the content and process of coaching SWPBS.

Table of Contents

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18	2 – Basics of SWPBS for Coaches <ul style="list-style-type: none">• Rationale and Definition of SWPBS Basics for Coaches• Implementation Guidelines for Coaching SWPBS Basics• Activity 2.1: Locating SWPBS Resources



CHAPTER 1

Overview of Coaching in SWPBS

Rationale and Definition of Coaching

Why Coaching?

In SWPBS, coaching plays a very important role: it builds internal capacity (within the school and district) to prevent many of the problems associated with training in isolation.

Specific Problem Statements:

- “We give schools strategies and systems for developing more positive, effective, and caring school and classroom climates, but implementation is not accurate, consistent, or durable. Schools and teams need more than training.” (Sugai)
- “[T]raining by itself does not result in positive implementation outcomes (changes in practitioner behavior in the clinical setting) or intervention outcomes (benefits to consumers)” (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005, p. 39).

In other words, one goal of coaching is to **avoid “Train and Hope”** (Stokes & Baer, 1977) approaches, which are illustrated in the following figure.



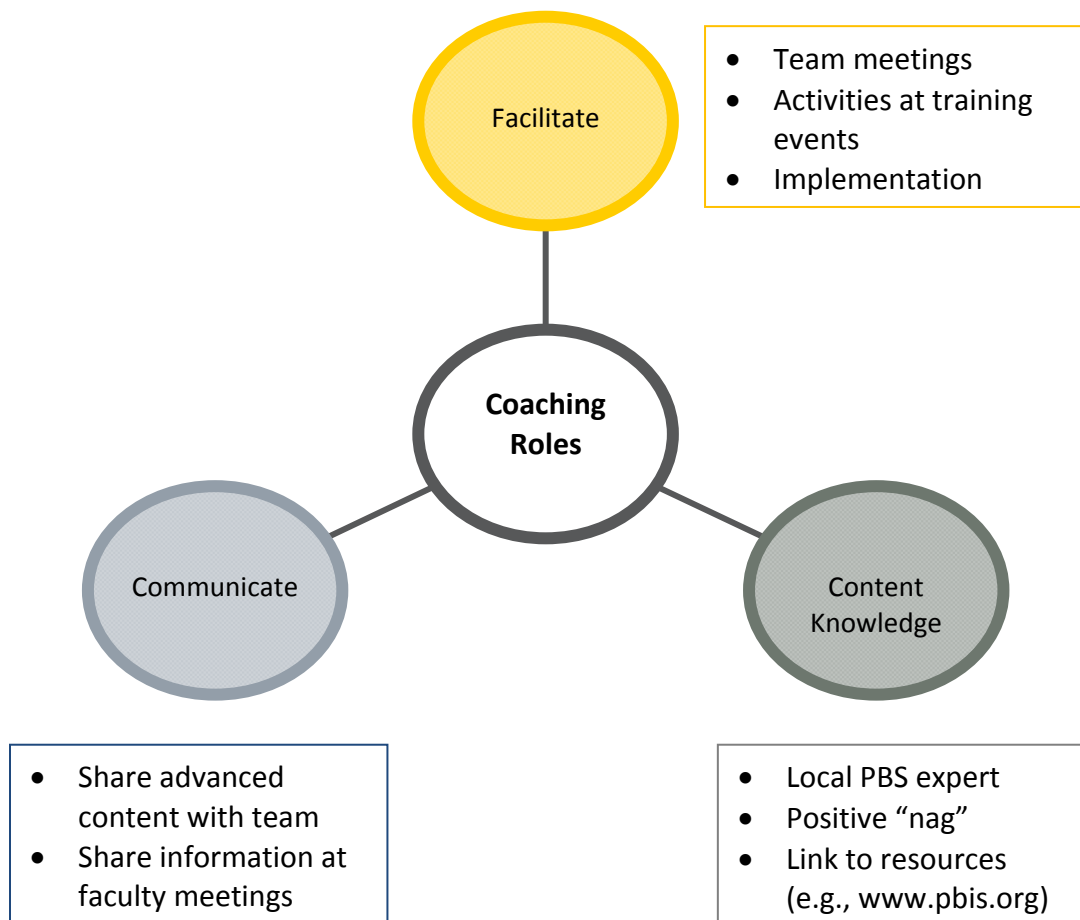
Important functions filled by coaches:

- Coaches provide **team start-up** support
- Coaches facilitate team **sustainability and accountability**
 - Coaches provide technical assistance and problem solving
 - Coaches provide positive reinforcement to team members
 - Coaches deliver prompts (i.e., they function as “positive nags”)
- Coaches improve and increase public **relations and communications**
- Coaches are linked to a **support network** across schools
- Coaches are **linked** to leadership, trainers, & teams
- Coaches allow for **local facilitation**
- As coaches build their own skills, they provide increased **behavioral capacity**

Who are Coaches?

- Personnel and resources organized to facilitate, assist, maintain, and adapt local school training implementation efforts
- Coaching is set of responsibilities, actions, and activities....not a person

What roles do Coaches Play?



Guiding Principles for Coaching SWPBS

The following principles should be used to guide *school-level* coaching:

1. Coaching capacity **integrated** into existing personnel
2. Supervisor **approval** given
3. District **support and agreements** are given
4. District/state **coordination** provided
5. Coaching **linked** with school team
6. Coaching training **linked** with team training
7. Coaches **participate** in team training
8. Coaches **meet** regularly for prompting, celebrating, problem solving, etc.

In addition to the above, the following principles apply to *district-level* coaching:

1. Coaches **experienced** with school team implementation
2. New teams added with increased **fluency** (at district level)

Implementation Guidelines for Coaching SWPBS

When engaged in coaching, consider the following guidelines before, during, and after each team training event.

Before Training Activities	Yes No N/A	1. Verify coaching role with your coordinator/supervisor
	Yes No N/A	2. Review coaching role with principal
	Yes No N/A	3. Remind team of coaching role
	Yes No N/A	4. Ensure team is composed of the correct members and all key members are scheduled to attend training.
	Yes No N/A	5. Assist team to review/bring relevant data, policy and procedures, updated action plan, etc.
	Yes No N/A	6. Review tools: <i>Team Implementation Checklist, EBS Self-Assessment Survey, Committee Review, Action Planning, SET</i>
	Yes No N/A	7. Assist team to prepare brief summary of 1-2 significant accomplishments, 1-2 in-progress activities, and 1-2 challenges.
During Training Activities	Yes No N/A	1. Remind team of coaching role
	Yes No N/A	2. Let team lead process
	Yes No N/A	3. Document agreements
	Yes No N/A	4. Focus team on agenda and activity outcomes and reinforce progress
	Yes No N/A	5. Remind team of big ideas from SWPBS approach and presentations
	Yes No N/A	6. Remind team to include all staff in decision making
	Yes No N/A	7. Prompt outcomes: <i>Action Plan, Etc.</i>
	Yes No N/A	8. Acknowledge/reinforce team for progress at training
	Yes No N/A	9. Complete/review agreements/actions specified on updated action plan

After Training Activities	Yes No N/A	1. Prompt team to (a) meet and review PBS purpose and action plan with staff, (b) collect school data, (c) meet w/in 1 month, and (c) complete <i>Team Implementation Checklist</i>
	Yes No N/A	2. Contact team leader 2x in first month and ask what is planned and if assistance needed (if district coach)
	Yes No N/A	3. Set schedule for team to meet 1x month
	Yes No N/A	4. Review school data on monthly basis
	Yes No N/A	5. Monitor and assist in development and completion of team action plan
	Yes No N/A	6. Document team and coaching accomplishments, speed bumps, challenges, solutions
	Yes No N/A	7. Identify and acknowledge team/school progress on action plan tasks/outcomes

Activity 1.1: Coaching Self-Assessment

Rationale:

This self-assessment was developed for leadership teams that are coordinating individual school or multiple schools (i.e., district, regional, and/or state) PBS implementation efforts. Major sections include (a) coaching prerequisite skills, (b) coaching activities and responsibilities, and (c) specific coaching skills and competencies. Supporting information can be found at www.pbis.org.

Instructions:

This self-assessment has been designed for multiple uses: (a) general orientation to the concept “coaching,” (b) teaching and fluency with coaching activities and functions, and (c) evaluation of status of coaching capacity.

Complete the assessment using the following ratings:

Y = *yes, I’ve got it, and am fluent.*

N = *no, I don’t have it, and am not fluent.*

? = *I’m not sure if I have it or not.*

If you are a coach of an individual school, ignore (do not complete) items that are shaded gray. If you are a coach of multiple schools (i.e., district, regional, and/or state), you should also complete those items.

Coaching Self-Assessment, Section 1: Coaching Pre-requisites <i>What is needed to begin developing coaching capacity?</i>	
Y N ?	1.1 Fluency with knowledge and use of SWPBS concepts <input type="checkbox"/> Continuum of behavior support <input type="checkbox"/> 3-tiered prevention logic <input type="checkbox"/> Elements of school-wide PBS <input type="checkbox"/> Systems needed to support effective behavior support practices
Y N ?	1.2 Fluency with knowledge and use of classroom behavior support practices and systems. <input type="checkbox"/> Establishing behavioral expectations and routines <input type="checkbox"/> Establishing a positive learning environment (rewarding expectations) <input type="checkbox"/> Defusing escalating problem behavior situations <input type="checkbox"/> Linking classroom practices with individual behavior support plans.
Y N ?	1.3 Fluency with knowledge and use of intensive individual behavior support practices and systems. <input type="checkbox"/> Assessment (including functional behavioral assessment) <input type="checkbox"/> Design of behavior support plans <input type="checkbox"/> Monitoring, evaluating, and adapting individual behavior support plans
Y N ?	1.2 District/regional endorsement <input type="checkbox"/> Signed commitment of support and approval from immediate supervisor and district level administrator <input type="checkbox"/> Access to local resources (e.g., mileage, supplies) to support coaching activities <input type="checkbox"/> Schedule flexibility to work/meet with school teams
Y N ?	1.3 Agreement to work with school leadership team <input type="checkbox"/> Attendance at team trainings events <input type="checkbox"/> Meetings with team <input type="checkbox"/> Monthly team progress checks
Y N ?	1.4. Agreement to collaborate with and meet regionally with others in coaching/facilitation role <input type="checkbox"/> Regional coordinator <input type="checkbox"/> Regular monthly/quarterly scheduled meeting
Y N ?	1.5 Demonstrated experience working with adults <input type="checkbox"/> Problem solving <input type="checkbox"/> Participation in collaborative action planning <input type="checkbox"/> Use of positive acknowledgement <input type="checkbox"/> Facilitation of team meetings <input type="checkbox"/> Facilitation of small group skill training sessions

Y N ?	1.6 Membership and/or involvement in school implementation of SWPBS <input type="checkbox"/> Team training <input type="checkbox"/> Action plan development and implementation
Y N ?	1.7 Familiarity with typical school operations and functions <input type="checkbox"/> School discipline <input type="checkbox"/> Classroom and behavior management <input type="checkbox"/> Instructional management
Y N ?	1.8 Experiences working with individuals or groups from diverse backgrounds <input type="checkbox"/> Culturally/ethnically diverse <input type="checkbox"/> Linguistically diverse <input type="checkbox"/> Parents and community members <input type="checkbox"/> Agencies
Y N ?	1.9 Professional and ethical competencies <input type="checkbox"/> Punctuality <input type="checkbox"/> Task follow-through <input type="checkbox"/> Protection of confidentiality and privacy
Y N ?	1.10 General technology fluency <input type="checkbox"/> Web-based information management <input type="checkbox"/> Electronic communications <input type="checkbox"/> Content presentations (e.g., Powerpoint)
Y N ?	1.11 Commitment to collection and use of data to improve support for students.

Coaching Self-Assessment, Section 2: Coaching Activities & Responsibilities
What are coaches expected to do?

Y N ?	2.1 Attend and participate in coaching meetings and professional development events
Y N ?	2.2 Attend school team training events with assigned team(s)
Y N ?	2.3 Maintain record/log of school's implementation effort (e.g., discipline data, action plan, products)
Y N ?	2.4 Complete and send reports on school team implementation progress on the first of each month to local PBS coordinator
Y N ?	2.5 Report on PBS school leadership team and coaching progress, quarterly
Y N ?	2.6 Prepare and conduct at least one presentation on PBS related topic, quarterly

Y N ?	2.7 Assist in collection and maintenance of school team data
Y N ?	2.8 Maintain activity log of coaching activities, agreements, decisions, etc.
Y N ?	2.9 Communicate with school team leader(s) at least monthly
Y N ?	2.10 Provide at least quarterly positive acknowledgement to team leader and school administrator on team progress and accomplishments
Y N ?	2.11 Report positive accomplishments to local district and regional media outlets at least annually
Y N ?	2.12 Attend SWPBS team meetings at least quarterly

Coaching Self-Assessment, Section 3: Specific Coaching Skills and Competencies

What will coaches learn and be expected to know/do?

Y N ?	<p>3.1 Describe and promote the features of the school-wide PBS approach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose <input type="checkbox"/> Rationale <input type="checkbox"/> Guiding principles <input type="checkbox"/> Implementation requirements <input type="checkbox"/> Systems processes <input type="checkbox"/> Examples and nonexamples <input type="checkbox"/> Research
Y N ?	<p>3.2 Describe and promote the practices and systems of school-wide PBS approach</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcomes <input type="checkbox"/> Data <input type="checkbox"/> Practices <input type="checkbox"/> Systems
Y N ?	<p>3.3 Describe the logic and application of the 3-tiered prevention logic and the continuum of behavior support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Primary or universal <input type="checkbox"/> Secondary or targeted <input type="checkbox"/> Tertiary or intensive

<p>Y N ?</p>	<p><i>3.4 Describe and promote the components and operations of a proactive school-wide discipline system</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose/vision <input type="checkbox"/> Small set of positively stated school-wide behavioral expectations and examples <input type="checkbox"/> Procedures for teaching school-wide behavioral expectations <input type="checkbox"/> Continuum of procedures for encouraging school-wide behavioral expectations <input type="checkbox"/> Continuum of procedures for discouraging rule violations and problem behavior <input type="checkbox"/> Procedures for monitoring, adapting, and enhancing implementation
<p>Y N ?</p>	<p><i>3.5 Describe and promote the fundamental strategies and systems of classroom management</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Environmental organization and management <input type="checkbox"/> Teaching and maintenance of instructional and behavioral routines and expectations <input type="checkbox"/> Preventing and responding to minor and major problem behaviors <input type="checkbox"/> Features of effective instructional design and presentation <input type="checkbox"/> Encouraging positive responses to appropriate social and academic behavior <input type="checkbox"/> Understanding of other evidence-based classroom management strategies (e.g., peer tutoring/mentoring systems)
<p>Y N ?</p>	<p><i>3.6 Describe and promote the fundamental strategies and systems of active supervision in classroom and nonclassroom settings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching, monitoring, and encouraging of routines <input type="checkbox"/> Movement, proximity, and scanning <input type="checkbox"/> High rate of positive interactions
<p>Y N ?</p>	<p><i>3.7 Describe and apply school-based data management and data-based decision making</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Where, when, who, what, how often <input type="checkbox"/> Graphic summarization, presentation, and interpretation of data
<p>Y N ?</p>	<p><i>3.8 Guide strategic data-based action planning with school team(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-assessment and data collection <input type="checkbox"/> Data analysis and summarization <input type="checkbox"/> Development of data-based action plans
<p>Y N ?</p>	<p><i>3.9 Facilitate strategic problem solving with school team(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Data collection and interpretation <input type="checkbox"/> Accomplishments and challenges <input type="checkbox"/> Data-based solutions and action planning

<p>Y N ?</p>	<p><i>3.10 Facilitate the effective, efficient, and relevant conducting of school team meetings</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Purposeful and outcome driven <input type="checkbox"/> Agreed upon operating procedures and routines
<p>Y N ?</p>	<p><i>3.11 Link school team(s) to supporting resources</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mental health <input type="checkbox"/> Parent/family <input type="checkbox"/> Business <input type="checkbox"/> Juvenile justice <input type="checkbox"/> Public Health
<p>Y N ?</p>	<p><i>3.12 Facilitate effective communications between school leadership team and school and community stakeholders (e.g., faculty, students, staff, parents, community members)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Promoting visibility of accomplishments and progress <input type="checkbox"/> Regular communications <input type="checkbox"/> Regular, direct, and public acknowledgement of team progress and accomplishments
<p>Y N ?</p>	<p><i>3.13 Describe and promote the features of behavior support for individual students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Targeted secondary interventions and systems <input type="checkbox"/> Intensive tertiary interventions and systems <input type="checkbox"/> Function-based approach to behavior intervention planning <input type="checkbox"/> Person-centered planning
<p>Y N ?</p>	<p><i>3.14 Knowledgeable regarding strategies to encourage maintenance of SWPS implementation efforts</i></p>

Actions Needed for Implementing Coaching Activities

Action	Person(s)	Date
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2.		
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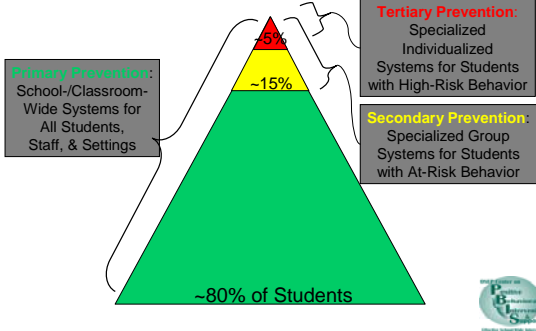
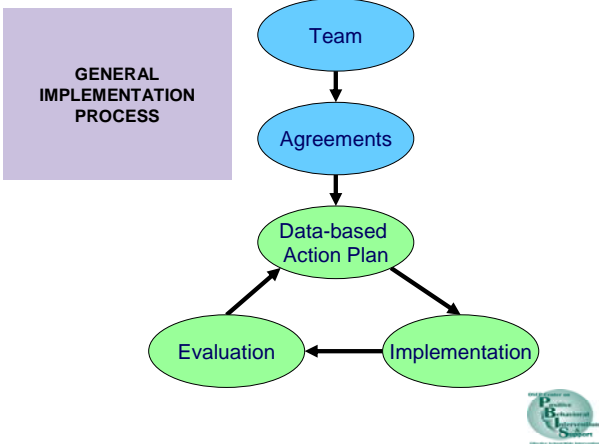
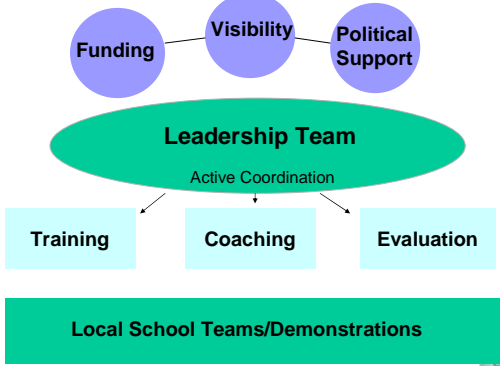
CHAPTER 2

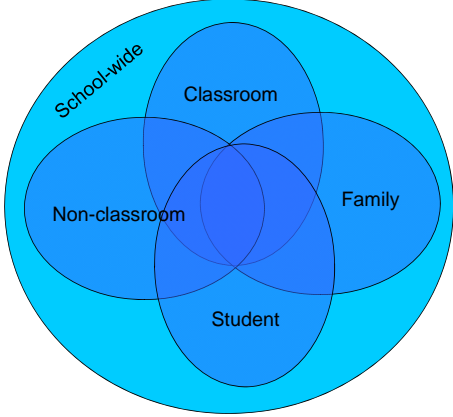
Basics of SWPBS for Coaches

Rationale and Definition of SWPBS Basics for Coaches

When reviewing materials from team training, coaches should focus on (a) understanding the concepts and (b) considering how to coach their teams to use (implement) the information. To that end, the following table illustrates the focus of coaching related to each basic concept.

Basic Concept	Focus of Coaching
<div style="text-align: center;"> <p>Main Message</p> </div>	<ul style="list-style-type: none"> • Because teachers are concerned with improving student achievement, this “picture” can be used to communicate the importance of considering the impact of SWPBS on academics. • As a coach, it is important to ensure that your team considers academic (in addition to social behavior) data when making decisions and evaluating outcomes.
<div style="text-align: center;"> <p>Supporting Social Competence & Academic Achievement</p> <div style="display: flex; align-items: center;"> <div style="background-color: #003366; color: white; padding: 5px; margin-right: 10px;"> <p>4 PBS Elements</p> </div> </div> <p style="text-align: center;">Supporting Student Behavior</p> </div>	<ul style="list-style-type: none"> • <i>Outcome</i> statements can be written as goals for your team (i.e., you should know what you plan to achieve after your first year of implementation). • Consider what <i>data</i> you are going to collect, review, and use to make decisions. • Use your data to drive your decisions about <i>practices</i>. • Focus on <i>systems</i> to ensure sustainability (especially staff development and reinforcement)

Basic Concept	Focus of Coaching
<p style="text-align: center;">Continuum of School-Wide Instructional & Positive Behavior Support</p> 	<ul style="list-style-type: none"> • It is critical for all members of your school faculty to understand the three-tiered prevention logic. • In particular, it is important for coaches to emphasize the importance of developing and implementing primary (universal or tier 1) prevention <i>before</i> developing and implementing secondary and tertiary supports. • Clearly communicate that the SWPBS team will initially focus exclusively on primary prevention.
<p style="text-align: center;">GENERAL IMPLEMENTATION PROCESS</p> 	<ul style="list-style-type: none"> • Ensure your team has appropriate representation and active administrator participation, and review the agreements with all team members. • Focus on developing a data-based action plan that specifies <i>who</i> is doing <i>what</i> by <i>when</i>. • After a year of planning, facilitate team-based implementation of items on your action plan. • Use data to evaluate your implementation.
<p style="text-align: center;">PBS Systems Implementation Logic</p> 	<ul style="list-style-type: none"> • This figure illustrates the broader support/leadership structures within a district or state. • District team members should notice the three important activities that they should coordinate: training, coaching, <i>and</i> evaluation. • In addition, district team members should consider the funding, visibility, and political support required to sustain SWPBS.

Basic Concept	Focus of Coaching
	<ul style="list-style-type: none">• SWPBS focuses on implementing practices across various contexts.• In the first year of implementation, schools focus on school-wide, classroom, and non-classroom settings. In addition, schools should invite family members to participate on the SWPBS team to consider the importance of the family context.• In future years, schools will align individual student systems with the larger context.

Implementation Guidelines for Coaching the “Basics of SWPBS”

When engaged in coaching basic SWPBS content, consider the following guidelines:

Applying Basics of SWPBS	Yes No ?	1.	Communicate the impact of SWPBS on academic outcomes to school faculty to assist with buy-in
	Yes No ?	2.	Develop observable and measurable statements of desired outcomes related to social/academic behavior
	Yes No ?	3.	Ensure data are regularly collected, reviewed, and used to make decisions at SWPBS meetings
	Yes No ?	4.	When selecting practices, ensure they are (a) evidence-based, (b) indicated by data, and (c) aligned with outcomes
	Yes No ?	5.	Establish systems to support sustained implementation of each practice with fidelity (e.g., teaming, professional development, and staff acknowledgement structures)
	Yes No ?	6.	Communicate three tiered prevention logic to faculty, and ensure practices are organized to provide a continuum of support
	Yes No ?	7.	Define critical elements (outcomes, data, systems, and practices) across the various contexts targeted in the first year of training/implementation (school-wide, classroom, and non-classroom) and ensure family involvement in SWPBS team to extend focus to family context

Activity 2.1: Locating Resources for SWPBS Basics

Rationale:

As you are increasing your fluency with the content, your team members will still view you as an “expert.” Therefore, it would be wise to familiarize yourself with the resources available to you and your team.

Instructions:

For each of the following items, identify where you would find resources to assist.

Item to address:	Resource:
Where do you go to get an overview of all the steps involved in implementing SWPBS?	
Which tools will help you establish your team and conduct efficient team meetings?	
What tool would you use to survey your school staff?	
What tools are available to help with efficient data input and output?	
Where do you go to find supporting evidence for implementing SWPBS?	
Your question: _____ _____	
Your question: _____ _____	
Your question: _____ _____	

**Actions Needed for
Coaching the Basics of SWPBS**

Action	Person(s)	Date
1.		
2.		
3.		
4.		
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8.		

Selected Supporting References

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