A16 — Building Tier II Coaching Capacity

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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

**OUTCOMES**
- Supporting Social Competency & Academic Achievement
- Cultural Equity

**Systems**
- Supporting Staff Behavior
- Cultural Knowledge

**Data**
- Supporting Decision Making
- Cultural Validity

**Practices**
- Supporting Student Behavior
- Cultural Relevance

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)
<table>
<thead>
<tr>
<th>Training</th>
<th>Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The action of teaching people a particular skill or type of behavior.</td>
<td>The action of supporting a person in achieving a personal or professional goal by providing training and guidance.</td>
</tr>
<tr>
<td>Group</td>
<td>Individual or Small Group</td>
</tr>
<tr>
<td>Directed learning and controlled content.</td>
<td>Process controlled through questioning.</td>
</tr>
</tbody>
</table>

(Killion, 2008)
Research indicated that new strategies and interventions are not implemented with integrity unless a consultant (coach) is continually involved.

(Lewis & Newcomer, 2002)
<table>
<thead>
<tr>
<th>Training Components</th>
<th>Demonstrate Knowledge</th>
<th>Demonstrate New Skill in Training</th>
<th>Use New Skills in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Discussion</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Demonstration in Training</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Plus</strong> Practice and Feedback</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Plus</strong> Coaching in the Classroom</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

(Joyce & Showers, 2002)
Light vs Heavy Coaching

Light Coaching

▷ Occurs when coaches want to build and maintain relationships more than they want to improve teaching and learning.
▷ Results in coaches being accepted, appreciated, and even liked 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

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/inside 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

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

(MO SW-PBS, 2018)
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.
## Tier I

<table>
<thead>
<tr>
<th>Item</th>
<th>Content Knowledge/Skill</th>
<th>Outcome</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
</table>
| 1.1  | Basics of Applied Behavior Analysis | Trainers/Coaches have basic foundational knowledge of Applied Behavior Analysis including:  
  - ABCs of behavior  
  - Functional assessment logic  
  - Data Collection | 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:  
- ABCs of behavior  
- Functional Assessment  
- Data Collection  
2 = Trainers/Coaches have foundational knowledge of Applied Behavior Analysis, including:  
- ABCs of behavior  
- Functional Assessment  
- Data Collection | |
| 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:  
  - Clarifying expected behavioral expectations and rules  
  - Teaching plan - Acknowledgement systems  
  - Responses to problem behavior | 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 of all the essential components of PBIS. | |
### PBIS Trainer/Coach Assessment

<table>
<thead>
<tr>
<th>Tier</th>
<th>In Place (%)</th>
<th>Partially in Place (%)</th>
<th>Not in Place (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier I</td>
<td>36.11</td>
<td>38.89</td>
<td>25.00</td>
</tr>
<tr>
<td>Tier II</td>
<td>53.13</td>
<td>37.50</td>
<td>9.38</td>
</tr>
<tr>
<td>Tier III</td>
<td>75.00</td>
<td>15.00</td>
<td>10.00</td>
</tr>
</tbody>
</table>
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

Tier 2

Teams

Intervention

Evaluation
Tier 2 Workbook & Resources

Listed below is a comprehensive list of MO SW-PBS Tier 2 Resources. Download a full copy of the MO SW-PBS Tier 2 Team Workbook.

- 2019-2020 MO SW-PBS HANDBOOK
- 2018-2019 TIER 2 WORKBOOK

- 1. Foundational Knowledge
- 2. Leadership for Tier 2 Specialized Behavior Support
- 3. Student Identification Process
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?

NOMINATION
Does the completed nomination contain adequate information to move forward?

EXISTING SCHOOL DATA
Does the student meet our data decision rule?

UNIVERSAL SCREENING
What other sources of data can the team consider?

TEACHER AND TEAM COLLECT DATA
Using the Adapted FACTS, clarify the target problem behavior in observable, measurable terms, collect and compile the student data and complete a context analysis to determine what is maintaining the problem behavior, and where it is most and least likely to occur.

DETERMINE FUNCTION OF BEHAVIOR
What conditions are most likely to lead to the problem behavior? What response reliably follows the problem behavior?

OBTAIN ATTENTION OR ITEM/ACTIVITY
To Get Attention
  - From adult and/or peers
To Get a Tangible
  - Object, Event, or Activity
To Get Sensory Stimulation
  - Visual, Auditory, Olfactory, Kinesthetic

ESCAPE/AVOID ATTENTION OR TASK/ACTIVITY
To Avoid/Escape Attention
  - From adult and/or peers
To Avoid/Escape Tangible
  - Demanding or boring task
  - Setting, Activity, or Event
To Avoid/Escape from Sensory Stimulation
  - Stimulation that is painful or discomforting

<table>
<thead>
<tr>
<th>Check-In, Check-Out</th>
<th>Social Skill Groups</th>
<th>Interventions</th>
<th>Self-Monitoring</th>
<th>Check &amp; Connect</th>
<th>FIRST STEP Next</th>
<th>Academic Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Adult Attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Get Peer Attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid Adult Attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid Peer Attention</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid Tasks</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Activities or</td>
<td>X</td>
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</table>

Adapted from Umbreit, Ferro, Lissups, and Lane, 2007
# Tier 2 Pre-Meeting Organizer

**School Name:** __________________________  **Date:** __________

**Directions:** To be completed **before** the Tier 2 Team meeting by each Intervention Coordinator. Review student progress monitoring data and count the total number of students participating and what response they are having (positive, questionable or poor) and record below.

<table>
<thead>
<tr>
<th>Intervention</th>
<th># of Students Participating</th>
<th># of Students with Positive Response</th>
<th># of Students with Questionable Response</th>
<th># of Students with Poor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In, Check-Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Skills Intervention Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Monitoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check &amp; Connect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST STEP Next</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Directions:** Write names of students in the appropriate columns below.

<table>
<thead>
<tr>
<th>Students with Positive Response, Not Ready for Fading (These students do not need to be discussed at this time)</th>
<th>Students with Positive Response Eligible for Fading or Graduating (Demonstrating positive response and meeting data decision rule for fading or graduating)</th>
<th>Students with Questionable Response</th>
<th>Students with Poor Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>School Name: Super School</th>
<th>Month: September</th>
<th>Time Stamp: 8/21/2019 14:07:36</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percentage</th>
<th>Students Served by Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with 6 or more Major ODRs</td>
<td>6</td>
<td>1.7%</td>
<td>0</td>
</tr>
<tr>
<td>Students with 2-5 Major ODRs</td>
<td>12</td>
<td>3.4%</td>
<td>6</td>
</tr>
<tr>
<td>Students with 0-1 Major ODRs</td>
<td>332</td>
<td>94.9%</td>
<td></td>
</tr>
</tbody>
</table>

### Table: Intervention Participation

<table>
<thead>
<tr>
<th>Name of Intervention</th>
<th>Number of Students participating (Total year to date)</th>
<th>Number of students who graduated (Total year to date)</th>
<th>Number of Students Responding Positively (current reporting period)</th>
<th>Number of students with questionable response (current reporting period)</th>
<th>Number of students with poor response (current reporting period)</th>
<th>Number of students who require more intensive intervention (Total year to date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in Check-Out</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

Was intervention implemented with fidelity?

Use Intervention Essential Features Document.
What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

YES

UNSURE

NO

Student Response

Positive Response

Questionable Response

Poor Response

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report

2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)

3. Did the team follow decision rules to identify student(s) who will continue in the intervention?
   - Continue with Goal
   - Increase Goal
   - Fade
   - Graduate

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report

2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)

3. Did the team follow decision rules to identify student(s) requiring modifications?
   - Reconsider Function
   - Reconsider Goal
   - Provide More Frequent Feedback
   - Individualize Feedback Procedure
   - Individualize the Reinforcer

1. Check social validity (Student interview, Intervention Acceptability Rating, etc.)

2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report?

3. Is the intervention aligned with the function of the student's behavior?

4. Are there other functions to consider?

5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss:
   - Changing the Tier 2 Intervention
   - Considering the student for Tier 3 Intervention
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
- Expected Behavior/Function
- Intervention 1/Intervention 2
- Goal

Student Data Entry Tab
- Daily Points
- Phase Change
- Trend Lines

John Dewey's Daily Data
- KEEP HANDS TO SELF
- Goal Line
- Phase Change Line
- Weekly average
- Average average
- Subtract Goal

John Dewey's Monitoring Graph
- Daily Percent
Tier 2 Resources

pbismissouri.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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Nanci Johnson: johnsonnw@missouri.edu
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References


