

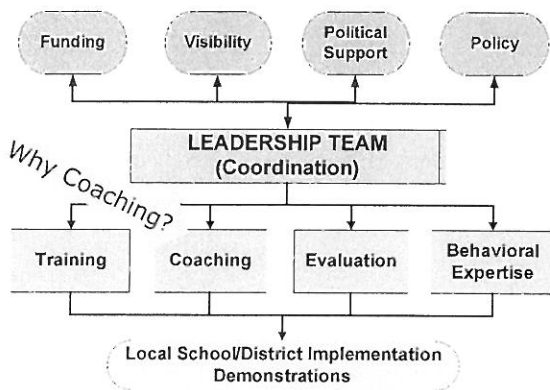
What is Coaching?

July 29 and 30, 2010

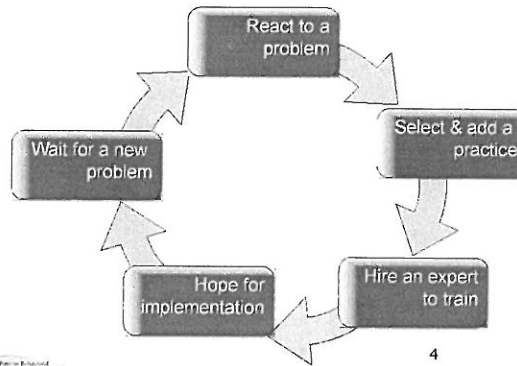
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Problem Statement

"We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren't realized. School personnel & teams need more than exposure, practice, & enthusiasm."



Just say "No" to "Train and Hope"



Training Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	Skill Implementation	Classroom Application
Presentation / Lecture	10%	5%	
Plus Demonstration	30%	20%	
Plus Practice	60%	60%	
Plus Coaching/Admin Support	95%	95%	
Data Feedback	95%		

Joyce & Showers, 2002

Coaching Purpose

- Enhance the implementation fidelity of Schoolwide Positive Behavior Intervention and Supports
- Establish capacity for efficient and sustainable implementation of PBIS
- To impact student outcomes in meaningful ways

Coaching Defined

Coaching is the active and iterative delivery of:

- (a) prompts that increase successful behavior, and
- (b) corrections that decrease unsuccessful behavior.
- Coaching is done by someone with credibility and experience with the target skill(s)
- Coaching is done on-site, in real time
- Coaching is done after initial training
- Coaching is done repeatedly (e.g. monthly)
- Coaching intensity is adjusted to need

What is "Coaching Capacity?"

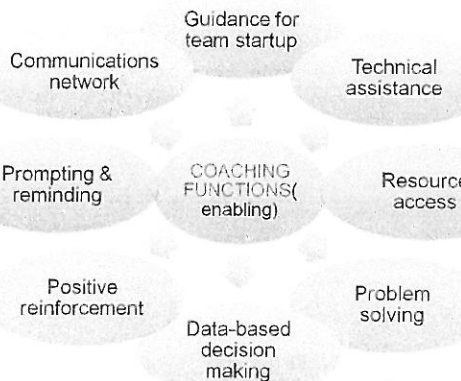
- Personnel & resources organized to facilitate, assist, maintain, & adapt local school training implementation efforts
- Coaching is set of responsibilities, actions, & activities...not person

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Coaching (why?)

- Team start-up support
- Team sustainability/accountability
 - Technical assistance/problem solving
 - Positive reinforcement
 - Prompts ("positive nags")
- Public relations/communications
- Support network across schools
- Link between trainers & teams
- Local facilitation

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Who should be a coach?

Coaching Competencies	
Necessary	Preferred
<ul style="list-style-type: none"> • Participate in team training • Able to attend team meetings at least monthly • Effective working with adults • Knowledgeable about school operating systems • Professional • Commitment • Rudimentary computer skills 	<ul style="list-style-type: none"> • Knowledge of schoolwide positive behavioral interventions and supports principles • Knowledge of schoolwide positive behavioral interventions and supports practices • Skilled in collection and use of data for decision-making.

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Who should be a coach?

- Internal vs External
 - Internal coaches are employed in the school where they provide support
 - External coaches are employed outside the schools where they provide support (e.g. by district, region, state).

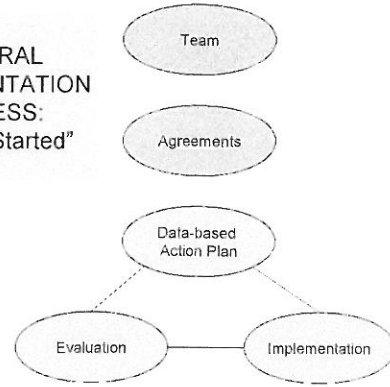
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Who should be a coach?

	Internal Coach	External Coach
Advantages	<i>Knowledge of school Staff relationships Regular access</i>	<i>Independent Outside perspective Multiple schools experience</i>
Disadvantages	<i>Conflicting roles Narrow range of experiences</i>	<i>Limited knowledge of school Limited relationships Less frequent access</i>

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GENERAL IMPLEMENTATION PROCESS: "Getting Started"



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Specific Expectations

- Attend and participate in team training
- Meet with your team(s) at least monthly
- Provide technical assistance as needed
- Monitor and report on team efforts
 - Team Checklist
 - EBS Self-Assessment Survey
- Present on School-wide Behavior Support at district levels.
- Assist district to build capacity for sustained implementation (re-define your role over time)

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Before Team Training

1. Review coaching role with Principal
2. Review status of team: principal, grade level representatives, special educator, counselor, parent, classified staff members (*Committee Review*)
3. Ask team to bring discipline data, behavior incident reports, office discipline referral forms, school discipline policy, procedures for teaching school-wide behavior expectations, procedures for encouraging SW expectations, etc.
4. Review tools: *Team Implementation Checklist, EBS Self-Assessment Survey*

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During Team Training

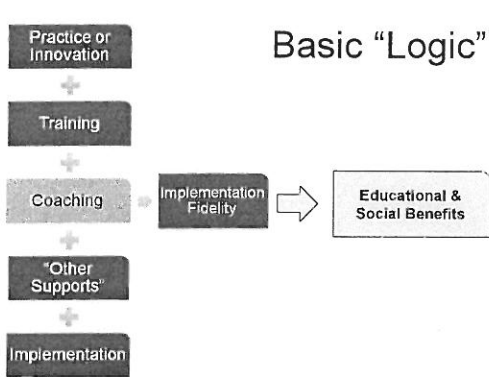
1. Remind team of facilitator role
2. Let team lead process
3. Keep team on task & reinforce progress
4. Remind team of big ideas from presentations
5. Prompt outcomes: *Team Implementation Checklist, Team Action Plan*

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After Team Training

1. Acknowledge/reinforce principal & team for progress at training
2. Prompt team to
 - Meet & review PBIS purpose & action plan with staff
 - Collect school data
 - Meet within 1 month
 - Complete *Team Implementation Checklist*
1. Contact team leader 2x in first month & ask
 - What is planned
 - if assistance needed
1. Attend team meeting 1x month
2. Monitor & assist in development & completion of action plan

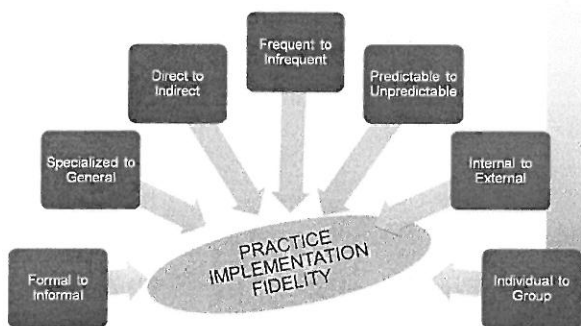
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Expected Outcomes of Effective Coaching

- Implementation accuracy and fluency of EBP
- Maximizing student outcomes
- Implementation Accountability
- Durable Sustainable and Accurate Implementation
- Continuous Improvement

"Coaching"

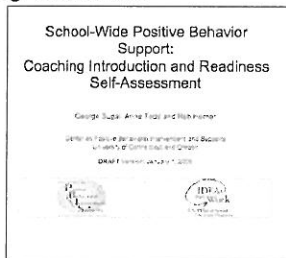


How are Coaching Skills Established?

- Attend trainings with school team
- Network with other coaches
- Assess your own knowledge, skills and experience working with schools
- Create your own Action plan for building fluency and competency with coaching activities

Coaches Self-Assessment

- Coaching Pre-requisites
- Coaching Activities and Responsibilities
- Specific Coaching Skills and Competencies



Your Turn

- Complete the Coaches Self Assessment
- Identify two areas of strength and two areas of need for further professional development

Example Michigan Coaches Self-Assessment Results

