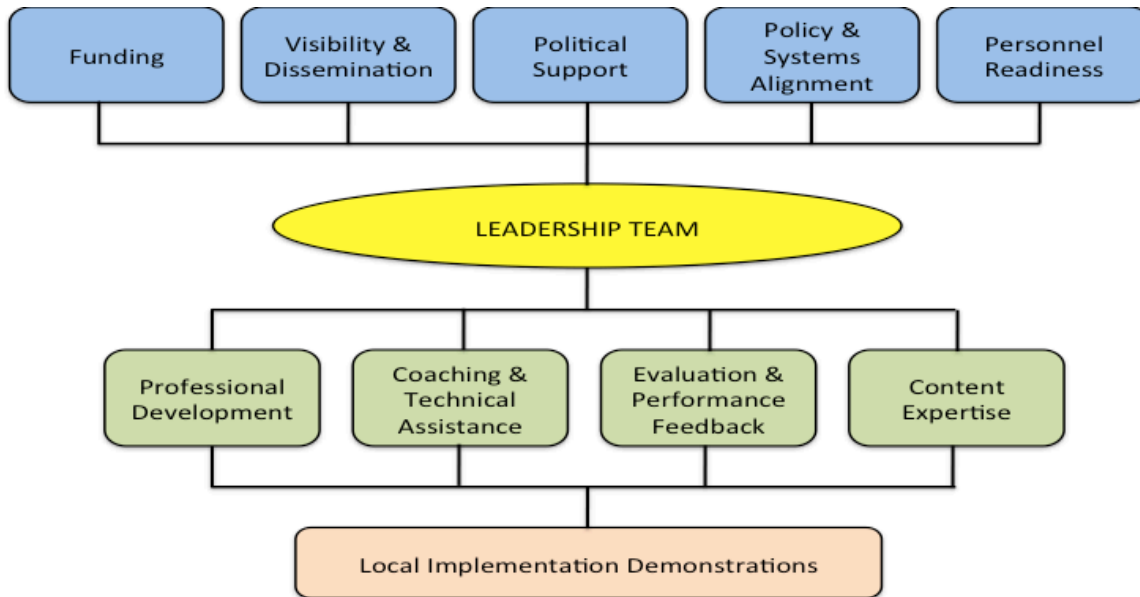


PBIS Forum 15 Practice Brief: District Level Coaching

Operational definition

District based coaching is a set of functions or responsibilities that serve to coordinate and guide district and school leadership teams through implementation of School-wide Positive Behavior Supports practices and systems.



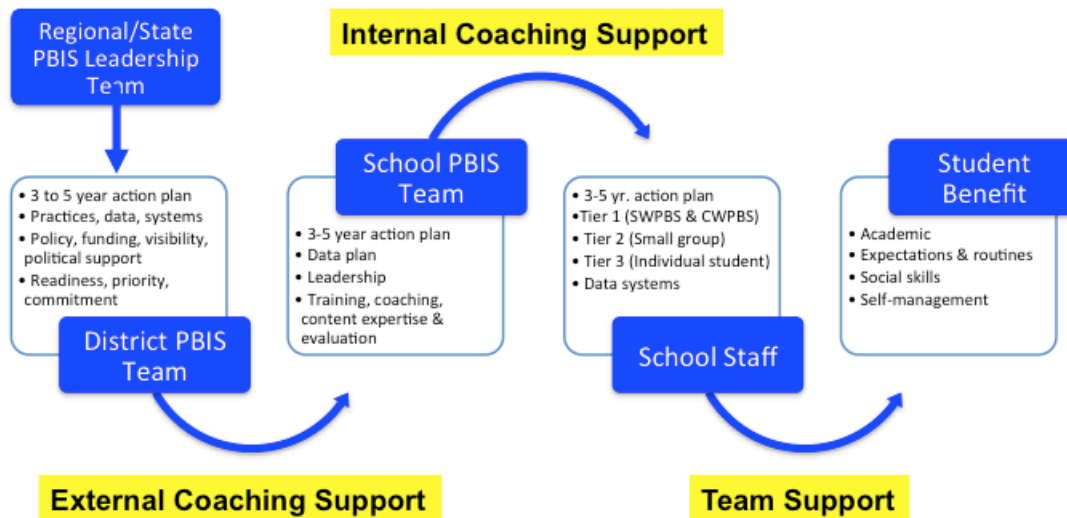
Coaching is important and necessary to maximize transfer and translation of skills and practices acquired during training into sustainable and high fidelity implementation of evidence-based practices and systems. Coaching has been identified as the most critical factor in successful implementation (Denton, et al, 2003). The characteristics of successful coaches are: encouraging, supportive, committed, sensitive, flexible, respectful, enthusiastic, diplomatic, patient, willing to share (McCormick and Brennan, 2001). The ability of schools to install and maintain coaches is impacted in general by a host of factors (McCormick and Brennan 2001), including:

- Time allotted
- Reluctance to seek information
- Role confusion
- Feeling of inadequacy
- Poor match
- Lack of availability

Experimental Research on Coaching indicates that implementation in educational settings occurs when training is combined with coaching (Joyce & Showers, 1996).

Without coaching, it has been shown that staff training has little impact on performance. (Ager & O'May, 2001). And "Coaching" increased sustainability of practices from 24% to 84% (Fixsen & Blase, 1993).

PBIS Forum 15 Practice Brief: District Level Coaching



There are many functions filled by individuals with Coaching Responsibilities. The following is a list of many of those tasks conducted by a district level coach in addition to some Guiding Principles for Effective Coaching:

- Support **team start-up**
- Promote assessment and evaluation of **fidelity** of implementation
- Facilitate team **sustainability and accountability**
 - Provide technical assistance and problem solving
 - Provide positive reinforcement to team members
 - Deliver prompts
- Facilitate public **relations and communications**
- Link to implementation across schools
- **Facilitate communications among** leadership, trainers, and team members
- Support development of local implementation capacity
- Model and prompt use of data for decision making
- Facilitate data-based problem solving and conflict resolution
- Promote the selection, adoption, alignment, and integration of evidence-based practices across a continuum of behavior support

Guiding Principles for Effective Coaching

- Integrate coaching functions into roles of existing personnel
- Secure school and/or district supervisor approval and support
- Link with school and/or district coaching network
- Direct coaching toward functioning of leadership team

PBIS Forum 15 Practice Brief: District Level Coaching

- Include individuals with coaching functions in team training
- Ensure that individuals with coaching responsibilities have team implementation experiences and behavioral capacity

Some specific implementation examples include the following key responsibilities for a district coach, particularly in the areas of coordination, evaluation, technical assistance and training:

- Provide district-wide PBIS trainings - Tier 1, 2, 3, Classroom Management, Data Management
- Regular meetings with building based internal coaches
- Attend building PBIS team meetings
- Assist team with data based decision making and action planning
- Coordinate district data collection
- Provide on-site coaching
- Board Reports
- PBIS communications to community
- Political support

Frequently asked questions

Q: What data and data decision rules are associated with successful district level coaching?

1. School climate data
2. ODR data
3. Positive Relationships – peer and staff relationships
4. Bullying/Harassment
5. SEL
6. SET survey data – research tool to assess and evaluate critical features of SWPBIS
7. SAS (staff perception) – School wide, Classroom, Nonclassroom and Individual Student data
8. BoQ data (helps with area of focus)
9. TFI data – guides implementation and sustained use of SWPBIS

Q: What can district level coaches do to improve interactions, functions, and outcomes between district and school leadership teams?

1. Share data, celebrations, progress with PBIS implementation from all schools – PBIS Share Fair
2. Regular reports to Supt and Cabinet
3. Continual training, TA, support to all who are new to PBIS in district
4. Aggregate district wide office referral data, triangle data, and survey data for District Leadership Team