One Size Does Not Fit All: Coaching towards PBIS Sustainability

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Outcomes

- Determine implementation readiness
- Identify resources to increase training capacity
- Understand the role of the district in the PBIS system
Desert/Mountain SELPAs PBIS Team
- 20,627 square miles
- 36 LEAs
- 128 PBIS schools
- 5 Team Members
  - PBIS Coordinator
  - 3 PBIS Specialists
  - PBIS Technician

Total Schools Implementing PBIS within Desert/Mountain SELPAs
Role of PBIS Technician

- Provides support and guidance to program participants and work teams including the community and school districts.
- Coordinates and assists in meetings, workshops, and special events.
- Builds positive relationships with the community, school districts, and parent groups, and assists in the management of data and program records.
- Conducts scores, processes, and trains assessment for PBIS programs.
- Responsible for monitoring and implementing positive behavior interventions and supports.
- Monitors and maintains grant budgets and financial transactions.

Role of PBIS Specialist

- Conducts, scores, processes, and trains PBIS implementation and fidelity assessments.
- Provides consultation regarding programs to teachers, parents, administrators, school counselors, and other support staff.
- Provides coaching and recommendations to school teams in preparing for and administering appropriate assessments for data collection.
- Provides training and guidance and staff development to staff, parents, and others.
- Provides PBIS Assessment coordination in school districts.
- Provides coaching to teams regarding the implementation of the multi-tiered systems of support.

In the past...
PBIS Team Trainings

PBIS Coach and Administrator
Stages of Implementation

- Implementation is not an event
- It's a process involving multiple decisions, actions and corrections
- Implementing a new program or practice takes 2-4 years
- Evaluation, research and technical assistance strategies must be aligned with stage of implementation

Stages of Implementation

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation and Sustainability

(Fixen, Naoom, Blase, Friedman, & Wallace, 2005)
District Capacity Assessment (DCA)

- The specific purposes of the DCA are to:
  - Provide a District Implementation Team (DIT) with a structured process for the development of a District Capacity Action Plan.
  - Provide a DIT with information to monitor progress towards district, regional, and state capacity building goals.
  - Support a common infrastructure for the implementation of Effective Innovations (EI) to achieve desired outcomes for students.
  - Provide district, regional and state leadership with a regular measure of the capacity for implementation and sustainment of Effective Innovations in districts.
Actual DCA Results

Joyce & Showers, 2002


Regional Trainings 29 37 48 88

Onsite Trainings and Coaching 61 9 4 5 1 1 6

2015-16 marks the first year that onsite coaching was documented with onsite trainings.

Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Pilot Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Pilot Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Pilot Coaching Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Joyce & Showers, 2002

Coaching for Sustainability

Number of Trainings/Coaching...
Identifying the Experts

Begin with the End in Mind

Learning Outcomes/Targets
- Clear description of what the learner can do

Success Criteria
- How you know the learner can do it
- (describe, write, identify, list, tell, etc.)
“Coaching is about creating an action plan that moves you forward, from where you are to where you want to be.”

James Himm Mitchell

Any Questions?

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