**PBIS Coaching Considerations/Guidelines**

**This checklist is designed as a coaching tool and roadmap for coaches to assist them with effectively supporting school-level PBIS leadership teams with implementation. This tool outlines resources for use with all stages of implementation and offers some guidance around powerful questions and systems implementation as well as some structure of a workflow to best support school level teams. It was created using the following sources as primary resources:** [**PBISApps Coordinators Guide**](https://www.pbisapps.org/Resources/SWIS%20Publications/PBIS%20Assessment%20Coordinators%20Guide.pdf#search=pbis%20assessment%20coordinators%20guide)**,** [**Team Implementation Checklist (TIC)**](https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#tic)**, the** [**PBIS Blueprint**](http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf)**, and best practice considerations from** [**Implementation Science**](http://implementation.fpg.unc.edu/)**.**

When using this tool to guide coaching activities, it is critical to know that your primary customer is the team lead and the goal is to develop a supportive coaching relationship. Therefore, the effective utilization of this tool is dependent on understanding the [*PBIS District Coach-Team Lead Coaching Sequence*](https://www.cde.state.co.us/pbis/coachingsequence)as you continue to shape and build their capacity to guide the team.

 As an example, any one of the following steps outlined below for a pre-meeting conversation (Stage 1 in *PBIS District Coach-Team Lead Coaching Sequence)* could be a catalyst to use this tool:

### Review current progress—where is the school regarding which stage of implementation, what milestones have been met

### Discuss celebrations and challenges related to data and prepare to share with whole team

### Inquire about the goals of the upcoming PBIS leadership meeting

### Collect any relevant data to inform upcoming meeting

### Set agenda for PBIS team meeting

### Clarify supports the lead needs / wants from the coach

Another tool that may help you *ask the right questions* to guide teams in implementation is the “Active Listening Handout” found [here](http://www.cde.state.co.us/pbis/day1activelisteninghandout) (see Section III: powerful questions).

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| ***IMPLEMENTATION STAGE:* EXPLORATION**  |
| **Guiding Questions** | **Systems / Practices** | **Outcomes / Evidence**  | **Data Sources** |
| Is there a need for change? | * Review school-level data in order to understand the current functioning of the school
 | * Data and information indicate a need for a change
* Determined that PBIS is an appropriate option
 | * Discipline data, culture/climate surveys, anecdotal data, interviews, etc.
 |
| What committees exist within the school to address current initiatives? | * Take inventory of committees including purpose, outcome and alignment to desired goals
 | * Identify overlaps and gaps of committees
* Identify where PBIS fits within existing systems
 | * Committee Audit: [*Working Smarter Not Harder Matrix*](http://www.cde.state.co.us/pbis/worksmarternotharderformblankpdf)
 |
| Is administration committed to implementing PBIS? | * Administration shows commitment to implementation
* Understands the long-term plan for implementation
 | * Administration understands PBIS and what it takes to implement
 | * Readiness [Checklist](https://www.cde.state.co.us/pbis/schoolreadinesschecklist)
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| Are staff committed to implementing PBIS? | * Discuss with staff the school’s current climate and discipline data, gather their input and concerns, introduce PBIS
 | * 80% or greater staff are committed to the work and believe PBIS will support the desired outcome goals
 | * A method of checking support (e.g., survey, voting by hand, etc.)
 |
| Is there an implementation team formed to guide implementation? | * Form representative implementation team
* Ensure team has dedicated time and resources, including connections with district, state coaches and dedicated FTE or roles
 | * Team sets calendar for meetings and assigned roles
* Team meets a minimum of 45 minutes a month
 | * Calendar of meetings
* Minutes from meetings
* Documented roles and backup roles
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| ***IMPLEMENTATION STAGE:* INFRASTRUCTURE / INSTALLATION**  |
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| **Guiding Questions** | **Systems / Practices** | **Outcomes / Evidence**  | **Data Sources** |
| Does the implementation team measure utilize baseline fidelity implementation to drive initial implementation?  | * Implementation team/staff completes assessment tools to inform baseline of implementation.
* Team prioritizes next steps and creates a written action plan including detailed description of actionable item(s), person responsible and timeline for completion.
 | * Team/staff have completed fidelity measures
* Team has an action plan
 | * [SAS, TFI, BoQ](https://www.pbisapps.org/Resources/SWIS%20Publications/PBIS%20Assessment%20Coordinators%20Guide.pdf#search=pbis%20assessment%20coordinators%20guide), [Action Plan](https://www.cde.state.co.us/pbis/actionplanfortfiupdated)
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| Are there developed expectations (schoolwide) and rules (location specific)?  | * Team creates 3-5 positively stated expectations, including specific rules for settings
* Staff and stakeholders provide input on expectations and rules
 | School-wide expectations and rules are created and posted throughout the building  | * Expectations posters or other illustrations of them
* Teaching Matrices
* Environmental scan
 |
| Are lesson plans developed, planned, and delivered to teach both expectations and rules? | * Team and staff create lesson plans
* Delivery is planned and communicated
 | * Lesson plans created and shared with staff/stakeholders
* Schedule of teaching is posted or communicated
 | * Calendar, lesson plan protocol
 |
| Is there an acknowledgement system? | * Team, with stakeholder input, develops systems for creating and sharing acknowledgement system for both staff and students
 | * Comprehensive acknowledgement system is created, including high-frequency reinforcement (e.g., Gotchas, tickets, to “catch kids being good”, etc.) and long-term reinforcement
 | * Written protocol for acknowledgement system and training calendar set to train staff/students/families
 |
| Is there an effective discipline system? How is it shared with staff, students, community? | * Create discipline system with input from all staff
* Train staff on discipline system
 | * Office discipline referral (ODR) form aligned to SWIS
* Discipline flow chart that includes definitions of problem behaviors and process for managing minor vs major behaviors
* Training is delivered to staff/students/families
 | * Written and/or graphic display of discipline procedures, referral form, and definitions of behavior,
* Protocol/Handbook for staff, training dates on calendar
 |
| Is there a data collection method and system? How will ODR data be collected, analyzed, and shared with staff/students/families? | * Identify and use a data warehouse
* Create timeline of what data needs to be collected when and by whom
* Data analyzed by implementation team regularly, shared with stakeholders, and used for decision making
 | * Data is gathered weekly, used monthly, and shared with stakeholders quarterly.
 | * Communication schedule is documented
* SWIS or a similar data warehouse is used
 |
| Is there a line item in the budget to support PBIS for 3-5 years of roll out?  | * Develop a budget to support PBIS implementation, including any PD needed for staff and families, acknowledgement system items, SWIS, print material
 | * A budget is created to support PBIS implementation
 | * Budget line items for each expense
 |
| How will we communicate with staff/students/ families on the implementation and infrastructure of the various systems within PBIS on an on-going basis? | * Create communication planning protocol to share PBIS systems and practices, implementation and outcome data, calendar booster trainings for semester and / or as needed, and to collect and analyze feedback from staff/families regarding implementation.
 | * Communication streams (i.e., school newsletters, website, assemblies), feedback loops, Outline of training and data sharing for staff is created
 | * Training schedule for staff, documentation of trainings, communication plan
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| ***IMPLEMENTATION STAGE:* INITIAL IMPLEMENTATION**  |
| **Guiding Questions** | **Systems / Practices** | **Outcomes / Evidence**  | **Data Sources** |
| How do we begin implementation (kick-off and teaching of expectations, acknowledgment, and discipline to students)? | * Create calendar of kick-off events, roll out of acknowledgement system, and training around discipline system
 | * Whole school kick-off and staff PD are provided
 | * Training schedule and process for students, staff, and families as well as protocol/materials for each
 |
| How do we share PBIS with families and other stakeholders? | * Have family representative on implementation team or assign amember the role of parent communicator
 | * Families receive communication (i.e., school newsletters, website) on regular schedule regarding PBIS systems/practices
 | * Communication protocol and evidence in parent feedback surveys, newsletters, events
 |
| How do we monitor fidelity of PBIS? | * Team uses the problem solving process to monitor fidelity, team analyzes the support staff needs, uses tiered logic to providing ongoing coaching and support
 | * Evaluation plan created and implemented with set targets / goals, PBIS team regularly meets to review data and problem solve
 | * SAS, TFI, TIC, meeting minutes
 |
| How do we monitor the outcomes of PBIS? | * Team uses the problem solving process to monitor outcomes and refine systems/practices
 | * Plan created and implemented with set targets / goals, PBIS team regularly meets to review data and problem solve for outcomes
 | * Referral data, suspension and expulsion data, attendance data, climate surveys, meeting minutes
 |
| How do we ensure continued and consistent communication among PBIS team and staff, families, and other stakeholders? | * Team has a regular communication loop with staff, families, stakeholders
 | * Team regularly communicates with other parties using an established system
 | * [Communication plan](https://www.cde.state.co.us/pbis/pbiscommunicationplan), meeting notes, formal and informal surveys used to gather staff perception
 |
| Have we achieved 80% fidelity with Tier 1? | * The PBIS team is actively analyzing fidelity data and problem solving to ensure implementation
 | * 80% on total fidelity score (e.g., TFI, BoQ, etc) and among subscale within such measures
 | * TFI, BoQ, TIC
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| **IMPLEMENTATION STAGE: FULL IMPLEMENTATION** |
| **Guiding Questions** | **Systems / Practices** | **Outcomes / Evidence**  | **Data Sources** |
| How do we continue to monitor fidelity of PBIS? | * Team uses the problem solving process to monitor implementation, including the support staff needs, uses tiered logic to provide ongoing coaching and support
 | * Evaluation plan created and implemented with set targets / goals, PBIS team regularly meets to review data and adapt and adjust as needed
 | * SAS, TFI, TIC, meeting minutes
 |
| Are we meeting our established targets/goals? | * Team actively analyzes outcome data and uses problem solving to refine systems and practices and ensure outcomes are achieved, data regularly shared with staff
 | * Team meets regularly and uses the problem solving model with fidelity; team is responsive to implementation and impact data being monitored
 | * SWIS data, meeting notes, behavior and academic data, climate surveys, TFI, meeting minutes
 |
| How do we continue to build capacity of our staff? | * Create opportunities for staff to share tools and resources with other staff, including new staff and volunteers
* Promote and budget for state level PBIS conferences / workshops
* Survey staff annually for PD needs/topics they feel would assist in capacity building.
 | * Staff report increased competence and skill set with PBIS tools and practices
 | * SAS, TFI, data related to other PBIS tools and use of practices
 |
| When and how do we re-teach staff and students and train new staff/students/families?  | * Create calendar of booster training and system for staff to share resources with the school as well as with other district / state schools
 | * Booster trainings occur at least quarterly (or as needed)
 | * Calendar of training dates, documentation of trainings and protocols
 |
| How do we share PBIS with *new* students/ families / staff during the school year? | * PBIS team creates procedures and protocols to support new community members
 | * Onboarding procedures/protocols are delivered to new community members at least quarterly
 | * Documentation of training provided, written procedures/protocols
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| ***IMPLEMENTATION STAGE:* SUSTAINABILITY** |
| **Guiding Questions** | **Systems / Practices** | **Outcomes / Evidence** | **Data Sources** |
| How do we align PBIS with other initiatives?  | * Use the committee audit to align initiatives, practices and resources
 | * Committees are aligned and budgeted and have clearly stated outcomes / goals that are directly connected to the whole school mission / vision
 | * Committee Audit: *Working Smarter Not Harder* [*Matrix*](http://www.cde.state.co.us/pbis/worksmarternotharderformblankpdf)
 |
| How do we continue to build capacity and share what we have learned? | * Build PBIS into all school-wide events, staff meetings
* Trainings so that it is “just the way we do business”
* Budget and deliver staff-identified PD regarding PBIS systems and practices annually
 | * PBIS is embedded into mission / vision / UIP work/class syllabi/ Handbooks and other policies and procedures
 | * UIP, TFI. School handbook, Discipline Policy
 |
| How are we measuring implementation fidelity and impact?  | * Problem solving model used to analyze data, refine systems, and respond to the changing needs of the school
* Personnel allocated to lead PBIS work, effectively use PBIS fidelity measures, and maintain communication with district and state level PBIS networks
 | * Evaluation plan created and implemented with set targets / goals
 | * SAS, TIC, TFI
* Discipline referrals, Suspensions/Expulsions, disaggregated discipline data by subpopulations including ethnicity and disability categories
* Culture/Climate surveys
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References and Sources:

PBIS Apps. (2016, July). *PBIS Assessment.* University of Oregon. Retrieved from <https://www.pbisapps.org/Resources/SWIS%20Publications/PBIS%20Assessment%20Coordinators%20Guide.pdf#search=pbis%20assessment%20coordinators%20guide>

 Lewis, T.J., Barrett, S., Sugai, G., & Horner, R. H., Mitchell, B.S., & Starkey, D. (2016). Training and professional development blueprint for positive behavioral interventions and supports. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from <http://www.pbis.org/common/cms/files/pbisresources/PBIS_PD_Blueprint_v3.pdf>

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