

# POSITIVE FOCUS

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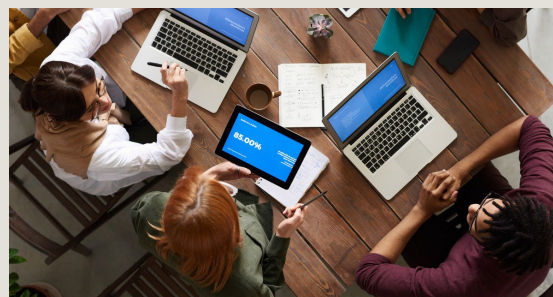
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## SW-PBS NEWS

Creating positive and proactive learning environments that promote expected behaviors for all students are key goals of the School-wide Positive Behavior Support framework. Ongoing training (i.e., professional development) is critical to increasing all staff members' use of evidence-based practices and maintaining fidelity of implementation across tiers.

Training on PBIS essential components alone does not result in changes in teacher practices and school-wide systems (Fixsen et al., 2005). Research indicates that in order for new strategies and interventions to be implemented with fidelity, a coach should be available to provide feedback, additional on the spot professional learning, and coordinate universal to individual supports to school teams and individual staff (Lewis & Newcomer, 2002). (Practice Guide page 101) Coaching ensures knowledge/skills from training become everyday practice and includes on-site skill development, enhancing the skills through prompting and reinforcement (Goodman, 2018). (District Systems Fidelity Practice Guide, 2019, page 102).

## KEY QUESTIONS TO ASK WHEN PLANNING FOR HIGH QUALITY TRAINING



- Does the training being offered link to the district's or school's vision statement and outcome goals?
- How do the objectives and/or strategies this training offers help our staff to reach our goals?
- What is the timeline needed to plan for and implement this training?
- What tools will we use to progress monitor the implementation of the skills gained during the training?
- What procedures will we use when reviewing outcome data we hope to impact with this training session?



## A KEY QUESTION TO CONSIDER WHEN IDENTIFYING A SW-PBS COACH...

Does this individual or group of individuals have the knowledge and skills to provide direct guidance to a school team and / or staff members by building positive reciprocal relationships and modeling and providing feedback in non-evaluative formats to create cycles of improvement when implementing SW-PBS content and skills acquired during professional development events and activities?

# DISTRICT AND SCHOOL-WIDE TRAINING AND COACHING

## SW-PBS

Providing quality professional learning to your staff across all schools will be important to ensure Effective Teaching and Learning Practices (ETLPs) and interventions are implemented with fidelity at every tier. The key to the success of your district-wide PBS implementation will be the effectiveness of the staff training and ongoing supports you provide.

Coaching ensures knowledge/skills from training become everyday practice and includes on-site skill development, enhancing the skills through prompting and reinforcement (Goodman, 2018). (District Systems Fidelity Practice Guide, 2019, page 102).

### Training should also be:

- Research-based
- Consistent and On-going
- Convenient
- Relevant
- Differentiated

### SW-PBS Coaches can:

- Providing resources for the school team during PBIS meetings.
- Serving as a point person between the school team and external coach with respect to asking for additional assistance.
- Lead by example in implementation by providing PBIS leadership within the school building and assist with problem solving.

Additionally, quality professional learning should also include training, practice, feedback, and coaching (Ismat, 1996; MO DESE, 2013). Teachers should also have increased opportunities to interact with peers during high-quality professional learning.

**Learn.  
Apply.  
Grow.  
Repeat.**

### OUTCOMES

(% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)

Training Components	Demonstrate Knowledge	Demonstrate New Skills in Training Setting	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	30%	30%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

# HOW DATA CAN HELP PROVIDE A CONTINUUM OF SUPPORT FOR TEACHERS

I know something children don't. That no one bad is ever truly bad and no one good is ever truly good.  
—Loki

## Data & SW-PBS

The fact that I even know this quote from the Disney+ TV series, Loki, outs me as a full on geek! I love this line not only because it can be applied to the students with whom we work, but to adults, as well. When it comes to capacity to teach, all teachers have strengths and opportunities to improve. A teacher may be an expert in one teaching practice and struggle in another.

Furthermore, some seek out their own professional learning opportunities, some can take district mandated professional development and implement what they learn, and some require additional coaching, technical assistance, or other more intensive support. The point is teachers are complicated and no one size fits all approach to professional learning will work. At the same time, individualized support can be an inefficient use of resources. For this reason, we endorse Simonsen and Myers (2015) recommendation to use a continuum of supports for teacher development.

Data plays a critical role in differentiating support. To understand how this works, it may help to first consider what a continuum of support for teacher development might look like in a school district. An example of universal Tier 1 support could start with the district leadership team (DLT) identifying one or more effective teaching and learning practices that they want to adopt district-wide. The DLT provides or arranges for training of the Building Leadership Teams (BLT) in the selected teaching and learning practice(s) and the systems that must be in place to support implementation of the practice(s). The BLT develops the necessary systems and trains the staff in the use of the practice(s). Staff members implement the practice(s) in their classrooms, monitor their progress and make needed adjustments. The BLT conducts building walks to monitor use of the practice(s), and to provide individual teachers with feedback.

A targeted, Tier 2 intervention requires that the school identify a subset of teachers who are struggling to implement the practice(s), and who might benefit from additional support. The instructional coach could meet with this subset monthly. In addition, individual staff members in the targeted group might engage in a peer coaching partnership with a staff member who has already mastered the practice, and with whom they have established a good rapport. Finally, an intensive Tier 3 intervention might include weekly one on one coaching with the instructional coach until mastery has occurred.

One last thought on the continuum of support before we delve into the role that data plays: this model is intended to be supportive, not punitive. The intention is to provide staff members with what they need to effectively implement a given practice. This requires a growth mindset and a culture of trust. As much as possible, find ways to decouple the continuum of support from formal summative evaluations. While it is not possible to totally separate professional growth from formal evaluations, you can create distance by assigning the two roles to different people. If that is not possible, be very clear which hat you are wearing when visiting a classroom. Finally, when giving feedback focus on strengths. Save your laundry lists for positive feedback (or Walmart). Focus your "opportunities for growth" to one or two high leverage suggestions. Better yet, use your coaching skills to help the individual to reflect on their practice and find their own path forward.

As mentioned earlier, data is critical to implementing a continuum of support for teacher development, and serves several important functions at different steps in this process. Data is used to identify a systemwide need and possible solution, monitor implementation, self-reflect/self-monitor, provide formative assessment, select decision rules, progress monitor and evaluate plans.

### **Fidelity of SW-PBS Implementation Tools**

**District Systems Fidelity  
Inventory (DSFI)**

**Tiered Fidelity Inventory  
(TFI)**

**Self-Assessment Survey  
(SAS)**

# TRAINING AND COACHING AT THE ADVANCED TIERS

Implementation at the advanced tiers (Tiers 2 and 3) needs equal attention to training and coaching as your universal Tier 1 systems and practices.

However, what is different is that not everyone within your school will need the same level of knowledge and skill around these systems and practices.

For instance, every teacher probably needs to know the data decision rules used for identifying students who may be showing at-risk or in-risk behavior and the teacher nomination process. But not everyone needs to be fluent in analyzing student data to determine the function for alignment to appropriate intervention(s).

**Click on the links to access more information and resources on Tiers 2 and 3.**

## Training at the Advanced Tiers

Broadly, the advanced tiers are a culmination of systems used to support data-driven decisions around students who may benefit from additional support and the practices used to help those students. As teams systematically install training supports for schools, it is sometimes helpful to determine who needs to know what information. Knowing who requires what information will probably be a context-specific decision, potentially driven by variables like the size of your staff, the arrangement and organization of your advanced tier teams, the number of interventions utilized, and so on. As such, when planning your professional development, it might be a helpful exercise to think about the following: "Who needs to know what information"? While not exhaustive, the following are considerations for your team.

**TIER 2**

## Coaching at the Advanced Tiers

While training the necessary staff to support the implementation of the advanced tiers is essential, comprehensive staff support requires coupling training with a system for coaching.

Just like students, staff members will have varying needs to experience success.

For some staff, access to training and systematic prompts and pre-corrects may support most of the staff. However, some individuals may need more support. The arrangement of these supports could fall into a similar framework as the multi-tiered system of support framework for students. With that logic in mind, those needing more support may receive more targeted training, including increased opportunities for modeling and feedback and increased prompts and pre-corrects. Further, for those needing more intensive help, the approach can be customized and focused on specific area(s) of individual need(s).

**TIER 3**





Summer Institute 2023 will be in-person at the Tan-Tar-A Conference Center in Osage Beach, MO. Save the date and make plans to join us May 31-June 1, 2023!.

The theme for SI 2023 is "Cultivating the Garden - Nurturing Spaces Where Everyone Thrives." Helping schools create and sustain environments where everyone thrives academically, socially, emotionally, and behaviorally is the motivation behind everything we do. This requires hard work and continuous, intentional care. As one school year winds down, and as you recharge and prepare for the new school year, Summer Institute 2023 will give you the tools you will need to help your "garden" thrive!

#### CALL FOR PROPOSALS!

We believe that contributions from active implementers will elevate the quality of our SI 2023 offerings, so we are extending a special invitation to our school and district partners to share the MO SW-PBS systems and practices that have elevated student outcomes and have created thriving, nurturing spaces for all.

#### Breakout Session Details:

- Deadline for Submission is December 19, 2022.
- 75 minute presentation with time allotted for engagement activities.
- 1 FREE registration if your breakout proposal is accepted.
- Please use this hyperlink to access the proposal form: Breakout Proposal Form. You can also access the proposal form at <https://pbissmissouri.org/summer-training-institute/>
- If your proposal is accepted, you will be notified in January 2023.

We are excited to give your school or district a platform to share your story with other implementers. If you have any questions regarding proposal submissions, please consult with your Regional SW-PBS Consultant, or email Jody Baker at [bakerjod@missouri.edu](mailto:bakerjod@missouri.edu).

# Coaches Corner

OUR **COACHING GUIDES** ARE RESOURCES TO SUPPORT

**LEADERSHIP TEAMS** TO **ESTABLISH SYSTEMS**

THAT PROMOTE **DATA-BASED DECISION MAKING**

TO IDENTIFY AND USE OF **EFFECTIVE TEACHING AND LEARNING PRACTICES**

TO INCREASE **OUTCOMES FOR ALL STUDENTS AND STAFF!**

CLICK THE LINKS BELOW TO ACCESS  
MO SW-PBS COACHING GUIDES

[TIER 1](#)

[TIER 2](#)

[TIER 3](#)



**MO SW-PBS**  
Missouri School-Wide Positive Behavior Support

<https://pbissmissouri.org/>