



Tier 1 School-wide PBIS Coaching Guide

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Table of Contents

Common Acronyms	4
Michigan’s MTSS Technical Assistance Center Website.....	5
MiMTSS Data System.....	5
Page Help Function.....	6
Navigating the MiMTSS Data System	6
Important Contact Information	7
District Implementation Team (DIT).....	7
School Leadership Team (SLT).....	7
TA Center Staff Member Providing Behavior Data Coordination:	8
Important Dates	8
School Leadership Team Meetings:	8
Training Dates.....	8
Coaches Monthly Focus Year One.....	9
January	9
February	9
March.....	10
April	10
May.....	10
June.....	10
Tier 1 Elementary School-wide Positive Behavioral Interventions & Supports Training Series ..	11
Outline and Activities for Day 1:	11
Outline and Activities for Day 2:	11
Outline and Activities for Day 3:	12
Critical Features Checklists.....	14
Critical Features Checklist for Identifying School-wide Expectations	14
Critical Features Checklist for Defining School-wide Expectations	14
Critical Features Checklist for Behavior Expectation Lessons	15
Critical Features Checklist for Teaching Plan	15
Critical Features Checklist for Acknowledgement Systems	16
Critical Features Checklist for System for Correcting Behavior Errors	16
Core Constructs of Equity	17

Key Questions to Center Equity in PBIS Implementation.....	17
Identity Wheel Activity.....	18
Key Terms Related to Educational Equity.....	20
Best Practice: Four Functions of Effective Coaching.....	22
Function: Prompting.....	22
Function: Fluency Building.....	22
Function: Performance Feedback.....	23
Function: Adaptation.....	23
Follow Up Communication with Principal: Tier 1 School-wide PBIS.....	24
Distinguishing Instructional and Systems Coaching.....	24
Coaches' Monthly Focus.....	24
Develop or Maintain Administrator Support for SWPBIS.....	24
Coaching Role for the SWPBIS TFI.....	24
Determining When and How.....	25
Coaching Functions Applied to Tiered Fidelity Inventory (TFI).....	26
Coaching Function: Prompting.....	26
Function: Fluency Building.....	26
Function: Performance Feedback.....	27
Function: Adaptation.....	27
Tier 1 PBIS & Positive School Climate District Coaching Service Delivery Plan.....	28
Monitoring and Use of a Plan.....	28
Coaching Concepts.....	28
Check-In on Assignments from Day One.....	31
Compelling Why.....	31
Involving Multiple and Diverse Stakeholders.....	31
Developing 3-5 School-wide Expectations.....	31
“Arguments Against Positive Reinforcement”.....	32
Frequently Asked Questions for Positive Reinforcement.....	34
Providing a Continuum of Responses to Behavior: Corrections.....	35
Article Summary: Factors that May Influence a Principal’s Support of School-wide PBIS.....	36

Tier 1 School-wide PBIS Coaching Guide

This Coaching Guide is designed to be used by individuals providing systems coaching in schools installing and implementing an integrated reading and behavior Multi-Tier System of Support (MTSS) framework. While this coaching guide is specific to Tier 1 behavior components of the MTSS framework, it is supportive of an integrated model.

Common Acronyms

The following is a list of common acronyms that you may encounter in your work. This is intended to be a reference for coaches.

CBM	Curriculum Based Measurement
CFOL	Comprehension, Fluency, Oral Language
CICO-SWIS	Check-in, Check-out School-wide Information System
CSDP	Coaching Service Delivery Plan
DIT	District Implementation team
EI	Effective Innovation
FBA	Functional Behavioral Assessment
FSF	First Sound Fluency
IRIP	Individual Reading Improvement Plan
ISD	Intermediate School District
I-SWIS	Individual Schoolwide Information System
MTSS	Multi-Tiered System of Supports
MTSS-C	Multi-Tiered System of Supports Coordinator
NWF CLS	Nonsense Word Fluency Correct Letter Sounds
NWF WWR	Nonsense Word Fluency Whole Words Read
PBIS	Positive Behavioral Interventions and Supports
PSF	Phoneme Segmentation Fluency
R-TFI	Reading Tiered Fidelity Inventory
SLT	School Leadership Team
SBRR	Scientifically Based Reading Research
SCAR	Secondary Content Area Reading
SWIS	School-wide Information System
SWRM	School-wide Reading Model
SWPBIS TFI	School-wide PBIS Tiered Fidelity Inventory

Michigan's MTSS Technical Assistance Center Website

MiMTSS Technical Assistance (TA) Center has a website that is a wealth of information. It includes specific information regarding evaluation, training content, and state-wide events. As a coach, we would like you to have access to a portion of the website for each training topic that has additional information and resources. Particularly, this is where you will find access to the training content in PowerPoint.

As a coach, we are setting you up with this level of access to the website. You should receive an email from the MiMTSS TA Center website with your login and password.

Please record your log-in information in the space provided below:

Log-in

Password

MiMTSS Data System

The MiMTSS Data System is designed to support efficient and effective problem solving and action planning within a Multi-Tiered System of Supports (MTSS) framework for reading and behavior. The MiMTSS TA Center staff and participating ISD, District, and School staff are the primary users of the MiMTSS Data System.

As a school-level coach, you will have school-level access to the MiMTSS Data System. You will be able to log into the system and view your school's dashboard and enter school-level data to support problem solving and action planning.

In order to have the most up to date training records, we ask participants to check to see if they are already in MiMTSS Data System or not. If a participant is in MiMTSS Data System, we ask them to check the accuracy of the information we have. If a participant is not yet in MiMTSS Data System, we ask him/her to add his/herself to our database.

The [web address to login to MiMTSS Data System](https://mimtssdata.org/MIData/Account/Login?ReturnUrl=%2fMIData%2f) is:
(<https://mimtssdata.org/MIData/Account/Login?ReturnUrl=%2fMIData%2f>)

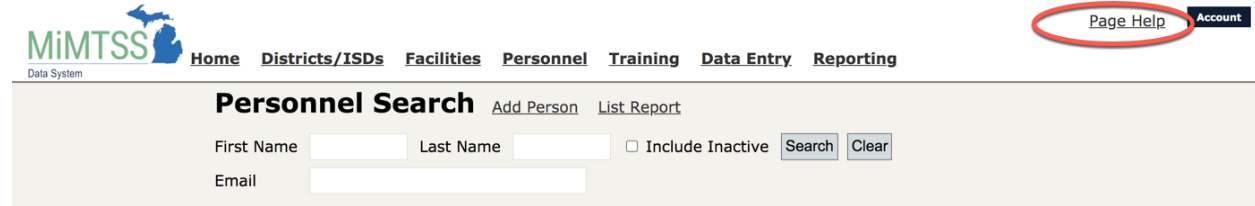
Please record your log-in information in the space provided below:

Log-in

Password

Page Help Function

Throughout the MiMTSS Data System you will see a “Page Help” function located in the upper right-hand corner. This tool is available to assist users in navigating and entering information into the system.



The screenshot shows the MiMTSS Data System navigation bar. The 'Page Help' button is circled in red. Below the navigation bar is the 'Personnel Search' section, which includes a search form with fields for 'First Name', 'Last Name', and 'Email', a checkbox for 'Include Inactive', and 'Search' and 'Clear' buttons.

Navigating the MiMTSS Data System

As a coach you will need to perform the following functions within the MiMTSS Data System (remember to use the “Page Help” function as needed):

- [Verify your Registration](#) (update your current registration or add yourself into the system)
- Entering PBIS Installation Checklist Data by going to the Data Entry
 1. Go to **Data Entry** in the top menu.
 2. Enter **School Name** in the text field and select the school from the dropdown menu that appears.
 3. Select **School Year**.
 4. Click **Select**.
 5. Select **PBIS Installation Checklist** from the main data entry menu.

Important Contact Information

There is a deliberate infrastructure built to support the integrated reading and behavior MTSS framework. Two important team structures that support the implementation efforts include the District Implementation Team and the School Leadership Teams.

District Implementation Team (DIT)

List the members of the District Implementation Team in the space below.

District Multi-Tier System of Supports (MTSS) Coordinator:

One member of the DIT is the MTSS Coordinator. This individual serves a distinct function on the MTSS team. Record the name of your district's MTSS Coordinator in the space below.

District Implementation Team Designee

The DIT has established deliberate linking communication protocols for communicating with various groups and teams within the district. There is an individual that has been identified as the DIT designee for communication with the school-level coaches. Record the name of that individual in the space below.

School Leadership Team (SLT)

List the members of the School Leadership Team in the space below. If you support more than School Leadership Team, be sure to include the information for each team.

TA Center Staff Member Providing Behavior Data Coordination:

Record the name of the MIBLSI staff member who is assigned to provide Behavior data coordination support to your district. This includes support for PBIS Assessment Coordination, School-wide Information System (SWIS) Facilitation, and SWPBIS Tiered Fidelity Inventory Facilitation.

Important Dates

School Leadership Team Meetings:

List the dates for the monthly School Leadership Team (SLT) meetings in the space below.

Training Dates

Please write in the date next to each training topic listed below:

- Tier 1 School-wide PBIS Day 1
- Tier 1 School-wide PBIS Day 2
- Tier 1 School-wide PBIS Day 3
- Tier 1 Class-wide PBIS

Coaches Monthly Focus Year One

January

- Complete the prework activities on the SWPBIS Day 1 Remote Learning Training Plan prior to the SWPBIS Day 1 School Leadership Team training
- Attend SWPBIS Day 1 School Leadership Team training
- Complete the prework activities on the SWPBIS Coaching Support Session Remote Learning Training Plan prior to the SWPBIS Coaching Support Session
- Attend School-wide PBIS Coaching Support Session
- Schedule Office Hour with trainer to support SLT postwork
- Work with your School Leadership Team to complete postwork activities from Day 1 training (assignments are listed on the Remote Learning Training Plan)
- Actively participate in the monthly School Leadership Team Meeting
- Meet with the building principal and Behavior Data Coordination from the TA Center prior to Tier 1 School-wide PBIS Day 2 to review the SWIS Readiness Checklist (with each school), schedule time for the SWPBIS TFI Tier I Walkthrough, and schedule time for the Tier I SWPBIS TFI administration with the School Leadership Team

February

- Complete the prework activities on the SWPBIS Day 2 Remote Learning Training Plan prior to the SWPBIS Day 2 School Leadership Team training
- Attend SWPBIS Day 2 School Leadership Team training
- View the "[TFI Walkthrough Tool Tips](#)" video on PBIS Apps website to familiarize yourself with the purpose and structure of the TFI
- Schedule Office Hour with trainer to support SLT postwork
- Work with your team to complete postwork assignments from Day 2 training (assignments are listed in the Remote Learning Training Plan)
- Meet with the School Leadership team and Behavior Data Coordinator from the TA Center prior to Day 3 to:
 - Review and complete the SWIS Readiness tasks that need to be completed prior to Day 3 (e.g., working with staff to define problem behaviors)
 - Complete Tier I of the SWPBIS Tiered Fidelity Inventory
 - Assist with generating the Scale, Subscale, and Items reports for SWPBIS TFI from PBIS Assessment
- Actively participate in the monthly School Leadership Team meeting
- Print the School-wide PBIS Tiered Fidelity Inventory reports from PBIS Apps and bring to the Day 3 training

March

- Complete the prework activities on the SWPBIS Day 3 Remote Learning Training Plan prior to the SWPBIS Day 3 School Leadership Team training
- Attend SWPBIS Day 3 School Leadership Team training
- Actively participate in the monthly School Leadership Team meeting
- Schedule Office Hour with trainer to support SLT postwork
- Work with your team to complete postwork from Day 3 training prior to the Tier 1 Classroom PBIS training
- Work with the Behavior Data Coordinator from the TA Center to ensure individuals who will be responsible for SWIS data entry and report generation are registered to attend the Swift at SWIS training (this should include the building principal)

April

- Attend the Tier 1 Classroom PBIS training (this could take place in April or May)
- Actively participate in the monthly School Leadership Team meeting

May

- Actively participate in the monthly School Leadership Team meeting
- Preview the School-wide Reading Model Readiness Activity materials from the District Implementation Team (DIT) training content
- Participate in the [School-wide Reading System Readiness Activity](#) with full staff for **each school** you are coaching (this could take place in May or June)

June

- Actively participate in the monthly School Leadership Team meeting
- Finalize the plans for the fall “Kick-Off”
- Review with the Behavior Data Coordinator from the TA Center and each principal the fall activities for initial implementation of SWIS

Tier 1 Elementary School-wide Positive Behavioral Interventions & Supports Training Series

Outline and Activities for Day 1:

What is this work?

- Defining the goal of this work

Introduction to Positive Behavioral Interventions and Supports (PBIS)

- Defining School-wide Positive Behavioral Interventions and Supports (SWPBIS)
- Overview of what implementation of SWPBIS looks like in a school
- Centering Equity within SWPBIS Implementation

School Leadership Team Functioning

- Define the purpose of the School Leadership Team (SLT)
- Involving students on the school leadership team
- Involving families in the work of installation and initial implementation of SWPBIS
- Structuring the SLT for success
- Designating time to work with staff on the installation of SWPBIS
- Plan for communicating with students and families around the work of SWPBIS

Determining the Compelling Why & Staff Buy-In

- Identify a critical data point to create a sense of urgency for the work of SWPBIS
- Address staff buy-in for the work of SWPBIS

Developing School-wide Expectations

- Understand the critical features of School-wide Expectations
- Review examples of School-wide Expectations from Michigan schools
- Decide on an approach to developing your school's school-wide expectations

Wrap & Up and Next Steps

- Communication with the District Implementation Team

Outline and Activities for Day 2:

Behavior Matrix

- Understand the purpose of a behavior matrix
- Understand the critical features of behavior matrix
- Review examples of behavior matrices from Michigan schools
- Decide on an approach to developing your school's behavior matrix
- Determining how to include multiple and diverse stakeholders in the development of the school's behavior matrix

Teaching Expectations

- Understand why we teach behavior expectations
- Create a plan for developing lesson plans for teaching school-wide expectations with staff involvement and input
- Plan for developing a schedule for teaching and re-teaching behavior expectations

Data Sources for Positive Behavioral Interventions and Supports (PBIS)

- Review two measures for data-based decision making
- Introduction to School-wide PBIS TFI
- Introduction to discipline data as a data source

Monitoring Behavior

- Understanding why monitoring behavior is a “big idea” of PBIS
- Describe active supervision and consider current practices
- Decide on how to develop a plan for monitoring behavioral expectations with input from staff

Wrap Up & Next Steps

- Communication with the District Implementation Team

Outline and Activities for Day 3:

Understanding Tiered Fidelity Inventory Reports

- Review the Tier I Scale Report and Subscale Report from the SWPBIS TFI

Adolescent Brain

- Understand how the adolescent brain develops and identify implications for the work of SWPBIS related to acknowledgements and corrections

Acknowledgement System

- Understand the critical features of an acknowledgement system and how to use acknowledgement system
- Address common philosophical differences related to acknowledgement systems
- Review examples of Acknowledgement Systems from Michigan schools
- Create a plan for developing your school’s acknowledgement system

Correcting Behaviors Through a Continuum of Responses

- Understand the critical features of continuum of responses to problem behaviors
- Review examples of continuum of responses for correcting behavior from Michigan schools
- Create a plan for developing your school’s continuum of responses for correcting behavior errors

Plan for the Kick-Off

- Finalize decisions for holding the kick-off for SWPBIS implementation in the Fall

Wrap Up & Next Steps

- Communication with the District Implementation Team
- Previewing the Class-wide PBIS training content

Critical Features Checklists

For each product associated with the installation and implementation of School-wide PBIS there is a corresponding critical features checklist that can be used to guide the team in the development of the product. The critical features checklist could also be used by a coach as a basis for providing feedback to the School Leadership Team on the products. Each of the critical features checklist is introduced in the training series. We have compiled the entire critical features checklist in your Coaching Guide for your reference. There is also a compilation of videos available as a resource on [Coaching School-wide PBIS Implementation: Critical Features Checklists](#) that describe the critical features checklists and model how a coach might provide feedback to an SLT.

Below is the list of the Critical Features Checklists:

- School-wide Expectations
- Defining School-wide Expectations
- Behavior Expectation Lessons
- Teaching Plan
- Acknowledgment System
- Continuum for Correcting Behavior

Critical Features Checklist for Identifying School-wide Expectations

When providing feedback on the school building's school-wide expectations, you should be able to identify all of the following critical features. Please use this checklist to provide specific feedback on the building's expectations.

- 3-5 overarching school-wide expectations are developed with 1-3 words per expectations
- Overarching school-wide expectations are comprehensive in scope and apply to ALL people in ALL settings
- Expectations are positively stated
- Expectations reflect the values of the school community
- Expectations are contextually appropriate (age, level, culture)

Critical Features Checklist for Defining School-wide Expectations

When providing feedback on defining the school building's school-wide expectations, you should be able to identify all of the following critical features. Please use this checklist to provide specific feedback on the building's expectations.

- A behavior matrix is developed, which includes the 3-5 broad expectations and all of the settings in the school
- Each of the school-wide expectations is defined by what it should look like in each specific setting (in specific and observable terms)
- The defined behaviors are described in a concise and positive manner and tell the students what to do, not what not to do
- There is a plan for communicating expectations to parents and other stakeholders
- Expectations are visible in a variety of ways throughout the school

Critical Features Checklist for Behavior Expectation Lessons

When observing a Behavior Expectation Lesson, you should be able to see and/or hear specific features. As you observe the behavior expectation lesson, check the box next to each critical feature that you see or hear. Leave the box blank if you do not see or hear the feature during the lesson.

- The behavior expectation or rule to be taught is clearly identified
- The lesson is being taught in the location (i.e., cafeteria expectations are being taught in the cafeteria)
- A rationale for why following the rule is provided
- Examples of the expected behavior(s) are provided
- The examples of the expected behavior(s) “fit” the general case of what is the expected behavior
- Non-examples of the expected behavior(s) are provided and demonstrated by adults (not students)
- The non-examples provided are more similar to examples of expected behavior rather than outrageous non-examples and are typical of what students do when they are not engaged in the expected behavior
- The lesson provides opportunities for students to practice and build fluency with the expected behavior(s)
- Students are acknowledged for demonstrating expected behavior(s)

Critical Features Checklist for Teaching Plan

When providing feedback on the school leadership team’s plan for teaching behavior expectation lessons, you should be able to identify all of the following critical features. Please use this checklist to provide specific feedback on the plan for teaching lessons.

- Lesson plans are developed for all settings in the school
- A method(s) for teaching the lessons is established (i.e. direct instruction, PowerPoint presentations, role play, assemblies, videos)
- A written schedule for teaching the expectations is established that includes the following:
 - When will the lessons initially be taught?
 - Which staff will teach the lessons to ensure all students receive the instruction?
 - What day of the week? What time(s)?
- A method and schedule for reviewing school-wide expectations with refresher or booster trainings is established (daily/weekly announcements, behavior quizzes, passports)
- All materials needed for teaching lessons are created and distributed to staff
- A review of the completed materials & teaching schedule with the whole staff is scheduled
- Staff practice at teaching the lessons is scheduled
- A plan to ensure behavior lessons are being taught is developed

Critical Features Checklist for Acknowledgement Systems

When providing feedback on the school's acknowledgement system, you should be able to identify all of the following critical features. Please use this checklist to provide specific feedback on the building's acknowledgement system.

- A written school-wide plan for acknowledging student behavior is developed collaboratively with staff (i.e. acknowledgement chart, hierarchy of rewards)
- Behaviors that should be acknowledged are defined on the behavior matrix
- ALL students have access to school-wide rewards and recognition, including student who display high amounts of problem behaviors
- The staff is committed to use a 4:1 ratio of positive acknowledgment to correction
- Staff provide input into the creation of acknowledgement materials and a plan for creating materials is developed
- A distribution process for materials is established (i.e. How do staff request more? Where are they located?)
- A redemption process for acknowledgements is developed, if this is a component of the written school-wide plan for acknowledging student behavior
- Celebrations are planned and developed, both school-wide for ALL and as recognition for some
- A plan for acknowledging staff behavior is developed

Critical Features Checklist for System for Correcting Behavior Errors

When providing feedback on the school's system for correcting behavior errors, you should be able to identify all of the following critical features. Please use this checklist to provide specific feedback on the school's system for correcting behavior errors.

- Problem behaviors are defined in observable and measurable terms
- Problem behaviors have been categorized into those considered to be minor and major and there is written documentation of this process
- Major problem behaviors have been further categorized into staff-managed and office-managed and there is written documentation of this process
- Consequences for problem behaviors have been clearly defined into a continuum of responses (from least intense to most intense responses)
- Options to allow classroom instruction to continue when problem behavior occurs are identified
- Procedures are in place for handling emergency and/or dangerous situations
- The system (all of the above components) for correcting behavior is written down and available to all staff
- There is a plan for training new staff in this system and periodically retraining existing staff

Core Constructs of Equity

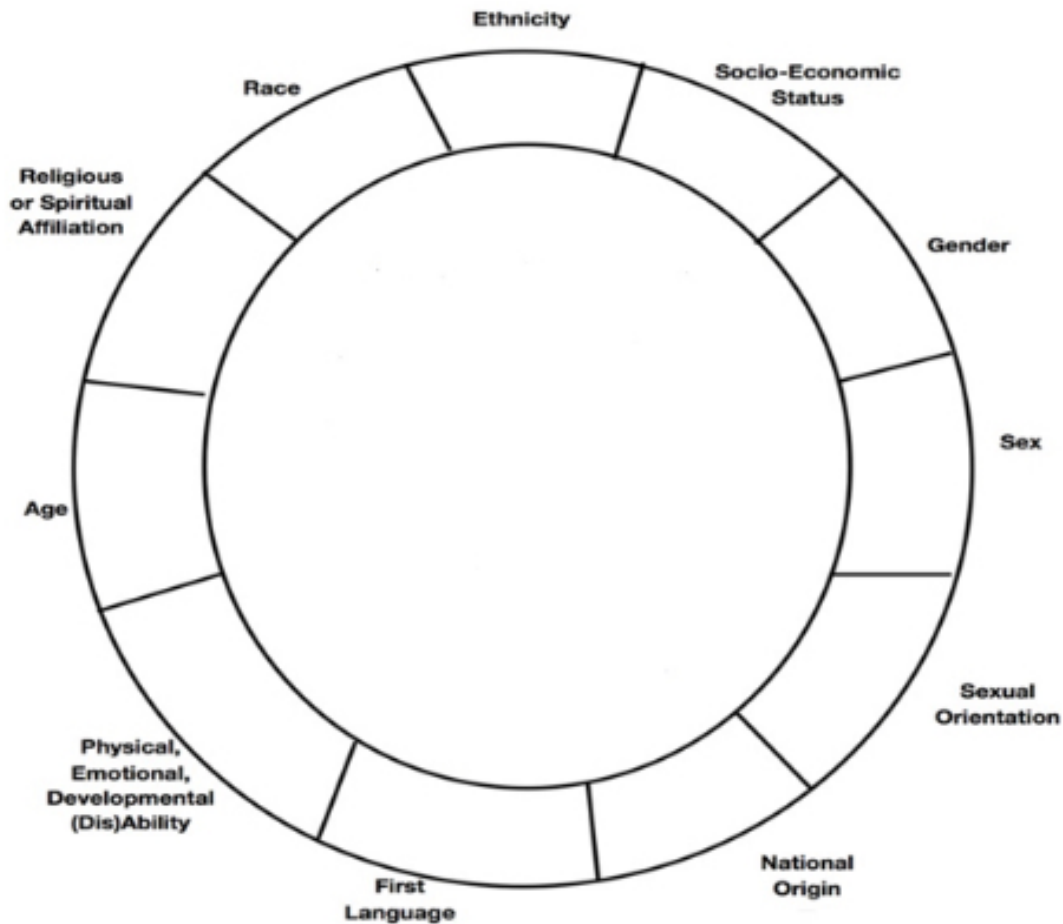


Record an elevator speech on the Core Constructs of Equity and how it applies in the context of your school(s) setting:

Key Questions to Center Equity in PBIS Implementation

1. Do we have access and representation of diverse perspectives when we are making decisions?
2. How are our identities, lived experiences, and social and cultural influences impacting our decisions/practices and do those support students from different experiences?
3. Will this decision/practice privilege some groups of people and de-emphasize other groups?

Identity Wheel Activity



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>); Great Lakes Equity Center 2018

- To the extent that you feel comfortable, share how you identify based on the element of social identities listed on the Social Identity Wheel.
 - Identify what power and privilege and/or marginalization comes with each identity.
 - Using the *Social Identity Wheel* as a reference, select at least two questions from the group of prompts below to reflect on and discuss.
1. What elements of your identity (i.e. identity markers) do you think people first notice about you? Why do you think this is so?

 2. What elements of your identity have you received ongoing affirmation? In what ways have you been affirmed?

3. What elements of your own identity have the strongest effect on how you perceive yourself? Why?

4. What element of your identity do you feel most vulnerable in relation to engaging with others in society, your community, your school? How so?

5. What elements of other people's identities do you notice first?

6. How does the importance of various elements of your identity change in relationship to different situations or contexts for example: at your school, when writing, interacting with co-workers, etc.

7. What elements of your own identity you would like to learn more about? Why?

Safe and Inclusive School's Framework (Midwest and Plains Equity Center 2018; Skelton, S. M., Chen, S., & Warren, C. 2015, February 25.

Key Terms Related to Educational Equity

The following provides definitions to key terms related to educational equity and draws from work of the [Midwest and Plains Equity Assistance Center](#).

Identity Markers: Ways we identify ourselves or are identified by others, i.e., race, ethnicity, language, gender, sexual orientation, religion, income, national origin, etc.

Access: All members of the educational community should have entrance into, involvement with, and full participation of resources, conversations, initiatives, and choices which are attentive to heritage and community practices (Paris, 2012).

Assimilation: The process through which a group gradually adopts the characteristics, customs, and attitudes of the prevailing culture.

Critical Consciousness: The willingness and ability to see how power and privilege are at work to systematically advantage some while simultaneously disadvantaging others (Radd & Kramer, 2013).

Cultural Mismatch: Dominant culture typically influences all functions of school that often unintentionally excludes the voices of historically marginalized children and their experiences (Riddle, 2014; Fruchter, 2007; Noguera, 2003; Valenzuela, 1999).

Culturally Sustaining: "The term culturally sustaining...requires that [educators] support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence...[it] has as its explicit goal supporting multilingualism and multiculturalism in practice and perspective for students and teachers" (Paris, 2012, p. 95).

Equality: Derived from the concept of fairness as uniform distribution, where everyone is entitled to the same level of access and can avail themselves if they so choose. But when a society is stratified into poles of advantage and disadvantage, with the inevitable consequences of privilege and exclusion, the promise of equal access to the discourses necessary for democratic participation rings hollow (Kranich, 2001).

Equity: When some are excluded or lack the knowledge, income, equipment, or [resources] necessary to participate fully in public discourse, they must overcome obstacles to access in order to ensure fairness. In other words, fairness also demands remedies to redress historic injustices that have prevented or diminished access in the first place in order to maximize opportunities for access experienced by certain groups, a good society commits resources to level the playing field (Kranich 2001).

Educational Equity: When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can participate, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (Fraser, 2008; "Great Lakes Equity Center," 2012).

Equitable Learning Environments: Shifting onus away from focusing on students toward systems. Systems that center and value multiple perspectives and lived experiences as worthy.

High Outcomes: Efficacy of solutions benefit all towards self-determination and the ability to act as contributing citizens in a democratic society and global community (Waitoller & Kozeski, 2013).

Historically Underserved Populations: Populations that have not historically been considered part of the dominant culture in the United States (Sleeter, 2007).

Meaningful Participation: Agency and voice are afforded to all members of a community by intentionally centering members who have been historically on the margins, including, but not limited to people living in under-resourced communities, people with dis/abilities, as well as racially, ethnically, and linguistically diverse individuals. Multiple perspectives are pursued and valued (Fraser, 1998).

Minoritized Groups: Groups that are different in race, religious creed, nation of origin, sexuality, and gender and as a result of social constructs have less power or representation compared to other members or groups in society.

Privilege: Refers to any advantage that is unearned, exclusive, and socially conferred (Johnson, 2005).

Representation: Providing and having adequate presence of all when decision and choice making to examine the patterns of underlying beliefs, practices, policies, structures, and norms that may marginalize specific groups and limit opportunity (Mulligan & Kozleski, 2009; Chen et al., 2014).

Self-Awareness: Is the recognition of one's social identities and the ways in which those identities interact to shape a sense of self and experience (Goodman, 2011).

Self-Examination: Is excavating how one's identities inform their understandings of and experiences with complex social problems (Mitchell, 2007).

Subtractive Schooling: A form of schooling that systematically strips historically marginalized students of their language, culture, and academic wellbeing through the assimilation to the dominant culture (Valenzuela 1999).

Best Practice: Four Functions of Effective Coaching

Original article published in the Fall/Winter 2015 edition of the PBIS Assessment Coordinator Newsletter put out by [PBISApps](#).

Too often we think of coaches as cheerleaders providing encouragement as we work our way toward improving and sustaining our implementation. While encouragement is part of the coach's role, it doesn't fully describe the heart of what good coaching entails. Michelle Massar, a second-year SPED PhD student at the University of Oregon, wanted to know more about what constitutes good coaching and what kind of impact good coaching has on a school's SWPBIS implementation. She found when coaches delivered four key functions for effective coaching all schools sustained their SWPBIS implementation between years one and two and, in some cases, significantly improved up on it.

We know good coaching leads to sustained implementation, but what qualifies as good coaching? Michelle offers up these four functions as a way for you to ask yourself: Do I do this, too?

Function: Prompting

Definition: A process to promote the use of trained skills under naturally occurring conditions, typically emphasizing when a skill should be used.

Examples:

- Email the PBIS facilitator and the PBIS data analyst prior to the team meeting to determine needs and offer assistance.
- Prompt the data analyst and note-taker to complete a SWIS drill down and complete the notes form.
- Offer direct modeling of staff-student interaction in Check-In Check-Out.
- Remind the team to complete the TFI and share data with staff.

Function: Fluency Building

Definition: Opportunities for practice increasing the likelihood of using skills correctly and quickly in naturally occurring conditions.

Examples:

- Work with the administrator to establish the meeting schedule and make sure there are monthly meetings.
- Provide staff with the opportunity to practice reviewing data and creating precise problem statements monthly.

Function: Performance Feedback

Definition: The process by which direct and specific feedback is provided frequently, contingent on a person's behavior, serving both reinforcing and corrective functions.

Examples:

- Provide specific feedback on how the team used data to drive their decisions.
- Offer behavior-specific praise for active participation, using skills related to Team Initiated Problem Solving (TIPS) and rehearsing delivery of information to staff.
- Remind team members of previously learned skills/information and offer opportunities to apply that information or skill when they revert back to their old habits.
- Correct team members when the language used to describe students is not behavioral.

Function: Adaptation

Definition: The modification of how a new skill is applied to fit the social, cultural, and organizational context.

Examples:

- Work with administration team to reallocate staff to areas of high need in the building.
- Work with PBIS team members to help a family access community support for behavior needs.
- Help administrators select staff trainings based on school-wide data.
- Survey staff and students to gather data about the behaviors they think are important for success and the best ways to support students to achieve those goals.

Follow Up Communication with Principal: Tier 1 School-wide PBIS

Review the following prompts and record talking points to support communication from the coach to the principal after the Coaching Support Session for Tier 1 School-wide PBIS.

Distinguishing Instructional and Systems Coaching

Use the space provided below to provide a 3-5 sentence summary of the distinction between instructional coaching and systems coaching along with a description of the focus of coaching.

Coaches' Monthly Focus

Use the space provided below to record the priority items/topics you need to bring back to your school's principal after this coaching session.

Develop or Maintain Administrator Support for SWPBIS

Identify 1-2 specific next steps you will do to develop or maintain administrator support for SWPBIS implementation in your school(s).

Coaching Role for the SWPBIS TFI

Use the space provided below to record your one sentence description of your coaching role for the administration of the SWPBIS TFI.

Determining When and How

Now that you have talking points for follow up communication with your principal(s) you need to determine when and how this communication will take place. Use the space provided below to record your plan. Also, if communication needs to flow to your District Implementation Team via the identified designee, use the space below to record when and how that communication will also happen.

Coaching Functions Applied to Tiered Fidelity Inventory (TFI)

This document describes the application of the effect coaching functions outlined by Massar (2015) to the collection of the Tiered Fidelity Inventory (TFI).

Massar (2015) identified four effective coaching functions associated with sustained implementation of School-wide Positive Behavioral Interventions and Supports (SW-PBIS) – prompting, building fluency, performance feedback, and adaptation. We are going to examine how these coaching functions could be applied to the completion of the School-wide PBIS Tiered Fidelity Inventory (TFI), a measure designed to assess the implementation or use of SWPBIS within a school. Our focus is specifically on the Tier I items.

The SWPBIS TFI is to be completed by a School Leadership Team and facilitated or guided by an external SWPBIS coach (Algozinne, Barrett, Eber, et al., 2014). A coach that directly supports the school is typically in the role of a team member when it comes to completion of the SWPBIS TFI with an external coach doing the actual facilitation of the SWPBIS TFI. This allows the coach to continue in his or her role as a coach to the School Leadership Team and an active participant in the completion of the measure. Because coaches maintain their coaching role while participating in the SWPBIS TFI, we argue that the coach can and should apply these coaching functions during the administration of the measure.

Coaching Function: Prompting

Prompting from the coach can take on many forms and will likely take place before, during, and after the administration of the SWPBIS TFI.

Prior to Administration:

- Remind team to schedule time to complete the TFI
- Email team members a copy of the TFI prior to the administration for review

During Administration:

- Prompt the note taker to record the big ideas from the discussions that may take place around certain items, including capturing any potential action items discussed

After Administration:

- Prompt the PBIS Assessment Coordinator or team's data analyst to generate the reports from the TFI and bring these to the next SLT meeting
- Prompt the SLT to share the outcomes of the TFI as a status update to the school staff, District Implementation Team, and/or school board

Function: Fluency Building

A coach can provide opportunities to build fluency by reviewing the purpose of the TFI with the administration and SLT prior to the actual administration of the TFI. Another means for coaches to build fluency is to support the team in examining the possible data sources and scoring criteria during the administration of the TFI and discussion around the individual items. In addition, coaches can work to build fluency in the use of the data to inform decision making by modeling the process with the SLT after the TFI is completed – making the process overt

through think aloud procedures and/or providing tools to scaffold the team members' understanding of the measure and the data from their school.

Function: Performance Feedback

Coaches can encourage continued participation in the completion of the TFI by providing positive feedback to the team on their efforts during the administration as well as providing specific praise on how the team uses these data to inform their decision-making. The coach can also provide performance feedback through gentle reminders for the team to really take a close look not only at the individual items but also the possible data sources and scoring criteria.

Function: Adaptation

During the administration of the TFI, the coach can support adaptation by pairing the language from the individual TFI items with the language and context of the school. For example, item 1.2 and the scoring criteria refer to Team Operation Procedures, specifically that the team has, among other items, a current action plan. Tier I action plan also shows up as a possible data source. A coach could help contextualize this item by reminding the team that in their school the current action plan is really the work they have built right into their MTSS Implementation Plan. This contextualization will help a team respond more accurately to each item.

Tier 1 PBIS & Positive School Climate District Coaching Service Delivery Plan

Monitoring and Use of a Plan

For coaching plans to be effective, they need to be routinely monitored and used. Coaching plans should be reviewed monthly and used to guide coaching supports. For monthly monitoring, follow the steps below.

1. Update Coaching Supports and Preparation
 - Review the supports and preparation for each concept.
 - Check off any coaching supports or preparation that has been completed.
2. Update Coaching Plan Adherence
 - Document the date of review
 - Document the number of coaching supports that have been completed out of the total coaching supports (e.g., 5/7)
 - Review the progress toward your SMART objective. Document whether you are on track to meet the SMART goal within the identified timeline and given the coaching supports outlined in the plan.
3. Review remaining coaching supports and preparation. If adjustments are necessary, refine components of the plan.
4. Prepare for, and plan to, provide additional supports outlined in your plan.

Coaching Concepts

Exploration/Adoption

Table 1. Coaching concepts at the Exploration/Adoption stage with corresponding SWPBIS-TFI items

Coaching Concepts	SWPBIS- TFI Item
1. Assess need, fit, and context	N/A
2. Relationship development	N/A
3. Promote buy-in and readiness for School-wide Positive Behavioral and Interventions Supports (SWPBIS)	N/A
4. School Leadership Team (SLT) formation	1.1

Installation

Table 2. Coaching concepts at the Installation stage with corresponding SWPBIS-TFI item(s)

Coaching Concepts	SWPBIS-TFI Item
1. School Leadership Team (SLT) development (e.g., meeting structures, roles & responsibilities, meeting notes, action plan)	1.1*, 1.2*
2. Defining school-wide expectations (broad expectations and behavior matrix)	1.3*
3. Teaching lesson plans	1.4
4. Monitoring behavioral expectations	1.6, 1.9
5. Acknowledgement system	1.9
6. Contextualization of the District-wide MTSS Assessment System <ul style="list-style-type: none"> a. Establishing a school-wide assessment schedule within the district provided windows b. School decisions to support installation of required measures <ul style="list-style-type: none"> i. SWIS installation activities (e.g., developing problem behavior definitions, determining office managed versus staff managed behaviors) ii. MiMTSS Data System use iii. SWPBIS Tiered Fidelity Inventory 	1.5
7. Continuum of responses to behavioral errors	1.6
8. Communication protocol development and use <ul style="list-style-type: none"> a. SLT to DIT b. Coach Coordinator (if size of district warrants this role) c. School work groups/teams d. Other stakeholders (e.g., families, Parent Teacher group, Board of Education) 	1.10, 1.11, 1.15*
9. Class-wide PBIS practices (defining expectations, developing procedures for classroom routines, acknowledgement system, correction procedures, student engagement)	1.8

Implementation (Initial and Full)

Table 3. Coaching concepts at the Implementation stage and corresponding SWPBIS -TFI item(s)

Coaching Concepts	SWPBIS-TFI Item
1. Data-based problem solving (school-level, grade level, training, and coaching supports) <ul style="list-style-type: none"> a. On-going use and adjustments to the Implementation Plan b. On-going adjustments and use to the Grade Level Instructional Plans 	1.7, 1.12, 1.13, 1.14
2. Use and refinements of communication protocols	N/A

Check-In on Assignments from Day One

Below are questions for coaches regarding the assignments for School Leadership Teams coming out of the Day One training.

Compelling Why

Find a partner to discuss the following questions:

- What are the contenders for the compelling why in your school? What did your team discuss during Day 1?
- What is your plan for sharing with the staff?
- Does the potential compelling why create a sense of urgency?

Involving Staff, Students, and Families with Multiple and Diverse Perspectives

When prompted, find another partner to discuss the following questions:

- Do you currently have a process for seeking input from staff, students, and families?
- Do you have a plan for including staff, students, and families with multiple and diverse perspectives in the development of your School-wide PBIS system?
- Do you anticipate any barriers to including staff, students, and families with multiple and diverse perspectives? What might be done to overcome any barriers you have identified?

Developing 3-5 School-wide Expectations

When prompted, find another partner to discuss the following questions:

- Has your school decided on school-wide expectations? What are they? How did you decide on these?
- If you don't have these developed yet, what is your plan for getting staff, student, and family input?

“Arguments Against Positive Reinforcement”

An excerpt from *The Tough Kid Book* (Rhode, Jenson, & Reavis; 2010)

Some teachers think that it is wrong to use positive reinforcement. They believe that Tough Kids should exhibit appropriate behavior just because it is the responsible thing to do. They may view reinforcement as a crutch or bribe. It is true that many regular education students exhibit appropriate behavior because it is the responsible and “right” thing to do. Even so, the authors believe these students should still receive periodic positive reinforcement for displaying it. The authors have heard four basic arguments against using positive reinforcement in the form of incentives, rewards, and praise. We believe that none of these arguments are supported by research findings, in fact, result in poor practice in the behavior management for any student.

The Bribery Argument

Some believe that rewards are just another form of bribery. As far as the bribery issue goes, we agree that teachers should not use bribery with any student. However, appropriately administered positive reinforcement is not a bribe. We define bribery as any inducement for an illegal or unethical act. Behaving well in a classroom and performing well academically are not illegal or illicit. However, there is a form of extraordinary bribery in which a student will misbehave on purpose if he does not receive a reward. In this situation, a student should never receive a reward. If he is given a reward in this case, he has just been reinforced for making a threat.

Similarly, the giving of a reward to an individual to stop misbehavior is inappropriate. Examples of this can be seen every day in grocery stores and restaurants when a parent gives her child a cookie if the child stops crying or throwing a tantrum. This use of a reward is never appropriate behavior to increase or maintain that behavior.

The Fairness Argument

Some teachers believe that if they provide an incentive for good behavior to a Tough Kid, to be fair they must provide every student in the classroom with exactly the same incentive. This is a false way to define fairness. A better definition of fairness is to provide each student with what she needs to have equal chance for success. Wheelchairs are provided to students who have mobility problems so they can successfully access an education at school. It would be illogical to give all students in the school wheelchairs regardless of whether they need one. If a Tough Kid is highly unmotivated because of years of academic failure, he will need an external incentive system to keep him motivated as he acquires necessary academic skills.

The Kills Internal Motivation Argument

Some teachers believe that if students are given external rewards, their internal motivation will be reduced. This argument has been promoted by Alfie Kohn in his book *Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes* (1999). The authors believe this approach offers a very limited review of the research literature on external rewards. Other scholars, such as Eisenberger and Cameron (1996), have conducted research reviews and meta-analysis that show rewards reduce internal motivation only “under limited conditions that are easily avoided” (p. 1164). If external rewards are given for performance that is positively improving, meaningful, and successful, external rewards enhance both external and internal motivation.

For example, we believe that not very many Tough Kids' teachers would continue to work if they did not receive paychecks and that paying teachers for their work is the right thing to do. Similarly, most teachers (and other adults) like to be recognized for their accomplishments. These can be things as simple as a note from the principal in the teacher's school mailbox expressing appreciation for filling in for an ill colleague who has been assigned lunch supervision duty. It might be a positive statement from a supervisor, in front of colleagues, recognizing what an effective and professional job the teacher did in managing a conference with an extremely difficult parent. Because behavior is reciprocal, people are likely to behave positively toward those who interact positively with them.

For use, the bottom line is that all students (and adults) need legitimate and appropriate reinforcement. Positive reinforcement is no more a crutch for students than money, credit cards, and public recognition are crutches for adults. On the other hand, if rewards are given for "busy work," non-meaningful progress, or only for tasks that are too difficult and frustrating, internal motivation will be decreased.

The Hooked-on Praise Argument

Students who receive verbal praise for their performance or behavior will become "hooked" on praise. This is another argument made by Alfie Kohn in the book cited above. There is very little research evidence that students become overly dependent on praise. However, there is evidence, reviewed by Jenson, Olympia, Farley, and Clark (2004), that teachers underutilize praise with Tough Kids. Teacher praise is a very potent motivating force for students when used correctly. When asked to rate rewards, students select verbal praise as one of the most motivating incentives they can receive.

In addition to these arguments, some teachers believe that giving positive reinforcement takes too much time or is not sincere and genuine. A feeling of spontaneity and genuineness comes only with practice. The teacher who believed that giving routine reinforcement to students takes too much time or detracts from more important tasks is on the wrong track. With this attitude, classroom management will never be effective, especially with Tough Kids, and the teacher can count on spending a great deal of time and effort dealing with increased student misbehavior. Nothing is more important than positively reinforcing students for appropriate behavior! This is even more critical with Tough Kids than with other students.

Frequently Asked Questions for Positive Reinforcement

Directions: After reading “Arguments Against Positive Reinforcement” select 3 questions that you anticipate your staff asking and record your response to those questions.

1. Aren't rewards just another form of bribery?
2. Is it appropriate to give even more time and attention to students who misbehave?
3. To be fair, if I provide an incentive for good behavior to a student who misbehaves, shouldn't I provide every student in the classroom with exactly the same incentive?
4. Why do problem students deserve extra positive attention?
5. Don't external rewards reduce internal motivation?
6. Won't students who receive verbal praise for their behavior become “hooked” on praise?
7. Giving positive reinforcement takes too much time and isn't sincere or genuine, why should I give positive reinforcement?
8. Giving positive reinforcement detracts from more important tasks, why should I be expected to reinforce positive behavior when students should already know how to behave?

Providing a Continuum of Responses to Behavior: Corrections

Coaching Support Session: Prewrite Activity

- Read: [Ditch the Clip! Why Clip Charts Are Not a PBIS Practice and What to Do Instead](#) by Kent McIntosh, George Sugai, and Brandi Simonsen

Record 3 – 5 talking points summarizing the article:

Article Summary: Factors that May Influence a Principal's Support of School-wide PBIS

A summary of an article by McIntosh, Kelm & Delabra (2016) in which 10 school administrators who initially were opposed or not supportive of SWPBIS but became supporters were interviewed. The specifics of what helped the principals experience a change in their support of SWPBIS as well as implications for early experiences that may have encouraged the principals to support SWPBIS from the beginning are included in the summary of the article.

Background

The article was published in the Journal of Positive Behavioral Interventions in 2016. In the study, the authors conducted in-depth interviews with ten administrators who self-identified as initially opposed to or not supportive of School-wide PBIS but eventually became strong supports. From the results of the interviews, the researchers identified eight helping and three hindering categories of experiences in the administrators change in support of SWPBIS. In addition, the article identifies three specific mechanisms that could change administrator support for SWPBIS.

Categories of Experiences

Helping Incidents:

Helping incidents are those experiences that the principals identified as assisting them in moving from opposition or lack of support for PBIS to a positive impression of and active support for SWPBIS. The following categories of experience were identified as helping incidents in this study:

1. Learning from others
 - Networking with implementing schools
 - Talking with other administrators
2. Learning how PBIS aligns with personal values
3. Experiencing its effectiveness firsthand
4. Observing a need for PBIS
5. Attending informative PBIS trainings
6. Seeing staff share support for PBIS
7. Connecting to a coach
8. Attending PBIS team meetings

Hindering Incidents:

Hindering incidents are incidents that hindered the administrator's positive impression of and/or active support for SWPBIS. The hindering incidents categories included:

1. Disagreement with the philosophy of PBIS from the principal (e.g., use of rewards)
2. Witnessing unsupportive staff
3. Negative reaction to time commitment

Administrators Wish List

The administrators in this study were also asked to identify anything that early on would have helped made it easier for the administrator to build a positive impression of and actively support SWPBIS. Two categories of suggestions were identified:

1. Learning about PBIS earlier
 - a. Learning from more experienced administrators or other schools
 - b. Attending a conference or training earlier on
2. Planning for Implementation

Mechanisms for Change in Administrator Support

The article wraps up by identifying three possible mechanisms for change in administrator support. These mechanisms can be leveraged by school level coaches from the early stages of installation of SWPBIS to support administrative buy-in and support of SWPBIS. The three mechanisms for change in administrator support are:

1. Formal and informal channels of information: simply learning about SWPBIS can influence an administrator's support of SWPBIS. This can be accomplished through both formal and informal means of learning about SWPBIS.
2. Philosophical alignment: attending to an administrator's personal beliefs and how PBIS may align with his or her personal values in previously unknown ways has the potential of being an important variable for administrator buy-in and support of SWPBIS. This can be accomplished by addressing common misconceptions around SWPBIS (e.g., use of acknowledgement system) and supporting administrators to have positive experiences with implementation.
3. Visible staff support: when administrators see support from teams and staff, either from things like votes or informal conversations about SWPBIS, the administrator is more likely to view PBIS as a positive in his/her school.

Reference

McIntosh, K., Kelm, J.L., & Delabra, A.C. (2016). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. *Journal of Positive Behavioral Interventions*, 18 (2), 101-110.

URLs Used in Document

[Coaching School-wide PBIS Implementation: Critical Features Checklists videos](https://www.youtube.com/playlist?list=PLagiviFhnZbB5pwlxn6Jo-oR-XbnZIIRE)

(<https://www.youtube.com/playlist?list=PLagiviFhnZbB5pwlxn6Jo-oR-XbnZIIRE>)

[Ditch the Clip! Why Clip Charts Are Not a PBIS Practice and What to Do Instead](https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead)

(<https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>)

[Midwest and Plains Equity Assistance Center](https://greatlakesequity.org/)

(<https://greatlakesequity.org/>)

[MiMTSS Data System login:](https://mimtssdata.org/MIData/Account/Login?ReturnUrl=%2fMIData%2f)

(<https://mimtssdata.org/MIData/Account/Login?ReturnUrl=%2fMIData%2f>)

[MiMTSS Data System Registration:](https://mimtssdata.org/MIData/registration?part=1)

(<https://mimtssdata.org/MIData/registration?part=1>)

[PBISApps](http://pbisapps.org)

(<http://pbisapps.org>)

[School-wide Reading System Readiness Activity](https://mimtsstac.org/training-materials/integrated-mtss/school-wide-reading-systems-readiness)

(<https://mimtsstac.org/training-materials/integrated-mtss/school-wide-reading-systems-readiness>)

[TFI Walkthrough Tool Tips](https://www.pbisapps.org/resource/tfi-walkthrough-tool-tips)

(<https://www.pbisapps.org/resource/tfi-walkthrough-tool-tips>)

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