

External Coaching for All Tiers

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Session Objectives

- During this session, participants will experience the process of “moving from universal up the triangle” with secondary & tertiary implementation from a district perspective;
- – policy change
- – system development
- – data-based decision-making
- – developing interventions at all three tiers
- – related benefits and outcomes

The External Coach

- Coordinates & leads district team through process of establishing and maintaining the implementation of school-wide positive behavior support systems
- Has both building and district level roles and responsibilities

Who's in the Room

- External Coaches
- Administrators
- Teacher
- Curriculum Director
- Social worker
- Others?
- Talk briefly to your shoulder partner introduce self and share what is your role?

Alton CUSD #11

- PBIS is district practice.
- Principals committed to PBIS process
- Universal teams established and trained
- Expectations, matrix and teaching strategies developed by teams
- Follow-up training for teams during implementation
- PBIS standing agenda item for principals' meeting

Alton CUSD #11

- 6,400 students
- 11 schools: 1 HS, 1 MS, 7 ES, 1 ECC, 1 Spec Day
- 59% Caucasian, 31% Black, 10% Other
- 58% Free/Reduced Lunch
- 30 miles north of St. Louis
- Northwestern Madison County
- Urban and Rural makeup

Coaching

- Alton District has funded two .5FTE coaches (78 days each) for this year.
Sharing all duties to provide seamless delivery
- Each school has at least one internal coach for each: Tier 1, Tier 2, and Tier 3
 - Coaches at Tier I and II tend to co-coach with two per building
 - Coaches for Tier III are social workers

Coaching

- External coaches hold bi-monthly meetings throughout the school year to present new information and provide technical assistance for coaches.
- External coaches provide *Systems Technical Assistance* meetings with each building's administration and coaches on a bi-monthly schedule. (see handouts)

Policy Change

- Rtl is board policy.
- PBIS district practice.
- Implementing positive behavior supports is one of the top school improvement goals.
- PBIS has been included in the discipline handbook for several years.
- Universal Behavior Screening has been done and process is being reviewed/tweaked by committee this year.
- PBIS job descriptions.

Policy influencing Practice Change

Social Work Role in the District

- Shifting focus to support Tertiary interventions
- Involved with Secondary but not taking the lead
- Working toward IEP goals reflective of PBIS interventions....research based!
- Keeping the expectations in the forefront for administrators and social workers

System Development

- Developed continuum of Secondary & Tertiary interventions
 - Expectation of “systems-focused” teams
 - Tracking Tool collected monthly
 - Systems Response Tool (SRT) collected quarterly
 - Systems of support: coaching, team leaders, wrap facilitators...
 - District Leadership Team meetings
- **see examples of system meeting agenda's and DLT team and Rtl meeting agenda's*

PBIS Evaluation Tools and Data Based Decision Making

- Universal Teams (BOQ, SET, POI)
- Secondary Teams (CISS in past; BAT this year and ISSET)
- Tertiary Teams (SIMEO)

Data Based Decision Making

- Building- & District-level use of new tools:
 - Secondary/Tertiary Tracking Tool (all schools)
 - Systems-Response Tool (all schools)
 - Out of Home School Tool
- Building- & District-level use of aggregate data
 - ODRs, ISS, OSS, EE etc.(all schools)
- Individual student data (SIMEO)

External Coach & Trainings

- Assesses training needs, arranges training experiences and develops internal training capacity
- Develops training plan for district (using data)
- Actively participate in all appropriate PBIS trainings
- Organizes district for trainings and conferences
- Participate in and present at PBIS conferences and forums
- Develops internal training capacity and provides appropriate school-based trainings with TAC
- Trains and prompts the submission of PBIS Evaluation tools

Training

- Data reviewed to determine training focus for the year: fine tuning and FBA/BIP (FY12)
- Professional development funding source identified (mostly SpEd)
- In-district trainings held with TAC's providing the training with common topics (FBA/BIP, Secondary Systems)
- Specific training opportunities are selected and the funding manager determines how many per building we can send

Developing Interventions at all Three Tiers

- Systems-focused Teams
 - Secondary & Tertiary
- Problem-Solving Teams
 - Using Brief FBA/BIP
- WrapAround/ Renew at HS

Tier 1 Universal Interventions in Alton

- Behavior Matrix/Teaching
 - Acknowledgements
 - Triangle Data
 - Restorative Practices
- (see examples of behavior matrix, triangle data)*

Tier 2 Secondary Interventions in Alton

- Use of the Secondary Tertiary Tracking Tool
- All schools implementing CICO/SAIG
- System's Response Tool

Tier 3 Tertiary Interventions in Alton

- Brief/Complex Functional Behavior Assessments
- Wraparound
- Renew at HS
- District Wide Systems Response Tool

Benefits and Outcomes

- Greater focus on fidelity of all interventions
- District attention/focus given to:
 - Procedures/systems district-wide for all tiers
 - Discipline policy/procedures
 - Resources (more coaching, training, in-district TA, permission to use time differently)
 - Youth/families in need of Tertiary support
- PBIS process/framework provided good base for Rtl
 - Leading the way in data collection and review

Questions



Contact Information

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Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
