B9 - Essential Coaching Skills to Support District & School Teams using Data-based Problem-solving

Presenters: Karen Elfner, Kathy Christiansen, & Brooke Curtiss, University of South Florida

- Topic: Coaching
- Keywords: Tier 1, Implementation, Action Planning
# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✷ Use a shared action plan for your team</td>
<td>✷ Post positive on-topic comments</td>
<td>✷ Add questions before and/or during session</td>
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<td></td>
<td>✷ Complete session evaluations</td>
<td>✷ Questions for the presenters go in the <strong>POLLs tab</strong></td>
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<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✷ Limit distractions</td>
<td>✷ Use inclusive language</td>
<td>✷ Use sincere phrasing</td>
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<td>✷ Follow up on your assigned action items</td>
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<td>✷ Complete additional polls when prompted</td>
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<td><strong>BE SAFE</strong></td>
<td>✷ Take movement breaks</td>
<td>✷ Engage in productive dialogue</td>
<td>✷ Ask solution-oriented questions</td>
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<td>✷ Be aware of your stress level</td>
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<tr>
<td>For Presenters</td>
<td>✷ Ensure <strong>Files Tab</strong> has current materials and related weblinks</td>
<td>✷ Monitor and remove inappropriate comments</td>
<td>✷ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>

**Virtual PBIS Leadership Forum** | **#PBISForum** | October 26-28, 2021
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files

![Session Page Example]

1. **Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)**
   - Jennifer Norton
   - Brian Meyer
   - 2:00 PM - 4:00 PM CDT on Friday, September 18
   - This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for responsible, respectful, and safe chatting.

2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

3. Some sessions have other **Polls or more Specific Questions**.

Complete those when prompted.

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**Virtual PBIS Leadership Forum**  |  [#PBISForum]  |  October 26-28, 2021
**Tips for Participants**

Be careful of accidentally navigating away

**While participating in a live Session…Be Present!**

- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does navigating away look like? Here are some examples:
  1. **Clicking** on any area of the navigation menu
  2. **Clicking** on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the Help Desk:
Session Objectives

1. Identify the FLPBIS coaching support structure and coaching framework.
2. Review the development of the FLPBIS Tier 1 School-Team Coaching Skills Survey & Scoring Guide.
3. Describe how the survey can be used to support district and school-level strategic planning.
4. Outline how the survey data supports data-driven problem-solving to support PBIS implementation across levels of support.
Coaching for PBIS Implementation
Fidelity

Coaching: What is it?
- Activities that build & support the capacity of leadership teams to implement MTSS for behavior, aligned with state, district, and school improvement plans to enhance student outcomes.

Purpose: Why do it?
1. Reduce/eliminate barriers to student success.
2. Achieve desired goals at the student, classroom, school, district, & state levels.
3. Build capacity across ALL stakeholders.
FLPBIS MTSS Coaching Support Structure

The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;
Florida’s PBIS Coaching Framework

*Florida PBIS Project (usf.edu)*

- PBIS
- Principles of Behavior
- Data-driven Decision-making
- Implementation Fidelity

**Interpersonal Communication**
- Effective Communication
- Collaborative Teaming
- Family & Community Engagement

**Professional Development**
- Training
- Practice-based Coaching
- Technical Assistance

**Problem-Solving Facilitation**
- Problem ID
- Problem Analysis
- Intervention Design & Action Planning
- Evaluation
1. Problem-Solving Facilitation
   The Foundation for Effective Coaching

**Essentials**

1. Implementing the problem-solving process with fidelity.
2. Using data to drive intervention & implementation planning.
3. On-going progress monitoring of student outcomes & implementation fidelity.
2. Facilitated Leadership & Support

Interpersonal Communication

1. Effective Communication
   - Active listening, questioning, paraphrasing, empathy, summarizing, integration,

2. Collaborative Teaming
   - Structured, supportive environment.
   - Effective, efficient interactions/group dynamics.
   - Consensus-building.

3. Family & Community Engagement
   - Actively engaging all stakeholders in PBIS planning & implementation.

Professional Development

1. Staff training for PBIS implementation.

2. Practice-based coaching
   a. Modeling
   b. Observation
   c. Performance feedback
   d. Reinforcement

3. Technical assistance to all stakeholders.
3. MTSS Content Knowledge & Dissemination
Areas of Expertise

**PBIS**
- MTSS Tiers 1, 2, 3
- PBIS Critical Elements *(BoQ)*

**Principles of Behavior**
- Antecedents
- Behavior & Function
- Rewards & Consequences

**Data-driven Decisions**
- Collecting Data
- Data review & analysis
- Action planning

**Implementation Fidelity**
- Monitoring & Evaluation
- Tools & Systems
FLPBIS Tier 1 Team Coaching Survey

Why develop a survey?

Purpose

1. Assist Tier 1 PBIS teams effectively assess their coaching capacity *(based on our framework)* to support & monitor Tier 1 PBIS implementation.
   a. Determine a team’s coaching strengths.
   b. Define & prioritize coaching needs.
   c. Drive strategic planning to build & support district & school-level coaching capacity.

2. Provide an essential data source for validating hypotheses about Tier 1 outcomes. *(or lack thereof)*
1. Review systems coaching literature. *(See Survey for references)*
2. Developed coaching framework based on literature best practices.
   a. FLBPIS staff; modifications.
   b. FLBPIS Evaluation workgroup; additional modifications.
FLBPIE Coaching Survey Development
Phase 2: External Review

Three districts (Small/Medium, Medium, Large)

1. 59 Participants (<1 to 10+ years coaching PBIS)
2. 48 Schools; Elementary, Middle, High, Alternative Centers.
4. Interview Process: Explain background, purpose, & why feedback was being requested.
   - Item worded clearly? (Not at All, Somewhat, Completely)
   - Item relevant for effective PBIS Tier 1 coaching. (same criteria)
   - Scoring rubric clearly defines levels of coaching skill? (same criteria)
5. Edits based on feedback.
**External Reviews**

1. Two experts from the field.
2. Outside of Florida/FLPBIS.
3. Same questions as districts +1.
4. Comments & track changes requested.
5. Final edits based on feedback.

<table>
<thead>
<tr>
<th>Reviewer Ratings</th>
<th>3 - Completely</th>
<th>2 - Somewhat</th>
<th>1 - Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item &amp; Scoring WORDED clearly?</td>
<td>□ 1</td>
<td>□ 1</td>
<td>□ 1</td>
</tr>
<tr>
<td>Item RELEVANT for effective Tier 1 team coaching?</td>
<td>□ 2</td>
<td>□ 2</td>
<td>□ 2</td>
</tr>
<tr>
<td>Rubric CLEARLY DEFINES LEVELS of coaching skill?</td>
<td>□ 3 (2)</td>
<td>□ 3 (2)</td>
<td>□ 3</td>
</tr>
<tr>
<td>Were the EXAMPLES helpful?</td>
<td>□ 1</td>
<td>□ 2</td>
<td>□ 3 (2)</td>
</tr>
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Final Coaching Skills Survey & Scoring Criteria

**Final Product**

1. 28 Items (*Reduced from 33*)
2. 4-Point Scale (3-0)
3. Items addressed all 3 coaching domains (*framework*)
   - Problem-solving facilitation
   - Facilitated leadership & support
   - MTSS content knowledge dissemination
4. Official Roll-Out: Spring 2022

**Implementation Science Stages**

0 = Not Started/Exploration  
1 = Emerging/Initial Implementation  
2 = Operationalizing/Ongoing Improvement  
3 = Optimizing/Sustaining Change

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**Scoring Criteria**

- **3 points Optimizing**: Our team has mastered the skill and is fluent in implementing it independently.
- **2 points Operationalizing**: Our team continues to build upon and expand the skill and needs minimal support to implement it.
- **1 point Emerging/Developing**: Our team is still acquiring the skill and requires support to implement it.
- **0 points Not Started**: Our team is exploring/preparing to understand this skill and requires significant support to implement it.
FLPBIS Tier 1 School Team Coaching Skills Survey & Scoring Guide

Handout
<table>
<thead>
<tr>
<th>Problem-Solving Facilitation</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESOURCE: Tier 1 Problem-Solving for PBIS FLPBIS Skill Development Modules - LiveBinder (livebinders.com)</td>
<td><strong>3 points Optimizing</strong>&lt;br&gt;Our team has mastered the skill and is fluent in implementing it independently.</td>
</tr>
<tr>
<td>OUR PBIS TEAM HAS THE SKILLS TO ....</td>
<td><strong>2 points Operationalizing</strong>&lt;br&gt;Our team continues to build upon and expand the skill and needs minimal support to implement it.</td>
</tr>
<tr>
<td>1. Adhere to the 4-step problem-solving process to address problem behaviors &amp; barriers to PBIS implementation.&lt;br&gt;  - Step 1: Problem Identification&lt;br&gt;  - Step 2: Problem Analysis&lt;br&gt;  - Step 3: Intervention Design&lt;br&gt;  - Step 4: Evaluation – Response to Intervention</td>
<td><strong>1 point Emerging/Developing</strong>&lt;br&gt;Our team is still acquiring the skill and requires support to implement it.</td>
</tr>
<tr>
<td>Adheres to ALL 4 steps in the problem-solving process.</td>
<td><strong>0 points Not Started</strong>&lt;br&gt;Our team is exploring/preparing to understand this skill and requires significant support to implement it.</td>
</tr>
<tr>
<td>2. Ask multiple probing questions in each step of the problem-solving process to guide the team in gathering &amp; reviewing school-wide data.&lt;br&gt;<strong>Example Questions</strong>&lt;br&gt;  - Step 1 Problem ID: What is the problem? When &amp; where does it occur? Who is involved? How many students are involved? How do we know?&lt;br&gt;  - Step 2 Problem Analysis: Why are problems occurring? What is the motivation? What consequences were given? Were the expectations taught?&lt;br&gt;  - Step 3 Intervention Design: How will we prevent problems from occurring? What skills will be taught? What reinforcers &amp; consequences will be implemented?&lt;br&gt;  - Step 4 Evaluation: Did the strategies work? What data will be reviewed? How often &amp; when? Were the strategies implemented with fidelity?</td>
<td>Adheres to AT LEAST 2 steps in the process.</td>
</tr>
<tr>
<td>Uses probing questions in ALL 4 steps of the problem-solving process.</td>
<td>Does NOT use 4-step problem-solving or only uses 1-step.</td>
</tr>
</tbody>
</table>

11. Assist classroom teachers in using 4-step problem-solving to address class-wide behavior concerns.<br><br>RESOURCE: 5. Applying the Problem-Solving Process to Classroom-Level PBIS - LiveBinder (livebinders.com) | Guides teachers through ALL 4 steps of the problem-solving process. |
| Guides teachers through 3 of 4 steps of the problem-solving process. | Guides teachers through 2 of 4 steps of the problem-solving process. | Does NOT use problem-solving to assist teachers with class-wide problems. |
### Facilitated Leadership: Effective Communication & Collaborative Teaminig

**Definitions**

12. Facilitate active participation from team members during monthly PBIS meetings.
   - **Examples:** Ensure all members participate in discussions, seek volunteers for tasks, ask probing questions, get input from multiple members, ensure follow through on assigned tasks, etc.
   - **Non-Examples:** On phone, side-bar conversations, disengaged, etc.

13. Summarize or paraphrase others’ ideas, concerns &/or statements to ensure understanding & accuracy.
   - **Summarize:** Pull key points together, recap main ideas
   - **Paraphrase:** Restate idea, concern, etc., use different words to achieve greater clarity, but initial meaning remains intact.

17. Conduct efficient PBIS meetings to keep members focused on the activities to be completed.
   - **Ways to Ensure Efficient Meetings:**
     - Distribute agenda & data prior to meeting.
     - Follow Team Meeting Checklist
     - Assign facilitator, recorder, & timekeeper for each meeting
     - Follow agenda.
     - Update action plan (e.g., what is to be done, by whom & when)

18. Ensure content knowledge experts actively participate in PBIS team meetings, as needed, based on the issues/problems being addressed. (e.g., reading, behavior, math, equity, SEL, etc.)

**Strategies**

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>3 points Optimizing</strong></td>
</tr>
<tr>
<td><strong>Our team has mastered the skill and is fluent in implementing it independently.</strong></td>
</tr>
<tr>
<td><strong>ALL members actively participate during EACH meeting.</strong></td>
</tr>
<tr>
<td><strong>ALWAYS summarizes or paraphrases ideas to ensure accuracy.</strong></td>
</tr>
<tr>
<td><strong>ALWAYS uses multiple means to ensure effective meetings.</strong></td>
</tr>
<tr>
<td><strong>ALWAYS secures ‘expert’ participation when needed.</strong></td>
</tr>
</tbody>
</table>

| **2 points Operationalizing** |
| **Our team continues to build upon and expand the skill and needs minimal support to implement it.** |
| **MOST members actively participate during EACH meeting.** |
| **USUALLY summarizes or paraphrases ideas to ensure accuracy.** |
| **USUALLY uses multiple means to ensure effective meetings.** |
| **USUALLY secures ‘expert’ participation when needed.** |

| **1 point Emerging/Developing** |
| **Our team is still acquiring the skill and requires support to implement it.** |
| **SOME members actively participate during EACH meeting.** |
| **SOMETIMES summarizes or paraphrases ideas to ensure accuracy.** |
| **SOMETIMES uses multiple means to ensure effective meetings.** |
| **SOMETIMES secures ‘expert’ participation when needed.** |

| **0 points Not Started** |
| **Our team is exploring/preparing to understand this skill and requires significant support to implement it.** |
| **FEW members actively participate during meetings.** |
| **RARELY summarizes or paraphrases ideas.** |
| **RARELY uses multiple means to ensure effective meetings.** |
| **RARELY secures ‘expert’ participation.** |
### FLPBIS Coaching Skills Survey

**Supporting Stakeholders (Items 20-28)**

<table>
<thead>
<tr>
<th>Facilitated Leadership to Support Teachers, Families, &amp; Community Members</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESOURCE:</strong> Foundations for Implementation: Family &amp; Community Engagement</td>
<td><strong>3 points Optimizing</strong>&lt;br&gt;Our team has mastered the skill and is fluent in implementing it independently.</td>
</tr>
<tr>
<td><strong>OUR PBIS TEAM HAS THE SKILLS TO ....</strong></td>
<td><strong>ALWAYS</strong> uses preferred languages &amp; methods to learn about student &amp; family cultures, INCLUDING those of underserved groups.</td>
</tr>
</tbody>
</table>

**Examples of Underserved Groups:**
- Students with disabilities
- Minority students & community members (race/ethnicity, gender)
- Low income &/or first-generation students & community members

**Culture includes (but is not limited to):**
- Common experiences, perspectives, values, & beliefs

20. Use the preferred language & communication methods of students, families/caregivers, including those in underserved groups, to learn about their culture & identify strategies to develop positive student-family-staff relationships.

**Coaching Strategy Examples**
- Provide & explain resources relevant to PBIS implementation.
- Teach practices consistent with PBIS.
- Mentorship & feedback
- Model practices consistent with PBIS

28. Use coaching strategies to support staff, students, & families/caregivers in understanding & using practices consistent with PBIS.

| **3 points Optimizing**<br>Our team has mastered the skill and is fluent in implementing it independently. | **2 points Operationalizing**<br>Our team continues to build upon and expand the skill and needs minimal support to implement it. | **1 point Emerging/Developing**<br>Our team is still acquiring the skill and requires support to implement it. | **0 points Not Started**<br>Our team is exploring/preparing to understand this skill and requires significant support to implement it. |
| **ALWAYS** uses preferred languages & methods to learn about student & family cultures, INCLUDING those of underserved groups. | **USUALLY** uses preferred languages & methods to learn about student & family cultures, INCLUDING those of underserved groups. | **SOMETIMES** uses preferred languages & methods to learn about student & family cultures, INCLUDING those of underserved groups. | All contact with stakeholders is in English, OR Does NOT seek information about student & family cultures. |

### NOTE: MTSS Content Knowledge Dissemination items are embedded throughout the FLPBIS Coaching Skills Survey. (Items 5, 7, 9, 11, 18, 23, 24, 25)
Completing the Coaching Survey

1. **Who:** Tier 1 PBIS school team trained & implementing PBIS for a minimum of 1 year.

2. **How:** Completed as a team; Consensus on each item ranked.

3. **When/How Often:** *Options*
   a. 1-2 months before district PBIS yearly implementation planning meeting.
      i. Yearly/every 2 years *(based on school-team turnover rates)*
      ii. Initially, entire survey is completed
      iii. Ongoing, only specific sections based on previous year’s data
   b. End/beginning of school year to support PD for coaching meetings.
      i. Yearly/every 2 years *(based on school-team turnover rates)*
      ii. Initially, entire survey
      iii. Ongoing, only specific sections based on previous year’s data
   c. Significant team turn-over (>50%).
      i. Yearly; entire survey
FLPBIS Coaching Skills Survey Data*

Next Steps

**District Level**

**Action Planning**
1. Drive PBIS strategic planning.
2. Guide targeted professional development targeted supports for Tier 1 PBIS implementation.
3. Prioritize coaching needs across the district to build and sustain district and school-level coaching capacity.

**School Level**

**Action Planning**
1. Determine school team coaching capacity to support and monitor ongoing PBIS practices.
2. Prioritize Tier 1 team coaching needs.
3. Solicit district supports (coaching, training, TA) to implement Tier 1 PBIS with fidelity.

*Results are NOT intended for evaluative purposes.*
Using the Coaching Survey Data

Problem Solving & Action Planning for School Teams

Step 1: Define the Goal
- Do our current outcomes meet or exceed expected levels? Is this true for all students?
- Communicate Outcomes
- Examine Data

Step 2: Analyze the Problem
- What are our most common discipline, attendance & climate concerns?
- Benchmarks of Quality, PIC

Step 3: Develop & Implement a Plan
- Fidelity of specific Tier 1 strategies
- School/Classroom climate

Step 4: Make Sure it Works
- Process to ensure fidelity
- Process to support the interventionists

FLPBIS Coaching Skills Survey
Summary Analysis and Action Planning

1. List the strengths of each feature based on items marked ‘Optimizing’

2. List areas needing enhancement for each feature based on items marked ‘Emerging/Developing’ or ‘Not Started’

3. Identify next steps for enhancing areas of need.
Using Survey Data

What does our coaching framework look like within our team? Are we optimizing across all essential coaching areas? What areas are we just starting or emerging?

Action Plan Strategies to Address Gaps

1. Problem-Solving Facilitation
   - #4-Use additional data sources to drill down data for problem-ID/analysis.

2. Facilitated Leadership Support
   (Effective Communication & Collaborative Teaming AND Supporting Stakeholders)
   - #17-Use team meeting agenda & checklist to ensure efficient meetings.
   - #20-Establish preferred communication with stakeholders.

3. Content Knowledge
   - #18-Invite School Psychologist and School Counselors for input on behavior interventions & SEL.
Using Survey Data to Problem Solve

What does our coaching framework look like within our team? Are we optimizing across all essential coaching areas? What areas are we just starting or emerging?

Engage District PBIS Leadership to Support Addressing Gaps

1. Problem-Solving Facilitation
   - #5-Resource map district supported Evidenced-based interventions as part of Tier 1 prevention and for use in discipline system.

2. Facilitated Leadership Support
   (Effective Communication & Collaborative Teaming AND Supporting Stakeholders)
   - #26-Additional training for conducting family focus groups.

3. Content Knowledge
   - #18-Increase collaboration with content-knowledge experts.
Using Survey Data
Facilitating Coaching at the School & District Level

The FLPBIS Project coaches District-Level Team members (DLT)

The DLT coaches school-level contacts;

School-Level Contacts coach PBIS team members;

PBIS team members coach other school personnel, families, & community partners;
Using Coaching Survey Data to Support District Level Coaching

1. DC District Coaching Meetings
2. DC School On-Site Meetings
3. DC School Walkthroughs
4. DC Collaboration with other district leaders (DLT-Yearly Implementation Planning)
Supporting District Level Planning

Yearly Implementation Planning problem-solving process with greater focus on problem-analysis *(Infrastructure/implementation supports)*

**Problem-Solving Facilitation**
- Stakeholder Engagement
- Policy
- Training/Coaching
- Evaluation

**Facilitated Leadership Communication, Collaboration, Supporting Stakeholders**
- Leadership Team
- Policy
- Stakeholder Engagement
- Workforce Capacity

**MTSS Content Knowledge**
- Stakeholder Engagement
- Funding & Alignment
- Policy
- Workforce Capacity

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FLPBIS Coaching Resources

1. FLPBIS Home Page
2. FLPBIS Coaching Framework
3. FLPBIS District Coaching Supports
4. FLPBIS District Coaching Meeting Templates
5. FLPBIS School-Level Coaching Support
6. FLPBIS School-Level Facilitated Leadership Support
7. FLPBIS School-Level Problem-Solving Support
8. FLPBIS Family & Community Engagement Resources
Poll Questions

1. Do you think this survey might be useful in your work?

2. If your school/district used a coaching survey when might be the best time to implement such a survey?

3. How might a Tier 1 school-team coaching survey be useful for your school/district?
Contact Information & Resources

FLPBIS:MTSS Project

• Phone: (813) 974-6440
• E-mail: flpbis@usf.edu
• Website: www.flpbis.org

Center on PBIS

• www.pbis.org
• @CenterOnPBIS

Association on PBIS

• https://www.apbs.org/
When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Please Complete this Session’s Evaluation

Session #B9- Essential Coaching Skills to Support District & School Teams using Data-based Problem-solving

1. In the Event Platform/App:
   - In “Files” tab,
   - In “Evaluations” in the navigation menu
   - In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous!
We send reminder emails to all participants.
Purpose

The FLPBIS School Team Coaching Skills Survey is intended to measure Tier 1 PBIS team skills relative to the FLPBIS Coaching Framework (below) and completed only by teams already trained in and implementing school-wide PBIS. The survey contains 28 items across the 3 critical coaching domains. The survey was developed based on best practices outlined in the literature. The results are not intended for evaluative purposes.

Outcomes

1. **District**: Survey data can be used by PBIS District Coordinators and district leadership teams to identify Tier 1 PBIS school teams’ strengths and areas needing support to drive district strategic planning and the implementation of targeted professional learning to increase practical skills and build school-level coaching capacity.

2. **School**: Administrators and PBIS school team can use the survey data to determine the team’s capacity to support and monitor on-going Tier 1 PBIS practices and implementation fidelity.

Directions

1. Tier 1 PBIS school team completes the survey together as a team.
2. Select the response (3, 2, 1, 0) that most accurately reflects the team’s collective skill level for each item using the scoring criteria provided.
3. All items should be scored.
4. Upon completion, review the generated graphs for each coaching domain to determine steps to address low scoring items and submit a copy of the survey results to the PBIS DC.

This product was developed in collaboration with several projects located at the University of South Florida, Department of Child & Family Studies: (a) Florida’s Positive Behavioral Interventions and Supports: A Multi-Tiered System of Support Project by the State of Florida, Department of Education, Bureau of Exceptional Student Education, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B; (b) Florida School Climate Transformation, funded by the State of Florida, Department of Education, Bureau of Exceptional Student Education, through the federal Office of Safe and Supportive Schools, U.S. Department of Education (S184F140023); and (c) the Technical Assistance Center on Positive Behavioral Interventions and Supports, Office of Special Education Programs, U.S. Department of Education (H326S130004). The views expressed do not necessarily represent the positions or policies of the Florida Department of Education, U.S. Department of Education or the Center on PBIS and no official endorsement is intended or should be inferred.
## Problem-Solving Facilitation

**RESOURCE:** Tier 1 Problem-Solving for PBIS  
FLPBIS Skill Development Modules - LiveBinder (livebinders.com)

### OUR PBIS TEAM HAS THE SKILLS TO …. 

<table>
<thead>
<tr>
<th></th>
<th>3 points Optimizing</th>
<th>2 points Operationalizing</th>
<th>1 point Emerging/Developing</th>
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<td></td>
<td>Our team has mastered the skill and is fluent in implementing it independently.</td>
<td>Our team continues to build upon and expand the skill and needs minimal support to implement it.</td>
<td>Our team is still acquiring the skill and requires support to implement it.</td>
<td>Our team is exploring/preparing to understand this skill and requires significant support to implement it.</td>
</tr>
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</table>

### Scoring Criteria

1. **Optimizing:** Our team has mastered the skill and is fluent in implementing it independently.
2. **Operationalizing:** Our team continues to build upon and expand the skill and needs minimal support to implement it.
3. **Emerging/Developing:** Our team is still acquiring the skill and requires support to implement it.
4. **Not Started:** Our team is exploring/preparing to understand this skill and requires significant support to implement it.

#### 1. Adhere to the 4-step problem-solving process to address problem behaviors & barriers to PBIS implementation.
- **Step 1: Problem Identification**
- **Step 2: Problem Analysis**
- **Step 3: Intervention Design**
- **Step 4: Evaluation – Response to Intervention**

**Example Questions**

- **Step 1 Problem ID:** What is the problem? When & where does it occur? Who is involved? How many students are involved? How do we know?
- **Step 2 Problem Analysis:** Why are problems occurring? What is the motivation? What consequences were given? Were the expectations taught?
- **Step 3 Intervention Design:** How will we prevent problems from occurring? What skills will be taught? What reinforcers & consequences will be implemented?
- **Step 4 Evaluation:** Did the strategies work? What data will be reviewed? How often & when? Were the strategies implemented with fidelity?

- Adheres to **ALL 4** steps in the problem-solving process.
- Adheres to **3 of 4** steps in the problem-solving process.
- Adheres to **AT LEAST 2** steps in the process.
- Does **NOT** use 4-step problem-solving or only uses 1-step.

2. **Ask multiple probing questions in each step of the problem-solving process to guide the team in gathering & reviewing school-wide data.**

**Example Questions**

- **Step 1 Problem ID:** What is the problem? When & where does it occur? Who is involved? How many students are involved? How do we know?
- **Step 2 Problem Analysis:** Why are problems occurring? What is the motivation? What consequences were given? Were the expectations taught?
- **Step 3 Intervention Design:** How will we prevent problems from occurring? What skills will be taught? What reinforcers & consequences will be implemented?
- **Step 4 Evaluation:** Did the strategies work? What data will be reviewed? How often & when? Were the strategies implemented with fidelity?

- Uses probing questions in **ALL 4** steps of the problem-solving process.
- Uses probing questions in **3 of 4** steps of the problem-solving process.
- Uses probing questions in **AT LEAST 2** steps of the problem-solving process.
- Does **NOT** use probing questions during problem-solving or only uses them in 1-step.

3. **Access & review current school-wide data to identify Tier 1 areas of concern. (See Item 2, Step 1 Problem Identification)**

**Big 5 Reports:**

1. Average Referrals per Day/Month  
2. Problem Behavior  
3. Time of Day  
4. Location  
5. Students and/or staff

**Other Data:** Administrative Decision/Consequence  
**Problem Identification Statement Example**

60% of 6th graders engage in disruptive behavior during 2nd period lunch.

- Reviews **ALL** Big 5 reports to develop a problem identification (ID) statement.
- Reviews **3-4** reports to develop a problem ID.
- Reviews **AT LEAST 2** reports to develop a problem ID.
- Reviews 0-1 report to develop a problem ID, OR Does **NOT** develop a problem ID.

---

**Suggested Citation:** Florida’s Positive Behavioral Interventions & Supports Project (2021). Positive Behavior Interventions and Supports (PBIS) School Coaching Skills Survey. University of South Florida.
## Problem-Solving Facilitation

**RESOURCE:** Tier 1 Problem-Solving for PBIS  
**FLPBIS Skill Development Modules - LiveBinder (livebinders.com)**

### OUR PBIS TEAM HAS THE SKILLS TO ....

| 4. Drill down &/or access other data, in addition to the Big 5, to further define & understand why SW problems are occurring. | 3 points | **Optimizing**  
Our team has mastered the skill and is fluent in implementing it independently. | 2 points | **Operationalizing**  
Our team continues to build upon and expand the skill and needs minimal support to implement it. | 1 point | **Emerging/Developing**  
Our team is still acquiring the skill and requires support to implement it. | 0 points | **Not Started**  
Our team is exploring/preparing to understand this skill and requires significant support to implement it. |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Quantitative Data Sources:</strong> OSS, ISS, Attendance, Tardy, Minor referrals, Consequences, Student subgroups: SWD, Gender, Race/Ethnicity, Universal social-emotional screeners</td>
<td>Reviews quantitative data &amp; qualitative data from more than ONE stakeholder group, in addition to Big 5 reports.</td>
<td>Reviews quantitative data &amp; qualitative data from AT LEAST 1 stakeholder group, in addition to Big 5 reports.</td>
<td>Reviews either quantitative OR qualitative data, in addition to Big 5 reports.</td>
<td>Reviews ONLY the Big 5 reports.</td>
<td></td>
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</tr>
<tr>
<td><strong>Qualitative Data Sources:</strong> Climate Surveys (Staff, Students, Families, Caregivers), Teacher Report, Family/Student Focus Groups</td>
<td>Qualitative Data Example - Sixth grade teachers report they do not have lesson plans for teaching cafeteria expectations &amp; rules.</td>
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### 5. Identify & integrate evidence-based social-emotional-behavioral practices to enhance Tier 1 implementation.

**Features of Evidence-Based Strategies**
- Research to support the practice & methods for progress monitoring.
- Ongoing evaluation of intervention fidelity.
- Validated by systematic data collection.

**Examples of integrating practices/programs:**
- SW expectations incorporated into instruction.
- Trauma informed discipline practices in place.
- Restorative practices used to teach SW expectations.

**Examples of relevant, evidence-based practices/programs:**
- Restorative practices
- Social-emotional learning curricula/practices
- Trauma informed practices & supports.
- Positive psychology practices

**Scoring Criteria**
- **ALWAYS** identifies & integrates evidence-based social-emotional-behavioral practices/ programs.
- **USUALLY** identifies & integrates evidence-based social-emotional-behavioral practices/ programs.
- **SOMETIMES** identifies & integrates evidence-based social-emotional-behavioral practices/ programs.
- **Does NOT** implement evidence-based social-emotional-behavioral practices/ programs.
### Problem-Solving Facilitation

**RESOURCE:** Tier 1 Problem-Solving for PBIS  
FLPBIS Skill Development Modules - LiveBinder (livebinders.com)

**OUR PBIS TEAM HAS THE SKILLS TO …**

<table>
<thead>
<tr>
<th>6. Use data gathered in questions 3 &amp; 4 to develop a hypothesis &amp; prediction statement as to why school-wide problems are occurring. <em>(Step 2 Problem Analysis)</em></th>
<th>3 points <strong>Optimizing</strong></th>
<th>2 points <strong>Operationalizing</strong></th>
<th>1 point <strong>Emerging/Developing</strong></th>
<th>0 points <strong>Not Started</strong></th>
</tr>
</thead>
</table>
| **Example Hypothesis**  
- 60% of 6th graders engage in disruption at lunch because lesson plans have not been developed to teach cafeteria rules & routines. | Our team has mastered the skill and is fluent in implementing it independently. | Our team continues to build upon and expand the skill and needs minimal support to implement it. | Our team is still acquiring the skill and requires support to implement it. | Our team is exploring/preparing to understand this skill and requires significant support to implement it. |
| **Example Prediction Statement**  
- IF lesson plans for cafeteria rules & routines are developed & taught to 6th graders, THEN disruptive behaviors at lunch will decrease. | Develops a hypothesis & prediction statement, & BOTH are clearly linked to the problem identified. | Develops a hypothesis & a prediction statement, but ONLY 1 is clearly linked to the problem identified. | Develops ONLY a hypothesis clearly linked to the problem identified. | Develops a hypothesis, but NOT clearly linked to the problem identified. OR NO hypothesis developed. |

<table>
<thead>
<tr>
<th>7. Determine Tier 1 <em>(school-wide, grade-level, classroom, subgroup)</em> PBIS strategies &amp; develop an action plan based on the hypothesis &amp; prediction statement. <em>(Step 3 Intervention Design)</em></th>
<th>3 points <strong>Optimizing</strong></th>
<th>2 points <strong>Operationalizing</strong></th>
<th>1 point <strong>Emerging/Developing</strong></th>
<th>0 points <strong>Not Started</strong></th>
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</table>
| **Tier 1 PBIS Strategies**  
- **Prevention:** Alter environments to prevent problem behavior  
- **Teach:** Explicitly teach SW expectations, rules, & skills to support appropriate behavior.  
- **Reinforce:** Effectively acknowledge students when expected behaviors are demonstrated.  
- **Consequences:** Function-based, educative, & restorative. | ALL strategies in the action plan are consistent with Tier 1 PBIS & are linked to the hypothesis & prediction statement. | SOME strategies in the action plan are consistent with Tier 1 PBIS & are linked to the hypothesis & prediction statement. | None of the strategies in the action plan are consistent with Tier 1 PBIS BUT are linked to the hypothesis & prediction statement. | Strategies are NOT linked to the hypothesis, OR NO hypothesis developed. |

<table>
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<tr>
<th>8. Identify &amp; monitor <strong>Tier 1 outcome data</strong> from questions 3 &amp; 4 to determine the impact of the action plan &amp; identify next steps. <em>(Step 4 Evaluation)</em></th>
<th>3 points <strong>Optimizing</strong></th>
<th>2 points <strong>Operationalizing</strong></th>
<th>1 point <strong>Emerging/Developing</strong></th>
<th>0 points <strong>Not Started</strong></th>
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</table>
| **Tier 1/school-wide Data Examples**  
- Referrals: Office & Minor/Teacher; Time out of class  
- In-School & Out-Of-School Suspension, Attendance, Tardy  
- Subgroups: SWD, Race/Ethnicity, Gender  
**Response to Intervention (RtI) – Are the interventions working?**  
- **Good:** Gap between the problem ID and desired level of performance is decreasing.  
- **Questionable:** Gap is not sufficiently decreasing.  
- **Poor:** Gap remains the same or is increasing. | Outcome data are identified & monitored AT LEAST monthly to determine next steps. | Outcome data are identified & monitored QUARTERLY to determine next steps. | Outcome data are identified & monitored each SEMESTER to determine next steps. | Outcome data are NOT monitored to determine next steps. |

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### Problem-Solving Facilitation

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<td>Our team has mastered the skill and is fluent in implementing it independently.</td>
<td>Our team continues to build upon and expand the skill and needs minimal support to implement it.</td>
<td>Our team is still acquiring the skill and requires support to implement it.</td>
<td>Intervention fidelity data identified &amp; monitored YEARLY, OR NOT monitored.</td>
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<tr>
<td>9.</td>
<td>Intervention fidelity data identified &amp; monitored MONTHLY.</td>
<td>Intervention fidelity data identified &amp; monitored QUARTERLY.</td>
<td>Intervention fidelity data identified &amp; monitored each SEMESTER.</td>
<td></td>
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</table>

**Intervention Fidelity Data Checks Examples**  
- Lesson plans developed & provided to all 6th grade teachers.  
- Administrator checks to ensure expectations are taught in all 6th grade homerooms.  
- Expectation/Rule posters clearly visible in the cafeteria.

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<tr>
<td></td>
<td>Utilizes Tier 1 fidelity data to improve the PBIS framework throughout the school year.</td>
<td>Utilizes data across ALL 3 types of data sources to improve the PBIS framework.</td>
<td>Utilizes data from AT LEAST 2 types of data sources to improve the PBIS framework.</td>
<td>Does NOT use PBIS Tier 1 fidelity data.</td>
</tr>
<tr>
<td>10.</td>
<td>Uses data from ONE data source to improve PBIS framework.</td>
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</table>
|   | Examples of Tier 1 System Fidelity Data:  
- **Self-Report Data:** Benchmarks of Quality (end year), PBIS Implementation Checklist (Mid-Year 1 & 2)  
- **System Observation Data:** PBIS Walkthrough (At least end year)  
- **Perception/Qualitative Data:** Staff, student, family surveys, focus groups, review implementation products (e.g., lesson plans, percent of students attending reward events, etc.) |   |   |   |

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<tr>
<td></td>
<td>Guides teachers through ALL 4 steps of the problem-solving process.</td>
<td>Guides teachers through 3 of 4 steps of the process.</td>
<td>Guides teachers through 2 of 4 steps of the process.</td>
<td>Does NOT use problem-solving to assist teachers with class-wide problems.</td>
</tr>
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<td>11.</td>
<td>Guides teachers through ALL 4 steps of the problem-solving process.</td>
<td>Guides teachers through 3 of 4 steps of the process.</td>
<td>Guides teachers through 2 of 4 steps of the process.</td>
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**RESOURCE:**  
5. Applying the Problem-Solving Process to Classroom-Level PBIS - LiveBinder (livebinders.com)
## Facilitated Leadership: Effective Communication & Collaborative Teaming

**RESOURCE:**
3. Facilitated Leadership and Support - LiveBinder (livebinders.com)

**OUR PBIS TEAM HAS THE SKILLS TO …**

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<th>Facilitated Leadership</th>
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<tr>
<td><strong>0 points Not Started</strong></td>
<td>Our team is exploring/preparing to understand this skill and requires significant support to implement it.</td>
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</table>

### 12. Facilitate active participation from team members during monthly PBIS meetings.

**Examples**
- Ensure all members participate in discussions, seek volunteers for tasks, ask probing questions, get input from multiple members, ensure follow through on assigned tasks, etc.

**Non-Examples**
- On phone, side-bar conversations, disengaged, etc.

**Scoring Criteria**
- **ALL** members actively participate during EACH meeting.
- **MOST** members actively participate during EACH meeting.
- **SOME** members actively participate during EACH meeting.
- **FEW** members actively participate during meetings.

### 13. Summarize or paraphrase others’ ideas, concerns &/or statements to ensure understanding & accuracy.

**Summarize:** Pull key points together, recap main ideas
**Paraphrase:** Restate idea, concern, etc., use different words to achieve greater clarity, but initial meaning remains intact.

**Examples**
- Always summarizes or paraphrases ideas to ensure accuracy.
- Usually summarizes or paraphrases ideas to ensure accuracy.
- Sometimes summarizes or paraphrases ideas to ensure accuracy.
- Rarely summarizes or paraphrases ideas.

**Scoring Criteria**
- **ALWAYS** summarizes or paraphrases ideas to ensure accuracy.
- **USUALLY** summarizes or paraphrases ideas to ensure accuracy.
- **SOMETIMES** summarizes or paraphrases ideas to ensure accuracy.
- **RARELY** summarizes or paraphrases ideas.

### 14. Secure PBIS team consensus on action items, interventions &/or instructional strategies to determine next steps.

**Examples**
- Everyone agrees to support interventions selected, team has a process for obtaining commitment from all members to support the action steps.
- Remaining quiet, not voicing concern, and failing to support or implement the agreed upon action steps or strategies.

**Non-Examples**
- Identifying barriers without being open to solutions.

**Scoring Criteria**
- **ALWAYS** secures team consensus to decide next steps.
- **USUALLY** secures team consensus to decide next steps.
- **SOMETIMES** secures team consensus to decide next steps.
- **RARELY** secures team consensus.

### 15. Use multiple questioning techniques to obtain information & support problem-solving during PBIS team meetings.

**Examples**
- **Open-Ended:** What might be a barrier to implementing the practice school-wide?
- **Closed Ended:** How many students were involved in the disruptive behavior during 3rd period lunch?
- **Clarifying:** Can you describe what the disruptive behavior ‘looked like’?
- **Information-Gathering:** Can you tell us more about the responses for item 10 on the staff survey?

**Scoring Criteria**
- **ALWAYS** uses multiple questioning techniques to support problem-solving during meetings.
- **USUALLY** uses multiple questioning techniques to support problem-solving during meetings.
- **SOMETIMES** uses multiple questioning techniques to support problem-solving during meetings.
- **RARELY** uses multiple questioning techniques, OR Does NOT use 4-step problem-solving.

---

**Suggested Citation:** Florida’s Positive Behavioral Interventions & Supports Project (2021). Positive Behavior Interventions and Supports (PBIS) School Coaching Skills Survey. University of South Florida.
### 16. Develop & adhere to clearly defined team norms (relationship guidelines) & meeting ground rules (standards of expected behavior) during PBIS team meetings.

**Examples**
- All ideas are valued, & disagreements are openly addressed.
- Leadership is shared among all members & everyone takes a task.
- PBIS meetings start & end on time & cell phones are turned off.

**Scoring Criteria**
- **3 points Optimizing**: Our team has mastered the skill and is fluent in implementing it independently.
- **2 points Operationalizing**: Our team continues to build upon and expand the skill and needs minimal support to implement it.
- **1 point Emerging/Developing**: Our team is still acquiring the skill and requires support to implement it.
- **0 points Not Started**: Our team is exploring/preparing to understand this skill and requires significant support to implement it.

#### Norms & ground rules developed & CONSISTENTLY adhered to during meetings.

- **ALWAYS** uses multiple means to ensure effective meetings.
- **USUALLY** uses multiple means to ensure effective meetings.
- **SOMETIMES** uses multiple means to ensure effective meetings.
- **RARELY** uses multiple means to ensure effective meetings.

### 17. Conduct efficient PBIS meetings to keep members focused on the activities to be completed.

**Ways to Ensure Efficient Meetings**
- Distribute agenda & data prior to meeting.
- Follow Team Meeting Checklist
- Assign facilitator, recorder, & timekeeper for each meeting
- Follow agenda.
- Update action plan (e.g., what is to be done, by whom & when)

**Scoring Criteria**
- **3 points Optimizing**: Our team has mastered the skill and is fluent in implementing it independently.
- **2 points Operationalizing**: Our team continues to build upon and expand the skill and needs minimal support to implement it.
- **1 point Emerging/Developing**: Our team is still acquiring the skill and requires support to implement it.
- **0 points Not Started**: Our team is exploring/preparing to understand this skill and requires significant support to implement it.

#### ALWAYS uses multiple means to ensure effective meetings.

- **ALWAYS** secures ‘expert’ participation when needed.
- **USUALLY** secures ‘expert’ participation when needed.
- **SOMETIMES** secures ‘expert’ participation when needed.
- **RARELY** secures ‘expert’ participation.

### 18. Ensure content knowledge experts actively participate in PBIS team meetings, as needed, based on the issues/problems being addressed. (e.g., reading, behavior, math, equity, SEL, etc.)

**Scoring Criteria**
- **3 points Optimizing**: Our team has mastered the skill and is fluent in implementing it independently.
- **2 points Operationalizing**: Our team continues to build upon and expand the skill and needs minimal support to implement it.
- **1 point Emerging/Developing**: Our team is still acquiring the skill and requires support to implement it.
- **0 points Not Started**: Our team is exploring/preparing to understand this skill and requires significant support to implement it.

- **Gathers & uses input from all 3 groups at least ANNUALLY.**
- **Gathers & uses input from 2 of 3 groups at least ANNUALLY.**
- **Gathers & uses input from 1 group at least ANNUALLY.**
- **Does NOT gather input from any group, OR Does not gather it annually.**

### 19. Regularly gather & use input from staff, students, & caregivers to make decisions regarding school-wide PBIS implementation.

**Scoring Criteria**
- **3 points Optimizing**: Our team has mastered the skill and is fluent in implementing it independently.
- **2 points Operationalizing**: Our team continues to build upon and expand the skill and needs minimal support to implement it.
- **1 point Emerging/Developing**: Our team is still acquiring the skill and requires support to implement it.
- **0 points Not Started**: Our team is exploring/preparing to understand this skill and requires significant support to implement it.

- **Gathers & uses input from all 3 groups at least ANNUALLY.**
- **Gathers & uses input from 2 of 3 groups at least ANNUALLY.**
- **Gathers & uses input from 1 group at least ANNUALLY.**
- **Does NOT gather input from any group, OR Does not gather it annually.**

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<tr>
<td><strong>RESOURCE:</strong> Foundations for Implementation: Family &amp; Community Engagement</td>
<td><strong>Scoring Criteria</strong></td>
<td><strong>Scoring Criteria</strong></td>
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<tr>
<td><strong>OUR PBIS TEAM HAS THE SKILLS TO ...</strong></td>
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<tr>
<td>20. Use the preferred language &amp; communication methods of students, families/caregivers, including those in underserved groups, to learn about their culture &amp; identify strategies to develop positive student-family-staff relationships.</td>
<td>ALWAYS uses preferred languages &amp; methods to learn about student &amp; family cultures, <strong>INCLUDING</strong> those of underserved groups.</td>
<td><strong>USUALLY</strong> uses preferred languages &amp; methods to learn about student &amp; family cultures, <strong>INCLUDING</strong> those of underserved groups.</td>
<td><strong>SOMETIMES</strong> uses preferred languages &amp; methods to learn about student &amp; family cultures, <strong>INCLUDING</strong> those of underserved groups.</td>
<td>All contact with stakeholders is in English, <strong>OR</strong> Does NOT seek information about student &amp; family cultures.</td>
</tr>
<tr>
<td><strong>Examples of Underserved Groups:</strong> Students with disabilities, Minority students &amp; community members (race/ethnicity, gender), Low income &amp;/or first-generation students &amp; community members</td>
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<td><strong>Culture includes (but is not limited to):</strong> Common experiences, perspectives, values, &amp; beliefs</td>
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<tr>
<td>21. Collaboratively plan &amp; implement school-wide PBIS with students, families/caregivers, &amp; community members, including those from underserved groups.</td>
<td>Collaborates with <strong>ALL 3</strong> groups, <strong>INCLUDING</strong> those who are underserved.</td>
<td>Collaborates with <strong>2 of 3</strong> groups, <strong>INCLUDING</strong> those who are underserved.</td>
<td>Collaborates with <strong>AT LEAST 1</strong> group, <strong>INCLUDING</strong> those who are underserved.</td>
<td>Does NOT collaborate with any group, only disseminates information.</td>
</tr>
<tr>
<td><strong>Collaborative Planning &amp; Implementation:</strong> To engage students, families/caregivers &amp; community members in a process to make decisions together that respects the positions of all involved.</td>
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<tr>
<td>22. Actively seek to secure the ongoing participation of students, families/caregivers, &amp; community members, including underserved groups, on the PBIS team or PBIS subcommittees.</td>
<td>Seeks participation on PBIS team from <strong>ALL 3</strong> groups, <strong>INCLUDING</strong> underserved groups.</td>
<td>Seeks participation PBIS team from <strong>2 of 3</strong> groups, <strong>INCLUDING</strong> underserved groups.</td>
<td>Seeks participation PBIS team from <strong>AT LEAST 1</strong> group, <strong>INCLUDING</strong> underserved groups.</td>
<td>Underserved groups do <strong>NOT</strong> participate, <strong>OR</strong> ONLY staff participate on the PBIS team.</td>
</tr>
<tr>
<td><strong>Resource:</strong> Family and Community Engagement Tool</td>
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<td>23. Ensure relevant &amp; meaningful educational opportunities about PBIS for staff, students, &amp; families/caregivers.</td>
<td><strong>Consistently</strong> provides PBIS educational opportunities to <strong>ALL 3</strong> groups.</td>
<td><strong>Consistently</strong> provides PBIS educational opportunities to <strong>2 of 3</strong> groups.</td>
<td><strong>Consistently</strong> provides PBIS educational opportunities to at least <strong>1</strong> group.</td>
<td>Has <strong>NOT</strong> provided PBIS educational opportunities to others.</td>
</tr>
<tr>
<td><strong>Example: PBIS Critical Elements (BoQ)</strong></td>
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<tr>
<td>1. Teaming</td>
<td>6. Reward Program</td>
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<tr>
<td>2. Faculty Commitment</td>
<td>7. Lesson Plans</td>
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<tr>
<td>3. Effective Discipline Procedures</td>
<td>8. Implementation</td>
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<tr>
<td>4. Data Entry &amp; Analysis</td>
<td>9. Classroom Systems</td>
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<td>24. Communicate the basic principles of behavior to staff, students, &amp; families/caregivers. <strong>Basic Principles of Behavior:</strong></td>
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</tr>
<tr>
<td>• Antecedents - Informs prevention strategies.</td>
<td>Communicates behavior principles to ALL 3 groups.</td>
<td>Communicates behavior principles to 2 of 3 groups.</td>
<td>Communicates behavior principles to AT LEAST 1 group.</td>
<td>Does NOT communicate the principles of behavior to anyone outside the PBIS team.</td>
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<tr>
<td>• Behavior – Teaching expectations, problem behaviors well-defined</td>
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<tr>
<td>• Consequences – Educative &amp;/or restorative responses to problems based on function of behavior &amp; meaningful reinforcers</td>
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<tr>
<td>25. Communicate the importance of integrating social-emotional-behavioral &amp; academic supports to improve student outcomes to staff, students, &amp; families/caregivers. <strong>Social-Emotional-Behavioral Learning Examples:</strong></td>
<td></td>
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<tr>
<td>• Self-awareness, Self-management, Responsible decision making.</td>
<td>Communicates the importance to ALL 3 groups.</td>
<td>Communicates the importance to 2 of 3 groups.</td>
<td>Communicates the importance to AT LEAST 1 group.</td>
<td>Has NOT communicated the importance with others.</td>
</tr>
<tr>
<td>• Social awareness &amp; Interpersonal relationship skills</td>
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<tr>
<td>26. Engage staff, students, &amp; families/caregivers in critical reflection &amp; 2-way dialogue about the school’s discipline practices regarding their values &amp; beliefs. <strong>Example:</strong> Discussions across stakeholders about when, how often, through what method, &amp; for what purpose contact occurs with families/caregivers &amp; students regarding minor incident tracking. <strong>Critical Reflection:</strong> The intentional examination of an individual’s performance &amp; underlying assumptions &amp; beliefs. (Hora &amp; Smolarek, 2018)</td>
<td>Consistently engages ALL 3 groups about discipline, values &amp; beliefs.</td>
<td>Consistently engages 2 of 3 groups about discipline, values &amp; beliefs.</td>
<td>Consistently engages AT LEAST 1 group about discipline, values &amp; beliefs.</td>
<td>Does NOT engage others outside the PBIS team.</td>
</tr>
</tbody>
</table>

**Suggested Citation:** Florida’s Positive Behavioral Interventions & Supports Project (2021). Positive Behavior Interventions and Supports (PBIS) School Coaching Skills Survey. University of South Florida.
<table>
<thead>
<tr>
<th>Facilitated Leadership to Support Teachers, Families, &amp; Community Members</th>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESOURCES:</strong> Foundations for Implementation: Family &amp; Community Engagement</td>
<td><strong>3 points Optimizing</strong>&lt;br&gt;Our team has mastered the skill and is fluent in implementing it independently.</td>
</tr>
<tr>
<td><strong>OUR PBIS TEAM HAS THE SKILLS TO....</strong></td>
<td></td>
</tr>
</tbody>
</table>

**27.** Support classroom teachers with implementing PBIS strategies as part of an effective classroom management system.

**Support Strategy Examples**
- Provides resources & tools.
- Provides support using the Classroom Assistance Tool (CAT), self-report.
- Guides teacher through 4-Step problem-solving around behaviors of concern.
- Helps in selecting PBIS classroom practices &/or implementation.
- Completes observations & provides feedback.
- Models practices &/or provides guided practice.

**RESOURCES:** 5. Applying the Problem-Solving Process to Classroom-Level PBIS - LiveBinder (livebinders.com)

|  |
| **CONSISTENTLY supports ALL 3 groups.** | **CONSISTENTLY supports to 2 of 3 groups.** | **CONSISTENTLY supports AT LEAST 1 group.** | **Does NOT CONSISTENTLY support staff, students, or families/caregivers.** |

**28.** Use coaching strategies to support staff, students, & families/caregivers in understanding & using practices consistent with PBIS.

**Coaching Strategy Examples**
- Provide & explain resources relevant to PBIS implementation.
- Teach practices consistent with PBIS.
- Mentorship & feedback.
- Model practices consistent with PBIS.

References

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