Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 11: *Coaching in PBIS*

RTI Arkansas

PbIS Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

State Personnel Development Grant

Arkansas

Building RTI Capacity

Arkansas State Personnel Development Grant

Focus Area: Coaching

Title of Training:

Module 11: Coaching in PBIS

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star.**
  - Examples will appear in a **blue text box** with a smiley face.
- At the end of this guide are "homework assignments" (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 2 (District Leadership in PBIS) will give more background on district external coach qualifications, roles, and responsibilities.

Module 3 (Creating a PBIS School Leadership Team) will give more background on the role of the internal coach, as well as qualifications for their role.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Training Description:

      This training module has been developed to brief school leaders and other workshop/professional development participants about the importance of coaching to the success of PBIS implementation, as well as guide coaches in developing skills and knowledge to help their team become more comfortable and competent in their roles.

Training Sections:

      Section 1 – Why Have a Coach? (Slides 3 – 11) pgs. 5 – 17
      Section 2 – Coaching Skills (Slides 12 – 18) pgs. 18 – 25
      Section 3 – Guiding Questions (Slides 19 – 24) pgs. 26 – 33
      Section 4 – Responsibilities and Qualifications (Slides 25 – 29) pgs. 34 – 40
      Section 5 – Phases of Coaching (Slides 30 – 37) pgs. 41 – 54

Training Materials/Equipment Needed:

PowerPoint for Module 11: Coaching in PBIS
- Equipment to project the PowerPoint
    - Laptop computer
    - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
    - Projector
    - Speakers, if needed
    - Microphone(s), if needed
    - Required connecting cables, extension cords, etc.
    - "Clicker" to advance slides
- Note on showing videos embedded in the PowerPoint presentation:

- o Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
- o It may take a minute for video to load. Be patient.
- o Once video is loaded, a still shot with arrow to start the video will appear on the slide.
- o Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:
- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:
Physical and/or electronic copies of
- A Good Coach (pg. 17)
- Guiding questions for coaches (pg. 33)
- Roles and responsibilities (pgs. 39)
- Internal Coach Year-at-a-Glance example (pg. 49)

Activities in this Training:
- A Good Coach (pg. 16)
- Describing a Coach (pg. 40)
  - o Distribute or display guiding questions for coaches (pg. 33) and roles and responsibilities (pg. 39).

Essential Questions:

These essential questions will be addressed in this training module:

- What is a coach?
- Why have a coach?
- What are the qualities of a good coach?

Trainer Tips:

- Coaches are the champions of PBIS in schools!
- Seeing the big picture – this is at the heart of good coaching. Ask the questions, "So what do you want to achieve? What do you want to be better?" Coaches must be willing to have difficult conversations.
- The role of the coach is to elicit the answers from the trainee; acknowledging that the coach doesn't have all the answers.
- The coach should always respect confidentiality, develop a mutual trust, and adopt a solutions focus.
- Express the importance that when considering a coach, it should be someone who has a good rapport with staff and knows how to build relationships with students, staff, and all stakeholders.
- The coach should understand how to create and maintain a Master Action Plan and coach the PBIS team through the process.

Training Section One

Why Have a Coach?

Slides 3 - 11

Goals

Participants will understand
- The importance of investing in a coach
- The role of a coach
- The qualities of a good coach

Slide #1

[Coaching in PBIS]

Context

RTI Arkansas

- Why have a coach?
- Coaching skills
- Guiding questions
- Responsibilities & qualifications
- Phases of coaching

Arkansas Positive Behavioral Interventions & Supports | center for community engagement arkansas state university

Slide #2

[Context]

Slide #3

[Why Have a Coach?]

Slide #4

[Quote]

Trainer Notes:

- Image is considered public domain and was found at http://www.picturequotes.com/dmca.

Why Invest In Coaching?

- Ensures fidelity of implementation
- Ensures fidelity of interventions
- Ensures systems are in place
- Provides staff with an onsite resource

Slide #5
[Why Invest In Coaching?]

Trainer Notes:

- It's important to invest in coaching so that teams have guidance and encouragement to ensure fidelity of implementation and interventions using evidence based practices, and to ensure systems are in place to support and sustain implementation. Coaches also serve as an onsite resource for staff members.

Slide #6

[Coaching]

Trainer Notes:

- Coaching is about guiding someone in developing skills. This is why a coach not only needs experience with these skills, but needs to be viewed as credible. Coaching is only done after the team has had training, and is done in real time, such as during team meetings. As the team begins to develop skills, the level of coaching is adjusted to meet the needs of the team.

Training Outcomes Related to Training Components				RTI Arkansas
	Training Outcomes			
Training Components	Knowledge of Content	Skill Implementation	Classroom Application	
Presentation/ Lecture	10%	5%	0%	
Plus Demonstration	30%	20%	0%	
Plus Practice	60%	60%	5%	
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%	

Joyce & Showers, 2002

Slide #7
[Training Outcomes Related To Training Components]

Trainer Notes:

- Research regarding training outcomes related to training components found that trainees were more successful in all areas, especially in applying skills in the classroom, if they had coaching, administration support, and data feedback. Teams will be more successful with coaching. However, PBIS team members should also view themselves as "coaches" who are available to assist teachers, staff, family members, students, etc. with implementing PBIS and providing the necessary feedback to enhance acquisition and application across the school setting.

Slide #8

[Guiding Principles For Effective Coaching]

Trainer Notes:

- Build local capacity so that you become unnecessary, but **remain available**. Maximize current competence; don't fix it if it's not broken! Make the **smallest change** that will have the **biggest** impact. Focus on valued outcomes; **tie all efforts to the benefits for children**. Emphasize accountability- **measure and report**! (A good way to absorb this is to think of another context – sports coaching. Think, for instance, how a baseball hitting coach might approach his/her job, using the principles above. Now, think how this is applied to a PBIS team member learning data-based problem solving.)

Outcomes Of Coaching

- Fluency with trained skills
- Adaptation of skills locally
- Rapid redirection from misapplications
- Increased fidelity of overall implementation
- Improved sustainability

Slide #9

[Outcomes Of Coaching]

Trainer Notes:

- As coaching proceeds, teams gain skills and become fluent in them. The fluency leads to the team's ability to use and adapt the skills to solve local problems. Coaches can point out misapplications immediately and redirect to appropriate applications, helping teams gain knowledge and skills more quickly. Active, ongoing coaching results in teams being more efficient, more effective, and more likely to continue implementing PBIS.

Slide #10

[What Is A Coach?]

Trainer Notes:

- A coach serves many roles, but, in general, a coach is there to guide others in developing the skills they need to do the best job possible! A coach doesn't do all the work, but instead teaches the team, then guides them as they gain fluency with the skills the coach has taught them.

Slide #11

[A Good Coach…]

Trainer Notes:

- This image is from the book *The Coaching Toolkit* by Shaun Allison, 2009.

⭐ **ACTIVITY**

A Good Coach

Pass out the "A Good Coach" sheet (pg. 17) and have attendees use this tool to begin taking inventory of persons who fit the criteria of a good coach in their school.

A Good Coach…

- Listens

- Asks open questions

- Clarifies points made

- Encourages reflection

- Avoids "telling"

- Builds rapport

- Is non-judgmental

- Challenges beliefs

- Helps to see the big picture

- Encourages commitment to action

- Doesn't have all the answers

- Develops trust and respect

- Is solutions focused

- Has a strong belief that colleagues have the capacity to learn, develop, and change.

Training Section Two

Coaching Skills
Slides 12 - 18

Goals

Participants will understand
- The important skills to developing a PBIS coach

Slide #12

[Coaching Skills]

Effective Communication Skills

- Active listening
- Summarizing
- Questioning
- Empathizing
- Gaining consensus
- Actively engaging stakeholders
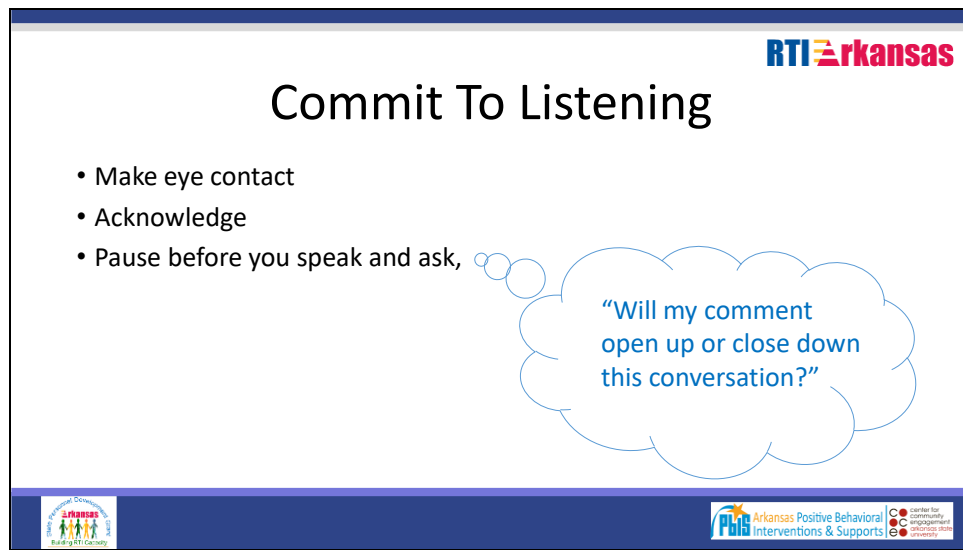
Slide #13

[Effective Communication Skills]

Trainer Notes:

- These are skills that will be very important to the developing PBIS coach.

Slide #14
[Commit To Listening]

Trainer Notes:

- Commit to listening by making sure that your body language mirrors your partner's, making eye contact, showing appreciation (by making sounds that show you're listening), and summarizing or paraphrasing back what you hear. Be sure to ask questions.

Use Words That Are Specific And Positive

RTI Arkansas

Use *and* rather than *but…*

"Emily I appreciate the way you analyzed our data into precise problem statements before our meeting **and** your analysis of our data kept our meeting focused."

Slide #15
[Use Words That Are Specific And Positive]

Trainer Notes:

- Use the constructive word "*and*" rather than "*but*". This builds on, rather than blocks out, what has just been said. It advances discussions rather than anchoring them in argument. Avoid words that carry negative emotional implications, such as *careless, dishonest, lazy* and *unprofessional* because they can be very divisive when directed at others – even when they are used indirectly.

Slide #16

[Example: Constructive Feedback]

Trainer Notes:

- PBIS represents a change in philosophy. Instead of telling someone what they did wrong, tell them what they can do to be better.
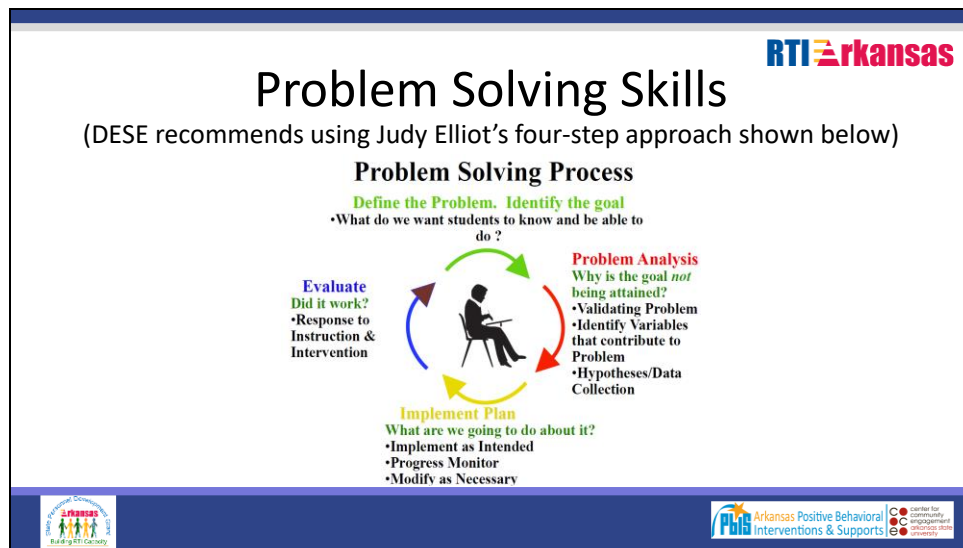
Slide #17

[Content Knowledge Skills]

Trainer Notes:

- Coaches need to know about the philosophy behind systems change and multi-tiered systems of support.

Slide #18

[Problem Solving Skills]

Trainer Notes:

- Coaches need to be able to guide teams through the problem-solving process at monthly meetings. This starts with guiding the data analyst in identifying a precise problem in the school's discipline data, then moves to the team process of developing a plan to respond to the problem, and following up with evaluation to progress monitor the plan.

Training Section Three

Guiding Questions

Slides 19 - 24

Goals

Participants will understand
- What questions to ask so that they are aware of the skills needed for effective coaching

Slide #19
[Guiding Questions]

Communication Skills

Do I...
- have necessary communication skills?
- actively participate?
- follow through on commitments?

Am I...
- collaborative and cooperative?
- able to adapt to situations?

Slide #20

[Communication Skills]

Trainer Notes:

- Coaches are just starting down the road to gaining skills and competencies. This slide and the next few are questions that can help guide coaches throughout their training so that they are mindful of the skills that they need to be effective coaches. Questions: Do I have the skills to effectively and constructively communicate with others? Do I actively participate in team meetings and other activities? Do I consistently and accurately follow through on commitments? Am I a collaborative and cooperative team member? Am I able to adapt to ever-changing situations?

Slide #21

[Communication Skills Cont'd]

Trainer Notes:

- Questions: Do I have the skills to facilitate meetings? Do I have the skills to efficiently and effectively collaborate with diverse groups? Do I have the skills to effectively distribute data to all key stakeholders? Do I have the skills to engage in collaborative problem solving? Do I have the skills to conduct trainings for school staff and families?

Content Knowledge

Do I understand…
- how to lead to systems change?
- the critical elements of Tier 1?
- basic principles of behavior and how to apply them?
- classroom strategies?

Am I familiar with discipline policies and procedures?

Slide #22

[Content Knowledge]

Trainer Notes:

- Questions: Do I understand the need for a shared vision, collaborative communication, structured planning, and problem-solving to lead to systems change? Do I understand the critical elements of Tier 1 PBIS? Do I understand the basic principles of behavior and am I able to apply them within the Tier 1 core curriculum? Am I familiar with the discipline policies and procedures at my school? Do I understand classroom behavior management strategies?

Data-Based Problem Solving

Do I understand the problem-solving process?

Can I facilitate the problem-solving process?

Do I have the skills to…

- analyze behavior data?
- select evidence-based interventions?
- evaluate implementation fidelity?
- evaluate student outcomes?

Slide #23

[Data-Based Problem Solving]

Trainer Notes:

- Again, these are critical questions to keep in mind as coaches continue through training. Problem solving is especially critical for the PBIS team. It is their primary function. Questions: Do I understand the problem-solving process? Am I able to fluently facilitate the structured problem-solving process at Tier 1? Do I have the skills to analyze Tier 1 behavior data for effective decision making? Do I have the skills and knowledge to select evidence-based interventions based on problem analysis? Do I have the skills and knowledge to evaluate implementation fidelity and student outcomes?

Training & Professional Development

Am I able to attend…
- all trainings with the PBIS team?
- monthly PBIS team meetings?
- coaching meetings in my district?
- coaching professional development trainings?

Slide #24
[Training & Professional Development]

Trainer Notes:

- These questions are about the coach's commitment to continuing education and skill-building. Questions: Am I able to attend all trainings with the PBIS team? Am I able to attend monthly school-based PBIS team meetings? Am I able to attend the coaching meetings in my district? Am I able to attend professional development trainings specifically designed to enhance my coaching skills?

Guiding Questions

COMMUNICATION SKILLS

Do I…

- have necessary communication skills?
- actively participate?
- follow through on commitments?

Am I…

- collaborative and cooperative?
- able to adapt to situations?

Do I have the skills to…

- facilitate meetings?
- collaborate with diverse groups?
- effectively distribute data?
- engage in problem solving?
- conduct trainings?

CONTENT KNOWLEDGE

Do I understand…

- how to lead to systems change?
- the critical elements of Tier 1?
- basic principles of behavior and how to apply them?
- classroom strategies?

Am I familiar with discipline policies and procedures?

DATA-BASED PROBLEM SOLVING

Do I understand the problem-solving process?

Can I facilitate the problem-solving process?

Do I have the skills to…

- analyze behavior data?
- select evidence-based interventions?
- evaluate implementation fidelity?
- evaluate student outcomes?

TRAINING & PROFESSIONAL DEVELOPMENT

Am I able to attend…

- all trainings with the PBIS team?
- monthly PBIS team meetings?
- coaching meetings in my district?
- coaching professional development trainings?

Training Section Four

Responsibilities and Qualifications
Slides 25 - 29

Goals

Participants will understand

- Roles and responsibilities of facilitation and monitoring
- Roles and responsibilities of coaching
- Qualifications of a coach

Slide #25
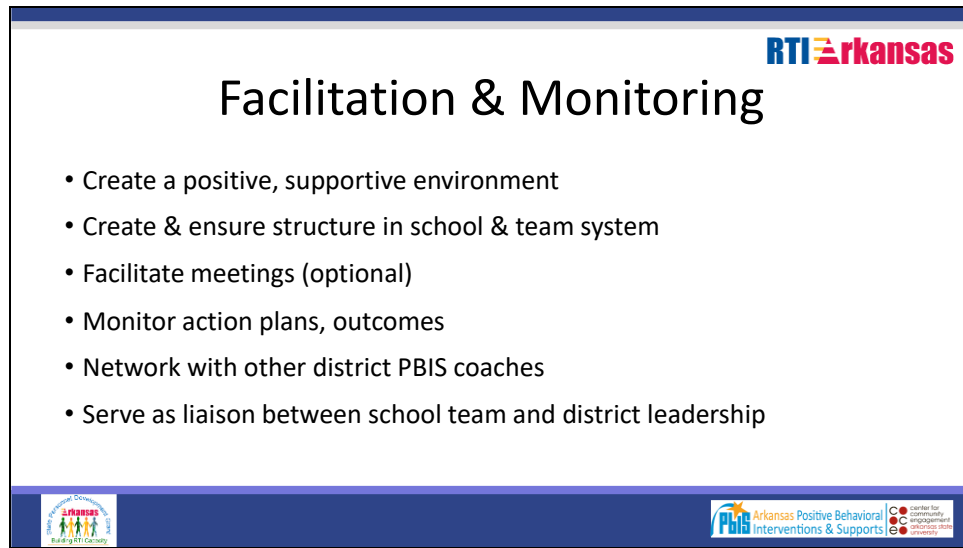
[Responsibilities and Qualifications]

Slide #26
[Roles And Responsibilities]

Trainer Notes:

- These are the general categories of roles and responsibilities that building coaches have. More detail will be given on the following slides.

Facilitation & Monitoring

- Create a positive, supportive environment
- Create & ensure structure in school & team system
- Facilitate meetings (optional)
- Monitor action plans, outcomes
- Network with other district PBIS coaches
- Serve as liaison between school team and district leadership

Slide #27

[Facilitation & Monitoring]

Trainer Notes:

- The biggest role the coach plays is making sure PBIS is being implemented with fidelity, but it's also important to ensure a positive experience for the team. The coach doesn't HAVE to be the facilitator, this is just an option. The coach can help build this skill with others and let someone else become facilitator. Another important job is connecting with the district and other coaches to represent your school team, report outcomes and needs, etc.

Coaching

- Ensure fidelity of implementation
- Pass on skills (sustainability)
- Assist team in gaining expertise in…
  - Data analysis
  - Defining measurable outcomes
  - Setting goals to achieve outcomes
  - Developing strategies & activities to reach goals
  - Progress monitoring

Slide #28

[Coaching]

Trainer Notes:

- The coach will help build skills in others and prompt them along the way, and guide the team through problem solving and evaluation activities. The coach should also ensure fidelity of implementation, pass on skills to create sustainability, and assist the team in action planning through gaining expertise in: data analysis, defining measurable outcomes, setting goals to achieve outcomes, developing strategies and activities to reach goals, and progress monitoring.

Roles and Responsibilities

Facilitation & Monitoring
- Create a positive, supportive environment
- Create & ensure structure in school & team system
- Facilitate meetings (optional)
- Monitor action plans, outcomes
- Network with other district PBIS coaches
- Serve as liaison between school team and district leadership

Coaching
- Ensure fidelity of implementation
- Pass on skills (sustainability)
- Assist team in gaining expertise in…
    - Data analysis
    - Defining measurable outcomes
    - Setting goals to achieve outcomes
    - Developing strategies & activities to reach goals
    - Progress monitoring

Qualifications

- Understands PBIS essentials in depth
- Skilled at problem solving & school improvement process
- Has credible/positive relationships with staff
- Works collaboratively and in groups
- Can attend team/district/network meetings & advanced training

Slide #29

[Qualifications]

Trainer Notes:

- The coach needs to be ahead of the team in understanding the essential features of PBIS and be skilled at problem solving and the school improvement process. Also, it's important that the coach has credibility and positive relationships with other staff, is able to work collaboratively, can attend meetings with the building team and district/network, and can attend any advanced training that may be necessary.

⭐ **ACTIVITY**

Describing a Coach

Using the qualifications on slide #29 and the handouts from the guiding questions (pg. 33) and roles and responsibilities (pg. 39), have teams consider whether any of the individuals that fit the criteria of "A Good Coach" also meet the descriptions given.

Training Section Five

Phases of Coaching
Slides 30 - 37

Goals

Participants will understand
- The four phases of coaching

Phases of Coaching

Slide #30
[Phases of Coaching]

Phases Of Coaching – Phase 1

Teaching/transfer of new skill set
• Define roles & tasks; supervise closely
• Decisions made by coach/facilitator; one-way communication
• Team will need direction & supervision

Adapted from Situational Leadership, Blanchard and Hersey

Slide #31
[Phases Of Coaching – Phase 1]

Trainer Notes:

- Phase one is the teaching/transfer of a new skill set. The coach is highly involved in this phase. The coach defines the roles and tasks of the team and supervises them closely. Decisions are made by the coach/facilitator and announced, so communication is largely one way. The team will lack fluency, but are enthusiastic and committed. They need direction and supervision to get them started.

Phase 2

Coaching:

High task focus, high relationship focus

- Defines roles & tasks, but seeks input
- More two-way communication
- Team will need direction & supervision; support & praise; involvement in decisions

Slide #32

[Phase 2]

Trainer Notes:

- In phase two the coach is still highly involved, but begins to ask for input from the team. The coach still defines roles and tasks, but seeks ideas and suggestions from the team. Communication is much more two way. The team will have some competence, but may lack commitment. They need direction and supervision because they are still relatively inexperienced. They also need support and praise to build their self-efficacy and involvement in decision making to restore their commitment.

Phase 3

Participating/supporting:

Low task focus, high relationship focus

- Coach passes day-to-day decisions to team
- Decision-making control is more with team
- Team will not need much direction; bolster their confidence and motivation

Slide #33

[Phase 3]

Trainer Notes:

- In phase three the coach is less involved with decisions, but still provides a lot of support and encouragement. The coach passes day-to-day decisions, such as task allocation and processes, to the team. The leader facilitates and takes part in decisions, but control is with the team. Team members now have competence, but may still lack confidence or motivation. They do not need much direction because of their skills, but support is necessary to bolster their confidence and motivation.

Phase 4

RTI Arkansas

Delegating:

Low task focus, low relationship focus

• Coach still involved, but control is with team

• Team decides how coach is involved

• Team will be able, willing to work with little supervision, support
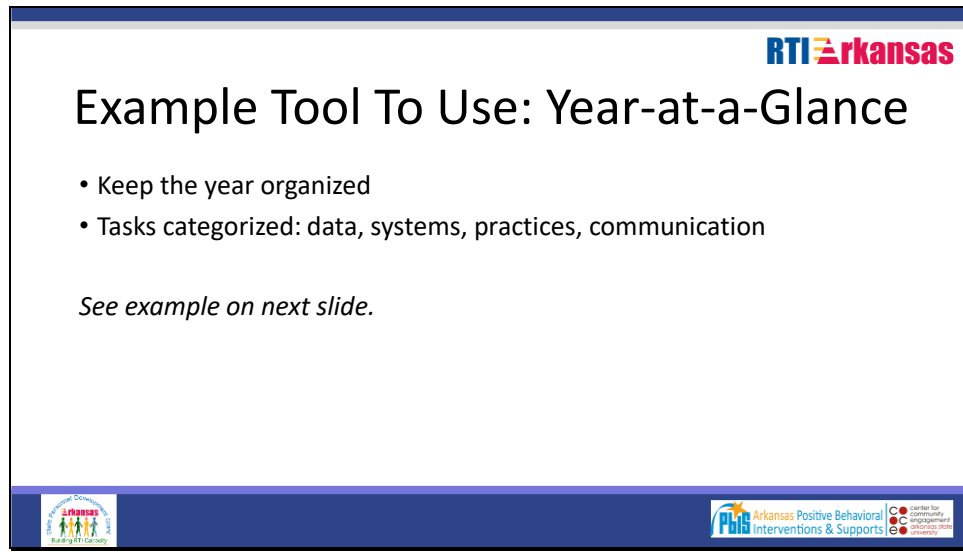
Slide #34

[Phase 4]

Trainer Notes:

- The coach is still involved in decisions and problem solving, but control is with the team. The team decides when and how the coach will be involved. Team members will have both competence and commitment - they are able and willing to work on a project by themselves with little supervision or support.

Example Tool To Use: Year-at-a-Glance

RTIArkansas

• Keep the year organized
• Tasks categorized: data, systems, practices, communication

See example on next slide.

Slide #35

[Example Tool To Use: Year-at-a-Glance]

Trainer Notes:

- In order to stay focused and organized throughout the year, this tool, Year at a Glance, will help the coach plan tasks that need to take place to support the implementation of PBIS: data, systems, practices and communication.

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF, PARENTS and COMMUNITY
August- before students return	• Review prior year's data	• Establish monthly Team meetings • Establish schedule for reporting to & celebrating with staff • Plan for kick-offs	• Conduct staff kick-off • Conduct parent kick-off	• Staff kick-off • Develop communication to explain PBIS to parents • Offer Parents opportunities to help
August - 1st week of school	• Review results of TFI	• Familiarize yourself with the Tiered Fidelity Inventory (TFI) • Take pictures for stakeholder communication	• Conduct student kick-off • Administer kick-off evaluation survey • Conduct school-wide celebration	• Send out good news stories to media

Slide #36

[Example Tasks For Year-at-a-Glance]

Trainer's Notes:

- Here is an example of tasks that might be scheduled in each category. This would be completed for each month of the year. By scheduling tasks for the entire year, the coach will be able to prompt the team regularly.

☺ **EXAMPLE**

Internal Coach Year-at-a-Glance

This will give attendees an example of tasks that might be scheduled in each category of the Year-at-a-Glance. The example is provided on the next page (pg. 49).

Month	INFORMATION (DATA)	PLANNING (SYSTEMS)	IMPLEMENTATION (PRACTICES)	COMMUNICATION WITH STAFF, PARENTS and COMMUNITY
August– before students return	• Review prior years data	• Establish monthly team meetings • Establish schedule for reporting to & celebrating with staff • Plan for kick-offs	• Conduct staff kick-off • Conduct parent kick-off	• Staff kick-off • Develop communication to explain PBIS to parents • Offer parents opportunities to help
August – 1st week of school	• Review results of TFI	• Familiarize yourself with the Tiered Fidelity Inventory (TFI) • Take pictures for stakeholder communication	• Conduct student kick-off • Administer kick-off evaluation survey • Conduct school-wide celebration	• Send out good news stories to media

Slide #37

[Sustainability]

Trainer Notes:

- Things the coach can do to help sustain PBIS: be honest about issues and concerns in your building, concentrate on precise problems for the biggest impact with the smallest effort, have clear and coherent discipline procedures (known by all staff), help your team become more efficient and effective, integrate coaching functions into job descriptions of key personnel (e.g. school psychologist, school counselor, behavioral specialist, etc.), and recommit to PBIS every year!

Do It With Fidelity!

Tiered Fidelity Inventory (TFI)

• Efficient, valid index of extent to which PBIS core features are in place
• Section 1.1 Team Composition

Slide #38
[Do It With Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.1 of the TFI outlines the team composition. Note on the next slide that this includes coaching expertise. Coaches need to be familiar with the TFI and able to use this tool, which includes a walkthrough tool, and be able to guide the team in getting more fluent in using it regularly.

1.1 Team Composition

Feature	Data Sources	Scoring Criteria 0 = Not implemented 1 = Partially implemented 2 = Fully implemented
1.1 Team Composition: Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, **(b) coaching expertise**, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier I team meeting minutes **Main Idea:** Teams need people with multiple skills and perspectives to implement PBIS well.	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%

Arkansas Building RTI Capacity

Arkansas Positive Behavioral Interventions & Supports center for community engagement arkansas state university

Slide #39

[1.1 Team Composition]

Summary

Coaches need to…
- build their skills and fluency.
- guide their team in building skills and fluency.
- phase themselves out, but stay available.
- stay organized! Create a schedule for the year.

Slide #40
[Summary]

Resources

- Resources for Coaches & Trainers at OSEP Technical Assistance Center (pbis.org): http://www.pbis.org/training/coach-and-trainer
- Podcast Resources for Coaches (Midwest PBIS Network): http://www.midwestpbis.org/coaches/podcasts

Slide #41

[Resources]

Discussion Questions:

The following questions will help schools start thinking about how to select a coach. As you answer the questions and make recommendations for your PBIS team coach, make sure that the coach is energetic, compassionate, and exhibits all the characteristics of a good coach (pg. 17).

1. Who among your colleagues possesses the qualities of a good coach?
2. With whom in your school could you explore ideas about coaching?
3. Who might be interested in developing coaching in your school?
4. Who builds great relationships with students, parents, teachers, and community stakeholders?

Resources:

- Resources for Coaches and Trainers at OSEP Technical Assistance Center: http://www.pbis.org/training/coach-and-trainer
- Podcast Resources for Coaches (Midwest PBIS Network): http://www.midwestpbis.org/coaches/podcasts
- The Coaching Toolkit by Shaun Allison, 2009.
- Midwest PBIS Website – Coach Resources: http://www.midwestpbis.org/coaches
- Wisconsin PBIS Website – Coach Resources: https://www.wisconsinrticenter.org/resources/

Videos:

- https://www.youtube.com/watch?v=Sin9M9boANo