

Descriptive Analysis of Coaching in Implementation of
Evidence-based Practices

WING Institute Research Grant
Final Report

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Executive Summary

This report summarizes the result of a one-year research grant funded by the WING Institute to study the mechanisms of effective coaching within the context of school-wide positive behavior interventions and support (SWPBIS) implementation. Specifically, this study aimed to descriptively analyze a conceptual model of coaching that included four mechanisms: (a) prompting, (b) fluency building, (c) performance feedback, and (d) adaptation. Results from the study indicate that coaches and SWPBIS team members consider all four mechanisms to be important components of effective coaching. Further, coaches report delivering and team representatives report receiving the mechanisms of prompting, fluency building, and performance feedback often. Teams receiving coaching after initial training sustained or improved their level of implementation of SWPBIS.

Descriptive Analysis of Coaching in Implementation of Evidence-based Practices

Coaching is a key element of the implementation science framework that promotes the adoption and sustained use of evidence-based practices (EBPs). While research supports the use of coaching to help bridge the research-to-practice gap, little is understood about the mechanism(s) by which coaching makes a difference. Currently, most coaching is evaluated as a binary index (i.e., did you receive coaching?) as opposed to examining the quality and competence of the coaching received (what/how many/how much of the effective elements of coaching were delivered and received?).

The goal of this research was to descriptively analyze a conceptual model of the putative coaching mechanisms within the context of implementing school-wide positive behavior interventions and supports (SWPBIS). The study was driven by a conceptual model of the core drivers of implementation proposed by Fixsen et al. (2013) and the critical coaching components that promote initial and sustained behavior change (Fixsen, Blase, Naoom, & Wallace, 2009).

We hypothesized that coaching is effective because coaches fulfill four core functions: Prompting, Fluency Building, Performance Feedback and Adaptation. Coaching only occurs after individuals have received training. Training establishes new skill or knowledge that is to be used under specific conditions. Coaching is the bridge between the training context and the natural performance setting, and is effective due to four functions that are used in differing degrees depending on the skills being coaches, the context and the degree existing competence.

Prompting is the delivery of antecedent stimuli that increase the likelihood a trained behavior will be performed under natural conditions. Prompts occur in a large variety of forms (physical, verbal, gestural, electronic) but have the functions of (a) increasing the likelihood of a new skill, and (b) drawing attention to the stimuli in the natural setting that should occasion that skill in the future. Prompting increases use of a new skill and increases the stimulus control needed to make the skill relevant to the natural context. Coaching involves providing the minimal prompts needed to ensure that newly trained skills are performed under natural conditions.

Fluency Building is the development of sufficient repetition of a new skill to make the skill easier, faster and more useful under natural conditions. Coaching includes creating enough opportunities to practice a new skill that it becomes fluent and efficient.

Performance Feedback is the most common coaching function and involves indicating if performance of a new skill was done correctly, and at the right time. Performance feedback increases the likelihood that new skills will be used, and the precision with which new skills are used.

Adaptation is the modification of how a new skill is applied to make that skill fit the social, cultural and organizational context. Most skills are behaviors that have an effect on the environment. A third grade teacher delivering literacy instruction may use pointing to a letter to achieve the effect of having the students orient to that letter. But there are always many ways to achieve effects. Coaching includes assisting a team, teacher, administrator, or student to use a new skill effectively even when the form of that new skill needs to be adjusted to “fit” the local context. Teachers are continually faced with challenges about how to use effective instructional practices within the

administrative organizations of their school, the cultural expectations of their students/families, and the social context of their peers. Adaptation is a natural part of implementation, and coaching is an important way in which adaptation occurs while maintaining the central effectiveness of a new skill.

The present study was conducted with experienced coaches engaged in implementing SWPBIS with elementary and middle school teams. The perceptions of both school team members and their coaches were obtained to assess if the four coaching functions were used/experienced, and if the process was associated with improved implementation of SWPBIS. The specific research questions were: (a) did school teams receiving direct coaching improve their implementation of SWPBIS; (b) did coaches perceive themselves as delivering the four coaching functions; (c) did teams perceive themselves as receiving each of the coaching functions, and (d) were there coaching activities that were perceived as critical to improving SWPBIS implementation, as perceived by coaches and team representatives? The coaches and team representatives were asked to evaluate (a) how often, (b) in what way, and (c) with what effect in relation to SWPBIS implementation each mechanism of coaching was delivered or received.

The results of this study are intended to clarify the mechanisms by which coaching is effective (see Appendix B). Further, these results will be used to guide experimental analyses of coaching and the functions that can improve the effectiveness and efficiency of coaching. The purpose of this report is to summarize the findings of the research study funded by the WING Institute.

Method

Participants

This study was conducted with participants in one school district in the Pacific Northwest. External coaches ($n = 5$) and PBIS team representatives ($n = 11$) completed a survey regarding the perceived importance of the functions of (a) prompting, (b) performance feedback, (c) fluency building, and (d) adaptation. External coaches were defined as coaches hired outside of the school(s) in which they provided coaching support. External coaches may be employed as SWPBIS coaches specifically or may be hired in a different role (e.g., school psychologists, teachers on special assignment, etc.) wherein one of their duties is to provide SWPBIS coaching support to teams. PBIS team representatives were defined as any member of the team who was perceived to represent the general opinion of the entire SWPBIS team. Team representatives could be a SWPBIS facilitator ($n = 9$), a building administrator ($n = 1$), or be in a different role on the SWPBIS team ($n = 1$).

Most teams ($n = 10$) were in at least the second year of implementation of SWPBIS and therefore many focused on increasing the fidelity of implementation of Tier II or Tier III behavior supports. The majority of school teams ($n = 7$) were implementing Tier I SWPBIS practices with fidelity at the first TFI administration. All teams showed sustained implementation of universal SWPBIS and 9 teams demonstrated growth in the targeted tier. It is important to consider this when evaluating the role of adaptation. The elements of adaptation may be more likely to occur earlier rather than later in implementation and therefore may influence the frequency with which coaches deliver practices within the adaptation function.

Instrumentation

Surveys. Two surveys were developed by the primary investigators to examine the extent to which the mechanisms of coaching were delivered and received. Both surveys included a specific delineation between the role of a coach and the process of coaching. **Coaching was defined as the supportive activities conducted after initial training that increase the speed and precision with which new skill or knowledge is implemented.** The four functions of coaching were defined in each survey as well.

The *Coaching Functions* Survey (Massar, 2015) was developed to measure perceived use of the four components of coaching (see Appendix C). The survey has two versions, one for coaches and one for those who receive coaching (e.g. school team members). Answers are based on a Likert-type scale (*Strongly Disagree, Disagree, Agree, Strongly Agree*). The questions for each of the functions include the following: (a) during the past three months, I have delivered [coaching mechanism]; (b) [coaching mechanism] is an important function of an effective SWPBIS coach; and (c) the team has been more likely to sustain effective SWPBIS practices because of the [coaching mechanism] I have provided. The results of these survey questions provided descriptive information on the delivery of the coaching mechanisms and the perceived importance and the perceived effect of the individual functions on SWPBIS implementation.

SWPBIS coaches ($n = 5$) working with 11 schools completed two administrations of the survey ($n = 22$) to measure any changes in perceived delivery of coaching over time. In both survey administrations, when coaches rated themselves as delivering a coaching function, they were asked to provide examples of the way(s) in which they delivered the coaching function. Specifically, coaches were asked, “If you answered *Agree* or *Strongly Agree* to [question number], please give an example of a time in which

you provided [coaching mechanism] in the past three months”. The answers were used to examine how coaches were delivering the specified mechanisms of the coaching model. Coaches were also provided with the opportunity to report additional comments with the optional open-ended prompt “Additional Comments”. Any responses that were provided were analyzed as qualitative data.

The Team Representative version of the survey was developed to measure the extent to which team representatives perceived they had received the four coaching mechanisms of prompting, fluency building, performance feedback, and adaptation (see Appendix D). Team representatives ($n = 11$) from 11 schools completed two administrations of the survey ($n = 22$). Team representatives answered questions on each function that included: (a) during the past three months, our team has received [coaching mechanism]; (b) [coaching mechanism] is an important function of an effective SWPBIS coach; and (c) our team has been more likely to sustain effective SWPBIS practices because of the [coaching mechanism] we have received. Answers were based on a Likert-type scale (*Strongly Disagree, Disagree, Agree, Strongly Agree*). Team representatives were not asked to provide qualitative data on the ways in which the four components were delivered; however, at the end of each section assessing the four components, team representatives were provided with the optional open-ended prompt “Additional Comments”. Any responses that were provided were analyzed as qualitative data.

A total of 44 surveys were collected, with a 100% response rate from coaches and team representatives. The Likert-type responses were analyzed for each response on both surveys (see Table 1) and dichotomized (*Strongly Disagree* with *Disagree* and *Strongly Agree* with *Agree*) in order to descriptively analyze the results of each question (see

Table 2). The qualitative responses on the surveys were summarized and used to provide specific examples of the myriad of ways each coaching mechanism can be used with teams.

Tiered Fidelity Inventory. Participating school teams ($n = 11$) used the Tiered Fidelity Inventory (TFI; Algozzine et al., 2014) to measure the extent to which the core features of SWPBIS were implemented. The TFI is a comprehensive measure of SWPBIS implementation that can be used to measure an individual tier or all three tiers (McIntosh et al., 2015). It was developed for use as an initial assessment, a guide for implementation of Tier I, Tier II, and Tier III practices, and a measure of sustained implementation of SWPBIS practices.

Participating teams were asked to complete the TFI as a pre- and post-measure of level of implementation of SWPBIS. School teams and coaches completed the two administrations of the TFI at (a) the beginning of the school year as a baseline measure of implementation and (b) the end of the school year as a summative measure of implementation, for a total of 22 TFI reports. Currently, implementation fidelity meets criterion with a tier score of 80%. When teams reach a score of 80% on a tier, the core features and practices of the tier are considered implemented with fidelity.

Procedures

Participants were recruited after the primary investigators obtained Institutional Review Board (IRB) approval. Participating coaches and school teams were recruited in early September. All coaches ($n = 5$) and 5 of the participating school teams received intensive training through a model demonstration study conducted by a local university in the 2013-14 school year. Training topics included (a) universal SWPBIS practices, (b)

Team Initiated Problem Solving (TIPS; Newton et al., 2009), and (c) the use of the School-wide Information System (SWIS; May et al., 2013). The model demonstration schools were used to build capacity within the district and in the 2014-15 school year, the same trainings were provided by the district. Coaching supports followed trainings for all school teams.

Participants had access to the online version of the TFI at pbisassessment.org. The teams and coaches were asked to administer the first TFI by October and the second TFI by May. Both coaches and team representatives were invited to complete the coaching survey anonymously through a secure online program. Participants were asked to complete the first survey by December and the second survey by May. Data collection was completed in June.

Results

A dependent samples *t*-test was conducted on the scores from the initial and final administrations of the TFI ($n = 11$). There was a significant difference in the scores over time, $t(21) = -3.01, p < .05$. The mean TFI scores during the first administration were lower ($M = 73.00, SD = 22.35$) than in the second administration ($M = 85.91, SD = 7.02$). These results document that (a) teams increased their implementation fidelity of Tier I PBIS, and (b) the received both training and coaching on the specific elements of SWPBIS that were demonstrated to improve.

Coaches and team representatives were asked questions based on each of the four functions: (a) 4 questions related to prompting, including perceived importance, perceived delivery or receipt, and perceived effect on PBIS implementation, (b) 5 questions related to fluency building, including perceived importance, perceived delivery

or receipt, and perceived effect on PBIS implementation, (c) 6 questions related to performance feedback, including perceived importance, perceived delivery or receipt, and perceived effect on PBIS implementation, and (d) 11 questions related to adaptation, including perceived importance, perceived delivery or receipt, and perceived effect on PBIS implementation. The results for coaches and team representatives across two survey administrations are summarized in Table 1.

Table 1. Distribution of Responses for Each Function and Overall for Each Survey

Survey	Strongly Disagree <i>n</i> (%)	Disagree <i>n</i> (%)	Agree <i>n</i> (%)	Strongly Agree <i>n</i> (%)
Coach, Time 1				
Prompting	0 (0)	2 (4.5)	20 (45.5)	22 (50.0)
Fluency Building	0 (0)	3 (5.4)	17 (30.9)	35 (63.6)
Performance Feedback	0 (0)	3 (4.5)	35 (53.0)	28 (42.4)
Adaptation	1 (1.0)	79 (65.3)	30 (25.0)	10 (8.3)
Team Representative, Time 1				
Prompting	2 (4.5)	9 (20.5)	21 (47.7)	12 (27.3)
Fluency Building	1 (1.8)	7 (12.7)	20 (36.4)	27 (49.1)
Performance Feedback	2 (3.0)	16 (24.2)	37 (56.1)	11 (16.7)
Adaptation	13 (10.7)	48 (39.7)	39 (32.2)	21 (17.4)
Coach, Time 2				
Prompting	0 (0)	2 (4.5)	15 (34.1)	27 (61.4)
Fluency Building	0 (0)	1 (1.8)	9 (16.4)	45 (81.8)
Performance Feedback	0 (0)	4 (6.1)	31 (47.0)	31 (47.0)

Adaptation	21 (17.4)	59 (48.8)	24 (19.8)	17 (14.0)
Team Representative, Time 2				
Prompting	0 (0)	2 (4.5)	27 (61.4)	15 (34.1)
Fluency Building	0 (0)	0 (0)	23 (41.8)	32 (58.2)
Performance Feedback	0 (0)	10 (15.2)	29 (43.9)	27 (40.9)
Adaptation	3 (2.5)	45 (37.2)	58 (47.9)	15 (12.4)
Coaches, Overall				
Prompting	0 (0)	4 (4.5)	35 (39.8)	49 (55.7)
Fluency Building	0 (0)	4 (3.6)	26 (23.6)	80 (72.7)
Performance Feedback	0 (0)	7 (5.3)	66 (50.0)	59 (44.7)
Adaptation	22 (9.1)	138 (57.0)	54 (22.3)	27 (11.2)
Team Representatives, Overall				
Prompting	2 (2.3)	11 (12.5)	48 (54.5)	27 (30.7)
Fluency Building	1 (.91)	7 (6.4)	43 (39.1)	59 (53.6)
Performance Feedback	2 (1.5)	26 (19.7)	66 (47.7)	38 (28.8)
Adaptation	16 (6.9)	93 (40.1)	97 (41.8)	36 (15.5)

All respondents (both coaches and team representatives) were asked to rate the extent to which they agreed that four areas of content expertise were critical for a coach to be successful. 100% of the respondents *agreed* or *strongly agreed* that a SWPBIS coach must be knowledgeable about: (a) basic behavioral principles, (b) school-wide PBIS principles, (c) multi-tiered systems of support (MTSS) principles, and (d) team-

initiated problem solving (TIPS) principles. This information can help support schools and districts in both the selection and training of effective SWPBIS coaches.

Next, participants were asked to rate the extent they agreed that each of the four functions were important aspects of coaching. Responses were aggregated across the two surveys, for a total of 44 responses for prompting, performance feedback, fluency building opportunities, and adaptation. Table 2 summarizes the results of the responses for coaches, team representatives, and a cumulative total.

Table 2. Percent and Total Number of *Agree* or *Strongly Agree* Responses

Function	Coaches Percentage (Total Reponses)	Representative Percentage (Total Reponses)	Total Percentage and Number of Responses
<i>Prompting</i> is an important function of coaching	100 (22)	86.36 (19)	93.18 (41)
<i>Fluency building</i> is an important function of coaching	100 (22)	100 (22)	100 (44)
<i>Performance feedback</i> is an important function of coaching	100 (22)	95.45 (21)	97.72 (43)
<i>Adaptation</i> is an important function of coaching	81.81 (18)	100 (22)	90.90 (40)

The majority of the respondents rated all four mechanisms of the coaching model as important functions of coaching. Adaptation was the area with the lowest perceived importance to the coaching process. Interestingly, the only respondents who rated adaptation as unimportant to effective coaching were those in a coaching role. Qualitative data indicate that 60% of coaches consider typical fluency building opportunities, including scheduling meetings and ensuring sufficient time to practice skills related to

SWPBIS, to be the responsibility of the school administrative team rather than the responsibility of the SWPBIS coach.

Next, participants were asked to rate the extent to which they either delivered (coaches) or received (team representatives) the functions of coaching. The functions of coaching were broken down into specific behaviors. The results are summarized in Table 3.

For prompting, the extent to which (a) reminders were provided and (b) modeling was conducted to emphasize when a skill should be used were evaluated. Overall, prompting was reported as delivered by 90.91% of coaches across two occasions and was reported as being received by 79.54% of team representatives across two occasions.

The delivery and receipt of sufficient opportunities for practicing skills related to SWPBIS implementation was evaluated next. Overall, opportunities to build fluency were reported as delivered by 86.36% of coaches across two occasions and were reported as being received by 72.72% of team representatives across two occasions.

The function of performance feedback was evaluated based on three discrete behaviors: (a) delivering positive, specific positive feedback, (b) delivering corrective feedback, and (c) offering a replacement behavior when corrective feedback is delivered. Overall, performance feedback was reported as delivered by 77.27% of coaches across two occasions and was reported as being received by 74.24% of team representatives across two occasions.

Table 3. Extent to Which Functions Delivered and Received in Previous Three Months.

Function	Coaches	Team Representatives
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	Time 1	Time 2	Time 1	Time 2
Prompting				
Delivered/received reminders	90.90	100.00	72.72	90.90
Delivered/received modeling	90.90	81.81	72.72	81.81
Fluency building				
Delivered/received sufficient opportunities for practice	81.81	90.90	54.54	90.90
Performance feedback				
Delivered/received positive feedback	100.00	100.00	63.63	90.90
Delivered/received corrective feedback	72.72	72.72	63.63	81.81
Delivered/received corrective feedback with replacement behavior	100.00	90.90	63.63	81.81
Adaptation				
Assessed skills of PBIS team members	63.63	72.73	54.54	63.63
Assessed skills of other staff members	18.18	18.18	27.27	45.45
Evaluated school- and district-level resources	54.54	45.45	72.73	81.81
Evaluated community resources	27.27	9.09	27.27	54.54
Assessed values of PBIS team members	9.09	45.45	45.45	63.63
Assessed values of other staff members	9.09	18.18	27.27	54.54
Assessed values of students	9.09	18.18	27.27	45.45
Assessed values of students'	27.27	0.00	45.45	27.27

families				
Assessed values of community members	0.00	0.00	18.18	18.18

Finally, adaptation was evaluated based on nine specific behaviors that included formally or informally assessing the (a) strengths of the PBIS team, (b) strengths of other staff members, (c) school-level and district-level resources available to support SWPBIS implementation, (d) community resources available to support SWPBIS implementation, (e) values of the PBIS team members as related to implementation of SWPBIS, (f) values of other staff members as related to SWPBIS implementation, (g) values of students, (h) values of students' families, and (i) values of the local community members. Overall, adaptation was reported as delivered by 24.76% of coaches across two occasions and was reported as being received by 44.44% of team representatives across two occasions.

When coaches reported the use of any of the functions of coaching, they were asked to provide examples. Table 4 summarizes the qualitative data collected for each of the functions of coaching.

Table 4. Qualitative Summary of Coaching Function Examples

Function	Definition
Prompting	A process that promotes the use of trained skills under naturally occurring conditions and typically emphasizes when a skill should be used.
Examples: <ul style="list-style-type: none"> • Emailing the PBIS facilitator and the PBIS data analyst prior to the team meeting to determine needs and offer assistance • Prompting team to complete TFI and share data with the staff • Reminding team members of responsibilities of TIPS roles prior to PBIS meeting • Prompt data analyst and note-taker to complete a SWIS drill down and complete 	

<p>the notes form</p> <ul style="list-style-type: none"> • Sit next to the note taker and prompt when information should be entered on agenda • Ask for TIPS meeting minutes before and after each PBIS meeting • Modeled the data analysis process by drilling down in SWIS and using data to develop a precise problem statement • Offered direct modeling of staff-student interactions in CICO (Tier II) • Prompted Tier II team to reteach their CICO procedures with specific staff • Modeled the Data Analyst role for the new team member taking on the role 	
Function	Definition
Fluency Building	Opportunities for practice that increase the likelihood of using skills correctly and quickly in naturally occurring conditions.
<p>Examples:</p> <ul style="list-style-type: none"> • Attending meetings regularly • Ensuring all staff members understand and practice their team member roles • Monthly, staff have opportunity to practice reviewing data and creating precise problem statements • Using TIPS procedures bi-weekly in PBIS meetings • Worked with the administrator to establish the meeting schedule and make sure there are monthly meetings 	
Function	Definition
Performance Feedback	The process by which direct and specific feedback is provided frequently, contingent on a person's behavior, serving both reinforcing and corrective functions.
<p>Examples:</p> <ul style="list-style-type: none"> • Provided specific feedback on how the team used data to drive their decisions • Offer behavior-specific praise for active participation, using skills related to TIPS, and rehearsing delivery of information to staff • Provide feedback in person and via email, especially with the note taker and data analyst • Provided praise for having an agenda and following the agenda in the meeting • I remind team members of previously learned skills/information and another opportunity to apply that information or skill when they revert back to their old habits • Provide suggestions on how to improve meetings (sit together at the same table, project meeting minutes, etc.) • Corrected team members when the language used to describe students was not behavioral 	
Function	Definition

Adaptation	The process by which the features of SWPBIS are aligned with the skills, resources, administrative support, and values of the local environment.
<p>Examples:</p> <ul style="list-style-type: none"> • Informal assessment of teaming skills and TIPS implementation • Formal assessment of team as whole using the TFI • Informal conversations with building admin team about individual staff needs related to SWPBIS implementation • Worked with admin team to reallocate staff to areas of high need • Worked with team members to allocate funds to Tier II systems • Worked with a PBIS team member to help a family access community support for behavior needs • Listened to conversations about the values and perspectives of team members • Helped the administrator select trainings for staff based on school-wide data • Assist the team in accessing resources at the district and advocate for their needs at the district meetings • Used a staff and student survey to gather data about the behaviors they think are important for success and the best ways to support students in achieving those goals 	

Conclusions and Next Steps

The research study asked four specific questions about functions of effective coaching and their role in implementing SWPBIS. First, the study evaluated whether school teams receiving direct coaching improved their implementation of SWPBIS. There were no control schools (i.e., teams not receiving direct coaching); however, results from the TFI administrations demonstrate growth across time, with the average score of teams prior to coaching being below criterion ($M = 73.00$, $SD = 22.35$) and growing over time ($M = 85.91$, $SD = 7.02$).

Next, the coaching survey evaluated whether coaches perceived themselves as delivering the four coaching functions. The majority of coaches reported delivery of prompting (90.91%), fluency building (86.36), and performance feedback (77.27%)

within the previous three months, across two survey occasions. Reported delivery of adaptation was much lower (24.76% of coaches across two occasions).

The study then examined the extent to which teams perceived themselves as receiving each of the coaching functions. The perceived receipt of coaching was lower for team representatives than the perceived delivery of coaching functions was from coaches, except within the function of adaptation. Of all surveyed team representatives, 79.54% reported receiving prompting, 72.72% reported receiving fluency building opportunities, and 74.24% reported receiving performance feedback within the previous three months, across two survey occasions. Nearly twice the percentage of team representatives (44.44%) reported receiving adaptation than coaches reported delivering adaptation.

Finally, the study looked to determine whether there were coaching activities that were perceived as critical to improving SWPBIS implementation, as perceived by coaches and team representatives. Coaches and team representatives reported that all four functions are important to implementing SWPBIS. Across two survey occasions, coaches responded that they *strongly agreed* or *agreed* to the following: (a) prompting is an important function of effective coaching (100%); (b) building fluency is an important function of effective coaching (100%), performance feedback is an important function of effective coaching (100%), and adaptation is an important function of effective coaching (81.81%). Team representatives responded that they *strongly agreed* or *agreed* to the following: (a) prompting is an important function of effective coaching (86.36%); (b) building fluency is an important function of effective coaching (100%), performance

feedback is an important function of effective coaching (95.45%), and adaptation is an important function of effective coaching (100%).

The results from the descriptive analysis were used to develop a new logic model that will be experimentally tested in a dissertation study (see Appendix B). The study will evaluate the extent to which there is a functional relation between coach-delivered prompting and prompting with performance feedback and an increase in teacher use of evidence-based classroom management strategies. The development of this dissertation study has been a direct result of the research supported by the Wing Institute. The logic model has been adapted to reflect changes in two functions: (a) opportunities to build fluency and (b) adaptation.

Although the respondents rated fluency building opportunities as an important function of effective coaching, multiple coaches qualitatively reported this process as a collaborative effort between school administrators and coaches that occurs in planning rather than ongoing implementation efforts. Within the logic model, fluency building opportunities are still considered a mechanism of coaching; however, these opportunities can be naturally occurring or outside the control of a coach and therefore will not be experimentally analyzed in the subsequent study.

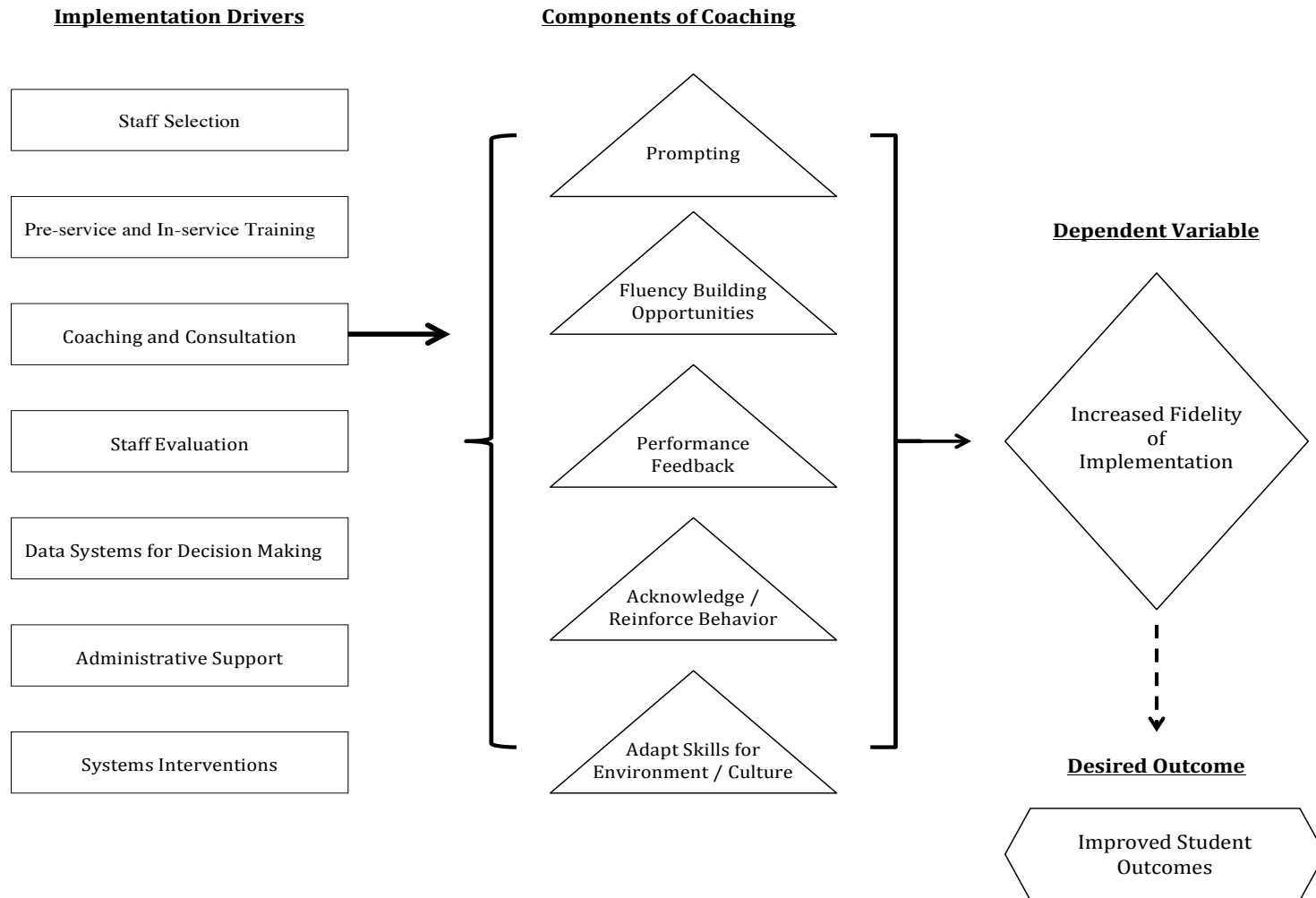
Although adaptation was not reported as being used frequently by coaches, it is still considered a mechanism of effective coaching; however, the understanding of *when* adaptation occurs has changed. Adaptation may be more likely to occur at the beginning of the implementation process, when coaches and school teams are aligning practices and procedures to the unique features of the school in order to establish contextual fit.

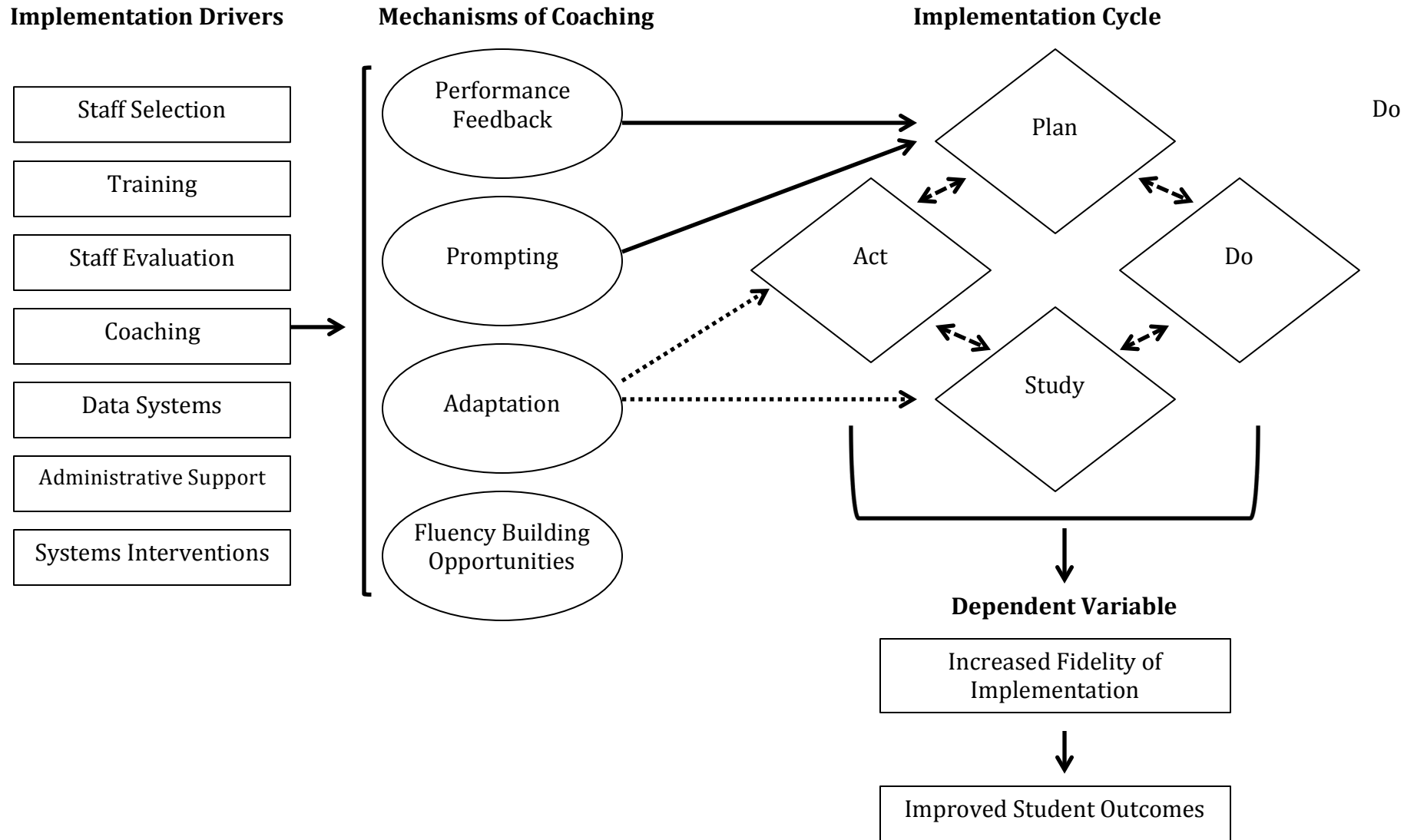
Adaptation can also be used within the coaching process to promote the sustained use of

SWPBIS when contextual features of the school that facilitated implementation change (e.g., loss of funding, administrator change, new district-wide initiatives). When this occurs, adaptation may also be more likely to occur, as coaches and school teams align SWPBIS features to the newly defined context. The two primary opportunities for adaptation (initial implementation and contextual change) are indicated by separate arrows within the logic model, allowing for a better representation of the role that adaptation plays in the implementation and sustainability process.

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Appendix B. Coaching Logic Model Based on MECA Results

Appendix C: Coaching Functions Survey: Coach Version

PBIS Coaching Survey: Coach Version

Purpose of Study

The purpose of this survey is to better understand the role, functions and impact of coaching on the implementation of PBIS in schools. You have been selected because you are an internal or external coach who is currently working with a school team that has been actively engaged in implementing PBIS. We sincerely appreciate your willingness to share your experience and insight related to coaching, and we hope to use your information to better train and support coaching of PBIS in the future.

Coaching Defined: The focus of this survey is on “coaching” not on “coaches.” We define coaching as the supportive activities conducted after initial training that increase the speed and precision with which PBIS is implemented.

Instructions

On the following pages, you will be asked to rate the extent to which the following features of coaching are used in and important to the coaching process: (a) content expertise; (b) prompting; (c) building fluency; (d) performance feedback; and (e) adaptation. You will have the opportunity to add additional information at the end of the survey.

The survey can typically be completed in 20-30 minutes and will be summarized anonymously to define how we can support and improve coaching of PBIS in the future. The next page contains the consent form for participation in this study.

Demographic Information

Please complete the following questions.

Today's Date (DD/MM/YY):

Your Name:

Please enter the name of the school you are currently evaluating on this survey (e.g., Stephenson Elementary):

School Name (3)

How many years has this school been implementing PBIS? For example, if the school is currently in Year 1 implementation, select 1 year.

- ☐ 1 year (8)
- ☐ 2 years (9)
- ☐ 3 years (10)
- ☐ 4 years (11)
- ☐ 5 years (12)
- ☐ 6 years (13)
- ☐ 7 years (14)
- ☐ 8 years (15)
- ☐ 9 years (16)
- ☐ 10 or more years (17)
- ☐ Unsure (18)

Did you receive specific training on PBIS coaching?

- ☐ Yes (1)
- ☐ No (2)
- ☐ Unsure (3)

Content Expertise This section focuses on the extent to which it is important for coaches to be knowledgeable with core content associated with PBIS.

1.) It is useful if a PBIS coach is knowledgeable about basic behavioral principles (e.g. antecedent stimuli, reinforcement, punishment, behavioral function).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

2.) It is useful if a PBIS coach is knowledgeable about school-wide PBIS principles (e.g., expectations, systems of providing acknowledgement and consequences, using school-wide data in action planning, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

3.) It is useful if a PBIS coach is knowledgeable about multi-tiered systems of support principles (MTSS; e.g., RtI, universal screening, data-based decision making, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

4.) It is useful if a PBIS coach is knowledgeable about team-initiated problem solving principles (e.g. assigning roles and responsibilities, using meeting minutes, developing precise problem statements, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Prompting This section focuses on the function of coaching prompts. Prompting is a process to encourage the use of trained skills under naturally occurring conditions. Prompts can be reminders, modeling, or direct help in using or performing a skill learned during training. Prompting typically emphasizes when a new skill is used.

5.) During the past three months I have provided reminders to the PBIS team members to use or perform skills learned during training at appropriate times.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 5, please give an example of a time in which you provided a reminder to the PBIS team members to use or perform skills learned during training in the past three months:

6.) During the past three months I have provided direct modeling for the PBIS team members on how to use PBIS practices in their school.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 6, please give an example of a time in which you provided direct modeling to the PBIS team members on how to use PBIS practices in the past three months:

7.) Selecting the type, level and intensity of prompting is an important function of effective PBIS coaching.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

8.) The team has been more likely to implement PBIS practices because of the prompting I have provided.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Building Fluency This section focuses on the process of building fluency. Building fluency increases the likelihood of using skills correctly and quickly in naturally occurring conditions. Methods of building fluency include allocating time to practicing skills, identifying skills for development, and providing frequent opportunities for practice.

9.) During the past three months, I have provided sufficient opportunities (e.g., regular team meetings) for PBIS team members to practice necessary skills.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 9, please give an example of a time in which you provided sufficient opportunities for PBIS team members to practice necessary skills in the past three months:

10.) Understanding the skills necessary for successful implementation of Tier I PBIS foundations (i.e., expectations, rewards, consequences, school-wide data systems) is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

11.) Understanding the skills necessary for successful Tier I PBIS teams (i.e., assigning individuals to roles, using shared meeting minutes, establishing group norms, etc.) is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

12.) Being able to determine when members have reached a sufficient level of fluency in previously trained skills is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

13.) The team has been more likely to implement PBIS practices because of the fluency building opportunities I have provided.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Performance Feedback This section focuses on the function of performance feedback. Performance feedback is the process by which direct and specific feedback is provided frequently based on an individual's behavior. Performance feedback serves both reinforcing and corrective functions. It also serves to build skill accuracy and precision.

14.) During the past three months I have provided positive, descriptive feedback to the PBIS team members when they have used previously learned skills successfully.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 14, please give an example of a time in which you provided positive, descriptive feedback to PBIS team members when they have used previously learned skills successfully in the past three months:

15.) During the past three months I have provided corrective feedback to the PBIS team members when they have used previously learned skills unsuccessfully or failed to use them when appropriate.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 15, please give an example of a time in which you provided corrective feedback to PBIS team members in the past three months:

16.) When providing corrective feedback, I offer replacement behavior(s) that help the PBIS team members guide future actions.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

18.) Using multiple sources of data when providing feedback is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

17.) Being able to provide performance feedback is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

19.) The PBIS team has been more likely to sustain effective PBIS practices because of the performance feedback I have provided.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Adaptation This section focuses on the function of adapting PBIS features to the contextual features of the school environment. Adaptation is the process by which the features of PBIS align with the skills, resources, administrative support, and values of the local environment (e.g., school staff, students, families, and community). _____

20.) During the past three months I have participated in assessing (informally or formally) the PBIS team members regarding their skills related to PBIS.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 20, please give an example of a time in which you formally or informally assessed PBIS team members' skills related to PBIS in the past three months:

21.) During the past three months I have participated in assessing (informally or formally) the other staff members (staff members who are not on the PBIS team) regarding their skills related to PBIS.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 21, please give an example of a time in which you formally or informally assessed other staff members' skills related to PBIS in the past three months:

22.) During the past three months, I have participated in evaluating the school-level resources and/or district-level resources available to the team and school related to implementation and sustainability of PBIS features.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 22, please give an example of a time in which you evaluated school-level and/or district-level resources available to the team and school in the past three months:

23.) During the past three months, I have participated in evaluating the community resources available to the PBIS team and school related to implementation and sustainability of PBIS features.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 23, please give an example of a time in which you evaluated community resources available to the team and school in the past three months:

24.) During the past three months, I have participated in assessing the values of the PBIS team members as related to the implementation of PBIS in the school context.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 24, please give an example of a time in which you assessed the values of the PBIS team members in the past three months:

25.) During the past three months, I have participated in assessing the values of the other staff members as related to the implementation of PBIS in the school context.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 25, please give an example of a time in which you assessed the values of other staff members in the past three months:

26.) During the past three months, I have participated in assessing the values of the students as related to the implementation of PBIS in the school context.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 26, please give an example of a time in which you assessed the values of students as related to the implementation of PBIS in the past three months:

27.) During the past three months, I have participated in assessing the values of the students' families as related to the implementation of PBIS in the school context.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 27, please give an example of a time in which you assessed the values of students' families as related to the implementation of PBIS in the past three months:

28.) During the past three months, I have participated in assessing the values of community members as related to the implementation of PBIS in the school context.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

If you answered Agree or Strongly Agree to Question 28, please give an example of a time in which you assessed the values of community members as related to the implementation of PBIS in the past three months:

29.) Evaluating the skills, resources, administrative support, and values of staff, students, families, and community members is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

30.) The PBIS team has been more likely to implement and sustain meaningful PBIS practices because of the methods of adaptation I have provided.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Thank you for your participation! Your responses will be recorded once you click on the arrow at the bottom right. We very much appreciate the time spent providing your perspective.

Appendix D: Coaching Functions Survey: Team Representative Version

PBIS Coaching Survey: Team Version

Purpose of Study

The purpose of this survey is to better understand the role, functions and impact of coaching on the implementation of PBIS in schools. You have been selected because you are a member of a school team that has been actively engaged in implementing PBIS, and has received coaching support (either from an internal or external coach). We sincerely appreciate your willingness to share your experience and insight related to coaching, and we hope to use your information to better train and support coaching of PBIS in the future.

Coaching Defined: The focus of this survey is on “coaching” not on “coaches.” We define coaching as the supportive activities conducted after initial training that increase the speed and precision with which PBIS is implemented.

Instructions

On the following pages, you will be asked to rate the extent to which the following features of coaching are used in and important to the coaching process: (a) content expertise; (b) prompting; (c) building fluency; (d) performance feedback; and (e) adaptation. You will have the opportunity to add additional information at the end of survey. The survey can typically be completed in 20-30 minutes and will be summarized anonymously to define how we can support and improve coaching of PBIS in the future. The next page contains the consent form for participation in this study.

Demographic Information. Please complete the following questions.

Today's Date (DD/MM/YY):

Your Name:

Your role on the PBIS team (e.g., Facilitator, Administrator, Data Analyst):

Your school's name:

Person(s) providing PBIS coaching to your school:

How many years has your school been implementing PBIS? For example, if the school is currently in Year 1 implementation, select 1 year.

- ☐ 1 Year (2)
- ☐ 2 Years (3)
- ☐ 3 Years (4)
- ☐ 4 Years (5)
- ☐ 5 Years (6)
- ☐ 6 Years (7)
- ☐ 7 Years (8)
- ☐ 8 Years (9)
- ☐ 9 Years (10)
- ☐ 10+ Years (11)
- ☐ Unsure (12)

Content Expertise This section focuses on the extent to which it is important for coaches to be knowledgeable with core content associated with PBIS.

It is useful if a PBIS coach is knowledgeable about basic behavioral principles (e.g. antecedent stimuli, reinforcement, punishment, behavioral function).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

It is useful if a PBIS coach is knowledgeable about school-wide PBIS principles (e.g., expectations, systems of providing acknowledgement and consequences, using school-wide data in action planning, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

It is useful if a PBIS coach is knowledgeable about multi-tiered systems of support principles (MTSS; e.g., RtI, universal screening, data-based decision making, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

It is useful if a PBIS coach is knowledgeable about team-initiated problem solving principles (e.g. assigning roles and responsibilities, using meeting minutes, developing precise problem statements, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Prompting This section focuses on the function of coaching prompts. Prompting is a process to encourage the use of trained skills under naturally occurring conditions. Prompts can be reminders, modeling, or direct help in using or performing a skill learned during training. Prompting typically emphasizes when a new skill is used.

During the past three months our PBIS team members have received reminders from a PBIS coach to use or perform skills learned during training. For example, a coach may provide a verbal reminder for the team to present school-wide data to staff members prior to the next all-staff meeting.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months our PBIS team members have received direct modeling from a PBIS coach on how to use PBIS practices in our school. For example, a coach may be the recorder for the first meeting to model the note taking procedure in PBIS meetings.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Selecting the type, level and intensity of prompting is an important function of effective PBIS coaching. For example, it is important for the coach to select the type of prompt (individual and verbal, group and verbal, individual email, group email, etc.) delivered to PBIS team members.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Our team has been more likely to implement PBIS practices because of the prompting we have received from our PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments:

Building Fluency This section focuses on the process of building fluency. Building fluency increases the likelihood of using skills correctly and quickly in naturally occurring conditions. Methods of building fluency include allocating time to practicing skills, identifying skills for development, and providing frequent opportunities for practice.

During the past three months, our PBIS team members have been provided with sufficient opportunities to practice necessary skills. For example, the coach has provided multiple opportunities to develop precision problem statements from school-wide data during PBIS meetings.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Understanding the skills necessary for successful implementation of Tier I PBIS foundations (i.e., expectations, rewards, consequences, school-wide data systems) is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Understanding the skills necessary for successful Tier I PBIS teams (i.e., assigning individuals to roles, using shared meeting minutes, establishing group norms, etc.) is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Being able to determine when members have reached a sufficient level of fluency in previously trained skills is an important function of an effective PBIS coach. For example, the

coach is able to determine that team facilitator is fluent in the necessary skills for his/her role and therefore does not continue to step in as a facilitator during meetings.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Our team has been more likely to implement PBIS practices because of the fluency building opportunities provided by the PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Performance Feedback This section focuses on the function of performance feedback. Performance feedback is the process by which direct and specific feedback is provided frequently based on an individual's behavior. Performance feedback serves both reinforcing and corrective functions. It also serves to build skill accuracy and precision.

During the past three months, our team members have been provided with positive, descriptive feedback from the PBIS coach when we have used previously learned skills successfully.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, our team members have been provided with corrective feedback from the PBIS coach when we have used previously learned skills unsuccessfully or failed to use them when appropriate. For example, when the data analyst does not bring data to a meeting, the PBIS coach may say, "Remember, it is important to bring data to every PBIS meeting in order for use in evaluating our progress".

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

When providing corrective feedback, the PBIS coach offers replacement behavior(s) or alternatives that help our team members guide future actions. For example, the PBIS coach may explain what could be done in the future in order to remind the data analyst to bring data (e.g., email prompts, shared responsibility for the role, etc.).

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Using multiple sources of data when providing feedback is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Being able to provide performance feedback is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Our team has been more likely to sustain effective PBIS practices because of the performance feedback provided by the PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Adaptation This section focuses on the function of adapting PBIS features to the contextual features of the school environment. Adaptation is the process by which the features of PBIS align with the skills, resources, administrative support, and values of the local environment (e.g., school staff, students, families, and community).

During the past three months, the PBIS coach has participated in assessing (informally or formally) our team members regarding their skills related to PBIS. For example, a PBIS coach may help facilitate an assessment of school-wide practices and discuss the results with the team to determine what skills each member provides.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing (informally or formally) the other staff members regarding their skills related to PBIS. For example, a PBIS coach may observe classrooms during instructional time and collect data on classroom PBIS practices.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in evaluating the school-level resources and/or district-level resources available to our team and school related to implementation and sustainability of PBIS features. For example, a PBIS coach may discuss the number of hours of professional development available for PBIS training with the school administrator.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in evaluating the community resources available to the PBIS team and school related to implementation and sustainability of PBIS features. For example, the PBIS coach may meet with the district community outreach coordinator to discuss the support available for PBIS activities.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing the values of our team members as related to the implementation of PBIS in the school context. For example, the PBIS coach may ask the team what they believe are important outcomes for students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing the values of the other staff members as related to the implementation of PBIS in the school context. For example, the PBIS coach may ask other staff members what they believe are important outcomes for students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing the values of the students as related to the implementation of PBIS in the school context. For example, the PBIS coach may help the team conduct informal interviews with students regarding what they believe are important outcomes for themselves and other students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing the values of the students' families as related to the implementation of PBIS in the school context. For example, the PBIS coach may support the PBIS team in creating questionnaires for parents to complete during parent-teacher conferences regarding their beliefs on important outcomes for students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

During the past three months, the PBIS coach has participated in assessing the values of community members as related to the implementation of PBIS in the school context. For example, the PBIS coach may support the team in creating questionnaires for relevant community members to complete regarding their beliefs on important outcomes for students.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Evaluating the skills, resources, administrative support, and values of staff, students, families, and community members is an important function of an effective PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Our team has been more likely to implement and sustain meaningful PBIS practices because of the methods of adaptation provided by the PBIS coach.

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Agree (3)
- ☐ Strongly Agree (4)

Additional Comments (Optional):

Thank you for your participation! Your responses will be recorded once you click on the arrow at the bottom right. We very much appreciate the time spent providing your perspective.