

Practice-Based Coaching for Tier 3 Behavior Supports

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Objectives

- Participants will:
 - Provide at least one definition of coaching
 - List coaching competencies
 - Evaluate coaching competencies
 - Explain the differences between systems level and content level coaching
 - Discuss use of tools to assist coaching skills/content (FBA/BIP)
 - Practice using the TATE to score a sample FBA/BIP
 - Contribute to discussions on ethical dilemmas faced by coaches
 - Describe at least one action step they can take to improve coaching practices in their setting

Advanced Organizer

- Overview of coaching
- Technical Adequacy Tool for Evaluation (TATE)
- Content coaching—FBA/BIPs
 - Coaching of peers
 - Coaching of teachers
- Coaching ethics

Who Is Here?

- Position/Role/Responsibilities
- Where are you in the coaching spectrum?
 - Not a clue what a coach is or what a coach does and I'm now a coach!
 - I am a coach but want more information on how and what to coach.
 - My district/school is thinking about establishing coach positions, and I'm curious
 - I am a coach and I'm fantastic. I'm just here because I couldn't find anything else to go to.
 - Other

What is coaching?

- No universal definition
- Generally is having someone with expertise and content knowledge in a role providing direct support to others to implement trained EBPs (Campell & Malkus)
- Interactive process of reflection and feedback used to support others to refine current practices, develop and implement new practices/skills, and promote self-assessment and learning (Definition from National Center for Quality Teaching and Learning-NCQTL)
- Many titles (implementation specialist, facilitator, coach)

Coaching versus Training

- **Training** is the presentation of material to develop new knowledge and /or skill
- **Coaching** is the ongoing support needed for implementation and sustained use of new knowledge and/or skills under authentic conditions.

Coaching Mantra

- We cannot control the behavior of others
- We can have an impact on behavior of others by
 - Creating trusting and healthy relationships
 - Working collaboratively toward shared goals

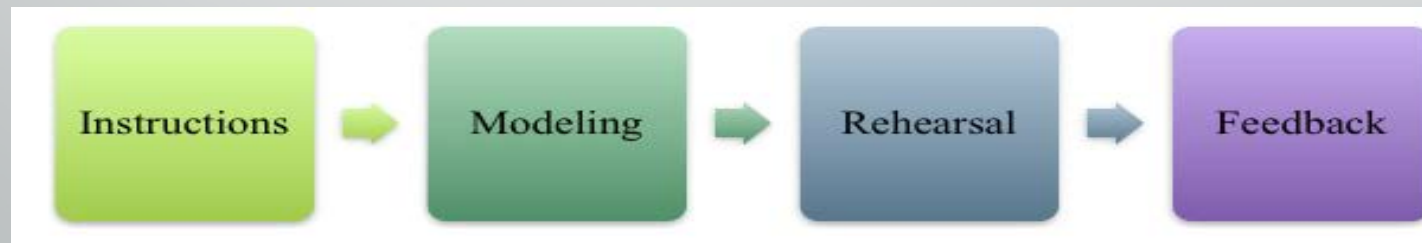
Practice-Based Coaching (PBC)



- Used to support teachers implementation of evidence-based practices-specifically pre-school, early childhood teachers
- Practice-based coaching and collaborative partnerships-Cyclical process
- Coaching Cycle Components
 - Establishing shared goals and action planning
 - Engaged in focused observation
 - Reflecting and receiving feedback about practices
- Embedded instruction
 - Implementation of skills is within authentic practices or job responsibilities

Behavior Skills Training (BST; Reid & Parsons, 1995)

- Procedure built upon ABA principles
- Method for teaching new skills
- Four components




Coaching Systems and Content

- Systems-focus on organizational support and change
 - Examples
 - Facilitating teams in developing systems that guide all district educators in implementing and sustaining Tier 3 Supports for all students needing individualized supports
- Content-Coaching educators to implement evidence-based individualized behavioral supports
 - Examples
 - Building capacity of others to implement technically adequate FBA/BIPs
 - Coaching teachers and others to select, develop, and implement behavior interventions
- Prefer to use term “active coaching”
 - Incorporates cyclical process of practice-based coaching and reflection while providing structure and sequence of BST



What are Characteristics of Effective Coaches?



Four Features of Effective Content Coaching (McCamish, Reynolds, Algozzine, & Cusumano, 2015)

- Holding knowledge and expertise in content area of focus
- Creating opportunities for practicing targeted skills and providing performance feedback
- Shaping skills from acquisition to fluency using ongoing practice and performance feedback
- Delivering and providing high-quality professional development and on-going technical assistance to build skill capacity

Characteristics of Effective Coaches (The National Center on Quality Teaching and Learning)

- **Positive working relationships**

- Approachability
- Respect
- Genuine caring
- Positive outlook
- Performance feedback
- Strength-based approach

- **Competent facilitating groups**

- Organization-scope and sequence
- Atmosphere of trust
- Constructive reflection
- Opportunity for open discussion
- Establishing processes for reaching consensus




Coaching for Content

- Purpose
 - Building capacity of educators to implement evidence-based practices
 - Example: Providing support for educators to implement high quality FBA/BIPs

Coaching Tools: Note

- Tools developed based on Prevent-Teach-Reinforce (PTR)-an FBA/BIP model subjected to two randomized controlled trials
- Manualized/standardized process, yet individualized
- Collaborative model with team guided by PTR Facilitator (Coach)
- All steps require input from team members and consensus
- BIPs are linked to hypotheses; interventions selected from menu; all strategies task analyzed
- Coaching component to train teacher to implement plan and to provide active support



Tools Used for Coaches to Improve FBA/BIP Facilitation (Training Coaches)

- [Technical Adequacy Tool for Evaluation \(TATE\)](#)
- [Innovation Configuration Map](#)
- [Coach/Coachee Pre-planning/Fidelity Form](#)
- [Product Review](#)



TATE

Discussion

- Turn to your neighbor-preferably someone you don't know
- Introduce yourself
- Discuss
 - What makes an FBA/BIP technically adequate?
 - Why is it do difficult for schools to have adequate FBA/BIPs?
- 5 minutes!



TATE-Development and Use of Tool

Purpose of TATE

- Develop a “district/educator” friendly tool that could be used by practitioners to evaluate FBA/BIPs
- Determine the technical adequacy of FBA/BIPs and establish baseline for:
 - District
 - Campus/School
 - Individual
- Second step in requesting Tier 3 technical assistance from Florida PBS/RTI:B Project (Interview of Tier 3 process first step)
- Provide information to generate data to guide district action planning

Development of Tool

- Review of literature to identify essential components for adequate FBA/BIPs
- Original measure included 24 items (FBA/BIP)
- Edited to 20 items
- Sent out to three national experts (Terry Scott, Cindy Anderson, Glen Dunlap) to review
 - Is the item essential?
 - Is the item worded clearly?
- Final tool contains 18 items (9 FBA/9 BIP)
- Rubric provides scoring guidelines
- Scores range from 0-2 for each item.

Preliminary Findings-Interrater Reliability

- n = 151
- 13 Florida School Districts
- 3 Sources
 - 35.1% FL Department of Education
 - 11.3% Volunteer
 - 53.6% FL PBS Project Evaluation Project
- n = 38 (25.2%) evaluated by two trained raters

Inter-rater Reliability ($n = 38$)

Total Scale Scores-
Intraclass Correlations (ICC)

** $p < 0.001$

	ICC	Lower	Upper
FBA	0.92**	0.85	0.96
BIP	0.93**	0.86	0.96
TOTAL	0.94**	0.88	0.97

INDIVIDUAL ITEM SCORES-WEIGHTED COHEN'S
KAPPA

FBA (Items 1-9)

	1	2	3	4	5	6	7	8	9
Kappa	0.82	0.57	0.76	0.85	0.86	0.88	0.63	0.70	0.87

BIP (Items 10-18)

	10	11	12	13	14	15	16	17	18
Kappa	0.98	0.65	0.57	0.78	0.68	0.73	0.97	0.87	-0.03*

*BIP Item 9 (Fidelity)-no variability in data (e.g., almost 100% of BIPs scored 0).

Validity

- Convergent Validity-degree to which two measures of theoretically related constructs are in fact related
- Behavior Support Plan Quality Evaluation (BSP-QE; Browning Wright, Mayer, Cook, Crews, Kraemer, & Gale, 2007) used as other measure
- Two graduate assistants, (School Psychology, Applied Behavior Analysis) were trained and reached IRR scoring BSP-QEs
- After achieving >80% IRR on BSP-QE, randomly selected 30 FBA/BIPs scored by the TATE to be evaluated with the BSP-QE

Validity Related Correlations Between TATE and BSP-QE Scales (n = 30)

	1	2	3	4
1. TATE Mean Score		0.862**	0.868**	0.427*
2. TATE FBA Mean Score			0.507**	0.231
3. TATE BIP Mean Score				0.491**
4. BS- QE Mean Score				

Note. * $p < .05$, ** $p < .01$; N = 30 TATE FBA = Technical Adequacy Tool for Evaluation-Functional Behavior Assessment Scale; TATE BIP = Technical Adequacy Tool for Evaluation-Behavior Intervention Plan Scale; BSP QE = Behavior Support Plan Quality Evaluation

Cohen's scale for effect sizes: small = 0.10-0.23; medium = 0.24-0.36; **large = >0.36

TATE Results from Florida FBA/BIPS-Overall

TATE Scale	N	Mean	Standard Deviation
FBA Scale	143	52%	.15
BIP Scale	135	41%	.15
Total FBA/BIP	135	47%	.12

TATE Results per Component: Florida FBAs

Component/Item	Mean (0-2)	Standard Deviation
1. FBA Sources	1.47	.68
2. Operational Definition	1.49	.50
3. Baseline Data	0.95	.66
4. Setting Events	0.35	.56
5. Antecedents Problem Behavior	1.19	.60
6. Antecedents-Absence of Problem Behavior	0.49	.74
7. Consequences	0.79	.79
8. Hypothesis Statement	1.08	.51
9. Valid Function	1.48	.66

TATE Results per Component: Florida BIPs

Component	Mean (0-2)	Standard Deviation
10. Timeline	1.54	.84
11. Hypothesis Match	1.33	.84
12. Prevent/Antecedent Strategy	0.72	.62
13. Teach (Replacement behavior) Strategy	0.84	.53
14. Reinforce Strategy	0.69	.56
15. Discontinue Reinforcement Problem Behavior Strategy	0.46	.66
16. Crisis Plan	0.88	.91
17. Progress Monitoring	0.85	.56
18. Fidelity	0.09	.31



Tate Components

Take out your scoring tool and rubric

Essential Components of FBA/BIPs

1. Input obtained from multiple sources
2. Problem behavior that is the focus of the FBA is identified and defined in measurable terms
3. Baseline data is provided on the identified problem behavior
4. Setting events are considered and identified if pattern of predictability is present
5. Antecedent events triggering problem behavior are identified and described adequately
6. Antecedent events present when no problem behavior occurs are identified and described adequately
7. Responses made by others following the problem behavior are identified and described adequately
8. Hypothesis statement is written and uses the information from the FBA
9. Function in hypothesis is valid (negative or positive reinforcement-i.e., escape/avoid/delay; access/obtain)

- Iovannone, R., Anderson, C., & Scott, T. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, 22, 3-6.

Essential Components of FBAs/BIPs

10. BIP is developed in timely manner after FBA
11. Hypothesis from FBA is included or referenced in BIP
12. A minimum of one antecedent strategy is described that links with the hypothesis and provides enough detail so that it would be implemented consistently each day by multiple people
13. A minimum of one teach (functionally equivalent replacement behavior/alternate skill) strategy is described that links with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people
14. A minimum of one reinforcement strategy is described that links with the hypothesis (provides the function and provides enough detail so that it could be implemented consistently each day by multiple people
15. A minimum of one strategy that changes the response after problem behavior is present, is linked with the hypothesis and provides enough detail so that it could be implemented consistently each day by multiple people.
16. A crisis plan was considered and if necessary, is described in enough detail so that it could be implemented consistently each day by multiple people.
17. An evaluation plan for determining effectiveness is described
18. A plan for measuring fidelity is described



Practice Time

Structured Group Activity

- Take out your FBA/BIP that you brought with you to the training OR
- Take the FBA/BIP sample provided
- As a team or individually, use the TATE to score the FBA/BIP

Scoring tips

- Scoring Tips
 - Use rubric examples to guide your scoring
 - Match your item with the closest example given on rubric
 - If uncertain of score, decide on one of two strategies:
 - Alternate scoring: First time, give credit for higher score, second time-give credit for lower score
 - or
 - Always give credit for the higher score

Debrief

- What did you like?
- What did you dislike?
- What was easy?
- What was difficult?
- What questions do you still have?



Looking at the FBA/BIP Example
Modified to be Technically Adequate
Scoring of Technically Adequate FBA/BIP

Questions?



Innovation Configuration Map (IC Map)

- Several purposes/uses
 - Needs assessment
 - Self-assessment
 - Reflection
 - Framework for setting goals and action plan steps
 - Pre/post

Tier 3 Behavior Coach/Facilitation Innovation Configuration Map

Component Level Criteria:

1 = Ideal Application

2 = Acceptable Application

3 = In need of additional support/practice

Lauren Messick, A.I. Middle School

Component:	Scoring		
	Level 1	Level 2	Level 3
1.1 Interpersonal Communication Skills	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include at least 80% of the following when appropriate:</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	<p>The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include most (≥50%) of the following when appropriate:</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	<p>The facilitator rarely communicates purposes of each step/process and provides explanation that are jargon free. The facilitator uses interpersonal communication skills that include few (<50%) of the following when appropriate:</p> <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ○ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing
1.2 Collaboration Facilitation Process	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes at least</p>	<p>The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that</p>	<p>The facilitator seldom develops and maintains a collaborative process with a diverse group of professionals. Meetings include</p>

Nevada PBIS Example-Linking IC Map to Total Performance System

- IC Map is used as an ongoing self-evaluation tool
- Coach identifies areas for improvement
- Coach and Coordinator identify specific behaviors to target areas for improvement
- Goal setting

On-Going Skill Self-Assessment

Tier 3 FBA/BIP Coach/Facilitation Innovation Configuration Map

Component Level Criteria:
 1 = Ideal Application
 2 = Acceptable Application
 3 = In need of additional support/practice
 4 = Inadequate Application

Component:	Scoring			
	Level 1	Level 2	Level 3	Level 4
1.1 Interpersonal Communication Skills	The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include at least 80% of the following when appropriate <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	The facilitator clearly communicates purposes of each step/process and provides explanations that are jargon free. The facilitator uses interpersonal communication skills that include most (≥50%) of the following when appropriate: <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	The facilitator rarely communicates purposes of each step/process and provides explanation that are jargon free. The facilitator uses interpersonal communication skills that include few (<50%) of the following when appropriate: <ul style="list-style-type: none"> • Active listening • Questioning <ul style="list-style-type: none"> ◦ Greater proportion of open ended or choice questions than closed questions • Paraphrasing • Empathizing • Synthesizing/integrating • Summarizing 	Fails to clearly communicate through the use of interpersonal communication skills.
1.2 Collaborative Process	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes at least 80% of the following (when appropriate). <ul style="list-style-type: none"> • Uses active listening, open 	The facilitator successfully develops and maintains a collaborative process with a diverse group of professionals that includes most (≥50%) of the following (when appropriate) <ul style="list-style-type: none"> • Uses active listening, open ended questions, and choice- 	The facilitator seldom develops and maintains a collaborative process with a diverse group of professionals. Meetings include <50% of the following (when appropriate): <ul style="list-style-type: none"> • Uses active listening, open 	Fails to develop and maintain a collaborative process

Name: Bojenkins Smith

Week of: 2/14-2/18/2014

Percent Goals Met:
6 / 8 = 75 %

Weekly Targets (List all targets discussed during meeting and add targets throughout the week as needed)	Coach Competency	Start Date	Complete Date	Notes	To the best of my control, I completed this target (Y/N)
1) Collect meeting agendas and problem statement from school teams	T 2	2/14	2/17		y
2) Write the monthly newsletter	T 4	2/16			n
3) Attend Coaches Training #2	S 1	2/15	2/15		y
4) Facilitate Lyon County PBIS DLT	D 3	2/18	2/18		y
5) Read Disproportionality Article	S 9	2/14		McIntosh, 2014	n
6) Attend weekly coaches meeting	S 1	2/17	2/17	Tele-conference	y
7) Return emails	S 2	2/15	2/15		y
8) Present Webinar to Internal Coaches	C 2	2/18	2/18		y
9) Read at least one article on communicating behavioral principles effectively (e.g. Rolider, Axelrod & Van Houten, 1998)					
10) Create a script for explaining the steps of the intervention and have at least one non-BA person review for feedback					
11)					
12)					
13)					
14)					

A weekly target is a clear and measurable definition of an activity or action that you plan to complete this week (i.e., power point for training, 50 slides completed). Please complete discussed targets by the end of the week. If additional targets arise throughout the week, add them to your list. Target sheets are due weekly. All activities should be tied to the External Coach Expectation Competencies.

Going through the IC Map-Activity

- First, self-assess your skills with the IC Map (10 minutes)
- Next get into groups (10-15 minutes)
- Discuss how the IC Map could be used for increasing skill capacity
- Identify components that you think most school psychologists or behavior analysts will have competency
- Identify components that you think might be challenges
- Be prepared to share

IC Map Activity 2

- Based on your self-assessment, develop one or two professional development action steps that you can do to further build competency.
- Use the action plan handout to write your goals
- How would you assist another peer/colleague with whom you were coaching to establish goals?
- Be prepared to share.

Coach-Coachee Pre-Planning Form

Multiple purposes

- Structured framework for modeling and role playing
- Pre-assignment for responsibilities and focused observation
- Reflection and feedback
- Quality and adherence components
- Fidelity/progress monitoring measure

Facilitator Activity	Assignment	Yes	No	N/A	Notes
Goal Setting/Daily Progress Monitoring (Step 1)					
1. Opened the meeting with a positive comment.		X			
2. Described purpose of meeting and expected outcomes by end of meeting.	Case Manager (CM)	X			
3. Confirmed that team included all relevant team members (at secondary, consider inclusion of the student)	CM/ School Psych (SP)	X			
4. If additional team members were needed, developed an action plan for who will contact the person and by what date (action plan can be verbal)	CM	X			PNA was there
5. Obtained input from each team member on behaviors to be decreased.	CM/SP	X			
6. Guided team to clearly define each behavior identified in observable and measurable terms.	CM/SP	X			Done before meeting with case manager/fine-tuned at meeting
7. Reached consensus on primary problem behavior(s) to be targeted	team	X			
8. Obtained input from team on behaviors to be increased that would replace the problem behavior(s) identified as targets.	team	X			
9. Guided team to clearly define each behavior identified in observable and measurable terms.	CM/SP	X			
10. Reached consensus on primary replacement behavior(s) to be targeted	team	X			
11. Guided the team to develop the Individualized Behavior Rating Scale Tool (IBRST) (<i>see Guiding Questions for Developing the Behavior Rating Scale</i>) or an alternate daily progress monitoring tool that specifically measures the behaviors to be targeted.	SP	X			Done with case manager
12. Provided a practice opportunity for the teacher and any other staff member (if applicable) to	SP	X			Case manager has

use the IBRST or other progress monitoring tool.					used IBRST before was familiar with it
13. Established a start date for using the IBRST or other progress monitoring tool.	CM/SP	X			
14. Scheduled a day/time to observe the student.	SP	X			
15. For each problem behavior identified, offered one or more of the following choices to complete the PTR Assessment. <ul style="list-style-type: none"> • Complete at meeting—If you have time left to do the PTR Assessment (FBA), decide if (a) time will be given during the meeting for each team member to individually complete a PTR assessment on each of the problem behavior(s) targeted. • If the team consists of one teacher, conduct as an interview • Homework—If time is running out, decide if each team member who knows the child and the performance of the behavior well to complete a PTR Assessment or other FBA form prior to next meeting. Or, if the team does not choose to do the PTR Assessment as homework, decide how they will do it at the next meeting (see bullet above—complete at meeting). 	SP	X		All tasks to be completed by SP and CM together as combination of interview and homework	
16. Asked the team for feasible deadlines if PTR assessment is being done as homework.	CM/SP	X			
17. Scheduled day/time for next meeting/session and confirmed with team that master facilitator would be sending out confirmation email.	CM	X			
18. Summarized the outcomes of the meeting and activities to complete.	SP	X			
19. Ensured that no team member was assigned too many activities.	SP		X		Most of the work fell to two members
20. Offered to assist teacher/team to do specific activities.	SP	X			
21. Thanked team for their time and input.	CM	X			
Total Fidelity Score (# of Yesses/# of Yesses + No's)					20/21 = 95%

BEHAVIOR INTERVENTION PLAN		Development of the function-based behavior intervention plan		
<input type="checkbox"/> Yes a plan was developed	<input type="checkbox"/> No plan was developed	8. Prevention intervention addresses the "when" (i.e., antecedents/predictors/triggers identified from the FBA) section of the hypothesis by modifying them so that they no longer trigger problem behavior.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Had a choice-making intervention.
		9. The Prevention intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Did not have an intervention to address setting events d(hunger, fatigue)
		10. There is a replacement behavior intervention that clearly addresses instruction of a new skill to replace the problem behavior.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	There was some detail on the choice-making intervention but needs more.
		11. The new skill being taught is (a) a functionally equivalent communicative replacement behavior, or (b) a physically incompatible behavior.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	The reset/break was not described as a "new skill to be taught for replacing refusal behavior" Reset could be a possible replacement behavior but not described enough in the plan to make it proactive rather than reactive.
		12. The replacement behavior intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	See #10.
		13. There is a reinforcement intervention that provides the same outcome (function) as the problem behavior (function identified in the hypothesis).	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Reset had steps-but most were performed after problem behavior occurred or continues; this is not a teaching replacement behavior plan. It would be a reinforcement (consequence) strategy.

Coach Name: _____ Review by: _____ Date: _____

		14. The reinforcement intervention has steps that are described in enough detail so that the intervention would be implemented consistently by anyone reading the plan.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	
Behavior Intervention Plan Score (# of Yes boxes checked)			1/9 =	
			11%	

Coach-Coachee Product Review

- Provides framework for reviewing FBA/BIP completed products
- Reflection/feedback
- Fidelity/progress monitoring

Coach Name:

Review by:

Date:

Case:

Coach Fidelity Review


Area	Criteria	Fidelity	Comments
INDIVIDUALIZED BEHAVIOR RATING SCALE <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. One problem behavior identified & clearly defined	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Had row for noncompliance but definition and description missing in key
	2. One appropriate behavior identified & clearly defined	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Had compliance identified, definition needs some clarification
	3. Behaviors selected are socially valid.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	4. Ratings/Anchors are appropriate and make sense	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	5. Baseline ratings indicate that anchor estimates were functional and accurate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
ASSESSMENT ORGANIZATION TABLE <input type="checkbox"/> Yes <input type="checkbox"/> No	6. Hypothesis developed uses information from FBA	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	Antecedents listed on table and included in hypothesis did not match
	7. Hypothesis generated appears valid and is based on "best guess"	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
PTR INTERVENTION PLAN <input type="checkbox"/> Yes <input type="checkbox"/> No	8. Prevention Intervention addresses the "when" (i.e., Prevent from PTR assessment) section of the hypothesis by modifying the event.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Curricular modification (called event modification on plan)

Coach Fidelity Review

Area	Criteria	Fidelity	Comments
INDIVIDUALIZED BEHAVIOR RATING SCALE <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. One problem behavior identified & clearly defined	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Could make the attention-seeking behavior clearer (more observable)
	2. One appropriate behavior identified & clearly defined	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Consider academic engaged behaviors to be included if this same condition is presented in the future.
	3. Behaviors selected are socially valid.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	4. Ratings/Anchors are appropriate and make sense	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	In reviewing later, the key is not matching the IBRST, but teacher uses the IBRST for frequency estimation.
	5. Baseline ratings indicate that anchor estimates were functional and accurate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
ASSESSMENT ORGANIZATION TABLE <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6. Hypothesis developed uses information from FBA	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
	7. Hypothesis generated appears valid and is based on "best guess"	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	IBRST includes 2 problem behaviors and FBA IBIP address 1 problem behavior
PTR INTERVENTION PLAN <input type="checkbox"/> Yes <input type="checkbox"/> No	8. Prevention Intervention addresses the "when" (i.e., Prevent from PTR assessment) section of the hypothesis by modifying the event.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	During transition

Coach-Coachee Planning Form Activity

- Find a partner
- Decide who will be the coach and who will be the coachee
- Decide whether Step 1 or Step 2 will be practices
- Coach-Provide one modeling session of the steps
- Coachee-Provide one role-play performing the steps after the model



Coaching Teachers to Implement Behavior Strategies

Before Coaching Teachers....

- ESTABLISH A RELATIONSHIP!

Strategy	Description	Examples
Share ways to stay in touch	Talk with the teacher about multiple ways to get in touch with you such as email, phone calls, or text messages.	"Please feel free to get in touch with me any time you have a <u>question</u> or I could be helpful. Probably the best way to reach me is by email, I am almost always on-line. You also should feel free to send me a text message."
Respond quickly to any contact from a team member	Respond within 24 hours whenever possible.	"Thanks for your email message."
Ask for frequent input	Solicit input from the teacher and, as appropriate, other team members often.	"We decided to focus on teaching Cho ways to express what he wants and needs. Before we jump too much into things, I wonder if you have some ideas about what you'd like to teach him to ask for?"
Ask the teacher to orient you to the classroom	Ask the teacher to tell you about things such as how the space is used, what daily routines exist, and what classroom rules and expectations are.	"I love all the bright colors in your room. It looks like this is where you want students to line up to leave the room, is that right?"


Help out	Assist the teacher in activities that may not be directly related to SAAGE, such as handing out papers, or collecting trash after snack. (If you use this strategy, be sure to ASK first.)	"I am a bit early for our meeting, can I help you out at all, maybe by handing out materials or in some other way?"
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Provide positive feedback	Feedback should be positive, and when possible, specific, identifying specific features of the classroom or teacher behavior that you noticed	"While I was watching Sam at recess, I noticed what a great job you did defusing that argument between two other students—I was really impressed with how you got them to listen to one
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Identify successes and use them as a starting point

Begin all meetings and interactions with something positive, remember that everyone likes it when someone notices something good they have done. You can then use this as a starting point to work from.

“You just told me how difficult that math lesson was, and I saw how hard you were working to keep Jasper focused. One thing I noticed and wanted to see if you did is what a fantastic job you did ignoring his negative comments. I think he was really trying to get you to pay attention to his behavior there and most people would have had a hard time not commenting on them. You were awesome at acting as if you didn’t hear them.”



Coaching Sequence for Implementing Interventions

Coaching Interventions

Strategy	Description	Examples	Fading
Modeling	Demonstrate how	The coach demonstrates	Consider fading to
Strategy	Description	Examples	Fading
Prompting	Use verbal or model	The intervention specifies	Consider fading to
Strategy	Description	Examples	Fading
Observe and note	Simply observe the activity without interacting with the student or teacher. Feedback is provided at the end of the activity	Several peers have been taught to facilitate interactions with Ella during recess. The coach stands off to the side of the swings, where they are playing, and watches the interaction.	Consider fading to “Scheduled virtual support” approach
		The coach gently reminds the teacher to show the schedule, which she does immediately.	



Performance Feedback

Tips for Giving Feedback

+

Strategy	Description	Examples
Begin with one or more positive statements	It is fine to use general statements such as, "You did a great job today" but be sure to provide some specific examples.	"You did a great job gesturing to Rick and Lila (peers) that they should just ignore Monty's rocking. That prompt was subtle enough that I don't think Monty or anyone else even noticed but it really helped reassure Rick and

		right thing.
Ask for positive reflection	Either before or after you identify something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the <i>student</i> is doing, try to prompt the teacher to identify something about their own implementation that was	<p>"In your view, what do you think is going well? Either overall or just in the time I watched today?"</p> <p>"I agree that Monty did well responding to his friends today. I'm wondering how you felt about the way you supported Monty and his friends... what</p>

Ask for reflection on areas for improvement	Often asking the teacher to identify what went less than perfectly is a great entry into corrective feedback, people often know exactly what was wrong.	"You said you did 'okay' using the token board, I think you did a fantastic job. Were there any aspects of your interactions with Luca during table work today that you didn't think went so well or that you would want to do differently?"
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feedback is specific	occurred incorrectly and, when appropriate, why	that praise should occur when James gives a correct answer, how do you think that went today?" "Right, I noticed a couple of times when that happened and several more when it didn't. There is a lot going on so it is hard to stay on top of the feedback for correct responses <u>too</u> but James seems to really respond well to your praise so
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		I'm thinking that is something we should work on, what do you think?
Help the teacher identify strategies to improve	When appropriate, use collaborative problem-solving to improve performance. See the table below for strategies you could use to improve performance of one or more skills	"Maybe we can come up with a way to make it easier to remember to praise correct responses. For example, when I am here and if you want me to, I could use some gesture, like this (makes a thumbs up) to remind you to praise James. What do you think of that?"
Build fluency slowly	Don't overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.	"You just identified five things that you could work on. There are probably always things we can improve but let's pick just one or two things to focus on."
End with positive feedback	Feedback should conclude with another positive observation	We spent a lot of time talking about how to ensure that the next teaching session goes better and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you kept your cool today, even when Brad was really angry. I know that can be really hard to do.

BIP Fidelity Check

Teacher:

Student: Jeff

Date:

Self-Assessment

Observation

Interventions	Implemented	Impact (1=no impact; 5=great impact)
PREVENTION		
<p><u>Providing Choices</u></p> <ul style="list-style-type: none"> Offered Jeff a valid choice upon presentation of his writing assignment. Honored Jeff's choice within 2 minutes. 	Y / N / NA Y / N / NA	1 2 3 4 5
<p><u>Environmental Support</u></p> <ul style="list-style-type: none"> Set the timer for the negotiated amount of time Provided positive/motivational comment 	Y / N / NA Y / N / NA	1 2 3 4 5
TEACH		
<p><u>Replacement Behavior—Academic Engagement</u></p> <ul style="list-style-type: none"> Reviewed Jeff's writing completion chart, goals, on-task behaviors, earning dots, and use of dots for escape prior to Jeff starting his writing assignment. Upon completion of the writing assignment or at the end of the writing period, reviewed Jeff's progress and checks on his chart and provided feedback. 	Y / N / NA Y / N / NA	1 2 3 4 5
REINFORCE		
<p><u>Reinforce Replacement Behavior (Academic Engagement)</u></p> <ul style="list-style-type: none"> Delivered dots to Jeff for checks on his chart (work completed, meeting daily goal, staying engaged). Released Jeff to reinforcement (reading to Kindergarten class) when weekly goal met. Allowed Jeff to escape tasks upon use of dots. 	Y / N / NA Y / N / NA Y / N / NA	1 2 3 4 5
<p><u>Modified Group Contingency</u></p> <ul style="list-style-type: none"> Provided mystery letter for class reinforcer when Jeff met his daily goal Prompted class to provide Jeff with positive attention when goal met. 	Y / N / NA Y / N / NA	1 2 3 4 5
Behavior Plan Assessment Implementation Score: Y/Y + N total x 100		

SAAGE Implementation Reflection Form

Educator's Name: Ms. Linda Student: Ibrahim

Dates implemented: 11/27/17 to 12/1/17 Module(s): Schedules

Over the past week, the parts of the module that you think were implemented well are:

We were much better about remembering to prompt Ibrahim to use his schedule during transitions this week.

Over the past week, the most difficult parts of the module for you to implement were:

We thought it was hard to collect data while we were implementing the intervention. There were a couple of transitions where we ran the intervention but didn't collect any data.

Overall, in the past week, to what extent do you feel the module was implemented as planned? (circle one)

0
Not at all

1
Minimally

2
Mostly

3
Fully

Overall, in the past week, to what extent did the module have a positive effect on student behavior, according to the goals set by the team? (circle one)

0
No Effect

1
Minimal Effect

2
Some Effect

3
Significant Effect

PTR-SEC Implementation Fidelity

Teacher Code: ___ **Student Code:** ___ **Observation Date:** ___ **Observer:** _____

Adherence Scoring:

NA = Not applicable NO = Not observed 0 = Not completed/error 1 = Minimally completed 2 = Mostly completed 3 = Full adherence

Student Responsiveness:

0 = Negative response; 1 = No or neutral response; 2 = Some response-positive; 3 = Mostly positive response

Interventions	Adherence Score	Student Responsiveness
PREVENT		
<u>Name of intervention strategy</u>		
1. Educator implemented the intervention during the time/routine specified in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
2. Educator implemented antecedent strategies as outlined in the BIP	0 1 2 3 NA NO	0 1 2 3 4
TEACH		
<u>Name of intervention strategy</u>		
1. Educator implemented the intervention during the time/routine specified in the BIP	0 1 2 3 NA NO	0 1 2 3 4
2. The stimulus prompt was present in the environment/provided to the student when necessary.	0 1 2 3 NA NO	0 1 2 3 4
3. Educator provided the necessary prompt level, as outlined in the BIP	0 1 2 3 NA NO	0 1 2 3 4
4. Educator provided the student with specific opportunities to use replacement skill/behavior	0 1 2 3 NA NO	0 1 2 3 4
REINFORCE		
<u>Name of intervention strategy</u>		
1. Educator delivered the reinforcement during the time/routine specified in the BIP	0 1 2 3 NA NO	0 1 2 3 4
2. Educator provided the reinforcement as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
3. Educator responded to the problem behavior as outlined in the BIP.	0 1 2 3 NA NO	0 1 2 3 4
Adherence and Responsiveness Fidelity Scores: Total Points Earned/Total Points Possible = %		

Quality Scoring:

0 = Seldom (<25% of session) 1 = Sometimes (25-50%) 2 = Often (51%-75%) 3 = Always >76%

Provide ratings across the following quality domains (how the educator delivers the interventions) based on the observation session as a whole.

Quality Component	Quality Score
1. <u>Rapport & Engagement</u> Educator was responsive to the student (active listening, maintain eye contact); interacted in a positive manner (smiled; positive affect; high ratio of positive to negative statements; higher ratio of comments to demands, unless contra-indicated by BIP)	0 1 2 3
2. <u>Communication</u> Educator used even tone and volume, positive language (even when redirecting), clear & specific language and effective non-verbal behavior when interacting with student and implementing intervention procedures.	0 1 2 3
3. <u>Global Delivery</u> Educator overall delivery of the intervention components was implemented as outlined, did not make errors of commission, level of engagement with the intervention, and level of student engagement in response.	0 1 2 3
Quality Fidelity Score: Total Points Earned/Total Points Possible = %	

Observer ID _____

Teacher ID _____

Teacher Implementation Guide

Module: Visual Schedules Date: _____ Self-Assessment Observation

Times/Activities in which visual schedules will be used: _____ whole day _____

Type of visual schedule to be used: _____ clip _____

Progress monitoring/data collection plan: _____ Individualized Behavior Rating Scale _____

The cue for the student to check the schedule is: _____ "Everyone check your schedule" _____

The prompting strategy to be used if the student does not check the schedule is: _____ physical to gesture _____

The reinforcer to be used for successful transitions is: _____ social praise _____

Changes in the schedule will be indicated by: _____

START DATE FOR IMPLEMENTATION IS: _____ 2/28/17 _____

Strategy Steps	Was the step implemented?	Did it have the desired impact on target skill/behavior? (1 = no impact; 2 = some impact; 3 = great impact)
Cues for the student to check the schedule (list and describe in procedural detail) Beginning of day: 1. Visual feed of pictures 2. Ask what comes first, next 3. Most to least prompt Review Schedule before starting day: 1. Let's review your schedule At the end of task: 2. Prompt him to move item off of schedule	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	 1 2 3 1 2 3 1 2 3
Prompting strategies for the student (list and describe in procedural data) 1. Physical fading to gesture 2. Classroom cue: "Everyone check schedule"	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	 1 2 3 1 2 3
Reinforcers to motivate student to participate (list and describe procedural detail) 1. Social praise for independent 2. Repeating of schedule when he vocally states order	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	 1 2 3 1 2 3
Implementation Score (Y/(Y + N))		Mean Impact Score

Coaching Teacher Example-Feedback on Setting up Schedule Intervention

- Videos
 - What would be the first thing you would say to the teacher?
 - What recommendations would you make?
 - How would you make the recommendations?
- Listen to Rocky's performance feedback. What strategies did he use?

Teacher: 3201 Student: 3001 Coach: 3301 Type of Measure (circle): IOA Direct Observation

Coach-Rated Teacher Fidelity Form

Adherence Scores: N/A = No Score 3/3/17
 0 = Not Completed/Error 1 = Minimally Completed 2 = Mostly Completed 3 = Full Adherence

General/Organizational Components	Flex Adherence Score	General Score
1. Evidence exists that indicates teacher collected data and monitored student progress according to the schedule determined during the team meeting.	1	
2. Teacher gathered the materials necessary for implementation of the intervention.	3	
3. Teacher collected intervention data during the session.	3	
Teaching/Prompting Strategies		
4. The SD was present in the environment/provided to the student when necessary, as outlined in the module.	3	
5. The teacher provided the necessary prompts, as outlined on the TIG (including mini-module if applicable).		
a. <u>physical to gesture</u>	3	
b. <u>giving me schedule</u>	0	
c. <u>pick through bag</u>	0	
d.		
6. The teacher provided the student with frequent opportunities to respond.	3	
Consequence Strategies		
7. The teacher provided the correct form of reinforcement, as outlined on the TIG (including mini module if applicable).		
a. <u>social</u>	3	
b.		
c.		
d.		
8. The teacher responded appropriately to inappropriate/challenging student behavior as outlined on the TIG (including mini module if applicable).		
a.		
b.	NA	
c.		
d.		
9. The teacher provided general praise and encouragement for the student.	3	
Total Points Earned		20
Total Points Possible		30
		%

Teacher: 3201 Student: 3001 Coach: 3301 Type of Measure (circle): IOA Direct Observation

Coach-Rated Teacher Fidelity Form

Quality Scores: 3/3/17
 0 = Seldom (<25% of session) 1 = Sometimes (25-50%) 2 = Often (50-75%) 3 = Always (75-100%)

As an observer, the teacher...	Quality Score	
1. Used an appropriate tone of voice.	3	
2. Used appropriate nonverbals/facial expressions and demeanor.	3	
3. Was attentive and responsive to the student.	3	
4. Conducted the intervention in a warm, friendly, and engaging manner.	3	
Total Points Possible		12
Total Points Earned		12
%		

Comments/Notes:

Coaching Activity—20 minutes

- Activity 1

- Get into groups
- Decide upon your role (teacher, consultant/coach)
- Using the Active Coaching Sequence, train the teacher to implement the Providing Choices intervention (See Providing Choices Intervention Plan and Coaching/Fidelity Checklist).

- Activity 2

- Switch roles
- The coach has observed the teacher implementing the Providing Choices intervention with the student
- The teacher's fidelity score for implementing the intervention was 50% (see implementation fidelity form)
- The teacher's reflection form indicates that he/she finds it challenging to remember to present the choice immediately after presenting the writing assignment (the antecedent for the challenging behavior). This results in the student starting to engage in problem behavior that leads the teacher to conclude that the intervention is ineffective. (see Teacher Reflection Form)
- Using the Providing Feedback sequence, work with the teacher to give performance feedback, problem-solve and make a decision



Coach Code of Ethics

Nevada PBIS Project Draft

● Adapted from BACB Ethical code

1.0 Conduct

Coaches uphold high standards of professional behavior at all times.

1.01 Reliance on Scientific Knowledge.

Coaches rely on scientific research when making professional judgments and when performing professional duties.

1.02 Competence.

a) Coaches provide services within the boundaries of their competence, based on their education, training, and professional experience.

b) Coaches undertake ongoing efforts to develop and maintain competence within the areas of behavior analysis and PBIS.

1.03 Professional Development.

Coaches regularly read current research and publications on PBIS and applied behavior analysis, and attend conferences and workshops if applicable, to maintain competency in their field.

1.04 Integrity.

a) Coaches are truthful and honest. They follow through with professional obligations and commitments that produce high quality work. Coaches will only make commitments that s/he may reasonably keep.

b) Coaches act and work in a lawful and moral way.

c) Coaches are aware of and respect cultural, individual and community diversity within schools.

2.0 Responsibility to the Client.

The coach maintains the best interest of clients.

2.01 Definition of Client.

The term "client" refers to whomever the coach is providing services, whether an individual student or staff member at a school, or entity such as a school or district.

2.04 Consultations.

a) Coaches arrange for referrals based on the best interest of their client. This includes appropriate consent as well as other applicable considerations such as applicable law and professional responsibilities.

b) When necessary, the coach will cooperate and collaborate with other professionals to provide the most appropriate and effective service to their clients.

2.05 Maintaining Confidentiality.

a) Coaches have the primary obligation to take precautions to protect the confidentiality of their clients. Legal guidelines for which each coach is affiliated should be followed.

b) Clients have the right to confidentiality. Coaches discuss the boundaries of confidentiality at the outset of all client relationships as appropriate.

c) To lessen infringement on privacy, only information relevant to the purpose will be included in written and oral notes, consultations, etc.

d) Coaches discuss confidential information obtained in team meetings or consulting relationships only for appropriate professional purposes and only with people who are intended to receive such information.

2.06 Maintaining Consultation Records.

Coaches maintain confidentiality when creating, storing, accessing, transferring, and disposing of any records they are responsible for. Coaches maintain and dispose of records based on school policy and legal regulations, if applicable.

2.07 Program Efficacy.

NASP Principles for Professional Ethics

Principle 1.2. Privacy and Confidentiality

School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors.

Standard 1.2.4

School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents.

APA Ethical Standards - Section 4: Privacy and Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

APA Ethical Standards - Section 4: Privacy and Confidentiality

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

Ethical Dilemma Activity

- A coach just finished facilitating a team to develop a hypothesis based on an FBA for a student who has an IEP for ED (emotional disturbance). The coach used the restroom prior to leaving the building. While using the restroom, the coach left out the hard copy of documents and notes and his laptop with the student's working forms, on the conference room table. When the coach returned, he saw another teacher, not part of the student's team, looking at the laptop and documents.
- Response: The coach discusses the student's struggles with the teacher and asks the teacher not to say anything to other staff.
- Form a group. Each person determine whether he/she (a) strongly agrees, (b) agrees, (c) disagrees, or (d) strongly disagrees with the response? Defend your answer.

A decorative graphic in the bottom-left corner consisting of two parallel lines, one green and one grey, forming an L-shape.

QUESTIONS?



THANK YOU!

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