Learning in the Workplace: Using Performance Diagnostics to Improve Staff Performance

Presented by:
Elizabeth L. Sellinger PhD, BCBA-D
Katie Cyr, BCBA, Tam Shook, BCBA, Victoria Gomez
March 1, 2018
Who we are and why this matters to us!

- **IPPI Learning Academy**
  - Private approved special education school in CT
  - 67 students in grades K-12
  - Variety of eligibility categories, primarily autism
  - Referred students tend to engage in high levels of problem behavior (e.g., aggression, disruptive behaviors)
  - 10 Classrooms with certified special education teachers
  - Full clinical team (4 BCBAs, 5 senior ABA therapists)
  - 40+ ABA Therapists
Objectives

• Define OBM/Performance Management and Performance Diagnostics and describe the levels of analysis applied to organizations

• Identify strategies for implementing more positive consequences and improving the quality of behavioral feedforward and feedback

• Be familiar with a case example utilizing performance management procedures within an educational setting
Agenda:

• Part I: Introduction to Performance Management

• Part II: Humanistic Behaviorism

• Part III: Case Example at IPPI Learning Academy
Part 1: Introduction
Organizational Behavior Management (OBM)

• In short, OBM is the use of applied behavior analysis to improve performance within the work setting.

• OBM has been used in a variety of work settings (e.g., medical field, government agencies, sales, education, human services)
## Applying OBM: 3 Areas

### Performance Management
- Use ABA principles to manage employees
- Use these results to make changes that will increase desired staff behavior

### Behavior Systems Analysis
- Analysis of the organization and its components

### Behavior-based Safety
- Focus on reduction of injuries and promoting safe behavior in the workplace

[www.obmnetwork.com]
Performance Diagnostics

Just like we do when working with individuals, our first step is to conduct a behavior assessment to find out the reasons why an individual is behaving in some way.

Problem solving process:
- Identify the problem (pinpoint key behaviors)
- Analyze the problem (using diagnostics)
- Recommend ways to “fix” the problem

Simply put, DO IT (Geller, 2016).

As with anything we do in ABA, DATA is the key!
Performance Diagnostics

• Levels of Analysis:

  - **Individual Performer Level**: Analysis of individual or groups of individuals’ behavior
    - Example: ABC Analysis

  - **Process Level**: Analysis of behaviors required to complete a task or tasks (outcome)
    - Example: Process mapping

  - **Organizational Level**: Integrating Individual and Process Levels, most comprehensive type of analysis
Performance Diagnostics

- **Individual performer level:**
  - **Descriptive assessments** (analyzing when and why a behavior occurs)
    - ABC Analysis of Staff Behavior
  - **Informant Assessments** (set of questions used to diagnose a problem, easier and less formal than descriptive assessments, should NOT be done in place of direct observation, but as a supplement)
  - **Performance Diagnostic Checklist-Human Services**
    - Looks at training provided, task clarification and prompting, resources/materials/processes, performance consequences (including effort needed and competition)
    - Based on the results of the interview, offers sample interventions
    - PDC-HS
Performance Diagnostics

- **Process Level:**
  - Process Mapping
    - A tool used to assist in visualizing a process or procedure
    - Makes a process easier to analyze and problem-solve
Process Mapping: Example
Performance Diagnostics

- **Organizational Level:**

Examples

<table>
<thead>
<tr>
<th>Vantage Analysis</th>
<th>Behavior Systems Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Looks at organization-wide performance through 6 vantage points: philosophical, social, organizational, departmental, and individual outcomes and individual activities (Smith &amp; Chase, 1990).</td>
<td>• Based on the premise that organizations are a complex system</td>
</tr>
<tr>
<td>• Identifies process and systems changes to increase performance</td>
<td>• An individual’s performance is a product of the system (Cambridge Center for Behavioral Studies, 2010).</td>
</tr>
</tbody>
</table>
Focus of our workshop...

- **Individual performer level:** For the rest of this presentation, we will focus on changing the behavior of a group of employees.

- Hundreds of articles, books, chapters published in the area of OBM in human services (Reid, D. H. & Parsons, M. B., 2000)
  - Research focuses primarily on 2 areas:
    - **Staff training**
      - To teach verbal skills: Verbal/written instruction
      - To teach performance skills: combine with modeling, practice and feedback
    - **Staff management**
      - **Antecedent strategies:**
        - On the job instructions
        - Increase job structure (e.g., performance checklists)
      - **Consequent strategies**
        - Feedback (verbal, written)
        - Reinforcement (money, food, other tangible items)
        - Self-management procedures
    - **Combination of antecedent and consequent strategies**

- **Scott Geller’s Actively Caring For People In Schools (2017)**
Part 2: Humanistic Behaviorism
Scott Geller’s TED Talk

- https://www.youtube.com/watch?v=7sxpKhlbr0E
- The Psychology of Self Motivation
Humanistic Behaviorism: Actively Caring For People

• According to Scott Gellar (2017):
  • ...enhances long-term positive and sustainable relations between teachers, students, (and) school administrators... (p.xxi)
  • Why is this important to us at the IPPI Learning Academy?

• Lessons:
  • Employ more positive consequences
  • Benefit from observational learning
  • Improve with behavioral feedforward and feedback
  • Use more supportive than corrective feedback
  • Embrace and practice empathy
  • Distinguish between managing behavior and leading people
  • Progress from self-actualization to self-transcendence
Lesson 1: Employ More Positive Consequences
Lesson 1: Employ more positive consequences

• Why do we behave?
  • I am more likely to do something if you reward me than if you punish the absence of it
    • Improves both behavior and attitude at the same time
  • LOTS of individual differences when it comes to motivation and attitude
Discussion:

• We all know what happens to our attitude when undesirable behavior is followed by a negative consequence. With that in mind:

  • Why are negative consequences used more often than positive consequences to improve behavior in schools, in sports, at home, in organizations, and throughout communities?

  • Which behavior change technique will have the longest-term benefit? Why?
Lesson 1: Employ more positive consequences

- Achievement-related person states:

<table>
<thead>
<tr>
<th>Do you avoid failure?</th>
<th>Do you seek success?</th>
<th>Person Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Failure Accepter</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>Success Seeker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Most desirable: adapt to setbacks, self-confident, don’t evade demanding tasks to avoid failure)</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td>Failure Avoider</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overstriver</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Do not anticipate success and dread failure. Will protect self from appearing incompetent)</td>
</tr>
</tbody>
</table>
Discussion:

- What conversations do you have with others and within yourself that influence success-seeking more than failure-avoiding mindsets, and vice versa?
Lesson 1: Employ more positive consequences

• So what?
  • We live in a society that focuses on negative consequences to control behavior, unfortunately.
  
• By employing positive consequences, you can improve behavior AND motivation at the same time!
Lesson 2: Benefit From Observational Learning
Lesson 2: Benefit from observational learning

• If you want to get better at something, watch someone who does it better!

• Our actions influence others!
  • Think about this with regard to staff behavior in the workplace. Whether we know it or not, the students watch what we do.

• Not only are our actions WATCHED, but our opinions and views change depending on what we observe. We may behave differently in response to behaviors we observe.
Lesson 2: Benefit from observational learning

How can the behavior of one staff member impact an entire group?

• Example 1: Shelby is unhappy at work. She does not feel supported and feels like the rules at work are silly (she only used her cell phone twice and spilled coffee on student materials once!). Shelby goes around telling her peers how unhappy she is and how the leadership team is ridiculous. She walks around with an angry face, comes in late and leaves as quickly as possible at the end of the day.

• Example 2: Christine received some very difficult feedback at work. She did not pass the procedural integrity check and needed extra supports. Christine wants to do better. Christine asks her supervisors what she can do outside of work to help her. She asks her colleagues lots of questions in an effort to improve. She volunteers for extra tasks, stays late without being asked, and always has a smile.
Lesson 3: Improve With Behavioral Feedforward and Feedback
Lesson 3: Improve with behavioral feedforward and feedback

• Let’s talk about the following phrase:
  • *Practice makes perfect.*

*True? Not true?*

*Without repeated feedback, behavior will likely not improve.*

*As Geller states:*

*Practice makes permanence.*
Lesson 3: Improve with behavioral feedforward and feedback

• Feedforward vs feedback

• Feedforward:
  • When you are giving a directive or telling someone how to do something, or reminding someone to do something in a certain way

• Feedback:
  • Behavioral support or correction following observation/analysis
Lesson 3: Improve with behavioral feedforward and feedback

| **C**are | ▪ Show that you care  
▪ Set caring examples | If you know that I care, you will care what I know |
| **O**bserve | ▪ Define target behaviors  
▪ Record behavioral occurrences | I am willing to observe you and notice the effective/ineffective behaviors |
| **A**nalYZe | • Identify existing contingencies  
▪ Identify potential contingencies | I will note the environmental factors that influence behaviors |
| **C**ommunicate | • Listen actively  
▪ Speak persuasively | I will emphasize successive approximations of desired behavior and highlight the positive to facilitate behavior and attitude improvement |
| **H**elp | • Recognize continuous improvement  
▪ Teach and encourage the process | Humor, Esteem, Listen, Praise  
If communication goes well, this is accomplished.  
*Use the above to increase the likelihood your input will be accepted. |
Lesson 3: Improve with behavioral feedforward and feedback: **SOAR**

- **Specific**
  - When delivering positive statements, watch for the use of BUT
  - People may only remember after the BUT or none of it
  - Make it short and sweet
    - DO NOT combine supportive and corrective feedback in one exchange

- **On-time**
  - Time your feedforward/back before the next opportunity to perform the behavior arises.

- **Appropriate**
  - Make sure the feedforward/back fits the situation (ensure the learner can understand)

- **Real**
  - Feedforward/back will be ineffective if delivered in a way indicating you are better or above the person
Discussion Questions

Take about 10 or so minutes to discuss the following questions, then we will discuss in a group:

1. Discuss a situation when you received behavior based feedforward or feedback. Talk about how these exchanges were appropriate or inappropriate using the SOAR guidelines?

2. Discuss a situation in which you gave behavior based feedforward or feedback. Were these appropriate or inappropriate using the SOAR guidelines?

3. List some situations in your job that necessitates giving behavior based feedforward or feedback (e.g., to clients, students, parents/families)
Lesson 4: More SUPPORTIVE Less CORRECTIVE
Lesson 4: More SUPPORTIVE, Less CORRECTIVE

• Supportive feedback is the most powerful positive consequence to sustain a successful learning environment.
  • Increase opportunities for supportive feedback with the use of behavioral feedforward
  • SOAR (from previous slide)
  • Take it to a higher level (make a link between the behavior and the positive characteristic it reflects)
  • Deliver it privately (from one caring individual to another, not everyone likes public recognition)
  • Work on mastering supportive feedback before attempting corrective (easier, and won’t do any harm is done incorrectly)
Practice: Pick a partner

Scenario
You are a consultant in a public school. You have been working with the teacher’s aide to deliver praise that is specific to the target behavior (i.e., sitting with feet on the floor). You just observed her giving specific praise multiple times to the child she is working with within a short period of time. You would like to give her feedback on this.

*Take turns being the deliverer and receiver of the feedback.*
Practice:

• Did the feedback seem genuine?
• Did it address a specific behavior?
• Did the receiver feel rewarded?
Practice Corrective Feedback

Scenario

Last week, you met with an occupational therapist and discussed the importance of only using “sensory activities” (e.g., jumping on the trampoline) as an antecedent strategy OR as a reinforcer. You discussed the issues surrounding reinforcing inappropriate behaviors by offering activities in response to a problem behavior. You role played and practiced a number of scenarios. Just now, you observed the occupational therapist direct the student to the trampoline after he hit her and bolted away from the instructional area in the classroom.

In your pairs, how would you demonstrate giving corrective feedback?
Practice:

• Did the feedback seem genuine?
• Did it address a specific behavior?
• Did the receiver feel punished?
Lesson 5: Embrace and Practice Empathy
Lesson 5: Embrace and practice empathy

Repeat
• “So, you get nervous when Katie starts to hit and kick and you feel unsure of what to do”

Rephrase
• “I hear you saying that when Katie becomes aggressive, it isn’t really clear what you should do in response to those behaviors.”

Ratify
• “I hear you, sometimes it is scary when aggressive behavior occurs when you are not expecting it.”

Reflect
• You know you are an empathetic listener if the person asks for advice
• Staff member: “What do you think I should do?”
Practice Empathy

• Partners:
  • Speaker: You will have 3 minutes to tell your partner a personal story (real or made up) where you could benefit from some advice.
  • Listener: Practice the R-word guidelines (repeat, rephrase, ratify, reflect). You will have 2 minutes to offer advice or views while the speaker is the empathetic listener.

• Spend the next 2-3 minutes giving each other supportive and/or corrective feedback regarding listening skills.
Lesson 6: Distinguish Between Managing Behavior and Leading People
Lesson 6: Distinguish between managing behavior and leading people

- FLUENCY DRILL:
  - 1 minute timing
  - List as many words as you can to describe a MANAGER
  - List as many words as you can to describe a LEADER

<table>
<thead>
<tr>
<th>Manager:</th>
<th>Leader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boss</td>
<td>Trailblazer</td>
</tr>
<tr>
<td>Hold accountable</td>
<td>Influencer</td>
</tr>
<tr>
<td>Keep in line</td>
<td>Motivator</td>
</tr>
<tr>
<td>Organizer</td>
<td>Goes above and beyond</td>
</tr>
</tbody>
</table>
Lesson 6: Distinguish between managing behavior and leading people

<table>
<thead>
<tr>
<th>Managers</th>
<th>Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers control behavior with an external accountability system</td>
<td>Leaders cultivate self-motivation by empowering staff</td>
</tr>
<tr>
<td></td>
<td>* Empowered staff will answer YES to the following:</td>
</tr>
</tbody>
</table>

![Boss vs Leader Diagram](image)

**Self-Efficacy**
- Can I do it?

**Response-Efficacy**
- Will it Work?

**Outcome Expectancy**
- Is it Worth it?
Lesson 7: Progressing from self-actualization to self-transcendence: Maslow’s Hierarchy of Needs

Transcending the self means to go beyond self-interest to actively care for others. Reaching beyond our own self needs to help others contributes to social acceptance, self-esteem and self-actualization.
Part 3: Performance Management at IPPI-LA
Our Performance Diagnostics

• Descriptive Assessment:
  • ABC Analysis: Clinician Behavior, Staff Behavior
  • Clinician Behavior:
    • Is our clinical team effective in staff development, training and providing feedback to staff members?
      • Coaching Data:
        • Quality and quantity of feedback: Analyze to look at feedback procedures
  • Staff Behavior:
    • Do staff members have the training, resources, knowledge and motivation to do the job?
    • How can we support staff in these areas?
      • Survey data
      • Procedural Integrity Data
## ABC Analysis: our BEFORE

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Team Member Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• General expectations</td>
<td><strong>Undesired:</strong></td>
<td>• Staff morale low</td>
</tr>
<tr>
<td>• No specific training about how to give feedback</td>
<td>• Provide feedback to staff members that is vague, uses too much jargon, can be punitive or feel judgmental and/or occurs long after the observed behavior</td>
<td>• Staff survey indicated they weren’t getting adequate training</td>
</tr>
<tr>
<td>• Assumption on leadership’s part that clinical team members had the skills and resources needed to provide adequate feedback</td>
<td>• Only catch staff members doing the wrong thing</td>
<td>• Staff avoid clinicians</td>
</tr>
<tr>
<td>• Lack of pinpointed staff behaviors to focus on</td>
<td></td>
<td>• Behavior change only happens when clinician is there</td>
</tr>
<tr>
<td></td>
<td><strong>Undesired:</strong></td>
<td>• Increased clinician presence when things are going WRONG</td>
</tr>
<tr>
<td><strong>Staff Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Written behavior plan</td>
<td><strong>Undesired:</strong></td>
<td>• Corrective feedback</td>
</tr>
<tr>
<td>• PMT training</td>
<td>• Broadly speaking: demonstrating behaviors incompatible with the critical behaviors to implement the student behavior plan</td>
<td>• Increased supervisor presence</td>
</tr>
<tr>
<td>• Didactic trainings in necessary areas</td>
<td></td>
<td>• Potentially low rates of problem behavior by student (avoidance of problem behaviors), resulting in less supervisor presence</td>
</tr>
<tr>
<td>• Student materials present and available</td>
<td></td>
<td>• Long-term: increase in problem behavior</td>
</tr>
<tr>
<td>• Opportunity to demonstrate</td>
<td></td>
<td>• Lower response effort</td>
</tr>
<tr>
<td>• Student has previously demonstrated target behaviors under similar conditions (“I’ve seen them do it!”)</td>
<td></td>
<td>• “Teach the student a lesson” (Based on value judgement)</td>
</tr>
</tbody>
</table>
Solutions Based on our ABC Analysis

1. Obtaining staff input:
   • Staff Survey
   • Monthly Meetings
2. Staff Training and Development
3. Formal Procedural Integrity
   • Behavior Skills Training
4. Coaching
   • Focused (based on critical behaviors identified within formal procedural integrity)
   • General (based on job description of staff behaviors)
Solution 1: Gaining Input From Staff

- Ongoing assessment of the three beliefs that determine empowerment. We want to know if that staff have everything they need to successfully complete their jobs (Geller, 2017).
Staff Survey with Results

Belief 1: Can I do it?

- Do I have all the resources I need to implement my student’s academic/behavior programming?

- Do I have all the resources I need to complete all necessary paperwork for my student’s class?

- Do I need help managing my time to successfully implement & graph all my student’s programming?

- Do I have the knowledge/training needed to implement my student’s academic/behavior programs?

- Do I have the knowledge/training needed to complete all paperwork for my student’s and class?
Staff Survey with Results

Belief 2: Will it Work?

- Do I feel I have the ability to implement the academic/behavior programming for my student/s?
- Do I feel I have the ability to complete all necessary paperwork for my student/s' and class?
Staff Survey with Results

Belief 3: Is it Worth it?

<table>
<thead>
<tr>
<th>Question</th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have enough support from co-workers, teachers, clinical team members, and administration?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If implemented correctly, will the SWPBIS Plan/Tier Plan have a positive impact on my student/s?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If implemented correctly, will academic programs used have a positive impact on my student/s?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it rewarding to me when my student/s learn, are successful and act as though they are happy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it rewarding to me when I receive positive feedback regarding my work performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I believe in the philosophy of IPPA-LA, primarily in its use of Applied Behavior Analysis?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bar colors: Yes - green, No - orange, Yes - green, No - orange
Monthly Staff Meetings

- Clinicians meet with their respective ABA Therapists individually on a monthly basis to review the following:
  - Review of monthly coaching
  - Review of monthly PI
  - Survey Results
  - Staff areas of interest
  - Goals identified
  - Progress update on goals
  - Staff input (general)
# Solution 2: Staff Training and Development

<table>
<thead>
<tr>
<th>Previous Model to Staff Training and Development</th>
<th>Updated Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic trainings</td>
<td>Small-group trainings primarily consisting of Behavior Skills Training (<em>see next slide for example</em>)</td>
</tr>
<tr>
<td>Trainings conducted with all staff (new, veteran, those working with younger students, older students)</td>
<td>Trainings broken down into cohorts by age level/ functioning level of students. Veteran staff play a more active role in assisting/ leading the trainings.</td>
</tr>
<tr>
<td>Skill-based competency (i.e., quiz)</td>
<td>Performance-based competency (Can staff actually perform the skill)</td>
</tr>
</tbody>
</table>
Behavior Skills Training

<table>
<thead>
<tr>
<th>Skill/Component</th>
<th>Skill Demonstrated</th>
<th>Looks Good</th>
<th>Needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic CDA removal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Rationale:**
  - 
  - 

- **Definition:**

- **Written description of the skill:**

- **Demonstration of the skill (“My Turn...“)**
  - **Role Play/Rehearsal (“Our turn...“)**
    - **Scenario:** (set up example situation for your learners)

- **Feedback**
  - Supportive Feedback:
  - Here’s what you did correctly...

- **Feedback**
  - Here’s what we need to work on...

- **Practice to firm**

**Skills Demonstrated:** _____ / _____ **Criterion:**

**Comments:**
### Example Training Session:

**Friday, 1/13/17 Training Rotation**

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Room Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 – 12:30</td>
<td>Reading: Conference Room</td>
</tr>
<tr>
<td></td>
<td>Sounds (all staff must correctly ID EVERY sound)</td>
</tr>
<tr>
<td></td>
<td>Segmenting</td>
</tr>
<tr>
<td></td>
<td>Blending</td>
</tr>
<tr>
<td></td>
<td>Amy, Victoria</td>
</tr>
<tr>
<td></td>
<td>Rooms 3 and 8</td>
</tr>
<tr>
<td>12:35-1:05</td>
<td>Rooms 11</td>
</tr>
<tr>
<td>1:10 – 1:40</td>
<td>Rooms 12, 15</td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Rooms 1, 5</td>
</tr>
<tr>
<td><strong>Antecedent Strategies:</strong></td>
<td>Rooms 12, 15</td>
</tr>
<tr>
<td>Room 16</td>
<td>Rooms 1, 5</td>
</tr>
<tr>
<td>Tam, Christina Fricano</td>
<td>Rooms 3, 8</td>
</tr>
<tr>
<td><strong>PMT Refresher:</strong></td>
<td>Room 11</td>
</tr>
<tr>
<td>Cafeteria Bryan</td>
<td>Rooms 1, 5</td>
</tr>
<tr>
<td><strong>Prep in classrooms:</strong></td>
<td>Rooms 12, 15</td>
</tr>
<tr>
<td>Krystal and Christina C will be coming around/ available for data book and PT questions</td>
<td>Room 11</td>
</tr>
<tr>
<td></td>
<td>Rooms 3, 8</td>
</tr>
<tr>
<td></td>
<td>Room 1, 5</td>
</tr>
<tr>
<td></td>
<td>Rooms 12, 15</td>
</tr>
</tbody>
</table>
Solution 3: Procedural Integrity

• After training is complete and staff have met our performance-based competencies, formal observations take place in a variety of areas:
  • Behavior Plans
  • Instructional protocols / curricula
  • Data collection and graphic displays
Feedback Following Formal Procedural Integrity

• Evidenced-based strategies for staff feedback (Parsons, Rollyson, & Reid, 2012)
  1. Start with a positive.
  2. Specify: steps performed correctly.
  3. Specify: steps performed incorrectly.
  4. Specify: steps needed to improve.
  5. Ask if they have questions.
  6. Let them know when you will observe this again.
  7. End feedback with a positive or empathetic statement.
Following Formal Procedural Integrity

- Based on the results of the formal procedural integrity, decide which staff behaviors to pinpoint in order to improve performance
- Identify 1-3 critical staff behaviors by answering the following questions
  1. What staff behavior will impact the student performance the most?
  2. What staff behavior is required at the highest rate throughout the day?
  3. What behavior is the staff most likely to be successful with?
Procedural Integrity Sample

<table>
<thead>
<tr>
<th>Antecedent Strategies and Reinforcement</th>
<th>1. Seating is appropriate to activity</th>
<th>NO 1 2 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Aim sheets visible and within reach, referenced as appropriate throughout the lesson</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>3. Behavioral expectations reviewed</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>4. Task list prepared, reviewed and referred to throughout the lesson</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>5. All instructional materials ready to access</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>6. Gain students’ attention prior to giving a directive</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>7. Use clear simple language</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>8. Appropriate, engaging tone of voice and delivery</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>9. Differential reinforcement used as a strategy (with and without tallies)</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>10. Provide adequate student response time (5-10s) BEFORE prompting/repeating directive</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>11. Tell the student what to DO, never what NOT to do</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>12. Prompt or reinforce the use of coping strategies PRIOR to problem behavior occurring</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>13. Check for understanding (use simpler language as needed)</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>14. Teacher provides positive reinforcement/specific praise. Praise to correction ratio is at least 5:1. General praise (Good job way to go etc.)</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>Specific Praise</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>NO 1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

### Consequence Strategies for Students NOT following Expectations (Refer to Individual BSTs for these skills as necessary)

| 15. When a student is not following expectations: Reinforcement of students engaging in appropriate behavior, neutral praise for approximations, verbal praise + tally when back on track | NO 1 2 3 |
| 16. Low-level disruption: Continue to reinforce other students with tallies and verbally (when naturally occurring opportunities arise), one incompatible direction, 5 - 1 countdown, direct to hallway | NO 1 2 3 |
| 17. Hallway: Set a timer for 2 minutes and provide visual of 3 options, follow through with choice, gauge readiness, verbally provide expectations upon return to class and require confirmation. If no choice made or students not ready at end of 2 minutes, repeat the steps every 2 minutes (no directions) | NO 1 2 3 |
| 18. High-level disruption: immediately direct to hallway. Aggression/Boiling: Direct to CDA | NO 1 3 |

Critical behaviors

---

**Instructional Fidelity (PBS/DI) Updated: 10/2/20178/21/2017**

- **Teacher/IA:**
- **Observer:** Y. Bomez
- **Instructional Period:** Reading
- **Date:** 10/4/17
- **Time in/out:** 9:36-9:55
- **Duration of obs:** 25 mins

**PBS Score:**
- [%] = 96 must-haves met
- [%] = 75 must-haves met

**DI Score:**
- [%] = 89 must-haves met
- [%] = 89 must-haves met

**SCALE**
- NO Not observed
- O Improperly or NOT implemented
- 1 Somewhat implemented (or some of the time)
- 2 Appropriately implemented during whole observation
Giving feedback

- Evidenced-based strategies for staff feedback (Parsons, Rollyson, & Reid, 2012)
  1. Start with a positive.
  2. Specify: steps performed correctly.
  3. Specify: steps performed incorrectly.
  4. Specify: steps needed to improve.
  5. Ask if they have questions.
  6. Let them know when you will observe this again.
  7. End feedback with a positive or empathetic statement.
Solution 4: Coaching

• What does coaching look like?
  • **Focused coaching**: occurs after behavior skills training following procedural integrity
  • **General coaching**: Anytime staff are provided with feedback based on their performance
    • What behaviors are we pinpointing?
      • Coaching Checklist (for evaluations)
# Coaching Form

<table>
<thead>
<tr>
<th>Staff Name:</th>
<th>Date:</th>
<th>Time in:</th>
<th>Time out:</th>
<th>Must circle one:</th>
<th>In class</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Area Observed (Attach documentation when appropriate)

1. Adheres to ethics/ confidentiality guidelines
2. Professionalism guidelines
3. Demonstrates active listening/ accepts feedback
4. Makes changes based on supervisor feedback
5. Asks questions regarding student programming as app
6. Proper use of PMT procedures
7. Collects academic / behavior data, informs teacher (circle one or more)
   - Di Logs, 8. PT Charts, 9. IQA / ABC
10. Maintains assigned data book
11. Paperwork / home-school logs
12. Prep time/ duties: use time efficiently, perform assigned tasks
13. Communicates and interacts with student in respectful manner
14. Language appropriate for student level of understanding
15. Spend time building rapport throughout the day (recess, break, lunch)
16. Active member of class/ school team, treats others with respect
17. TI protocol: follows steps
18. TI: Generalization (contrives situations)
19. Implementation of soc/beh/academic, etc. protocols and plans
20. Willing to accept additional responsibilities / great flexibility
21. Independently seeks out additional work / tasks
22. Volunteers for assignments, special projects, tasks
23. Offers to help others, especially new employees, given extra time
24. Offers new ideas/ solutions to problems to enhance programming in a manner that fits with IPPI philosophy
25. Other: _______________________

---

**Looking GOOD!!!!**

**Areas to keep working on...**

---

**How can I coach you better?**

---

**Supervisor Signature/Date:**

**List Documents attached:**
Coaching Checklist

<table>
<thead>
<tr>
<th>Area</th>
<th>Criteria</th>
<th>Checks completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to ethics and confidentiality guidelines</td>
<td>Signed off on Conduct and guidelines, No discipline on file, Minimum of 1 coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adheres to professionalism guidelines</td>
<td>Signed off on Conduct and guidelines, No discipline on file, Minimum of 1 coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates active listening and accepts feedback well</td>
<td>Minimum of 1 coaching sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes programmatic changes based on supervisor feedback</td>
<td>Minimum of 1 coaching sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions regarding student programming as appropriate</td>
<td>Minimum of 1 coaching sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper use of PMT procedures</td>
<td>Minimum of 2 coaching sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects academic data and informs teacher of progress</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVIDENCE: checking DI lesson logs</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects academic data and informs teacher of progress</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVIDENCE: checking PT charts</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects behavior data and informs teacher of behavior progress</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVIDENCE: a minimum of 80% IOA and/or score 5/6 on ABC data collection rubric</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains assigned student Data Book according to set criteria</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVIDENCE: Books checks</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes required paperwork according to set deadlines</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g., incident reports, accident reports)</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completes home/school communication log (if applicable, if not score 2)</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses prep time efficiently and is prepared for lessons</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs assigned duties according to duty checklists (e.g.,</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrival, dismissal, hallway)</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates and interacts with student in respectful and</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dignified manner</td>
<td>Minimum of 3 passes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses language appropriate for student’s level of understanding</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 3 passes</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 1 coach</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 1 coach</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum of 1 coach</td>
<td>As noted across 3 coaching sessions (minimum)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Coaching Checklist Continued

### Procedural Integrity

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>3: Meets criterion a minimum of 2 times within 6 months without feedback (passed first time)</th>
<th>2: Meets criterion a minimum of 2 times within 6 months with feedback (initial failure to meet, but passed with feedback)</th>
<th>1: Meets criterion 1 time after several coaching/feedback sessions.</th>
<th>0: Did not meet criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include dates with scores</td>
<td>Include dates with scores</td>
<td>Include dates with scores</td>
<td>Include dates with scores</td>
<td></td>
</tr>
</tbody>
</table>

| SW-PBS | Direct Instruction | Precision Teaching | Individual Tier 2 plan |

| PMT |

**Total Score for Procedural Integrity:** out of 15

**Above and Beyond Behaviors (Fill out as appropriate)**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Check if Observed</th>
<th>Dates of at least 2 coaching forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff member is willing to accept any additional responsibilities requested by the supervisor, showing great flexibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff member independently seeks out additional work/tasks if he/she has free time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff member volunteers for assignments, special projects or tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff member offers to help others, especially new employees, given extra time or competency in a skill area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff member offers new ideas/solutions to problems to enhance programming in a manner that fits with the philosophy of IPPI LA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Items Checked:** Percent added to score:
What does coaching look like?

Samples...

| Staff Name: | P. L. Garza
| Date: | 9/17/17
| Time in: | 2:00
| Time out: | 2:05
| Must circle one: | In class

**Area Observed (Attach documentation when appropriate)**

1. Adheres to ethics/confidentiality guidelines
2. Professionalism guidelines
3. Demonstrates active listening/accepts feedback
4. Makes changes based on supervisor feedback
5. Asks questions regarding student programming as app
6. Proper use of PMT procedures
7. Collects academic/behavior data, informs teacher (circle one or more)
   - 7. Di Logs, 8. PT Charts, 9. IOA, ABC
8. Maintains assigned data book
9. Paperwork/home-school logs
10. Prep time/duties: use time efficiently, perform assigned tasks
11. Communicates and interacts with student in respectful manner
12. Language appropriate for student level of understanding
13. Spend time building rapport throughout the day (recess, break, lunch)
14. Actively member of class/school team, treats others with respect
15. TI protocol: follows steps
16. TI: Generalization (contrives situations)
17. Implementation of soc/beh/academic, etc. protocols and plans
18. Willing to accept additional responsibilities/great flexibility
19. Independently seeks out additional work/tasks
20. Volunteers for assignments, special projects, tasks
21. Offers to help others, especially new employees, given extra time
22. Offers new ideas/solutions to problems to enhance programming in a manner that fits w/IPPI philosophy
23. Other:

---

**On Friday, we discussed record collection. Today, your ABC was filled out completely, including all important info in correct spot. This helps analytic behaviors.

---

**Looking GOOD!!!!**

---

**Areas to keep working on...**

---

**How can I coach you better?**

---

List Documents attached:

---

Supervisor Signature/Date: 9/18/17
What does coaching look like?

Samples...

### Coaching Form

<table>
<thead>
<tr>
<th>Date: 10/3/17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time in: 10:20</td>
</tr>
<tr>
<td>Time out: 10:40</td>
</tr>
</tbody>
</table>

---

**Staff Name:**

**Observer:**

---

**Area Observed (Attach documentation when appropriate):**

1. Adheres to ethics/confidentiality guidelines
2. Professionalism guidelines
3. Demonstrates active listening/accepts feedback
4. Makes changes based on supervisor feedback
5. Asks questions regarding student programming as app
6. Proper use of PMT procedures
7. Collects academic/behavior data, informs teacher (circle one or more)
   - Di Logs
   - PT Charts
   - IOA/ABC
8. Maintains assigned data book
9. Paperwork/home-school logs
10. Prep time/duties: use time efficiently, perform assigned tasks
11. Communicates and interacts with student in respectful manner
12. Language appropriate for student level of understanding
13. Spend time building rapport throughout the day (recess, break, lunch)
14. Active member of class/school team, treats others with respect
15. TI protocol: follows steps
16. TI: Generalization (contrives situations)
17. Implementation of soc/beh/academic, etc. protocols and plans
18. Willing to accept additional responsibilities/great flexibility
19. Independently seeks out additional work/tasks
20. Volunteers for assignments, special projects, tasks
21. Offers to help others, especially new employees, given extra time
22. Offers new ideas/solutions to problems to enhance programming in a manner that fits with IPPI philosophy
23. Other: __________

---

**Looking GOOD!!!**

---

**Areas to keep working on...**

Instead of asking him if he wants to complete the task, state it as a directive and reference the task list. This lets him know exactly what his expectation are and what he needs to do to gain reinforcement.

---

**How can I coach you better?**

---

**List Documents attached:**

---

**Supervisor Signature/Date:**

10/3/17
Let’s Bring it all
Together
Goal-setting and Outcomes

- Drivers
  - Huddle Board (weekly clinical meetings)
  - Coaching Data
    - Coaching quality: Coaching rubric
    - Quantity by clinician, classroom, teacher
- Outcome Data
  - Student classroom removals
  - Student engagement
Drivers

- Decrease classroom removals and seclusions
- Increase student engagement in groups
- Improve coaching quality
- Support the development of staff self-motivation and self-efficacy
Solutions Based on Data: Clinical Team

- Use of the Weekly Huddle:
  - Public posting of all coaching and outcome data (procedural integrity, student engagement, class removals)
  - Review data on a weekly basis during huddle and goal set
  - Meet weekly for clinical meetings to discuss other concerns
  - Motivating for clinicians, get excited, competitive
Outcome Data
Outcome Data Board
Outcome: Increasing staff performance

- Coaching staff:
  - # coaches (supportive vs corrective)
  - Formal Procedural Integrity
  - Quality of coaching: Coaching rubric
### Coaching Data

#### Total # of Coaching Sessions Per Week

<table>
<thead>
<tr>
<th>Week</th>
<th>8/31-9/5</th>
<th>9/5-9/11</th>
<th>9/11-9/18</th>
<th>9/18-9/25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016.2017 School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start coaching with goal setting</td>
<td>17</td>
<td>18</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Add clinical supervisor coaching</td>
<td>36</td>
<td>36</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>2017.2018 School Year</td>
<td></td>
<td></td>
<td></td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>51</td>
<td>59</td>
<td>49</td>
<td>75</td>
</tr>
</tbody>
</table>

*Note: 2017.2018 School Year data includes an increase in coaching sessions.*
Coaching Data

![Bar Chart]

- **September**: 338
- **October**: 320
- **November**: 312
- **December**: 216
- **January**: 411

*Total Coaches*
Coaching Data

Clinician Coaches By Month

Clinicians
- September
- October
- November
- December
- January
- February
- March
- April
- May
- June

Coaching Sessions By Week Per Clinician
- 8/31-9/1
- 9/5-9/8
- 9/11-9/15
- 9/18-9/22
- 9/25-9/29
Coaching Data

Total Coaches Per Classroom

- Room 14
- Room 13/15
- Room 12
- Room 11
- Room 8
- Room 7
- Room 6
- Room 5
- Room 4
- Room 3

Legend:
- September
- October
- November
- December
- January
Coaching Data
Corrective vs Supportive

Coach Type By Month

- Corrective Coach
- Supportive Coach

- September: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- October: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- November: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- December: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- January: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- February: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- March: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- April: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- May: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
- June: Type Consult (50), Type Supportive (20), Type Corrective (10), Type Formal (20)
Formal Procedural Integrity Observations

% Passing Observations

- Room 3
- Room 4
- Room 5
- Room 6
- Room 7
- Room 8
- Room 11
- Room 12
- Room 13
- Room 15

Legend:
- Total Number of Formal Observations
- % Passing Scores 80% or above
Change from previous year...

Supportive vs Corrective Feedback Over Time

- **September 2017-January 2018**: 15% Supportive Feedback, 85% Corrective Feedback
- **October 2016-June 2017**: 8% Supportive Feedback, 24% Corrective Feedback, 73% Corrective + Supportive Feedback
How do we know we are doing a good job coaching?

- Bring it back to the clinician behavior
- Clinicians receive weekly feedback on their coaches
<table>
<thead>
<tr>
<th><strong>Coaching Rubric</strong></th>
<th><strong>0</strong></th>
<th><strong>1</strong></th>
<th><strong>2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of coaches</strong></td>
<td>0–2</td>
<td>2–4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Evidence of feedback</strong></td>
<td>No evidence of feedback</td>
<td>Evidence of feedback in 1 coach</td>
<td>Evidence of feedback in more than 1 coach</td>
</tr>
<tr>
<td><strong>Use more supportive than corrective feedback</strong></td>
<td>Less than 40% of coaches are positive</td>
<td>40–59% of coaches include positive feedback (2/5)</td>
<td>60% (e.g., 3/5) coaches are positive feedback</td>
</tr>
<tr>
<td><strong>Take it to a higher level</strong></td>
<td>Not observed</td>
<td>Observed in 1 coach</td>
<td>Observed in more than 1 coach</td>
</tr>
<tr>
<td><strong>Coaches coach &quot;behavior&quot; not consult</strong></td>
<td>More than 1 coach is a consultation</td>
<td>1 coach is a consultation</td>
<td>All coaches are specific to behavior observed in staff (not consultation)</td>
</tr>
<tr>
<td><strong>All areas of coaching forms are filled out</strong></td>
<td>3 or items missing</td>
<td>3 or items missing</td>
<td>All areas of coaching forms are filled out AND 1 behavior is circled/starred as the area observed</td>
</tr>
</tbody>
</table>

**SPOT-CHECK:** Based on 1 randomly-selected coach:

**Specific**
- More than one type of feedback is given / no clear behavior identified
- AND
  - Multiple areas of performance are identified

**On-time**
- Feedback occurs more than 48 hours of the observation

**Appropriate**
- The specific behaviors identified are difficult to understand
- AND
  - Language used is over the experience-level of the staff (e.g., jargon that is not known)

**Real**
- Language used is punitive (e.g., referring to discipline or something the staff is doing intentionally wrong)
- AND
  - Coach does not have sufficient information to actively help the staff member in the specific situation

- Feedback occurs the same day as the observation
- Feedback is clear, concise and in language appropriate for staff ability level

- Language used is punitive (e.g., referring to discipline or something the staff is doing intentionally wrong)
- OR
  - Coach does not have sufficient information to actively help the staff member in the specific situation

- Feedback given shows the coach knows the situation intimately and provides sufficient information to actively help the staff member
<table>
<thead>
<tr>
<th>Number of coaches</th>
<th>0-2</th>
<th>2-4</th>
<th>5</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of feedforward</td>
<td>No evidence of feedforward</td>
<td>Evidence of feed forward in 1 coach</td>
<td>Evidence of feedforward in more than 1 coach</td>
<td></td>
</tr>
<tr>
<td>Use more supportive than corrective feedback</td>
<td>Less than 50% of coaches are positive</td>
<td>40–50% of coaches include positive feedback (2/5)</td>
<td>60% (e.g., 3/5) coaches are positive feedback</td>
<td></td>
</tr>
<tr>
<td>Take it to a higher level</td>
<td>Not observed</td>
<td>Observed in 1 coach</td>
<td>Observed in more than 1 coach</td>
<td></td>
</tr>
<tr>
<td>Coaches coach 'behavior' not consult</td>
<td>More than 1 coach is a consultation</td>
<td>1 coach is a consultation</td>
<td>All coaches are specific to behavior observed in staff (not consultation)</td>
<td></td>
</tr>
<tr>
<td>All areas of coaching forms are filled out</td>
<td>3 or more items missing</td>
<td>1-2 items missing</td>
<td>All areas of coaching forms are filled out AND 1 behavior is circled (stared as the area observed)</td>
<td></td>
</tr>
</tbody>
</table>

**SPOT-CHECK: Based on 1 randomly selected coach**

<table>
<thead>
<tr>
<th>Specific</th>
<th>More than one type of feedback is given; no clear behavior identified</th>
<th>More than one type of feedback is given</th>
<th>Specifies the behaviors to stop or the behaviors to keep performing (not both)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AND Multiple areas of performance are identified</td>
<td>OR Multiple areas of performance are identified</td>
<td>Coaching is concentrating in one area of performance</td>
</tr>
<tr>
<td>On-time</td>
<td>Feedback occurs more than 48 hours of the observation</td>
<td>Feedback occurs 24–48 hours of the observation</td>
<td>Feedback occurs the same day as the observation</td>
</tr>
<tr>
<td>Appropriate</td>
<td>The specific behaviors identified are difficult to understand</td>
<td>The specific behaviors identified are difficult to understand</td>
<td>Feedback given is clear, concise and in language appropriate for staff ability level</td>
</tr>
<tr>
<td></td>
<td>AND Language used is over the experience-level of the staff (e.g., jargon that is not known)</td>
<td>OR Language used is over the experience-level of the staff (e.g., jargon that is not known)</td>
<td></td>
</tr>
<tr>
<td>Real</td>
<td>Language used is punitive (e.g., referring to discipline or something the staff is doing intentionally wrong)</td>
<td>Language used is punitive (e.g., referring to discipline or something the staff is doing intentionally wrong)</td>
<td>Feedback given shows the coach knows the situation intimately and provides sufficient information to actively help the staff member</td>
</tr>
<tr>
<td></td>
<td>AND Coach does not have sufficient information to actively help the staff member in the specific situation</td>
<td>OR Coach does not have sufficient information to actively help the staff member in the specific situation</td>
<td></td>
</tr>
</tbody>
</table>
Coaching Rubric Data

Coaching Rubric Data: Lower Elementary / 14

Rubric Score

9/11/2017
9/19/2017
9/26/2017
10/9/2017
10/30/2017
11/13/2017
12/4/2017
12/18/2017
1/15/2018
1/29/2018

Tam
Tiia
Goal
phase change lines
Ashley H
Liz H
Liz S
Coaching Rubric Data

Coaching Rubric Data: Upper Elementary/SLP/Academic Interventionist

- Christina C
- Victoria
- Goal
- phase change lines
- Cat
- Christina F
- Amy
Coaching Rubric Data

Coaching Rubric Data: Middle and High School

Rubric Score

9/11/2017 9/19/2017 9/26/2017 10/2/2017
10/16/2017 10/23/2017 10/30/2017
11/6/2017 11/13/2017 11/20/2017
12/18/2017 1/15/2018 1/22/2018
1/29/2018

Bryan  Krystal  Goal
phase change lines  Jocelyn  April
Outcome: Reducing Classroom Removals

- Frequency of student classroom removals from the classroom across a 10 day cycle.
- Students who are removed more than 10 times are considered “frequent fliers” and are closely monitored by the clinical team in terms of assessment and intervention.
- Use of physical management
Outcome: Reducing Classroom Removals
Outcome: Reducing Classroom Removals
Student Example: 10 day and daily

Diagram 1: BJ Frequency Per 10 Day Cycle

Diagram 2: BJ CDA Data 2017-2018
Student Example: 10 day and daily

**ME Frequency**

**ME CDA Data 2017**

Given instruction and practice in handling frustrating situations, ME will reduce classroom removals due to aggression, disruption, cursing, and/or antagonizing peers to no more than two per month.
Outcome: Reducing Classroom Removals
Outcome: Student Engagement

- Each classroom observed twice a month (minimum)
- 10 minute, momentary time sampling
- 2-4 students
- Operationally define “engagement”
- Data...
Student Engagement Data

Classroom Student Engagement Data 2017-18

- September
- October
- November
- December
- January

- Total under 80 per month
- Total per month over 80

<table>
<thead>
<tr>
<th>Months of the 2017-18 School-Year</th>
<th>Total observations per month</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td></td>
</tr>
</tbody>
</table>
Student Engagement Data

Classroom Observation Data: Lower Elementary

% of 10-second momentary time sample intervals during 10-minute observation

- September
- October
- November
- December
- January

Goals:
- 6
- 7
- Goal
Student Engagement Data

Classroom Observation Data:
Upper Elementary

% of 10-second momentary time sample intervals during 10-minute observation

- Room 3
- 4
- 8
- goal

IPPI Learning Academy
Student Engagement Data

Classroom Observation Data:
Middle School

- % of 10-second momentary time sample intervals during 10-minute observation

- September, October, November, December, January

- Yellow line: Goal
- Blue line: 13
- Orange line: 15
Student Engagement Data

Classroom Observation Data:
High School

- September
- October
- November
- December
- January

Graph showing engagement data for High School over the months of September to January, comparing goals (yellow) with actual engagement (blue and orange lines) for the years 2011 (blue) and 2012 (orange).
### ABC Analysis: Our work in progress

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Team Member Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Specific training on providing feedforward and feedback</td>
<td>• Coaches given are more specific, are more supportive than corrective</td>
<td>Short-term:</td>
</tr>
<tr>
<td>• Rubric outlining specific expectations</td>
<td></td>
<td>• Coaching rubric data (weekly) focusing on quality and quantity</td>
</tr>
<tr>
<td>• Coaching checklist: provide areas for general coaching</td>
<td></td>
<td>• Data to support annual performance evaluations!</td>
</tr>
<tr>
<td>• Weekly meetings/ Huddle: Clinical Team to discuss coaching/ outcome data</td>
<td></td>
<td>• Increased scores in procedural integrity</td>
</tr>
<tr>
<td>• Weekly 1:1 Meetings with clinical supervisor to discuss staff and students</td>
<td></td>
<td>Long-term:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Less time ‘putting out fires’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Improved student outcomes data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time to work on moving forward</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Behavior</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased supervisor presence (frequent observation and feedback sessions)</td>
<td>• Broadly speaking: demonstrating behaviors compatible with the critical behaviors to implement the student behavior plan</td>
<td><strong>Programmed consequences:</strong></td>
</tr>
<tr>
<td>• Ensure necessary materials are prepared and readily available (e.g., protocols, behavior plan ‘cheat sheets,’ reinforcers, teaching materials)</td>
<td></td>
<td>• More supportive than corrective feedback</td>
</tr>
<tr>
<td>• Behavior Skills Training prior to implementation of protocols or behavior plans</td>
<td></td>
<td>• Highlight task outcomes: show the data to staff members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Natural consequences:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Over time, lower rates of student problem behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increase of desired student behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Long term: reduce the need for physical intervention</td>
</tr>
</tbody>
</table>
Future Considerations

- Goal-setting for procedural integrity
- Analysis of procedural integrity and outcome data
- Working with staff members to develop individual SMARTS goals
References


Questions?

Thank you!
esellinger@ippi.org