

<https://bit.ly/groupcoachingparticipant>

# CLASSROOM GROUP COACHING

PBIS IN THE CLASSROOM  
A SUPPORTIVE APPROACH



# INTRODUCTIONS

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School Psychologist

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School Counselor, Secondary Educator, School Administrator



## **ENERGIZER - THAT'S ME**

Teachers?

Administrators?

Mental Health Professionals?

University Professionals?

Came from somewhere cold?

Prefer 5pm over 5am?



# ACKNOWLEDGEMENTS

- Midwest PBIS
- Oakridge Public Schools
- Muskegon Area Intermediate School District
- Ottawa Area Intermediate School District
- Safe and Civil Schools



# AGENDA

- What is classroom group coaching
- Why did we select this model
- How did we implement classroom group coaching model
- What were the results and celebrations
- What is next



# WHAT IS CLASSROOM GROUP COACHING



Classroom Group Coaching is a **powerful, proactive, restorative format** of professional coaching. Meetings are facilitated by a coach and are a way for **teachers to learn, reflect and share** about teaching practices, plan to implement practices, problem solve barrier removal and provide **feedback to peers on their use of practices.**



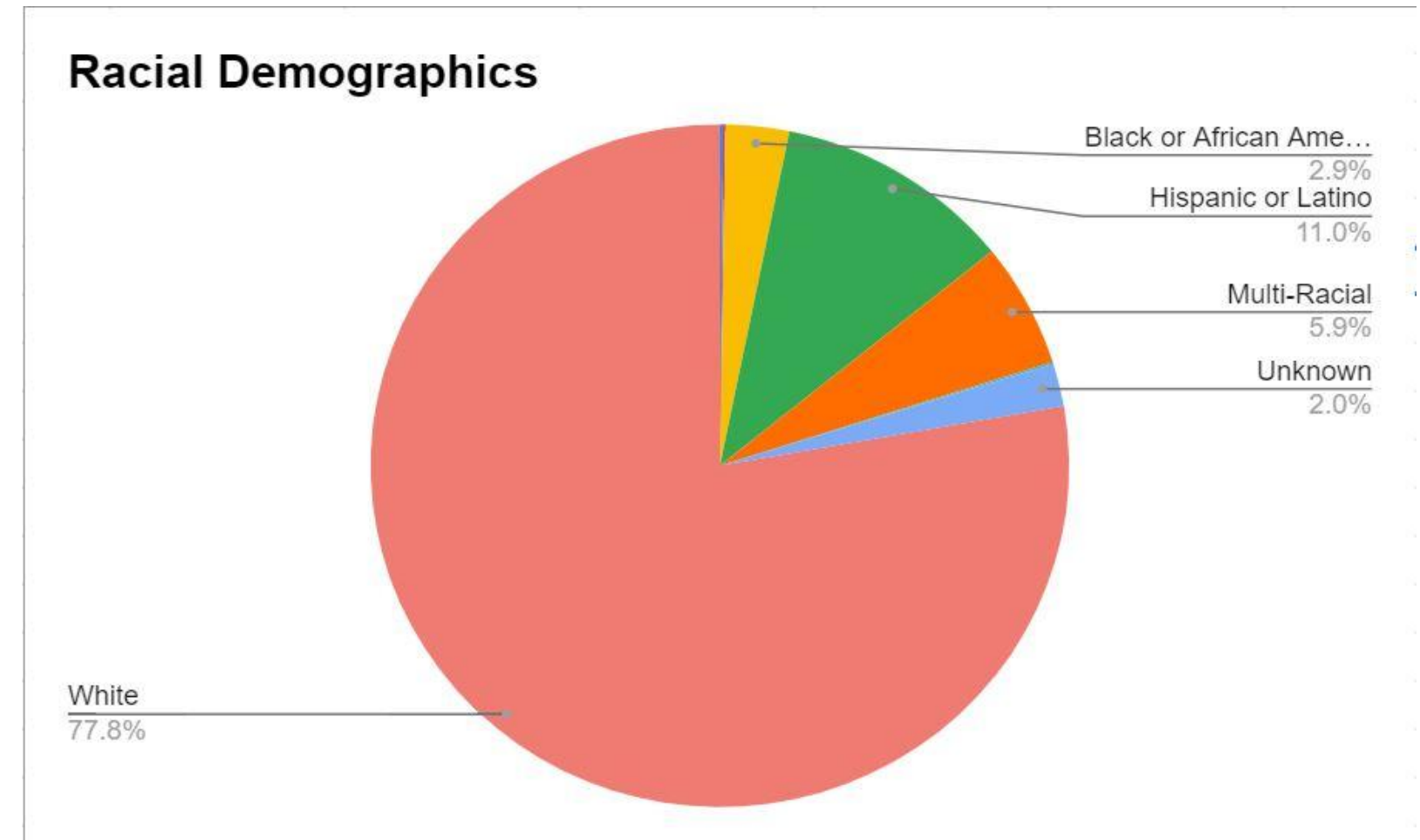
## WHY

- ★ Elevating voice and choice of the experts in the classroom
- ★ Improve both climate and culture
- ★ Structured time for thought partnership, idea exchange, community building, and barrier removal
- ★ Research based methods - coaching and restorative practices
- ★ One and done training often does not equate fidelity of full classroom implementation
- ★ We are committed to delivering our educators the support needed for high fidelity of classroom PBIS implementation



## DISTRICT DEMOGRAPHICS

Oakridge Public Schools, in Muskegon, Michigan, proudly educates nearly 2,000 students in grades K-12. 64.9% of students are considered economically disadvantaged.





## HOW

**Commitment:** District, building, staff, community

**Training:** PBIS in the Classroom, Restorative Practices, Coaching for PBIS in the Classroom, Supporting PBIS in the classroom for administration, PBIS for paraeducators and bus drivers

**Time:** Initial Training, Coaching Planning, Coaching Sessions

**Talent:** Coaches, Classroom Educators

**Plan for Sustainability:** Gradual release model of coaching

# PROACTIVE CIRCLE PLANNING GUIDE - RESTORATIVE PRACTICES IN GROUP COACHING

<i>Circle Planning Form</i>	
<p><b>Opening</b></p> <p><i>What is the purpose of your circle? (building community, curriculum, addressing a specific issue, etc.). How will you open the circle? (breathing, quote, game, etc.)</i></p>	
<p><b>Guidelines/Values</b></p> <p><i>What are the core guidelines you're going to introduce?</i></p>	
<p><b>Introduction of the talking piece</b></p> <p><i>What object will you use and why?</i></p>	
<p><b>Check-In</b></p> <p><i>What question will you ask for the initial check-in round?</i></p>	
<p><b>Discussion Rounds Or Activity</b></p> <p><i>What needs to be addressed in the circle?</i></p> <p><i>Will you do an activity or have a discussion?</i></p> <p><i>What questions will you ask? Think about whether your questions are low or high risk.</i></p>	
<p><b>Closing/Check Out</b></p> <p><i>How will you close the circle, thank members for participating, and</i></p>	

# SELF-ASSESSMENT: STOIC CHECKLIST

## Who?

- 107 Classroom educators

## When?

- Pre-implementation
- Mid-year
- End of year (yet to come!)

## Why?

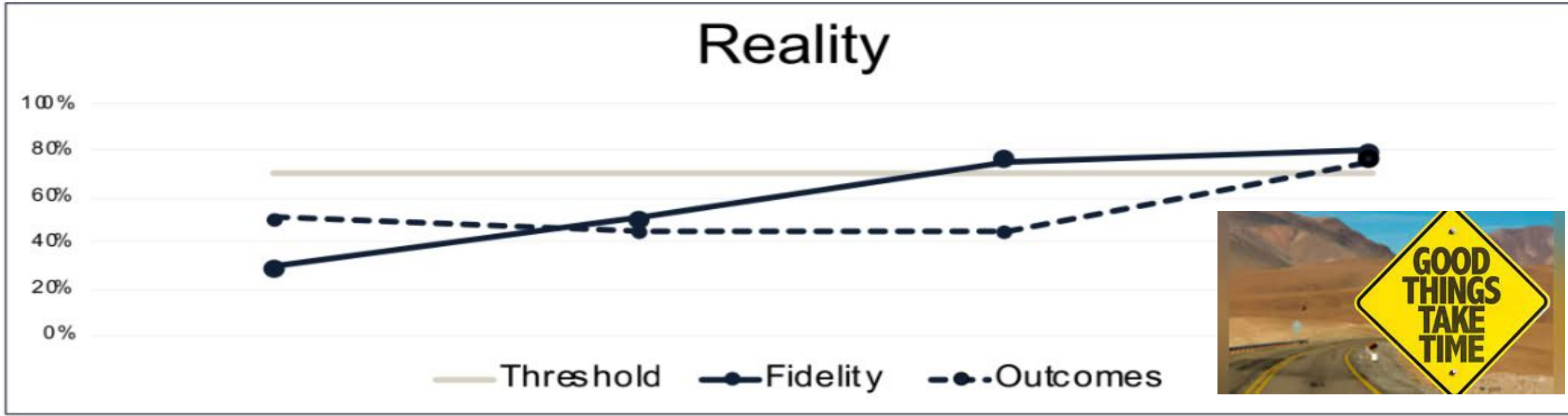
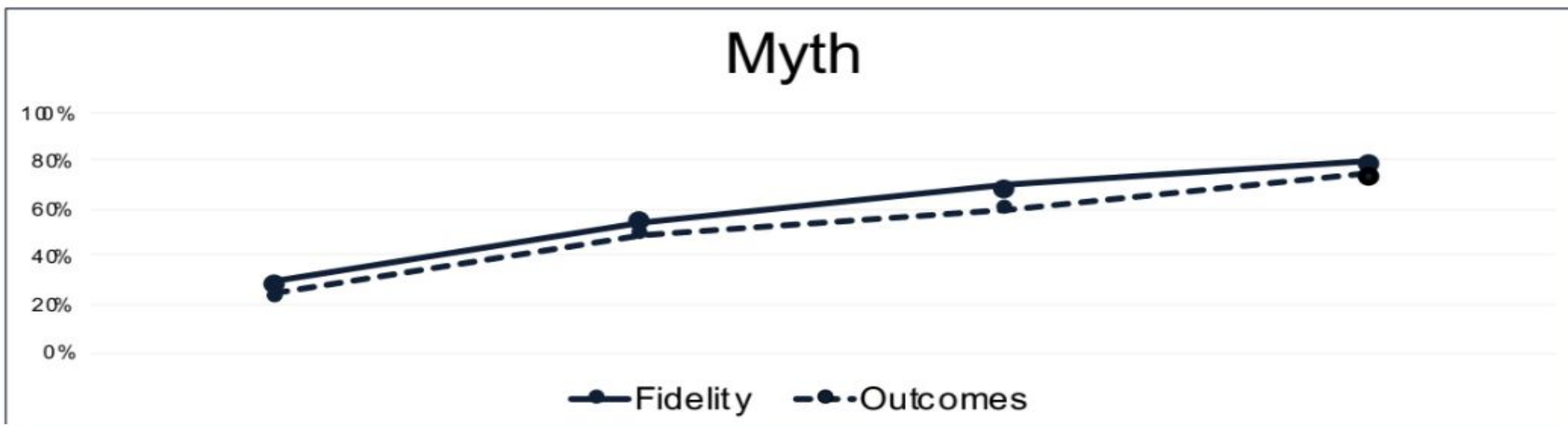
- Guide coaching
- Measure implementation
- Provide reflection opportunity

## 1st Semester Results

- From 22% to 87% in Structure and Organization
- From 25% to 100% in Teaching Expectations
- From 72% to 89% Interact Positively
- From 35% to 58% Correcting fluently

<h1 style="font-size: 4em; margin: 0;">S</h1> <p><b>Structure &amp; Organization</b> Structure your classroom for success!</p> <p><b>Daily Schedule:</b></p> <ul style="list-style-type: none"> <li>• Post your schedule</li> <li>• Keep a perky pace</li> <li>• Vary activities</li> </ul> <p><b>Physical Space:</b></p> <ul style="list-style-type: none"> <li>• Desks are arranged to optimize the most common types of instructional activities students will engage in and reflect the level of structure students require</li> <li>• Easy access to all parts of the room</li> <li>• Disruptions caused by activity in high traffic areas will be kept to a minimum</li> <li>• There is space to display student work</li> </ul> <p><b>Attention Signal should be:</b></p> <ul style="list-style-type: none"> <li>• Visual</li> <li>• Auditory</li> <li>• Plan positive and corrective feedback</li> </ul> <p><b>Classroom Rules should be:</b></p> <ul style="list-style-type: none"> <li>• 3-6 positively stated rules that describe specific and observational behaviors you expect students to exhibit at all times</li> <li>• Posted so that all students can see them</li> <li>• Create a menu of corrective consequences that can be assigned for infractions of the classroom rules</li> </ul> <p><b>CHAMPS Expectations</b></p> <ul style="list-style-type: none"> <li>• Identify major procedures for your classroom</li> <li>• Define expectations and steps for classroom procedures</li> <li>• Clearly define expectations for all major classroom activities and transitions</li> </ul>	<h1 style="font-size: 4em; margin: 0;">T</h1> <p><b>Teach Expectations</b> Teach students how to be successful in your classroom.</p> <p>Create/teach/reteach lesson plans for all major classroom activities (e.g., whole group instruction, small group instruction, independent work) and transitions (e.g., between activities in the classroom, going to specials/lunch, etc.)</p> <p>When teaching expectations, the following details should be clarified for students:</p> <p><b>Conversation</b></p> <ul style="list-style-type: none"> <li>• Can students talk to each other during this activity/transition?</li> </ul> <p><b>Help</b></p> <ul style="list-style-type: none"> <li>• How can students get questions answered during this activity?</li> <li>• How do they get your attention?</li> <li>• What should they do while waiting for your help?</li> </ul> <p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• What is the objective of this activity/transition?</li> <li>• What is the expected end product?</li> </ul> <p><b>Movement</b></p> <ul style="list-style-type: none"> <li>• Can students move about during this activity/transition? (e.g., sharpen pencils, go to the restroom, get a drink of water)</li> </ul> <p><b>Participation</b></p> <ul style="list-style-type: none"> <li>• What does appropriate student behavior for this activity look like/sound like during this activity/transition?</li> <li>• How do students show that they are fully participating?</li> </ul> <p><b>SUCCESS!</b></p> <p>Continue re-teaching until at least 90% of students daily meet your expectations and re-teach as needed (e.g., following long breaks, when students demonstrate behavior errors)</p>	<h1 style="font-size: 4em; margin: 0;">O</h1> <p><b>Observe &amp; Monitor</b> Be friendly, be respectful, be aware.</p> <ul style="list-style-type: none"> <li>• Provide active supervision by continuously circulating and scanning the classroom frequently</li> <li>• Model friendly, respectful behavior (monitor tone and volume of voice and body language, facial expressions)</li> <li>• Collect data to determine what is going well and what needs improvement</li> </ul> <p style="font-size: 2em; font-weight: bold; text-align: center;">“</p> <p>I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess the tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.</p> <p style="text-align: right;">-Haim Ginott</p> <p style="font-size: 2em; font-weight: bold; text-align: center;">”</p>	<h1 style="font-size: 4em; margin: 0;">I</h1> <p><b>Interact Positively</b> Be enthusiastic and positive!</p> <p><b>Enthusiasm</b></p> <ul style="list-style-type: none"> <li>• Determine specific ways to present information to students that will generate enthusiasm and intrinsic motivation on their part</li> </ul> <p><b>Non-Contingent Attention can include the following:</b></p> <ul style="list-style-type: none"> <li>• Greeting students by name</li> <li>• Talk about the student's interests (e.g., sports, animals, music, movies)</li> <li>• Attend student activities</li> <li>• I noticed...</li> </ul> <p><b>Ratio of Positive to Negative Interactions:</b></p> <ul style="list-style-type: none"> <li>• 4 to 1: Strive to interact with every student at least 4 times more frequently when he/she is engaged in the expected behavior rather than behavioral errors (e.g., when student is doing what they are supposed to be doing, rather than what they are not supposed to be doing)</li> </ul> <p><b>Provide Positive Feedback that is:</b></p> <ul style="list-style-type: none"> <li>• Accurate</li> <li>• Specific and descriptive</li> <li>• Contingent (based on what the student is doing)</li> <li>• Age appropriate</li> <li>• Aligned with your personal style</li> </ul>	<h1 style="font-size: 4em; margin: 0;">C</h1> <p><b>Correct Fluently</b> Respond calmly, consistently &amp; immediately.</p> <p><b>Responding to Behavioral Errors</b></p> <ul style="list-style-type: none"> <li>• Preplan corrective responses (role play your responses)</li> <li>• Evaluate whether the behavior decreases</li> <li>• Make sure your response considers the reason for the behavior</li> <li>• Remember corrective consequences alone are not likely to eliminate the behavior</li> </ul> <p><b>Respond in a way that is:</b></p> <ul style="list-style-type: none"> <li>• Calm</li> <li>• Consistent</li> <li>• Immediate</li> <li>• Brief (few words/gestures)</li> <li>• Respectful (be aware of tone of voice and body language)</li> <li>• Reasonably private</li> </ul>
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adapted from P. Strain (2016)



# OUTCOMES AND CELEBRATIONS

- Shared resources
- Cross-grade/program collaboration
- Increased commitment to implementation
- Massive increases in implementation fidelity
- Systems level change beyond the classroom
- Stronger communication structures district-wide
- Created a culture of coaching



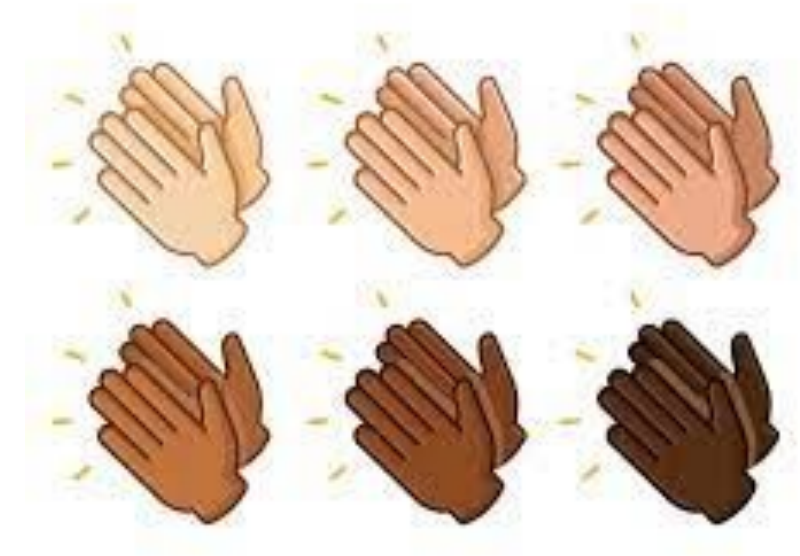
# SWPBIS TFI DATA

School Building	Tier 1 TFI Score 21-22	Tier 1 TFI Score 22-23	% Increase
Lower Elementary	70%	93%	23%
Upper Elementary	53%	80%	27%
Middle School	43%	67%	24%
High School	43%	70%	27%



## OPTIMISTIC CLOSURE

- Our classroom teachers are amazing humans
- Classroom teachers deserve the **support** of administrators, coaches, and mental health staff
- Being an educator makes a difference
- Positive relationships in school make a lasting mark on the lives of students, families, and educators



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# MATERIALS AND CONTACTS

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