Promoting Implementation & Sustainment of Tier 2 Evidence-Based Practices

A Practical Process for Training Peer Coaches

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Today’s Agenda

The Daily Report Card

Selecting peer coaches to support implementation

Training peer coaches to support implementation
The Daily Report Card

An Overview
Challenges

- Disruptive behavior
  - Common
  - Interferes with academic functioning
  - Stressful for teachers/school staff
  - Costly
    - Disruptive behavior with an office referral takes:
      - 17 minutes of teacher time away from instruction
      - 60 minutes of target student time away from instruction
    - Children with ADHD have 8.25 per year; compared to <1 per year per typical student

(Greenberg et al., 2016; Fabiano et al., 2013; Kamphaus et al., 1997; Owens et al., 2018; Robb, et al., 2011)
Potential solution to these challenges....
Multi-Tiered System of Supports

1. Academic Instruction
   - Rules, Routines, Structure
   - Praise, High Expectations
   - Skills development, shaping behaviors
   - Empathy, problem solving
   - Opportunities for student engagement
   - ~80%

2. Behavior Supports
   - Tier 1 Strategies individualized or at a higher ‘dose’
   - Daily Report Card
   - Organizational interventions
   - Routines/Transitions
   - Check in/Check out programs
   - ~10-15%

3. Wrap around services
   - Intensive, individualized interventions
   - Connected to IEP goals
   - ~5-7%
Effective Tier 2: Daily Report Card (DRC)

- Effective in modifying academic and behavioral performance
  - Effect sizes are moderate to large within 1 month of use
  - Small incremental benefits continue with each month
- Flexible:
  - Can be applied to variety of problems
  - Can be modified to child’s developmental level
- Acceptable and feasible
- Provides point of performance learning
- Facilitates home-school communication
- Gives school teams a way to measure progress

(Kelley, 1990; Fabiano et al., 2010; Owens et al., 2012; Pyle & Fabiano et al., 2017; Vannest et al., 2010; Volpe & Fabiano, 2013)
Incremental and Cumulative Effect Sizes

Yes, Incremental Benefits!

Owens, Holdaway et al., 2012

n = 49
Jordan’s Report Card

1. Respects Ms. Allen with 3 or fewer arguments
   # of Arguments
   YES
   NO

2. Works quietly with 3 or fewer disruptions
   # of Disruptions
   YES
   NO

3. Completes 25% of class work
   % Complete
   YES
   NO

Teacher Comments:

Good day. Please sign field trip permission form
Sandy Wright

Parent Signature: ________________
Parent Comments: In his folder

Individualized Goals

Home-School Linkages
Daily Report Card Response to Intervention

- Data-Driven Progress Monitoring
- Effectively Changes Behavior

Arguments with Teacher

Days

Number of Arguments

Arguments
Criterion

Effectively Changes Behavior
Enhancing Teacher Use of the DRC

- Interactive, user-friendly website
- DRC Wizard guides teacher through development and implementation of a DRC
- Video tutorials and implementation models
- Mobile-friendly, real time data entry
- Graphs of student progress
  - Recommendations for data-driven modifications
  - Highly secure - only de-identified data is analyzed by researchers
Positive Student Outcomes When Teachers Use the DRC.O

Student Strengths and Difficulties Questionnaire (SDQ) Scores at Pre and Post

- Conduct Problems
- Hyperactivity/Inattention Problems

- Pre
- Post

Within Normal Limits
The system gave us a focus; and specific goals that fit the student’s behavior, rather than an arbitrary goal. I feel like this gave it more structure; Without the program, I don’t know how a teacher would come up with that number.

The Mom is over the moon about this. It gave us a common vocabulary and an agreed upon expectations.

This by far made my job better and our dynamic much better.
www.oucirs.org/daily-report-card-preview
• On average, teachers completed the DRC Wizard in less than one hour.

• On average, data entry takes 3 minutes per day.

35% of teachers adopted and used with fidelity
Peer Coaches to Support Implementation

Selection
Why peer coaching?

- Peer opinion leaders have an important influence on the adoption and implementation of new resources (Atkins et al., 2008)

- Many implementation projects use outside consultants as coaches. This is expensive and not feasible in most schools.
What do peer coaches do?

Peer coaches can...

- Provide technical assistance (e.g., support with DRC.O elements)
- Support problem solving
- Check-in with teachers to provide encouragement
- Tailor professional development to teachers’ needs
- Assist with data-driven decision making
- Support reflective practice
- Help teachers establish personal PD goals...

Teachers are more likely to implement new practices with coaching from a peer opinion leader than an outside consultant.
How do you locate peer coaches?

- Social network analysis
  - Effective method to identify influential peers
SNA 101

Instrumental ties

Expressive ties
SNA 101

Outdegree scores

Indegree scores
• Who do you go to for advice or information about management of disruptive behavior, general classroom management and/or well-being of your students? {free response}
  • Is there anybody else? [show school staff roster]

• Who do you go to for advice or information about communication with families/family engagement? {free response}
  • Is there anybody else? [show school staff roster]

• Who do you socialize with at school? (e.g., talk with regularly about family, health, interests and/or other personal topics) {free response}
  • Is there anybody else? [show school staff roster]
Decision Rules

- Review behavioral support network first
- Prioritize in-degree scores
- Use family engagement network to break ties
- Use socializing network to screen for red flags
- Include 4-5 coaches in diverse roles
Peer Coaches to Support Implementation

Training
“NIS” (Network-Informed Support) Coach Intervention

Session 1: Foundations and the DRC.O; Integration with Positive Behavioural Supports

Session 2: Advanced Positive Behavioural Supports & Techniques for Effective Consultation

Session 3: Creating an Implementation Plan for Your Building
5 Steps of Behavioral Consultation

1. Relationship Development
2. Problem Identification
3. Problem Analysis
4. Intervention Implementation
5. Intervention Evaluation

The DRCO can help with all of these!
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### OARS

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Julia is a 2nd grade student who is struggling in math and writing. Her teacher describes Julia as being very capable but struggling with paying attention and being impulsive.

Julia’s teacher comes to you because not only is she struggling in math and writing but she is also disrupting the rest of the class. She is up out of her seat when she shouldn’t be and is disruptive. Specifically, during math she calls out random numbers and often does not know where in the lesson the class is. Once told to pay attention, Julia gets frustrated and then becomes even more disruptive by getting out of her seat and speaking out of turn even more. She also is mean to other students and is constantly tattling on them. The teacher states the she can tell Julia’s classmates are annoyed with her especially when she insults them constantly. Additionally, she lies about things she has done and argues with the teacher when redirected.

The teacher has already “tried everything” and is feeling that “Julia’s disrespect is getting on my last nerve.”
### Practice Step 1 with a partner

#### OARS

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- Let me make sure that I understand what you’re saying...
Example Activity: Session 3

Implementation is a Team Effort!

Coaches Teachers
Implementation determinants
*Factors that obstruct or enable changes at outer setting, inner setting, individual, and program levels*

Implementation strategies
*Techniques to enhance the adoption and sustainment of programs*

Implementation outcomes
*Effects of deliberate actions to implement new policies and programs*

School/student outcomes
*e.g., school climate, discipline, attendance, achievement, social-emotional wellness*
Consolidated Framework for Implementation Research (CFIR)

- Common framework
- Evaluate implementation, not only outcomes
- Common language
- Identifies factors that impact interventions successfully
- Implementation strategies can target multiple levels

(Damschroder, et al., 2009; Lyon & Bruns, 2009)
Political, social, and economic context

- Academic calendar
- School policy/overlap with policy from other sectors
- Division policy
- Community resources
- Available data
Context in which implementation takes place

- School leadership
- School building priorities
- School climate for implementation
- Turnover
- Building-level resources for implementation
Experiences/characteristics of service providers

- Individual backgrounds (e.g., knowledge, role expectations)
- Attitudes towards evidence-based practice
- Beliefs about the program
- Student needs
- Student diversity
Characteristics of the program

- Ease of implementation
- Fit with multi-tiered system of supports
- Intervention usability/design quality
Mapping Implementation Determinants
Strategies for implementation

- Multi-year commitment/match with academic calendar
- Implementation strategies that are matched with local barriers and facilitators
- Bottom-up vs top-down
Group Discussion

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