

# Promoting Implementation & Sustainment of Tier 2 Evidence-Based Practices

A Practical Process for Training Peer Coaches

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SSHRC  
CRSH



**PolicyWise**  
for Children & Families

Canada

Advancing School Mental Health Conference  
Austin, TX  
November 7, 2019

# 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

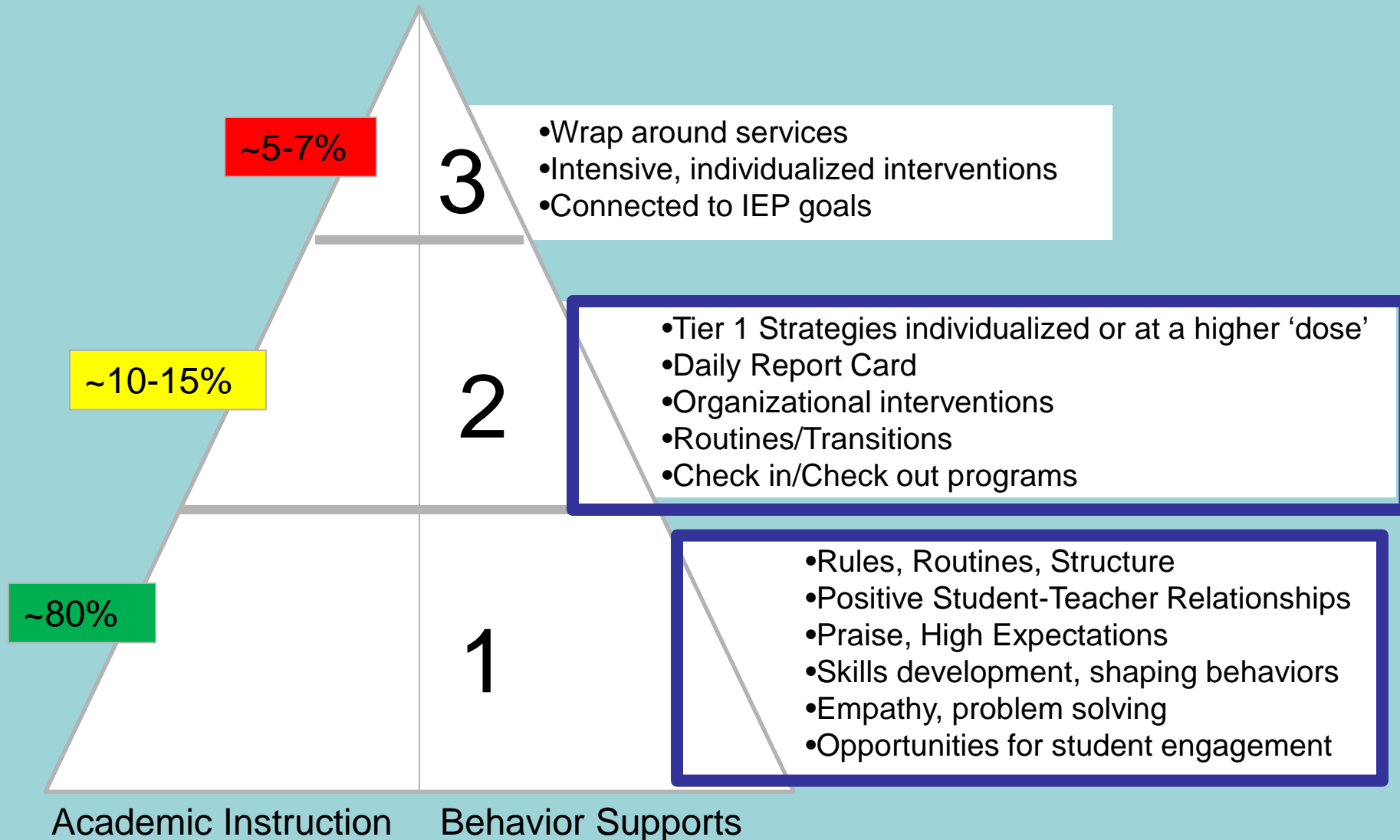
# Challenges

- 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

Potential solution to  
these challenges....



# Multi-Tiered System of Supports






# Effective Tier 2: Daily Report Card (DRC)

**Daily Report Card**

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Did you meet your goal?

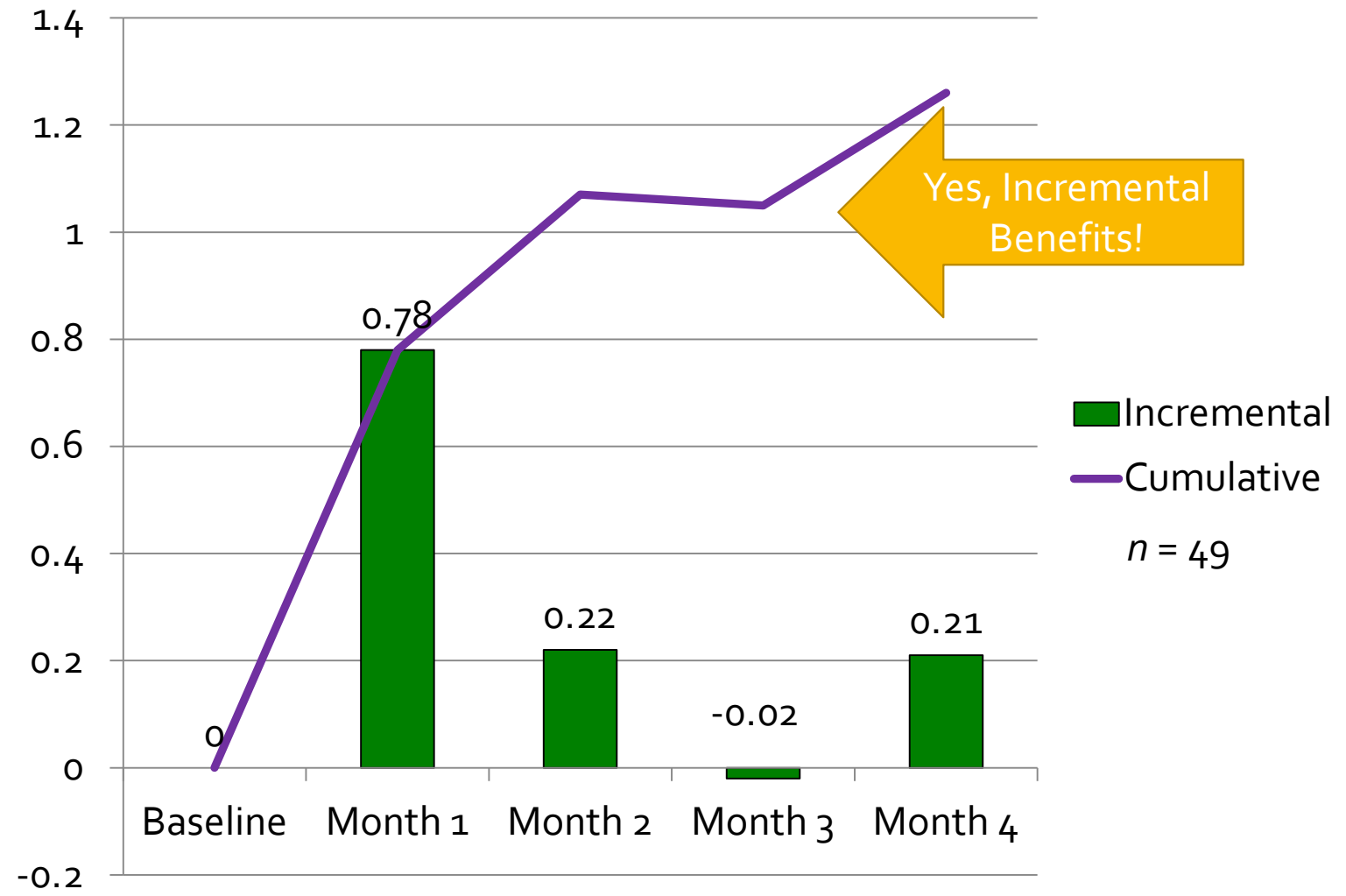
	Raises hand to speak with 7 or fewer instances of blurts out	_____	😊	😞
	Remains in assigned area with 3 or fewer instances of leaving area without permission.	_____	😊	😞
	Works quietly with 10 or fewer disruptions	_____	😊	😞

Teacher's Initials: \_\_\_\_\_

Additional comments: \_\_\_\_\_

- 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

# Incremental and Cumulative Effect Sizes





## Jordan's Report Card

1. Respects Ms. Allen with 3 or fewer arguments #of Arguments

//

Individualized Goals

2. Works quietly with 3 or fewer disruptions

#of Disruptions

// //

YES

NO

3. Completes 25 % of class work

% Complete

50%

YES

NO

Teacher Comments:

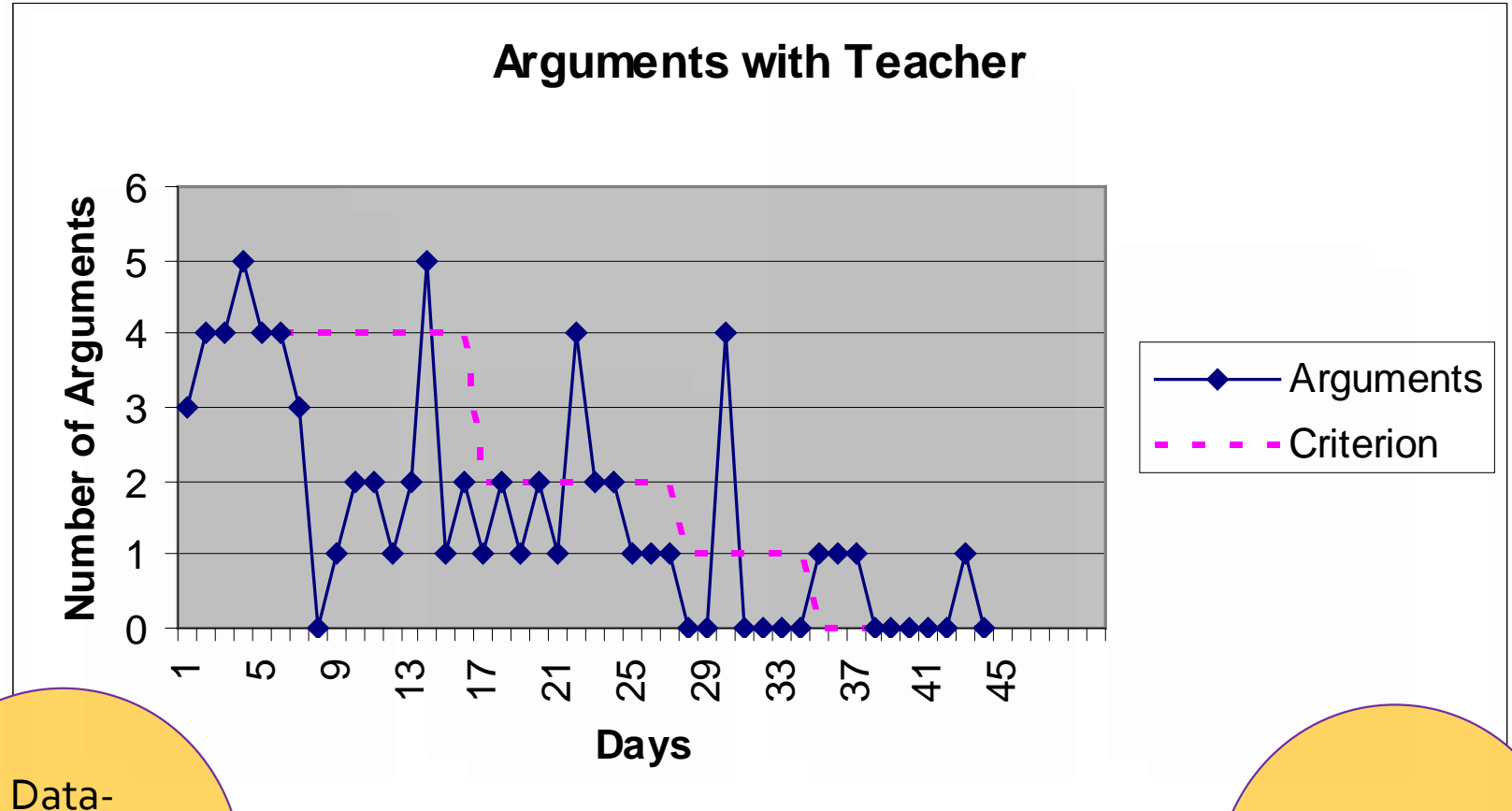
*Good day. Please sign field trip permission form*

Parent Signature: *Sandy Wright*

Parent Comments: *In his folder*

Home-School Linkages

# Daily Report Card Response to Intervention



Data-Driven Progress Monitoring

Effectively Changes Behavior

## The Daily Report Card.Online

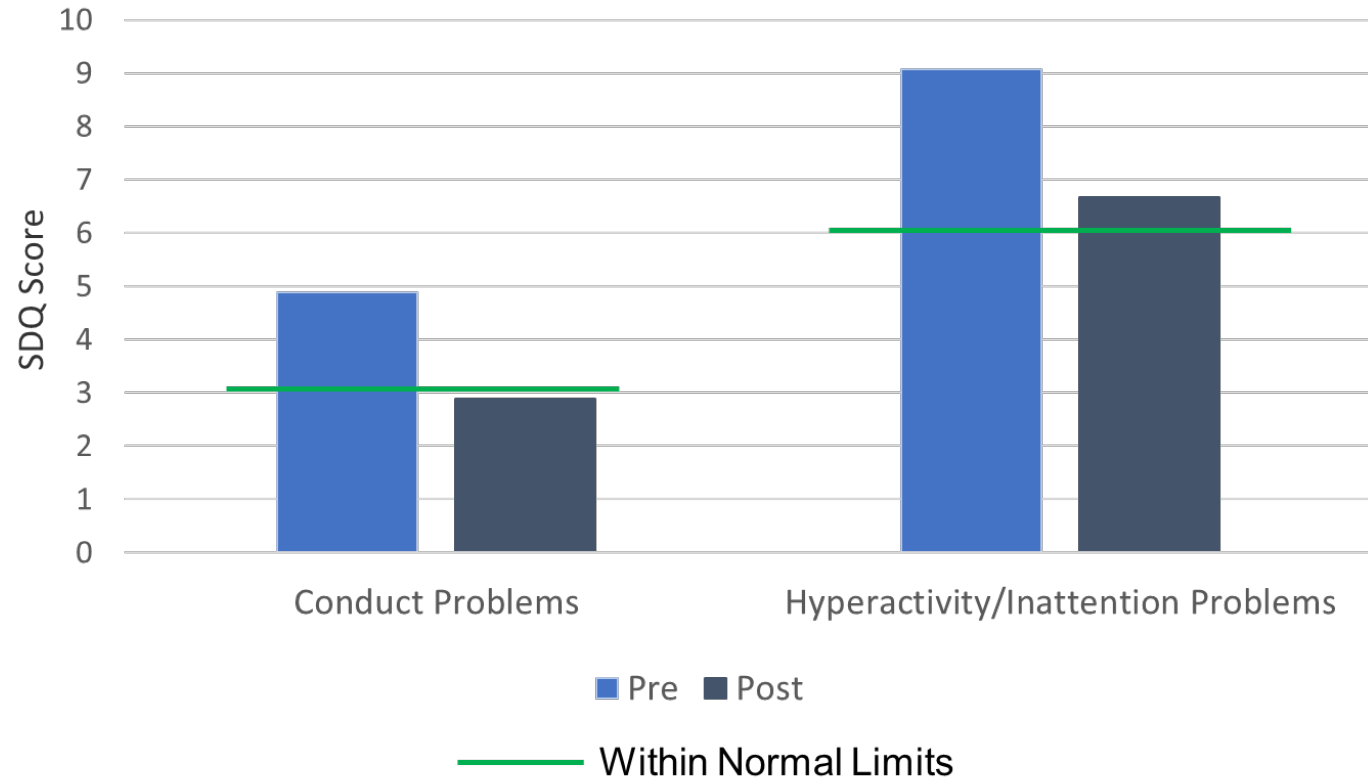
 DRC@

## 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



## Quotes

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**

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



[www.oucirs.org/daily-report-card-preview](http://www.oucirs.org/daily-report-card-preview)

# DRC.O Efficiency



- On average, teachers completed the DRC Wizard in less than an hour
- On average, teachers spent 5 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.



Peer Coaches

## 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

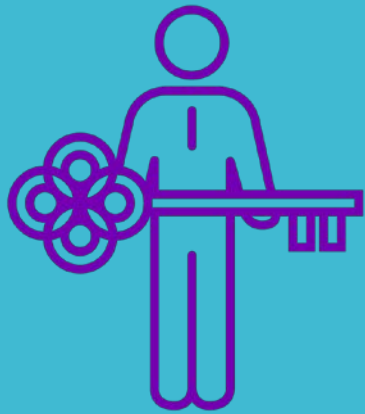





Outdegree scores



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



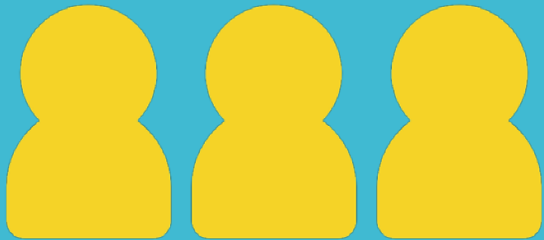
Use family engagement network to break ties



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

Example  
Activity:  
Session 2

# 5 Steps of Behavioral Consultation

1 Relationship Development

2 Problem Identification

3 Data Collection and Analysis

4 Intervention Implementation

5 Intervention Evaluation

The DRCO  
can help  
with all of  
these!

# Step 1: Relationship Development

## OARS

Open-ended questions

**O** *What behaviors would you like to see improve?*

Affirmations

**A** *I can see that you've put a lot of effort into working with this student*

Reflective statements

**R** *His behavior is really frustrating for you.*

Summaries

**S** *Let me make sure that I understand what you're saying...*

Julia is a 2<sup>nd</sup> 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 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

Open-ended questions

**O** *What behaviors would you like to see improve?*

Affirmations

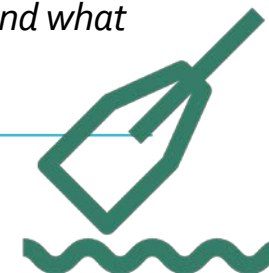
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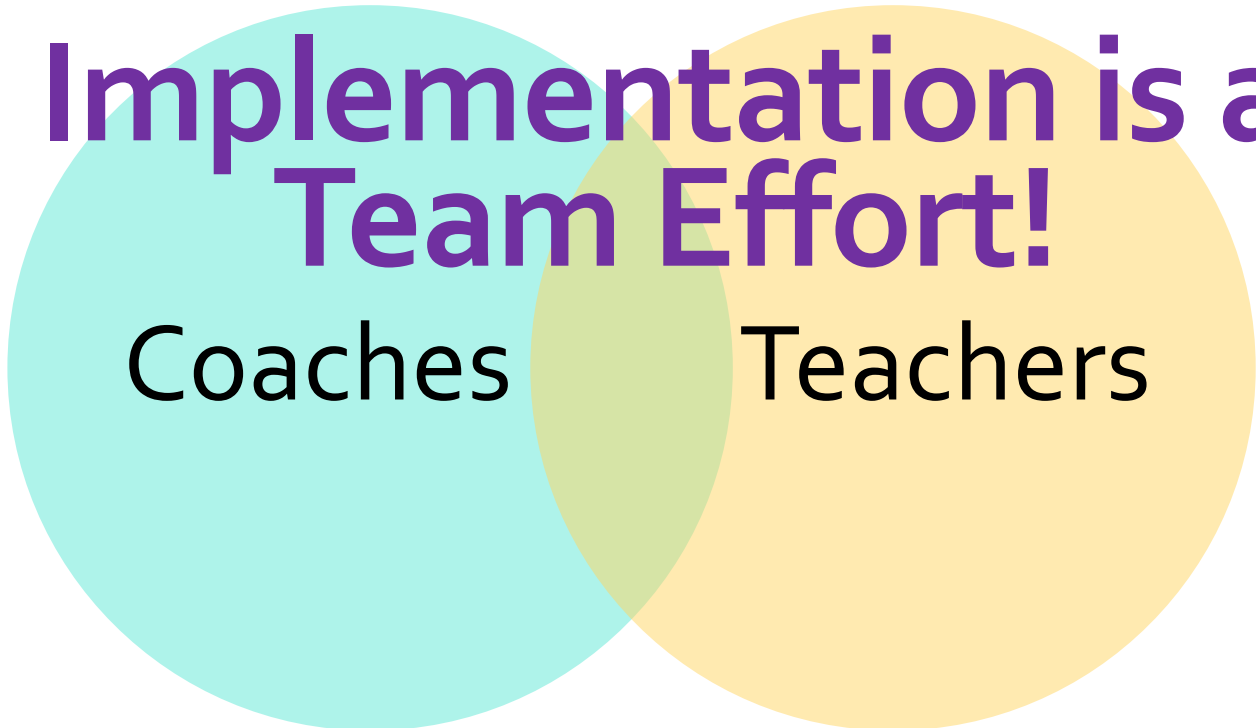
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## OARS

- O Open-ended questions  
*What behaviors would you like to see improve?*
- A Affirmations  
*I can see that you've put a lot of effort into working with this student*
- R Reflective statements  
*His behavior is really frustrating for you.*
- S Summaries  
*Let me make sure that I understand what you're saying...*

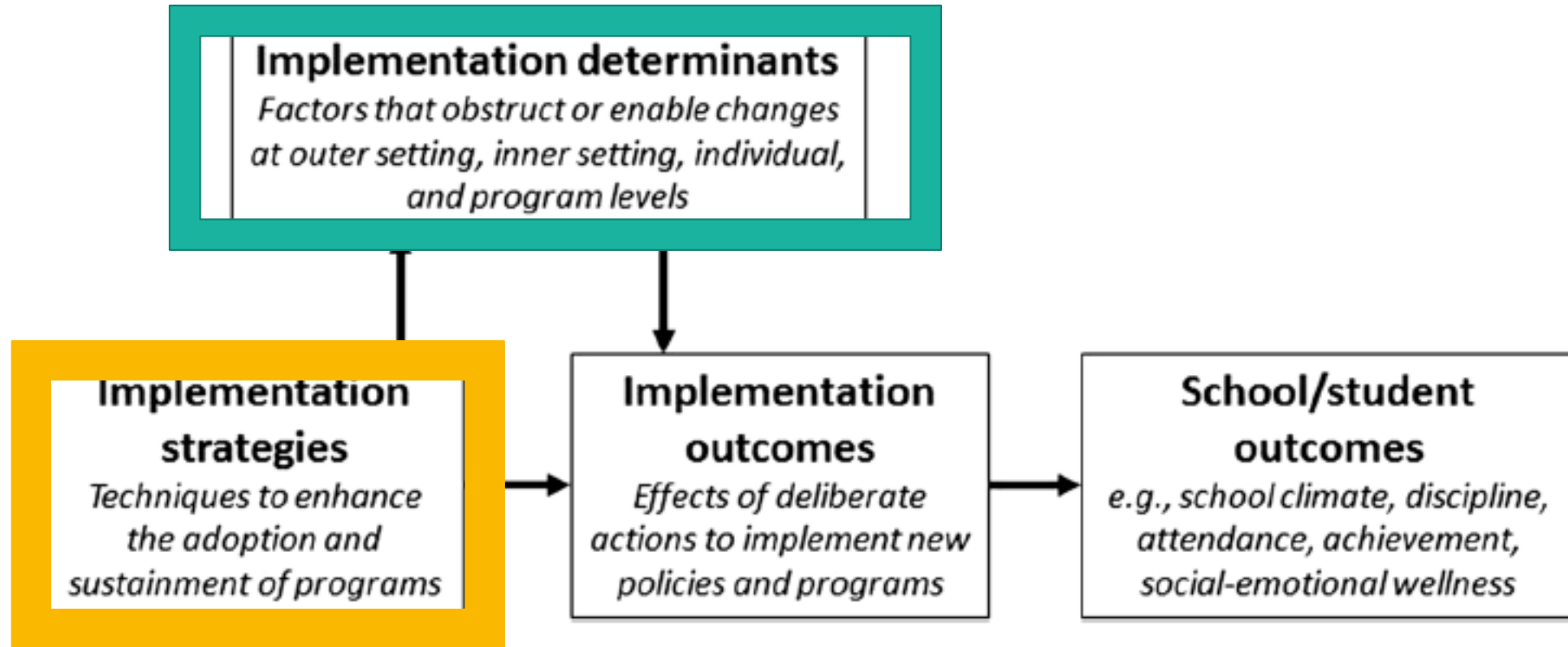
Example  
Activity:  
Session 3



**Implementation is a  
Team Effort!**

Coaches

Teachers

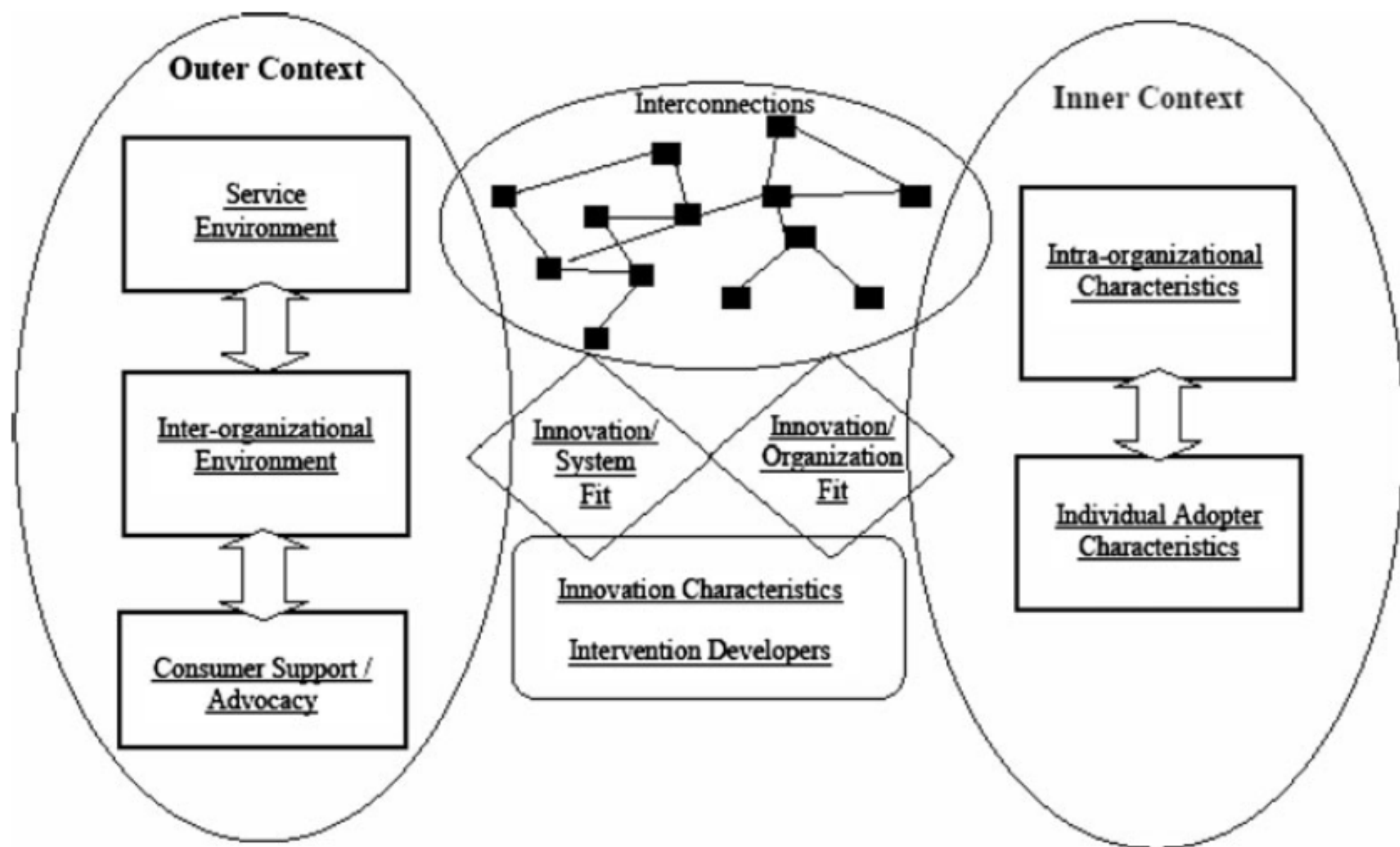


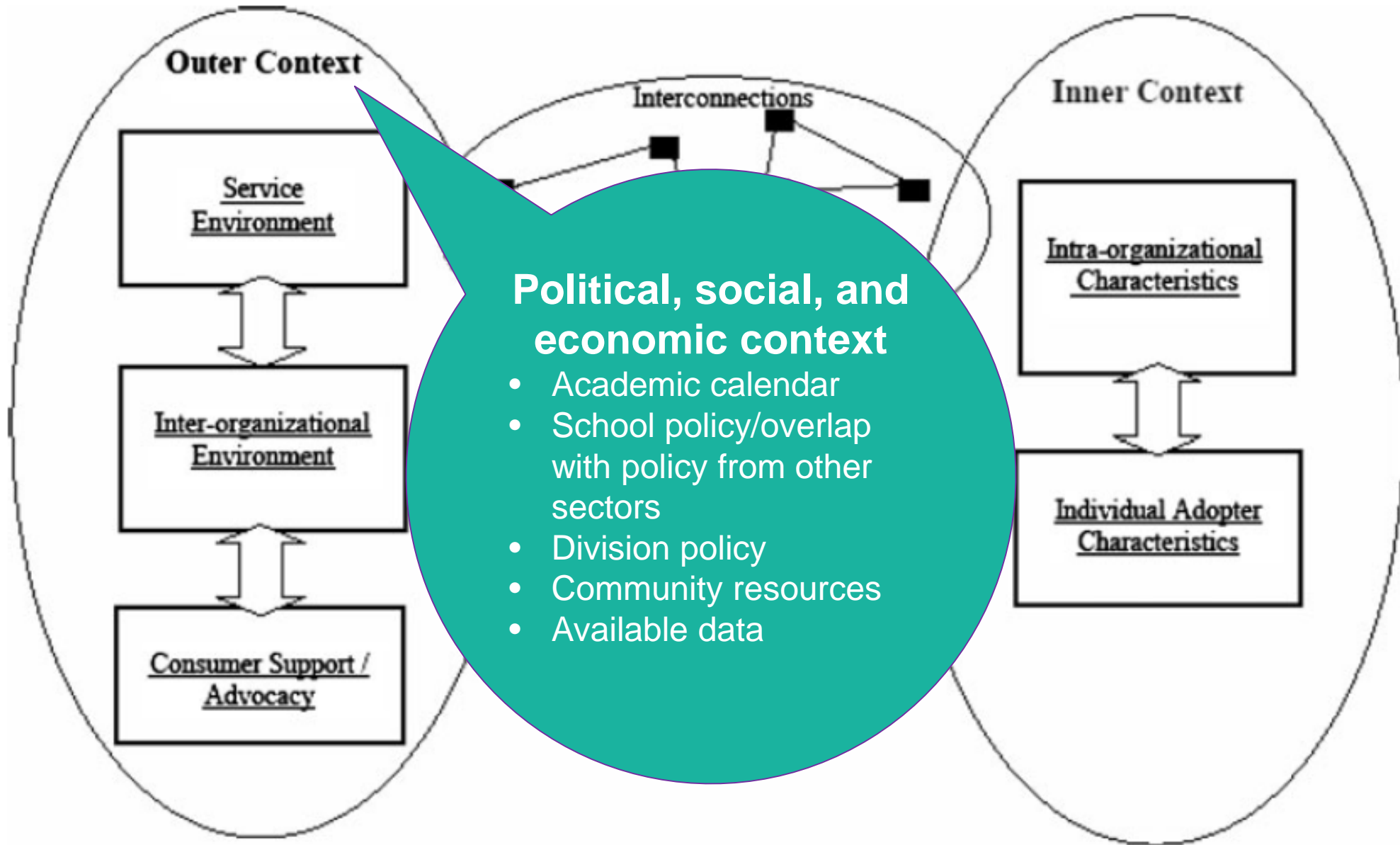
(Lyon & Bruns, 2019)

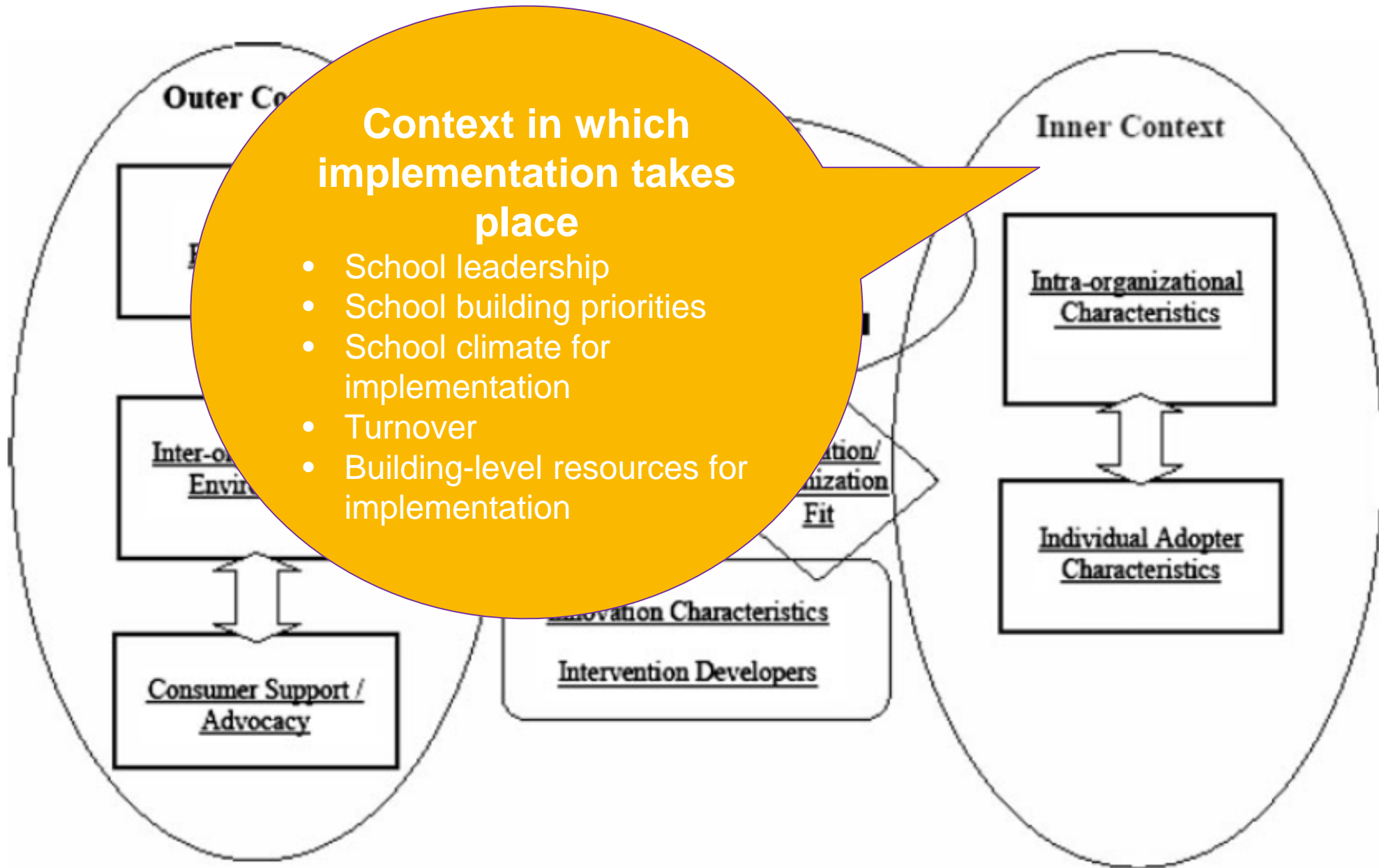


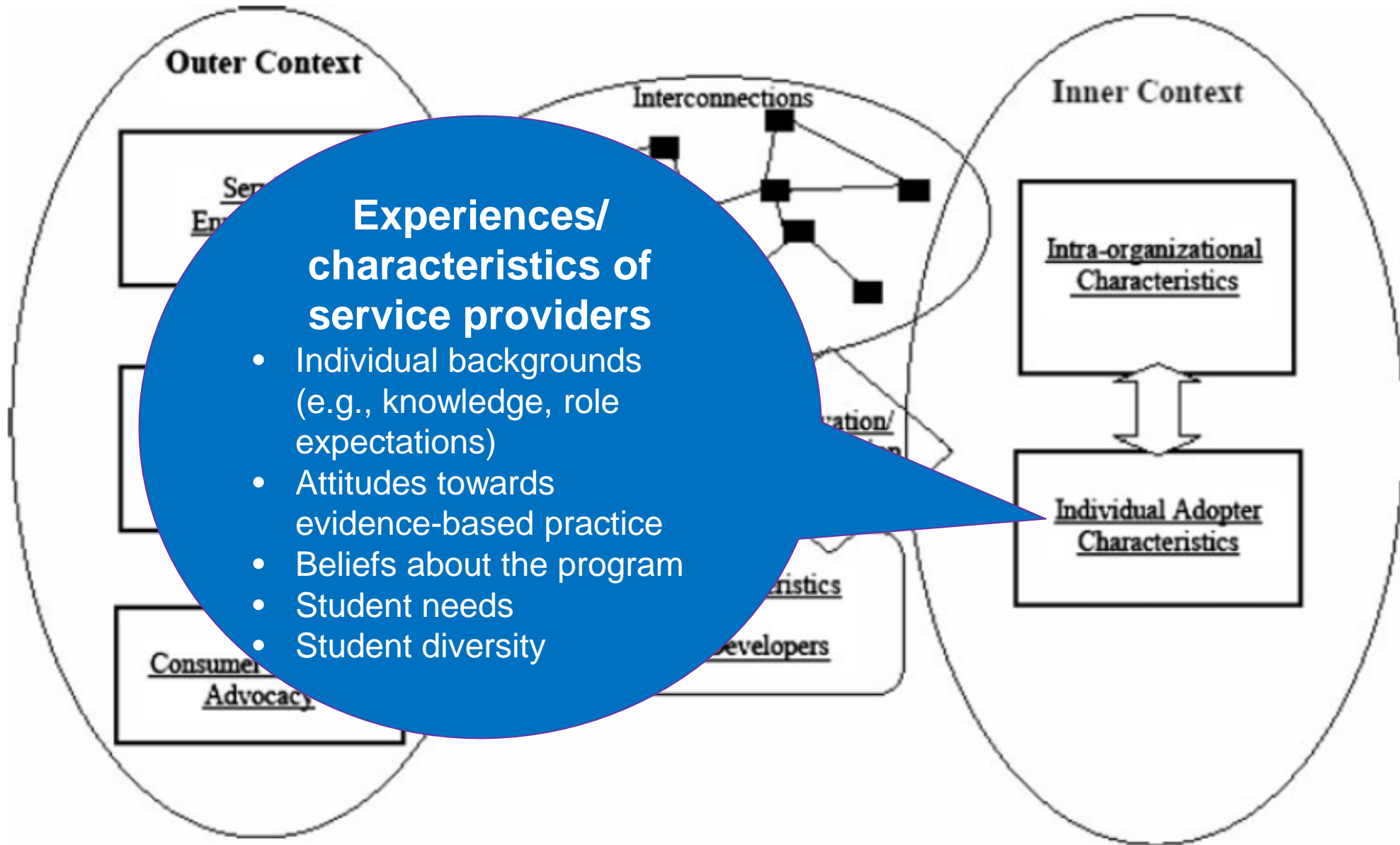
# Consolidated Framework for Implementation Research (CFIR)

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



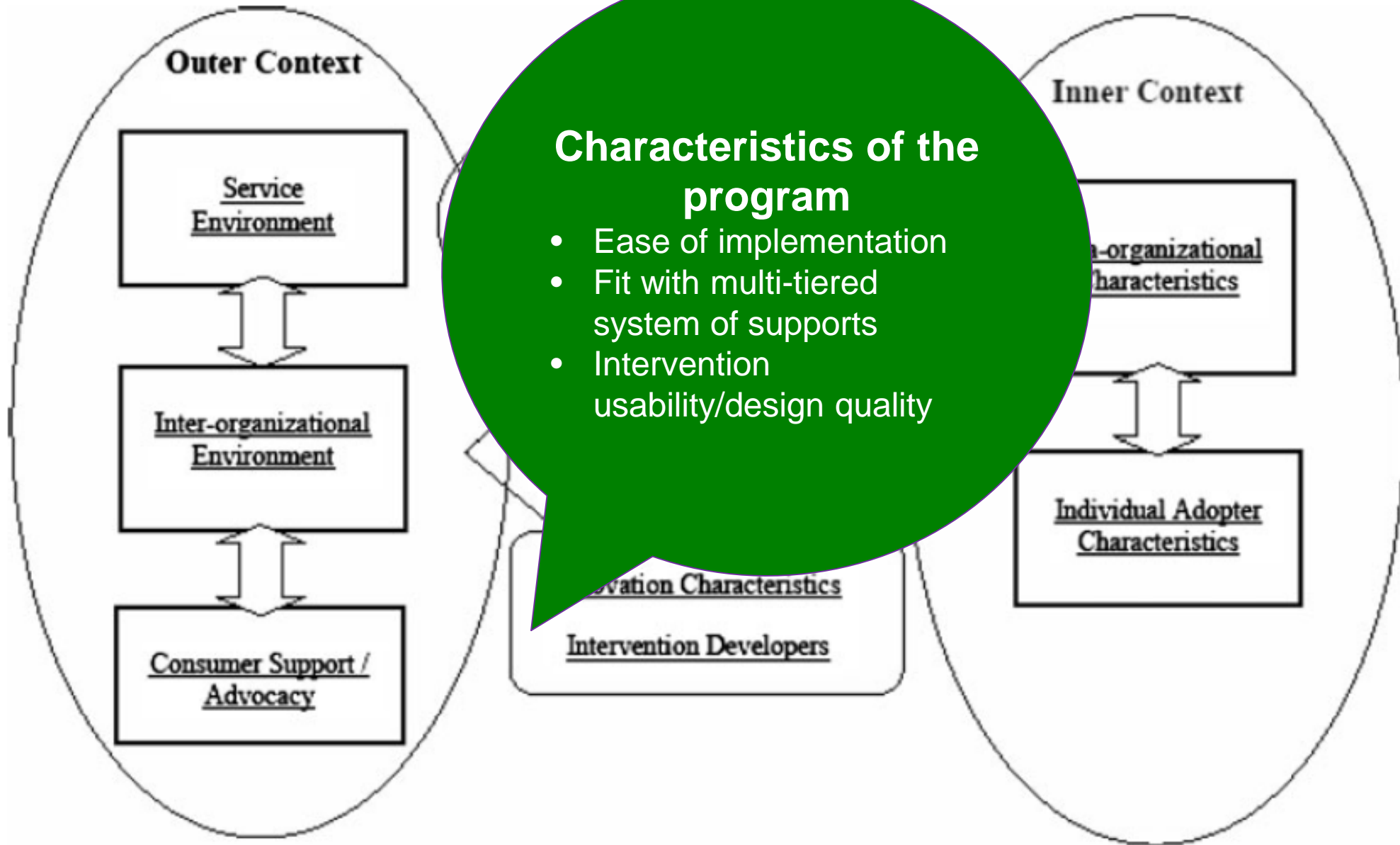




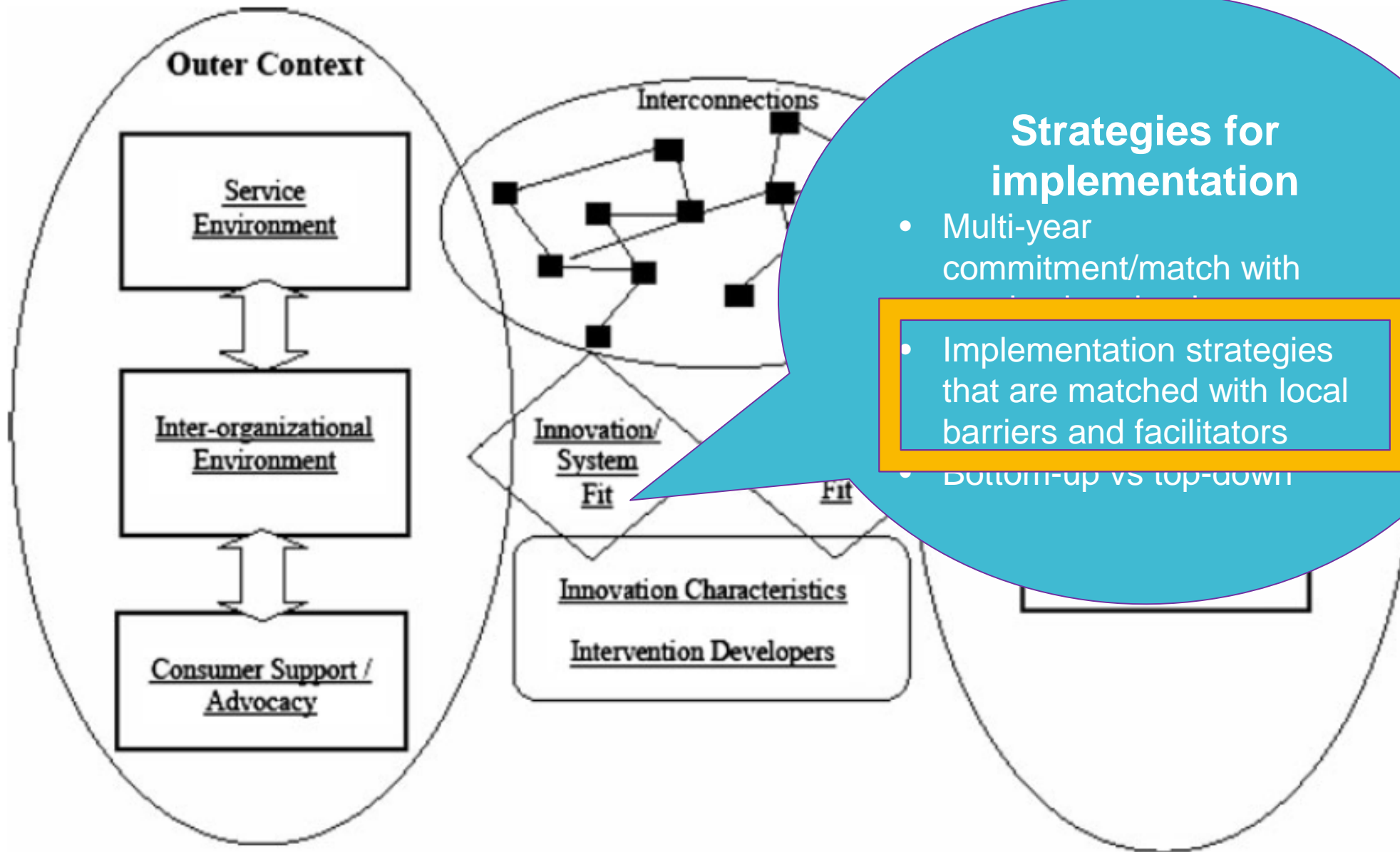


## Experiences/ characteristics of service providers

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



# Mapping Implementation Determinants





**Outer Setting**

The diagram consists of three colored rectangular boxes. A blue box on the left is labeled 'Outer Setting'. A yellow box on the right is labeled 'Inner Setting'. A teal box is positioned at the bottom center, overlapping the bottom edges of both the blue and yellow boxes, and is labeled 'Individuals'. The boxes are arranged in a triangular pattern, suggesting a model of how external and internal environments interact with the individual.

**Inner Setting**

**Individuals**

# Group Discussion

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