



3H: Employing a New Professional Learning Model to Serve & Support Students

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- **Topic:** Coaching
- **Keywords:** Tier 1, Implementation, Training



Learning Objectives

1. Deepen understanding of the systems and practices that build PBIS coaching capacity
2. Explore appropriate methods to disseminate information on effective, evidence-based Tier 1 practices
3. Consider employing a virtual ECHO in Education© model to utilize technology and connect people in an “all teach, all learn” model of collaborative learning & problem solving



About Florida PBIS

PBIS

Mission & Services

Partners

Annual Report

School Climate
Transformation
(SCT) Grant

Mission and Services



Our Mission

Increase the capacity of Florida's school districts to use team-based planning and problem solving to implement positive behavioral interventions and supports within a Multi-Tiered System of Supports (MTSS).



What We Do

Provide training and technical assistance to districts in the development and implementation of positive behavioral interventions and supports at the school-wide (Tier 1), classroom, targeted group (Tier 2), and individual student (Tier 3) levels.



↕ We coach

District Leaders

↕ who coach

School-Based Leaders

↕ who coach

Teachers

↕ who coach

Students & Families

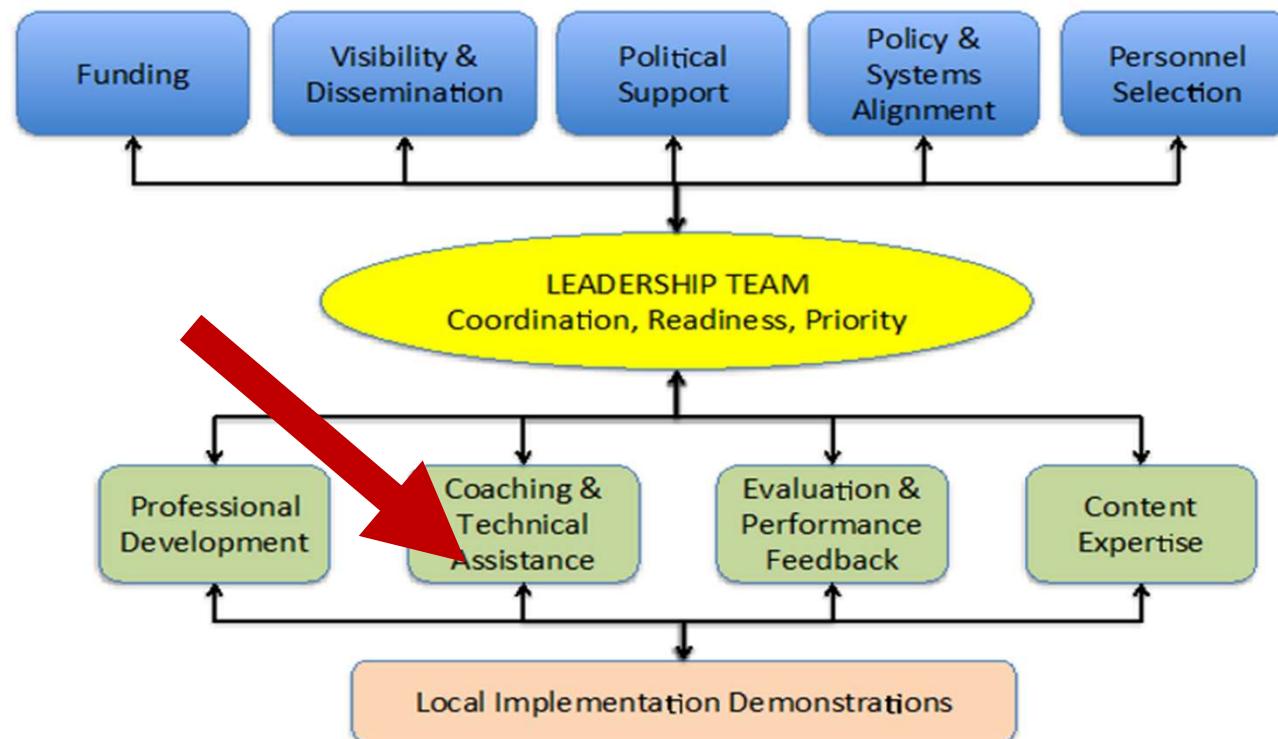
who inform contextually relevant practices to address local needs

Our Support Model

To build local capacity for implementing PBIS, the FLPBIS Project engages in coaching, evaluation, and data-based problem solving with district leaders to create systems that support effective PBIS practices.

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Critical Elements for Effectiveness in SWPBIS: *Implementation Drivers*



What is Coaching?

- A **set of activities** that support and build the capacity of leadership teams to implement a multi-tiered system of supports (MTSS), aligned with improvement plans to enhance student outcomes.

What does that mean?

Multiple skill sets with various areas of expertise are required

One person will probably *not* possess all the skills necessary to support PBIS implementation fidelity

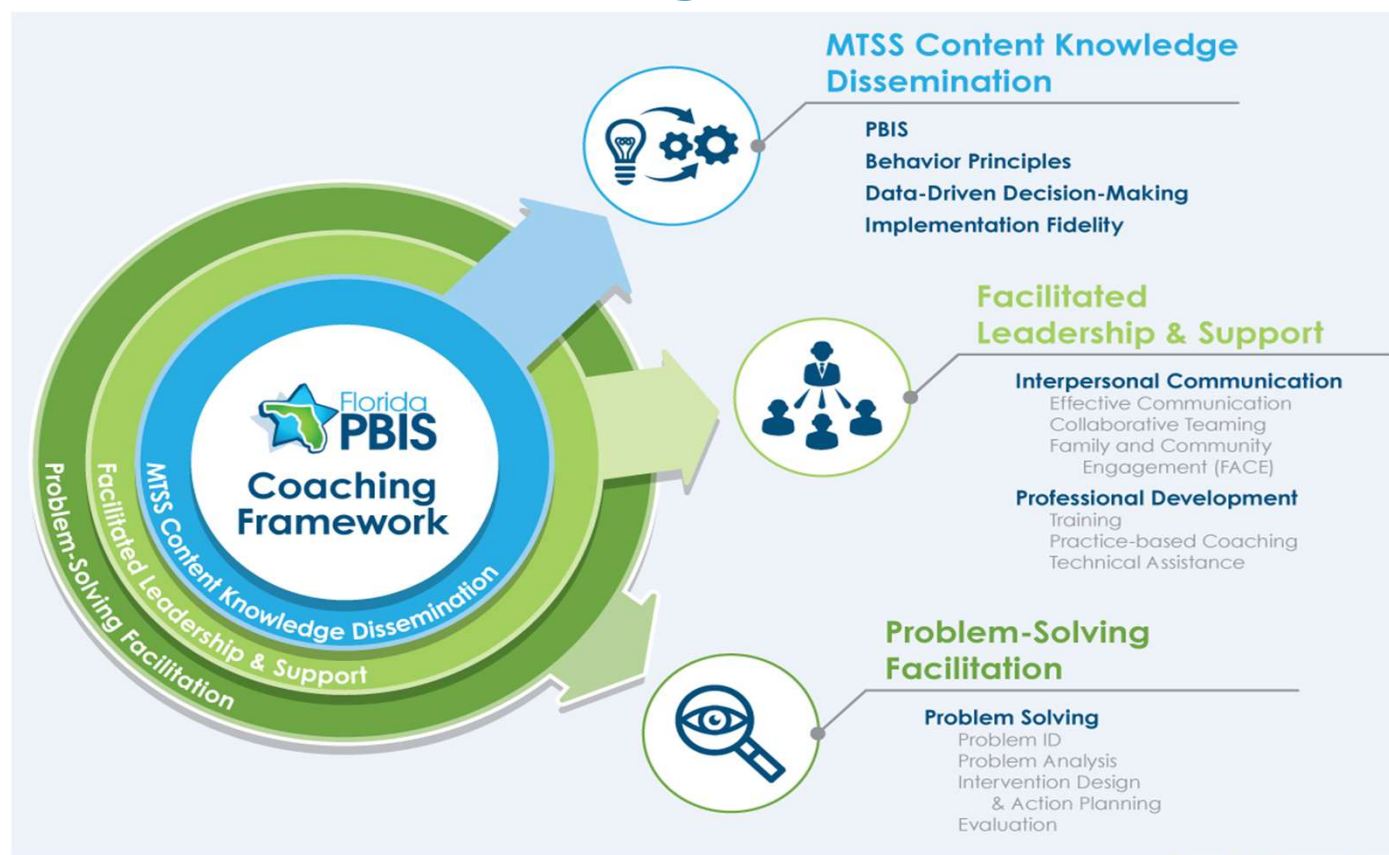
Every team member is considered a 'coach'

FLPBIS Coaching



**Coaches as
Problem-Solvers**

FLPBIS Coaching Framework



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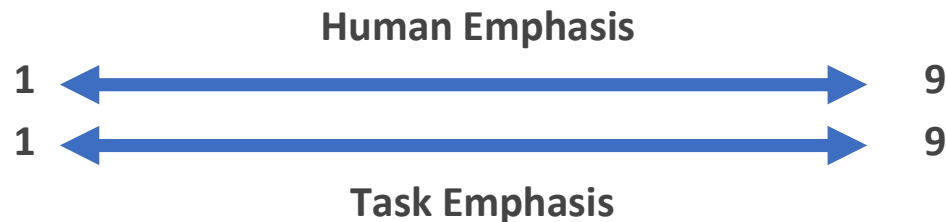
Essential Coaching Elements

1. Leadership Skills = People

- a. Effective Communication
- b. Collaborative Teaming
- c. Family & Community Engagement

2. Problem-Solving Skills = Task

- a. Adherence to structured process
- b. Implementation fidelity

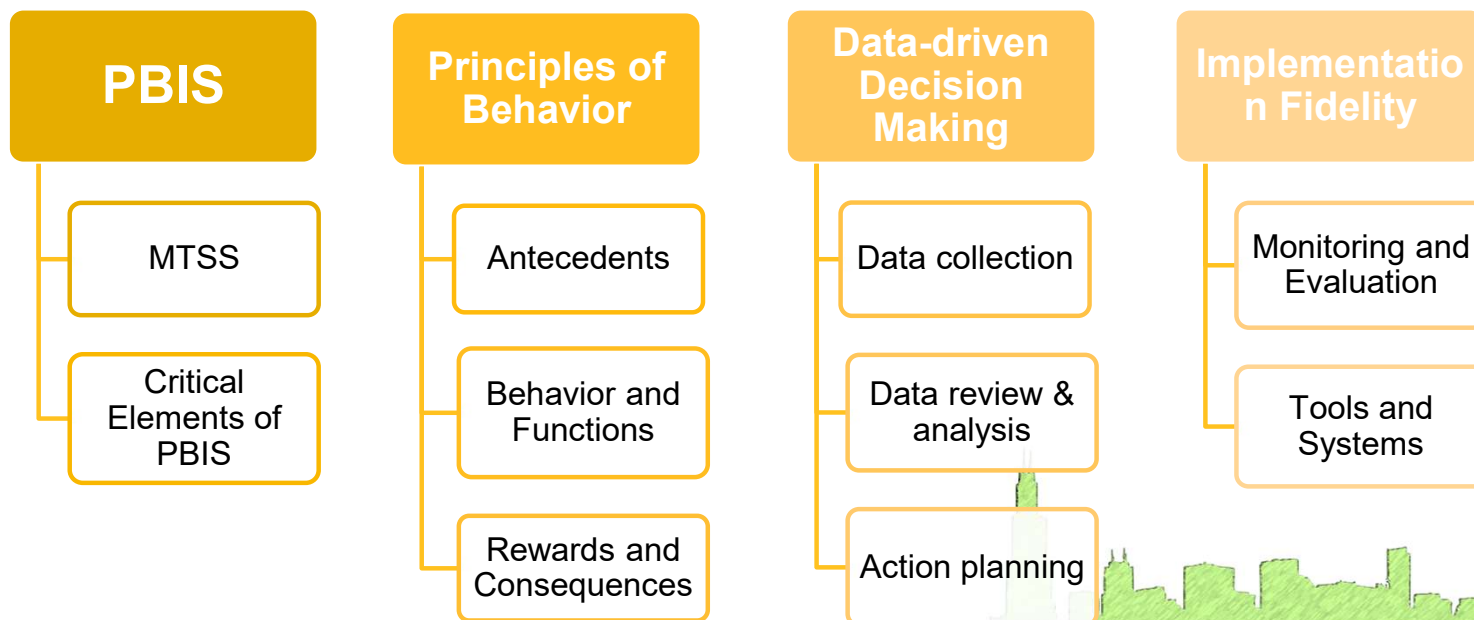


Both are necessary, Neither is sufficient alone!

MTSS Content Knowledge Dissemination

Knowledge, Fluency, Experience

*What barriers exist for me?
For my team?
How do I know?*



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Problem-Solving Facilitation

Coaching Foundation

Step 1: Problem Identification & Goal Development

What is the problem?

Step 4: Evaluation

*Are the
strategies
working?
How do we
know?*



Step 2: Problem Analysis

*Why is the problem occurring?
What are the barriers to
achieving our goal?*

Step 3: Intervention Design

What are we going to do to reduce/eliminate the barriers?

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Problem Solving

General Questions to Explore

Problem Solving Process

1. What problem-solving model is implemented at my school/district?
2. How is fidelity of the problem-solving process monitored at my school/district?

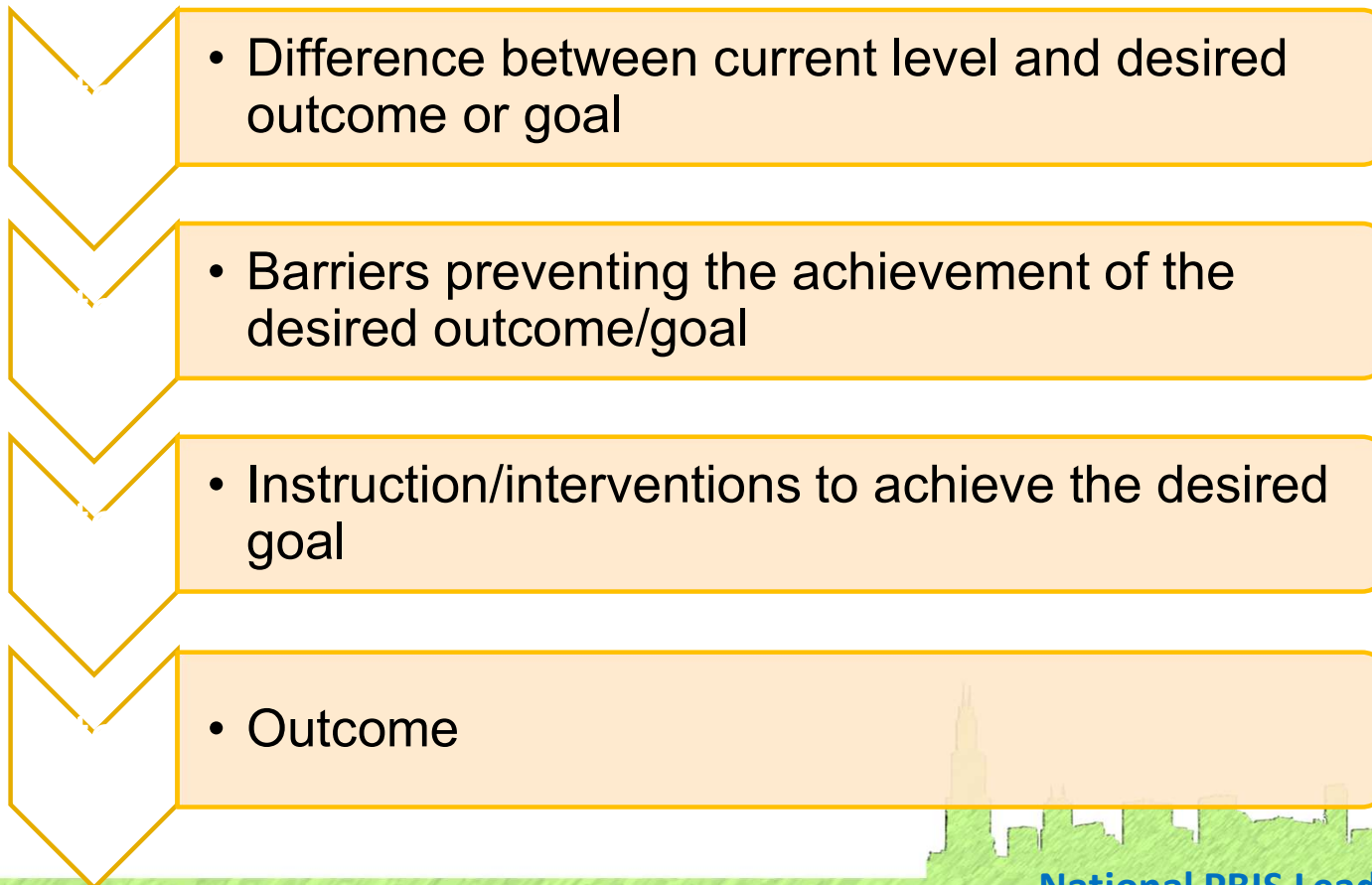
Coaching Specific

1. How does my team problem-solve coaching concerns?
2. What data are used to problem-solve around coaching?
3. How does my school or district identify PL needs for coaching?



Problem-Solving

Effective Coaching Supports



Problem-Solving for Coaching Supports

Guiding Questions to Explore

Step 1

- What do we expect coaches to know, understand, and do?
- Do our coaches meet or exceed those expectations?

Step 2

- What barriers preclude our team/coaches from reaching the expectations?

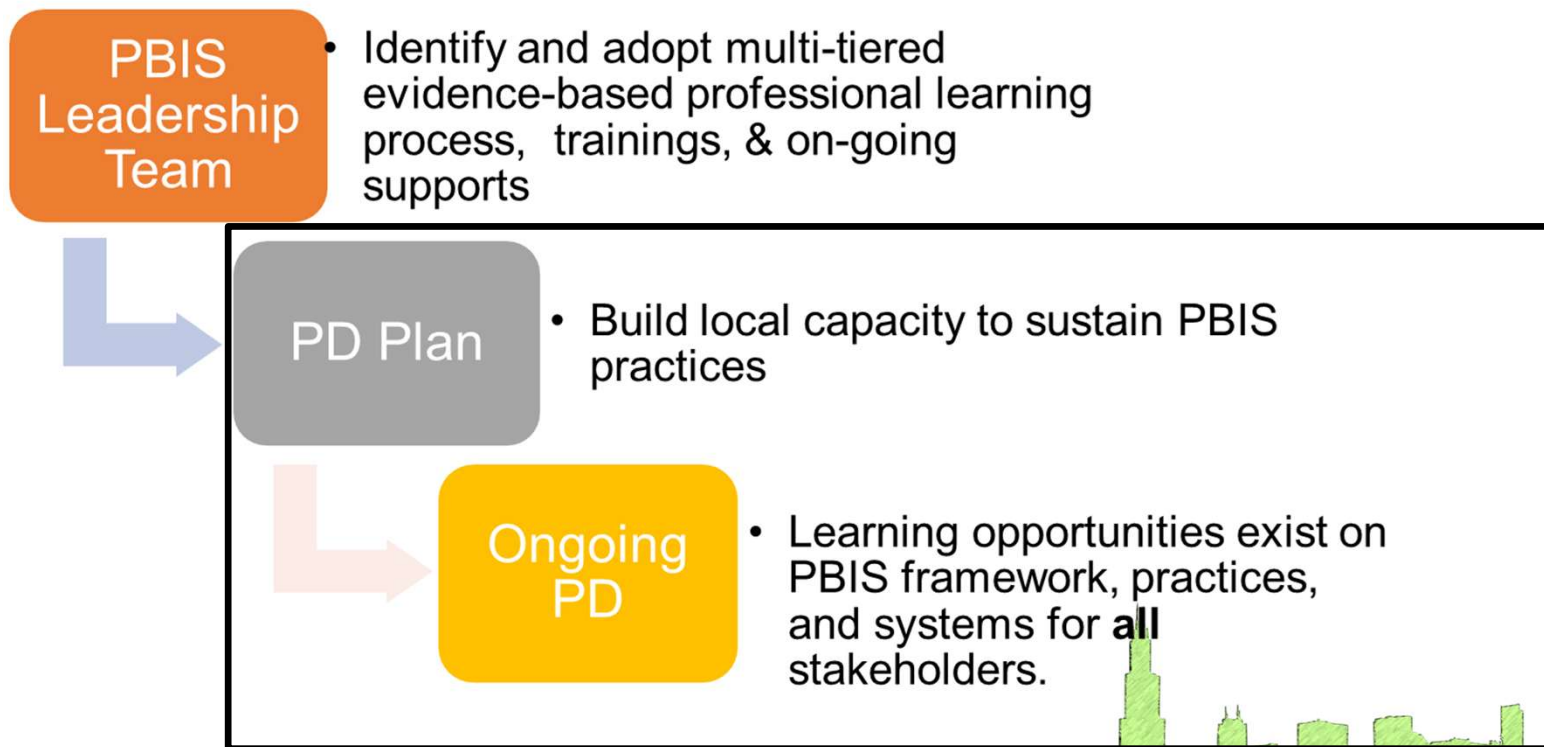
Step 3

- What will we do to address the barriers? (train, model, mentor, observe)
- What resources do we need to be successful?
- How will we monitor the effectiveness of the supports?

Step 4

- Were the supports effective?
- If so, what's next?
- If not, what do we do now?

Professional Learning Opportunities *Build and Sustain PBIS Implementation*



Professional Learning Model Example

ECHO in Education®: Connecting Educators and Building Virtual Communities of Practice



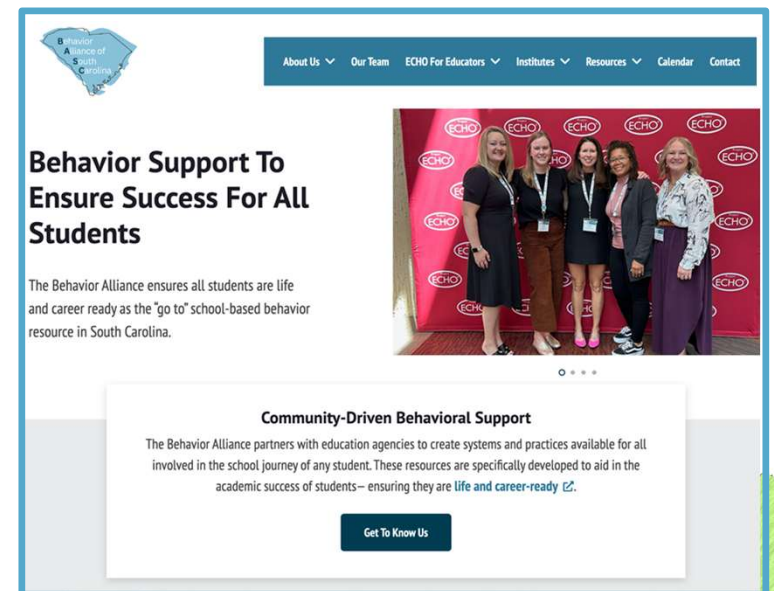
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Our Mission

We use a continuum of support to partner with state and local educational agencies to cultivate effective community-driven systems and practices so all students can experience a sense of **belonging** and engage successfully in school.

Our Vision

To ensure all students are life and career ready by being the “**go to**” school-based behavior resource in South Carolina.



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Rural areas in the US have approximately:

20% of all students

30% of all schools

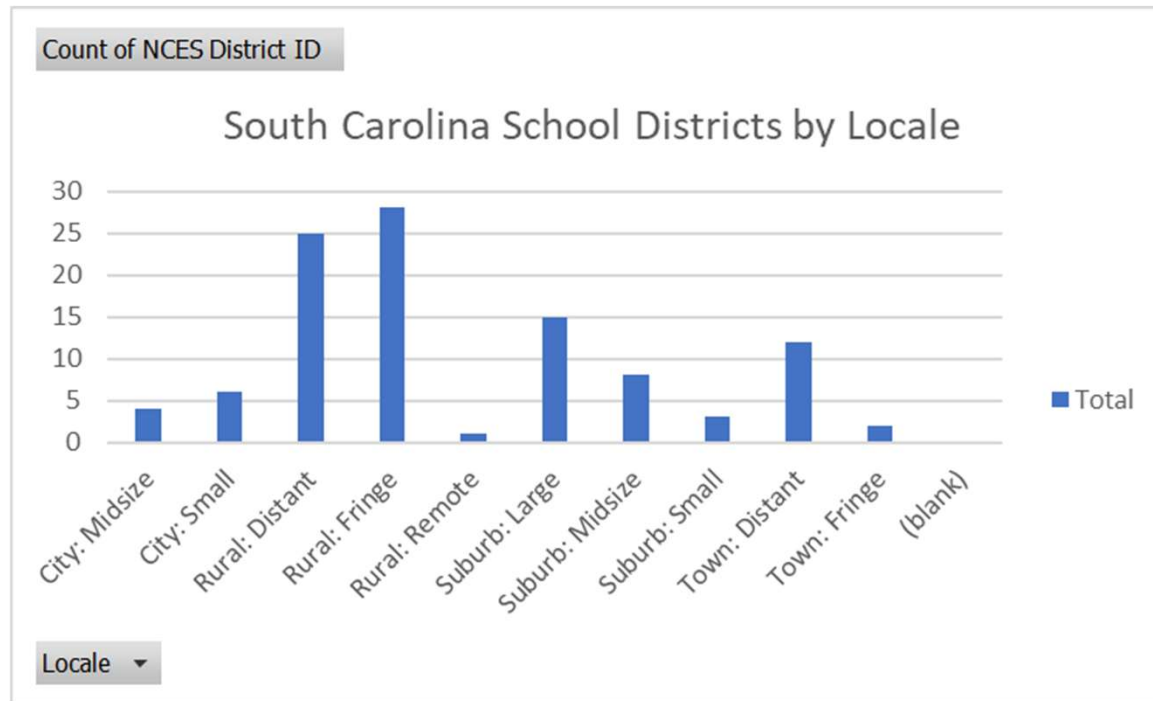
50% of all school districts

*– National School Boards Association – Center
for Public Education*



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In SC, 53% of our districts are rural



Rural Definitions

This database uses the NCES Locale Classifications and Criteria to define rural locations. For the purposes of this evaluation brief, all rural categories were collapsed into one “rural” category. The rural definitions are:

Rural – Fringe (41): Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant (42): Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

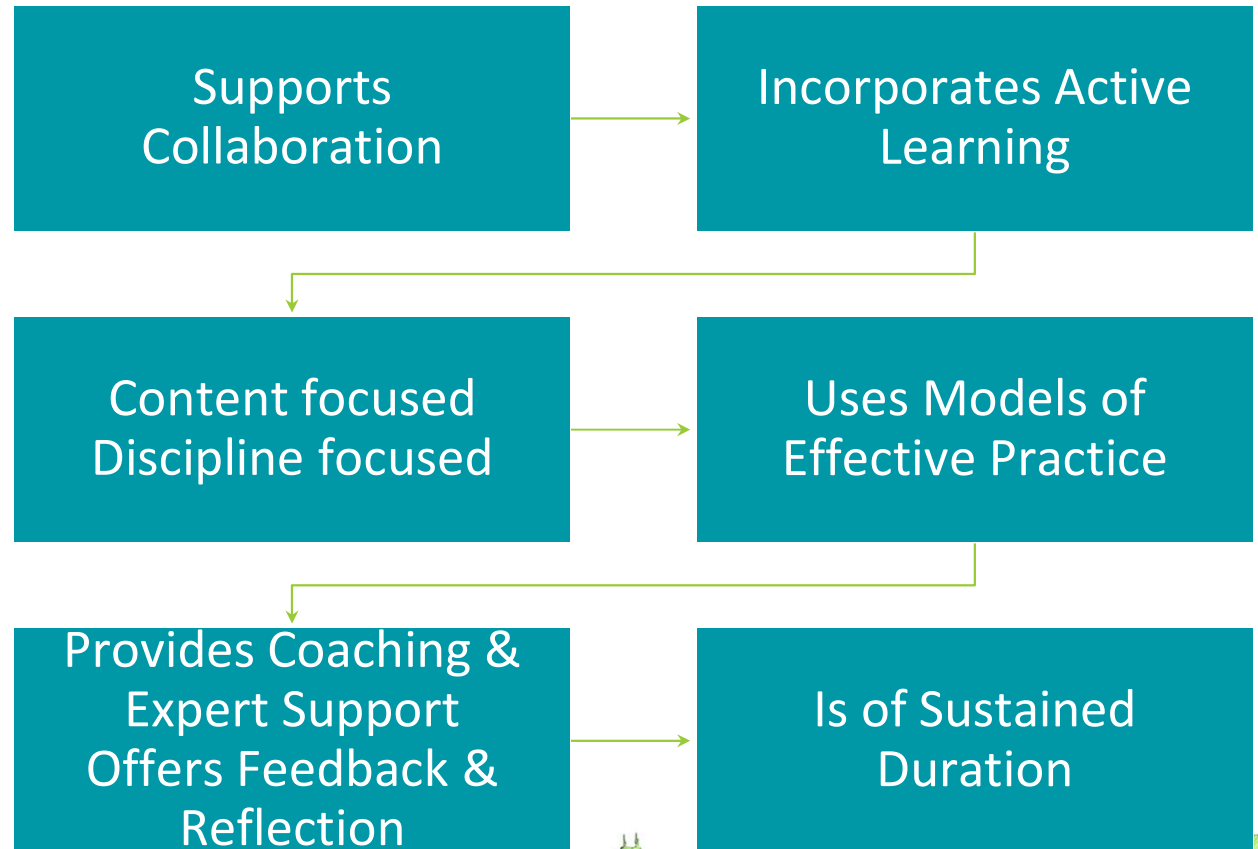
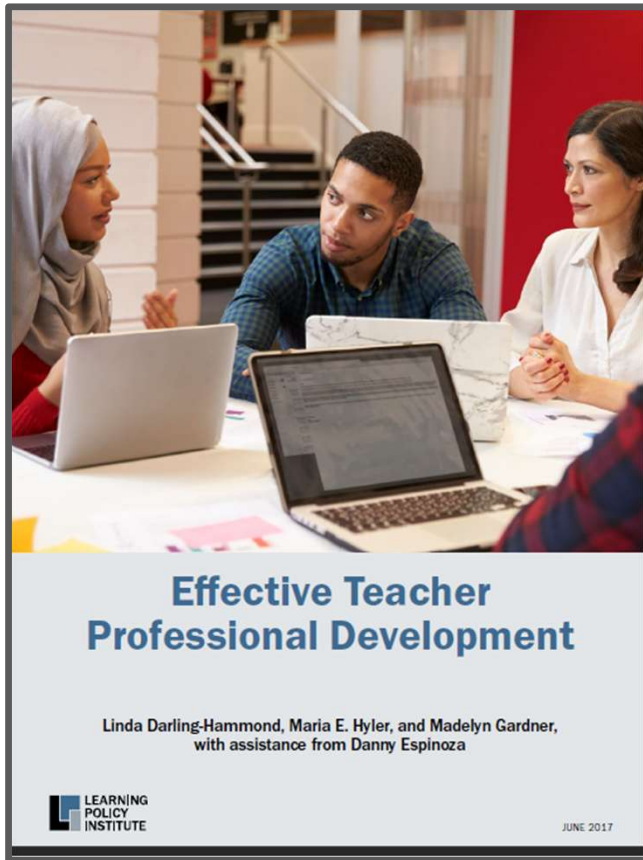
Rural – Remote (43): Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster. (NCESf, 2022).

Imagine that you are an educator working in a rural area and have don't have peer, coach, specialist to discuss your students or situations.

What words come to mind?



Effective Professional Development



ECHO as a Professional Learning Model



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Project ECHO is a global tele-education community developed by doctors at the University of New Mexico School of Medicine.



4,003,407

ECHO Session
Attendances



896

ECHO Hubs Launched
+ 33 Superhubs



63

Countries Have ECHO
Hubs



193

Countries Have ECHO
Participants



505

Peer-Reviewed
Publications Validated
the ECHO Model

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What is ECHO?

It is a knowledge-sharing network, led by teams of experts who use a videoconference-driven practice model to empower local health professionals.



Hub
Teams

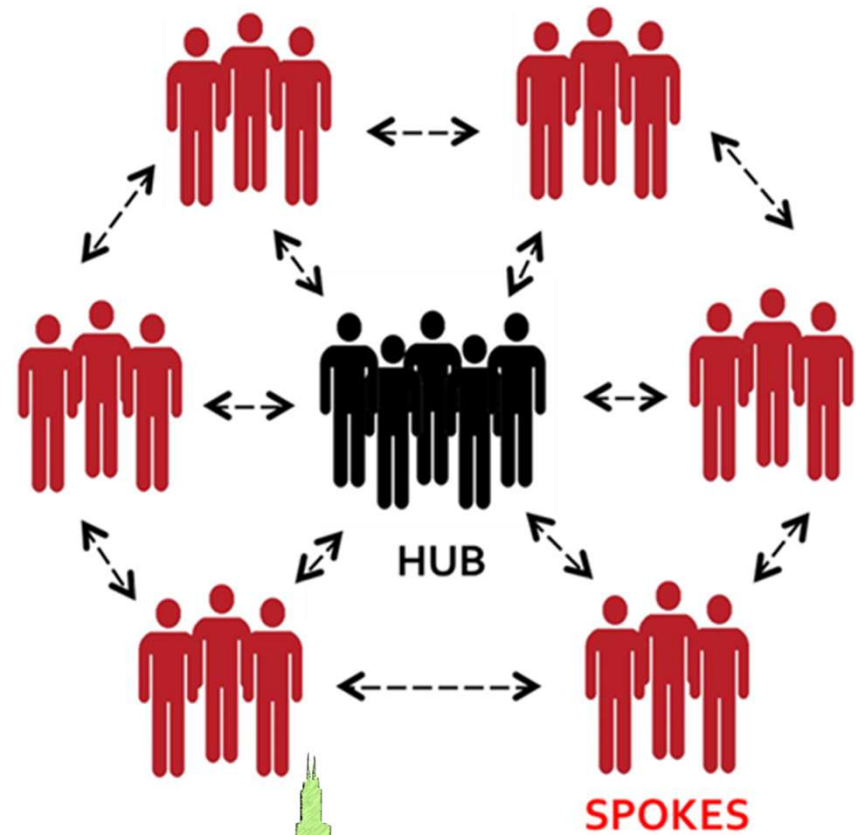
Administrators
Educators
Families

South Carolina
Students

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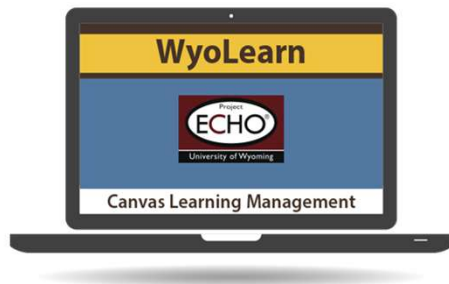
What is ECHO?

ECHO Model:
All teach
All learn



ECHO SuperHub, Supports, and Information

[New Mexico ECHO for Education |
ECHO Institute Programs](#)



[University of Wyoming ECHO](#)

[View Recorded ECHO Sessions](#)



ECHO model is different from Traditional PD



Real life and real time challenges.

Peers planning and supporting peers.

Main focus is to build a support network, not just sharing content.

Helps to decrease isolation and loneliness.

Effective tele-networking model across disciplines.

ECHO model is different from Traditional PD



Heavily measured for continuous improvement to meet educator educator needs.



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Principles of the ECHO Model



Use technology to
leverage scarce
resources

Multipoint videoconferencing to co-create platforms for enhanced communication and collaboration through virtual face-to-face **communities of practice** and learning

- Amplify scarce human resources, both specialists and primary care
- empower the agency of local experts and practitioners

Principles of the ECHO Model



Share “best practices” to reduce disparities

Improve outcomes by reducing variation in implementation of evidence-based practices

- Brief didactic presentations [10-20 min]
- Reinforcement of evidence-based guidelines, etc

Principles of the ECHO Model



Apply case-based learning to master complexity

Master complexity through collaborative problem solving with subject matter experts across the multiple settings

- Guided practice [learning by doing] via tele-mentoring

Principles of the ECHO Model

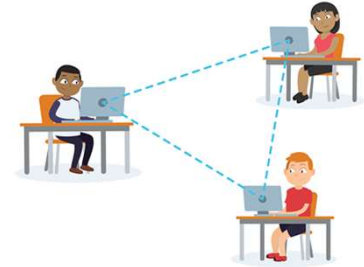


Evaluate and
monitor outcomes

To promote
continuous quality
improvement

Goals:

Provide Collaborative Networking Opportunities



Learn with and from colleagues (i.e., teachers) and specialists (e.g., higher education faculty, district staff, related service providers).



Community of Practice

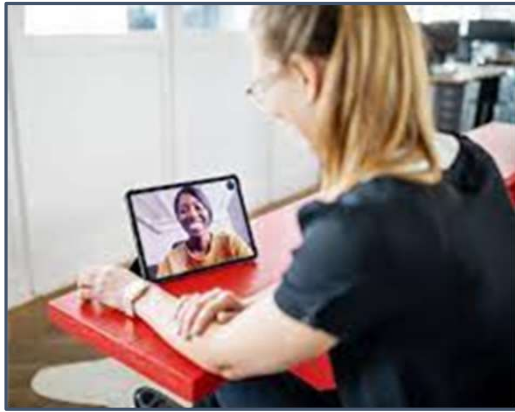


Group of people who share values and concerns about a domain and regularly interact to improve their practice together (Wenger, 1999).

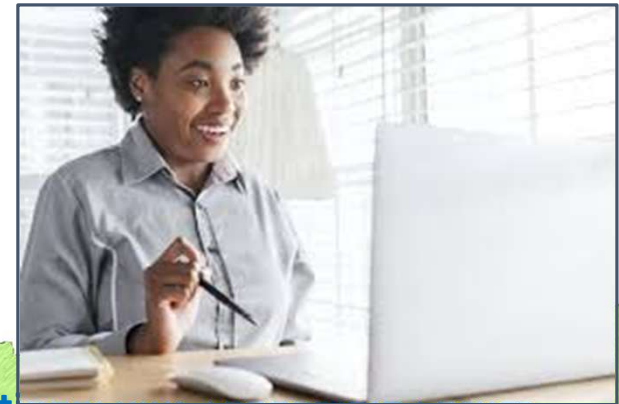


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Community Norms



Connect with colleagues
Ask questions
Non-evaluative
Support peers
Share resources



What is an ECHO? Learn more here!

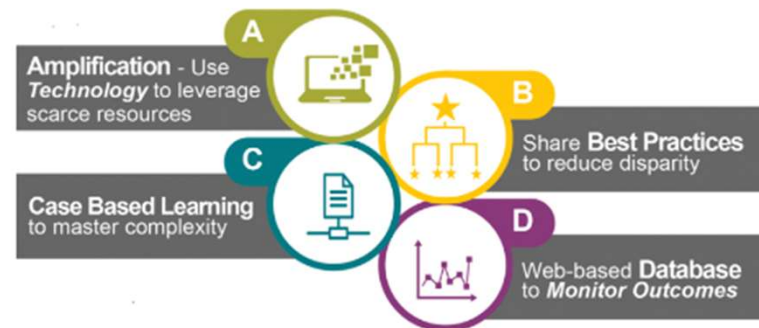


What is an ECHO for Educators?

ECHO for Educators is an initiative focused on uniting educators with the purpose of building a support network for educators to strengthen the use of best practices. This is a collaboration between the Behavior Alliance of South Carolina (BASC), Clemson University, and other partners.

The ECHO for Educators is part of the [Project ECHO](#) and is a tele-mentoring Network.

Moving Knowledge, Not People. Right knowledge. Right people. Right Time.



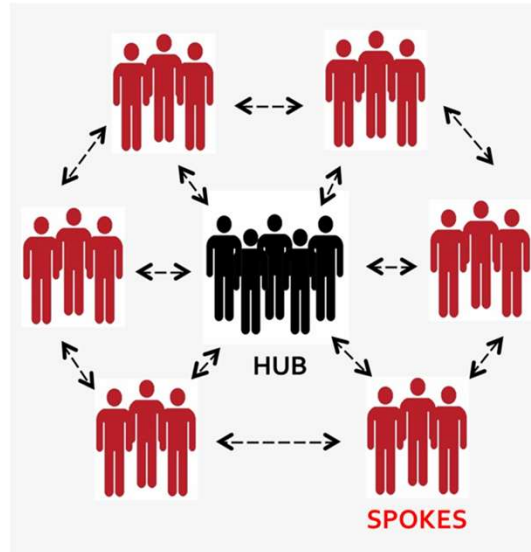
ECHO Logistics

- Each session will be online using Zoom.
- Every session follows the same structure.
- Session topics are planned and presented by educators.
- You don't have to leave your workplace, classroom, office, or home.
- There's no cost to participate.
- Professional development hours are provided.

Roles and Responsibilities

Educators/Spokes

Attend the 4-6 sessions
Participate in the cases
by sharing a case or
providing feedback
Ask questions



Hub Team Members

Provide feedback on the cases
Deliver a didactics or
identify relevant
presenters
Limit comments

Session Structure

Introductions

Name, Role,
Affiliation (5-10
mins)

Didactic

Brief overview of a
skill or topic (10-20
mins)

Case Presentation

Student, Classroom,
Situation (15-30
mins)



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Didactic Presentation Format



Share “best practices” to reduce disparities

Brief overview a specific skill or t
Multiple opportunities for spokes to engage asking and responding to questions (goal: 1 per minute)
Time for Q/A after the didactic presentation



Case Presentation



Apply case-based
learning to master
complexity

ECHO ID -- Instead of initials we will use a numeric ID.

Grade -- Instead of birthdays or age, we will use grade level (e.g., middle school)

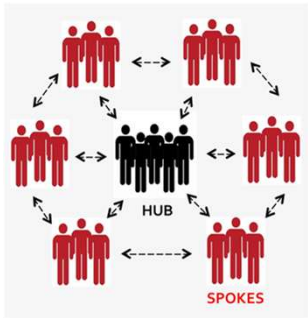
Other common identifiers -- Does not include person information (i.e., family members, friends)

Presenting concern(s) and strategies -- Describe concerns and strategies that did and did not work

Clarifying questions -- The participants and Hub team ask questions to clarify the case

Recommendations -- The participants will provide suggestions followed by the Hub team

Case Presentation



Logistics

Ask one hub team member or coordinator to take **notes.**

The Case

The **spoke** presents the case

Clarifying questions

Other **spokes** ask clarifying questions (case presenter answers)

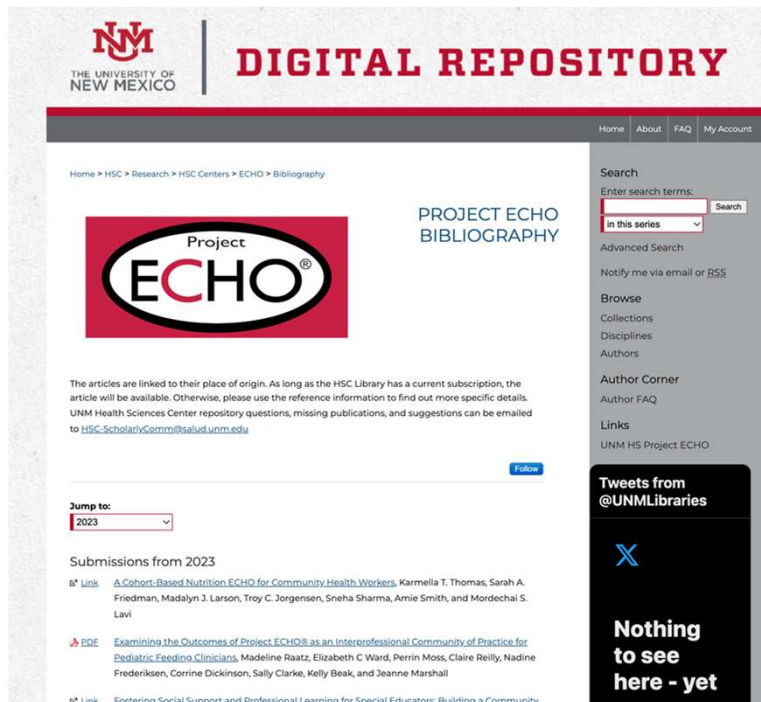
Hub members ask clarifying questions (case presenter answers)

Suggestions

Other **spokes** offer suggestions

Hub members offer suggestions

ECHO Resources



THE UNIVERSITY OF NEW MEXICO

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UNM HS Project ECHO

Tweets from @UNMLibraries

Nothing to see here - yet

Jump to:

Submissions from 2023

6* Link [A Cohort-Based Nutrition ECHO for Community Health Workers](#), Karmella T. Thomas, Sarah A. Friedman, Madalyn J. Larson, Troy C. Jorgensen, Sneha Sharma, Amie Smith, and Mordechai S. Lavi

6* PDE [Examining the Outcomes of Project ECHO® as an Interprofessional Community of Practice for Pediatric Feeding Clinicians](#), Madeline Raatz, Elizabeth C. Ward, Perrin Moss, Claire Reilly, Nadine Frederiksen, Corrine Dickinson, Sally Clarke, Kelly Beak, and Jeanne Marshall

6* Link [Fostering Social Support and Professional Learning for Special Educators: Building a Community](#)

Link [here](#)

BECOME A PARTNER

INTRODUCTION

PARTNER LAUNCH TRAINING

ADDITIONAL TRAININGS

SUPERHUBS: TRAINING SITES

Partner With Us

The ECHO learning Model amplifies the voices of local experts. It is the infrastructure for knowledge sharing.

Together, we are changing the world with a goal of touching one billion lives by 2025.

Today, the ECHO Model® is being used to solve the world's greatest problems in nearly every country, our partners are working to improve: air quality, cancer treatments and early childhood education – to name just a few examples.

Join ECHO

There are many ways to join our community.

You can:

- Get involved with an existing ECHO program
- Start your own ECHO Program
- Explore ECHO resources and trainings
- Or provide funding to one of our strategic initiatives



Find an Existing ECHO

More than 1,000 ECHO Hubs have launched since 2003; join one today!

If you would like the contact information for an active program, [please email us](#).

Start Your Own ECHO

The "sweet spot" for an ECHO® is a topic that requires guided practice and ongoing mentoring, particularly areas where other forms of training or capacity building fall short.

If our roster of existing ECHOs does not include your area of interest, you may want to consider starting your own ECHO. If so, sign up for our "Becoming A Partner" email series.

[Sign Up](#)

How We Support Our Partners

Our team offers multiple resources to help expand ECHO's reach around the world, including:

- Introduction to ECHO sessions, the first step in deciding whether the ECHO Model can work for your local needs
- ECHO Partner Launch Trainings, geared to support your organization in designing and launching your ECHO program
- Other self-paced, online trainings to help you prepare to launch your ECHO® program

Watch a LIVE ECHO Session

Join us for one of our open New Mexico-based ECHO programs to experience what ECHO is all about

Join Us

Miner's Wellness

Every 2nd and 4th Wednesday of the month at Noon MT.

[Miner's Wellness Program](#)

Perinatal Health

Every 1st and 3rd Monday of the month at Noon MT.

[Perinatal Program](#)

Reproductive Health

Every 2nd and 4th Wednesday of the month at Noon MT.

[Reproductive Health Program](#)

Contact Us

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[Email Us](#)

Link [here](#)

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BASC ECHO Resources



[About Us](#) ▾ [ECHO For Educators](#) ▾ [Institutes](#) ▾ [District Partnerships](#) ▾ [Resources](#) ▾ [Calendar](#) [Contact](#)

Past Series

Explore Past ECHO Sessions

The presentations and recordings from each of our past series are available for download. If you have any questions, please feel free to [reach out to our team](#).

Winter 2023 ECHO For Autism ▾

Fall 2023 FBT ECHO For School & District Leaders ▾

Fall 2023 FBT ECHO For School-Based Staff & Educators ▾

Spring 2023 ECHO Problem-Solving For Classroom Behaviors ▾

Link [here](#)



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Contact Information and Resources



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Updates at Your Finger Tips

Learn about upcoming events and resources to strengthen your practice that supports behavior, school-wide and classroom systems, family/student engagement, MTSS, and more! Check us out on Facebook, Instagram, LinkedIn, and YouTube!



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Click on the link located next to the downloadable session materials posted online at:

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