

*Proactive Coaching*  
**FOR EFFECTIVE  
BEHAVIOR  
MANAGEMENT**



# The Team



**Caroline Rogers**  
DSISD Instructional  
Strategies Coach



**Peggy Simmons**  
DSISD MTSS  
Coordinator

# AGENDA

1. Instructional Coaching Role
2. Coaching Cycle
3. Coaching Tools
4. Elementary vs. Secondary
5. Professional Development
6. District Supports

**Write down the top 3  
negative/disruptive  
behaviors you see  
most commonly in  
classrooms?**



**Write your  
answer**

**Write down the top 3  
negative/disruptive  
behaviors you see  
most commonly in  
classrooms?**



**Lower Elem.  
PK-2**

**Upper Elem.  
3-5**

## **4 Corners Discussion**

**Middle  
School**

**High  
School**

**What teacher-  
controlled variables  
positively or negatively  
impact behavior in the  
classroom?**



**Lower Elem.  
PK-2**

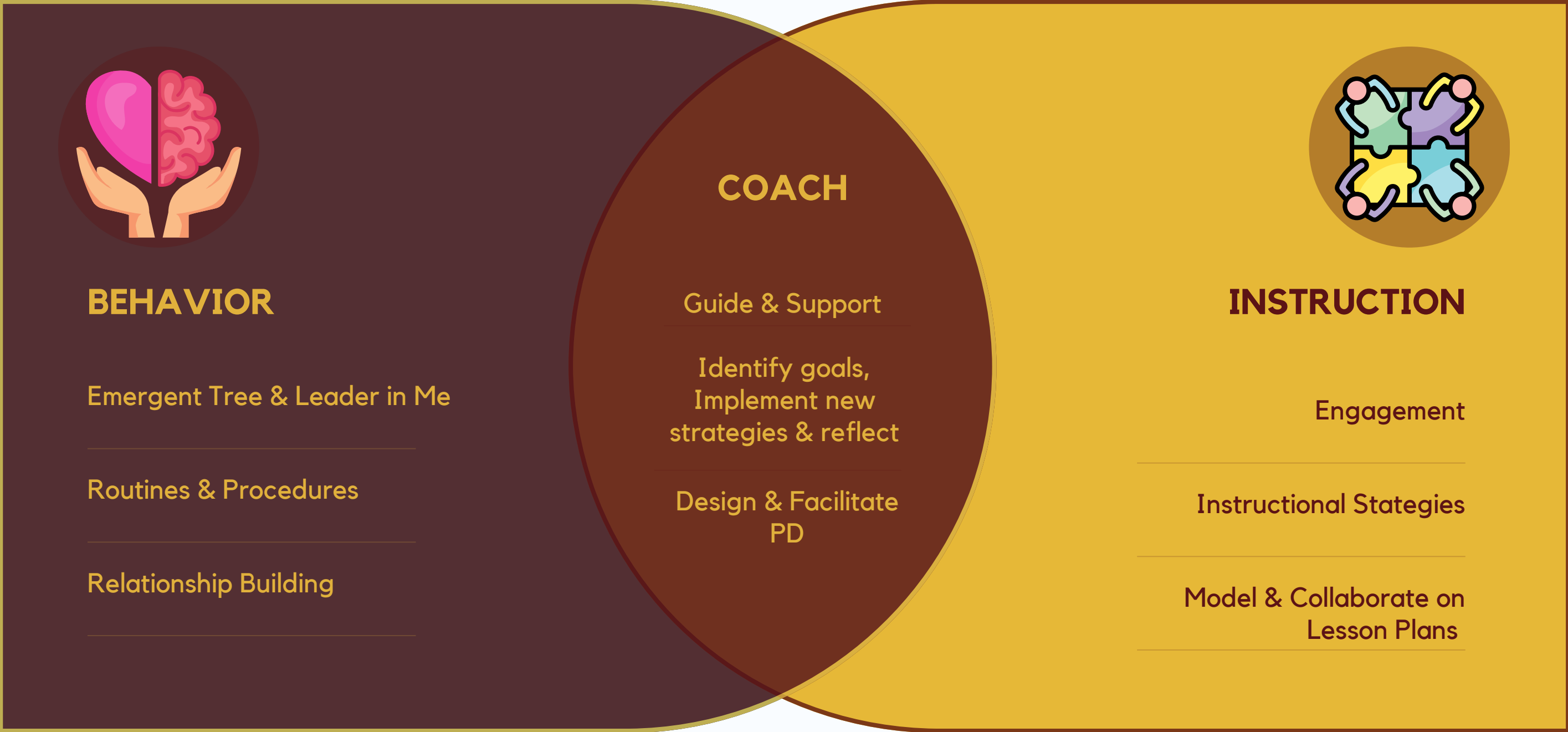
**Upper Elem.  
3-5**

**4 Corners**

**Middle  
School**

**High  
School**

# INSTRUCTIONAL COACHING ROLE



2025

# MONTH



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

Initial  
Meeting

Coach  
Observation

Coach  
Observation

Review  
Observation

Coach Models / Teacher Implementation

Teacher Implementation / Coach Observation / Feedback

Teacher Implementation / Coaching Check ins



# COACHING TOOLS

<

Session 1

Running Clock: 0:00:00

Activity Clock: 0:00:00

Talk Clock: 0:00:00

Cancel Session

|                                                                                                                |                                                                                                          |                                                                                                      |                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Direct Instruction                                                                                             | Independent Work                                                                                         | Student Groups                                                                                       | Transition                                                                                                            |
| Teacher Talk                                                                                                   | Student to Teacher                                                                                       | Student to Student                                                                                   | No Talk                                                                                                               |
| <div>Student Engagement</div> <div>0/0/0 ↺</div> <div>On - Task</div> <div>Off - Task</div> <div>Unclear</div> | <div>Acknowledgment</div> <div>0/0/0 ↺</div> <div>General</div> <div>Explicit</div> <div>Connected</div> | <div>Correction</div> <div>0/0/0 ↺</div> <div>General</div> <div>Explicit</div> <div>Connected</div> | <div>Expectations</div> <div>0/0/0 ↺</div> <div>Stated Up-Front</div> <div>Reminder</div> <div>Attention Signal</div> |

Session Notes

Quality Practices...

Areas for Focus...



ROGERS Coaching Tracker 24-25

AUG. 2024-MAY 2025

caroline.rogers@dsisdtx.us

Switch account

Not shared

\* Indicates required question

📅 DATE \*

Date

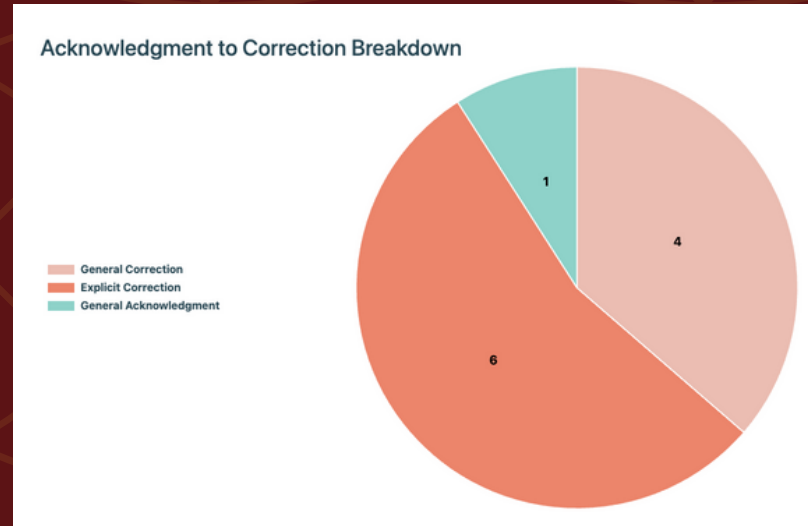
mm/dd/yyyy

🍎 GRADE LEVEL \*

Choose



# Data Views



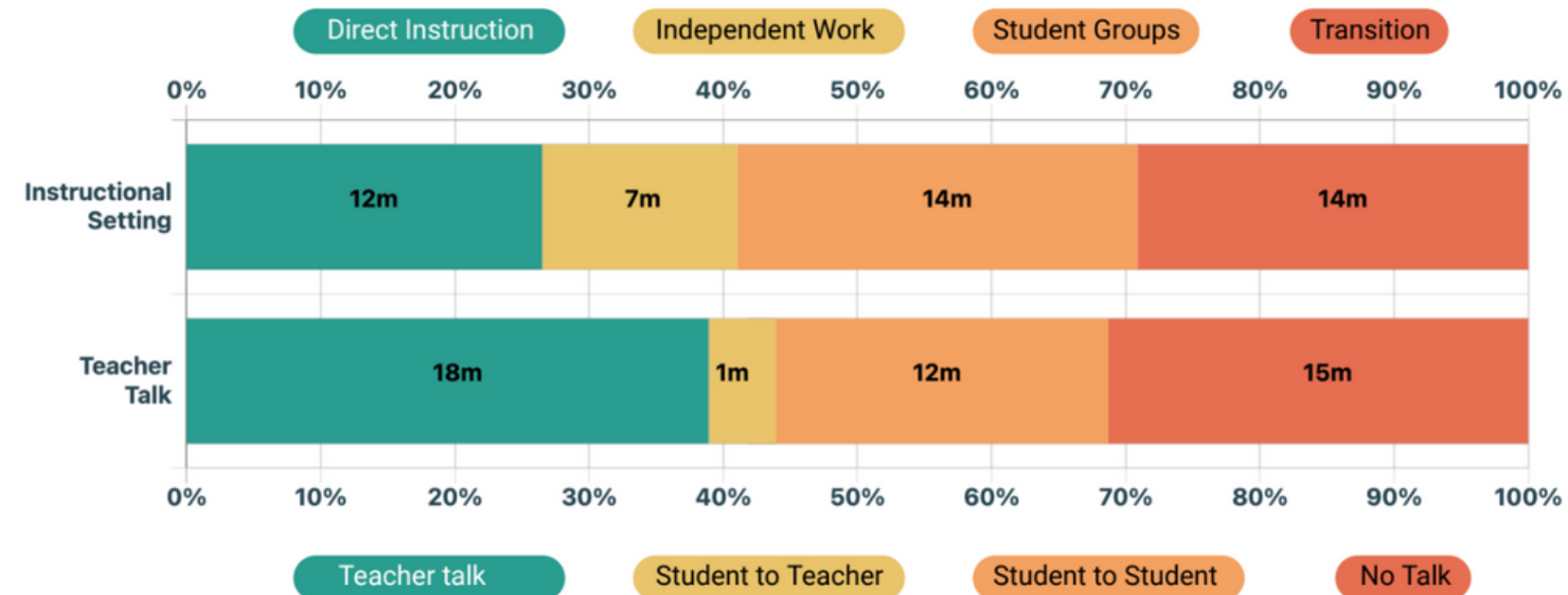
## Detailed Graph per Activity

|                    | Total Time | Engagement    | Acknowledgment Ratio | Acknowledgments [General/Explicit/Connected] | Corrections [General/Explicit/Connected] | Expectations Up-Front | Expectations Reminder | Attention Signal |
|--------------------|------------|---------------|----------------------|----------------------------------------------|------------------------------------------|-----------------------|-----------------------|------------------|
| Full Observation   | 48:14      | 66%           | 21:11                | 11/9/1                                       | 5/6/0                                    | 11x                   | 11x                   | 3x               |
| Direct Instruction | 12:47      | 43%           | 1:1                  | 2/2/0                                        | 1/3/0                                    | 2x                    | 1x                    | 1x               |
| Independent Work   | 07:01      | 63%           | 1:0                  | 0/2/0                                        | 0/0/0                                    | 1x                    | 0x                    | 0x               |
| Student Groups     | 14:23      | 86%           | 6:1                  | 9/2/1                                        | 1/1/0                                    | 1x                    | 7x                    | 2x               |
| Transition         | 14:03      | No Data Taken | 3:5                  | 0/3/0                                        | 3/2/0                                    | 7x                    | 3x                    | 0x               |

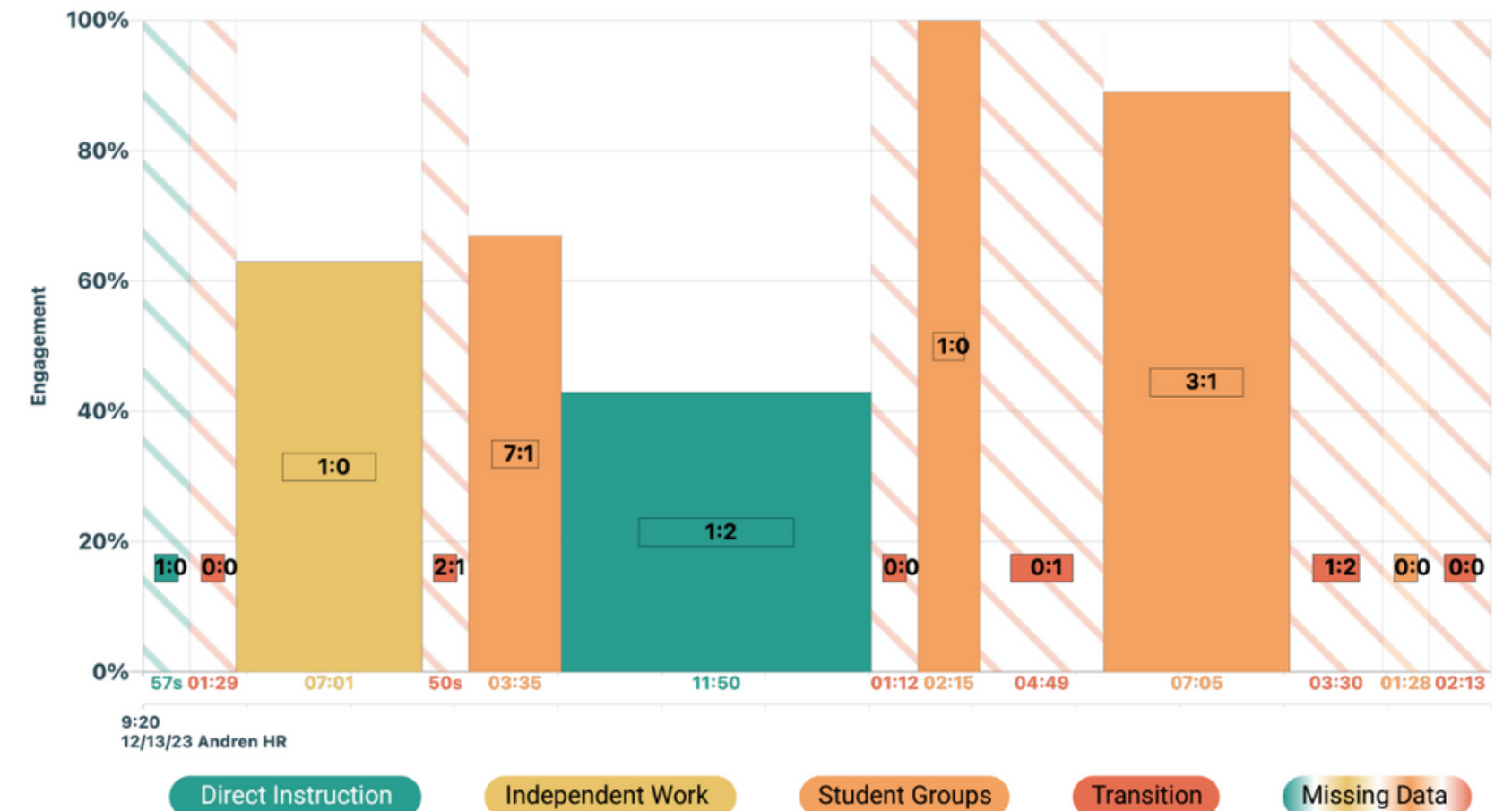
## Quick Statistics

| Total Time | Engagement | Acknowledgment Ratio | Expectations Up-Front | Expectations Reminder | Attention Signal |
|------------|------------|----------------------|-----------------------|-----------------------|------------------|
| 48:14      | 66%        | 21:11                | 11x                   | 11x                   | 3x               |

## Running Clocks Observation



## Direct Observation



# MOST USED TOOL



| A          | B                                                                                      | C                                                                                             | D                                                                                        | E                                                                                            | F                                                                                           | G                                                                                        | H                                                                                            | I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | J                                                                                              | K                                                                                                          | L                                                                                             | M                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Time stamp |  DATE |  GRADE LEVEL |  CAMPUS |  FIRST NAME |  LAST NAME |  TOPIC |  DURATION |  NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  NEXT STEPS |  NOTES ABOUT NEXT STEPS |  FOLLOW UP | Check if followed up                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9/4/2024   | 9/4/2024                                                                               | 5TH                                                                                           | RSES                                                                                     | Christina                                                                                    | Hall                                                                                        | 1:1 Support                                                                              | 120                                                                                          | <p>Christina Hall reached out via email on 8/29 asking for strategies to support the 5th grade group of GT students. Today I came for 2 hours to support and observe. I sent the follow up email below:</p> <p>Hi Christina,</p> <p>Here are more class and team builders for you to use to build community.</p> <p>Something else you couple try when having them share is using these Chat Mats at each team table. There's a mat for 3, 4 and 5 students at a table. This provides an easy structure for you to guide their team conversations. It also allows all the students to share simultaneously, which usually results in higher engagement. The mats assign a number to each person. So when it's time to share you can tell them to start with #1 and go in number order. If they are all sharing just one time, when the team is done they can do something like put their hands on their head or stand up. Or they can keep going until you tell them to stop. You will also see that the mats assign shoulder and face partners. Let me know if I can print them in color for you. I would recommend laminating and taping them to each table. You can use these with all your GT groups.</p> <p>Fabulous job with V! When he is in a good place, something to talk through with him is what the plan is in the future when he is feeling stressed. Reminding him that it's not safe for him to leave the classroom, so what can he do instead? Here are some self-regulation techniques you can have him pick from. I printed a color copy and put them in your box. One idea for a calm place that isn't in the hallway is the storage closet. As long as he leaves the door open and you're comfortable with that.</p> <p>Here are some possible steps for the plan:<br/>Tell Mrs. Hall you need a break<br/>Mrs. Hall will open the storage closet, leave door open<br/>Use a calming technique<br/>Tell Mrs. Hall you are ready to return or talk with Mrs. Hall when you are calm<br/>All of this is great if he's willing to do it. If he begins to escalate when you try to make the plan, then I would stop.</p> <p>It can be tricky when students escalate. The key is to stay calm. :)</p> <p>I really LOVED being in class today. Such a fun time. Please reach out for questions or feedback.</p> | Email, Wait for Response                                                                       | Email Christina next Wednesday afternoon to see how the day went.                                          | Yes                                                                                           | <input checked="" type="checkbox"/> | <p>9/4/24- Christina's Response</p> <p>Caroline,</p> <p>Thank you so much for all of your help and support. I appreciate the tools that can help with our goal of the students being productive and safely. It's also nice to have other ways to improve.</p> <p>Prior to the start of the year we did review up except for speech. That makes sense she reiterated that sometimes he does need needed today with us. I'll review a plan when it happens again, if it should, what that should look like with Potter as well when we have our weekly meeting.</p> <p>Thank you again for taking the time to coach both myself and the students while I am working.</p> <p>Have a great rest of your week,<br/>Christina</p> |

# ELEMENTARY VS SECONDARY

|                | Elementary                                                                                         | Secondary                                                                                               |
|----------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Structures     | Morning meetings, daily greeting<br>student leadership jobs                                        | Advisory, hallway transitions, greeting<br>upon entering the classroom                                  |
| Behaviors      | Off-task, blurting, easily frustrated                                                              | Avoidance, defiance                                                                                     |
| Coaching focus | Relationship building, visuals,<br>movement/pacing, routines &<br>procedures, engaging instruction | Relationship-building, consistency, positive<br>framing, routines & procedures, engaging<br>instruction |
| Strategies     | Modeling, observations & feedback                                                                  | Observations & teacher feedback                                                                         |

# Professional Development to Support Behavior

Emergent  
Tree  
Essentials  
refresher and  
onboarding  
of new staff

Website  
Walkthrough

New Teacher  
Cohort - Day 1  
training +  
reset after  
holiday break

Specific training  
for  
acknowledgments  
and corrections

Just-in-time  
training specific to  
campus needs

Cultivating  
Culture

Corrective Action  
Jeopardy

New! Tier 2  
training - DBRC,  
feedback loop,  
and social skills

# Professional Development Opportunities

## Campus

- Staff meetings (Synergy, L&L, Chalk Talks)
- PLCs
- Cohort meetings (new teachers)
- Mentor/Mentee meetings
- BOY inservice

## District

- New staff orientation
- District PD days
- BOY inservice
- Summer summit
- Principal Meetings

# I HAVE, WHO HAS

## Common Teacher Behavior Scenarios

The game starts with one player reading an "I have..." statement and the "who has" question.

The player with the corresponding "who has..." question responds with their "I have..." statement and then their "who has" question.

# I HAVE, WHO HAS

## 1- Publicly Calling out a Student

### **Scenario:**

“Logan, you’re being rude and not following directions again!” shouted across the room.

# I HAVE, WHO HAS

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### **Unintended Consequence:**

Public correction triggers shame and embarrassment, leading to fight/flight/freeze responses instead of reflection.

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### **Scenario:**

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### **Unintended Consequence:**

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### **Coaching Advice:**

Coach teachers to correct privately when possible. Teach quick proximity moves, whisper directions quietly, or use a non-verbal cue to maintain dignity. Model phrases like, "Let's talk after" or "Signal me when you're ready."

# I HAVE, WHO HAS

## 2- Power Struggle in Front of Class

### **Scenario:**

A teacher demands,  
“Sit down now, or else!”  
when a student gets  
out of their seat, and  
the student refuses.

# I HAVE, WHO HAS

## 2- Power Struggle in Front of Class

### **Scenario:**

A teacher demands, “Sit down now, or else!” when a student gets out of their seat, and the student refuses.

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Power struggles invite defiance because both teacher and student feel they must “win” in front of an audience.

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### **Coaching Advice:**

Coach teachers to de-escalate by offering choices (“You can sit here or here”) and use the speak & spin corrective strategy: walk away to give the student thinking time. Practice language that preserves student autonomy and teacher authority.

# I HAVE, WHO HAS

## 3- Ignoring Early Signs of Dysregulation

### **Scenario:**

A student shows signs of frustration (head down, fidgeting, sighing) but the teacher continues on without adjusting or checking in.

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### **Unintended Consequence:**

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### **Coaching Advice:**

Coach teachers to "catch it small."  
Encourage quick, non-disruptive check-ins: "You good? Need a moment?" Build this into routines so students know it's normal to ask for help early.

# I HAVE, WHO HAS

## 4- Matching Student's Emotional Intensity

### **Scenario:**

Teacher yells to be heard over student noise, raising the overall emotional temperature.

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### **Unintended**

### **Consequence:**

Students mirror the adult's heightened tone, fueling chaos.

# I HAVE, WHO HAS

## 4- Matching Student's Emotional Intensity

### **Scenario:**

Teacher yells to be heard over student noise, raising the overall emotional temperature.

### **Unintended**

### **Consequence:**

Students mirror the adult's heightened tone, fueling chaos.

### **Coaching Advice:**

Coach teachers on "leading with calm." Practice deep breaths, using quieter voices intentionally, and narrating calm expectations: "We can all lower our voices together." Model "emotional contagion" in a positive way.

# I HAVE, WHO HAS

## 5- Using Sarcasm or Vague Criticism

### **Scenario:**

Teacher says, “Guess some people don't know how to listen,” after students miss instructions.

# I HAVE, WHO HAS

## 5- Using Sarcasm or Vague Criticism

### **Scenario:**

Teacher says, “Guess some people don't know how to listen,” after students miss instructions.

### **Unintended Consequence:**

Sarcasm erodes trust and can feel disrespectful, especially to younger students and confuses students, breeds resentment, and reduces motivation to comply.

# I HAVE, WHO HAS

## 5- Using Sarcasm or Vague Criticism

### **Scenario:**

Teacher yells to be heard over student noise, raising the overall emotional temperature.

### **Unintended Consequence:**

Sarcasm erodes trust and can feel disrespectful, especially to younger students and confuses students, breeds resentment, and reduces motivation to comply.

### **Coaching Advice:**

Coach teachers to use direct, kind feedback. Practice rephrasing sarcastic remarks into neutral, supportive language. Focus on what to do, not what was wrong. ("Let's all show how to listen with eyes and bodies ready.")

# I HAVE, WHO HAS

## 6- Overloading with Multiple Corrections

### **Scenario:**

A teacher rattles off,  
“You need to sit down,  
get out your book, stop  
talking, and stop  
fidgeting!” all at once.

# I HAVE, WHO HAS

## 6- Overloading with Multiple Corrections

### Scenario:

A teacher rattles off, “You need to sit down, get out your book, stop talking, and stop fidgeting!” all at once.

### Unintended Consequence:

Students in a stressed state can't process multiple commands at once — it overwhelms their executive function and fuels frustration- leading to shutdown or meltdown.

# I HAVE, WHO HAS

## 6- Overloading with Multiple Corrections

### Scenario:

A teacher rattles off, “You need to sit down, get out your book, stop talking, and stop fidgeting!” all at once.

### Unintended Consequence:

Students in a stressed state can't process multiple commands at once — it overwhelms their executive function and fuels frustration- leading to shutdown or meltdown.

### Coaching Advice:

Coach teachers to give one clear, simple direction at a time. Use "Pause-Process-Proceed": Say one instruction → wait → allow time to comply → then proceed to next. If/when the student complies, praise them immediately.

# I HAVE, WHO HAS

## 7- Jumping Straight to Harsh Consequences

### **Scenario:**

A teacher sends a student to the office immediately for a minor disruption without trying a reset strategy first.

# I HAVE, WHO HAS

## 7- Jumping Straight to Harsh Consequences

### **Scenario:**

A teacher sends a student to the office immediately for a minor disruption without trying a reset strategy first.

### **Unintended Consequence:**

Students lose opportunities to self-correct and feel alienated from the classroom community, worsening behavior over time.

# I HAVE, WHO HAS

## 7- Jumping Straight to Harsh Consequences

### **Scenario:**

A teacher sends a student to the office immediately for a minor disruption without trying a reset strategy first.

### **Unintended Consequence:**

Students lose opportunities to self-correct and feel alienated from the classroom community, worsening behavior over time.

### **Coaching Advice:**

Coach teachers to use "logical, layered consequences." Encourage small corrections first (take a re-do, private conversation) before escalating. Reserve office referrals for serious or unsafe behaviors.

# I HAVE, WHO HAS

## 8- Not Giving Space When Student is Escalated

### **Scenario:**

Teacher follows an upset student closely, talking rapidly, when the student is showing visible signs of anger (clenched fists, red face), escalating tension.

# I HAVE, WHO HAS

## 8- Not Giving Space When Student is Escalated

### **Scenario:**

Teacher follows an upset student closely, talking rapidly, when the student is showing visible signs of anger (clenched fists, red face), escalating tension.

### **Unintended Consequence:**

Crowding a dysregulated student increases feelings of threat, often triggering more intense reactions.

# I HAVE, WHO HAS

## 8- Not Giving Space When Student is Escalated

### **Scenario:**

Teacher follows an upset student closely, talking rapidly, when the student is showing visible signs of anger (clenched fists, red face), escalating tension.

### **Unintended Consequence:**

Crowding a dysregulated student increases feelings of threat, often triggering more intense reactions.

### **Coaching Advice:**

Coach teachers to "step back to connect." Teach body language awareness: lower yourself, back up a few feet, and offer space. Normalize cool-downs as a strategy: "Take your time. I'll check back in two minutes."

# District Supports

- Classroom Coaching
- District Behavior Team
- ETE Campus Touchpoints with Administration
- Behavior Screener
- Comprehensive Behavior Support Plan YAG
- MTSS Team Support/Guidance
- Mental Health Support for Staff

# Classroom Coaching

## When?

- teachers asking for help
- campus admin. sees that a teacher is struggling
- teachers on a growth plan

# District Behavior Team

- Meets 3X per year
- Made up of district and campus staff
- Purpose:
  - Identify and analyze needs, trends, patterns
  - Address gaps in services & training
  - Ensure that campus staff have a voice in the district plan for behavior support

# Touchpoints with Campus Administration

Our "Coaching" Visit

Focus on Implementation  
Maps

Review Quality Indicators

3 X Per Year

# Behavior Screener

- Elementary only
- 2 X per year (BOY & MOY)
- Informs MTSS
- Informs teacher support needs

[illegible]

# Monthly After-School Support

★ PBIS DSISD Behavior Support Framework MTSS  
Emergent Tree LIM  
Monthly after school on your campus.



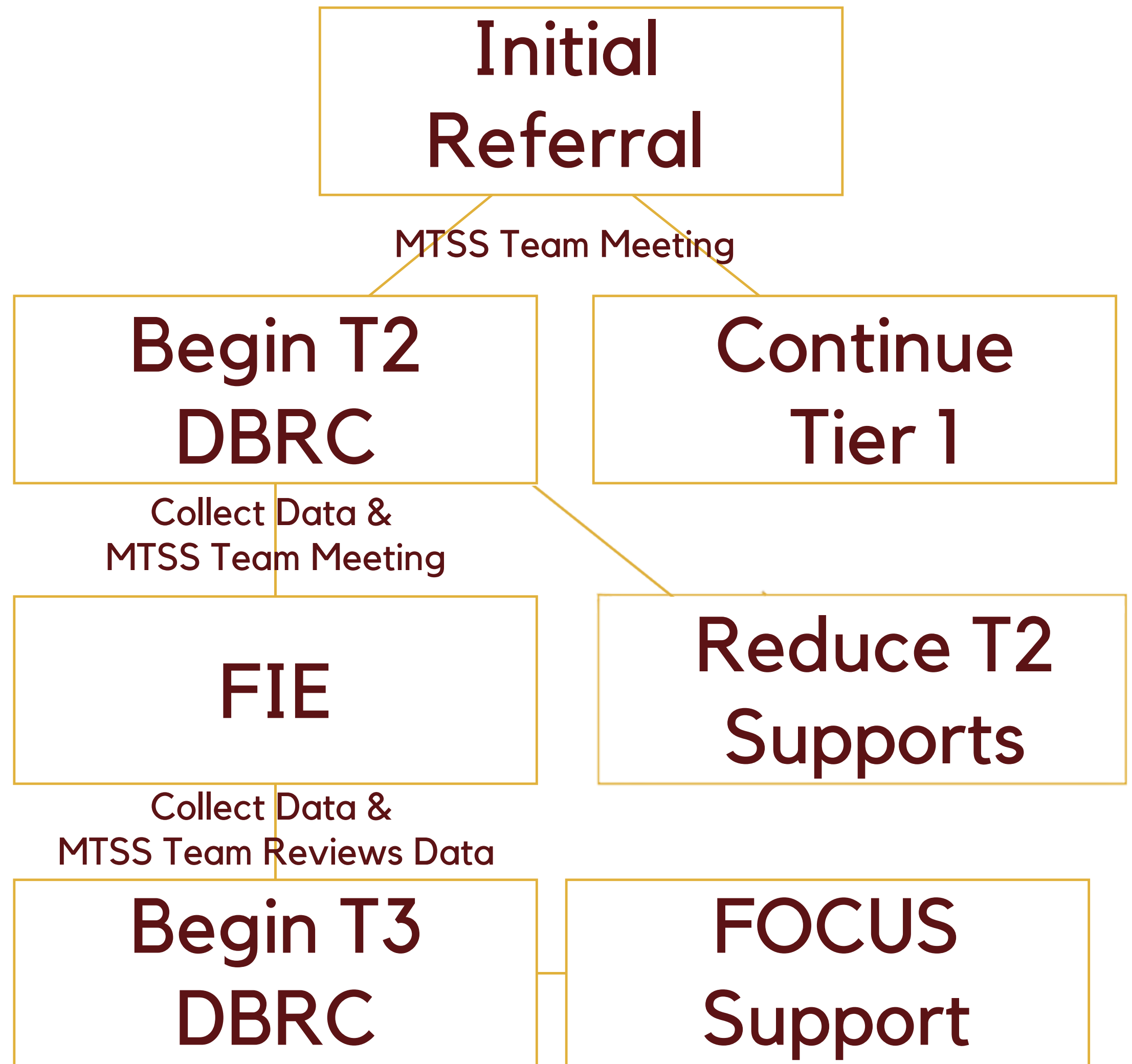
|     |                                                                       |
|-----|-----------------------------------------------------------------------|
| Aug | Setting up your classroom: routines, procedures, and expectations     |
| Sep | Building relationships and classroom culture                          |
| Oct | Corrective actions: what to do if students misbehave                  |
| Nov | Acknowledgements and feedback: supporting T2 and T3 in your classroom |
| Dec | Taking care of yourself                                               |
| Jan | Rebooting for 2nd semester: the big six                               |
| Feb | Loving hard-to-love students                                          |
| Mar | The impact of trauma and toxic stress on behavior                     |
| Apr | The tangled web of academic and behavior deficits                     |
| May | Reflection & celebration: preparing for next year                     |

Peggy Simmons 512-858-3069

#DSISDSupports

Caroline Rogers 512-496-5196

# MTSS for Behavior Team Guidance



# Staff Mental Health Support

The district provides a dedicated mental health professional to serve district staff exclusively



# Questions for the Team?



**Caroline Rogers**  
Instructional Strategies  
Coach

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**Peggy Simmons**  
MTSS  
Coordinator

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