**CAPTAIN Vision**

- Develop a Training and Technical Assistance Network for practitioners with a focus on evidence based practices for individuals impacted by ASD inclusive of agencies who will disseminate information at a local level.

- Trainer of Trainers from:
  - Regional Centers
  - FRC/FECs/PTI
  - SELPAs

**Our Goals:**

- **Goal 1:** Increase knowledge about ASD and EBPs through systematic dissemination of information.

- **Goal 2:** Increase Implementation and fidelity of EBPs in schools and community.

- **Goal 3:** Increase inter-agency collaborations to leverage resources & standardize process.

**Implementation Coaching is Part of Implementation Science**

- The National Implementation Research Network
- Implementation Stages
  1. Exploration
  2. Installation ← Implementation Coaching
  3. Initial Implementation
  4. Full Implementation
Research in Implementation Coaching

- Conducted a meta-analysis of research on training & coaching
- Requires full support of administrators and teachers willing to be involved
- Training Outcomes (next slide)
  - Knowledge
  - Skill Implementation (in the training environment)
  - Classroom Application (implementation in the classroom)

What This Data Indicates About Training…

- Inservice alone, especially with passive learning IS NOT effective
- Should include demonstration and practice
- Should conduct pre and post knowledge assessments
- MUST follow up with in context support to insure transfer of skills = Implementation Coaching

Research in Implementation Coaching

- Successful Coaching Requires
  - Availability of Coaches
  - Coaches that are expert in content, techniques & rationales

### Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Training Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Presentation/ Lecture</td>
<td>Knowledge of Content</td>
</tr>
<tr>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Plus Demonstration in Training</td>
<td>30%</td>
</tr>
<tr>
<td>Plus Practice in Training</td>
<td>60%</td>
</tr>
<tr>
<td>Plus Coaching/ Admin Support Data Feedback</td>
<td>95%</td>
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</tbody>
</table>
References

National Professional Development Center on ASD
http://autismpdc.fpg.unc.edu/content/coaching-resources

COACHING DOCUMENTS:
- NPDC Coaching Manual
- TA Contact Form / Coaching Log

COACHING PRESENTATIONS:
- Coaching PowerPoint - Full Version (3 hours)
- Coaching - Short Version (1 hour)

COACHING VIDEOS:
- The Coaching Process: Coaching the Coach Through Reflective Consultation

References

- National Implementation Research Network
  NIRN Active Implementation Hub
  http://implementation.fpg.unc.edu

Goals for This Session

- Understand the role of coaching in technical assistance
- Identify elements of successful coaching
- Recognize effective communication behaviors
- Identify and address barriers to coaching
- Describe, practice, and critique the implementation of the coaching process
Building Rapport

- Posture
- Breathing
- Tonality
- Language

Listening, Observing, Questioning

- Assertions vs Assumptions
- Nonverbal communication
- Observe the context

Training and Preparation: Shared Responsibilities

- Complete classroom observation and EBP surveys (baseline)
- Attend an EBP training and/or watch and complete AIMS Module
- Review the Implementation Checklist and steps for implementation
- Target a student and create a GAS goal
- Prepare any needed materials for implementation of the EBP
- Collect any baseline data that is needed

Pre-Observation Conference

- Where is the candidate in their level of knowledge or expertise?
- Decide what to focus on
- Jointly determine the outcome of the session and goal
- How will data be gathered?
- How do you know the goal is achieved?
Coaches Role in Pre-Observation Conference

- Complete pre-observation conference section of the coaching log
- Guide selection of coaching target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria

Pre Observation Conference

- Identify and confirm the recording method
- Clarify etiquette, such as how to address students and paras
- Summarize the pre-observation conference
- Negotiate dates, times and methods for observation and post-observation conference

Observation: Coach’s Role

Etiquette
- Arrive and leave at the agreed upon time
- Follow the agreed upon process
- Do not signal or talk to the IP during observation
- Do not participate in lesson
- SMILE!

Activities
- Collect data (Implementation checklist, student data, etc.)
- Summarize data
- Complete observation portion of the coaching log
- ALWAYS provide positive feedback on something that went well!

Post Observation Conference: Coach’s Role

- Start with a compliment about something done well: “I really liked….” or “Noah was so engaged”
- Solicit self-evaluative statements from the IP
  - Present data, data summary, and notes
  - Ex. “Let’s review this part of the lesson. What do you think happened here?”
- Prompt IP to develop solutions through good questioning methods
  - Meditative, Paraphrasing, Problem-Solving, Reflective
- Prompt IP to develop a plan of action based on the data
Post Observation Conference: Coach’ s Role

- Acknowledge the coachee's perception of the lesson
- Future plans are decided upon
- Summarize the plan and next steps
- Schedule next pre observation conference/observation time

Providing Feedback

- Feedback is aligned to the coachee and school needs
- Feedback is grounded in data- avoid assumptions
- Data must be objective
- Acknowledge coachee’s areas of strength

Post Observation Conference: Inviting Partner’ s Role

- Make self-evaluative statements based on the session and data: I think this went well because…
- Suggest methods to enhance own skills
- Finalize action to improve IP performance
- Negotiate date/time for next pre-observation conference
Potential Barriers to Coaching

- Administrative Support
- Time
- Coaching Skills

*If these are not in place, coaching is unlikely to succeed*

Potential Barrier: Administrative Support

Administrative support is needed to:

- Provide release time to partners
- Provide recognition of coaches and recipients
- Provide recognition of coaching as a school or district priority
- Respect confidentiality of teams around the coaching process

Fostering Administrative Support

- Provide tips and insight on how to select candidates
- Willing participants
- Teachers who have volunteered for special projects or committees
- Some knowledge or familiarity with Evidence Based Practices
- Are there specific areas of need in the district or particular school site?
- Do they have a mentor program that can be strengthened through coaching?

Fostering Administrative Support

- Involve Administration
- Have a three way meeting with Admin, Coach and Recipient
  - Admin states the goals of coaching and expectations of both coach and recipient
  - Have participants make a commitment (written)
- Clarify the relationship
  - Not evaluative, rather supportive
Potential Barrier: Time

- Time is needed to conduct coaching
- Coaching can take anywhere from 1 hour per week per recipient to 3 hours per week per recipient

Potential Barrier: Time

- Check to see how other programs are handled in your district
- Present to administrator a schedule for negotiation
- Discuss with administrator non-teaching time for inviting partner to meet with coach

Coaching Skills

Tips to address potential barriers . . .

- Understanding the coach’s role
- Building rapport
- Communication strategies
- Collaboration
- Nonverbal skills
- Leveling Statements
- Coaching Cycle
- Building a coaching network
- Support
- Share Resources
- Celebrate successes

Implementation Coaching is the Path to Successful Use of EBPs