Coaching in High Schools – Effective Implementation of EBPs for Adolescents with ASD

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Goals of Session

• About CSESA

• Coaching in schools
  • What do we know?
  • What do we need to know?

• Description of CSESA Coaching

• Lessons learned from Coaching CSESA
About CSESA

- Research & Development Center
- Funded by the Department of Education (IES)
- Purpose: To develop and study a comprehensive high school program for students on the autism spectrum
Original CSESA Collaborators
Find CSESA

http://csesa.fpg.unc.edu/
www.facebook.com/csesa.asd
The Big Picture

2012-2013
Year 1
Development & piloting of individual model components (6 sites)

2013-2014
Year 2
Piloting of several components in combination (6 sites)

2014-2015
Year 3
Randomized control trial (RCT) of full model at 30 sites across the country (Cohort 1)

2015-2016
Year 4
Continue implementation at 30 Cohort 1 sites; enroll 30 more sites (Cohort 2)

2016-2017
Year 5
Continue implementation at 30 Cohort 2 sites, follow-up data at Cohort 1 sites
CSESA

• 1,800 consented participants
• 546 adolescents with ASD
• 30 school districts across 5 states
• 60 schools
• 2,000 hours of professional development (this year)
CSESA Partnership

• Partner with “A-Team” at each high school
• Provide ongoing training and coaching in
  • specific interventions
  • associated evidence-based practices
• Implement across 2-years
CSESA Components

Academic
- AAL
- CSR-lite

Independence & Behavior
- PRISM
- Peer-Mediated
- SCI-H

Social
- Transitioning Together

Transition & Families
- IEP, WBLE, Mapping, etc.

CSESA Foundations

Online Course
- APERS
- GAS
- Training
- Coaching
How is coaching defined:

- Initial training + follow-up observation + feedback (Kretlow & Bartholomew, 2010)
- Cyclical, stage-driven process (Zwart et al, 2009)
- Technical, instruction, peer (Cornett & Knight, 2009)
- Teacher-level
- System-level

(http://www.signetwork.org/content_page_assets/content_page_255/SPDG_Coaching_Metz_October%202015.pdf)
What do we know?
Coaching & Interventions

- **Positive Behavior Supports**  

- **Reading**  

- **Explicit math instruction**  
  (Kretlow, Cooke, & Wood, 2011)

- **Response to Intervention**  
  (Myers, Simonsen, & Sugai, 2011)

- **Advancing Social-communication & Play (ASAP)**  
  (Wilson et al, 2012)
What do we know?
Coaching and Educator Needs

* **Students with ASD** served by multiple professionals (Schwartz & Drager, 2008)
* **General educators** do not feel and are not seen as knowledgeable (Kucharczyk, et al, 2015)
* **Paraprofessionals** are often most responsibility and most lacking in professional development in EBPs (Brock & Carter, 2015)
* **Teachers** require extensive training and coaching to implement EBPs (Stahmer et al, 2015)
* **Supporting effective EBP implementation in new contexts** / Balance between fidelity & adaptation (Harn, Parisi, & Stoolmiller, 2013)
• Coaching can increase fidelity of procedures (Bethune & Wood, 2013)
• Coaching model impacted adherence to implementation (Wilson et al., 2012)
• Significant time spent coaching to ensure use of EBPs (Stahmer et al, 2015)
In the implementation of this comprehensive model of education for students with ASD:

• Who are coaches partnering with?
• What do coaches spend time doing with partners?
• How much time is spent coaching?
• What EBPs are coached on in high school?
Content

• CSESA components
• Focused evidence-based practice (EBP) based on priority goals or specific to CSESA components
• APERS feedback

(Autism Program Environment Rating Scale)
Coaching should:

• Include at least one check in with A-Team coordinator per week

• Be conducted during the 6 hours, on average, of direct contact per week

• Result in:
  • implementation plan for each student
  • professional development activities for
Components of the Coaching Process

Pre-observation Contact
Select coaching target, observation plan, and data collection plan

Post-observation Contact
Discuss observation and discuss ways to change behavior, plan for ongoing support

Observation/Action
Collect data for meaningful discussion and planning; Provide modeling and support

Feedback and Support from CSESA
• **What will be worked on**
  (e.g., CSESA component, APERS feedback, specific EBP)

• **How it will be worked on**
  (e.g., planning meeting, training, modeling, feedback session, observation)

• **When and where it will be worked on**

• **What resources/actions are needed**
  (e.g., space to meet, communication with teacher that CSESA coach will be in classroom)
Support through:

• observation,
• feedback, and
• modeling to the extent needed by the school implementer(s).
Modeling should include these steps:

1. Joint discussion of what will be modeled and why
2. Give school implementer something specific to observe or do during modeling
3. Model while school implementer observes
4. Debrief what worked, what didn’t, what could have been done differently
5. School implementer tries to implement
6. Reflect/provide feedback on performance with school implementer
7. Develop a plan for how implementation will occur when you are not present.
Reflect on what worked and what didn’t work

Make plan for:

• Make changes to implementation as needed
• Make plan for additional professional development as needed
• Make plan for next phase of implementation/coaching
Coaching Resources

- CSESA Component materials
  - Manuals
  - PowerPoints of trainings
  - Other materials
- EBP
  - Case Studies
  - PowerPoints
  - Briefs & Factsheets
  - EBP Linking Document
- NPDC Coaching Manual
Many Available here:

Csesa.fpg.unc.edu
Who Was Coached
# School Staff Demographics

## 2015 – 2016 Cohort

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Race/ethnicity</th>
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<tbody>
<tr>
<td>18.9%</td>
<td>Male</td>
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<tr>
<td>81.1%</td>
<td>Female</td>
</tr>
<tr>
<td>89.8%</td>
<td>White</td>
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<tr>
<td>6.2%</td>
<td>Black</td>
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<tr>
<td>4.5%</td>
<td>Latino/Hispanic</td>
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<tr>
<td>1.3%</td>
<td>Asian</td>
</tr>
<tr>
<td>1.3%</td>
<td>Multi/Biracial</td>
</tr>
<tr>
<td>1.1%</td>
<td>Other</td>
</tr>
</tbody>
</table>

| Years in Current Position | N=466  
M=7.0  
SD=6.8  
Range= 0-33 |
|---------------------------|----------|
| Years Working in School   | N=468    
M=12.8   
SD=8.7   
Range= 0-42  |
| Years with Individuals with ASD | N=260  
M=11.5  
SD=8.0  
Range= 0-42 |
A-Team Members

- Special Educator: 45%
- General Educator: 16%
- Paraprofessional: 8%
- Transition: 1%
- SLP: 7%
- Counselor: 2%
- Psychologist: 3%
- Administrator: 9%
- District Specialist: 3%
- Other: 6%
- Special Educator: 45%
- General Educator: 16%
Findings
2015-2016 Cohort
Time Spent Coaching
Coaching Time Segments
All Schools

% of Sessions Spent at Time Interval

% of Sessions
Spent at Time Interval

- 10min or less
- 11-20 min
- 21-30 min
- 31-40 min
- 41-60 min
- 61-90 min
- 91+

- 25
- 20
- 15
- 10
- 5
- 0
Form of Coaching
% of Engagement in Each Coaching Mode

- Observation: 47%
- Discussion: 24%
- Action Model: 20%
- Check in: 9%
What EBP?
Identified Evidence Based Practices (EBP)

- Antecedent-Based Interventions (ABI)
- Computer Aided Instruction (CAI)
- Differential Reinforcement
- Discrete Trial Training (DTT)
- Extinction
- Functional Behavior Assessment (FBA)
- Functional Communication Training (FCT)
- Naturalistic Intervention
- Parent-Implemented Intervention
- Peer-Mediated Instruction and Intervention (PMII)
- Prompting
- Reinforcement
- Response Interruption
- Redirection (RIR)
- Self Management
- Social Narratives
- Social Skills Groups
- Speech Generating Devices (SGD)/VOCA
- Structured Work Systems
- Task Analysis
- Time Delay
Coaching Sessions on Evidence Based Practices
Most Coached EBPs

- Prompt
- Reinforce
- Self Mgmt
- Task Analysis
- Visual Supp
What CSESA Component?
Considerations

• **Who was at the table?**
  • Special Educators

• **How was time spent?**
  • Discussion
  • Limited Modeling
  • Limited Structured Performance Feedback

• **Amount of interventions**
  • Even vs. adequate
• **EBP to support**
  
  Foundational EBP
  - Prompting
  - Reinforcement
  - Visual Supports
  - Self-management
  - Task Analysis

• **Intervention specific EBP** (e.g. PRISM)
Thoughts or Questions
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