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

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CSESA

The Center on Secondary Education for Students with Autism Spectrum Disorders

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
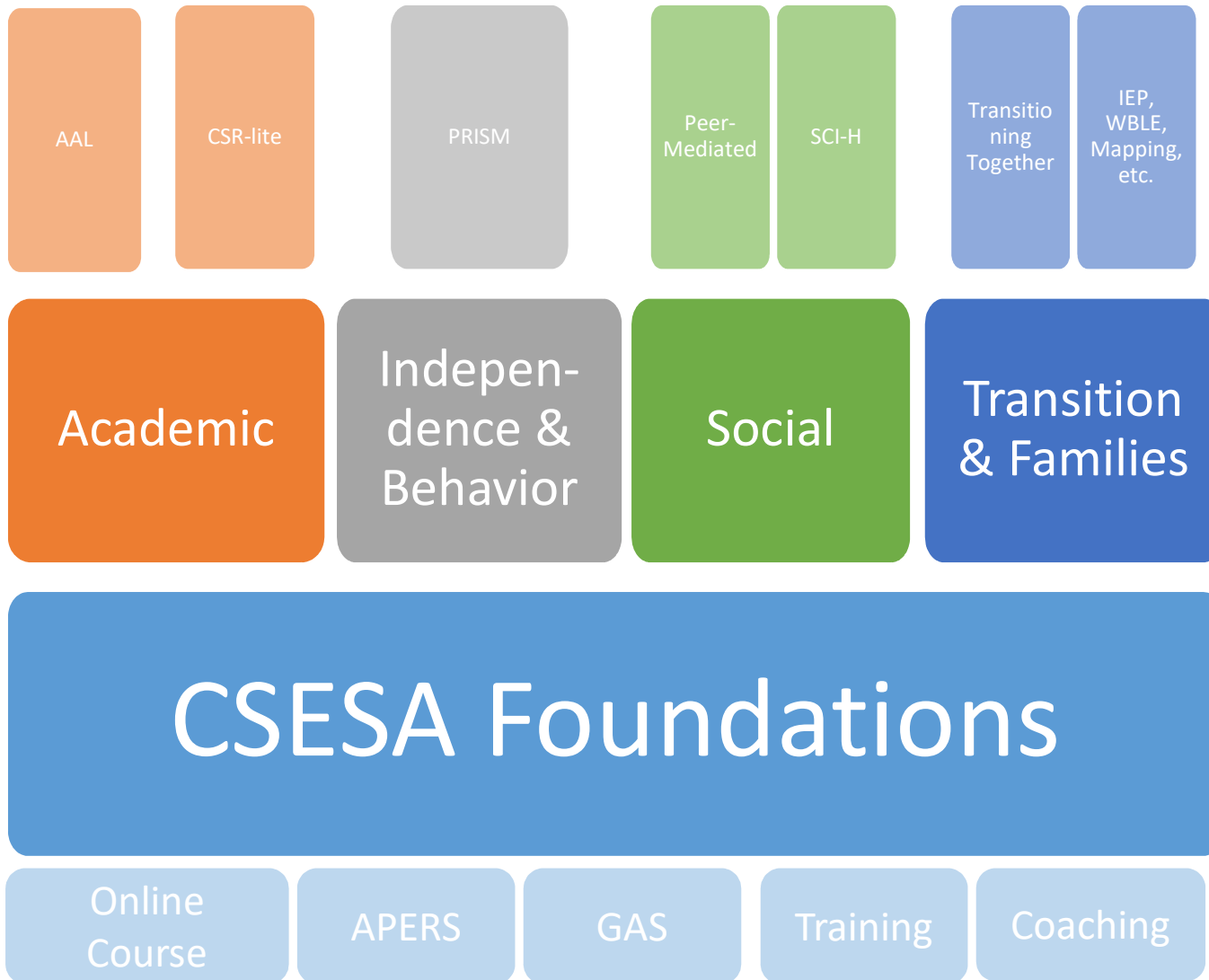
CSESA

- **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

| AAL | CSR-lite | | PRISM | | Peer-Mediated | SCI-H | | Transitioning Together | IEP, WBLE, Mapping, etc. |

| Academic | Independence & Behavior | Social | Transition & Families |

CSESA Foundations

| Online Course | APERS | GAS | Training | Coaching |

What do we know?
How is coaching defined?

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**
  (Bethune & Wood, 2013; Dunlap et al, 2010; Iovannone et al, 2009; Filcheck et al, 2004)

- **Reading**
  (Vernon-Feagans, et al, 2012; Jager, et al 2002)

- **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)
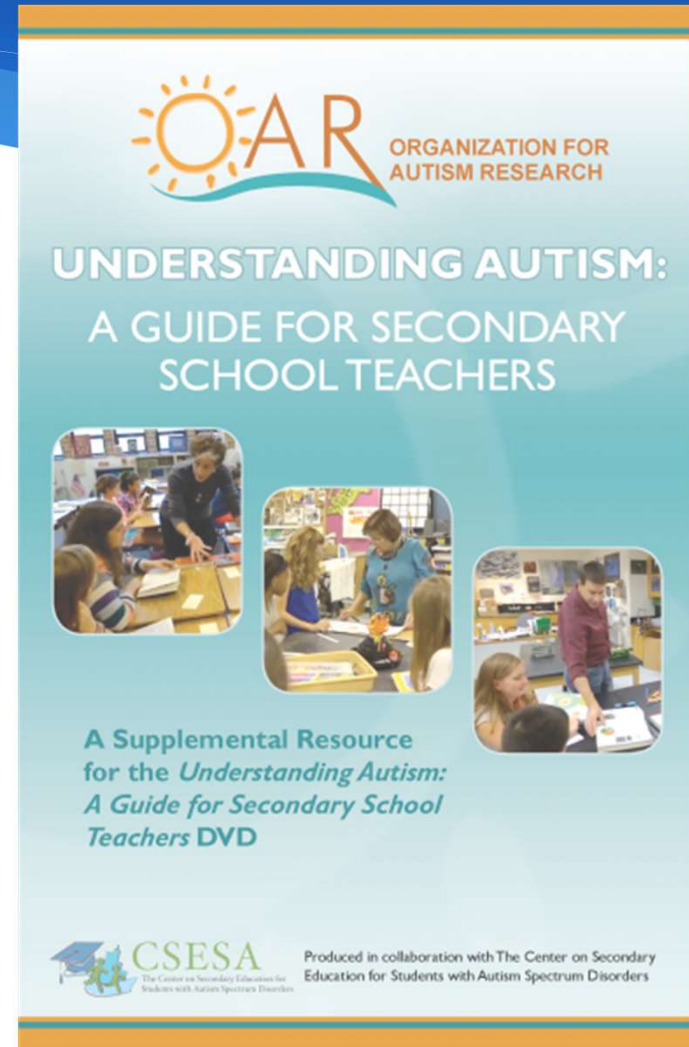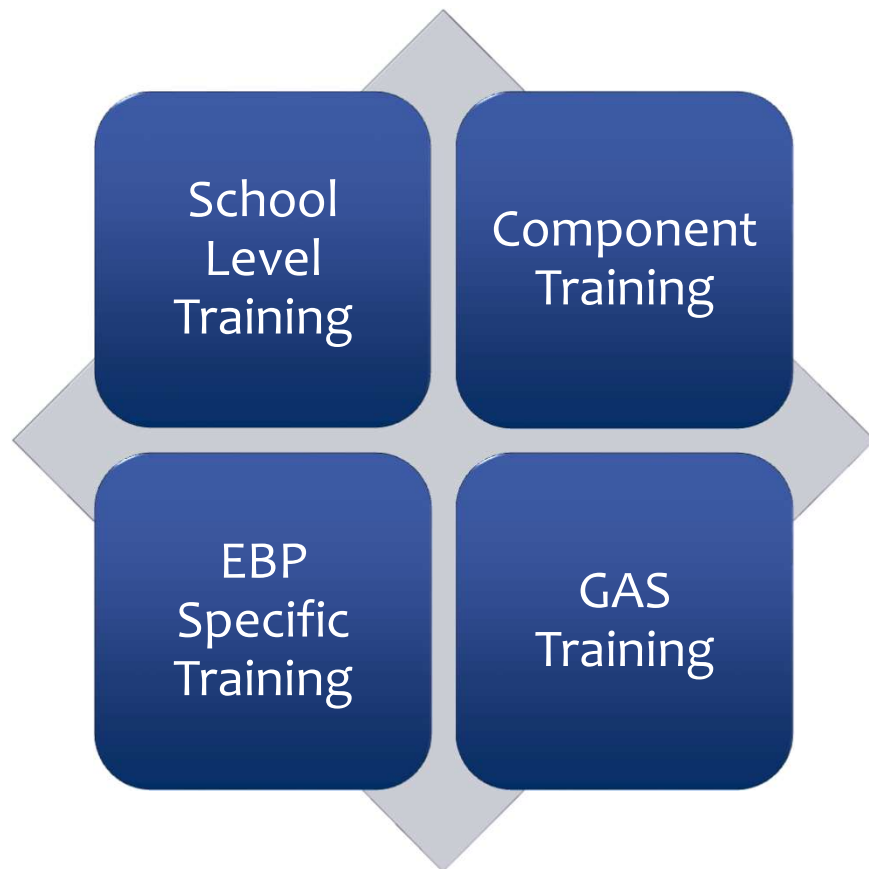
What do we know?
Coaching & Fidelity

- **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)

Purpose of Our Analysis

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?

Foundational PD Provided

- School Level Training
- Component Training
- EBP Specific Training
- GAS Training

OAR — ORGANIZATION FOR AUTISM RESEARCH

UNDERSTANDING AUTISM: A GUIDE FOR SECONDARY SCHOOL TEACHERS

A Supplemental Resource for the *Understanding Autism: A Guide for Secondary School Teachers* DVD

CSESA — The Center on Secondary Education for Students with Autism Spectrum Disorders

Produced in collaboration with The Center on Secondary Education for Students with Autism Spectrum Disorders
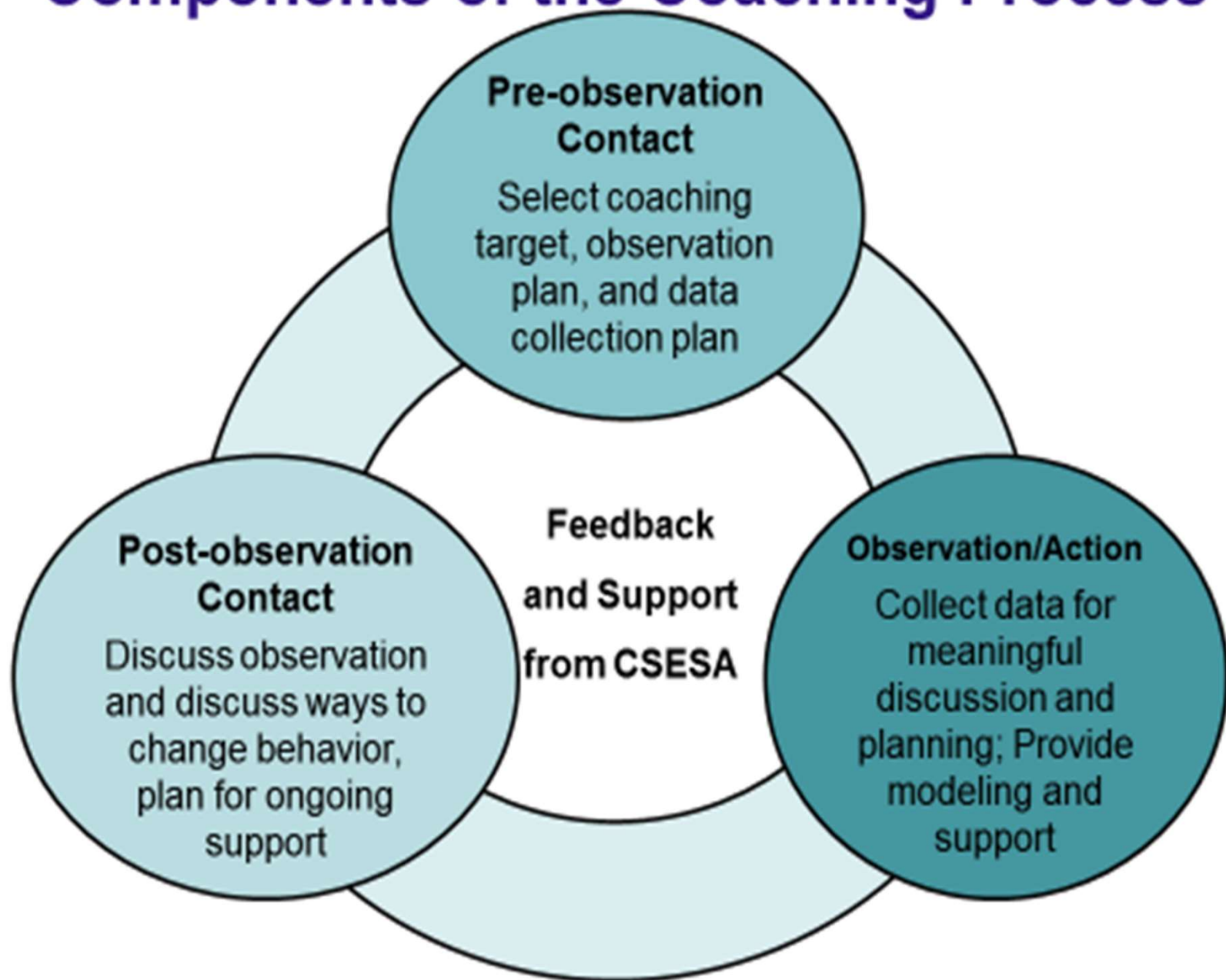
CSESA COACHING PROCESS

Content

- CSESA components

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

- APERS feedback

  (Autism Program Environment Rating Scale)

CSESA COACHING PROCESS

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

Feedback and Support from CSESA

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

Pre-Observation

- **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)

Observation & Action

Support through:

- observation,
- feedback, and
- modeling to the extent needed by the school implementer(s).

Modeling

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.

Post-Observation

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
  http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/NPDC_CoachingManual.pdf

Many Available here:

Csesa.fpg.unc.edu

Who Was Coached

School Staff Demographics
2015 – 2016 Cohort

N=539

18.9 %   Male

81.1%   Female

89.8%   White

6.2%   Black

4.5%   Latino/Hispanic

1.3%   Asian

1.3%   Multi/Biracial

1.1%   Other

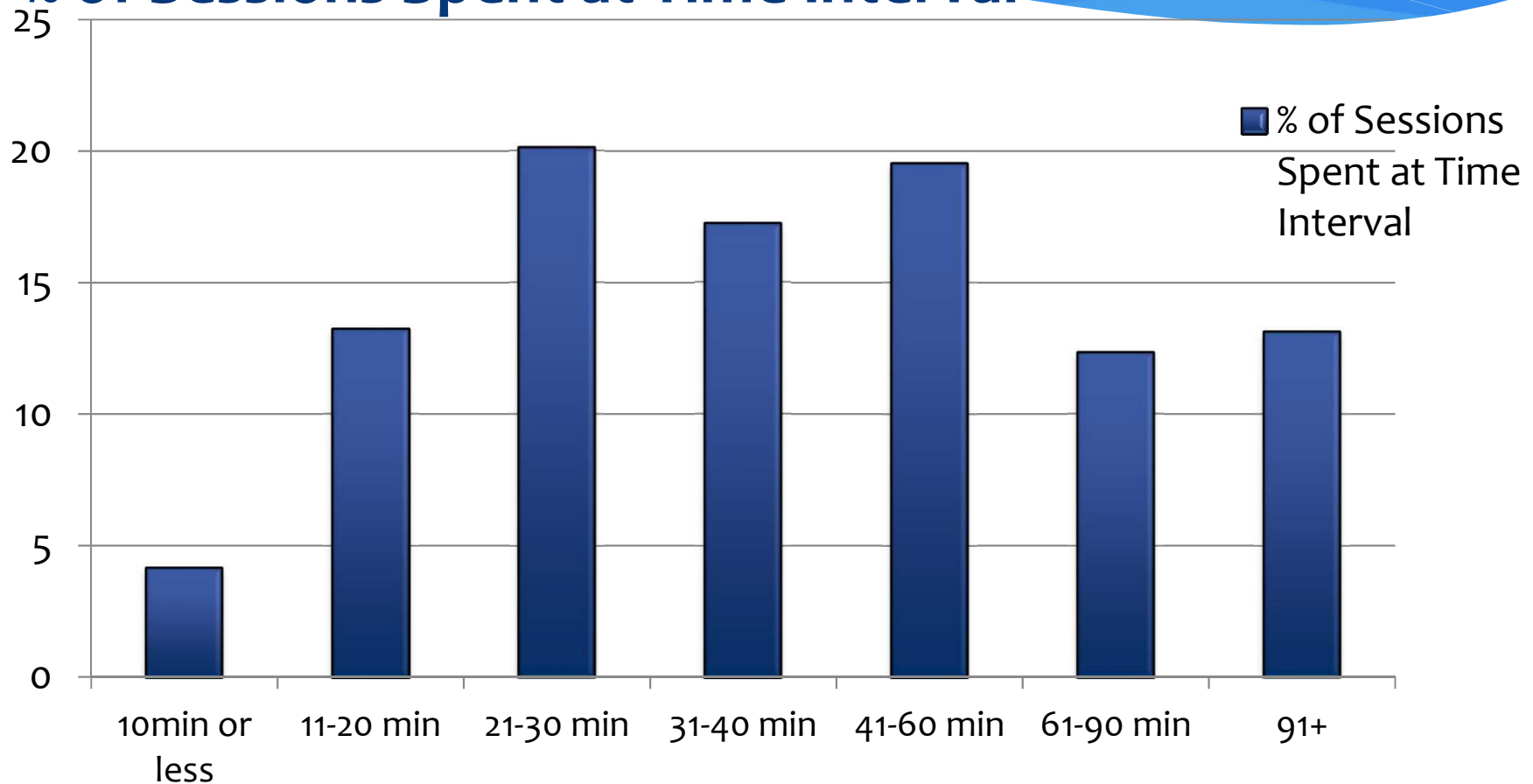|	
Years in Current Position	N=466 M=7.0 SD=6.8 Range= 0-33
Years Working in School	N=468 M=12.8 SD=8.7 Range= 0-42
Years with Individuals with ASD	N=260 M=11.5 SD=8.0 Range= 0-42

A-Team Members

District Specialist 3%

Administrator 9%

Psychologist 3%

Counselor 2%

SLP 7%

Transition 1%

Paraprofessional 8%

Other 6%

Special Educator 45%

General Educator 16%
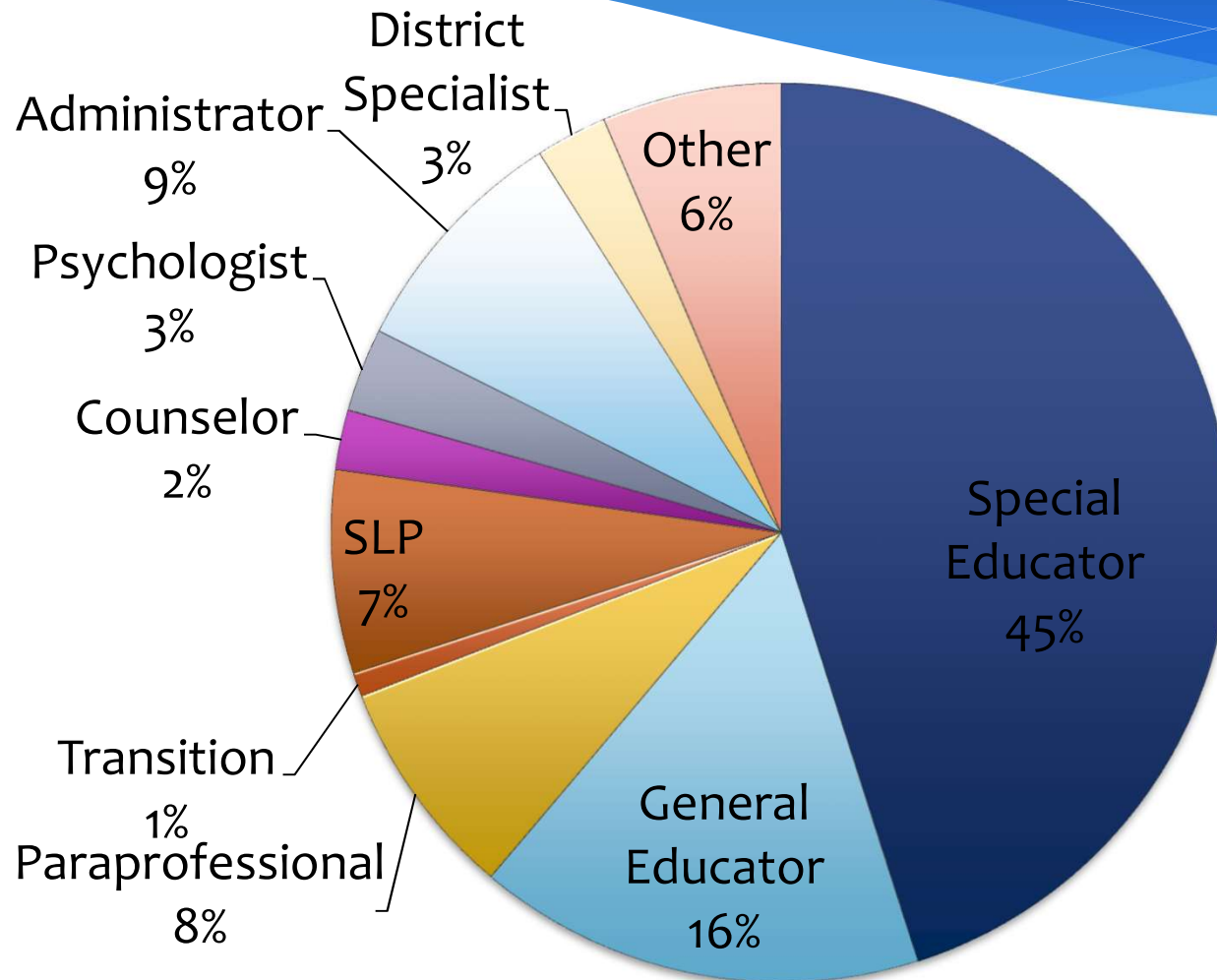
Findings
2015-2016 Cohort

Time Spent Coaching

Number of Coaching Sessions

Legend:
- Special Ed
- General Ed
- Paraprof
- Transition
- OT SLP PT
- Counselor
- Psychol
- Admin
- Dist Bldg Spec
- Community Prov
- Other
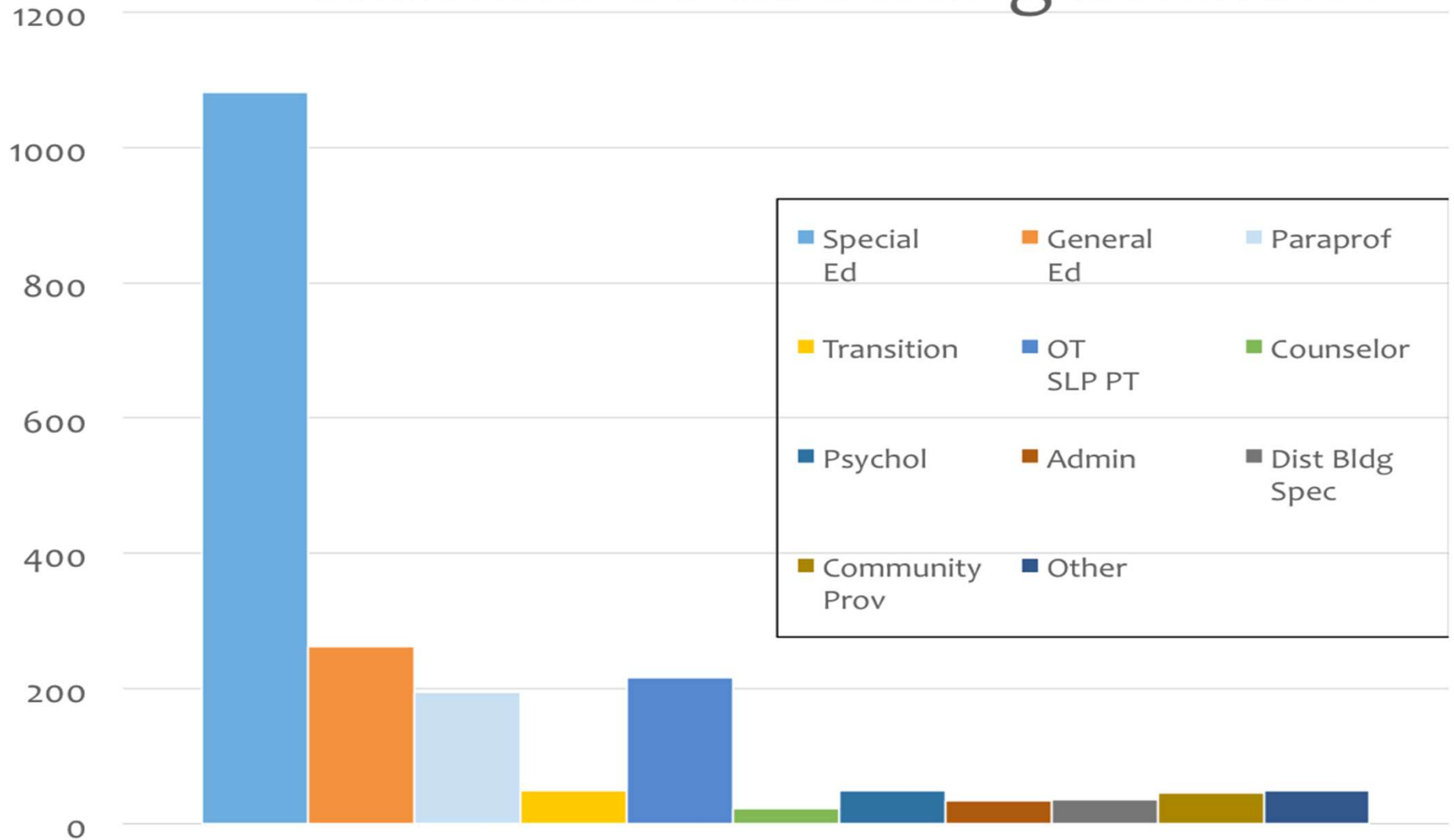
Form of Coaching

% of Engagement in Each Coaching Mode
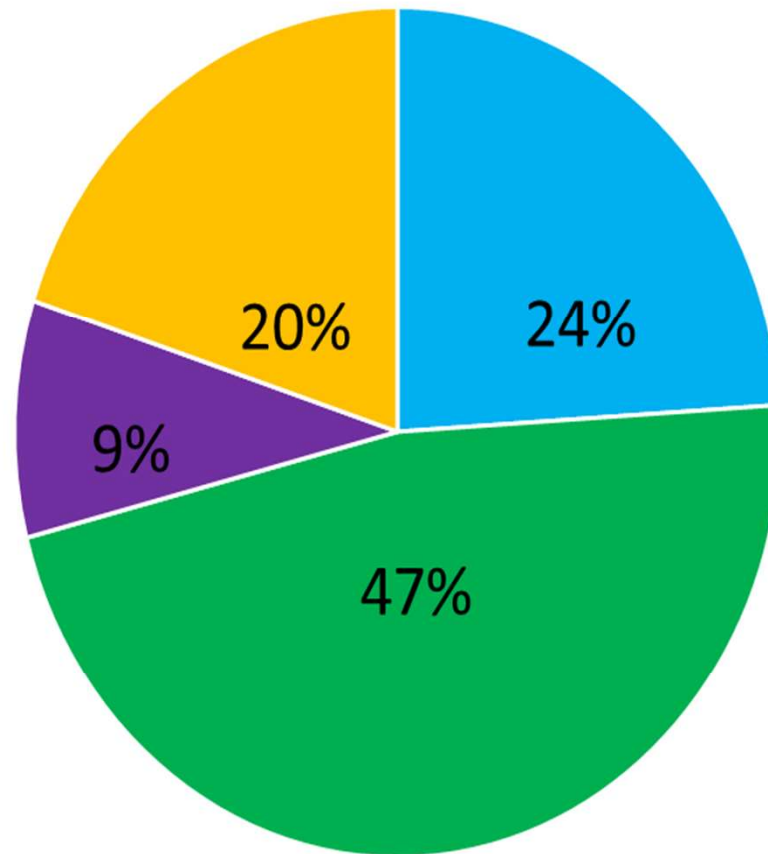
- Observation 24%
- Discussion 47%
- Action Model 9%
- Check in 20%

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
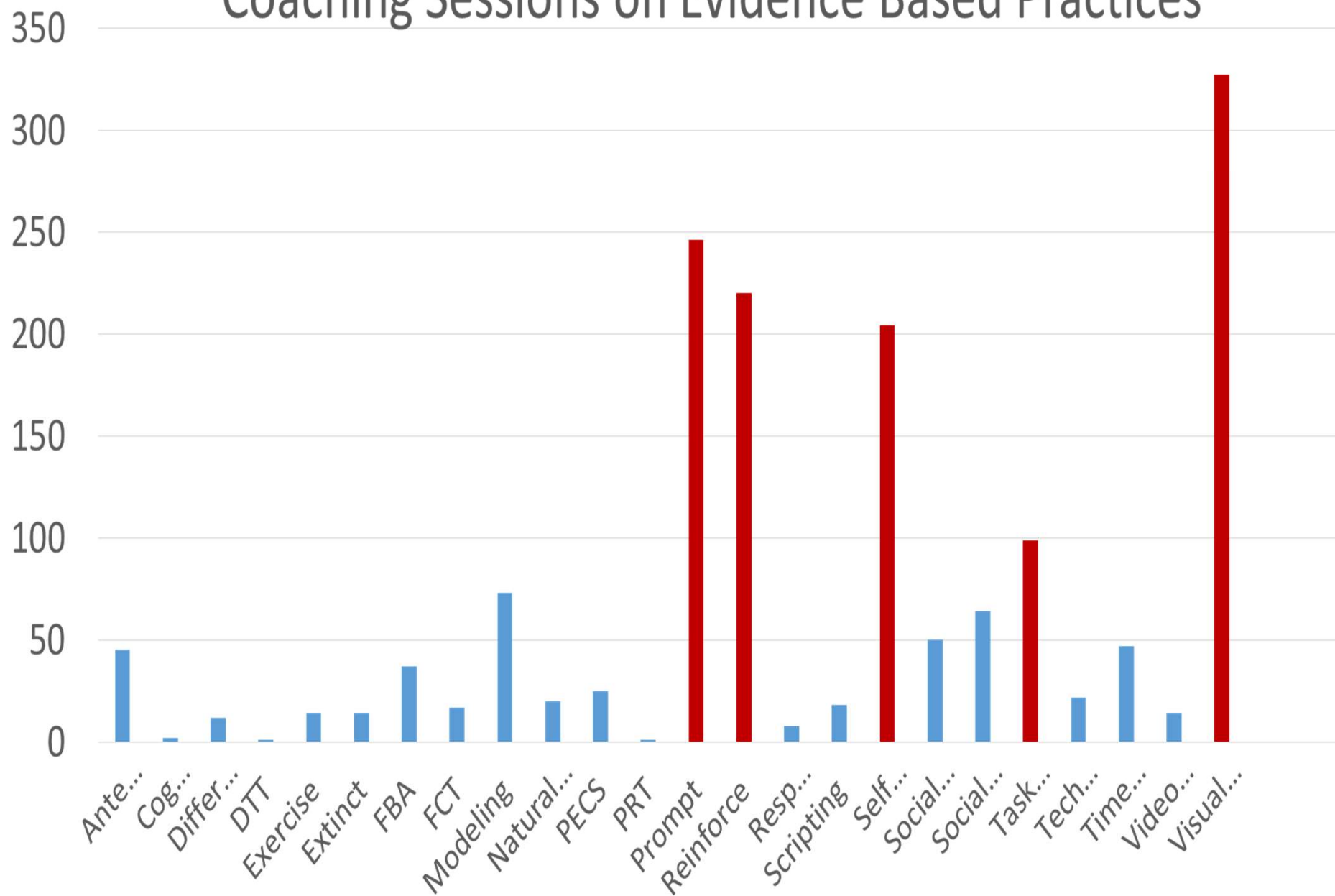
Most Coached EBPs

What CSESA Component?

Number of Coaching Sessions On CSESA Components
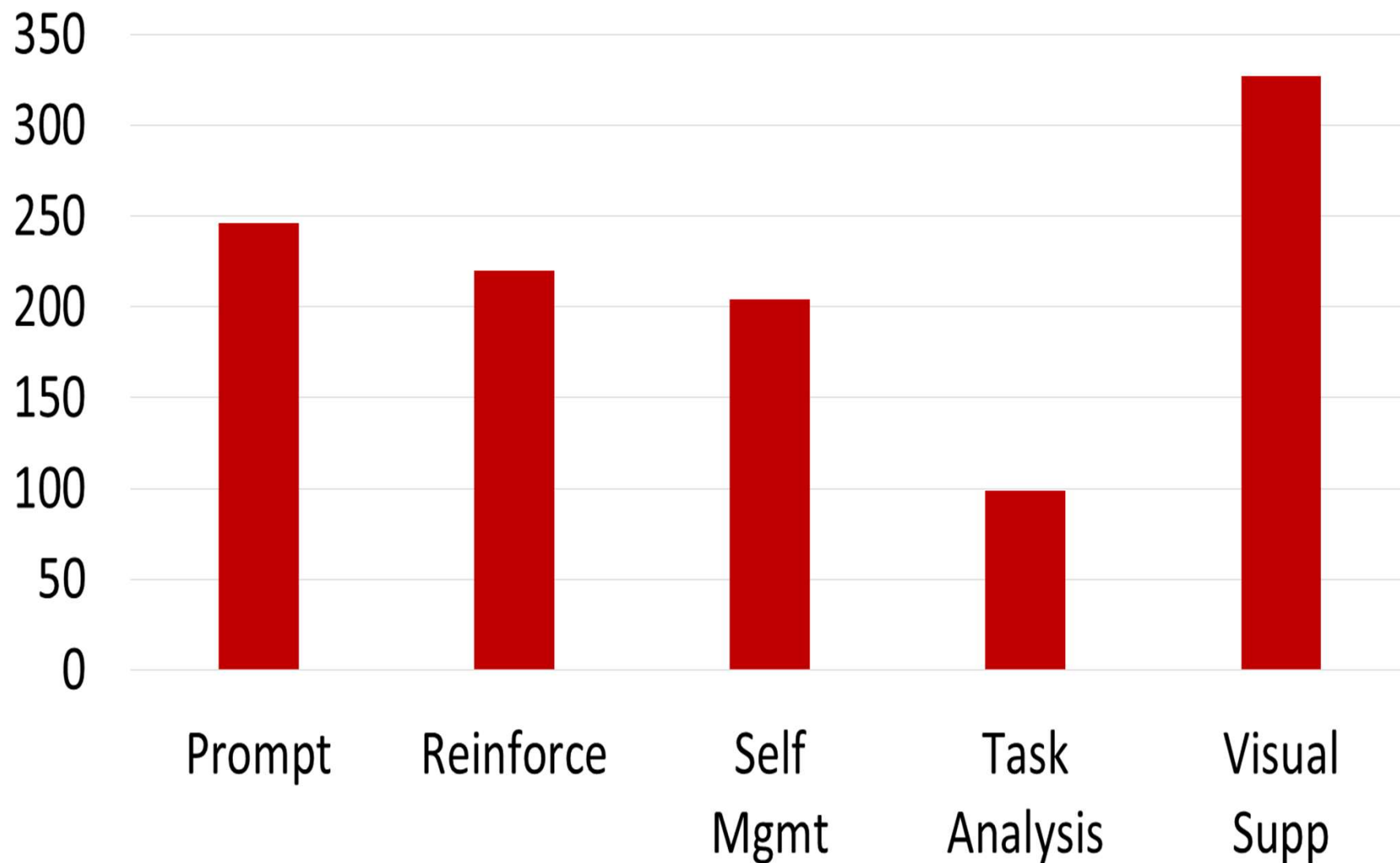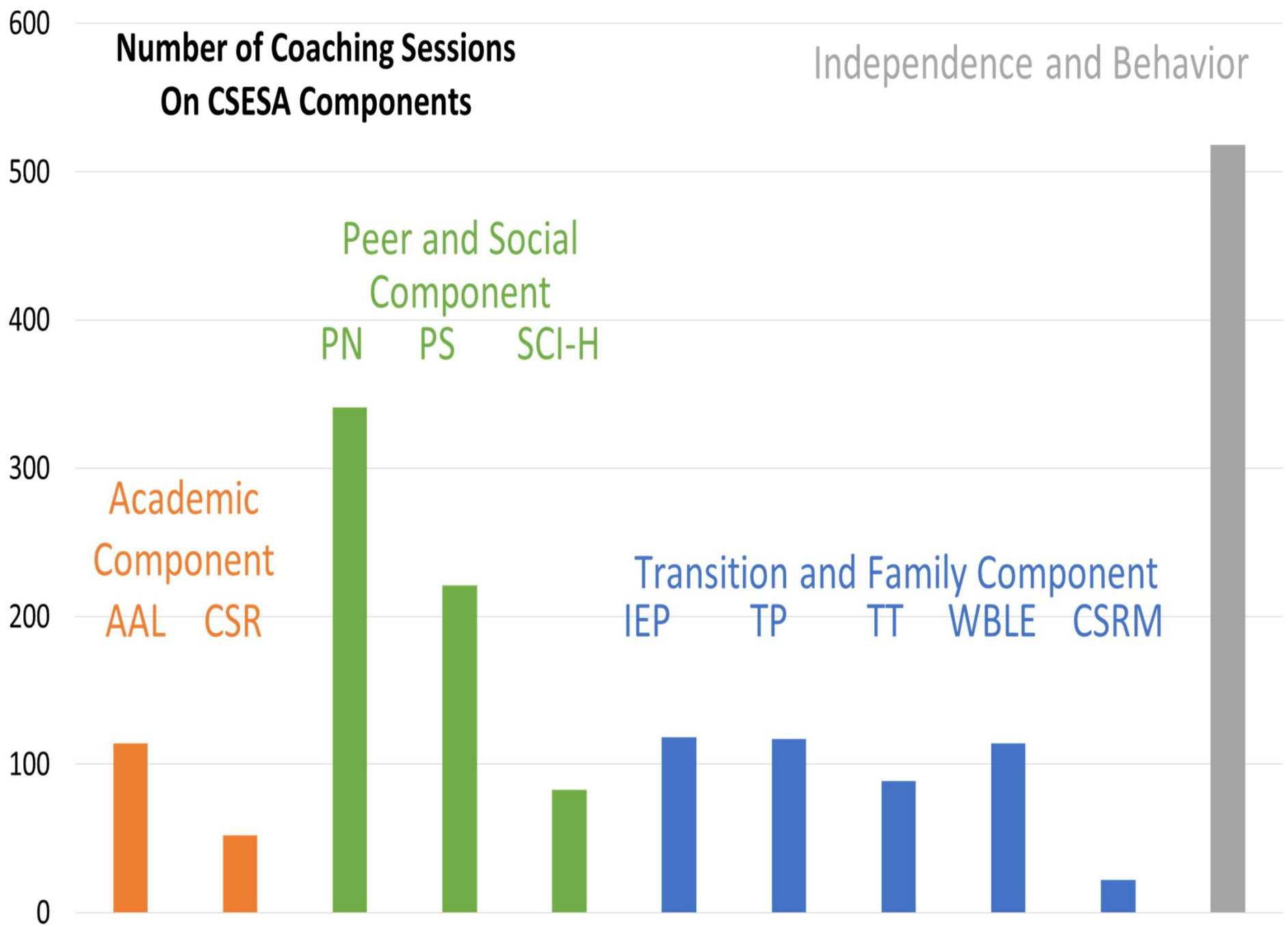
Considerations

- **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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