Ideal and Real: Coaching Evidence-Based Practices in 30 US High Schools

Laura J. Hall, San Diego State University
Suzanne Kucharczyk, University of Arkansas
Kate Szidon, University of Wisconsin-Madison
Goals of Session

• Coaching IDEAL
• Coaching in CSESA
• Lessons Learned
• Implications for Researchers
• Implications for Schools
Coaching as Bridge

* Situated in School Contexts
* Effective as Professional Development
* Critical Driver in Implementation Science
* Use in Large Scale RCTs
Ideal Coaching in CSESA
Implementation Drivers

Integrated & Compensatory

Leadership Drivers
- Technical
- Adaptive

Organization Drivers
- Facilitative Administration
- Decision Support Data System

Competency Drivers
- Training
- Selection

Coaching

Essential Components of Coaching
Cusamano, Preston, & Ward, 2018

Coaching Model

Data Use

Coaching Behaviors

Coaching Recipient Behaviors

- Accurate Use of Skills/Practices
- Fluent Use of Skills/Practices
- Adaptation of Skills/Practices to Local Context

Skills used with fidelity leading to desired outcomes

Enabling Collaborative Context

Prompting
Reminders
Cues

Performance Feedback
Reinforcing/Corrective
Describing Behavior
Includes Rationale
Linked to Goal

Scaffolding Supports
Modeling
Co-leading
Independent Practice
Fades over time
Use of Effective Practices of
  * **Observation,**
  * **Modeling,**
  * **Performance Feedback,** &
  * **Use of Alliance Building Strategies**

**Ensure-**

Teachers are *Engaged* in Coaching with an adequate *Dosage & High Quality*
Figure: National Center on Early Childhood, Development, Teaching, and Learning

Kelvin Lim –

Qualities of an Effective Coach
Contextual Complexities
What do we know?

* 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 can 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)
CSESA Coaching
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

www.facebook.com/csesa.asd  www.csesa.fpg.unc.edu
CSESA

- 1,800 consented participants
- 546 adolescents with ASD
- 30 school districts across 5 states
- 60 schools
Guidance & Coaching on Evidence-based Practices for Learners with Autism Spectrum Disorders

Suzanne Kucharczyk
Evelyn Shaw
Brenda Smith Myles
Lisa Sullivan
Kate Szidon & Linda Tuchman-Ginsberg

CSESA COACHING PROCESS

Content:

• CSESA components
• Focused evidence-based practices (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 A-Team and members
Components of the Coaching Process

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

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

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

Feedback and Support from CSESA
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)
Direct support through:

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

Reflect on what worked and what didn’t work

Make plan for:

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

- CSESA Component materials
  - Manuals
  - PowerPoints of trainings
  - Coaching for Coaches – Problem Solving Process
  - Other materials

- EBPs
  - Case Studies
  - PowerPoints
  - Briefs & Factsheets
  - EBP Linking Document

- NPDC Coaching Manual
Other PD Provided

- School Level Training
- Component Training
- EBP Specific Training
- GAS Training
Many Available here:

Csesa.fpg.unc.edu
**CSESA COACHING LOG**

*Who was coached?*

*How long?*

*On what?*

*EBP*

*Component*

<table>
<thead>
<tr>
<th>Role(s)</th>
<th>Length of Time</th>
<th>Coached How?</th>
<th>EBP / CSESA Cor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Team Lead</td>
<td>10min or less</td>
<td>Observation</td>
<td>ABI, PP</td>
</tr>
<tr>
<td>Special Ed Teacher</td>
<td>11-20 min</td>
<td>Discussion</td>
<td>CBI, PRT</td>
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<tr>
<td>General Ed Teacher</td>
<td>21-30 min</td>
<td>Action/Modeling</td>
<td>DRA/I/O, R+</td>
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<tr>
<td>Paraprofessional</td>
<td>41-60 min</td>
<td>Check-In</td>
<td>DTT, RJR</td>
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<tr>
<td>Transition Specialist</td>
<td>61-90 min</td>
<td></td>
<td>ECE, SC</td>
</tr>
<tr>
<td>OT, SLP, PT</td>
<td>91+ min</td>
<td></td>
<td>EXT, SM</td>
</tr>
<tr>
<td>Counselor</td>
<td></td>
<td></td>
<td>FBA, SN</td>
</tr>
<tr>
<td>Psychologist</td>
<td></td>
<td></td>
<td>FCT, SST</td>
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<tr>
<td>Administrator</td>
<td></td>
<td></td>
<td>MD, SPG</td>
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<tr>
<td>District/Building Specialist</td>
<td></td>
<td></td>
<td>NI, TA</td>
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<tr>
<td>Community Provider</td>
<td></td>
<td></td>
<td>PII, TAI, PMII</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PECS, VM, VS</td>
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</table>
COACHING SESSIONS BY A-TEAM MEMBERS’ DISCIPLINES

- Special Education: 53%
- General Educators: 11%
- Paraprofessionals: 10%
- Related Service Personnel: 9%
- Administration: 3%
- District Specialist: 3%
- Transition Teacher: 3%
- Other: 2%
- Psychologist: 2%
- Counselor: 2%
- Community Provider: 2%
- Other: 2%

Total Sessions: 4,901
<table>
<thead>
<tr>
<th></th>
<th>PRISM</th>
<th>Social PN</th>
<th>Social PS</th>
<th>Social SCI</th>
<th>Transition WBLE</th>
<th>Transition Self-Dir IEP</th>
<th>Transition Plans</th>
<th>Transition Parent Support</th>
<th>TT</th>
<th>Academic AAL</th>
<th>Academic CSR</th>
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</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>30</td>
<td>29</td>
<td>23</td>
<td>23</td>
<td>26</td>
<td>24</td>
<td>22</td>
<td>19</td>
<td></td>
<td>16</td>
<td>16</td>
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</tbody>
</table>
# of Coaching Sessions Per Intervention

- **PRISM**: 28% (1295 sessions)
- **Social**: 34% (1575 sessions)
- **Transition**: 27% (1282 sessions)
- **Academic**: 11% (508 sessions)
Evidence Based Practices Coached

<table>
<thead>
<tr>
<th>EBPs with Highest Frequency of Coaching Sessions</th>
</tr>
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<tbody>
<tr>
<td>Visual Support</td>
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<tr>
<td>Prompting</td>
</tr>
<tr>
<td>Reinforcement</td>
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<tr>
<td>Self-Management</td>
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<tr>
<td>Peer Mediated</td>
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<tr>
<td>Task Analysis</td>
</tr>
<tr>
<td>Antecedent Based</td>
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<tr>
<td>Modeling</td>
</tr>
<tr>
<td>Time Delay</td>
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<tr>
<td>Social Narrative</td>
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<tr>
<td>Social Skills</td>
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</table>
Lessons Learned
Lessons Learned for Researchers

* Hiring - consider balance of experience, connection, & skills
* Adapting ideal to context
* Training & Coaching of Coaches
* Gather decision making data from coaches
* Ongoing data review and formative feedback for coaches
* Plan for turn over & training
Lessons Learned for Practitioners

* Foundational Evidence-based practices
  * Identify
  * Support resources
  * Whole team training

* Schools should encourage participation across disciplines

* Schools should include general educators
Thoughts or Questions
Contact Information

- Laura Hall, PhD
  - 619-594-0768
  - ljhall@sdsu.edu

- Suzanne Kucharczyk, EdD
  - 479-575-6210
  - suzannek@uark.edu

- Kate Szidon, MS
  - 608-262-9445
  - szidonk@wisc.edu