

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

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Goals of Session

- Coaching IDEAL
- Coaching in CSESA
- Lessons Learned
- Implications for Researchers
- Implications for Schools

Coaching as Bridge

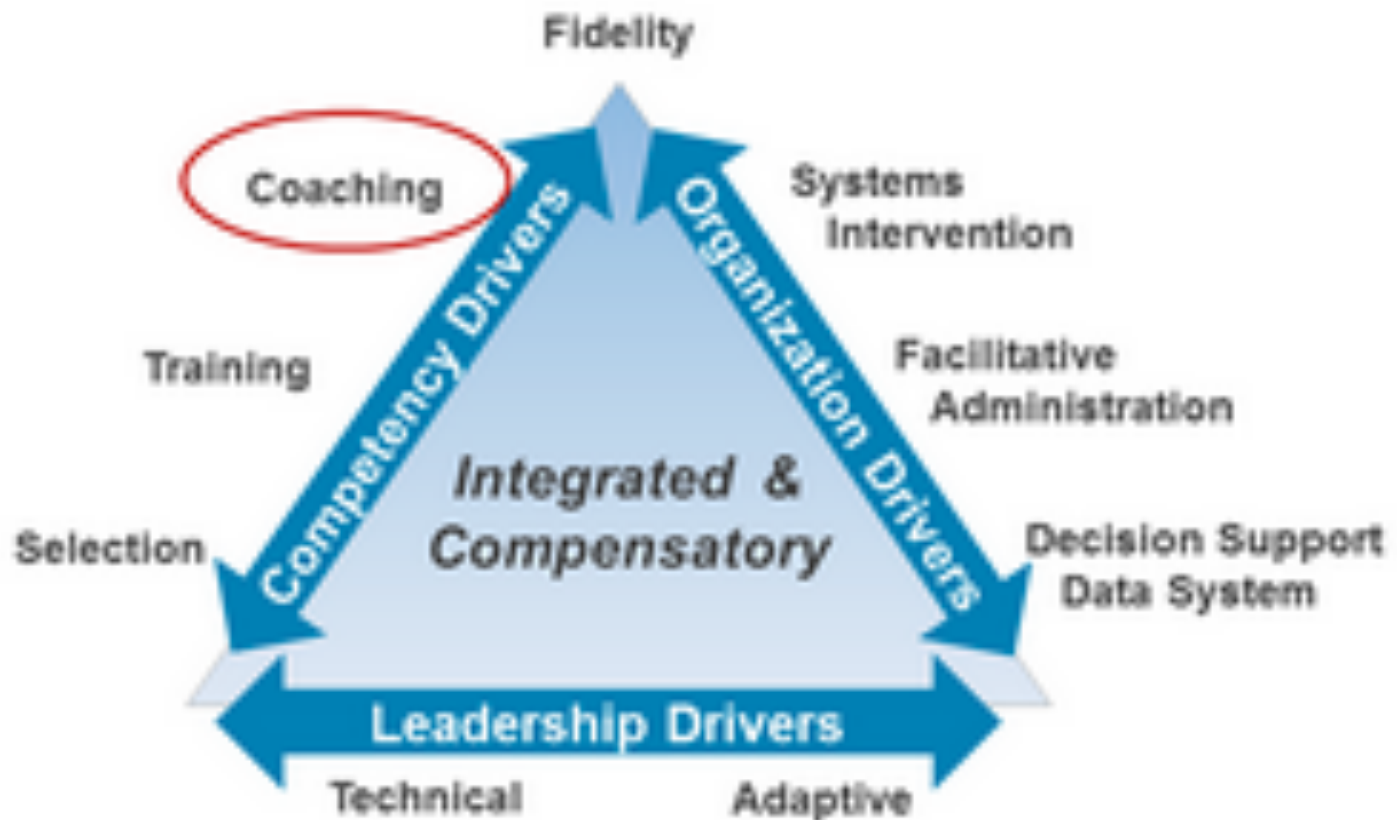


- * Situated in School Contexts
- * Effective as Professional Development
- * Critical Driver in Implementation Science
- * Use in Large Scale RCTs



Ideal Coaching in CSESA

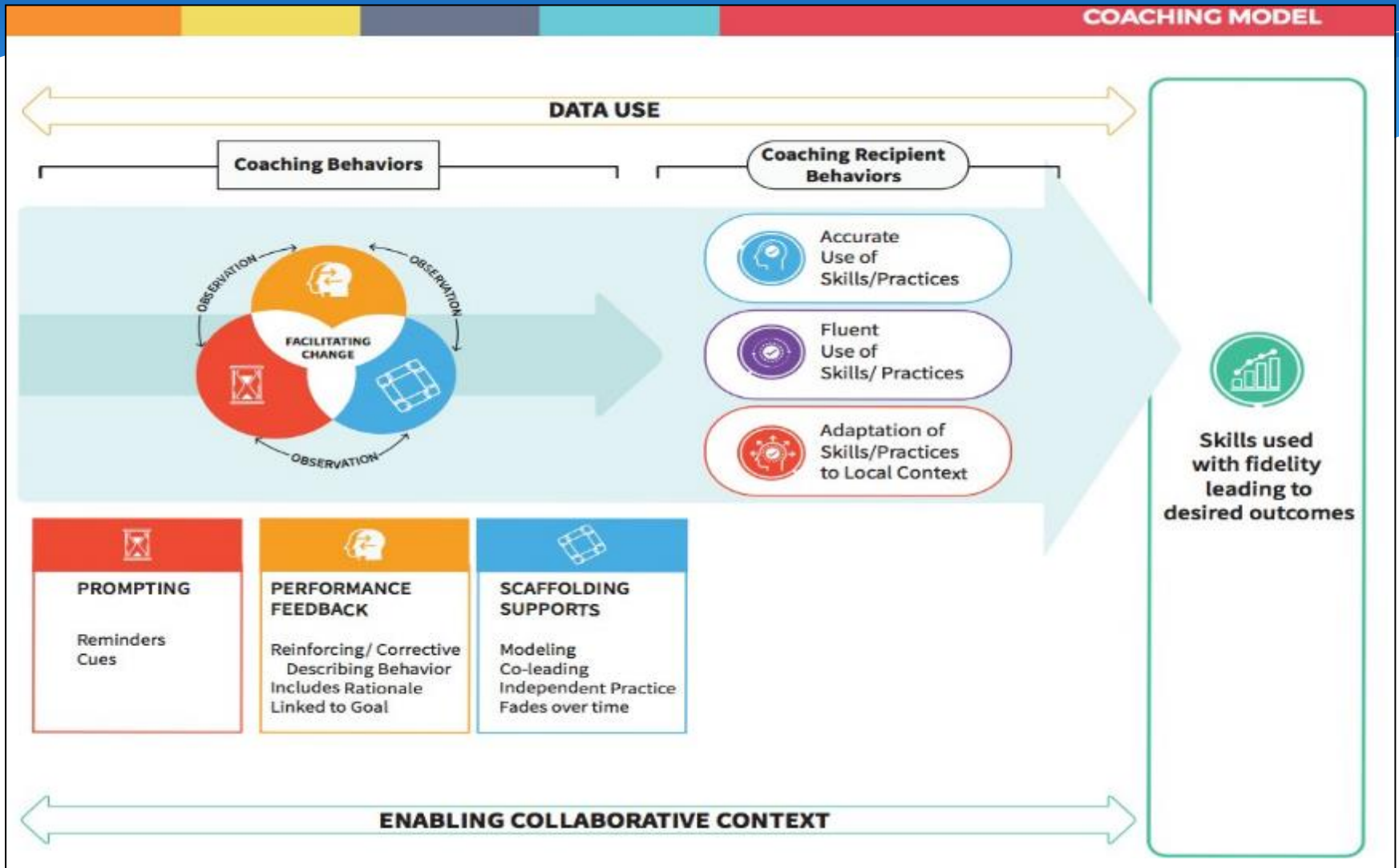
Implementation Drivers



Source: SISEP <https://sisep.fpg.unc.edu/news/sisep-enotes-coaching>

Essential Components of Coaching

Cusamano, Preston, & Ward, 2018



National Center for Systemic Improvement

Effective Coaching for Teachers

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

Source: ECTA <http://ectacenter.org/~calls/2017/learninglab-supporting.asp>

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 responsible 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



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

Source: NPDC https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/NPDC_Coaching_Manual.pdf

CSESA COACHING PROCESS

Content:

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

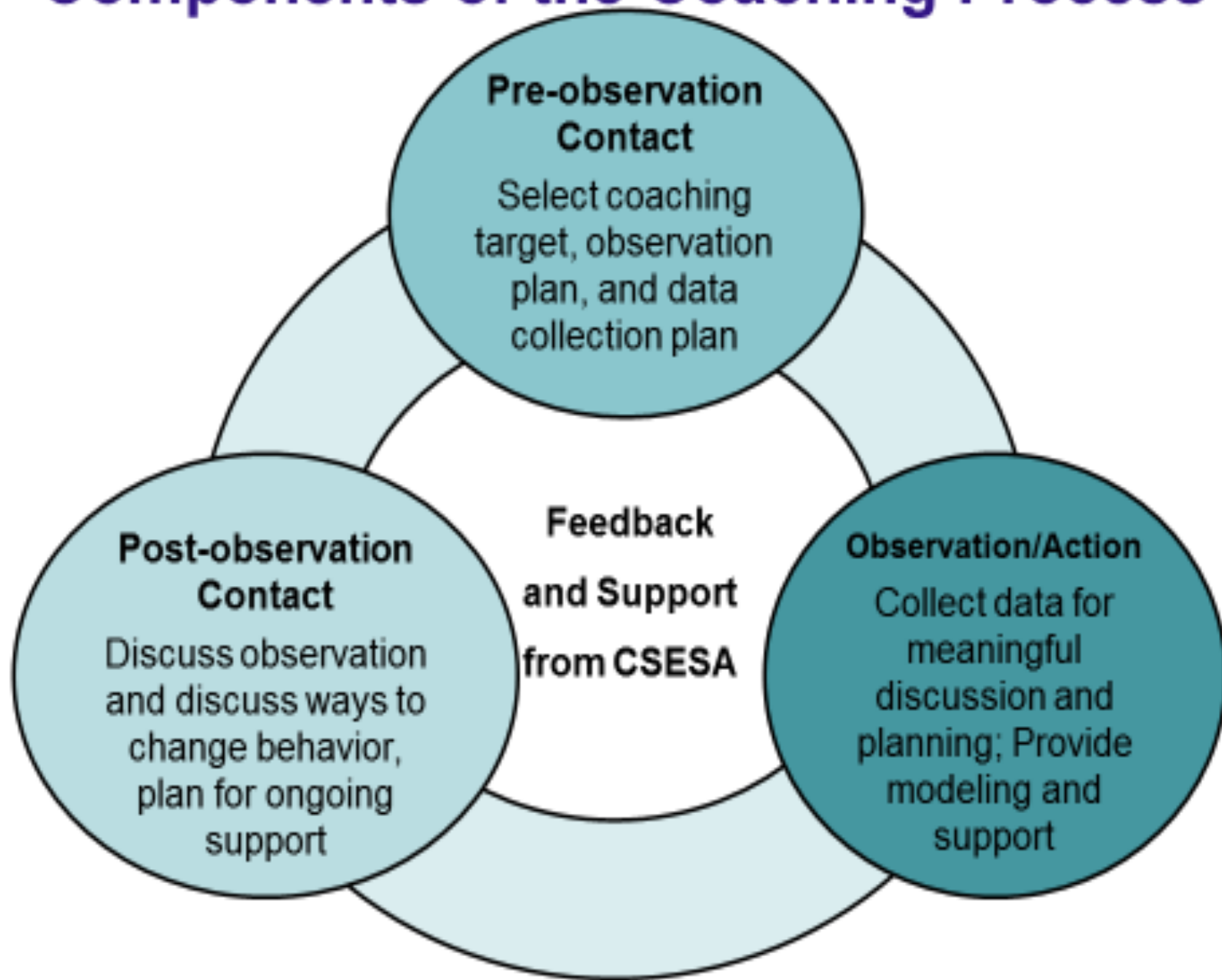
(Autism Program Environment Rating Scale)

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 A-Team and members

Components of the Coaching Process



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

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

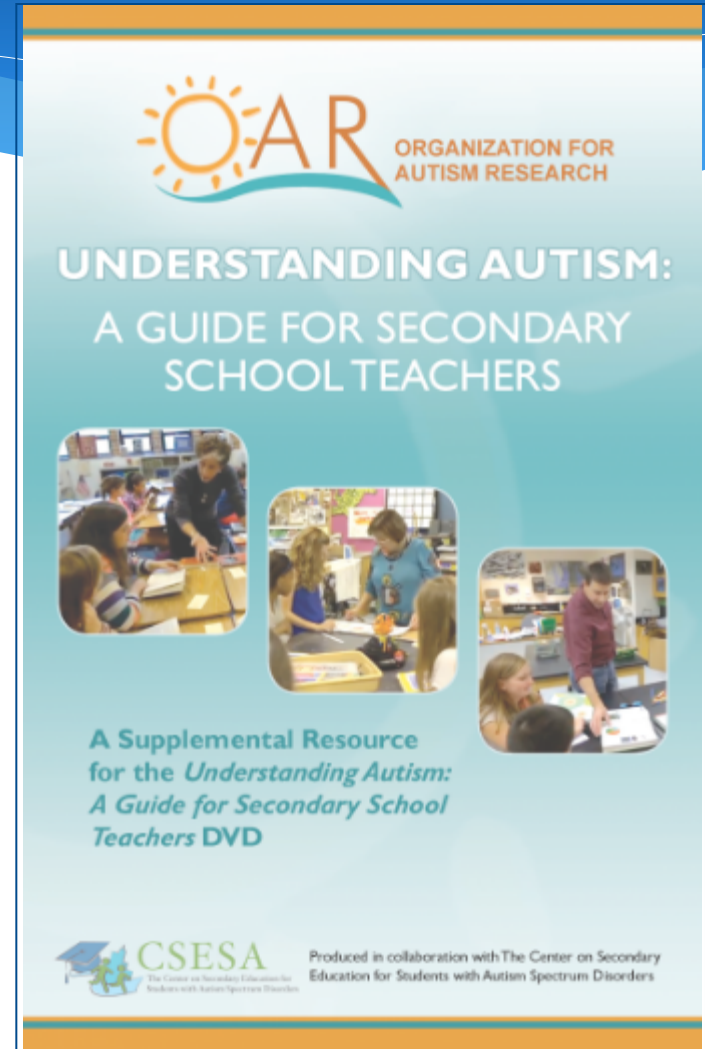
Other PD Provided

School
Level
Training

Component
Training

EBP
Specific
Training

GAS
Training



Many Available here:

Csesa.fpg.unc.edu

CSESA COACHING LOG

Role(s)	Length of Time	Coached How?	EBP / CSESA Cor	
√ all that apply	√ one	√ all that apply	√ all that apply	
<input type="checkbox"/> A-Team Lead	<input type="checkbox"/> 10min or less	<input type="checkbox"/> Observation	ABI	PP
<input type="checkbox"/> Special Ed Teacher	<input type="checkbox"/> 11-20 min	<input type="checkbox"/> Discussion	CBI	PRT
<input type="checkbox"/> General Ed Teacher	<input type="checkbox"/> 21-30 min	<input type="checkbox"/> Action/ Modeling	DRA/I/O	R+
<input type="checkbox"/> Paraprofessional	<input type="checkbox"/> 41-60 min	<input type="checkbox"/> Check-In	DTT	RIR
<input type="checkbox"/> Transition Specialist	<input type="checkbox"/> 61-90 min		ECE	SC
<input type="checkbox"/> OT, SLP, PT	<input type="checkbox"/> 91+ min		EXT	SM
<input type="checkbox"/> Counselor			FBA	SN
<input type="checkbox"/> Psychologist			FCT	SST
<input type="checkbox"/> Administrator			MD	SPG
<input type="checkbox"/> District/Building			NI	TA
<input type="checkbox"/> Specialist			PII	TAII
<input type="checkbox"/> Community Provider			PMII	TD
			PECS	VM
				VS

* Who was coached?

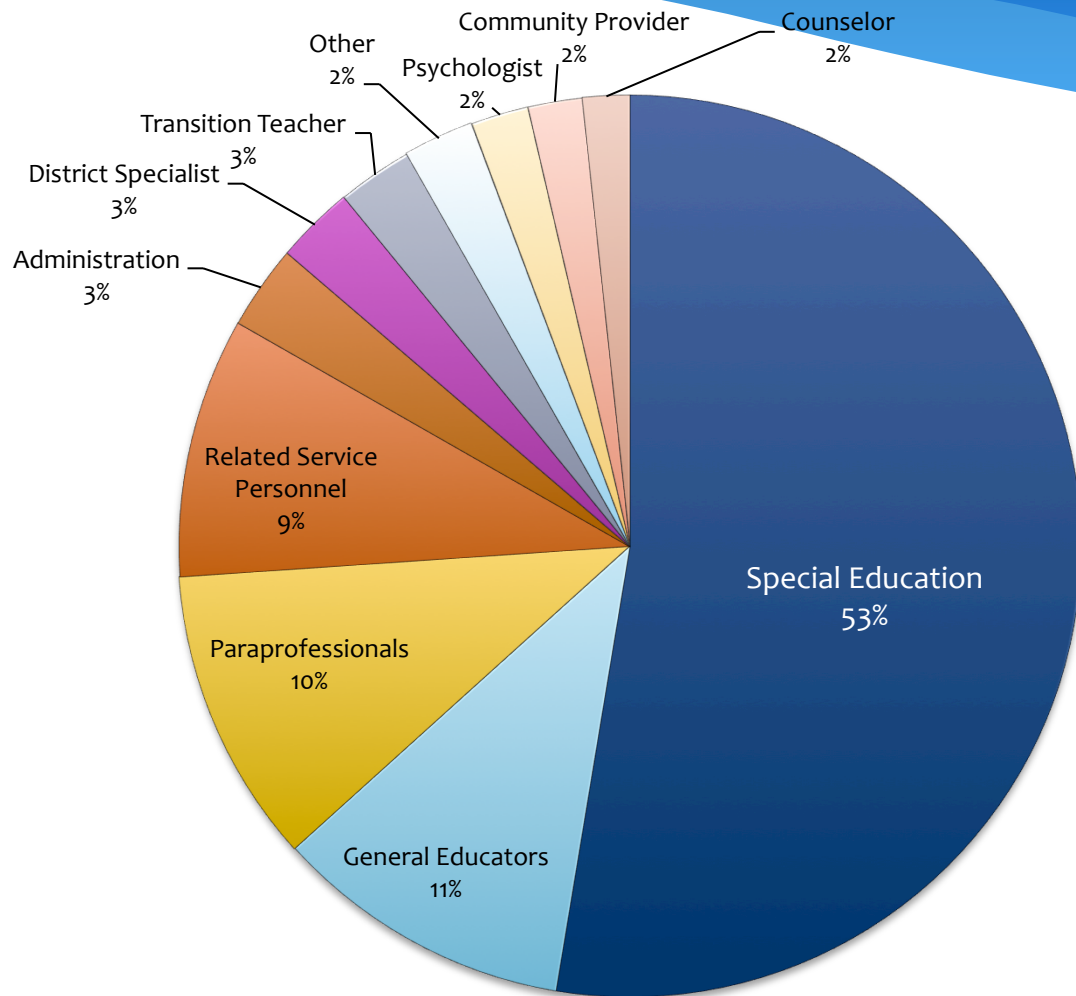
* How long?

* On what?

* EBP

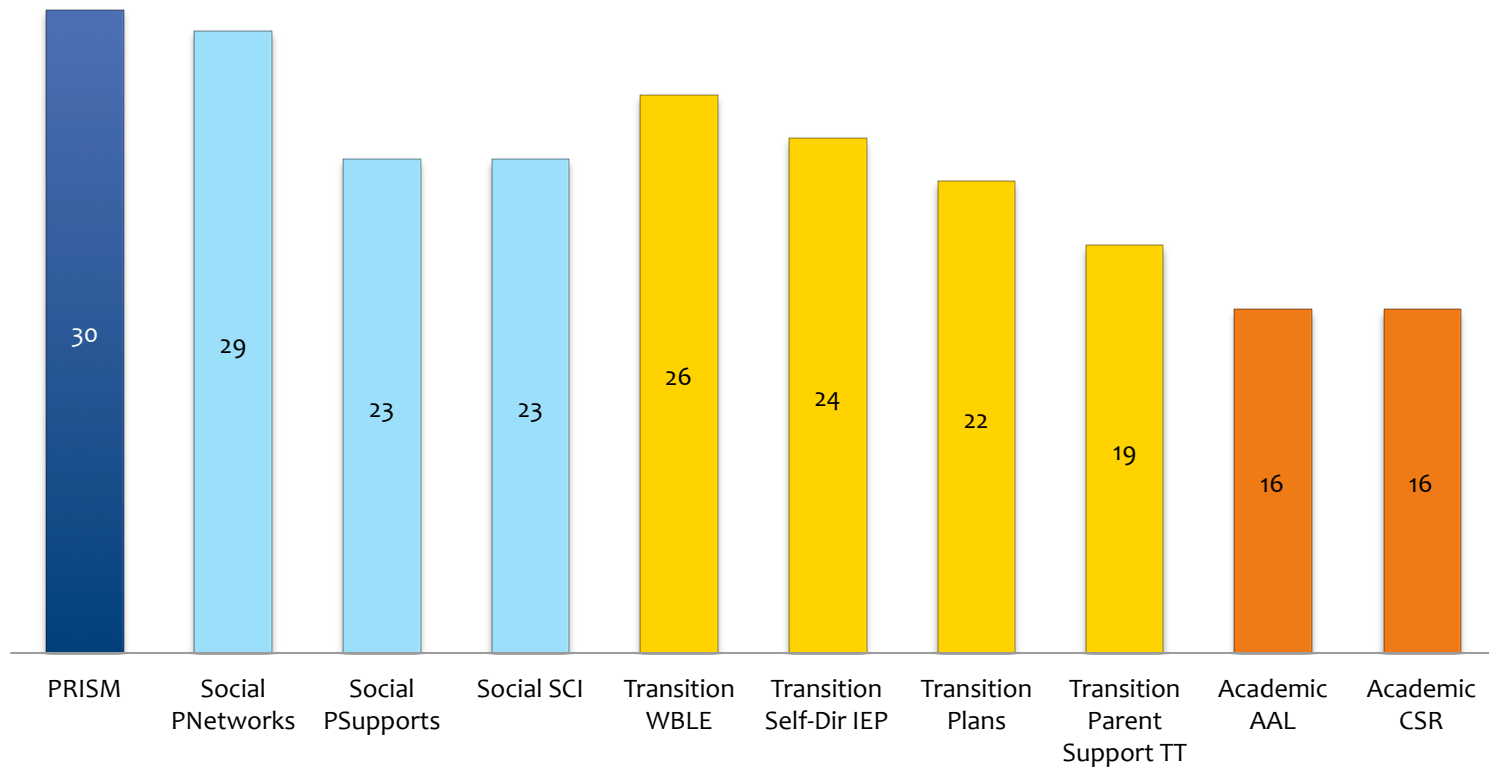
* Component

COACHING SESSIONS BY A-TEAM MEMBERS' DISCIPLINES

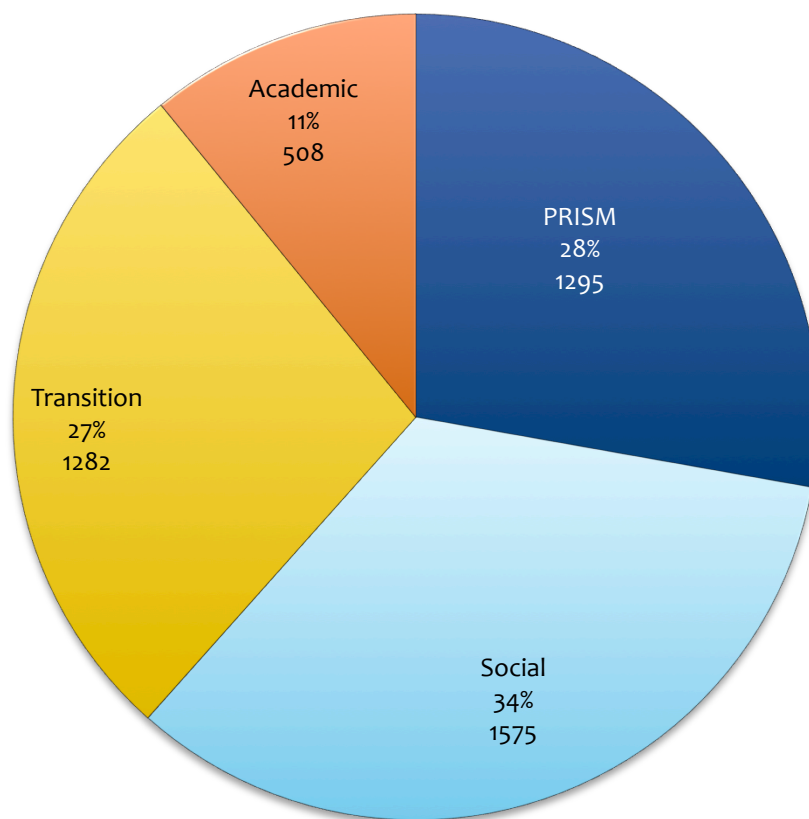


Total Sessions: 4,901

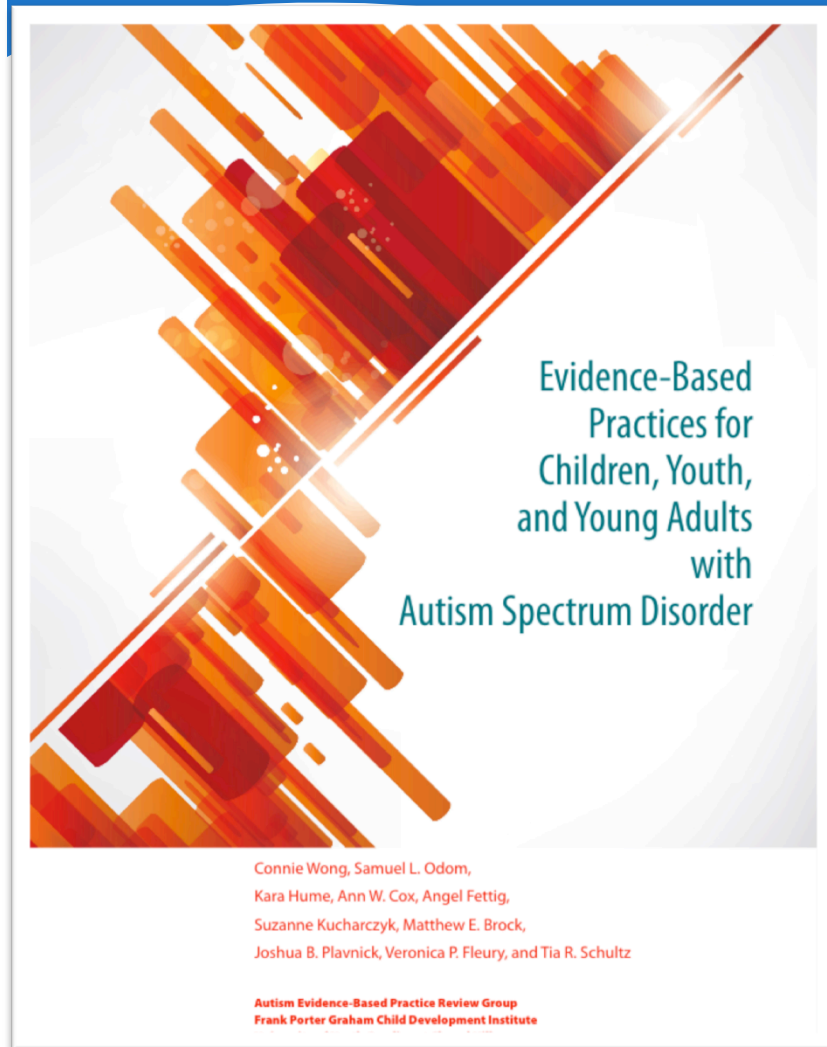
Number of Schools Implementing (out of 30)



of Coaching Sessions Per Intervention



Evidence Based Practices Coached



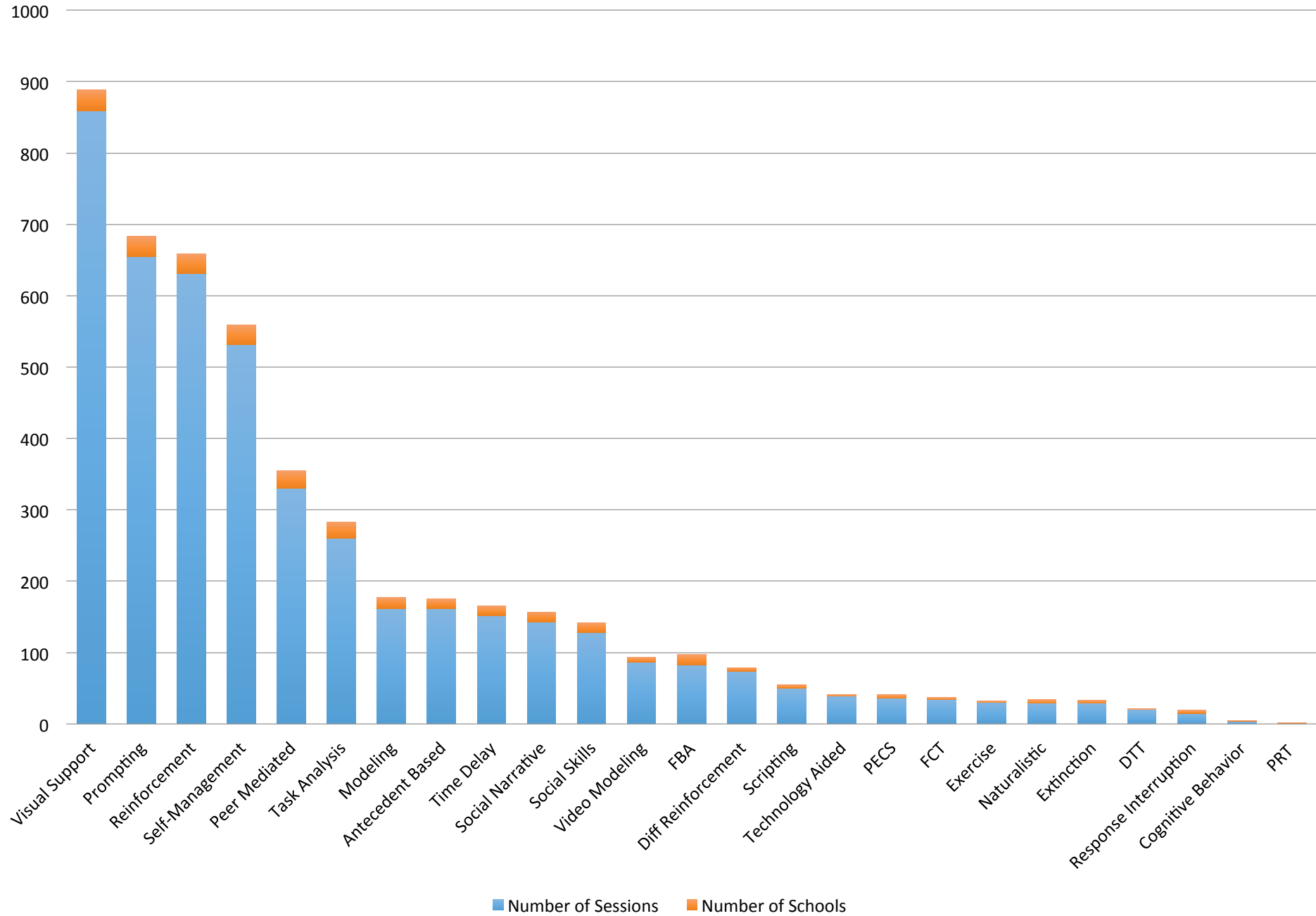
Evidence-Based
Practices for
Children, Youth,
and Young Adults
with
Autism Spectrum Disorder

Connie Wong, Samuel L. Odom,
Kara Hume, Ann W. Cox, Angel Fettig,
Suzanne Kucharczyk, Matthew E. Brock,
Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz

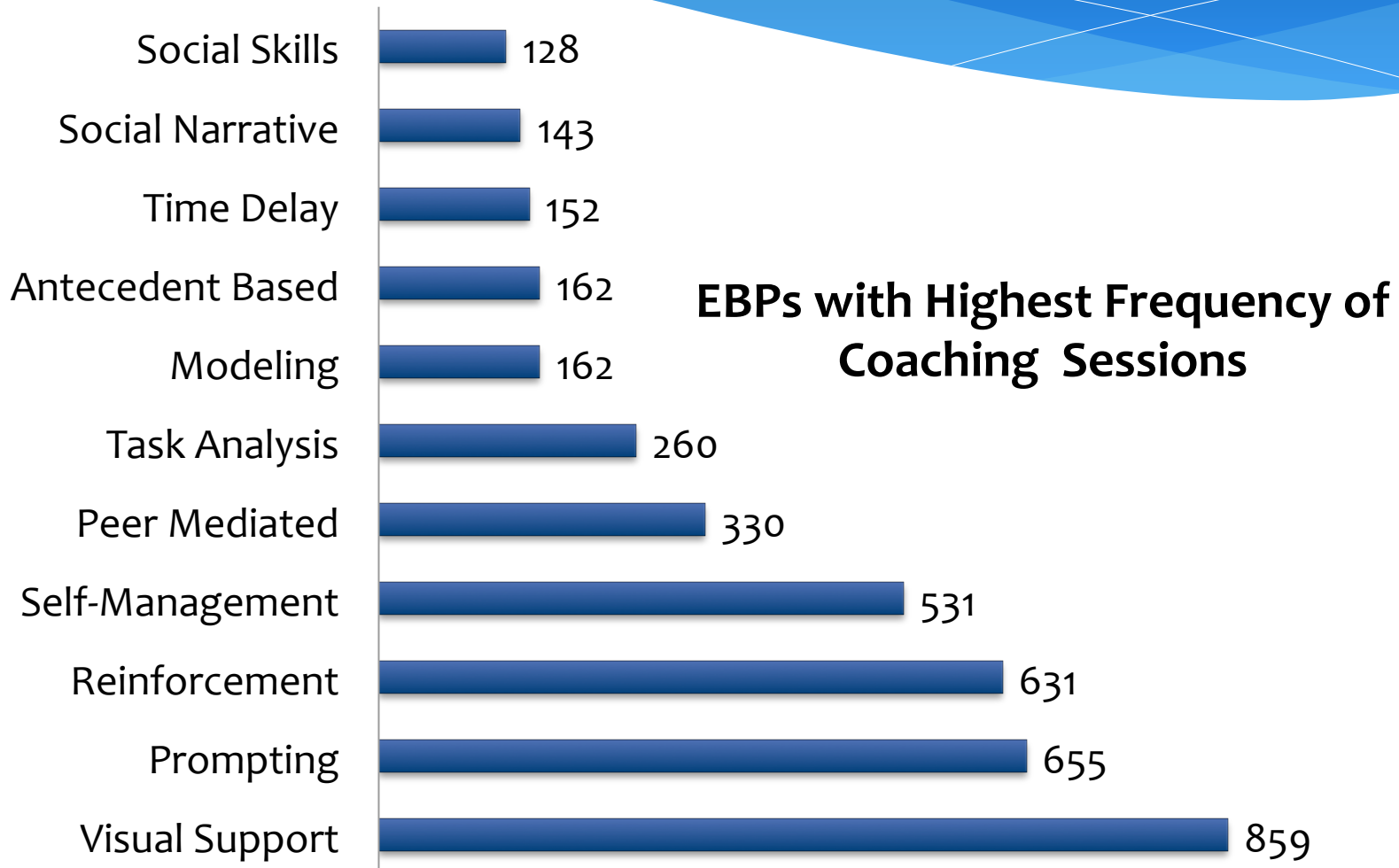
Autism Evidence-Based Practice Review Group
Frank Porter Graham Child Development Institute

Source: NPDC [https://
autismpdc.fpg.unc.edu/sites/
autismpdc.fpg.unc.edu/files/imce/
documents/2014-EBP-Report.pdf](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/2014-EBP-Report.pdf)

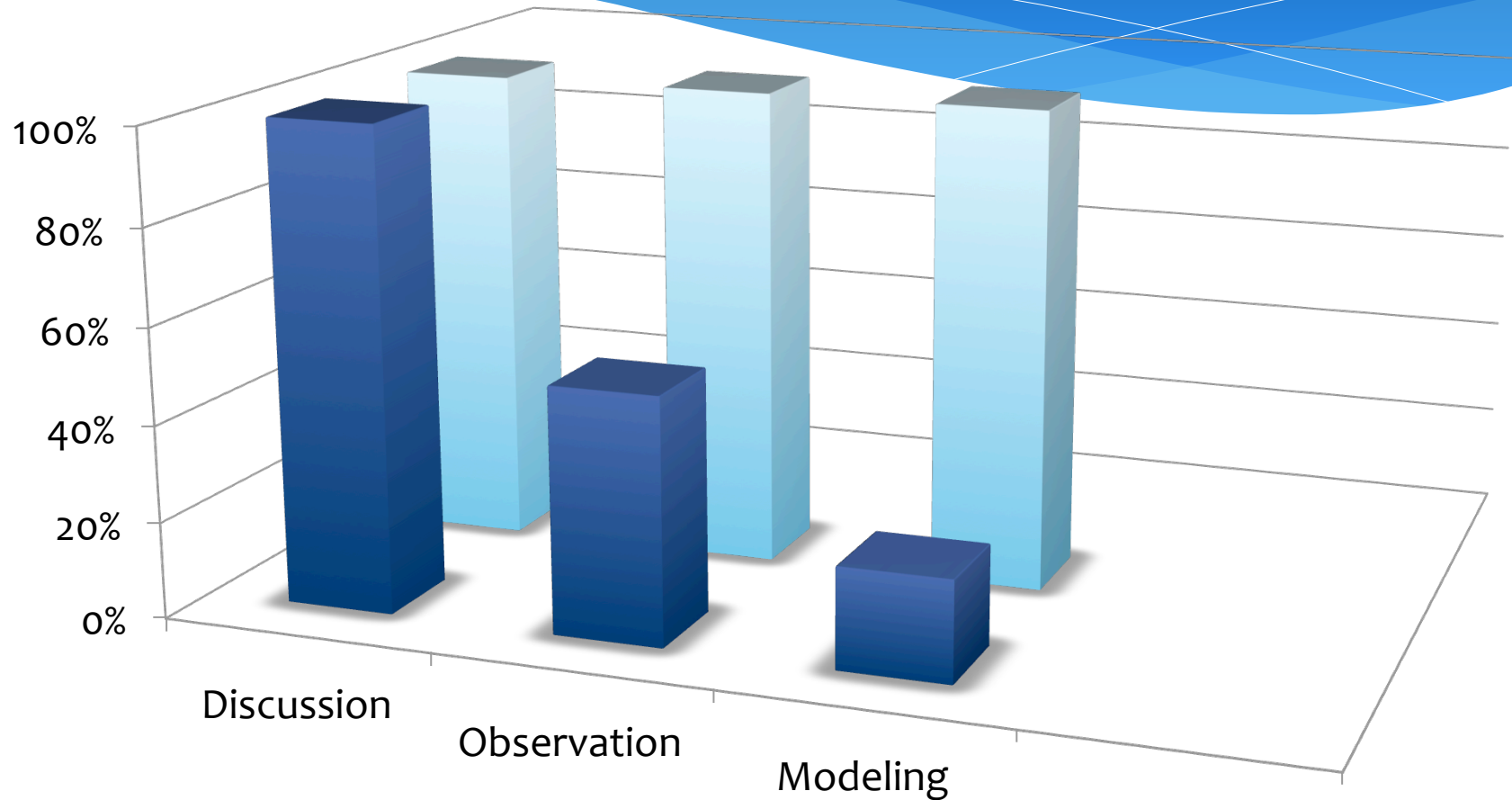
Evidence Based Practices Coached



Use of Foundational EBP



Coaching Formats Used



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



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