Implementation of NPDC through Professional Development

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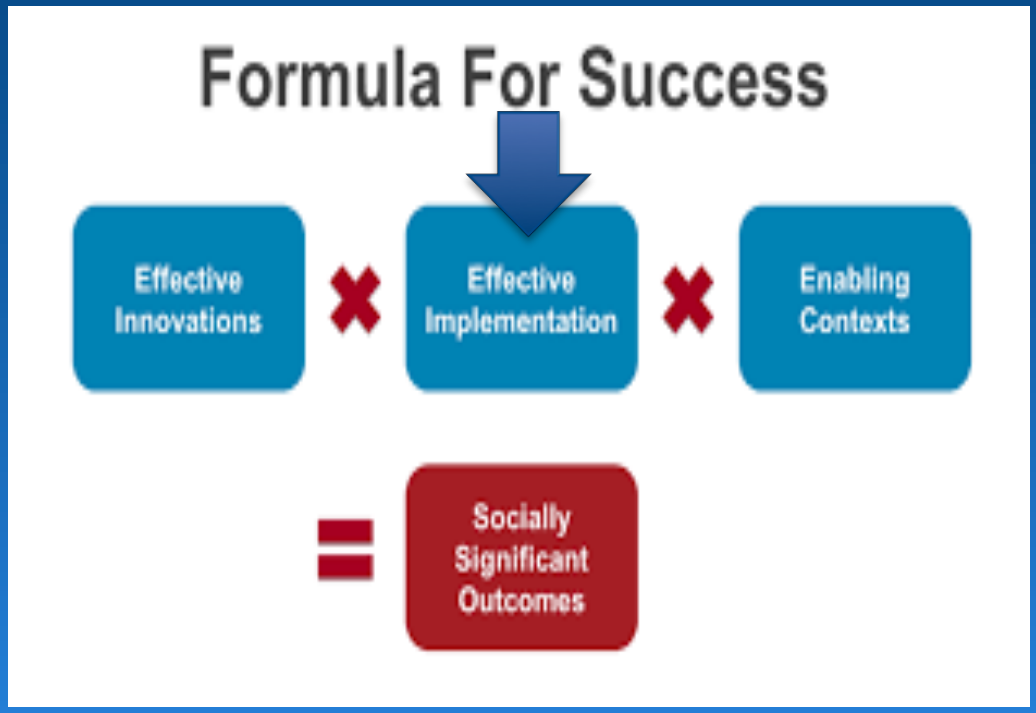
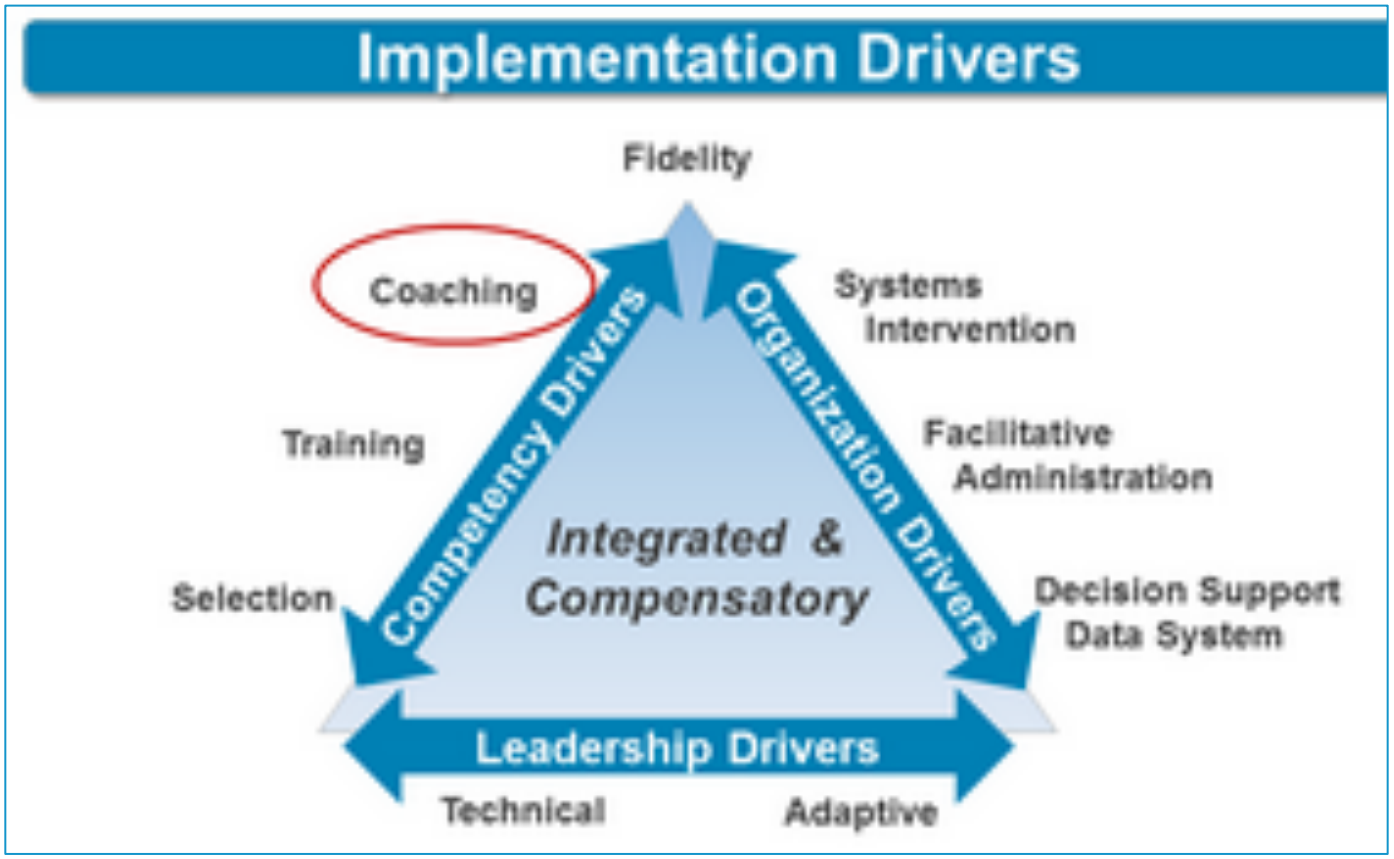

Formula For Success
Effective Innovations
Effective Implementation
Enabling Contexts
Socially Significant Outcomes

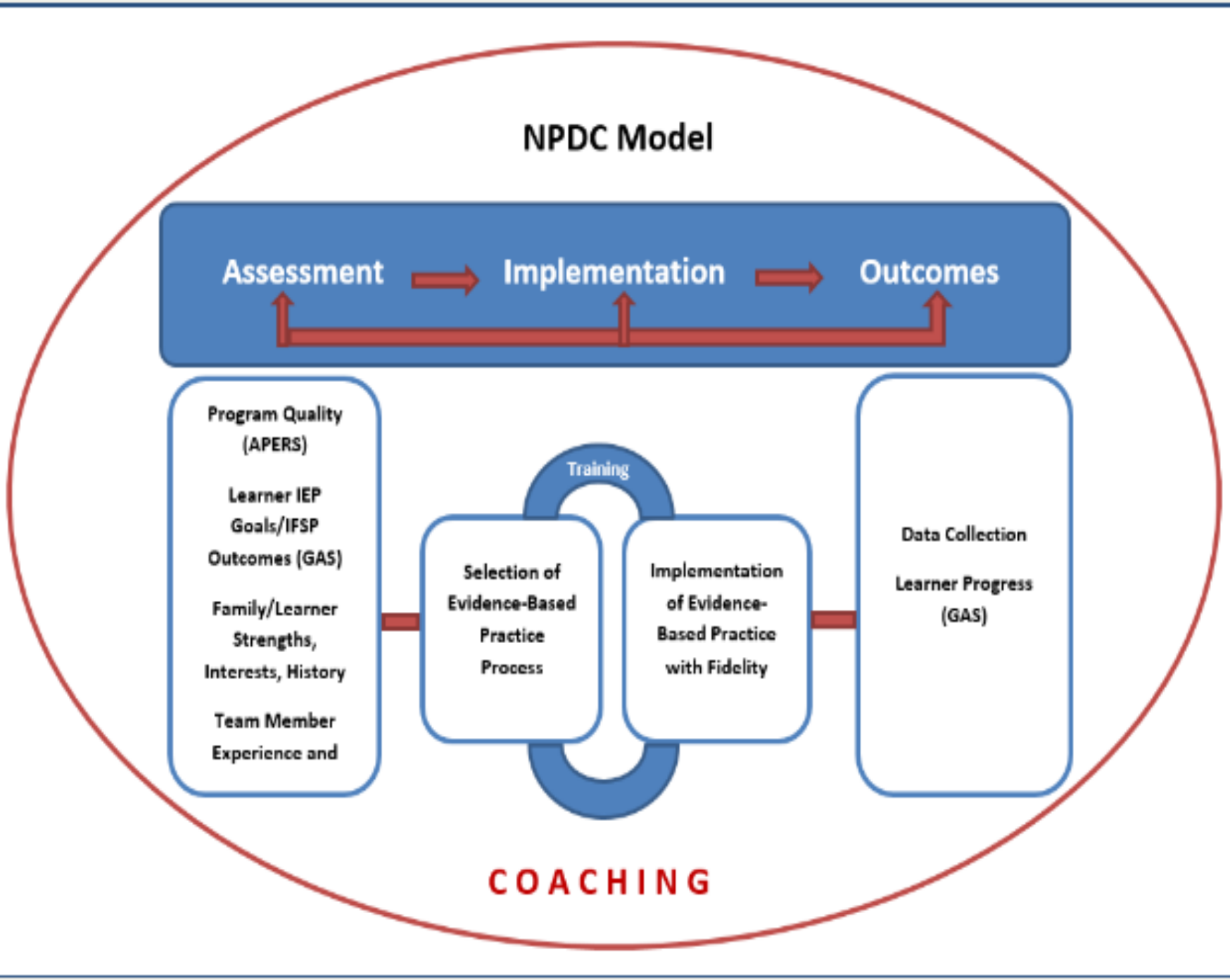
Outcomes Related to Training Components

Training Components	Training Outcomes		
	Knowledge of Content	**Skill Implementation**	**Classroom Application**
Presentation/ Lecture	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice in Training	60%	60%	5%
Plus Coaching/ Admin Support Data Feedback	95%	95%	95%

Joyce & Showers, 2002



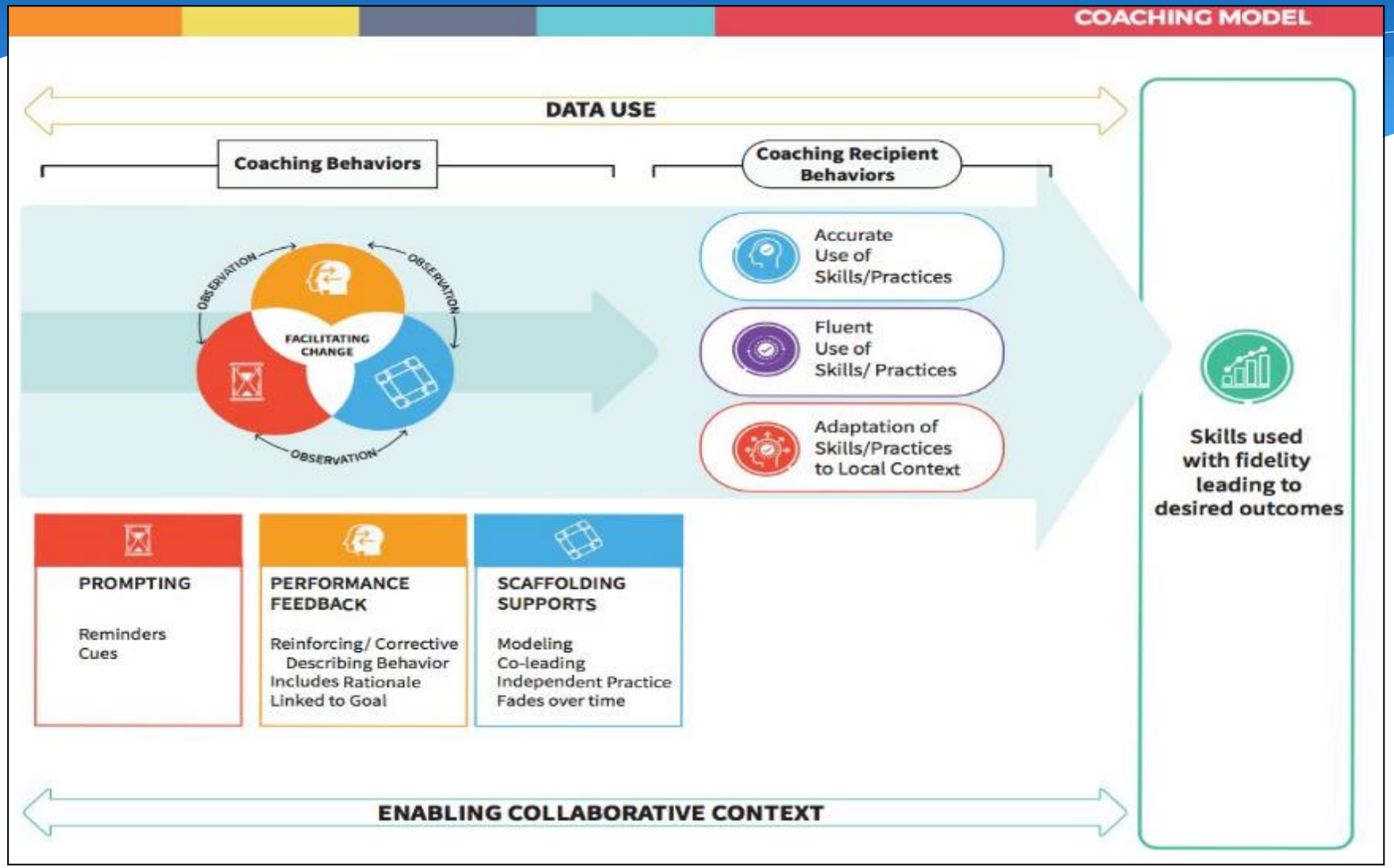
Source: SISEP https://sisep.fpg.unc.edu/news/sisep-enotes-coaching


NPDC Model
Assessment
Implementation
Outcomes
Program Quality (APERS)
Learner IEP Goals/IFSP Outcomes (GAS)
Family/Learner Strengths, Interests, History
Team Member Experience and
Training
Selection of Evidence-Based Practice Process
Implementation of Evidence-Based Practice with Fidelity
Data Collection
Learner Progress (GAS)
COACHING

Kelvin Lim –
Qualities of an Effective Coach

Essential Components of Coaching

Cusamano, Preston, & Ward, 2018



National Center for Systemic Improvement

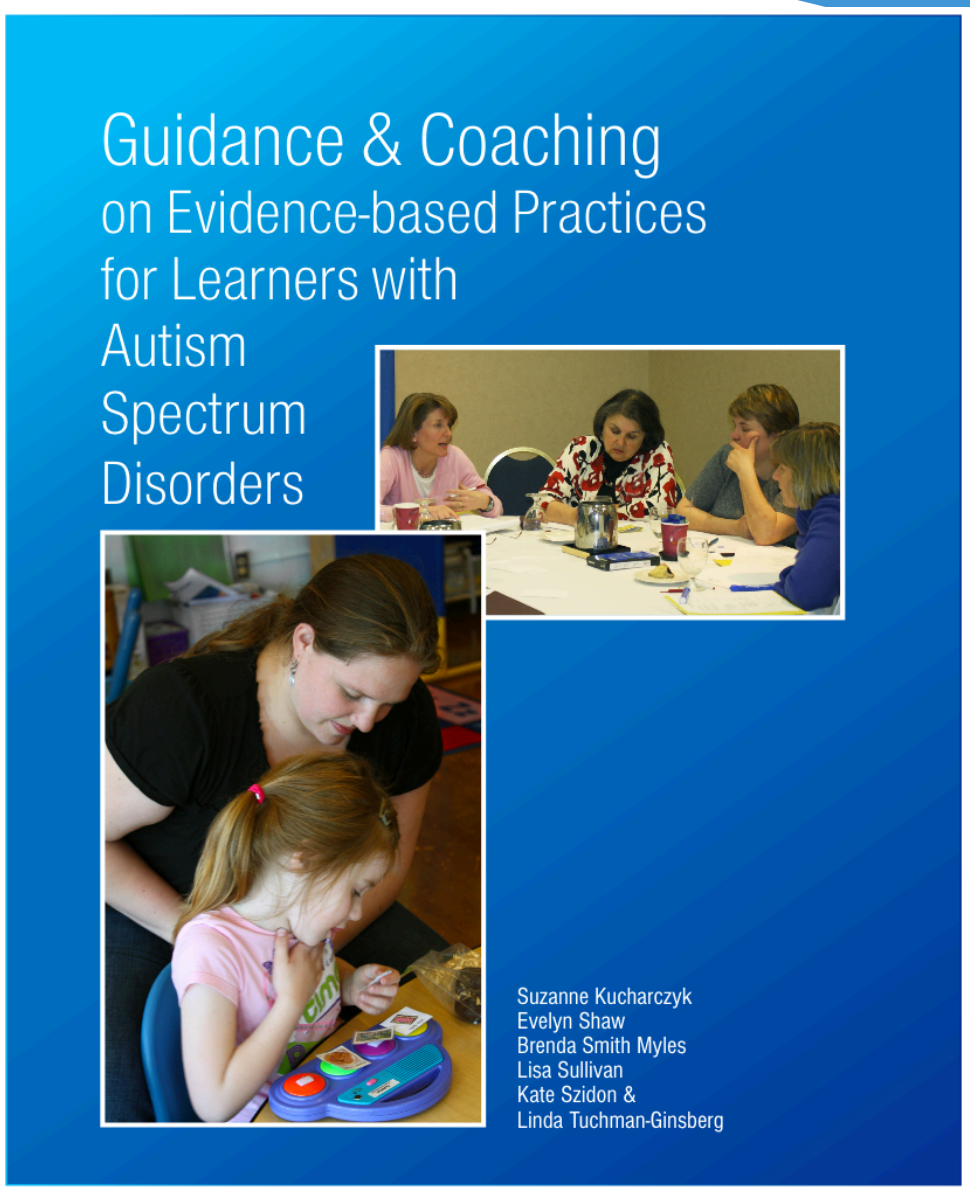
Effective Coaching for Teachers

Use of Effective Practices of

* **Observation,**
* **Modeling,**
* **Performance Feedback, &**
* **Use of Alliance Building Strategies**

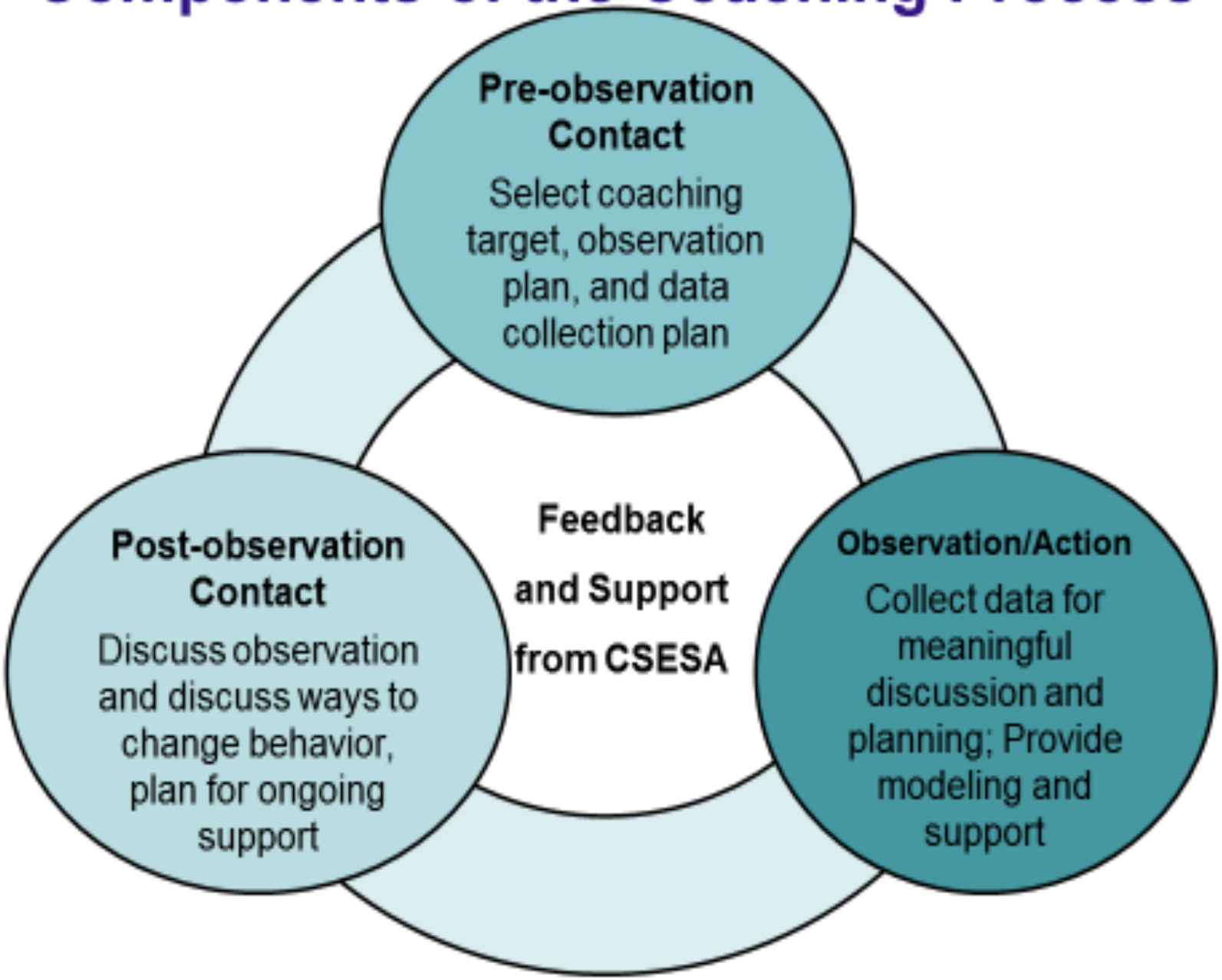
Ensure-

Teachers are *Engaged* in Coaching with an adequate *Dosage* & *High Quality*



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

Components of the Coaching Process

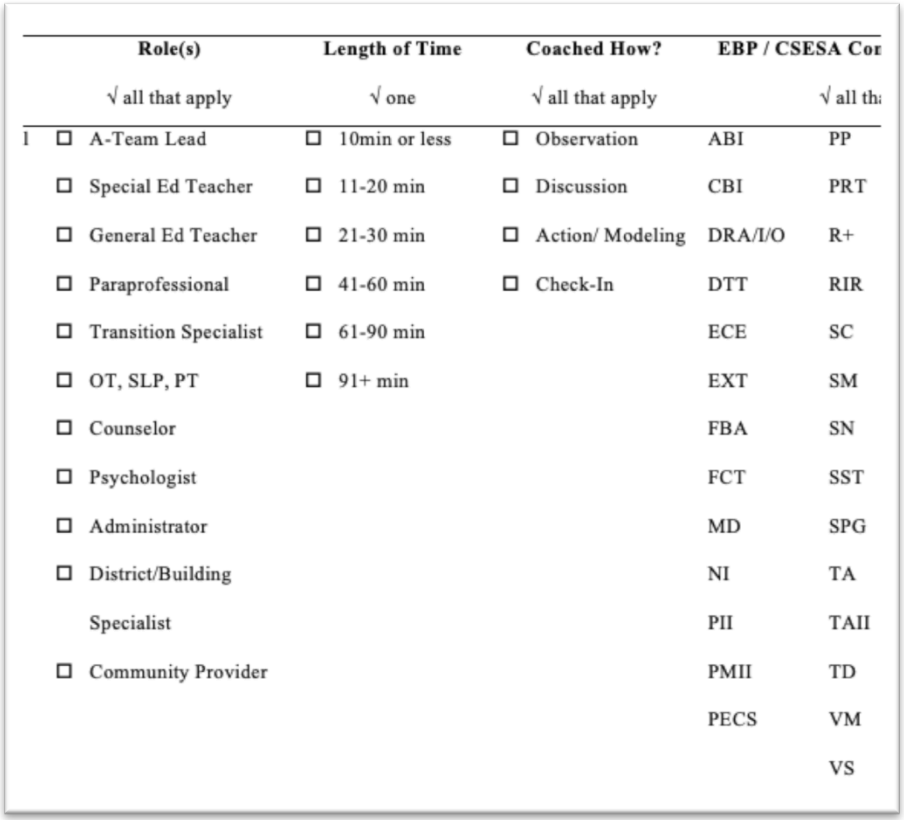


Fidelity Checklist

#	Domain	Features	Notes				
5	Pre-observation-Use of EBP	❑ Pre-observations conducted with school implementer prior to observation/action/modeling ❑ Pre-observations include when and where the EBP will be worked on. ❑ Pre-observations include negotiation of what will be worked on, how it will be worked on, and what resources/actions are needed		3	2	1	0

Key: 3 (High): All features were observed
2 (Mid): Half or more features were observed
1 (Low): Less than half but at least 1 feature was observed
0 (Not Observed): No features were observed

COACHING LOG



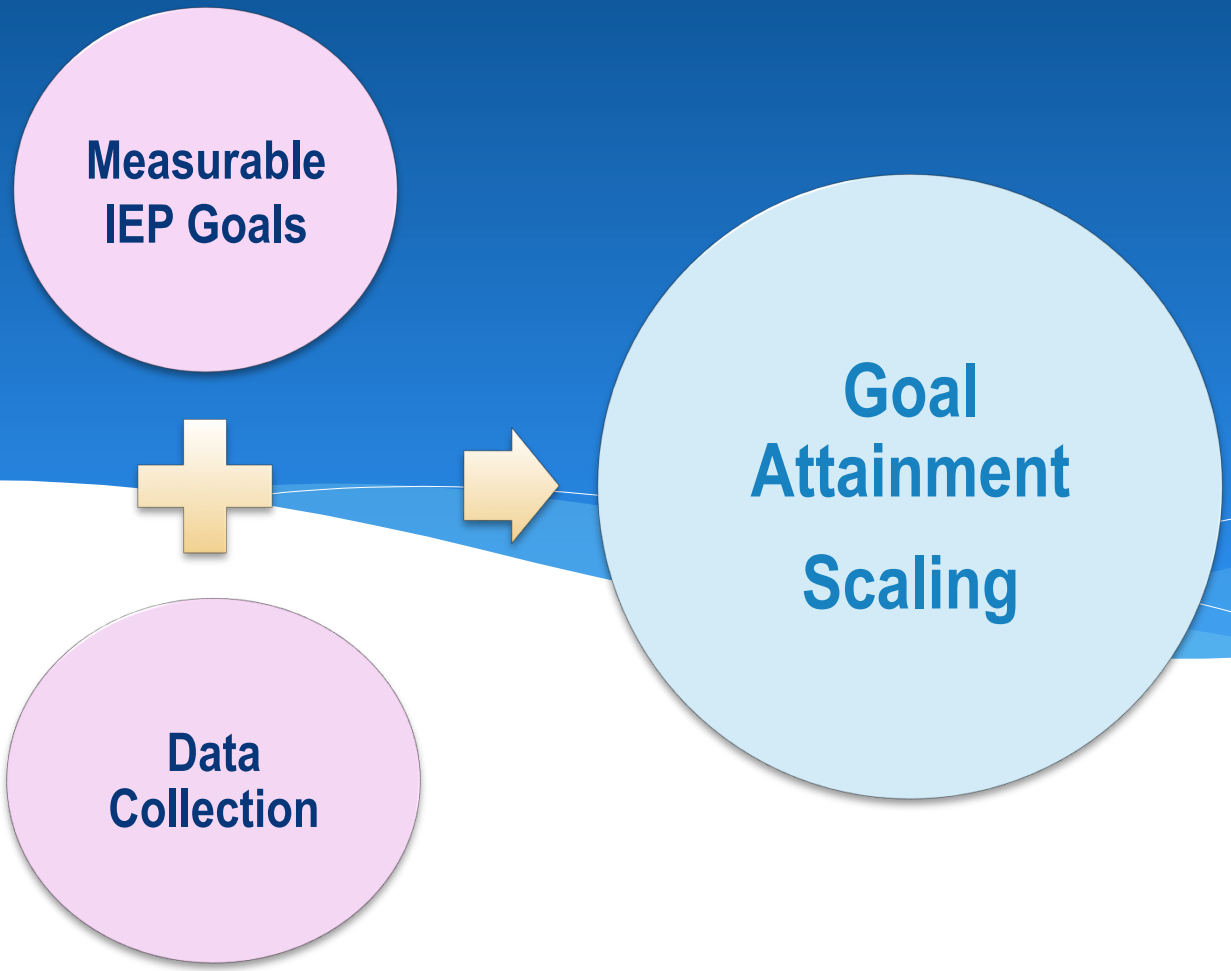
	Role(s)	Length of Time	Coached How?	EBP / CSESA Cor	
	√ all that apply	√ one	√ all that apply		√ all tha
1	☐ A-Team Lead	☐ 10min or less	☐ Observation	ABI	PP
	☐ Special Ed Teacher	☐ 11-20 min	☐ Discussion	CBI	PRT
	☐ General Ed Teacher	☐ 21-30 min	☐ Action/ Modeling	DRA/I/O	R+
	☐ Paraprofessional	☐ 41-60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

* Who was coached?
* How long?
* On what?
  * (e.g. EBP)

Start with Student Goals
STEPS IN THE GAS PROCESS

* Step 1: Review Individualized Education Plan (IEP) Goals
* Step 2: Determine Present Levels Of Performance
* Step 3: Develop Each Goal Into A Goal Attainment Scale
* Step 4: Intervene And Evaluate

FOUNDATIONAL COMPONENTS TO G.A.S. DEVELOPMENT



Components of a Measurable Goal

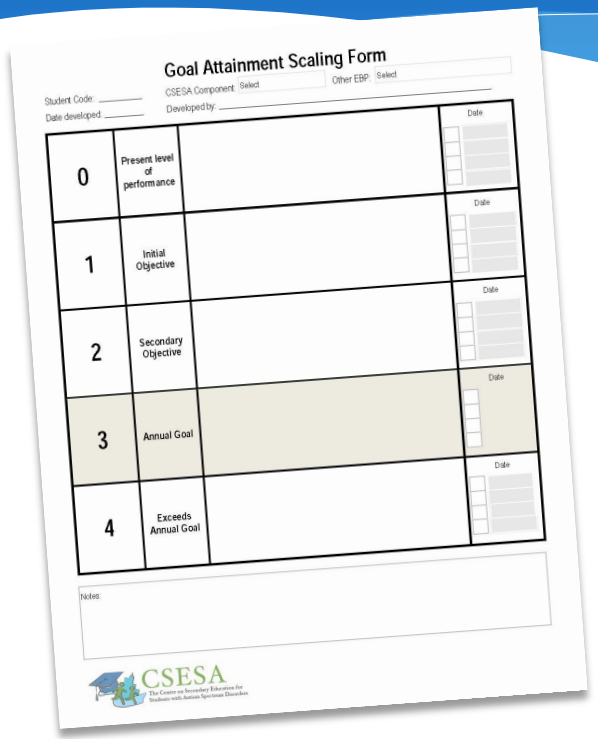
Antecedent	Behavior	Criteria
❑ Setting ❑ With whom ❑ Supports provided ❑ High vs. low structure ❑ Academic, social, transition, etc.	❑ Specific ❑ Observable ❑ Measurable	❑ # of times ❑ Amount of time ❑ Percent ❑ Consistency ❑ Data collection method
"When this event occurs,	***the learner will do this behavior(s),***	***at this rate or level of proficiency."***

GAS: SCALING ERIK'S GOAL

0	PRESENT LEVEL OF PERFORMANCE (BASELINE)	Erik asks teachers 41 off topic and 0 on topic questions during a class period.
1	INITIAL OBJECTIVE	Given visual prompts, Erik will ask teachers no more than 10 questions (on or off topic) during a class period across one week of data.
2	SECONDARY OBJECTIVE	Given visual prompts, Erik will ask teachers no more than 5 questions (on or off topic) during a class period across one week of data.
3	ANNUAL GOAL	Given visual prompts, Erik will ask teachers at least 2 on topic and less than 2 off topic questions during the class period across one week of data.
4	EXCEEDS ANNUAL GOAL	Given visual prompts, Erik will ask teachers at least 2 on topic questions and no off topic questions during the class period across one week of data.

GAS SCALING EXAMPLES

Dimension Examples	Skill frequency	Prompting form	Context	Person
0	Performs skill 0 out of 10 opportunities	Requires full physical prompts	Infrequently performs skill at home	Does not display skill with anyone at school
1	Performs skill 2 out of 10 opportunities	Requires partial physical prompts	In SDC classroom	Performs skill in 1:1 counseling sessions
2	Performs skill 4 out of 10 opportunities	Requires gesture prompts	In general education math class	Performs skill with peers in small group
3	Performs skill 6 out of 10 opportunities	Requires gesture and visual prompts	In general education science class	Performs skill with familiar peers in natural settings
4	Performs skill 8 out of 10 opportunities	Independent with visual prompts	In general education language arts class	Performs skill with unfamiliar peers in natural settings

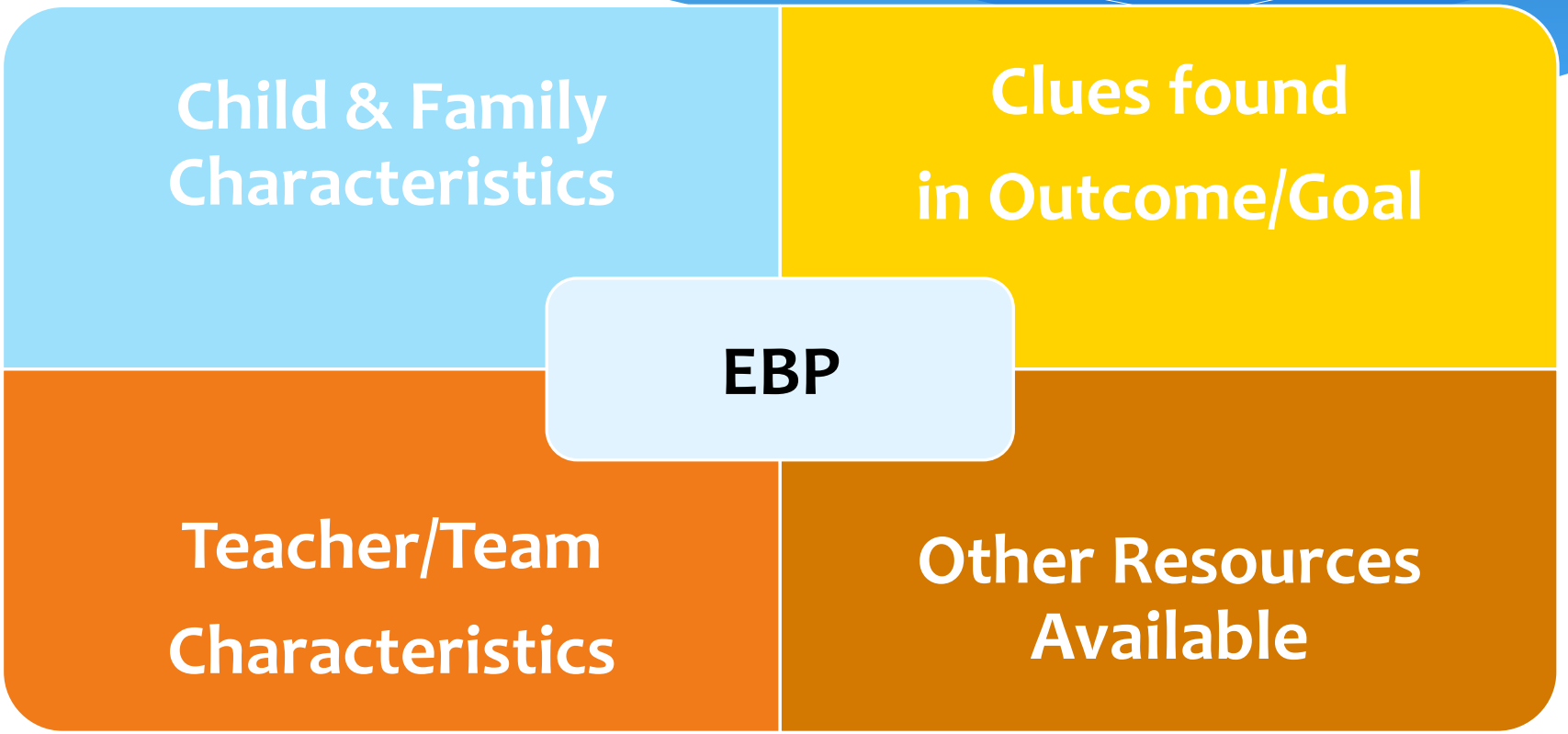


Measurable IEP goals

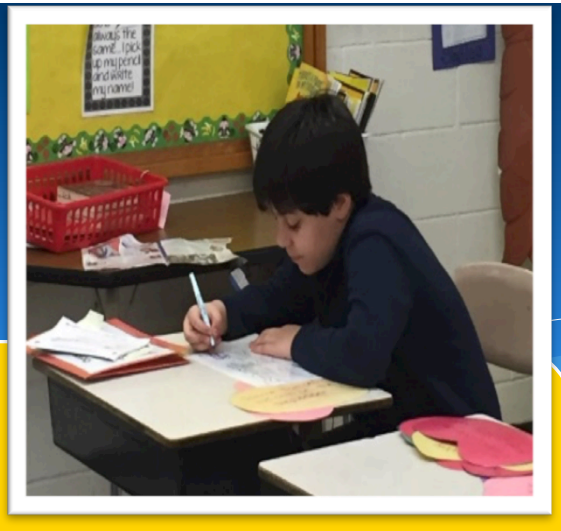
Progress monitoring systems

Intervention design and implementation

When Selecting EBP Consider:



Matthew (4th grader):



- 11 year old
- General education setting
- Wants to fit in
- Disorganized

EBP(s):

_____

- Great relationship between SPED and Gen Ed. teacher
- Student teacher present in General Ed. class; teacher is able to help individual

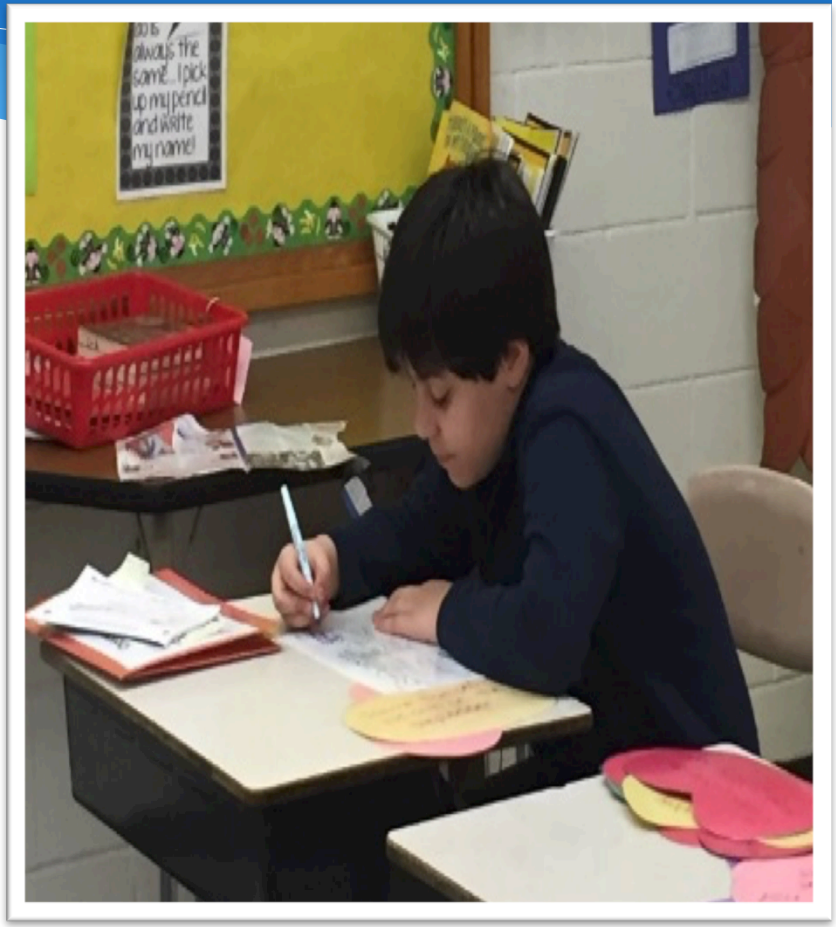
- Student received iPad for birthday to use at school
- iPads allowed in school

Linking Selected Goals to Evidence-based Practices

Domain: Independence & Behavior	
Subdomain: Organization	
SKILLS/BEHAVIORS	**Evidence-based Practices**
❑ Accesses and follows daily schedule ❑ Uses tools to keep track of assignments/work tasks and/or scheduling ❑ Brings appropriate materials to assigned location ❑ Materials/work space are organized ❑ Identifies steps required to complete assigned activities; completes assigned activities ❑ Moves to next destination or next activity on time ❑ Requests/initiates meetings with work groups, staff as appropriate	❑ *Differential Reinforcement* ❑ *Prompting* ❑ *Reinforcement* ❑ *Task Analysis* ❑ *Time Delay* ❑ *Self-Management* ❑ *Social Narratives* ❑ *Technology Aided Instruction* ❑ *Video modeling/Modeling* ❑ *Visual Supports*

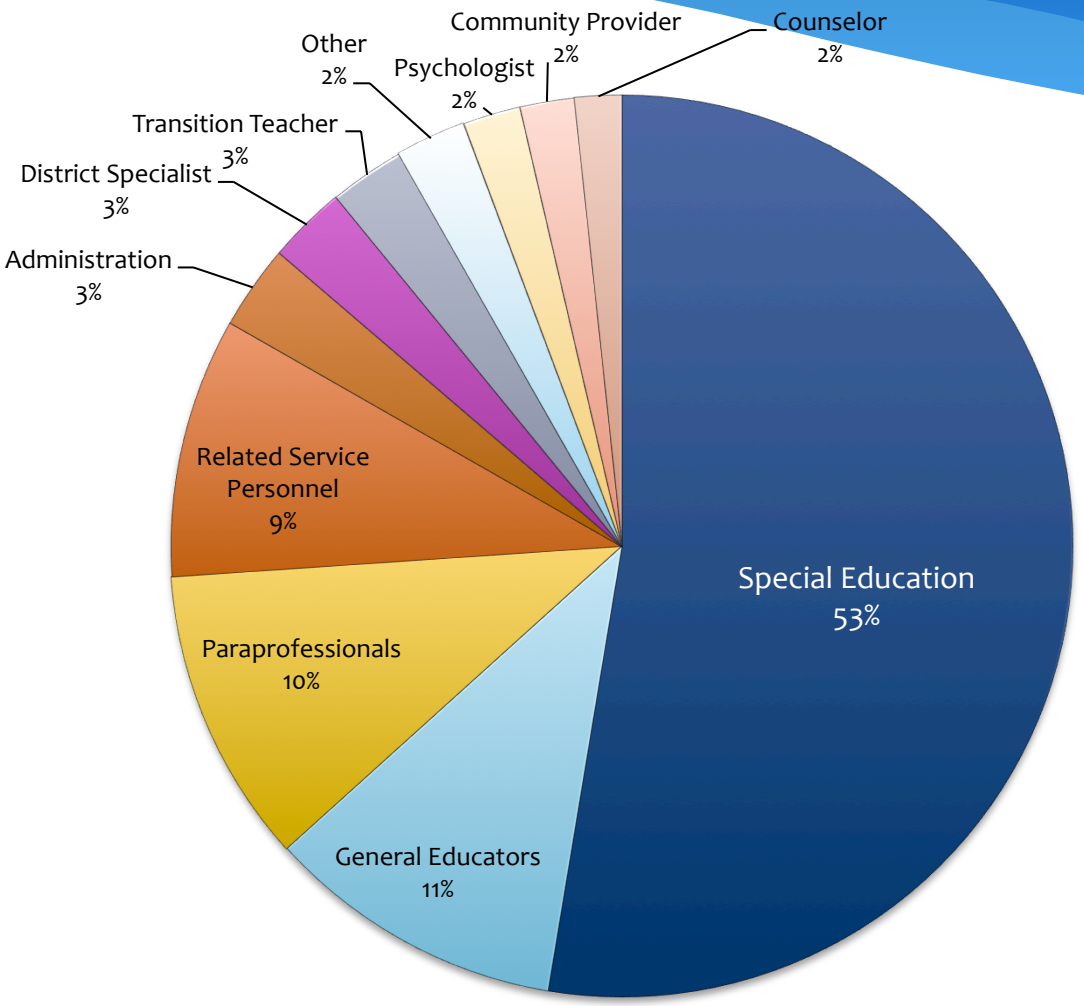
Matching EBPs to Outcomes

* **Matthew (4th grader):** When given an assignment, Matthew will **create a to-do list**, check it off as he completes each step, and **will present assignment** and completed to-do list **on time** to teacher by the due date for 3 of 5 assignments per week.



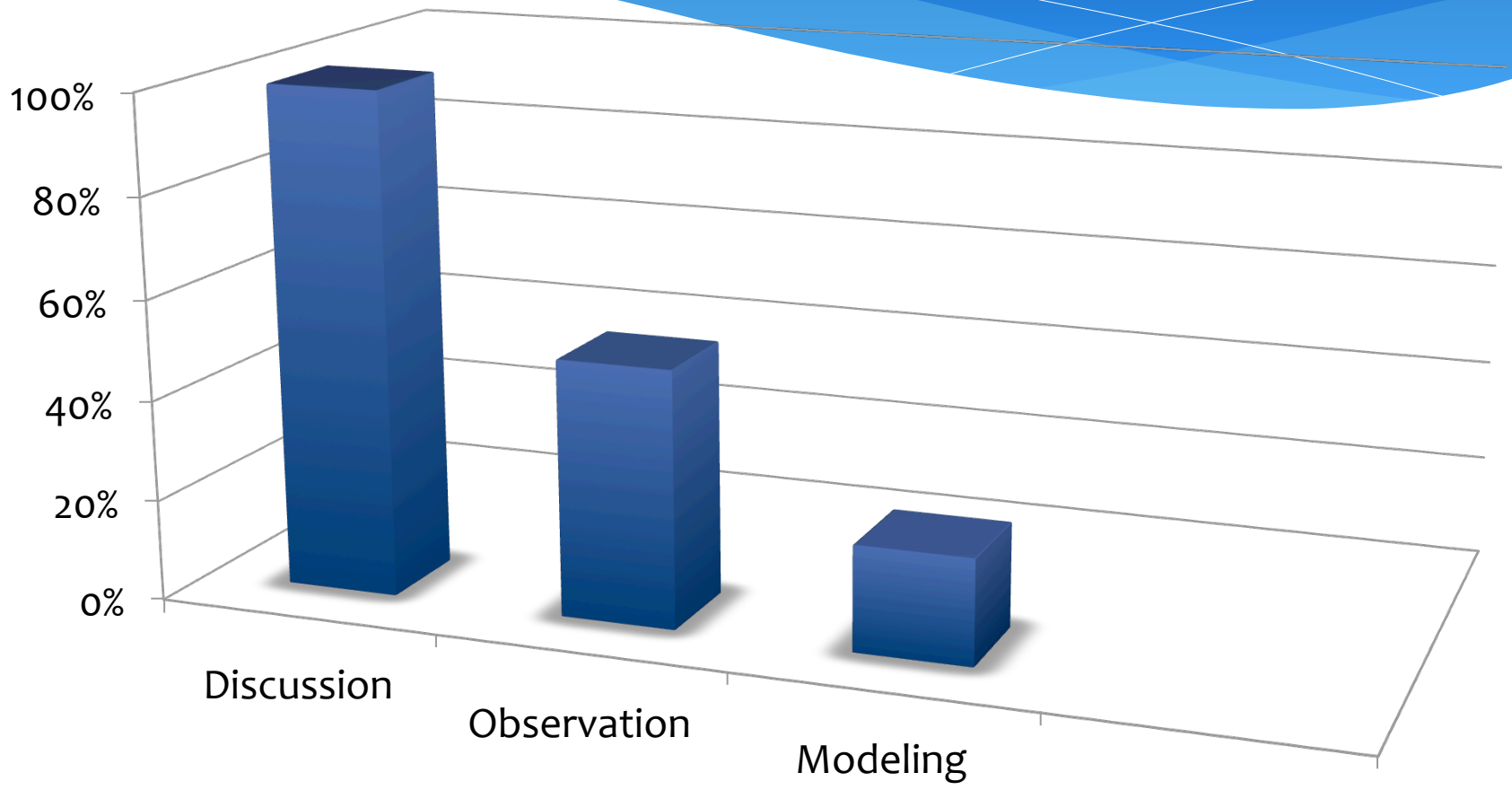
Implementation Findings

CSESA COACHING SESSIONS BY A-TEAM MEMBERS' DISCIPLINES



Total Sessions: 4,901

Coaching Formats Used - CSESA



Coaching during GAS – (Preliminary)

CSESA - Coaches reported - 83% of the goal writing required coaching

that took a range of 1 to 70 minutes per goal

(mean = **17** min)

TESELA - Coaches reported - 96% of the goal writing required coaching

(mean = **15** min)

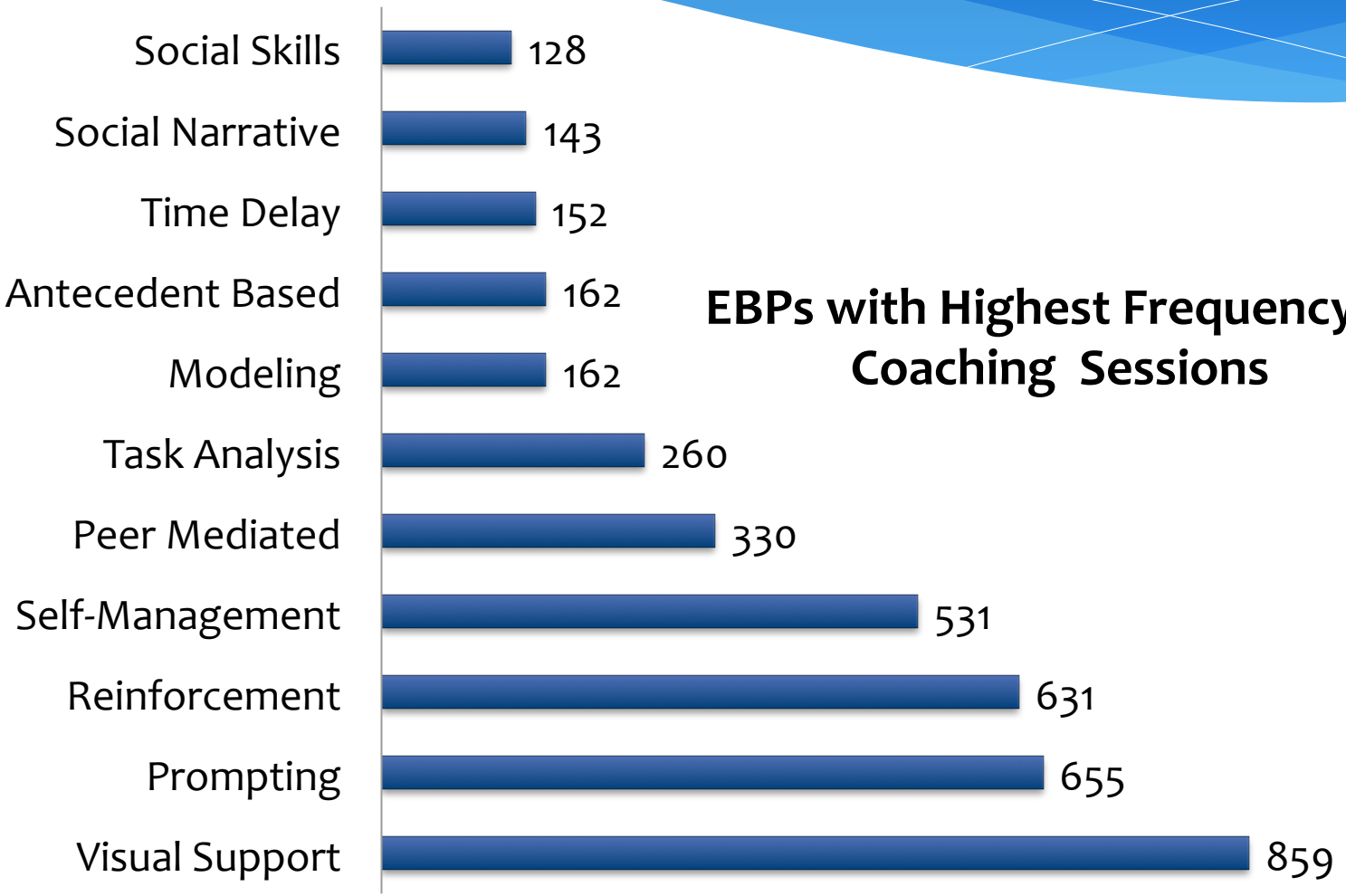
If Data at Baseline - CSESA

- Only 13% of IEP goals had data on the target skill/ behavior to confirm baseline.

  (24.7% for TESELA)

- Data was associated with –
  - clear antecedent conditions &
  - observable & measurable skills/behavior
- Significantly *less time* needed for coaching

Use of EBPs - CSESA



CSESA STAFF CHANGES	Coaches Left Project	Coaches Joined Project
NC (2 Left & 4 New)		
Year 1	1 took Uni position end of year	
Year 2	1 left for other project Coach on maternity leave	4 New Coaches
Year 3		
WI (3 Left & 4 New)		
Year 1	1 Coach left project at year end	
Year 2	2 Coaches left at year end Coach on maternity leave	4 New coaches
Year 3		
SD (4 Left & 5 New)		
Year 1	2 Coaches left (1 to doc program)	1 New Coach joined mid-year
Year 2	1 Coach took Uni position	3 New Coaches
Year 3	1 Coach left mid year Coach on maternity leave	1 New Coach

Training & Professional Development is ongoing for -

- New Coaches
- Coaches needing refreshers
- Coaches on different data collection & monitoring progress methods
- School Staff on different EBPs
- School Staff on efficient & reliable data collection methods
- Coaches & School Staff on new EBPs when a) trying a new strategies with a new student or b) different strategies with the same student
- **Did I mention data collection & evaluation skills?** To answer - Is this working? Are we happy with the outcomes?