

# General Coaching Skills Rating Scale

How would you rate your ability to make the following observations?	Never	Sometimes	Always		
• Learner's nonverbal communications	1	2	3	4	5
• Learner's ability to demonstrate a particular skill	1	2	3	4	5
• Learner's comfort in asking questions	1	2	3	4	5
• Learner's interactions with others in the environment	1	2	3	4	5
• Reactions of others in the environment to what you are saying or doing	1	2	3	4	5
• Physical arrangement of the environment	1	2	3	4	5
• Factors in the environment that may affect the learner's intended outcomes	1	2	3	4	5
• Availability, access, and use of family and community resources	1	2	3	4	5
How would you rate your ability to listen to the learner?					
• Use direct eye contact	1	2	3	4	5
• Maintain positive facial expressions	1	2	3	4	5
• Demonstrate an open body posture	1	2	3	4	5
• Maintain close proximity to the learner	1	2	3	4	5
• Focus on the present moment	1	2	3	4	5
• Listen to words, meanings, and feelings of what the learner is trying to convey	1	2	3	4	5
• Listen without passing judgment	1	2	3	4	5
• Avoid listening through filters of personal values and beliefs, prejudices, and past experiences	1	2	3	4	5
• Comfortable with periods of silence	1	2	3	4	5
• Respond verbally and nonverbally without agreeing or disagreeing	1	2	3	4	5
• Encourage the listener to share additional information through the use of noncommittal acknowledgment	1	2	3	4	5
• Associate the learner's perspective to the program's philosophy, guiding principles, and evidence-based practices	1	2	3	4	5
How would you rate your ability to respond to the learner?					
• Respond in a way that will promote learning by asking questions	1	2	3	4	5
• Ask learner for clarification of vague information or information that appears inconsistent with program guiding principles or evidence-based practices	1	2	3	4	5
• Use what, where, when, who, and how questions	1	2	3	4	5
• Assist the learner to compare new information and experiences with previous ones	1	2	3	4	5
• Assist the learner to apply or create new information	1	2	3	4	5
• Reflect back on the content and feelings expressed by the learner	1	2	3	4	5
• Periodically summarize information shared by the learner	1	2	3	4	5
• Share feedback, information, and resources after the learner has shared his or her thoughts and ideas	1	2	3	4	5
• Provide feedback in a concise, specific, immediate, constructive, and supportive way	1	2	3	4	5
• Avoid using directive words such as "should," "must," and "need to"	1	2	3	4	5
• Use a problem-solving strategy with the learner when necessary	1	2	3	4	5
How would you rate your planning abilities?					
• Clarify the purpose and outcomes for the coaching relationship	1	2	3	4	5
• Determine who needs to do what between coaching conversations	1	2	3	4	5
• Identify strategies and opportunities for practice between coaching conversations	1	2	3	4	5

Framework for Reflective Questioning

Question Type Content	Awareness	Analysis	Alternatives	Action
<p><b>Knowledge/Understanding</b> (What you know)</p>	<p>What do you know about...? What is your current understanding of (topic, situation)? <i>Probes (e.g.):</i> How did you come to believe this?</p>	<p>How does that compare to what you want to know about...? How is that consistent with (standards, evidence)...? What do you know now after trying...? How does that compare with what you originally thought?</p>	<p>How could you find out about...? What different things could you do to learn more about...? What are other ways to view this for next time?</p>	<p>How do you plan to learn more about...? What option do you choose? Why? How are you going to put that into place? <i>Probes (e.g.):</i> What resources do you have? What supports will you need? Where will you get them?</p>
<p><b>Practice</b> (What you did)</p>	<p>How are you currently doing...? Why? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? <i>Probes (e.g.):</i> What is the present situation in more detail? Where does that occur most often? When did you first notice this?</p>	<p>How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?</p>	<p>What else could you have done to make practice consistent with standards? Why? How might you go about doing that? What different ways could you approach this? <i>Probes (e.g.):</i> What would it take for you to be able to do...? What would you need to do personally in order to do...?</p>	<p>What do you plan to do? When will you do this? What option did you choose? <i>Probes (e.g.):</i> What types of supports will you need? What resources do you have? What would it take for you to be able to do...? What would you need to do personally in order to do...?</p>
<p><b>Outcomes</b> (What was the result)</p>	<p>How did that work for you? What happened when you did...? Why? How effective was it to do that? What did you achieve when you did that? What went well? <i>Probes (e.g.):</i> How do you feel about that? What do you think about...? How much control do you have over the outcome?</p>	<p>How did you know you needed to do something else? How did that match (or was different from) what you expected (or wanted) to happen? Why? How do these outcomes compare to expected outcomes based on standards of practice? What <i>should</i> happen if you're really doing (practice)? What brought about that result? <i>Probes (e.g.):</i> How do you feel about that? What do you think about...?</p>	<p>What else might happen when you do...? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?</p>	<p>Which option could get the best result? What do you plan to do differently next time? <i>Probes (e.g.):</i> What types of supports will you need? What resources do you have/need? Where will you get them?</p>
<p><b>Evaluation</b> (What about the process)</p>	<p>What opportunities were useful to you in achieving... (or in learning...)? In what way? How was it useful? Why? What supports were most helpful? What about the supports were most helpful?</p>	<p>How was that consistent with what you expected?</p>	<p>What other opportunities would be useful?</p>	<p>What opportunities do you want to access? How will you access those opportunities? <i>Probes (e.g.):</i> What resources do you need? Where will you get them?</p>

# COACHING LOG

Inviting Partner \_\_\_\_\_

Coach \_\_\_\_\_

EBP/GAS/Program Target \_\_\_\_\_

Lesson \_\_\_\_\_

## PRE OBSERVATION CONFERENCE

Date: \_\_\_\_\_

Time: \_\_\_\_\_

During:  
\_\_\_\_\_

Length: \_\_\_\_\_

Setting: \_\_\_\_\_

New Target

Revisited Target

**FOCUS/CONCERN:**

**DATA COLLECTION METHOD:**

**OBSERVABLE BEHAVIOR:**

**ADULT:**

**STUDENT:**

**ADULT MASTERY CRITERION** \_\_\_\_\_ %

**MAINTENANCE CRITERION** \_\_\_\_\_ TIMES

## OBSERVATION

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Length: \_\_\_\_\_

Setting: \_\_\_\_\_

**FOCUS/CONCERN:**

**NOTES FOR DISCUSSION:**

## POST OBSERVATION CONFERENCE

Date: \_\_\_\_\_

Time: \_\_\_\_\_

During:  
\_\_\_\_\_

Length: \_\_\_\_\_

Setting: \_\_\_\_\_

**MASTERY ACHIEVED:**

YES  NO

NOTES:

**MAINTENANCE ACHIEVED:**

YES  NO

NOTES:

**FUTURE PLANS/NOTES:**

**COMMUNICATION SKILLS  
REMINDERS**

- \* Reflects partner's words
- \* Uses open questions
- \* Reflects partner's words
- \* Clarifies words and feelings
- \* Takes turns; no interrupting
- \* Uses encouragement

## Preobservation and Postobservation Coaching Checklists

Responsibilities During the Preobservation Conference			
Activity	IP	C	Notes
• State the purpose of the lesson	<input type="checkbox"/>		
• Define the coaching target	<input type="checkbox"/>	<input type="checkbox"/>	
• Identify the data recording system to be used during the observation	<input type="checkbox"/>	<input type="checkbox"/>	
• Operationalize desired instructional behavior	<input type="checkbox"/>	<input type="checkbox"/>	
• Establish mastery and maintenance criteria	<input type="checkbox"/>	<input type="checkbox"/>	
• Establish etiquette	<input type="checkbox"/>		
• Negotiate dates and times of observation and postobservation conference	<input type="checkbox"/>	<input type="checkbox"/>	
• Complete preobservation conference section of the Coaching Log		<input type="checkbox"/>	
• Verify understanding of the lesson purpose, coaching objective, teacher behavior to be observed		<input type="checkbox"/>	
• Confirm the recording method if it meets the coaching target; otherwise negotiate another method		<input type="checkbox"/>	
• Negotiate where to deliver data after the preobservation conference	<input type="checkbox"/>	<input type="checkbox"/>	
• Clarify etiquette		<input type="checkbox"/>	
• Summarize the conference		<input type="checkbox"/>	
• Confirm dates for observation and postobservation conference		<input type="checkbox"/>	
• Uses effective communication skills	<input type="checkbox"/>	<input type="checkbox"/>	

Responsibilities During the Postobservation Conference			
Activity	IP	C	Notes
• Review data collected by the coach		<input type="checkbox"/>	
• Make evaluative statements based on data	<input type="checkbox"/>	<input type="checkbox"/>	
• Make statements regarding improvement	<input type="checkbox"/>	<input type="checkbox"/>	
• Request advice from coach	<input type="checkbox"/>		
• Determine future plans	<input type="checkbox"/>	<input type="checkbox"/>	
• Solicit future plans through reflection and questioning		<input type="checkbox"/>	
• Uses effective communication skills	<input type="checkbox"/>	<input type="checkbox"/>	

## Module: Picture Exchange Communication System (PECS)

### Implementation Checklist for PECS

Collet-Klingenberg, L. (2008). *Implementation Checklist for PECS*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, The Waisman Center, The University of Wisconsin.

*Adapted from and with thanks to:*

Frost, L. A., & Bondy, A. S. (2002). *The Picture exchange communication system training manual* (2<sup>nd</sup> ed.). Newark, DE: Pyramid Educational Products, Inc.

Please see Pyramid Educational Products, Inc. at <http://www.pyramidproducts.com/> for the PECS manual and other resources to make implementation more efficient.

**Instructions:** The Implementation Checklist includes each phase in the PECS process. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: \_\_\_\_\_ State: \_\_\_\_\_

Individual(s) Observed: \_\_\_\_\_ Learner's Initials: \_\_\_\_\_

#### **Skills below can be implemented by a practitioner, parent, or other team member**

Please refer to the PECS module content at [www.autisminternetmodules.org](http://www.autisminternetmodules.org) for information related to planning for intervention (e.g., reinforcement selection and materials) and progress monitoring (i.e., data collection and decision making).

## Module: Picture Exchange Communication System (PECS)

<b>Phase 2. Expanding Spontaneity</b> <i>Note: The following steps are completed by the communication partner unless otherwise noted.</i>								
1. Arrange the environment by providing one picture at a time, positioning the communication partner appropriately, and displaying the reinforcer in view of the learner.								
2. Entice the learner by interacting with the reinforcer (e.g., eating food, playing with toy).								
3. As training progresses, move away from the learner so that the learner must move some distance to make the request.								
4. The learner picks up the picture/symbol without prompting.								
5. As training progresses, move the communication book away so that the learner has to move some distance to access the pictures/symbols.								
6. Hand the item to the learner and name item as the exchange is made.								
7. Provide no verbal prompts to the learner during the exchange.								
8. Immediately reward the learner with the requested item.								

Notes:

## Preparing for Postobservation

### COACH ROLE

*Use the following questions to prepare for your postobservation meeting with CJ's teacher.*

Take notes on the Coaching Log (Notes for Discussion) about what the data from the implementation checklist is suggesting to you.

How will you present the data to CJ's teacher?

What questions do you have for CJ's teacher that will help you support him?

What are your concerns?

### Reminders

1. Review the **Preobservation and Postobservation Coaching Checklists** to remind yourself of your responsibilities during the postobservation conference.
2. Use some time during the conference to complete the Coaching Log together.
3. Consider your communication behaviors. Refer back to the slide on effective communication.

## Preparing for Postobservation

### INVITING PARTNER (CJs teacher)

*Use the following questions to prepare for your postobservation meeting with the Coach.*

How do you, the Inviting Partner, feel about the observation?

What do you hope the data from the implementation checklist will tell you?

What questions do you have for the TA provider that will help to support you?

What concerns do you have?

### Reminders

1. Review the **Preobservation and Postobservation Coaching Checklists** to remind yourself of your responsibilities during the postobservation conference.
2. Use some time during the conference to complete the Coaching Log together.
3. Consider your communication behaviors. Refer back to the slide on effective communication.



## Preparing for Postobservation

### PROCESS OBSERVER

Your role during the postobservation is to:

1. Observe whether and to what extent the coaching partners fulfill their responsibilities as outlined in the **Preobservation and Postobservation Coaching Checklists**.
  
2. Observe the communication behaviors of both partners. Refer to the slides on effective communication.
  
3. Prepare to share your observations with the coaching partners. Remember to consider your own communication behaviors in sharing your feedback.
  - a. Ask the partners what they would like feedback on. Provide that feedback only based on what you observed.
  
  - b. What would be most helpful for the partners to hear?
  
  - c. What did you observe that was done particularly well by the coach and inviting partner? Give specific feedback (“When you were talking about x, I think you did really well by doing ...”).