Effective Implementation Through
Coaching

Matt Brock

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Some materials adapted with permission from Rush and Shelden (2011)

Preview of Today

- Brief Background on National Professional Development Center on ASD and Context for Coaching
- Concepts and Principles of Effective Coaching
- Steps of the Coaching Process
  - Video Example
- Applying the Coaching Process to Specific Evidence-based Practices
  - Video Example

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A Little Background About Me

- Preschool and elementary special education teacher
- Special education volunteer in US Peace Corps
- Technical assistance specialist with the National Professional Development Center on Autism Spectrum Disorders
- Currently a doctoral student in special education at Vanderbilt University

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Choose your own adventure!

- Choose what content we will emphasize today
- Contribute examples that are relevant in your own practice
- Slow me down or ask questions if you want to know more

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Express Your Opinion

Yes!

I don't feel strongly either way

No

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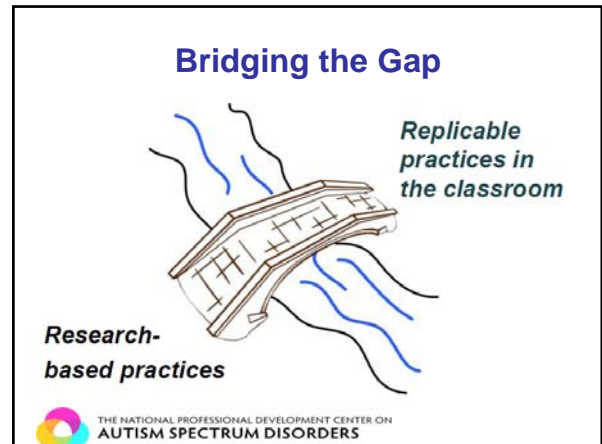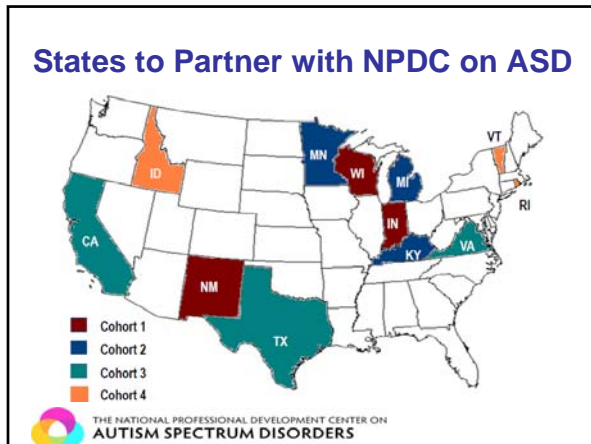**AUTISM SPECTRUM DISORDERS**

National Professional Development Center on Autism Spectrum Disorders

A multi-university center to promote use of evidence-based practice for learners with autism spectrum disorders

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IDEAs that Work
U.S. Office of Special Education Programs

States to Partner with NPDC on ASD

- Cohort 1
- Cohort 2
- Cohort 3
- Cohort 4

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Bridging the Gap

Replicable practices in the classroom

Research-based practices

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Hurdles

- What practices are supported by research for children and youth with ASD?

- What is the best way to enable people to use these practices?

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Solutions

- What practices are supported by research for children and youth with ASD?

- What is the best way to enable people to use these practices?

- Systematic review of published research
- Manuals and Materials

- Coaching

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Principles and Practices

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Forms of Adult Learning Support

- Consultation
- Mentoring
- Supervision
- Counseling
- Direct Teaching
- Coaching

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Small Group Activity

Identifying Components of an Effective Coach

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Introduction

- Overview of Coaching
- The Communicative Coach
- The Coaching Process

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An Overview of Coaching

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Coaching

Form of embedded sustained professional
  development used to:

- Refine existing skills and/or
  acquire new skills in EBP

Coaching is a vehicle to develop:

- An ongoing, confidential relationship that
  encourages recognition of individual expertise
  and professional growth

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Coaching

- Supports a practitioner's ability to apply
  knowledge to skills
- Focuses on content that encourages the use of
  data to inform practice (The Annenberg Institute for School Reform, 2004)
- Uses adult learning principles and respects the
  inviting partner's professionalism, role and ability
  to make decisions

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Training 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%

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Joyce & Showers, 2002

Coaching Assumptions

- Practitioners have good skills but can increase their skills.
- Practitioners establish new skills or refine existing skills through reflection and self evaluation.
- Practices can change based on observation, data and feedback.
- Coaching is a cyclical process.

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What Coaching Is and Is Not

- Collegial not competitive
- Professional not social
- Confidential not public
- Specific not general
- Assisting not evaluating
- Dynamic not static

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10 Key Elements of Coaching

1. Consistent with principles of adult learning
2. Capacity building
3. Nondirective
4. Goal oriented
5. Solution focused
6. Performance based
7. Reflective
8. Collaborative
9. Context driven
10. As hands-on as it needs to be

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Goal-Oriented

- Focus on the achievement of an individual's goals
- Goals may change over time
- Outcomes are clearly stated from the beginning of the coaching relationship

Solution-Focused

- Identification of possible solutions that can be implemented immediately
- Partners in the coaching relationship work together to identify strategies and options

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As Hands-on As it Needs to Be

Especially in early interactions, coaching may need to be more hands-on to assist in:

- Identifying options
- Resources
- Sharing information to build knowledge
- Modeling an action, and
- Providing feedback on the inviting partner's action after self reflection

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Characteristics of Effective Coaches

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Who is the Coach?
Who is Coached?

Inviting Partner

- Teachers/Providers
- Colleagues
- Supervisees/Mentees
- Technical Assistance Providers

Coach

- Teachers/Providers
- Colleagues
- Supervisees/Mentees
- Technical Assistance Providers

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The Communicative Coach

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Potential Barriers to Communication

- Advising
- Anticipating
- Avoiding
- Cross-Examining
- Denying Others' Reality
- Diagnosing
- Directing

- Judging
- Lecturing
- Moralizing
- Praising
- Reassuring
- Teasing

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Communication Strategies for Collaboration

- Open questions

- Leveling statements

- Nonverbal techniques

- Active Listening

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Small Group Activity

Story Time

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Components of Open Questions

- "Tell me about …"
- "How do you …?"
- "What did you …?"

Open questions are incompatible with closed questions

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Open vs. Closed Questions

Open Question Starters
- Tell
- How
- Describe
- What
- Why

Closed Question Starters
- Are
- Do
- Have
- Should
- Will
- Would
- Can

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Components of Leveling Statements

- Acknowledgement of another's claims as valid
- Confirmation of another's competence
- Request for compromise or negotiation

Leveling is incompatible with submission or intimidation.

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Sample Leveling Statement

- You seem to be very concerned about this <u>important topic</u>, and rightfully so (acknowledgement of another's claims as valid). I know that you have worked diligently <u>on this issue</u> (confirmation of another's competence). Is there something we can do to address <u>this issue</u> (request for compromise or negotiation)?

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Conventions for Communication

- Nonverbal Skills
  - Attention cues
  - Response cues
  - Focus on content of verbal statements
  - Focus on the speaker's feelings
- Social Conventions
  - Turn-taking
  - Appropriate distance
  - Encouragers
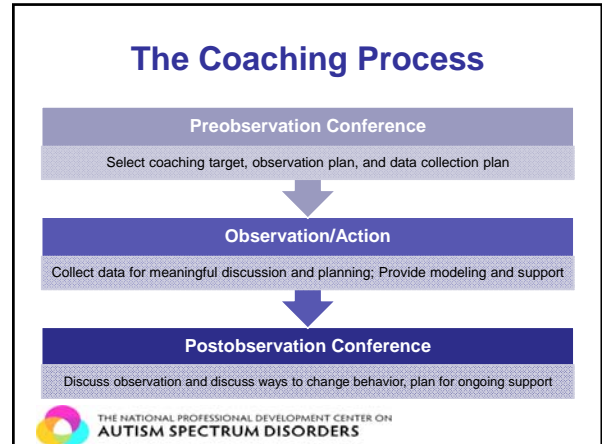
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3 A's of Effective Listening

- Attending
  - Verbally
  - Nonverbally
- Acknowledging
  - "I see" "I understand" "Tell me more"
- Associating
  - Linking what you are hearing with what you know outside of your own experience, beliefs, biases

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The Coaching Process

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The Coaching Process

Preobservation Conference

Select coaching target, observation plan, and data collection plan

Observation/Action

Collect data for meaningful discussion and planning; Provide modeling and support

Postobservation Conference

Discuss observation and discuss ways to change behavior, plan for ongoing support

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Purpose of Preobservation

- Joint Planning
  - Review what has happened
  - Discuss current situation
  - Create plan for support

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Preobservation Conference
Inviting Partner's Role

- State the purpose of observation/visit
- Negotiate the target of the visit (e.g. child GAS, parent GAS, EBP)
- Reach consensus on specific concern
- Agree on observable Inviting Partner, child and/or parent behavior
- Negotiate how data will be gathered
- Negotiate criterion for successful implementation

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Preobservation Conference
Inviting Partner's Role

- Describe etiquette—where to sit, how long to stay, how to interact with family, whether or not to interact with child
- Negotiate dates and times for observation and postobservation conference

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Preobservation Conference
Coach's Role

- Complete preobservation conference section of the coaching log
- Guide selection of EBP/GAS/program target
- Verify understanding through questioning
- Confirm criteria inviting partner wishes to meet
- Identify and confirm the way that data will be gathered

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**Preobservation Conference
Coach's Role**

- Clarify etiquette
- Summarize the preboservation conference
- Negotiate dates and times for observation and postobservation conference

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**Coaching
Log**

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Small Group Activity

Pre-observation

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Purpose of Observation

- Examining inviting partner's current actions with the aim of developing new skills, strategies or ideas
- Opportunity to promote reflection and provide feedback
- Provide modeling and support as agreed upon

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**Observation
Inviting Partner's Role: Etiquette**

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area

- Prepare family/child for coach's arrival
- Begin session at agreed upon time as possible

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Observation
Coach's Role

Etiquette
- Arrive and leave at the agreed upon time
- Follow the agreed upon plan for engaging with family/child
- Do not signal or talk to the IP during observation unless you both agree
- Participate in session as agreed

Activities
- Collect data
- Summarize data
- Model strategies
- Complete observation portion of the coaching log
- Provide copy of data to IP before postobservation conference

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Modeling

Spontaneous and Planned

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Modeling - Planned

1. Joint discussion of what will be modeled and why
2. Give inviting partner something specific to observe or do
3. Model while inviting partner observes
4. Debrief what worked, what didn't, what coach could have done differently, and what inviting partner might want to try
5. Inviting partner tries to implement if comfortable
6. Inviting partner and coach reflect on the activity
7. Develop a plan for how the strategy or activity will happen when the coach is not present

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Coaching Log

OBSERVATION

Date:
Time:
Length:
Setting:

FOCUS/CONCERN:

NOTES FOR DISCUSSION:

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Purpose of Postobservation

- Reflection
  - Inviting partner's review and analysis
  - Coach promotes through questioning ongoing self-assessment, planning and acquisition of new knowledge and behavior
- Feedback
  - Informative
  - Affirmative
  - Evaluative – awareness of use
  - Directive – to be used infrequently
- Joint Planning

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Postobservation Conference
Inviting Partner's Role

- Review data and data summary collected during observation
- Reflect on the data
- Suggest methods to enhance skills
- Finalize action to improve performance
- Negotiate date/time for next preobservation conference

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Postobservation Conference
Coach's Role

- Present data, data summary, and notes
- Solicit reflective statements from the IP
- Provide feedback
- Suggest and/or prompt IP to develop solutions
- Suggest and/or prompt IP to develop a plan of action based on the data

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Postobservation Conference
Coach's Role

- Complete postobservation conference section of the log
- Negotiate date and time for next preobservation conference

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Coaching Log

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Small Group Activity

Observation & Post-observation

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Potential Barriers to Coaching

Administrative Support &Time

If either of these is not provided, coaching is unlikely to succeed

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Potential Barrier: Administrative Support

- Administrative support is needed to
  - Provide release time to partners
  - Provide recognition of coaches
  - Provide recognition of coaching as a program priority
  - Respect confidentiality of teams around the coaching process

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Potential Barrier: Time

- Check to see how other programs are handled
- Present to administrator a schedule for negotiation

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Training Outcomes Related to Training Components			
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Joyce & Showers, 2002

Effective Implementation Through

Coaching

Coaching and Evidence-Based Practice in the Classroom

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Some materials adapted with permission from Rush and Shelden (2011)

CJ

- 16 year old young man with autism
- Nonverbal
- Has begun to use visual supports for moving between places and anticipating activities
- Is highly motivated by food
- Challenge –
  - aggressive behaviors have escalated recently
  - FBA suggests that CJ doesn't have an effective system for communicating his needs and wants, particularly when hungry

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Teacher

- has taught CJ for 6 months
- very motivated to "perfect" his instructional practices
- clearly invested in students' progress
- experience in developing and implementing visual supports, and has recently received PECS training

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Technical Assistance Provider

- Has worked with the classroom for 4 months
- Has built good rapport with staff
- Has supported staff in implementing the Functional Behavior Assessment for CJ
- Has background as Speech/Language Pathologist

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CJ's Annual Goal

- CJ's IEP team (parents, teacher, speech therapist, class paraprofessional) have met to select priority goals for CJ.
- They have selected the following goal:

- *When CJ desires an object that is within his view, CJ will seek out an adult and request the object using words or pictures for 3 out of 4 opportunities each day.*

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What EBP will the team use?

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Let's consider…

- Discrete trial training
- Functional communication training
- Naturalistic interventions
- Picture-Exchange Communication System
- Speech generating devices

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Discrete Trial Training

- used to teach skills in a planned, controlled, and systematic manner
- used when a learner needs to learn a skill best taught in small repeated steps
- each teaching opportunity has a clear beginning and end
- use of antecedents and consequences is carefully planned and implemented
- positive praise and/or tangible rewards are used to reinforce desired skills or behaviors
- data collection is an important part of DTT

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Functional Communication Training (FCT)

- replaces inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors
- implemented after an FBA has been conducted
- analyze the interfering behavior to determine what the learner is trying to communicate
- then identify and teach replacement behavior that is easy for the learner to use and serves the same purpose as the interfering behavior

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Naturalistic Interventions

- collection of practices including
  - environmental arrangement,
  - interaction techniques, and
  - behavioral strategies.
- designed to encourage specific target behaviors based on insights into the learner's interests and to provide responses that build more elaborate learner behaviors that are naturally reinforcing and appropriate to the interaction.

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Picture-Exchange Communication System/PECS

- Designed to teach learners to communicate in a social context
- Involves giving a picture of a desired item to a communicative partner in exchange for the item
- Focuses on initiation of communicative responses

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Picture-Exchange Communication System (PECS)

Phase 1: Teaching the physically assisted exchange (a single picture)
Phase 2: Expanding spontaneity
Phase 3: Simultaneous discrimination of pictures
Phase 4: Building sentence structure (i.e. "I want___")
Phase 5: Responding to "What do you want?"
Phase 6: Commenting in response to a question

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Speech Generating Devices

- electronic devices
- portable in nature
- can produce either synthetic or digital speech for the user
- SGD may be used with graphic symbols, as well as with alphabet keys

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Which one is the best choice?

- Discrete Trial Training
- Functional Communication Training
- Naturalistic Interventions
- Picture Exchange Communication System
- Speech Generating Devices

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So you've picked an EBP…

- How are you going to learn to implement this practice?
- What are you going to do when you have trouble implementing a practice and aren't sure what to do?
- How will you know if you've mastered an practice?

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You need a good coach.

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Coaching – Promising Practice

Coaching leads to . . .
- Improvement in instructional capacity - increasing teachers' ability to apply what they have learned to their work with students
- Improvement in the instructional culture of the school
- A focus on content which encourages the use of data to inform practice

The Annenberg Institute for School Reform, 2004

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Elements of Successful Coaching Relationships

Includes:
- Trust and mutual respect
- Training
- Willingness to change
- Professional attitude
- Reciprocity
- Communication

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The Coaching Process

Preobservation Conference

Select coaching target, observation plan, and data collection plan

Observation/Action

Collect data for meaningful discussion and planning; Provide modeling and support

Postobservation Conference

Discuss observation and discuss ways to change behavior, plan for ongoing support

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Preobservation Conference
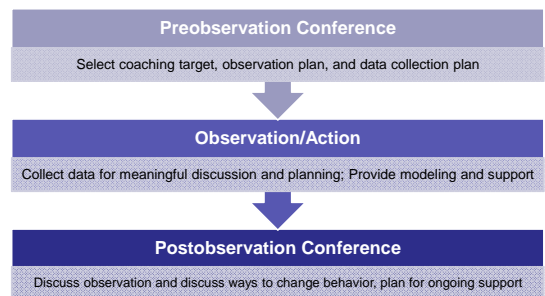
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Preobservation Conference Inviting Partner's Role

- State the purpose of the lesson
- Negotiate the EBP or program target
- Reach consensus on concern
- Agree on observable teacher and student behavior
- Negotiate data recording system to be used
- Share agreement on mastery and maintenance criteria

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Preobservation Conference
Inviting Partner's Role

- Describe etiquette—where to sit, how long to stay, where to leave the coaching log and data prior to postobservation conference
- Negotiate dates and times for observation and postobservation conference

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Preobservation Conference
Coach's Role

- Complete preobservation conference section of the coaching log
- Record date, time, length, and time of day
- Guide selection of EBP or program target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method

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Preobservation Conference
Coach's Role

- Clarify etiquette
- Summarize the preboservation conference
- Negotiate dates and times for observation and postobservation conference

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Preobservation Conference Completing
Coaching Log
Coach's Role

- IP's name, lesson content, EBP or program target, coach's name
- Area of concern
- Teacher goal and coaching target selected from options on the back of log
- Check new or revisited target
- Observable teacher and student behavior

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CJ's teacher implements PECS

- During preobservation:
  - Check off those responsibilities met by CJ's teacher (inviting partner) and the technical assistance provider (coach)

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PECS

Picture Exchange
Communication System

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97

Observation
Inviting Partner's Role: Etiquette

- Provide a location for the coach to view the target behavior
- Provide observation space
- Create barrier-free access to data collection area
- Provide and test recording materials and take sample data

- Prepare students for coach's arrival
- Prepare plan to be implemented if a student talks to the coach
- Begin lesson at agreed upon time
- Do not signal or include coach in lesson

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Observation
Coach's Role

Etiquette

- Arrive and leave at the agreed upon time
- Follow the agreed upon script if a student attempts to engage coach
- Do not signal or talk to the IP during observation
- Do not participate in lesson

Activities

- Collect data
- Summarize data
- Complete observation portion of the coaching log
- Provide copy of data to IP before postobservation conference

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CJ's teacher implements PECS

- During observation
  - Use the implementation checklist to identify the degree to which CJ's teacher implements the steps of this phase of PECS

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Teacher's Level of Implementation of PECS

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Postobservation Conference

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Postobservation Conference
Inviting Partner's Role

- Review data and data summary collected during observation
- Make self-evaluative statements based on the data
- Suggest methods to enhance skills
- Finalize action to improve IP performance
- Negotiate date/time for next preobservation conference

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Postobservation Conference
Coach's Role

- Present data, data summary, and notes
- Solicit self-evaluative statements from the IP
- Suggest and/or prompt IP to develop solutions
- Suggest and/or prompt IP to develop a plan of action based on the data

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Postobservation Conference
Coach's Role

- Complete postobservation conference section of the log
- Negotiate date and time for next preobservation conference

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Postobservation Conference
Completing Coaching Log
Coach's Role

- Date, time, and length of postobservation conference
- Time of day
- Mastery and maintenance achieved
- Future plans/notes
- Communication skills

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Communication Skill Reminders

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

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Why Coaching?

Training 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