Coaching to Support
Fidelity of Implementation
of Evidence-Based Practices
in Inclusive Early Childhood Settings

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Coaching

- Create a supportive environment for learning
- Jointly examine and reflect on current practices
- Help to apply new skills
- Within a supportive context, give feedback & problem-solve challenging situations

- **Goal**: Assist person to attain competence and confidence to engage in <u>action</u>, <u>self-reflection,</u> <u>self correction</u>, and <u>use</u> of new skills and strategies <u>in other situations, as appropriate</u>

(Flaherty, 1999; Kinlaw, 1999; Rush & Shelden, 2006)

Coaching for Implementation

ID Focus	Evidence-based practice Practitioner needs and "buy-in"
Learning about the "practice or intervention"	Active and passive methods Multiple exemplars
Observe	Needs assessment Set goals and develop action plan
Coach	Rapport and collaboration Active methods Performance feedback
Observe	Needs assessment Revise goals and action plan
Measure implementation	Fidelity of implementation measures
Measure outcomes	Practitioner/"setting" measures Child measures
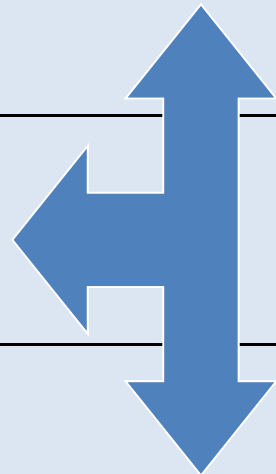
Supporting Implementation of Evidence-Based Practices

Evaluating the Potential Efficacy of Embedded Instruction for Early Learning

Evaluating the Potential Efficacy of the Teaching Pyramid Model

Helping early childhood practitioners implement embedded instruction for preschool children with disabilities

Institute of Education Sciences: R324A070008 - Impact of professional development on preschool teachers' use of embedded-instruction practices

Helping early childhood practitioners implement promotion, prevention, and intervention strategies that support young children's social-emotional competence and prevent challenging behavior

Institute of Education Sciences: R324A07212- Examining the potential efficacy of a classroom-wide model for promoting social-emotional development and addressing challenging behavior in preschool children with and without disabilities

Unpacking Coaching

To make statements about the *impact* of coaching, we need to know:

- Framework components
- Coaching protocol for each component
- Coaching strategies
- Adherence
- Dosage or exposure
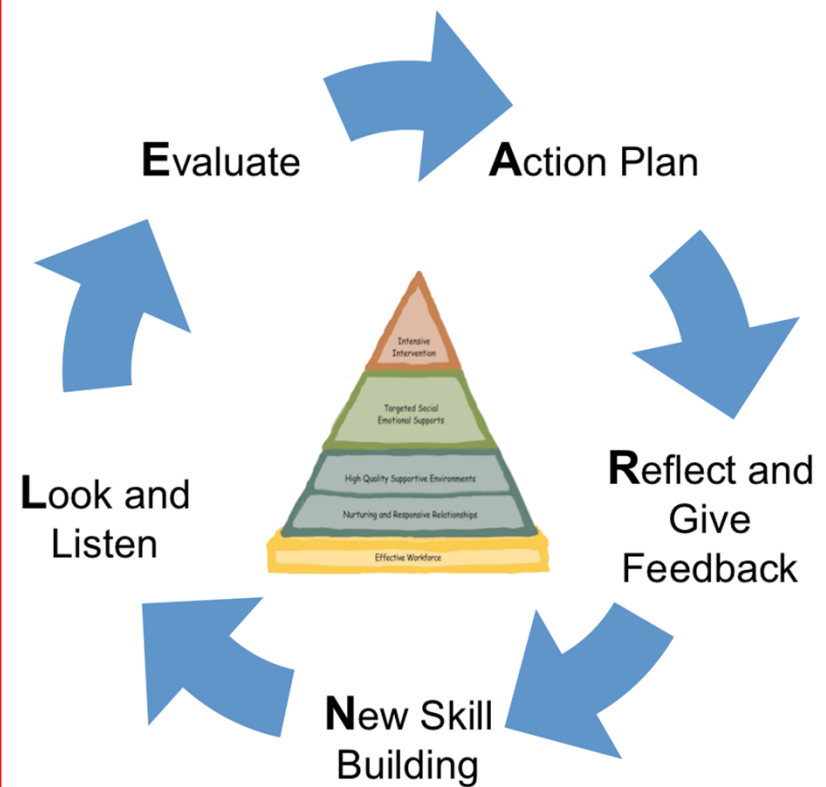- Content of coaching sessions

Coaching Framework Components

Embedded Instruction for Early Learning

Teaching Pyramid

Phases of Coaching

- Early Sessions
  - Entry and building rapport
  - Observation
  - Needs assessment and initial goal setting
  - Debrief and Feedback
    - Reflection
    - Supportive feedback only
- Latter Sessions
  - Continue building rapport
  - Observation
  - Goal setting
  - Debrief and feedback
    - Reflection
    - Supportive and corrective feedback
- Final Session
  - Strategies for sustaining
  - Additional resources
  - Evaluation of coach and coaching processes

Format for Observation

- Observe

- Interact

- Make Observation Notes

- Videotape*

Format for Debrief and Feedback

- Open meeting
- Summarize observation and encourage reflection
- Supportive performance feedback
- Corrective performance feedback
- Targeted support
- Support for planned actions
- End meeting

Coaching Strategies

- Observing
- Problem-solving discussion
- Goal setting/planning
- Reflective conversation
- Role-play
- Performance feedback (verbal)
- Performance feedback (graphic)
- Side-by-side gestural support
- Side-by-side verbal support

- Modeling
- Videotape teacher
- Video demonstration
- Review teacher's video
- Graphing
- Provide materials or resources
- Manipulate environmental arrangements
- Other help in classroom

Coaching for Implementation:
Example Embedded Instruction Practices

- What to Teach
  - Identifying developmentally appropriate learning targets
  - Writing high-quality learning targets
- When to Teach
- How to Teach
  - Frequency and accuracy of embedded instruction learning trials
- How to Evaluate
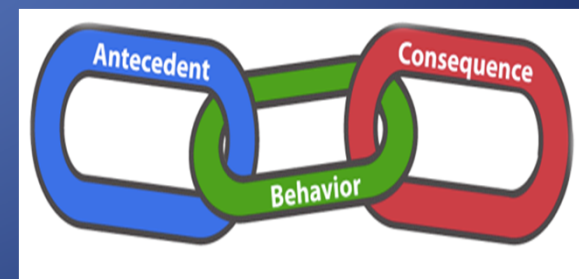
Coaching for Implementation:
Practices Associated with Pyramid Framework

Few Children →

Some Children →

All Children →

Assessment based intervention that results in individualized behavior support plans

Intensive Intervention

Systematic approaches to teaching social skills can have a preventive and remedial effect

Targeted Social Emotional Supports

High Quality early childhood environments promote positive outcomes for all children

Supportive responsive relationships among adults and children is an essential component to promote healthy social emotional development

High Quality Supportive Environments

Nurturing and Responsive Relationships

Systems and policies promote and sustain the use of evidence-based practices

Effective Workforce

Coaching Data:
Adherence and Dosage

Coaching Logs:
Observation - Early Sessions

Observation Coaching Components	Check App. Box			Descriptive Information
	Yes	No	N/A	
1. Observing				
1.1. I entered the classroom respectfully and made my presence known to the teacher.				
1.2. I identified the target children.				
1.3. I observed the teacher working with children during classroom activities.				What activities occurred during the observation?
1.4. I observed the teacher interacting with the target child(ren). (*N/A if no target child is present.*)				Describe the quality of the interaction
1.5. I observed the general flow of the classroom (e.g., schedule, environmental arrangements, activities, and interactions).				Note any relevant observations that might inform the Action Plan
2. Interacting				
2.1. I played an active role in some of the classroom activities, routines, and transitions. (*N/A if the teacher and coach agree that the coach will only observe during the session.*)				In which activities did I participate? What did I do?
3. Making Observation Notes				
3.1. I recorded notes related to teacher's interaction with the target children.				What needs to be discussed?
3.2. I recorded notes related to the classroom environment and structure.				What needs to be discussed?
3.3. I recorded notes related to teacher's implementation of embedded instruction learning trials. (N/A is possible.)				What needs to be discussed?

Coaching Logs:
Observation – Latter Sessions

Observation Coaching Components	Check App. Box			Descriptive Information
	Yes	No	N/A	
1. Observing				
1.1. I entered the classroom respectfully and made my presence known to the teacher.				
1.2. I observed the teacher interacting with one or more target children. *(N/A if children are not with teacher)*				During which activities?
1.3. I observed the teacher's implementation of embedded instruction.				What did I observe?
1.4. I observed the teacher's implementation of complete learning trials (CLTs).				Were trials being delivered? Were they CLTs?
1.5. I counted how many CLTs were delivered during observed activities, routines, or transitions.				Attach the *CLT Data Collection* Form.
1.6. I observed whether the teacher structured the environment for naturally occurring antecedents (A) and consequences (C).				Did I observe it? ___Yes ___No How many naturally occurring As and Cs occurred?_____ What did teacher do?
1.7. I observed the teacher's use of data collection/recording strategies.				Did I observe it? ___Yes ___No What strategies were used?
1.8. I made observations related to the teacher's implementation of embedded instruction goal(s).				What did I observe?
1.9. I made observations related to the teacher's personal development goal(s).				What did I observe?
2. Interacting				
2.1. I used an on-the-spot coaching strategy during the observation. *(N/A if the teacher and coach have agreed that the coach will only observe during the session.)*				Record the strategies on Page 14.
3. Making Observation Notes				
3.1. I recorded notes related to the teacher's implementation of embedded instruction in preparation for debriefing.				What did I observe the teacher doing related to her/his embedded instruction implementation goals? (Write "See O.N." if included in Observation Notes.)

Coaching Logs:
Debrief and Feedback Example

Face-to-Face Debriefing Cont.	Check App. Box			Descriptive Information
	Yes	**No**	**N/A**	
Summarizing the Observation and Encouraging Teacher Reflection				
2.1. I reviewed my observations with the teacher about her/his implementation of embedded instruction.				Did the teacher make progress? ___ Yes ___ No
2.2. I reviewed my observations with the teacher about her/his personal development goal(s).				Did the teacher make progress? ___ Yes ___ No
2.3. I encouraged the teacher to reflect on her/his implementation of embedded instruction.				What did teacher say?
3. Supportive Feedback				
3.1. My feedback emphasized positive aspects of the teacher's implementation of embedded instruction.				What were the positive aspects?
3.2. I provided verbal or graphic feedback on the teacher's implementation of embedded instruction learning trials (i.e., CLTs).				What was it? Verbal or Graphic?
3.3. I provided feedback about other components of embedded instruction beyond learning trials. *(N/A possible)*				What was the focus of the feedback?
3.4. I provided positive feedback on the teacher's progress related to her/his personal development goal(s).				What was the focus of the feedback?

Coaching Adherence:
Example from Fidelity Checklist

Section 3: During Debriefing			
1. Opening the Meeting			
1.1. The coach opened the debriefing meeting with a positive social greeting.	Y	N	
1.2. The coach followed up with the teacher about priorities or issues from the previous debriefing session. *(N/A is possible if no priorities/ issues were identified.)*	Y	N	NA
1.3. The coach checked in with the teacher about progress during the previous week related to implementation of embedded instruction goals as specified in the Action Plan.	Y	N	
1.4. The coach checked in with the teacher about progress during the previous week related to her/his personal development goal(s) as specified in the Action Plan.	Y	N	
1.5. The coach reviewed implementation data the teacher collected during the week or the coach collected during the observation.	Y	N	
2. Summarizing the Observation and Encouraging Teacher Reflection			
2.1. The coach reviewed her/his observations with the teacher about the teacher's implementation of embedded instruction.	Y	N	
2.2. The coach reviewed her/his observations with the teacher about the teacher's personal development goal(s).	Y	N	
2.3 The coach encouraged the teacher to reflect on her/his implementation of embedded instruction.	Y	N	
3. Supportive Feedback			
3.1. The coach's feedback emphasized positive aspects of teacher's implementation of embedded instruction.	Y	N	
3.2. The coach provided verbal or graphic feedback on the teacher's implementation of embedded instruction learning trials (i.e., CLTs).	Y	N	
3.3. The coach provided feedback about other components of embedded instruction beyond complete learning trials. *(N/A possible.)*	Y	N	NA
3.4. The coach provided positive feedback on the teacher's progress related to her/his personal development goal(s).	Y	N	
4. Corrective Feedback			
4.1. The coach demonstrated or discussed how to deliver complete and accurate learning trials.	Y	N	
4.2. The coach provided corrective feedback about implementation of embedded instruction.	Y	N	
4.3. The coach provided corrective feedback on personal development goals.	Y	N	
5. Targeted Support			
5.1. The coach helped the teacher update the portion of the Action Plan focused on the implementation of embedded instruction. *(N/A possible if progress is not made, or goals are not achieved.)*	Y	N	NA
5.2. The coach helped the teacher update the portion of the Action Plan focused on personal development goal(s). *(N/A possible if progress is not made, or goals are not achieved.)*	Y	N	NA
5.3. If progress on the Action Plan was not made, the coach helped the teacher identify changes needed. *(N/A possible if progress is made or goals achieved.)*	Y	N	NA
5.4. The coach checked in with the teacher about the target child(ren).	Y	N	
5.5. The coach provided suggestions on individualization of instruction for one or more target children. *(N/A possible due to debriefing priorities.)*	Y	N	NA

Example from Embedded Instruction for Early Learning

Coaching Implementation Fidelity: Adherence

	Orientation (n = 12)	Early (n = 24)	Latter (n = 65)	Alternate (n = 76)	Final (n = 12)	All Sessions (n = 189)
Coach report % coaching log indicators M (SD)	98.6 (2.1)	96.7 (3.7)	98.1 (2.7)	98.5 (3.7)	100.0	98.2 (3.2)
No. of sessions with second observer	4	5	15	25	4	53
Second observer % coaching log indicators M (SD)	100	91.8 (9.2)	95.7 (3.4)	96.3 (4.9)	97.9 (4.2)	96.1 (5)

Data from Embedded Instruction for Early Learning

Coaching "Dosage"

- How many?
- How often?
- How long?
  - Per session
  - Cumulative

	Embedded M (SD)	TPOT M (Range)
Number of sessions	16 (0)	13.4 (7-17)
Observation duration in min		
Early	75.2 (24.8)	144 (85-205)
Latter	72.6 (14.2)	105 (30-305)
Debrief duration in min		
Early	39.8 (12.3)	44 (10-135)
Latter	38.8 (11.8)	37 (15-105)

Coaching Strategies: Observation (EIEL)
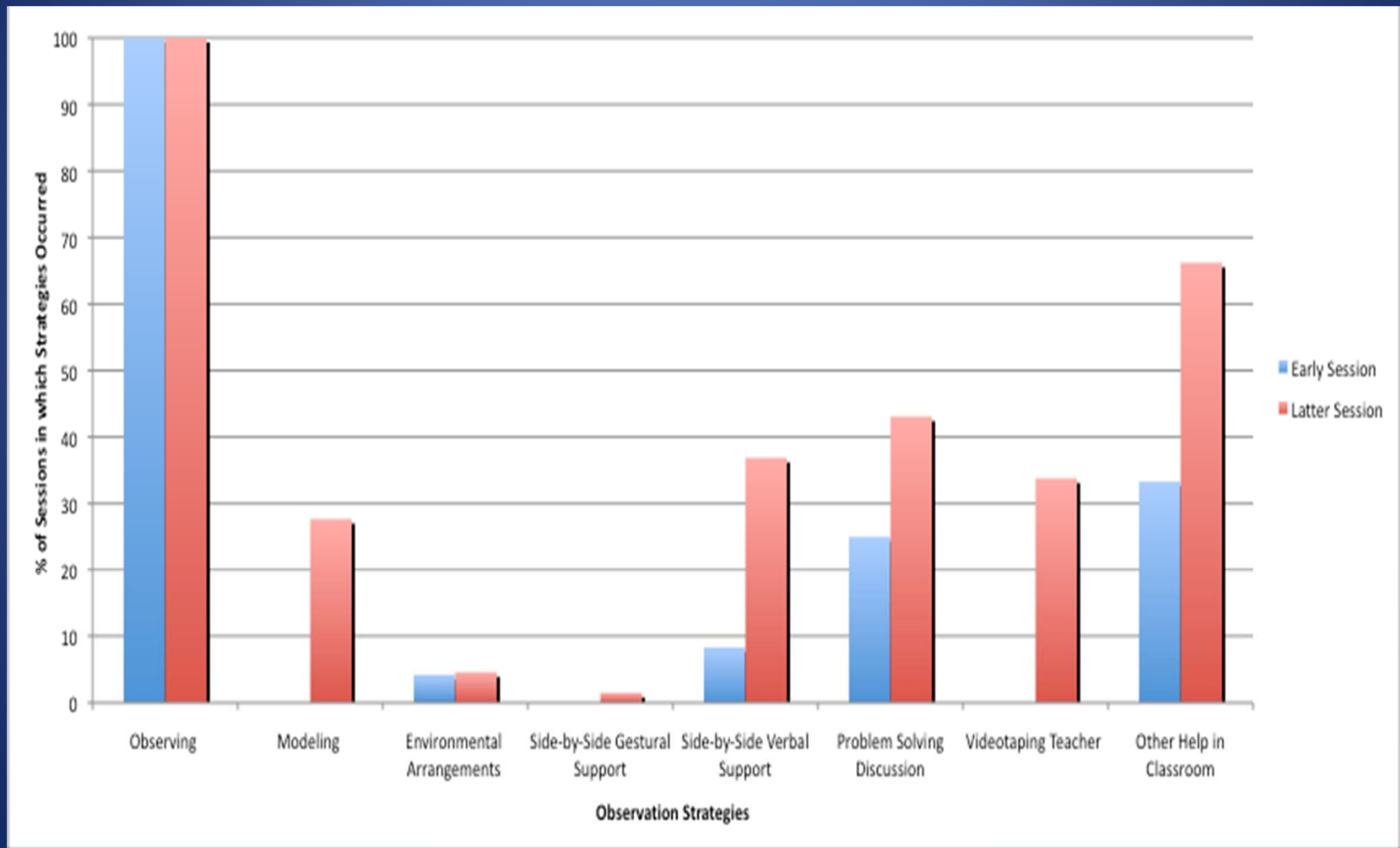
Coaching Strategies: Debrief (EIEL)
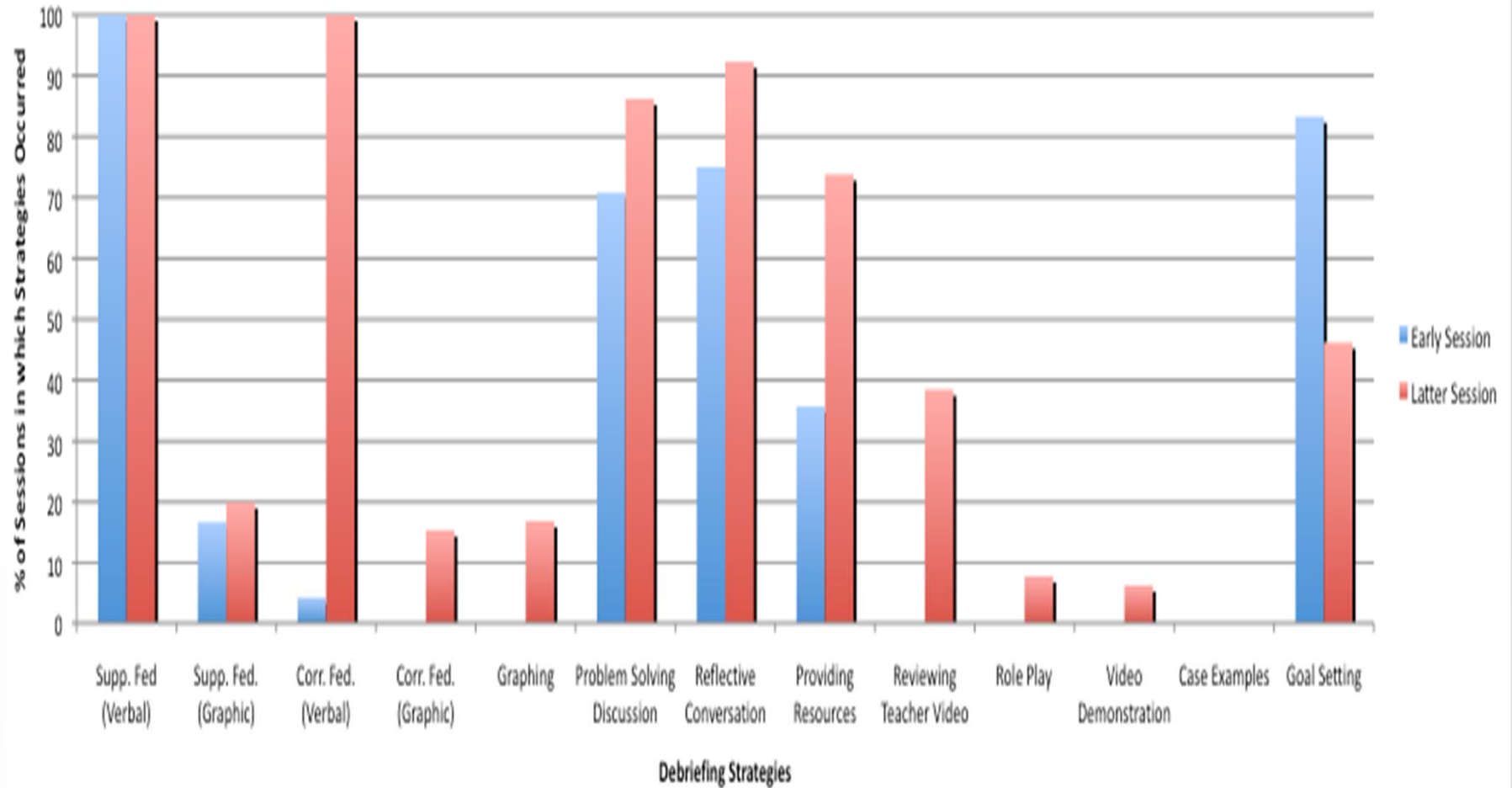
Strategies used in Early and Latter Coaching Observations: TPOT
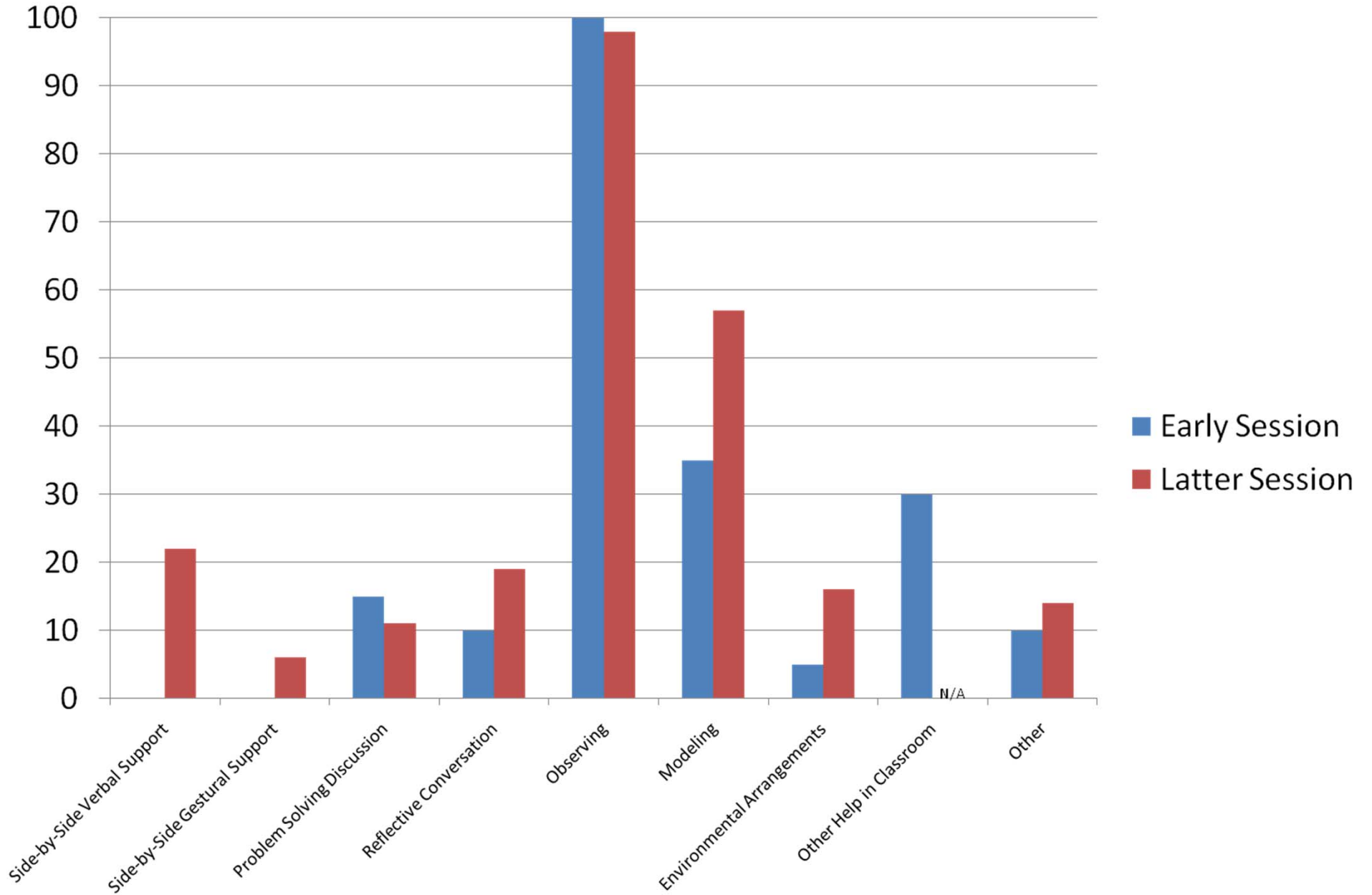
Debriefing Strategies used in Early and Latter Coaching Sessions: TPOT
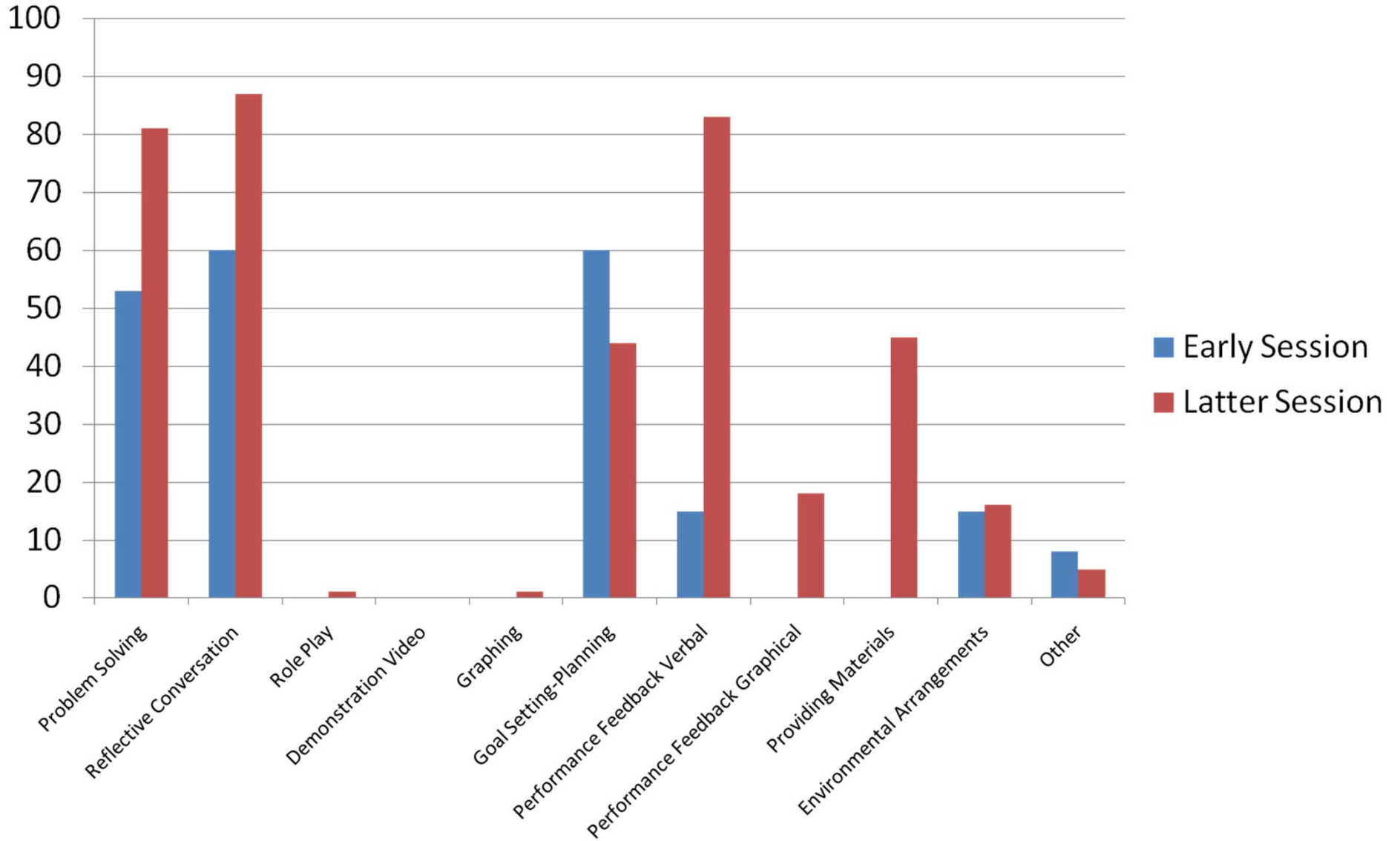
Implications

- Specify coaching framework for supporting implementation of multi-component interventions

- Define components of coaching framework and coaching strategies

- Specify and define practice/intervention that is focus for coaching

- Ensure fidelity of implementation of coaching framework components and associated strategies

- Record and examine dosage and fidelity of implementation of coaching

- Record fidelity of implementation of practice/intervention by practitioner who is coached

Acknowledgments