Strategies for Coaching, Staff Training, and Family Engagement

Heather Matlock, M. Ed
Internal Coach
Harrisburg City School District
2 PaTTAN Consultants
1 Internal Coach
8 supported classrooms
5 LEAs (2 elementary, 2 middle, 1 high school)
8 teachers (5 veteran, 3 new)
24 paraprofessionals
61 students
The Value of Information

- **Relevant**
  - Relates to current performance and desired outcome

- **Opportunity**
  - The opportunity to apply the information immediately is most likely to produce change

- **Clarity**
  - Clearly communicated
  - What steps to take

Take notes and review them right before or while using the information
The Goal of this Presentation

- **Coaching with Impact**
  - Giving quality feedback
  - Motivation and reinforcement
  - Organization and resources

- **Building Capacity through Staff Training**
  - Professional development
  - Professional Learning Communities
  - Training new staff
  - Team meetings

- **Meaningful Family Engagement**
  - Communicating with families
  - Parent training
COACHING WITH IMPACT
The Role of an Internal Coach

**INTERNAL COACH Responsibility List**

**Procedural Fidelity Checklist**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Instructor:</th>
<th>Student:</th>
<th>Observer 1:</th>
<th>Observer 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1. Has Internal Coach attended boot camp training? [YES] [NO] [N/A]
2. Does Internal Coach spend a minimum of 6 hours a month at the site? [YES] [NO] [N/A]
3. Does Internal Coach spend overlapping time in the classroom with the PaTTAN consultant serving the classroom? [YES] [NO] [N/A]
4. Does Internal Coach observe and provide feedback for items listed on the site review? [YES] [NO] [N/A]
5. Does Internal Coach model and provide guided practice with staff for items listed on the site review (documented)? [YES] [NO] [N/A]
6. Does Internal Coach reinforce teacher and staff behavior and support their efforts when and where appropriate? [YES] [NO] [N/A]
7. Does Internal Coach provide resources and reference materials (from resource disk) to support ABA/VB concepts or other areas relevant to the items listed on the site review? [YES] [NO] [N/A]
8. Does Internal Coach log their time in the Classroom Consultation Binder? [YES] [NO] [N/A]
9. Does consultant Internal Coach focus on the teaching behavior of the staff (documentation of clear consultation notes and/or written procedural descriptions)? [YES] [NO] [N/A]
10. Does Internal Coach display a concern for treatment fidelity by taking data on teaching procedures (documentation via transcription, fidelity checks, or written procedural treatment checklists)? [YES] [NO] [N/A]
11. Does Internal Coach assist teacher in conducting a functional behavior assessment for all students with significant problem behavior? [YES] [NO] [N/A]
12. After assessing the teacher in conducting a functional behavior assessment, does the Internal Coach assist teacher in developing a behavior intervention plan that includes well defined target behaviors (observable and measurable), a functional response class, interventions that match function, a clear plan, and concern for treatment integrity? [YES] [NO] [N/A]
13. Does Internal Coach provide group training opportunities when possible in coordination with the consultant where appropriate? [YES] [NO] [N/A]
14. Does Internal Coach attend trainings that will allow further development of skills related to implementation of effective instructional practices? [YES] [NO] [N/A]
15. Does the Internal Coach assist teacher in training staff on each student’s behavior intervention plans prior to implementation (documented)? [YES] [NO] [N/A]
16. Does Internal Coach communicate with the PaTTAN consultant on a regular basis about progress in the classroom? [YES] [NO] [N/A]
17. Does Internal Coach write summaries updating the PaTTAN consultant on the internal coach’s recommendations with quantitative data and in observable and measurable terms? [YES] [NO] [N/A]
18. Does Internal Coach guide, support, and facilitate the recommendations in PaTTAN consultant’s Consultation Visit Summary (CVS) notes which are based on ABA/VB concepts and the site review? [YES] [NO] [N/A]
19. Is Internal Coach working toward acquiring a skill set similar to that of PaTTAN Autism Initiative consultants so that his/her school district or program can independently maintain provision of ABA supports? [YES] [NO] [N/A]

Notes: _____ / 19

**Tip:**

- Complete the IC fidelity checklist regularly to stay focused on essential responsibilities.
The goal is to build capacity at the supported site so that it can eventually implement ABA/VB at an independent level. The internal coach plays a critical role in this goal. Training and consultation is provided to the internal coach so that he/she can eventually achieve a lead consultative role to the teachers and staff of the site he/she supports.
> Building Capacity <

Capacity - the ability and resources to do something
> Achieving the Outcome <
Goals should focus on discrete teaching behavior.

IEP goals focus on the behavior of the student, making it easy to forget that student behavior is largely dependent upon the behavior of the instructor.
Goals help us focus, prioritize, and perform better.

Goals keep us motivated!
### INTERNAL COACH Responsibility List

**Procedural Fidelity Checklist**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
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</table>

**Feedback**

Feedback on the classroom performance was given. It highlighted areas for improvement, such as the need for clearer documentation and more frequent fidelity checks.

Additional comments:
- Observation 1: Appropriate lesson planning
- Observation 2: Engaging teaching methods
- Observation 3: Effective behavior management strategies

**Improvement Suggestions**

- Increase the frequency of procedural fidelity checks to ensure consistent implementation of behavior intervention plans.
- Enhance documentation practices to support clearer consultation and procedural adherence.

**Follow-up Actions**

- Schedule regular meetings to review progress and address feedback.
- Implement a checklist system for teachers to follow the procedural fidelity process.
Feedback

- Feedback is information that is used to adjust future behavior in order to achieve the desired result
  - Increase desired behavior
  - Decrease undesired behavior
  - Improve the quality of behavior
  - Teach a new behavior

- The more frequent the feedback, the more learning that takes place (Van Houten, 1980)
> Quality Feedback <

Regular feedback is important but quality feedback is the key to behavior change.
Quality Feedback
Specific feedback is most helpful when you have specific goals as a frame of reference.

Improving performance requires both specific goals and specific feedback.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Specific Goals</th>
<th>General Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific</td>
<td>Feedback is easily understood and applied to future performance</td>
<td>Performance evaluation is difficult</td>
</tr>
<tr>
<td>General</td>
<td>Feedback is interpreted in terms of the performer’s frame of reference</td>
<td>Feedback is difficult to interpret and apply</td>
</tr>
</tbody>
</table>

(Source: Journal of Applied Psychology)
“Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course.”

-Grant Wiggin
Timely Feedback

- Give feedback as close to in time to the teaching event as possible

- **Immediate** feedback is correlated with the target teaching behavior being acquired faster and prevents teachers from practicing errors
Immediate Feedback

- Providing feedback **immediately before** the teaching event can be more effective in improving the instructor's skills than providing feedback immediately after the teaching event (Wine, et. al 2019)

**Post-feedback interval** →

- Time between the feedback and the next opportunity to use the information
Giving Feedback

Feedforward - Focuses on the future, by telling the learner what to do next

- Gives the learner information and opportunities to use the information within the same learning cycle

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>You ran 7 consecutive tacts. Mix and vary the operants.</td>
<td>Before you start the next run-through, we’re going to set out a field of pictures. Sometimes have the student tact from the field and other times, select (model)</td>
</tr>
</tbody>
</table>
Good feedback shouldn’t just be a consequence of past performance, but also an antecedent to future performance.
Giving Feedback

Communicate the **impact** of new practices on student learning

- You did this
- and that caused this to happen!
- and this happened too!
Giving Feedback

- Compare work to criteria
- Use positive statements to communicate what should be done vs. what someone did wrong

"Have something valuable ready to deliver..."

"You didn't have reinforcers ready"
Positive feedback builds motivation and confidence.

We perform our best under conditions of positive reinforcement.

Reinforce behavior rather than talent.

Use a 4:1 ratio of positive to corrective feedback:
- Take frequency data to ensure enough positive reinforcement is delivered.
- Too much corrective feedback indicates the need for further instruction, not further feedback.
Frequently compare current work to past work to reinforce progress and maintain motivation.
Delivering Feedback

- The popular “praise sandwich” may not be effective
  - Potentially decreases the value of the praise
  - Hides the corrective feedback
  - Makes the message less clear

- The method of delivering feedback depends on the receiver and the situation

- Rather than using a standard structure for feedback, focus on addressing a specific behavior

(add sources)
Delivering Feedback

Let praise stand alone so it reinforces behavior.
> Practice Giving Feedback <

- Prioritize and **target** behaviors for feedback
- **Focus** feedback and limit the amount given at one time— you don’t have to correct everything
- The goal is to **shape** behavior over time

<table>
<thead>
<tr>
<th>Run Thrs.</th>
<th>Transcription</th>
<th>Seconds per Run Tru</th>
<th>Hard Trials</th>
<th>Easy Trials</th>
<th>Total Trials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M1 LR ET SR+</td>
<td>0</td>
<td>4</td>
<td>4</td>
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<tr>
<td>2</td>
<td>T T IV LR T^a SR^+</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>LR (T^p T^o) E MI(T^v- T^p T^y) LR T^y SR^+</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>IV IV T (T^p T^o) LR MI E (T^v- T^p T^o) LR (T^v- T^p) D^y) MI(T^v T^p) E E T^y SR^+</td>
<td>5</td>
<td>10</td>
<td>15</td>
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</tbody>
</table>
Descriptive Feedback

Teach the instructor how to prompt their own behavior

- Develop/modify a wall cue to prompt the target behavior
- It won’t prompt behavior if they don’t understand the information
- Teach how to use the wall cue
Value in different types of feedback creates a permanent product for the team to revisit and reflect upon.

- Procedural descriptions give further instruction.
- Embed specific praise to reinforce reading the notes.
- Data to remember where you are in the process and make decisions.
> Sources of Feedback <

- Information can’t be separated from the source.
- Sources must be credible
  - trustworthy
  - knowledgeable
- The better the relationship between the source and the recipient, the more likely that the feedback will be accepted and applied. (Ilgen, Fisher, and Taylor, 1979)
Identify **optimal** times
- Focusing on teaching behavior means that you have to be there when teaching is occurring

Frequent, regular opportunities

Schedule on a **rotation**
- Observe and practice different skills
- Efficient and minimally disruptive
- Ensure generalization
- Across staff

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<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9</td>
<td>Breakfast</td>
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<td>Breakfast</td>
<td>Breakfast</td>
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<td>Special</td>
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<td>10-11</td>
<td>Special</td>
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<td>Special</td>
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<td>Special</td>
<td>Special</td>
<td>Special</td>
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<td>10:45-11</td>
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<td>Lunch 10:45</td>
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<td>11-12</td>
<td>Lunch 11</td>
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<td>Lunch 11</td>
<td>Lunch 11</td>
<td>Lunch 11</td>
<td>Lunch 11</td>
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<tr>
<td>12-12:30</td>
<td>Lunch 12:30</td>
<td>Lunch 12:30</td>
<td>Lunch 12:30</td>
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<tr>
<td>12:30-12:45</td>
<td>Lunch 12:30</td>
<td>Lunch 12:30</td>
<td>Lunch 12:30</td>
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<td>12:45-1</td>
<td>Lunch 12:45</td>
<td>Lunch 12:45</td>
<td>Lunch 12:45</td>
<td>Lunch 12:45</td>
<td>Lunch 12:45</td>
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<td>Lunch 12:45</td>
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<td>1-2</td>
<td>Lunch 1-2</td>
<td>Lunch 1-2</td>
<td>Lunch 1-2</td>
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<td>Lunch 1-2</td>
</tr>
</tbody>
</table>

**Weeks 1-2**

**Weeks 3-4**
Reinforce Staff Behavior

- Listen to find out what is **valuable**
  - Recognition from administrators
  - Frame a note from a parent
  - Take away a time-consuming task (e.g. providing instructional materials)
  - Remove a duty unrelated to the classroom (e.g. do their bus duty for 1 day)

- **Show them data** and explain the impact that they’re making!
Staff Training

<table>
<thead>
<tr>
<th>Training</th>
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</thead>
<tbody>
<tr>
<td>13. Does Internal Coach provide group training opportunities when possible in coordination with the consultant where appropriate?</td>
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**INTERNAL COACH Responsibility List**

**Procedural Fidelity Checklist**

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<tr>
<th>Date:</th>
<th>Instructor:</th>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer 1:</td>
<td>Observer 2:</td>
<td>IODA:</td>
</tr>
</tbody>
</table>

1. Does Internal Coach attend PRACTICE sessions?
2. Does Internal Coach spend a minimum of 1 hour a week at the site?
3. Does Internal Coach spend overlapping time in the classroom with the PRACTICE consultant working the classroom?
4. Does Internal Coach observe and provide feedback for staff needed on their record?
5. Does Internal Coach model and provide guided practice with staff for items listed on the site review (diagnostic)?
6. Does Internal Coach monitor staff behavior and support their efforts when and where appropriate?
7. Does Internal Coach provide resources and reference materials (data resource deck) to support ABA/IBO concepts or other areas relevant to the items listed on the site review?
8. Does Internal Coach log time spent in the Classroom Observation-bound?
9. Does consultant Internal Coach focus on the teaching behaviors for the staff/demonstration of time consultation rates and/or other procedural definitions?
10. Does Internal Coach support a consultant’s feedback?
> Staff Training <

- One of the most important factors in student achievement is the **quality of the teaching**

- Effective staff training is a key factor in high-quality service provision

- A multidimensional approach increases effectiveness
  - Coaching
  - Ongoing professional development workshops
  - Professional Learning Communities (PLCs)

(Lowe, 2007)
Staff Training

- Use multiple sources of data to determine what's relevant now
  - Fidelity checklists
  - Transcription
  - Consultation notes
  - Student data
  - Site reviews
  - Team goals
  - Surveys
**Staff Training**

**Treatment Integrity**

<table>
<thead>
<tr>
<th>Item</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was baseline used to determine foal size, timing, spritz, and S's that will enable the student to go as fast as possible?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is an aim set that is relevant to the student (e.g., based on performance of a same-aged peer)?</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>3. Are materials ready and available? (e.g., timer, clicker, poster, cards, data sheet and reinforcement)?</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>4. Did staff model responses (responding quickly and accurately) for student?</td>
<td>X</td>
<td></td>
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<tr>
<td>5. Is the staff using a fun tone to get the student excited and ready?</td>
<td>X</td>
<td></td>
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<tr>
<td>6. Did the staff start the timer when the student emitted the first response?</td>
<td></td>
<td>X</td>
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<tr>
<td>7. Did the staff use a clicker to track number of responses?</td>
<td>X</td>
<td></td>
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<tr>
<td>8. Did staff deliver reinforcement after each timing?</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>9. Did staff use differential reinforcement: better and more reinforcement for responses?</td>
<td>X</td>
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<tr>
<td>10. Did staff vary the order of S's (cards or instruction, verbal S's) for every timing?</td>
<td>X</td>
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<tr>
<td>11. Did staff collect the data?</td>
<td>X</td>
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<tr>
<td>12. Did staff write the best score of the day on the data sheet?</td>
<td>X</td>
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<tr>
<td>13. Did staff convert the score to rate per minute?</td>
<td>X</td>
<td></td>
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</tr>
</tbody>
</table>

**Target specific teaching skills that are relevant to everyone**

**Mand Acquisition Graph**

**Mand Probe and Rate Sheet**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Prior</th>
<th>Check</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keys</td>
<td>I</td>
<td>D</td>
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</tbody>
</table>

**Keys**

- I: Item present
- D: Dropped
- M: Mand probe
- X: Present
- S: Signal
- O: Other

**What**

- Was there an MO? Yes/No
- Did the child make a second or third response? Yes/No

**Values**

- 30: Low
- 60: Medium
- 90: High

**Notes**

- MO: Mand probe
- MI: Mand intercede
- MO: Mand omission
- MI: Mand intervention

**Graph**

- Mand acquisition graph showing data points and trends.
“No one doubts that the lecture method allows a lot of information to be presented in a short time. However, the question is not what is presented, but what is learned.”

-David A. Sousa
Segment the Training

Why & What →

1) **Introduce** the concept
2) **Describe** the teaching steps
   - Provide a written procedural description
3) **Model** the steps
   - Model with and without narration
4) Trainee **practice**
5) Trainee (and trainer) **feedback**
   - Guided practice
   - Peer feedback
   - Formative feedback for trainer

How

Go back, clarify, and repeat steps
Move on to next segment

Tells the trainer what to do next
Guided Practice

- Model and practice must be **authentic**
- Differentiate the practice for learners at all levels
- Provide written description for reference during practice and for giving feedback

**Guidelines for Delivering Reinforcers**
- Deliver the reinforcer immediately following the response
- Vary what you deliver and how you deliver it
- Be enthusiastic
- Give better reinforcement for better responding
- Stop using a reinforcer before it loses value
- Always assess motivation (it isn’t a reinforcer if they don’t want it)
- Say what you’re delivering (NOT “good job”)
- Provide written descriptors as you’re delivering reinforcement
- Make sure the reinforcer comes from YOU
Guided Practice

- Sequence training to apply previous learning
- Model and practice skills in context
- Cover a range of students
**Staff Training**

Teach staff how to use resources

<table>
<thead>
<tr>
<th>Potential Reinforcers</th>
<th>What does it feel like to touch?</th>
<th>What does it smell like?</th>
<th>What does it taste like?</th>
<th>What does it sound like?</th>
<th>What bodily movement does it provide?</th>
<th>What visual sensation does it provide?</th>
<th>What shape/size is it?</th>
<th>Does it require another person's assistance?</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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</tbody>
</table>
> Staff Training <

Provide tools that extend beyond the training

Videos

00:04
## 2019-2020 Staff Training Data

<table>
<thead>
<tr>
<th>Staff Name: Sample Name</th>
<th>ABA Date</th>
<th>Early Date</th>
<th>Int/Adv Date</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Dec</th>
<th>Feb</th>
<th>Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11/15</td>
<td>7/16</td>
<td>7/16</td>
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<td>11/16</td>
<td>1/19</td>
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<td></td>
<td>3/17</td>
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> Verify Skills <

- Make sure the skills transfer back to the classroom
- **Follow-up** with coaching to help teams apply the skills
- Reference the training to *connect* the concept to the classroom
- Assess effectiveness of training
- Provide further instruction

- Have teams meet to **review** and develop a plan of action
Challenge the team to use the training with a **follow-up activity**

How many different ways can your team make a piece of paper **valuable**?

Have teams **share** during the next training
Training New Staff

- Break down training into smaller segments
- Train only what they’ll use immediately
- Keep staff training data
- Set a date for completion
- Identify a peer mentor
- Fade in demands as segments are completed
Training New Staff

Have a training set of materials

Prepare all materials for quick access
> Professional Learning Community <

- Broaden and **deepen** behavior analysis skill sets
- **Study** topics that are of value to the participant
- **Connect** the concept to the application
Professional Learning Community

Teach how to use data to make decisions
Professional Learning Community

- Analyze data
- Make data-based decisions
- Monitor the decision
- Bring back data for the team to analyze
Resources to Build Capacity

- Professional library
- Reference books
- Journal articles
- Training archives
- Staff training materials
- Classroom organization samples
- 3-D models & descriptions
- Assessment kits
> Resources to Build Capacity <

**Grade Level Collaborative Team Meeting**

**Desired Outcome:** Quality Inclusive Practices

**Team Goals:**
- Maintain or establish meaningful participation in the general education setting through documented collaborative planning at least one time per month.
- Establish a data system to monitor student participation and progress in the general education setting.
- Develop a specific plan to increase participation in the general education setting.
- Increase the use of materials that are similar to those used with students in the general education setting (selection of specific instructional materials, programs or item content).
- Establish opportunities for students to have access to typical peers and school activities whenever appropriate.
- Increase opportunities to promote self-advocacy skills within the context of typical school and community settings.
- Increase efficiency of instructional content by selecting similar themes or materials to which some aged students experience in the general educational environment.

**My goal:**

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**Grade Level Collaborative Team Meeting Log**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Discussion Points</th>
<th>Alignment to the goals</th>
</tr>
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**Date**

**Topic/Discussion Points**

**Alignment to the goals**

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**Date**

**Topic/Discussion Points**

**Alignment to the goals**

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**Date**

**Topic/Discussion Points**

**Alignment to the goals**

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Engaging Families
> Family Engagement <

Outcome
Family Engagement

- Establish a **relationship** with the family
- Identify the desired outcome
- **Collaborate** on the plan to get there
- Work **together** to achieve the outcome

Outcome ???

Establish Relationship with Family
Initiating Engagement

- Define family engagement by expressing & demonstrating your commitment
  - Parent perception of what engagement looks like often differs from that of professionals (Underwood & Killoran, 2012)

- Establish the value of the partnership
  - Interventions are more effective when caregivers and professionals collaborate and implement strategies in multiple settings
> Initiating Engagement <

- Offer a variety of options for how to engage and commit to doing the actions yourself

- Reinforce
  - Connect their child’s progress to the caregiver’s action

"Thank you for your insight about Marky’s favorite activities. This information led to him learning to make his first independent request in the classroom today!"
Communicating with Families

- Involve families in making decisions
  - Send the message that their participation is necessary

- Use guided questions to enhance conversation
  - What do you see your child being able to do this year?
  - Why is learning this skill important to your family?

- Make sure the plan includes their input
  - Discuss rather than dismiss
  - Send the message that their input is critical

Strategies courtesy of Kisha Simmons and Arnold Taylor, Family Engagement Specialists
Make sure the information is **valuable**

- It’s not valuable if you don’t know how to use it
- It’s not valuable if it’s negative (e.g., only communicates a child’s problem behavior)
- Make it **relevant** to the natural environment

- Reduce effort to respond
- Use clear language (avoiding jargon)
- Encourage two-way communication
“I increased family engagement when I stopped trying.”

-No One
> Family Engagement <

- Make training relevant to family’s goals
- Give examples of how to use the information

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**The Importance of Teaching**

One of the most frequently asked questions among families of children with disabilities is: “How do I teach my child to tell me about their day?” Developing this skill actually starts with the child being present, verbally present. For one to be able to talk about past events, talking to the child about what they see, hear, smell, taste, or touch. You can also increase this skill by asking them questions about what they are watching on TV. The key is to capitalize on the interest that the child has in the subject matter to make the learning experience enjoyable.

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**La importancia de enseñar el tacto**

Una de las preguntas más frecuentes entre las familias de niños con autismo es: “¿Cómo hago para que mi hijo me cuente sobre su día?” Desarrollar esta habilidad en realidad comienza enseñándolo o haciéndolo “presente verbalmente”. Para que uno pueda hablar sobre eventos pasados, primero deben aprender a hablar sobre lo que está sucediendo en su entorno actual. Esto se puede lograr enseñándolo o haciendo que el niño y la persona con autismo hagan actividades comunes, acciones, partes y características de artículos, preposiciones, etc.

Hablar con su hijo sobre lo que ve, oye, huele, prueba o toca es una forma de ayudarlo a estar más presente verbalmente. También puede aumentar esta habilidad formulándole preguntas sencillas mientras mira sus programas favoritos. La clave es capitalizar la motivación de su hijo. Cuanto más interesados estén en el tema, más probable será que disfruten de este tipo de interacción social.
Dear Families,

We are excited to announce an upcoming event for families of children with autism. In an effort to cater to the needs of families, we need your input. Please help us by completing the survey below.

What topics are you interested in learning more about? (Check all that apply)
- Reducing problem behavior
- How to teach communication skills at home
- Dealing with restricted interests and teaching play/leisure skills
- Self-care and daily living skills
- Other

What time of day would be most convenient? (check one)
- 8:00-9:00 AM
- 2:30-3:30 PM
- 5:00-6:00 PM

Comments/Questions:

Thank you for your time and we look forward sharing this information next month. You will receive a formal invitation to the event next week.

Assess motivation
What’s valuable?

Survey potential topics
Identify convenient times.

Surveys are a start, but also gain insight by listening.
Tips for Promoting Parent Training

- Remove barriers (e.g. offer childcare)
- Specify the audience
- Choose a family-friendly name for the event
- Briefly highlight some of the features of the event - what they’ll gain (e.g. information, networking, etc.)
- Distribute the flyer in other languages & offer a translator during the event
- Follow up with a call to personally invite the family to attend
  - Ensure awareness of the event
  - Encourage attendance
  - Identify additional barriers
  - Answer questions
Family Engagement

Make the environment welcoming

- Greet families at the door
- Thank them for coming
- Invite them to enjoy refreshments, grab a door prize, socialize, and share resources
- Introduce them to other families
Family Engagement

Offer a variety of resources and provide only up-to-date materials- take the time to verify the availability of the resource (credibility)

Make sure the information is valuable
Teach them how to USE the information
There’s real **value** in engaging families.

They don’t just guide what we do by telling us what would be meaningful...
They also give us a reason to do it again by showing us the outcome is meaningful.
When we are committed to improving the work we do, we ultimately improve the outcome for students, families, and the entire community.
Selected Resources

- Evaluating the temporal location of feedback: Providing feedback following performance vs. prior to performance (2017)
- Alvero, A. M., Bucklin, B. R., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings. Journal of Organizational Behavior Management, 37(2), 171-195 - This is a good article on review of characteristics of feedback serving as positive reinforcer as well as discriminative stimulus for instructional behavior.
Parent Communication

- Are parents informed on child’s progress on a weekly basis - include mastered targets, new targets, informed changes to programming, etc.
- Are parents encouraged to communicate? (e.g. does the teacher ask questions to seek parent input?)
- Is communication positive, avoiding negative terms?
- Does the teacher reinforce parent’s involvement? Give them data and specific behavior contingent praise
The Role of the IC

One of the most important factors in student achievement is the quality of the teaching...
The Role of the IC 

...One of the other most important factors is the leadership’s influence on the quality of teaching.