Effects of Collaborative Practice Based Coaching on Preschool Teachers’ Shared Book Reading Strategies

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Overview

- DEC Recommended Practices (RPs)
- Background
- What is Practice-Based Coaching (PBC)?
- Teacher Behaviors
  - Shared book reading as a means to support vocabulary development
    - Literal/Inferential Questioning Strategies
    - Modeling Appropriate Response/Repeat
    - Expansions
- Resources/Supports
- Child Behaviors
  - Expressive Language
  - Individualized supports
- Methods
- Next Steps
DEC Recommended Practices

**L9**: Leaders develop and implement an evidence based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.

**INS 6**: Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.

**INT 3** Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.
Background

- Need for high-quality professional development in early childhood/special education beyond traditional forms of training (e.g., workshops) as a means to influence fidelity and sustained use of practices (Artman-Meeker et al., 2015)
  - Focus on evidence-based (EB) practices
  - Supporting children requiring more intensive supports due to learning/behavioral challenges (Sutherland et al., 2015); specifically children with language delays
- Coaching is one type of PD that enhances fidelity when it is sustained, systematic, and directly linked to intervention practices (Sheridan et al., 2009)
Practice-Based Coaching (PBC)

- Individualized coaching model designed to support teacher’s implementation of EB practices (Snyder et al., 2011)
  - Collaborative partnership that creates a context for shared decision making is essential to success (Snyder et al., 2015)

- Three steps
  1. Needs assessment to identify goals
  2. Development of an action plan
  3. Focused observation of teacher’s implementation with feedback and support

DEC RP L9: Leaders develop and implement an evidence based professional development system or approach that provides practitioners a variety of supports to ensure they have the knowledge and skills needed to implement the DEC Recommended Practices.
<table>
<thead>
<tr>
<th>PBC Component</th>
<th>Associated Action(s)</th>
</tr>
</thead>
</table>
| Stage 1: Needs assessment | ● Coach and teacher meet and work collaboratively to determine implementation for the three behaviors to be targeted, based upon coach’s initial observations of book-reading sessions  
● Teacher is provided a pre-selected list of books. Coach and teacher determine when the child will be pre- and post-tested, review words/definitions to be targeted based on pre-test; determine schedule for completing book  
● Teacher and coach create an individualized goal with associated criteria for mastery (i.e., percentage of correct trials)  
● A goal statement is written addressing: (a) when (e.g., pages of the book) the strategy will be used during the book-reading session, (b) what the teacher will do to ensure the strategies are used, (c) how the teacher will know if he/she has met the goal, (d) expected child outcomes, dependent upon child’s skills/abilities, (e) supports that will be provided by the coach, and (f) criteria for fading of on-site coaching |
| Goal Setting            |                                                                                                                                                                                                                         |
| Action Plan             |                                                                                                                                                                                                                         |
| Stage 2: Focused Observation | • Coaches review video-recorded book reading sessions of teacher/child as well as teacher behavior coding sheets. Data from these sources along with anecdotal notes is added to a researcher-created form (i.e., performance feedback) in preparation for weekly coaching sessions |
| Stage 3: Reflection & Feedback | • Once per week (on approximately the 3rd day of reading a specific book), coach and teacher will meet to identify what was effective and what barriers exist in order to refine implementation of the specific target behaviors and determine if the weekly goal has been met, based on the action plan  
• If the goal was not met, the coach and teacher discuss the reason(s) why and create a new goal and action plan including steps the teacher and coach will take to address identified barriers  
• Teachers and coach will also discuss the results of the child’s posttest and determine appropriate next steps (e.g., continued reading of the book, additional supports needed, etc.) |
Coaching Fidelity

- Coaching Sessions Video Recorded
- Researcher developed checklist
- Completed by Researchers for Collaboration with Coaches

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### Reflection and Feedback

<table>
<thead>
<tr>
<th>Did the coach...</th>
<th>Coach</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review the goal for the week?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Ask the teacher to self-reflect on progress toward their goal?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Clearly explain the results of the graph?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Share video and anecdotal notes with varied and accurate examples of the instructional procedures?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Provide specific examples of opportunities to improve instructional procedures</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

### Shared Goal and Decision Making

<table>
<thead>
<tr>
<th>Did the coach...</th>
<th>Coach</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a goal to address instructional procedures</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Create goals based on performance feedback?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Facilitate the creation of action steps to meet the goal that target specific instructional procedures?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Assist in creating quality examples of instructional procedures?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Assist in identifying needed resources or supports to achieve goals?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:**

### Instruction/Review to Support Goal Attainment

<table>
<thead>
<tr>
<th>Did the coach...</th>
<th>Coach</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accurately review instructional procedures</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Share examples of quality instructional procedures and individualized supports?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Role-play, model and/or provide guided practice of instructional procedures and individualized student supports?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:**

### General Items

<table>
<thead>
<tr>
<th>Did the coach...</th>
<th>Coach</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accurately respond to all teacher questions?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Use appropriate language when referring to instructional procedures during the coaching session?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:**

### Quality Collaboration

<table>
<thead>
<tr>
<th>Did the coach...</th>
<th>Coach</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate shared decision making?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Facilitate sharing of ideas with the teacher related to implementation of instructional procedures?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Keep the discussion focused on behaviors (i.e., instructional procedures, progress monitoring)?</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Check for understanding and adjust explanations/examples based on teacher need?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:**

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*Jennifer: Coach and Materials*
Shared book reading

- **Positive influence on children’s expressive & receptive language** (Gonzalez et al., 2011; 2014; Mol et al., 2009; Zucker et al., 2013)

- **Literal and inferential language:**
  - Exposes children to different levels of linguistic abstraction that range from labeling and describing to inferencing and analyzing
  - Potential to affect reading comprehension for preschoolers with disabilities that have difficulties related to both literal/inferential language skills (Sembianete et al., 2018).

- Vocabulary development is a skill that can be fostered by reading aloud to children and can be targeted by asking literal/inferential questions embedded in storybook reading activities (van Kleeck, 2008).
DEC RP INS6: Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
Question Types (van Kleeck, 2008)

• **Vocabulary Knowledge Target (VKT) Questions**: Open ended questions with the target vocabulary word as the answer.

• **Vocabulary Knowledge Definition (VKD) Questions**: Open ended questions using the vocabulary word with the definition as the answer.

• **Vocabulary Inference (VI) Questions**: Open ended questions using the vocabulary word that ask the child to use their prior knowledge and experience to answer.

• Target words from each book preselected by researchers
Shark is watching a show about a person who looks for information, what is that person called? (*VKT*)

**Detective:** a person who looks for something that is lost

He loved watching detective shows and eating potato chips ... sometimes too many.
Teacher Example of *VKT* Questioning
With your partner come up with a possible VKT (Knowledge Target) question for this page.

Search: to look for something
Shark is using his detective skills to look for kitty, what is a detective?

(VKD)
Teacher Example of VKD Questioning
With your partner come up with a possible VKD (Knowledge Definition) question for this page.

**Search:** to look for something
Why would you need a detective? (VI)

Detective: a person who looks for something that is lost
Teacher Example VI Question
With your partner come up with a possible *VI* (Inference) question for this page. Remember: question should relate to target word

Search: to look for something
Model Appropriate Response, Expand and Repeat (Hart & Risley, 1995; Kaiser et al., 1993)

- Model
  Appropriate Correct Responses

- Binary Choice
  No Response
  OR
  Incorrect Response

- Direct Model
  Still No Response
  OR
  Still Incorrect
  • Child Repeat

Expansion Of Correct Response

Request Child Repeat
PROMPTING HIERARCHY

Label Vocabulary

Read the Page

Provide a Child Friendly Definition

Ask vocabulary Question (VKT, VKD, VI)

Child Responds Correctly

Expand and Repeat

Child Fails to Respond or Responds Incorrectly

Offer a Binary Choice

Child Responds Correctly

Expand and Repeat

Child Fails to Respond or Responds Incorrectly

Provide a Direct Model and Ask Child to Repeat the Model

Expand and Repeat

Taryn: Coding
**Teacher Handout**

**Vocabulary Words**

**Shark Detective By Jessica Olien**

<table>
<thead>
<tr>
<th><strong>detective</strong></th>
<th><strong>Definition</strong></th>
<th><strong>Pages to reference</strong></th>
<th><strong>Prompts</strong></th>
<th><strong>Binary Choice and Model</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a person who looks for information</td>
<td>4</td>
<td>VKT</td>
<td>Shark is watching a show about a person who looks for information, what is that person called?</td>
<td>Detective or dentist</td>
</tr>
<tr>
<td>OR</td>
<td>9</td>
<td>VKD</td>
<td>Shark is using his detective skills to look for kitty, what is a detective?</td>
<td>A person who looks for something OR a person who picks up trash</td>
</tr>
<tr>
<td>a person who looks for something that is lost</td>
<td>VI</td>
<td></td>
<td>Why would you need a detective?</td>
<td>To run away OR to help you find lost shoes</td>
</tr>
</tbody>
</table>

A detective could help you find your lost shoes.
Performance Feedback

Child Code: R Teacher A Coach: Jennifer Date: 5/15/19
My Data for Week of 5/8/19 through 5/15/19

My goal for the week:
For all VKT, VKD, and VI Questions, I will expand by adding 1-2 words to R’s response and asking him to repeat 85% of the time.

Summary of Graphed Data:
VKT, VKD, and VI questions are asked with feedback given 100% of new session. Expansions were provided for 83% of the new session, which is a 12% increase from the last reading session.

Did I meet my goal?
Almost, you increased to 83% of expansions, which is only 2% away from your goal. With more data points, I would expect your percentage to increase again to above the goal.

Samples of video for review and anecdotal notes:
2:42- forget a step, see if you can figure out which one
7:51- VI question, correct expansion from discussion last week, but how could we expand even better?
Name of Book:
The goal I will work on this week:

When R answers binary choice incorrectly, I will provide a direct model, have him repeat, then expand with 100% accuracy.

<table>
<thead>
<tr>
<th>What will I do to meet my goal?</th>
<th>What supports and resources/materials do I need?</th>
<th>Date to be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will practice.</td>
<td>Email reminders</td>
<td>5/3</td>
</tr>
<tr>
<td></td>
<td>Text message reminders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cues within routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#sticky note</td>
<td></td>
</tr>
<tr>
<td>Write reminders on question sheet.</td>
<td>Email reminders</td>
<td>5/1</td>
</tr>
<tr>
<td></td>
<td>Text message reminders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cues within routine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email reminders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text message reminders</td>
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</tr>
<tr>
<td></td>
<td>Cues within routine</td>
<td></td>
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</table>
Practitioners promote the child’s communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child’s requests, needs, preferences, or interests.
Child Behaviors: Try to identify type of vocabulary question

Shark Detective Examples:

Literal Question *Noun* - Shark is watching a show about a person who looks for information, what is that person called?

Literal Question *Verb* - The family celebrates when Watson the cat comes home, what does celebrate mean?

Inferential Question *Noun* - Where might you see a shark?

Inferential Question *Verb* - What is something you could listen to?
Shark is watching a show about a person who looks for information, what is that person called? (VKT)

Detective: a person who looks for something that is lost

He loved watching detective shows and eating potato chips... sometimes too many.
VIDEO: CHILD BEHAVIOR VKT
Detective: a person who looks for something that is lost

Shark is using his detective skills to look for kitty, what is a detective? (VKD)
VIDEO: CHILD BEHAVIOR
Why would you need a detective? (VI)

**Detective:** a person who looks for something that is lost.
Child Behaviors: *Receptive/Expressive Language*

Study uses researcher-developed measurements of receptive and expressive language skills.

**Receptive** - identifying correct image corresponding to target vocabulary on pre- and post-test.

**Expressive** - naming the target word, providing a standard definition and answering inferential questions related to target vocabulary.
Child Behaviors: *Progress Monitoring*

**Day 1**

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Part 1: Expressive Question</th>
<th>Write the response the child gives</th>
</tr>
</thead>
<tbody>
<tr>
<td>detective</td>
<td>What is a detective?</td>
<td>I don’t know</td>
</tr>
<tr>
<td>witness</td>
<td>Why would you need a detective?</td>
<td></td>
</tr>
<tr>
<td>witness</td>
<td>What is a witness?</td>
<td>Push someone.</td>
</tr>
<tr>
<td>celebrate</td>
<td>What does celebrate mean?</td>
<td>I don’t know</td>
</tr>
<tr>
<td>celebrate</td>
<td>When might you celebrate?</td>
<td></td>
</tr>
<tr>
<td>search</td>
<td>What does search mean?</td>
<td></td>
</tr>
<tr>
<td>search</td>
<td>Why would you need to search for something?</td>
<td></td>
</tr>
</tbody>
</table>

**Day 3**

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Part 1: Expressive Question</th>
<th>Write the response the child gives</th>
</tr>
</thead>
<tbody>
<tr>
<td>detective</td>
<td>What is a detective?</td>
<td>Finds clues</td>
</tr>
<tr>
<td>detective</td>
<td>Why would you need a detective?</td>
<td>To find the Kitty</td>
</tr>
<tr>
<td>witness</td>
<td>What is a witness?</td>
<td>I don’t know</td>
</tr>
<tr>
<td>witness</td>
<td>What is something you could witness?</td>
<td>No Response.</td>
</tr>
<tr>
<td>celebrate</td>
<td>What does celebrate mean?</td>
<td>It’s your Birthday</td>
</tr>
<tr>
<td>celebrate</td>
<td>When might you celebrate?</td>
<td>On your Birthday</td>
</tr>
<tr>
<td>search</td>
<td>What does search mean?</td>
<td>To find clues</td>
</tr>
<tr>
<td>search</td>
<td>Why would you need to search for something?</td>
<td></td>
</tr>
</tbody>
</table>

**Day 3**

<table>
<thead>
<tr>
<th>Target Word</th>
<th>Part 2: Receptive Question</th>
<th>Correct/Incorrect Number Child Gives AND Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>detective</td>
<td>Show me detective</td>
<td>2 yes</td>
</tr>
<tr>
<td>witness</td>
<td>Show me witness</td>
<td>1 yes</td>
</tr>
<tr>
<td>celebrate</td>
<td>Show me celebrate</td>
<td>4 yes</td>
</tr>
<tr>
<td>search</td>
<td>Show me search</td>
<td>1 yes</td>
</tr>
</tbody>
</table>
Progress Monitoring Video
SBR strategies were adapted to meet individual needs *keeping within research protocols*:

- Repeating prompts/ questions
- Shortened/ reworded definitions
- Redirecting attention
- Setting considerations
SBR strategies were adapted to meet individual needs *keeping within research protocols*:

- Material Types
- Writing VI Questions
- Creating Binary Choice and Expansions
- Length of Coaching Session
Methods & Measurement

- **Experimental Design**
  - Multiple probe across participants design (Gast et al., 2018)
  - First participant move into intervention when a low, stable baseline was established for all 3 behaviors
  - Next participant moved into intervention when at least two behaviors met visual analysis criterion (i.e., following a clear change in level with at least 3 consecutive sessions with no overlapping data with baseline; Gast et al., 2018; Barton et al., 2018)

- **Teacher Behaviors**
  - Calculated as percentage of correct learning trials

- **Child behaviors**
  - Prior to the intervention, participants were screened on their knowledge level of the target words. Specifically, participants were asked to provide a definition (e.g., “What is a *star*?”) and to answer an inference related question (e.g., “Where would you see a star?”) If participants answered both questions correctly, the word was excluded from the study. Based on the information from the screening, four target words (i.e., 2 words and 2 nouns) were selected
  - Responses scored based on researcher-developed rubric for depth of knowledge
Next Steps

- Inference/Definition → child response
- Literal/Inferential questioning: dosage, sequence
- Word selection (i.e., complexity, variety)
- Child level measurement
- Limitations (i.e., time)
- Coaching/child level individualization and balance w/fidelity
- Research design (i.e., multiple probe across behaviors)
  - Teach behaviors one at a time
Questions and Comments
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References


