

Coaching Principles and Practices

National Professional Development Center on Autism Spectrum Disorders. (2010, October) *Coaching: Principles and Practices*.



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AUTISM SPECTRUM DISORDERS

Adapted with permission from
Myles, Moran, Downing,
Ormsbee, & Smith

Small Group Activity

Identifying Components of an Effective Coach



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Qualities of an Effective Coach

- Think of a time in your life when you had an experience with a coach
- Write down the qualities of the coach on a piece of paper
- What were the positive qualities of the coach?
- If the experience was not positive, what would have made the experience positive?



Objectives

- Understand the role of coaching in technical assistance
- Identify elements of successful coaching
- Recognize effective communication behaviors
- Identify and address barriers to coaching
- Describe, practice, and critique the implementation of the coaching process



Introduction

- Overview of coaching
- Coaching participants
- Coaching and communication
- Types of coaching
- Three components of coaching
- Coaching log



An Overview of Coaching



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Coaching

- Form of embedded, sustained professional development used to
 - refine existing skills
 - acquire new teaching skills in evidence-based practices
- A vehicle to develop an ongoing, confidential relationship that encourages recognition of
 - individual expertise
 - professional growth



Coaching

- Embraces “Knowledge in Practice”
the most efficient way to learn
- Links performance to data
- Uses adult learning principles
- Respects the learner’s:
 - Professionalism
 - Ability to make decisions



Coaching – Promising Practice

Coaching leads to improvement in . . .

- instructional capacity - increasing teachers' ability to apply what they have learned to their work with students
- 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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Training Outcomes Related to Training Components

| <i>Training Components</i> | Training Outcomes | | |
|---|-----------------------------|-----------------------------|------------------------------|
| | Knowledge of Content | Skill Implementation | Classroom Application |
| <i>Presentation/ Lecture</i> | 10% | 5% | 0% |
| <i>Plus Demonstration in Training</i> | 30% | 20% | 0% |
| <i>Plus Practice in Training</i> | 60% | 60% | 5% |
| <i>Plus Coaching/ Admin Support Data Feedback</i> | 95% | 95% | 95% |



Underlying Assumptions

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



What Coaching Is and Is Not

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



Elements of Successful Coaching Relationships

Includes:

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



Trust and Mutual Respect

- Understand topic-comfort levels
- Respect coaching partner's professional skills
- Use shared terminology
- Express feelings honestly with compassion
- Be open to each other's belief system



Training

Important elements of training:

- Relevance
- Location conducive to learning
- Time for observation, practice and reflection
- Feedback for coaching partners on performance
- Content specific to coaching skills and use of EBP



Willingness to Change

- Alter existing behaviors
- Add new skills
- Persist until skills are acquired OR
- Persist so that skills are used constantly and consistently



Professional Attitude

- Discussion relevant to the craft of teaching
- General focus on Inviting Partner's behaviors and how they impact children/students
- Professional courtesy



Reciprocity

- Develop and share consistent terminology
- Agree on location for pre- and postconferences
- Listen actively, reflectively, and empathetically
- Express feelings honestly
- Understand level of concern
- Be open to each other's belief system
- Share roles as coaching partners



Coaching and Communication



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Potential Barriers to Communication

- Advising
- Anticipating
- Avoiding
- Cross-Examining
- Denying Others' Reality
- Diagnosing
- Directing
- Judging
- Lecturing
- Moralizing
- Praising
- Reassuring
- Teasing



Communication Strategies for Collaboration

- Open questions
- Leveling statements
- Nonverbal techniques



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



Open vs. Closed Questions

Open Question Starters

- Tell
- How
- Describe
- What
- Why

Closed Question Starters

- Are
- Do
- Have
- Should
- Will
- Would
- Can



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.



Sample Leveling Statement

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



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



Coaching Participants



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Who are the Coaching Partners/Participants?

- Inviting partner (IP)
- Coach



Inviting Partner

- Focuses on self-improvement of instruction by enhancing or developing skills
- Selects evidence-based practice (EBP) that will positively impact student performance



Coach

- Shares knowledge, expertise and guidance with the Inviting Partner
- Provides direction in
 - Targeting evidence-based practice for Inviting Partner
 - Identifying data collection methods
 - Interpreting Inviting Partner performance



Coach

- Engages in focused conversation
- Observes the Inviting Partner while working
- Uses questioning and communication skills to empower the Inviting Partner to reflect on practices
- Helps Inviting Partner to incorporate evidence based practices



Qualities of an Effective Coach

- Competent in areas useful to the Inviting Partner
- Builds on the Inviting Partner's skills and knowledge
- Focuses on the Inviting Partner's perspectives/interests
- Support Inviting Partner's ideas objectively without immediate judgment
- Collaborates to determine which evidence based practices guide the work with the student



Qualities of an Effective Coach

- Addresses aspects of the issues/concerns on coaching plan
- Adapts to take advantage of a spontaneous learning situation
- Creates a caring relationship in which
 - challenges are viewed as opportunities for growth
 - successes are celebrated



Types of Coaching



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Three Types of Coaching

- Mentor
- Peer
- Reflective Consultation



Mentor Coaching

Coaching is one-way

- Coach shares knowledge, expertise and guidance with the IP
- Coach provides direction in
 - Defining the target behaviors
 - Targeting evidence-based practice for IP
 - Identifying data collection method
 - Interpreting IP performance



Peer Coaching

Coaching is reciprocal

- Each member coaches the other
- Inviting partner's role: selects and defines coaching target and data collection
- Coach's role
 - Is nonauthoritarian
 - Guides IP to identifying coaching targets
 - Offers nonjudgmental comments
 - Promotes reflection in the IP



Reflective Consultation

Variation of a coaching relationship

- Administrator/supervisor supports mentor/peer coach or technical assistance provider
- Supervisor/administrator provides directions to:
 - Training of a new coach
 - Challenging coaching situation



Reflective Consultation

- Provides opportunity for coach to reflect upon their own practice
- Utilize questioning and reflective listening in order to develop an action plan to improve coaching practices
- Occurs between coaching cycles
- Model for relationship between NPDC & TA



The Three Components of Coaching



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Components of Coaching

- Preobservation conference
- Observation
- Postobservation conference



Coaching Log

| COACHING LOG | | | |
|--|--------------------------------|--|--------------|
| Inviting Partner _____ | Coach _____ | | |
| EBP/GAS/Program Target _____ | Lesson _____ | | |
| PRE OBSERVATION CONFERENCE | | | |
| Date: _____ | FOCUS/CONCERN: | OBSERVABLE BEHAVIOR: | |
| Time: _____ | [] | ADULT: [] | STUDENT: [] |
| During: [] | | | |
| Length: _____ | DATA COLLECTION METHOD: | | |
| Setting: _____ | [] | ADULT MASTERY CRITERION _____ % | |
| <input type="radio"/> New Target | | MAINTENANCE CRITERION _____ TIMES | |
| <input type="radio"/> Revisited Target | | | |
| OBSERVATION | | | |
| Date: _____ | FOCUS/CONCERN: | NOTES FOR DISCUSSION: | |
| Time: _____ | [] | [] | |
| Length: _____ | | | |
| Setting: _____ | | | |
| | | | |
| POST OBSERVATION CONFERENCE | | | |
| Date: _____ | NOTES: | MASTERY ACHIEVED: | |
| Time: _____ | [] | <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| During: [] | | | |
| Length: _____ | NOTES: | MAINTENANCE ACHIEVED: | |
| Setting: _____ | [] | <input type="checkbox"/> YES <input type="checkbox"/> NO | |
| | | | |
| FUTURE PLANS/NOTES: | | | |
| [] | | | |
| [] | | | |

COMMUNICATION SKILLS REMINDERS

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



Preobservation Conference

Inviting Partner's Role

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



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



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/GAS/program target
- Verify understanding through questioning
- Introduce mastery and maintenance criteria
- Identify and confirm the recording method



Preobservation Conference

Coach's Role

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



Preobservation Conference

Completing Coaching Log

Coach's Role

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



COACHING LOG

Inviting Partner _____

Coach _____

EBP/GAS/Program Target _____

Lesson _____

PRE OBSERVATION CONFERENCE

Date: _____

Time: _____

During:

Length: _____

Setting: _____

New Target

Revisited Target

FOCUS/CONCERN:

DATA COLLECTION METHOD:

OBSERVABLE BEHAVIOR:

ADULT:

STUDENT:

ADULT MASTERY CRITERION _____ %

MAINTENANCE CRITERION _____ TIMES



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Pre-observation



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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
- 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



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



Coaching Log

| OBSERVATION | FOCUS/CONCERN: | NOTES FOR DISCUSSION: |
|---|----------------|-----------------------|
| Date: _____ Time: _____ Length: _____ Setting: _____ | | |



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



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



Postobservation Conference Coach's Role

- Provide feedback on the inviting partner's performance
- Invite discussion and sharing of ideas
- Future plans are decided upon
- Schedule next pre observation conference/observation time



Coaching Log

POST OBSERVATION CONFERENCE

Date: _____

Time: _____

During: _____

Length: _____

Setting: _____

MASTERY ACHIEVED:
 YES NO

NOTES:

MAINTENANCE ACHIEVED:
 YES NO

NOTES:

FUTURE PLANS/NOTES:

COMMUNICATION SKILLS REMINDERS

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



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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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 school or district priority
 - Respect confidentiality of teams around the coaching process



Potential Barrier: Time

- Check to see how other programs are handled in your district
- Present to administrator a schedule for negotiation
- Discuss with administrator non-teaching time for inviting partner to meet with coach



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Sam & Chris



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Why Coaching?



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