

# Coaching Others to Implement Strategies for Facilitating Inclusion

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# Session Objectives:

In this session, participants will be able to:

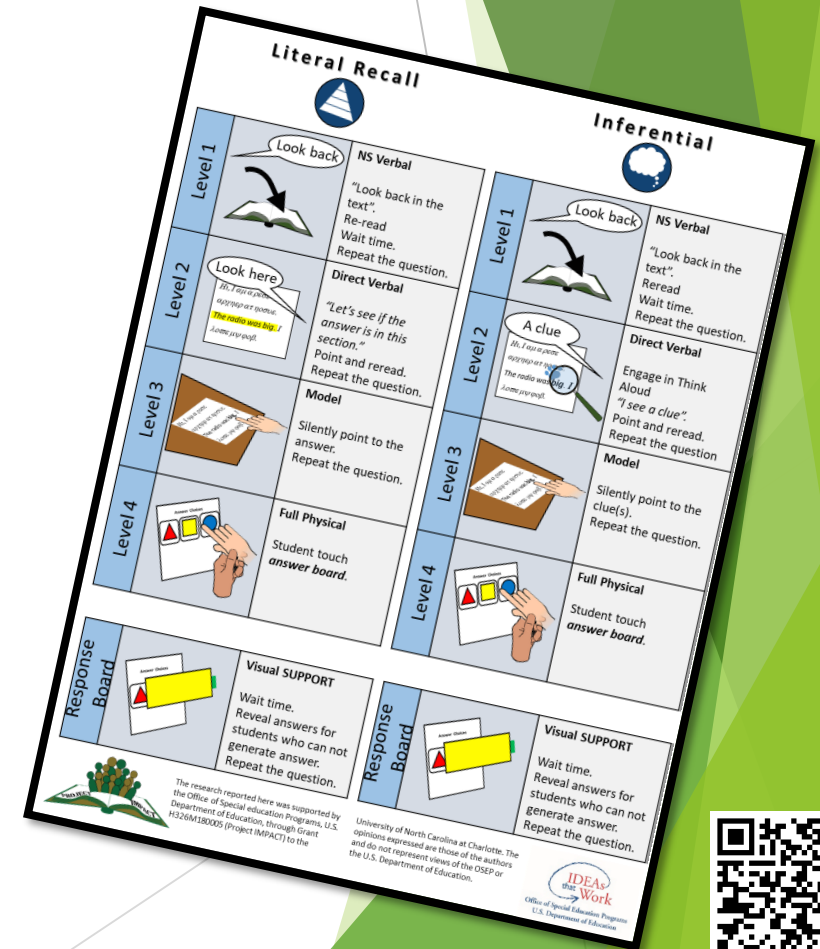
- ▶ Participates will be able to:
  - ▶ Demonstrate procedures for training peers and other educators to implement inclusive practices - Behavior Skills Training
  - ▶ Describe practices for supporting students with severe disabilities in accessing the general curriculum

# Inclusion Made Practical for All Children and Teachers (IMPACT)

## 3 year model-demonstration grant

- Improve outcomes in comprehension skills of students with ID
- Support teachers to align instruction to grade level content standards and promote access to the general curriculum
- Develop strategies and tools to support implementation of the comprehension model in inclusive classrooms
- Provide intensive coaching to support implementation of model in both special education and general education settings to promote sustainability

The research reported here was supported by the Office Special Education Programs, U.S. Department of Education, through Grant H326M180005 (Project IMPACT) to the University of North Carolina at Charlotte. The opinions expressed are those of the authors and do not represent views of the OSEP or the U.S. Department of Education.

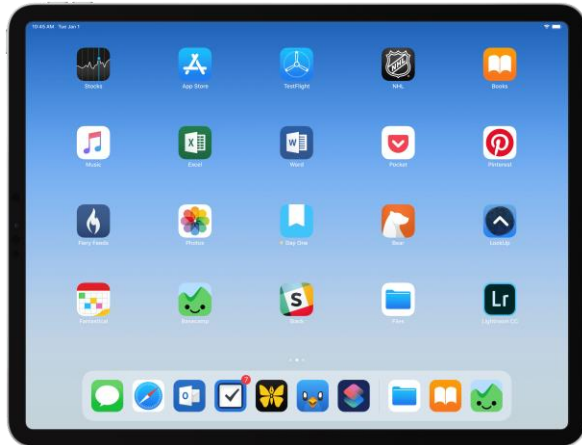


# Roadmap for Today's Session

- ▶ Why target literacy and comprehension?
- ▶ Who can implement the programming in inclusive settings?
- ▶ What is Behavior Skills Training?
- ▶ Apply the “D-M-R” of Behavior Skills Training for Implementing EBPs in Inclusive Classroom to Increase General Curriculum Access

# Why Teach Literacy?

- ▶ The goal of learning for students with significant cognitive disabilities is to enhance quality of life
- ▶ Instruction in literacy provides a unique tool for promoting quality of life through increasing communicative competence, including comprehending and producing messages
- ▶ While not all student may learn to read, all should have the opportunity to learn to access, understand, and produce text
- ▶ Literacy is used in every content area and is needed for accessing the general curriculum



Now think about SwSCD in the general education setting? Think of three ways they need to access text, beyond a story/book!



Consider all the ways you access text on a daily basis

Leisure, independent living, job



# Alternative Achievement Literacy

- ▶ Comprehending passages of connected texts
  - ▶ Using some combination of reading and listening skills
    - ▶ With option of using technology to access the text
- ▶ Apply this comprehension across both narrative and informational text
  - ▶ For participation in inclusive school contexts
  - ▶ For job and daily living activities
  - ▶ For personal enjoyment of literature
- ▶ Continue to improve reading and writing skills

# Promoting Comprehension

**NRP recommends 6 strategies for promoting comprehension**

- ▶ Comprehension monitoring
- ▶ Cooperative learning
- ▶ Graphic and semantic organizers
- ▶ Question answering\*
- ▶ Question generation
- ▶ Summarizing
  - ▶ \*Most research for this population has focused on question answering



# The Challenge of Tackling Comprehension

- ▶ Requires receptive and expressive skills
- ▶ Requires attention
- ▶ Requires short term memory
- ▶ Requires reading between the lines to make inferences
  - These areas can be difficult for our learners

# Who Can Implement Instruction?

## Paras

- + Provide 1:1 assistance
- - Make decrease social opportunities and over prompt

## Gen Ed

- + Knowledgeable of content
- - Very limited opportunities to embed instruction

## Special Ed

- + Knowledgeable of EBP/strategies for SwSCD
- - May have limited opportunities to embed instruction

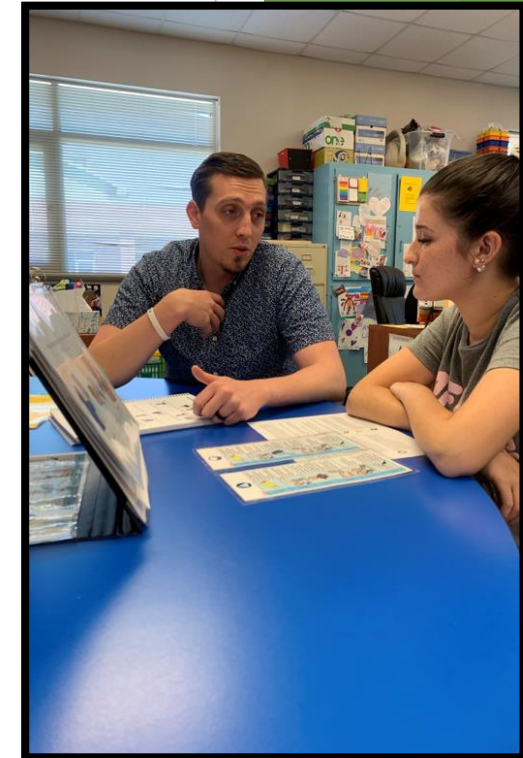
## Peers

- + Can implement with high fidelity
- + Can increase opportunities to respond
- + Can reduce stigma when compared to adult, especially in middle and high school



# Why Behavior Skills Training?

- D** ▶ Provide Written **D**irections to Paras, Peers, and Teachers
- M** ▶ **M**odel how to implement program
- R** ▶ Do direct rehearsal 1:1 with the peers, providing feedback as you go
  - ▶ Goal: 90% or higher fidelity
- C** ▶ Provide ongoing coaching to keep fidelity high



Remember D-M-R-C



# BST: Model

- ▶ In natural context
  - ▶ Demonstrate multiple examples of the target behavior
  - ▶ At high levels of fidelity
- ▶ Considers video models
  - ▶ High levels of fidelity
  - ▶ Offer repeated access (e.g., store on school's LMS)
  - ▶ Access by distance educators



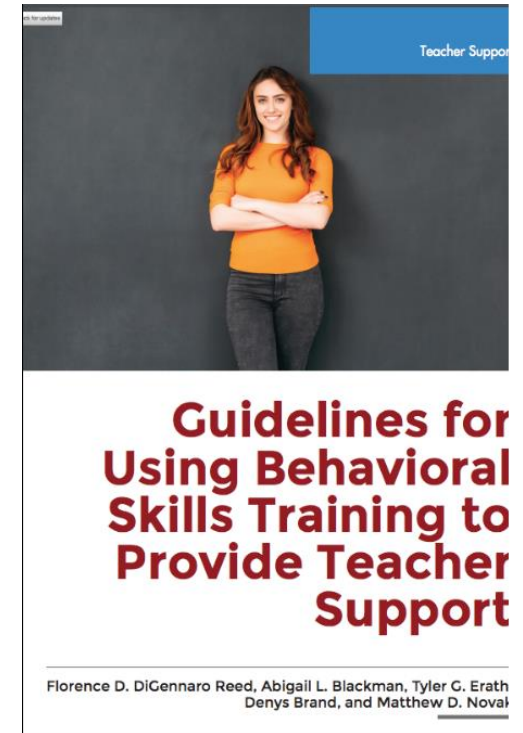
# BST: Rehearse with Feedback

## Rehearsal

- ▶ Alone, rehearsal is not a strong behavior change procedure (Ward-Horner & Sturmey, 2012)
- ▶ Naturalistic settings is best
- ▶ Rehearse until a criterion of 90-100% is reached
- ▶ Provide an opportunity to rehearse the behavior/step 3 times prior to implementing in the classroom (consultant plays role of student)

## Feedback

- ▶ Should be provided during rehearsal and should be delivered immediately after a rehearsal opportunity
- ▶ Don't forget this can be difficult, so be positive in tone and content
  - ▶ “Here is what you can improve”
- ▶ **Sandwich Method**
  - ▶ Positive or empathetic statement
  - ▶ Constructive feedback
  - ▶ End with a positive of empathetic statement



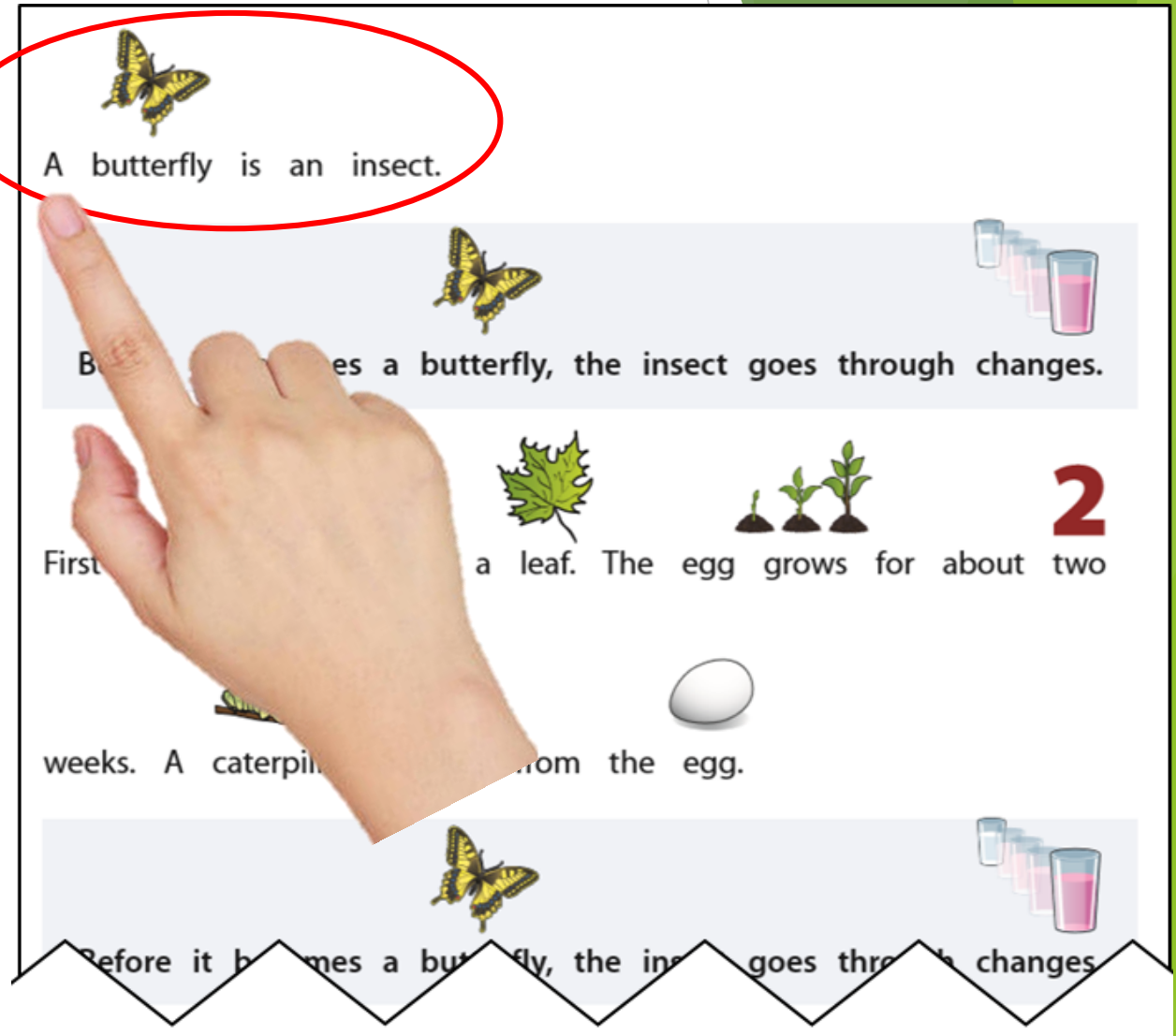
# BST: Ongoing Coaching

- ▶ Opposite of “train and hope”
- ▶ Provide consistent support to the teacher, para, or peer
- ▶ Set a time to discuss logistics, data, and troubleshoot
- ▶ Open communication policy

# Alternate Achievement Literacy

The Ultimate Goal of this approach is to teach students to look back in the text for answers!

1. How to adapt text
2. How to teach comprehension\*



A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

First, it starts as a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.


Before it becomes a butterfly, the insect goes through changes.

The image shows a hand pointing to a butterfly illustration in the first sentence. The text is presented in a sequence of horizontal bands with decorative elements like test tubes and a large number '2'.



# Adapting Text: Start with Age- and Grade-appropriate Text

- ▶ Promotes access to the general curriculum
- ▶ Aligns with state standards by teaching the same curriculum
- ▶ Provides an opportunity to experience the same age and grade level literature/text as peers without disabilities
- ▶ Where to find the text?
  - ▶ Same as being used by general education teachers
  - ▶ Media specialist/ librarian
  - ▶ <https://access.uncc.edu/parent-teacher-and-educator-resources/assorted-general-curriculum-projects-adapted-texts>


**Chapter 3**  
**Come Away, Come Away**






Tinkerbell was jealous!






While Mr. and Mrs. Darling were






at the dinner party, the night-lights in the nursery went out. It







was almost as dark as night in the room. The only light was a





glow the size of a fist in a glass jar. "Tinkerbell, is my shadow



in the jar?" Peter said to the glowing light. Peter had come back



to the nursery to find his shadow.



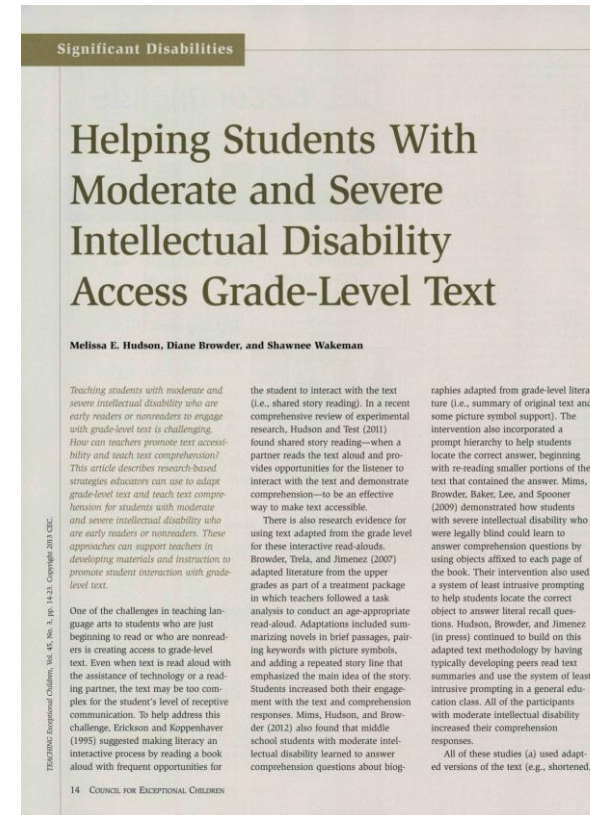
Adapted: Classic Start: Peter Pan





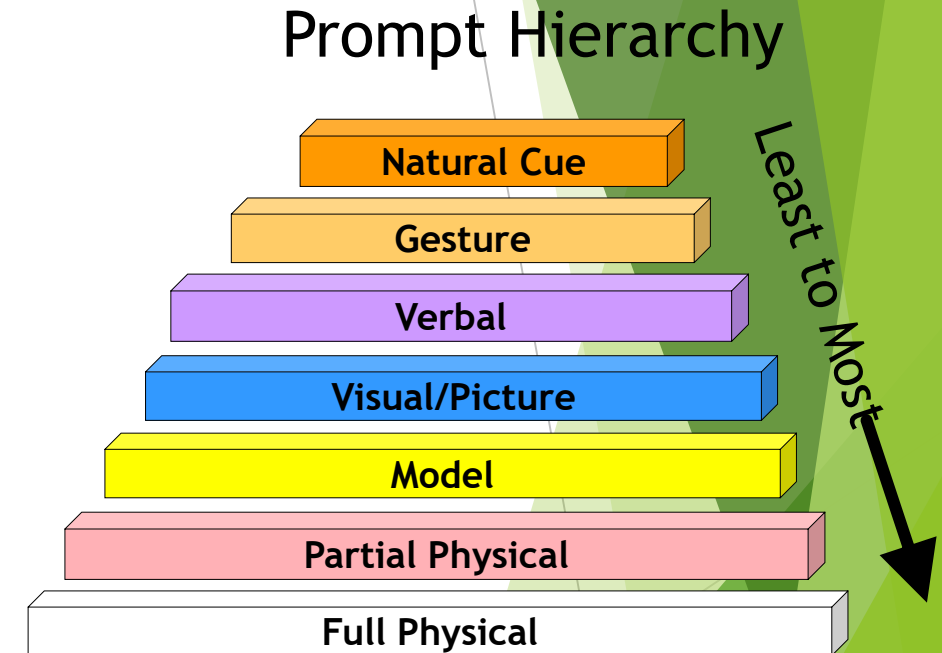
# For more information on adapting text

- ▶ Hudson, Browder, & Wakeman (2013). Helping students with moderate and severe intellectual disability access grade-level text. *TEACHING Exceptional Children*, 45, 14-23.
- ▶ [access.uncc.edu](http://access.uncc.edu)
- ▶ Rule of Thumb: NO more different than necessary!
- ▶ Reread of actual text to students
- ▶ Watch the movie at the end



# System of Least Prompts (SLP)

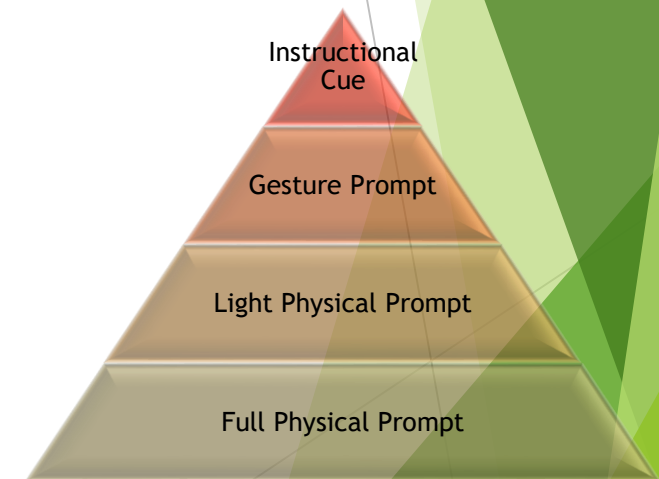
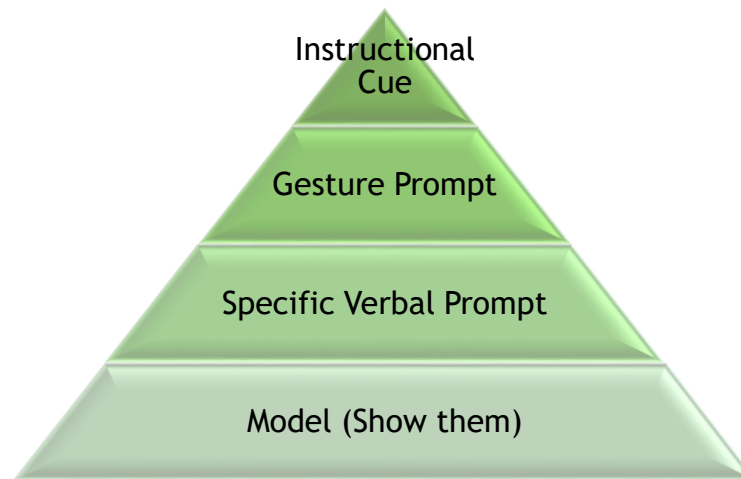
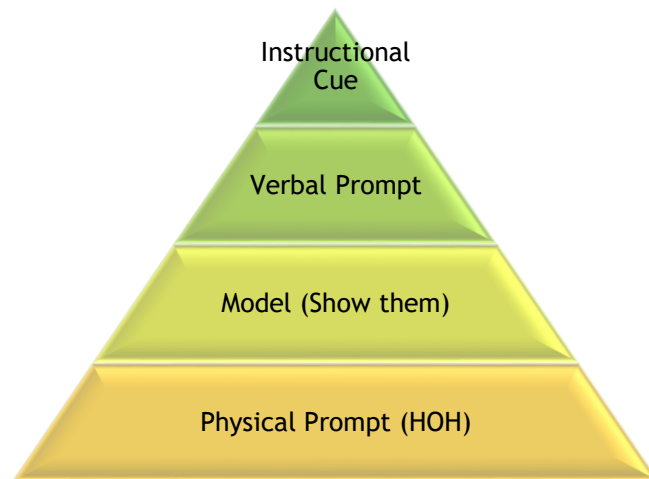
- ▶ A hierarchy of prompts also called least intrusive prompting
- ▶ Progress from the **least intrusive prompt** to the **most intrusive prompt**
- ▶ Wait interval\* between each prompt until the student makes the targeted response
- ▶ Can be used by a variety of interventionists
  - ▶ Peer, paraprofessional, general education teacher, or special education teacher



\*Wait interval-established time each individual student needs to process

# Guidelines for Using System of Least Prompts

- ▶ Select 3 - 4 prompts in the hierarchy (e.g., verbal, gesture/model, physical).
- ▶ Remember these prompts can be adapted for students with a range of sensory impairments and needs.
  - ▶ Examples:
    - ▶ Students with visual impairments: nonspecific verbal, specific verbal, physical
    - ▶ Students with hearing impairments: sign/gesture, model, physical



Think of 2 students with different learning needs. Where on the hierarchy would you begin as the least intrusive prompt? Why?

# Guidelines for Using System of Least Prompts

1

**Provide Question/directive**

Provide the task direction/natural cue (e.g., “Who is the main character in the story?”).

2

**Ask and WAIT**

Always give the student an opportunity to make the correct response before providing any prompting on each step of the *Prompt Hierarchy*.

3

**Progress through Hierarchy  
Least to Most**

Use the least intrusive prompt first and progress to more intrusive prompts until the learner responds correctly (usually 3 to 5 second delay between prompts).

4

**Provide appropriate feedback**

Provide specific feedback to the student to confirm what the student did to meet the expectation. When appropriate use praise and/or a reinforcer

# System of Least Prompts for Literal Questions



Literal Recall		Inferential	
Level 1	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>	Level 1	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>
Level 2	<p>Look here</p> <p>Direct Verbal</p> <p>"Let's see if the answer is in this section." Point and reread. Repeat the question.</p>	Level 2	<p>Look here</p> <p>Direct Verbal</p> <p>Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
Level 3	<p>Model</p> <p>Silently point to the answer. Repeat the question.</p>	Level 3	<p>Model</p> <p>Silently point to the clue(s). Repeat the question.</p>
Level 4	<p>Student touch answer board.</p>	Level 4	<p>Full Physical</p> <p>Student touch answer board.</p>
Response Board	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>	Response Board	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>

Level 1	<p>Look back</p>	<p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>
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Goal: Provide student a chance for unprompted answer

## ***\*Self-generated response***

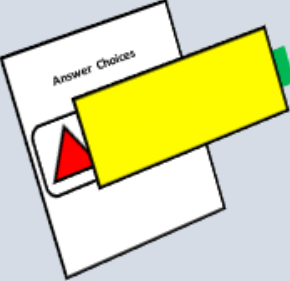
1. Read the question
2. Utilize student's wait time
3. Allow student to give answer
4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
  1. If correct, provide specific feedback
  2. If incorrect, follow SLP until student provides the correct answer

What type of living thing is a butterfly?

## ***Provide Response Options***

*For students who do not generate an answer without support. Most students should not need this support*

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer...
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it

	<p><b>Visual SUPPORT</b></p> <p>Wait time. Reveal answers. Repeat the question.</p>
---	---

Correct Answer

Erika, what type of living thing is butterfly?

It's an insect!

Great answer Erika, a butterfly is an insect!

What type of living thing is a butterfly?



# Error Correction

What type of living thing is a butterfly?



Curtis, what type of living thing is butterfly?

It's a cow!

Lets read this paragraph again...

I don't know




Lets read this sentence ...

A caterpillar

\*\*Pointing to insect in text\*\*

Insect!

Yes an insect! Great looking in the book.


Level 1	 <p>Look back</p>	<b>NS Verbal</b> "Look back in the text". Re-read. Wait time. Repeat the question.
Level 2	 <p>Look here</p> <p>Ηταν αρα... αρχηρα αη ηροσε. <b>The radio was big. I</b> λοσε μη φοβ.</p>	<b>Direct Verbal</b> "Let's see if the answer is in this section." Point and reread. Repeat the question.
Level 3	 <p>Ηταν αρα... αρχηρα αη ηροσε. λοσε μη φοβ.</p>	<b>Model</b> Silently point to the answer. Repeat the question.



# System of Least Prompts for Literal Questions



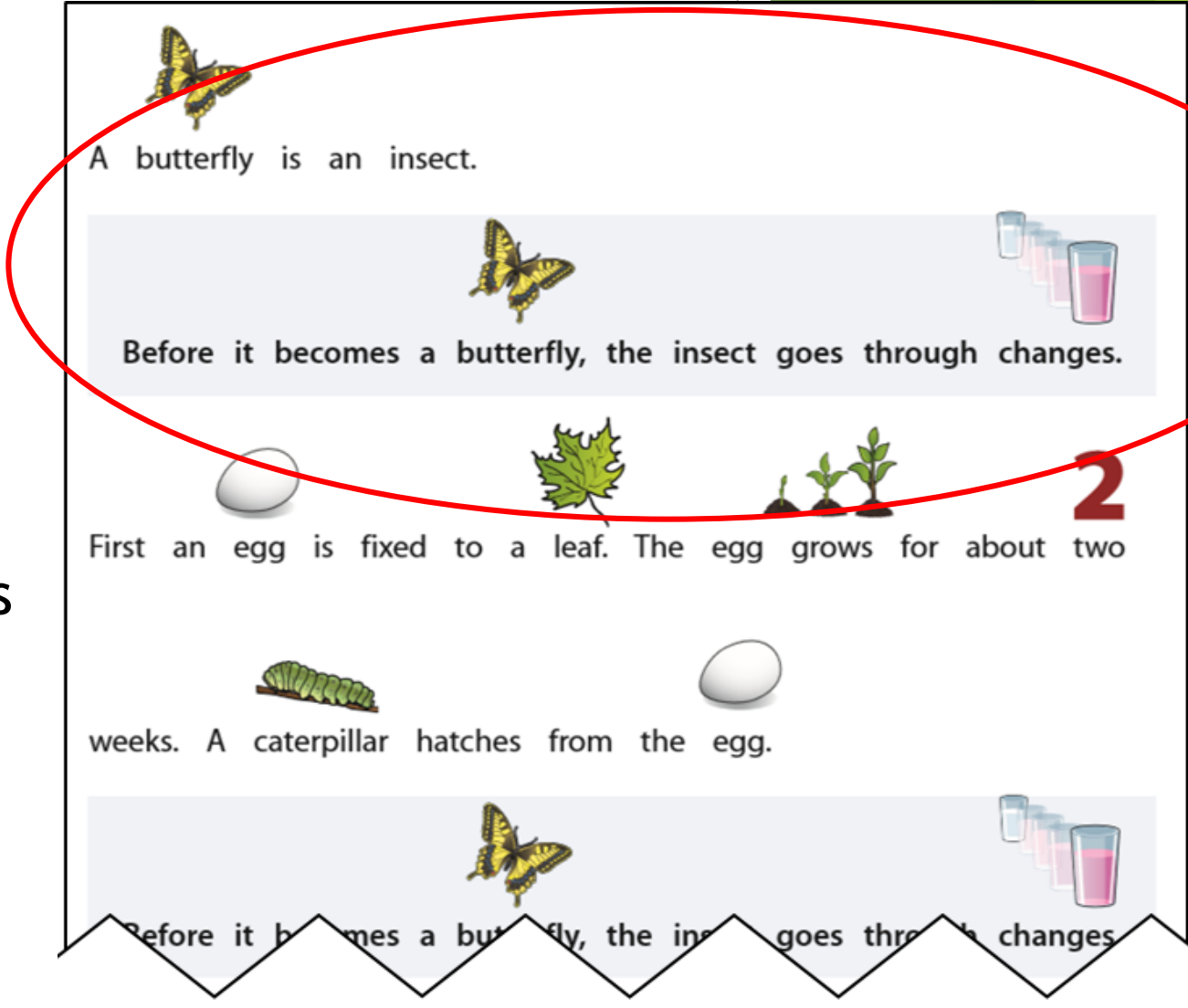
## LEVEL 1

Level 1		<b>NS Verbal</b> "Look back in the text". Re-read Wait time. Repeat the question.
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Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
  2. Reread the sentences
  3. Utilize student's wait time
  4. Repeat the question
- \* Touch each potential answer on response board as you read it



A butterfly is an insect.

Before it becomes a butterfly, the insect goes through changes.

First an egg is fixed to a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

# System of Least Prompts for Literal Questions



## LEVEL 2

Level 2	<p>Look here</p> <p>Ηι, Ι αμ α ρεσ αρχηερ ατ ηοσνε. <b>The radio was big.</b> I λοπε μψ φοβ.</p>	<p><b>Direct Verbal</b></p> <p><i>"Let's see if the answer is in this section."</i></p> <p>Point and reread. Repeat the question.</p>
---------	--	---



Goal: Student re-listens and hears answer or only looks for answer within one sentence.

1. Point to and read sentence with answer while student finger points
2. Utilize student's wait time
3. Once student stops looking or you anticipate they will not find the answer...
4. Repeat the question
5. Touch each potential answer on response board as you read it

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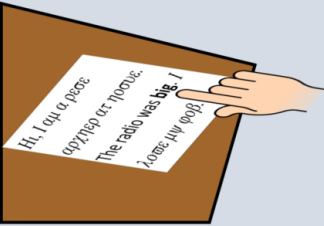
First, it is a leaf. The egg grows for about two weeks. A caterpillar hatches from the egg.

Before it becomes a butterfly, the insect goes through changes.

# System of Least Prompts for Literal Questions




## LEVEL 3

Level 3		<b>Model</b> Silently point to the answer. Repeat the question.
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Goal: Student focuses and sees the answer and mimics the teacher's model.

1. Silently point to the answer  
\*After looking, if student provides answer verbally -> accept the answer
2. Utilize student's wait time
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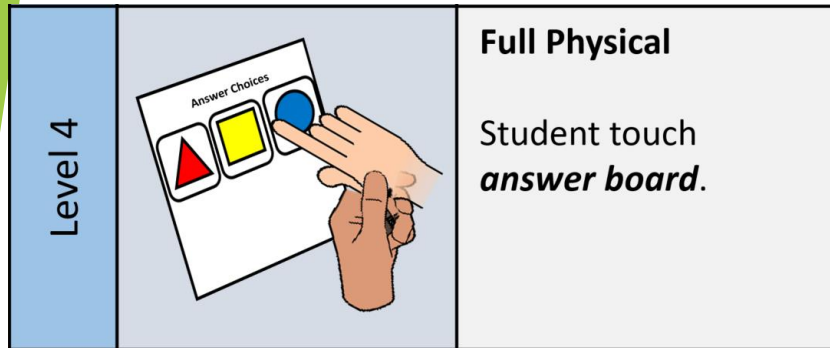
Before it becomes a butterfly, the insect goes through changes.

2

# System of Least Prompts for Literal Questions



## LEVEL 4



Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text...
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



# System of Least Prompts for Inferential Questions



	Literal Recall	Inferential
Level 1	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Re-read Wait time. Repeat the question.</p>	<p>Look back</p> <p>NS Verbal</p> <p>"Look back in the text". Reread Wait time. Repeat the question.</p>
Level 2	<p>Look here</p> <p>Direct Verbal</p> <p>"Let's see if answer is in this section." Point and reread. Repeat the question.</p>	<p>A clue</p> <p>Direct Verbal</p> <p>Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>
Level 3	<p>Model</p> <p>Silently point to answer. Repeat the question</p>	<p>Model</p> <p>Silently point to the clue(s). Repeat the question.</p>
Level 4	<p>Full Physical Response</p> <p>Student touch answer board.</p>	<p>Full Physical Response</p> <p>Student touch answer board.</p>
	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>	<p>Visual SUPPORT</p> <p>Wait time. Reveal answers for students who can not generate answer. Repeat the question.</p>

Level 1	<p>Look back</p>	<p>NS Verbal</p> <p>"Look back in the text". Reread Wait time. Repeat the question.</p>
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Goal: Provide student a chance for unprompted answer

## ***\*Self-generated response***

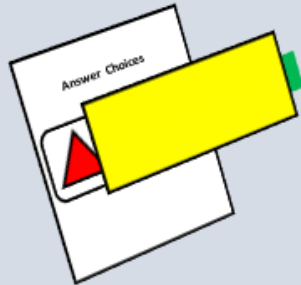
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4. If self-generated response provided...
5. Evaluate if answer is correct or close enough to provide credit
  1. If correct, provide specific feedback
  2. If incorrect, follow SLP until student provides the correct answer

Why were Japanese-American citizens sent to camps?  
Was it because \_\_\_\_\_?

## ***Provide Response Options***

*For students who do not generate an answer without support. Most students should not need this support*

1. Read the question
2. Utilize student's wait time
3. When clear that student does not have a self-generated answer...
4. Remove answer shield
5. Repeat the question
6. Touch each potential answer as you read it

	<p><b>Visual SUPPORT</b></p> <p>Wait time. Reveal answers. Repeat the question.</p>
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# System of Least Prompts for Inferential Questions



## LEVEL 1

Level 1		<b>NS Verbal</b>  "Look back in the text". Re-read Wait time. Repeat the question.
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Goal: Student uses a smaller section of text to find the answer.

1. Verbally prompt student to sentences around and including the answer
2. Reread the sentences
3. Utilize student's wait time
4. Repeat the question

\*Touch each potential answer on response board as you read it

The response board displays a text passage with several yellow callouts highlighting specific phrases. Each callout contains an icon representing the highlighted text. A green arrow on the right points to the board.

Francis, took over their businesses. Everyone worked hard and

enjoyed each other's cultures.

The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor

is in the state of Hawaii. People started hearing stories that

Japanese-Americans were going to be sent away to camps in

Colorado. People who were sent to these camps could not leave.

RIGHT ON READER 1 Unit Two • Neighbors • 125

# System of Least Prompts for Inferential Questions



## LEVEL 2

Level 2	<p>A clue</p> <p>Hi, I am a ρεσε αρχηερ ατ ηοοε. The radio was <b>big</b>. I λοσε μψ φοβ.</p>	<p><b>Direct Verbal</b></p> <p>Engage in Think Aloud "I see a clue". Point and reread. Repeat the question</p>

Goal: Student re-listens and hears a clue or only looks for clue within one sentence.

1. Point to and read sentence with clue while student finger points
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enjoyed each other's cultures.

The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor is in Hawaii. People started hearing stories that Japan was trying to be sent away to camps in

The response board features a zigzag border and various icons: a house with a family, a group of people sitting, a family standing, a map of Japan, a map of Hawaii, a person on a phone, a person pointing, and a person in a camp. A hand is pointing to the sentence "On December 7, 1941, Japan attacked Pearl Harbor." which is circled in red.



# System of Least Prompts for Inferential Questions



## LEVEL 3

Level 3		<b>Model</b> Silently point to the clue(s). Repeat the question.
---------	--	--



Goal: Student focuses and sees the answer and mimics the teacher's model.

### 1. Silently point to the answer

\*After attaining, if student provides answer verbally -> accept the answer

### 2. Utilize student's wait time

### 3. Once student stops looking or you anticipate they will not find the answer...

### 4. Repeat the question

\*Touch each potential answer on response board as you read it

enjoyed each other's cultures.

The families were neighbors.

On December 7, 1941, Japan attacked Pearl Harbor. Pearl Harbor is in the state of Hawaii.

Japanese-Americans were going to work in the camps.

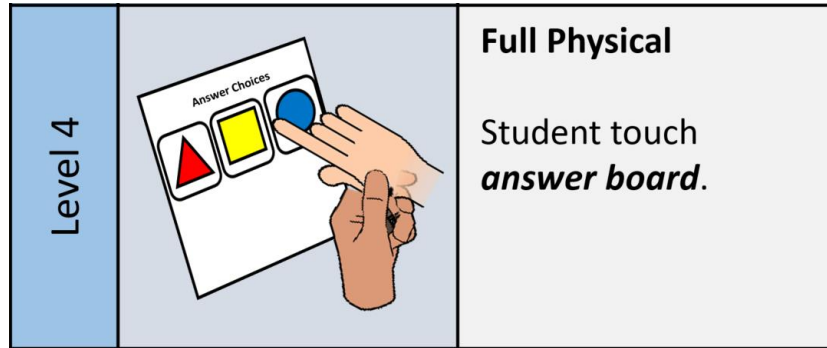
hearing stories that

Japanese-Americans were going to work in the camps.

# System of Least Prompts for Inferential Questions

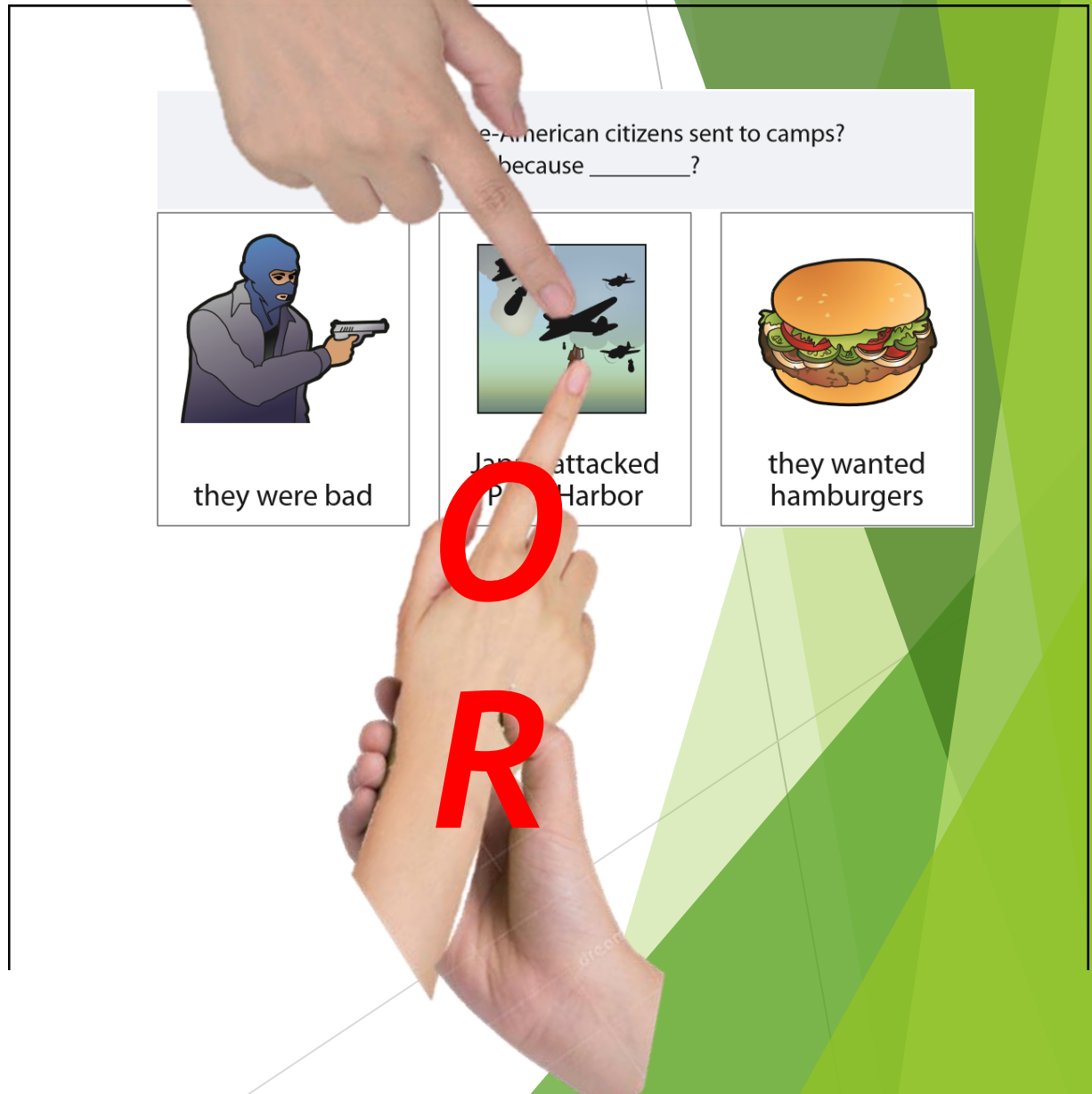


## LEVEL 4



Goal: Student engages in actively providing the answer in *Response Book*

1. After touching the text...
2. Repeat the question
3. Silently model or physically prompt student to touch the answer on response board
4. Provide small, specific feedback



e-American citizens sent to camps?  
because \_\_\_\_\_?

they were bad

Japan attacked Pearl Harbor

they wanted hamburgers

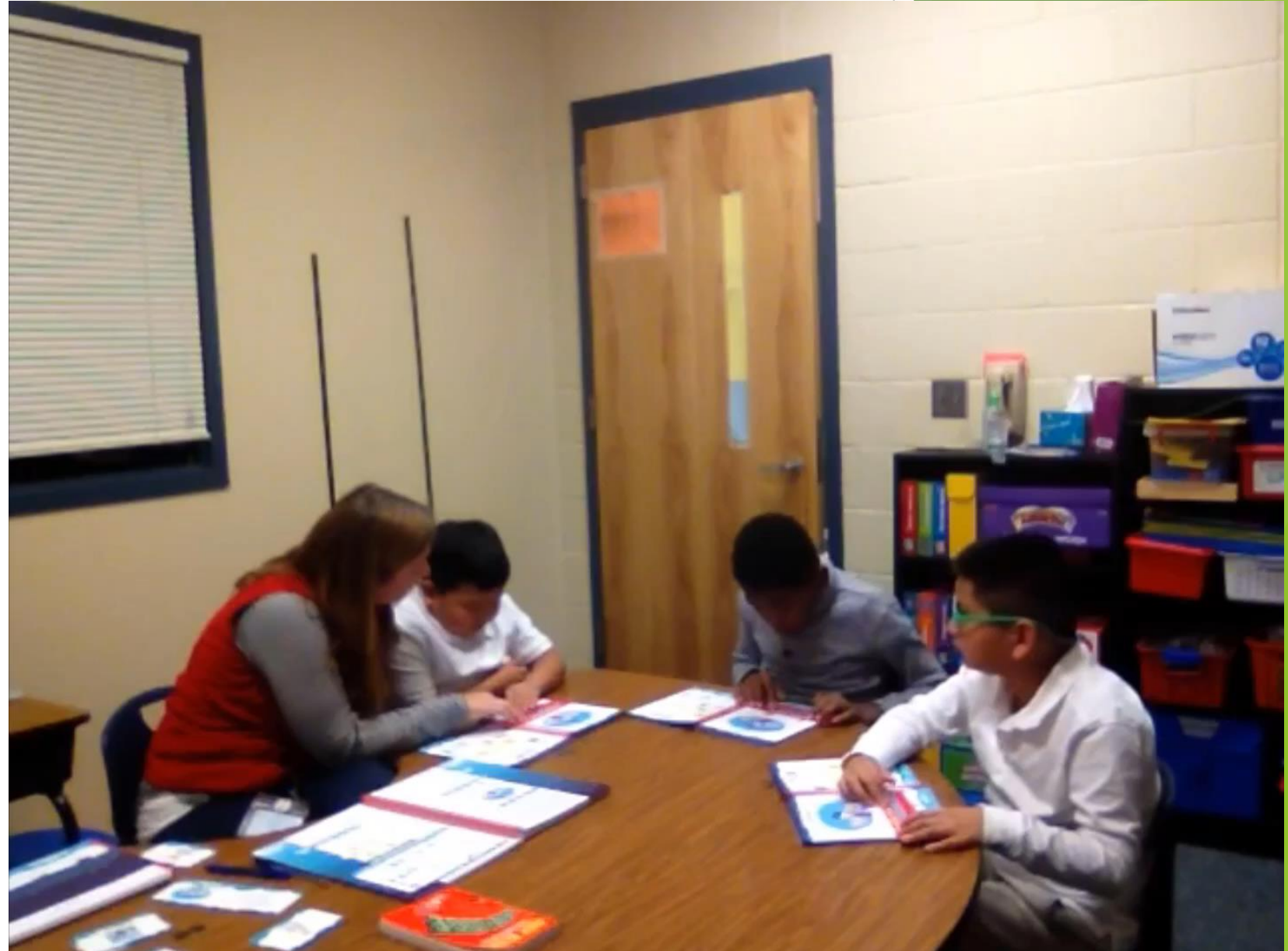
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# Teacher Using System of Least Prompts

## What to watch:

- 3<sup>rd</sup> and 4<sup>th</sup> grade students
- Separate Setting
- Adapted Text
- Small Group
- Uses text
- Ensures student arrives at correct answer
- Avoids reinforcing a wrong answer



# Activity

- ▶ Your turn!
- ▶ Work with the person next to you
- ▶ 1 person will be the student, 1 person will be the teacher
- ▶ Answer Wh- questions using the text
- ▶ Goal is to go through all steps of SLP so do not get it right!



System of  
Least Prompts



Adapted Text



Wh- Activity



## CHAPTER 4

# A Soc Dies



Ponyboy decided to hang out with Johnny for a while



to calm down before going back home. They went to the



2



empty lot to hang out. Then, two Socs in the blue Mustang

1



pulled up. One of them tried to drown Ponyboy in the



1



fountain. He held his head under water. Johnny got angry



2

3

and accidentally killed the other boy.



The boys felt like outsiders.

2



The two boys realized they needed to get out of town fast.



They needed help. They went to see Dally. He told them to



take the train to Windrixville and hide in the old church on



4



Jay Mountain. Johnny and Ponyboy found the church. Right away,



5


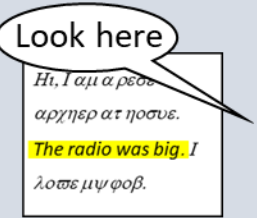

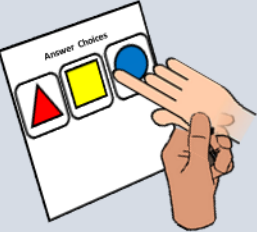


Johnny went to the store. When he got back, he cut Ponyboy's

1. Predict/inferential: The Socs are holding Ponyboy's head underwater. What do you think will happen next?
  1. Ponyboy will fightback and escape
  2. Johnny will save Ponyboy
  3. The Socs hurt Ponyboy very badly
2. I see one of our vocabulary words on the page. The word is angry. Find the word **angry** on the page.
3. I see one of our vocabulary words on the page. The word is accidentally. Find the word **accidentally** on the page.
4. Who did Johnny and Ponyboy go to for help? Was it....
  1. Cherry
  2. Justin
  3. **Dally**
5. I will show you some different places in the story. You tell me if the picture is a setting of the outsiders or not a setting, then we will place it on this chart.  
Old church, drive-in theatre, White house, Empty lot, Amusement park


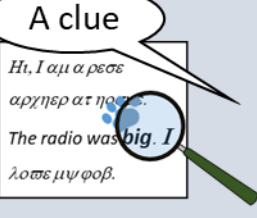
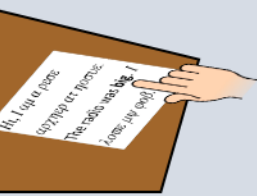
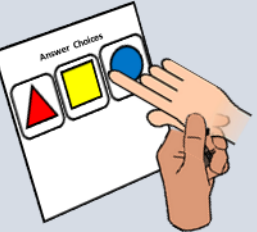
# Literal Recall



Level 1		<p><b>NS Verbal</b></p> <p>“Look back in the text”. Re-read Wait time. Repeat the question.</p>
Level 2		<p><b>Direct Verbal</b></p> <p>“Let’s see if the answer is in this section.”</p> <p>Point and reread. Repeat the question.</p>
Level 3		<p><b>Model</b></p> <p>Silently point to the answer. Repeat the question.</p>
Level 4		<p><b>Full Physical</b></p> <p>Student touch <i>answer board</i>.</p>

# Inferential



Level 1		<p><b>NS Verbal</b></p> <p>“Look back in the text”. Reread Wait time. Repeat the question.</p>
Level 2		<p><b>Direct Verbal</b></p> <p>Engage in Think Aloud “I see a clue”. Point and reread. Repeat the question</p>
Level 3		<p><b>Model</b></p> <p>Silently point to the clue(s). Repeat the question.</p>
Level 4		<p><b>Full Physical</b></p> <p>Student touch <i>answer board</i>.</p>

# Example and Non-example



- This strategy promotes active student responding
- Can utilize a choral response from all students
- Students utilize sorting skills
- Students who are nonverbal can participate by utilizing an augmentative/ alternative communication (AAC) device

**Story Map**

Main Characters

Settings

FIRST

NEXT

LAST

1-2-3

Problem

Solution

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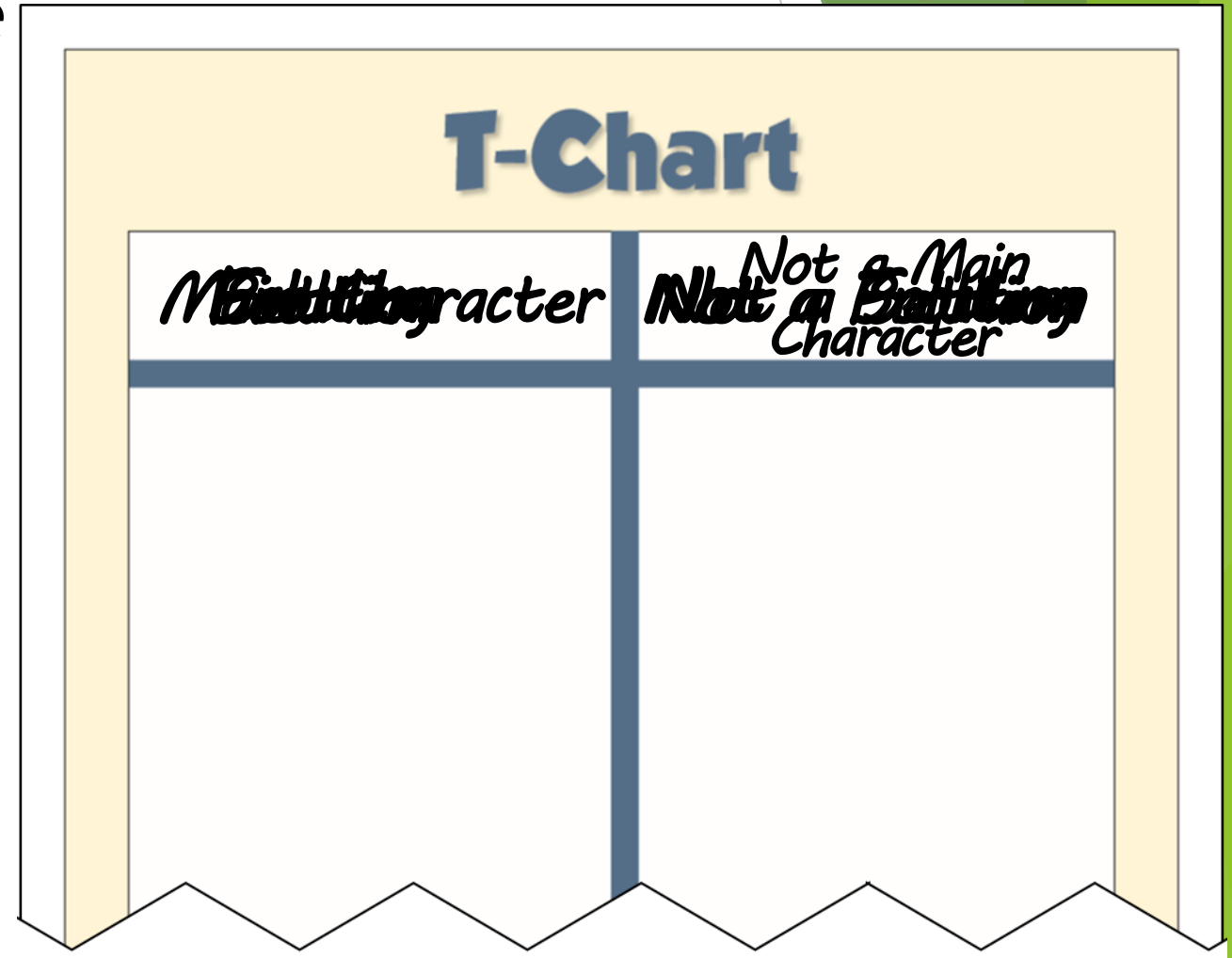
**T-Chart**

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## *Example/Non-example* procedure

- Used to teach main characters, settings, problem and solution
- All options fall into 1 of 2 categories
- Utilize T-Chart with appropriate headings

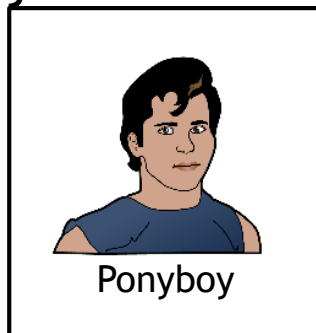






## Example/Non-example procedure

- Ask students if it is an example or non-example,
  - Is Ponyboy a Main Character or not a Main Character?
- Students can respond in chorus or individually



### T-Chart


<i>Main Character</i>	<i>Not a Main Character</i>


# Example/Non-example procedure



- Have students move the appropriate pieces from T-Chart to Story Map



**Story Map**

Main Characters 

Settings 

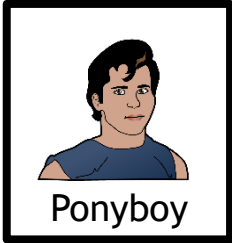

FIRST NEXT LAST

1-2-3

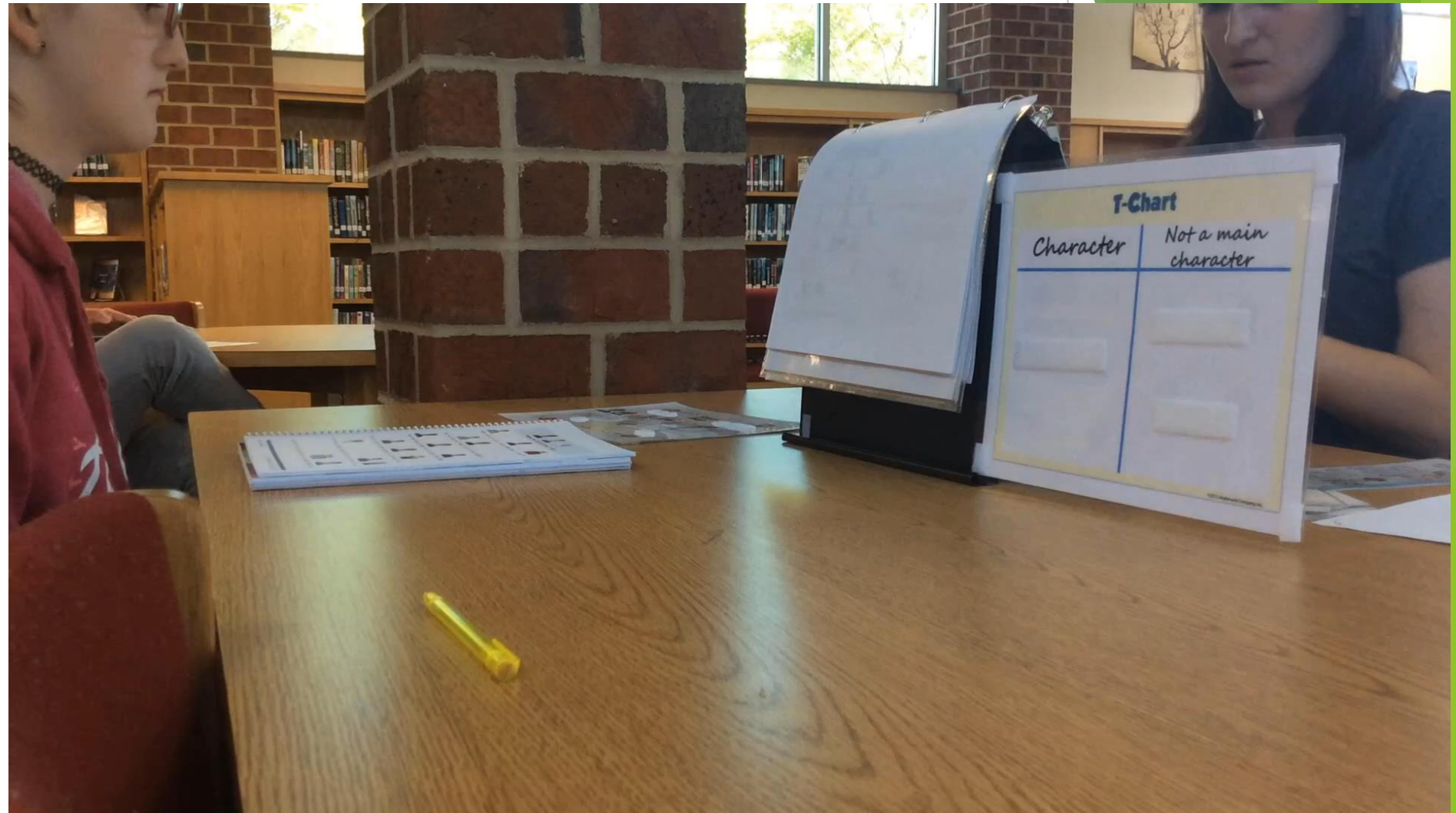
Problem  Solution 

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## T-Chart

Main Character	Not a Main Character
 Ponyboy	 Michelle Obama

# Video of Peer Implementing Curriculum



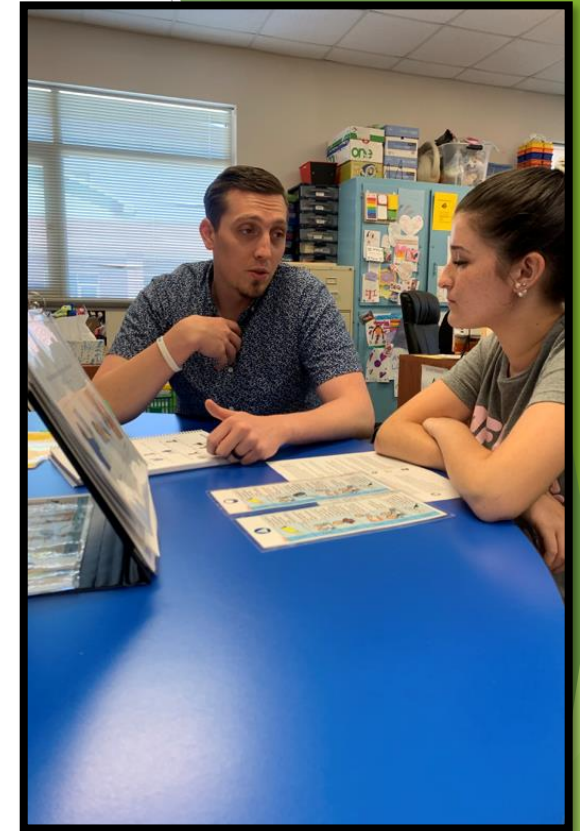
Review!

# Behavior Skills Training?

- D** ▶ Provide Written Directions to Peers
- M** ▶ Model how to implement program
- R** ▶ Do direct rehearsal 1:1 with the peers, providing feedback as you go
  - ▶ Goal: 90% or higher fidelity
- C** ▶ Provide ongoing coaching to keep fidelity high

Remember D-M-R-C

**RUN-DMC GREATEST HITS**



# Fidelity Checks in Inclusive Setting

- ❑ Big Idea/Essential Question
- ❑ Repeated concept/storyline/idea
- ❑ Key vocabulary with definitions
- ❑ Activity adapted to access levels for active participation of SwSCD
- ❑ Text provided at access level
- ❑ Universal Design for Learning Components Present
  - ▶ Graphic Organizers
  - ▶ Visual Supports
  - ▶ Varying modes of responding
- ❑ System of Least Prompts for Comprehension
  - ▶ Are prompting steps followed? (create checklist)


	TP	FS	A	L1NSV	L2DV	L3M	L4P	Rb	F	RS
3. Q1										
4. Q2										
5. Q3										
6. Q4										

**A-Attention Cue**   **S-Present Stimulus**   **P-Prompt when applicable**   **F-Feedback provided**  
**TP-Text Point**   **FS-Followed Script**   **A-Attention Cue**   **L1 to L4-SLP**   **Rb-Response Board if needed**   **F-Feedback provided**   **RS-Reading Support provided**  
 L1-Non-specific verbal prompt   L2-Direct verbal prompt   L3-Model prompt – **point to answer in text**   L4-Physical Prompt (on response board)

# Ongoing Coaching Example

<b>Observation/Coach</b>			
Observation Target:	<input type="checkbox"/> CTD <input type="checkbox"/> Wait time <input type="checkbox"/> SLP Fluency <input type="checkbox"/> Feedback <input type="checkbox"/> Room organization	<input type="checkbox"/> Lesson flow <input type="checkbox"/> Data collection <input type="checkbox"/> Indiv student support <input type="checkbox"/> Behavior management <input type="checkbox"/> Supervision of staff	<input type="checkbox"/> Co-teaching _____ <input type="checkbox"/> Class routine <input type="checkbox"/> Student engagement <input type="checkbox"/> Comm Supports <input type="checkbox"/> Material preparation
Observation Notes: (Fidelity on back)	Goal <input type="text"/> % Met <input type="text"/> %		
<b>Post Discussion</b>			
Self-ID from lesson:	Strengths:	Needs Improve:	
Objective: (Long term)			
Action Step (goal) for next session:			
Instructor's steps:	<input type="checkbox"/> Peer observation <input type="checkbox"/> Discuss lesson w/ peer <input type="checkbox"/>	<input type="checkbox"/> Watch peer <input type="checkbox"/> Watch video <input type="checkbox"/>	<input type="checkbox"/> Receive feedback-peer <input type="checkbox"/> Practice/Role play <input type="checkbox"/>
Coach's steps:			
Next meet coaching method:	<input type="checkbox"/> Real time feedback	<input type="checkbox"/> Non-verbal signals	<input type="checkbox"/> Video comparison
Next meet date:			

# Additional Tips for Coaching:

- Validate the challenge  with practice, gets easier
- Identify strengths early during training (e.g., pace, reinforcement, etc.) and provide reinforcement.
- Scaffold training so recipient can have success early and build from there
- Say the most with the least words
- Trainee puts steps into own words
- Model and role-play all levels of SLP
- Help trainee identify strengths and weaknesses
- Performing SLP level correctly 1x is not enough

***Once para or peer displays consistent success...***  
Role-play again ~a day later. During initial training a lot of info is consumed, roleplaying a day later improves confidence and allows for controlled mistakes.

Prepare scenarios (e.g., student just stares at teacher) that are realistic and allow for problem solving. Evaluate and discuss solutions.

# Review

## ✓ Package for Inclusive Literacy

- Adapted texts (see website for more information)
- System of Least Prompts for Literal and Inferential Questions

## ✓ Behavior Skills Training

- Remember “**D-M-R-C**”
  - **D**irections, **M**odel, **R**ehearse, **O**ngoing **C**oaching



# Questions:

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- ▶ For more on Project IMPACT, please visit the website at <https://projectimpact.uncc.edu/>

