The Role of an Effective Internal Coach

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Agenda

• The role of an Internal Coach
• The ABCs of Internal Coaching
• Tips for success
• Overcoming obstacles and building capacity
• Keeping it all together- organization is key
The Role of an Internal Coach

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.
Internal Coach Duties

• Observe, provide feedback, modeling, and guided practice for items listed on the site review.
• Reinforce teacher and staff behaviors and support their efforts when and where appropriate.
• Provide resource/reference material to support ABA concepts or other areas relevant to the items listed on the site review. These can be found on the ABA resource files provided by the Autism Initiative.
• Provide group training opportunities when possible in coordination with the consultant where appropriate.
• Communicate with the PaTTAN consultants on a regular basis about progress in the classroom through...
  • Overlapping of time in the classroom with the consultants serving the classroom and/or BCBA visit.
  • Written summaries/consult notes updating the consultants on the internal coach's recommendations with quantitative data and in observational terms. (Objective not subjective) (see the format provided by consultants)
  • Keep record of time logs/consult notes in the consultation binder to document independent internal coach site visits.
Internal Coach Duties

• Guide, support, and facilitate the recommendations in the consultant’s summary notes which are based on ABA concepts and the site review.
• To provide a clear distinction between ones duties as the internal coach and ones duties as a district (or other) employee when making recommendations.
• Attend trainings that will allow further development of skills related to implementation of effective instructional practices.
• Acquire a skill set similar to that of PATTAN Autism Initiative consultants so that your school district or program can independently maintain provision of ABA supports as well as to support dissemination of evidence-based practices.
The ABCs of Internal Coaching

• Desired behavior- Teachers and paraprofessionals implementing procedures with fidelity.

• Antecedents to this behavior-
  • Establish motivation-
    • break larger tasks into smaller tasks
    • reduce effort
    • gradually fade in demands
    • make it easy to engage in the behavior
  • Become an Sd- pair yourself with reinforcement but more importantly, pair the teaching procedures with reinforcement (otherwise, the behavior will only occur in your presence).
  • Prompts- provide prompts from known skill sets (Mini trainings), modeling, guided practice
The ABCs of Internal Coaching

• **Consequence** - Reinforcing the behavior increases the future probability of the behavior occurring.
  
• Reinforce frequently and immediately.
  
• Vary what you deliver and how you deliver it.

• (Staff reinforcer survey)
Tips for Internal Coaches

Keep it focused

• Pick out just a couple areas to focus on at one time to keep the feedback you’re providing to the teacher focused and the goals you’re setting attainable
• Limit the topics to 2-3 per session

What are you trying to achieve?

5/15/18 Notes for

Topics:
1. Follow up on fluency program for
2. Review assessment of new student-recommended programs

Data/Observations & Recommendations:
1. A fluency program was started for [ ] during the last visit. Following a review of data, a fluency procedural fidelity check was conducted to determine the possible reasons for the varied rates of responding (see attached).
   a. When you model a session, you want to model exactly how you want him to respond. This includes going fast and responding for the full 10 seconds. Ian may have stopped after tacting the 6th picture in the sequence because that was how it was modeled.
   b. Make sure to use a promise reinforcer to motivate him to go fast and differentially reinforce when he goes faster. Keep the session fun for him and celebrate when the timer goes off whether he meets the goal or not.

2. A new student started in [ ]. She has already started and completed most of the VE-MAPP, but requested assistance with some of the assessments. Prioritize assessments for the following operations so that instructional programs can be started as soon as possible: mand, tact, LR, MI, and echolalic. Begin active mand targets (3-5 mands per item present) while you complete other assessments.

While [ ] emitted some spontaneous mands for information, he could not request highly motivating items (e.g. train) that were right in front of him. He needed several prompts before he was able to ask for the train. Therefore, it is recommended that his instructional level be set at manding for items present. Echolalic prompts evoked the behavior, so a vocal response form is recommended.
Tips for Internal Coaches

• Have a clear goal in mind, a timeline/plan to achieve the goal, but don’t be afraid to go off-course when needed.
Tips for Internal Coaches

• Use data (e.g., procedural fidelity checklists) to help guide feedback.

• Use positive statements. Communicate what should be done vs. what someone is doing wrong.
Tips for Internal Coaches

• Regular feedback is important to maintaining motivation and preventing procedural drift
• Sandwich the feedback
• Offer specific, descriptive feedback

Transcription Worksheet/Feedback

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Tips for Internal Coaches

• Take notes so that the team can follow-up
• Break tasks down into smaller achievable chunks
• Attach resources as applicable
Tips for Internal Coaches

Model → Lead → Test → Verify
Overcoming Obstacles

• Situation 1: The struggling teacher
  • Develop trust by listening and not judging. People won’t open up and identify the areas where they need help and will not take risks if there’s no trust.
  • Always assume that the person is trying their best. They may not know what the true problem is in order to be able to ask for help.
  • Take data. Lack of progress indicates that it’s time to change something.
  • The first consideration should always be, what can I do differently? For example:
    • Do we need to meet more frequently?
    • Are there prerequisite skills that I need to teach or reteach?
    • Is the instructor contacting enough reinforcement?
    • Could I add prompts to the environment such as wall cues?
Overcoming Obstacles

• Situation 2: Resistant individuals
  • Get to the source of why someone is resistant. It could be that they lack understanding of the goals behind the interventions.
  • Show them data.
  • Have they had an opportunity to work with a student and be successful?

• Situation 3: High turn-over rate

• Situation 4: The IC plays dual roles
  • Stick to a schedule- classrooms have schedules so that we can allocate time for instruction- schedule is flexible
Organization

- Staff training data document
- Site Review
- Most recent PaTTAN consultation notes and most recent Internal Coach notes
- Questions board for communication
### Classroom Environment

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### Classroom Organization

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### Program Needs and Resources

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**Internal Coach Binder**
5/21/10 Notes for Owen

Topics:
1. Review of site review
2. Transition plan & IEP

Data/Observations & Recommendations:
1. A random fidelity check was conducted (see attached). All staff were following the posted schedule during the two checks. The current schedule conveys all pieces of information except for the location of instruction. Post the signs for each table to indicate where instruction should occur.
2. Transition plan was taken during a monad session with Owen (see attached). The IC modeled entire teaching for monad and demonstrated entire tit transfer and second trial transfer. The target “books zander” leads into the second tit transfer because you can differentiate reinforce (giving other reinforcers) when he responds more independently. The IC also modeled procedures for future target models and establishing operations. Below is a summary for the tit transfer:
  a. Established motivation
  b. Prompt the monad; student repeats the prompt
  c. Move the item closer and wait for the student to respond more independently
  d. Deliver the item while modeling the response

Second trial transfer:
  o. Established motivation
  p. Prompt the monad; student repeats the prompt
  q. Deliver the item while modeling the response
  r. Run a second trial; the time lapse the prompt
  e. Deliver more reinforcement while modeling the response

Future targets:
  o. Deliver the item for tea, as long as no problem behavior occurs, to try and condition new reinforcement. Do not require a response effort for the student.

3. Transition was taken during the IC modeled entire teaching and due to the omission of the extender trial.

Thank you for all that you do each and every day. I know you are worried about the site review because you want to do your best. You will do well because you care about your students as much and give it your all no matter what.
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Staff Reinforcer Survey

Name: ___________________________

All about me:
Birthday (month/day): __________________ Favorite color: __________________
Favorite store(s): __________________
Favorite restaurant(s): __________________
Hobbies/interests: __________________
Things I collect: __________________

Please select 5 things that would be the most motivating:
☑ Staff appreciation day
☑ Seeing quantitative student success
☑ Public recognition for my accomplishments
☑ Praise from administrators
☑ Bonus break time
☑ Being given my own space in the classroom
☑ The opportunity to be creative
☑ Frequently being told what I do well
☑ “Get out of duty” pass
☑ Having an opportunity to attend paid, off-site trainings
☑ Opportunities to visit other classrooms during the school day
☑ Tangible items for myself
☑ Tangible items for my classroom
☑ Lighter work load
☑ My name entered into a drawing for a gift card

See Reverse
Heather Matlock
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