



EFFECTIVE INTERNAL COACHING

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SCHOOL DISTRICT OF LANCASTER

SESSION OBJECTIVES



- Brief overview of my district
 - Including breakdown of program, administration support
- Outline the steps of establishing effective instruction in the classrooms within your district
 - Including various resources and ideas for you to take back to your district

DISCLAIMER

My role in my district is to primarily serve
the Autistic Support Program

How to accomplish this?

TO START US OFF

Why are we here talking about this?



TO START US OFF

Why are we here talking about this?

- It is necessary

TO START US OFF

- Why am I here?
 - Representing SDoL

TO START US OFF

- Why am I here?

BECAUSE – WE DO
IT



**School District
of Lancaster**

Together We Can!

BRIEF LOOK AT THE BACKGROUND

We are going to look at the School District of Lancaster's Autistic Support Program

SCHOOL DISTRICT OF LANCASTER

- All AS classrooms are run by the district
 - 6 years ago
 - Today

AT THE TIME OF TAKING THE ROOMS BACK FROM THE INTERMEDIATE UNIT



- Change in programming and leadership in the program
- Hiring staff
- Support from the Autism Initiative

SDoL

- 9 Autistic Support Classrooms
 - 6 Elementary Classrooms
 - 2 Middle School Classrooms
 - 1 High School Classroom

SDoL

Each Classroom:

8 Students

1 Teacher

4 Personal Care Paraprofessionals

Related Service Providers

Administration Members

Internal Coach

Exceptional Student Specialists

HOW TO GET ADMIN SUPPORT

- Monetary Value
- Value for Students in the Classroom
- Assist them with having an understanding of the model itself
- Having a district run program
- High staff morale


HOW TO GET ADMIN SUPPORT

A Big Reminder –

Always consider the students you are serving

HOW TO GET ADMIN SUPPORT

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Breakdown → Immediately better financially to provide effective education to the students in the district, rather than pay extra to have the students receive a similar education outside of the district

Money Breakdown → Saves the district at least 30-40 thousand dollars per student

WHICH MEANS – EFFECTIVE INSTRUCTION...

- Saves the district money
- Invests money back into the district



HOW TO GET ADMIN SUPPORT



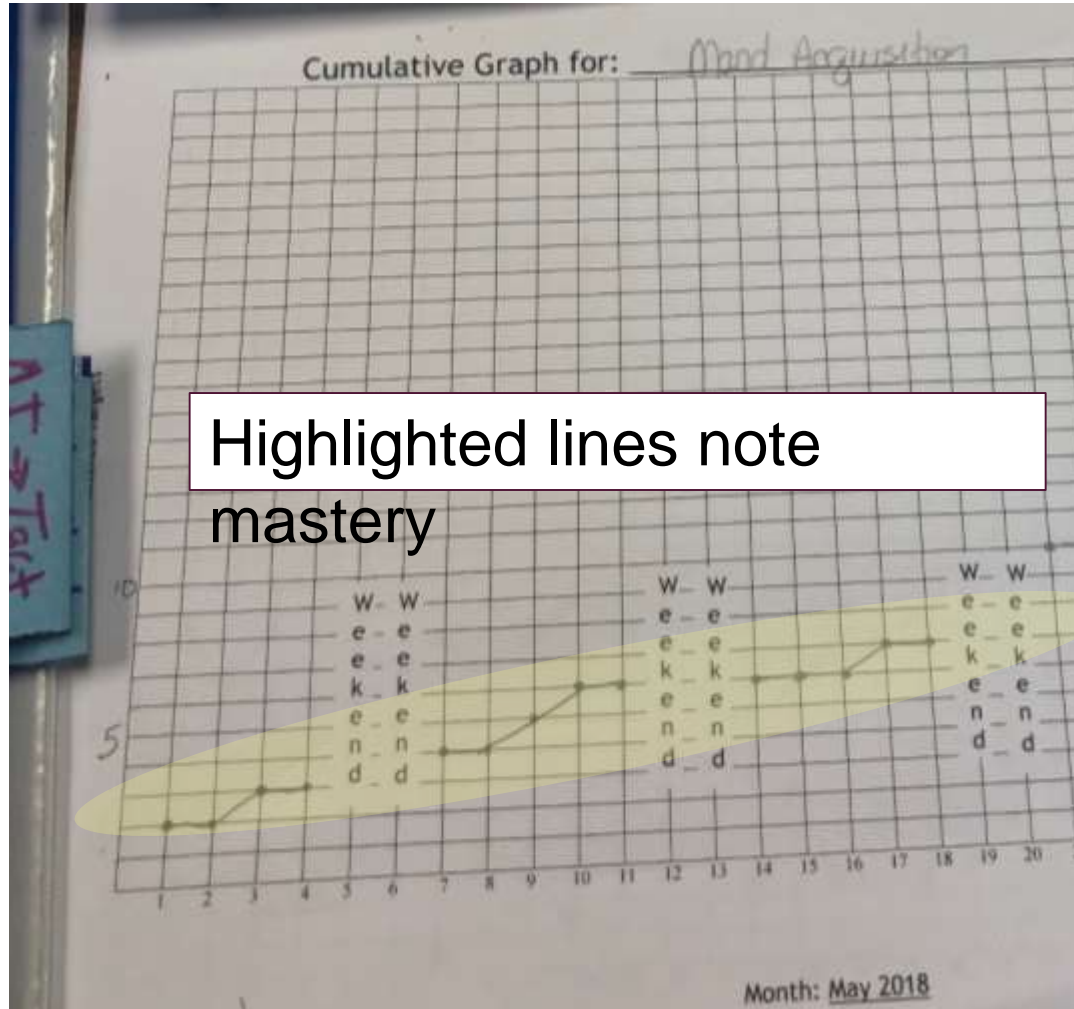
- Monetary Value
- ***Value for Students in the Classroom***
- Assist them with having an understanding of the model itself
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VALUE FOR STUDENTS IN THE CLASSROOM

- Constant progress monitoring



MEASURABLE OUTCOMES – EXAMPLES



Joseph Weekly Probe Sheet 6/4 - 6/8

# days active	Operant	Target Skill	Previous Y	Mon 6/4	Tue 6/5	Wed 6/6	Thur 6/7	Fri 6/8
1	T	Tonka D.C. 6/3/10	1	YN	YN	YN	YN	YN
2	T	Reach	0	YN	YN	YN	YN	YN
3	T	Broccoli	0	YN	YN	YN	YN	YN
4	T	Watermelon	0	YN	YN	YN	YN	YN
5				YN	YN	YN	YN	YN
6				YN	YN	YN	YN	YN
7				YN	YN	YN	YN	YN
8	TA	Boxing	2	YN	YN	YN	YN	YN
9	TA	Workbook	0	YN	YN	YN	YN	YN
10								
11								
12								
13		Touch toes	2	YN	YN	YN	YN	YN
14		Touch toes	10	YN	YN	YN	YN	YN
15	D	Touch elbow	0	YN	YN	YN	YN	YN
16	E	"F" - freezer	1	YN	YN	YN	YN	YN
17	E	"S" - skate	0	YN	YN	YN	YN	YN
18				YN	YN	YN	YN	YN
19				YN	YN	YN	YN	YN
20				YN	YN	YN	YN	YN
21	ADL	Stretch chairs (3)		YN	YN	YN	YN	YN
22				YN	YN	YN	YN	YN
23				YN	YN	YN	YN	YN
24	3	IND Independent (2Pins)	1	YN	YN	YN	YN	YN
25		Sort Beans, String Beans, Match		YN	YN	YN	YN	YN
26		Matching, Color, Blocks, Puzzles		YN	YN	YN	YN	YN
27		Puzzle, Block matching, Numbers		YN	YN	YN	YN	YN
28		Sort Beans, Puzzles, Beads		YN	YN	YN	YN	YN
29				YN	YN	YN	YN	YN

Mastered 5 skills over 15 days

ADMINISTRATION FEEDBACK

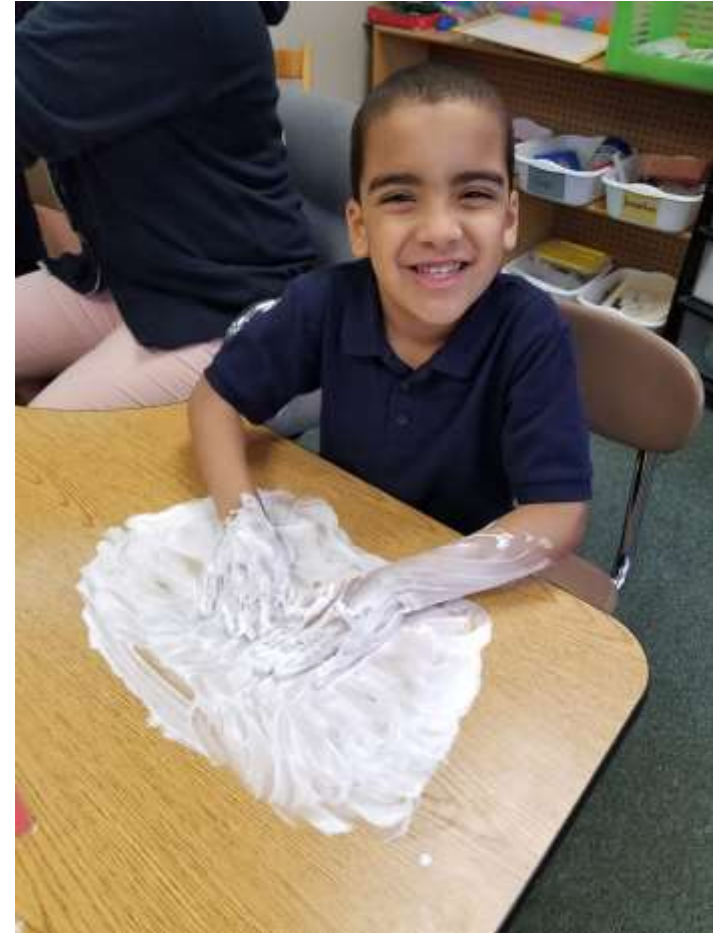
“The role of Internal Coach for the Autistic Support Program has been critical to the program’s success in the School District of Lancaster. Utilizing a skilled professional such as Ms. Banzhaf as an internal coach for the programming allows our district to **meet the needs of a diverse set of learners that would have historically been sent out of the district for their education.** Instead - the support for an internal coach allows these students to make meaningful academic progress in local school buildings with their regular education peers.”

Christopher Keeler

Coordinator of Special Education

HOW TO GET ADMIN SUPPORT

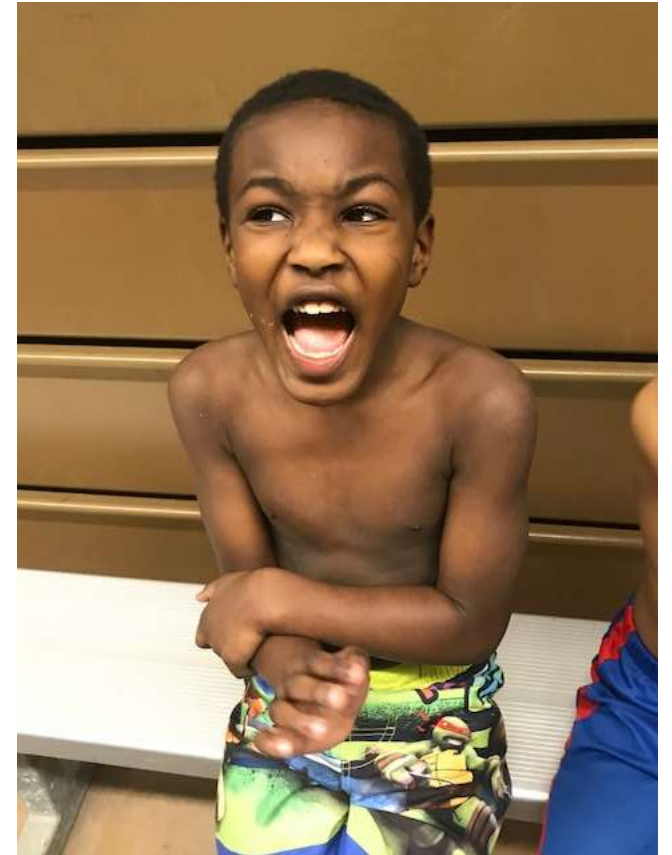
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- Having a district run program
- High staff morale



UNDERSTANDING THE MODEL ITSELF

Administration teams that are involved in supporting the classrooms attend **basic Verbal Behavior Trainings**

Administration teams **regularly collaborate** with the Internal Coach to be sure that the expectations are similar



HOW DOES ADMINISTRATION LEARN THE MODEL?

“Invest time to listen, observe and interact with the children, families, and team. Each one provides valuable lessons. SDoL Is fortunate to have our own behavior specialist and the partnership with PaTTAN”

Beth Campagna

Coordinator of Special Education

HOW TO GET ADMIN SUPPORT

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WHAT IS THE VALUE OF HAVING A DISTRICT RUN PROGRAM FROM AN ADMIN PERSPECTIVE

- Control over the program
- No contractors → all district employees
- Staff behavior change

HOW TO GET ADMIN SUPPORT

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- ***High staff morale***

HIGH STAFF MORALE



HOW DOES AN EFFECTIVE RELATIONSHIP BETWEEN INTERNAL COACH AND ADMINISTRATION BENEFIT THE PROGRAM

- More specific feedback
- Expectation for follow through with recommendations
- More consistent and timely support



JOB DESCRIPTION OF THE INTERNAL COACH

- Frequent consults in the classrooms
 - Dependent on experience of teachers and team
 - Dependent on need of individual students



JOB DESCRIPTION OF THE INTERNAL COACH

- Frequent consults in the classrooms
- In the moment training of staff
 - Based on immediate need
 - Based on pre-determined goals



AN EXAMPLE OF IN THE MOMENT TRAINING

- You'll notice a few things
 - A brief explanation of the correct protocol
 - A brief model of what is expected
 - A transfer of what is expected
- And what you won't notice because its cut off –
 - Is the PRAISE to the staff for getting it right!

IN THE MOMENT TRAININGS

- Individualized
- Involve explicit feedback based on performance
- Allow to check for understanding
- Allow for specific follow up for next consult visit



IN THE MOMENT STAFF TRAINING

IN THE MOMENT TRAINING CONTINUED

- Model skills
- Fade prompts
- Avoid “talking at” someone

JOB DESCRIPTION OF THE INTERNAL COACH

- Frequent consults in the classrooms
- In the moment training of staff
- **Adequate consult notes after each visit**
- Develop guidelines for programming
- In the moment support



ADEQUATE CONSULT NOTES



- Examples
- Specific Feedback Forms

School District of Lancaster
Autistic Support Program
Internal Coach – Consult Notes

Date of Visit: School Building: Teacher: Consultation Provided By: Audrey Banzhaf Other Consultant(s) Present:	Topics Covered:
Status of Previous Recommendations:	
Urgent Concerns:	

Topic 1:	Observation/ Data:
Provided Guided Practice	
Provided Training	
Treatment Fidelity	
Reviewed Data	
Students present? Y/N	
Recommendation/Procedural Description	

Date of Visit: School Building: Teacher: Consultation Provided By: Audrey Banzhaf Other Consultant(s) Present:	Staff: Student: Program: Intensive Teaching
Urgent Concerns:	
Provided During Consult Visit: Guided Practice / Training / Treatment Fidelity / Reviewed Data	

Observation/ Data:

Fidelity Checklist

	YES	NO	N/A
1. Is instructional area neat and sanitized?			
2. Does instructor have all materials needed for instruction organized and ready?			
3. Does instructor have a variety of valuable reinforcers available?			
4. Does session begin with delivery of reinforcement or an opportunity to mand?			
5. Does instructor gradually fade in the demands/tasks presented?			
6. Does instructor use fast-paced instruction (no more than 2 seconds between student's response and your next instruction)?			
7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?			
8. Are easy and difficult tasks interspersed at the appropriate ratio?			

Easy/hard ratio: _____			
9. Does instructor use a natural tone of voice?			
10. Does instructor reinforce at set VR schedule? VR: _____			
11. Does instructor use 0 second delay prompts for teaching targets?			
12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?			
13. Does instructor differentially reinforce (better reinforcement) target responses?			
14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?			
15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?			
16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?			

Recommendations

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Follow Up Consult Check

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Date of Visit: School Building: Teacher: Consultation Provided By: Audrey Banzhaf Other Consultant(s) Present:	Staff: Student: Program: Intensive Teaching
Urgent Concerns:	
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Observation/ Data:

Fidelity Checklist

		YES	NO	N/A
Content	1. Is instructional area neat and sanitized?			
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Recommendations

Follow Up Consult Check

Date of Visit: School Building: Teacher: Consultation Provided By: Audrey Banzhaf Other Consultant(s) Present:	Student: Program Book Fidelity Check Completed: Y / N Attachments:
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Current Programs	New Programs/Changes:

Program Book Fidelity Check	YES	NO	N/A
1. Does student have an individual program binder available?			
2. Is the notebook organized and arranged systematically?			
3. Does each skill area/operant have its own separate section? (tabbed separators labeled with each operant and skill area following the VB-MAPP domains as well as other relevant sections)			
4. Are skills tracking sheets and graphs organized side by side in a way that allows quick access to current data (e.g., with sub-tabs)?			
5. Is data organized in chronological order with most recent data at top to allow for quick data analysis?			
6. Are completed cold probe sheets available in the binder?			
7. Is there an updated copy of the VB-MAPP grid in student's binder (updated at the beginning and end of each school year minimally)?			
8. Are language programs balanced and appropriate? (must have 2/2 below)			

<ul style="list-style-type: none"> • Include at least 3 verbal operants and/or advanced language programming? • Programs listed are consistent with compiled data and with VB MAPP assessment level? 		
9. Are there a minimum of three active programs?		
10. Are there future targets listed on the skills tracking sheet for each active program?		
11. Is there behavior data if student presents significant problem behavior, which includes a definite count of a behavior targeted for reduction (e.g., frequency count of problem behavior preferred but can also include a consistently recorded ABC format.)?		
12. Is there cold probe mand data related to mand acquisition?		
13. Is there mand data related to mand frequency?		
14. Are skills tracking sheets up to date?		
15. Are there graphs for all active programs, which are up to date?		
16. Does each of student's graphs have the month, student's name, and specific skill area listed?		
17. Do graphs correlate with skill tracking sheets (number and dates)?		
18. Is there a system within the program book for lost skills or targets that need reintroduced?		
19. Are there cumulative sheets for summary of mastered items for each operant?		

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- In the moment training of staff
- Adequate consult notes after each visit
- **Develop guidelines for programming**
- In the moment support



DEVELOP GUIDELINES FOR PROGRAMMING



- How to do this

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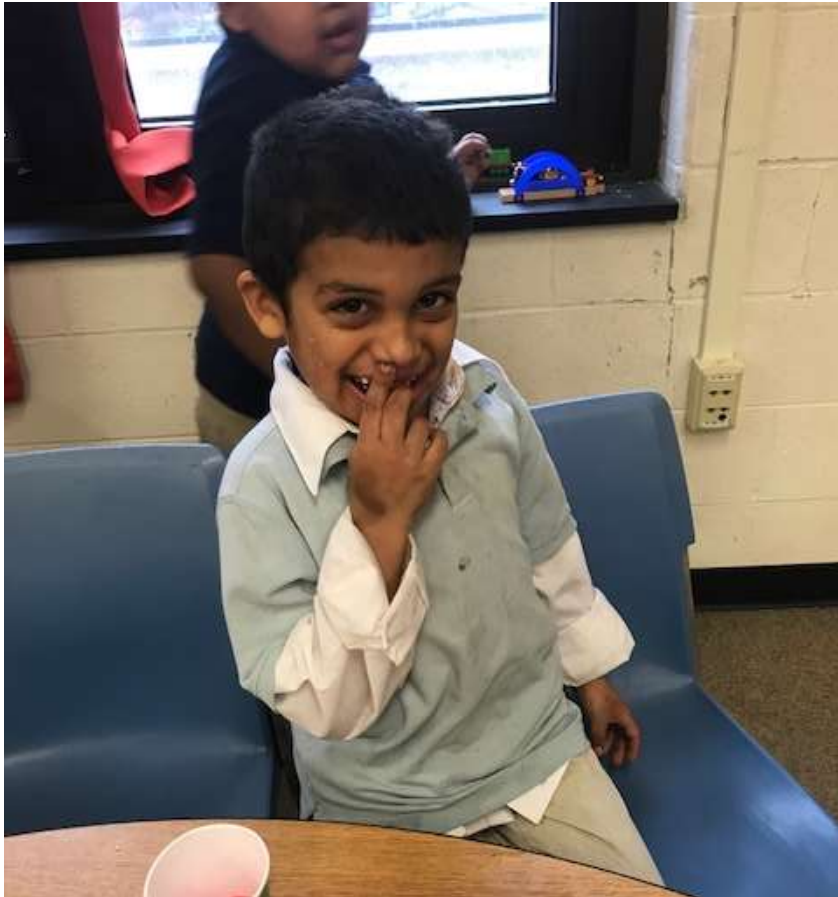




IN THE MOMENT SUPPORT

Sometimes, the role of the IC is to support in the moment – regardless of what support has been given before

INTERNAL COACH – QUALIFICATIONS



- Extensive experience in ABA and VB
- Interpersonal skills
- Qualified trainer of others
- Hands on approach
- Team player
- Approachable

INTERNAL COACH QUALIFICATIONS

- “Under Pressure”
 - Planning for immediate urgent issues
 - Supporting staff throughout

TRAINING STAFF EFFECTIVELY

- General Guidelines
 - Have goals for training
 - Use treatment integrity
- Train all staff
- Boot camp
- PD through the year
- Collaborative Planning Times





**STAFF MAKING PROGRESS =
STUDENTS MAKING PROGRESS**





LOOKING AT POTENTIAL LIMITATIONS AND BARRIERS TO IMPLEMENTING EFFECTIVE INSTRUCTION



POTENTIAL LIMITATIONS OF IMPLEMENTATION OF THE PROGRAM

Inner City District Issues

family communication

low funding
turnover

staff

POTENTIAL LIMITATIONS OF IMPLEMENTATION OF THE PROGRAM

Inner City District Issues

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staff

HOW TO ALLEVIATE POTENTIAL NEGATIVE EFFECTS

- LIMITED FAMILY COMMUNICATION
 - Make all attempts at communication *effective*
 - Offer family trainings
 - Program Newsletters

POTENTIAL LIMITATIONS OF IMPLEMENTATION OF THE PROGRAM

Inner City District Issues

family communication

low funding
turnover

staff

HOW TO ALLEVIATE POTENTIAL NEGATIVE EFFECTS

LOW FUNDING

- Having “inventory” on materials
- Seeing the program as a whole

POTENTIAL LIMITATIONS OF IMPLEMENTATION OF THE PROGRAM

Inner City District Issues

family communication

low funding
turnover

staff

HOW TO ALLEVIATE POTENTIAL NEGATIVE EFFECTS

- STAFF TURNOVER
 - Have everything documented
 - Have the entire teams involved

OTHER LIMITATIONS OF IMPLEMENTING THE PROGRAM

- Missing “key” pieces
- Follow up to previous recommendations

OTHER LIMITATIONS OF IMPLEMENTING THE PROGRAM

- **Missing “key” pieces**
- Follow up to previous recommendations

MISSING “KEY” PIECES

- To help the overall growth of programs, including
 - Staff performance
 - Student progress
 - Reduction of problem behavior

OTHER LIMITATIONS OF IMPLEMENTING THE PROGRAM

- Missing “key” pieces
- **Follow up to previous recommendations**

FOLLOW UP TO PREVIOUS RECOMMENDATIONS

- When you address something specific about a student, program, staff progress, etc.

And it gets overlooked because...
That's how it goes sometimes

FOLLOW UP TO PREVIOUS RECOMMENDATIONS

How to not let this be a barrier to implementation

- Use Google documents
- Collaborating with related teams
- Establishing effective relationships with staff



USING GOOGLE DOCS

- Have recommendations listed in the document
- Allow for all members of the team to see lists



COLLABORATING WITH RELATED TEAMS

- PaTTAN
- IU Supports
- Exceptional Student Specialists
- Admin Teams

ESTABLISHING AN EFFECTIVE RELATIONSHIP WITH STAFF

Topic 1: Isaac	Observation/ Data:	Recommendation/Procedural Description:
Provided Guided Practice	for mands or Tacts?	Things to think about:
Provided Training	Tact w/ prompt	<ul style="list-style-type: none"> Do we need to run more than 1 prompted trial in a row before we attempt a transfer trial If we only partially fade the prompt on the transfer trial, the partial prompt should be on the check trial Should we make criteria that we run a certain number of PROMPTED trials before even attempting the transfer trial - <i>possibly</i>
Treatment Fidelity	↳ prompt prompt	
Reviewed Data		
Students present? Y/N	Added cards to IT → track trials per day. X	he doesn't have problem with transfer Run more transitions in the hallway/outside of the classroom. Run at least 10 trials outside of the classroom. Use prompt and prompt fading techniques and reinforce independence ☺
	Where did we kind on this? Maybe track mand teaching trials?	Liz and Audrey discussed the possibility that Isaac does not discriminate between different foods because he doesn't always prefer one over another. Should we explore running generalized mands for "eat"?
	train staff on manding and resetting hands	Liz and team are tallying the number of teaching trials run per day ☺ Good work, team!

Low almost take everything out will slip look at what he wants
manding?
Wall cues for working with ILW specific

WHAT YOU DO NOT WANT

- Staff and teams wanting to avoid your feedback
- TRUTH IS – sometimes this will happen no matter how hard each team member tries to maintain an effective relationship


WHEN A STAFF MEMBER IS RELUCTANT TO WORK WITH YOU

- FIRST – Reflect on your supports
- Be honest with the feeling with the other staff member
- Big learning curve

IT CAN BE DIFFICULT

- To tell people that they are doing something wrong
- AND doing something *wrong* can look so very different
- Someone who is trying their very hardest to run a protocol with fidelity but who is continuing to struggle





With the support of dedicated staff, an internal coach, the Autism Initiative, the local Intermediate Unit and administration teams, the Autistic Support Classrooms in the School District of Lancaster have made measurable progress as a whole

TO WRAP IT UP

It takes a lot of hard work to get the Autistic Support Classrooms established and providing effective instruction to the students

And it is very clearly worth it



RESOURCES

www.pattan.net

CONTACT INFO

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