EFFECTIVE INTERNAL COACHING

AUDREY BANZHAF, M.ED., BCBA
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
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?
Why are we here talking about this?

- It is necessary
TO START US OFF

- Why am I here?
- Representing SDoL
Why am I here?

BECAUSE – WE DO IT
We are going to look at the School District of Lancaster’s Autistic Support Program
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
9 Autistic Support Classrooms
- 6 Elementary Classrooms
- 2 Middle School Classrooms
- 1 High School Classroom
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
A Big Reminder –

*Always consider the students you are serving*
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
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
- Having a district run program
- High staff morale
VALUE FOR STUDENTS IN THE CLASSROOM

- Constant progress monitoring
MEASURABLE OUTCOMES – EXAMPLES

Highlighted lines note mastery

Mastered 5 skills over 15 days
“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

- 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
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.
“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

- 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
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

- 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*
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
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 it’s 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
<table>
<thead>
<tr>
<th>Date of Visit</th>
<th>Topics Covered</th>
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| School District of Lancaster |
| Autistic Support Program |
| Internal Coach - Consult Notes |

<table>
<thead>
<tr>
<th>School Building:</th>
<th>Teacher:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Consultation Provided By: Audrey Banzhaf</td>
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<table>
<thead>
<tr>
<th>Other Consultant(s) Present:</th>
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<tr>
<th>Status of Previous Recommendations:</th>
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<thead>
<tr>
<th>Urgent Concerns:</th>
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<tr>
<th>Topic 1:</th>
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<tr>
<th>Observation/ Data:</th>
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<tr>
<th>Provided Guided Practice</th>
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<tr>
<td>Provided Training</td>
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<tr>
<td>Treatment Fidelity</td>
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<tr>
<td>Reviewed Data</td>
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<tr>
<td>Students present/ Y/N</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendation/Procedural Description</th>
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</tbody>
</table>
Date of Visit:          Staff:          Urgent Concerns:
School Building:      Students:      Provided During Consult Visit: Guided Practice / Training / Treatment Fidelity / Reviewed Data
Teacher:              Programs Intensive Teaching
Consultation Provided By: Audrey Zenshaw
Other Consultant(s) Present:          

Observation/Data:

Fidelity Checklist

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Follow Up Consult Check

School District of Lancaster - Treatment Fidelity Checks
Autistic Support Program Internal Coach - Consult Notes

9. Does instructor use a natural tone of voice?
10. Does instructor reinforce at set VR schedule?
11. Does instructor use 0 second delay prompts for teaching targets?
12. Are prompted trials followed by a transfer trial, distractor, 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 3 second delay prompt when error is occurred?
16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?

Recommendations

Follow Up Consult Check
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

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<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Is instructional area neat and sanitized?</td>
<td></td>
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<tr>
<td>2. Does instructor have all materials needed for instruction organized and ready?</td>
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<tr>
<td>3. Does instructor have a variety of valuable reinforcers available?</td>
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<td>4. Does session begin with delivery of reinforcement or an opportunity to mand?</td>
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<td>5. Does instructor gradually fade in the demands/tasks presented?</td>
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<td>6. Does instructor use fast-paced instruction (no more than 2 seconds between student’s response and your next instruction)?</td>
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<tr>
<td>7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?</td>
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<td>8. Are easy and difficult tasks interspersed at the appropriate ratio?</td>
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<tr>
<td>Question</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Easy/hard ratio:</td>
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<tr>
<td>9. Does instructor use a natural tone of voice?</td>
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<tr>
<td>10. Does instructor reinforce at set VR schedule?</td>
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<tr>
<td>VR:</td>
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<tr>
<td>11. Does instructor use 0 second delay prompts for teaching targets?</td>
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<td>12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?</td>
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<td>13. Does instructor differentially reinforce (better reinforcement) target responses?</td>
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<td>15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?</td>
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<td>16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?</td>
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</table>

**Recommendations**

**Follow Up Consult Check**
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Is there a new program?</td>
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<tr>
<td>2. Is the examination board and grades available?</td>
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<tr>
<td>3. Does each student have a notebook?</td>
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<tr>
<td>4. Are all grades recorded in the school's record book?</td>
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<tr>
<td>5. Are all grades recorded in the student's record book?</td>
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<tr>
<td>6. Is the program balanced and appropriate?</td>
<td></td>
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<tr>
<td>7. Is there an updated copy of the VMC report in the student's binder?</td>
<td></td>
<td></td>
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<tr>
<td>Date of Visit:</td>
<td>Student:</td>
<td></td>
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<tr>
<td>---------------</td>
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<td></td>
</tr>
<tr>
<td>School Building:</td>
<td>Program Book Fidelity Check Completed: Y / N</td>
<td></td>
</tr>
<tr>
<td>Teacher:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consultation Provided By: Audrey Barzhaf</td>
<td>Attachments:</td>
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<tr>
<td>Other Consultant(s) Present:</td>
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<table>
<thead>
<tr>
<th>Current Programs</th>
<th>New Programs/Changes:</th>
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<tbody>
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</table>

**Program Book Fidelity Check**  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Does student have an individual program binder available?</td>
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<tr>
<td>2. Is the notebook organized and arranged systematically?</td>
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<tr>
<td>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)</td>
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<tr>
<td>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)?</td>
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<tr>
<td>5. Is data organized in chronological order with most recent data at top to allow for quick data analysis?</td>
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<tr>
<td>6. Are completed cold probe sheets available in the binder?</td>
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<tr>
<td>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)?</td>
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<tr>
<td>8. Are language programs balanced and appropriate? (must have 2/2 below)</td>
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<tr>
<td><strong>Include at least 3 verbal operants and/or advanced language programming?</strong></td>
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<tr>
<td><strong>Programs listed are consistent with compiled data and with VB MAPP assessment level?</strong></td>
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<tr>
<td>9. Are there a minimum of three active programs?</td>
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<tr>
<td>10. Are there future targets listed on the skills tracking sheet for each active program?</td>
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<tr>
<td>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)?</td>
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<tr>
<td>12. Is there cold probe mand data related to mand acquisition?</td>
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<tr>
<td>13. Is there mand data related to mand frequency?</td>
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<tr>
<td>14. Are skills tracking sheets up to date?</td>
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<tr>
<td>15. Are there graphs for all active programs, which are up to date?</td>
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<tr>
<td>16. Does each of student’s graphs have the month, student’s name, and specific skill area listed?</td>
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<tr>
<td>17. Do graphs correlate with skill tracking sheets (number and dates)?</td>
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<tr>
<td>18. Is there a system within the program book for lost skills or targets that need reintroduced?</td>
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<tr>
<td>19. Are there cumulative sheets for summary of mastered items for each operant?</td>
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</tbody>
</table>
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
DEVELOP GUIDELINES FOR PROGRAMMING

- How to do this
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
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

- family communication
- low funding
- turnover
- 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
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
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
- 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

<table>
<thead>
<tr>
<th>Topic 1: Isaac</th>
<th>Observation/ Data:</th>
<th>Recommendation/Procedural Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided Guided Practice</td>
<td>Handed cards to him, forgot to set trials per day.</td>
<td>Added cards to it set trials per day.</td>
</tr>
<tr>
<td>Provided Training</td>
<td>Tact up prompt, prompt.</td>
<td>He doesn’t rate prompt with transfer.</td>
</tr>
<tr>
<td>Treatment Fidelity</td>
<td>Cant almost rate training.</td>
<td>Run more transitions in the hall/inside of the classroom. Run at least 10 trials outside of the classroom. Use prompt and prompt fading techniques and reinforce independence.</td>
</tr>
<tr>
<td>Reviewed Data</td>
<td>Where did we land on this? Maybe track moving trials.</td>
<td>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”?</td>
</tr>
<tr>
<td>Students present? Y/N</td>
<td>Train staff on manding and resetting hands.</td>
<td>Liz and team are tallying the number of teaching trials run per day. Good work, team!</td>
</tr>
</tbody>
</table>
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.
www.pattan.net
Audrey Banzhaf, M. Ed., BCBA
School District of Lancaster
audreybanzhaf@gmail.com