

## ACTIVE COACHING SEQUENCE FOR IMPLEMENTING INTERVENTIONS/STRATEGIES

Strategy	Description	Training the plan example	Implementing the plan example
<b>Modeling</b>	Demonstrate how to implement an activity	The coach role-plays using the token board with the teacher	The coach demonstrates how to use a token board with the student during a 1:1 activity
<b>Prompting</b>	<p>Use of a method for providing a reminder cue to the teacher as to what to do next. Prompting methods for implementation of the plan should be agreed upon between the teacher and coach. Prompting can be verbal, gestural, or visual methods. You can also use these strategies to give feedback.</p>	The coach makes the “thumbs up” sign to indicate to the teacher that he correctly role-played using the student’s activity schedule.	<p>The intervention specifies that a student should have access to a small toy for 2 minutes after completing several requests. The coach uses a gesture prompt by pointing to the clock on the wall to indicate that time has elapsed</p> <p>The teacher is prompting a student to use a communication card. She starts to hand it to the student. The coach says, “Guide Jenna to pick up the card.”</p>
<b>Observe and provide feedback</b>	<p>Observe the teacher implementing the activity and provide ongoing feedback and suggestions as the coach watches. The feedback can be verbal, visual, or gestural.</p> <p>(Note: This method is used if the teacher identifies this as the method to use).</p>	The teacher and the para-educator role-play teaching the student to use a break card to ask for escape. The teacher forgets to provide a prompt to the aide (student) to use the break card at the time indicated in the intervention plan. The coach says “remember to prompt the student to use the break card as soon as you present the writing assignment.”	<p>The teacher initiates using an activity schedule with a student during lunch. The coach praises her for pairing her verbal with gestural prompts.</p> <p>After lunch the teacher transitions to desk work but forgets to review the schedule with the student. The coach gently verbalizes to the teacher to show the schedule, which she does immediately.</p>

<p><b>Observe and note</b></p>	<p>The coach observes the activity without interacting with the student or teacher. Feedback is provided at the end of the activity.</p> <p>Note: This method is used if the teacher is in agreement and has the time to meet with the coach after the observation.</p>	<p>The teacher role-plays the complete sequence of the intervention plan with the para-educator. The coach waits until the sequence is finished and then provides feedback.</p>	<p>Several peers have been taught to facilitate interactions with Ella during recess. The coach stands off to the side of the swings, where they are playing, and watches the interaction. At the end of the activity, the teacher and the coach meet and review the notes.</p>
<p><b>Scheduled virtual support</b></p>	<p>The coach does not observe the teacher or classroom. Instead, the coach schedules communication the teacher before implementation intervention (e.g., setup, anticipated problems) and after the session (e.g., questions, troubleshooting).</p> <p>Note: This method may be best utilized when fading active coaching.</p>	<p>The coach and teacher developed the intervention plan but ran out of time to practice the plan. The teacher wants to implement the plan the next day and not wait until the coach can come back out to train the plan. The coach and teacher agree to a virtual meeting via Zoom to practice the plan prior to the teacher implementing it the next day. They schedule a virtual meeting for later in the day during the teacher's planning time to talk about the plan. The coach asks the teacher to complete a reflection form for their conversation.</p>	<p>The teacher and coach agree to run a peer tutoring session during math. The teacher emails the coach the day before confirming the steps to be used. After the session, the teacher emails the coach and asks about what to do if the peer tutor is also struggling with the academic material.</p>