PTR COACHING MANUAL

Adapted from SAAGE Coaches Manual

Building and Maintaining Rapport

Rapport happens when people interact well with each other. It is an essential component for coaching teachers and other educators, specifically in enhancing buy-in to implement new practices. Although most people feel they have good social skills, rapport between coaches and teachers does not always happen easily or quickly. Sometimes there are large differences in age or classroom-specific experience between coaches and teachers, and sometimes teachers perceive coaches as judging or evaluating them.

Establishing and maintaining rapport requires:
- **Approachability**: Teachers should view coaches as easy to get in touch with and must feel comfortable doing so, without worrying about being judged or perceived negatively. Coaches should be able to meet flexibly with teachers, such as before or after a class, during breaks, via email, virtual platforms, and phone calls. The school day is packed with activities and it is not reasonable to expect a teacher to consistently be available to meet at a certain time or for more than about 20 minutes at a time.
- **Respect:** Coaches demonstrate respect for a teacher's skills, experience teaching, and knowledge about classroom management, instructional practices, etc. Coaches must be open to perspectives that differ from their own.
- **Sincere caring:** Coaches care about the students they are supporting and about the teachers and other stakeholders who work with them. Coaches recognize that teaching is an extremely difficult and time-consuming occupation and that teachers go into the field because they want to help students succeed.
- **Positive outlook:** Effective coaches frame situations in a positive manner and are effective problem solvers.

Rapport is developed in the way a coach behaves. There are numerous ways to build and maintain rapport, select strategies that are feasible and appropriate for the given context and situation. Table 1 provides several strategies.

Table 1: Strategies for Developing Rapport with Teachers.

Strategy	Description	Examples
Share ways to stay in touch	Talk with the teacher about multiple ways to get in touch with you such as email, phone calls, or text messages.	"Please feel free to get in touch with me any time you have a question or a concern. Probably the best way to reach me is by email, I am almost always on-line. You also should feel free to send me a text message."
Respond quickly to any contact from a team member	Respond within 24 hours whenever possible.	"Thanks for your email message."

Ask for frequent input	Solicit input from the teacher and, as appropriate, other team members often.	"We decided to focus on teaching Rajid ways to express what he wants and needs. First, I wonder if you have some ideas about how you would like Rajid to express his wants and needs?"
Ask the teacher to orient you to the classroom	Ask the teacher to tell you about things such as how the space is used, what daily routines exist, and what classroom rules and expectations are.	"I love all the bright colors in your room. It looks like this is where you want students to line up to leave the room, is that right?"
Help out	Assist the teacher in activities that may not be directly related to the FBA/BIP process, such as handing out papers, or collecting trash after snack. (If you use this strategy, be sure to ASK first.)	"I am a bit early for our meeting, can I help you out at all, maybe by handing out materials or in some other way?"
Provide positive feedback	Feedback should be positive, and when possible, specific, identifying specific features of the classroom or teacher behavior that you noticed	"While I was watching Sam at recess, I noticed what a great job you did defusing that argument between two other students—I was really impressed with how you got them to listen to one another in a respectful way."
Identify successes and use them as a starting point	Begin all meetings and interactions with something positive, remember that everyone likes it when someone notices something good they have done. You can then use this as a starting point to work from.	"You just told me how difficult that math lesson was, and I saw how hard you were working to keep Jasper focused. One thing I noticed is what a fantastic job you did ignoring his negative comments. I think he was really trying to get you to pay attention to his behavior there and most people would have had a hard time not commenting on them. You were awesome at acting as if you didn't hear them."

Identifying Members for the Team

The PTR process is a collaborative and team-centered. Teams can be of various sizes. Some can be as small as two people (e.g., the coach and the teacher), while others may be relatively large (coach, teachers, parents, administrators, para-educators, related service providers). When forming a team, the coach will want to ensure that at least three levels of knowledge are represented. First, someone who knows the student well, must be on the team. This is typically the teacher(s) the student, and family members, but others could be included such as the baseball coach and/or the para-educator and speech pathologist. The important point is to include individuals who have observed the student's behaviors of concern or, conversely, have had positive experiences with the student and can provide information related to the environmental events that occur before and after the behavior(s) that are challenging and behaviors that are appropriate.

The second area of knowledge needed on the team is the context, whether it is the school, district, or community. This team member would be able to help with confirming policies, identifying resources such as funds to purchase intervention materials, approval of getting coverage for a teacher's classroom so that he/she can attend meetings or get coached on interventions, and identifying additional community and district supports for students who may have complex needs. This person can be an administrator, or in some cases, may be the coach.

The third area of knowledge represented is expertise in behavioral principles. This person has experience and competence in guiding a team through the PTR process including developing specific steps for behavioral strategies selected to be included on the intervention plan. This team member is typically the coach.

There needs to be a discussion about student involvement in the process. Most often, it is not recommended that the student attend the meetings. After all, there are few people who would be comfortable sitting with other people who are all discussing that individual's challenging behaviors. Instead, consider who and how student input will be gathered on each step. This may be best performed by identifying individuals who have a positive relationship with the student or with whom the student will share thoughts and answer questions. PTR has student versions of most of the forms for this purpose.

Middle and high-school teams can be quite large. It may help the coach to consider having two different teams, a core team that includes the coach and the teacher(s) who will be developing and implementing the intervention as well as collect progress-monitoring data and an extended team that can include all of the teachers as well as others vested in the student success. These team members can review data and provide input on next steps. They can also serve as additional support for the teachers in the core team.

Parent Involvement

There does need to be discussion around family involvement in the process. It may be challenging for some families to attend all of the meetings, particularly if the family member works during school hours. Consider how the family should be involved in each step. There are several options including (a) having families attend on site during the first meeting (goal setting) and any other meeting when parent input is important, (b) having families provide input by

sending home the PTR forms that will be reviewed/developed in future meetings, (c) sending the family completed PTR forms and asking the family to comment and provide additional information prior to finalizing the step/forms, and (d) including the family in the meeting via web-based platforms (e.g., Zoom, GoToMeeting, Skype) or conference calls. Below is a sample script a coach can use in determining the extent the family desires for involvement. Please consider policy and, if the student is eligible for receiving special education supports, the legal requirements for parental involvement prior to using the script.

> *Different families decide to be involved in different ways. Some parents attend most, or all team meetings and others participate less formally. For instance, if you can't attend meetings, the team might send home a summary of the meeting and the forms that reflect the decisions made during the meeting and ask for your comments and input. The team may also decide to send you the forms that will be completed prior to the meeting so that the team will have your input to include in the final products. Do you have an idea about if and how you would like to participate?*
>
> [Make sure to confirm desired parent involvement at the end of the conversation]
>
> *Okay, it sounds like our plan is to make sure you can come to our first team meeting and then to get your input on what we have agreed upon by sending the forms home to you at the end of each additional meeting.*

It is very important to make sure the team is communicating with parents in a way that is accessible to and preferable for them. Communication methods may include:

- Written documents that are sent home, such as in the student's backpack (e.g., flyers, communication logs, Teacher Implementation Guides, progress reports)
- Email (make sure to have email release forms on hand)
- Text messaging.
- Parent portals (when available)
- In-person check-ins and in-vivo observations can be offered as allowed by district and building policy

Engage in ongoing communication

Regular check-ins with caregivers about how skills are transferring at home can help inform the intervention and can make families feel like an active part of the team. Strategies for maintaining positive ongoing communication include:

Ways to communicate

- For every check-in, tell the caregiver something positive about their child
- Provide caregivers with praise and/or encouragement when you observe or read about families trying to implement strategies at home
- Offer to duplicate materials developed for the intervention for use at home (e.g., break cards, first-then boards, graphic organizers, social stories)
- Notify caregivers in writing of any changes made to the behavior intervention plan
- Explicitly solicit parent opinions, feedback, and questions. "What questions can I answer about the communication goals we identified?" "What other thoughts do you have about who would make a good peer partner for Jaelyn?"

Communication style
- Be mindful of your communication style and avoid jargon
- Aim for an 8th grade reading level (you can lower the level by reducing the length/complexity of sentences and avoiding technical language)
- Use interpreters and translators for individuals who do not have English as their primary language.

Consider Culture, Values, and Beliefs of the Family

- Consider family's cultural context when developing goals. Ask whether there are any cultural considerations the team should know about when identifying goals and strategies or make sure the family is involved in the meeting.
- If the team develops communication interventions for students who are non-verbal, use culturally relevant and representative images when using icons or pictures for materials Be mindful of using person-centered language. In some cases the role of the coach might be to model appropriate language to the educational team. See the table below for examples of person-centered language
- Use positive language while talking about parents. It might be your role to validate the parent perspective at times. If you hear the team talking negatively about parents, gently redirect them or offer alternative perspectives. For example, if the parent is described as harsh or mean, offer: *"I can see where you're coming from on that. I also bet it is frustrating to come home from work every day and then have your child hit you so many times or only hear from the school when your child is having a bad day."*

Developing Interventions

Effective coaches are able to guide the teacher and the team to select interventions that match the hypothesis and are feasible for the teacher to implement. The number of interventions selected is not the focus; rather, selecting at least one intervention to address the trigger, one to teach a replacement behavior that is reinforced with the function of the problem behavior, and one that will alter the way people respond to the student's problem behavior. The intervention menu

includes the most common interventions, most based on behavioral principles, that have scientific support for effectiveness.

Coaches need to know how to take each of the interventions and ask questions of the teacher that will result in a task analysis of the steps the teacher will perform when implementing each of the interventions selected. The appendices will assist the coach in intervention development. Keep in mind that the role of the coach is not to TELL the teacher what to do or what to select; rather, the coach role is to facilitate a discussion on which interventions would be most effective, and once selected, work with the teacher to identify how each key component of the intervention will be implemented. An effective approach is to provide the teacher with options, all equally viable, so that the teacher can consider which will be the best fit for his/her setting and competence.

All of the interventions within the appendices provide a definition, rationale underlying the effectiveness of the intervention, hypotheses for which the intervention can be considered, steps for implementing, special considerations that will enhance successful outcomes, and references supporting the use of the strategy. Be sure to familiarize yourself with them ahead of time and to have them ready to use when you begin working with the teacher. A sample script for developing an intervention is below:

> *For the prevent intervention, I see that most of the team selected Providing Choices. That is great because the strategy has worked with students who have problem behaviors when asked to transition from something they like to something they do not like. Let's go ahead and develop that intervention. First, let's think about the transition and possible choice options that you could give to R. Have you thought of any or have you done any that have worked before? Yes, letting him decide where to sit when he transitions would be great. Where could he sit? That sounds great. The carpet spot is where most of the students sit and giving him the option of sitting there or at his desk away from the peers could be a good choice for R. Any other choices? Here are some other choice categories that are available if you think any of them will work. (coach provides several categories and examples)*
>
> *Now that we have our choices, when would be best for you to offer the choice? Right before the transition or right after the transition? (teacher responds). That is a great idea. How do you want to give R the choice? Do you want to have him come to you or do you want to go over to him? What will you say when you give him the choice? That sounds like it will work. Once he makes the choice, do you want to say anything? For example, would this be a good opportunity to provide a positive comment such as Thank you for making a choice? Okay, we'll write it down. Is there a chance that R will not make a choice? Yes, sometimes this does occur. Let's deal with it now and have a plan for if that happens.*

As the teacher answers each question asked by the coach, the coach is typing the step into the intervention plan template. Below is an example of a completed behavior intervention plan. Note the detail of the task analysis and the fact that only one Prevention, one Teach, and two Reinforcement interventions were developed (one following the replacement behavior-function plus additional escape with preferred activity and one responding to problem behavior). Additionally, note that the intervention plan focuses on one antecedent (trigger) condition. Many students will perform problem behaviors after several trigger categories (i.e., transitions, asked to do non-preferred tasks, peer teasing). Most teachers, understandably, are overwhelmed trying to come up with interventions that can be implemented across the entire day. Thus, coaches often ask teachers to select one trigger to focus on for intervention development.

SAMPLE BEHAVIOR INTERVENTION PLAN/POSITIVE BEHAVIOR SUPPORT PLAN

Hypothesis: When R is (a) asked **to transition from computer to any activity except those involving food and when asked to transition from recess into the classroom (inner explorer),** and (b) asked to correct work or given corrective feedback, and (c) when hungry or forgot his snacks or when he has had a conflict earlier in the day or the previous evening, he will engage in refusal behaviors. As a result, he gets to (a) delay/avoid the non-preferred activity or transition, (b) access preferred activities (e.g., computer); and (c) get attention from adults (teacher).

PREVENT Interventions

Intervention Strategy	Description and Steps	Comments
Providing choices	A choice will be presented to R prior to giving the transition cue (2 minute warning) to the entire class. The categories of choices selected will be (a) where (carpet spot or desk), (b) within (whiteboard/marker or pencil/paper, pen or pencil, type of pen, type of pencil; (c) between (math or finish a writing task). Steps: 1. Teacher will determine the choices to be offered to R prior to the 2-minute transition warning and put the key tags in the bucket. 2. One minute prior to giving the class the 2-minute transition warning, the teacher will go over to R at the computer with the bucket. 3. When offering the choice, the teacher will present the bucket to R and say "*We're getting ready to transition. Pick your choice*". 4. The teacher will allow R to pick a choice. 5. The teacher will ask R, "*What is your choice?*" 6. Once he makes a choice, the teacher will say "*Thank you for making a choice*" and release him his choice. 7. When R transitions (moves to activity), the teacher will provide positive praise "*Thank you for getting ready to do the (name) activity.*" 8. If R does not make a choice (independently), the teacher will say "*I will give you one more minute to make a choice and if you're still having a hard time choosing, I can help you make a choice*" and set a visual timer (phone). 9. The teacher will go back to R when the timer goes off. If R makes a choice, repeat steps 7 and 8. 10. If R does not make a choice, the teacher will say "*I'll pick one for you.*"	Make the key tags that have his choices written on them-- TEACHER

TEACH Interventions

Intervention Strategy	Description and Steps	Comments
Coping Strategies	The coping strategies are: • Go to calming area (delay) • Deep breaths (delay) • Selecting a fidget toy (delay) • Talking to an adult (delay/attention) 1. At the beginning of the day, the teacher will review the calming strategy with R. 2. When transitioning or after transitioning, immediately after seeing R start scowling, the teacher will deliver a (pre-arranged/agreed upon) signal to prompt him to select a coping strategy. 3. Immediately after R makes his coping strategy choice, the teacher will give him a positive gesture (or say Thank you for using a calming strategy). 4. R can engage in his coping strategy choice for 3-5 minutes. 5. When he transitions to the activity after engaging in the coping strategy, the teacher will say I'm proud of you for transitioning and choosing a calming strategy"	When training R in the plan, the teacher will ask him what signal he wants to have to remind him that it is time to do a coping strategy

REINFORCE Interventions

Intervention Strategy		
Reinforce Coping with function	1. Each time R uses a coping strategy, the teacher will release him to his coping strategy (allowed escape, attention). 2. Each time R uses a coping strategy the teacher will provide a positive gesture or statement. 3. When R transitions, the teacher will provide a positive statement	Tags with extra minutes
Reinforce access to computer	A point sheet will be modified so that R can earn computer time by (a) using coping strategies, and (b) immediately transitioning to the non-preferred activity. Each time R uses a coping strategy, he will have a form that he can check whether he used a coping strategy or transitioned. The time for reinforcement will be split into AM and PM. In the AM, for each transition he makes without needing to use a coping strategy (transitioned with the class), he gets to a check. Each check will earn him an extra minute toward computer time (AM/PM). (Think about giving him a bonus if he transitions each time with the class) Each calming strategy check will earn him an opportunity to pick a key tag that has minutes or seconds on them. These can be added to his escape/computer time. Steps: 1. Immediately after math (11:00), the teacher will review the checks R has earned to that point, and provide positive feedback and encouragement. 2. At 12:10-12:15, the teacher will call R to her desk to review the final sum and release him to (a) minutes earned on computer and (b) picking the appropriate number of tags earned and adding that time to computer time.	

Discontinue reinforcement of problem behavior	R will be redirected to use his coping strategy to escape instead of yelling and screaming. Steps: 1. Prior to yelling/screaming or at the first sign R is beginning to engage in problem behavior, the teacher will use a visual cue (holding up a key tag) to redirect/cue R to use a coping strategy. 2. Go through the steps of the Teach strategy to prompt R through selecting a coping strategy. 3. As soon as R selects a coping strategy, provide a positive comment with a neutral tone/pitch, and release him to the strategy. 4. When R is finished with the coping strategy, remind him of his reinforcement to be earned by using a coping strategy before his problem behavior. Review his progress toward his reinforcement to further motivate him.	

PROVIDING COACHING SUPPORT TO THE TEACHER TO IMPLEMENT THE PLAN

Coaching/training the teacher to do the plan consists of several steps: modeling, practice/role play, teacher reflection, and feedback. After developing the plan and reviewing the steps with the teacher, the coach will develop a Coaching/Fidelity Checklist. This is accomplished by listing the primary adult behaviors on the behavior intervention plan that would be performed by the teacher if one was to observe the strategy being implemented. Below is an example of the coaching/fidelity checklist for R's plan.

Coaching/Fidelity Checklist

Teacher:_____ Student:_____ Date:_____ Self-Assessment ☐ Observation ☐ Observer _____

Interventions PREVENT	Was the intervention step implemented?	Did it have the desired impact on behavior? (1 = no impact; 2 = some impact; 3 = great impact)
Providing Choices 1. Put the key tags in the bucket 2. Walked over to R one minute before 2-minute transition warning with the bucket and offered a choice. 3. Gave R a positive comment after he made the choice 4. Released him to his choice 5. Praised him for transitioning after his choice 6. Gave him one additional minute to make a choice if he did not make a choice independently 7. Made the choice for R if he still did not make a choice after one minute.	Y / N / NA Y / N / NA Y / N / NA Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3
TEACH		
Coping Strategy 1. Reviewed the coping strategy with R at beginning of day. 2. Delivered a gesture/prompt to R to use coping strategy immediately after R gets a scowl.	Y / N / NA Y / N / NA Y / N / NA	1 2 3

3. Prompted R to put a check on his sheet indicating he used a coping strategy.		
REINFORCE		
Reinforce Coping Strategy with function 1. Provided positive comment after R selected coping strategy. 2. Release R to selected coping strategy for 3-5 min. 3. Provide positive comment when R transitions.	Y / N / NA Y / N / NA Y / N / NA	1 2 3
Reinforce Coping Strategy use with additional escape (computer time) 1. Reviewed checks R earned at 11 am. 2. Provided positive feedback and encouragement. 3. Called R to desk at 12:10-12:15 and reviewed final check sum 4. Added up tags and released him to minutes earned on computer	Y / N / NA Y / N / NA Y / N / NA Y / N / NA	1 2 3
Discontinue Reinforcing Problem Behavior 1. Visually cued R to use coping strategy immediately after first sign of problem behavior.	Y / N / NA	1 2 3
Behavior Plan Assessment: Y/Y + N total		

When coaching the plan, the coach will first schedule a 30-minute time without students present to go over the plan with the teacher. The coach will first discuss the plan, model it, and then ask the teacher to practice or rehearse by role-playing. The coach then will give performance feedback to the teacher and, if the training is successful, develop a plan for training the student and anyone else who needs to be trained. Once everyone is trained, schedule a day for implementing the plan with the student in the classroom. Although it is ideal to be in the classroom with the teacher the first day of implementation, it may not be feasible. If the coach is unable to be in the classroom on day 1, plan to connect with the teacher in the preferred communication method to see how things went and offer encouragement and praise. When in the classroom, provide active coaching support. Active coaching is an iterative cycle of observation, feedback, and planning for continued observation. The amount of time needed will vary greatly depending on things such as the skill of the implementer, the level of student need, the intensity of the intervention, and the student's response to the intervention.

If feasible, plan to observe at least once a week. Schedule observations to occur during times the intervention will be implemented. Work with the teacher to determine when best to observe. Sometimes you will observe and conduct active coaching at a set time, for example every Wednesday at 10:00 during reading. Other times you may set a time for coaching each week, and the date and time may vary. Observations are a significant part of active coaching. It is important to conduct observations in a manner that the teacher (or another implementer) is comfortable with and in a manner that is minimally disruptive. Most observations will be conducted via direct observation (you in the classroom observing) however in some cases you might observe a video- or audio-recording the teacher makes for you. There are several ways that you can minimize the disruptiveness of your observation including:

- Ask how the teacher will explain your presence to the students. Sometimes this is not necessary, for example in classrooms that routinely have a lot of visitors but other times a

visitor stands out. The teacher could say that you are there to learn about how the classroom works.

- Sit or stand somewhere out of the main line of traffic. When you enter the room, ask the teacher where you should go so you are out of the way but able to watch.
- Minimize engagement with students in the classroom—you want them to stay focused on the activity at hand, not interacting with you.
- Avoid using your phone to text or check email—stay focused on the classroom.
- Maintain confidentiality—don't talk about the student (or anyone else) within earshot of others
- Use the method of active coaching agreed upon with the teacher, don't provide more intrusive coaching unless absolutely necessary.

Active coaching can take several different forms. Before the first coaching session be sure to review options for coaching with the teacher and come to agreement about the method(s) that will be used. This may change across observations so be prepared to revisit observation methods over time. Table 2 shows provides a description of the coaching strategies that will be used with the teacher in both training to implement the plan and ongoing support. During the observations, use the Coaching/Fidelity Checklist to measure teacher implementation fidelity.

TABLE 2. COACHING STRATEGIES FOR TRAINING/SUPPORTING THE TEACHER IN IMPLEMENTING INTERVENTIONS

Strategy	Description	Training the plan example	Implementing the plan example
Modeling	Demonstrate how to implement an activity	The coach role-plays the coping strategy with the teacher	The coach demonstrates how to use the coping strategy with the student during a 1:1 activity
Prompting	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.	The coach makes the "thumbs up" sign to indicate to the teacher that he correctly role-played using the student's activity schedule.	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 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."
Observe and provide feedback	Observe the teacher implementing the activity and provide ongoing feedback and suggestions as the coach watches. The feedback can be verbal, visual, or gestural.	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	The teacher initiates using an activity schedule with a student during lunch. The coach praises her for pairing her verbal with gestural prompts. After lunch the teacher transitions to

	(Note: This method is used if the teacher identifies this as the method to use).	use the break card as soon as you present the writing assignment."	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.
Observe and note	The coach observes the activity without interacting with the student or teacher. Feedback is provided at the end of the activity. Note: This method is used if the teacher is in agreement and has the time to meet with the coach after the observation.	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.	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.
Scheduled virtual support	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). Note: This method may be best utilized when fading active coaching.	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.	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.

Teacher Reflection

Teacher reflection is an important part of the implementation process. Although reflection can certainly occur informally, more structured reflection can help it become more consistent and provide a framework for providing performance feedback. After training the teacher in the plan and prior to the first observation, talk with the teacher about preferences for providing reflection. Because reflection should occur prior to feedback, you might structure it so that teacher reflection occurs during most or all activities that you will be observing. The teacher can complete the PTR Reflection Form (see below) to be used in feedback.

Be sure to introduce the teacher reflection portion to the teacher in a positive way, stressing its utility and importance.

> *Once you start using activity schedules, as we talked about, I will be coming in to see how things are going about once per week. We can set that schedule in a few minutes, and also talk about how what you'd like me to do or not do when I am here.*
>
> *One thing that can be helpful when we start doing something new, and even with practices we have used for some time, is to spend a few minutes reflecting on it after we use it. Of course, you can do this informally, but it also might help us in really learning how the activity schedules are working if we also do this more formally.*
>
> *This [coach shows Reflection form and goes over it] is a place you could use to write down your thoughts about how the activity schedule went after you use it. I was thinking that maybe you could complete this on the days when I observe. You could either complete it before we meet, or we could do it together.*

PTR Teacher Implementation Reflection Form

Coach Name: Teacher/Student Name: Date(s)

Over the past week, the parts of the PTR plan that I think I implemented well are:
Providing choices. It has been working really well, and I am doing it consistently.

Over the past week, the most difficult parts of the PTR plan to implement were:

Remembering to notice R as soon as he starts scowling so I can prompt him to use his coping strategy.

Overall, in the past week, the extent that I believe I implemented the PTR plan as intended is *(circle one)*:

0	1	2	3
Not at all	Minimally	Mostly	Fully

Overall, in the past week, the extent that I believe the PTR plan had a positive impact on teacher and/or student behavior is: *(circle one)*:

0	1	2	3
No effect	Minimal effect	Some effect	Significant effect

Feedback

Feedback should occur as soon as is feasible after an observation (at minimum prior to next scheduled observation). Feedback sessions are when the teacher and coach meet to talk about what happened during the observation. Feedback sessions may be sit-down, face-to-face meetings or they may happen less formally, such as when the teacher has a few minutes free. Although not ideal, some feedback meetings, particularly those happening when a teacher has been implementing an intervention for some time and there are few or no problems feedback could occur via telephone or even email.

During the feedback meeting you will collaboratively discuss the most recent observation and review teacher-collected progress monitoring data to date. It does not matter which of these activities comes first, use your best judgment to determine which order will be best. To facilitate discussion of the observation you conducted, use the Implementation Reflection Form. The teacher can either fill this out before you meet, or you can use it to frame the meeting.

When you provide feedback, you will always provide positive or supportive feedback. In most cases, you also will be providing constructive feedback.

> *Positive feedback* is used to identify specific things that went well or that the teacher did well. If an overall activity was done perfectly, you could begin by saying something like, "I thought that went really well," but go on to identify specific things that you noticed. Try to tie your feedback to the goals you and the teacher set when you completed the Teacher Implementation Guide together.
>
>> *You showed Marcie her token board and told her how many smiley faces she had to earn to get time with her squeeze ball and Marcie got right to work—she worked super hard to earn the squeeze ball today!*
>
> *Supportive feedback* is a way of indicating that you "get" where the teacher is coming from and is especially useful if one or more things did not go well during the observation.
>
>> *Thanks for taking time to meet with me. I am impressed you are still standing after that recess! You really had your hands full trying to supervise that huge group alone after the other teacher had to go inside to take a phone call, I bet you are exhausted.*
>
> *Constructive feedback* is useful to identify an aspect of implementation that did not go as planned and, as importantly, to help the teacher understand what he or she could do differently next time. Constructive feedback should be very specific, identifying what occurred and when. You also will want to tell the teacher what should happen next time.

It is easy for constructive feedback to come across as critical or judgmental, so be thoughtful about how and when you deliver constructive feedback.

When using constructive feedback, the "feedback sandwich" might be useful. Begin by providing positive feedback for something done well, and then provide any constructive feedback, ending with more positive feedback. In addition, teacher opportunities for reflection are embedded throughout. Below are some tips for giving feedback and ideas about how you might enhance performance.

Tips for Giving Feedback

Strategy	Description	Examples
Begin with one or more positive statements	Initiate the discussion with a statement that describes something the teacher did well. It is fine to use general statements such as, "You did a great job today" but be sure to provide some specific examples.	"You did a great job gesturing to Rick and Lila (peers) that they should just ignore Monty's rocking. That prompt was subtle enough that I don't think Monty or anyone else even noticed but it really helped reassure Rick and Lila that they were doing the right thing."
Ask for positive reflection Note: The Reflection Form can be used as part of this step.	Either before or after identifying something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the *student* is doing, try to prompt the teacher to identify something about their own implementation that was positive.	"In your view, what do you think is going well? Either overall or just in the time I watched today?" "I agree that Monty did well responding to his friends today. I'm wondering how you felt about the way you supported Monty and his friends—what went well?"
Ask for reflection on areas for improvement Note: The Reflection Form can be used as part of this step.	Ask the teacher what he/she thought was challenging, difficult, or less than perfect when implementing the intervention. This is a great entry into corrective feedback, as teachers will either identify something that was not implemented correctly or identify something else that may direct coach feedback.	"You said you did 'okay' using the token board, I think you did a fantastic job. Were there any aspects of your interactions with Luca during table work today that you didn't think went so well or that you would want to do differently?"

Provide specific corrective feedback.	Identify exactly what occurred incorrectly and, when appropriate, why	"The reinforcement intervention that we developed indicates that praise should occur immediately after James gives a correct answer. How do you think that went today?" *Teacher response indicates that it did not go as intended.* "Right, I noticed a couple of times when that happened and several more when it didn't. There is a lot going on, so it is hard to stay on top of this. James seems to really respond well to your praise so I'm thinking that is something we should work on, what do you think?"
Help the teacher identify strategies to improve	Use collaborative problem-solving to improve performance. Begin by asking the teacher for ideas. Build upon what the teacher suggests. If the teacher cannot come up with strategies, provide options and ask the teacher to select the option that would work best for them.	"Maybe we can come up with a way to make it easier to remember to praise correct responses. What might help to remind you to provide praise after each correct response?" *If the teacher comes up with an idea*—"That is a great idea. I can either do a gesture like a thumbs up that will remind you the next time I observe". *If the teacher does not come up with an idea*— "Here are a couple of thoughts. The next time I'm here, if you like, I I could use some gesture, like this (make a thumb up) to remind you to praise James or hold up a visual card that cues you to do so. Do you think one of those ideas will work? If so, which one do you prefer?"
Build fluency slowly by working on one or two components at a time.	Don't overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.	"You just identified five things that you could work on. There are probably always things we can improve but let's pick just one or two things. On your reflection form, you indicated that

		remembering to praise James is difficult. How about working on that first"
End with positive feedback	Feedback should conclude with another positive observation	We spent a lot of time talking about how to remember to praise James each time he gives a correct response and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you kept your cool today, even when James was really angry. I know that can be really hard to do.

Strategies to Improve Implementation

Strategy	Description	Examples
Response prompt	Response prompts are things that you say or do to cue correct behavior. You could use a verbal or a model cue.	"How about, next time I am here, if it is time to have Juan return to work, I tap my watch to indicate that to you, if you haven't prompted him?"
Stimulus prompt	A stimulus prompt is something that you add to the setting to cue correct behavior. You can either add something new or make the natural prompt (as appropriate) more salient.	"One idea to help you remember to prompt Juan to return to work is to set the timer on your phone to vibrate when time is up, and then keep it in your pocket."
Modeling	Modeling is demonstrating how to do all or part of the activity	"It sounds like it is really hard to do all the steps we came up with for prompting Ben to get his lunch in the cafeteria. How about next week I work with Ben during lunch and you watch? That way we can accomplish two things, you can see what the whole procedure would look like and I can see if there are any stumbling blocks that maybe we didn't identify."
Role play	Practice implementation with you or the teacher playing the	"You know, one way for me to 'see' what is happening when I am not here is to act it out—you could

	student and teacher respectively. Having the teacher play the student first is a great way to learn more about how the student is behaving and to model correct implementation	play the role of Jamie and I could be you. I know it feels weird to act but if you are game, I think it would help me understand better what is happening. Also, you can see how I might respond and then we can talk about whether what I did would be feasible. What do you think?"
Review Materials	Review the behavior intervention plan. This can be a jumping off point to discuss the rationale for decisions you made and whether they were appropriate. You also could give the teacher other materials such as handouts you create or, if desired, other things to read.	"I made this little sheet for you (show the sheet) as a hopefully quick and easy reference guide. You can see that each step of the prompting procedure is listed using just the name, and then there are arrows. I was thinking that you could pin this on the board over the desk you normally work at with Tom and it might be kind of a cheat sheet. What do you think?"

During each feedback meeting, be sure to refer to and use any teacher-collected data and the Implementation Reflection Form. If you don't use them then they will seem unimportant to the teacher who likely will stop completing them.

Feedback may result in modifying the intervention or change the intervention to another one. If another intervention is selected, it is best to go back to the Intervention Menu and review the other interventions that the teacher/team selected or ranked, and determine if any of those match the hypothesis.

If possible, after each feedback meeting, consider sending a: summary email to the teacher. In the first few emails to the teacher you will review the purpose of tips and suggestions given in email, saying something like, "As your "coach," it's my job to help you put the intervention in place. So, one of the things that will always be included in my emails are tips or other things to try out." These emails can be faded over time when the teacher is implementing the intervention with fidelity and the intervention appears to be effective. Consider sending summary emails when the following conditions occur: (a) when corrective feedback was provided to the teacher based on intervention fidelity, and/or (b) when modifications were made to the intervention.

Below is a sample email.

Dear Debbie,

Thank you for making time for me to come observe in your classroom this morning. I noticed right away that you really took our conversation about activity schedules from last week to heart. Your new classroom schedule looks great, and you all did an excellent job of reviewing the day's remaining activities before each transition. I could tell the students are all responding really well to it! I hope this schedule is making it easier to implement Z's "unplanned transition" program. It seems like now that you are used to reviewing visual schedules, you are consistently remembering to show Z her personal schedule.

Like you mentioned on your form, I also saw that you sometimes forgot to give Z the 5-second delay to ask for her transition object. I can understand the desire to help her out right away, but it will be important for her to learn to spontaneously ask for calming objects if she needs them. I wonder if some kind of visual cue for you might help out – what if we put in a time delay reminder on the "cheat sheet" Z keeps on her desk? Or is there another place where a visual cue might help? If so, please add it to her cheat sheet and give it a try over the next couple of days. Five seconds can be a lot longer than we realize, so counting in your head might also help make sure Z gets enough time to request on her own.

We thought that Friday morning at 10:15 would be a good time for me to catch Z's next unexpected transition to free time. Does that still work for you? My schedule is flexible all morning, so we can move things around if needed.

As always, I appreciate your dedication. Thank you.
Best,

Melody

FADING COACHING

During feedback meetings, coaches and teachers can also collaboratively determine next steps for the intervention and when to begin fading of active coaching. Coaches should refer to the "Intervention Outcomes Table" below to help them determine if fading is appropriate, considering both the teacher's fidelity with intervention implementation and the target student's progress in response to the given intervention.

Intervention Outcomes Table

Student's Progress

High teacher fidelity and poor student progress	High teacher fidelity and good student progress
Low teacher fidelity and poor student progress	Low teacher fidelity and good student progress

Teacher Fidelity

Low teacher fidelity and poor student progress: This outcome occurs when the teacher is implementing the intervention with poor fidelity and the student is not demonstrating a positive response to the intervention. For this outcome, continued active coaching is typically suggested to improve teacher fidelity. If low teacher fidelity persists, the coach and teacher should problem-solve together to determine why the teacher is unable to implement the intervention with fidelity. The coach and teacher should discuss whether the intervention is too difficult for the teacher and/or not feasible within the classroom setting, or if the teacher needs help with specific skills that would make other aspects of the intervention more successful. If necessary, the coach and teacher should make modifications to the intervention that may improve fidelity.

High teacher fidelity and poor student progress: With this outcome, the teacher is implementing the intervention with high fidelity, but the student is showing poor response to the intervention. It is important to remember that it may take some time for students to show improvements in skills/behavior, so you may want to proceed with the intervention as is and continue to monitor student progress. If the teacher meets fidelity criterion, you may decide collaboratively to begin fading active coaching, while continuing to monitor student progress (see "Coaching Strategies Table" for guidance). If student progress continues to be poor, the coach and teacher may decide to make modifications to the intervention and continue with active coaching.

Low teacher fidelity and good student progress: With this outcome, the student demonstrates improvement with the targeted skill/behavior, but the teacher is implementing the intervention with poor fidelity. If this occurs, the coach and teacher should continue to monitor the targeted behavior, to ensure that gains maintain, and may decide to move onto their next intervention goal. However, the coach should be mindful of possible barriers to implementation that may be relevant to the subsequent module as well.

High teacher fidelity and good student progress: This is the best of the possible outcomes of an intervention, and indicates that the teacher is implementing the intervention well and the student is responding positively to the intervention. When the fidelity criterion is met by teachers and the student has met teacher-set goals, the coach and teacher may decide collaboratively to begin

fading active coaching. Coaches should refer to the "Coaching Strategies Table" to determine how active coaching may be faded. The coach and teacher may decide to fade active coaching by systematically decreasing the frequency of coaching sessions, systematically decreasing the length of coaching within sessions, or by choosing a coaching style that is less intrusive (e.g., moving from directly prompting the teacher in coaching sessions to simply observing the teacher and noting strengths/weaknesses and discussing after the session).

Intervention Fading

If high teacher fidelity and good student progress maintains after fading of active coaching, and coaching time is still available for a given module, the coach and teacher may decide to begin fading parts of the intervention before moving to maintenance. Fading an intervention may entail fading prompts/support for the student, doing away with a component of an intervention package, or fading the schedule of reinforcement. The goal of fading an intervention should be to make the intervention less demanding for the teacher, while maintaining the interventions' effectiveness for the student. Therefore, it is very important to continue taking both teacher fidelity and student progress data when fading an intervention.