


**COACHING CLASSROOM STAFF TO IMPLEMENT LANGUAGE STRATEGIES IN EARLY CHILDHOOD EDUCATION CLASSROOMS**

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**Learner Outcomes:**

- Learners will understand the current evidence for techniques used for coaching implementation in early childhood classrooms.
- Learners will differentiate coaching components for increasing staff use of expressive language strategies within early childhood education (ECE) environments.

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**Outline**

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    CR[Coaching Research] --- I[Investigation in ECE]
    CR --- LR[Literature Review]
    AP[Application] --- CP[Coaching Process]
    AP --- CS[Coaching Skills]
  
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COACHING RESEARCH

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INVESTIGATION IN ECE

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<p>Effect of Coaching on Early Childhood Education Staff in Implementing Expressive Language Strategies for Students with Autism Spectrum Disorder</p>	<p>Speech- Language Pathologists (SLPs) in Early Childhood Education (ECE) strive to provide Evidence Based Practice (EBP) students with Autism Spectrum Disorder (ASD)</p>
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(LeGray, Simpson, & Murza, 2017)

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### Autism Spectrum Disorder (ASD)

is characterized by difficulties in:

· Social Communication and Social Interaction (SCI)

· Restricted Interest(s) and/or Repetitive Behaviors (RRB)

In coaching, challenge for adults to:

Establish Rapport

Continue Interactions

Build Language

(DSM-V; American Psychiatric Association, 2013)

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### Method: Multiple Baseline Across Behaviors

#### Coaching

Begin each condition: teach  
2 weekly coaching cycles



Three Independent Behaviors

Follow child's Lead

Matched Turns

Expansions

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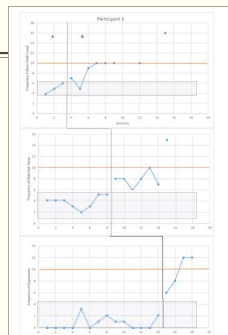
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### Results

- 18 Total Sessions

Session	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
FCL	4	5	6	7	5	9	10	10	10	10	10	10	10	10	16			
MT	4	4	4	3	2	3	5	5	8	8	6	8	10	7	15			
E	0	0	0	0	3	0	1	2	1	1	0	0	0	2	6	8	12	12
	Baseline			Intervention						Maintenance								

- Percentage of Nonoverlapping Data




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**LITERATURE REVIEW**

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**Educational Setting**

National survey of Parent satisfaction ECE services ASD satisfaction with quality but not quantity of services (Bitterman, et al., 2008)

**Speech-Language Pathology service delivery in schools**  
No primary investigations on service delivery to students with ASD in ECE

Program Intensity and Service delivery in schools severe-outside the general classroom; 20-30 minutes, 2-3 times per week (Brandel, & Frome Loeb, 2011)

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**Educational Setting**

**Coaching for educator intervention with fidelity**

- Coached with SOOPR model
  - Setting the stage, Observation, Opportunities, Problem Solve, Reflect
- Head Start teachers learned: arranging the classroom environment, responding, target talk, and mirroring
- Children increased frequency of communication (Friedman, & Woods, 2015)

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### Educational Setting

**Coaching in early childhood settings as compared to providing professional development training**

- In-service only; Hanen's Teacher Talk (Scarinci, et al., 2015)
- ECE teachers in the coaching group increased use of: waiting for child to initiate, engaging in turn taking, use of face to face interaction, and including uninvolved children (Girolametto, et al., 2003)
- SLPs provided a Hanen training. Those coached (5 sessions) increased references to phonological awareness (Milburn, et al., 2015)
- Large scale investigations
  - Coursework, Coursework & Coaching, Control (Neuman & Cunningham, 2009; Neuman, & Wright, 2010)

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### Educational Setting

#### Coaching educators with children with ASD

- School for children with ASD, trained staff to implement PECS; staff increased opportunities in taught contexts but did not generalize to untrained contexts (Ganz, et al., 2013)
- Social Communication intervention provided by teachers targeting joint engagement and child initiation of joint attention; 20 minutes, 2x per day, 8 weeks, and 12 month follow up. (Kaale, et. al, 2014)




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## APPLICATION

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## COACHING PROCESS

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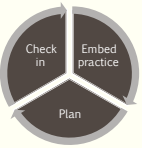
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### Coaching Process

**Coaching**  
Begin each condition: teach  
2 weekly coaching cycles



**Components of Coaching**

- Teach
- Check-in
- Embedded practice
- Plan

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### Teach

Which Strategy will you be coaching?

- Outside of class time
- Define/Describe Strategy
- Discuss why the strategy is critical for serving the student/population
- Explain use of the strategy with a variety of students/areas of the classroom
- Consider use of a handout to teach consistently and give staff member resource to reference in your absence

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### Check-in

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Builds and maintains rapport with the staff member

- Opportunity for educator to update the coach
- Educator
  - Reviewed any questions about the strategy
  - Discussed goals for the session
  - Shared ideas for the days strategy use
- Took no more than 5 minutes

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### Embedded Practice

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Use of the language strategy across classroom areas and activities

- Educator practiced use of language strategy in chosen classroom activity
- Coach observed and provided feedback:
  - Descriptive
  - Corrective
  - Praise
- Coach modeled use of strategy if needed
- Took 12-17 minutes of 20 min session

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### Plan

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Reflection and plan for action

- Educator and coach debriefed session
- Educator was encouraged to:
  - Reflect
  - Problem solve
  - Set new goals
- Coach assisted in setting goals and co planning for continued use of strategy
- Last 5 minutes of the session

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### Components of Coaching

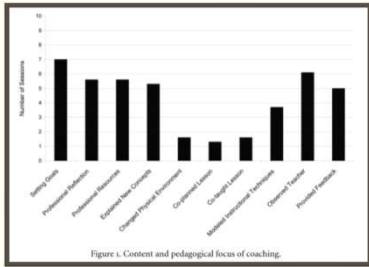


Figure 1. Content and pedagogical focus of coaching. (Newman & Wright, 2010)

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### COACHING SKILLS

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### Effective Feedback:

- Specific feedback is Descriptive
  - Praise
  - Corrective
- Given in comments or questions
- Manage Timing




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### Questioning

- Pose open questions
- Link questions to your coaching goals
- Avoid rhetorical questions
- Provide wait time

Question to develop:  
Reflection  
Critical Thinking

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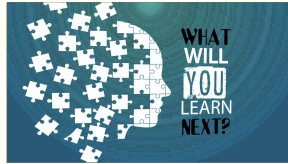
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### 6 Characteristics of Adult Learning

1. Adult learning is self-directed/autonomous
2. Adult learning utilizes knowledge & life experiences
3. Adult learning is goal-oriented
4. Adult learning is relevancy-oriented
5. Adult learning highlights practicality
6. Adult learning encourages collaboration



(Knowles, 1980)

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### BRAINSTORM

- How could you implement coaching at your sites?
- What students might benefit from coaching?
- What barriers might you encounter?

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DISCUSSION:  
COMMENTS & QUESTIONS

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