Practice Profile for Coaching

Practice or Program:	Coaching	Date/Version:	8/30/19 -- Version 1.8

Philosophy, Values, & Guiding Principles

Philosophy: The process by which trained skills or practices are brought under stimulus control in natural settings. Coaching shapes use of a learned skill and guides improved precision, fluency, and contextual adaptation while maintaining integrity to the practice.

Less Behavioral Definition:
The process that supports and transfers skills gained during a professional development, workshop, or training event to use with fidelity during everyday use. Coaching shapes newly learned skills by focusing on improving precision, fluency, and use across settings, recipients, time, etc., while maintaining fidelity to the practice.

Values/ Principles: Coaching is:

- An extension of training
- Based on collaborative efforts to develop self-reflection and self sufficiency
- Never ends but fades over time with a continuum of support tied to data related to use of skills (e.g., fidelity data)
- Describes behaviors that support performance feedback, behavior change, and use of trained skills in every day settings
- Is driven by data that document areas of focus (accuracy, fluency, generalization, or adaptation) and support needed (high, moderate, low)
- Is a collaborative effort between the individual providing the coaching and the recipient of coaching
- Is comprised of a set of behaviors - not a title or position
- Is continuously evaluated for effectiveness and efficiency
- Is supported by coaching of coaching (e.g., from systems coaching perspectives)
- Can be focused on an individual or a group (e.g., implementation team, problem solving team, cadre of individuals providing coaching)

Inclusion/Exclusion Criteria

- Training in practice/skill is a prerequisite
- Must involve direct observation of skills/practices in use along with other data sources (review of products, self-report ratings)

Desired Outcome:

Transfer implementation of trained skills or practices (use of skills/practices with fidelity across contexts). Coaching increases the likelihood that skills will be used as intended (with fidelity) in applied work in targeted contexts (classrooms, agencies, personal interactions, meetings).

Essential Components:

1.

General References

Blase, Fixsen, Sims, & Ward, 2015; Fixsen, Blase, Naoom, & Duda, 2015; Fox, Hemmeter, Snyder, Binder, & Clarke, 2011; Horner & Sugai, 2000; Joyce & Showers, 1982; Knight, 2004, 2007; Massar, 2017; Odom, Duda, Kucharczyk, Cox, & Stabel, 2014; Snyder, Hemmeter, & Fox, 2015

Essential Components, Definitions, Contributions to Outcomes, and Indicators

Essential Component: *Prompting*

Definition of Essential Component:	Prompting reflects the delivery of antecedent cues (visual, auditory, or physical) to increase the likelihood that a specific behavior will be elicited when needed. *Less Behavioral Definition: Prompting reflects verbal and/or nonverbal cues or aids that serve as indicators or reminders about accurate use of the targeted skill. Prompting is delivered before the skill should be delivered.*
Contribution to Desired Outcome:	Prompts delivered before a targeted response serve to reinforce and remind recipients of expectations of the desired behavior. Prompting is shown to produce higher accuracy rates and reduce errors during initial use of a practice or skill. Prompting along with performance feedback shapes recipient's accuracy, fluency, and generalization of skills/practices.
References:	Duchaine, Jolivette, & Fredrick, 2011; Freeman, Sugai, Simonsen, & Everett, 2017; Hasbrouck & Christen, 1997; Joseph, Alber-Morgan, & Neef, 2016; Knapczyk & Livingston, 1974; Massar, 2017; McDowell, 1982; Reinke, Lewis-Palmer, & Merrel, 2008; Shapiro & Shapiro, 1985; Stichter, Lewis, Richter, Johnson, & Bradley, 2006; Sutherland, Wehby, & Copland, 2000

Behavioral Indicators

Expected Use in Practice	Developmental Use in Practice	Unacceptable Use in Practice
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*

Uses prompts (verbal, auditory, visual) that were identified as useful by the coach and coaching recipient	Uses prompts (verbal, auditory, visual) that are not identified by the coach and coaching recipient (i.e., they are prescriptive and routine)	Does not deliver prompts
Delivers prompts before the behavior is expected to be elicited	Delivers prompts too far in advance of the recipient's use of the skills to impact the likelihood of it being used as intended	Delivers prompts after behavior is emitted
Uses data to indicate when prompts should be faded out	Fades out prompts but phase out is not driven by data	Intermittently and inconsistently uses prompts (not driven by data)
Delivers prompts discreetly so that they do not distract from use of the practice or skill (e.g., occur in conversation prior to observation or use of skill or are nonverbal subtle cues such as *Post-it-Notes* affixed on an item in the coaching recipient's view)	Delivers prompts that are observable by others but do not disrupt the flow of the delivery of the practice or program (e.g., coach waves his/her hand in the air to gain the attention of the coaching recipient)	Delivers prompts in a manner that interrupts delivery of the practice (e.g., use auditory when nonverbal would be suitable for the context)

Essential Component: *Performance Feedback*	
Definition of Essential Component:	Performance feedback delivered by a coach is direct and specific in content and describes aspects of the skills/practices such as the accuracy, fluency, adaptation, and/or frequency of a behavior. Performance feedback is shared after observing or reviewing targeted skills/practices used in their natural context. Content (data-based corrective or positive) and context (descriptive defining what, when, and where as needed) of feedback are aligned with data collected during observation or review of permanent products. Performance feedback can be verbal or written. *Less Behavioral Definition:* *Performance feedback, which can be verbal or written, highlights behaviors that were used accurately, fluently, or whose modifications to meet needs of the audience, timeliness, or dosage of the setting maintained fidelity to the practice. In use, feedback delivered is specific (describes behavior) and aligned to the desired goals of coaching (rationale provided that also describes how or why a coaching recipient's behaviors may need to change to meet desired outcomes of coaching).*

Contribution to Desired Outcome:	Performance feedback functions to change the likelihood of a skill/practice being used with precision. That is, performance feedback shapes behavior by reinforcing desired behaviors or aspect of skills while also correcting inaccurate or dysfluent use of a skill/practice. Performance feedback is used to shape the recipients' accuracy, fluency, and generalization of skills/practices.
References:	Alvero, Bucklin, & Austin, 2001; Cavanaugh, 2013; Freeman, Sugai, Simonsen, & Everett, 2017; Knight, 2007; Massar, 2017; Mortenson & Witt, 1998; Sprick, Knight, Reinke, Skyles, & Barnes, 2010

Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Provides feedback that is specific to the targeted practice, directed at the recipient's behavior, is linked to the targeted goal, and includes a rationale.	Provides feedback that includes one or two aspects of the following. Feedback: 1) is tied to essential aspects of the practice or program; 2) describes the recipient's behavior, and 3) linked to the goal of coaching.	Does not provide feedback or only includes one characteristics from the two-point response.
Provides feedback as soon as needed based on data such as how fragile (newly acquired) the skill is, urgency of feedback (safety concern), and agreed upon schedule for delivering feedback (ideally at least weekly)	Provides feedback in a scheduled manner (e.g., weekly) that does not adjust based on newness of skills, urgency, or other factors	If feedback is provided it is not delivered in a timely manner to have an impact on shaping skills
Provides feedback in the agreed upon format (in person, in writing, via phone call, virtual meeting).	Provides feedback only in one manner (not flexible or in response to the recipient's needs)	If feedback is provided, it is delivered in written format only.

Essential Component:	*Creating an Enabling and Collaborative Context*
Definition of Essential Component:	Enabling context is defined as structures and practices developed to create a system of support for ways of work that facilitate recipients of coaching to use practices/programs with fidelity. It relies on effective communication, collaboration, and problem solving. It also requires collaborative processes that foster shared ownership and nonjudgmental decision making. "People skills" such as flexibility, supportiveness, approachability,

	trustworthiness, and communication are critical to establishing relationships that build a supportive, collaborative, and non-judgmental hospitable environment for coaching and sustaining skills despite barriers or challenges that arise.
Contribution to Desired Outcome:	Creates a hospitable environment to facilitate co-creation of structures and practices that support use of the skills or program with fidelity
References:	Blase, Fixsen, Sims, & Ward, 2015; Coggins, Stoddard, & Cutler, 2003; Curtis & Metz, 1986; Fixsen, Blase, Metz, & Van Dyke, 2015; Yost, 2002; Zins & Ponti, 1996

Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Embraces coaching as a collaborative process between him or herself and the coaching recipient where all aspects of coaching from selecting behaviors to target to identifying data to monitor progress, identifying goals and outcomes of coaching, and reviewing strategies to develop accuracy, fluency, and generalization of skills and practices are done together.	Embraces some elements of coaching in a collaborative manner	Does not approach coaching in a collaborative manner
Establishes and uses a bi-directional and dynamic feedback process for communication and learning about transfer of skills into the applied context and impact of coaching on the process (e.g., behaviors of both the recipient of coaching and the coach change in response to communication and data shared).	Establishes a bi-directional feedback loop but only uses this occasionally to inform coaching process – not followed as a shared learning experience	Does not establish a feedback loop
Employs a collaborative decision-making process that builds capacity to navigate change (adaption of skills to ever changing context) for coach and recipient of coaching	Employs a collaborative decision-making process but does not explicitly use that as an opportunity to build capacity to create an	Makes all decisions independent of the recipient of coaching

and as a result builds capacity in the coaching recipient to create an enabling context beyond the coaching experience	enabling context beyond the coaching experience

Essential Component: *Data Use*	
Definition of Essential Component:	Use of relevant, reliable, and valid data to analyze, evaluate, and inform next steps and action planning (including goal setting, identifying progress monitoring or outcome data needed, and development of an action plan). Decision making is an iterative process with on-going data feeding into subsequent actions.
Contribution to Desired Outcome:	Relevant, reliable, and valid data will inform the coaching process so that attention is directed and adjusted based on need that is supported by data.
References:	Bahr, Whitten, Dieker, Kocarek, & Manson, 1999; Boudett, City, & Murnane, 2005, 2013; Chafouleas, Volpe, Gresham, & Cook, 2010; Deno, 2005; Hamilton et al., 2009; Herrmann, 2014; Horner, Algozzine, Newton, Todd, Algozzine, Cusumano, & Preston (in press); Marsh, Pane, & Hamilton, 2006; Nellis, 2012; Newton, Horner, Algozzine, Todd, & Algozzine, 2012; Sugai & Horner, 2006; 2009; Ysseldyke, Algozzine, & Mitchell, 1982.

Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Collects relevant and useful data (e.g., observation, fidelity, proximal) to answer a specific question or address a pre-determined need.	Collects data that may or may not be relevant and useful, not all data collected serve to answer a specific question or address a pre-determined need.	Does not collect data, or collects data that are not relevant nor useful.
Uses data to identify an area of need for coaching and set a goal for mastery (that	Completes only one of the following: • Uses data to identify an area of need	Does not identify an area of need and does not set a goal with two essential components (what, by when, how much).

includes three essential components: what, by when, and how much). Develops an action plan for coaching that includes types of support, target areas for support, steps for completion, who will complete steps, and when steps need to be completed. Uses data to determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback).	• Sets a goal with two essential components (what, by when, how much). Develops an action plan that includes only some of the following: types of support, target areas for support, steps for completion, who will complete steps, and when steps need to be completed. Uses data that are irrelevant and/or unreliable to determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback). - **OR -** Uses relevant and reliable data to incorrectly determine allocation of time and resources being provided to recipient through the continuum of supports (e.g., make decisions about scaffolding, prompting, and providing performance feedback).	Does not develop an action plan for coaching. Does not use data to guide allocation of time and resources, continuum of supports, scaffolding, prompting, and providing performance feedback without using data.
Uses data to set goals, determine progress toward goal, and to define next steps (e.g., continue plan, modify plan, discontinue plan).	Uses unreliable or irrelevant data to set goals, determine progress toward goals, and define next steps. - **OR** - Uses relevant or reliable data to inaccurately set goals, determine progress toward goals, and define next steps.	Does not use data to set goals, determine progress to goals, and define next steps. Does not complete a problem-solving process.
Completes an iterative problem-solving process until recipient meets goal or a new skill is chosen for coaching.	Completes problem-solving steps once and moves on to a new skill before meeting mastery of the first skill.	

Essential Component: *Application of Content Knowledge*		
Definition of Essential Component:	Application of content knowledge refers to the coach applying his or her own experience and knowledge about delivering the targeted practice or program. Of note, content knowledge is a critical selection criteria that should be considered when hiring individuals to deliver coaching supports.	
Contribution to Desired Outcome:	Fosters acceptance and provides a wealth of experiences and resources from which the individual providing coaching supports can draw strategies for developing fidelity in use of targeted practices.	
References:	Killion & Harrison, 2006; Kin et al, 2004; Kowal & Steiner, 2007; Neufeld & Roper, 2003; Poglinco et al., 2003	
Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Uses content area knowledge and expertise in delivering practice to guide specificity (narrowness) and sequencing of coaching relative to demands of content area (e.g., applies awareness of difficult to apply skills)	Uses content area knowledge (not expertise in using practice) to guide specificity or sequencing of coaching relative to demands of content area.	Does not have or does not share content area knowledge or expertise in applying skills in the targeted setting.
Taps into personal, validated, and relevant resources to support and/or scaffold use of skills in applied settings.	Taps into publically available useful and relevant resources to support use of skills in applied settings.	Does not have access to or awareness of relevant and useful resources to support transfer of skills in applied settings.
Shares stories or scenarios of his/her previous experience using the practice or of content area to ground skills/practices used.	Shares second-hand stories of others using the practices.	Does not have any first or second-hand stories to share of others using the practices.

Essential Component: *Continuum of Supports*	
Definition of Essential Component:	Coach uses fidelity/observation data to identify the recipient's needs to master skills and align them with a continuum of coaching supports (i.e., high, moderate, low, or ongoing coaching supports). Supports may increase or decrease based on the targeted skill, level of acquisition, and needs of the coaching recipient.

Contribution to Desired Outcome:	Ensures allocation of resources are aligned with recipients' needs for efficiently mastering skills.
References:	Kretlow & Bartholomew, 2014; Kretlow, Wood, & Cooke, 2014; Massar (2017); Wood et al., (2016)

Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Follows a continuum of coaching supports (i.e., high, moderate, low, ongoing) to develop and maintain skills over time and uses data to guide decisions for moving between the continuum of supports.	Inconsistently follows a continuum of coaching supports (i.e., high, moderate, low, ongoing) to develop and maintain skills over time and inconsistently uses data to guide decisions for moving between the continuum of supports.	Provides the same coaching support to all recipients.
Provides supports based on one of the four levels of the continuum for each target area (if more than one target area is identified, not all target areas need to receive the same level of supports).	Provides supports across levels (e.g., elements of low and high, moderate and ongoing) based on personal preference instead of recipient fidelity data.	Provides the same level of coaching support to individual recipient overtime regardless of recipient's change in skill level.
Provides *ongoing* coaching support by completing all of the following as appropriate: • Focusing on adapting practices to meet contextual fit amid challenges and transitions • Using independent practice with coach support • Taking a participant role while the recipient leads the coaching session • Building and using feedback and communication loops that flow	Provides *ongoing* coaching support by applying some but not all of the following: • Focusing on adapting practices to meet contextual fit amid challenges and transitions • Using independent practice with coach support • Taking a participant role while the recipient leads the coaching session • Building and using feedback and communication loops that flow easily between the coach and coaching recipient	Unintentional about providing coaching assistance based on the continuum of supports.

easily between the coach and coaching recipient Provides *Low* coaching support by completing all of the following as appropriate: • Focusing on transitioning from "coach-lead" to "coach supported" conversations • Prompting less frequently • Providing corrective and reinforcing performance feedback as needed • Building skills for self-reflection and personal evaluation of recipients' performance Provides *Moderate* coaching support by completing all of the following as appropriate: • Providing frequent opportunities to use and practice using skills accurately and fluently • Providing prompts and gradually fading prompts to promote independent use of skills • Providing corrective and reinforcing performance feedback • Developing skills for self-reflection and evaluation in recipients • Targeting one to two areas for improvement at one time • Providing more opportunities for independent practice (with feedback and support)	Provides *Low* coaching support by applying some but not all of the following: • Focusing on transitioning from "coach-lead" to "coach supported" conversations • Prompting and providing corrective and reinforcing performance feedback consistently <u>while</u> fading supports • Building skills for self-reflection and personal evaluation of recipients' performance Provides *Moderate* coaching support by applying some but not all of the following: • Providing frequent opportunities to use and practice using skills accurately and fluently • Providing prompts and while gradually fading prompts • Providing corrective and reinforcing performance feedback • Developing skills for self-reflection and evaluation in recipients • Targeting one or two areas for improvement at one time • Using modeling, co-leading, and independent practice	

Provides **High** coaching support by completing all of the following as appropriate: • Making sure that training (with fidelity) has occurred and re-teach as needed • Focusing on supporting use of skills/practices in role plays and in real world settings • Delivering very frequent prompts • Delivering a high ratio of performance feedback • Providing very frequent reinforcement for behaviors done well • Providing corrective performance feedback soon after it is observed • Targeting one to two areas for improvement at one time • Providing high levels of modeling, co-leading, and independent practice	Provides **High** coaching support by applying some but not all of the following: • Making sure that training has occurred with fidelity and re-teaching as needed • Focusing on supporting use of skills/practices in real world settings • Consistently delivering prompts • Delivering a high ratio of performance feedback • Providing reinforcement for behaviors done well • Providing corrective performance feedback after it is observed • Targeting one to two areas for improvement at one time • Using modeling, co-leading, and independent practice	

Essential Component: *Scaffolding*	
Definition of Essential Component:	Scaffolding refers to the amount of direct support provided to guide the recipient's targeted skills from acquisition, to fluency, to generalization, and adaptation. The individual providing coaching supports uses fidelity of practice data (e.g., data collected during observation of practices being used) to align need to model, colead, or provide independent practice of skills while delivering *performance feedback*.
Contribution to Desired Outcome:	Scaffolding strengthens recipient skills across the instructional continuum (acquisition, fluency, generalization, adaptation) to support use of practices with fidelity.
References:	Browder et al., (2012); Bursuck & Damer (2011); Carnine et al., (2009); Ciullo & Dimino (2017); Coyne, Kame'enui, & Carnine (2011); Myer et al., (2017); Sims (2017)

Behavioral Indicators		
Expected Use in Practice	**Developmental Use in Practice**	**Unacceptable Use in Practice**
The individual providing coaching:	*The individual providing coaching:*	*The individual providing coaching:*
Uses a Model- Co-Lead- Independent Practice (with *performance feedback*) method and gradual release technique that is informed by data that will build capacity for sustained use of skills with fidelity as the desired outcome.	Uses a Model; Co-Lead; Independent Practice (with *performance feedback*) and gradual release technique but levels of support are not informed by data or follows a prescriptive protocol that is not responsive to data collected	Does not employ a system to scaffold support for skill development.
Models skills using examples, nonexamples, descriptions, and/or demonstrations during initial learning and/or practice or models focus skills as part of an error correction*.	Models skills using examples, nonexamples, descriptions, and/or demonstrations during initial learning only	Requires recipient to use skills in independent practice without providing models or coleading examples.
Coleads use of skills with recipient by taking turns practicing skills in role play, scenarios, planning activities, and natural settings while consistently providing *performance feedback*.	Coleads use of skills with recipient by taking turns practicing skills in natural settings (classroom).	
Provides opportunities for independent practice of skills in contrived (role-play, scenarios) and natural settings (classroom) and delivers *performance feedback*.	Provides opportunities for independent practice of focus skills in natural settings (classroom).	
Uses a gradual release technique to fade support for skills from model-colead-independent practice to model-independent practice to independent practice. Decisions to fade support are based on results of observational and fidelity data and result in recipient using skills with fidelity.	Abruptly releases recipient without fading supports based on his/her needs (e.g., models only once and moves to independent practice). -- OR -- Continually uses full supports without fading despite the data and recipient demonstrating need for only independent practice (e.g., uses model-	

	colead-independent practice for every skill including mastered skills).	
Consistently uses an error correction* process (model-colead-independent practice, model-independent practice) based on contextual needs during practice, or direct observation.	Inconsistently uses an error correction* process (model, lead, independent practice) during practice, during direct observation, or following a direct observation.	Does not use an error correction* process and allows recipient to continue without correction.

Error correction differs from Performance Feedback. Error correction reflects the steps a coach takes to have the recipient retry the "misstep" (similar to behavior rehearsals or role plays where "actors" are provided feedback to see if they can incorporate that feedback into their own behavior change). In short, performance feedback identifies what behaviors to change; whereas, error correction is the process of facilitating recipients to "try again." Error correction occurs both during practice or in the natural setting. During practice, the error correction occurs immediately after the scenario is completed (or directly after the error if it is a newly learned skill). During a live observation in the natural setting, the coach makes a professional judgement on whether to provide the error correction immediately or during the post-observation meeting. Error correction can occur in the following forms: Model-colead-independent practice (coach models, they practice it together, recipient tries it on their own); Model-independent practice (coach models the correct steps and requests the recipient to "try again"); Performance Feedback-independent practice (coach provides performance feedback and requests the recipient to "try again"). The performance feedback serves as the model.

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