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Practice-Based Coaching for Speech-Language Pathologists supporting Paraeducators and Speech-Language Pathology Assistants

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Abstract

Purpose: This tutorial is designed for speech-language pathologists who supervise speech-language pathology assistants (SLP-As) and/ or paraeducators. SLP-As and paraeducators often support young children with disabilities within early childhood settings, but do not always have access to professional development to learn and/or enhance their skill set. Practice-based coaching (PBC) provides a collaborative framework under which professionals can effectively implement instructional strategies with fidelity to support preschool children with language delays. Conclusion: In this manuscript, we will share the components of PBC including implementation materials that can be immediately utilized by SLPs. We will also share methods for embedding effective vocabulary instruction into SBR sessions to ensure early literacy instruction is more accessible to learners with varying educational needs.

Morgan has been a speech-language pathologist (SLP) at Greensboro Early Childhood Center for 10 years, working with children aged 3-5 who attend the center and have speech-language goals outlined in their Individualized Education Plan (IEP). She is always on the lookout for continuing education courses, particularly through the American Speech-Language-Hearing Association (ASHA), and recently participated in continuing education related to supervision of, and collaboration with, other professionals. Miss Fairbanks, the school administrator, recognizes the support needs of all her teachers and particularly those who have children with disabilities included in their classrooms. Miss Fairbanks is aware of Morgan's recent continuing education course and approaches her with a request to provide training for a newly hired speech-language pathology assistant (SLP-A), Elliot.

The children with disabilities attending Greensboro have a diverse range of needs, specifically in the area of language and literacy development. Lead teachers utilize a variety of evidence-based (EB) practices, but often find it difficult to provide more intensive and individualized supports to children. One routine, shared book reading (SBR), has been identified by the teachers as a particular area of needed support. Miss Fairbanks takes the teachers desire for support of shared book reading to Morgan, asking her to train Elliot in evidence-based strategies specific to language and literacy development to be delivered during shared book reading routines within the classroom. Morgan agrees with Miss Fairbanks that this opportunity will allow Morgan to use her newly acquired expertise in collaboration and supervision.

Introduction

Speech-language pathologists (SLPs) have a unique and highly specialized skill set, which make them essential members of educational teams (ASHA, 2010). In school-based settings, their roles and responsibilities are clearly defined by the American Speech Language Hearing

Association (ASHA, 2010). Germane to the current tutorial are SLPs' responsibilities related to supervision, particularly of speech-language pathology assistants (SLP-As) and/ or paraeducators. Although the 2020 ASHA Standards include a requirement for professional development related to supervision (ASHA, 2020, Standard V-E), this requirement is limited to a one-time, two-hour continuing education session. As such, SLPs who have a supervisory role in their school may need to implement a more structured approach to supporting SLP-As and paraeducators. Practice-based coaching (PBC) offers such a framework. PBC is a form of professional development that is considered essential for supporting implementation of evidence-based practices (Artman-Meeker et al., 2015). PBC is an individualized coaching model comprising three components: (a) shared goals and action planning, (b) focused observation, and (c) reflection and feedback (Snyder et al., 2015). In this tutorial, we present PBC as a means for busy school-based SLPs to structure their support of the SLP-As and paraeducators they supervise. There are two primary purposes for implementing PBC: 1) to improve the quality of services provided by SLP-As and paraeducators, and 2) to effectively delegate tasks to SLP-As and paraeducators in ways that ensure practices are evidence-based. We use shared book reading strategies as an anchor throughout to provide explicit and concrete examples; however, we intend for the framework of PBC to be used broadly in various aspects of the scope of speech-language pathology.

Roles and Responsibilities in School-Based Settings

As previously mentioned, school-based SLPs have roles and responsibilities outlined by ASHA. These are organized into four specific categories: critical roles, range of responsibilities, collaboration, and leadership (see ASHA, 2010; Giess et al., 2012). Within the collaboration category, ASHA explicitly outlines that SLPs are responsible for working alongside other educational professionals to ensure that students' needs are adequately met. This includes other

school professionals, universities, community partners, families, and students. Within the leadership category, ASHA states that SLPs serve in an important capacity with respect to supervising and mentoring new professionals, including students, clinical fellows, and newly certified clinicians. Importantly, for the present tutorial, this includes speech-language pathology assistants (SLP-As) and paraeducators.

There is substantial overlap in the responsibilities between SLP-As and paraeducators. Paraeducators play a vital role in the instruction of students with disabilities, with more special education paraeducators employed in preschool through high school settings than special education teachers (U.S. Department of Education, 2019). Paraeducators are defined as employees who provide instructional support, assist with classroom management, participate in parental involvement activities, and instruct students under the supervision of a teacher (U.S. Department of Education, 2019, p. 37), or SLP. Given the importance of paraeducators in the education of students with disabilities, adequate preparation and training are critical for students to achieve the best outcomes (Brock & Carter, 2013). Although the Individuals with Disabilities Education Improvement Act (IDEA, 2004) mandates that paraeducators be appropriately trained and supervised, the requirements for appropriate training vary by state and are often unclear (Hall & Odom, 2019). Only recently has there been a requirement to earn continuing education hours related to supervision. In the 2020 ASHA Standards (ASHA, 2020), SLPs must attain at least two hours of continuing education related to supervision or clinical instruction. This standard (2020 V-E) pertains to supervision of SLP graduate students, clinical fellows (CFs), and SLP-As. There are several issues with this standard. First, it is a one-time requirement; SLPs are not required to continually update their knowledge of best practices for supervision. Second, this standard only applies to currently practicing SLPs. That is - there is no requirement for graduate coursework

related to supervision, even though SLPs report dedicating time each week to supervising students and/ or clinical fellows (ASHA, 2020a). Finally, 45% of surveyed SLPs report feeling either somewhat comfortable, slightly comfortable, or not comfortable at all with supervising SLP-As (ASHA, 2020b). This is quite worrisome considering that SLPs are required to supervise SLP-As and paraeducators, despite their level of comfort with doing so. In the present tutorial, we suggest that SLPs who may feel limited in their ability to supervise, use practice-based coaching (PBC) as a framework for continued professional development, beyond the required two hours.

SLPs, SLP-As, and paraeducators all require professional development (PD) to ensure the implementation of best practices (note, however, that the type and amount of required PD varies substantially by state). There are several approaches to engaging in PD in education, including workshops, conferences, degree programs, peer observation, professional networks, research, coaching, online learning modules, and professional literature (Broad & Evans, 2006; Snell et al., 2019). Research on PD aligned with adult learning principles suggest learner-centered models of PD that are sustained over longer periods of time include practice opportunities in authentic contexts, as well as incorporating peer coaching as a means for effecting change (McLeskey, 2011). Similarly, the use of video analysis, or the viewing of one's own video for the purpose of improvement, also has demonstrated efficacy for improving a variety of instructional and behavioral skills (Morin et al., 2019); however, most of the research on effective PD focuses on improvement of teachers' skills (e.g., McLeskey, 2011), and less is known about which approaches result in paraeducators applying knowledge about effective instructional techniques with their students with disabilities. Furthermore, although there is support for sustained models of PD (Bertuccio et al., 2019), these models are often not implemented with paraeducators (Sobeck & Robertson, 2019). Finally, the content of PD programs should be aligned with

guidance by professional organizations on the preparation of paraeducators (see Council for Exceptional Children, 2015). By including relatable examples based on best practices, PD providers increase the likelihood that paraeducators will apply what they learn when working with their students.

Taken together, SLPs have a myriad of roles and responsibilities within school-based settings (e.g., ASHA, 2010) and that many SLPs report high levels of job-related stress and/or burnout (e.g., Marante & Farquharson, 2021). Supervision of students, clinical fellows, SLP-As, and paraeducators is one of many responsibilities. Importantly, only 5% of school-based SLPs report receiving any form of salary supplement for supervising students, SLP-As, or paraeducators (ASHA, 2020). Additionally, there is a documented lack of required PD related to supervision. SLPs can share their expertise with their supervisees in a way that helps the supervisees become more autonomous and independent in their roles. Doing so helps SLPs to actually delegate aspects of their workload to alleviate job stress. This approach also ensures that SLP-As and paraeducators are implementing EB practices, which ultimately will improve student outcomes. This is particularly true as nearly 80% of SLP-As report that their roles include daily documentation of student performance (ASHA, 2021). To these ends, this tutorial will provide guidance for supervising SLPs within the context of practice-based coaching (PBC).

Practice Based Coaching (PBC)

Within the early childhood literature, coaches are typically professionals with expertise in a specific content area (Landry et al., 2009; Neuman & Cunningham, 2009). SLPs frequently fulfill a consultative role to early child educators by assisting them in the planning and implementation of EB strategies for enhancing the language and literacy outcomes of young children (Justice & Kaderavek, 2004). This unique skill set positions SLPs to serve not only as

collaborators alongside paraeducators and SLP-As, but also in the role of a coach. Note that we are moving to the term "coach" to refer to the SLP's role in this dynamic (Snyder et al., 2015). This does not change the fact that SLPs may formally be called supervisors in their settings. For our purposes, we will use "coach" henceforth, but "supervisor" may be the formal term used in particular settings. As mentioned above, PBC has three components: (a) shared goals and action planning, (b) focused observation, and (c) reflection and feedback (Snyder et al., 2015). See Table 1 for components and associated actions (Dennis et al., 2021).

During the shared-goals-and action planning component of the PBC process, the coach and coachee work together to create goals, actionable steps toward meeting those goals, and anticipated supports needed by the coachee (Snyder et al., 2015). When creating goals, a needs assessment may be done in which the coach observes the target behaviors of the coachee to gauge a starting point for a reasonable goal and performance criteria. Goals should be measurable, observable, and explicit (Snyder et al., 2015) while also considering the coachee's strengths, needs, and preferences. As new goals are written or existing goals modified, support may also need to be adjusted. Initial training may need to occur when a new skill or process is being learned by the coachee. For example, the coach may provide direct instruction on the behaviors to be implemented, model the procedures while the coachee observes, and role-play with the coachee while providing feedback for both correct and incorrect implementation examples (Lerman et al., 2019).

As outlined by Snyder and colleagues (2015), the term observation refers to processes associated with gathering information about fidelity of practice implementation and is guided by the action plan and associated goals. Information gathered during the focused observation should be specific to the goal outlined in the action plan rather than a general observation. During the

focused observation, the coach takes descriptive notes about the educator's action plan goal related to implementation of targeted strategies. Figure 1 provides a sample data collection form to be used alongside the educator's worksheet (see Dennis et al., 2021). This will allow the coach to collect data in real time or via video recording as it serves as an easy reference for the strategies being implemented.

The reflection component involves coach and coachee reviewing the action plan as well as data gathered about practice implementation to identify successes, challenges, motivators, or next steps needed to improve or refine the teaching practice (Snyder et al., 2015). Within the PBC coaching model, feedback provided is performance based, or specific to the individual's behavior. Supportive feedback is used to identify and provide positive aspects of the teaching practice, and connects information from the observation with the goals and associated action plan to help illustrate progress. Constructive feedback is used to help identify opportunities to improve or refine teaching practices, is specific, and outline steps for strengthening fidelity of practice implementation. Instructional statements can be used to inform or teach about how to enhance future implementation of the targeted teaching practices. Clarifying and probing questions can be used to, respectively, confirm understanding or actions and encourage the coachee to share personal opinions, perspectives, or feelings related to the target practices (Shannon et al., 2020). Finally, reflection and feedback strategies can include review of data, role-play, problem-solving conversations, and modeling of practices (Snyder et al., 2015).

Establishing a collaborative partnership that creates a context for shared decision making is essential to the success of PBC. In PBC, teaching practices are derived from EBPs or recommended practices that, when implemented with fidelity, have been shown through research to be positively associated with child engagement and learning (Snyder et al., 2015). Although

there are myriad ways in which PBC can be used to support the relationship between SLPs and SLP-As/ paraeducators, we will use shared book reading for an illustrative example.

Importance of Early Literacy & Language Development

SLPs play a crucial role in the development of literacy and language. Therefore, SLP-As and paraeducators are often tasked with engaging in literacy- and/or language-based activities for the children on their caseloads. Reading comprehension is a necessary skill for classroom success. The Simple View of Reading states that reading comprehension is the product of word reading and language comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990). While one must typically wait for direct instruction to "crack the code" of sound-symbol correspondence, which leads to word reading, language comprehension implicitly occurs early in development (Fernald et al., 2013). Future reading ability is mediated by a child's language ability. Children who exhibit difficulty in language comprehension and reading in kindergarten continue to have reading-based difficulty in subsequent grades (Catts et al., 2002, 2003, 2006). In a longitudinal study spanning 15 years, Suggate et al. (2018) found strong predictive links between language and reading scores. Children at risk for language disabilities in preschool have an increased risk for future reading disabilities (Adlof & Hogan, 2018; Catts, 1993; Hayiou-Thomas et al., 2010; Snowling et al., 2000; Suggate et al., 2018).

Difficulty with language is often noted by parents and caregivers long before a child begins kindergarten (Thal et al., 1999) and parents can serve as reliable informants (Mancilla-Martinez et al., 2016). SLPs are responsible for meeting the needs of children with reading difficulty (ASHA, 2010); therefore, it is also within the scope of practice for SLP-As and paraeducators. Through PBC, SLPs can fill knowledge gaps for both SLP-As and paraeducators as well as help them provide high quality, explicit instruction in the areas of language and literacy

(i.e., vocabulary) to assist children in developing the necessary foundational skills that will guide future academic success.

In their first team meeting, Morgan and Elliot discuss the needs of the children within the preschool classrooms who are on Morgan's caseload and identify one in need of additional language/literacy supports. Jacob is a 3-year-old diagnosed with a developmental delay and receives speech-language services for expressive language development and articulation. Next, they establish a schedule for SBR sessions. Morgan explains to Elliot that she will observe the book reading sessions to provide feedback when they meet.

Shared Book Reading (SBR)

One important support for early language and literacy development for preschool age children is shared book reading (SBR). Although it is common practice to read aloud to children, SBR is explicitly referring to reading aloud to children while using behaviors (e.g., asking questions, commenting about the story, expanding on the child's utterance) that are meant to promote interaction between the adult and child, as well as support the child's language and literacy development (National Early Literacy Panel, 2008; U.S. Department of Education, 2015). SBR is an umbrella term that is often used interchangeably with interactive shared book reading; henceforth we will exclusively use SBR.

A recent longitudinal examination of the association of SBR and children's later academic achievement indicated that SBR was directly and indirectly associated with academic achievement through receptive vocabulary and early academic skills (Shanahan et al., 2018). Additionally, meta-analyses examining the impact on improving word learning from SBR indicate the interactions between adults and children during SBR significantly influence the

number of new words children learn from SBR (Flack et al., 2018; Requa et al., 2021; Wasik et al., 2016).

Reading books with young children is a common activity in many household and school routines. Simply reading stories out loud positively impacts vocabulary development (Penno et al., 2002; Requa, et al., 2021; Sénéchal, 1997). However, SBR is an approach that embeds structured techniques to systematically and purposefully improve vocabulary development. For children with language delays, this purposeful approach is necessary, as they may not learn words as incidentally as their typically-developing peers (Penno et al., 2002; Sonbul & Schmitt, 2010). Indeed, greater effects are noted when parents, caregivers, teachers, and/or staff are given the opportunity to supplement with explicit word-teaching techniques (McBride-Chang, 2012). Notably, teachers are not the only individuals who can implement techniques while reading; rather, parents, paraeducators, and/or SLP-As can engage in SBR to enhance vocabulary development (Requa et al., 2021; Sim et al., 2014). In fact, Noble and colleagues (2020) strongly suggest encouraging caregivers and practitioners to read with children in the early years, and many SBR interventions have been created to support language development and school readiness. They note the purpose of SBR interventions is to train caregivers and practitioners to read with the child using techniques to improve vocabulary development. Shared-book reading uses techniques that encourage the adult to be responsive to the child and to expose the child to language that is slightly more advanced than their current language level (Noble et al., 2020). Adult-child storybook reading interactions provide highly contextualized exposures to novel words in a routine that is authentic, familiar, and often motivating to young children (Requa et al., 2021; Roth, 2002).

Vocabulary-focused SBR is a central component within most intentional vocabulary programs (see Wasik et al., 2016). For many children, incidental learning happens through mere exposure to a word; in contrast, direct vocabulary instruction includes asking children to attend to a word's explanation and remember its meaning. Although children do learn words incidentally from quality language input, directly teaching vocabulary improves recall of words and deepens understanding of the word's meaning (e.g., Penno et al., 2002; Sonbul & Schmitt, 2010). Educators should plan to read three or four times a week and teach 2-3 words per reading, suggestions that are consistent with experts in the field (e.g., Zucker et al., 2021).

Dialogic Reading

As mentioned previously, SBR is an umbrella term referring to the broad practice of reading aloud to children with the use of specific techniques. Dialogic reading (DR) is a type of SBR, which employs a systematic framework for adult interactive behaviors which encourages children to become more active participants in the reading (Towson et al., 2017; Whitehurst et al., 1998; US Department of Education, 2010). The effectiveness of DR in improving oral language skills has been shown for both typically developing children (Arnold et al., 1994; Whitehurst et al., 1998) and children with disabilities, including those with language impairments (Hargrave & Senechal, 2000; Towson et al., 2016). The adult's role in DR is a sequential, 4-step process represented by the acronym PEER, which stands for Prompt, Evaluate, Expand, and Repeat. First, the adult *prompts* the child using one of five strategies to elicit a response. These prompting strategies are represented by an additional acronym, CROWD and include completion, recall, open-ended questions, wh-questions, and distancing. These prompts encourage open-ended, rather than yes/no questions. The next step is to *evaluate* the child's response for accuracy, followed by *expanding* on the child's response by rephrasing or adding information to it. Finally, the adult

asks the child to *repeat* the expansion. The PEER sequence is explicitly used to refer to DR; that is, it is used within the context of shared book reading.

The extra-textual talk provided by the adult during DR reading has been significantly associated with improvements in oral language skills (van Kleeck et al., 2006; van Kleeck, 2008). Specifically, asking open-ended questions, both literal and inferential, and evaluating a child's response have been found to increase children's word learning (Ard & Beverly, 2004; Blewitt et al., 2009; Trivette et al, 2012) and provides opportunities for children to practice and engage with language (Walsh & Hodge, 2010; Zucker et al., 2010). Additionally, commenting on or expanding the child's response increases the child's conversational acts, allows the child to respond in a variety of ways, and increases the child's attention during reading (Fletcher et al., 2008; Hockenberger et al., 1999). Finally, repetitions have been found to elicit a child response and is associated with greater word learning (O'Fallon et al., 2020). Overall, implementing the PEER sequence in its entirety provides the child with models of language targets, gives the child multiple opportunities to engage with the text and target, and increases the child's linguistic output and engagement (Morgan & Meier, 2008).

Although DR is an evidence-based intervention for improving oral language skills, it often needs to be scaffolded to meet the needs of educators. For example, research has shown that asking open-ended questions is more beneficial in promoting oral language skills; however, this skill does not come naturally for many educators (Deshmukh et al., 2019). Therefore, effective implementation requires planning, and the intended outcome for the child needs to be considered beforehand (Walsh & Hodge, 2018). One way to improve implementation of DR strategies is pre-planning when and where to use the PEER sequence. Utilizing scripts is an evidence-based scaffold that has been associated with improved language instruction (Barnes & Dickinson, 2017;

van Kleeck, 2006). Scripts can be personalized to meet the needs of specific educators, detail the specific instruction, and are used to ensure the intervention is natural and effective (Barnett et al., 2007). Several studies have utilized scripts to improve treatment fidelity and make the intervention accessible for all educators to implement (Desmarais et al., 2013; Goldstein et al., 2016; van Kleeck et al., 2006).

PBC to Support Strategy Implementation

The PBC framework offers practitioners (e.g., SLP with paraeducators and SLP-As) the opportunity to collaborate to improve language and literacy outcomes for preschool children with language delays. The PBC framework also successfully supports implementation of EB strategies during SBR sessions, below the strategies specifically addressed in this tutorial are outlined.

The first strategy, *question/evaluate,* includes three types of questions: *labeling* (elicit target word), *definition* (elicit definition of target word), and *inference* (elicit a response requiring integration of information from the book with prior knowledge or experiences). Responses to each question are evaluated as either correct, the adult confirms and repeats (e.g., Child says, "wolf," Teacher says, "That's right, it is a wolf."), or incorrect, the adult provides a direct model (e.g., Child says, "I don't know," Teacher says, "It is a wolf."). The second strategy, *expansions*, is defined as adding 1 – 2 more words to the child's response. The third strategy, *repeat*, is defined as prompting the child to repeat the adult's expansion.

We describe how strategy implementation is supported through each step of the PBC process through the vignettes provided in the following sections.

Step 1: Shared Goals & Action Planning

To begin, Morgan conducts a needs assessment in which she observes two sessions of Elliot reading with Jacob, and takes notes regarding the behaviors she believes can be improved

upon. The primary need identified is specific instructional strategies to encourage and develop language. During the initial coaching session with Elliot, Morgan and Elliot set a goal related to asking questions during SBR sessions that includes preselected vocabulary targeting children's language and literacy needs. As coach, Morgan leads the session while ensuring Elliot contributes their ideas to the goal and action plan for the week. They collaborate to identify specific supports Elliot will each need from Morgan to be successful in meeting their individualized goal. See Table 2 for a sample action plan**.**

After completing the action plans, Morgan shares specific strategies and techniques for teaching vocabulary that will help Elliot support Jacob's language and literacy needs during SBR. First, she shares four preselected target vocabulary words that are likely unknown to the child and are written in text or depicted in an illustration of the book, as well as corresponding child-friendly definitions. Then, using a sample storybook, Morgan models the first part of the instructional sequence. She states the target word and definition that will be found on the page, reads the page, then asks the preplanned question about the target vocabulary word. Elliot plays the role of the child to respond to the question, while Morgan evaluates their answers. Together, they read through the sample storybook and take turns role-playing while labeling and defining the vocabulary word on each page, asking the question prompts, and evaluating responses. Once Elliot is confident in the strategies, they select a book to read, and together with Morgan, completes an educator worksheet (see Figure 1) following the same instructional sequence. Morgan refers Elliot back to their respective action plan to review their goal. To end the coaching session, Morgan schedules three focused observations of Elliot reading to Jacob. Initially, Morgan chooses to observe Elliot three times to ensure Elliot is implementing and maintaining all SBR

strategies. Morgan hopes to reduce the number of observations as Elliot becomes more comfortable with the strategies and implements them with fidelity.

Step 2: Focused Observation

Morgan observes and records data during three of Elliot's SBR sessions over the course of the week. Data recorded include anecdotal notes (i.e., qualitative data) as well as a frequency count (i.e., quantitative data) for each opportunity to ask a question (i.e., label, definition, inference) and provide the corresponding evaluation for correct or incorrect response. Elliot has twelve opportunities to ask a question and evaluate the response. Both must occur for the opportunity to be scored as correct. Morgan creates simple line graphs to visually depict Elliot's behavior. Morgan inserts the graph, summary of the data, and anecdotal notes into the performance feedback form she created (see Figure 2). She will address these observations and collaborate with Elliot during the next coaching session to evaluate progress toward their respective goal. Figure 2

Step 3: Reflection and Feedback

During the next coaching sessions, Morgan reviews the performance feedback sheet with Elliot while providing both supportive and constructive feedback. Morgan shares her anecdotal notes and data collected with Elliot to determine if their respective goal need to be updated or remain the same. To end the coaching session, Morgan checks for understanding by asking Elliot to share their questions, concerns, and feelings.

Conclusion

Taken together, the literature reviewed above, paired with the vignettes depict a way in which SLPs can use PBC to support SLP-As and paraeducators who they are assigned to supervise. For SLPs new to the idea of PBC, this framework may seem daunting or

overwhelming. Additionally, there may be two distinct challenges to the implementation of PBC. First, this approach requires support from administration (e.g., building principals, special education directors). PBC requires continued and direct contact between the SLP and the SLP-As/ paraeducators, which may take up time that was previously used for other assigned tasks (e.g., IEP meetings, assessments, etc.). Second, many SLPs have itinerant schedules, meaning that they are assigned to multiple school buildings, each of which they report to every week. In this scenario, there may be several SLP-As and/ or paraeducators at each school. For those SLPs, we recommend starting this process small, with 1-2 SLP-As/ paraeducators at one of the assigned schools. Once the SLP is comfortable with this approach, there can be a team discussion about how it might be expanded to support the SLP-As and paraeducators in all buildings. However, it is important to keep in mind two primary purposes for implementing PBC: 1) to improve the quality of services provided by SLP-As and paraeducators, and 2) to effectively delegate tasks to SLP-As and paraeducators in ways that ensure practices are evidence-based.

Although the focus here was on the use of PBC to help SLP-As and paraeducators learn and use shared book reading strategies, we encourage SLPs to consider using PBC to support the professionals they supervise in a myriad of ways. As a function of their job requirements, SLP-As and paraeducators are likely to spend more direct time with children who have language delays compared to the supervising educators or SLPs. As such, these important members of the educational team should be supported so that their interaction with students includes more evidence-based practices. It is our hope that using PBC helps SLPs to work towards reducing burnout, job stress, and workload overwhelm. Over time, the use of a PBC model will have positive outcomes not just for the SLP and paraeducator coaching dyad, but also for the children whom they serve. We encourage SLPs to utilize the following resources to learn more about PBC:

(a) Head Start Early Childhood Learning & Knowledge Center (https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc), (b) The National Center for Pyramid Model Innovations (NCPMI; https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html), and © Essentials of Practice Based-Coaching (https://products.brookespublishing.com/Essentials-of-Practice-Based-Coaching-P1288.aspx).

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Table 1

PBC Components & Associated Actions

PBC Component	Associated Actions
Stage 1: Needs Assessment/Goal Setting/Action Planning	<u>Needs Assessment</u> ● Coach and educator will meet and work collaboratively to determine the educator behaviors to be targeted, based upon coach's initial observations of book-reading sessions <u>Goal Setting</u> ● Educator and coach will create an individualized goal related to the targeted strategies (i.e., question prompts/evaluate, expansions, or repeat) <u>Action Plan</u> ● Will include information addressing: (a) specific behaviors educators will implement to meet their goal, and (b) supports coach will provide, aligned with the educator's behaviors
Stage 2: Focused Observation	● Coaches will collect on-site observation data as well as video and anecdotal notes to share with the educator, at least once per week; Coach will provide support in the form of modeling, role play, or guided practice and follow-up with an email summarizing the conversation ● For sessions when the coach is not onsite, video of the book-reading session will be reviewed by the coach in preparation for the next coaching session
Stage 3: Reflection & Feedback	● After the book-reading session, coach and educator will meet to identify what was effective and what barriers exist in order to refine implementation of the specific target behavior and determine if the weekly goal has been met ● If the goal was not met, the coach and educator discuss the reason(s) why and create a new goal and action plan including steps the educator and coach will take to address identified barriers

Table 2

Sample Action Plan

Name: Sam	Coach: Morgan	Date: 11.18.21
Name of Book: To Catch a Star		
The goal I will work on this week: I will increase the use of label and questioning prompts (i.e., vocabulary prompts) to at least 7 per book and evaluate the child respond to these questions in 100% of opportunities across 3 reading sessions.		
What will I do to meet my goal?	What supports and resources/materials do I need from the coach?	Completed? Yes or No
Write out question prompts and evaluation responses before the book reading session for each target vocabulary word	Weekly meeting to review Cues within routine Modeling Email feedback Other	Yes
Put a sticky note on the pages of the book where questions are to be asked	Weekly meeting to review Cues within routine Modeling Email feedback Other	Yes
Provide individualization opportunities (e.g., student R) Adding gestures to targeted words Sitting directly next to R Asking R to help turn the pages	Weekly meeting to review Cues within routine Modeling Email feedback Other	Yes

Figure 1

Sample Educator Worksheet & Data Collection Form

Target Word & Definition	*Question Prompt & Evaluate*	*Expansion*	*Repeat*
Chameleon: A lizard that changes colors	Target That is a lizard that can change colors. What is it called? *Correct: That's right, it is a chameleon* *Incorrect: It is a chameleon*	It can be lots of different colors	Prompt child: "Say, lots of different colors"
	Definition The chameleon is yellow, green, blue, and purple (pointing). What is a chameleon? *Correct: That's right, it's a lizard* *Incorrect: It's a lizard*	It can change colors	Prompt child: "Say, it can change colors"
	Inference How do you know it's a chameleon? *Correct: That's right, because it changes colors* *Incorrect: It changes colors*	And looks like a lizard	Prompt child: "Say, and looks like a lizard"

Target Vocabulary Word	*Question Prompt: Mark type when complete* *Evaluation: Indicate Y/N*	*Expansion: Indicate Y/N for each question type and write what teacher says*	*Repeat: Indicate (Y/N) for each question type*
Chameleon	Target Definition Inference		

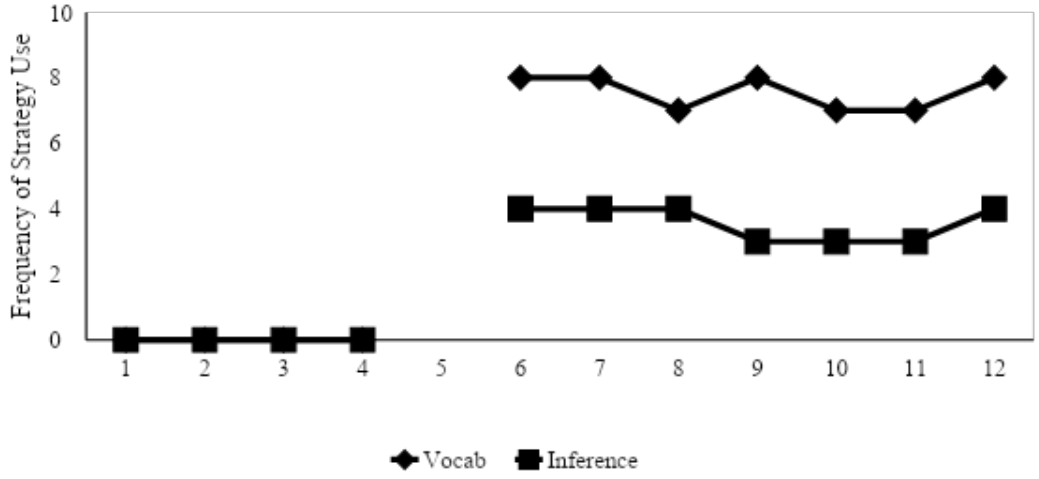
Figure 1

Performance Feedback Example

Participant: Sam Coach: Morgan Date: 12/3/2021

My Data for Week of: November 30, 2021

My goal for the week: Give definitions whenever there is an opportunity



Summary of Graphed Data:

- For Jabari Jumps, at least 7 out of 8 label/definition questions were asked across 3 readings. Three out of four inference questions were asked each day.
  Did I meet my goal?
- yes, evidence in videos of ladder definition
  Samples of video for review and anecdotal notes:
    - Definition of ladder given at 9:29

Label for surprise was given at 7:20