

Improving Literacy Through Technology:

Coaching Manual

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Improving Literacy Through Technology: Coaching Manual

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Acknowledgment statement/Disclaimer:

Practice-based coaching requires ongoing training and support to implement with fidelity. Practice-based coaching should be implemented by coaches who have undergone training with the Anita Zucker Center for Excellence in Early Childhood Studies or the principal investigator of the Step Up AT – Improving Literacy Through Technology Project, Michelle Schladant.

Practice-based coaching materials for the Step Up AT – Improving Literacy Through Technology Project are derivatives of Embedded Instruction for Early Learning at the Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. Materials have been adapted and validated for use in Step Up AT – Improving Literacy Through Technology in consultation with the principal investigator of the project and the project coaches. Further adaptations to practice-based coaching and Step Up AT – Improving Literacy Through Technology coaching materials are **not permissible without consultation** from the Anita Zucker Center for Excellence in Early Childhood Studies team at the University of Florida and the Step Up AT – Improving Literacy Through Technology Project team at the University of Miami. Development of new materials can be conducted in collaboration with the Anita Zucker Center for Excellence team at the University of Florida.

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Introduction to Practice-Based Coaching



The Step Up AT - Improving Literacy Through Technology Project uses practice-based coaching (PBC; Snyder et al., 2015) to support teacher's use of the Step Up AT - Improving Literacy Through Technology teaching practices in the classroom. Coaching supports are provided to facilitate teachers' back-home practice of the knowledge and skills gained in the online project modules (StepUpAT.org) and professional development activities.

PBC is an evidence-based coaching framework designed to support teachers' acquisition and sustained use of teaching practices in the classroom. It is a cyclical process, which involves three components that occur in the context of a collaborative partnership: (a) shared goals and action planning, including a strengths and needs assessment, (b) focused observation, and (c) reflection and feedback. The cyclical nature of PBC emphasizes that expectations, mutual understandings, and the desired practice-focused outcomes of coaching are regularly reviewed and updated.

FIGURE 1. Practice-based coaching model (Snyder et al., 2015).



Teaching Practices

There are many aspects of preschool classrooms that influence the quality of young children’s early learning experiences. In the context of PBC and the Step Up AT - Improving Literacy Through Technology Project, coaches and teachers will focus their coaching sessions on the teaching practices shown in the center of Figure 1 on page 1 and listed below in Table 1. Teaching practices are the actions or behaviors teachers use to interact with and provide instruction to young children in the classroom. The teaching practices are evidence-based (DEC 2014; Dunst et al., 2012; Soukakou 2016), when implemented with fidelity these practices can lead to improved child outcomes. When you learn to implement PBC as described in this manual, you will play an important role in building teachers’ confidence and competence to use the teaching practices with fidelity in their classroom.

TABLE 1. Step Up AT - Improving Literacy Through Technology - Teaching Practices

1.	The teacher, in collaboration with support staff, conducts a functional assessment to select AT by recording information about the strengths, needs, and motivations of individual children in early literacy activities.
2.	Teacher and support staff arrange the environment (e.g., placing materials within reach, positioning child toward AT, using adapted materials) and consistently support each child who has difficulty using materials/equipment while encouraging child participation and independence in early literacy activities and routines.
3.	Positive behavior supports (PBS), including visual supports, are used to increase desired behaviors and adults monitor children’s responses to PBS and adjust the type, level of intensity, and duration of support as-needed.
4.	Teacher and support staff facilitate each child’s communication throughout the day by incorporating augmentative and alternative communication (AAC) supports.
5.	Props, adapted books, visual supports, e Books, and/or other materials are used during shared reading to increase children’s participation, language, and comprehension.
6.	The teacher and support staff adapt the environment, learning activities, and/or access to toys to support the participation of children with vision and/or hearing impairments.
7.	Adapted writing tools, switches, writing apps, and/or other materials are used during pre-writing, writing, and drawing activities to increase participation in large group, small group, and one-to-one instruction.
8.	Adults provide individualized switch access and AT supports to encourage child participation in classroom activities.

Technology Used to Support PBC Implementation

Each school and their designated teacher will receive a **Kubi®** telepresence robot and bug-in-the-ear (BITE) technology kit to conduct classroom observations and focused observations. The robots, which are operated remotely by the mentor coaches, are stationary devices that can tilt and pan around a classroom while video conferencing with individuals in the classroom. The mentor coaches use BITE technology to provide real-time feedback to peer coaches during classroom observations. While the peer coach wears Bluetooth headphones, the coaches can use the built-in microphone on the **Kubi®** robot to provide audio feedback to the peer coach. They can also use the chat function in **Kubi®** video conference software to provide additional support to the teacher. Before the coaching cycles begin, Step Up AT coaches will train the teachers on how to a) structure the environment for telepresence robot and BITE coaching sessions, b) initiate and end sessions, and 3) troubleshoot common problems.

Step Up AT coaches will provide support to teachers using **Kubi®** robots to help in the implementation of teaching practices and further enhance their knowledge of AT practices. Teachers and Step Up AT coaches will also use **TORSH®**, an online professional learning platform, to share documents and videos to collaborate, reflect, and receive performance feedback. Teachers will have the option of prerecording classroom observations and uploading them to **TORSH®**, where they can be viewed by coaches at a later time. Teachers will also be trained on how to use **TORSH®** to record and submit classroom observations so that coaches can use this tool to support teachers in their implementation of AT practices.

Collaborative Partnership

Collaborative partnership refers to the reciprocal interactions between the coach and teacher that provide opportunities for: identifying strengths, needs, and priorities; asking questions; discussing dilemmas; providing feedback; reflecting on classroom practice; and exploring new practices. A collaborative partnership is individualized based on the teacher's unique strengths, needs, preferences, shared understandings, and desired outcomes. Coaching is **not evaluative**, nor is it intended to be judgmental or punitive. It is designed to enhance practitioners' competence and confidence to implement interactional and instructional practices that support young children's development and learning. Developing a collaborative partnership is an ongoing process that occurs throughout the coaching cycle, supporting the implementation of each of the key PBC components. In the Step Up AT - Improving Literacy Through Technology Project, the intended outcome of the collaborative coaching partnership is fidelity of implementation (i.e., use as intended) of the Step Up AT - Improving Literacy Through Technology teaching practices. Teachers enrolled in the project will learn about the practices through professional development sessions and the online module series. Coaches will provide teachers with individualized support and performance feedback on their use of the AT materials to enhance classroom practice and to support optimal development and learning of young children.

Component I: Goal Setting and Action Planning

Goal setting and action planning, including the **Teacher Strengths and Needs Assessment (T/SNA)**, are an essential component of initial and ongoing coaching interactions. In this project, goals focus on the consistent and accurate implementation of Step Up AT - Improving Literacy Through Technology teaching practices. The **Action Plan** outlines the steps, resources, and supports necessary to achieve each goal. It also includes a criterion to determine when the goal has been met. Throughout the coaching cycle, the coach and the teacher will identify goals and develop plans together, each plan lasting approximately 4 weeks. The **Action Plan** is a “road-map” which helps the teacher work towards a well-defined, observable, measurable, and achievable goal. The plan and its steps guide the focus of the coaching observations and debrief meetings, including reflection and performance feedback.

Within the project, the teacher and coach meet to collaboratively develop the initial **Action Plan** during the initial coaching meeting using information obtained from the **T/SNA** and the coach’s classroom observation. The **T/SNA** is a tool for gathering information about current Step Up AT - Improving Literacy Through Technology teaching practices and determining priorities for enhancing and refining practices with coach support.

The teacher and coach will review the **Action Plan** and discuss progress made by the teacher toward fidelity of implementation of the Step Up AT - Improving Literacy Through Technology teaching practices in each coaching meeting. Based on these conversations, the coach and the teacher might determine that the goal has been met, continue to document progress, or decide to revise the **Action Plan** steps based on the pre-determined criterion. The coach should be responsive to the teacher’s individual strengths and needs and make informed decisions based on conversations with the teacher and available data about the utility and feasibility of the goal and the **Action Plan** related to the goal.

Component II: Focused Observation

The term “observation” refers to the process of gathering and recording information about the implementation of interactional or instructional practices during classroom activities, routines, and transitions. Observations are “focused” when the coach records information related to the identified action plan goal or action steps described in Component I above. The coach should discuss with the teacher the coaching strategies they are comfortable with the coach using during the focused observation. **The coach should remember that the primary responsibility during live observations is to observe, collect data on the teacher’s implementation of AT practices, and provide implementation support to the teacher (if requested). Other roles should not prevent the coach from performing these responsibilities.**

Focused observations are conducted remotely in Session 2 and 3 and may include (1) non-participatory observation via a recorded observation that is uploaded to the **TORSH®** online learning platform or (2) live coaching support via the **Kubi®** robot and BITE to improve or refine the coach's implementation of PBC to support the practices through side-by-side support.

(1) The mentor coach can use the **Kubi®** telepresence robot to assist the peer coach with a focused observation of the teacher implementing the AT practice in the classroom or remote learning environment for approximately 30 minutes during coaching sessions 2 and 3 of each coaching cycle.

(2) Alternatively, the teacher assistant or school staff person can record a 30 minute classroom observation of the teacher implementing the AT practice and upload the video to **TORSH®** where the video can be viewed by the coach at a later time.

The coach does not conduct an observation during sessions 1 and 4 of each coaching cycle.

Prior to the observation, the coach should review the **Action Plan** AND the **Assistive Technology Implementation Plan (ATIP)**, which describes a goal for an individual child to use AT in ongoing activities and routines in the classroom. During all observations, the coach records anecdotal information about the quality of ongoing interactions, instruction, and activities as well as data on the teacher's fidelity of implementation of the Step Up AT – Improving Literacy Through Technology practices. Coaches can use the **Observation Notes and Graphic Feedback Form** when taking observation notes.

Remember: Although notes regarding the assistants or other staff may inform the debrief meeting, the teacher(s) and children enrolled in the project should be the primary focus of the observation. At least one teacher and one child enrolled in the project must be present to conduct the observation.

Component III: Reflection and Feedback

Following the focused observation, the coach and teacher meet either in person or via **Zoom®** to debrief. Debriefing includes reflection and performance feedback. Reflection includes the mutual consideration of information gathered about the teacher's implementation of Step Up AT - Improving Literacy Through Technology practices. Through a reflective conversation, the coach and the teacher collaboratively identify strengths, implementation dilemmas, and areas for refinement of goals or action steps. Feedback provided by the coach is guided by the coach-collected observation notes, the teacher's **Action Plans**, both current and former, and the **ATIP**. The coach provides targeted supportive and constructive performance feedback based on information collected during the focused observation about the teacher's implementation of specific Step Up AT - Improving Literacy Through Technology practices identified on the **Action Plan**.

- **Supportive Feedback** is used to recognize and encourage successful implementation of teaching practices. The coach connects observed implementation with the steps and goals on the Action Plan to illustrate progress toward fidelity of implementation of Step Up AT - Improving Literacy Through Technology practices and child learning or progress. When possible, coaches should emphasize the relationship between teacher's use of practices and child outcomes by stating both what they observed the teacher do AND why this is important for children.
- **Constructive Feedback** is used to provide teachers with guidance that will help enhance or refine their fidelity of implementation of Step Up AT - Improving Literacy Through Technology practices. It should be conversational and specific, providing the teacher with observation data followed by targeted instructional information to strengthen practice implementation. Constructive feedback is **not** used to tell the teacher what they did wrong, and it should **never** be punitive or judgmental.

Within 24 hours of a live or prerecorded focused observation, the teacher and coach have a debrief meeting lasting approximately 30 minutes. Depending on individual teacher strengths and needs, the length of the debrief meeting will vary. During each reflection and feedback debrief meeting, the coach uses the **Action Plan** and information gathered during the focused observation to facilitate collaborative conversation. **Reflection, supportive and constructive feedback, and providing resources/materials are essential coaching strategies that must occur in all debrief meetings.** The coach may select additional coaching strategies (e.g., role-play, problem-solving) to enhance the reciprocal and collaborative interactions in the coaching debrief meeting. The debrief meetings also set the occasion for the coach and the teacher to engage in ongoing goal setting and action planning, as described in Component 1 of the PBC Framework. This might include developing a new goal or revising action steps, resources, and timelines on the action plan. The coach and teacher might also discuss or revise the teacher's planning or data collection forms.

Follow-up Email Feedback:

In addition to the debrief meeting, feedback is shared via email **within 24 hours of the debrief meeting.** The email provides an additional opportunity for the coach to summarize discussions that occurred during the debrief, share resources with the teacher, and confirm scheduling for upcoming coaching sessions.

My Notes About the PBC Framework

Professional Development for Teachers in Step Up AT

The professional development designed to support teachers' knowledge, awareness, and use of the Step Up AT - Improving Literacy Through Technology project can be implemented with fidelity using two different delivery formats. Mentor coaches should collaborate with the peer coach to identify which format best meets their needs. Tables 2A and B show the professional development and coaching activities for teachers in their first year of the project, which can be conducted live or via **Zoom®**.

1. Knowledge and Awareness Professional Development Workshop: For schools unable to participate/commit to coaching cycles, a stand-alone, half-day professional development workshop can be offered. This workshop would focus on AT consideration and implementation with an overview of the teaching practices that can facilitate early literacy instruction to support the needs of young children with a range of disabilities. This workshop would also be appropriate for schools who have previously participated in coaching but are starting a new school year.

2. Knowledge and Awareness Professional Development Workshop with Coaching Implementation Support: This option includes a full-day professional development workshop as described above PLUS 1-5 coaching cycles. Each coaching cycle is 4 weeks long; therefore, this program delivery format can be implemented in 4 to 20 weeks.

During coaching, teachers will receive coach implementation supports to use the practices in their classroom. Activities completed with the coach include: completing **T/SNAs**; reviewing students' IEPs (Individualized Education Plans); and discussing the Student, Environment, Task, Tools (SETT) framework as well as the **ATIP** and **Action Plan** documents. Additionally, coaches demonstrate the technology to be used for the virtual coaching sessions (**Kubi®**, **BITE**, **TORSH®**), if applicable.

TABLE 2A

Step Up AT – Half-Day, Knowledge and Awareness Professional Development Workshop

Part 1 – (60 min)

- Coaches introduce themselves and invite teacher(s) to share information about her/himself.
- Provide overview of Step Up AT program and website.
- Demonstrate how to log-in and access the StepUpAT.org website and related resources.
- Demonstrate all the AT devices in the Lending Library including the iPad and associated apps and how to request device loans.

Part 2 – (60 min)

- Provide overview of the 8 Step Up AT Teaching Practices.

Part 3 – (60 min)

- Describe how to consider a child's need for AT using the SETT Framework.
- Practice completing the SETT Framework using an **ATIP** with case examples.
- Discuss how to access the AT services for school's district (if applicable).

TABLE 2B

Step Up AT – Full-Day, Knowledge and Awareness Professional Development Workshop with Coaching Implementation Support

Part 1 – (60 min)

- A. Coaches introduce themselves and invite teacher(s) to share information about her/himself.
- B. Provide overview of Step Up AT program and website.
- C. Demonstrate how to log-in and access the StepUpAT.org website.
- D. Demonstrate all the AT devices in the Lending Library including the iPad and associated apps and how to request device loans.

Part 2 – (60 min)

- E. Provide overview of the 8 Step Up AT Teaching Practices.

Part 3 – (60 min)

- F. Describe how to consider a child's need for AT using the SETT Framework.
- G. Practice completing the SETT Framework using an **ATIP** with case examples.



Part 4 – (90 min)

- H. Provide overview of practice-based coaching (PBC) and discuss next steps for coaching (Review **ATIP** and **Action Plan**).
- I. Prepare for first coaching cycle by having teachers complete the **Teacher Strengths and Needs Assessment (T/SNA)**.
- J. Provide copies of the **Home-School Connection Form** and discuss methods for communicating with families. Emphasize the importance of identifying family needs and priorities related to AT.

Part 5 – (60 min)

- K. If applicable, demonstrate the technology to be used for the focused observations and debrief sessions (**Kubi®**, **BITE**, **TORSH®**).

TABLE 3.
Step Up AT – Professional Development Workshop Protocols

Stand-Alone Workshop - AT Teaching Practice 1 Module 1		
	Coach Task	Teacher Task
<p>Live or virtual workshop with teachers & instructional support staff.</p> 	<ol style="list-style-type: none"> 1. Provide teachers with access to module prior to workshop. 2. Teacher(s) to share information about her/himself. 3. Exchange contact information with the teachers. 4. Review the StepUpAT.org website and resources. 5. Demonstrate how to check out devices through the Step Up AT Lending Library. 6. Discuss AT considerations on IEPs and local school district AT policies. 7. Case studies: Practice completing Assistive Technology Implementation Plan (ATIP) with case examples. 8. Provide feedback on teacher's completed ATIP. 	<ol style="list-style-type: none"> 1. Before workshop, have a copy of a child's IEP available and complete Module 1 on StepUpAT.org. 2. Share completed ATIP with coach.
Full-Day, Pre-Coaching Workshop - AT Teaching Practice 1 Module 1		
	Coach Task	Teacher Task
<p>Live or virtual workshop with teachers & instructional support staff.</p> 	<ol style="list-style-type: none"> 1. Provide teachers with access to module prior to workshop. 2. Share information about yourself and invite teacher(s) to share information about her/himself. 3. Exchange contact information with the teachers. 4. Provide overview of what to expect as a participant of Step Up AT. 5. Review and collect signed Teacher/Coach Commitment Form. 6. Review the StepUpAT.org website and resources. 7. Demonstrate how to check out devices through the Step Up AT Lending Library. 8. Review Table 4 PBC Coaching Cycle format (p.12) and provide a copy of the Preferred Coaching Strategies Checklist; ask teacher(s) to complete the form prior to the first observation. 	<ol style="list-style-type: none"> 1. Before workshop, have a copy of a child's IEP available and complete Module 1 on StepUpAT.org. 2. Complete Teacher/Coach Commitment Form

Coach Task	Teacher Task
<p>Live or virtual workshop with teachers & instructional support staff.</p> 	<ol style="list-style-type: none"> 3. Complete/return Teacher Strength and Needs Assessment (T/SNA) and determine sequence of priorities for AT teaching practices that will be the focus of PBC. 4. Identify a student in current class (if possible) who needs AT and use that student's individualized education plan (IEP) to practice completing an ATIP. 5. Share completed ATIP with coach. 6. Review Home-School Connection Form and determine how to incorporate AT feedback.
<ol style="list-style-type: none"> 9. Provide teachers with T/SNA form to complete. 10. Discuss AT considerations on IEPs and local school district AT policies. 11. Case studies: Practice completing Assistive Technology Implementation Plan (ATIP) with case examples. 12. Provide feedback on teacher's completed ATIP. 13. Provide copies of the Home-School Connection Form and discuss methods for communicating with families. Emphasize the importance of identifying family needs and priorities related to AT. 14. Demonstrate the technology to be used for the focused observations and debrief sessions (Kubi®, BITE, TORSH®) 15. Complete Workshop Procedural Checklist. 	

Implementing PBC with Teachers in Step Up AT

This section of the manual contains a summary of how to conduct coaching cycles with teachers.

On the next page, you will see the **Coach and Teacher Partnership Commitments**; this form describes the role of the coach and teacher in the first year of the project. This form is also available in this manual to review with the teacher at the beginning of the coaching partnership.

Table 4 provides a summary of the activities that occur during each coaching cycle. Table 5 provides a more detailed description of the coach and teacher activities in the sessions and closing meeting. The coach should review the **Coaching Guide** in advance of each contact and, if possible, be prepared to answer questions about the roles and responsibilities during the meeting.

Coaching Guides and **Additional Contact and Support Guides** for the coaching cycle are located in this manual with more detailed information to guide the coaching process. Indicators on each **Coaching Guide** are organized in a logical sequence. The coach may diverge from the sequence to follow the teacher's lead as long as **all** required indicators on the **Coaching Guide** are implemented. Indicators are required unless a N/A or not applicable option is available.

TABLE 4. Step Up AT – PBC Coaching Cycle

Week	Estimated Time of Session
1. Session 1: Individual session with peer coach and instructional staff.	45-60 minutes (outside of class-time)
2. Session 2: Focused observation and debrief with peer coach.	30 minute observation - self-recorded or live observation 30-45 minute debrief (outside of class-time)
3. Session 3: Focused observation and debrief with peer coach.	30 minute observation - self-recorded or live observation 30-45 minute debrief (outside of class-time)
4. Session 4: Individual session with peer coach and instructional staff.	45-60 minutes (outside of class-time)

* Additional focused observations may be scheduled if the teacher needs more time implementing select Step Up AT practice. If additional coaching cycles are conducted, session 4 and session 1 of the next cycle are combined.

Step Up AT Practice-Based Coaching Timeline

Step Up AT for Early Literacy is a customizable and individualized coaching program for teachers that includes a full-day, pre-coaching professional development workshop to enhance teacher's knowledge and awareness of AT practices and can include 1-5 practice-based coaching cycles to support teacher's use of AT practices in their classroom. The number of coaching cycles provided for each teacher is data-informed and considers the following: availability, resources, teacher preference, and practice implementation strengths and needs. Each coaching cycle is 4 weeks long; therefore, the coach implementation support delivery format can take anywhere from 4 to 20 weeks.

Teachers will work with their coach to develop an **Action Plan** and **Assistive Technology Implementation Plan** aligned with a module, resources, and video demonstrations on the Step Up AT website (StepUpAT.org). Each **Action Plan** will include 2 focused observations, each with a debrief meeting that can be conducted remotely. Focused observations can be recorded by the teacher and uploaded to **TORSH®** for the coach to view via recording or live observations via **Kubi®/Zoom®**. Additional focused observations and debrief/coaching meetings may be scheduled if teachers need more time implementing select Step Up AT practices in the classroom.

At the end of each cycle, the coach and teacher collaboratively review teacher and child progress to make a data-informed decision about the need for additional coaching cycles. There are two possible decisions:

1. Continue with additional coaching cycles and write a new **Action Plan and Assistive Technology Implementation Plan** aligned with one of the Step Up AT Teaching Practices.
2. End coaching support for now and complete the **Closing Meeting Form**.

Step Up AT Coaching Protocol

TABLE 5. Step Up AT – Coaching Protocol by Session

Coaching Cycles - NEW AT Teaching Practice NEW Module		
PBC Meeting/Session	Coach Task	Teacher Task
Session 1 Coach Meeting: Individual session with peer coach and instructional staff	<ol style="list-style-type: none"> Goal setting: Determine first priority AT teaching practice and develop the Action Plan aligned with the child's goal specified in the ATIP. Be sure to review child's IEP when reviewing the ATIP. Provide direction to watch module associated with the teaching practice. Gather resources and materials for teachers from the Coaching Crosswalk. Prepare email or complete Action Summary Form and send to teacher. Complete Initial Program Coaching Guide and Teacher Fidelity Checklist. 	<ol style="list-style-type: none"> Determine first priority AT teaching practice and develop ATIP. Begin working on action steps with instructional support staff.
Session 2 PBC: Focused observation and debrief with peer coach	<ol style="list-style-type: none"> Observe teachers and complete the Observation and Graphic Feedback Form. Debrief with teachers using essential coaching strategies plus graphic feedback. Determine other coaching enhancement strategies if they are needed. Review Action Plan to discuss teacher's progress and determine: <ol style="list-style-type: none"> Goal achieved Making progress Need new or adjust current goal. Review ATIP and discuss child's progress Prepare email or complete Action Summary Form and send to teacher. Complete Observation and Debrief Guide and Teacher Fidelity Checklist. 	<ol style="list-style-type: none"> Implement the teaching practice and action steps on Action Plan to support child with the learning goal specified in the ATIP.



Step Up AT Coaching Protocol

TABLE 5. Step Up AT – Coaching Protocol by Session


Coaching Cycles - NEW AT Teaching Practice NEW Module		
PBC Meeting/Session	Coach Task	Teacher Task
<p>Session 3 PBC: Focused observation and debrief with peer coach</p> 	<ol style="list-style-type: none"> 1. Observe teachers and complete Observation and Graphic Feedback Form. 2. Debrief with teachers using essential coaching strategies plus graphic feedback. 3. Determine other coaching enhancement strategies if they are needed. 4. Review Action Plan to discuss teacher's progress and determine: <ol style="list-style-type: none"> a. Goal achieved b. Making progress c. Need new or adjust current goal. 5. Review ATIP and discuss child's progress 6. Prepare email or complete Action Summary Form and send to teacher. 7. Schedule additional PBC sessions or additional contact hours if needed. 8. Complete Observation and Debrief Guide and Teacher Fidelity Checklist. 	<ol style="list-style-type: none"> 1. Implementing the teaching practice and action steps on Action Plan to support child with the learning goal specified in the ATIP.
<p>Session 4/Session 1 Coaching Meeting: Individual session with peer coach and instructional staff</p>	<ol style="list-style-type: none"> 1. Reflect on implementation of AT practice. 2. Goal setting: Determine next priority AT teaching practice and develop Action Plan and ATIP. Be sure to review child's IEP when developing the ATIP. 3. Provide direction to watch module associated with the teaching practice. 4. Gather resources and materials for teachers from the Coaching Crosswalk. 5. Prepare email or complete Action Summary Form and send to teacher. 6. Complete Reflection and Future Planning Guide and Teacher Fidelity Checklist. 	<ol style="list-style-type: none"> 1. Complete Teacher Reflection on Practice. 2. If continuing with another coaching cycle, determine next priority AT teaching practice and develop Action Plan and ATIP, if needed. 3. Begin working on implementing the teaching practice and action steps on Action Plan to support child with the learning goal specified in the ATIP.

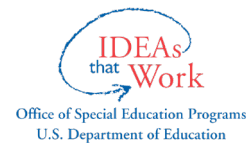
TABLE 5. Step Up AT – Coaching Protocol by Session

1. Complete final surveys.
2. Determine next steps for sustainability years.

My Notes About Professional Development and Coaching Protocols

After Each Coaching Session

- Within 24 hours of the coaching contact, send a follow-up email using the **Follow-Up Support Protocol**. Record the date the email was sent, indicate any attachments, on the **Coaching Guide**.
- Complete the appropriate **Coaching Guide**.
- Complete the **Teacher Fidelity Checklist**.
- Collect Teacher **Teacher Reflection on Practice** from teacher(s) at the end of each coaching cycle.
- Upload to **TORSH®** within 24 hours of the observation.



General Guidelines for Coaching Implementation

These guidelines should be reviewed before a coach conducts any meetings or sessions and should be used as a reference throughout coaching.

Teacher Strengths and Needs Assessment

- The teacher will complete the **Teacher Strengths and Needs Assessment (T/SNA)** during the Pre-Coaching Workshop or before the first cycle begins.
- The **T/SNA** provides the teacher's self-reported confidence and competence with the teaching practices.

Assistive Technology Implementation Plan (ATIP) for the Child

- The **ATIP** is a goal specifying when and how the child will use AT in the classroom. The **ATIP** differs from the **Action Plan**, because the **Action Plan** is focused on the teacher's use of Step Up AT teaching practices.
- The **ATIP** is a working document that should be revised as-needed. **ATIPs will be revised based on child progress monitoring data.** The coach and the teacher should collaborate when developing or revising the **ATIP** in all sessions.

Action Planning for the Teacher

- The **Action Plan** includes a goal specifying when and how the teacher will use Step Up AT teaching practices. The **Action Plan** differs from the **ATIP**, because the **ATIP** is focused on the child's use of AT in the classroom.
- The **Action Plan** is a working document that should be revised as-needed. **Action Plans will last approximately 1 coaching cycle (or 4 weeks).** The coach and the teacher should collaborate when developing or revising the **Action Plan** in all coaching sessions.
- A component of the **Action Plan** goal **MUST** focus on the teacher's observable and measurable demonstration of Step Up AT - Improving Literacy Through Technology practices in the classroom (e.g., how often the teacher refers to or uses the practice, how much data the teacher will collect within ongoing activities and routines). Confirm the coach and teacher have a shared understanding of what will be seen or heard when the practice is being used in the classroom.
- **Action Plans** should **not** focus exclusively on a material or product (e.g., making an AT adaptation, developing a data collection form). Rather focus on how these materials will be **used** in the classroom.

- Action steps should be written as observable actions (i.e., avoid review, consider, identify) and include specific activities for the teacher to complete (e.g., read, make, write, try) between coaching sessions following the logical sequence:

Step 1: The foundation

- What does the teacher need to learn, watch, read, or analyze to get started?

• Steps 2-4: Take action

- What does the teacher need to **make**?
- What will you **see or hear** the teacher do in the classroom?
- Who does the teacher need to **talk to** about this goal?

• Step 5: Analyze

- How will the data be summarized?
- Has the criterion been met?

- Coaches should emphasize that from the time the **Action Plan** goal is selected until the criterion has been met, the teacher should be practicing his/her implementation of the specified teaching practice.
- If the teacher completes all of the steps on the **Action Plan**, the coach and the teacher decide together whether it is appropriate to focus on new steps associated with the current **Action Plan** goal, create a new **Action Plan**, or discontinue coaching (see p. 16).

Follow-Up Email Protocols

- Email follow-up OR the **Action Summary Form** is provided within 24 hours of all coaching meetings and sessions.
- The email protocols and **Action Summary Form** can be found in this manual.

Coaching Guides

- The appropriate **Coaching Guide** should be filled out during or directly after each session.
- The indicators on the **Coaching Guide** are listed in a logical sequence, and following the sequence typically helps the coach become familiar with the indicators and ensures all of the indicators on the **Coaching Guide** are implemented. However, if unexpected issues arise, or in the event that following the order will seem artificial or “stilted,” the coach should use professional judgment to be responsive to the priorities and needs of the teacher.
- Confirm any enrichment strategies used are recorded in the strategies section.

Observations

- Due to unusual events (i.e., illness, child care, staff meetings, etc.), an observation or debrief may be shorter than planned. The observation must be at least 30 minutes and the debrief must be at least 15 minutes to be considered a valid coaching session. **Short observations (i.e., less than 60 minutes) and debrief meetings (i.e., less than 15 minutes) should be avoided whenever possible.**
- Observation sessions should include a 30- to 60-minute classroom observation followed by a 30-minute debrief. Coaches should ALWAYS plan for these sessions to be a minimum 60 minutes of contact time total. Observations should not last more than 90 minutes.
- The debrief should occur within 24 hours of the observation, but debriefing video-recorded observations may take up to 48 hours. Depending on the teacher's schedule, the debrief may occur immediately following the observation, during a planning period later in the day, or after school. **Coaches are strongly encouraged to schedule planning time between the observation and the debrief.** Debrief meetings should NOT occur prior to the focused observation.
- **At least two school days must occur between observations.** For example, if the coach observed on Friday, s/he cannot observe the classroom until Wednesday of the following week. This ensures the teacher has time to practice implementing the feedback/strategies provided by the coach prior to the next observation.
- Observations only occur when a teacher(s) enrolled in the project and at least one child enrolled in the project are in the room.

Debrief Meetings

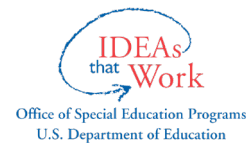
- Debrief meetings should last approximately 30 minutes.
- Debrief meetings should occur at a time when the teacher is not responsible for children and can devote his/her full attention to the meeting. If another adult is the classroom, meetings can occur at rest time.

Teacher Reflection on Practice

- The teacher will complete the **Teacher Reflection on Practice** at the end of every coaching cycle in Session 4/1. This form provides a measure of the teacher's implementation of the Step-Up AT teaching practices.
- The **Teacher Reflection on Practice** serves a complementary role to the **T/SNA**. The **T/SNA** provides the teacher's self-reported confidence and competence with the teaching practices while the **Teacher Reflection on Practice** records the teacher's self-reported participation in the professional development activities and implementation of the teaching practices.

Guidelines for Special Circumstances

- **Teacher leaves before the end of the school year or is out of the classroom for an extended period of time (e.g., medical leave, maternity leave):**
 - If the teacher shares with the coach (in person) that s/he plans to leave before the end of the year, thank the teacher for the information. **Email the mentor coach within 24 hours.**
- **An enrolled child leaves before the end of the year:**
 - If the teacher shares with the coach that a child with an IEP who has been targeted for AT supports plans to leave before the end of the year, thank the teacher for the information and **email the mentor coach within 24 hours.**
- **Observation or debrief meeting is cut short due to unforeseen circumstances (e.g., teacher or child illness, unscheduled emergency drill):**
 - If the teacher shares with the coach that they are feeling unwell or that a conflicting meeting was scheduled that will prevent the coach from completing a minimum of 30 minutes of observation time and 15 minutes of debrief time, the coaching session should be rescheduled for another day within the project-defined window.
 - If it is necessary to deviate from the project-defined time frame for each coaching session, **contact the mentor coach.**
- **The coach was unable to complete the required activities for a given session:**
 - The peer coach should **email the mentor coach** with a detailed explanation of what prevented her/him from completing the required activities in the designated session AND the date on which the required activity will be completed.



Coaching Strategies

Coaching strategies are how coaches support teachers to participate in each of the components of the PBC cycle. Some coaching strategies are “essential,” which means coaches will use these strategies in every coaching session. There is also a menu of “enhancement” strategies coaches and teachers can choose to use if they are a good fit for the classroom and current **Action Plan** goal.

Essential Strategies

Essential strategies include observation, reflection, supportive and constructive feedback, and the identification of resources to support implementation. These strategies should be used in **every** coaching session. In addition to the “every time” essential strategies, PBC also includes essential strategies that occur less often, but are considered critical to implementing Step Up AT PBC. They include goal setting, demonstration with narration, and graphic feedback.

Enhancement Strategies

Enhancement strategies should be used when they will enhance the teacher’s knowledge and use of AT practices. The coach and the teacher should use the

Preferred Coaching Strategies Checklist early in the coaching process to discuss and select strategies they believe will contribute to positive teacher and child outcomes and experiences. Some enhancement strategies are used in the focused observation to support teachers’ implementation of Step Up AT - Improving Literacy Through Technology during ongoing activities, routines, and transitions. Some enhancement strategies are used in the debrief meeting to help teachers plan for AT implementation, evaluate progress, and trouble shoot dilemmas as they arise. In the remainder of this section, you will find definitions and examples of each of the coaching strategies listed on the coaching guide.

Essential Strategies

Every time

- Observation (Live via **Kubi/Zoom**, pre-recorded and uploaded to TORSH)
- Reflective Conversation
- Supportive and Constructive Verbal Feedback
- Providing Materials or Resources

Once per Cycle

- Goal Setting
- Live or Video Demonstration with Narration
- Graphic Feedback

Enhancement Strategies

- Modeling
- Environmental Arrangement
- Problem-Solving Discussion
- Project-Developed Video (Teacher Exemplar)
- Role-Playing
- Side-by-side Support

Essential “Every Time” Strategies

1. Observation:

Watching and taking notes about the teacher’s actions or behaviors related to Step Up AT - Improving Literacy Through Technology : The coach sits in a place where they can observe the teacher’s actions and takes notes on the **Observation and Graphic Feedback Form** regarding the quality and quantity of learning trials implemented. Observation also involves the coach’s awareness of teacher investment in planning and reflecting.

2. Reflective Conversation: Discussion between the coach and teacher that prompts the teacher to think about their actions regarding the use of Step Up AT - Improving Literacy Through Technology teaching practices. Reflective conversation involves the coach’s verbal and **non-directive analysis** of the teacher’s actions in the focused observation. Coaches should provide ample **wait time** for the teacher to process reflective questions and to share his/her perspective about their current implementation and child progress.

Examples: During the debrief, the coach uses open-ended questions, clarifying questions, and wait time to facilitate reflection.

- During the debrief, the coach says to the teacher, “I noticed you provided additional help in the form of a physical prompt when [target child] didn’t respond to the antecedent. How did you decide to use a physical prompt in that moment? Do you think it worked well for [target child]? What other prompts might you consider, if any?”
- How did it go today at large group with using the communication board for [child]? What seemed to work well? Would you do anything differently next time?

3. Supportive Verbal Feedback: Providing descriptive praise about the teacher’s implementation of Step Up AT - Improving Literacy Through Technology including using planning forms and use of teaching practices in the classroom. Supportive feedback should **emphasize teacher strengths** that support implementation of the Step Up AT - Improving Literacy Through Technology teaching practices AND when possible, why the practice is important for children.

Examples: During the debrief or observation, the coach provides supportive verbal feedback.

- It was wonderful to watch the learning opportunities you provided for Jacob today. You consistently provided prompts to use his device when needed and he was really engaged!
- Your thoughtful use of [something/event] to prompt Tavion to do [target behavior] was mentorful. It helped him to be successful with [target behavior]. Can I share what you did as an example with another teacher?
- I really like the book adaptations you created and used today at centers because there were so many ways for Sofia to be engaged with the books.
- Your ATIP is really well done. It clearly specifies the learning target and what additional prompts you’ll use to support Julie.

Essential “Every Time” Strategies (Continued)

4. **Constructive Verbal Feedback:** Constructive feedback consists of data-informed suggestions or supports for enhancing Step Up AT - Improving Literacy Through Technology implementation fidelity. It states what is observed, **gives information and suggestions for enhancing the practice**, and engages the teacher in a reflective conversation to state what s/he will do differently, more often, or with enhanced fidelity in the future. If needed, the coach might also offer materials and resources to support the teacher’s enhanced implementation. When providing constructive feedback, emphasize your constructive intent. **Constructive feedback IS NOT telling the teacher what they did wrong.**

Examples: During the debrief or observation the coach provides constructive verbal feedback. (Note: the examples provided are illustrative of the components of constructive feedback and would be delivered in a bidirectional conversation).

- Today you provided 7 opportunities for Jorge to request materials from peers using his device. For five of his requests his peers gave him the requested object. On two occasions no one responded. You might try using the **ATIP** to plan for select peers who are more responsive to his requests to be available in the setting or ensuring an adult is available to facilitate those interactions when you believe he is most likely to need to make requests. Let’s think about how we might ensure that Jorge’s device is helping him to access materials in the classroom by ensuring his peers respond or an adult is available to help him. Do you think either of these ideas will work for Jorge and for you?
- José was super engaged with the transportation vehicle books you added to the library! When I looked back at the **ATIP**, you indicated José would use the Go Talk Now device to answer questions about books read aloud. Today there were no adults in the reading center to offer José opportunities to answer questions. If answering questions about the books is an important skill for José to learn, we need to ensure there are adults available to ask questions and that his AAC device is available for him to answer questions. Do you think it’s important for him to answer questions about the books? If yes, could you zone the classroom to ensure there is an adult available or plan to provide these opportunities during a different part of the day?



Essential “Every Time” Strategies (Continued)

5. **Providing Resources/ Materials:** Offering additional items that may help the teacher learn more about Step Up AT - Teaching Literacy Through Technology and other recommended practices. See the **Coaching Crosswalk** or the website StepUpAT.org for vetted resources.

Examples: Materials from the Practice Guide or Website

- The coach suggests the teacher share a practitioner-oriented article about Step Up AT - Teaching Literacy Through Technology with her team.
- The coach refers the teacher to StepUpAT.org for examples of instructional strategies.
- The coach provides the teacher with examples of how the materials in the writing center could be adapted for a child with fine motor needs.

Essential “Once per Cycle” Strategies

Goal Setting: The coach helps the teacher to identify and write **Action Plan** goals in session 1.

Examples: During the debrief meeting, the coach and teacher identify and write a goal related to the implementation of Step Up AT – Teaching Literacy Through Technology. Based on the **T/SNA** and observation data and with assistance from the coach, the teacher might set a goal as follows:

- I will use AT to support at least 3 children to greet peers (e.g., Hi, bye, good morning) during arrival and dismissal circle time for 1 week.
- I will collect tally data to determine if I am providing at least 4 opportunities for Noah to use the Go Talk Now device to answer questions about books read aloud at circle and centers. I will know I have met this goal when I have 5 consecutive days of tally data collected.
- I will provide at least 2 materials in each center with adapted handles and switches and will support children with fine motor needs to use them on 3 or more times each day for 1 week.

6. **Live or Video Demonstration with Narration:** Providing specific verbal information and a demonstration for the teacher about how to implement the Step Up AT - Teaching Literacy Through Technology practice with a particular piece of AT, followed by an opportunity for the teacher practice using the AT with **both supportive and constructive feedback**.

Examples: The coach models for the teacher how to use the slanted writing board to support Mackenzie’s positioning during writing activities.

- **Demonstration:** This board will help Mackenzie to use proper positioning during writing activities in small group and centers. The angle of the board will need to be adjusted based on the height of the table and chair Mackenzie is using. You can adjust the height of the board by pushing in the lever at the top of the board to make the kickstand go up and down. [Model how to adjust height]
- Now you try ...

Essential “Once per Cycle” Strategies (Continued)

7. **Graphic Feedback:** Providing a visual display of data and specific verbal information to the teacher about her/his implementation. Graphic performance feedback always includes **helping to interpret and analyze** a graph with the teacher and **providing both supportive and constructive feedback** as described above.

Example: The coach and teacher talk about a graphic display that was created based on the implementation data that the coach collected during the classroom observation. The coach explains what the graph means and provides supportive and constructive feedback about the teacher’s accuracy and consistency.

- Supportive: Look (pointing to the bars on the graph)!! During large group, you planned 4 opportunities (blue bar) on the single message record-able device to greet peers target with Jean Pierre. You implemented 6 trials (green bar). You were very natural about prompting and providing help with a visual cue when he needed additional support and you provided more opportunities than planned.
- Constructive: During centers you had planned to have audio books available for Josiah to help him to be engaged in the reading area because of his low vision. You indicated that you would provide him with 2 or fewer verbal prompts to operate the audio book. This graph shows the type and number of prompts provided. We can see you used hand-over-hand support on 8 occasions and gestural support on two occasions to help Josiah to operate the audio book. The support you provided isn’t consistent with what we had written into his **ATIP**. Let’s think together about the level of support Josiah needs to operate the audio book so we’re not over-helping him and can build his independence in the center.

Enhancement Strategies

8. **Modeling:** Verbal, gestural, physical, or signed actions by the coach that demonstrate how to implement embedded instruction. Modeling can include a video model to demonstrate how to implement a component of Step Up AT - Improving Literacy Through Technology or modeling during the debrief.

Examples:

- The coach provides a video demonstration of how to prompt a child during a classroom activity, routine, or transition.
- The coach demonstrates how to use a strategy during the debrief meeting.

9. **Environmental Arrangements:** The coach helps the teacher to rearrange or enhance the classroom environment with available materials to set the occasion for the teacher to implement Step Up AT - Improving Literacy Through Technology strategies or learning trials.

Examples:

- The coach helps the teacher to add materials to a center that will help children to access and participate alongside their peers.
- The coach and the teacher work together to figure out the best place to post visual cues in the classroom.

Enhancement Strategies (Continued)

10. Problem-Solving Discussion: Verbal interaction between the coach and teacher designed to lead the teacher through a systematic process involving identifying the problem, generating options, deciding on a possible solution, and evaluating potential strengths and challenges of the selected solution. Discussion might focus on a child, an event in the classroom, or other concerns expressed by the teacher.

Examples:

- After observing, the coach and teacher discuss the use of AT during whole group read aloud for a child with low vision who is not able to see the pictures. The teacher shares that she thought having something for the children to hold related to the story would increase engagement for all children (and for Dwayne in particular); but the children were distracted by the new materials, and classroom management became challenging. The teacher and the coach discuss what might have been done differently to ensure all children are engaged and know the expectations for the new materials. They also generate ideas to address the issue, decide on a possible solution, and plan for evaluating the chosen solution during the next observation.

11. Project-Developed Video (i.e., Teacher Exemplar Video): Watching a short video clip (of another teacher in an exemplar classroom) that focuses on implementing a Step Up AT teaching practice or using a particular type of AT that is less familiar for the teacher.

Examples:

- Before a role-playing activity or while problem-solving about how to use AT at meals, the coach and teacher watch a video clip that shows how to use environmental arrangements and the AAC for the child to communicate wants.

12. Role-Play: A simulated situation designed to help the teacher to learn or practice Step Up AT - Improving Literacy Through Technology practices. In a role-playing situation, the teacher may take on the role of the child while the coach demonstrates a strategy, or the coach may take on the role of the child while the teacher practices a strategy.

Examples:

- The teacher participates in a role-play with the coach in order to practice and get feedback about her/his use of the ATIP before using the strategy with the child.
- Or the coach could use role-play to demonstrate implementation of the ATIP with the teacher.

Frequently-Asked Questions

• How are children selected?

- Children are selected to participate in the project based on their IEP and need for AT in the classroom. Most target children have an identified disability and individualized education plan (IEP). It is the coach's responsibility to make sure s/he knows which children are enrolled in the project in each teacher's classroom.

• Should I interact with children or assist in the classroom during observations?

- When you are establishing the collaborative coaching partnership, the coach should interact only as-needed during the scheduled observation. The coach and teacher should use the **Preferred Coaching Strategies Checklist** to facilitate a discussion regarding the teacher's preferences. Some teachers may prefer the coach to remain in the role of an observer. Sometimes it is appropriate for the coach to assist in the classroom or interact with children. For example, if two children are having a conflict over a toy, a jar of paint spills, or a child cannot unzip their lunchbox and the teacher and other classroom staff are occupied helping other children, the coach can provide assistance. Follow the teacher's lead with regard to your level of participation in the classroom. Do not allow interaction with the children to interfere with coaching responsibilities (e.g., collecting data, observing the lead teacher and children using AT).

• Where can I find resources (e.g., videos) for sharing with teachers or assistants?

- Many resources are available on StepUpAT.org.
- Resources aligned with each practice are available on the **Coaching Crosswalk**.

• How do I know what goal to work on first?

- The **Teacher Strengths and Needs Assessment** is organized logically so the initial practices must be in place to complete the later practices. It is important to expose teachers to practices aligned with each module on StepUpAT.org. **No matter what component of Step Up AT - Improving Literacy Through Technology is the focus of the Action Plan, it is critical to ensure the goal is focused on the teacher's implementation (i.e., the teaching practice or actions and behaviors of the teacher), NOT only making or accessing a material.**

• How can I make sure I do everything I am supposed to in a session?

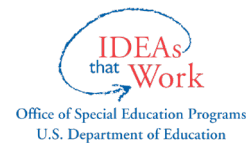
- Review your notes before the meeting to help collect your thoughts and prepare for the meeting. It is recommended that coaches leave time between the observation and the debrief to prepare for the debrief meeting. Use the appropriate Coaching Guide to take notes and mark indicators that have been completed.

Frequently-Asked Questions (Continued)

- **What do I do if the teacher and assistant seem to be experiencing conflict or have persistent differences of opinion?**
 - Validate the teacher's frustration before attempting to solve the problem.
 - Help validate the teacher's role as the instructional leader in the classroom. Coaches might support the teacher to role-play how s/he might communicate with the assistant about Step Up AT - Improving Literacy Through Technology implementation.
 - Talk about relationships and teaming with the teacher. Create action steps on the Action Plan explicitly designed to facilitate teaming. Consider ways to use the assistant or co-teacher's strengths to help with parts of the classroom. If the teacher is resistant, talk about how the adult relationships can affect the children and the day-to-day operation of the classroom.
- **What do I do if a teacher would like other adults in the classroom to implement some of the practices but is not sure how to approach them?**
 - Talk with the teacher about which practices the other adults in the classroom might implement and how the they can be supported to implement the practices with fidelity. Use coaching strategies such as modeling and role-playing to help the teacher prepare for a discussion with the other adults in the classroom.
 - Build intentional opportunities for the other adults in the classroom to participate in the teacher's action steps.
 - Encourage the teacher to build on what the assistant would like to try or present choices for the assistant. Recommend that the teacher ask the assistant to try the practice. Encourage the teacher to build on the assistant's strengths when deciding on the initial steps.
- **What do I do if the teacher doesn't seem pleased to be coached, doesn't engage with the process, or doesn't seem to connect with me?**
 - Try different approaches. Find out what the teacher likes and share information about that topic. Find a way to be helpful in the classroom, such as working with a child the teacher finds challenging or modeling a skill that would be helpful for the teacher.
 - Ask the teacher for feedback about how s/he prefers to be coached. Some teachers want you to do it for them first, while others would like to try with your guidance in the background. This might give some teachers a sense of control over the coaching process.
 - Take a step back and consider how you are communicating with the teacher:
 - **Build on the teacher's strengths.** Identify strengths and build on these, particularly early in the coaching relationship.
 - **Be positive and show interest** in all communications.
 - **Listen more than you talk.** Be an active listener.

Frequently-Asked Questions (Continued)

- **Acknowledge** the teacher as the lead in his/her own classroom.
 - **Ask** the teacher frequently for his/her opinions, ideas, and suggestions.
 - **Match the teacher's affect.** (Coaches should make accommodations.)
 - **Compliment the teacher** and communicate that you “like” him or her.
 - **Communicate your confidence** in the teacher's skills and abilities.
 - **Recognize and celebrate progress**, even incremental progress.
 - **Respond promptly** to specific requests from the teacher.
 - **Honor the teacher's schedule.**
-
- **What do I do if the teacher is hesitant or uncomfortable with being observed?**
 - Refer to the **Coach and Teacher Partnership Commitments**.
 - Share with the teacher what types of data you will collect and with whom the data will be shared.
 - Offer to model the skill for the teacher immediately before s/he is asked to demonstrate the practice – be sure you are modeling a practice that is within the teacher's zone of proximal development to avoid the teacher feeling defeated if s/he can't do exactly what you modeled.
 - **What do I do if the teacher's discipline practices could be potentially harmful or abusive?**
 - Encourage the teacher to reflect on whether certain practices seem effective. If they are not effective (i.e., the dilemma keeps occurring), this opens the door for you to present alternative approaches and ideas without having to criticize the previous approach.
 - Report your concerns to a higher administrator if needed and collaboratively review state mandatory reporting rules and guidelines.
 - Remember that teachers might do things we do not agree with, but our priority is helping them change their practices, not to judge or shame them.



References

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Soukakou, E. P. (2016). **The Inclusive Classroom Profile (ICP) Manual**. Baltimore, MD: Brookes.

Step Up AT Coaching Forms

Pre-Coaching Workshop Procedural Checklist (Pages 37 - 38)

Coach and Teacher Commitment Form (Pages 39 - 41)

Preferred Coaching Strategies Checklist (Page 42)

Teacher Strengths and Needs Assessment (Pages 43 - 45)

ATIP (Page 46)

Home-School Connection Form (Pages 47 - 48)

Action Plan (Page 49)

Coaching Crosswalk (Pages 50 - 63)

Teacher Fidelity Checklist (Pages 64- 65)

Initial Program Guide (Pages 66 - 67)

Observation/Debrief Guide (Pages 68 - 69)

Reflection/Future Planning Guide (Pages 70 - 71)

Closing Guide (Pages 72 - 73)

Action Summary Form and Email Protocol (Pages 74 - 79)

Observation and Graphic Feedback Form (Page 80)

Teacher Reflection on Practice (Pages 81 - 83)

Pre-Coaching Workshop Procedural Checklist

Before Workshop Teacher Should: 1. Register on StepUpAT.org 2. Sign Consents/Surveys 3. Watch Module 1

Section 1: Meeting Information

Date: _____ Teacher ID(s)/participating adults: _____ Coach: _____

Section 2: Workshop Indicators

	Yes	No	N/A
1. I started with a positive social greeting.			
2. I collected copy of the current individualized education program (IEP) goals. (N/A, if teacher does not have)			
3. I shared information about myself.			
4. I provided an overview of what to expect as a participant in the Step Up AT project this year.			
5. I provided an overview of the resources available through the Step Up AT Project.			
6. I helped the teacher(s) to register for and access the StepUpAT.org website. *For those that did not do so prior to the workshop.			
7. I demonstrated the AT devices in the Step Up AT Lending Library and discussed how to request a loan.			
8. I reviewed and gave examples for the 8 teaching practices to be used in the Step Up AT project.			
9. I provided an overview of the SETT Framework and how to use it to consider the AT needs of my students.			

Section 2: Workshop Indicators	Yes	No	N/A
10. I provided an overview of Practice-Based Coaching (PBC) and discussed how to use the ATIP to inform the creation of the Action Plan.			
11. I collected a signed and dated Teacher/Coach Commitment Letter.			
12. I reviewed coaching timeline, provided a copy of the Preferred Coaching Strategies Checklist , and asked teacher(s) to complete the form prior to the first observation.			
13. I explained the Teacher Strengths and Needs Assessment (T/SNA) and provided the teacher with a copy, asking her/him to complete it prior to the beginning of the first coaching cycle.			
14. I demonstrated the technology to be used for focused observations and debrief sessions (Kubi® , BITE, TORSH®)			
15. We identified the date and time for the next session.			
16. I told the teacher(s) I would send a follow-up email, and I encouraged the teacher(s) to respond to the email with questions.			
17. I thanked the teacher(s) for participating and ended with a positive comment.			

Coach and Teacher Partnership Commitments

I confirm that I, _____, commit to participating in the Step Up AT Project.
As a Step Up AT **Coach** in this project, I agree to the following:

- I will commit to a regular time to meet each week to complete the sessions for each module, and I will reschedule a session when given 24-hours' notice.
- I will facilitate teacher and support staff collaboration around the priorities identified in the **Teacher Strengths and Needs Assessment**.
- I will support the teacher(s) to gain confidence and competence in planning for, implementing, and evaluating their use of the Step Up AT teaching practices.
- I will conduct focused observations aligned with the teacher's **Action Plan**.
- I will provide video demonstrations to illustrate the use of Step Up AT strategies and use of AT in the teacher's classroom as-needed.
- I will engage teachers and support staff in a debrief meeting that includes reflective conversation, supportive and constructive feedback, and the provision of materials, online modules, and resources aligned with the **Action Plan** goal.

Coach Signature: _____



Coach and Teacher Partnership Commitments (Continued)

I confirm that I, _____, commit to participating in the Step Up AT Project.
As a Step Up AT **participant** in this project, I agree to the following:

- I agree to participate in a workshop and at least one coaching cycle. I understand that each coaching cycle is 4 sessions.
- I will work with my Step Up AT Coach and classroom team to establish a regular time to meet each week for our coaching cycle(s) and to complete the work needed for each session.
- I will be prepared to actively participate in each coaching cycle by viewing the assigned module and resources before the first session of each cycle and completing follow up activities as assigned.
- I will engage in all sessions by actively participating in discussions and working with the Step Up AT coach and classroom team to identify how AT can be successfully incorporated in the classroom to improve participation and engagement in literacy activities for all students.
- I will provide at least 24-hours' notice if I need to reschedule a session and will coordinate with my classroom team and my Step Up AT coach to reschedule before the next scheduled session.
- I understand that I will only receive continuing education credits if I meet all of the requirements as outlined by the respective governing body.
- I understand that if I do not complete all required activities of the **Action Plan**, my Step Up AT coach may request an additional meeting to be scheduled, and I will make myself available to meet with the coach.

Participant Signature: _____

What Are Coaching Strategies?

Coaching strategies describe how the coach interacts with the teacher and children during the observation and the debrief meeting.

Below you will find a list of essential strategies all coaches will use. On the second page, you will also find some enhancement (optional) strategies. Please review the enhancement strategies with your teachers to see which strategies they would feel comfortable using during the observation and the debrief.



Observation: While observing, the coach takes notes about the teacher's use of Step Up AT teaching practices and sees the teacher's actions and practices without using other coaching strategies.

Reflective Conversation: Discussion between the coach and teacher designed to prompt thinking about Step Up AT teaching practice use.

Supportive & Constructive Feedback: Supportive feedback emphasizes teacher strengths that support use of Step Up AT teaching practices with children. Constructive feedback includes suggestions or supports for using Step Up AT teaching practices with fidelity or as intended.



Providing Resources/ Materials: Offering additional items that may help the teacher learn more about Step Up AT teaching practices and other recommended practices.

Goal Setting: The coach helps the teacher to identify and write Step Up AT teaching practice Action Plan goals once per cycle.

Graphic Feedback: Graphic feedback includes a visual display of teacher data or child data and specific verbal information to the teacher about her/his use of Step Up AT teaching practices.

Live or Video Demonstration with Narration: The coach will demonstrate (i.e., show and tell) how to prepare, program, and use AT in the classroom. Demonstrations can take place during observations and/or debrief sessions. The coach may also use a Step Up AT video to demonstrate.

Preferred Coaching Strategies Checklist

Instructions: Please mark your preferred enhancement coaching strategies for the observation and debrief using the checklist below. Please feel free to add comments as well! Shaded boxes note the strategy is not applicable during observation or debrief.

Teacher ID: _____ Date: _____

Enhancement Coaching Strategies	Yes	No
<p>1. Modeling: Verbal, gestural, physical, or signed actions that demonstrate how to use Step Up AT teaching practices during the observation or debrief meeting.</p> <p>2. Side-by-Side Verbal or Gestural Support: Verbal or visual actions used by the coach to guide the teacher's use of Step Up AT teaching practices. When providing verbal or gestural support, the coach stands or sits in close to the teacher in the classroom while s/he is using Step Up AT practices.</p> <p>3. Environmental Arrangements: The coach helps the teacher to rearrange or enhance the classroom environment and available materials to set the occasion for the teacher to use Step Up AT teaching practices.</p> <p>4. Problem-Solving Discussion: A systematic process involving identifying the problem, generating options, deciding on a possible solution, and evaluating potential strengths and challenges of the selected solution (i.e., a child who is not making growth, when or how to teach a target, how to motivate a target child).</p> <p>5. Project-Developed Video: Watching a short video clip of another participating teacher that focuses on using Step Up AT teaching practices or using a particular AT device.</p> <p>6. Role-Play: In a role-playing situation, the teacher may take on the role of the child while the coach demonstrates a strategy, or the coach may take on the role of the child while the teacher practices a strategy.</p> <p>7. Other: In what other ways would you want your coach to help? _____</p>		



IMPROVING LITERACY THROUGH TECHNOLOGY



Strengths and Needs Assessment

Instructions: Each of the statements listed are teaching practices. Read each statement and identify how much you know about the practice, how much support you need to use the practice, and how often you use the practice. For each of the eight teaching practices, circle one number in each column. Then, select your top 5 priority practices, and rate those from 1 – 5, number one being your top priority.

Teacher : _____ Coach: _____ Date: _____

Teaching Practices	How much do you know about this Practice?	How much support do you need to use this practice?	How often do you use this practice?	Priorities
	Just Learning - I could teach Others	A lot ----- None	Never ----- Every Day	1-5
1. The teacher in collaboration with support staff conducts a functional assessment to select AT by recording information about the strengths and needs of individual children in early literacy activities.	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	
2. Teacher and support staff arrange the environment (e.g., placing materials within reach, positioning child toward AT, using adapted materials) and consistently support each child who has difficulty using materials/equipment while encouraging child participation and independence in early literacy activities and routines.	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</div>	



IMPROVING LITERACY THROUGH TECHNOLOGY



Teaching Practices		How much do you know about this Practice?	How much support do you need to use this practice?	How often do you use this practice?	Priorities
		Just Learning - I could teach Others	A lot ----- None	Never ----- Every Day	1-5
3. Positive behavior supports (PBS), including visual supports are used to increase desired behaviors and adults monitor children's responses to PBS and adjust the type, level of intensity, and duration of support as-needed.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
4. Teacher and support staff facilitate each child's communication throughout the day by incorporating augmentative and alternative communication (AAC) supports.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
5. Props, adapted books, visual supports, eBooks, and/or other materials are used during shared reading to increase children's participation and comprehension.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
6. The teacher and support staff adapt the environment, learning activities, and/or access to toys to support the participation of children with vision and/or hearing impairments.		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
		1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	



IMPROVING LITERACY THROUGH TECHNOLOGY



Teaching Practices	How much do you know about this Practice?	How much support do you need to use this practice?					How often do you use this practice?	Priorities
	Just Learning - I could teach Others	A lot	None					1-5
7. Adapted writing tools, switches, writing apps, and/or other materials are used during pre-writing, writing, and drawing activities to increase participation in large group, small group, and one-to-one instruction.	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>		
	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>	<div><input type="checkbox"/> 1</div> <div><input type="checkbox"/> 2</div> <div><input type="checkbox"/> 3</div> <div><input type="checkbox"/> 4</div> <div><input type="checkbox"/> 5</div>		

Strengths I want to share with my coach...



IMPROVING LITERACY THROUGH TECHNOLOGY



Assistive Technology Implementation Plan (ATIP)

Instructions: For each AT practice complete the ATIP below with your coach.

Teacher: _____ Coach: _____ Cycle/Session: _____ Date: _____

Measurable goal for the child: _____

Student	Environment	Task	Tool

Visual supports to be used (indicate specific symbols that will be used): _____

AAC to be used: _____

Other materials: _____

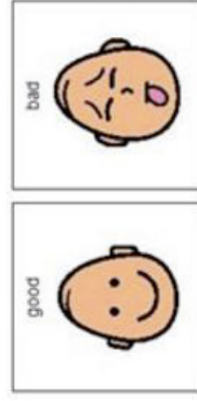
How instructional staff will be involved _____
(indicate individual, and how he or she will facilitate instruction as well): _____

This is what we did today with my teacher:

Letter Name	Letter Sounds
Shared Reading 	Rhyming
Vocabulary 	Comprehension
Writing 	Listening

Other:

This is how I felt:



All AT devices can be accessed through the Step Up AT Lending Library at StepUpAT.org

This is what we used:

BIGmack	Go Talk 9	Book Stand
iTalk 2	Props and Other Materials	Timer
Individual Schedule (High Tech)	Individual Schedule (Low Tech)	iPad
Adapted Writing Tool	Adapted Story Book	App:
Feature:		

Parents:

What questions do you have about the home school connection?

Please sign and return: _____

Padres: Que preguntas tienes de la conexión entre la escuela y la casa?

Por favor firme y devuelve: _____



Action Plan

Teacher: _____

Coach: _____

Date: _____

Cycle: _____

Implementation Goal for the Teacher

Criterion for Implementing AT Practice

Steps to Achieve This Goal

Resources Needed

Timeline

1

2

3

4

5

Review

Session 2: _____

☐ Goal achieved!

☐ Making Progress, but not there yet.

☐ I need to change my goal.

Session 3: _____

☐ Goal achieved!

☐ Making Progress, but not there yet.

☐ I need to change my goal.

Session 4: _____

☐ Goal achieved!

☐ Making Progress, but not there yet.

☐ I need to change my goal.



Coaching Crosswalk

Assistive Technology (AT) Competencies and Teaching Practices for the Step Up AT Curriculum

Module 1: Introduction to Assistive Technology and Early Literacy

Competency 1: Teachers work with families and other adults, observe the environment, and assess each child's strengths and needs to consider AT tools and strategies that align with each child's Individual Education Plan (IEP) early literacy goals. (DEC RP E4)

AT Teaching Practices

1. The teacher in collaboration with support staff conducts a functional assessment to select AT by recording information about the strengths and needs of individual children in early literacy activities.



Resources

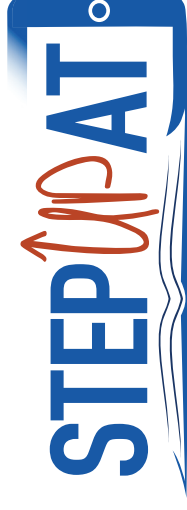
- Assistive Technology and the IEP
https://www.ctdoinstitute.org/sites/default/files/file_attachments/Teacher%26IEP.ig-v1a.pdf
- The SETT Framework video
<https://youtu.be/hM6DgeqVNGw>
- Understanding IEPs and 504 Plans: ESE MDCPS
<https://ese2.dadeschools.net/#!/rightColumn/487>
- The Individual with Disabilities Education Act
<https://sites.ed.gov/idea/>



Resources (Continued)

- Introduction to Assistive Technology (AT) for Young Learners:
<https://www.pacer.org/stc/pdf/TIKES-Intro-to-AT-Trainers-Manual.pdf>
- Introduction to Assistive Technology (AT) for Developmental Delay and the Range of AT:
<https://www.youtube.com/watch?v=0Zosc8dEBf8>
- At a Glance: How the IEP Team Decides on Assistive Technology:
<https://api.dadeschools.net/WMSFiles/99/pages/AT%20Process%20Guide%202020.pdf>
- Role play case studies / SETT
https://youtu.be/_oc5N1mlAd0
- The SETT Framework video on
<https://youtu.be/hM6DgeqVNGw>





IMPROVING LITERACY THROUGH TECHNOLOGY

Module 2: Support a Literacy Rich Classroom Environment

Competency 2: Teachers work with families and other members of the instructional team to create environmental adaptations to promote each child's access to and participation in early literacy learning experiences (DEC RP E5)

AT Teaching Practices

2. Teacher and support staff arrange the environment (e.g., placing materials within reach, positioning child toward AT, using adapted materials) and consistently support each child who has difficulty using materials/equipment while encouraging child participation and independence in early literacy activities and routines.

Resources

- SETT with “task” to use materials/equipment purposefully
- Wait times / prompt hierarchy videos
<https://youtu.be/myHhBz45Cic>
<https://youtu.be/a52CdRMBxWc>

Resources

- Designing the Environment
<https://eclkc.ohs.acf.hhs.gov/video/designing-environments>
- 19 Tips on Supporting Positive Behavior and Social Skills:
<https://blog.brookespublishing.com/19-tips-on-supporting-positive-behavior-social-skills-calendar-giveaway>
- Environmental Adaptations (Minutes 8-24) Material Adaptations (min 11)
<https://www.youtube.com/watch?app=desktop&v=kiOERIL9sPY&t=6s>
- Tips for Making Your Classroom More Inclusive and Helping All Students be More Successful-Blog
<https://www.naeyc.org/resources/blog/preparing-young-children-inclusion>
- Adapting Children’s Learning opportunities
<https://www.youtube.com/watch?v=YILJN0upryQ&feature=youtu.be>
- Practices to support individualization: Scaffolding, Modeling, Prompting, Reinforcing, Embedded Intervention (visual supports, voice generated device, timer (minutes 27.10 - 38)
<https://eclkc.ohs.acf.hhs.gov/video/instructional-practices-support-individualization>



IMPROVING LITERACY THROUGH TECHNOLOGY



Module 3: Support a Literacy Rich Classroom Environment

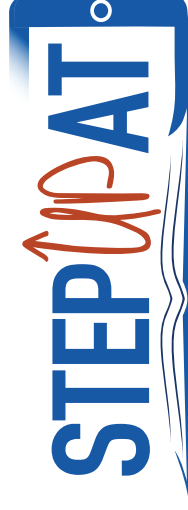
Competency 3: Teachers work with families and other members of the instructional team to create environmental adaptations to promote each child's access to and participation in early literacy learning experiences (DEC RP E5)

AT Teaching Practices

3. Positive behavior supports (PBS), including visual supports are used to increase desired behaviors and adults monitor children's responses to PBS and adjust the type, level of intensity, and duration of support as needed.

Resources

- SETT with "task" targeting specific desired behavior or transition
- Social Skills Toolbox (various print and go resources): <https://do2learn.com/organizationtools/SocialSkillsToolbox/index.htm>
- Positive strategies to support challenging behaviors: <https://www.autismspeaks.org/tool-kit/challenging-behaviors-tool-kit>
- Video on transitions available on <https://www.stepupat.org/coaching-resources/>
- Choiceworks Videos
<https://www.youtube.com/watch?v=Ga-snuOdTcM>
<https://youtu.be/QfetvhEe7eY>
- Visual Supports
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-7-18/>
- AT Visual Supports and Visual schedules
<https://www.youtube.com/watch?v=FauUZhQXNNNo>



IMPROVING LITERACY THROUGH TECHNOLOGY



Resources (Continued)

- Visual Supports (Start minute 16:15)
<https://www.youtube.com/watch?app=desktop&v=kiOERIL-9sPY&t=6s>
- Creating visual supports:
<https://connectability.ca/visuals-engine/>
- LessonPlx Software to Create Visuals
<https://youtu.be/OD7v8M0nQhM>
- Available from Lending Library: Various visual and tactile schedules
<https://faast.org/stepup/>
- Wait times / Prompt Hierarchy videos
<https://youtu.be/myHhBz45Cic>
<https://youtu.be/a52CcDRMbxWc>
- AT for Classroom Management and Transition
<https://youtu.be/UCTsZgMORYl>
- Transition Strategies (minutes 2:24-3:45)
<https://www.youtube.com/watch?v=euEwVa8i5DY>
- Visual Symbols for Increasing Desired Behaviors
<https://youtu.be/nqeVKTn8ozo>



Resources (Continued)

- Clear Expectations and Consistent Feedback PDF
<https://www.stepupat.org/wp-content/uploads/2022/06/Clear-Expectations-and-Consistent-Feedback.pdf>
- Using Praise as Positive Reinforcement:
<https://theautismhelper.com/teaching-tip-positive-reinforcement/>
- How to Use Behavior Specific Praise When Introducing AT
https://youtu.be/-jUMG-J2_Yg
- How to Create a Literacy Rich Environment
<https://youtu.be/wzjU8XjyTBg>
- Lessonpix.com two minute tutorial:
<https://www.youtube.com/watch?v=8scbKyZaTp4>
- Visual supports:
<https://do2learn.com/picturecards/VisualSchedules/index.htm>





Module 4: How to Adapt Books and Promote Shared Reading

Competency 4: Teachers and support staff plan for and provide the level of communication supports, accommodations, and AT adaptations needed for each child to access, participate, and learn within and across early literacy activities and routines. (DEC RP INS4)

AT Teaching Practices

4. Teacher and support staff facilitate each child's communication throughout the day by incorporating augmentative and alternative communication (AAC) supports.

Resources

- SETT with “task” targeting specific communication goals from IEP
- Effective AAC Strategies Step Up AT Video <https://youtu.be/pmjcOCQ610Y>
- Assistive Technology to Support Speech and Communication <https://youtu.be/ApG0ahrgipw>
- AAC (starts on minute 2.40-minute 38) http://www.infanthearing.org/flashplayer/hd_videos.htm?file=http://www.infanthearing.org/flashvideos/webinars/ECHO_Coffee_Break_5_17_2016.mp4
- AAC Devices and Strategies <https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-8/>
- AAC Devices <https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-20/>



Resources (Continued)

- Wide Range of AAC Tools:
https://www.youtube.com/watch?v=_3cvvOm-xkQ
- Available from lending library: Various communication devices
<https://faast.org/stepup/>
- Positive Reinforcement through AAC
<https://practicalaac.org/strategy/more-thoughts-about-reinforcement-in-aac-therapy/>
- How to Sabotage the Situation to Help Children Communicate:
<https://theautismhelper.com/how-sabotaging-your-students-creates-independence/>
- How to Start Modeling:
<https://www.assistiveware.com/learn-aac/start-modeling>
- Aided Language Stimulation handout:
https://www.communicationaactualized.com/uploads/9/9/8/5/9985658/aided_language_stimulation.pdf
- Aided Language video:
<https://practicalaac.org/video/aac-teaching-begin-with-aided-language-input/>
- SETT with “task” targeting specific communication goals from IEP



- Effective AAC Strategies

<https://youtu.be/pmjcQCQ610Y>

- Core/fringe Vocabulary: Importance of Communication and Early Literacy Development:
<https://practicalaac.org/?s=Core+and+Fringe+vocabulary>

- Communication Boards

<https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-1-14/>

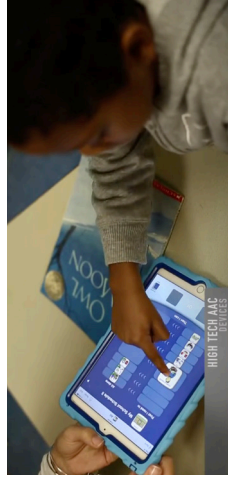
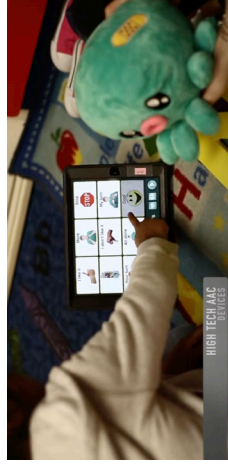
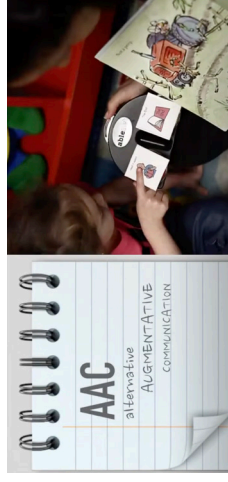
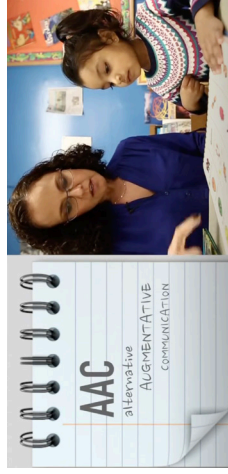
- Communication Boards in Dramatic Play Area

<https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-5-9/>

- Various Communication Boards resources:

<https://aaccommunity.net/2018/11/communication-boards/>

https://www.youtube.com/watch?v=hJ5_D6L_6vE



Module 4: How to Adapt Books and Promote Shared Reading

Competency 5: Teachers and support staff acquire or create appropriate AT tools and adaptations for books to promote children's access to and participation in shared reading experiences (DEC RP E5).

AT Teaching Practices

5. Props, adapted books, visual supports, eBooks, and other materials are used during shared reading to increase children's participation and comprehension.



Resources

- SETT with “task” targeting specific literacy goals from IEP
- Adapting Books for Physical Access:
<http://adaptingcreatively.blogspot.com/2010/12/adapting-books-for-physical-access.html>
- Available from lending library: Adapted books with props
<https://faast.org/stepup/>
- Making page fluffers
<https://praacticalaacc.org/?s=5+ways+to+make+page+fluffers>
- How AT Can Be Used to Adapt Books
<https://youtu.be/1KRzMWckZ0o>
- Shared Reading Strategies:
https://www.readingrockets.org/strategies/shared_reading
<https://youtu.be/1KRzMWckZ0o>
<https://youtu.be/uRMPLN08pzs>
<https://youtu.be/6GWW90vxxuQQ>

Module 5: Assistive Technology to Address Hearing and Vision Issues

Competency 6: Teachers and support staff acquire and create appropriate AT tools for hearing and vision issues to promote each child's access to and participation in early literacy activities (DEC RP E5).

AT Teaching Practices

6. The teacher and support staff adapt the environment, learning activities, and/or access toys to support the participation of children with vision and/or hearing impairments.



Resources

- Prompt Hierarchy Levels handout:
https://www.stepupat.org/wp-content/uploads/2022/06/Prompt_Levels_R_McKay_8-05.pdf
- How and When to Use the Prompt Hierarchy for Implementing Assistive Technology
<https://youtu.be/a52CdRMbxWc>
- Reading During Circle Time
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-16/>
- Video on small group in the early childhood setting available on StepUpAT.org
- Shared Reading Strategies WH Questions
<https://youtu.be/Wo09dszitjA>
- Shared Reading, Dialogic Reading, Interactive Reading in Preschool
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-6-11/>
- SETT with “task” targeting specific curriculum and instruction goals from IEP
- Recommended Strategies and Adaptations for Children with Visual Impairments
<https://www.stepupat.org/wp-content/uploads/2022/07/Vision-Resource-ADA.pdf>

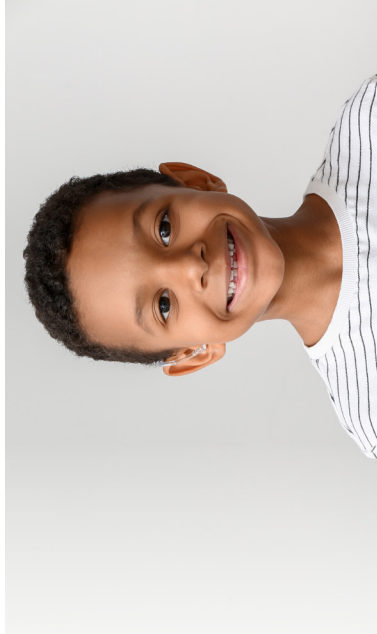


IMPROVING LITERACY THROUGH TECHNOLOGY



Resources (Continued)

- Classroom design for students with vision impairments:
<https://www.teachingvisuallyimpaired.com/classroom-design-tips.html>
- Adapting story activities for students with vision impairments:
<https://practicalaacc.org/practical/practically-reading-with-karen-natoci-apples/>
- Available from lending library: Various Adapted Sensory Toys
<https://faast.org/stepup/>
- Prompt Hierarchy Levels Handout:
https://www.stepupat.org/wp-content/uploads/2022/06/Prompt_Levels_R_McKay_8-05.pdf
- How and When to Use the Prompt Hierarchy for Implementing Assistive Technology
<https://youtu.be/a52CdRMbxWc>
- Videos on accessibility features for students with vision impairments:
<https://www.youtube.com/watch?v=Uc9gj9rfhPI>
- AT for children with Vision Impairments:
<https://www.youtube.com/watch?v=6EMQJvWDYcQ>
- AT for children with Hearing Impairments:
https://www.youtube.com/watch?v=8GcfEzwl_5k
- AT for individuals with Hearing Impairments:
<https://www.nidcd.nih.gov/health/assistive-devices-people-hearing-voice-speech-or-language-disorders>





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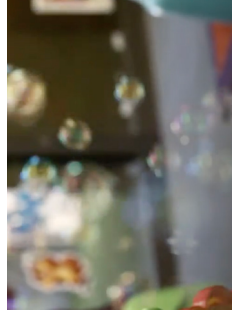
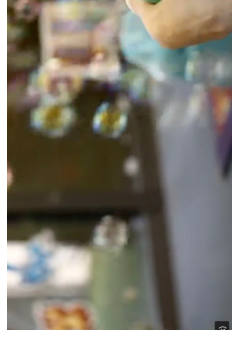
AT Teaching Practices

8. Adults provide individualized switch access and AT supports to encourage child participation in classroom activities.



Resources

- Further explained in video:
https://www.youtube.com/watch?v=kZg4FerUS_A
- Sample goals for using switch access:
<https://practicalaac.org/video/video-of-the-week-stepping-stones-to-switch-access-part-1/>
<https://youtu.be/TeoTXCKVO6k>
- Various Switch Access articles:
<https://practicalaac.org/tag/switch-access/>
- Available from lending library: Various switch toys
<https://faast.org/stepup/>
- Switch Toys
<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-4/>
- Switch Access
https://www.youtube.com/watch?v=kZg4FerUS_A
- Scaffolding Preschoolers' Early Writing Skills:
<https://www.readingrockets.org/article/how-do-i-write-scaffolding-preschoolers-early-writing-skills>



Teacher Fidelity Checklist

Check One:

☐

Initial

☐

Follow-Up

To be completed by coaches after each coaching session for each module. If teacher does not meet 80% fidelity (8/10), provide feedback and additional coaching sessions until fidelity is reached.

School: _____

Teacher Observed: _____

Observation completed By: _____

Module:

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

Cycle:

☐ ☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6

Session:

☐ ☐ ☐ ☐

1 2 3 4

AT Practice (specify):	Check One		Comments (as needed) - Please provide specific examples of how practice can be improved.
	Yes	No	
1. The teacher was prepared (e.g., the teacher brought action plan, ATIP, and/or other materials to the session.)	<input type="checkbox"/>	<input type="checkbox"/>	
2. The teacher completed steps in the action plan.	<input type="checkbox"/>	<input type="checkbox"/>	
3. The teacher provided reflection about the objectives in the action plan.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Teacher actively participated in the session (e.g., actively listened, took notes, developed action steps, completed ATIP).	<input type="checkbox"/>	<input type="checkbox"/>	

AT Practice (Continued)	Check One		Comments (as needed) - Please provide specific examples of how practice can be improved.
	Yes	No	
5. The teacher demonstrated knowledge of the AT practice (e.g., provided clear examples of how to use AT strategy to address an individual child's need).	<input type="checkbox"/>	<input type="checkbox"/>	
6. The teacher worked with coach to identify potential solutions to barriers with implementing AT.	<input type="checkbox"/>	<input type="checkbox"/>	
7. The teacher provided reflection on the child's objectives on the ATIP.	<input type="checkbox"/>	<input type="checkbox"/>	
8. The teacher provided reflection on the activities discussed in the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	
9. Teacher appeared to enjoy the session. (E.g., expressed positive emotions and/or statements.)	<input type="checkbox"/>	<input type="checkbox"/>	
10. Teacher participated in the planning of the next session.	<input type="checkbox"/>	<input type="checkbox"/>	
TOTALS – Sum each column here			
Fidelity Score (Yes / Yes + No) x 100 = XX.X%			

Please specify how teacher aides participated in the implementation of Action Plan and ATIP (be specific):

Initial Program Guide



1. School: _____
2. Coach Name: _____
3. Cycle: _____

Peer Coaches - Check the box next to each indicator to show completion of the specified task (Yes/No). Mentor Coaches - Place a check in the Fidelity column to show whether you agree with the peer coach's self-assessment.

Debrief Indicators	Yes	No	Mentor Coach Fidelity
1. The coach facilitated reflection on the child's strengths and challenges using the ATIP.			
2. The coach and teacher used the TSNA to develop an Action Plan.			
3. The coach facilitated reflection on the steps in the Action Plan.			
4. The coach provided supportive feedback about the past actions/strategies used in the classroom in reference to the AT practice.			
5. The coach provided constructive feedback about past actions/strategies used in the classroom in reference to the AT practice (2-3 strategies discussed for enhancing implementation).			
6. The coach asked the teacher to reflect on the constructive feedback.			
7. The coach reviewed the Action Plan to agree on which action steps the teacher would work on before the next session.			
8. The coach recommended resources from the coaching crosswalk, modules, and video library to support the Action Plan goal.			
9. The coach asked if the teacher had questions/concerns about the AT practice or Action Plan.			
10. The coach reminded the teacher to read follow-up email/Action Summary Form.			

Enhancement Strategy:

11. Enhancement Strategy Used: (Check as many as apply)

Comments

Modeling

Project-Developed Video

Side-by-Side

Role Play

Environmental Arrangement

Other (Specify in Comments)

Problem-Solving

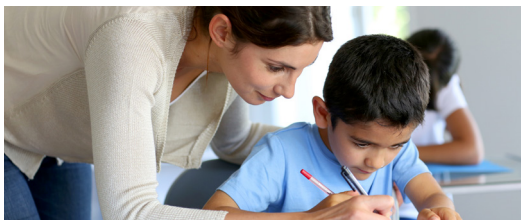
N/A

Follow-Up Correspondence:

Follow-Up Correspondence: _____

Date: _____

Mentor Coach Name: _____



Observation/Debrief Guide

1. School: _____
2. Coach Name: _____
3. Cycle: _____

Peer Coaches - Check the box next to each indicator to show completion of the specified task (Yes/No). Mentor Coaches - Place a check in the Fidelity column to show whether you agree with the peer coach's self-assessment.

Debrief Indicators	Yes	No	Mentor Coach Fidelity
1. The coach facilitated reflection on the steps in the Action Plan.			
2. The coach reviewed with the teacher the observation video, comments, and graphic feedback.			
3. The coach and teacher discussed the child's progress regarding his/her use of AT in the observation and reflected on next steps.			
4. The coach provided supportive feedback about the past actions/strategies used in the classroom in reference to the AT practice.			
5. The coach provided constructive feedback about past actions/strategies used in the classroom in reference to the AT practice (2-3 strategies discussed for enhancing implementation).			
6. The coach asked the teacher to reflect on the constructive feedback and say what s/he will do differently to enhance use of AT practice.			
7. The coach reviewed the Action Plan to agree on which action steps the teacher would work on before the next session.			
8. The coach recommended resources from the coaching crosswalk, modules, and video library to support the Action Plan goal.			
9. The coach asked if the teacher had questions/concerns about the AT practice or Action Plan.			
10. The coach reminded the teacher to read follow-up email/Action Summary Form.			

Enhancement Strategy:

11. Enhancement Strategy Used: (Check as many as apply)

Comments

Modeling

Project-Developed Video

Side-by-Side

Role Play

Environmental Arrangement

Other (Specify in Comments)

Problem-Solving

N/A

Follow-Up Correspondence:

Follow-Up Correspondence: _____

Date: _____

Mentor Coach Name: _____



Reflection/Future Planning Guide

1. School: _____
2. Coach Name: _____
3. Cycle: _____

Peer Coaches - Check the box next to each indicator to show completion of the specified task (Yes/No). Mentor Coaches - Place a check in the Fidelity column to show whether you agree with the peer coach's self-assessment.

Debrief Indicators	Yes	No	Mentor Coach Fidelity
1. The coach and teacher discussed the child's progress regarding his/her use of AT during the cycle and reflected on next steps.			
2. The coach facilitated reflection on the next child's strengths and challenges using the ATIP.			
3. The coach and teacher used the TSNA to develop an Action Plan.			
4. The coach facilitated reflection on the steps in the Action Plan.			
5. The coach provided supportive feedback about the past actions/strategies used in the classroom in reference to the AT practice.			
6. The coach provided constructive feedback about past actions/strategies used in the classroom in reference to the AT practice (2-3 strategies discussed for enhancing implementation).			
7. The coach asked the teacher to reflect on the constructive feedback.			
8. The coach reviewed the Action Plan to agree on which action steps the teacher would work on before the next session.			
9. The coach recommended resources from the coaching crosswalk, modules, and video library to support the Action Plan goal.			
10. The coach reminded the teacher to read follow-up email/Action Summary Form.			

Enhancement Strategy:

1. Enhancement Strategy Used: (Check as many as apply)

Comments

Modeling

Project-Developed Video

Side-by-Side

Role Play

Environmental Arrangement

Other (Specify in Comments)

Problem-Solving

N/A

Follow-Up Correspondence:

Follow-Up Correspondence: _____

Date: _____

Mentor Coach Name: _____



Closing Guide

1. School: _____
2. Coach Name: _____
3. Cycle: _____

Peer Coaches - Check the box next to each indicator to show completion of the specified task (Yes/No). Mentor Coaches - Place a check in the Fidelity column to show whether you agree with the peer coach's self-assessment.

Debrief Indicators	Yes	No	Mentor Coach Fidelity
1. The coach facilitated reflection on the steps in the Action Plan for the cycle.			
2. The coach and teacher discussed the child's progress regarding his/her use of AT during the cycle and reflected on next steps.			
3. The coach facilitated reflection on the next child's strengths and challenges using the ATIP.			
4. The coach facilitated reflection about the teacher's growth over the project using the TSNA and the Teacher Adherence form(s).			
5. The coach used graphic feedback to help the teacher reflect on the experience of using the AT practices throughout the project, highlighting the accomplishments.			
6. The coach used graphic feedback to help the teacher reflect on the progress of the children with ATIPs throughout the project.			
7. The coach and teacher discussed strategies to support the teachers' continued use of AT practices in the classroom.			
8. The coach asked if the teacher had questions/concerns about the teaching practices or the project in general.			
9. The coach reminded the teacher about upcoming focus groups and surveys to close out the project.			
10. The coach reminded the teacher to read follow-up email/Action Summary Form.			

Enhancement Strategy:

1. Enhancement Strategy Used: (Check as many as apply)

Comments

Modeling

Project-Developed Video

Side-by-Side

Role Play

Environmental Arrangement

Other (Specify in Comments)

Problem-Solving

N/A

Follow-Up Correspondence:

Follow-Up Correspondence: _____

Date: _____

Mentor Coach Name: _____

Action Summary Form

Work with your teacher to record key information about the session on this form.

Keep it Up

What's going well? _____

Why is this important for children? _____

Try It Out

I Observed... _____

Strategies you might try to implement the practice more often or more effectively are: _____

1. _____
2. _____
3. _____

Take Action

To make progress on the **Action Plan** you could: _____

Check It Out

A resource to support the implementation of the AT practices is: _____

See You Next Time!

Date: _____ Observation Time: _____ Debrief Time: _____

**** Be sure to put the **Cycle** and **Session** in the subject line of the email**

Email Protocol - Note: The examples provided represent information a coach could write. When writing the Session 1 email, the coach should (a) think carefully about what is most important to emphasize from the session, (b) logically connect the information across indicators, and (c) use teacher friendly language.

Coaching Components	Examples	Non-Examples
Opening Comment		
1. I made a general, positive statement about what I observed.	Thanks for letting me observe and visit with you again this week! I had a great time playing in blocks with the children. They were so engaged and really enjoyed working together!	Your children were so cute!
Supportive Feedback		
2. I provided supportive performance-based feedback that highlighted the teacher's strengths.	I was impressed by your ability to make AT part of your daily classroom routines! I observed you supporting Dwayne to use his cane three times during your transitions today! Each interaction you had with him was so intentional!	You are such a good teacher.
Constructive Feedback		
3. I mentioned the goal of implementation fidelity and the constructive intent of the feedback.	My goal in coaching and in email is to always suggest ways to make Step Up AT practices a natural and consistent part of your classroom.	Constructive feedback tells you what to do better.
4. I provided constructive feedback about the teacher's implementation of embedded instruction by (a) objectively describing what I observed the teacher do and (b) providing 2-3 suggests for how the practice might be improved.	As we discussed this afternoon, our current action plan is focused on decreasing the level of prompting you provide for children with low vision. Today I observed the types of prompts you used to support Dwayne to locate objects in space. For the 14 trials I observed you used hand over hand support for 10 trials, verbal support for 2 trials, and an auditory cue for 2 trials. We want for Dwayne to be successful in accessing materials in the classroom, but don't want to over-help or go straight to hand over hand without trying other less supportive prompts like verbal and visual cues first. (Protocol continued on next page)	You need to read more about prompts.

Constructive Feedback (Continued)

Coaching Components	Examples	Non-Examples
Continued from 4.	One way to prepare for the level of prompts to use would be to write it into the ATIP, or we could hang a visual in the classroom about prompting strategies. What you do think would work best for you a plan for each activity or a general visual cue in the classroom?	

Planned Actions

5. I asked the teacher to review a section of the website that is aligned with the constructive feedback provided OR the Action Plan .	If you have time this week, it might be helpful to look at Module 5 on the website for more information about planning for and using AT with children who have vision impairments.	Watch the videos I sent you before next week.
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Scheduling

6. I reminded the teacher of next observation/meeting.	We decided that I would observe next Monday 11/13/17 from 9:30-10:30. Does that still work for you? We can hold our debrief meeting during your planning time (12:15) or after school (2:20). Just let me know what you prefer.	We decided that I would observe next Monday, if that still works for you.
7. I asked or directed the teacher to reply via email.	Please take a moment to send a quick reply to let me know that you've received this message and to confirm our next meeting.	

Closing Statement

8. I closed with a general positive and/or encouraging statement.	You're doing wonderful things to support the children in your classroom.	Have a great weekend!
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**** Be sure to put the Cycle and Session in the subject line of the email**

Closing Coaching Meeting Email Protocol

Note: The examples provided represent information a coach could write. When writing the Closing Meeting email, the coach should (a) think carefully about what is most important to emphasize from the session, (b) logically connect the information across indicators, and (c) use teacher friendly language.

Coaching Components	Examples	Non-Examples
Opening Comment		
1. I made a general, positive statement.	I enjoyed having the opportunity to meet with you today to discuss all of your Step Up AT accomplishments this year!	Good to see you!
Supportive Feedback		
2. I provided supportive feedback to the teacher about what he/she has accomplished during the pilot project.	I was so impressed by the effort you have made to continue implementing Step Up AT practices with the children in your class by fading your level of support and introducing new skills.	It sounds like you've been doing some really cute end of the year activities with your class.
Encourage Sustainability		
3. I encouraged the teacher to think about how to sustain and continue to develop her/his practice.	I encourage you to think about how you might continue to use Step Up AT practices next year. You have many new tools from StepUpAT.org PLUS the knowledge to use them; it's a powerful combination! Assistive Technology is a natural part of your classroom community now and your children will benefit each year when you continue to use the Step Up AT teaching practices!	You are doing great! Keep up the good work with your target children!
4. I provided information about what the teacher can expect in the sustainability year, if applicable.	Next year you will have the opportunity participate in Booster Workshops. I will also continue to be available to support you with your implementation of AT teaching practices. (Protocol continued on next page)	I will see you next year.

Coaching Components	Examples	Non-Examples
Focus Group Reminder		
5. I reminded the teacher about the upcoming focus group, if applicable.	It is important for us to learn from you what worked well and what we can improve upon for next year. We hope you will be able to attend the focus group on Friday, 5/7/18 from 1:30-3:30 pm at Harper Elementary School.	The focus group is Friday, 5/7/18 from 1:30-3:30 pm at Harper Elementary School.
Focus Group Reminder		
6. I closed with a general, positive statement.	Thank you again for your commitment to the Step Up AT project. It has been a pleasure to be your coach!	Thanks!

Observation and Graphic Feedback Form

Date of Observation: _____ School: _____

Teacher: _____ Student: _____

Cycle: _____ Coaching Session: ☐ 2 or ☐ 3 (Choose one)

Targeted Strategy (from Action Plan)	AT Tool:
_____	_____
_____	_____
_____	_____

AT Practice/Tool Key

0 = Missed Opportunity 1 = Opportunity given, child did not respond 2 = Opportunity given, child responded.

Strategies Key

E = Arrange Environment **CF** = Corrective Feedback **GP** = Gestural Prompt **M** = Modeling
P = Praise **VP** = Verbal Prompt **PP** = Physical Prompt **PS** = Peer to Peer Support

Task:	AT Tool Data Collection (1st Row)							

Notes: _____

Teacher Reflection on Practice

Cycle: _____

Center: _____ Name: _____ Date: _____ Classroom #: _____ Module #: _____

Role (Check One): ☐ Teacher ☐ Teacher Assistant ☐ Other: _____

Instructions: To be completed by teachers after the coaching cycle.

Please check your answer (Yes or No) for the following statements regarding your experiences related to this module.	Yes	No	Please respond to the following questions.
1. I viewed the entire module before the end of the coaching cycle.	<input type="checkbox"/>	<input type="checkbox"/>	
2. I completed each step in my action plan to complete my goal.	<input type="checkbox"/>	<input type="checkbox"/>	If no, how many steps did you complete?
3. I used the AT teaching practice outlined in my action plan.	<input type="checkbox"/>	<input type="checkbox"/>	Which practice?
4. My assistant participated in the implementation of the action plan goal.	<input type="checkbox"/>	<input type="checkbox"/>	If yes, how (be specific): If no, why:

Teacher Reflection on Practice (Continued)

Please check your answer (Yes or No) for the following statements regarding your experiences related to this module.	Yes	No	Please respond to the following questions.
5. I developed an ATIP based on the child/children's needs.	<input type="checkbox"/>	<input type="checkbox"/>	Which need did you address and what AT did you select to meet that need?
6. After implementing the AT teaching practice, I saw a change in the child/children's behavior.	<input type="checkbox"/>	<input type="checkbox"/>	Please give an example:
7. I addressed any challenges I had implementing the AT practice with my AT coach.	<input type="checkbox"/>	<input type="checkbox"/>	Which challenges did you address?
8. After implementing the AT teaching practice, I saw an increase in this child's ability to engage with learning activities (i.e., more time spent on task, more active participation).	<input type="checkbox"/>	<input type="checkbox"/>	Please explain:

Teacher Reflection on Practice

1. Describe how you implemented the AT practice presented in the module and how long it took in minutes or hours for you to do so.

2. Describe how learning about the AT practice presented in this module has changed how you interact with the children in your classroom.

3. Describe any challenges you had with implementing the AT practice presented in the module.

4. Describe how you plan on continuing to use the AT practice learned in this module during this school year and in the following years.
