

Institute on Disability/UCED



University of
New Hampshire

The Art and Science of Coaching: Building Fluency, Capacity, and Sustainability

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- National RENEW Coach/Trainer at the Institute on Disability, UNH
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- Daughter, Partner, Mother, Grandmother, Dog Mom
- Crazy about Cattle Dogs
- Love to read, hike, garden, knit, bake, and long walks on the beach



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- TRBI Practitioner for the CWEP at UNH
- Mom, aunt, coach, partner, dog mom
- Ask me anything about dogs
- Love to spend time with family, read, indoor cycling, snowboarding, soccer, ice hockey, drinking chai or hot cocoa, and exploring new places.



Learning Objectives

- Understand the Implementation Framework Structure to support coaching
- Explain the key features and practice standards of coaching
- Identify coaching tools and data used to improve fidelity of an intervention



Who Is In the Room?



Reflect: Does this sound familiar?



Turn and Talk

Discuss

- What are some of the challenges of implementing interventions at Tier 3 with fidelity?
- What are the major differences between the Tier 3 system and the Tier 3 practices when implementing?



Two Types of Fidelity



Implementation Gap



What is adopted is not used with fidelity or good outcomes



What is used with fidelity is not sustained for a useful period of time



What is used with fidelity is not used on a scale sufficient to impact social problems





What Do We Mean by “Coaching”?



“Coaching is a necessary component for promoting teacher confidence and ensuring competence. Coaching is defined as regular, embedded professional development designed to help teachers and staff use the program or innovation as intended.” –National Implementation Research Network (NIRN)



Positive Impact on Students, Staff and Families



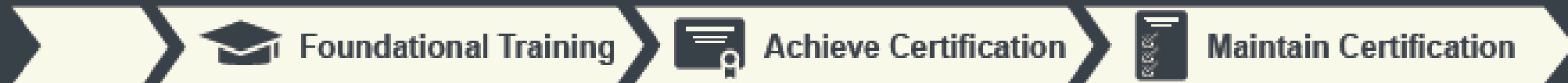
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Building Fluency Begins with Foundational Training

Building Fluency: Coaching Begins Alongside Foundational Training

- | | | | |
|-------------------------|---|---|--|
| The Coach | <ul style="list-style-type: none"> • Connect after Training Day 2 • Identify Strengths • Assess Baseline Competencies • Coordinate Shadowing | <ul style="list-style-type: none"> • Active Coaching/Observation • Provide Feedback on Practice • Administer Fidelity Instrument • Collaborate on PD Plan | <ul style="list-style-type: none"> • Readminister Fidelity Instrument • Revisit and Revise PD Plan • Identify Areas for Growth • Support Problem Solving |
| The Practitioner | <ul style="list-style-type: none"> • 3-Day Foundational Training • Attend 1:1 Coaching • Attend Small Group Coaching • Self-Reflection Activities | <ul style="list-style-type: none"> • Additional Required PD • Work w/ 3 Youth/Families in Yr. 1 • 80%+ on Fidelity Assessment | <ul style="list-style-type: none"> • Pursue Enrichment PD • Manage Caseload (RENEW 3 youth; Wraparound 10 families) • 80%+ on Fidelity Reassessments |



- | | | | |
|------------------|---|--|--|
| The Tools | <ul style="list-style-type: none"> • PD/Coaching/Shadowing Trackers • Practitioner Self-Reflection Tool • Competencies Checklist | <ul style="list-style-type: none"> • Practitioner Observation Tools • Plan of Care Review Tool • RENEW Integrity Tool/PD Plan | <ul style="list-style-type: none"> • Practitioner Observation Tools • Plan of Care Review Tool • RENEW Integrity Tool/PD Plan |
|------------------|---|--|--|

Importance of Coaching: If you want to get good at something... Get a Coach.



So I asked a former professor
of mine who had retired –



Coaching



Ensures fidelity



Ensures implementation



Develops clinical and practice judgment



Provides feedback to selection and training processes



Grounded in “Best Practices”



Stages of Implementation

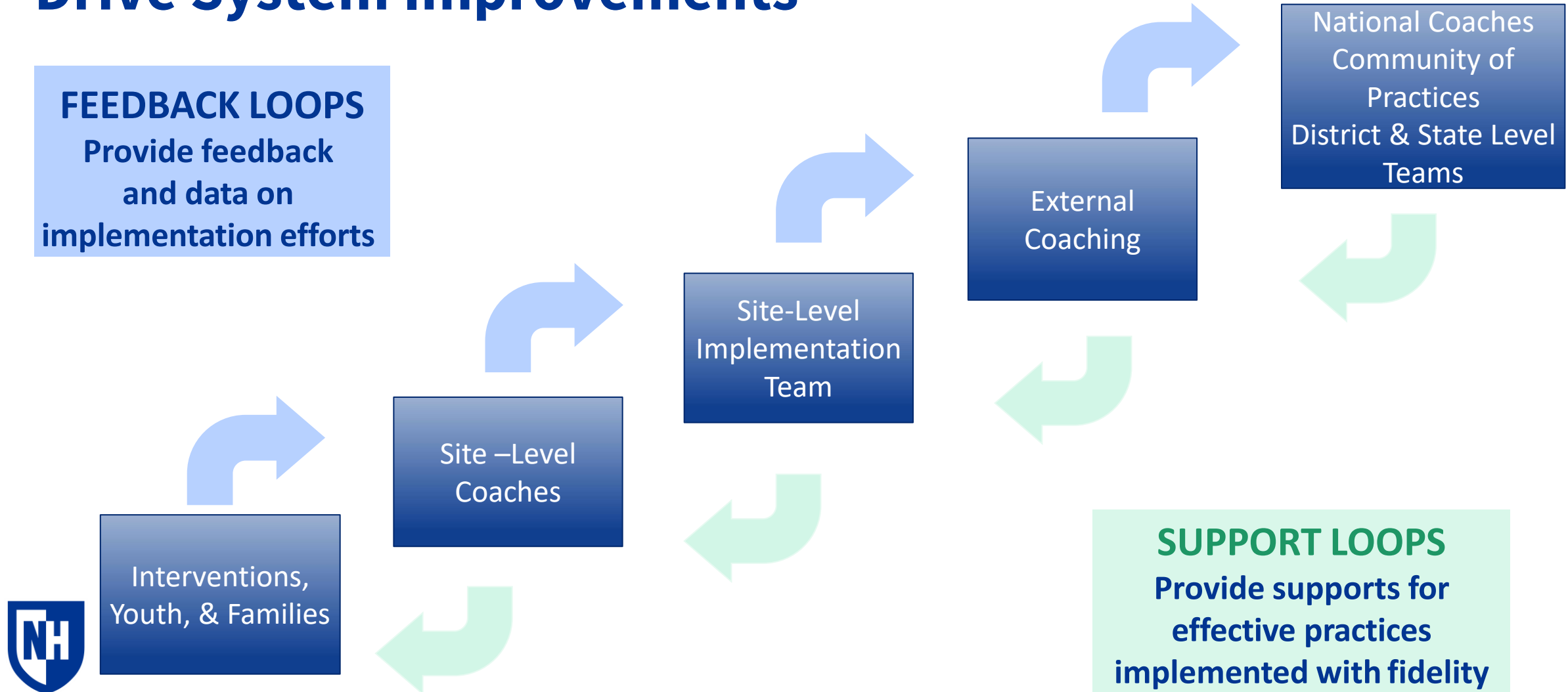
Focus on
Should we do it?

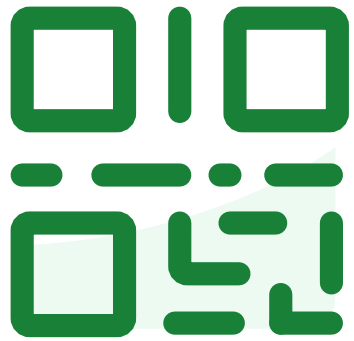
Focus on
Getting it right

Focus on
Making it better

Exploration/ Preparation	Installation	Initial Implementation	Full Implementation	Sustainability
<ul style="list-style-type: none"> • Assess need and fit • Consider resources/capacity • Make decision to adopt, commit to supporting successful implementation 	<ul style="list-style-type: none"> • Set up systems for successful implementation • Establish implementation team • Identify & train staff • Referral and transition criteria • Data system 	<ul style="list-style-type: none"> • Begin to pilot • Monitor and evaluate implementation • Develop improvement strategies • Communicate with partners and community members 	<ul style="list-style-type: none"> • Expand practice • Continuously analyze data and adjust • Support facilitators' success and growth • Assess how system is working 	<ul style="list-style-type: none"> • Make it easier, more efficient • Embed within current practices

Building Sustainability: Communication Structures Drive System Improvements





**Join at slido.com
#2946326**



What are some Tier 3 interventions that are in your community?

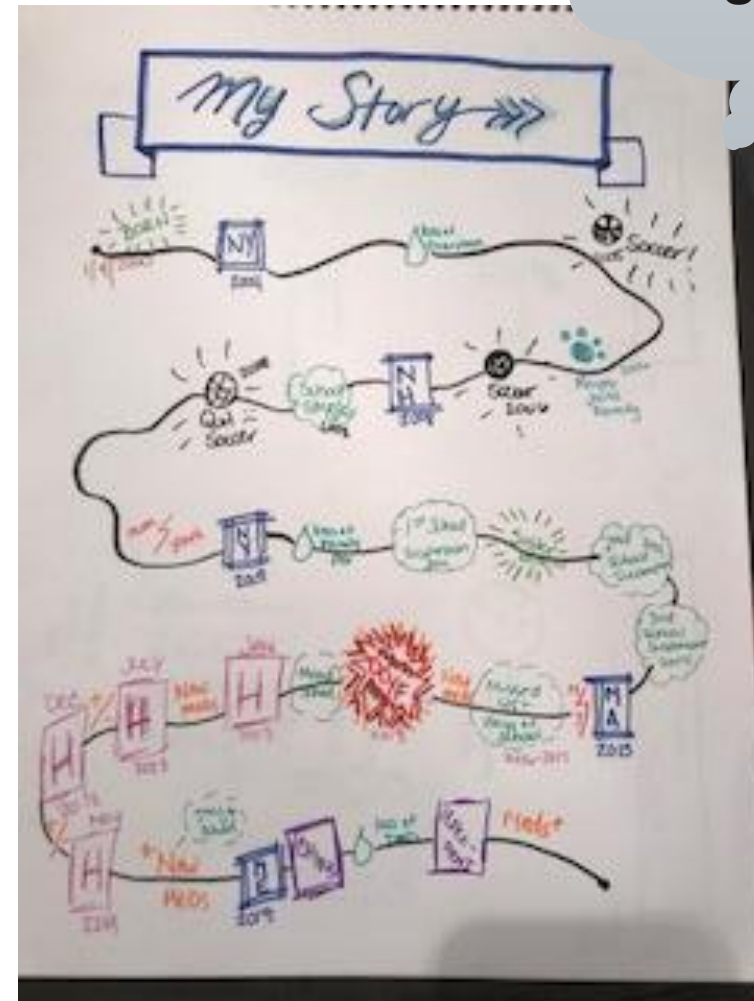
NH Wraparound

NH Wraparound Core Components

Family and Youth Driven
Strengths Based
Unconditional Care
Individualized
Collaborative Team Based Process
Natural Supports
Family and Youth Peer Supports
Community Based
Culturally and Linguistically competent
Outcomes Based
Guided by Underlying Needs



Frame with
Hope and
Strengths



RENEW Core Values and Principles

RENEW Core Values

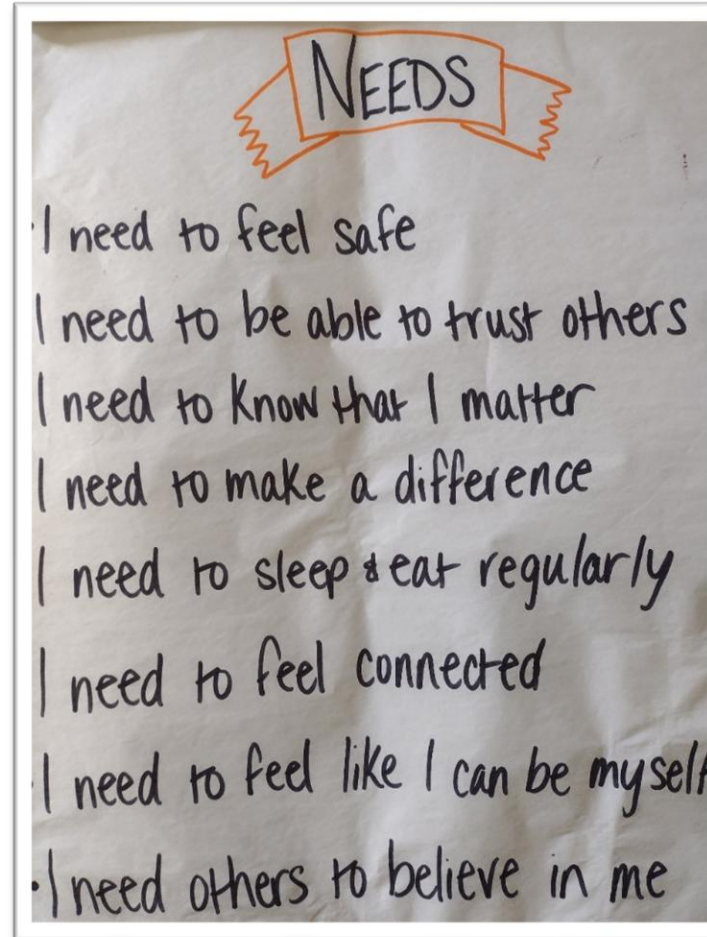
Youth-driven

Community-based

Culturally and

linguistically competent

Trauma-responsive



RENEW Principles

Self-Determination

Empowerment

Strengths-Based

Self-Efficacy

Developing Natural and Formal
Supports

Unconditional Care

Equity

Full Inclusion



What are your biggest coaching challenges?

Participatory Adult Learning Strategy II (PALS II) Overview

Carol M. Trivette, Ph.D.

An evidence-based approach to the implementation of professional development.



Coaching As A Reflection Practice

- Specify the practice **by creating indicators** for each component
- Help Facilitators understand **key characteristics** of the practices
- Serve as the **standards** against which learners examine and improve their practices
- Intentionally design **professional development** based on needs



Facilitator: _____ Agency/School: _____
 Observer/Coach: _____ Date(s): _____

Directions: This tool is designed to be used by a RENEW Facilitator to reflect on their practice then reviewed in person with a RENEW Coach at various intervals during the Mapping stage and when forming a RENEW Team. The Facilitator should complete this reflection tool directly after working with a youth.

Rating Scale	1 = Yes, the practice was used consistently	2 = Practice was partially used/ sometimes done	3 = Practice was not used, opportunity missed	4 = NA, no opportunity to observe
To what extent was each of the following practices used?		Rating	Example/Comment/Reflection	
RELATIONAL PRACTICES	Interpersonal Skills	1. Listens to youth's interests, concerns, and requests.		
		2. Orients the youth to what will happen and summarizes next steps.		
		3. Responsive to youth's and team members' concerns and asks for clarification.		
		4. Demonstrates warm, caring attitude demonstrated by body language and behavior toward youth.		
	Asset-Based Attitudes	5. Manages conflicts within the group, uses incidents as learning opportunities for the process itself.		
		6. Explicitly focuses on and acknowledges youth and team members' strengths.		
		7. Treats youth with dignity and respect in terms of personal, family, or cultural differences and preferences.		
		8. Acknowledges the youth's ability to achieve desired outcomes.		
PARTICIPATORY PRACTICES	Youth Choice and Action	9. Explicitly discusses with youth choices for meeting needs and the implications of different options.		
		10. Actively involves youth in carrying out any identified course of action.		
	Facilitator Responsiveness	11. Provides youth participatory opportunities to learn and develop new skills.		
		12. Supports and respects youth's decisions.		
		13. Demonstrates flexibility and responsiveness to the youth's situation.		
		14. Comes to meetings prepared and ready to engage.		
		15. Reflects and evaluates with youth about achievements and accomplishments.		
		16. Records, summarizes, and shares information such that it is accessible and clear to everyone.		

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Tools for Fluency, Capacity, & Sustainability

RENEW

- RENEW Integrity Tool
- RENEW Facilitator Reflection Tool
- RENEW Implementation Checklist
- RENEW Coaches Integrity Tool

NH Wraparound

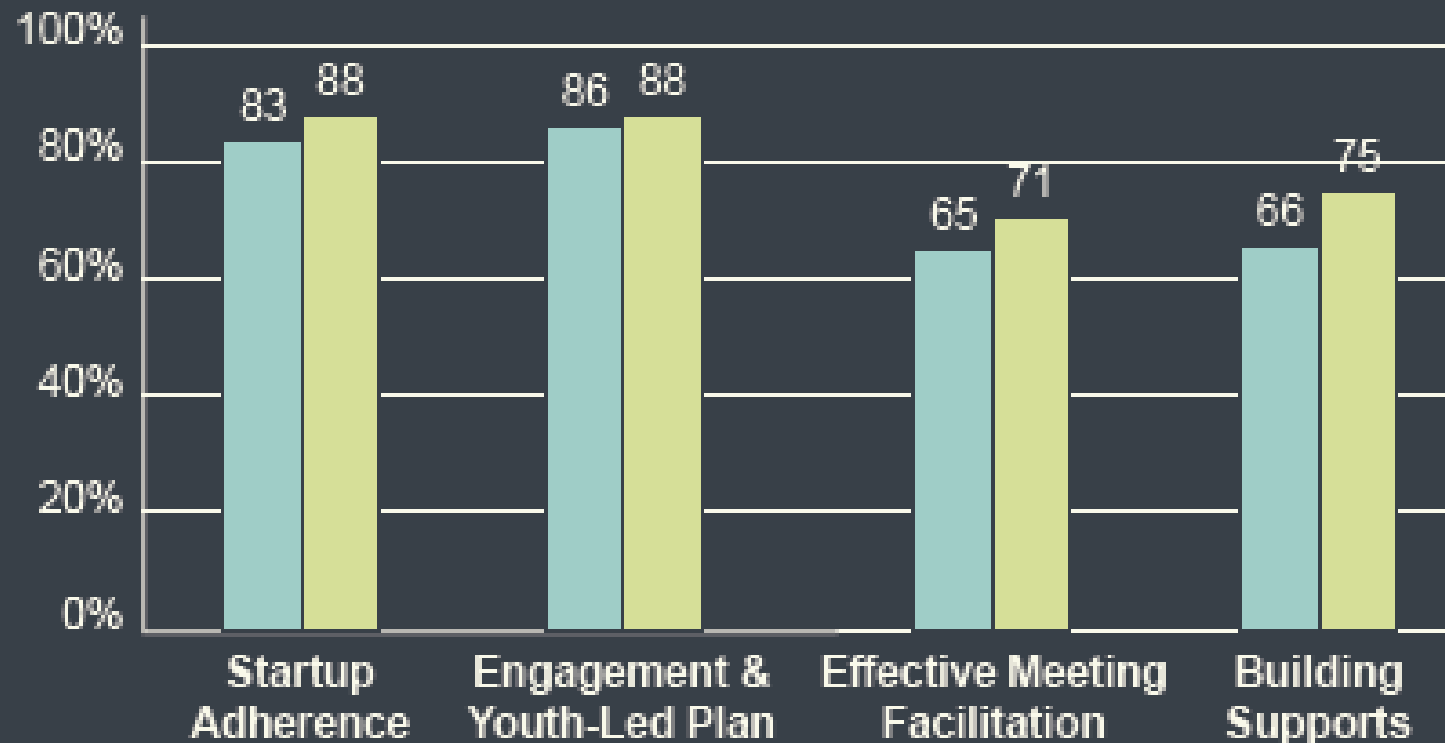
- Hello Observation Tools
- Team Meeting Observation Tool
- Plan of Care Observation Tool
- Transition Planning Observation Tool
- Coordinator Self Reflection Tool

Using Data to Inform Coaching

Fidelity Scores Increase with Ongoing Coaching

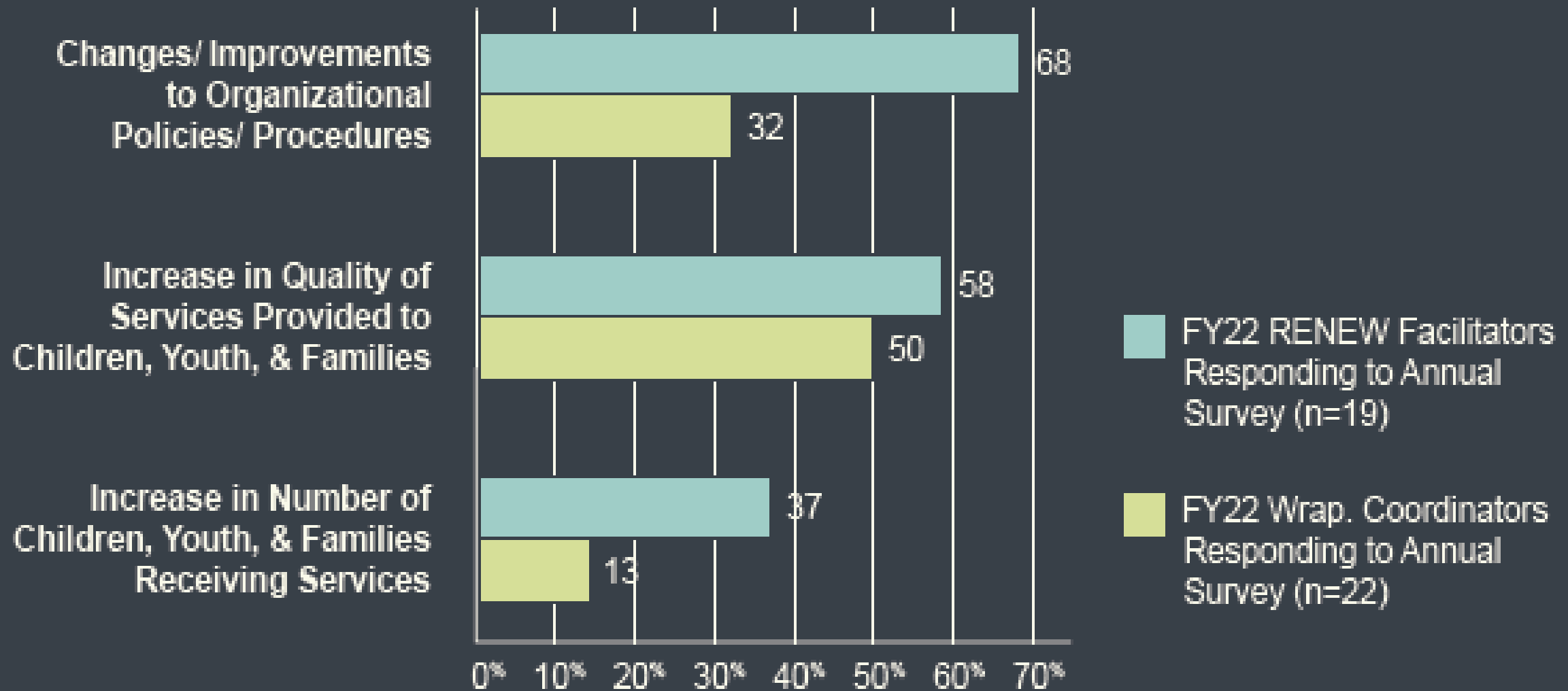
RENEW Integrity Tool (RIT) Scores of Facilitators thru Phases 1-3

■ 4-6 months after 1st Map ■ 6 months later




Building Capacity:

Implementation Sites Report Positive Organizational Outcomes



System Level Assessments

- Used to gauge state and local plans for implementing, supporting, and sustaining RENEW
- Used to generate action plan

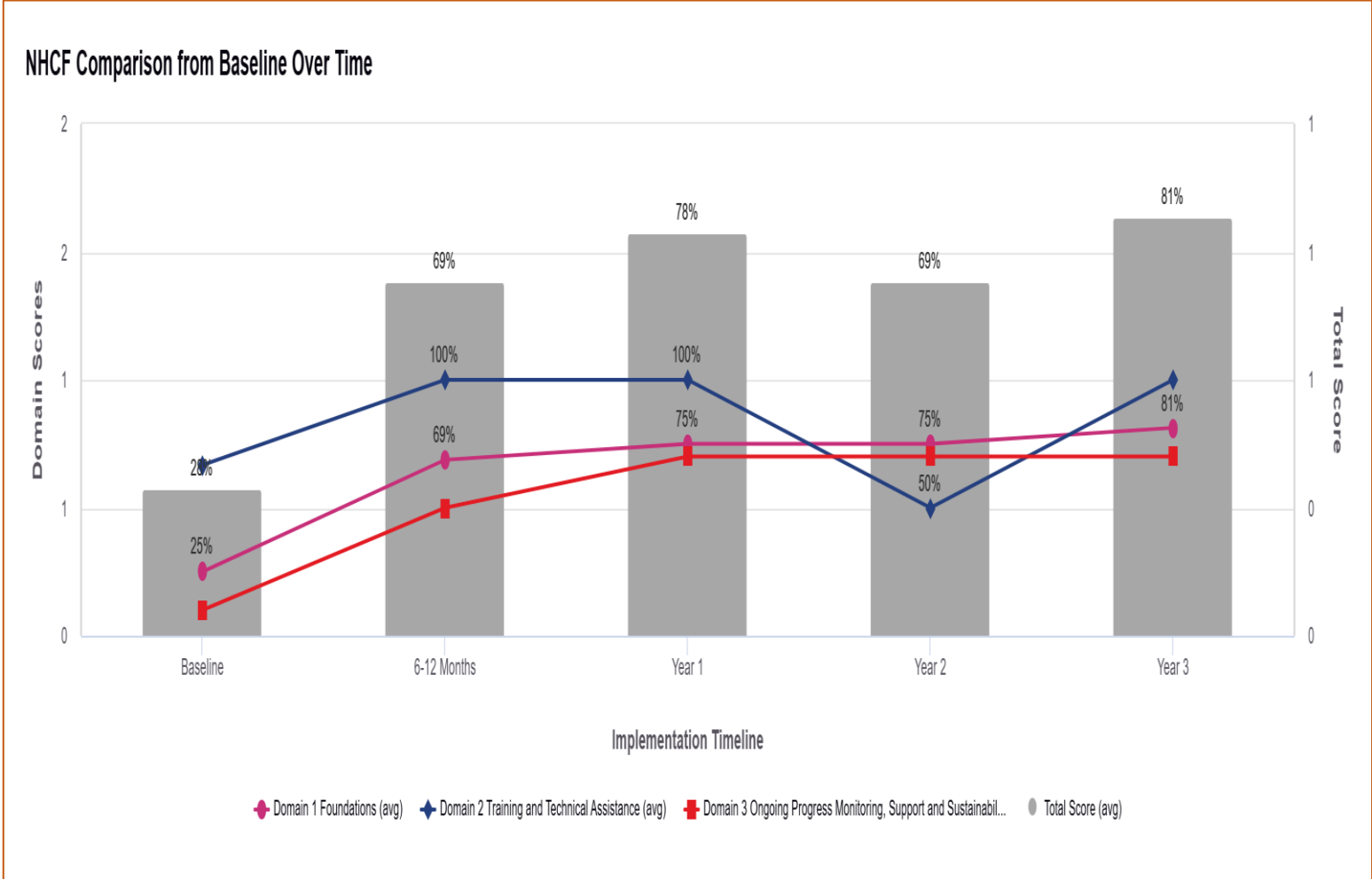
 RENEW Implementation Checklist (RIC) <small>Cloutier, H., Francoeur, K., Jones, C., & Malloy, J. (2021). Modified from Malloy, Drake, & Francoeur (2014).</small>			
Action Plan for Building RENEW System Support <small>please type into yellow colored cells only</small>			
Domain 1: Foundations			
Critical Components	Action Steps	Who	When
Readiness to implement RENEW demonstrated			
Consensus on mission			
Representative team established and meets monthly			
Dedicated staff time to Facilitate RENEW			
Current action plan and meeting agreements in place; agenda, norms, decision making rules			
Eligibility criteria and referral and enrollment processes			
Strong working relationships with key community partners			
Team uses a structured data-based decision-making process			
Domain 2: Training and Technical Assistance			
Critical Components	Action Steps	Who	When
Identified trainees, scheduled training, and provides resources for Facilitators			
Coaching is provided for RENEW Facilitators by an endorsed trainer/ Coach			
Technical assistance is provided based on			

← ▶
START HERE
Self Assessment Domain 1
Self Assessment Domain 2
Self Assessment



System Assessment Data per Domain Over Time

Domain 1	Domain 2	Domain 3
25%	67%	10%
81%	100%	70%



Questions



For Further Information:

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