Response to Coaching (RtC): An Innovative RtI Model

Jennifer B. Whitcomb, M.A.
Nathan H. Curtis, M.A.
Jessica L. Wilbur, M.A.
Waldo County General Hospital
www.mainespeechtherapy.org

How did Response to Coaching model develop?

What does RtC look like?

Results: Teacher and Student Data

What are future directions for this model?

Searsport Head Start

- Two classrooms, 20 students per room consisting of three and four year olds.
- Two teachers in each classroom.
- Began coaching each team of teachers every other week, one hour, during their work day.
- Near 100% attendance and commitment to the meetings.

The Teachers

- Four teachers had high school equivalency with some college credits.
- One teacher had an associate’s degree
- One teacher had a master’s degree in elementary education.
- Teaching experience: 8, 12, 13, 15, 17 & 18 years!

Response to Coaching (RtC): It all started with a conversation initiated by teachers.

Teachers felt left out of Early Reading First initiatives in other preschool programs in the area.

Teachers were interested in upgrading their skills.

We were interested in looking at our service delivery due to high number of children needing therapy.

Response to Coaching (RtC) began at Searsport Head Start.

Second year, coaching was expanded to Belfast Head Start. One classroom of three and four year olds with two teachers. Began weekly sessions with these teachers.

Maintained biweekly coaching sessions at Searsport Head Start.
Response to Coaching (RtC):
An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A. CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

The Students

- Family income was at or below the poverty level.
- Nine homeless families.
- Several other families in crisis.

Initial Focus:
Create a process and environment where teachers feel safe to share and learn

Building Literacy Skills

- Book Shares
- Offered model lessons within their classrooms.
- Completed teacher observations and offered feedback on their book shares.

Diagnostic Book Share Lesson Plans

- Used to guide teachers in selecting books for a purpose
- Helped teachers assess books
- Helped teachers ID a focus/goal of the book they had chosen
- Used as a guide in IDing areas of the book to focus on for language instruction

Book Share Lesson Plans

As you review this book in preparation for sharing it with children, identify specific strategies you will use with the ideas below. Space is provided to make notes below each section.

1. Book Conventions/Concepts About Books
   (Author, Title, Illustrator, the direction the pages turn, etc.)
2. Print Conventions/Concepts About Print
   (left to right, top to bottom, difference between print/pictures, letters/words, etc.)
3. Phonological Awareness
   (blending, rhyme, alliteration, sequencing, segmenting etc.)
4. Vocabulary Expansion
   (Tier II words)
5. Comprehension
   (prediction, retelling, text to life/connection to real life, visualizing, etc.)
6. Story Structure
   (main character, setting, initiating event, responses, etc.)
Response to Coaching (RtC): An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A., CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

Book Share Lesson Plans

2. Print Conventions/Concepts About Print
   (left to right, top to bottom, difference between print/pictures, letters/words, etc.)

3. Phonological Awareness
   (blending, rhyme, alliteration, sequencing, segmenting etc.)

Belfast Explicit Embedded Prompting Strategies (BEEPS)

- An observation tool used to assess how teachers are presenting books
- Focus on what teachers are currently doing well
- Then increase their focus on facilitation of language and literacy skills

Book Share Lesson Plans

4. Vocabulary Expansion
   (Tier II words)

5. Comprehension
   (prediction, retelling, text to life/connection to real life, visualizing, etc.)

6. Story Structure
   (main character, setting, initiating event, responses, etc.)

Teacher Prompting Strategies

- Word Prompt
- Number Prompt
- Sentence Prompt
- Expansion Prompt
- Print Focus
- Picture Focus
- Predicative Prompt
- Pause Prompt
- Model Prompt
- Text Presentation
- Question
- Narrative Structure
- Lead Follow/Recast
- Redirect/Re-attend
- Instruction/Correction
- Text-to-Life
- Phonological/Rhyming

Belfast Explicit Embedded Promoting Strategies

<table>
<thead>
<tr>
<th>Child &amp; Teacher Identifying Information</th>
<th>Total Response Overview</th>
<th>Percentage &amp; Prompt Totals Within Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Print</td>
<td>Alph</td>
<td>Phon</td>
</tr>
</tbody>
</table>

| Teacher Comments |
Response to Coaching (RtC): An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A. CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

Modeling

- Time in the classroom demonstrating skills and activities
- Teachers had a chance to observe us and the responses of the children
- Coaching sessions offered a time to give and get feedback on what was modeled.
- Teachers took what we did and made it their own

Community building

- Developed several games, songs, routines and shared with teachers.
- Developed digital stories highlighting our initiatives.

Important Aspects of RtC

- Meetings scheduled during work day.
- Built on trust, respect, partnership.
- Focused on teacher needs to get to student needs.
- Teachers had opportunities to describe what was going on in their own way.
- Sustained and consistent feedback on what was happening, what was working, what were current needs of students.

- Coaching did not stop once teachers gained skills.
- Teachers were given strategies or materials they could use in their classroom the next day.
- We weren’t coming from the outside. Our feedback was accepted more readily because we were part of the community. We were greeted as full participants in their program.

- Teachers knew they didn’t have to do it all or do it perfectly.
- Coaching was “shoulder to shoulder” as we were working with them.
- Problem solving together rather than problem solving for them.
- Coaching evolved as teachers gained skills.
Response to Coaching (RtC):
An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A. CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

Teacher Products

- Sign in protocol.
- Daily attendance.
- Transition times utilized letter recognition and print awareness tasks.
- Head Start cheer!
- Head Start songs!

Waldo County General Hospital
Speech Language Pathology

PERFORMANCE OUTCOMES
Results from three early childhood classrooms.
2007-2009
An evidence based teacher coaching model.

2007-2008 Data

- Data was collected in the fall of 2007 and the spring of 2008
- Sample included all diagnosed children
- Totaled 11 children in two classes at one center
- Test of Early Reading Ability- Third Edition
- Peabody Picture Vocabulary Test- Fourth Edition
- Modified letter naming task from DIBELS

2007-2008 Data TERA By Class and Center Average

2007-2008 Data PPVT By Class and Center Average

2007-2008 Data Alphabet By Class and Center Average
Response to Coaching (RtC):
An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A., CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

2008-2009
Our Sample

• 3 classes, 2 centers
• Class Sizes: 20, 20, 16
• 27 students diagnosed with speech/language disorders; 29 not diagnosed
• Our data sample consisted of 45 children
• 22 diagnosed; 23 not diagnosed.

---

Test of Early Reading Ability Third Edition

---

Peabody Picture Vocabulary Test-Fourth Edition

---

Alphabet Knowledge

---

First Year and Second Year Students

---

Undiagnosed and Diagnosed Students Gains All Classes
Response to Coaching (RtC): An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A. CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

The BEEPS
A glimpse at what we have seen
Response to Coaching (RtC): An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A. CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

What Can’t Be Seen in the Numbers…
- The excitement of the teachers
- The engagement of the children
- The increase in confidence while teachers share books
- The increase in the ease in which teachers use what they have learned

Summary of RtC
- Teamwork: Multiple therapists sharing clients; several delivery models.
- Teachers had time to think, reflect, hear feedback, and make plans.
- Diligent about coaching. It was sacred time.
- We modeled differentiated instruction by differentiating our coaching methods.

T3 Comparison of Child Response to Teacher Response

Use of Literacy Prompts

Number of Different Types of Prompts Used

Number of Different Literacy Prompts Used

www.mainespeechtherapy.org
Response to Coaching (RtC):
An Innovative RtI Model

Jennifer Whitcomb, M.A., CCC-SLP
Nathan Curtis, M.A., CCC-SLP
Jessica Wilbur, M.A., CCC-SLP

• We located key behaviors that had the largest impact.
• Teachers made changes within their daily routines.
• The teachers became more independent.
• Adjusted coaching sessions to meet new needs of teachers.

Future Implications

• Preschool Literacy Test
• Coaching in other settings
• Coaching via telepractice
• Adding teacher interactive scale to BEEPS
• Coaching colleagues

References