Consultation, Collaboration and Coaching:  

Strategies for Providing AT Support

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“When you plant lettuce, if it does not grow well, you don’t blame the lettuce. You look for reasons it is not doing well. It may need fertilizer or more water or less sun. You never blame the lettuce.”

- Thich Nhat Hanh, Peace in Every Step

Common Service Strategies

• Hands on with Students  
• Training  
• Consultation  
• Collaboration  
• Coaching
Consultation, Collaboration and Coaching

Hands On or Support?

- When teachers are taught to embed instruction in everyday routines, children demonstrate concomitant increases in IEP-targeted behaviors.
  - (Peck, Killen, & Baumgart, 1989)
- Teachers seldom attend to therapists’ target goals during nontherapy time (i.e., generalization setting) and children do not display the target skills in nontherapy times if a pull-out model is used.
  - (McWilliam & Scarborough, 1994)

But, I used to be the AT implementer!

You can not consistently perform in a manner which is inconsistent with the way you see yourself.

Zig Zigler
Training ≠ Implementation

During the initial stage of implementation the compelling forces of fear of change, inertia, and investment in the status quo combine with the inherently difficult and complex work of implementing something new.

History of AT Services

• Medical
• Expert
• Consultation
• Collaborative
• Coaching

Tools for Support

Differences in:
• Focus
• Characteristics of conversation
• Goal of the support
Clear Definitions of Available Support

- What do you plan to do in your role as a supporter?
- What *don’t* you plan to do in your role as a supporter?

Consultation

Consultation is a voluntary, non-supervisory relationship between professionals from differing fields established to aid one in his or her professional functioning

(Conoley & Conoley, 1982)

 Consultant

A consultant is a person in a position to have some influence over the individual, group, or organization to which they are consulting, but *who has no direct power to make changes or implement programs.*

Block, (2000)
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Characteristics of Consultation

- May be provided to a district, building, team, or individual.
- May be focused on restructuring, adopting a new program, general “improvement”, or child specific.
- Is a helping relationship.
- Recipient may or may not request or even want it.

Outcomes of Consultation

- Resolution of immediate concern through some action/intervention
- Increased knowledge/skill in recipient of consultation
- Increased ability to recognize or circumvent a recurrence of the concern
- Increased ability to apply agency procedures

Collaboration

Direct interaction between at least two equal parties who voluntarily engage in shared decision-making as they work toward a common goal.

Roberts (2004)
Characteristics of Collaboration

1. All goals and objectives belong to the learner
2. All team members are responsible for contributing information and skills
3. Each team member has specialized disciplinary methods and skills which can be taught to other team members.
4. Combining methods allows team members to address the needs of the learner more successfully
5. Individually selected, meaningful activities are the logical and necessary focus

Outcomes of Collaboration

• Positive link between student achievement on high-stakes assessments and teacher collaboration
• Teachers are:
  • able to change their practices more quickly, and
  • to address deeper, more systemic issues
  • move forward more effectively with school change efforts

(Hall & Hord, 2001)

A Careful Balance:
• Not “expert”
• Not “extra pair of hands”

Choose your words to match your intention
Coaching

Partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Coaching honors the client as the expert in his/her life and work, and believes that every client is creative, resourceful and whole.

ICF (International Coaching Federation)

Whenever people are asked to change without their buy-in, we create resistance.

Dale Carnegie Institute

Effective coaching can help people:

- Apply new practices in classroom environments
- Establish a safe environment for improvement
- Develop leadership skills
- Support the work of colleagues.
Consultation, Collaboration and Coaching

April 23, 2012

Your Turn!

- Think of a challenging situation where you want to facilitate improvement in the AT program.
- Are you primarily acting as a consultant, a collaborator, or a coach?
- How do you describe what you do?
- How do you describe what you don’t do?

Coaching Conversations: Transforming your school, one conversation at a time

Linda Gross Cheliotes
Marceta Fleming Reilly

Corwin Press, Thousand Oaks, CA 2010
Coaching Skills

- Active Listening
- Reflective Feedback
- Dialogue to Empower

Chilcote & Fleming-Byly (2010), p. 10

Hearing ≠ Listening

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unconscious</td>
<td>Intentional</td>
</tr>
<tr>
<td>Effortless,</td>
<td>Effortful,</td>
</tr>
<tr>
<td>Automatic</td>
<td>Focused</td>
</tr>
<tr>
<td>Nonselective</td>
<td>Selective.</td>
</tr>
<tr>
<td>Reactive</td>
<td>Strategic.</td>
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</tbody>
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International Listening Association

- 45 percent of a student’s day is spent listening.
- Students are expected to acquire 85 percent of the knowledge they have by listening.
- Only 2 percent of the population ever received formal listening instruction.

http://www.listen.org
I think I'll learn more from listening. Anything I would say I already know. —

Anonymous student explaining while she did not wish to participate in a discussion

Active Listening

• Attention to verbal and non-verbal communication
• Avoid unproductive patterns of listening
• Listening without obligation to act
• Value silence

Value silence

If you wait for students to respond they have:
• Better information processing
• Higher order thinking

If you wait for coachees to respond they have:
• Better information processing
• Higher order thinking
Coaching Skills

- Active Listening
- Reflective Feedback
- Dialogue to Empower

Chukwu & Fleming-Reilly (2010), p. 10

Reflection

- Shared reflection amplifies and creates new information
- Reflection builds meaning with each new perception or interpretation
  (Wheatley, 1997)
- Receiving feedback activates the brain
- Constructive feedback that is timely, specific and builds on strengths increases performance.
  (Sousa, 2009)

Clarification
Values
Possibilities

Communicative Feedback Strategies
Coaching Skills

- Active Listening
- Reflective Feedback
- Dialogue to Empower

Cheliotis & Fleming-Reilly (2010), p. 10

Dialogue Skills for Coaches

- Create an intention
- Choose your words
- Positive presuppositions
- Avoid Advice
- Ask Powerful Questions

Create an Intention

To Avoid…
“Ready! Fire! Aim!”

Identify your “mission” for the interaction.
- With the person you are supporting
- Your personal goal for the interaction
Frame Your Criteria for students

To be successful Yuko will:
• Increase the number of times she initiates communication
• Decrease the number of disruptive vocalizations
• Communicate more often with peers

What will it take to reach this goal?

Frame your support criteria …

To be successful the educator will:
• Operate the AT independently
• Include technology use in all language arts instruction
• Develop procedures for students who use text-to-speech for reading.

What will it take to reach this goal?

1. Think of your AT support challenge.
2. What is your goal or intention for this support interaction?
Choose your words to match your intention

A Careful Balance:
- Not “expert”
- Not “extra pair of hands”

Questions, not answers
Focused on the goal
Reflecting your presuppositions

Positive Presuppositions

“If you enter conversations with the positive intent that those with whom you speak are competent, dedicated and want to have a constructive influence on the world, the other person is much more likely to hear your message and respond in a positive (or at least neutral) manner”

Cheliones & Fleming-Reilly (2010), p. 53

Questions Show Your Presuppositions

<table>
<thead>
<tr>
<th>Negative Presuppositions</th>
<th>Positive Presuppositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do you have any objectives for Yuko’s use of AAC?</td>
<td>- What objectives have you developed for Yuko’s use of AAC?</td>
</tr>
<tr>
<td>- Did Yuko use the AAC this week?</td>
<td>- What are your observations about Yuko’s use of the AAC this week?</td>
</tr>
</tbody>
</table>
Avoid Advice

- Advice indicates that others cannot create their own solutions.
- Coaching conversations encourage others to be reflective and exercise responsibility.
- Ask, “What else could you try?”
- Ask, “What would help you meet your goal for…”

Ask Powerful Coaching Questions

Coaches are skilled at constructing and composing questions with the intention of engaging and transforming thought.

Why Ask Questions?

- The coachee knows more about the situation than the coach.
- Asking creates buy-in.
- Asking empowers.
- Asking develops leadership capacity.
- Asking communicates and builds trust.
Coaching Questions

- Assume positive intent
- Focus on positive connections
- Are open-ended
- Invite multiple answers
- Invite thought and consideration of new ideas
- Focus on solutions (not problems)
- Encourage deeper levels of thinking

Crowther, S. (2009)

Kinds of Questions

- Content Questions:
- Process Questions

Ellison, S. (2009)

Common Questioning Errors

- Closed Questions
- Solution-focused Questions
- Rambling Questions
- Rhetorical Questions
- Why? Questions
- Leading Question
- Interrupting
- Neglecting to Interrupt

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Generic Question Recipes

- How do you see this working with …?
- What are some other ways of looking at this?
- What questions do you have about…? 
- What leads you to believe…?
- How do you feel about…?

Knight (2000)

Why Coaching Works

- **Attention**-coaches ask questions to help teachers attend to why and how they do things.
- **Reflection**-thinking about what one has done and why is the only way to begin to change.
- **Insight**-comes as a result of reflection when the brain makes a connection it had not previously made.
- **Action**-must happen immediately following insight to assure the new idea becomes “real”.11

Your Turn!

1. Think of your AT challenge.
2. Create a personal AT Coaching Question “Recipe”.
Deciding What to Do

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<th>Coach</th>
<th>Collaborate</th>
<th>Consult</th>
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<tr>
<td>Goal</td>
<td>Transform</td>
<td>Work</td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Style</td>
<td>Asking</td>
<td>Discussing</td>
</tr>
<tr>
<td>Account-ability</td>
<td>Teacher (self)</td>
<td>Team</td>
</tr>
<tr>
<td>Support Role</td>
<td>Mediator of Thinking</td>
<td>Colleague</td>
</tr>
</tbody>
</table>

Steps To Provide Support

- Initiation
- Initial definition of the problem or issue of concern
- Action Planning and establishing expectations about the support
- Information collection
- Action Taking/Intervention
- Evaluation and Closure or re-contracting

Initiate and Define

- When, during the day, the teacher can meet with you?
- How often and how long you will need to meet?
- The teacher’s feelings and beliefs about the use of AAC in general and for this child specifically.
- The teacher’s past experience with AAC.
- The outcome you both hope to achieve.
Initiate and Define

Common Support Errors
• Jumping in too quickly
• Assuming that there is agreement about the purpose of the support activities
• Accepting your own assumptions without questions
• Needing to be needed
• Needing to being an expert
• Providing too much information
• Stating opinion as fact

Your Turn!
• Think of a challenging situation where you want to facilitate AT use by a student.
• Will you use a Consultation, Collaboration or Coaching approach in this situation
• Why did you choose this approach?
My goal is not to get you to think the way I think, but to think more than you thought before.

Rick Dancer
News Broadcaster
KEZI News
Eugene, Oregon

Questions? Concerns? Comments?