Coaching, Mentoring & More:
A Manager's Role

Participant Guide

kit ®

Kids Included Together

Our Mission

Teaching inclusive practices to people and organizations that serve children.

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Icon Key

Resource   **Activity**   **Highlighted Information**

Learning Objectives

1. Write 2 goals for a child/youth in your program based on the assessment completed during the session.

2. In a role play, accurately demonstrate 2 strategies to assist staff to support a child/youth.

3. Given a scenario, complete the Implementing Strategies worksheet.

Supporting Staff

Goals for supporting staff

- Solve challenges by improving staff's ability
- Develop staff's skills to cope with challenges

Stages of Support

- Relationship
- Assessment
- Goal setting & strategy selection
- Implementation
- Evaluation

Notes:

Including Children & Youth

Contributing Factors

Environment

- **Physical:** Clearly defined space; group space large enough for children/youth to be comfortable and have adequate personal space; space for large or small groups as well as space for alone time.
- **Sensory:** Consider noise level and options for a "noise break" for children/youth who need it; consider visual clutter or overstimulation and create visually quiet space; lighting (artificial or natural) can be overstimulating or painful, consider options to accommodate; consider creating movement stations where children/youth can take movement breaks.
- **Social-emotional:** consistency in routines, schedule and staffing.

Child

- Strengths, needs, interests

Staff

- Knowledge & experience, interactions

Notes:

LEARNING ACTIVITY

Part 1

Think about a child/youth in your program who may be struggling, whether it is developmental delays limiting participation, poor language, big emotions, poor social skills, and/or limited engagement in program activities, etc. To the best of your ability, complete the next three pages in the Participant Guide. If you are unsure, go ahead and check a box and make a note in the comment box below each section. **Do not try to solve problems now, just complete the assessment.** Once completed, please complete
Part 2, Summary of Needs.

Contributing Factors Assessment

The purpose of this assessment is to help Managers determine which environmental, child specific and staff specific factors impact individual children's and youth's challenges and successes in the program.

Directions
Complete the assessment for one specific child/youth. Check the box if the element is a concern (i.e. not observed or needs improvement).

Child's Name: _____   Classroom: _____

Staff's Name: _____   Assessor's Name: _____

Environment

The following are areas for improvement: (Check the box if improvement is needed)

☐   Consistent routines and rituals (Do children/youth know what to expect? Is it the same every day?)

☐   Group schedule and/or daily activities posted at child/youth level

☐   Structured transitions (e.g. adults are organized and children/youth are involved in the transition)

☐   Clear and consistent expectations (e.g. each staff member has the same expectations)

☐   Consistent staffing (e.g. staff are not moved to different classrooms or group areas routinely)

☐   Noise level controlled (e.g. staff, children/youth practice using quiet voices inside)

☐   Visuals and displays balanced (e.g. some blank space on the walls and ceiling, use of neutral colors)

☐   Space is clearly defined (e.g. centers labeled, materials accessible, program area use clearly defined)

Activities and Materials

☐   Variety of activities/materials to meet developmental needs of all children/youth
(e.g. When a child is preparing to transition to the next age group, mixed age groups)

☐   Adequate number of high interest activities and materials (e.g. three dump trucks instead of one; enough basketballs available for two games to be played at the same time)

☐   Visuals to clarify expectations and routine (e.g. pictures or objects)

☐   Opportunity for children/youth to get sensory needs met (e.g. alone space, movement stations)

Environment Comments: *What specifically is contributing to the challenge (e.g. meltdowns during transitions, runs to cubby with hands over ears during group; unable to plan time & floats in/out of program areas without engaging in activities or with peers)?*

Child/youth

The following are areas for improvement:
(Check the box if improvement is needed)

☐ Child/youth manages emotions within developmental expectations

☐ Child/youth follows program routines

☐ Child/youth engages in individual activities within developmental expectations

☐ Child/youth engages in positive peer interactions within developmental expectations

☐ Child/youth engages in group activities within developmental expectations

☐ Child/youth is able to functionally communicate wants and needs
(e.g. if not using words, uses gestures or signs or augmentative communication device)

☐ Child/youth is able to self-regulate and manage impulses within developmental expectations

Staff's knowledge about the child:
(Check the box if improvement is needed)

☐ Strengths, interests, favorite activities and materials
(e.g. numbers, drawing, building, likes to be a helper, technology, community service)

☐ What child/youth needs help with
(e.g. transitions, joining activities, peer interactions)

☐ How the child/youth communicates
(e.g. needs face-to-face instructions, uses pictures and gestures, extra time to respond)

☐ Signs and signals of anxiety/stress/frustration
(e.g. withdraws from group, fidgets, clenches fists)

☐ Specific techniques to support the child/youth
(e.g. preparing for next activity, offering quiet space, intentional pairing with peers)

Child Comments: *What specifically is contributing to the challenge (e.g. Child vocalizes but does not form words; gets frustrated when peers don't understand; Staff do not how to use the youth's communication system. Staff do not recognize the child/youth's signs and signals of frustration)?*

Staff

The following are areas for improvement:
(Check the box if improvement is needed)

☐ Multiple ways to help children/youth understand expectations
(e.g. words, pictures, stories, role play)

☐ Incorporate multiple ways to communicate
(gestures, expressions, sign language, pictures)

☐ Objective observations of the child/youth to look at possible influences on behavior
(e.g. observe during different times of the day to get a sense for what is happening from their
perspective, the staff member observing is not in ratio)

☐ Planning activities to teach skills and help child/youth cope with demands
(e.g. how to wait, making alternative choices if first choice is not available)

☐ Individual interests built into activities
(e.g. read a story about the child's favorite animal, ask youth to illustrate story written by peers
or in a group activity)

☐ Materials enhanced and/or simplified
(e.g. use foam to make writing utensils bigger and easier to grasp)

☐ Physical space modified
(e.g. lower materials for a child who scoots in the toddler room; create large enough pathways
between furniture for a youth who uses a wheelchair)

☐ Individual preparation for transitions
(e.g. approaching a child/youth individually to let her know there are 5 minutes left in an activity or
that the building will be closing)

> ***Staff Comments:*** *What specifically is contributing to the challenge (e.g. Staff are not providing
> individual transition cues to the child)?*

Part 2

Below is the fourth page of the Contributing Factors Assessment. Use the space
provided to summarize the needs in your program and for the child. Review all of
the needs identified in the assessment above and come up with **one program-
specific and one child-specific goal that will contribute to the child's success.**

Summary of Needs

Review the Contributing Factors Assessment and summarize the identified needs that will improve support for children/youth in your program.

Program Needs (Consider Environment & Staff)

Child Specific Considerations   *Child's Initials:*

Goals

Create one goal specific to program needs and one specific to the child's needs that will contribute to the child becoming more successful in your program:

Supports

- Planned transitions
- Movement opportunities
- Visual supports
- Choice/conditional choice
- Preparation & practice

Examples of Possible Accommodations

For Children with Developmental Disabilities

- To give successful directions or demonstration:
    - o Keep it simple, organized and sequenced.
    - o Speak clearly and slowly.
    - o Stay in the child's visual field.
    - o Break down activities into manageable and learnable steps.
    - o Be consistent.
- Offer assistance with activities requiring fine or gross motor skills if needed.
- Pay special attention to transition times. Give independent timelines or ask another child to assist their friend in getting ready.
- Stay positive! Keep the positive reinforcement ongoing.

For Children with Neurological or Physical Considerations

- Learn how to use and care for specialized equipment.
- Become familiar with handling and positioning techniques so that the child is moved safely.
- Remember to set brakes on wheelchairs.
- Always ask the child before you touch the controls or move them. Remember to tell them where you are taking them before you begin to move a wheelchair.
- Assist the child in activities they may not be able to do alone (self-care, throwing/kicking a ball, or an art project).
- Always keep the child in mind:
    - o In planning field trips
    - o Moving barriers
    - o Allowing for adaptive equipment
    - o And in making sure the area is modified and encourages full participation

For Children with Visual Impairments

- Assure the child's physical safety at all times.
- Use sighted-guide technique. Train peers how to safely assist the child.
- Be aware of:
  - ο Increasing and decreasing light in the room, especially glares
  - ο Use materials or pictures that are clear and uncluttered
  - ο Use large print books or computer software that enlarges print materials
- Encourage the child to learn through hands-on activities.
- Borrow or purchase a beeper ball (has a bell inside) so the child can participate in sports or games.

For Children with Speech and Language Delays/Disorders

- Be a good listener.
- Keep directions simple and in complete sentences.
- Expand on what the child is saying. Ask her what she is doing.
- Model the correct usage and pronunciation versus correcting the child.
- Provide frequent and concrete visual reinforcement while trying to encourage facial attending.

For Children with Social-Emotional Disorders

- Provide routines and structure for the child.
- Do not change activities or the schedule abruptly.
- Use a posted schedule on a poster, paper, or chalkboard.
- Allow the child the opportunity to make some choices but limit the items choices to two or three.
- Use visual or auditory cues to prepare the children for transitions (songs, lights) as this gives the child time to prepare for and complete the transition.
- Be vigilant:
  - ο To anticipate when and where they have difficulties
  - ο To help the child express their feelings in appropriate ways
  - ο Allow the child to check out by removing themselves from the stressful area to a bean bag or quiet place in the room

For Children with Hearing Loss or who are Deaf

- Be sensitive.
- Know the degree of hearing loss and what that means to the child.
- Know if they use sign language, lip reading, hearing aids, etc.
- Position the child so that they will be able to hear you, next to a speaker, or in front in order to lip read and face them when you speak.
- Be aware that you should demonstrate new activities in more ways than just verbally.
- Have a signal with the child they can use if they do not understand or need assistance.
- As a group, learn basic sign language and encourage the group to rephrase rather than repeat.

For Children with Learning Disabilities

- Be realistic.
- Allow adequate time and repetition to learn a new skill.
- Break activities down into small steps and sequence them accordingly.
- Know they may never learn the entire song or game but will enjoy being a participant in the activity.
- Use pictures to label objects and actions you are talking about.
- Be tolerant of the child who might be impulsive.
- Give frequent and consistent positive reinforcement.
- Encourage cooperative behaviors in children by moving from independent to parallel play and then facilitate the development of cooperative play and encouragement with others.
- Know the child's learning preferences. Have information and materials presented in appropriate and respectful manners.
- Recognize their skills and gifts and allow them to be seen as competent or skilled by other children.

Techniques and Strategies for Support

- Reflective listening and responses:
    - o **Active listening**:
      Show interest; try to see it from their perspective. Do not interject your thoughts or experiences, instead ask open-ended questions to encourage the speaker to elaborate, "How do you feel about__", "Are you satisfied with ___",

      "Tell me about __", etc.
    - o **Reflective responses**:
      Reflect back what you believe they said in order to clarify your understanding. Restate their thoughts and feelings; you respond vs. leading the conversation, respond to their feelings vs. content. "So, you are feeling frustrated that you have to leave your room to cover lunches", "You resent the way the lead speaks to you"?
- **Objective observations:**
  Helps determine what challenges stem from (lack of skill, environment, staff interactions, etc.).
- **Modeling**:
  Serves as a behavioral example, make sure staff know you expect them to pay attention and use the strategies themselves.
- **Role playing:**
  Is an opportunity for staff to practice with you.
- **Coaching**:
  Strategically guides to improve performance.
- **Scenarios**:
  Write out what is happening in the classroom in a story format and then help staff walk through it to identify antecedents, contributing factors, consequences and a statement of the problem.
- **Breaks:**
  There may be days that are harder than normal. It may be worthwhile to offer an extra break to staff for the purpose of calming and/or re-organizing. The time should be used to get ready to re-enter the room and positively engage.

Notes:

Learning Activity

Get into groups of three. Use the scenario you are given to role play; each person will assume a different role:

Manager: will support the staff person to make appropriate accommodations for the child/youth. *The manager should use at least two different techniques/strategies listed on the slide during the role play.*

Peer Coach: will observe and offer feedback about the strategies chosen and how they are used. The team will discuss. Switch roles and try again!

Staff: will act out the role as if you are seeking support from your Manager and trust that she/he will be helpful.

Strategies to consider:

- Reflective listening and responses
- Objective observations
- Modeling
- Role playing

- Coaching
- Scenarios
- Breaks

Notes:

Implementing Strategies

- Prescribed
- Anticipated outcomes
- Who?

- Benefits
- Challenges
- Overcoming challenges

- Manager technique
- Tracking
- Is it working?
- Follow-up

Learning Activity

The Implementing Strategies worksheet is a tool for managers to help staff problem solve using recommended strategies to support children. Read the scenario below and work with a small group to come up with ideas to complete the Implementing Strategies worksheet that follows. Choose one or two of the recommended strategies to discuss.

> ### Scenario 1
> ### (Preschool & young school age providers choose this scenario)
>
> Daniel is 5 years old and attending the afterschool program for the first time. He has autism. While he has language, he has difficulty consistently communicating wants and needs with words. He does understand basic directions without difficulty. The program offers free choice, allowing children and youth to sign in and out of any activity area that is open with staff supervision. Daniel has a tendency to roam through the program areas, including those that are closed and do not have staff supervision. He does not initiate engagement in activities. Staff are concerned about him roaming without adequate supervision, and getting him to engage in activities. Currently they use firm language to redirect him. Staff reported he likes books and stacking things.

Recommended Strategies:

- Use a visual cue for the activity areas that are closed such as a colorful plastic strip to block off the area. Also, remind him and other children throughout the day, "Remember, we cannot go in the closed areas. The tape reminds us that it is closed."

- Spend time with Daniel to learn more about what he is interested in. Collaborate with his family and teachers to get more information from them as well.

- Create a choice board using pictures and words to help him plan his time.

- Once Daniel enters an activity area, staff should use a visual cue and ask him what game/activity he wants to try. It may be helpful to limit his choices to two or three. Try to link the activities to his strengths and interests.

- Use reminders and positive redirection (with a neutral and/or friendly tone) when Daniel is not meeting expectations (if he starts to enter a closed area: "Daniel, you need to choose an area that is open, do you want ___, or ___" and hold up a picture or object to represent the choices).

- Offer meaningful positive feedback for Daniel when he makes a choice and engages in activities.

- Recognize when Daniel may need to move, and show him safe ways to move in the environment.

Scenario 2
(School age, tween & teen providers choose this scenario)

Savannah is 14 years old and is new to the Clubhouse Recreation program for tweens and teens. She has autism. Savannah is able to communicate wants and needs, but she is withdrawn in the program and rarely speaks to anyone. The Clubhouse offers a variety of daily activities, with special clubs and or clinics occurring weekly. Savannah attends most days, but generally just hangs out by herself in the common areas. She goes to the Smart Girls club weekly, but usually sits away from the other girls. She seems to be paying attention, but she does not actively engage. She also goes into the tech room on a regular basis. She sits in a chair in the corner until a computer is available and then uses it independently. For the most part, staff just let Savannah move into the spaces she wants to, and they make little to no effort to engage her differently. The general assumption is that she prefers to be by herself. Savannah carries a drawing pad and pencils with her, but most staff are not sure what she draws. Savannah's parents reported that she was more active in a program she attended prior to moving. They are concerned that she has not made friends and would like her to participate more.

Recommended Strategies:

- Staff should spend time getting to know Savannah and learn more about her interests. What were her favorite activities at her last program? What are her favorite things to draw?

- Incorporate her interests into activity planning. For example, have her do illustrations for the posters the Key Club is working on; or partner her as illustrator with peers who are writing a story.

- Ask a teen ambassador from the program to give Savannah a thorough tour of the program areas, including the activities and materials that are available in each area.

- Greet Savannah each time she enters the program and activity areas. Introduce her to the other tweens/teens in the area. If she has met them before, ask her if she remembers their names.

- Encourage other participants to greet her by name and to remind her what their name is, as needed.

- Staff should engage with Savannah when she enters a program area whether it is a common room or program room and help her to engage in an activity of interest. Introduce her to new interests as well.

- Encourage Savannah to use her voice more in the program. As her trust and comfort increases with staff and peers, this will be easier.

Implementing Strategies in the Classroom   Child's initials:

Strategy prescribed:

_____
_____
_____

What is the anticipated outcome from using the strategy (goal)?

_____
_____
_____

Who will be implementing the strategy, when & how?

_____
_____
_____
_____

What are benefits of using this strategy?

_____
_____
_____
_____

What are challenges for using this strategy?

_____
_____
_____
_____

Plan to overcome the challenges:

_____
_____
_____
_____

What techniques will the trainer/manager use to help staff implement strategies?

_____

_____

_____

_____

How will the trainer/manager track that staff are using the strategy consistently for a minimum of three weeks?

_____

_____

_____

_____

How will you know if the strategy is working?

_____

_____

_____

_____

Follow-up:

_____

_____

_____

What is your commitment?

Think about Contributing Factors and Strategies & Techniques.
How are you going to support your staff differently?

References

- Knoff, H.M., & Hines, C.V., School Psychology Review (1995), V. 24, Issue 3, p 480, Finalizing the Consultant Effectiveness Scale: An analysis and validation of the characteristics of effective consultants

- Knoff, H.M., & McKenna, A.F., School Psychology Review (1991), V. 20, Issue 1 p 81, Toward a consultant effectiveness scale: investigating the characteristics of effective consultants

- Kids Included Together, "Child and Youth Programs (CYP) Inclusion Operating Manual", May 2014

- Kids Included Together, "Training & Curriculum Specialist Training & Coaching Program Needs Assessment Summary"

- Kids Included Together, "Affiliate Site Visit Rating Scales".

- Yates, J., MIT Sloan Communication Program, Teaching Note, (2010) Active Listening and Reflective Responses.

Resources

- For more resources related to this and other trainings, go to *elearning.kitonline.org* to sign in or sign up for a KIT Online Learning Center account.

- The documents used in this module can be downloaded from KIT's Online Learning Center under **"Printable Resources":** Case-by-Case Assessment Checklist; Contributing Factors Assessment; Possible Accommodations for Children with Disabilities; and Implementing Strategies Worksheet.

- Center for Effective Collaboration and Practice, www.cecp.air.org

- Center for Evidence-Based Practice: Young Children with Challenging Behavior, www.challengingbehavior.org

- Center on the Social and Emotional Foundations for Early Learning "What Works Briefs Series" Issues 7-10, www.vanderbilt.edu/csefel

- The Behavior Coach, www.behavior-coach.com

Earn CEUs

Kids Included Together offers Continuing Education Units (CEUs) for successful completion of this and other trainings. Kids Included Together (KIT) has been accredited as an Authorized Provider by the International Association for Continuing Education and Training (IACET) to offer CEUs for this training.

Follow these steps to earn your CEUs for this training:

• Fill out the Learning Objectives Form and CEU Registration Form (don't forget to obtain your trainer's signature) and mail it to KIT with the required payment.

• Once all forms and payment have been verified, your transcript will be updated.

• You will receive your CEU transcript within 15 business days of the date the request is received.

All information shared and transcripts are kept confidential in a secure location. A written copy of the KIT NTCI privacy and security policy is available upon request.

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Contact KIT

Have questions or comments? Please email support@kitonline.org or mail:

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Did you see an example of meaningful inclusion in action? Share your story of inclusion with us and inspire others. Contact our blog writer via email at Elise@kitonline.org.

Learning Objectives Quiz

Learner Name: _____   **Date of Training**: _____

Complete the following learning objectives.
Refer to the "Earn CEUs" section for submission instructions.

1. Write two goals for a child/youth in your program that you came up with through the assessment activities:

    a.

    b.

2. Describe 2 techniques that you practiced in a role play that you can use to assist staff in supporting children/youth. (Explain how you used the techniques)

    a.

    b.

3. Refer back to the Implementing Strategies worksheet

    a. What prescribed strategy did you choose?

    b. What is your plan to overcome the challenges that were identified?

    c. What techniques did you choose to support staff to implement the prescribed strategy?

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Date of Training: _____   **Name of Trainer(s):** _____

Your Training, Confidence and Experience

1. Please describe the amount of training/education you have completed on inclusion:

   None   1-2 KIT trainings   3-5 KIT trainings   Training from other organizations   College courses

 2. Do you have a KIT Online Learning Center (OLC) account?

             Yes   No   I don't know

3. Please rate your confidence coaching staff to support inclusion BEFORE the training:

             Not at all confident   Somewhat confident   Confident   Very confident

4. Please rate your confidence coaching staff to support inclusion AFTER the training:

             Not at all confident   Somewhat confident   Confident   Very confident

5. What do you think would help future training participants accomplish the learning objectives?

Trainer Feedback

6. The content was easy to follow.

             Disagree   Neutral   Agree

7. The trainer gave real-life examples.

             Disagree   Neutral   Agree

8. The trainer covered the learning objectives.

             Disagree   Neutral   Agree

9. The trainer gave feedback during activities and discussions related to the learning objectives.

             Disagree   Neutral   Agree

10. How valuable was this training in providing information or insights you can apply on the job?

         Not at all Valuable   →   0   1   2   3   4   5   ←   *Extremely valuable*

Comments:

Implementation & Future Training

11. What parts of this training do you plan to use in your program(s):

12. What are you still curious about?

13. How likely is it that you would recommend KIT training to a friend or coworker?

             Not likely → 0   1   2   3   4   5   6   7   8   9   10 ← *Extremely likely*