

Preschool SDI Coaching Methods by Topic Table

Companion reference for instructional coaches of Preschool SDI

Use this reference to assist in choosing a coaching method based on the teacher's next implementation need. Each topic names the work a coach and teacher could do together; the indicators, guiding questions, action steps and coaching prompts. The resources in the [Preschool SDI Coaching Guide](#) remain the source for basic coaching information based on specific module content and resources. Other supplemental reference guides that can be used in conjunction with this one are the [PS SDI Quick Reference Guide](#) and the [PS SDI Detailed Coaching Methods](#).

Coaching Methods Application:

Core- indicates a direct way to practice or assess the topic.

Situational- means the method helps when a particular need or barrier is present.

Limited- indicates it is rarely the best fit or the first choice for that topic

Relationship-building is **ongoing** across all topics.

These labels guide selection; coaches do not need to use all nine methods for a module but find the right fit based on your coaching situation. These labels describe fit, not a required sequence or dosage.

Topic Index

Module 3- Data Analysis RIOT SCIL Matrix (Year 1)
Module 4- Child Strengths Interests and Preferences (Year 1)
Module 5- Purposeful Routines with Visual Supports (Year 1)
Module 7- The Importance of Child Engagement (Year 1)
Module 8- Writing Meaningful IEP Goals Part 1 Four Filters and AEPS (Year 1)
Module 8- Writing Meaningful IEP Goals Part 2 Functional Goals (Year 1)
Module 9- Peer Mediated Intervention (Year 1)
Module 11- Accommodations Modifications and Assistive Technology (Year 1)
Module 12- Embedded Learning Opportunities Part 1 What and When to Teach (Year 1)
Module 12- Embedded Learning Opportunities Part 2 How to Teach ARC (Year 1)
Module 13-The Instructional Plan (Year 2)
Module 14- Prompting (Year 2)
Module 15- Writing Meaningful IEP Goals Data Collection (Year 2)
Module 16- Organizing Adults (Year 2)
Module 18- Visual Supports (Year 2)
Module 19- Implementation Fidelity (Year 2)
Module 20- Choosing and Implementing Evidence Based Practices (Year 2)

Module 3: Data Analysis: RIOT/SCIL Matrix

Module Summary:

Use information from several sources (family, team, assessments, observations and routines) to understand a child's strengths and needs, identify gaps in what the team knows, and determine priorities for instruction.

The RIOT/SCIL Matrix organizes information gathered through Review, Interview, Observe, and Test across four areas: Setting, Curriculum, Instruction, and Learner. This helps the team consider both the child and the learning context.

Coaching Focus:

Help the teacher move from collecting information to finding patterns, checking assumptions, and deciding what additional information is needed before making instructional decisions.

Module Focus:

Organize information from family, team, assessments, and routines; find patterns and gaps before choosing priorities.

Coaching Prompts:

- What does the matrix tell us across sources, and what are we still assuming?
- Which routine would let us observe the missing information?

Module 3: Data Analysis: RIOT/SCIL Matrix

Coaching method	Application to this topic
Work session (Core)	Complete a RIOT/SCIL matrix together; mark missing setting, curriculum, instruction, or learner information and plan how to gather it.
Workshop or training (Core)	Use a sample child to practice sorting review, interview, observation, and test information across the SCIL areas.
Observation (Core)	Collect objective notes in a routine chosen to fill a specific gap in the matrix, including the supports available and the child's response.
Feedback (Core)	Review the teacher's completed matrix; identify supported conclusions and places where an inference needs more evidence.
Modeling (Core)	Think aloud while sorting a few records into the matrix or demonstrate objective observation and documentation.
Co-teaching (Situational)	Lead a routine while the teacher records child participation, then switch roles or compare notes with the existing matrix.
Guided inter-visitation (Situational)	Visit a classroom with a workable system for gathering and organizing child information; debrief what can be adapted.
Sharing resources (Situational)	Provide FIG, SIG, RIOT/SCIL, or Child Activity/Routine Assessment Tool when it answers an identified information need.
Relationship-building (Ongoing)	Invite the teacher's own questions about the child; discuss missing information as a shared inquiry.

Module 4: Child Strengths, Interests, and Preferences

Module Summary:

Learn what a child enjoys, chooses, and does well across home and classroom settings, then use that knowledge to support participation and learning.

Families, classroom observations, and preference tools offer different perspectives on a child's strengths and interests. Because interests can change, gathering this information continues throughout the year.

Coaching Focus:

Help the teacher move beyond an assumption about what a child likes, document what they learn, and use a known interest in an actual classroom activity.

Module Focus:

Gather family and classroom information throughout the year, then use it to shape participation and teaching.

Coaching Prompts

- Which of this child's interests are documented by family input or direct observation?
- Where can we use that interest to support engagement this week?

Module 4: Child Strengths, Interests, and Preferences

Coaching method	Application to this topic
Work session (Core)	Review family input and Center Observation Tool notes; list motivating activities and decide where to use them in the schedule.
Workshop or training (Situational)	Practice asking strength-based family questions and distinguishing an observed preference from an adult assumption.
Observation (Core)	Watch the child across centers or routines; record choices, persistence, social interest, and the conditions that increase participation.
Feedback (Core)	Compare the teacher's documented preferences with current lesson choices; discuss where a preference actually changes instruction.
Modeling (Situational)	Demonstrate a brief preference observation or a respectful follow-up question to a family about what the child enjoys.
Co-teaching (Situational)	One adult supports the group while the other follows and records the child's choices across two centers.
Guided inter-visitation (Situational)	Observe a colleague who regularly updates interest information and uses it to invite children into activities.
Sharing resources (Core)	Offer Child Preference Indicators, Center Observation Tool, or a routine assessment tool with a plan to use the findings.
Relationship-building (Ongoing)	Treat the family and child as experts; ask what may have changed since the first information-gathering conversation.

Module 5: Purposeful Routines with Visual Supports

Module Summary:

Plan predictable, engaging routines that help children participate and understand what is happening throughout the day.

The team examines the daily schedule, the steps within routines, visual cues, and opportunities for children to respond. Children and adults should be able to tell what is happening now, how progress is shown, when an activity is finished, and what comes next.

Coaching Focus:

Help the teacher examine one routine, identify where children wait or seem unsure, and try a clearer step, visual cue, or active role for children.

Module Focus:

Examine the schedule and routine steps so children can engage and understand what they are doing, their progress, completion, and what comes next.

Coaching Prompts

- Can children and adults tell what is happening now and what comes next?
- Which step creates waiting or disengagement, and how could we change it?

Module 5: Purposeful Routines with Visual Supports

Coaching method	Application to this topic
Work session (Core)	Map one routine with Routines ³ ; identify its beginning and end, the four questions, adult roles, and opportunities to respond.
Workshop or training (Situational)	Use a sample schedule and routine to practice balancing the day and designing engagement and visual cues.
Observation (Core)	Observe an activity and transition; tally child participation, lag time, use of visuals, and whether the four questions are answerable.
Feedback (Core)	Discuss observation notes with the teacher and select one routine change to try, such as a clearer finish cue or response opportunity.
Modeling (Core)	Demonstrate teaching a routine with a visual sequence, explicit finish cue, and child participation embedded in each step.
Co-teaching (Core)	Divide roles during the routine so one adult teaches the steps while the other supports participation; switch and reflect.
Guided inter-visitation (Situational)	Visit a room with a well-structured routine; look for how adults teach visuals and keep transitions active.
Sharing resources (Situational)	Share Routines ³ , Matrix Engagement, or Balancing Your Daily Schedule to solve a specific planning problem.
Relationship-building (Ongoing)	Ask staff which routines feel difficult and jointly choose one manageable starting point.

Module 7: The Importance of Child Engagement

Module Summary:

Understand when a child is actively participating and plan activities and supports that make engagement more likely.

The module connects observations of engagement with child preferences, classroom arrangement, and embedded learning opportunities. A child may participate differently across activities, so looking at the conditions around engagement matters.

Coaching Focus:

Help the teacher compare moments of high and low engagement, identify what differs, and test one change to the activity or environment.

Module Focus:

Use observations, preferences, environmental arrangements, and planned learning opportunities to increase participation.

Coaching Prompts

- When is this child most engaged, and what is different about that activity?
- What could we change to create a natural reason to use the target skill?

Module 7: The Importance of Child Engagement

Coaching method	Application to this topic
Work session (Core)	Compare STARE observations across activities; plan changes to materials, arrangement, and ELOs for a child with low engagement.
Workshop or training (Situational)	Practice rating engagement using brief scenarios and planning an invitation to join a child's preferred activity.
Observation (Core)	Observe engagement across two routines with STARE; note what the child does and which environmental conditions differ.
Feedback (Core)	Review engagement and ELO data together; connect a change in participation to a specific change in practice.
Modeling (Core)	Show how to join play, follow the child's interest, arrange materials, and embed a brief teaching opportunity.
Co-teaching (Core)	One adult joins the preferred activity while the other watches engagement and helps create a natural opportunity to respond.
Guided inter-visitation (Situational)	Visit a classroom that arranges centers for active participation; identify one arrangement to try.
Sharing resources (Situational)	Provide STARE, an Embedding Goals Matrix, or child preference guidance for the chosen engagement question.
Relationship-building (Ongoing)	Begin with what is already engaging for the child and what the teacher has noticed works.

Module 8: Writing Meaningful IEP Goals, Part 1: The Four Filters and AEPS

Module Summary:

Identify a meaningful, functional skill for an IEP goal by considering how it helps a child participate in everyday activities.

The Four Filters help the team examine whether a proposed skill is important enough to teach as a goal. AEPS information may help when the team is unsure which functional or foundational skill the child needs.

Coaching Focus:

Help the teacher connect a possible goal to the child's participation and identify what evidence the team needs before selecting it.

Module Focus

Use the Four Filters and, where needed, AEPS or GOLD information to identify functional skills worth teaching.

Coaching Prompts

- What participation would this skill make possible across daily activities?
- What information do we need before choosing this as a goal?

Module 8: Writing Meaningful IEP Goals, Part 1: The Four Filters and AEPS

Coaching method	Application to this topic
Work session (Core)	Apply the Four Filters to one current or draft goal; if the skill is unclear, review AEPS information and draft a stronger candidate.
Workshop or training (Core)	Practice with sample goals and AEPS information before applying the filters to a real child's data.
Observation (Situational)	Observe participation in daily routines when the team needs evidence that a proposed skill affects functioning.
Feedback (Core)	Give specific feedback on how a draft goal connects to functional participation and the evidence used to select it.
Modeling (Situational)	Think aloud while applying each filter to a sample goal and tracing the skill back to assessment information.
Co-teaching (Limited)	Use shared classroom instruction only if it will reveal whether the candidate skill is needed across routines; goal analysis stays a team task.
Guided inter-visitation (Situational)	Review another team's anonymized goal development process with an agreed lens, subject to local confidentiality rules.
Sharing resources (Core)	Share the Four Filters and relevant AEPS materials for the particular domain under discussion.
Relationship-building (Ongoing)	Invite uncertainty about current goals without treating revision as criticism of an earlier team.

Module 8: Writing Meaningful IEP Goals, Part 2: Functional Goals

Module Summary:

Write individual IEP goals that reflect a child's current abilities and support participation across routines, people, and materials.

Goals are informed by the child's present levels, family input, observations, records, and assessments. A functional goal addresses an individual need and offers opportunities for teaching and practice throughout the preschool day.

Coaching Focus:

Help the teacher trace a draft goal back to information about the child and identify where the skill can be taught and observed in daily activities.

Module focus

Write individual, developmentally appropriate goals grounded in PLAAFP and family, observation, and assessment information.

Coaching Prompts

- Which information in the PLAAFP shows why this child needs this skill?
- Where, with whom, and with what materials could we teach and see it?

Module 8: Writing Meaningful IEP Goals, Part 2: Functional Goals

Coaching method	Application to this topic
Work session (Core)	Trace a draft goal from PLAAFP and RIOT/SCIL evidence to the functional skill; test its use across people and routines.
Workshop or training (Situational)	Use anonymized examples to distinguish individualized functional goals from generic classroom targets.
Observation (Situational)	Observe the child in more than one activity if the team lacks evidence that the skill generalizes or affects participation.
Feedback (Core)	Review the goal with the teacher for individual need, feasibility within a year, and opportunities to teach it daily.
Modeling (Situational)	Think aloud through rewriting a sample goal so the functional action is observable in several routines.
Co-teaching (Limited)	Do not use classroom co-teaching as the main method for writing a goal; use it only to gather needed participation evidence.
Guided inter-visitation (Situational)	Examine a colleague's anonymized process for connecting PLAAFP data and goal language, with appropriate permissions.
Sharing resources (Situational)	Offer sample goals and the guide's developmental resources as examples to analyze, rather than text to copy.
Relationship-building (Ongoing)	Make room for family priorities and the teacher's knowledge of what the child does across the day.

Module 9: Peer Mediated Intervention

Module Summary:

Plan supported opportunities for a child to interact with peers during everyday classroom activities.

The team considers the child's current social responses, play interests, and motivating activities. It selects a small next social skill, identifies routines where peers can participate, and plans how adults will support the interaction.

Coaching Focus:

Help the teacher identify a realistic starting point for peer interaction and create repeated, natural opportunities for the child to practice it.

Module Focus

Identify social starting points and plan supported peer exchanges in multiple routines.

Coaching Prompts

- What social exchange is the child ready to practice next?
- Where will peers have a natural reason to initiate and respond?

Module 9: Peer Mediated Intervention

Coaching method	Application to this topic
Work session (Core)	Use social responsiveness and preference information to choose a target exchange and fill an Embedded Plan across routines.
Workshop or training (Core)	Rehearse the selected peer strategy, adult prompts, peer roles, and ways to build a reciprocal exchange.
Observation (Core)	Observe child and peer exchanges in play; record initiations, responses, adult prompts, and whether exchanges continue.
Feedback (Core)	Review exchange data with the teacher; decide whether to change the activity, peer support, prompt, or target skill.
Modeling (Core)	Demonstrate inviting peers into play and prompting an exchange without taking over their interaction.
Co-teaching (Core)	Share facilitation during a center: one adult supports the target child while the other coaches the peer or watches for natural exchanges.
Guided inter-visitation (Situational)	Visit a classroom with effective peer-mediated play; notice peer preparation and adult fading.
Sharing resources (Situational)	Offer the Embedded Plan and relevant social-skills visuals once the target exchange and routine are clear.
Relationship-building (Ongoing)	Ask what peers and activities the child already seeks out; make the plan workable for the classroom team.

Module 11: Accommodations, Modifications, and Assistive Technology

Module Summary:

Identify barriers to participation and select supports that help a child access play, communication, movement, choices, and classroom materials.

The team looks at what the child can currently do within an activity and where access becomes difficult. It considers accommodations, modifications, or assistive technology in collaboration with relevant specialists when needed.

Coaching Focus:

Help the teacher begin with the participation barrier, try an appropriate support in the routine, and observe whether it helps the child take part.

Module Focus

Match supports to participation needs, document them in the IEP and instructional plan, and test them in real routines.

Coaching Prompts

- What activity is the child having trouble accessing, and why?
- How will we tell whether this support increases participation?

Module 11: Accommodations, Modifications, and Assistive Technology

Coaching method	Application to this topic
Work session (Core)	Review the CARAT or Instructional Plan and identify an activity where access to play, movement, choice, or communication breaks down.
Workshop or training (Situational)	Practice distinguishing an accommodation, modification, and AT option using a specific classroom scenario.
Observation (Core)	Observe the child in the identified activity with current supports; note the barrier, what the child can do, and peer participation.
Feedback (Core)	Discuss trial data with the teacher and relevant specialists; document what support improved access and what needs adjustment.
Modeling (Situational)	Demonstrate introducing an agreed support during play, such as a choice display or adapted material, with the specialist's input.
Co-teaching (Situational)	Teach together during an AT trial so one adult supports participation while the other records the child's independent use.
Guided inter-visitation (Situational)	Observe a classroom using a similar support when it can clarify setup, teaching, and fading; avoid copying an individual fit.
Sharing resources (Core)	Connect the team to the AT Consideration Flowchart, SETT, and appropriate AT specialists or trial materials.
Relationship-building (Ongoing)	Include the family and support providers in understanding what participation the support should enable.

Module 12: Embedded Learning Opportunities, Part 1: What and When to Teach

Module Summary:

Decide which individual skills a child will practice and when those opportunities can occur within the daily schedule.

An embedded learning opportunity is a brief chance to teach or practice a skill during an activity that is already happening. A classroom matrix helps staff plan opportunities across routines and notice when a goal has too few chances for practice.

Coaching Focus:

Help the teacher find natural opportunities for one goal, identify who will provide them, and check whether the opportunities actually occur.

Module Focus:

Identify child objectives and schedule repeated opportunities to practice them in activities that already occur.

Coaching Prompts

- How many real chances to practice will this child have today?
- Which goal is hard to embed, and could a foundational step fit the routine?

Module 12: Embedded Learning Opportunities, Part 1: What and When to Teach

Coaching method	Application to this topic
Work session (Core)	Fill an embedding matrix for one child's goals; identify routines, likely opportunities, and staff responsibilities.
Workshop or training (Situational)	Practice locating teachable moments on a sample schedule and distinguishing an opportunity from an added drill.
Observation (Core)	Observe the chosen routines and count actual opportunities to practice the target skill against the planned matrix.
Feedback (Core)	Compare planned and observed opportunities with the teacher; adjust routines where opportunities are scarce or impractical.
Modeling (Situational)	Show how to recognize and briefly create a natural opportunity for a target response in play or snack.
Co-teaching (Core)	Share a routine so one adult leads while the other intentionally offers the planned opportunities; then exchange roles.
Guided inter-visitation (Situational)	Visit a classroom with a manageable embedding system and discuss how all adults know when to act.
Sharing resources (Core)	Provide the Matrix for Embedding IEP Goals or ELO at a Glance to support a specific scheduling decision.
Relationship-building (Ongoing)	Start with what staff can reliably do and invite their ideas about where the child naturally uses the skill.

Module 12: Embedded Learning Opportunities, Part 2: How to Teach (ARC)

Module Summary:

Plan how an adult will teach within a routine so a brief learning opportunity has a clear cue, child response, and follow-up.

An ARC plan describes the Antecedent, Response, and Consequence: what happens before the child responds, the response being taught, and what the adult does afterward. It also helps adults respond consistently when the child gives a different response.

Coaching Focus:

Help the teacher make one teaching episode clear enough for another adult to use, practice it, and adjust it based on the child's response.

Module Focus:

Specify the antecedent, expected response, and consequence for an embedded teaching episode so all adults respond consistently.

Coaching Prompts

- What exactly will the adult do before and after the child responds?
- What will happen after a non-target response, and which prompt is planned?

Module 12: Embedded Learning Opportunities, Part 2: How to Teach (ARC)

Coaching method	Application to this topic
Work session (Core)	Write one ARC plan for a skill that needs more explicit teaching; define the cue, target and non-target responses, prompts, and feedback.
Workshop or training (Core)	Rehearse an ARC with scenarios so staff can tell what to do after either response and how preferences enter the consequence.
Observation (Core)	Observe the planned episode; record whether the cue, response opportunity, prompt, and consequence match the plan.
Feedback (Core)	Use observation notes to revise ambiguous cues, overly strong prompts, or consequences that do not follow the child's response.
Modeling (Core)	Demonstrate a brief ARC during a familiar routine, including how to handle a non-target response without ending participation.
Co-teaching (Core)	Alternate leading and observing the ARC in the same routine so the teacher can practice and receive immediate reflection.
Guided inter-visitation (Situational)	Observe a teacher using a clear ARC plan, then debrief how instruction stayed embedded in the activity.
Sharing resources (Situational)	Share the blank and example ELO templates and the relevant Building Blocks pages for the step staff are practicing.
Relationship-building (Ongoing)	Ask staff where the written plan is confusing before expecting consistent implementation.

Module 13: The Instructional Plan

Module Summary:

Bring information about the child, routine steps, supports, and teaching opportunities together in a plan that classroom adults can use.

The Instructional Plan connects strengths and preferences, accommodations, visual supports, embedded learning opportunities, and evidence-based practices to real activities. It should make clear what adults will do during each routine.

Coaching Focus:

Help the teacher turn a completed form into practical directions for staff, then compare the written plan with what happens in the classroom.

Module Focus

Bring child information, routine steps, engagement supports, accommodations, and ELOs or EBPs into one usable plan.

Coaching Prompts

- What evidence led us to choose each support?
- Could another adult follow this plan tomorrow during the routine?

Module 13: The Instructional Plan

Coaching method	Application to this topic
Work session (Core)	Complete one routine of the Instructional Plan using RIOT/SCIL, family input, preferences, and center observations; assign actions to staff.
Workshop or training (Situational)	Walk through a sample plan to connect its fields to evidence, the four questions, and classroom implementation.
Observation (Core)	Observe the planned routine; check whether the child can participate and whether listed supports and ELOs occur.
Feedback (Core)	Compare the written plan with the routine as taught and revise any support or step that staff cannot use.
Modeling (Core)	Model following the plan during a routine, naming how a preference, accommodation, or ELO connects to its purpose.
Co-teaching (Core)	Implement the routine together using the plan; trade responsibility for supports and teaching episodes.
Guided inter-visitation (Situational)	Observe another team's use of a plan across adults and debrief what makes its instructions usable.
Sharing resources (Core)	Use the Instructional Plan and companion RIOT/SCIL, Center Observation, and ELO tools to fill a specific gap.
Relationship-building (Ongoing)	Invite every classroom adult to identify what is clear or unclear before finalizing responsibilities.

Module 14: Prompting

Module Summary:

Choose how much adult help a child needs to respond to or complete a skill, then adjust that help as the child learns.

Classroom adults agree on a prompting sequence for a specific skill and collect information about the prompts the child needs. The appropriate sequence depends on the learner and the skill.

Coaching Focus:

Help the teacher and other adults use the same prompting plan, allow time for the child to respond, and use data to decide when to change the level of help

Module Focus:

Choose a prompting sequence, teach staff to use it, and collect data to adjust support toward independence.

Coaching Prompts

- How will we know when to change the prompt level?
- Are we giving enough time for the child to respond independently?

Module 14: Prompting

Coaching method	Application to this topic
Work session (Core)	Select one target skill; agree on least-to-most or most-to-least sequence, current level, data, and criteria for changing prompts.
Workshop or training (Core)	Rehearse prompt timing and levels with staff using the agreed hierarchy and examples of independent responses.
Observation (Core)	Observe the target routine; record the prompt delivered, wait time, child response, and whether adults followed the sequence.
Feedback (Core)	Review prompt-level data and fidelity with staff; decide whether to fade, increase, or alter support.
Modeling (Core)	Demonstrate the agreed sequence and wait time with a child, then name the decision points for staff.
Co-teaching (Core)	Alternate leading an activity and recording prompt levels so the teacher and coach can compare use of the hierarchy.
Guided inter-visitation (Situational)	Visit a classroom where staff use and fade prompts consistently; note the shared cues and data system.
Sharing resources (Situational)	Share a Prompting Hierarchy Flipbook or visual only after choosing the sequence staff will use.
Relationship-building (Ongoing)	Include paraprofessionals and providers in selecting a feasible common procedure and invite concerns about consistency.

Module 15: Writing Meaningful IEP Goals: Data Collection

Module Summary:

Choose a practical way to measure progress on an IEP goal and determine what change would be meaningful for the child.

The team may need to track how often a skill occurs, how long it lasts, how much help the child needs, or another relevant feature. The measure and goal criteria should fit the concern and be manageable during classroom routines.

Coaching Focus:

Help the teacher describe what progress would look like, test whether staff can record it consistently, and use the results to guide instruction.

Module Focus:

Choose goal criteria and a manageable measure of progress that reflects the actual area of concern.

Coaching Prompts

- What change would convince the team this child is making meaningful progress?
- Can staff collect and summarize these data during a normal week?

Module 15: Writing Meaningful IEP Goals: Data Collection

Coaching method	Application to this topic
Work session (Core)	Compare current goal criteria with the desired change; design a data sheet for the relevant dimension and summarize a sample week.
Workshop or training (Core)	Practice choosing frequency, duration, level of support, or another relevant dimension from child scenarios.
Observation (Core)	Observe one goal opportunity and test whether two adults could record the same response consistently.
Feedback (Core)	Review a sample of completed data with the teacher; identify unclear definitions and whether the summary shows progress.
Modeling (Core)	Demonstrate recording responses and prompt levels during a routine, then calculate or interpret a brief summary.
Co-teaching (Situational)	One adult teaches the goal while the other records; swap roles to test whether the system is practical.
Guided inter-visitation (Limited)	A visit may help if another team has an efficient data routine, but it cannot determine this child's goal criteria.
Sharing resources (Situational)	Share a data sheet or criteria resource matched to the dimension the team selected.
Relationship-building (Ongoing)	Ask staff what they can document reliably before settling on a measure or collection schedule.

Module 16: Organizing Adults

Module Summary:

Give classroom adults clear responsibilities across activities and transitions so children are supervised, engaged, and supported.

A staff schedule and classroom zones show where adults will be and what each person will do. The plan accounts for busy areas, sight lines, transitions, and adults' interactions with children.

Coaching Focus:

Help the team map one difficult part of the day, try clearer roles, and observe whether coverage and children's participation improve.

Module Focus:

Assign adult zones and duties across the day to support supervision, responsive interaction, and efficient transitions.

Coaching Prompts

- Where do supervision or engagement gaps appear during transitions?
- Does every adult know their role in this routine and when it changes?

Module 16: Organizing Adults

Coaching method	Application to this topic
Work session (Core)	Sketch classroom zones and build a staff schedule for activities and transitions, including backup coverage and high-need areas.
Workshop or training (Situational)	Use a sample map to practice zoning, sight lines, transition coverage, and roles that protect engagement.
Observation (Core)	Observe adult movement, sight lines, lag time, and child support during a high-demand routine; mark where coverage breaks down.
Feedback (Core)	Review the map and observation with staff; clarify who moves, when, and what each adult does if needs change.
Modeling (Core)	Demonstrate a zone role during centers or a transition, including supervision and responsive interactions.
Co-teaching (Core)	Work alongside staff during a trial schedule; shift zones at agreed signals and debrief the handoffs.
Guided inter-visitation (Situational)	Visit a classroom using zones effectively; focus on how staff communicate and adjust without leaving children unsupported.
Sharing resources (Core)	Provide the classroom map, zoning staff chart, and schedule examples as tools for the team's actual layout.
Relationship-building (Ongoing)	Ask each staff member about constraints and strengths so roles are understood and shared fairly.

Module 18: Visual Supports

Module Summary:

Choose visual supports that match children's needs and teach children how to use them during everyday activities.

Visuals may support the whole group or an individual child. Adults need to introduce them intentionally, use them consistently, and consider when individual adult help can be reduced.

Coaching Focus:

Help the teacher look beyond whether a visual is posted. Observe how it is taught, whether children use it, and whether it supports greater independence.

Module Focus

Select, teach, and adjust universal and individual visuals to support participation and independence.

Coaching Prompts

- What does this visual tell the child to do?
- How will we teach it and know when adult help can fade?

Module 18: Visual Supports

Coaching method	Application to this topic
Work session (Core)	Audit visuals in one routine; choose a universal support and, if needed, an individual support with a teaching and fading plan.
Workshop or training (Situational)	Practice matching visual type and format to a specific child need and deciding how adults will introduce it.
Observation (Core)	Observe when children refer to visuals, whether adults teach their meaning, and whether support leads to independence.
Feedback (Core)	Review use and child response; revise placement, content, adult cueing, or the plan to fade individual support.
Modeling (Core)	Demonstrate introducing a visual during a routine and gradually transferring the cue from adult to visual.
Co-teaching (Core)	One adult leads the routine while the other supports children to use the visual; switch roles and compare independence.
Guided inter-visitation (Situational)	Visit a room that uses visuals consistently and notice how children learn them, not merely where they are posted.
Sharing resources (Core)	Share the Visual Supports checklist, practice guide, or family guide for the visual being designed and taught.
Relationship-building (Ongoing)	Ask families and staff which visual cues the child already understands and what could work across settings.

Module 19: Implementation Fidelity

Module Summary:

Check whether an agreed practice is being used as intended and use that information to improve implementation.

Practice profiles and fidelity checks identify important steps of a practice. The teacher and coach can observe those steps, review what happened, and choose a manageable action for improvement.

Coaching Focus:

Help the teacher use a fidelity check as a learning tool: recognize what is happening consistently, select one step to strengthen, and revisit it after another try.

Module Focus:

Use practice profiles and fidelity checks with observation data to select and monitor actionable next steps.

Coaching Prompts

- Which step of the practice is happening reliably, and which needs support?
- What evidence will we collect to see whether the next step worked?

Module 19: Implementation Fidelity

Coaching method	Application to this topic
Work session (Core)	Choose one practice profile, define what evidence to look for, review a check together, and write one action step.
Workshop or training (Situational)	Practice scoring a sample observation against a fidelity measure so the team interprets items consistently.
Observation (Core)	Observe the agreed practice and complete the fidelity check with concrete examples rather than global judgments.
Feedback (Core)	Share item-level evidence; celebrate steps present, select one missing step, and set a date to recheck.
Modeling (Situational)	Demonstrate a missed practice step in a planning or classroom context when the team needs to see it enacted.
Co-teaching (Situational)	Teach together while trying the action step, then check whether the procedure was followed as intended.
Guided inter-visitation (Limited)	A visit can clarify a specific practice step, but another classroom's score is not a benchmark for this team.
Sharing resources (Core)	Provide the matching Preschool SDI practice profile, DEC checklist, or EBP fidelity measure for the selected practice.
Relationship-building (Ongoing)	Agree on the purpose and observation process first; frame fidelity information as evidence for improvement.

Module 20: Choosing and Implementing Evidence-Based Practices

Module Summary:

Choose an evidence-based practice that matches a child's learning goal and plan how to use it in the classroom.

The team begins with the desired child outcome, explores practices that address it, and learns the essential steps of a promising approach. It then looks at both how the practice is used and how the child responds.

Coaching Focus:

Help the teacher explain why a practice fits the child's need, try it in a real routine, and use evidence to decide whether to continue or adjust it.

Module Focus:

Select an EBP that matches an identified child outcome and plan the steps and data needed for implementation.

Coaching Prompts

- What child outcome are we trying to change, and why is this practice a match?
- Which essential steps and child responses will we monitor?

Module 20: Choosing and Implementing Evidence-Based Practices

Coaching method	Application to this topic
Work session (Core)	State the child outcome, consult the Matrix of EBP by Outcome, select a candidate, and plan its steps and evidence of response.
Workshop or training (Core)	Study the selected practice with an AFIRM or IRIS module and rehearse its essential steps with the team.
Observation (Core)	Observe the target routine to confirm the need and, after implementation, record both practice steps and child response.
Feedback (Core)	Review whether the EBP was implemented as described and whether child data support continuing or adjusting it.
Modeling (Core)	Demonstrate one essential step of the chosen practice and explain the cue for using it in the routine.
Co-teaching (Situational)	Implement the selected practice together during an initial trial, then transfer responsibility to the teacher.
Guided inter-visitation (Situational)	Visit a classroom using the same EBP to see how its essential steps fit a real routine, then adapt to this child.
Sharing resources (Core)	Provide the EBP by Outcome matrix and the specific AFIRM, ECTA, or IRIS guidance for the selected practice.
Relationship-building (Ongoing)	Invite teacher and family input about the child's priorities and what a feasible implementation would require.