

Preschool SDI Detailed Coaching Methods

Companion reference for instructional coaches of Preschool SDI

This guide expands each coaching method in the Preschool SDI Coaching Methods Guide by Topic Table to plan what the coach and teacher could do in a session. This guide will help you take the right fit of a coaching method and gives explicit examples of how that looks in the coaching session and additional coaching prompts. The examples are proposed applications of the module content in the Preschool SDI Coaching Guide. This resource can be used in conjunction with the [Coaching Quick Reference Guide](#) and [Coaching Guide by Topic Table](#). This is a more detailed and coaching model focus than [Preschool SDI Coaching Guide](#) which remains the source for basic coaching information based on specific module content and resources. It should be used in conjunction with these additional resource documents.

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.

Module 3: Data Analysis RIOT SCIL Matrix

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

Work Session

Strong alignment

➤ **What this looks like:**

Complete a RIOT/SCIL matrix together; mark missing setting, curriculum, instruction, or learner information and plan how to gather it.

➤ **How to carry it out:**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful:**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt:**

“What does the matrix tell us across sources, and what are we still assuming?”

Workshop or Training

Strong alignment

➤ **What this looks like:**

Use a sample child to practice sorting review, interview, observation, and test information across the SCIL areas.

➤ **How to carry it out:**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful:**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt:**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like:**

Collect objective notes in a routine chosen to fill a specific gap in the matrix, including the supports available and the child's response.

➤ **How to carry it out:**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful:**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

"Which routine would let us observe the missing information?"

Feedback

Strong alignment

➤ **What this looks like:**

Review the teacher's completed matrix; identify supported conclusions and places where an inference needs more evidence.

➤ **How to carry it out**

Name a specific example from the teacher's work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

"What do the examples we collected tell us, and which conclusion still needs checking?"

Modeling

Strong alignment

➤ **What this looks like**

Think aloud while sorting a few records into the matrix or demonstrate objective observation and documentation.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Situational alignment

➤ **What this looks like**

Lead a routine while the teacher records child participation, then switch roles or compare notes with the existing matrix.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom with a workable system for gathering and organizing child information; debrief what can be adapted.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Provide FIG, SIG, RIOT/SCIL, or Child Activity/Routine Assessment Tool when it answers an identified information need.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Invite the teacher's own questions about the child; discuss missing information as a shared inquiry.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 4: Child Strengths Interests and Preferences

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

Work Session

Strong alignment

➤ **What this looks like**

Review family input and Center Observation Tool notes; list motivating activities and decide where to use them in the schedule.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“Which of this child’s interests are documented by family input or direct observation?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice asking strength-based family questions and distinguishing an observed preference from an adult assumption.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Watch the child across centers or routines; record choices, persistence, social interest, and the conditions that increase participation.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Where can we use that interest to support engagement this week?”

Feedback

Strong alignment

➤ **What this looks like**

Compare the teacher’s documented preferences with current lesson choices; discuss where a preference actually changes instruction.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Demonstrate a brief preference observation or a respectful follow-up question to a family about what the child enjoys.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Situational alignment

➤ **What this looks like**

One adult supports the group while the other follows and records the child’s choices across two centers.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Observe a colleague who regularly updates interest information and uses it to invite children into activities.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Offer Child Preference Indicators, Center Observation Tool, or a routine assessment tool with a plan to use the findings.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Treat the family and child as experts; ask what may have changed since the first information-gathering conversation.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 5: Purposeful Routines with Visual Supports

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

Work Session

Strong alignment

➤ **What this looks like**

Map one routine with Routines³; identify its beginning and end, the four questions, adult roles, and opportunities to respond.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“Can children and adults tell what is happening now and what comes next?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Use a sample schedule and routine to practice balancing the day and designing engagement and visual cues.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe an activity and transition; tally child participation, lag time, use of visuals, and whether the four questions are answerable.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Which step creates waiting or disengagement, and how could we change it?”

Feedback

Strong alignment

➤ **What this looks like**

Discuss observation notes with the teacher and select one routine change to try, such as a clearer finish cue or response opportunity.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate teaching a routine with a visual sequence, explicit finish cue, and child participation embedded in each step.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Divide roles during the routine so one adult teaches the steps while the other supports participation; switch and reflect.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a room with a well-structured routine; look for how adults teach visuals and keep transitions active.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Share Routines³, Matrix Engagement, or Balancing Your Daily Schedule to solve a specific planning problem.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask staff which routines feel difficult and jointly choose one manageable starting point.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 7: The Importance of Child Engagement

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

Work Session

Strong alignment

➤ **What this looks like**

Compare STARE observations across activities; plan changes to materials, arrangement, and ELOs for a child with low engagement.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“When is this child most engaged, and what is different about that activity?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice rating engagement using brief scenarios and planning an invitation to join a child’s preferred activity.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe engagement across two routines with STARE; note what the child does and which environmental conditions differ.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“What could we change to create a natural reason to use the target skill?”

Feedback

Strong alignment

➤ **What this looks like**

Review engagement and ELO data together; connect a change in participation to a specific change in practice.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Show how to join play, follow the child's interest, arrange materials, and embed a brief teaching opportunity.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

"Which step would be most helpful to see demonstrated, and what would you watch for?"

Co Teaching

Strong alignment

➤ **What this looks like**

One adult joins the preferred activity while the other watches engagement and helps create a natural opportunity to respond.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher's next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

"Which role would give you the best chance to practice or observe during this routine?"

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom that arranges centers for active participation; identify one arrangement to try.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Provide STARE, an Embedding Goals Matrix, or child preference guidance for the chosen engagement question.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Begin with what is already engaging for the child and what the teacher has noticed works.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

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

Content Focus: Use the Four Filters and, where needed, AEPS information to identify functional skills worth teaching.

Work Session

Strong alignment

➤ **What this looks like**

Apply the Four Filters to one current or draft goal; if the skill is unclear, review AEPS information and draft a stronger candidate.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What participation would this skill make possible across daily activities?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Practice with sample goals and AEPS information before applying the filters to a real child’s data.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Situational alignment

➤ **What this looks like**

Observe participation in daily routines when the team needs evidence that a proposed skill affects functioning.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“What information do we need before choosing this as a goal?”

Feedback

Strong alignment

➤ **What this looks like**

Give specific feedback on how a draft goal connects to functional participation and the evidence used to select it.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Think aloud while applying each filter to a sample goal and tracing the skill back to assessment information.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Limited use

➤ **What this looks like**

Use shared classroom instruction only if it will reveal whether the candidate skill is needed across routines; goal analysis stays a team task.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Review another team's anonymized goal development process with an agreed lens, subject to local confidentiality rules.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

"What specific practice would you watch for in another classroom, and what would you adapt?"

Sharing Resources

Strong alignment

➤ **What this looks like**

Share the Four Filters and relevant AEPS materials for the particular domain under discussion.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

"Which resource would answer our current question, and how will we use what it tells us?"

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Invite uncertainty about current goals without treating revision as criticism of an earlier team.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 8: Writing Meaningful IEP Goals Part 2 Functional Goals

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

Work Session

Strong alignment

➤ **What this looks like**

Trace a draft goal from PLAAFP and RIOT/SCIL evidence to the functional skill; test its use across people and routines.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“Which information in the PLAAFP shows why this child needs this skill?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Use anonymized examples to distinguish individualized functional goals from generic classroom targets.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Situational alignment

➤ **What this looks like**

Observe the child in more than one activity if the team lacks evidence that the skill generalizes or affects participation.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Where, with whom, and with what materials could we teach and see it?”

Feedback

Strong alignment

➤ **What this looks like**

Review the goal with the teacher for individual need, feasibility within a year, and opportunities to teach it daily.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Think aloud through rewriting a sample goal so the functional action is observable in several routines.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Limited use

➤ **What this looks like**

Do not use classroom co-teaching as the main method for writing a goal; use it only to gather needed participation evidence.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Examine a colleague's anonymized process for connecting PLAAFP data and goal language, with appropriate permissions.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

"What specific practice would you watch for in another classroom, and what would you adapt?"

Sharing Resources

Situational alignment

➤ **What this looks like**

Offer sample goals and the guide's developmental resources as examples to analyze, rather than text to copy.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

"Which resource would answer our current question, and how will we use what it tells us?"

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Make room for family priorities and the teacher's knowledge of what the child does across the day.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 9: Peer Mediated Intervention

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

Work Session

Strong alignment

➤ **What this looks like**

Use social responsiveness and preference information to choose a target exchange and fill an Embedded Plan across routines.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What social exchange is the child ready to practice next?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Rehearse the selected peer strategy, adult prompts, peer roles, and ways to build a reciprocal exchange.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe child and peer exchanges in play; record initiations, responses, adult prompts, and whether exchanges continue.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Where will peers have a natural reason to initiate and respond?”

Feedback

Strong alignment

➤ **What this looks like**

Review exchange data with the teacher; decide whether to change the activity, peer support, prompt, or target skill.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate inviting peers into play and prompting an exchange without taking over their interaction.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Share facilitation during a center: one adult supports the target child while the other coaches the peer or watches for natural exchanges.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom with effective peer-mediated play; notice peer preparation and adult fading.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Offer the Embedded Plan and relevant social-skills visuals once the target exchange and routine are clear.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask what peers and activities the child already seeks out; make the plan workable for the classroom team.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 11: Accommodations Modifications and Assistive Technology

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

Work Session

Strong alignment

➤ **What this looks like**

Review the CARAT or Instructional Plan and identify an activity where access to play, movement, choice, or communication breaks down.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What activity is the child having trouble accessing, and why?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice distinguishing an accommodation, modification, and AT option using a specific classroom scenario.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the child in the identified activity with current supports; note the barrier, what the child can do, and peer participation.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“How will we tell whether this support increases participation?”

Feedback

Strong alignment

➤ **What this looks like**

Discuss trial data with the teacher and relevant specialists; document what support improved access and what needs adjustment.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Demonstrate introducing an agreed support during play, such as a choice display or adapted material, with the specialist's input.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

"Which step would be most helpful to see demonstrated, and what would you watch for?"

Co Teaching

Situational alignment

➤ **What this looks like**

Teach together during an AT trial so one adult supports participation while the other records the child's independent use.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher's next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

"Which role would give you the best chance to practice or observe during this routine?"

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Observe a classroom using a similar support when it can clarify setup, teaching, and fading; avoid copying an individual fit.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Connect the team to the AT Consideration Flowchart, SETT, and appropriate AT specialists or trial materials.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Include the family and support providers in understanding what participation the support should enable.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

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

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

Work Session

Strong alignment

➤ **What this looks like**

Fill an embedding matrix for one child's goals; identify routines, likely opportunities, and staff responsibilities.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

"How many real chances to practice will this child have today?"

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice locating teachable moments on a sample schedule and distinguishing an opportunity from an added drill.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

"Which part of this topic would staff benefit from practicing with an example before applying it?"

Observation

Strong alignment

➤ **What this looks like**

Observe the chosen routines and count actual opportunities to practice the target skill against the planned matrix.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Which goal is hard to embed, and could a foundational step fit the routine?”

Feedback

Strong alignment

➤ **What this looks like**

Compare planned and observed opportunities with the teacher; adjust routines where opportunities are scarce or impractical.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Show how to recognize and briefly create a natural opportunity for a target response in play or snack.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Share a routine so one adult leads while the other intentionally offers the planned opportunities; then exchange roles.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom with a manageable embedding system and discuss how all adults know when to act.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Provide the Matrix for Embedding IEP Goals or ELO at a Glance to support a specific scheduling decision.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Start with what staff can reliably do and invite their ideas about where the child naturally uses the skill.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

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

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

Work Session

Strong alignment

➤ **What this looks like**

Write one ARC plan for a skill that needs more explicit teaching; define the cue, target and non-target responses, prompts, and feedback.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What exactly will the adult do before and after the child responds?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Rehearse an ARC with scenarios so staff can tell what to do after either response and how preferences enter the consequence.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the planned episode; record whether the cue, response opportunity, prompt, and consequence match the plan.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“What will happen after a non-target response, and which prompt is planned?”

Feedback

Strong alignment

➤ **What this looks like**

Use observation notes to revise ambiguous cues, overly strong prompts, or consequences that do not follow the child’s response.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate a brief ARC during a familiar routine, including how to handle a non-target response without ending participation.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Alternate leading and observing the ARC in the same routine so the teacher can practice and receive immediate reflection.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Observe a teacher using a clear ARC plan, then debrief how instruction stayed embedded in the activity.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Share the blank and example ELO templates and the relevant Building Blocks pages for the step staff are practicing.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask staff where the written plan is confusing before expecting consistent implementation.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 13: The Instructional Plan

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

Work Session

Strong alignment

➤ **What this looks like**

Complete one routine of the Instructional Plan using RIOT/SCIL, family input, preferences, and center observations; assign actions to staff.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What evidence led us to choose each support?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Walk through a sample plan to connect its fields to evidence, the four questions, and classroom implementation.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the planned routine; check whether the child can participate and whether listed supports and ELOs occur.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Could another adult follow this plan tomorrow during the routine?”

Feedback

Strong alignment

➤ **What this looks like**

Compare the written plan with the routine as taught and revise any support or step that staff cannot use.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Model following the plan during a routine, naming how a preference, accommodation, or ELO connects to its purpose.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Implement the routine together using the plan; trade responsibility for support and teaching episodes.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Observe another team's use of a plan across adults and debrief what makes its instructions usable.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

"What specific practice would you watch for in another classroom, and what would you adapt?"

Sharing Resources

Strong alignment

➤ **What this looks like**

Use the Instructional Plan and companion RIOT/SCIL, Center Observation, and ELO tools to fill a specific gap.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

"Which resource would answer our current question, and how will we use what it tells us?"

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Invite every classroom adult to identify what is clear or unclear before finalizing responsibilities.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 14: Prompting

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

Work Session

Strong alignment

➤ **What this looks like**

Select one target skill; agree on least-to-most or most-to-least sequence, current level, data, and criteria for changing prompts.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“How will we know when to change the prompt level?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Rehearse prompt timing and levels with staff using the agreed hierarchy and examples of independent responses.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the target routine; record the prompt delivered, wait time, child response, and whether adults followed the sequence.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Are we giving enough time for the child to respond independently?”

Feedback

Strong alignment

➤ **What this looks like**

Review prompt-level data and fidelity with staff; decide whether to fade, increase, or alter support.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate the agreed sequence and wait time with a child, then name the decision points for staff.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Alternate leading an activity and recording prompt levels so the teacher and coach can compare use of the hierarchy.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom where staff use and fade prompts consistently; note the shared cues and data system.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Situational alignment

➤ **What this looks like**

Share a Prompting Hierarchy Flipbook or visual only after choosing the sequence staff will use.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Include paraprofessionals and providers in selecting a feasible common procedure and invite concerns about consistency.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 15: Writing Meaningful IEP Goals Data Collection

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

Work Session

Strong alignment

➤ **What this looks like**

Compare current goal criteria with the desired change; design a data sheet for the relevant dimension and summarize a sample week.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What change would convince the team that this child is making meaningful progress?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Practice choosing frequency, duration, level of support, or another relevant dimension from child scenarios.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe one goal opportunity and test whether two adults could record the same response consistently.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Can staff collect and summarize this data during a normal week?”

Feedback

Strong alignment

➤ **What this looks like**

Review a sample of completed data with the teacher; identify unclear definitions and whether the summary shows progress.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate recording responses and prompt levels during a routine, then calculate or interpret a brief summary.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Situational alignment

➤ **What this looks like**

One adult teaches the goal while the other records; swap roles to test whether the system is practical.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Limited use

➤ **What this looks like**

A visit may help if another team has an efficient data routine, but it cannot determine this child's goal criteria.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

"What specific practice would you watch for in another classroom, and what would you adapt?"

Sharing Resources

Situational alignment

➤ **What this looks like**

Share a data sheet or criteria resource matched to the dimension the team selected.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

"Which resource would answer our current question, and how will we use what it tells us?"

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask staff what they can document reliably before settling on a measure or collection schedule.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 16: Organizing Adults

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

Work Session

Strong alignment

➤ **What this looks like**

Sketch classroom zones and build a staff schedule for activities and transitions, including backup coverage and high-need areas.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“Where do supervision or engagement gaps appear during transitions?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Use a sample map to practice zoning, sight lines, transition coverage, and roles that protect engagement.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe adult movement, sight lines, lag time, and child support during a high-demand routine; mark where coverage breaks down.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Does every adult know their role in this routine and when it changes?”

Feedback

Strong alignment

➤ **What this looks like**

Review the map and observation with staff; clarify who moves, when, and what each adult does if needs change.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate a zone role during centers or a transition, including supervision and responsive interactions.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

Work alongside staff during a trial schedule; shift zones at agreed signals and debrief the handoffs.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom using zones effectively; focus on how staff communicate and adjust without leaving children unsupported.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Provide the classroom map, zoning staff chart, and schedule examples as tools for the team’s actual layout.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask each staff member about constraints and strengths so roles are understood and shared fairly.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 18: Visual Supports

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

Work Session

Strong alignment

➤ **What this looks like**

Audit visuals in one routine; choose a universal support and, if needed, an individual support with a teaching and fading plan.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What does this visual tell the child to do?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice matching visual type and format to a specific child need and deciding how adults will introduce it.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe when children refer to visuals, whether adults teach their meaning, and whether support leads to independence.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“How will we teach it and know when adult help can fade?”

Feedback

Strong alignment

➤ **What this looks like**

Review use and child response; revise placement, content, adult cueing, or the plan to fade individual support.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate introducing a visual during a routine and gradually transferring the cue from adult to visual.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Strong alignment

➤ **What this looks like**

One adult leads the routine while the other supports children to use the visual; switch roles and compare independence.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a room that uses visuals consistently and notice how children learn them, not merely where they are posted.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Share the Visual Supports checklist, practice guide, or family guide for the visual being designed and taught.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Ask families and staff which visual cues the child already understands and what could work across settings.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 19: Implementation Fidelity

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

Work Session

Strong alignment

➤ **What this looks like**

Choose one practice profile, define what evidence to look for, review a check together, and write one action step.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“Which step of the practice is happening reliably, and which needs support?”

Workshop or Training

Situational alignment

➤ **What this looks like**

Practice scoring a sample observation against a fidelity measure so the team interprets items consistently.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the agreed practice and complete the fidelity check with concrete examples rather than global judgments.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“What evidence will we collect to see whether the next step worked?”

Feedback

Strong alignment

➤ **What this looks like**

Share item-level evidence; celebrate steps present, select one missing step, and set a date to recheck.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Situational alignment

➤ **What this looks like**

Demonstrate a missed practice step in a planning or classroom context when the team needs to see it enacted.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Situational alignment

➤ **What this looks like**

Teach together while trying the action step, then check whether the procedure was followed as intended.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Limited use

➤ **What this looks like**

A visit can clarify a specific practice step, but another classroom's score is not a benchmark for this team.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

"What specific practice would you watch for in another classroom, and what would you adapt?"

Sharing Resources

Strong alignment

➤ **What this looks like**

Provide the matching Preschool SDI practice profile, DEC checklist, or EBP fidelity measure for the selected practice.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

"Which resource would answer our current question, and how will we use what it tells us?"

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Agree on the purpose and observation process first; frame fidelity information as evidence for improvement.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"

Module 20: Choosing and Implementing Evidence Based Practices

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

Work Session

Strong alignment

➤ **What this looks like**

State the child outcome, consult the Matrix of EBP by Outcome, select a candidate, and plan its steps and evidence of response.

➤ **How to carry it out**

Before the meeting, bring the relevant child information or planning tool. Together, record one decision, its evidence, and who will carry it out.

➤ **When useful**

Use when the teacher needs help applying information to a real child, routine, plan, or decision.

➤ **Possible prompt**

“What child outcome are we trying to change, and why is this practice a match?”

Workshop or Training

Strong alignment

➤ **What this looks like**

Study the selected practice with an AFIRM or IRIS module and rehearse its essential steps with the team.

➤ **How to carry it out**

Start with a sample or brief demonstration, allow staff to rehearse, and choose a real classroom opportunity to apply the learning.

➤ **When useful**

Use when staff need common background knowledge or rehearsal before trying the practice.

➤ **Possible prompt**

“Which part of this topic would staff benefit from practicing with an example before applying it?”

Observation

Strong alignment

➤ **What this looks like**

Observe the target routine to confirm the need and, after implementation, record both practice steps and child response.

➤ **How to carry it out**

Agree on a narrow look for a routine, and how to record it. Debrief the evidence with the teacher afterward.

➤ **When useful**

Use when the team needs direct evidence about the child, context, or implementation.

➤ **Possible prompt**

“Which essential steps and child responses will we monitor?”

Feedback

Strong alignment

➤ **What this looks like**

Review whether the EBP was implemented as described and whether child data support continuing or adjusting it.

➤ **How to carry it out**

Name a specific example from the teacher’s work, ask for their interpretation, and agree on a next step to test.

➤ **When useful**

Use after an agreed practice or product exists and the teacher can examine concrete evidence.

➤ **Possible prompt**

“What do the examples we collected tell us, and which conclusion still needs checking?”

Modeling

Strong alignment

➤ **What this looks like**

Demonstrate one essential step of the chosen practice and explain the cue for using it in the routine.

➤ **How to carry it out**

Name the move the teacher will watch. Demonstrate it in planning or practice, then invite the teacher to try it and reflect.

➤ **When useful**

Use when seeing the action demonstrated would make an unfamiliar step clearer.

➤ **Possible prompt**

“Which step would be most helpful to see demonstrated, and what would you watch for?”

Co Teaching

Situational alignment

➤ **What this looks like**

Implement the selected practice together during an initial trial, then transfer responsibility to the teacher.

➤ **How to carry it out**

Assign instructional and observation roles ahead of time. Try the routine together, compare what happened, and plan the teacher’s next independent attempt.

➤ **When useful**

Use when the teacher needs supported practice in a live routine or a chance to observe while instruction continues.

➤ **Possible prompt**

“Which role would give you the best chance to practice or observe during this routine?”

Guided Inter Visitation

Situational alignment

➤ **What this looks like**

Visit a classroom using the same EBP to see how its essential steps fit a real routine, then adapt to this child.

➤ **How to carry it out**

Agree on an observation focus with the host teacher. Debrief what was seen and what could be adapted for this classroom.

➤ **When useful**

Use when a colleague can demonstrate the exact practice and the teacher can visit and debrief.

➤ **Possible prompt**

“What specific practice would you watch for in another classroom, and what would you adapt?”

Sharing Resources

Strong alignment

➤ **What this looks like**

Provide the EBP by Outcome matrix and the specific AFIRM, ECTA, or IRIS guidance for the selected practice.

➤ **How to carry it out**

Choose one tool that answers an identified question. Decide when to use it and how the resulting information will affect the plan.

➤ **When useful**

Use when a specific resource will remove an identified barrier or help the team answer a question.

➤ **Possible prompt**

“Which resource would answer our current question, and how will we use what it tells us?”

Relationship Building

Foundational and ongoing

➤ **What this looks like**

Invite teacher and family input about the child's priorities and what a feasible implementation would require.

➤ **How to carry it out**

Begin with the teacher's perspective and strengths. Invite uncertainty and make the next step a shared decision.

➤ **When useful**

Use throughout the coaching cycle, especially when examining gaps or changing established practice.

➤ **Possible prompt**

"What do you already know is working, and what are you still wondering about?"