



ABC
SUPPORT

**ACADEMIC
AND
BEHAVIOR
COMBINED
SUPPORT**

Teacher Training and Coaching Manual

Maribeth Gettinger and Thomas R. Kratochwill
Abigail Eubanks and Allison Foy
Alison Lindner

Wisconsin Center for Education Research
University of Wisconsin-Madison

October 2020

The development of this manual and intervention procedures was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305A179961 to the University of Wisconsin-Madison, Wisconsin Center for Education Research. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education. Permission to reprint this manual is not necessary. However, when referencing or using any portion of this publication, please use the following citation:

Gettinger, M., Kratochwill, T. R., Eubanks, A., Foy, A., & Lindner, A. (2020). *Teacher Training and Coaching Manual*. Wisconsin Center for Education Research, University of Wisconsin-Madison.



STAFF AND CONSULTANTS

Project Staff

Maribeth Gettinger, *Principal Investigator*
Thomas R. Kratochwill, *Co-Principal Investigator*
Abigail Eubanks and Allison Foy, *Graduate Project Assistants*
Alison Lindner, *Project Manager*
Wisconsin Center for Education Research
University of Wisconsin-Madison

National Consultants

Robert Horner
University of Oregon

Joel Levin
University of Arizona

Sharon Vaughn
University of Texas at Austin

Local Advisory Board

Elizabeth Freeman
Edward O'Connor
Wisconsin Cooperative Educational Services Agency #2

Caroline Gilles
Clarissa Schienebeck
Madison (WI) Metropolitan School District



ABC SUPPORT

PREFACE

Teacher training and coaching play a critical role in the implementation of *ABC Support*. The effectiveness of *ABC Support* hinges, in part, on the extent to which teachers can implement the intervention with a satisfactory level of fidelity. Currently, training in the use of *ABC Support* focuses on implementation with individual students because a one-on-one format has undergone experimental evaluation. Although implementation varies slightly between individual and small-group formats, the intervention components are the same. Therefore, it is expected that teachers will be able to successfully implement *ABC Support* with small groups of students following training and practice with a one-on-one format. This manual provides guidelines for training and supporting teachers to implement the *ABC Support* intervention with fidelity. It is intended for use by school staff who typically provide school-wide teacher training and support, such as learning coordinators, school psychologists, or instructional coaches.

| | |
|---|----|
| Overview | 3 |
| Teacher Training Sessions | 5 |
| Overview of Teacher Training Sessions | 5 |
| Teacher Training Session #1..... | 6 |
| Teacher Training Session #2 | 9 |
| Coaching Activities | 9 |
| On-Site Coaching | 10 |
| Fidelity Checks and Feedback | 11 |
| Peer Coaching..... | 11 |
| Frequently Asked Question about Implementation | 11 |
| References | 13 |



TEACHER TRAINING AND COACHING MANUAL

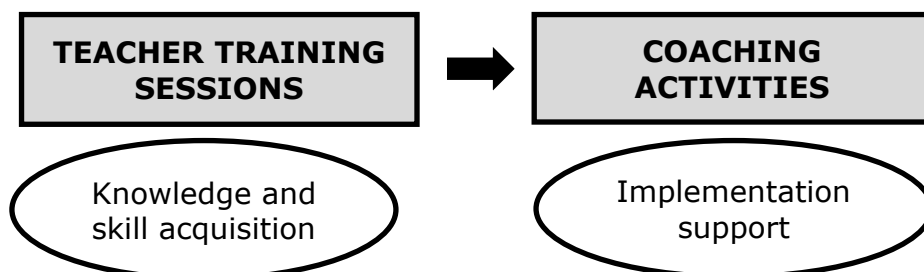
This manual provides guidelines for training and supporting teachers to implement the *ABC Support* intervention with fidelity. It is intended for use by school staff, such as learning coordinators or instructional coaches, who typically provide school-wide teacher training and support (hereafter referred to as “coaches”). In this manual, the term “teachers” refers to individuals who implement supplemental interventions similar to *ABC Support* (e.g., classroom teachers, reading specialists, and other interventionists).

OVERVIEW

Teacher training and coaching play a critical role in the implementation of classroom interventions, such as *ABC Support*. Indeed, the effectiveness of an intervention hinges, in part, on the extent to which teachers can implement the intervention with a satisfactory level of fidelity (Allen, Linnan, & Emmons, 2012). There is evidence that adequate training and support enhance fidelity of implementation and, in turn, maximize the effectiveness of interventions vis-à-vis student outcomes (Domitrovich et al., 2008; Durlak & DePre, 2008; Fixsen, Naoom, Blase, Friendman, & Wallace, 2005).

The *ABC Support* training model described in this manual incorporates two complementary processes that are essential for promoting effective implementation: (a) **training** through which teachers acquire the knowledge and skills necessary to implement *ABC Support*; and (b) **coaching** through which coaches provide ongoing feedback and support as teachers implement *ABC Support* in their classrooms. Research demonstrates that the combination of both training and coaching increases the use and sustainability of evidence-based interventions by teachers and/or therapists (Becker & Stirman, 2011; Fixsen et al. 2005; Joyce & Showers 2002; Rakovshil & McManus, 2010). As illustrated below, the manual includes two separate sections that provide guidelines for (a) conducting **Teacher Training Sessions** (for knowledge and skill acquisition), and (b) engaging in **Coaching Activities** (for ongoing implementation support).

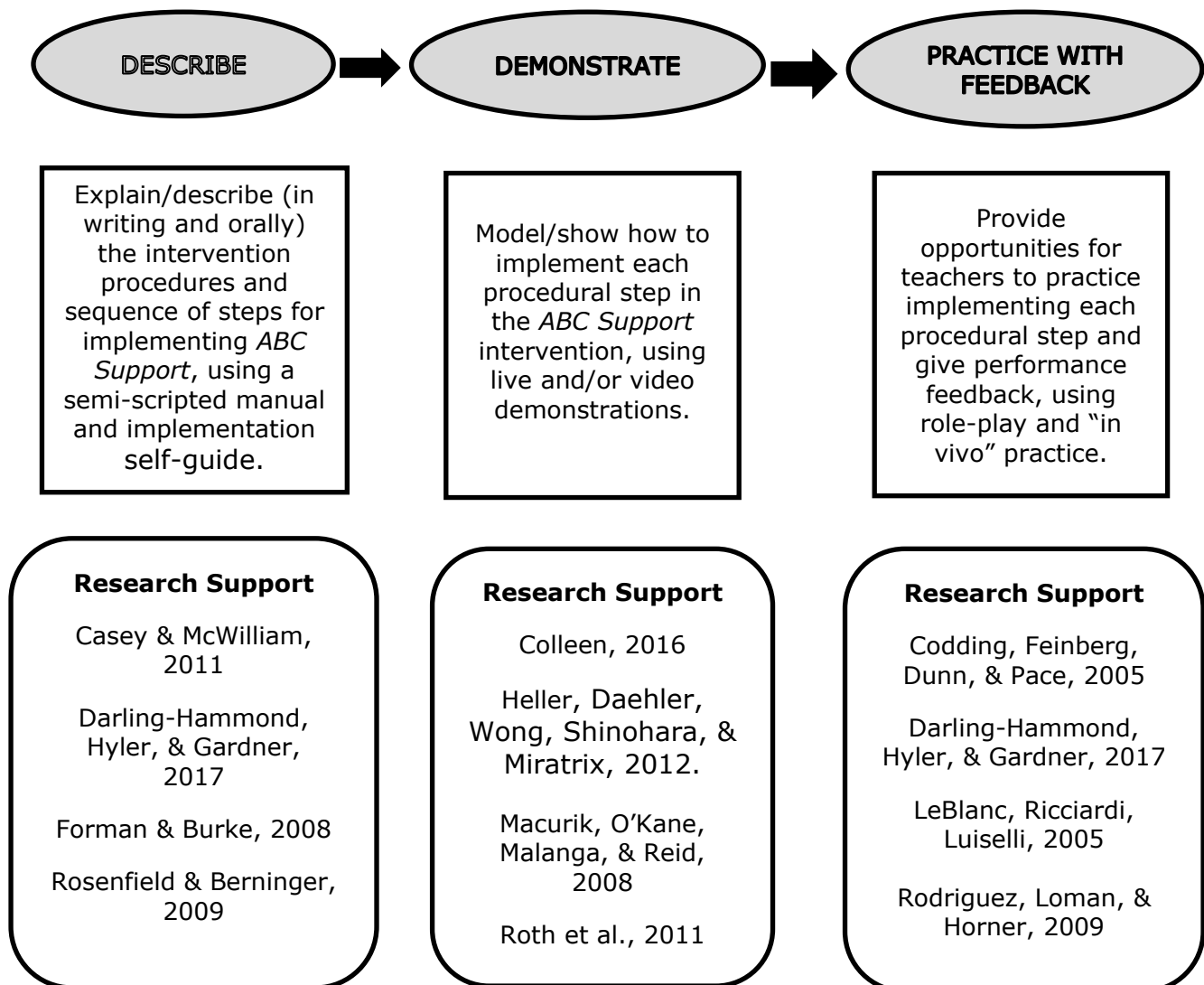
ABC Support Training Processes



In addition to documenting the need for both didactic training and continuous coaching, studies across multiple professional disciplines have identified the key components of effective training and coaching procedures, specifically: (a) **description** of the intervention steps/procedures; (b) **demonstration** of implementation of procedures; and (c) **implementation practice** followed by performance feedback (Beidas, Koerner, Weingardt, & Kendal, 2011; Grant, 2016; Parsons, Rollyson, & Reid, 2012). The utilization of all three components contributes to teacher’s *acquisition* of intervention knowledge and skills, as well as the *transfer or application* of knowledge and skills to implement the intervention with fidelity (Joyce & Showers, 1980; 2002; Parsons, Rollyson, & Reid, 2012).

Consistent with research on effective teacher training, the *ABC Support* model incorporates a *DESCRIBE – DEMONSTRATE – PRACTICE WITH FEEDBACK* (DDP) sequence for teaching the intervention procedures. The DDP sequence (with evidence supporting each component) is depicted below:

ABC Support Training Components



TEACHER TRAINING SESSIONS

The goal of Teacher Training Sessions is to facilitate **acquisition of knowledge and skills to implement ABC Support**. *ABC Support* is comprised of 12 intervention elements. Some elements (e.g., feedback) are used multiple times during each intervention session; other elements (e.g., structure) have been incorporated into the design of the intervention procedures. The intervention steps are implemented in a repeated manner across every session. The implementation of each step is semi-scripted and occurs in a standard sequential order. Through training, teachers learn how to implement each step as scripted and in the order as prescribed.

Overview of Teacher Training Sessions

NUMBER OF SESSIONS AND DURATION: The recommended number of teacher training sessions is two, each approximately 60-75 minutes in length, approximately one week apart. Ideally, teacher training should occur 1-2 weeks prior to the implementation of the *ABC Support* intervention.

Coaches may provide “booster sessions” (repeating the DDP sequence) for intervention steps for those teachers that need additional help to implement ABC Support with fidelity.

MATERIALS AND RESOURCES: *ABC Support Manual* (one copy per teacher)
Implementation Self-Guide (one copy per teacher)
Intervention Materials Handbook (one copy per teacher)
Teacher training PowerPoint slides (with video play technology)
Teacher training practice materials (one set per teacher)

TRAINING TIPS: Request that teachers (a) read/review the following materials prior to the teacher training sessions, and (b) bring to each training session:

- *ABC Support Manual*: Explains significance, conceptual framework, and research support for *ABC Support*; provides detailed explanation of procedural guidelines and intervention steps.
- *Intervention Materials Handbook*: Contains all intervention materials necessary for implementing *ABC Support*; materials are referenced in the *ABC Support Manual* and training PowerPoint slides.

Teachers refer to the *Implementation Self-Guide* (in the *Intervention Materials Handbook*) during training to (a) familiarize themselves with the sequential order of intervention steps, and (b) facilitate their use of the guide during implementation to promote fidelity.

As appropriate, the “DESCRIBE” component should refer to the specific intervention material/tool associated with the element being described (e.g., refer to the *READ Expectations Card* when explaining the EXPECTATIONS element). Remind teachers that picture-label icons (in the manual) link each intervention element with the corresponding intervention material/tool.

The “DEMONSTRATE” training component may include a blend of *live* demonstrations of intervention steps/procedures by the coach with *video* demonstrations using the *ABC Support Training Video*. Teachers are encouraged to refer to the web-based training video throughout their implementation of *ABC Support*, as needed, if they require additional demonstrations of intervention steps/procedures.

Teacher Training Session #1

Session Content and Objectives:

1. To complete a brief “walk-through” of the *ABC Support Manual and Intervention Materials Handbook*.
2. To explain the significance and rationale for *ABC Support*.
3. To provide an overview of the 12 evidence-based intervention elements.
4. To focus on the *Implementation Self-Guide* to overview the intervention steps for each session.
5. To implement the DESCRIBE – DEMONSTRATE – PRACTICE (DDP) sequence for approximately half of the intervention steps on *the Implementation Self-Guide*.

Objective 1: Brief Walk-Through of ABC Support Manual and Intervention Materials Handbook (3-5 minutes)

Teachers should review beforehand – and bring to each training session – the *ABC Support Manual and Intervention Materials Handbook*. Begin the session by doing a brief “walk-through” of each manual/handbook to explain the organization of content and location of intervention materials. During the DDP training sequence for each intervention step, teachers will refer to (a) the “Implementation Procedures” section of the *ABC Support Manual*, and (b) materials/tools in the *Intervention Materials Handbook* needed for implementing each step.

Objective 2: Significance and Rationale for ABC Support (3-5 minutes)

Encourage teachers to read “Part I: Conceptual Foundation and Research Support” of the *ABC Support Manual*. Using content presented in this part of the manual, do the following:

1. Describe the concept of “integrated supplemental support.”
2. Explain the rationale/need for integrated interventions like *ABC Support*.

Objective 3: Overview 12 Evidence-Based Intervention Elements (2-3 minutes)

Refer teachers to the table in the *ABC Support Manual*, entitled “Integrated Application of Intervention Elements in *ABC Support*,” for a list of the 12 evidence-based elements that are incorporated into each session (often referred to as “active intervention ingredients”). In addition to listing the elements, the table (a) summarizes key research findings that support each element, and (b) describes how each element is applied within the context of the *ABC Support* intervention.

Objective 4: Focus on Implementation Self-Guide to Overview the Intervention Steps for Each Session (1-2 minutes)

Refer teachers to their copy of the *Implementation Self-Guide* (in the *Intervention Materials Handbook*). Explain that teachers will use this copy as a guide for implementing the intervention steps in the specific order as prescribed in the *ABC Support* procedures. The use of implementation self-guides or checklists contributes to accurate implementation of newly-learned strategies and interventions by teachers (Casey & McWilliam, 2011; Codding et al., 2005).

Objective 5: Implementation of DESCRIBE – DEMONSTRATE – PRACTICE Sequence for Intervention Steps (40-45 minutes)

The bulk of the session focuses on training teachers to implement intervention steps using the standard DDP teaching sequence. Coaches can expect to devote 5-10 minutes of training time per step/element – depending on the length of video demonstration, complexity of the procedure, and teacher questions. We recommend proceeding through the intervention steps in the order as listed on the *Implementation Self-Guide*, focusing on appropriately half of the steps during each training session. Coaches may opt to present the intervention steps in a different order.

To illustrate, an example of applying the DDP sequence for the first intervention step/element (EXPECTATIONS) is presented on the following page.

Intervention Element #1: EXPECTATIONS

DESCRIBE

Training Tip: A useful approach for the DESCRIBE component is to explain **WHAT** the element is, **WHEN** it occurs during each session, and **HOW** it is implemented.

WHAT? Four expectations for reading and behavior are (a) clearly stated and displayed for students, (b) taught using examples and non-examples, and (c) reviewed during each session.

WHEN? Each intervention session begins with a review of the expectations (see *Implementation Self-Guide*). Teachers may refer to the expectations, as needed, throughout each session.

HOW? The acronym "READ" is used to help students remember the expectations. READ expectations are presented (with words and picture icons) on the *READ Expectations Card*. Refer teachers to: (a) the expectations card in the *Intervention Materials Handbook*, and (b) semi-scripted directions for implementing the expectations element in the *ABC Support Manual*.

DEMONSTRATE

Training Tip: The training video demonstrates each element in the context of a simulated intervention session. Coaches may do a live demonstration in lieu of, or in addition to, the video demonstration.

Show the training video clip of a teacher explaining/reviewing the READ expectations ... *AND / OR* ... Demonstrate how to explain/review the expectations.

During the demonstration of this element, refer teachers to (a) the *READ Expectations Card*, and (b) semi-scripted directions in the *ABC Support Manual*.

Teachers should also refer to the *Implementation Self-Guide* during the demonstration to understand when implementation of the element occurs during each session.

PRACTICE WITH FEEDBACK

Training Tip: When training occurs for a group of teachers, use a "pair-up" approach to practice implementation. When training occurs for one teacher, the teacher can "role-play" implementation with the coach.

Provide an opportunity for teachers to practice using the card to explain/review the READ expectations.

Encourage teachers to use language appropriate for their students and examples/non-examples relevant to their classrooms to explain the READ expectations.

Provide feedback to teachers and address questions about the intervention element.

Teacher Training Session #2

Session Content and Objectives:

1. To implement the DESCRIBE – DEMONSTRATE – PRACTICE sequence for the remaining intervention steps on the *Implementation Self-Guide*.
2. To review the *ABC Support* Orientation Sessions.
3. To preview the *ABC Support* on-site coaching process.

Objective 1: Implementation of DESCRIBE – DEMONSTRATE – PRACTICE Sequence for Intervention Steps (40-45 minutes)

After a brief review of the intervention steps that were taught during the first session, use the standard DDP sequence to train teachers to implement the remaining intervention steps listed on the *Implementation Self-Guide*.

Objective 2: Review Procedures for Conducting Orientation Sessions (2-3 minutes)

Describe the content and focus of two orientation sessions that should occur prior to the first intervention session. Refer teachers to the *ABC Support Manual* for detailed procedures.

Objective 3: Preview ABC Support On-Site Coaching Process (2-3 minutes)

Conclude the training session by providing a preview of coaching support to be provided to all teachers throughout their implementation of the eight-week *ABC Support* intervention, including on-site coaching, implementation fidelity checks, and performance feedback.

COACHING ACTIVITIES

The goal of coaching activities is to **provide ongoing support during implementation of ABC Support**. Whereas didactic training sessions are likely to result in teachers' acquisition of knowledge and skills, training alone may not lead to implementation fidelity or, more important, sustained implementation of the *ABC Support* intervention (Neuman & Cunningham, 2009). The addition of ongoing support through coaching activities increases the likelihood that information learned during the training sessions is retained and that intervention strategies generalize to the classroom setting (Fixsen et al., 2005; Joyce & Showers, 2002; Kraft, Blaser, & Hogan, 2018; Parsons et al., 2012). Compared to didactic training, coaching is more individualized, sustained, and classroom- or context-specific (Cornett & Knight, 2009). Three types of activities comprise the *ABC Support*

coaching process: (a) **on-site coaching** (coaching in the classroom during implementation); (b) **fidelity checks and feedback** (regular, systematic implementation fidelity checks with brief feedback “checks-in” following implementation); and (c) **peer coaching** (use of appointed *ABC Support* peer coach), when appropriate.

On-Site Coaching

Extended post-training contact with teachers through **on-site coaching** is important because it provides extra time that many teachers need to build proficiency with a new intervention and allows for active, “on-the-job” practice and feedback (Cornett & Knight, 2009).

How to conduct on-site coaching: On-site coaching takes place *during the first two ABC Support intervention sessions*. The goal is for the coach to (a) observe teachers as they implement the intervention, and (b) correct implementation errors, give feedback, and answer questions “live” during the session. Coaches may use the following script to explain on-site coaching:

Today I will sit with you and your student during ABC Support time to watch you implement the intervention. If you have any questions, you can pause the intervention and ask me. Also, I will tell you “in the moment” if you have missed an intervention step, and give guidance for implementing intervention elements, as needed. Following the session, I will give you some general feedback and offer additional “tips” and reminders for implementing ABC Support. Any questions?

A teacher may request or require additional on-site coaching sessions and/or brief “booster” training sessions during which the coach implements the DDP sequence for intervention elements that are particularly challenging for the teacher to implement with fidelity.

Fidelity Checks and Feedback

On-site coaching for *ABC Support* (described above) occurs at the start of implementation; **fidelity checks** occur continuously throughout implementation and serve to enhance the accuracy and sustainability of *ABC Support* implementation (Hawley & Valli, 2000; Kraft et al., 2018).

How to conduct fidelity checks and feedback: Coaches conduct fidelity checks and provide feedback (using a structured direct observation format included in the *ABC Support Measurement Manual*) for approximately 20% of all intervention sessions (five sessions). Fidelity checks should be distributed across the entire eight-week intervention period to provide continuous monitoring and feedback, which increases the likelihood that implementation fidelity is maintained. Whereas on-site coaching incorporates “live,” “in-the-moment” feedback for teachers, fidelity checks require coaches to observe full sessions *without* intervening and to give comprehensive feedback at the end of the session. Following each observation, the coach highlights one or two intervention elements that were implemented effectively, as well as elements that were not coded as occurring during the session. Coaches may use the following script to explain fidelity

checks and feedback:

Today I will watch the entire ABC Support session – without pause or interruption. If you have questions, we can talk about them immediately after the session or through email or phone communication; we can also schedule a brief meeting for a later time. I will use the observation form to note any part of the intervention that may not be implemented quite right. Following the session, I will give you general feedback and offer additional “tips” and reminders for implementing ABC Support. Any questions?

Teachers may request or require additional “booster” training sessions for intervention elements that are particularly challenging for them to implement with fidelity.

Peer Coaching

When it is feasible and appropriate for a school, the use of **peer coaching** may also support fidelity of *ABC Support* implementation and increase sustainability (Borko, Jacobs, & Koellner, 2010). For example, “veteran” *ABC Support* teachers can conduct the training sessions and/or serve as a resource for newly-trained teachers within their grade-level team. The same procedures implemented by “expert” coaches (i.e., on-site coaching and fidelity checks followed by feedback) can also be done by “peer” coaches. Peer-to-peer feedback and dialogue may be more effective than expert coaching because teachers benefit from learning through the experiences of their peers (i.e., other teachers’ implementation successes and challenges) within a collaborative framework.

FREQUENTLY ASKED QUESTIONS ABOUT IMPLEMENTATION

During training and coaching, teachers may pose implementation questions that are not directly addressed in the *ABC Support Manual*. We compiled a list of some FAQs and drafted responses to each question.

Can I change the order of intervention steps?

No, teachers should not change the order of intervention steps. By design, the sequence of steps is intended to maximize the effectiveness of the intervention; reordering the steps may reduce the effectiveness of the intervention. With that said, it is acceptable to switch the order in which teachers provide feedback, praise, and record points for *reading* versus *behavior* after each passage reading. Similarly, it is acceptable to switch the order in which graphing and providing feedback/praise for *reading* versus *behavior* occurs at the end of the intervention session.

How can I adapt the intervention to meet the needs of individual students?

Please see *Appendix D* in the *ABC Support Manual* for a description of some options for providing more support or less support for students, as needed – while maintaining a necessary level of fidelity or adherence to the manualized procedures.

How do I to respond to students who become frustrated or disappointed when they cannot read an entire passage within one minute?

Teachers can remind students that they are not expected to read an entire passage within one minute. In addition, for the third passage reading only, teachers should “continue reading aloud for the student to the end of the passage from the point where he/she stopped reading at one minute” (see *ABC Support Manual*).

Can I use the school-wide behavior expectations that apply to all students in my classroom within ABC Support?

Yes! *ABC Support* is designed to “fit in” to each school’s existing system for behavior support. We encourage teachers to use the school-wide behavior expectations that apply to all students in your classroom within *ABC Support*, and to reward students for reaching *ABC Support* reading and behavior goals using their classroom’s existing reward system. Incorporating school-wide behavior expectations and reward systems into *ABC Support* increases students’ familiarity with intervention elements and may increase gains in targeted reading and behavior outcomes.

What can I do to ensure gains in reading and behavior transfer to my classroom instructional time?

The “I CAN READ” self-monitoring card and procedure encourage students to monitor their reading and behavior performance relative to the READ Expectations during regular classroom reading instruction/activities. Additionally, as much as possible during regular classroom reading instruction, give the student feedback about his/her performance relative to READ expectations, and reward the student for meeting the READ expectations using the classroom’s existing system for rewarding positive behaviors and meeting class-wide expectations.

Can I use ABC Support with small groups of students?

Yes. The current *ABC Support* Intervention was evaluated using a one-on-one format and found to be effective when used individually with students. We have developed small-group implementation procedures; however, at this time, a small-group format has not been systematically evaluated. See the *ABC Support Manual* for semi-scripted intervention procedures for use with small groups of students.

REFERENCES

- Allen, J. D., Linnan, L. A., & Emmons, K. M. (2012). Fidelity and its relationship to implementation effectiveness, adaptation, and dissemination. In R. C. Brownson, G. A. Colditz, & E. K. Proctor (Eds.), *Dissemination and implementation research in health: Translating science to practice* (pp. 281-304). Oxford University Press.
- Becker, K. D., & Stirman, S. W. (2011). The science of training in evidence-based treatment in the context of implementation programs: Current status and prospects for the future. *Administration and Policy in Mental Health and Mental Health Services, 38*, 217-222.
- Beidas, R., Koerner, K., Weingardt, K., & Kendall, P. (2011). Training research: Practice recommendations for maximum impact. *Administration and Policy in Mental Health and Mental Health Services, 38*, 223-237.
- Borko, H., Jacobs, J., & Koellner, K. (2010). Contemporary approaches to teacher professional development. *International Encyclopedia of Education, 7*, 548-556.
- Casey, A. M., & McWilliam, R. A. (2011). The impact of checklist-based training on teachers' use of the Zone Defense Schedule. *Journal of Applied Behavior Analysis, 44*, 397-401.
- Codding R. S, Feinberg A. B, Dunn E. K, & Pace G. M. (2005). Effects of immediate performance feedback on implementation of behavior support plans. *Journal of Applied Behavior Analysis, 38*, 205-219.
- Colleen, B. (2016). *Professional development with video modeling: Effects on behavior specific praise in general education classrooms*. ProQuest LLC, Dissertation, George Mason University.
- Cornett, J., & Knight, J. (2009). Research on coaching. In J. Knight (Ed.), *Coaching: Approaches and perspectives* (pp. 28-76). Corwin Press
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Domitrovich, C. E., Bradshaw, C. P., Poduska, J. M., Hoagwood, K., Buckley, J. A., Olin, S...., & Iaongo, N. S. (2008). Maximizing the implementation quality of evidence-based preventive interventions in schools: A conceptual framework. *Advances in School Mental Health Promotion, 1*(3), 6-28.
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology, 41*, 327-350.

- Fixsen, D., Naoom, S., Blase, K., Friendman, R., & Wallace, F. (2005). *Implementation science: A synthesis of the literature*. National Implementation Research Network, Louis de la Parte Florida Mental Health Institute, University of South Florida.
- Forman, S. G., & Burke, C. R. (2008). Best practices in selecting and implementing evidence-based school interventions. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology V* (pp. 799-811). National Association of School Psychologists.
- Grant, A. (2016). What constitutes evidence-based coaching? *International Journal of Evidence Based Coaching and Mentoring, 14*(1), 74-85.
- Hawley, W. D., & Valli, L. (2000). Learner-centered professional development. *Research Bulletin, 27*(1), 7-10.
- Heller, J. I., Daehler, K. R., Wong, N., Shinohara, M., & Miratrix, L. W. (2012). Differential effects of three professional development models on teacher knowledge and student achievement in elementary science. *Journal of Research in Science Teaching, 49*, 333-362.
- Joyce, B. R., & Showers, B. (1980). Improving in-service training: The messages of research. *Educational Leadership, 37*, 379-385.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Association for Supervision & Curriculum Development.
- Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the casual evidence. *Review of Educational Research, 88*, 1-42.
- LeBlanc M. P., Ricciardi J. N., & Luiselli, J. K. (2005) Improving discrete trial instruction by paraprofessional staff through an abbreviated performance feedback intervention. *Education and Treatment of Children, 28*, 76-82.
- Macurik, K. M., O’Kane, N. P., Malanga, P., & Reid, D. H. (2008) Video training of support staff in intervention plans for challenging behavior. *Behavioural Interventions, 23*, 143-163.
- Neuman, S. B., & Cunningham, L. (2009). The impact of professional development and coaching on early language and literacy instructional practices. *American Educational Research Journal, 46*, 532-566.
- Parsons, M. B., Rollyson, J. H., & Reid, D. H. (2012). Evidence-based staff training: A guide for practitioners. *Behavior analysis in practice, 5*(2), 2-11.
- Rakovshik, S., & McManus, F. (2010). Establishing evidence-based training: A review of current empirical findings and theoretical guidance. *Clinical Psychology Review, 30*, 496-516.

- Rodriguez, B. J., Loman, S. L., & Horner, R. H. (2009). A preliminary analysis of the effects of coaching feedback on teacher implementation of First Step to Success. *Behavior Analysis in Practice, 2*, 2-11.
- Rosenfield, S., & Berninger, V. W. (2009). *Implementing evidence-based academic interventions in school settings*. Oxford University Press.
- Roth, K. J., Garnier, H. E., Chen, C., Lemmens, M., Schwille, K., & Wickler, N. I. Z. (2011). Video-based lesson analysis: Effective science professional development for teacher and student learning. *Journal on Research in Science Teaching, 48*, 117-148.