

Model Classroom Initiative (MCI)
and the MCI Coaching Model

by

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ABSTRACT

The Model Classroom Initiative (MCI) was conceptualized to improve learning and IEP goal attainment while decreasing maladaptive behaviors in specialized instructional program classrooms. The MCI Coaching Model was utilized to assist teachers with the implementation of MCI components in three specialized instructional program classrooms, all of which served students with autism and developmental delays. Data were collected using Innovations Configuration Maps, observations, coaching, surveys, classroom data, and interviews and were analyzed using a mixed methods approach. Results indicate that the MCI coaching sessions increased participant teachers' feelings of support and being heard and slightly decreased stress, increased the implementation of the chosen components for two of the three teachers, increased the knowledge of and confidence in the MCI components, and increased the teachers' perception that the coaching helped to increase the students' academic, behavioral, and Individual Education Plan (IEP) goal progress.

DEDICATION

This work is dedicated to my family: my husband, Peter, my son, Sean, and my two daughters, Megan, and Kelsey. Your unwavering love and support made this journey possible. From the reminders to get up and move when writing for hours, to the emergency computer and Google consultations, to the words of encouragement, you have all had a positive impact on this journey and my life. This dissertation is dedicated to you with my love and gratitude. A special thanks to my other family and friends who have continued to encourage and support me throughout this dissertation process. Your support has meant the world to me.

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CHAPTER 1

INTRODUCTION AND PURPOSE OF THE STUDY

Introduction

In the district where I am employed, specialized instructional programs serve students with the most intensive support needs. Most of the district's specialized instructional program teachers struggle with behavior management and differentiating instruction for the students' appropriate educational level to ensure progress. This was highlighted as a concern within the district when, in 2019, several students with intensive support needs aged 18 to 22 who were getting ready to transition out of high school, did not have the most rudimentary skills. Most were unable to read, identify letters and numbers, follow one-step directions, or cut with scissors. These students were enrolled in a transition to a work/life program and had attended the district's specialized instructional programs for many years. These students' ability-levels indicated the need for improvement in the K-12 specialized instructional program classes. The Model Classroom Initiative (MCI) aims to improve Individual Education Plan (IEP) goal attainment and learning while decreasing maladaptive behaviors in the specialized instructional program classrooms, with the ultimate goal of increasing opportunities for inclusion with general education peers.

Larger Context

Classroom Management

According to McLeskey et al.'s report on High-Leverage Practices in Special

Education (2017), there is a paramount need for an organized, structured classroom learning environment, with specific social skills instruction, especially for special education classrooms. Providing a classroom organizational framework with behavior-management strategies, including clearly posted classroom rules, positive reinforcement for expected behaviors, behavior-specific praise, and engaging learning activities enables teachers to create an organized classroom more conducive to learning and engagement (Collier-Meek et al., 2019; Freeman et al., 2018; Guardino & Fullerton, 2010; Landrum & Kauffman, 2006; Parsonson, 2012; Thompson, & Webber, 2010).

Pre-Service Teacher Training

Classroom and behavior management skills may be lacking in general and special education teacher preparation programs, according to the National Council on Teacher Quality (NCTQ; Greenberg et al., 2013). According to the findings of the NCTQ, it appears that many teacher preparation programs do not sufficiently include research-based strategies for behavior management through direct instruction or field-based practice (Moore et al., 2017). This suggests a need for professional development opportunities that specifically focus on research-based classroom and behavior management strategies (Moore et al., 2017; Parsonson, 2012; Rispoli et al., 2017), specifically “performance feedback, as part of coaching, and behavioral consultation, [which] is a commonly researched approach for improving teacher practices” (Rispoli et al., 2017, p. 58).

Teacher Burnout

Behavior problems, from aggression to calling out in class, have been quoted to be disruptive to the learning environment, often leading to teacher burnout (Skaalvik & Skaalvik, 2010). Special education teachers often experience more burnout than their general education peers due to the level of management required for the behavioral, emotional, and academic challenges of their students, along with inadequate support from both peer teachers and administrators (Soini et al., 2019). Given the increased stressors caused by changes in education during the pandemic of 2020, retention of special education teachers is getting more and more difficult. Helping to build special educators' capacity for and competency in behavior management and teaching skills will help to retain special education teachers (Ingersoll & Smith, 2003; Kwok, 2018).

Inclusion

In K-12 education, students with intensive support needs may spend over 60% of the time in specialized instructional program classrooms, segregated from their neurotypical and able-bodied peers. Although they may be physically in the same school, they are still isolated from the general education population. Many specialized instructional programs are still considered to be 'self-contained,' where the students in these classrooms tend to have little to no opportunities to interact with their general education peers despite the push for more inclusionary practices. This is the current situation in the southwest Wildflower district for most of the specialized instructional program students. While not a part of this current study, the MCI changes that increase

learning and decrease maladaptive behaviors, it is proposed that more inclusion opportunities with the general education students would be possible.

Local (Situated) Context

Wildflower (pseudonym) is a suburban school district in the Southwest United States. Wildflower has 29 campuses, serving approximately 22,000 students, and employing an estimated 1,500 teachers. The student population is predominantly white, with Hispanic as the second largest demographic. Students come from varied socio-economic statuses, from wealthy to below the poverty line. This study took place in Rose Elementary (pseudonym) and Lily Elementary (pseudonym), which were located in the higher socio-economic areas in the district. The district has experienced an abundance of administrative and teaching staff turnover during the past ten years.

The specialized instructional programs in the Wildflower District include (a) Social, Communication, and Academics (SCA) for students with autism-spectrum-type behavioral, social, communication, and academic strengths and challenges; (b) Life Skills Center (LSC) for students with intellectual/multiple disabilities with behavioral, social, academic, and functional strengths and challenges; (c) Students Utilizing Comprehensive Coping Education Strategies (SUCCESS) for students with emotional-disorder-type behavioral, social, emotional, and academic strengths and challenges; (d) Academic Learning Center (ALC) for students with high academic needs, being two to three years behind in their academic learning; and (e) Students Holistically Integrated Nursing Experiences (SHINE) for students with high medical/nursing needs and requiring special education services.

There are currently 51 specialized instructional program classrooms in the district: 23 elementary school classrooms, of which 10 are SCA classrooms; 13 middle school classrooms, of which four are SCA classrooms; and 15 high school classrooms, of which three are SCA classrooms. These classrooms service approximately 420 students: approximately 190 elementary students, of which 78 are placed in SCA classrooms (41%); approximately 90 middle school students, of which approximately 27 are placed in SCA classrooms (30%); and 140 high school students, of which approximately 21 are placed in SCA classrooms (15%). The SCA, LSC, and SUCCESS classrooms are supported by the Behavior Intervention Team (BIT), which currently consists of one Teacher-On-Assignment who is a Behavior Specialist and a Board-Certified Behavior Analyst (BCBA), the position I hold.

There are currently over 40 K-12 students, who formerly attended specialized instruction programs, and are now placed by the district in private specialized day schools because of the level and intensity of their maladaptive behaviors, such as aggression and elopement. These placements are intended to meet the academic and behavioral needs of students who require more intensive special education services than can be provided by the district. Although the district's specialized instructional program may isolate students from their general education peers, they are still able to attend school in their home district, and sometimes attend their home school if the specialized instructional program is offered there. As the students get older and the public-school environment differs increasingly from the private specialized day school environment in the upper grades, the more unlikely it becomes that the student will be able to reintegrate successfully back

into their home district, even if exit criteria for the student are met. Generally, once placed in these private day schools, these students no longer attend their home district.

During the observations by the BIT of specific students in these specialized instructional program classrooms who were referred for BIT assistance, systemic problems were observed, with a lack of classroom behavior management and a lack of ability-appropriate teaching, with too much downtime and too much time in group instruction without differentiation. There was also a lack of consistency within and across specialized instructional program classrooms. Having little to no consistency within and across programs aligns with what Sutton and Rao in *Scaling Up Excellence: Getting to More without Settling for Less* (2014) would classify as a ‘Buddhist’ approach where “the specifics of *what* [teachers] do can vary wildly from person to person and place to place,” (p. 33). To be more uniform across programs, a more structured approach, what Sutton and Rao (2014) would classify as a more ‘catholic’ approach, would be needed, where certain components in all specialized instructional program classrooms would be expected as ‘non-negotiables’ to help improve learning and IEP-goal attainment while also decreasing maladaptive behaviors. Non-negotiables are considered critical components that inaugurate standard everyday work practices (Diaz-Booz, 2011; McDonough, 2019; Sutton & Rao, 2014). These non-negotiable components would be expected to be present in all specialized instructional classrooms across campuses to make these classrooms more consistent.

Problem of Practice

After being hired as the District BCBA and the lead of the Behavior Intervention Team (BIT) and having created and implemented a referral process with a

tracking database, I discovered that a number of behavior referrals were coming from the specialized instructional program classrooms. Observations in these specialized instructional program classrooms revealed that many did not have classroom management supports in place, had too much downtime, and did not have enough academic and IEP-goal engagement. Rather than being reactive by responding to individual student behavior referrals, a more proactive approach was needed to address the root causes of the behaviors generating these referrals.

This problem of practice has been burdened with an abundance of “inescapable wickedity” (Jordan et al., 2014, p. 415) requiring a ‘wicked’ response. Because of the amount of turnover in district, campus, and special education leadership, there have been mixed messages and shifting priorities over the past five to ten years. This has exacerbated a ‘This Too Shall Pass’ (TTSP) attitude of the staff, seeing new priorities and initiatives as passing trends that will change with the next leadership transition. The leadership turnover has also contributed to some communication and morale challenges, as well as a lack of meaningful professional development (PD) that has contributed to inconsistencies and ineffectiveness in teachers’ use of classroom management and behavioral management approaches.

After speaking with some of the newer specialized instructional program teachers it was apparent that most of these teachers felt that, although they received some preservice training on classroom management, the training received was insufficient for the behavioral challenges they were experiencing. They also commented that they were struggling somewhat with the unique teaching strategies needed for those students with the most intensive support needs. There is currently a shortage of special education

teachers, so a number of the specialized instructional teachers hired in the Wildflower district have dual certifications in general education and special education which did not address the intensive support needs of the students in these programs.

Until the 2019-2020 school year, there had not been any ongoing special education PD specifically related to behavior management or how to teach students with intensive support needs. During that school year, the Behavior Intervention Team (BIT) started to have monthly PD on behavior management and differentiation for the specialized instructional program teachers; however, because of the 2020 pandemic and the resulting shutdown, these monthly PDs were discontinued. Because of the lack of substitutes to cover classrooms along with staffing shortages, this PD schedule has not been able to resume.

Currently, the specialized instructional programs tend to follow more of an ableist than inclusionary path, with minimal chances to engage with general education peers. “Ableism is stereotyping, prejudice, discrimination, and social oppression toward people with disabilities” (Bogart & Dunn, 2019, p. 650). Often, the reasons given for not including specialized instructional program students in the general education setting are their lower ability levels and the level of maladaptive behaviors they display while attending general education classes. The Model Classroom Initiative (MCI) is meant to ameliorate these roadblocks by decreasing the maladaptive behaviors of these students while increasing their expected behavior and learning readiness.

Innovation

The Model Classroom Initiative (MCI) is an innovation to specifically deal with the previously outlined problem of practice. The MCI is meant to increase learning and IEP goal attainment while simultaneously decreasing the occurrences of maladaptive behaviors in the specialized instructional program classrooms. The MCI consists of ten non-negotiable components:

- Physical structure of the classroom
 - How the classroom is set up, with small group learning areas, snack area, IEP goal work areas, individual desk area, with physical boundaries to assist with the flow of students, and classroom expectations/rules clearly posted.
- Ability-appropriate schedules
 - Visual schedules that are easily understood by students based on their current level of understanding (object, picture, icon, or written schedule) so they know the layout of their day and what to expect.
- Functional communication
 - How to appropriately communicate their needs and wants through verbal communication, sign language, or a communication device.
- Visual work timelines
 - A visual representation of what work is expected to be completed and what will be earned when the work is finished.
- IEP-driven tasks

- Tasks and activities that are specific to the individual IEP goals for each student.
- IEP goal data sheets/books
 - Data tracking sheets or books that track the progress for each student on his or her IEP goals.
- Social Skills
 - Social skills, using the Zones of Regulation, Sanford Harmony, and Positive Action curriculum, along with in-the-moment teaching and correction, and working on specific IEP social goals, such as how to initiate a conversation.
- Thick reinforcement
 - Start with a thick schedule, which means that the reinforcement occurs often, every 2-4 minutes to begin, and then slowly extend the time between receiving reinforcement.
- Behavior-specific praise
 - Using praise statements for specific behaviors, such as ‘good job working quietly’ to reinforce that behavior, making it more likely to occur in the future.
- Calming corner for self-regulation
 - An area within the classroom where students can be taught and practice how to de-escalate, calm themselves, and return to the

learning environment through the use of calming and coping strategies.

These ten components are described in more detail in Chapter 2 and are also outlined in the BCBA coach-created Innovation Configuration (IC) Map (Appendix A).

These ten components are grounded in classroom and behavior management literature, high leverage practices in special education, as well as Applied Behavior Analysis (ABA). The MCI was conceptualized after reviewing the observations/referrals and receiving consensus from the members of the BIT. The MCI was adopted by special education leadership with an influx of support in monthly MCI-specific professional development (PD) during the 2019-2020 school year. These ten components are meant to systematically address the need for increased learning and increased behavior management for students in the specialized instructional program classrooms.

The ten components are founded on high-leverage practices in special education and Applied Behavior Analysis. Supported by scholarly research on classroom and behavior management, these components are considered the critical non-negotiable requirements. They represent a shift to a more structured approach to classroom behavior management and learning, contrasting with the flexible strategies previously employed in the specialized instructional program classrooms. The aim of implementing the MCI components is to enhance consistency within and across the specialized instructional programs while also bolstering learning and promoting expected behavior.

Historical Information on the Model Classroom Initiative (MCI)

During the 2019-2020 school year, a Model Classroom Initiative (MCI) lab was set up as a stand-alone training classroom without students. The lab was used for monthly

full-day professional development (PD) sessions to create a model that can be seen and touched (Sutton & Rao, 2014). The first monthly PD session in September was an overview of the ten components in the MCI lab. The BIT team offered monthly PD to all the specialized instructional program teachers in the SCA, SUCCESS, and LSC classrooms. Substitutes were provided for all specialized instructional program teachers. After the initial meeting in September, there were monthly MCI PDs where the BIT would model how to implement and use one component, allowing time during the day to discuss current behavioral and academic concerns. Each month, the BIT had two full-day PD sessions, one for elementary-level specialized instructional program teachers, and one for secondary. The team also did a presentation in the MCI lab for the elementary principals so they could see and experience how the specialized instructional program classrooms should look. In January of 2020, the BIT started leaving the last 45-60 minutes of the PD days to build an MCI community among the SCA, LSC, and SUCCESS teachers. Unfortunately, much of the traction that was gained during the 2019-2020 school year was lost because of the shutdown that occurred after Spring Break in March of 2020 due to the COVID-19 global pandemic. As previously mentioned, formal professional development (PD) on the MCI has stalled since 2020.

Cycle 0 Data

During the 2019-2020 school year, for Cycle 0, I interviewed three experienced specialized instructional program teachers, two SCA and one LSC, who had been attending the monthly MCI PD in the lab and who were implementing most of the MCI components. The interview covered perceived use of classroom management techniques, understanding and implementation of the components of the MCI, how they worked on

IEP goals, how they engaged students in learning, and how they differentiated materials to individual levels for group instruction. The responses indicated that they all had confidence in their classroom behavior management skills, which seemed to positively impact the implementation of the MCI components. They all indicated that manipulatives, movement, and reinforcement helped with engagement in learning. They also gave examples of how they differentiate, with two using math examples and one using materials with different reading levels. Unfortunately, two of the three teacher participants from Cycle 0 are no longer with the district.

Due to the increased stress on teachers resulting from the pandemic, the implementation of the MCI components and professional development (PD) was postponed during the 2020-2021 school year. After seven months of PD on the MCI during the 2019-2020 school year, a decision was made to streamline the approach for the 2020-2021 school year. Specifically, focus was narrowed to two components: the physical structure of the classrooms and ability-appropriate schedules. This approach aligns with the concept of scaling, where “scaling requires grinding it out, and pressing each person, team, group, division, or organization to make one small change after another in what they believe, feel, or do” (Sutton & Rao, 2014, p. 4).

Cycle 1

For Cycle 1, two support sessions via the Microsoft Teams virtual platform were offered to K-8 specialized instructional program teachers in the SCA, LSC, and SUCCESS classrooms which resulted in six teacher volunteers for the Cycle 1 mini intervention. There were two 45-minute sessions offered from 2:30 to 3:15 for secondary teachers and from 3:30 to 4:15 for elementary teachers. During the first support session,

teachers vented about their stress levels, increasing behavioral challenges of their students, the pressure of their workloads, and administrative decisions that directly impacted them in their classrooms but in which the specialized instructional program teachers did not have a voice or input. Although the teachers mentioned the challenges of increased workloads and not having a preparation (prep) period or a duty-free lunch in Cycle 0, the teachers in the support sessions commented on the inequities between the expectations for special education teachers versus the general education teachers, feeling they were treated more like second-class citizens than equals. It was after this first session, I realized that, in using Heath and Heath's (2010) analogy of the path, rider, and elephant, the path may have been shaped and the rider directed during the MCI PD the previous year, but the 'elephant,' or the emotional needs of the specialized instructional program teachers had been forgotten. After hearing their comments, and understanding how badly they were hurting, support was identified as a definite need for these teachers.

The results of the Cycle 1 interview and survey data indicated that the specialized instructional program teachers who took part in the mini-intervention were highly stressed, felt isolated and disconnected from each other, and felt unsupported and unheard by special education administration. The data also showed that the participants felt supported by the BIT and, also, understood the MCI components and their perceived benefits.

During Cycle 1, some of the teachers expressed interest in continuing the support sessions for the specialized instructional program teachers, where they could collaborate with and support each other. While the two support sessions did not appear to have any meaningful impact on stress levels or job satisfaction based on survey responses, it

appears that they were deemed valuable and worthwhile based on the desire to continue the support sessions. The support sessions were instrumental in understanding the unique needs and challenges of the specialized instructional program teachers.

2021 - 2022

In January 2021, the live MCI model classroom, taught by a former member of the BIT with students attending, was opened. A new type of training was conceptualized, the Facilitated Observation Training PD, where teachers would observe in the live MCI working classroom, along with a current member of the BIT, who would both ask and answer questions during the observation to create a deeper and more meaningful training experience. In this way, the deeper training would not interrupt the teaching of the students in the classroom and the specialized instructional teachers would benefit from seeing the MCI run in real time with actual students.

For the 2021-2022 school year, the BIT, along with district leadership, decided to continue with concentrating on the first two components of the MCI, physical structure, and ability-appropriate schedules. Nine pre-k and three elementary specialized instructional program teachers attended Facilitated Observation Training in the live MCI working classroom from September through November. A number of the teachers who went through the Facilitated Observation Training stated that they found the training meaningful and that it led to changes in their own classrooms. The teacher in the MCI working classroom retired in December of 2021. Part of the reason why the MCI teacher retired was due to the same issues raised during the support sessions, the workload, the unrealistic time demands, and feeling like both site administration and special education leadership were not listening to her regarding her students. When she left, there were

difficulties finding a replacement teacher, and the decision was made to collapse the MCI working classroom and to place those students in other specialized instructional programs available on that campus.

Although this situation was regrettable, a truly ‘wicked’ turn of events, several lessons emerged. The students assigned to the MCI working classroom exhibited the most intensive support needs within the district. This placement choice was influenced by the specific expertise of the designated teacher. However, upon that teacher’s retirement, a suitable replacement was not readily available. Consequently, the classroom composition became tailored to a specific teacher’s unique strengths rather than reflecting a standard composition found in typical specialized instructional programs. Moreover, the students in the MCI working classroom were all nonverbal. Research suggests that, for students with significant communication needs, exposure to peers with functional communication can promote the adoption of such communication skills (Diament, 2014). It is worth noting that all students placed in the live MCI working classroom demonstrated progress during their year in the program, from January 2021 to December 2021. Notably, most exhibited significant advancements in both functional and social communication, independent navigation of the classroom and campus, and progress on their IEP goals.

Cycle 2

For the 2022-2023 school year, the district was not planning to reopen the live MCI working classroom to determine if model specialized instructional program classrooms could be created organically, starting with SCA, the Social, Communication, and Academic program classrooms, to align them with the MCI. In phase one of Cycle 2,

which occurred during the first semester of the 2022-2023 school year, three participant teachers received four coaching sessions. Coaching sessions included observations, modeling, performance feedback, and joint reflection between the coach and the teacher receiving the coaching. This type of coaching has been shown to be an effective PD approach for both classroom management and instructional skills (Dudek et al., 2019; Fabiano et al., 2018; Reinke et al., 2014). The coaching model adopted was collaborative, where the coach and teacher set goals, and established the procedures for meeting those goals by using modeling, observation, performance feedback, and reflection (Dudek et al., 2019; Fabiano et al., 2019).

As these participant teachers were new, or fairly new, teachers, the first two components chosen on which to work were the physical structure and ability-appropriate schedules. The reasons these were chosen were (a) having the physical structure set up on the first day sets the tone for the class and makes the movement throughout the classroom more manageable, and (b) having visual schedules reduces anxiety and lets the students know the layout of their school day. The other BIT member and I met with the teachers and helped to structure their classrooms before the students started. One of the teachers had to move classrooms after the fall break, so we went in and helped her structure the new classroom. The BIT helped with creating the materials for the ability-appropriate schedules. Once all the materials were in place, the modeling began.

During the coaching sessions, we reviewed behavior management issues that were seen during the observations, celebrating the positives, and discussing the challenges. We subsequently examined the Innovation Configuration (IC) Map (see Appendix A) formulated by the BCBA coach. which serves as an implementation rubric encompassing

all ten components. The IC Map facilitated teachers in reflecting upon their current stage of component implementation. During the second coaching session, two teachers from the same campus, who had opted for joint coaching, conveyed their dissatisfaction with their implementation progress. One teacher even perceived her efforts equivalent to a level “0.” This sentiment initiated a detailed discussion on the various levels of the IC Map, assisting in a more accurate identification of their current implementation scores. Both teachers visibly exhibited relief following this clarification. After reviewing the IC Map, the upcoming needs for modeling or materials were discussed and goals were set for the next coaching session.

For the dissertation cycle, phase two of Cycle 2, the same three participant teachers who were coached in the first semester were interviewed in January 2023, to discuss which additional components they would like to target for their classrooms for the second semester. Each of the teachers was invited to co-create an Innovation Configuration (IC) Map rubric for two chosen components, modifying the coach-created IC Map (see Appendix A) to give them input into a new updated rubric using a Chosen Component Template (see Appendix B). After discussing the IC Map for the chosen components, all three teachers decided to use the coach-created IC Map rubric for their chosen components without alterations. The coaching continued, with observations, modeling, feedback, and reflection cycles to assist in the implementation of the two chosen MCI components for each of the participant teachers. A collaborative approach, along with the opportunity to give input into the self-reflection tool, allowed more teacher buy-in as well as more perceived support for the participant teachers. The collaborative nature of the coaching is meant to use “social interaction [that is] a vital component of the

learning process as teachers first acquire new information via social interaction and contexts and then incorporate the new information into their own individual cognitive structure” (Hershfeldt et al., 2012, p. 284)

Purpose of the Study

Too often, students in specialized instructional program classrooms do not have equal access to opportunities to learn. Transforming their specialized instructional program educational environment by adding the ten components of the MCI is meant to maximize learning and behavior management to enable more inclusion with neurotypical and able-bodied peers. Too often, school staff underestimate the potential of students in specialized instructional programs and, therefore, these classes lack the academic rigor demanded in higher track classes.

Moreover, the past three years have been more challenging. Especially the younger students who missed much face-to-face instruction during the global pandemic were engaging in maladaptive behaviors more frequently and more intensely. The specialized instructional program teachers needed more support for these students. Combating teacher burnout, which has been tied to high levels of maladaptive behaviors in classrooms, and retaining specialized instructional program teachers is important. The MCI aims to enhance learning outcomes, IEP goal attainment, and expected behavior in the specialized instructional program classrooms. Simultaneously, it seeks to bolster feelings of support, validation, and job satisfaction for the specialized instructional program teachers, while alleviating stress.

The ultimate goal of the MCI is to focus on student outcomes, improving learning, and IEP goal attainment while increasing appropriate and prosocial behaviors, keeping students in their home district schools, and eventually increasing opportunities for inclusion. Previous cycles have shown that before this is accomplished, however, the teachers' needs have to be addressed. It is hypothesized that, through the BIT's coaching process for the MCI, the lives of the specialized instructional program teachers will improve, which will, in turn, improve the lives of the students in these classrooms.

Research Question

RQ #1: How and to what extent do the MCI collaborative coaching sessions using the Innovation Configuration (IC) Map on two teacher nominated Model Classroom Initiative (MCI) components:

- a. increase participant teachers' feelings of support and being heard and decrease stress?
- b. reflect participant teachers' implementation of the chosen components of MCI in the targeted classrooms?
- c. increase participant teachers' knowledge of and confidence in the ten MCI components?
- d. affect teachers' perceptions of academic, behavioral, and IEP goal growth among the students?

CHAPTER 2

THEORETICAL PERSPECTIVES AND RESEARCH GUIDING THE PROJECT

Good classroom behavior management is essential for creating an environment conducive to learning (Collier-Meek et al., 2019; Freeman et al., 2018; Guardino & Fullerton, 2010; Landrum & Kauffman, 2006; Parsonson, 2012; Thompson & Webber, 2010). Maladaptive behaviors have often disrupted the learning of not just the student engaging in the maladaptive behaviors but the entire class of students. Knowing how to effectively deal with maladaptive behaviors as well as knowing how to set up the classroom to prevent those behaviors has been fundamental for all teachers, especially specialized instructional program teachers.

Research Basis for the Model Classroom Initiative (MCI)

Applied Behavior Analysis

Applied behavior analysis (ABA) is grounded in behaviorism. The work of Baer, Wolf, and Risley (1968, 1987) outlined the seven dimensions of ABA which are applied, behavioral, analytic, technological, conceptually systematic, effective, and generality, meaning generalizability. “Applied behavior analysis, or ABA, is a scientific approach for discovering environmental variables that reliably influence socially significant behavior and for developing a technology of behavior change that takes practical advantage of those discoveries” (Cooper et al., 2007, p. 3).

ABA is a behavior science committed to the comprehension and improvement of behavior (Cooper et al., 2007). Specifically, using ABA has allowed teachers to examine environmental variables that have reliably influenced socially important behaviors and

develop techniques to affect behavior change. Smith (2020) summarized this aspect of ABA by saying,

Applied behavior analysis is one of the oldest and most widely researched and evidence-based set of effective interventions ... a good ABA program has the potential to be effective in helping individuals learn valuable life skills, enhance their communication, and grow in their environments (p. 3).

ABA has been viewed as an effective approach to classroom behavior management and has been shown to help students with special needs. Increasing the capacity to learn by utilizing the most recent and research-based methods of ABA in classrooms, both in general education and special education, is socially significant and vital for all students. (Bloh & Axelrod, 2008).

To address the adoption of ABA and associated procedures, Fantuzzo and Atkins (1992) suggested the need to “develop more adaptive and effective strategies to promote academic and social competency and develop strategies that teachers and school personnel can and will actually use” (p. 37). Thus, to facilitate behavior change in students, proponents of ABA first need to facilitate behavior change in the teachers of those students. To advance teacher use of behavioral techniques, there needs to be a shift from clinician-centered presentations, which in this situation the clinician would be the BCBA coach, to a more teacher-centered consultation, with a shift from an intensive individual-based approach to a more flexible full classroom approach (Fantuzzo & Atkins, 1992). Preparation of teachers to use ABA and affiliated procedures must include professional development along with subsequent organizational support of teachers. Specifically, Simonsen et al. (2008) claimed,

Clearly, giving educators simple access and exposure to these practices through readings, lectures, and one-time professional development events are unlikely to change existing practice. It may be as or more important to consider what organizational supports are needed to maximize the likelihood that classroom management practices will be (a) given priority for adoption, (b) adapted to be contextually and culturally relevant, and (c) implemented with fidelity and durability” (p. 370).

Criticisms of ABA include that it focuses solely on changing behavior; some consider ABA to be too difficult to practice outside of clinical settings, some believe it promotes a power differential between adults and children, and some consider the perceived controlling nature of some of the approaches to be unethical (Porter, 2012). Modern ABA, however, is much more focused on reinforcement than punishment. It can assist with learning behaviors with many steps by using task analyses, which break down routines, such as washing your hands or brushing your teeth, into step-by-step directions, and can shape behaviors by rewarding approximations until mastery, etc. The ten components of the MCI are aligned with ABA practices.

Model Classroom Initiative (MCI) Components

The ten components of the MCI are meant to assist and support specialized instructional program teachers to enhance their teaching practices and classroom management skills with students who have special needs. This is done by using ABA-inspired antecedent interventions and positive reinforcement, along with aligning with Special Education High-Leverage Practices. All of the ten components are listed with

their ABA rationale, even though some of them may not have been implemented during this study.

Physical Structure of the Classroom

It helps if specialized instructional program classrooms have plenty of space; however, the actual size of the classrooms is often out of the control of the teachers. The layout, however, is in their control. A layout that reduces distractions, clearly delineates learning spaces, and improves transition movement can improve academic engagement as well as decrease maladaptive behaviors (Collier-Meek et al., 2019; Guardino & Fullerton, 2010; Park & Lynch, 2014; Simonsen et al., 2008). A well-organized and structured classroom can positively impact both the students' learning and the students' behavior. "Environmental modifications are a preventative, whole-class approach that may decrease chronic behavior problems, prevent behavior problems for students at risk, and allow children with minimal or no problem behavior to access learning without interruption" (Guardino, & Fullerton, 2010, p. 9).

Despite having research highlighting the effectiveness of well-structured classrooms, teachers often are not taught or trained on the importance of physical structure or classroom management (Collier-Meek et al., 2019; Guardino & Fullerton, 2010). It is necessary to teach, and train specialized instructional program teachers how to modify their classroom layouts as it can lead to a better distribution of students in different areas of the classrooms, a decrease in maladaptive behaviors, and an increase in engagement and expected behaviors (Simonsen et al., 2008).

Ability-Appropriate Schedules

Schedules have been shown to reduce anxiety because they clearly depict the layout of the day (Park & Lynch, 2014). In order to increase independent navigation of classroom and campuses, ability-appropriate schedules are used, ranging from an object schedule, which uses objects to represent areas in the classroom and around the campus where the student matches the object from the schedule to the object on the receptacle at the area, to a photo schedule, where photographs of the actual area or teacher are used for matching purposes with the receptacle at the respective areas, to an icon schedule, where an icon, usually from the Board Maker program, is used for matching purposes with the receptacle at the respective areas, to a written schedule. A visual schedule is helpful because it lets the student know what to expect during their school day (Park, & Lynch, 2014); however, if they cannot understand what that icon represents, a more appropriate schedule would be a photograph or an object. While visuals and visual schedules are supported by ABA research, the different levels of the schedules are borrowed from the Treatment and Education of Autistic and related Communication handicapped Children (TEACCH) structured teaching approach as “schedules are individualized according to understanding and include objects, pictures, symbols, and written schedules” (Howley, 2015, p. 107). The ultimate goal is to scaffold each student so that eventually all students are able to use their general education written schedules in higher grades.

Visual Timelines

Visual timelines are a visual representation of the amount of work that is expected to be completed and what will be earned when the work has been completed. Visual

timelines decrease anxiety while also increasing work completion (Park, & Lynch, 2014). These timelines are borrowed from the TEACCH's work systems but also align with the evidence for the use of visual supports in ABA (Cooper et al., 2007; Dettmer et al., 2000; Ganz & Flores, 2008; Hayes et al., 2010). These visual work timelines answer the same questions as the TEACCH work systems; what work is being done, how much work is expected, when it will be completed, and what happens next. However, the timelines are only a part of the complete TEACCH work systems, which include baskets of work on the left-hand side and a finished basket on the right-hand side (Hume & Odon, 2006; Hume & Reynolds, 2010).

An example of a visual work timeline could be a card with velcroed icons that are set up vertically and are removed and placed on a horizontal strip at the bottom when that step of the work expectation is finished, with the final icon as a choice or reward icon. A visual work timeline can also be a written list of the work expectations with boxes to be checked off when each step is completed with the final line being choice or reward. The type of visual timeline that is used is based on the understanding level of each individual student and should match the level of the student's ability-appropriate schedule; if the schedule is object-level, the visual work timeline should be object-level as well. These visuals reduce anxiety, reduce work avoidant behaviors, increase engagement, and increase work completion (Hume & Reynolds, 2010; Park & Lynch, 2014).

Functional Communication

Functional communication entails using words or pictures to communicate wants and needs (Cooper et al., 2007). Functional communication reduces the need for

maladaptive behaviors, as students are able to communicate their needs more effectively. When the student uses functional communication in the beginning, it should be immediately reinforced by receiving what is being requested. Then, slowly, waiting for what was requested should be introduced so that the student is able to extend the amount of time between the request and the receipt of the desired item.

Functional communication training is an application of differential reinforcement of alternative behavior (DRA) because the intervention develops an alternative communicative response as an antecedent to diminish the problem behavior. The alternative communicative response produces the reinforcer that has maintained the problem behavior, making the communicative response functionally equivalent to the problem behavior.

(Cooper et al., 2007, p. 494)

In the above, differential reinforcement of alternative behavior (DRA) is when an appropriate replacement behavior is reinforced, in this case functional communication, while discontinuing the reinforcement of the maladaptive behavior. For example, functional communication helps the student get what they want, so the student no longer needs to engage in maladaptive behavior, such as aggression, to access what they want.

Initial Thick Schedule of Positive Reinforcement

A thick schedule means that positive reinforcement is provided often, beginning with every 2-3 minutes or 4-5 minutes. This communicates to the students that when they engage in that behavior, they will get positive reinforcement, whether it is a token, a sticker, or a point, or something else that is tangible. Once the student understands that

they will receive reinforcement for performing that behavior, it should occur more frequently. Once the behavior is occurring on a regular basis, fading of the reinforcement should begin, starting by lengthening the time that reinforcement is occurring; from 4-5 minutes to 10-11 minutes to 15-16 minutes and so on. The initial schedule should be thick, meaning that it occurs often in the beginning, and then fades out slowly.

When a behavior is followed by an action and that behavior subsequently occurs more often, the behavior has been reinforced (McCleskey et al., 2017; Taylor, 2011). The positive in ‘positive reinforcement’ means that something has been added or given to the student; this can be a token, a sticker, a point, or some type of classroom cash, as well as earned reward time. Positive reinforcement has “decades of research [that] have demonstrated that positive reinforcement is the strongest intervention for teaching a new behavior or strengthening a behavior” (Taylor, 2011, p. 201). Reinforcers are used to strengthen the desired classroom behaviors as well as learning academics (Collier-Meek et al., 2019; Park & Lynch, 2014; Parsonson, 2012).

Behavior-Specific Praise

Behavior-specific praise is one of the easiest and most effective behavior-change methods available (Simonsen et al., 2008). It is a distinct type of positive reinforcement using behavior-specific praise to increase the future occurrences of the behavior being praised; if a student is praised for raising his hand, raising his hand should increase in the future. By acknowledging what the student is doing correctly through behavior-specific praise, those behaviors are more likely to occur in the future. Behavior-specific praise has been shown to positively impact students’ on-task behavior, prosocial behavior,

compliance, engagement, and cooperative play (Freeman et al., 2018; Simonsen et al., 2008). When behavior-specific praise is delivered at a 4:1 ratio to redirection or correction statements, it has resulted in improvements in educational settings, both in general education and special education classrooms. (Collier-Meek et al., 2019).

IEP Goal Data Sheets/Books

All special education students have Individual Education Plans (IEPs) which have annual goals. These goals need to have data taken to track the progress. ABA is a data-driven practice. Data-driven decision-making is vital in determining special education needs (Horner & Sugai, 2015; Park & Lynch, 2014; Putnam & Kincaid, 2015). The IEP-goal data sheets/books are a way to assist in accumulating the data for the individual student's IEP goals in an organized and systematic way. These annual goals are paramount for enabling teachers and the IEP team to systematically monitor and evaluate the efficacy of special education services, by ensuring that they continuously assess whether anticipated outcomes are being achieved and verify the effectiveness of the interventions for the student (Dagen, 2020).

IEP-driven Tasks

In order to master the skills outlined in IEP goals, those skills need to be specifically taught and practiced. Having tasks that are targeted to specific IEP goals increases the practice for those goals, making it more likely that the student will meet those annual IEP goals (Grisham-Brown et al., 2002). Data should be taken when working on the IEP-goal driven tasks using the above-referenced IEP goal data sheets/books for accountability purposes.

An example of an IEP-driven task for an IEP goal for counting from 1 – 20 includes a folder with twenty spaces with cards for the numbers one through twenty to place in order in the file. The teacher can place some of the numbers in the correct places and have the student place the remaining numbers in the proper order. Another example, of an IEP goal for pattern sequencing, is having a number of shapes in varying colors and sorting by shape, by color, or for a certain pattern. Having these activities readily available to work on increases the probability of students attaining their annual IEP goals.

Social Skills

Social skills should be an integral part of student education (McLeskey et al., 2017; Simonsen et al., 2008). Social skills should be explicitly taught and then practiced in classrooms (McLeskey et al., 2017). Social skills training has been shown to positively impact classroom behaviors (McLeskey et al., 2017; Simonsen et al., 2008). McLeskey et al. (2017) advocates for a strategic and explicit instruction approach by teachers in imparting crucial interpersonal skills to students, with a particular emphasis on nurturing communication and self-management capabilities. These lessons should be cohesively aligned with both classroom and schoolwide expectations concerning student behavior, thereby promoting a consistent and supportive learning environment that reinforces behavioral expectations and social skill development (McLeskey et al., 2017). The Wildflower district currently uses Zones of Regulation, Sanford Harmony, and Positive Action curriculum for behavioral and social skills.

Calming Corner

Along with being taught how emotions look and feel, students also need to learn the coping skills to handle those emotions. Self-regulation is a vital life skill necessary for all students to master. The calming corner is a place, within the classroom, where students can be taught coping and self-management skills and then practice those skills. It is a safe place, within the confines of the classroom, to de-escalate when the student begins to feel frustrated, angry, or out of control. Coping and self-regulation skills should be taught daily and using the calming corner should be practiced when calm, so that when students are in an escalated state, they are familiar with the routine. Self-regulation is an important skill, for school as well as for life; knowing effective coping and self-regulation strategies to assist in handling frustration are necessary for success (Boekaerts & Corno, 2005; Le & Wolfe, 2013; Vaiijalainen et al., 2019). Self-regulation assists with identifying and managing emotions across behavioral, cognitive, and motor functioning in an effort to modulate adaptive behavior (Veijalainen et al., 2019).

Theoretical Framework

Critical Disability Theory

Critical disability theory, also known as Disability Critical Race Theory, is a theoretical framework concentrating on the oppression and discrimination of people with disabilities (Annamma et al., 2018; Baglieri, 2017). It combines critical race theory, which concentrates on the oppression of black and brown people and the effects of racism in society, with disability studies, which deals with the deficit-focused bias towards those with disabilities and the effects of ableism in society. Ableism favors those who are able-bodied and neurotypical as ‘normal,’ therefore making any person who is not able-bodied

and neurotypical as ‘abnormal’ (Annamma et al., 2018; Baglieri, 2017). Critical disability theory, DisCrit, has seven tenets: (1) ableism and racism are interconnected and function in imperceptible and hidden ways to promote the concept of normalcy, (2) identities have multiple dimensions and cannot be reduced to a single dimension such as only race, disability, gender, socioeconomic status, etc., (3) while disability and race are socially constructed, they manifest in real consequences of being labeled as ‘other,’ (4) voices of marginalized populations should be heard and valued as expertise and acknowledged in scholarly research, (5) historical and legal features of disability and race and how those identities have been used independently and in tandem to deny the rights of individuals should be considered and acknowledged, (6) ability and Whiteness are property; the gains for those labeled disabled have been predominantly made due to interest confluence with White, middle-class society, (7) DisCrit requires activism and supports all modes of resistance (Annamma et al., 2017; Love & Beneke, 2021).

Critical disability theory underlies the MCI initiative, as it is the driving force behind the intervention. While this research project focuses on specialized instructional classrooms and does not currently address increasing inclusionary practices, it is meant to decrease maladaptive behaviors and increase learning for these students which should lead to more opportunities for inclusion with their general education peers and to keep them attending school in their home district. Improving opportunities for inclusion has been the ultimate goal of the MCI since its inception and is the reason Critical disability theory is the theoretical framework. Critical disability theory deals with ableism and places the onus of changing the current status quo on society rather than on the person with a disability, or on the specialists or interventionists who seek to ‘fix’ the person with

a disability (Bogart & Dunn, 2019). Further, Bogart and Dunn (2019) contended disabled individuals may face multiple types of discrimination because disability overlaps other social identities such as gender and race.

Critical disability theory advocates for the most inclusive educational settings possible to overcome the stigma of disability which comes from lack of exposure due to the segregation of those students with disabilities in specialized instructional program classrooms from those able-bodied and neurotypical students placed in general education classrooms (Baglieri, 2017; Baglieri & Lalvani, 2020) Moreover, disregard or disinterest toward those with disabilities has resulted primarily from lack of or limited contact with people with disabilities and an over-reliance on cultural or media representation, which “underrepresents or negatively represents disability, leading to awkward encounters that encourage a reliance on stereotypes” (Bogart & Dunn, 2019, p. 656). Having exposure to disabled and non-disabled peers is vitally important for both the students with and those without disabilities (Baglieri, 2017; Baglieri & Lalvani, 2020).

This is especially important because in this Southwestern district, it appears that special education and general education are two different worlds that are segregated with arbitrary rules for inclusion, such as a special education student must be accompanied by a paraprofessional and/or the times the special education student can be included is based on scheduling and the general education teacher’s feedback rather than on student strengths or preferences. This situation aligns with Baglieri and Lalvani’s text (2020):

At the root of this arrangement is the existence of a bifurcated system of education within which general and special education function as parallel

universes, each with its own sets of teachers, training programs, and teaching certifications, and with underlying implications about two distinct kinds of learners – those with disabilities and those without; those deemed normal and those considered abnormal (p. 4).

All students are general education students; with some requiring specially designed instruction and special education services. The separation of children with and without disabilities permits the spreading of ableism by reinforcing the stigma of disability and prohibiting naturally occurring opportunities for children with diverse abilities to interact (Baglieri & Lalvani, 2020). The systemic separation of students with disabilities from general education classes or electives because it is perceived that they cannot keep up with the pace, cannot do the work, or cannot behave appropriately is prevalent in the Wildflower district, which is why self-management, social skills, and differentiation are necessary in working with educators who teach students with disabilities.

In order to work toward inclusive education, more constructive approaches need to be developed to work with diverse groups of students (Baglieri, 2017). It is only in the ongoing conversations with special educators, general educators, and administrators that a shift in understanding the destructiveness of ableism and the importance of inclusion will be realized – not just for special education students, but for all students.

Creating access and inclusion is an iterative process, and we always need to be open to and aware of ways we can improve... We need to do more, do better, to

avoid excluding disability from conversation and to, instead, ‘knit disability into the fabric of life, thread by thread, idea by idea.’

(Trybus et al., 2019, p. 67).

This is a definite need which is becoming a priority in the district. This theory will give credence to changes that will increase opportunities for inclusion by empowering teachers to see their students’ growth within their specialized instructional program classrooms, envisioning their potential, and then advocating for more inclusion with the students’ general education peers.

Conceptual Framework

Innovation Configuration (IC) Map

An Innovation Configuration (IC) Map is a tool that lists the major components of an innovation along with a rubric ranging from ideal implementation (5) to nonuse (1) (Hall & Hord, 2001; Richardson, 2004). It is a tool to clarify an innovation to clearly outline in a detailed and objective manner the expectations for the implementation of a new practice or process (Richardson, 2004). The Innovation Configuration format, formulated by experts at a national research center, is a renowned and extensively studied model designed to facilitate educational change (Roy & Hord, 2004). An IC Map for the MCI was developed by the BCBA coach, creating an implementation rubric for all ten of the components (see Appendix A). This is to be used for teacher self-reflection so the teachers can identify their strengths and challenges as well as a tool during coaching (Hall & Hord, 2001; Roy & Hord, 2004).

The IC Map for the MCI was used during the coaching sessions to reflect on where the participant teachers were in their implementation of the two chosen components. The IC Map rubric for the chosen components (see Appendix A) was used for reflection as well as assessing how the implementation was progressing and helping to set up attainable goals for the next coaching session.

Coaching

The “one-and-done” workshop approach for professional development is not as effective as the coaching approach, where teachers learn in the natural environment of the classroom (Hershfeldt et al., 2012; Mangin, 2014; Reinke et al., 2014; Woulfin, 2014). “Research on professional development models suggest that situated learning (i.e., professional development and learning takes place in its natural context) promotes greater outcomes than discrete training that occurs outside of the day-to-day context” (Hershfeldt et al., 2012, p. 281). Coaching has been shown to be effective in improving implementation of teacher strategies as well as improved student outcomes (Dudek et al., 2019; Reinke et al., 2014; Hershfeldt et al., 2012).

The most effective coaching model includes modeling, practicing, observing, and giving performance feedback in a collaborative partnership (Dudek et al., 2019; Mangin, 2014; Woulfin, 2014; Fabiano et al., 2018). Coaching is meant to build teacher capacity through a collaborative process where individuals make sense of and build knowledge through social interactions and coaching activities (Huguet et al., 2014). Coaching is meant to expose teachers to easily adopted strategies that have high yield in the classroom with the goal of decreasing the workload rather than increasing it (Hershfeldt et al., 2012). There has been research that indicates that when principals or site

administrators are supportive, the coaching process shows greater success in both teacher and student outcomes (Hershfeldt et al., 2012; Huguet et al., 2014).

The MCI coaching model is based on the behavioral consultation framework (Reinke et al., 2014). It follows the above prescribed cyclical coaching approach of modeling, practicing, observing, feedback, and reflection in a collaborative relationship with the target teachers. The IC Map was used for teacher self-reflection as well as coach feedback to assess how the teachers are doing on the implementation of the chosen components.

Sensemaking

Sensemaking is a term introduced by Karl Weick (Namvar et al., 2018). It involves discovering a reasonable understanding of the shifting world of an organization through utilizing data, action, and conversation to refine your understanding. “Sensemaking exists due to the perception-expectation gap, which may occur in the form of breakdowns, surprises, discrepancies, or opportunities in organizational settings” (Namvar et al., 2018, p. 2). Sensemaking is important in this innovation in that it is essential to meet the MCI teachers where they currently are and have them see and understand that the addition of MCI components is an investment that will pay dividends well into their future. Sensemaking is a way to understand the what, how, and why of the MCI, and how, using the Heath & Heath (2010) metaphor, the path is shaped, the rider is directed, and the elephant is motivated. Sensemaking is utilized within the MCI coaching

program to assist in implementing the components of MCI through constructive, collaborative, reflective feedback, and the use of the IC map.

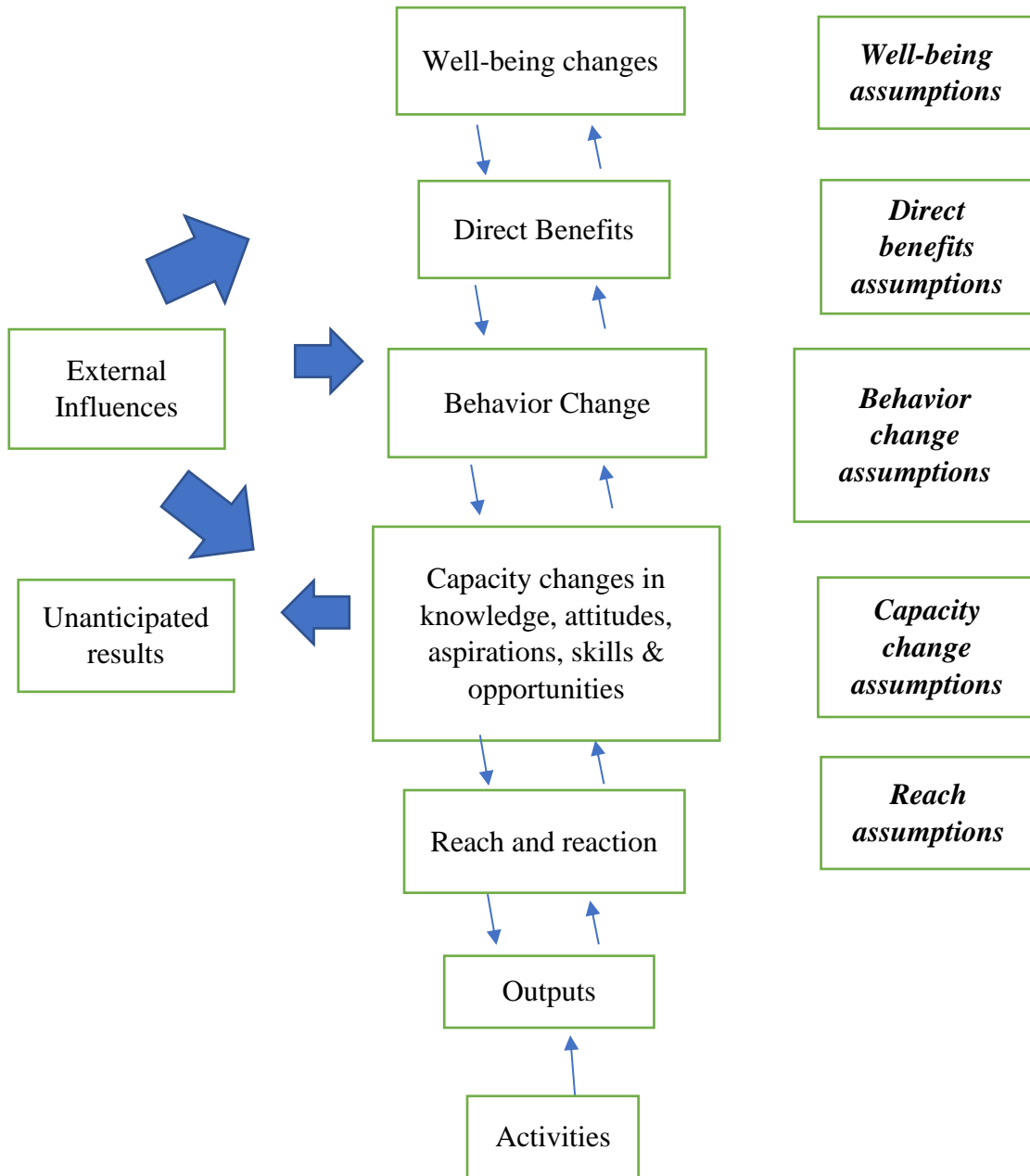
Some criticisms about sensemaking are the difficulty of communicating clearly to all people, who may have different ways of learning and comprehending situations and concepts (The Innovative Thinker, 2019) and the constantly evolving technologies that can confound sensemaking (Namvar et al., 2018).

Theory of Change

A theory of change (ToC) is not an actual theory but a framework for a complex intervention to show how and why the intervention will work to result in the expected outcome. “Theories of change (ToCs) are now widely used in evaluation and intervention planning for a variety of purposes. They can help design interventions, serve as a basis for theory-based evaluations, help manage interventions and be a framework for reporting on performance” (Mayne, 2020, p. 204). Mayne and Johnson (2015) contend that theories of change are used in (1) planning/designing interventions, (2) managing interventions, (3) evaluating/assessing interventions, and (4) scaling the interventions.

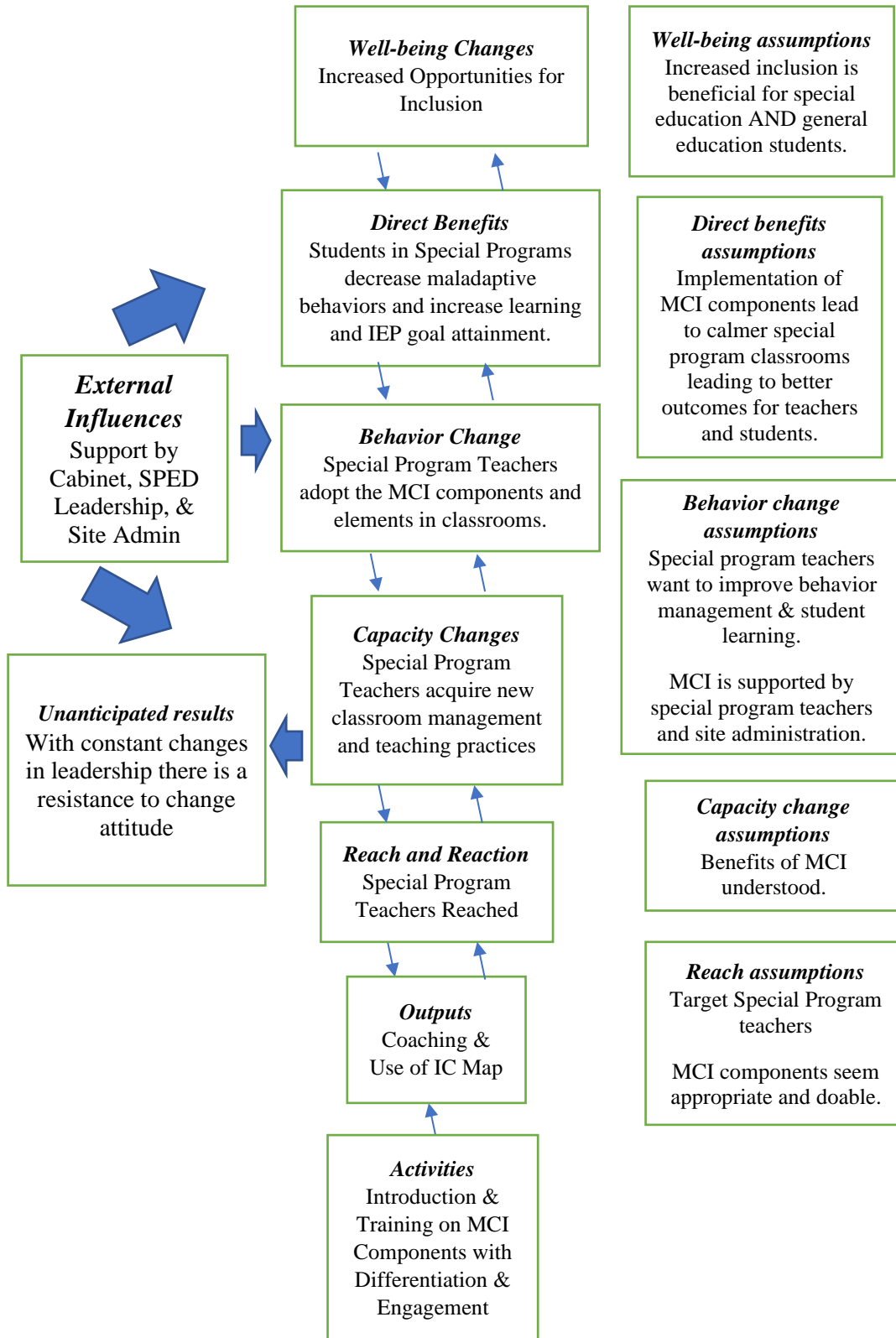
ToC can assist with sensemaking for those involved in the intervention as well as resolve issues or obstacles that may arise (Reinholz & Andrews, 2020). “ToCs focus on the pathways linking activities to outcomes and how these relate to one another causally...ToCs outline the mechanisms of change as well as the assumptions that support or hinder the change pathway” (Lam, 2020, p. 191). Using the graphic of Mayne’s (2015) generic theory of change (Figure1), a graphic was created for the Theory of Change of the Model Classroom Initiative (Figure 2).

Figure 1. A Basic Generic Theory of Change



(Mayne, 2015, p. 123)

Figure 2. Theory of Change of the Model Classroom Initiative (MCI)



The basic, generic theory of change graphic from Mayne’s “Useful Theory of Change Models” (2015) outlines the main pathway from activities through well-being changes. On the right of the main pathway on the graphic are the assumptions, from reach assumptions through to well-being assumptions. On the left side of the main pathway on the graphic, there are the external influences and unanticipated results from the pathway. Using this framework causes one to not only plan out the pathway for the intervention but also to think about what external influences may impact the intervention as well as unanticipated results that may arise during one of the steps of the pathway or within the organization. It also makes the interventionist reflect on the assumptions for each of the steps from reach and reaction through well-being so those assumptions can be tested at each step. This makes the assumptions clear at the beginning of the planning process.

The MCI theory of change, using the same basic graphic design in Figure 2, outlines the main intervention pathway:

1. Introduction and training on MCI components.
2. Coaching and the use of the MCI IC map, including adding teacher input and choice of component sequence.
3. Specialized instructional program teachers reached.
4. Specialized instructional program teachers acquire new classroom management and teaching practices.
5. Specialized instructional program teachers adopt the MCI components in the classrooms.
6. Students in specialized instructional programs decrease maladaptive behaviors and increase learning and IEP goal attainment.

7. Increased opportunities for inclusion.

The current study concentrated on steps one through five above, with the expectation of continuing through the seventh step as ongoing action research after this cycle is completed.

The external influences for the MCI are identified as support by the district's cabinet, which includes the superintendent, the associate superintendent, and the three assistant superintendents, the special education leadership, and site administrators, along with the unanticipated results, identified as the 'This too shall pass' (TTSP), resistance to change attitude for some of the staff, resulting from frequent changes in leadership.

The reach assumptions for the MCI ToC, are (1) MCI components appear appropriate and doable and (2) target specialized instructional program teachers. This is to be accomplished during the coaching sessions where the rationale for the components being worked on are explained and discussed, with first the participant teachers, and eventually, with all of the specialized instructional program teachers. The capacity change assumption is the benefit of the MCI is understood, where all specialized instructional program teachers see, understand, and believe in the benefit of the ten MCI components. The behavior change assumptions of the MCI ToC are: (1) MCI is supported by specialized instructional program teachers, (2) MCI is supported by site administration, (3) specialized instructional program teachers want to improve behavior management. and (4) specialized instructional program teachers want to improve student learning in their classrooms. The first two change assumptions were accomplished during phase one of Cycle 2, where the three participant teachers and the administration of the campuses on which they work have all supported the MCI. The other two change

assumptions show positive progress through the survey responses and midpoint interview results for the three teachers, where they mentioned the improvement in behaviors and student learning in their classrooms.

The direct benefits assumption of the MCI ToC is the implementation of MCI components will lead to specialized instructional program classrooms with less maladaptive behaviors and more learning, which then lead to better outcomes for teachers and students. In those targeted classrooms of the participant teachers during phase one of Cycle 2, there was a marked decrease in maladaptive behavior in these classrooms, including elopements, tantrums, and aggression, per teacher reports. The well-being assumption of the MCI ToC is increased inclusion which is beneficial for all students, special education and general education students alike. As mentioned previously, this is the ultimate goal of the MCI, to be included with their general education peers as often as possible.

Although Figures 1 and 2 appear linear, they “explicitly allow nonlinearity via the feedback between the various stages” (Mayne, 2015, p. 123) which fits with the iterative, cyclical approach in action research.

Summary

The Model Classroom Initiative (MCI) integrates components supported by Applied Behavior Analysis (ABA) and special education high-leverage practices, employing evidence-based interventions for classroom behavior management, and promoting meaningful student change. A shift from clinical to classroom settings requires that teachers receive supportive, teacher-centered ABA consultations, with coaching serving as a pivotal method of professional development. Such coaching can facilitate

teachers' understanding of ABA's effectiveness in enhancing classroom dynamics, teacher satisfaction, and student outcomes. Tools, such as the IC Map, can be used to specify the salient points of the MCI components, support the idea of sensemaking, and can be used as a vehicle for coaching.

Although this research concentrates on specialized instructional program classrooms, it is informed by critical disability theory, advocating for a shift from the ableist paradigm prevalent in the Wildflower district. By adapting classroom management techniques to diminish maladaptive behaviors and foster learning, the MCI endeavors to pave the way for greater inclusion of these students alongside their general education peers. The MCI Theory of Change depicts a comprehensive vision for the initiative, which includes more inclusionary practices for the specialized instructional program students.

CHAPTER 3

METHODOLOGY

The Model Classroom Initiative (MCI) represents an action research project developed to address complex challenges, often described as “wicked” problems of practice. This study builds upon prior research cycles, aiming to assess the impact of the MCI coaching model on the implementation of teachers’ selected components and their sense of support and being heard. The current phase of this research cycle occurred during the second semester of the 2022-2023 academic year.

Context

Setting

This research study occurred during the spring semester within the Wildflower School District, situated in the southwestern region of the United States. The district is composed of 29 schools, including 15 elementary, three K-8, six middle, and five high schools. Collectively, these schools serve an approximate student population of 22,000. The focus of this cycle of the Model Classroom Initiative (MCI) action research was three Social, Communication, and Academics (SCA) classrooms, the specialized instructional program classrooms that serve those students with strengths and challenges typical of those on the autism spectrum. Teachers from two schools participated in this study: Rose Elementary School and Lily Elementary School.

During the first semester of 2022-2023 academic year, the three SCA classrooms had enrollments of four, five, and seven students respectively, all with diverse levels of ability. In the second semester, the class sizes changed to four, four, and six students. Observations took place during regular school hours to assess the

implementation of the chosen components, as well as behavior management and teaching skills in the specialized instructional program classrooms. Coaching sessions occurred after school hours in the first semester and shifted to before school in the second semester.

Participants

Three SCA teachers were recruited at the beginning of the 2022-2023 school year. Teacher 1 (T1) and Teacher 2 (T2) were employed at Rose Elementary School, while Teacher 3 (T3) worked at Lily Elementary School. T1 had completed a dual-certified teacher preparation program in Michigan and had three years of teaching experience. T2, a first-year teacher, completed a dual-certified teacher preparation program in Illinois. T3, also a first-year teacher, completed her dual-certified teacher preparation program in Arizona. None of the participants reported training in or certification for teaching students with intensive support needs.

Researcher's Role

As the district's Board-Certified Behavior Analyst (BCBA) and the leader of the Behavior Intervention Team (BIT), I served in a dual role as both participant and observer. This unique position allowed an insider's perspective by directly engaging with the teachers in their classrooms, while also maintaining an objective, outsider researcher stance. I collaborated with a fellow BIT member to provide support to the three participating teachers. Responsibilities included offering feedback based on classroom observations, as well as coaching on the implementation of the chosen components, and offering professional and emotional support.

While acting as a coach, my role extended beyond the technical aspects of teaching and support. I also functioned as a mentor and emotional support for the teachers, particularly during challenging times. For example, I was acutely concerned for T3 after the loss of her student in a tragic accident, taking special care in how I provided emotional and professional support. T3's willingness to continue with the coaching sessions, despite her emotional turmoil, was surprising to me.

Given my emotional connection with the participants, maintaining objectivity was crucial. I exercised due diligence in stepping back and adopting an analytical viewpoint, particularly when interpreting qualitative data such as interview transcripts and observational notes. To minimize potential bias, member-checking techniques were employed to validate my interpretations of the collected data. By carefully balancing these roles, I endeavored to ensure that the study's findings were reported with the utmost impartiality and integrity.

The MCI Coaching Model and Framework

The Model Classroom Initiative (MCI) comprises ten components: physical structure, ability-appropriate schedules, functional communication, visual timelines, IEP-goal directed tasks, IEP goal sheets/books, positive reinforcement, behavior-specific praise, social skills, and a calming corner. These components collectively aim to enhance classroom behavior, learning outcomes, and the attainment of IEP goals in the SCA classrooms. The coaching model employed for the MCI was adapted from the behavioral consultation framework (Reinke et al., 2014), and incorporated a collaborative coaching approach that included modeling, observing, feedback, and reflection, using the Innovation Configuration (IC) Map.

At the beginning of the year, prior to the coaching sessions, all ten MCI components were reviewed with the participating teachers. The focus initially was on optimizing physical structure and ability-appropriate schedules to foster a conducive learning environment. For the second semester, teachers chose two additional components for further coaching focus. T1 elected to focus on functional communication and IEP-goal directed tasks. T2 chose to concentrate on functional communication and visual timelines, while T3 decided to work on IEP-goal directed tasks and visual timelines. To facilitate the implementation of these selected components, the teachers requested specific materials, such as visual timelines, and IEP-goal directed tasks. The materials were created and delivered by the Behavior Intervention Team (BIT).

Coaching Schedule and Session Structure

For the Rose Elementary teachers (T1 and T2), the first coaching sessions were conducted in March, followed by one session in April, and two sessions in May, culminating in a total of five coaching sessions. The coaching sessions for T3 at Lily Elementary began in April and were conducted weekly, also totaling five sessions. Each session lasted between 45 and 60 minutes and took place before the school day began in the teachers' respective classrooms.

During each coaching session, a check-in was initiated to gauge the teachers' well-being and to review ongoing classroom activities. Discussions often centered around behavior management, based on both observed and reported experiences. This included a celebratory review of what had been implemented successfully as well as constructive feedback where necessary. Utilizing the IC Map, the teachers' experiences with the

chosen components were discussed. Each session concluded with the setting of achievable goals for the next coaching session.

Procedure:

December 2023	SCA teachers complete the midpoint survey and the midpoint interview.
Mid-January 2023	Meet with SCA teachers to go over chosen components and collaborate on the co-creation of the IC Map rubric.
March 2023	<p>For the two Rose SCA teachers, classroom observations began prior to each coaching session, taking notes using the observation notes template.</p> <p>Began the coaching sessions with the two Rose SCA teachers, focusing on the chosen components, taking notes using the coaching notes template.</p>
April 2023	<p>For the Lily teacher, began classroom observations prior to each coaching session, taking notes using the observation notes template.</p> <p>Began the coaching sessions with the Lily SCA teacher, focusing on the chosen components, taking notes using the coaching notes template.</p> <p>Continue the observations and coaching sessions with the Rose SCA teachers, focusing on the chosen components, taking notes on the corresponding templates.</p>

May 2023	<p>Finished the observations and coaching sessions with the SCA teacher volunteers, taking notes using the corresponding templates.</p> <p>Collect end-of-year classroom academic assessments and IEP goal progress reports.</p> <p>SCA teachers completed the post-intervention survey.</p> <p>Exit Interviews were done with each of the SCA teachers.</p>
June 2023	<p>Transcribe the exit interviews.</p> <p>Go through the classroom academic assessments.</p> <p>Go through the classroom IEP progress monitoring data.</p>
July 2023	<p>Begin the coding process for the qualitative data (open-ended questions on the midpoint and post-intervention surveys, observation notes, coaching notes, and the midpoint and exit interviews).</p>
July - September 2023	<p>Analyze quantitative data.</p> <p>Analyze qualitative data.</p> <p>Write up results.</p>

Research Design

A mixed methods design was utilized in this study where both quantitative and qualitative data coalesce to provide a comprehensive understanding of the impact of the MCI coaching model.

Quantitative Data

The quantitative data encompassed:

- IC Map scores, which were employed to measure the extent of component implementation.
- Likert-scale responses obtained from the pre-, midpoint, and post-intervention surveys.
- Teacher reports on academic assessments and IEP goal attainment data from the classroom.

Qualitative Data

The qualitative data consisted of:

- Responses to open-ended questions from the pre-, midpoint, and post-intervention surveys.
- Observational notes gathered during classroom visits.
- Notes from the coaching sessions.
- Information collected from the midpoint and the post-intervention interviews with the participant teachers.

The collected data were systematically analyzed to answer each of the four sections of the research question. Specifically, the analysis aimed to ascertain whether the MCI coaching model (a) improved teachers' perceptions of support and being heard, and lowered their stress levels, (b) assisted teachers in implementing their chosen MCI components, (c) enhanced the teachers' knowledge of and confidence in each of the MCI components, and (d) affected the teachers' perceptions of academic, behavioral, and IEP goal growth for the students.

This study documents a second cycle of action research, however, the MCI will continue to be an active project. The goal is to expand the utilization of the MCI coaching model's ten components across the specialized instructional program classrooms in the district.

Data Instruments and Collection Procedures

Innovation Configuration (IC) Map

The study utilized an Innovation Configuration (IC) Map to assess implementation. Teachers were provided with a template to create an individualized IC Map for their chosen components (see Appendix B). However, all three participant teachers opted to use the unaltered rubric from the original coach-created IC Map (see Appendix A) that had been created at the beginning of the year for all ten components. The IC Map featured five levels of implementation, ranging from full implementation (5) to zero implementation (1).

For example, a score of 5 for the physical structure component would indicate:

- Clearly delineated areas (student desks, group area, snack area, schedules are near the door).
- Physical boundaries where necessary.
- Prominently displayed classroom rules and expectations.
- A clutter-free environment.

Conversely, a score of 1 would indicate:

- Only student desks and one group area are evident.
- Absence of posted classroom rules and expectations.
- A cluttered and visually overwhelming classroom.

The IC Map scores were recorded during each coaching session. Although a space was provided for teachers to note their perceived levels of implementation, only one teacher chose to provide this information; the other two were not comfortable self-rating. Following the scoring, discussions were held to reach a consensus on the implementation scores, which were subsequently documented in the coaching notes.

The data provided in the IC Map provided a systematic approach for assessing the level of implementation of the chosen components from both the teachers' and the coach's perspectives.

Pre-, Midpoint, and Post-Intervention Surveys

To address specific sections of the research question related to teachers' feelings of support and being heard, perceived stress levels, and their knowledge of and confidence in the Model Classroom Initiative (MCI) components, the study employed pre-, midpoint, and post-intervention surveys.

The pre-intervention survey, administered at the beginning of the school year, consisted of ten statements on a six-point Likert scale which ranged from (6) Strongly Agree to (1) Strongly Disagree, and four open-ended questions (see Appendix C). The midpoint and post-intervention surveys included the original questions and added 20 statements designed to assess teachers' knowledge and confidence in each of the ten MCI components (see Appendix E). These additional statements employed a five-point Likert scale, ranging from (5) Expert Knowledge to (1) No Knowledge, and from (5) Extreme Confidence to (1) No Confidence.

Data from the Likert scale questions were collected as quantitative data, and the responses to open-ended questions were collected as qualitative data. The quantitative

data were analyzed to examine any changes in teacher perceptions and self-reported levels of knowledge and confidence over time. Qualitative responses were subjected to thematic analysis to identify recurring themes related to teacher feelings of support, stress levels, and experiences in implementing the MCI components.

By triangulating both quantitative and qualitative data, this study aims to provide a comprehensive understanding of the impact of the MCI coaching model on teachers' professional lives, particularly in terms of emotional support, job satisfaction, stress levels, and proficiency in applying MCI components in their classrooms.

Observation Notes

Observation notes were taken using the observation template provided in Figure 3.

Figure 3.

Observation Notes Template

Observer:

Date:

Time:

<p>Observation on Behavior</p> <p><i>Scripted notes on what is occurring in the classroom, specifically on behavior of students and what they are doing for learning/lesson</i></p>
--

Previous Components		
Physical Structure		
Individual Desks _____	Small Group Area(s) _____	Schedule Area _____
Rules Posted _____	Play Area _____	Uncluttered _____
Ability-Appropriate Schedules		
Check Schedule Cards _____	Schedules Up _____	Schedules Used _____
Receptacles Used _____		
Teacher Nominated Component #1 _____		
<i>The list of items for the components will be listed after it has been chosen.</i>		
Observed Score on IC Map _____		
Teacher Nominated Component #2 _____		
<i>The list of items for the components will be listed after it has been chosen.</i>		
Observed Score on IC Map _____		

The observation notes served as a tool for addressing part (b) of the research question, which concerned the implementation of the chosen MCI components as well as the previously coached components from the first semester. Observations were conducted in the classroom during the school day, focusing on three main areas: behavior management, the implemented components, and what teaching and learning was occurring in the classroom.

The observation notes were divided into three sections:

- *Observation on Behavior:* This section captured what was happening in the classroom, with a focus on behavior management strategies in play, student responses, and any notable events or incidents.
- *Previous Components:* This section used a checklist format to note the presence or absence of components introduced in the first semester, physical structure and ability-appropriate schedules.
- *Teacher-Nominated Components:* In this section, the focus was on the components chosen by the teachers for this research cycle. A numerical score, based on the IC Map rubric, was assigned to indicate the level of implementation observed for each chosen component.

Both quantitative and qualitative data were collected during the observations. The quantitative data included the IC Map numerical scores for the level of implementation, while qualitative data included descriptive notes on classroom dynamics, behavior management strategies, and student engagement. These observation notes were then analyzed in conjunction with the scores from the IC Map, coaching notes, and survey data. This helped in triangulating the data to provide a more comprehensive understanding of the level of implementation and its impact on the classroom.

The observation notes offered real-time insights into the level of implementation of the MCI components. Additionally, they offered a detailed snapshot of the classroom environment, making it possible to identify areas where further coaching or support might be beneficial. Combining the observation notes with other data points provided a holistic understanding of the implementation process and its outcomes. This can be useful

for making informed adjustments to the MCI and the MCI coaching model for future cycles.

Coaching Notes

Notes were taken during all coaching sessions using the coaching template provided in Figure 4.

Figure 4.

Coaching Notes Template

Date:

Teacher:

Observation Feedback	
Coach:	
Teacher:	
Review of IC Map	
Observed Score _____	Teacher Perceived Score _____
<i>Discussion on Scores</i>	
Consensus Score _____	
Modeling & Other Needs	
Modeling Sessions Done Since Last Coaching Session (with dates):	
What was Modeled (note component if applicable):	
Length of Time Modeling (for each component/action modeled):	
Component 1 Modeling Needs:	
Component 2 Modeling Needs:	

Other Needs (Materials, Curriculum, etc.)
Goals
Goal for Component 1:
Goal for Component 2:

The coaching notes served as an invaluable tool for collecting and analyzing data pertinent to the following parts of the research question: (a) feelings of support, (b) implementation of the chosen MCI components, and (c) levels of knowledge and confidence in the chosen components. Each coaching session was documented using the Coaching Notes Template (Figure 4) to ensure consistency and reliability of the data gathered. Each coaching note consisted of four sections.

Sections of the Coaching Notes Template

- *Observation Feedback:* This section captured the essence of the post-observation dialogue between the coach and the teacher. It included behavior-specific praise for effective strategies or practices observed, feedback on the chosen and the previously coached components, and any other MCI components that may have been implemented in the classroom.
- *Review of IC Map:* This section documented the IC Map scores representing the observed level of implementation. A consensus score was also noted after discussion.
- *Modeling Needs:* This section outlined modeling details and needs. The teachers reported they did not need ongoing modeling after the initial modeling for the

components. Other needs were also indicated in this section, which were noted as materials for the components and the classroom.

- *Goals:* This section documented the goals for each of the chosen components for the next coaching session.

The IC Map scores were treated as quantitative data and were analyzed to track the progress of implementation of the chosen components. The rest of the data in the coaching notes – such as feedback, feelings of support, and stress levels – were treated as qualitative data. The qualitative data were subjected to thematic analysis to identify patterns and insights that could help improve the coaching model and the implementation of the MCI components.

The coaching notes provided a multi-faceted view of the teachers' experiences. The qualitative data added depth to the quantitative IC Map scores, giving a nuanced picture of both the successes and challenges faced by teachers. Moreover, the coaching notes served as an ongoing resource for tailoring individualized support. The data collected in these notes helped the coach, and by extension the research study, to:

- Report on the observed, and for one teacher the perceived, IC Map scores.
- Gauge the emotional and mental state of the teachers, thus understanding the level of support needed.
- Identify areas for future focus, both in terms of MCI component implementation and coaching methods.

By synthesizing the data from the coaching notes with other data sources like observation notes and survey responses, a comprehensive analysis was possible.

Classroom IEP-Goal Data and Academic Data

Data from Individualized Education Plan (IEP) progress monitoring records and FastBridge (Illuminate Education, Inc., 2020) academic assessments were used to answer part (d) of the research question, which focuses on student growth – both in terms of IEP goal attainment and academic progress. IEP data were aggregated at the classroom level to examine overall trends in goal achievement for students in the classrooms. Individual goals and progress were summarized to provide an overarching view of how well the classrooms were meeting the IEP objectives. Individual student data were not collected due to IRB restrictions from the district.

FastBridge (Illuminate Education Inc., 2020) assessments provided additional quantitative data concerning academic growth.

Midpoint & Exit/Post-Intervention Interviews

Midpoint and exit interviews were structured to gauge both the effectiveness of the MCI coaching model and the lived experiences of the teachers implementing the MCI components. These interviews were qualitative in nature and were designed to capture nuanced insights that could not be captured through quantitative methods alone.

The midpoint interviews were conducted in December, these interviews focused on the implementation of first-semester components, teachers' feelings, and also provided an opportunity to refine the coaching process. The midpoint interview

consisted of 12 questions (see Appendix D). The exit interviews were conducted at the end of May, these were comprehensive interviews that included the original 12 questions from the midpoint interview, with an additional 16 questions to dive deeper into the teachers' experiences and perceptions (see Appendix F). T1 and T2 from Rose Elementary were interviewed together, while the teacher from Lily Elementary was interviewed separately. Responses were analyzed qualitatively to identify recurring themes, challenges, and suggestions for improvement. The qualitative data was analyzed using coding and thematic analysis.

The qualitative data gave depth to understanding how teachers perceive the implementation of their chosen components, adding a layer of nuance to the IC Map and observation notes. The interviews provided insights into how the coaching model affected teachers' confidence and knowledge in implementing not just the chosen components but also the other six MCI components. Feedback from the teachers on the coaching model measured the effectiveness of existing procedures and provided data that could be used to refine future coaching cycles.

Data Analysis

A mixed methods approach was used, collecting, and analyzing quantitative and qualitative data relevant to the research question. After the analysis, the data were synthesized and integrated to create a deeper and more comprehensive understanding of the teachers' experiences. The chart in Table 1 was utilized to guide the type of analysis used for each of the measures:

<p>(b) Reflect the implementation of the chosen components of the MCI in the targeted classrooms?</p>	<p>Observation Notes</p> <p>Coaching Notes</p> <p>Midpoint & Exit Interviews</p>	<p>Qualitative Thematic</p> <p>Quantitative – IC Map Scores</p> <p>Qualitative Thematic</p> <p>Qualitative Thematic</p>
<p>(c) Increase the knowledge of and confidence in each of the MCI components?</p>	<p>Midpoint & Post-Intervention Exit Survey</p> <p>Coaching Notes</p> <p>Exit Interviews</p>	<p>Quantitative – difference between midpoint and post-survey</p> <p>Qualitative Thematic</p> <p>Qualitative Thematic</p>

(d) Affect teachers' perception of student academic, behavioral, and IEP goal growth?	Academic Data	Quantitative Qualitative
	IEP goal progress Data	Quantitative Qualitative

Quantitative Analysis

With a small sample size ($N=3$), descriptive statistics were used to determine if there were changes between the pre- and post-intervention survey scores. Teachers used aggregated academic scores and IEP-goal progress data to report their perceptions of student growth. Individual student records were not collected for this study.

Qualitative Analysis

The qualitative data were obtained through open-ended questions on the pre-, midpoint, and post-intervention surveys, observation notes, coaching notes, and transcripts of the midpoint and exit interviews and were analyzed using grounded theory. Data preparation involved iteratively reviewing the data multiple times and aggregating open-ended responses. Codes were developed through the inductive process of several phases to establish the coding framework (Saldana, 2021).

Coding Strategy

Data analysis followed a three-step coding process:

1. *Initial In Vivo Coding*: This level involved assigning codes that were close to the participant's own words, representing the most granular level of data.
2. *Focused Coding*: In this step, codes were combined and condensed based on relationships and patterns that emerged.
3. *Thematic Coding*: Finally, broader themes were developed by abstracting commonalities across focused codes, providing a high-level understanding of the data.

HyperResearch software was utilized for the coding process, and screenshots of codebooks for each coding cycle are included in Appendix H for transparency and replicability. Initial coding was initiated through an open-coding process, focusing on in-vivo codes, which used participants' verbatim expressions as coding elements. These initial codes were organized into a table (see Appendix J).

A subsequent cycle of coding was undertaken using focused codes, with an emphasis on identifying the most prevalent and salient codes to formulate robust categories. These focused codes were then incorporated into the coding chart. For the final coding phase, theoretical coding was employed to identify central/core categories, namely, "positives" and "challenges," which were subsequently added to the coding chart (see Appendix J).

The data analysis was conducted employing the coding framework and grounded theory approach, facilitating the identification of primary findings within the qualitative dataset. Furthermore, the pertinent data were organized, and code weaving was applied to

explore how the constituent parts could potentially interconnect to form a cohesive whole. Code weaving, as described by Saldana (2021), involves the integration of key code words and phrases into a narrative format to examine their interrelationships and potential interactions. The final step in the analysis process involved the validation of findings through member-checking with the teacher participants.

Synthesis of Quantitative and Qualitative Data

The quantitative and qualitative data were synthesized and integrated to answer the four parts, (a), (b), (c), and (d) of the research question. Per Ivankova (2014), there are three reasons for using a mixed method approach over using just a quantitative or qualitative approach.

First, researchers can answer both confirmatory and exploratory research questions within the same study...Second, researchers can generate stronger and more credible inferences or study conclusions by using integrated quantitative and qualitative study results. Third, researchers can explore more divergent viewpoints on the same issue by using...a mixed methods approach (p. 10).

Using a mixed method approach seeks to determine more complete answers to research questions with the intent of exploring a problem of practice from different methods, thereby providing more comprehensive resolutions to practical, everyday problems in the workplace.

This integration process was used for parts (a), (b), and (c) of the research question, where the quantitative data from the pre-, midpoint, and post-intervention surveys were analyzed to check for trends and patterns. That information was then supported by the qualitative data gleaned from the open-ended statements from the pre-,

midpoint, and post-intervention surveys, comments made during observations and coaching sessions, and the midpoint and exit interviews. The patterns and trends discovered in the quantitative data analysis were then expanded upon using the qualitative data reflecting emotions and impressions on the implementation of the chosen components, on the MCI and the MCI coaching model, on their knowledge and confidence in each of the ten MCI components, on their feelings of support and being heard, and on the current stress levels.

Ethical Considerations

Teacher participants were volunteers with the ability to discontinue the coaching process at any time without any penalty. All interviews were recorded with permission from the participants and then transcribed. The classroom data was reported in the aggregate to protect individual students' data. Confidentiality and voluntary participation were ensured throughout this study.

Reliability

Reliability refers to the consistency of a method so that you will get similar results over repeated uses of that method. This was done by using the IC map, the established coaching process, along with details on the fidelity of the implementation.

Validity

Validity refers to the accuracy of what the method measures compared to what it is intended to measure. To check on the accuracy and completeness of the results, I used member checking. I also used the timeline, the research question chart, and the MCI Theory of Change graphic to check on the validity of the MCI study.

Trustworthiness and Credibility

To assure trustworthiness and credibility, objectivity was consistently checked because of the insider/outsider position; insider as the coach, and outsider as the researcher. I was systematic in my coding and categorization process, looking for connections among and between the themes. Member checking, along with the MCI Theory of Change, was used to check on the trustworthiness and credibility of this action research.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

The purpose of this study was to support the teachers, through coaching sessions, with their implementation of two chosen MCI components and to investigate their perceived benefits. The quantitative and qualitative analysis and results are outlined, as well as the synthesis of the quantitative and qualitative findings to answer the research question.

Quantitative Data Analysis and Results

Pre-, Midpoint, and Post-Intervention Surveys

The responses for the pre-, midpoint, and post-intervention survey statements for the participant teachers are recorded in a Survey Summary Table in Appendix G. Table 2 indicates the mean responses and difference for question numbers 1-9 and 30 (using a six-point Likert scale items, (6) Strongly Agree to (1) Strongly Disagree). These responses were collected at the beginning of the academic year and provided a baseline for the teachers' feelings of support. Although responses for these nine questions were collected at midpoint and post-intervention, means and differences are reported between the pre- and post-intervention surveys only.

Table 2 also shows the mean responses and difference from the midpoint and post-intervention survey, which consisted of an additional 20 statements regarding knowledge of and confidence in each of the MCI components. Questions 10-29 used a five-point Likert scale: (5) Expert Knowledge and Extreme Confidence to (1) No Knowledge and No Confidence.

Table 2.*Mean scores for pre- and post-surveys with differences*

Survey Statements	Range	Mean Pre-	Mean Post-	Difference
1. I feel supported by SPED leadership	1-6	3.3	4.7	+1.4
2. I feel supported by site administration	1-6	3.3	3	- .3
3. I feel supported by BIT	1-6	5.6	6	+.4
4. I feel confident in classroom behavior management	1-6	4.7	5.3	+.6
5. I believe BIT members are here to help and support me	1-6	6	6	=
6. I feel stressed in my current position	1-6	4.3	4.3	=
7. I am happy in my current position	1-6	4.3	4.3	=
8. I am looking forward to the BIT coaching	1-6	5.7	6	+.3
9. I know the 10 components of the MCI	1-6	3.7	5	+1.3
10: My knowledge of physical structure	1-5	3.7	4.7	+1
11. My confidence in physical structure	1-5	3.3	4	+ .7
12. My knowledge of ability-appropriate schedules	1-5	3.7	4.7	+1
13. My confidence in ability-appropriate schedules	1-5	3.7	4.3	+ .6
14. My knowledge of functional communication	1-5	3.3	4.7	+1.4
15. My confidence in functional communication	1-5	4	4.7	+ .7
16. My knowledge in visual timelines	1-5	3.7	4.3	+ .6
17. My confidence in visual timelines	1-5	3.3	4	+ .7
18. My knowledge in IEP-goal driven tasks	1-5	4	4.7	+ .7
19. My confidence in IEP-goal driven tasks	1-5	3.7	4	+ .3
20. My knowledge of IEP goal sheets/books	1-5	4.3	4.3	=

21. My confidence in IEP goals sheets/books	1-5	3.3	3.7	+ .4
22. My knowledge of positive reinforcement	1-5	4.3	4.7	+ .4
23. My confidence in positive reinforcement	1-5	4.3	4.7	+ .4
24. My knowledge of behavior-specific praise	1-5	4.3	4.7	+ .4
25. My confidence in behavior-specific praise	1-5	4.3	4.7	+ .4
26. My knowledge of social skills	1-5	4	4	=
27. My confidence in social skills	1-5	4	4	=
28. My knowledge of the calming corner	1-5	4	4.7	+ .7
29. My confidence in the calming corner	1-5	3.7	4.7	+1
30. I understand the benefits of the MCI components	1-6	4.7	5.3	+ .7

Note. Scale for #1-9 & 20: Strongly Agree=6, Agree=5, Slightly Agree=4, Slightly Disagree=3, Disagree=2, Strongly Disagree=1. Scale for #10-29: Expert Knowledge, Extreme Confidence=5 to No Knowledge, No Confidence=1.

The majority of survey responses demonstrated improvement, the extent of which varied, ranging from 0.3 to 1.4 points. Item 2, regarding site administration support, showed a slight decrease in the mean response and items 6 and 7, regarding stress and happiness, remained the same.

Responses to survey statements concerning the BIT were highly positive: “I feel supported by the BIT” (item 3) improved from a mean of 5.6 to 6, “I am looking forward to BIT coaching” (item 8) improved from 5.7 to 6, and “I believe BIT members are here to help and support me” (item 5) remained stable at 6. All three of these post-intervention survey means had the highest rating of “Strongly Agree.”

Statements regarding the knowledge and confidence in the MCI components included a general statement about knowledge of the ten components (item 9) and 20 questions for knowledge of and confidence in each of the individual components (items 10-29). The statement "I know the 10 components of the MCI," showed an improvement from 3.7 to 5, "Agree," a gain of 1.3. Knowledge of eight out of the ten MCI components saw a mean score improvement, with IEP goal sheets/books (item 20) and social skills (item 26) remaining the same. Confidence improved in nine out of the ten MCI components, with social skills (item 27) remaining the same.

IC Map Scores from Coaching Notes

Numerical scores were recorded on the coaching notes template for observed implementation from the IC Map. In the coaching sessions, where the IC Map scores were discussed, teachers were asked to provide a perceived score. T1 underrated her performance until the last session, where she agreed she was at full implementation (5). T2 and T3 stated they did not feel confident in providing a score. The IC Map scores in Table 3 are the result of the review of the observed scores in the coaching sessions, with the teachers’ input and agreement.

Table 3.

Teacher IC Map Scores

	Obs 1	Obs 2	Obs 3	Obs 4	Obs 5
T1 Functional Communication	4	5	5	5	5
T1 IEP Directed Tasks	4	5	5	5	5
T2 Functional Communication	4	5	5	5	5
T2 Visual Timelines	4	4	4	NO	4

T3 IEP Directed Tasks	5	NO	NO	NO	NO
T3 Visual Timelines	NO	NO	NO	NO	NO

Note. Scale: 5=Full Implementation, 4= Close to Full Implementation (75-80%), NO =No opportunity to view the component during the observations.

As indicated in Table 3, T1 was at full implementation (5) on both chosen components by the second observation. The scores from the observations were mutually agreed upon after discussing elements of the observed and perceived scores, as T1 was underrating her performance. For T2, who did not feel comfortable scoring herself, the observed scores indicated close to full implementation (4) for both functional communication and visual timelines, with functional communication going to full implementation (5) starting at the second session. T2 remained close to full implementation (4) for visual timelines because they were observed being used approximately 75% of the time, until the last session, where the visual timelines scored full implementation (5). During the fourth observation, there was no opportunity to observe during that time, so it was marked NO for no opportunity. T3 was observed with full implementation (5) for IEP-goal directed tasks as every student was working on IEP goal activities during that first observation but visual timelines were scored NO because there was no opportunity to observe that component for that first observation and all subsequent observations. The second through fifth observations all had no opportunities to observe for the IEP-goal driven tasks, as well. This revealed a complication in using the rubric as a hard score for implementation, as visual timelines and IEP-goal directed tasks were being used in the classroom but no opportunities for observation presented themselves.

Challenges in Measurement

T3's example illustrates a significant limitation in the observation process. If the opportunity to observe certain components doesn't arise naturally during the observational periods, it could skew the data and possibly undervalue the teacher's actual level of implementation. The experience with T3 raises the question of whether a 'hard score' is the most appropriate method for gauging implementation. This becomes pertinent when observable opportunities are not evenly distributed across components or teachers.

Student Academic and IEP Goal Data

Fastbridge assessments (Illuminate Education, Inc., 2020) were used as the academic assessments for these classrooms. The Rose Elementary teachers, T1 and T2, used Fastbridge AUTOreading and aMath, whereas the Lily elementary teacher, T3, used Fastbridge Early Reading English and Early Math assessments. IEP goal progress was aggregated into classroom data.

Rose Elementary Class 1 taught by Teacher 1 (T1)

T1's class consisted of four students, all first graders, all of whom had a classification of Autism, two of whom had IEP annual reviews in September and two of whom had IEP annual reviews in March. All students were progressing on their IEP goals, with some being mastered. The Fall and Spring AUTOreading and aMath scores for two of the students improved, one remained constant, and one student did not have a

all assessment for comparison. All students in the class were performing below grade level.

During member checking, there was a discussion regarding T1's perceptions of student growth where T1 reported success in academic, IEP goal, and behavioral progress. She spoke about the students' behavior at the beginning of the school year, remembering how one student eloped between five and ten times a day, spending an average of over two hours out of the classroom, and how he was now staying in the classroom all day and participating with his general education peers for two academic periods per day, and another student who could not sit for longer than one minute at the start of school who was now sitting for up to 30 minutes at a time. T1 attributed the academic, behavioral, and IEP goal success to the coaching process.

Rose Elementary School taught by Teacher 2 (T2):

T2's class consisted of four students, three second graders and one third grader, three of whom had a classification of Autism and one of whom had a classification of Developmental Delay. One of the students had an annual IEP review in September, whereas the other three had an annual review in November. All students in this class were making progress on their IEP goals, with some being mastered. All three students who took the Fall and Spring AUTOreading and aMath (Illuminate Education, Inc., 2020) assessments showed improvement, with one student having an alternative assessment allowance. All students in this classroom were performing below grade level.

During member checking, there was a discussion regarding T2's perceptions of student growth where T2 reported success in academic, IEP goal, and behavioral

progress. She spoke about the students' behavior at the beginning of the school year, remembering how two students would scream for up to an hour and how they now quietly used the calming corner to regulate when needed. T2 mentioned that she was grateful for the calming corner component and implemented it even though it wasn't one of her chosen components because of the self-management skills it offered.

Lily Elementary Class 3 taught by Teacher 3 (T3):

T3's class consisted of six students, three kindergartners, one first grader, and two second graders, all of whom had classifications of Autism. One of the students had an IEP annual review in November, one in January, and the other four all had annual reviews in April. All students in this classroom were progressing on their IEP goals, with some being mastered. The Early Reading English and Early Math assessments showed progress for most students, with two remaining the same. All six students were performing below grade level.

During member checking, there was a discussion regarding T3's perceptions of student growth where T3 reported success in academic, IEP goal, and behavioral progress. She spoke about the students' behavior at the beginning of the school year, remembering how two of the kindergartners would wander around the classroom at the start of school and how they now knew the routine and would unpack their backpacks, put their belongings away, and go directly to their desks. One first grader progressed from being non-verbal at the year's start to frequently speaking clearly by its conclusion.

IEP Challenges

All three teachers inherited the IEPs for their students from previous teachers, which included goals that were not attainable in a year, for example, several kindergarten

students had the goal of drawing a face with at least four features, where none of these kindergarten students were currently able to hold a pencil or crayon appropriately.

Summary of Quantitative Findings

Key Takeaways

- *Teacher Support:* The survey results support the idea that coaching sessions helped in making teachers feel supported.
- *Knowledge and Confidence:* The coaching sessions positively impacted on the teachers' knowledge and confidence regarding the MCI components. The high ratings given by teachers on their post-surveys point toward a better understanding and comfort level with these components.
- *Progress in Academic and Behavior:* Teachers perceived that the coaching led to improved classroom behavior management and teaching skills, which subsequently positively impacted students' academic, behavioral, and IEP goal progress.
- *Stress Levels:* According to the survey responses, the coaching sessions did not reduce stress levels for teachers. While T1 reported a slight decrease, this was not a shared outcome. Stress reduction might need to be addressed separately or in more depth in future coaching sessions.

The coaching process appears to be beneficial from increasing feelings of support to bolstering teacher knowledge and confidence.

Qualitative Data Analysis and Results

Data Collection

Qualitative data were collected from the following:

- Observation notes, captured via an observation notes template (see Figure 3).
- Coaching notes, captured via a coaching notes template (see Figure 4).
- Open-ended short answer responses from pre-, midpoint, and post-intervention surveys (see Appendix C & E).
- Midpoint (see Appendix D) and post-intervention interviews (see Appendix F).

Initial Coding

For the initial coding process, in vivo codes, or codes using the words and language used in the source materials, were created. There were 61 initial codes from ability-appropriate schedules to visual timelines. These initial codes are listed in Appendix I. The initial coding process was instrumental in shaping the focused coding framework. These initial codes were then used to generate more nuanced, focused codes that accurately reflected the data's complexity.

Focused Coding

Coding Framework

For the focused coding process, a coding framework was developed to categorize the data from different source materials. The framework utilized specific codes to help identify the essential attributes of the observed phenomena. For observation notes, two primary codes were employed: NEG for negative aspects and POS for positive aspects. In contrast, for other source materials including coaching notes and interviews, the coding framework was more nuanced. Codes such as BIT SUPPORT, CHALLENGE followed

by a specific sub-code to indicate the nature of the challenge, NEUTRAL for neutral or ambiguous data, and POS with specific positives indicated were used.

Code Definitions

- *NEG*: This code was used to categorize negative or challenging attributes noted during the observations.
- *POS*: This code was used for attributes that were positively perceived or beneficial, noted during the observations.
- *BIT SUPPORT*: This code was applied to data points that specifically mentioned support from the Behavior Intervention Team (BIT).
- *CHALLENGE<Specific Challenge>*: This code was used to identify specific challenges. For example, “CHALLENGE-MATERIALS” was used for issues related to materials or curriculum.
- *NEUTRAL<Specific Neutral>*: This code was applied to categories that were neither particularly challenging nor positive.
- *POSITIVE <Specific Positive>*: This code was used to identify specific positive impacts. For example, “POS-COMPONENT IMPLEMENTATION” was used for successful implementation of a component.

Focused coding was systematically applied across all source materials. This method enabled a multi-layered understanding of how teachers perceived the impact of the coaching sessions and the Model Classroom Initiative (MCI). This coding strategy facilitated the generation of an integrated view, capturing the complexities and nuances of teacher experience and perception.

Table 4.*Focused Codes and Sources*

Codes	<i>Focused Coding</i>			
	C2P2 Observation Notes	C2P2 Coaching Notes	C2P2 Surveys	C2P2 Interviews
BIT SUPPORT		X	X	X
CHALLENGE-AAS (Ability- appropriate schedules)		X		
CHALLENGE-ADMIN SUPPORT		X	X	
CHALLENGE-BEHAVIOR		X	X	X
CHALLENGE-BURNOUT				X
CHALLENGE-COACH TIME				X
CHALLENGE-CURRICULUM		X	X	X
CHALLENGE-DIFF LEVELS (Different Levels of Students)			X	
CHALLENGE- HEALTH/WORKPLACE				X
CHALLENGE-IEP PROCESS			X	
CHALLENGE-MAST SCHED (Master Schedule)			X	
CHALLENGE-MATERIALS		X	X	X
CHALLENGE-NEG FEELINGS		X		
CHALLENGE-PAPERWORK			X	X
CHALLENGE-PARAS (Paraprofessionals)		X	X	X
CHALLENGE-PARENTS				X
CHALLENGE-PREP (teacher preparation)		X		X
CHALLENGE-PRINCIPAL STRESS		X		X
CHALLENGE-RS SCHED (Related Services schedule)		X	X	
CHALLENGE-STAFFING			X	
CHALLENGE-SUPPORT NEEDED			X	
CHALLENGE-T1 ORGANIZATION		X	X	X
CHALLENGE-TIME			X	X
NEG-AAS (Negative - ability- appropriate schedules)	X			

NEUTRAL-CHOICE IMPLEMENTATION				X
NEUTRAL-CHOICE JOB SAT				X
NEUTRAL-IC MAP IMPLEMENT				X
NEUTRAL IC MAP STRESS				X
POS-AAS (Positive -ability- appropriate schedules)	X	X		
POS-APPRECIATION		X		
POS-BM (Positive-behavior management)	X	X		
POS-BSP (Positive Behavior- Specific Praise)	X	X		
POS-CC (Positive Calming Corner)	X			
POS-CHOICE LESSENS STRESS				X
POS-COACH BENEFITS				X
POS-COMPONENTS USED		X		
POS-CONFIDENT		X	X	
POS-EMOTIONAL SUPPORT				X
POS-ENGAGEMENT	X	X		
POS-FC (Positive Functional Communication)	X	X		
POS-IC MAP				X
POS-IC MAP STRESS				X
POS-IDT (Positive – IEP- directed tasks)	X	X		
POS-JOB SAT COLLEAGUES				X
POS-MATERIAL SUPPORT				X
POS-POS FEELINGS		X	X	
POS-POS FEELINGS BIT			X	X
POS-POS FEELINGS MCI				X
POS-PRIMING		X		
POS-PROGRESS		X		
POS-SI (Positive – Student Improvement)	X	X	X	
POS- Teacher coaching para	X			
POS-VT (Positive – Visual timelines)	X			

Thematic Coding

The thematic coding of CHALLENGES and POSITIVES offers an overview of coaching sessions and the MCI from the teachers' perspective. This dual approach ensures that both the favorable and unfavorable aspects of the intervention are captured, which is essential for any program aiming for continuous improvement. Grouping these themes back into focused codes allows for an analysis of what exactly worked well and what did not, thereby making the data more actionable.

Thematic Analysis

Two overarching themes emerged from the source materials. These themes were labeled as 'CHALLENGES' and 'POSITIVES.' Within these major themes, the data were re-grouped into thematic focused codes to offer a nuanced understanding of teachers' experiences. These thematic focused codes were employed to ascertain which aspects of the MCI coaching had the most significant positive or challenging impact on the teachers.

Table 5.
Thematic Codes and Sources

Codes	Thematic Coding			
	Observation Notes	Coaching Notes	Surveys	Interviews
CHALLENGES	x	x	x	x
Materials/Curriculum				
Paras				
Prep				
POSITIVES	x	x	x	x
Benefits of Coaching				
MCI/IC Map				
Components Implementation				

POSITIVES

For the positive aspects of the study, several themes emerged. While participants expressed appreciation for collaboration and teamwork, as well as for the contributions of the Behavior Intervention Team (BIT), the most significant impact was observed in three specific areas based on the depth of information and the language used by participants: (a) benefits of coaching, (b) the utility of the Model Classroom Initiative (MCI) and the Innovation Configuration (IC) Map, and (c) the successful implementation of chosen components.

POSITIVE-BENEFITS OF COACHING

All three teachers reported that the coaching sessions had been highly beneficial. T3 indicated during her midpoint interview that the sessions were “very helpful, especially being a first-year teacher. Not feeling prepared coming out of college” (T3, Midpoint Interview). When prompted to elaborate, she explained that her teacher preparation program had focused mainly on general education, largely glossing over special education topics beyond the definitions of various classifications.

In their exit interviews, all three teachers reiterated the importance of the coaching sessions. T2 highlighted the support from BIT, stating, “One of the most beneficial things was having the BIT members as allies with whom we could discuss any issue” (T2 Exit Interview). T1 appreciated the step-by-step guidance provided by the BIT in setting up their MCI classrooms, noting that this approach reduced her tendency to overthink things.

T1 and T2 also emphasized the role of BIT in follow-through, stating, “You guys...how you would ask if we needed anything, and you meant it. And then you actually did it, like things got done” (T1 & T2, Exit Interview). This was contrasted with experiences with other support staff, who according to the teachers, would check in but not provide actual assistance. In terms of motivation, both T1 and T2 were driven to achieve the highest scores on the IC Map, stating that the Map’s clarity helped them understand what the full implementation of their chosen components looked like.

While the survey data did not suggest a decrease in stress due to the coaching, all three teachers indicated in both their midpoint and exit interviews that the coaching sessions reduced their stress levels. For example, T2 stated, “The coaching lowered my stress level,” while T1 added, “They lowered it because you guys always came in and told us we were doing a good job...which showed us you understood what we’re dealing with” (T1 & T2, Exit Interview). T3 also reported reduced stress levels indicating that she felt “more relieved than stressed” during her exit interview (T3, Exit Interview).

POSITIVE-MCI/IC MAP

In both the midpoint and exit interviews, all three participant teachers spoke positively about the utility of MCI and the MCI coaching sessions. They indicated that the MCI’s ten components served as a valuable framework, providing much-needed structure to their teaching practice. For instance, T3 mentioned in her interview, “Like the

framework [because] I'm just thrown in here and I didn't know what to do, so this [the MCI] is definitely very helpful" (T3, Exit Interview).

Similarly, T1's feedback across interviews was consistent. During the midpoint interview, she stated, "I like it. I think it's great and it works well with our kids, and they respond to it..." (T1, Midpoint Interview). This sentiment was echoed in her exit interview, where she added, "I think it's awesome...I think it should be used for all teachers. Really, like get the word out; it just helps so much" (T1, Exit Interview).

POSITIVE-COMPONENT IMPLEMENTATION

T1 and T2 both achieved the highest rating of full implementation (5) for their selected components according to the IC Map scores (T1 & T2, Exit Interview). While the opportunity to observe T3's implementation was limited, she reported regular use and growing comfort with the visual timelines and daily attention to each student's IEP goals (T3, Post-intervention Exit Interview).

Beyond the chosen components, observations revealed that teachers had incorporated a broader range of MCI components in their classrooms, including behavior-specific praise, positive reinforcement, and usage of the calming corner. These were added to the functional communication, IEP-goal directed tasks, and visual timelines for those teachers who did not initially choose these as their primary components. This led to a total of eight components being implemented in all three classrooms (Observation Notes).

In post-intervention interviews, all three teachers confirmed increased knowledge and confidence in the ten MCI components (T1, T2, & T3, Post-intervention Interviews).

CHALLENGES

Despite the generally positive outcomes, teachers identified several challenges that warrant attention for future interventions. They initially expressed concerns about the timing of after-school coaching sessions, which was addressed by shifting those sessions to the mornings during the second semester (T1, T2, & T3, Midpoint Interview). They also confirmed the ongoing issues about the overwhelming workload and lack of time with no preparation period or duty-free lunch outlined in Chapter 1.

Significant challenges included difficulties with materials and curriculum (Teachers, Observation Notes), issues involving paraprofessionals (Teachers, Midpoint & Post-intervention Interviews), and gaps in teacher preparation – particularly for special education (T1, T2, & T3, Midpoint & Exit Interviews). These challenges offer avenues for refining MCI and its associated coaching interventions.

CHALLENGES-MATERIALS/CURRICULUM

Challenges related to material and curriculum were consistently documented across multiple data collection methods, including coaching notes, surveys, and interviews. All teachers requested assistance in creating educational materials and inquired about available curricula tailored to the diverse needs of their students. One teacher explicitly stated in a survey that the lack of materials was a source of stress; consequently, the BIT supplied the necessary materials. T3 specifically requested that the BIT develop IEP-goal directed tasks as well as visual timelines, both of which were provided. During the interviews, all three teachers concurred that one of the beneficial aspects of the coaching process was the support received in material preparation.

CHALLENGES-PARAPROFESSIONALS

All three teachers reported experiencing challenges with paraprofessionals (hereafter referred to as “paras”) as indicated in both surveys and the interviews. T3 successfully addressed her issues with a particular problematic para, however, T1 and T2 continued to face ongoing challenges with paras not adhering to the teaching methods modeled in the classroom. Specifically, T1 and T2 noted that paras performed better when the BIT was present in the classroom to model appropriate behavior. Yet, the improvement was temporary, as the paras reverted to their usual behavior – such as excessive talking and doing tasks for the students – once the BIT left the classroom.

Aside from issues relating to classroom management and student engagement, T1 and T2 also reported a unique challenge: both shared a para with significant body odor issues, which had a negative impact on the classroom environment. Despite reporting this issue to their site administrators and an initial attempt to address the concern, no further action was taken. This lack of administrative support exacerbated the teachers’ frustrations.

When discussing the training provided to paraprofessionals (paras), members of the BIT noted that initial training sessions were conducted at the start of the academic year, prior to the arrival of students. It was further emphasized that many of these paras had extensive experience working in SCA classrooms. Despite the BIT’s repeated visits for modeling and training sessions, the paras tended to revert to their previous behaviors soon after the BIT’s departure from the classroom.

T1 expressed similar frustrations, sharing, “Yeah, I have sat with her [a para] with a kid and worked and then had her practice and I watched, and I, you know, the next day

it's just nothing, like nothing, and...I know it's just frustrating.” This comment underscores the challenges in achieving sustained changes in paras’ classroom behaviors, even after direct training and modeling.

In summary, both T1 and T2 identified one of their greatest challenges in the Social, Communication, and Academic (SCA) classrooms as ongoing issues with paras.

CHALLENGES-PREPARATION

All three teachers reported feeling inadequately prepared for their classroom responsibilities. T2 stated that, if it were not for the coaching received during the first semester, her classroom would have resembled a general education classroom rather than one tailored for students with special needs. Both first-year teachers, T2 and T3, expressed that they would have considered resigning before the onset of the second semester without the benefit of coaching.

T2 elaborated on her pre-service training experience, describing it as follows: “...We had virtual labs, so you would be reading a story to...five kids, and it was literally like this (gesturing reading a book). That was our behavior management practice. The students were virtual, fake, and would be looking down or whispering to their friends. I wondered, ‘What world is this preparing me for?’”

Collectively, all three teachers noted deficiencies in their teacher preparation programs, specifically in the areas of classroom management, working with students with intensive support needs, parent interactions, and writing Individualized Education Plan (IEP) goals. T1 shared, “I copied one IEP down that [the professor] did on the board. That’s all I ever had. I was like, ‘I had no idea...just the paperwork, you have to be

prepared for that.” In response, T2 remarked, “It was pretty silly; if I came in here without that education, I feel like I could have done just about as much.”

T3 added, “A lot of things I learned from first-hand experience. When I was writing an IEP, I had never done that during my student teaching. In college, the focus was more on general education...not so much on special education, except for things like diagnostic criteria. They [the teaching college] focused on definitions.” T3’s statement, “I started from zero basically and I didn’t know anything,” encapsulated the sentiments of all three teachers, all of whom were dual-certified in general education and special education.

Summary of Qualitative Findings

Based on the qualitative evidence obtained from interviews, it was apparent that the coaching sessions, facilitated by the IC Map, contributed to an enhanced sense of support among the participant teachers. Furthermore, all teachers reported experiencing decreased stress levels because of the coaching.

Additional qualitative data collected from observation and coaching notes substantiated that the coaching sessions and IC Map had a positive influence on the implementation of the chosen components. Notably, the coaching was also effective in improving the implementation of an additional four MCI components for each teacher. Interview data further revealed that the coaching sessions and the use of the IC Map improved the teachers’ understanding of, and confidence in, the ten MCI components.

During the member-checking phase, which involved reviewing academic, behavioral, and IEP goal progress made by the students, all three teachers strongly

concurred that the observed student growth was directly attributable to the coaching they had received.

Synthesis of Quantitative and Qualitative Findings

RQ #1 (a): Increase feelings of support and being heard and decrease stress

The quantitative data revealed unanimous agreement among the three teachers about the effectiveness of the coaching sessions in providing support. Specifically, all teachers indicated “Strongly Agree” in response to statements about feeling supported by the BIT and believing that BIT members were genuinely there to assist and support them. Contrary to the quantitative findings, qualitative data did provide evidence that the coaching sessions were effective in reducing stress levels. For instance, interview excerpts, as noted above, included statements such as “the coaching sessions lowered my stress.”

In summary, both quantitative and qualitative data support the notion that the coaching sessions increased feelings of being supported and heard among the three teachers. While the quantitative data showed only modest evidence of reduced stress for T1, qualitative findings from interviews indicated all three teachers experienced lowered stress levels due to the coaching sessions.

RQ #1 (b): Implementation of chosen components

Quantitative data derived from the IC Map scores, as documented in the coaching notes, indicated varying levels of progress among the teachers. Specifically, T1 showed an increase in both self-perceived and observed implementation of the chosen components, achieving the highest possible rating of “5” on the evaluation rubric. T2 also reached a score of “5,” although her improvement was noted only in the observed

implementation of the chosen components. Qualitative data corroborated these findings, with both T1 and T2 indicating the IC Map served as a motivational tool; both teachers were driven to achieve the status of full implementation (5).

For T3, there was insufficient data available for observed implementation due to the lack of opportunities for observation. However, T3 reported in the post-intervention survey that she had been actively using visual timelines throughout the day and was consistently working on IEP goals with her students daily.

RQ # 1 (c): Knowledge of and confidence in each of the MCI components

Quantitative data indicate shifts in the teachers' knowledge levels concerning the ten MCI components. T1 reported a stable response of "Agree" (5) on the pre- and post-intervention survey; T2 made a shift from "Disagree" (2) to "Agree" (5); and T3 also progressed from "Slightly Agree" (4) to "Agree" (5).

The post-intervention survey results revealed further improvements. T1 demonstrated 'Expert Knowledge' in nine of the ten components and 'High Knowledge' in the remaining one, along with 'Extreme Confidence' in five components and 'High Confidence' in the other five. T2 exhibited 'Expert Knowledge' in seven components and 'High Knowledge' in the remaining three, coupled with 'Extreme Confidence' in six and 'High Confidence' in four. T3 showed 'High knowledge' across all ten components and 'High Confidence' in seven, with the remaining three rated as 'Medium Confidence.'

Qualitative data corroborated these findings, affirming increased knowledge and confidence in the ten components of the MCI, as reported by the teachers themselves.

RQ #1 (d): Teachers' perceptions of academic, behavioral, and IEP goal progress

The aggregated classroom data indicated noticeable academic and IEP goal growth among the majority of students in the three observed classrooms. During member-checking, I suggested that the observed student growth could not be attributed to the coaching intervention only; however, all three teachers vehemently disagreed. Collectively, the teachers agreed that the coaching had a substantive positive impact on their behavior management and teaching techniques. This consensus supports the notion that, in the teachers' perceptions, the coaching sessions positively influenced the students' academic achievement, behavioral development, and progress toward IEP goals.

Summary

Based on the collected data and the subsequent analysis, the study substantiates several key impacts of the coaching sessions. Specifically, the coaching sessions (a) increased the participant teachers' feelings of support and being heard, while only slightly decreasing stress for the teachers; (b) increased the implementation of the chosen components for two of the three participant teachers; (c) increased the knowledge of and confidence in the MCI components for the three participant teachers; and (d) affected the teachers' perception that the academic, behavioral, and IEP goal progress were positively impacted by the coaching sessions. These findings endorse coaching as an effective and meaningful avenue for professional development in educational settings.

CHAPTER 5

DISCUSSION

Outcomes Related to Research and Theory

The ten components of the MCI have foundations in both classic behavior management literature as well as Applied Behavior Analysis (ABA). This MCI research supports the assertion in Chapter 2 that to prepare teachers to use ABA approaches, they need to be given exposure to the practices through professional development along with certain organizational support, such as coaching (Simonsen et al., 2008). Also, as mentioned in Chapter 2, before behavior change can be facilitated in students, behavior change must first be facilitated in teachers (Fantuzzo & Atkins, 1992). During this current cycle, the Heath and Heath (2010) metaphor was followed: shaping the path, using the MCI components, directing the rider, coaching the participant teachers on the MCI, and motivating the elephant, making sure that the participant teachers were feeling supported and heard, leading to motivation for implementation. The process of shaping the path, directing the rider, and motivating the elephant was how sensemaking was accomplished, with the teachers having insight into the what, how, and why of the MCI through the coaching.

ABA is dedicated to investigating environmental variables that can improve socially meaningful behaviors (Cooper et al., 2007). The ten components are based on ABA principles and are aligned with evidence-based practices. It appears that some of the MCI components may act as gateway elements; when they are implemented with fidelity, they can facilitate the implementation of other MCI components, such as the implementation of physical structure facilitated the implementation of the calming

corner, and the implementation of the ability-appropriate schedules seems to have facilitated the implementation of visual timelines and functional communication. This study has indicated that implementing the MCI components, grounded in ABA, improves the teaching in the specialized instructional program classrooms, along with the learning, IEP goal attainment, and behaviors, which has, in turn, led to more inclusionary practices for some of the students.

Coaching is an evidence-based practice to deliver professional development to teachers in the natural environment of the classroom (Hershfeldt et al., 2012; Mangin, 2014; Reinke et al, 2014). It has been shown to be more effective than the one-and-done approach for delivering professional development through presentations or workshops. The MCI coaching model was based on Reinke et al.'s (2014) behavioral consultation framework and was collaboratively implemented with the specialized instructional program teachers. In order to adopt ABA principles in the classroom, there needs to be additional coaching support to go beyond the clinical setting. The MCI components are not likely to be implemented if the components are presented to the teachers in an isolated one-time training, but, as evidenced by this data, the components are likely to be implemented if there is ongoing coaching and support.

The MCI Theory of Change (ToC) outlined in Chapter 2, Figure 2, set the plan for the entire vision of the Model Classroom Initiative and created a framework for the innovation.

Table 6.

MCI Theory of Change (ToC) for 2022-2023 School Year

Theory of Change (ToC) Headings	Written in the ToC	Outcomes
<i>Unanticipated Results</i>	With constant changes in leadership and a strong resistance to change attitude of staff, systemic change is difficult.	The loss of T3’s kindergarten student during the second phase of Cycle 2.
<i>External Influences</i>	Support by Cabinet, SPED Leadership, and Site Administration	Site Administration supported the MCI and coaching; however, district leadership turnover ushered in new strategic plans and Key Performance Indicators (KPIs) that challenged the overall support.
<i>Activities</i>	Introduction and Training on MCI Components	Accomplished in the beginning of the 2022-2023 school year, with ongoing training through coaching sessions.
<i>Outputs</i>	Coaching and Use of the IC Map	The coaching sessions resulted in the implementation of 8 of the 10 MCI components.
<i>Reach and Reaction</i>	Specialized Instructional Program Teachers Reached	Three participant teachers were reached through the MCI coaching. Participant teachers were reached and felt supported.

<i>Capacity Changes</i>	Specialized Instructional Program Teachers acquire new classroom management and teaching practices	The interviews and member-checking confirm that the three teachers perceive that the MCI coaching helped to improve their classroom management and teaching practices.
<i>Behavior Change</i>	Special Program Teacher adopt the MCI components.	Accomplished – with all three teachers implementing eight of the MCI components.
<i>Direct Benefits</i>	Students in Special Programs decrease maladaptive behaviors and increase learning and IEP goal attainment	Accomplished – the teachers all reported decreases in maladaptive behaviors and increases in learning and IEP goal attainment, which they felt were a direct result of the MCI coaching they received during the school year.
<i>Well-being Changes</i>	Increased Opportunities for Inclusion	Outside the scope of the current study, however, during member-checking, the teachers mentioned the increase of time in general education classrooms for some of their students.
<i>Reach Assumptions</i>	Target Special Program Teachers	Accomplished. The three participant teachers were reached through the MCI coaching sessions.
	MCI components are appropriate and doable.	The participant teachers confirmed that the components are appropriate and doable, and that the implementation of the components had a positive impact on their classrooms.
<i>Capacity Change Assumptions</i>	Benefits of MCI understood	The participant teachers stated that they understood the benefits of the MCI and the MCI coaching.

<i>Behavior Change Assumptions</i>	Special Program teachers want to improve behavior management and student learning.	The participant teachers stated that they are invested in improving student behavior and learning.
	MCI is supported by special program teachers and site administration.	The participant teachers and site administrators supported and appreciated the MCI coaching and the MCI.
<i>Direct Benefits Assumptions</i>	Implementation of MCI components lead to classrooms more conducive to learning, leading to better outcomes for teachers and students.	The participant teachers confirmed that the MCI components they implemented did result in classrooms more conducive to learning with decreases in maladaptive behaviors and increases in learning and IEP goal attainment. They also reported feeling very supported, seen, and heard.
<i>Well-Being Assumptions</i>	Increased inclusion is beneficial for special education and general education students	Although outside the scope of the current study, this is still the assumption, that inclusion is beneficial for all students and increased inclusion is the ultimate goal of the MCI and MCI coaching.

Table 6 shows that this study has accomplished much of the vision of MCI through the MCI coaching process. The main findings of this study are that the MCI components were viewed as effective, that the coaching facilitated change in teachers' implementation of components, and that the teachers felt supported in the process.

As noted in Table 6, the Well-Being Changes, while outside the scope of the current study, indicated that inclusionary practices were increased for some of the specialized instructional program students based on discussions during member-checking. The MCI and the MCI coaching are meant to lead to more inclusion with general education peers by decreasing maladaptive behaviors and increasing learning readiness and expected behaviors, which supports, in part, examining Critical Disability Theory as a theoretical framework for this study.

The ableistic, bifurcated system of education described by Baglieri and Lalvani (2020) is not just applicable to the specialized instructional program students in the Wildflower District, but also, seemingly, to the specialized instructional program teachers. In addition to the students being segregated from their general education peers with arbitrary rules for inclusion, the teachers are treated differently from the general education teachers, with most specialized instructional program teachers having more time-consuming workloads without preparation periods or duty-free lunch. The lack of preparation periods or lunch breaks without students are due to the fact that the specialized instructional programs cover several grade levels, such as SCA K-2 for an SCA classroom with kindergarten, first-grade, and second-grade students, or SCA 3-5 for an SCA classroom with third-grade, fourth-grade, and fifth-grade students. SCA teachers typically look for opportunities for their students to be included with their general education peers for activities such as music, art, and physical education, referred to as “specials,” and lunch. When students are in different grade levels, these opportunities for inclusion cannot be scheduled during the same class periods. As a result, even with some students participating in these activities with their same grade level peers, other students

are still being taught in the SCA classroom, which leaves the SCA teacher without the necessary duty-free time for planning and lunch breaks. When this discrepant issue has been attempted to be addressed with site and special education leadership in the district, it often has been left to the individual teacher to figure out how to find time for preparation or lunch. This time for preparation and/or a duty-free lunch could lead to higher job satisfaction while decreasing teacher stress and exhaustion.

This bifurcated system dividing the specialized instructional program teachers and students from their general education counterparts is prevalent in the Wildflower District. More needs to be done to create productive approaches for inclusionary practices within the district. Some of the students from the SCA classrooms in this study were able to engage in more inclusion as the school year progressed. The specialized instructional program teachers attempted to advocate for the inclusion of their students, but some general education teachers continued to resist. The teachers and the district still have a long way to go in advocating for students with disabilities and their right to be included with their able-bodied and neurotypical peers. Recognizing the bifurcated system in the district and committing to work towards a less ableistic system could be the first step in moving toward a more inclusive educational environment.

Implications

Teacher Perceptions of MCI and IC Map

It was unequivocal among the three participating teachers that they highly valued the components of the Model Classroom Initiative (MCI) and the structure it offered, as well as the MCI coaching process. They also expressed appreciation for the Innovation

Configuration (IC) Map, which acted as a detailed rubric for each component's full implementation levels. This roadmap was particularly valued for delineating what full implementation looked like. The IC Map also played a motivational role, particularly for the teachers at Rose Elementary, who were striving to achieve full implementation (5). The expectation was that by the end of the study, the three classrooms would have four components implemented; the reality was that the three classrooms had full (5) or close to full (4) implementation for eight MCI components.

It was hypothesized that having the choice of which components to implement would increase the probability of implementation; however, during the post-intervention interviews, the three teachers stated they would have implemented the components the same if I had chosen on which components they should concentrate. They mentioned that they appreciated having input into the components on which they worked, but they did not believe it impacted their implementation.

All participant teachers concurred that their dual-certification undergraduate education did not adequately prepare them for the intensive support needs of their current teaching roles, nor did it provide sufficient training in classroom management for these classrooms. The MCI and IC Map with the MCI coaching were reported to be an invaluable scaffold, offering a structured approach to classroom setup, schedules, other components, and behavior management. This fills a critical gap, enabling teachers to navigate the complexities of specialized educational settings effectively.

One particularly telling comment from T1 during the post-intervention interview was: "It should be used for all teachers, like get the word out..." This sentiment encapsulates the broader vision for the application of the MCI. This study marks just one

step in an ongoing action research process. Future plans involve a district-wide rollout of the MCI components, first, in all SCA specialized instructional classrooms, with the BIT offering MCI coaching, and then, scaling it to all specialized instructional program classrooms in the district. The MCI and the corresponding IC Map have proven beneficial in providing a structured, comprehensible, and effective roadmap for specialized instructional settings. The coaching on the MCI, using the IC Map as a tool, not only augmented teachers' professional capabilities but also provided skills necessary to manage the diverse needs in specialized instructional program classrooms.

IC Map Scores

T1 was the sole participant in the study who self-assessed using perceived IC Map scores. Her choice to provide such a score might suggest a predisposition toward self-reflection and self-evaluation, essential facets of professional development. Being in her fourth year of teaching, T1 might be more familiar with the evaluation process or perhaps more confident in her capabilities, making her more inclined to offer her own perception of her performance.

Although the observed numerical scores provide important quantitative data, moving forward in the MCI coaching process, discussions on the value of the reflection process should be added to the coaching sessions along with encouragement to engage in reflection about their implementation of components and their practice in general.

Positive Outcomes of Coaching Sessions

The coaching offers on-site professional development along with providing a trained professional who can act as a sounding board and mentor, providing both professional and emotional support. The positive impact of the coaching sessions was

evident across all three participating teachers through their survey responses and interviews. As detailed in Chapter 4, these coaching sessions enhanced teachers' feelings of support and professional efficacy, improved their knowledge and confidence in the ten MCI components, and contributed to perceived academic and behavioral gains among students.

Role of BIT as Both 'Poets and Plumbers'

A key element of this achievement may be attributed to the dual function of the Behavior Intervention Team (BIT). Drawing from Sutton & Rao (2014), the team served as both 'poets' and 'plumbers.' In this context, 'poetry' represents the language and strategies employed to inspire action and encourage teachers to venture into uncharted territories. In contrast, 'plumbing' denotes the application of established techniques effectively. The 'poetry' aspect was critical in articulating the vision and benefits of MCI and MCI coaching sessions, inspiring both administrators and teachers. However, the 'plumbing' aspect was equally crucial. BIT members needed to be involved at the ground level, understanding the day-to-day challenges faced by teachers, in order to be credible and effective. This blend of inspiration and practical support helped change both beliefs and behaviors, fostering increased feelings of support and being heard and job satisfaction.

Focusing on Successes: A Shift in Administrative Approach

The BIT also adopted a strategy that diverged from conventional administrative approaches: the BIT focused on what was working well (Heath & Heath, 2010; Sutton & Rao, 2014). In contrast to the prevailing 80-20 rule described in *Cage-Busting Leadership* (Hess, 2013), where leaders spend the majority of their time dealing with the least

effective 20% of their staff, the BIT's strategy centered on recognizing and replicating success. This concept guided the coaching sessions and was positively received by the participant teachers.

The participant teachers expressed a commitment to continue collaborating with the BIT to further improve their practice with the aim to become 'model' teachers. This shift to leadership roles may serve as a powerful motivator and will offer them opportunities to replicate their successful strategies in other settings, thus expanding the impact of the MCI.

The coaching sessions were instrumental in augmenting teacher knowledge, confidence, and practice, and in improving student outcomes. The dual role of the BIT, as both inspirational 'poets' and hands-on 'plumbers' (Sutton and Rao; 2014) contributed to these successes. Additionally, by focusing on what works rather than what doesn't, the BIT has pioneered a shift in administrative strategy that holds promise for scalable impact. The commitment from participating teachers to continue this journey points toward a sustainable, positive change in specialized instructional classrooms.

Recommendations for Wildflower District

This study has revealed some issues that should be addressed to positively impact the experiences of specialized instructional program teachers. Below are some recommendations for district leadership based on the results of the study.

When discussing IEPs, it became clear that some of the IEP goals were not achievable in a year's time. Those goals were written by the previous year's teacher. The district should educate new teachers on how to review and, if necessary, revise the IEPs

that the teachers inherit from the previous year's teacher. This will ensure that the IEPs are tailored to the actual needs and abilities of the individual students.

All three teachers used grade-level metrics, and while this is important information, it is recommended that more differentiated assessment methods should also be employed, as most of the specialized instructional program students are below grade level. This would provide a more accurate picture of each student's development.

The recurring theme from teachers across all research cycles, particularly from the three participants in the latest cycle, was the lack of preparedness for managing specialized instructional classrooms. This was most likely due to the fact that all three of the participant teachers were dual-certified in general education and special education, where the emphasis was on inclusion in the general education curriculum and settings for students with higher incidence disabilities. Given that all three participating teachers came from different universities in separate states and shared a similar experience, the responsibility falls upon school districts to address these skill gaps for dual-certified teachers being placed in specialized instructional program classrooms. Those in site, district, and special education leadership need to be aware that those dual-certified teachers hired to work in specialized instructional program classrooms will require significant coaching and support for the intensive needs of their students. The findings from this study underline the necessity for school districts generally, and the Wildflower district specifically, to invest in specialized training and coaching to support their educators better. This support and coaching are vital for the job satisfaction and retention of these specialized instructional program professionals.

Study Limitations

The study involved a limited sample of only three teachers, posing a threat to reliability and validity of the results. The small sample size restricts the ability to generalize the findings to a larger population of specialized instructional program teachers or other educators in the field of special education.

The academic assessments used were based on grade-level standards, whereas the students in the specialized classroom environments were largely performing below grade level. This incongruence complicates the interpretation of academic progress. Additionally, the IEP goal data was affected by disparate annual review dates for students, hindering the ability to aggregate and analyze classroom IEP goal data comprehensively. There was no formal quantitative behavioral data tracked during the second semester.

While efforts were made to foster transparency and honesty, the established rapport built with the teachers throughout the academic year might have influenced their survey and interview responses. Such a relationship might have introduced a response bias, potentially skewing the data toward a more favorable direction than if a neutral relationship had persisted. Although personal biases were consistently scrutinized during this study, the insider aspect of my position, coupled with my emotional connection to the participants, warrants consideration. Furthermore, despite lacking supervisory or evaluative responsibilities, my role as a district administrator could have influenced participant responses.

The limitations should be considered when interpreting the study's results. The study, despite its constraints, provides valuable insights into the potential benefits of coaching sessions for teachers in specialized instructional settings, although further research with a larger sample size and more robust data collection methods is needed to validate and expand upon these findings.

Reflective Personal Insights

Gaining a Deeper Understanding

Entering this research, I was aware that specialized instructional program teachers faced a multitude of challenges. However, the cycles of this study provided me with an eye-opening understanding of the breadth and depth of those challenges. The overwhelming workload, absence of a preparation period, constant presence of students during lunch breaks, and a profound sense of isolation were apparent throughout the cycles of this study.

The assumption about the teachers' preference for after-school coaching sessions, for example, revealed that while I was cognizant of the difficulties they faced, I didn't fully grasp the nuances. The teachers had accepted the inconvenient timing, not because it suited them, but because they believed it was more convenient for me. The shift to morning sessions in the second semester underscored the importance of open dialogue; teachers reported being more focused and finding the experience more beneficial. This serves as a crucial lesson – never assume; always ask and validate.

Navigating Systemic Changes

The ever-changing landscape of district and special education leadership significantly impacts the sustainable implementation of initiatives like the Model

Classroom Initiative (MCI). The final cycle of research coincided with new leadership transitions, including a new Associate Superintendent overseeing special education, a new Director of special education, and three new special education Coordinators. This shifting terrain led to a diminished focus on the MCI, as the new leadership prioritized other Key Performance Indicators (KPIs) and strategic plans. However, I continue to advocate for the effective execution of the MCI through coaching that can reduce the maladaptive behaviors of the specialized instructional program students to a level enabling greater inclusivity and enhanced educational experiences for all students, irrespective of their needs.

Both the challenges and the complexities underscore the importance of adaptive and responsive strategies for specialized instructional program classrooms. It is imperative to continuously validate assumptions and adapt to systemic changes while maintaining fidelity to the principles of inclusion and effective teaching. Despite obstacles, the potential benefits for both teachers and students make the pursuit of initiatives like the Model Classroom Initiative (MCI) worthwhile.

Conclusion

The action research conducted on the Model Classroom Initiative (MCI) and the MCI coaching process elucidates its pivotal role in enhancing educational environments. By structuring an environment with the ten components of the MCI and supplementing this with coherent, collaborative coaching sessions, significant strides were made in augmenting teachers' perceptions and experiences. The initiative notably bolstered

teachers' feelings of being supported and being heard, fundamental aspects in fostering a conducive teaching environment.

The implementation of the chosen components, underscored by increased knowledge and confidence in applying the MCI components, showcases the responsive nature of the MCI coaching process. The coaching not only promotes professional development but also engenders a learning environment where teachers feel empowered and adequately equipped to address the diverse needs of their students. The findings demonstrate how the MCI coaching process impacts teachers' perceptions positively. The precise construction of the MCI, aligned with the implementation rubric provided by the Innovation Configuration (IC) Map, delineates a strategic framework utilized in the MCI coaching to address specialized instructional settings. The MCI coaching process is a potent tool in bridging the evident gaps for dual-certified teachers working in specialized instructional program classrooms.

The ramifications of this research extend beyond immediate educational settings, suggesting a scalable and sustainable approach to professional development. The influence of the tailored coaching sessions for implementing the MCI underscores a model of continuous learning and adaptation, creating ripple effects that can transform teaching paradigms. The insights derived from this action research advocate for further exploration and research into the positive effects of coaching initiatives.

The implications of this action research are multifaceted, encompassing enhanced teacher experiences and improved classroom management. The Model Classroom Initiative (MCI) and the MCI coaching process clarifies pathways to bridge skill gaps and elevate educational standards, thereby fostering a supportive learning environment.

Future research endeavors can further authenticate and augment the efficacy of the MCI and the MCI coaching model.

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APPENDIX A

COACH-CREATED INNOVATION CONFIGURATION (IC) MAP

Physical Structure				
5	4	3	2	1
<p>There are clearly delineated areas (student desks, 1:1 teaching areas, group area, snack area, calming corner, schedule area near door, etc.) with physical boundaries. Class rules and expectations are clearly posted in a prominent place. Classroom is free of clutter.</p>	<p>There are most (80%) of the clearly delineated areas (student desks, 1:1 teaching areas, group area, snack area, calming corner, schedule area near door, etc.) with physical boundaries. Class rules and expectations are clearly posted somewhere in the room. Classroom has little clutter.</p>	<p>There are some (60-79%) clearly delineated areas (student desks, 1:1 teaching areas, group area, snack area, calming corner, schedule area near door, etc.) with physical boundaries. Class rules and expectations are posted but not in a prominent place. Classroom has some clutter.</p>	<p>There are a few (30 - 59%) clearly delineated areas (student desks, 1:1 teaching areas, group area, snack area, calming corner, schedule area near door, etc.) with physical boundaries. Class rules and expectations are posted in an obscured or non- prominent place. Classroom has quite a bit of clutter.</p>	<p>There are only student desks and group area evident with no physical boundaries. Class rules and expectations are not posted in the classroom. Classroom is cluttered and visually overwhelming.</p>
Ability-Appropriate Schedule				

<p style="text-align: center;">5</p> <p>Every student has and is consistently using an ability-appropriate schedule based on his/her level (object, photograph, Board Maker/icon, written). There are receptacles at all the relevant destinations for matching schedule card. Schedules are positioned by the door of the classroom or on the students' desks. 'Check schedule' cards are being used as cues rather than verbal prompts.</p>	<p style="text-align: center;">4</p> <p>Every student has an ability-appropriate schedule based on his/her level (object, photograph, Board Maker/icon, written) but is not consistently being used (70%). There are receptacles at most of the relevant destinations for matching schedule card (70%). Schedules are positioned in the same area of the classroom. 'Check schedule' cards are being used as cues with verbal prompts.</p>	<p style="text-align: center;">3</p> <p>Some students have a schedule but may not be on his/her level (object, photograph, Board Maker/icon, written) and they are not being used consistently (55-69%). There are receptacles at some of the relevant destinations for matching schedule card (55-69%). Schedules are positioned at various places around the classroom. 'Check schedule' cards are being used with constant verbal prompts.</p>	<p style="text-align: center;">2</p> <p>Few students have ability-appropriate schedules (object, photograph, Board Maker/icon, written) and schedules are not being used consistently (25-54%). There are a few random receptacles at the relevant destinations for matching schedule card. The schedules that are there are randomly placed around the room. 'Check schedule' cards are not being used and, if they are prompted, it is with constant verbal prompts.</p>	<p style="text-align: center;">1</p> <p>There are no individual schedules set up or being used.</p>
<p>Functional Communication</p>				
<p style="text-align: center;">5</p> <p>Functional communication opportunities (appropriately communicating what is needed or wanted) are set up throughout the day (coloring activity without crayons, sitting at snack area but not having the food out in front of the student). When student uses functional communication, initially it is immediately reinforced by accessing what is requested. Functional communication is taught and prompted throughout the day</p>	<p style="text-align: center;">4</p> <p>Functional communication opportunities (appropriately communicating what is needed or wanted) are set up at certain times of the day (80%). When student uses functional communication, they are reinforced by accessing what is requested 80% of the time. Functional communication is taught and prompted during certain times of the day (80%).</p>	<p style="text-align: center;">3</p> <p>Functional communication opportunities (appropriately communicating what is needed or wanted) are set up at certain times of the day (60-79%). When student uses functional communication, they are reinforced by accessing what is requested 60% of the time. Functional communication is taught and prompted during certain times of the day (60%).</p>	<p style="text-align: center;">2</p> <p>Functional communication opportunities (appropriately communicating what is needed or wanted) are set up at certain times of the day (30-59%). When student uses functional communication, they are reinforced by accessing what is requested 40% of the time. Functional communication is taught and prompted during certain times of the day (40%).</p>	<p style="text-align: center;">1</p> <p>Functional communication opportunities (appropriately communicating what is needed or wanted) are not set up. When student uses functional communication, they are reinforced by accessing what is requested less than 40% of the time. Functional communication is not taught or prompted, things are done or gotten for the students 90% of the time</p>

Visual Timelines				
5 Visual work timelines are used consistently when working on individual and group tasks/activities (95%). Visual work timelines match the ability-level of the ability-appropriate schedules. Visual timelines are systematically followed (90%) and reward time is always less than the amount of time spent working.	4 Visual work timelines are used when working on individual and group tasks/activities (75%). Visual work timelines match the ability-level of the ability-appropriate schedules for 75% of the students. Visual timelines are systematically followed (75%) and reward time is less than the amount of time spent working. 75% of the time	3 Visual work timelines are used consistently when working on individual and group tasks/activities (60 - 74%). Visual work timelines match the ability-level of the ability-appropriate schedules for 60% of the students. Visual timelines are systematically followed (60-74%) and reward time is always less than the amount of time spent working 60% of the time.	2 Visual work timelines are used consistently when working on individual and group tasks/activities (30-59%). Visual work timelines match the ability-level of the ability-appropriate schedules for 40% of students. Visual timelines are systematically followed (30-59%) and reward time is always less than the amount of time spent working 30% of the time.	1 Visual work timelines are not being used for individual or group work. Free time is longer than time spent on completing tasks or engaging in work activities. There are no rewards matched to work completion.
Behavior-Specific Praise				
5 Behavior-specific praise happens often throughout the day at a rate of at least 4 praise statements to every redirection or correction. Behavior-specific praise is given to every student throughout the day.	4 Behavior-specific praise occurs during approximately 80% of the time in the classroom. The rate is 3 praise statements for every redirection or correction. Behavior-specific praise is given to 80% of the students	3 Behavior-specific praise occurs during approximately 60% of the time in the classroom. The rate is 3 praise statements for every redirection or correction. Behavior-specific praise is given to 60-79% of the students.	2 Behavior-specific praise occurs during approximately 40% of the time in the classroom. The rate is 1 praise statement for every redirection or correction. Behavior-specific praise is given to less than 50% of the students	1 Behavior-specific praise is used rarely less than 30% of the time and general praise is used rarely as well. Redirections and corrections outnumber praise statements.
Thick Reinforcement				

5	4	3	2	1
<p>There is a clear positive reinforcement system used consistently with all students throughout the day (token system, point sheets, class dojo). Positive reinforcement is earned by all students throughout the day.</p>	<p>There is a positive reinforcement system that is used in the classroom approximately 80% of the time. Positive reinforcement is earned by approximately 80% of the students.</p>	<p>There is a positive reinforcement system that is used in the classroom approximately 60% of the time. Positive reinforcement is earned by approximately 60% of the students</p>	<p>There is a positive reinforcement system that is used inconsistently for only approximately 30-30% of the time in the classroom. Positive reinforcement is earned by less than 20% of the students</p>	<p>There is no positive reinforcement system that is used in the classroom.</p>
Calming Corner				
<p>There is a calming corner/area in the classroom with calming/coping strategies up on the walls. The Zones of Regulation are also up in the Calming Corner. How to use the calming corner is taught when the students are calm. How to use the calming corner is reviewed and practiced on a daily basis.</p>	<p>There is a calming corner/area in the classroom with calming/coping strategies up on the walls. No Zones of Regulation is up. How to use the calming corner is taught but only reviewed every 2-3 days.</p>	<p>There is a calming corner/area in the classroom but there are no Zones or calming/coping strategies up on the walls. How to use the calming corner is taught but only every 4-5 days.</p>	<p>There is a calming corner/area in the classroom; however it is cluttered and not conducive for calming. Nothing is up on the walls. How to use the calming corner is not taught and is not reviewed.</p>	<p>There is no calming corner/area in the classroom</p>
IEP-Driven Tasks				
<p>Every student has IEP-driven tasks to work on specific IEP goals. They initially work on them with the teacher or a para and eventually practice independently and put on maintenance. IEP-driven tasks are worked on daily.</p>	<p>Every student has at least 1 IEP-driven task to work on. They initially work on it with the teacher or a para and eventually practice independently. IEP-driven tasks are worked on every 2-3 days.</p>	<p>Some (75%) of the students have at least 1-2 IEP-driven tasks to work on. They initially work on it with the teacher or a para. IEP-driven tasks are worked on every 4-5 days.</p>	<p>A few (40-74%) of the students have at least 1-2 IEP-driven tasks to work on. They work on it with the teacher or a para 1-2 times every 2 weeks.</p>	<p>No IEP-driven tasks are being used in the classroom</p>
IEP Goal Data Sheets/Books				

5	4	3	2	1
<p>There are IEP goal sheets for every IEP goal and they are being tracked at least 2-4 times every week. There are IEP goal sheets/books for every student</p>	<p>There are IEP goal sheets for most (80%) of the IEP goals. The goals are tracked 1-2 times every week. There are IEP goal sheets/books for 80% of the students</p>	<p>There are IEP goal sheets for some (60%) of the IEP goals. The goals are tracked every other week. There are IEP goal sheets/books for 60% of the students</p>	<p>There are IEP goal sheets for less than 40% of the IEP goals. The goals are tracked 1-3 times a month. There are IEP goal sheets/books for 5-59% of the students</p>	<p>There are no IEP goal sheets for any of the IEP goals for any of the students</p>
Social Skills				
5	4	3	2	1
<p>Social skills are worked on in the classroom daily. The teacher is using either Sanford Harmony or Positive Action, along with Zones of Regulation. There is a group social skills lesson and there is in-the-moment social teaching when needed throughout the day</p>	<p>Social skills are worked on in the classroom every other day. The teacher is using one of the social/behavioral curricula (Sanford Harmony, Positive Action, or Zones of Regulation). There are only group social skill lessons</p>	<p>Social skills are worked on in the classroom every day or every other day but not using any of our adopted social/behavioral curricula. There is game-playing or other facilitated interactions.</p>	<p>Social skills are worked on every 1-2 weeks using worksheets for individual students. None of adopted curricula is used.</p>	<p>There are no formal social skills taught or reviewed.</p>

APPENDIX B

CO-CREATED IC MAP FOR CHOSEN COMPONENTS TEMPLATE

To be filled in based on the teacher nominated components for each of the teachers

Component One				
5	4	3	2	1
Component Two				
5	4	3	2	1

APPENDIX C

PRE-INTERVENTION TEACHER SURVEY

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

3. I feel supported by the Behavior Intervention Team (BIT) (with behavior materials/

assistance, with hearing my concerns, etc.).

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

4. I feel confident in my classroom behavior management skills

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

5. I believe the BIT members are here to help and support me

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

6. I feel stressed in my current teaching position

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

7. I am happy in my current teaching position

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

8. I know the ten components of the Model Classroom Initiative (MCI)

6 Strongly Agree

- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

9. I understand the benefits of the Model Classroom Initiative (MCI) components for classroom behavior and learning

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

10. I am looking forward to the BIT coaching on the Model Classroom Initiative (MCI)

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

11. The biggest concern for me in my current position is

12. My biggest stress is coming from

13. What I need to feel better supported is

14. The best way the BIT can help support me is

Thank you for taking the time to take this survey. I appreciate your assistance.

APPENDIX D

MIDPOINT INTERVIEW QUESTIONS

Briefing Statement:

Thank you for agreeing to participate in this interview. I am interested in your perception of the BIT Coaching Model for MCI. There are no wrong answers. Please respond honestly as your responses will be used to improve the coaching process used by the BIT. Please do not mention your name or the names of any other individuals. May I record the interview, please?

Interview Questions

1. What did you think of the coaching sessions?
2. What was the most beneficial thing about the coaching sessions?
3. What, if anything, was the most frustrating thing about the coaching sessions?
4. How did the coaching sessions impact your stress level?
5. How did the coaching sessions impact your job satisfaction?
6. What did you think about the Innovation Configuration (IC) Map?
7. What, if anything, can the Behavior Intervention Team (BIT) do to help and support you?
8. How do you feel about the Model Classroom Initiative (MCI)?
9. How do you feel about the Behavior Intervention Team (BIT)?

10. How do you feel about the implementation of the first two components, physical structure, and ability-appropriate schedules?

11. Is there anything else you would like to add that we have not discussed?

12. Do you have any questions for me?

Debriefing Statement

Thank you for your responses and your time today. I greatly appreciate it. I will be using your responses to inform my work with the MCI going forward. Thank you so much.

APPENDIX E

MIDPOINT AND POST-INTERVENTION SURVEY

2. I feel supported by site administration (with materials, with readiness, with professional development, with behavior assistance, with hearing my concerns, etc.).

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

3. I feel supported by the Behavior Intervention Team (BIT) (with behavior materials/assistance, with hearing my concerns, etc.).

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

4. I feel confident in my classroom behavior management skills.

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree

2 Disagree

1 Strongly Disagree

5. I believe the BIT members are here to help and support me.

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

6. I feel stressed in my current teaching position.

6 Strongly Agree

5 Agree

4 Slightly Agree

3 Slightly Disagree

2 Disagree

1 Strongly Disagree

7. I am happy in my current teaching position.

6 Strongly Agree

5 Agree

4 Slightly Agree

- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

8. I am looking forward to continuing the BIT coaching on the Model Classroom Initiative (MCI).

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

9. I know the ten components of the Model Classroom Initiative (MCI).

- 6 Strongly Agree
- 5 Agree
- 4 Slightly Agree
- 3 Slightly Disagree
- 2 Disagree
- 1 Strongly Disagree

10. My level of knowledge for the physical structure of a specialized instructional program classroom

No Knowledge at All Expert Level
Knowledge

15. I have confidence in using functional communication with my students in the classroom

1 2 3 4 5

No Confidence at All Extremely
Confident

16. I have knowledge in visual work timelines and how to use them

1 2 3 4 5

No Knowledge at All Expert Level
Knowledge

17. I have confidence in using visual work timelines with my students in the classroom

1 2 3 4 5

No Confidence at All Extremely
Confident

18. I have knowledge in making and using IEP-driven tasks in the classroom

1 2 3 4 5

No Knowledge at All Expert Level
Knowledge

19. I have confidence in making and using IEP-driven tasks

1	2	3	4	5
<input type="checkbox"/>				

No Confidence at All
Confident

Extremely

20. I have knowledge in keeping IEP goal data sheets/books

1	2	3	4	5
<input type="checkbox"/>				

No Knowledge at All
Knowledge

Expert Level

21. I have confidence in keeping IEP goal data sheets/books

1	2	3	4	5
<input type="checkbox"/>				

No Confidence at All
Confident

Extremely

22. I have knowledge in using positive reinforcement in the classroom

1	2	3	4	5
<input type="checkbox"/>				

No Knowledge at All
Knowledge

Expert Level

23. I have confidence in using positive reinforcement in the classroom

1	2	3	4	5
<input type="checkbox"/>				

No Confidence at All Extremely Confident

24. I have knowledge in using behavior-specific praise in the classroom

1	2	3	4	5
<input type="checkbox"/>				

No Knowledge at All Expert Level Knowledge

25. I have confidence in using behavior-specific praise in the classroom

1	2	3	4	5
<input type="checkbox"/>				

No Confidence at All Extremely Confident

26. I have knowledge how to teach social skills to my students

1	2	3	4	5
<input type="checkbox"/>				

No Knowledge at All Expert Level Knowledge

27. I have confidence in teaching social skills to my students

1 2 3 4 5

No Confidence at All Extremely
Confident

28. I have knowledge in how to set up a calming corner in my classroom

1 2 3 4 5

No Knowledge at All Expert Level
Knowledge

29. I have confidence in setting up a calming corner in my classroom

1 2 3 4 5

No Confidence at All Extremely
Confident

30. I understand the benefits of the Model Classroom Initiative (MCI) components for classroom behavior and learning.

Strongly Agree

Agree

Slightly Agree

Slightly Disagree

Disagree

Strongly Disagree

31. The biggest concern for me in my current position is

32. My biggest stress is coming from

33. What I need to feel better supported is

34. The best way the BIT can help support me is

THANK YOU!

I sincerely thank you for taking the time to complete this survey. Your feedback is very appreciated!

APPENDIX F

EXIT/POST-INTERVENTION INTERVIEW QUESTIONS

Briefing Statement:

Thank you for agreeing to participate in this interview. I am interested in your perception of the BIT Coaching Model for MCI. There are no wrong answers. Please respond honestly as your responses will be used to improve the coaching process used by the BIT. Please do not mention your name or the names of any other individuals. May I record the interview, please?

Interview Questions

1. Tell me about the coaching sessions
2. What was the most beneficial thing about the coaching sessions?
3. What, if anything, was the most frustrating thing about the coaching sessions?
4. How did the coaching sessions impact your stress level?
5. How did being able to choose the components you would concentrate on impact your stress level?
6. How did co-creating the IC Map rubric impact your stress level?
7. What had some positive impacts on your stress levels this semester?
8. What might have had some negative impacts on your stress levels this semester?

9. How did the coaching sessions impact your job satisfaction?

10. How did being able to choose the components you would concentrate on impact your job satisfaction?

11. How did co-creating the IC Map rubric impact your job satisfaction?

12. What had some positive impacts on your job satisfaction this semester?

13. What might have had some negative impacts on your job satisfaction this semester?

14. How did you choose the components that you chose?

15. How did choosing the components impact your implementation?

16. How was the co-creation of the Innovation Configuration (IC) Map on the chosen components?

17. How did the co-created IC Map impact your implementation of the chosen components?

18. What, if anything, can the Behavior Intervention Team (BIT) do to help and support you?

19. How do you feel about the Model Classroom Initiative (MCI)?

20. Have you felt your knowledge of the ten MCI components has grown through these coaching sessions? If so, how?

21. Have you felt your confidence in implementing the ten MCI components has grown through these coaching sessions? If so, how?

22. What do you see as the benefits and the drawbacks of the MCI?

23. How do you feel about the Behavior Intervention Team (BIT)?

24. How do you feel about the implementation of your chosen two components?

25. What can I do to improve the coaching experience going forward?

26. Is there anything else you would like to add that we have not discussed?

27. Do you have any questions for me?

Debriefing Statement

Thank you for your responses and your time today. I greatly appreciate it. I will be using your responses to inform my work with the MCI going forward. Thank you so much.

APPENDIX G
SURVEY SUMMARY TABLE

Survey Statements	T1			T2			T3		
	Pre-	Mid	Post-	Pre-	Mid	Post-	Pre-	Mid	Post-
1. I feel supported by SPED leadership	2	4	3	4	5	5	4	6	6
2. I feel supported by site administration	3	5	4	3	4	4	4	4	4
3. I feel supported by BIT	5	6	6	6	6	6	6	6	6
4. I feel confident in classroom behavior management	6	6	6	4	4	5	4	4	5
5. I believe BIT members are here to help and support me	6	6	6	6	6	6	6	6	6
6. I feel stressed in my current position*	5	5	4	5	5	5	3	5	4
7. I am happy in my current position	5	5	5	3	3	3	5	4	5
8. I am looking forward to the BIT coaching	6	6	6	5	5	6	6	6	6
9. I know the 10 components of the MCI	5	4	5	2	4	5	4	5	5
10: My knowledge of physical structure		4	5		3	5		4	4

11. My confidence in physical structure		5	4		3	5		3	3
12. My knowledge of ability-appropriate schedules		5	5		3	5		3	4
13. My confidence in ability-appropriate schedules		5	5		3	4		3	4
14. My knowledge of functional communication		4	5		2	5		4	4
15. My confidence in functional communication		5	5		3	5		4	4
16. My knowledge in visual timelines		4	5		3	4		4	4
17. My confidence in visual timelines		4	4		3	4		3	4
18. My knowledge in IEP-goal driven tasks		5	5		4	5		3	4
19. My confidence in IEP-goal driven tasks		4	4		4	5		3	3
20. My knowledge of IEP goal sheets/books		5	5		4	4		4	4

21. My confidence in IEP goals sheets/books		4	4		3	4		3	3
22. My knowledge of positive reinforcement		5	5		4	5		4	4
23. My confidence in positive reinforcement		5	5		4	5		4	4
24. My knowledge of behavior-specific praise		5	5		4	5		4	4
25. My confidence in behavior-specific praise		5	5		4	5		4	4
26. My knowledge of social skills		4	4		4	4		4	4
27. My confidence in social skills		4	4		4	4		4	4
28. My knowledge of the calming corner		4	5		4	5		4	4
29. My confidence in the calming corner		4	5		4	5		3	4
30. I understand the benefits of the MCI components	4	6	6	4	5	5	6	6	5

Note. Items 1 – 9 and 30 were based on a 6-point Likert scale, where 6=strongly agree, 5=agree, 4=slightly agree, 3=slightly disagree, 2=disagree, 1=strongly disagree. Items 10 – 29 were based on a 5-point Likert scale where, for Knowledge, 5=expert knowledge, 4=high knowledge, 3=medium knowledge, 2=low knowledge, and 1=no knowledge at all, for Confidence, 5=extreme confidence, 4=high confidence, 3=medium confidence, 2=low confidence, and 1=no confidence at all.

APPENDIX H

HYPERRESEARCH SCREENSHOTS OF CODING PROCESS

Qualitative Survey Responses – HR Coding

The screenshot shows the HyperRESEARCH 4.5.4 interface. On the left, a table lists survey responses with columns for Code, Source, Type, and Position. The 'Code' column contains various categories like Frustrated, General Concerns, Time Concerns, Support Needed, Stress, Materials Concerns, and Academic Concerns. The 'Source' column lists 'C2P2 Qualitative S'. The 'Type' column lists 'Text'. The 'Position' column contains numerical values such as 4518,4753, 4756,4663, 4909,5015, 5018,5191, 5256,5457, 5824,5909, 5921,6058, 6059,6261, 6280,6391, 6415,6639, and 7007,7345.

In the center, a 'Code Book' window displays a hierarchical list of codes under 'All Codes'. The selected code is 'Support Needed'. Other visible codes include Frustrated, General Concerns, Materials Concerns, Organization, Paperwork Concerns, Para Concerns, Positive Feelings, Related Service Concerns, Staffing Concerns, Stress, Student Growth, Support Needed, Time Concerns, Training Needed, and Transition Concerns.

On the right, a 'Source: C2P2 Qualitative Survey Data.docx' window shows the text of the selected survey response. The text includes phrases like 'working with paras on using materials, etc. IEP Tasks – ME HIGH!', 'struggle with organizing and maintaining organization with tasks being used all the time and have worked hard this past month to create a wider range of materials for each student – I feel good about what I have but need to get better at organization skills and remembering to prioritize my own personal time to things not related to work.', and 'IEP Tasks – Feeling SLIGHT POSITIVE: Still have a few IEP goal driven tasks to create and implement but I feel good about the stations and task boxes I've created/implemented so far.'

This screenshot shows a different view of the HyperRESEARCH 4.5.4 interface. The table on the left lists survey responses with codes such as Support Needed, Time Concerns, Stress, Materials Concerns, General Concerns, CHALLENGE-STAFFING, CHALLENGE-PARAS, CHALLENGE-PAPERWORK, and CHALLENGE-TIME. The 'Code Book' window in the center shows a list of codes including CHALLENGE-ADMIN SUPPORT, CHALLENGE-BEHAVIOR, CHALLENGE-CURRICULUM, CHALLENGE-DIFF LEVELS, CHALLENGE-IEP PROCESS, CHALLENGE-MASTER SCHED, CHALLENGE-MATERIALS, CHALLENGE-ORGANIZATION, CHALLENGE-PAPERWORK, CHALLENGE-REL SERV, CHALLENGE-STAFFING, CHALLENGE-SUPPORT NEEDED, CHALLENGE-TIME, Confidence, Frustrated, General Concerns, Materials Concerns, Organization, Paperwork Concerns, Para Concerns, POS-CONFIDENT, POS-POS FEELINGS, POS-POS FEELINGS BIT, POS-SI, Positive Feelings, Related Service Concerns, Staffing Concerns, Stress, Student Growth, Support Needed, Training Needed, and Transition Concerns.

The right window shows a survey response with text such as 'My current concern is being able to maintain a routine/schedule during the day. Having 2 new students starting this quarter, I am finding it hard to balance my day and actually get to teach my students. My new 2nd grade student is higher academically and socially than my others so I'm struggling to challenge him.' and 'The behaviors that arise that become aggressive or violent in certain situations, I don't want my students or paras to get hurt.'

Code Book
 Edit Code | Apply Code
 39 Codes, 1 Group

All Codes

- Academic Concerns
- Appreciation
- Behavior Concerns
- CHALLENGE-ADMIN SUPPORT
- CHALLENGE-BEHAVIOR
- CHALLENGE-CURRICULUM
- CHALLENGE-DIFF LEVELS
- CHALLENGE-IEP PROCESS
- CHALLENGE-MASTER SCHED
- CHALLENGE-MATERIALS
- CHALLENGE-ORGANIZATION
- CHALLENGE-PAPERWORK
- CHALLENGE-PARAS
- CHALLENGE-REL SERV
- CHALLENGE-STAFFING
- CHALLENGE-SUPPORT NEEDED
- CHALLENGE-TIME
- CHALLENGES
- Confidence
- Frustrated
- General Concerns
- Materials Concerns
- Organization
- Paperwork Concerns
- Para Concerns
- POS-CONFIDENT
- POS-POS FEELINGS
- POS-POS FEELINGS BIT
- POS-01
- Positive Feelings
- POSITIVES
- Related Service Concerns
- Staffing Concerns
- Description

Code Filter: All Codes
 161 of 161 Filter Code References
 View Annotation View Source

Code	Source	Type	Position
CHALLENGES	C2P2 Qualitative S	Text	2729,2875
CHALLENGES	C2P2 Qualitative S	Text	3045,3053
CHALLENGES	C2P2 Qualitative S	Text	3064,3090
CHALLENGES	C2P2 Qualitative S	Text	3098,3138
CHALLENGES	C2P2 Qualitative S	Text	3154,3169
CHALLENGES	C2P2 Qualitative S	Text	3177,3234
CHALLENGES	C2P2 Qualitative S	Text	3467,3568
CHALLENGES	C2P2 Qualitative S	Text	3570,3666
CHALLENGES	C2P2 Qualitative S	Text	3669,3871
CHALLENGES	C2P2 Qualitative S	Text	3984,4126
CHALLENGES	C2P2 Qualitative S	Text	4201,4293
CHALLENGES	C2P2 Qualitative S	Text	4296,4381
CHALLENGES	C2P2 Qualitative S	Text	4425,4447
CHALLENGES	C2P2 Qualitative S	Text	5256,5457
CHALLENGES	C2P2 Qualitative S	Text	5824,5909
CHALLENGES	C2P2 Qualitative S	Text	5921,6058
CHALLENGES	C2P2 Qualitative S	Text	6280,6391
CHALLENGES	C2P2 Qualitative S	Text	6415,6639

Source: C2P2 Qualitative Survey Data.docx

Default Font and Size | Text | A | A | Related Media

T1: 32. Biggest concern in current position Lack of sufficient staffing in classroom to meet each student's needs. Working with paraprofessionals and getting them to follow through with correct prompting/instructions, etc.

T1: 33. Biggest stress this year Intense workload. Work overload - paperwork, emails, etc. The overwhelming amount of expectations - paperwork, materials, class organization, and setup, emails, etc. with unrealistic amount of times to complete it all during paid hours.

T1: 34. What I need to feel better supported in-person help/feedback with getting through all different curriculums, IEP process, any and all paperwork/processes help. Not sure. A better developed training/support system for working with paras and gen ed teachers.

T1: 35. The best way BIT can support next year Help train the paras, in-person work with me and the kids, helping with behavior strategies. I'm doing most things myself all day and trying to contain my several runners/attention seekers. It is impossible to not reinforce some of these negative behaviors and to meet needs of all kids each day. Help me work with the paras to develop our consistency as a team. Continuing to show up with so much support and understanding.

March **Functional Communication - Physical Energy HIGH:** My students have shown huge growth in this component, so I spent a lot of time remaining different visuals and other materials to increase independence and raise expectations, which took getting used to with students and paras who needed to learn too.

Functional Communication - Emotional Energy EXTREME LOW: This component comes pretty naturally to me in everyday school activities.

FC - Feelings EXTREME POSITIVE: I have been incredibly proud lately of the communication I'm hearing from students, huge growth from the start of the year.

Display Codes In Context

Interviews

Code Book
 Edit Code | Apply Code
 34 Codes, 1 Group

All Codes

- Admin Issues
- Attitudes towards PS and AAS
- Causes Stress
- Choice Implementation
- Choice Stress
- Coaching Benefits
- Component Confidence
- Component Implementation
- Component Knowledge
- Component Support
- Emotional Support
- Frustrations
- How to Improve Coaching
- IC Map Implementation
- IC Map Stress
- Job Satisfaction
- Lack of Teacher Prep
- Lower Stress
- Materials Issues
- Materials Support
- Negative Feelings
- Negative Impact on Job Satisf
- Negative Impacts on Stress
- Para Issues
- Para Support
- Para Training
- Positive Attitudes
- Positive Feedback about IC Ma
- Positive Feelings about BIT
- Positive Feelings about Coachi
- Positive Feelings about MCI
- Positive Impacts on Stress
- Teacher Feedback
- Description

Code Filter: All Codes
 180 of 180 Filter Code References
 View Annotation View Source

Code	Source	Type	Position
Positive Attitudes	C2P2 Interviews.doc	Text	449,511
Coaching Benefits	C2P2 Interviews.doc	Text	523,610
Materials Support	C2P2 Interviews.doc	Text	630,713
Materials Support	C2P2 Interviews.doc	Text	719,770
Materials Support	C2P2 Interviews.doc	Text	839,851
Materials Support	C2P2 Interviews.doc	Text	920,995
Timing of Coaching	C2P2 Interviews.doc	Text	1038,1111
Timing of Coaching	C2P2 Interviews.doc	Text	1139,1174
Lower Stress	C2P2 Interviews.doc	Text	1503,1607
Emotional Support	C2P2 Interviews.doc	Text	1609,1679
Emotional Support	C2P2 Interviews.doc	Text	1705,1765
Job Satisfaction	C2P2 Interviews.doc	Text	1770,1835
Teacher Feedback	C2P2 Interviews.doc	Text	2297,2356
Teacher Feedback	C2P2 Interviews.doc	Text	1078,1111
Teacher Feedback	C2P2 Interviews.doc	Text	2370,2505
Para Training	C2P2 Interviews.doc	Text	3680,3938
Para Training	C2P2 Interviews.doc	Text	4054,4224
Para Support	C2P2 Interviews.doc	Text	4290,4713

Source: C2P2 Interviews.docx

Default Font and Size | Text | A | A | Related Media

ROSE Midpoint Interview 12/8/22

I: Thank you for agreeing to participate in this interview. I am interested in your perception of BIT coaching and please respond with your own thinking about the questions. There are no wrong answers. Please do not mention your name or the names of other individuals. May I record this interview please.

T2 & T1: Yes.

I: Thank you. So how did you think how did you think the coaching sessions went?

T2: I uh, I think they went really well. I think they were really helpful.

T1: Yeah, I think we got constructive feedback and different ideas of things we needed clarity on.

T2: Yes, and like when we asked for like physical things that were needed, they were provided for us.

T1: Like in a very timely manner, which was really nice.

I: Okay, um, what would you say was the most beneficial thing?

T1: The materials.

I: So, it was the materials?

M1: It really helped so much.

T1: And the examples, like the examples of the visual schedules and stuff like that.

I: Okay. And, um, what, if anything, was the most frustrating thing?

[Pause]

T2: Having them at the end of the day.

I: Oh, okay, alright.

T2: Yeah, and then just like I'm tired.

I: Okay, thank you because maybe we'll switch it to one in the morning, one in the afternoon. If that's.

T2: Yeah, I'm like always ready to go in the morning.

T1: I could do mornings, I like mornings too.

T2: One like maybe switching it.

I: Yeah, thank you. That's great. See, something does come out of this. Um, and did the coaching sessions

Display Codes In Context

Case Filter: All Cases
1 of 1 Filter Cases

Code: C2P2 Interviews

Code	Source	Type	Position
POS-POS FEELING MCI	C2P2 Interviews.dct	Text	57399,57869
POS-POS FEELING MCI	C2P2 Interviews.dct	Text	58295,58513
CHALLENGE-PREP	C2P2 Interviews.dct	Text	58295,58513
POS-COACH BENEFITS	C2P2 Interviews.dct	Text	59538,59621
POS-POS FEELING MCI	C2P2 Interviews.dct	Text	58630,59075
POS-POS FEELING BIT	C2P2 Interviews.dct	Text	59283,59457
POS-COACH BENEFITS	C2P2 Interviews.dct	Text	59565,60103
CHALLENGE-TIME	C2P2 Interviews.dct	Text	60114,60287
CHALLENGE-MATERIALS	C2P2 Interviews.dct	Text	60114,60287
CHALLENGE-TIME	C2P2 Interviews.dct	Text	61792,62144
CHALLENGE-TIME	C2P2 Interviews.dct	Text	64709,64843
CHALLENGE-MATERIALS	C2P2 Interviews.dct	Text	64709,64843
IC Map Implementation	C2P2 Interviews.dct	Text	65330,65512
POS-COACH BENEFITS	C2P2 Interviews.dct	Text	65330,65512
CHALLENGE-PREP	C2P2 Interviews.dct	Text	65554,65768
CHALLENGE-COACH TIMING	C2P2 Interviews.dct	Text	66197,66279
CHALLENGE-COACH TIMING	C2P2 Interviews.dct	Text	1139,1174

Code Filter: All Codes
113 of 313 Filter Code References

View Annotation View Source

59 Codes, 1 Group

- All Codes
- Admin Issues
- Attitudes towards PS and AAS
- Causes Stress
- CHALLENGE-BEHAVIOR
- CHALLENGE-BURNOUT
- CHALLENGE-CURRICULUM
- CHALLENGE-CURRICULUM
- CHALLENGE-MATERIALS
- CHALLENGE-ORGANIZATION
- CHALLENGE-PARAS
- CHALLENGE-PARENTS
- CHALLENGE-PREP
- CHALLENGE-PRINCIPAL STRES:
- CHALLENGE-TIME
- CHALLENGE-HEALTH/WORKP
- Choice Implementation
- Choice Stress
- Coaching Benefits
- Component Confidence
- Component Implementation
- Component Knowledge
- Component Support
- Emotional Support
- Frustrations
- How to Improve Coaching
- IC Map Implementation
- IC Map Stress
- Job Satisfaction
- Lack of Teacher Prep
- Lower Stress
- Materials Issues
- Materials Support
- Negative Feelings
- Material Support In Context
- Description

Default Font and Size: CIC Text A A

ROSE Midpoint Interview 12/8/22

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T2 & T1: Yes.

I: Thank you. So how did you think, how did you think the coaching sessions went?

T2: I, uh, I think they went really well. I think they were really helpful.

T1: Yeah, I think we got constructive feedback and different ideas of things we needed clarity on.

T2: Yes, and like when we asked for, like, physical things that were needed, they were provided for us.

T1: Like in a very timely manner, which was really nice.

I: Okay, um, what would you say was the most beneficial thing?

T1: The materials.

I: So, it was the materials?

M1: It really helped so much.

T1: And the examples, like the examples of the visual schedules and stuff like that.

I: Okay. And, um, what, if anything, was the most frustrating thing?

[Pause]

T2: Having them at the end of the day.

I: Oh, okay, alright.

T2: Yeah, and then just like I'm tired.

I: Okay, thank you because maybe we'll switch it to one in the morning, one in the afternoon. If that's.

T2: Yeah, I'm like always ready to go in the morning.

T1: I could do mornings. I like mornings too.

T2: One like maybe switching it.

I: Yeah, thank you. That's great. See, something does come out of this. Um, and did the coaching sessions impact your stress level and, if so, how?

POS-COACH BENEFITS

Positive Attitudes

Coaching Benefits

POS-MATERIAL SUPPORT

Materials Support

POS-MATERIAL SUPPORT

Materials Support

POS-COACH BENEFITS

Materials Support

CHALLENGE-COACH TIMING

Timing of Coaching

Teacher Feedback

Timing of Coaching

CHALLENGE-COACH TIMING

Lower Stress

Display Codes In Context

Case Filter: All Cases
1 of 1 Filter Cases

Code: C2P2 Interviews

Code	Source	Type	Position
POSITIVES	C2P2 Interviews.dct	Text	54362,54435
POSITIVES	C2P2 Interviews.dct	Text	55269,55456
POSITIVES	C2P2 Interviews.dct	Text	55678,55809
POSITIVES	C2P2 Interviews.dct	Text	56564,56811
POSITIVES	C2P2 Interviews.dct	Text	56969,57324
POSITIVES	C2P2 Interviews.dct	Text	57399,57869
POSITIVES	C2P2 Interviews.dct	Text	58295,58513
CHALLENGES	C2P2 Interviews.dct	Text	58295,58513
POSITIVES	C2P2 Interviews.dct	Text	58630,59075
POSITIVES	C2P2 Interviews.dct	Text	59283,59457
POSITIVES	C2P2 Interviews.dct	Text	59565,60103
CHALLENGES	C2P2 Interviews.dct	Text	60114,60287
CHALLENGES	C2P2 Interviews.dct	Text	60114,60287
CHALLENGES	C2P2 Interviews.dct	Text	61792,62144
CHALLENGES	C2P2 Interviews.dct	Text	64709,64843
POSITIVES	C2P2 Interviews.dct	Text	65330,65512
CHALLENGES	C2P2 Interviews.dct	Text	65554,65768
CHALLENGES	C2P2 Interviews.dct	Text	66197,66279
CHALLENGES	C2P2 Interviews.dct	Text	1139,1174

Code Filter: All Codes
410 of 410 Filter Code References

View Annotation View Source

61 Codes, 1 Group

- All Codes
- Admin Issues
- Attitudes towards PS and AAS
- Causes Stress
- CHALLENGE-BEHAVIOR
- CHALLENGE-BURNOUT
- CHALLENGE-COACH TIMING
- CHALLENGE-CURRICULUM
- CHALLENGE-MATERIALS
- CHALLENGE-ORGANIZATION
- CHALLENGE-PARENTS
- CHALLENGE-PARENTS
- CHALLENGE-PREP
- CHALLENGE-PRINCIPAL STRES:
- CHALLENGE-TIME
- CHALLENGES
- CHALLENGE-HEALTH/WORKP
- Choice Implementation
- Choice Stress
- Coaching Benefits
- Component Confidence
- Component Implementation
- Component Knowledge
- Component Support
- Emotional Support
- Frustrations
- How to Improve Coaching
- IC Map Implementation
- IC Map Stress
- Job Satisfaction
- Lack of Teacher Prep
- Lower Stress
- Materials Issues
- Materials Support
- Negative Feelings
- Material Support In Context
- Description

Default Font and Size: CIC Text A A

I: Thank you for agreeing to participate in this interview. I am interested in your perception of BIT coaching and please respond with your own thinking about the questions. There are no wrong answers. Please do not mention your name or the names of other individuals. May I record this interview please.

T2 & T1: Yes.

I: Thank you. So how did you think, how did you think the coaching sessions went?

T2: I, uh, I think they went really well. I think they were really helpful.

T1: Yeah, I think we got constructive feedback and different ideas of things we needed clarity on.

T2: Yes, and like when we asked for, like, physical things that were needed, they were provided for us.

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I: Okay, um, what would you say was the most beneficial thing?

T1: The materials.

I: So, it was the materials?

M1: It really helped so much.

T1: And the examples, like the examples of the visual schedules and stuff like that.

I: Okay. And, um, what, if anything, was the most frustrating thing?

[Pause]

T2: Having them at the end of the day.

I: Oh, okay, alright.

T2: Yeah, and then just like I'm tired.

I: Okay, thank you because maybe we'll switch it to one in the morning, one in the afternoon. If that's.

T2: Yeah, I'm like always ready to go in the morning.

T1: I could do mornings. I like mornings too.

T2: One like maybe switching it.

I: Yeah, thank you. That's great. See, something does come out of this. Um, and did the coaching sessions impact your stress level and, if so, how?

POS-COACH BENEFITS

POSITIVES

Positive Attitudes

Coaching Benefits

POS-MATERIAL SUPPORT

Materials Support

POS-MATERIAL SUPPORT

Materials Support

POS-COACH BENEFITS

Materials Support

CHALLENGE-COACH TIMING

CHALLENGES

Timing of Coaching

Teacher Feedback

Timing of Coaching

CHALLENGE-COACH TIMING

CHALLENGES

Lower Stress

POS-COACH BENEFITS

POSITIVES

Coaching Notes

HyperRESEARCH 4.5.4
File Edit Cases Sources Codes Theory Tools Window Help

Case Filter: All Cases
1 of 1 Filter Cases

Code	Source	Type	Position
Para Concerns	C2P2 Coaching No	Text	133,183
Confident	C2P2 Coaching No	Text	492,601
Confident	C2P2 Coaching No	Text	1065,143
Confident	C2P2 Coaching No	Text	1578,1686
Student Improvement	C2P2 Coaching No	Text	2116,2189
Organization	C2P2 Coaching No	Text	2327,2396
Confident	C2P2 Coaching No	Text	2830,2938
Going Well	C2P2 Coaching No	Text	2116,2280
Appreciation	C2P2 Coaching No	Text	2293,2326
Going Well	C2P2 Coaching No	Text	1047,1063
Praise for Teachers	C2P2 Coaching No	Text	2116,2283
Related Services Concerns	C2P2 Coaching No	Text	2221,2281
Confident	C2P2 Coaching No	Text	3229,3282
Organization	C2P2 Coaching No	Text	3358,3379
Praise for Teachers	C2P2 Coaching No	Text	3483,3613
Celebrations	C2P2 Coaching No	Text	3675,3761
Negative Feelings	C2P2 Coaching No	Text	3771,3799
Para Concerns	C2P2 Coaching No	Text	3886,3973

Code Filter: All Codes
87 of 87 Filter Code References

View Annotation View Source

Code Book
14 Codes, 1 Group

- Ability Appropriate Schedules
- Appreciation
- Celebrations
- Components Observed
- Confident
- Going Well
- Material Concerns
- Negative Feelings
- Organization
- Para Concerns
- Praise for Teachers
- Related Services Concerns
- Student Improvement
- Support

Source: C2P2 Coaching Notes All.docx

Default Font and Size

Student Improvement
Going Well
Praise for Teachers
Related Services Concerns
Appreciation
Organization
Confident
Confident
Organization

Brown Cycle 2 Phase 2: Coaching Notes T1 - Row

Date: 4/12

Observation Feedback Coach: Spoke about how different the classroom is from the beginning of the year. It is running really smoothly even with the related services not being scheduled regularly. Teacher: T1 was pleased with the feedback. She mentioned that she is working hard on keeping up the organization.

Review of IC Map: Observed Score ___ FC 5 IDT 5 ___ Teacher Perceived Score ___ 5 ___ Discussion on Score: I mentioned that I needed to track the metrics because it is often difficult to see all students using the IEP tasks or timelines at the same time. Consensus Score ___ FC 5 IDT 5 ___

Modeling & Other Needs: Modeling Sessions Done Since Last Coaching Session (with dates): None requested. She feels she knows how to do both components but she appreciates the observation, feedback, and the coaching. What was Modeled (note component if applicable): N/A. Length of Time Modeling (for each component action modeled): N/A. Component 1 Modeling Needs: None required. Component 2 Modeling Needs: None required. Other Needs (Materials, Curriculum, etc.): No materials needed.

Goals Goal for Component 1: Keep working on a goal for Component 2: Keep working on it.

HyperRESEARCH 4.5.4
File Edit Cases Sources Codes Theory Tools Window Help

Case Filter: All Cases
1 of 1 Filter Cases

Code	Source	Type	Position
POS-FC	C2P2 Coaching No	Text	18295,18359
POS-BSP	C2P2 Coaching No	Text	18295,18359
POS-CONFIDENT	C2P2 Coaching No	Text	18507,18552
CHALLENGE-MATERIALS	C2P2 Coaching No	Text	18794,18845
BIT SUPPORT	C2P2 Coaching No	Text	18875,18979
CHALLENGE-MATERIALS	C2P2 Coaching No	Text	18875,18979
CHALLENGE-MATERIALS	C2P2 Coaching No	Text	19002,19077
BIT SUPPORT	C2P2 Coaching No	Text	19002,19077
POS-SI	C2P2 Coaching No	Text	19429,19497
POS-SI	C2P2 Coaching No	Text	19509,19540
POS-APPRECIATION	C2P2 Coaching No	Text	19542,19597
POS-CONFIDENT	C2P2 Coaching No	Text	20046,20091
BIT SUPPORT	C2P2 Coaching No	Text	20334,20531
CHALLENGE-CURRICULUM	C2P2 Coaching No	Text	20334,20531
CHALLENGE-MATERIALS	C2P2 Coaching No	Text	20334,20531
CHALLENGE-MATERIALS	C2P2 Coaching No	Text	20560,20763
BIT SUPPORT	C2P2 Coaching No	Text	20560,20763
CHALLENGE-VT	C2P2 Coaching No	Text	20560,20763

Code Filter: All Codes
180 of 180 Filter Code References

View Annotation View Source

Code Book
36 Codes, 1 Group

- Ability Appropriate Schedules
- Appreciation
- BIT SUPPORT
- Celebrations
- CHALLENGE-AAS
- CHALLENGE-CURRICULUM
- CHALLENGE-MATERIALS
- CHALLENGE-NEG FEELINGS
- CHALLENGE-PARAS
- CHALLENGE-RS SCHEDULING
- CHALLENGE-TI ORGANIZATION
- SCHEDULE-BIT
- Components Observed
- Confident
- Going Well
- Material Concerns
- Negative Feelings
- Organization
- Para Concerns
- POS-AAS
- POS-APPRECIATION
- POS-BM
- POS-BSP
- POS-COMPONENTS USED
- POS-ENGAGEMENT
- POS-FC
- POS-IDT
- POS-POS FEELINGS
- POS-PRIMING
- POS-PROGRESS
- POS-SI
- Praise for Teachers
- Support

Source: C2P2 Coaching Notes All.docx

Default Font and Size

Going Well
POS-BM
POS-PROGRESS
POS-SI
Praise for Teachers
POS-PROGRESS
Appreciation
POS-APPRECIATION
Support
Material Concerns
BIT SUPPORT
CHALLENGE-MATERIALS
Components Observed
POS-COMPONENTS USED
POS-FC
POS-BSP
Confident
POS-CONFIDENT
Material Concerns
Support
CHALLENGE-MATERIALS
Support
BIT SUPPORT
CHALLENGE-MATERIALS
Material Concerns
Support
CHALLENGE-MATERIALS
BIT SUPPORT
Material Concerns

Brown Cycle 2 Phase 2: Coaching Notes T3 - Lily

Date: 4/18

Observation Feedback From 4/14 Observation Coach: Went through the observation - the morning unpacking routine is going well, with the modeling. The classroom seems to be running well and the para sharing in the wvc Circle time is running well. Praised her for stopping so that each student responds. Asked when a good time would be to see the components. Teacher: Grateful for the praise and feedback. Said some of the students are distracted by the type of timelines we provided. Going to create more options to trial. Requested some IEP goal directed at for two students (S & N).

Review of IC Map: Observed Score ___ N/A ___ Teacher Perceived Score ___ ? ___ Discussion Scores: For this observation, neither of the chosen components were observed. Functional communication, behavior-specific praise were observed. Consensus Score ___ N/A ___

Modeling & Other Needs: Modeling Sessions Done Since Last Coaching Session (with dates): None requested. She feels she knows how to do both components. What was Modeled (note component if applicable): N/A. Length of Time Modeling (for each component action modeled): N/A. Component 1 Modeling Needs: None required. Component 2 Modeling Needs: None required. Other Needs (Materials, Curriculum, etc.): Different types timelines and tasks for S and N.

Goals Goal for Component 1: VT: Need to try different types of timelines as some of the students get distracted by the Velcro icons. Goal for Component 2: Find morning activities. Create something for independent work for S & N.

Case Filter: All Cases
1 of 1 Filter Cases

Code List:

Code	Source	Type	Position
CHALLENGES	C2P2 Coaching No	Text	7411,7473
POSITIVES	C2P2 Coaching No	Text	7905,8014
POSITIVES	C2P2 Coaching No	Text	8390,8449
POSITIVES	C2P2 Coaching No	Text	8559,8659
POSITIVES	C2P2 Coaching No	Text	9095,9203
POSITIVES	C2P2 Coaching No	Text	9659,9700
POSITIVES	C2P2 Coaching No	Text	9760,9883
POSITIVES	C2P2 Coaching No	Text	10314,10423
POSITIVES	C2P2 Coaching No	Text	11032,11098
CHALLENGES	C2P2 Coaching No	Text	12071,12122
POSITIVES	C2P2 Coaching No	Text	12140,12164
POSITIVES	C2P2 Coaching No	Text	12468,12658
CHALLENGES	C2P2 Coaching No	Text	13746,13907
POSITIVES	C2P2 Coaching No	Text	13968,14006
CHALLENGES	C2P2 Coaching No	Text	15375,15438
CHALLENGES	C2P2 Coaching No	Text	15830,15939
POSITIVES	C2P2 Coaching No	Text	16232,16276
POSITIVES	C2P2 Coaching No	Text	16208,16272

Code Filter: All Codes
218 of 218 Filter Code References

Code Book: 38 Codes, 1 Group

- CHALLENGE-AAS
- CHALLENGE-CURRICULUM
- CHALLENGE-MATERIALS
- CHALLENGE-NEG FEELINGS
- CHALLENGE-PARAS
- CHALLENGE-RS SCHEDULING
- CHALLENGE-T1 ORGANIZATION
- CHALLENGE-VT
- CHALLENGES
- Components Observed
- Confident
- Going Well
- Material Concerns
- Negative Feelings
- Organization
- Para Concerns
- POS-AAS
- POS-APPRECIATION
- POS-BM
- POS-BSP
- POS-COMPONENTS USED
- POS-CONFIDENT
- POS-ENGAGEMENT
- POS-FC
- POS-IDT
- POS-POS FEELINGS
- POS-PRIMING
- POS-PROGRESS
- POS-SI
- POSITIVES
- Praise for Teachers
- Related Services Concerns
- Student Improvement
- Support
- Description

Main Text Area:

Review of IC Map Observed Score ___ N/A ___ Teacher Perceived Score ___ ? ___ Discussion on Scores: For this observation, neither of the chosen components were observed. Functional communication, behavior-specific praise were observed. Consensus Score ___ N/A ___

Modeling & Other Needs: Modeling Sessions Done Since Last Coaching Session (with dates): None requested. What was Modeled (note component if applicable): N/A Length of Time Modeling (for each component action modeled): N/A Component 1 Modeling Needs: None required/Component 2 Modeling Needs: None required/Other Needs (Materials, Curriculum, etc.): Mentioned needing some IEP-driven goals. Flashcards and greater than, less than, and equal to activity for S.

Goals: Goal for Component 1: Keep working on IEP-goal driven tasks. Make S's activity. Goal for Component 2: Finishing check-off/timelines

Brown Cycle 2 Phase 2: Coaching Notes T3 - Lily

Date: 4/21

Observation Feedback From Observation Coach: Observed the morning routine again. All students have the unpacking routine down. Go to desks with verbal prompts. Then go to the carpet when told morning meeting. Perhaps use a group timeline for morning meeting. Teacher: She mentioned that with the new IEPs there were new goals. Mentioned again that maybe having check-off/timelines would work better for some of the students. She printed off visuals for emotions.

Review of IC Map Observed Score ___ N/A ___ Teacher Perceived Score ___ ? ___ Discussion on Scores: For this observation, neither of the chosen components were observed. Functional communication, behavior-specific praise were observed. Consensus Score ___ N/A ___

Modeling & Other Needs: Modeling Sessions Done Since Last Coaching Session (with dates): None requested. She feels she knows how to do both components What was Modeled (note component if applicable): N/A Length of Time Modeling (for each component action modeled): N/A Component 1 Modeling Needs: None required/Component 2 Modeling Needs: None required/Other Needs (Materials, Curriculum, etc.):

Goals: Goal for Component 1: Keep working on IEP-goal driven tasks. Goal for Component 2: Waiting for new timelines with check-off

Observation Notes

Case Filter: All Cases
1 of 1 Filter Cases

Code List:

Code	Source	Type	Position
Functional Communication	Observation Notes	Text	254,305
Student Improvement	Observation Notes	Text	307,378
Student Improvement	Observation Notes	Text	638,663
Student Improvement	Observation Notes	Text	769,826
Functional Communication	Observation Notes	Text	1277,1373
IEP Tasks	Observation Notes	Text	1433,1494
Functional Communication	Observation Notes	Text	1896,1946
Student Improvement	Observation Notes	Text	1896,1946
Student Improvement	Observation Notes	Text	2047,2080
Pos Behavior Management	Observation Notes	Text	1948,2045
Pos Behavior Management	Observation Notes	Text	2139,2230
Functional Communication	Observation Notes	Text	2764,2860
Functional Communication	Observation Notes	Text	2920,2997
Pos Behavior Management	Observation Notes	Text	3344,3477
Visual Timelines	Observation Notes	Text	3344,3477
Visual Timelines	Observation Notes	Text	3841,3893
Functional Communication	Observation Notes	Text	4356,4414
IEP Tasks	Observation Notes	Text	4526,4686

Code Filter: All Codes
98 of 98 Filter Code References

Code Book: 9 Codes, 1 Group

- All Codes
- Ability-Appropriate Schedules
- Behavior-Specific Praise
- Calming Corner
- Functional Communication
- IEP Tasks
- Para Coaching
- Pos Behavior Management
- Student Improvement
- Visual Timelines

Main Text Area:

Observation on Behavior: T1 working 1:1 with student (K). Para is working with student (K). Para takes K to the bathroom. Teacher praises T. "Wow - look at that you are the master" Asking him to find letters which he does. Student (T) eats rT3 and Student walks in the room (A) and asks for playdoh. Teacher says "You can work for it." T1 keeps demand on when student (T) starts whining and crying. A puts his icon on the receptacle. Each student is at a different station. Match your card. Teacher prompts student to try again and he goes back and walks to the table appropriately. Student (A) gets up to go get his water bottle.

Previous Component Physical Structure: Individual Desks ___ x ___ Small Group Area(s) ___ x ___ Schedule Area ___ x ___ Rules Posted ___ x ___ Play Area ___ x ___ Uncluttered ___ x ___ Ability-Appropriate Schedules ___ x ___ Check Schedule Cards ___ x ___ Schedules Up ___ x ___ Schedules Used ___ x ___ Receptacles Used ___ x ___ Individualized schedules being used

Teacher Nominated Component #1: Functional Communication ___ T2 uses functional communication - it is embedded in classroom. Observed Score on IC Map ___ 5 ___

Teacher Nominated Component #2: IEP Goals ___ Working on IEP goals for number. Observed Score on IC Map ___ 4 ___

Brown Cycle 2 Phase 2: Observation Notes T1 Z - Rose

Observer: Coach **Date:** 4/12 **Time:** 12:00

Observation on Behavior: T1 back in her room. Reading to a group of 3 students (A, T, and K) while a para reading to other student (M). T1 does great job reading, changing voices and making noises. One of the students takes a picture off the paper towel dispenser and T1 tells him to put it back, that it is not his. He puts it back. Offers to help him get his art. Student goes over to the table to work on it. Para still reading to M. A playing by himself in the play area. T at table with T1 working on art. After third reading of the same book, para tells M, "you read it to me." T1 preps independent area for A. Calls him over when it is all set up and says, "are you ready?" Does 2 words.

CP2 Observation Notes HR:h4

Case Filter: All Cases
1 of 1 Filter Cases

Observation Notes CP2

Code	Source	Type	Position
POS-SI	Observation Notes	Text	22194,23237
POS-VT	Observation Notes	Text	22922,22983
POS-FC	Observation Notes	Text	23369,23402
POS-BM	Observation Notes	Text	23572,23687
POS-CC	Observation Notes	Text	23572,23687
POS-FC	Observation Notes	Text	23816,23876
POS-SI	Observation Notes	Text	23816,23876
POS-VT	Observation Notes	Text	24690,24761
POS-SI	Observation Notes	Text	25214,25316
NEG-AAS	Observation Notes	Text	25374,25454
POS-BM	Observation Notes	Text	25691,25777
POS-FC	Observation Notes	Text	25779,25862
POS-FC	Observation Notes	Text	25953,26190
POS-Engagement	Observation Notes	Text	27075,27242
POS-BM	Observation Notes	Text	27485,27566
POS-BSP	Observation Notes	Text	27798,27895
NEG-AAS	Observation Notes	Text	28342,28385
POS-SI	Observation Notes	Text	29464,29570

Code Filter: All Codes
196 of 196 Filter Code References
View Annotation View Source

Code Book

20 Codes, 1 Group

- Ability-Appropriate Schedules
- Behavior-Specific Praise
- Calming Corner
- Functional Communication
- IEP Tasks
- NEG-AAS
- Para Coaching
- Pos Behavior Management
- POS-AAS
- POS-BM
- POS-BSP
- POS-CC
- POS-Engagement
- POS-FC
- POS-IDT
- POS-SI
- POS-Teacher coach para
- POS-VT
- Student Improvement
- Visual Timelines

Functional Communication

Student Improvement

POS-SI

POS-FC

POS-SI

POS-SI

Functional Communication

POS-FC

IEP Tasks

POS-IDT

Source: Observation Notes CP2 All.docx

Brown Cycle 2 Phase 2: Observation Notes T1 - Rose

Observer: Coach Date: 5/8 Time: 11:20-12:20

Observation on Behavior: Para comes in with K. Goes to play area. M comes in with para. Para takes K to bathroom. Teacher asks what special do you have. M answers PE. He's talkative - much more verbal. Says "I need to get my water bottle." A & T come in with para. Reading through sight words with M. Prompts to get back on task. Does. Gets the whole assignment done. Teacher says "I more page - you have it in you - You'll be free of the sight word test. Let's do this page and then you're done." Does it without argument. A comes back in classroom. Teacher says "I'm so proud of you. Way to go! A & M getting ready to go to PE. Both students say Bye Miss M when they leave the classroom."

Previous Component: Physical Structure/Individual Desks ___ Small Group
Area(s) ___ Schedule Area ___ Rules Posted ___ Play Area ___
Uncluttered ___ Ability-Appropriate Schedules/Check Schedule Cards ___ Schedules Up ___
Schedules Used ___ Receptacles Used ___

Teacher Nominated Component #1: Functional Communication T2 uses functional communication - it is embedded in classroom. Observed Score on IC Map: 5

Teacher Nominated Component #2: IEP Tasks IEP Tasks observed. Observed Score on IC Map: 5

Brown Cycle 2 Phase 2: Observation Notes T1 - Rose

Observer: Coach & Coach 2 Date: 5/2 Time: 12:10

Observation on Behavior: T1 working 1:1 with student (T). Para is working with student (K). Para takes K to the bathroom. Teacher praises T. "Wow - look at that you are the master." Asking him to find letters which he does. Student (T) earns T3 and Student walks in the room (A) and asks for playdoh. Teacher says "You can work for it." T1 keeps demand on when student (T) starts whining and crying. A puts his icon on the receptacle. Each student is at a different station. Match your card. Teacher prompts student to try again and he goes back and walks to the table appropriately. Student (A) gets up to go get his water bottle."

Previous Component: Physical Structure/Individual Desks ___ Small Group
Area(s) ___ Schedule Area ___ Rules Posted ___ Play Area ___
Uncluttered ___ Ability-Appropriate Schedules/Check Schedule Cards ___ Schedules Up ___
Schedules Used ___ Receptacles Used ___ Individualized schedules being used ___

Teacher Nominated Component #1: Functional Communication T2 uses functional communication - it is embedded in classroom. Observed Score on IC Map: 5

Teacher Nominated Component #2: IEP Goals Working on IEP goals for numbers. Observed Score on IC Map: 4.5

CP2 Observation Notes HR:h4

Case Filter: All Cases
1 of 1 Filter Cases

Observation Notes CP2

Code	Source	Type	Position
POS-FC	Observation Notes	Text	2764,2860
POS-BM	Observation Notes	Text	3344,3477
POS-VT	Observation Notes	Text	3841,3893
POS-FC	Observation Notes	Text	4356,4414
POS-IDT	Observation Notes	Text	4525,4686
POS-BSP	Observation Notes	Text	4922,5009
POS-VT	Observation Notes	Text	5059,5073
POS-BSP	Observation Notes	Text	5183,5247
POS-FC	Observation Notes	Text	5388,5514
POS-AAS	Observation Notes	Text	5571,5779
POS-FC	Observation Notes	Text	6407,6465
POS-IDT	Observation Notes	Text	6577,6658
POS-FC	Observation Notes	Text	6867,6941
POS-BM	Observation Notes	Text	6983,7070
POS-IDT	Observation Notes	Text	7123,7170
POS-FC	Observation Notes	Text	7738,7837
POS-IDT	Observation Notes	Text	7949,8091
POS-Teacher coach para	Observation Notes	Text	8508,8601

Code Filter: All Codes
203 of 203 Filter Code References
View Annotation View Source

Code Book

21 Codes, 1 Group

- Ability-Appropriate Schedules
- Behavior-Specific Praise
- Calming Corner
- Functional Communication
- IEP Tasks
- NEG-AAS
- Para Coaching
- Pos Behavior Management
- POS-AAS
- POS-BM
- POS-BSP
- POS-CC
- POS-Engagement
- POS-FC
- POS-IDT
- POS-SI
- POS-Teacher coach para
- POS-VT
- Visual Timelines
- Student Improvement
- Visual Timelines

Functional Communication

Student Improvement

POS-FC

POS-SI

POSITIVES

Pos Behavior Management

POS-BM

Student Improvement

POS-SI

POSITIVES

Pos Behavior Management

POS-BM

Functional Communication

POS-FC

Functional Communication

Pos Behavior Management

Visual Timelines

POS-BM

Source: Observation Notes CP2 All.docx

Brown Cycle 2 Phase 2: Observation Notes T1 Z - Rose

Observer: Coach Date: 4/12 Time: 12:00

Observation on Behavior: T1 back in her room. Reading to a group of 3 students (A, T, and K) while a para reading to other student (M). T1 does great job reading, clapping voices and making noises. One of the students takes a picture off the paper towel dispenser and T1 tells him to put it back, that it is not his. He puts it back. Offers to help him get his art. Student goes over to the table to work on it. Para still reading to M. A playing by himself in the play area. T at table with T1 working on art. After third reading of the same book, para tells M, "you read it to me." T1 preps independent area for A. Calls him over when it is all set up and says, "are you ready?" Does 2 weeks

APPENDIX I
INITIAL CODING CHART

<i>Initial In-Vivo Coding</i>				
	Observation	Coaching	Surveys	Interviews
Codes	Notes	Notes		
Ability-Appropriate Schedules	x			
Academic Concerns			x	
Administration Concerns				x
Appreciation		x	x	
Attitudes towards physical structure & ability-appropriate schedules				x
Behavior Concerns			x	
Behavior-Specific Praise	x			
Calming Corner	x			
Causes stress				x
Choice stress				x
Celebrations		x		
Coaching Benefits				x
Component Confidence				x
Component Implementation				x
Component Knowledge				x
Components Observed		x		
Component Support				x
Confident/Confidence		x	x	
Emotional Support				x
Frustrated/Frustrations			x	x
Functional Communication	x			
General Concerns			x	
Going Well		x		
How to Improve Coaching				x
IC Map Implementation				x
IC Map Stress				x
IEP Tasks	x			
Job Satisfaction				x
Lack of Teacher Prep				x
Lower Stress				x

Material Concerns/Materials Issues		X	X	X
Materials Support				X
Negative Feelings		X		X
Negative Impact on Job Satisfaction				X
Negative Impact on Stress				X
Organization		X	X	
Paperwork Concerns			X	
Para Coaching	X			
Para Concerns/Para Issues		X	X	X
Para Support				X
Para Training				X
Pos Behavior Management	X			
Pos Feedback about IC Map				X
Positive Feelings/Pos Attitudes			X	X
Positive Feelings about BIT				X
Positive Feelings about Coaching				X
Positive Feelings about MCI				X
Positive Impact on Stress				X
Praise for Teachers		X		
Related Services Concerns		X	X	
Staffing Concerns			X	
Stress			X	
Student Growth			X	
Student Improvement	X	X		
Support/ Support Needed		X	X	
Teacher Feedback				X
Time Concerns			X	
Timing of Coaching				X
Training Needed			X	
Transition Concerns			X	
Visual Timelines	X			

APPENDIX J
OVERALL CODING CHART

IN-VIVO CODING**FOCUS CODING****THEMATIC CODING****Observation Notes – Codes**

Ability Appropriate Schedules

NEG AAS

CHALLENGES

Behavior-Specific Praise

POS-AAS

POSITIVES

Calming Corner

POS-BM

Functional Communication

POS-BSP

IEP Tasks

POS-CC

Para Coaching

POS-ENGAGEMENT

Pos Behavior Management

POS-FC

Student Improvement

POS-IDT

Visual Timelines

POS-SI

POS-Teacher coach para

POS-VT

Coaching Notes – Codes

Ability Appropriate Schedules

BIT SUPPORT

CHALLENGES

Appreciation

CHALLENGE-AAS

POSITIVE

Celebrations

CHALLENGE-CURRICULUM

Components Observed

CHALLENGE-MATERIALS

Confident

CHALLENGE-NEG FEELINGS

Going Well

CHALLENGE-PARAS

Material Concerns

CHALLENGE-RS SCHED

Negative Feelings

CHALLENGE-T1 ORGAN

Organization

CHALLENGE-VT

Para Concerns

POS-AAS

Praise for Teachers

POS-APPRECIATION

Related Services Concerns	POS-BM
Student Improvement	POS-BSP
Support	POS-COMPONENTS USED
	POS-CONFIDENT
	POS-ENGAGEMENT
	POS-FC
	POS-IDT
	POS-POS FEELINGS
	POS-PRIMING
	POS-PROGRESS
	POS-SI

Interviews – Codes

Admin Issues	CHALLENGE-BEHAVIOR	CHALLENGES
Attitudes towards PS and AAS	CHALLENGE-BURNOUT	POSITIVES
Causes Stress	CHALLENGE-COACH TIME	
Choice Stress	CHALLENGE-CURRICULUM	
Coaching Benefits	CHALLENGE-MATERIALS	
Component Confidence	CHALLENGE-ORGANIZATION	
Component Implementation	CHALLENGE-PARENTS	
Component Knowledge	CHALLENGE-PARAS	
Component Support	CHALLENGE-PREP	
Emotional Support	CHALLENGE-PRINCIPAL STRESS	
Frustrations	CHALLENGE-TIME	
How to Improve Coaching	CHALLENGE-HEALTH/WORKPLACE	

IC Map Implementation	NEUTRAL-CHOICE IMPLEMENTATION
IC Map Stress	NEUTRAL-CHOICE JOB SAT
Job Satisfaction	NEUTRAL-IC MAP IMPLEMENT
Lack of Teacher Prep	NEUTRAL-IC MAP STRESS
Lower Stress	POS-CHOICE LESSEN STRESS
Materials Issues	POS-COACH BENEFITS
Materials Support	POS-EMOTIONAL SUPPORT
Negative Feelings	POS-IC MAP
Negative Impact on Job Satisfaction	POS-IC MAP STRESS
Negative Impact on Stress	POS-JOB SAT COLLEAGUES
Para Issues	POS-MATERIAL SUPPORT
Para Support	POS-POS FEELINGS MCI
Para Training	POS-POS FEELINGS BIT
Positive Attitudes	
Positive Feedback about IC Map	
Positive Feelings about BIT	
Positive Feelings about Coaching	
Positive Feelings about MCI	
Positive Impact on Stress	
Teacher Feedback	
Timing of Coaching	

Qualitative Survey – Codes	CHALLENGE-ADMIN SUPPORT	CHALLENGES
Academic Concerns	CHALLENGE-BEHAVIOR	POSITIVES
Appreciation	CHALLENGE-CURRICULUM	

Behavior Concerns	CHALLENGE-DIFF LEVELS
Confidence	CHALLENGE-IEP PROCESS
Frustrated	CHALLENGE-MAST SCHED
General Concerns	CHALLENGE- MATERIALS
Materials Concerns	CHALLENGE-ORGANIZATION
Organization	CHALLENGE-PAPERWORK
Paperwork Concerns	CHALLENGE-PARAS
Para Concerns	CHALLENGE-RELATED SERV
Positive Feelings	CHALLENGE-STAFFING
Related Services Concerns	CHALLENGE-SUPPORT NEED
Staffing Concerns	CHALLENGE-TIME
Stress	POS-CONFIDENT
Student Growth	POS-POS FEELINGS
Support Needed	POS-POS FEELING BIT
Time Concerns	POS-SI
Training Needed	
Transition Concerns	

APPENDIX K

PARTICIPANT RECRUITMENT AND CONSENT LETTER

Dear Colleague:

My name is Dorianne Brown and I am a doctoral student in the Mary Lou Fulton Teachers College (MLFTC) at Arizona State University (ASU). I am working under the direction of Dr. Puckett, a faculty member in MLFTC. We are conducting a research study on the Model Classroom Initiative. The purpose of this study is to understand how the classroom coaching intervention can support the Model Classroom Initiative teachers.

We are asking for your continued help, which will involve your participation in an ongoing coaching intervention. In this phase of the coaching intervention, you will choose the two components on which you want to work. The time commitment will include reviewing the coach-created Innovation Configuration (IC) Map as a template to co-create an IC Map for each of your chosen components (20 minutes), having classroom observations (4-6 20-40 minute observations), engaging in the coaching intervention (45 minutes coaching sessions for 4-6 sessions over 4 months), completion of a Google Forms (without indicators) survey on two occasions (25 minutes each), completion of paper component surveys (5 minutes each for 3-4 months), the collection of archival classroom academic, behavioral, and IEP goal data (20-30 minutes) and an in-person exit interview (30-45 minutes). The estimated total time commitment will be between 6 hours 30 minutes and 11 hours 10 minutes over 3-4 months.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty. Choosing not to participate in the study does not affect your standing at your school. You must be 18 or older to participate in the study. Your participation is the opportunity to receive coaching assistance in the implementation of your chosen components, which may be of benefit to your students. There are no foreseeable risks or discomforts to your participation.

In the survey, to protect your confidentiality, I will ask you to create a unique identifier known only to you. To create this unique code, use the first three letters of your mother's first name and the last four digits of your phone number. Thus, for example, if your mother's name was Sarah and your phone number was (602) 543-6789, your code would be Sar 6789. The unique identifier will allow us to match your post-intervention survey responses to your pre-intervention responses when we analyze the data.

For the exit interview, I will request to audio record your responses. I will ask for your oral consent at the time of the interview. The interview will not be recorded without your permission. Please let me know if you do not want the interview to be recorded; you also can change your mind after the interview starts, just let me know

Your responses will be confidential. Results from this study will be used for my doctoral dissertation and may be used in reports, presentations, or publications. All data will be in the aggregate form and no participants' identification will be revealed in the research. Results of this research may be used to inform further development of the Model Classroom Initiative.

If you have any questions concerning the research study, please contact the research team – Dorianne Brown at doriannebrown@susd.org or (480)484-5081 or Dr. Puckett at Kathleen.Puckett@asu.edu or (480)223-7281. If you have any questions about your rights as a subject/participant in this research or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board through the ASU Office of Research Integrity and Assurance at (480)965-6788. Please let me know if you wish to be part of this study by signing below.

Thank you,

Dorianne Brown, Doctoral Student

Dr. Kathleen Puckett, Professor at Mary Lou Fulton Teachers College

Consent

I consent to participate in the Model Classroom Initiative (MCI) coaching intervention, which includes co-creating an Innovation Configuration (IC) map with the coach for my two chosen components, a midpoint and post- intervention survey, a component survey, the coaching intervention which includes 4-6 20-40-minute classroom observations and 4-6 45-minute coaching sessions over 3-4 months, and an exit interview for an estimated time commitment of between 6 hours 30 minutes and 11 hours 10 minutes over 3-4 months.

_____	_____
Name	Chosen Component #1
_____	_____
Signature	Chosen Component #2

Date

APPENDIX L
IRB APPROVAL LETTER



APPROVAL: MODIFICATION

[Kathleen Puckett](#)

MLFTC: Teacher Preparation, Division of

-

Kathleen.Puckett@asu.edu

Dear [Kathleen Puckett](#):

On 2/10/2023 the ASU IRB reviewed the following protocol:

Type of Review:	Modification / Update
Title:	Brown Model Classroom Initiative (MCI) Cycle 2
Investigator:	Kathleen Puckett
IRB ID:	STUDY00016349
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	<ul style="list-style-type: none">• Brown MCI Cycle 2 Phase 2 IRB, Category: IRB Protocol;• Brown MCI Cycle 2 Phase 2 Teacher Consent Letter, Category: Consent Form;• MCI Cycle 2 Phase 2 Parental Consent for Observation, Category: Consent Form;• Supporting Documents for Modification 01-15-2023, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);• SUSD Approval for Brown MCI Research, Category: Off-site authorizations (school permission, other IRB approvals, Tribal permission etc);

The IRB approved the modification.

When consent is appropriate, you must use final, watermarked versions available under the “Documents” tab in ERA-IRB.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: Dorianne Brown

Dorianne Brown

Kathleen Puckett