

Development of the Self-Determined Learning Model of Instruction Coaching Model: Implications for Research and Practice

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Abstract: The Self-Determined Learning Model of Instruction (SDLMI) is an evidence-based model of instruction implemented by a facilitator (e.g., general or special education teacher, family member, related service professional, transition professional) to enable students to learn to self-regulate problem solving in service to a goal. Students learn how to select personally relevant goals, develop action plans for achieving those goals, and self-monitor and self-evaluate progress toward achieving those goals. To scale-up the implementation of the SDLMI with fidelity by facilitators, there is a need for a systematic coaching model. Researchers have established coaching as a critical aspect of the implementation of evidence-based practices at scale and as a part of ongoing professional development. The purpose of this article is to describe steps taken to develop a systematic coaching model to support the implementation of the SDLMI. We will describe components of the SDLMI Coaching Model and the process through which they were derived from the coaching literature and data gathered during SDLMI research studies. We will conclude with implications for the implementation of the SDLMI Coaching Model at scale while maintaining a focus on individual students' support needs.

Causal Agency Theory provides an empirically-validated framework for conceptualizing the development of self-determination across the lifespan. Causal Agency Theory defines self-determination as a “dispositional characteristic manifested as acting as the causal agent in one’s life. Self-determined people (i.e., causal agents) act in service to freely chosen goals” (Shogren, Wehmeyer, Palmer, Forber-Pratt et al., 2015, p. 258). Self-determination develops across the lifespan as children and youth have opportunities to build skills and attitudes associated with self-determined actions including choice-making, decision-making, problem solving, goal setting and attainment, planning, self-management, self-ad-

vocacy, self-awareness, and self-knowledge (Shogren, Wehmeyer, Palmer, Forber-Pratt et al., 2015).

The positive impact of promoting self-determination on in-school (e.g., academic achievement, goal attainment; Shogren et al., 2012) and post-school (e.g., employment, community participation; Shogren, Wehmeyer, Palmer, Rifenbark, & Little, 2015) outcomes has been confirmed by multiple research studies (Hagiwara et al., 2017). As such, in both general and special education, there is a growing emphasis on promoting the skills associated with self-determination in inclusive environments aligned with efforts to promote social-emotional learning and college and career readiness (Shogren et al., 2016). Researchers have established teachers can embed instruction in skills associated with self-determination into academic and transition-related content, leading to enhanced self-determination and goal attainment (Powers et al., 2012; Test et al., 2009). However, teachers have also identified the need for further support for implementation, particularly as re-

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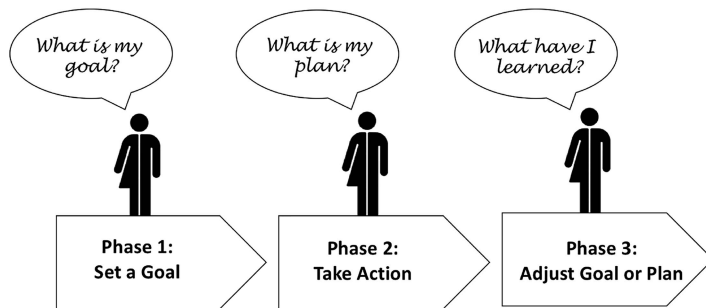


Figure 1. The phases of the SDLMI. © 2017 – Kansas University Center on Developmental Disabilities, Lawrence, KS USA.

search project-based supports fade. This led to the activities undertaken to create the SDLMI Coaching Model.

Self-Determined Learning Model of Instruction

The *Self-Determined Learning Model of Instruction* (SDLMI; Shogren et al., 2019) is an evidence-based practice (National Technical Assistance Center on Transition, 2017) designed to embed instruction on self-determination in ongoing curricular activities. The SDLMI is designed to be implemented by a facilitator (e.g., general or special education teachers, career counselors, transition specialists). Facilitators enable students to learn and practice skills associated with self-determination, by providing explicit instruction (e.g., how to make choices, set goals, plan) and embedding opportunities to practice those skills in ongoing instruction to ultimately teach students to self-regulate problem solving in service to a goal. As such, general or special education teachers can use the SDLMI to shape their instruction and teach students how to set and attain goals that are linked to the general education curriculum or students' individualized learning plans, including transition planning. The SDLMI can be implemented with students with and without disabilities, in whole-class, small group, or one-to-one settings. Essentially, the SDLMI was designed as a model of instruction that could be overlaid on any curricular area to support teachers in enabling students to set and work toward goals in that curricular area (Shogren et al., 2019).

The SDLMI consists of a three-phase in-

structional process repeated over time to enable students to work on setting and attaining goals that build on and enhance each other (see Figure 1). Each of the three instructional phases includes four *Student Questions* that guide students through the problem-solving steps needed to solve the overarching question of each phase (Phase 1: What is my goal?, Phase 2: What is my plan?, Phase 3: What have I learned?). The solution to the problem in each phase leads to the problem-solving sequence in the *Student Questions* in the next phase. Importantly, each *Student Question* is linked to a set of *Teacher Objectives* that provide teachers or other facilitators with a road map for how they can organize instruction to enable students to answer each *Student Question*. The *Teacher Objectives* drive teachers' instructional practices and actions and are linked to *Educational Supports*, which are strategies teachers can use to meet the specified objective based on students' individualized learning needs. Teachers deliver targeted instruction on these strategies to support students in answering the *Student Questions*. Additionally, teachers integrate the identified goal and action plan into ongoing instructional activities by embedding opportunities for students to apply learned skills in service to their goals. For example, a student might set a goal to ensure they have provided the format of a solution in math class (e.g., most simplified version) by underlining the directions on homework, quizzes and tests. To support the student in achieving their goal and implementing their action plan, the teacher can refer to this goal during core content instruction as well as deliver targeted instruction en-

abling the student to develop a system that prompts them to underline the directions before each beginning each assignment.

In a recent, systematic literature review of the SDLMI studies, Hagiwara and colleagues (2017) found that all 21 SDLMI studies produced positive students outcomes (e.g., enhanced self-determination, increased access to the general education curriculum, improved classroom behavior, student-directed transition planning). However, only eight out of the studies identified in the literature that were implemented by teachers and/or other facilitators reported the characteristics of initial training and ongoing technical assistance activities to support the implementation of the SDLMI. For example, Shogren et al. (2012) and Wehmeyer et al. (2012) reported that teachers were trained for 0.5 to 1.5 days prior to implementation and supported through ongoing email support. However, no ongoing, systematic training, professional development, or coaching were delivered. Cho et al., (2011) found that teachers reported a lack of formal training in interventions to promote self-determination as one of the most significant barriers to implementing instruction to enhance self-determination in general and special education. In a recent statewide SDLMI implementation (Shogren et al., 2018), efforts were undertaken to provide teachers with more systematic implementation supports, including coaching and yearly professional development. While coaching played a major role in supporting the teachers to implement the SDLMI with fidelity in this project, the coaching was delivered relatively informally and varied across participating districts when evaluated from the lens of implementation science (Burke et al., 2019). Therefore, researchers recommended establishing a systematic coaching model to ensure that high-quality, consistent coaching is delivered across coaches and their assigned facilitators. Furthermore, researchers suggested improving the coaching system by: (a) asking teachers for feedback on their coaching experiences and (b) establishing a strong, integrated fidelity assessment system to addresses teacher practices in the classroom and coaching practices to ensure high quality implementation (Burke et al., 2019).

Development of the SDLMI Coaching Model

The importance of coaching in promoting fidelity of implementation of an effective innovation has been widely acknowledged (Fixsen et al., 2005). Coaching also plays a key role in ensuring facilitators of an intervention to have the competencies to implement evidence-based practices as intended over time (Snyder et al., 2015). Additionally, researchers have identified coaching as an effective way to provide face-to-face modeling and guidance on the use of interventions (Fixsen et al., 2010). For teachers and other facilitators to implement the SDLMI with fidelity, best practice recommends the importance of sustained and systematic supports throughout implementation (Fixsen et al., 2010). However, to date, there has not been a formalized written coaching service delivery model that could be utilized by schools to support the implementation of the SDLMI. To address this need, a team of researchers and practitioners, including the developers of the SDLMI, researchers who have developed frameworks for professional development and implementation supports for schoolwide applications, and practitioners with coaching experience, progressed through an iterative process to review the existing literature and develop the SDLMI Coaching Model.

There were two key areas of focus in the development of the SDLMI Coaching Model. First, we determined that the coaching model must reflect the theoretical framework upon which the SDLMI is based, Causal Agency Theory, with a focus on promoting self-regulated learning of all people involved in the SDLMI implementation (e.g., facilitators, students, family members, other school professionals). Second, we committed to aligning the coaching model with a *model of instruction*, like the SDLMI. According to Joyce and Weil (1980), a model of instruction is a plan to shape curriculums, to design instructional materials, and to guide instruction in classrooms. Unlike other existing teaching models that focus more on teacher actions, the SDLMI emphasizes the importance of providing “teachers direction to truly enable young people to become causal agents in their lives” (Wehmeyer et al., 2000, p. 440). Therefore, the SDLMI Coaching Model was designed to

TABLE 1

Components of the SDLMI Coaching Model

<i>Component</i>	<i>Description</i>
1: SDLMI Coaching Framework	Composed of the six coaching principles and is intended to support coaches in providing effective coaching. It operationalizes actions associated with each principle.
2: SDLMI Coaching Stages	Coaching principles are actualized in practice through coaching tasks completed in four stages. The first occurs prior to an observation, the second stage during the observation and the last two stages (Reflect and Share) occur during the Coaching Session following the Coaching Observation.
3: SDLMI Coaching Procedural Checklist	Used by coaches to ensure the completion of all tasks associated with the SDLMI Coaching Model.
4: SDLMI Fidelity Measure	Completed by coaches to assess the extent to which the SDLMI is implemented with fidelity. After completing the measure during the Coaching Observation session, coaches use it to guide the conversation during the Coaching Session.
5a: SDLMI Coaching Conversation Guide	Provides an outline of topics to cover, suggested phrasing, and important reminders for coaches to have meaningful conversations with facilitators during coaching sessions.
5b: SDLMI Coaching Conversation Notes	Used to take notes based on the coaching conversation in a structured way.
6: SDLMI Coaching Feedback Survey	Provides facilitators an opportunity to anonymously provide feedback to improve future coaching practices. Facilitators receive a prompt to complete the survey in a follow-up email.

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align with the tenants of Causal Agency Theory as well as the unique characteristics of a model of instruction emphasizing student-direction of goals in the classroom. As such, we viewed the coaching model as having two primary purposes (a) to guide coaches to support facilitators in implementing the SDLMI with fidelity to systematize the coaching procedures for future research and practice and (b) to ensure that every student receives highly effective instruction through the SDLMI.

In the following sections, we describe the steps taken to develop a systematic model for SDLMI coaching and describe the components of the coaching model. First, we introduce definitions of coaching and the definition adopted for the SDLMI Coaching Model. Then, we describe each component of the SDLMI Coaching Model and associated theoretical and empirical rationales. These components include the SDLMI coaching framework, coaching stages, coaching procedural checklist, coaching fidelity measure, coaching conversation guides and notes, and coaching

feedback survey (see Table 1 for an overview). We specifically focus on how the coaching framework and coaching stages are closely linked together (see Figure 2). Lastly, we provide suggestions for how the SDLMI Coaching Model can be further researched and implemented in various school contexts.

Definitions of Coaching

As mentioned previously, the team of researchers and practitioners partnered to develop the SDLMI Coaching Model. To lay the groundwork for its development, the team first sought to understand the variety of existing definitions of coaching in the education field. We conducted literature searches using the terms coaching and education, as well as sought recommendations from other researchers and implementers on coaching models. We reviewed the identified literature with a focus on the definition and procedures adopted for coaching to (a) determine relevance to SDLMI coaching and (b) identify

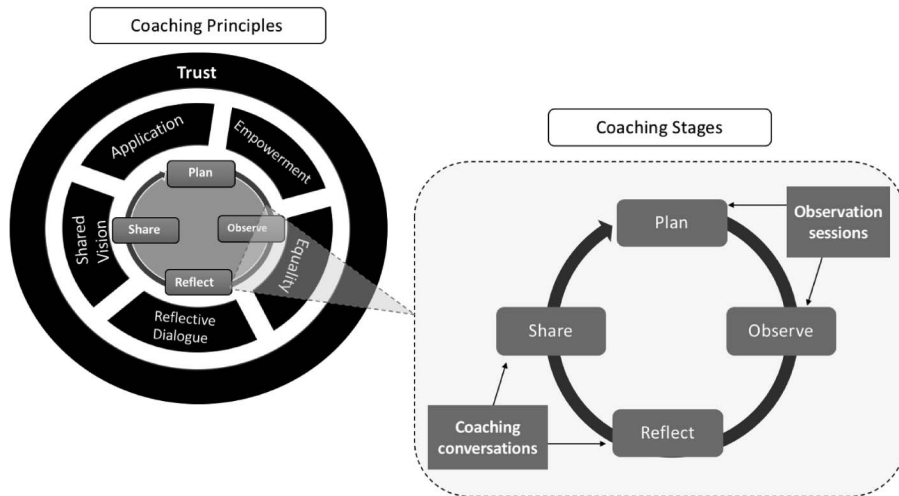


Figure 2. The SDLMI coaching framework and coaching stages. © 2017 – Kansas University Center on Developmental Disabilities, Lawrence, KS USA.

evidence-based practices to integrate in the SDLMI Coaching Model. As we quickly determined there were multiple definitions of and procedures for coaching in the literature, efforts were undertaken to synthesize key components across the various definitions with an emphasis on the relevance to SDLMI coaching. During the exploration of the definitions of coaching and associated practices, we generated matrices of definitions and practices to review as the team and identified commonalities and overlaps with the SDLMI philosophy.

Our rationale for focusing on similarities across definitions and practices was to identify the key elements across coaching definitions and practices that could be used to inform the SDLMI Coaching Model. For example, in the early childhood context, Winton et al., (2008) defined coaching as “an interactive process of reflection and feedback that provides support and encourages the person being coached to refine existing practices, develop new skills, and promote continuous self-assessment and learning” (p. 229). According to Rush and Shelden (2011) who are also experts in early childhood, the purpose of coaching is to support families and practitioners while acknowledging and improving “existing knowledge and practices, develop new skills, and promote continuous self-assessment and learning” (p. 3). Knight (2009) defined coaching as partnering with teachers to support them

to “incorporate research-based instructional practices into their teaching so that students will learn more effectively” (p. 18). Moreover, Snyder and colleagues (2015) defined practice-based coaching as “a cyclical process for supporting preschool practitioners’ use of effective teaching practices that leads to positive outcomes for children” (p. 134) and explained that such coaching was job-embedded and targeted to support practitioners to implement evidence-based practices with fidelity. Practice-based coaching has been studied with different instructional practices and shown effects on teachers’ fidelity of implementation (Snyder et al., 2015).

In synthesizing these definitions, we identified commonalities across definitions, including a focus on (a) supporting practitioners to learn to implement an evidence-based practice by building on their existing knowledge and skills and (b) enabling practitioners to self-reflect on their progress towards independently performing the newly introduced practice for benefit of students. We also identified key elements from two definitions that were highly relevant to the SDLMI; specifically, the partnership element between a coach and a teacher proposed by the Knight’s (2009) coaching definition and the practice-based element defined by Snyder and colleagues’ (2015) coaching model.

Building on these findings, we generated a purpose statement for the SDLMI Coaching Model: to ensure sustainable, systematic, and ongoing supports for facilitators so that they can improve their knowledge and skills in implementing the SDLMI with fidelity to benefit students' learning. Moreover, we came to realize the criticality of defining coaching not as a one-way interaction but as a two-way interaction requiring dialogue exchange through a cyclical process where coaches supported facilitators in all aspects of intervention implementation. This emphasis was intentionally embedded throughout the SDLMI Coaching Model.

SDLMI Coaching Framework

After generating the purpose statement and definition of coaching for the SDLMI Coaching Model, we shifted our focus to creating a coaching framework that defined the specific practices that coaches would use to provide supports to SDLMI facilitators in a systematic manner. As a first step, we created principles that would be used to guide the actions taken by coaches in implementing the coaching model. We reviewed partnership principles of instructional coaching described by Knight (2011) and the seven family-professional partnership principles described by Turnbull et al., (2015). We focused on these frameworks as they both (a) are informed by research and practice and (b) focus on equality in partnerships. For these reasons, the principles fit with the theory undergirding the SDLMI and its implementation. We then compared the two sets of principles side-by-side, identifying commonalities and divergences. We found that equality and respecting and valuing others' opinions were emphasized in both sets of the principles. We then iteratively reviewed the remaining principles that did not overlap, the core values of the SDLMI, and the implementation of a model of instruction to decide on the core elements that would guide the SDLMI Coaching Model. After the iterative process, we defined six SDLMI coaching principles: (a) application, (b) empowerment, (c) equality, (d) reflective dialogue, (e) shared vision, and (f) trust. The principle of trust is considered a cornerstone for implementing the SDLMI Coaching Model, as in the family-

professional partnership model (Turnbull et al., 2015), but each principle must be equally considered and applied in implementing the SDLMI Coaching Model.

SDLMI coaching framework principles. The first principle of *application* emphasizes that the role of the coach is to support SDLMI facilitators to flexibly and creatively apply the skills and knowledge needed to implement the SDLMI with fidelity through meaningful and accessible examples and modeling of practices to build facilitator implementation competencies. The second principle of *empowerment* focuses on how coaches can situate facilitators as expert decision-makers through encouraging and supporting facilitators to innovate and actively engage in their own professional growth. *Equality*, the third principle, values communication and equal partnership between the coach and facilitator. To actualize this principle, coaches are to seek information and accommodate facilitators' communication preferences and respect facilitators' perspectives which can be influenced by their professional experiences and cultural backgrounds. The fourth principle of *reflective dialogue* emphasizes how coaches can promote facilitators' reflection on SDLMI implementation through conversation. To do so, coaches need to first reflect their own beliefs, attitudes, and perspectives, and then engage in active and respectful listening to collaboratively identify strengths, implementation challenges, and useful supports for implementation. The fifth principle, *shared vision*, involves coaches establishing rapport and shared understanding with facilitators. Coaches are expected to establish expectations with facilitators for each parties' roles, responsibilities, and outcomes and take action to meet and model expectations during and in-between coaching sessions. Coaches also emphasize that coaching is a shared learning opportunity for everyone to improve based on exchanging professional dialogue. Finally, the *trust* principle emphasizes the need for coaches to actualize all of the partnership principles in a way that builds strong, collaborative relationships that lead to enhanced student outcomes. The most important action for coaches in building trust is to be reliable and ethical with their words and actions, maintain confidentiality, and demonstrate professionalism in their in-

teractions with facilitators and other stakeholders, including students and other professionals.

SDLMI Coaching Stages

In order for coaches to actualize the SDLMI coaching principles in practice, we identified four stages of the SDLMI coaching process to guide and operationalize specific tasks that coaches lead during interactions with facilitators. The term, stages, was chosen to demonstrate the notion of cyclical coaching process as delivering coaching might not follow a direct, linear, step-by-step process, but it should be fluid and flexible based on the needs of facilitators and the progress of the SDLMI implementation. To identify the coaching stages, we reexamined the coaching literature (Artman-Meeker et al., 2015; Rush & Shelden, 2011; Snyder et al., 2015) to understand essential coaching tasks. We identified four common coaching stages: planning, observation, reflection, and feedback. After further discussion as a team and with the SDLMI coaching principle in mind, we decided the SDLMI coaching stages needed to include planning, observation, reflection, and sharing. The use of sharing instead of feedback was intended to emphasize the collaborative elements of the SDLMI coaching principles.

The four SDLMI coaching stages: (a) plan, (b) observe, (c) reflect, and (d) share each have three associated tasks for coaches to carry out. The first stage of *plan* occurs prior to an instructional observation session, which is when coaches observe facilitators implementing the SDLMI with their students. For example, during the planning stage, a coach communicates with a facilitator to set up an observation date and time and discuss the purpose and process of the SDLMI Coaching Observation. In the *observe* stage, the coach watches the facilitator implement the SDLMI while completing the SDLMI Fidelity Measure, which is intended to gather information on how teachers implement the SDLMI. The coach assesses the facilitator's implementation of the SDLMI to enable students to answer *Student Questions* while the facilitator meets associated *Teacher Objectives* and embeds *Educational Supports* into instruction as needed.

The final two stages occur after the obser-

vation when the coach and facilitator meet to review information obtained during the observation. In the *reflect* stage, the coach and the facilitator collaboratively identify the facilitator's strengths and support needs related to the SDLMI implementation and develop an action plan for improving future implementation. At this time, the coach provides an opportunity for the facilitator to reflect on implementation and request supports or resources from the coach to enhance instruction further. During the *share* stage, the coach acknowledges and provides feedback on the facilitator's efforts and progress toward promoting student self-determination. Additionally, both the coach and the facilitator set goals for the next coaching session and share responsibilities to accomplish prior to that session. Figure 2 demonstrates how the coaching principles are linked to the coaching stages as well as how the stages can take place concurrently as well as cyclically.

SDLMI Coaching Procedural Checklist and Fidelity Measure

Procedural checklist. To ensure coaches carry out tasks associated with the SDLMI coaching stages, we created a procedural checklist that lays out when and how each stage is expected to take place. For example, during the *plan* stage, coaches send an email to facilitators to introduce themselves (only for the first observation), explain the coaching process, and discuss details of an observation. During the *observe* stage, coaches must make sure they bring the coaching-related documents (e.g., SDLMI Fidelity Measure), follow school procedures visiting the school, and complete the SDLMI Fidelity Measure while observing. After the observation, the *reflect* and *share* stages take place through dialogue during the coaching session following the partnership principles, and the coach initiates follow-up communication to ensure goal attainment and action plan implementation. Furthermore, coaches are also expected to review the coaching principles and stages before interactions with facilitators as reminder to use strengths-based statements, a positive tone, and be reliable and ethical in their words and actions.

SDLMI Fidelity Measure. We systematically planned for how the SDLMI Fidelity Measure would be used to support SDLMI implementation fidelity and strengthen the partnerships between the coach and the facilitator. According to Snyder and colleagues (2015), “the provision of job-embedded support is important for implementation fidelity” (p. 133); therefore, in the school context, coaches support facilitators (e.g., teachers) to use instructional practices in their classrooms and provide facilitators with opportunities to receive feedback on their performance and reflect on it (Snyder et al., 2015). The National Implementation Research Network (NIRN) describes three implementation drivers (competency, organization, and leadership) as essential supports for a program’s success (2015). The competency drivers relate to the training, ongoing supports (e.g., coaching), and the use of measures of fidelity that are designed to assess the outcomes of training and coaching and the use of the findings to improve skills related to training and coaching to enhance teacher implementation (NIRN, 2015).

In the statewide implementation of SDLMI described earlier, coaches observed during teacher implementation of the SDLMI, and after the observation, both coaches and teachers completed the same fidelity measure and discussed strengths and areas for improvement (Shogren et al., 2018). Although teachers and coaches filled out the same fidelity form, their ratings differed; therefore, Shogren and colleagues (2018) suggested making the fidelity measures align with roles of coaches and facilitators. This approach is supported by the implementation fidelity literature, and according to Carroll and colleagues (2007), the elements of fidelity include adherence to an intervention, exposure or dosage, quality of delivery, participant responsiveness, and program differentiation.

Therefore, as described by Shogren et al., (2020), we developed a new SDLMI Fidelity Measure to be completed by coaches or independent observers to evaluate fidelity of implementation. The SDLMI Fidelity Measure (Shogren & Raley, 2018) includes three sections: (a) observation information, (b) SDLMI lesson observation, and (c) content instruction observation. The observation information is collected prior to the observation to gather

data on the SDLMI phase, targeted *Student Question(s)* and *Teacher Objective(s)*, and the facilitator’s current perspectives on implementation. The SDLMI lesson observation is guided by 12 rating scale items with notes for reflections by the coach. The core content section allows the coach to examine the degree to which the facilitator embeds opportunities and instruction in content instruction. This section is guided by seven questions, for example, the coach is asked to rate the degree to which the facilitator mentions students’ goals and action plans or provides *Educational Supports* appropriate to students’ support needs.

SDLMI Coaching Conversation Guide and Notes

Following the observation and the completion of the SDLMI Fidelity Measure, the SDLMI coaching session takes place. This session can immediately follow the observation or be scheduled within a week and can occur in-person, via online conference or phone call. During this coaching session, the *share* and *reflect* stages are implemented. The SDLMI Coaching Conversation Guide was developed to guide the discussion during the coaching session. In the process of developing the SDLMI Coaching Conversation Guide, we integrated the SDLMI coaching principles and associated actions. The SDLMI Coaching Conversation Guides outlines the main topics to cover during the coaching session and includes important reminders and suggested phrases for coaches to use to encourage meaningful conversations with facilitators during coaching sessions. Having a guide for coaching conversations is important because this provides a way for “an effective coach [to provide] ‘craft’ information along with advice, encouragement, and opportunities to practice and use skills specific to the innovation (e.g. engagement, treatment, clinical judgment)” (NIRN, 2015, p. 12).

The SDLMI Coaching Conversation Guide is divided into the three sections: (a) opening, (b) facilitating, (c) closing. During the *opening* section, the coach is expected to establish rapport with the facilitator. During the *facilitating* section, the coach is expected to discuss the facilitator’s strengths in implementing the SDLMI, use of *Educational Supports*, and barriers

ers encountered. To close the discussion, the coach and the facilitator are expected to set shared goals and make an action plan to achieve the goals related to the SDLMI implementation. The SDLMI Coaching Conversation Guide includes a place for coaching conversation notes to record important information for future reference, such as the facilitator's strengths and barriers during SDLMI implementation. Although we recognize the importance of the face-to-face coaching, regular communication via email can be considered part of coaching and maintaining a sense of partnership. Because performance-based feedback via email to support teachers' use of recommended practices can be an effective method (Barton et al., 2018), we have designed the SDLMI Coaching Model so that coaches clearly understand when and how email should be used to strengthen communication and relationships.

SDLMI Coaching Feedback Survey

Finally, we developed a feedback survey to create a means for facilitators to anonymously provide feedback to improve future coaching practices. Following a coaching session, facilitators receive a prompt to complete the online survey through a follow-up email. This aligns with the *share* stage. The feedback survey was developed based on the coaching principles to allow facilitators to indicate the degree to which the coach actualized the principles in their interactions. The survey includes nine questions asking facilitators to indicate their disagreement/agreement with the item on a slider scale and also one open-ended question for additional feedback.

Discussion

The purpose of this article was to describe the steps taken to develop a systematic coaching model to support implementation of the SDLMI by facilitators in school contexts. The article described the components of the SDLMI Coaching Model and how they were derived from the coaching literature and previous SDLMI implementation. Documenting the systematic steps to develop the process is an important first step; however, a number of important questions need to be addressed in

research and in practice to provide information on the feasibility of this process and the ability of coaches to implement it with fidelity.

Future Research and Practice Directions for the SDLMI Coaching Model

First, previous research has suggested coaching impacts implementation of the SDLMI and teacher and student outcomes (Shogren et al., 2018). However, previous efforts to deliver coaching for SDLMI implementation were not fully systematized (Burke et al., 2019), necessitating further research on the fully developed SDLMI Coaching Model described in this paper. The feasibility of coaches using this process with fidelity in schools and other relevant settings, and also supports needed to scale-up implementation must be addressed. For example, how much time must be allocated for a coach to support teachers? How will this be integrated into other school initiatives and activities? What mentoring and support will coaches need? The interaction of these factors, including coaching implementation and fidelity and student and facilitator outcomes, must be further examined. Further, the necessity of each of the stages and actions defined in the SDLMI Coaching Model must be examined. Specifically, are there elements that are more and less feasible in practice? Second, attention must be directed to "understanding what sustains the implementation of evidence-based strategies in schools and how best to ensure effective interventions ultimately penetrate practice" (Carter et al., 2016, p. 230). As mentioned with regard to feasibility, the supports that are in place in a school or district for SDLMI implementation by facilitators and coaching using the SDLMI Coaching Model must be examined. Defining the supports that are most likely to influence outcomes and what components of the SDLMI Coaching Model are influenced by these supports must be also investigated. Only then, can the mechanisms that sustain SDLMI implementation be examined.

Third, it will be important to engage with coaches and facilitators to gather information on the SDLMI and its implementation. Each implementation of the SDLMI offers an opportunity to learn more about the practice

itself and the conditions under which it can be implemented with fidelity to achieve positive outcomes (Fixsen et al., 2005). Gathering facilitator and coaching feedback through regular surveys, interviews, and group meetings will be useful to define these issues. Future research should examine what aspects of the SDLMI Coaching Model and coach training make the largest impact on implementation fidelity. Examining the relationship between the level of fidelity, the optimal time for coaching, and coaching frequency will all be important future considerations. Further, exploring key characteristics that should be sought in SDLMI coaches that align with the SDLMI Coaching Model will be important. We need to identify what are essential characteristics and skills that characterize effective SDLMI coaches and how those will be assessed over time. Fourth, Rush and Shelden (2011) emphasized the role of coaching training and self-reflection; therefore, it is imperative to develop a comprehensive training curriculum for coaches that provides initial training and ongoing supports throughout implementation. A key part of this ongoing support must be evaluation of the fidelity of the coaching process. The SDLMI Procedural Fidelity Checklist provides guidance on the steps that need to be taken by coaches; however, more work is needed to develop not only adherence measures but also quality measures, particularly aligned with the SDLMI Coaching Conversations. When a coach's performance is consistently monitored in terms of their strengths and areas of improvement, the coaching process and methods can be adjusted and improved to better meet the needs of the facilitators.

Ultimately, the goal of the SDLMI Coaching Model is to provide supports that further enhance teaching practices that promote student outcomes. The goal of the SDLMI Coaching Model is to, in practice – particularly when scaling up the use of the SDLMI – to ensure that coaching leads to enhanced teacher outcomes (e.g., change in the SDLMI knowledge, skills, and use related to self-determination instruction) which leads to enhanced student outcomes (e.g., self-determination, academic and transition goal attainment, progress in the general education curriculum). Future research of exploring the

longitudinal impact of the SDLMI Coaching Model on teacher and student outcomes will refine the model and ultimately enhance the implementation fidelity of the SDLMI.

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