

See [Coaching Practitioners of Children Who Are Deaf-Blind](#) for additional resources.

COACHING BEST PRACTICE EXAMPLES: STRATEGY DESCRIPTION AND COACHING SCRIPT

This document provides examples of the following strategies described in “Coaching Best Practices” on the [Coaching Practitioners of Children Who Are Deaf-Blind](#) webpage:

- Describe the strategy – Provide detailed information about the instructional strategy on which the practitioner is being coached
- Create a coaching script - Write a script that incorporates coaching best practices to use with each practitioner (improves fidelity of your coaching practice)

Describe the Strategy

This example illustrates use of the instructional strategy “Hand-Under-Hand Interactions.” It includes a rationale for use of the strategy and a written description of the steps involved. In this example, the steps are incorporated into a checklist that can also be used for evaluation.

Rationale

The hand-under-hand strategy provides children who are deaf-blind with assistance to reach out and explore their environments. It is essential that they connect with the world through touch as well as other senses available to them. It’s important for them to have the freedom to choose whether to participate in an activity. This strategy prompts a child to move, but does not force him or her to comply. It is less intrusive than manipulating a child’s hands.

Instructional Strategy Checklist

Step	Description	Check if Proficient	Notes
1	If needed, make environmental provisions to encourage hand activity appropriate to the child’s developmental level.		
2	Position yourself behind or beside the child with your shoulder close to theirs. This allows your arms and hands to operate as though they were the child’s arms and hands.		
3	Provide a cue to alert the child that you are offering your hands under theirs.		
4	Make your hands available to the child to use as he or she wishes.		
5	Place your hands near to or under the child’s hands and allow him or her time to respond.		
6	Move your hands and wait, as needed, for the child to follow.		
7	Respond to the student’s hand actions—waiting as needed—as he or she explores parts of the task at hand or objects of interest.		
8	Model the hand skills you wish the child to acquire (e.g., reaching, pointing, exploring an object).		

Adapted from Miles (2003) and Washington Sensory Disability Services (no date)

Coaching Script

Adapted from Brock & Carter (2015) and Rhoads (2018)

Establish rapport

“Hello, my name is [your name] and I am from the [state deaf-blind project]. Thank you for allowing me to come to your classroom to provide technical assistance and coaching.”

Ask a few questions to get to know the practitioner. Examples:

- “Since this is my first visit, tell me a bit about your experiences with children who are deaf-blind. What puzzles you the most?”
- “What areas do you feel you would like to improve upon?”
- “Last time, we focused on [strategy]. How do you feel you’ve been doing with that?”

- “Tell me a little about how your student, [name], has been doing. Do you feel the strategies we’ve worked on have been useful?”
- “I would like to start this session by going somewhere that you typically work with [child’s name]. Is this a good place, or is there a place that would be better for him?”

Review feedback from the previous coaching session

“You’ve been working to improve your use of hand-under-hand interactions, so today I would like to provide you with some support and feedback. Here’s how we’ll proceed. First we’ll go over the coaching summary form from our last session. If you had trouble with any step of the strategy, I’ll talk through it and model it for you. Then I’ll ask you to role play using hand under hand with me and we’ll take a look at how you’re improving. Finally, we’ll review the self-reflection portion of the coaching checklist, and you can tell me about how you feel things are going.”

Evaluate the practitioner’s understanding of the intervention

Examples:

- “Take a look at the steps again and talk me through them. How would you do things differently?”
- “Now I’d like you to demonstrate hand under hand again, by role-playing with me as the student.”

Observe practitioner working with the student and provide feedback

While the practitioner works with the child, you will be observing and making notes on the “Coaching Session Summary Form.” You will also likely be providing constructive feedback. To avoid interrupting the practitioner’s engagement with the student, speak quietly and limit your verbal comments to the use of the specific instructional strategy being coached.

After the observation period, say something like, “Do you have any more questions about using hand under hand? I’d be happy to review any steps or demonstrate them for you.”

Discuss the practitioner’s performance

Examples:

- “Take a few moments to complete the coaching **summary** form. Then we can discuss how you feel about your use of the strategy.”
- “Let’s look at the form **together** and evaluate how you did this time.”

Wrap-Up

Thank the practitioner for their time and schedule a follow-up coaching, as needed.

References

Brock, M. E., & Carter, E. W. (2015). Effects of a professional development package to prepare special education paraprofessionals to implement evidence-based practice. *The Journal of Special Education*, 49(1), 39-51. doi:10.1177/0022466913501882

Miles, B. (2003). *Talking the language of the hands to the hands*. Monmouth, OR: DB-LINK.

Rhoads, C. (2018). *Coaching fidelity checklist and script*. Unpublished work, Peabody College, Vanderbilt University, Nashville, TN.

Washington Sensory Disabilities Services. (no date). [Video: Hand under hand](#).

National Center on Deaf-Blindness, 2018

nationaldb.org

The contents of this publication were developed under a grant from the U.S. Department of Education #H326T130013. However, those contents do not necessarily represent the policy of The Research Institute, nor the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jo Ann McCann.

