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# Let's Count the Ways We Can Utilize Technology To Improve Instructional Practices for Individuals with Autism

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*Abstract: To maximize instruction and learning outcomes, it is essential that educators and family members who support individuals with autism have adequate training and support required to implement evidence-based practices (EBPs) with fidelity. Research shows various coaching methods, including self-coaching and classroom-based feedback, yield positive outcomes in terms of increasing practical application and sustained use of EBPs. With the growing prevalence of autism, it is essential to find effective coaching methods that can be utilized equitably across geographic locations and learning environments. Fortunately, technology affords educators and others the opportunity to receive quality coaching and feedback without facing traditional barriers (e.g., travel, financial). This article presents three viable methods for increasing practical application of EBPs with fidelity when working with individuals with autism. Accordingly, we describe self-coaching, technology-enabled delayed feedback, as well as providing immediate feedback via eCoaching with Bug-in-Ear (BIE) technology. Implications for research and practice specific to supporting individuals with autism are provided.*

To optimize instruction and increase practical application of evidence-based practices (EBP) for individuals with autism, it is essential for educators, support staff, and family members to have the opportunity to engage in on-going education. Effective education for adults incorporates structured learning around instruction with the goal of improving teachers and adults' knowledge and practices (Steinbrenner et al., 2020). Ultimately, the goal is to also improve outcomes for individual with autism (Darling-Hammond et al., 2017). However, a need remains to find effective methods for providing quality adult education to caregivers (i.e., parents and other family members) and teachers who support individuals with autism to ensure they are prepared to implement EBPs with fidelity (Cook & Odom, 2013). Since this need is not specific to pre- and in-service professional learning and development, it is essential to examine the context in which adults acquire new skills.

**Adult Learning Theory**
Teachers and caregivers supporting individuals with autism need to be provided with on-going education that follows the principles of adult learning theory. Adults and children do not necessarily learn in the same fashion. Theories of andragogy, or how adults learn, suggest several considerations when working to teach adult learners. These considerations include self-directed learning and choosing what they learn (Schmitt, 2018), need-based learning and salience (Schmitt, 2018), application of knowledge and skills to their own situation (Dunst et al., 2010; Schmitt, 2018), viewing prior experience as a resource and the need for experiential learning (Ives, 2008; Schmitt,

2018), reflective practice (Dunst et al., 2010; Ives, 2008; Tripp & Rich, 2012), introduction of new knowledge or practice by an instructor (Dunst et al., 2010), and evaluation and self-assessment of knowledge or practice (Dunst et al., 2010; Sharpe et al., 1996). Based on these components, coaching offers a viable method of on-going education that can focus on improving the skills of caregivers and teachers while being mindful of the individuals' unique needs.

## Coaching

There are many different models of coaching utilized in instruction for autism. However, the commonality between the models includes qualified professionals (e.g., university faculty/supervisors, behavior specialists, coordinators), hereinafter referred to as "coaches", providing support to an individual receiving coaching, referred to henceforth as "coachee." For the purposes of this manuscript, we will present ways in which qualified professionals can coach any adult working with individuals with autism (e.g., teachers or family members).

Coaching involves three basic steps: (a) jointly planning learning experiences based on the individual's needs, (b) coachee implementing interventions, and (c) coaches providing feedback and guiding coachees to reflect on their intervention implementation (Rock, 2019; Rush & Sheldon, 2005). Traditional, face-to-face coaching requires the coach to be present in the learning environment to observe the learning session and provide delayed feedback in writing or conversation (Crawford et al., 2021). The benefits of coaching for individuals with autism have been observed in multiple settings and contexts, e.g., caregiver coaching in early intervention (Romano & Schnurr, 2020), teacher coaching in preschool to high school classrooms (Coogle et al., 2020; Horn et al., 2022), and on-the-job

coaching when supporting young adults with autism (Horn et al., 2020).

In-person, traditional coaching has been deemed to be effective; however, it is also time-consuming and expensive because of associated travel costs, especially for providers and families who live in rural communities (Esposito et al., 2020; Horn, 2021). For example, caregivers in rural areas are more likely to report significant difficulties obtaining therapies due to lack of available services, long wait-lists in their geographical region, and financial burdens associated with autism treatments (Little et al., 2018). Rural community providers working with individuals with autism may have limited education and training surrounding autism best practices (Elder et al., 2016; Horn, 2021). Additionally, during the global COVID-19 pandemic, many professionals were unable to complete in-person coaching visits; thus, educators and children lost learning opportunities and access to consistent services (Little & Stoffel, 2021 Rotisch et al., 2021). The limited ability for in-person coaching and support for those with autism was highlighted during the pandemic when caregivers reported their children, including children with autism, exhibited more social emotional difficulties and more frequent, intense behavioral challenges when compared to life before COVID-19 (Barnett & Jung, 2021). Technology-enabled coaching can help ameliorate some of the challenges discussed.

## Technology-Enabled Coaching

Embedding technology during coaching enables qualified professionals to work with more individuals due to the elimination of travel time. Utilizing technology can lead to enhanced coaching experiences as the coach observes and engages with the coachee through virtual methods (e.g., phone, email, video conferencing via *Zoom*; Horn & Rock,

2022). It is important to distinguish between methodological coaching differences though, specifically as they relate to feedback delivery and the origin of the feedback. The first consideration is the timing corrective feedback is delivered by the coach to the coachee (i.e., delayed or immediate). The second consideration relates to the professional responsible for providing coaching (e.g., coach, self).

**Delayed Feedback**

Delayed feedback entails a coach providing corrective feedback on a target behavior(s) following a classroom observation (Scheeler et al., 2018). In other words, all feedback delivered by the coach is withheld until the end of the lesson, and feedback delivery occurs up to 24 hours following the observation (Scheeler et al., 2018). Providing delayed feedback has been common practice in teacher preparation for decades. An example of delayed feedback involves a coach sitting in the back of the classroom taking notes throughout the observation before engaging in a brief conference with the coachee at the conclusion of the lesson. Fortunately, advances in technology enable coaches to provide delayed feedback without being physically present in the classroom (Esposito et al., 2020; Ruble et al., 2013). For example, coachees can share recorded videos with the coach or the coach can conduct the observation via live video conferencing. Using either observation method, delayed feedback can be given by phone or via email within 24 hours of the lesson.

No doubt, receiving feedback following a classroom-based observation is beneficial as it facilitates reflective practice. While traditional site visits are sometimes necessary or preferred, utilizing technology to conduct observations extends access to learning environments in an unobtrusive manner. Further, empirical research supports providing delayed feedback through technology-enabled means when working with individuals with autism in the classroom and home environments (Esposito et al., 2020; Ruble et al., 2013).

***Delayed Feedback for Parents***

Delayed feedback has been used to support parents of children with autism in the home environment (Akemoglu et al., 2020). In a systematic review of the literature, Akemoglu and colleagues (2020) found technology-enabled coaching to yield positive outcomes in the home environment, as measured by parents implementing target skills with fidelity when working with young children (birth to 8 years) with autism and other developmental delays. Similarly, positive effects were observed when delayed feedback was given to parents and other caregivers by means of conversation and email following an in-home observation (Meadan et al., 2016; Wainer & Ingersoll, 2013). Coleman and her colleagues (2021) extended the extant literature by examining the impact of providing delayed feedback to rural Early Interventionist (EIs) who were providing in-home coaching to parents of toddlers with autism. The coach first taught the EIs the intervention and to provide coaching, the EIs and coach met weekly via phone call after the coach reviewed the audio recording of the EI session. Results showed that EIs could effectively coach caregivers from a rural area to implement the autism-specific intervention that included structured learning at a table and naturalistic play-based learning (Family Implemented TEACH for Toddlers). After the intervention, caregivers reported that they enjoyed participating because it improved their understanding of their child's learning.

***Delayed Feedback for Teachers***

Technology-enabled delayed feedback has led to positive outcomes in the P-12

classroom setting as well (Coogle et al., 2020; Ruble et al., 2013). Coogle and colleagues (2020) have used delayed feedback provided via email to support pre-service teacher candidates' use of embedded instruction within preschool and early intervention settings. The researchers observed typical activities taking place in the classrooms or homes such as play, teacher-led small groups, and meals via video conferencing (e.g., Skype). Upon completion of observations, the coaches provided affirmative and suggestive feedback within a template and sent it by email resulting in educator's increased use of embedded instruction. Educators enhanced their use of embedded instruction, and children used these opportunities to practice target skills such as communication. Ruble et al. (2013) also utilized delayed feedback during coaching to increase special education teachers' use of an intervention (the Collaborative Model for Promoting Competence and Success). Their study included elementary students with autism and they targeted many different behaviors, including social skills, communication, and independence. In the Ruble et al. (2013) study, the special education teachers and coaches watched the recorded instructional videos together, paused, and discussed the instruction. The coach provided feedback while watching the video and then discussed the instructional plan for the following session.

While using technology to provide delayed feedback has shown empirically to be an effective means of feedback delivery for teachers and parents/caregivers working with individuals with autism, feedback delivery is limited to the conclusion of the observation. Consequently, there may be missed opportunities to shape or refine teaching behavior during critical instructional times. By contrast, an emerging body of research validates the use of technology to provide in-the-moment, or immediate, feedback as teachers (or parents/caregivers) are actively teaching (Horn et al., 2022, Horn et al., 2023; Rock et al., 2009; Rock et al., 2014).

**Immediate Feedback**

*e*Coaching through bug-in-ear (BIE) technology is an innovative method for providing special education professionals with immediate feedback in an unobtrusive manner (Coogle et al., 2020; Horn et al. 2022; Horn et al. 2023). That is, feedback is transmitted through a Bluetooth earpiece as coachees are actively engaged in instruction; thus, facilitating ample opportunity to practice and refine specified skills (Rock et al., 2009). Immediate feedback occurs within three seconds of the target behavior (Horn et al., 2020; Scheeler et al., 2018). Feedback delivery is positive, instructive, questioning, and/or corrective (Horn & Rock, 2022; Scheeler et al., 2004). Individualized BIE coaching facilitates implementation of instructional and behavioral practices with high fidelity in pre- and in-service special education teachers, paraeducators, and family members (e.g., Akemoglu et al., 2020; Horn et al. 2023; Plossel & Rock, 2014; Scheeler et al., 2018). Just over a decade ago, Rock and her colleagues (2009) took BIE to a new level by introducing *online* BIE coaching during special education teacher preparation. Relying on advanced technology and the Internet, online BIE enables the coach (also referred to as *e*Coach) to provide immediate feedback without requiring their on-site physical presence (Rock et al., 2009). Findings from the foundational Rock et al. (2009) investigation and other online BIE studies that followed (e.g., Coogle et al., 2020; Horn et al. 2023; Rock et al., 2012; Rosenberg et al., 2020;) validate the effects using online BIE to improve instructional practice. In a systematic review of the research that included gray literature, Sinclair

et al. (2020) confirmed using technology (i.e., BIE) to deliver immediate feedback (i.e., feedback occurs within 3s of the target behavior) is an EBP for improving instruction.

### *Immediate Feedback when Supporting Individuals with Autism*

Providing immediate feedback through online BIE technology has been shown to improve instruction across learning environments. That is, positive effects have been observed in general education classrooms (e.g., Rock et al., 2014), special education classrooms (e.g., Horn et al., 2022), community-based settings (e.g., Horn et al., 2020), mixed-reality Mursion™ classroom simulations (e.g., Horn et al., 2023), early childhood learning environments (e.g., Coogle et al., 2019, Coogle et al., 2020), and the home (Coleman et al., 2023). An emerging body of empirical evidence highlights the benefits of using online BIE to support pre- and in-service special education teachers and paraeducators who support students with autism (e.g., Coogle et al., 2020; Horn et al., 2023, Rosenberg et al., 2020). Notably, participants view online BIE coaching as a socially valid form of professional development (Horn et al., 2023; Ottley et al., 2015). Namely, the immediacy and unobtrusive nature of feedback delivery were highlighted as the most advantageous components of the *e*Coaching experience. To that end, educators valued receiving feedback in real time because they were provided with support while using the target practices within everyday activities (Coogle et al., 2020). Horn and colleagues (2022) were interested in learning what, if any, effect the *e*Coaching experience had on students with autism who were working 1:1 with paraeducator coachees. In their single-case design investigation, researchers observed increased social and communicative responses (e.g., eye contact, facial expression, vocalization/verbalization) in transition-age students with autism as a result of support staff engaging in the eCoaching intervention. *e*Coaching has been extended to the home environment wherein parents/caregivers were the recipients of immediate feedback transmitted through BIE while working with their children with autism in the home; however, more research is needed to evaluate the effects of *e*Coaching in the home environment (Akemoglu et al, 2020).

### *Immediate Feedback for Parents*

Recently, Coleman and colleagues (2023) presented the preliminary results of a single case research design that aimed to use *e*Coaching in the home environment. The researchers first used behavior skills training (BST) to teach an EI provider how to use *e*Coaching to support a caregiver coachee. BST is a widely adopted EBP that can be used to train adults to implement interventions (Reid et al., 2021). It involves four steps: "instruction, modeling, role-play, feedback" (Schaefer & Andzik, 2020, p. 19). Following BST, the EI provider (referred to henceforth as "coach") taught the caregiver how to implement an intervention involving practical application of EBPs for young children with autism. The caregiver received immediate feedback from the coach through *e*Coaching with BIE technology. Engaging in BST training prior to *e*Coaching in the home environment, the caregiver was successful at implementing the intervention (targeting three verbal behaviors) with fidelity. The caregiver reached criterion immediately after BST and sustained that performance rate, across behaviors, during *e*Coaching sessions. This study is providing promising evidence that BST and *e*Coaching can be successfully utilized to provide remote instruction to EI providers and family members (Coleman et al., 2023).

In addition to the overall positive effects of immediate feedback delivered via *e*Coaching, family members and educators have found it both feasible and effective (Coleman et al., 2023; Ottley et al., 2015). Social validity data from two different groups of educators suggest that technology-enhanced feedback is important and effective in supporting educator practice. Educators indicated feeling satisfied with the intervention and viewed it as an acceptable form of professional development (Ottley et al., 2015). However, there are drawbacks as well. Notably, caregivers, educators, and individuals with autism need access to experts to serve as *e*Coaches. Thus, if experts are not available, self-coaching is a great alternative.

### *Self-Coaching*
Delayed and immediate feedback are critical components of improving practice, yet they require a substantial amount of expertise and support from other professionals which may not be practical based on limitations in schools (Rispoli et al., 2017). Thus, another approach is warranted. Self-coaching is a model of learning that is reliant upon the learner to also be their own coach. When it comes to changing their performance, teachers may act as the most effective change agent (Mouzakitis et al., 2015), and thus, when looking to change behavior, self-coaching has been found to be an EBP (Simonsen et al., 2013). This form of coaching incorporates the components of andragogy as it allows for the learner to be self-directed by applying their knowledge and engaging in self-assessment and reflective practice, which aligns with the characteristics reported in the meta-analysis on effective adult learning strategies by Dunst et al. (2010) as well as Ives (2008), Schmitt (2018), Sharpe et al. (1996), and Trip & Rich (2012).

Self-monitoring is a form of self-coaching and is an evidence-based strategy and has been socially validated for both pre-service and in-service teachers (Hager, 2018; Kalis et al., 2007; Layden, Crowson, et al., 2022; Saccomano, 2013; Tripp & Rich, 2012). There are two components of self-monitoring: (a) observing one's own behavior and (b) recording and analyzing data from the observations (Hager, 2018; Rispoli et al., 2017) which should lead to improved practices. Morin et al. (2019) suggested self-monitoring can provide authentic experiences that teachers may desire. This flexible practice can occur in several forms including paper and pencil checklists, counters, audio self-monitoring, and video self-monitoring (e.g., Cook et al., 2017; Layden, Crowson, et al., 2022; Sutherland & Wehby, 2001). In addition to flexibility in methods, there is flexibility in implementation. Self-monitoring can be used across time and without the need for another person to be mutually available (Hager, 2018; Janas, 2001). This allows adults to be in control of their own learning. Additionally, self-monitoring is well-suited to pair with other coaching interventions (e.g., Briere et al., 2015; Martin et al., 2015; Mouzakitis et al., 2015; Thompson et al., 2012) in order to support further practice and maintenance of skills.

One of the challenges of self-monitoring is the learner's own limitations. If the skill the learner is attempting is new to them, they may struggle to perform to mastery without additional supports (e.g., Layden, Horn, et al., 2022; Thompson et al., 2012). Conversely, the skills may be demonstrated but not maintained over time (e.g., Sutherland & Wehby, 2001). Self-monitoring can support consistent implementation of learned skills in the classroom, though supports may be needed to acquire such skills (Layden, Crowson, et al., 2022). Yet, the

many benefits pertaining to its flexibility coupled with the low-cost and relatively low-effort required to implement (Layden, Crowson, et al., 2022; Rispoli et al., 2017) means self-monitoring is a viable form of professional development for adults supporting individuals with autism. However, like other forms of coaching, educators must consider goodness of fit and feasibility prior to implementation.

**Considerations for Technology-Infused Coaching**

Coaching styles should be determined on an individual basis. Access to resources, including qualified coaches and required technology are things to consider when selecting a coaching method. A list of technology required and associated expenses for implementing *e*Coaching with BIE technology can be found in an article by Horn and Rock (2022). In addition to resources, it is essential to evaluate "goodness of fit" to determine what will work best for all involved (see Figure 1).

*Understanding Individual Needs*

The first step to determining "goodness of fit" is to understand what each individual needs and wants from the coaching experience. Those who would like to use technology-enabled coaching can provide choices while also balancing the learning needs and resources available in the environment. For example, the individuals can choose how feedback is provided, and how often it is provided. Coaches (or researchers supporting coaches) must be flexible in scheduling and determine what frequency and times of the day/week will work best for the coaching sessions. Behaviors to target for change must also be carefully selected.

*Selecting Target Behaviors*

Honing in on one or a few complimentary target behaviors should be one of the first steps. It is important to define the behavior or behaviors, develop goals, and measure progress accurately. When defining behaviors the individuals involved in the coaching process need to collaborate to ensure everyone fully understands the target behavior or behaviors. They need to systematically define the behavior and

**Figure 1.** *Considerations for Technology-Infused Coaching*
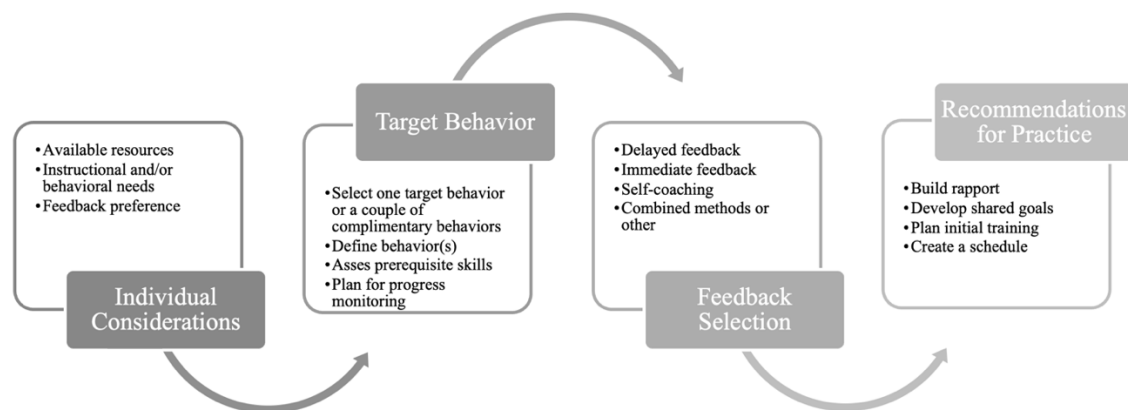
develop goals that are specific, observable, and measurable (see Bicard et al., [2012a] and Bicard et al., [2012b] references for resources that are helpful for defining and measuring behaviors). Further, in order to understand if the coachee has met the goals (i.e., reached criterion), the coach needs to develop a measurement system, systematically assess the behaviors, and provide quality feedback that will help the coachee succeed. To learn more about assessing and delivering quality feedback using immediate feedback, please refer to the article from Horn and Rock (2022). An article from Kunemund and colleagues (2021) also describes the COACHED (Capturing Observations And Collaboratively SHaring Educational Data) platform that may be useful for recording, assessing, and providing delayed feedback (see Kennedy & Runemund [2020] to learn more).

Technology-enabled coaching has been shown empirically to improve instructional practices when teaching students with disabilities, including those with autism. However, prior to coaching, sometimes it is important for the coach to understand if the coachee has the prerequisite skills needed for the targeted behaviors. Thus, adding a pre-baseline or pre-requisite assessment may be necessary. Layden, Crowson, et al. (2022) found that though self-coaching was effective to promote consistency of implementation, it was not as effective for teachers who did not have the behavior within their repertoire. Thus, BST may enhance acquisition of behaviors that are not in teachers' repertoire (see Parsons et al., 2012, to learn how to use BST).

### Feedback Selection
After considering partners' needs, systematically choosing, defining, and assessing target behaviors, and considering

the need for BST, it is now time to choose how the feedback will be provided (e.g., delayed, immediate, or self-coaching). To that end, it is essential to determine what resources are available in terms of potential required technology, as well as the coach. When selecting how feedback will be provided, it's important to first understand individuals' preferences, while also balancing the needs of the coachee and the learning environment. For example, is the need focused on instructional or behavioral practice? BST and coaching are used to ensure acquisition and implementation of targeted behaviors. Thus, pre-assessments and/or observations in the environment are needed to understand what form of feedback will likely ensure the coachee is able to implement strategies with fidelity. As we discussed, BST prior to coaching may be needed to ensure the coachee acquires the skills necessary for implementation in the learning environment. Further, a coachee might be apprehensive and not want to complete *e*Coaching and receive immediate feedback. However, the coach may think that simultaneously instruction and coaching may be necessary for the coachee to learn the targeted skill. Thus, it is important to discuss that typically after four sessions, coachees are comfortable with *e*Coaching and find it useful despite the initial apprehension (Horn et al., 2020; Horn et al., 2022).

The available resources in the learning environment may make your selection easy. For example, to provide immediate and delayed feedback, the coachee needs access to an expert that will consistently meet to discuss the instructional sessions. When using self-coaching, an expert is not consistently needed; however, the coachee needs access to some type of instruction to learn the targeted skills. Online modules could be very helpful to utilize prior to engaging in self-coaching (see the Autism

Focused Intervention Resources and Modules [National Professional Development Center, 2023] for a great selection of modules to learn about EBPs for autism).

To utilize technology-infused immediate feedback using video-conferencing and BIE, the learning environment must have consistent and reliable access to the internet and the BIE device must pair with the computer/tablet to ensure the coach is able to simultaneously see the instruction and provide immediate feedback. If the partners do not have reliable access to the internet, delayed feedback might be a better option. However, regardless of the chosen method, the partners need to consider confidentiality and data protection. For example, agencies or school districts may require Health Insurance Portability and Accountability Act (HIPAA; Center for Disease Control and Prevention, 2022) compliant video conferencing, password protection when sending files, or a multi-factor authentication.

The last thing to consider prior to using technology to coach is sustainability. The goal of coaching, and on-going adult education in general, is to provide individuals with the knowledge and skills to improve their abilities to work with individuals with autism. Thus, after coaching is provided, we would like individuals to maintain skills learned without consistent help from a coach. In order to ensure skills are maintained, it is important to assess for maintenance. Thus, regularly assessing for maintenance (e.g., once a month/bi-monthly) might be necessary for sustainability. Further, coaches can consider systematically fading the coaching and/or BIE device (e.g., Horn et al., 2023; Scheeler et al., 2018).

### Recommendations for Practice
Other than the above-mentioned considerations for technology-enabled coaching, individuals need to also consider logistical and relationship considerations. Logically, individuals need to understand where and when the coaching will take place, develop a plan, and stick to it. When first beginning the coaching experiences, it is recommended that the coaching takes place during the same time of the day (e.g., circle time in a preschool classroom or math instruction in grade school). If consistent times of the day are chosen, the individuals will more likely stay consistently engaged in the coaching process. Consistency is also important in scheduling regular de-briefing sessions (e.g., delayed coaching). Even when providing immediate feedback by means of *e*Coaching with BIE technology, it is recommended that the coach and coachee build rapport and communicate regularly outside of the coaching session to discuss the target behavior and clarify any questions (Horn et al., 2020). Thus, in addition to providing immediate feedback via BIE, the coach should provide ample opportunity for reflective practice at the conclusion of the session. For self-coaching, it is also best to set up a schedule and plan for assessing and reviewing one's own instruction.

Rapport-building between the coach and coachee is essential. When the coach and coachee are able to build a friendly, collegial relationship, both parties can better learn from each other. To build a positive relationship, the coach must consider the coachee's needs (as discussed above), and express sincere interest so the coachee feels heard. Coaches can do this by having a 'check-in' conversation during the beginning of the coaching session. To further build a relationship, each partner must trust each other. Confidentiality must be maintained to build trust. Further, the coach must be reliable and accountable. They must arrive at the scheduled meetings on time and follow

through with pre-established actions. Even in a remote session, body language and tone can be easily detected. A coach must be actively engaged in the coaching session and their body language needs to reflect this. Last, a coach is serving as the expert. Thus, it is important to establish credibility, provide credible sources of information and resources, and make data-based decisions. However, coaches must also encourage their coachees to problem solve and develop strategies that will enable them to best support individuals with autism (Rock, 2019).

**Conclusion**

To ensure the educational, behavioral, and social/emotional needs of individuals with autism are met at home and in the P-12 setting, it is timely and necessary to explore empirically validated methods for providing support to teachers and parents. In this article, we highlight three viable coaching methods that hold promise in increasing practical application of EBPs with fidelity when working with individuals with autism. Delayed feedback, which has been given in-person or through technology-enabled means (e.g., video recording or video conferencing followed by email or phone call) within 24 hours of the observation (Scheeler et al., 2018), has been used widely in the field of special education, including teaching students with autism (Ruble et al., 2013). Additionally, *e*Coaching, an EBP in teacher education (Sinclair et al., 2020), facilitates immediate feedback delivered via BIE technology, and a growing body of research validates the use when teaching students with autism (e.g., Coogle et al., 2019; Coogle et al., 2020; Horn et al., 2020; Horn et al., 2022; Horn et al., 2023). Finally, another empirically supported coaching method, self-coaching (Simonsen et al., 2013), yields positive outcomes when supporting students with autism, though researchers recommend

skill selection to fall within the repertoire of the implementer (Layden, Crowson, et al., 2022; Layden, Horn, et al., 2022). It is hoped that the coaching methods described in this article will guide researchers and practitioners who are interested in improving instructional practice with fidelity when working with P-12 students with autism in the home and classroom setting.

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