EDSE 228A, Golloher, Spring 2020

San José State University
LCOE/Department of Special Education
EDSE 228A Issues in Transition and Collaboration Spring 2020

Course and Contact Information

Instructor: Andrea Golloher (Section 2)
Office Location: SH 235
Telephone: (408) 924-5971
Email: andrea.golloher@sjsu.edu
Office Hours: Thursdays 2:00-4:00 or by appointment
Class Days/Time: Thursdays 4:00-6:45
Classroom: SH 211
Prerequisites: Department consent

Course Format: Hybrid

This course will adopt a hybrid delivery format. Students will need access to a computer or tablet device with internet connectivity to be able to check Canvas regularly, in addition to completing the assignments for the course.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/cc/canvas/student_resources_new/index.html).

Course Description (from Course Catalog)

Strategies for effective communication and collaboration practices with members of the various teams that plan and serve students receiving special education services. Emphasis in planning transitional life experiences across the lifespan.

Course Learning Outcomes (CLO)

This course addresses two standards required for all credentialed education specialists in the state of California:

Program Standard 4: Effective Communication and Collaborative Partnerships

The program provides instruction in communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention strategies, Section 504, IEP/IFSP/ITP. The program provides
opportunities for the candidate to establish and work in partnerships to design, implement, and evaluate appropriate, integrated services based on individual student needs. The program informs candidates of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.

**Program Standard 7: Transition and Transitional Planning**
The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

Additionally, this course addresses one standard required for education specialists with a specialization in mild/moderate disabilities:

**M/M Standard 6: Case Management**
The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.

Finally, this course addresses two standards required for education specialists with a specialization in early childhood:

**ECSE Standard 5: Individualized Family Service Plan, Individualized Education Program and Transition**
Each program offers an opportunity for the candidate to demonstrate knowledge of the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition processes. Each candidate demonstrates skills in the development, implementation, and monitoring of progress of the IFSP/IEP with the family and other members of the team. Each candidate demonstrates skill required to implement processes and strategies that support transitions among settings for infants and young children. These settings include hospital to home, home to center based, early intervention to preschool classroom, and preschool to kindergarten. Each candidate demonstrates knowledge of Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations and Kindergarten standards and uses this knowledge when implementing effective IFSPs, IEPs, and transition.

**ECSE Standard 8: Collaboration and Teaming**
The program provides each candidate opportunities to demonstrate the knowledge and skills required to consult and collaborate with other professionals, paraprofessionals, families, caregivers, and community agency personnel (e.g., child development specialists) in a range of settings to meet the individualized needs of infants and young children who have or are at risk for developmental delays and disabilities. Each candidate demonstrates knowledge of interagency collaboration and service coordination, including interagency agreements, referral, and consultation. Each candidate demonstrates skill required participating as a team member, to identify and enhance team roles, communicate, and problem solve, including recognizing the scope of practice parameters of ECSE and roles and expertise of other professionals and disciplines. Each candidate demonstrates skill required to consult, collaborate and/or co-teach with colleagues in general education (e.g., Head Start, typical preschool environments).

Upon successful completion of this course, students will be able to:

1. Demonstrate competence in collaboration with educational colleagues (Program standard 4, M/M Standard 7, ECSE Standard 8)
2. Describe the importance of establishing rapport with families, along with a recognition of the challenges families face when they have a child with a disability (Program Standard 4).
3. Demonstrate an understanding of best practices and policy requirements related to transition planning (Program Standard 7, M/M standard 6; ECSE Standard 5)

Textbook


Other Readings


Other Resources
Council for Exceptional Children website: cec.sped.org
National Technical Assistance Center on Transition website: transitionta.org
Center for Parent Information and Resources Website: parentcenterhub.org

Technology Requirements
Unless otherwise stated, please complete assignments using Google Docs or Microsoft Word. The Microsoft Office Suite if available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device.

Any files submitted in a format I am unable to open (e.g., Pages, Keynote) will be returned and considered late.

Course Requirements and Assignments
University Credit Hour Requirement: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1. Interpersonal Communication Module (10 pts)
   Program Standard 4; ECSE Standard 8

   Developing interpersonal communication skills is essential for successful collaboration. You will be completing an video lecture with embedded activities related to interpersonal communication, to be submitted on Canvas.

2. Mock IEP Summary (20 pts)
   Program Standard 4; ECSE Standard 8

   In the role of case manager, special educators are frequently asked to share information from the IEP for stakeholders who were not part of its drafting. Simply sending a copy of the IEP may not be sufficient as many professionals find these documents to be dense and confusing. Meanwhile, the "IEP-at-a-Glance" forms created from web-based IEP programs (e.g., SIRAS, Web-IEP, etc.) can be confusing to read or may not include all the necessary information the collaborators need. Creating a one-page IEP summary may be a more effective way of bringing all of the professionals who work with a child up-to-speed on the child's strengths, challenges, goals, accommodations, and behavior support plans.

   In this activity, we will be drafting an IEP summary using a Mock IEP (one for a hypothetical child). You can use one of the formats reviewed in class (all found at Teachers Pay Teachers, using the search term "IEP at a Glance" and narrowing the search to "free" tools) or you can create your own summary sheet.

   We will then review and critique these drafts in class. You will then need to write a one-page reflection on the strengths and possible weaknesses in the version you created using the template reviewed in class.

3. Parent interview and reflection (30 pts)
   Program Standard 4 & 7; M/M Standard 6; ECSE Standards 5 & 8

   Collaborating with parents, family members, and guardians is an essential component of your future job. In addition to the regular parent-teacher communication needs, in special education parents often are
experiencing a wide range of emotions while navigating a confusing bureaucracy. It is your job to help them understand this system so that they can become active participants of the IEP team.

You will need to interview a parent of a child with a disability who you do not work with. The structure of the interview and questions to ask will be discussed in class. After the interview, you will be asked to reflect on the interview, using the template provided and connecting your reflection with the material covered in our text.

4. **Working with Paraprofessionals and Practice-Based Coaching Module (10 pts)**
   
   *Program Standard 4; ECSE Standard 8*
   
   Nearly all special education teachers work with paraprofessionals, who are instrumental in delivering services as outlined in the IEP. Teachers are frequently asked to provide training to their paraprofessionals, in addition to supervision. In this online module, you will complete an online module related to working with paraprofessionals and using practice-based coaching for training. More details on Canvas.

5. **Collaboration Experience Assignments (60 pts total across three assignments)**
   
   *Program Standard 4; ECSE Standard 8*
   
   Students will work in pairs throughout the semester to deepen their understanding of the importance of collaboration while developing the skills needed to collaborate with a variety of stakeholders. You will work with your assigned partner as you develop your skills in collaboration. Given the different nature of the credentials, assignments will differ slightly for M/M and ECSE students, and will include building background (30 pts), planning and implementation (10 pts), and reflection (20 pts) activities.

6. **Transition Modules (20 pts)**
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*
   
   As we return our attention to issues related to transition, students will complete one of two online modules based on their credential pathways:

   - ECSE students will complete a module from Project CONNECT
   - M/M students will complete a module from IRIS

   Detailed instructions will be included on Canvas regarding what you will be expected to turn in upon completion of the module.

7. **Transition Plan Write-Up (20 pts)**
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*
   
   In addition to considerations for best practice, there are a number of laws influencing how we approach transition in special education. In the creation of a transition plan (ITP or IFSP transition plan), you will cover both recommended practices and special education laws (i.e., discussing goals and services) as covered in class lectures and readings.

8. **Transition Presentations (30 pts)**
   
   *Program Standard 7, M/M Standard 6, ECSE Standard 5*
   
   How will you prepare your students for transitions? In these final presentations, you will be asked to present on issues related to transitions using co-teaching models we will discuss in class. Topics assigned will be assigned based on credential area (ECSE and M/M).
Grading Policy

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing.

Every member of a group will receive the same grade (unless a group member is absent – in which case that member will not receive points for the assignment). Be sure to check your group member’s contributions before submitting the assignment!

Late Assignments

Due dates and times are listed on the syllabus and Canvas.

Late assignments will be (reluctantly) accepted. If you anticipate submitting an assignment more than a week late, you must obtain permission first (the submission portal will close after a week). Assignments submitted late will be docked 10% of earned points for each week they are late.

Grading Information

See Canvas for assignment details and grading rubrics.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal communication module</td>
<td>10</td>
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<tr>
<td>Mock IEP summary</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Parent interview and reflection</td>
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<td>15%</td>
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<tr>
<td>Working with paras/PBC module</td>
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<tr>
<td>Collaboration activities</td>
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<td>30%</td>
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<tr>
<td>IRIS/CONNECT modules</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Transition write up</td>
<td>20</td>
<td>10%</td>
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<tr>
<td>Transition presentations</td>
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<td><strong>TOTAL</strong></td>
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GRADE RANGE CONVERSION

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<tr>
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<td>87%</td>
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<td>B</td>
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<td>B-</td>
<td>160-165</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>154-159</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>146-153</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>140-145</td>
<td>70%</td>
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<tr>
<td>D</td>
<td>120-139</td>
<td>60%</td>
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<tr>
<td>F</td>
<td>119 or below</td>
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DEPARTMENT GRADING POLICY

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

An “Incomplete” is given only at the discretion of the instructor and if 80% or more of the assignments have been completed.
University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
## EDSE 228A - Spring 2020 Course Schedule

*Schedule is subject to change – Any changes will be announced in class and on Canvas*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS AND READINGS</th>
</tr>
</thead>
</table>
| 1    | 1/23 | Introductions/syllabus review  
Collaboration and transition: Why this is the most important class in the program  
Developing group norms |  |
| 2    | 1/30 | Foundations for transition and collaboration | Friend & Cook (2017) Ch 1 |
| 3    | 2/6  | ONLINE WEEK:  
Interpersonal communication  
Listening, responding, giving feedback | Friend & Cook (2017) Ch 2, 3  
Interpersonal communication activities due 2/12 |
| 4    | 2/13 | Teaching Demonstration: Dr. Ross  
Working with Families  
Activity: Prepping for parent interview | Friend & Cook (2017) Ch 4, 11  
Doren et al. (2012)  
Turnbull & Turnbull (2008) |
| 5    | 2/20 | Multidisciplinary teams  
Case management  
Review IEP summary assignment | Friend & Cook (2017) Ch 6  
Lo (2012) |
| 6    | 2/27 | Activity: Mock IEP summary reflection  
Introduction to co-teaching  
Co-teaching for equity  
Review first phase of Collaboration assignment | Friend & Cook (2017) Ch 7  
Mock IEP Summary due 2/26 |
| 7    | 3/5  | Co-teaching + lesson planning | Friend & Cook (2017) Ch 7  
Ploessi et al. (2010)  
Pratt et al. (2017)  
Reflection on Mock IEP Summary due 3/4 |
| 8    | 3/12 | Reflection on parent interview  
Establishing roles/responsibilities while ensuring parity in workload  
Difficult interactions | Friend & Cook (2017) Ch 9  
Parent interview reflection due 3/11 |
| 9    | 3/19 | ONLINE WEEK:  
Working with paraprofessionals  
Practice-based coaching | Friend & Cook (2017) Ch 10  
Snyder et al. (2015)  
Online module due 3/25 |
| 10   | 3/26 | In class work time for second phase of collaboration assignment  
Reflections on working with paraprofessionals and practice-based coaching  
Review final presentations | Collaboration project – Phase 1 due 3/25 |
| 11   | 4/2  | SPRING BREAK – No class |  |
| 12   | 4/9  | ONLINE WEEK:  
ECSE Candidates: Project CONNECT module  
M/M Candidates: IRIS module | Kohler & Field (2003)  
Francis et al. (2018)  
Test et al. (2018)  
IRIS/CONNECT Modules due 4/15 |
| 13   | 4/16 | Evidence-based practices for transition  
Review third phase of collaboration assignment | Greene (2018)  
Explore NTACT Website  
Collaboration project – Phase 2 due 4/15 |
| 14   | 4/23 | Collaboration for transition: mapping the community and building partnerships  
Friend & Cook (2017) Ch 12  
Transition Plan Write-Up due 4/22 |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS AND READINGS</th>
</tr>
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<tbody>
<tr>
<td>15</td>
<td>4/30</td>
<td>Transition lessons</td>
<td><em>Note:</em> All students should also be working on finishing the implementation phase of the collaboration project</td>
</tr>
<tr>
<td>16</td>
<td>5/7</td>
<td>Transition lessons</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>5/14</td>
<td>Note: Class will begin at 5:15 pm</td>
<td>Collaboration project – Phase 3 due 5/14</td>
</tr>
</tbody>
</table>
Proposed Teaching Performance Expectations for New Credential Structure

The California Commission on Teacher Credentialing has developed new teaching performance expectations (TPEs) to align with the new credential structure. You are still being prepared using the older (current) structure. The Department of Special Education has identified the following TPEs as being addressed in EDSE 228A. Each week, I will select 3 students to complete a quick survey to identify which of the new TPEs (if any) were addressed in that week’s readings, assignments, and lectures. Thank you for your help!

Universal TPEs for M/M and ESN credentials:

- 1.2: Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- 3.4: Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 4.5: Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- 4.6: Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 5.3: Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- 5.4: Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 5.5: Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6: Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 6.3: Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4: Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

Mild to Moderate Support Needs:

- 1.6: Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.
- 2.4: Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- 2.7: Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- 4.6: Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.
6.1: Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Exceptional Support Needs:

- 1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.
- 1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.
- 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- 4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students’ meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.
- 6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
- 6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
- 6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Early Childhood Special Education:

- 1.11: Facilitate the continuation of young children’s learning progress across multiple contexts and transitions including a variety of environments e.g., (home, school, community, hospital), and people (e.g., peers, service providers, family, community).
- 3.8: Individually and through consultation and collaboration with other educators, plan for effective content instruction appropriate for young children in the special education setting and provide multiple ways for young learners to demonstrate their learning development.
- 4.9: Collaboratively create and implement instruction and intervention activities based on individualized learning goals and outcomes for children and families that support access, learning, and participation across developmental and curricular domains.
- 4.13: Use coaching and consultation strategies with families and other professionals to facilitate positive adult-child interaction, instruction and interventions that promote child learning and development across learning experiences.
- 5.8: Communicate and use assessment results accurately and effectively so that they are understandable and useful to families and other service providers.
- 6.2: Develop and implement policies, structures, and practices that promote shared decision making with other service providers and families.
- 6.4: Develop and implement effective transitional plans to support the ongoing learning and development of children entering different learning settings (e.g., home-based services to preschool, preschool to kindergarten).
• 6.5: Promote efficient and coordinated service delivery for children and families by creating and supporting the conditions for service providers from multiple disciplines and the family to work together as a team.
• 6.7: Effectively articulate the rationale for instruction and intervention plans through culturally- and linguistically-appropriate verbal and written communications to and with family members, other service providers, administration, and other stakeholders.
• 6.8: Facilitate effective collaborative transitions between the stages of schooling and educational settings (e.g., infant/toddler to preschool, preschool to kindergarten, kindergarten to elementary).
• 6.9: Demonstrate the ability to self-reflect, self-evaluate, and professionally respond to feedback from family members, other service providers, administration, supervisors, and stakeholders.
• 6.11: Demonstrate the ability to co-plan and co-teach with teachers and other adults in the ECE setting.
• 6.12: Demonstrate how to organize and supervise the work of other adults in the early childhood classroom.
• 6.13: Provide ongoing guidance and feedback through coaching and modeling for paraprofessionals supporting the individualized instruction and intervention activities of children with disabilities, including those with low incidence disabilities, and young children with disabilities who are also dual language learners.
• 6.14: Demonstrate how to provide constructive performance feedback to adults, as well as to communicate effectively with staff being supervised and with one’s own supervisors.
• 6.16: Identify, explain, and demonstrate knowledge and skills relating to effective on the job mentoring (e.g., building a relationship of mutual trust and confidence with the mentee; identifying goals and specific knowledge/skills areas for mentoring outcomes; demonstrating and encouraging and supporting reflective practice; maintaining confidentiality of personal information; managing practical arrangements for mentoring time and follow up; active listening skills; effective questioning skills; and non-judgmental approaches to helping the mentee grow and develop in the profession).
• 6.17: Identify, explain, and demonstrate knowledge and skills relating to effective on the job coaching (e.g., building a relationship of mutual trust and confidence; helping the person being coached to identify his/her own learning and improvement goals and supporting the attainment of those goals; a genuine desire and interest in helping the person being coached; helping the person being coached to develop his/her own solutions through asking appropriate questions and stimulating further thinking about the issues; avoiding making assumptions about the person being coached and/or his/her approaches to addressing improvement issues and goals; demonstrating empathy, emotional intelligence, active listening skills, and effective communication skills; maintaining confidentiality as appropriate).