

2015



# VIRGINIA'S Coaching Facilitation Guide

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# Introduction & Facilitation Tips

Welcome to **Virginia's Coaching Facilitation Guide**! This guide was developed to provide master coaches, local system managers, supervisors, and others who lead coaching efforts with activities they can use to support Virginia's ongoing coaching initiative. This guide is designed to be used to facilitate an interactive book study using *The Early Childhood Coaching Handbook* (Rush & Shelden, 2011). Information is provided to help group leaders facilitate meetings using planned activities for each section.

Activities are divided among five sections corresponding to specific chapters in the *Handbook*. Activities include descriptions of the activity's purpose, materials and time needed, and specific steps for completing the activity with small and large groups. The handouts needed for any activity are either provided at the end of the section or a link is provided to access the handout online. Links to online handouts are included in the corresponding activity as well as in a list provided after this introduction. Answer keys are also provided for the handouts as well. Discussion questions and discussion points are embedded throughout the guide with sample answers to help with facilitation of group discussion. Group leaders should have everything they need in this Guide to facilitate a book study!

The premise of this Guide is to stimulate rich discussion among learners while building their capacity to use coaching in their interactions with families in early intervention. The group leader can choose how to use the information in this Guide based on the needs and interests of the group. The group leader can choose the activity(ies) that will help his/her group acquire the knowledge and skills needed to boost their abilities to use coaching with families. Each activity was designed to provide an active learning experience that challenges learners to reflect on what they know and on their practices with children and families. Group leaders are encouraged to use their coaching skills when facilitating the book study to help learners explore their own perceptions and build on their knowledge.

These activities were developed by a small workgroup of dedicated professionals. We wish to acknowledge their efforts and thank them for their significant contributions and dedication to this project:

**Dana Childress**, Early Intervention Professional Development Consultant, Partnership for People with Disabilities/VCU

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**Tracy Miller**, Director, Rehabilitation Associates

**Mary Ellen Plitt**, Service Coordinator and Developmental Service Provider, Infant & Toddler Connection of the Alleghany Highlands

Special thanks to Mary Ellen Plitt for providing the illustrations for Activity 4 in Section 2 of this Guide. Thanks are also extended to Kimberly Spivey, Developmental Specialist, Richmond Behavioral Health Authority who provided feedback and support by email.



## BEFORE USING THESE ACTIVITIES

Before beginning the book study and using these activities, it is recommended that the group leader read *The Early Childhood Coaching Handbook* (Rush & Shelden, 2011) in its entirety. Having a comprehensive understanding of this content will allow the group leader to facilitate the activities with an appreciation of the “bigger picture” in mind.

## FACILITATION TIPS FOR GROUP LEADERS

The following tips and suggestions are intended to help group leaders facilitate successful meetings:

### YOUR ROLE AS A FACILITATOR

- Consider yourself a facilitator rather than a trainer. Your job is to facilitate discussion to help your colleagues (called learners in this Guide) reflect on their practices and what they are learning. You do not have to have all of the answers but you can help them learn by using your own coaching skills to support their learning and reflection.
- Model coaching interactions. Integrate elements of coaching into your meetings so that you are modeling how to coach for your learners.

### ORGANIZING MEETINGS

- Reach out to the local system managers, directors, and supervisors in your region for support and assistance with identifying learners who would like to join the group. Keep these leaders up to date on group activities throughout the book study.
- Organize a meeting schedule that fits with your learners’ needs. Often, a consistent weekly or monthly date and time works best. If possible, consider hosting the meetings during lunchtime or in the evening, when group members may be less likely to have schedule conflicts or miss visits with families.
- Send an email to group members before each meeting with a brief reminder of which chapter will be covered and any other activities they must complete before the meeting.
- Consider sharing meeting planning responsibilities, if appropriate for your group. Recruit group members to share responsibilities for:
  - Sending email invitations/updates
  - Developing the meeting agenda
  - Arranging meeting space, supplies, food
  - Taking any notes during meeting

### FACILITATING MEETINGS

- Consider arranging the meeting room so that learners are in a circle or around one table together. The room arrangement can lend itself to learners being more comfortable with sharing their insights and participating with activities.
- Review the activities you will use before each meeting. It is a good idea to review the corresponding chapter(s) before each meeting too. Prepare for questions you anticipate will be asked by group members and choose activities that you think will be most beneficial to your group.
- Make arrangements to have the materials you need ahead of time, including flip charts, markers, copies of handouts, and a working connection to the internet (for videos and archived webinars).

- You may want to set some ground rules for the book study, such as:
  - Joining the book study means that you are agreeing to come to meetings prepared and to fully participate in learning and reflecting on your own practice.
  - All group members are responsible for supporting each other during and between meetings.
  - Each learner's insights and feedback are welcome and will be respected.
  - This is a safe place to share your successes and challenges. We are all learning together.
  - Meetings will begin and end on time. (This shows respect for group member's time and effort.)
- Begin each meeting with a verbal review of each learner's joint plan. Go around the room and ask each learner to provide a very brief update about progress on his/her joint plan from the last meeting. If you have a large group, you may want to limit this sharing time to two minutes per person so that you have adequate time to complete activities. Use a timer on your computer, phone, or tablet so that a soft bell rings when time is up. At the first meeting, use Activity #1 in place of the joint plan to stimulate discussion.
- Monitor group members' participation to ensure that all members have opportunities to share their input. If you have some members who are more vocal than others, be sure to invite those less vocal members to share their insights as well.
- Resist the temptation to provide all of the answers when a question arises. Ask group members open-ended questions like "What do you all think?" and "Have any of you had a similar experience? What did you do?" Before answering questions directly, try to build the network of support among group members by facilitating discussion.
- Be mindful of the time to keep the group in track.
- It is often a good idea to follow the lead of the group and discuss important topics as they come up. If you find the group is getting off track, help them reorient to the activity at hand. However, it can be very helpful to be flexible in your facilitation. If the group identifies a hot topic that takes more time than you planned to address, it may be beneficial to spend that time discussing the topic and do fewer activities at that meeting. Good planning and flexibility are both important.
- Finish each meeting by inviting each group member to share a new or revised joint plan. This plan should focus on what the learner plans to do to implement what he or she has learned. The next meeting will begin by revisiting these joint plans.

## LINKS TO ONLINE RESOURCES FOR ACTIVITIES

### SECTION 1

Activity #2	<p><i>Handout -</i> Common Misperceptions about Coaching in Early Intervention <a href="http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol4_no1.pdf">http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol4_no1.pdf</a></p>
Activity #3	<p><i>Handout -</i> Evidence-Based Definition of Coaching Practices <a href="http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol1_no6.pdf">http://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol1_no6.pdf</a></p> <p><i>Video -</i> What is Early Intervention in Virginia? <a href="https://www.youtube.com/watch?v=y-M_P6HrZdA&amp;feature=youtu.be">https://www.youtube.com/watch?v=y-M_P6HrZdA&amp;feature=youtu.be</a></p>

### SECTION 2

Activity #6	<p><i>Archived Webinar -</i> Let Go of the Toy Bag and Get Off the Floor! <a href="http://www.veipd.org/main/sub_2015_talks_tuesdays.html">http://www.veipd.org/main/sub_2015_talks_tuesdays.html</a></p>
	<p><i>Archived Webinar -</i> Thinking Outside of the...Bag! Coaching in Natural Environments <a href="http://www.veipd.org/main/sub_2010-2011_talks_tuesdays.html">http://www.veipd.org/main/sub_2010-2011_talks_tuesdays.html</a></p>
	<p><i>Handout -</i> 10 Steps to Decrease Toy Bag Dependence <a href="http://tactics.fsu.edu/pdf/HandoutPDFs/TaCTICSHandouts/Module3/10step.pdf">http://tactics.fsu.edu/pdf/HandoutPDFs/TaCTICSHandouts/Module3/10step.pdf</a></p> <p><i>Video -</i> Families Talk About the Toy Bag <a href="http://dmm.cci.fsu.edu/IADMM/videoexamples/ToyBag.html">http://dmm.cci.fsu.edu/IADMM/videoexamples/ToyBag.html</a></p>

### SECTION 3


Activity #2	<p><i>Handout -</i> Agreed Upon Practices for Providing Early Intervention Services in Natural Environments <a href="http://ectacenter.org/~pdfs/topics/families/AgreedUponPractices_FinalDraft2_01_08.pdf">http://ectacenter.org/~pdfs/topics/families/AgreedUponPractices_FinalDraft2_01_08.pdf</a></p>
Activity #4	<p><i>Archived Webinar -</i> Tying the Knot: Engaging Families Beyond the Visit <a href="http://www.veipd.org/main/sub_2013_talks_tuesdays.html">http://www.veipd.org/main/sub_2013_talks_tuesdays.html</a></p>
	<p><i>Handout -</i> 7 Key Principles: Looks Like/Doesn't Look Like <a href="http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf">http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf</a></p>

### SECTION 4

Activities #1 and #2	<p><i>Video -</i> Coaching in Action <a href="http://youtu.be/ziColpqpLlo">http://youtu.be/ziColpqpLlo</a></p>
Activity #5	<p><i>Video -</i> The Great Twin Escape! <a href="http://youtu.be/jkp3VNm0rql">http://youtu.be/jkp3VNm0rql</a></p>



2015

The background features a pattern of overlapping, semi-transparent purple circles of various sizes. Overlaid on this pattern are several dark green, elongated, teardrop-shaped lines that radiate from the center of the page towards the corners.

# SECTION

# 1



## SECTION

## 1

# What is Coaching in Early Intervention?

(Handbook Chs 1-2: Introduction to Coaching & Research Foundations of Coaching)

## HIGHLIGHTS:

- Definition of coaching
- Overview of research/evidence-base & how to articulate it
- How to describe coaching and what EI looks like
- 5 key characteristics of coaching (p 9)
- 10 key elements of coaching (p 9-12)

## BEFORE THE MEETING

Instruct learners to read Chapters 1 and 2 in *The Early Childhood Coaching Handbook* (Rush & Shelden, 2011) before the meeting. Each learner should come to the first meeting with a question about what they read or an insight to share.

## DURING THE MEETING

STARTING THE MEETING	ENDING THE MEETING	ACTIVITIES
Open the meeting by providing a brief summary of Chapters 1 and 2. Facilitate a focused discussion that encourages learners to share highlights, key ideas, insights, and questions they have from reading this information.	Save time at the end of the meeting to go around the room and invite learners to share their joint plans for how they will apply what they have learned. Encourage learners to identify a specific step or activity that they are able to commit to and reasonably accomplish before the next meeting.	Feel free to choose from the activities below, completing those that you think will best support your group's learning. For example, you could complete one activity a week as part of a weekly staff meeting, or complete several activities in a single monthly meeting.

ACTIVITY  
**1**

## What Do I Know? What Do I Want to Learn? What Did I Learn?

**Purpose:**

Allow learners to share their perceptions, ask initial questions, and identify what information they need to know about coaching.



Handout – K-W-L  
Flip chart and markers



10 minutes



1. Provide each learner with the K-W-L handout.  
*Note: K = What I KNOW, W – What I WANT to Know, and L – What I LEARNED*
2. Instruct learners to work individually to complete the “K” and the “W” sections of the handout.
3. Invite learners to share as you discuss each level of the handout. Record common themes and words on the flip chart, with a separate page for each concept (What I Know, What I Want to Know, What I Learned).
4. Discuss any hopes and concerns learners have about using coaching with families in early intervention.
5. Conclude the activity (or the entire meeting) by asking learners to complete the “L” section, recording something they learned about coaching from the activity. Invite learners to share what they learned with the larger group.



## Get the Facts about Coaching

### Purpose:

Allow learners to consider their own perceptions about coaching and address any concerns or misperceptions.



Handouts – Get the Facts about Coaching

[Common Misperceptions about Coaching in Early Intervention](#)

*(Rush & Shelden, CASEinPoint, 2008)*



15-20 minutes



1. Provide each learner with a copy of the “Get the Facts about Coaching” handout.
2. Instruct learners to work individually to answer each question. Give them 10 minutes to complete the handout.
3. Review the handout by asking learners how they answered each question. Use each question as a discussion point to find out what learners know about coaching and to address any concerns or misperceptions about coaching. Use the “Common Misperceptions about Coaching in Early Intervention” handout as a guide to help you debrief each question and highlight common misperceptions for your program/region.
4. Provide learners with a copy of the “Common Misperceptions” handout to read following the meeting.



## How Do You Explain Coaching as an Evidence-Based Strategy?

### Purpose:

Facilitate reflection on the definition of coaching and help learners develop scripts to be used with various audiences when explaining the coaching interaction style.



Paper & pen

*The Early Childhood Coaching Handbook*

Handout - [Evidence-Based Definition of Coaching Practices](#) (Rush & Shelden, CASEinPoint, 2005)

Screen, projector, and speakers

Video - [What is Early Intervention in Virginia?](#)



30 minutes



1. Before the meeting, ask learners to read "Evidence-Based Definition of Coaching Practices."
2. Divide learners into 4 small groups and give them the following instructions:  
*Each group will develop a script that explains the coaching interaction style and why we use it in early intervention, using the information and research foundations provided in Chapters 1-2 of The Early Childhood Coaching Handbook. Each group should be purposeful in developing a script that is appropriate for the intended audience.*
  - Group 1 will write a script to be used with a physician.
  - Group 2 will write a script to use with a teen parent.
  - Group 3 will write a script to use with a hospital-based therapist.
  - Group 4 will write a script to use with a child care provider.
3. Give the groups 15 min to work on their scripts. Each group will need to identify a speaker.
4. After 15 min, invite each group to share their script. Invite other learners to provide feedback.
5. To facilitate a discussion:
  - Discuss themes across all four scripts, including common words and phrases.
  - Ask reflective questions to help groups think about why they chose the language they included in their scripts, what it might mean to the receiver, etc.
  - Ask if there are other situations in which a similar script might be needed and task the group with adapting these scripts for other purposes.
  - Plan together for how to finalize and share the groups' scripts with others in your program or local system.
6. Conclude activity by watching this video: [What is Early Intervention in Virginia?](#)

# ACTIVITY 4

## The 10 Key Elements of Coaching in Early Childhood

### Purpose:

Review the 10 key elements of coaching and reflect on what each principle looks like and does not look like in practice.



Handout – What Coaching Looks Like and Doesn't Look Like in Early Intervention

*The Early Childhood Coaching Handbook*

Paper and pen or flip chart and markers



30 minutes



1. Divide learners into small groups or have learners work individually.
2. Instruct learners to review the handout and fill in the missing examples.
3. Debrief by reviewing the handout and inviting learners to share the examples they added. You might also take each non-example and discuss additional ideas for how it could be changed to reflect coaching practices.
4. Discuss the following reflection questions:
  - a. Which of the key elements do you feel most comfortable with? How do the key elements match what you already do?
  - b. Which of the key elements are most challenging for you? Why?
  - c. Which key element do you most want to work on? How will you work on this element during your next 3 intervention visits?
5. As an alternate activity:
  - a. Assign each learner/group an element (or several elements, depending on the size of your group).
  - b. Give them 5-10 minutes to review their element and prepare how to teach the rest of the group about that element. Instruct each learner/group to develop a description and real-world example of what the element looks like and doesn't look like in practice with a family.
  - c. Record each description on paper or on a flip chart. Each learner/group should share with the larger group. Type up all descriptions and examples and distribute to the large group after the activity as a reference guide.

# ACTIVITY 5

## The Purpose of Coaching

Purpose:

Examine the use of coaching in a real-world early intervention scenario and facilitate reflection on current practices.



Case Study Handout – The Purpose of Coaching

*The Early Childhood Coaching Handbook*

Paper and pens and/or flip chart paper and markers

Highlighters or markers (5 different colors)



15-20 minutes



1. Divide learners into small groups or pairs.
2. Instruct small groups to read the scenario and answer the questions on the handout.
3. Instruct groups to record their revised scenario on a piece of flip chart paper or regular paper.
4. Debrief by inviting groups to share and discuss their answers. Discuss what changes they made in their revised scenario and why they made those changes.
5. Options for debriefing the revised scenario:
  - a. Instruct groups to exchange their revised scenarios with the group to their left. The group should identify the five practice characteristics in the scenario by labeling each characteristic or circling them using different colored highlighters. (The Master Coach should establish a different color for each characteristic: yellow for joint plan, blue for observation, etc.)
  - b. Post all revised scenarios on the wall for a gallery walk. Have each group stand by a scenario that is NOT their own. Instruct the groups to identify each of the five practice characteristics by labeling or highlighting (see above). Have all learners walk around the room and read all scenarios.



# ACTIVITY 6

## Building Capacity...What Does That Mean?

Purpose:

Consider language used when discussing coaching and how to revise technical jargon into everyday language.



Paper and pen or flip chart and markers



10 minutes



1. Discuss the following question with a partner:  
What does it mean to “build the capacity of parents to support children’s learning...” (Rush & Shelden, 2011, p. 17)?
2. Instruct learners to revise the phrase using everyday language by practicing explaining it to their partner. Once they have a good revision, they should write it down.
3. Invite partners to share what they heard. Record common words and themes on a flip chart.
4. Finish the activity by agreeing on 2-3 revisions that best represent what the above phrase means. Type them up and post them around the office.
5. Discussion points:
  - a. Consider what you would say to a physician who says that you are supposed to work with the child, not the parents. How would you respond?
  - b. Consider what this phrase might mean to families of diverse backgrounds. Discuss how different cultural values might affect a family’s understanding of this concept and how this, in turn, might affect intervention.



## HANDOUT – K-W-L

<b>K</b> What I KNOW about Coaching	<b>W</b> What I WANT to Know	<b>L</b> What I LEARNED

ACTIVITY →



## HANDOUT – Get the Facts about Coaching

1. Coaching is an interaction style that can only be used with families who already understand what they need to do with their child.
  - a. True
  - b. False
2. Coaching is an evidence-based strategy for supporting parents in early intervention.
  - a. True
  - b. False
3. When I use coaching, it will mean that I don't work with the child anymore.
  - a. True
  - b. False
4. Coaching cannot be used with families who have children with complex needs or multiple disabilities because these children need hands-on therapy.
  - a. True
  - b. False
5. When I use coaching, I will be spending most of my time with the family asking questions.
  - a. True
  - b. False
6. Coaching allows me to share my expertise with the parent while building on the parent's expertise as well.
  - a. True
  - b. False
7. Coaching and consultation are the same thing.
  - a. True
  - b. False
8. I can't use coaching because it is not a billable service.
  - a. True
  - b. False



## ANSWER KEY HANDOUT – Get the Facts about Coaching

1. Coaching is an interaction style that can only be used with families who already understand what they need to do with their child.
  - a. True
  - b. False

*See Misperceptions 1 and 6*
2. Coaching is an evidence-based strategy for supporting parents in early intervention.
  - a. True
  - b. False
3. When I use coaching, it will mean that I don't work with the child anymore.
  - a. True
  - b. False

*See Misperception 4*
4. Coaching cannot be used with families who have children with complex needs or multiple disabilities because these children need hands-on therapy.
  - a. True
  - b. False

*See Misperception 2*
5. When I use coaching, I will be spending most of my time with the family asking questions.
  - a. True
  - b. False

*See Misperceptions 3 and 8*
6. Coaching allows me to share my expertise with the parent while building on the parent's expertise as well.
  - a. True
  - b. False

*See Misperception 6*
7. Coaching and consultation are the same thing.
  - a. True
  - b. False

*See Misperception 10*
8. I can't use coaching because it is not a billable service.
  - a. True
  - b. False

*See Misperception 5*



## HANDOUT – What Coaching Looks Like & Doesn't Look Like in Early Intervention

### TEN KEY ELEMENTS OF COACHING

*(Rush & Shelden, 2011, pp. 9-12)*

#1 - COACHING IS CONSISTENT WITH THE PRINCIPLES OF ADULT LEARNING.	
<p><b>LOOKS LIKE:</b> The coach helps the parent to develop an understanding of how the intervention may be used during a specific routine/activity and how it can be generalized to other routines/activities.</p> <p><b>Ex:</b> The speech-language pathologist coaches the mother as she practices prompting her child to use the sign for “drink” to get his juice so that he has a way to communicate when he needs something to drink. They also plan for how she can use a similar technique to prompt her son to sign “cookie” and “ball” during other routines.</p>	<p><b>DOESN'T LOOK LIKE:</b> The coach provides child-focused intervention without regard to helping the parent understand how to implement intervention within specific routines or activities.</p> <p><b>Ex:</b></p>
#2 - COACHING IS CAPACITY BUILDING.	
<p><b>LOOKS LIKE:</b> The coach uses intervention visit time to help the parent discover what he/she already knows and can do, shares info and ideas, and helps the parent generalize strategies to other situations. They practice strategies during visits and plan for how to use them between visits.</p> <p><b>Ex:</b></p>	<p><b>DOESN'T LOOK LIKE:</b> Intervention with the child focuses on what can be accomplished during the visit only. The parent primarily watches the coach work with the child without opportunities to discuss strategies or practice them during the visit.</p> <p><b>Ex:</b> The educator helps the child walk along the couch repeatedly to practice balance and taking steps. The parent thinks that the “therapy” the child receives during the visit is all he needs to learn to walk.</p>

ACTIVITY 4

#3 – COACHING IS NONDIRECTIVE.	
<p><b>LOOKS LIKE:</b> The coach employs a continuum of guidance and feedback, including the use of reflective questions, to help the parent expand on what he/she already knows and does, provide ideas and information, and instruct the parent when needed.</p> <p><b>Ex:</b> The physical therapist models how to stretch the child and coaches the parent as she practices the stretches. They discuss natural opportunities when the child could be stretched during the day, then move to the diaper changing table to practice the stretches there when they identify this as a good routine in which to embed stretches.</p>	<p><b>DOESN'T LOOK LIKE</b> The coach spends the visit telling and showing the parent what to do with her child to address motor development.</p> <p><b>Ex:</b></p>
#4 – COACHING IS GOAL-ORIENTED.	
<p><b>LOOKS LIKE:</b> Intervention and the coaching relationship are based on the family's outcomes and goals for their child's development.</p> <p><b>Ex:</b> During intervention visits, the occupational therapist and parent collaborate to help the child learn to eat using utensils during breakfast and lunch to prepare the child for transitioning to a child care setting.</p>	<p><b>DOESN'T LOOK LIKE:</b> The professional members of the EI team designate the outcomes and goals to put on the IFSP with little or no family input.</p> <p><b>Ex:</b></p>
#5 – COACHING IS SOLUTION-FOCUSED.	
<p><b>LOOKS LIKE:</b> Intervention focuses on helping families address problems or outcomes with strategies that can be used immediately.</p> <p><b>Ex:</b> The educator joins the grandmother at the grocery store to problem-solve ways to help the child have adequate trunk support to be able to ride in the shopping cart.</p>	<p><b>DOESN'T LOOK LIKE:</b> Intervention focuses on the fact that the child has cerebral palsy due to an intraventricular hemorrhage, which may limit his abilities to feed himself, sit independently, and play.</p> <p><b>Ex:</b></p>

#6 – COACHING IS PERFORMANCE-BASED.	
<p><b>LOOKS LIKE:</b> Intervention focuses on helping the parent or caregiver actively participate and remain engaged during visits to learn and apply what he or she is learning, with the support of the coach.</p> <p>Ex:</p>	<p><b>DOESN'T LOOK LIKE</b> Intervention time is spent with the coach working with the child while the parent passively observes.</p> <p>Ex: The physical therapist practices dressing the child and allowing the child to make choices without the participation of the mother, who leaves the room to avoid interrupting the session between her child and the PT.</p>
#7 – COACHING IS REFLECTIVE.	
<p><b>LOOKS LIKE:</b> The coach helps the father reflect on what he has already tried and what he already knows in order to build on his knowledge and effort.</p> <p>Ex:</p>	<p><b>DOESN'T LOOK LIKE:</b> The coach prescribes three strategies for the father to try at the next meal, based on what has typically worked with other children without finding out what the father knows and has tried before.</p> <p>Ex: The SLP tells the father to teach his son the sign for “cracker” without finding out if the child likes crackers or if the father has tried using signing before or is interested in using it with his son.</p>
#8 – COACHING IS COLLABORATIVE.	
<p><b>LOOKS LIKE:</b> The coach and parent work together in a reciprocal interaction to share ideas, problem-solve, and practice potential solutions and strategies.</p> <p>Ex:</p>	<p><b>DOESN'T LOOK LIKE:</b> The parent tries to use a strategy suggested by the coach because she considers the coach to be the expert and wants to please the coach.</p> <p>Ex: The child care provider tries different sized scoops at the sand table because that’s what the educator suggested. The provider has already tried this and it didn’t work, and thinks the problem is that the child has difficulty balancing at the table. The provider didn’t ask for ideas for balance because she felt like the educator must know best.</p>

**#9 – COACHING IS CONTEXT DRIVEN.**

**LOOKS LIKE:**

Intervention occurs during real-life activities in the contexts where the child naturally engages in the activity.

Ex:

**DOESN'T LOOK LIKE**

Intervention activities are provided outside of natural contexts, in contrived activities or by discussing the “what ifs” of using a particular strategy during a routine rather than joining it.

Ex: The vision specialist brings plastic fruit for the child to play with, rather than conducting the visit in the kitchen where the child can feel the textures of real fruit from his family's fruit bowl.

**#10 – COACHING IS AS HANDS-ON AS IT NEEDS TO BE.**

**LOOKS LIKE:**

Intervention visits include a combination of sharing information, identifying possible resources and strategies, modeling and practicing activities, reflection and sharing feedback. The degree to which any of these are used is dependent on the support needed by the parent to learn and use intervention strategies with confidence.

Ex: The physical therapist asks if he can model how to help the infant roll from tummy to back while the parent watches where the PT places his hands on the baby's hips. After the activity is modeled, the PT and parent reflect on it and the parent tries to help the infant roll. Again, they reflect and the PT provides feedback.

**DOESN'T LOOK LIKE:**

Intervention visits occur without the coach ever placing a “hand” on the child. Or, the coach uses hands-on therapy to work with children with more significant disabilities or children with less engaged parents for the entire time the child is in therapy.

Ex:





## ANSWER KEY HANDOUT – What Coaching Looks Like & Doesn't Look Like in Early Intervention

### TEN KEY ELEMENTS OF COACHING

(Rush & Shelden, 2011, pp. 9-12)

#1 - COACHING IS CONSISTENT WITH THE PRINCIPLES OF ADULT LEARNING.	
<p><b>LOOKS LIKE:</b> The coach helps the parent to develop an understanding of how the intervention may be used during a specific routine/activity and how it can be generalized to other routines/activities.</p> <p><i>Ex:</i> The speech-language pathologist coaches the mother as she practices prompting her child to use the sign for “drink” to get his juice so that he has a way to communicate when he needs something to drink. They also plan for how she can use a similar technique to prompt her son to sign “cookie” and “ball” during other routines.</p>	<p><b>DOESN'T LOOK LIKE:</b> The coach provides child-focused intervention without regard to helping the parent understand how to implement intervention within specific routines or activities.</p> <p><i>Ex:</i> The SLP prompts the child to sign “drink” to get his juice cup while the mother watches, and assumes that if the mother is paying attention, she will be able to use the same strategy later.</p>
#2 - COACHING IS CAPACITY BUILDING.	
<p><b>LOOKS LIKE:</b> The coach uses intervention visit time to help the parent discover what he/she already knows and can do, shares info and ideas, and helps the parent generalize strategies to other situations. They practice strategies during visits and plan for how to use them between visits.</p> <p><i>Ex:</i> The educator coaches the parent in planning for how to help her son practice walking along the bleachers while at the baseball field during his older sibling's team practice.</p>	<p><b>DOESN'T LOOK LIKE:</b> Intervention with the child focuses on what can be accomplished during the visit only. The parent primarily watches the coach work with the child without opportunities to discuss strategies or practice them during the visit.</p> <p><i>Ex:</i> The educator helps the child walk along the couch repeatedly to practice balance and taking steps. The parent thinks that the “therapy” the child receives during the visit is all he needs to learn to walk.</p>

#3 – COACHING IS NONDIRECTIVE.	
<p><b>LOOKS LIKE:</b> The coach employs a continuum of guidance and feedback, including the use of reflective questions, to help the parent expand on what he/she already knows and does, provide ideas and information, and instruct the parent when needed.</p> <p><i>Ex:</i> The physical therapist models how to stretch the child and coaches the parent as she practices the stretches. They discuss natural opportunities when the child could be stretched during the day, then move to the diaper changing table to practice the stretches there when they identify this as a good routine in which to embed stretches.</p>	<p><b>DOESN'T LOOK LIKE</b> The coach spends the visit telling and showing the parent what to do with her child to address motor development.</p> <p><i>Ex:</i> The physical therapist tells the parent to do stretches with the child at each diaper change and after bath time and demonstrates the stretches while sitting on the floor with the child in the living room.</p>
#4 – COACHING IS GOAL-ORIENTED.	
<p><b>LOOKS LIKE:</b> Intervention and the coaching relationship are based on the family's outcomes and goals for their child's development.</p> <p><i>Ex:</i> During intervention visits, the occupational therapist and parent collaborate to help the child learn to eat using utensils during breakfast and lunch to prepare the child for transitioning to a child care setting.</p>	<p><b>DOESN'T LOOK LIKE:</b> The professional members of the EI team designate the outcomes and goals to put on the IFSP with little or no family input.</p> <p><i>Ex:</i> The OT tells the parent that the child should be using a spoon to feed himself because he missed that item on the assessment.</p>
#5 – COACHING IS SOLUTION-FOCUSED.	
<p><b>LOOKS LIKE:</b> Intervention focuses on helping families address problems or outcomes with strategies that can be used immediately.</p> <p><i>Ex:</i> The educator joins the grandmother at the grocery store to problem-solve ways to help the child have adequate trunk support to be able to ride in the shopping cart.</p>	<p><b>DOESN'T LOOK LIKE:</b> Intervention focuses on the fact that the child has cerebral palsy due to an intraventricular hemorrhage, which may limit his abilities to feed himself, sit independently, and play.</p> <p><i>Ex:</i> Because of the child's cerebral palsy, the physical therapist talks about what the child cannot do and how to work around that.</p>

ACTIVITY 4

#6 – COACHING IS PERFORMANCE-BASED.	
<p><b>LOOKS LIKE:</b>                      Intervention focuses on helping the parent or caregiver actively participate and remain engaged during visits to learn and apply what he or she is learning, with the support of the coach.</p> <p><i>Ex: The PT joins the parent on the bed where the child's mother typically gets him dressed in the morning. The PT and the mother work together to build on current strategies so that the child can assist with dressing by choosing which clothing he wants to wear using his gaze.</i></p>	<p><b>DOESN'T LOOK LIKE</b>                      Intervention time is spent with the coach working with the child while the parent passively observes.</p> <p><i>Ex: The physical therapist practices dressing the child and allowing the child to make choices without the participation of the mother, who leaves the room to avoid interrupting the session between her child and the PT.</i></p>
#7 – COACHING IS REFLECTIVE.	
<p><b>LOOKS LIKE:</b>                      The coach helps the father reflect on what he has already tried and what he already knows in order to build on his knowledge and effort.</p> <p><i>Ex: The father asks for ideas to help his son learn to label what he wants to eat. The speech-language pathologist asks to join lunchtime. She also asks the father about what he's already tried to help his son communicate, what his son can say, and what foods his son eats. Based on this information, the therapist and father work together to build on the existing routine.</i></p>	<p><b>DOESN'T LOOK LIKE:</b>                      The coach prescribes three strategies for the father to try at the next meal, based on what has typically worked with other children without finding out what the father knows and has tried before.</p> <p><i>Ex: The SLP tells the father to teach his son the sign for "cracker" without finding out if the child likes crackers or if the father has tried using signing before or is interested in using it with his son.</i></p>
#8 – COACHING IS COLLABORATIVE.	
<p><b>LOOKS LIKE:</b>                      The coach and parent work together in a reciprocal interaction to share ideas, problem-solve, and practice potential solutions and strategies.</p> <p><i>Ex: The educator and the child care provider both join the child at the sand table to help him scoop and dump sand beside his peers. The child care provider shares how the activity usually works, what she's tried, and what she'd like for the child to be able to do. The educator and the child care provider then try strategies and collaboratively develop strategies to help the child stand at the table with support and use his arms to play in the sand.</i></p>	<p><b>DOESN'T LOOK LIKE:</b>                      The parent tries to use a strategy suggested by the coach because she considers the coach to be the expert and wants to please the coach.</p> <p><i>Ex: The child care provider tries different sized scoops at the sand table because that's what the educator suggested. The provider has already tried this and it didn't work, and thinks the problem is that the child has difficulty balancing at the table. The provider didn't ask for ideas for balance because she felt like the educator must know best.</i></p>

**#9 – COACHING IS CONTEXT DRIVEN.**

**LOOKS LIKE:**

Intervention occurs during real-life activities in the contexts where the child naturally engages in the activity.

*Ex: The vision specialist joins the child and parent in the backyard to help the child learn to orient himself and walk on different surfaces.*

**DOESN'T LOOK LIKE**

Intervention activities are provided outside of natural contexts, in contrived activities or by discussing the “what ifs” of using a particular strategy during a routine rather than joining it.

*Ex: The vision specialist brings plastic fruit for the child to play with, rather than conducting the visit in the kitchen where the child can feel the textures of real fruit from his family's fruit bowl.*

**#10 – COACHING IS AS HANDS-ON AS IT NEEDS TO BE.**

**LOOKS LIKE:**

Intervention visits include a combination of sharing information, identifying possible resources and strategies, modeling and practicing activities, reflection and sharing feedback. The degree to which any of these are used is dependent on the support needed by the parent to learn and use intervention strategies with confidence.

*Ex: The physical therapist asks if he can model how to help the infant roll from tummy to back while the parent watches where the PT places his hands on the baby's hips. After the activity is modeled, the PT and parent reflect on it and the parent tries to help the infant roll. Again, they reflect and the PT provides feedback.*

**DOESN'T LOOK LIKE:**

Intervention visits occur without the coach ever placing a “hand” on the child. Or, the coach uses hands-on therapy to work with children with more significant disabilities or children with less engaged parents for the entire time the child is in therapy.

*Ex: The physical therapy never touches the child and instead, talks the parent through how to place her hands on the infant, even though the parent asks to be shown how to help her child roll over.*

*The educator uses primarily hands-on intervention to play with the child because the parent is always texting on her phone.*



## HANDOUT – The Purpose of Coaching

### PURPOSE OF COACHING:

“Coaching is used to acknowledge and perhaps improve existing knowledge and practices, develop new skills, and promote continuous self-assessment and learning on the part of the coachee.” (Rush & Shelden, 2011, p. 3)

### SCENARIO:

Patty PT is working with Suzie and her mom, Mrs. Jones. Suzie is 15 months old and has low muscle tone, which affects her ability to get into and out of sitting and maintain her balance. Mrs. Jones really wants Suzie to be able to sit up and play with her toys while dinner is being prepared.

Suzie loves to look at books, activate her musical toys, bang toys together, and play peek-a-boo games with her mom. Suzie finds it hard to reach and hold some toys because she has shorter arms and legs than most children her age and her hands are very small. Patty sees Suzie for physical therapy, every Thursday at 10am, to help Mrs. Jones address Suzie’s IFSP outcomes for play and sitting.

Since one of the IFSP outcomes addresses improving Suzie’s ability to balance, Patty would really like to take a therapy ball with her but was told she needs to use what is in the house. Patty was so happy when she realized that Mrs. Jones does yoga on the ball so she figured this would be okay to use. She puts Suzie on the ball every week and facilitates Suzie’s balance and equilibrium abilities. She also has shown Mrs. Jones how to do these activities. While she has never actually seen Suzie’s mom do them, Patty is pretty confident that Mrs. Jones can. Suzie’s mother usually participates in the session by entertaining Suzie and dangling toys in front of her for her to reach and grab while Suzie is sitting on the ball.

### DISCUSSION QUESTIONS:

1. Is Patty PT’s session with the Jones family aligned with the purpose of coaching? Explain why or why not.
2. During intervention visits, Patty seems to be focusing on what she can do to improve Suzie’s balancing skills, which reflects a more traditional way of providing therapy. If Patty were to shift her focus to using natural learning environment practices and focus on Suzie’s participation in the evening routine, how would her visits look different? How could she help Mrs. Jones encourage Suzie’s strength, balance, and play in the context of this everyday routine?
3. *The Early Childhood Coaching Handbook* delineates the difference between **expert style coaching** and **reciprocal style coaching**. Which style of coaching matches the interactions during this visit? How is the therapist’s expertise utilized in the above scenario? How is the parent’s expertise utilized?
4. Physical therapy is scheduled every Thursday at 10am. Is this schedule aligned with natural learning environment practices? Why or why not? Discuss options that Patty might consider to help Mrs. Jones address her goal for Suzie.

5. According to the research literature on coaching, five practice characteristics are present when coaching leads to meeting the desired outcomes. Identify these characteristics by reviewing pages 18-22 in *The Early Childhood Coaching Handbook*. Is each characteristic present in the above scenario?
6. In your small group, re-write the above scenario as it might look when using a coaching style of interaction. Be sure to include the five practice characteristics and focus on Suzie's participation in the evening routine identified by her mother.

# ACTIVITY 5



## ANSWER KEY HANDOUT –The Purpose of Coaching

### PURPOSE OF COACHING:

“Coaching is used to acknowledge and perhaps improve existing knowledge and practices, develop new skills, and promote continuous self-assessment and learning on the part of the coachee.” (Rush & Shelden, 2011, p. 3)

### DISCUSSION QUESTIONS:

1. Is Patty PT’s session with the Jones family aligned with the purpose of coaching? Explain why or why not.

*Patty’s session is not well-aligned with the purpose of coaching. Patty focuses on what she can accomplish with the child, rather than how she can support Mrs. Jones in learning how to use intervention strategies. Patty has not acknowledged Mrs. Jones’s existing knowledge or asked what Mrs. Jones has already tried to help Suzie learn to sit and play. Instead, Patty has placed herself as the agent of change in Suzie’s development, providing a child-focused intervention using more traditional methods.*

2. During intervention visits, Patty seems to be focusing on what she can do to improve Suzie’s balancing skills, which reflects a more traditional way of providing therapy. If Patty were to shift her focus on Suzie’s participation in the evening routine, how would her visits look different? If Patty used **expert coaching**, how would this visit change? Brainstorm ideas for how Patty she help Mrs. Jones encourage Suzie’s strength, balance, and play in the context of everyday routines.

*Patty could find out what Mrs. Jones has already tried, what Suzie usually does while her mother is making dinner, where she sits, what she plays with, etc. With Patty’s support, Mrs. Jones could practice the strategies they develop with Suzie during the visit (rather than having Patty do therapeutic exercises while Mrs. Jones watches). After practicing the strategies, Patty and Mrs. Jones could reflect on the successes or challenges and develop a joint plan for how Mrs. Jones could use the strategies between visits. Patty and Mrs. Jones could also talk about strengthening exercises, similar to those Patty is implementing with the yoga ball, and develop ideas for how these exercises could be embedded in Suzie’s current activities and how she might get the same benefits from similar activities that naturally occur.*

3. Physical therapy is scheduled every Thursday at 10am. Is this schedule aligned with natural learning environment practices? Why or why not? Discuss options that Patty might consider to help Mrs. Jones address her goal for Suzie.

*Patty could schedule her visit to occur in the evening during the dinner prep routine. If this is not feasible, Patty and Mrs. Jones could problem-solve and practice strategies during the lunch prep routine. Patty would join the existing routine, observe and problem-solve with Mrs. Jones to develop strategies Mrs. Jones could use.*

4. According to the research literature on coaching, five practice characteristics are present when coaching leads to meeting the desired outcomes. Identify these characteristics by reviewing pages 18-22 in *The Early Childhood Coaching Handbook*. Is each characteristic present in the above scenario?

*Because this scenario reflects a traditional therapy session, none of the five practice characteristics is present. There is no evidence of **joint planning** between the parent and therapist. Patty did not spend time **observing** what Suzie and Mrs. Jones had previously tried. Mrs. Jones did not have the opportunity to **actively participate** in the visit and **practice** strategies with Patty's support. They did not spend time **reflecting** on the intervention or sharing **feedback**.*

5. In your small group, re-write the above scenario as it might look when using a coaching style of interaction. Be sure to include the five practice characteristics and focus on Suzie's participation in the evening routine identified by her mother.


*Example:*

*When Patty PT called Mrs. Jones to discuss scheduling their visit, they decided to schedule a visit in the early evening near dinnertime. On her visit with the Jones family, Patty PT began by asking Mrs. Jones to tell her more about her goal for Suzie's sitting and playing during dinner prep. Patty spent time observing their evening routine to see what Mrs. Jones typically does, how Suzie plays, and how she is positioned (**observation**). She learns that Suzie usually lies on a blanket and plays with her musical toys while dinner is being prepared. Suzie can roll over and reach for toys but her play is limited by the fact that she cannot sit independently yet. Together, Patty and Mrs. Jones discuss how Suzie's muscle tone affects her ability to stay balanced when sitting. They brainstorm strategies for helping Suzie learn to sit and play. While Patty coaches Mrs. Jones, Mrs. Jones practices helping Suzie sit using pillows around her for support. Mrs. Jones also learns how to support Suzie while Suzie sits by holding her at the hips as she plays and shifts her balance (**action/practice**). After practicing the strategies, Mrs. Jones reflects on the activities and decides that she can better help Suzie get stronger and learn to sit and play at less busy times of the day (**reflection**). They spend time playing each day after Suzie's naps. They especially enjoy playing peek-a-boo games, so Patty coaches Mrs. Jones as she practices challenging Suzie's balance when Suzie is sitting on her lap during these games (**action/practice**).*

*For the dinner prep routine, Mrs. Jones decides that helping Suzie sit up in her highchair is a good alternative to ensure that Suzie is able to safely sit and play nearby (**reflection**). Patty coaches Mrs. Jones in how to roll and place towels beside Suzie so that she is supported in the highchair (**action/practice**). They choose toys for the highchair tray and determine that placing a sheet of rubber shelf liner on the tray will keep the toys from sliding around. As Mrs. Jones gets Suzie settled to play in her highchair, Patty provides feedback, noting that Suzie seems to enjoy this view of the kitchen (**feedback**). Mrs. Jones says that she likes it too because she can more easily talk to Suzie and include her in the dinner preparation (**feedback**). At the end of the visit, Patty and Mrs. Jones plan for which strategies Mrs. Jones will use during the week, including challenging Suzie's balance when she sits on Mrs. Jones's lap and using towel rolls to help Suzie sit in the highchair in the evening (**joint planning**). They schedule the next visit to occur after Suzie's morning nap so that Patty can join the play routine to provide support at that time.*



2015

The background features a pattern of overlapping, semi-transparent purple circles of varying shades. Overlaid on this pattern are several teal-colored lines of varying lengths and orientations, some pointing towards the center and others pointing outwards, creating a dynamic, abstract design.

SECTION

2



# SECTION 2 | Characteristics & Beliefs of EI Practitioners Who Use Coaching

(Handbook Ch 3: Characteristics of Effective Coaches)

**HIGHLIGHTS:**

- Family-centered practices and family competency
- Importance of understanding the parent’s perspective (relationship) rather than trying to influence the parent to think like the provider (control)
- Beliefs about the role of the service provider or service coordinator during early intervention
- Contrasting practices (taking a toy bag, child-focused intervention, providing resources rather than helping families help themselves)

## BEFORE THE MEETING

Instruct learners to read Chapter 3 of *The Early Childhood Coaching Handbook*. Depending on which activities you use, you may also ask them to watch an archived webinar and/or review a handout. Learners should come to the meeting prepared to share a very brief update about their progress on their joint plan since the last meeting.

## DURING THE MEETING

STARTING THE MEETING	ENDING THE MEETING	ACTIVITIES
<p>Open the meeting by briefly revisiting joint plans from the end of the last meeting. Invite learners to share progress, successes, and challenges associated with implementing their joint plans.</p> <p>Introduce the content for this meeting by providing a brief summary of Chapter 3. Facilitate a focused discussion that encourages learners to share highlights, key ideas, insights, and questions they have from reading this information.</p>	<p>Save time at the end of the meeting to go around the room and invite learners to share their joint plans for how they will apply what they have learned. Encourage learners to identify a specific step or activity that they are able to commit to and reasonably accomplish before the next meeting.</p>	<p>Feel free to choose from the activities below, completing those that you think will best support your group’s learning. For example, you could complete one activity a week as part of a weekly staff meeting, or complete several activities in a single monthly meeting.</p>

# ACTIVITY 1

## Identifying Family Strengths

Purpose:

Facilitate discussion and reflection about our thoughts and beliefs about families and how this affects our interactions during intervention.



Case Study Handout – Mindy's Story  
Mindy's Story Worksheet



20-30 minutes



1. Divide learners into small groups of 2-3.
2. Instruct the groups to read Mindy's story and answer the questions on the worksheet.
3. Give the groups 10 minutes to complete this work.
4. Debrief by:
  - a. Inviting group members to share their first impressions of Mindy's family
  - b. Reviewing each question on the worksheet and inviting feedback
  - c. Inviting group members to share insights or ah-ha moments they've had when working with a family with similar strengths and challenges as Mindy's family.

# ACTIVITY 2

## Reframing Your Perceptions

### Purpose:

Stimulate discussion about perceptions about families and how the language used by early interventionists reflects these perceptions.



Handout – Reframing Your Perceptions



15 minutes



1. Open this activity by discussing the following points:
  - a. Discuss this quote from a parent of a child who received early intervention: “We (families) know what you say about us when we’re not around.”
  - b. Discuss the ideas that “we are our thoughts” and our perceptions guide our actions. Ask: How might our perception affect our interactions with the child and family?
  - c. Relate this to the importance of respect for and understanding of the parent’s perspective when providing early intervention, which is critical for successful coaching interactions.
2. Provide learners with a copy of the handout.
3. Instruct them to work individually or in pairs to reframe each statement into a more positive perspective. Give learners 10 minutes to complete the handout.
4. Discuss each item on the handout, inviting learners to share their reframed statements.
5. Additional discussion points:
  - a. Think about each of these statements and what the underlying message might be – what does the provider really think?
  - b. Which of these have you encountered in the last 2-3 months? Which of these statements really resonated with you? Why?
  - c. Have you ever said/thought them yourselves? How would you handle it if you heard a colleague say one of these phrases about a family?
  - d. What message do we send to families when we think about them like this?



## Characteristics of Effective Early Interventionists & Effective Visits

### Purpose:

Compare two intervention visits for the same family in order to reflect on the characteristics, beliefs, and activities of effective early interventionists using coaching practices.



Case Study Handout – Two Intervention Visits with Niko and his Family  
Flip chart and markers



30 minutes



1. On one piece of flip chart paper, add the title: Characteristics of Effective Early Intervention VISITS. On a second piece, add: Characteristics of Effective EARLY INTERVENTIONISTS.
2. Introduce this activity by inviting learners to brainstorm characteristics of effective visits first. Record ideas on the flip chart.  
*Note: If many of the characteristics described are about the families, ask learners why they focused on the families. (It may be that they focused on the families because it is often easier to identify what the family should do than what we should do as providers. Emphasize the important role the provider plays in setting the tone of the visit and conducting the visit in a way that increases the chances of success.)*
3. Next, brainstorm characteristics of effective interventionists. Record these ideas on the second piece of flipchart paper.
4. Ask learners to identify characteristics on both lists that they think their programs already exhibit. Draw a star beside these characteristics.
5. Ask learners to point out which characteristics they think need to be cultivated in their program. Circle these characteristics. Keep both pieces of flip chart paper visible during the activity.
6. Instruct learners to read the Niko case study.
7. On a new piece of flip chart paper, draw two columns to record similarities and differences between the two intervention visits.
8. Ask the group to share similar characteristics they find between the two visits. List these on the flip chart.
9. Ask the group to share differences between the two visits. List these on the flip chart.
10. Use the following discussion questions to debrief the case study:
  - a. What do you think Alex believes about her role in the intervention relationship? What do you think Tyler believes about his role? What do they believe about the parent's role?
  - b. What does Niko's behavior at the beginning of Tyler's visit communicate about the family's perceptions of intervention?
  - c. Which visit reflects an emphasis on the parent-child relationship? How do you know?
  - d. Which visit reflects natural environment practices and routines-based intervention? Why is this important?
  - e. The parent is more actively participating during Tyler's visit. What did Tyler do that facilitated this?
  - f. Why do you think that Tyler's visit resulted in more concrete learning for the parent and the child?
  - g. What challenges might pop-up with doing a visit using Tyler's methods? How might you handle those challenges?

11. Ask learners to discuss their most recent intervention visit with a partner and reflect on what they did during the visit to facilitate the parent's contribution and active participation. Partners should discuss any challenges during the visit and develop one strategy that each partner will try on the next visit to boost parent participation. Ask the partners to schedule a time on their calendars to meet after their next visits to discuss how they did with their commitment.
12. Revisit the two lists created at the beginning of the activity. Based on what they have learned from the Niko case study, invite learners to brainstorm specific steps staff can take to cultivate the characteristics that are circled on the list.

# ACTIVITY 4

## What Does Family-Centered Early Intervention Look Like?

### Purpose:

Compare and contrast illustrations of intervention visits in order to reflect on what intervention does and does not look like when family-centered, routines-based practices are used.



Illustration Handouts – Let's Read Together  
Learning to Climb

Flip chart and markers



15-30 minutes



1. Instruct learners to look at the *Let's Read Together* illustrations. Share that these are illustrations of the same intervention visit, but one is conducted using family-centered practices and one is not.
2. Ask learners to work with a partner to identify which illustration reflects family-centered practices and discuss how they made this identification.
3. On the flip chart, draw two columns to record similarities and differences between the two illustrations.
4. Ask the group to share their impressions of the illustrations as they relate to family-centered practices by asking:
  - a. Which illustration reflects family-centered practices? How do you know?
  - b. What are the similarities and differences between the two illustrations? List these reflections on the flip chart.
  - c. What IFSP outcomes do you think are being addressed in each illustration?
  - d. What do you think the provider (sitting on the floor) in illustration #1 believes about her role in the intervention relationship? What do you think the parent sitting on the sofa believes about her role? (Compare and contrast answers considering each illustration.)
5. Repeat this activity using the second handout with illustrations #3 and #4.
6. Discuss similarities and differences between illustrations #2 and #4 (which are the examples of family-centered intervention).
7. Use the following questions to debrief the illustrations:
  - a. Which illustrations reflect natural learning environment practices and routines-based intervention? How do you know? Why is this important? (Help learners recognize that while both illustrations #2 and #4 reflect family-centered practices, illustration #4 shows an example of what routines-based intervention could look like outside of the living room floor and in the context of a community activity, such as attending a sibling's baseball practice.
  - b. What do you think the provider might have done to facilitate these intervention visits and enhance the parent's active practice?
  - c. Why do you think the visits depicted in illustrations #2 and #4 might result in more concrete learning for the parent and the child?
  - d. What challenges might pop-up with doing a visit like those depicted in illustrations #2 and #4? How might you handle those challenges?
  - e. Which illustrations look more like your intervention visits? What can you do to enhance your use of family-centered practices during visits?





## Family-Centered Practices & Your IFSPs

### Purpose:

Facilitate reflection about the importance of a family-centered perspective when developing IFSPs and interacting with children and families.



Handout – Checklist of Family Centered Practices & the IFSP  
A completed IFSP



10 minutes



1. Ask learners to bring an IFSP to the meeting. (If the meeting will include service providers from outside of your agency, be sure to black out all confidential information.)
2. Options for facilitating this activity:
  - a. Divide learners into small groups of 2-3. Each group should have one IFSP; or
  - b. Instruct each learner to review his/her own IFSP or trade with a colleague; or
  - c. Place all IFSPs in a basket and have each learner randomly choose one to review.
3. Using the checklist, each group should review the IFSP to determine how it reflects beliefs about family-centered practices. Encourage the group to focus on IFSP Sections II and IV. Ask the group to note:
  - a. One item on the IFSP that reflects family-centered practices and why.
  - b. One item that does not reflect a family-centered perspective and could be improved. The group should develop a recommendation for improvement.
  - c. Another item on the IFSP that reflect FCPs and why.
4. Discuss what the groups found. Go around the room and have each group share their three items in the order above. Encourage other groups to provide feedback. For items that need improvement, discuss why the item was written the way it was and what the group might have been thinking.
5. Instruct the groups to swap IFSPs with another group in the room. Repeat the review and feedback process.
6. To debrief:
  - a. Discuss how the IFSP is the guiding document for all early intervention. Because the IFSP belongs to the family (not to the providers), it should strongly reflect family-centered practices.
  - b. Determine as individuals or as a program/region three improvements you will make to improve your use of family-centered practices and how you will know when you've made these improvements. Write them down and post them where the individual or the group can easily see them as visual reminders.



## Let's Think about Toy Bags

### Purpose:

Facilitate discussion about the use of toy bags and toys brought from the office during intervention visits in families' homes. Facilitate reflection on the misalignment between toy bags and coaching practices.



Link to Talks on Tuesday archived webinars –

- [Let Go of the Toy Bag and Get Off the Floor!](#)
- [Thinking Outside the...Bag! Coaching in Natural Environments](#)

Computer screen or projector, speakers and large screen

Handouts – [10 Steps to Decrease Toy Bag Dependence](#)

- Thinking about Toy Bags

Toy bag with toys typically taken on visits

Video – [Families Talk About the Toy Bag](#)



90 minutes (to watch archived webinar and complete activity steps)



1. Watch one of the ToT archived webinars together as a group (or ask learners to watch it before the meeting). You can choose which webinar will best meet your learners' needs.
2. Discuss the content in Chapter 3 of *The Early Childhood Coaching Handbook* that focuses on relationship vs. control (pg. 28-30). Challenge learners to think about whether taking toys into a home is aligned with fostering relationship or control.
3. Explain to learners that you want them to think about their toy bags (if they still bring them) or toy bags in general and why they still bring them to families' homes.
  - a. Ask: Why do you bring it? What are the pros and cons of using a toy bag (for the early interventionist and for the parent)?
    - Pros:** *materials are available, you can plan ahead, you know how to use your toys to get results, kids like the toys, you can use your materials to introduce novel concepts*
    - Cons:** *child might not have same toys when you leave, reinforces the idea that the provider works the magic, situates learning on the floor during play rather than in broader family routines, missed opportunity to use materials in the home to create novel experiences*
4. Divide learners into pairs or groups of 3. Give each group a toy from the toy bag. Using the handout, groups should list the uses of the toy in the early intervention context, focusing on what skills children learn while playing with the toy. Next, they should list how a child might learn these same skills and abilities during natural activities and routines without the toy. Learners should be very specific and list specific activities within routines (e.g., pouring water during bath time, picking up cheerios during snacktime). (Additional option: have a second bag that contains common household objects and discuss what skills can be learned using them.)
5. Discuss the difference between intervention that focuses on toy play versus intervention that focuses on a child's learning and participation during a variety of natural routines.
6. Provide learners with the 10 Step handout and give everyone time to read it (or provide it before the meeting).
7. For learners who still take toys to visits, ask them to identify one toy that they commit to leaving at the office this week. Or, ask them to commit to taking one less toy to each intervention visit next week.
8. Wrap-up this activity by watching the 2 minute video clip: [Families Talk About the Toy Bag](#)



## Leveling the Playing Field

### Purpose:

Examine current intervention activities and consider how learners are using family-centered practices that “level the playing field” and express respect and openness to family contributions to the intervention relationship.



*The Early Childhood Handbook*

Pen and paper



15 minutes



1. Instruct learners to write 1-2 paragraphs describing their most recent EI visit. Ask learners to do their best to describe what they did/said and what the parent did/said. Give them 5 min to develop their descriptions.
2. Instruct learners to share their descriptions with a partner. Each partner should circle phrases in the description that reflect the family-centered practices discussed at the top of page 26 in *The Early Childhood Coaching Handbook*.
3. Each partnership should prepare to share with the larger group one thing each partner did well and one thing each partner plans to do to improve his/her implementation of family-centered practices.
4. Debrief by discussing the following questions with the large group:
  - a. What can we do to “level the playing field” so that families are comfortable sharing what they know with us?
  - b. How do we show families that we are open to and value their contributions to the intervention relationship?
  - c. How do we maintain professional boundaries while “leveling the playing field?”



## CASE STUDY HANDOUT – Mindy's Story

CHILD:	Melinda "Mindy" Rodriguez, 15 months
MOTHER:	Camilla Rodriguez
FATHER:	Juan Rodriguez
GRANDMOTHER:	Isabel Garcia, Camilla's Mother
MINDY'S BROTHER:	Conrad Rodriguez, 3 years

Mindy Rodriguez has been referred to the infant program by her pediatrician, Dr. Smith, based on concerns about her motor development and low muscle tone (hypotonia). She is 15 months old, is able to sit, but is not yet crawling or walking. When the service coordinator meets with Mindy's family for the intake appointment, her mother, father, and grandmother are present.

Mindy's mother and father work full-time. Camilla works from 7am-4pm as a cashier at Wal-Mart. Some weeks she works on Saturdays or Sundays depending on how she is scheduled. Juan works as a mechanic in his cousin's auto body shop. He hopes to buy half of the business in about two years if he can save enough money so he works long hours. He usually arrives at work at about 7am and works until about 7:00pm or 8:00pm. Isabel, Mindy's grandmother, cares for her and her brother during the day.

The family lives in Harrisonburg, VA. The family's primary language is Spanish but Camilla and Juan both speak English very well. Isabel speaks some English. At home, the family always speaks Spanish. They are very proud of their Mexican heritage and want Conrad and Mindy to be bilingual. When the family moved to Harrisonburg, they purposefully chose their current home in Cozy Estates because many of the families speak Spanish. The family lives in a double wide mobile home. Isabel takes great pride in keeping the home immaculate and having a traditional Mexican meal for the family each evening.

A typical day for Mindy means staying home with her grandmother and her 3-year old brother. They like to listen to music, play outside, and visit with neighbors. They run errands and go to the McDonald's Playland once a week for lunch. Mindy's grandmother would like to see her crawl around and play with her brother at the Playland, but since Mindy doesn't crawl yet she usually holds her on her lap or keeps her in the stroller when they go.

Camilla describes Mindy as a sweet child who doesn't seem to be interested in moving around or playing with her toys. Juan says that he thinks Mindy is "just lazy", and that she will crawl when she is ready. Isabel adds that Conrad loves to play with Mindy and is a very busy child, so they really don't leave Mindy on the floor to crawl around since she might get "run over." To protect her, Mindy spends a lot of her time in a playpen when Conrad is playing or other children from the neighborhood are at the home. Isabel noted that she wished "Mindy could play with Conrad and the other children more."

During the intake, Mindy's family talks with the service coordinator about how Mindy likes to stare at lights and how cute she is when she laughs. They say that she enjoys music and hearing them sing, which they use to calm her when she cries. Juan says that Mindy cries a lot, and he finds it hard sometimes to get her to calm down and be happy. This is especially hard when he is tired after so many hours of working. Camilla and Isabel want to get Mindy some help so that she can learn to walk.

Going to Mass is an important part of the Rodriguez's life. Before Mindy was born, they went to church on Sundays and to a Wednesday evening Hispanic ministries meeting. Mindy, however, cries every time they try to leave her at the nursery. Camilla said that is one of the hardest things for them to handle. They would like to be able to take her to church and leave her in the nursery without her crying and know that she can get around and play with the other children. Because Mindy has such a hard time in the nursery, the Rodriguez's usually take turns going to church or occasionally they take Mindy with them if she is having a good day and they think she will be able to sit still through Mass. Camilla, Juan, and Isabel all said they really miss going to church as a whole family.

The service coordinator also learns that Mindy's family is worried about how much services will cost, as they won't have insurance for 3 more months. Juan is okay with her getting help, if it will make Camilla feel better and it doesn't cost more than they can afford.

### Mindy's Age & Developmental Levels

Chronological Age:	15 months
Cognitive:	9 months with scattered skills to 12 months
Expressive Communication:	11 months with scattered skills to 13 months
Receptive Communication:	11 months with scattered skills to 13 months
Gross Motor:	8 months
Fine Motor:	10 months with scattered skills to 14 months
Social/Emotional:	10 months with scattered skills to 14 months
Adaptive:	10 months with scattered skills to 14 months

**Vision:** Dr. Smith reported no concerns related to vision; there are no components of the Virginia Part C Vision Screening that would indicate the need for referral for a full vision evaluation.

**Hearing:** Dr. Smith reported no concerns related to hearing; there are no components of the Virginia Part C Hearing Screening that would indicate the need for referral for full audiological evaluation.

### ASSESSMENT SOURCES

#### Assessment Tools:

- Hawaii Early Learning Profile (HELP)-Cognitive, Social, Adaptive
- Peabody Test of Motor Scales (Peabody)-Gross Motor, Fine Motor
- Rosetti Infant and Toddler Language Scales (Rosetti)-Expressive Language, Receptive Language

Review of medical records

Parent report

Formal/informal observation

Informed clinical opinion



## WORKSHEET – Mindy's Story

1. What were your first impressions of Mindy's family? Brainstorm a list of 5-10 words that reflect your first impressions.

2. Identify 10 strengths of the Rodriguez family.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

3. Revisit your list of first impression words. How are they similar and different from your list of strengths?

4. How might you build on the family's strengths to help them meet their goals for Mindy?



## ANSWER KEY WORKSHEET – Mindy's Story

1. What were your first impressions of Mindy's family? Brainstorm a list of 5-10 words that reflect your first impressions.

*Word list will be generated by groups.*

2. Identify 10 strengths of the Rodriguez family.

1. *Strong family ties*
2. *Both parents are employed*
3. *Grandmother provides child care*
4. *Family is proud of their heritage*
5. *Family has a home*
6. *Family interacts with neighbors and other children*
7. *Grandmother is able to take Mindy and Conrad out into the community*
8. *Conrad loves to play with Mindy*
9. *Family enjoys attending church*
10. *Father is supportive of Mindy receiving early intervention*

3. Revisit your list of first impression words. How are they similar and different from your list of strengths?

*Answers will be generated by learners.*

4. How might you build on the family's strengths to help them meet their goals for Mindy?

Examples:

**Strength:**

*Mindy's caregivers are all invested in her progress.*

**How to Build On It:**

*Since all of Mindy's caregivers are important in her life, scheduling time to meet with all of them regularly could be helpful. If that is not possible, arranging for a way to communicate with them would be very important.*

**Strength:**

*Mindy's grandmother provides childcare at home and takes her out in the community.*

**How to Build On It:**

*Intervention could occur at home as well as at McDonald's Play Land or other places the family likes to go or would like to go, such as the local ministry meeting.*

**Strength:**

*Mindy and her family enjoy singing, music, going outside, visiting with neighbors, attending the ministry meeting, and running errands.*

**How to Build On It:**

*Strategies could be developed that incorporate activities that Mindy enjoys. The interventionist could also find out more specific activities that might be unique to the family's culture since their heritage is very important to them.*

**Strength:**

*Mindy's brother, Conrad, is present during the day.*

**How to Build On It:**

*He could be incorporated into activities during the visit so that he learns how to play with his sister safely.*





## HANDOUT – Reframing Your Perceptions

1. They don't spend any time playing with their children.
2. The mom spends my whole visit texting her friends.
3. I think Devon's mom is just too busy for intervention.
4. His father is in denial about Sam's diagnosis.
5. They don't have any toys or books so I take my toy bag. Plus, the kids love it.
6. They have too many children to really pay attention to Amanda.
7. Most parents just want us to tell them what to do.
8. They don't speak or want to learn English.
9. Jaquan's motor delays are completely due to his environment because they carry him around all the time.
10. Austin's grandmother never "carries over" any ideas I give her.
11. Camilla's family just watches TV all day.
12. The only routines this family has...is no routine.



## ANSWER KEY HANDOUT – Reframing Your Perceptions

1. They don't spend any time playing with their children.  
*They enjoy interacting with their children in ways other than playing.*
2. The mom spends my whole visit texting her friends.  
*She likes to keep in touch with her friends and has many friends that support her.*
3. I think Devon's mom is just too busy for intervention.  
*Devon's mom has many responsibilities in her life.*
4. His father is in denial about Sam's diagnosis.  
*His father accepts Sam for who he is and does not focus on Sam's diagnosis.*
5. They don't have any toys or books so I take my toy bag. Plus, the kids love it.  
*They spend their money on other necessities for their family. I bring my toy bag because I struggle with how to engage the child and parent using the materials and activities they have in the home.*
6. They have too many children to really pay attention to Amanda.  
*Amanda is part of a large family.*
7. Most parents just want us to tell them what to do.  
*We collaborate with parents to help them learn ways they can interact with their children to promote development. Some parents need more guidance than others, at least at first. I tell parents what to do when I find it challenging to coach them.*
8. They don't speak or want to learn English.  
*They value their cultural and linguistic heritage. Speaking their native language is important to them.*
9. Jaquan's motor delays are completely due to his environment because they carry him around all the time.  
*Jaquan's family feels that keeping him safe is very important. They like to make sure he is involved in everything they do so they carry him during family activities.*
10. Austin's grandmother never "carries over" any ideas I give her.  
*The ideas I am giving Austin's grandmother may not match her priorities. Austin's grandmother is struggling to use the idea I give her so I may need to reconsider the ideas and our joint plan.*
11. Camilla's family just watches TV all day.  
*Camilla's family enjoys spending time together watching TV.*
12. The only routines this family has...is no routine.  
*The family's day is typically unscheduled. The family values flexibility in their life.*



## HANDOUT – Two Intervention Visits with Niko and his Family

Niko is 30 months old and has been enrolled in early intervention for about 2 months. His current service provider, Alex, visits his family each Tuesday at 10:00am. During these visits, she works with Niko, addressing his IFSP outcomes to help him learn to use more signs and words to express what he wants to do. During each visit, they sit on the floor of the living room and play with a few toys that Alex brings or with Niko's toys. Niko's mother, Mrs. Sabelli, usually sits on the floor too and plays or watches. She talks with Alex and tries out things she sees Alex do with Niko. Alex has learned to say /ca/ for "car" but is otherwise quiet unless he uses jargon while playing. At the end of each visit, Alex gives Mrs. Sabelli a few ideas for activities to try during the week, such as modeling words and signs during meals and playtime. She also leaves a handout of common signs that are usually easy for toddlers to learn.

Next week, Alex learns that she has to have minor surgery and will be out of the office for several weeks. Tyler will be seeing Niko and his family while Alex is on medical leave. When Tyler calls to schedule the appointment with Mrs. Sabelli, he asks about Niko's progress on his IFSP outcomes. He asks about activities that Niko really enjoys and if there are words that Mrs. Sabelli is trying to teach him. She shares that she is trying to teach Niko to sign "outside" when he wants to go out, instead of just pulling her to the door. When she tries to get him to sign, he becomes impatient and fusses. Tyler asks Mrs. Sabelli when they usually go outside during the day and schedules his visit at this time.

During Tyler's visit, he arrives to find Niko sitting on the floor waiting to play. Tyler asks Mrs. Sabelli to do what they normally do to prepare for going out in the backyard. When Tyler hears the word "backyard," he jumps up and grabs his mom's hand to pull her to the door. Tyler observes and asks Mrs. Sabelli what she would normally do. When Tyler becomes fussy, they reflect on what just happened. Mrs. Sabelli tells Tyler that she thinks the sign for "outside" is just too difficult for Niko. When asked what other gesture they might use, Mrs. Sabelli suggests having Niko knock on the door. With Tyler's coaching, she kneels down beside Tyler and knocks on the door while saying "out." She takes Niko's elbow and helps him knock. As soon as he knocks, she praises him and opens the door. They go outside to play. Once outside, Tyler and Mrs. Sabelli reflect on what went well and how she might use that strategy during the week. They also practice the knocking sign when Tyler goes in his sister's playhouse in the backyard. On Tyler's visit next week, Mrs. Sabelli is excited to tell him that Niko is knocking on the door to go outside and has even approximated /ou/ for "out" twice.



## HANDOUT – Let's Read Together

ILLUSTRATION #1



ILLUSTRATION #2





## HANDOUT – Learning to Climb

ILLUSTRATION #3



ILLUSTRATION #4





## HANDOUT – Checklist of Family-Centered Practices and the IFSP

IFSP	Practice	Present?	Suggestions for Improvement
All sections	Information is written in clear language that is jargon free and easily understandable.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
All sections	Language used is respectful, positive and free from judgment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Sections II & IV	IFSP includes information about child and family strengths and values.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Sections II & IV	Cultural values and beliefs are acknowledged and respected.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
All sections	Family priorities, resource and concerns are reflected throughout the IFSP.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IIb	Information about the family's daily routines and activities are reflective of that specific family.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IIc	The narrative of the IFSP documents the child's strengths as well as areas of delay.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IV	Outcomes and goals are individualized to specific family priorities, activities, and routines.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IV	Outcomes and goals include specific information about the child's interests.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IV	Outcomes and goals address functional activities important to the family.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IV	Services address outcomes and family concerns, priorities and needs.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section II, VIII, & IX	Parent/guardian signs as assessment participant and gives permission for IFSP implementation.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Section IX	No changes have been made to the IFSP without parental permission.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



# HANDOUT – Let's Think about Toy Bags

YOUR TOY IS:

Skills & Abilities an Infant or Toddler Can Learn Using this Toy	Specific Natural Activities & Routines during which an Infant or Toddler Could Learn the SAME Skills & Abilities





2015



SECTION

3



## SECTION

## 3

# Interacting with Parents & Caregivers

(Handbook Ch 4: Coaching Compared with Other Approaches to Adult Interaction)

## HIGHLIGHTS:

- Supporting adult learning during intervention
- Preparing and engaging families in coaching interactions

## BEFORE THE MEETING

Instruct learners to read Chapter 4 of *The Early Childhood Coaching Handbook*. Depending on which activities you use, you may also ask them to watch an archived webinar and/or review a handout. Learners should come to the meeting prepared to share a very brief update about their progress on their joint plan since the last meeting.

## DURING THE MEETING

STARTING THE MEETING	ENDING THE MEETING	ACTIVITIES
<p>Open the meeting by briefly revisiting joint plans from the end of the last meeting. Invite learners to share progress, successes, and challenges associated with implementing their joint plans.</p> <p>Introduce the content for this meeting by providing a brief summary of Chapter 4. Facilitate a focused discussion that encourages learners to share highlights, key ideas, insights, and questions they have from reading this information.</p>	<p>Save time at the end of the meeting to go around the room and invite learners to share their joint plans for how they will apply what they have learned. Encourage learners to identify a specific step or activity that they are able to commit to and reasonably accomplish before the next meeting.</p>	<p>Feel free to choose from the activities below, completing those that you think will best support your group's learning. For example, you could complete one activity a week as part of a weekly staff meeting, or complete several activities in a single monthly meeting.</p>

# ACTIVITY 1

## Approaches to Adult Interaction

### Purpose:

Review and reflect on different approaches to adult interaction and how they apply to supporting families during early intervention.



*The Early Childhood Coaching Handbook* (Chapter 4)  
Handout – Other Approaches to Adult Interaction



20 minutes



1. Divide learners into small groups or pairs.
2. Using the handout and the *Handbook*, have learners review each approach and develop a short description (1-2 sentences), summarizing the main characteristics of each approach.
3. Instruct learners to record 1-2 examples of each approach based on personal experiences. Whenever possible, these examples should be pulled from early intervention practice.
4. Debrief as a large group by inviting learners to share their examples of each approach. For each example, discuss how coaching practices might have been used instead. Use the following discussion questions:
  - a. Where in this example do you see an opportunity to use coaching practices?
  - b. How might this experience have been different if coaching practices were used?
5. Additional discussion questions:
  - a. What do you see as the similarities and differences between the different approaches?
  - b. Which approach(es) are you already comfortable using?
  - c. Which approach(es) are challenging for you? Why? How could you address these challenges?

# ACTIVITY 2

## Preparing Families for Coaching

### Purpose:

Facilitate discussion about the importance of preparing families for coaching interactions during successful intervention visits.



Handouts – Preparing for Coaching

[Agreed Upon Practices for Providing Early Intervention Services in Natural Environments](#)  
(Workgroup on Principles and Practices in Natural Environments, 2008)

Scissors

Hat (or other empty container)

Scrap paper and pens



15-30 minutes *(depending on the size of the group)*



1. Before the meeting, make a copy of the handout. Cut out each strategy and place it in an empty hat or box. Make additional copies of the handout to distribute at the end of the meeting.
2. Open this discussion by asking the group: How do you prepare families for working together during intervention?
3. Tell learners that you have a variety of strategies in a hat to help practitioners and families feel more prepared for coaching interactions.
4. Divide learners into smaller groups or pairs. Have a member from each group randomly pick a strategy from the hat.
5. Instruct learners to discuss the chosen strategy with their group and answer the following three questions:
  - a. What would this strategy look like in practice?
  - b. What challenges might be associated with using this strategy?
  - c. How would you overcome these challenges?
6. Debrief by inviting each group to share its strategy and answers to the questions. Invite other learners to share additional feedback and insights.
7. To help the group reflect on how to apply these strategies, ask for a volunteer to share a real-world experience in which he/she felt unprepared for coaching or the family expressed a concern about coaching.
8. Help the group problem solve the situation by applying the strategies that were just discussed.
9. Post the strategies around the office and/or provide learners with the “Preparing Families” handout to keep handy to help them remember what they learned.
10. Provide copies of the “Agreed Upon Practices” handout for learners to review after the meeting. Or, have learners review the handout during the meeting, highlighting strategies that would help them prepare families for intervention.



## A Trip to the Grocery Store (Part 1)

### Purpose:

Discuss a real-world situation and how a practitioner uses coaching to support the parent's learning.



Role Play – A Trip to the Grocery Store



15 minutes



1. Provide copies of the role play script to all learners. Ask for two volunteers to read the script aloud for the large group. As another option if time is limited, learners could be instructed to read the script prior to the meeting and come ready to discuss.
2. After the initial reading, ask learners for general feedback about how they think that interaction went.
3. Ask the volunteers to read the script again. Instruct learners to listen and indicate when they hear coaching going well or missed opportunities. Here are some suggestions for how learners can share their observations:
  - When coaching is going well: clap, cheer, wave a pompom, or give a “thumbs up”
  - Missed opportunity for coaching: bang on the table, ring a buzzer, or give a “thumbs down”
4. When learners indicate an opinion, stop the reading and discuss. When they indicate a point where coaching went well, ask learners to explain their opinion. When they indicate a point where the service coordinator missed an opportunity, ask learners how they could change the interaction or what was said to use coaching practices. Use the role play key for discussion points and guidance.
5. Wrap up the activity by inviting learners to share other examples of interactions with caregivers in community settings where they have used coaching. Invite learners to share successes and challenges, with the group providing feedback and support.

# ACTIVITY 4

## Engaging Families in Intervention

### Purpose:

Review and discuss recommended practices for engaging families and providing effective early intervention.



Link to Talks on Tuesdays archived webinar - [Tying the Knot: Engaging Families Beyond the Visit](#)

Computer screen or projector, speakers and large screen

Handout – [7 Key Principles: Looks Like/Doesn't Look Like](#) (Workgroup on Principles and Practices in Natural Environments, 2008)



90 minutes



1. Watch the ToT archived webinar together as a group (or ask learners to watch it before the meeting).
2. After the webinar, pass around copies of the handout.
3. Assign small groups of learners one key principle to review. Give the groups 10 min to plan for how to describe what the principle would look like in practice. Groups should develop or provide a specific case example that reflects their principle to share with the larger group. Each case example should answer the following three questions:
  - a. What would this principle look like in everyday practice?
  - b. What is one challenge that an EI practitioner might face with implementing this principle?
  - c. How will an EI practitioner know when he/she is successful with implementing this practice?
4. Alternate approaches to facilitating this activity:
  - a. Assign each group more than one principle (if facilitating a smaller group).
  - b. Target the principles that you think are most relevant for your group. Identify and assign principles that you feel that your group will benefit most from exploring in more depth, rather than discussing all seven principles.
  - c. After dividing learners into groups, let each group select the principle they would like to explore.
  - d. Task groups with role-playing their answers to the above questions.
  - e. Highlight one of the seven key principles at each staff meeting using the above questions. Continue until your group has discussed all principles. Record group answers and post them around the office.



## HANDOUT – Other Approaches to Adult Interaction

Review each adult interaction approach in Chapter 4 in *The Early Childhood Coaching Handbook* and develop a short description. Add 1-2 examples of each approach as you've seen them in early intervention practice.

CONSULTATION (p 37-38)	
Description:	Examples:
MENTORING (p 43-44)	
Description:	Examples:
SUPERVISION (p 45)	
Description:	Examples:
COUNSELING (p 48)	
Description:	Examples:
DIRECT TEACHING (p 50)	
Description:	Examples:

ACTIVITY 1





## HANDOUT – Preparing for Coaching

### STRATEGY #1:

Help families understand what early intervention looks like when recommended practices such as coaching are used. Discuss these practices often and provide examples, especially during first contacts (e.g., referral, intake, IFSP development, and initial intervention visits).

Ideas for implementation:

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### STRATEGY #2:

Take time to get to know the family and build rapport so that they feel comfortable with your relationship.

Ideas for implementation:

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### STRATEGY #3:

Have a conversation with the family to identify their priorities (for the child's development and for their family), their child's interests, and possible routines, activities, and settings for intervention.

Ideas for implementation:

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STRATEGY #4:

Ask for permission from the parent before using coaching practices (i.e., before observing a parent-child interaction, asking reflective questions, offering a suggestion, or modeling a strategy).

Ideas for implementation:

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STRATEGY 5:

Check in with the parent about the joint plan at the beginning of each visit in order to prepare for how you will work together during the current visit.

Ideas for implementation:

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## ROLE PLAY HANDOUT – A Trip to the Grocery Store

(This scenario is adapted from a similar script in *The Early Childhood Coaching Handbook* on pages 152-158.)

In the following scenario, Samantha, a service coordinator, joins Faith, a young mother, and her 25 month old son, Charlie, during a visit to the grocery store. Samantha supports Faith in making the grocery store trip go smoothly while also helping Faith make nutritious food choices for Charlie. Nutrition had been previously discussed during an intervention visit with the speech-language pathologist at Faith's home as well as by the pediatrician at the most recent well-child check. Faith and the speech-language pathologist (Ellen) have also been focusing on encouraging Charlie to use verbal language to make requests and choices. Samantha has attended several recent intervention visits so she knows what strategies have been used previously to help Faith address both Charlie's nutrition and his communication development.

**Samantha:** Hi Faith! Hi, Charlie! I am glad we could make it work to meet at the grocery store today.

**Faith:** Hi Samantha! I need to stop at the soda machine on the way in and get a drink. It is so hot! I am going to get a soda; you know how much I love my soda! I know Charlie is thirsty too.

*(They head toward the door and make a stop at the soda machine.)*

**Samantha:** Faith, what are you planning on buying for Charlie to drink?

**Faith:** A soda. We can share one.

**Samantha:** You know soda is not good for children. It has lots of sugar and caffeine that is not good for Charlie's system.

**Faith:** I know but I like the caffeine. It is good for my system! *(laughing)* I know I shouldn't give him soda. What should I get him?

**Samantha:** Well, how about if you don't choose a soda for you now with Charlie here?

**Faith:** But I want soda. I'm not going to stop drinking it just because Charlie shouldn't have it.

**Samantha:** Since you and Ellen have been working on choices, how could we involve Charlie in this decision?

**Faith:** Oh, I could ask him what he wants.

**Samantha:** If you do that, what do you think he'll choose?

**Faith:** Soda.

**Samantha:** How could you take what you and Ellen worked on when you were focusing on choices during snack time and apply it here at the soda machine?

**Faith:** I just gave him a choice of goldfish or cheese...he always chooses goldfish. I could ask him if he wants juice or water. I could even pick him up and let him push the button for his choice. He likes to push buttons.

**Samantha:** That's a nice way to include him in this choice. What do you think he will do when he sees you have a soda?

**Faith:** He'll be mad and I'll have to give him some.

**Samantha:** What are your options?

**Faith:** I can just listen to him pitch a fit. I could not buy one, but then I'll be mad. Hey, what if I got a can holder for us both here at the store and maybe he won't know what I am drinking. I'll do that.

**Samantha:** That sounds like a way to give him healthy choices and still choose the drink you want. Let's give it a try.

*(Faith purchases the drinks and Charlie chooses water to drink.)*

**Samantha:** How do you think that went?

**Faith:** Fine. I need to get those drink holders. I am really thirsty.

**Samantha:** What did you notice regarding how Charlie responded when he got to push the buttons?

**Faith:** He likes pushing the buttons. I had forgotten how much he liked to do that!

**Samantha:** Remember how we've discussed using things he likes and is interested in to really help him be involved in what you're doing in a positive way.

**Faith:** Charlie is going to flip out if I don't give him a drink.

*(She places Charlie in the cart and hands him his water.)*

**Samantha:** Faith, how can you prepare Charlie for his drink?

**Faith:** What?

**Samantha:** How can you help him be happy with his drink?

**Faith:** I don't know...I was just going to hand it to him and get on with shopping. This is taking forever!

**Samantha:** How about I try something and you watch what I do and see how Charlie responds? Is that ok?

**Faith:** Ok by me.

**Samantha:** Charlie, look what Mama got you, a big boy drink.

# ACTIVITY 3

**Charlie:** *(big smile)* Dink!

**Samantha:** Yes, Charlie's drink.

*(Charlie tries to open bottle but can't. He thrusts the bottle back at Samantha.)*

**Samantha:** Charlie, what do you need?

**Charlie:** Open!

**Samantha:** Open the drink?

*(Charlie nods yes. Samantha waits expectantly.)*

**Faith:** He wants you to open the bottle. Geez!

*(Samantha nods knowingly at Faith and continues to wait.)*

**Charlie:** *(nods)* Open dink!

*(Samantha loosens the cap and hands the bottle back to Charlie.)*

**Samantha:** Go ahead, open the bottle and have Charlie's drink.

**Charlie:** Char dink...mmm!

**Samantha:** Yes, Charlie's drink is good.

*(Charlie appears happy and content w/ his drink, not paying any attention to Faith's drink.)*

**Samantha:** *(turning to Faith)* Well, that went well, don't ya think?

**Faith:** Yeah, I really thought he was going to have a fit!

**Samantha:** What did you notice about how I gave him the drink?

**Faith:** You made a big deal of it, like he is all fancy because he has his own drink.

**Samantha:** What else?

**Faith:** I thought you didn't know what he wanted when he gave the water bottle back to you but after you looked at me, I remembered what you were doing. You were trying to get him to talk. I get rushed and forget that, especially when I know what he wants.

**Samantha:** You've made some really good observations. Yes. I was trying to help him feel special about his own drink. I used some of the strategies we've talked about or you and Ellen have talked about to get him to use words for letting you know what he wants, like waiting for him to respond, using shorter sentences and phrases, using expression with my voice and phrase.

**Faith:** You also repeated what he said so he heard it correctly! This is the easiest grocery trip we have ever had!

**Samantha:** How is this trip different than what usually happens at the store?

**Faith:** He's usually fussy. If I am drinking something, he thinks he has to have it and is grabbing for it. When I don't give it to him because I know he's not supposed to drink soda, he screams and kicks. Then I get embarrassed and just give him the drink so he will stop yelling and people will stop staring! (*exasperated*)

**Samantha:** What do you think has made this trip better?

**Faith:** Well, he has gotten to do some of what he likes to do such as push buttons and has his own drink. He really likes to be independent.

**Samantha:** I agree. You really just summarized something important about being 2 years old – learning to be more independent. By giving him choices, you are helping him learn to be independent as well as use his voice to make a choice. As his parent, you are keeping some control by deciding what choices to offer him. What strategy did we try today that you would try again when you go shopping?

**Faith:** Well, remember when we were having trouble with him behaving in the restaurant and we made a bag of items that he just uses when we go to a restaurant so they always seem new to him? Well, I could have some toys set aside like that and let him choose what 1-2 things he wants to take with him when we go shopping.

**Samantha:** Sounds like you have a strategy you want to try. What other items do you need to get here today?

**Faith:** I just need to get milk and bread (*heading off to the dairy section*). When are we going to get together again? Ellen is coming in a couple weeks, on the 19th I think. Can you come then?

**Samantha:** Sure, I can come then. I will be interested to hear how the strategy you mentioned a couple minutes ago works for you!



## KEY TO ROLE PLAY HANDOUT – A Trip to the Grocery Store

**Samantha:** Hi Faith! Hi, Charlie! I am glad we could make it work to meet at the grocery store today.

**Faith:** Hi Samantha! I need to stop at the soda machine on the way in and get a drink. It is so hot! I am going to get a soda; you know how much I love my soda! I know Charlie is thirsty too.

*(They head toward the door and make a stop at the soda machine.)*

**Samantha:** Faith, what are you planning on buying for Charlie to drink?

**Faith:** A soda. We can share one.

**Samantha:** You know soda is not good for children. It has lots of sugar and caffeine that is not good for Charlie's system.



### Discussion point!

What do you think about how Samantha approached this? How might this have made Faith feel? How might Samantha seek information about what Faith already knows about children and soda drinking?

#### ALTERNATE OPTIONS FOR SAMANTHA

Samantha could ask the following questions to gather information and facilitate Faith's reflection: *What does Charlie usually drink when you have a soda? How does Charlie drinking soda match with what Dr. Jones has talked about with regard to children and soda drinking?*

**Faith:** I know but I like the caffeine. It is good for my system! *(laughing)* I know I shouldn't give him soda. What should I get him?

**Samantha:** Well, how about if you don't choose a soda for you now with Charlie here?



### Discussion point!

How do you think Samantha handled this question with her emphasis on the parent not getting a soda? Did it work? How might she have handled this differently?

#### ALTERNATE OPTIONS FOR SAMANTHA

Samantha could take the following approach to help Faith consider her options: *Let's take a look at the soda machine. What other options do you see for Charlie? If there are no other options other than soda or Samantha wants to find out more about what Faith knows about Charlie's preferences, she might ask: What are some other things Charlie likes to drink?*

**Faith:** But I want soda. I'm not going to stop drinking it just because Charlie shouldn't have it.

**Samantha:** Since you and Ellen have been working on choices, how could we involve Charlie in this decision?

**Faith:** Oh, I could ask him what he wants.

**Samantha:** If you do that, what do you think he'll choose?

**Faith:** Soda.

**Samantha:** How could you take what you and Ellen worked on when you were focusing on choices during snack time and apply it here at the soda machine?



### Discussion point!

Why did Samantha ask this question?

#### EXPLANATION

Samantha is trying to help Faith use what she's been learning with the speech-language pathologist related to helping Charlie use simple words to make choices. The emphasis here is on helping Faith reflect on what she's learning so that she can problem solve in other situations.

**Faith:** I just gave him a choice of goldfish or cheese...he always chooses goldfish. I could ask him if he wants juice or water. I could even pick him up and let him push the button for his choice. He likes to push buttons.

**Samantha:** That's a nice way to include him in this choice. What do you think he will do when he sees you have a soda?

**Faith:** He'll be mad and I'll have to give him some.

**Samantha:** What are your options?



### Discussion point!

Why didn't Samantha just list the options for Faith?

#### EXPLANATION

By asking Faith to think about her options, Samantha is learning about what Faith knows. She's also helping Faith think through the decision so that Faith has the tools and experience to make similar decisions in other situations.

**Faith:** I can just listen to him pitch a fit. I could not buy one, but then I'll be mad. Hey, what if I got a can holder for us both here at the store and maybe he won't know what I am drinking. I'll do that.

**Samantha:** That sounds like a way to give him healthy choices and still choose the drink you want. Let's give it a try.



*(Faith purchases the drinks and Charlie chooses water to drink.)*

**Samantha:** How do you think that went?

**Faith:** Fine. I need to get those drink holders. I am really thirsty.

**Samantha:** What did you notice regarding how Charlie responded when he got to push the buttons?

**Faith:** He likes pushing the buttons. I had forgotten how much he liked to do that!

**Samantha:** Remember how we've discussed using things he likes and is interested in to really help him be involved in what you're doing in a positive way.

**Faith:** Charlie is going to flip out if I don't give him a drink.

*(She places Charlie in the cart and hands him his water.)*

**Samantha:** Faith, how can you prepare Charlie for his drink?



### Discussion point!

What was Samantha's purpose in asking this question?

#### EXPLANATION

Samantha asks this question to give Faith the opportunity to think about what she can do before giving Charlie the drink in order to help the activity go more smoothly.

**Faith:** What?

**Samantha:** How can you help him be happy with his drink?

**Faith:** I don't know...I was just going to hand it to him and get on with shopping. This is taking forever!

**Samantha:** How about I try something and you watch what I do and see how Charlie responds? Is that ok?



### Discussion point!

1. How did Faith cue Samantha that she needed some information from her about what to do?
2. What modeling strategy did Samantha use here to engage Faith?

#### EXPLANATION

1. When Faith replied "I don't know," she was acknowledging that she didn't have the information needed to answer Samantha's question. Since she didn't know what to do or say, an opportunity was presented for Samantha to offer to share a strategy.
2. Samantha used purposeful modeling when she suggested that Faith watch what she did and see how Charlie responded.

**Faith:** Ok by me.

**Samantha:** Charlie, look what Mama got you, a big boy drink.

**Charlie:** *(big smile)* Dink!

**Samantha:** Yes, Charlie's drink.

*(Charlie tries to open bottle but can't. He thrusts the bottle back at Samantha.)*

**Samantha:** Charlie, what do you need?

**Charlie:** Open!

**Samantha:** Open the drink?

*(Charlie nods yes. Samantha waits expectantly.)*

**Faith:** He wants you to open the bottle. Geez!

*(Samantha nods knowingly at Faith and continues to wait.)*



### Discussion point!

What do you think about how Samantha handled Faith's impatience? What could Samantha have said to help Faith understand why she asked Charlie the question and waited for his answer?

#### EXPLANATION

Samantha could have explained that she was asking the question and waiting for Charlie's reply to give him a chance to communicate using the words he knows. She could tell Faith that by waiting a few seconds, she gives Charlie a chance to think about what he needs to say and find the right word. Samantha also might have explained this strategy to Faith before she tried it so that Faith specifically knew what to watch for and why Samantha would be using the strategy.

**Charlie:** *(nods)* Open dink!

*(Samantha loosens the cap and hands the bottle back to Charlie.)*

**Samantha:** Go ahead, open the bottle and have Charlie's drink.

**Charlie:** Char dink...mmm!

**Samantha:** Yes, Charlie's drink is good.

*(Charlie appears happy and content w/ his drink, not paying any attention to Faith's drink.)*

**Samantha:** *(turning to Faith)* Well, that went well, don't ya think?



## Discussion point!

1. What do you think about this interaction? What assumption is Samantha making?
2. Is Samantha using coaching practices here? How might she rephrase her comment to reflect coaching?

### EXPLANATION

1. Samantha is assuming the process just modeled went well and that Faith will agree. Faith may disagree but is not afforded the opportunity to reflect on what she just observed and offer feedback.
2. No. If Samantha were to use coaching here, she might rephrase her comment like this: *What did you notice about how Charlie responded?* This would allow Faith to share her observations in response to Samantha's earlier request that she watch the modeled interaction to see Charlie's response.

**Faith:** Yeah, I really thought he was going to have a fit!

**Samantha:** What did you notice about how I gave him the drink?

**Faith:** You made a big deal of it, like he is all fancy because he has his own drink.



## Discussion point!

Consider why Faith thought Samantha made a big deal about Charlie's drink. What might this comment tell Samantha about Faith's understanding of the strategy?

### EXPLANATION

Faith's comment might have offered Samantha an opportunity to gain insight into Faith's knowledge about the strategies she was learning, which might be incomplete.

**Samantha:** What else?

**Faith:** I thought you didn't know what he wanted when he gave the water bottle back to you but after you looked at me, I remembered what you were doing. You were trying to get him to talk. I get rushed and forget that, especially when I know what he wants.

**Samantha:** You've made some really good observations. Yes. I was trying to help him feel special about his own drink. I used some of the strategies we've talked about or you and Ellen have talked about to get him to use words for letting you know what he wants, like waiting for him to respond, using shorter sentences and phrases, using expression with my voice and phrase.

**Faith:** You also repeated what he said so he heard it correctly! This is the easiest grocery trip we have ever had!

**Samantha:** How is this trip different than what usually happens at the store?



## Discussion point!

Why did Samantha ask this question?

### EXPLANATION

Answers to this question give Samantha further insight into the family's routines and typical interactions. Samantha can also use this question to help Faith reflect on what went well, why it went well, and how it differs from other interactions she and Charlie have experienced.

**Faith:** He's usually fussy. If I am drinking something, he thinks he has to have it and is grabbing for it. When I don't give it to him because I know he's not supposed to drink soda, he screams and kicks. Then I get embarrassed and just give him the drink so he will stop yelling and people will stop staring! (*exasperated*)

**Samantha:** What do you think has made this trip better?

**Faith:** Well, he has gotten to do some of what he likes to do such as push buttons and has his own drink. He really likes to be independent.

**Samantha:** I agree. You really just summarized something important about being 2 years old – learning to be more independent. By giving him choices, you are helping him learn to be independent as well as use his voice to make a choice. As his parent, you are keeping some control by deciding what choices to offer him. What strategy did we try today that you would try again when you go shopping?



## Discussion point!

Which aspect of coaching is Samantha preparing Faith for with this question?

### EXPLANATION

In asking this question, Samantha is preparing to develop the joint plan with Faith. She is beginning a conversation about how Faith can use a strategy she learned today in the future.

**Faith:** Well, remember when we were having trouble with him behaving in the restaurant and we made a bag of items that he just uses when we go to a restaurant so they always seem new to him? Well, I could have some toys set aside like that and let him choose what 1-2 things he wants to take with him when we go shopping.

**Samantha:** Sounds like you have a strategy you want to try. What other items do you need to get here today?

**Faith:** I just need to get milk and bread (*heading off to the dairy section*). When are we going to get together again? Ellen is coming in a couple weeks, on the 19th I think. Can you come then?

**Samantha:** Sure, I can come then. I will be interested to hear how the strategy you mentioned a couple minutes ago works for you!

2015



SECTION

4



# SECTION 4 | Implementing the Components of Coaching during EI Visits

(*Handbook Ch 4: How to Use a Coaching Style of Interaction and Ch 6: Strategies for Learning the Coaching Process*)

**HIGHLIGHTS:**

- What an intervention visits looks like when coaching is used
- 5 coaching characteristics
  - Observation
  - Action/practice
  - Reflection
  - Feedback
  - Joint planning
- Intentional modeling
- Purpose of reflection/reflective questions
- Gathering information from families and helping them plan for how to use strategies
- Resource-based coaching

## BEFORE THE MEETING

Instruct learners to review Chapters 5 and 6 of *The Early Childhood Coaching Handbook*.

Depending on the activity, learners may need to complete activities prior to the meeting, such as completing a coaching log. Learners should come to the meeting prepared to share a very brief update about their progress on their joint plan since the last meeting.

## DURING THE MEETING

STARTING THE MEETING	ENDING THE MEETING	ACTIVITIES
<p>Open the meeting by briefly revisiting joint plans from the end of the last meeting. Invite learners to share progress, successes, and challenges associated with implementing their joint plans.</p> <p>Introduce the content for this meeting by revising information from Chapters 5 and 6 that relate to the highlights for this section (see above). Facilitate a focused discussion that encourages learners to share key ideas, insights, and questions they have from reading this information.</p>	<p>Save time at the end of the meeting to go around the room and invite learners to share their joint plans for how they will apply what they have learned. Encourage learners to identify a specific step or activity that they are able to commit to and reasonably accomplish before the next meeting.</p>	<p>Feel free to choose from the activities below, completing those that you think will best support your group's learning. You could complete one activity a week as part of a weekly staff meeting, or complete several activities in a single monthly meeting.</p>

# ACTIVITY 1

## Coaching in Action: 5 Characteristics of Coaching

### Purpose:

Identify the five characteristics of coaching as implemented during a video example of an intervention visit.



Screen, projector, and speakers

Video - [Coaching in Action](#)

Guided Viewing Sheet – Coaching in Action: 5 Characteristics of Coaching



12 minutes (to watch the video)



30 minutes (to complete the guided viewing sheet and discuss)



1. Introduce the video by sharing the following with your audience:  
*The 12 minute video shows an early interventionist (SLP), Robin, working with a mother and child. They are addressing the child's expressive communication skills in the context of a favorite play activity (playing with trains at a train table in the kitchen). As you watch the video, look for how Robin implements the five characteristics of coaching.*
2. Pass out copies of the guided viewing sheet. Give learners a minute to review the sheet before playing the video.
3. Watch the video.
4. Invite learners to share their thoughts about what they have just watched. Ask them to describe what they thought the coach did well with regards to facilitating the mother's learning.
5. Divide learners into pairs or small groups to complete the table on the guided viewing sheet.
6. Debrief by reviewing each item and discussing answers.
7. Invite learners to share which coaching characteristics they find easiest to implement and which are most challenging. Reflect with the group about how they might continue to hone their coaching skills.



# ACTIVITY 2

## Coaching in Action: Using Reflection

### Purpose:

View an example of coaching during an intervention visit and discuss how the coach uses reflection to support the parent's learning. If used after Activity #1, this activity should provide learners with an opportunity to gain a deeper understanding of the implementation of coaching.



Screen, projector, and speakers

Video - [Coaching in Action](#)

Guided Viewing Sheet – Coaching in Action: Using Reflection



12 minutes (to watch the video)



30-45 minutes (to complete the guided viewing sheet and discuss)



1. Introduce the video by sharing the following with your audience:  
*The 12 minute video shows an early interventionist (SLP), Robin, working with a mother and child. They are addressing the child's expressive communication skills in the context of a favorite play activity (playing with trains at a train table in the kitchen). This video provides an example of how one coach uses reflective questioning to facilitate a parent's learning about how to use intervention strategies with her son.*
2. Pass out copies of the guided viewing sheet. Give learners a minute to review the sheet before playing the video.
3. Watch the video.
4. Invite learners to share their thoughts about what they have just watched. Ask them to describe what they thought the coach did well with regards to facilitating the mother's learning.
5. Divide learners into pairs or small groups to answer the questions on the guided viewing sheet.
6. Debrief by reviewing each question and discussing answers.
7. After discussing the sheet, ask learners to consider the visit they just watched. Invite them to share any suggestions for improvement, as if they were coaching the early interventionist. Ideas might include: more fully explaining what the mother should watch for when strategies are modeled at the beginning or practicing using the same strategies in other non-play routines during the same or next visit.



## It's Not Just About the Questions!

### Purpose:

Facilitate discussion about the purpose of using reflective questions as tools during coaching interactions.



*The Early Childhood Coaching Handbook*

*\* If learners do not wish to highlight in their books, provide them with a copy of the coaching log for this activity.*

Yellow, orange, and blue highlighters (a set of three colors for each learner)



10-15 minutes



1. Discuss the following information:

*Coaching is an interaction style that involves more than simply asking the parent questions. Reflective questions are tools for gathering information, considering what the parent already knows and has tried, and building on this information to support the child's development and the parent's learning within naturally occurring activities and interactions.*

*Before we ask the parent questions, it's important to ask ourselves:*

- What do we need to know?
- Why is knowing this important?
- Does it help facilitate the parent's capacity to support her/his child's development?
- What does the parent need to be aware of?
- What needs to be clarified?

*Keep in mind that reflective questions are asked intentionally to support the parent's learning. Rather than giving the parent the answer or just intervening with the child directly, try facilitating the parent's thinking by using reflective questions. Reflection, paired with active practice, also helps build the parent's capacity to solve the problem or use the strategy, so that he/she is prepared to do so between visits, when you are not present for support.*

*(Use information in Chs 5-6 to help you facilitate this opening discussion.)*

2. Instruct learners to read the coaching log in the *Handbook* on pages 88-94. Ask them to pay specific attention to how Lucia, the coach, uses her questions purposefully to help the mother reflect on what she thinks or knows, to ask permission to share information, and to invite the mother's problem-solving.
3. Learners should use the highlighters to identify examples of when Lucia engages the mother with these three different purposes of questioning in mind:
  - a. Yellow – examples of helping the mother reflect on what she thinks or knows
  - b. Orange – examples of asking permission to share information
  - c. Blue – examples of inviting the mother to problem-solve
4. Debrief by discussing the examples in each color and how each facilitated the mother's learning. Discuss how much of the log is not highlighted. Ask: What else is Lucia doing when she is not asking questions? How is she sharing her expertise?

5. Use the following questions to debrief:
  - a. How does using these questions compare to asking yes/no questions?
  - b. What effects do asking reflective questions have on the mother's responses? How are they helping her learn?
  - c. How do your sessions match with the way Lucia conducted this visit?

# ACTIVITY 4

## Using Coaching Logs for Reflection

### Purpose:

Provide opportunities to reflect on current practices using coaching logs and mentoring with a master coach or supervisor.



Handouts - Sara – Uncoded Coaching Log  
Sara – Coded Coaching Log  
Blank coaching log



20 minutes for learning to code coaching logs  
20+ minutes for analyzing logs with staff (individually or as a group activity)



1. Review the information in Chapter 6 beginning on page 86 pertaining to Coaching Logs.
2. Instruct learners in how to complete a coaching log using the samples on pages 88 and 95. Emphasize the following key points:
  - Use the log form to record a transcript of what you said and observed as well as what the parent said during the visit.
  - Do your best to complete the log transcript immediately following the visit to ensure that you remember and record information as accurately as possible. The transcript does not need to be an exact word-for-word copy; just capture the visit as clearly as possible.
  - Try to be as objective as possible when writing your log.
  - Once you've completed your log transcript, analyze your log using the key at the bottom of the column to code your questions, comments, and actions. Enter the type of reflective question or feedback used under the column corresponding to the coaching characteristic that matches each of your statements or questions in the log.
3. Using the *Sara – Uncoded Coaching Log*, have learners practice coding a log. Give out a copy of this log to each learner. Explain that Sara is a master coach who was conducting a coaching session with one of her staff. Instruct learners to work in small groups to code the log.
4. To debrief:
  - Ask the group for their thoughts about the coding process. Invite questions.
  - Provide learners with a copy of the *Sara – Coded Coaching Log*. Instruct learners to compare their coding efforts to how Sara coded her own log.
  - Invite questions and comments again.
5. Instruct learners to complete a coaching log based on one of their intervention visits or interactions with staff within the next week. Learners should turn their coaching log in to the master coach in their region or their supervisor.
6. Options for debriefing coaching logs:
  - The master coach or supervisor could schedule an individual meeting to review and reflect on the log with the learner. This process could continue as a means to support the learner in adopting coaching practices
  - The master coach or supervisor could provide written feedback on the log to the learner before the staff meeting. At the next meeting, a discussion is facilitated using several of the logs that were most insightful.

7. The master coach or supervisor should facilitate the individual or group meeting about coaching logs in such a way as to encourage self-reflection on the part of the learner(s). Follow the guidance offered in the *Handbook* for how to analyze a coaching log.
8. Additional ideas for debriefing and supporting learners' self-reflection:
  - Have learners identify places in their log where they are using coaching vs. where they are coaxing.
  - Ask: How do you think the interaction went? - Invite the group to share feedback.
  - Ask: What do you do when you struggle with providing feedback and knowing when to ask another question? – Encourage learners to acknowledge that they are learning this style of interacting and they may not always feel confident, but that their skills will improve with practice.
  - Ask: What might you do differently? - Consider different questions, how to gather more info, how feedback was given, and how to share more information with family.
  - Ask: How is this interaction different from interactions with families before your study of coaching began? – Encourage the learner to reflect on how his/her interaction style has changed. Consider also how parents' reactions and interactions have also changed and what this means for intervention.
  - Ask: What do you want to do next time? - Encourage the learner to develop a joint plan for what he or she will do differently or more in the future, based on what he or she learned from analyzing the coaching log.



## Coaching in a Real-Life Situation

Purpose:

Provide an opportunity for learners to practice using coaching strategies and reflect on their implementation in a simulated real-life situation.



Video: [The Great Twin Escape!](#) (YouTube)



20-30 minutes



1. Prepare learners to watch the video by sharing the following information:  
*You show up to a visit and the mother asks you to watch this video. She reminds you that on your last visit, she talked about how her twin boys were escaping from their cribs at naptime. She videotaped their latest escape to show you and is eager for help because they have started doing this before bedtime at night too.*
2. Play the video.
3. After watching the video, ask:
  - a. What was your initial reaction to the video? – Use this question to discuss how we often immediately jump to trying to offer solutions and need to step back and gather information first.
  - b. Ask: What information would you need to gather to support this family? How would you go about gathering this information?
4. Divide learners into groups of three. Instruct them to choose a role to play: parent, coach, or observer.
5. Instruct learners to role-play how to problem-solve this situation. The observer watches as the coach and parent role play the discussion that would follow their viewing of the video. The observer records feedback about the coaching interaction, including providing the coach with feedback about what he/she did well and suggestions for improvement.
6. Debrief by asking each group member to share his/her impressions of the experience. Use the following to guide the discussion:
  - a. Ask the “parents” – What was this like for you? What did you find to be difficult about this interaction? What was helpful?
  - b. Ask the “coaches” – What did this feel like? What did you find to be challenging? What did you do or say that helped the parent develop a solution? How did you support the parent’s learning? If you shared your expertise, how did you do that?
  - c. Ask the “observer” – What observations did you make about this interaction? How did the coach support the parent’s reflection and problem-solving?
7. Invite learners to offer examples from their experience when they have used coaching to help a parent address a similar issue during a visit or address an issue that occurred between visits. Invite the rest of the group to share ideas and feedback.
8. Discuss strategies for supporting families when a problematic behavior or event occurs between visits. Videotaping the event is one idea; invite learners to share other ideas.

# ACTIVITY 6

## Resource-based Coaching for Service Coordinators

### Purpose:

Provide an opportunity for service coordinators to reflect on how coaching practices can be used in their work with families who express needs for additional resources or information.



Flip chart and markers

Handout - Using Coaching during Service Coordination



20-40 minutes



1. Invite learners to share their impressions about how to use coaching with families when providing service coordination. Record ideas and examples on the flip chart.
2. Invite learners to share challenges they've faced or anticipate facing as service coordinators trying to use these practices. Ask: What do you believe are the obstacles with using these practices and why?
3. Provide learners with a copy of the handout. Divide into small groups (3-4 members). Instruct learners to review each case scenario and brainstorm how the service coordinator can use coaching to help the family solve their problem. Or, assign each small group one of the scenarios.
4. Debrief by discussing each scenario with the large group. Invite the small groups to share their insights and suggestions, and ask the rest of the learners to provide feedback.
5. Invite learners to share examples of similar situations they have encountered and how they used coaching or could have used coaching to support the parent.
6. Use the following discussion questions (possible answers/explanations are in italics):

- a. How do you view your role as a service coordinator when it comes to supporting parents' learning and building their capacity to meet their own needs? (If there are also service providers in the audience, ask them about how they view the role of the service coordinator.)

*Service coordinators can use resource-based coaching practices to help families access their resources and build their skills with meeting their needs. By helping families think about what they know and have already tried, who is in their informal (e.g., family, friends, neighbors) and formal (e.g., other community agencies, church) resource networks, and what they can do to solve a problem or meet a need, the service coordinator is helping to prepare the parent to address similar issues in the future, when the service coordinator will no longer be involved in the family's life.*

- b. Consider your current approaches to service coordination. Are you more likely to provide answers to solve a problem or find out what the parent has already tried first? Which of these approaches better matches the use of coaching? Why?

*Exploring with families what they have already tried is an important aspect of the coaching process because it builds on the parent's knowledge and prior experience. This also prepares the parent to be an active participant in solving the problem.*

- c. What are 3 questions you might ask the parent first before jumping in to offer a suggestion or solution?

*Examples:*

*1-What have you already tried?*

*2-How do you think you might go about solving that problem?*

*3-What options do you have for...?*

- d. How do you know when to coach and when to share your knowledge of community resources?

*Unless the child and/or family is in an emergency situation or one where their safety or well-being is seriously at-risk, service coordinators should be able to use coaching strategies to help families solve their own problems. If the family does not have enough information to come up with a solution, the service coordinator may ask if he/she can share information about resources or share ideas about how to proceed. Then, the service coordinator and parent work together to come up with options and decide together how to move forward. After the emergency situation is managed, the service coordinator can encourage the parent to reflect on what happened and how it might be avoided or managed in the future.*

- e. How can service coordinators and service providers work together when a parent asks the service provider one of these questions? What should the service provider do?

*Service providers may refer families to the service coordinator for guidance with problems such as these because the service coordinator has expertise in helping families access community resources. Service providers may also use coaching questions to gather information and help the parent identify immediate solutions, then refer the family to the service coordinator for additional support, depending on the urgency of the problem. It is important to discuss how this collaboration will work within a program.*



# ACTIVITY 7

## Reflecting on an Intervention Visit

### Purpose:

Facilitate reflection about what the characteristics of coaching look like in actual practice, in scenarios developed by learners as well as following a real intervention visit.



Handout - Reflecting on an Intervention Visit



20 minutes (for the meeting activity)

20 minutes (to complete the handout and receive feedback)



1. Review *The Coaching Quick Reference Guide* on page 76 in the *Handbook*.
2. Divide learners into 5 groups. Assign each group a characteristic of coaching from the guide.
3. Instruct the groups to develop a practice example for their coaching characteristic. The example should include:
  - a. A brief description of the scenario, including the target routine, activity or problem being addressed
  - b. Description of what the coach does
  - c. Description of what the coachee does
4. Give the groups 10 minutes to work on their practice examples.
5. Debrief by inviting each group to share its example.
6. Discuss the benefits of using the quick reference guide as a reflection tool after intervention visits. Pass around blank copies of the quick reference guide and instruct learners to use it to describe the activities of their next visit.
7. Debriefing options: Ask learners to share their completed guide with their supervisor, master coach, or a coaching partner to receive feedback. Or, invite learners to bring their completed guides to the next meeting to discuss.

# ACTIVITY 8

## Challenging Situations

### Purpose:

Acknowledge some situations that challenge coaches and offer learners the opportunity to reflect and problem-solve with colleagues about how to overcome these challenges.



Flip chart paper and markers



20-40 minutes



1. On a piece of flip chart paper (or on a white board), draw two columns. The column on the left should be titled: Coaching Challenges. The column on the right should be titled: Reasons Why.
2. Introduce the activity by asking learners to brainstorm situations during which using coaching strategies might be challenging or have been challenging for them. Record these examples on the flip chart in the first column. (Example: Parent does not complete the joint plan.)
3. Discuss these challenges and invite ideas for reasons why we might find these situations challenging. Record reasons in the right column. Invite learners to look for any patterns in both columns. Note if the reasons tend to be more skewed to parent characteristics, staff characteristics, characteristics that emphasize control over relationship, etc.
4. Divide learners into pairs. If possible, organize pairs so that each learner is working with someone with whom he/she does not often work. This will encourage the sharing of new ideas among learners.
5. Give each pair a piece of flip chart paper and a marker.
6. Assign each pair a challenging situation from those recorded on the flipchart. Instruct the pairs to reflect on why the situation is challenging and plan for ways to overcome the challenge. The situation and its solutions should be recorded on the flip chart paper.

Possible challenging situations:

- Parent does not complete joint plan activities
  - Parent is uncomfortable with being observed or with trying activities during the visit
  - Parent has very little knowledge or understanding about child development or the child's disability or delay
  - Parent is not engaged during the visit (i.e., is distracted by other children, the TV, or her mobile phone)
  - Parent tends to talk about personal information that is not directly related to the child's outcomes
  - Parent answers reflective questions with "I don't know," "I've already done that and it didn't work," or "just tell me what to do"
7. Give the pairs 7-10 minutes to complete the activity. Instruct them to post their solutions on the wall when finished.
  8. Debrief by discussing each challenge and inviting the pairs to share their solutions. Encourage other pairs to provide additional feedback.
  9. Revisit the list of challenges recorded on the flip chart. If any have not been addressed, invite the large group to brainstorm possible solutions.
  10. Type up solution ideas into one document and share them among staff so that they have a list of ideas for how to handle similar situations in the future.

# ACTIVITY 9

## Reviewing Program Tools & Procedures

### Purpose:

Facilitate a review of program procedures to identify opportunities when coaching and other family-centered practices could be used or improved.



Local program tools and procedures



20 minutes



1. Divide learners into small groups. Assign each group a step in the early intervention process (i.e., referral and intake, eligibility determination, assessment for service planning, IFSP development, IFSP implementation/service delivery, transition and discharge). The group may choose to focus on specific steps in the process that they define as most relevant for the program. Or, depending on the size of the group, staff may prefer to work together as a large group to review the steps in the process.
2. Instruct groups to review program tools and procedures for the assigned step to identify times when coaching practices could be used or improved. Specifically, consider:
  - a. Whether language used in paperwork and the presentation of it is family-centered and designed to support the parent's active participation and understanding;
  - b. Opportunities to gather information from families and how this is accomplished, what info is gathered, why, how it is shared with team members, and how it is incorporated into the IFSP;
  - c. Opportunities to help families identify their resources, priorities and outcomes;
  - d. Whether team interactions are conducted to include the family as equal partners and support their learning and participation.
3. For each step the groups review, ask them to identify:
  - a. Two things the program does well
  - b. Two opportunities for improvement
4. For each opportunity for improvement, brainstorm specific activities to facilitate this. Write these activities down as a joint plan, designating who will do what, and revisit this joint plan at the next meeting to ensure progress.



## GUIDED VIEWING SHEET – Coaching in Action: 5 Characteristics of Coaching

Identify whether or not Robin uses each of the five key characteristics of coaching. Describe an example of how each characteristic was used in the video.

<p>JOINT PLANNING</p> <p>Example:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>OBSERVATION</p> <p>Example:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>ACTION</p> <p>Example:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>REFLECTION</p> <p>Example:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>FEEDBACK</p> <p>Example:</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

### Discussion Questions:

1. Which of these characteristics are you most comfortable using?
2. Which of these characteristics are most challenging to implement? Why?

Consider challenges from the following two perspectives:

- *Challenges related to external issues, such as challenges with working in natural environments:*
  - *Challenges related to internal issues, such as your own comfort and experience:*
3. What can you do to become more comfortable and experienced with implementing all five of these characteristics?



## ANSWER KEY GUIDED VIEWING SHEET – Coaching in Action: 5 Characteristics of Coaching

Identify whether or not Robin uses each of the five key characteristics of coaching. Describe an example of how each characteristic was used in the video.

<p><b>JOINT PLANNING</b> Example: After the play activity, Robin asks the mother to think about other times during the day when she can help her son learn to use two word phrases. They discuss several routines, including a mealtime routine and during play with a sibling.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>OBSERVATION</b> Example: Robin models for the mother how to prompt the child to use two word phrases. She tells the mother what she is doing as she begins to model.  Robin also observes the mother playing and interacting with her son to prompt him to use two-word phrases.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>ACTION</b> Example: Robin turns the interaction over to the mother to let her practice following her child’s interests and prompt him to use words and short phrases.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>REFLECTION</b> Example: Robin uses reflection questions to invite the mother to talk about what she observed after Robin modeled how to prompt the child. She and the mother discuss the strategies Robin used, including following the child’s interests. The mother reflects that she needs to follow her child’s interests.  After the mother plays with the child, Robin invites her to reflect on how it went compared to how things have gone before. The mother reflects on what her son said and that he spoke more. They talk about how often the mother and son get to play with the trains.  Following Robin’s question about how the mother could “do it differently next time,” the mother shares a list of strategies she plans to use, including following his interest and giving her son more time.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>FEEDBACK</b> Example: Robin provides the mother with feedback about how she models words and prompts her son to speak. This leads to the mother sharing her own feedback that she needs to give her son more chances to talk. Robin invites her to think about how she would do it differently next time. The mother shares her ideas about how she will do that.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

ACTIVITY 1

## Discussion Questions:

1. Which of these characteristics are you most comfortable using?

*Answers will be generated by learners.*

2. Which of these characteristics are most challenging to implement? Why?

*Answers will be generated by learners. Learners often focus on challenges with working in natural environments related to families receiving coaching. Encourage the discussion to consider and problem-solve how to overcome BOTH external and internal challenges.*

Consider challenges from the following two perspectives:

- *Challenges related to external issues, such as challenges with working in natural environments:*

- *Challenges related to internal issues, such as your own comfort and experience:*

3. What can you do to become more comfortable and experienced with implementing all five of these characteristics?

*Encourage learners to brainstorm specific activities they will do, as if they are developing a joint plan. These activities could include: targeting a specific coaching characteristic to work on at each visit for the next week; inviting a colleague to come along to observe a visit and provide feedback; joining a colleague to observe his/her coaching; completing and analyzing a coaching log; reviewing the Handbook; etc.*



## GUIDED VIEWING SHEET – Coaching in Action: Using Reflection

1. What did the coach, Robin, do in this video that enhanced the capacity of the mother to support her son's development?
2. While watching the video, jot down some of the reflective questions you hear Robin ask the parent.
3. List 3 ways that Robin used the mother's answers to the reflective questions to guide intervention activities:
  - a.
  - b.
  - c.
4. How did Robin share her expertise with the mother?
5. How would you describe the relationship and interactions between the parent and coach? How did their interactions support the mother's learning? How does this interaction differ from a question-and-answer style interview?
6. When the parent notices that she is still not giving her son a chance to talk because she talks so much, how does Robin help the mother think about how to change this?
7. What is one strategy you saw used in this video that you would like to integrate into your interactions with families?





## ANSWER KEY GUIDED VIEWING SHEET – Coaching in Action: Using Reflection

1. What did the coach, Robin, do in this video that enhanced the capacity of the mother to support her son's development?

*Robin models intervention strategies with the child then facilitates the mother's reflection on what she observed. She invites the mother to practice using the strategy, and together they share feedback and reflect on the strategy's use, how the interaction was different from what the mother has done before, and how to use the strategy in other routines. Robin also provides feedback about the parent-child interactions, highlighting what the mother is doing to help her son use more words and combine them into two word phrases.*

2. While watching the video, jot down some of the reflective questions you hear Robin ask the parent:
  - *What did you see in terms of how I was using the word "Toby" or "Thomas?" What did I do to try and help expand that?*
  - *How does that compare to how you've done things before?*
  - *When do you get a chance to play here with him with the trains?*
  - *How are you going to do it differently next time?*
  - *What's another time during your day that you're thinking you can help him with those two words?*

3. List 3 ways that Robin used the mother's answers to the reflective questions to guide intervention activities:

- *The mother actively reflected on her own behaviors, which helped her identify what she is doing well and what she would like to change.*
- *The mother observed Robin engage her son and modeling strategies to help him learn to combine words into short phrases. She reflected on the strategies she saw Robin model and how they were different from what she (the mother) had been doing.*
- *She reflected on her son's behaviors after she and Robin used the strategies.*
- *She reflected on what she would do differently to change something she noticed that she could do better.*
- *She reflected on how and when she could use these strategies during play and other activities. This process will help her be prepared to use these strategies during the week.*

4. How did Robin share her expertise with the mother?

*Robin shares her expertise by sharing information about how using the strategy could help the child learn to use and combine words. She talks about following the child's interests and imitating his words and intonation during play with the trains. After she shares this information, she encourages the mother to try to use the strategies with the child.*

5. How would you describe the relationship and interactions between the parent and coach? How did their interactions support the mother's learning? How does this interaction differ from a question-and-answer style interview?

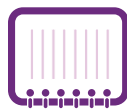
*Robin and the mother have an established relationship in which the mother seems very comfortable with the coaching process. She seems to understand her role as a learner and a facilitator of development for her son. She and Robin have a reciprocal dialogue designed to support the mother's learning. Robin asked many questions, but she did so in a way that welcomed the mother's answers. Robin expanded on those answers in ways that were responsive, encouraging the mother's reflection and deeper understanding.*

6. When the parent notices that she is still not giving her son a chance to talk because she talks so much, how does Robin help the mother think about how to change this?

*Robin asks her what she might do differently, to prompt the mother to reflect and plan for future interactions.*

7. What is one strategy you saw used in this video that you would like to integrate into your interactions with families?

*Answers will be generated by learners and could be used in their joint plans for this section.*



## COACHING LOG – Sara – Uncoded Coaching Log

Coach: Sara (SC) Learner: Jessica (JS)  
 Date of Interaction: 10/23/14 Beginning Time: 4:30pm Ending Time: 4:45pm  
 Location of Interaction: Sara's Office Who was present? Sara & Jessica  
 Topic(s): Review of observation of intake appointment

Was the coaching session planned?  Yes  No

Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	F	
<p>SC: Hi Jessica! I appreciated the opportunity to observe you while you completed your intake visit with a new family the other day. How do you feel the session with B and her mom matched the coaching practices?</p> <p>JS: I feel like it went well. There were a few times where I was unsure if the Mom completely understood what I was asking her.</p> <p>SC: Why do you think that?</p> <p>JS: I could tell by the way she looked at me after I asked her some questions or by the way she responded.</p> <p>SC: Give me an example of one of the questions you asked when you felt like she did not understand.</p> <p>JS: For example, when I asked her "What are your main concerns about B's development?" she talked about B having big ears. I'm not sure she understood what I meant by "development."</p> <p>SC: What could you have done differently to make sure the mother understood your question?</p>	✓	✓	✓	●	●	

# ACTIVITY 4

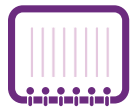
Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	F	
<p>JS: I feel like I could give her an example of what "development" might mean. I could take a look at the referral sheet, and ask her more open-ended questions related to why she was referred for services.</p> <p>SC: Asking open-ended questions will probably give you more information than asking closed-ended questions like yes/no questions. I think that is a good strategy.</p> <p>JS: I also feel like I asked a lot of yes / no questions too, but that's the way the questions are worded on the ASQ.</p> <p>SC: I understand that it is hard to get away from the yes / no questions when we use the ASQ (standardized screening tool). While we are not able to change how we ask those questions, I know there are ways we obtain other information, such as using our Intake Sheet and our Functional Skills Guide. What ideas do you have about asking questions to obtain this information?</p> <p>JS: I could take a look at the questions I typically ask and reword them to be more open-ended.</p> <p>SC: Give me an example of a question you could reword.</p> <p>JS: Instead of asking "Does she wave hi or bye?" I could say "Tell me how she greets others."</p> <p>SC: Good job. I think that is a good example. Rewording yes / no questions is a great strategy to use, Jessica. What supports would you need going forward?</p> <p>JS: I think I can just take a look at our Intake Sheet and Functional Skills Guide and figure out how to reword each question. Could we meet together to review it after I am finished?</p>	✓	✓	✓	●	●	

Transcript of Coaching Conversation/Observations	Characteristics				Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	
SC: Yes, I think that would be a good next step. When would you like to meet again? JS: How about at our next scheduled supervision? SC: That sounds good. Thank you, Jessica.	✓	✓	✓	•	•

P = Joint Planning, O = Observation, A = Action, R = Reflection, F = Feedback  
 \*Codes for Reflective Questions: 1 – Awareness, 2 – Analysis, 3 – Alternatives, 4 – Action; •Codes for Feedback: A – Affirmative, D – Directive, E – Evaluative, I – Informative  
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# ACTIVITY 4

# ACTIVITY 4



## COACHING LOG – Sara – Coded Coaching Log

Coach: Sara (SC) Learner: Jessica (JS)  
 Date of Interaction: 10/23/14 Beginning Time: 4:30pm Ending Time: 4:45pm  
 Location of Interaction: Sara's Office Who was present? Sara & Jessica  
 Topic(s): Review of observation of intake appointment  
 Was the coaching session planned?  Yes  No

Transcript of Coaching Conversation/Observations	Characteristics				Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	
SC: Hi Jessica! I appreciated the opportunity to observe you while you completed your intake visit with a new family the other day. How do you feel the session with B and her mom matched the coaching practices?  JS: I feel like it went well. There were a few times where I was unsure if the Mom completely understood what I was asking her.  SC: Why do you think that?  JS: I could tell by the way she looked at me after I asked her some questions or by the way she responded.  SC: Give me an example of one of the questions you asked when you felt like she did not understand.  JS: For example, when I asked her "What are your main concerns about B's development?" she talked about B having big ears. I'm not sure she understood what I meant by "development."  SC: What could you have done differently to make sure the mother understood your question?	✓	✓	✓	●	No joint plan to review with Jessica as this was our first "coaching" session together.
				2	
				2	
				1	
				3	

Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	F	
<p>J5: I feel like I could give her an example of what "development" might mean. I could take a look at the referral sheet, and ask her more open-ended questions related to why she was referred for services.</p> <p>SC: Asking open-ended questions will probably give you more information than asking closed-ended questions like yes/no questions. I think that is a good strategy.</p> <p>J5: I also feel like I asked a lot of yes / no questions too, but that's the way the questions are worded on the ASQ.</p> <p>SC: I understand that it is hard to get away from the yes / no questions when we use the ASQ (standardized screening tool). While we are not able to change how we ask those questions, I know there are ways we obtain other information, such as using our Intake Sheet and our Functional Skills Guide. What ideas do you have about asking questions to obtain this information?</p> <p>J5: I could take a look at the questions I typically ask and reword them to be more open-ended.</p> <p>SC: Give me an example of a question you could reword.</p> <p>J5: Instead of asking "Does she wave hi or bye?" I could say "Tell me how she greets others."</p> <p>SC: Good job. I think that is a good example. Rewording yes / no questions is a great strategy to use, Jessica. What supports would you need going forward?</p> <p>J5: I think I can just take a look at our Intake Sheet and Functional Skills Guide and figure out how to reword each question. Could we meet together to review it after I am finished?</p>	✓	✓	✓	●	●	<p>I felt like this was a leading question. I could have asked:</p> <p>"How else could we obtain more information from the family?" or</p> <p>"What ideas do you have related to obtaining information about family priorities, resources, and concerns?"</p> <p>This was more for a supervisory need to ensure we were on the same page.</p>
						<p>I / E</p> <p>A</p> <p>2</p> <p>E</p>

# ACTIVITY 4

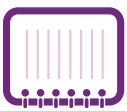
# ACTIVITY 4

Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P ✓	O ✓	A ✓	R ●	F ●	
SC: Yes, I think that would be a good next step. When would you like to meet again?	X					
JS: How about at our next scheduled supervision?	X			4		E
SC: That sounds good. Thank you, Jessica.	X					A

P = Joint Planning, O = Observation, A = Action, R = Reflection, F = Feedback

\*Codes for Reflective Questions: 1 – Awareness, 2 – Analysis, 3 – Alternatives, 4 – Action; •Codes for Feedback: A – Affirmative, D – Directive, E – Evaluative, I – Informative  
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## COACHING LOG – Blank Coaching Log

Coach: \_\_\_\_\_ Learner: \_\_\_\_\_  
 Date of Interaction: \_\_\_\_\_ Beginning Time: \_\_\_\_\_ Ending Time: \_\_\_\_\_  
 Location of Interaction: \_\_\_\_\_ Who was present? \_\_\_\_\_  
 Topic(s): \_\_\_\_\_

Was the coaching session planned?      Yes      No

Transcript of Coaching Conversation/Observations	Characteristics				Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	
	✓	✓	✓	●	
				●	

# ACTIVITY 4

Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	<b>P</b>	✓				
	<b>O</b>	✓				
	<b>A</b>	✓				
	<b>R</b>	●				
	<b>F</b>	●				

Transcript of Coaching Conversation/Observations	Characteristics					Coach's Reflections/Review (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation).
	P	O	A	R	F	
	✓	✓	✓	•	•	

P = Joint Planning, O = Observation, A = Action, R = Reflection, F = Feedback  
 \*Codes for Reflective Questions: 1 – Awareness, 2 – Analysis, 3 – Alternatives, 4 – Action; •Codes for Feedback: A – Affirmative, D – Directive, E – Evaluative, I – Informative  
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# ACTIVITY 4



## HANDOUT – Using Coaching during Service Coordination

Consider the following real-life scenarios and how the service coordinator can use coaching to build the parent's capacity to solve the problem or meet the need.

1. Hannah, her mother, Brenda, and her three siblings are living in a homeless shelter. They only have three days left before they must leave. Brenda calls you and asks for assistance because she isn't sure what to do next. How do you help her with her next steps?
2. When you visit with Tyron's family for your monthly visit, his father tells you that he just lost his job. He's very worried about paying the family's rent this month while he looks for work. He asks if your program has funds to pay it so that they don't lose their apartment. How do you help Tyron's father?
3. Quinn's grandmother has custody of him and takes him to all of his doctors' appointments. This afternoon, she calls you at 4:45pm in a panic. Quinn has an appointment with the neurologist in the morning to follow-up on some testing but she is having car trouble. She asks if you can take them to the appointment. How do you help her solve this problem so that she is prepared to solve it if it occurs in the future?
4. Rasheeda's mother, Adelle, has been hesitant to get a wheelchair for Rasheeda. As her daughter's third birthday approaches, Adelle begins looking into the wheelchair and is shocked to find out that after her insurance pays, she will still owe \$600. Not sure how she will afford this, she calls you to ask for help. You know that Adelle is very internet savvy and interested in learning about and accessing resources for her daughter. How do you help her solve her problem?



## ANSWER KEY HANDOUT – Using Coaching during Service Coordination

Consider the following real-life scenarios and how the service coordinator can use coaching to build the parent's capacity to solve the problem or meet the need.

- Hannah, her mother, Brenda, and her three siblings are living in a homeless shelter. They only have three days left before they must leave. Brenda calls you and asks for assistance because she isn't sure what to do next. How do you help her with her next steps?

*The SC could begin by finding out more about what Brenda knows about the policies and support available at the homeless shelter, such as asking if Brenda is working with anyone at the shelter to help her find housing. If yes, then the SC could explore this further and offer to connect with the shelter staff if needed. If not, the SC could ask Brenda what options she has already explored for housing. They could discuss options for temporary housing, such as with relatives or friends. If more time is needed, the SC could talk to Brenda about how she might go about requesting an extension with the shelter. Together, they could explore the family's options, find out what barriers exist that are preventing Brenda from finding permanent housing and plan for how to overcome them. Depending on Brenda's knowledge about community resources, the SC may need to share information about resources that provide financial assistance, community programs that assist with temporary housing, and the process and contact info to apply for subsidized housing. At the conclusion of the conversation, it would be important to determine specific next steps for Brenda and a timeframe for when the SC will follow-up with her. The SC may need to stay in close contact with Brenda during this time.*
- When you visit with Tyron's family for your monthly visit, his father tells you that he just lost his job. He's very worried about paying the family's rent this month while he looks for work. He asks if your program has funds to pay it so that they don't lose their apartment. How do you help Tyron's father?

*Before offering funding assistance, the SC should find out more about the family's request, such as when their rent is due. If the risk of losing their apartment is imminent, the SC may explore emergency measures with Tyron, such as temporary housing, whether or not a family member or friend might be willing to help with paying all or part of the rent or providing housing, etc. If the risk of losing the apartment is further in the future, the SC could find out what Tyron is trying with regards to finding a job and paying his rent. She might coach Tyron in how to approach the landlord to request an extension on the rent's due date. She could also coach Tyron in how to access community resources, such as local church groups, who might be able to pay the family's rent, rather than offer to call these resources herself.*
- Quinn's grandmother has custody of him and takes him to all of his doctors' appointments. This afternoon, she calls you at 4:45pm in a panic. Quinn has an appointment with the neurologist in the morning to follow-up on some testing but she is having car trouble. She asks if you can take them to the appointment. How do you help her solve this problem so that she is prepared to solve it if it occurs in the future?

*Before offering to transport the family, the SC should find out what other options the grandmother might have in her network of friends and family and if she has reached out to them yet. They could explore public transportation options and taking a cab. The SC could also find out if the grandmother has called the neurologist to see if the appointment can be rescheduled in the near future.*

1. Rasheeda's mother, Adelle, has been hesitant to get a wheelchair for Rasheeda. As her daughter's third birthday approaches, Adelle begins looking into the wheelchair and is shocked to find out that after her insurance pays, she will still owe \$600. Not sure how she will afford this, she calls you to ask for help. You know that Adelle is very internet savvy and interested in learning about and accessing resources for her daughter. How do you help her solve her problem?

*The SC could first ask Adelle about what resources she knows about that might be able to provide financial assistance and what she has already tried. They could talk about informal resources, such as family, friends, church or other groups to which the family may belong. If none of these resources are viable, the SC may need to share her knowledge of community resources and online sources of information, giving Adelle the tools to search for what she needs. If an application for financial assistance is needed, the SC could help Adelle know where to go to find it and be a resource if Adelle needs assistance completing it (rather than completing it for Adelle). The SC might also ask if Adelle is interested in connecting with other families or family groups who have experienced this process. If she says yes, the SC could provide the contact information so that Adelle could make the connection herself.*



## HANDOUT – Reflecting on an Intervention Visit

SERVICE PROVIDER NAME: \_\_\_\_\_  
DATE OF VISIT: \_\_\_\_\_

Characteristic: **OBSERVATION**

*What the Coach Did*

*What the Coachee Did*

Characteristic: **ACTION**

*What the Coach Did*

*What the Coachee Did*

Characteristic: **REFLECTION**

*What the Coach Did*

*What the Coachee Did*

Characteristic: **FEEDBACK**

*What the Coach Did*

*What the Coachee Did*

Characteristic: **JOINT PLANNING**


*What the Coach Did*

*What the Coachee Did*





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The background features a pattern of overlapping, semi-transparent purple circles of various sizes. Overlaid on this pattern are several teal-colored lines of varying lengths and orientations, some pointing towards the center and others pointing outwards, creating a dynamic, sunburst-like effect.

SECTION

5



# SECTION 5 Coaching Families & Caregivers in Special Situations

(Handbook Ch 7: Coaching Families and Ch 8: Coaching Teachers)

## HIGHLIGHTS:

- Coaching families in challenging situations
- Coaching families of children with more significant disabilities
- Coaching teachers in child care and other group settings

## BEFORE THE MEETING

Instruct learners to read Chapters 7 and 8 in *The Early Childhood Coaching Handbook* (Rush & Shelden, 2011) before the meeting. Learners should come to the meeting prepared to share a very brief update about their progress on their joint plan since the last meeting.

## DURING THE MEETING

STARTING THE MEETING	ENDING THE MEETING	ACTIVITIES
<p>Open the meeting by providing a brief summary of Chapters 7 and 8. Facilitate a focused discussion that encourages learners to share highlights, key ideas, insights, and questions they have from reading this information. Invite discussion about how we all have had situations that made us feel challenged to use coaching. Invite learners to share examples of situations in which they have felt uncomfortable with their coaching abilities. Encourage the group to problem-solve together to develop possible strategies for managing these uncomfortable situations.</p>	<p>Since this is the last meeting in this book study, encourage learners to discuss what they've learned over the course of the study and how they intend to continue to use what they've learned. Discuss how the book study offered learners an opportunity to deepen their knowledge of coaching. Encourage learners to consider the end of the book study as a transition, meaning that their learning does not need to end with this meeting. As a group, discuss ideas for how the group can continue to learn and grow their use of coaching practices. Ideas might include continuing regular (e.g., monthly, quarterly) group meetings to support one another; coordinating a peer coaching network to support others who were unable to attend the book study; repeating the book study for other colleagues or groups, etc. If possible, identify group members who are interested in stepping up as leaders of the activities the group agrees to implement. Emphasize that while maintaining contact as a group is a great idea for peer support, continuing learning as an individual is also important. End the meeting with each learner sharing his/her final joint plan for how to continue learning about coaching.</p>	<p>Feel free to choose from the activities below, completing those that you think will best support your group's learning. For example, you could complete one activity a week as part of a weekly staff meeting, or complete several activities in a single monthly meeting.</p>

# ACTIVITY 1

## Coaching Different Families

### Purpose:

Increase awareness and reflection on how coaching can be used effectively with different families by using the same strategies and adapting them to address different outcomes, environments, and parent learning needs.



Handout – Coaching Different Families



45 minutes



1. Invite learners to share their experiences with coaching families with different challenges, such as coaching families for whom English is not their primary language, families with mental health disabilities, and families of children with significant disabilities. Discuss successes and challenges in these situations with using coaching.
2. Divide learners into small groups. Instruct the groups to review the handout and answer all questions. Give learners 10-15 minutes to complete this activity. (Option: Have learners answer the questions for each scenario then answer the discussion questions as a large group.)
3. Debrief by inviting groups to share their answers to the questions. Use the following discussion points to guide the debriefing:
  - a. Coaching requires the same set of tools and strategies across all families. What is different across visits/families is what you coach about. Parent-child interactions, IFSP outcomes, materials found in the natural environment, and the specific activities may all differ, but the interaction style is generally the same.
  - b. Coaching is a flexible tool that can be adapted to the needs of the parent. How much intentional modeling you provide, how the parent practices the activity, and which reflection questions you ask will be individualized to fit the needs of the parent learner and the situation at hand.
4. Discuss the following questions with the group:
  - a. What are some similarities and differences among these three family scenarios?
  - b. Review your answers to the questions for each family scenario. Identify two similarities in how you described Tamika's coaching interactions across families.
  - c. How would Tamika use her coaching skills differently during these three visits?
  - d. Consider this statement: *Coaching can be used with any family, regardless of the parent's ability, language proficiency, or the developmental level of the child. The same strategies are used when a service provider coaches any family. If this is true, then what is different about using coaching across families?*

## ACTIVITY 2

# Coaching When the Child has a Significant Disability

### Purpose:

Reflect on a scripted example of a service provider using coaching with caregivers of a child with more significant disabilities as a means of stimulating discussion and problem-solving among learners.



Handout – Coaching When the Child has a Significant Disability



30 minutes



1. Instruct learners to read the script on pages 144-149 in *The Early Childhood Coaching Handbook*. As they read, learners should imagine that they are observing Denise and will be providing her with feedback after the visit.
2. After reading the script, instruct learners to talk with a partner and answer the discussion questions on the handout for each scenario.
3. Debrief by inviting partners to share their answers to the questions with the large group.
4. Invite learners to share their successes and challenges with coaching families who have children with more significant disabilities. Use the following discussion points:
  - a. Coaching can be used with any family of any child. What you coach about and how you use the strategies are what change from family to family.
  - b. Keep in mind that the parents are interacting with their child, regardless of the child's abilities, during the week when you are not in the home. Use those interactions as the starting point for your coaching.
  - c. With families of children with significant disabilities, coaching is often a strategy you can use to help the parent engage the child, read and be responsive to the child's cues, complete daily activities (e.g., feeding, dressing, transferring), use equipment (e.g., medical, feeding, communication), and support the child's participation in family activities. Many of these activities are very similar to those of any child and family; how these activities look and how the child participates may be somewhat different. The goal of intervention is the same: to help the parent feel more confident and competent with meeting the child's needs and assist them to enhance their child's learning and development during everyday activities and routines.

**ACTIVITY**  
**3**

## Coaching Teachers in Child Care and Other Group Settings

### Purpose:

Facilitate a discussion about coaching in child care and group situations that focuses on developing strategies learners can use to facilitate successful interactions.



Flip chart and markers



20-30 minutes



1. Invite learners to share their experiences with coaching in group settings. Ask for successes first.
2. Invite learners to share barriers they have faced with using coaching in group settings. Record these barriers on the flip chart paper.
3. Divide learners into small groups. Assign each group a barrier and give each group a piece of flip chart paper and a marker.
4. Instruct the groups to develop strategies to get around the barrier and record them on the flip chart paper. Encourage learners to be specific in their descriptions of how to use coaching strategies in these situations. Option: Have learners role play their barrier situation to develop strategies for overcoming the barrier. Each group should include the following roles: interventionist, child care/group teacher, observer. The observer should watch the role play and record strategies the interventionist uses during the coaching interaction.
5. Debrief by inviting each group to share solutions to overcoming their barrier. Invite the large group to share feedback, additional strategies and experiences.



## HANDOUT – Coaching Different Families

Tamika, a developmental services provider, has three intervention visits on her schedule today. Read about each visit below and consider how Tamika could use coaching strategies to support each parent and child.

### JOSIAH'S FAMILY

Josiah lives with his mother and his maternal grandparents. Josiah's mother, Jeanette, has a mental health disability and sometimes struggles with caring for Josiah when her parents aren't home. Tamika arrives for the visit to find Josiah crying in his bouncy seat and Jeannette pacing the room. Jeanette's mother has gone to the grocery store and Josiah has been crying since she left. Jeanette tells Tamika that she didn't know what to do so she put Josiah in his bouncy seat but it's not working. Jeanette asks Tamika to help Josiah and make him stop crying. How might Tamika coach Jeanette to help her figure out how to calm Josiah?

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### HAKIM'S FAMILY

Hakim lives with his mother, father, and older sister in a large city near the university where his father recently took a faculty position. Hakim's mother, Jamila, stays home with the children during the day. She has very limited English proficiency and tends to be quite shy. When Tamika visits she finds that Jamila talks very little and tends to leave the room. During the IFSP meeting, Hakim's parents expressed their desire for Hakim to learn to crawl and walk like his sister did when she was his age. Hakim was found eligible for early intervention due to a gross motor delay. During a recent visit, Jamila shared (through the interpreter) that she and her daughter have been trying to get Hakim to crawl between them but that he tends to cry when they put him on his hands and knees. How could Tamika coach Jamila so that she and her daughter might be more successful with encouraging Hakim to crawl between them?

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### EMILY'S FAMILY

Emily is 24 months old and has been living with her foster family since she was two months old. She has a diagnosis of shaken baby syndrome and has associated motor and visual impairments from her injury. Her foster mother, Monica, and Tamika are working together to help Emily learn to find food on her high chair tray to feed herself. Tamika has arrived during Emily's lunch time, and finds that Monica is spoon-feeding Emily small chunks of strawberries. How could Tamika coach Monica to help Emily learn to feed herself?

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## ANSWER KEY HANDOUT – Coaching Different Families

Tamika, a developmental services provider, has three intervention visits on her schedule today. Read about each visit below and consider how Tamika could use coaching strategies to support each parent and child.

### JOSIAH'S FAMILY

Josiah lives with his mother and his maternal grandparents. Josiah's mother, Jeanette, has a mental health disability and sometimes struggles with caring for Josiah when her parents aren't home. Tamika arrives for the visit to find Josiah crying in his bouncy seat and Jeanette pacing the room. Jeanette's mother has gone to the grocery store and Josiah has been crying since she left. Jeanette tells Tamika that she didn't know what to do so she put Josiah in his bouncy seat but it's not working. Jeanette asks Tamika to help Josiah and make him stop crying. How might Tamika coach Jeanette to help her figure out how to calm Josiah?

*Tamika could ask Jeanette about what other ways she has seen her mother calm Josiah when he cries. If Jeanette has other ideas, Tamika could provide support as Jeanette tries these other ideas (such as giving Josiah his pacifier, picking him up and walking with him, or feeding him if he's hungry). If he continues to cry, Tamika could coach Jeanette to try a new strategy, such as taking Josiah outside (weather permitting). If possible, it would be important for Tamika to avoid stepping in and calming Josiah herself, because this could undermine Jeanette's confidence in her role as Josiah's mother. However, if Jeanette is feeling very upset, it may be necessary to help calm Josiah then work through strategies for the next time he cries with her. In this case, Tamika should ask for permission to try to calm Josiah then ask Jeanette to watch how she uses the calming strategy and for Josiah's response. For example, Tamika might pick Josiah up and gently bounce him while patting his back in a steady rhythm. As she does this, Tamika could describe how she is positioning Josiah, how she pats him, and why she is doing these things so that Jeanette learns. Once he is calm, Tamika could offer Jeanette the opportunity to try what she has observed. If Josiah remains calm in his mother's arms, Tamika could point this out to help Jeanette develop her confidence with being able to manage Josiah's crying.*

### HAKIM'S FAMILY

Hakim lives with his mother, father, and older sister in a large city near the university where his father recently took a faculty position. Hakim's mother, Jamila, stays home with the children during the day. She has very limited English proficiency and tends to be quite shy. When Tamika visits she finds that Jamila talks very little and tends to leave the room. During the IFSP meeting, Hakim's parents expressed their desire for Hakim to learn to crawl and walk like his sister did when she was his age. Hakim was found eligible for early intervention due to a gross motor delay. During a recent visit, Jamila shared (through the interpreter) that she and her daughter have been trying to get Hakim to crawl between them but that he tends to cry when they put him on his hands and knees. How could Tamika coach Jamila so that she and her daughter might be more successful with encouraging Hakim to crawl between them?

*With the help of the interpreter, Tamika could ask Jamila why she thinks Hakim cries. She could ask for more information about what Jamila and her daughter have tried to make this activity work. Tamika could also ask if she could see Jamila and her daughter try to get Hakim to crawl. After her observation, Tamika could then have a conversation with Jamila about what seemed to work well and when the struggles occurred. Together, they could problem-solve strategies for supporting Hakim. For example, if Hakim cries because his legs tend to slide apart, Tamika could ask "What did you notice about his legs?" Based on Jamila's reflection, Tamika*

*and Jamila could problem-solve to find a way to support his hips and legs while he bears weight on all fours. If needed, Tamika could share her expertise here to coach Jamila in how to use her hands to keep Hakim's legs together so that he can stay on his knees. After trying the strategy, they could then plan for how Jamila and her daughter can use the strategy during the week.*

### EMILY'S FAMILY

Emily is 24 months old and has been living with her foster family since she was two months old. She has a diagnosis of shaken baby syndrome and has associated motor and visual impairments from her injury. Her foster mother, Monica, and Tamika are working together to help Emily learn to find food on her high chair tray to feed herself. Tamika has arrived during Emily's lunch time, and finds that Monica is spoon-feeding Emily small chunks of strawberries. How could Tamika coach Monica to help Emily learn to feed herself?

*Tamika could begin by revisiting the previous week's joint plan to find out Monica's perceptions of Emily's progress with self-feeding. Based on that conversation, Tamika could transition into discussing the current situation. She could engage Monica in thinking about how she might use the current snack to encourage Emily to search for food on her tray. If Monica is interested in offering Emily some strawberries on her tray, Tamika could ask Monica what she's tried during the past week to help Emily find the food. Tamika could observe and share feedback as or after Monica helps Emily. Based on their observations, they could problem-solve together about how to help Emily be more successful by, for example, placing the food in the area of the tray that corresponds to where Emily can see best in her visual field.*



## HANDOUT – Coaching When the Child has a Significant Disability

After reading the script on pages 144-149 in *The Early Childhood Coaching Handbook*, discuss the following questions with a partner:

1. What are your overall impressions of this visit?
2. What do you think went well during the visit? What did Denise do well in terms of how she coached Barbara and Jennifer?
3. What are some examples of when Denise used coaching successfully? How do you know it was a success?
4. What challenges did Denise face in her role as a coach? How did she manage these challenges? Have you been in a similar situation? What did you do?
5. Why didn't Denise just recommend that Natalie get a cushion for her wheelchair, instead of asking Barbara and Jennifer what they thought was wrong with her positioning? How would the interaction have been different if Denise had just told them what to do?
6. How did Denise prepare Barbara and Jennifer for her modeling of how to involve Natalie in the transfer from her wheelchair to the bed? How did she help them process what they observed afterwards?
7. How do you think the discussion about communication options went? Was this an example of coaching or sharing expertise, or both? How do you know when it is appropriate to share your expertise?
8. What feedback would you give Denise about the joint planning that occurred at the end of the visit?



## ANSWER KEY HANDOUT – Coaching When the Child has a Significant Disability

After reading the script on pages 144-149 in *The Early Childhood Coaching Handbook*, discuss the following questions with a partner:

1. What are your overall impressions of this visit?

*Impressions will be shared by learners.*

2. What do you think went well during the visit? What did Denise do well in terms of how she coached Barbara and Jennifer?

*What went well:*

- *Both the mother and the nurse were present.*
- *Denise was able to help the mother and nurse communicate with each other.*
- *Barbara and Jennifer both shared insights and reflections.*
- *The session focused on Natalie's comfort and her participation in an important routine.*
- *The session ended with a plan that everyone agreed to try to implement.*

*What Denise did well:*

- *She respected each person's opinion.*
- *She mediated the disagreements by invited additional information whenever a concern was expressed.*
- *She was consistent in facilitating reflection from both the nurse and the mother to help them work together.*
- *She asked for permission before modeling and suggested that Barbara and Jennifer watch how she was going to involve Natalie in the transfer. Afterwards, she also invited specific observations and facilitated planning for how to use the ideas during the day.*
- *She ended the visit with a joint plan that involved everyone.*

3. What are some examples of when Denise used coaching successfully? How do you know it was a success?

*A few examples:*

- *Denise asked to observe a typical transfer then coached Barbara and Jennifer in reflecting about how it went, what they thought about Natalie's comfort, and how to address problems they noticed. This was a success because they worked together to determine that Natalie's seat cushion needed modification (rather than Denise pointing this out to them).*
- *After modeling how to help Natalie participate in her transfer, Denise facilitated a discussion that helped Barbara and Jennifer see how they could use similar strategies during everyday routines. They were able to see how they could help Natalie choose what needed to be done in other routines, such as during medical care.*

4. What challenges did Denise face in her role as a coach? How did she manage these challenges? Have you been in a similar situation? What did you do?

*A few examples:*

- *Barbara and Jennifer struggled to communicate and were frustrated with each other. Denise was able to use coaching to mediate their interactions and help them work together.*

- *Denise was challenged by Jennifer's initial reluctance to participate in the session. When Denise acknowledged this, she showed she respected Jennifer's opinion and Jennifer seemed more comfortable with the process.*

*Learners will share their experiences and how they managed the challenges they faced.*

5. Why didn't Denise just recommend that Natalie get a cushion for her wheelchair, instead of asking Barbara and Jennifer what they thought was wrong with her positioning? How would the interaction have been different if Denise had just told them what to do?

*Denise was trying to build Barbara's and Jennifer's capacities to solve this problem based on what they knew about Natalie and the resources they had available. Had she just told them that a cushion was needed, they would not have had the experience of solving the problem themselves. Without this experience, they would be less prepared to manage similar problems in the future, when Denise was not present.*

6. How did Denise prepare Barbara and Jennifer for her modeling of how to involve Natalie in the transfer from her wheelchair to the bed? How did she help them process what they observed afterwards?

*Denise discussed the transfer she had observed with them before offering to model how to get Natalie involved. She asked for their ideas for involving Natalie in the transfer process first, then when Barbara asked her to show them what she meant, she obliged. She asked for Jennifer's permission, which was important as it acknowledged Jennifer's important role in Natalie's care. Denise then suggested that they watch to see how she involved Natalie. Afterwards, Denise asked for specific feedback and asked how they could use what they learned during the day.*

7. How do you think the discussion about communication options went? Was this an example of coaching or sharing expertise, or both? How do you know when it is appropriate to share your expertise?

*Denise brought up the subject of Natalie's communication based on her expertise, knowing that Natalie needed to be able to communicate with others as well as her nurse and her mother. She shared some information about a resource (the team member) that might be able to provide more information. Rather than assuming they would want this support, she shared information then asked if they were interested. Denise shared her expertise and used coaching to involve her other team members in the decision to access this additional resource.*

*It is appropriate to share your expertise after you have asked the caregivers about what they know or have already tried. Asking them about their interest in receiving additional information or before modeling a strategy is also important to ensure that what you have to share is needed or wanted. It is also appropriate to share your expertise if the parent does not have the knowledge needed to make a decision or implement a strategy, after asking for permission.*

8. What feedback would you give Denise about the joint planning that occurred at the end of the visit? Feedback ideas will be generated by learners.





# Conclusion





# Conclusion

## CONGRATULATIONS ON COMPLETING THE BOOK STUDY ACTIVITIES!

### A MESSAGE TO COACHES

Learning how to use coaching with families during early intervention visits is an ongoing process of refinement and practice. Now that you have completed the book study and had lots of opportunities to think about and practice coaching with learners in your program or region, you are ready to continue this process. It can be very easy to slip back into old practices, so make a commitment to yourself, your colleagues, and the families you serve that you will continue to grow and use the best practices we have in the field, including coaching.

Brorson (2005) said “Change in the case of early intervention is perpetual learning.”

We hope you will continue to be a lifelong learner and seek out other opportunities and support that will help you grow. The work you do with children and families matters, and how you do it shapes the experiences families have in early intervention!

### Additional Professional Development Resources

For more information about coaching and many other professional development topics, visit the:

#### Virginia Early Intervention Professional Development Center

[www.veipd.org/main/](http://www.veipd.org/main/)

\*Visit the [Coaching in Early Childhood](#) topic page for links to archived webinars, articles and handouts, online learning opportunities, and websites and programs.

#### Early Intervention Strategies for Success Blog

[www.veipd.org/earlyintervention](http://www.veipd.org/earlyintervention)

\*Search for “coaching” or click the category “Coaching Practices.”

### FEEDBACK

Feedback about the use of these activities is always welcome. Please send your feedback to Dana Childress at [dcchildress@vcu.edu](mailto:dcchildress@vcu.edu).

# Thank you!





