Project Staff Contact Information

Sanna Harjusola-Webb: (KSU faculty)  
shwebb@kent.edu

Michelle Gatmaitan: (master consultant)  
muratmait@kent.edu

Ashley Lyons: (master consultant)  
anlyons@kent.edu

Note: Organization of this manual is adapted from the recommendations from Child Trends for the development of coaching manuals (Isner, et al., 2011, p. 33-34)
### Table of Contents

I. Introduction ........................................................................................................... 1  
   i. Purpose of Project ......................................................................................... 1  
   ii. Coaching as a Means to an End ................................................................. 2  

II. Foundational Philosophy .................................................................................. 3  
   i. Professional Literature Supporting Coaching ............................................... 3  
   ii. Research Base .............................................................................................. 5  

III. Coaching Activities ......................................................................................... 6  
   i. Components of Coaching ............................................................................. 6  
   ii. Goal Setting and/or Review of Previous Goals .......................................... 7  
   iii. Questioning ................................................................................................. 7  
   iv. Listening ....................................................................................................... 8  
   v. Observation .................................................................................................. 9  
   vi. Reflection ..................................................................................................... 9  
   vii. Feedback .................................................................................................... 11  
   viii. Prompting .................................................................................................. 12  
   ix. Modeling ..................................................................................................... 12  
   x. Practice ......................................................................................................... 12  

IV. Expected Knowledge and Skills ..................................................................... 13  
   i. Core Values of Coaching ............................................................................. 13  
   ii. Coaching Competencies ........................................................................... 13  

V. Dosage, Duration, and Intensity .................................................................... 14  

VI. Supervision and Support ............................................................................. 16  

VII. Fidelity of Implementation .......................................................................... 17  
   i. Implementation Science and Systems Change ............................................. 18  
   ii. Coaching Data and Documentation ............................................................ 18  

VIII. Recommended Readings (Books and Websites) ........................................ 20  

IX. References .................................................................................................... 21  

APPENDICES ........................................................................................................ 24  

APPENDIX A. COACHING FIDELITY CHECKLIST ....................................... 24  

Note: Organization of this manual is adapted from the recommendations from Child Trends for the development of coaching manuals (Isner, et al., 2011, p. 33-34)
APPENDIX B. INTENTIONAL EI PLANNING SEQUENCE WITH EMBEDDED LEARNING OPPORTUNITIES CHART ........................................28
APPENDIX C. THE COACHING PROCESS ..................................................31

LIST OF FIGURES AND TABLES

Figure                  Page
1. Foundation for High Quality EI Measures .................................................1
2. An Interrelated Early Intervention System through a Community of Practice..........2
3. Additional Characteristics of Coaching (NAEYC, NACCRA, 2011, p. 11) ...........5
4. Open-ended Reflective Questions ..................................................................10
5. Self-questioning .........................................................................................10
6. Coaching Competencies ..............................................................................13
7. Components of the Coaching Process ..........................................................15
8. Summary of Procedures and Interactions in Each Module .............................16
9. The Importance of EI Social Networks and the Community of Practice ..........17
10. Implementation Framework Applied to Developing Evidence-Based Intervention Practices within Organizations .................................................................18

Table                  Page
1. Core Components of the Coaching Process .................................................6
2. What Effective Feedback Looks Like/Doesn’t Look Like ............................11

Note: Organization of this manual is adapted from the recommendations from Child Trends for the development of coaching manuals (Isner, et al., 2011, p. 33-34)
The Early Childhood Special Education program at Kent State University (KSU) has received state support from the Ohio Department of Developmental Disabilities (DODD) to contract with a) local provider and parent “master coaches” that were trained through the 2011 “Master Coach” American Recovery and Reinvestment Act (ARRA) Grant and/or b) with the interventionists/therapists (PT/OT/SLP/EIS) trained as a team member through the 2010 Ohio Developmental Disabilities Council (ODDC) Trans-disciplinary Team Grant.

**Purpose of Project**
The current grant is a 6-month project designed to support previously trained early intervention teams as they refine their day-to-day practices to more fully align with the OSEP TA Community of Practice Workgroup’s recommendations on Principles and Practices in Natural Environments. In the present grant, KSU will facilitate current professional development needs by providing consultation and support in the implementation of evidence-based practices while ultimately fostering family-professional collaboration. Specifically, the Project is a university-community partnership, in which participants collaborate on a regular basis to share best practices, problem-solve complex issues, and advance the field by disseminating knowledge. The Community of Practice framework will include a series of modules with relevant EI content, ongoing support, and state of the art practices in coaching and mentoring.

**Figure 1. Foundation for High Quality EI Services**

Project activities include (a) information on various evidence-based practices and models in early intervention; (b) bi-weekly synchronous meetings online via Adobe Connect; (c) ongoing coaching and performance-specific feedback.
Coaching as a Means to an End

Coaching will be used as the interaction style to support early intervention (EI) professionals and parents in providing high-quality early intervention services to infants, toddlers, and families. Through the coaching process, regional and parent coaches will support EI professionals and the caregivers of young children with disabilities in implementing evidence-based practices with fidelity. In particular, with support from the regional and parent coaches, EI professionals will implement evidence-based practices in relation to: child and family assessment, IFSP development, implementation, and progress monitoring, and coaching parents and caregivers to promote their confidence and competence in caring for their child with a disability.

The coaching process and the implementation of evidence-based practices will take place within a Community of Practice, part of an interrelated Early Intervention system (as shown in Figure X below). A Community of Practice (CoP), is generally defined as “a group of professionals and other stakeholders in pursuit of a shared learning enterprise, commonly focused on a particular topic” (Buysse, Sparkman, & Wesley, 2003, p. 266). EI professionals are “bound together by shared expertise and passion for a joint enterprise — and it promises to radically galvanize knowledge sharing, learning, and change” (Wenger & Snyder, 2000). The concept of CoP has been proposed as a model for professional development. The purpose of the CoP is to bridge research to practice in a bidirectional model of teaching and learning between researchers and practitioners (Buysse et al., 2003).

Figure 2. An Interrelated Early Intervention System through a Community of Practice
Coaching is an evidence-based teaching and learning strategy used within a collaborative process to promote the learner’s capacity to learn new skills or refine existing skills or behaviors in an ongoing goal-setting, reflection, self-assessment, and problem-solving process (Isner et al., 2011; NAEYC/NACCRA, 2011; Rush & Shelden, 2005).

In the context of early intervention, coaching is the process or the “how” of the intervention; the evidence-based practice is the content or the “what” of the intervention. Both are needed to truly support children and families. Coaching is the style of interaction within an intentional teaching framework.

Between regional coaches and EI providers, coaching will be used in support of the EI provider’s intentional teaching practices. Regional coaches will support EI providers in becoming intentional. Intentionality involves developing a thorough understanding of the theory supporting practice, combined with quality implementation (Dunne & Villani, 2007). Professionals who demonstrate intentionality “know what they did, why they did it, what they would do differently (or keep) the next time, and why” (Dunne & Villani, 2007, p. 57).

Between EI providers and parents/caregivers, coaching will be used to support parents/caregivers in engaging in responsive interactions with children, in both planned and unplanned natural learning opportunities.

Professional Literature Supporting Coaching


**Recommended Practices in Personnel Preparation:** (pp. 202-203; 207)

- PP36: Field experiences include multiple methods of supervision, including on-site modeling, coaching, feedback, and technological methods.
- PP37: Community providers, cooperating teachers, and program faculty receive support and guidance from each other.
- PP60: Personnel trainers provide follow-up within service delivery contexts. (Example: Faculty members provide coaching, modeling, and feedback on-site.)
According to NAEYC (1993), effective professional development must provide opportunities for learners to apply, reflect, and receive feedback on their learning. In addition, the *Code of Ethical Conduct: Supplement for Early Childhood Educators* (NAEYC, 2004), states: “everything we do in our role as educators of adults is intended to further this ultimate commitment” (p.1) to the healthy development and well-being of young children. The core values of adult educators include a) “To respect the critical role of a knowledgeable, competent, and diverse early childhood education workforce in supporting the development and learning of young children”; and b) “To base practice on current and accurate knowledge of early childhood education, child development, adult development and learning, as well as other relevant disciplines.” (NAEYC, 2004, p. 2)

The Supplement outlines ethical responsibilities to adult learners. This document can be found online at [http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf](http://www.naeyc.org/files/naeyc/file/positions/ethics04.pdf)

Coaching supports the development of specific skills, behaviors, and dispositions. The focus is on performance-based outcomes embedded within an individual’s professional development plan. (NAEYC/NACCRA, 2011). The additional characteristics of coaching are summarized below.
Research Base

Coaching has been identified as one of the professional development approaches to support the transfer of training and changes in practice (Dunst & Trivette, 2009; Isner et al., 2011; Joyce & Showers, 2002; NAEYC/NACCRRA, 2011; Wilson, Dykstra, Watson, Boyd, & Crais, 2012).

*Salient Features of Coaching.* In a review of the research on coaching (Moore, 2012, pp. 9-11), the following salient features were found:

- Performance feedback based on observation of teaching practices
- Guided reflection based on the observation
- Brainstorming and problem solving to address challenges
- Action planning or goal setting
- Provision of informational and material supports based on learner’s needs
- Demonstration of target or recommended practices or modeling

![Additional Characteristics of Coaching](image)
The next section outlines the guidelines for the coaching activities between the regional/parent coaches and the EI providers.

**Components of Coaching**

Across the literature exploring effective coaching behaviors in EI (Friedman, Woods, & Salisbury, 2012; Hanft, Rush, & Shelden, 2005) and early childhood education (Dunne & Villani, 2007; NAEYC/NACCRAA, 2011), there are several key components that are generally consistent. In Table 1, note the shared components among the different models as well as components unique to each model.

*Table 1. Core Components of the Coaching Process*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Planning Conversation</strong></td>
<td>Conversation/information sharing</td>
<td>Joint Planning/Initiation</td>
<td>Questioning</td>
</tr>
<tr>
<td><strong>Joint interaction</strong></td>
<td>Observations</td>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td><strong>Observation and Data Gathering</strong></td>
<td>Direct teaching</td>
<td>Prompting</td>
<td>Modeling</td>
</tr>
<tr>
<td></td>
<td>Demonstrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice with feedback</td>
<td>Practice</td>
<td>Feedback</td>
</tr>
<tr>
<td><strong>The Reflecting Conversation</strong></td>
<td>Problem solving/Reflection</td>
<td>Reflection</td>
<td>Reflection</td>
</tr>
</tbody>
</table>
Given the core components of coaching as illustrated in Table 1, regional and parent coaches in the current grant will guide EI professionals and parents to use evidence-based practices (EBP) in the natural environment:

- Designing family-guided interventions within the context of daily routines (McWilliam, 2010; Woods Cripe & Venn, 1997)
- Activity-based intervention (Pretti-Frontczak & Bricker, 2004).
- Participation-based early intervention (Campbell & Sawyer, 2007)
- Everyday activity settings as the source of natural learning opportunities (Dunst et al, 2001)
- Parent-mediated everyday child learning opportunities (Dunst, 2006)
- Family capacity-building (Trivette, Dunst, & Hamby, 2010)
- Embedded instruction (Snyder, Hemmeter, Sandall, McLean, 2009)
- Intentional teaching (Epstein, 2007)
- Responsive interactions (Mahoney, Boyce, Fewell, Spiker, & Wheeden, 1998)

The delivery of this support will occur through coaching interactions that utilize the following behaviors (coaching components from Friedman et al., 2012; NAEYC/NACCRRRA, 2011):

**Goal Setting and/or Review of Previous Goals**

Coach and EI provider discuss individual professional development goals. Goals can be specific to the evidence-based practice corresponding with the modules.

*Example:* The EI provider might set the goal to promote the caregiver’s use of naturalistic language promoting strategies with his or her child within everyday routines.

**Questioning**

The coach asks questions to elicit discussion and promote reflection.

Questions have three purposes: a) to seek information, b) to provide information, and c) to clarify or confirm information (Friend & Cook, 2010).

**Questions that seek information**

- *What are your instructional goals for this child and family?*
• Which communication intervention have you used with him?
• What led the parents to seek another opinion?

Questions that provide information: This is NOT a preferable way to use questioning, but recognizing and understanding this question structure can help you avoid or reduce their use in your interactions (Friend & Cook, 2010).
• What made you think that strategy will work with a kid like Johnny?
• You still haven’t talked to the team about it, have you?
• What about the resistance you are going to get from the school district?

Questions that clarify or confirm information:
• Do I understand you correctly that the parent declined the evaluation?
• Are you saying that you tend to prefer ABA strategies more than others?
• What indications led you to believe that the parents are aware of the problem?

Questioning within the coaching interaction should generally seek, clarify, or confirm information to promote effective communication between coach and learner.

Listening

The coach actively listens to the EI provider’s verbal and nonverbal communication. The coach also learns to be aware of any cultural factors that may influence communication. Active listening helps the speaker feel heard and encourages open communication.

Active listening is a critical element of effective communication (Friend & Cook, 2010). Active listening is a form of listening and responding that builds rapport, understanding, and trust. When an individual listens actively, he/she focuses fully on what the speaker is communicating in order to understand. The active listener attends to the speaker and then repeats, in his or her own words, what he or she thinks the speaker said. It is not necessary for the listener to agree with the speaker; he or she must state what they think the speaker said to confirm understanding (Colorado Early Childhood Education, n.d.; University of Colorado Conflict Research Consortium, 1998).

Examples:
• “What I’m hearing you say is…”
• “It sounds to me that what you are saying is…Is that what you meant?”

View this video and look for examples of attending and active listening: http://www.youtube.com/watch?v=pxQ2xk1s8bU
For more examples, see the handout below:
http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout-3-1.pdf

Observation

*The coach observes the EI provider “in action” on the video recording or in-person and makes note of target and/or non-target behaviors.*

Examples:
- Coach observes the learner demonstrating an evidence-based practice in the video and also observes the caregiver and child’s responses.
- Coach observes the learner practicing a new intervention strategy during the coaching session.

Reflection & Problem-Solving

*The coach uses specific questioning skills to encourage the EI provider’s reflective practice and problem solving in the context of evidence-based practices and natural environments.*

Reflection & problem-solving go hand-in-hand. The process “aligns with the adult learner’s need to put the practice into his own language and everyday experiences that can be used functionally at a later time” (Friedman et al., 2012, p.71).

The coach and the learner jointly discuss the situation, seeking a variety of ideas from each other. The coach supports the learner in generating alternatives, ideas for how to enhance the use of the practice or strategy and how to generalize the strategy to new, relevant situations. In this stage, the coach also supports the learner in reflecting on the situation.

The *Framework for Reflective Questioning* (Rush, Shelden, & Raab, 2008) is used to assist coaches in promoting reflection on the part of another person when using a capacity-building process and a coaching style of interaction. A coach can use the framework for promoting the reflection of a parent, caregiver, or colleague as well as for self-reflection to assess how his or her own practices are consistent with evidence-based practices. The framework consists of four different types of open-ended reflective questions: *awareness, analysis, alternatives, and action.*
1. **Awareness** questions are used to promote a person’s understanding of what he or she knows or is doing, and how effective the current strategies are. For example:
   - *What did you do that worked well?*
   - *How did that work for you?*

2. **Analysis** questions are asked to support a person in examining how what is currently happening matches what he or she wants to have happen, what we know about child development, and/or evidence-based practices and program standards. For example:
   - *What brought about that result?*
   - *What do you know now after trying...?*

3. **Alternatives** questions are used to provide the other person with an opportunity to consider all of the options to obtain the desired results. For example:
   - *What would you do differently next time?*
   - *What else might happen if you do...?*

4. **Action** questions assist in developing the joint plan of what the coach and person being coached are going to do between coaching interactions as a result of the current conversation. For example:
   - *What do you plan to do?*
   - *What would it take for you to be able to...?*

*Figure 4. Open-ended Reflective Questions (Borrowed from Rush, Shelden, & Raab, 2008, pp. 6-7)*

**Please Note:** For more examples of reflective questioning, see *A Framework for Reflective Questioning When Using a Coaching Interaction Style* by Rush, Shelden, & Raab (2008).

---

**Self-Questioning**

Aside from using questioning to promote the reflective practice in others, it is also important to practice *self-questioning*. Good communicators habitually engage in reflection and introspection. An essential skill is to understand your own motivations and biases and how they influence your communication (Friend & Cook, 2010).

Try questioning yourself to determine whether your personal perspective may interfere with the success of your interactions. Consider the following questions:

- *What are my feelings about the situation?*
- *What is my opinion or bias?*
- *What assumptions am I making about the person or situation?*

Self-questioning is also useful for planning the questions you will ask others during the coaching session.

- *What is the goal of this interaction?*
- *How much do I really understand about the situation?*
- *What information do I need?*
- *How will the person respond to different approaches I could use to get the information we need?*
- *What will I do with the information?*

*Figure 5. Self-questioning (Borrowed from Friend & Cook, 2010, p. 269)*
Feedback

*Coach provides performance-based feedback to the EI provider.*

Feedback must be: specific, descriptive, concise, tied to a changeable behavior, and checked for understanding (Friend & Cook, 2010). Table 2 provides examples and non-examples of effective feedback.

**Table 2. What Effective Feedback Looks Like/Doesn’t Look Like**

<table>
<thead>
<tr>
<th>What effective feedback looks like</th>
<th>What effective feedback <em>doesn’t</em> look like</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Descriptive:</strong></td>
<td><strong>Evaluative:</strong> You didn’t ask enough open-</td>
</tr>
<tr>
<td>*You asked open-ended questions *</td>
<td>*ended questions. (negative)</td>
</tr>
<tr>
<td>five times during a 10-minute</td>
<td><strong>Evaluative:</strong> Great job. (positive)</td>
</tr>
<tr>
<td>period at lunch. Four out of the</td>
<td><strong>Advisory:</strong> Why don’t you ask more</td>
</tr>
<tr>
<td>five children whom you asked</td>
<td>*questions?</td>
</tr>
<tr>
<td>questions responded to you.</td>
<td></td>
</tr>
<tr>
<td>*When you ask open-ended</td>
<td><strong>General or Vague:</strong> You’re starting to</td>
</tr>
<tr>
<td>questions, the children tell you</td>
<td>*talk more.</td>
</tr>
<tr>
<td>more and give more detailed</td>
<td></td>
</tr>
<tr>
<td>responses than if you ask yes-no</td>
<td></td>
</tr>
<tr>
<td>questions.</td>
<td></td>
</tr>
<tr>
<td><strong>Specific:</strong></td>
<td>**Directed toward unchangeable behaviors</td>
</tr>
<tr>
<td>*When Annie asked you for help</td>
<td>or situations:** That fire drill during art</td>
</tr>
<tr>
<td>during art, you gave her a choice</td>
<td>time really disrupted your interactions with</td>
</tr>
<tr>
<td>between markers and crayons. Do</td>
<td>the kids.</td>
</tr>
<tr>
<td>you think Annie was using</td>
<td></td>
</tr>
<tr>
<td>language effectively?</td>
<td></td>
</tr>
<tr>
<td>*You commented and labeled 12</td>
<td>**Contains extraneous details or</td>
</tr>
<tr>
<td>times more during lunch today</td>
<td><em>information:</em>* The kids were really having</td>
</tr>
<tr>
<td>than you did yesterday. How do</td>
<td>a bad day. There was too much going on.</td>
</tr>
<tr>
<td>you think the increased frequency</td>
<td>*They weren’t transitioning well. It was so</td>
</tr>
<tr>
<td>changed the classroom social</td>
<td>*crazy.</td>
</tr>
<tr>
<td>environment?</td>
<td></td>
</tr>
<tr>
<td>**Directed toward changeable</td>
<td>**Not checked for clarity. Let’s work on</td>
</tr>
<tr>
<td>behaviors and situations:**</td>
<td>*providing choices this week.</td>
</tr>
<tr>
<td>*What are some ways we can use</td>
<td></td>
</tr>
<tr>
<td>the communication strategies so</td>
<td></td>
</tr>
<tr>
<td>that children interact with you</td>
<td></td>
</tr>
<tr>
<td>during art?</td>
<td></td>
</tr>
<tr>
<td>*In this part of the video, there</td>
<td></td>
</tr>
<tr>
<td>was a missed opportunity to</td>
<td></td>
</tr>
<tr>
<td>incorporate more communication.</td>
<td></td>
</tr>
<tr>
<td>Did you notice Tara initiating,</td>
<td></td>
</tr>
<tr>
<td>but you essentially ignored her</td>
<td></td>
</tr>
<tr>
<td>use of words? What was the effect</td>
<td></td>
</tr>
<tr>
<td>of your behavior in relation to</td>
<td></td>
</tr>
<tr>
<td>Tara’s communication? How might</td>
<td></td>
</tr>
<tr>
<td>you act on this next time?</td>
<td></td>
</tr>
<tr>
<td><strong>Concise:</strong></td>
<td>**Not checked for clarity. Let’s work on</td>
</tr>
<tr>
<td>*It sounds like it was more</td>
<td>*providing choices this week.</td>
</tr>
<tr>
<td>challenging to incorporate the</td>
<td></td>
</tr>
<tr>
<td>communication strategies today</td>
<td></td>
</tr>
<tr>
<td>when you had to do a lot of</td>
<td></td>
</tr>
<tr>
<td>classroom management. *On this</td>
<td></td>
</tr>
<tr>
<td>date, you used fewer open-ended</td>
<td></td>
</tr>
<tr>
<td>questions. Do you remember what</td>
<td></td>
</tr>
<tr>
<td>was going on in the classroom at</td>
<td></td>
</tr>
<tr>
<td>that time?</td>
<td></td>
</tr>
<tr>
<td><strong>Checked for clarity:</strong> It</td>
<td>**Not checked for clarity. Let’s work on</td>
</tr>
<tr>
<td>sounds like you want to focus on</td>
<td>*providing choices this week.</td>
</tr>
<tr>
<td>providing choices more. Is that</td>
<td></td>
</tr>
<tr>
<td>correct? Based on what we</td>
<td></td>
</tr>
<tr>
<td>discussed today, expanding on</td>
<td></td>
</tr>
<tr>
<td>children’s language might be an</td>
<td></td>
</tr>
<tr>
<td>area to focus on, would you</td>
<td></td>
</tr>
<tr>
<td>agree?</td>
<td></td>
</tr>
</tbody>
</table>

(Borrowed from Brown, Gatmaitan, & Harjusola-Webb, manuscript in review)
Prompting

Coach uses prompting strategies for the EI provider to learn new skills or refine existing skills.

Example:
- While reviewing the EI provider’s video together, the coach encourages the EI provider or parent to practice a skill that will enhance a parent-child interaction.

Modeling/Demonstrating/Direct Teaching

Coach intentionally scaffolds the caregiver knowledge or capacity for mastering a new skill by providing print, verbal, visual, and video information, on “how to” and “why”; demonstrating and explaining; providing content about specific strategies, about child development, and/or about how to embed intervention into routines.

Examples:
- Coach models the use of a specific strategy to help the child’s positioning.
- Coach models the use of a specific strategy to help with feeding the child.

Practice

The EI provider practices the new skill and is observed and supported by the coach.

Example:
- EI provider practices an intervention strategy while the coach simulates being the “parent” or “caregiver”. At this time the coach can also provide feedback as well as informational or material support (e.g., additional resources) to the EI provider.
Expected Knowledge and Skills

The expected knowledge and skills include both the content (what) and process (how) of early intervention. The content refers to the evidence-based practices in early intervention in natural environments; the process refers to the coaching interaction style.

Core Values of Coaching
- Coaching requires authentic collaboration and respect for the individual being coached.
- Coaching is an ongoing, dynamic learning relationship.
- Coaching is a parallel process: The coach practices and models behaviors and dispositions that support the learning of the individual being coached.
- Coaching promotes individuals to reflect on practice.
- Coaching should assist the EI professional (the individual being coached) to develop self-awareness, self-reflection, and self-directed action to positively impact the children and families whom the professional serves.

(Isner et al., 2011, p. 2)

Coaching Competencies
Colorado Coaching Consortium

- Establishing the coaching agreement
- Co-creating the relationship
  - Establishing trust with the individual being coached
  - Coaching presence: ability to be present with the individual being coached; demonstrates respect; uses language that is non-sexist, non-racist, non-technical, non-jargon; uses teaching tools that match the individual’s learning style
- Communicating effectively
  - Active listening
  - Powerful questioning: ability to ask questions that provide information and stimulate thinking in support of the individual’s learning and goals
  - Direct communication
- Facilitating learning and results
  - Creating awareness: ability to integrate and evaluate multiple sources of information and make interpretations that help the individual to gain awareness
  - Planning and goal setting
  - Designing actions for implementation
  - Managing process and accountability
- Assessing success of the coaching relationship
  - Assessing coach practice: continuous self-reflection
  - Assessing outcomes for the individual being coached

Figure 6. Coaching Competencies (Taken directly from Colorado Coaching Consortium, 2009)

---

**Dosage, Duration, Intensity of Coaching**

Each regional and parent coach pair will provide support to an EI provider throughout the project. The EI provider is required to record a video of a home or community-based visit with a family, at minimum one video per module. Each video must be at least 30 minutes. In the recorded interaction, the EI provider must demonstrate the evidence-based practice in the module (coaching, assessment, IFSP development & implementation, progress monitoring). For example, during the module on assessment, the EI provider is to record himself or herself gathering information about the child and family, such as updating the child’s Hawaii Early Learning Profile (HELP), or engaging in a family-focused interview.

The regional and parent coach will review the video according to the *Agreed Upon Mission and Key Principles of Natural Environments* and the *Evidence-Based Practice Checklist* that corresponds with each module. The Evidence-Based Practice Checklist will be made available on Blackboard Learn along with the rest of the module content.

Then, the regional and parent coach will schedule the coaching meeting with the EI provider. The regional coach will engage in coaching, with support from the parent coach who will provide the parent/family perspective on natural environments and evidence-based, family-centered practices.

The regional coach will guide the EI provider in identifying and reflecting on the following:

- Areas of strong fidelity to Natural Environments Key Principles and Practices and areas in need of support
- Areas of fidelity to evidence-based practices and areas in need of support

The parent coach will guide the EI provider in identifying and reflecting on the following:

- Areas of strong fidelity to Natural Environments Key Principles and Practices and areas in need of support
- Areas of fidelity to evidence-based practices and areas in need of support
  
  **AND**

- Family supports, informal and formal
- Family well-being or stress (e.g., financial, emotional)
- Family protective and risk factors
- Parent-child interactions: learning opportunities, strengths in the interaction
In addition, the parent coach will also assist in evaluating fidelity to the *Natural Environments Key Principles and Practices (Competency Matrix)* and evidence-based practices (*Evidence-Based Practice Checklist*). The parent coach will also facilitate discussion on the family’s responses to the Family Satisfaction Scale and assist in identifying steps to improve family-centered practices.

The coaching meeting can take place via Adobe Connect and should be recorded; Adobe Connect has the capability to record or archive the meeting (a screencast will be provided in the CoP space demonstrating how this is done). Coaching must include the following components/behaviors:

*Figure 7. Components of the Coaching Process*

Note that the coaching interaction is generally not a linear process; it is possible that in a coaching interaction, you may use a component more than others depending on the EI provider’s needs and situation.

Keep in mind that not all coaching components will be used equally in each coaching session, but you might use all coaching components across several coaching interactions as the coaching partnership progresses. For example, the coach might focus more on goal setting than prompting or modeling in initial coaching interactions. Or, the coach might focus more on promoting reflection and problem solving compared to other components, as the situation requires. The use
of specific coaching components will depend on the individual needs of the learner and the specific situation.

Coaching interactions will serve as a feedback loop to continuously support EI providers in improving practices. The procedures are summarized in Figure 8.

---

**Figure 8. Summary of Procedures and Interactions in Each Module**

**Supervision and Support**

Two master consultants will provide support to the regional and parent coaches. Master consultants will review coaching videos (between regional and parent coach and EI provider) to determine the fidelity of implementation of coaching components.

The training is organized around five learning modules situated within a Community of Practice (CoP). During each module, regional and parent coaches will provide one video of an EI provider delivering services to a child/family, and one video of both coaches providing coaching support to the EI provider, to other team members providing services to the family, and/or to other EI providers as appropriate. The two master consultants will provide support to the coaches based on the video of the coaches’ joint coaching session. Individual support sessions between regional and parent coach pairs will be held at least once per module, and each module will culminate with a large group session. Each module contains a variety of readings, videos, and/or resources that coaches will use to inform their coaching practice (and individual practice if applicable), and these materials are organized into three separate tiers based on each coaches’
individual learning/support need. Finally, modules also contain forums with discussion prompts to build the CoP. Modules will be delivered as follows:

- **Module 1**: Natural Environment Practice and Agreed Upon Mission and Key Principles
- **Module 2**: Evidence-based Practices in Coaching and Mentoring (Parents and EI Providers)
- **Module 3**: Evidence-based Practices in Assessment
- **Module 4**: Quality Individualized Family Service Plan (IFSP) Development
- **Module 5**: Evidence-based Practices in IFSP Implementation and Progress Monitoring
- **Final Focus Group**: Reflection on successes and challenges; planning for the future

In addition to the modules, there will be a handful of webinars and other activities related to the training that will serve to continue to build the CoP. Since communication with one another is done through both asynchronous (on your own time) and synchronous (connecting in “real-time”) technological and/or internet-based means, it is important to keep the technology resources and tutorials handy at all times. These are available in BBL, but you are encouraged to save them to a computer or mobile device for easy access in the event you have difficulty accessing them through BBL.

---

**Fidelity of Implementation**

**Implementation Science and Systems Change**

![Diagram](image)

*Figure 9. The Importance of Early Intervention Social Networks and the Community of Practice (adapted from Lyons, 2012).*
Implementation science is the study of the process (and related procedural components) of implementing evidence-based practices with fidelity. In other words, implementation science seeks to identify what is necessary to bring research (evidence-based practices) in alignment with policy (at the local, state, and federal level) and practice (awareness of EBP, implementation with fidelity). In the current training the concept of the CoP is an integral piece of increasing awareness and fidelity of implementation of EBP at minimum, while also striving to inform policy and practice on a regional and statewide scale.

As a regional or parent coach, your role as a critical component of service delivery in your region cannot be understated. To improve the fidelity of implementation in the field, you will serve as an invaluable support and resource for the providers and teams that you coach. While you may also serve as a direct provider, during this training you will expand your reach and take on a leadership role to share what you learn and support others in their practice. The role of coach is a fundamental link between EBP and implementation fidelity in practice. Figure 10 demonstrates this process:

![Figure 10. Implementation Framework Applied to Developing Evidence-Based Intervention Practices within Organizations](image)


Throughout the training experience, we will revisit the concept of implementation science and how it relates to the importance of your role as a regional or parent coach.

**Coaching Data and Documentation**

The following forms must be completed:

Master Consultant:

- *Coaching Fidelity Checklist (see Appendix A)*
Regional and Parent Coaches:

- *Coaching Fidelity Checklist*
- *Evidence-Based Practice Checklist* (corresponds with each module; see Blackboard Learn)

EI Providers:

- *Intentional EI Planning Sequence with Embedded Learning Opportunities Chart* (see Appendix B)

_Please Note:_ Pre and post measures are not described here as they are used for establishing baseline and evaluating change over time.

_Notes:_
Recommended Reading (Books and Websites)

Center for Evidence-Based Practice: www.evidencebasedpractices.org

Coaching in Early Childhood: http://www.coachinginearlychildhood.org/coaches.php

CONNECT Modules (free web-based modules): http://community.fpg.unc.edu/

Early Childhood Technical Assistance Center (ECTA Center, formerly NECTAC): http://ectacenter.org/default.asp


Embedded Instruction for Early Learning: http://embeddedinstruction.net/


Family-guided Approaches to Collaborative Early Intervention Training and Services: (FACETS): www.parsons.lsi.ku.edu/facets/

Family-Guided Routines-Based Intervention: http://fgrbi.fsu.edu/index.html

FIPP Center for Professional Development Learning Modules: http://www.fipp.org/learningmodules.php


Participation-Based Services: http://jeffline.jefferson.edu/cfsrp/pbs.html

Research and Training Center on Early Childhood Development: http://www.researchtopractice.info/whatisebp.php


Tracking, Referral, and Assessment Center for Excellence: http://www.tracecenter.info/


Appendix A

Coaching Fidelity Checklist
Coaching Fidelity Checklist
Ohio Early Intervention Community of Practice

Coach’s ______________________ EI Provider: _____________________ Date: __________

The Coaching Fidelity Checklist is based on various professional literature on coaching (Colorado Coaching Consortium, 2009; Dunne & Villani, 2007; Friedman, Woods, & Salisbury, 2012; NAEYC/NACCRRA, 2011; Hanft, Rush, & Shelden, 2005) and performance feedback (Friend & Cook, 2010).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Planning Conversation</td>
<td>Conversation/ information sharing Joint interaction</td>
<td>Joint Planning/ Initiation</td>
<td>Questioning Listening Goal Setting</td>
</tr>
<tr>
<td>Coaching Observation and Data Gathering</td>
<td>Observation</td>
<td>Observation</td>
<td>Observation</td>
</tr>
<tr>
<td>Intentional Teaching</td>
<td>Direct teaching Demonstrating</td>
<td>Action/Practice Practice</td>
<td>Prompting Modeling</td>
</tr>
<tr>
<td>Practice with feedback</td>
<td>Feedback Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Reflecting Conversation</td>
<td>Problem solving/Reflection Reflection Reflection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that the behaviors below do not have to be demonstrated in order or equally within each session.

Did the coach...

<table>
<thead>
<tr>
<th>Questioning</th>
<th>Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions that seek information from the learner? (e.g. ask about priorities and goals for child/family, current practices or strategies being used)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions that elicit the learner’s perspective?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions that confirm or clarify information to obtain shared understanding and clarity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask probing questions that assist the learner in examining his or her own knowledge and/or skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask questions that facilitate vision and create challenge?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Active Listening | |
|------------------| |</p>
<table>
<thead>
<tr>
<th>Elicit the learner’s perspective?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate appreciation for the learner’s perspective? (e.g., verbally affirming or acknowledging what the learners shared)</td>
<td></td>
</tr>
<tr>
<td>Use reframing to give the learner another perspective on his/her wants and concerns?</td>
<td></td>
</tr>
<tr>
<td>Summarize, paraphrase, and restate to reflect back what the learner has said for clarity and understanding?</td>
<td></td>
</tr>
<tr>
<td>Shift coaching behaviors as needed in the moment based on learner’s needs?</td>
<td></td>
</tr>
</tbody>
</table>

### Goal Setting

| Identify with the learner the targeted skills? |  |
| Identify with the learner a timeline for the coaching process? |  |
| Develop with the learner a plan for action to achieve targeted skills? |  |
| Review previous goals, if applicable? |  |

### Observation

| Observe the learner demonstrate knowledge or the targeted skill? |  |

### Reflection & Problem Solving

| Ask questions that promote learner’s AWARENESS? |  |
| Ask questions that promote learner’s ANALYSIS? |  |
| Ask questions that assist the learner in identifying ALTERNATIVES? |  |
| Ask questions that assist the learner in identifying future ACTION in relation to fidelity of implementation of evidence-based practices and natural environments? |  |

### Promoting

| Provide the opportunity for the learner to practice the targeted skill? (verbally encouraged learner to practice) |  |

### Modeling/Demonstrating/Direct Teaching

| Create opportunities for the learner to observe the coach and/or others model the targeted skill? |  |
| Intentionally scaffold the caregiver knowledge or capacity for skill mastery? (e.g., providing print, verbal, visual, and video information matched to their learning preferences on “how to” and “why”; providing content about specific strategies, about child development, and about how to embed intervention into routines; may be a brief verbal explanation followed by a demonstration; print materials and video may also be used.) |  |

### Feedback

| Allow the learner to reflect first on their performance before providing feedback? |  |
| Provide feedback that is concise? |  |
| Provide feedback that is specific? |  |
| Provide feedback that is descriptive? |  |
| Provide feedback that is directed toward changeable behaviors? |  |
| Check for the learner’s understanding? |  |
| Verbally acknowledge the learner’s successes? |  |
| Provide and/or promote access to new information and resources for further learning? |  |
### Did the learner...

<table>
<thead>
<tr>
<th></th>
<th>Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal Setting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share information about family priorities and desired goals for the child/family?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share what s/he has tried or accomplished between coaching conversations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify what s/he wants to try or accomplish between coaching conversations and when the next conversation will be scheduled?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Observation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe own behavior on a video-recording to assist in reflection on fidelity of evidence-based practices and natural environments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe own behavior on a video-recording to assist in reflection on fidelity of evidence-based practices and natural environments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Action/Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try new ideas or actions related to the child or environmental arrangement that were either previously discussed and planned with the coach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection &amp; Problem Solving</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine what worked or did not work and why during the observation and/or action?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generating alternatives, ideas for how to enhance the use of the practice or strategy and how to generalize the strategy to new, relevant situations, with support from the coach?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jointly determine next steps for future implementation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide feedback, any unanswered questions or concerns?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Appendix B

Intentional EI Planning Sequence

With Embedded Learning Opportunities
## Intentional EI Planning Sequence with Embedded Learning Opportunities Template (Example)

<table>
<thead>
<tr>
<th>What to Teach (functional, participation-based IFSP outcome)</th>
<th>When to Teach (time of day, routine, activity)</th>
<th>Where to Teach (location: home or other community setting)</th>
<th>What to Teach With (motivating and accessible materials or toys)</th>
<th>With Whom To Teach (family members, siblings, peers)</th>
<th>How to Teach (ELO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cecil will participate in meals by accepting a variety of food textures &amp; types from a spoon or fork without spitting the food out during the majority of the meal for each meal during a week’s time.</td>
<td>Breakfast Snack Lunch Dinner</td>
<td>Child care large group table Grandma’s kitchen table Applebee’s</td>
<td>Foods which need to be eaten with a spoon or fork and have different textures such as semi-solids, chewy, and hard; different food types such as beans, breads, cereals, cheeses, and veggies</td>
<td>Peers at child care Family Grandma</td>
<td>(+) accepts variety of food without spitting the food out (-) accepts food but spits the food out (-) accepts only a single texture of food (-) doesn’t accept food (e.g., turns heads, keeps mouth closed, puts head on highchair)</td>
</tr>
<tr>
<td>What to Teach (functional, participation-based IFSP outcome)</td>
<td>When to Teach (time of day, routine, activity)</td>
<td>Where to Teach (location: home or other community setting)</td>
<td>What to Teach With (motivating and accessible materials or toys)</td>
<td>With Whom To Teach (family members, siblings, peers)</td>
<td>How to Teach (ELO)</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A (Antecedent)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B (Child’s Responses)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C (Consequences: natural reinforcers)</td>
</tr>
</tbody>
</table>

Research-based Instructional Sequences: Early Access September 26, 2012
Appendix C

The Coaching Process
# THE COACHING PROCESS

<table>
<thead>
<tr>
<th>Component</th>
<th>WHAT THE COACH DOES</th>
<th>WHAT THE LEARNER DOES</th>
</tr>
</thead>
</table>
| **INITIATION / JOINT PLANNING QUESTIONING LISTENING GOAL SETTING** | • Ask about priorities and desired goals for child/family  
• Ask about current practices to draw out existing knowledge, skills, and strengths  
• Review the previous joint plan, if any  
• Ask what the learner did between conversations relative to the plan  
• Plan who is going to do what by when based on the actions and ideas discussed | • Share information about family priorities and desired goals for the child/family  
• Share what s/he has tried or accomplished between coaching conversations.  
• Identify what s/he wants to try or accomplish between coaching conversations and when the next conversation will be scheduled |
| **OBSERVATION** | • Observe the learner (EI provider) interact with a family OR  
• Observe the learner (EI provider) practice the desired behavior/skill | • Observe own behavior on a video-recording to assist in reflection on fidelity of evidence-based practices and natural environments |
| **MODELING/DEMONSTRATION/DIRECT TEACHING** | • Intentionally scaffold caregiver knowledge or capacity for mastering a new skill by providing print, verbal, visual, and video information as applicable, on how to implement a skill and why; demonstrating and explaining; providing content about specific strategies, about child development, and/or about how to embed intervention into routines | • Observe the coach model a behavior or activity with an understanding of what/why s/he is watching |
| **PROMPTING** | • Encourage the learner to try a new skill | • Try new ideas or actions related to the child or environmental arrangement that were either previously discussed and planned with the coach |
| **ACTION/PRACTICE** | • Observe the learner (EI provider) try a new skill | |