KENT STATE UNIVERSITY

Early Intervention Specialist Program

Coaching Manual

Evidence-Based Early Intervention

Fidelity of Implementation

COACHING

EHHS
COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

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Early Intervention in Natural Environments Specialization Training (EI-NEST)

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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)

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Introduction

Ongoing professional development is critical to support early intervention providers' implementation of best practices for infants and toddlers with disabilities and their families. Research on professional development suggests that traditional, one-shot training opportunities are generally ineffective in supporting professionals' use of new knowledge and skills. We provide a framework for high-quality professional development in Figure 1, which incorporates the recommended, evidence-based practices set forth by the Division for Early Childhood, the Principles and Practices for Early Intervention in Natural Environments, partnerships between communities, families, and universities, and tools for effective collaboration and coaching.
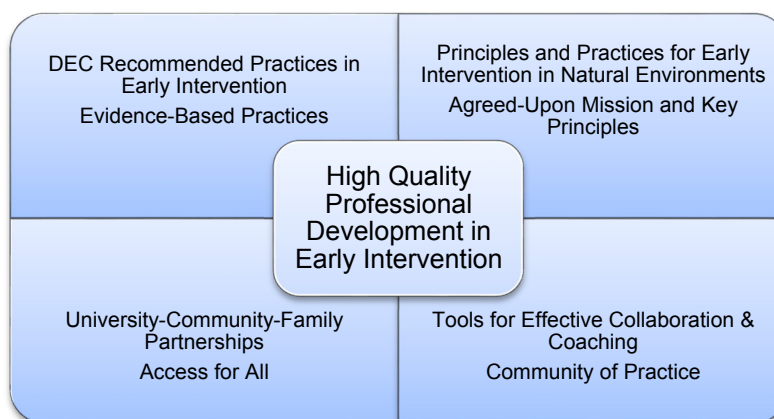
Figure 1. Foundation for High Quality Early Intervention Professional Development

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 evidence-based early intervention services to infants, toddlers, and families. Through the coaching process, EI professionals will support the caregivers of young children with disabilities in using natural learning opportunities as contexts for intervention. EI professionals can also support each other through coaching to implement evidence-based practices with fidelity. Ultimately, the goal of coaching parents and caregivers is to promote their *confidence and competence* in caring for their child with a disability. Similarly, the goal of coaching among EI providers (peer-to-peer coaching) is to promote professional confidence and competence in implementing evidence-based practices.

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.

Among professionals, coaching is the style of interaction that supports an intentional practice. 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).

The *Coaching Manual* describes the (1) the foundational philosophy of coaching, (2) the professional literature supporting coaching, (3) the process of coaching, including specific components and behaviors, (4) the expected knowledge and skills, (5) reflective practice, (6) fidelity of implementation, and (7) recommended reading and references. The *Coaching Fidelity Checklist* is included in an appendix to support professionals' practice.

Foundational Philosophy

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/NACCRRA, 2011; Rush & Shelden, 2005). Coaching is a "cyclic process" intended to increase knowledge and skills, self-confidence, and promote relationships (Trivette, Dunst, Hamby, & O'Herin, 2009, p. 2)

The practice of coaching is consistent with adult learning principles. Adult learning has four underlying principles: (1) readiness to learn, (2) self-directedness, (3) active learner participation, and (4) solution-centered (Knowles, 1984). In a research review by Donovan et al. (1999), researchers identified *three key elements of the "science of learning"*:

1. New material and information is more easily learned when it is *related to existing learner knowledge and is relevant to the learner*.
2. Mastery of new material and information requires *application* of the knowledge in the context of a conceptual, procedural, or practical framework.
3. Ongoing monitoring of learning and self-assessment of progress facilitates *deeper understanding and continued application* of new knowledge or practice.

(Donovan et al., 1999, as cited in Trivette, Dunst, Hamby, & O'Herin, 2009, p. 2)

Coaching has been gaining much attention in the field of early intervention as a means to support caregivers in implementing strategies and interventions that promote their child's participation in family routines and activities. In contrast to traditional models in which the professional works directly with the child, professionals are to work with both the caregiver and child to build the caregiver's capacity. By understanding the family's priorities and concerns, and using existing routines and activities as sources of learning opportunities, learning becomes relevant and meaningful to the child and family. Coaching supports the transfer of learning so that the caregiver can apply skills gained in the learning context to the context in which they are needed (i.e., a family routine or activity).

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

opportunities. Between and among EI professionals, coaching can be used to support team members' learning through collaborative problem-solving and teaming.

> "Coaching is a learner driven process facilitated by a coach's encouragement and use of his or her knowledge and skills to promote learner understanding and use of newly acquired knowledge and skills" (Gallacher, 1997, as cited in Trivette, Dunst, Hamby, & O'Herin, 2009, p. 2).

Professional Literature Supporting Coaching
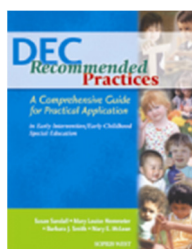
From the Division for Early Childhood (DEC) *Recommended Practices: A Comprehensive Guide for Practical Application in Early Intervention/Early Childhood Special Education* (Sandall, Hemmeter, Smith, & McLean, 2005):

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 (2003), 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

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/NACCRRA, 2011). The additional characteristics of coaching are in the following figure.

Additional Characteristics of Coaching

Focus
- Supports the development of specific skills and practices; it is focused on a performance-based outcome(s).
- Should be embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed.

Relationships
- Requires interactions that build trust and respect.
- A person may select a coach, be assigned to a coach, or the coach may be assigned to an individual or group.
- Should be distinguished from supervisory processes; however, its findings and conclusions may contribute to job performance evaluation. In these instances, the recipient of the coaching should be made aware of this possibility.

Process
- Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals.
- Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling, and practice.
- Likely to occur through planned onsite contacts.
- Concludes when the specified goal has been achieved.

Duration
- Can occur one time or in a series of sessions, dependent upon the successful achievement of the goal.

Delivery
- May be provided face-to-face or through distance, technology-based, or hybrid methods.

Figure 2. Additional Characteristics of Coaching (NAEYC, NACCRRA, 2011, p. 11)

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The Coaching Process

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). The next section outlines the specific behaviors used in a coaching interaction style. Underlying each behavior are effective communication and collaboration practices.

Components of Coaching

Across the literature exploring effective coaching behaviors in EI (Friedman, Woods, & Salisbury, 2012; Hanft, Rush, & Shelden, 2005; Moore & Harjusola-Webb, 2013), early childhood education (Dunne &

Villani, 2007; NAEYC/NACCRRA, 2011), and teacher education (Leat et al., 2006) there are several key components that are generally consistent. In Table 1, note the shared components among the different sources.

Table 1. Core Components of the Coaching Process

Dunne & Villani, 2007		Friedman, Woods, & Salisbury, 2012	Hanft, Rush & Shelden, 2005	Leat et al., 2006	Moore & Harjusola-Webb, 2013	NAEYC/ NACCRRA, 2011
Intentional Teaching	The Planning Conversation	Conversation/ information sharing Joint interaction	Joint Planning/ Initiation	Coach information sharing Joint Planning and Goal Setting	Resource Support Action Planning/ Goal Setting	Questioning Listening Goal Setting
	Coaching Observation and Data Gathering	Observation	Observation			Observation
		Direct teaching Demonstrating		Modeling	Demonstration	Prompting Modeling
		Practice with feedback Feedback	Action/ Practice Feedback	Learner Information Gathering and Practicing Coach Feeback	 Performance Feedback	Practice Feedback
	The Reflecting Conversation	Problem solving/ Reflection	Reflection	Analysis of and Reflection on the Learning Experience	Brainstorming/ Problem Solving Guided Reflection	 Reflection

The core components of coaching illustrated in Table 1 comprise an interaction style that 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)
- Positive behavior support (PBS) for challenging behavior (Dunlap & Fox, 1996; Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003; Joseph, & Strain, 2003)

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

Note: In all of the behaviors described next, "learner" can refer to a parent/caregiver or a professional, depending on the context of a professional coaching a parent/caregiver, or a professional coaching a colleague.

Specific Behaviors in a Coaching Interaction

Goal Setting and/or Review of Previous Goals	
Definition	Coach and learner discuss individualized priorities, concerns, or outcomes.
Examples	- The EI provider and caregiver might set the goal to promote the caregiver's use of naturalistic language promoting strategies with his or her child within everyday routines. - The EI provider and Speech-Language Pathologist collaboratively set the goal for the EI provider to learn about adaptive and augmentative communication.

Questioning	
Definition	Questions have three purposes: a) to seek information, b) to provide information, and c) to clarify or confirm information (Friend & Cook, 2010).
Examples	**Questions that seek information** *What are the priorities you have for Anne?* *What communication strategies have you used with him?* *What do you think 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.

Active Listening	
Definition	The coach actively listens to the learner's verbal and nonverbal communication. Active listening helps the speaker feel heard and encourages open communication. The coach also learns to be aware of any cultural factors that may influence communication (for further information on cultural factors that influence communication, the book *Developing Cross Cultural Competence: A Guide for Working With Children and Their Families* by Lynch and Hanson (2011) is an excellent resource, available at http://products.brookespublishing.com/Developing-Cross-Cultural-Competence-P138.aspx). 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	• EI provider is interviewing the parent and notices the parent's discomfort, then asks if the parent would like to discontinue the interview. • Clarifying meaning: *"What I'm hearing you say is…"* or *"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	
Definition	The coach observes the learner "in action" on the video recording or in-person and makes

	note of target and/or non-target behaviors. The coach may also observe to collect data to examine the effects of a specific strategy or practice on child, family, or professional outcomes.
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.

Guided Reflection and Problem Solving	
Definition	The coach uses specific questioning skills to encourage the learner's reflective practice, to include self-assessment and problem solving. 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*.

Examples	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:
	     o *What did you do that worked well?*
	     o *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:
	     o *What brought about that result?*
	     o *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:
- o *What would you do differently next time?*
- o *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:
- o *What do you plan to do?*
- o *What would it take for you to be able to…?*

Figure 3. 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 4. Self-questioning (Borrowed from Friend & Cook, 2010, p. 269)

Feedback	
Definition	Feedback must be: specific, descriptive, concise, tied to a changeable behavior, and checked for understanding (Friend & Cook, 2010).
Examples	• Coach provides feedback to caregiver on how the caregiver's behavior elicited a

	positive response from the child. • Coach provides feedback to the EI professional on her implementation of quality assessment practices during a home visit.

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

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

(Borrowed from Brown, Gatmaitan, & Harjusola-Webb, 2013)

Prompting	
Definition	Coach uses prompting strategies for the learner to learn new skills or refine existing skills. The coach may encourage or invite the learner to try a new strategy.
Examples	• 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. • A physical therapist invites an EI provider to learn a positioning strategy to help position a child for play.

Modeling/Demonstrating/Direct Teaching	
Definition	Coach intentionally scaffolds the learner's 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	• An EI provider coaching a parent models the use of a specific strategy to help with feeding the child. • A speech and language pathologist coaching an EI provider models the use of a picture communication system for a child who is not yet talking verbally.

Practice	
Definition	The learner practices the new skill and is observed and supported by the coach.
Examples	• A parent practices a new feeding strategy to support his child with feeding concerns while the coach observes. • 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.

Summary

The components of coaching are illustrated in Figure 5.

Figure 5. 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 learner'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.

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)

For more information, see the Coaching Competencies for Colorado Early Childhood Education by the Colorado Coaching Consortium (2009) at http://cocoaches.net/uploads/Coaching_competencies_Oct_2010.pdf

Coaching to Support Reflective Practice

Reflective Practice

Coaching conversations are opportunities for reflective practice. Reflection supports a deeper understanding of learning. Through reflection, the learner engages in a self-assessment of his or her learning process (i.e., acquisition of knowledge and skills) and identifies the next steps for continued learning (Trivette, Dunst, Hamby, & O'Herin, 2009).

> "We do not learn from experience;
> we learn from reflecting on experience."
> - John Dewey

According to Gallacher (1997) and Gilkerson (2004), the purpose of reflection is to build the capacity of another person in such a way as to promote ongoing self-assessment, planning, and knowledge/skill acquisition. Weatherston, Weigand, and Weigand (2010) describe reflective practice as a process that includes:

- A regular examination of thoughts, feelings, strengths, and areas for growth
- Collaboration with mentors and peers, such as reflecting collaboratively about professional needs and the needs of children and families served (p. 24)

Dunlap and Ridgley (2011) developed a process to support professionals' reflective practice in their research on professional development for EI providers. In the framework, called SEE-LIKE-ADD-CHANGE-PLAN, professionals are to reflect the following questions:

- What do you *see/observe* in your practices?
- What do you *like*?
- What would you *add*?
- What would you *change*?
- What is your *plan* to make those changes?

We have expanded Dunlap and Ridgley's (2011) framework to include starting with a reflection on the plan, and circling back to planning for future practice. In our adaption of Dunlap and Ridgley's (2011) framework, we propose the following: PLAN-SEE-LIKE-ADD-CHANGE-PLAN, illustrated in Figure 7.

Professionals can use the below framework as a guide when they reflect on or review videos of their interactions with children and families. The PLAN-SEE-LIKE-ADD-CHANGE-PLAN also supports professional-to-professional coaching, as well as supervisor-to-professional coaching. Reflection supports the development of intentionality in EI practice, in which professionals "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).
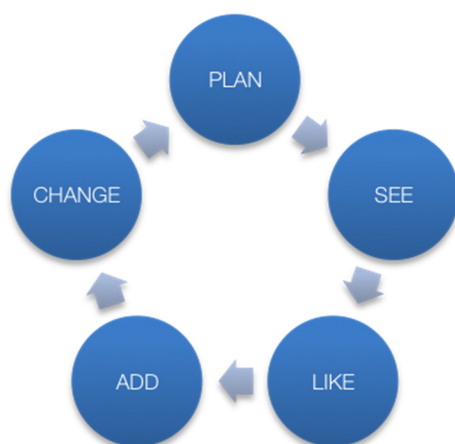
- What was your *plan*?

- What do you *see/observe* in your practices?

- What do you *like*?

- What would you *add*?

- What would you *change*?

- What is your *plan* to make those changes?

(Adapted from Dunlap & Ridgley, 2011)

Figure 7. Plan-See-Like-Add-Change-Plan

Fidelity of Implementation

Fidelity is defined as "the extent to which delivery of an intervention adheres to the protocol or program model originally developed" (Mowbray, Holter, Teague, & Bybee, 2003, p. 315). It is critical to examine the fidelity with which best practices are implemented to understand the results or outcomes of our practices. To that end, we developed the *Coaching Fidelity Checklist* (see Appendix A) as a tool for self-assessing one's own coaching behaviors.

Coaching Data and Documentation

We recommend the use of digital video during a family visit to examine coaching practices. Review your video and reflect on your practice using the Coaching Fidelity Checklist. Request a colleague or supervisor to review your video and complete the Coaching Fidelity Checklist. Together, engage in a constructive discussion regarding your video. Collaboratively decide on the frequency of your coaching conversations with your colleague or supervisor.

Tips for Using Digital Video

- When using Apple handheld devices (iPhone, iPad), position the device horizontally with the home button on the right. Positioning the device this way maintains the correct "aspect ratio" for your video.

Home button on the right

Image from
http://www.graphicsfuel.com/2013/03/a
pple-products-minimal-wireframe-kit-

- Today's smartphones and tablets tend to record videos at high resolutions, which results in very large file sizes that can be cumbersome to share with colleagues (video files tend to be much larger than what is allowed in email attachments). In general, iPhones and iPads are better for capturing very short videos; digital video cameras are better suited for long videos. However, the MoviePro app ($2.99) allows you to set the resolution on your smartphone so that you can record at a lower resolution. To record in a manageable file format, use "Standard Definition" (4:3 or 640x480).

- Handbrake: If your video file is very large, you can compress the file using *Handbrake*, a free downloadable software that can be used in both Mac and Windows computers (recommended by the technology specialists at Kent State University). Handbrake also allows you to save your video file as an .mp4 file which is easier to use regardless of your operating system. For a video tutorial, view http://www.youtube.com/watch?v=FB0ji_3Uees

- MPEG Streamclip: If you would like to take small clips out of a larger video file, join multiple short clips into one file, and/or compress the file to make the file smaller and easier to share via email, you can use the free *MPEG Streamclip*. Download it from: http://www.squared5.com . You will need the free QuickTime player to use MPEG Streamclip. View Larry Edelman's tutorial (*Using MPEG Streamclip to Edit Video Files)* here: http://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology.htm#top

Recommended Reading (Books and Websites)

Beach Center on Disability (University of Kansas): http://www.beachcenter.org/default.aspx

Birth to Kindergarten (B2K) Solutions, Ltd.: Moving From Complex Ideas to Advanced Solutions: http://www.b2kcentral.com/

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

Center on the Social and Emotional Foundations for Early Learning: http://csefel.vanderbilt.edu/index.html

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

Center to Mobilize Early Childhood Knowledge: CONNECT Modules (free web-based modules): http://community.fpg.unc.edu/

Division for Early Childhood: http://www.dec-sped.org/index.aspx

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

Early Childhood Workforce Systems Initiative (NAEYC description and resources): http://www.naeyc.org/policy/ecwsi

Early Intervention Excellence: http://www.eiexcellence.org/

Early Intervention Strategies for Success: http://veipd.org/earlyintervention/

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

Everyday Children's Learning Opportunities Institute: http://www.everydaylearning.info/index.php

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

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Ohio's Early Intervention Community of Practice: http://ohioeicommunityofpractice.weebly.com/

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

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

Results Matter Video Library: http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top

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

Technical Assistance Center on Social and Emotional Intervention for Young Children: http://challengingbehavior.org/

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Appendix A

Coaching Fidelity Checklist

Coaching Fidelity Checklist

Kent State University Early Intervention Program

Coach: _____ 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; Hanft, Rush, & Shelden, 2005; Leat et al., 2006; Moore & Harjusola-Webb, 2013; NAEYC/NACCRRA, 2011) and performance feedback (Friend & Cook, 2010). The checklist can be used to guide professional-to-caregiver coaching and professional-to-professional coaching.

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

Did the coach…	Y/N	Comments
Questioning		
Ask questions that seek information from the learner? (e.g. ask about priorities and goals for child/family, current practices or strategies being used)		
Ask questions that elicit the learner's perspective?		
Ask questions that confirm or clarify information to obtain shared understanding and clarity?		
Ask probing questions that assist the learner in examining his or her own knowledge and/or skills?		
Ask questions that facilitate vision and create challenge?		
Active Listening		
Elicit the learner's perspective?		
Demonstrate appreciation for the learner's perspective? (e.g., verbally affirming or acknowledging what the learners shared)		
Use reframing to give the learner another perspective on his/her wants and concerns?		
Summarize, paraphrase, and restate to reflect back what the learner has said for clarity and understanding?		
Shift coaching behaviors as needed in the moment based on learner's needs?		
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?		
Guided 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?		

Prompting		
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 learner's 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 his or her 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…	Y/N	Comments
Goal Setting		
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 own behavior on a video-recording to assist in reflection on fidelity of evidence-based practices and natural environments?		
Observe the coach modeling or demonstrating a new skill?		
Action/Practice		
Try new ideas or actions related to the child, caregiver, or environmental arrangement that were either previously discussed or planned with the coach?		
Guided Reflection & Problem Solving		
Determine what worked or did not work and why during the observation and/or action?		
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?		
Jointly determine next steps for future implementation?		
Feedback		
Provide feedback, any unanswered questions or concerns?		

Ask any unanswered questions or raise concerns?		
Confirm understanding of next steps?		

Other comments:

Questions to guide reflection:

What was your PLAN?

What did you SEE/OBSERVE in your interaction?

What did you LIKE?

What would you ADD?

What would you CHANGE?

What is your next PLAN for continued learning? (also include timeline for accomplishing goals/plan)

Appendix B

The Coaching Process

THE COACHING PROCESS		
Component	**WHAT THE COACH DOES**	**WHAT THE LEARNER DOES**
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	
GUIDED REFLECTION/ PROBLEM SOLVING	• Use reflective questions to assist the learner in analyzing the current situation • Generate alternatives and actions for continually improving the learner's knowledge and skills in promoting child participation in everyday activities, thereby achieving desired priorities	• Determine what worked or did not work and why during the observation and/or action • Jointly determine next steps for future implementation
FEEDBACK	• Use non-committal acknowledgement when appropriate to affirm what the learner says or does • Provide feedback that is specific, descriptive, concise, and tied to a changeable behavior • Share information to build upon the learner's knowledge/skills	• Provide feedback, any unanswered questions or concerns

Note: Information in this table is adapted from the following: **(1)** Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions*. Infants and Young Children, 25*(1), 62-82; **(2)** Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals* (6th ed.). Upper Saddle River, NJ: Pearson; **(3)** Hanft, B.E., Rush, D., & Shelden, M.L. (2004). *Coaching families and colleagues in early childhood*. Baltimore, MD: Brookes; **(4)** Moore, L., & Harjusola-Webb, S. (2013). *Six features of coaching in early childhood education and intervention*. Poster session presented at the Division for Early Childhood Conference, San Francisco, CA; and **(5)** NAEYC, NACCRRA. (2011). *Early childhood education professional development*: *Training and technical assistance glossary.* Retrieved from www.naeyc.org/GlossaryTraining_TA.pdf