



Using PBC to Coach Early Interventionists

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INNOVATIONS**
ChallengingBehavior.org

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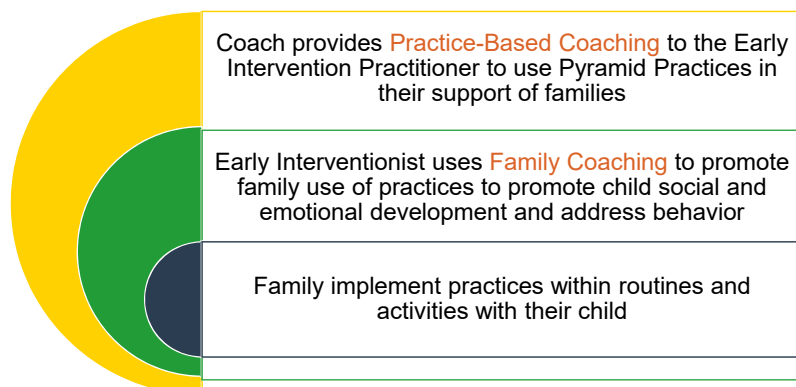
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Overview of Practice-Based Coaching

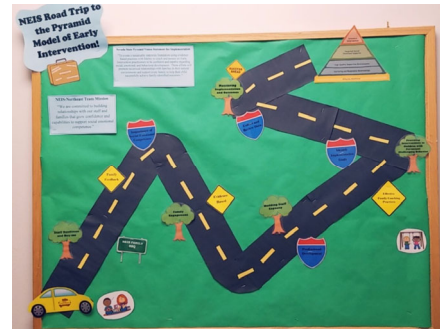
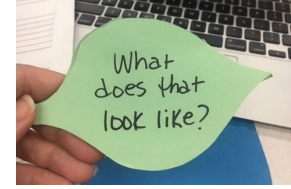


Coaching in Early Intervention



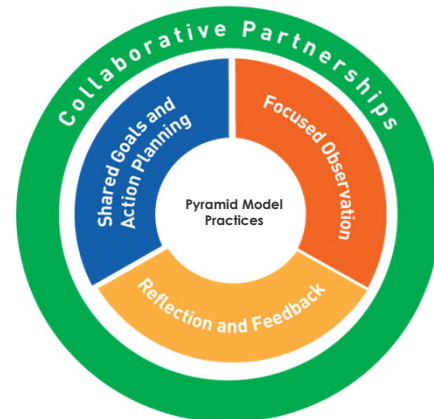
Preparation for Coaching

- Communicate clear expectations
- PBC training
- Part C Pyramid Practices Training & Early Intervention Pyramid Practices Fidelity Instrument (EIPFFI)
- Role play with other coaches
- Find creative ways to support buy-in



Building Partnerships with Early Interventionists

- Focus on the positive
- Safe communication
- Honor commitments
- Consider early interventionist's learning style
- Model the parallel practice
- Clarify coaching role and expectations



Family Relationship Building

Preparing the EI...

- Clarify Information the early interventionist should share prior to the visit



Supporting relationships between the early interventionist, caregivers, and child



Preparing the Family...

- Explain coaching as a form of PD for the EI
- Review what a visit with a coach looks like
 - Time frame
 - Recording with permission and its use
 - Coach's role
- Family role
 - Choice to participate
 - Provide feedback/ask questions

Example Coaching Agreement

Coach Example

- Understand your unique learning style, so that I can adapt my coaching to your individual needs
- Maintain your confidentiality

Supervisor Example

- Keep my roles as supervisor and coach separate
- Use the EIPPF1 to identify your needs for coaching purposes only

Early Interventionist Example

- Collaborate as a team with the coach and family to communicate coaching information
- I commit to being open to suggestions and ready to ask for what I need from my coach

Family Example

- Allow the coach to observe my early interventionist during our scheduled visits
- Share my preferences and priorities regarding my comfort level with coaching supports and video taping



Shared Goals and Action Planning

Objectives



- Assessing needs and discussing goals
- Setting goals
- Action planning

Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFi)



- ✓ Pyramid Model Practices
- ✓ Aligned with **DEC Recommended Practices** and **OSEP Key Principles of EI**
- ✓ Practice examples
- ✓ Recording options
- ✓ Summary scores by section

What are the Practices?

Early Interventionist Pyramid Practices Fidelity Instrument (EIPFFI)

Key Practice Areas:

- Building Partnerships with Families
- Promoting Social Emotional Development
- Dyadic Relationship Indicators
- Family-Centered Coaching
- Supporting Families with Children with Severe, Persistent Challenging Behaviors
- Social Emotional Assessment



A2

Early Intervention Pyramid Implementation Checklist

- Linked to EIPFFI practices
- EIs reflect on the practices they:
 - Currently implement
 - Want to know more about
- Prepares EI for goal setting

NCPMI Early Intervention Implementation Checklist

Responsive Relationships

Building Partnerships with Families

Preparing for the Visit

- Schedule visits in the home and community during times that are convenient for the family based on the routine, activities, or strategies the family would like to address.
- Provide caregivers with community resources (e.g., parenting groups, events, brochures, websites, flyers, handouts, videos) based on caregiver's priorities or concerns.

During the Visit

- Create caregivers and children by name.
- Call to caregiver and child by name throughout the visit.
- Use materials found in the natural environment.
- Observe and join the caregiver about previous, related, family activities, and routines.
- Involve caregivers to share their thoughts, ideas, perspective and/or preferences on what they consider to be priorities during each visit (e.g., strategies to implement, goals to address, routines, and materialization needs).
- Explain philosophy of EI services, describe how EI visits might look, and ask caregivers to share their ideas on how they would like visits to look.
 - * This typically occurs during the initial visit.
 - * With some families, practitioners may have to revisit this conversation.

After the Visit

- Connects with others to discuss their phases and how they might impact their connections with families

Notes, thoughts or ideas: _____

Supportive Conversations

- Uses a calm, positive and supportive tone of voice.
- Limits jargon, and use language caregivers understand.
- Checks for understanding and explains technical terms to caregivers.
- Speaks to caregivers and children who are multilingual using key words from their language.
- Uses a variety of strategies to communicate using the caregiver's preferred language (e.g., clear visuals, cultural norms related to communication style, use of a translator, or providing memoratives in the preferred language).
- Asks caregivers their preferred method of communication (e.g., text, email, phone).

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Slide 12

- A2** Erin-can we share this? I know we don't have it officially on the website yet, but is meant to support the needs assessment process
Author, 11/9/2020

Assessing Needs & Discussing Goals

- Coach completes and scores EIPPF
- EI completes Implementation Checklist
- Collaborate
- Choose 2-3 achievable goals
 - ✓ Identified from EIPPF outcomes
 - ✓ Agreed by both coach and early interventionist
- Create simple and achievable action steps



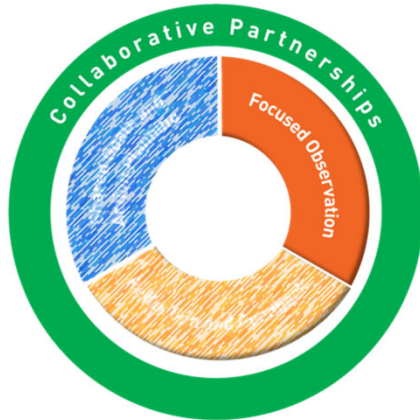


Action Planning Form
 Practitioner: EI2 Date: 05/26/2020
 Coach: Jennifer Kellogg

Goal	Action Steps	Materials or Resources Needed	Timeline	My goal is met when...	Date Action Step Completed
(BP9) Practitioner identifies caregiver's priorities	Prepare prior to visit in depth: <ul style="list-style-type: none"> List of questions to ask Visualize the visit Keep a notepad handy 	NCMPi website for handouts and information Jen for resources for identifying priorities Part C TA documents for linking priorities to IFSP Family Needs Assessment Books on reflective listening (In library)	Draft list of questions prior to 6/2 meeting Jen will bring family resources for priorities to 6/2 meeting Jen observe asking open ended questions and repeating back what caregiver said during 6/2 FO	"When I feel confident in the upcoming visit without having to do so much preparation for myself. Once it becomes a habit for me to pause and reflect on the caregiver's priorities." "When I can recall the caregiver's priority and that is the focus for the visit and goal setting" "When I can listen, without interjecting or giving a solution for the answer, rather than working with the caregiver to have them come up with a solution that is beneficial and works for them"	5/29 List of questions
Notes:					



Focused Observation



Objectives

- ❑ Gather and record information about EI practices specified in action plan
- ❑ Use coaching strategies to support EI's implementation
- ❑ Select and summarize data for reflection and feedback

What Does a Home Visit Look Like For a Coach?

Prior to the Visit

- Review action plan
- Discuss coaching strategies to be use prior to the visit with the early interventionist
 - Telehealth looks different than in person strategies

During the Visit

- Introduce yourself to the caregiver(s)
- Focused Observation notes
 - Using this data to review shared goals and action plan with the early interventionist
- Thank the family for allowing you to participate
- Complete coaching log

What Counts as Data?

- ❑ Tally the # of times the EI uses a specific practice
- ❑ Record specific examples of specific actions or commentary by the EI
- ❑ Record a description of caregiver and child responses
- ❑ Tally # of times caregiver uses a practice independently as a result of EI support



Observation Documentation

FOCUSED OBSERVATION NOTES		
Early Interventionist:	Coach:	
Date:	Time spent in observation:	Time spent in meeting:
Observation focus:		
What I observed:	What I want to share:	
Follow up needed:		

1. Time spent
 - Observation
 - Debriefing
2. Observation focus
3. What I observed
4. What I want to share
5. Follow up needed



Documenting Observation Coaching Strategies

NCPMI Early Intervention Practitioner Coaching Log V1.0 Rev. 05/02/19

EI ID: _____ Coach ID: _____ Program ID: _____
 Cycle #: _____

Total # of Action Plan Goals: _____

Activities/Strategies - check all that occurred during session(s)

Observation Strategies				Debrief Strategies			
Date:				Date:			
Observed live				Reflective conversation			
Viewed video recording				Video review			
Modeled				Supportive feedback			
Collected data				Constructive feedback			
Verbal support				Role play			
Side by side gestural support				Problem solving discussion			
Supportive Feedback				Child intervention strategies			
Helped with environmental arrangements				Goal setting/action planning			
Other help during the home visit				Demonstration			
Other				Resource sharing			
				Other			
Total Observation Time:				Total Debriefing Time:			
Action Plan Goals Completed:				New Action Plan Goals:			
Notes:							

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- Observation Time
- Cycle #
- Action Plan Goals
 - Total #
 - # Action Plan Goals Completed
- Notes
- Choice of paper log/excel/both

Reflection and Feedback



Objectives

- Reflect on observation and data
- Give and receive feedback
- Support and problem solve
- Identify additional supports and resources

A3
A4

Steps to Successful Reflection and Feedback

Review goals/action plan

Ask open-ended questions to help practitioner reflect on the implementation of the goal/action plan

Provide supportive feedback

Provide constructive feedback

Targeted support (offer materials and resources, suggest strategies)

Assist EI in choosing a plan to move forward

Review action plan

- Possible completion of goal/s
- Possible addition of new goal/s

Schedule next observation



Supportive Feedback

- Focus on EI's strengths and growth in practices and skills
- Linked to action plan
- Connect to caregiver/child responses and outcomes

“You reminded the parent to wait for the child to request opening the bag. The child signed “more” and the parent opened the bag. The parent was smiling when they saw the impact they had on their child’s communication. They even remarked they would practice waiting throughout the week. You really built up their confidence to use this communication strategy with their child more often.”



Slide 21

A3 Author, 10/6/2020

A4 Embedded bullets from original slide 20 as talking points
Author, 11/9/2020

Constructive Feedback

State what you observed

- Make connections to practice in action plan goal/s
- Make connections to caregiver/child interactions

Provide EI with things to consider for future visits

Ask EI to reflect on ways to improve the practice

Provide resources to support implementation

Restate new strategies to implement in future visits

Ask EI to select a strategy



Offers Suggestion

Example of Constructive Feedback

Links EI behavior and caregiver outcomes

Today I noticed you were **asking more questions to help the caregiver reflect on their actions** to get them thinking of strategies to try to help the baby remain calm during tummy time. **When you asked the caregiver if they have tried laying the baby on their chest, you only gave the caregiver the opportunity to answer yes/no. Something that you might try is** framing your questions in a way that encourages the caregiver to provide a more in-depth response. For example, you could say "What are some different surfaces you have tried with the baby during tummy time?" This will initiate the brainstorming process and help you guide the caregiver in using a strategy that works for them. **How do you think this might work for you and for the caregiver?** Remember, we have those **list of open-ended questions** we made. **We could select a few to use during your next visit.**

Resource

Seeks EI Input

Prompt Action

Questions?

Use the Q&A panel to submit your questions.



Contact Information



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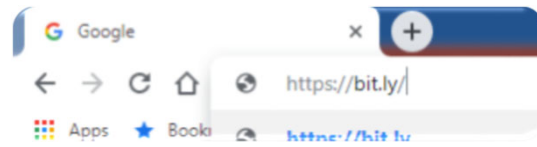
Sarah Sills
sarahsills@adsd.nv.gov



Survey and Certificate

Recording Viewers

- Type URL in recording into a web browser window
- *URL is case sensitive*

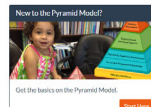


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The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social-Emotional Competence in Infants and Young Children (Pyramid Model) within early, intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.



Thank You



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