





OCTOBER 6 , 2015 • TALKS ON TUESDAYS WEBINAR

**3...2...1...
Blast
Off!**
Launching
VA's
Coaching
Facilitation
Guide



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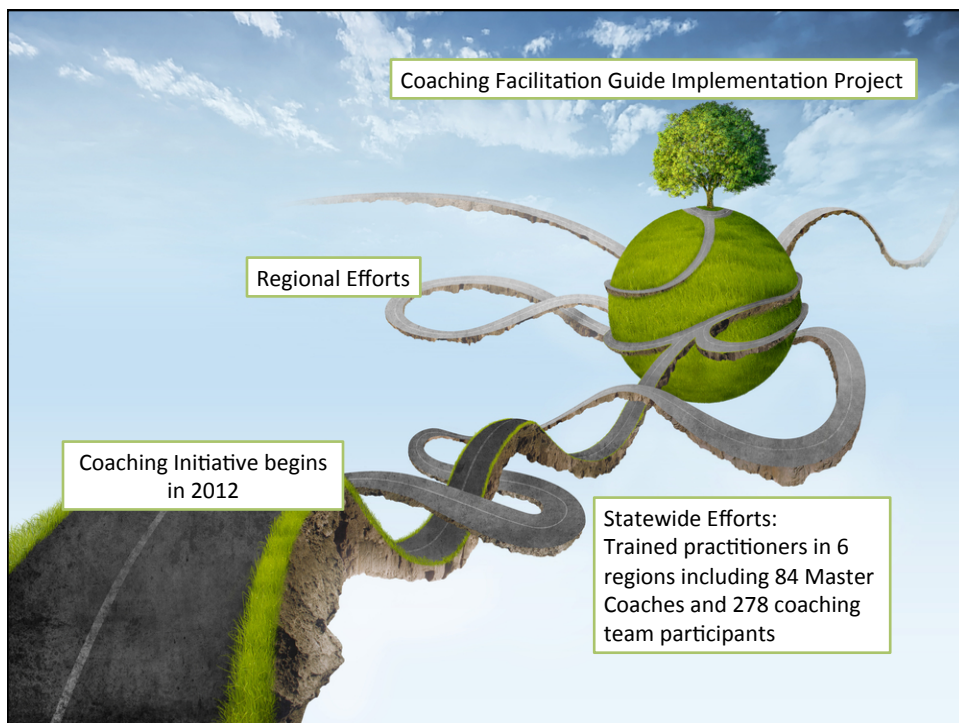




Table of Contents	
SECTION 1	Introduction and Facilitation Tips1
	What is Coaching in Early Intervention?5
	HIGHLIGHTS:
	• Definition of coaching
	• Overview of research/evidence base & how to articulate it
	• How to describe coaching and what early intervention (EI) looks like
	• 5 key characteristics of coaching
	• 10 key elements of coaching
SECTION 2	Characteristics & Beliefs of EI Practitioners Who Use Coaching29
	HIGHLIGHTS:
	• Family-centered practices and family competency
	• Importance of understanding the parent's perspective (relationship) rather than trying to influence the parent to think like the provider (control)
	• Beliefs about the role of the service provider or service coordinator with the child and with the parent
	• Contrasting practices
SECTION 3	Interacting with Parents & Caregivers53
	HIGHLIGHTS:
	• Supporting adult learning during intervention
	• Preparing and engaging families in coaching interactions
SECTION 4	Implementing the Components of Coaching during EI Visits73
	HIGHLIGHTS:
	• What an intervention visit looks like when coaching is used
	• 5 coaching characteristics
	• Observation
	• Action/practice
	• Reflection
	• Feedback
	• Joint planning
	• Intentional modeling
	• Purpose of reflection and asking reflective questions
	• Gathering information from families and helping them plan for how to use strategies
	• Resource-based coaching
SECTION 5	Coaching Families & Caregivers in Special Situations109
	HIGHLIGHTS:
	• Coaching families in challenging situations
	• Coaching families of children with more significant disabilities
	• Coaching teachers in child care and other group settings
	Conclusion123

VIRGINIA'S COACHING FACILITATION GUIDE - INTRODUCTION & FACILITATION TIPS | 1

Introduction & Facilitation Tips

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

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


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

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

Dana Childress, Early Intervention Professional Development Consultant, Partnership for People with Disabilities/VCU
Cori Hill, Early Intervention Professional Development Specialist, Partnership for People with Disabilities/VCU
Beate Jackson, Local System Manager, Infant & Toddler Connection of Staunton-Waynesboro
Tracy Miller, Director, Rehabilitation Associates
Mary Ellen Pitt, Service Coordinator and Developmental Service Provider, Infant & Toddler Connection of the Allegheny Highlands

Thanks are also extended to Kimberly Spivey, Developmental Specialist, Richmond Behavioral Health Authority who provided feedback and support by email.

2 | VIRGINIA'S COACHING FACILITATION GUIDE - INTRODUCTION & FACILITATION TIPS



BEFORE USING THESE ACTIVITIES

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

FACILITATION TIPS FOR GROUP LEADERS

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

YOUR ROLE AS A FACILITATOR

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

ORGANIZING MEETINGS

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

FACILITATING MEETINGS

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

VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 1 | 7

SECTION 1 What is Coaching in Early Intervention?

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

HIGHLIGHTS:

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


BEFORE THE MEETING

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

DURING THE MEETING


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

6 Activities




10-30 min

4



Handouts

&



Answer Keys

ACTIVITY	1	What Do I Know? What Do I Want to Learn? What Did I Learn?
ACTIVITY	2	Get the Facts about Coaching
ACTIVITY	3	How Do You Explain Coaching as an Evidence-Based Strategy?
ACTIVITY	4	The 10 Key Elements of Coaching in Early Childhood
ACTIVITY	5	The Purpose of Coaching
ACTIVITY	6	Building Capacity...What Does That Mean?

ACTIVITY 4

The 10 Key Elements of Coaching in Early Childhood

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



Handout – What Coaching Looks Like and Doesn't Look Like in Early Intervention
The Early Childhood Coaching Handbook
Paper and pen or flip chart and markers



30 minutes



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



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

TEN KEY ELEMENTS OF COACHING

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

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

ACTIVITY 4

#1 - COACHING IS CONSISTENT WITH THE PRINCIPLES OF ADULT LEARNING.**LOOKS LIKE:**

The coach helps the parent to develop an understanding of how the intervention may be used during a specific routine/activity and how it can be generalized to other routines/activities.

Ex: The speech-language pathologist coaches the mother as she practices prompting her child to use the sign for "drink" to get his juice so that he has a way to communicate when he needs something to drink. They also plan for how she can use a similar technique to prompt her son to sign "cookie" and "ball" during other routines.

DOESN'T LOOK LIKE:

The coach provides child-focused intervention without regard to helping the parent understand how to implement intervention within specific routines or activities.

Ex:

#2 - COACHING IS CAPACITY BUILDING.**LOOKS LIKE:**

The coach uses intervention visit time to help the parent discover what he/she already knows and can do, shares info and ideas, and helps the parent generalize strategies to other situations. They practice strategies during visits and plan for how to use them between visits.


Ex:

DOESN'T LOOK LIKE:

Intervention with the child focuses on what can be accomplished during the visit only. The parent primarily watches the coach work with the child without opportunities to discuss strategies or practice them during the visit.

Ex: The educator helps the child walk along the couch repeatedly to practice balance and taking steps. The parent thinks that the "therapy" the child receives during the visit is all he needs to learn to walk.


VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 1 | 21

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

TEN KEY ELEMENTS OF COACHING
(Rush & Shelden, 2011, pp. 9-12)

#1 - COACHING IS CONSISTENT WITH THE PRINCIPLES OF ADULT LEARNING.	
<p>LOOKS LIKE: The coach helps the parent to develop an understanding of how the intervention may be used during a specific routine/activity and how it can be generalized to other routines/activities.</p> <p><i>Ex: The speech-language pathologist coaches the mother as she practices prompting her child to use the sign for "drink" to get his juice so that he has a way to communicate when he needs something to drink. They also plan for how she can use a similar technique to prompt her son to sign "cookie" and "ball" during other routines.</i></p>	<p>DOESN'T LOOK LIKE: The coach provides child-focused intervention without regard to helping the parent understand how to implement intervention within specific routines or activities.</p> <p><i>Ex: The SLP prompts the child to sign "drink" to get his juice cup while the mother watches, and assumes that if the mother is paying attention, she will be able to use the same strategy later.</i></p>

#2 - COACHING IS CAPACITY BUILDING.	
<p>LOOKS LIKE: The coach uses intervention visit time to help the parent discover what he/she already knows and can do, shares info and ideas, and helps the parent generalize strategies to other situations. They practice strategies during visits and plan for how to use them between visits.</p> <p><i>Ex: The educator coaches the parent in planning for how to help her son practice walking along the bleachers while at the baseball field during his older sibling's team practice.</i></p>	<p>DOESN'T LOOK LIKE: Intervention with the child focuses on what can be accomplished during the visit only. The parent primarily watches the coach work with the child without opportunities to discuss strategies or practice them during the visit.</p> <p><i>Ex: The educator helps the child walk along the couch repeatedly to practice balance and taking steps. The parent thinks that the "therapy" the child receives during the visit is all he needs to learn to walk.</i></p>



Answer Key

ACTIVITY 4

VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 2 | 31

SECTION 2 **Characteristics & Beliefs of EI Practitioners Who Use Coaching**
(Handbook Ch 3: Characteristics of Effective Coaches)

HIGHLIGHTS:


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

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

DURING THE MEETING


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

7 Activities




15:30 min

8



Handouts

&



Answer Keys

- ACTIVITY 1** Identifying Family Strengths
- ACTIVITY 2** Reframing Your Perceptions
- ACTIVITY 3** Characteristics of Effective Early Interventionists & Effective Visits
- ACTIVITY 4** What Does Family-Centered Early Intervention look Like?
- ACTIVITY 5** Family-Centered Practices & Your IFSPs
- ACTIVITY 6** Let's Think about Toy Bags
- ACTIVITY 7** Leveling the Playing Field

VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 3 | 55

SECTION 3

Interacting with Parents & Caregivers

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

HIGHLIGHTS:

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


BEFORE THE MEETING

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

DURING THE MEETING


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

4 Activities




15:90 min

3



&



Handouts Answer Keys

ACTIVITY 1

Approaches to Adult Interaction

ACTIVITY 2

Preparing Families for Coaching

ACTIVITY 3

A Trip to the Grocery Store (Part 1)

ACTIVITY 4

Engaging Families in Intervention

SECTION 4 Implementing the Components of Coaching during EI Visits

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

HIGHLIGHTS:

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

BEFORE THE MEETING

Instruct learners to review Chapters 5 and 6 of *The Early Childhood Coaching Handbook*. Depending on the activity, learners may need to complete activities prior to the meeting, such as completing a coaching log. Learners should come to the meeting prepared to share a very brief update about their progress on their joint plan since the last meeting.

DURING THE MEETING

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

9 Activities



7



Handouts

&



Answer Keys

- 1** Coaching in Action: 5 Characteristics of Coaching
- 2** Coaching in Action: Using Reflection
- 3** It's Not Just About the Questions!
- 4** Using Coaching Logs for Reflection
- 5** Coaching in a Real-Life Situation
- 6** Resource-based Coaching for Service Coordinators
- 7** Reflecting on an Intervention Visit
- 8** Challenging Situations
- 9** Reviewing Program Tools & Procedures

ACTIVITY 8

Challenging Situations

What are some challenges you've faced with using coaching during EI visits?



VIRGINIA'S COACHING FACILITATION GUIDE - SECTION 5 | 111

SECTION 5 Coaching Families & Caregivers in Special Situations

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

HIGHLIGHTS:

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

BEFORE THE MEETING

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

DURING THE MEETING

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

3 Activities

2

Handouts

&

Answer Keys

ACTIVITY
1

Coaching Different Families

ACTIVITY
2

Coaching When the Child has a Significant Disability

ACTIVITY
3

Coaching Teachers in Child Care and Other Group Settings

VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 5 | 115

HANDOUT – Coaching Different Families

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

JOSIAH'S FAMILY

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

HAKIM'S FAMILY

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

116 | VIRGINIA'S COACHING FACILITATION GUIDE – SECTION 5

EMILY'S FAMILY

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

ACTIVITY 1

ACTIVITY 1

HAKIM'S FAMILY

Hakim lives with his mother, father, and older sister in a large city near the university where his father recently took a faculty position. Hakim's mother, Jamila, stays home with the children during the day. She has very limited English proficiency and tends to be quite shy. When Tamika visits she finds that Jamila talks very little and tends to leave the room. During the IFSP meeting, Hakim's parents expressed their desire for Hakim to learn to crawl and walk like his sister did when she was his age. Hakim was found eligible for early intervention due to a gross motor delay.

During a recent visit, Jamila shared (through the interpreter) that she and her daughter have been trying to get Hakim to crawl between them but that he tends to cry when they put him on his hands and knees.

How could Tamika coach Jamila so that she and her daughter might be more successful with encouraging Hakim to crawl between them?

VIRGINIA'S COACHING FACILITATION GUIDE – CONCLUSION | 125

Conclusion

CONGRATULATIONS ON COMPLETING THE BOOK STUDY ACTIVITIES!

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

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

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

Additional Professional Development Resources
 For more information about coaching and many other professional development topics, visit the:

Virginia Early Intervention Professional Development Center
www.veipd.org/main/
 *Visit the *Coaching in Early Childhood* topic page for links to archived webinars, articles and handouts, online learning opportunities, and websites and programs.

Early Intervention Strategies for Success Blog
www.veipd.org/earlyintervention
 *Search for "coaching" or click the category "Coaching Practices"

FEEDBACK
 Feedback about the use of these activities is always welcome. Please send your feedback to Dana Childress at dcchildress@vcu.edu

Thank you!



We Want to Help YOU Use the Guide!



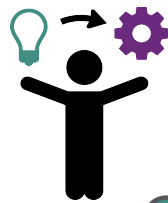
IMPLEMENTATION PLAN



Provide support for local leaders who volunteer to use the guide to facilitate a book study for 6 months with their local program/region



Local leaders: Master coaches, supervisors, others who are committed to coaching



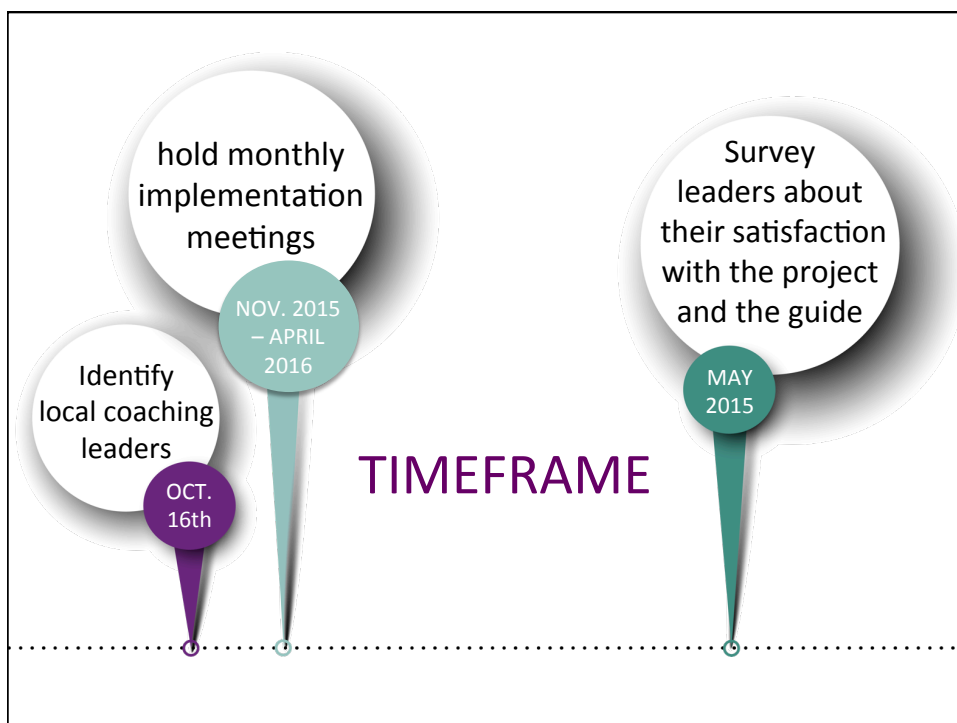
IMPLEMENTATION PLAN



Support local, ongoing implementation of coaching practices



Meet 1x/month (60-90 min) using Blackboard Collaborate to discuss implementation, share ideas, and support one another

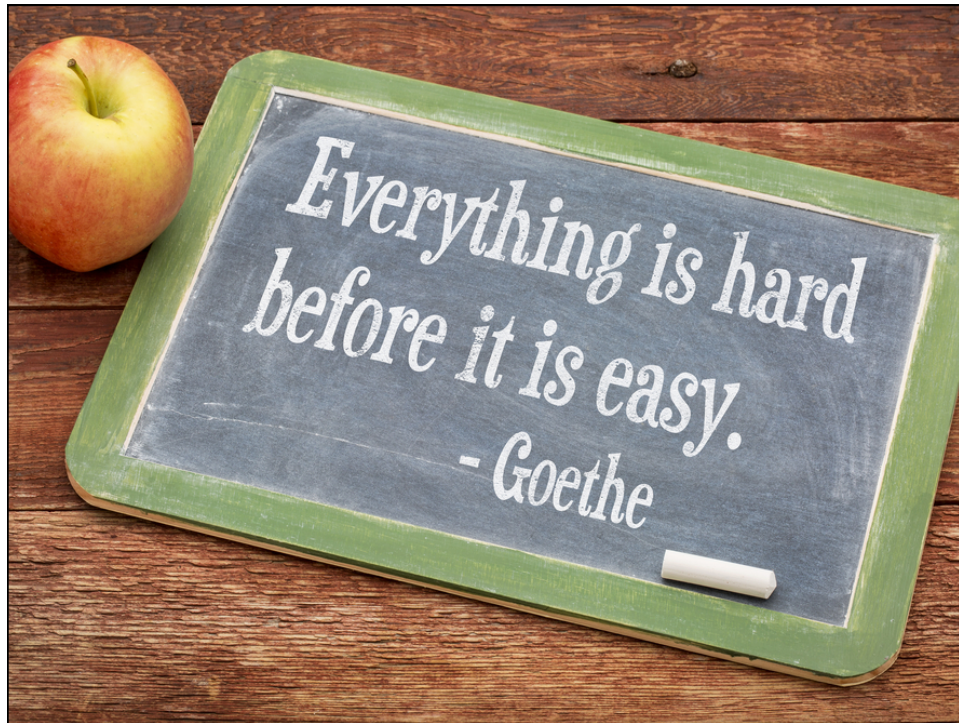




A chalkboard with a wooden frame. On the left side, there is a large, hand-drawn U-shaped arrow pointing from the top to the bottom. Inside the top of the arrow is a green square with the letter 'T'. Next to it is the word 'THEORY'. Inside the middle of the arrow is an orange square with the letter 'i'. Next to it is the word 'INTO'. Inside the bottom of the arrow is a blue square with the letter 'P'. Next to it is the word 'PRACTICE'. An arrow points from the bottom of the U-shaped arrow towards the word 'PRACTICE'.

If you'd like to participate, let us know in chat!

Two overlapping speech bubbles, one teal and one purple, pointing towards the left.



For more info or to
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