

Additional Handouts

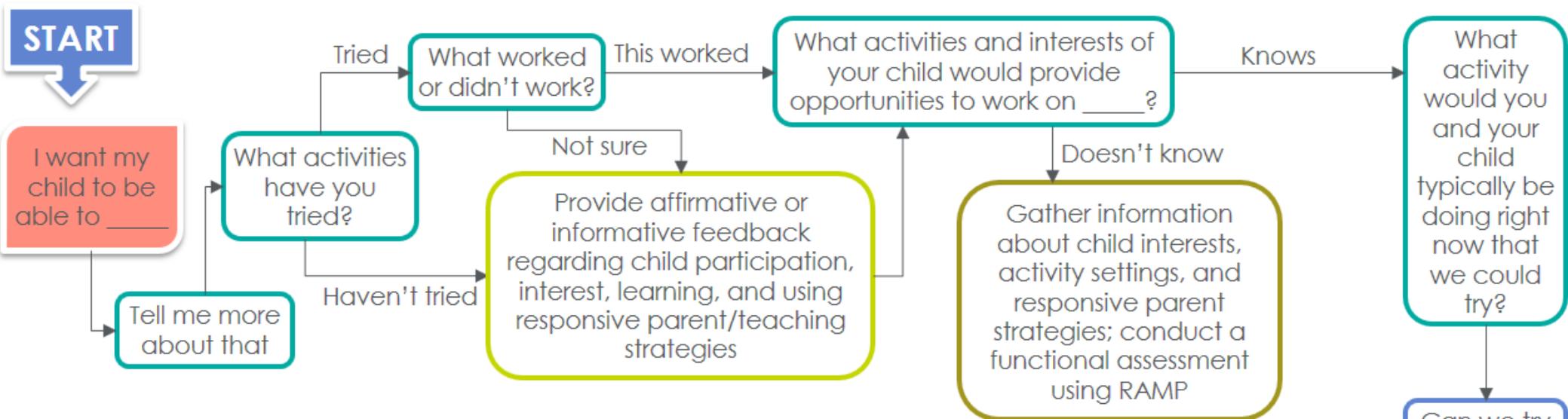
Roadmap for Reflection: Child Learning Initial Conversations

Roadmap for Reflection: Child Learning Follow-Up

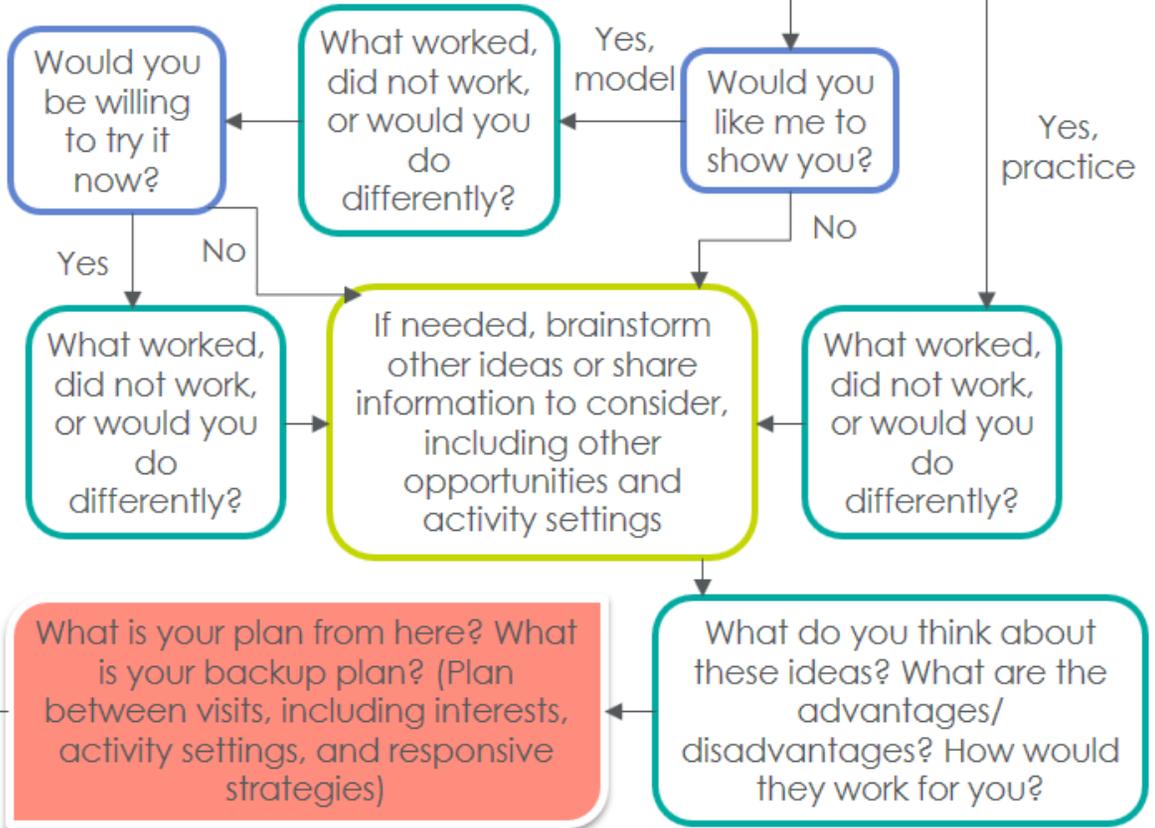
At-A-Glance Natural Learning Environment Practices

At-A-Glance Coaching

At-A-Glance Reflective Coaching Questions and Tips for Reflective Coaching Questions



Roadmap for Reflection: Child Learning Initial Conversation



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Roadmap for Reflection: Child Learning Initial Conversation

Tips for Asking Reflective Coaching Questions	Tips for Providing Feedback
<ol style="list-style-type: none"> 1. Ask only one reflective question at a time 2. Be comfortable with silence while waiting for the person to think about his/her response 3. Avoid asking “grand tour” questions to revisit the previous joint plan (e.g., “How are things going?”) 4. An awareness, analysis, or alternatives question always precedes informative feedback 5. An analysis question always follows informative feedback (e.g., “What are your thoughts about that idea?”) 6. A self-attribution question is: “What did you do to make that happen/cause that progress?” 7. A yes/no question should only be used to ask permission or not make an assumption (e.g., “Would you like to try it?”) 8. When you ask a reflective question and the person says, “I don’t know”: <ol style="list-style-type: none"> a. Rephrase the question to ensure he/she understands b. Provide affirmative feedback about an observation you made in the past that confirms he/she knows 	<p>Feedback occurs after the learner has had the opportunity to reflect on his/her observations or actions, or after the learner has practiced a new skill.</p> <ol style="list-style-type: none"> 1. Feedback can be affirmative. Affirmative feedback includes statements that describe, restate, or acknowledge what the learner has said (e.g., “Yes, I see what you mean.”). 2. Feedback can be evaluative. Evaluative feedback includes comments that evaluate or judge the learner’s words or actions. Evaluative feedback should be used in moderation so that it does not stifle the learner’s opportunities to evaluate his/her own actions (e.g., “That was the perfect way to describe what worked. That’s exactly how I saw it, too.”). 3. Feedback can be informative. Informative feedback includes instances in which the coach is sharing new information with the learner (e.g., “Toddlers often act independently just the way you describe. It is normal for her age.”)

Seven Steps for Intentional Modeling

If the coach chooses to model, the purpose of modeling is to determine how an idea or strategy that the coach and the parent/teacher have developed together might work or to help the parent/teacher see the idea in action. Modeling is always intentional, direct, specific to discussed plans, and voluntary.

1. Prior to modeling, the coach should explain to the parent/teacher what he/she is going to do and why
2. The second step of intentional modeling is to give the parent/teacher something specific to observe or do related to the reason for modeling
3. The coach models while the parent/teacher observes the coach implement what the coach and parent/teacher planned. Depending on the circumstances, the coach and/or the parent/teacher may analyze the activity and attempt alternatives during the observation.
4. The coach debriefs with the parent/teacher about what happened during the modeling. The debriefing includes a discussion of what worked, what did not work, what the coach could have done differently, how the scenario might look the same or different than what the parent/teacher ordinarily does, and what ideas the parent/teacher obtained that he/she might try.
5. The coach always invites the parent/teacher to try what the coach modeled
6. The coach and parent/teacher reflect on what happened when the parent/teacher tried the activity or what the coach had modeled and the parent/teacher observed. The debriefing includes a discussion of what worked, what did not work, what the parent would do differently, how the parent would continue to do the activity, and what other ways or at what other times the parent/teacher could try the activity or behavior.
7. The coach and parent/teacher develop a plan for how the strategy or activity will happen when the coach is not present.

From: Rush, D. D., & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.

Guidance for Conducting Brainstorming

A purpose of coaching is to build the individual's capacity to solve problems (i.e., identify, evaluate, and implement effective solutions). Brainstorming should be implemented in a manner that prompts the individual being coached to take the lead role in identifying potential solutions/ideas. The following prompts can be used to ensure the practitioner provides ample opportunities for the active participation of the individual being coached.

- What else have you done/thought about?
- What other options can you think of?
- What are the advantages and disadvantages of each?
- Would you like to try one of these ideas now?

After these (or similar) prompts, it may be appropriate for the coach to offer some additional ideas:

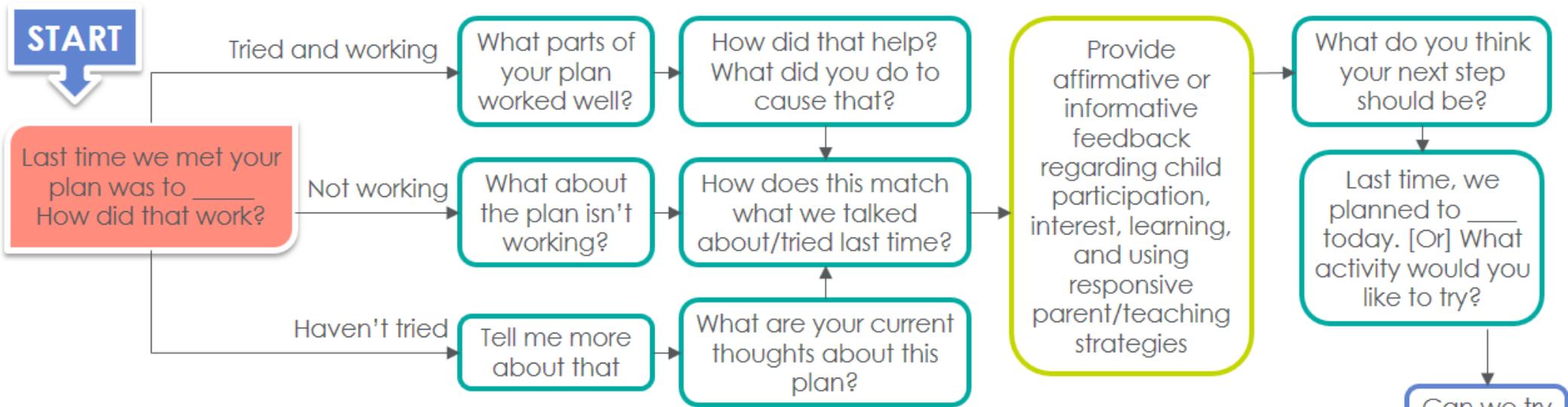
- Would it be helpful if I offer what I know?

After the ideas are on the table, the coach reinforces the leadership role of the individual by asking him/her what he/she thinks about the ideas, and both work together to develop a joint plan.

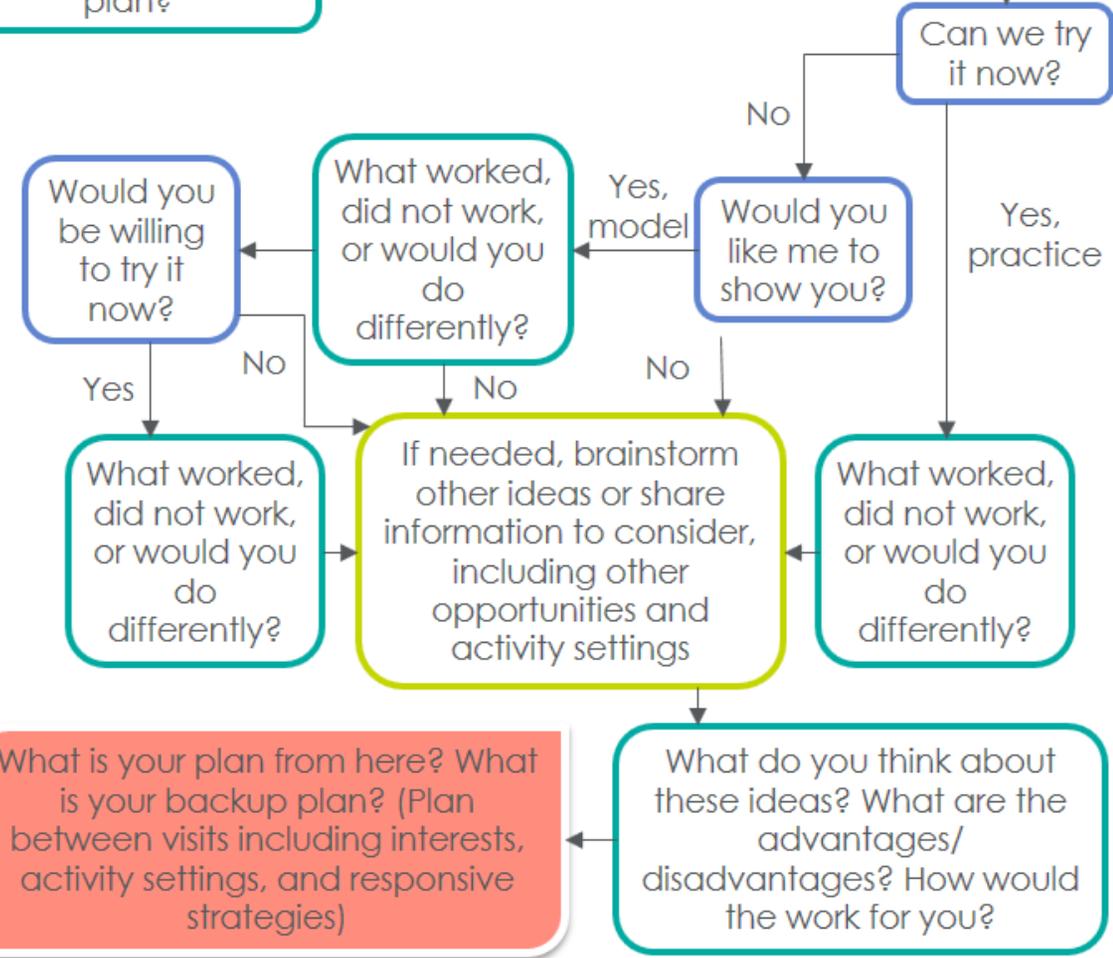
Using Natural Learning Environment Practices

The focus of the intervention is to support the parent/teacher in promoting child participation in real-life activity settings based on parent/teacher priorities.

1. Use the child's interests as the basis for promoting child participation and learning (participation-based vs. skill-based)
2. Use family, community, and/or early childhood activity settings as the context for child learning (contextualized vs. decontextualized)
3. Increase the breadth and/or depth of child interest-based learning opportunities
4. Support the parent/teacher in being responsive to the child's interest-based learning within the context of everyday activity settings
5. Use items in the home/classroom as part of the activity settings in which you are there to support (using assistive technology for assessment purposes is appropriate when needed)



Roadmap for Reflection: Child Learning Follow-Up



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After these (or similar) prompts, it may be appropriate for the coach to offer some additional ideas.

- Would it be helpful if I offer what I know?

After the ideas are on the table, the coach reinforces the leadership role of the individual by asking him/her what he/she thinks about the ideas, and both work together to develop a joint plan.

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At-A-Glance Natural Learning Environment Practices

Identify Parent Priorities	Collect Activity Settings and Interests	Observe Parent Responsiveness
<p>Based on:</p> <ul style="list-style-type: none"> Reason for referral Initial conversation Discussion of child interests, routines, and everyday activity settings 	<p>Tools:</p> <ul style="list-style-type: none"> Initial pages of IFSP Asset-Based Context (ABC) Matrix Interest-Based Everyday Activity Checklists My Child Interest & Activity Plan Newborn Interest & Activity Plan (NIAP) The Routines-Based Interview (RBI) 	<p>Method:</p> <ul style="list-style-type: none"> Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity

Select 5-7 activity settings that provide opportunities for child interest-based learning to serve as the context for visits.

Child Interest	Activity Settings	Parent Responsiveness
<ul style="list-style-type: none"> Use actual activities/routines based on child interests that occur at the time of the visit as context for intervention and part of joint plan for between visits Support the parent/teacher in using the child's interests to promote participation in activity Support the parent/teacher in expanding opportunities to promote the child's interests within current activity settings Support the parent/teacher in expanding opportunities to promote the child's interests within new activity settings during and between visits 	<ul style="list-style-type: none"> As part of previous joint plan, schedule visit to occur during an actual child, family, or classroom activity or routine Use actual child/family/classroom activity or routine at the time of the visit as context for intervention and part of joint plan for between visits Focus on increasing child participation within the activity/routine, rather than only providing/suggesting intervention strategies or working on child deficits or needed skills Identify with parent/teacher existing and/or new activity settings/routines that can promote the child's participation in ways to accomplish the parent/teacher priorities Assist parent/teacher to identify contexts in which prioritized skills are needed for participation 	<ul style="list-style-type: none"> Actively engage or follow parent/teacher lead in the routine/activity Support the adult in fostering child participation Support the adult when his/her interaction style does not match the child Intentionally model/teach new interaction strategies (if needed) to promote the child's participation See Practitioner and Parent Responsive Strategies Guides

Self-Assessment

- What did the parent/teacher learn and/or change as a result of this conversation?
- How did this interaction build the parent's/teacher's knowledge and skills for the current and future situations?
- How did this interaction compare to others with this parent/teacher?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

Your Plan

- What is my plan related to the continued use of natural learning environment practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?

At-A-Glance Coaching

Capacity-Building Process	Relational Help-Giving	Participatory Help-Giving
<p>Practitioners support</p> <ul style="list-style-type: none"> Parents' strengths and abilities to achieve desired results Parents to recognize and use current and new abilities to achieve preferred outcomes Parents to identify opportunities and embrace responsibility for actively working toward their desired outcomes 	<p>Practices and characteristics that promote positive relationships with parents:</p> <ul style="list-style-type: none"> Trust Respect Empathy Caring <p>(Dunst & Trivette, 2009; Trivette & Dunst, 2007)</p>	<p>Practices and characteristics that promote active participation on the part of parents (choice and action)</p> <p>Parents:</p> <ul style="list-style-type: none"> Develop their own goals Develop their own plans with support Implement the plans with support Evaluate the effectiveness of their actions Develop new plans as needed Recognize the results of their actions (self-attribution)

Previous Plan	Observation	Action/Practice
<ul style="list-style-type: none"> At the beginning of the visit, review the previous plan related to what the person was going to do between coaching conversations Ask the parent/teacher to reflect on the success or lack thereof After a thorough review of the previous plan and actions taken by the parent/teacher, move to observations and actions related to the activity/routine or topic planned for the current visit 	<ul style="list-style-type: none"> Observe the parent/teacher and child engaged in the typical activity setting or routine occurring during the time of your visit as it relates to the parent/teacher priorities If necessary, intentionally model how to support the child's participation within the current activity or routine while parent/teacher observes <ul style="list-style-type: none"> Explain what will be modeled and why Give the parent/teacher something to observe/do Conduct the model Reflect on the model with the parent/teacher Invite the parent/teacher to try Reflect on/debrief parent/teacher return demonstration Plan how the parent/teacher will do this when coach is not present 	<ul style="list-style-type: none"> Ask the parent/teacher to demonstrate what worked or did not work from the previous plan during the current visit if appropriate Provide opportunities within the present activity settings or routines for the parent/teacher to demonstrate/practice new knowledge, skills, and strategies based on discussion/reflection and your modeling Use verbal prompting or direct teaching when necessary to support parent/teacher success in promoting child participation within the activity setting/routine Identify how the parent/teacher will continue to use the newly learned knowledge, skills, and strategies in the current and future activities/routines

Using Coaching Strategies to Engage With Families in an Early Intervention Context

Reflection	Feedback	New Joint Planning
<ul style="list-style-type: none"> • Ask awareness questions to find out what the parent/teacher already knows and/or is doing within the activity/routine from the previous joint plan and in the current activity setting/routine serving as the context for the visit • Ask analysis questions to assist the parent/teacher to think more deeply about child participation and parent responsiveness in past, current, and new or future activities and routines and to promote self-attribution • Ask alternatives questions to generate new ideas • Ask action questions to support the parent/teacher to create a new joint plan • Avoid yes/no questions except when asking permission or avoiding making an assumption 	<ul style="list-style-type: none"> • Provide affirmative feedback to acknowledge what the parent/teacher is sharing with you and demonstrate you are listening and understand • Provide positive evaluative feedback to let the parent/teacher know when you agree or need to reinforce the parent's/teacher's thought or idea • Follow evaluative feedback with an explanation of why you agree or what you are reinforcing (i.e., informative feedback) • Provide informative feedback to share necessary information or provide ideas after the parent/teacher has the opportunity to reflect • Follow informative feedback with an analysis question for the parent/teacher to assess the information and/or idea and plan how it might work in the present and future • Provide directive feedback only in situations of clear, present, imminent danger 	<ul style="list-style-type: none"> • Assist the parent/teacher to develop a new joint plan throughout and/or at the conclusion of the visit • Develop a two-part plan with the parent/teacher <ul style="list-style-type: none"> ○ What the parent/teacher will be doing to support child participation within and across specific activity settings/routines ○ What activity settings/routines will serve as the context for the next visit and when it would be necessary for you to return and be part of that activity/routine • Use the new joint plan to start your next conversation

Self-Assessment
<ul style="list-style-type: none"> • What did the parent/teacher learn and/or change as a result of this conversation? • How did this interaction build the other person's knowledge and skills for the current and future situations? • How did this interaction compare to others with this parent/teacher? • What will I do similarly in future coaching interactions? • What will I do differently in future coaching interactions?

Your Plan
<ul style="list-style-type: none"> • What is my plan related to the continued use of coaching practices in terms of what I want to continue to improve or do differently? • What additional supports do I need? • When should I revisit my plan?

At-A-Glance Reflective Coaching Questions

Awareness	Analysis
<ul style="list-style-type: none"> • What do you know? • What have you tried? <p><i>Tell me about that.</i> <i>Tell me more.</i> <i>What else do you know/did you try?</i></p>	<ul style="list-style-type: none"> • How (well) did/does that work? • How (well) do you think that will work? • How did you know to do that? • How did/does that compare to what you want to happen? • What would the ideal situation look like? • How will you know? • Why do you think that happened? • What have you done in a similar situation? • What do you think you could have done differently? • What could/should happen? • What do you think about that? • What did you do to make that happen? • What are your thoughts (do you think) about what I have shared? <p><i>Why?</i> <i>What are the advantages and disadvantages of that idea?</i> <i>What is or will be the most or least helpful?</i></p>
Alternatives	
<ul style="list-style-type: none"> • What ideas do you have? • What do you need to know? • What do you need to find out? • What could you do/try? • What can/will you do differently? <p><i>What else could you do?</i> <i>What are other options/ideas?</i> <i>What is missing?</i></p>	
Action	
<ul style="list-style-type: none"> • What is your plan/decision? • What do you plan to do? • What is your first step? <p><i>What is your backup plan?</i> <i>When will you do this?</i> <i>What supports will you need?</i> <i>When do you think we should revisit this plan?</i></p>	

At-A-Glance Tips for Reflective Coaching Questions

- Ask only one reflective question at a time
- Be comfortable with silence while waiting for the person to think about his/her response
- Avoid asking “grand tour” questions to revisit the previous joint plan (e.g., “How are things going?”)
- An awareness, analysis, or alternatives question always precedes informative feedback
- An analysis question always follows informative feedback (e.g., “What are your thoughts about that idea?” “How would that work for you?”)
- A self-attribution question is: “What did you do to make that happen/cause that progress?”
- A yes/no question should only be used to ask permission or not make an assumption (e.g., “Would **you** like to try it?”)
- When you ask a reflective question and the person says, “I don’t know”:
 - Rephrase the question to ensure he/she understands
 - Provide affirmative feedback about an observation you made in the past that confirms he/she knows
 - Provide informative feedback, and then ask the person an analysis question
- When a person says, “Just tell me”:
 - Assure the person that you have some ideas to share
 - Ask the person a few awareness questions to ensure the information/idea you have matches the needs/priorities
 - Provide informative feedback, and then ask the person an analysis question
- Avoid asking questions with the answer embedded (e.g., “I wonder what would happen if...?” “What would you think about...?” “How about you try...?”)
- Avoid asking questions to get the person you are coaching to agree with what you are thinking (i.e., coaxing)

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