



Coaching Families Module

Texas Early Childhood Intervention (ECI)

Link to Module: <https://hhs.texas.gov/doing-business-hhs/provider-portals/assistive-services-providers/eci-training-technical-assistance/coaching-families>

Instructions for VA Early Intervention Practitioners

Early intervention practitioners in Virginia are encouraged to complete this module to gain knowledge of using coaching interactions to support families during intervention visits. When completing the module, Virginia practitioners should substitute the *Coaching in Action Checklist* (our fidelity tool) in place of the *Texas ECI Coaching Checklist* (their fidelity tool). You will use the *Coaching in Action Checklist* while watching the two series of video clips for Henley and Lennox in the Practice Activities section toward the end of the module. Once you complete this section and the checklist, compare your answers to the Answer Keys provided below.

Answer Key for Henley – Coaching in Action Checklist

Answer Key for Lennox – Coaching in Action Checklist

Completion of this module is one of the requirements for practitioners who will be considered “qualified fidelity observers” participating in Virginia’s fidelity assessment process. To document completion of the module, document the time spent and date completed and keep the *Coaching in Action* checklists (one for Henley and one for Lennox) filled in during the Practice Activities section of the module. If you have questions about this process or the requirements, please see your local system manager.

Coaching in Action Checklist

Answer Key: Henley

Name: Rachel Date: 6/6/17

Person Completing Checklist: Anne Smith

Service Setting: developmental services visit in the home

Coachee (e.g., parent, other family member, child care provider): parents

**Please note that this answer key includes longer notes/comments as an instructional tool. You are not required to make lengthy notes when you use this form.

		Notes/Comments
<p>JOINT PLAN: Agreement by the coach and coachee on the actions they will take or the opportunities to practice between coaching visits</p>	<ul style="list-style-type: none"> ✓ Referenced from last session and used to check in/begin? YES or NO ✓ Asked the caregiver what they would like to work on today? YES or NO 	<p><i>Rachel begins by referring to the plan from the last visit, when the parents said they wanted to work on spoon feeding and sleep strategies. However, she did not check in with the family about what they had done during the week with Henley and how that went.</i></p> <p><i>RECOMMENDATION: I would recommend that, at future visits, Rachel touch base with the parents about their efforts to use strategies between visits when reviewing the previous joint plan.</i></p> <p><i>Rachel asks "Is that still something you wanted to work on?" She then proposes a plan for the visit based on the previous joint plan, including working on feeding first then addressing strategies for sleeping since it will be close to Henley's bedtime.</i></p>
<p>OBSERVATION: Examination of another person's actions or practices to be used to develop skills, strategies, or ideas</p>	<ul style="list-style-type: none"> ✓ Asked the caregiver what has been tried before showing a strategy? 	<p><i>Feeding: Rachel observes the mother feeding Henley.</i></p> <p><i>Sleeping: Rachel asks the mother</i></p>

	<p style="text-align: center;">YES or NO</p> <p>✓ Gave caregiver an opportunity to demonstrate what they've tried before showing a strategy?</p> <p style="text-align: center;">YES or NO</p>	<p><i>to describe what they usually try to get Henley ready to go to sleep. Then, she asks the mother to show her the routine for putting Henley down in the crib. Rachel also observes how the mother swaddles Henley and provides some feedback.</i></p>
<p>ACTION/PRACTICE: Spontaneous or planned events that occur within the context of a real-life situation that provide that coachee with opportunities to practice, refine, or analyze new or existing skills</p>	<p>✓ Intentionally modeled/coached strategy after observing/learning what caregiver has already tried?</p> <p style="text-align: center;">YES or NO</p> <p>✓ Gave caregiver the opportunity to practice the intentionally modeled/coached strategy?</p> <p style="text-align: center;">YES or NO</p>	<p><i>Feeding: After observing feeding, Rachel notices that Henley leans to the side sometimes so asks if the mother has a towel or blanket that can be used to prop Henley up. She then instructs (rather than coaches) the mother in how to roll up the towel and where to put it to support Henley. Rachel did not ask the mother what she had already tried to address Henley's positioning before providing instruction in the use of the towel roll. While Rachel explains how to use the towel roll, the mother does practice using the strategy.</i></p> <p><i>Sleeping: Rachel finds out what Henley's mother has already tried regarding the sleep routine then asks the mother to show her how she puts Henley to bed. She also does this when learning about how the mother swaddles Henley.</i></p> <p><i>RECOMMENDATION: I would recommend that Rachel use the approach she used during the sleep routine more consistently, which included asking what the parent has already tried or is already doing, then observing the routine. Then, once she understands more about the family's current efforts, she can offer to model or coach the</i></p>

		<i>family in how to use other strategies to help address the issue or facilitate development.</i>
<p>REFLECTION: Analysis of existing strategies to determine how the strategies are consistent with evidence based practices and how they may need to be implemented without change or modified to obtain the intended outcome(s)</p>	<ul style="list-style-type: none"> ✓ Used open-ended questions to help the family reflect on past and/or new strategies YES or NO ✓ Asked caregiver what differences they noted (previous practice vs. current practice)? YES or NO ✓ Asked caregiver how they felt implementing the strategy? YES or NO 	<p><i>Overall, Rachel used a combination of question types, including some open-ended questions.</i></p> <p><i>Feeding: Rachel asks the mother how she thinks this first try at spoon feeding went. Rachel also asks if there are any other places where Henley could benefit from the rolled towel to make her more stable.</i></p> <p><i>Sleeping: Rachel asks the mother how she feels about Henley being swaddled tighter, and the mother notes that Henley seems to like it. Rachel also asks the mother about any strategies she's read about to help with sleeping, and the mother reflects on several strategies.</i></p> <p><i>At the end of the visit, Rachel asks the mother how she thought the sleep routine went. They also reflected on another strategy – feeding Henley oatmeal before bedtime. Rachel did not ask how the mother felt about implementing these strategies.</i></p> <p><i>RECOMMENDATION: It may help the parent reflect if Rachel asks more open-ended questions, including asking how it feels to implement a strategy after a practice opportunity.</i></p>
<p>FEEDBACK: Information provided by the coach that is based on his/her direct observations of the coachee,</p>	<ul style="list-style-type: none"> ✓ Verbally coached the caregiver while practicing, by providing informative 	<p><i>Rachel commented on what the mother was doing well during feeding and what she observed about Henley's interest, stability,</i></p>

<p>actions reported by the coachee, or information shared by the coachee and that is designed to expand the coachee's current level of understanding about a specific evidence based practice or to affirm the coachee's thoughts or actions related to the intended outcomes</p>	<p>feedback? YES or NO</p> <p>✓ Provided feedback that affirms the family's strengths and capacity to support their child's learning and development? YES or NO</p>	<p><i>and abilities to close her mouth around the spoon.</i></p> <p><i>Most of the feedback was instructive in nature. A brief amount of affirmative feedback was provided, but it was not specific to the mother's strengths.</i></p> <p><i>RECOMMENDATION: I would recommend that Rachel be mindful of providing more specific feedback to help the parent learn and affirm her capacity to support her child's development.</i></p>
<p>JOINT PLAN</p>	<p>✓ Supported the family in making a joint plan for in between sessions? YES or NO</p>	<p><i>At the end of the visit, Rachel asks what the mother would like to focus on the next time she visits. She also asks what the mother would like to work on. The mother shares her priorities for addressing feeding and core strength and Rachel shares a strategy to keep an eye on with feeding.</i></p> <p><i>The joint plan that was discussed focused more on a plan for the next visit, rather than on what the mother would do between visits.</i></p> <p><i>RECOMMENDATION: I would recommend that in the future, Rachel and the parent collaborate on developing a plan for how the parent plans to implement strategies with the child between visits, in addition to what they plan to do on the next visit.</i></p>

Coaching in Action Checklist

Answer Key: Lennox

Name: Rachel Date: 5/12/17

Person Completing Checklist: Anne Smith

Service Setting: developmental services visit in the home

Coachee (e.g., parent, other family member, child care provider): parents

**Please note that this answer key includes longer notes/comments as an instructional tool. You are not required to make lengthy notes when you use this form.

		Notes/Comments
<p>JOINT PLAN: Agreement by the coach and coachee on the actions they will take or the opportunities to practice between coaching visits</p>	<ul style="list-style-type: none"> ✓ Referenced from last session and used to check in/begin? YES or NO ✓ Asked the caregiver what they would like to work on today? YES or NO 	<p><i>Rachel begins by revisiting what they agreed that they wanted to work on in this visit, which was naming colors and working on turn-taking. She asks the parents if that's still what they want to work on today.</i></p> <p><i>Rachel asks if Lennox is saying anything new regarding his speech since the last visit. She specifically asks Lennox's father if he has noticed anything new regarding speech too.</i></p> <p><i>Rachel also asks about what strategies the family has been using since last week. This discussion leads to observation and action/practice.</i></p> <p>RECOMMENDATION: <i>Recommend that Rachel try to facilitate a more parent-driven discussion that addresses how the parent practiced using intervention strategies since the last visit.</i></p>

<p>OBSERVATION: Examination of another person's actions or practices to be used to develop skills, strategies, or ideas</p>	<ul style="list-style-type: none"> ✓ Asked the caregiver what has been tried before showing a strategy? YES or NO ✓ Gave caregiver an opportunity to demonstrate what they've tried before showing a strategy? YES or NO 	<p><i>Rachel did not ask what the mother has tried or provide the opportunity to demonstrate what they've tried before offering strategies for turn-taking when working with the laundry.</i></p> <p><i>RECOMMENDATION: On the next visit, Rachel could pause to ask Lennox's parents what they have already tried (to address an area of concern or to facilitate his development toward a goal) before suggesting or showing new strategies. Once she knows this, she could then ask the parent to show her how they do the activity themselves before she demonstrates the use of a strategy herself. This would help his parents tap into their own knowledge and experiences, which can be built on when developing new strategies.</i></p>
<p>ACTION/PRACTICE: Spontaneous or planned events that occur within the context of a real-life situation that provide that coachee with opportunities to practice, refine, or analyze new or existing skills</p>	<ul style="list-style-type: none"> ✓ Intentionally modeled/coached strategy after observing/learning what caregiver has already tried? YES or NO ✓ Gave caregiver the opportunity to practice the intentionally modeled/coached strategy? YES or NO 	<p><i>Rachel suggested that they work on turn-taking and naming colors when folding laundry. She did not intentionally model these strategies or provide an opportunity to observe or learn what the parents had already tried relevant to turn-taking and naming colors, but Lennox's mother was able to try the suggested strategies with the children after hearing them from Rachel.</i></p> <p><i>RECOMMENDATION: While suggesting strategies seemed to work for this family, it is recommended that Rachel be sure to take the time to find out what the parent can do and has already tried before offering suggestions. That way, she will</i></p>

		<i>know if modeling or coaching the family through the initial use of the strategy is needed.</i>
<p>REFLECTION: Analysis of existing strategies to determine how the strategies are consistent with evidence based practices and how they may need to be implemented without change or modified to obtain the intended outcome(s)</p>	<ul style="list-style-type: none"> ✓ Used open-ended questions to help the family reflect on past and/or new strategies YES or NO ✓ Asked caregiver what differences they noted (previous practice vs. current practice)? YES or NO ✓ Asked caregiver how they felt implementing the strategy? YES or NO 	<p><i>Rachel asked the mother an open-ended question (“How do you think that went?”) after she used the turn-taking and color naming strategies. She did not ask the mother to compare differences noted from previous versus current practice.</i></p> <p>RECOMMENDATION: <i>Recommend that Rachel monitor how many yes/no questions she asks and whenever possible, keep her questions open-ended to encourage the parent to reflect on her own actions and feelings.</i></p>
<p>FEEDBACK: Information provided by the coach that is based on his/her direct observations of the coachee, actions reported by the coachee, or information shared by the coachee and that is designed to expand the coachee’s current level of understanding about a specific evidence based practice or to affirm the coachee’s thoughts or actions related to the intended outcomes</p>	<ul style="list-style-type: none"> ✓ Verbally coached the caregiver while practicing, by providing informative feedback? YES or NO ✓ Provided feedback that affirms the family’s strengths and capacity to support their child’s learning and development? YES or NO 	<p><i>Rachel primarily provided more directive suggestions following the practice sessions and discussion, rather than sharing feedback. She did share that if the laundry activity was too much trouble, then the family did not have to use the strategy during that routine.</i></p> <p>RECOMMENDATION: <i>Rachel could try to use more specific affirmative feedback during and after the parents practice using an intervention strategy to guide them and help them understand how what they do supports their child’s development.</i></p>
<p>JOINT PLAN</p>	<ul style="list-style-type: none"> ✓ Supported the family in making a joint plan for in between sessions? YES or NO 	<p><i>Rachel only asked what they would like to focus on at the next visit. They did not discuss what the family planned to address between sessions.</i></p> <p>RECOMMENDATION:</p>

		<i>Recommend that this discussion be expanded to include planning for what the family would like to implement between visits, when Rachel is not present. Rachel could ask a question like: "Based on what we did today, which strategies would you like to try with Lennox this week?"</i>
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