

**NC ITP Coaching and Natural Learning
Environment Practices Toolkit
Summer/Fall 2024**



**North Carolina Infant-Toddler Program
State Implementation Team
(NC ITP SIT)**

NC Infant-Toddler Program
the **earlier** you know, the **better** they'll grow

[ncdhhs.gov/itp-beearly](https://www.ncdhhs.gov/itp-beearly)



North Carolina Infant-Toddler Program (NC ITP)

Early Intervention Section
Division of Child and Family Well-Being
North Carolina Department of Health and Human Services
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Raleigh, North Carolina 27699-1916

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Electronic versions of this tool kit are available from the following website:

<https://www.ncdhhs.gov/itp-beearly>

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Preface (English)

Working Together to Support Children's Learning and Development

As a parent, you are the expert about your child and have the most impact on his/her development. That is the foundation of the work we do in the NC Infant-Toddler Program (ITP).

We provide services for your child in places and in ways that your child and family typically spend time, such as in your home, at a childcare center or during mealtimes.

Professionals who work with the ITP through the Children's Developmental Services Agency (CDSA) will guide you on how to use your family's everyday activities to help your child learn and develop through your interactions.

The CDSA staff and its providers use coaching to help you and other caregivers support your child's learning and development.



Plan

At the beginning of each visit, you and your provider will talk about what has happened between visits. Let your provider know what you've tried and what has and hasn't worked for your family. Share anything that's new or that's changed with your child or your family's situation. On your first visit, you will develop a plan with your provider. You will review that plan and your family's progress during future visits.



Observe

Your provider may ask to watch how you and your child play and interact. Through this observation, the provider may ask to show you a new strategy to help support your child's development.



Practice

Then it's your turn. Your provider may ask you to practice the strategies you've been shown. Together, you'll practice new ways to achieve the results you want for your child and your family using everyday routines and activities.



Reflect

You and your provider will talk about the strategies you've tried during this visit. You'll discuss why you think the strategies did or didn't work. Together you'll build on this knowledge to achieve the outcomes you've set for your child and family.



Feedback

You'll receive feedback and information from your provider as you work together to identify the best strategies for your family.



Plan

At the end of your visit, your provider will help you develop your plan of what you'll try between visits. Then you'll schedule your next time together and talk about what you'll work on during that visit.



Preface (Spanish)

Trabajamos juntos para fomentar el aprendizaje y el desarrollo de los niños

Usted, como madre o padre, es quien más conoce a su hijo/a y quien ejerce el mayor impacto en su desarrollo. Esta premisa es la base sobre la que se apoya nuestro trabajo en el Programa de Infantes-Niños Menores de Tres Años (ITP, por sus siglas en inglés) de Carolina del Norte.

Proporcionamos servicios que se adaptan a los lugares donde su hijo/a y su familia suelen pasar más tiempo, como en la casa o en la guardería, y que se ajustan a las rutinas, por ejemplo, durante las comidas.

Los profesionales que trabajan en el programa ITP a través de la Agencia de Servicios para el Desarrollo del Niño (CDSA, por sus siglas en inglés) le enseñarán a usar las actividades cotidianas de la familia para fomentar el aprendizaje y el desarrollo de su hijo/a a través de las interacciones.

El personal de CDSA y sus proveedores dan orientación para ayudarle a usted y a otros cuidadores a fomentar el aprendizaje y el desarrollo de su hijo/a.



Planificación

Al comienzo de cada consulta, usted y su proveedor hablarán sobre las situaciones que se han presentado entre una consulta y otra. Hágale saber al proveedor qué estrategias ha intentado implementar, cuáles han funcionado y cuáles no con su familia. Comparta cualquier situación nueva o que haya cambiado con su hijo/a o su familia. En su primera consulta, desarrollará un plan con la ayuda del proveedor. Usted revisará ese plan y el progreso de su familia en las consultas posteriores.



Observación

Es posible que el proveedor le solicite que observe la forma en que usted y su hijo/a juegan e interactúan. A través de esta observación, el proveedor podrá mostrarle una nueva estrategia que contribuya al desarrollo de su hijo/a.



Práctica

Ahora es su turno. El proveedor le pedirá que practique las estrategias que le ha expuesto. Juntos practicarán otros métodos para lograr los resultados que desea para su hijo/a y su familia usando rutinas y actividades cotidianas.



Reflexión

Durante esta consulta, usted y el proveedor discutirán las estrategias que ha utilizado. Analizará por qué cree que las estrategias sirvieron o no. Juntos utilizarán esta información para hacer las modificaciones necesarias y alcanzar los resultados que ha establecido para su hijo/a y su familia.



Retroalimentación

Recibirá comentarios e información del proveedor durante el tiempo que trabajen juntos para identificar las mejores estrategias para su familia.



Planificación

Al final de la consulta, el proveedor le ayudará a desarrollar un plan de estrategias que usted deberá implementar entre una consulta y otra. Luego, programarán una próxima consulta y decidirán sobre los temas que tratarán en ella.



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**
Division of Child and Family Well-Being



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Sección de Intervención Temprana • www.ncdhhs.gov/ito-beearly • NCDHHS es un empleador y proveedor que
apoya la igualdad de oportunidades. 07/2019, 09/2022, 05/2023, 10/2023, 07/2024.

Caregiver Coach Process and Sustainability

Use this as a guide with your supervisor to identify your pathway to proficiency.

REQUIRED FOR SERVICE COORDINATORS, CDSA EVALUATORS/CLINICIANS, AND PROVIDERS:

1. *Initial Coaching Training (choose one):*

- a. **Complete FIPP webinars** (Sexton, Hansen, Shelden, & Rush, 2016a, b, c) with at least 80% proficiency (\$79.95 for access for one person for one full year). Coupon codes will be provided by CDSAs as funding is available.
 - i. EI Series: Coaching
 - ii. EI Series: Natural Learning Environment Practices
 - iii. EI Series: Family-Centered Practices
 - iv. EI Series: Capacity-Building Service Coordination Practices (optional)
- b. **Read *The Early Childhood Coaching Handbook, 2nd Ed.*** (Rush & Sheldon, 2020) and score at least 80% on quiz. Please contact your CDSA Director for access to the Handbook if you do not have access to one. You may also choose to purchase your own copy, sold for approximately \$34 on Amazon.com.

To complete the Quiz, based on the Handbook, you may access the quiz at either the link or QR code below.

Complete the Handbook Quiz:

https://earlyintervention.az1.qualtrics.com/jfe/form/SV_cvWlrg4Fk3bpRps



2. ***Putting It into Practice training:*** A 6-hour training will provide you the opportunity to practice coaching and natural environment practices and receive valuable feedback. This training will be offered virtually at least quarterly at no cost with the option of obtaining CEUs for licensed participants.

REQUIRED FOR SERVICE COORDINATORS

OPTIONAL FOR CDSA EVALUATORS/CLINICIANS AND PROVIDERS:

1. **Resource-Based Practices training:** A 3-hour training that focuses on using capacity-building practices with a coaching interaction style to help families take the lead in identifying priorities, identifying and mobilizing formal and informal resources, and evaluating the usefulness of the resources for future use. This training will use skill-building activities, including building a practice conversation, video analysis, and opportunities for discussion and reflection. This training will be offered virtually at least twice per year.

REQUIRED FOR SERVICE COORDINATORS AND CDSA EVALUATORS/CLINICIANS


OPTIONAL FOR PROVIDERS:

1. **Proficiency Tools:** Choose one or more of the following to achieve proficiency:
 - a. **Coaching Logs:** The Coaching Log is a tool that may be used to analyze a single coaching conversation by a person who is learning the coaching process and an Approved Observer.
 - AND/OR**
 - b. **Self-Reflection/Observation Tools:**
 - i. There are multiple tools to select from in order to complete Self-Reflection:
 1. Self Reflection/Observation Tool (1)
 2. Self Reflection/Observation Tool (2)
 3. Self Reflection/Observation Tool (3)
 4. Evaluator Coaching Observation/Self-Reflection Tool (4)
 - ii. Observation tools completed by an Approved Observer should be used in combination with a Self-Reflection Tool:
 1. Approved Observer Observation Tool
 2. Fidelity in Practice for Early Intervention (FIP-EI) (FIPP Certification required for use)
 3. Fidelity in Practice Mentor Coaching Tool (FIPP Certification required for use)
 - iii. All Self-Reflection and Observation tools should be debriefed with an Approved Observer.

NC Infant-Toddler Program Coaching & Natural Learning Environment Practices



CDSA STAFF TRAINING PROCESS

Step 1 (2 options)	
<p>Option 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “The Early Childhood Coaching Handbook” <input type="checkbox"/> Complete the NC Infant-Toddler Program (NC ITP) Coaching and NLEP Quiz, scoring at least 80%. <p>https://earlyintervention.az1.qualtrics.com/jfe/form/SV_cvWlRq4Fk3bpRps</p> <div style="text-align: center;">  </div> <p><i>(6 contact hours)</i></p>	<p>Option 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the required Webinars from the Family Infant and Preschool Program (FIPP). <i>Coupon code may be available through your local CDSA</i> <p>https://fippcase.learnpointlms.com</p> <p><i>(3-4 contact hours)</i></p>
Step 2	
<ul style="list-style-type: none"> <input type="checkbox"/> Attend the Coaching & NLEP: Putting it into Practice Training. <i>(6 contact hours)</i> 	
Step 3	
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Required for EISCs/recommended for evaluators/clinicians:</i> <input type="checkbox"/> Attend Resource-Based Practices training. <i>(4 contact hours)</i> 	
Step 4	
<ul style="list-style-type: none"> <input type="checkbox"/> Assigned to an Approved Observer (AO). <input type="checkbox"/> Complete a minimum of 4 coaching logs (preferred tool) or self-reflection tools followed by debriefs with AO after each session. Proficiency in each practice to be determined between AO and caregiver coach before moving to Step 5. 	
Step 5	
<ul style="list-style-type: none"> <input type="checkbox"/> Plan a time for an observation by AO of a coaching interaction with a family. Self-reflect on log or complete self-reflection tool and then complete debrief with AO. 	
Step 6	
<ul style="list-style-type: none"> <input type="checkbox"/> Complete quarterly observations by AO followed by self-reflection and debriefs for the next 12 months. 	
Step 7	
<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing coaching supports with an AO. 	




NC Infant-Toddler Program Coaching & Natural Learning Environment Practices


COMMUNITY PROVIDER TRAINING PROCESS

**Required For All Contract Providers Within First Year of
Contract**

Step 1 (2 options)

Option 1	Option 2
<p><input type="checkbox"/> Read “The Early Childhood Coaching Handbook”</p> <p><input type="checkbox"/> Complete the NC Infant-Toddler Program (NC ITP) Coaching and NLEP Quiz scoring at least 80%.</p> <p>https://earlyintervention.az1.qualtrics.com/jfe/form/SV_cvWlrg4Fk3bpRps</p> <div style="text-align: center;">  </div> <p><i>After completion, you will receive 6 contact hours of Infant-Toddler Program Certification.</i></p> <p><input type="checkbox"/> Submit email confirmation of completion of quiz to your local CDSA</p>	<p><input type="checkbox"/> Complete the required Webinars from the Family Infant and Preschool Program (FIPP). <i>Coupon code may be available through your local CDSA</i></p> <p>https://fippcase.learnpointlms.com</p> <p><i>After completion, you will receive 3-4 contact hours of Infant-Toddler Program Certification.</i></p> <p><input type="checkbox"/> Submit email confirmation of completion of webinars to your local CDSA</p>

Step 2

<p><input type="checkbox"/> Attend the Coaching & NLEP: Putting it into Practice Training Live Webinar.</p> <p>This webinar, facilitated by the CDSA, is presented quarterly. Flier with training dates is available from your local CDSA.</p> <p><i>After completion, you will receive 6 contact hours of Infant-Toddler Program Certification.</i></p> <p><input type="checkbox"/> Submit email confirmation of completion to your local CDSA</p>
<p>Contact your local CDSA if you are interested in additional coaching support</p> <ul style="list-style-type: none"> * Attend Resource-Based Practices training (4 contact hours) * Join a coaching group at your local CDSA (contact Director for details) * Request being paired with an Approved Observer <div style="text-align: right;">  </div>

Approved Observer (AO) Process & Sustainability

To qualify as an **Approved Observer**, you must be one of the following:

1. A Fidelity Coach
2. A Mentor Coach
3. A CDSA staff member or NC ITP contracted provider who has completed:
 - proficiency as a caregiver coach
 - at least one observation by an AO of the potential AO supporting a caregiver coach, and
 - approval by CDSA Director or Designee

To maintain AO status, you must:

- participate in ongoing meetings with peers and training to assure inter-rater reliability for tools used by an Approved Observer,
- complete at least annual observation by a peer AO utilizing an Observation tool, and
- complete two to four self-reflections and debriefings per year.

Webinar Descriptions

Each module has been approved for **one credit hour toward NC Infant-Toddler Family Certification**. To earn credit for completing each module, participants must pass a post-test with a score of **80%** or higher. If you are *unable to pass any post-test after two attempts*, contact your local CDSA Director for further instruction. A certificate of completion is accessible to the participant after successfully completing each module.

*Please contact FIPP technical support for any issues you may have while attempting to complete the FIPP webinars: FIPP.CASELMS@dhhs.nc.gov

El Series: Coaching in Early Intervention

(Sexton, Hansen, Shelden, & Rush, 2016a)

You must complete the pre-test before launching this course.

This module is part of a series that has been developed to introduce you to the federal and state regulations that govern early intervention services as well as the evidence-based approach the NC ITP uses to support children and families. In this module, you will examine the characteristics of coaching in natural learning environments. You will learn how to support understanding and use of a coaching interaction style.

El Series: Natural Learning Environment Practices

(Sexton, Hansen, Shelden, & Rush, 2016b)

This course will examine the characteristics of providing early intervention in natural learning environments. The information and practitioners featured in this module also use a coaching interaction style. Natural learning environment practices, along with a coaching interaction style, provide the most effective early intervention experience to families. Throughout this module, you will explore ways to support the use of natural learning environment practices.

El Series: Family-Centered Practices

(Sexton, Hansen, Shelden, & Rush, 2016c)

In this module, you will examine the characteristics of family-centered help giving practices. Throughout this module, you will investigate ways to support team understanding and use of family-centered practices.

El Series: Capacity-Building Service Coordination Practices

(Sexton, S., Shelden, M. & Rush, D., 2017)

This course focuses on the evidence-based capacity-building practices early intervention service coordinators use to support and strengthen families. This course provides practitioners with in-depth information about how to apply capacity-building research to early intervention service coordination and provides three practical application experiences for participants to navigate while implementing capacity-building practices.

Terminology

Family Infant and Preschool Program (FIPP): FIPP provides training and technical assistance including web-based courses, workshops, coaching, and implementation tools.

COACHES

Caregiver Coach: CDSA Staff or Contracted Providers who support caregivers using a coaching interaction style, natural learning environment practices, and resource-based practices.

Mentor Coach: A trained coach who supports Caregiver Coaches to proficiency by reviewing coaching logs, completing FIP-EI observations, and having coaching conversations. Provides support for ongoing implementation of a coaching interaction style, natural learning environment practices, and resource-based practices.

Fidelity Coach: An advanced level coach who has been certified by FIPP to support mentor coaches and caregiver coaches with the implementation of a coaching interaction style, natural learning environment practices, and resource-based practices.

PRACTICES

Coaching: An adult learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current and future situations. Coaching has five research-based practice characteristics that lead to the intended outcomes: (1) joint planning, (2) observation, (3) action/practice, (4) reflection, and (5) feedback. (Rush, Sheldon 2020)

Natural Learning Environment Practices (NLEP): Practices that support parents and other care providers of children with disabilities in understanding the critical role of and using everyday activity settings and child interests as the foundation of children's learning opportunities (Dunst, et al., 2006; Dunst, et al., 2001).

Resource-Based Practices (RBP): Practices that include a set of strategies used by early intervention providers focused on the provision and mobilization of resources to achieve family outcomes (Dunst, et al., 1994; Mott, 2005).

Family-Centered Practices (FCP): The beliefs and practices used by early interventionists that treat families with dignity and respect characterized by individualized, flexible, and responsive practices; information sharing so that families can make informed decisions; family choice regarding interventions; parent-professional collaboration and partnership, and the provision and mobilization of resources and supports necessary for families to care for their children in ways that produce optimal child, parent, and family outcomes (Dunst, 1995; Dunst, 2002; Dunst & Espe-Sherwindt, 2016).

STANDARDS

Proficiency: High degree of competence and skill in the areas of coaching, natural learning environment practices, and family-centered practices.

NC ITP Coaching & NLEP Toolkit References

Rush, D. D. & Shelden, M. L. (2006). Coaching practices rating scale for assessing adherence to evidence-based early childhood intervention practices. CASEtools 2(2), 1-7. Available at https://fipp.ncdhhs.gov/wp-content/uploads/casetools_vol2_no2.pdf

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

Rush, D. D. & Shelden, M. L. (2020). *The early childhood coaching handbook, 2nd Ed.* Baltimore, MD: Paul H. Brookes Publishing.

Sexton, S., Hansen, L., Shelden, M., & Rush, D. (2016a). *Coaching in early intervention*. Retrieved from <http://fippcase.learnpointlms.com>

Sexton, S., Hansen, L., Shelden, M., & Rush, D. (2016b). *Natural learning environment practices*. Retrieved from <http://fippcase.learnpointlms.com>

Sexton, S., Hansen, L., Shelden, M., & Rush, D. (2016c). *Family-centered practices*. Retrieved from <http://fippcase.learnpointlms.com>

Sexton, S., Shelden, M. & Rush, D. (2017). *Capacity-Building Service Coordination Practices*. Retrieved from <http://fippcase.learnpointlms.com>

Self Reflection/ Observation Tool (1)

Caregiver Coach's Name: _____ Observer's Name: _____ Date: _____

All the steps can occur multiple times during the session and do not need to occur in the same order.

I. Joint Planning

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
1. The caregiver coach asked the parent/caregiver to reflect on what happened related to the joint plan since the last visit (successes/ challenges).							
2. The caregiver coach confirmed the planned activity for the session and proceeded with that activity unless the parent/caregiver's priorities changed.							
3. The caregiver coach communicated respect by listening fully and supporting the family's priorities/decisions rather than telling them what to do.							
Comments:							

II. Observation

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
4. The caregiver coach observed the parent using strategies discussed in previous sessions, before helping the parent/caregiver generate new strategies or providing feedback.							
5. If applicable, the caregiver coach, with the parent/caregiver's permission, intentionally modeled a behavior or activity to determine what might work or to help the parent/caregiver see what the provider is talking about.							
Comments:							

IV. Action/Practice

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
6. The caregiver coach used an agreed upon activity that is part of the family/caregiver's daily routines.							
7. The caregiver coach supported the parent/caregiver in practicing, refining, and analyzing new or existing skills that occur during/ between sessions.							
8. The caregiver coach asked probing questions to examine the parent/caregiver's knowledge and abilities.							
9. The caregiver coach used toys and materials found in the home or community setting (with the exception of assistive technology).							
10. The caregiver coach promoted multiple opportunities for the parent/caregiver to practice strategies.							
11. The caregiver coach explored multiple activities (in addition to playtime on the floor) to engage the child and family.							
12. The caregiver coach helped the parent/caregiver identify other routines/settings in which strategies could be practiced.							
Comments:							

Which strategies did the caregiver coach use? (Mark all that apply)							
Modeling: <input type="checkbox"/> Explanation or "talking through": <input type="checkbox"/> Other: _____							
	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
If the caregiver coach used intentional modeling, did he/she use all the steps for intentional modeling:							
13. After receiving parent permission to model, explained what would be modeled and why.							
14. Gave the parent/caregiver a job to do (watch for something specific, collect data, write down questions).							
15. Modeled the strategy/technique.							
16. Helped the parent/caregiver reflect on what worked, did not work, and how it matched what they might do.							
17. Invited the parent/caregiver to try the strategy/technique.							
18. Helped the parent/caregiver reflect on how it worked for them.							
19. Developed a plan with parent/caregiver on how to use the strategy/technique on own and explored times during the day that would work.							
For all strategies:							
If the parent/caregiver seemed reluctant to practice the strategy in front of the caregiver coach, the provider:							
20. offered encouragement							
21. offered alternative ways to practice the suggestion and still receive feedback (e.g., videotape or practice at the next visit)							
Comments:							

V. Feedback

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
22. The caregiver coach provided a variety of feedback that affirmed the family's strengths and capacity to support their child's learning and development.							
23. The caregiver coach interacted with the parent/caregiver in a nonjudgmental and constructive manner during the visit.							
24. The caregiver coach took into consideration the family's cultural values, beliefs and priorities.							
25. If needed, the caregiver coach shared or prompted access to new information and resources discussed in today's visit.							
Comments:							

VI. Reflection

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
25. The caregiver coach used a variety of open-ended questions with the parent/caregiver to encourage reflection on the strategy(s) discussed today.							
26. The caregiver coach used a limited amount of awareness questions.							
27. The caregiver coach gave opportunities for the family to reflect on advantage or disadvantage identified strategies for the family to reflect.							
28. The caregiver coach asked the parent to identify which strategies they would like to implement.							
29. The caregiver coach checked with the family on how confident/comfortable they felt in implementing the strategy(s).							
30. The caregiver coach allowed the family to reflect on their contribution to the success of their child.							
Comments:							

VII. Joint Planning

	0: Not observed	1: Needs support	2: Observed	0	1	2	N/A
27. The caregiver coach developed a plan with the parent/caregiver on what would happen until the next session, based on actions/ ideas discussed.							
28. The caregiver coach engaged the parent/caregiver in planning the routine/activity setting to be addressed at the next session.							
Comments:							

VIII. Capacity-Building:

Describe how you built the family's/caregiver's capacity:
Comments:

Retrieved and Adapted from: http://admin.abcsignup.com/files/%7B07D0901F-86B6-4CD0-B7A2-908BF5F49EB0%7D_59/Final_Coaching_Fidelity_Tool.pdf

Self Reflection/Observation Tool (2)

Person Completing the Checklist: _____ Family Initials: _____ Service Setting: _____ Date: _____

		Observed	Needs Support	Not Observed	Notes
SETTING THE STAGE FOR EARLY INTERVENTION: <ul style="list-style-type: none"> Gathers updates on child and family; listens and encourages caregiver feedback, reflection, and intervention Shares information related to development and family interests—connects learning targets to functional outcomes and IFSP priorities to increase caregiver knowledge and resources. 	✓ Reviewed the family’s priorities for early intervention and follows up on referrals				
	✓ Gathered updates on outside services (e.g., doctor’s appointments, private therapy, etc.)				
JOINT PLANNING: <ul style="list-style-type: none"> Review previous plan. Plan for what you will do at the next visit. Agreement by the coach and caregiver on the actions they will take or the opportunities to practice between coaching visits. 	✓ Referenced joint plan from last session and used to check in/begin				
	✓ Asked caregiver about new concerns or questions related to services, resources, or family needs				
	✓ Made a between-visits joint plan with parent				
OBSERVATION AND OPPORTUNITIES TO SUPPORT EARLY INTERVENTION PRACTICES: <ul style="list-style-type: none"> Observes caregiver child interaction in routines – provides feedback and builds on the caregiver strengths and the child’s development and learning related to EI. Asks the caregiver to describe how early intervention services are supporting their child’s participation in family routines and activities and supports EI plan. 	✓ Asks the caregiver how the provider supports his/her learning, listens to responses, and encourages reflection and problem solving				
	✓ Assisted the family with identifying informal supports				
	✓ Assisted the family with identifying formal supports				
PROBLEM SOLVING, REFLECTION, AND PLANNING: <ul style="list-style-type: none"> Follows up on family concerns by engaging in problem solving discussions to build caregiver capacity and encourage decision making. Offers the caregiver a chance to ask questions about early intervention services, funding for services, and their rights. Helps families understand EI funding, the role of Medicaid, private insurance, and any costs to the family. 	✓ Problem solves with the caregiver about appropriate intervention strategies to embed – coaches caregiver on evidence based interventions for identified targets and routines				
	✓ Plan and coordinate assessments, IFSP reviews, referrals, and transition meetings as needed				
	✓ Support communication among team members				

<ul style="list-style-type: none"> Asks the caregiver what they are learning to do with their child, listens to response and encourages reflection and problem solving to build capacity. 	<ul style="list-style-type: none"> ✓ Did the parent learn new strategies or gain confidence in accessing resources and/or supporting their child in everyday routines (capacity-building) 				
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Adapted from: Virginia Early Intervention Program

Self-Reflection Notes	
<p>What is your current personal coaching goal?</p>	<p>What if anything would you like to change about your personal coaching goal?</p>
<p>What aspects of coaching went well this session?</p>	<p>What steps will you take to meet your personal coaching goal?</p>
<p>Identify areas of your coaching from this session you will continue to work on</p>	<p>How will you know when your personal coaching goal is met?</p>

Self Reflection/Observation Tool (3)

Person Completing the Checklist: _____ Provider: _____ Service Setting: _____ Date: _____

		Observed	Needs Support	Not Observed	Notes
JOINT PLAN: Review previous agreement by the provider and caregiver on the actions taken or the opportunities used to practice between visits along with planning the activity setting for today's visit.	✓ Referenced joint plan from last session and used to check in/begin				
	✓ Confirmed the planned activity for the session and proceeded with that activity unless parent/caregiver's priorities changed				
OBSERVATION: Examination of another person's actions or practices to be used to develop skills, strategies, or ideas.	✓ Observed the caregiver using strategies discussed at previous session				
	✓ If needed, and with permission, intentionally modeled a behavior or activity for caregiver				
ACTION/PRACTICE: Spontaneous or planned events that occur within the context of a real-life situation that provide caregiver with opportunities to practice, refine, or analyze new or existing skills.	✓ Helped the caregiver practice, refine, and analyze new or existing skills that occur during and between sessions.				
	✓ Used toys and materials in the caregiver home or community setting (except for assistive technology).				
	✓ Promoted multiple opportunities for the caregiver to practice strategies.				
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).	✓ Used open-ended questions to help the caregiver reflect on past and/or new strategies				
	✓ Asked the caregiver what differences they noted (previous practice vs. current practice)				
	✓ Asked the caregiver how they felt implementing the strategy				
FEEDBACK: Information provided by the provider that is based on direct observations of the caregiver, actions reported by the caregiver, or information shared by the caregiver and that is designed to expand the caregiver's current level of understanding about a specific evidence-based practice or to affirm the caregiver's thoughts or actions related to intended outcomes.	✓ Verbally coached the caregiver while practicing, by providing informative feedback				
	✓ Provided feedback that affirms the family's strengths and capacity to support their child's learning and development				

JOINT PLAN: Agreement by the provider and caregiver on the actions they will take or the opportunities to practice between visits along with planning the activity setting for next visit.	✓ Made a plan for the caregiver using strategies between visits				
	✓ Made a plan for the activity setting for next visit				

Self-Reflection Notes	
What is your current personal coaching goal?	What if anything would you like to change about your personal coaching goal?
What aspects of coaching went well this session?	What steps will you take to meet your personal coaching goal?
Identify areas of your coaching from this session you will continue to work on.	How will you know when your personal coaching goal is met?

Evaluator Coaching Observation/Self-Reflection Tool (4)

Person Completing the Checklist: _____ Client Initials: _____ Service Setting: _____ Date: _____

Observer: Review coaching description and determine if coaching characteristic was present for this session.			Observer: Use this section to make comments/notes for follow-up conversation with coach. Coach: Answer below questions and make comments as needed.			Coach: Reflect on coaching session and create a personal plan for next steps.		
JOINT PLAN: Review of reason/purpose for the visit and if parent wants to move forward with the assessment.			How did you and/or the SC revisit the previous joint plan by guiding the parent through the process of what would be happen during the visit?			What is your current personal coaching goal?		
Eligibility evaluator addresses the previous joint plan at the beginning of the visit	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>	How did you check in with the parent about their concerns and any potential changes?					
OBSERVATION: Examination of another person's actions or practices to be used to develop skills, strategies, or ideas.			How did you incorporate direct observation of the parent/child into the assessment?			What parts of your coaching went well this session?		
Eligibility Evaluator creates/encourages opportunity to observe the parent and child during a routine/activity in which they typically engage.	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>	How did you help the parent engage the child in activities that needed to be observed for the purpose of the assessment? (Note: Only for assessment. True action/practice should be within the context of an existing or family-chosen routine in order to be evidence based.)					
ACTION/PRACTICE: Spontaneous or planned events that occur within the context of a real-life situation that provide caregiver with opportunities to practice, refine, or analyze new or existing skills.			How did you help the parent engage the child in activities that needed to be observed for the purpose of the assessment? (Note: Only for assessment. True action/practice should be within the context of an existing or family-chosen routine in order to be evidence based.)			Identify areas of your coaching from this session that you will continue to work on.		
Parent, guided by evaluator, practices a new strategy that was developed during the assessment.	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>	What items are available in the home to help the caregiver address their concerns during routines? How did you engage the parent in practicing a strategy generated during the assessment?					

<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>			<p>How did you find out what the parent had already tried or thought of trying related their area of concern? How did you help the caregiver reflect on their ideas and strategies and/or ones that you shared?</p> <p>What questions, and what types of questions, did you use to help the caregiver reflect?</p>	<p>What, if anything, would you like to change about your personal coaching goal?</p>	
<p>Eligibility Evaluator helps the parent reflect on their concern, what they have tried, and new ideas generated by the team.</p>	<p>Present <input type="checkbox"/></p>	<p>Not Present <input type="checkbox"/></p>			
<p>Awareness, Analysis, Alternative, and Action. Yes/No questions are used to ask permission.</p>			<p>What feedback, and what types of feedback, did you use with the caregiver?</p> <p>How did you find out what the parent already knew before giving any informative feedback? How did you ask the parent to reflect on any informative feedback that you gave?</p>	<p>What steps will you take to meet your personal coaching goal?</p>	
<p>FEEDBACK: Information provided by the provider that is based on direct observations of the caregiver, actions reported by the caregiver, or information shared by the caregiver and that is designed to expand the caregiver's current level of understanding about a specific evidence-based practice or to affirm the caregiver's thoughts or actions related to intended outcomes.</p>					
<p>Eligibility Evaluator shares information and feedback in a way that is capacity building for the family</p>	<p>Present <input type="checkbox"/></p>	<p>Not Present <input type="checkbox"/></p>			
<p>Affirmative; Evaluative, Informative, and Directive</p>					
<p>NATURAL LEARNING ENVIRONMENT PRACTICES: Focus on child learning and development that includes child-interest-based activities or activities the child does not like to do but needs to happen to support and address the parents' priorities.</p>			<p>How did you help the parent learn about and reflect on using child interest to promote learning?</p> <p>How did you help the parent incorporate any suggested strategies into existing daily routines/activities?</p> <p>How did you help the parent think about using responsive teaching strategies to invite, engage, and teach their child?</p>		
<p>Eligibility Evaluator and EISC help the parent learn about the importance of child interest, identify their child's interests, and use them to promote learning</p>	<p>Present <input type="checkbox"/></p>	<p>Not Present <input type="checkbox"/></p>			
<p>Eligibility Evaluator helps the parent identify how their actions positively affect their child's learning (self-attribution)</p>	<p>Present <input type="checkbox"/></p>	<p>Not Present <input type="checkbox"/></p>			
<p>FAMILY CENTERED PRACTICES: Relational help giving practices used during an eligibility eval/assessment.</p>			<p>During the eval/assessment, how did you check for the parent's understanding?</p>		
<p>Eligibility Evaluator communicates clearly using non-technical, parent-friendly language that is individualized for each family</p>	<p>Present <input type="checkbox"/></p>	<p>Not Present <input type="checkbox"/></p>			

Eligibility Evaluator considers the family's values and identifies their strengths	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>	How did you determine the strengths and values of the family?	
Eligibility Evaluator models a positive attitude, shows kindness, and is empathetic when engaging with families	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>		
JOINT PLAN: Help the parent create a plan to get started addressing one or more concerns that were identified during the assessment.			What plan did you create with the family at the end of the assessment to allow them to begin addressing their primary concern immediately?	
Eligibility evaluator creates a new joint plan with the family at the end the visit	Present <input type="checkbox"/>	Not Present <input type="checkbox"/>		

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Approved Observer Observation Tool

After the observation with your coachee, have your coachee fill out a self-reflection and turn that in to you. Use their self-reflection and your notes to assess their proficiency with the items in the chart and then use the prompts below that to plan your coaching conversation.

Demonstrated = showed understanding during the interaction with the family; **Emerging** = showed partial understanding during the interaction with the family; **Reflected** = showed understanding in their self-reflection; **Not Observed** = missed the opportunity; **N/A** = no opportunity during the interaction for this skill

Coaches Name: _____

Focus of Visit: __ NLEP __ RBP

		Comments:
The coach revisited a joint plan with their coachee at the beginning of the visit.	Demonstrated Emerging Reflected Not Observed N/A	
The coach used mostly reflective questions with the coachee during this visit.	Demonstrated Emerging Reflected Not Observed N/A	Examples of questions:
The coach was not directive with their coachee (unless danger was present) at any point in the conversation.	Demonstrated Emerging Reflected Not Observed N/A	
The coach showed understanding of when/how to share information with families in a capacity-building way (informative feedback sandwich).	Demonstrated Emerging Reflected Not Observed N/A	
The coach demonstrated understanding of when/how to engage in observation, modeling, and action/practice.	Demonstrated Emerging Reflected Not Observed N/A	

The coach showed understanding of how to help the parent identify and prioritize concerns, create meaningful goals, reflect on progress towards those goals, and understand how their actions are contributing to that progress (IFSP development, review).	Demonstrated Emerging Reflected Not Observed N/A	
The coach demonstrated understanding of how to help parents identify, select, access, and evaluate resources (RBP).	Demonstrated Emerging Reflected Not Observed N/A	
The coach showed understanding of how to help the caregiver increase their responsiveness and recognize their child's interests during one of the family's regular routines (NLEP).	Demonstrated Emerging Reflected Not Observed N/A	
The coach created a new between visit plan with their coachee.	Demonstrated Emerging Reflected Not Observed N/A	
The coach created a new next visit plan with their coachee.	Demonstrated Emerging Reflected Not Observed N/A	

Current Coaching Goal:

Prioritized List of Coaching Topics and Questions:

New Personal Coaching Goal (created at the end of the conversation):

Handouts, Coaching Group Guides, and Video Resources

Agreed upon Mission and Key Principles for EI Services in Natural Learning Environments:

https://ectacenter.org/~pdfs/topics/families/Finalmissionandprinciples3_11_08.pdf

Seven Key Principles--Looks Like/Doesn't Look Like:

https://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf

FIPP Resources:

Common Misperceptions about Coaching- Rush and Shelden

https://fipp.ncdhhs.gov/wp-content/uploads/caseinpoint_vol4_no1.pdf

Coaching Quick Reference Guide- Rush and Shelden

https://fipp.ncdhhs.gov/wp-content/uploads/briefcase_vol1_no1.pdf

Tips and Techniques for Effective Coaching interactions

https://fipp.ncdhhs.gov/wp-content/uploads/briefcase_vol1_no2.pdf

Script for Explaining an Evidence Based EI Model

https://fipp.ncdhhs.gov/wp-content/uploads/briefcase_vol1_no3.pdf

A Framework for Reflective Questioning When Using a Coaching Interaction Style- Rush and Shelden

https://fipp.ncdhhs.gov/wp-content/uploads/casetools_vol4_no1.pdf

The *Fidelity in Practice—Early Intervention* (FIP-EI) is a set of practice checklists along with guidance for determining the presence or absence of the practice indicators on each checklist. The FIP-EI includes practice indicators of key characteristics of multiple evidence-based practices including: (a) Coaching Practices, (b) Natural Learning Environment Practices, and (c) Family-Centered Practices. Each checklist includes 5-10 individual indicators that describe key aspects of each evidence-based practice area. This course consists of 12 asynchronous sessions that provide an overview of the tool and 10 practice opportunities to use the FIP-EI to evaluate a video observation of an early intervention visit. This course is intended for supervisors, team leaders, and technical assistance coordinators. Certification in the FIP-EI qualifies the holder to use the FIP-EI to support the ongoing professional development of other early intervention practitioners. This course can be accessed at <https://fippcase.learnpointlms.com/>.

Head Start/ Early Head Start Coaching Corner series:

Early Childhood Learning and Knowledge Center (ECLKL)

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series>

VA EI Professional Development Center:

Virginia's Coaching Facilitation Guide

https://www.veipd.org/main/pdf/coaching_fac_guide.pdf

Ongoing Support for Coaching & Natural Learning Environment Practices

https://www.veipd.org/main/pdf/guidance_fac_reflect_10.3.18.pdf

Hartford Foundation Videos:

Foundations of Coaching in Early Childhood: Partnering with Parents and Professionals
<https://www.hfpg.org/our-approach/learning/early-childhood-investments/statewide-collaborations/foundations-of-coaching-early-childhood>

EI Excellence Videos:

<http://www.eiexcellence.org/resources/video-library/>

EI Excellence Discipline-Specific Resources:*Speech-Language Pathology:*

- [From Couching to Coaching](#) – The ASHA Leader
- [Providing Early Intervention Services in Natural Environments](#) – The ASHA Leader
- [Roles and Responsibilities of Speech-Language Pathologist in Early Intervention: Position Statement](#) American Speech-Language-Hearing Association (ASHA)
- [Roles and Responsibilities of Speech-Language Pathologist in Early Intervention: Guidelines](#) American Speech-Language-Hearing Association (ASHA)

Occupational Therapy:

- [Key Principles in Early Intervention Practices in Natural Environments: A Crosswalk with Occupational Therapy Literature](#)

Physical Therapy:

- [Early Intervention Physical Therapy: IDEA Part C](#) American Physical Therapy Association (APTA)
- [Team-based Service Delivery Approaches in Pediatric Practice](#) American Physical Therapy Association (APTA)
- [Natural Environments in Early Intervention Services](#) American Physical Therapy Association (APTA)