Coaching and Natural Learning Environment Practices Toolkit

November 2019

NC EARLY INTERVENTION
INFANT-TODDLER PROGRAM

the
earlier
you know,
the
better
they'll grow.

N.C. ITP Coaching and NLEP Toolkit

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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 N.C. 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.

CDSA Staff Instructions for the N.C. ITP Coaching & NLEP Toolkit

CDSA Staff Coaching Training Process: Use this as a guide with your supervisor to identify your pathway to fidelity.

REQUIREMENTS FOR CDSA Staff

1. Complete all **3 webinars** ($79.95 for access for one person for one full year) or **the Early Childhood Coaching Handbook** (Sheldon and Rush, 2011) (approximately $34 on Amazon) and **quiz**. All 3 webinars are available for access here: https://fippcase.learnpointlms.com/. Each webinar will provide 1 contact hour which may be used toward the maintenance of the Infant-Toddler Program ITF Certification and 6 hours of Infant-Toddler Program ITF certification credit will be provided upon completion of reading the handbook and submitting the quiz.

2. *Coaching & NLEP: Putting It into Practice training:* A 6-hour training that will build on the skills obtained from the webinar or from reading *The Early Childhood Coaching Handbook* (Rush and Shelden, 2011). This training will provide you the opportunity to practice coaching and receive valuable feedback. The training will also explore and discuss natural learning environment practices. This training will be offered at least quarterly in various locations throughout the state.

3. *Fidelity Tools* (Choose one or more of the following):

   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 someone who has more experience coaching (i.e., a supervisor, mentor or colleague). (Rush and Shelden, 2011)

      AND/OR

   b. *Self- Assessment/ Observation Tools:* There are multiple tools to select from in order to complete either Self- Assessment or to use as an Observation Tool by an Approved Observer (see training process).

      i. Coaching Fidelity Checklist (intended for use by clinicians)
      ii. Routines Based Intervention Action Checklist (intended for use by clinicians)
      iii. Self-Reflection Tool for Service Coordinators (intended for use by EISCs)
      iv. Fidelity in Practice for Early Intervention- Coaching Practices Checklist (FIPP Training required for use)
      v. Fidelity in Practice for Early Intervention- Everyday Child Learning Opportunities Checklist (FIPP Training required for use)
      vi. Fidelity in Practice for Early Intervention-Family and Community Resources and Supports Checklist (FIPP Training required for use)
      vii. Natural Learning Environment and Coaching Interaction Abbreviated Practice Adherence Checklist (FIPP Training required for use)

4. *Handouts, Coaching Group Guides, and Video Resources:* This handout identifies helpful handouts and videos that can be used to familiarize staff with self- assessment/observation tools, along with the practices.

CDSA Community Provider Instructions for the
N.C. ITP Coaching & NLEP Toolkit

CDSA Community Provider Coaching Training Process: Use this as a guide to identify your pathway to fidelity.

REQUIREMENTS FOR PROVIDERS

1. Complete all **3 webinars** ($79.95 for access for one person for one full year) **OR** the **Early Childhood Coaching Handbook** (Sheldon and Rush, 2011) (approximately $34 on Amazon) and **quiz**. CDSAs may have copies of the handbook available for loan. All 3 webinars are available for access here: https://fippcase.learnpointlms.com/. Each webinar will provide 1 contact hour which may be used toward the maintenance of the Infant-Toddler Program ITF Certification and 6 hours of Infant-Toddler Program ITF certification credit will be provided upon completion of reading the handbook and submitting the quiz to the CDSA.

2. *Coaching & NLEP: Putting It into Practice training (No Cost):* A 6-hour training that will build on the skills obtained from the webinar or from reading *The Early Childhood Coaching Handbook* (Rush and Shelden, 2011). This training will provide you the opportunity to practice coaching and receive valuable feedback. The training will also explore and discuss natural learning environment practices. This training will be offered at least quarterly in various locations throughout the state.

RECOMMENDED FOR PROVIDERS

3. *Fidelity Tools*

   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 someone who has more experience coaching (i.e., a supervisor, mentor or colleague). (Rush and Shelden, 2011)

   > *AND/OR*

   c. *Self- Assessment/ Observation Tools:* There are multiple tools to select from in order to complete either Self- Assessment or to use as an Observation Tool by an Approved Observer (see training process).

       i. Coaching Fidelity Checklist (intended for use by clinicians)
      ii. Routines Based Intervention Action Checklist (intended for use by clinicians)
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4. *Handouts, Coaching Group Guides, and Video Resources:* This handout identifies helpful handouts and videos that can be used to familiarize staff with self- assessment/observation tools, along with the practices.

N.C. ITP Coaching & NLEP Toolkit Instructions Resources

Rush, D.D., & Shelden, M.L. (2011). *The early childhood coaching handbook.* Baltimore, MD: Paul H. Brookes Publishing.
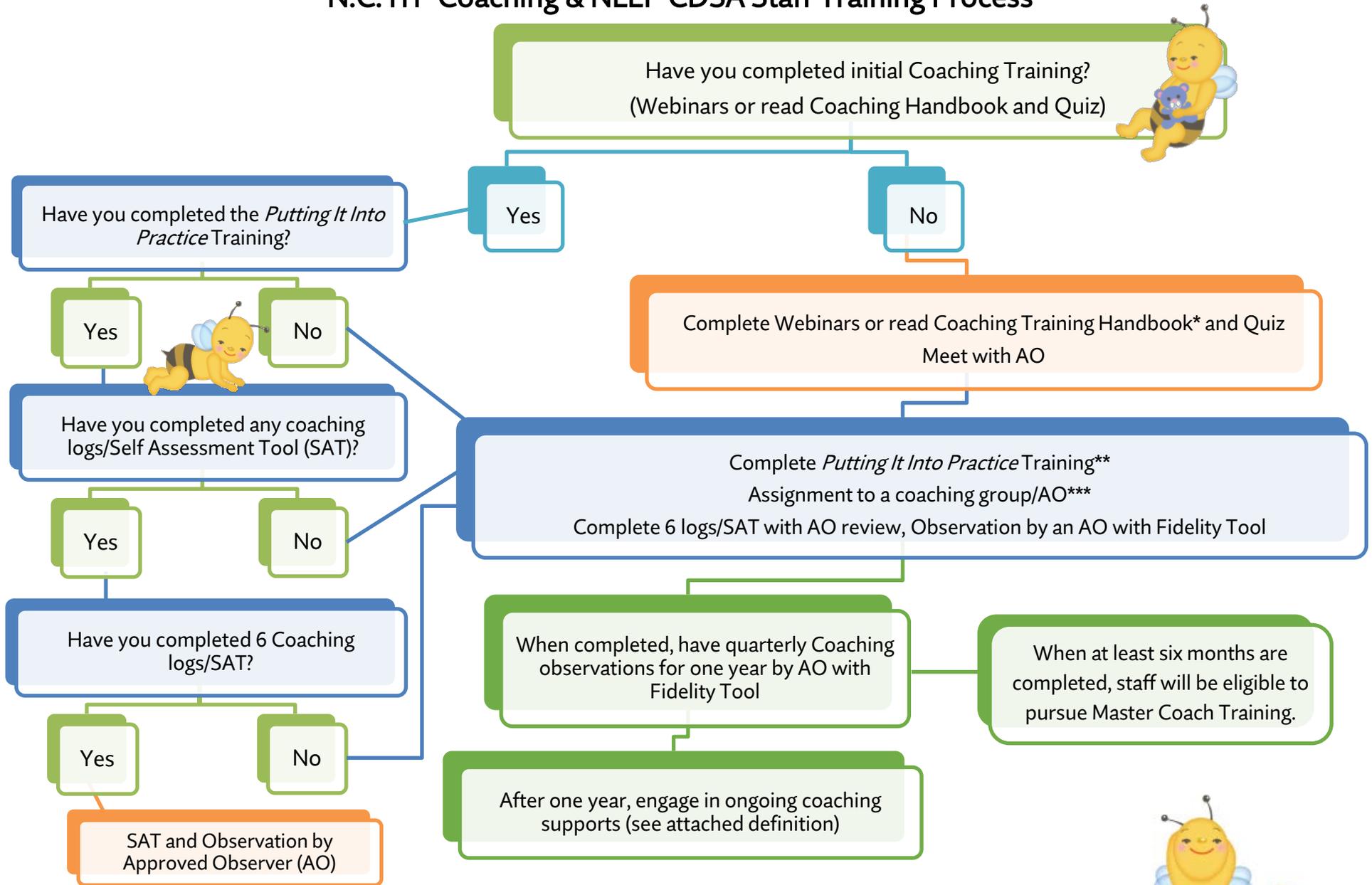
Adapted from: Rush D. & Shelden, M. (2006). *Coaching practices rating scale for assessing adherence to evidence-based early childhood intervention practices*. CASEtools 2(2), 1-7. Available at http://fipp.org/static/media/uploads/casetools/casetools_vol2_no2.pdf.

Sexton, S., Hansen, L., Shelden, M. & Rush, D. (2016). *Coaching in early intervention*. Retrieved from http://fippcase.learnpointlms.com/myaccount/enrollments/view.asp?id=1033489.

Sexton, S., Hansen, L, Shelden, M. & Rush, D. (2016). *Natural learning environment practices*. Retrieved from http://fippcase.learnpointlms.com/myaccount/enrollments/view.asp?id=994532.

Sexton, S., Hansen, L., Shelden, M. & Rush, D. (2016). *Family-centered practices*. Retrieved from http://fippcase.learnpointlms.com/myaccount/enrollments/view.asp?id=1317866.

N.C. ITP Coaching & NLEP CDSA Staff Training Process

Have you completed initial Coaching Training?
(Webinars or read Coaching Handbook and Quiz)

Yes | No

Have you completed the *Putting It Into Practice* Training?

Yes | No

Have you completed any coaching logs/Self Assessment Tool (SAT)?

Yes | No

Have you completed 6 Coaching logs/SAT?

Yes | No

SAT and Observation by Approved Observer (AO)

Complete Webinars or read Coaching Training Handbook* and Quiz
Meet with AO

Complete *Putting It Into Practice* Training**
Assignment to a coaching group/AO***
Complete 6 logs/SAT with AO review, Observation by an AO with Fidelity Tool

When completed, have quarterly Coaching observations for one year by AO with Fidelity Tool

When at least six months are completed, staff will be eligible to pursue Master Coach Training.

After one year, engage in ongoing coaching supports (see attached definition)

For CDSA Staff

*If completing the webinar, please submit the certificate of completion. If reading the handbook, please submit the completed quiz.

**Coaching & NLEP: *Putting It into Practice* Training
All staff will take the basic 6-hour *Putting It into Practice* training. EISCs will also attend Resource Based Coaching Training.

Need Extra Support Beyond the Established Training Process?
- Contact AO to schedule coaching observations
- Meet one-on-one with an AO
- Observations of your coaching by AO with Fidelity tool and meet for feedback sessions

Ongoing Coach Supports
If AO and Supervisor agree with overall quality of coaching interactions, CDSA Staff will be observed twice a year by supervisor and two self-assessments to be discussed with supervisor. The observation and SAT can take place on the same or different coaching interactions, depending on the CDSA Staff member's plan. If at any time there are questions about overall quality of interactions, a staff member's supervisor and AO should work together with CDSA staff member to devise individual plan.

***Materials contained in the North Carolina Infant-Toddler Program Coaching/NLEP Toolkit Handouts, Coaching Group Guides, and Video Resources list should be used with coaching groups.

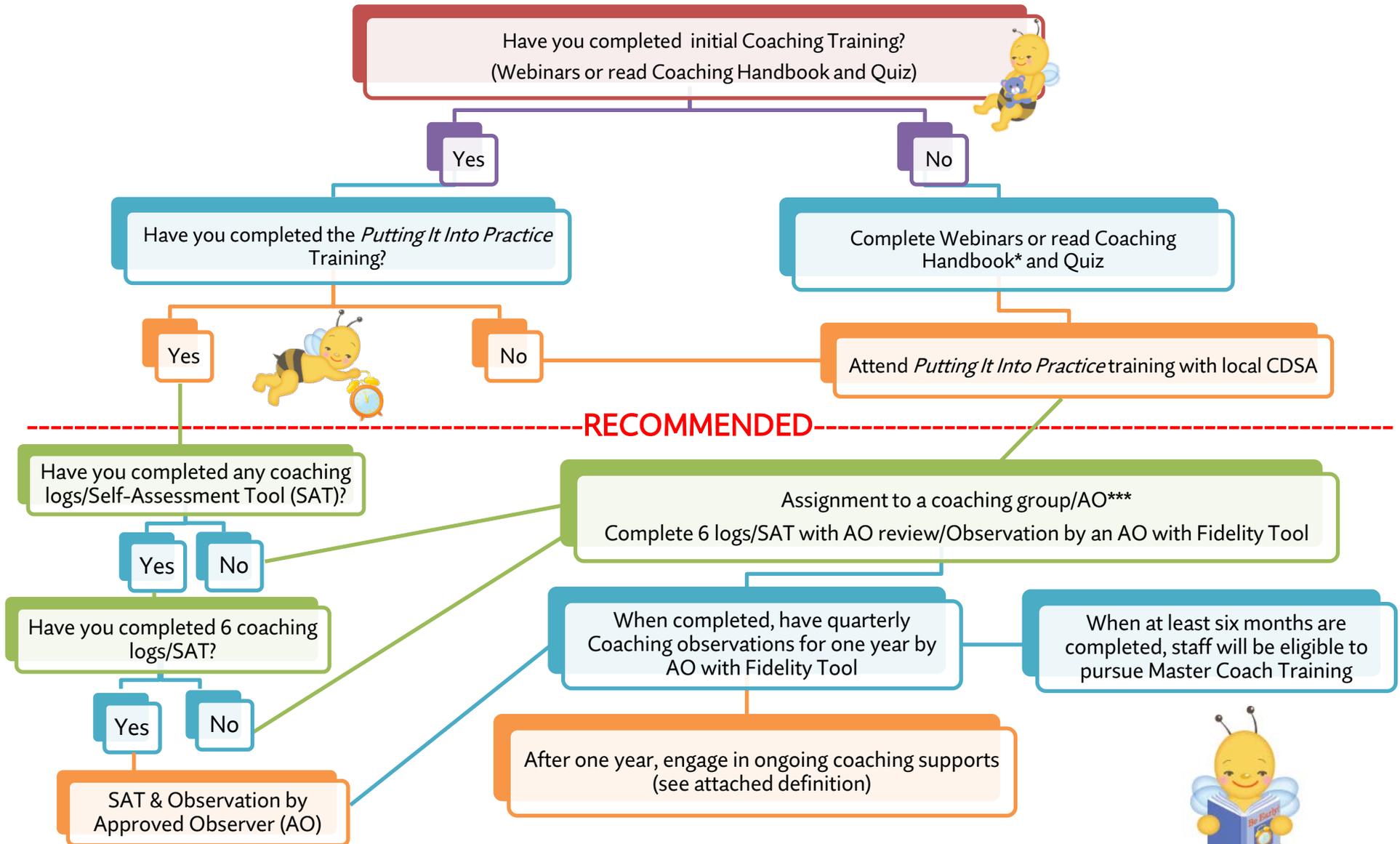*SAT = Self-Assessment Tool; AO = Approved Observer, please see attached definition*

To qualify as an Approved Observer, you must be one of the following:
- A Fidelity Coach
- A Master Coach
- A CDSA staff member or NCITP contracted provider who has completed:
    a. Six months of logs or other self-assessment tools, and
    b. At least one observation by an approved observer, and
    c. Approval by CDSA Director or Designee

To maintain AO status, you must participate in ongoing meetings with peers, training to assure inter-rater reliability for fidelity tool, at least annual observation by peer AO utilizing fidelity tool with a staff member learning coaching, and two to four self-assessment reviews per year.

N.C. ITP Coaching & NLEP Community Provider Training Process

REQUIRED

Have you completed initial Coaching Training?
(Webinars or read Coaching Handbook and Quiz)

Yes

No

Have you completed the *Putting It Into Practice* Training?

Complete Webinars or read Coaching Handbook* and Quiz

Yes

No

Attend *Putting It Into Practice* training with local CDSA

--------------------RECOMMENDED--

Have you completed any coaching logs/Self-Assessment Tool (SAT)?

Yes **No**

Assignment to a coaching group/AO***
Complete 6 logs/SAT with AO review/Observation by an AO with Fidelity Tool

Have you completed 6 coaching logs/SAT?

Yes **No**

When completed, have quarterly Coaching observations for one year by AO with Fidelity Tool

When at least six months are completed, staff will be eligible to pursue Master Coach Training

SAT & Observation by Approved Observer (AO)

After one year, engage in ongoing coaching supports (see attached definition)

For Community Providers

Steps above the RECOMMENDED line are required of all individuals who are providing direct services to children enrolled in the NCITP.

For Community Providers

*If completing the webinar, please submit the certificate of completion. If reading the handbook, please submit the completed quiz and let the CDSA know if ITF Certification credit is being requested.

Need Extra Support Beyond the Established Training Process?

Contact AO to schedule coaching observations w/AO or other staff
Meet one-on-one with an AO
Observations of your coaching by AO with Fidelity tool and meet for feedback sessions

Ongoing Coach Supports

If AO and Supervisor agree with overall quality of coaching interactions, direct service provider will be observed twice a year by supervisor and will completed 2 self-assessments to be discussed with supervisor. If at any time there are questions about overall quality of interactions, the AO/Supervisor will work together with the direct service provider to devise individual plan.

***Materials contained in the North Carolina Infant-Toddler Program Coaching/NLEP Toolkit Handouts, Coaching Group Guides, and Video Resources list should be used with coaching groups.

SAT = Self-Assessment Tool; AO = Approved Observer, please see attached definition

To Qualify as an Approved Observer, You Must Be One of the Following:

- A Fidelity Coach
- A Master Coach
- A CDSA staff member or NCITP contracted provider who has completed:

  a. Six months of logs or other self-assessment tools, and

  b. At least one observation by an approved observer, and

  c. Approval by CDSA Director or Designee

To maintain AO status, you must participate in ongoing meetings with peers, training to assure inter-rater reliability for fidelity tool, at least annual observation by peer AO utilizing fidelity tool with a staff member learning coaching, and two to four self-assessment reviews per year.

Name: _____

Provider Agency: _____

Date Completed: _____

N.C. ITP COACHING AND NLEP COACHING HANDBOOK QUIZ

Directions: Please read *"The Early Childhood Coaching Handbook"* by Dathan Rush and M'Lisa Shelden. Complete this short quiz related to the materials.

Multiple Choice

1. Child interests, everyday learning opportunities, and parent responsiveness are three characteristics of:
   a. natural learning environment practices
   b. routine- based intervention
   c. resource- based coaching
   d. capacity building

2. Feedback that involves telling the coachee what to do is considered:
   a. affirmative feedback
   b. informative feedback
   c. directive feedback
   d. evaluative feedback

3. Coaching support includes:
   a. helping the caregiver become aware and analyze their current knowledge and performance
   b. helping the caregiver develop alternatives and a plan for improved knowledge and performance when needed
   c. helping caregivers identify, access, and evaluate needed resources for their child and family
   d. all of the above

4. Intentional or purposeful modeling should **NOT** include: (*select all that apply*)
   a. the coach modeling while the coachee passively observes.
   b. the coach giving the coachee something specific to observe or do during the model.
   c. the coach debriefs with the coachee about what happened during the model.
   d. the coach invites and encourages the coachee to try what was modeled even if the family is uncomfortable.
   e. the coach and coachee develop a plan for how the activity will happen when the coach is not present.

5. Resource-based practices do **NOT** involve: (*select all that apply*)
    a. identifying caregiver priorities and possible resources and supports to address these priorities
    b. giving a caregiver a resource list of services in their community
    c. evaluating the effectiveness of the resource/support used
    d. accessing the prioritized resource

6. Questions used to provide the coachee with an opportunity to consider a variety of possible options to obtain the desired results are what type of reflective questions?
    a. analysis questions
    b. alternative questions
    c. awareness questions
    d. action questions

True or False

7. A coaching log is an example of one tool that may be used to analyze a single coaching conversation by a person who is learning the coaching process with someone who is more experienced with coaching.

8. The Five Key Practices of Coaching include joint planning, modeling, action/ practice, feedback, and reflection.

9. When a caregiver's perspective or concern differs from the coach, the coach should use informative feedback related to their field expertise to convince the caregiver to make a different decision/ choice in order to best support their child.

10. The primary difference between coaching and consultation is the use of reflective questioning and discussions, observation, feedback, and the implementation of joint developed action-oriented plan.

11. Coaching involves the transfer of knowledge from a person with expertise, knowledge, and skills in a particular content area to an individual.

12. Joint Planning is the agreement made by both the coach and coachee on the actions that one or both will take to practice between coaching visits and prepare for the next visit.

13. During a coaching interaction, the majority of questions asked should be analysis and action. Causing the coachee to examine his/ her own thoughts, feelings, and knowledge, as well as assist in developing the joint plan as a result of current conversations.

PLEASE RETURN COMPLETED QUIZ TO CDSA PROGRAM DIRECTOR AT:

CDSA Name: _____

Email: _____

Fax: _____

Webinar Descriptions

Each module has been approved for one credit hour toward N.C. Infant-Toddler Family Certification.

In order to earn credit for completing each module, participants must pass a post-test with a score of 80% or higher. A certificate of completion is accessible to the participation after successfully completing each module.

Family, Infant and Preschool Program (FIPP) Webinar: Coaching in Early Intervention
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 Early Intervention Program 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.

Family, Infant and Preschool Program (FIPP) Webinar: Natural Learning Environment Practices
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.

Family, Infant and Preschool Program (FIPP) Webinar: Family Centered Practices
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.

All 3 webinars are available for access here: https://fippcase.learnpointlms.com/.

Coaching & NLEP: Putting It into Practice Training

This six-hour training will build on the skills obtained from the webinar or from reading *The Early Childhood Coaching Handbook* (Rush and Shelden, 2011). This training will provide you the opportunity to practice coaching and receive valuable feedback. The training will also explore and discuss natural learning environment practices. This training will be offered at least quarterly in various locations throughout the state.
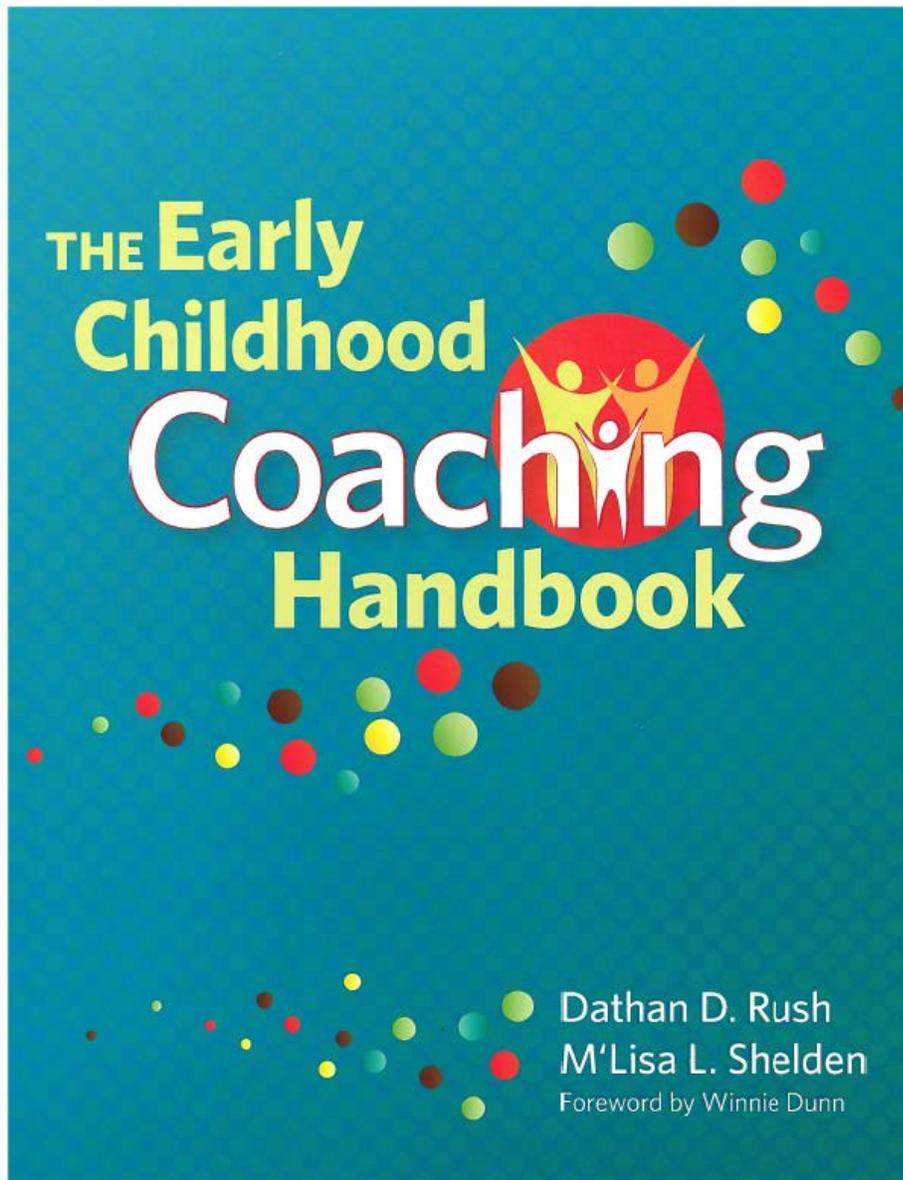
N.C. ITP Coaching & NLEP Fidelity Checklist

Provider's Name: _____ Observer's Name: _____ Date: _____

All of 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: Yes	0	1	2	N/A
1. Did the provider ask the parent/caregiver to reflect on what happened related to the joint plan since the last visit (successes/challenges)?	◯	◯	◯	
2. Did the provider confirm the planned activity for the session and proceed with that activity unless parent/caregiver's priorities changed?	◯	◯	◯	
3. Did the provider communicate 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: Yes	0	1	2	N/A
4. Did the provider observe the parent using strategies discussed in previous sessions, before helping the parent/caregiver generate new strategies or providing feedback?	◯	◯	◯	
5. **If needed**, did the provider, with the parent/caregiver's permission, intentionally model a behavior or activity to determine what might work or to help the parent/caregiver see what the provider is talking about?	◯	◯	◯	◯
Comments:				

III. Action/Practice

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

N.C. ITP Coaching & NLEP Fidelity Checklist

Which strategies did the provider use? (Mark all that apply)				
☐ Modeling ☐ Explanation or "talking through" ☐ Other:				

0: Not observed 1: Needs support 2: Yes	0	1	2	N/A
If the provider used intentional modeling, did he/she use all of 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, didn't 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 provider, did the provider:				
20. offer encouragement?	○	○	○	○
21. offer alternative ways to practice the suggestion and still receive feedback (e.g. videotape or practice at the next visit)?	○	○	○	○
Comments:				

IV. Feedback

0: Not observed 1: Needs support 2: Yes	0	1	2	N/A
22. Did the provider give a variety of feedback that affirmed the family's strengths and capacity to support their child's learning and development?	○	○	○	
23. Did the provider interact with the parent/caregiver in a nonjudgmental and constructive manner during the visit?	○	○	○	
24. **If needed**, did the provider share or prompt access to new information and resources discussed in today's visit?	○	○	○	○
Comments:				

VI. Reflection

0: Not observed 1: Needs support 2: Yes	0	1	2	N/A
25. Did the provider use a variety of open-ended questions with the parent/caregiver to encourage reflection on the strategy(s) discussed today?	◯	◯	◯	
26. Did the provider check with family on how confident/comfortable they felt in implementing the strategy(s)?	◯	◯	◯	
Comments:				

VII. Joint Planning

0: Not observed 1: Needs support 2: Yes	0	1	2	N/A
27. Did the provider develop a plan with the parent/caregiver on what would happen until the next session, based on actions/ideas discussed?	◯	◯	◯	
28. Did the provider engage the parent/caregiver in planning the routine/activity setting to be addressed at the next session?	◯	◯	◯	
Comments:				

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

N.C. ITP Coaching & NLEP Routines-Based Intervention Checklist

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

		Notes Date:
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? **YES or NO** ✓ Confirmed the planned activity for the session and proceeded with that activity unless parent/caregiver's priorities changed? **YES or NO**	
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? **YES or NO** ✓ **If needed**, and with permission, intentionally modeled a behavior or activity for caregiver? **YES or NO**	
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 **YES or NO** ✓ Used toys and materials in the caregiver home or community setting (with the exception of assistive technology) **YES or NO** ✓ Promoted multiple opportunities for the caregiver to practice strategies **YES or NO**	
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? **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**	
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? **YES or NO** ✓ Provided feedback that affirms the family's strengths and capacity to support their child's learning and development? **YES or NO**	
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 caregiver using strategies between visits? **YES or NO** ✓ Made a plan for activity setting for next visit? **YES or NO**	

Retrieved and Adapted From: https://veipd.org/main/pdf/coaching_in_action_checklist_final%204-17_writable.pdf

N.C. ITP Coaching & NLEP Self-Reflection Tool for Service Coordinators

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

		Self-Reflection Notes

SETTING THE STAGE FOR EARLY INTERVENTION: 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?
	          YES or NO
	✓ Gathered updates on outside services (e.g. doctor's appointments, private therapy, etc.)?
	          YES or NO	

JOINT PLANNING: Review previous plan
 	
Plan for what you will do at the next visit
 	
Agreement by the coach and coachee 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?
	          YES or NO
	✓ Asked caregiver about new concerns or questions related to services, resources, or family needs?
	          YES or NO
	✓ Made a between visits joint plan with the parent?
	          YES or NO	

OBSERVATION AND OPPORTUNITIES TO SUPPORT EARLY INTERVENTION PRACTICES: 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?
	          YES or NO
	✓ Assisted the family with identifying informal supports?
	          YES or NO
	✓ Assisted the family with identifying formal supports?
	          YES or NO	

PROBLEM SOLVING, REFLECTION, AND PLANNING: 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
 	
Asks the caregiver what they are learning to do with their child, listens to response and encourages reflection and problem solving to build capacity
	✓ Problem solves with the caregiver about appropriate intervention strategies to embed – coaches caregiver on evidence-based interventions for identified targets and routines?
	          YES or NO
	✓ Plan and coordinate assessments, IFSP reviews, referrals, and transition meetings as needed?
	          YES or NO
	✓ Support communication among team members?
	          YES or NO
	✓ Did the parent learn new strategies or gain confidence in accessing resources and/or supporting their child in everyday routines?
	          YES or NO	

N.C. ITP Coaching and NLEP
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:**

http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf

❖**FIPP Resources:**

Common Misperceptions about Coaching- Rush and Shelden
https://fipp.org/static/media/uploads/caseinpoint/caseinpoint_vol4_no1.pdf

Coaching Quick Reference Guide- Rush and Shelden
https://fipp.org/static/media/uploads/briefcase/briefcase_vol1_no1.pdf

Tips and Techniques for Effective Coaching interactions
https://fipp.org/static/media/uploads/briefcase/briefcase_vol1_no2.pdf

Script for Explaining an Evidence Based EI Model
https://fipp.org/static/media/uploads/briefcase/briefcase_vol1_no3.pdf

A Framework for Reflective Questioning When Using a Coaching Interaction Style- Rush and Shelden
https://fipp.org/static/media/uploads/casetools/casetool_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 in early childhood intervention 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 consultants. 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/.

❖**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

❖Florida State University- Family Guided Routines Based Intervention Videos:
http://fgrbi.fsu.edu/video.html

FSU & KU FACETS- 10 Step Program to Decrease Toy Bag Dependence
http://www2.ku.edu/~facets/pdf/10stepprogram.pdf

❖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:
- Coaching Model in Early Intervention: An Introduction American Occupational Therapy Association (AOTA)
- Key Principles in Early Intervention Practices in Natural Environments: A Crosswalk with Occupational Therapy Literature
- Supporting Children to Participate Successfully in Everyday Life by Using Sensory Processing Knowledge Winnie Dunn, PhD, OTR, FAOTA

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)

SSIP Local Implementation Team Guidance

Role in State Systemic Improvement Plan (SSIP) Implementation

The Local Implementation Teams (LITs) will serve as part of North Carolina's teaming structure—along with the State Implementation Team (SIT) and State Design Team (SDT)—created to help govern, oversee, and support implementation of the selected SSIP strategies.

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Local Implementation          State Implementation          State Design
     Team (LIT)                     Team (SIT)                Team (SDT)
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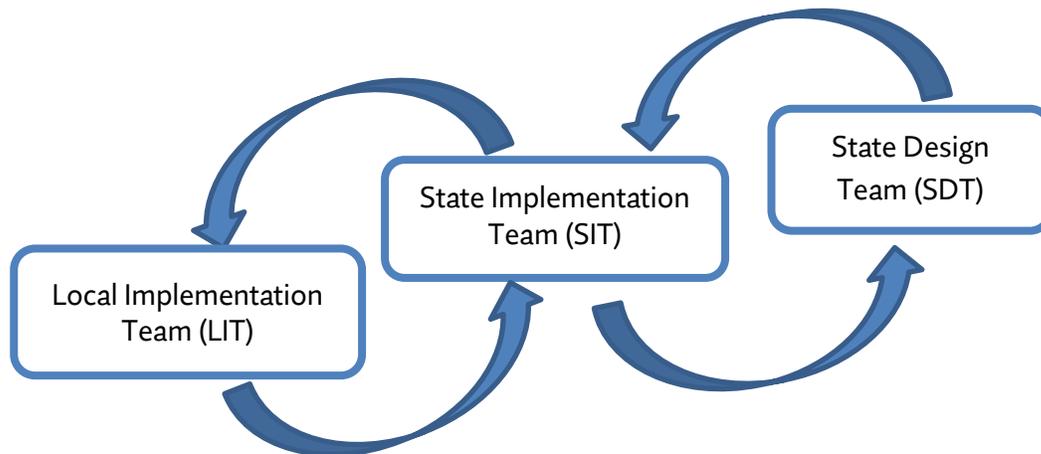
All Implementation Teams will focus on:
- Increasing buy-in and readiness
- Installing and sustaining the implementation infrastructure
- Assessing and reporting on fidelity and outcomes
- Building linkages with external systems
- Problem-solving and promoting sustainability

The LITs will carry out implementation and system-building activities for SSIP strategies at each pilot CDSA with guidance and support from the SIT. These teams will work together on a regular basis to support the successful installation and initial implementation of services and strengthen implementation capacity.

Key Responsibilities and Functions
- Meeting regularly to establish shared understanding of SSIP strategies and develop and carry out local implementation plan
- Communicating implementation successes and challenges to SIT
- Providing feedback to SIT regarding barriers to successful implementation
- Building or enhancing collaborative relationships
- Building capacity in using implementation science principles
- Providing training and support for CDSA staff and contract providers
- Serving as local experts for active and effective implementation of SSIP strategies
- Collecting and reporting local data on implementation activities, fidelity, and outcomes
- Engaging family and stakeholder communication and partnerships concerning SSIP strategies

Composition

- Each LIT should be comprised of approximately 6 to 8 members from CDSA staff and, if possible, contract providers.
- LITs will function as the core implementation team for the CDSA and will consist of Members and Facilitators.
- All LIT members will share responsibility for key functions, with the designated Facilitator/Member(s) having the additional responsibilities of:
  - coordinating and facilitating meetings
  - ensuring documentation of team meetings and activities, and
  - ongoing communication with State Implementation Team Liaison and/or CDSA Director
- Decisions should be made by group consensus.

Other Selection Considerations

- Knowledge of SSIP strategies/interventions
- Previous participation in SSIP activities
- Diverse roles/responsibilities at the local level
- Experiences with successful local implementation activities
- Data collection/management experiences/abilities
- Time commitment/availability

Additional Local Implementation Roles

LIT members may also need input from additional local staff and contract providers. These roles may include Key Participants and Advisors, Extended Participants and Feedback Network, and/or Dissemination Network for local implementation*:
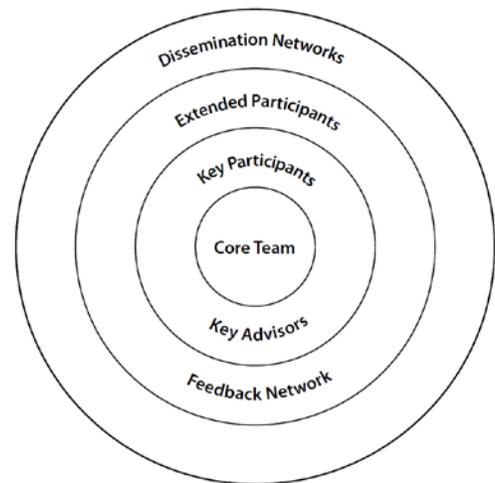
- Key Participants and Advisors—leaders with authority and/or influence to help individuals make change
- Extended Participants and Feedback Network—individuals at the practice/family level
- Dissemination Networks—participants from all groups within the circles who share information more broadly

*http://www.ideapartnership.org/building-connections/the-partnership-way.html. Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education.

Proposed 2019-2020 Training Dates
Coaching and NLEP
Resource-Based Practices

Training	Date / Time	Location	Capacity
Coaching and NLEP: Putting it into Practice	Thursday, November 21, 2019 9:00am-4:00pm	Mecklenburg CDSA	50
Coaching and NLEP: Putting it into Practice	Wednesday January 22, 2020 9:00am -4:00pm	Greenville	50
Coaching and NLEP: Putting it into Practice	Thursday, January 23, 2020 9:00am-4:00pm	Greensboro	50
Coaching and NLEP: Putting it into Practice	Thursday, February 20, 2020 9:00am-4:00pm	Mecklenburg CDSA	50
Resource-Based Practices	Thursday March 26, 2020 9:00am-4:00pm	Eastern NC location	50
Coaching and NLEP: Putting it into Practice	Thursday, May 21, 2020 9:00-4:00pm	Mecklenburg CDSA	50
Resource-Based Practices	Thursday, June 25, 2020 9:00-4:00pm	Western NC location	50
Coaching and NLEP: Putting it into Practice	Thursday, August 20, 2020 9:00am-4:00pm	Mecklenburg CDSA	50
Resource-Based Practices	Thursday, September 24, 2020 9:00am-4:00pm	Central NC location	50
Coaching and NLEP: Putting it into Practice	Thursday November 19, 2020 9:00am-4:00pm	Mecklenburg CDSA	50
Resource-Based Practices	Thursday December 10, 2020 9:00am-4:00pm	Coastal NC Location	50

- Coaching and NLEP Train-the-Trainer sessions will be November 2019, January 2020 (two), and February 2020.
- -Directors will identify trainers (preferably at least two Master Coaches per CDSA) and share contact information with Mecklenburg CDSA.
- -Identified trainers and state TA consultants will be prioritized with additional space used for CDSA staff and contracted providers.
- -Mecklenburg CDSA will provide GoToMeeting support to State Master Coaches from November 2019 -June 2020. Frequency TBD.
- -Beginning in May 2020, Mecklenburg Coaching and NLEP training sessions will be open to CDSA staff and providers across the state as space allows. Typically, there are 30 additional spaces above Mecklenburg CDSA staff and providers. RSVP requested.