



Coaching in Early Intervention

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SPDG Directors' Webinar
June 10, 2025

Acknowledgements

Thanks to our partnering planning region teams, coaches, administrators, providers, services coordinators and families.

Other team members:

University of Nebraska-Lincoln:

Nebraska Center for Research on Children, Youth, Families and Schools

Lisa Knoche; Gwen Nugent; Susan Sheridan; Sommer Fousek; Sandra Scruggs

Nebraska Early Development Network

Part C Services for Infants/Toddlers with Disabilities

State/Mentor Coaches

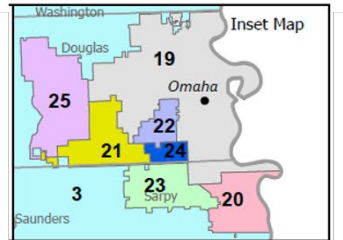
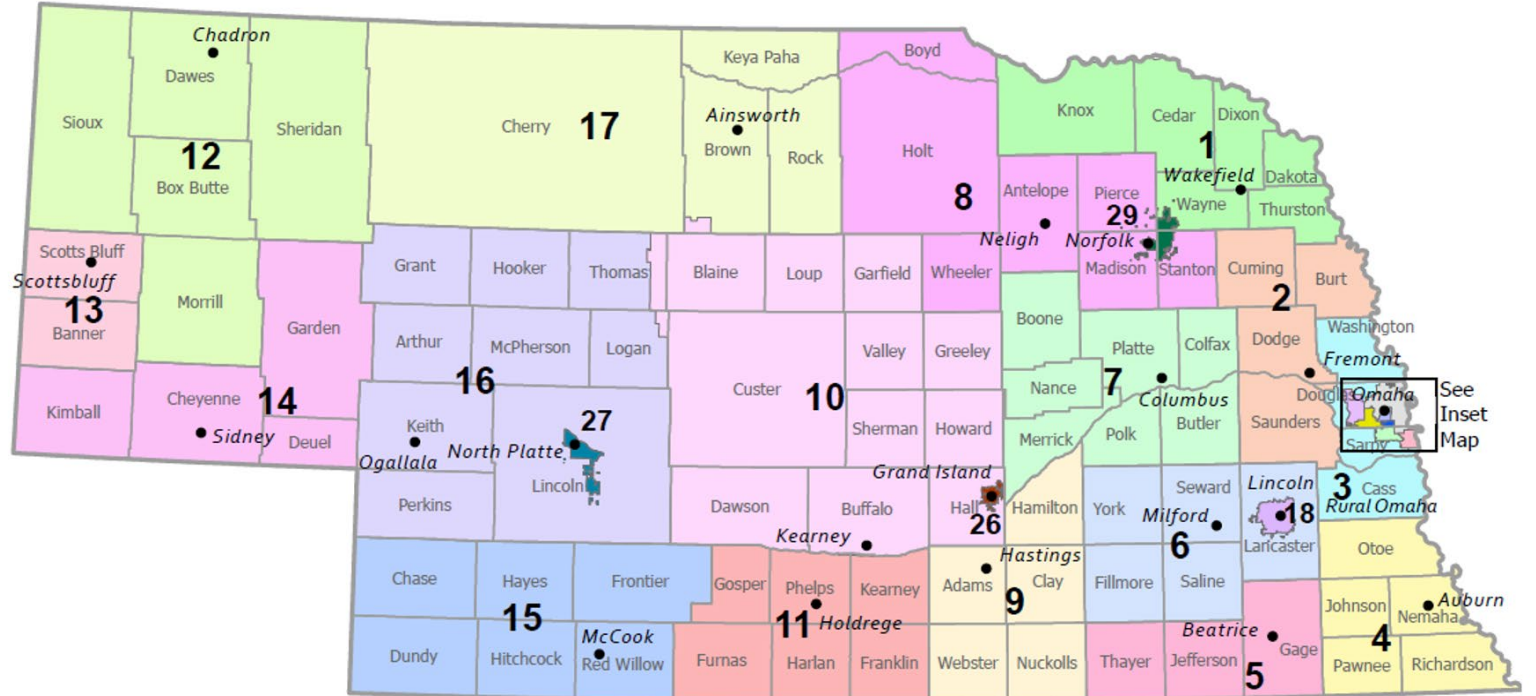
Janice Lee; Sheila Brodersen; Tina Kilgore

Unique Coaching Context

- Early Intervention 0-3 Home-Based Services
- Focus on service delivery with families
 - Young children learn in context
- Variety of providers who work in these settings

State Context

- Planning Region Teams
 - Rural & Urban areas
- Internal and State Level Coaches
- Improvement strategies
 - Getting Ready
 - Routines Based Interviews (RBI)
- Coaching serving a variety of functions across the state
- Need: Sustain Results Driven Accountability (RDA) work



Respond in CHAT

How can information from an early childhood context inform your work?

What might you learn?

CEI Project Takeaways

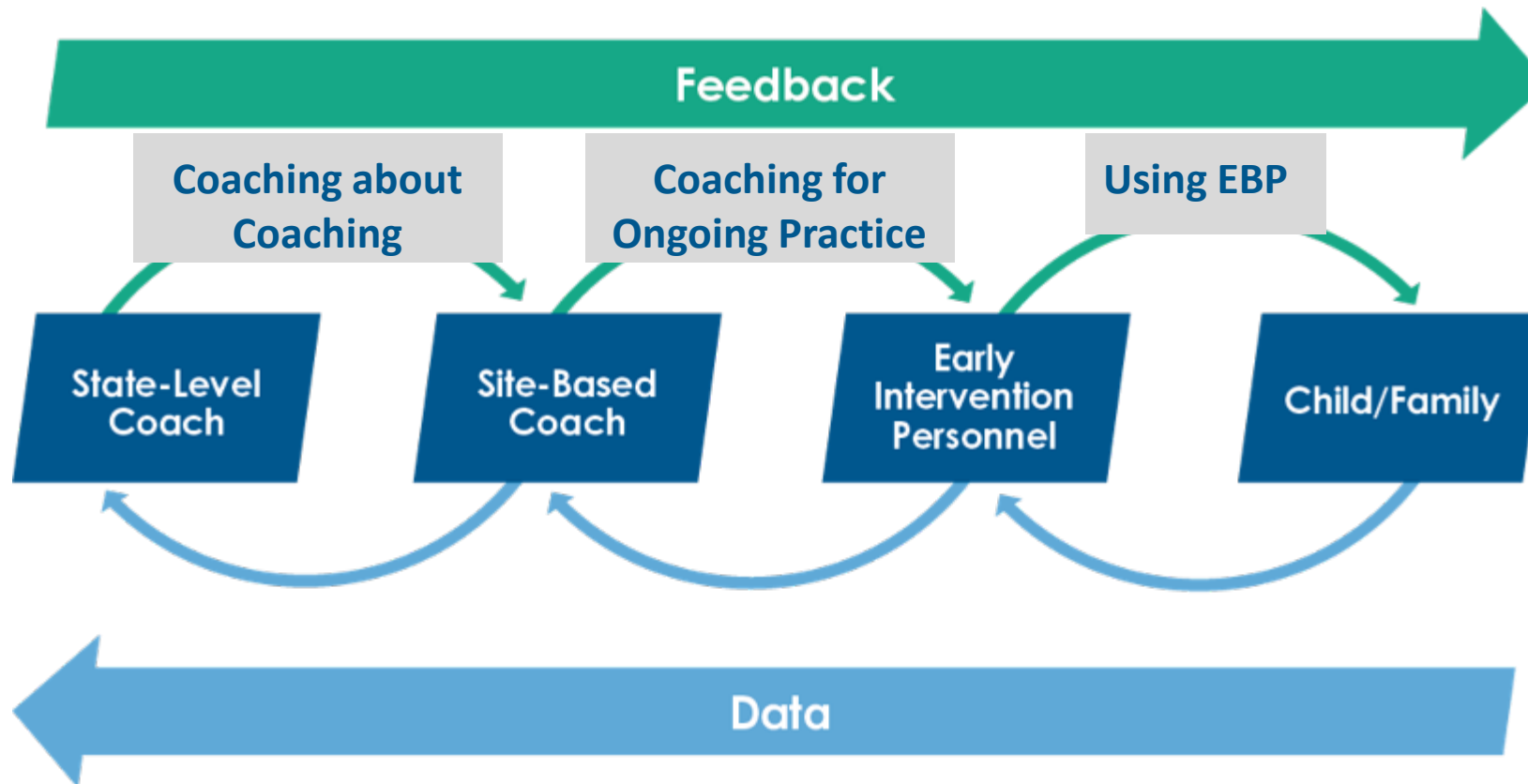
- Coaches need support and guidance to effectively implement coaching to ultimately benefit children
 - System-level supports are required to implement this level of support/guidance (flexibility, compensation, dedicated job responsibilities, FTE, etc.)
 - Having a clear vision/goal for coaching
- Coaching is more than relationship building; necessary but not sufficient.
- Coaching requires coaches to:
 - Identify data
 - Acquire/access data
 - Integrate data into coaching conversations

Building Structure for Coaching in State Context

Multi-level process:

- Who is involved?
 - Master coach, state coach, site coach

Building Structure for Coaching in State Context



Building Structure for Coaching in State Context

- Layers of Support
 - Professional learning communities
 - One-on-one coaching at all levels

Sequence of Professional Development

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct
Training and PLCs with CEI Team and State Coaches	★			★			★				★		
Coaching Conversation with State Coach		★			★			★				★	
Coaching Check-In with State Coach			★	★		★	★		★	★	★		★

PLC topics

- Determined by coachee reported needs/desire
- Sample Topics:
 - Coaching check ins
 - Relationship building
 - Managing multiple coachees
 - Building a coaching agenda
 - Role playing and practice scenarios
 - Group problem solving and feedback

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CEI Coaching Process

COACH

EI PERSONNEL

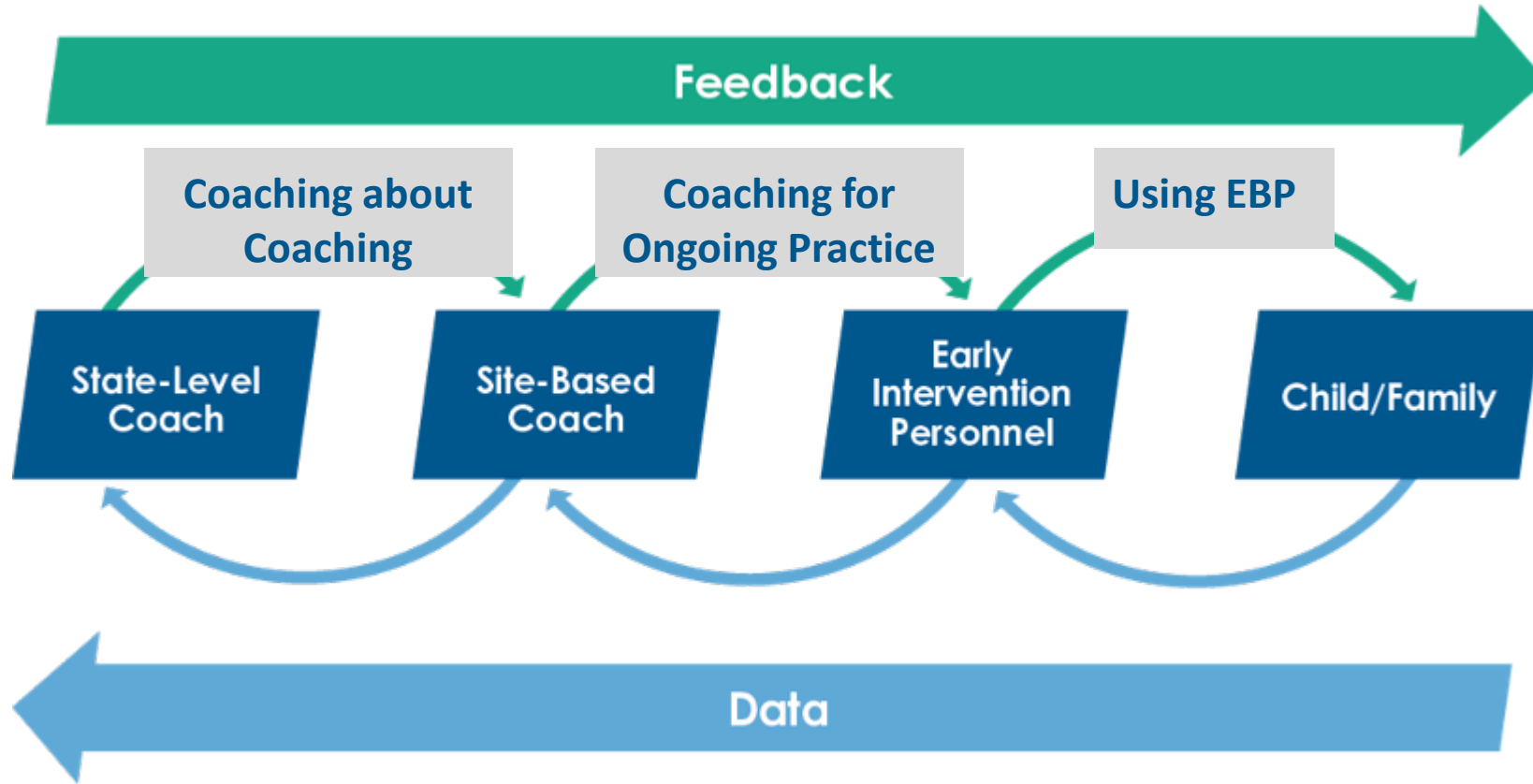
JOINT



Coaching Practices

- Relationships
- Goal Setting and Joint Planning
- Observation
- Modeling
- Reflection
- Feedback
- Data use

Parallel Structures and Practices



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Coaching Tools

Getting Ready Observation Tool

- Used by the coach to identify how practices are being implemented by the EI professional during a home visit
- Provides data to inform coaching conversations
- Assists the coach in documenting observations in a way that first emphasizes strengths

August 2022

Approval/Site Coach Provider Getting Ready Observation Tool

EI Provider: _____ Coaching Session Date: _____

Coach/Observer: _____

Home Visit Date: _____ Length of Visit: _____ min

Child Present: **Yes** **No**

Type of Observation (circle): Video Audio Live

Who did Home Visitor interact with during visit?

- ☐ Target Parent(s)/Adult(s)
- ☐ Target Child/Children (Age 0-3 participants in EI program)
- ☐ Other Children (e.g., cousins, neighbors)
- ☐ Other Adult (e.g., interpreter, other EI staff or adult family members)
- ☐ Other (e.g. phone call/text) Describe _____

Who did target parent(s)/adult(s) interact with during visit?

- ☐ Target Home Visitor
- ☐ Target Child/Children (Age 0-3 participants in EI program)
- ☐ Other Children (e.g., cousins, neighbors) Target Child
- ☐ Other Adult (e.g., interpreter, other EI staff or adult family members)
- ☐ Other (e.g. phone call/text) Describe _____

Language of Visit (check all that apply):

- ☐ English
- ☐ Spanish
- ☐ Other

Description of Coaching Session:

Conversation Planning Tool

- Used by the coach to organize observation data in preparation for a coaching conversation
- Prioritizes strengths and opportunities based on observation data and framed by goal and joint action steps
- Increases probability that the coaching interaction will be intentional and grounded in data

Approval/Site Coach Conversation Planning Tool – Getting Ready

Instructions: Transfer data from the corresponding Getting Ready Practices Observation tool to the left column below, filling in circles for items that were present and leaving open those that were not. Review the data and determine priority strengths and opportunities to be addressed in the coaching conversation. Finally, identify and plan for the feedback and reflection to be used with the coachee.

Getting Ready Practices

(P=provider only; SC=services coordinator only)

Coaching Conversation Tool

	Feedback	Reflective Questions
GUIDE Opening <ul style="list-style-type: none"> ○ Re-establish the Partnership ○ New Observations, Interests, Concerns? ○ Co-establish the Agenda Main Agenda <ul style="list-style-type: none"> ○ Strategy, Skill, Routine Selection P ○ Let's Try It P ○ Review IFSP Progress SC ○ Rights/Transition SC ○ New HV Plan ○ Communication Closing <ul style="list-style-type: none"> ○ Feeling Good About? ○ Any Concerns? ○ Plan for Next Visit ○ Review HV Plan 	Strengths 1. 2. 3. Opportunities 1. 2. 3.	[CASE tools Reflective Question Matrix]
	Feedback	Reflective Questions
Getting Ready Strategies <ul style="list-style-type: none"> ○ Open and Clear Communication ○ Establish Parent-Child Interaction P ○ Affirm Parent Competencies ○ Make Mutual/Joint Decisions ○ Focus on Child's Strengths ○ Share Developmental Info ○ Use Observations and Data ○ Model/Suggest 	Strengths 1. 2. 3. Opportunities 1. 2. 3.	

Coaching Agenda

- Used by the coach during the coaching interaction to structure the conversation
- Provides a predictable and intentional structure
- Allows for collaborative discussions and mutually determined goals and joint action steps
- Increases the efficiency of conversations

Coaching Agenda for Approval/Site Coach

Opening

- Establish rapport with the EI professional
- Co-establish agenda structure for coaching conversation (CC) by reviewing the following:
[Consider emailing an agenda to the EI professional prior to the coaching conversation.]
 - Confirm role expectations for approval/site coach and the EI professional during and between coaching contacts, i.e. focus on approval/site coach support of evidence based practices (EBP) used in home visits/assessment with families.**
 - Define sequence of CC and check-ins.**
 - After first contact, reference previous Goal and Joint Action Plan, other pertinent data including check-in updates.
 - Discuss the use of the EBP and data use in the submitted video or live observation.
 - Co-create a goal and a plan for 'action steps' between now and the next contact.
 - Confirm and/or ask for agenda items collected from the EI professional prior to and/or in the opening of the contact.


Main Agenda

Reflection/Observation/Feedback/Modeling

- Briefly review the process of coaching (, i.e., Goal/Joint Action Plan—What did you **want** to happen? Reflection/Observation/Feedback – What **did** happen?)
- After first contact, discuss Goal/Joint Action Plan from last contact (check-in or CC).
- Discuss data collected (e.g. **EBP observation tool, GAS, other data sources**) during the video submitted or live observation. [Consider sharing your screen to look at video sections together.]
 - Ask about the EI professional's intention as they implemented the EBP during the video-recording submitted or live observation.
 - Guide the EI professional's reflection on the match between their intention and what actually happened. This is based on their intended use of the EBP.
 - Provide feedback based on the EI professional's intention and your overall observations of the home visit/assessment (chosen EBP or other EBP noted) as you, the coach, saw it used during the submitted video or live observation.
 - Ask about child/family progress on IFSP as indicated by GAS or other data source and how progress can be supported by use of EBPs.
 - Co-determine potential priorities for goal(s)
 - Invite the site coach to practice what he/she might say next time or role play.
- Discuss next steps and create a goal and joint action plan. (*Use Goal and Joint Action Plan form.*)
 - What does the EI professional want their use of the EBP to look like next time and what ideas do they have about data to be collected to support the plan?
 - Discuss the type of contact for communicating next (CC or check-in via text, email, or phone) and the purpose of that contact (support implementation of joint plan)
 - How will I generalize to more families to whom I am providing services?
 - How will I get there? Who will do what? [Note: EDN resources available.]

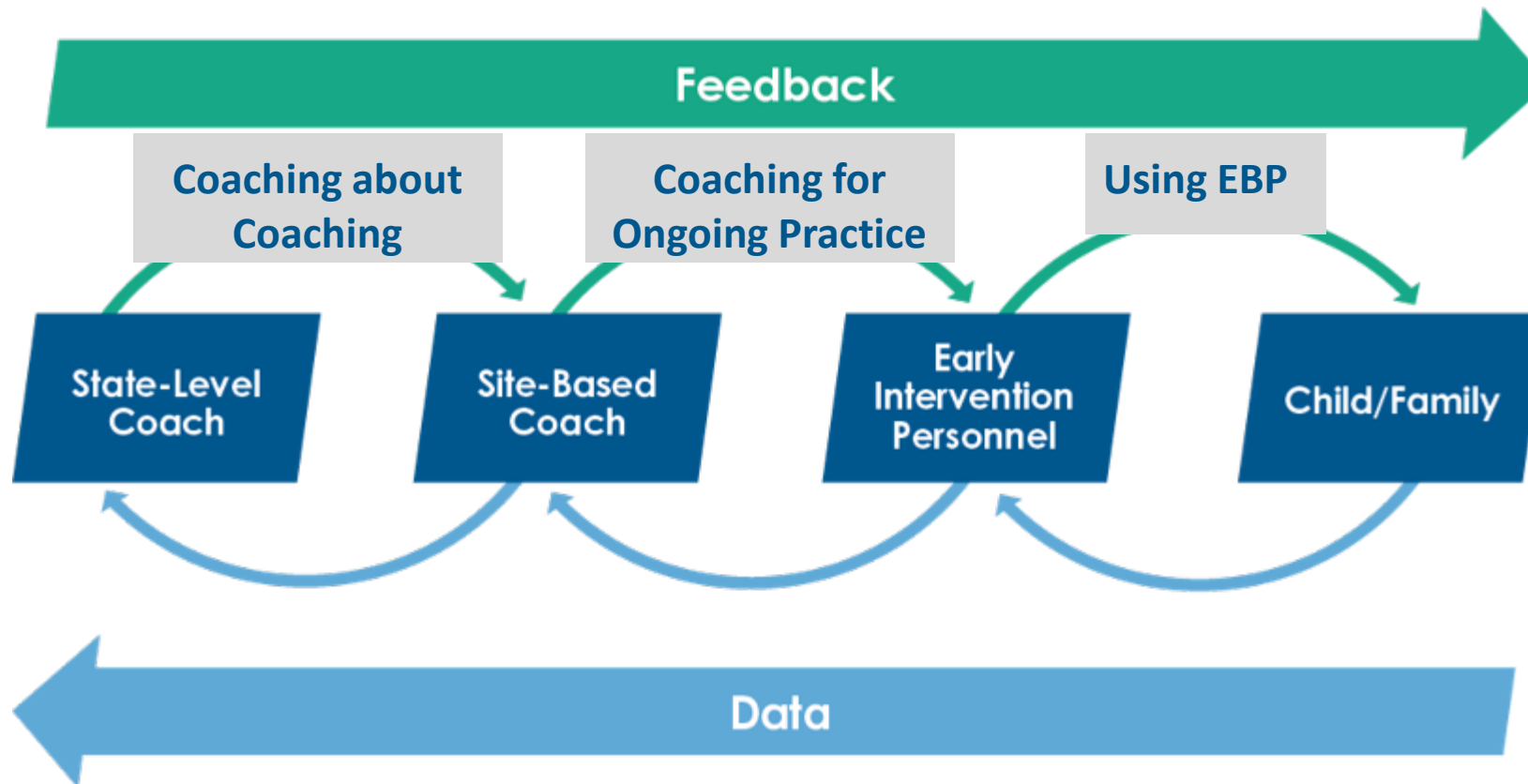
Co-Created Joint Plan

- Used by the coach and coachee during the coaching interaction to co-create a goal and actions that emerge from the coaching conversation
- Documents the coachee's goal and the steps to be taken by the coach and coachee to advance that goal
- Provides joint accountability



Approval/Site Coach – EI Professional Goal and Action Plan		
EI Professional : _____ Approval/Site Coach : _____ Date _____		
My Goal: <i>What do I want to focus on? How will I know I've been successful?</i> ____ EBP Practices ____ Data Use		
	<i>EI Professional will:</i>	<i>Approval/Site Coach will:</i>
How will we do this? <i>What might it look like or sound like? When will it happen?</i> <i>(Think about all your families for practice opportunities)</i>	<u>Action Steps:</u> <div style="height: 100px;"></div>	
Plan for Communication Between Contacts and Timeline:		
Next Coaching Check-in Plan and Timeline (related to supporting Goal and Action Plan):		
Next Coaching Conversation Plan and Timeline (related to supporting Goal and Action Plan):		

Parallel Structures and Practices



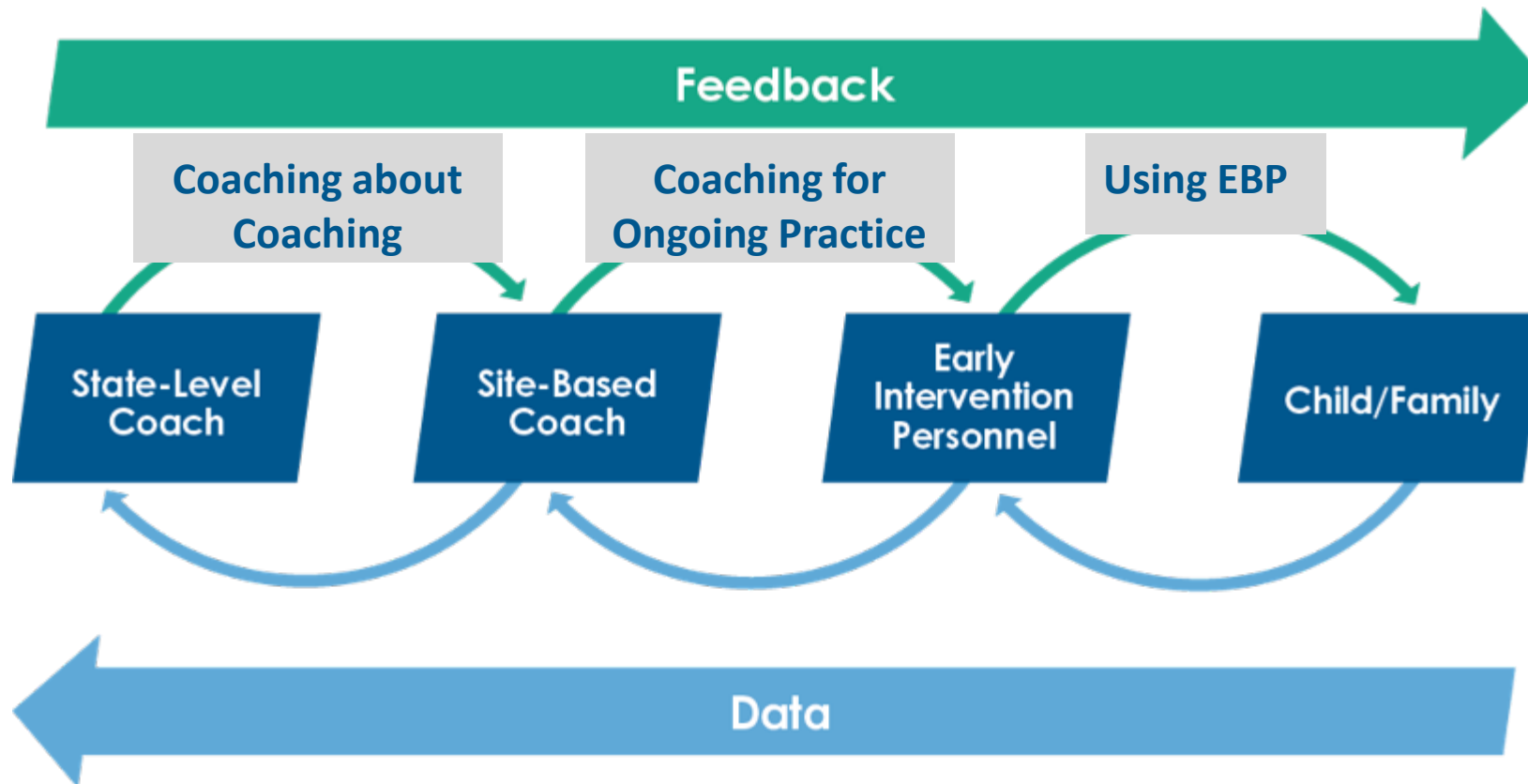
Breakout Rooms

- **How do you currently resource coaching in your agency?**
 - System-level supports are required to implement this level of support/guidance (flexibility, compensation, dedicated job responsibilities, FTE, etc.)
- **What is your vision or target for coaching?**
 - Ongoing support/coaching for enhancement vs. Approval coaching
- **How can the information shared extend or complement coaching in K-12?**

Evidence of Implementation

- From:
 - Practice Outcomes
 - Participant Experiences

Parallel Structures and Practices



Findings: Coach Practice Outcomes

Of coaches who participated in the CEI project:

100%



Used all CEI coaching practices
(e.g. reflection, modeling, feedback)
with fidelity.

100%



Reported improved knowledge of
coaching practices.

Findings: Coach Practice Outcomes

From Coaches:

- *"...the biggest difference I think is the really intentional, like joint action or the action plan... that piece in particular got broke down more and more intentional, just more intentionality behind it of maybe like, like what will be the difference for your families? You know, if you do this, like how will it impact your work essentially? Like I wasn't asking those kinds of questions before."*
- *"...and really for me being really mindful of the open-ended questions, the reflective questions to get them to where I think they can get, but to get them there on their own, so to speak using those questions technique."*

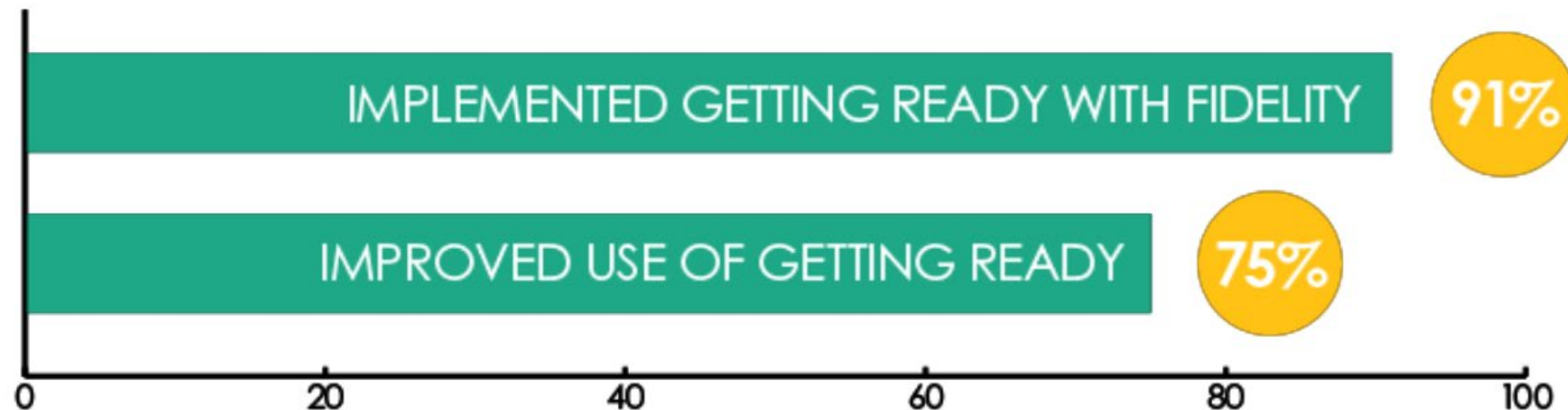
Findings: Coach Practice Outcomes

From Coaches:

- *"I did appreciate the check ins I had with my coach. They were just really good conversations... that kind of guided me to like what might be helpful."*
- *"Honestly, like having a coach... It has like made me step up my game because I know that I have that support and someone holding me accountable" ... "having someone to actually pause, reflect together what's meaningful to me has just really, really increased my practice"*

Findings: Provider Practice Outcomes

Of providers and service coordinators who received CEI coaching:



Findings: Provider Practice Outcomes

From EI Professionals:

- *"I'm more confident just in the whole practice."*
- *"I felt like I improved during the home visits when I was in there with my families, having worked with my coach and then the action strategies that we set up, I felt like it made me... I mean, it made me improve."*

Findings: Participant Experiences

From Coaches:

- 100% satisfied with ongoing coaching supports
- 100% satisfied with training efforts (training and PLCs)
- *"The fact that I have a mentor coach to help me reflect on my own coaching practices has been such a gift"... "The opportunities that we have to meet together and grow together on a regularly scheduled basis, but not too often just enough you know it has really been beneficial"*

From EI Professionals:

- 100% satisfied with the quality, relevance, and usefulness of coaching supports

From Families:

- 100% satisfied with EI professional efforts

CEI Project Takeaways Revisited

- Coaches need support and guidance to effectively implement coaching to ultimately benefit children
 - System-level supports are required to implement this level of support/guidance (flexibility, compensation, dedicated job responsibilities, FTE, etc.)
- Coaching is more than relationship building; necessary but not sufficient.
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Discussion prompts:

1. Which takeaway is the most salient to you?

2. What are strengths or opportunities in your agency?

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Questions?

Thank you!

For additional information:

<https://cei.unl.edu/>

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Coaching in Early Intervention is funded by the U.S. Department of Education's Office of Special Education Programs through grant number H326M200017.

The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

