

EI/ECSE Standard 3
Component 3.2
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 3, Component 3.2:





After participating in this professional learning opportunity, participants will be able to:





- Describe evidence-based collaborative strategies to use when working with other adults, including supervision, coaching and mentoring strategies.
- Describe evidenced-based collaborative strategies to use when working with other adults that are culturally and linguistically responsive, and adaptable to the needs of the task, environment and service delivery approach.



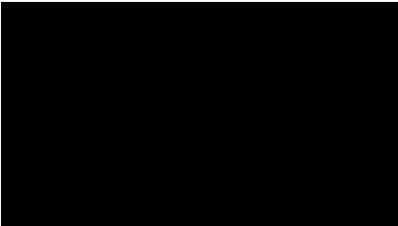

Outline of Session Activities


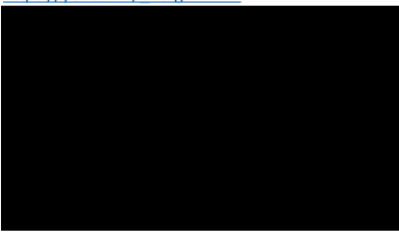

Topic	Slides	Activity
Introduction/Objectives	1-4	
Evidence-Based Collaboration	5-6	
Power of Coaching	7	Video (slide 7)
What is Coaching?	8	
5 Characteristics of Coaching	9-17	Video (Slide 11) Video (Slide 13) Video (Slide 15) Video (Slide 17)
Coaching Myths & Misconceptions	18-19	Video (Slide 19)
Implementation Fidelity	20	
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Culturally Responsive Coaching	22	
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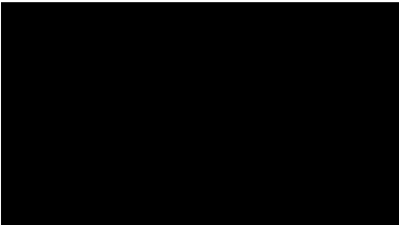


Speaker Notes with Slides




Slide 1	<p style="text-align: center;">Collaboration and Teaming</p> <p style="text-align: center;">Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE) 3.2</p> <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 2	<p style="text-align: center;">Standard 3</p> <p>Candidates apply models, skills, and processes of teaming when collaborating and communicating with families and professionals, using culturally and linguistically responsive and affirming practices. In partnership with families and other professionals, candidates develop and implement individualized plans and successful transitions that occur across the age span. Candidates use a variety of collaborative strategies while working with and supporting other adults.</p> <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 3	<p style="text-align: center;">Component: 3.2</p> <ul style="list-style-type: none">• Candidates use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach. <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• Describe evidence-based collaborative strategies to use when working with other adults, including supervision, coaching and mentoring strategies.• Describe evidenced-based collaborative strategies to use when working with other adults that are culturally and linguistically responsive, and adaptable to the needs of the task, environment and service delivery approach. <hr/> <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	





<p>Slide 5</p>	<p style="text-align: center;">Evidence-Based Collaboration</p> <p>... Early Intervention/Early Childhood Special Education ... is a primary service for children and young adults with developmental disabilities</p> <ul style="list-style-type: none"> Instructional methods drawn from professional and research Blended in literature Evidence-based practice is a process used by practitioners to integrate the best available research evidence with family professional wisdom and values (DEC) and professional 	
<p>Slide 6</p>	<p style="text-align: center;">Evidence-Based Collaboration</p> <ul style="list-style-type: none"> Families and professionals can make informed decisions that directly benefit their child and family Evidence-based practices require attention to local circumstances, consumer values, and knowledge about the child and their families (Buvuse et al., 2016) 	
<p>Slide 7</p>	<p style="text-align: center;">The Power of Coaching</p> <p>https://vimeo.com/showcase/3896061/video/184931075</p> <div style="background-color: #002060; color: white; padding: 10px; text-align: center;"> <p>A Presentation of Family Infant Toddler (FIT) Program, Developmental Disabilities Supports Division, NM Department of Health and Early Childhood Learning Network, Center for Development & Disability, University of New Mexico</p> </div> 	<p>https://vimeo.com/showcase/3896061/video/184931075</p> <p>One evidence-based practice for collaboration with families is coaching.... let's look at the power of coaching in EI. Considering both sessions were "successful" what are the differences you observed in the 2 mothers, which Mother do you think feels more competent in implementing strategies between visits?</p>
<p>Slide 8</p>	<p style="text-align: center;">What is Coaching?</p> <ul style="list-style-type: none"> "An adult learning strategy in which the coach promotes the learner's ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations." (Rush & Shelden, 2005, p. 21) 	<p>Introduce coaching as an evidence based adult learning strategy</p>




<p>Slide 9</p>	<p style="text-align: center;">5 Characteristics of Coaching</p> <ol style="list-style-type: none"> 1. Joint Planning 2. Observation 3. Action/Practice 4. Reflection 5. Feedback <p style="text-align: right;"> Early Childhood Parental Center www.ecpc.org</p>	<p>There are 5 characteristics of coaching according to Rush & Shelden, we will discuss each characteristic and how it can be applied in EI/ECSE practices.</p> <p>Note: The characteristics are fluid throughout the coaching process and do not follow a specific order</p>
<p>Slide 10</p>	<p style="text-align: center;">Joint Planning</p> <ul style="list-style-type: none"> • Part 1 <ul style="list-style-type: none"> • Discussion on what will happen between visits • Part 2 <ul style="list-style-type: none"> • Planning for the next visit <p style="text-align: center;"> Early Childhood Parental Center www.ecpc.org</p>	<p>Joint planning is a reciprocal 2-part process that starts with a discussion between the practitioner and the parent where they identify what will be worked on between visits. This isn't prescriptive on the part of the practitioner the parent should be actively participating.</p> <p>The plan should be specific and it's best to have it in writing so it's clear to both parties what will be worked on and how follow up will occur at the next visit.</p> <p>Follow up must occur as it starts the process/discussion for the next visit.</p>
<p>Slide 11</p>	<p style="text-align: center;">Joint Planning Example</p> <p>https://youtu.be/ZDx9L6yPMZU</p>  <p style="text-align: center;"> Early Childhood Parental Center www.ecpc.org</p>	<p>https://youtu.be/ZDx9L6yPMZU</p> <p>Have participants identify the 2-part process in the video</p> <p>Also can discuss how this is different than a consult where the practitioner is giving information or strategies without parent input</p>

<p>Slide 12</p>	<p style="text-align: center;">Observation</p> <ul style="list-style-type: none"> • Parent Observation <ul style="list-style-type: none"> • Observe with intent • Be objective • Take notes • Practitioner Observation <ul style="list-style-type: none"> • Be specific • Demonstrate additional strategies • Follow up with open ended questions <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Observation is a key component of the coaching process as it not only allows the practitioner to model strategies it also provides an opportunity for the practitioner to view the parent/child interactions which can lead to discussions and reflection. Observations should occur in the families' everyday routines and activities where they are most comfortable.</p> <p>When observing a parent interaction the practitioner should observe with intention-focus on the goal/task that you are working on, be objective and unbiased during your observation time. If needed take notes so you can better reflect with the parent.</p> <p>When a practitioner is modeling a strategy they should ask the parent to make specific observations and build on what the parent is already doing. Follow up with questions like “how do you think that will work for you” or “is that something you feel would work for (child)”</p>
<p>Slide 13</p>	<p style="text-align: center;">Action/Practice</p> <ul style="list-style-type: none"> • https://youtu.be/_hcrGNRP7fk <div style="text-align: center;">  </div> <hr/> <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Show video on Action/Practice by Rush & Shelden https://youtu.be/_hcrGNRP7fk</p> <p>Discuss the importance of practice in adult learning. The practice does not always have to occur in the form of observation, it can occur between visits. Think back to the video we watched on joint planning and how the mother practiced messy eating. Remember the goal of coaching is to build the capacity of the parent.</p>

<p>Slide 14</p>	<p style="text-align: center;">Reflection</p> <ul style="list-style-type: none"> • Awareness <ul style="list-style-type: none"> • Promote understanding of what is already known • Alternatives <ul style="list-style-type: none"> • Consider options to address the goal • Analysis <ul style="list-style-type: none"> • Compare current understanding with desired goal • Action <ul style="list-style-type: none"> • Develop a plan to reach a goal 	<p>There are 4 types of reflection questions a practitioner can use during a coaching visit to help the parent achieve a deeper understanding</p> <p>Possible Activity; use handout and have participants role play a reflection quik_ref_coaching_guide_june2013.pdf (veipd.org)</p>
<p>Slide 15</p>	<p style="text-align: center;">Reflection Video</p> <ul style="list-style-type: none"> • Using Video to Enhance Family Support and Reflective Practice (5:49)  	<p>http://www.cdd.unm.edu/early-childhood-programs/early-childhood-learning-network/family-infant-toddler-program-training/video-library.html</p>
<p>Slide 16</p>	<p style="text-align: center;">Feedback</p> <ul style="list-style-type: none"> • Affirmative <ul style="list-style-type: none"> • Active listening “I see what you mean” • Evaluative <ul style="list-style-type: none"> • Providing a judgement “I like how you did that” • Informative <ul style="list-style-type: none"> • Sharing information and/ or giving suggestions • Directive <ul style="list-style-type: none"> • Telling someone what to do 	<p>Affirmative feedback is verbal and non-verbal actions that let someone know you are listening</p> <p>Evaluative feedback is providing a judgement and following up with WHY you are placing that judgement “I like how you pointed to the plane because it refocused the child’s attention”</p> <p>Informative feedback is what we most often want to give and it can be easy to just share your ideas and suggestions but a good coach will try to merge their ideas with the parents because our role is to build capacity in the parents so they should brainstorm ideas first!</p> <p>Directive is basically telling someone what to do before you get more information on what they have already tried or what the parent knows. Only use when there is a safety concern.</p>

<p>Slide 17</p>	<p style="text-align: center;">Feedback video</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>	<p>Play video from 4:15-5:20 What forms of feedback did the practitioner use?</p> <p>https://youtu.be/ziColpqpLlo</p>
<p>Slide 18</p>	<p style="text-align: center;">Coaching Myths & Misconceptions</p> <ol style="list-style-type: none"> 1. People just want to be told what to do and coaching doesn't work with all families 2. Coaching is only for parents with children who are medically fragile or have severe disabilities 3. Physicians refer for early intervention therapy services not coaching 4. Coaching is not a billable service 5. Coaching is watered down approach <div style="text-align: center;">  </div>	<p>Can use slide or show video https://youtu.be/LhbzZh27SZY</p> <ol style="list-style-type: none"> 1. Myth: Research on adult learning does not show knowledge and skill development when practitioners simply tell people what to do. It shows that finding out someone's knowledge prior and working together is a hook to deeper learning. We must partner with the adults in a child's life, so they know what to do and have the confidence to implement their ideas. 2. Myth: Coaching is not a hands-off approach it's an interaction style with the parents, so the child's characteristics are not a factor. 3. Myth: Articles have been published in the Journal of Pediatrics, published by the American Academy of Pediatrics (October 2013 edition) that support the use of coaching to build parent or teacher capacity in the context of natural environments. 4. Myth: Coaching is an interaction style and does not "replace" therapy. Think of a physician's bedside manner, they do not get paid because they have good or poor bedside manner, they get paid for the service they are providing. Coaching is how we interact with parents and not create dependence so they can support the child when the practitioner is not present. Only working on skills during visits will not help a child progress.

		<p>5. Coaching is a partnership, and the practitioner should be involved in what is happening within the routine as skills are being practiced</p>
<p>Slide 19</p>	<p style="text-align: center;">Video: Coaching Myths & Misconceptions</p>  <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Can use slide or show video (https://youtu.be/LhbzZh27SZY)</p> <p>Dathan and M'Lisa Top Ten – YouTube https://www.youtube.com/watch?v=LhbzZh27SZY</p>
<p>Slide 20</p>	<p style="text-align: center;">Implementation Fidelity</p> <ul style="list-style-type: none"> Collect and use data to make decisions on how coaching practices are working to improve outcomes <p>Use research-based tools to measure coaching fidelity or reflection and feedback</p> <ul style="list-style-type: none"> Use research Take video feedback Consult with mentors and peers <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>When your program chooses a coaching approach it's important that you set expectations to implement coaching with fidelity. Data should be collected on coaching practices as well as the child and parents progress while using the principles of coaching. A research based tool like SS-OO-PP-RR can be used to assist with fidelity since we have a responsibility to implement a research based approach as it was designed and tested to maintain quality programming. Practitioners can also use video and peers to review implementation in order to get feedback on coaching practices.</p> <p>Romano & Schnurr</p>
<p>Slide 21</p>	<p style="text-align: center;">Cross-Disciplinary Coaching</p> <ul style="list-style-type: none"> Purpose The team has one expert on the child and family <p>Benefits:</p> <ul style="list-style-type: none"> Relationship development Efficient Improved Communication Culturally Responsive <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>The purpose of using a primary service provider approach to teaming is to allow ONE team member to become the expert on the child and their family and to reduce the amount of practitioners coming into the home or contacting the family. There are several benefits to this approach; easier to develop a trusting relationship, more efficient use of program resources, improved communication between family and team, and more likely to be culturally responsive because the team can choose who will be a good fit for the family.</p>

		(Shelden & Rush)
Slide 22	<p style="text-align: center;">Culturally Responsive Coaching</p> <ul style="list-style-type: none"> • An effective coach must be open and willing to listen and learn about a family's personal beliefs and be able to incorporate their perspective into the coaching process • An effective coach must have an awareness of their own bias and be able to offer feedback without bias • An effective coach must use a strength-based approach and respect the families' unique characteristics <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Provide historical context that marginalized children have been subject to injustices in early childhood settings. Teachers and early interventionist have a responsibility to increase their awareness of the issues and make efforts to decrease inequities.</p> <p>For more information; Culturally Responsive Practices in Coaching ECLKC (hhs.gov)</p>
Slide 23	<p style="text-align: center;">Coaching Strategies</p> <ul style="list-style-type: none"> • Use self reflection practices to identify your perspectives and beliefs that may influence interactions • Ask caregivers how they learn best/retain information to apply adult learning best practices • Get comfortable with creating solutions when there are opposing perspectives. Coaches need to remove judgement, personal beliefs and emotions in order to make joint decisions. • Use data and conversation skills to gain understanding of the caregivers individual needs and affirm the caregivers strengths, they are the expert on their child. <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>https://laulima.hawaii.edu/access/content/user/jaydene/ED294/ED294.cult.resp.teaching.pdf</p>
Slide 24	<p style="text-align: center;">References</p> <ul style="list-style-type: none"> • Buysse V., Wesley, P. W., Snyder, P., & Winton, P. (2006) Evidence-Based Practice: What Does It Really Mean for the Early Childhood Field? <i>Exceptional Children</i> 41, 2-11. • Coaching in Early Childhood: Primary Coach Approach to Teaming • The Coaching Quick Reference Guide June 2008 (veipd.org) • Kemp, P. & Turnbull, A. (2014) Coaching With Parents in Early Intervention: An Interdisciplinary Research Synthesis <i>Infants & Young Children</i>, 27(4), 305-324. • Shelden, M., & Rush, D. D. (2013). Early intervention teaming handbook. Brookes. • Culturally Responsive Practices in Coaching ECLKC (hhs.gov) • Romano, M., & Schnurr, M. (2020) Mind the Gap: Strategies to Bridge the Research-Practice Divide in Early Intervention Caregiver Coaching Practices in <i>Early Childhood Special Education</i> doi:10.1177/0271121419899163 <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>http://www.coachinginearlychildhood.org/pcateamingintro.php</p> <p>https://www.veipd.org/main/pdf/toolsoftrade/quik_ref_coaching_guide_june2013.pdf</p> <p>https://journals.lww.com/iycjournal/Fulltext/2014/10000/Coaching_With_Parents_in_Early_Intervention_An.4.aspx</p> <p>Culturally Responsive Practices in Coaching ECLKC (hhs.gov)</p> <p>https://eclkc.ohs.acf.hhs.gov/video/culturally-responsive-practices-coaching</p>