

# Using a Coaching Style of Interaction with Child Care Providers

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## Session objectives

This session will provide participants with:

- the opportunity to review the evidence-based characteristics of a coaching interaction style
- information regarding the role of an early intervention practitioner in a child care setting
- discussion, video examples, and evidence-based information on how to use coaching to support child care providers in mediating child participation
- tools and techniques for evaluating their coaching skills



## Key Principles for Providing Early Intervention Services in Natural Environments

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.



## Key Principles for Providing Early Intervention Services in Natural Environments

4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect family members' learning styles and cultural beliefs and practices.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.



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## Key Principles for Providing Early Intervention Services in Natural Environments

7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Workgroup on Principles and Practices in Natural Environments (March, 2008). *Mission and key principles for providing services in natural environments*. OSEP TA Community of Practice - Part C Settings.

(<http://www.nectac.org/topics/families/families.asp>)



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## The Early Childhood Coaching Handbook



Rush, D. D. & Shelden, M. L., 2011

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# Common coaching approaches

- Behavioral (Forunies, 2000; Peterson, 2006)
- Humanistic (Stober, 2006; Whitmore, 2002)
- Cognitive (Auerbach, 2006; Costa & Garmston, 1993)
- Goal-focused (Grant, 2006)
- Adult learning (Cox, 2006)



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# Types of coaching

- Expert
- Reciprocal peer

(Ackland, 1991)



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# Coaching in early childhood

- Expert-based
- Contextual model
- Goal-oriented
- Adult learning



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# Operational definition

Coaching is 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, 2004)



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# Ten key elements of coaching in early childhood

1. Consistent with the principles of adult learning
2. Capacity-building
3. Non-directive
4. Goal-oriented
5. Solution-focused

(Rush & Shelden, 2011)



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# Ten key elements of coaching in early childhood

6. Performance-based
7. Reflective
8. Collaborative
9. Context-driven
10. As hands-on as it needs to be

(Rush & Shelden, 2011)



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# Key findings about adult learning

- Learners have preconceptions about how the world works;
- Learners must have a deep foundation of factual knowledge and a strong conceptual framework in which to organize knowledge to develop competence in an area; and
- Learners can be taught to reflect on their own understanding and obtain additional information as needed.

(Bransford, Brown, & Cocking, 2000)



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# Coaching as capacity-building

The role of the coach is to mobilize experiences, interactions, and opportunities in conjunction with mediating the person's deeper understanding of what is or could be working in order to reach the end goal.



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# Coaching as capacity-building

The more the person's capacity has been built (i.e., increased confidence and competence), the better the person becomes at more independently achieving his/her desired outcomes now and in the future.



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# Coaching as capacity-building

The benefits of a capacity-building process are acquisition and use of new knowledge and skills as well as self-attribution related to his/her role in realizing the intended effects.

(Wilson, Holbert, & Sexton, 2006)



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# Coaching toolkit

Evidence-Based Definition of  
Coaching Practices

[http://www.fippcase.org/caseinpoint/caseinpoint\\_vol1\\_no6.pdf](http://www.fippcase.org/caseinpoint/caseinpoint_vol1_no6.pdf)



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# Characteristics of coaching

- Joint planning
- Observation
- Action/Practice
- Reflection
- Feedback

(Rush & Shelden, 2011)



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# Tools for collaboration in child care settings

- Checklists for Providing Early Intervention Supports in Child Care Settings
- Checklists for Receiving Early Intervention Supports in Child Care Settings
- Welcome to Our Classroom
- Practitioner Letter



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# Video examples & analysis

- Assessment in a child care setting
- Intervention in a child care setting



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# Questions

- Next steps?
- Final thoughts?



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Checklists for **Providing** Early Intervention Supports in Child Care Settings  
(Note: This checklist is intended for use only in inclusive settings)  
Dathan D. Rush & M'Lisa L. Shelden

Checklists Description:

The Mission and Key Principles for Providing Early Intervention Services in Natural Environments indicate that the focus of intervention is to build the capacity of parents and other care providers to support the growth and development of the children in their care (Work Group on Providing Early Intervention Services in Natural Environments, 2008). These checklists include practice indicators of the key elements for building the capacity of child care providers in early childhood programs or child care homes. The 3 checklists describe different stages of support for caregivers in child care environments: (a) preparing supports, (b) providing supports, and (c) planning follow-up supports. For each indicator, determine whether or not the practitioner is adhering to the aspect of the practice described.

Use of the Checklists:

The expected indicators for working with child care providers are listed within the checklists for each practice area. Listed below each indicator are questions that may be used by an early intervention program administrator, team leader, or supervisor to determine the extent to which the practitioner understands and/or is able to operationalize the indicator. A practitioner can use the checklists to conduct a self-assessment to examine his/her current knowledge and skills related to working with child care providers. A self-assessment could be accomplished by the practitioner reflecting on whether his/her knowledge and skills are consistent or inconsistent with each indicator. Response to each question should ultimately be "yes." If not, the Plan section may be used by the child care provider to develop strategies for addressing any identified needs.



Checklists for **Providing** Early Intervention Supports in Child Care Settings  
 (Note: This checklist is intended for use only in inclusive settings)

Practitioner's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Child Care Facility: \_\_\_\_\_

	<b>Circle the response that indicates your level of knowledge of the child care program.</b>	<b>Yes</b>	<b>No</b>
<b>Preparing Supports</b>	Do you know the philosophy of the child care provider/program?	Y	N
	Do you know the expectations the child care provider/program has for early intervention services?	Y	N
	Does the child care provider/program know your expectations for working with the child care provider rather than "pulling the child out for therapy?"	Y	N
	Do you know the schedule of the child care classroom?	Y	N
	Do you know the activity settings, centers, classroom routines, and activities?	Y	N
	Do you know the child's interests within the context of child care classrooms?	Y	N
	Have you observed in the classroom as part of the functional assessment prior to the development of the IFSP?	Y	N
	Was the child care provider/program involved in the development of the IFSP?	Y	N
	Do you have a plan for what to do if the teacher is absent or no longer works in the child's classroom?	Y	N
	<b>Plan:</b>		

<b>Circle the response that indicates your level of knowledge of the child care program.</b>		<b>Yes</b>	<b>No</b>
<b>Providing Supports</b>	Does the teacher share with you what the two of you had planned for him/her to do within the context of classroom activities between your visits?	Y	N
	Do you observe the teacher interacting with or supporting the child's participation in classroom activities?	Y	N
	Do you intentionally model (i.e., explain actions, give teacher an observation, model, and debrief) for the teacher while you interact with the child within the context of a classroom activity?	Y	N
	Do you support the teacher in reflecting on her knowledge and practice before sharing your information and ideas, or modeling with the child?	Y	N
	Do you assist the teacher in figuring out ways to promote the child's participation within classroom activities and routines?	Y	N
	Do you use the toys and materials in the classroom when you model for the teacher, rather than taking toys and materials in to use with the child?	Y	N
	Do you assist with the other children so the teacher can try some of the ideas the two of you have generated to promote the child's participation in an activity?	Y	N
	Are you focused more on supporting the teacher rather than working directly with the child?	Y	N
	Do you provide affirmative (i.e., acknowledge what they are already doing well) and informative (i.e., share new information, ideas, and resources) feedback to the teacher?	Y	N
	In addition to practice opportunities in the classroom, do you also meet with the teacher one-on-one to provide opportunities for reflection and planning?	Y	N
<b>Plan:</b>			

<b>Circle the response that indicates your level of knowledge of the child care program.</b>		<b>Yes</b>	<b>No</b>
<b>Planning Follow-up Supports</b>	Do you develop a joint plan with the teacher for what he/she is going to do to support the child in between your visits?	Y	N
	Is the plan something extra that the teacher must do or is it easily incorporated into her involvement with the child?	Y	N
	Do you develop a plan for what you and the teacher intend to focus on at the next visit and are you going at a time during which the activity or routine would actually happen?	Y	N
	Do you plan your visits on varied days/times in order to support the teacher across different classroom activities and routines?	Y	N
	Do you have a mechanism in place for communication with the parent(s) about what occurs at the child care?	Y	N
	Do you also at least occasionally see the child in the family context to support the family's ability to promote the child's participation within routines and activities at home and in the community?	Y	N
	<b>Plan:</b>		



Checklists for **Receiving** Early Intervention Supports in Child Care Settings  
(Note: This checklist is intended for use only in inclusive settings)  
Dathan D. Rush & M'Lisa L. Shelden

Checklists Description:

The Mission and Key Principles for Providing Early Intervention Services in Natural Environments indicate that the focus of intervention is to build the capacity of parents and other care providers to support the growth and development of the children in their care (Work Group on Providing Early Intervention Services in Natural Environments, 2008). These checklists include practice indicators of the key elements for child care providers to enable early intervention providers to better support and build the capacity of child care providers in early childhood programs or child care homes. The 3 checklists describe how child care providers can work with early intervention providers within the different stages of support for caregivers in child care environments: (a) preparing supports, (b) providing supports, and (c) planning follow-up supports. For each indicator, the child care provider determines whether or not he/she is adhering to the aspect of the practice described.

Use of the Checklists:

The expected indicators for working with early intervention practitioners are listed within the checklists for each practice area. Listed below each indicator are questions that may be used by child care providers to determine the extent to which he/she understands and/or is able to operationalize the indicator. A child care provider can use the checklists to conduct a self-assessment to examine his/her current knowledge and skills related to working with early intervention practitioners. A self-assessment could be accomplished by the child care provider reflecting on whether his/her knowledge and skills are consistent or inconsistent with each indicator. Response to each question should ultimately be "yes." If not, the Plan section may be used by the child care provider to develop strategies for addressing any identified needs.

Checklists for **Receiving** Early Intervention Supports in Child Care Settings  
 (Note: This checklist is intended for use only in inclusive settings)

Practitioner's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ Child Care Facility: \_\_\_\_\_

<b>Circle the response that indicates your level and type of support provided to the early intervention practitioner.</b>		<b>Yes</b>	<b>No</b>
<b>Preparing Supports</b>	Do you share the philosophy of the child care provider/program with the early intervention practitioner?	Y	N
	Do you share with the early intervention practitioner your expectations for early intervention services?	Y	N
	Do you share with the early intervention practitioner your expectations for working with him/her rather than he/she "pulling the child out for therapy?"	Y	N
	Do you share your classroom schedule with the early intervention practitioner?	Y	N
	Do you share your classroom activity settings, centers, routines, and activities with the early intervention practitioner?	Y	N
	Do you share the child's interests within the context of your classroom with the early intervention practitioner?	Y	N
	Do you have the early intervention practitioner observe in your classroom as part of the functional assessment prior to the development of the IFSP?	Y	N
	Do you ask to be involved in the development of the IFSP?	Y	N
	Do you have a plan with the early intervention practitioner for what to do if you are absent on the day of the early intervention practitioner's visit?	Y	N
	<b>Plan:</b>		



Providing Supports	<b>Circle the response that indicates your level and type of support provided to the early intervention practitioner.</b>	Yes	No
	Do you share with the early intervention practitioner what the 2 of you had planned to do within the context of classroom activities between his/her visits?	Y	N
	Do you have the early intervention practitioner observe you interacting with or supporting the child's participation in classroom activities?	Y	N
	Do you ask the early intervention practitioner to intentionally model (i.e., explain actions, give you something specific to observe, model, and debrief) for you while he/she interacts with the child within the context of a classroom activity?	Y	N
	Do you reflect on your knowledge and practice before the early intervention practitioner shares information and ideas, or models with the child for you?	Y	N
	Do you work with the early intervention provider to figure out ways to promote the child's participation within classroom activities and routines?	Y	N
	During visits by the early intervention practitioner, do you require him/her to use the toys and materials in the classroom when he/she models for you, rather than bringing toys and materials in to use with the child? Note: Assistive technology for a child would be an exception.	Y	N
	Do you have the early intervention practitioner assist with the other children so you can try some of the ideas the 2 of you have generated to promote the child's participation in an activity?	Y	N
	Do you have the early intervention practitioner focus more on supporting you rather than only working directly with the child?	Y	N
	Do you ask the early intervention practitioner to give you feedback (i.e., acknowledge what you are already doing well, share new information, ideas, and resources)?	Y	N
	In addition to practice opportunities in the classroom, do you make time to meet with the early intervention practitioner one-on-one to provide opportunities for reflection and planning?	Y	N



Planning Follow-up Supports	<b>Circle the response that indicates your level and type of support provided to the early intervention practitioner.</b>	<b>Yes</b>	<b>No</b>
	Do you develop a joint plan with the early intervention practitioner for what you are going to do to support the child in between your visits?	Y	N
	Is the plan developed during the visit something extra that you must do or is it easily incorporated into your involvement with the child?	Y	N
	Do you develop a plan for what you and the early intervention practitioner intend to focus on at the next visit and does the early intervention practitioner visit at a time during which the activity or routine would actually happen?	Y	N
	Do you plan the early intervention practitioner's visits on varied days/times in order to support you across different classroom activities and routines?	Y	N
	Do you have a mechanism in place for communication with the parent(s) about what occurs with the early intervention practitioner at the child care?	Y	N
	Do you ensure that the early intervention practitioner also at least occasionally sees the child at home to support the family's ability to promote the child's participation within routines and activities at home and in the community?	Y	N
	<b>Plan:</b>		

Welcome to Our Classroom  
Dathan D. Rush & M'Lisa L. Shelden

Letter Description:

The Mission and Key Principles for Providing Early Intervention Services in Natural Environments indicate that the focus of intervention is to build the capacity of parents and other care providers to support the growth and development of the children in their care (Work Group on Providing Early Intervention Services in Natural Environments, 2008). As a result, an early intervention practitioner going into a classroom should focus his/her supports on building the capacity of the teacher and the regular classroom activities occurring at the time of the visit should serve as the basis for the intervention. With the exception of adaptive equipment, toys and other materials in the classroom and consistent with the present classroom activity should be used rather than items a practitioner might want to bring in to use when working exclusively with a child. The purpose of the letter is to establish initial and ongoing communication between the practitioner and teacher as well as to ensure that the mission and key principles are operationalized within the classroom context. The letter should initiate the sharing of basic information about the classroom from the teacher to the practitioner and position the practitioner to be able to use a coaching interaction style to build the capacity of the teacher in regards to the eligible child.

Use of the Letter:

The letter may be given by the teacher or program director to the practitioner either at the initial Individualized Family Service Plan (IFSP) meeting or at first visit to the classroom following the IFSP. The teacher should be prepared to share her philosophy of teaching, curriculum, and priorities for how the child on the IFSP can better participate in classroom activities and routines.





Family, Infant and  
Preschool Program

## Welcome to Our Classroom

Dear Therapist or Teacher:

I am happy that we will be working together to support one of the children in my group. Before we get started, I would like to share some information with you that can serve as the basis for our relationship and interactions.

- Let's start our work together with a discussion about my philosophy of teaching and learning, our curriculum, and my priorities for how the child you are here to support can better participate within our classroom activities and routines. This will help you match your knowledge and expertise to the child and program needs and priorities.
- Since you are only here in the classroom for relatively brief periods of time, please allow me to be the focus of your intervention and teaching. This will ensure that I know what to do to further support the child's learning and development when you are not here.
- Use the child's interests and classroom activities/routines as the context for intervention. These interests and activities provide many and varied opportunities for learning and skill development throughout the day and week. If you do not know his/her interests and typical activities already, I will be happy to share them with you.
- Plan to join in (through observation or direct involvement) and be part of whatever activity is occurring when you are here rather than taking the child to a corner of the room to work with him or her. Learning and development occur as part of all the developmentally appropriate activities that happen both in planful and serendipitous ways in the classroom and/or on the playground.
- Always start by asking me what I know and have been doing with the child to help achieve our desired outcomes, then we can build together on my knowledge and skills to figure out how best to promote the child's abilities, skills, and participation in the classroom.



- Use the toys and materials that we have available in our classroom. Please do not bring toys or other items into the classroom. I want to be sure the child has multiple opportunities throughout the day to learn through interactions with the important people in his/her life as well as the toys and materials that we have. If you need a particular item, please do not hesitate to ask me. The only exception to this request would be pieces of assistive technology or adaptive equipment that we may not have readily available. Please include me in your thoughts and ideas about what assistive technology might be most helpful.
- Let's always conclude each of your visits with a joint plan for what I am going to be doing to further support the child's participation and skill development within the context of our classroom activities between your visits. Let's also plan for what we will be doing during your next visit, which may impact the day and time you will need to schedule your visit with me.
- Finally, let's collaborate on what and how we will communicate with the child's parent(s) about our work together and how they can use their everyday activities with the child to further his/her learning and participation at home and in the community.

Thank you for reviewing this information. Please do not hesitate to ask me any questions for purposes of clarification or to generate any additional ideas. I am looking forward to working with you.

Sincerely,

FIPP EHS Teacher



Child Care Provider,

Hi! My name is Susan Nelson. I am here as a member of the Idaho Infant Toddler Program. My job title is Developmental Specialist Sr. You can reach me at by phone at: 208-799-3460 or by emailing: [nelsons@dhw.idaho.gov](mailto:nelsons@dhw.idaho.gov)

My role in your Child Care Center is to support \_\_\_\_\_ to be most successful in your classroom. I have a signed release from this child's family to share information that would support his/her success within your center.

I CAN DO MY BEST WORK WHEN:

- *I schedule my visits at a convenient time for your class and this child.*
- *I fit into your room so that I can observe and learn about what is happening and I can support you in helping things to run smoothly.*
- *I can find out from you what is working and what you know about this child.*
- *You let me know if there are activities or times that are harder for this child.*
- *I can share with you what I know and offer suggestions about how to make things easier.*

I DON'T WANT TO:

- *Isolate this child with me in order to practice skills or ignore the other children and only focus on this one child.*
- *Add more work for you or take away from other children.*

Some of the time I'll want to just watch and see how this child is fitting in. Some of the time I will work directly with this child and some of the time we will want to share information.

I'll need your help to know and adhere to your schedule, classroom rules, and philosophy. Thanks for having me as a guest in your classroom and for providing this rich setting for teaching children how to interact successfully with their friends.