



Early Intervention/Early Childhood
PROFESSIONAL DEVELOPMENT COMMUNITY OF PRACTICE

Early Intervention Caregiver Coaching Crosswalk

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The sub-group of the Early Intervention (EI) Early Childhood Professional Development Community of Practice was created to develop a resource that would align various terms used to describe similar areas of caregiver coaching frameworks in EI. This resource includes a crosswalk of three commonly used caregiver coaching frameworks in EI that may be used to coach caregivers to use a variety of strategies, interventions, and/or resources within their daily routines between home visits with their early interventionist.

The first column lists the components of evidence-based caregiver coaching frameworks along with a definition of each. The sub-group developed them by synthesizing information from each of the caregiver coaching frameworks. The remaining three columns include characteristics of each coaching framework (listed in the top row of each page) that correspond to each coaching component listed in the first column. Each column header includes linked resources from which the characteristics were drawn.

Professional development providers, early interventionists, EI service coordinators, supervisors, state EI administrators, professional organizations, and higher education faculty may find this resource helpful.

References

McWilliam, R. A. (2010). *Routines-based early intervention*. Brookes Publishing Co. <https://eieio.ua.edu/>

Rush, D. & Shelden, M. L. (2020). *The early childhood coaching handbook*, (2nd ed.). Brookes.

Woods, J. (2023). Family guided routines based intervention. www.fgrbi.com

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Caregiver Coaching Components and Definitions	Routines Based Model (RBM; McWilliam) Do's and Don'ts Home Visit Checklist	<u>Coaching</u> (Rush & Shelden) The Early Childhood Coaching Handbook 2nd edition Evidence Based Definition of Coaching Practices	Family Guided Routines Based Intervention (FGRBI; Woods) Coaching Strategies SSOOPRR Planning with SSOOPRR
Observation <i>The practitioner observes the caregiver by watching caregiver-child interactions during everyday activities and routines during the early intervention visit. The practitioner watches the caregiver demonstrate existing and new knowledge and skills.</i>	<p>When a skill or issue has been brought up during a visit with a caregiver, the practitioner might use observation.</p> <p>The practitioner would observe 1) What the caregiver does when a child exhibits a specific skill, 2) What the child does that the caregiver and practitioner are developing interventions for (response), and 3) When the practitioner is demonstrating a strategy or intervention.</p> <p>Also, when working in a classroom with childcare providers, the practitioner supports the caregivers in observing and supporting the child's functioning, paying attention specifically to engagement, independence, and social relationships.</p>	<p>Observation is the examination of another person's actions or practices with the aim of developing new skills, strategies, or ideas. Observation of the coachee practicing or using recently discussed ideas and strategies is a critical characteristic of the coaching process and provides an opportunity to promote further reflection in action and provide immediate feedback.</p> <p>Types:</p> <ol style="list-style-type: none"> 1. Observation of environment 2. Observation of the coachee by the coach 3. Observation of the coach by the coachee (*see Demonstration with Explanation below) 	<p>Primary role of the caregiver is to interact with the child in a routine or activity; the role of the early interventionist (EI) is to observe, gather information, and share feedback. The EI does not give specific feedback or suggestions during observation. The EI is not a part of the activity, though they are in close proximity; they do not offer comments. Observations should last at least 20 seconds before the feedback to ensure an adequate picture is obtained.</p>

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Demonstration with Explanation <i>The caregiver observes the practitioner as the practitioner: (a) demonstrates knowledge and skills during everyday activities and routines, (b) interacts and works with the child directly, and (c) explains what, why, and how.</i>	<p>This is a coaching strategy called collaborative or family consultation.</p> <p>Demonstration with narrating steps of the intervention. After collaborative consultation, the practitioner asks the caregiver if they would like: 1) To try it while the practitioner observes and gives in-the-moment feedback, 2) Offer to model/demonstrate the intervention to the caregiver, or 3) Moves on if the caregiver understands how to do the intervention. Demonstration and modeling are done with narration to ensure each step and reason for the intervention is described and understood. These steps are explained as the eight steps of modeling.</p>	<p>Observation of the coach by the coachee (also noted in the Observation component above) may include the coach modeling a behavior or activity to determine how an idea or strategy might work or to help the coachee see what the coach is talking about. Modeling can be spontaneous or planned. Intentional modeling is a seven-step process: 1) Ask permission to demonstrate, 2) Give coachee something specific to do, 3) Model, 4) Jointly reflect on the event, 5) Invite coachee to try, 6) Engage coachee to reflect on event, and 7) Develop plan for continued use of strategy/activity.</p>	<p>This is a coaching strategy called demonstration with narration.</p> <p>The EI takes the lead in demonstrating a strategy with the child while the caregiver observes. The EI sets up the demonstration by telling the caregiver what they are going to do, and why. The EI narrates during and after the demonstration with the purpose of showing the caregiver how to use the strategy (if the EI does not narrate the strategy, the caregiver does not benefit from seeing it directly and may not realize what the EI did to support the child). Demonstration may be repeated and should evolve into guided or caregiver practice with feedback.</p>

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Caregiver Practice <i>The practitioner provides opportunities for the caregiver to try out and practice using previously learned intervention strategies across contexts and newly learned skills with their child during the early intervention visit. Caregiver practice can consist of planned or spontaneous opportunities in context or through role plays with the practitioner to strengthen the caregiver's knowledge and skills.</i>	This is a " coaching " strategy. As noted in the demonstration with the explanation section above, action practice is the opportunity for feedback from a practitioner to a caregiver on strategies developed through collaborative consultation. Strategies and interventions are discussed during every visit. Using the Next Steps Form as a semi-structured plan for a visit, strategies and progress updates are reviewed at the beginning of a visit. If appropriate, the caregiver may want to revisit modeling and demonstration if they encounter problems when executing the strategy between visits.	Action/Practice consists of spontaneous or planned events within the context of a real-life situation that provides the coachee with opportunities to practice , refine, and/or analyze new or existing skills. Practice by the Coachee: While the coach is present allows the coachee to try the new skill, strategy, or idea while the coach observes. Action by the Coachee: Active participation involves an individual accepting responsibility for and readily engaging in experiences and opportunities that are intended to achieve a particular outcome. Action happens between coaching conversations and demonstrates that the coachee is trying to use strategies identified or learned during the coaching meeting.	The caregiver has a turn (or multiple turns) to practice using the strategy with the child (Guided Practice). The caregiver takes the lead in interaction with the child (Caregiver Practice).

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Reflection <i>Reflection is an opportunity for the caregiver to think about their knowledge and use of skills as well as problem-solve with the practitioner. Throughout the visit, the practitioner shows a sense of curiosity in exploring the caregiver's experiences and priorities by asking open-ended, non-leading, reflective questions.</i>	Reflection, or collaborative consultation , is the process of finding a strategy or intervention for a specific skill or goal within a routine. The practitioner discusses child functioning with the caregiver by first identifying what time of day this skill is needed to participate meaningfully in the routine. The practitioner then follows a term coined by a sports movie, Hoosier's Rule, and asks at least four questions of the caregiver before offering a suggestion, strategy, or intervention. The four-question rule (a) increases the likelihood of both the caregiver's as well as the practitioner's understanding of the child's current level of performance, (b) provides them with enough context to make a reasonable suggestion, (c) conveys to the family the practitioner is really interested in working with them; and (d) helps the family see they're part of solution finding (i.e., developing strategies). The practitioner then concludes the discussion by asking two reflective questions about feasibility and plausibility . If the caregiver seems interested in an intervention (i.e., a solution), the practitioner gets confirmation (e.g., "Is this something you might want to do?"). The practitioner then checks on the feasibility of the caregiver's being able to carry out the intervention (e.g., "With everything else you do at this time of the day, do you think you'll be able to do this?").	Analysis of existing strategies to determine how the strategies are consistent with evidence-based practices and may need to be implemented without change or modified to obtain the intended outcome(s). Reflection is the coachee's review and analysis of what they already know or are doing, which then determines modifications, knowledge, and/or skills that the coachee needs in order to achieve the desired outcome in this situation and in the future.	The EI supports the caregiver to reflect on a routine, home visit, strategy, or child progress. The EI may ask questions or make comments to encourage the caregiver to reflect. The EI may model their own reflections and impressions. The EI may also build or expand upon the caregiver's comments to encourage continued reflection. Videos or other tools may be used to create opportunities for reflection.

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Feedback <i>The practitioner provides affirming statements, constructive suggestions, and guidance to the caregiver. Feedback about the caregiver's knowledge and skills can be given during or after the caregiver-child interaction and caregiver reflection.</i>	<p>The practitioner is focused on building the caregiver's capacity through feedback. They use a framework of providing feedback and support around three topics. These include emotional, material, and informational support. Emotional support feedback is when the practitioner makes overtly positive statements about the child <i>and the caregiver</i> during visits, responds to family concerns (i.e., pays attention to caregiver's comments), orients themselves to the whole family, including extended family—especially the well-being of the primary caregiver (i.e., expressly ask how they are doing), interacts in a friendly, not formal, way, and demonstrates sensitivity, walking in the family's shoes. Material supports feedback is when the practitioner ensures basic needs (e.g., shelter, food, clothing) are met and ensures equipment to promote the child's functioning, including adaptive equipment and especially communication devices, is available. Informational supports feedback is when the practitioner ensures the family has access to information about the child's disability, ensures the family has access to information about child development, ensures the family has access to information about resources including services, ensures the family has access to information about interventions (i.e., what they can do with the child), and overall child development caregiver coaching such as reading, playing, and talking to their children and why that is important. Informational support feedback also includes modeling and demonstration of interventions with narration.</p>	Information provided by the coach based on direct observations of the learner by the coach, actions reported by the learner, or information shared by the learner to expand the learner's current level of understanding about a specific evidence-based practice.	<p>The EI comments about the caregiver's use of strategies with the child or about the child's behavior/ responses. Feedback may be specific (citing something the EI observed) or general in nature encouraging or affirming participation. Feedback may be provided during or after the routine and may be directed to the child or to the caregiver. Feedback should occur after observation, guided, and caregiver practice. • EI: "Sounds like you do a great job working with him during bath time." (General) • EI: "Your grandma does such a good job of making sure you have lots of opportunities to make choices as you get ready for daycare in the morning." (Specific)</p>

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Partnering and Planning <i>Partnering and planning involves the practitioner and caregiver working together to support the caregiver priorities. The practitioner helps guide the caregiver to identify skills they want to learn, develop a timeline for the coaching process, and develop a plan for caregiver practice during and beyond the early intervention visit to achieve the targeted skill(s) and/or desired outcomes.</i>	Using the outcomes from the semi-structured Routines-Based Interview , the practitioner develops a matrix . During a visit with a caregiver, if the caregiver doesn't have an immediate need or is unsure what they want to address during the visit, the practitioner would bring out the matrix. The two would then engage in conversation to determine an intervention or strategy. After modeling and demonstration, the intervention would then be placed on the Next Steps Form . The NSF has three items of information, 1) What the caregiver and practitioner did during the visit, 2) The intervention the caregiver chooses to implement between visits . 3) What the two may address or work on during the next visit.	Agreement by both the coach and learner on the actions to be taken by the coach and/or learner or the opportunities to practice between coaching visits . Joint planning occurs at the beginning and end of each coaching discussion. Joint planning may also occur as the coach and coachee shift from topic one to the next during the visit.	Systematic planning helps ensure the intervention embedded within the routines is both effective for the child and efficient for the caregiver. As a part of the joint planning process, caregivers and EIs individualize the routine plans to accommodate the child's skills and preferences within the caregiver's predictable sequence/steps of daily routines. The interaction between the caregiver and child should be the focal point of the planning process.