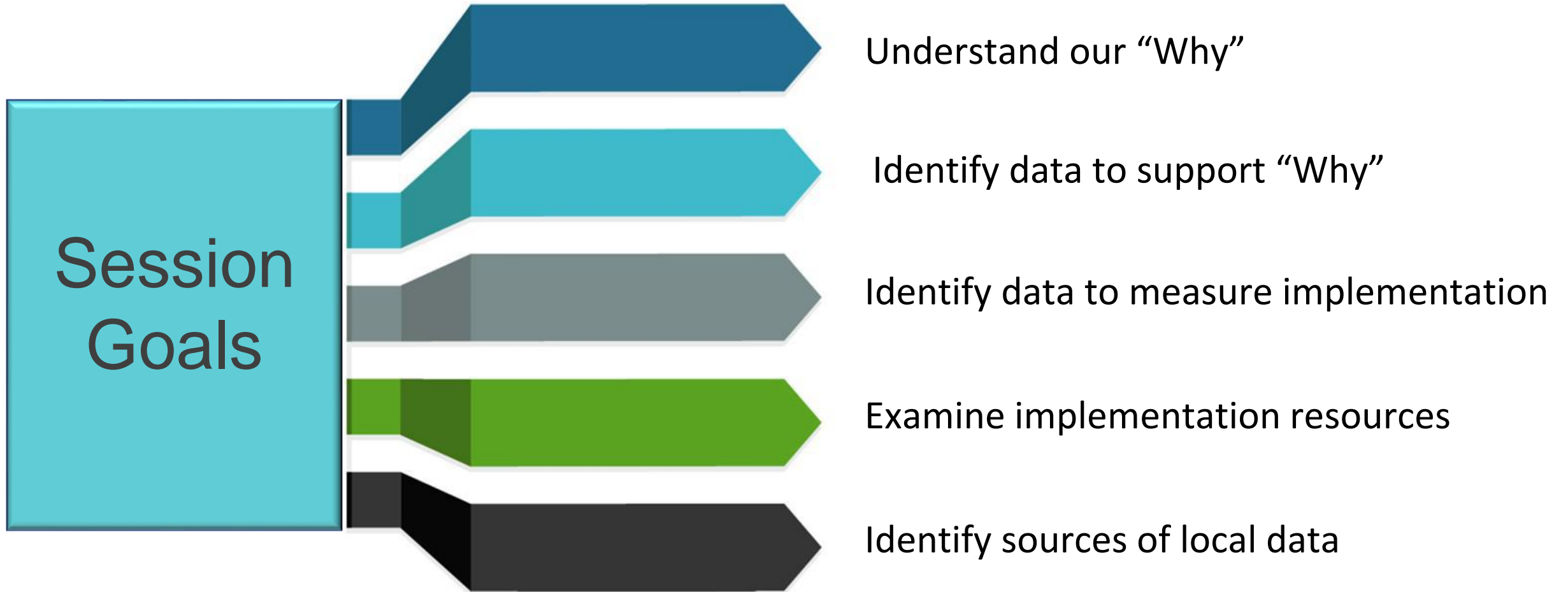


*Why Are We Collecting This Data
and What Should We Do With It?*



Early Intervention Service Delivery: Coaching Across Settings







Simone Sinek: “Start with Why”



Early Intervention Service Delivery: Coaching Across Settings



The Coaching Across Settings 5Q

WHAT

Do I want to happen?

WHY

is this important

HOW

Will you get there?

WHEN/WHERE/WHO

Are a part of the process

IS IT WORKING

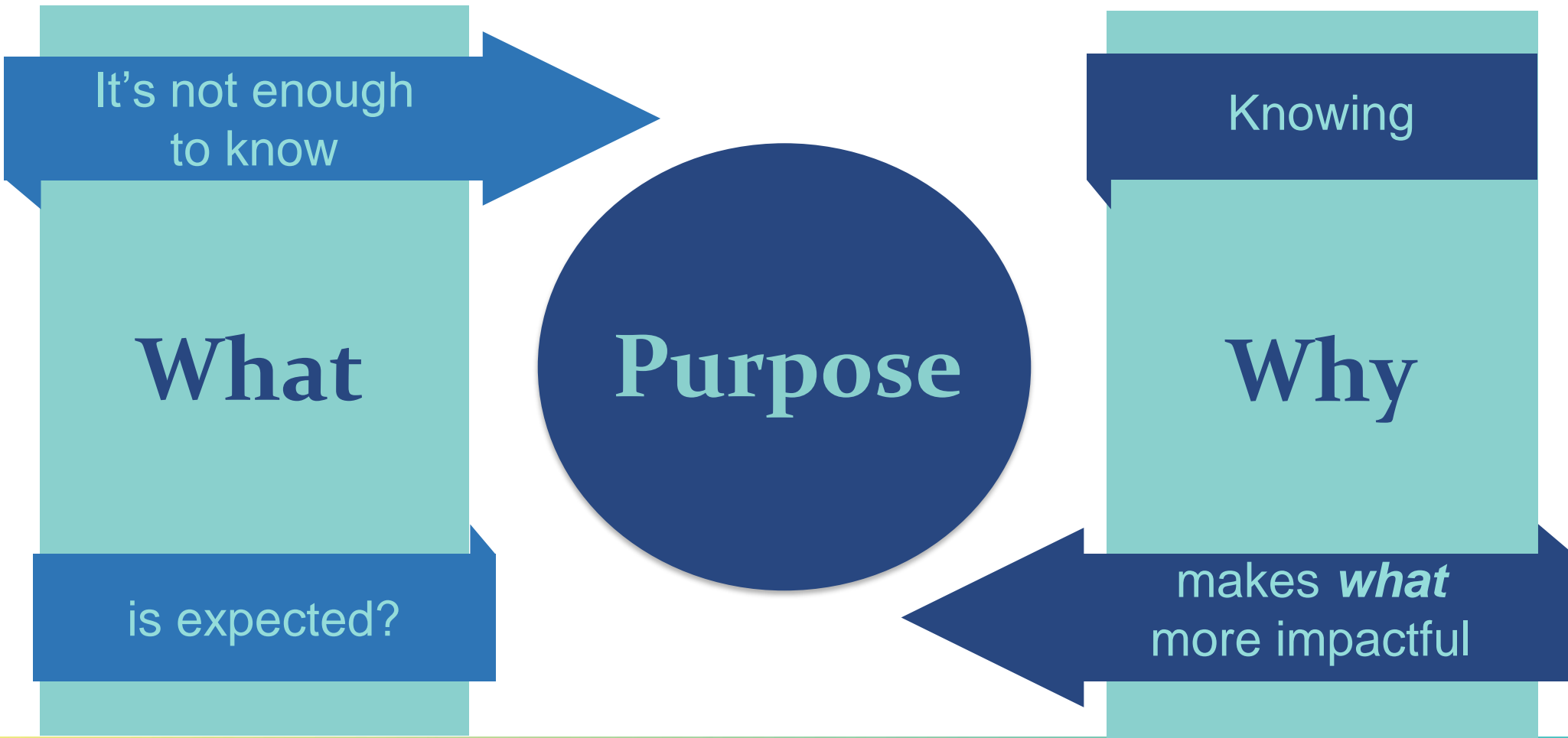
What will success look like?
How will you know you're
"there"

"The 5Q" fgrbi.com



Early Intervention Service Delivery: Coaching Across Settings





What

All Early Interventionists in PA to deliver high quality Early Intervention Services.



Why

To build family and caregiver capacity and confidence to promote their child's success as they define it.



Early Intervention Service Delivery: Coaching Across Settings



The Coaching Across Settings 5Q

WHAT

All Early Interventionists in PA to deliver high quality Early Intervention Services.

WHY

To build family and caregiver capacity and confidence to promote their child's success as they define it.

HOW

Will you get there?

"The 5Q" fgrbi.com

WHEN/WHERE/WHO

Early Intervention professionals

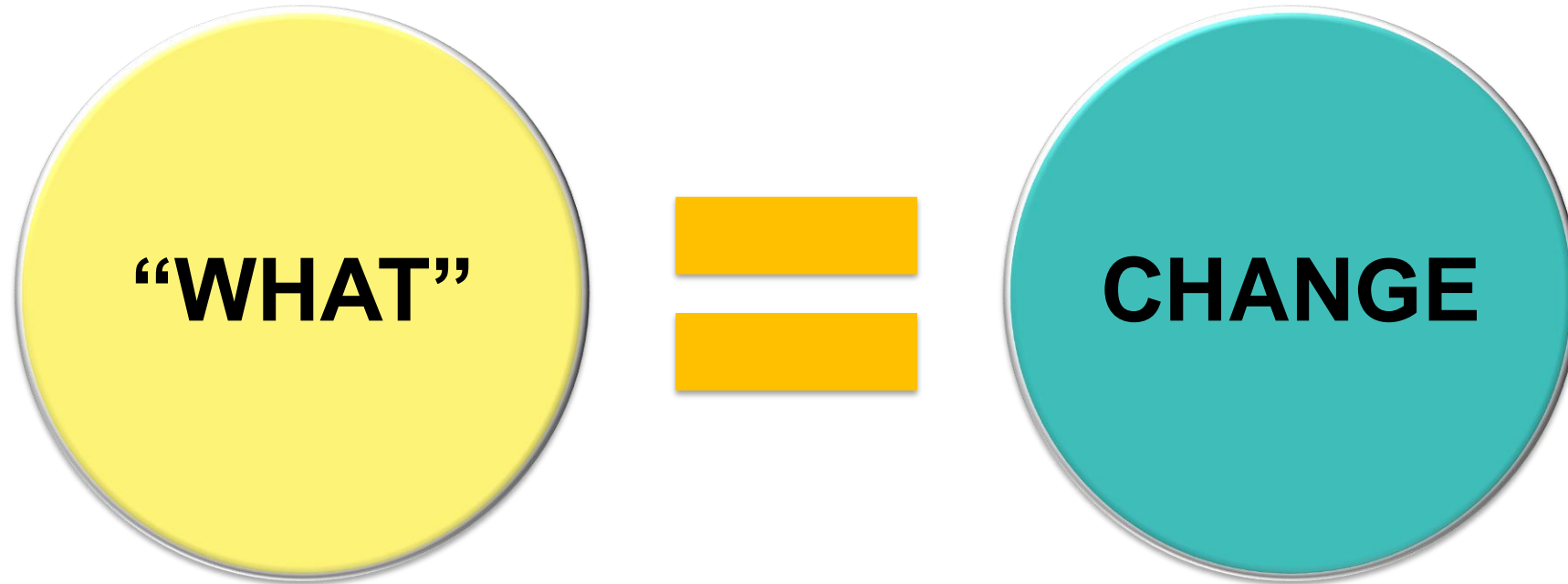
IS IT WORKING

Fidelity of implementation and Improved Child and Family Outcomes




Early Intervention Service Delivery: Coaching Across Settings





Early Intervention Service Delivery: Coaching Across Settings





*Attitudes
are contagious.
Are yours
worth catching?*

- Dennis & Wendy Mannerling

*“Your attitude has the
capacity to fuel, or
drain, the motivation of
those around you, so
choosing them carefully
is a wise move.”*

-Steve Waugh



Early Intervention Service Delivery: Coaching Across Settings



Critical Elements	Implementation Components	1 = No 2 = No, planning 3 = Yes, partially 4 = Yes, planning 5 = Yes, fully			
		Date	Date	Date	Date
Staff Readiness and Buy-In	7. All EI staff (providers, SCs, Evaluators, etc.) are aware of the need for county or program-wide implementation of FGRBI Practices. The CLT provides staff with information on the importance of a family guided approach. All staff understand the long-term goals and personal responsibilities of county or program-wide implementation of FGRBI and the potential increase in outcomes for all children and families.				
	8. Direct staff members are supportive of county or program-wide implementation of FGRBI Practices. A process is used to establish that county and program staff have buy-in and agree with a focus on county or program-wide implementation.				
	9. Staff <u>input</u> and feedback is obtained throughout the implementation process. The CLT provides updates on the process, data, and the outcomes of the implementation to county and program staff on a regular basis.				

Buy in Conditions

Flow

- “Learning with, and from others
- Absorbing, accepting, implementing new ideas.

Rigidity

- “I am doing fine. I don’t want to change.”
- Burnout

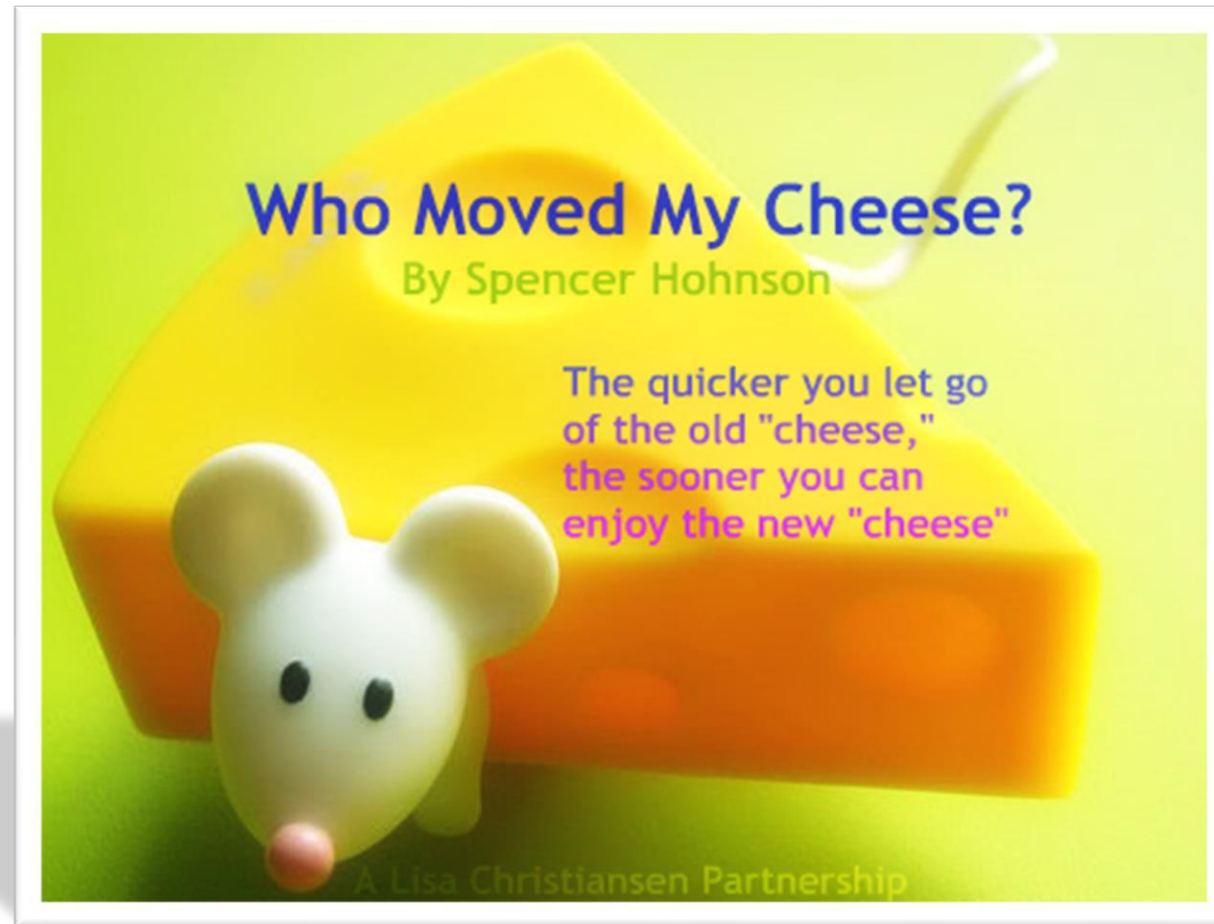
Blocking

- “I want to change things, but is impossible
- Feeling unsupported

Stagnation

- “If it ain’t broke, don’t fix it.”
- Ego





Johnson, S. (1999). *Who moved my cheese*. Vermilion.



Early Intervention Service Delivery: Coaching Across Settings



How we *think* change occurs...

Change in
beliefs and
attitudes

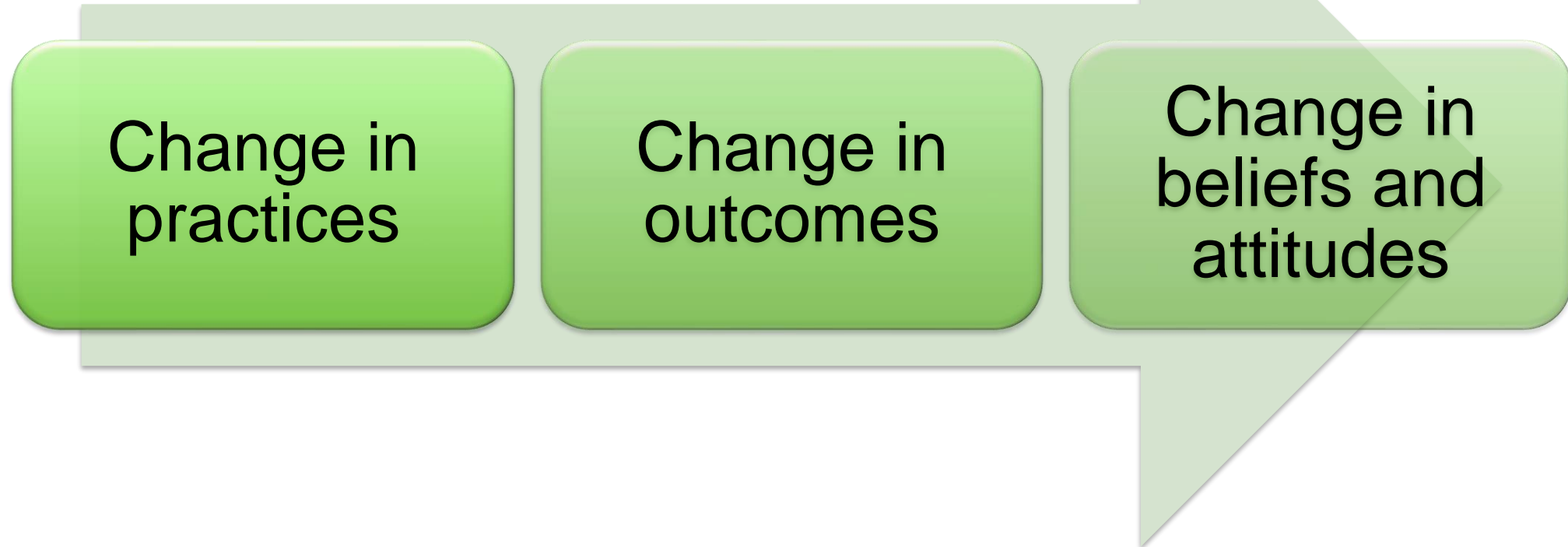
Change in
practices

Change in
outcomes

Thomas R. Guskey, 2022

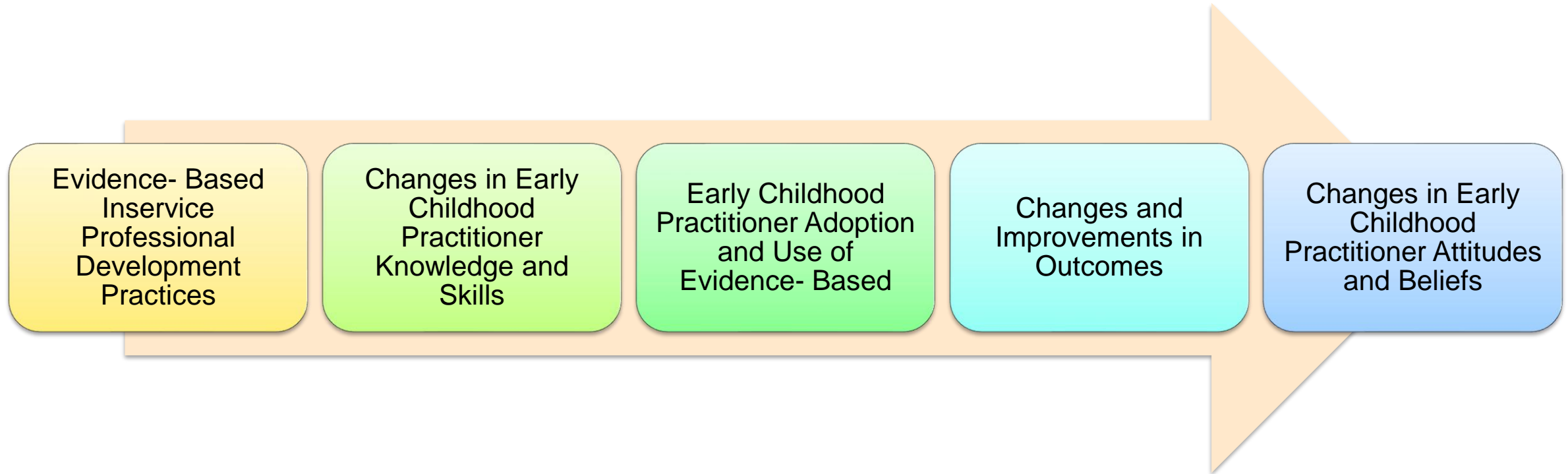


How change *actually* occurs...



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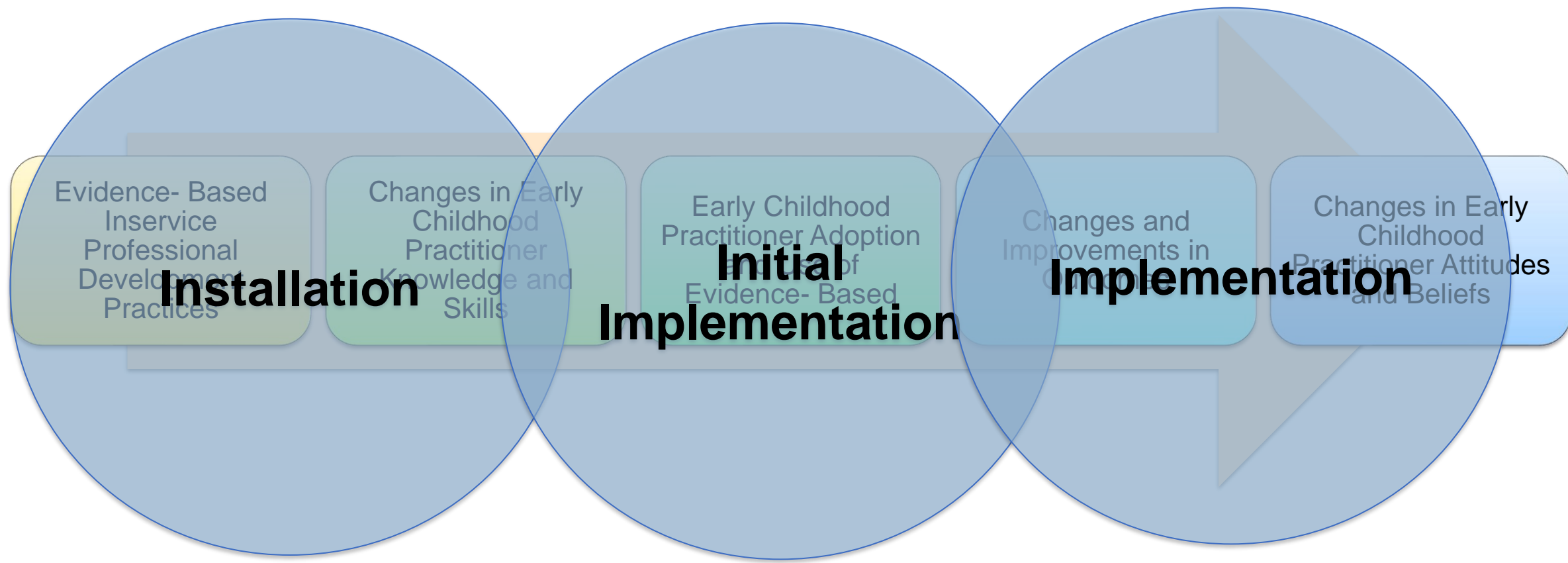


A model for conceptualizing, designing, and implementing in-service professional development to promote early childhood practitioner use of evidence-based early childhood intervention practices. From Desimone (2009, 2011) and Guskey (2002a, 2002b, 2014). Adapted with permission



Early Intervention Service Delivery: Coaching Across Settings





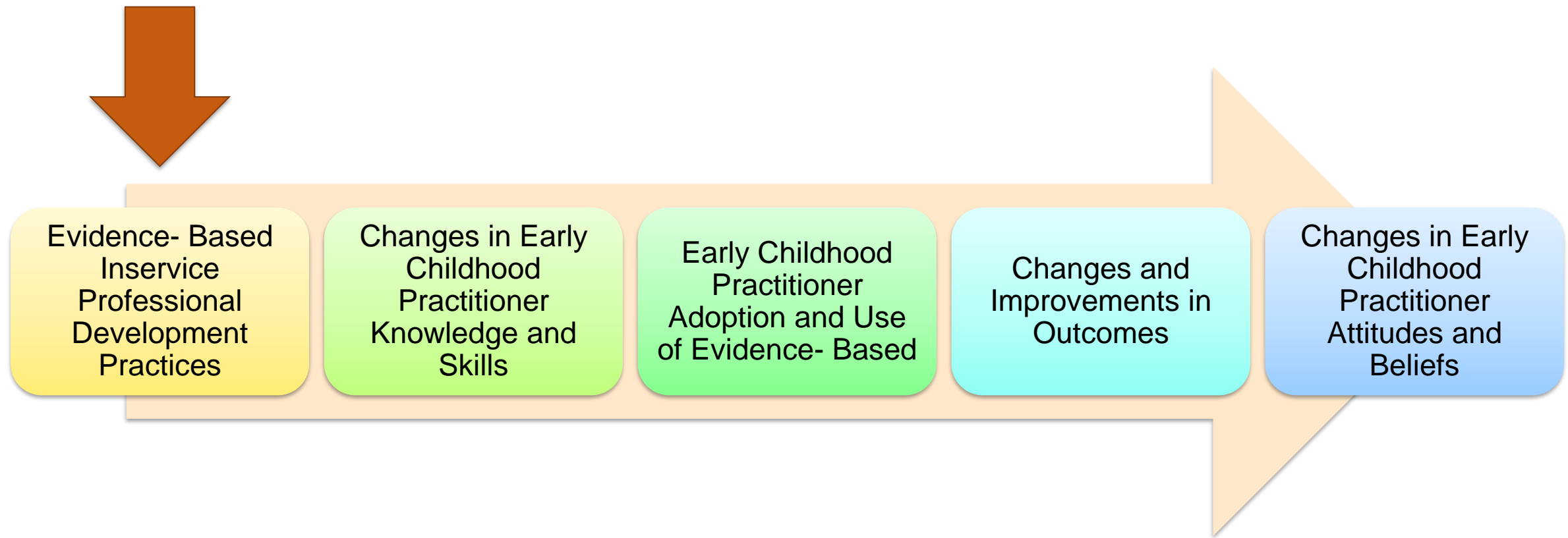
Dunst, C. J. (2015, July). Improving the Design and Implementation of In-Service Professional Development in Early Childhood Intervention. *Infants & Young Children*, 28(3), 210–219.

National Implementation Research Network (2020)



Early Intervention Service Delivery: Coaching Across Settings





A model for conceptualizing, designing, and implementing in-service professional development to promote early childhood practitioner use of evidence-based early childhood intervention practices. From Desimone (2009, 2011) and Guskey (2002a, 2002b, 2014). Adapted with permission



Early Intervention Service Delivery: Coaching Across Settings



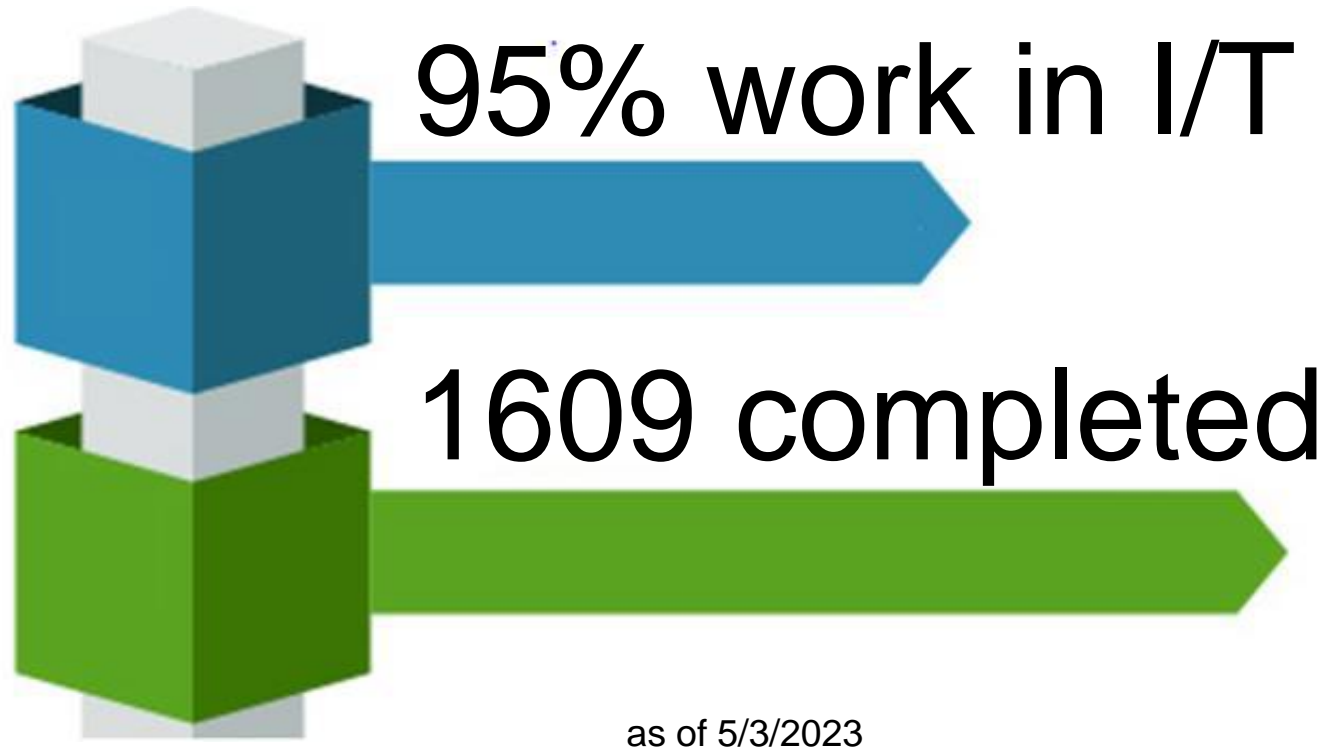
Evidence-Based PD Practice

of People



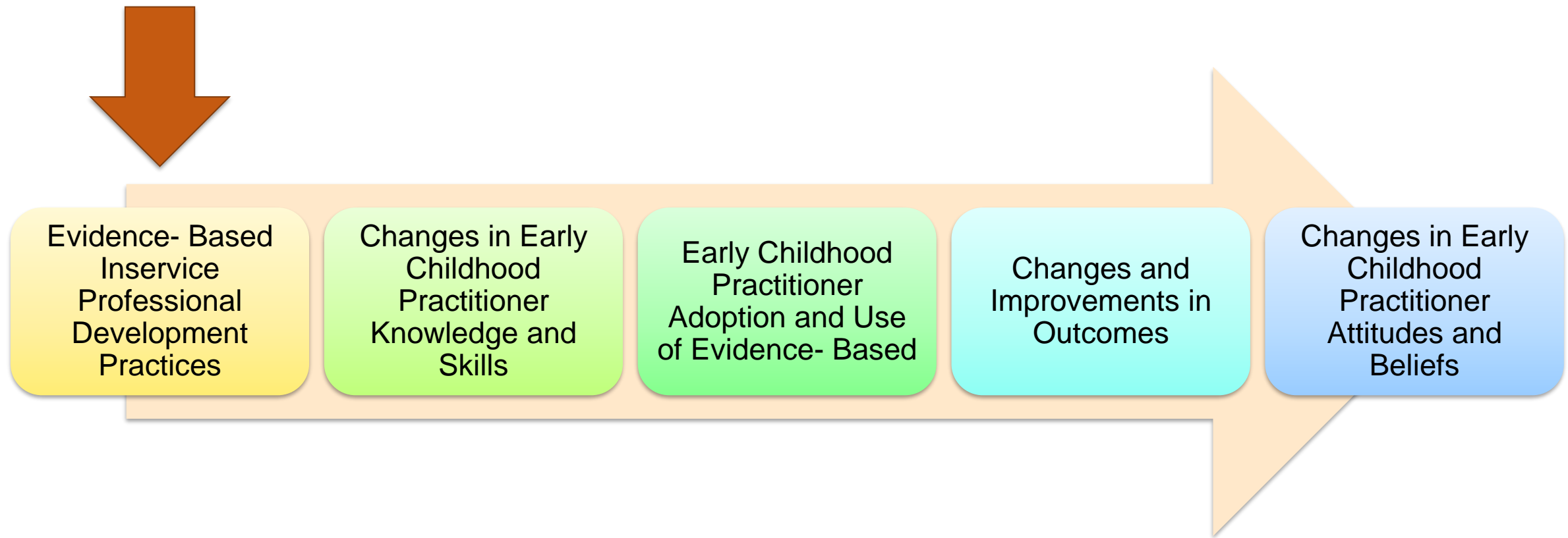
Early Intervention Service Delivery: Coaching Across Settings





Early Intervention Service Delivery: Coaching Across Settings





Dunst, C. J. (2015, July). Improving the Design and Implementation of In-Service Professional Development in Early Childhood Intervention. *Infants & Young Children*, 28(3), 210–219.

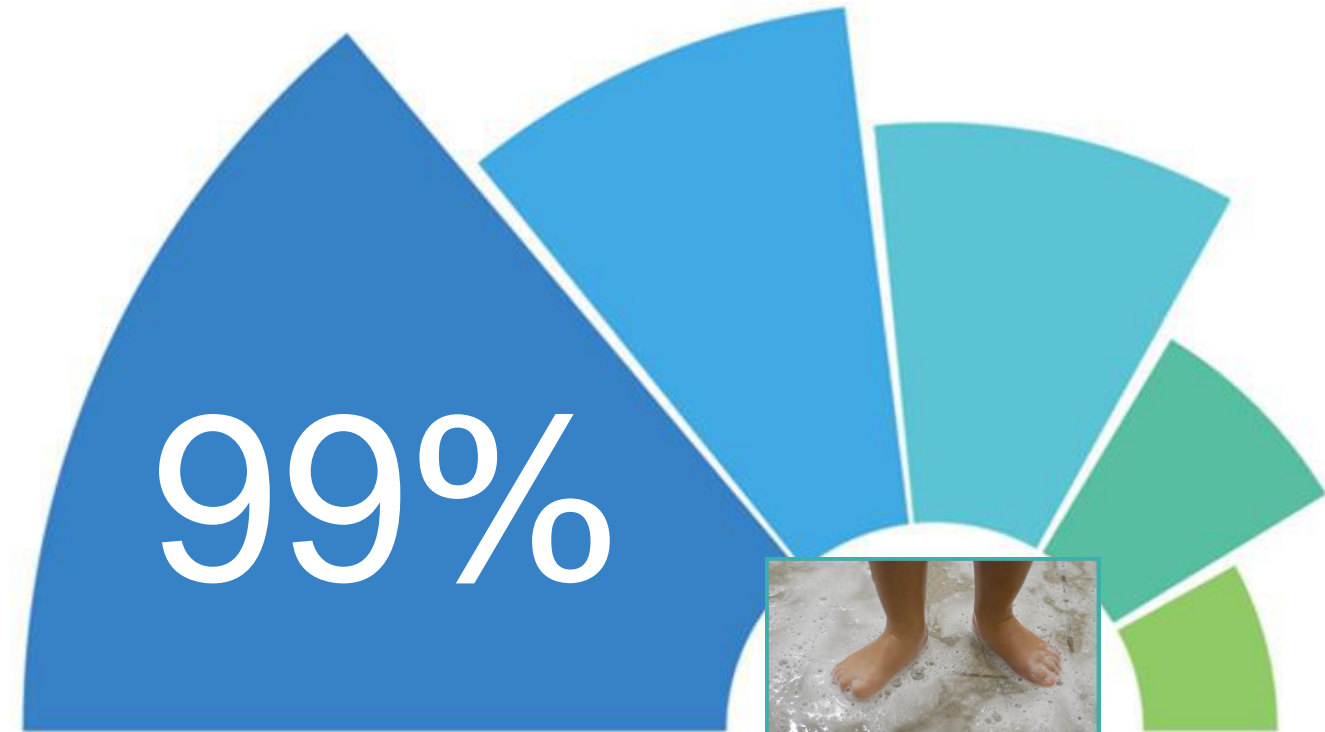


Early Intervention Service Delivery: Coaching Across Settings



Strongly Agree or Agree

“I have increased my knowledge of and ability to explain the importance of everyday routines, activities and the caregiver’s role in promoting their child's development and learning.”



1573 survey participants
as of 5/3/2023



Early Intervention Service Delivery: Coaching Across Settings



Strongly Agree or Agree

“I have increased my ability to identify strategies that will increase the caregiver's interest and ability to embed learning within their everyday activities.”



1573 survey participants
as of 5/3/2023



Early Intervention Service Delivery: Coaching Across Settings



58%

identified at
least one
strategy they
are intentionally
bringing into
sessions

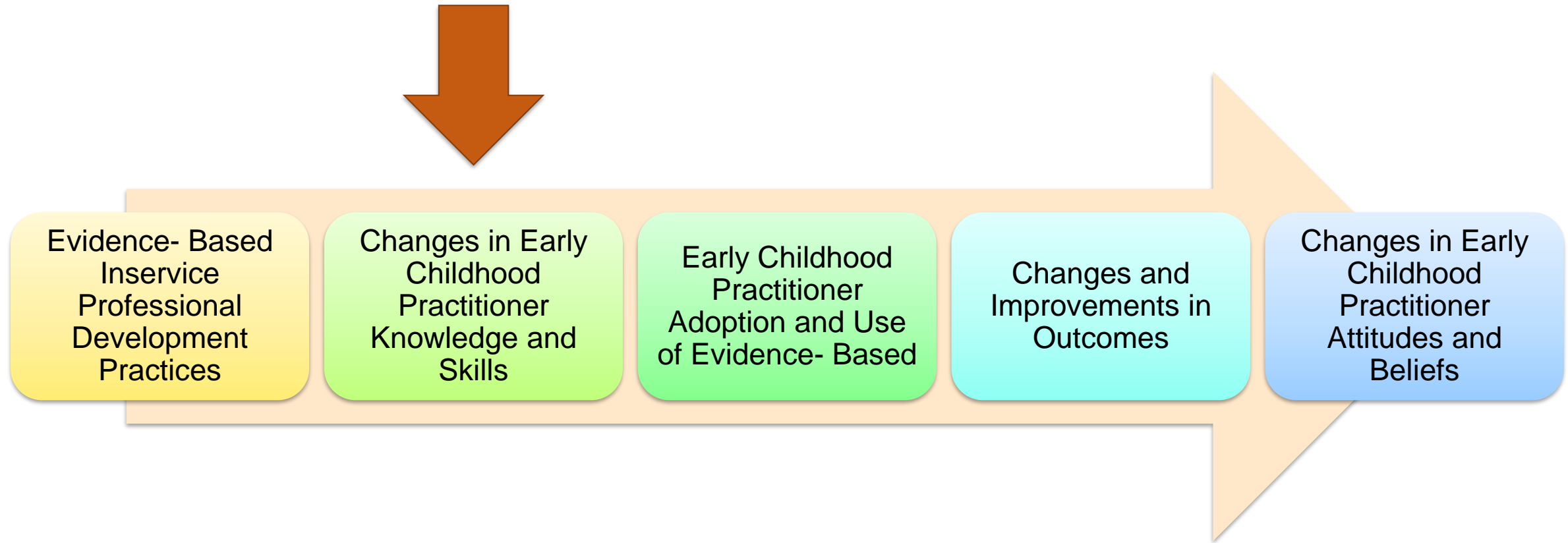
68%

identified
intentionally
focusing on
helping caregivers
take the lead



Early Intervention Service Delivery: Coaching Across Settings





Dunst, C. J. (2015, July). Improving the Design and Implementation of In-Service Professional Development in Early Childhood Intervention. *Infants & Young Children*, 28(3), 210–219.



Early Intervention Service Delivery: Coaching Across Settings



82%
would apply

75 - 100%
*of course information
in their day-to-day work*



as of 5/3/2023



Early Intervention Service Delivery: Coaching Across Settings



SS-OO-PP-RR

Ideas Being Implemented



- I plan to intentionally observe families for longer periods of time. I also will take more time to plan the session based on the family's feedback about their priorities in the beginning of the session.
- I will be asking more specific questions from the parents, such as "when do you envision the best time to embed the strategy that we talked about today?"
- I will be sure to reiterate what the family has said (which I do already but will try to do this more), as a strategy to validate their thoughts and ideas.
- I like the idea of asking the family what skill they would like to work on for the following week. Previously, I would suggest what skill would be most appropriate to work on and I like how this puts their child's learning in their hands. I plan to start asking families their ideas more. Also, I liked how giving specific feedback can help encourage the family towards their child's goals. I plan to look for these opportunities and build up their confidence.



Family 5Q Ideas Being Implemented

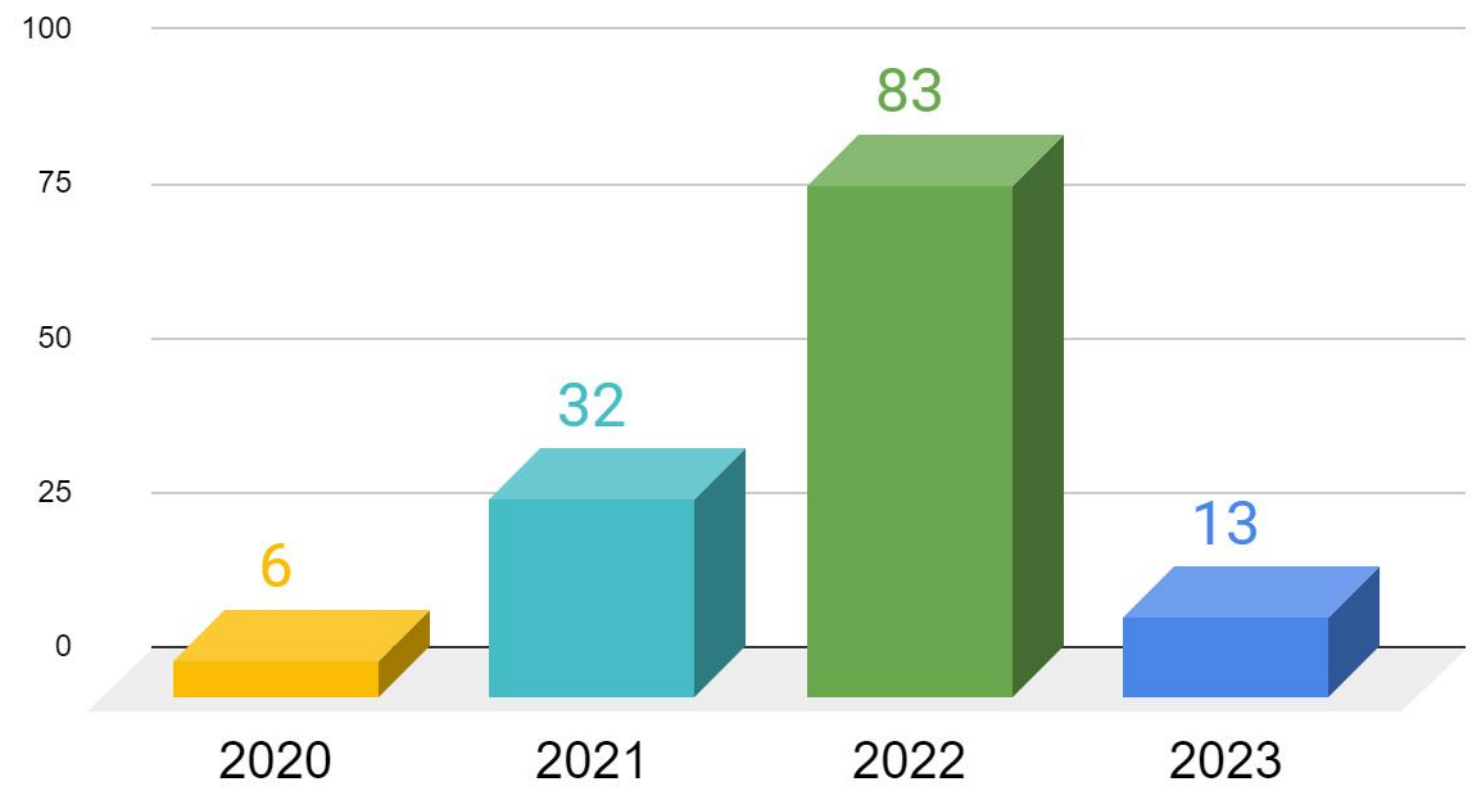


- The family is the leader and this becomes more evident when you ask the 5Q questions. Each question serves a purpose to help guide the family in understanding why they are working on certain skills or activities with their child, helping to understand and identify the what-targets, when and where this may happen, and who may be responsible for carrying this out with the child. I would like to try to improve on helping the family identify the why and how to embed in routines so they don't feel like it is an extra something to have to do.
- I have already started using ideas from the 5Q learning module. I found it particularly helpful when combined with SS-OO-PP-RR to help me engage the families more and collaborate more on what's working/not working and where to embed practice opportunities in routines.



Exponential
Growth
over Time

Number of PA Early Intervention Coaches - Endorsed



134

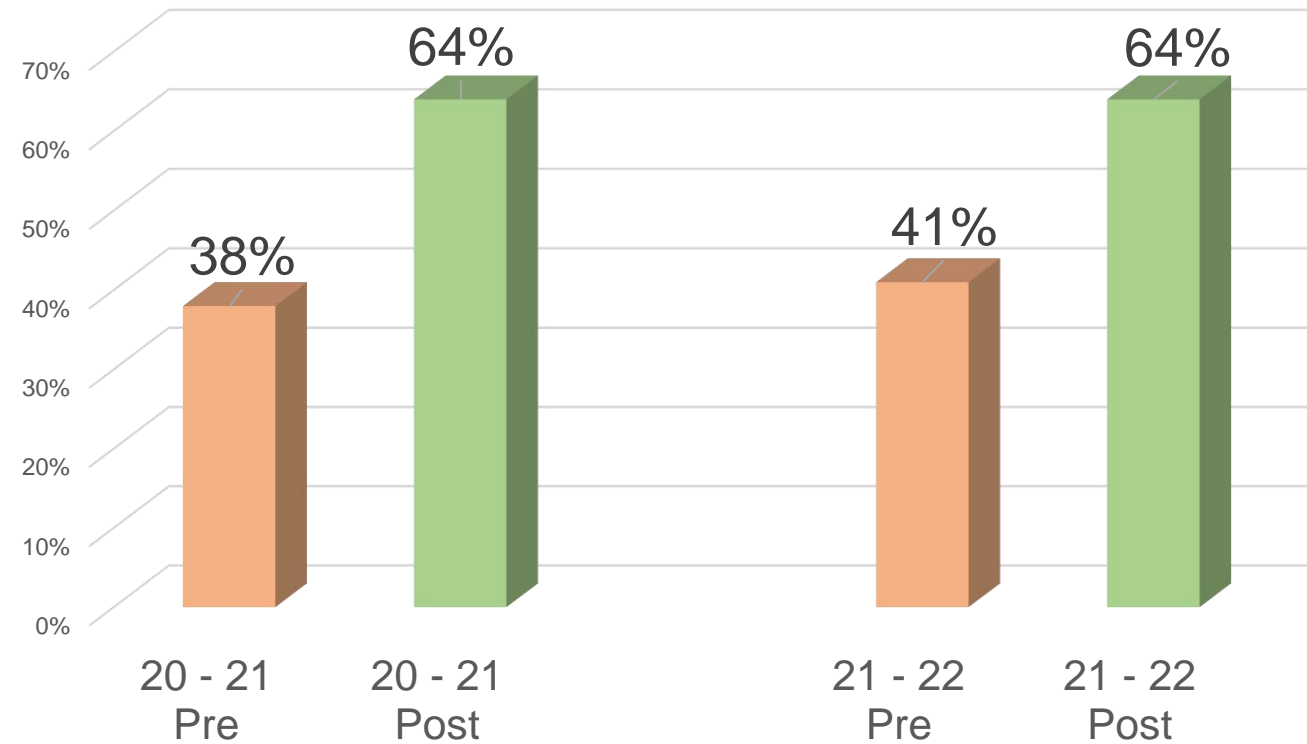
as of 5/3/23



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Average Key Indicator Scores

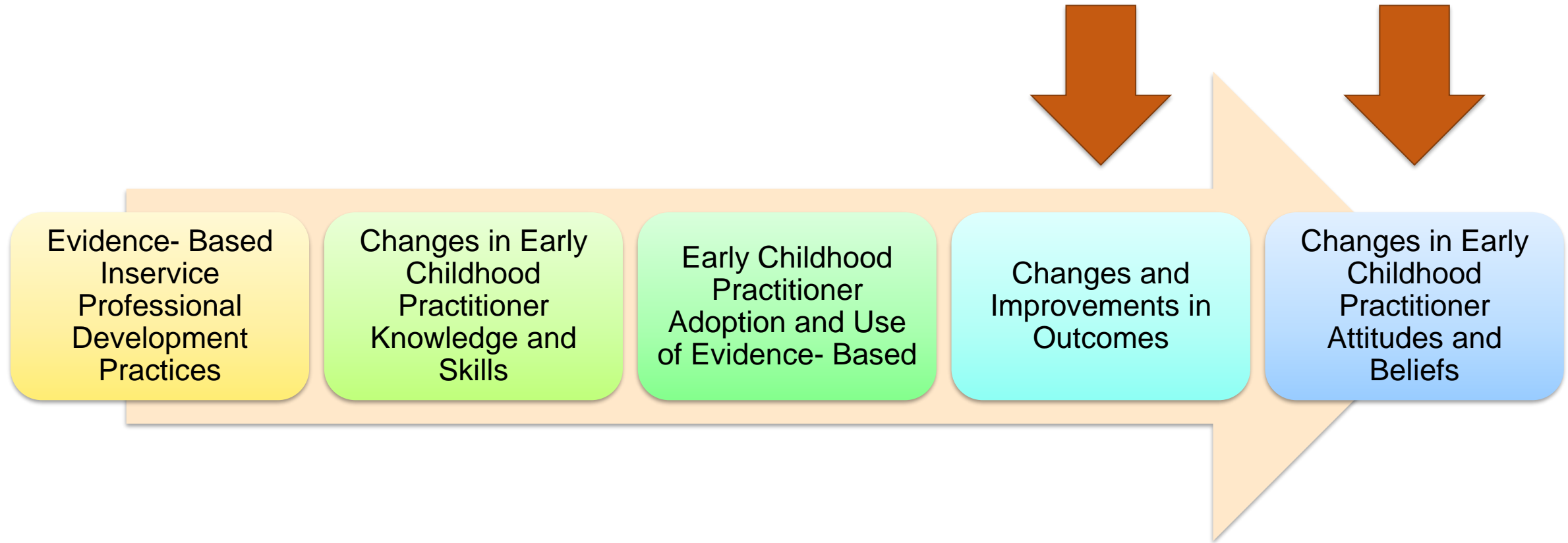


Scores Increase
Pre-Video to
Post-Video



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Early Intervention Service Delivery: Coaching Across Settings



Pennsylvania Videos



Providers'
Perspective
on
Coaching
Families
and FGRBI



Why FGRBI?



Families
Taking the
Lead on
FGRBI



Refining
Practice
through
Video
Reflection



Using Video
Reflection
to take a
Step Back



Early Intervention Service Delivery: Coaching Across Settings



The Core Leadership Team 5Q

WHAT
do I want to happen?

WHY
is this important?

HOW
Will you get there?

“The 5Q” fgrbi.com

WHEN/WHERE/WHO
are a part of the process?

IS IT WORKING
What will success look like?
How will you know you’re
“there”?



Reflect and Discuss

- What do you want to know? What critical questions do you want to answer?
- What data do you have/need?
- How could this data inform your CLT action plan?



***The goal is to turn
data into information
and information into
insight.***

~ Carly Fiorina



Early Intervention Service Delivery: Coaching Across Settings



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