

# A Roadmap for Coaching Across Settings



May 2, 2022



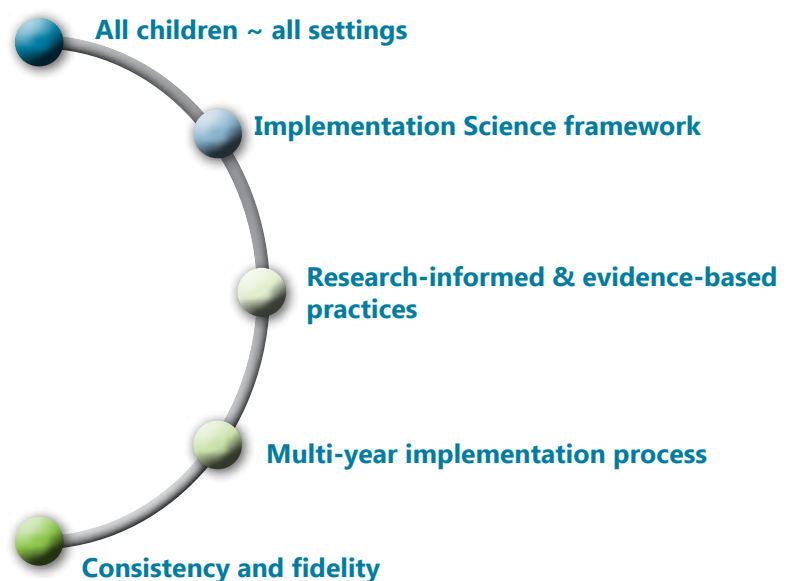
Let's start  
a new journey...  
Let's explore  
together!



**The Bureau of Early Intervention Services and Family Supports (BEISFS)** recognizes that there has been a great deal of work in the area of coaching for many years. Several Infant Toddler and Preschool programs have participated in or provided training to help their staff develop skills. The Bureau also realizes that various terminology and definitions, various programs or frameworks are used, and various amounts of training- particularly ongoing training is provided. The Bureau is committed to supporting all early interventionists to provide high quality home visits and itinerant services utilizing reserach-informed and evidence-based practices. This is to be done both consistently and with fidelity so that all families receive the same quality of service, regardless of where they live.

### OCDEL Announcement

**OCDEL Announcement EI-20-03 Early Intervention Service Delivery: Coaching Across Settings** outlines the expectations for how services are to be delivered in Pennsylvania. The announcement applies to **all** children in **all** settings. It identifies that a multi-year implementation process utilizing an Implementation Science framework will be utilized. The importance of research-informed and evidence-based practices, and the need for consistency and fidelity in the delivery of services are key messages of the announcement and critical components to successful implementation.



# Defining Coaching

**OCDEL is supporting coaching** as a methodology across all programs. The definition includes additional information to identify slight differences when coaching a parent/family member versus a professional. This is to assure that all OCDEL programs have components included that are key to their work.

**Coaching** is defined as a relationship-based process led by a professional with specialized and adult learning knowledge and skills, who often serves in a different role than the recipient(s). It is designed to promote sustainable growth in knowledge, skills and behaviors for an individual or group.



## **Coaching a parent/family member**

The focus when coaching a parent is observation, instruction and reflection so that professionals, families and caregivers can use evidence-based practices for the development of young children in everyday activities and routines.

## **Coaching a professional**

The focus when coaching a professional is the development of the skills and knowledge to effectively implement evidence-based practices for the development of young children. Coaching is intended to build capacity for specific professional dispositions when used in the EC workforce.



# Principles of Early Intervention in Pennsylvania

**The Service Delivery announcement** includes guiding principles that illustrate expectations for how EI service personnel/providers interact with families, caregivers and other professionals.

EI Programs provide services through coaching supports that are **evidence-based and individualized** for the child and his or her family, caregiver, and early childhood education (ECE) professionals recognizing young children learn best through **everyday experiences and interactions** with nurturing people in familiar context.



During coaching, **meaningful and functional outcomes are embedded within** familiar learning opportunities that exist in the child's typical **routines**, within the home and in community activities or ECE programs.

EI service personnel/providers and ECE professionals **work collaboratively** with the family, caregivers and each other to provide **culturally responsive, family prioritized**, coordinated and flexible coaching supports.

EI coaching supports integrate **all aspects of child development** and learning from first contacts through transitions between and among ECE programs.

The **primary role** of EI service personnel/providers is to **coach and support** the family, caregivers and ECE professionals in a child's life.





# Resources to Guide Your Work

## Principles of Early Intervention in Pennsylvania

Early intervention (EI) provides coaching supports to infants/toddlers and preschool age children with disabilities and their caregivers so that they may help their children grow and develop.

It provides service users through coaching supports that are evidence-based and individualized for the child and his or her family, caregiver, and early childhood education (ECE) professionals supporting young children learn best through everyday experiences and interactions with nurturing people in familiar settings.

- EI service personnel/providers recognize the critical importance of the family and caregivers as the child's first teachers. The consistent adults in a child's life have the greatest influence on learning and development. Just as supports and services are individualized with a variety of instructional strategies used for children based on family priority and child needs, it is also important to individualize coaching for the family adults in the child's life.
- EI service personnel/providers reach families and ECE professionals to identify and address family priorities for child learning. Working collaboratively, EI service personnel/providers, ECE professionals and families develop an individualized plan to support children's learning. They identify what is already working to promote the child's learning, identify learning opportunities in the child's everyday life and ways to embed instruction, create additional learning opportunities for the child, and put effective intervention strategies in these learning opportunities.

During coaching, meaningful and functional outcomes are embedded within familiar learning opportunities that occur in the child's everyday routines within the home and community activities of ECE programs.

- EI service personnel/providers engage in conversations with families, caregivers and ECE professionals to identify typical routines and activities that are functional, enjoyable and based on the child and family's interests. Learning is relationship-based and should provide opportunities to practice and build upon previously mastered skills. Plans and family members are active participants in routines rather than watching the child in one-to-one activities.
- Opportunities are provided for frequent and meaningful practice using readily available materials, the typical routine sequence and natural reinforcers that are motivating and likely to be repeated throughout each day.

## Early Intervention Supports and Services: Facts for Families

Early intervention (EI) in Pennsylvania consists of coaching supports designed to help families with children who have developmental delays or disabilities. It is a process that promotes collaboration among families, caregivers, EI service personnel/providers and Early Childhood Education (ECE) professionals involved with your child.

### Early Intervention Guiding Principles

It provides service users through coaching supports that are evidence-based and individualized for the child and his or her family, caregiver, and early childhood education (ECE) professionals supporting young children learn best through everyday experiences and interactions with nurturing people in familiar settings.

It recognizes the critical importance of the family and caregivers as the child's first teachers. They have the greatest influence on what and how your child learns. EI service personnel/providers share information and resources that are known to be effective to support you to help your child learn. They will explain how children learn and how adults can encourage learning through simple interactions, games, and caregiving routines. They will listen to you as you share your priorities and create you an plan to use various intervention strategies that fit into your everyday life. They work with you to support your child's learning.

During coaching, meaningful and functional outcomes are embedded within familiar learning opportunities that occur in the child's everyday routines within the home and community activities of ECE programs.

Young children learn best when they are taught everyday skills like playing, moving, and communicating when these skills are useful and meaningful. For example, Katie "talks" when she calls out to her mom each morning that she is awake, when her clothes as she gets dressed for childcare, helps her mom push her in the stroller, and gets in the car with her sister, Kinnda. These everyday routines provide many opportunities to use favorite actions, objects, and activities. Katie's mom plays "Simon's touch" or "I spy... I games in the car with Kinnda or while at the park, putting blocks and objects that are familiar and important for Katie and Kinnda. When going to bed at night, Katie and Kinnda take turns telling their mom stories or reading pictures in their books. Learning in everyday routines offers more opportunities for practice than traditional therapy. Katie can tell to her mom, sister, and caregivers in ECE professionals throughout the day. She is also learning more than talking. Teaching and learning in daily routines encourages participation, negotiating, problem solving, exploring, and describing concepts such as colors, numbers, and shapes.

Find them here  
<http://eita-pa.org/>

# Why Implementation Science?

As stated in the announcement, we will use **implementation science (IS)**, the systematic study of methods and strategies that will facilitate the uptake of evidence-based practice for implementation of the coaching service delivery approach. Implementation science helps you identify what you have, need, and how the facilitators and barriers impact your ability to install, implement and maintain coaching across contexts for your stakeholders. The IS framework supports you to know what to do when, why it's important, how to do it, and when you are achieving success.

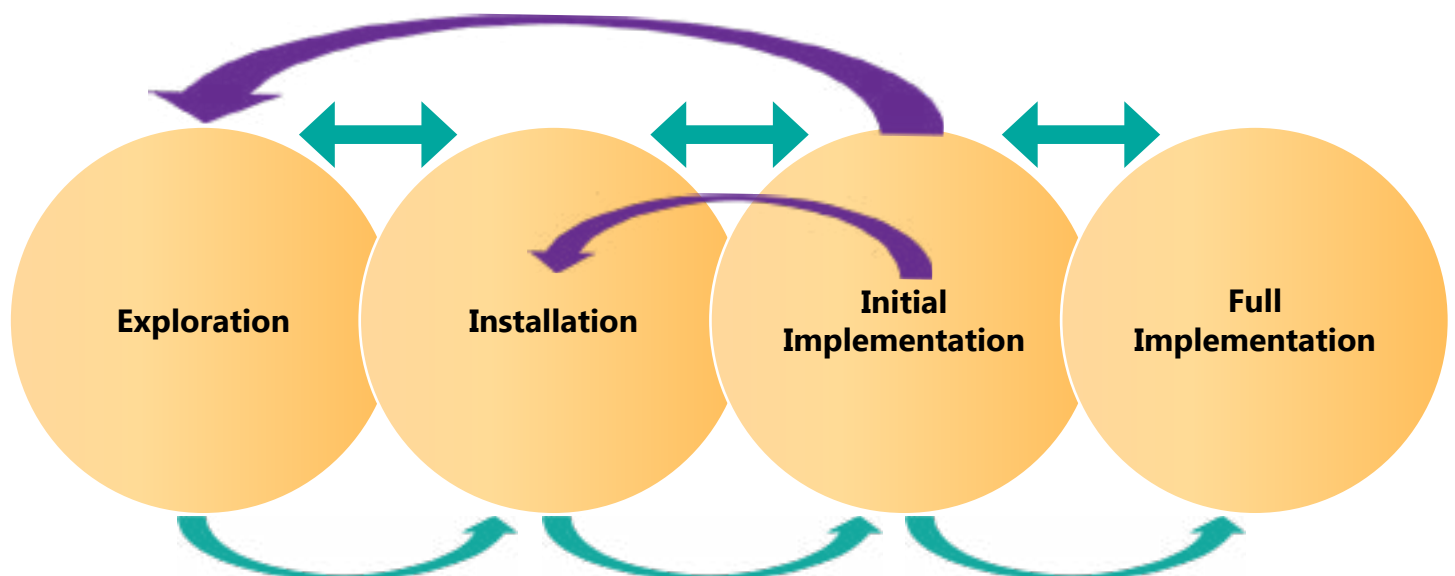


Reviews of IS research indicate that the process of system change often takes between 2-5 years depending upon the innovation and its complexity and includes predictable stages of development.



## Stages of Implementation

Four Stages are generally described in IS. While predictable, it is important to note that each stage of implementation does not cleanly end as another begins. Often **stages overlap** with activities related to one stage still occurring as activities related to the next stage begin. Likewise, stages may be revisited when circumstances change, or data indicates revisions will be helpful. The ongoing use of data informs and improves implementation.



# Stages of Implementation

1

**Exploration Stage:** Exploration is a critical starting place that is often overlooked or undervalued. **Taking the time to explore** the current status of coaching in your county **can identify** early adopters, **increase the buy in** of stakeholders, **inform** you of potential barriers to implementation and **improve** success as you implement. The result of the exploration stage is the identification of key stakeholders and a clear plan with tasks and timelines to facilitate the installation and initial implementation of the coaching. Revisiting the plan is a component of ongoing implementation by the team.

2

**Installation Stage:** During the installation stage, the team actively builds their own capacity to support coaching within the system. At this stage, teams work together to **carefully review** their Implementation Drivers to ensure the availability of resources. Teams **actively develop** the supports needed to initiate coaching and use it as intended. Teams put necessary supports into place (e.g., funding, human resource strategies, new policies and procedures, materials). They review and develop collaboration agreements, referral mechanisms, reporting frameworks and outcome expectations. And, they create and install the supports needed to improve the confidence of providers, teachers, caregivers and families (e.g., training, coaching, data systems). There is so much **more to do than training** because IS shows us that professional development (PD) alone is not sufficient for systems change. PD depends on the integration of the implementation drivers.

3

**Initial Implementation Stage:** The key focus of the initial implementation stage is on **continuous improvement**. Select personnel use newly learned skills in the context of an organization that is also learning how to support this new/ revised way of work. **Not all personnel are participating** yet so there can be hiccups between the old way of working and the new. This can be tough! **Miscommunications can occur.**

The implementation team will need to use their data, observations and reporting frameworks to discuss how to encourage personnel, allocate resources and potentially make changes to the coaching process and professional development. Roll-out of implementation is impacted by opportunities.

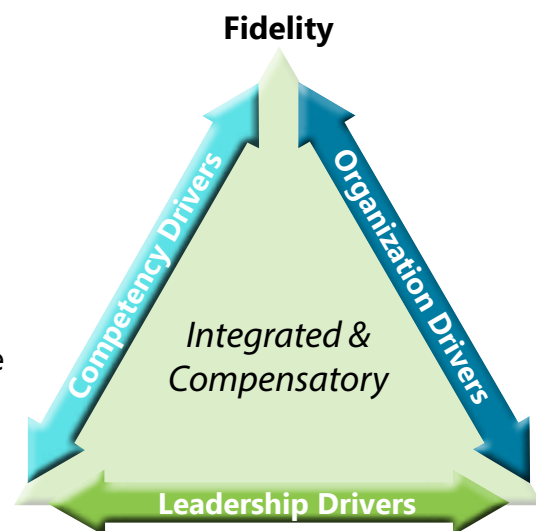
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**Full Implementation Stage:** Finally, in the full implementation stage, high-quality coaching services and supports are the standard ways of working. Of course, data-based decision-making continues to guide the addition or revision of the implementation plan as warranted.



# Implementation Drivers

**Implementation Drivers** are the common features of the implementation infrastructure needed to make full and effective use of coaching across settings that will benefit children and their families. They are the HOW to do it!



There are 3 categories of Implementation Drivers:

## Leadership Drivers



Leadership Drivers focus on providing the right leadership strategies for different types of leadership challenges. Technical leadership is the management process needed to make decisions, provide guidance, and support organization functioning. Adaptive leadership involves exploration of multiple perspectives and options when the CLT confronts a detour or multiple potholes on their journey. Adaptive leadership is crucial for problem solving and solution finding that can inform and revise the management process as needed.

## Organization Drivers



Organization Drivers take the lead in identifying and addressing barriers related to external variables, (e.g., policies, environments, systems or structures) and internal processes (e.g., scheduling, reporting processes, internal policies), as well as identifying and highlighting external barriers and raising issues with others who can address such barriers. Above all, there is a system for data collection and use that supports decision-making that is available and accessible for ongoing use.

## Competency Drivers



Competency Drivers are the activities used to develop, improve, and sustain personnel and leaders' ability to put programs and innovations into practice that benefit children and families. It includes the hiring and selection of personnel to become coaches, training for increasing buy in, and building knowledge and coaching to apply the content with competence and confidence.

**Fidelity** - Fidelity data and information are a direct reflection of the how well the **Competency, Organization and Leadership Drivers** are working together to support personnel as they use interventions or innovations.





# Meet the Core Leadership Team

**The Core Leadership Team (CLT)** is comprised of individuals in each county or cohort who will develop, guide, and monitor the implementation of the coaching initiative. The team will manage the change effort by identifying and providing supports needed to implement coaching practices across contexts. The team forms during exploration and continues to provide guidance and actively support implementation through all the stages of implementation.



## **The CLT should be limited to 6 – 8 key members:**

- EI Infant Toddler County Coordinator
- Other County Representative  
i.e., SC Supervisor, SC Rep., Eval Team Rep.
- Administrator Representative from Major Provider Agencies
- Representative from Independent Providers
- EITA Consultant

## **It is also important to consider the roles that are important for your team members:**

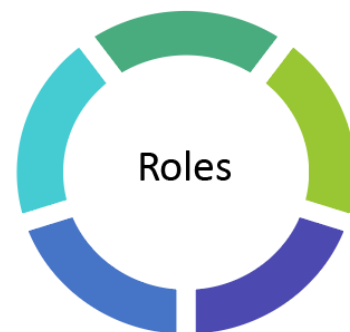
**Team Leader** – coordinates the team. This person does not have to be the county supervisor or coordinator, it can be anyone on the team.

**Content Expert** – has knowledge of service delivery in PA EI and knowledge of Family Guided Routines Based Intervention (FGRBI). At this point, it is likely that you do not have a person with expertise in FGRBI. A content expert may be invited to a meeting based upon the topic and agenda.

**Data Guru** - organized and systematic when collecting and sharing data. They understand the importance of data and how it can be used to guide implementation efforts.

**Champion** - whole-heartedly believes in this change and will support it through and through because they know it is needed and will make a difference. They will influence others to follow and be a part of the winning team. They will keep you going when the going gets tough!

**Executive Leader(s)** – the person(s) that you don't need to leave the room to get a decision or answer. Keeps you from having work delayed; probably not doing the day-to-day work.

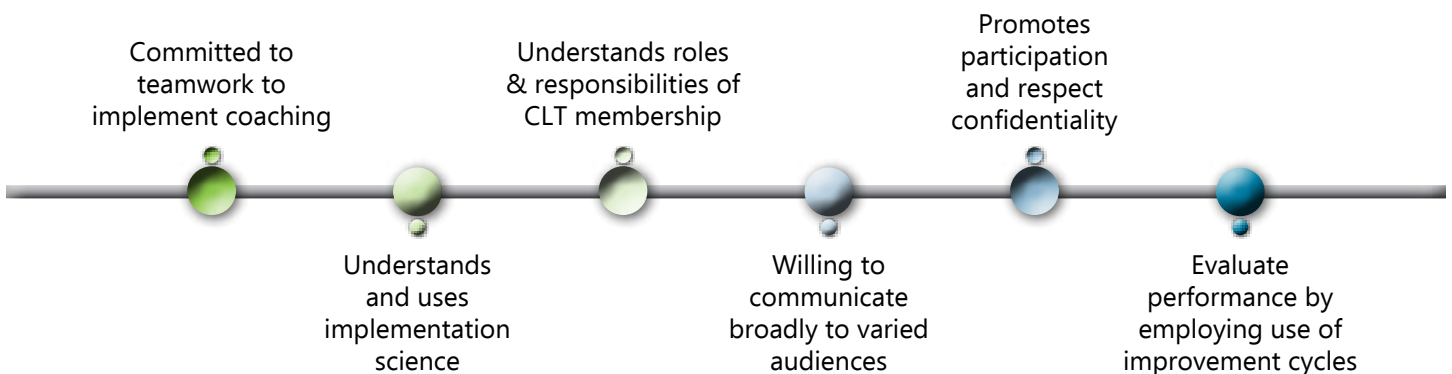


Rather than thinking of **members** and **roles** as two separate groups of people, consider how they overlap or how **various members can fill various roles**.



**The CLT is responsible** for developing a plan to integrate coaching into their Early Intervention practices. During the exploration phase, the team gains understanding of implementation science, conducts a needs assessment, and develops an initial action plan based upon their identified needs. When entering the installation phase, the team revisits the needs assessment and plan, make modifications as needed, and begin to address the action steps identified. If working together in a cohort, teams may need to revisit individual county action plans and combine them in to a cohort plan.

## Characteristics of Successful CLTs



# Exploration

## Core Leadership Team Meetings

### Getting Started with Leadership

- EI Infant Toddler County Coordinator
- Other County Representative  
i.e., SC Supervisor, SC Rep., Eval Team Rep.
- Administrator Representative from Major Provider Agencies
- Representative from Independent Providers



### Exploring Organizational Drivers

- Identify current and needed resources
- List potential barriers in current practices and procedures
- Review flow of information between CLT, administrators, providers, and families
- Describe current data
  - **Provider:** location, discipline, training, etc.
  - **Family:** number in coaching model, satisfaction
  - **Implementation:** service delivery formats, dissemination

### Exploring Personnel and PD

- Select early adopters and coaches
- Review previous and current training plans
- Explore opportunities for expanding knowledge
- Strategize buy-in and build consensus
- Identify coach qualifications

