

AT-A-GLANCE COACHING

Capacity-Building Process

Practitioners support

- Parents' strengths and abilities to achieve desired results
- Parents to recognize and use current and new abilities to achieve preferred outcomes
- Parents to identify opportunities and embrace responsibility for actively working toward their desired outcomes

Relational Helpgiving

Practices and characteristics that promote positive relationships with parents.

- Trust
- Respect
- Empathy
- Caring

Participatory Helpgiving

Practices and characteristics that promote active participation on the part of parents (choice & action).
Parents

- Develop their own goals
- Develop their own plans with support
- Implement the plans with support
- Evaluate the effectiveness of their actions
- Develop new plans as needed
- Recognize the results of their actions (self-attribution)

Previous Plan

- At the beginning of the visit, review the previous plan related to what the person was going to do between coaching conversations
- Ask the parent/teacher to reflect on the success or lack thereof regarding the previous plan
- After a thorough review of the previous plan and actions taken by the parent/teacher, move to observations and actions related to the activity/routine or topic planned for the current visit

Observation

- Observe the parent/teacher and child engaged in the typical activity setting or routine occurring during the time of your visit as it relates to the parent/teacher priorities
- If necessary, intentionally model how to support the child's participation within the current activity or routine while parent/teacher observes
 - Explain what will be modeled and why
 - Give the parent/teacher something to observe/do
 - Conduct the model
 - Reflect on the model with parent/teacher
 - Invite the parent/teacher to try
 - Reflect on/debrief parent/teacher return demonstration
 - Plan how the parent/teacher will do this when coach is not present

Action/Practice

- Ask the parent/teacher to demonstrate what worked or did not work from the previous plan during the current visit if appropriate
- Provide opportunities within the present activity settings or routines for the parent/teacher to demonstrate/practice new knowledge, skills, and/or strategies based on discussion/reflection and/or your modeling
- Use verbal prompting or direct teaching when necessary to support parent/teacher success in promoting child participation within the activity setting/routine
- Identify how the parent/teacher will continue to use the newly learned knowledge, skills, and/or strategies in the current and future activities/routines

Reflection

- Ask *awareness* questions to find out what the parent/teacher already knows and/or is doing within the activity/routine from the previous joint plan and in the current activity setting/routine serving as the context for the visit
- Ask *analysis* questions to assist the parent/teacher to think more deeply about child participation and parent responsiveness in past, current, and new or future activities and routines and to promote self-attribution
- Ask *alternatives* questions to generate new ideas
- Ask *action* questions to support the parent/teacher to create a new joint plan
- Avoid yes/no questions except when asking permission or avoiding making an assumption

Feedback

- Provide affirmative feedback to acknowledge what the parent/teacher is sharing with you and demonstrate you are listening and understand
- Provide positive evaluative feedback to let the parent/teacher know when you agree or need to reinforce the parent's/teacher's thought or idea
- Follow evaluative feedback with an explanation of why you agree or what you are reinforcing (i.e., informative feedback)
- Provide informative feedback to share necessary information or provide ideas after the parent/teacher has the opportunity to reflect
- Follow informative feedback with an analysis question for the parent/teacher to assess the information and/or idea and plan how it might work in the present and future
- Provide directive feedback only in situations of clear, present, imminent danger

New Joint Planning

- Assist the parent/teacher to develop a new joint plan throughout and/or at the conclusion of the visit
- Develop a two-part plan with the parent/teacher
 - What the parent/teacher will be doing to support child participation within and across specific activity settings/routines
 - What activity setting(s)/routine(s) will serve as the context for the next visit and when it would be necessary for you to return and be part of that activity/routine
- Use the new joint plan to start your next conversation

Self-Assessment

- What did the parent/teacher learn and/or change as a result of this conversation?
- How did this interaction build the other person's knowledge and skills for the current and future situations?
- How did this interaction compare to others with this parent/teacher?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

Your Plan

- What is my plan related to the continued use of coaching practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?

Sources for Coaching:

Rush, D., & Shelden, M., (2011). *Early childhood coaching handbook*. Baltimore, MD.: Paul H. Brookes.

Sources for Effective Helppgiving:

Dunst, C. J., & Trivette, C.M. (2009). Capacity-building family systems intervention practices. *Journal of Family Social Work*, 12, 119-143.

Trivette, C., & Dunst, C. (2007). *Capacity-building family-centered help-giving practices*. Winterberry Research Reports Vol. 1, No.1. Asheville, NC: Winterberry Press.