



Coaching and Collaboration

How you do what you know is just as important as all that you know.

Positive collaborative relationships between early intervention providers and caregivers are critical to effective help-giving. Learning happens in the context of relationships and the quality of those relationships is vitally important to the quality of the learning. The quality of collaborative relationships is a predictor of the overall success of intervention.

Support caregivers with implementing their plans during and between visits using joint planning. “Between now and the next time we meet, what could you try during this activity based on what happened today?”

“What are you doing that’s helping your child participate right now?” Use a coaching interaction style to partner with caregivers to develop strategies for child learning.

“How did this activity match what you wanted to happen? Support caregivers with evaluating the effectiveness of what they are doing by using reflection.

“What do you think the next step could be?” Engage in compromise and be open to alternative ideas.

“Why do you think your child is hesitant to engage in this activity?” Ask for the caregiver’s thoughts and ideas before you share your own.

“I can tell he didn’t like my loud clapping. I need to remember he prefers a quieter celebration when he is successful.” Acknowledge your own mistakes or when a strategy you suggested doesn’t work.

“What about today’s visit do you think went well?” Regularly inquire about caregiver satisfaction with your supports.

Keep in mind these helpful tips:

- Monitor the amount of information or informative feedback you share, and limit the use of professional jargon.
- Remain flexible and adjust your interactions based on caregiver cultural, lifestyle, or religious beliefs.
- Ask the caregiver about their learning style or how they learn best and match your approach accordingly.