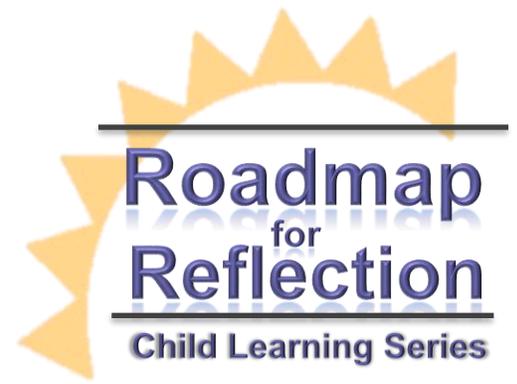


# Promoting Interest-Based Child Learning in Natural Settings using a Coaching Interaction Style

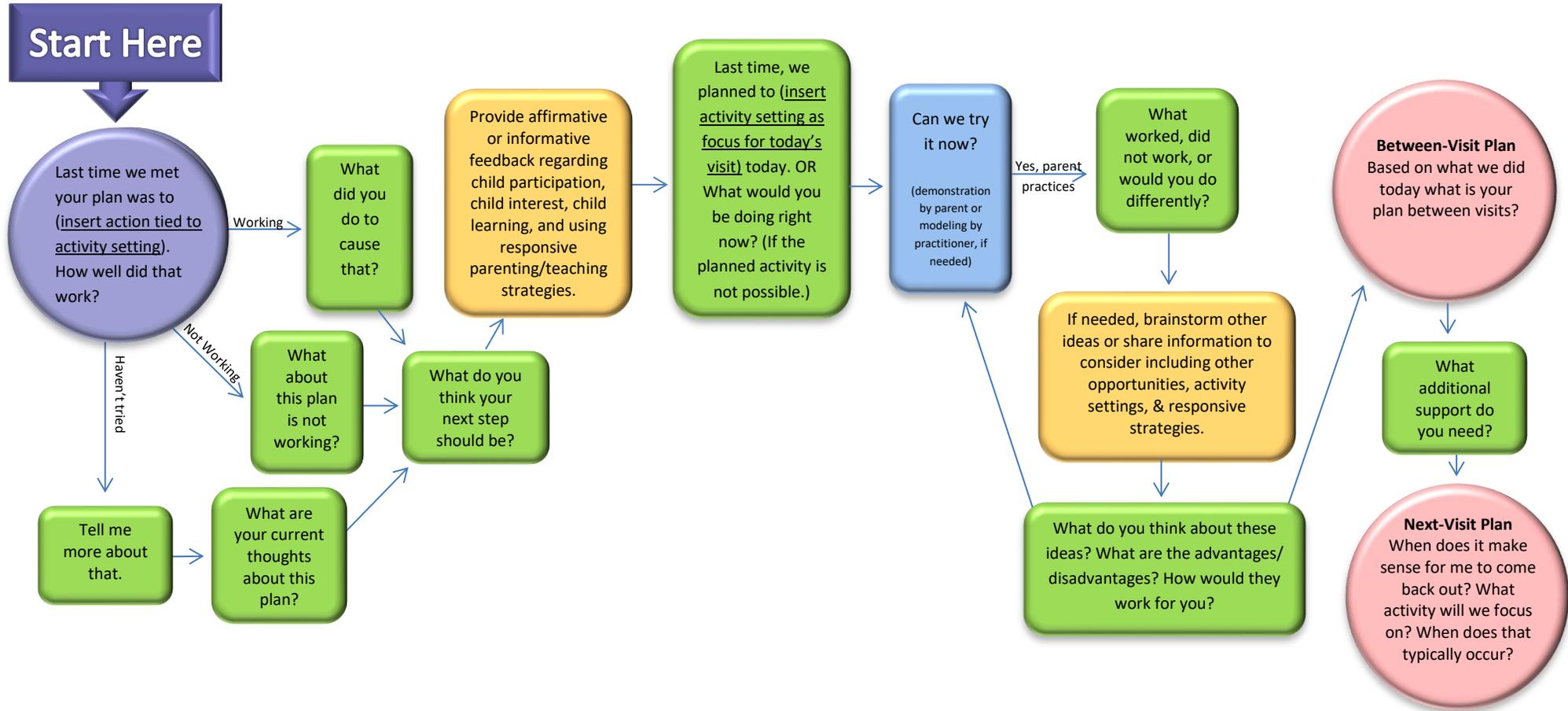


## Instructions

The enclosed Roadmaps are intended to serve as a guide for early childhood practitioners' use of a coaching interaction style to build the capacity of a parent, teacher in a group setting, or other important caregiver to promote child learning and development as part of everyday activities. Coaching is most successful when the caregivers determine the priority to be discussed rather than addressing the practitioner's goals or desires for the caregiver. The Roadmaps are designed as flowcharts to show possible directions conversations might take, appropriate questions to prompt the caregiver's reflection, and opportunities for providing additional information (i.e., informative feedback) if necessary. When coaching conversations have a degree of consistency over time, caregivers are more likely to learn how to use the process for self-assessment and self-reflection thus strengthening their ability to increase child learning opportunities. Roadmaps provide a general flow for the conversation and include all five evidence-based characteristics of coaching. Conversations take many twists and turns; therefore, practitioners may need to ask additional questions, provide other feedback, and allow more opportunities for observation and action/practice throughout the conversation. Once a practitioner becomes more skilled in the use of a coaching interaction style, he/she may no longer need to use the Roadmaps.

Initial conversations that identify child and family activity settings, routines, interests, and desired outcomes are part of the *Roadmap for Assessing Meaningful Participation (RAMP)* or some other information-gathering and outcome-generation process. The purpose of the *Ongoing Child Learning Conversation* roadmap is to provide a framework for all conversations about child learning after the development of the Individualized Family Service Plan (IFSP). The purpose of the *New Issue Conversation* is to offer an example of how to use a coaching interaction style when a parent has a new child learning priority.

The Roadmap begins with either a question or issue that triggers the conversation (purple circle) or previous joint plan (red circle) located on the left side of the Roadmap. Start each conversation at this circle. The green boxes indicate reflective questions designed to prompt the caregiver's increased awareness, analysis, alternatives, or action planning regarding the situation. Questions are open-ended to prompt deeper reflection rather than closed-ended questions (i.e., yes or no). The yellow boxes indicate an opportunity to provide informative feedback or brainstorm ideas with the caregiver. Blue boxes signify practice on the part of the caregiver or demonstration by the practitioner while the caregiver observes. Roadmaps end each conversation at a red circle prompting the practitioner to make a plan for follow-up with the family. The purple arrows at the bottom of the Roadmap depict the three parts of an effective visit.



## 1 Flow of the Visit

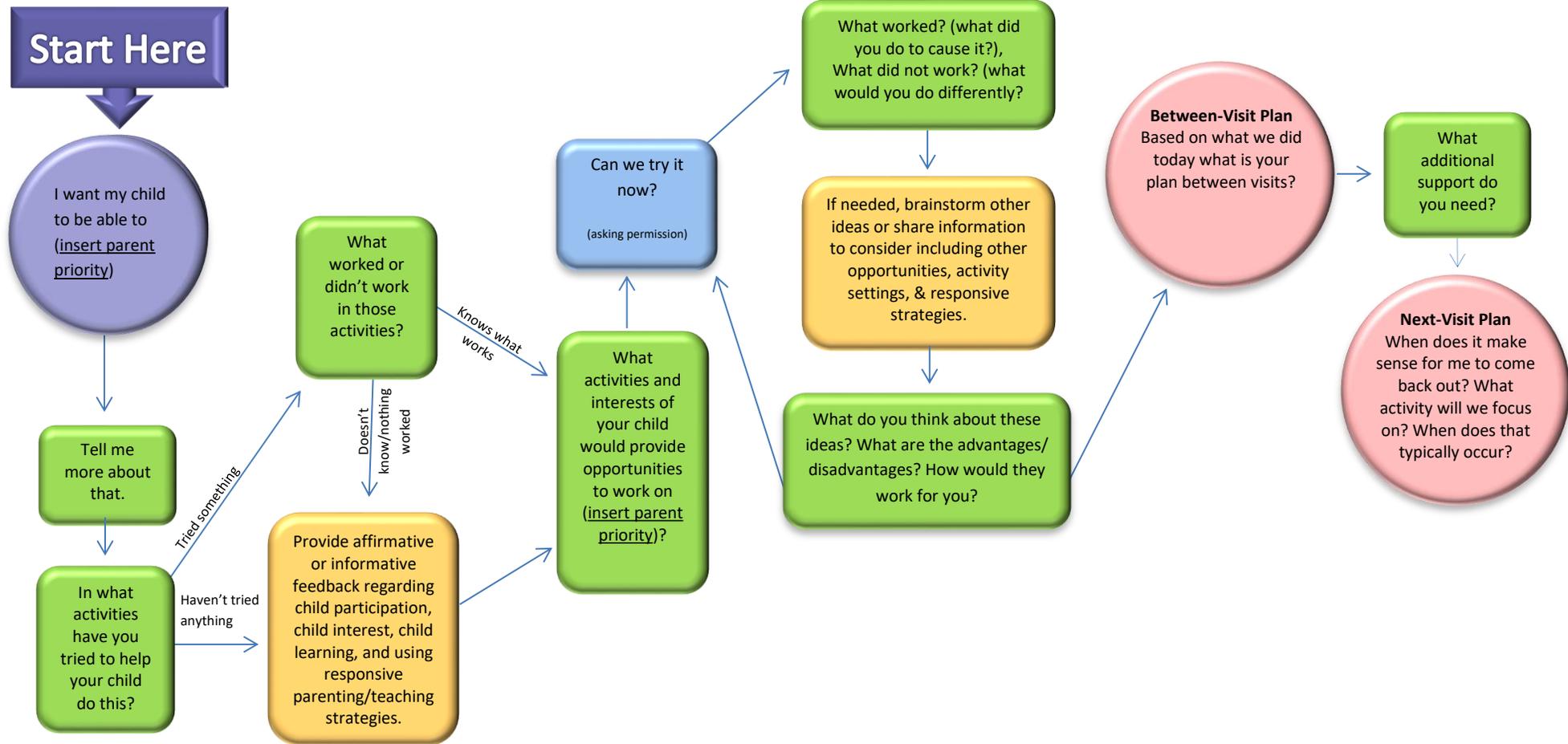
- Follow up on the previous plan.
- Analyze what worked or did not work and why.
- Develop alternative strategies that support child learning or modify activities.

## 2

- Observe adult and child in an activity setting using new ideas.
- Evaluate the new options.

## 3

- Create a plan, back-up plan, and a plan for the next visit.
- Schedule next visit when the planned activity will occur.



## 1 Flow of the Visit

- Identify a potential new outcome.

## 2

- Identify possible activities and strategies for IFSP revision (if needed).

## 3

- Create a plan, back-up plan, and a plan for the next visit.
- Schedule next visit when planned activity will occur.

## Resources for Providing Informative Feedback

### Child Participation

Dunst, C. J. & Swanson, J. (2006). Parent-mediated everyday child learning opportunities: Methods and procedures. *CASEinPoint*, 2(11), 1-19.

### Child Interest

Raab, M. (2005). Interest-based child participation in everyday learning activities. *CASEinPoint*, 1(2), 1-5.

### Responsive Parent/Teaching Strategies

Davis, F. A. (2014). Practitioner and parent responsive strategy guides. *CASETools*, 7(1), 1-14.

## Resource for Evidence-Based Practices

### Natural Learning Environment Practices

Rush, D. D. & Shelden, M. L. (2008). Script for explaining an evidence-based early intervention model. *BriefCASE*, 1(3), 1-4.  
Dunst, C. J. & Swanson, J. (2006). Parent-mediated everyday child learning opportunities: Methods and procedures. *CASEinPoint*, 2(11), 1-19.

### Coaching Interaction Style

Rush, D. D. & Shelden, M. L. (2008). Coaching quick reference guide. *BriefCASE*, 1(1), 1-4.

### Intentional Modeling

Rush, D. D. & Shelden, M. L. (2008). Tips and techniques for effective coaching interactions. *BriefCASE*, 1(2), 1-4.

If you used this tool, please go to the link below and provide us with feedback so that we can continue to improve upon it.

<https://www.research.net/r/CLORuse>



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