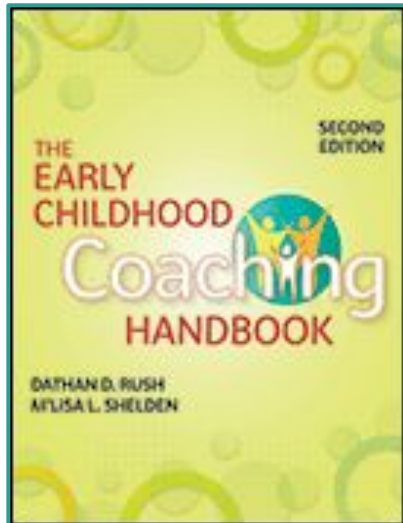
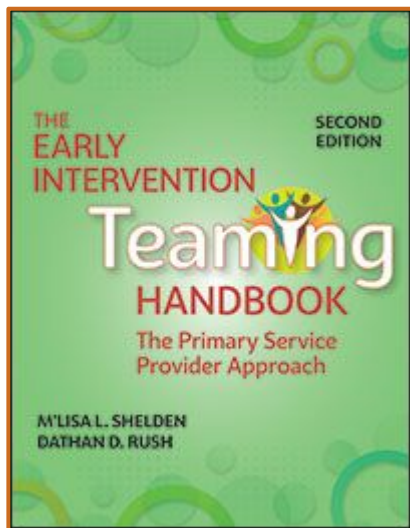




ARIZONA
DEPARTMENT OF
ECONOMIC SECURITY

**Coaching Practices:
Observation
AzEIP Programmatic Meeting**

May 27, 2025



Today's Presentation is based on:

The Early Intervention Teaming
Handbook The Primary Service
Provider Approach, M'Lisa L. Shelden &
Dathan D. Rush

and

The Early Childhood Coaching
Handbook, Dathan D. Rush &
M'Lisa L. Shelden

Arizona Early Intervention Program (AzEIP) Mission Statement

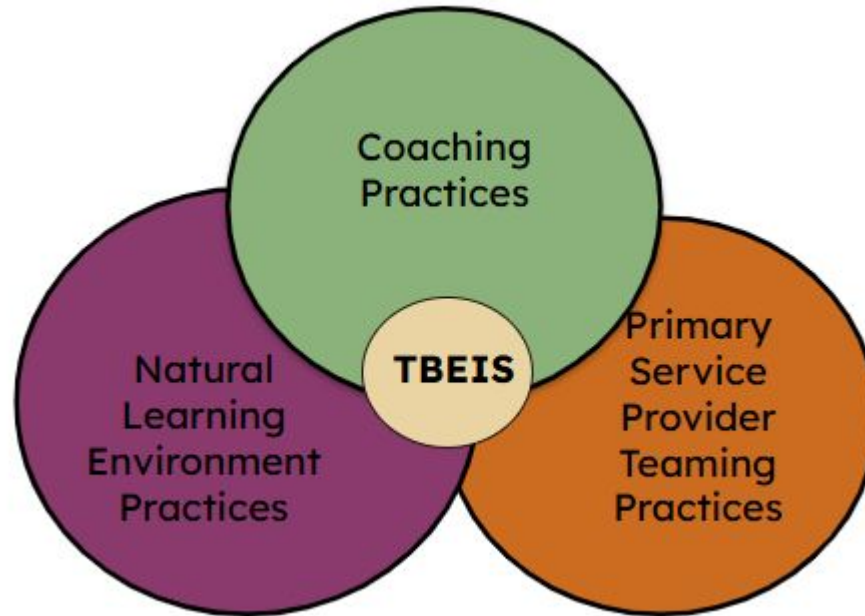
Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.



The 7 Key Principles of Early Intervention

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

Team Based Early Intervention Components



Review of Coaching Components

First Component of Coaching: Joint Planning

- Revisiting Previous Joint Plan
 - Use activity-focused questions
- Develop Joint Plan
 - Between Visit Plan
 - Next Visit Plan
- FAB Scheduling

2nd Component of Coaching



Joint Planning

Observation

Action/Practice

Reflection

Feedback

Explaining Coaching to Families

I'd like to take a few minutes to talk to you about what our visits will look like.

OBSERVATION & REFLECTION:

In order to best support you in your everyday interactions and care for your child, I'll be asking you questions and also **observing you doing what you usually do in situations that relate to the priorities you have for your child**. I'll ask these questions and make these observations for several reasons.

REFLECTION & FEEDBACK:

First, I want to make sure that I understand what you already tried and explore any ideas you've been thinking about. I'll ask these questions to gain information and also to help you think about what's been working and what hasn't. I expect that you might have lots of questions for me, too. I'll answer your questions openly, and honestly and to the best of my ability.

Explaining Coaching to Families (continued)

FEEDBACK & ACTION/PRACTICE & JOINT PLANNING:

As we share information with one another, sometimes you'll be teaching me things about your child and family, and sometimes I'll be sharing new information and ideas with you. We'll be practicing new ideas together, I'll try things, you'll try things and during each visit, we'll decide what we will plan together.

JOINT PLANNING & ACTION/PRACTICE & REFLECTION:

During our planning, we'll decide what we will be responsible for doing between visits. You'll choose what strategies you will practice as part of your daily activities and think about what worked and what you might do differently as a result of your practice. We will also plan activities that need to happen or decide what information we need to gather between visits. Our plan will help us decide when our next visit needs to occur.

My intent is that by interacting with you in this way I can support you in recognizing all of the strategies you are already using and we may come up with new ideas together to support your child as part of your everyday activities.

[Sample Coaching Explanation for Parents](#)

Observation

- The examination of another person's actions or practices with the aim of developing new:
 - Skills,
 - Strategies, or
 - Ideas.
- May involve the practitioner watching the caregiver perform an action or vice versa.

Types of Observation

Observation of the:

- Environment by the practitioner and/or the caregiver.
- Coachee (caregiver) by the Coach (practitioner).
- Coach (practitioner) by the Coachee (caregiver).



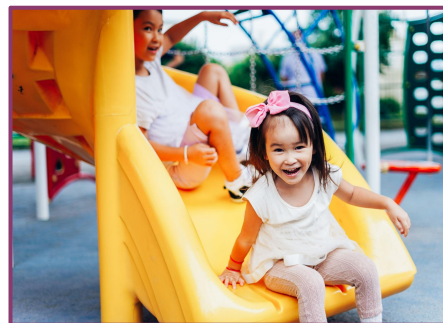
Observation of the Environment

Observation of the Environment

Practitioner and/or caregiver observe:

- Physical arrangement of the space,
- Important people,
- Items such as toys and materials,
- Across environments.

Always be aware of factors that impact safety!



Observation Practice for EI Coaching

Family Photos



Questions to consider:

- What do you notice?
- What types of routines and activities might this child and family engage in?
- What learning opportunities could you explore?

Observation Practice for EI Coaching



Observation of the Coachee by the Coach

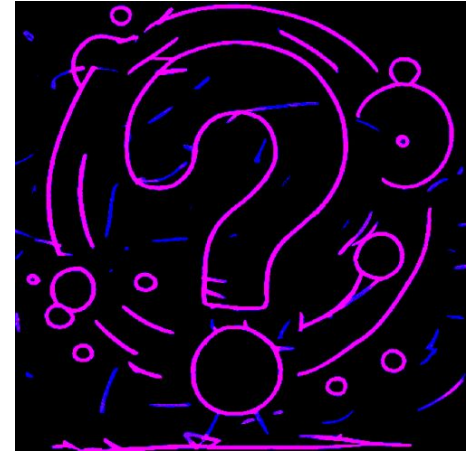


Practitioner Observes the Caregiver

- Practitioner directly observes caregiver's actions.
- Goal is to:
 - Provide an opportunity for the caregiver's reflection, and
 - Joint development of new ideas and strategies.
- Should occur within the context of real life situations and activities.
- Allows practitioner to see caregiver's current knowledge and skill level.

Sample Questions to Prompt Observation

- Would you mind showing me what you've tried?
- What does that look like?
- Can you show me?
- If you showed me, I could be more helpful.
- Can we try it?
- How about you try?
- How about you take a turn?
- Lets see the two of you do it!
- Would you be comfortable trying this while I watch?



Authentic Assessment in Early Intervention





Observation of the Coach by the Coachee

Caregiver Observes the Practitioner

Practitioner models a behavior or activity to:

- Determine how an idea or strategy might work, or
- Help caregiver see what practitioner is talking about.

Modeling may be:



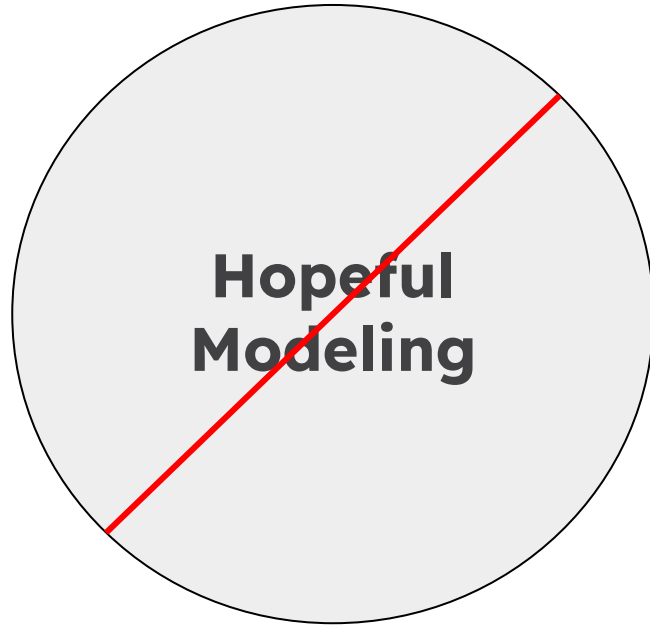
Hopeful

OR



Intentional

Hopeful Modeling



- Assuming the caregiver is watching the practitioner and will learn what is being demonstrated.
- Caregiver may think practitioner is just doing their job (therapy with child) and may not pick up on what the practitioner is hoping.

Intentional Modeling

Practitioner sets the stage for the caregiver by letting them know:

- What they are going to do and why, and
- What the caregiver should focus on or pay close attention to during the activity.



Seven Steps of Intentional Modeling

1. Ask permission and explain what you are going to do and why.
2. Give the caregiver something specific to observe or do.
3. Model while the caregiver observes.
4. Reflect together on what happened during the modeling.
5. Invite the caregiver to try.
6. Reflect together on the caregiver's practice.
7. Develop a plan.



Ask Permission and Explain

Asking permission and explaining what you will do and why helps:

- Build trust, and
- Ensure families feel:
 - Safe,
 - Respected,
 - Valued, and
 - Heard.



Give Caregiver Specifics to Observe

Practitioner gives the caregiver something specific to observe or do while the practitioner is modeling so the caregiver will know what to observe and analyze.



Model While the Caregiver Observes

- Practitioner demonstrates what the practitioner and caregiver planned.
- If unsuccessful, practitioner may:
 - Try something different, and
 - Explain the change of plan during or directly following the model.
- Practitioner may also:
 - Describe what he/she is doing while doing it, or
 - “Think out loud” while modeling so the caregiver learns how the practitioner decides what to do in the moment.
- When modeling actions with a child, the practitioner may be as hands-on as necessary!

Reflect Together

Practitioner and caregiver reflect on:

- What worked.
- What did not work.
- What practitioner could have done differently.
- How scenario compares to what the parent typically does.
- What ideas the caregiver might try.



Invite the Caregiver to Try

- Practitioner works to create an environment in which the caregiver feels safe trying new ideas and allowing the practitioner to observe.
- Practitioner invites the caregiver to try what was modeled.
- Caregiver should never feel pressured to try something they do not want to do.



Would you like to try?

Reflect Again

Reflect together on:

- How to apply the activity to the caregiver environment,
- Caregiver's use of the skills,
- What worked,
- What didn't work,
- What caregiver would do differently,
- How caregiver will continue to do the activity, and
- Other ways and other times to try the activity.



Develop a Plan



Specifically plan how the caregiver will engage in the strategy or activity when the practitioner is not present:

- When,
- What,
- Where, and
- How caregiver can use what was observed.

TBEIS Fidelity

A practitioner's faithfulness to implementing team-based early intervention practices (coaching, natural learning environment, and primary service provider approach) as planned and intended.

Fidelity Checklist

Observation Fidelity			
1: Starting Point	The Team Lead observes the child and the caregiver/child interaction within the context of everyday routines and activities.		
3: Progressing	The Team Lead observes the child and the caregiver/child interaction within the context of everyday routines and activities.	The Team Lead and family and/or caregiver determine the process of observation, such as the Team Lead modeling behaviors and activities that have been discussed and may assist with the child's participation in an activity or routine.	
5: Innovating	The Team Lead observes the child and the caregiver/child interaction within the context of everyday routines and activities.	The Team Lead and family and/or caregiver determine the process of observation, such as the Team Lead modeling behaviors and activities that have been discussed and may assist with the child's participation in an activity or routine.	The Team Lead ensures the family understands the purpose of the behaviors and activities within the context of everyday routines and activities through discussion, modeling, additional observations, etc.

Acronyms and Definitions

Acronym	Term	Definition
PSP	Primary Service Provider	Individual on the team that acts as the primary point of contact and liaison between the family and other team members.
TL	Team Lead	The PSP in Arizona is known as the TL.
SC	Service Coordinator	Practitioner who assists and enables families to access services and assures their rights and procedural safeguards.
TBEIS	Team Based Early Intervention Services	<p>The approach to providing early intervention services in Arizona where services are provided by a transdisciplinary team and:</p> <ul style="list-style-type: none"> • A Team Lead (TL) is selected as the primary support for a family, • The TL receives support from other team members, and • The focus of services is on building parent/caregiver capacity for the child in their natural learning environment.
FAB	Flexible Activity- based Burst of Support	FAB scheduling is flexible, activity based that involves bursts of support. Provides opportunities for practitioners to support families in more meaningful and helpful routines.
FIPP	Family Infant and Preschool Program	The Family, Infant and Preschool Program (FIPP) that serves families of young children with and without disabilities

Definitions

Term	Definition
Coach	The person who uses the coaching characteristics to support the learning and development of another individual. *For this presentation “coach” is referring to the practitioner.
Coachee	The person who receives the support of the coach. *For this presentation, “coachee” is referring to the caregiver.
Core Team	The full team of practitioners, other than the service coordinator, who support the child and family.
Practitioner	Professional, including the service coordinator, who provides Part C early intervention services.
Primary Service Provider Teaming Practices	Every child and family have a full team supporting and available to them, but one person functions as the primary support.

Resources

- The Early Intervention Teaming Handbook The Primary Service Provider Approach by M’Lisa Shelden & Dathan D. Rush
- The Early Childhood Coaching Handbook by Dathan D. Rush & M’Lisa Shelden
- The Early Intervention Workbook Essential Practices for Quality Services by Lynda Cook Pletcher and Naomi O Younggren
- Family Centered EI: Supporting Infants and Toddlers in Natural Environments by Sharon A. Raver-Lampman and Dana Childress
- Pause and Reflect: Your Guide to a Deeper Understanding of Early Intervention Practice by Dana Childress
- Routines-Based Early Intervention Supporting Young Children and Their Families by R.A. McWilliam

Resources (continued)

FIPP resources:

- [To The Point - FIPP](#)
- [Ensure Provider Fidelity to Coaching Practices](#)
- [Coaching: Modeling](#)
- [Coaching: Action/Practice and Observation](#)

Video clips:

- [Foundations of Coaching in Early Childhood: Observation \(Chapter 3\)](#)
- [Hartford Foundation Coaching](#)
- [Coaching 101 Getting Down to the Basics About Coaching Early Care Providers](#)
- [Spotting Strategies: Coaching in EI!](#)
- [Observation Practice for EI Coaching](#)
- [Authentic Assessment in Early Intervention](#)

Thank You for Participating

Arizona Early Intervention Program Quality Improvement Team

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