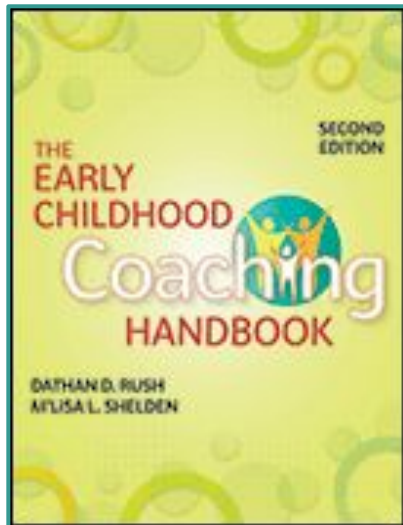
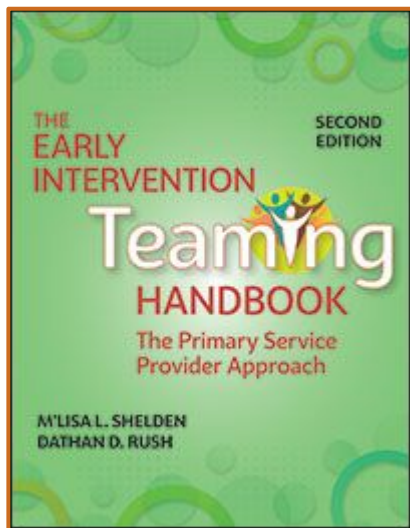




ARIZONA  
DEPARTMENT OF  
ECONOMIC SECURITY

# **Coaching Practices: Reflection AzEIP Programmatic Meeting**

July 22, 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.

A graphic for the Arizona Early Intervention Program (AzEIP) featuring a smiling baby. The text is overlaid on a green background. The title 'Arizona Early Intervention Program' is at the top. Below it is the heading 'Our Mission' followed by a paragraph describing the program's goal. At the bottom, there is a logo for the Department of Economic Security and the website address.

Arizona Early Intervention Program

**Our Mission**  
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.

  
DEPARTMENT OF ECONOMIC SECURITY  
and Partner for A Stronger Arizona

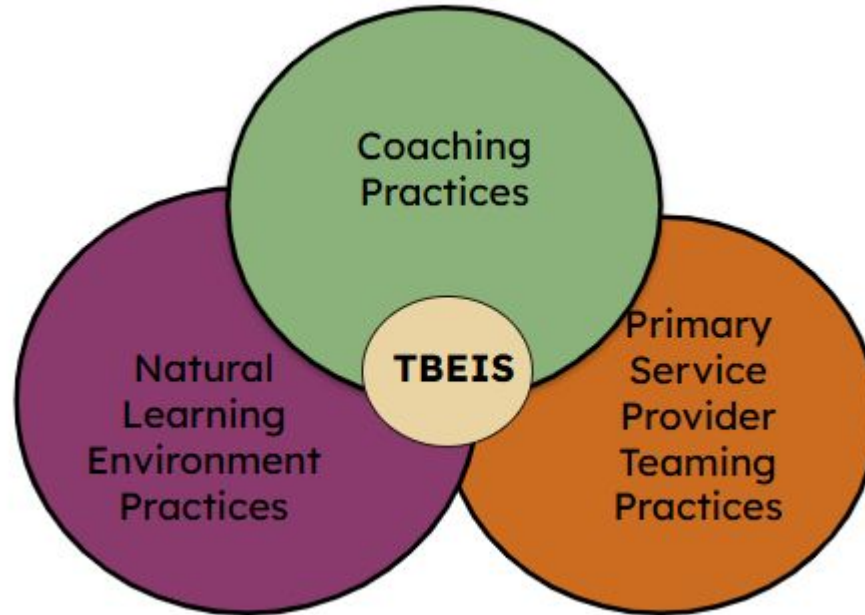
[www.azdes.gov/azcip](http://www.azdes.gov/azcip)

**AzEIP**

# The 7 Key Principles of Early Intervention

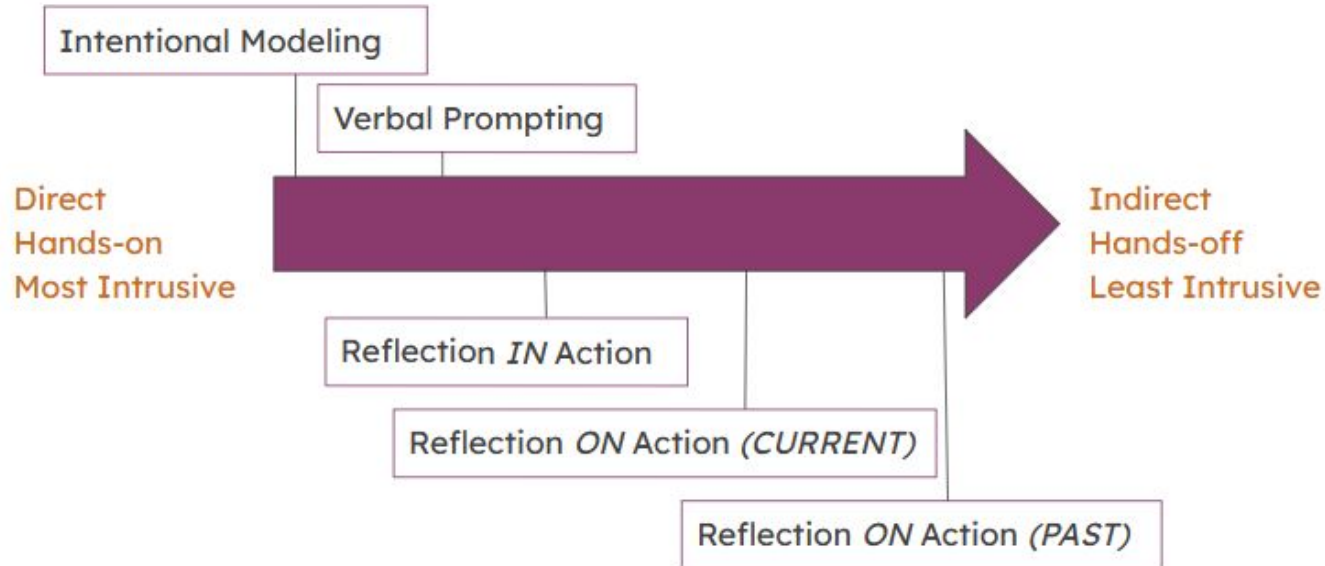
1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention 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

## Third Component of Coaching: Action/Practice



## 4th 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](#)


# The Coaching Quick Reference Guide

## The Coaching Quick Reference Guide

**5** The five key characteristics of early childhood coaching are: *joint planning, observation, action/practice, reflection, and feedback*. Use this guide to quickly find definitions at your fingertips as well as the role of the coach and coachee for each of these characteristics.

---

### Joint Planning




**Definition**  
Agreement by the coach and coachee on the actions they will take or the opportunities they will have to practice between coaching visits.

**What the coach does**  
The coach begins every coaching conversation by reviewing the previous joint plan and asking what the coachee did between conversations to implement the plan. The coach ends every coaching conversation with a plan of who is going to do what by when, based on the actions and ideas discussed.

**What the coachee does**  
The coachee shares what he or she has tried or accomplished between coaching conversations. The coachee identifies what he or she wants to try or accomplish between coaching conversations and suggests when the next conversation should be scheduled.

---


### Observation






**Definition**  
Examination of another person's actions or practices that a coachee can use to develop new skills, strategies, or ideas.

**What the coach does**  
The coach observes the coachee within the context of his or her everyday activities.


**What the coachee does**  
The coachee observes the coach model a behavior or activity in the context of an everyday activity with an explicit understanding of what and why he or she is watching.



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Adapted from *The Early Childhood Coaching Handbook, Second Edition*  
by Dathan D. Rush, Ed.D., CCC-SLP & M'Lisa L. Sheldon PT, Ph.D.  
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## The Coaching - Quick Reference Guide | Brookes Publishing



### Action/Practice



**Definition**  
Spontaneous or planned events that occur within the context of a real-life situation and that provide the coachee with opportunities to practice, refine, or analyze new or existing skills.

**What the coach does**  
The coach supports the coachee in practicing, refining, and/or analyzing new or existing skills during real-life situations that occur during coaching interactions and between coaching visits.

**What the coachee does**  
The coachee tries new ideas or actions that either were previously discussed and planned with the coach or resulted from a previous coaching conversation.

---

### Reflection



**Definition**  
Analysis of existing strategies that a coachee can use to determine whether the strategies are consistent with evidence-based practices and whether these strategies may need to be implemented without change or modified to obtain the intended outcome(s).

**What the coach does**  
The coach uses reflective questions to assist the coachee in analyzing the current situation, then encourages the coachee to generate alternatives and actions for continually improving his or her knowledge and skills, thereby achieving the desired outcomes.

**What the coachee does**  
The coachee determines what worked or did not work and why it did or did not during the observation and/or action, as well as generates ideas for next steps.

---

### Feedback



**Definition**  
Information provided by the coach that is based on his or her direct observations of the coachee, actions reported by the coachee, or information shared by the coachee and that is designed to expand the coachee's current level of understanding about a specific evidence-based practice or to affirm the coachee's thoughts or actions related to the intended outcomes.

**What the coach does**  
The coach uses noncommittal acknowledgment when it is appropriate to affirm what the parent or care provider says or does. He or she provides positive feedback when it is necessary. He or she shares information to build on the coachee's knowledge and skills.

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# Reflection



# Reflection Defined

Reflection: the caregiver/family's review and analysis of what they already know or are doing so they can figure out what they need to change to get to the desired outcome in the future.

- Reflection follows an observation or action and precedes feedback.
- Caregiver is a contributor not just a reporter.
- Process of “looking back with goal of looking forward”.
- Starts with coach using reflective questions but over time the family will be able to reflect without assistance.
- All people can be taught to reflect.

# Four Types of Reflective Questions

- Awareness
- Analysis
- Alternatives
- Action



# Foundations of Coaching in Early Childhood: Reflection



# Reflective Questions

## *Awareness*

- Promote understanding of what caregiver already knows and can do.

## *Analysis*

- Support caregiver in comparing their current understanding to their desired goal.

## *Alternatives*

- Help caregiver consider a variety of options to address desired goal.

## *Action*

- Assist caregiver in developing a plan for reaching desired goal.

# Awareness Questions

## *What the Caregiver Already Knows/Does*

- Ask about what caregiver already knows or is doing.
- Clarify situations or issues.
- Similar to typical assessment questions.
- Used by most practitioners.
- Reflection focuses on past or present.
- Typically answer who, what, when, and where.

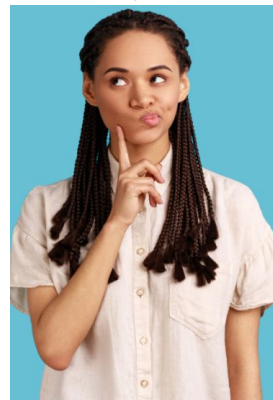
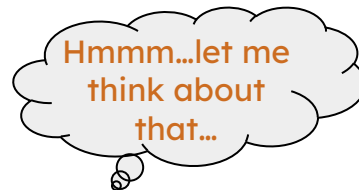


# Analysis Questions

## *Comparing This to That*

*How does what just happened compare with what you would like to happen?*

- Compare current knowledge, skills, actions and outcomes with what caregiver wants to happen.
- Answers are not readily apparent to the practitioner or caregiver.
- Often answer how and why.
- Cause caregiver to examine their thoughts, feelings, actions, intentions, and knowledge.



# Alternatives Questions

*What Could be Different? Ideas/Options?*

Opportunity to:

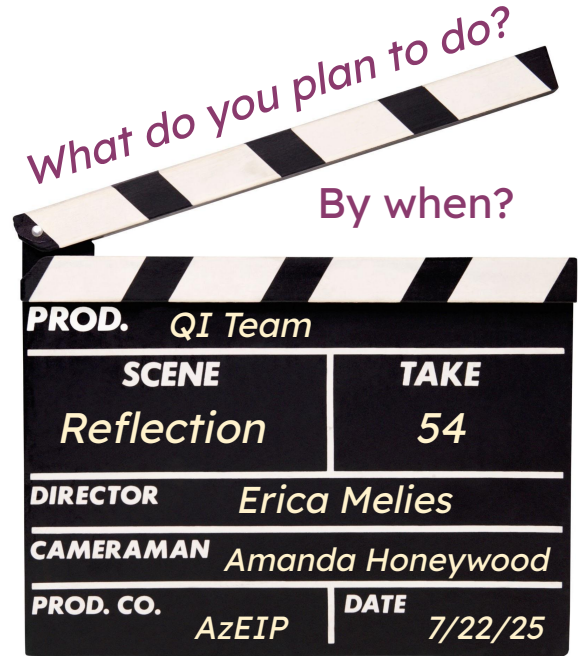
- Think about the future.
- Share and explore knowledge and ideas.
- Brainstorm.
- Consider all possibilities before deciding what to include in the joint plan.



# Action Questions

## What's Next?

- Assist in developing the joint plan.
- Confirm specific steps that will be taken.
- Allow creation of a back-up plan in case the original idea does not work as planned.



# Reflective Questioning Framework



# Framework for Reflective Questioning

Question content	Question Type			
	Awareness	Analysis	Alternatives	Action
<b>Knowledge/ Understanding</b> (What you know)	What do you know about ...? What is your current understanding of (topic, situation)?  <i>Probes (examples):</i> How did you come to believe this?	How does that compare with what you want to know about ...? How is that consistent with (standards, evidence) ...? What do you know now after trying ...? How does that compare with what you originally thought?	How could you find out about ...? What different things could you do to learn more about ...? What are other ways to view this for next time?	How do you plan to learn more about ...? What option do you choose? How are you going to put that into place?  <i>Probes (examples):</i> What resources do you have? What supports will you need? Where will you get them?
<b>Practice</b> (What you did)	How are you currently doing ...? What kinds of things did you do (have you done so far)? What kinds of things did you try?  <i>Probes (examples):</i> What is the present situation in more detail? Where does that occur most often? When did you first notice this?	How is that consistent with what you intended to do (wanted to do)? How is that consistent with standards? What new things are you learning to do? What did you do that worked well? What else could you have done to make practice consistent with standards?	What would you do differently next time? How might you go about doing that? What different ways could you approach this?  <i>Probes (examples):</i> What would it take for you to be able to do ...? What would you need to do personally in order to do ...?	What do you plan to do? When will you do this? What option did you choose?  <i>Probes (examples):</i> What types of supports will you need? What resources do you have? What would it take for you to be able to do ...? What would you need to do personally in order to do ...?
<b>Outcomes</b> (What the result was)	How did that work for you? What happened when you did ...? What did you achieve when you did that? What went well?  <i>Probes (examples):</i> What was the result?	How did you know you needed to do something else? How did that match (or differ from) what you expected (or wanted) to happen? How do these outcomes compare with expected outcomes based on standards of practice? What should happen if you're really doing (practice)? What brought about that result? How effective was it to do that? What went well? What do you think about ...? How much control do you have over the outcome?	What else might happen when you do ...? What different things could you have done to get expected outcomes? What might make it work even better next time? Which option could get the best result? What do you plan to do differently next time?	What types of supports will you need? What resources do you have (will you need)? Where will you get them?
<b>Evaluation</b> (What do you think about the process)	What supports were helpful? What about the supports were most helpful? What have you accomplished or achieved?	<i>Probes (examples):</i> What do you think about ...? How was that consistent with what you expected? What opportunities were useful to you in achieving ... (or in learning ...)? In what way? How was it useful? What aspects of the supports were most helpful?	What other opportunities would be useful? What else should you consider?	What opportunities do you want to continue? How will you access those opportunities?  <i>Probes (examples):</i> What resources do you need? Where will you get them?

# Content of Reflective Questions



## Framework for Reflective Questioning

Question Content	
Knowledge and Understanding	What the caregiver knows
Practice	What the caregiver did
Outcomes	What the result was
Evaluation	What the caregiver thinks about the process

Question content	Question Type			
	Awareness	Analysis	Alternatives	Action
<b>Knowledge/ Understanding</b> (What you know)  Probes (examples): How did you come to believe this?	What do you know about ... ? What is your current understanding of (topic, situation)?  How does that compare with what you want to know about ... ? How is that consistent with (standards, evidence) ... ? What do you know now after trying ... ? How does that compare with what you originally thought?	How could you find out about ... ? What different things could you do to learn more about ... ? What are other ways to view this for next time?	How do you plan to learn more about ... ? What option do you choose? How are you going to put that into place?  Probes (examples): What resources do you have? What supports will you need? Where will you get them?	
<b>Practice</b> (What you did)  Probes (examples): What is the present situation in more detail? Where does that occur most often? When did you first notice this?	How are you currently doing ... ? What kinds of things did you do (have you done so far)? What kinds of things did you try?  How is that consistent with what you intended to do (wanted to do)? How is that consistent with standards? What new things are you learning to do? What did you do that worked well? What else could you have done to make practice consistent with standards?	What would you do differently next time? How might you go about doing that? What different ways could you approach this?  Probes (examples): What would it take for you to be able to do ... ? What would you need to do personally in order to do ... ?	What do you plan to do? When will you do this? What option did you choose?  Probes (examples): What types of supports will you need? What resources do you have? What would it take for you to be able to do ... ? What would you need to do personally in order to do ... ?	
<b>Outcomes</b> (What the result was)  Probes (examples): What was the result?	How did that work for you? What happened when you did ... ? What did you achieve when you did that? What went well?  How did you know you needed to do something else? How did that match (or differ from) what you expected (or wanted) to happen? How do these outcomes compare with expected outcomes based on standards of practice? What should happen if you're really doing (practicing)? What brought about that result? How effective was it to do that? What went well? What do you think about ... ? How much control do you have over the outcome?	What else might happen when you do ... ? What different things could you have done to get expected outcomes? What might make it work even better next time? Which option could get the best result? What do you plan to do differently next time?	What types of supports will you need? What resources do you have (will you need)? Where will you get them?	
<b>Evaluation</b> (What do you think about the process)  Probes (examples): What do you think about ... ? How was that consistent with what you expected? What opportunities were useful to you in achieving ... (or in learning ... )? In what way? How was it useful? What aspects of the supports were most helpful?	What supports were helpful? What about the supports were most helpful? What have you accomplished or achieved?	What other opportunities would be useful? What else should you consider?	What opportunities do you want to continue? How will you access those opportunities?  Probes (examples): What resources do you need? Where will you get them?	



# Reflection on Knowledge and Action

Reflection related to the caregiver's knowledge:

- Practitioner asks about:
  - What the caregiver knows,
  - What the caregiver needs to know,
  - How the caregiver may acquire the knowledge, and
  - The caregiver's plan to acquire the knowledge.

Reflection related to the caregiver's actions:

- Practitioner asks about:
  - What is or is not happening related to the intended outcome,
  - Ideas for action that could occur, and
  - The plan for implementing the intended actions.

# Using the Framework for Reflective Questioning

- The framework can guide the practitioner to select questions that promote the caregiver's reflection.
- Practitioners should:
  - Use the questions as they would naturally occur in a conversation.
  - Choose questions in response to the caregivers questions or comments.



# Reflective Questions - Tips

- Use awareness questions sparingly.
- Analysis and alternatives questions promote deeper reflection and create opportunities for “digging in” instead of just “checking in”.
- Keep the Framework for Reflective Questioning or some of the reflective questions that fit your style easily visible or accessible during a coaching session.
- Use open-ended questions unless asking for permission or avoiding assumptions.
- Be open to the possibility of what the caregiver could say rather than trying to lead them to a predetermined answer or idea.
  - Trying to “coach someone into” something is coaxing - not coaching.
- Learn to be comfortable with silence.

# Be Comfortable with Silence



- Always give the caregiver time to think and respond to your question.
- When encountering silence,
  - DO NOT feel compelled to:
    - Repeat or clarify the question,
    - Fill the silence with talking,
    - Finish the caregiver's sentences, or
    - Jump to making suggestions or sharing ideas.
  - DO count to 10 before asking another question or sharing information.

# Reflection to Support Practitioners and Caregivers

*How does the use of reflective questions and coaching support practitioners and caregivers?*

## Reflections on the Use of Reflective Questions:

- *Empowers parents and respects parents' knowledge.*
- *Helps us to honor where the parent or our colleagues are and how we can meet them where they're at.*
- *Builds a caregiver's capacity rather than just telling them what to do.*
- *Helps to identify what is and is not working.*
- *Improves child outcomes.*
- *Helps with cancellations.*
- *Opportunity to step back and get out of a rut.*
- *Respects the family's knowledge and builds on what they know.*



# Using Reflective Questions

*Thinking broader, when are other times you could use reflective questions?*

## Reflections on Opportunities to Use Reflective Questions:

- *When SCs are having resource conversations:*
  - *It's really important to be thoughtful and support families by starting where they're at and asking their priorities.*
  - *If families are in crisis with resource needs, it's a great time to coach.*
- *During team meetings.*



# 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

Reflection Fidelity			
<b>1: Starting Point</b>	The Team Lead asks open-ended questions to identify any significant family events or activities, how well the planned routines and activities have been going, and if there are any new issues and concerns the family wants to talk about.		
<b>3: Progressing</b>	The Team Lead asks open-ended questions to identify any significant family events or activities, how well the planned routines and activities have been going, and if there are any new issues and concerns the family wants to talk about.	The Team Lead asks reflective questions that support the parent or caregiver in analyzing what did and did not work. With the family, the Team Lead evaluates and adjusts strategies that support achieving IFSP outcomes within and across the family's routines and activities that are part of the family's everyday life.	
<b>5: Innovating</b>	The Team Lead asks open-ended questions to identify any significant family events or activities, how well the planned routines and activities have been going, and if there are any new issues and concerns the family wants to talk about.	The Team Lead asks reflective questions that support the parent or caregiver in analyzing what did and did not work. With the family, the Team Lead evaluates and adjusts strategies that support achieving IFSP outcomes within and across the family's routines and activities that are part of the family's everyday life.	The Team Lead encourages the family to continually identify strategies that will improve their knowledge and skills related to promoting the child's participation in everyday routines and activities and improve their overall family well-being.

# 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.

# General Reminders



- Transfers:
  - Updated [Child Transfer Form and Child Record Checklist](#) is now available in the DES Document Center.
  - Reminder to update I-TEAMS with the family’s new address before submitting the Child Transfer Form to Encircle Families.
  - Supervisors will be copied on response emails if the new address is not updated in I-TEAMS.
- Ensure the “Date DDD Eligibility Requested” has been entered on the Eligibility page in I-TEAMS when submitting a DDD referral and a complete packet to initiate the I-TEAMS to FOCUS push.

# Who Are We Missing?

If you or someone you know does not currently receive invites to the monthly AzEIP Programmatic Meetings and/or materials shared and would like to, please email the following information to Amanda Honeywood at [ahoneywood@azdes.gov](mailto:ahoneywood@azdes.gov):

- Service Providing Agency Name
- Staff Name
- Staff Email Address
- Invites to Programmatic Meetings - Yes/No?
- Access to Programmatic Meeting Materials - Yes/No?

# 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](#)
- [The Coaching - Quick Reference Guide | Brookes Publishing](#)
- [Coaching: Reflection.pdf](#)

## Video Clips:

- [Foundations of Coaching in Early Childhood: Reflection \(Chapter 5\)](#)
- [Using Coaching Strategies to Engage With Families in an Early Intervention Context](#)  
[Coaching a Family during an Early Intervention Visit](#)

# Thank You for Participating

## Arizona Early Intervention Program Quality Improvement Team

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- Erica Melies, AzEIP Quality Improvement Manager
- Tanya Goitia, AzEIP Continuous Quality Improvement Coordinator
- Pamela Meurer, AzEIP Continuous Quality Improvement Coordinator
- Anissa Albert, AzEIP Technical Assistance Specialist
- Amanda Tipotsch, AzEIP Technical Assistance Specialist
- Amanda Honeywood, AzEIP Administrative Assistant