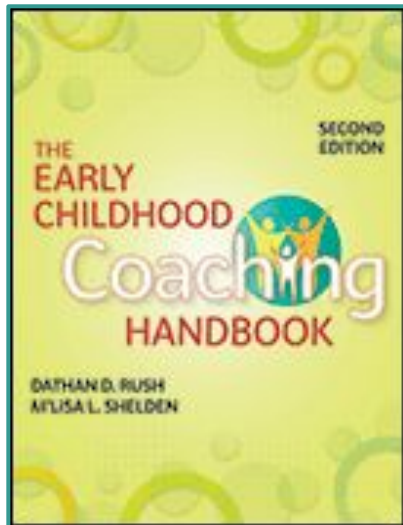
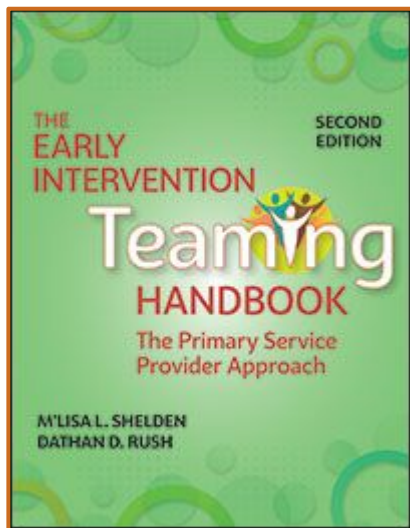




ARIZONA
DEPARTMENT OF
ECONOMIC SECURITY

Coaching Practices: Feedback AzEIP Programmatic Meeting

August 26, 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

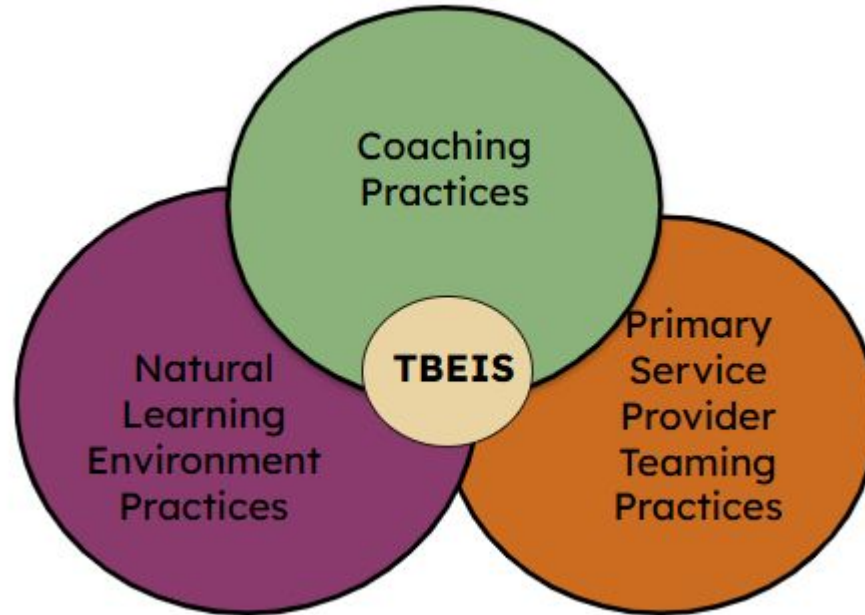
www.azdes.gov/azcip

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

Fourth Component of Coaching: Reflection

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

5th 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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Feedback



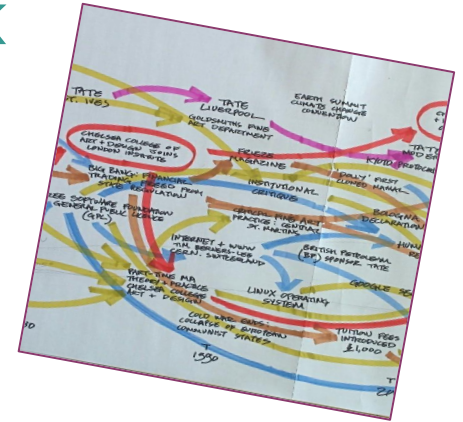
Feedback Defined

Information provided based on:

- Direct observations of caregiver,
- Actions reported by caregiver, or
- Information shared by caregiver.

Four Types of Feedback

- Informative
- Affirmative
- Evaluative
- Directive



Foundations of Coaching in Early Childhood: Feedback



When Does Feedback Occur?

Feedback occurs after the caregiver has had the opportunity to reflect on their:

- Observations,
- Actions, or
- Practice of new skills.

Purpose of Feedback

Primary purpose of Feedback is to:

- Affirm caregiver's :
 - Reflections (I understand what you are saying), or
 - Actions (Your child really seems to like the way you are holding her), or
- Add information to:
 - Deepen caregiver's understanding, and
 - Jointly develop new ideas and actions.

Feedback Types

Informative

- Sharing expertise or knowledge

Affirmative

- Non-judgmental acknowledgement

Evaluative

- Praise, encouragement, and positive reinforcement

Directive

- Telling the caregiver what to do

Feedback Examples

Recent research has shown that...



What I'm hearing you say is that...



Grab those coins before he puts them in his mouth, they could be a choking hazard. **DIRECTIVE**

I really like the way you did that.

Evaluative

That sounds like a great plan.

Evaluative

Please take the play scissors from him so he doesn't try to put them in the electrical outlet again. **DIRECTIVE**

I'd like to tell you more about that if I could.



I see what you are saying.





Informative Feedback

Informative Feedback Defined

Sharing knowledge and information with a caregiver directly related to an:

- Observation,
- Action,
- Reflection, or
- Direct question.



Misperception on Informative Feedback

Misperception



Practitioner can't share knowledge or expertise with caregiver.

Reality



Informative Feedback allows practitioners to share information, knowledge, and expertise with caregivers.

Key



Choose the right time to provide feedback:

- Following reflection
- Only used prior to reflection if the caregiver has no previous knowledge of the topic and, therefore, has no foundation on which to be coached.

Providing Informative Feedback

Remember to share information in a way that is:

- Respectful of caregiver's knowledge and practice, and
- Compatible with caregiver's desired outcomes.

Types of information to share:

- Research-based practices, and
- Ideas from practitioner's expertise and experiences.



Pro Tip

Always ask an **analysis question** after providing informative feedback to:

- Determine the caregiver's thoughts,
- The feasibility of the idea, and
- How likely the caregiver will implement the strategy.



Direct Teaching

Direct Teaching of skills or strategies:

- Is a form of informative feedback.
- May be needed if a caregiver has minimal knowledge or skills to build upon.
- Should start with the least intrusive method:
 - Modeling followed by reflection,
 - Side-by-side with verbal prompting, or
 - Hand-over-hand trials.

Note: More intrusive methods may be necessary depending on what is being taught and the learning style or preferences of the family.

How to Choose?

When choosing the type of informative feedback to provide, practitioners consider the caregiver(s):

- Learning style,
- Age,
- Intellectual abilities,
- Education level, and
- Native language.



Informative Feedback Options

Practitioners should choose from a variety of informative feedback options, including but not limited to:

- Direct teaching;
- Verbal explanation or suggestion;
- Handouts with evidence-based info;
- Peer-reviewed journal articles;
- Diagrams or pictures; and
- Written plan.

When Informative Feedback is Difficult to Share

- Ensure feedback is not based on the practitioner's opinions or beliefs, but rather:
 - Current research,
 - Program policies or procedures, or
 - Local, state, or federal law.
- Provide feedback:
 - Empathetically,
 - Respectfully, and
 - In a manner that allows the caregiver to make an informed decision.

Affirmative Feedback



Affirmative Feedback Defined

- Noncommittal acknowledgment to show the practitioner heard and understands what the caregiver is saying without:
 - Agreeing,
 - Disagreeing, or
 - Making any judgment.
- Results from active listening.
- Prompts caregiver to continue talking which provides time for practitioner to formulate next reflective question.



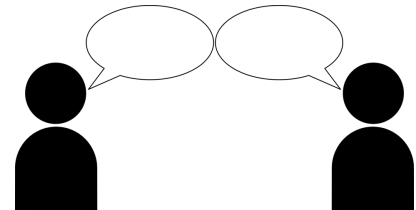
Affirmative Feedback Examples

- “I” statements:
 - I see.
 - I understand.
 - I know what you mean.
 - What I am hearing you say is...
- May be based on practitioner’s perceptions of the caregiver or observations:
 - You seem really happy about that.
 - You read the story just like we discussed.
 - He really calms down when you talk to him in a soft voice.



Affirmative Feedback Factors

- When coaching, practitioners offer families feedback with affirmations that lead them to:
 - Focus on their strengths.
 - Encourage repetition of positive actions and/or reactions.
 - Boost their morale and motivation.
- Affirmative feedback differs from praise. Examples:
 - “Jimmy responded to your use of eye contact and head nodding.”
 - “Your attention to little Jimmy’s cry for help and empathizing with his pain helped him calm down.”





Evaluative Feedback

Evaluative Feedback

- Evaluative Feedback includes the practitioner's judgment and includes:
 - Praise,
 - Encouragement, and
 - Positive Reinforcement.
- Avoid overuse - when evaluative feedback is overused, it becomes meaningless.



Directive Feedback



Directive Feedback

Directive Feedback involves telling the caregiver what to do and:

- Is generally inconsistent with coaching practices.
- Does not build caregiver's capacity for future situations.
- Should only be used when there is clear and present danger.

Note: Engage in a coaching conversation following directive feedback to address the situation and prevent future occurrences.

Directive Feedback in Disguise

- Questions that include an idea or suggestion are considered directive feedback:
 - “I wonder if it would work better to only offer two choices instead of three?” or
 - “Have you ever tried setting up obstacle courses in the playroom?”
- If the practitioner decides what the Between Visit and Next Visit Joint Plan should be, this would be considered directive feedback.



Fidelity

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.

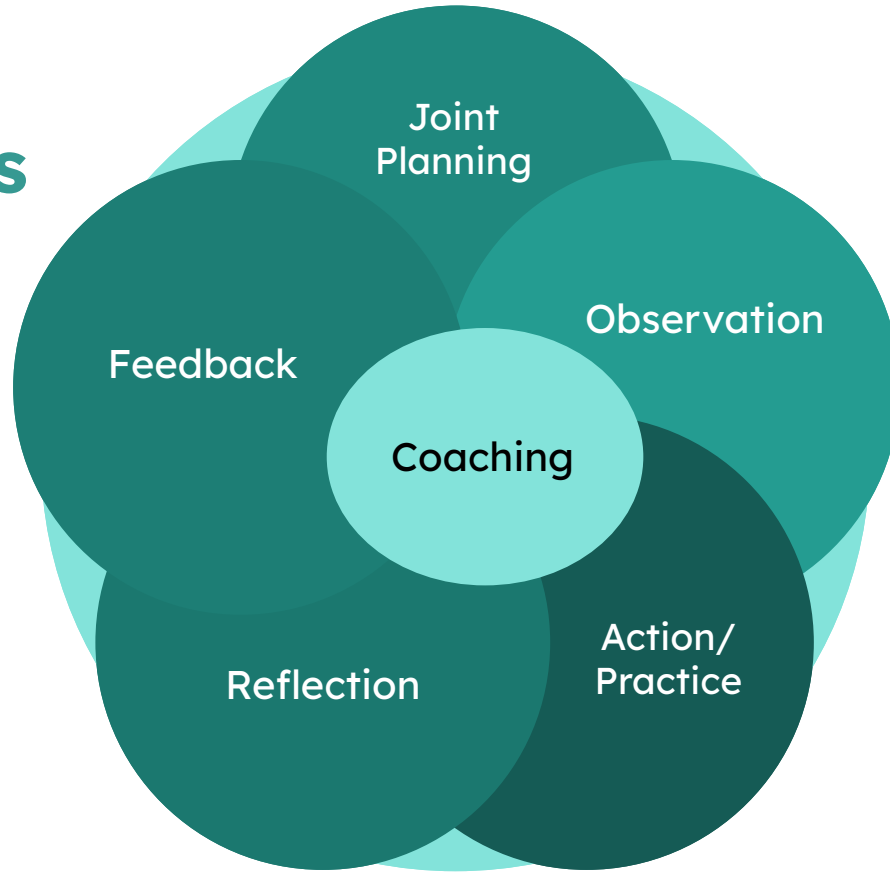
Fidelity Checklist

Feedback Fidelity			
1: Starting Point	The Team Lead provides affirmation related to what the family and/or caregiver says or does.		
3: Progressing	The Team Lead provides affirmation related to what the family and/or caregiver says or does.	The Team Lead provides information to enhance the family and/or caregiver's knowledge and skills.	
5: Innovating	The Team Lead provides affirmation related to what the family and/or caregiver says or does.	The Team Lead provides information to enhance the family and/or caregiver's knowledge and skills.	The Team Lead engages the family in self-assessment and provides supportive feedback of the family's and/or caregiver's demonstration of their knowledge and skills.



Coaching: Putting It All Together

Coaching Components



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



- Technical Assistance (TA) Resources are available on the AzEIP website under [Resources and Tools for AzEIP Service Providers](#).
- When submitting a DDD Referral packet, please include all medical documentation available even if the child was determined eligible based on an evaluation.

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:

- 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: Feedback.pdf](#)
- [At-a-Glance Coaching](#)

Video Clips:

- [Foundations of Coaching in Early Childhood: Feedback \(Chapter 6\)](#)
- [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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