

Highlights of Quality Caregiver Coaching in Rubric 12.0

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Coaching in Early Intervention Training and Mentorship Program through contract with the Kentucky Early Intervention System

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Rubric 12.0 Highlights

The CEITMP recently revised the Kentucky Coaching Adherence Rubric to version 12.0. The updated language further clarifies quality caregiver coaching in KEIS visits. Rubric 12.0 will be used to review and offer feedback on videos beginning with April 2024 scheduled maintenance periods. This newsletter highlights quality interactions of each CQ and includes links to video exemplars.

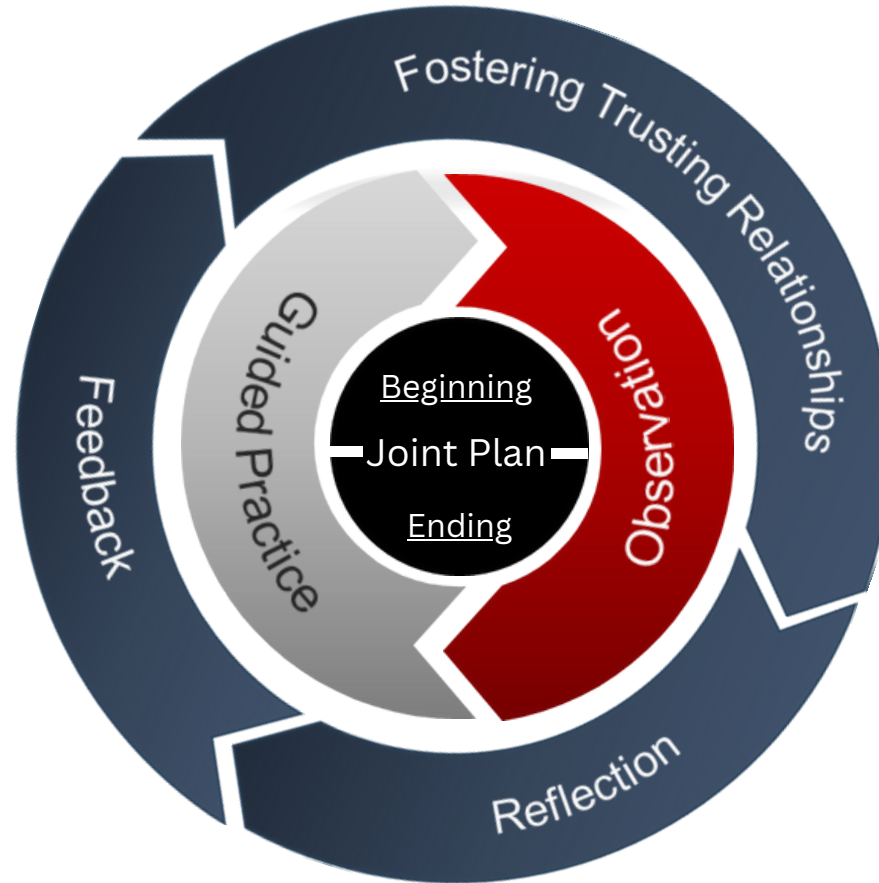


CQ	Rubric 12.0 Highlights
CQ1 Fostering Trusting Relationships	<ul style="list-style-type: none"> • Authentically engage: balance active listening with speaking; avoid interrupting caregiver; reference notes minimally • Genuinely interact: show sincere concern and interest; stay flexible to engage with caregiver in their preferred activities and routines; give caregiver space to reflect • Effectively communicate: shape conversation around caregiver topics and priorities; use strengths-based family appropriate language (lack of negatives, jargon) • Professionally partner: respect family beliefs and decisions; call caregivers by preferred names
CQ2 Beginning Joint Plan	<ul style="list-style-type: none"> • Jointly develop specific and detailed plans for previous between visit AND current visit • Focus on true caregiver priorities and concerns; ensure the plan is functional and meaningful • Support caregiver to generate plan details (i.e., routine, activity, setting, strategy, purpose, rationale, desired outcome) • Scaffold caregiver reflection so that details provide direction for the session; joint plan is implemented
CQ3 Observation	<ul style="list-style-type: none"> • Transition to observe interactions/activities prioritized by caregiver • Quietly watch and listen to what has been occurring related to caregiver's established priority/concern, without interrupting • Assure caregiver reflection on observation experience before offering feedback; promote caregiver insight and/or flow into practicing strategies • Help caregiver reflect on past action and future planning for priorities/concerns <i>that are not observable in real-time</i> (e.g., behavior, potty training, sleep)
CQ4 Guided Practice	<ul style="list-style-type: none"> • Capture opportunities for caregivers to practice new or refined strategies around their established priorities/concern in authentic contexts and in real-time, using intentional modeling, prompting, cueing, and/or reflection. • Allow caregiver ample time and space to practice new/refined strategies and reflect before modifying strategies or offering feedback • Practice with caregiver's/child's materials (utilizing own materials is explicitly stated in 'not yet' and 'knowledge' ratings). This does not include AT listed on the IFSP.
CQ5 Feedback	<ul style="list-style-type: none"> • Ensure caregiver has opportunities to share thoughts, ideas, and insights before offering feedback • Affirm caregiver reflections around their priorities with substantive explanations, expansions, information, and/or questions throughout the visit
CQ6 Reflection	<ul style="list-style-type: none"> • Provide opportunities for caregiver to reflect on their priority by considering what they know, comparing, problem-solving, and future planning • Ask on-topic, non-leading, open-ended reflective questions throughout session (i.e., joint planning, observation, guided practice) • Limit missed opportunities to elicit caregiver reflection
CQ7 Ending Joint Plan	<ul style="list-style-type: none"> • Jointly develop specific and detailed plans for between visits AND the next visit • Focus on true caregiver priorities and concerns; ensure plan is functional and meaningful • Support caregiver to generate plan details (i.e., routine, activity, setting, strategy, purpose, rationale, desired outcome) • Scaffold caregiver reflection so that details lay the foundation for caregiver follow through and a direction for the next visit

Kentucky Coaching Adherence Rubric – Revised

	Provider...	Not Yet 0	Knowledge 1	Awareness 2	Application 3	Mastery 4
CQ 1 FTR	Partners with caregiver by connecting, listening, and responding in respectful, supportive ways to foster trusting relationships	Focuses attention mostly on child	Directs; talks more than listens; conversation may be general or not related to caregiver topics	Leads conversation; responds to caregiver statements, restates, and/or reviews	Interacts reciprocally; actively listens; shows interest and sensitivity during session to relate to caregiver	Stays engaged to partner with caregiver and consistently shape conversation around caregiver topics; communicates in respectful, strengths-based ways to support caregiver
CQ 2 BJP	Engages caregiver early in session to review their previous joint plans and develop plans around their priorities for the current visit	No joint plan; takes charge of visit, directs activities	Confirms only previous between visit or current visit priority; OR offers own activity suggestions for current visit; may ask caregiver for affirmation	Identifies priorities of the previous between visit and current visit plan only (no details); OR discussion leads to previous between visit or current visit plan to include both the caregiver-affirmed priority and at least 1 detail (e.g., routine, activity, setting, strategy, purpose, rationale, desired outcome)	Supports caregiver to review how their previous between visit plan went AND to ultimately identify their priority for current visit; facilitates interaction for caregiver to indicate at least 1 detail for both plan parts (e.g., routine, activity, setting, strategy, purpose, rationale, desired outcome). Joint plan is implemented	Launches visit by engaging with caregiver to reflect on previous between visit plan implementation and develop explicit, detailed current visit plan (e.g., routine, activity, setting, strategy, purpose, rationale, desired outcome) centered on caregiver priorities. Joint plan is implemented
CQ 3 O	Observes caregiver and child in prioritized, established routine or activity, to understand what has been occurring followed with reflection to promote insight and/or flow to guided practice	Does not capture or has no opportunity to observe child-caregiver interactions	Selects activities to observe or observes interactions not related to established caregiver priority or joint plan; no follow-up	Observes child activities and/or child-caregiver interactions related to established caregiver priority or joint plan; may ask questions to gain information and/or give feedback; may include reflection on past action without future planning	Captures opportunities to intentionally observe child-caregiver interactions in caregiver prioritized activities followed by asking at least one reflective question related to the observation to promote caregiver insights; may include reflection on past action with future planning	Collaborates with caregiver to observe child-caregiver interactions in caregiver-prioritized routines/ activities without interruption and before feedback; Reflection related to the observation follows to elicit caregiver insights and/or flow into guided practice
CQ 4 GP	Proactively captures opportunities for caregiver to practice new or refined ideas with child followed with reflection to promote insight	No child-caregiver practice or utilizes own materials to engage child in activity	Implements own activities or utilizes own materials and caregiver observes activities	Identifies opportunities for caregiver to practice ideas/strategies linked to established caregiver priority or observation; may ask questions to gain information and/or offer feedback	Cues, prompts and/or models for caregiver to practice or try ideas related to their identified priority; at least one reflective question follows to facilitate caregiver insights related to the practice	Uses intentional modeling, cuing, or prompting for caregiver to practice ideas related to their priority in a natural routine; use of reflective questions with caregiver encourages further problem solving and practice opportunities
CQ 5 F	Offers substantive feedback to caregiver reflections throughout the visit to affirm and attempt to enhance their learning experience, insights, or actions	No feedback provided to caregiver; child focused feedback	Primarily praises caregiver and/or offers suggestions/information	Acknowledges caregiver reflections related to priorities; may offer suggestions/information prior to giving caregiver opportunity to reflect	Affirms caregiver reflections with substantive explanations; brainstorming, suggestions, or information are related to priority and shared after ample time for caregiver reflection	Uses substantive affirmations of caregiver reflections on their priorities throughout the visit to enhance their learning experience, insights, or actions
CQ 6 R	Asks effective reflective questions to stimulate thinking, promote problem solving, and elicit insights from the caregiver	Makes many declarative statements; may ask yes/no and informational questions, without intent to reflect	Asks at least one question with reflective intent; directs conversation more than responding	Occasionally asks questions with reflective intent; may lead part of conversation to a particular response	Frequently employs open-ended reflective questions with intent to have caregiver share thoughts and insights related to their priority or the joint plan	Predominantly and throughout the session, asks open-ended reflective questions related to caregiver priority or the joint plan and allows opportunity for them to respond with thoughts and insights
CQ 7 EJP	Engages caregiver to intentionally develop detailed plans for their actions between visits and for the next visit centered on their priorities	No joint plan formed	Confirms only between visit or next visit priority; OR directs plan development by giving homework or selecting the activities to work on	Identifies priorities of the between visit and next visit plan only (no details); OR discussion leads to between visit or next visit plan to include both the caregiver-affirmed priority and at least 1 detail (e.g., routine/activity, setting, strategy, purpose, rationale, desired outcome)	Supports caregiver to ultimately identify what they would like to focus on between visits AND for the next visit; facilitates interaction for caregiver to indicate at least 1 detail for both plan parts (e.g., routine, activity, setting, strategy, purpose, rationale, desired outcome)	Ends visit by engaging with caregiver to reflect and develop explicit, detailed plans for between visits and the next visit (e.g., routine, activity, setting, strategy, purpose, rationale, desired outcome) centered on their priorities

Seven exemplar clips are linked below. Click on a segment of the coaching wheel to go to the corresponding video.



Click [here](#) to visit our YouTube channel for more information about the Coaching in Early Intervention Training and Mentorship Program

Click [here](#) to visit the KEIS webpage for more information about the Coaching in Early Intervention Training and Mentorship Program

