Please communicate individually with your coach regarding caregiver coaching content, scheduling, teaming, etc. using the emails listed below

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Coaching in Early Intervention Training and Mentorship Program

I. Why

1. The Early Intervention Systems (EIS) were added as Part C of the Individuals with Disability Education Act, to enhance the development of infants & toddlers with disabilities; reduce educational costs & minimize the need for special education through early intervention; minimize the likelihood of institutionalization and maximize independent living; and **enhance the capacity of families to meet their children's needs.**
2. The Office of Special Education Programs (OSEP) is responsible for monitoring Part C Programs and OSEP has charged states with targeting **improved child and family outcomes as the focus of their accountability system** through State Systemic Improvement Plans (SSIP's).
3. Kentucky's State-Identified Measurable Result (SIM-R) in the SSIP identified "**Parents will change their self-perception of their ability to help their child develop and learn**" as the target with the desired outcomes including families increasing their skills to address growth and learning; EIS providers demonstrating use of EBPs'; and EIS providers being highly skilled in coaching parents/caregivers.
4. According to 902 KAR 30:001, Kentucky's Early Intervention System (KEIS) providers are required to use family-centered practices, which are driven by the family's priorities and concerns; support the family's role as the constant in a child's life; complement a family's natural activity settings & daily routines; & support, respect, encourage & **enhance the strengths, competence & confidence of the family**.
5. Providers are required to use evidence-based practices (EBP) which are described as "peer reviewed research" in 902 KAR 30:130. Kentucky's SSIP has identified the following EBP's as targets **routines-based interventions**; **parent-mediated interventions**; **natural environment interventions**; and **strengths-based caregiver coaching.**

II. Who

A. Contracted KEIS service providers conducting ongoing early intervention home visits in the pilot areas of Lincoln Trail, Big Sandy, and Bluegrass, respectively, will be the first districts to complete the program.

III. What

1. Training and Mentorship will support providers in enhancing their practices through specially designed activities facilitated by coaches.
    a. Providers will engage in activities to enhance their knowledge and skills around caregiver coaching practices.
    b. As providers demonstrate proficient acquisition of knowledge and skills, they will progress through the training phase

IV. When

A. Starting in April of 2018, cohorts of providers began the training and mentorship with new cohorts in the pilot districts rolled out through 2020. The CEITMP will be launched statewide beginning 2021.

B. The knowledge base of the provider at entry will also impact their time expenditure with the training materials. The curriculum allows for individualized implementation.

V. How

A. Providers will be placed in cohorts as well as groups, which will support the development of a web and function as a professional learning community.

B. Individual activities, video recordings of early intervention visits, and peer collaboration will support learning.

C. Coaches will facilitate training activities and mentor providers using a caregiver coaching approach.

Desired Outcomes of the *Coaching in Early Intervention Training and Mentorship Program*

The foundational elements of the *Coaching in Early Intervention Training and Mentorship Program (CEITMP)* include **Training** AND **Mentorship**. Research tells us that training paired with ongoing mentorship, yields sustained results in implementing and changing practice. We also know that willingness, readiness, and motivation lead to success when entering a coaching/mentoring relationship. To expand their professional skills to promote caregivers' confidence and competence in supporting their child's development and learning upon completion of this training and mentorship program, providers will:

1. Consider existing knowledge and practices in the context of recommended practices
2. Increase knowledge of the EBP of strength-based caregiver coaching
3. Demonstrate caregiver coaching practices with fidelity during early intervention visits
4. Develop a network of support among early intervention colleagues

Materials and Resources

1. ***The Early Childhood Coaching Handbook***, 2nd ed. Rush, & Shelden. (2020): https://products.brookespublishing.com/The-Early-Childhood-Coaching-Handbook-Second-Edition-P1153.aspx
2. Access to Internet (High Speed Recommended and the Google Chrome browser)
3. **Blackboard** https://blackboard.louisville.edu/
4. **KEIS** webpage: https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/fsenrollment.aspx
    a. **KY Provider Performance Standards:** https://chfs.ky.gov/agencies/dph/dmch/ecdb/fs/EIProviderPerformanceStandards.pdf
5. **CEITMP YouTube Channel**: https://www.youtube.com/channel/UCUmBdHCYxUWNuSawOSywWng
6. **Coaching in Early Intervention Training and Mentorship Program**: https://uofl.me/ceitmp
7. **Mission and Key Principles of EI**: https://ectacenter.org/topics/eiservices/keyprinckeyprac.asp

Program Overview		
Phase	**Training and Mentorship Activities**	**Outcomes ~ Providers**
Pre-CEITMP & Kick-off	❖ Submit Kick-off prompt question during initial survey ❖ Submit baseline video of full early intervention visit before Kick-off ❖ Actively participate in Kick-off meeting	***will express understanding of the CEITMP purpose, expectations, activities, timeframes & platforms that will be used and know where to find additional supports*** ❖ must complete all activities listed in **red** on *Quick View*
Discovery Phase: 12 weeks	❖ Read content in *The Early Childhood Coaching Handbook* ❖ View eLearning modules ❖ Actively participate in 3 group meetings ❖ Complete 5 coaching characteristics video activity via TORSH	***build foundational knowledge of caregiver coaching*** ❖ must complete all activities listed in **red** on *Quick View* ❖ will demonstrate an evolving understanding of the concepts of caregiver coaching in early intervention
Mentorship Phase: 10 weeks	❖ Complete Technology Training ❖ Review exemplar clips of early intervention caregiver coaching ❖ Submit designated video clips with self-assessments as evidence of the 7 CQs from at least two different videos ❖ Reflect on feedback from coach ❖ Actively participate in 3 group meetings	***begin to apply knowledge of caregiver coaching*** ❖ must complete all activities listed in **red** on *Quick View* ❖ will apply understanding of the 7 Coaching Quality Indicators on the ***Kentucky Coaching Adherence Rubric***
Fidelity Phase: 6 weeks	❖ Submit 3 video recordings of entire visits with self-assessments ❖ Reflect on coach feedback ❖ Actively participate in 1 group meeting	***refine skills to implement caregiver coaching with fidelity*** ❖ must complete all activities listed in **red** on *Quick View* ❖ will demonstrate implementation of caregiver coaching practices with fidelity according to the ***Kentucky Coaching Adherence Rubric***
Professional Development Phase: 3 weeks	❖ Submit a professional development plan designed to support continued fidelity to caregiver coaching and strengthen web of support ❖ Actively participate in 1 group meeting ❖ Complete anonymous Exit Survey	***plan for maintaining fidelity to caregiver coaching and building a web of support*** ❖ must complete all activities in **red** on the *Quick View* ❖ will develop a plan for sustaining caregiver coaching practices with fidelity
Maintenance Periodic	❖ Periodic fidelity checks of caregiver coaching practices via recorded early intervention visits; frequency determined by level of application of coaching in previous submissions ❖ Opportunities to mentor, support, or connect with colleagues around caregiver coaching in early intervention	**must maintain fidelity to caregiver coaching** ❖ will continue to implement caregiver coaching with fidelity according to the *Kentucky Coaching Adherence Rubric-Revised* ❖ will connect with EI community

DATES	PHASE WEEK	COHORT 22 QUICK VIEW of Content	ACTIVITIES
Feb 24-May 24	Pre CEITMP	Pre CEITMP survey on current caregiver coaching practices	**Baseline, Consents, Survey Question**
May 6-12	*KICK OFF*	**CEITMP INTRODUCTION/Kick Off**	***Virtual CEITMP Kick OFF*** + Survey
May 13-19	*Flex Week*	Flex Week	*Flex Week*
May 20-26	**Discovery Phase DPW1**	Coaching	Watch eLearning module
May 27-June 2	DPW2	*Effective Coaches & Coaching Compared to Other Approaches*	Read Handbook
June 3-9	DPW3 + GM1	**Coaching Script/Coaching vs Consulting**	**Group Meeting 1**
June 10-16	DPW4	Strengths	Watch eLearning module
June 17-23	DPW5	*How to Use a Coaching Style of Interaction*	Read Handbook & view coaching clips
June 24-30	DPW6 + GM2	**Strengths/Adult Learning/Reflective Questions**	**Group Meeting 2**
July 1-7	DPW7	*Strategies for Learning the Coaching Process*	Read Handbook
July 8-14	DPW8	Home & Community Visits	Watch eLearning module
July 15-21	DPW9	*Coaching Families*	Read Handbook & view peer coaching clips
July 22-28	DPW10	5 Characteristics of Coaching	***5 Coaching Characteristics Video Activity***
July 29-Aug 4	DPW11 + GM3	**Peer Coaching & Coaching Characteristics Review**	**Group Meeting 3**
Aug 5-11	DPW12	*Coaching Teachers* & survey	Request Consents + Read Handbook + Survey
Aug 12-18	**Mentorship Phase MPW1**	**TECHNOLOGY TRAINING**	**Technology Training**
Aug 19-25	MPW2 + GM4	**Introduction to the Rubric and CQ Intros**	**Group Meeting 4**
Aug 26-Sept 1	MPW3	Designated CQ focus	**Clip, self-assessment & consent**
Sept 2-8	MPW4	Designated CQ focus	**Clip, self-assessment & consent**
Sept 9-15	MPW5	Designated CQ focus	**Clip, self-assessment & consent**
Sept 16-22	MPW6 + GM5	**Review Designated CQs**	**Group Meeting 5**
Sept 23-29	MPW7	Designated CQ focus	**Clip, self-assessment & consent NEW VIDEO**
Sept 30-Oct 6	MPW8	Designated CQ focus	**Clip, self-assessment & consent**
Oct 7-13	MPW9	Designated CQ focus	**Clip, self-assessment & consent**
Oct 14-20	MPW10 + GM6	**Review CQs & Transition to Fidelity Phase**	**Group Meeting 6** + Survey
Oct 21-27	**Fidelity Phase FPW1**	Self-assess & submit video-1 (V1)	**Video-1** - **New Full Video**
Oct 28-Nov3	FPW2	Reflect & respond to coach feedback on video-1	Reflect
Nov 4-10	FPW3 + GM7	**Fidelity to Coaching Reflection**	**Group Meeting 7**
Nov 11-17	FPW4	Self-assess & submit video-2 (V2)	**Video-2** - **New Full Video**
Nov 18-24	FPW5	Reflect & respond to coach feedback on video-2	Individual meetings with coaches as needed
Nov 25-Dec 1	FPW6	Self-assess & submit video-3 *Exempt if fidelity met in V1 & V2	**Video-3** - **New Full Video** (unless exempt)
Dec 2-8	**Prof Dev Phase PDPW1**	Reflect on growth in using caregiver coaching approach	Review & reflect on baseline video
Dec 9-15	PDPW2 + GM8	**Prepare for Maintaining Fidelity & Web of Support**	**Group Meeting 8** after demonstrating **fidelity**
Dec 16-22	PDPW3	Professional Development Plan	**Exit Survey + CEITMP Plan**

CEITMP Virtual Kick-off

The Virtual Kick Off is being facilitated specifically to support provider success in the Coaching in Early Intervention Training and Mentorship Program (CEITMP). This is an opportunity for providers to comprehend the scope and depth of the program, obtain individualized support, and connect with coaches and team members.

The following will be addressed:

- *CEITMP: Program overview, purpose, expectations, activities, and time frames & how to access additional support*
- *Coaching Video Clips: Introduction to the characteristics of coaching*
- *Groups Meet: Following the general kick off meeting, break out into smaller groups to meet with your coach and team members & schedule meetings*

The CEITMP Kick-off meeting is a program requirement. However, coaches will work with providers to develop an alternative plan for completing required activities (viewing recordings and submissions) if they are unable to attend the Kick-off.

CEITMP Kick Off	
Agenda	**Kick-off** • Program Overview • Coaching Clips • Group Meeting in Break-out Room
Readiness to move forward	1. **Kick Off prompt question** completed via survey 2. **Baseline video shared** depicting a typical early intervention visit **w/completed consent** 3. Provider DocuSigned consent to record 4. Activated Blackboard account 5. Obtained Early Childhood Coaching Handbook

Discovery Phase

Welcome to the DISCOVERY PHASE, the first step of your journey into the *Coaching in Early Intervention Training and Mentorship Program (CEITMP).* In the Discovery Phase of the *CEITMP,* you will reflect on your existing knowledge of early intervention practices in the context of recommended practices and build your foundational knowledge of caregiver coaching. We recognize that you have families, jobs, caseloads, and other responsibilities, and based on input and feedback from previous cohorts, significant adjustments continue to be made to the CEITMP to provide substantive activities and opportunities to support your learning so that you will be coaching caregivers with fidelity at the completion of the program.

In the Discovery Phase, you will strengthen your knowledge around early intervention caregiver coaching practices by studying the characteristics and key concepts. You will be provided with weekly activities designed to enhance your learning on the evidenced-based practice of strength-based caregiver coaching. This active learning will include readings, eLearning modules with related activities, peer coaching, watching videos/clips of early intervention visits, and engagement in interactive group meetings with your team members and coach via video conferencing. To enhance your learning, Supplemental and Recommended Resources included on the syllabus can be accessed via the weekly folders on Blackboard. The detailed Quick View is reflective of your active participation in three Group Meetings during the Discovery Phase. If by chance you are unable to attend a group meeting, notify your coach in advance. Your coach will follow up with you regarding the missed group meeting alternate requirements.

Essential to the advancement from the Discovery Phase to the Mentorship Phase, providers must complete all required phase activities listed in **red** on the Quick View and demonstrate an evolving understanding of the concepts of caregiver coaching in early intervention.

You are encouraged to fully utilize the resource of your team throughout the training. The teaming component provides you with an opportunity to collaborate and support one another while expanding your own professional knowledge - building a web of support. The coaches will offer support and mentorship to providers using a coaching approach, a similar approach that providers will use to support the families they serve.

The State Lead Agency (SLA) has entrusted the CEITMP Team to coordinate the SSIP activities related to the evidenced-based practice of strength-based, caregiver coaching. At the request of the SLA, coaches will keep a record of the ongoing implementation of the *CEITMP*. We will be asking for your feedback periodically to support program improvements. The coaches have worked diligently to plan for supporting providers in this endeavor and we are so excited to be partnering with you to work toward the ultimate goal of building the capacity of families to help their children develop and learn.

DISCOVERY PHASE Week 1	
eLearning Module worksheets & Handouts	• Locate the handouts and 6 worksheets that accompany the Dunn & Pope "**Coaching**" eLearning module on Blackboard, in the Discovery Phase Week 1 folder in preparation for viewing. Worksheets/handouts should be kept for your reference. • A similar activity to **Think of a Family you are serving** will be practiced during Group Meeting 1 and refined and as your coaching practices evolve.
eLearning Module	"**Coaching**" module http://dunnpopecoaching.com/coaching/lesson/story.html **APPROXIMATE TIME EXPENDITURE 75 MINUTES**
SUPPLEMENTAL RESOURCE	
Chapter 2 in the Early Childhood Coaching Handbook "Research Foundations of Coaching"	

DISCOVERY PHASE Week 2	
Coaching Handbook	**Read Chapters 3 & 4 in the Early Childhood Coaching Handbook (2nd edition, 2020)** Chapter 3 "Characteristics of Effective Coaches" Chapter 4 "Coaching Compared with Other Approaches to Adult Interaction"
Recommended Resource	**Handout: Reflection in Early Intervention**
SUPPLEMENTAL RESOURCE	
Handout: 12 Step Program to Decrease Toy Bag Dependence	

DISCOVERY PHASE Week 3	
Group Meeting 1 1. Practice explaining coaching in early intervention 2. Discuss how coaching enhances caregivers' competence and confidence 3. Discuss how coaching differs from consultation	
Recommended Resource	**Handout: Coaching: A Partnership to Support Children and Families**
Recommended Resource	**Handout: Fostering Trusting Relationships: Connect For A Win!**

DISCOVERY PHASE Week 4	
eLearning Module worksheets &handouts	• Locate the worksheets that accompany the Dunn & Pope ***"Focus on Strengths"*** eLearning module on Blackboard, in the Discovery Phase Week 4 folder in preparation for viewing. Worksheets/handouts should be kept for your reference. • The strengths assessment/content from the eLearning module will be discussed during Group Meeting 2.
eLearning Module	View ***"Focus on Strengths"*** module http://dunnpopecoaching.com/FocusonStrengths/lesson/story.html **APPROXIMATE TIME EXPENDITURE 60 MINUTES**
Recommended Resource	**Handout: Child Learning Initial Conversation Roadmap**
SUPPLEMENTAL RESOURCE	
Brief article titled "The Value of Collaborative Problem-Solving" https://www.veipd.org/earlyintervention/the-value-of-collaborative-problem-solving/	

DISCOVERY PHASE Week 5	
Coaching Handbook	**Read Chapter 5 in the Early Childhood Coaching Handbook (2nd edition, 2020)** "How to Use a Coaching Style of Interaction"
Video Examples	View coaching clips located on Blackboard under the Videos menu tab ⇒ Coaching Characteristics Clips Folder
Recommended Resource	**Handout: Joint Planning: Building Caregiver Capacity**
SUPPLEMENTAL RESOURCE	
Brief article titled "6 Key Ideas for Joint Planning with Parents" https://www.veipd.org/earlyintervention/6-key-ideas-for-joint-planning-with-parents/	

DISCOVERY PHASE Week 6	
Group Meeting 2 1. Refer to the strength's assessment. How does your practice reflect child and family strengths? 2. What has been your experience with adult learners? How do you support adult learners in EI? 3. Discuss and Practice Awareness, Analysis, Alternative & Action questions 4. Prepare for 5 Coaching Characteristics Discovery Phase End Activity	
Recommended Resource	**Handout: 6 Early Intervention Adult Learning Principles** https://brookespublishing.com/wp-content/uploads/2021/06/6-EI-Adult-Learning-Principles.pdf
SUPPLEMENTAL RESOURCE	
Handout: Cue Card for Reflection Questioning	

DISCOVERY PHASE Week 7	
Coaching Handbook	**Read Chapter 9 Early Childhood Coaching Handbook (2nd edition, 2020)** "Strategies for Learning the Coaching Process"
Recommended Resource	**Article/Handout: Framework for Reflective Questions Case Tools**
Recommended Resource	**Handout: Key Factors for Successful Coaching**

DISCOVERY PHASE Week 8	
eLearning Module worksheets &handouts	• Locate the worksheets that accompany the "**Home and Community Visits**" eLearning module on Blackboard, in the Discovery Phase Week 8 folder in preparation for viewing the module. • Worksheets & handouts should be kept for your reference.
eLearning Module	View Dunn & Pope ***"Home and Community Visits"*** http://dunnpopecoaching.com/home/lesson/story.html **APPROXIMATE TIME EXPENDITURE 90 MINUTES**
Recommended Resource	**Responding to Caregivers with Quality Feedback**

DISCOVERY PHASE Week 9	
Coaching Handbook	**Read Chapter 7 in the Early Childhood Coaching Handbook (2nd edition, 2020)** "Coaching Families"
Video Examples	View peer coaching videos located on Blackboard under the Videos menu tab ⇒ ***Peer Coaching*** folder
Handout	**Handout: Peer Coaching Process**
SUPPLEMENTAL RESOURCE	
Brief article titled "Breaking the 'Have You Tried…?' Habit" https://www.veipd.org/earlyintervention/2015/07/28/breaking-the-have-you-tried-habit/	

DISCOVERY PHASE Week 10

Complete 5 Coaching Characteristics Activity in TORSH

*Please see directions in the **Technology Guide** document and/or review the **5CC Discovery Phase End Activity** video in TORSH Exemplars*

All 4 steps are due by the end of the week

1. Sign into your TORSH account at torshtalent.com
2. Locate the video shared with you
3. Complete the Self-Assessment
4. Publish

Coaches will review and respond if requested, and additional discussions will occur in group meetings.

Recommended Resource	**Handout: Seven Steps to Intentional Modeling**
SUPPLEMENTAL RESOURCE	
Video: Kentucky's Early Intervention System: Working Together to Help Children Develop and Learn https://www.youtube.com/watch?v=-ivgBte6OM8&t=6s	

DISCOVERY PHASE Week 11	
Group Meeting 3 1. Review 5 Characteristics of Coaching 2. Peer coaching 3. Transition to Mentorship Phase ▪ Prepare to request permission from select families to record your visits ▪ Prepare to obtain and submit signed consents	
Recommended Resource	**Article/Handout: Case in Point: *Tips and Techniques for Effective Coaching***
SUPPLEMENTAL RESOURCE	
"Using Routines, Activities and Materials in the Natural Environment" eLearning module Locate the 8 worksheets that accompany the Dunn & Pope on Blackboard in the Discovery Phase Week 11 folder in preparation for viewing the module. View module at: http://dunnpopecoaching.com/environment/lesson/story.html	

DISCOVERY PHASE Week 12	
Coaching Handbook	**Read Chapter 8 in the Early Childhood Coaching Handbook (2nd edition, 2020)** "Coaching Teachers"
Obtain Consent to Record from Select Families	Please see **Technology Guide pages 1-4** for detailed directions on the steps to request permission from select families to record your visits, as well as obtain and submit signed consents.
Survey	***Please complete anonymous survey via email link after completing Discovery Phase.***
Recommended Resource	**Handout: Early Intervention Services in Childcare Settings**
SUPPLEMENTAL RESOURCE	
Handout: Group Care Initial Conversation Roadmap	

Mentorship Phase

Congratulations on entering the Mentorship Phase of the *Coaching in Early Intervention Training and Mentorship Program (CEITMP)*. In the Discovery Phase you began to connect with your team, and you actively engaged in learning about caregiver coaching in early intervention by reading, completing eLearning modules and related activities, coaching peers, reflecting, and participating in Group Meetings. In the Mentorship Phase you will apply your evolving knowledge to enhance your skills while being supported by your coaches, with the goal of exhibiting advanced knowledge of the evidence-based practice of strength-based, caregiver coaching. This will be accomplished by continuing to engage in learning activities; applying refined strategies in your early intervention practice; and reflecting on your growing knowledge to gain insights to plan for implementing early intervention caregiver coaching practices according to the ***Kentucky Coaching Adherence Rubric.*** .

Supplemental and Recommended Resources to correspond with the Coaching Quality Indicators (CQs) have been referenced on the syllabus and included in the weekly folders on Blackboard. Activities during this phase will center on your video recorded early intervention visits. You will submit evidence of your ability to demonstrate of each of the 7 CQs. The online platform TORSH Talent will support reflection and feedback to gain a deeper understanding of the indicators of quality caregiver coaching in early intervention. The detailed Quick View is reflective of your active participation in three Group Meetings during the Mentorship Phase. If by chance you are unable to attend a group meeting, notify your coach in advance. Your coach will follow up with you regarding the missed group meeting alternative requirements.

Self-reflection is a powerful learning tool. Reflection helps practitioners link their knowledge to practice. Through self-evaluation and improved awareness, coaches can consciously and purposefully improve their caregiver coaching practices. Opportunities to analyze and reflect on your own practices will be one of the key activities of the training in this phase. To advance from Mentorship to Fidelity Phase, providers must complete all required phase activities listed in **red** on the Quick View, demonstrate understanding of the 7 Coaching Quality Indicators, and begin to apply knowledge of caregiver coaching.

MENTORSHIP PHASE Week 1

The **TECHNOLOGY TRAINING** is designed to be completed independently using the **Technology Guide** (with companion video if needed), with an expected time expenditure of 60 minutes.

*Please see the **Technology Guide** page 16 for checklist to complete the Technology Training:

All 3 steps are due this week

1. Record and Upload Practice Video
2. Ready Practice Video Clip
3. Complete Self-Assessment, Publish, & Share with Coach

Housed on Blackboard Technology, TORSH & Rubric tab

- Technology Guide
- Kentucky Coaching Adherence Rubric
- Downloadable CEITMP KEIS Family Consent
- Family Letter
- Sample Self-Assessment

Consent Reminder	Ensure you have requested and obtained signed consent from families, either electronically or hard copy so that you may begin recording sessions.

SUPPLEMENTAL RESOURCE

Brief article titled "Adult Learning Principle 1. Making Intervention Immediately Relevant" https://www.veipd.org/earlyintervention/adult-learning-principle-1-making-intervention-immediately-relevant/

MENTORSHIP PHASE Week 2

Group Meeting 4

1. Introduction to the Rubric, Coaching Quality Indicators, & CQ Intros
2. Discuss scoring in preparation for demonstrating fidelity to caregiver coaching

Review CQ Intros on TORSH	Please review the collection of CQ Intros – video clips highlighting each Coaching Quality Indicator from the KCAR (rubric) on the exemplar tab in TORSH
Begin recording	Having a collection of videos has proven to be beneficial as providers reflect on their coaching practices and prepare to submit clips. After obtaining signed consents, feel free to begin recording sessions.
Recommended Resource	**Handout: Foundations for Positive Outcomes**

SUPPLEMENTAL RESOURCE

Brief article on the adult learning principle of linking prior knowledge to new learning. https://www.veipd.org/earlyintervention/adult-learning-principle-2-linking-prior-knowledge-to-new-learning/

MENTORSHIP PHASE Week 3

1. In TORSH, review exemplars for the CQs you will submit this week
2. Ensure you have signed consent to record sessions with select families
3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach**

All 3 steps are due this week

1. Record and upload video
2. Ready one clip of designated CQs
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

Recommended Resource	**Handout: Destination: Caregiver-Driven Ending Joint Plans**

SUPPLEMENTAL RESOURCE

Handout: Child Learning Follow up Roadmap

MENTORSHIP PHASE Week 4

1. In TORSH, review exemplars for the CQs you will submit this week
2. Ensure you have signed consent to record sessions with select families
3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach**

All 3 steps are due this week

1. Record and upload video
2. Ready one clip of designated CQs
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

Recommended Resource	**Handout: Toolkit for Developing Effective Beginning Joint Plans**

SUPPLEMENTAL RESOURCE

Brief article titled "Partnering with Families When They Don't Want You There"
https://www.veipd.org/earlyintervention/partnering-with-families-when-they-dont-want-you-there/

MENTORSHIP PHASE Week 5	
1. In TORSH, review exemplars for the CQs you will submit this week 2. Ensure you have signed consent to record sessions with select families 3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach** **All 3 steps are due this week** 1. Record and upload video 2. Ready one clip of designated CQs 3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission	
Recommended Resource	**Handout: Observation**
SUPPLEMENTAL RESOURCE	
Brief article titled "Seize the opportunity to stand beside the parent" https://www.veipd.org/earlyintervention/seize-the-opportunity-to-stand-beside-the-parent/	

MENTORSHIP PHASE Week 6	
Group Meeting 5 1. Discuss reflections/questions regarding the Coaching Quality Indicators (CQs)? 2. Provider Topics.	
Recommended Resource	**Handout: Action Practice**
SUPPLEMENTAL RESOURCE	
Brief article titled "Watch me. Using Modeling as a Caregiver Teaching Tool https://www.veipd.org/earlyintervention/watch-me-using-modeling-as-a-caregiver-teaching-tool/	

MENTORSHIP PHASE Week 7

1. In TORSH, review exemplars for the CQs you will submit this week
2. Ensure you have signed consent to record sessions with select families
3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach**

All 3 steps are due this week

1. Record and upload video
2. Ready one clip of designated CQs
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

**Clips for mentorship phase weeks 7, 8, & 9 must be from a new video for which no feedback has previously been provided*

Recommended Resource	**Handout: Seven Steps to Intentional Modeling (also in Discovery Phase Week 10)**
Recommended Resource	**Handout: Solving the Rubric's Cube: Mastery Level Observation and Action/Practice**
SUPPLEMENTAL RESOURCE	
Handout: Flow of a coaching conversation Roadmap	

MENTORSHIP PHASE Week 8

1. In TORSH, review exemplars for the CQs you will submit this week
2. Ensure you have signed consent to record sessions with select families
3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach**

All 3 steps are due this week

1. Record and upload video
2. Ready one clip of designated CQs
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

Recommended Resource	**Handout: Mastery Level Reflection and Feedback: Stronger Together**
SUPPLEMENTAL RESOURCE	
Brief article on the adult learning principle "Feedback is How We Grow" https://www.veipd.org/earlyintervention/adult-learning-principle-5-feedback-is-how-we-grow/	

MENTORSHIP PHASE Week 9

1. In TORSH, review exemplars for the CQs you will submit this week
2. Ensure you have signed consent to record sessions with select families
3. See **Technology Guide** pages 22-27 for detailed directions to **submit ONE clip of designated CQs requested by coach**

All 3 steps are due this week

1. Record and upload video
2. Ready one clip of designated CQs
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

Recommended Resource	**Handout: Questions to Promote Partnerships with Families during EI Visits**

MENTORSHIP PHASE Week 10

Group Meeting 6

1. Discuss reflections/questions regarding the Coaching Quality Indicators (CQs)?
2. Prepare for transition to fidelity phase and demonstrating fidelity.
3. Meeting fidelity on Videos 1 & 2 qualifies as an exemption from submitting Video-3

Survey	***Please complete anonymous survey via email link following completion of Mentorship Phase.***

SUPPLEMENTAL RESOURCE

Brief article titled "DEC Recommended Practices: Teaming and Collaboration"
https://www.veipd.org/earlyintervention/dec-recommended-practices-teaming-and-collaboration/

Fidelity Phase

Congratulations on entering the Fidelity Phase of the *Coaching in Early Intervention Training and Mentorship Program*. In the Discovery Phase you built connections with your team and strengthened your foundational knowledge around caregiver coaching. In the Mentorship Phase, you began to apply your knowledge of early intervention caregiver coaching practices while being introduced to the ***Kentucky Coaching Adherence Rubric***. In the Fidelity Phase you will be supported in refining your interaction skills with families and caregivers to demonstrate implementation of caregiver coaching with fidelity beginning with submitting two full videos of early intervention visits.

Although not required to submit all your recordings, you are encouraged to continue to video record early intervention visits from beginning to end weekly. The TORSH Talent platform will continued to be used to support reflection based on the strength-based, caregiver coaching practices embedded in the ***Kentucky Coaching Adherence Rubric***. In addition, Recommended and Supplemental Resources are included on the syllabus and in weekly folders on Blackboard. The detailed Quick View is reflective of your active participation in one Group Meeting during the Fidelity Phase. The coaches will continue to support your learning and growth with the primary goals of you implementing caregiver coaching practices with fidelity; strengthening relationships with colleagues to build a web of support; and preparing for the next step of your professional growth.

Please note that providers who meet fidelity in both Video-1 and Video-2 can opt out of submitting a Video-3. At the same time, it is noteworthy to mention that videos earning a score of 17, with no CQs scored at the "not yet" level, will automatically be reviewed by another coach. Essential to the advancement from Fidelity Phase to Professional Development phase, providers must complete all required phase activities listed in **red** on the Quick View and they must demonstrate implementation of caregiver coaching practices with **fidelity** according to the ***Kentucky Coaching Adherence Rubric***. As providers meet fidelity, the final group meeting will be confirmed.

FIDELITY PHASE Week 1

Submit Video-1

1. In TORSH, review an exemplar of **a full session** (hint: filter for video)
2. Ensure you have signed consent to record sessions with select families
3. Please see **Technology Guide** pages 28-33 detailed directions to submit a full video of a typical session, highlighting all 7 CQs.

All 3 steps are due this week

1. Record and upload Video-1
2. Ready Video-1
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

**Video-1 must be a new video for which no feedback has previously been provided*

Recommended Resource	**Handout: Coaching Resources Review**

FIDELITY PHASE Week 2

Reflect and respond to feedback/questions on Video-1 offered by coach.

Directions also included on page 33 of the Technology Guide and companion video

1. In TORSH, under the video go to the **Self-Assessments** tab
2. Find the row of the coach's observation
3. At the end of the row, in the Actions column, hover over the **gear icon** and then select **Clone and Modify**
4. Once selected the coach's original rubric will be cloned. Please enter your comments or questions and respond to the coach's reflective questions/feedback directly within this new document.
5. After you have completed your reflection and responses, select **publish** at the top of the rubric. Then **share this new self-assessment** with the coach who provided your feedback.

SUPPLEMENTAL RESOURCE

Very short article titled "Adult learning principle 4. Practicing intervention strategies in real time" https://www.veipd.org/earlyintervention/adult-learning-principle-4-practicing-intervention-strategies-in-real-time/

FIDELITY PHASE Week 3

Group Meeting 7

1. Reflect on your progress and complete ***Fidelity to Coaching Reflection,*** located on Blackboard in the weekly folder. The content will be discussed during the group meeting; therefore, submitting the completed activity is not required.
2. Discuss caregiver coaching with fidelity.
3. Discuss strength-based documentation and how service Log entries may support continued fidelity to caregiver coaching.

Recommended Resource	**Handouts: Strength-based documentation: service log entry, assessment, and progress report examples**

FIDELITY PHASE Week 4

Submit Video-2

1. Ensure you have signed consent to record sessions with select families
2. Please see **Technology Guide** pages 28-33 for detailed directions to submit a full video of a typical session, highlighting all 7 CQs.

All 3 steps are due this week

1. Record and upload Video-2
2. Ready Video-2
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

**Video-2 must be a new video for which no feedback has previously been provided*

SUPPLEMENTAL RESOURCE

Brief article on the transition to using a coaching approach.

https://www.veipd.org/earlyintervention/coaching-its-about-more-than-just-asking-questions/

FIDELITY PHASE Week 5

Reflect and respond to feedback/questions on Video-2 offered by coach

Directions also included on page 33 of the Technology Guide and companion video

1. In TORSH, under the video go to the **Self-Assessments** tab
2. Find the row of the coach's observation
3. At the end of the row, in the Actions column, hover over the **gear icon** and then select **Clone and Modify**
4. Once selected the coach's original rubric will be cloned. Please enter your comments or questions and respond to the coach's reflective questions/feedback directly within this new document.
5. After you have completed your reflection and responses, select **publish** at the top of the rubric.
6. Then **share this new self-assessment** with the coach who provided your feedback.

Individual meetings scheduled with coaches as needed

SUPPLEMENTAL RESOURCE

Handout: Coachee Presents an Issue Roadmap

FIDELITY PHASE Week 6

***Submit Video-3**

1. Ensure you have signed consent to record sessions with select families
2. Please see **Technology Guide** pages 28-33 detailed directions to submit a full video of a typical session, highlighting all 7 CQs.

All 3 steps are due this week

1. Record and upload Video-3
2. Ready Video-3
3. Complete Self-Assessment, Publish, & Share with Coach with **high** permission

Video-3 must be a new video for which no feedback has previously been provided

***Opportunity to opt out of submitting Video-3**

- *If fidelity was met on both VIDEO-1 & VIDEO-2 providers may opt out of submitting Video-3*
- *Providers can choose, however, to submit a Video-3 to further develop their caregiver coaching skills, advance their ratings on the rubric, and receive additional coach feedback*
- *To ensure ample time for coach feedback and consideration for initial maintenance period determination, optional Video-3s are due to the assigned rater by the end of Professional Development Phase Week 1*

SUPPLEMENTAL RESOURCE

Article "From Couching to Coaching" How do we get families engaged in early intervention? It starts with us communicating their enormous influence on their children's development. https://leader.pubs.asha.org/doi/10.1044/leader.FTR1.23102018.46

Professional Development Phase

Congratulations on entering the Professional Development Phase of the *Coaching in Early Intervention Training and Mentorship Program*. In the Discovery Phase you built connections with your team and strengthened your foundational knowledge of caregiver coaching. In the Mentorship Phase, you began to apply your knowledge of strength-based, caregiver coaching practices using the framework of the ***Kentucky Coaching Adherence Rubric***. In the Fidelity Phase you refined your skills and demonstrated the implementation of caregiver coaching with fidelity. In the Professional Development Phase you will reflect on your current caregiver coaching practices, develop a plan that supports your consistent use of strength-based caregiver coaching practices in early intervention and expanding your collegial network of support, and offer program feedback. Essential to the completion of the CEITMP, providers must complete all required phase activities listed in **red** on the Quick View**.** Certificates of Completion with program hours/CEUs will be issued after fidelity has been met, all required activities completed, and all loaned equipment and materials have been returned.

PROFESSIONAL DEVELOPMENT PHASE Week 1
Review baseline video and reflect on the progress made toward implementing a caregiver coaching approach with fidelity.
SUPPLEMENTAL RESOURCE
Early Childhood Coaching Handbook Chapter: "Coaching as Part of Professional Development"

PROFESSIONAL DEVELOPMENT PHASE Week 2	
Group Meeting 8 1. After **meeting fidelity**, the final group meeting will be confirmed. 2. Reflect on caregiver coaching progress and strategies for maintaining a caregiver coaching approach as you prepare to develop your Professional Development Plan and plan for Maintenance • Recognize KY KEIS Early Intervention Provider Performance Standards & Self-Assessment as tools to self-monitor EI practices 3. Consider how you will continue with the web of support around caregiver coaching in early intervention 4. Add CEITMP@louisville.edu in your email contact list, as future maintenance communication will be sent from this email address	
Equipment Return	Borrowed equipment, books or materials are due to be returned to the POE office.
Recommended Resource	**Early Intervention Provider Performance Standards** https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/fs/PerformanceStandards.pdf **Early Intervention Provider Self-Assessment** https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/fs/EIProviderSelfAssessment.pdf
SUPPLEMENTAL RESOURCE	
Brief article titled "Top 5 List for Adopting Coaching Practices" http://veipd.org/earlyintervention/2014/05/08/top-5-list-for-adopting-coaching-practices/	

PROFESSIONAL DEVELOPMENT PHASE Week 3	
Submission	1. Develop your **CEITMP PD Plan** targeting 1 priority related to your caregiver coaching practice and email to your coach. The CEITMP PD Plan is on Blackboard in the weekly folder. 2. Your CEITMP PD Plan must include your first maintenance period. It is highly recommended that you make a note of this so that you will be expecting emails from the SLA and CEITMP@louisville.edu which will begin approximately 3 months before your maintenance period.
Exit Survey	Please complete anonymous **Exit Survey** which will be sent via email link.
Download Videos & Rubrics from TORSH you wish to keep	**Please see Technology Guide for detailed directions for downloading rubrics and videos** 1. Download any of your own videos and rubrics that you would like to keep. 2. Your current TORSH Talent account will be deleted when your cohort concludes, and ***you will be issued NEW information for submitting in your Maintenance Period.***
Blackboard Resources	1. Download any of the resources from Blackboard you would like to keep. 2. Your Blackboard account will expire soon after you cohort concludes.
SUPPLEMENTAL RESOURCE	
Early Childhood Coaching Handbook Chapter: "The Future of Coaching in Early Childhood Intervention"	

Kentucky Coaching Adherence Rubric – Revised

The ***Kentucky Coaching Adherence Rubric (Revised)*** is a set of 7 defined coaching quality indicators reflecting various skills that providers utilize to build the confidence and competence of caregivers. Each Coaching Quality Indicator (CQ) contains behavioral descriptors, representing a continuum of coaching quality ranging from 0 to 4 or "not yet", "knowledge", "awareness", "application", "mastery".

The ***Coaching Quality Indicators*** include:

CQ1 - Fostering Trusting Relationships: Throughout the visit the provider emphasizes the professional partnership with the caregiver and shows genuine interest in the whole family. The trusting relationship is fostered as the provider authentically connects and actively listens to the caregiver; shapes the entire visit around their topics, priorities, and concerns; and communicates in respectful, strength-based, supportive ways.

CQ2 – Caregiver Beginning Joint Plan: The provider intentionally engages the caregiver early in the session to review their previous joint plan and actions. Provider facilitation supports the caregiver to develop an explicit, detailed plan for current visit. The joint plan is implemented.

CQ3 – Observation: The provider observes the caregiver and child in prioritized established routine or activities/to understand what has been occurring. Following the observed activities/interactions, the provider supports caregiver reflection to elicit their insights, problem-solve, determine next steps, and/or flow to guided practice.

CQ4 – Guided Practice: The provider uses intentional modeling, cuing, prompting, and/or reflection to support caregiver to practice new or refined strategies/activities related to their identified priorities. During practice, the provider engages the caregiver to reflect on the effectiveness of these strategies, refinements needed, confidence to implement outside of early intervention visits, and a plan for generalizing to other routines, contexts, or settings.

CQ5 – Feedback: Throughout the visit, the provider affirms caregiver reflections, efforts, and ideas with substantive feedback to attempt to expand caregiver insight and learning. Suggestions and additional information are respectfully made after reflection and with permission, if appropriate.

CQ6 – Reflection: Throughout the visit, the provider has a sense of curiosity in exploring the caregiver's experiences and priorities by asking open-ended, non-leading, reflective questions to stimulate caregiver thinking, deepen their insights, and promote problem-solving.

CQ7 – Caregiver Joint Plan at the End: The provider engages caregiver at the end of the session to develop their detailed plans for actions between visits and for the next visit centered on their priorities. The provider plans the next visit around the caregiver priority, preferred contexts, methods, and purpose. This two-part plan clearly sets the agenda for the next visit.

Instructions and Use:

This tool will be used to measure providers' implementation of coaching practices with fidelity during early intervention visits with caregivers and families. Following review of an early intervention session, rate the evidence of coaching quality on the rubric by circling the behavior rating descriptor. Using he continuum of scores a total score of 28 is possible, with fidelity established by a score of 18 with no zeros "0s" or ones "1s".

Kentucky Coaching Adherence Rubric – Revised

CQ	PROVIDER…	Not Yet 0	Knowledge 1	Awareness 2	Application 3	Mastery 4
CQ1 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
CQ2 B J P	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
CQ3 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
CQ4 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
CQ5 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
CQ6 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
CQ7 E JP	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

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Rubric 12.0 Version 10.3.2023

ACCOMMODATIONS

If any of the learning activities in the Coaching in Early Intervention Training and Mentorship Program require accommodations to participate and complete requirements, please contact us at coaches@louisville.edu.

Kentucky Public Health
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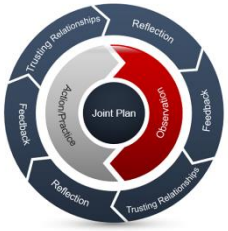

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Federal Funds Support the Coaching in Early Intervention Training and Mentorship Program

Grant Number : H181A200085