

Transitioning to Quality Series

Mastery Level Ending Joint Plans

Issue #10 | March 2023

Coaching in Early Intervention Training and Mentorship Program

University of Louisville School of Medicine
Department of Pediatrics
571 S. Floyd Street, Suite 233
Louisville, KY 40202
(502) 852-9196
ceitmp@louisville.edu



MASTERY LEVEL ENDING JOINT PLANS:

The Kentucky Coaching Adherence Rubric states that mastery level ending joint plans *end the visit by engaging with the caregiver to reflect and develop more detailed plans for between visits and the next visit that includes caregiver's priority, preferred contexts, methods, and purpose.*

The reason we support caregivers to create the plan is twofold:

- 1) So caregivers have a plan to independently implement activities around their priorities during natural routines between visits.
- 2) Both caregivers and providers have a shared expectation for the next visit and can prepare accordingly.

What does a detailed, specific plan entail? Think of the ending joint plan discussion like planning a road trip.

ENDING JOINT PLANS: MOVING TO MASTERY



We put thought and preparation into planning a road trip. Before leaving, we schedule time off, develop an itinerary of activities, and plan what we need to pack for those activities.

Let's apply this analogy to the ending joint plans we develop with caregivers. We ask them about their priorities (between visit and next visit) with open-ended questions—think of this as the destination of their trip. Once they select the priority, we use reflective questions to develop details that will support them in mapping a route to reach their destination.

We can use "wh" questions to guide caregiver reflection. We facilitate the plan responsively--some caregivers may provide multiple details from a single question, while others may need additional scaffolding from us to develop a specific plan. Ultimately, when caregivers respond with ideas that fit naturally into their current routines and activities using strategies and materials they choose, this places them in the driver's seat for the trip—resulting in a plan that is tailored to the family's needs and interests.

Tip: Leave time to plan

We often feel rushed and experience the hectic nature of the last few minutes of a session, especially with young children who may be fussy, and caregivers who may be more chatty or others who need more scaffolding to answer questions. Be sure to leave enough time to develop a strong ending joint plan.



MASTERY LEVEL ENDING JOINT PLAN EXAMPLES

Well-developed ending joint plans around the caregiver’s priority should include details like the routines, setting/context, purpose, desired outcomes, strategies, activities, materials, and who (caregivers, siblings, peers) will be involved. The following chart shows an example of one scenario with questions tailored to the caregiver’s priority resulting in a rich, detailed plan. As caregivers become accustomed to creating joint plans each session, they may begin to offer details and fewer questions may be needed.

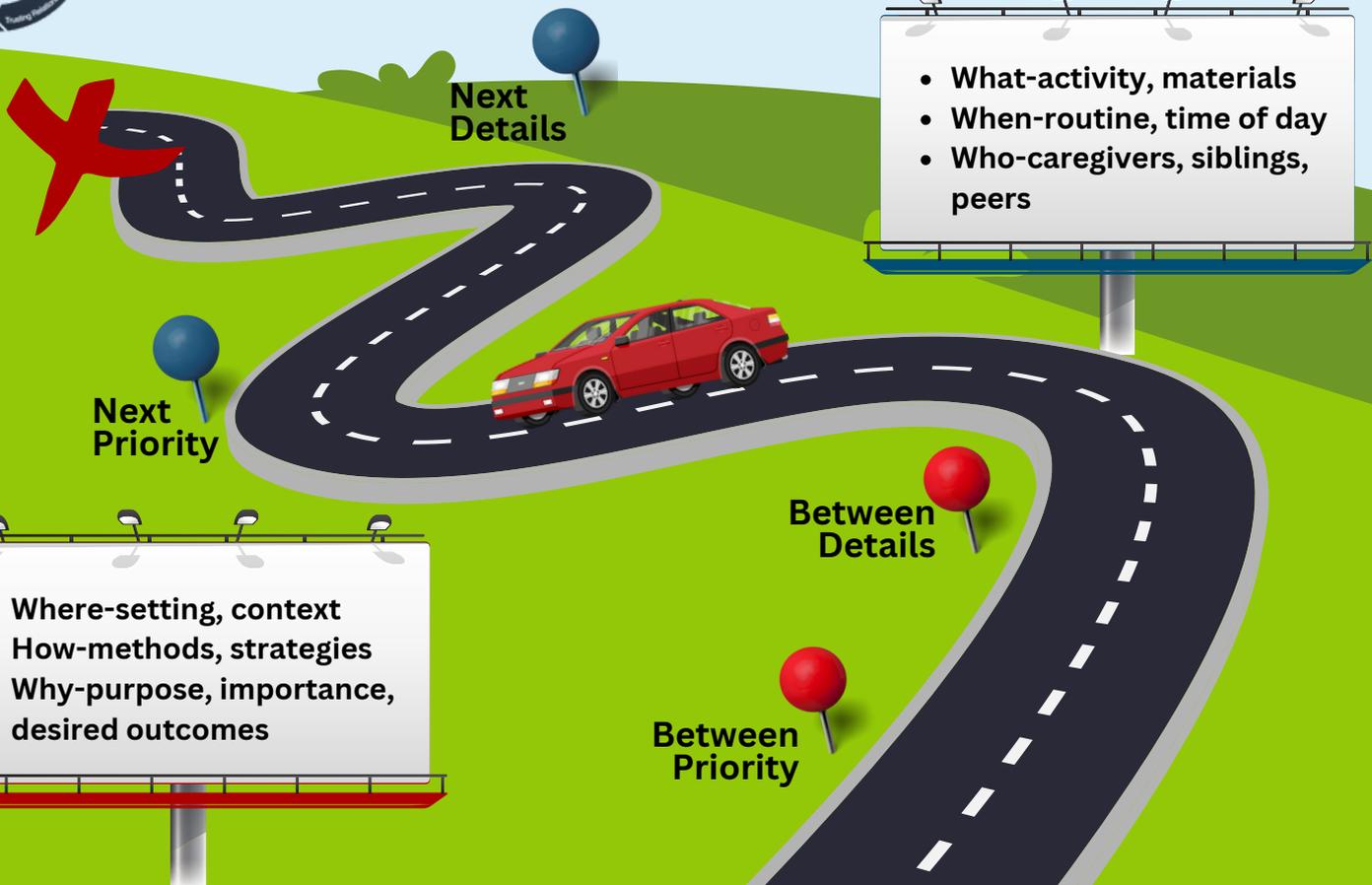
Reflective question examples	Priority	Between session plan caregiver response	Next session plan caregiver response	Detail type elicited
What do you want to work on?	Him helping with putting on his clothes			
Why is this important to you? OR How would helping him put on his clothes make your routines easier?		I want him to be able to pull his pants up after he uses the potty at childcare	Mornings and afternoons are stressful and a tantrum right before we go out the door makes us late and cranky	Routine Context Purpose
When in your daily routines would be a good time to practice?		After bath at night and changing out of pajamas in the morning	Putting on shoes and coat before we go out the door (consider scheduling next visit around this routine)	Routine Materials
Which strategies will you use?		I’ll put his feet into the pants and ask him to pull up, helping him grab onto the waistband	I’ll use ‘first/then’, like first you put on shoes and coat and then we go out the door	Strategies Materials Routine
What do you hope happens?		My goal is for him to be able to pull on his pants	I hope he cooperates with putting on his shoes and coat	Purpose Desired outcome Materials

Click to watch a caregiver actively participating in her third early intervention visit. Just a few responsive, reflective questions result in a detail-rich ending joint plan that includes the purpose, desired outcomes, routines, materials, and strategies.



Destination: Caregiver Driven Ending Joint Plans

Reflective and scaffolding questions support caregivers to develop ending joint plans for their priorities that are clear, specific, and embedded in daily life.



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

