

Transitioning to Quality Series

Mastery Level Observation & Action/Practice

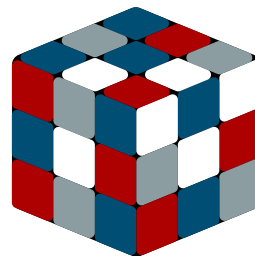
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Coaching in Early Intervention Training and Mentorship Program

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Solving the *Rubric's* Cube



Providers who are in the Maintenance phase of the CEITMP have demonstrated solid skills in the areas of Observation and Action/Practice - scoring at Awareness level or higher on the Kentucky Coaching Adherence Rubric. Of course, as professionals who want the best for our children and families, we strive to provide the highest quality service possible. In this newsletter, we explore what it takes to solve the Rubric's Cube, with a particular focus on moving up the continuum from application to mastery in Observation (CQ3) and Action/Practice (CQ4).

Like solving a Rubik's cube, we need to plan ahead, adjust, and multitask to ensure key aspects of each Coaching Quality Indicator flow together in the right combination. Achieving mastery in CQ3 and CQ4 requires creativity, patience, sequencing, and problem solving. Putting in the effort to reach mastery will result in establishing respectful partnerships with caregivers during observation and action/practice that will bolster their competence and confidence to carry out strategies and activities independently between visits.



OBSERVATION: MOVING TO MASTERY

What are the key elements that distinguish mastery in observation? At mastery, we **explain the purpose** of observation and **intentionally observe** the child and caregiver engaged in an activity **related to the caregiver's priority** established in the beginning joint plan.

Masterful observations are **led by the caregiver** and take place in **natural, authentic routines**. At awareness or application levels, feedback may be given before the caregiver has an opportunity to reflect, and only one reflective question is required. However, at mastery level, we give caregivers **multiple opportunities to reflect** before we offer feedback, with the purpose of understanding the family's experience and/or perspective.

At awareness or application , there may be missed opportunities to use the information or strategies that arise from reflection, but at mastery the result of **collaborative discussion** between the caregiver and provider **flows into action/practice**, allowing caregivers a chance to explore their ideas.

ACTION/PRACTICE: MOVING TO MASTERY

Action/Practice **flows from observation** and is a critical segment of early intervention sessions during which caregivers try something new with their child.

At the awareness or application level, time caregivers spend engaging with their child in practice may be limited. At mastery level, we use **intentional models**, cues and prompts, including explaining techniques and strategies, and invite caregivers to practice. We ensure caregivers spend enough time **practicing new strategies or activities related to their priority**.

Only one reflective question about the practice is required to score at application, but at mastery we **ask caregivers multiple, quality reflective questions** to determine the effectiveness of the strategies used to make any necessary refinements. Action/practice often occurs on the floor with toys, however, at mastery it takes place in **authentic family routines** and is linked to additional contexts or routines through reflective questions. Ideally caregivers feel confident after the session to **independently implement the strategies** throughout the week.

Click below to see an example of mastery level observation flowing into action/practice



