Professional Development Enhances EI Provider Coaching Adherence

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Introduction

- Despite research evidence, DEC Mission and Key Principles, advocating for EI providers to support caregivers as the agents of change in EI, a **research-to-practice gap remains** (Bruder et al., 2021; Romano & Schnurr, 2020)

- The field can close this gap and promote workforce development with PD that provides (Childress et al., 2021; Dunst et al., 2015; Spence & Santos, 2019):
  - EB information/ examples
  - field-based practice
  - sustained mentorship

We investigated the impact of an evidence-informed PD program on the ability of EI providers to coach with fidelity and explored differences by method of service delivery and provider demographics.

Methods

- **Study Design:** Retrospective Group research design

- **Participants:** 261 Kentucky EI providers (Table 2)

- **Intervention: 3**2-week evidence informed PD program

- **Measure:** Kentucky Coaching Adherence Rubric – Revised (KCAR-R)

- **Data Analysis:** repeated measure ANOVA: by phase, discipline, years experience,

- method of delivery (in person [n=157] vs. telehealth [n=100] visits).

PD Intervention

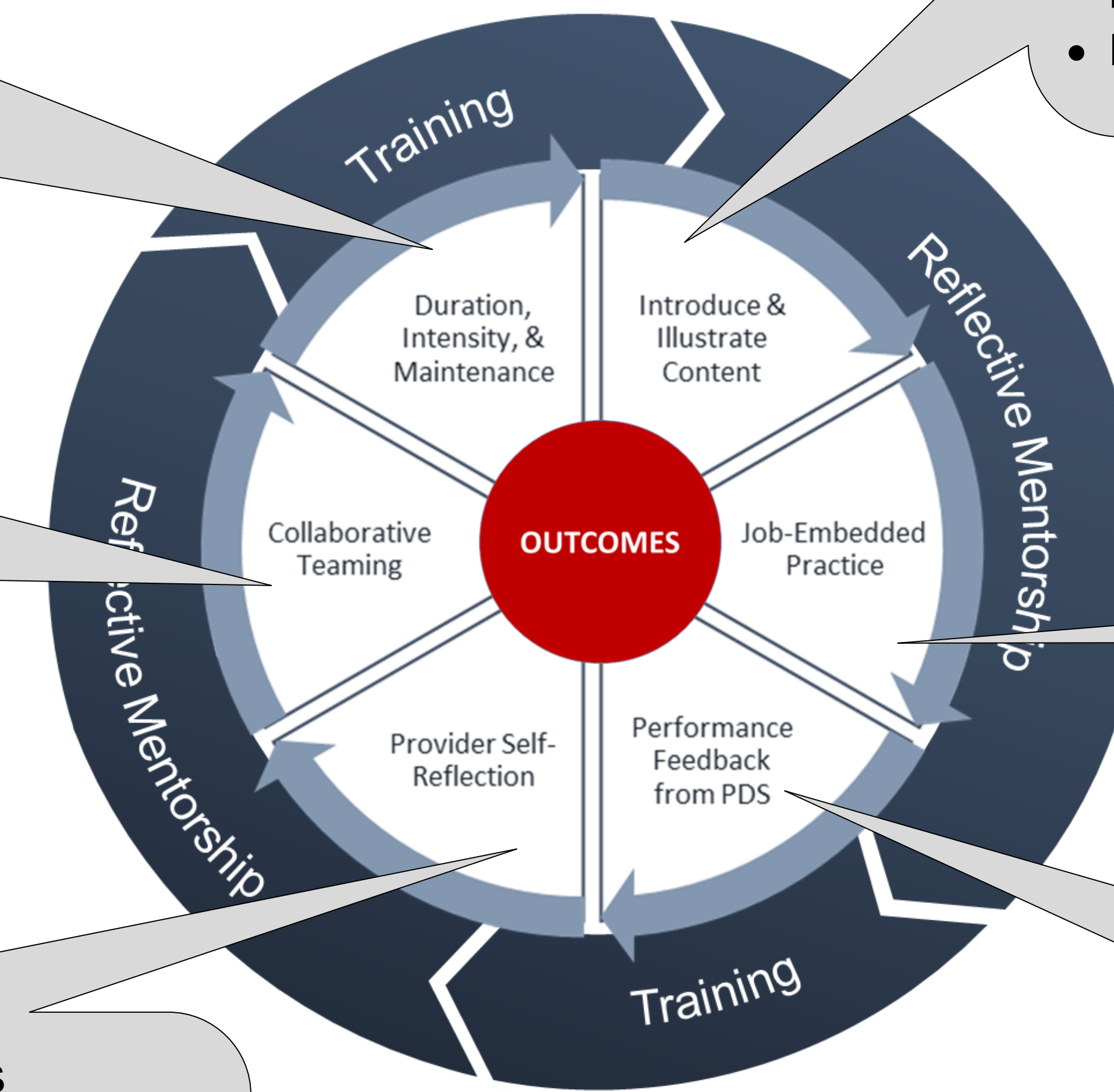**Figure 1: Intervention Model**

- 32 weeks/ 30-90 min/week outside work
- Providers offered flexibility in cohort enrollment
- PDS supports development of PD plan for sustaining coaching practices
- PDS facilitates monthly group discussions to review content and promote reflection on coaching practices
- Periodic maintenance video submissions to receive performance feedback

Coaching in
Early
Intervention
Training and
Mentorship
Program

Discovery
Mentorship
Fidelity
Professional Development
Maintenance

- 30 EI providers are assigned a dedicated PDS mentor in teams of 3-6
- PDS facilitates 90-min monthly virtual small group discussion and reflection

- EI providers practice and reflect on progress
- EI providers video record their sessions and self-assess their coaching practices
- EI providers self-reflect on coaching practices via anonymous survey questions responses, eLearning lesson, and journaling activity

Figure 2 Professional Development System

Training — Reflective Mentorship — Training — Reflective Mentorship

Duration, Intensity, & Maintenance / Introduce & Illustrate Content / Collaborative Teaming / OUTCOMES / Job-Embedded Practice / Provider Self-Reflection / Performance Feedback from PDS

- Syllabus outlines program objectives, activities, resources, and measure
- Asynchronous exemplar video demonstrations of coaching
- Dunn & Pope Coaching eLearning lessons
- Rush & Shelden, (2020) Early Childhood Coaching Handbook
- PDS introduce, discuss, and model coaching practices

- EI providers transition to/strengthen embedding coaching practices into sessions.
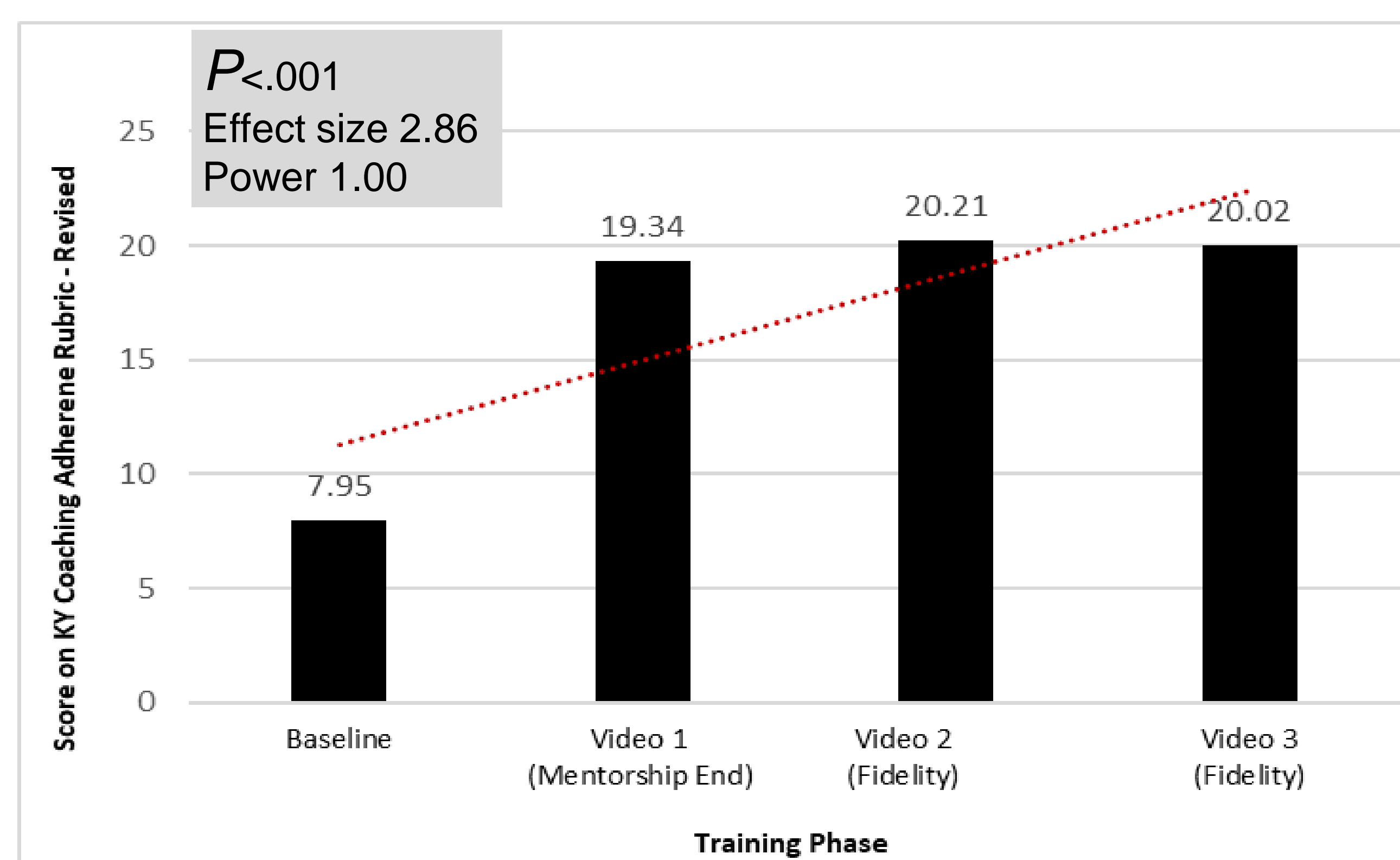
- PDSs offer time-synced written performance feedback on recordings of their EI visits via TORSH
- PDS offers individualized support and feedback throughout CEITMP

Results

Table 1 Adherence to Coaching by Discipline & Years' Experience

Demographic	N	Baseline M(SD)	Fidelity M (SD)
Discipline			
ECSE	82	7.46 (3.86)	18.61 (3.44)
OT	48	8.46 (3.94)	19.75 (3.63)
PT	25	9.48 (4.71)	20.20 (3.67)
SLP	106	7.78 (3.99)	19.50 (3.73)
Experience (Yrs)			
Less than 3	68	7.71 (3.93)	18.36 (3.27)
3 - 9	97	7.79 (4.16)	19.79 (3.52)
10 - 19	64	8.41 (4.17)	19.32 (3.88)
> 20	34	8.03 (3.91)	19.67 (3.97)
Total	261	7.95 (4.06)	19.34 (3.60)

Figure 3 Significant Improvement in Adherence to Coaching

$P_{<.001}$
Effect size 2.86
Power 1.00

Score on KY Coaching Adherence Rubric - Revised

Baseline: 7.95
Video 1 (Mentorship End): 19.34
Video 2 (Fidelity): 20.21
Video 3 (Fidelity): 20.02

Training Phase

- **Telehealth** was statistically higher than in-person sessions at both baseline and Video 1 time periods (p<.001)
- The PD program was impactful in changing practices **regardless of provider discipline** or **years of experience**

Conclusion

- CEITMP leads to significant improvements in coaching practices for all professional disciplines and levels of experience

- Telehealth delivered services had higher adherence to coaching

- Active ingredients of outcomes:
  - strong state-level support
  - collaborative teaming
  - authentic job-embedded practice
  - reflective mentoring
  - performance feedback
  - sufficient duration/ intensity with ongoing follow up support; and multiple opportunities and varied formats for engaging with content

Selected References

- Childress, D. C., Raver, S. A., Eckhoff, A., & Gear, S. B. (2021). Technology-mediated professional development for early intervention service providers: connecting adult learning with caregiver support. *Professional Development in Education*, 1-15.
- Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes. *Educational Research and Reviews, 10*(12), 1731–1744.
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