



## The Power of 2

FIT  
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NEW MEXICO HEALTH | CENTER FOR EARLY INTERVENTION & DISABILITY

## Paradigm shift from training to professional development



This will take a partnership between FIT providers, ECN and the FIT team over the months ahead...

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## FIT PD Plan – Key elements

- Establishing PD Leadership teams
- Webinar – Foundations of Coaching (the power of 2)
- Practice Based Coaching training – for lead coaches
- Early Intervention Practices training (FGRBI / Caregiver coaching / SS-OO-PP-RR) –Video training (incl. distribute equipment)
- Purchase TORSH Talent – video coaching accounts
- Develop / revise IFSP-QRS; TTA; Assessment; Family Service Coordination professional development
- All FIT PD activities will be assess using the PD Rubric (adapted from Illinois)

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## Objectives


- Participants will learn the evidence to support the use of coaching in early childhood
- Participants will learn the key characteristics of coaching
- Participants will understand the application of coaching to early intervention including:

***practice based coaching and caregiver coaching***

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## Why do I need to know how to Coach?

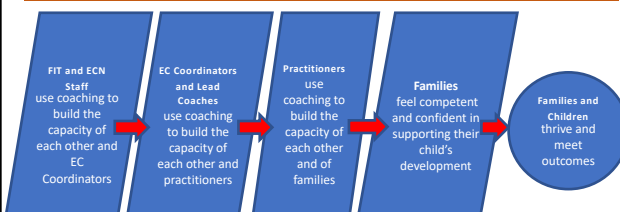
- Coaching is an evidence based approach to build adult competence and confidence
  - IDEA Part C: “enhance the capacity of families to meet their child’s needs”
- DEC Recommended Practices: Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult child interactions and instruction intentionally designed to promote child learning and development
- #7 Key Principle: Interventions with young children and family members must be based on explicit principles, validated practices, best available research and relevant laws and regulations



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## Why Coaching?

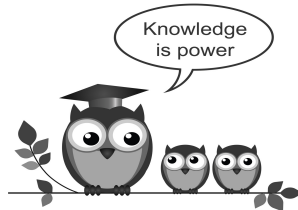
To create a system of capacity building to ultimately improve family and child outcomes



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## Coaching is....

**An effective adult learning strategy used to promote the learner's knowledge**



Doyle, 1999; Flaherty, 1999;  
Kinlaw, 1999; Hayes, 2007)



## Coaching is....

**About helping others achieve results or overcome obstacles to get from where they are now to where they want to be in the future**



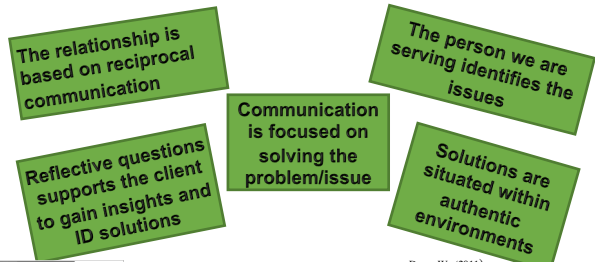
## What do we know about coaching?

- Research from many fields supports the use of coaching
- There are many types of coaching  
(teams, life coaches, executive coaches, health coaches, literacy coaches etc.)



## CORE PRINCIPLES OF COACHING

based on interprofessional evidence



Dunn, W. (2011)



## Traditional approach vs. Coaching approach

| TRADITIONAL | -2 | -1 | 0 | +1 | +2 | COACHING |
|-------------|----|----|---|----|----|----------|
| TALK        |    |    |   |    |    | LISTEN   |
| KNOW BEST   |    |    |   |    |    | TRUST    |
| DO          |    |    |   |    |    | REFLECT  |
| TELL        |    |    |   |    |    | ASK      |
| KNOW        |    |    |   |    |    | WONDER   |
| CHARGE IN   |    |    |   |    |    | WAIT     |



Dunn & Pope, 2012



**I Know! I have the answer!**  
**I'm the Expert!**



## Characteristics of an Effective Coach

- Uses active listening skills (listens more than talks)
- Good, clear communication skills
- Good at building relationships
- Empathetic
- Self-reflective
- Ability to regulate emotions
- Conscientious including being timely and meeting deadlines
- Committed learner and open to experience
- Personal integrity (trusting, honest)
- Skilled at providing feedback



## School of Coaching Mastery Process for Coaching

### Connect

Establish relationship with person we are coaching

### Clarify

Uncover the details of the situation and what the person wants

### Create

Support the person to strategize and make a plan



Julia Stewart  
[www.schoolofcoachingmastery.com](http://www.schoolofcoachingmastery.com)



## Coaching: *steps to follow*

- **Introduction**  
something good that happened...
- **Identify goals**  
What do you want to accomplish today?
- **Ask reflective questions**  
What does it look like now?
- **HALF WAY: check in on goal for the session**
- **Ask more reflective questions**  
How would you like it to be?
- **Create a joint plan**  
What would you like to try?



## Coaching: Reflective Questions

### AWARENESS

What do you know about.....?  
What have you tried?  
What happened when you....?  
What supports were most helpful?

### ANALYSIS

How does that compare to what you did before?  
What do you think will happen if you...?  
How is that consistent with your goals?

### ALTERNATIVES

What else could you have done?  
What would it take for you to be able to.....?  
What might make it work better next time?

### ACTION

What do you plan to do?  
What supports do you need to take that step?  
Where will you get the resources you need?



(Dunn - 2009; adapted from Birch & Sheldens, 2005a & b)



## What are the benefits and risks?

### RISKS OF EMPLOYING A TRADITIONAL APPROACH

- We don't learn about what the person has tried and thought about
- We offer suggestions that don't fit their learning styles
- We make people feel incapable of doing their best job
- We create dependence
- We employ practices without adequate evidence

### BENEFITS OF EMPLOYING A COACHING APPROACH

- We find out all the things a person has already done
- We remain clearly focused on participation or ideas that matter to the person
- We expose a person's capacity to solve their problems
- We support independence in problem solving
- We employ evidence based practices



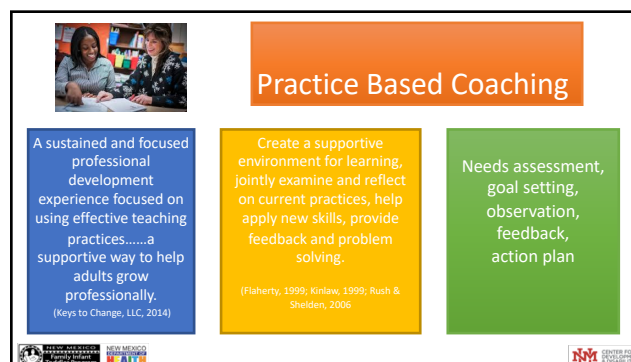
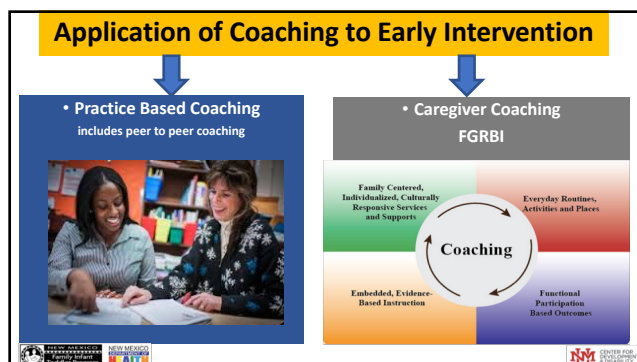
Dunn & Pope, 2012




Be curious,  
not judgmental.

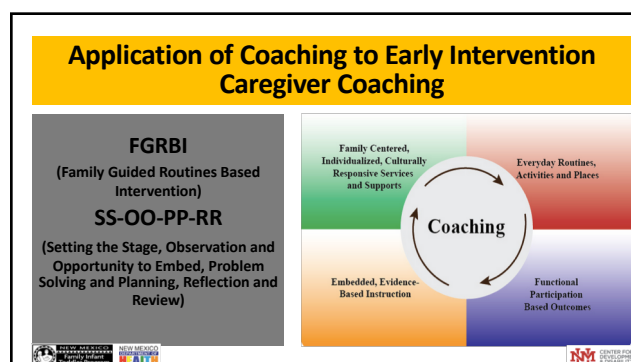
- Walt Whitman








*Teachers who were supported by coaches to change their practices were 85% more likely to change their practices compared to a 10% change from an in-service or workshop*




### When we use CAREGIVER COACHING practices....

- Caregivers are much **more likely to use new skills** and ideas within the context of their lives
- Caregivers feel **competent to handle new situations** that arise
- Caregivers **recognize their own abilities and strengths** in meeting child and family outcomes



Dunst, C.J., & Trivette, C.M. (1996). Empowerment, effective help-giving practices and family-centered care. *Pediatric Nursing*, 22, 334-337, 343.

"It's good to be curious about many things."



Fred Rogers

Questions?

