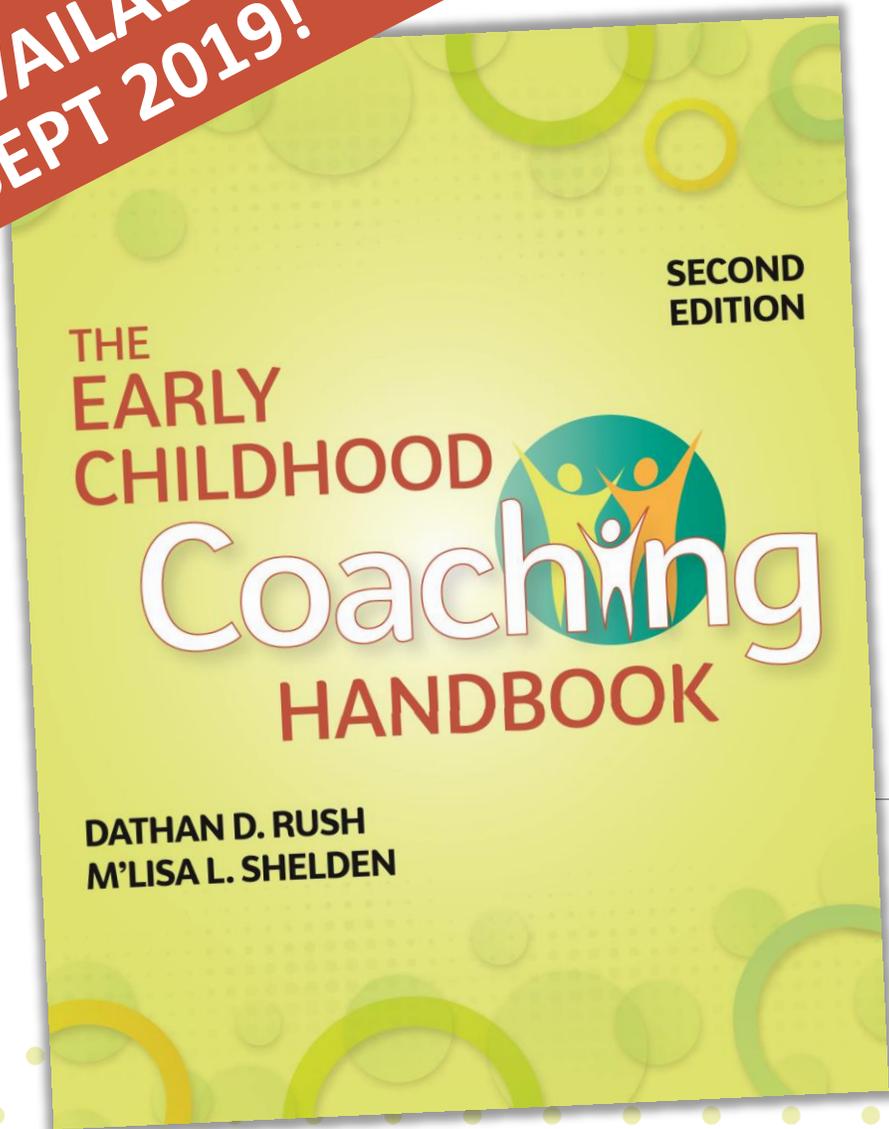


AVAILABLE
SEPT 2019!



NEW EDITION

of **bestselling guide** for
successful coaching
practices!

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Contents

- 1 *About [The Early Childhood Coaching Handbook, Second Edition](#)*
- 2 *Features*
- 3 *New Content*
- 4 *Online Forms*

About *The Early Childhood Coaching Handbook, Second Edition*

About *The Early Childhood Coaching Handbook, Second Edition*

How can you support both colleagues and families as they **enhance their knowledge, develop new skills, and promote healthy development of young children?**

Coaching is the key—and the new edition of this bestselling guide is packed with even more practical tools to help early childhood professionals conduct skillful coaching in homes, schools, and communities.

Like the popular first edition, this book walks you step-by-step through the **five characteristics of successful coaching practices:**

- observation
- reflection
- joint planning
- action
- feedback

Features

About the Features

The Early Childhood Coaching Handbook, Second Edition includes a variety of features designed to enhance reader understanding.

Examples include:



Terminology definitions



Remember notations



Sample completed forms



Coaching scripts and scenarios



Chapter conclusions



References



Embedded opportunities to *reflect, observe, and practice*



Figures and tables



Coaching Scenario Matrix



Terminology Definitions

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Chapter 1

Caregiver—Any individual who cares for and is important in the life of a child, including, but not limited to, a grandparent, aunt, uncle, family friend, baby sitter, and nanny.

Child care provider—An individual who works in a child care center or family child care home.

Coach—The person using the coaching characteristics described in this book to support the learning and development of another individual to achieve a desired or intended outcome.

Coachee—The individual who has a desired outcome and who receives the support of someone serving in a coaching role.

Chapter 1 defines more than a dozen important terms and explains these terms in the context of *The Early Childhood Coaching Handbook, Second Edition*.



Coaching Scripts and Scenarios

Coaching Example

The following scenario illustrates Kathy using a coaching approach on the same topic with the same participants. Notice how Kathy begins this portion of the visit and how she uses reflective questions to build Heather's capacity around the book-reading activity. Note, too, the manner in which Kathy provides feedback to Heather after she reads the book to Manuel.

- • • • **Kathy:** Heather, the last time I visited, you mentioned that you really want Manuel to be ready for the Head Start classroom when he turns 3 years old. You also said that you want him to be able to read and write as soon as he can.
- Heather:** I want him to do good in school. I know he is still too little to really know how to read and write, but I think he's really smart, so I want to help him as much as I can.
- Kathy:** Manuel is a smart little boy! It's never too early to start thinking about these things and how we can help our children learn. How do you think young children learn to read?

Coaching scripts and scenarios are woven into chapters to illustrate and provide examples for how individual characteristics or elements of the practices described might look when implemented.



Embedded Opportunities to *Reflect*



Reflect

Think about a family who you are supporting or have worked with recently. Take time to answer the following questions about specific ways that you implement components of family-centered care when you are talking with this family.

1. How do you create opportunities for informal dialogue with family members?
2. What are some ways that you acknowledge family strengths and competencies?

Opportunities for reflection include thinking about current or future practices and applying or using the information learned to build on one's own current knowledge and skills.



Embedded Opportunities to *Observe*



Observe

Take time to observe a family whom you are supporting, and consider specific opportunities for increasing parent responsiveness. Using interest-based activity settings as the venue will increase your odds of success.

Observations opportunities provide a time to observe one's own practices or the practices of others regarding a specific characteristic or element of coaching.



Embedded Opportunities to *Practice*



Practice

Think about the early childhood program or agency where you work. How does the program evaluate and ensure that positive outcomes are happening for children and families? What do you think about the process that your organization uses? What ideas do you have for improving or expanding this system to ensure that families and young children are receiving evidence-based supports and services from competent practitioners?

Now, think about yourself. How do you monitor your own competencies related to evidence-based practices in early childhood

Practice opportunities in each chapter include ideas for how to put information into action by applying what is being learned to a real-life context.



Remember Notations



Remember

Characteristics of an effective communicator include but are not limited to being caring, empathetic, and engaging.

Remember notations within each chapter contain important elements of coaching practices that are necessary for adding to or building one's own conceptual and operational frameworks for coaching.

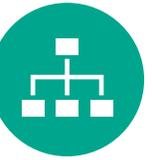


Chapter Conclusions

CONCLUSION

The purpose of this book is to define coaching and assist the reader in applying the research-based characteristics of coaching practices in early childhood contexts. The text describes an expert-based, rather than a peer-to-peer, approach to coaching and a contextual coaching model that includes elements of both goal-oriented and adult learning models. Ten key elements of coaching further describe how it may be implemented in early childhood contexts: Coaching should be consistent with adult learning and capacity-building research, and it should be nondirective, goal oriented, solution focused, performance based, reflective, collaborative, context driven, and as hands-on as it needs to be. Coaching may be used across early childhood settings and with all the important people who support children's learning and development within those settings.

Each chapter concludes with a summary to highlight key concepts from the text.



Figures and Tables

Table 2.1. Coaching practice characteristics

| Study | Joint planning | Observation | Action/practice | Reflection | Feedback |
|--|----------------|-------------|-----------------|------------|----------|
| Anderson & Radencich (2001) | Y | Y | Y | N | Y |
| Bowman & McCormick (2000) | Y | Y | Y | Y | Y |
| Bruce & Ross (2008) | Y | Y | Y | Y | Y |
| Delany & Arredondo (1998) | N | Y | Y | Y | Y |
| Gordon, Nolan, & Forlenza (1995) | Y | Y | Y | Y | Y |
| Hasbrouck (1997) | Y | Y | Y | Y | Y |
| Hendrickson, Gardner, Kaiser, & Riley (1993) | Y | Y | Y | Y | Y |
| Homa et al. (2008) | Y | Y | Y | Y | Y |
| Horowitz et al. (2001) | N | Y | Y | Y | Y |
| Hosack-Curlin (1988) | Y | Y | Y | N | Y |
| Huntington, Anderson, & Vail (1994) | N | Y | Y | N | Y |
| Kohler, Ezell, & Paluselli (1999) | Y | Y | Y | Y | N |
| Kohler, Crilley, Shearer, & Good (1997) | Y | Y | Y | Y | Y |

Tables and figures reinforce important concepts and provide ways to more easily understand the material.



Sample Completed Forms

COACHING PLAN

Name: *Pam & Charlotte T.* Date: _____

What is happening now?

*Charlotte is acting out
Charlotte will not stay in her car seat
Charlotte throws fit at the grocery store*

What would you like to have happen?

*Charlotte will be nicer
Charlotte will stay in her car seat
Charlotte will be happier at the grocery store, ride in the buggy without having a tantrum*

What can we do to see it happen?

| Action | Who | When | Results |
|--|-----|------|--|
| <i>Use "big girl" idea (Own cup or drink; talking more; using shorter phrases; waiting; offering choices; letting Charlotte do more for herself; talking with more expression)</i> | | | <i>Charlotte riding in car seat Sitting at table to eat Going out to get the mail Loading/unloading dishwasher Feeding the cat Shopping at grocery store</i> |

Figure 7.1. Coaching plan

Embedded examples walk readers through how to complete the included forms.

Fillable PDF forms are available online to purchasers of the book.



References

References

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The References section includes review articles, research findings, and other key references that can be used to find more information.



Coaching Scenario Matrix

| Page | Chapter | Type | Topic | Child Characteristics | Context | Coach | Coachee |
|------|---------|-----------|---------------------------------|--|-----------------------------------|------------------------------|--|
| 23 | 03 | Narrative | Donating toys to families | No specific child | Donating toys to a family | Early childhood practitioner | Mother who is underresourced |
| 27 | 03 | Script | Unexpected change in joint plan | No specific child | Watching TV | Early childhood practitioner | Child care provider—Family child care home |
| 28 | 03 | Narrative | Unexpected change in joint plan | Child with diagnosis of language delay | Catching crawdads | SLP | Father |
| 32 | 04 | Script | Consultation vs. Coaching | Child with diagnosis of cerebral palsy | Assistive technology in classroom | Early childhood practitioner | Child care provider |

The Coaching Scenario Matrix provides a comprehensive listing of all case examples, including type, topic, context, child characteristics, coachee, coach, and page numbers.

New Content

About the Content

In the new edition, you'll find the following:

- More **scripts and scenarios** that show what coaching looks and sounds like in the real world
- A **Coaching Scenario Matrix** to help you find relevant examples in seconds
- New chapter on **coaching for early intervention service coordinators**
- More guidance on **coaching throughout the IFSP process**

About the Content

- New examples that address **common coaching challenges**
- Expanded guidance on the **process of coaching coaches**
- **Answers to key questions** from the authors' popular training sessions
- **Practical forms** now available as fillable PDFs for download
- **Updated research** on the effectiveness of coaching

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| Chapter 11 | The Future of Coaching in Early Childhood Intervention |
| | References |
| | Coaching Scenario Matrix |

Online Forms

About the Forms

The blank forms included in the appendices are widely used for professional and educational purposes. These forms are now available as fillable PDFs, accessible online to purchasers of the second edition of *The Early Childhood Coaching Handbook*.

- Coaching Plan
- Coaching Practices Rating Scale
- Framework for Reflective Questioning
- Coaching Log

Coaching Plan

APPENDIX 5A

COACHING PLAN

Name: _____ Date: _____



What is happening now? → What would you like to have happen?

↓

What can we do to see it happen?

| Action | Who | When | Results |
|--------|-----|------|---------|
| | | | |

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Used to develop the initial coaching plan and the action plans for achieving desired outcomes

Framework for Reflective Questioning

APPENDIX 5B

FRAMEWORK FOR REFLECTIVE QUESTIONING

| Question content | Question Type | | | |
|--|--|---|--|--|
| | Awareness | Analysis | Alternatives | Action |
| Knowledge/Understanding (What you know) Probes (examples): How did you come to believe this? | What do you know about...? What is your current understanding of (topic, situation)? Probes (examples): How did you come to believe this? | How does that compare with what you want to know about...? How is that consistent with (standards, evidence)...? What do you know now after trying...? How does that compare with what you originally thought? | How could you find out about...? What different things could you do to learn more about...? What are other ways to view this for next time? | How do you plan to learn more about...? What option do you choose? How are you going to put that into place? Probes (examples): What resources do you have? What supports will you need? Where will you get them? |
| Practice (What you did) Probes (examples): What is the present situation in more detail? Where does that occur most often? When did you first notice this? | How are you currently doing...? What kinds of things did you do (have you done so far)? What kinds of things did you try? Probes (examples): What is the present situation in more detail? Where does that occur most often? When did you first notice this? | How is that consistent with what you intended to do (wanted to do)? How is that consistent with standards? What new things are you learning to do? What did you do that worked well? What else could you have done to make practice consistent with standards? | What would you do differently next time? How might you go about doing that? What different ways could you approach this? Probes (examples): What would it take for you to be able to do...? What would you need to do personally in order to do...? | What do you plan to do? When will you do this? What option did you choose? Probes (examples): What types of supports will you need? What resources do you have? What would it take for you to be able to do...? What would you need to do personally in order to do...? |
| Outcomes (What the result was) Probes (examples): What was the result? | How did that work for you? What happened when you did...? What did you achieve when you did that? What went well? Probes (examples): What was the result? | How did you know you needed to do something else? How did that match (or differ from) what you expected (or wanted) to happen? How do these outcomes compare with expected outcomes based on standards of practice? What should happen if you're really doing (practice)? What brought about that result? How effective was it to do that? What went well? What do you think about...? How much control do you have over the outcome? | What else might happen when you do...? What different things could you have done to get expected outcomes? What might make it work even better next time? Which option could get the best result? What do you plan to do differently next time? | What types of supports will you need? What resources do you have (will you need)? Where will you get them? |
| Evaluation (What do you think about the process) Probes (examples): What do you think about...? How was that consistent with what you expected? What opportunities were useful to you in achieving... (or in learning...)? In what way? How was it useful? What aspects of the supports were most helpful? | What supports were helpful? What about the supports were most helpful? What have you accomplished or achieved? Probes (examples): What do you think about...? How was that consistent with what you expected? What opportunities were useful to you in achieving... (or in learning...)? In what way? How was it useful? What aspects of the supports were most helpful? | What other opportunities would be useful? What else should you consider? | What opportunities do you want to continue? How will you access those opportunities? Probes (examples): What resources do you need? Where will you get them? | |

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Helps coaches evaluate the entire coaching process, recognizing what worked and what could be done differently next time

Coaching Practices Rating Scale

APPENDIX 9A

COACHING PRACTICES RATING SCALE

Name: _____ Date: _____

Rater: _____ Period covered: _____

Coaching is an adult learning strategy in which the coach promotes the learner's ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations. The scale is used to determine the extent to which the practitioner uses the practices with either families or colleagues in ways that promote self-assessment, self-reflection, and self-generation of new and existing knowledge and skills.

| Think about the coaching conversation(s) for the time period covered. For each practice indicator, indicate how often the practice was used: | Single Observation | Multiple Observations Over Time | | | | | |
|--|---------------------------|---------------------------------|------------------|------------------|--------------------|------------------|-----------------|
| | Present (+) Absent (-) | No Opportunity to Observe | None of the Time | Some of the Time | About 1/2 the Time | Most of the Time | All of the Time |
| 1. Acknowledged the learner's existing knowledge and abilities as the foundation for improvement. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Interacted with the learner in a nonjudgmental and constructive manner during coaching conversations. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Identified with the learner the targeted skills he/she wanted to learn and a timeline for the coaching process. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Developed with the learner a plan for action/practice necessary to achieve targeted skill(s) following each coaching conversation. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Observed the learner demonstrate knowledge or understanding of the targeted skill(s) or practice(s). | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Observed the learner's use of the targeted skill(s) or practice(s). | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Created opportunities for the learner to observe the coach and/or others model the targeted skill(s) or practice(s). | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Promoted use of multiple opportunities for the learner to practice implementation of the targeted skill(s) or practice(s) (e.g., role plays, in context). | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Used both targeted and spontaneous opportunities to strengthen the learner's knowledge and skills. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Asked probing questions to examine the learner's knowledge and abilities. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Promoted learner reflection on his/her knowledge and use of the targeted skill(s) and practice(s) compared against research-based practice standards. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Provided feedback about the learner's knowledge and skills following the learner's reflection on his/her performance. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Provided and/or promoted access to new information and resources after the learner reflects on his/her performance. | + - | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Engaged the learner in reflection on the usefulness, effectiveness, and need for continuation of coaching. | + - | 0 | 1 | 2 | 3 | 4 | 5 |

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Determines how well a practitioner is using coaching practices with families or colleagues

Coaching Log

APPENDIX 9B

COACHING LOG

Coach: _____ Learner: _____

Date of Interaction: _____ Beginning Time: _____ Ending Time: _____

Location of Interaction: _____

Who was present? _____

Topic(s): _____

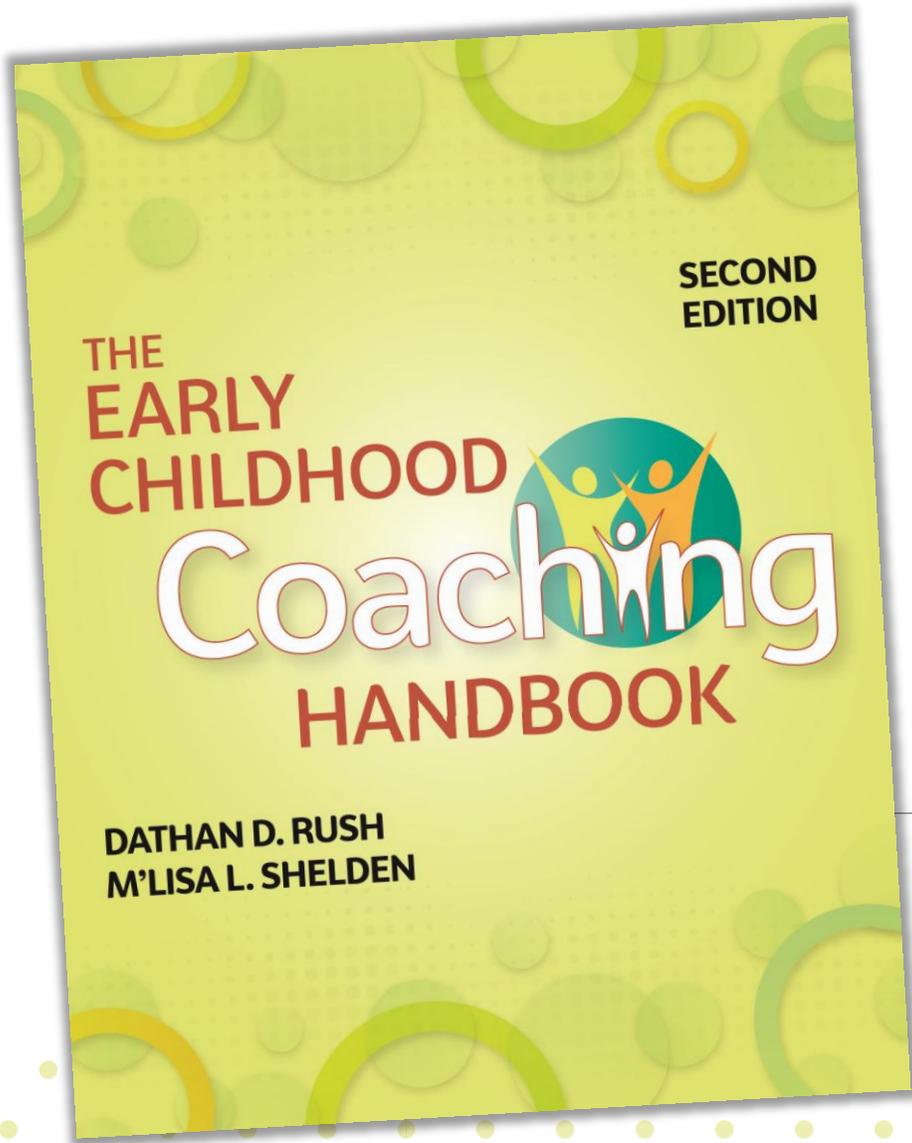
Was the coaching session planned? Yes No

| Transcript of Coaching conversation/observations | Characteristics | | | | | Coach's Reflections/Revises (Analysis of coaching process and promotion of parent's understanding and ability to promote child participation) |
|--|-----------------|---|---|---|---|--|
| | P | O | A | R | F | |
| | ✓ | ✓ | ✓ | * | • | |

P = Joint Planning, O = Observation, A = Action, R = Reflection, F = Feedback
 *Codes for Reflective Questions: 1 - Awareness, 2 - Analysis, 3 - Alternatives, 4 - Action
 • Codes for Feedback: A - Affirmative, D - Directive, E - Evaluative, I - Informative

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