



NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS

**Coaching in Early Intervention (CEI):
Promoting Outcomes for
Infants/Toddlers with Disabilities
through Evidence-Based Practices**

Project Team

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Nebraska Early Development Network

- Part C Services for Infants/Toddlers with Disabilities
- Co-led by Nebraska Department of Education and Nebraska Department of Health and Human Services

Project Goals

Improve outcomes for ***infants/toddlers with disabilities and their families*** through the refinement, implementation and evaluation of a systematic and sustainable coaching system to reinforce the use of EBPs by local EI personnel, including direct service providers and services coordinators.

Project Objectives

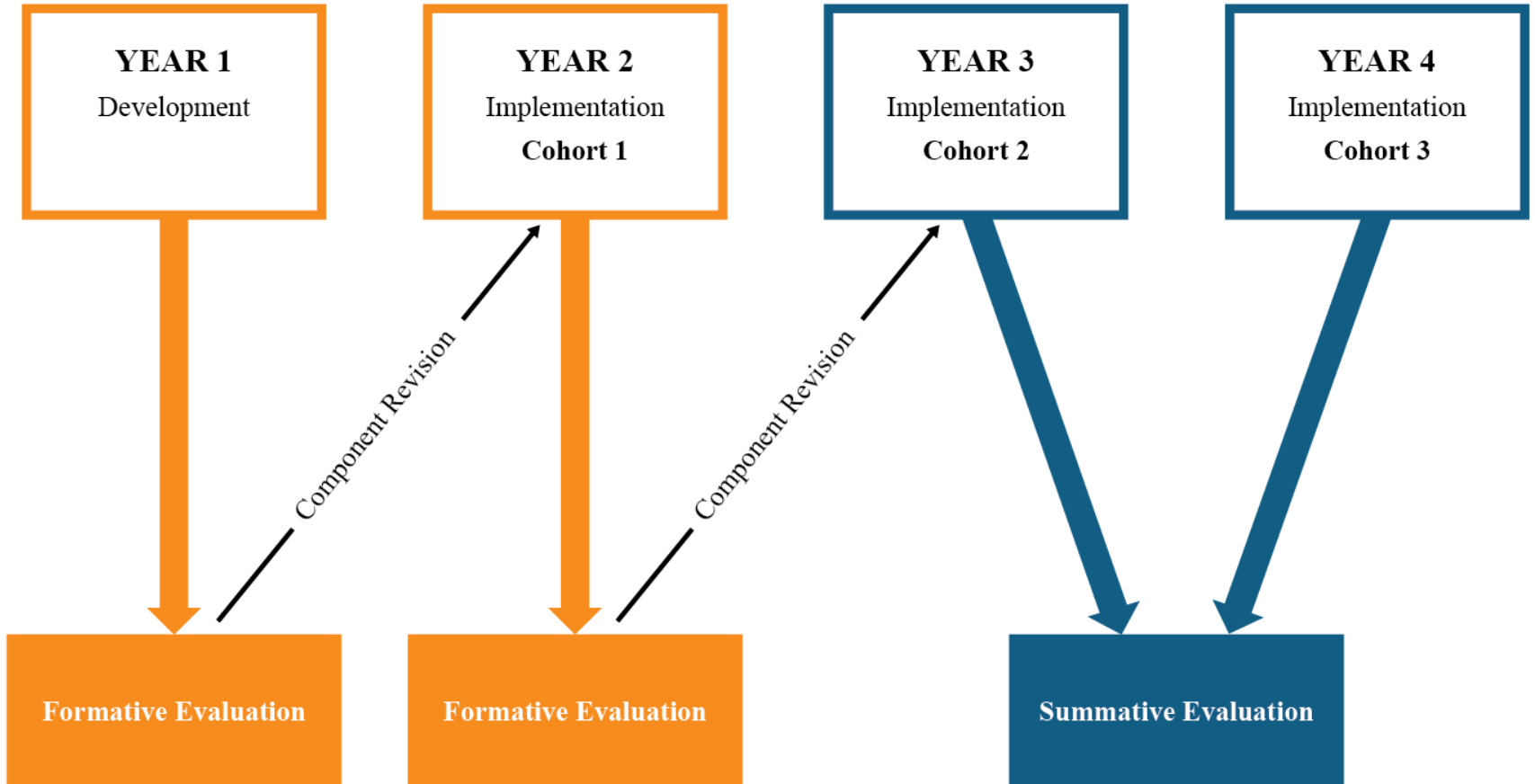
- (1) Support and improve ***infant/toddler developmental outcomes***;
- (2) Encourage and promote ***use of EBPs*** by local EI personnel;
- (3) Improve ***knowledge, skills and practices of site-based coaches*** regarding coaching practice, data-driven activities and EBPs for site-based coaches;
- (4) Establish ***sustainable coaching systems*** at the state/local levels.



Map of planning regions in Nebraska

Geographic Context – up to 8 planning regions with urban/rural representation

- Educational Service Unit 2, Planning Region 2
- Educational Service Unit 10, Planning Region Team 10
- Papillion La Vista Community Schools, Planning Region Team 23



Target Population & Sites

		Site-based Coaches	Early Intervention (EI) Personnel	Infants/Toddlers & Families
Formative Evaluation	Cohort 1	10	40 (4 per coach)	160 (4 per EI)
Summative Evaluation	Cohort 2	20	160 (8 per coach)	640 (4 per EI)
	Cohort 3	20	160 (8 per coach)	640 (4 per EI)
		40	320	1280

Coaching Model

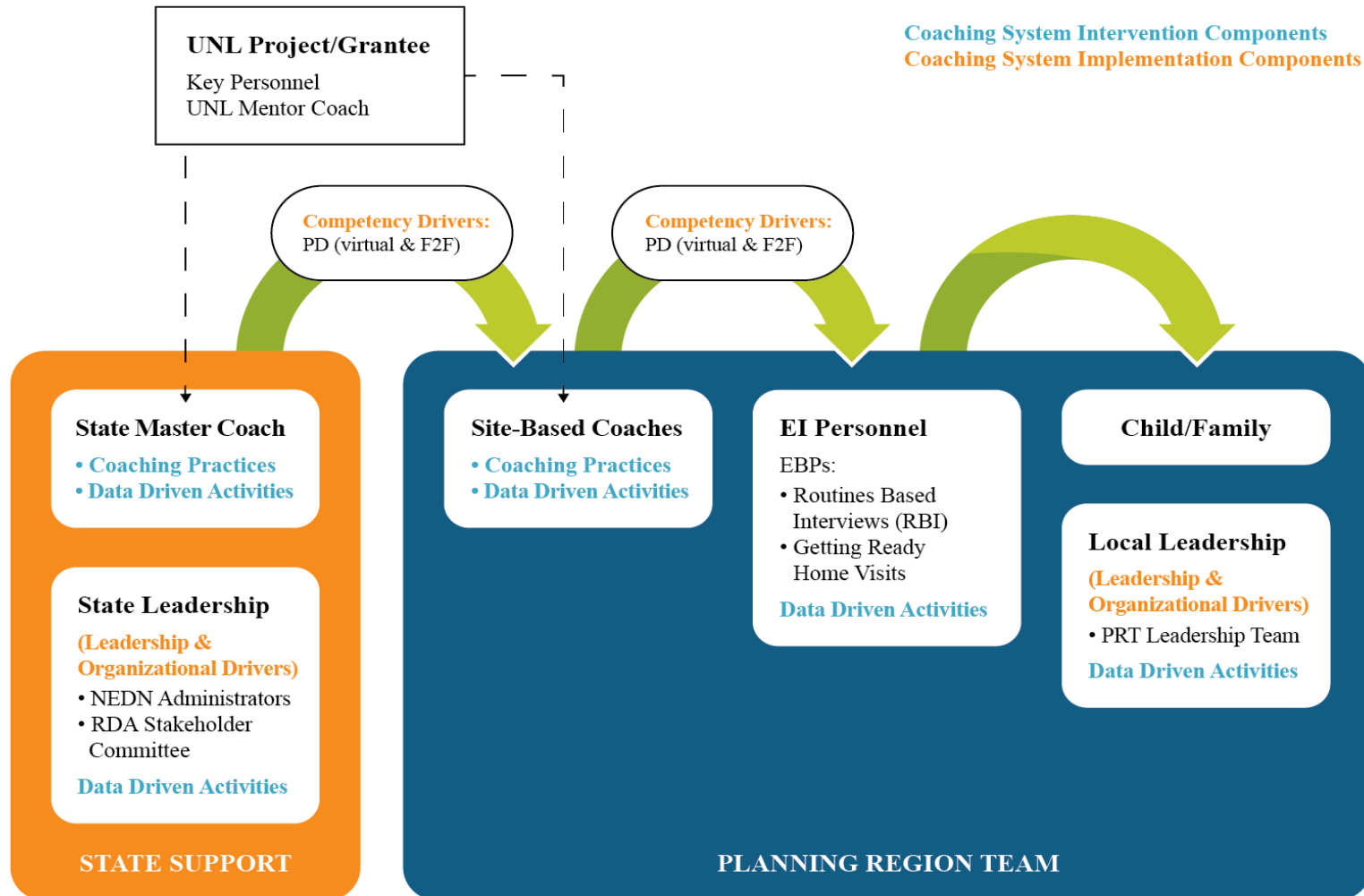
Evidence-Based Coaching Practices

- Relationship-building
- Observation
- Goal setting/planning
- Feedback
- Reflection
- Modeling

Data-Driven Activities

- Generation and use of high-quality process and outcome data
 - Process data = fidelity and social validity
 - Outcome data = Goal Attainment Scaling

Project Theory of Action



Implementation Components

- *Competency Drivers*
 - Site Selection (i.e. readiness, site demographics)
 - Coach Selection (coach selection competencies)
 - Professional Development
 - PD for state-level coaches
 - PD for site-based coaches
 - PD for EI personnel

Professional Development

- *State-level coaches*
 - Initial 2-day training CEI model
 - Monthly, virtual, synchronous 60-minute one-on-one with master coach
- *Site-based coaches*
 - Initial 3-day training in EBPs; coach practices; data-driven activities
 - Monthly, virtual, synchronous 60-minute one-on-one with state-level coach
 - Virtual PLC bi-monthly (approx. 5 annually)

Professional Development

- *Early Intervention Personnel*
 - 12 monthly coaching contacts with site-based coach
 - At least 4 contacts synchronous (virtual or in-person)
 - Asynchronous contacts (email, text messaging) used to reinforce joint plan

Implementation Components

- *Leadership Drivers*
 - Locally-based leadership teams created including administrators, supervisors, coordinators, parents and coaches
- *Organization Drivers*
 - Web-based data portal for data collection, management and reporting

Advisory Board

- *RDA Stakeholder Committee*
- *Members from participating PRTS*
- *State coaches*
- *EDN*

Quarterly input

Project Objectives

- 1. Support and improve infant/toddler developmental outcomes.**
- 2. Encourage and promote use of evidence-based practices (EBPs) by local early intervention (EI) personnel.**
- 3. Improve knowledge, skills and practices re: coaching system intervention components and EBPs for site-based coaches.**
- 4. Establish sustainable coaching system at state/local level.**

Performance Measures

Outcome

- After 10 months of intervention, 75% of children will demonstrate consistent or positive progress as indicated by goal attainment scale relative to baseline.
- After 10 months of ongoing coaching supports, use of EBPs by 80% of local EI personnel will show positive improvement from baseline measures.
- After 10 months of ongoing coaching supports, 90% of EI personnel will achieve fidelity on EBPs.
- After training, 80% of coaches will report improved knowledge of coaching system intervention components and EBPs.
- After six months of ongoing coaching support, 80% of coaches will obtain fidelity in coaching system intervention components.
- After three months of ongoing coaching support 90% of coaches will obtain/re-establish fidelity in EBPs.
- At the conclusion of year 4, up to three communities will have implemented and sustained a comprehensive coaching infrastructure.