



Babies can't wait

RBEI Coach Training

Christina Kilgore, Janice Lee, and Andrea Nelson 2025



Why are we here?

- Ice Breaker:
- Name
- Role
- What brings you here today?

Nebraska's Results-Driven Accountability

The mission of Routines Based Early Intervention (RBEI) is to promote the growth and development of infants and toddlers with disabilities, ages birth to three years, by helping families build upon activities they do everyday to meet their own needs and support their child's learning.

Evidence-Based Strategies

- 1. Using the Routines-Based Interview (RBI) as a child and family assessment tool,
- 2. Writing functional child and family outcomes resulting from priorities identif ed through the interview process, and
- 3. Providing quality routines-based home visits.

Nebraska's Part C Theory of Action THEN The State provides support and El programs will implement The number and percentage resources to local El programs to routines-based early of infants and toddlers who implement authentic, evidenceintervention with all infants/ report progress in the acquisition based child and family assessments toddlers eligible for early and use of knowledge and skills and quality home visits. intervention, and their families. will increase. **Development Network**

Routines Based Early Intervention (RBEI) Coach Training Objectives

- 1. Increase coaching knowledge, skills, practices to support RBEI implementation within their local PRT.
- 2. Use data to inform RBEI implementation coaching.
- 3. Integrate evidence based coaching practices into the approval and fidelity processes.

Coaching in Early Intervention project (CEI)

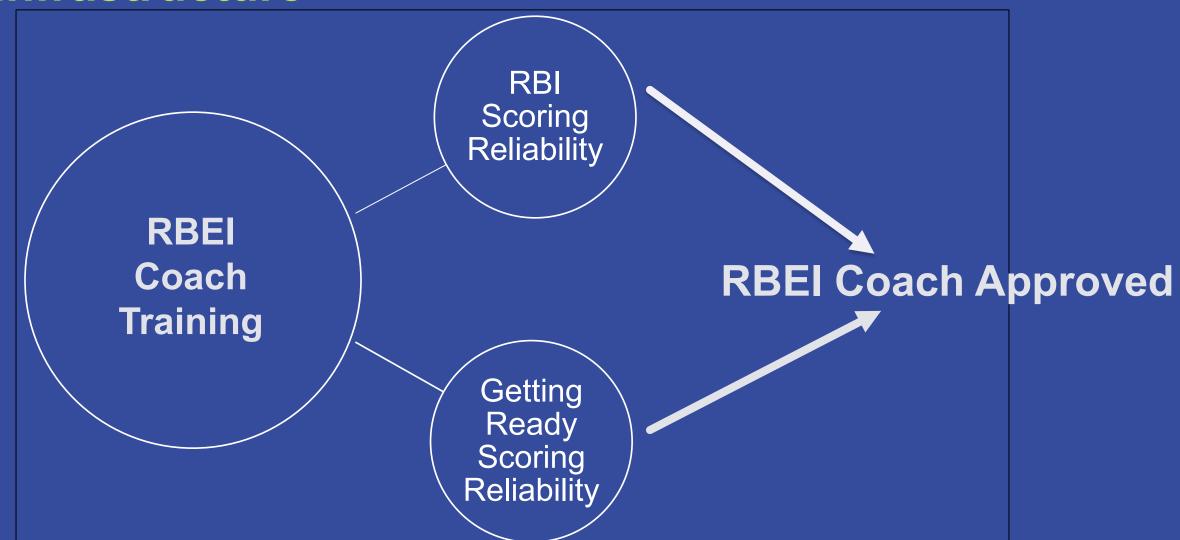
The **RBEI training** was developed through a partnership with the University of Nebraska-Lincoln. The overall purpose was to:

Improve outcomes for infants and toddlers with disabilities and their families by developing a sustainable early childhood coaching model.

We have permission to use all copyrighted materials presented in this training series.

https://cei.unl.edu/

Nebraska Early Intervention Coaching Infrastructure



Thank you to the UNL Coaching in Early Intervention Team!

- Lisa Knoche
- Rachel Schachter
- Gwen Nugent
- Sue Sheridan
- Sommer Fousek
- Sandra Scruggs
- Sue Bainter





Thank you to the coaches, providers and services coordinators who were willing to share their interactions with us to use in training!

We are grateful for their support and participation.



Agenda Day 1



Setting the Stage
Evidence Based Coaching Practices
Coaching Tools and Data Sources



Data

The what, why and how

Importance of Data: What We Learned from the Coaching Project



Data provides a critical foundation for our work ...



When you hear the word "data" what do you think of?

Defining Data

"factual information (such as measurements or statistics) used as a basis for reasoning, discussion, or calculation"

www.MerriamWebster.com

individual facts, statistics, or items of **information**" and "a body of facts"

www.dictionary.com

information,
especially facts or
numbers, collected
to be examined and
considered, and
used to help
decision-making"

www.dictionary.Cambridge.org



- Check the weather to plan our day
- Refine recipes
- Decide which route to drive
- Track our health



Why Use Data in Coaching?

Data-informed coaching is associated with improved outcomes for teachers and children (Al Otaiba et al., 2011; Arteaga et al., 2019; Downer et al., 2018; Snyder et al., 2015; Weiland & Yoshikawa, 2013)

Grounds coaching conversations in information rather than feelings or beliefs

Helps address goals for learners (adults & children)

What types of data are available to coaches?



- Noticing
 - May not be as systematic or inclusive as we would like
- Documented Observations
 - RBI within IFSP, GR HV note
 - Documentation systems (TORSH)
 - Checklists
- Standardized measures
 - For Evaluation
- Child and family IFSP outcomes

Data help us across our coaching practices

"People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their 'needs to know."

Knowles





"Let's work the problem, people. Let's not make things worse by guessing."

(Gene Kranz, NASA Flight Director Apollo 13)

Data

When could you use data in your coaching?

To learn about coachees and their settings

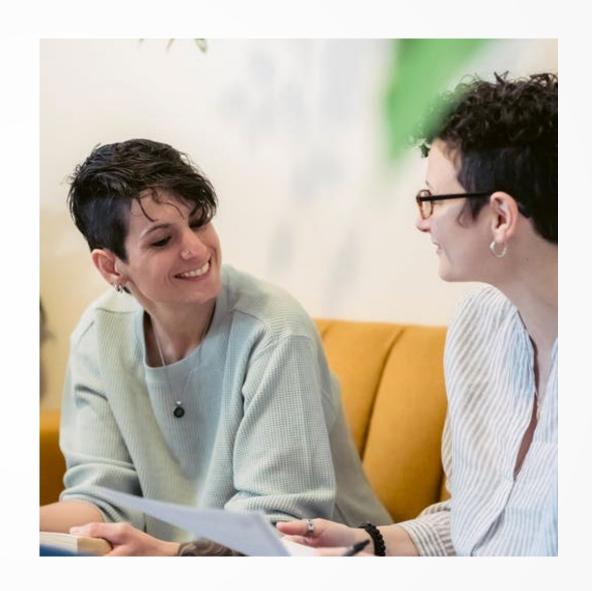
To identify goals and plan

To track progress

To target key skills

To celebrate success

Coaching Practices



Coaching

Coaching is a collaborative learning process that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge of the coachee to effectively implement best practices for the development of young children and their families.¹

An Introduction to The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice

Coaching interactions include individualized use of six evidence-based coaching practices within a predictable structure or agenda. These practices include relationship building, observation, goal setting and joint action planning, feedback, modeling and facilitation of reflection. Data informs coaching interactions.²

Used in Coaching in Early Intervention, US Department of Education, Office of Special Education Programs, Grant#H326M200017.

Evidence-based Coaching Practices



- Relationships
- Goal Setting and Joint Planning
- Observation
- Modeling
- Reflection
- Feedback



Relationships: Definition



Relationships are built on respect, and mutual trust.



The coach initiates or responds to meaningful interactions and conversational exchanges that convey support.



The coach comments on, affirms, and/or acknowledges El personnel observations, behaviors, ideas, etc. Restating/rephrasing may be used.

Relationships: Key Components



The Coach:

Establishes/re-establishes relationship

 Comments on, affirms, and/or acknowledges El personnel observations, behaviors, ideas, etc.

Uses active listening behaviors

Relationships: Let's Practice

Small Group Activity:

- How can you create opportunities for informal dialogue?
- What are some ways to acknowledge strengths?
- How can you solicit ideas?
- What are specific ways you seek understanding?
- When or how do you acknowledge or respond to emotions and/or feelings?

Goal Setting and Joint Planning: Definition



Goals are **co-constructed** by the coach and coachee, based on data and focused on the improved use of practices. **Joint planning** is the sequence of steps that the coach and coachee enact to achieve the goal.



Coach asks questions, clarifies points, and summarizes actions/ ideas that include reference to and are clearly for the purpose of setting the stage for the conversation and planning for what will happen once the coaching conversation has ended, including who will do what, by when, and specific roles.

Goal Setting and Joint Planning: Key Components

The Coach:

- Encourages connection to previous conversation/contact
- Uses questions and comments to review and confirm coachee strengths and next steps
- Engages coachee in a sequence of steps to create a plan

The Coach and Coachee Together:

- Summarize actions/ideas for the purpose of planning
- Co-construct goal using data
- Agree on steps to achieve goal who will do what, by when, and specific roles

Goal Setting and Joint Planning: Let's Practice

What is the purpose of the goal and joint plan?

Where does the joint plan come from?

Observation: Definition



Coach watches and then shares specific descriptions, documentation or checklists of mutually determined behaviors based on the goal and joint action plan.

Observation: Key Components

The Coach uses:

Specific and objective descriptions, which are not inferential

 Observations which are linked to data collected based on the joint plan.

Observations Made vs Observations Shared

In your group, watch the video and discuss observations made vs observations shared.

Be prepared to share your reflections about observations made based on the provider's goal and how that differs from observations based on the implementation checklist only.

Observation: Let's Practice

Watch the video on the next slide and discuss observations made vs observations to be shared; remember that the focused observation is based on the joint plan.

Observation: Let's Practice

Primary observations are based on the coachee's goal and action plan.

Provider's goal: Use GR strategies of Comm Openly and Clearly (open-ended questions) and/or Encouraging Parent-Child Interaction to set up practicing the identified skill. Setting up the "practice" includes determining all of the following: skill, strategy, routine, roles, location, and materials.

We will talk tomorrow: If the coaching session is for approval/fidelity, the coach needs to plan for how all observations will be shared, e.g.during coaching session, via checklist, email, etc.

Modeling: Definition

Coach demonstrates how to use specific behavior or action that supports the use of desired and identified practices, the coachee practices, and the coach checks for understanding

Modeling: Let's Practice



• In your group, use the Coach-Coachee Practice scenario to set up and practice modeling. Be sure to consider next steps prompt.

Reflection: Definition



Opportunities are created for the coachee to share perceptions, input, thoughts, etc. to increase self-awareness about practice to design the context for change.

Reflection is facilitated through questions and supportive statements, generally exploratory and open-ended.

Reflection: Key Components

The Coach:

- Creates space for the coachee to share perceptions, input, thoughts
- Promotes comparison and analysis
- Facilitates opportunities for the coachee to recognize what actions and supports are needed

Reflection Questions Resource





Instruments and Procedures for Implementing Early Childhood and Family Support Practices

A Framework for Reflective Questioning When Using a Coaching Interaction Style

Dathan D. Rush M'Lisa L. Shelden Melinda Raab

This CASEtool describes the development and use of the Framework for Reflective Questioning for assisting individuals using a coaching style of interaction or adult learning in promoting reflection on the part of another person when using a capacitybuilding approach. The framework is used to guide the coach in the type and content of reflective questions to ask when assisting another person in reflecting on his or her past, current, and/or future actions. A coach can use the framework for promoting the reflection of a parent, caregiver, or colleague as well as for self-reflection to assess how his or her own practices are consistent with evidence-based practices.

INTRODUCTION

This CASEtool includes a description of the development and use of the Framework for Reflective Questioning. The framework is useful for assisting coaches in promoting reflection on the part of another person when using a capacity-building approach in early childhood intervention. This article includes an overview of reflection as a component of capacity-building and a characteristic of coaching practices, a description of the framework for reflective questioning, and an explanation of how to use the framework. CASEinPoint documents on capacitybuilding and coaching practices provide more in-depth information on the evidence to support this practice and a more detailed description of the characteristics and indicators of those practices (Rush & Shelden, 2005a; Wilson, Holbert, & Sexton, 2006). CASEmakers list additional references related to the characteristics and consequences of capacity-building and coaching practices (Rush & Shelden, 2005b; Wilson, 2005).

REFLECTION AS A COMPONENT OF A CAPACITY-BUILDING PROCESS

Reflection is a means of coming to a deeper understanding of what a person already knows/is doing and/or what modifications or new knowledge/skills might be necessary in current and future situations to obtain a desired outcome. Reflection and active participation/engagement on the part of the person being coached are used to strengthen that person's competence related to what he/she knows to do, and build upon current knowledge or skills to acquire new ideas and actions. As a result, the person's confidence is enhanced. This enhanced confidence causes the person to continue to do what works as

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Volume 4, Number 1

Reflection: Let's Practice



In your group, use Reflection Questions Matrix.

- 1) Choose and read scenario
- 2) As a group, develop 3 analysis or action questions.
- 3) Share analysis or action questions with large group.

Feedback: Definition



Statements, comments and data (where appropriate) are used to provide information or interpretation which is specific and clearly related to the topic of the coachee's comment, question, observation, and/or goal/action step.



Provided after the coachee's current understanding is established.



Feedback connects previous knowledge to new learning.

Feedback: Key Components

The Coach:

- Uses statements and comments that go beyond an affirmation/observation and include specific reference to children, El personnel behavior, coaching behavior, or a particular situation.
- Uses statements or comments that provide information which is specific and clearly related to the topic of the coachee's statement, comment, questions, and/or observation.

Feedback: Let's Practice



In your group, review the scenario that is the continuation of the reflection activity you chose. These statements/comments go beyond an affirmation/observation and include specific reference to children, parent, El personnel behavior, coaching behavior, or a particular situation.

- 1) As a group, develop the feedback you might use.
- 2) In the large group, be prepared to talk about the difference between observations and feedback as it is defined.

Actions

The Coach:

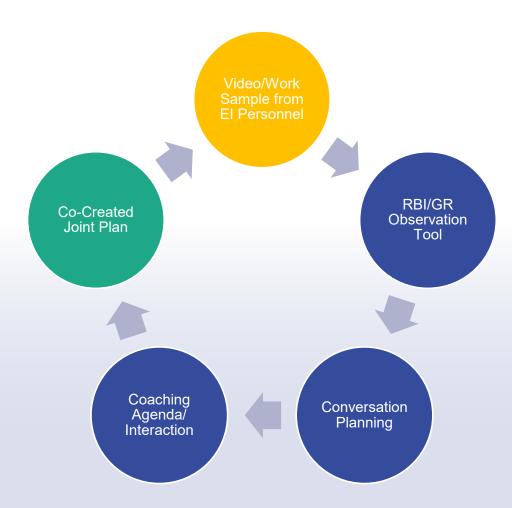
- Creates opportunities to demonstrate or guide the action;
- Scaffolds individualized support of the coachee, based on the joint plan;
- Confirms understanding of the practice.

Coaching Tools and Data Sources

COACH

EI PERSONNEL

JOINT



Coach Tools & Data Sources

<u>Delivery</u>

- Coaching Agenda
- Joint Action Plan

Preparation

- Initial Agenda
- Coaching Observation Sources
 - Getting Ready (Provider, SC)
 - RBI
- Planning



Coach Tools & Data Sources

Delivery

- Coaching Agenda
- Joint Action Plan

Preparation

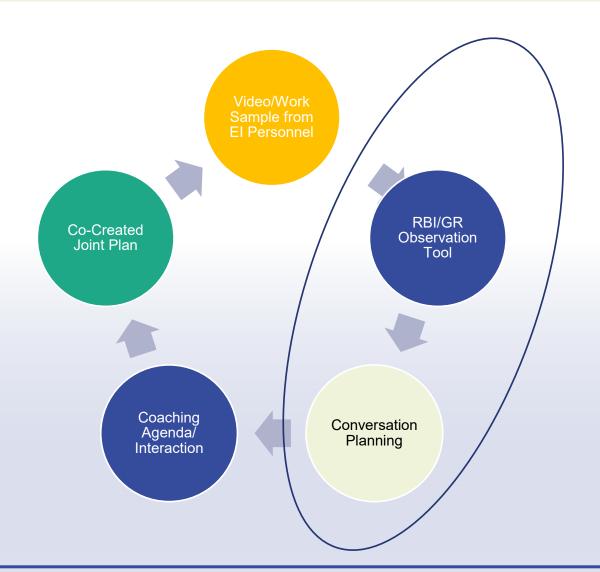
- Initial Agenda
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Initial Agenda (used PRIOR to video submission)



Opening:

- Establish rapport with the EI professional (EI).
- Co-establish agenda structure for coaching conversation (CC)

Main Agenda:

- Review coaching process
- Feeling comfortable/have questions data used by coach to help coachee target
- Frequency/Timing of CCs
- Set Goal/Action Steps coachee targeted skill or behavior

Closing:

- Summarize and confirm
- Feeling good about

Coaching Observation Sources



Coach Observation Tool: Getting Ready Provider

Provider Getting Ready Observation Tool

El Provider:	Coach/Observer:

GUIDE		ngth= 1 rtunity= 0
OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)	1	o
Engage in mutual social talk		
OPENING: Discuss Family-Child Strengths/ Concerns/ Observations (3/4 = Strength)	1	0
Discuss child strengths, new skills, new observations since previous visit	w interests	,
Discuss family developments since pre	evious visit	
Discuss any concerns and what has be	een tried	
Discuss about observations since the i previously targeted child skills)	last visit (n	ew and
OPENING: Co-establish Purpose for Today's Visit (1*/2 = Strength) *required*	1	0
*Co-establish parent's and profession visit, including ideas from previous vis		ies for the
Explore/explain importance of parent for the visit	and profe	ssional roles
MAIN AGENDA – Strategy, Routine, Skill Selection/Revision (2/3 = Strength)	1	o
Review child progress since the last vi HV plan, or recap if already discussed		
Review what strategies worked/what previous HV plan	did not sp	ecific to
Review current data compared to med HV plan's selected outcome	asurement	of previous



Coach Observation Tool: Getting Ready Services Coordinator

Services Coordinator (SC) Getting Ready Observation Tool

El SC: _____ Coach/Observer: ____

GUIDE	Strength= 1 Opportunity= 0		Comments
OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)	1	0	
Engage in mutual social talk			
OPENING: Discuss Family-Child Strengths/ Concerns/Observations (3/4 = Strength)	1	0	
Discuss child strengths, new skills, new interests, steps that were to be taken (if any) since previous contact			
Discuss family developments since previous contact			
Discuss any concerns and what has been tried			
Review steps that were to be taken sin contact with family	ce most re	ecent	
OPENING: Co-establish Purpose for Today's Visit (1*/2 = Strength) *required*	1	0	
*Co-establish parent's and professiona visit, including ideas from previous visi		es for the	
If necessary, identify immediate conce other main agenda topics for the conto		nay preempt	
MAIN AGENDA – Review Progress Toward Child/Family IFSP Outcomes (2/3 = Strength)	1	0	
Discuss progress, child/family strength resulting plans for EACH outcome	s, resourc	es and any	
Discuss El services relative to who is providing, frequency, location, and satisfaction with what is happening to address outcomes			
Discuss satisfaction with other resources and supports including waiver and needed new resources as appropriate			



Coach

Observation Tool:

Routines Based Interview

RBI Observation Tool

I SC/Provider:	Coa	ch/Observ	er:	
RBI- CHILD/FAMILY ROUTINES D (WHAT CHILD IS DOING, WHEN,		Strength= 1 Opportunity= 0		Comments
Describing Routines: (4/7=Streng	th)	1	o	
Ask open-ended questions initially to gain an understanding of				
the routine and functioning	(followed by	closed-end	ed	
questions if necessary)				
Find out what people in the f	amily other t	han the ch	ild are	
doing in <u>each</u> routine				
Ask follow-up questions relat	ed to engage	ment of th	ne child in	
<u>each</u> routine				
Ask follow-up questions relat	ed to indepe	ndence of	the child in	
<u>each</u> routine				
Ask follow-up questions relat	ed to social r	elationshi _l	os of the	
child in <u>each</u> routine				
Ask follow-up questions to ga		tanding of	function of	
the child and how each routi				
Ask developmentally approp	riate follow-u	p question	s about the	
child in <u>each</u> routine				
Structuring RBI: (2/3=Strength)		1	0	
Ask for a rating at the end of routine	•	·		
Ask "What happens next" (or	something si	imilar) to t	ransition	
between routines				
Ask Family Time, Worry, Cha	nge questions	5		
RBI-IDENTIFYING PRIORI	TIEC	Strength= 1		Comments
RDI-IDENTIFITING PRIORI	IILS	Opportunity= 0		Comments
Priorities: (3/5=Strength)		1	0	
When taking notes, put a sta	r next to note	s where th	ne family has	
indicated a desire for change in routine , has said something they				
would like for their child or family to be able to do, or raised a				
red flag for the interviewer (captures at least 80% of stars)				
If there are no problems (stars) in the routine, ask the family				
what they would like to see NEXT				
At the end of information gathering about the family's day, ask				
the person taking notes to summarize the starred concerns				
during the recap (at least 809	% of stars)			

Goal and Joint Action Plan

Coach – El Professional Goal and Action Plan				
El Professional :	Coach :		_ Date :	
My Goal: What do I want to focus on? How will I know I've been successful?EBP PracticesData Use				
	El Professio	nal will:	Coach will:	
How will we do this? What might it look like or sound like? When will it happen? (Think about all your families for practice opportunities)	Action Steps:			
Plan for Communication Between Contacts:				
Next Coaching Check-In Plan and Timeline (Related to supporting Goal and Action Plan)				
Next Coaching Conversation Plan and Timeline (Related to supporting Goal and Action Plan)				

How will you organize your data to plan for the coaching session?

Consider:

- Overall strengths (supported by observations) in the home visit.
- What is the coachee's goal (and joint action plan)?
- What opportunities directly relate to the coachee's goal?
- What strengths could be used to support the coachee's goal? Strengths might be Getting Ready strategies.
- What strengths might indirectly relate to the goal, e.g. use observation of codetermination of the HV skill to provide an example of co-determining for the visit focus.
- What reflective questions could be used?
- What feedback might be needed?
- How will additional item scores/descriptions be shared?

Preparation for Coaching



Gather the following tools: Observation Tool you filled out during the pre-work; Practice Goal and Joint Action Plan that matches your video (RBI or GR).

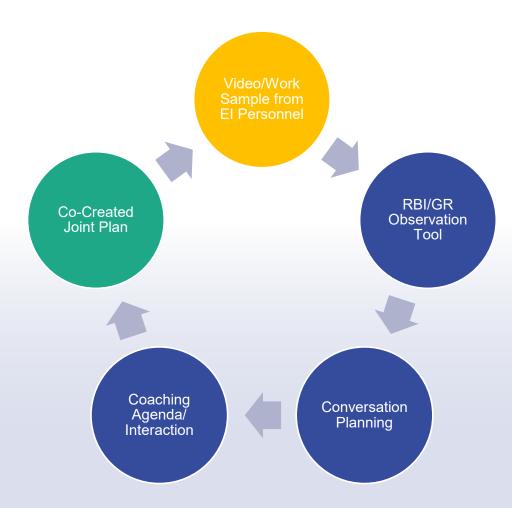
- Watch a short clip from your pre-work video with your group.
- Discuss Observation Tool responses with your group.
- Use the Practice Goal and Joint Action Plan that matches your video (RBI or GR) to frame what you will highlight in your coaching session -
 - Using marker, identify coachee strengths.
 - Using a different colored marker, identify coachee opportunities for growth.

Coaching Agenda

COACH

EI PERSONNEL

JOINT



Coach Tools & Data Sources

Delivery

- Coaching Agenda
- Joint Action Plan

Preparation

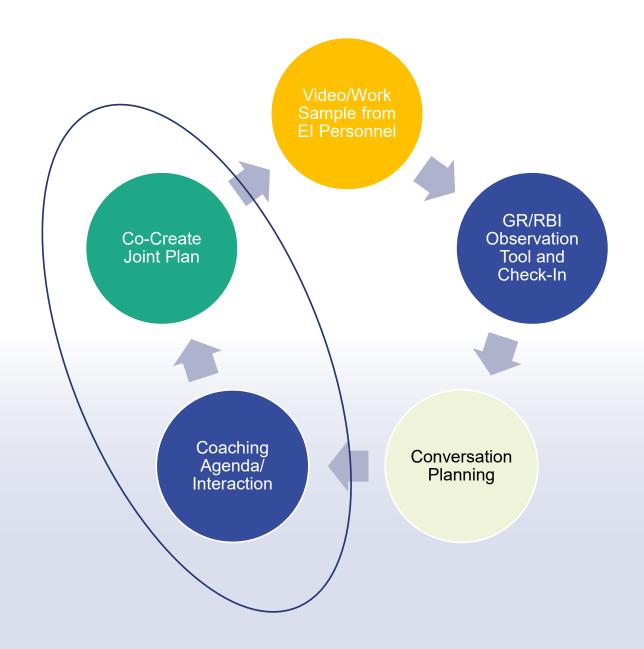
- Initial Agenda
- Coaching Observation Sources
 - Getting Ready (Provider, SC)
 - RBI
- Planning



COACH

EI PERSONNEL

JOINT



Coaching Agenda –



- Opening
 - ✓ Relationship Building
 - ✓ Co Establish Agenda
- Main Agenda
 - ✓ Reflection/Feedback/Observations based on Previous Goal/Joint Plan
 - ✓ Create New Goal/Joint Plan
- Closing
 - ✓ Confirm the Goal/Joint Plan

Ongoing Coaching Agenda

Opening:

- Establish rapport with the EI professional (EI).
- Co-establish agenda structure for coaching conversation (CC) by reviewing the following:

(Consider emailing an agenda to the EI prior to the coaching conversation)

- Briefly summarize what is in the main agenda.
- If CC is for approval or fidelity, consider asking EI when to share checklist results.
- Confirm and/or ask for agenda items collected from the EI prior to and /or in the opening of the contact.

Main Agenda:

- Review of Goal and Action Plan & other pertinent data (from observation tool) including check-in updates.
- Ask the EI to reflect on their intention as compared to what actually happened.
- Based on El's reflections, use observations of RBI or GRHV, and other data collected from the submitted video or live observation, to guide the coaching conversation. Provide feedback as necessary.
 - Some recommended practices include:
 - Review video clips together using screen sharing
 - Practice targeted action
 - Use Framework for Reflective Questions to develop questions
- Share any remaining data from observation tool/checklist, or make a plan for how/when it will be shared (email, comments on video, another contact, etc.)
- Co-determine <u>potential</u> priorities
- Co-create a goal and a plan for "action steps" between now and the next contact (use Goal and Action Plan).
 - What does the EI want their RBI or GRHV to look like next time?
 - Who will do what and by when?

Opening

- Establish rapport
- Co-establish agenda structure for coaching conversation (CC) by reviewing the following:
 - (Consider emailing an agenda to the EI professional prior to the coaching conversation)
 - Briefly summarize what is in the main agenda.
 - Confirm and/or ask for agenda items collected from the EI professional prior to and /or in the opening of the contact.

Coaching Conversations For El Professionals



Name: PRT: Date: Coaching Session #:		
ni.	Coaching Conver	sauon Agenda
<u>rie</u> ✓	ease Bring;	
✓		
<u>Opening:</u>		
Main Agend	la:	
<u>Closing:</u>		
<u>Next Coachi</u>	ing Conversation (include Informal) Date:	Communication Plan:

Opening



As a small group:

- Revisit bullets of agenda while jotting down ideas for the questions on Coaching Practice with Agenda (CPA) to plan for what coach will say. (5 minutes)
- b. Practice each person has the opportunity to take roles of: coach, coachee, and feedback giver (10 minutes per grouping)
- c. Debrief in small group (see slide for questions).

You will need the *Practice Goal and Action Plan* that matches the video you watched.

Small Group Practice Debrief

Key takeaways?

What worked well?

What was difficult?

Main Agenda

- Review of Goal and Joint Action Plan & other pertinent data including check-in updates.
- Ask the El Professional to reflect on their intention matched up with what actually happened.
- Based on El Professional's reflections, use EBP and data collected from the submitted video or live observation, to guide the coaching conversation. Provide feedback as necessary.
 - Some recommended strategies include:
 - ✓ Review pertinent video clips together using screen sharing
 - ✓ Practice targeted action
 - ✓ Use Framework for Reflective Questions to develop questions
- Co-create a goal and a plan for "action steps" between now and the next contact.

Main Agenda

- Co-determine <u>potential</u> priorities
- Co-create a goal and a plan for "action steps" between now and the next contact (use *Goal and Action Plan*)
 - What does the EI want their RBI or GRHV to look like next time?
 - Who will do what and by when?

Goal and Joint Plan for Coaching Structure and Data Use



Coach – El Professional Goal and Action Plan				
El Professional :	Coach :		_ Date :	
My Goal: What do I want to focus on? How will I know I've been successful?EBP PracticesData Use				
	El Professio	nal will:	Coach will:	
How will we do this? What might it look like or sound like? When will it happen? (Think about all your families for practice opportunities)	Action Steps:			
Plan for Communication Between Contacts:				
Next Coaching Check-In Plan and Timeline (Related to supporting Goal and Action Plan)				
Next Coaching Conversat	tion Plan and Timeline (Related to s	pporting Goal and Action	n Plan)	

Main Agenda



As a small group:

- a) Revisit bullets of agenda while jotting down ideas for questions on CSPA to plan for what coach will say (10 minutes).
- b) Practice each person in role of coach, coachee, feedback giver (25 minutes per grouping).
- c) Debrief in small group (see slide for questions).

You will need RBEI Coach Training Role Play Planning Worksheet, Observation Tool from your prework, Practice Goal and Action Plan that matches your prework, Reflective Question Matrix.

Take break when appropriate.

Small Group Practice Debrief

Key takeaways?

What worked well?

What was difficult?

Agenda – Day 2

Debrief Practice Day 1
Coaching Conversation Practice
Goal – Action Plan
Next Steps

Lg Group Debrief from Day 1

Review/Key takeaways?

What worked well?

What was difficult?

Main Agenda



As a small group:

- a) Revisit bullets of agenda while jotting down ideas for questions on CSPA to plan for what coach will say (10 minutes).
- b) Practice each person in role of coach, coachee, feedback giver (25 minutes per grouping).
- c) Debrief in small group (see slide for questions).

You will need RBEI Coach Training Role Play Planning Worksheet, Observation Tool from your prework, Practice Goal and Action Plan that matches your prework, Reflective Question Matrix.

Take break when appropriate.

Closing

- Summarize the conversation from the main agenda with a focus on strengths and desired next steps
- Confirm the Goal/Joint Action Plan
- Share what you are each feeling good about right now
- Ask about any remaining concerns or questions

Practice - Closing



As a small group:

- a) Revisit bullets while jotting down ideas for questions on CSPA to plan for what coach will say (5 minutes).
- b) Practice each person in role of coach, coachee, feedback giver (5 minutes per grouping).
- c) Debrief in small group (see slide for questions).

You will need RBEI Coach Training Role Play Planning Worksheet, Blank Goal and Joint Action Plan.

Small Group Practice Debrief

Key takeaways?

What worked well?

What was difficult?

Large Group Debrief Practice

- Key takeaways?
- What worked well?
- What was difficult?
- What did you learn that you will use going forward and what supports do you need?

Special Note: Coaching for Approval and Fidelity



- Consider how building the agenda can be used for fidelity and approval.
- Plan opportunities for collaboration.
- If the coaching session is for approval/fidelity, the coach needs to plan for how all observations will be shared, i.e. during coaching session, via checklist, email, etc.

Create an Action Plan for Coaching



What do you already do well in terms of the coaching practices?

Goal: What do you need practice or support with, for coaching?

Action Plan: What steps can you take to strengthen your skills for coaching? Feedback, videos, discussion, data review, reading, etc.

How can your team or PRT support you?

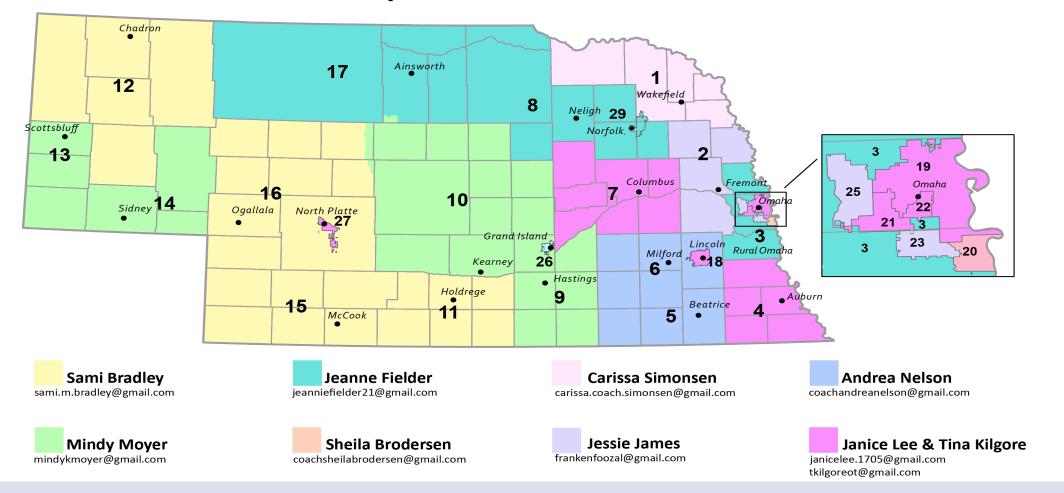
Goal and Action Plan



Coach Goal and Action Plan			
Coach :	Date : _		
My Goal: What do I want to focus on? How will I know I've been successful?PracticesCoaching StructureData Use			
		Coach will:	
How will I do this? What might it look like or sound like? When will it happen? (Think about all your El professionals for practice opportunities)	Action Steps:		

Questions? Contact your local RBEI TA

Routines Based Early Intervention Technical Assistance



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We Appreciate Your Feedback!



