



Routines Based Early Intervention (RBEI) Coach Training Agenda

Day 1

8:30-9:00 AM

Setting the Stage

9:00-9:15 AM Data - What, Why and How

9:15-11:30 AM Coaching Practices (includes break)

11:30 AM-12:15 PM

Working Lunch – *watch a coaching videotaped session and give an example of each practice*

12:15-12:45 PM Review coaching examples from lunch activity

12:45-1:30 PM Data Use (1:30-1:45 break)

- Initial Agenda
- Coaching Observation Tool

1:45-4 PM Coaching Agenda and Practice (Opening and Main Agenda)

Day 2

8:00-8:20 AM Review/Debrief from Day 1

8:30-11:15 AM Coaching Session Practice with Agenda (Main Agenda and Closing)

11:15 AM– 12:00 PM

- Complete self-goal/action plan
- Supports needed in region – strengths, gaps/barriers, state level coaches
- Next steps – PLCs, video library, video review

Provider Getting Ready Observation Tool

The items on the Obs. Tools are very similar/same as those on the RBI and GR checklists, and this is purposeful. The small boxes on the left side are checked if the item is present. The boxes are NOT intended for scoring. Use the 1 or 0 to indicate a strength or an opportunity for growth. In some instances, a group of items m(s) may be a strength even if the overall matching checklist item is not a plus.

EI Provider: _____ Coach/Observer: _____

GUIDE	Strength= 1 Opportunity= 0		Comments/Documentation
OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)	1	0	
<input type="checkbox"/> Engage in mutual social talk			
OPENING: Discuss Family-Child Strengths/ Concerns/ Observations (3/4 = Strength)	1	0	
<input type="checkbox"/> Discuss child strengths, new skills, new interests, observations since previous visit			
<input type="checkbox"/> Discuss family developments since previous visit			
<input type="checkbox"/> Discuss any concerns and what has been tried			
<input type="checkbox"/> Discuss about observations since the last visit (new and previously targeted child skills)			
OPENING: Co-establish Purpose for Today's Visit (1/2 = Strength)	1	0	
<input type="checkbox"/> Co-establish parent's and professional's priorities for the visit, including ideas from previous visit			
<input type="checkbox"/> Explore/explain importance of parent and professional roles for the visit as needed			
MAIN AGENDA – Strategy, Routine, Skill Selection/Revision (2/3 = Strength)	1	0	
<input type="checkbox"/> Review child progress since the last visit specific to previous HV plan, or recap if already discussed (routines/skills)			
<input type="checkbox"/> Review what strategies worked/what did not specific to previous HV plan			
<input type="checkbox"/> Review current data compared to measurement of previous HV plan or selected outcome			
<input type="checkbox"/> Consider IFSP outcome(s) to be addressed at this visit – same outcome OR select another outcome			

THE OBSERVATION TOOL IS NOT A SUBSTITUTE FOR A CHECKLIST. APPROVAL/FIDELITY IS DOCUMENTED VIA THE RBI OR GR CHECKLIST ONLY.

MAIN AGENDA – Let’s Practice Support Parent-Child Interaction (2/3 strength)	1	0	
<input type="checkbox"/> <i>Let’s Practice – Confirm details of opportunity (skill or strategy, routine, location, materials, routine, roles) – what, when, where, who and how</i>			
<input type="checkbox"/> <i>Let’s Practice – Enjoy the Interaction</i>			
<input type="checkbox"/> <i>Let’s Practice – Reflect on/discuss opportunity</i>			
MAIN AGENDA – Develop New Home Visit Plan for Between Now and Next Visit (3/5 = Strength)	1	0	
<input type="checkbox"/> <i>Co-determine child skill/behavior (what child will do) demonstrated by next visit</i>			
<input type="checkbox"/> <i>Consider and determine routines (when) to practice the selected child skill</i>			
<input type="checkbox"/> <i>Consider and determine strategies (how) to support child progress toward selected skill</i>			
<input type="checkbox"/> <i>Discuss how communication will occur between visits</i>			
<input type="checkbox"/> <i>Discuss parent and professional roles to implement the HV plan as needed; check on progress for other IFSP outcomes as needed</i>			
CLOSING: Reflection (1/2 = Strength)	1	0	
<input type="checkbox"/> <i>Ask: What are we each feeling good about?</i>			
<input type="checkbox"/> <i>Ask: Any remaining parent concerns or questions?</i>			
CLOSING: Discuss Possible Ideas for Next Visit (1/1 = Strength)	1	0	
CLOSING: Review and Finalize Plan (1/2 = Strength)	1	0	
<input type="checkbox"/> <i>Briefly summarize key components of the HV Plan</i>			
<input type="checkbox"/> <i>Provide a copy of the HV Plan</i>			

GETTING READY STRATEGIES	Strength= 1 Opportunity= 0		<i>Comments</i>
Communicate Openly and Clearly	1	0	
Affirm Parent Competencies	1	0	
Encourage Parent-Child Interactions	1	0	
Make Mutual/Joint Decisions	1	0	
Focus Parent's Attention on Child's Strengths	1	0	
Share Developmental Information and Resources	1	0	
Use Observations and Data from Parents and Professionals	1	0	
Model and/or Suggest	1	0	

Services Coordinator (SC) Getting Ready Observation Tool

The items on the Obs. Tools are very similar/same as those on the RBI and GR checklists, and this is purposeful. The small boxes on the left side are checked if the item is present. The boxes are NOT intended for scoring. Use the 1 or 0 to indicate a strength or an opportunity for growth. In some instances, a group of items m(s) may be a strength even if the overall matching checklist item is not a plus.

EI SC: _____ Coach/Observer: _____

GUIDE	Strength= 1 Opportunity= 0		Comments
OPENING: Establish/ Re-establish the Partnership (1/1 = Strength)	1	0	
<input type="checkbox"/> Engage in mutual social talk			
OPENING: Discuss Family-Child Strengths/ Concerns/Observations (3/4 = Strength)	1	0	
<input type="checkbox"/> Discuss child strengths, new skills, new interests, steps that were to be taken (if any) since previous contact			
<input type="checkbox"/> Discuss family developments since previous contact			
<input type="checkbox"/> Discuss any concerns and what has been tried			
<input type="checkbox"/> Review steps that were to be taken since most recent contact with family			
OPENING: Co-establish Purpose for Today's Visit (1*/2 = Strength) *required*	1	0	
<input type="checkbox"/> *Co-establish parent's and professional's priorities for the visit, including ideas from previous visit* If no new ideas/concerns, explore action steps toward applicable family outcomes as focus for this visit			
<input type="checkbox"/> If necessary, identify immediate concern which may preempt other main agenda topics for the contact			
MAIN AGENDA – Review Progress Toward Child/Family IFSP Outcomes (2/3 = Strength)	1	0	
<input type="checkbox"/> Discuss progress, child/family strengths, resources and any resulting plans for EACH outcome			
<input type="checkbox"/> Discuss EI services relative to who is providing, frequency, location, and satisfaction with what is happening to address outcomes			
<input type="checkbox"/> Discuss satisfaction with other resources and supports including waiver and needed new resources as appropriate			

MAIN AGENDA – Review Family Rights and Safeguards; Progress on Transition Plan as Appropriate <i>(1/2 strength if addressed)</i>	1	0	
<input type="checkbox"/> <i>Discuss family rights at least annually; what questions does the family have re: EI process and what happens at any given point and what happens next</i>			
<input type="checkbox"/> <i>Discuss progress toward IFSP transition steps including what has been tried, supports needed, joint planning, timelines</i>			
MAIN AGENDA – Develop New Home Visit Plan for Between Now and Next Contact <i>(1/2 = Strength)</i>	1	0	
<input type="checkbox"/> <i>Summarize plans and jointly determine steps to be taken relative to IFSP goals, services and/or transition plan</i>			
<input type="checkbox"/> <i>Discuss communication between SC and family between contacts</i>			
CLOSING: Reflection <i>(1/2 = Strength)</i>	1	0	
<input type="checkbox"/> <i>Ask: What are we each feeling good about?</i>			
<input type="checkbox"/> <i>Ask: Any remaining parent concerns or questions?</i>			
Discuss/Review Possible Ideas for Next Visit			
CLOSING: Review and Finalize Plan <i>(1/2 = Strength)</i>	1	0	
<input type="checkbox"/> <i>Briefly summarize key components of the HV Plan</i>			
<input type="checkbox"/> <i>If addressing an immediate concern took up allotted time, make specific plan for a follow-up contact to review IFSP outcomes</i>			
<input type="checkbox"/> <i>Provide a copy of the HV Plan</i>			

GETTING READY STRATEGIES	Strength= 1 Opportunity= 0		<i>Comments</i>
Communicate Openly and Clearly	1	0	
Affirm Parent Competencies	1	0	
Make Mutual/Joint Decisions	1	0	
Focus Parent's Attention on Child's Strengths	1	0	
Share Developmental Information and Resources	1	0	
Use Observations and Data from Parents and Professionals	1	0	
Model and/or Suggest	1	0	

RBI Observation Tool

The items on the Obs. Tools are very similar/same as those on the RBI and GR checklists, and this is purposeful. The small boxes on the left side are checked if the item is present. The boxes are NOT intended for scoring. Use the 1 or 0 to indicate a strength or an opportunity for growth. In some instances, a group of items m(s) may be a strength even if the overall matching checklist item is not a plus.

EI SC/Provider: _____ Coach/Observer: _____

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		Comments
Beginning: (1/2=Strength)	1	0	
<input type="checkbox"/> Greet the family and review the purpose for the meeting (get to know family, how best to provide support for child and family).			
<input type="checkbox"/> Ask the parents their main concerns for the child and family.			
Routines: (10/15=Strength)	1	0	
<input type="checkbox"/> Stay focused on routines rather than developmental domains?			
<input type="checkbox"/> Ask open-ended questions initially to gain an understanding of the routine and functioning (followed by closed-ended questions if necessary)			
<input type="checkbox"/> Find out what people in the family other than the child are doing in <u>each</u> routine			
<input type="checkbox"/> Ask follow-up questions related to engagement			
<input type="checkbox"/> Ask follow-up questions related to independence			
<input type="checkbox"/> Ask follow-up questions related to social relationships			
<input type="checkbox"/> Ask developmentally appropriate follow-up questions.			
<input type="checkbox"/> Avoid unnecessary questions, such as specific time something occurs.			
<input type="checkbox"/> Attempt to get the parent's perspective about why he/she thinks the child does what he/she does.			
<input type="checkbox"/> Put a star next to notes where family has indicated a desire for change in routine, has said something they want for child/family to do, or that has raised a red flag for the interviewer.			
<input type="checkbox"/> If no problems (stars) in routine, ask family what they want to see NEXT .			
<input type="checkbox"/> Ask for a rating at end of the parent's description of <i>each</i> routine.			
<input type="checkbox"/> Ask "what happens next" (or something similar) to transition between routines.			
<input type="checkbox"/> Use "time of day" instead of "routine".			

RBI- CHILD/FAMILY ROUTINES DESCRIPTION (WHAT CHILD IS DOING, WHEN, AND HOW)	Strength= 1 Opportunity= 0		Comments
Style: (5/9=Strength)	1	0	
<input type="checkbox"/> Use positive and appropriate affect (expressions, tone). Matches responsiveness to what parent says, eye contact, body position.			
<input type="checkbox"/> Has a good flow (conversational , not writing a lot), listens and responds to what is being shared.			
<input type="checkbox"/> Maintain focus throughout interview.			
<input type="checkbox"/> Use affirming behaviors (nodding, positive comments, gestures).			
<input type="checkbox"/> Use active listening (rephrasing, clarifying, summarizing).			
<input type="checkbox"/> Avoid giving advice.			
<input type="checkbox"/> Act in a nonjudgmental way.			
<input type="checkbox"/> Return easily to interview after an interruption.			
<input type="checkbox"/> Allow family to state their own opinions, concerns, etc. (not leading toward what interviewer sees as important).			
Family Issues: (3/3=Strength)	1	0	
<input type="checkbox"/> Ask the family if they have enough time for themselves or with another person (if not already shared).			
<input type="checkbox"/> Ask family “when you lie awake at night worrying, what is it you worry about?”			
<input type="checkbox"/> Ask family “if you could change anything about your life, what would it be?”			
Recap/Outcome Selection: (4/7=Strength)	1	0	
<input type="checkbox"/> Ask the person taking notes to summarize the starred concerns during the recap.			
<input type="checkbox"/> Complete the recap in 5-7 minutes or less.			
<input type="checkbox"/> Ask the family, after the note-taker has summarized the concerns, if anything should be added.			
<input type="checkbox"/> Make it clear to the family that the concerns (i.e., starred items) are not outcomes/goals.			
<input type="checkbox"/> Following the recap, ask the family what they would like to work on (i.e. list of outcomes) and record their responses, <i>on a clean sheet of paper or Family Priorities Form</i> .			
<input type="checkbox"/> Ask the family, to prioritize the outcomes in order of importance.			
<input type="checkbox"/> Say what will happen next with this information (e.g. outcomes/goals written; services decided upon, etc.)			

Getting Ready Goal and Joint Action Plan: Coach-EI Professional

EI Professional: ____ J _____
 Coach: ____ Tina _____
 Date : ____ 12/3/24 _____

My Goal: What do I want to focus on? How will I know I've been successful?

- ____ GUIDE
- ☒ Opening
- ____ Let's Try It/PC Interaction
- ____ Review of Outcomes
- ____ Closing
- ____ Data Use

J will use mutual decision making to co-establish the focus of the visit.

EI Professional will:

Coach will:

How will we do this?
What might it look like or sound like? When will it happen?

Action Steps: (List one or more action steps based on the goal)

Will ask about all GUIDE components in the Opening.
 Will wait for parent to potentially add an idea after asking what they would like to focus on.
 Will continue to add own idea to the decision making.

Will practice opening questions with J.

Plan for Communication Between Contacts:

☐ Email
 ☐ Phone
 ☐ Text
 ☐ Zoom

When will we check-in? _____
 (date of check-in)

Next Coaching Conversation _____
 (date of meeting)

Getting Ready Goal and Joint Action Plan: Coach-EI Professional

EI Professional: ____ A _____ Coach: ____ Sue _____ Date : ____ 10/18/22 _____

My Goal: What do I want to focus on? How will I know I've been successful?

- ____ GUIDE
- ____ Opening
- ____ Let's Try It/PC Interaction
- ____ Review of Outcomes
- ____ Closing
- ☒ Getting Ready Strategies
- ____ Data Use

Use communicate openly and clearly to help family identify what their hopes are for their daughter in preschool.

EI Professional will:

Coach will:

How will we do this?
What might it look like or sound like? When will it happen?

Action Steps: (List one or more action steps based on the goal)

Use open-ended questions to find out what Mom has found out about preschool options.
If possible, clarify how Mom will use a developmental checklist.

Email A to find out what A's team thought about the checklist and which she should take to the next visit.

Plan for Communication Between Contacts:

☐ Email ☐ Phone ☐ Text ☐ Zoom

When will we check-in? _____
(date of check-in)

Next Coaching Conversation _____
(date of meeting)

RBI Goal and Joint Action Plan: Coach-EI Professional

EI Professional: K

Coach: Tina Kilgore

Date : 09/30/2024

My Goal: What do I want to focus on? How will I know I've been successful?

☐ Protocol
☒ EISR
☐ Style
☐ Time/Worry/Change Questions
☐ Recap
☐ Data Use

Not ask the same question in all routines.

EI Professional will:

Coach will:

How will we do this?
What might it look like or sound like? When will it happen?

Action Steps: (List one or more action steps based on the goal)

- 1) Review the EISR hand out
- 2) Ask my team for feedback
- 3) Review what I know from the evaluation prior to going into the RBI to pre-think some possible questions.

Help Kelsey practice different ways of asking questions through role play.

Plan for Communication Between Contacts:

☐ Email ☐ Phone ☐ Text ☐ Zoom

When will we check-in? _____
(date of check-in)

Next Coaching Conversation _____
(date of meeting)

Initial Agenda

(used PRIOR to the coachee submitting a video)

Opening:

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

Main Agenda:

- Briefly review the process of coaching (coaching for growth opportunities rather than “checklist” - i.e., *Goal/Joint Action Plan-Reflection/Observation/Feedback*)
- Discuss what EI is feeling comfortable with (for RBI or GRHV) and what they might be wondering about.
- Co-determine the frequency and timing of coaching conversations.
- Co-create a goal and a plan for “action steps” between now and the next contact. (using the *Goal/Joint Action Plan* form)

Closing:

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

Sample Script for Explaining the Coaching Process:

First session: “Today I was hoping we could talk through how the coaching process works and what we want to accomplish together (include approval or fidelity requirements as appropriate). I want to make sure you feel comfortable with how coaching will look and what the outcome will be (meet approval, meet fidelity, enhance RBI or GR implementation, etc.). Before you submit a video, I’d like to hear what your intention is, i.e. how you would like your RBI or GRHV to look, and/or what you want to change. The conversation should include what you feel you are already doing, and what you want to specifically focus on. We will finish by co-developing your goal. When I review your video, I will use your goal to guide my observations, reflections and feedback so that when we meet again, we can compare notes, reflect on what you want to continue to do, and what your next step might be. How does that sound? What questions or comments do you have or want to contribute to this agenda?”

This may sound different from what you know about the approval or fidelity process, focused on meeting a certain percentage according to the checklist. We will be using other data sources which focus on the same key components as the checklist, but with less emphasis on the scoring aspect.”

Second session add: “We’ll start with reviewing the goal and action plan we developed together at our last CC; and then like last time, I want to hear your intentions.....”

Definition of Coaching from Training:

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. Coaches use relationship building, observation, goal setting and joint planning, feedback, modeling, and facilitation of reflection all grounded in data-driven activities to support coachees.

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.
 - 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 Joint Action Plan* & other pertinent data (from observation tool).
- Ask the EI to reflect on their intention as compared to what actually happened.
- Based on EI'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 potential priorities
- Co-create a goal and a plan for "action steps" between now and the next contact (use *Goal and Joint Action Plan* form).
 - What does the EI want their RBI or GRHV to look like next time?
 - Who will do what and by when?

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 each of you are feeling good about right now.
- Ask about any remaining concerns or questions.

Getting Ready Goal and Joint Action Plan: Coach-EI Professional

EI Professional: _____ Coach: _____ Date : _____

My Goal: What do I want to focus on? How will I know I've been successful?

____ GUIDE
____ Opening
____ Let's Try It/PC Interaction
____ Review of Outcomes
____ Closing
____ Getting Ready Strategies
____ Data Use

EI Professional will:

Coach will:

How will we do this?

What might it look like or sound like? When will it happen?

Action Steps: (List one or more action steps based on the goal)

Plan for Communication Between Contacts:

☐ Email ☐ Phone ☐ Text ☐ Zoom

When will we check-in? _____
(date of check-in)

Next Coaching Conversation _____
(date of meeting)

RBI Goal and Joint Action Plan: Coach-EI Professional

EI Professional: _____ Coach: _____ Date : _____

My Goal: What do I want to focus on? How will I know I've been successful?

____ Protocol
____ EISR
____ Style
____ Time/Worry/Change Questions
____ Recap
____ Data Use

EI Professional will:

Coach will:

How will we do this?

What might it look like or sound like? When will it happen?

Action Steps: (List one or more action steps based on the goal)

Plan for Communication Between Contacts:

☐ Email ☐ Phone ☐ Text ☐ Zoom

When will we check-in? _____
(date of check-in)

Next Coaching Conversation _____
(date of meeting)

Name:
PRT:
Date:
Coaching Session #:

Coaching Conversation Agenda

Please Bring:

- ✓
- ✓
- ✓

Opening:

Main Agenda:

Closing:

Next Coaching Conversation (include Informal) Date:

Communication Plan:

Coaching Practice with Agenda

Goal: _____

Opening	Questions to consider	What will I say/ask?
A. Establish rapport with the EI.	What would be a good connection/re-connection question?	
B. Co-establish agenda structure for coaching conversation by reviewing the following: -Briefly summarize what you have in the main agenda -Confirm and/or ask for agenda items.	What can you ask/share to encourage co-establishment of the agenda? What questions could you ask to find out what's important to the EI to cover/know? What does the EI need to know about the expectations of the coaching session (think growth vs checklist)?	
Main Agenda		
A. Review of Goal and Joint Action Plan (GAP) & pertinent data from observation tool.	Review (GAP) as a way to frame the conversation; what data about related strength(s) will you reference from your observations?	
B. Ask EI to reflect on how their intention compared to what actually happened.	What is the purpose of this question? What could this question sound like? How will you make it your own?	

<p>C. Based on the EI's reflections, use the RBI or GRHV or other data collected from the submitted video or live observation, to guide the coaching conversation. Provide feedback as necessary.</p> <p>(remaining data plan)</p>	<p>How do you decide which observations to share? What reflective questions will you ask? How do you determine what feedback is necessary to provide, and what feedback will you have ready?</p> <p>(Reflective Questions Matrix)</p>	
<p>D. Co-determine <u>potential</u> priorities.</p>	<p>What reflective questions will you use? How will you encourage co-determining priorities?</p>	

E. Co-create a goal and a plan (use GAP form) for “action steps” between now and the next contact.	How will you make sure the goal is co-created? What will you ask to help EI envision goal? When developing action steps, what will they look or sound like? Both you and your coachee should have actionable step(s).	
Closing		
A. Summarize the conversation from the main agenda with a focus on strengths and desired next steps.	Consider taking a few notes during the main agenda to help with the summary, making sure to include strengths.	
B. Confirm the Goal/Joint Action Plan	Review the Goal/Joint Plan to make sure you both agree.	
C. Share what each of you are feeling good about right now.	How will you set this up?	
D. Ask about any remaining concerns or questions.		

Name:
PRT:
Date:
Coaching Session #:

Coaching Agenda

Please Bring:

- Getting Ready Guide and Checklist
- Home Visit Plan and IFSP for this child
- Your own notes from watching these video clips: 10:45-11:30, 12:10-13:10

Opening:

- Checking in . . . how are you?
- Establish agenda

Main Agenda:

- Intention vs. Outcome
 - Action Plan Goal: Identify the main priority for the visit for both family and Services Coordinator (co-determination)
 - 10:45-11:30
- Use of Getting Ready Strategies
 - Modeling/Suggesting - 12:10-13:10
 - Sharing Developmental Information/Resources
- Review of the Checklist

Closing:

- Develop joint action plan
- Feeling good about
- Recap and plan for next coaching conversation

Coach – EI Professional Goal and Action Plan

EI Professional : __Sue_____ **Coach :** _____Janice_____ **Date :** _____

Coach – EI Professional Goal and Action Plan

EI Professional : __Sue_____ **Coach :** _____Janice_____ **Date :** _____

My Goal: What do I want to focus on? How will I know I've been successful?

x EBP Practices

Data Use

My Goal: What do I want to focus on? How will I know I've been successful?

x EBP Practices

Data Use

Increase number of child engagement questions across routines so that RBI notes/IFSP/HV would include more information about engagement for writing the IFSP.

El Profesional 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)

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:

Use EISR resource to write down additional engagement questions to take to the RBI.

Prior to RBI, talk with secondary about helping with engagement questions when asking “anything else” in routines.

Action Steps:

Use EISR resource to write down additional engagement questions to take to the RBI.

Prior to RBI, talk with secondary about helping with engagement questions when asking “anything else” in routines.

Action Steps:

Use EISR resource to write down additional engagement questions to take to the RBI.

Prior to RBI, talk with secondary about helping with engagement questions when asking “anything else” in routines.

Share video link from EDN website of an RBI which includes engagement questions.

Plan for Communication Between Contacts: Mid-December email
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<p>Next Coaching Check-In Plan and Timeline (Related to supporting Goal and Action Plan) Follow up about action steps; EI to share # of engagement questions and process of working with secondary during RBI</p>
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Next Coaching Conversation Plan and Timeline (Related to supporting Goal and Action Plan) January	
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Coach Goal and Action Plan

Coach : _____ Date : _____

My Goal: What do I want to focus on? How will I know I've been successful?

____ Practices

____ Coaching Structure

____ Data Use

Coach will:

How will I do this?

What might it look like or sound like? When will it happen?

(Think about all your EI professionals for practice opportunities)

Action Steps: