

Coaching Skills for Home Visiting – Partnering for Change



Your Presenters Today:

Lorine Horvath and Megan Larson
Region 8 Training and Technical Assistance
Network



These materials were developed for OHS/Region 8 TTA network under contract 140D0421C0007 STGI

What Lens Do You Bring?

- Program
 - Early Head Start
 - Head Start Preschool
 - Other Home Visiting
- Role
 - Program Manager or Coordinator
 - Home Visitor/Direct Service Staff
 - Other
- Age group served
 - Prenatal/Adults Only
 - Infants & Toddlers
 - 3–5-year-olds
- What did we miss?



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PRACTICE-BASED COACHING

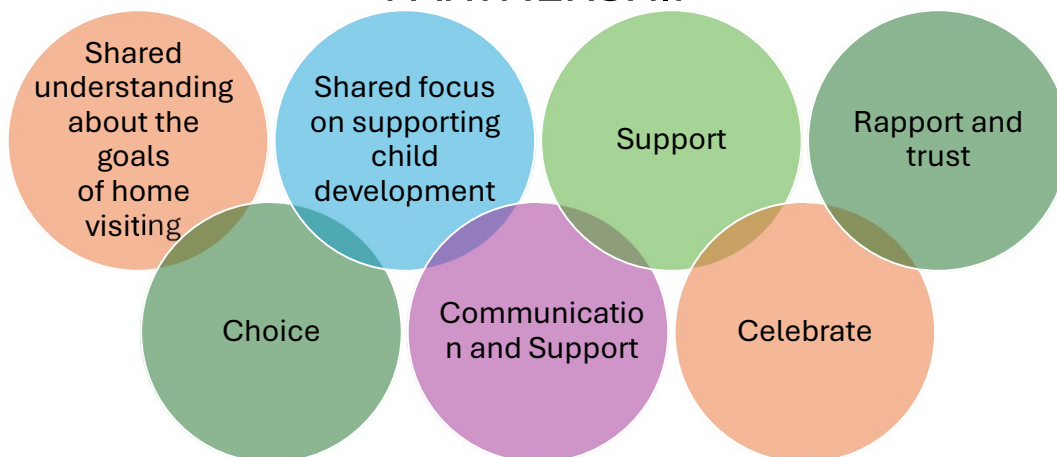


PRACTICE-BASED COACHING



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CHARACTERISTICS OF A COLLABORATIVE PARTNERSHIP



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WHAT IS CULTURE?

Shared understanding of talk, routines, roles, relationships, responsibilities, and ways of using particular artifacts.

A dynamic process that influences every aspect of how we perceive and interact with others; includes beliefs, language(s), and behaviors valued in a community.

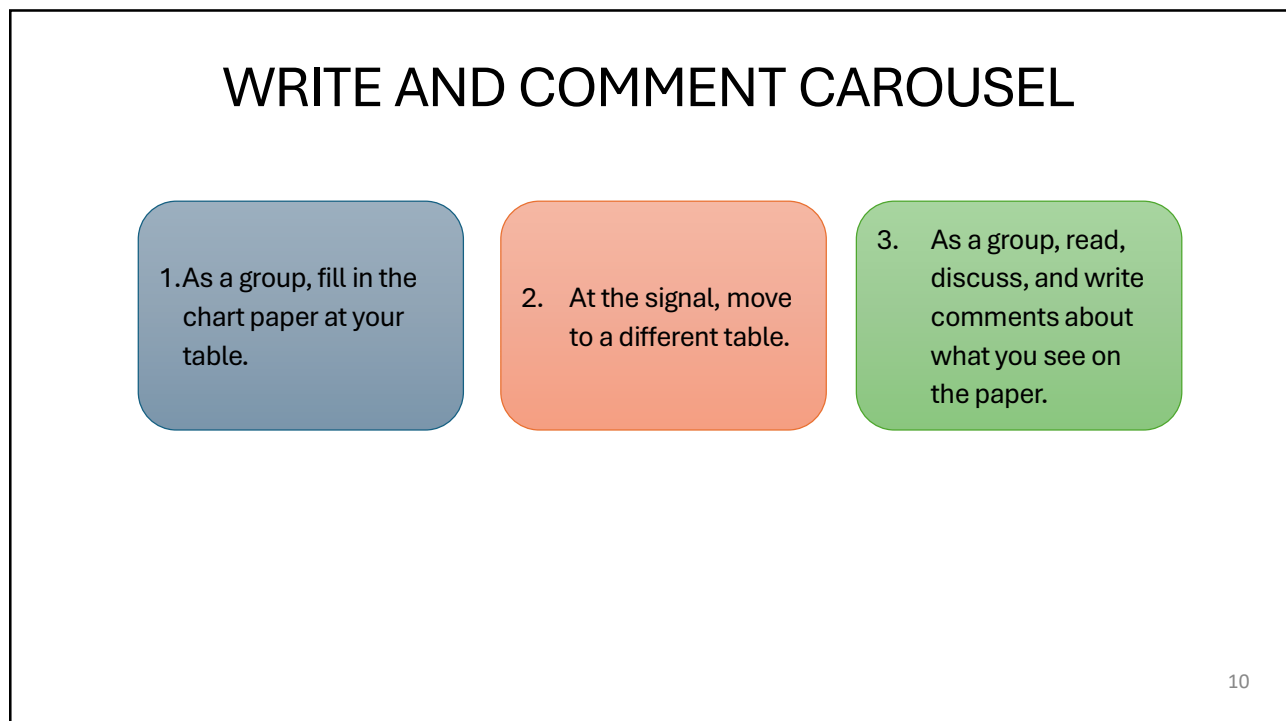
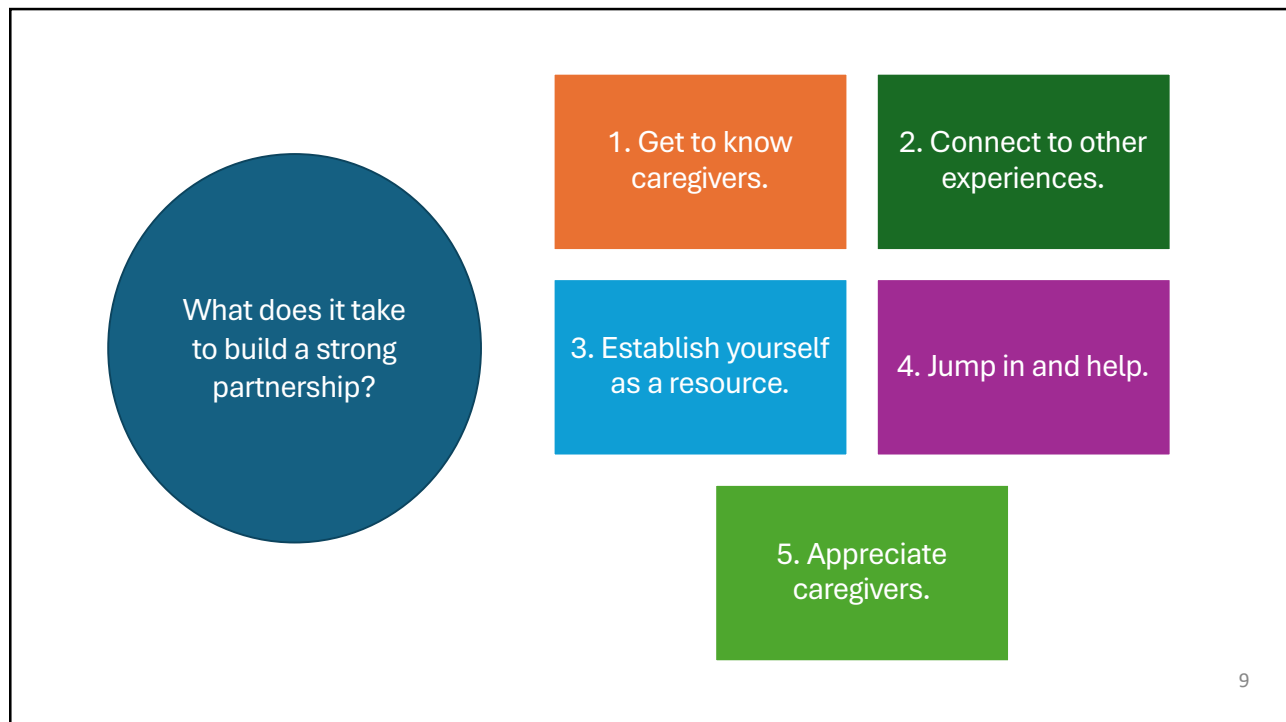
Frank, C., 2011. *Ethnographic Interviewing for Teacher Preparation and Staff Development*

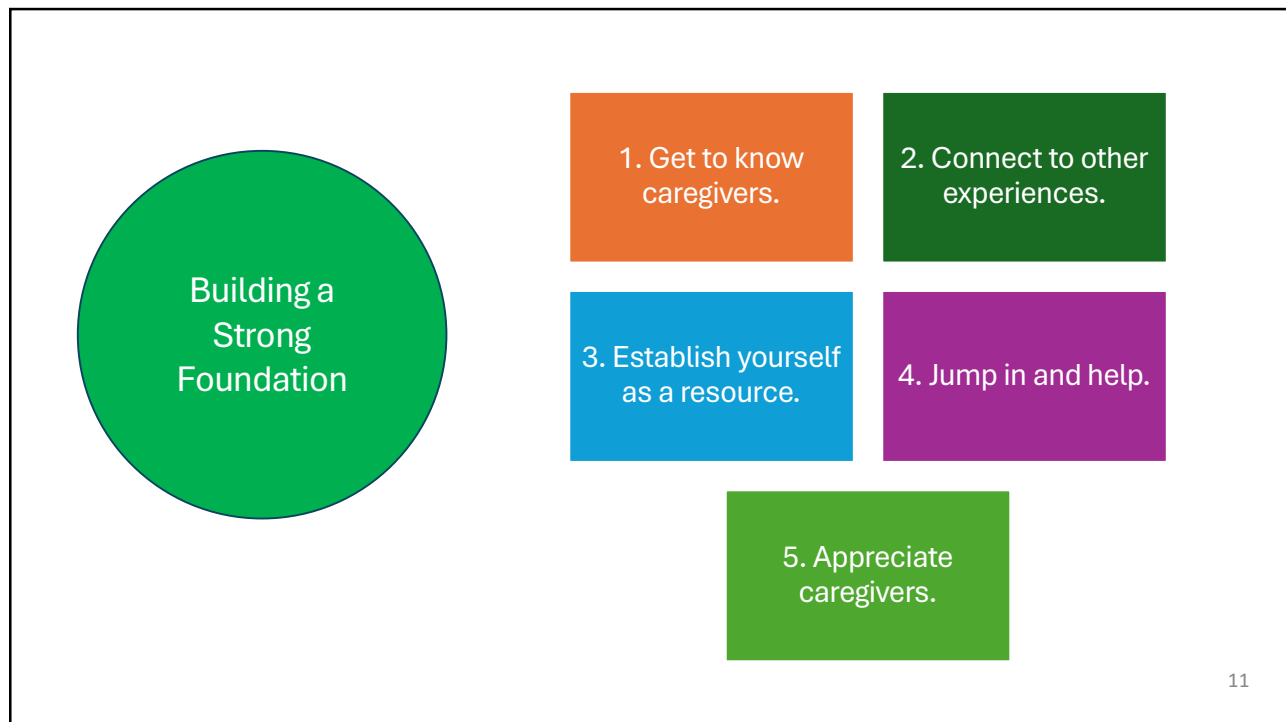
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HOME VISITING AND CULTURE



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EFFECTIVE PRACTICES

Specific statements of the actions and behaviors of caregivers that support child learning.

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CONSIDER:

- What activity was planned for the HV?
- What caregiving practices is this home visitor/ caregiver group focusing on?
- What does the HV do to support the caregiver's use of high-quality practices?
- What practices does the caregiver use?



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EFFECTIVE PRACTICES VS. ACTIVITIES

- What was this home visitor's plan?
- What activity did she do with the parent and child?

Book Read/Interaction

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PRACTICES VS. ACTIVITIES

What *practices* did the Home Visitor use during the activity?

Use of child's voice

Modeling caregiving practices

Positive affect

Focusing parent on child cues

Acknowledging parent strengths

Physical positioning of child and materials

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PRACTICES VS. ACTIVITIES

What *practices* did the caregiver use during the activity?

Holds the child

Provides affirmation

Asks questions

Responding to child communication

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I will invite the child to describe what they see



I will set out glitter,
glue and paper for the
child to use

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PRACTICE-BASED COACHING



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NEEDS ASSESSMENT

What do you
and your child
enjoy together?

What would you
like to help your
child do better?

What do you
wonder or worry
about your
child's
development?

What is the
hardest part of
your day
together?

What is your
hope for your
time with me?

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Needs Assessment

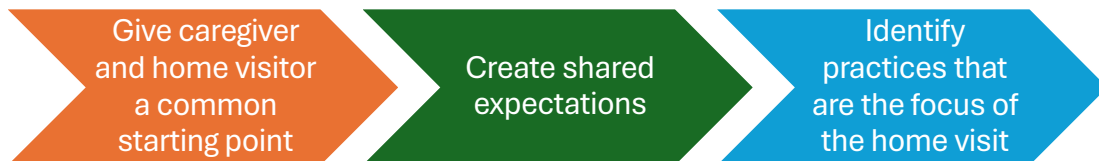


GOAL

Once you have gathered information about a caregiver's use of effective practices, you can work together to set shared goals.

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WHY ARE SHARED GOALS IMPORTANT



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HOW TO WRITE GOALS



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NCECDTL

EXAMINE THE GOAL

When reviewing goals, use the items listed below to help you determine if the goal is written well.

- ☐ Does it target a specific practice?
- ☐ Will we be able to observe it?
- ☐ Is it achievable in the time frame set?
- ☐ Does the coachee know exactly what to do?
- ☐ Does the goal let the coachee know when to use this practice?

EXAMINE THE GOAL

A mother of an infant says that she wishes her child could talk and tell her what they want.

Her goal says:

I will wait for baby to respond to a verbal communication before acting.

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COMPARE

I will wait for baby to respond to a verbal communication before acting.

Before I pick baby up for a diaper change, I will ask, "Are you ready for a clean diaper?" and wait three seconds to see how the they respond.

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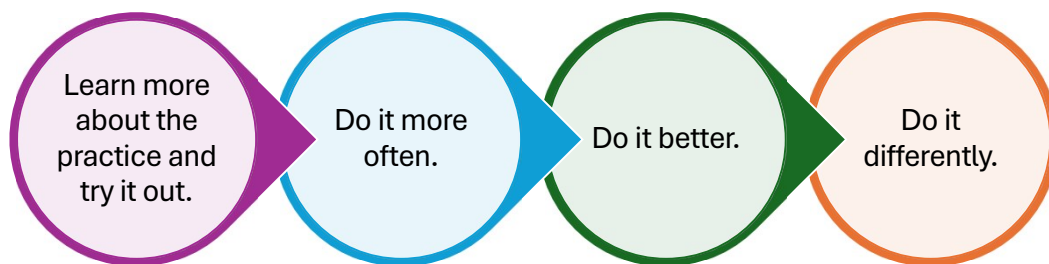
EXAMINE THE GOAL for different outcomes

A family struggles with daily routines. Their goal says:


We will use a visual schedule to remind us of our daily activities

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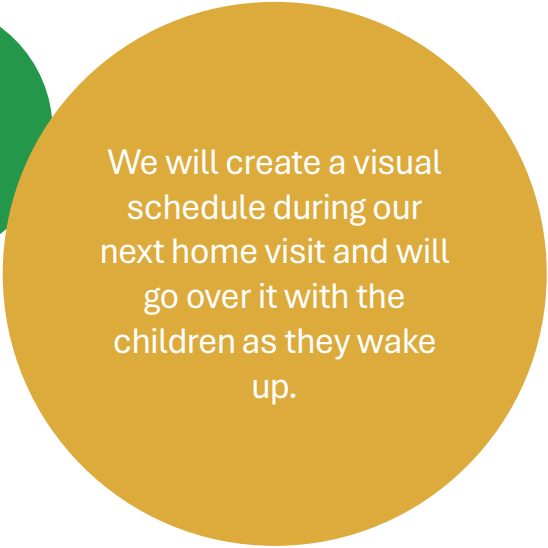
REFINE OR IMPROVE Where are they in the process?



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Learn
More and
Try it Out

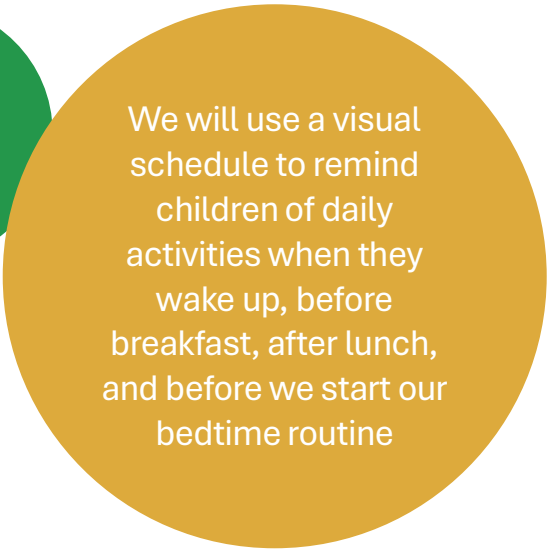


We will create a visual
schedule during our
next home visit and will
go over it with the
children as they wake
up.

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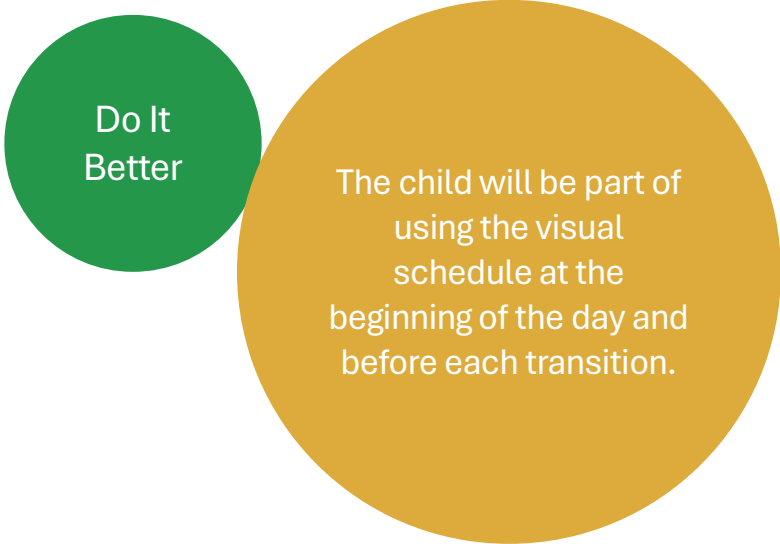


Do It
More
Often



We will use a visual
schedule to remind
children of daily
activities when they
wake up, before
breakfast, after lunch,
and before we start our
bedtime routine

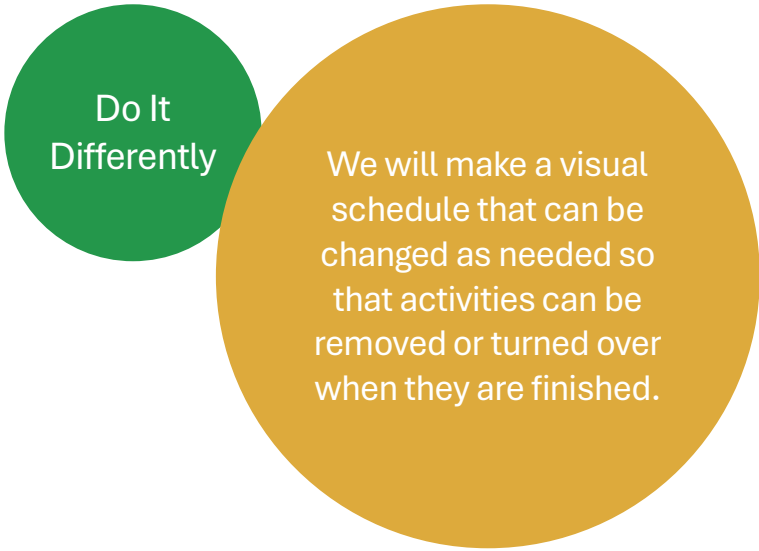
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Do It
Better

The child will be part of
using the visual
schedule at the
beginning of the day and
before each transition.

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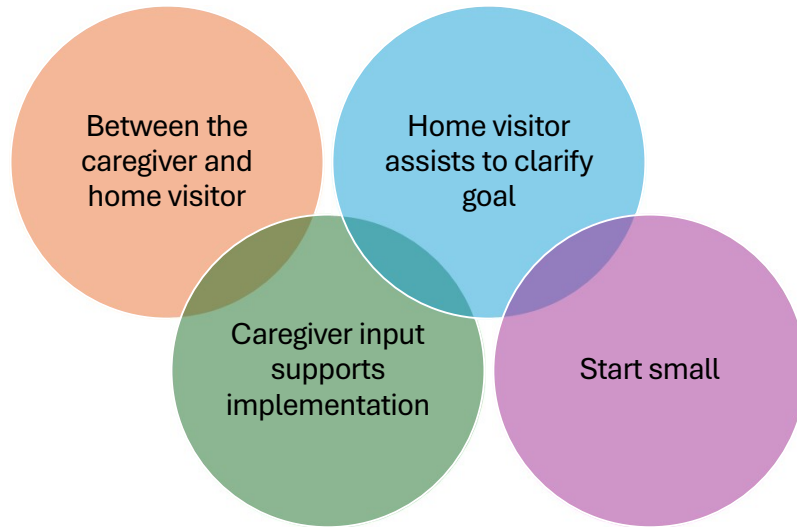


Do It
Differently

We will make a visual
schedule that can be
changed as needed so
that activities can be
removed or turned over
when they are finished.

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GOAL SETTING IS COLLABORATIVE

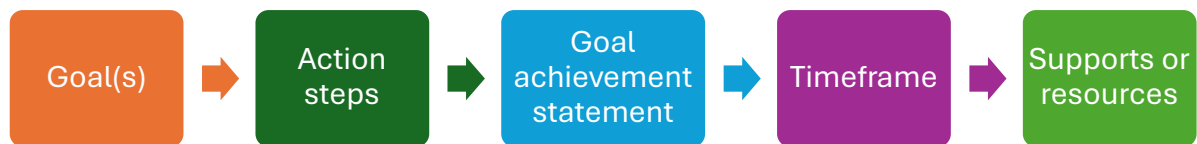


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WHAT IS AN ACTION PLAN?

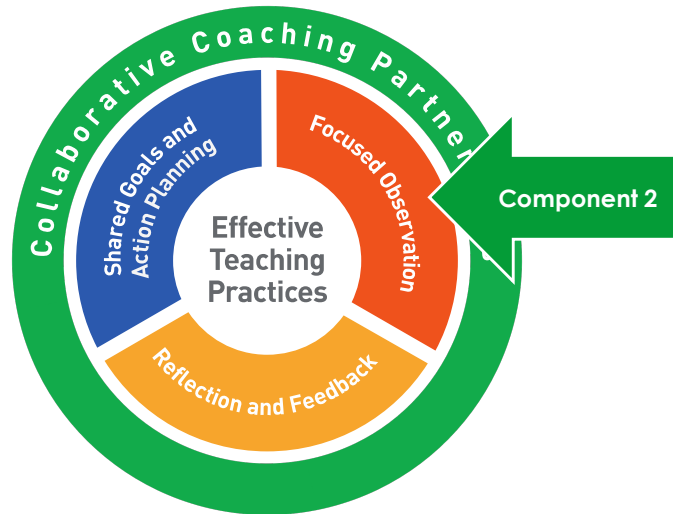


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It might also look like this:

- What do you want to do?
- What do you need to do first/second/third?
- How will you know you're making progress? How will you know when you're done?
- How long before you will reevaluate?
- What help do you need?

PRACTICE-BASED COACHING



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TIME TO OBSERVE



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HOME VISITOR STRATEGIES DURING OBSERVATION

Side by side
verbal or
gestural support

Problem solving
discussion

Videotaping???

Modeling

Drawing
attention to child
development

Other help

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Recording Observations

- Document evidence of growth
- Notes, pictures or logs help to organize information
- Support questions and comments during reflection and feedback.

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RECORD WHAT YOU OBSERVE

Be objective

Note or count specific things the caregiver says or does

Note or count child responses to the caregiver

Collect data on home visit plan goals

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Parent says “I don’t know what my child likes” – with clarifying questions leads to goal around predicting and observing child to toys -



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What did you observe?



How did you record your observations?



What were you thinking and feeling during this observation?



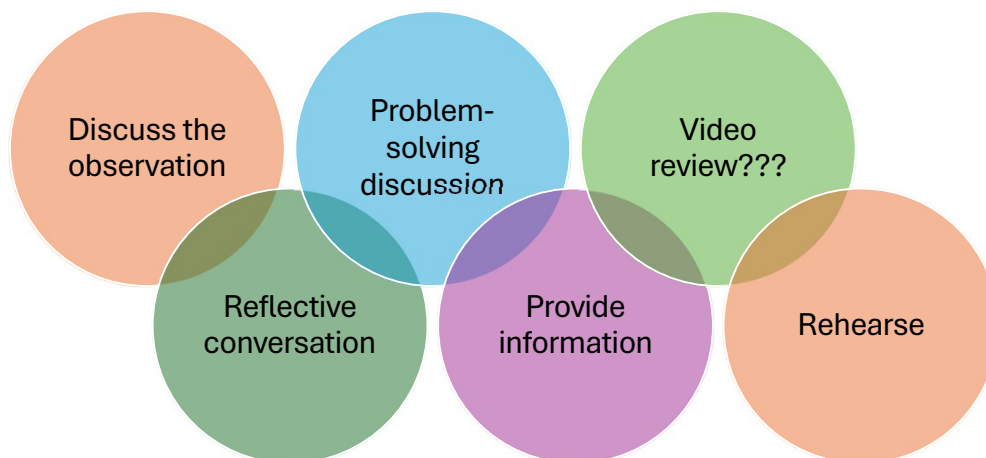
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PRACTICE-BASED COACHING



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REFLECTION AND FEEDBACK MEETINGS



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REFLECTION

Strength-based



Encourage, affirm and acknowledge

Conversational and Reciprocal



Open-ended prompts



Structured feedback based on observation



Grounded in data/observation



Connected to action plan



Combine challenges and support

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REFLECTION STARTER PHRASES

Objective questions

- What happened when___?
- What have you tried with_____?

Interpretive questions

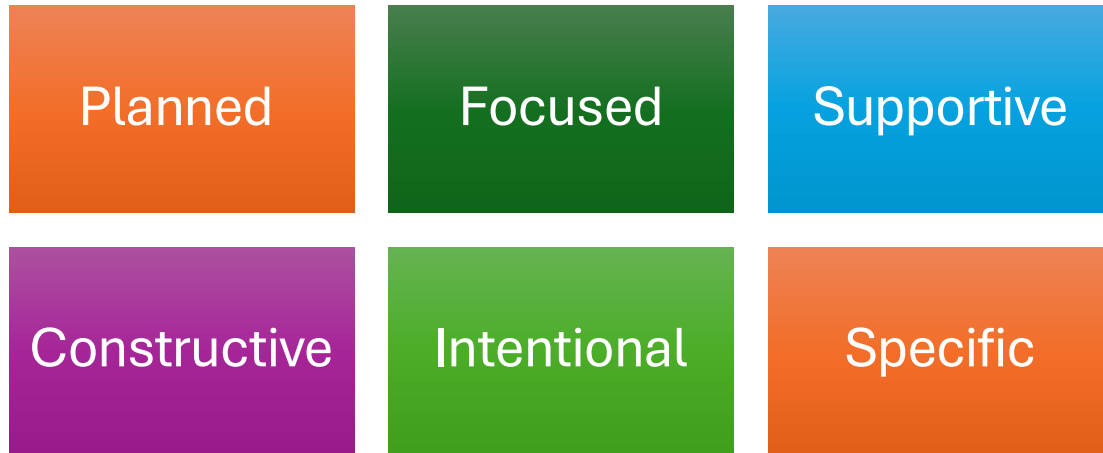
- Why do you think_____?
- What do you think would happen if_____?

Comparative questions

- Knowing that, what would you do next time...?
- How did that compare to_____?

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EFFECTIVE FEEDBACK



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ATTRIBUTIVE

You are so patient.

NON-ATTRIBUTIVE

You waited 10 seconds for Emily to get the purple piece in and when she did it, she was so proud.

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TYPES OF FEEDBACK

A large solid orange circle containing the text "Supportive Feedback".

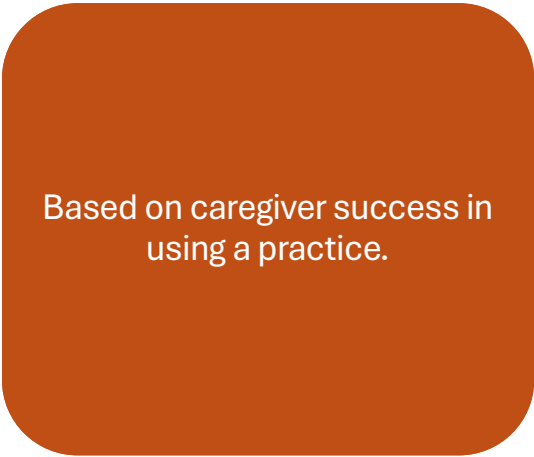
Supportive
Feedback

A large solid orange circle containing the text "Constructive Feedback".


Constructive
Feedback

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SUPPORTIVE FEEDBACK

A large orange rounded rectangle containing the text "Based on caregiver success in using a practice."

Based on caregiver success in
using a practice.

A large orange circle containing the text "“You used descriptive praise with Carlie when you said, ‘You helped mommy by picking up toys and putting them away.’”"

“You used descriptive
praise with Carlie when
you said, ‘You helped
mommy by picking up
toys and putting them
away.’”

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SUPPORTIVE FEEDBACK



"You really got it when you _____."

"I noticed that you did _____, that really worked well for having the parent follow the child's lead."



"It was great to see _____."

"I saw you do _____. It was a perfect example of _____."



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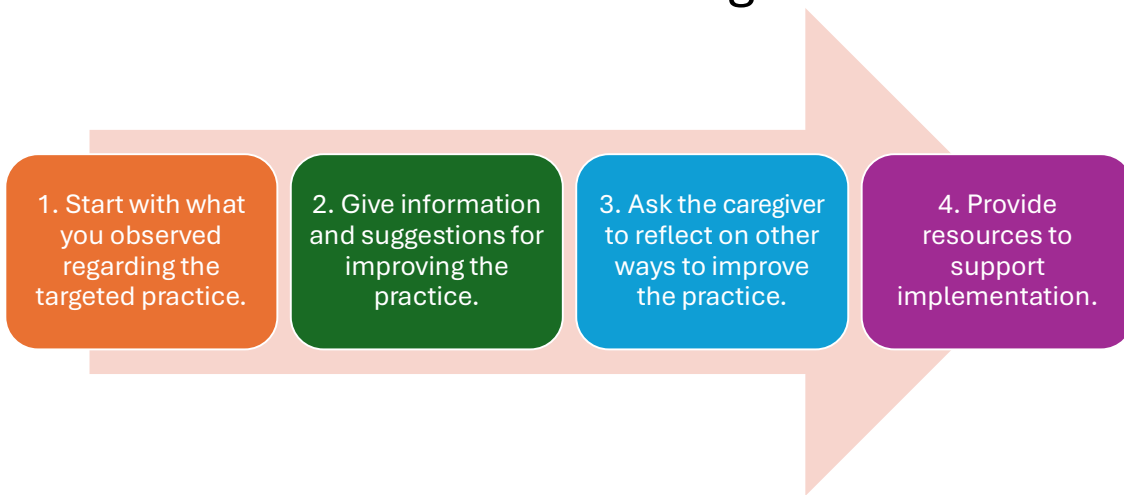
CONSTRUCTIVE FEEDBACK

Helps caregivers expand or adjust practices.

"We talked about positive descriptive praise - I noticed that you said 'nice job' when Carly got the shape into the sorter - is there a way you could describe what she did well when you affirm her?"

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Deliver a Constructive Message



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CONSTRUCTIVE FEEDBACK STARTER PHRASES

“Tell me a little bit about...”

- What you were thinking when you ...
- What you were thinking when Mikel ...

“One way I’ve observed this handled effectively is when the home visitor/teacher...”

“Something that you might try...”

“I once tried...”

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PRACTICE-BASED COACHING



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Partnership is not a posture but a process—a continuous process that grows stronger each year as we devote ourselves to common tasks.

John F. Kennedy

quote fancy

Your Feedback is Important to Us!



Training Topic: Coaching for Home Visiting

Training Date: November 20, 2024



Trainers:

Megan Larson

Family Engagement Specialist

Megan.Larson@stginternational.com

Lorine Horvath

Early Childhood Specialist

Lorine.Horvath@stginternational.com



Head Start Regional TTA Network

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