Building Fidelity in Early Intervention Coaching Practices through Training and Mentorship

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Outcomes

- Attendees will identify quality indicators of coaching practices in EI
- Attendees will demonstrate understanding of Kentucky’s model of professional Development for EI Providers
- Attendees will apply the content to their own scope of work to enhance their role in preparing parents to help their child learn and develop
12,000 Children & Families Served
1200 Providers
15 Point of Entry Offices
State Staff
Department for Public Health
Cabinet for Health & Family Services
• Prior to 2004, two State Lead Agency changes

• Frequent Part C Coordinator vacancies

• Each Point of Entry operated differently

• Data collection poor

• From 1998-2009, budget overruns ranged from $2-$7 million per year
The Long Road to Systemic Improvement

2004
• Over budget, out of compliance and needing intervention
• DPH became the lead agency - numerous changes

2008
• Restructured Point of Entry offices

2010
• TA teams were disbanded
• Enforcement of insurance billing
• Push to enforce Primary Service Provider (PSP) Model

2012
• Financially stable
• Compliance no longer an issue
• SSIP development to address provider practices

2018
• Growth absorbed due to implementation of the PSP Model
• All Pieces in place to support quality practice
• Launched training program for coaching
<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Program Costs</td>
<td>$53,615,190</td>
<td>$32,647,834</td>
</tr>
<tr>
<td>Total Number Children Served</td>
<td>7975</td>
<td>14,213</td>
</tr>
<tr>
<td>Average Per Child Cost</td>
<td>$6722/per child</td>
<td>$2297/per child</td>
</tr>
<tr>
<td>State Determination Rating by US Dept. of Education</td>
<td>Needs Intervention (next to lowest rating)</td>
<td>Meets Requirements (highest rating)</td>
</tr>
</tbody>
</table>
SSIP from Development to Implementation

GOAL • PLAN • SUCCESS
Kentucky’s SSIP

El providers will change in their ability to coach parents on intervention and strategies to help their child develop and learn.

Parents will change their self-perception of their ability to help their child develop and learn.

The SSIP is a multi-year plan for improvement of outcomes for children with disabilities.
It takes all parts working together…. 

- Service Coordinators 
- Early Intervention Providers 
- POE Managers 
- Family Members 

Effective IFSPs
The Program Standards drive Kentucky’s Early Intervention System and clearly define the services families should receive.

- Family-driven
- Individualized
- Evidence-based

- Natural Environment
- Team-based
- Transition

KEIS Core Competencies

Early Intervention Provider Performance Standards

Service Coordinator Performance Standards

Early Intervention Provider Self-Assessment

Service Coordination Self-Assessment

Recommended Practice L9
POE Managers

POE Manager Leadership Series

- Online interactive modules
  - General Supervision
  - Reflective Supervision
  - Data-Driven Decision Making
  - Oversight of Providers
  - Four Disciplines of Execution (4DX) Overview

- Other Supports
  - Data Dictionary
  - DEIC Model By-laws
Improving Family Assessments

Service Coordinators
- Live Routines-Based Interview™ Refresher Training
- Streamlined documentation
- Online RBI™ Refresher Module

POE Managers
- RBI™ Oversight Training
- Facilitated Community of Practice
- Online RBI™ Oversight Module
Early Intervention Providers

PD = Training + Mentorship

Natural Environments

Parent Mediated Interventions

Routines Based Interventions

STRENGTH-BASED COACHING

Recommended Practice INS13
Coaching

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.

Rush & Shelden (2011)
<table>
<thead>
<tr>
<th>Practice Continuum</th>
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<tbody>
<tr>
<td>TRADITIONAL</td>
</tr>
<tr>
<td>TALK</td>
</tr>
<tr>
<td>KNOW BEST</td>
</tr>
<tr>
<td>DO</td>
</tr>
<tr>
<td>TELL</td>
</tr>
<tr>
<td>KNOW</td>
</tr>
<tr>
<td>CHARGE IN</td>
</tr>
</tbody>
</table>

Recommended Practice F6

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“Master Coach” Recruitment & Selection

- **Focused JDF Development – EI Specialist Coach:**
  - Train and mentor coaching practices
  - Oversee fidelity of coaching practices
  - Data plan

- **Stakeholder-involved search committee**

- **3 Initial KEIS Providers, with 2 recent additions**
  - Experienced, motivated, well-respected, active
  - Fundamental values and beliefs consistent with SSIP SIM-R
  - Regionally-based, with pilot sites in mind
“Master Coach” Onboarding & Training

- **Training/mentorship/support**
  - Plan supported by:
    - Winnie Dunn & Ellen Pope
    - Woods, Weigel, Edelman, McWilliams, Jenkins
  - Knowledge base activities
  - Coaching practices and coaching practice
  - Development and implementation support
  - Feedback and mentoring skills to support others
Measuring Effectiveness and Fidelity: KY Coaching Adherence Rubric

Reflecting
- Coaching each other & families with reflection to identify key ingredients
- Our views consistent with literature?

Indicators
- 7 Quality indicators were identified
- Necessary for the provider to demonstrate during coaching sessions

Descriptors
- Descriptors for each indicator with ratings to reflect level of performance
- 5-point Likert scale with a goal of sensitivity

Refining & Reliability
- Videos of coaching session scored using the rubric to continue to refine the descriptors to improve reliability.
### Measuring Coaching Quality - KY Coaching Adherence Rubric

<table>
<thead>
<tr>
<th>CQ #</th>
<th>Indicator</th>
<th>Description</th>
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<tbody>
<tr>
<td>CQ1</td>
<td>Fostering Trusting Relationships</td>
<td>Interaction fosters trusting relationships with caregiver(s) by showing genuine interest, actively listening, and responding in non-judgmental, empathetic and supportive ways</td>
</tr>
<tr>
<td>CQ2</td>
<td>Joint Plan (Beginning)</td>
<td>Engages caregiver in identifying priorities and reviewing and developing joint plan</td>
</tr>
<tr>
<td>CQ3</td>
<td>Observation</td>
<td>Observes caregiver and child in prioritized activities followed by asking reflective questions to promote insight</td>
</tr>
<tr>
<td>CQ4</td>
<td>Action/Practice</td>
<td>Proactively captures opportunities for caregiver to practice their prioritized ideas</td>
</tr>
<tr>
<td>CQ5</td>
<td>Feedback</td>
<td>Provides substantive feedback to caregiver, validating and expanding their learning</td>
</tr>
<tr>
<td>CQ6</td>
<td>Reflection</td>
<td>Asks effective reflective questions to stimulate thinking and elicit insights from caregiver</td>
</tr>
<tr>
<td>CQ7</td>
<td>Joint Plan (End)</td>
<td>Engages caregiver in developing a plan for actions between visits and for the next visit</td>
</tr>
</tbody>
</table>

Recommended Practice INS13
## KY Adherence Rubric – CQ4 Action/Practice

<table>
<thead>
<tr>
<th>CQ #</th>
<th>Coaching Quality Indicator</th>
<th>Not Yet 0</th>
<th>Knowledge 1</th>
<th>Awareness 2</th>
<th>Application 3</th>
<th>Mastery 4</th>
</tr>
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<tbody>
<tr>
<td>CQ4</td>
<td>PROVIDER...</td>
<td></td>
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**CQ4**
- Proactively captures opportunities for caregiver(s) to practice their prioritized ideas
- Utilizes preplanned activities while caregiver watches; or no opportunity to observe child or child-caregiver action/practice.
- Implements own activities while including the caregiver in the activities
- Identifies opportunities to practice/experiment caregiver identified activity or idea
- Invites opportunities to engage in practice of caregiver ideas using planned modeling or prompting with reflection
- Skillfully conducts planned modeling or prompting of caregiver ideas in authentic situations. Reflection with caregiver allows for linkage to other routines, contexts, or outcomes

**Recommended Practice INS13**

- **Direct**
  - Most Intrusive
  - Hands-on
- **Not Direct**
  - Not Intrusive
  - Hands-off
Provider Performance
KY Coaching
Adherence Rubric

- (Cohorts 1 through 4)
Coaching in Early Intervention Training and Mentorship Program

4 Phases + Maintenance

1. **Discovery** – foundational knowledge of coaching
2. **Mentorship** – begin to apply knowledge of coaching
3. **Fidelity** – learn to provide effective feedback to others & refine skills implementing coaching with fidelity
4. **Professional Development** – individualized plan for continued implementation of coaching practices

**Maintenance** – high quality continuation of coaching
CEITMP Implementation

- Approximate 7 month
- New cohort of providers every 2-3 months
Mentorship and Training

Resources

Virtual Meetings

Live Meetings

Training Curriculum

Ongoing Dialogue

Online Video Mentoring

Recommended Practice INS13
What questions or feedback might you offer that leads to parents feeling competent and confident to help their child develop and learn?
References


