

EI Coaching Initiatives

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 and Shelden, 2004).

Evidence-based research in the efficacy of early intervention supports coaching as an operational mechanism to promote interactions with caregivers to enhance child and family outcomes.

The I&TC of VA has made coaching a priority for professional development. Utilizing a coaching approach in early intervention supports the Guiding Principles and the required Part C assurances for all providers.

The Integrated Training Collaborative professional development team continues to develop a variety of resources to support this priority including:

- **Full Day Institute and Focused Seminar at CCSS 2012**

Fifty EI providers joined Dr. Rush and Dr. Shelden for a full day coaching institute and follow-up EI specific seminar at the CCSS 2012. Discussion is underway to develop an online blog or mechanism to interact with these trained providers.

- **Cadre of Master Coaches**

This group of coaches will spend two intensive professional development days in December 2012 with Dr. Rush and Dr. Shelden. They will continue with six months of technical assistance honing their skills.

- **Talks on Tuesday with Master Coaches**

Upon completion of their training, the master coaches will provide a Talks on Tuesday webinar sharing their experiences and "lessons learned."

- **Resources on EIPD**

The professional development team will be working to create a variety of resources for use in localities. These resources include reading materials, video, and a laminated Quik Reference Guide.

- **Regional Events**

Regional LSM meetings may include a book study and focused reading using [The Early Childhood Coaching Handbook](#). Additional regional events may also be planned.

"...the role of a practitioner should change from being the primary person responsible for promoting child learning to serving as a coach supporting parents and other caregivers. In this new role, the practitioner works alongside the parent(s) to jointly identify strategies to support child participation and learning as well as to support the adults' identification of, access to, and evaluation of needed resources." (Rush and Shelden 2011)