

EI/ECSE Standard 6
Component 6.6
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org/curriculum-module)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 6, Component 6.6:





After participating in this professional learning opportunity, participants will be able to:



- Describe how to use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development
- Describe how to use responsive interactions, interventions, and instruction to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.





Outline of Session Activities




Topic	Slides	Activity
Introduction/Objectives	1-4	
Why Responsive Practices/Interventions Across Settings Are Important	5-6	Activity (slide 6)
Effective Implementation of Responsive Practices Across Settings	7	
How Do Adults Learn Best?	8	
Coaching: A Definition	9	
Coaching in EI/ECSE Practice	10	
Coaching: Building Capacity	11	
Coaching: An evidence-based Practice	12-13	Activity (Slide 13)
Characteristics of Effective Coaching	14-15	
Activity: Home-Based Coaching	16	Activity/Video link (Slide 16)
Activity: Coaching in Preschool Settings	17-18	Activity (Slide 17) Video (Slide 18)
References and Resources	19-22	





Speaker Notes with Slides

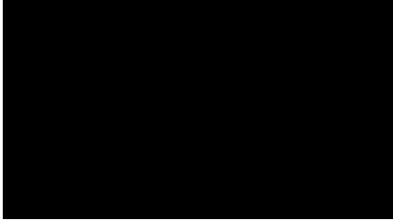
<p>Slide 1</p>	<p style="text-align: center;">Using Responsive and Reciprocal Interactions, Interventions, and Instruction</p> <p style="text-align: center;">Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators</p> <p style="text-align: center;">6.6</p> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
<p>Slide 2</p>	<p style="text-align: center;">Standard 6</p> <p>Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.</p> <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
<p>Slide 3</p>	<p style="text-align: center;">Component 6.6</p> <ul style="list-style-type: none"> • Component 6.6: Candidates use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings. <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	
<p>Slide 4</p>	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Describe how to use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development • Describe how to use responsive interactions, interventions, and instruction to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings. <p style="text-align: center;"> Early Childhood Professional Center www.ecpc.org</p>	

<p>Slide 5</p>	<p>Why Responsive Practices/Interventions Across Settings Are Important</p> <ul style="list-style-type: none"> • Sensitive and responsive interactional practices are the foundation for promoting the development of language, cognitive and emotional competence • Responsive environments, interventions, and instruction promote social learning and inclusion across settings for young children with disabilities <hr/> 	<p>DEC RPs: Interaction</p>
<p>Slide 6</p>	<p>Activity</p> <ul style="list-style-type: none"> • Break into partners/groups • One person will explain how to do something special they know how to do well to other members of the group so that they can do it too • Return to large group after 10 minutes <hr/> 	<p>When the groups reconvene, ask them the following questions:</p> <ol style="list-style-type: none"> 1. Do you feel like you could easily do the taught activity well now? Why or why not? What was helpful, and what might have been missing? Support discussion around the fact that those who have not learned or at least tried the process before will not yet be ready to do this easily and will need additional support like visual examples, modeling how it's done, practice doing it, feedback from the person teaching it, to know if they are doing it correctly or not, and a chance to reflect how the practice went for them when they try it. Ask about their motivation to learn that particular thing – if they aren't interested, they most likely won't try to do it or to learn more about it. 2. How quickly do you learn how to do something new? – for instance – baking bread, or leaning a new dance step? Support discussion that new skills unfold over time and are learned better when 1) they are motivated to learn those skills and 2) a supportive and knowledgeable person is guiding their learning in a clear and easy-to-follow way.

<p>Slide 7</p>	<p>Effective Implementation of Responsive Practices Across Settings</p> <ul style="list-style-type: none"> • Adults who care for/teach children at home/preschool require active support to attain practice fidelity/fluency to implement evidence-based practices • Learn best in the context of positive and collaborative relationships • When teachers and families consistently embed evidence-based practices into all caregiving, play, and instructional routines, child outcomes are improved 	
<p>Slide 8</p>	<p>How Do Adults Learn Best?</p> <p>Principles of Adult Learning</p> <ul style="list-style-type: none"> • Introduction: explain the practice • Illustration: show/model the practice • Practice in an authentic context • Guidance and feedback • Learner reflection and self-monitoring • Frequent follow up to support generalization over time 	<p>Dunst, Bruder, Hamby (2019)</p>
<p>Slide 9</p>	<p>Coaching: A Definition</p> <ul style="list-style-type: none"> • An adult learning strategy used to build capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of practices used in present and future situations <p>(Hanft, Rush & Shelden, 2004)</p> 	<p>Shelden & Rush, 2004</p>
<p>Slide 10</p>	<p>Coaching in EI/ECSE Practice</p> <ul style="list-style-type: none"> • A practice to support families of children with disabilities as well as EI/ECSE practitioners • Early intervention practitioners serve as coaches to maximize implementation of evidence-based practices across natural environments 	

<p>Slide 11</p>	<p style="text-align: center;">Coaching: Building Capacity</p> <ul style="list-style-type: none"> • Family members are collaboratively supported to promote child learning and positive interactions at home and in the community in fully authentic contexts • Teachers are collaboratively supported to fully include children with disabilities and scaffold learning across learning environments with same-aged peers, in ways that work for everyone <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	
<p>Slide 12</p>	<p style="text-align: center;">Coaching: An evidence-based Practice</p> <ul style="list-style-type: none"> • Improves caregiver competence and confidence in implementing skills that promote child development (Rush & Shelden, 2011, Kemp & Turnbull, 2014) • Improves outcomes for children in early intervention (e.g., Meadan et al., 2016; Althoff et al., 2019) • Enables adults to address early intervention goals in the absence of EI/ECSE providers, increasing the dosage of intervention (Mahoney & McDonald, 2007) <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Kempt & Turnbull (2014)</p>
<p>Slide 13</p>	<p style="text-align: center;">Activity</p> <p>Discuss the potential impact on intervention dosage and generalization of each of the two service delivery models:</p> <ul style="list-style-type: none"> • Direct service therapy: one-on-one instruction/intervention with child (adult in another room or primarily unengaged) • Coaching model: works collaboratively with adults to learn and use intervention/instructional strategies with children/students in their care across natural routines <p style="text-align: center;"> Early Childhood Personnel Center www.ecpc.org</p>	<p>Facilitator will support discussion that when a provider works only with the child, and does not actively support adult learning, the dosage of the intervention is simply the amount of time the provider spends with the child. The degree to which the therapy generalizes is limited to how a child spontaneously changes his or her behavior with minimal /untrained adult support or scaffolding. Support discussion around how many hours a day an intervention can be used when embedded across everyday routines at home and at school.</p> <p>Ask the group to give examples of embedded instruction/intervention strategies based on their specialty.</p>

<p>Slide 14</p>	<p>Characteristics of Effective Coaching</p> <ul style="list-style-type: none"> • Listening, questioning, brainstorming: establishes trust and active participation • Joint planning: Collaborative planning for implementation between sessions • Explanation and illustration: clear explanation and demonstration of practice by modeling or use of video, other modalities 	<p>Inbar-Furst, H., Douglas, S.N. & Meadan, H. Promoting Caregiver Coaching Practices Within Early Intervention: Reflection and Feedback. Early Childhood Educ J 48, 21–27 (2020). https://doi.org/10.1007/s10643-019-00980-2</p> <p>Although the provider interacts primarily with the adult, there may be instances during the introduction or illustration of a technique when a coach may choose to demonstrate the practice with the child in the moment.</p>
<p>Slide 15</p>	<p>Characteristics of Effective Coaching</p> <ul style="list-style-type: none"> • Guided practice, observation, feedback: multiple opportunities to practice in authentic contexts while being observed/recorded. Coach provides in-the-moment supportive and constructive feedback and summative feedback at the end of sessions • Reflection: Opportunities to reflect on what went well, what felt difficult, identify new ways to make implementation happen more fluidly next time. • Short and long-term follow up: frequent check-ins to monitor progress and identify the need for adjustments 	<p>Inbar-Furst, H., Douglas, S.N. & Meadan, H. Promoting Caregiver Coaching Practices Within Early Intervention: Reflection and Feedback. Early Childhood Educ J 48, 21–27 (2020). https://doi.org/10.1007/s10643-019-00980-2</p> <p>Guided practice may include role-plays as well.</p> <p>Effective coaching supports expectations of the adult learner that changes in child behaviors may happen gradually over time, rather than immediately, depending on the target.</p>
<p>Slide 16</p>	<p>Activity: Home-Based Coaching</p> <p>Watch “A Home Visit with Julia’s Family” then discuss the following questions;</p> <ul style="list-style-type: none"> • What characteristics of effective coaching did you see in this video example? • How did the provider protect this mother’s role as primary throughout this session? • How did she empower this mother to use interventions with her child after she left home? 	<p>https://vimeo.com/139801249</p>
<p>Slide 17</p>	<p>Activity: Coaching in Preschool Settings</p> <p>Refer to the next slide to watch “Practice-Based Coaching Overview” video, then refer to the following questions</p> <ul style="list-style-type: none"> • How does the use of this coaching model support the ability of these teachers to use inclusive practices? • What kind of collaboration did you see happening in these examples? 	<p>Support discussion that the use of the coaching model empowered teachers to build individual child goals into instruction plans by giving them the chance to see how it is done, and by practicing the strategies themselves as the coach observes and provides feedback. Support discussion that the collaboration seemed to be horizontal, as the coach made sure to find out what the teachers’ needs were and to craft solutions together that worked well for them. https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc</p>

<p>Slide 18</p>	<p>Video Activity: Coaching in Preschool Settings</p>  <p style="text-align: center;">E C P C Early Childhood Personnel Center www.ecpsc.org</p>	<p>https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc</p>
<p>Slide 19</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Althoff, Colleen E; Dammann, C., et al. (2019). <i>Parent-Mediated Interventions for Children With Autism Spectrum Disorder: A Systematic Review</i>. The American Journal of Occupational Therapy, 73(3) • Artman-Meeker, K., Fettig, A. et al., (2015). Applying an evidence-based framework to the early childhood coaching literature. <i>Topics in Early Childhood Special Education</i>, 35(3) pp.183-196 • Division for Early Childhood of the Council of Exceptional Children: DEC Recommended Practices <p style="text-align: center;">E C P C Early Childhood Personnel Center www.ecpsc.org</p>	<p>Applying an Evidence-Based Framework to the Early Childhood Coaching Literature - Kathleen Artman-Meeker, Angel Fettig, Erin E. Barton, Ashley Penney, Songtian Zeng, 2015 (sagepub.com)</p> <p>https://journals.sagepub.com/doi/10.1177/0271121415595550</p> <p>https://divisionearlychildhood.egnyte.com/dl?urlLPWct5U/?</p>
<p>Slide 20</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Dunst, C.J., Bruder, M.B. & Hamby, D.W. (2019). Metasynthesis of Inservice Professional Development Research: Features Associated with Positive Educator and Student Outcomes. Early Childhood Personnel Center website • Hanft, B.E., Rush, D.D., & Shelden, M.L. (2004). Coaching families and colleagues in early childhood. Baltimore, MD: Brookes. • Inbar-Furst, H., Douglas, S.N. & Meadan, H. Promoting Caregiver Coaching Practices Within Early Intervention: Reflection and Feedback. <i>Early Childhood Education Journal</i> 48, 21–27 (2020) <p style="text-align: center;">E C P C Early Childhood Personnel Center www.ecpsc.org</p>	<p>https://academicjournals.org/journal/ERR/article-full-text/6CC5AF053837</p> <p>https://journals.lww.com/iycjournal/fulltext/2003/01000/coaching_families_and_colleagues_a_process_for.5.aspx</p> <p>https://link.springer.com/article/10.1007%2Fs10643-019-00980-2</p>
<p>Slide 21</p>	<p>References and Resources</p> <ul style="list-style-type: none"> • Kemp, P. & Turnbull, A.P. (2014). Coaching with parents in early intervention: an interdisciplinary approach. <i>Infants & Young Children</i>, 27(4) pp.305-324 • Mahoney, G. J., & MacDonald, J. (2007). <i>Autism and developmental delays in young children: The responsive teaching curriculum for parents and professionals</i>. Austin, TX: Pro-Ed. <p style="text-align: center;">E C P C Early Childhood Personnel Center www.ecpsc.org</p>	<p>https://journals.lww.com/iycjournal/Fulltext/2014/10000/Coaching_With_Parents_in_Early Intervention_An.4.aspx</p>

Slide 22

References and Resources

- Meadan, H., Snodgrass, M. R., Meyer, L. E., Fisher, K. W., Chung, M. Y., & Halle, J. W. (2016). [Internet-based parent-implemented intervention for young children with autism: A pilot study](https://journals.sagepub.com/doi/10.1177/1053815116630327). *Journal of Early Intervention*, 38(1), 3–23
- Rush, D., & Shelden, M. (2011). *The early childhood coaching handbook*. Baltimore, MD: Brookes Publishing



<https://journals.sagepub.com/doi/10.1177/1053815116630327>