

COACHEE NAME: _____

DATE: _____

AGE GROUP: INFANT/TODDLER EXAMPLE

Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
PROVIDE OPPORTUNITIES FOR COMMUNICATION & RELATIONSHIP								
1. Talk often to individual children.	1	2	3	4	5			
2. Comment on and join in children’s activities and follows children’s lead by matching focus of child’s attention.	1	2	3	4	5			
3. Imitate and expand on children’s vocalizations or actions.	1	2	3	4	5			
4. Listen and respond to children’s attempts to communicate.	1	2	3	4	5			
5. Encourage child communications, skills, behaviors, and activities through positive statements.	1	2	3	4	5			
6. Provide opportunities and time for children to initiate interactions, take turns, and respond.	1	2	3	4	5			
7. Use alternative strategies to communicate with children who have delays or are dual languages learners.	1	2	3	4	5			
COMMUNICATING WITH FAMILIES AND PROMOTING FAMILY INVOLVEMENT								
8. Regularly provide families with information on what is going on in the learning environment.	1	2	3	4	5			



9. Have a system for communicating with families about the daily experiences of individual children.	1	2	3	4	5			
10. Have different approaches to reach different families based on their preference.	1	2	3	4	5			
11. Have a system for getting information from families on an ongoing basis about what is happening at home.	1	2	3	4	5			
12. Use a variety of strategies to promote family engagement in the learning environment.	1	2	3	4	5			

Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____

2. _____

3. _____



COACHEE NAME: _____

DATE: _____

AGE GROUP: PRESCHOOL EXAMPLE

Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
RELATIONSHIPS WITH CHILDREN								
1. Greet children on arrival.	1	2	3	4	5			
2. Call children by their preferred names throughout the day.	1	2	3	4	5			
3. Communicate with children at eye level.	1	2	3	4	5			
4. Use a calm, positive, and supportive tone of voice.	1	2	3	4	5			
5. Show respect and warmth to all children.	1	2	3	4	5			
6. Speak to children who are dual language learners with key words from their language.	1	2	3	4	5			
7. Attend to children in positive ways at times when children are engaged in positive behavior.	1	2	3	4	5			
8. Use a variety of strategies for building relationships with families (e.g., sending celebration notes home, make home visits, invite families to visit the setting, visual displays of children’s families, positive notes home).	1	2	3	4	5			



Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
9. Create a learning environment culture that is a place where children and families want to be (e.g., reflect children’s home and cultures, feel comfortable, welcoming, and safe).	1	2	3	4	5			
SUPPORTIVE CONVERSATIONS								
10. Reflect and expand on children’s verbal and nonverbal communication.	1	2	3	4	5			
11. Respond to children’s communication by asking questions and making comments	1	2	3	4	5			
12. Join in children’s play and support and expand their interactions with their peers.	1	2	3	4	5			
13. Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language.	1	2	3	4	5			
POSITIVE ATTENTION								
14. Join in children’s play and support and expand their interactions with their peers.	1	2	3	4	5			
15. Communicate using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language.	1	2	3	4	5			
16. Join in children’s play and support and expand their interactions with their peers.	1	2	3	4	5			
Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			



17. Communicated using alternative strategies with children who are non-verbal, have a language delay, or speak English as a second language.	1	2	3	4	5			
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Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____

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COACHEE NAME: _____

DATE: _____

AGE GROUP: HOME VISITING EXAMPLE

Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
BUILDING RELATIONSHIPS WITH FAMILIES								
1. Schedule visits in the home and community during times that are convenient for the family based on the routines, activities, or strategies the family would like to address.	1	2	3	4	5			
2. Provide parents with community resources (e.g., parenting groups, events, brochures, websites, flyers, handouts, videos) based on parents' priorities or concerns.	1	2	3	4	5			
3. Greet parents and children by name.	1	2	3	4	5			
4. Call parents and child by name throughout the visit.	1	2	3	4	5			
5. Use materials found in the natural environment.	1	2	3	4	5			
6. Observe and ask the parents about priorities, beliefs, family activities, and routines.	1	2	3	4	5			
7. Invite parents to share their thoughts, ideas, perspectives, and/or preferences on what they consider to be priorities during each visit (e.g., strategies to implement, goals to address, routines, and materials/activities used).	1	2	3	4	5			



Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
8. Explain philosophy of early intervention services, describe how early intervention visits might look, and asks parents to share their ideas on how they would like visits to look (this typically occurs during the initial visit).	1	2	3	4	5			
9. Connect with others to discuss their biases and how the biases might impact their connections with families.	1	2	3	4	5			
SUPPORTIVE CONVERSATIONS								
10. Use a calm, positive and supportive tone of voice.	1	2	3	4	5			
11. Limit jargon and uses language parents understand.	1	2	3	4	5			
12. Check for understanding and explain technical terms to parents.	1	2	3	4	5			
13. Speak to parents and children who are multilingual using key words from their language.	1	2	3	4	5			



Responsive Relationship Practices	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
14. Use a variety of strategies to communicate using the parents' preferred language (e.g., observes or affirms cultural mores related to communication style, use of a translator, or providing resources/notes in the preferred language).	1	2	3	4	5			
15. Ask parents their preferred method of communication (e.g., text, email, phone).	1	2	3	4	5			
16. Use a variety of active listening skills (e.g., attention to speaker, allowing speaker to talk without interruption, attend to nonverbal communication, open posture, nodding/smiling, asking questions to clarify what was said, summarizing what was said, reflection or paraphrasing).	1	2	3	4	5			

Once you have completed the strengths and needs assessment, identify three practices that are a priority for coaching.

1. _____

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COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		INFANT/TODDLER EXAMPLE
<p>The goal I will work on: <i>I will provide behavioral expectations in advance for children by stating what will happen before the diaper change routine with each child daily (e.g., Alejandro, I'm going to pick you up and give you a fresh diaper).</i></p>		
<p>I will know I achieved this when: <i>I have provided a diaper change warning for every child for 3 out of 5 days for two weeks.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Print an extra class roster so I can make a tally for each time I provide an expectation in advance next to child's name.</i>	<i>Roster</i>	<i>11/9</i>
<i>Meet with my co-teacher to explain the importance of this practice so they use this practice too.</i>	<i>Assistant</i>	<i>11/9</i>
<i>Have my coach stay for morning diapering to take data on my implementation</i>	<i>Coach, roster</i>	<i>11/16</i>
NOTES:		





COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN

PRESCHOOL EXAMPLE

The goal I will work on:

I will attend to and encourage positive behavior by stating the behavior I observed and adding positive comments (e.g., "You are being so gentle with the dinosaurs. That probably makes your friends feel safe.") for at least 5 children during center play and outside time for each day.

I will know I achieved this when:

I attend to and encourage positive behavior for at least 5 children during center play and outside time each day for a week.

STEPS TO ACHIEVE THIS GOAL:

RESOURCES NEEDED:

DATE:

Identify some positive feedback starter phrases.

The NCPMI positive feedback starter phrases handout

11/9

Print roster and tally who I provide feedback to so that I know who is receiving positive encouragement.

Roster

11/9

Have my coach take data during center play and outside time and note the number and quality of my positive encouragement.

Coach

11/16

NOTES:





COACHEE NAME: _____

DATE WRITTEN: _____

DATE ACHIEVED: _____

ACTION PLAN		HOME VISITOR EXAMPLE
<p>The goal I will work on: <i>I will provide behavioral expectations in advance for families by using a preferred method of communication with family to remind them about when I will come and what we collaboratively discussed we would be targeting for the visit (e.g., text “Hi Helena, I just wanted to remind you we decided that tomorrow at 3 works for our visit and we discussed working on providing positive feedback to Justin during play. Please let me know if anything has changed. See you tomorrow!”)</i></p>		
<p>I will know I achieved this when: <i>I have provided reminders to all families on my caseload for the month of November.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Ask each family what their preferred method of communication and note it in their files.</i>	<i>Family files</i>	As I meet with families for the month of Sept.
<i>Make a table for the month of November to mark when I reach out prepare families for the home visit – share with coach when we meet.</i>	<i>Table, coach</i>	9/30 and use for the month of Nov.
NOTES:		

