

Home-Based Coaching Considerations

Sarah Basler: Good afternoon. Hi, I'm Sarah Basler with the National Center On Early Childhood Development, Teaching, and Learning, or NCECDTL, and we want to thank you for joining us today for the latest installment of the Coaching Corner Webinar Series: Home-Based Coaching Considerations. I'm joined today in presenting this webinar with my colleague, Ashley Nemec, and the Coaching Corner Webinar Series occurs every other month. We invite you to go ahead and mark your calendar for our next episode, which will be November the 28th at 3 p.m. Eastern time, and as with each episode, our goal is to support you as a coach.

We want to do that through exploring topics that are specific and relevant to you and your work as a coach, identifying resources and strategies that are specific to our topic, and putting into practice what we learn through scenarios, videos, and opportunities to ask questions and through discussion. Before we begin, I'd like to go over some of the information regarding our platform.

We are using Adobe Connect, and we'll be using some of those features to interact. At times, we'll ask you to type in the chat box, which is located in the middle of your screen, in response to specific questions. We'll also like you to use the Q&A box, that's also in the upper right-hand corner. That's where, if any questions related to technical difficulties, or anything that directly, like a question, to ask a question, we'll monitor that throughout the webinar.

Supporting documents for this webinar, including a PDF handout of the presentation, can be found in the files box, which are right below the chat box. And for at any reason you become disconnected from the webinar, you're going to use the same link that you used to join in the beginning. We want to let you know that this session will be recorded and it will be posted in MyPeers PBC Community after the webinar, and it will also be posted to the ECLKC.

At the conclusion of the webinar, we will post the slides with the link to the evaluation form. We'd like you to complete the evaluation because we use this information to help improve our webinar presentations and planning for our future webinars. Upon completion of the evaluation, you can download a certificate of completion for your participation in this webinar.

If you're viewing the webinar with a colleague on one computer, and only one person has registered for the webinar, please forward the evaluation link to your colleagues that viewed the webinar, and you can complete the evaluation that way and receive a certificate. And by the end of this presentation, you should be able to describe the PBC cycle and its components, identify implementation considerations for implementing PBC in the home-based program option, and we're going to explore strategies for implementing PBC in the home-based program option.

The Head Start Program Performance Standards requires that programs implemented a research-based, coordinated coaching strategy. You'll notice that the performance standards don't ask you to specifically use PBC but you may be using or implementing a different coaching strategy, and that's OK, but for our time today, we're going to be discussing practice-based coaching specifically.

So throughout our time, we'll reference the practice-based coaching cycle and its components. All right, so now we'd like to hear from you. You can interact with selecting the answers from this poll, and our question to you is, 'How long have you been using coaching to support home visitors?' All right, so I see here we've got some results coming in, that many of you are selecting that this is your first year supporting home visitors with PBC. We have a few of you that have been using PBC for one to two years.

We don't currently have anyone that has been supporting home visitors for five years or more. So I would say these results, we polled our members of MyPeers, and the results are very much the same. On MyPeers, we had 63% of our participants, or our members, that this is the first year using PBC to support home visitors. That's interesting. We kind of want to get to know our audience and know who we're supporting throughout this webinar.

All right, so I also want to ask what are some of your most common barriers that you face in implementing PBC with home visitors, and how are you addressing these barriers, or what are some of the solutions? If you could just use the chat box to get the discussion going. What are some barriers that you face? I see that we have time; yes, time is a barrier. Time. Everybody's time.

[Laughing]

Materials.

That is important that you bring that up because we're going to share some resources with you today for helping you in supporting home visitors, but in general, the resources, the practice-based coaching resources that we provide, those resources would typically stay the same, but some of the resources that you might feel that you're lacking, would be the resources to help you with supporting home visitors. So let's see.

Ashley Nemecc: A lot of things about having resources available in Spanish and about parent engagement.

Sarah: I see that's ... Full participation of coachees. So we're going to discuss today the collaborative partnership and how we can get coachees to participate and really getting, working on building that partnership or that relationship. And then distance, distance can be a problem or a barrier. We see videotaping. That can be – that can be barrier that you'd face. We are going to discuss that with the focused observation and hopefully, we can give you some tips for navigating that barrier.

So I see a lot of the barriers that you're facing. Does anyone have solutions to some of these that you've been using within your program? "I started using group coaching format to help minimize the issue of time management." That is great! That is a really good option for kind of combating some of those time management issues. We see that somebody else has started using TLC for home visitors.

Nice.

Ashley: For those of you that are new, TLC is a format for group coaching.

Sarah: And yeah, using TLC at the time that needs a new format for home visitors. We use great PBC and video feedback. Awesome! OK. We see identifying those that need intensive coaching and focusing time there is there a barrier that you face.

That's ... Oh, I like Georgia. She, Georgia's response here, she says that her program set standard times and dates for coaching from September to May, so that time for coverage can be accommodated. That's a great idea, a really great suggestion there because then it becomes routine and your coachees know what to expect. I'm going to take a couple more responses, and then we're going to move on.

Yep, someone says one of the same thing, a similar response. She says that they meet one time per month at the same time, so coachees know what to expect. All right. OK. Thank you so much for your thoughts. All right. So practice-based coaching, as many of you know, is a cyclical process for supporting home visitors use of effective home visiting practices which leads to positive outcomes for children. The framework for practice-based coaching will remain the same when coaching home visitors, but what changes, just like with any program option, are the practices around which the coaching happens. So the components shared both in action planning, focused observation, reflection, and feedback, remain the same and occur within the collaborative partnership.

So what changes are the delivery method and just simply some of the ways to engage a home visitor or the practices that you select. So here we have the theory of change. This illustrates what we believe and how professional development, which includes PBC, can impact home visitors' use of effective practices. So here we have professional development with coaching which leads to effective home visiting practices. So that's at the core of practice-based coaching.

When the use of effective home visiting practices will help with family-child interactions which then helps to promote positive child learning. So high-quality, professional development supports the home visitors to improve their practice, which supports the positive family interactions, and increases child learning.

All right, so there's several ways for delivering practice-based coaching. The coach might be an expert, a peer; coaching might happen, be a self-coaching model. It can occur on site or at a distance, or within a group or individual. It's important to note that the Head Start Program Performance Standards state that an expert coach must have a minimum of a baccalaureate degree in early childhood education or a related field. So all of these are practice-based coaching delivery formats.

There are pros and cons to each method. For example, self and peer coaching can be more cost-effective than hiring an expert coach. However, we find that research shows that they're not as effective at changing practice as those that are more intensive, such as expert coaching. It's also important to note that expert coaching and group coaching, including TLCs, which Ashley reminded us is Together, Learning, and Collaborative – Collaborating, meets the intensive coaching requirement stated in the Head Start Program Performance Standards.

So now we want to take a minute and poll the audience and find out how you are implementing PBC with home visitors. So are you using expert coaching, which is one-on-one, or are you using

a group format? Is it happening on site; is it virtual or at a distance, or are you kind of using a combination of all these formats? So I see ...

Oh, it looks like we have a close tie between the expert or the one-on-one coaching, and then a combination of all the formats. We have some that are using TLCs, but as Ashley's going to point out in the rest of the webinar, some of these – some of the ways to help to support a home visitor might be doing expert coaching but might have components of at a distance, or you might have some coaches – coachees that are closer to you so that you can do on site coaching. It all depends on what the situation that you're coaching in – the context.

Of course, you will want to make sure that the family is comfortable with you observing within the home, as well as videotaping, which was mentioned early on, which are all considerations that we're going to discuss throughout the webinar. I see we have a question: What is TLCs? TLCs are the group coaching format, and TLC stands for Together, Learning, and Collaborating, so it's a group format of coaching.

And I see Lorena said, "The expert coaching is someone who holds a BA. Is that correct?" Yes, or a related field. It has to be within early childhood or related field. So I see we've got a lot ... It's a complete tie between expert and a combination of all formats. So this is interesting. Hopefully, we can get some good strategies here, and learn some from you as well. All right, so PBC focuses on effective practices that occur within the classroom, family child care setting, or during home visits or group socialization. So the term, "teaching practices" will be used in broad resources but that includes — f teaching practices include what parents will be supporting the child to do within the home.

So the purpose of coaching is to support home visitors with implementing home visiting practices. The home visitor supports the family or the caregiver with their implementation of teaching practices, and we know that through this it leads to positive outcomes for children. So for example, a home visitor may follow the parent's lead and allow them to perform an activity with their child during a home visit, and that would be an example of an effective home visiting practice.

So we want to know from you, and use the chat box to respond, what resources are you using to select home visiting practices, and when we refer to effective practices, these are the specific statements of actions and behaviors home visitors use to support parents during home visits and socialization. So where ... What resources are you using to select these practices? I see lots of you are using the HOVRS, Pee Wee curriculum. That's nice. So the HOVRS ... Oh I see Pyramid Model and Curriculum, the CGK curriculum, Pee Wee.

Oh, I see the Effective Practice Guides. These are all great sources for selecting effective practices. Parents as Teachers, Partner for Healthy Baby. So it seems as if you guys have ... There's a lot of HOVRS here. We have some curriculum using HOVRS and Help Curriculum and Implementing Piccolo. We also have someone using Frog Street Love and Learn Curriculum. Kelly is using the Michigan Competency Guidelines.

We have someone also implementing ITERS for Playgroup. We have also Creative Curriculum. All right, so as you can see through the chat box there are lots of ways for selecting effective practices but what I am noticing here is that these are all research-based curriculums or

assessment tools, which is important. So now, selecting specific practices is a critical part of the coaching process, and when selecting practices that you're going to focus on, we want to select research-based practices.

So many of you mentioned that your sources for home visiting practices were the skill or observation assessment tool such as HOVRS, or the Home Visiting Skill Profile curriculums that you might be using, the effective practice guides. So it's important to note that when your program selects effective practices, it's not done just willy-nilly. It's done through the use of data collection.

So your program is going to collect data through different tools, whatever your program selects, and that's where the practices are selected. So we're going to use data to drive what practices that your program will focus on. So now, I'm going to turn it over to Ashley and she's going to give us a deeper dive into each component of the practice-based coaching cycle. Really give us some considerations to think about when working with home visitors.

Ashley: Thank you, Sarah. So the first part of the cycle I'm going to talk about is the Collaborative Coaching Partnership. This is the foundation of the cycle and the context for all other components of the cycle to occur. And without effective solid working partnerships, the coaching process will falter. In home visiting — this can relate to the coordination with parents, the home visitor, and the coach.

They work together through communication and collaboration to target practices related to the home visitor's interactions with parents, and parents interactions with their child, which then works towards improving child outcomes, and I just want to emphasize, we say partnership, not relationship, because collaborative partnerships are professional in nature, while relationships take time to develop.

So it's important to remember that you can establish a partnership with your coachees and began working towards change while you're still getting to know each other. So collaborative coaching partnerships may look a little different for those coaching home visitors. Like we said, the PBC cycle and the framework remains the same throughout, but I'm just going to kind of talk about some considerations that you might want to take into account when coaching with home visitors.

If you are planning for the focused observation on site, coaches will have to coordinate and build a collaborative partnership, not only with the home visitor, but also with the family. The practices, the focus in PBC for the home visitor will be related to interactions, again, with the parents, as well as practices that improve child outcome. Communication is also very important when building these collaborative partnerships so families don't feel any stress, anxiety, and coaches need to be flexible and take schedules into consideration.

Not only the schedules of your coachee, but also the family. I know when I was a home visitor, many times there were last minute cancellations due to illness, or maybe the family forgot we had scheduled that day. So it's important to try to leave time in your schedule available to make up for focused observations, if needed. It's also important for the coach to be transparent about their role when they're entering a family's home so families understand why they are there.

Some other ways coaches can seek to build partnerships are just being aware of using culturally and linguistically responsive practices, and if you are videotaping, you want to make sure you're seeking parent permission prior to setting up observations or videotaping. We also have listed some resources for you.

If you look in the files section, the document labeled September Coaching from Our Website Resources, we have a link in there that will take you to Building Partnership with Family Resources, and in that link, it will bring you to a PDF. It's titled, "Strategies for Family Engagement, Attitudes, and Practices," and this guide will just help you find out how family engagement and practices strategies are key to building relationships with families and it uses a strengths-based attitude to work with families towards building positive relationships despite any challenges that may come up.

We also have resources to support cultural reciprocity. If you click on the relationship-based competencies to support family engagement, there is a section. It's labeled, "Self Aware and Culturally Responsive Relationships."

Finally, we're highlighting two of the multicultural principles for early childhood leaders. There are many principles, but we want to highlight Principle Two, which is the cultural groups represented in a communities and families of each Head Start Program are the primary sources for culturally relevant programming, and Principle Seven, which is culturally relevant programming requires staff who both reflect and are responsive to the community and family served. Both of these resources are available in English and Spanish.

I know some of you were saying it was been hard to find resources in Spanish, but these ones you can use. We're going to open up the chat box again for discussion related to building partnerships with families. What are ways coaches can build the partnership with families? We have some answers coming in. Attending socialization. That's a great way to build relationships with families. I know the program I worked with, we would have three to four socializations a year in the beginning, and they became very popular, and it was a great way for the parents to feel community outside of just the home visiting program. Facilitating parent groups, being consistent and showing up is a huge way.

That builds a lot of trust with the families. Providing positive feedback is great. Parent meetings. Looks like a lot of community events and socializations are very popular. Learning about the family's interests or needs and creating a group that would supply the information and resources. I know some of the ...

A group of the home visitors I worked with here in Tennessee actually created a Facebook page among the home — the local home visitors to share local resources with each other. So it looks like we have ... Yeah, following up with any needs or resources. Families like to feel that responsive relationship. Again, it builds trust and they know they can depend on you for help. Explaining the role of the coach. That is so important. You want to be transparent with your families, and also make sure your home visitors are being transparent in their role. So I'll take a few more answers, but it looks like people are still typing. Having the plan very individualized. That's also important because you want to make sure ...

Families want to feel heard on what their needs are, and every family, as you know, is different and has individual needs, and we'll go more into that later. Keeping notes on happenings in the family's life, and following up. That's really great. Again that helps build that relationship, that trust, and that responsive back and forth. I'm going to move on only because I know we do have other questions.

I know this is a hot topic, [Laughing] and I love talking about it. So the next part of the cycle we're going to talk about is shared goals and action planning. OK, so shared goals and action planning is the part of the process in which home visitors and coaches utilize a needs assessment, and other information, to determine home visiting practices for improvement.

This is the area in the cycle where home visitors and coaches identify and write specific, observable and achievable goals that guide coaching and develop action plans to support achievement of these goals. This component is the foundation of coaching because it determines what the home visitor and coach will work to improve upon.

For example, after completing a needs assessment together, the home visitor and coach might decide an important goal to work on is using more open-ended questions to guide parents to problem-solve and become more actively engaged during interactions with their child. So we did discuss the part of the needs assessment as being the first step in shared goals and action planning.

You're going to provide a needs assessment based on your observations with your home visitor, and then the home visitor and the coach will work together to build specific, observable, and achievable goals, and this in turn, an action plan is developed to provide a roadmap to support the achievement of the goal throughout the coaching process. So there are some considerations in goal-setting for home visitors that I want to point out.

When thinking about home visiting, effective practices identified in a needs assessment may be met at a slower pace than when working with a classroom teacher. The reason being that, oftentimes, home visitors are only seeing families once a week. Sometimes, they're seeing a family one time a month. So as a result, coaches might consider limiting the number of targeted effective practices on the action plan.

Ideally in a full year, a home visitor may be able to target up to 10 to 15 effective practices. Again, this could be more or less depending on the home visitor's level of experience, the type of goals set, the caseload, and the family's needs. For example, a goal set targeting reflective questioning techniques may take some home visitors longer period to master than providing positive descriptive feedback during parent-child interaction.

Coaches may want to consider some of the following items when working with home visitors in setting goals. So again how I talked about that some families are only seen once a month, once a week. So you want to think about helping your home visitors to set up goals by caseload, as opposed to setting up goals to work on with individual families as the PBC cycle may take longer when focusing on goals solely with individual families, and there would be more opportunities to practice those effective practices when targeting them among several different families, or during socialization.

Another thing you might want to think about is, make sure you're setting your home visitors up for success, and one way to do this is by creating smaller, attainable action steps within a goal to meet any goal that might take a little longer to achieve. So for example, reflective questioning may take longer for a home visitor to achieve, but if you've set up smaller goals to work towards that bigger goal, they'll feel more successful when achieving it.

And we also want to remind home visitors that their outcome in meeting a goal, it's not based on the family outcome and implementing the practices. I know sometimes home visitors may feel defeated if they try to implement something and one family is not as open to it, it's more important to remember that coaches and home visitors are targeting the home visitor's use and implementation of a practice during home visits.

So they can work on that practice among many different families, and that one practice will look different among many different families, but the important thing to focus on is that they're using the practice. As we said, before families are individualized. They have different needs.

So some targeted effective practices defined in a goal may not be relevant for those families and so they'll not be used during those visits, and a single effective practice, kind of what we said before, will look different in each setting depending on family readiness levels. You also may want to encourage home visitors to work with families to create socialization experiences. It sounds like a lot of you already have.

Some families may have reservations about how many people are coming into their home or skills may be more relevant out in the community, and families may have more opportunities to practice throughout the week. Some great community areas to go are the playground, a restaurant, grocery shopping, a child care setting. I know a lot of home visitors are also starting to provide services in child care settings.

So that's important to think about, too. If visits are taking place in a child care setting, encourage your home visitors to maintain open lines of communication with the families, ensure that they're as involved as possible. You might encourage them to invite families to meet at the child care setting maybe once a month if this is easiest for them, compared to conducting visits in the home. I'm going to open up the chat box for another question, and you can talk about maybe some of the considerations I've already discussed or maybe there's something we haven't talked about.

What are some other considerations you have faced when implementing PBC in a home-based learning environment? Maybe, what are some barriers you face, when the coach is also the supervisor?

Sarah: That's something that often you might face where a coach might have the supervisory role as well, and so when that happens, you want to make sure that as much as you can, you separate coaching from being a supervisor. So when you are coming into coach, you are not looking for the same things that you might be looking for as a supervisor, and that's really hard to turn that off. But it's also important for that collaborative partnership that it doesn't feel punitive in any way. So that's why that can be really tough.

Ashley: And then Patti says, "When the home visitor plan goes in another direction than the action plan due to what is happening in the home at the time," and that, as we know, can happen. Home visitors have to be just as flexible as we are. It looks like a lot of people are writing about cancellations. What are some barriers in terms of action planning? Coming up with goals with your home visitors. Feeling like the visit's rarely natural or normal when the – when a strange person is there.

Yeah, I mean it can feel a little strange and awkward in the beginning, especially going to somebody's home, but just, you know, all those strategies you were talking about for building relationships with the family, that's when you want to really focus on that. Maybe that's something you add to the action plan. Selecting something that applies across their caseload.

That's definitely a challenge, especially because we said before that every family is different and they have different needs, and they have different IFSP goals if you're working in Part C. But again, if you focus on the practice if it's in terms of family engagement, most likely there's a practice that you can use that would be applicable with all families, it might just look different.

Sarah: Letting home visitors come up with what they want to work on versus directing them from data. So this is an important thing that someone had, that Liz has bought up here. So when we are discussing data, that's going to help us with selecting the practices that the program is going to focus on, but ultimately what the coachee decides to work on is going to be ... The data is going to drive the needs assessment.

The needs assessment is going to be those practices that the data has shown to be areas that need improvement, and then the coaching is going to take that needs assessment and rate his or her skills with those practices, and then that's when your coachee is going to select a practice based on the practices that are chosen by the program for which they would like to focus, and you really do want to make this be less about your goal and more about what the coachee would like to work on.

Ashley: So I think we're going to move on just due to time. I want to make sure we get to each part of the cycle. The next part of the cycle is the Focused Observation, and the focused observations are guided by your selected goals in the action plan that we talked about previously. The focused observation includes watching and listening during home visits, recording information and gathering data to display or summarize, and using coaching strategies to support coachees implementation of the practice.

The focused observation usually involves live observation but again, you can use videotape as well for this area in the cycle. Sometimes this can be less intrusive for families or if you're coaching at a distance. This is something each program will need to decide on as far as which approach to use, and it's something you can be flexible with. This might change based on individual families as well. If you are conducting focused observations on site, the coach can also provide some supports during the observation.

So some of these supports our side-by-side verbal or gestural support, problem-solving discussion, videotaping, modeling of the teaching, home visiting, and caregiving practices or other help in the home. If offering other help in the home, it's important to make sure you're mindful of the level of support you're providing. The parent could feel it's intrusive. So you

want to make sure it's agreed upon prior to offering any assistance, and also, you want to remember the purpose of home visits is to guide the parent towards independence in implementing effective practices with their child.

An example of an acceptable level of support might be keeping the siblings engaged while the parents discuss strategies with the home visitor. It's important to remember these supports happen in the context of the collaborative coaching partnership. So what that means is, make sure to talk again with the parents, with the coachee about the support he or she finds acceptable prior to the focused observation when working with your coachee.

Some coachees might feel comfortable with the coach modeling and stepping in, but others may feel a little uncomfortable with it, so you just want to have those conversations prior to your observation. The level of support the coaching partners are comfortable with can change as your coaching partnership develops, too. So another quick question in the chat box. How could using these focused observation [Inaudible] differ for home visitors?

So we talked about using side-by-side verbal or gestural support, problem-solving discussion, videotaping, modeling, or offering other help in the home. So we want to repeat the question. How can using focused observation coaching strategies be different for home visitors?

Sarah: Maybe how do you modify these in the environments that you're coaching in?

Ashley: Needing to include the parent. Based on the ways the home visitor learns best. So yes, you want to know about those adult learning strategies, and those will support the home visitor and the parent.

Sarah: Sherry notes that she asks the home visitors before attending the home visit if it's OK for her to ask questions or make comments without intruding. So that's great; you want to make sure that your home visitor is comfortable with receiving that support.

Ashley: And Nicki talks about the differences in comfort level of her home visitors, whether they prefer having feedback in front of others, or some prefer to talk through it during the videotaped observation.

Sarah: Juliana says, "I'm a home visitor, not a coach. Is this webinar for me?" Certainly if you receive coaching or if your program plans on implementing coaching, this will give you some ideas about what might be available to you. So some strategies that might be helpful for you as a home visitor. So if you are coached, it might be nice to let your coach know what you are comfortable receiving.

Ashley: And I like what Georgia said, "The side-by-side and modeling can help support the home visitor and parent if you come up with a plan together." That definitely goes back to our collaborative partnership. I'm going to move on so that we can get to reflection and feedback. But before I do that, just a little few pointers about using the video.

Videotaping, like we said, is a good alternative if you're coaching from a distance or the family you're visiting would like to limit the visitors at their home. Video can enhance the live observation session because it provides an objective view of the events. It can be used immediately to provide visual examples of the home visitor's practices and provides an

opportunity for multiple viewing. Just again, you want to make sure you have the permission from the family prior to videotaping.

You want to be transparent about the purpose of using the video recording, as well as what is being taped. I know some of you said there were issues with families consenting to the videotape. You can offer for just the home visitor to be in the frame if this is more acceptable, and you can also remember that not all the families, if you're working off a caseload, not all the families have to participate in video recording.

I'm sure the home visitors may have other families that are more open to the experience. For reflection and feedback, this is the third component of the cycle. It focuses on mutual consideration of the support strategies used and the information gathered about home visiting practices to identify successes, what was challenging, and any areas for additional improvement or refinement. It's also an opportunity for sharing feedback about how the implementation of a home visiting practice went during the observation. Some considerations to remember when providing reflection and feedback.

Again, the process isn't any different when coaching home visitors versus a classroom teacher. The reflection process should be strengths-based and an opportunity for the coach to affirm and acknowledge the coachees implementation efforts. Some things you might want to talk about though and consider, well actually I'll go on that on the next side.

Reflection can be prompted with open-ended questions, and so some things you might want to consider when doing this part of the cycle with the home visitor, as the coach prepares for the debriefing session, the coach should be thinking about what feedback will be provided and how it will be framed; however, in terms of the home visitor, not only does the coach plan the content of what should be discussed, but also take into account the home visitor schedule. You're going to want to think about where, when, and how the meeting will take place. Is it going to take place in a home office?

Is it via Skype or Zoom? And you also want to make sure that your meetings are private. So if you are doing it in someone's office space and it's a cubicle, you want to look for a space that has a door. Feedback conversations should occur as close to the observation as possible, and you want to make sure that you're providing both supportive feedback and constructive feedback with the intention of helping staff understand their actions and their relationship to the action plan goals.

The provision of feedback should be intentional, and when delivering the feedback, make sure you're direct, use first person, and be as specific as possible. So you could say something like, "You made sure to use descriptive language," to point out to the mother how positively her son responded when she got down on the floor to play blocks versus, "You were very responsive towards the parent-child interaction during block play."

The first example provides specific feedback as to how the home visitor was responsive to the parent-child interaction. So being specific will help the home visitor make connections with their practice and the action plan. So now we're going to hand it back to Sarah and she's going to talk about some resources and strategies.

Sarah: All right, so the PBC resources on the ECLKC site can help staff implement practice-based coaching and provide ongoing support to the coach. So resources on the ECLKC are now categorized by topic. So the PBC resources can be found under professional development. To find PBC resources on the ECLKC, scroll down to the bottom of the professional development topic page, or click on practice-based coaching, or PBC.

You can even try typing practice-based coaching, or PBC, in the search function. PBC resources on the ECLKC include: PBC component videos and PDF briefs, tips for coaches, the PBC program leader's guide, and archived coaching for the webinars. These resources can be used in a large group or in one-on-one settings, and end managers who support — who are supporting coaches can use these resources as well.

And so just as I had pointed out earlier, the PBC resources would be the same. So these resources would still help support your use of practice-based coaching. The resources that might be different are the resources about where you find strategies for working with home visitors might be different or how to provide assistance around teaching practices for parents to implement with children. All right.

So we also have the National Center on Health and Wellness offers motivational and interviewing resources, and those can help support your coaching in the home-based setting, as well as other program options. So motivational interviewing is a collaborative conversation to learn about and strengthen an individual's motivation for changing behavior. So motivational interviewing is a person-centered, evidence-based approach for eliciting behavior change by helping people to explore and address feelings of uncertainty.

So staff can use motivational interviewing techniques. Staff that use motivational interviewing techniques may also find that these strategies enhance their relationships with families. So it's a win-win there. Motivational interviewing resources on the ECLKC include motivational interviewing video suites. These short videos provide examples of how to use motivational interviewing strategies in everyday conversations between Head Start and Early Head Start staff and families, and one of the videos shows a home visitor talking to a parent about the result of a parental depression screening.

Staff can use these videos to identify specific communication strategies that enhance their relationship with families. There's also a viewer's guide that includes practices and strategies you observe in the videos. The motivational interviewing suite also contains debrief videos that allow you to see how the strategies impact and how the participants think and feel. Also want to point out another resource: July 2016 Mental Health Newsletter. This newsletter includes an overview of motivational interviewing with links to resources and strategies. And I'm going to move to the next resource here.

Ashley: I just want to point out real quick that last resource is really great if you're working on using open ended questions as a strategy.

Sarah: And I see here Wendy has asked a question real quick that I want to touch on. To clarify, "Is audio recording acceptable in the TLC model or is videotaping a requirement for that model?" So I think that you might want to consider if you are using the TLC model and you have families that are absolutely not OK with videotaping the coachee's implementation, then you

might have to modify videotaping as a requirement, but that would be in the event that videotaping was not allowed by a family.

So this resource here is the National Center for Pyramid Model Innovations, or NCPMI, and it's funded by the Office of Special Education. The Pyramid Model is a multi-tiered system for support to improve social emotional and behavioral outcomes of all children. On this site you can find resources that help you with building relationships with families, as well as building relationships with young children.

We'd also like to point out Text4HomeVisitors supports Head Start and Early Head Start home visitors. So sign up to receive two free SMS messages per month with access to information, tips, research, and resources to strengthen and support your teaching practices as a coaching resource. This can strengthen staff's knowledge and evidence-based practices. So the Text4HomeVisitors will also share messages on key events, professional opportunities.

Plus you have access to the newest resources as soon as they're released. So to sign up, you're going to text "HOME" to 22660 to sign up for Texts4Teachers. You can text "stop" to cancel at any time, or text "help" for technical assistance. All right, so thank you for joining us today. We'll see you on MyPeers.