Instructions

The enclosed Roadmaps are intended to serve as a guide for early childhood practitioners’ use of a coaching interaction style to build the capacity of a parent, teacher in a group setting, or other important caregiver to promote child learning and development as part of everyday activities. Coaching is most successful when the caregivers determine the priority to be discussed rather than addressing the practitioner’s goals or desires for the caregiver. The Roadmaps are designed as flowcharts to show possible directions conversations might take, appropriate questions to prompt the caregiver’s reflection, and opportunities for providing additional information (i.e., informative feedback) if necessary. When coaching conversations have a degree of consistency over time, caregivers are more likely to learn how to use the process for self-assessment and self-reflection thus strengthening their ability to increase child learning opportunities. Roadmaps provide a general flow for the conversation and include all five evidence-based characteristics of coaching. Conversations take many twists and turns; therefore, practitioners may need to ask additional questions, provide other feedback, and allow more opportunities for observation and action/practice throughout the conversation. Once a practitioner becomes more skilled in the use of a coaching interaction style, he/she may no longer need to use the Roadmaps.

Initial conversations that identify child and family activity settings, routines, interests, and desired outcomes are part of the Roadmap for Assessing Meaningful Participation (RAMP) or some other information-gathering and outcome-generation process. The purpose of the Ongoing Child Learning Conversation roadmap is to provide a framework for all conversations about child learning after the development of the Individualized Family Service Plan (IFSP). The purpose of the New Issue Conversation is to offer an example of how to use a coaching interaction style when a parent has a new child learning priority.

The Roadmap begins with either a question or issue that triggers the conversation (purple circle) or previous joint plan (red circle) located on the left side of the Roadmap. Start each conversation at this circle. The green boxes indicate reflective questions designed to prompt the caregiver’s increased awareness, analysis, alternatives, or action planning regarding the situation. Questions are open-ended to prompt deeper reflection rather than closed-ended questions (i.e., yes or no). The yellow boxes indicate an opportunity to provide informative feedback or brainstorm ideas with the caregiver. Blue boxes signify practice on the part of the caregiver or demonstration by the practitioner while the caregiver observes. Roadmaps end each conversation at a red circle prompting the practitioner to make a plan for follow-up with the family. The purple arrows at the bottom of the Roadmap depict the three parts of an effective visit.
Ongoing Child Learning Conversation

Flow of the Visit

1. Follow up on the previous plan.
   - Analyze what worked or did not work and why.
   - Develop alternative strategies that support child learning or modify activities.

2. Observe adult and child in an activity setting using new ideas.
   - Evaluate the new options.

3. Create a plan, back-up plan, and a plan for the next visit.
   - Schedule next visit when the planned activity will occur.

Between-Visit Plan

Based on what we did today what is your plan between visits?

What additional support do you need?

Next-Visit Plan

When does it make sense for me to come back out? What activity will we focus on? When does that typically occur?

What do you think about these ideas? What are the advantages/disadvantages? How would they work for you?

If needed, brainstorm other ideas or share information to consider including other opportunities, activity settings, & responsive strategies.

What do you think your next step should be?

What about this plan is not working?

Tell me more about that.

What did you do to cause that?

What do you think your next step should be?

What do you do to cause that?

Provide affirmative or informative feedback regarding child participation, child interest, child learning, and using responsive parenting/teaching strategies.

Can we try it now?

(demonstration by parent or modeling by practitioner, if needed)

Yes, parent practices

What worked, did not work, or would you do differently?

What did you do to cause that?

Last time, we planned to (insert activity setting as focus for today’s visit) today. OR What would you be doing right now? (If the planned activity is not possible.)

1. **Flow of the Visit**
   - Identify a potential new outcome.

2. **New Issue Conversation**
   - Identify possible activities and strategies for IFSP revision (if needed).

3. **Next-Visit Plan**
   - Create a plan, back-up plan, and a plan for the next visit.
   - Schedule next visit when planned activity will occur.

   - **Between-Visit Plan**
     - Based on what we did today what is your plan between visits?

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Resources for Providing Informative Feedback
Child Participation

Child Interest

Responsive Parent/Teaching Strategies

Resource for Evidence-Based Practices
Natural Learning Environment Practices

Coaching Interaction Style

Intentional Modeling

If you used this tool, please go to the link below and provide us with feedback so that we can continue to improve upon it.

https://www.research.net/r/CLORuse

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