




# Practical Coaching Tools for Early Interventionists: Inside the New Guide

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June 3, 2026


National Center for  
**Pyramid Model INNOVATIONS**  
*ChallengingBehavior.org*

## Meet our Presenters




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@reallygreatsite

## Key Points for Today's Webinar

Introduce and unpack the new Early Interventionist Practitioner Coach Guide

Share examples of coaching applications

Discuss uses for the guide



## Purpose of the Resource



- Provide guidance for the role of the practitioner coach in early intervention settings.
- Guide the implementation of Practice-Based coaching in early intervention settings.
- Support practitioner coaches in data decision-making.

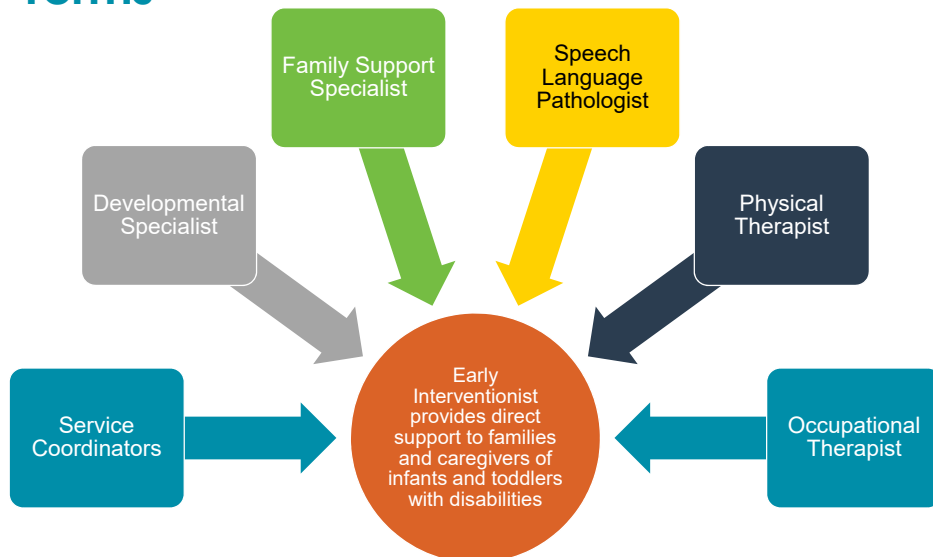


## Inside the New Guide



- Key Terms
- Getting Ready for Coaching
- Enacting Coaching
- Data Decision-Making
- Links to all EI PBC resources
- Case study to illustrate the coaching cycle
- PBC Checklists

## Key Terms



## Getting Ready for Coaching

- Role of the practitioner coach
- Coordination with the leadership team
- Universal Coaching Supports
- Differentiation PBC and family coaching
- Caseload Planning and Scheduling
- Establishing Collaborative Partnerships
- Strategies for Effective Communication



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## Role of the Practitioner Coach

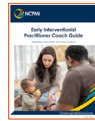


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## Coordination with the Leadership Team

### Tips for Practitioner Coach Engagement During Leadership Team Meetings

- Be proactive: Initiate regular conversations with the leadership team rather than waiting for issues to arise.
- Keep shared notes, templates, or timelines to clarify roles and commitments, and be prepared to discuss coaching progress.
- Be a thought partner: Bring insights and ideas—not just problems—to your leadership team conversations.



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## Universal Coaching Supports

### Why Universal Supports Matter

- Help reduce anxiety or hesitation about coaching
- Create access to practice-based learning
- Build readiness for deeper, individualized coaching
- Provide consistent support across practitioners, regardless of coaching status
- Allow practitioners to create habits for practice and reflection outside of coaching.



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# Examples from the Field: Universal Coaching Supports

**Updates From Felina and Lynn**

## Monthly Milestones

Happy New Year!

"Small steps, shared wins, stronger families!"

**Stepping Into a New Year Together**

As we step into a new year, this is a moment to pause and recognize the meaningful work you do every day. The programs you support—often in small, quiet ways—add up to real change for children and families across our state.

This year, Monthly Milestones will continue to highlight growth, share practical insights, and celebrate the steady steps that move families forward. Thank you for your dedication, your care, and your commitment to walking alongside families through every stage of their journey.

Here's to another year of learning, collaboration, and progress—one milestone at a time.

Felina & Lynn

"There are updates, and, as with all things, we'll do our best to provide it—send it our way!"

**Inside the Pyramid**

Strong family partnerships are at the heart of the Pyramid Model. Children thrive when caregivers are seen not just as participants in services, but as partners and experts in their child's life. In early interventions, families know their child best—their strengths, cues, routines, and culture—and those insights should drive planning, goal setting, and coaching conversations.

The National Center for Pyramid Model Innovations emphasizes that family-centered practices and collaborative partnerships are foundational to promoting social-emotional development and preventing challenging behavior. When families feel respected and heard, they are more confident using strategies between visits—where the real learning happens.

Employment is built through everyday interactions during home visits.

- Invite family voice early and often. Ask caregivers what's working well before focusing on concerns.
- Co-create goals, rather than presenting solutions—“What feels most important for your family right now?”

• Reflect family expertise back to them: “You noticed he seems fussy when you sing—that’s an important strength.”

• Offer choices, not directives, when sharing strategies.

• Honor routines and culture by embedding supports into what families already do.

• These practices communicate that families are not being evaluated—they are being partnered with.

Take a moment to reflect during or after your next visit: “How do I show families that their insights drive our planning?”

Explore NCPMI’s “Systemic Model Research Collaborative: **Authenticity, Empowering with Family**”—a practical guide filled with tips, templates, and strategies to elevate family voice and choice in programs, whether you’re helping families feel welcomed, collaborating on decision-making, or strengthening relationships in early childhood settings. This resource gives you ready-to-use tools.

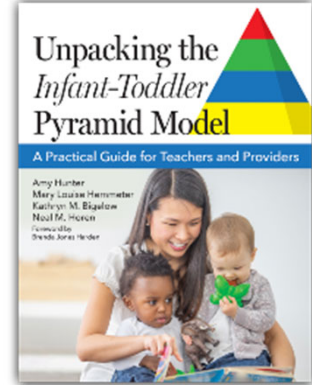
Coaching and Reflections—Monthly Reminder

Each month, early intervention coaches coaching tips to go. If there is no coaching tip, please reach out to your coach, either at the end of the month or no later than the first of the month.

## UNPACKING THE INFANT-TODDLER PYRAMID MODEL

# CHAPTER 1

Things to Remember	Practice Connections
-You are building capacity, not dependence. -Every interaction is an opportunity for modeling.	Shift from “doing with the child” to “coaching the caregiver”
Key Take-Aways	
<ul style="list-style-type: none"> <li>• Social-emotional development is foundational to all learning.</li> <li>• Early interventionists influence outcomes primarily through caregiver coaching.</li> <li>• Infant/toddler development is rapid and highly-relationship dependent.</li> <li>•</li> <li>•</li> </ul>	
Case Scenario	Reflection Questions
A caregiver asks you to “fix” their child’s tantrums.	1. How would you describe your role as an Early Interventionist to families?



## Book Study



# Examples from the Field: Communicating the PBC Process

**PYRAMID MODEL COACHING CYCLE MATERIALS**

**T&K PEDIATRIC SERVICES**

**COACHING CYCLE OVERVIEW**

<b>STEP 1</b>	The first step in the coaching process is to complete the Early Intervention Implementation Checklist as a self-reflection tool. This will be discussed in your very first debrief session with your PC. <b>Complete this and keep it in your binder for future review!</b>
<b>STEP 2</b>	Your PC will reach out to you to schedule your first of two 1-hour observations. It is best to get both of these scheduled right away. Once scheduled, you should reach out to these families or daycare to confirm that it is okay for the PC to tag along. During the two observations, the PC will be filling out the EIIPFI which will be discussed later. Once the two observations are complete, the Shared Action Planning meeting will take place. At this meeting, you will discuss the observations and collaboratively reflect on the results to create Action Plan Goals.
<b>STEP 3</b>	Your PC will have all materials for this meeting ready for you when you meet. After the Shared Action Planning meeting, you will begin your first coaching cycle. For this, you and your PC will work together to schedule a Focused Observation with a family or child.
<b>STEP 4</b>	You do not need to have anything prepared for the visit. Your PC will share their notes and feedback during the debrief session.

**COACHING CYCLE OVERVIEW-PC**

<b>STEP 1</b>	The first step is to quickly meet with your coachee and let them know to fill out the Early Intervention Implementation Checklist on themselves as a reflective tool. Give the coachee a day or two to fill this out, then sit down and find time to schedule either one or both of your hour-long observations. Make sure the coachee reaches out to the families to confirm that they are okay with this.
<b>STEP 2</b>	Complete the two 1-hour observations and fill out the EIIPFI for both observations. Reflect on this and fill out any areas that you missed before your first debriefing session. Make sure to input the data from the EIIPFI in the appropriate spreadsheet to help Megan collect data. Reach out or discuss with your coachee a time to get together for your debrief session—also known as Shared Goals and Action Planning meeting. Materials needed: EI Coach Action Plan Goals Planning Form, Blank EI Goal Planning forms, and Excel Summary graph on EIIPFI results, filled out EIIPFI from observations.
<b>STEP 3</b>	Complete the Shared Goals and Action Planning meeting with your coachee. Discuss the observations and collaboratively reflect on the results to create Action Plan goals.
<b>STEP 4</b>	Once this is complete, you will start your first coaching cycle with your coachee. You will work together with your coachee to schedule a Focused Observation with a family/child. Once scheduled, make sure to have Focused Observation notes pages ready for the visit to actively take notes on what you see.



# Enacting Coaching

**Early Interventionist Practitioner Coach Guide**

### Creating Shared Goals and Action Plans

Shared goals and action plans should be informed by data, individualized to meet each early interventionist needs around a practice, and created through collaboration with the coach and the early interventionists. A quality goal and action plan provide direction and purpose to the focused observation. This section will outline the process for creating shared goals and action plans, define the components of high-quality action plans, and present considerations for implementing them successfully.

In PBC, goals are written based on the results of a strengths-and-needs assessment process that involves data collected by both the coach and the early interventionists. The data collected can help determine which practices are already in place and which to strengthen, prioritizing them for goal setting.

#### Steps for creating shared goals and action plans

##### 1. Identify strengths and needs

Description	Resources
<ul style="list-style-type: none"> <li>Schedule EIPFI observation and interview</li> <li>Each EIPFI observation consists of two 1-hour sessions, either in person or recorded.</li> <li>Conduct a 30-minute to 1-hour follow-up interview and review any data needed to complete.</li> <li>Complete scoring and print the Excel graph.</li> <li>Complete the Coach Goal Planning Form.</li> <li>Provide the early interventionist with the Early Intervention Implementation Checklist.</li> <li>Early interventionist completes the Early</li> </ul>	<ul style="list-style-type: none"> <li>Early Interventionist Pyramid Practices Fidelity Instrument (EIPFI)</li> <li>Early Intervention Implementation Checklist</li> <li>Early Intervention Coach Action Plan Goal Planning (Coach)</li> <li>Early Interventionist Goal Planning Form (Early Interventionist)</li> </ul>

Includes step-by-step guidance throughout the PBC cycle

**NCPMI Action Planning Form**

Practitioner: \_\_\_\_\_

Goal: \_\_\_\_\_

My goal is met when: \_\_\_\_\_

**(Goal)** The observable Pyramid Model practice that will be the focus of coaching, including when the practice will be used.

**(My goal is met when)** Statement on how the coach and the early interventionist will know a goal is achieved.

Action Steps	Materials/Resources Needed	Completion Date

**(Action Steps)** Small achievable steps to reach the goal.

**(Completion Date)** Dates for when action steps and goals will be completed.

**(Materials/resources)** Any materials or resources that support the Early Interventionist's use of the practice.

Goal Check-In

- I have completed my goal.
- I am making progress and still working on my goal.
- I need to make changes to my goal or action plan.

Note



# Enacting Coaching: Additional Key Features

## Case Study: Preparing for the Debrief

**Julie's goal:** I will use open-ended questions during caregiver practice opportunities and during joint planning to help caregivers observe and interpret their child's communication cues.

After the focused observation, Rosa reviewed her notes and the action plan and wrote down some potential questions she could ask Julie to help her reflect and what she would share in her supportive and constructive feedback. Rosa reviewed the coaching strategies that Julie had shared she was most comfortable with being used during the debrief session.

**Early Interventionist Focused Observation Notes**

Early Interventionist: Julie Coach: Rosa

Case: 2028 This session observation was 45 minutes long, starting at 10:00 AM and ending at 10:45 AM.

**Observation Notes**

During the observation, I observed the following:

**Strengths/Opportunities**

Julie demonstrated strong communication skills during the observation. She used open-ended questions to engage the caregiver and to explore the caregiver's perspective. Julie asked, "What do you think Thomas is trying to communicate?" and "How do you think Thomas is feeling?"

**Areas for Growth**

Julie did not use open-ended questions during the observation. She used closed-ended questions, such as "Did you see Thomas do that?" and "Did you hear Thomas say that?"

**Reflection/Questions**

Did you notice a difference in the caregiver's response when you asked an open-ended question versus a closed-ended question? How do you think the caregiver will respond to your questions when you ask them to be open-ended?

**Coaching**

During the coaching session, I discussed the importance of using open-ended questions to engage the caregiver and to explore the caregiver's perspective. I provided examples of open-ended questions and discussed how to use them effectively. I also discussed the importance of using open-ended questions to explore the caregiver's perspective and to explore the caregiver's perspective.

**Follow-up**

Julie will use open-ended questions during the next observation. She will use open-ended questions to explore the caregiver's perspective and to explore the caregiver's perspective. She will use open-ended questions to explore the caregiver's perspective and to explore the caregiver's perspective.

**Early Interventionist Practitioner Coach Guide**

### Debrief Meeting Coaching Questions

- What do I do if the early interventionist appears hesitant to reflect or engage during the debrief?
  - Review the purpose of debriefing with the early interventionist.
  - Focus on building trust through a stronger collaborative partnership.
  - Refer to goals and action plans:
    - Are the goals meaningful to the early interventionist?
    - How much of a role has the early interventionist had in the decision-making process?
  - Review with the early interventionist their preferences about feedback or coaching strategies.
- How do I prepare to address a challenging issue with an early interventionist, such as a comment they've made about a specific caregiver or child?
  - Use objective information gathered during the focused observation will help keep personal judgment out of the conversation (e.g., observed actions, comments, caregiver/child responses).
  - Begin statements using "I wonder..." or "I noticed..."
  - Focus on the impact of the early interventionist's practices on caregiver or child outcomes. Coaching is about helping early interventionists to support positive outcomes for caregivers and children, so entering conversation on caregiver or child experiences may be more neutral for the early interventionist.
  - Role-play with another coach to practice the conversation.
  - Write down the information you want to share or the questions you have before the conversation.
  - Make sure to deliver positive feedback before offering constructive feedback.
  - Use active listening skills to hear the early interventionist's point of view.
- How can I make sure I do everything I am supposed to do in a session?
  - Take notes before the meeting to collect your thoughts and prepare. Review your coaching log and what you did during the previous coaching session with the early interventionist.
  - Review the early interventionist's action plan and your focused observation notes before conducting the session.
  - Use a coaching log, checklist, or an agenda, and make notes or highlight points you want to be sure to cover during the session.
- How do I make the most of my time during a debrief session?
  - Review your coaching notes and pick one or two situations to focus on for feedback; depth is better than breadth.
  - Save problem solving for the end of the meeting; if this needs to be a lengthy part of the meeting for the early interventionist.
  - If an early interventionist does not review the resources you provide after coaching sessions, review them together in the debrief meeting. This way you can support the early interventionist in focusing on the resource and its use during visits.
  - If the early interventionist is unable to create materials or complete action steps in between coaching sessions, offer to add time to the debrief to complete them together.
- How do I conduct a debrief session if the early interventionist is unable to meet?
  - Meet virtually via email, phone, or a platform like Google Meet, Zoom, or Microsoft Teams.
  - Reschedule for a time that is most convenient for the early interventionist.

Each PBC component includes an FAQ



# Examples from the Field: Communicating PBC with Families

**Practice-Based Coaching and the Pyramid Model Family Agreement**

**What is Practice-Based Coaching?**  
Practice-Based Coaching (PBC) is a way to support early intervention in strengthening their skills to provide services to families and caregivers that promote the development and learning of young children. In PBC, the early interventionist and their coach develop a professional development plan and the coach observes them in their work and provides feedback. The person in the role of the coach is another early interventionist or professional in the program.

**Why is PBC being used?**  
Our early intervention program uses PBC to strengthen our use of the Pyramid Model for Promoting the Social Emotional Competence of Infants and Young Children. The Pyramid Model is a framework of evidence-based practice that families and early interventionists can use to promote young children's social and emotional development. We want to support all families and caregivers as they guide the child's social-emotional development as it is essential for:

- Supporting healthy brain development.
- Improving developmental outcomes for children.
- Strengthening children's ability to create and maintain relationships with others.
- Building children's ability and confidence to explore and learn new things.
- Developing skills in communication, emotional regulation, and problem-solving.

Your early interventionist has a coach who will observe and provide feedback on their use of Pyramid Model practice during early intervention sessions with families and caregivers.

**Where and when does PBC occur?**  
PBC can occur whenever early intervention visits typically happen (e.g., in the home, community settings, or child care). Your early interventionist will communicate with you in advance to request permission for a coach to attend your session.

**How does it happen?**  
Your early interventionist's coach will observe their use of specific Pyramid Model practice tied to their professional development plan as they work with you. If you provide permission, a coach might attend your regularly scheduled early intervention session, or your early interventionist might ask us to set up a time for the coach to watch live live streaming in a video record what they are doing during the EI session. None of this will occur unless you have granted your permission.

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**MINOT INFANT DEVELOPMENT PROGRAM PYRAMID MODEL UPDATES**

*At MINOT, our goal has always been to support your child's growth **holistically, respectfully, & meaningfully** for your family. Over the past year, our team has dedicated countless hours to learning about the Pyramid Model in the coming months, you may notice an increased focus on **social-emotional learning** during early intervention visits. The reason we'll be spending more time supporting skills such as **emotional regulation, relationships, communication, & confidence** because these skills form the foundation for all learning.*

**Why Social-Emotional Skills Matter**  
Social-emotional skills help children:

- Communicate needs & feelings
- Build relationships with caregivers & peers
- Manage frustration & big emotions
- Feel confident exploring & learning

We know from years of working with families (and from the research!) that children who feel emotionally supported are better able to learn, communicate, & engage with the world around them.

**The Pyramid Model: Our New Approach**  
The Pyramid Model is a research-based approach used across the country & in North Dakota's early intervention agencies. It focuses on:

- Helping children feel safe & supported
- Strengthening relationships between children & caregivers
- Teaching skills like expressing feelings & problem-solving
- Preventing challenging behaviors

It is widely used in early childhood & early intervention settings. We're excited to bring it into our work with you!

**What is the EIPFF?!**  
All part of this work, all Early Interventionists (EIs) are completing something called an EIPFF (check) with guidance from the research behind the Pyramid Model framework. So you may see your EI being observed by someone. You EI will always ask you if you're okay with an observer watching them during your visit, & it's your right to say no if you're not comfortable with that.

**What This Might Look Like During Visits**  
You might see your EI:

- Talking more about your child's feelings, reactions, & relationships
- Modeling ways to support calmness or changes in emotional expression
- Asking questions to help with transitions, activities, or challenging moments
- Asking reflective questions about what works well at home

**What This is NOT**  
Your child is **NOT** being labeled with anything. You are **NOT** doing anything "wrong" as a parent. Visits will **NOT** become less play or routine-based. You EI will use this tool to reflect on what they've observed & identify ways to support your child's emotional & behavioral development.

**Our Commitment to Families**  
Families are central to this work. Your insights, observations, & questions help guide every visit. If you ever wonder why your EI is trying to talk things over to you, please know we're always happy to explain. As part of strengthening this work, all of the research, special coaching in social-emotional development. This helps us stay connected & use the most effective strategies to support your child & family. Thank you for partnering with us as we continue to grow & strengthen how we support social-emotional development.

**Minot Infant Development Program**



**PYRAMID PRACTICE SPOTLIGHT!**  
Social Emotional Development

**SE 1 - Practitioner collaborates with caregivers to understand and identify their child's strengths and social emotional goals or outcomes.**

**What it matters . . .**  
Social-emotional development is foundational to a child's overall well-being and learning. When caregivers are engaged in identifying their child's strengths and goals, they are more likely to feel empowered and invested in the early intervention process. This collaboration fosters trust, builds caregiver confidence, and ensures that goals are meaningful and relevant to the family.

**Try these strategies . . .**

- Ask caregivers how their child self-soothes during moments of distress.
- Invite caregivers to share stories that highlight their child's strengths.
- Use reflective questions to explore what caregivers hope for their child's social-emotional development.
- Collaborate with caregivers to write specific, measurable outcomes using jargon-free language.

**Reflection Prompt:**  
"How do I help caregivers see and celebrate their child's social-emotional strengths?"

**Try it this month:**  
During a visit, ask a caregiver to describe a moment when their child showed resilience or joy. Use that story to co-create a social-emotional goal that builds on the child's strengths.

**"Nurturing Emotional Growth Through Everyday Moments"**  
Adapted from the Early Intervention Pyramid Practices Fidelity Instrument

**PYRAMID PRACTICE SPOTLIGHT!**  
Social Emotional Development

**SE 1 - Practitioner collaborates with caregivers to understand and identify their child's strengths and social emotional goals or outcomes**

**Coaching Focus:**  
Support practitioners in engaging caregivers in reflective conversations about their child's social-emotional strengths and priorities. Encourage collaborative goal-setting that uses family-centered language and builds on what the child and family are already doing well.

**Observation Cues:**

- Practitioner invites caregivers to share observations or stories about their child's social-emotional strengths.
- Practitioner asks caregivers about how their child manages emotions or self-soothes during distress.
- Practitioner uses reflective prompts to explore caregiver hopes and priorities for their child's social-emotional development.
- Practitioner affirms caregiver contributions and acknowledges their insights throughout the discussion.

**Conversation Starter:**  
"What strategies did you use to help the caregiver reflect on their child's social-emotional strengths?"

**Try it this month:**  
Ask your coachee to plan one reflective question they will use in the next visit to help a caregiver identify a social-emotional strength of their child. Follow up to discuss how the caregiver responded and how it informed goal-setting.

**"Nurturing Emotional Growth Through Everyday Moments"**  
Adapted from the Early Intervention Pyramid Practices Fidelity Instrument



## Data Decision-Making

The **Look-Think-Act** framework helps you make sense of your coaching data:

Step	Description	Coach Examples
<b>Look</b>	Gather data from logs, EIPFFI, checklists, or observation notes	"In the previous three sessions, we've focused on the same goal, and it's not progressing."
<b>Think</b>	Analyze what the data are telling you	"The early interventionist might be stuck and need new supports or a revised goal."
<b>Act</b>	Use what you learned to adjust your coaching plan	"Let's add modeling and a video example to support this practice."



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## Data Decision-Making in EI Coaching

### Questions You Might Ask To Guide Your Coaching

As a coach in early intervention, data can help you tailor your support to meet each early interventionist's needs. This section addresses common questions coaches face and explains how data can guide your next steps.

#### *When Do I Decrease the Frequency of Coaching?*

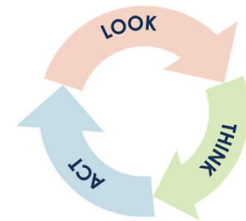
Coaching is intended to be flexible and responsive. If a practitioner is showing consistent implementation and confidence, you may reduce the intensity of coaching while still offering support.

Look for:

- Multiple goals achieved over time, documented in the Coaching Log
- EIPFFI scores that reflect sustained implementation of targeted Pyramid Model practices
- Practitioner reflections that show self-awareness, confidence, and problem-solving skills

Act:

- Reduce frequency of coaching (e.g., shift from biweekly to monthly check-ins)
- Transition to focusing on new skills, deeper implementation, or generalization across settings
- Collaboratively create a maintenance plan with the early interventionist, including regular check-ins or review points



# Appendix: PBC Checklists

**Appendix: PBC Checklists**

These checklists can guide the implementation of PBC in each component of the coaching cycle. Coaches can use these checklists to ensure they are following the elements of PBC and the coaching cycle. Coaches will find these helpful as they build their fluency with PBC.

Collaborative Partnership			
	Yes	No	N/A
1. Program or coach shared information about the program's PBC process (individually or as a staff presentation).			
2. Coach met with the early interventionist to review and individualize the <i>Early Interventionist Coach Agreement</i> (this document may be updated as needed).			
3. Coach discussed the ways they can support the early interventionist and collaborated with the early interventionist to identify the <i>opportunities</i> (strategies they are comfortable receiving during the focused observation and debrief sessions (these conversations should be ongoing)).			

Shared Goals and Action Planning			
	Yes	No	N/A
1. Coach conducted two one-hour (EPPI) observations with the early interventionist as they work with two separate caregivers (one observation per caregiver results two one-hour observations), which the coach will use to score the EPPI.			
2. Coach met with the early interventionist to conduct the interview and reviewed documentation that supported completion of scoring the EPPI.			
3. Coach created a rough summary of the EPPI to inform strengths and areas of growth to be shared during the Shared Goals and Action Plan meeting.			
4. Coach completed the <i>Early Intervention Coach Action Plan Goals Planning Form</i> before the Shared Goals and Action Plan Meeting.			
5. Coach shared the <i>Early Intervention Implementation Checklist</i> and <i>Early Interventionist Goal Planning Form</i> with the early interventionist to complete prior to the Shared Goals and Action Plan Meeting.			
6. Coach scheduled and conducted the Shared Goals and Action Plan Meeting with the early interventionist.			
7. Coach invited the early interventionist to share their priorities and reflections from the completed <i>Early Intervention Implementation Checklist</i> and the <i>Early Interventionist Goal Planning Form</i> .			
8. Coach reviewed the EPPI summary and reflections from the <i>Early Intervention Coach Action Plan Goals Planning Form</i> .			



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# Ashley's Favorite Feature: Communication Guidance



## Conversation Starters

- "Let's start by reviewing the checklist you completed during practices training."
- "I want to show you the goals I thought about based on my observation."

**Coaching Preferences Survey**

This short survey will help your coach understand how you prefer to receive coaching support. There are no right or wrong answers—your responses will help us tailor coaching to fit your style and needs.

**1. Contact and Meeting Preferences**  
 Preferred method(s) of communication between sessions (check all that apply):  
 Email  
 Phone call  
 Text message  
 Video conferencing (e.g., Zoom, Teams)  
 Best time/days for coaching meetings: \_\_\_\_\_

**2. Observation Preferences**  
 Which types of observation do you feel most comfortable with? (check all that apply):  
 In-person observation during a visit  
 Live virtual observation  
 Video recording and reviewing later  
 Audio reflection (coach listens to recorded visit)

**3. Feedback and Reflection Preferences**  
 How do you prefer to reflect and receive feedback? (check all that apply):  
 Verbal discussion after an observation  
 Written feedback (notes or summaries)  
 Video review with discussion  
 Visual aids or tools (e.g., checklists, diagrams)  
 Modeling or demonstration of practices

**4. Helpfulness of Coaching Strategies**  
 Please rate how helpful you find the following strategies on a scale of 1 (not helpful) to 5 (very helpful):  
 Modeling or demonstrating strategies during a visit: \_\_\_\_ / 5  
 Debrief after observation: \_\_\_\_ / 5  
 Notes with suggestions: \_\_\_\_ / 5  
 We and reflection: \_\_\_\_ / 5  
 Lists, visuals, or handouts: \_\_\_\_ / 5  
 We goal setting and action planning: \_\_\_\_ / 5  
 Bring specific challenges together: \_\_\_\_ / 5

**Information**  
 Did help you feel supported in coaching?



## Erin's Favorite Feature



### Data-Related Coaching Questions

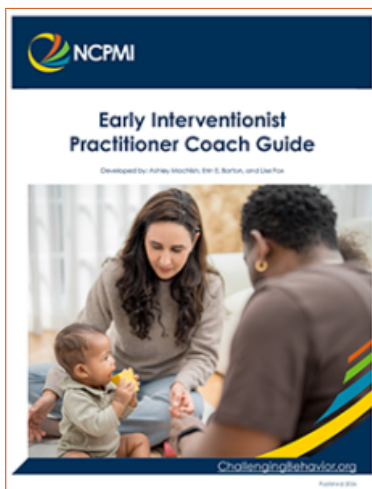
3. Why are coaching data important if I'm already keeping notes and things seem to be going fine?
  - Data help summarize large amounts of information in usable formats (e.g., graphs).
  - They offer objective insight into what's happening, not just impressions.
  - Data guide decisions and ensure coaching is implemented with fidelity.
  - They document what strategies led to growth or need revision.
  - If outcomes aren't as expected, data help pinpoint what needs to change.
4. How do I use data to make decisions on goals and action planning?
  - Summarize data visually (e.g., tables or charts from logs and EIPPF).
  - Use the Look-Think-Act process to identify strengths, needs, and next steps.
  - Create simple tracking forms for practices like descriptive feedback or routine planning.
  - Use data to refine goals and action plan steps.

### Using Look-Think-Act for Early Intervention Coaching

The Early Intervention Coaching Log includes a spreadsheet and a Look-Think-Act (LTA) guide. These tools help you analyze your coaching implementation using data and make decisions about next steps. Using data from the coaching log and fidelity tools, the LTA process guides you to reflect on what's happening, what it means, and what to do next. It helps ensure that coaching is timely, responsive, and grounded in evidence.



## Ways to Use the Guide



- Post PBC training as coaches implement their practice
- Planning communication and PD supports with staff
- Leadership team collaboration
- Community of Practice

## Questions?

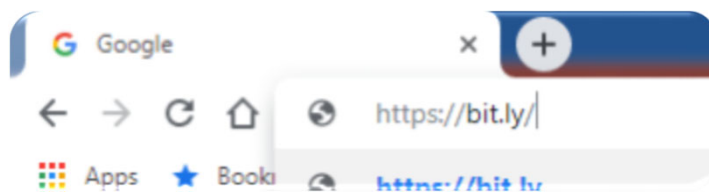
Use the  
Q&A panel  
to submit your  
questions.



## Survey and Certificate

### Recording Viewers

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- *URL is case sensitive*



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The National Center for Pyramid Model Innovations

The goals of the National Center for Pyramid Model Innovations (NCPMI) are to assist states and programs in their implementation of sustainable systems for the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (Pyramid Model) within early intervention and early education programs with a focus on promoting the social, emotional, and behavioral outcomes of young children birth to five, reducing the use of inappropriate discipline practices, promoting family engagement, using data for decision-making, integrating early childhood and infant mental health consultation and fostering inclusion.

New to the Pyramid Model?

Get the basics on the Pyramid Model.



## Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

