

# Conducting a Focused Observation with Early Interventionists

This resource supports coaches in providing reflection and feedback during debrief meetings with the early interventionists they are coaching.

Before the Observation	What Does it Look Like?
1. I reminded the early interventionist about the upcoming session.	<i>The coach checks in at least 24 hours prior to the scheduled focused observation to confirm attendance and that the caregiver is aware of their presence during the home visit.</i>
2. I reviewed the action plan, observation notes, and data from the last session.	<i>The coach reviews the action plan and information from the previous session. They make a bulleted list for what to "look for" during the observation.</i>
During the Observation	What Does it Look Like?
3. I introduced myself to the caregiver, described my role, and thanked them for allowing me to participate during their scheduled visit.	<p><b>Example from a virtual session:</b> "Coaching is a part of our program's professional development practice. I am here to observe your early interventionist's use of practices. You do not have to do anything different with my being here. I am going to shut my camera off so that I am not a distraction."</p> <p><b>Example from a live session:</b> "I am going to video tape the early interventionist during your joint planning today. Do you have a preference on whether you are on camera? We can set it up so the camera only shows the early interventionist."</p>
4. I observed the strategies and practices identified by the early interventionist that are linked to the action plan.	<i>The coach observes specific strategies or practices they have identified through conversations with the early interventionist prior to the focused observation. These are strategies or practices that support the implementation of the action plan.</i>
5. I made notes or collected data on the action plan goal related to practice implementation.	<p><b>Data might include:</b></p> <ul style="list-style-type: none"> <li>• Tally the # of times the early interventionist uses the practice or strategy.</li> <li>• Record examples of specific actions or commentary by the early interventionist.</li> <li>• Record a description of caregiver and child responses, actions, or commentary.</li> <li>• Tally # of times a caregiver uses a practice as a result of support from the early interventionist.</li> </ul>

<p>6. I used coaching strategies identified with the early interventionist to support their implementation of practices.</p>	<p><b>Coaching strategies might include:</b></p> <ul style="list-style-type: none"> <li>• note taking during live, virtual, or video recording of the observation</li> <li>• data collection</li> <li>• verbal support</li> <li>• side by side gestural support</li> <li>• supportive performance feedback</li> <li>• model targeted practices</li> <li>• videotape the early interventionist</li> <li>• assist with environmental arrangement</li> <li>• other help during the visit (e.g., help clean up activity, or play with child or siblings while the early interventionist joint plans with the caregiver)</li> </ul> <p>Coaching strategy definitions:  <a href="https://challengingbehavior.cbcs.usf.edu/docs/Coaching_Log-Strategies_EI.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Coaching_Log-Strategies_EI.pdf</a></p>
<p>7. I made notes about strengths to share for supportive feedback.</p>	<p>The coach writes notes on the strengths in the early interventionist's use of practices related to a current action plan goal.</p>
<p>8. I made notes about ways to strengthen or extend practice implementation for constructive feedback.</p>	<p>During the observation the coach takes notes on ideas for strategies they would like to share to strengthen the early interventionist's use of the action plan goal.</p>
After the Observation	What Does it Look Like?
<p>9. I thanked the caregiver for allowing my participation during the visit.</p>	<p>"Karla, thank you again for allowing me to attend your home visit today."</p>
<p>10. I confirmed the upcoming reflection and feedback meeting with the early interventionist.</p>	<p>The coach might have a conversation with the early interventionist prior to the focused observation about a time and place (e.g., face to face or on a virtual platform) to debrief. The coach confirms the scheduled debrief meeting still works with the early interventionist's schedule.</p>
<p>11. I reviewed my notes to prepare for reflection and feedback.</p>	<p>The coach reviews their notes and lists open-ended questions to ask the early interventionist to prompt reflection or problem-solving discussion.</p>
<p>12. I completed the observation section of the NCPMI coaching log by documenting the coaching strategies I used during the focused observation.</p>	<p><b>Coach uses coaching log to document:</b></p> <ul style="list-style-type: none"> <li>• date the focused observation occurred</li> <li>• time spent conducting the focused observation</li> <li>• coaching strategies used</li> <li>• cycle number</li> </ul>

Adapted with permission from Hemmeter Lab at Vanderbilt University; Instructionally Enhanced Pyramid Model (IEP<sub>M</sub>). Project funded by the Institute of Education Sciences (ED-IES-14-C-0001), 2020.