



Coaching Quick Reference Guide

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Coaching Characteristics

- Joint planning
- Observation
- Action/practice
- Reflection
- Feedback

INTRODUCTION

This *BriefCASE* outlines what an individual using a coaching interaction style and the person being coached (i.e., the learner) would each do in relation to the characteristics of the coaching process. Coaching is an adult learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current and future situations. Coaching has five research-based practice characteristics that lead to the intended outcomes: (1) joint planning, (2) observation, (3) action/practice, (4) reflection, and (5) feedback. The characteristics of coaching occur purposefully within the context of a coaching interaction, but the sequence may vary depending upon the flow of the conversation between the coach and the learner.

CHARACTERISTIC: Joint Planning

What The Coach Does

S/he begins every coaching conversation with a review of the previous joint plan and what the learner did between conversations relative to the plan.

What The Learner Does

S/he shares what s/he has tried or accomplished between coaching conversations.

What The Coach Does

S/he ends every coaching conversation with a plan of who is going to do what by when based on the actions and ideas discussed.

What The Learner Does

S/he identifies what s/he wants to try/accomplish between coaching conversations and when the next conversation should be scheduled.

CHARACTERISTIC: Observation

What The Coach Does

S/he observes the child and family member(s) or care provider(s) interact with the child within the context of everyday activities.

What The Learner Does

S/he observes the coach model a behavior or activity with the child in the context of an everyday activity with an explicit understanding of what/why s/he is watching.

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CHARACTERISTIC: Action/practice

What The Coach Does

S/he interacts directly with the child to model a behavior or activity or assess the child in the context of an everyday activity with an explicit understanding by the parent or care provider of what/why s/he is watching.

What The Learner Does

S/he tries new ideas/actions related to the child/environmental arrangement that were either previously discussed and planned with the coach or resulted from a previous coaching conversation and relates to the parent or care providers priorities for the child.

CHARACTERISTIC: Reflection

What The Coach Does

S/he uses reflective questions to assist the parent in analyzing the current situation followed by generation of alternatives and actions for continually improving his/her

knowledge and skills in promoting child participation in everyday activities thereby achieving desired priorities.

What The Learner Does

S/he determines what worked or did not work and why during the observation and/or action as well as ideas for next steps.

CHARACTERISTIC: Feedback

What The Coach Does

S/he uses non-committal acknowledgement when appropriate to affirm what the parent or care provider says or does. S/he provides positive feedback when necessary. S/he shares information to build upon the parent or care providers knowledge and skills.



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Take A Closer Look:

Read or download the CASEinPoint on the operational definition of coaching and characteristics of coaching practices at www.fippcase.org: Rush, D. & Shelden, M. (2005). Evidence-based definition of coaching practices. CASEinPoint, 1(6), 1-6.