The Coaching Model

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May 2010

What is coaching?

- “An adult learning strategy in which the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations” (Rush, 2003).

How do professionals use coaching?

- Early intervention teams use coaching with families to improve existing skills, learn new skills, and increase the abilities to use these skills in future situations.
- Early intervention team members use coaching to promote adult learning.

Coaching interactions include the following five key research-based characteristics:

- Joint Planning
  - Definition: “Agreement by both the coach and learner on the actions to be taken by the coach and/or learner or the opportunities to practice between coaching visits.”
  - What this looks like: The coach and the learner discuss what has happened since the last interaction and what they would like to focus on during the current interaction.

- Observation
  - Definition: “Examination of another person’s actions or practices to be used to develop new skills, strategies, or ideas.”
  - What this looks like: Observation occurs during some interaction, but not all. Typically, the coach observes the learner participating in an activity to provide opportunities for discussion and reflection.

- Action/Practice
  - Definition: “Spontaneous or planned events that occur within the context of a real-life situation that provide the learner with opportunities to practice, refine, or analyze new or existing skills.”
  - What this looks like: The learner uses new skills developed through coaching interactions during and outside of the session.

- Reflection
  - Definition: “Analysis of existing strategies to determine how the strategies are consistent with evidence-based practices and may need to be implemented without change or modified to obtain the intended outcome(s).”
  - What this looks like: Following an observation or action, the learner reflects on how the experience worked or did not work.
Feedback

- Definition: “Information provided by the coach based on direct observations of the learner by the coach, actions reported by the learner, or information shared by the learner to expand the learner’s current level of understanding about a specific evidence-based practice.”

- What this looks like: Feedback from the coach occurs after the learner reflects on the situation and may include more information or ideas for further action.

*Definitions from Rush & Sheldon, 2005.

References


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