

**Coaching in Early Childhood**  
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**Coaching Interaction Style**

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**Operational Definition of Coaching in Early Childhood**

Coaching is 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 & Shelden, 2004)

**Ten Key Elements of Coaching in Early Childhood**

1. Consistent with the principles of adult learning
2. Capacity-building
3. Non-directive
4. Goal-oriented
5. Solution-focused
6. Performance-based
7. Reflective
8. Collaborative
9. Context-driven
10. As hands-on as it needs to be

### **Capacity-building is...**

...an ongoing process of providing, creating, or mobilizing experiences through which children, parents, families, and communities enhance their ability to identify and meet development-enhancing opportunities or challenges in a sustainable way.

(FIPP, 2002)

### **Research-Based Characteristics of Coaching**

- Joint planning (2-part plan)
  
  
  
  
  
  
  
  
  
  
- Observation
  
  
  
  
  
  
  
  
  
  
- Action/Practice
  
  
  
  
  
  
  
  
  
  
- Reflection
  - Awareness Questions
  
  
  - Analysis Questions
  
  
  - Alternatives Questions
  
  
  - Action Questions

- Feedback
  - Affirmative
  - Evaluative
  - Directive
  - Informative

**Modeling: A 7-step process**

1. Coach explains to coachee what he/she is going to do
2. Coachee has a defined role while coach models
3. Coach models while coachee observes
4. Coach debriefs with coachee
5. Coach invites coachee to try what he/she modeled
6. Coach and coachee reflect on how what the coachee tried worked
7. Coach and coachee plan for how the strategy or activity will happen when the coach is not present

**NOTES:**