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About *The Early Childhood Coaching Handbook, Second Edition*
About *The Early Childhood Coaching Handbook, Second Edition*

How can you support both colleagues and families as they **enhance their knowledge, develop new skills, and promote healthy development of young children**?

Coaching is the key—and the new edition of this bestselling guide is packed with even more practical tools to help early childhood professionals conduct skillful coaching in homes, schools, and communities.

Like the popular first edition, this book walks you step-by-step through the **five characteristics of successful coaching practices**:

- observation
- action
- reflection
- feedback
- joint planning
Features
The Early Childhood Coaching Handbook, Second Edition includes a variety of features designed to enhance reader understanding. Examples include:

- Terminology definitions
- Coaching scripts and scenarios
- Embedded opportunities to reflect, observe, and practice
- Remember notations
- Chapter conclusions
- Figures and tables
- Sample completed forms
- References
- Coaching Scenario Matrix
Chapter 1 defines more than a dozen important terms and explains these terms in the context of *The Early Childhood Coaching Handbook, Second Edition*. 

**Caregiver**—Any individual who cares for and is important in the life of a child, including, but not limited to, a grandparent, aunt, uncle, family friend, baby sitter, and nanny.

**Child care provider**—An individual who works in a child care center or family child care home.

**Coach**—The person using the coaching characteristics described in this book to support the learning and development of another individual to achieve a desired or intended outcome.

**Coachee**—The individual who has a desired outcome and who receives the support of someone serving in a coaching role.
Coaching Scripts and Scenarios

Coaching Example

The following scenario illustrates Kathy using a coaching approach on the same topic with the same participants. Notice how Kathy begins this portion of the visit and how she uses reflective questions to build Heather’s capacity around the book-reading activity. Note, too, the manner in which Kathy provides feedback to Heather after she reads the book to Manuel.

Kathy: Heather, the last time I visited, you mentioned that you really want Manuel to be ready for the Head Start classroom when he turns 3 years old. You also said that you want him to be able to read and write as soon as he can.

Heather: I want him to do good in school. I know he is still too little to really know how to read and write, but I think he’s really smart, so I want to help him as much as I can.

Kathy: Manuel is a smart little boy! It’s never too early to start thinking about these things and how we can help our children learn. How do you think young children learn to read?
Embedded Opportunities to Reflect

Opportunities for reflection include thinking about current or future practices and applying or using the information learned to build on one’s own current knowledge and skills.

Reflect

Think about a family who you are supporting or have worked with recently. Take time to answer the following questions about specific ways that you implement components of family-centered care when you are talking with this family.

1. How do you create opportunities for informal dialogue with family members?
2. What are some ways that you acknowledge family strengths and competencies?
Embedded Opportunities to *Observe*

*Observe*

Take time to observe a family whom you are supporting, and consider specific opportunities for increasing parent responsiveness. Using interest-based activity settings as the venue will increase your odds of success.

Observations opportunities provide a time to observe one’s own practices or the practices of others regarding a specific characteristic or element of coaching.
Embedded Opportunities to *Practice*

Practice

Think about the early childhood program or agency where you work. How does the program evaluate and ensure that positive outcomes are happening for children and families? What do you think about the process that your organization uses? What ideas do you have for improving or expanding this system to ensure that families and young children are receiving evidence-based supports and services from competent practitioners?

Now, think about yourself. How do you monitor your own competencies related to evidence-based practices in early childhood?

Practice opportunities in each chapter include ideas for how to put information into action by applying what is being learned to a real-life context.
Remember Notations

Remember notations within each chapter contain important elements of coaching practices that are necessary for adding to or building one’s own conceptual and operational frameworks for coaching.
Chapter Conclusions

CONCLUSION

The purpose of this book is to define coaching and assist the reader in applying the research-based characteristics of coaching practices in early childhood contexts. The text describes an expert-based, rather than a peer-to-peer, approach to coaching and a contextual coaching model that includes elements of both goal-oriented and adult learning models. Ten key elements of coaching further describe how it may be implemented in early childhood contexts: Coaching should be consistent with adult learning and capacity-building research, and it should be nondirective, goal oriented, solution focused, performance based, reflective, collaborative, context driven, and as hands-on as it needs to be. Coaching may be used across early childhood settings and with all the important people who support children’s learning and development within those settings.

Each chapter concludes with a summary to highlight key concepts from the text.
Tables and figures reinforce important concepts and provide ways to more easily understand the material.
Sample Completed Forms

Embedded examples walk readers through how to complete the included forms.

Fillable PDF forms are available online to purchasers of the book.
The References section includes review articles, research findings, and other key references that can be used to find more information.
The Coaching Scenario Matrix provides a comprehensive listing of all case examples, including type, topic, context, child characteristics, coachee, coach, and page numbers.

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New Content
About the Content

In the new edition, you’ll find the following:

- More **scripts and scenarios** that show what coaching looks and sounds like in the real world
- A **Coaching Scenario Matrix** to help you find relevant examples in seconds
- New chapter on **coaching for early intervention service coordinators**
- More guidance on **coaching throughout the IFSP process**
About the Content

- New examples that address common coaching challenges
- Expanded guidance on the process of coaching coaches
- Answers to key questions from the authors' popular training sessions
- Practical forms now available as fillable PDFs for download
- Updated research on the effectiveness of coaching
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Online Forms
About the Forms

The blank forms included in the appendices are widely used for professional and educational purposes. These forms are now available as fillable PDFs, accessible online to purchasers of the second edition of *The Early Childhood Coaching Handbook*.

- Coaching Plan
- Framework for Reflective Questioning
- Coaching Practices Rating Scale
- Coaching Log
Coaching Plan

Used to develop the initial coaching plan and the action plans for achieving desired outcomes
Framework for Reflective Questioning

Helps coaches evaluate the entire coaching process, recognizing what worked and what could be done differently next time.
Coaching Practices Rating Scale

Determines how well a practitioner is using coaching practices with families or colleagues
Coaching Log

Helps coaches record and critically analyze a coaching conversation
Learn more and order today!