COACHING CAREGIVERS IN EARLY INTERVENTION RESEARCH BASE	
Citation	**Summary**
Adams, R. C., Tapia, C., Council on Children with Disabilities, Murphy, N. A., Norwood Jr, K. W., Adams, R. C., ... & Wiley, S. E. (2013). Early intervention, IDEA Part C services, and the medical home: Collaboration for best practice and best outcomes. Pediatrics, 132(4).	IDEA Part C and the medical home process share many common purposes for infants and children ages 0 to 3 years. Both support family-centered practices and coaching.
Ciupe, A., & Salisbury, C. (2020). Examining caregivers' independence in early intervention home visit sessions. Journal of Early Intervention, 42(4), 338-358.	Ciupe & Salisbury (2020) The authors used secondary analysis of recoded video tapes from the EPIC project to complete a two-year single case study to examine how a coaching process implemented by one provider impacted three caregivers' ability to take the lead in supporting their child's learning in daily routines. Results indicated stronger caregiver feelings of self-efficacy, competence, and confidence served as a catalyst for active caregiver participation in EI sessions.
Douglas, S. N., Meadan, H., & Kammes, R. (2020). Early interventionists' caregiver coaching: A mixed methods approach exploring experiences and practices. Topics in Early Childhood Special Education, 40(2), 84-96.	Results from all three data collection sources for 19 early interventionists provide insight into the perceptions, experiences, benefits, and barriers of caregiver coaching as shared by EI providers in one state.
Friedman, M., Woods, J., & Salisbury, C. (2012). Caregiver coaching strategies for early intervention providers: Moving toward operational definitions. Infants and Young Children, 25(1), 62-82.	This article serves two purposes. First, it proposes an operationally defined, theoretically based, and reliably used set of definitions (behaviors) that describe coaching strategies that providers can use to support caregiver learning. Second, it suggests possible applications of these definitions for EI providers, administrators, and researchers.

Jayaraman, G., Marvin, C., Knoche, L., & Bainter, S. (2015). Coaching Conversations in Early Childhood Programs: The Contributions of Coach and Coachee. Infants & Young Children, 28(4), 323-336.	This exploratory study specifically unpacks nuances associated with the coaching conversation process and associations between the EC coaches' behaviors and coachees' participation during conversations. The results highlight conversation behaviors used by both EC coaches and coachees and how these behaviors may be associated with each other in building partnerships and promoting collaborative practices.
Kemp, P., & Turnbull, A. (2014). Coaching with parents in early intervention: An interdisciplinary research synthesis. Infants and Young Children, 27(4), 305-324.	The purpose of this article was to synthesize intervention studies using coaching with parents in early intervention with a focus on (a) definitions and descriptions of coaching with parents; (b) characteristics of families and coaches; (c) parameters such as settings, contexts, dosage, and professional development related to coaching; and (d) child and family outcomes.
Meadan, H., Douglas, S. N., Kammes, R., & Schraml-Block, K. (2018). "I'm a different coach with every family": Early interventionists' beliefs and practices. Infants & Young Children, 31(3), 200-214.	The findings indicated that EI providers considered coaching to be meaningful and offered several benefits to both caregivers and children. In addition, the participants identified challenges and facilitators for using coaching as a style of interacting with caregivers. Discussion of EI provider perceptions, limitations, recommendations, implications, and future research directions are presented.
Peterson, C., Luze, G., Eshbaugh, E., Hyun-Joo, J., & Kantz, K. (2007). Enhancing parent-child interactions through home visiting: Promising practice or unfulfilled promise? Journal of Early Intervention, 29(2), 119-135.	Goals for both Part C and EHS programs include enhancing families' capacities to support their children's optimal development. Interventionists participating in the present study affirmed that this goal guides their work and that supporting parent-child interactions is an important role they play (McBride & Peterson, 1997; Peterson, Luze, & Clawson, 2002).

Rush, D. (2018). From Couching to Coaching: How do we get families engaged in early intervention? It starts with us communicating their enormous influence on their children's development. The ASHA Leader, 23(10), 46-52.	Families come to EI with different ideas about services…as well as with varying degrees of buy-in based on their understanding of our role and services. Our responsibility is to meet them where they are, learn more about their child and family, and share what we know about how early intervention works based on decades of research about child learning and development. By following these tips, we can promote family buy-in and engagement in early intervention, showing family members how important they are and, together, ensuring success for their children and themselves.
Salisbury, C., & Copeland, C. (2013). Progress of infants/toddlers with severe disabilities: Perceived and measured change. Topics in Early Childhood Special Education, 33(2), 68–77.	This exploratory case study examined Part C providers use of a caregiver coaching (FGRBI) approach with 21 infants/toddlers with participation in the Chicago Early Intervention Project (CEIP) PD which combined reflective practice, mentoring, and problem-based learning components. Caregiver ratings on the EIPSES coupled with study survey responses indicated caregivers developed a stronger sense of self-efficacy; direction; and more confidence in advocacy, teaching, and engaging with their child.
Salisbury, C., Woods, J., Snyder, P., Moddelmog, K., Mawdsley, H., Romano, M., & Windsor, K. (2018). Caregiver and provider experiences with coaching and embedded intervention. Topics in Early Childhood Special Education, 38(1), 17–29.	This article highlights the findings from two studies on the Embedded Practices and Intervention with Caregivers (EPIC) approach focused on caregiver experiences and providers' experiences with feasibility, acceptability, and usefulness of caregiver coaching.
Stewart, S.L. & Applequist, K. (2019) Diverse Families in Early Intervention: Professionals' Views of Coaching, Journal of Research in Childhood Education, 33:2, 242-256.	This qualitative study examined provider and family perceptions of caregiver coaching and culturally and linguistically diverse families participating in early intervention early intervention.

HIGH IMPACT PROFESSIONAL DEVELOPMENT RESEARCH BASE

Citation	Summary
Branson, D. (2015). Voices from the field: A case for family coaching in early intervention. Young Exceptional Children, 18(1), 44-47.	EI services have improved significantly over the past 20 years, in part due to an emphasis on family-centered practices and the use of family coaching to support caregivers' use of effective strategies across daily routines and family activities. Several barriers have been cited; however, that interfere with widespread use of family coaching in EI. Barriers are related to early interventionist preservice and professional training, caregiver expectations and agency policies and procedures.
Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes. Educational Research and Reviews, 10(12), 1731–1744.	This meta synthesis identifies key characteristics of high-quality in- service PD to promote positive outcomes for practitioners and those they serve, including professional development specialists (PDS) introducing and illustrating practices; job-embedded opportunities to practice and reflect on knowledge and skills; mentoring and performance feedback from a PDS; and adequate time and intensity to master the practice; and ongoing follow-up supports.
Krick Oborn, K. M. & Johnson, L. D. (2015). Coaching via electronic performance feedback to support home visitors' use of caregiver coaching strategies. Topics in Early Childhood Special Education, 35 (3) 157-169.	This study used a multiple baseline design to examine three EI provider's use of specific caregiver coaching strategies and implementation in various routines with caregiver-child dyads with participation in a four- phase professional development program. Results indicated increased used of caregiver strategies with performance feedback from a professional development specialist.
Martuara, E. R. & Woods, J. J. (2012). Technology-supported performance- based feedback for early intervention home visiting. Topics in Early Childhood Special Education, 32(1), 14–23.	This study explored multi-component training paired with mentorship, including technology, as a method of professional development to support changing early interventionists' practices to reflect recommended practices.

Meadan, H., Chung, M. Y., Sands, M. M., & Snodgrass, M. R. (2020). The cascading coaching model for supporting service providers, caregivers, and children. Journal of Special Education, 54(2), 113–125.	The authors used a single case, multiple baseline research design involving four early intervention (EI) providers, to examine professional development (PD) consisting of virtual training and coaching for EI providers and their subsequent use of coaching with families targeting the development of their children's communication skills. The results were favorable and demonstrated a functional relation between PD and EI providers use of coaching.
Romano, M., Schnurr, M., Barton, E. E., Woods, J., & Weigel, C. (2023). Using peer coaches as community-based competency drivers in Part C early intervention. Topics in Early Childhood Special Education, 43(2), 89-102.	Romano et al., (2021) The authors used a concurrent multiple probe single-case experimental baseline design to study the effects of a professional development (PD) approach focused on a coaching model, the Family Guided Routines-Based Intervention (FGRBI), implemented by internal peer coaches. The multicomponent PD was found to have a functional relation to EI providers' implementation of strategies.
Spence, C. M., & Santos, R. M. (2019). Multi-component professional development for early interventionists. International Journal of Early Childhood Special Education, 11(1), 52-63.	Spence & Santos (2019) investigated the facilitators and barriers to EI providers change in practice as well as the effectiveness of components of a professional development (PD). This mixed methods study primarily focused on qualitative analysis; however, the EI providers' perspective of PD component effectiveness is highlighted.

GUIDANCE FROM THE FIELD AND PROFESSIONAL ORGANIZATIONS

Key Principles of Early Intervention & Effective Practices: A Crosswalk with Statements from Discipline Specific Literature	https://ectacenter.org/~pdfs/topics/eiservices/KeyPrinciplesMatrix_01_30_15.pdf
American Academy of Pediatrics (AAP) Early intervention, IDEA Part C services, and the medical home: Collaboration for best practice and best outcomes.	https://www.publications.aap.org/pediatrics/article-split/132/4/e1073/64821/Early-Intervention-IDEA-Part-C-Services-and-the
American Occupational Therapy Association (AOTA) Special issue on occupational therapy and early intervention/early childhood. American Journal of Occupational Therapy, 67(4)	https://research.aota.org/ajot/issue/67/4
American Occupational Therapy Association (AOTA) Clark, G. F., & Kingsley, K. L. (2020). Occupational Therapy Practice Guidelines for Early Childhood: Birth-5 Years. *The American journal of occupational therapy: official publication of the American Occupational Therapy Association*, *74*(3)	https://pubmed.ncbi.nlm.nih.gov/32365324/
American Physical Therapy Association (APTA) Natural environments in early intervention services. (2008)	http://www.pediatricapta.org/consumer-patient-information/pdfs/Natural%20Env%20Fact%20Sheet.pdf
American Speech-Language-Hearing Association (ASHA) Early Intervention	https://www.asha.org/practice-portal/professional-issues/early-intervention/

Division for Early Childhood of the Council for Exceptional Children DEC Recommended Practices	https://www.dec-sped.org/dec-recommended-practices
Division for Early Childhood of the Council for Exceptional Children The EI/ECSE Standards (2020)	https://www.dec-sped.org/ei-ecse-standards
Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC) Joint Position Statement DEC & NAEYC. (2009, April)	http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
KEIS Guidance Documents: Standards, Competencies, & Self-Assessments KEIS Program Standards, Early Intervention Core Competencies, Early Intervention Provider Performance Standards, Early Intervention Provider Self-Assessment, KEIS Service Coordinator Performance Standards, KEIS Service Coordinator Self-Assessment	https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/fsenrollment.aspx
Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings. (2008, March) Seven key principles: Looks like / doesn't look like	http://www.ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf

INDIVIDUALS WITH DISABILITIES EDUCATION ACT	
Part 303 (Part C) Early Intervention Program for Infants and Toddlers With Disabilities	https://sites.ed.gov/idea/regs/c

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