

## Coaching Fidelity Checklist

### Kent State University Early Intervention Program

Coach: \_\_\_\_\_ EI Provider: \_\_\_\_\_ Date: \_\_\_\_\_

The Coaching Fidelity Checklist is based on various professional literature on coaching (Colorado Coaching Consortium, 2009; Dunne & Villani, 2007; Friedman, Woods, & Salisbury, 2012; Hanft, Rush, & Shelden, 2005; Leat et al., 2006; Moore & Harjusola-Webb, 2013; NAEYC/NACCRRA, 2011) and performance feedback (Friend & Cook, 2010). The checklist can be used to guide professional-to-caregiver coaching and professional-to-professional coaching.

*Note that the behaviors below do not have to be demonstrated in order or equally within each session.*

Did the coach...	Y/N	Comments
<b>Questioning</b>		
Ask questions that seek information from the learner? (e.g. ask about priorities and goals for child/family, current practices or strategies being used)		
Ask questions that elicit the learner's perspective?		
Ask questions that confirm or clarify information to obtain shared understanding and clarity?		
Ask probing questions that assist the learner in examining his or her own knowledge and/or skills?		
Ask questions that facilitate vision and create challenge?		
<b>Active Listening</b>		
Elicit the learner's perspective?		
Demonstrate appreciation for the learner's perspective? (e.g., verbally affirming or acknowledging what the learners shared)		
Use reframing to give the learner another perspective on his/her wants and concerns?		
Summarize, paraphrase, and restate to reflect back what the learner has said for clarity and understanding?		
Shift coaching behaviors as needed in the moment based on learner's needs?		
<b>Goal Setting</b>		
Identify with the learner the targeted skills?		
Identify with the learner a timeline for the coaching process?		
Develop with the learner a plan for action to achieve targeted skills?		
Review previous goals, if applicable?		
<b>Observation</b>		
Observe the learner demonstrate knowledge or the targeted skill?		
<b>Guided Reflection &amp; Problem Solving</b>		
Ask questions that promote learner's AWARENESS?		
Ask questions that promote learner's ANALYSIS?		
Ask questions that assist the learner in identifying ALTERNATIVES?		
Ask questions that assist the learner in identifying future ACTION in relation to fidelity of implementation of evidence-based practices and natural environments?		

<b>Prompting</b>		
Provide the opportunity for the learner to practice the targeted skill? (verbally encouraged learner to practice)		
<b>Modeling/Demonstrating/Direct Teaching</b>		
Create opportunities for the learner to observe the coach and/or others model the targeted skill?		
Intentionally scaffold the learner's knowledge or capacity for skill mastery? (e.g., providing print, verbal, visual, and video information matched to their learning preferences on "how to" and "why"; providing content about specific strategies, about child development, and about how to embed intervention into routines; may be a brief verbal explanation followed by a demonstration; print materials and video may also be used.)		
<b>Feedback</b>		
Allow the learner to reflect first on his or her performance before providing feedback?		
Provide feedback that is concise?		
Provide feedback that is specific?		
Provide feedback that is descriptive?		
Provide feedback that is directed toward changeable behaviors?		
Check for the learner's understanding?		
Verbally acknowledge the learner's successes?		
Provide and/or promote access to new information and resources for further learning?		

<b>Did the learner...</b>	<b>Y/N</b>	<b>Comments</b>
<b>Goal Setting</b>		
Share information about family priorities and desired goals for the child/family?		
Share what s/he has tried or accomplished between coaching conversations?		
Identify what s/he wants to try or accomplish between coaching conversations and when the next conversation will be scheduled?		
<b>Observation</b>		
Observe own behavior on a video-recording to assist in reflection on fidelity of evidence-based practices and natural environments?		
Observe the coach modeling or demonstrating a new skill?		
<b>Action/Practice</b>		
Try new ideas or actions related to the child, caregiver, or environmental arrangement that were either previously discussed or planned with the coach?		
<b>Guided Reflection &amp; Problem Solving</b>		
Determine what worked or did not work and why during the observation and/or action?		
Generating alternatives, ideas for how to enhance the use of the practice or strategy and how to generalize the strategy to new, relevant situations, with support from the coach?		
Jointly determine next steps for future implementation?		
<b>Feedback</b>		
Provide feedback, any unanswered questions or concerns?		

Ask any unanswered questions or raise concerns?		
Confirm understanding of next steps?		

**Other comments:**

**Questions to guide reflection:**

What was your PLAN?

What did you SEE/OBSERVE in your interaction?

What did you LIKE?

What would you ADD?

What would you CHANGE?

What is your next PLAN for continued learning? (also include timeline for accomplishing goals/plan)