



Department of

Disability & Aging

August 2024 Coffee Break

Coaching

LeeAnn Finnegan, Provider Support Specialist

DDA Photo Release



DEPARTMENT OF DISABILITY & AGING

PHOTOGRAPH / VIDEO CONSENT

I, authorize DDA staff to photograph/video me or permit others approved by DDA to photograph/video me:

Me/Myself

My Child

My Ward

Name of Child:

Name of Adult Ward/Person Supported:

DDA Photo Release

I agree that DDA may use the photo/video media for the following purpose(s):

- | | | |
|---|---|--|
| 1. DDA publication or websites (including newsletters and social media) | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. Case history management | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| 3. Teaching | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| 4. Research | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| 5. Education | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |
| 6. Other (please specify): | <input type="checkbox"/> YES | <input checked="" type="checkbox"/> NO |

EXPIRATION DATE OF THIS CONSENT: (check only one)

This consent is in effect as long as services are provided by DDA.

This consent expires on:

DDA Photo Release

Signature of Person Supported:

[Redacted]

Legal or Personal Representative:

LeeAnn Finnegan

Relationship to Person Supported:

Parent

Date: August 22, 2024

Proof of relationship provided:

Conservatorship Order

Letter of Conservatorship

(Attach copy of proof provided)

Power of Attorney

Child Custody Order

Birth Certificate of Child

Other:

[Redacted]

You don't need this

Witness: Early Interventionist

Date: 8/22/2024

DDAC2407-1

RDA 11346



Agenda

- Review of Family and Infant Preschool Program (FIPP) Coaching Handout while matching with FGBRI Key Indicators and Adult Learning Principles



Family and Infant Preschool Program (FIPP)

- <https://fipp.ncdhhs.gov/>
- Early intervention program in western North Carolina
- Previously home base for Dathan Rush and M'Lisa Shelden
- Their website is a wealth of information on early intervention, parent coaching, and they host lots of trainings that are aligned with FGRBI practices.



<https://fipp.ncdhhs.gov/wp-content/uploads/How-Do-You-Know-You-Are-Coaching.pdf>

1.

- Start every visit by reviewing the activity settings and responsive strategies the caregiver planned to focus on between visits. Use open-ended questions to help the caregiver analyze what worked, what didn't work, and why.

1.

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- Indicator 2
- Adult Learning Principle 6

2.

- Make sure the focus of each visit is a pre-planned activity or routine that the family typically does.

2.

- Make sure the focus of each visit is a pre-planned activity or routine that the family typically does.
- Indicator 4
- Adult Learning Principle 5

3.

- Help the caregiver think about what they want the child's participation in the activity to be.

3.

- Help the caregiver think about what they want the child's participation in the activity to be.
- Indicator 4, 11, 12
- Adult Learning Principle 3

4.

- Have the caregiver analyze how the child's interests provide a reason for the child to participate in the activity.

4.

- Have the caregiver analyze how the child's interests provide a reason for the child to participate in the activity.
- Indicator 4, 6, 8

5.

- Prompt the caregiver to identify responsive strategies that might successfully invite, engage, and teach the child during the activity.

5.

- Prompt the caregiver to identify responsive strategies that might successfully invite, engage, and teach the child during the activity.
- Indicator 8
- Adult Learning Principles 1, 3, 4

6.

- Observe the caregiver using the responsive strategies with the child during the activity.

6.

- Observe the caregiver using the responsive strategies with the child during the activity.
- Indicator 5
- Adult Learning Principle 4, 5

7.

- Help the caregiver analyze their use of the strategies and the impact on the child's desired participation in the activity.

7.

- Help the caregiver analyze their use of the strategies and the impact on the child's desired participation in the activity.
- Indicator 10
- Adult Learning Principles 3, 6

8.

- Provide information and modeling if/when needed to help the caregiver refine their use of effective responsive strategies.

8.

- Provide information and modeling if/when needed to help the caregiver refine their use of effective responsive strategies.
- Indicator 3, 6
- Adult Learning Principles 1, 2, 3

9.

- Ask the caregiver to identify other routines and activities where the responsive strategies they are practicing can be used to help the child participate successfully.

9.

- Ask the caregiver to identify other routines and activities where the responsive strategies they are practicing can be used to help the child participate successfully.
- Indicator 9

10.

- Prompt the caregiver to identify their role in promoting their child's learning.

10.

- Prompt the caregiver to identify their role in promoting their child's learning.
- Indicator 4, 6, 8
- Adult Learning Principles 4, 5, 6

11.

- Ask the caregiver how the visit was helpful to the child and family.

11.

- Ask the caregiver how the visit was helpful to the child and family.
- Indicator 10, 11, 12
- Adult Learning Principle 1, 2, 3, 6

12.

- Have the caregiver create a plan for the continued use of effective strategies during typical activities between visits.

12.

- Have the caregiver **create a plan** for the continued use of effective strategies during typical activities between visits.
- Indicator 12

13.

- End each visit with a plan for what will be the focus activity or routine at the next visit and what the caregiver wants the child to learn in that activity.

13.

- End each visit with a plan for what will be the focus activity or routine at the next visit and what the caregiver wants the child to learn in that activity.
- Indicator 4 and 12-cycle between sessions
- Adult Learning Principle 5

14.

- Schedule the next visit at the time the planned activity actually occurs.

14.

- Schedule the next visit at the time the planned activity actually occurs.
- Indicator 4, 12
- Adult Learning Principle 4 and 5

Upcoming Meetings

- August 23 at 10:30 Central/1 1:30 Eastern: New Directors Meeting
- August 30 at 11:30 Central/12:30 Eastern: EI Q&A, reviewing Progress Toward Goals

Next Coffee Break: September 26 at 11:30 Central/12:30 Eastern

Please send your questions, comments, and feedback!

LeeAnn Finnegan

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