

Coaching Conversation

Parent: _____
Coach: _____
Date: _____

Documents for Conversation

Parent	Coach
Documentation of intervention schedule and lessons completed	Fidelity checklist
Intervention materials	Previous teacher observation checklists
Previous teacher observation checklists	List of past components not completed

Greetings & Desired Outcomes

1. Both acknowledge each other. (*General greetings.*) ***Thanks for meeting with me.***
2. Coach provides overview of the conversation. ***I would like to discuss how the intervention is coming along (lesson presentation, overall fidelity, strengths, challenges, and discuss a plan to overcome challenges).***
3. Parent states aim for the conversation. ***In this conversation, I'm looking forward to . . .***
4. Parent states desired intervention outcomes. ***My aim for the intervention (or related expectations) is . . .***
5. Coach affirms parent's desired intervention outcomes and aim for the conversation. ***I hear that for this intervention you hope your child will learn [XYZ] and that you hope to discuss [XYZ].***
6. Coach summarizes past coaching sessions and provides narrative feedback on intervention implementation (fidelity checklist).

What's Going Well

1. Parent reflects on what is going well overall, using intervention schedule and attendance if possible. ***During the past weeks of the intervention, I think [XYZ] has worked well.***
2. (*Coach asks questions about intervention components and schedule.*)
3. Coach paraphrases what the parent identified as going well. ***So, what I heard you say was . . .***

List strongest elements:

-
-
-
-

4. Coach comments on concrete, specific things that went well. (Coach identifies aspects of implementation fidelity or other learning support strengths.) ***I notice that these things are going well: . . .***

Coaching Conversation

Identify Challenges

1. Parent reflects on what changes could be made to improve fidelity (or address other challenges) next time, using intervention and attendance if possible. *Next time, I would change . . .* (If applicable, parent considers support needs.) *I would like some help . . .*
2. Coach paraphrases the parent's identified challenges. *It sounds as if what's challenging you is [XYZ]. Is that right?*
3. Coach comments on concrete, specific challenges. (Coach identifies intervention components not implemented or other learning support challenges). **I notice that the following aspects are challenging . . .**

List challenging elements:

-
-
-
-

Ideas for Challenges

1. Coach and parent collaborate to offer ideas for addressing the parent's challenges interfering with fidelity. *The following online modules/resources/people, might help support these challenges . . .*
2. Parent responds to ideas by either adding or suggesting amendments.
3. Coach and parent collaborate to prioritize ideas and commit to next steps. For each idea, coach and parent seek elaboration and examples to support understanding.

Top priority

- Challenge:
- Action to be taken:

2nd priority:

- Challenge:
- Action to be taken:

3rd priority:

- Challenge:
- Action to be taken:

4. Parent suggests one thing to try differently tomorrow. *Tomorrow I will try . . .*

End Positively

1. Coach asks if the conversation was helpful and provided desired feedback.
2. Coach makes a final positive statement, recognizing growth or plan for action.
3. Both acknowledge each other. (*General goodbyes*) *Thanks for meeting with me.*