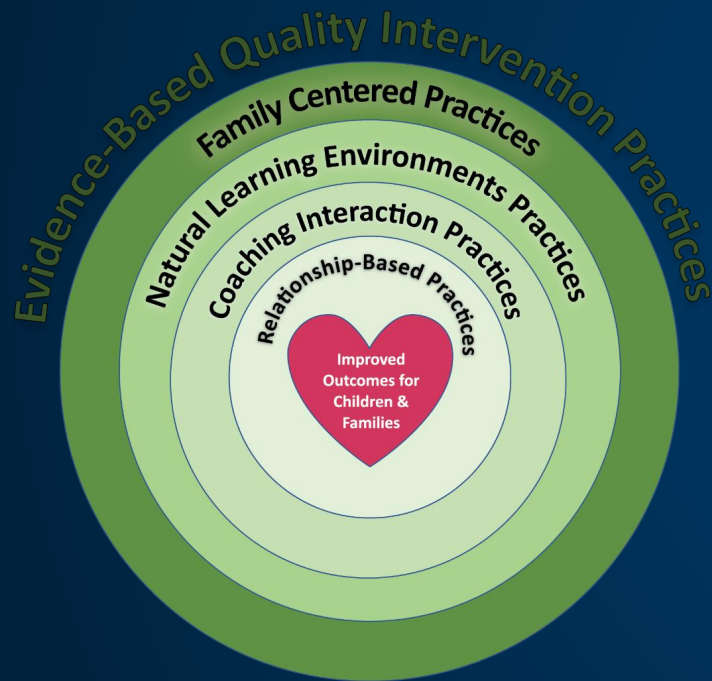




MINNESOTA CENTERS OF EXCELLENCE  
For Young Children With Disabilities

**mn** DEPARTMENT  
OF EDUCATION



# Evidence-based Quality Intervention Practices (EQIP) Overview Module

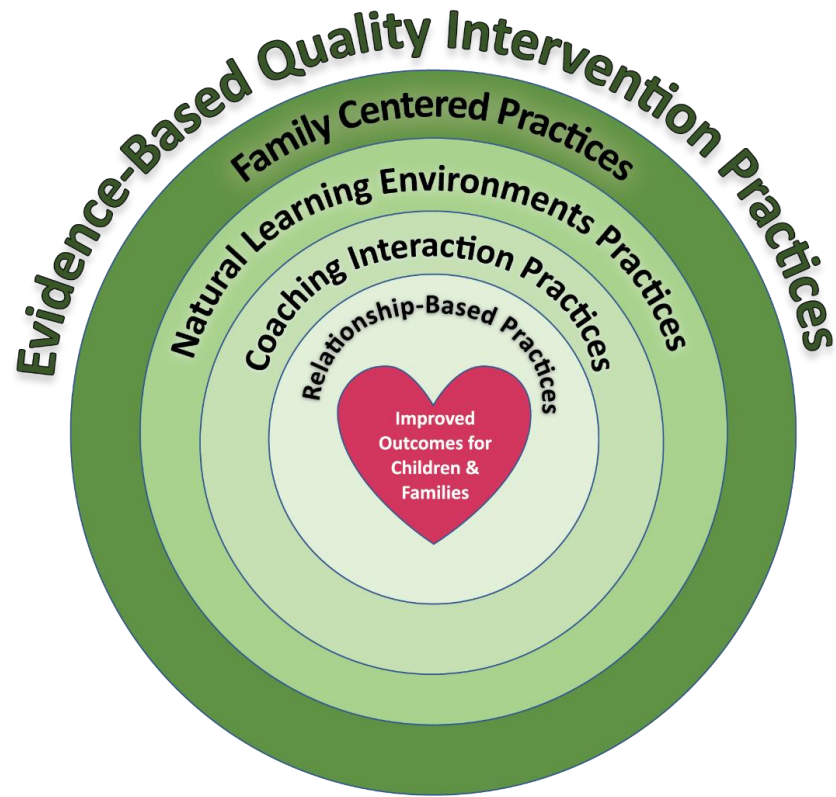
*This initiative is made possible through partnership with the Minnesota Department of Education using federal funding CFDA #84.181 Special Education. Unless otherwise specified, this activity does not necessarily represent the policy of the MN Centers of Excellence, Metro ECSU, federal Department of Education or the state Department of Education and you should not assume endorsement by the federal or state government. ~ March 2021*

# Is the Evidence-based Quality Intervention Practices Innovation Right for You?

- What is the Evidence-based Quality Intervention Practices Innovation?
- Why Focus on the Family and Build Caregiver Capacity through Coaching Interactions?
- How Does the EQIP Innovation Work?
  - Stages of Implementation
  - Data Collection
  - Implementation Team
  - Internal Coaching
- How Will We Know if We are Ready?
- What are the Benefits to Our Program?
- What are the Next Steps?



# What is Evidence-based Quality Intervention Practices (EQIP)?



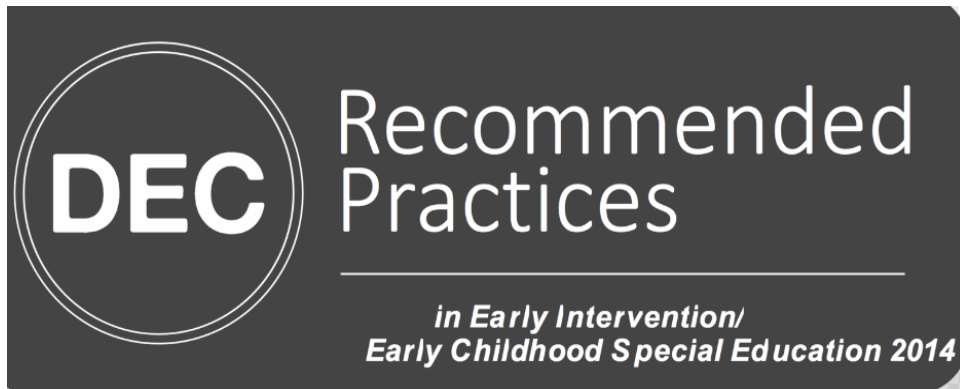
Evidence-based Quality Intervention Practices (EQIP) is an approach to early intervention which incorporates evidence-based practices to build caregiver capacity using a coaching interaction style and to embed intervention into daily routines in the child's natural environment.

# Why Focus on the Family/Caregiver?

"The coach's ultimate goal is sustained performance in which the caregiver has the competence and confidence to engage in self-reflection and self-correction and the generalization of new skills and strategies to other situations as appropriate. **Effective coaching can set the stage for lifelong learning on the part of the caregiver.**"

*(The Early Childhood Coaching Handbook by Rush & Shelden, 2013)*

# EQIP Aligns with Research-Based DEC Recommended Practices



<http://ectacenter.org/decrp/>

**ECTACenter**  
The Early Childhood Technical Assistance Center

The logo for the Division for Early Childhood, featuring three stylized human figures in blue, green, and red holding hands.  
Division for  
Early  
Childhood  
of the Council for Exceptional Children

- Supported by research, values, and experience
- Represent breadth of topic
- Observable
- Not disability specific
- Delivered in all settings
- Build on and are not duplicative of other standards (such as NAEYC)

# EQIP Aligns with EI/ECSE Standards & DEC RPs



## Standards Crosswalk ~ Evidence-based Quality Intervention Practices

The CEC Initial Practice-Based **Professional Preparation Standards for Early Intervention/Early Childhood Special Education (EI/ECSE Standards)** define the essential knowledge, skills, practices and dispositions required of early intervention/early childhood special educators. For further information and detailed descriptions of the **Professional Preparation Standards for Early Intervention/Early Childhood Special Education** please visit the website: <https://www.dec-spced.org/ei-ecse-standards>

The **Division for Early Childhood Recommended Practices** describe professional practices that EI and ECSE practitioners should use when supporting children and families. For further information and detailed descriptions of the **Division of Early Childhood Recommended Practices** please visit the website: <https://www.dec-spced.org/dec-recommended-practices>

The column on the left identifies the EI/ECSE standards and components for that standard that are addressed in this training. The column on the right identifies the DEC Recommended Practices that were cross referenced with the respective component, designated by the letter for the practice area and the number of the practice.

### Evidence-based Quality Intervention Practices

Standard 1: Child Development and Learning	Recommended Practice
Component 1.2	INS2, INS4
Component 1.4	INS4
Standard 2: Partnering with Families	Recommended Practice
Component 2.1	F1, F3, F5
Component 2.2	F2, F7
Component 2.3	F3, F4, F5, F6
Standard 3: Collaboration and Teaming	Recommended Practice
Component 3.1	TC1, TC2, TC5
Component 3.2	TC1, TC2
Component 3.3	TC1



[Link to Standards Crosswalk - EQIP](#)

EI/ECSE  
Standards  
2020  
Approved 2020

# EQIP Key Components

## Coaching Interaction Practices

Characteristics of Coaching, Coaching Strategies

## Natural Learning Environment Practices

Child Interests, Activity Settings, Parent Responsiveness

## Family-Centered Practices

Culturally-Responsive Practices, Relational/Participatory Helpgiving

## Relationship-Based Practices

Primary Coach Approach, Teaming & Collaboration, Joint Planning



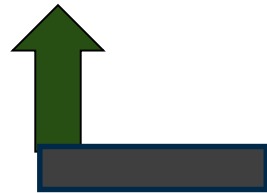
# EQIP



# Coaching Interaction Practices

## Evidence-based Quality Intervention Practices (EQIP)

Coaching  
Interaction  
Practices



- Characteristics of Coaching
  - Joint Planning
  - Observation
  - Action/Practice
  - Reflection
  - Feedback
- Coaching Strategies



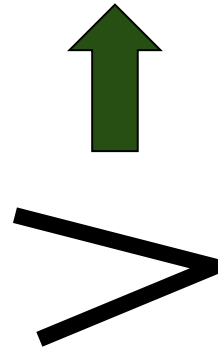
# Natural Learning Environment Practices

## Evidence-based Quality Intervention Practices (EQIP)

Coaching  
Interaction  
Practices

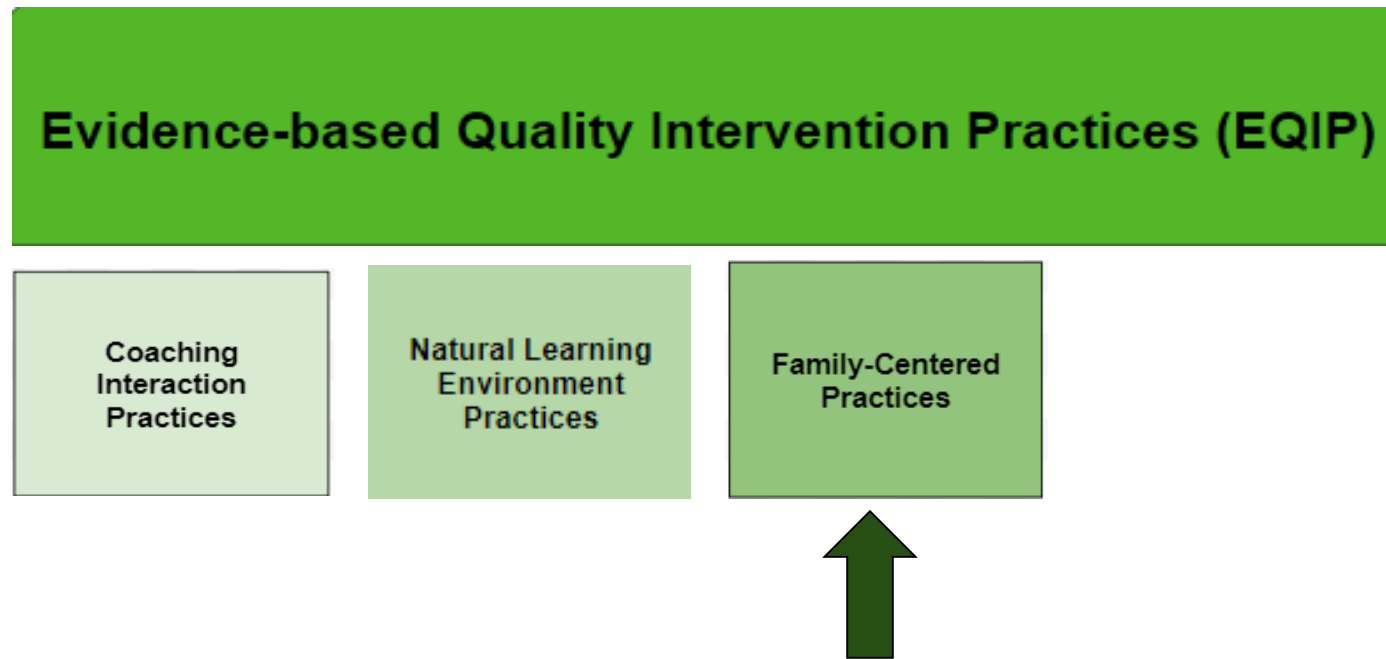
Natural Learning  
Environment  
Practices

- Child Interests
- Activity Settings
- Parent Responsiveness



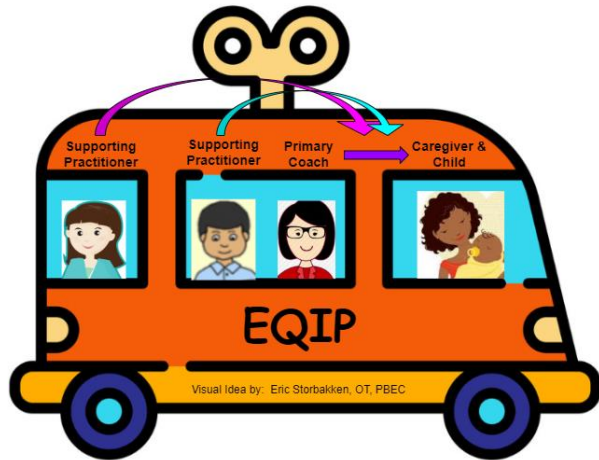
Embedding intervention into  
daily routines in the child's  
natural environments.

# Family-Centered Practices



- Family-Centered Practices including Relational helping practices and Participatory helping practices
- Increased awareness of Culturally Responsive Practices

# Relationship-Based Practices



## Evidence-based Quality Intervention Practices (EQIP)

Coaching  
Interaction  
Practices

Natural Learning  
Environment  
Practices

Family-Centered  
Practices

Relationship-Based  
Practices



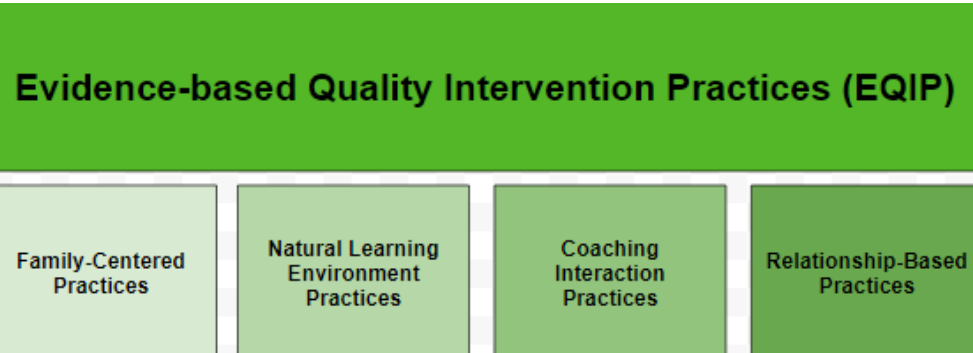
- Teaming and Collaboration Strategies to implement a Primary Coach Approach
- Joint Visits
- Peer Coaching

# Logistics of Primary Coach Approach to Teaming in MN

- ❖ Identifying one primary coach for each family/caregiver based on the child/family needs, service provider's capacity, and environmental factors.
- ❖ **Most** team members should be available to be the primary coach, but we recognize that your district or co-op's structure may dictate the capacity of individual early interventionists/related service providers to serve as a primary coach.
- ❖ Essential components of effective communication and consultation for all children/families:
  - Teaming and collaboration practices
  - Regular team meetings for capacity building (***Primary Coach has access to multiple disciplines for coaching support and capacity building of both practitioners and caregivers***)
  - Joint planning for joint visits

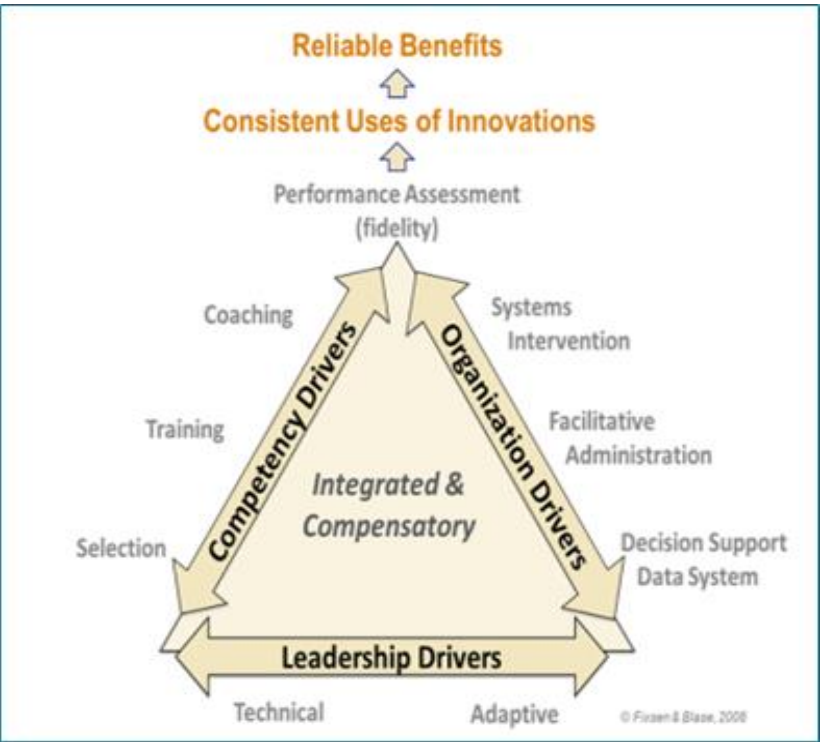
# How does Program Wide Adoption Work?

## Content



## Process

for implementing to fidelity



<http://implementation.fpg.unc.edu/>

# Using Data to Make Decisions

## Using Your Data

Look

- *View your data using meaningful visual displays that can guide decision making*

Think

- *Analyze your data using key questions that leads to decision-making*

Act

- *Create action plan based on data analysis*

## Benchmarks of Quality (BOQ)

- Implementation team's roadmap for their work

## Internal Coaching Log

- Internal coach's tool for documenting time and strategies used in practice-based coaching sessions

## Fidelity in Practice – Early Intervention

- Internal coach's tool for understanding how early interventionists are implementing the practices

# Program Wide Implementation

## What it takes to get started:

- ❖ An **implementation team** consisting of the ECSE program leader, data manager, internal coach(es), and staff representative(s) that will meet on a monthly basis with guidance and support from your external coach (professional development facilitator from MnCoE).
- ❖ In addition to the implementation team, your program will need:
  - ❖ At least 1 **internal coach** who can spend about 4 hours per month in coaching work
  - ❖ One **data manager** who can spend about 3 hours per month
  - ❖ **Teachers and staff** who want to be coached
- ❖ Able to send all relevant staff to **4 Evidence-based Quality Intervention Practices Guide trainings.**
- ❖ Able to send the internal coach(es) to **Practice Based Coaching training** and **Participate in Fidelity in Practice – Early Intervention Online Course.**
- ❖ Able to send the **Data manager** to training on the data tools

# How Will We Know if We are Ready?

- Focusing on building caregiver capacity through coaching interaction practices is a goal supported by most of the staff.
- Resources can be secured to support staff release time for training and coaching.
- Increasing Caregiver/Child outcomes is in line with current district priorities and initiatives.



# What are the Expected *Staff* Benefits?

- Staff view themselves as having the skills to build caregiver capacity and to better support children and families.
- Caregiver/Child outcomes increase.
- Staff look to each other as sources of additional information and support.
- Staff become intentional and purposeful in problem solving with caregivers and building intervention using the caregivers priorities.
- Staff learn strategies to utilize the caregiver/child's interests and existing routines in meaningful ways when planning and delivering services.


# What are the Expected *Caregiver/Child* Benefits?

- Caregivers receive intervention that is individualized, flexible, and responsive to their unique needs.
- Caregivers increase their confidence and competence in supporting their child's needs through coaching interactions that builds on existing knowledge and skills.
- Caregivers and interventionists work together to plan and implement supports and services based on caregiver/child priorities, routines, and interests.

# What are the Next Steps?



- Review Exploration Materials



- Leader Meeting with PDF to review Exploration Materials

