**Capacity-Building Process**
Practitioners support
- Parents’ strengths and abilities to achieve desired results
- Parents to recognize and use current and new abilities to achieve preferred outcomes
- Parents to identify opportunities and embrace responsibility for actively working toward their desired outcomes

**Relational Helpgiving**
Practices and characteristics that promote positive relationships with parents.
- Trust
- Respect
- Empathy
- Caring

*Sources for Effective Helpgiving (Dunst & Trivette, 2009; Trivette & Dunst, 2007)*

**Participatory Helpgiving**
Practices and characteristics that promote active participation on the part of parents (choice & action).
Parents
- Develop their own goals
- Develop their own plans with support
- Implement the plans with support
- Evaluate the effectiveness of their actions
- Develop new plans as needed
- Recognize the results of their actions (self-attribution)

**Previous Plan**
- At the beginning of the visit, review the previous plan related to what the person was going to do between coaching conversations
- Ask the parent/teacher to reflect on the success or lack thereof regarding the previous plan
- After a thorough review of the previous plan and actions taken by the parent/teacher, move to observations and actions related to the activity/routine or topic planned for the current visit

**Observation**
- Observe the parent/teacher and child engaged in the typical activity setting or routine occurring during the time of your visit as it relates to the parent/teacher priorities
- If necessary, intentionally model how to support the child’s participation within the current activity or routine while parent/teacher observes
  - Explain what will be modeled and why
  - Give the parent/teacher something to observe/do
  - Conduct the model
  - Reflect on the model with parent/teacher
  - Invite the parent/teacher to try
  - Reflect on/debrief parent/teacher return demonstration
  - Plan how the parent/teacher will do this when coach is not present

**Action/Practice**
- Ask the parent/teacher to demonstrate what worked or did not work from the previous plan during the current visit if appropriate
- Provide opportunities within the present activity settings or routines for the parent/teacher to demonstrate/practice new knowledge, skills, and/or strategies based on discussion/reflection and/or your modeling
- Use verbal prompting or direct teaching when necessary to support parent/teacher success in promoting child participation within the activity setting/routine
- Identify how the parent/teacher will continue to use the newly learned knowledge, skills, and/or strategies in the current and future activities/routines

*Sources for Coaching (Rush & Shelden, 2011)*

Shelden & Rush, LLC (2014)
<table>
<thead>
<tr>
<th>Reflection</th>
<th>Feedback</th>
<th>New Joint Planning</th>
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</thead>
<tbody>
<tr>
<td>• Ask awareness questions to find out what the parent/teacher already knows and/or is doing within the activity/routine from the previous joint plan and in the current activity setting/routine serving as the context for the visit</td>
<td>• Provide affirmative feedback to acknowledge what the parent/teacher is sharing with you and demonstrate you are listening and understand</td>
<td>• Assist the parent/teacher to develop a new joint plan throughout and/or at the conclusion of the visit</td>
</tr>
<tr>
<td>• Ask analysis questions to assist the parent/teacher to think more deeply about child participation and parent responsiveness in past, current, and new or future activities and routines and to promote self-attribution</td>
<td>• Provide positive evaluative feedback to let the parent/teacher know when you agree or need to reinforce the parent’s/teacher’s thought or idea</td>
<td>• Develop a two-part plan with the parent/teacher</td>
</tr>
<tr>
<td>• Ask alternatives questions to generate new ideas</td>
<td>• Follow evaluative feedback with an explanation of why you agree or what you are reinforcing (i.e., informative feedback)</td>
<td>o What the parent/teacher will be doing to support child participation within and across specific activity settings/routines</td>
</tr>
<tr>
<td>• Ask action questions to support the parent/teacher to create a new joint plan</td>
<td>• Provide informative feedback to share necessary information or provide ideas after the parent/teacher has the opportunity to reflect</td>
<td>o What activity setting(s)/routine(s) will serve as the context for the next visit and when it would be necessary for you to return and be part of that activity/routine</td>
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<tr>
<td>• Avoid yes/no questions except when asking permission or avoiding making an assumption</td>
<td>• Follow informative feedback with an analysis question for the parent/teacher to assess the information and/or idea and plan how it might work in the present and future</td>
<td>• Use the new joint plan to start your next conversation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Your Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What did the parent/teacher learn and/or change as a result of this conversation?</td>
<td>• What is my plan related to the continued use of coaching practices in terms of what I want to continue to improve or do differently?</td>
</tr>
<tr>
<td>• How did this interaction build the other person’s knowledge and skills for the current and future situations?</td>
<td>• What additional supports do I need?</td>
</tr>
<tr>
<td>• How did this interaction compare to others with this parent/teacher?</td>
<td>• When should I revisit my plan?</td>
</tr>
<tr>
<td>• What will I do similarly in future coaching interactions?</td>
<td></td>
</tr>
<tr>
<td>• What will I do differently in future coaching interactions?</td>
<td></td>
</tr>
</tbody>
</table>

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