



# Back to the Field

## Coaching and NLEP

We've learned a lot about coaching in early childhood intervention, natural learning environment practices, families, and ourselves while providing our supports via televisits during the pandemic. Now that we are transitioning back to in-person visits, what lessons learned can we take with us?

### Gotta Have a Plan



Televisits required having a plan for the family to support the child's learning during a typical activity rather than sitting the child in front of the camera to work with the practitioner. The return to home-visiting should continue to be planful rather than expecting to create an activity upon arrival or revert back to the practitioner working with the child while the parent watches (or not). Have a plan for *this* visit (What does the parent want the child to learn during the everyday activity? What does the parent want to learn?), *between* visits (How are the parent and child going to use what they learned today during the current and other typical activities?), and for the *next* visit (When does it make sense for the practitioner to return? During what activity or routine? What will the parent and child learn?).



### Routines Rule

When families were at home during the pandemic, daily routines and activities (i.e., preparing meals, eating snacks, changing diapers, getting the mail/deliveries, doing laundry, caring for pets, etc.) filled the days and provided many different learning opportunities. No need to create simulations, set-up a play time, or focus on isolated skills or exercises, the activities of the day could serve as the contexts for our visits and turned the focus on parent/child participation rather than practitioner/child interactions. Keep routines the routine for in-person visits and plan to be present when family life activities actually occur. Real life in real time provides real learning.

### Parents Have the Power



Parents have shared that during televisits when they were the ones doing the activities with their children, they learned more, felt more confident about doing the activity with the child, and used the strategies learned as part of activities between visits. Wait, watch, and ask more than before. Avoid the temptation to take over the visit and show the parent what to do to help the child's learning. Parents have the power and ability to promote their children's learning - support them in using it!

