
Michigan Child Care Expulsion Prevention Program

Group Training and Individual Coaching of Providers and Parents

Survey Summary No. 5 • August 2008

Introduction

In February and March 2008, 29 Michigan Child Care Expulsion Prevention Program (CCEP) consultants from 16 CCEP programs across Michigan participated in a survey administered by the Michigan State University evaluation team.

CCEP consultants provide group training for providers and parents to support them in successfully nurturing children's social and emotional development. Four core modules are available, and consultants are also asked at times to develop new modules in response to a specific provider's or parent's request.

This fact sheet provides information on:

- Consultants' perspectives on the training services provided.
- Consultants' perceptions of their skill in conducting trainings.
- Areas of need for technical assistance and training around conducting trainings.

Consultant Perspectives on Training Services

Consultants were asked about the importance and degree of emphasis placed on training services, satisfaction with the core training modules, and comfort with developing other training modules requested by providers.

- **Importance:** 86% of consultants felt that the training services were very important; 10% thought they were somewhat important, and only one consultant felt that they were not very important.
- **Emphasis:** With respect to the amount of training services that they provided at the time of the survey, 79% of the consultants felt that the emphasis was fine; 10% felt they should be emphasized more, and 10% felt they should be emphasized less.
- **Satisfaction with core modules:** All consultants were at least somewhat satisfied with the core modules, with 57% of them reporting that they were very satisfied.
- **Comfort with developing other modules:** At times, consultants are asked to design and conduct new training modules to meet the needs of a specific provider. Most (71%) consultants

reported that they were very comfortable designing new modules. However, 25% were only somewhat comfortable and one consultant was not very comfortable with this process.

Overall, consultants felt that the training modules comprised an important part of their services and were emphasized about the right amount. Although no consultants were dissatisfied with the core modules, many did not express complete satisfaction.

Group Training Skills

Group Training Implementation

A variety of skills are involved in conducting trainings—assessing the types of training needed, planning and conducting the sessions, and evaluating the training outcomes. Consultants were asked to rate their skills levels for the skills required for group training.

Table 1 shows the percent of consultants who rated their group training skills as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- For each area, the majority of consultants rated their skills as good.
- However, two skills were also rated as adequate or less than adequate by a number of consultants: writing learning objectives and creating power point presentations.
- For every skill, only one or two consultants indicated a need for technical assistance.

<i>Skill</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Planning the training				
Assessing training needs	0%	26%	74%	7%
Writing learning objectives	0%	46%	54%	7%
Creating PowerPoint presentation	30%	19%	52%	3%
Conducting the training				
Developing training content and materials	0%	25%	75%	7%
Conducting training sessions	0%	22%	78%	7%
Evaluating training satisfaction and outcomes	7%	25%	68%	3%

Note. N for each item = 27 or 28 consultants responding; Percent reported is out of those consultants responding.

Individual Coaching Skills

Initiation

Consultants often coach individual child care providers and parents to develop new skills. Coaching most often occurs in the process of implementing a Positive Child Guidance Plan or a Programmatic Action Plan. Individual coaching steps include: initiation, observation of new skills, action, reflection and evaluation of the coaching process and outcomes.

Consultants often coach providers and individual family members. Initiation takes place at the beginning of the training service. During the initiation process, the consultants interact with providers or parents to build trust, articulate their training needs, and develop the coaching plan.

Table 2 shows the percent of consultants who rated their initiation skills as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- Nearly all coaches felt they were good at building trust, listening, and recognizing and building on provider/parent strengths and individualizing approaches.
- 40% of coaches felt only adequate or less than adequate at developing a coaching plan.
- Little need was expressed for training and technical assistance in this area.

<i>Skills</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Building trust	0%	7%	93%	0%
Listening	0%	4%	96%	0%
Developing coaching plan (purpose and outcomes)	4%	36%	61%	3%
Recognizing and building on provider/parent strengths; individualizing approaches to the needs of provider/parent	0%	11%	89%	3%

Note. N for each item = 27 to 29 consultants responding; Percent reported is out of those consultants responding.

Observation of New Skills

In their coaching role, consultants introduce new skills to providers or parents. Typically, they discuss the new concepts and skills with providers or parents, model the new skills, and observe their practice.

Table 3 shows the percent of consultants who rated their skills at observation of new skills as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- All consultants rated their coaching skills in observation of new skills as at least adequate, and majority rated their skills good. Modeling new skills had the largest percent of consultants reporting only adequate skills.
- No need for technical assistance was expressed.

<i>Skills</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Discussing new concepts and skills	0%	21%	79%	0%
Modeling new skills for parent/provider to observe	0%	27%	73%	0%
Observing provider/parent practice new skill or discuss how they will practice it	0%	14%	86%	0%

Note. N for each item = 26 to 29 consultants responding; Percent reported is out of those consultants responding.

Consultants generally felt skilled at discussing, modeling, and observing providers and parents as they practiced new skills. About a quarter of consultants only felt adequate at modeling new skills, but no consultants reported a need for training and technical assistance.

Action

Providers and parents will be more likely to utilize the new skills in daily interaction with children if they feel confident about their ability to do the new behaviors and use them appropriately. As part of coaching, consultants provide support and feedback to providers and parents on their performance of new skills.

Table 4 shows the percent of consultants who rated their skills at action as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- All consultants rated their skills as at least adequate; the majority reported their coaching skills in action as good.
- No consultants reported a need for technical assistance.

<i>Skills</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Supporting provider/parent to practice new skills	0%	21%	79%	0%
Providing feedback on performance of new skills	0%	22%	78%	0%

Note. N for each item = 27 to 29 consultants responding; Percent reported is out of those consultants responding.

All consultants felt they were at least adequate at supporting and providing feedback to providers and parents as they practiced new skills, and most felt that they had good skills.

Coaching Skills in Reflection

Reflection can help providers and parents consider and acquire new skills.. It encourages learning through active thought and action. Reflection is also useful in helping the learner generalize their new skills to other situations.

Table 5 shows the percent of consultants who rated their skills at reflection as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- All consultants rated their skills as at least adequate, and the majority reported their coaching skills in reflection as good.
- Compared to the skill of asking reflective questions/promoting self reflection, fewer consultants reported that they were good at finding opportunities to promote further learning and generalize new skills to other situations. One consultant indicated a desire for training and technical assistance in this area.

<i>Skills</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Asking reflective questions; promoting self-reflection	0%	22%	78%	0%
Finding opportunities to promote further learning and generalize new skills to other situations	0%	33%	67%	3%

Note. N for each item = 27 to 29 consultants responding;. Percent reported is out of those consultants responding.

Most consultants felt that they were good at promoting reflection and there was little desire for training and technical assistance in this area.

Evaluation of Coaching Process and Outcomes

Consultants are asked to evaluate the coaching process and determine whether providers and parents have learned new skills.

Table 6 shows the percent of consultants who rated their evaluation skills as “good,” “adequate,” or “less than adequate,” and the percent of consultants who thought they needed technical assistance.

- The majority of consultants rated their coaching evaluation skills as adequate; only about a third of them reported these skills as good.
- One consultant indicated a need for training and technical assistance.

<i>Skills</i>	<i>Less than adequate</i>	<i>Adequate</i>	<i>Good</i>	<i>Need TA</i>
Evaluating the coaching process	7%	57%	36%	3%
Evaluating coaching outcomes	7%	61%	32%	3%

Note. N for each item = 28 or 29 consultants responding;. Percent reported is out of those consultants responding.

Of all the coaching skills areas, consultants indicated that evaluation of coaching was the weakest. Only one consultant asked for technical assistance and training on evaluation.

Copies of this report are available from:

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