

University of Nevada, Reno

An Exploratory Study of the Process of Coaching Early Head Start Home Visitors

A thesis submitted in partial fulfillment of the requirements for the degree of Master of
Science in Human Development and Family Studies

By

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Abstract

The home visiting field has made calls for coaching home visitors. It is not fully understood what processes occur during coaching sessions with home visitors as the coachees (i.e. participants). This study is undergirded by cross-field perspectives of coaching in the early childhood education (ECE) and family life education (FLE) fields to gain a better understanding of what could be occurring during home visiting coaching sessions with home visitors. Using theoretical frameworks of transformative learning theory and liberation pedagogy, this study aimed to better understand what is occurring during coaching of home visitors. Participants ($N = 5$) are from one Early Head Start-Home-Based Option (EHS-HBO) site at one university. Each participant completed seven (one participant completed eight) individualized coaching sessions each across 4 months for a total of 36 coaching sessions. Of these, 15 were analyzed and coded to capture the beginning, middle, and end sessions for each home visitor. Two analysts independently used the method of initial, focused, and thematic coding (Saldaña, 2016). A consensus procedure was used to discuss agreement and disagreement. This consensus coding was then entered into MAXQDA. A third analyst independently coded at the focused level and Cohen's kappa was .81 overall. One matrix per participant and coach dyad was created and then a trajectory analysis approach was used. Saldaña's (2003) 16 questions helped structure the analytic process for the qualitative longitudinal data. The results of the analysis showed an individualized and standardized coaching experience beginning with relationship building, solution and problem identification and goal setting and ending with action steps and results, evaluation, and accountability discussion. Six focused codes emerged from the data: (a) reflective thinking; (b) questions that align with

family life coaching (FLC); (c) additional communication to promote talk; (d) supportive talk; (e) supplied information; and (f) short negative or neutral reactions. The longitudinal analysis revealed that relationship building occurred throughout the coaching process and each home visitor moved through the coaching steps at different times.

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TABLE OF CONTENTS

Abstract.....	i
Acknowledgments.....	iii
Table of Contents.....	iv
Chapter One: Introduction.....	1
Background.....	1
Need to Support Home Visitors.....	2
Importance of Cross Field Perspectives.....	4
Broad Research Questions.....	6
Definitions of Terms.....	6
Chapter Two: Literature Review.....	10
Cross-Field Perspectives.....	10
Process of Coaching.....	14
Theoretical Frameworks.....	16
Coaching Home Visitors.....	20
Coaching Parents.....	25
The Current Study.....	27
Chapter Three: Methods.....	29
Researcher.....	29
Coach.....	29
Context.....	29
Participants.....	30

Procedures.....	31
Home Visitor Feedback on Coaching.....	34
Data Analysis.....	35
Chapter Four: Results.....	41
Themes.....	42
Trajectory analysis.....	52
Chapter Five: Discussion.....	58
Limitations.....	63
Implications.....	64
References.....	66
Appendix A.....	82
Appendix B.....	90
Appendix C.....	96

LIST OF TABLES

Table 1 Participant Data.....	31
Table 2 Participant Level Session Data.....	34
Table 3 Aggregate Level Data.....	34
Table 4 Coaching Evaluation.....	35
Table 5 Coaching Evaluation Graph.....	35
Table 6 Participant Level Agreement and Cohen's kappa.....	42
Table 7 Focused Code Level Agreement and Cohen's kappa.....	42
Table 8 Rate of Reflection in Results, Evaluation, Accountability Theme.....	52
Table 9 Quote Table for All Emergent Codes.....	78
Table 10 Quote Table for All Themes.....	81
Table 11 Codes for Participant One and Coach.....	82
Table 12 Codes for Participant Two and Coach.....	83
Table 13 Codes for Participant Three and Coach.....	84
Table 14 Codes for Participant Four and Coach.....	85
Table 15 Codes for Participant Five and Coach.....	86
Table 16 Codes Change Across Time for Each Theme.....	87

LIST OF FIGURES

Figure 1 Results of Clifton Strengths.....32

CHAPTER ONE: INTRODUCTION

Background

The Early Head Start-Home-Based Option (EHS-HBO) serves low-income pregnant women and families from birth to 3-year-olds by providing weekly home visits and bi-monthly group socialization engagements (HomVEE, 2018a). Home visiting links parents of young children and expectant parents with a professional to help them parent and to promote family well-being (Roggman et al., 2016) and focuses on meeting families where they are at with no financial costs to families (National Home Visiting Resource Center, 2018). Home visitors need training and support to help evidence-based programs achieve outcomes while working with a myriad of families' strengths and needs (West, Berlin, & Jones Harden, 2018). Home visitors need practical and emotional support (Nathans, Gill, Molloy, & Greenberg, 2019) through individualized efforts, such as coaching (Innocenti & Roggman, 2018; Maxwell & Supplee, 2018; Walsh, Innocenti, & Community of Practice, Ounce of Prevention Fund, in review; Walsh & Steffen, 2018). The purpose of coaching in the home visiting field is to create or to maintain self-directed learners (Walsh, Innocenti, Manz, & Community of Practice for Professional Development, Ounce of Prevention Fund, in review). Coaching home visitors is defined as individual professional development for home visitors as coachees (i.e., clients) through engagement in a process of promoting the individual's goal setting through training, support, and guidance with the potential to produce positive outcomes (Walsh et al., in review). Coaching home visitors and home visitors coaching families are both important (Walsh et al., in review). Home visitors are expected to coach families

(Institute for the Advancement of Family Support Professionals [IAFSP], 2018). For example, in the last column of the IAFSP competencies for home visitors “coaching” parents or families appears in every dimension (IAFSP, 2018). Coaching home visitors is imperative to home visitor growth in competencies (Casillas, Fauchier, Derkash, & Garrido, 2016) and to help them apply some of the skills that they experience in coaching in their work with children and families. While the home visiting field has made numerous calls that home visitors should receive coaching (e.g., Casillas et al., 2016), the home visitor field has not elucidated what this looks like (Walsh et al., in review).

Thus, one question that has received little attention concerns what the process of coaching home visitors should include. The focus of this study is to explore one approach to coaching home visitors employed by EHS-HBO, all of whom work with families with children 0-years-old to 3-years-old as well as expectant women. To fill the gap in the literature on coaching home visitors, this mixed methods study explored the process of coaching EHS home visitors-as-coachees.

Need to Support Home Visitors

In 2017, more than 3.5 million evidence-based home visiting services were provided to more than 300,000 families (National Home Visiting Resource Center, 2018). Evidence-based home visiting is implemented in 50 states and the District of Columbia (National Home Visiting Resource Center, 2018). In 2010, the federal Maternal, Infant, and Early Childhood Home Visiting Program (MIECHV) was created (National Home Visiting Resource Center, 2018). The 2010 Affordable Care Act brought growing recognition to home visiting funding and how to support evidence-based home visiting

programs, such as EHS. MIECHV has provided a substantial portion of funding to home visiting programs (National Home Visiting Resource Center, 2017). States may also allocate federal money for home visiting programs through Title V of the Maternal and Child Health Block Grant Program (MCHBG), Temporary Assistance for Needy Families (TANF), Medicaid, Healthy Start, and the Community-Based Child Abuse Prevention Program (National Home Visiting Resource Center, 2017). In addition to these federal programs, states can also draw funding from tobacco settlements and taxes, lotteries, and budget line items (National Home Visiting Resource Center, 2018). States typically draw their funds from a combination of these programs rather than one or the other (National Home Visiting Resource Center, 2017).

As home visiting services grow and funding continues, the expectations of home visitors will continue to increase (Walsh, 2019) and more strategies to support home visitors' professional growth and fidelity in relation to evidence based home visiting models are warranted (West et al., 2018). According to Walsh et al. (in review) it is plausible that coaching processes may be used across models (e.g., EHS-HBO, Parents as Teachers, Healthy Families America) because of their emphasis on core skills (e.g., promoting positive parent and child interaction). There is need to understand the important aspects of coaching as a professional development strategy for home visitors as coachees (Innocenti & Roggman, 2018; Maxwell & Supplee, 2018; Walsh & Mortensen, 2018) and home visitors as coaches (Walsh et al., in review). This paper focuses on the former.

More information is needed to determine how distinct coaching is from reflective supervision and if supervisors can effectively use coaching as a technique with home

visitors (Walsh et al., in review). Reflective supervision or frequent, ongoing, and individual processes are important to home visitors' practice and to retaining families in the program (McGuigan, Katzev, & Pratt, 2003; Walsh et al., in review). During reflective supervision, records from visits, videos, reports, and similar materials all promote discussion about home visitors' work with families (Parlakian, 2001; Walsh et al., in review). Reflective supervision utilizes a supervisory relationship (Franklin, 2011). Coaching removes the power dynamic and takes more of the Freire (1970) approach to learning which calls for the elimination of the authority figure so both parties may learn from each other.

Because of the home visiting field has a dearth of literature on coaching home visitors, it is important to consider cross-field perspectives which illuminates how coaching was done in other fields in order to better understand how coaching can be done in home visiting.

Importance of Cross-Field Perspectives

Coaching professionals exists in fields such as early childhood education (Isner, Tout, Soli, Zaslou, Quinn, Rothenberg, & Burkhauser, 2011), business (Blanton & Wasylyshyn, 2018), sports (Iordanou, 2018), psychology (Castiello D'Antonio, 2018), therapy (Danino & Shechtman, 2012), and family life education (Allen 2013; Myers-Walls, 2014; Walsh, Allen, Hambrick, & Yancura, in review). With a variety of perspectives and backgrounds, it is understandable that there are no universal definitions nor generalizable recommendations to the home visiting field. There is general consensus that coaching professionals is effective in the early childhood and early intervention fields (Artman-Meeker et al., 2015; Powell & Diamond, 2013; Walsh et al., in review). It

is unclear if coaching in the family life education (FLE) field is effective. It is possible that coaching in the home visiting field should include elements (e.g., relationship building) of coaching from the early childhood and family life education fields.

FLE researchers define family coaching as a processes-driven relationship between a family and family practitioner in order to achieve family-oriented goals through strengths based and reflective approach (Allen, 2013). In the early childhood education (ECE) field two organizations specializing in ECE, National Association for the Education of Young Children (NAEYC) and National Association of Child Care resource and Referral Agencies (NACCRRA) defined coaching as a relationship-based process led by an expert focused on goal-setting and achievement for an individual or a group (NAEYC & NACCRRA, 2011). Other fields may also lend support to coaching home visitors. For examples, in the areas of therapy and clinical practice coaching is used with reflective process and reflective practice (Brandt, 2014). Reflective process is defined as a professional development tool where the provider continually uses internal and external knowledge to examine and advance practices while reflective practice is defined as using this knowledge and actively engaging in clinical encounters (Brandt, 2014).

Walsh et al. (in review) considered NAEYC and NACCRA's (2012) definition and others (e.g., Jablon, Dombro, & Johnsen, 2016) and concluded that "coaching in the home visiting field is defined as individual professional development for home visitors through engagement in a process of promoting individual goal setting through training, support, and guidance which leads to improved outcomes" (n.p.). Coaches may engage

the home visitor as coachee in processes that parallel those that home visitors provide to families (Walsh et al., in review). This definition and the relation of coaching home visitors to other types of coaching in the home visiting field are important for researchers and practitioners to consider given that the literature on coaching home visitors is in the nascent stages.

Broad Research Questions

Despite emerging studies (e.g., Innocenti & Roggman, 2018; Walsh & Mortensen, 2018) on the topic of coaching home visitors, more information is needed on what coaching home visitors includes. Walsh et al. (in review) assert that there is consensus that several process components across fields that are important to coaching home visitors: (a) foundation of coaching is relationship based; (b) goal setting; (c) action planning by the home visitor; (d) observation; and (e) reflection and feedback (Allen, 2016; Artman-Meecker et al., 2015; Elek & Page, 2018). There is agreement that the process should be individualized to the home visitor-as-coachee. There is a dearth of empirical and empirical-like literature on the how of coaching (Gupta & Daniels, 2012). The broad research questions that guide the current study include: How is coaching used to support home visitors? Specifically, what are the processes used to support and to engage home visitors in coaching? Do the processes vary across time from the beginning to the middle to the end of the coaching intervention?

Definitions of Terms

Coach. The coach in the coaching process is a professional who has knowledge and experience in the skills that the coachee will build on throughout the coaching

experience (Elek & Page 2018; Tout, Isner, Zaslow, 2011). The coach facilitates learning and skill building through reflection, goal setting, and feedback (Elek & Page, 2018)

Coachee. The coachee is a professional working in the field in which they are going to build skills through the coaching experience. The coachee works with the coach to facilitate their learning (Elek & Page, 2018) often in tandem as part of a training in order to promote effective practice.

Content of coaching. The content of coaching includes the *what* of professional development (National Professional Development Center on Inclusion, 2008). This is what professionals should know and be able to do and is often guided by credentials, competencies, or standards (National Professional Development Center on Inclusion, 2008).

Home visitor. A home visitor utilizes evidence-based practices to provide services in a home-based setting for families (Boller, Strong, & Daro., 2010). In early childhood home visiting, professionals or paraprofessionals may focus on children with disabilities or different needs, parents of young children, or the relationship between the children and parents (Boller et al., 2010).

Process of coaching. The coaching behaviors and actions that coaches used to influence the coachee practice (Sheridan, Edwards, Marvin, & Knoche, 2009). The process of coaching starts with a focus on the partnership developed between the coach and the coachee (Elek & Page, 2018). The process is individualized and ongoing support for the coachee to learn and apply specific skills to benefit themselves and the populations which they serve (Tout et al., 2011).

Structural process of coaching. Coaching consists of sessions in which the coach and coachee work together to build skills in the coachee over a period of time (Powell & Diamond, 2013). The coaching process can last anywhere from about one week to three years with one to 70 sessions that are 2 minutes to 5 hours in duration (Elek & Page, 2018). Coaching is meant to be individualized for those involved, evident by the variety in the structural process of coaching (Elek & Page, 2018).

Early Head Start-Home-Based option (EHS-HBO). Early Head Start-Home-Based Option (EHS-HBO) is an option for EHS families where a professional employed by Early Head Start (EHS) goes to the home to provide services to a family on a weekly basis (Korfmacher, Green, Staerkel, Peterson, Cook et al., 2008). EHS-HBO is a comprehensive federal program that exists in all 50, the District of Columbia, and all U.S. territories (HomVEE, 2018a). EHS-HBO targets low-income pregnant women and families with children who are 0-years-old to 3-years-old (HomVEE, 2018a). The goal of EHS-HBO is to enhance development in infants and toddlers while also strengthening families (HomVEE, 2018a). Per EHS-HBO policy standards, the program requires that the families receive 46 visits and 22 group socializations during the year (ECLKC, 2018). These professionals are required to have degrees or credentials certifying their ability to do their role (ECLKC, 2018).

Family life coaching. Family science adapts to the changing needs of families and Family Life Coaching (FLC) is an adaptive approach to deliver prevention and intervention services to families (Allen, 2013). Family life educators are positioned to use FLC as a technique to work with families (Myers-Walls, 2014). FLC is a process-driven relationship, using a strengths-based approach, between family members and a family

practitioner to create and achieve family-identified goals (Allen, 2013). FLC is distinct from other types of coaching due to its focus on the FLE content areas and family-life issues (Allen, 2016).

Goal setting. Goal setting occurs when the coach and coachee engage in discussion about what the coachee wants to build skills on (Allen, 2016; Rush, Shelden, & Hanft, 2003). Lead by the coachee, they create an attainable goal and continue to plan steps to accomplish that goal.

Action planning. Lead by the coachee, the dyad will discuss the current goal and think of possible steps to accomplish that goal (Allen, 2016; Rush et al., 2003). An action plan is formed when the coachee agrees on achievable steps to complete the goal.

Reflection and feedback. The coach and coachee reflect on previously taken action steps to reflect and evaluate the outcomes (Allen, 2016; Rush et al., 2003). The coach provides feedback based on her observation of the action steps and helps to promote healthy growth towards the chosen goal.

Observation. Observation occurs when the coach and/or coachee observe something carefully in order to gain information. In this study, this would include observing the actions taken by the home visitor as well as current struggles they are experiencing in order to better understand and reflect on them.

CHAPTER TWO: LITERATURE REVIEW

Existing literature on coaching home visitors is emerging. First, because there are potential similarities between coaching home visitors and coaching in other fields, such as family science (Allen 2013; Myers-Walls, 2014) and early childhood (Isner et al., 2011; Rush et al., 2003) cross-field perspectives are explored. Next, current research and programs on HV coaching are discussed. Finally, this review focuses on the process and theoretical frameworks of coaching professionals.

Cross-Field Perspectives

Examining literature from other fields avoids a silo approach (Maxwell & Supplee, 2018) and helps to discern what other fields have learned about coaching and what may be applied to home visiting (Walsh et al., in review). To reiterate, there are potential similarities between coaching home visitors and coaching in other fields, such as family science/family life education (Allen 2013; Myers-Walls, 2014) and early childhood (Isner et al., 2011). This section provides a brief review of the current literature on known coaching information in these two fields.

Family science. Home visiting is a family-centered approach that is entirely supportive of family life (Wasik & Bryant, 2001) and family support is one approach. Home visitors may serve as coaches when working with families (Allen, 2016; Peterson et al., 2018) and utilize training and tenets of family life education (FLE) to work with families (Allen, 2016; Walsh & Mortensen, 2018).

FLE is the practice of family science (Darling, Cassidy, & Powell, 2014). FLE is a comprehensive field focusing on a collaborative, educational, and preventative approach to family and individual issues (Darling et al., 2014). FLE can occur in a variety of settings including group classes, home visiting, and one-on-one structure (Darling et al., 2014). The National Council on Family Relations (NCFR) provides opportunity to be certified as a family life educator (NCFR, 2018). To become a Certified Family Life Educator (CFLE) one may take courses that pertain to the content areas of FLE from a CFLE-approved program and finish with a Bachelor's degree, or graduates who do not take these courses may take a comprehensive exam pertaining to FLE content areas (Darling et al., 2014). FLE has 10 content areas including (a) families and individuals in societal contexts; (b) internal dynamics of families; (c) human growth and development across the lifespan; (d) human sexuality; (e) interpersonal relationships; (f) family resource management; (g) parent education and guidance; (h) family law and public policy; (i) professional ethics and practice; and (j) FLE methodology (Darling et al., 2014).

In order to better understand the domains and boundaries of FLE, the Domains of Family Practice (DFP) model was created (Myers-Walls, Ballard, Darling, & Myers-Bowman (2011). This model recognizes that FLE is one part of a larger model incorporating collaborative practices with family therapy (FT) and family case management (FCM) (Myers-Walls et al., 2011). The different paradigms of the DFP model correlate with the timing of services (Myers-Walls et al., 2011). Primary prevention refers to protecting healthy individuals and families from harm prior to something happening (Myers-Walls et al., 2011). Secondary prevention refers to

protecting the individual or family after problems or risks have occurred so that the problem can be slowed as soon as possible (Myers-Walls et al., 2011). Tertiary prevention refers to helping individuals and families with long-term or complicated issues to prevent any more harm (Myers-Walls et al., 2011). FLE falls in the primary, secondary, and tertiary prevention status (Darling, Cassidy, & Rehm, 2017). FT works within the secondary and tertiary prevention status and FCM works primarily in the tertiary status (Myers-Walls et al., 2011). Petkus (2015) applied Myers-Walls et al.'s DFP model to the work of EHS home visitors in order to promote their practice of FLE.

Modern family life education includes coaching contexts (Darling et al., 2017) and family life coaching (FLC) is a technique used by FLEs (Allen, 2013; Myers-Walls, 2014; Walsh & Steffen, 2018; Walsh & Mortensen, 2018). This approach is being used to serve families in a way that helps the family to gain knowledge and skills in order to build strengths as a family unit and achieve their goals (Allen, 2013). FLC involves work with an individual or family to address family-life issues through a process (Allen, 2016). The professional's knowledge of the 10 FLE content areas is essential to effectively use FLC (Allen, 2016). FLEs use FLC and represent the coach who is an expert in the field and uses a collaborative approach with the coachee in order to facilitate goal achievement (Allen, 2013; Allen & Huff, 2014; Walsh & Mortensen, 2018).

While FLC is an emerging practice, it continues to gain popularity (Allen & Huff, 2014). There is a need for standardization for FLC training, not only in standards and competencies, but in language as well (Kruenegal-Farr et al., 2016). For example, participants in one study used a variety of titles including parent coach, family coach,

family life coach, and educator (Kruenegal-Farr et al., 2016). More research is needed to understand FLC and how to apply it to work with individuals and families (Allen & Huff, 2014; Myers-Walls, 2014). In the current coaching study, tenets of FLC were applied to a coaching intervention with each home visitor-as-coachee and the coach was a CFLE.

Early childhood education field. Home visiting and ECE fields embrace similarities, such as that families are key to the child's development (Ramos & Crowne, 2019). Walsh et al. (2019) reviewed extant literature reviews and content analyses on coaching professionals in the early childhood and early intervention fields (e.g., Artman-Meeker et al., 2015; Elek & Page, 2018; Gupta & Daniels, 2012; Isner et al., 2011; Rush et al., 2003; Schachter, 2015). Walsh et al. (in review) identified nine themes in the early childhood literature to consider in the coaching home visitor literature. These are (a) characteristics of coaches; (b) characteristics of home visitors-as-coachees; (c) logistics of coaching, such as dosage of coaching; (d) processes; (e) content; (f) theoretical framework; (g) fidelity; (h) outcomes; and (i) coaching in relation to other professional development (Walsh et al., in review).

The focus of the next sections of the review are on the process and content domains of coaching. In early childhood education, the process of coaching can focus on promoting a teacher's use of evidence-based practices (Powell & Diamond, 2013). The content of coaching is often designed based on the outcomes that are targeted (Powell & Diamond, 2013). In early childhood education, examples of content have been on literacy and language (Artman-Meeker et al., 2015; Powell & Diamond, 2013).

Taken together, FLC coaching (Allen, 2016) and coaching in the early childhood and early intervention fields (Artman-Meeker et al., 2015; Elek & Page, 2018; Gupta & Daniels, 2012; Isner et al., 2011; Rush et al., 2003; Schachter, 2015) can inform coaching in the home visiting field. As work on coaching home visitors' progresses, it will be important for researchers to fully define the processes of coaching and to create indicators for implementation fidelity in order to understand the impact of coaching session on child, family, and professional outcomes (see Powell & Diamond, 2013).

Processes of Coaching

One of the main goals of this study is to understand what processes are used to support and engage home visitors. It is understood and generally accepted that a part of the process includes a partnership between the coach and coachee working together to learn and apply skills in an individualized on-going supporting environment (Elek & Page, 2018; Tout et al., 2011). The International Coach Federation (ICF, n.d.a) recognizes 11 core competencies of coaching grouped into four categories:

- Setting the foundation by (a) meeting ethical guidelines and professional standards and (b) establishing a coaching agreement;
- Co-creating the relationship by (a) establishing trust and (b) having coaching presence;
- Communicating effectively by (a) actively listening; (b) using power questions; and (c) using direct communication;
- Facilitating learning and results by (a) creating awareness; (b) designing actions; (c) planning and goal setting; and (d) managing progress and accountability.

Process is defined by Powell and Diamond (2013) as “actions aimed at promoting a teacher’s use of evidence-based practices” (p. 104). Sheridan et al. (2009) defined the

process of coaching as the actions and behaviors that coaches' use. It is important for the process to include learner-centered, individualized coaching that focuses on content knowledge and includes opportunities for feedback, practice, collaboration, and promoting high-quality professional practice (Diamond & Powell, 2011). Goal setting, action planning and reviewing, observation, and reflection and feedback are also important processes of coaching (Allen, 2016; Artman-Meeker et al., 2015; Elek & Page, 2018; Isner et al., 2011; Walsh et al., in review). In Gupta and Daniels' (2012) literature review of existing ECE coaching programs, the researchers concluded that many programs utilize coaching in tandem with coursework or workshops which helps to improve knowledge and practice. Artman-Meeker et al. (2015) looked at 49 different coaching studies and of these, 85.7% ($n = 42$) utilized feedback in some form throughout the coaching process. Allen (2016) proposed a five-step process for family life coaching: "(1) establishing a relationship, (2) solution or problem identification, (3) goals clarification, (4) action steps, and (5) results, evaluation, and accountability" (p. 82).

Early childhood researchers have identified aspects of the coaching process however, they appear inconsistently across studies. There is no single model or manual of the processes of coaching, yet Isner et al. (2011) argues that a coaching manual should be created addressing process as well as the purpose of coaching, activities to use, expected knowledge and skills of coaches, details of sessions (i.e., dosage, duration, intensity), and fidelity of implementation. Allen (2016), a family science researcher, urges that it is essential for coaches in the family field to have process-oriented skills including active listening, empathy, and ideas of how to set the stage for empowerment. Fully understanding the coaching process with the home visitor-as-coachee will help coaches to

create better coaching experiences and potentially help to create standardized competencies between coaching programs and coaches. This study examined those processes that occur during coaching sessions to better understand what is occurring between the coach and the coachee, or home visitor.

The integration of theory with coaching processes has received little to no attention in the existing literature. The next section discusses the theoretical framework used to focus the current study.

Theoretical Frameworks

Coaching is often considered either atheoretical or guided by a hodgepodge of theories. Nonetheless, Walsh et al. (in review) stated that theory is important to guide the coaching of home visitors and ideally the entirety of coaching should flow from the theory and/or the model of coaching. The current study was guided by theoretical framework of Mezirow's (2009) transformative learning theory and Paulo Freire's (1970) liberation pedagogy. Both frameworks offer an understanding on how adults learn and explore perspectives and can be applied to the concept of coaching. Rush and Shelden (2008) defined coaching as "an adult learning strategy" used to build capacity to build upon existing skills, create new skills, and gain a deeper understanding of how to better help current and future situations (p. 1). Similarly, Cox (2015) applied Mezirow's transformative learning theory to coaching.

Transformative learning theory. Transformative learning theory is a way of understanding adult learning (Mezirow, 2009). The theory utilizes the idea that disorienting dilemmas challenge a way the learner thinks and encourage the learner to use

critical thinking and questioning to consider if their original assumptions and beliefs are accurate (Mezirow, 2009). People are ready for coaching when something that is familiar to them has been challenged or disrupted (Cox, 2015). Transformative learning theory emphasizes self-reflection in order to consider the person's beliefs and experiences (Hodge, 2014). Self-reflection is the "process of critically assessing the content, process, or precise(s) of our efforts to interpret and give meaning to an experience" (Mezirow, 1991, p. 104). Reflection is one of the main practices in coaching (Elek & Page, 2018).

The theory also necessitates that learning experiences require a disorienting dilemma or disharmony between what is already known and the current environment challenging the known (Nolan & Molla, 2018). This can be considered a situation of crisis representing a positive disruption where assumptions are challenged, signifying the moment of learning (Frangie, 2009). Mezirow (1991) argues that the transformative learning process consisted of 10 elements or phases:

(1) A disorienting dilemma, (2) self-examination with feelings of fear, anger, guilt, or shame, (3) a critical assessment of assumptions, (4) recognition that one's discontent and the process of transformation are not shared, (5) exploration of options for new roles, relationships and actions, (6) planning a course of action, (7) acquiring knowledge and skills for implementing one's plans, (8) provisional trying of new roles, (9) building competence and self-confidence in new roles and relationships, and (10) a reintegration into one's life on the basis of conditions dictated by one's new perspective (p. 22).

Mezirow (1991) initially created this 10-phase model using a study on women re-entering college, however it can be applied to coachees in coaching sessions (see Cox, 2015). As the coach and coachee engage in their sessions, there potentially exists a disorienting dilemma in that the coachee is being introduced to new information to better build upon skills. The idea of self-reflection, critical assessment, and exploring new roles

exist in coaching sessions (Allen, 2013; Allen & Huff, 2014; Elek & Page, 2018). The coach and coachee create a plan to meet these goals and use acquired knowledge to create and follow a plan; the coachee has a chance to practice new skills and build the self-confidence to master these skills and at the end the coachee is able to integrate learned knowledge and skills into their own practice or family (Allen, 2013; Allen & Huff, 2014; Elek & Page, 2018).

Cavanagh (2006) notes that the coaching process helps to create insights and understanding, which then creates action. Similarly, Mezirow (1991) stated that transformative learning is complete when action has occurred.

Liberation pedagogy. Mezirow's theory was shaped by Paulo Freire's (1970) conscientization or critical consciousness, which is the way in which individuals develop critical understanding of their reality through reflection and action (Freire, 1970). In his explanation Freire (1970) describes three levels in conscientization: (a) magical consciousness; (b) naïve consciousness; and (c) critical consciousness. In magical consciousness the learner does not understand their situation and may believe false information; naïve consciousness occurs when the learner starts to understand information about their situation, but may not fully understand (Freire, 1970). Critical consciousness occurs when the learner has challenged their current situation and began to critically think about their environment (Freire, 1970).

Liberation pedagogy is synonymous with critical pedagogy, pedagogy of the oppressed, and pedagogy of asking questions, all used in different texts (Freire & Faundez, 1989; Freire, 1970). Liberation pedagogy is the term used for the purposes of

this study. Coaching in the family science field could utilize liberation pedagogy to strengthen the theoretical support (Myers-Walls, 2014). Liberation pedagogy is a Freire-identified radical theory of education focused on the needs of marginalized members of capitalist societies (Freire, 1970). The theory enforces the idea that adults learn that through learning they can make and remake themselves because adults are able to take the responsibility for themselves (Freire, 1970). Adults are capable of knowing what they know and knowing what they do not know, therefore are capable of pursuing the unknown (Freire, 1970). Freire (1970) focuses on the oppressed believing that the oppressed people must be their own example in their pursuit of liberation and not to rely on others to liberate them. A crucial aspect in this theory is that educational and pedagogical activities need to empower the learners to take responsibility of their own learning (Freire, 1970; Freire & Faundez, 1989). In this way, humans take liberation of their own education, and therefore their own lives (Freire, 1970). Liberation pedagogy necessitates an environment where self-experience is permitted and encouraged in order to promote learning and remaking of the self (Freire, 1970). It is recognized that communication is necessary between the learners and the educator or trainer in a free-choice environment in order to promote healthy and successful learning (Freire, 1970).

Freire (1970) describes two opposing models of education: a banking model and problem-posing model. In the banking model Freire describes educators depositing information into the banks of students' brain instead of communicating with one another (Freire, 1970). The learners then receive the information, memorize it, and repeat it and are considered to be educated (Freire, 1970). The contrasting problem-posing model that embodies communication changes the roles of the teacher-learner relationship (Freire,

1970). The teacher is no longer the simple person who teaches, but one who is taught in communication with the student, facilitates education in the student, and learns from the student (Freire, 1970). This concept eliminates the idea of an authority figure in an educational setting, rather promoting the relationship between two learners where one has knowledge that the other does not (Freire, 1970).

Coaching Home Visitors

This study focused on coaching home visitors in EHS-HBO. Home visitors work in the unique home setting (Roggman et al., 2016). EHS home visitors' primary role is to engage the family, in their home, and promote healthy learning and skill building with the child and family (Administration for Children and Families, 2016). Home visitors ideally are in the home of each family for 1 hour and 30 minutes each week (Administration for Children and Families, 2016). The Head Start Program Performance Standards (HSPPS) also mandate that EHS programs "implement a research-based, coordinated coaching strategy for education staff" (§ 1302.93, ACF, 2016). Because of this, it is imperative to explore approaches to coaching home visitors, all of whom are employed in EHS-HBO.

Home visitors as coachees has received scant attention. Walsh and Mortensen (2018) conducted a study in which home visitors were coachees as part of larger FLE training in three different groups: (a) video training; (b) video training and coaching; and (c) comparison. Thus, the allied components of coaching were online modules about FLE. In this study, home visitors had varying levels of training and professional backgrounds, but only 7 of the 20 participants were familiar with FLE, 10 were neutral, and two were unfamiliar (Walsh & Mortensen, 2018). All participants in the two

intervention conditions were trained in the DFP model, NCFR content areas, principles and virtues of FLE, and relational ethics for FLEs (Walsh & Mortensen, 2018). One goal of this study was to understand the home visitors' experiences and perspectives on FLE as professional development training (Walsh & Mortensen, 2018). The video training and coaching group included EHS home visitors and in addition to the FLE online modules received coaching in which the coach, a CFLE, used FLC. Over the course of the trainings, the coachees reported no significant change in their perception of coaching sessions over time and that there was no significant difference between groups' responses to FLE content area questionnaire, but their responses had large proportions of the correct answer (Walsh & Mortensen, 2018). Qualitative feedback expressed satisfaction with the coaching process and how it was valued as distinct from reflective supervision (Walsh & Mortensen, 2018). Home visitors also video recorded their home visits throughout the study and researchers evaluated them using three valid and reliable measures.

Inclusion of observations and assessments was also important to other work on coaching home visitors. Specifically, Innocenti and Roggman (2018) recognize that home visiting practices can be improved upon through a Community of Practice (CoP). A CoP is a group of individuals and professionals who share a common concern or passion for something they do, and they learn how to do it better as they interact regularly (Innocenti & Roggman, 2018). This can be done through actively participating in conversations with each other, providing support, and sharing tips and best practices (Innocenti & Roggman, 2018). For home visiting professionals collaborating with each other now can be difficult because home visitors typically have few opportunities to share their ideas and practices with other home visitors due to distance, time, etc. (Innocenti & Roggman, 2018).

Creating a CoP can benefit home visitors by providing possible solutions to these barriers. As many programs are far from each other and traveling is often not an option, Innocenti and Roggman (2018) suggest the use of video recording sessions to facilitate communication. One option for physical meetings could include half-day quarterly meetings or one- to two-day annual meetings along with webinars and email exchanges (Innocenti & Roggman, 2018). Home visitors can share video recordings through file transfers, physically mailing USB drives, or uploading videos to a cloud service to be shared with peers (Innocenti & Roggman, 2018). These videos can then be used in peer training or coaching processes as part of the CoP by embedding them in PowerPoint slides for meetings or as supported information in webinars and guided homework (Innocenti & Roggman, 2018). Creating a CoP for home visiting has challenges but these have solutions. Ultimately, a CoP for home visiting would be beneficial as it would improve practices and techniques for professionals in the field (Innocenti & Roggman, 2018).

The home visiting field is also exploring Practice Based Coaching (PBC), an approach that has been used in ECE (see Snyder, Hemmeter, & Fox, 2015). PBC is one research-based professional development strategy used to support the effectiveness of teaching practices that lead to good outcomes for children and families (ECLKC, 2018). PBC uses a cyclic approach with three basic components: planning goals and action steps, engaging in focused observation, and reflecting on and sharing feedback about teaching practices (ECLKC, 2018; Snyder et al., 2015). Actions or behaviors are called practices which are observable and measurable (Snyder et al., 2015). PBC is different than other coaching methods because of the explicit focus on teaching these practices

(Snyder et al., 2015). These sessions can be done on-site (e.g., in the home or classroom) or they can be done from a distance using video software as a means to do observations and communication between coaches and coachees (ECLKC, 2018).

Promoting First Relationships (PFR) is a relationship-focused intervention program designed for practical application when working with children who are typically developing as well as those who have special needs in order to promote healthy social-emotional development with sensitive and responsive caregivers (Kelly, Zuckerman, & Rosenblatt, 2008). The PFR curriculum uses training videos, a written manual on the curriculum, and 17 handouts to educate service providers and care givers in the PFR method (Kelly et al., 2008). The PFR method utilizes the strategy of videotaping caregivers' interactions with children in order to observe and reflect on themselves (Kelly et al., 2008). An essential aspect to the PFR method is the four types of provider consultation strategies:

(a) joining or establishing emotional connections with parents; (b) giving verbal feedback that is contingent, positive, and instructive; (c) using videotapes of dyadic interactions to help parents become better observers of their own and their children's interactive strengths; and (d) using reflective questions to focus on underlying feelings and needs of parents and young children. (Kelly et al., 2018, p. 288)

These crucial strategies to the PFR method are comparable to the processes of coaching. Coaching calls for establishing a relationship between the coach and coachee (Allen, 2016; IFC, n.d.a), providing feedback (Diamond & Powell, 2011), completing

observations and completing reflections (Allen, 2016; Artman-Meeker et al., 2015; Elek & Page, 2018; Isner et al., 2011; Walsh et al., in review).

Kelly, Zuckerman, and Rosenblatt (2008) had PFR trainers accompany home visitors for nine weeks for their 1 hour visit. The PFR trainer and the home visitor used the PFR curriculum method to enhance the relationship quality between the mother and child (Kelly et al., 2008). Using videotaped sessions, the mothers observed and reflected on their previous interactions with their own children and following the visit, the PFR trainer and home visitor would meet for 1 hour to discuss each intervention session (Kelly et al., 2008). The home visitor was also video recorded during the first and last session as well as coded for focus on the mother-child dyad while providing feedback, only focusing on the child, or only focusing on the mother (Kelly et al., 2008). Prior to the PFR training, home visitors showed a majority of focus on the child with a secondary focus on the mother (Kelly et al., 2008). After the PFR training the home visitors had a majority of time focused on providing feedback while observing the mother-child dyad (Kelly et al., 2008). These results indicate that training in the PFR method improved the home visitor's focus on the mother-child dyad while providing constructive feedback (Kelly et al., 2008). This study is a demonstration on how coaching can result in positive changes in home visitor's process.

Per HSPPS, each program must implement a research-based coordinated coaching strategy for education staff (45 CFR § 1302.92(c)(1)-(5), Administration for Children and Families, 2016). EHS-HBO has started to apply PBC as their research-based coaching program (ECLKC, 2018). ECLKC (2018) started using PBC in one center of Head Start

in August of 2017 to test the effectiveness of the program. With promising results and positive feedback from the coaches and coachees, the program has continued in Head Start and EHS, including EHS-HBO, sites (ECLKC, 2018).

Coaching Parents

Although the present study focuses on home visitor-as-coachee, parallel processes are valued by professionals working with infants and young children because it embraces the idea of support (e.g., Tomlin, Hines, & Sturm, 2016). In other words, home visitors coach parents and families (Allen, 2016; Peterson et al., 2018) and coaches may engage the home visitor in processes and content that parallel those that home visitors provide to families (Walsh et al., 2019).

To reiterate, while this current study focuses on coaching home visitors, lessons can be learned from looking at programs that focus on coaching parents. The Attachment and Biobehavioral Catch-up (ABC) program coaches caregivers of children who show unattachment behaviors such as pushing caregivers away or have difficulties being soothed due to early exposure to adversity (Dozier, Roben, Caron, Hoyer, & Bernard, 2018; Dozier, 2018). The ABC intervention aims to enhance sensitivity, nurturance, and delight between caregiver and child as well as increase attachment, decrease caregivers' frightening behaviors, and increase behavioral and biological regulation (Dozier et al., 2018; Dozier, 2018). Coaches complete roughly 10 home visits lasting about one hour that utilizes a technique of *in the moment comments* as a form of immediate feedback (Dozier, 2018; HomVee, 2018b). Within the 10 sessions of the ABC program, each session focuses on different skills. For example, sessions one and two are designed for

coaches to help caregivers identify and interpret children's behaviors while sessions seven and eight are designed to help caregivers overcome automatic responses that could interfere with providing nurturing, sensitive care (HomVee, 2018b).

Another program that utilizes parent coaches is the Fussy Baby Network (FBN). FBN provides support to caregivers who have concerns about their child's crying, sleeping, feeding, or temperament from 0-years-old to 1-year-old (Gilkerson et al., 2012). FBN utilizes two methods of coaching parents including calling a warmline and completing home visits (Gilkerson et al., 2012). The parent is typically in a crisis when contacting the FBN, so coaches use a warmline to offer immediate support to families (Gilkerson et al., 2012). A home visit can be offered at this time but may take a day or two to follow through (Gilkerson et al., 2012). The FBN uses a conceptual model called the FAN as an approach for phone calls and home visits (Gilkerson et al., 2012). The FAN (titled so due to the fan shape design) has five elements that focus on what the parent is *feeling*, work on *calming* the parent to be able to *think* about their situation, and *create* a plan an action (Gilkerson et al., 2012). After completing these first four steps, the parent coach helps the parent to *reflect* on what occurred (Gilkerson et al., 2012). Unlike the ABC program, the FBN utilizes shorter sessions due to the nature of the population (e.g., parents in crisis) as well as less sessions to complete the program (Gilkerson et al., 2012).

Taken together, these programs highlight important lessons when it comes to coaching home visitors. As with the ABC program, home visitors need a semi-structured coaching education and method. ABC uses a highly structured 10 session program to

complete goals (Dozier, 2018; HomVee, 2018b). The FBN also highlights the importance of following a specific process. The FAN approach helps coaches to start in one place to identify needs of the parent and work through the issue, ending in a reflective conversation (Gilkerson et al., 2012). Both programs are successful and being used across the country to support parents (Dozier, 2018; Gilkerson et al., 2012)

The Current Study

Home visitors in EHS-HBO programs need training and support to help evidence-based programs achieve outcomes while working with a myriad of families' strengths and needs (West, Berlin, & Jones Harden, 2018). Home visitors need support through efforts, such as coaching (Innocenti & Roggman, 2018; Maxwell & Supplee, 2018). There is need to understand the important aspects of coaching as a professional development strategy for home visitors as coachees (Innocenti & Roggman, 2018; Maxwell & Supplee, 2018; Walsh & Mortensen, 2018). Because of the home visiting field has a dearth of literature on coaching home visitors in EHS-HBO programs, it is important to consider cross-field perspectives.

There are potential similarities between coaching home visitors and coaching in other fields, such as family science (Allen 2013; Myers-Walls, 2014) and early childhood (Isner et al., 2011). The processes of coaching home visitors may be informed by these fields. The processes of coaching include partnership between the coach and coachee working together (Elek & Page, 2018; Tout et al., 2011). Goal setting, action planning and reviewing, observation, and reflection and feedback are also important processes of coaching (Allen, 2016; Artman-Meeker et al., 2015; Elek & Page, 2018; Isner et al.,

2011; Walsh et al., in review). The content of coaching may help to inform outcomes. In FLE the content of coaching, is driven by the coaches' content knowledge of the 10 content areas of FLE. In the early childhood literature, coaching content has included a variety of content areas, such as language and literacy (Artman-Meeker et al., 2015; Powell & Diamond, 2013). This study explored what occurred during coaching EHS-HBO home visitors including strategies and approaches the coach used to engage the home visitors and how the processes vary across time.

Home visitors coach parents and families (Allen, 2016; Peterson et al., 2018) and coaches may engage the home visitor that parallel those that home visitors provide to families (Walsh et al., 2019). There have been a few studies focused on coaching home visitors (Innocenti & Roggman, 2018; Walsh & Mortensen, 2018). The research questions that guide the current study include: How is coaching used to support home visitors? Specifically, what are the processes used to support and to engage home visitors in coaching? Do the processes vary across time from the beginning to the middle to the end of the coaching intervention?

CHAPTER THREE: METHOD

Researcher

The researcher's role in this project is that of primary analyst. She has a Bachelor's degree in Human Development and Family Studies. The researcher is a Certified Family Life Educator and currently works at CSA Head Start as a Child and Family Specialist. The researcher has interests in working with at-risk populations including families with mental health issues, incarcerated families, families with history of addiction, and LGBTQ+ families. The researcher has an interest in coaching as a professional development tool, not only for home visiting, but for other family and child focused fields to promote better family and child outcomes.

Coach

The coach has been a CFLE for approximately 10 years. The coach has a doctoral degree, one year and a half experience as a preschool teacher, and experience shadowing home visits across two EHS programs in two different states. She also is a chair of a national community of practice on coaching home visitors and the co-chair of a national focus group on home visiting.

Context

One EHS-HBO program participated in this study. The program is affiliated with a university. At the time of the study, the program was recognized as a Parents as Teachers (PAT) affiliate site. One year prior to this project, the home visitors at the site completed a focus group and indicated interest in FLE training with the ally component

of coaching. One group of EHS home visitors ($n = 5$), the participants in the current study, received online training about working with families as well as coaching (from one coach) that accompanied the training and then extended beyond the 4 week online module period. The coaching of home visitors in total occurred across 4 months. This study was conducted in 2017-2018. To reiterate, the participants that received training and coaching are the focus of this study, specifically the researcher sought to understand the coaching process. There was an existing Institutional Review Board (IRB) approval and the data for this thesis has previously been collected and the thesis researcher was added to the protocol. This study is not a program evaluation of the EHS-HBO program but rather an exploratory study on an approach to the professional development tool of coaching that has promise to benefit home visitors and their family outcomes.

Participants

The sample for the study included five home visitors from one EHS-HBO site. There was one coach for all of the home visitors. Demographics for home visitors were collected via a questionnaire administered via PsychData. These included: age, gender identity, ethnicity, highest level of education, content area of degree(s), CFLE status, professional license (e.g., teaching, social work, nursing, counseling, etc.) information, position at EHS (e.g., home visitor), years at EHS, case load, and years working with children and families in general. See Table 1 for information on all home visitors.

Table 1. *Participant Data*

HV	Age	Ethnicity	Case Load (#families, #enrollees)	Highest Education (4: Bachelor's; 3: Associate's)	Family Science Degree? (1: Yes; 2: No)	Years working with children and families	Years at EHS	Licensure (1: Yes; 2: No)
1	27	Latina	11f, 16e	4	1 (HDFS)	9	7	2
2	58	White/ Caucasian	11f, 13e	4	2 (ECE)	30	1	1 (LSW)
3	50	White/ Caucasian	11f, 12e	4	2	17	9	2
4	50	Latino	10f, 12e	4	1 (HDFS)	25	4	2
5	36	White/ Caucasian	11f, 14e	3	2	20	12	2

Procedures

Recruitment and consent. A focus group was conducted one year prior to this study that indicated that all home visitors at the partner site would be interested in participating in online training and coaching. All home visitors at the site consented to participate in coaching. Individual coaching sessions with the coach and the home visitor was the thrust of this study. As an incentive, participants were provided with lunch half-way through the project and there was a raffle for a \$15.00 gift card at the end of the study's duration.

Intake. The first week of the coaching process started simultaneously with the distribution of the professional development modules. Coaching sessions started with intake packets that were developed based on Allen's (2016) model of intake packets. These included a letter from the coach to the coachee including norms and policies for

scheduling coaching sessions; coaching and education agreement; solutions to situations; and goals. The first individualized coaching session included time for each participant to complete the Clifton StrengthsFinder or CSF (Rath, 2007), which assesses an individual's talents, which have the most potential for strengths building. Darling, Cassidy, and Rehm (2017; 2019) and Allen (2016) assert that a strengths-based approach is a hallmark of family life education coaching. CSF is electronically completed with 20 seconds allotted for responses to each stem, such as *I like to help people* (Asplund, Lopez, Hodges, & Harter, 2007, p. 3). A report is generated, which includes the individual's top five talents or themes and the remaining results are not shared but access to full reports are further available with additional fees. Gallup as well as other researchers have examined the psychometric properties of this instrument (see Asplund et al., 2007). Asplund, Agrawal, Hodges, Harter, and Lopez (2014) highlighted several studies testing the reliability and validity of the CSF indicating that it is reliable and valid. In the current project, the results of the assessment demonstrated that participants' strengths were mostly in the relationship building domain as well as the strategic thinking and executing domains. The coach's strengths were in the strategic thinking domain and one strength was in the influencing domain. See Figure 1.

Figure 1. *Results of Strengths Finder*

	Executing						Influencing					Relationship Building						Strategic Thinking															
	Achiever	Arranger	Belief	Consistency	Deliberative	Discipline	Focus	Restorative	Responsibility	Command	Communication	Maximizer	Self-Assurance	Significance	Woo	Adaptability	Connectedness	Developer	Empathy	Harmony	Includer	Individualization	Positivity	Relator	Analytical	Context	Futuristic	Ideation	Input	Intellecion	Learner	Strategic	
Home			X					X								X	X							X									
Visitor																																	
Home																					X					X	X	X	X				
Visitor																																	
Home																X	X	X					X				X						
Visitor																			X	X	X	X	X										
Home																	X				X	X									X	X	
Visitor																																	
Coach	X								X																					X	X	X	

Gallup/Clifton Strengths Finder

Coaching Sessions. Each coachee scheduled an individual session with the coach using an online booking tool. The structure of the coaching sessions was individual and all sessions were held in a meeting room at the EHS site and audio-recorded. One coaching session occurred as part as an advising session at a university campus as the coachee had the goal of getting a college degree, and this session was not audio-recorded. The duration of the coaching intervention was 4 months, see Tables 2 and 3 for other procedural information. The process of the coaching sessions included the coach following procedures underscored by Allen (2016), such as a strengths-based approach, appreciative inquiry, goal setting and action plan formation, visualization, highlighting

successes and solutions, questioning techniques, and reflection. Each coaching session aside from the session at an advising office was audio recorded and transcribed verbatim.

Between each coaching session, the coach individually sent each coachee an email. The email followed the general structure for each participant, that is: (a) a general recap of the highlights of the coaching session; (b) highlights of any items that the coach or coachee would be working on between sessions; (c) a link to an online booking tool to schedule the next session; and (d) a transcript of the coaching session, if requested.

Table 2. *Participant Level Session Data*

Participant	No. Sessions	<i>M</i>	<i>SD</i>	Min	Max
1	8	18.00	2.27	13	49
2	7	25.71	3.73	15	38
3	7	32.57	2.07	15	37
4	7	41.29	3.09	17	46
5	7	52.33	8.66	41	68

Table 3. *Aggregate Level Data*

Participant	No. Sessions	Length of Session (Minutes)
Aggregate	7.20	33.98
<i>M</i>	.45	13.38
<i>SD</i>	7	13
Min	8	68
Max	7.20	33.98

Home Visitor Feedback on Coaching

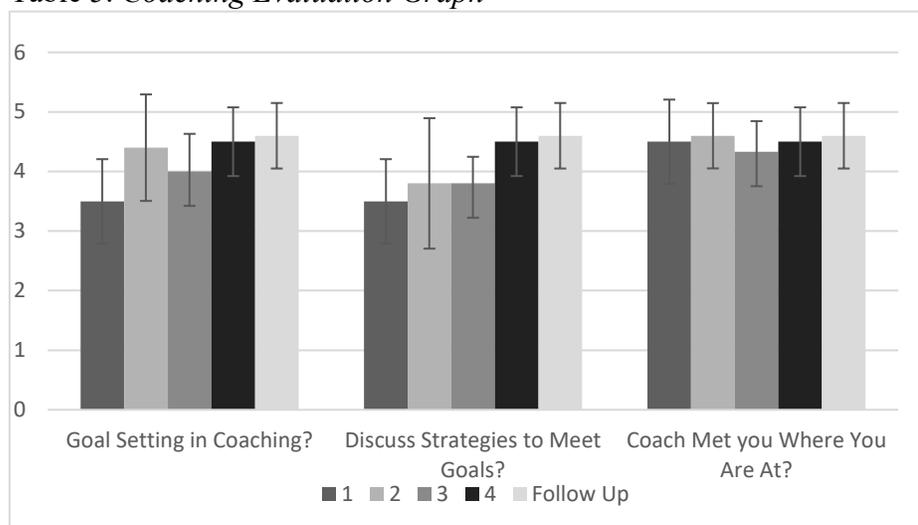
Evaluation and feedback is needed (Myers-Walls, 2014). Along this line, evaluation questions were administered via PsychData to capture home visitors' perspectives about their coaching experiences. This included three Likert-scale questions and one open-ended question. These surveys were administered four times throughout the

coaching experience. Approximately 4 months later, or near the end of the coaching experiences, the home visitors were again administered the Likert-scale questions about coaching and two open-ended questions as a follow up to the previous surveys. See Tables 4 and 5.

Table 4. *Coaching Evaluation*

	Survey 1		Survey 2		Survey 3		Survey 4		Follow Up	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Goal Setting in Coaching?	3.50	.71	4.40	.89	4.00	.63	4.50	.58	4.60	.55
Discuss Strategies to Meet Goals?	3.50	.71	3.80	1.10	3.80	.45	4.50	.58	4.60	.55
Met you Where You Are At?	4.50	.71	4.60	.55	4.33	.52	4.50	.58	4.60	.55

Table 5. *Coaching Evaluation Graph*



Data Analysis

While it is important to understand the entire experience of the home visitors including their experience with the modules and the surveys, this study solely focuses on

the transcripts from the coaching sessions between the coach and home visitor to better explore the specifics that occur in each session. One aim of this study is to examine the steps/processes of the coaching sessions (establishing a relationship, solution or problem identification, goals clarification, action steps, and results, evaluation, and accountability) for individual sessions and across time. These processes (e.g., establishing a relationship) of coaching from the extant literature (Allen, 2016; Artman-Meeker et al., 2015; Elek & Page, 2018; Rush et al., 2003) served as sensitizing concepts or starting points for the data analysis (Charmaz, 2003). These processes also informed the coaching approach that was used in the current study.

All of the transcribed coaching sessions ($n = 36$) were read and reread to gain a broad understanding of the entire data. Transcripts across different time points were coded and analyzed including the initial, middle, and end transcripts for all five home visitors. Specifically, for each participant ($N = 5$), three transcripts were coded (i.e., beginning or Session 1, middle or Session 4, and end or Session 7) and a total of 15 transcripts were coded. Analyzing the initial, middle, and end transcripts provides insight into how the coach and home visitor evolved across time from the start to the end of the coaching experience. This set the stage for a qualitative trajectory analysis approach (see Grosseohme & Lipstein, 2016), which is discussed later in this section.

Transcripts were imported into a qualitative analysis program (MAXQDA 2018, Version 2). Each segment within each transcript was coded independently by the graduate student and advisor (i.e., primary analyst and researcher). Within each session transcript, the coach and the home visitor were the speakers and a segment was defined as

the words and sentences within their turn speaking. The analysts coded all segments within Session 1, Session 4, and Session 7 for each dyad (coach and home visitor) and then moved onto the next home visitor's session.

Coding at all levels, a priori, emergent, and focused level involved reading and re-reading the responses multiple times as well as consulting a list of focused and emergent codes that evolved with rereading the data, discussions between analysts, and initial coding (see Appendix B). Each segment had three codes: (1) a priori category code, (2) focused code, and (3) emergent code. See Appendix C for a visual example for how each segment was coded.

While independently coding, the primary analysts gave each segment one of six a priori categories: (a) establishing a relationship; (b) solution or problem identification; (c) goals clarification; (d) action steps; (e) results; evaluation; and accountability; or (f) other. "Other" was used in any instance when one of the five steps did not fit. The researchers started with the six a priori categories and also relied on emergent coding that allowed for patterns that emerged from the data during coding and analysis. This allowed more codes to generate than the steps of coaching. The names of the steps served as themes that the researchers segmented the data by, and within each theme, there were multiple codes that applied to the step to describe the patterns that emerged from the data. For example, "Establishing a relationship" included other codes, such as "Supportive Talk". Starting with six a priori categories and relying on initial coding helped the researchers understand the nature of what these steps look like in this context. Emergent coding, like Saldaña's (2016) initial coding, is a way of labeling segments of the

transcript with codes that leads to identifying a handful of commonly used codes and continuing on to code the entirety of the transcripts using the agreed upon emergent codes. Following emergent coding, codes are sorted into categories or focused coded to better understand and organize the data (Saldaña, 2016). Emergent coding helped the researchers to identify seven focused codes: (a) reflective thinking; (b) supplied information; (c) additional communication to promote talk; (d) questions that align with components of family life coaching; (e) supportive talk; (f) short negative or neutral reactions/responses; and (g) other. Each focused code had a set of emergent codes (ranging from 1 to 6 emergent codes) to better understand what was occurring during each a priori category or process. See Appendix B for a list of and definitions for all focused and emergent codes.

The graduate student and the advisor engaged in primary coding and analysis and coded all segments independently for each coaching session, then used a consensus discussion for disagreement until agreement was obtained. Seven consensus meetings were held with each lasting two hours. Each time coding was completed for one home visitor and coach dyad there was a consensus meeting. A consensus discussion for disagreement was used until agreement was reached. The total time spent on consensus meetings was 14 hours.

The rigor of the study was achieved through several approaches. The graduate student researcher recorded analytic memos during coding and discussed them with the other primary researcher, which promoted researcher reflexivity (Allen, 2000). There were three analysts, which achieves analyst triangulation (see Patton, 2002).

Specifically, a third coder, a graduate student with an undergraduate degree in human development and family studies, received an orientation of the codes by a primary researcher. The orientation covered all levels of coding with an emphasis on the focused codes. The coder independently coded at the focused level across several weeks. IRR was calculated between the consensus coding (graduate student and advisor) and the third coder's codes in MAXQDA Analytics Pro 18.2.0. Specifically, Cohen's kappa was used to calculate IRR.

The primary analysts' data was used to calculate quantity. Specifically, the frequency of all codes for the coach and coachee were calculated in MAXQDA and this practice of reporting the frequency of counts is acceptable (Sandelowski, 2001).

Next, the two primary researchers conducted a longitudinal analysis called a trajectory analysis approach (see Grosseohme & Lipstein, 2016). First, data was coded and then the data was organized into one matrix for each participant (5 matrices) based on themes from the coding and different time points (see Grosseohme & Lipstein, 2016). Each matrix included the number of segments for the coach and coachee in each theme on the Y-axis and the X-axis shows which session of the participant the codes are in. To reiterate, time points were defined as different sessions (Session 1, Session 4, and Session 7) in order to capture the beginning, middle, and end of coaching in this context. Second, another matrix was created by theme and unit of analysis (i.e., each participant/coachee) and the researchers included codes that indicate changes over time, or stability. Saldaña's (2003) 16 questions helped structure the analytic process for the qualitative longitudinal data to create the second matrix. Some questions included: "When do changes occur

through time?” “What is missing through time?” and “What changes interrelate through time?” (Saldaña, 2003, p. 67, 99, 127). For the analysis, the researchers referred to the second matrix primarily with a focus on time, but the first matrix was referred to when specific examples were needed.

CHAPTER FOUR: RESULTS

Five home visitors' coaching sessions were analyzed in their first, middle, and final coaching sessions for a total of 15 transcribed coaching sessions. Across these 15 sessions, 1,847 spoken segments were transcribed and coded; 927 segments were spoken by the coach and 920 were spoken by the home visitors. Each segment was assigned three codes: an a priori code, a focused code, and an emergent code. See Appendix B for a list of and definitions for all focused and emergent codes. See Table 9 and Table 10 for example quotes for all emergent and a priori codes. Those segments which were coded with the emergent code "Reflection" were also coded with a fourth code to explain what the topic of reflection was (i.e., family life, strengths, coaching, or practice).

A total of 5,839 codes were assigned and analyzed across the 15 sessions. Sessions ranged from 15 to 46 minutes and ranged from 49 to 289 segments. Length of session does not necessarily reflect the number of segments represented as the shortest session was with home visitor (HV) 3, session seven while the session with the least segments was HV3, session one. Cohen's kappa was analyzed at the focused code level on the MAXQDA program for every session, for each participant, and for each focused code. The overall agreement percentage was 83.43% with Cohen's kappa at .81. See Table 6 and Table 7 for detailed breakdown of agreement (kappa).

Table 6. *Participant Level Agreement and Cohen's kappa*

Participant	<i>First Session</i>	<i>Middle Session</i>	<i>Final Session</i>	Total
1	87.10 (.85)	82.46 (.80)	73.28 (.70)	79.15 (.77)
2	67.07 (.62)	88.93 (.88)	85.23 (.83)	84.31 (.82)
3	93.88 (.93)	86.60 (.85)	91.67 (.91)	89.81 (.89)
4	89.09 (.87)	77.02 (.74)	70.80 (.67)	76.92 (.74)
5	88.71 (.87)	85.03 (.83)	87.69 (.86)	87.19 (.85)
Total	84.41 (.82)	84.01 (.82)	82.10 (.80)	83.43 (.81)

Percentage of agreement (Cohen's kappa)

Table 7. *Focused Code Level Agreement and Cohen's kappa*

Focused Code	% (Cohen's kappa)
Reflective Thinking	80.87 (.74)
Supplied Information	79.14 (.72)
Additional Communication	85.33 (.80)
Not Relevant	90.91 (.88)
FLC Questions	81.00 (.75)
Negative/Neutral Responses	88.14 (.84)
Supportive Talk	88.50 (.85)
Total	83.43 (.81)

Percentage of agreement (Cohen's kappa)

Each transcript was analyzed for what codes occurred during each session. Each transcript was also analyzed for which focused codes occurred in which themes (see Table 11, Table 12, Table 13, Table 14, and Table 15) and the results of which were analyzed across sessions to identify patterns across time (see Table 16).

Themes

There were five themes: establishing a relationship, solution or problem identification, goals clarification, action steps, and results, evaluation, and accountability. These themes of coaching were informed by the extant literature (Allen, 2016; Artman-Meeker et al., 2015; Elek & Page, 2018; Rush et al., 2003) and served as sensitizing

concepts or starting points for the analysis (Charmaz, 2003). All sessions were analyzed and coded with a theme, focused code, and emergent code to fully understand the coaching experience. Each theme was further analyzed to fully understand what occurred during each step of the coaching process. Table 16 shows a detailed summation of themes for each home visitor. Table 16 represents the collective analysis of each home visitor's experience relating to each step of the coaching process. To reiterate, Saldaña's (2003) questions to help structure the longitudinal analysis represented in Table 16.

Theme: Relationship building. Home visitor 1(HV1), home visitor 2 (HV2), home visitor 3 (HV3), and home visitor 4 (HV4) had relationship building across all three sessions. Home visitor 5 (HV5) only had relationship building in sessions one and seven. This substantial amount of this code demonstrates that relationship building is a step that is continuous across the coaching experience and does not have to be represented solely in the first session. The coach and the home visitor continue to build the relationship between them across coaching to maintain a friendly coaching experience. The coach asked home visitors "have you ever done coaching before?" to gain a better understanding of each home visitor's experience with coaching. She also shared information about herself when asked such as a home visitor asking, "what did they ask you to do?" Across all home visitors, HV5 had the highest percentage of segments coded in relationship building at 14.31% ($n = 76$) and HV1 had the lowest overall percentage with 8.09% ($n = 19$).

How much relationship building that occurs depends on the individuals involved. For example, HV2 struggled with relationship building in her first session with only

8.54% ($n = 7$) coded as relationship building. HV2 also had the highest percentage of segments coded 16.78% ($n = 77$) as additional communication questions across all three sessions to promote discussion. For example, the coach tried to have HV2 discuss “when was a peak in your professional life as a HV?” and HV2 responded with “Oh gosh, you want an example of that?” The coach tried probing “Anything you want to tell me” to which HV2 responded “I’ve been working with families for so long, I’ve had so many great things happen. That’s a great question but I don’t have an answer.” This is one example of HV2 struggling to open up during the coaching process. This may indicate that the home visitor needed more prompts or questioning to stimulate the conversation. HV2 commented “Yeah, I don't have anything. What do you want to talk about?” at one point. Conversely, HV4 had the most relationship building in session one with 41.82% ($n = 23$) of the session being in the relationship building theme. HV4 also had the least amount of additional communication percentage across all three sessions at 8.65% ($n = 36$). For example, the coach asked HV4 “Have you ever done coaching before?” in session one and HV4 goes on to provide an abundance of information such as teaching interns, her experience with an intern who spoke Spanish, and how they managed a family together. This suggests that when the coach and home visitor build their relationship early on in the coaching experience, the home visitor is more likely to open up to the coach without the coach having to ask very many probing, leading, or clarifying questions. For example, HV4 commented “Thank you for listening to me, all these stories [laughter].” This could be, however, based on the individual’s involved and their initial comfort level with meeting new people.

Reflective thinking was consistent in the first session with four out of five home visitors reflecting while in the relationship building theme. These home visitors reflected on practice (HV1, HV3, HV4), strengths (HV3, HV5), coaching (HV3, HV5), and family life (HV4, HV5). HV2 did not use reflection during this theme in any of her sessions. HV2's relationship building was focused on supplying information, answering clarifying questions, and using supportive talk with the coach including affirmations, short agreements, and humor. During session one for every home visitor, the coach asked at least one question that aligns with FLC that pertains to connection and motivation (e.g., "Will you tell me what motivates or inspires you in your work?"). Essentially, this means that the coach asked every home visitor during the first session questions about why they were drawn to the profession and/or coaching or if they have participated in coaching before.

Relationship building occurred with all five home visitors in different ways. Each individual took their own approach when it came to building that relationship with the coach. The coach remained consistent in asking questions that align with FLC (e.g., "What is one strength right now, that you feel might be one of your strongest skills or characteristics?") and provided supportive talk with every home visitor with statements such as "That's huge. It's good insight" and "I'm glad we talked and hopefully things keep on keeping on since this morning." Relationship building is a theme that is not restricted to the first session as it is seen in every session for almost all home visitors.

Theme: Solution and problem identification. HV1, HV3, and HV5 all had solution and problem identification (SPI) in sessions one and four. HV2 had SPI in all

sessions and HV4 had SPI in sessions one and seven. It was consistent across all home visitors that SPI were discussed in the first session meaning the coach and home visitor focused on more than simply relationship building in session one, they started to identify what struggles the home visitors may be going through and what they wanted to work on. Participant five expressed “I have a couple that have gotten jobs recently and that is really challenging to try to fit visits within their schedule.” SPI was also present in all of the home visitor’s middle session, with the exception of HV5. This shows that the coach and home visitor maintained an open communication about struggles and experiences the home visitor was going through throughout the coaching experience. Overall all three analyzed sessions, HV2 had the highest percentage of segments coded in SPI at 61% ($n = 288$) and HV4 had the lowest overall percentage with 7.69% ($n = 32$).

HV2 and HV4 also continued this SPI discussion into their final session. They are also two of the three home visitors who discussed additional goals in their final sessions, so it makes sense that they were also discussing SPI. For example, HV2 was interested in completing her CFLE and commented “I love school. And I don't know how it's going to look but I'm really interested in taking the exam.” HV1 was the third home visitor to discuss goals in her final session but she did not discuss SPI in her final session. She was reviewing her existing goals, asking “can you remind me of what goals we've talked about?,” not creating new ones as was the case with HV2 and HV4.

Reflective thinking was present in every session during the SPI theme. This included reflection in 14 out of 15 total sessions and formulating solutions in six sessions. The coach demonstrated reflective listening in 13 of the 15 sessions during the SPI theme

with comments such as "That's nice that you accept it rather than resist it or let it destroy you." Reflection consisted of the home visitors reflecting on strengths (HV1, HV4, HV5), practice (HV1, HV2, HV3, HV4, HV5), family life (HV1, HV2, HV3, HV4, HV5), and coaching (HV2). Supplied information was also present in 14 out of the 15 total analyzed sessions. Home visitors discussed and reflected during the SPI theme.

The coach also asked four out of five home visitors questions that align with FLC (e.g., "Did you learn anything there that might be helpful to this?") during the SPI steps of coaching. HV3 did not receive any questions that align with FLC. For the other home visitors, the coach asked several types of questions that align with FLC including those related to goals, exploring options, problem solving, and results and evaluation.

The conversation of SPI is the steppingstone to choosing goals. The home visitor and coach discussed the struggles that the home visitor is experiencing and reflected on solutions that had worked in the past as well as possible goals that could be formed. The next step or theme of the coaching experience is goals clarification.

Theme: Goals clarification. HV1, HV2, and HV4 had goal clarification in all three sessions. HV3 had goal clarification in only sessions one and four, while HV5 only discussed goal clarification in session one. This demonstrates that the first session had several steps and themes now including relationship building, solution and problem identification, and now goal clarification. Goals clarification was consistently discussed in session one for every home visitor. This demonstrates that the first session had several steps and themes including relationship building, solution and problem identification, and now goal clarification. Goals clarification was also consistent in session four for four out

of the five home visitors, excluding HV5. This indicates that most home visitors continued to discuss and reflect on their goals towards the middle of their coaching experience. Overall all three analyzed sessions, HV4 had the highest percentage of segments coded in goals clarification at 8.17% ($n = 34$) and HV5 had the lowest overall percentage with 2.64% ($n = 14$).

All five home visitors had some amount of reflection during the theme of goals discussion, but it was not present in all sessions within this theme. HV2 reflected “I see growth in a lot of areas in parenting, interacting with me, and socialization. I’m seeing a lot of things, but specifically I’d like them to be more engaged in the activity.” Throughout the goals clarification theme, reflection was only used in seven of the 15 sessions. It was not consistent between home visitors nor was it consistently used in the same session for each home visitor. When using reflection, home visitors reflected on strengths (HV1, HV4), family life (HV1, HV2, HV4), coaching (HV1, HV3, HV5), and practice (HV3, HV4, HV5).

Supplied information was present in each session where the goal clarification was discussed. The home visitors and the coach were equal in supplying information and the information primarily focused on the topic of coaching, which includes goal discussion. This is with the exception of two segments with HV3 who discussed family life.

The coach asked every home visitor goals questions specifically those that were aligned with FLC like “what does success look like as a HV?” “because that is a goal of yours is to get your bachelor’s degree,” and “have you had a chance to think more about your strengths and your goals?” This indicates that the coach was conscientious of the

coaching process and prompted each home visitor to reflect and decide on which goals to set.

Goal clarification was the smallest discussed theme of all. No session with any participant had more than 14 segments in the theme of goal clarification. Goal clarification was coded for segments that were actively discussing goals questions which aligned with FLC from the coach, filtering out possible goals to find the home visitor's goals, and discussing the specific goals for each home visitor. Although coaches and coachees were continuously relating discussion to goals, the discussion would typically fall under other codes such as solution and problem identification, action steps, or results and evaluation, resulting in fewer goals clarification segments.

Theme: Action steps. HV1, HV4, and HV5 had a substantial amount of action steps discussion with 65, 70, and 59 segments, respectively. HV2 and HV3 had minimal segments in this theme with eight and 29, respectively. For HV1, HV2, and HV5, action steps were discussed in all three analyzed sessions. HV3 only had action steps in sessions one and four while HV4 only had action steps in sessions four and seven. Every home visitor consistently discussed action steps in their middle session. Overall all three analyzed sessions, HV1 had the highest percentage of segments coded in action steps at 27.66% ($n = 65$) and HV2 had the lowest overall percentage with 1.74% ($n = 8$).

There was no consistency as to which session action steps were discussed more in. HV5 had more discussion in session one than other sessions for action steps while HV4 and HV1 had more action steps discussion in the final session. HV3 had majority of action steps discussion in the middle session, and HV2 had such a minimal amount of

action step discussion with three, three, and two segments in the first, middle, and final sessions, respectively.

Although each home visitor used some kind of reflective thinking skills, not every home visitor engaged in reflection during this theme. HV1 and HV3 reflected twice during the action steps theme in family life (HV1) and practice (HV3), both in session one and once on practice in session four for HV1. HV5 reflected 11 times during the theme of action steps on practice, family life, and coaching. HV2 and HV4 did not demonstrate reflection during the action step theme.

However, reflective thinking skills other than reflection were present. All participants apart from HV3 formulated solutions. For example, HV1 came to a conclusion about promoting socialization events: “I can show them why it would be good, so that way it feels less pressure from my part and more informational.” The coach also formulated solutions with HV4, but not other HVs during the theme of action steps. Formulated solutions are more represented in this theme than others due to the progression of coaching. After setting goals the next logical step is to set up a plan to complete these goals, hence formulating solutions during the action step phase.

The coach asked all but HV3 questions that align with FLC in the form of exploring options (e.g., Do you think reflective listening and motivational interviewing work?). Exploring options were used to help facilitate formulating solutions as well as coming up with action steps to meet the goals of the home visitors. The coach continued to be conscientious to the steps each home visitor was in and prompted home visitors to move through this phase using exploring options questions during the action steps theme.

Theme: Results, evaluation, and accountability. All five home visitors consistently demonstrated results, evaluation, and accountability (REA) discussion in their middle and final sessions. None had REA discussion during session one. This is easily explained due to REA focusing on the results of action steps as well as the results of the coaching experience. The first session would not have any action steps completed nor would it be the finality of the coaching experience, thus logically no REA discussion.

Overall all three analyzed sessions, HV4 had the highest percentage of segments coded in REA at 53.13% ($n = 221$) and HV2 had the lowest overall percentage with 21.13% ($n = 97$). REA was different than other themes in that it was consistently the highest percentage of theme for every home visitor except for one, HV2. With the exception of HV2 who had 61% ($n = 288$) in SPI, REA was the most discussed theme for four out of five home visitors and occurred in sessions four and seven for all participants. This demonstrates that the REA step of the coaching experience was substantial to almost every home visitor. Even for HV2, REA was the second highest theme across all three sessions after SPI. Ranging from 21.13% ($n = 97$) to 53.13% ($n = 221$) across all home visitors, REA proved to be a large focus of the coaching experience. This can be explained by REA not only including results and evaluation on home visitor's goals and action steps, but also reviewing the home visitor's entire coaching experience with the coach asking questions such as "Where do you feel you're at now with that compared to August when we started?" and "do you have a big takeaway about the process of coaching?"

Reflection was present in the REA theme for every home visitor in all sessions which REA was coded. This makes sense as REA is a step in which evaluating results occurs and evaluating previous experiences is part of the reflection process. Aside from some outliers, the majority of reflection for every home visitor occurred during the REA step (see Table 8). This further demonstrates the presence and importance that reflection has during the REA theme.

Table 8. *Rate of Reflection in Results, Evaluation, Accountability Theme*

Home Visitor	Middle Session % (n)	Final Session % (n)
1	68.75 (11)	88.89 (8)
2	21.88 (7)	90.91 (10)
3	64.29 (9)	90.0 (9)
4	93.33 (28)	37.5 (3)
5	8.70 (2)	96.0 (48)

In every session related to REA for every home visitor, the coach asked questions that align with FLC specifically aligned with REA. As with previous themes, the coach continued to be conscientious of which steps the home visitor was in and used the respective questions which aligned with FLC in each step.

Trajectory Analysis

The first, middle, and final coaching session was analyzed for the five home visitors (see Table 16). Each session was unique in that it was individualized for each home visitor as demonstrated by the variety of focused and emergent codes. For example, some home visitors setting goals and action steps in the first visit and others taking these

steps in later sessions. See Tables 11-15 for detailed occurrences of each code throughout each session.

First session. Every home visitor had relationship building in session one. This was not surprising given that home visitors have strengths in relationship building (see Figure 1.). In session one the coach asked every home visitor “have you ever done coaching before?” or similarly worded questions to better understand the home visitors’ experiences with coaching. Home visitors engaged with the coach demonstrated by introducing their back story (e.g., “I’ve had my own kids when I was very young. I was 22 and pregnant at 21...”), discussing their CSF strengths (e.g., “I was thinking about strategic. I’m not a person that makes decisions fast. I take my time.”), or introducing their work experience in EHS (e.g., “Some of the families from the classroom then came into the HV program. It was like we all transitioned together.”).

Additionally, all first sessions across five home visitors demonstrated: (1) solution and problem identification and (2) goals clarification. Solution and problem identification occurred when participants were discussing either existing struggles (e.g., “You don’t know what happens once you walk out the door. You deliver all of this information and you hope that it rubs off.”), or discussing solutions that have worked in the past (e.g., “It worked really well for my kids, what I did for them. I have healthy kids. They never went to bed after 9 pm, they were ready in the morning to go to school. I tell them this is what I did if you want to learn anything from it.”). Four of the five home visitors also demonstrated the action steps theme. All five home visitors chose goals during session one. Each home visitor chose goals in the coaching experience. Home visitor one chose

to work on strengthening participant attendance in family socialization events as her primary goal. Later in the coaching experience she also decided to work on pursuing an advanced degree. Home visitor two chose two goals including to strengthen family engagement with her families who have mental health challenges and to take a computer class. Home visitor three chose her goal to focus on providing meaningful feedback to parents based on parent-and-child interactions. Home visitor four chose two goals in session one including increase reading to child during home visits to strengthen parent-child relationships and to become a Certified Family Life Educator. Home visitor five chose several goals including completing her bachelor's degree, strengthen her referral process with her families, more individualized family goals, and improving family engagement. It's important to understand the content of these goals to better understand the data being evaluated and how it reflects the home visiting process. Four of the five home visitors began to create an action plan in session one to meet those goals.

All five home visitors supplied information to the coach on the following topics: coaching (e.g., "I'm taking a HDFS course about multi-ethnic children and families."), family life (e.g., "This one, I got her in the shelter, and her two older boys were in foster care, and she got them back."), practice (e.g., "For the last two days, I have had four visits yesterday and two today, and two meetings. I have not seen anyone all day long, it feels like. You are out in the trenches, doing your thing."), and strengths (e.g., "I did read about the new strengths. And they are very much, who I am"). The coach supplied information on coaching to every home visitor during the first session. This demonstrates that the home visitors began discussing their struggles and that the coach provided information on coaching to all five home visitors during session one.

Every home visitor also engaged in reflection during session one. Home visitors used reflection to think about previous experiences as possible solutions to on-going struggles as well as action steps that could work in their situations. For example, HV5 reflected on helping a family: “Doing for, this particular teen, actually she is in home based now but I still send her links. Sending her links is all she needs and then she’ll take it and run with it. Where another teen, needs you to give them a phone and state make this call right now, you can do it. Others will take it and run with it, so I think doing for looks different in each family.” The coach used reflective listening skills with every home visitor in their first session, demonstrating her attention to all five home visitors. Often times, this would be demonstrated by the coach paraphrasing what was previously said to her by the home visitor or commenting on the situation to show attentive listening. For example, HV5 was explaining a difficult family and the coach commented “And so, I would imagine it’s heated.” The coach also commented to HV3 “That is huge that she acknowledged that” after HV3 praised a parent for recognizing she was struggling with her child’s behavior and reached out for help. The coach also asked every home visitor questions which aligned with FLC related to what step each home visitor was in at the time (e.g., asking connection and motivation questions during relationship building and asking goals questions during goals clarification).

Middle session. Three of the five home visitors had all five themes represented in the middle session (e.g., relationship building, solution and problem identification, goals clarification, action steps, and results, evaluation, and accountability). HV4 had all themes except for SPI and HV5 had only SPI, action steps, and REA. Every home visitor engaged in action steps and REA during the middle session. All five home visitors

completed action steps early on and began to evaluate (REA theme code) those steps in the middle session. These action steps were the home visitors taking steps to complete their existing goals (e.g., HV1 wanted to improve socialization event attendance and HV4 chose to become a CFLE).

Supplied information (e.g., “She knows her next step. I even asked her is there anything else I can do to help you. And she said no, you have given me all of the resources.”) was strongly represented for every home visitor in the middle session as was reflective thinking (e.g., “I feel like when you can relate it makes it more real for them.”), specifically with reflection by the home visitor (e.g., “I really want that for her, if nothing else so she can feel good about herself and her children can see her feeling good about herself.”) and reflective listening by the coach (e.g., “Great job emphasizing routines. I love how you used the term need.”). The coach continued to ask every home visitor questions that aligned with FLC and when asked, they related to the specific theme or step that the home visitor was in at the time. For example, asking a problem-solving question (e.g., “Did you learn anything there that might be helpful to this?”) during the action planning theme or a results and evaluation question (e.g., “So was there a good outcome? How did it go?”) during the REA theme.

Final session. There is more variety than the first session as each home visitor ended in different stages. Some participants (HV2 and HV4) chose to create new goals in the final session as well as action steps to meet these goals. HV2 was interested in getting more information to possibly pursue her CFLE and HV4 discussed wanting to expand her English vocabulary as English was her second language. One participant (HV1) reviewed

her goals as part of the reflection process. HV1 asked the coach “Can you remind me of what goals we've talked about?” The coach reminded her of her goals including increase socialization, improve resource management skills, and pursuing an advanced degree.

One participant (HV5) engaged in a relationship building conversation at the end of her final coaching session mainly focused on supportive talk and supplied information about her dentist visit. One participant (HV3) focused primarily on the REA step as evidenced by “Maybe kind of the reflection because I feel like just talking with you about things has definitely focused my attention on certain skills that can be really helpful and then for me struggling to find the balance...” and “it's interesting, as a coach, that's a role that's maybe different from how you would naturally interact with somebody, and so I think it's going to take a little while to practice those skills and to be able to provide actual coaching to the person with whom I'm coaching, and I think it will be a challenge for her as well” while not engaging with any other theme, except briefly in relationship building.

CHAPTER FIVE: DISCUSSION

Three coaching sessions between a coach and home visitor were analyzed. Guided by Mezirow's (1991; 1990) transformative learning theory, coaching was partially conceptualized by a 10-step process that one takes in order to integrate new knowledge into one's life including a disorienting dilemma, goal setting, action planning, and reflection. These steps closely reflect the steps in which the home visitors and coach used during coaching sessions: problem identification, goal setting, action steps, and reflection.

The present findings of the analysis help to assess the coaching process. In general the variety of categories and codes in the present study confirm that it individualized process as suggested by existing research that coaching is and should be individualized to meet the needs of the coachee and reflect the skills of the coach (Diamond & Powell, 2011; Elek & Page, 2018; Isner et al., 2011; Powell & Diamond, 2013; Walsh et al., in review). The findings also point to paths of processing elements that occur across time.

The first session included similar processes for all home visitors. This makes sense as all home visitors were starting at the beginning of their coaching experience. The home visitor chose goals and created action plans. The middle session showed the most variety as each home visitor took each step of coaching at their own pace. The final session, similar to the first session, has more process similarities across home visitors. This also makes sense because, although the home visitors chose goals and completed

action steps at their own rate, they all reflected on the coaching experience and underscored completed action steps in the final session.

Coaching is used to support home visitors by providing a positive environment in which promotes goal setting, action planning, and reflecting in the coachee. The coach used supportive talk with every home visitor continuously throughout the coaching experience to promote the positive environment and used additional communication to promote talk in order to continue the discussion. Unlike reflective supervision, these coaching sessions were between a coach and the home visitor therefore eliminating the authority role. This also reflects back on Freire's (1970) liberation pedagogy which calls for the removal of the authoritative role in order to promote a more equal partnership between the teacher and the learner so that both parties can learn from one another.

The coach in this study used several processes to support and engage the home visitor in coaching including continuously asked questions that align with FLC specific to what step the coachee was in at the time (e.g., asking connection and motivation questions during the relationship building theme or asking results and evaluation questions during the REA theme). The coach also asked several questions to promote talk such as "tell me more," and "how did you handle that?" The coach also frequently demonstrated problem-solving questions and reflective listening.

Allen (2016) states the problem-solving questions that align with FLC best aligns with relationship building. This study showed that this question was asked more during the solution and problem identification (SPI) step compared to other steps. This makes sense as the SPI code is also coded when attempting to discover what has worked in the

past to manage current struggles, essentially problem solving. Allen (2016) also suggested that the goals related question that aligns with FLC best aligns with the SPI phase. This study does reflect this but also shows a substantial amount of goals question aligned with the goals clarification theme. Allen (2016) states that exploring options questions that align with FLC best align with the goals clarification step. This study reflected that the exploring options questions that align with FLC code was primarily used in SPI and action steps themes. Finally, Allen (2016) suggests that the results and evaluation questions that align with FLC typically align best with the action steps theme. However, this study found that results and evaluation questions that align with FLC aligned tightly with the results, evaluations, and accountability theme.

The coach regularly used reflective listening to demonstrate her active attention on the home visitor by use of statements such as “And so, I would imagine it's heated,” you've mentioned her briefly before,” and “It’s a good balance, yeah.” She regularly used supportive talk with every home visitor consistently across the beginning, middle, and ending sessions such as “that’s an interesting point,” “that’s awesome,” and “I remember when I first came here in August, I was a little nervous and you were so welcoming, and so I really appreciate that.” The coach frequently used questions to facilitate conversation. The coach asked relevant questions including clarifying questions such as “are these adult books or children’s books?” and “what do you mean?”. The coach maintained a positive environment through use of affirmations and at times humor to support the home visitors through their individual coaching experience.

Each home visitor set their own pace and moved through each theme or each step in their own way, reflecting the individualized nature of coaching. This is evident by the home visitors favoring different processes at different times of the coaching sessions (e.g., some home visitors beginning to set goals and action steps in session one compared to others choosing goals and action steps in the middle session). Regardless of the processes at which each home visitor moved through their individual coaching experience, all home visitors moved through the same steps as expected, albeit in a unique way. This reflects previous research indicating the importance of structure and moving through a process to complete coaching while also maintaining the individualized nature of the process (Allen, 2016; Artman-Meeker et al., 2015; Diamond & Powell, 2011; Elek & Page, 2018; Isner et al., 2011; Tout et al., 2011; Walsh et al., in review). In general, the coach and home visitor-as-coachee dyad began with relationship building, worked their way through discussing struggles and past solutions, chose goals, setup action steps, and then discussed the results and evaluation of those steps as well as the results and evaluation of their individual coaching experience.

The coaching experience supported and helped home visitors to reflect and evaluate where in their practice they can make changes to create better outcomes. The coach supported them in this process by the supportive discussions in creating goals and action steps to complete the goals as well as prompt reflection and evaluation after the fact. Home visitors had goals that ranged from increasing socialization event attendance to attending higher education. These home visitors took steps to meet these goals and completed some goals and others continued on to create new goals towards the end, inspired by the goal setting and achievement experience. While more standardized codes

were created to better understand the content of the coaching, specifics were individualized and unique to each person. We can see from the findings that reflection was a huge aspect of the coaching process as was supplying information, both of which pertained to coaching, family life, strengths, and/or practice. This is evident by the substantial amount of reflection and supplying information represented in each theme for each home visitor. There were no themes in which reflection nor supplying information did not occur. The coach used questions that specifically aligned with family life coaching (FLC) with every home visitor which were relevant to the step or theme they were in at the time. Throughout the coaching process, the coach recognized which step each home visitor was in (e.g., goals clarification or action steps) and prompted relevant questions that aligned with FLC (e.g., goals questions or problem-solving questions). The questions that the coach used coincided with the step in which the home visitor was in at the time (e.g., goals questions during goals clarification or problem-solving questions during action steps).

The coach used a variety of questions including questions that align with FLC, probing questions, clarifying questions, leading questions, and coping questions to facilitate discussion and to fully understand the information conveyed by the home visitor. The coach also used supportive talk skills to promote a positive environment including the use of humor, affirmations, compliments, offering check-ins, and frequently showing agreement with the home visitor. The use of questions that align with FLC helped to move through the coaching process as they would prompt discussion in specific steps as well as encourage the home visitor to reflect and evaluate the coaching process.

Limitations

This study is the first to explore coaching sessions with home visitors as the clients but there are several limitations that should be considered. One limitation is that coaching has many meanings and can be interpreted by each individual in their own way. Coaching is widely misunderstood in the home visiting field and needs to be potentially defined as separate from reflective supervision. This study was conducted at one site with EHS home visitors in a PAT affiliate program with five home visitors and one coach. This means that there will be limited generalizability of our findings. All of the participants identified as female, including the coach, and future research should consider a wider sampling frame. In the current study, the coach was awarded time and resources to work at the site. Financial support of a coach for home visitors is an important consideration and may lead to slow progress in this line of inquiry.

This study resulted in 36 total coaching sessions with five home visitors and 15 of these sessions (first, middle, and final sessions) were analyzed for detailed information and patterns. With 15 sessions, roughly 5,800 codes were generated and analyzed. Several thousand more segments could be coded and analyzed in future research with this study alone.

During the coaching intervention, home visitor participants' video recorded one home visit a week and they were rated using three observational measures. The data and video were not shared with participants until after this coaching intervention ended. Future studies may include video sharing and data sharing during the coaching intervention (see Roggman & Innocenti, 2018).

Home visitor participants provided feedback about the coaching sessions during each of the first 4 weeks and at the end of the 4 months. In the future, the coach and the home visitors should evaluate each session to explore engagement in the coaching process (see Powell & Diamond, 2013).

Implications

This study is unique in that research into coaching EHS home visitors has not been explored in any depth. This is the first study to explore coaching sessions with home visitors as the clients. The HSPPS have mandated that EHS programs implement coaching experiences for education staff (§ 1302.93, ACF, 2016). It is because of this that coaching in EHS with the home visitor-as-coachee warrants further attention. Coaching home visitors has the opportunity to promote goal setting, achievement, and reflection in home visitors who can, in turn, use these skills with the families they serve to promote goal setting, achievement, and reflection in the family setting. Home visitors are often coaches in the partnership they share with families (Allen, 2016; Peterson et al., 2018).

This study provides a clearer picture as to what occurs through the coaching journey. Others may reflect upon this study and consider adding to or modifying their own coaching experience to reflect either a more structured and/or more individualized coaching experience. This study demonstrated that coaching is not only structured, but also individualized for each participant. The coach demonstrated regular understanding of which step the participants were in by asking questions that align with FLC related to the step to promote discussion. She also used a great deal of supportive talk to encourage a positive environment which prompted positive relationship building between the home-

visitor-coach dyad. Each home visitor experienced the coaching journey differently than the others demonstrated by the different steps each took in different sessions. This study also demonstrated that relationship building is not simply a step to complete, but rather a continuous effort made throughout the entirety of the coaching experience to maintain a positive environment. It is plausible that competencies for coaches of home visitors could emphasize individualizing of each session and ongoing relationship building processes.

Future research should examine the impact of coaching on outcomes, including child, family, and home visitor outcomes. Short-term and long-term outcomes need to be identified as a result of what could be expected from home visitor-as-coachee engagement in coaching sessions.

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Tables

Table 9. *Quote Table for All Emergent Codes*

Code	Home Visitor	Coach
Reflective Thinking		
o Reflective Listening	HV: "That's what I've always said, food brings people together." (HV1;S1)	Coach: "I'm hearing that some families need more support. Am I hearing that its possible that you might be some families' support?" (HV5;S1)
o Formulating Solutions	HV: "I can show them why it would be good, so that way it feels less pressure from my part and more informational." (HV1;S1)	Coach: "So I guess you should find out what motivates her and tell her something." (HV2;S4)
o Prediction	HV: "So, yes, we are hoping that she gets through the treatment. I don't know how the birth will go from there. I have no idea. I'm learning something new every day on that stuff." (HV2;S4)	Coach: "Maybe if you don't see her because she's getting the treatment that she really needs." (HV2;S4)
o Reflection	HV: "You try to overextend. In one of your videos you mentioned burn-out, when you try to do all three roles, which is not your actual job, it is the recipe for burn out." (HV3;S4)	Coach: "Maybe it was a wake-up call for the family. When I have those moments, as long as I'm within professional reason, I feel good for expressing boundaries and limits." (HV3;S4)
§ Strengths	HV: "So I feel, like I'm saying, I feel more confident when I read the information than when I hear the information." (HV4;S7)	None
§ Practice	HV: "For me, I think success is when I see the parents following what we are working on, like referrals, and getting the help they need to progress as a family and as individuals. I think that is success because when I see parents not taking action on what they need to do to help themselves, it is sad for me." (HV4;S1)	Coach: "I think so too because sometimes, I don't know about you, but I kind of feel like, "Well, I would love if someone [laughter] heard my goal, and then nurtured me and told me like, "Wow. You made it [laughter]."" (HV3;S7)
§ Family Life	HV: "Yes, he has this doll, it is so random. He found it on a donation table like 2 months ago, it is weird looking and creepy but he is obsessed with it. He has that as a comfort, he takes it everywhere. I'm hoping they did not leave it in the old apartment when they had to get out. It has kind of become part of who he is. He should have that." (HV5;S4)	Coach: "I think that comes from I had some interesting family history so I've seen a lot of things that's a cover-up in my environment and I think that has made me more sensitive and excepting to situations. Yeah." (HV2;S7)

§ Coaching	HV: "After watching all three videos, the FLE was a bit foreign, we knew a bit about it, but this last one put a bow on it." (HV5;S1)	None
Supplied Information		
o Coaching	HV: "Okay, because I have all my credits. I have all the paperwork that they require" (HV4;S4)	Coach: "I think we had an informative talk. Next time we talk, we'll formulate these goals around engaging families in activities, or taking a computer class." (HV2;S1)
o Family Life	HV: "She lives in low-income housing, yeah." (HV2;S4)	Coach: "Because a lot of kids by that age have seen the doctor like 18 times [laughter]." (HV5;S7)
o Practice	HV: "With them, well first of all with all my families, I ask them what they want to work on." (HV2;S1)	Coach: "That makes sense. And you and I both know, that you have to push that because that is part of model fidelity with PAT." (HV5;S4)
o Strengths	HV: "I was thinking about strategic. I'm not a person that makes decisions fast. I take my time." (HV4;S1)	Coach: "Last time we met, your Strengths Finder results revealed: harmony, includer, developer, relator, and positivity." (HV5;S1)
Additional Communication		
o Clarifying Qs/Statements	HV: "Can you remind me of what goals we've talked about?" (HV1;S8)	Coach: "Okay, okay. So it's temporary?" (HV2;S4)
o Leading Qs	HV: "Is there anything you want me to do to prepare for our next meeting?" (HV1;S1)	Coach: "Cool. How are things going with your families? Successes and challenges?" (HV5;S4)
o Probing Qs	HV: "Have you ever talked to them?" (HV3;S4)	Coach: "Exactly. Can you talk to me a little bit more about the adults?" (HV3;S1)
Not Relevant		
o Other	HV: "So it just -" (HV1;S8)	None
Questions with FLC		
o Connection/Motivation	None	Coach: "What motivates or inspires you in your professional work?" (HV4;S1)
o Exploring Options/AS	None	Coach: "What kind of planning do you think would help a parent with mental illness?" (HV2;S1)
o Goals	None	Coach: "Tell me about goals. Have you had a chance to think about goals and goals that might be related to your strengths?" (HV3;S1)
o Problem Solving	None	Coach: "What do you think are characteristics of families where you feel like there is more being with than doing for?" (HV5;S1)

o Results/Evaluation	None	Coach: "Out of all of our time we spent together, do you have a big take home message from coaching?" (HV4;S7)
Negative/Neutral Response		
o Rejection	HV: "No, I haven't." (HV4;S4)	Coach: "Uh-uh" (HV2;S4)
o Uncertain	HV: "I don't know." (HV2;S1)	Coach: "I don't know." (HV5;S7)
Supportive Talk		
o Affirming	HV: "That sounds perfect." (HV3;S4)	Coach: "That is really cool." (HV2;S4)
o Complimenting	HV: "We'll do it next time. This has been a good conversation. You are really good at questions in stuff." (HV2;S1)	Coach: "You're really good, [HV], at letting them have a voice, and then positive reinforcement with these good things that they do." (HV4;S4)
o Humor	HV: "The weird moon or something [laughter]?" (HV5;S7)	Coach: "In teenage land that makes sense [laughter]." (HV5;S7)
o Offering Check-in	None	Coach: "You try it with her. Let me know how those open-ended questions go." (HV2;S4)
o Short Agreement	HV: "Yes. Yeah." (HV5;S7)	Coach: "Okay. Let's do it." (HV2;S4)
o Solution-Focused; Coping	None	Coach: "How do you handle that, [HV]? Because that's kind of stressful." (HV4;S4)

Table 10. *Quote Table for All Themes*

Themes	Home Visitor	Coach
Relationship Building	HV: "It is! It's like a spa in there. It's so nice. I love it. And they're all beautiful people in there, so it makes it even nicer [laughter]. Yeah. It's kind of amazing. I was there last week, too. I got a crown done last week." (HV5;S7)	Coach: "Oh good, that's great. What motivates or inspires you in your professional work?" (HV4;S1)
Solution/Problem Identification	HV: "I think that embracing silence is really important. I don't know if I'm that great at it, sometimes I am. I always like to chat I guess. I really like that. I'm doing a lot better with it but I could always do better. Just really pause." (HV2;S1)	Coach: "What kind of planning do you think would help a parent with mental illness?" (HV2;S1)
Goals Clarification	HV: "Yes, the actual getting involved in a specific activity. I see growth in a lot of areas in parenting, interacting with me, and socialization. I'm seeing a lot of things, but specifically I'd like them to be more engaged in the activity." (HV2;S1)	Coach: "Yes. I read your goals. You want to do more reading on your home visits and strengthen parent and child relationships. And, then your goal of becoming a CFLE. Do these sound correct?" (HV4;S1)
Action Steps	HV: "Yes, for sure. I will definitely look into Community Health Science. What was the other one? I should have grabbed her hand-outs, they are sitting on my table." (HV5;S4)	Coach: "I think that's smart, and we'll see. And one thing at a time, so next time we'll look at your CFLE package and it should be ready to go out when we meet in October." (HV4;S4)
Results, Evaluation, and Accountability	HV: "I'm unsure what worked this time. I think the event in of itself was exciting. One of the families was a returning family and they knew what to expect at the event. That is why there were interested. The other three were brand new families." (HV1; S4)	Coach: "That is huge that she acknowledged that but now she needs to use her skills and resources it sounds like. Correct?" (HV3;S4)
Other	HV: "So it just -" (HV1;S8)	None

Table 11. Codes for Participant One and Coach

Participant 1		Participant 2		Participant 3		Participant 4		
Theme	S1 Total Segments: 62 (34:28)	S4 Total Segments: 57 (29:28)	S8 Total Segments: 16 (6:9:5:7)	Theme	Total Segments for theme: 7 (4:3)	Theme	Total Segments for theme: 10 (1)	
Relationship Building	<ul style="list-style-type: none"> o Reflective Thinking (3:1) o Reflective Listening (3:0) o Reflection (0:1) o Practice (0:1) o Coaching (1:0) o Practice (0:1) o Strengths (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (1:0) 	Action Steps	<ul style="list-style-type: none"> o Reflective Thinking (2:3) o Reflective Listening (2:0) o Formulating Solutions (0:1) o Reflection (0:2) o Family Life (0:2) o Questions with FLC (2:0) o Exploring Options/AS (2:0) 	Results, Evaluation, Accountability	<ul style="list-style-type: none"> o Reflective Thinking (0:1) o Reflection (0:1) o Practice (0:1) 	
	<ul style="list-style-type: none"> o Additional Communication (1:2) o Leading Qs (1:1) o Probing Qs (0:1) o Questions with FLC (1:0) o Connection/Motivation (1:0) o Negative/Neutral Response (0:1) o Reflection (0:1) o Supportive Talk (2:1) o Complimenting (1:0) o Offering Check-in (1:0) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (1:0) 		<ul style="list-style-type: none"> o Reflective Thinking (4:1) o Reflective Listening (4:1) o Reflection (0:1) o Strengths (0:1) o Practice (0:5) o Family Life (0:5) o Coaching (0:5) o Applied Information (0:4) o Family Life (0:3) o Practice (0:1) 		<ul style="list-style-type: none"> o Reflective Thinking (0:7) o Formulating Solutions (0:7) o Applied Information (7:4) o Coaching (7:3) o Practice (0:1) o Additional Communication (3:7) o Clarifying Qs/Statements (3:7) o Questions with FLC (1:0) o Exploring Options/AS (1:0) o Negative/Neutral Response (0:1) o Uncertain (0:1) o Supportive Talk (17:10) o Affirming (1:1) o Offering Check-in (9:0) o Short Agreement (7:9) 	
Solution/Problem Identification	<ul style="list-style-type: none"> o Reflective Thinking (6:8) o Reflective Listening (6:0) o Formulating Solutions (0:1) o Reflection (0:7) o Strengths (0:4) o Practice (0:1) o Family Life (0:2) o Applied Information (1:7) o Coaching (1:0) o Family Life (0:3) o Practice (0:3) o Strengths (0:1) o Additional Communication (4:0) o Leading Qs (2:0) o Probing Qs (2:0) o Questions with FLC (2:0) o Goals (1:0) o Results/Evaluation (1:0) 	<ul style="list-style-type: none"> o Reflective Thinking (3:4) o Reflective Listening (3:0) o Reflection (0:4) o Strengths (0:1) o Practice (0:1) o Family Life (0:2) o Applied Information (0:6) o Family Life (0:6) o Additional Communication (5:0) o Clarifying Qs/Statements (4:0) o Probing Qs (1:0) o Supportive Talk (3:1) o Short Agreement (0:1) o Solution-Focused Coping (3:0) 	<ul style="list-style-type: none"> o Reflective Thinking (0:1) o Reflection (0:1) o Coaching (0:1) o Applied Information (2:0) o Coaching (2:0) o Clarifying Qs/Statements (0:1) o Supportive Talk (1:1) o Short Agreement (1:1) 	Other	<ul style="list-style-type: none"> o Reflective Thinking (0:1) o Reflection (0:1) o Coaching (0:1) o Applied Information (2:0) o Coaching (2:0) o Clarifying Qs/Statements (0:1) o Supportive Talk (1:1) o Short Agreement (1:1) 	<ul style="list-style-type: none"> o Reflective Thinking (4:1) o Reflective Listening (4:1) o Reflection (0:1) o Strengths (0:1) o Practice (0:5) o Family Life (0:5) o Coaching (0:5) o Applied Information (0:4) o Family Life (0:3) o Practice (0:1) o Additional Communication (4:0) o Clarifying Qs/Statements (1:0) o Probing Qs (3:0) o Questions with FLC (2:0) o Results/Evaluation (2:0) o Supportive Talk (6:0) o Affirming (2:0) o Complimenting (3:0) o Negative/Neutral Response (0:1) o Solution-Focused Coping (1:0) 	<ul style="list-style-type: none"> o Reflective Thinking (0:1) o Reflection (0:1) o Coaching (0:1) o Applied Information (2:0) o Coaching (2:0) o Clarifying Qs/Statements (0:1) o Supportive Talk (1:1) o Short Agreement (1:1) 	<ul style="list-style-type: none"> o Reflective Thinking (0:8) o Reflection (0:8) o Practice (0:2) o Strengths (0:1) o Family Life (0:1) o Coaching (0:5) o Applied Information (1:1) o Coaching (1:4) o Family Life (0:5) o Practice (0:2) o Additional Communication (6:0) o Clarifying Qs/Statements (2:0) o Leading Qs (1:0) o Probing Qs (3:0) o Questions with FLC (3:0) o Results/Evaluation (1:0) o Connection/Motivation (1:0) o Negative/Neutral Response (0:1) o Uncertain (0:1) o Supportive Talk (17:3) o Affirming (11:0) o Humor (1:1) o Offering Check-in (1:0) o Short Agreement (4:2)
	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 		<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0)
Goals Clarification	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0) 	<ul style="list-style-type: none"> o Coaching (1:0) o Practice (0:1) o Strengths (0:1) o Family Life (0:1) o Applied Information (1:0) o Coaching (1:0) o Practice (0:1) o Goals (4:0) o Supportive Talk (1:0) o Offering Check-in (1:0)
<p>Total segments for theme: 12 (8:4)</p>		<p>Total segments for theme: 11 (1:0)</p>		<p>Total segments for theme: 6 (3:3)</p>		<p>Total segments for theme: 50 (27:23)</p>		

Bold number represents number of segments spoken by coach, non-bold represents those spoken by home visitor

Table 12. Codes for Participant Two and Coach

Participant 2		Coach		Home Visitor			
Theme	S1 Total Segments: 82 (41:4)	S4 Total Segments: 288 (144:145)	S7 Total Segments: 88 (44:44)	Action Steps	Results, Evaluation, Accountability		
Relationship Building	<ul style="list-style-type: none"> Supplied Information (0:2) Family Life (0:1) Strengths (0:1) Questions with FLC (2:0) Connection/Motivation (2:0) Negative/Neutral Response (0:1) Reflection (0:1) Supportive Talk (1:1) Complimenting (1:0) Short Agreement (0:1) 	<ul style="list-style-type: none"> Supplied Information (3:1) Coaching (1:1) Family Life (2:0) Additional Communication (0:3) Probing (0:3) Supportive Talk (6:6) Affirming (1:2) Humor (3:1) Short Agreement (2:3) 	<ul style="list-style-type: none"> Supplied Information (4:1) Coaching (4:1) Additional Communication (2:5) Clarifying Qs/Statements (2:5) Negative/Neutral Response (0:1) Uncertain (0:1) Supportive Talk (4:4) Affirming (3:4) Short Agreement (1:0) 	<ul style="list-style-type: none"> Reflective Thinking (1:0) Reflective Listening (1:0) Supplied Information (0:1) Practice (0:1) Questions with FLC (1:0) Exploring Options/AS (1:0) 	<ul style="list-style-type: none"> Reflective Thinking (0:1) Formulating Solutions (0:1) Supportive Talk (2:0) Affirming (1:0) Offering Check-in (1:0) 	<ul style="list-style-type: none"> Reflective Thinking (3:3) Reflective Listening (1:0) Formulating Solutions (0:1) Prediction (2:0) Reflection (0:7) Practice (0:1) Family Life (0:6) Supplied Information (0:6) Family Life (0:6) Additional Communication (3:1) Clarifying Qs/Statements (2:1) Probing Qs (1:0) Results/Evaluation (4:0) Negative/Neutral Response (1:0) Uncertain (1:0) Supportive Talk (5:8) Affirming (12:2) Complimenting (1:0) Short Agreement (1:6) Solution-Focused Coping (1:0) 	<ul style="list-style-type: none"> Coaching (0:1) Supportive Talk (1:0) Offering Check-in (1:0)
	<ul style="list-style-type: none"> Total segments for theme: 7 (3:4) Reflective Thinking (4:15) Reflective Listening (3:0) Formulating Solutions (1:1) Reflection (0:14) Practice (0:7) Family Life (0:7) Supplied Information (0:8) Family Life (0:7) Practice (0:1) Additional Communication (10:2) Clarifying Qs/Statements (2:2) Leading Qs (2:0) Probing Qs (6:0) Questions with FLC (7:0) Exploring Options/AS (1:0) Goal (3:0) Problem Solving (3:0) Negative/Neutral Response (0:1) Uncertain (0:1) Supportive Talk (10:5) Affirming (4:0) Complimenting (4:1) Short Agreement (2:4) 	<ul style="list-style-type: none"> Total segments for theme: 19 (9:10) Reflective Thinking (8:28) Reflective Listening (3:0) Formulating Solutions (5:3) Reflection (0:25) Practice (0:14) Family Life (0:11) Supplied Information (5:32) Coaching (1:3) Family Life (2:19) Practice (2:10) Additional Communication (34:5) Clarifying Qs/Statements (20:3) Leading Qs (2:0) Probing Qs (11:2) Not Relevant (0:1) Questions with FLC (2:0) Exploring Options/AS (2:0) Negative/Neutral Response (1:4) Reflection (1:2) Uncertain (0:2) Supportive Talk (55:36) Affirming (41:13) Complimenting (2:0) Short Agreement (12:23) 	<ul style="list-style-type: none"> Total segments for theme: 21 (10:11) Reflective Thinking (1:0) Formulating Solutions (1:0) Supplied Information (1:3) Coaching (1:0) Family Life (0:3) Additional Communication (2:2) Clarifying Qs/Statements (0:2) Probing Qs (2:0) Supportive Talk (3:3) Affirming (2:2) Offering Check-in (1:0) Short Agreement (0:1) 	<ul style="list-style-type: none"> Total segments for theme: 3 (2:1) Reflective Thinking (1:0) Reflective Listening (1:0) Supplied Information (0:1) Practice (0:1) Questions with FLC (1:0) Exploring Options/AS (1:0) 	<ul style="list-style-type: none"> Total segments for theme: 3 (2:1) Reflective Thinking (0:1) Formulating Solutions (0:1) Supportive Talk (2:0) Affirming (1:0) Offering Check-in (1:0) 	<ul style="list-style-type: none"> Total segments for theme: 50 (26:24) Not Relevant (0:2) Other (0:2) 	<ul style="list-style-type: none"> Total segments for theme: 2 (1:1) Coaching (0:1) Supportive Talk (1:0) Offering Check-in (1:0)
Solution/Problem Identification	<ul style="list-style-type: none"> Total segments for theme: 62 (31:31) Reflective Thinking (0:1) Reflection (0:1) Family Life (0:1) Supplied Information (2:2) Coaching (2:2) Additional Communication (1:1) Clarifying Qs/Statements (1:1) Questions with FLC (2:0) Goal (2:0) Supportive Talk (0:1) Short Agreement (0:1) 	<ul style="list-style-type: none"> Total segments for theme: 211 (105:106) Supplied Information (2:1) Coaching (2:1) Supportive Talk (0:1) Short Agreement (0:1) 	<ul style="list-style-type: none"> Total segments for theme: 15 (7:8) Supplied Information (0:1) Coaching (0:1) Questions with FLC (1:0) Goals (1:0) Supportive Talk (1:0) Affirming (1:0) 	<ul style="list-style-type: none"> Total segments for theme: 0 	<ul style="list-style-type: none"> Total segments for theme: 50 (26:24) Not Relevant (0:2) 	<ul style="list-style-type: none"> Total segments for theme: 4 (2:2) 	<ul style="list-style-type: none"> Total segments for theme: 0
	<ul style="list-style-type: none"> Reflective Thinking (0:1) Reflection (0:1) Family Life (0:1) Supplied Information (2:2) Coaching (2:2) Additional Communication (1:1) Clarifying Qs/Statements (1:1) Questions with FLC (2:0) Goal (2:0) Supportive Talk (0:1) Short Agreement (0:1) 	<ul style="list-style-type: none"> Supplied Information (2:1) Coaching (2:1) Supportive Talk (0:1) Short Agreement (0:1) 	<ul style="list-style-type: none"> Supplied Information (0:1) Coaching (0:1) Questions with FLC (1:0) Goals (1:0) Supportive Talk (1:0) Affirming (1:0) 	<ul style="list-style-type: none"> Total segments for theme: 0 	<ul style="list-style-type: none"> Total segments for theme: 2 (0:2) 	<ul style="list-style-type: none"> Total segments for theme: 0 	
Goals Clarification	<ul style="list-style-type: none"> Total segments for theme: 10 (5:5) 	<ul style="list-style-type: none"> Total segments for theme: 4 (2:2) 	<ul style="list-style-type: none"> Total segments for theme: 3 (2:1) 	<ul style="list-style-type: none"> Total segments for theme: 0 	<ul style="list-style-type: none"> Total segments for theme: 2 (0:2) 	<ul style="list-style-type: none"> Total segments for theme: 0 	

Bold number represents number of segments spoken by coach, non-bold represents those spoken by home visitor

Table 14. Codes for Participant Four and Coach

Participant 4		Participant 4		Participant 4		Participant 4		
Theme	S1 Total Segments: 95 (28,27)	S4 Total Segments: 248 (124,124)	S7 Total Segments: 113 (66,57)	Other	Other	Other	Other	
Relationship Building	<ul style="list-style-type: none"> o Reflective Thinking (2:3) o Reflective Listening (2:0) o Reflection (0:3) o Practice (0:1) o Family Life (0:2) o Supplied Information (1:5) o Coaching (1:2) o Family Life (0:1) o Strengths (0:2) 	<ul style="list-style-type: none"> o Reflective Thinking (2:2) o Reflective Listening (2:0) o Reflection (0:2) o Family Life (0:2) o Supplied Information (0:8) o Family Life (0:8) o Additional Communication (2:0) o Clarifying Qs/Statements (1:0) o Probing Qs (1:0) o Supportive Talk (7:2) o Affirming (4:1) o Complimenting (3:0) o Humor (0:1) 	<ul style="list-style-type: none"> o Supportive Talk (2:1) o Humor (2:1) 	Action Steps	<ul style="list-style-type: none"> o Reflective Thinking (2:4) o Reflective Listening (1:0) o Formulating Solutions (1:3) o Prediction (0:1) o Supplied Information (3:5) o Coaching (3:2) o Family Life (0:3) o Additional Communication (2:2) o Clarifying Qs/Statements (2:1) o Probing Qs (0:1) o Questions with FLC (2:0) o Exploring Options/AS (2:0) o Supportive Talk (9:6) o Affirming (4:1) o Complimenting (1:0) o Offering Check-in (1:0) o Short Agreement (3:5) 	<ul style="list-style-type: none"> o Reflective Thinking (0:4) o Reflection (0:4) o Strengths (0:4) o Questions with FLC (2:0) o Problem Solving (2:0) o Supportive Talk (2:0) o Affirming (2:0) 	<ul style="list-style-type: none"> o Reflective Thinking (23:28) o Reflective Listening (18:0) o Formulating Solutions (4:0) o Prediction (1:0) o Reflection (0:28) o Practice (0:11) o Family Life (0:17) o Supplied Information (3:38) o Coaching (1:2) o Family Life (1:25) o Practice (1:11) o Additional Communication (13:1) o Clarifying Qs/Statements (10:1) o Probing Qs (3:0) o Questions with FLC (11:0) o Exploring Options/AS (2:0) o Problem Solving (1:0) o Results/Evaluation (8:0) o Negative/Neutral Response (0:2) o Reflection (0:1) o Uncertain (0:1) o Supportive Talk (38:21) o Affirming (22:7) o Complimenting (5:0) o Offering Check-in (1:0) o Short Agreement (8:14) o Solution-Focused Coping (2:0) 	<ul style="list-style-type: none"> o Reflective Thinking (0:3) o Reflection (0:3) o Practice (0:2) o Coaching (0:1) o Family Life (0:7) o Practice (0:2) o Additional Communication (5:0) o Clarifying Qs/Statements (1:0) o Probing Qs (4:0) o Questions with FLC (3:0) o Results/Evaluation (3:0) o Negative/Neutral Response (0:1) o Uncertain (0:1) o Supportive Talk (13:8) o Affirming (10:1) o Complimenting (1:0) o Offering Check-in (2:0) o Short Agreement (0:7)
	<ul style="list-style-type: none"> o Additional Communication (1:2) o Clarifying Qs/Statements (1:2) o Questions with FLC (5:0) o Connection/Motivation (4:0) o Problem Solving (1:0) o Supportive Talk (3:1) o Affirming (3:1) 	<ul style="list-style-type: none"> o Reflective Thinking (6:8) o Reflective Listening (6:0) o Reflection (0:8) o Practice (0:6) o Family Life (0:2) o Supplied Information (0:2) o Family Life (0:1) o Practice (0:1) o Questions with FLC (4:0) o Goals (3:0) o Problem Solving (1:0) o Supportive Talk (2:2) o Affirming (2:1) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Reflective Thinking (1:3) o Reflective Listening (1:0) o Reflection (0:3) o Practice (0:2) o Family Life (0:1) o Supplied Information (1:0) o Coaching (1:0) o Questions with FLC (2:0) o Goals (1:0) o Problem Solving (1:0) o Supportive Talk (0:1) o Short Agreement (0:1) 					
Solution/Problem Identification	<ul style="list-style-type: none"> o Reflective Thinking (1:3) o Reflective Listening (1:0) o Reflection (0:3) o Practice (0:2) o Family Life (0:1) o Supplied Information (1:0) o Coaching (1:0) o Questions with FLC (2:0) o Goals (1:0) o Problem Solving (1:0) o Supportive Talk (0:1) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Coaching (2:1) o Questions with FLC (2:0) o Goals (2:0) o Supportive Talk (3:4) o Affirming (2:2) o Short Agreement (1:2) 	<ul style="list-style-type: none"> o Reflective Thinking (3:1) o Reflection (1:0) o Reflection (0:1) o Strengths (0:1) o Supplied Information (0:4) o Coaching (0:4) o Additional Communication (2:1) o Clarifying Qs/Statements (2:1) o Supportive Talk (2:1) o Affirming (1:1) o Complimenting (1:0) 	Results, Evaluation, Accountability	<ul style="list-style-type: none"> o Reflective Thinking (3:1) o Reflection (1:0) o Reflection (0:1) o Strengths (0:1) o Supplied Information (0:4) o Coaching (0:4) o Additional Communication (2:1) o Clarifying Qs/Statements (2:1) o Supportive Talk (2:1) o Affirming (1:1) o Complimenting (1:0) 	<ul style="list-style-type: none"> o Reflective Thinking (11:0) o Exploring Options/AS (2:0) o Problem Solving (1:0) o Results/Evaluation (8:0) o Negative/Neutral Response (0:2) o Reflection (0:1) o Uncertain (0:1) o Supportive Talk (38:21) o Affirming (22:7) o Complimenting (5:0) o Offering Check-in (1:0) o Short Agreement (8:14) o Solution-Focused Coping (2:0) 	<ul style="list-style-type: none"> o Reflective Thinking (0:3) o Reflection (0:3) o Practice (0:2) o Coaching (0:1) o Family Life (0:7) o Practice (0:2) o Additional Communication (5:0) o Clarifying Qs/Statements (1:0) o Probing Qs (4:0) o Questions with FLC (3:0) o Results/Evaluation (3:0) o Negative/Neutral Response (0:1) o Uncertain (0:1) o Supportive Talk (13:8) o Affirming (10:1) o Complimenting (1:0) o Offering Check-in (2:0) o Short Agreement (0:7) 	
	<ul style="list-style-type: none"> o Total segments for theme: 24 (12,12) 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 8 (4,4) 					<ul style="list-style-type: none"> o Total segments for theme: 12 (7,5)
Goals Clarification	<ul style="list-style-type: none"> o Coaching (1:0) o Goals (1:0) o Problem Solving (1:0) o Supportive Talk (0:1) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Coaching (1:0) o Questions with FLC (2:0) o Goals (2:0) o Supportive Talk (3:4) o Affirming (2:2) o Short Agreement (1:2) 	<ul style="list-style-type: none"> o Coaching (0:4) o Additional Communication (2:1) o Clarifying Qs/Statements (2:1) o Supportive Talk (2:1) o Affirming (1:1) o Complimenting (1:0) 	Other	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0
	<ul style="list-style-type: none"> o Total segments for theme: 8 (4,4) 	<ul style="list-style-type: none"> o Total segments for theme: 12 (7,5) 	<ul style="list-style-type: none"> o Total segments for theme: 14 (7,7) 					

Bold number represents number of segments spoken by coach, non-bold represents those spoken by home visitor

Table 15. Codes for Participant Five and Coach

Participant 5 Theme	S1 Total Segments: 124 (61:33)	S4 Total Segments: 417 (21:38)	S7 Total Segments: 280 (130:130)	Action Steps	Results, Evaluation, Accountability	Other	
Relationship Building <ul style="list-style-type: none"> o Reflective Thinking (1:3) o Reflective Listening (1:0) o Reflection (0:3) o Strengths (0:1) o Family Life (0:1) o Coaching (0:1) o Supplied Information (2:6) o Coaching (1:1) o Strengths (1:5) o Additional Communication (1:0) o Clarifying Ds/Statements (1:0) o Questions with FLC (4:0) o Connection/Motivation (4:0) o Negative/Neutral Response (0:1) o Reflection (0:1) o Supportive Talk (3:1) o Affirming (3:0) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Reflective Thinking (12:23) o Reflective Listening (12:0) o Reflection (0:2) o Formulating Solutions (2:2) o Reflection (0:2) o Strengths (0:1) o Practice (0:10) o Family Life (0:10) o Supplied Information (1:4) o Family Life (1:3) o Practice (0:1) o Additional Communication (7:0) o Clarifying Ds/Statements (3:0) o Leading Ds (1:0) o Probing Ds (3:0) o Questions with FLC (3:0) o Goals (1:0) o Problem Solving (2:0) o Supportive Talk (4:1) o Affirming (3:0) o Short Agreement (1:1) 	<ul style="list-style-type: none"> o Reflective Thinking (23:22) o Reflective Listening (21:0) o Formulating Solutions (2:2) o Reflection (0:2) o Practice (0:3) o Family Life (0:17) o Supplied Information (3:35) o Family Life (0:33) o Practice (3:2) o Additional Communication (16:0) o Clarifying Ds/Statements (4:0) o Leading Ds (5:0) o Probing Ds (7:0) o Questions with FLC (4:0) o Exploring Options/AS (3:0) o Problem Solving (1:0) o Negative/Neutral Response (1:2) o Uncertain (1:2) o Supportive Talk (11:3) o Affirming (9:3) o Offering Check-in (1:0) o Short Agreement (1:0) 	<ul style="list-style-type: none"> o Reflective Thinking (12:2) o Reflective Listening (2:0) o Reflection (0:2) o Family Life (0:2) o Supplied Information (0:18) o Additional Communication (3:0) o Clarifying Ds/Statements (2:0) o Probing Ds (1:0) o Supportive Talk (22:7) o Affirming (14:1) o Complementing (1:0) o Humor (5:3) o Short Agreement (2:3) 	<ul style="list-style-type: none"> o Reflective Thinking (5:12) o Reflective Listening (4:0) o Formulating Solutions (0:1) o Reflection (1:0) o Reflection (0:1) o Practice (0:2) o Family Life (0:7) o Coaching (0:2) o Supplied Information (3:3) o Coaching (3:0) o Family Life (0:3) o Questions with FLC (4:0) o Exploring Options/AS (4:0) o Supportive Talk (4:2) o Affirming (3:1) o Complementing (1:0) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Reflective Thinking (11:2) o Reflective Listening (1:0) o Formulating Solutions (0:1) o Reflection (0:1) o Family Life (0:1) o Supplied Information (3:6) o Coaching (3:4) o Family Life (0:2) o Additional Communication (1:0) o Leading Ds (1:0) o Questions with FLC (2:0) o Exploring Options/AS (2:0) o Supportive Talk (1:0) o Affirming (1:0) 	<ul style="list-style-type: none"> o Supplied Information (0:3) o Coaching (0:3) o Additional Communication (2:0) o Clarifying Ds/Statements (2:0) o Supportive Talk (3:2) o Affirming (3:0) o Short Agreement (0:2) 	
Solution/Problem Identification <ul style="list-style-type: none"> o Additional Communication (7:0) o Clarifying Ds/Statements (3:0) o Leading Ds (1:0) o Probing Ds (3:0) o Questions with FLC (3:0) o Goals (1:0) o Problem Solving (2:0) o Supportive Talk (4:1) o Affirming (3:0) o Short Agreement (1:1) 	<ul style="list-style-type: none"> o Reflective Thinking (1:4) o Formulating Solutions (1:0) o Reflection (0:4) o Practice (0:3) o Coaching (0:1) o Supplied Information (0:2) o Coaching (0:2) o Additional Communication (1:0) o Clarifying Ds/Statements (1:0) o Questions with FLC (4:0) o Goals (4:0) o Supportive Talk (1:1) o Affirming (1:0) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Reflective Thinking (27:28) o Total segments for theme: 120 (58:62) 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0
Goals Clarification <ul style="list-style-type: none"> o Reflective Thinking (1:4) o Formulating Solutions (1:0) o Reflection (0:4) o Practice (0:3) o Coaching (0:1) o Supplied Information (0:2) o Coaching (0:2) o Additional Communication (1:0) o Clarifying Ds/Statements (1:0) o Questions with FLC (4:0) o Goals (4:0) o Supportive Talk (1:1) o Affirming (1:0) o Short Agreement (0:1) 	<ul style="list-style-type: none"> o Total segments for theme: 14 (7:7) 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 11 (5:6) 	<ul style="list-style-type: none"> o Total segments for theme: 0 	<ul style="list-style-type: none"> o Total segments for theme: 10 (5:5)
Other <ul style="list-style-type: none"> o Total segments for theme: 0 							
Total segments for theme: 193 (98:98)							

Bold number represents number of segments spoken by coach, non-bold represents those spoken by home visitor

Table 16. Codes Change Across Time for Each Theme

Theme	HV1	HV2	HV3	HV4	HV5	
Relationship Building	HV1 discussed struggles and past solutions in S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75, S76, S77, S78, S79, S80, S81, S82, S83, S84, S85, S86, S87, S88, S89, S90, S91, S92, S93, S94, S95, S96, S97, S98, S99, S100, S101, S102, S103, S104, S105, S106, S107, S108, S109, S110, S111, S112, S113, S114, S115, S116, S117, S118, S119, S120, S121, S122, S123, S124, S125, S126, S127, S128, S129, S130, S131, S132, S133, S134, S135, S136, S137, S138, S139, S140, S141, S142, S143, S144, S145, S146, S147, S148, S149, S150, S151, S152, S153, S154, S155, S156, S157, S158, S159, S160, S161, S162, S163, S164, S165, S166, S167, S168, S169, S170, S171, S172, S173, S174, S175, S176, S177, S178, S179, S180, S181, S182, S183, S184, S185, S186, S187, S188, S189, S190, S191, S192, S193, S194, S195, S196, S197, S198, S199, S200, S201, S202, S203, S204, S205, S206, S207, S208, S209, S210, S211, S212, S213, S214, S215, S216, S217, S218, S219, S220, S221, S222, S223, S224, S225, S226, S227, S228, S229, S230, S231, S232, S233, S234, S235, S236, S237, S238, S239, S240, S241, S242, S243, S244, S245, S246, S247, S248, S249, S250, S251, S252, S253, S254, S255, S256, S257, S258, S259, S260, S261, S262, S263, S264, S265, S266, S267, S268, S269, S270, S271, S272, S273, S274, S275, S276, S277, S278, S279, S280, S281, S282, S283, S284, S285, S286, S287, S288, S289, S290, S291, S292, S293, S294, S295, S296, S297, S298, S299, S300, S301, S302, S303, S304, S305, S306, S307, S308, S309, S310, S311, S312, S313, S314, S315, S316, S317, S318, S319, S320, S321, S322, S323, S324, S325, S326, S327, S328, S329, S330, S331, S332, S333, S334, S335, S336, S337, S338, S339, S340, S341, S342, S343, S344, S345, S346, S347, S348, S349, S350, S351, S352, S353, S354, S355, S356, S357, S358, S359, S360, S361, S362, S363, S364, S365, S366, S367, S368, S369, S370, S371, S372, S373, S374, S375, S376, S377, S378, S379, S380, S381, S382, S383, S384, S385, S386, S387, S388, S389, S390, S391, S392, S393, S394, S395, S396, S397, S398, S399, S400, S401, S402, S403, S404, S405, S406, S407, S408, S409, S410, S411, S412, S413, S414, S415, S416, S417, S418, S419, S420, S421, S422, S423, S424, S425, S426, S427, S428, S429, S430, S431, S432, S433, S434, S435, S436, S437, S438, S439, S440, S441, S442, S443, S444, S445, S446, S447, S448, S449, S450, S451, S452, S453, S454, S455, S456, S457, S458, S459, S460, S461, S462, S463, S464, S465, S466, S467, S468, S469, S470, S471, S472, S473, S474, S475, S476, S477, S478, S479, S480, S481, S482, S483, S484, S485, S486, S487, S488, S489, S490, S491, S492, S493, S494, S495, S496, S497, S498, S499, S500, S501, S502, S503, S504, S505, S506, S507, S508, S509, S510, S511, S512, S513, S514, S515, S516, S517, S518, S519, S520, S521, S522, S523, S524, S525, S526, S527, S528, S529, S530, S531, S532, S533, S534, S535, S536, S537, S538, S539, S540, S541, S542, S543, S544, S545, S546, S547, S548, S549, S550, S551, S552, S553, S554, S555, S556, S557, S558, S559, S560, S561, S562, S563, S564, S565, S566, S567, S568, S569, S570, S571, S572, S573, S574, S575, S576, S577, S578, S579, S580, S581, S582, S583, S584, S585, S586, S587, S588, S589, S590, S591, S592, S593, S594, S595, S596, S597, S598, S599, S600, S601, S602, S603, S604, S605, S606, S607, S608, S609, S610, S611, S612, S613, S614, S615, S616, S617, S618, S619, S620, S621, S622, S623, S624, S625, S626, S627, S628, S629, S630, S631, S632, S633, S634, S635, S636, S637, S638, S639, S640, S641, S642, S643, S644, S645, S646, S647, S648, S649, S650, S651, S652, S653, S654, S655, S656, S657, S658, S659, S660, S661, S662, S663, S664, S665, S666, S667, S668, S669, S670, S671, S672, S673, S674, S675, S676, S677, S678, S679, S680, S681, S682, S683, S684, S685, S686, S687, S688, S689, S690, S691, S692, S693, S694, S695, S696, S697, S698, S699, S700, S701, S702, S703, S704, S705, S706, S707, S708, S709, S710, S711, S712, S713, S714, S715, S716, S717, S718, S719, S720, S721, S722, S723, S724, S725, S726, S727, S728, S729, S730, S731, S732, S733, S734, S735, S736, S737, S738, S739, S740, S741, S742, S743, S744, S745, S746, S747, S748, S749, S750, S751, S752, S753, S754, S755, S756, S757, S758, S759, S760, S761, S762, S763, S764, S765, S766, S767, S768, S769, S770, S771, S772, S773, S774, S775, S776, S777, S778, S779, S780, S781, S782, S783, S784, S785, S786, S787, S788, S789, S790, S791, S792, S793, S794, S795, S796, S797, S798, S799, S800, S801, S802, S803, S804, S805, S806, S807, S808, S809, S810, S811, S812, S813, S814, S815, S816, S817, S818, S819, S820, S821, S822, S823, S824, S825, S826, S827, S828, S829, S830, S831, S832, S833, S834, S835, S836, S837, S838, S839, S840, S841, S842, S843, S844, S845, S846, S847, S848, S849, S850, S851, S852, S853, S854, S855, S856, S857, S858, S859, S860, S861, S862, S863, S864, S865, S866, S867, S868, S869, S870, S871, S872, S873, S874, S875, S876, S877, S878, S879, S880, S881, S882, S883, S884, S885, S886, S887, S888, S889, S890, S891, S892, S893, S894, S895, S896, S897, S898, S899, S900, S901, S902, S903, S904, S905, S906, S907, S908, S909, S910, S911, S912, S913, S914, S915, S916, S917, S918, S919, S920, S921, S922, S923, S924, S925, S926, S927, S928, S929, S930, S931, S932, S933, S934, S935, S936, S937, S938, S939, S940, S941, S942, S943, S944, S945, S946, S947, S948, S949, S950, S951, S952, S953, S954, S955, S956, S957, S958, S959, S960, S961, S962, S963, S964, S965, S966, S967, S968, S969, S970, S971, S972, S973, S974, S975, S976, S977, S978, S979, S980, S981, S982, S983, S984, S985, S986, S987, S988, S989, S990, S991, S992, S993, S994, S995, S996, S997, S998, S999, S1000.	HV2 also started relationship building in S1 with 13 of total segments in this theme. The decreased in S4 (3) and S7 (2) as they focused more on other themes such as struggles, goals, action steps, and results. Reflective thinking is only in S7 compared to 2 of segments in S1. HV2 was asked with some information about her strengths and the families she works with. In S4 and S7, there is an increase in additional communication from the coach and supportive talk from both the coach and home visitor in humor, affirming, and short agreement. There was no reflective thinking in the relationship building theme for HV2.	HV3 also started relationship building in S1 with 13 of total segments in this theme. The decreased in S4 (3) and S7 (2) as they focused more on other themes such as struggles, goals, action steps, and results. Reflective thinking is only in S7 compared to 2 of segments in S1. HV2 was asked with some information about her strengths and the families she works with. In S4 and S7, there is an increase in additional communication from the coach and supportive talk from both the coach and home visitor in humor, affirming, and short agreement. There was no reflective thinking in the relationship building theme for HV2.	HV4 had 22 segments of SPT in S1 (one in S4, and 8 in S7). HV4 also had 23 total segments. S1 had a total of 65 and S4 had a total of 249 segments. This means that they spent an equal amount of time on relationship building in S1 and S4, however, in S4 more than 90% of the conversation was not related to relationship building while almost half of the conversation in S1 was focused on relationship building. Reflective thinking was in S1 and S4, but not in S7 which only consisted of humor. S1 shows the HV reflecting on practice and her families as well as supplying information on her strengths, coaching experiences, and families. The coach asked several questions aligning with FLC such as connection and motivation, questions and problem solving questions.	HV5 had a significant amount of relationship building with 22 segments. HV5 reflected on her strengths, families, and coaching. There was no relationship building in S4. HV5 and the coach had an off topic conversation at the end of S7, which consisted of 14 of segments. In S1, HV5 reflected on strengths, family life, and coaching. She discussed her strengths and answered connection/motivation questions asked by the coach.	
Solution/Problem Identification	HV1 discussed struggles and past solutions in S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75, S76, S77, S78, S79, S80, S81, S82, S83, S84, S85, S86, S87, S88, S89, S90, S91, S92, S93, S94, S95, S96, S97, S98, S99, S100, S101, S102, S103, S104, S105, S106, S107, S108, S109, S110, S111, S112, S113, S114, S115, S116, S117, S118, S119, S120, S121, S122, S123, S124, S125, S126, S127, S128, S129, S130, S131, S132, S133, S134, S135, S136, S137, S138, S139, S140, S141, S142, S143, S144, S145, S146, S147, S148, S149, S150, S151, S152, S153, S154, S155, S156, S157, S158, S159, S160, S161, S162, S163, S164, S165, S166, S167, S168, S169, S170, S171, 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Prompted by supportive talk (S1, S10, S4, S5, S7, S2) and additional communication (S1, S2, S4, S7, S2). HV2 reflected on her practice and the families she works with. S4 showed the most SPT with 21 segments out of a total 259 for HV2. S4 has a significant amount of additional communication and supportive talk from the coach. Prompts for additional communication. Some SPT, 15 segments, is seen in S7 as well. There is some reflective thinking across all 3 sessions. S1 and S4 had the most at 15 and 28, respectively, most of which is reflection. Coach asked questions aligning with FLC in S1 and S4 regarding exploring options, goals, and problem solving.	The coach asked HV2 (2) FLC questions relating to goals. Segments in this theme were 10 in S1, 4 in S4, and 3 in S7. HV2 reflected on her family, provided some information, and answered a clarifying question. In S4, there was no reflection, the coach and home visitor supplied some information and there was one agreement from HV2. This is similar to S7 where HV2 supplied some information on her goals and the coach asked an FLC question related to her goals.	HV3 had very little goal clarification. This does not necessarily mean that she didn't choose goals, rather they were not represented well in these sessions. In S1, HV3 had 3 segments and 3 in S4. There were none in S7. HV3 did some reflection in her practice and coaching. She supplied information on her families. The coach supplied more information on coaching and asked an FLC question related to goals. In S4, the coach demonstrated reflective listening and HV3 supplied information on family life.	HV4 had goal clarification discussion in all three sessions. In S1 (8) HV4 reflected on her practice and family life. The coach supplied information on coaching as well as asked FLC questions pertaining to goals and problem solving in S4 (12), HV4 did not reflect. The coach and HV4 provided some information on coaching, the coach asked FLC questions related to goals, and both the coach and HV4 affirmed each other. In S7 (14) HV4 reflected on her listening skills. HV4 supplied information on coaching several times (4) during the theme. Supportive talk and additional communication was minimal but present.	HV5 only discussed goal clarification in S1 (14). In this, HV5 reflected on her practice and coaching as well as supplied information on coaching. The coach formulated solutions and asked FLC questions aligning with goals. There was a minimal amount of supportive talk and additional communication (3 total).
Goals Clarification	HV1 had some goal clarification conversation in all 3 sessions. In S1, HV1 reflected on her strengths and family life. The coach asked FLC questions pertaining to goals and offered a check in. Discussing and figuring out specific goals was only 12 segments out of the total 62 segments in S1 and were in S4 (1) and S8 (6). In S4, the coach simply reminded HV1 of her goal course. In S8, HV1 reflected on her goals (focusing code). The coach supplied some information on goals. There were only FLC questions in S1.	HV2 had very little action steps in the three sessions. S1 and 3 segments, S4 had 2 segments, and S7 had 2 segments. She supplied information on her practice and the coach asked one FLC question exploring options in S1. In S4, HV2 formulated solutions for 1 segments. The coach offered a check in in S7.	HV3 had action steps in S1 (6) and S4 (13) but none in S7. In the first session, HV3 reflected on her practice and family life. She supplied information on coaching, related to her goals, and the coach asked a probing question along with offered some check ins.	HV4 had no action steps discussion in S1 but a significant amount in S4 (23) and S7 (14). Both sessions showed reflective thinking, however reflection was not present in this theme for HV4. In both sessions the coach demonstrated reflective listening and helped HV4 to formulate solutions. In S4, HV4 also demonstrated prediction. In both S4 and S7 the coach asked FLC questions pertaining to exploring options. HV4 supplied information on coaching and family life in both sessions. Supportive talk, and additional communication from the coach was significant in both S4 and S7 with clarifying questions/statements, probing questions, affirmations, and offering check-ins.	HV5 had a significant amount of action steps discussion in all 3 sessions. S1 had 23, S4 had 16, and S7 had 10. S1 and S4 had reflection from HV5, mainly S1 with reflection on practice, family life, and coaching. S4 only had 1 segment on reflection. The coach asked FLC questions exploring options in S1 and S4. S7 consisted of some supplied information and mainly additional communication (clarifying questions) and supportive talk (affirming and short agreement).	
Action Steps	HV1 had action steps discussion across all three sessions. The majority takes place in her final 60 session with 52 segments compared to 2 and 1 in S1 and S4, respectively. Reflective thinking occurred in all sessions with reflection in S1 and S4 and formulating solutions in S8. The coach asked questions aligning with FLC focused on exploring options in S1 and S8. Supportive talk and additional communication was not seen until S8. In S8, the coach offered check ins, both coach and HV1 had short agreements, and affirmations.	HV2 had a significant amount of REA discussion in S4 (50) and S7 (47). In both sessions, HV2 had reflection as well as supplying information. While the coach used prediction in S4, HV2 formulated solutions. The coach asked FLC questions in both sessions related to results and evaluation questions. Supportive talk was significant in both sessions with affirmation and compliments. The coach offered a check-in in S7 and asked a coping question in S4.	HV3 had a significant amount of REA in S4 (46) and S7 (52). Reflection from HV3 was present in both S4 and S7 with a focus on practice, family life, and coaching. HV3 supplied information in these same areas, practice, family life, and coaching. The coach asked FLC questions related to results and evaluation in both sessions as well. Supportive talk was also present in both sessions with affirmations, compliments, and short agreements.	HV4 also has a significant amount of REA discussion with 128 segments in S4 and 43 segments in S7. Reflection by HV4 is present in both sessions, more so in S4 with 28 segments focused on her practice and family life. There were only 3 segments in S7. HV4 also supplied a significant amount of information in S4 (28) on family life and practice mostly, supportive talk was significant in both sessions from both the coach and HV4 focused on short agreements, affirmations, compliments, offering check ins, and coping questions. The coach asked several FLC questions in both sessions related to results and evaluation. In S4, the coach also used FLC question to discuss exploring options and problem solving questions.	HV5 had some REA discussion in S4 (11) but a very significant amount in S7 (186). In S4, HV5 had some reflection on family life and coaching. She also supplied some information on the same subjects. The coach did ask 1 FLC question related to results and evaluation in S4. In S7 there were 48 segments focused on reflection from HV5. These reflections focused on practice, family life, and coaching. She also supplied information	

Appendix A

July 21, 2017

Dear Home Visitor,

I am excited to be working with you in this process. I believe that coaching is about getting home visitors to where they want to be through exploration, goal setting, and action steps. I am excited to partner and to collaborate with you, but I view you as the expert on your work. This process is about you leading the way and allowing me to support you on this journey.

I will do my best to be supportive and direct. I will keep all of our conversations confidential. Communication is key here, and I assure you that I will not be sharing your information with others.

It is important that we agree to be:

- Welcoming to new concepts and ideas
- Working as partners
- Working as supportive and respectful professionals
- Keeping the learning in motion
- Accountable to our agreements

Home visitors should feel free to value the following in our partnership:

- Questioning
- Saying what works and what does not
- Challenging
- Stating when the coach lifts you up and what feels like it is falling flat

Our four individual coaching meetings will be scheduled throughout the end of July and August. Each coaching session will be 30 minutes to 1 hour (whatever length works for you). Each week you will receive a link <https://walsh-education.youcanbook.me/> to schedule our one-on-one coaching session. The link requires you to schedule a coaching session at least 24 hours in advance and you will receive an email confirmation (although it is not sent immediately, so be sure to jot down the time/date you secured).

Please complete the attached documents and bring them to our first coaching session. Alternatively, if you would like me to read them before our first session, please email me to let me know what time I may pick them up on July 28th.

Each weekly survey includes an evaluation for you to complete about our sessions. If we did not have a coaching session when you are completing the survey, no problem! You can think back to our coaching session and complete the evaluation, which is at the end

of the survey, during the next round of surveys the following week. I am happy to partner with you and look forward to this journey. Please contact me with any questions.

Bridget

Bridget A. Walsh, Ph.D., CFLE

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Reno

bridgetw@unr.edu

775-784-7007

Coaching and Education Agreement

Confidentiality: It is possible that you may give me a variety of personal and professional information during our journey. I will not at any time, either directly or indirectly, use any information for my own benefit and I will strive to honor our agreements. I will hold everything that we say as confidential unless there is a danger to you or to your families. In this case, I will take protective measures.

Nature of the Relationship: This is a coaching relationship. This should not be thought of as counseling, psychotherapy, or any health related service. In the event that you feel you need counseling, you can let me know and I can give you the contacts of established counseling professionals in the community in a professional manner. It is important to enter coaching with the mindset that you are responsible for creating a meaningful journey with good outcomes. I am here for supporting you and for co-meaning making to help you reach professional goals.

Home Visitor Name: _____

Home Visitor Email and Work Phone: _____

Home Visitor Signature: _____ Date: _____

Certified Family Life Educator Signature: _____ Date: _____

Goals

I'd like to have an understanding of what you hope to accomplish during this next month. One way to do this is to set two goals. Please write two goals that you wish to achieve that may be supported during the coaching process. This is not a document set in stone! This is an opportunity to explore what you want from our time together. Please record two professional goals. If your goals are right for you, it is natural to feel excited, nervous, and readiness to get started. Your goals may evolve, consider this a starting point.

Please write two specific and measurable goals:

1.

2.

What are the benefits to you of accomplishing these goals? In other words, what changes if you reach your goals?

What do you consider to be your greatest personal and professional strengths?

What are you most proud of? Why?

Thank you for taking time to provide information about yourself. I look forward to working together!

Solutions to Situations

This is your opportunity to let me know what you would like to work on as a home visitor. Coaching is about growth and development and about finding solutions to situations. Here you can tell me what you might like to work on during coaching and any ideas you may already have for promoting strengths in that situation or finding solutions. Don't worry if you need to leave this blank, we can always work on this together.

Appendix B

Focused Code: Reflective Thinking

Reflective thinking is the focused code that represents not simply reflection but higher-level thinking skills. This includes formulating solutions, making predictions, and demonstrating reflective listening skills.

Demonstration of reflective listening. Demonstrating reflective listening is a response by someone to another person to show active listening and build empathy with that person. Huff (2016) provides examples that typical reflective listening sentences may begin with: “I get the sense that...”, “What I hear you saying is...”, “It sounds like...”, “It seems as if...”, “It feels as though...” (p. 155). Demonstrating reflective listening also includes paraphrasing or stating back to the individual their thoughts, actions, or feelings.

Formulating solutions. Formulating solutions is a skill that is used to explore possible routes which could result in the desired outcome or to explore conditions that cause alternate outcomes.

Prediction. Prediction includes predicting or hypothesizing about events, possibilities, or conditions that could happen in the future.

Reflection. Reflection is a means of coming to a deeper understanding through analysis, evaluation, and consideration. The office of Head Start (2018) explains that reflection demonstrates that changes in practice and/or competence are considered, analyzed, evaluated, and/or strengthened. For the purposes of this study, reflection was further broken down into four categories to better understand *what* was being reflected on.

Practice. Practice was used to explain aspects of the home visitor’s practice which she may be discussing or reflecting on. This includes professional development she has gone through separate from coaching, resources she utilizes, her caseload, referrals she has given, models she has demonstrated, and activities and techniques she has used with families.

Strengths. Strengths simply refers to the home visitor’s unique strengths. All home visitors completed the Clifton Strength’s Finder (CSF) and each participant took time with the coach to discuss and reflect upon these results.

Family life. Family life refers to when reflection is on or information is provided about the families which the home visitor serves or the home visitor’s or coach’s personal family or individual experiences.

Coaching. Coaching refers to the aspects and details of the coaching session including setting goals, the process of coaching, or setting up meetings for coaching.

Focused Code: Questions that Align with Components of Family Life Coaching

Questions that align with family life coaching (FLC) are based off of several previous researchers' experience with coaching (Allen, 2016; Huff, 2016; Stoltzfus, 2008). Each question that aligns with FLC relates to the various steps that occur during coaching.

Connection and motivation question. This involves getting to know the coachee (Stoltzfus, 2008) and their strengths (Allen, 2016). The coach invites the participant to share about themselves. For example, "What led you to want to pursue a coaching relationship?" (Stoltzfus, 2008, p. 20). This involves finding out what the client is looking for in the coaching relationship (Stoltzfus, 2008). The coach helps them understand how working with a coach can be helpful (Stoltzfus, 2008). For example, "What outcome would make this coaching relationship a great success in your eyes?" (Stoltzfus, 2008, p.20) or "What led you to want to pursue a coaching relationship?" (Stoltzfus, 2008, p. 20).

Problem Solving Question. This was used to help discover what has worked in the past (Allen, 2016). For example, the coach might ask "What has worked in the past?" (Allen, 2016, p. 64). Examples include "What makes this change difficult?" and "What are your best skills?" (Huff, 2016, p. 157). Allen (2016) relates problem solving questions to appreciative inquiry's Discovery phase which is intended to discover previously found solutions.

Goals question. The goal is what the person wants to accomplish, and the purpose of a goal's question is to understand what that goal is. An example of a goal question is "What do you most want to talk about?" (Stoltzfus, 2008, p. 28) or questions about goal identification and/or possible goals. This is closely related to appreciative inquiry's Dream phase (Allen, 2016). The Dream phase is the process of thinking about what might be (Allen, 2016). This asks the client to describe how they will know they reached their goal (Allen, 2016). Self-visualization is a mental journey that prompts to the client to visualize what life might include if they reach their goals (Allen, 2016). Self-visualization activities were also coded as goals questions.

Exploring options/action steps questions. This was used when the coach prompted the home visitor to think and reflect about possible action steps that could be formed to achieve the chosen goal. Examples include "What could help you achieve this goal?", "What could you do?", "Which of these options do you want to pursue?", "What will you do, by when?" or "What step will you take first?" (Huff, 2016, p. 158). This is closely related to appreciative inquiry's Design phase which includes taking steps to achieve the Dream (Allen, 2016).

Results and evaluation questions. Results and evaluation questions explore simply that: results and the home visitor's evaluation of the completed action step, goal, and/or coaching experience. An example is "What are the most important takeaways for

you from this conversation?” (Huff, 2016, p. 158). This also includes discussion of outcomes related to coaching. Allen (2016) explains that this is closely related to appreciative inquiry’s Destiny phase, which represents moving towards the ideal.

Focused Code: Additional Communication to Promote Talk

Additional communication to promote talk consists of questions and clarifying statements to better understand information spoken by the speaker or to prompt further discussion after a lull in the conversation. This includes leading questions, clarifying questions and statements, and probing questions.

Leading questions. Leading questions in this study do not refer to the typical definition of leading or encouraging the responder to use a desired answer. Rather, leading questions are used here to define a question that leads the conversation into a different direction or onto a different topic in order to promote talk.

Clarifying questions/statements. Clarifying questions are used to better understand vague statements previous speaker made and clarifying statements are used to further clarify and make sense of the confusion.

Probing questions. Probing questions are used to gather more information. They could be simple queries, such as “Tell me more”, “And?,” or “Say more about that?” (Stoltzfus, 2008, p. 40). Another example is “What else would you like to talk about today?” Probing questions could also be short questions to gather more information about the same topic using the speaker’s words.

Focused Code: Supportive Talk

Supportive talk is used to promote a positive and comfortable environment for the dyad engaged in coaching sessions. This includes the use of compliments, affirmations, check-in offers, coping questions, humor, and short agreement to demonstrate positivity.

Complimenting. Complimenting acknowledges the individual’s strengths and successes and brings attention to them in a positive way to promote relationship building between the coach and coachee.

Affirming. This is used for the affirmation of an individual’s perspective. Examples can include “sure” or “right” or “great” or “wow” or “thank you” Affirmations can also be short sentences with the intent to affirm and has more of an agreeable aspect.

Offering Check-in. The coach offers as needed check-ins via email, calls, office hours, or the like to provide additional support outside of the coaching session (Allen, 2016).

Solution-focused question: Coping question. The use of this question is to check in with the home visitor in the moment during discussion of difficult topics or difficult

experiences. An example includes “How have you managed to prevent things from becoming worse?” (Huff, 2016, p. 154).

Humor. This includes laughter and joking and typically builds relationships.

Short Agreement. The speaker offers a short agreement, such as “yes” or “okay” (Ianiro, Lehmann-Willenbrock, & Kauffeld, 2015; Schermuly & Scholl, 2012).

Focused Code: Supplied Information

Supplied information indicates factual statements or recollections of experiences that do not include reflection elements. The topics of which were further broken down into the same topics and definitions used in the reflection: practices, strengths, family life, and coaching.

Focused code: Short negative or neutral reactions. Simply put, these are statements with replies in the negative or the unknown with rejection and uncertain being the decided codes.

Rejection. The speaker offers a rejection such as “no” (Ianiro, Lehmann-Willenbrock, & Kauffeld, 2015; Schermuly & Scholl, 2012).

Uncertain. The speaker provides a short response in neither the positive nor negative. An example includes “I don’t know.”

Focused Code: Not Relevant

This code was used when the discussion was not relevant to any on-going conversation or previously mentioned code. This was also used for segments that were unable to be coded.

Other. Refers to not related, for example, “excuse me I have to blow my nose”; “[unable to understand].”

Appendix C

