

Using Coaching Strategies to Engage With Families in an Early Intervention Context

Dathan Rush, EdD, CCC-SLP

Family, Infant & Preschool Program

dathan.rush@dhhs.nc.gov



Speaker Disclosure

- Financial Disclosures:
 - Employee of the Family, Infant & Preschool Program
 - Received royalties as co-author of *The Early Childhood Coaching Handbook*
 - Received financial compensation from ASHA for this presentation
- Nonfinancial Disclosures:
 - None

“Natural environments means settings that are natural or normal for the child's age peers who have no disabilities.”

-IDEA, Part C (U.S. Code of Federal Regulations 303.18)

“To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate.”

-IDEA, Part C (U.S. Code of Federal Regulations 303.12)

“Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children’s learning and development through everyday learning opportunities.”

-Early Childhood Technical Assistance Center mission for providing early intervention services in natural environments (Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings, 2008)

ECTA Center
Key
Principles

1

Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

(Workgroup on Principles and Practices in Natural Environments ... , 2008)

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2 All families, with the necessary supports and resources, can enhance their children's learning and development.

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**ECTA Center
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Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.

All families, with the necessary supports and resources, can enhance their children's learning and development.

3 The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.

(Workgroup on Principles and Practices in Natural Environments ... , 2008)

“Consultative and collaborative models are closely aligned with inclusive practices, involve services delivered in natural environments, and **focus on functional communication during the child and family’s natural daily activities and routines.**”

(ASHA, 2008)

“The emphasis of these models moves from a unitary focus on direct or ‘hands-on’ service delivery to the child to **an integrated model** that includes the child, family, caregivers, and the SLP in a collaborative role.”

(ASHA, 2008)

“This shift away from traditional, clinical models for services for young children and their families is aligned with the federal mandate to provide services in natural environments and is responsive to the success of parent-implemented interventions.”

(ASHA, 2008)

“The use of routines and everyday activities as a context for embedded instruction involves (a) **identifying the sources** of learning opportunities occurring regularly in family and community life;

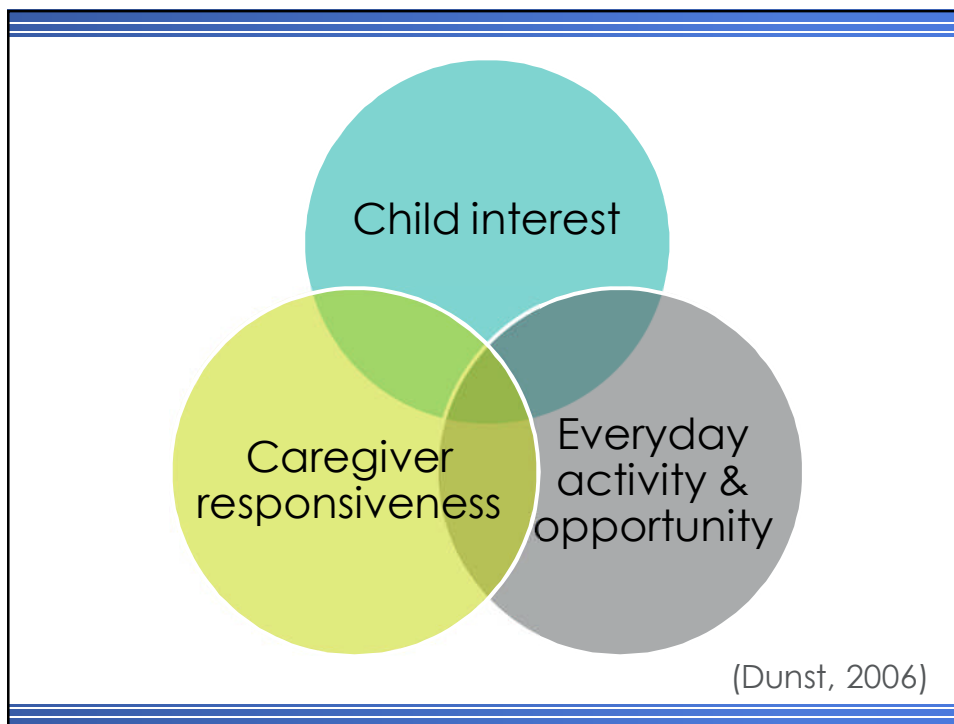
(ASHA, 2008)

(b) **selecting**, with the parents and caregivers, **desired participation** and desired communication by the child in the routines;

(ASHA, 2008)

(c) **mapping** motivating aspects and **the child's interests** with the routines; and
(d) **identifying facilitative techniques** that will be used to maximize the learning opportunity."

(ASHA, 2008)



At-A-Glance Natural Learning Environment Practices

Identify Parent Priorities	Collect Activity Settings and Interests	Observe Parent Responsiveness
<p>Based on:</p> <ul style="list-style-type: none"> Reason for referral Initial conversation Discussion of child interests, routines, and everyday activity settings 	<p>Tools:</p> <ul style="list-style-type: none"> Initial pages of IFSP Asset-Based Context (ABC) Matrix Interest-Based Everyday Activity Checklists My Child Interest & Activity Plan Newborn Interest & Activity Plan (NIAP) The Routines-Based Interview (RBI) 	<p>Method:</p> <ul style="list-style-type: none"> Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity

Select 5-7 activity settings that provide opportunities for child interest-based learning to serve as the context for visits.

Child Interest	Activity Settings	Parent Responsiveness
<ul style="list-style-type: none"> Use actual activities/routines based on child interests that occur at the time of the visit as context for intervention and part of joint plan for between visits Support the parent/teacher in using the child's interests to promote participation in activity Support the parent/teacher in expanding opportunities to promote the child's interests within current activity settings Support the parent/teacher in expanding opportunities to promote the child's interests within new activity settings during and between visits 	<ul style="list-style-type: none"> As part of previous joint plan, schedule visit to occur during an actual child, family, or classroom activity or routine Use actual child/family/classroom activity or routine at the time of the visit as context for intervention and part of joint plan for between visits Focus on increasing child participation within the activity/routine, rather than only providing/suggesting intervention strategies or working on child deficits or needed skills Identify with parent/teacher existing and/or new activity settings/routines that can promote the child's participation in ways to accomplish the parent/teacher priorities Assist parent/teacher to identify contexts in which prioritized skills are needed for participation 	<ul style="list-style-type: none"> Actively engage or follow parent/teacher lead in the routine/activity Support the adult in fostering child participation Support the adult when his/her interaction style does not match the child Intentionally model/teach new interaction strategies (if needed) to promote the child's participation See Practitioner and Parent Responsive Strategies Guides

Key Findings	Recommendations
<ul style="list-style-type: none">• Learners have preconceptions• Learners need a foundation and conceptual framework• Everyone can be taught to reflect	<ul style="list-style-type: none">• Build on learners' existing knowledge, beliefs, values, and experiences• Provide multiple, in-depth opportunities for learning• Promote continuous reflection on the practices

(Bransford, Brown, & Cocking, 2000)

Coaching: An **adult learning strategy** in which the coach promotes the learner's ability to:

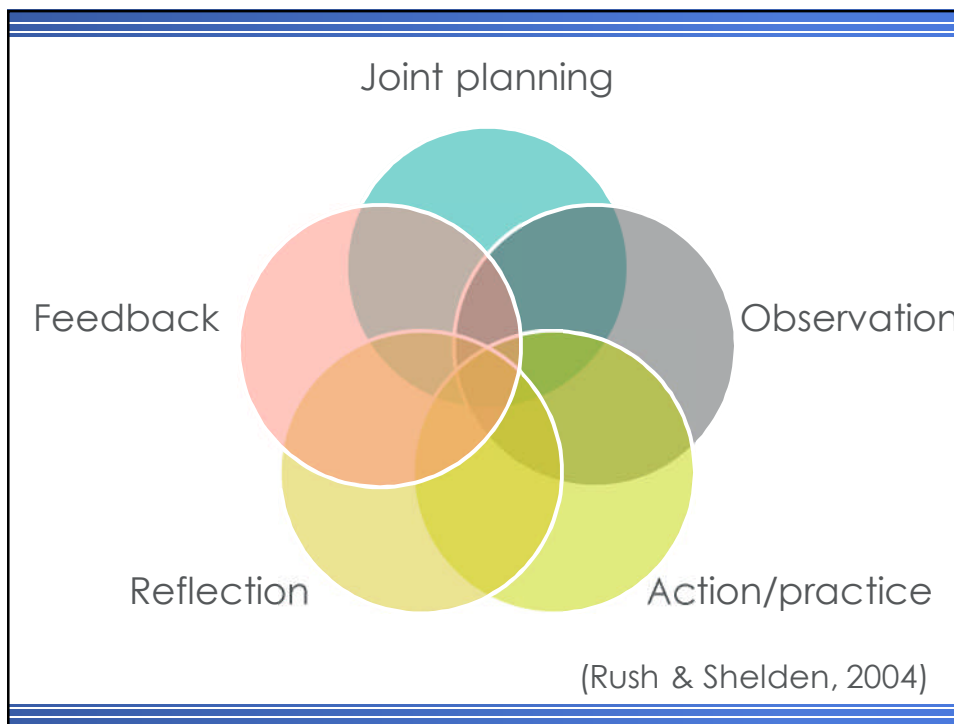
- Reflect on his or her actions as a means to determine the effectiveness of an action or practice
- Develop a plan for refinement and use of the action in immediate and future situations

(Rush & Shelden, 2004)

The role of the coach:

- Mobilize experiences, interactions, and opportunities
- Promote deeper understanding of what is or could be working to reach the end goal

The more the person's capacity has been built (i.e., increased confidence and competence), the better the person becomes at more independently achieving his/her desired outcomes now and in the future



At-A-Glance Coaching		
Capacity-Building Process	Relational Help-Giving	Participatory Help-Giving
<p>Practitioners support</p> <ul style="list-style-type: none"> Parents' strengths and abilities to achieve desired results Parents to recognize and use current and new abilities to achieve preferred outcomes Parents to identify opportunities and embrace responsibility for actively working toward their desired outcomes 	<p>Practices and characteristics that promote positive relationships with parents:</p> <ul style="list-style-type: none"> Trust Respect Empathy Caring <p>(Dunst & Trivette, 2009; Trivette & Dunst, 2007)</p>	<p>Practices and characteristics that promote active participation on the part of parents (choice and action)</p> <p>Parents:</p> <ul style="list-style-type: none"> Develop their own goals Develop their own plans with support Implement the plans with support Evaluate the effectiveness of their actions Develop new plans as needed Recognize the results of their actions (self-attribution)
Previous Plan	Observation	Action/Practice
<ul style="list-style-type: none"> At the beginning of the visit, review the previous plan related to what the person was going to do between coaching conversations Ask the parent/teacher to reflect on the success or lack thereof After a thorough review of the previous plan and actions taken by the parent/teacher, move to observations and actions related to the activity/routine or topic planned for the current visit 	<ul style="list-style-type: none"> Observe the parent/teacher and child engaged in the typical activity setting or routine occurring during the time of your visit as it relates to the parent/teacher priorities If necessary, intentionally model how to support the child's participation within the current activity or routine while parent/teacher observes <ul style="list-style-type: none"> Explain what will be modeled and why Give the parent/teacher something to observe/do Conduct the model Reflect on the model with the parent/teacher Invite the parent/teacher to try Reflect on/debrief parent/teacher return demonstration Plan how the parent/teacher will do this when coach is not present 	<ul style="list-style-type: none"> Ask the parent/teacher to demonstrate what worked or did not work from the previous plan during the current visit if appropriate Provide opportunities within the present activity settings or routines for the parent/teacher to demonstrate/practice new knowledge, skills, and strategies based on discussion/reflection and your modeling Use verbal prompting or direct teaching when necessary to support parent/teacher success in promoting child participation within the activity setting/routine Identify how the parent/teacher will continue to use the newly learned knowledge, skills, and strategies in the current and future activities/routines

**Review
Previous
Plan**

- What was the person going to do between coaching conversations?
 - Reflect on the success or lack thereof
-

Observe

- Observe the parent and child engaged in the typical activity setting or routine
-

Observe

- *If necessary, intentionally* model how to support the child's participation

1. Explain what and why
2. Give the parent a job
3. Demonstrate
4. Reflect
5. Invite parent to try
6. Reflect
7. Plan

Action/ Practice

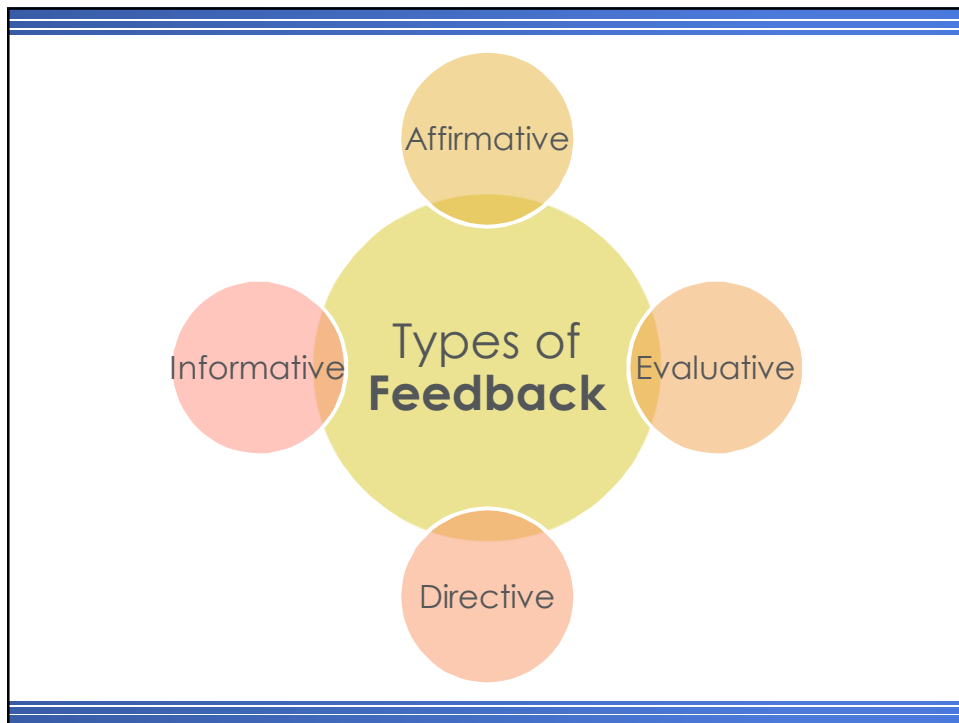
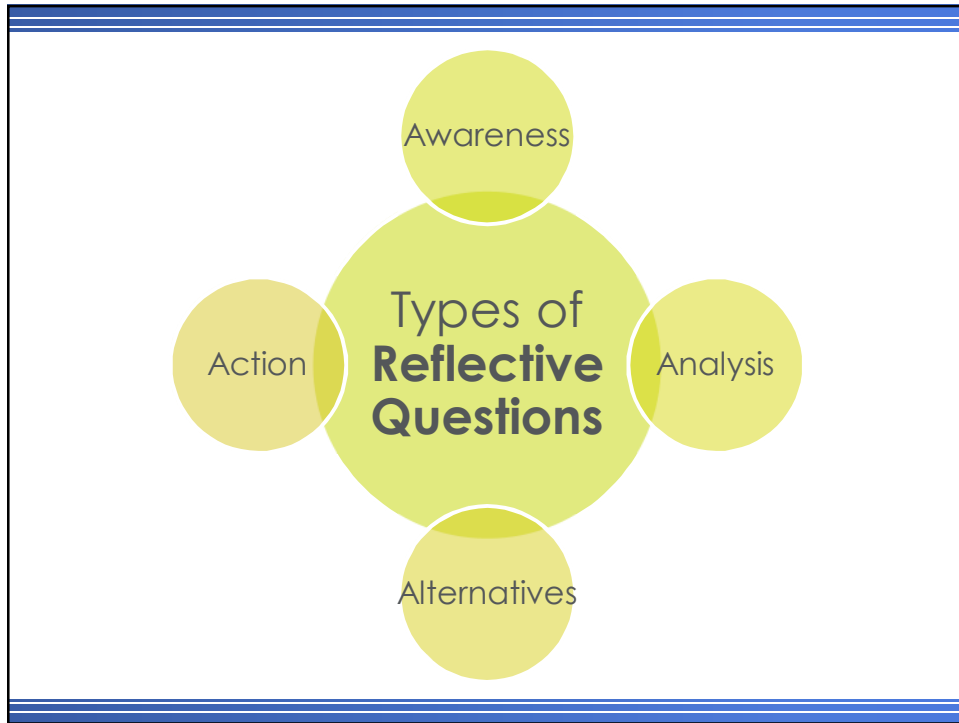
- Have parent show you what he/she has tried
- Provide opportunities for the parent to practice
- Use verbal prompting or direct teaching
- Identify how the parent will use the new knowledge and skills

Reflect

- Help the parent achieve a deeper understanding of what:
 - He/she is already doing
 - Modifications or new knowledge and skills might be necessary to obtain a desired outcome

At-A-Glance Reflective Coaching Questions		At-A-Glance Tips for Reflective Coaching Questions
<p>Awareness</p> <ul style="list-style-type: none"> • What do you know? • What have you tried? <p>Tell me about that. Tell me more. What else do you know/did you try?</p>	<p>Analysis</p> <ul style="list-style-type: none"> • How (well) did/does that work? • How (well) do you think that will work? • How did you know to do that? • How did/does that compare to what you want to happen? • What would the ideal situation look like? • How will you know? • Why do you think that happened? • What have you done in a similar situation? • What do you think you could have done differently? • What could/should happen? • What do you think about that? • What did you do to make that happen? • What are your thoughts (do you think) about what I have shared? <p>Why? What are the advantages and disadvantages of that idea? What is or will be the most or least helpful?</p>	<ul style="list-style-type: none"> • Ask only one reflective question at a time • Be comfortable with silence while waiting for the person to think about his/her response • Avoid asking "grand tour" questions to revisit the previous joint plan (e.g., "How are things going?") • An awareness, analysis, or alternatives question always precedes informative feedback • An analysis question always follows informative feedback (e.g., "What are your thoughts about that idea?" "How would that work for you?") • A self-attribution question is: "What did you do to make that happen/cause that progress?" • A yes/no question should only be used to ask permission or not make an assumption (e.g., "Would you like to try it?") • When you ask a reflective question and the person says, "I don't know": <ul style="list-style-type: none"> ◦ Rephrase the question to ensure he/she understands ◦ Provide affirmative feedback about an observation you made in the past that confirms he/she knows ◦ Provide informative feedback, and then ask the person an analysis question • When a person says, "Just tell me": <ul style="list-style-type: none"> ◦ Assure the person that you have some ideas to share ◦ Ask the person a few awareness questions to ensure the information/idea you have matches the needs/priorities ◦ Provide informative feedback, and then ask the person an analysis question • Avoid asking questions with the answer embedded (e.g., "I wonder what would happen if...?" "What would you think about...?" "How about you try...?") • Avoid asking questions to get the person you are coaching to agree with what you are thinking (i.e., coaxing)
<p>Alternatives</p> <ul style="list-style-type: none"> • What ideas do you have? • What do you need to know? • What do you need to find out? • What could you do/try? • What can/will you do differently? <p>What else could you do? What are other options/ideas? What is missing?</p>	<p>Action</p> <ul style="list-style-type: none"> • What is your plan/decision? • What do you plan to do? • What is your first step? <p>What is your backup plan? When will you do this? What supports will you need? When do you think we should revisit this plan?</p>	

From: Rush, D. D., & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Paul H. Brookes Publishing Co.



Develop a two-part plan with the parent

What the parent will do **between visits** to support child's participation within and across specific activity settings/ routines

What activity settings/routines will serve as the context for the **next visit**, and when is it necessary for SLP to return and be part of the activities/ routines

Use the new joint plan to start your next conversation

Reflection and Informative Feedback



Practice by Parent with Reflection

