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

Additional Handouts

Roadmap for Reflection: Child Learning Initial Conversations
Roadmap for Reflection: Child Learning Follow-Up
At-A-Glance Natural Learning Environment Practices
At-A-Glance Coaching
At-A-Glance Reflective Coaching Questions and Tips for Reflective Coaching Questions
Roadmap for Reflection: Child Learning Initial Conversation

What should our next steps be? (Plan for next visit, including activity settings)

What additional support do you need?

What is your plan from here? What is your backup plan? (Plan between visits, including interests, activity settings, and responsive strategies)

What do you think about these ideas? What are the advantages/disadvantages? How would they work for you?
Roadmap for Reflection: Child Learning Initial Conversation

<table>
<thead>
<tr>
<th>Tips for Asking Reflective Coaching Questions</th>
<th>Tips for Providing Feedback</th>
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**Seven Steps for Intentional Modeling**

If the coach chooses to model, the purpose of modeling is to determine how an idea or strategy that the coach and the parent/teacher have developed together might work or to help the parent/teacher see the idea in action. Modeling is always intentional, direct, specific to discussed plans, and voluntary.

1. Prior to modeling, the coach should explain to the parent/teacher what he/she is going to do and why
2. The second step of intentional modeling is to give the parent/teacher something specific to observe or do related to the reason for modeling
3. The coach models while the parent/teacher observes the coach implement what the coach and parent/teacher planned. Depending on the circumstances, the coach and/or the parent/teacher may analyze the activity and attempt alternatives during the observation.
4. The coach debriefs with the parent/teacher about what happened during the modeling. The debriefing includes a discussion of what worked, what did not work, what the coach could have done differently, how the scenario might look the same or different than what the parent/teacher ordinarily does, and what ideas the parent/teacher obtained that he/she might try.
5. The coach always invites the parent/teacher to try what the coach modeled
6. The coach and parent/teacher reflect on what happened when the parent/teacher tried the activity or what the coach had modeled and the parent/teacher observed. The debriefing includes a discussion of what worked, what did not work, what the parent would do differently, how the parent would continue to do the activity, and what other ways or at what other times the parent/teacher could try the activity or behavior.
7. The coach and parent/teacher develop a plan for how the strategy or activity will happen when the coach is not present.

Case Studies by ASHA Professional Development
Using Coaching Strategies to Engage With Families in an Early Intervention Context


### Guidance for Conducting Brainstorming

A purpose of coaching is to build the individual's capacity to solve problems (i.e., identify, evaluate, and implement effective solutions). Brainstorming should be implemented in a manner that prompts the individual being coached to take the lead role in identifying potential solutions/ideas. The following prompts can be used to ensure the practitioner provides ample opportunities for the active participation of the individual being coached.

- What else have you done/thought about?
- What other options can you think of?
- What are the advantages and disadvantages of each?
- Would you like to try one of these ideas now?

After these (or similar) prompts, it may be appropriate for the coach to offer some additional ideas:

- Would it be helpful if I offer what I know?

After the ideas are on the table, the coach reinforces the leadership role of the individual by asking him/her what he/she thinks about the ideas, and both work together to develop a joint plan.

### Using Natural Learning Environment Practices

The focus of the intervention is to support the parent/teacher in promoting child participation in real-life activity settings based on parent/teacher priorities.

1. Use the child’s interests as the basis for promoting child participation and learning (participation-based vs. skill-based)
2. Use family, community, and/or early childhood activity settings as the context for child learning (contextualized vs. decontextualized)
3. Increase the breadth and/or depth of child interest-based learning opportunities
4. Support the parent/teacher in being responsive to the child’s interest-based learning within the context of everyday activity settings
5. Use items in the home/classroom as part of the activity settings in which you are there to support (using assistive technology for assessment purposes is appropriate when needed)
Roadmap for Reflection: **Child Learning Follow-Up**

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## At-A-Glance Natural Learning Environment Practices

<table>
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<tr>
<th>Identify Parent Priorities</th>
<th>Collect Activity Settings and Interests</th>
<th>Observe Parent Responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on:</td>
<td>Tools:</td>
<td>Method:</td>
</tr>
<tr>
<td>• Reason for referral</td>
<td>• Initial pages of IFSP</td>
<td>• Watch parent, teacher, or care provider interacting with the child during a typical everyday routine or activity</td>
</tr>
<tr>
<td>• Initial conversation</td>
<td>• Asset-Based Context (ABC) Matrix</td>
<td></td>
</tr>
<tr>
<td>• Discussion of child interests, routines, and everyday activity settings</td>
<td>• Interest-Based Everyday Activity Checklists</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• My Child Interest &amp; Activity Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Newborn Interest &amp; Activity Plan (NIAP)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Routines-Based Interview (RBI)</td>
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Select 5-7 activity settings that provide opportunities for child interest-based learning to serve as the context for visits.

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<tr>
<th>Child Interest</th>
<th>Activity Settings</th>
<th>Parent Responsiveness</th>
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<tbody>
<tr>
<td>• 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</td>
<td>• As part of previous joint plan, schedule visit to occur during an actual child, family, or classroom activity or routine</td>
<td>• Actively engage or follow parent/teacher lead in the routine/activity</td>
</tr>
<tr>
<td>• Support the parent/teacher in using the child’s interests to promote participation in activity</td>
<td>• 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</td>
<td>• Support the adult in fostering child participation</td>
</tr>
<tr>
<td>• Support the parent/teacher in expanding opportunities to promote the child’s interests within current activity settings</td>
<td>• Focus on increasing child participation within the activity/routine, rather than only providing/suggesting intervention strategies or working on child deficits or needed skills</td>
<td>• Support the adult when his/her interaction style does not match the child</td>
</tr>
<tr>
<td>• Support the parent/teacher in expanding opportunities to promote the child’s interests within new activity settings during and between visits</td>
<td>• 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</td>
<td>• Intentionally model/teach new interaction strategies (if needed) to promote the child’s participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist parent/teacher to identify contexts in which prioritized skills are needed for participation</td>
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Case Studies by ASHA Professional Development
## Self-Assessment

- What did the parent/teacher learn and/or change as a result of this conversation?
- How did this interaction build the parent’s/teacher’s knowledge and skills for the current and future situations?
- How did this interaction compare to others with this parent/teacher?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

## Your Plan

- What is my plan related to the continued use of natural learning environment practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?
### Using Coaching Strategies to Engage With Families in an Early Intervention Context

#### At-A-Glance Coaching

<table>
<thead>
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<th>Capacity-Building Process</th>
<th>Relational Help-Giving</th>
<th>Participatory Help-Giving</th>
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<tr>
<td>Practitioners support</td>
<td>Practices and characteristics that promote positive relationships with parents:</td>
<td>Practices and characteristics that promote active participation on the part of parents (choice and action)</td>
</tr>
<tr>
<td>- Parents' strengths and abilities to achieve desired results</td>
<td>- Trust</td>
<td>Parents:</td>
</tr>
<tr>
<td>- Parents to recognize and use current and new abilities to achieve preferred outcomes</td>
<td>- Respect</td>
<td>- Develop their own goals</td>
</tr>
<tr>
<td>- Parents to identify opportunities and embrace responsibility for actively working toward their desired outcomes</td>
<td>- Empathy</td>
<td>- Develop their own plans with support</td>
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<tr>
<td></td>
<td>- Caring</td>
<td>- Implement the plans with support</td>
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(Dunst & Trivette, 2009; Trivette & Dunst, 2007)

#### Previous Plan

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

#### Observation

- Observe the parent/teacher and child engaged in the typical activity setting or routine occurring during the time of your visit as it relates to the parent/teacher priorities
- If necessary, intentionally model how to support the child’s participation within the current activity or routine while parent/teacher observes
  - Explain what will be modeled and why
  - Give the parent/teacher something to observe/do
  - Conduct the model
  - Reflect on the model with 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

#### Action/Practice

- Ask the parent/teacher to demonstrate what worked or did not work from the previous plan during the current visit if appropriate
- Provide opportunities within the present activity settings or routines for the parent/teacher to demonstrate/practice new knowledge, skills, and 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
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<th>Reflection</th>
<th>Feedback</th>
<th>New Joint Planning</th>
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| • Ask **awareness** questions to find out what the parent/teacher already knows and/or is doing within the activity/routine from the previous joint plan and in the current activity setting/routine serving as the context for the visit | • Provide affirmative feedback to acknowledge what the parent/teacher is sharing with you and demonstrate you are listening and understand  
• Provide positive evaluative feedback to let the parent/teacher know when you agree or need to reinforce the parent’s/teacher’s thought or idea  
• Follow evaluative feedback with an explanation of why you agree or what you are reinforcing (i.e., informative feedback)  
• Provide informative feedback to share necessary information or provide ideas after the parent/teacher has the opportunity to reflect  
• Follow informative feedback with an analysis question for the parent/teacher to assess the information and/or idea and plan how it might work in the present and future  
• Provide directive feedback only in situations of clear, present, imminent danger | • Assist the parent/teacher to develop a new joint plan throughout and/or at the conclusion of the visit  
• Develop a two-part plan with the parent/teacher  
  o What the parent/teacher will be doing to support child participation within and across specific activity settings/routines  
  o What activity settings/routines will serve as the context for the next visit and when it would be necessary for you to return and be part of that activity/routine  
• Use the new joint plan to start your next conversation                                                                                                                                 |
| • Ask **analysis** questions to assist the parent/teacher to think more deeply about child participation and parent responsiveness in past, current, and new or future activities and routines and to promote self-attribution |                                                                                                                                                                                                             |                                                                                                                                                  |
| • Ask **alternatives** questions to generate new ideas                     |                                                                                                                                                                                                             |                                                                                                                                                  |
| • Ask **action** questions to support the parent/teacher to create a new joint plan |                                                                                                                                                                                                             |                                                                                                                                                  |
| • Avoid yes/no questions except when asking permission or avoiding making an assumption |                                                                                                                                                                                                             |                                                                                                                                                  |

**Self-Assessment**

- What did the parent/teacher learn and/or change as a result of this conversation?
- How did this interaction build the other person’s knowledge and skills for the current and future situations?
- How did this interaction compare to others with this parent/teacher?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

**Your Plan**

- What is my plan related to the continued use of coaching practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?
# At-A-Glance Reflective Coaching Questions

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<th>Analysis</th>
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| • What do you know?  
  Tell me about that.  
  Tell me more.  
  What else do you know/did you try? | • 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? | |
| Alternatives | |
| • What ideas do you have?  
  What else could you do?  
  What are other options/ideas?  
  What is missing? | • 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?  
  What else could you do?  
  What are other options/ideas?  
  What is missing? | |
| Action | |
| • What is your plan/decision?  
  What do you plan to do?  
  What is your first step?  
  What is your backup plan?  
  When will you do this?  
  What supports will you need?  
  When do you think we should revisit this plan? | • What is your plan/decision?  
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• What is your first step?  
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