Purpose

The purpose of this session is to help you build capacity in the families you serve by learning and practicing foundational coaching skills. This session will serve as an introduction or refresher training on the characteristics of effective coaching in early intervention.

Learning Objectives

- Describe why coaching is important in early intervention.
- Define the characteristics of coaching.
- Develop reflective questions to use with a family you are currently working with.
Goals

- How did you feel when you were asked to make this change?
- If you met your goal, what supports were most helpful?
- If you didn’t meet your goal, what might make it work if you tried again?
- What things could your healthcare provider have done differently to support you to meet this goal?

https://childstrive.org/
Participant Introductions

ESIT Guiding Principles

1. Families are equal partners who bring to the team skills, experience and knowledge about their child; and, are the final decision makers as to what will work best for their family.

2. Early intervention recognizes that family relationships are the central focus in the life of an infant or toddler.

ESIT Guiding Principles

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

4. The early intervention process, from initial contact to transition, must be responsive, flexible and individualized to reflect the child's and family’s priorities, learning styles, and cultural beliefs.
ESIT Guiding Principles

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

6. The role of the service provider is to work in a team to support Individualized Family Service Plan functional outcomes, based on child and family needs and priorities.

7. Early intervention practices must be based on the best available current evidence and research.

Large Group Reflection

What ways have you tried to connect with families you work with?

How do you define coaching?

What is Coaching?

“Coaching is an adult learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current or future situations.”

The coach works alongside the parent so they may improve existing abilities and develop new skills.

Why Coaching?

Who Has the Greatest Impact on Children’s Development?

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Therapist</th>
<th>Parent</th>
</tr>
</thead>
</table>

Activity - Explaining Coaching

- Find a partner.
- Each person takes a turn practicing explaining to a family why we use coaching? You will each have 2 minutes.

Characteristics of Coaching

- Joint Planning
- Feedback
- Observation
- Reflection
- Action/Practice
Joint Planning

“Agreement by both the coach and learner on the actions to be taken by the coach and/or learner or the opportunities to practice between coaching visits.”


Joint Planning

What’s been working since our last visit?
We’ve talked about ___ today, what do you think will work well?

Remember:
- Focus on the learner’s priorities
- Meet family where they are, respect values
- Allow the parent to share first what was effective
- Help organize the plan
- Use family’s words, not jargon
- Be specific: when, where, what will it look like?

Joint Planning Video Examples

https://www.youtube.com/watch?v=FnfDyrfPR2A

https://www.youtube.com/watch?v=YiiNRtE6jH8

How did the therapist interact with the mom in a nonjudgmental and constructive manner?

What would you have done differently?
Observation

- "Examination of another person’s actions or practices to be used to develop new skills, strategies, or ideas."
- May also involve modeling by the practitioner for the parent(s)


CASEinPoint, Volume 1, Number 6.

Observation

- Both parent and provider can observe child
- Provider can make clinical observations in front of parent, to be used in reflection later
- Parent can observe child across settings
- Turn taking with practice/observation
- Parent learns to become an “active” observer of the child
- Parent observes while provider models

Two Types of Modeling

Hopeful:
- We work directly with child.
- We hope parent picks it up and learns something.
- Often the parent is not watching.

Intentional:
- We intend to make our interactions with the child meaningful for the parent.

https://medium.com/mah-coaching-support
Hopeful Modeling

Sometimes you hear this from a parent:

- “That’s what you do, and he loves it, but that’s not what I would do…”
- “We couldn’t do it that well…”
- “We don’t have time to do it like that…”

https://medium.com/mah-coaching-support

Intentional Modeling

7 Steps:
1. Explain: what, why, background knowledge
2. Give them a job
3. Model
4. Reflect: “How does that match what you might do?”
5. Invite parent to try it (ask permission)
6. Have parent it
7. Reflect on it again: “How did that work for you?”

When NOT to Model

- First feeds
- Other firsts or landmark events
- When a child needs soothing
Observation Video Example

- [https://www.youtube.com/watch?v=iK3sik36R_Q](https://www.youtube.com/watch?v=iK3sik36R_Q)

- What is your observation of the parents’ level of understanding of the suggested strategy?

- What do you think the parents’ comfort level is to incorporate this new strategy?

Tips for Engaging Families:

- Ask before you share
- Watch before you show
- Have parent try right away
- Be there at the challenging time
- Focus on real life activities (every family doesn’t play, no matter how much we want them to)

[https://medium.com/mah-coaching-support](https://medium.com/mah-coaching-support)

Activity- Engaging a Family in Action/Practice

- Individual reflection- take a moment to think about a family you have had a difficult time engaging.

- How might you encourage this family to actively participate and practice strategies during your visit?

- Jot down some ideas that come to mind.
Action/Practice

“Spontaneous or planned events that occur within the context of a real-life situation that provide the learner with opportunities to practice, refine, or analyze new or existing skills.” [https://youtu.be/72iW8_pAGhw](https://youtu.be/72iW8_pAGhw)


**Action/Practice**

**Typical Prompts**
- Can you show me how that looks?
- What happens when you...?
- Would now be a good time to try it?
- Show me how that would look to you.
- Would you like for me to show you what I mean?
- Would you like to try it now or work on it until we meet again?

Ways to Practice with a Family

- Provider explains, parent tries
- Provider models, parent takes over [https://www.youtube.com/watch?v=XG0KEVssjuE](https://www.youtube.com/watch?v=XG0KEVssjuE)
- Provider models, directly narrating action
- Parent tries, provider observes [https://www.youtube.com/watch?v=LjhtRjskoF8](https://www.youtube.com/watch?v=LjhtRjskoF8)
- Parent tries, provider coaches in action [https://youtu.be/X6TcNhnVEg8](https://youtu.be/X6TcNhnVEg8)
- Parent tries, provider stops to coach
“Analysis of existing strategies to determine how the strategies are consistent with evidence-based practices and may need to be implemented without change or modified to obtain the intended outcome(s).”

Types of open-ended questions: Awareness, Analysis, Alternatives, Action
Reflection

Awareness
- What do you know about ___?
- What kinds of things have you tried?
- How do you feel about that?

Analysis
- How did you know you needed to try something else?
- What produced that result?

Coaching Practices Scale for Assessing Adherence to Evidence-Based Early Childhood Intervention Practices

Reflection

Alternatives
- What is another way you could try that?
- What do you think could make it work better next time?

Action
- What option do you want to try?
- When will you try it?

A Framework for Reflective Questioning When Using a Coaching Interaction Style

What kind of reflective question is it?

- https://www.youtube.com/watch?v=TocSllaLRnA
- https://youtu.be/b4RabuH4vKdY
- https://youtu.be/vyl99-a17vs

STOP us when you hear a reflective question.

What kind of question is it?

Awareness, Analysis, Alternatives, or Action
Activity - Reflective Questions

- Individual reflection - take a moment to think about a family you are currently working with.

- What are some reflective questions you could use on an upcoming visit?

- Jot down some ideas that come to mind.

Feedback

"Information provided by the coach based on direct observations of the learner by the coach, actions reported by the learner, or information shared by the learner to expand the learner’s current level of understanding about a specific evidence-based practice."


Feedback

- How did that work for you?

- Feedback is always...
  - Constructive and supportive (strength based)
  - Occurs soon after action - clearly linked to learning experience
  - Specific, clear, concise, individualized to learner

- Avoid
  - directive words: should, must, need to
  - absolutes: everybody, all the time, never
Small Group Activity: Feedback

- [ ] https://www.youtube.com/watch?v=LjhtRiskoF8
- [ ] Put yourself in the speech therapist’s shoes. Brainstorm one example feedback statement you could share with this mom.
- [ ] Think about how you would provide feedback to a family you are working with whose background does not match yours (e.g. different race, ethnicity, socioeconomic status, primary language, or family structure). How might your feedback change in order to be culturally responsive to the unique strengths of this family?

Next Steps

What stood out today that you would like to try?

Evaluations

Please complete your evaluations
Resources

- ESIT Guiding Concepts

- Framework for Reflective Questioning

- Evidence-based Definition of Coaching Practices

Thank you!

- A special thank you to the families and providers who shared their home visits with us to create the video clips you saw today!

- Families:
  - Hannah, Tyler, and Kylan
  - Vanessa and Trent
  - Anna and Byron
  - Jamie and Nancy

- Early Intervention Providers:
  - Leianne, Sarina, Halley, SLPs, ChildStrive
  - Bryn, SLP, Whatcom Center for Early Learning