Coaching Families in Early Intervention

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Participant Introductions

Purpose

- Build capacity in the families you serve by learning and practicing foundational coaching skills
- Introduction to 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.

Large Group Reflection

How do you already use coaching to work with families?

What is Coaching?

► Adult learning strategy
► Builds capacity of a parent or colleague
  ► Improves existing abilities
  ► Develops new skills
  ► Gains a deeper understanding of his or her practices

Why Coaching?
Who Has the Greatest Impact on Children’s Development?

Joint Planning
- Agreement between you and parent
- Actions coach will take
- Opportunities to practice between visits

Characteristics of Coaching

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

Joint Planning

- Focus on parent’s priorities
- Meet family where they are
- Keep family’s culture in mind
- Allow parent to share first
- Help organize plan
- Use family’s words, not jargon
- Be specific: when, where, what will it look like?

What’s been working since our last visit?

Today we practiced... What do you want to try?

Observation

- “Noticing Out Loud”
- Paying attention to actions or practices that may support new skills
- May also involve modeling by the practitioner for the parent(s)


Observation

- Parent and provider observe child
- Provider makes clinical observations for reflection later
- Parent observes child across settings
- Parent and provider take turns practicing and observing
- Parent becomes an “active” observer of the child
- Parent observes while provider models
Two Types of Modeling

Hopeful:

- Work directly with child
- Hope parent learns strategy

“We couldn’t do it that well…”

“We don’t have time to do it like that…”

That’s what you do, and he loves it, but that’s not what I would do…”

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

Two Types of Modeling

Intentional:

- Make our interactions with the child meaningful for the parent

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7 Steps to Intentional Modeling

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

When NOT to Model

- First feeds
- Other firsts or landmark events
- When a child needs soothing
Tips for Engaging Families

- Ask before you share
- Watch before you show
- Parent tries 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)

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Action/Practice

- Spontaneous or planned
- Within the context of a real-life situation
- Provide the parent with opportunities to practice, refine, or analyze new or existing skills

https://youtu.be/72iW8_pAGhw


Action/Practice

- 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=X6OKEvssiuE
- Provider models, narrating action
- Parent tries, provider observes
- Parent tries, provider coaches in action
  https://youtu.be/X6TchHhnVEg8
- Parent tries, provider stops to coach

Reflection

- Reviewing strategies to determine:
  - Consistency with evidence-based practices
  - Changes or modifications needed to achieve outcomes
- Types of open-ended questions:
  Awareness, Analysis, Alternatives, Action

CASEinPoint, Volume 1, Number 6.

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?
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?

Reflection Examples

- [https://www.youtube.com/watch?v=ToeSlhaLRnA](https://www.youtube.com/watch?v=ToeSlhaLRnA)
- What kind of question is it?
  - Awareness, Analysis, Alternatives, or Action
- What did the SLP learn?

Activity

- 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 from the coach based on:
  - Observations
  - Actions reported
  - Information shared
- Expands parent’s understanding


Feedback

- Feedback is always:
  - Strengths-based
  - Linked to experience
  - Specific
  - Individualized
- Feedback should avoid:
  - Directives: should, must, need to
  - Absolutes: everybody, all the time, never

Pair and Share

- https://www.youtube.com/watch?v=LjhtRJskoF8
- Imagine you are the speech therapist. Brainstorm one example of strengths-based feedback to share with this mom.
Individual Reflection

- Think about a family whose background does not match your own (e.g. different race, ethnicity, socioeconomic status, primary language, or family structure).
- What stood out today that you would like to try with this family?
- How would you individualize to be culturally responsive to the unique strengths of this family?

Evaluations

Resources

- Framework for Reflective Questioning
- Evidence-based Definition of Coaching Practices
- Video playlist:
  https://www.youtube.com/playlist?list=PLt9HR8mC5EBmZymz6zWq-cdHji8l0Gd5k
Thank You!

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