



Coaching that Empowers Families to Help Their Children: An Early Intervention Approach

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Mrs. Antoinette Mc Allister-Blyden has been practicing in the field of Speech and Language Pathology for fifteen years. She holds a Bachelor's of Science Degree in Biology from Medgar Evers College and a Masters of Science Degree in Speech and Language Pathology from New York Medical College. As an Educational and Developmental Intervention Service (EDIS) Early Intervention Provider for approximately six years, she brings a wealth of experience to the military community she serves, as the spouse of a U.S. Army veteran, as well as professionally. She has a solid background working with children deemed to be developmentally delayed and/or medically fragile in both the early intervention and pre-school settings. Mrs. Mc Allister-Blyden is passionate about empowering the families she serves with the knowledge and resources gleaned over the years while working collaboratively with professionals of diverse areas of expertise. She is earnestly interested in working closely with families, as well as assisting support professionals through trainings and in-services.



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Disclosures

- Mrs. Mc Allister-Blyden has no relevant financial or non-financial relationships to disclose relating to the content of this activity.
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Learning Objectives

At the conclusion of this activity, participants will be able to:

1. Explain the role that coaching takes when working in an early intervention environment.
2. Identify the principles of adult learning and apply them to caregiver coaching in early intervention.
3. Utilize interactions centered on adult learning principles to engage caregivers in early intervention services.

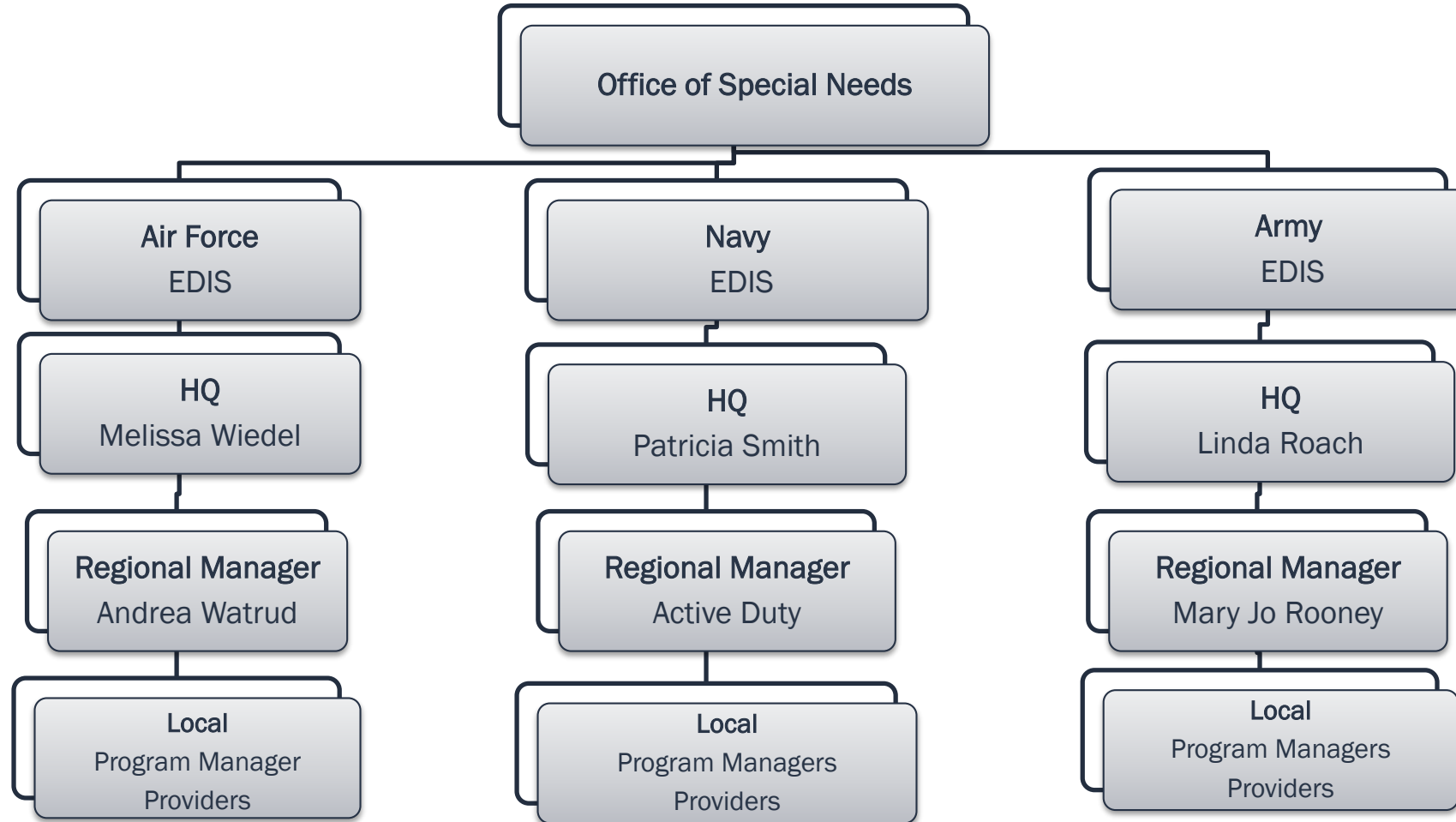


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EDIS Organizational Structure



Lt. Col. Eric Flake, 2022



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Mission, Vision and Goal

- The **MISSION** of Educational and Developmental Intervention Services (EDIS) is to fulfill the requirements of Public Law 102-119, directing the Department of Defense (DoD) to implement the requirements of the Individuals with Disabilities Education Act (IDEA) to eligible children of DoD Families in certain locations.
- The **VISION** of EDIS is to provide state of the art support and services to eligible children and Families that maximize children's potential to learn and to become successful adults.
- The **GOAL** of EDIS is to provide high quality, evidence-based services resulting in positive outcomes for children and Families.

(www.edis.army.mil, n.d.)

(<https://www.edis.army.mil/aboutedis.html#eisbar>, 2020)



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Educational and Developmental Intervention Services

- Provides services to support families of children with developmental delays, disabilities, or special learning needs.
- Delivers Early Intervention Services to eligible infants and toddlers and their families in domestic and overseas areas.

(<https://www.edis.army.mil/aboutedis.html#eisbar>, 2020)



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Program Philosophy and Conceptual Framework

- Early Intervention Services (EIS) addresses the Family's needs relative to their child's functioning within day-to-day routines and activities.
- Early intervention (EI) promotes the Family's ability to function independently as they work to enhance their child's growth and development.

(MEDCOM Reg. 40-53)



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Guiding Principles of EDIS

- Importance of Family in the development of their young children
- First three years of life are critical for learning
- Children learn best when interacting with familiar people during everyday routines
- Primary provider model



(Pexels.com, n.d.)



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Parent Involvement Is Key

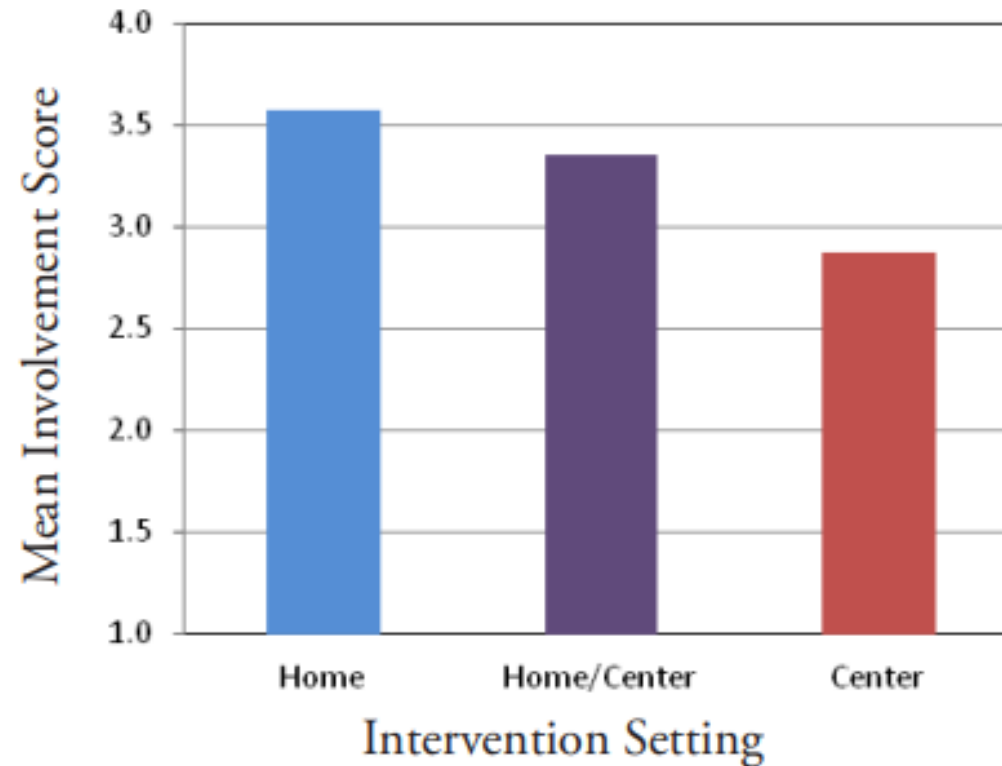


Figure 1. Mean parent involvement scores for the provision of early intervention in different settings and contexts. Adapted from “Family Capacity-Building in Early Childhood Intervention: Do Context and Setting Matter?” by Dunst et. al., 2014. p. 41 Copyright 2014 by Dunst et. al.



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Key Concepts of Family-Centered Services

- Recognizing that families are the constant in the child's life and the experts on their child
- Facilitating parent-professional collaboration
- Honoring racial, ethnic, cultural, and socioeconomic diversity of families
- Recognizing and respecting family strengths, individuality, and coping methods
- Sharing complete unbiased information so families can make informed decisions
- Facilitating family-to-family support
- Recognizing that the system of the family is central to how services should be tailored for the family
- Respecting families as key decision makers throughout the process
- Acknowledging the strengths and interests of the family



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EDIS Process



DAYS

*IFSP – Individualized Family Service Plan



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Early Intervention Service Delivery in EDIS

- Individualized Family Service Plan (IFSP) guided intervention visits
- Explicitly focus on intervention and caregiver engagement
- Apply quality intervention interactions
- Use good conversation skills
- Document service delivery and progress
- Function as a primary service provider effectively consulting with other team members



(Pexels.com, n.d.)



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Coaching in Early Intervention



(Pexels.com, n.d.)



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Coaching in Early Intervention

Adult learning strategy

- Promotes the learner's ability to:
 - Reflect on his or her actions
 - Develop a plan for refinement
 - Use the plan



(Pexels.com, n.d.)



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Coaching Involves...

- Observing the parent and child while engaged in a routine or activity
- Giving the parent opportunities to practice new strategies
- Inviting the parent's reflection on what is and what is not working
- Providing feedback
- Joint planning with the parent for between visits and next visit

(Rush, 2018)



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Coaching Builds on Adult Learning Principles

- Voluntary Participation
- Reciprocal Respect
- Collaborative Exchange
- Praxis
- Critical Reflection
- Self-Direction



(Pexels.com, n.d.)

(Younggren, 2018.)



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1. Voluntary Participation

- The learner decides what is important to learn.
- The early interventionist's role is to guide what the parents have already decided that they want to learn.



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2. Reciprocal Respect

- The learner needs to feel respected and valued so that they feel comfortable to share their opinions, views, ideas and impressions.
- The early intervention provider has to understand that the parents have their own perspectives and their role is to respect those perspectives.



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3. Collaborative Exchange

- The learner has a wealth of past experiences and knowledge acquired from previous events that are a reference point for new learning.
- The role of the early intervention (EI) provider is to dive into what the parent already knows and acknowledge what was shared as valuable learning experiences.



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4. Praxis

- The learner needs opportunities to practice what they are learning in contexts that are meaningful for them.
- The role of the EI provider is to encourage opportunities to practice.



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5. Critical Reflection

- The learner needs opportunities and encouragement to question and reflect on what they practiced or what was shared.
- The EI provider's role is to stimulate new ways of looking at what is being discussed from a variety of angles.



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6. Self-Direction

- The learner has the ability to establish and maintain personal learning goals.
- The role of the EI provider is to promote the learner's ability to see themselves as agents of change.



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Adult Interactions



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Coaching Strategies

- Information Exchange
- Problem Solving
- Indirect Teaching
- Direct Teaching
- Practice with Feedback
- Joint Planning



(Pexels.com, n.d.)

(Younggren, 2018)



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Information Sharing

- Parent and early intervention provider exchange information related to the outcomes on the plan.



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Problem Solving

- Collaboratively working through an issue by discussing options
- The provider encourages the Parent's/Caregiver's ideas



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Indirect Teaching

- Following the parent's/caregiver's lead
- Commenting on their actions
- Hands-on interaction with caregiver
- Prompting the caregiver to explore expanding on their action



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Direct Teaching

- The caregiver is an engaged participant
- The EI provider suggests or models a strategy with feedback
- The focus is on increasing the caregiver's skills
- Teaching them an alternative method
- Followed by reflection



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Practice with Feedback

- Focused on observation or trying something together
- May follow problem solving dialog, direct teaching or indirect teaching



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Reflective Questions

Awareness

- What do you know?
- What have you tried?
- What else did you try?

Alternatives

- What ideas do you have?
- What do you need to know?
- What can you do differently?

Action

- What is your plan?
- What is your first step?
- When will you do this?

Analysis

- Why do you think that happened?
- What would the ideal situation look like?
- What do you think you could have done differently?

(Rush & Sheldon, 2011)



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Feedback in Coaching

- Affirmative
 - Acknowledge
- Evaluative
 - Reinforce
- Informative
 - Share necessary information
- Directive
 - Only use when clear, present, imminent danger



(Pexels.com, n.d.)

(Rush et. al. 2011)



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Coaching with FLARE in EDIS

- Functional Outcomes
- Learning More
- Action steps (Possible things to try)
- Reflection and Responsive feedback
- End Plan

(Younggren, 2018)



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Coaching with FLARE in EDIS

Middle Of the Visit Escort MOVE			
Functional Outcome	Learning More	Action	Reflection & Responsive Feedback
			End Plan
Signs of Readiness			
Evidence-Based Resource			

Early Intervention Visiting FLARE Framework.

(Younggren, 2018)



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Coaching with FLARE in EDIS

Middle Of the Visit Escort MOVE Template with Prompts - Try planning for an intervention visit with FLARE			
Functional Outcome	Learning More	Action (Possible things to try)	Reflection & Responsive Feedback
<p>Enter an outcome from the family's IFSP</p>	<p>Insert possible questions that could help you and the parent better understand the desire reflected in the outcome. For example:</p> <ul style="list-style-type: none"> • What does this look like now? • Would you like to show me? • What are some things you've tried? • What other ideas do you have? • What will have the greatest impact? • What is most or least doable? • What has worked/not worked? Why do you think that is? • What do you know about how children learn this skill? • What would this look like if it was going the way you want it to? • What does your child like about this routine/activity? Not like? <p>Possible strategy follow up questions:</p> <ul style="list-style-type: none"> • How did it go with ___? • What was most successful/challenging? • Would you like to show me? • How should we follow up with this today? 	<p>What are possible strategies that could be used to address this outcome. Insert ideas/actions (strategies) to possibly try or add to actions already in place to address the outcome. Think of evidence-based strategies and how you might help the family tailor them to meet their needs.</p>	<p>Insert questions that might help the parent reflect on strategies tried or discussed related to the outcome. For example:</p> <ul style="list-style-type: none"> • What worked? • What did you notice when ...? • What other strategies came to mind? • How do you feel about using the strategy? • What else do you need to do this? • Do you feel like you have enough/ not enough/ too much to try? • How would you like to proceed with this strategy/outcome? <p>Remember to provide feedback in response to the parent reflection and action.</p> <p>End Plan</p> <p>Insert questions about what the caregiver would like to work on between now and the next visit and what they would like to address at the next visit. For example:</p> <ul style="list-style-type: none"> • What do you want to try during [routine/activity] before our next visit? • What should we review/try/focus on [related to this and/or another outcome] during our next visit?
Signs of Readiness	Review assessment tools (e.g., MEISR, HELP) to identify the developmental steps or skills that are important for achieving the outcome and record those here.		
Evidence-Based Resource	Note articles, parent handouts, checklists, websites and other resources that speak to evidence-based practices and strategies related to the outcome.		

Early Intervention Visiting FLARE Framework.

(Younggren, 2018)



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Coaching with FLARE

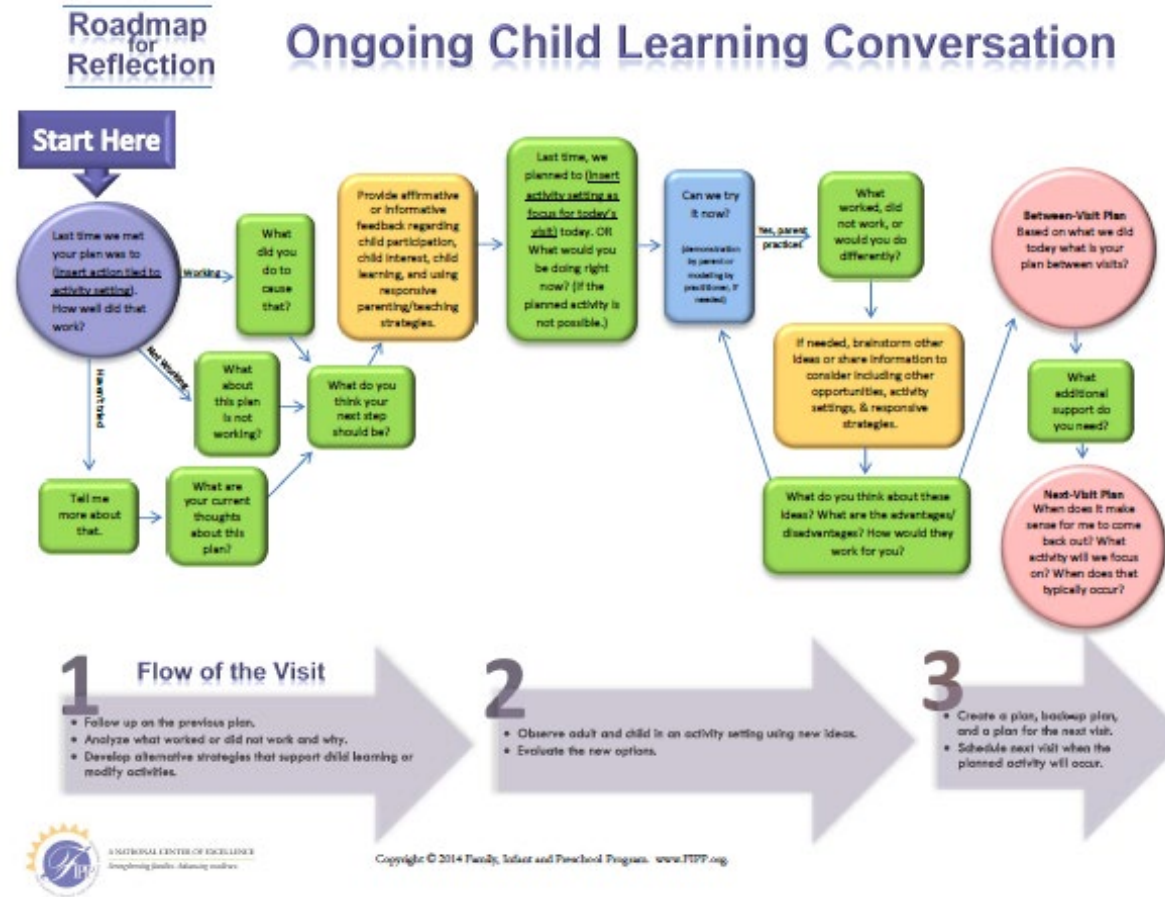
MIDDLE OF THE VISIT ESCORT - MOVE - SAMPLE OF POSSIBLE THINGS TO TRY				
1. Using words to talk about things				
Functional Outcome	Learning More	Action (Possible things to try)	Reflection & Responsive Feedback	
Participate in play time by using words to talk about things.	<ul style="list-style-type: none"> What's happening now? Can we do some observation now to see what your child is doing and then talk about some ideas? What are some things you've tried? How do they work? During which activities is your child most engaged? What things make her smile or laugh? What other things have you've thought of? Which of these do you think would get the best result? How about we give it a try? Perhaps we could do a video and then look at it together to come up with some ideas to try. 	<ul style="list-style-type: none"> Together discuss how hearing language is a part of learning to talk. Talk about piquing children's interest. Think about and try different playful ways the parent can engage the child (e.g., by talking about what is happening or giving words to what the child does). Highlight less can be more. Using a few words to comment on your child's actions to add interest and make their play more exciting (i.e. "CRASH", "BOOM", "WHEEE!"). Explore ways to naturally respond to and praise the child's efforts. Rather than an artificial attaboy, such as "good talking." Watch for and comment on the balance of interactions so that there is an equal exchange—child initiates, you respond – closing the circles of communication. 	<ul style="list-style-type: none"> What happened when you tried ____ strategy? For your child? And for you? How did you feel as you tried it? How did your child's response match what you expected to happen? Based on what happened this week, what do you plan to continue? ...do differently next time? <p>* Remember to provide feedback in response to the parent/caregiver reflection.</p>	
Signs of Readiness	Participates in <u>play with others</u> and <u>by self</u> by... <ul style="list-style-type: none"> Indicating understanding of simple requests with clear gestures (e.g., come here give me) <ul style="list-style-type: none"> Imitating new actions (e.g., banging drum, stirring with a spoon) Playing side by side with other children interacting with gestures <ul style="list-style-type: none"> Using non-words to express emotions (e.g., oh oh, oops, ah) <ul style="list-style-type: none"> Trying to sing songs/act out familiar finger plays 		~ Age	MEISR Item
			12 mo.	6.15
Evidence-Based Resource	Center for Early Literacy Learning (CELL) - Practice Guides for Use With Parents <ul style="list-style-type: none"> http://www.earlyliteracylearning.org/pgparents.php Hanen - Build Your Child's Vocabulary <ul style="list-style-type: none"> www.hanen.org/helpful-info/articles/build-your-child'svocabulary.aspx 		12 mo.	6.17
			18 mo.	6.21
			12 mo.	7.18
			18 mo.	7.23

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Coaching Roadmap



(www.FIPP.org, n.d.)



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What Does It Look Like?

- <https://youtu.be/dJvriZfZfkl>



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Common Misperceptions

- Only works for certain families
- Only useful for children with mild disabilities
- It is a watered-down approach
- Does not allow the therapist to touch the child

(<http://www.coachinginearlychildhood.org>, n.d.)



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Perceived Barriers to Coaching

- Outside the scope of practice
- Sitting and talking to parents
- Does not provide children with enough opportunities to learn and practice
- Families want direct intervention
- Coaching is when Parents learn a strategy by observing the clinician modeling

(www.Hanen.org, n.d.)



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Key Takeaways

- EDIS exists to fulfill the requirements of Public Law 102-119
- Coaching is an adult learning strategy that promotes the Parent's ability to reflect on their actions, develop a plan for refinement and use the plan
- The coaching philosophy has the six adult learning principles at its core
- Early interventionists utilize adult learning intervention interactions or strategies to build capacity in Parents



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Questions?



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3. Click on the **REGISTER/TAKE COURSE** tab.
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 - b. If you have not previously used the **CEPO CMS** click **register** to create a new account.
4. Follow the onscreen prompts to complete the post-activity assessments:
 - a. Read the **Accreditation Statement**
 - b. Complete the **Evaluation**
 - c. Take the **Posttest**
5. After completing the posttest at **80%** or above, your certificate will be available for print or download.
6. You can return to the site at any time in the future to print your certificate and transcripts at: <https://www.dhaj7-cepo.com/>
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