

Tele-Intervention and Enhanced Family Engagement

NCHAM Tele-intervention Learning Community

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Presentation overview

- ▶ Introduction
- ▶ Parent Coaching: best practice for family engagement
- ▶ 3 Examples of Parent Coaching in Tele-Intervention
 - ▶ Joint Planning
 - ▶ Modelling
 - ▶ Reflection
- ▶ Resources in Evidence Based Coaching practices
- ▶ Join Us!

NCHAM Tele-Intervention Learning Community

35 members

Span communication modalities and disciplines

Common interest: exploring implementation of best practices in Early Intervention through tele health applications

Work to date:

- ▶ NCHAM website: Tele Health Guide and short courses
- ▶ Multi State Comparative Studies, EHDI Snapshot
- ▶ Resource library: Best practices, Fidelity measures

Why Coaching?

It's Evidence Based “the process that pulls together the best available research, knowledge from professional experts, and data and input from children and their caregivers, to identify and provide services that are proven to achieve positive outcomes for children and families.”

Early Childhood Technical Assistance Center

It uses Key Principles of Early Intervention “All families, with the necessary supports and resources, can enhance their children’s learning and development.” OSEP Seven Key Principles 2008

Tele-intervention increases coaching behaviors and family engagement!

A Multisite Study evaluating the Benefits of early intervention via telepractice (Behl et al)

Home Visit Rating Scale (HOVRS 2.0)

- ▶ More Provider Facilitation of parent-child interaction
- ▶ More Parent-Child Interaction
- ▶ More Parent Engagement (statistically significant)
- ▶ More Child Engagement

Examination of Coaching Behaviors Used by Providers When Delivering Early Intervention via Telehealth Coaching Practices used in Telepractice: (Stredler-Brown)

Coaching Behaviors with increased incidence in Telepractice:

- ▶ Observation
- ▶ Direct Instruction
- ▶ Provider feedback to parent about parent (small)
- ▶ Provider feedback to parent about child

Coaching: Five Components Rush and Sheldon (2013)

1. **Joint Planning** - an agreed-upon plan between the coach and coachee as to what they will work on and in what routines or activities
2. **Observation** - examination of another person's actions or practices to be used to develop new skills, strategies, or ideas
3. **Action** - Spontaneous or planned events that occur within the context of a real life situation that provides the coachee with opportunities to practice refine or analyze new or existing skills
4. **Reflection** - analysis of existing strategies to determine how the strategies are consistent with evidence based practices and how they may need to be implemented without change or modified to achieve the intended outcome(s)
5. **Feedback** - Information provided by the coach that is based on his or her direct observations of the coachee, actions reported by the coachee, or information shared by the coachee and that is designed to expand the coachee's current level of understanding about a specific evidence based practice or to affirm the coachee's thoughts or actions related to the intended outcome(s)

Joint Planning

What the Coach does: Helping the Coachee to implement strategies in between visits when the provider is not there and to prepare for the next visit. Problem solving and purposeful planning with the Coachee. This does not have to be complicated! It can be very specific and simple. Asking open ended questions can help guide the Coachee. This looks the same through in person or Tele-intervention visits.

What the Coachee does: Describes something that they have in mind to work on or a specific routine that is troublesome. Together with their Coach, they can talk about specific things to work on before the next visit. The Coachee must agree that this is something they would like to target.

Ideas for Joint Planning

- ↵ Use specific activities or routines that is already a part of everyday life for the family. Some upfront planning is necessary when using Tele-Intervention to get materials ready for next visit.
- ↵ Ask leading open ended questions: What would you like to work on between now and our next visit? What is a struggle for you right now? What is something you would like to see him doing in the next week or so?
- ↵ Pick one thing or a few things that can be targeted to work on.
- ↵ Be very specific with your examples. This will help the parents to be more successful.
- ↵ Write down the joint plan. With Tele-Intervention: send follow up email or text to the family!
- ↵ Follow up! Check in periodically before your next visit to see what is working or if they need any in between support.

Joint Planning Videos

<https://www.youtube.com/watch?v=VDxc7NXx3fk>

<https://www.youtube.com/watch?v=n0FnTFKybWU>

Modeling

- ↳ This is an important part of coaching, where the provider models what she/he wants the parent to do and then coaches the family in the technique when they try what the provider modeled
- ↳ Generally the same in telehealth visits as in-person visits
- ↳ May need to use props

Modeling Videos

Video of provider modeling how to help shift the child's weight to help the child stand up (in-person)

[In Person Modeling](#)

Video of OT modeling how she wants parent to try to feed child (tele-intervention)

[Tele-intervention Modeling](#)

Reflection

What the Coach Does: The coach uses reflective questions to assist the coachee in analyzing the current situation, then encourages the coachee to generate alternatives and actions for continually improving his or her knowledge and skills, thereby achieving the desired outcomes.

What the Coachee Does: The coachee determines what worked or did not work and why it did or did not during the observation and/or action , as well as generates ideas for next steps.

Reflective Questions

Based on the *Four Types of Reflective Questions* (Rush and Sheldon, 2011 pg 78) Avoid yes/no questions.

- ↵ What would you like to focus on between now and our next visit?
- ↵ Considering all that we have discussed today, what is your plan....?
- ↵ What do you think worked best for you today? What didn't work well?
- ↵ What was helpful for you today?

Reflection Videos



In Person Reflecting



Tele-intervention Reflecting

Resources in Coaching and Family Engagement

The Early Childhood Coaching Handbook, Rush, Dathan D.; Shelden, M'Lisa L., Brookes Publishing Company, 2011

Thompson, N. & Yoshinaga-Itano, C. (2018) L2L (Listening to Learn) Coaching Model- A Professional Development Tool. nanettejo@yahoo.com

Kemp, P., & Turnbull, A. P. (2014). Coaching with parents in early intervention: An interdisciplinary research synthesis. *Infants & Young Children*, 27(4), 305-324.

Rush, D.D., Shelden, M.L., & Hanft, B.E. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children*, 16(1), 33-47.

Websites:

www.ecta.org Early Childhood Technical Assistance Learning Lab: Exploring Coaching for Practice Change

www.zerotothree.org Coaching and Engaging Families in Early Intervention Services

www.coachinginearlychildhood.org Coaching Behaviors

Resources in Tele-intervention

Behl, D. D., Blaiser, K., Cook, G., Barrett, T., Callow-Heusser, C., Brooks, B. M., Dawson, P., Quigley, S., & White, K. (2017). A multisite study evaluating the benefits of early intervention via telepractice. *Infants & Young Children*, 30(2), 147-161

Stredler-Brown, A. (2017). Examination of Coaching Behaviors Used by Providers When Delivering Early Intervention via Telehealth to Families of Children Who are Deaf or Hard of Hearing. *Perspectives of the ASHA Special Interest Group SIG 9*, 2(Part 1), 25-42.

Hamren, K., & Quigley, S. (2012). Implementing coaching in a natural environment through distance learning. *The Volta Review*, 112(3), 403-407.

National Center for Hearing Assessment and Management (NCHAM). (2012). A practical guide to the use of teleintervention in providing spoken language services to infants and toddlers who are deaf and hard of hearing. www.infanthearing.org/ti-guide/index.html

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