



Introduction

This study examined the perspectives of early-career SLPs and graduate students on parent coaching. It assessed their understanding and readiness to apply parent coaching techniques, identifying educational gaps and evaluating training program effectiveness in preparing students for professional practice.

Results - Interviews

The “attempt at parent coaching” simply revolved around following up with the parent after the therapy session:

“I would walk them out and then at the end I would give kind of like a little mini report of like, “Hey, this is what we did today in therapy”.

“I would create handouts for them...I'd give it to them at the end of the session”.

“We would give them a parent coaching sheet with 25 strategies they can utilize at home...we would circle 3 to 4 that can help them facilitate language at home.”

Methods

- 250 SLP students and clinical fellows from across the U.S. completed an online questionnaire on their demographic background and parent coaching training experiences.
240 females, 8 males, 2 NB/third gender
- 10 participants completed interviews (9 females, 1 male)
2 were CFs; 8 were SLP graduate students.

Discussion/Conclusions

- There is a critical deficiency in formal parent coaching education.
- Students have misconceptions of what parent coaching actually is.
- There is an urgent need for SLP educational programs to incorporate comprehensive parent coaching training in coursework and clinical experiences.
- Such enhancements could significantly improve graduates' abilities and comfort levels to involve parents/caregivers to improve therapeutic outcomes.

Data Analysis

Qualitative data analyzed via grounded theory focusing on the participants' educational and clinical experiences in parent coaching.

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Results - Survey

Please describe what the term “parent coaching” means to you?

“Being able to teach/coach parents about what is going on in speech therapy so

that they may be able to do it at home.”

“Informing parents on what they should do with their children at home to support language learning”

Have you received any training on parent coaching within your graduate program?

Yes = 46%, No = 54%

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Results - Interviews

Few had formal training in parental coaching; most reported limited or no training:

“I would like to know, I guess, the do's and don'ts in terms of, you know, what are appropriate things to tell parents in terms of like their children and their diagnosis and how to navigate and approach those in a you know like a friendly way, a compassionate way.”

“I had never had like a one-on-one treatment or evaluation with a parent present. If I did, it was with my supervisor, and they were kind of taking the leading role.”