



Coaching Principles and Practices:

Coaching Families



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Development of Content and Materials in this Presentation



THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON AUTISM SPECTRUM DISORDERS

Framework and content originally developed in collaboration with colleagues from the National Professional Development Center on ASD

Some content and materials adapted with permission from Rush and Shelden (2011)

A Preview of This Presentation

- A brief review of why coaching families is critical to optimizing child outcomes
- An overview of principles associated with coaching
- Case examples of how to apply these principles for coaching infants and toddlers in natural environments
- Resources (print and online) for more information about coaching

What Will You Need?

- Handouts (directions of how to get these here)
- A partner for role-play
- 90 minutes
- An open mind

The Coach

<http://www.youtube.com/watch?v=q4880P-JnQ2E>



What We Know

“Research has shown that parent participation in intervention is key and that supporting parents in competently and confidently interacting responsively with young children during daily routines may be more critical to intervention effectiveness than the time children spend with practitioners”

(Rush and Sheldon, 2011)

What We Know

- Rigorous research studies support the efficacy of parent-implemented interventions:
- [insert screenshots of NPDC evidence base for parent-implemented interventions]

What We Know

Parent training and the use of coaching to support parents has been found to be effective and feasible (NRC, 2001, Brookman-Frazee et. al., 2009).

What We Do

“...early interventionists spend 51% of the home visit time directly teaching the infant and toddler; less than 1% of the time is spent in supporting parent-child interactions and coaching the parent.”



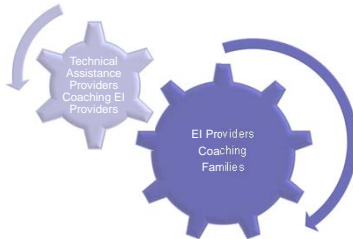
(NECTAC, 2008, Sandall, Hemmeter, Smith, & McLean, 2005), (Peterson, et al, 2007)

Forms of Adult Learning Support

- Consultation
- Mentoring
- Supervision
- Counseling
- Direct Training
- Coaching



Who is Coaching Whom?



Overview of Coaching

- Principles of coaching
- The Communicative Coach
- Diversity & Coaching
- The Coaching Process

Coaching Assumptions

- Practitioners and caregivers have good skills but can increase their skills.
- Practitioners and caregivers establish new skills or refine existing skills through reflection and self evaluation.
- Practices can change based on observation, data and feedback.
- Coaching is a cyclical and dynamic process.

10 Key Elements of Coaching in Early Childhood

1. Consistent with principles of adult learning
2. Capacity building
3. Nondirective
4. Goal oriented
5. Solution focused
6. Performance based
7. Reflective
8. Collaborative
9. Context driven
10. As hands-on as it needs to be

Individual Activity

General Coaching Skills Rating Scale

How would you rate your ability to make the following observations?	Never	Sometimes	Always
• Learner's nonverbal communications	1	2	3 4 5
• Learner's ability to demonstrate a particular skill	1	2	3 4 5
• Learner's comfort in asking questions	1	2	3 4 5
• Learner's interactions with others in the environment	1	2	3 4 5
• Reactions of others in the environment to what you are saying or doing	1	2	3 4 5
• Physical arrangement of the environment	1	2	3 4 5
• Factors in the environment that may affect the learner's intended outcomes	1	2	3 4 5
• Availability, access, and use of family and community resources	1	2	3 4 5
How would you rate your ability to listen to the learner?			
• Use direct eye contact	1	2	3 4 5
• Maintain positive facial expressions	1	2	3 4 5
• Demonstrate an open body posture	1	2	3 4 5
• Maintain close proximity to the learner	1	2	3 4 5
• Focus on the present moment	1	2	3 4 5
• Listen to words, meanings, and feelings of what the learner is trying to convey	1	2	3 4 5
• Listen without passing judgment	1	2	3 4 5

The Communicative Coach

Potential Barriers to Communication

- Advising
- Anticipating
- Avoiding
- Cross-Examining
- Denying Others' Reality
- Diagnosing
- Directing
- Judging
- Lecturing
- Moralizing
- Praising
- Reassuring
- Teasing

Communication Strategies for Collaboration

- The power of questions
 - Open ended
 - Reflective
- Leveling statements
- Nonverbal techniques
- Active Listening

Small Group Activity

INSERT VIDEO: Mom talking about challenges

- Direct viewers to pose questions to ask Mom.
- Follow-up w/ posing typical questions and analyzing open/closed questions and directing viewers to analyze their own list

Open vs. Closed Questions

Open Question Starters

- Tell
- How
- Describe
- What
- Why

Closed Question Starters

- Are
- Do
- Have
- Should
- Will
- Would
- Can

Open questions are incompatible with closed questions

Question Type	Awareness	Analysis	Alternatives	Action
Knowledge Understanding (What you know)	What do you know about...? What is your current understanding of [topic, situation]?	How does that compare to what you want to know about...? How is that consistent with [interest, values, etc.]?	How could you find out about...? What different things could you do to learn more about...? What are other ways to view this for your team?	How do you plan to learn more about...? What options do you discuss? "Why?" How are you going to put that into place?
Practice (What you did)	How do you currently do...? "Why?" What kind of things did you do for you, done or not?" "Why?" What kind of things do you want to do?" What did you do that worked best?"	How is that consistent with what you wanted to do (interests, values)? "Why?" How is that consistent with [interests, values]?"	What else could you have done to make practice consistent with interests? "Why?" What would you do differently next time? How might you go about doing that?" What different ways could you approach that?"	What do you plan to do?" What will you do first?" What options do you discuss?"
Outcomes (What was the result)	How did that work for you?" What happened when you did...? "Why?" How effective was it for you?" What did you achieve when you did that?" What was your result?"	How did you know you needed to do something that...? How did that work for you differently from what you expected (or wanted) to happen?"	What else might happen when you do...? What different things could you have done to get expected outcomes?" What might make it work even better next time?"	What options could get the best result?" What do you plan to do differently next time?"
Evaluation (What about the process)	What opportunities were available to you in achieving... in a coaching...? "Why?" What supports were most helpful?" What about the supports were most helpful?"	How do these outcomes compare to expected outcomes based on interests and values?" What should happen if you're really doing [practice]?" What brought about that result?"	What other opportunities would be worth it?"	What opportunities do you want to access?" How will you access those opportunities?" What supports do you need?" What will you get done?"

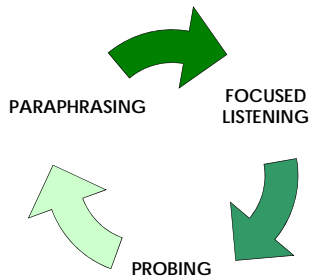
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Active Listening

*Seek first to understand and
then to be understood!*

Stephen Covey

Active Listening Components



Conventions for Communication

- Nonverbal Skills
 - Attention cues
 - Response cues
 - Focus on content of verbal statements
 - Focus on the speaker's feelings
- Social Conventions
 - Turn-taking
 - Appropriate distance
 - Encouragers

Cultural Diversity

Cultural Continua

- Extended Family and Kinship networks -> Small unit families with little reliance on the extended families
- Interdependence -> Individuality
- Nurture of young children -> Independence of young children
- Time is given -> Time is measured
- Respect for age, ritual, tradition -> Emphasis on youth, future, technology
- Ownership defined in broad terms -> Ownership is individual and specific
- Differentiated rights and responsibilities -> Equal rights and responsibilities
- Harmony -> Control

Your stance...

Learner



Judge



Developing Cross – Cultural Competence

- Family Structure & Child-Rearing Practices
 - Family Structure
 - Child-rearing Practices
- Family Perceptions and Attitudes
 - Perceptions of child's disability
 - Perception of health & healing
 - Perception of help-seeking and intervention
- Language and Communication Styles

Learner Stance

- Reflect on...
 - How is the family similar or different to mine?
 - How open am I to exploring my comfort level with these similarities and differences?
 - What have I learned about myself as I examine my comfort level with situations that differ from my own culture and life experience?

Common Challenges


Every family has its own dynamics – some are universal.



Common Challenge	One Approach
Parent agrees to co-developed plan but doesn't not follow through	Upfront the problem – "Before we talk about a plan, I'd like to ask what seems to be getting in the way of putting our plans into action".
When parent changes topics frequently	Park it – "I understand that this is something you want to talk about. How about we put it on our list to discuss as we plan for next week? Will that work?"
Parent insists on you telling her what to do	Return to the Why – Remind family that we know that their input and participation is what will help you be effective. Provide your expertise and remind them of theirs and its importance.
Another provider to the family doesn't take a coaching perspective	Name it – "I understand that Sarah works differently with you. I have found this approach to be effective in my work with families. In what ways are the different approaches a concern to you?"

If in doubt...

Choose relationship over control




The Coaching Process



- ### The Family
- Understanding the family context - resources
 - Asset – Based Context (ABC) Matrix
 - Interest – Based Everyday Activity Checklist
 - Parent Implemented Intervention Brief
 - Additional Resources
 - Understanding family needs and priorities
 - Aligning interventions with IFSP outcomes

Case Study

Meet Joey



Scenario: Donovan Family

Donovan Family: Mike, Pat and their two-year-old son Joey have recently moved to a farm just outside a rural community to be closer to their extended family members.

Step 1: Gathering Information
Using the Interest-Based Everyday Activity Checklist (I-BEAC; Raab, Roper, & Dunn, 2006), the early intervention team learned that Joey loves to play in and with water, so much so that the family has been required to lock water tanks and decrease the temperature of the hot water tank in their home because of Joey's interest in running over the faucets. The family also shared that Joey likes to be outside.

Using the Asset-Based Context (ABC) Matrix (Wilson & Mait, 2006), the team learned more information about the activity settings and routines important to Joey and his family. They learned that Joey's mom and dad are farmers and the family enjoys growing all of their own food. The Donovans have a large extended family. Joey has 10 cousins close to his age who live within 30 minutes from his own home. The Donovans attend church every Sunday with their extended family members and often share Sunday dinners together. Mike and Pat also noted that Joey is not fond of napping and does not sleep through the night.

Mike and Pat shared their priorities of learning more about Joey's diagnosis of autism and how to help their family understand Joey better. Mike and Pat are anxious that Joey will not sit down at the dinner table for family meals, which they find particularly troublesome when the entire extended family share meals together on the weekend. Joey's parents also worry that his lack of sleep contributes to some of his agitation.

Step 2: Observe Families and Children
Once the above information was gathered, a member of the early intervention team observed a family mealtime with Mike, Pat and Joey. During the mealtime, Joey was

Coaching Processes

- Initiation (Pre-observation)
 - Joint Planning
- Observation & Action
 - Observation
 - Action
- Reflection & Evaluation (Post-observation)
 - Reflection
 - Feedback
 - Joint Planning

Purpose of Initiation

- Joint Planning
 - Review what has happened
 - Discuss current situation
 - Create plan for support

Initiation

Coach focuses on parent's goals by helping

- Specify relationship and parent's priorities
- Clarify child's and/or parents abilities and desired outcomes
- Pair developmental outcomes to particular intervention strategies
- Determine evidence for child's and parent's progress

Examples of questions to ask

- What would help you?
- What supports would be helpful for you/your child?
- What have you thought about doing (or tried)?
- What will show to you that your child is learning?

Joey's Priority Goal

During family dinners, Joey will sit at the dining room table either eating or quietly playing with a toy for at least 10 min for 2/3 dinners.

Purpose of Observation

- Examining inviting partner's current actions with the aim of developing new skills, strategies or ideas
- Opportunity to teach and practice in safe, learning environment
- Opportunity to promote reflection and provide feedback

Observation & Action

<p>Coach gathers data by soliciting information about</p> <ul style="list-style-type: none">• Child development and behavior• Parent's interactions, strategies, and decisions	<p>Coach may use</p> <ul style="list-style-type: none">• First-hand observation, audiotapes, videotapes, and progress reports• Storytelling, dialogue and interviews, inventories• Instruction, demonstration, guided practice, modeling
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Modeling

Spontaneous and Planned

Modeling - Planned

1. Joint discussion of what will be modeled and why
2. Give parent something specific to observe or do
3. Model while parent observes
4. Debrief what worked, what didn't, what coach could have done differently, and what parent might want to try
5. Parent tries to implement if comfortable
6. Parent and coach reflect on the activity
7. Develop a plan for how the strategy or activity will happen when the coach is not present

A Role Play Opportunity

Mimi (Mim) & Dad (Dad) - Mealtime

Priority Goal:
During family dinners, Joey will sit at the dining room table either eating or quietly playing with a toy for at least 10 min for 2/3 dinners.

Assets and Concerns:
Joey is a good eater. He loves fruits and vegetables. He does not join the family at the dinner table. He grazes throughout the day. He walks around like eating, especially when eating outdoors (searching for mud puddles). Mom and Dad would especially like Joey to join them at the table for the extended family dinner on Sunday.

Consider other family challenges and assets that you have experienced which the coach is not privy to (e.g., one of Joey's 4 year old cousins seems to feel that Joey receives preferential treatment). Bring these into the conversation and coaching process.

What you have tried:

- Offering Joey preferred foods.
- Keeping Joey in a booster seat at which caused massive tantrums.
- Closing off doors in the kitchen to contain Joey.

Notes:



Activity Timeline

- Read Activity
- Decide on Roles
 - Coach
 - Parent
 - Joey/observer
- Coach & Observer determine reflective questions and Coach asks parent (10-15min)
- Coach plans for modeling (5min)
- Planned Modeling Process (5-10min)

Purpose of Reflection/Evaluation (Postobservation)

- Reflection
 - Parent's review and analysis
 - Coach builds capacity by promoting ongoing self-assessment, planning and acquisition of new knowledge and behavior
- Feedback
 - Informative
 - Affirmative
 - Evaluative – awareness of use
 - Directive – to be used infrequently
- Joint Planning

Reflection

Coach enhances learner's perception and actions by helping

- Summarize impressions of actions/events
- Compare planned-for and obtained results
- Analyze relationships between child behavior and parent decisions/behavior
- Apply new information and reflect on coaching process

Questions to ask

- What happened when you...?
- What did you do to influence what happened? How is this different?
- What changes would you make, if any, the next time?
- What have you learned from this process?

Evaluation

Coach reviews the effectiveness of the coaching sessions, either alone or with the IP to

- Review the strengths and weaknesses of the coaching session
- Analyze the effectiveness of the coaching relationship
- Determine whether progress is being made to achieve intended outcomes, resulting in continuation or resolution of the coaching process

Questions to ask

- Do I need to make any changes in the coaching process?
- Am I assisting the learner to achieve the intended outcomes?
- Should I continue as the coach, or will another team member have the specialized experience/skills needed at this time?

Critiquing Coaching Techniques



Observe for the following:

- Reflects partner's words
- Uses open questions
- Clarifies words and feelings
- Takes turns; no interrupting
- Checks for understanding
- Uses verbal and nonverbal encouragement

How might you handle the conversation differently if you were the coach?

**Coaching Log:
Documenting Change**

The screenshot shows the 'COACHING LOG' form with three main sections: 'PRE OBSERVATION CONFERENCE', 'OBSERVATION', and 'POST OBSERVATION CONFERENCE'. Each section has fields for 'Date', 'Time', 'Length', and 'Notes'. The 'PRE OBSERVATION CONFERENCE' section includes a 'FOCUS QUESTION' and 'INTERVIEW QUESTIONS' area. The 'OBSERVATION' section has a 'FOCUS QUESTION' and 'NOTES FOR DISCUSSION'. The 'POST OBSERVATION CONFERENCE' section includes 'NOTES', 'MULTIPLE CHOICE', and 'MULTIPLE CHOICE ANSWERS' fields. A 'COACHING LOG' legend is also visible on the right side of the form.

This screenshot is identical to the previous one, but the 'PRE OBSERVATION CONFERENCE' section is highlighted with a blue border.

PRE OBSERVATION CONFERENCE

Date: _____
Time: _____
During: _____
Length: _____
Setting: _____
 New Target
 Revisited Target

FOCUS CONCERN: _____

DATA COLLECTION METHOD: _____

OBSERVABLE BEHAVIOR:

ADULT:	STUDENT:

ADULT MASTERY CRITERION: _____ %
MAINTENANCE CRITERION: _____ TIMES

COACHING LOG

Involving Partner: _____ Coach: _____
BSP Link/Program Target: _____ Lesson: _____

PRE OBSERVATION CONFERENCE

Date: _____
Time: _____
During: _____
Length: _____
Setting: _____
 New Target
 Revisited Target

FOCUS CONCERN: _____

DATA COLLECTION METHOD: _____

OBSERVABLE BEHAVIOR:

ADULT:	STUDENT:

ADULT MASTERY CRITERION: _____ %
MAINTENANCE CRITERION: _____ TIMES

OBSERVATION

Date: _____
Time: _____
Length: _____
Setting: _____

FOCUS CONCERN: _____

NOTES FOR DISCUSSION: _____

POST-OBSERVATION CONFERENCE

Date: _____
Time: _____
Length: _____
Setting: _____

ADULT MASTERY CRITERION: _____ %
MAINTENANCE CRITERION: _____ TIMES

ADULT PRACTICE NOTES: _____

COACHING LOG NOTES:

- 1. Reflect on what you did well on.
- 2. Identify what you did well on.
- 3. Identify what you did well on.
- 4. Identify what you did well on.
- 5. Identify what you did well on.

OBSERVATION

Date: _____
Time: _____
Length: _____
Setting: _____

FOCUS CONCERN: _____

NOTES FOR DISCUSSION: _____

COACHING LOG

Inviting Partner: _____ Date: _____
 EEO/504 Program Target: _____ Location: _____

PRE-OBSERVATION CONFERENCE		OBSERVATION	
Date: _____	TIME: _____	DATE: _____	TIME: _____
Length: _____	SETTING: _____		
Notes: _____	Notes: _____		
MAINTENANCE ACHIEVED: <input type="checkbox"/> YES <input type="checkbox"/> NO			

POST-OBSERVATION CONFERENCE	
Date: _____	MAINTENANCE ACHIEVED: <input type="checkbox"/> YES <input type="checkbox"/> NO
Time: _____	Notes: _____
During: _____	
Length: _____	Notes: _____
Setting: _____	MAINTENANCE ACHIEVED: <input type="checkbox"/> YES <input type="checkbox"/> NO
FUTURE PLANS/NOTES: _____	

POST-OBSERVATION CONFERENCE

Date: _____ MAINTENANCE ACHIEVED: YES NO
 Time: _____ NOTES: _____

During: _____

Length: _____

Setting: _____

MAINTENANCE ACHIEVED: YES NO

Notes: _____

COMMUNICATION SKILLS REMINDERS

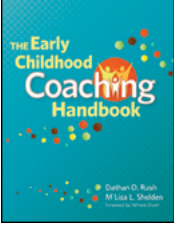
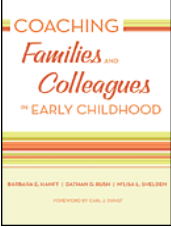
- * Reflects partner's words
- * Uses open questions
- * Reflects partner's words
- * Clarifies words and feelings
- * Takes home: no interrupting
- * Uses encouragement

FUTURE PLANS/NOTES: _____

Remember

- Coaching is a mutual conversation based on specific, mutually-agreed-on outcomes
- Coaching is a reciprocal process between the coach and inviting partner
- Coaching relationships can be developed with families, child caregivers, and early childhood practitioners
- Every conversation is a potential opportunity for coaching
- Coaching may be planned or occur spontaneously
- Reflection is the most important component

Resources...



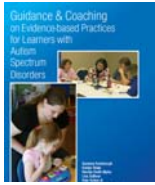
Online Resources
(include tools used in this presentation)


- NPDC on ASD Coaching Resources
 - <http://autismpdc.fpg.unc.edu/coaching-resources>
- Fippcase
 - <http://www.fippcase.org/index.php>
- Rush and Shelden
 - <http://www.coachinginearlychildhood.org/index.php>

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