

Coaching Video Transcript

Hello! Welcome to the Friends of Tennessee's Babies with Special Needs website. We're so glad that you have joined us. My name is Robin.

Congratulations on choosing the profession of home based early intervention. Our role is to maximize families' competence and confidence so that child learning and development of new skills can happen naturally as a part of everyday life. One way to accomplish this is to use a strategy called **Coaching**.

Coaching is an interactive process of reflection and feedback. It has five components: Initiation, Observation, Action, Reflection, and Evaluation. Throughout the coaching relationship and even specific coaching conversations, the coach and person being coached are likely to move in and out of these components a number of times.

During **Initiation**, the coach and parent jointly develop a plan that includes the purpose and specific outcomes of the coaching process. For example, the purpose of most coaching with families and caregivers is to support the child's participation and development in ordinary family and community life. This may be the first time that families have experienced this model, so it's very important to spend some time in this area.

Video Portion

EI: And what are some of the things that you've been doing? Because we were talking about on his IFSP that we want to try to increase his vocalizations and some of the strategies that we could use for that to happen. So, this week you've been practicing, specifically what, to help that happen? To help his vocalizations?

Mom: I've been saying, "Muh...muh...muh...muh...muh," with him and, "Buh...buh...buh...buh...buh." And trying to introduce new consonants, specifically consonants, because he does pretty well with vowels and sounds like that.

EI: Good! And what kind of activities, just while you're changing his diaper?

Mom: Exactly...since when changing his diaper we're close, face to face, that's a good time. When he's eating or I'm washing dishes and he's sitting in his chair, and things like that, so just throughout the day.

EI: Cool! That's very good, Vagen, to be doing it throughout the day.

During **Observation**, the coach may observe the parent use an existing strategy or practice a new skill that was just discussed, on which the person had been trying between coaching visits.

Video Portion

EI: Did you take that out? Why don't you show me, Vagen, some of the stuff that you've been doing with him. I don't know with what toys specifically you want to use that he likes, show me some of the things.

Mom: He likes this puzzle here.

EI: Ok

Mom: He likes the cat. And I will tell him, I will say, "There's the cat. What does the cat say? Meow! Meow! Meow! Cat.

EI: Good, I like the way you are doing that behind him so he's not really getting visual cues. So that's really good working with auditory.

On occasion, the coach may observe the parent or other care giver demonstrate knowledge and understanding of a skill as part of a coaching conversation rather than direct observation of the learner's use of the skill in the context of a real-life activity. The coach may also observe an unplanned activity and use this as an opening to initiate a spontaneous coaching conversation.

The observation component may be used as well when the parent wants to share a particular challenge with the coach; therefore, the coach observes the particular difficulty prior to further discussion. The purpose of these observations is to assist in building the competence and confidence of the person being coached in promoting child participation in everyday activities when the coach is not present.

The observation component may also be used as an opportunity for a care provider to observe the coach demonstrate or model a particular skill, technique, or strategy prior to using it himself or herself. This action by the coach and observation by the parent allows him or her to see the skill or strategy as modeled by the coach, then reflect on how the task might need to be adjusted for himself, herself, another adult, or the child.

Action, action demonstrates the family member's use of new skills and information discussed during the home visit.

Video Portion

EI: Ta Da! I did it!

Baby: Uh oh!

Mom: Uh oh! What?

Baby: Uh oh! (Continued vocalization)

Mom: Uh oh!

EI: Is it Uh oh?

Mom: I believe so.

EI: Uh oh? Or it could be open too. Open. And so reinforcing what he just did and pairing it with the action is great! Very good!

This type of active participation is a key characteristic of effective help giving and is an essential component for building the capacity of the person being coached. For example, if you have discussed and demonstrated ways to reinforce a child's vocalizations and his mom responds back to him when she hears him making a sound – that's considered an action during the coaching process.

Reflection, reflection is the most important part of the coaching process. It consists of the coach asking questions to cause the person being coached to think about what is happening now, what they want to happen, and how to bridge the gap. The coach may then provide feedback and new information. The goal is to promote continuous improvement by helping the family member to analyze what they are doing. During this time the person being coached learns new strategies and ways to build on current strengths.

Video Portion

EI: Hey, Drake! Hey, Drake! Let's see if he will do it one more time.

Mom: Okay.

EI: And this time when you do this (motions with hands) and he does the motion of "wash," do the sound again after you do it, "washhhh!"

Mom: Okay.

EI: And kind of look at him and see if he'll imitate that.

Mom: Okay...here, let's sing again.

EI: Are you ready to sing again?

Baby: Uh, uh.

EI: Say, "spider," the spider. Spider!

Mom: (singing) *The Itsy, bitsy spider went up the water spout. Down came the rain and...washed the spider out.*

EI: Now do, "washhhh."

Mom: Washhhh.

EI: Washhhh.

Mom: *Out came the sun and dried up all the rain and the itsy, bitsy spider went up the spout again.*
(Claps)

Evaluation reviews the effectiveness of the coaching process instead of the person being coached. The coach should self-reflect after every coaching conversation to think about changes that should be made in order to help the family make progress toward their goals. Then the coach and family member need to decide if the process is working and should be continued.

Video Portion

EI: That whole process, do you feel like that that's being successful and if there's something that we can do differently that can help maybe increase his vocalizations or is there another activity that he likes to do that we can add it.

Mom: I feel like that that has worked very well. Giving him praise and things like that whenever he does do the sound or imitate what we are trying to get him to do has helped as well, but the techniques, the coaching techniques that we've been using with his activities have worked.

EI: Great! Great! Well I know that just last week we had just talked about trying to introduce some of the consonants.

Mom: Yes

EI: So obviously you have been working on some of that if he is starting to say some "M"s and "B"s. That's really exciting!

Mom: Oh, yes! He's picked it up very, very quickly.

EI: Yes, and the fact that you've been able to incorporate that during your daily activities like when you are changing his diaper and you said, eating breakfast and stuff like that, so you feel like that has been real helpful. Has Scott been able to help with a lot of that too?

Mom: He has. He has. He's actually, of course, the one that taught him to "Knock, knock, knock" and so anytime that he's with him at the end of the day, he's trying to work with him as well.

EI: Very nice, very nice! Ok, so the coaching process itself you feel like has been an effective tool in being able to help. And I think that vocalizations is just one of the things that we've chosen on the IFSP one of his goals and there's certainly lots of other goals that we can kind of use that same process with, in helping him develop those skills. Oh, I heard that!

Coaching is an evidence based, help giving approach that can promote the competence and confidence of families to promote the growth and development of their children. Best of luck to you as you use this process to increase the effectiveness of your home visits. Thank you for playing such an important role in the lives of our babies. Because remember, babies can't wait.