Using Capacity-Building Practices in Caregiver Coaching for Early Intervention

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Disclosures

• Financial:
  • Employed as Associate Dean of Research and Professor at Florida State University
  • Director of Communication and Early Childhood Research and Practice Center (CEC-RAP)
  • Developer of Family Guided Routine Based Intervention (FGRBI) described in this presentation
  • Received financial compensation from ASHA for this presentation

• Nonfinancial:
  • Member of ASHA and DEC
Outcomes

- Review practices you already use and identify additional practices that promote collaborative, family-centered, and capacity-building interactions
- Identify strategies to integrate into your current work to enhance family-centered and capacity-building practices
- Use a home-visiting checklist to support integration of practices that are family-centered and capacity-building

Foundations of Family Guided Routines Based Intervention
Family Guided Practices
Embrace Diversity and Family Beliefs

Family Guided Practices
Give the Family a Leading Role
Family Guided Practices
Promote Relationships and Participation

What Families Tell Us That Matters...

- Not just what we do but how we do it
- Relevancy to what they want and need
- Individualization for their child and family
- Respect for their beliefs, experiences, and expectations
- Working together as partners
Our Goal is Building Family Capacity

Relational Practices

Participatory Practices

Building Family Capacity

Parent Competence and Confidence

Child Engagement and Outcomes

(Trivette, Dunst, Hamby, & O’Herin, 2009)

Competence and Confidence

- The beliefs that parents develop about their ability to understand, care for, and enhance the development of their child AND their ability to do it
- Research has shown links between sense of competence and positive parenting and engagement
- Competence linked to everyday coping strategies can be used to deal with stress and parenting problems
We Use Adult Learning Principles

- **Learning is sequential and situational in authentic frameworks to facilitate retrieval**
- **Clear, measurable, and value-driven indicators assessed to ensure consistency of performance**
- **Active participation with increasing independence and ownership is essential**
- **Systematic approach with repetition in a variety of contexts supports generalization**

Establish Relationship Based on Shared Understanding

- Listen and learn from the family
- Reciprocal exchange of information
- Connect to priorities & EI IFSP (individualized family service plan)
- Support caregiver as partner in teaching and learning
Identify Routines That Support Family Capacity Building

• Build on strengths
• Focus on immediate relevance
• Promote caregiver as leader
• Make caregiver-implemented intervention easy enough
• Strengthen caregiver self-efficacy

Family Routine Categories

<table>
<thead>
<tr>
<th>Play Routines</th>
<th>Caregiver Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play with objects/constructive play</td>
<td>Comfort/disability related routines</td>
</tr>
<tr>
<td>Pretend play</td>
<td>Feeding related routines</td>
</tr>
<tr>
<td>Physical play</td>
<td>Hygiene related routines</td>
</tr>
<tr>
<td>Social games (piano)</td>
<td>Food related routines</td>
</tr>
</tbody>
</table>

Pre-academic Literacy and Activities

Reading with books
Songs and rhymes
Community and family errands
Family chores

Computer, TV, video
Writing/drawing
Socialization activities
Recreation

Embedding includes:

Why?

What targets?
Where/When?
How/Strategies?
How many/often?

Demonstrate What Families Need to Know About Embedding in Routines
Tyree’s *Learning Targets* in Handwashing Context

- **Place**
- **Bathroom**
- **Identified Routine**
- **Handwashing**
- **Learning Targets**

*Joint attention; Request water, soap, towel; Wash hands independently; Take turns vocalizing and imitating actions; Initiate and imitate words*

Handwashing Routine

**EBP Intervention Supports & Strategies**

- **Responsive EBPs:**
  - Predictable routine;
  - Face-to-face; Attention;
  - Interesting activity and Objects; Talking about what is happening;
  - Repetition; Turn taking;
  - Roles; Follow his lead

- **Waiting; Sabotage; Contingent imitation**

ASHA Online Conference
Birth to Three: Working Together to Serve Children and Their Families
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### SS-OO-PP-RR Coaching Framework

**SS – Setting the Stage**
- Gathering updates & sharing information
- Encouraging family priorities for session plan

**OO – Observation and Opportunities to Embed**
- Observe caregiver-child interaction in routines
- Use coaching strategies matched to caregiver-child
- Provide general and specific feedback

**PP – Problem Solving and Planning**
- Problem solve intervention strategies
- Expand opportunities and contexts to practice

**RR – Reflection and Review**
- Promote caregiver reflection to identify how it is working
- Review session and plans for next steps

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**Tyree Before**

**Tyree After**
FGRBI Key Indicators

- Observable, measureable, meaningful, and learnable skills and practices
- Integral to each core value; complementary across values
- Appropriate for all disciplines and generic to allow individualization for families and children
- Guide for competency development
- Feasible as a measurement of fidelity of implementation

We Engage Caregivers When We...

- Exchange information and prioritize - SS
- Coach in everyday routines and activities - OO
- Problem solve and plan - PP
- Reflect and review together - RR

- How and how much we do of each determines if we build relationships, participation, AND leadership capacity in caregivers
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Capacity-Building Principles Supporting the SS-OO-PP-RR Practices

- Listen
- Observe
- Practice
- Reflect
- Plan together
- Inform
- Encourage
- Review & plan

Strategies You Use to Promote Capacity Building...

- Encourage priority setting
- Share information that facilitates informed decision-making
- Do you:
  - Review and remind caregivers, or
  - Support them to identify and decide?
- Do you:
  - Dump data and expertise, or
  - Set the stage for caregiver integrating relevant information into their worldview?
Kris and Kiyah

Strategies You Use to Promote Capacity Building...

- Observe and promote current strengths
- Jointly identify individualized interventions and contexts

Do you:
- Suggest next steps, or
- Step back and observe what is working?

Do you:
- Propose and demonstrate evidence-based strategies, or
- Reflect on options for caregiver to choose?
Kris and Kiyah

Strategies You Use to Promote Capacity Building...

- Engage in caregiver practice

- Do you:
  - Demonstrate and explain for caregivers, or
  - Guide them to practice and give feedback?
Kelsey

Strategies You Use to Promote Capacity Building...

- Encourage reflection and problem solving
- Do you:
  - Ask questions to engage caregivers, or
  - Help them learn to problem solve and generate new opportunities?
Elias

Reflection

- Intentional
- Purposeful
- Systematic
- Integrated
Building Capacity Through Reflection

Is it the moment to:
• Seek information? More information?
• Initiate problem solving about options?
• Clarify and confirm?
• Increase caregivers’ understanding through their own reflection?
• Seek to build confidence in caregiver?
• Interpret data to help make decisions?
• Celebrate?


• Listen and learn from the caregiver
• Start with a joint reference identified by the caregiver as important
• Comment on a child or caregiver interest or strength
• Encourage caregiver to reflect and share ideas and insights
• Discuss, problem solve, practice, plan – repeat
• Encourage and respect decisions
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Resources

- Center on the Developing Child, Harvard University
  Excessive Stress Disrupts the Architecture of the Developing Brain [pdf]
- Baby Navigator
  https://babynavigator.com/
- Family Guided Routines Based Intervention (FGRBI)
  http://fgrbi.fsu.edu
- First Words Project
  https://firstwords.fsu.edu/
- Early Childhood Technical Assistance Center
  ectacenter.org
- National Child Traumatic Stress Network
  Early Childhood Trauma
References


