Highlights and Challenges of the Coaching Approach to Speech & Language Intervention with Infants and Toddlers
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COACHING APPROACH
5 characteristics

Coaching is…..
“Coaching is an adult learning strategy that is used to build the capacity of a parent or colleague to improve existing abilities, develop new skills, and gain a deeper understanding of his or her practices for use in current and future situations” (Hanft, Rush, & Shelden, 2004; Rush, Shelden, & Hanft, 2003).

“Two primary goals of coaching:
1. Support learners in making positive changes in their interactions with young children through a process of observation, action, & reflection
2. To ensure that child/family outcomes are actually achieved”
(Rush, Shelden, & Hanft, 2003)
“Evidence-Based Practices”

5 Characteristics of Coaching:
- Joint Plan
- Observation
- Action/Practice
- Reflection
- Feedback

“Coaching is not a step-by-step process. A coach must apply research-based characteristics in a fluid manner while following the lead of the coachee. Coaching uses the 5 characteristics of coaching over time rather than involving a prescribed sequence of the characteristics” (Rush & Shelden, 2011).

Joint Planning
Agreement by both the coach and learner on the actions to be taken by the coach and/or learner or the opportunities to practice between coaching visits.

Observation
Coach observes the parent & child
OR
Parent observes the coach and the child

Action/Practice
Spontaneous or planned events that occur within the context of a real-life situation that provide the learner with opportunities to practice, refine, or analyze new or existing skills.
Reflection
Follows an observation or action and provides a parent an opportunity to analyze current strategies and refine her knowledge and skills.

1. Awareness
   - What are you currently doing?
   - Tell me what you already know about....

2. Alternative
   - Would you like to try this or that?
   - What else might work?

3. Analysis
   - How do you think that went?
   - How did that compare to your expectations?

4. Action
   - Which option would you like to try?
   - What resources do you need?

Feedback
Information provided by the coach based on direct observations of the learner by the coach, actions reported by the learner, or information shared by the learner to expand the learner's current level of understanding about a specific evidence-based practice.

1. Informative
   - Sharing information

2. Affirmative
   - Noncommittal acknowledgement to let the learner know that she has been heard

3. Evaluative
   - A judgement of what the coach sees or hears from the learner

4. Directive
   - Telling the learner what to do

Evidence to support coaching
Developmental Science & Relationship-based Intervention

Current Best Evidence (EBP)
Clinical Expertise
Client/Patient Values
Building Adult Capacities to Improve Child Outcomes


Neurons to Neighborhood

- Children's emotional and social development is as important to school readiness as their cognitive and language development.

Neurons to Neighborhood

- Human relationships, and the effects of relationships are the building blocks of healthy development.

Neurons to Neighborhood

- Young children's relationships with their primary caregivers have a major impact on their cognitive, linguistic, emotional, social, and moral development.

Neurons to Neighborhood

- The cumulative burden of multiple risk factors and sources of stress compromises the capacity of a caregiver to promote sound health and development. The buffering function of protective factors and sources of support enhances it.

Neurons to Neighborhood

- The ability of caregivers to attend to the individualized needs of young children is influenced by both their internal resources (emotional health, social competence, intelligences, educational attainment, personal family history) and the external circumstances of their lives (family environment, social networks, employment status, economic security, experience with discrimination).
One of the most consistent associations in developmental science is the association between economic hardships and compromised child development.

**Everyday Learning Opportunities**

- Once a week therapy = 3% of the life of a 1 year old
- Each daily activity (feeding, diapering, baths, lap game) is experienced 2000 times during the first year of a child's life
- 20 everyday activities = 40,000 learning opportunities by age 1
- Preschoolers participate in 50 different kinds of every day activity = 100,000 learning opportunities/year

**Evidence to support coaching**

Speech and Language Outcomes of Parent-Implemented Interventions

**Early Intervention for Toddlers with Language Delays: A Randomized Controlled Trial, *Pediatrics***
- Toddlers, aged 24-42 months & their caregivers
- Randomly assigned to:
  - Intervention group
  - "Usual care" control group
- Parents taught to use Enhanced Milieu Training within everyday routine
- 3 months of parent training
  - Teach-Model-Coach-Review


**Early Intervention for Toddlers with Language Delays: A Randomized Controlled Trial, *Pediatrics***
- Results:
  - Toddlers in the intervention arm were less likely to meet the criteria for language delay after intervention than toddlers in the control arm
  - After 3 months of intervention:
    - 75% of toddlers in the control arm were delayed
    - 51% of toddlers in the intervention arm

Roberts and Kaiser (2011)

**The Effectiveness of Parent-Implemented Language Intervention: A Meta-Analysis**
- Meta-analysis of studies of parent-implemented interventions for children:
  - Between the ages of all and 60 months
  - With both primary and secondary language impairments
- Included studies that compared parent-implemented interventions to:
  - No intervention
  - Therapist-implemented interventions

Roberts and Kaiser (2011)

**The Effectiveness of Parent-Implemented Language Intervention: A Meta-Analysis**
- Results:
  - When compared to a control group, parent-implemented intervention had positive, significant effects on:
    - receptive and expressive language skills
    - receptive and expressive vocabulary
    - expressive morpho-syntax
    - rate of communication when compared to a control group.

Roberts and Kaiser (2011)

**The Effectiveness of Parent-Implemented Language Intervention: A Meta-Analysis**
- Results:
  - There was no difference between parent- and therapist-implemented intervention for:
    - Overall language
    - Expressive language
    - Expressive vocabulary
    - Rate of communication

Roberts and Kaiser (2011)

**The Effectiveness of Parent-Implemented Language Intervention: A Meta-Analysis**
- Results:
  - There was a difference between parent- and therapist-implemented intervention for:
    - Receptive language
    - Expressive morpho-syntax
Roberts and Kaiser (2011)
The Effectiveness of Parent-Implemented Language Intervention: A Meta-Analysis

Results:
For the majority of language constructs (i.e., overall language, expressive language, receptive language, and rate of communication), there were no significant differences between children with and without intellectual disability.

Long-Term Effects of a Parent-Based Language Intervention on Language Outcomes and Working Memory for Late-Talking Toddlers (2015).

- 48 late-talking children between the ages of 24-27 months
- Randomly assigned to parent-implemented treatment or no-treatment group
- Parents in tx group completed seven 2-hours group session that taught them to use language facilitation strategies
- Measured results 12 months later (2009) and 2 years later (2015)

Interactive focused stimulation for toddlers with expressive vocabulary delays. (1996)
Effects of lexical intervention on the phonology of late talkers. (1997)

- 25 total children – 23-33 months old
- Late-talkers
- Randomly assigned to receive intervention immediately or following a waiting period
- Parent-training in general language stimulation + focused stimulation

Interactive focused stimulation for toddlers with expressive vocabulary delays. (1996)
Effects of lexical intervention on the phonology of late talkers. (1997)

Results:
Mothers used significantly fewer words/minute, shorter utterances, and more target words (Girolametto, 1996).
Children had significantly larger vocabularies, used a significantly greater number of different words (both target and control words) produced more complex combinations than the children in the control group (Girolametto, 1996).
Indirectly resulted in significant gains in phonology – children who received the intervention produced more complex syllable shapes and expanded their phonetic inventory to include more consonant sounds (Girolametto, 1997).

- 26 children with cleft palate
- Parent-implemented group and no-tx group
- 3 months of parent training + parent-implemented intervention
- Parent-training:
  - Audio samples of speech problems
  - Language stimulation strategies
  - Communication strategies

Results:
- Children who received a parent-implemented intervention exhibited significant improvement in:
  - expressive vocabulary size
  - number of total words, and
  - mean length of utterance
- The intervention group also showed a decrease in the percentage of compensatory misarticulation following the intervention, whereas the control group showed an increase in the percentage of compensatory misarticulation.

References and Resources


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<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>What do you know about...? What is your current understanding of (topic, situation)?</td>
<td>How does that compare to what you want to know about...? How is that consistent with (standards, evidence)...? What do you know now after trying...? How does that compare with what you originally thought?</td>
<td>How could you find out about...? What different things could you do to learn more about ...? What are other ways to view this for next time?</td>
<td>How do you plan to learn more about...? What option do you choose? Why? How are you going to put that into place? Probes/examples: What resources do you have? What supports will you need? Where will you get them?</td>
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<td><strong>Practice</strong></td>
<td>How are you currently doing...? Why? What kinds of things did you do (have you done so far)? Why? What kinds of things did you try? Why? What kinds of things are you learning to do? What did you do that worked well? Probes/examples: What is the present situation in more detail? Where does that occur most often? When did you first notice this?</td>
<td>How is that consistent with what you intended to do (wanted to do)? Why? How is that consistent with standards? Why?</td>
<td>What else could you have done to make practice consistent with standards? Why? What would you do differently next time? How might you go about doing that? What different ways could you approach this? Probes/examples: What would it take for you to be able to do...? What would you need to do personally in order to do...?</td>
<td>What do you plan to do? When will you do this? What option did you choose? Probes/examples: What types of supports will you need? What resources do you have? What would it take for you to be able to do...? What would you need to do personally in order to do...?</td>
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<td><strong>Outcomes</strong></td>
<td>How did that work for you? What happened when you did...? Why? How effective was it to do that? What did you achieve when you did that? What went well? Probes/examples: How do you feel about that? What do you think about...? How much control do you have over the outcome?</td>
<td>How did you know you needed to do something else? How did that match (or was different from) what you expected (or wanted) to happen? Why? How do these outcomes compare to expected outcomes based on standards of practice? What should happen if you’re really doing (practice)? What brought about that result?</td>
<td>What else might happen when you do ...? Why? What different things could you have done to get expected outcomes? What might make it work even better next time?</td>
<td>Which option could get the best result? What do you plan to do differently next time? Probes/examples: What types of supports will you need? What resources do you have? Where will you get them?</td>
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<td><strong>Evaluation</strong></td>
<td>What opportunities were useful to you in achieving... (or in learning...)? In what way? How was it useful? Why? What supports were most helpful? What about the supports were most helpful? Probes/examples: How do you feel about that? What do you think about...? How was that consistent with what you expected?</td>
<td>What other opportunities would be useful?</td>
<td>What opportunities do you want to access? How will you access those opportunities? Probes (examples): What resources do you need? Where will you get them?</td>
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The Coaching Quick Reference Guide

**Characteristic: Observation**

*What the Coach Does*
The coach observes the coachee within the context of his/her everyday activities.

*What the Coachee Does*
The coachee observes the coach model a behavior or activity in the context of an everyday activity with an explicit understanding of what and why he or she is watching.

**Characteristic: Action**

*What the Coach Does*
The coach supports the coachee in practicing, refining, and/or analyzing new or existing skills during real-life situations that occur during coaching interactions and between coaching visits.

*What the Coachee Does*
The coachee tries new ideas or actions that either were previously discussed and planned with the coach or resulted from a previous coaching conversation.

**Characteristic: Reflection**

*What the Coach Does*
The coach uses reflective questions to assist the coachee in analyzing the current situation, and then encourages the coachee to generate alternatives and actions for continually improving his/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.

**Characteristic: Feedback**

*What the Coach Does*
The coach uses noncommittal acknowledgment when it is appropriate to affirm what the parent or care provider says or does. He/she provides positive feedback when it is necessary. He/she shares information to build on the coachee’s knowledge and skills.

**Characteristic: Joint Planning**

*What the Coach Does*
The coach begins every coaching conversation by reviewing the previous joint plan and asking what the coachee did between conversations to implement the plan.

*What the Coachee Does*
The coachee share what he/she has tried or accomplished between coaching conversations.

*What the Coach Does*
The coach ends every coaching conversation with a plan of who is going to do what by when, based on the actions and ideas discussed.

*What the Coachee Does*
The coachee identifies what he/she wants to try or accomplish between coaching conversations and suggests when the next conversation should be scheduled.

Rush and Shelden, 2011