



Enhancing Services in Natural Environments

Presenters:

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Definitions of Key Terms

Activity settings – See Bruder presentation

Natural learning opportunities – See Bruder presentation

Coaching - An interactive process of reflection and feedback used to provide support and encouragement, refine existing practices, develop new skills, and promote continuous self-assessment and learning (Rush & Shelden, manuscript in preparation).

Definitions of Key Terms

Primary coach approach – A team approach to supporting care providers in which one team member is selected as the primary coach and focuses on coaching the identified learner(s) as the primary intervention strategy to implement jointly-developed, functional, discipline-free IFSP/IEP outcomes to promote increased child learning and participation in real-life activity settings with ongoing coaching and support from other team members (Shelden & Rush, manuscript in preparation).

Key Principles and Supporting Research

- The purpose of early intervention

Early childhood intervention is to support care providers in developing the competence and confidence to help the child learn.

Traditional Paradigm

- Treatment models
- Expertise models
- Deficit-based models
- Service-based models
- Professionally-centered models

(Dunst, 2000)

New Paradigm

- Promotion models
- Capacity-building models
- Strengths-based models
- Resource-based models
- Family-centered models

(Dunst, 2000)

Key Principles and Supporting Research

- Working with families

Our strategy -

The use of a primary coach who implements the process of coaching to build the capacity of care providers to promote child learning and development in family, community, and early childhood settings.

Key Principles and Supporting Research

- How children learn

Promoting the child's ability to "be and do" by facilitating the family's or care provider's ability to enhance the child's development using what *they* consider important.

(Rush, Shelden, & Hanft, 2003)

For the child, this means *being* with the partners in life who the child wants and needs to be with and *doing* what he wants and needs to do.

(Shelden & Rush, 2001)

Key Principles and Supporting Research

- How children learn
 - Natural learning opportunities
 - Participation in existing and desired activity settings
 - Child and family interests/assets
 - Planned and spontaneous activities

(Dunst, Hamby, Trivette, Raab, Bruder, 2000; Dunst, Herter, & Shields, 2000)

Key Principles and Supporting Research

- The role and/or qualities of providers

Coaching in early childhood is an interactive process of observation and reflection in which the coach promotes the other person's ability to support the child in *being and doing*.

(Shelden & Rush, 2001)

Consider Key Practices in the IFSP Process

- Gathering information from families

Identify the family's interests, assets, priorities, and resources.

- Where do you and your child spend time?
- What are activities you and your child like to do?
- What are activities that you and your child have to do?
- What are activities that you and your child would like to do?

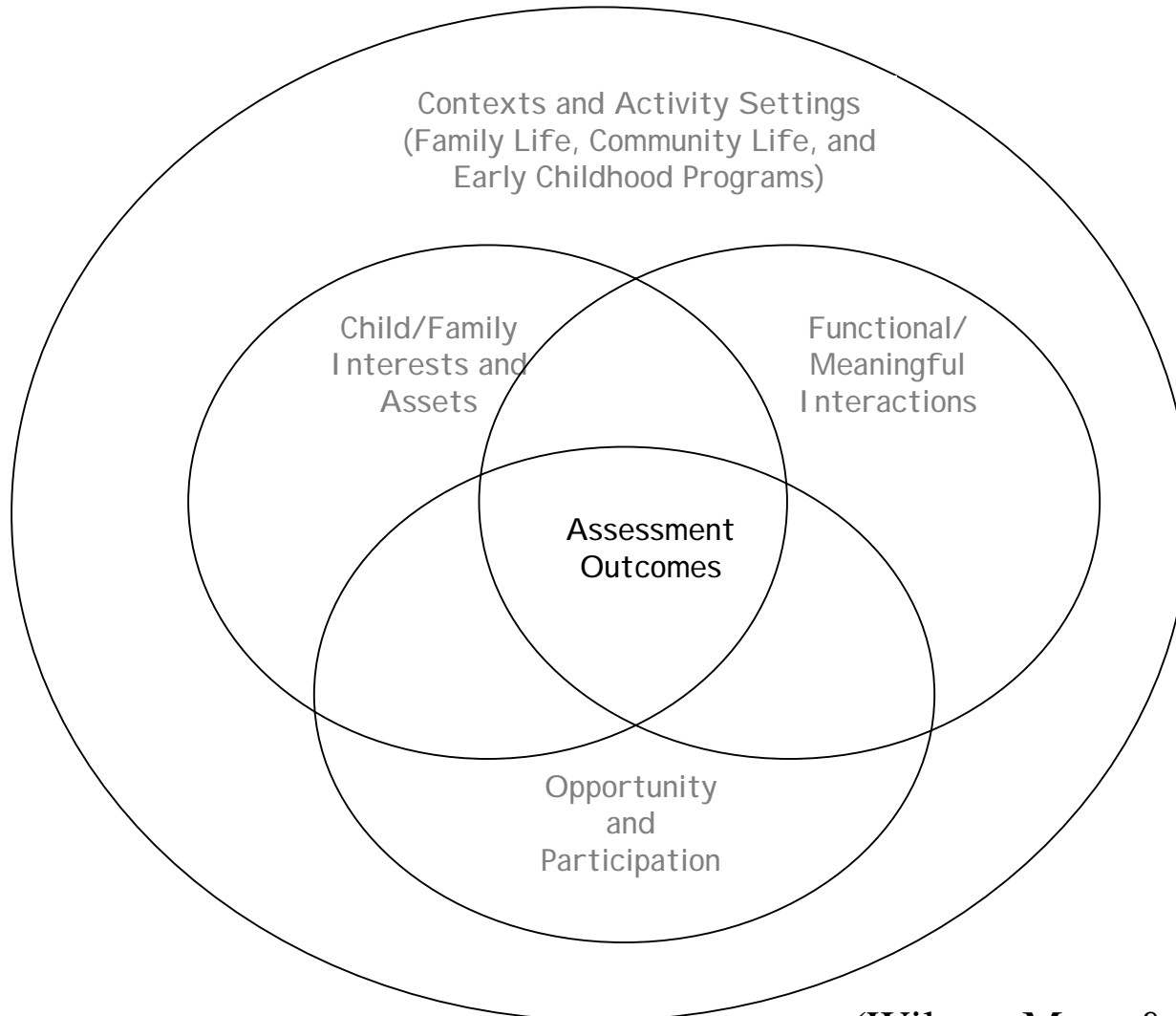
(Bruder & McLean, 2000)

Consider Key Practices in the IFSP Process

- Steps for Involvement in Learning Opportunities
 - Identify child's interests
 - Identify family & community activities related to child's interests and age
 - Begin to identify how to involve the child in activities to promote competence

(Dunst, Herter, & Shields, 2000)

Consider Key Practices in the IFSP Process



Asset-Based Context Matrix

	Contexts		
	Family Life	Community Life	Early Childhood Programs
Activity Settings			
Child/Family Interests			
Child/Family Assets			
Functional/ Meaningful Interactions			
Current Opportunities			
Current Participation			
Possibilities			

Consider Key Practices in the IFSP Process

Definitions of Evaluation and Assessment According to Part C of IDEA

Evaluation: Procedures to determine a child's initial and continuing eligibility for services

Assessment: Ongoing procedures used to determine a child's and family's unique strengths and needs, and the services appropriate to meet those needs (program planning)

Consider Key Practices in the IFSP Process

- IFSP development
 - Participation-based outcomes
 - Not discipline-specific
 - Not skill-based
 - Cross developmental domains
 - Functional and meaningful to the child and family
 - Measurable according to *the family*
 - Third-word rule

Consider Key Practices in the IFSP Process

- On-going implementation in natural environments
 - Questions to guide your practices
 - Is what you are supporting the parent in doing contextualized or decontextualized?
 - Is what you are supporting the parent in doing child-initiated or adult-directed?
 - Is what you are supporting the parent in doing dependent on you being there or not?

(Dunst, Trivette, Humphries, Raab, & Roper, 2001)

Consider Key Practices in the IFSP Process

Coaching develops the competence and confidence to implement strategies to increase the child's learning opportunities and participation in daily life, knowing when the strategies are successful and making changes in current situations, as well as, generalizing solutions to new and different circumstances, people, and settings.

(Bruder & Dunst, 1999; Fenichel & Eggbeer, 1992; Flaherty, 1999; Kinlaw, 1999)

Consider Key Practices in the IFSP Process

The coach's goal for the learner is sustained excellent performance in which the learner has the competence and confidence to engage in self reflection, self correction, and generalization of new skills and strategies to other situations as appropriate.

(Hanft, Rush, & Shelden, 2004)

Consider Key Practices in the IFSP Process

Coaching as a Participatory Help-giving Strategy

- Help giver interpersonal skills
- Attitudes about help receiver competence
- Help receiver choice/action
- Help giver responsiveness/flexibility

(Trivette & Dunst, 1999)

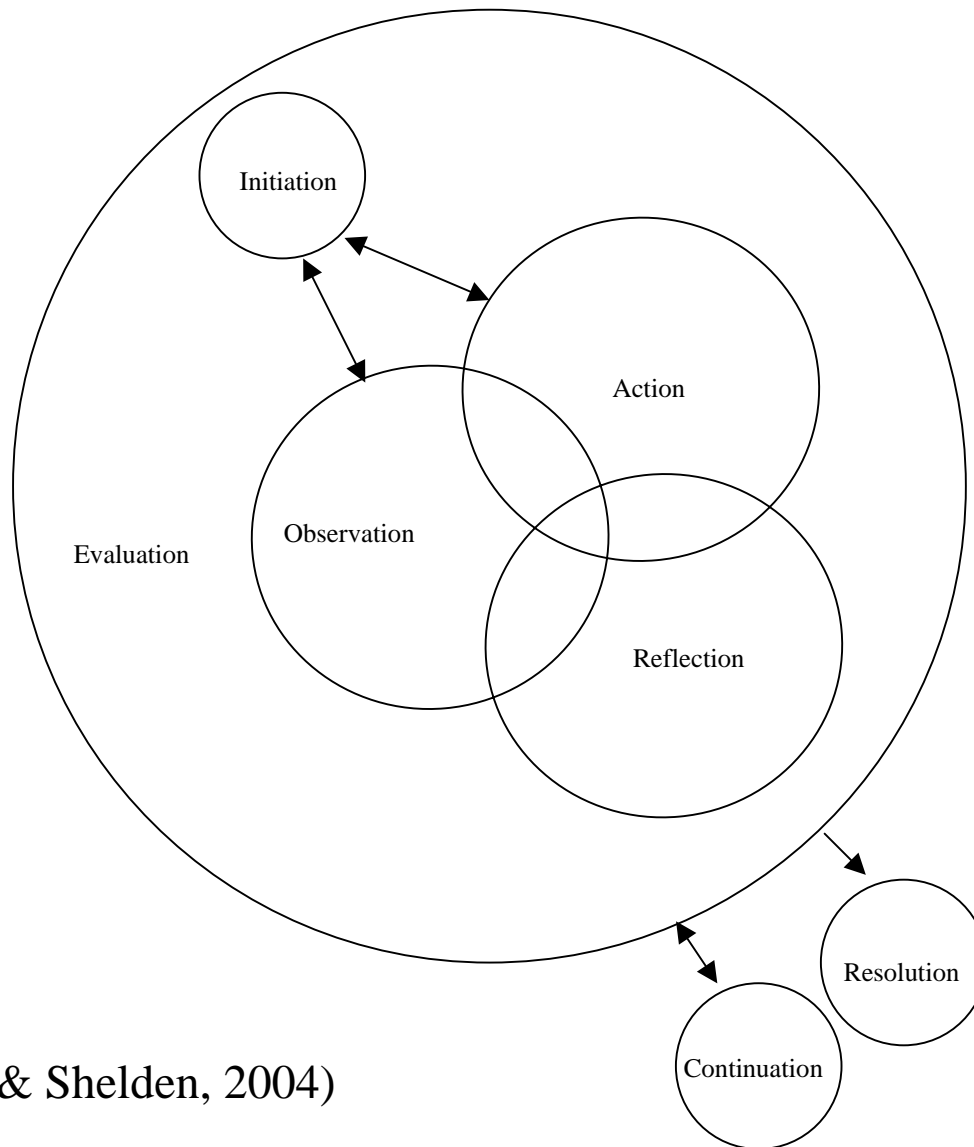
Consider Key Practices in the IFSP Process

The Coaching Process

- Initiation
- Observation
- Action
- Reflection
- Evaluation of the Coaching Process
 - Continuation
 - Resolution

(Hanft, Rush, & Shelden, 2004)

Consider Key Practices in the IFSP Process



(Hanft, Rush, & Shelden, 2004)

Consider Key Practices in the IFSP Process

The primary coach model is used when a program is identified as a formal resource for early childhood intervention and has multiple staff with diverse knowledge and experiences from which to choose to support the care providers.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

The primary coach may be determined by:

- IFSP outcomes
- Relationship(s) with learner(s)
- Knowledge of the coach
- Availability of the coach

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

Characteristics of the Primary Coach Approach

- One staff member or contractor of the program acts as the primary coach to the care providers and is selected based on expertise in child development, family support, and coaching.
- The primary coach has awareness of and access to program staff or contractors with a variety of knowledge, skills, and experiences.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

Characteristics of the Primary Coach Approach

- Reciprocal coaching and learning occur between the primary coach and care providers and between the primary coach and other program staff or contractors.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

Characteristics of the Primary Coach Approach

- The primary coach receives coaching from other program staff and contractors through ongoing interactions:
 - Joint visits should occur at the same place and time whenever possible with/by other program staff to support the primary coach.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

Characteristics of the Primary Coach Approach

- When visits occur at separate times, the primary coach and other program staff must inform the care providers that the purpose of the visit is to gain information that will be shared with the primary coach for her continued work with the family.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

Characteristics of the Primary Coach Approach

- Ongoing interaction provides opportunities for reflection and information sharing.
- Program staff members providing coaching to the primary coach may vary depending on the need or desire for timely ideas and feedback.

(Shelden & Rush, manuscript in preparation)

Consider Key Practices in the IFSP Process

The Primary Coach Approach is not...

- “watered-down” approach.
- teaching the care provider to do therapy.
- a speech-language pathologist providing physical therapy.
- used because you don’t have a particular discipline available.
- used to save money.

Consider Key Practices in the IFSP Process

But what do I do with my hands?

Only **TWO** reasons exist for hands-on...

- Assessment (to figure out what works)
- Modeling and teaching (to share new ideas with learners)



Consider Key Practices in the IFSP Process

Moving to a Primary Coach Approach

Two opportunities:

- 1) Newly referred children and families
- 2) Currently enrolled children and families



Consider Key Practices in the IFSP Process

Considerations for Using a Primary Coach Approach

Must have administrative and fiscal support for:

- an identified team with multidisciplinary representation
- team to meet on a regular basis
- joint visits of team members
- ongoing coaching among team members

Meet Destiny & Donna

Destiny

- 16 months old
- Lives with her mom in an apartment
- Attends *Granny's Giggles-n-Grins* child care
- Likes watching TV and being held
- Diagnosed with cytomegalovirus (CMV)
- Weighs 16 pounds
- Smiles at familiar people
- Needs help for moving
- Held for sitting, eating, bathing

Meet Destiny & Donna

Donna

- Works full-time outside of the home
- Likes to watch TV (especially daytime dramas and talk shows)
- Went to work full-time at age 15
- Does not drive and no public transportation is available
- Worried about Destiny's weight/eating
- Wants Destiny to walk and talk

Meet Destiny & Donna

Previous IFSP Outcomes:

- Destiny will roll from a supine to a prone position.
- Destiny will push up on extended arms in a prone position and hold the position.
- Destiny will have improved oral-motor control.
- Destiny will identify common objects.

Meet Destiny & Donna

Previous Service Delivery

- Has been in program for 5 months
- Receives PT twice weekly for one hour sessions at the school
- Receives speech once weekly for one hour sessions at home
- Receives OT twice weekly for 45 minute sessions at the school

One possible solution...

Outcomes:

- Destiny will play with her favorite toys while seated in her high chair, infant walker, and standing frame by July 4, 2004.
- Destiny will participate in mealtime by letting her mother know what bite of food she'd like next by Thanksgiving.
- Destiny will gain five pounds over the next six months.

Continued...

For the next six months we'll try:

- Visits will occur in childcare setting and home with OT as primary coach and joint visits with other team members (same time/same place)
- 1st 2weeks: OT – 7, 1 hr visits
 PT – 2, 1 hr visits
- 2nd 2weeks: OT – 4, 1 hr visits
 PT – 1, 1 hr visits
- Months 2-3: OT – 10, 1 hr visits
 PT – 2, 1 hr visits
 SLP – 2, 1 hr visits
- Months 4-6: OT – 12, 1 hr visits
 SLP – 4, 1 hr visits

Add it up...

Total hours over the 24 week period

- with previous multiple provider model = 108
- with a primary coach approach = 44

Consider Key Practices in the IFSP Process

- Special considerations for working with various cultures and language backgrounds
 - You must be able to communicate with the adults in the life of the child since they are the primary learner and focus of early intervention supports.
 - This approach ensures respect of culture and family rituals.

Top Eight Must Reads!

- Campbell, S. (1997). Therapy programs for children that last a lifetime. *Physical and Occupational Therapy in Pediatrics*, 7(1), 1-15.
- Dunst, C.J. (2000). Revisiting “rethinking” early intervention. *Topics in Early Childhood Special Education*, 20(2), 95-104.
- Dunst, C.J., Hamby, D., Trivette, C.M., Raab, M., & Bruder, M.B. (2000). Everyday family and community life and children’s naturally occurring learning opportunities. *Journal of Early Intervention*, 23(3), 151-164.
- Dunst, C.J., Herter, S., & Shields, H. (2000). Interest-based natural learning opportunities. In S. Sandall & M. Ostrosky (Eds.), *Young Exceptional Children Monograph Series No. 2* (pp. 37-48). Denver, CO: Division for Early Childhood of the Council for Exceptional Children.
- Dunst, C.J., Trivette, C.M., Humphries, T., Raab, M., & Roper, N. (2001). Contrasting approaches to natural learning environment interventions. *Infants and Young Children*, 14(2), 48-63.

Top Eight Must Reads!

- Hanft, B.E., Rush, D.D., & Shelden, M.L. (2004). *Coaching Families and Colleagues in Early Childhood Intervention*. Baltimore, MD: Paul H. Brookes.
- Mott, D., Wilson, L., & Batman, D. (in press). The asset-based context matrix: An assessment tool for assessing children's learning opportunities and participation in natural environments. *Topics in Early Childhood Special Education*.
- Rush, D.D., Shelden, M.L., & Hanft, B.E. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children, 16*(1), 33-47.
- Shelden, M.L. & Rush, D.D. (2001). The ten myths about providing early intervention services in natural environments. *Infants and Young Children, 14*(1), 1-13.

Training, Technical Assistance and Materials

- Target Audience: therapists, teachers, parents, child care providers, service coordinators, administrators
- Key topics/ content include coaching, primary coach approach, supporting families in natural learning environments, asset-based assessment, evidence-based practices
- For more information see:
<http://www.coachinginearlychildhood.org>
- Available for systems change initiatives including initial training with web-based meetings/conference calls and onsite follow-up support
- Costs include speaker fees plus expenses and materials