Technology-Supported Mentoring to Increase Early Intervention Providers’ Use of Family Guided Services and Supports

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Distance Mentoring Model (DMM)

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- Partnership with State or Program Leadership
- Evidence based intervention delivered within context of EB PD
- Flexible performance measures adapted to agreed upon practices and outcomes
- Technology supports matched to outcomes and capacity

Research & Rationale for DMM

Recommended Practice in Early Intervention:
- Emphasis on supports and services in the context of the routines and relationships that are part of children and families’ everyday lives
  (Bruder, 2010; Seidel, Heinzman, Smith, & McLean, 2005)

Actual Practice in Early Intervention:
- Child-focused approach currently used by many EI professionals
  (Campbell & Sawyer, 2007; Peterson, Lane, Edsborough, Jones, & Allan, 2010)
- Coaching does not include direct teaching or practice to support caregiver’s skill development. Majority of time in conversation with caregiver or modeling without feedback or demonstration.
  (Wixson, Guimond, & Rim, 2010)
Research & Rationale for DMM

Professional Development in Early Intervention:
- Composed of learners, content, and organization/facilitation of learning opportunities (Buysse, Winton, & Rous, 2009)
- Most frequently delivered in workshop-format, yet workshop attendance does not provide evidence of sustained change in practice (Bruder, Mogro-Wilson, Stayton, Dietrich, (2009); Snyder & Wolfe, 2008)

Research & Rationale for DMM

Professional Development & Technology:
- Face-to-face interaction and opportunities for reflection improve online PD (Chang, Klein, & Minor, 2010)
- Video-feedback is an effective tool to change behavior in beginning teachers in classroom settings and early childhood home visitors (Rossen, Lundeberg, Cooper, Pritts, &可行性, 2008; Sheint& van Exx, 2009; Summers, Funk, Toonality, Waddell, & Squires, 2007)

Research & Rationale for DMM

Mentoring & Feedback:
- Mentoring is an effective approach to PD in other fields such as medicine, early childhood education, higher education, and business (Kalen, Stenfors-Gray, Hylén, Lemmen, Handwerk, & Punzar, 2010; Oncheva&Milov, 2008; Stenfors-Gray, Gitlin, & Fajarasi, 2010; Underhill, 2006)
- Performance feedback is an evidence-based strategy to change behavior, but more research is needed on the specific types of performance feedback (verbally delivered, written, email, video, etc.) (Robins, Lemm-Ponza, & Martin, 2007)
- Brief, systematic goal-focused mentoring is preferred by learners
Distance Mentoring Model: How is the evidence applied in DMM?

- Comprehensive, multi-component professional development plan to implement FCNE systematically
- Team (including administrative) and peer supported
- Technology enhanced individualized performance-feedback
- Capacity-building goal setting

DMM in Action: One Story

The Training
- 3-Day Workshop to introduce principles of Family-Centered Services and Supports in Natural Environments (FC-NE) and develop consensus on Key Indicators of FGRBI
- Team-based individualized mentoring with performance-based feedback
- 2-Day Follow-Up Workshop
- Team-based individualized mentoring with performance-based feedback
- 1 day Reflection and Celebration

The Technology
- Video cameras
- Mentoring via conference call/Skype
- E-mail feedback

The Supports
- Quarterly Polycom conferences
- Monthly newsletters
- Administrator participation

Four Constructs and Related Performance Measures

Measureable, Observable, Evidence based, Discipline free, Generic, Functional, Generalizable, Replicable

- Program Quality: Key Indicators
- Systematic Caregiver-Child Instruction: SS-OO-PP-RR
- Contexts for Intervention: Routine Categories
- Adult Teaching Cycle: Coaching Strategies
Measures of Fidelity:
- Implementation Fidelity Checklist for Participants
- Mentoring Fidelity Checklist for Mentor

Routine Categories

Home Visit Format:
**SS-OO-PP-RR**

- **Setting the Stage**
  - Identify priorities, intervention strategies, and outcomes to target
  - Explain developmental information

- **Observation and Opportunity to practice**
  - Watch interactions between parent-child dyad
  - Facilitate opportunities for caregiver to practice intervention strategies

- **Problem solving and Planning**
  - Identify alternatives to support teaching and learning opportunities
  - Plan for strategy use in family routines and activities

- **Reflection and Revision**
  - Encourage caregiver to identify successes and challenges
  - Summarize next-steps
Caregiver Coaching Strategies

- Conversation and information sharing
- Direct teaching
- Demonstration
- Guided practice with feedback
- Joint interaction
- Caregiver practice with feedback
- Problem solving
- Video feedback and reflection

Email-Feedback

North Dakota Routine-Based Early Intervention Project

North Dakota Routine-Based Early Intervention Project

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SS-OO-PP-RR Performance Feedback

- Video & Key Indicators Reviewed by Peer Partners
- Expert Video Review, Call or Skype Scheduled, Clips Prepared
- Email Feedback and Video Clips Sent to Partners, Next video Scheduled
Sample Questions

1. Is there a change in self-reported ratings on the **Key Indicators** over time?

2. Does performance-based video feedback impact the diversity of **routines** early intervention providers participate in during home visits?

3. Does performance-based video feedback impact the diversity of **caregiver coaching strategies** early intervention providers utilize during home visits?

4. What is the participants’ **satisfaction** with implementation, professional development, and mentoring?

Measures

- Stages of Concern Questionnaire (SoCQ) 3x per year
- Caregiver Coaching Coding (every 6-8 weeks)
- Routine Coding (every 6-8 weeks)
- Key Indicators of FGRBI (every 6-8 weeks)
Survey and Focus Group Feedback

- What we hear
  - This is the way to make change… don’t want the peer mentorship or feedback to end!
  - Excitement about consciously trying new strategies with families
  - Independent, ongoing self reflection
  - Increased confidence

- Challenges for you?
  - Fear of technology
  - Time
  - Money
  - Things to do differently….

Lessons Learned

- Technology choice is dynamic
- Technology supports are essential
- Expert mentoring supports peer mentoring
- Administrative support increases participation
- Momentum matters- frequency of contact
- PD focus on coaching caregiver implementation necessitates a focus on embedded intervention

Questions?

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For more information about the Communication and Early Childhood Research and Practice Center at FSU please visit:
http://cec-rap.fsu.edu

For more information about the Therapists as Collaborative Team members for Infant/Toddler Community Services Project please visit:
http://tactics.fsu.edu

References:


