

Strategies for Engaging Parents in Early Intervention Sessions

Betsy Moog Brooks,
EdD, CED, LSLS Cert. AVEd
EHDI
March 2019

Learning Objectives

- At the end of this session, participants will be able to:
 - list key elements for engaging parents in Early Intervention sessions.
 - describe at least three factors which motivate parents to engage in parent support sessions.
 - describe components of parent support sessions that are important to parents.

Getting to Know Each Other

- A little about me
- A little about you

What do you
hope to learn today?

Ideas and Concepts

- Doctoral work 2016-2017
- Information and comments provided by parents and grandparents who engage in parent support sessions
- Information and comments provided by teachers who implement parent support sessions
- Webinar presented for Hearing First
@hearingfirst.org

Background: My Perspective

- More than 30 years working with families
- Provide direct child service currently
- Work with families currently
- Doctoral studies
- Focus of dissertation

Background: Research

- Coaching
 - Research literature describes the increase of parental engagement when real-time embedded coaching is applied during parent-child activities
 - Research literature describes the increase of child learning and development when parents engage with their children
- Rush and Shelden
 - 5 components to coaching



The
Early Intervention
Session

Goal of Coaching

- To identify the skills and capabilities that are within the person
- To develop those skills in order to enable parents to use those skills to the best of their ability
- To increase the independence within the individual, therefore reducing the parent's reliance on professionals to teach their child

Adult Learners Learn Best When:

- they are interested
- they are actively involved
- feel value, respected
- they are successful and safe
- they see an immediate application to real use
- they can make connections/relate to experience
- they have some influence over their learning (are vested, feel ownership)

Components of a Coaching Session

- Joint Planning
- Real-Time Embedded Coaching
- Reflection

Joint Planning

- Agenda/Sequence of Events
 - State clearly what will happen during the session
 - Sequence of events
 - Estimated time for each event
- Expectations of the Parent
 - State the expectations of the parent for each event
 - Will the parent observe
 - Will the parent interact with the child

Real-time Embedded Coaching

- The act of providing support through suggestions and reinforcement while the parent is engaging in an activity with the child
- Coaching occurs /before/during/after the activity

Real-Time Embedded Coaching

- Coach a predetermined lesson
- Have and explain specific goals
- Embed coaching throughout activity
- Summarize/Provide positive feedback

Using Reflection

- Ask the parent how he/she feels about the session
 - What went well
 - What was tricky/challenging
 - What behaviors/strategies should be continued/increased/decreased
- Highlight the positive things the parent did
- Summarize the session

Ending the Session

- Talk about what to practice between sessions
- Talk about the focus of the next session
 - Aspects on which to work
 - Things that were observed during coaching



Motivating parents
to attend and participate:
developing trust

Did you have an EI provider
with whom
you felt comfortable
and with whom
you developed trust?

Did you have an EI provider
with whom
you did not feel comfortable
and with whom
you did not develop trust?



Motivating parents
to attend and participate:
developing relationships

Caregiver Responses

- Establishing a relationship
- Mutual respect
- Being non-judgmental
- Feeling supported

Caregiver Quotes: Establishing a Relationship

*Establishing a relationship with L was the first and most important thing...
As I got to trust her and know her, it was easier to receive input from her...
That relationship was really a key foundation for us in starting [the coaching].*

Caregiver Quotes: Building Mutual Respect

*I think the respect
was quickly established.
I think within the first session
that was probably there
because she was able to explain
what the goal and purpose
of what we were going to be doing
and then demonstrate it
from the very first time we were with her.*

Caregiver Quotes: Building Mutual Respect

*She didn't make me feel
like she was the expert
[or] that she was making me
inferior at all.*

But, I did know she was the expert.

Caregiver Quotes: Being Non-Judgmental

*As I grew in [my] relationship
with [my coach, I became]
more authentic and transparent . . .
[admitting] that we don't always
have it all together.*

Caregiver Quotes: Feeling Supported

I would show [the coach] my [activity] and she would say, “Now, what is your goal?” She would always ask me what my goal was, and sometimes... I would [say],

“I don’t know what my goal is. I mean, I just want him to talk and to do it.”

So then she’d ask me, “Do you want him to say two words... to [say] a sentence?” [Then], I was like, “Oh we are teaching him nouns and verbs.”

Maybe I would say, or she would say, “This would be a good goal.” and I would be like, “Yeah, that’s a good goal.” So it was helpful because I really don’t think I knew how to teach C how to do what he’s doing.

Teacher Participants

- Changes to the implementation of providing coaching
- Teachers' perceptions of their roles as coaches
 - teachers as experts
 - changing attitudes about teaching adults
 - feeling empowered

Teacher Participants

- Changes in teacher attitudes
 - establishing a climate conducive to learning
 - developing a trust of the learner
- Changes in caregiver behavior
 - caregiver responsibility and accountability
 - demonstrating a readiness to learn

Teacher Quotes: Changes to Implementation

Since we were bringing the toys . . . sometimes [the parents] didn't have that toy at home or they didn't play [the way we were showing them or suggesting] with their child They never told us because we were telling them, "This is what you should be doing." They would never try Also some parents were buying [the toys] They would go and try to buy the same toys we were bringing, but that's not the idea. . . . It's what [the parents] do with [their children] at home and what's natural for [them]. [It's] how [they] like to play with [their children that's important]. And, then [trying] to help [the parents] use language and promote language through that frame.

Teacher Quotes: Changes to Implementation

We had the toy, we [told] them what to do, then as soon as they weren't doing it exactly how we told them to do [it] we were jumping in and . . . taking over. Now we're not doing that [and instead] we are [providing] positive feedback. We are giving them [positive feedback] now.

Teacher Quotes: Changes to Implementation

1. *I always started out with some kind of demonstration Now I start out with more of a discussion about what they think they should do with that toy. Together we talk about how we could incorporate [what we are currently working on] into whatever activity they have brought with them.*
2. *[The parents] became responsible for figuring out what to do with the toy or book.*
3. *We've developed more [as] a team. . . . Whereas, before I think we almost had this hierarchy where we were up here.*

Teacher Quotes: Teachers as Experts

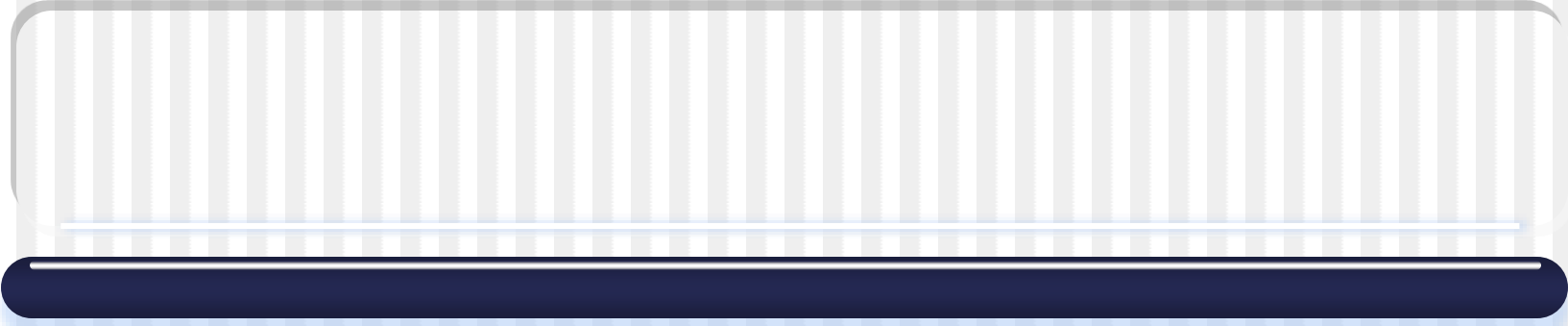
I think [the parents] used to look at [me] as the one who knew how to do it There was something really special about the way [I was] doing it. They were very happy to just sit back and let me do all the work. So they would come to parent [education], happily, and they would sit there and smile and they would want me to show off what I could get their child to do. They were afraid to jump in and try and a lot of them were just very comfortable [saying], “Okay, show me.”

Teacher Quotes: Being Non-Judgmental

- *They were way more nervous [before we applied andragogical principles] because they thought they were going to do something wrong . . . like we were judging rather than coaching. [I'd say,] "This is how you do it." And she'd be like, "Did I say it right? Did I move the toy right?"*
- *They were being judged and now they're not.*
- *[Now, the parents feel] there's no judgment or testing.*

Teacher Quotes: Teaching Adults

- *The hardest part was having the confidence to tell the parents that they were going to be in charge, and letting go because I like to be in charge.*
- *It was a big hump to get over for us, to believe that we could be teaching another adult. Even though we taught student teachers, we just thought they have a background in what we're doing [and the parents do not].*



Tips from the Trenches:
Parent
comments and advice



What is one piece of advice
you'd like share?

Communicating with Parents

- Basics
- Details
- Auditory information
- Visual information
- Explanation
- Show me
- Hands-on

Personal Preferences

- Learning something new
- Receiving information
- Processing information



Questions,
Comments,
and What Not



Personal Reflection



Contact Information
Betsy Moog Brooks,
EdD, CED, LSLS Cert. AVEEd

bbrooks@moogcenter.org

314-692-7172

www.moogcenter.org