

The Role of Mentoring and Supervision in Family-Centered Early Intervention Programs:

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Purpose and Rationale

The purpose of this study was to determine if and how supervision, coaching, and/or mentoring practices are utilized by FCEI programs.

Learning is more robust when learners have opportunities to apply information. Learners retain only 20% of the information presented in a didactic lecture format, individuals provided with abundant opportunities to practice retain 95% of the information (Joyce & Showers, 2002).

Methods

Information was collected using a survey distributed to FCEI program administrators nationwide who work with families and children birth-age three who are deaf or hard of hearing.

Demographics of program administrators

- n=74
- 24 states represented
- Variety of programs (public, private, non-profit, in-home, clinic, telehealth, community)
- Contracted, full-time, and part-time providers
- Master's degree (93%)
- Female (91.89%)
- White/Non-Hispanic (91.89%)

Variability in the title of people who had responsibility for supervision

- 46 identified as a coordinator, supervisor, or director
- 28 identified as clinicians with administrative responsibilities (e.g., teacher, SLP)



Results

Coaching: "building capacity"

| Benefits | Barriers |
|--|--|
| <ul style="list-style-type: none"> • Facilitate teacher reflection • Increase teacher skills • Empower teachers to be more active, meet their own goals | <ul style="list-style-type: none"> • Time • The Coach: Lack of training and support to help coaches, no process in place • The "Coach-ees": Resistance of staff |

Mentoring: "the ability to ask questions without judgment"

| Benefits | Barriers |
|--|---|
| <ul style="list-style-type: none"> • Peer-to-peer collaboration (and relationship building) • Improve skills (better reflection of practice, better outcomes for families, professional development) | <ul style="list-style-type: none"> • Logistics: time, scheduling, location • No system in place: no training for mentors, no buy-in from employees, lack of availability, reimbursement not in place, perception of a hidden agenda, etc. |

Supervision: "making sure we abide by regulations"

| Benefits | Barriers |
|--|---|
| <ul style="list-style-type: none"> • Oversight (policy, procedure) • Giving feedback to staff (reinforce skills, building capacity, support) • Provider focus • Family focus | <ul style="list-style-type: none"> • Time • Supervisor capacity (large caseloads, many responsibilities) and administrators' lacking knowledge of the fields of EI and deafness |

Terminology

Supervision - observing and directing the work of someone.

Mentoring - advising or training someone, especially a younger or newer colleague.

Educational Coaching - a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice.

The terms have many similarities. The underlying intent of each is for at least two adults to work together in order for learning to take place. The learning is relevant to a particular situation, and the learning is intended to generalize to other places and other people in the future.



Discussion

IDENTIFIED AS VERY IMPORTANT

- Coaching 89%
- Mentoring 81%
- Supervision 69%

OFFERED BY THE PROGRAM

- Coaching 62%
- Mentoring 84%
- Supervision 93%

Why is there an inverse discrepancy in what is important and what is offered?

Best Practices in Family-Centered Early Intervention for Children Who Are Deaf or Hard of Hearing: An International Consensus Statement (JDSDE, 2014) (7.6) Provide supervision, mentoring, and direct observation of