

Respectful Intervention:

Using Evidence Based Practices in Partnering with Families & Caregivers

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Key Themes to remember

Respect

Be cautious of making value judgments:

not making sense of how the practices operate in a family

Rogoff, 2003; Rush & Sheldon 2011

Key Themes

Strategies we give to families must:

- follow Mission and Key Principles
- be evidence based
- be something they want to do to achieve their goal
- be relevant to their daily life
- facilitate that child's development
- be connected to the child's interest(s)

Evidence Based Practices

"Practices that are informed by research in which the characteristics and consequences of environmental variables are empirically established and the relationship directly informs what a practitioner can do to produce a desired outcome."

Rush & Sheldon, 2011, pg. 194

Coaching

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- <https://www.youtube.com/watch?v=Esh75mbmucY>

Repetition
Empowering
Messy
Coaching
Practice
Non-linear
More-than-a-conversation

Coaching

Coach's role:

- help families/caregivers gain awareness of the situation through reflective questioning, observation and feedback and to develop alternatives for change (plan).

5 Key Characteristics

- joint planning
- observation
- action
- reflection
- feedback

Rush & Sheldon, 2011

Coaching is EBP

Coaching allows for
skilled interventions to take
place

Example: Joint Planning

Coach: Last week, during the RBI, you talked about your concerns with Mark's eating. You stated he won't eat anything and only drinks formula from a bottle. You said you have tried stage 1 baby food and if you try to bring the spoon to his mouth he turns his head. What else have you tried to help him eat?

Mom: Sometimes dad holds his hands so I could spoon feed a little into his mouth. Mark just turns his head and screams and fusses.

Dad: He needs to eat. Why does he refuse to eat?

Coach: Why do you think he refuses to eat?

Dad: I don't know. (Looks towards mom and mom shrugs her shoulders)

Coach: Well, there could be a few reasons but I would really like to observe what typically happens first just so I can get a good picture. Would now be a good time?

Mom: Yes that would be great! Let me get the highchair!

Dad: Sure

Example: Observation

Mark's mom gets out the highchair while dad gets a jar of baby food and a spoon and hands it to her. Mom then scoops a small spoonful of baby food then brings it a few inches from Mark's mouth.

While mom is opening the jar, she is talking to Mark in a sweet voice, telling him that she is going to feed him some bananas and that they are so yummy. Mom brings the spoon towards Mark's mouth and he then turns his head immediately and starts to whine. Mom removes the spoon quickly and places back in the jar and looks at the coach for help.

Example: Reflection

Coach: I love that you are talking to Mark in such a sweet voice and telling him all about what you are doing. I can tell you care about him. I also love that when Mark turned his head when you brought the food to his mouth you didn't force him and continued to talk sweetly to him. How do you feel it went?

Mom: It didn't. He still won't eat.

Coach: What do you think we could do differently?

Mom: Not sure. I don't know what else to do.

Coach: How often do you try to feed Mark?

Mom: Twice a day.

Example: Feedback

Coach: Ok. I think it's awesome that he enjoys sitting in his high chair and he seems to really enjoy interacting with you. He smiles at you and looks at you when you're talking to him. The less threatening and more fun we make feeding the less stressed Mark will be with eating. We want eating to be fun and not a stress. But I understand how difficult it must be that he won't eat. I think for the next couple days, continue to do what you are doing, which is offering him the food and if he doesn't want it you don't have to force it just like you did today. You read his cues beautifully and knew exactly when he did not want to eat.

If you and dad are ok with it, I will talk to the team about Mark's feeding. We have some amazing feeding specialists on our team that I think would be very helpful. I'd like to get their input before we go any further. Is this ok?

Example: Joint Planning

Coach: *So what is your plan for the next couple days?*

Mom: I'm going to keep trying to feed him but not force him to eat it.

Coach: *I'm going to bring him up at our next teaming, would you like to call in and listen or report back to you?*

Mom: Please just let me know what the team says.

Example: Action/Practice

Mom pours a small amount of baby food on Mark's tray. She then dips her finger in the baby food and makes circles with it on the tray then stops and looks at him and smiles. (Mom is talking to him and telling him what she is doing)

Mark slams both hands down on the tray and smears baby food back and forth on tray.

Mom then takes a spoon and draws circles in the baby food with the spoon. Mark grabs for the spoon and starts banging the spoon up and down on the tray. (Mom has two spoons so she takes the other spoon and makes dots with the spoon while Mark bangs his spoon.)

Mark then starts to kick in his chair and shake his head back and forth. Coach notices that he is sending signals that he is finished. Coach waits a couple seconds to see if mom notices. Mom continues to make dots with spoon.

Action/Practice continued

Coach: *What do you think Mark is trying to say right now?*

Mom: He's not saying anything he's just whining.

Coach: *I noticed he's kicking his legs and shaking his head back and forth to. Do you know why he's doing that?*

Mom: I think it is because he wants to get down. Should we stop?

Coach: *Yes. I think now would be a good time to stop. We want this to be fun for Mark so if he is getting upset we should stop and try again later.*

Example: Reflection/Feedback

Coach: *How do you feel that went?*

Mom: It was messy.

Dad: He still won't eat.

Coach: *But did you see how well he played with the food! He touched it and swirled it around on his tray and really seemed to enjoy it. I think it's great that he's not afraid to touch the food with his hands. This is a great step! Remember we want feeding time to be fun so what are some other activities we could do to keep him engaged in playing with the food?*

Mom: I'm not sure.

Coach: *What sorts of toys or objects does Mark like to play with?*

Mom: Maybe a car? Oh! He could roll the car through the food!

Coach: *That's a great idea! I love it!*

Example: Joint Planning

Coach: *Based on all we did today with Mark, what would you like to focus on between now and our next session?*

Mom: Letting Mark roll his car through the food and letting him play with food with his hands.

Coach: *Perfect! Would you like to continue to work on feeding with Mark on our next visit?*

Mom: That would be great.

Coach: *When would be a good time? Do you want me to come during a different meal or same meal?*

Making Connections

Example #2

- Mom shares she's not sleeping- cries when she looks in the mirror at her dark circles
- Coach: empathetic listening
- Discuss together what Mom would like to change...
 - child in own room, because he seems to wake up less and not need as many bottles to go back to sleep
- Make a joint plan together, breaking down bedtime routine- discuss cautions about falling asleep to TV, encouraging a comfort item (feedback for EI)
- Observation/Action in this case = mini RBI about how nights are going
- Mom reflects on how it's going- what's worked (comfort item), what hasn't (still trying to paint before moving rooms), what's the same (amount of bottles)
- Joint Planning for next steps

Coaching a family through a specific evidence based strategy offers the EI provider the opportunity to tailor and see how it works in the realist possible way:

the family engaging with their child to work towards their goal.

Intentional Modeling

Brainstorming & Planning intervention strategies (with families and your team)

Roadmaps

Reflective Questioning

Research Literature

Videos

Resources

- http://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Using_a_Coaching_Interactive_Style_with_Families.pdf
 - Links to Rush and Sheldon's documents included
- Early Intervention: A Routines-based Approach - Part 2: What Intervention Can-and Should-Look Like- https://www.youtube.com/watch?v=sL_WOCu3Ptg
- fipp.org
- Book- *Working with Families of Young Children*, Chapter 5, "Talking to Families"

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