Collaborating with Families: Supporting and Including Caregivers in Early Intervention

Chris R. Watts  
*Marcus Autism Center, chris.watts@choa.org*

Kimberly Ann Resua  
*Marcus Autism Center, kimberly.resua@choa.org*

Jennifer Stapel-Wax  
*Marcus Autism Center, jennifer.stapel-wax@emory.edu*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/gapbs](https://digitalcommons.georgiasouthern.edu/gapbs)

**Recommended Citation**

[https://digitalcommons.georgiasouthern.edu/gapbs/2015/2015/15](https://digitalcommons.georgiasouthern.edu/gapbs/2015/2015/15)

This presentation is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia Association for Positive Behavior Support Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Collaborating with Families: Supporting and Including Caregivers in Early Intervention

Chris Watts, MSW & Kimberly Resua, MT

GAPBS Annual Conference
December 2015
Objectives

• Participants will understand the importance of including caregivers in early intervention practices, with an emphasis on the core components of caregiver-mediated interventions.

• Participants will identify strategies for gaining and sharing information with families in the initial stages of intervention.

• Participants will identify coaching strategies designed to support caregivers throughout the EI process.
Early Intervention: A Background

• 1973:
  – American Disabilities Act

• 1975:
  – Education for All Handicapped Children Act

• 1986:
  – IDEA was passed
  – Part C: Statewide, Comprehensive, & Multidisciplinary Service

• 2011:
  – 300,000 plus children nationwide qualify for early intervention

• 2012:
  – 6,640 children receive services from Babies Can’t Wait in the state of Georgia

(Oser & Coen, 2003; The National Early Childhood Technical Center, 2011; Department of Public Health, 2012)
Why Early Intervention?

- To enhance the child's development
- To provide support and assistance to the family
- To maximize the child's and family's benefit to society
- To promote brain development in the first three years of life
- To develop strong, every day living skills for later in life

(The National Early Childhood Technical Center, 2011)
Broadening our Perspective

• *Historically:* Early Intervention system advocated **family-centered practices** to include caregivers in decision making and establishing goals.

• *Recently:* Early Intervention system advocates a broadened perspective of family-centered practices with an emphasis on **caregiver-mediated intervention**.

(Friedman, Woods, & Salisbury, 2012)
Let’s Compare!

Clinician-Implemented Intervention  Caregiver-Implemented Intervention
Clinician-Mediated Intervention

• Clinician educates/informs caregivers
• Clinician gathers information on caregivers’ priorities and concerns
• Clinician infuses caregivers’ priorities and goals into treatment as applicable
• Clinician implements treatment plan
• Clinician tracks progress
• Caregivers observe and take turns
• Caregivers implement home program
Caregiver-Mediated Intervention

• Partnership between caregivers & clinician
• Family-centered collaborative planning
• Clinician gathers information from caregivers
• Clinician observes natural activities of the day
• Caregivers & clinician engage in ongoing consensus building conversations
• Caregivers directly use intervention practices to increase positive learning opportunities & acquisition of skills
• Clinician guides & educates caregivers’ implementation via collaborative coaching
Let’s Start at the Very Beginning...

Initial Conversations with Families

Where Do We Begin?
Video: Initial Conversation
Gaining and Gathering Information

• Core components of initial conversations with families:
  – Details of the early intervention program
  – Parent participation
  – Less early intervention jargon and more everyday language
  – Timing is everything

(Woods & Lindeman, 2008)
Gaining and Gathering Information

• Tools for gathering information from families:
  – Conversations
  – Questionnaires
  – Mapping
  – Problem solving
  – Environmental scan

(Woods & Lindeman, 2008)
Video: Gaining and Gathering Information
Continuing to Gather Information

• Sharing while gathering information
  – Make the most of teachable moments
• Every child is different
  – Find out what activities are really preferred by the family
• Develop a plan to understand their values, concerns and outcomes

(Woods & Lindeman, 2008)
How Do We Build Caregiver Capacity?
How Do We Build Caregiver Capacity?

• Early intervention providers can build caregiver capacity by:
  – Strengthening the caregiver-child relationship
  – Building the caregiver’s confidence and competence to enhance the child’s learning
  – Accomplishing family-identified outcomes

(Friedman, Woods, & Salisbury, 2012)
Adult Learning Principles

- Research has shown that adult-learning strategies that incorporate active-learner participation have a greater effect than those that do not.

- Adults need opportunities to practice new skills, as well as opportunities to evaluate and reflect on their practice.

(Dunst & Trivette, 2009; Friedman, Woods, & Salisbury, 2012)
Stages of Caregiver Coaching

• Coaching strategies are organized within a **flexible framework** based on *adult learning principles* and *family-centered practice*.

(Friedman, Woods, & Salisbury, 2012)
Setting the Stage

• **Setting the Stage:** Caregiver and provider build rapport, share updates and information, and create a plan for the session.

• Caregiver coaching strategies:
  – Conversation and Information Sharing
  – Observation
  – Direct Teaching
  – Demonstrating

(Friedman, Woods, & Salisbury, 2012)
Video: Setting the Stage
Application Opportunities and Feedback

• **Application Opportunities and Feedback:** Caregiver practices strategies with child with support from provider.

• **Caregiver coaching strategies:**
  – Guided Practice with Feedback
  – Caregiver Practice with Feedback
  – Joint Interaction

(Friedman, Woods, & Salisbury, 2012)
Video: Application Opportunities and Feedback
Video: Application Opportunities and Feedback
Mastery

• **Mastery:** Caregiver reflects, problem solves, and generalizes strategies to support child across natural activities and settings.

• **Caregiver coaching strategies:**
  – Problem Solving/Reflection

(Friedman, Woods, & Salisbury, 2012)
Video: Mastery
Bringing It All Together

• Coaching strategies are organized within a **flexible framework** based on *adult learning principles* and *family-centered practice*.

• Caregiver coaching is a **dynamic process**.

1. Setting the Stage
2. Application Opportunities & Feedback
3. Mastery

*(Friedman, Woods, & Salisbury, 2012)*
Video: Mastery
Brainstorm: Putting it Into Practice

• How do you think these coaching strategies could fit into your practice?
  – Gathering and gaining information
  – Building caregiver capacity
  – Utilizing adult learning strategies
  – Flexible caregiver coaching
    • Setting the stage
    • Application opportunities and feedback
    • Mastery
Overview

• Gathering information from families is an on-going process throughout their Early Intervention experience.

• Coaching a caregiver is a flexible process, so be prepared to adjust your supports as needed.
Thank You

• Thank you to the families who have participated in our program and shared their videos for us to use today.

• Contact Information:
  chris.watts@choa.org
  kimberly.resua@choa.org

• Questions?